

**LEARNING OUTCOMES BASED CURRICULUM
FRAMEWORK (LOCF) FOR UNDERGRADUATE PROGRAMMES**

**Department of Digital Journalism
DDU KAUSHAL KENDRA**



**LOYOLA COLLEGE (AUTONOMOUS)
CHENNAI 600034**

PREFACE

Digital Journalism, a vocational programme under the DDU KAUSHAL Kendra scheme, focuses on imparting practical skills related to digital media and journalism. The convergence of media in the digital era is taken into special care when designing the syllabus and imparting the skills. The programme has a specific focus on digitally mediated forms of communication with foundations of print, TV and Radio journalism.

The learning outcome-based curriculum framework for B.Voc. (Bachelor of Vocation) Digital Journalism is framed such that it fulfills the fast evolving nature of digital forms of communication. The framework is created to become a benchmark for such degree programmes, especially so because Digital Journalism programme under KAUSHAL scheme deals with the emerging domain of communication. The requirements of the industry and basic requirements of a graduate are taken into consideration while framing the LOCF.

As the nature of programme weighs more on the practical skills, the curriculum planning, including course overviews, objectives and are designed with the same in mind. All practical papers require submission of a project work at the end of each semester. Theory papers have assignments which take care of practical application of concepts and theories. At the same time the course doesn't deviate from the communication or mass communication programme and are considered equivalent to the same.

Largely as field based, industry oriented, lab based courses, the programme involves the excitement of covering news first hand or researching stories curating content or shooting and editing photographs or moving images. The programme is created with a scaffolding such that students get to learn basics in the beginning of the course and learn tougher aspects of the learning later on with an internship at the end of the programme. The training under internships of this vocational programme is designed such that students have enough time working in a media organization and enhance the possibilities of landing a job.

The Outcome Based Education (OBE) model is implemented for the degree programme mapping the learning outcomes not just with skills but also with development journalism orientation, social responsibility and other millennial goals apart from the ethical framework of Jesuit higher education. The curriculum is also aligned with the framework created by MESC (Media and Entertainment Skills Council) to improve skillsets and enhance job opportunities. MESC also conducts exams for various job roles, which have national and international relevance. The programme is run in close association with media organizations, augmented by industry visits, workshops, seminars, field practices and lab sessions. The orientation is provided not just to make the students working journalists but also to make them entrepreneurial journalists, in an era of start-ups changing the landscape of media.

Journalism is a domain which is interdisciplinary in nature, inclusive of literature, sociology and political science. The curriculum, teaching pedagogy and assessment methods are designed with appropriate cognitive levels as per BLOOM's Taxonomy. This ensures the students attain all levels of cognitive growth through the learning process of this degree programme. The OBE based evaluation methods would ensure appropriate course outcome attainment.

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VISION AND MISSION OF LOYOLA COLLEGE

VISION

- Towards holistic formation of youth, grounded in excellence, through accompaniment to serve the humanity.

MISSION

- To provide inclusive education through an integral and holistic formative pedagogy.
- To promote skills that prepare them for the future.
- To kindle in young minds the spirit of social and environmental justice with a blend of academic excellence and empathy.
- To stimulate critical and conscientious scholarship leading to meaningful and innovative human capital.

CORE VALUES

- Cura Personalis
- Pursuit of Excellence
- Moral Rectitude
- Social Equity
- Fostering Solidarity
- Global Vision
- Spiritual Quotient

VISION AND MISSION OF THE DEPARTMENT OF DDU KAUSHAL KENDRA

VISION:

To create a sustainable industry aligned academic ecosystem that empowers students in innovation, entrepreneurship and employability.

MISSION:

- Providing inclusive and Job-oriented training
- Bridging gap between the academia and industry
- Boosting creativity and cultivating robust skill sets
- Encouraging faculty with learning on latest technological advancements
- Facilitating use of media to foster positive changes within society

Department of KAUSHAL Kendra
PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

PEO 1	<p>PROFESSIONAL AND TECHNICAL SKILL DEVELOPMENT</p> <p>To impart industry specific skills, develop creativity, knowledge to the students in media studies and to make them socially responsible and prudent citizens.</p>
PEO 2	<p>CORE COMPETENCY AND ACADEMIC EXCELLENCE</p> <p>To develop scope and enhance the core competencies in the chosen area of specialization and to provide access to quality education through the use of modern tools and techniques and to empower them with entrepreneurial skills.</p>
PEO 3	<p>LOCALLY AND GLOBALLY RELEVANT CURRICULUM</p> <p>To constantly strive to innovate, revise, update and upgrade the curriculum on par with the international standards and teaching methodologies to cater to the needs of the students and to make the teaching and learning relevant to the local and global context.</p>
PEO 4	<p>SOCIAL RESPONSIBILITY AND ENVIRONMENTAL SUSTAINABILITY</p> <p>To integrate social responsibility, concern towards the environment and create content for sustainable development into the curriculum of all media and communication specializations.</p>
PEO 5	<p>HOLISTIC DEVELOPMENT AND PROFESSIONALISM ETHICS</p> <p>To prioritize experiential learning through specialized and customized training and to understand the importance of life skills, holistic development, professional attitude, ethics, collaboration, critical thinking, accountability and multidisciplinary approach.</p>
PEO 6	<p>INCLUSIVE AND ENABLING LEARNING ENVIRONMENT</p> <p>To provide access to students, preferentially the underprivileged, an academic environment which is conducive to academic excellence, the urge of discovery, creativity, inventiveness, leadership and life-long learning.</p>

PROGRAMME OUTCOMES (POs)

PO 1	DISCIPLINARY KNOWLEDGE AND SKILL DEVELOPMENT Students will apply the inter-disciplinary knowledge acquired in classrooms and labs in real life situations and work environment. They will internalize the importance of arts that will enable them to become skilled professionals.
PO 2	REFLECTIVE THINKING AND EFFECTIVE COMMUNICATION Students will enhance their communication skills such as reading, writing, listening and speaking, visualising which will help them to express their ideas and views clearly and improve/acquire critical thinking.
PO 3	PROFESSIONALISM AND ETHICS Students will demonstrate the core competencies and professional ethics in their discipline through Analytical reasoning, Problem-solving, Research-related skills, Cooperation/ Teamwork, Scientific reasoning and Reflective thinking and will emerge as entrepreneurs and become employable in various positions.
PO 4	SOCIAL SKILLS AND INCLUSIVITY Students will imbibe moral and social values in personal and social life leading to highly cultured and civilized personality and sensitized to gender, age, caste, religion, race, ethnicity and region and use education as a tool for equity, emancipation and empowerment of humanity.
PO 5	MEDIA EDUCATION AND ENVIRONMENT SUSTAINABILITY Students will understand socio-cultural, economic, political and media issues and will contribute towards the betterment of the human living environment and sustainable growth.
PO 6	SELF- DIRECTED AND LIFELONG LEARNING Through media and communication literacy, students will engage in self-paced and self-directed learning for personal development, professional accomplishment and social advancement.
PO 7	MULTICULTURAL COMPETENCE AND LEADERSHIP QUALITY Students will exhibit moral and ethical awareness/reasoning, Leadership readiness/qualities, multicultural competence, diversity and become competent, committed, conscious, creative, and compassionate men and women for others.

PROGRAMME SPECIFIC OUTCOMES (PSOs)

B.Voc. Digital Journalism	
PSO 1	Identify concepts, techniques and practices of traditional and digital journalism and enhance communicative abilities.
PSO 2	Develop skills to write, edit and translate news stories for different news platforms creating local and global impact.
PSO 3	Demonstrate proficiency in news gathering, programme production and the ability to critically evaluate and interpret news with sensitivity to sustainable environment and social responsibility.
PSO 4	Visualize and execute news photography, newsreels and documentaries to infuse awareness, entertain and persuade the public.
PSO 5	Design magazines, newspapers, news portals and websites, applying media laws and ethics, exhibiting research and technical excellence and leadership qualities.
PSO 6	Build industry exposure and collaborations through internships, field visits, workshops and projects aiming at specialized training and job opportunities.
PSO 7	Create a professional portfolio to showcase skill competency, augment employability and entrepreneurial skills.

DDU KAUSHAL KENDRA, LOYOLA COLLEGE, CHENNAI
LOCF - MAPPING

Vision and Mission - PEO

	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6
Vision	3	3	3	3	3	3
Mission 1	3	3	3	2	3	3
Mission 2	3	3	3	2	3	3
Mission 3	3	2	2	3	3	3
Mission 4	3	2	2	3	3	3

High Correlation – 80% Moderate Correlation – 20% Low Correlation – 0%

PEO – PO

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
PEO 1	3	3	3	3	3	3	2
PEO 2	3	3	3	3	2	2	2
PEO 3	3	3	3	3	3	3	3
PEO 4	2	3	3	3	3	3	2
PEO 5	3	3	3	3	3	3	3
PEO 6	3	3	3	3	3	3	3

High Correlation – 86% Moderate Correlation – 14% Low Correlation – 0%

PEO – PSO – B.VOC. DIGITAL JOURNALISM

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
PEO 1	2	3	3	2	3	3	3
PEO 2	2	3	3	3	3	2	3
PEO 3	3	3	3	3	3	3	3
PEO 4	2	3	3	3	3	3	2
PEO 5	2	3	3	3	3	3	3
PEO 6	3	3	3	3	3	3	3

High Correlation – 83% Moderate Correlation – 17% Low Correlation – 0%

PO – PSO

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
PO 1	3	3	3	3	3	3	3
PO 2	3	3	3	3	3	3	3
PO 3	3	3	3	3	3	3	3
PO 4	2	3	3	3	3	3	2
PO 5	2	3	3	3	3	3	3
PO 6	3	3	3	3	3	3	3
PO 7	2	2	3	3	3	3	2

High Correlation – 88%

Moderate Correlation – 12%

Low Correlation – 0%

B. Voc. Digital Journalism CBCS curriculum with effective from June, 2019

PART	SEMESTER I	SEMESTER II	SEMESTER III	SEMESTER IV	SEMESTER V	weeks during Christmas Holidays Internship for 4	SEMESTER VI	CREDITS	
I	G. Language (3H/3C)	G. Language (3H/3C)							6
II	General English (5H/5C)	General English (5H/5C)	General English (4H/4C)	General English (4H/5C)					18
III MC	Understanding Journalism (6H/6C)	Reporting & Editing for Digital Media (6H/6C)	Media and the Margins (6H/6C)	Communication Theories (6H/6C)	Digital Laws and Media Ethics (6H/6C)			Media Management & Professional Ethics (6H/6C)	78
	Understanding Digital Journalism (6H/6C)	Feature writing for Digital Journalism (6H/6C)	Media Analysis Techniques (6H/6C)	Specialized Reporting (6H/6C)	Research and Documentation Skills (6H/6C)			Digital Production for TV (6H/6C)	
					Video Production (6H/6C)				
AR/ AO	Basic Computer Skills (6H/6C)	Graphic Design & Multimedia	Photography (6H/6C)	Scriptwriting (6H/6C)					24
ME					Reporting for Social Change (or)			Radio Journalism (or)	12
					Citizen Journalism (6H/6C)			Photojournalism (6H/6C)	
MS									12 (MS&TP)
BT/AT /NME									4
	NME 1 (2H/2C)	NME 2 (2H/2C)							
FC	Value Education (2H/2C)	Value Education, Extension Activities (2H/2C)	Interactive Media Design (6H/6C), EVS (2H/2C)	ICT and Soft Skills Training (4H/4C), Interactive Content & User Experience (4H/4C)	Convergent Journalism (6H/6C) (6H/6C)			26	
CCA									
ORA									
Hr/C	30h/30c	30h/30c	30h/30c	30h/30c	30h/30c	12	18h/18c	180h/180c	

LOYOLA COLLEGE (AUTONOMOUS), CHENNAI – 600 034
DEPARTMENT OF DIGITAL JOURNALISM, DDU KAUSHAL KENDRA
(2019 - Restructured Curriculum)
OVERALL COURSE STRUCTURE

Sem	Subject Code	Course Title	T/L/P	Category*	Credit	Hours
I	UTL 1102 / UFR 1102 / UOL 1102	Tamil (Voc) – I / French For Communication (Voc) –I / General Hindi (Voc) – I	T	GL	3	3
I	UEL 1206 / UEL 1207	General English I (Advanced) (Voc) General English I (Intermediate) (Voc)	T	GE	5	5
I	UDJ 1501	Understanding Journalism	T	MC	6	6
I	UBU1502	Understanding Digital Journalism	T	MC	6	6
I	UAN 1301	Basic Computer Skills	T	AR	6	6
I	UHE 1002	Value Education - I (Voc)	T	FC	2	2
I	UTL 1801/ UTL 1802/ UAN 1801	Basic Tamil – I (Voc) (L)/ Advanced Tamil (Voc) – I (L)/ Leadership Skills - I (T)	T/L	NME	2	2
II	UTL 2102 / UFR 2102 / UOL 2102	Tamil (Voc) – II / French For Communication (Voc) –II / General Hindi (Voc) – II	T	GL	3	3
II	UEL 2206 / UEL 2207	General English II (Advanced) (Voc) General English II (Intermediate) (Voc)	T	GE	5	5
II	UDJ 2501	Reporting &Editing for Digital Media	L	MC	6	6
II	UDJ 2502	Feature writing for Digital Journalism	L	MC	6	6
II	UAN 2301	Graphic Design & Multimedia	L	AR	6	6
II	UHE 2002	Value Education - II (Voc)	T	FC	1	1
II	UHE 2003	Extension Activities	L	EA	1	1
II	UTL 2801/ UTL 2802/ UAN 2801	Basic Tamil (Voc) – II (L)/ Advanced Tamil (Voc) – II (L)/ Leadership Skills - II (T)	T	NME	2	2
III	UEL 3206 / UEL 3207	General English III (Advanced) (Voc) General English III (Intermediate) (Voc)	T	GE	4	4
III	UDJ 3501	Media and the Margins	T	MC	6	6
III	UDJ 3502	Media Analysis Techniques	T	MC	6	6
III	UHE 3002	Environmental Studies (Voc)	L	NME	2	2
III	UDJ 3001	Interactive Media Design	L	FC	6	6
III	UVC 3301	Photography	L	AL	6	6
IV	UEL 4206 / UEL 4207	General English IV (Advanced) (Voc) General English IV (Intermediate) (Voc)	T	GE	4	4
IV	UDJ 4501	Communication Theories	T	MC	6	6
IV	UDJ 4502	Specialized Reporting	L	MC	6	6

IV	UAN 4401	Scriptwriting	L	AL	6	6
IV	UDJ 4001	ICT and Soft Skills Training	L	FC	4	4
IV	UDJ 4002	Interactive Content & User Experience	L	FC	4	4
V	UDJ 5501	Digital Laws and Media Ethics	T	MC	6	6
V	UDJ 5502	Research and Documentation Skills	L	MC	6	6
V	UDJ 5503	Video Production	L	MC	6	6
V	UDJ 5504	Convergent Journalism	L	MC	6	6
V	UDJ 5601/ UDJ5602	Reporting for Social Change/ Citizen Journalism	L	AL	6	6
VI	UDJ 6501	Media Management & Professional Ethics	L	MC	6	6
VI	UDJ 6502	Digital Production for TV	L	MC	6	6
VI	UDJ 6601/UDJ 6602	Radio Journalism/Photojournalism	T	AL	6	6
VI	UDJ 6705	Internship	L	PJ	6	6
VI	UDJ 6708	Project	L	PJ	6	6

OFFERED TO OTHER DEPARTMENTS

I	UDJ 1301	Digital Design	P	AR	3	6
II	UDJ 2301	Graphic Design & Multimedia	L	AL	6	6
III						
IV	UDJ 4401	Media Entrepreneurship and Economics	T	AO	3	5
IV	UDJ 3401	Story & Scriptwriting	L	AL	6	6

COURSE DESCRIPTOR

Course Code	UEL 1206
Course Title	GENERAL ENGLISH – I (ADVANCED) VOC – DIGITAL JOURNALISM
Credits	05
Hours/Week	05
Category	GE (GENERAL ENGLISH)
Semester	I
Regulation	2019

Course Overview

1. Give an overview on basic grammar concepts and pronunciation skills.
2. Provide strategies to enhance spoken and written communication.
3. Introduce learners to the various skills and sub-skills of listening and reading.
4. Explain the ethical practices with regard to reporting.
5. Offer learners hands-on tips to achieve face-to-face and online communication with confidence.

Course Objectives

1. To understand the essentials of grammar & show their vocabulary and pronunciation skills.
2. To examine the basic skills in oral and written communication.
3. To focus on the skills and sub skills of listening & reading
4. To examine various ethical practices with reporting and d carry out the dissemination of news across the globe.

Prerequisites

Proficiency in listening, speaking, reading and writing required for Upper Intermediate Level students.

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Basic Grammar, Vocabulary & Pronunciation Parts of speech – Tenses in grammar and grammar concepts – Phrasal verbs, idioms & idiomatic expressions – Features of English pronunciation - Phonemic awareness – Phonics – Word stress - Sentence stress - Intonation – Most common grammatical & pronunciation errors.	15	CO1, CO2, CO3, CO4, CO5.	K1, K2, K3, K4, K5, K6
II	Introduction to Reading Skills & Strategies Scanning (Reading for specific information) – Skimming (Reading for gist) - Detailed reading and note taking – Developing reading speed – Understanding text and distinguishing text style.	15	CO1, CO2, CO3, CO4, CO5.	K1, K2, K3, K4, K5, K6
III	Listening & Oral Communication Skills Listening Skills - Active listening – Informational listening – Critical listening - Listening to understand the feelings and emotions of the speaker – Oral communication skills – small talk – daily conversations – impromptu speech – persuasive speech – Strategies to achieve fluency in English.	10	CO1, CO2, CO3, CO4, CO5.	K1, K2, K3, K4, K5, K6

IV	Introduction to writing techniques & strategies Structure & content development for formal & informal writing – mechanics of writing – coherence & cohesion in writing – Letter & email writing – Story writing – Note-making, Summarizing & paraphrasing.	15	CO1, CO2, CO3, CO4, CO5.	K1, K2, K3, K4, K5, K6
V	Basic Presentation Skills Self-introduction – Making presentations using PPT – Strategies for developing confidence to address the audience and deliver short speeches – Ways to make effective & powerful presentations.	10	CO1, CO2, CO3, CO4, CO5.	K1, K2, K3, K4, K5, K6
Text Books				
1. English Grammar in Use, Raymond Murphy, CUP, 2012, 4th Edition				
2. Face-to-Face, Advanced Students’ Book, Gillie Cunningham & Jan Bell, CUP, 2012				
3. Business Communication Today, Pearson, 2017 Courland L. Bovee, John V. Thill, Roshan Lal Raina, Pearson, 2017				
4. Level English, Helen Toner & John Reynolds, CUP, 2008				
Suggested Readings				
1. Matilda, Hilare Belloc, Penguin, 1992				
2. Refugee Mother and Child Chinua Achibe, https://bit.ly/3j7JfCp				
3. The Gypsy Goddess, Meena Kandasamy, Harper Collins, 2014				
Web Resources				
1. www.bbc.com				
2. www.cnn.com				
3. www.ted.com				
4. https://owl.purdue.edu/owl/purdue_owl.html				
5. https://learnenglish.britishcouncil.org/				
6. App – BBC LEARNING ENGLISH				
7. App – 6 Minute English				
8. App - Twitter				

Course Outcomes (COs)

UEL 1206 – GENERAL ENGLISH – I (ADVANCED) VOC		Cognitive Level
CO 1	Recall the essentials of grammar & demonstrate the vocabulary and pronunciation skills.	K1, K2
CO 2	Apply basic skills in oral and written communication	K3
CO 3	Explain the skills and sub-skills of listening & reading	K4
CO 4	Choose appropriate ethical practices with reporting.	K5
CO 5	Produce and design the news for dissemination across the globe.	K6

COURSE DESCRIPTOR

Course Code	UEL 1207
Course Title	GENERAL ENGLISH I (INTERMEDIATE) VOC
Credits	05
Hours/Week	05
Category	GE (GENERAL ENGLISH) - Theory
Semester	I
Regulation	2019

COURSE OVERVIEW

1. The course recapitulates on the basics of grammar.
2. It fosters writing skills and its sub-skills.
3. It aims to introduce media writing and provide guidelines for writing news, articles and magazines with the mechanics governing all the technical aspects.
4. It enhances competence and confidence in using the English language form and function.
5. It augments the overall communication skills and interpersonal skills making them professional.

COURSE OBJECTIVES

1. To heighten their awareness concentrating on the meaning of words, the sentence structure and its right usage.
2. To attain creativity and enhance competence in the four modes of literacy: listening, speaking, reading and writing.
3. To improve the reading skills through extensive reading.
4. To enrich their vocabulary and the pronunciation of words.

Prerequisites Basic language skills (listening, speaking, reading and writing) and grammar knowledge.

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Parts of speech and Tense forms Parts of Speech –Sentences-Tenses. Written: How to write simple sentences and how to write paragraphs. Spoken: How to greet people and how to give pep talks.	13	CO1, CO2, CO3, CO4, CO5.	K1, K2, K3, K4, K5, K6.
II	Reading skills Selected stories of renowned writers like R.K. Narayan, Ambai, Ashokamitran, Anita Desai, etc...	13	CO1, CO2, CO3, CO4, CO5.	K1, K2, K3, K4, K5, K6.
III	Basic sentence patterns Attempting basic sentence in S+V+C; S+V+O; S+V+V A forms, paragraphs and short stories in the 3 basic tenses. Familiarizing power adjectives, adverbs, words as different parts of speech. Fill in the blanks exercises.	13	CO1, CO2, CO3, CO4, CO5.	K1, K2, K3, K4, K5, K6.

IV	Story writing Introduction to basics of short story writing through Hints development, Exercises with stories, Jumbled sentences.	13	CO1, CO2, CO3, CO4, CO5.	K1, K2, K3, K4, K5, K6.
V	Writing skills Writing formal and informal letters, loud reading and silent reading and reading comprehension. Reading newspaper articles and writing articles.	13	CO1, CO2, CO3, CO4, CO5.	K1, K2, K3, K4, K5, K6.

TEXT BOOKS

1. Murphy, R. (2000). *Essential English Grammar*. Cambridge University press. 2nd Edition.
2. Leech, G, & Svartvik, J. (2003). *Communicative Grammar of English*. Routledge. 3rd Edition.
3. Xavier, T. (2000). *English workbook tailor made for students. "Easy 1,2,3, Spoken Grammar"*. 1st Edition.
4. Alexander, L.G. (1990). *Longman English Grammar Practice*. Longman. 1st Edition.
5. John, A. (2003). *Effective Communication*. Pan Macmillan Ltd, London. Unabridged edition.

SUGGESTED READINGS

1. Barkas, J. L. (1985). *How To Write Like a Professional*. Arco Publishing, Inc. 1st Edition.
2. Guffey, M.E. and Loewy, D. (2012). *Essentials of Business Communication*. CENGAGE Learning Custom Publishing. International edition.
3. Strunk Jr, W and White, E.B. (1999). *The Elements of Style*. Pearson Publications. 4th edition.
4. Azar, B.S. (2003). *Fundamentals of English Grammar*. Longman White Plains. 1st Edition.

Web Resources

1. <https://edition.cnn.com/>
2. <https://www.bbc.com/news>
3. <https://learnenglish.britishcouncil.org/>
4. <https://www.bbc.co.uk/learningenglish/>

COURSE OUTCOMES (COS)

COS	CO DESCRIPTION	COGNITIVE LEVEL
CO 1	List and explain the parts of speech and importance of tenses in writing.	K1, K2
CO 2	Formulate simple, flawless sentences and paragraphs by employing the elements of writing.	K3
CO 3	Classify and experiment with the writing styles for different media.	K4
CO 4	Assess idea generation and creative writing.	K5
CO 5	Write scripts of various genre. verb	K6

COURSE DESCRIPTOR

Course Code	UAN 1801
Course Title	LEADERSHIP SKILLS (VOC) - I
Credits	02
Hours/Week	02
Category	NME
Semester	I
Regulation	2019

Course Overview

1. Leadership skills, closely associate with personality concepts and models, are key to success of any person.
2. This paper enables students visualize and set goals for success.
3. The learners are introduced to various leadership mastery principles.
4. Basic techniques to manage time and stress are part of the orientation of the subject.
5. Getting insights into life-changing habits and their benefits is an intrinsic part of learning leadership skills.

Course Objectives

1. To understand the relevance of personality concepts and models.
2. To understand the benefits of effective goal-setting.
3. To examine various principles that guide people to become effective communicators and leaders.
4. To understand ways to manage time and stress.
5. To understand the importance of imbibing life-changing habits and their benefits.

Prerequisites

Basic understanding of leadership skills and self-management skills.

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Self-discovery and self-esteem Purpose driven pursuit of life, creator-creation alignment, self-discovery and self-esteem, character versus personality traits, power of positivity and the attitude factor. The checklist for life habits.	6	CO1, CO2, CO3, CO4, CO5.	K1, K2, K3, K4, K5, K6.
II	Goal-setting Subconscious mind programming; universal laws of the mind-research. Dreaming big, action commitment and written goal setting. Comfort zone breaking skill. Creative visualization process and procedure.	5	CO1, CO2, CO3, CO4, CO5.	K1, K2, K3, K4, K5, K6.
III	Time management and Stress management Time management and stress management basics ; self-discipline ,concentration and concentricity.	5	CO1, CO2, CO3, CO4, CO5.	K1, K2, K3, K4, K5, K6.

	Coping with anger, failure, criticism, conflict and change(change adaptation and failure managing principle).			
IV	Effective communication Effective communication (art of speaking and listening); the win-win attitude building blocks; problem solving, decision making and idea generation methods and manners.	5	CO1, CO2, CO3, CO4, CO5.	K1, K2, K3, K4, K5, K6.
V	Self-mastery Having a role-being and becoming one; the journey from ordinary to extraordinary; entrepreneurship and self-mastery design.	5	CO1, CO2, CO3, CO4, CO5.	K1, K2, K3, K4, K5, K6.

Text Books

- 60 Principles For Success, Dr. A. Peter, Better Yourself Books, 2009
- The 7 Habits of Highly Effective People, Stephen Covey Simon & Schuster, India Only edition 2013
Paperback, Special Anniversary Edition
- Think and Grow Rich, Napoleon Hill, Amazing Reads, 2014
- Infiniteism, Monthly Growth Magazine, Mahatria, Edited and published by Mahatria - Current Edition on E book

Suggested Readings

- You Can Win, Shiv Khera, Bloomsbury India, 2014
- The Power of Positive Thinking, Norman Vincent Peale, Touchstone, 2003, Reprint edition

Web Resources

- <https://positivepsychology.com/self-esteem/>
- <https://inside.ewu.edu/calearning/psychological-skills/goal-setting/>
- https://www.mindtools.com/pages/main/newMN_HTE.htm (Time Management)
- <https://www.verywellmind.com/stress-management-4157211> (Stress Management)
- <https://theinvestorsbook.com/effective-communication.html>
- <https://destinysodyssey.com/personal-development/self-discovery/>

Course Outcomes (COs)

UAN 1801 – LEADERSHIP SKILLS I (VOC)		Cognitive Level
CO 1	Observe various personality concepts and models and recognize their significance in personality development.	K1, K2
CO 2	Apply goal setting and creative visualization methods for personal success.	K3
CO 3	Analyse principles for mastering leadership and communicative skills.	K4
CO 4	Assess and choose appropriate time management and stress management techniques for workplace.	K5
CO 5	Construct life-changing habits to reach full potential and all-round development.	K6

COURSE DESCRIPTOR

Course Code	UDJ 1501			
Course Title	Understanding Journalism			
Credits	6			
Hours/Week	6			
Category	Major Core (MC) -Theory			
Semester	I			
Regulation	2019			
Course Overview				
<ol style="list-style-type: none"> 1. The Understanding Journalism course introduces the basics of journalism. 2. The course outlines the historical development of Indian Journalism. 3. The course enables the development of writing skills required for journalism. 4. It provides an overview of various theories of the press to appreciate different perspectives of media. 5. The course would enhance the understanding on worldviews and ideologies. 				
Course Objectives				
<ol style="list-style-type: none"> 1. To make students aware of the basics of Journalism. 2. To help students analyze and discuss the dissemination of news across the globe. 3. To assist the students develop the knowledge of skills of journalism. 4. To enable students critically look at the happenings of the society at large. 				
Prerequisites	Reading newspapers, Watching Television news and debate shows.			
SYLLABUS				
UNIT	CONTENT	HOURS	Cos	COGNITIVE LEVEL
I	Basics of Journalism Journalism - Definition and Meaning - Purpose of Journalism - Nature and Scope of Journalism, Elements of Journalism - Different Types of Journalism - Key terminologies in Journalism	18	CO1, CO2, CO3, CO4, CO5.	K1, K2, K3, K4, K5, K6.
II	History of Journalism History of Journalism in India – Hicky’s Gazette, Indian Language press, Censorship and the mutiny, The Indian press act, Censorship under the emergency - National Movement and Indian Press	12	CO1, CO2, CO3, CO4, CO5.	K1, K2, K3, K4, K5, K6.
III	Normative Theories of Press Authoritarian Theory - Libertarian Theory - Social Responsibility Theory - Totalitarian Theory - Alternative Theories	08	CO1, CO2, CO3, CO4, CO5.	K1, K2, K3, K4, K5, K6.

	- Development Communication Theory - Democratic Participant Theory.			
IV	Media Codes and Ethics Press Council - Journalistic Ethics - Laws and Regulations in India – RNI – ABC; Origin of Print Media - Development and fall of News Agencies - Press and Emergency.	20	CO1, CO2, CO3, CO4, CO5.	K1, K2, K3, K4, K5, K6.
V	International Newspapers Social, Economic and Political Issues – Global issues – International media - Articles from The guardian, News statesman, China Daily, The Asahi Shimbun (Japan), Al Jazeera (Qatar), The Moscow times.	20	CO1, CO2, CO3, CO4, CO5.	K1, K2, K3, K4, K5, K6.
Text Books				
<ol style="list-style-type: none"> 1. Keval, J Kumar. (2000). <i>Mass Communication in India</i> (4th ed.).Mumbai:Jaico Publication. 2. Jeffrey, Robin. (2000). <i>From India's Newspaper Revolution: Capitalism, Politics and the Indian Language Press</i>. India: Oxford University Press. 				
Suggested Readings				
<ol style="list-style-type: none"> 1. Allan, Stuart. (2011). <i>The Routledge Companion to News and Journalism</i>. Routledge. 2. Fred, T. Siebert., Peterson, Theodore.,& Schramm, Wilbur. (1963). <i>Four Theories of the Press</i>. United States: University of Illinois Press. 				
Web Resources				
<ol style="list-style-type: none"> 1. https://www.indiatoday.in/india/video/revisiting-darkest-period-in-democracy-the-emergency-of-1975-1270312-2018-06-26 				

Course Outcomes (Cos)

UDJ 1501 UNDERSTANDING JOURNALISM		Cognitive Level
CO 1	To identify and explain the basics of Journalism	K1, K2
CO 2	To develop the knowledge of student elements of journalism	K3
CO 3	To analyze and explain the functioning of the press.	K4
CO 4	To critique various ethical practices with reporting	K5
CO 5	To revise the dissemination of news across the globe	K6

COURSE DESCRIPTOR

Course Code	UDJ 1502
Course Title	UNDERSTANDING DIGITAL JOURNALISM
Credits	06
Hours/Week	06
Category	Major Core (MC) - THEORY
Semester	I
Regulation	2019
COURSE OVERVIEW	
<ol style="list-style-type: none"> 1. This course creates the [digital] contents first, then distribute via appropriate platforms 2. The repurposing of print content for an online audience and creating content with the digital medium's unique features like hyper textuality. 3. It would also work on adding multimedia and interactivity to complete the digital journalism 4. Digital journalism can be functionally differentiated from other kinds of journalism by its technological component which journalists have to consider when creating or displaying content. 5. It differentiates digital journalism from traditional journalism 	
COURSE OBJECTIVES	
<ol style="list-style-type: none"> 1. To recognize basic concepts of Digital Journalism 2. To understand key aspects of online media. 3. To apply digital media skills. 4. To analyse various aspects of the web 5. To infer digital media for new learning's and contributions 	
Prerequisites	At least basic knowledge about journalism, Digital gadgets like smart phone/ Laptop

SYLLABUS				
UNIT	CONTENT	HOURS	Cos	COGNITIVE LEVELS
I	Basic Understandings and Impact Defining digital media - Evolution of Digital Media: Arpanet project, Worldwide Web, Artificial Intelligence - Five pillars of digital writing - Analytics, aggregation, curation – Convergence – Mixed journalism – Globalization.	16	CO1, CO2	K1, K2,K3
II	Multiple Arms and Methods of Digital Journalism Social Media, Gateway for News – Attention Economy- Hybrid news- Niche sites and audience fragmentation – News sources and reporting techniques of the digital era – Graphical story telling.	16	CO2, CO3	K3, K4
III	Digital practices Live blogging and real time reporting – Multimedia story telling techniques – e-papers/magazines.	14	CO2, CO3	K3, K4
IV	Niche Domain of Digital Journalism Citizen Journalism - Internet and Political Mobilization - New Voice for Marginalized Sections and Political Dissent – Immediacy vs accuracy.	16	Co4,	K5,
V	Political, Legal and Ethical Considerations Digital Media ethics and legalities - Obscenity, Pornography and Privacy – Digital manipulation, image, audio, video – socio-political-gender aspects of trolls, paid trolls – Corporatization of digital media – Cross media ventures.	16	CO4, CO5	K5, K6
Text Books				
<ol style="list-style-type: none"> 1. Bradshaw, P. (2013). <i>The online journalism handbook: Skills to survive and thrive in the digital age</i>. Routledge. 2. Siapera, E. (2017). <i>Understanding new media</i>. Sage. 3. Singh Dharmendra, (2015). <i>New Media and Development</i>, Nita Mehta Publications, New delhi 4. Heinrich, A. (2011). <i>Network journalism: Journalistic practice in interactive spheres</i> (Vol. 3). Routledge. 				
Suggested Readings				
<ol style="list-style-type: none"> 1. Harper, C. (2005). Journalism in a digital age. <i>Health</i>, 34(27), 29-38. 2. Dixit, Manoj (2014), Social media and Journalism, New Delhi Enkay Publishing House 3. Kellner M. Douglas and Durham Meenakshi Gigi, (2012), Media and cultural Studies, UK Wiley-Blackwell 4. Srinivasa K.S.(2015), Information and Communication technology, New Delhi Navyug Books International 				

E-LEARNING RESOURCES:

1	https://firstsiteguide.com/what-is-blog/
2	https://www.techopedia.com/definition/2493/cyberspace
3	https://www.usability.gov/how-to-and-tools/methods/writing-for-the-web.html
4	https://www.learn.digitalentrepreneurship.com/2019/02/16/what-is-digital-entrepreneurship/

Course Outcomes

UDJ 1502- UNDERSTANDING DIGITAL JOURNALISM		
COs	CO Descriptions	Cognitive Level
CO1	Recognize basic concepts of Digital Journalism	K1, K2
CO2	Apply digital media skills.	K3
CO3	Analyse key aspects of online media.	K4
CO4	Evaluate various aspects of the web.	K5
CO5	Validate digital media for new learning's and contributions	K6

COURSE DESCRIPTOR

Course Code	UAN 1301 (Practical)			
Course Title	Basic Computer Skills			
Credits	06			
Hours/Week	06			
Category	AL			
Semester	I			
Regulation	2019			
Course Overview				
<ol style="list-style-type: none"> 1. Basic Computer Skills is a practical paper to learn the fundamental functions of computer and Microsoft tools. 2. The aim is to provide a detailed working knowledge of computer and its tools. 3. The course will look into the basic functions of a computer in order to apply it in the development of digital publishing content. 4. In this course, we will also learn the various aspects of social media and cyber security. 				
Course Objectives				
<ol style="list-style-type: none"> 1. Understand the basic components and tools of computer. 2. To understand and learn various Microsoft tools. 3. To understand the social media and cyber and computer security. 4. To apply the knowledge of basic computer tools and Microsoft tools to create digital content. 				
Prerequisites	Basic language knowledge			
SYLLABUS				
UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Operating Systems -Basics of Storage Concepts - Cloud Computing – Usage of Social Media – Social networking – Social media etiquette – Sorting & archiving emails – Cyber Security - File extension – Online apps – Plagiarism check online – File conversion – Educational search engines – Keyboard shortcuts.	18	CO 1 CO 2	K1, K2, K3

II	Creating a document & Editing Text: Selecting, Rearranging, Finding and Replacing the Text – Undo & Redo Actions Formatting Text: Working with Fonts– Applying Basic Formatting – Changing Case – Text Effects. Formatting Paragraph: Align, Justify, Line Spacing – Bullet, Numbered List – Keeping Text Together Through Page Breaks. Using Styles: Document Themes – Clearing Formats – Working with Tables Creating Tables –Restrict Formatting. Illustrating Documents: Using Picture, Shapes. Clip Art, Positioning, Sizing, Cropping, Wrapping, Graphic with Tables, Adjusting Brightness & Contrast, Applying Special Effects Graphics, illustrating with Diagrams Using Smart Art, Screenshots, Word Art. Building Blocks: Numbering Pages, Adding Cover and Blank Pages, Custom Headers. Page Layout: Margins, Sections, Columns, Watermarks. Proofing Documents: Spell Check – Setting Proofing, Autocorrect, Using Thesaurus and Translation Tools. – Print Settings.	20	CO 1, CO 2	K1, K2, K3,
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III	Introduction to Excel: Excel Uses - Menu- Worksheet- Navigation, Shortcuts. Entering Data: Data Entry- AutoFill – Date Time - Undo, Redo – Comments - File Save. Formulas and Functions - Formatting – Adjusting Layout and Data – Printing - Charting – Adjusting Worksheet – Multiple Worksheet and Work Books – if, vlookup, and Power Functions – Security and Sharing – Database Features of Excel – Pivot Tables – Data Analysis Tools	12	CO 1 CO 2 CO 3 CO 4 CO 5	K2, K3, K4, K5
IV	Introduction: Managing the Presentation Customizing the View, Add, Delete & Rearranging Slides - Adding Photos, Clip, Spellcheck, Using Thesaurus, Applying Theme – Running the Show. Formatting the Presentation: Using Fonts and Color - Adding Bullets & List Numbering – Changing Text Alignment - Picture Effects - Removing Backgrounds – Understanding Slide bg - Adding Logo to bg-slide	18	CO 1 CO 2 CO 3 CO 4	K1, K2, K3, K4
	Transition. Adding Tables: Creating, Formatting & Pasting Tables - Creating Charts - Pasting Charts from Excel. Working with Shapes: Adding & Shaping Shapes - Text Shapes – Textboxes – Layers - Animating Text, Shape, and Objects. Adding Audio & Video, Cropping Video. Sharing: Adding Speaker Notes –Presenting on Another Laptop - Broadcasting on the Web-saving as Video - Saving as pdf - Printing Presentation			

V	<p>Creating a Publication - Working with Objects - Creating Publications from Scratch using Page Setup- Inserting Images into Publications - Applying Formatting and Other Corrections to Images - Inserting Shapes and Other Items - Working with Text and Text Boxes - Formatting Paragraphs within Text Boxes - Creating a Catalog - Correcting Text and Design Errors - Use and Format Tables - Pulling it All Together to Create a Publication - Customize Pages - Other Publisher Tasks - Publishing, Printing, and Sharing Basics of Digital Tools</p>	10	<p>CO4</p> <p>CO 5</p> <p>CO 5</p>	K5, K6
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Text Books

1. E. Balagurusamy, 2009, Fundamentals of Computers, 4th Edition, McGraw-Hill Education.
2. Dinesh Maidasani, 2005, Learning Computer Fundamentals, MS Office and Internet & Web Technology, Firewall Media.
3. Michael Miller, 2009, Cloud Computing – Web based Applications that change the way you work and collaborate online, Pearson.

Suggested Readings

1. Adobe Creative Team, 2012, Adobe Creative Team, “Adobe Photoshop CS6 Classroom in a Book, Adobe Press.
2. Elaine Marmel, 2010, Teach Yourself Visually Word 2010 Paperback, John Wiley & Sons Inc.

Course Outcomes (COs)

UAN 1301 Basic Computer Skills AL		Cognitive Level
CO 1	Define the functions of a computer, its system components and identify types and characteristics of various peripherals.	K1, K2
CO 2	Illustrate the impact of social media, social media etiquette and safe computing practices, including threats to computer safety.	K3
CO 3	Develop skills in performing fundamental tasks common to computers and digital tools.	K4
CO 4	Build skills to use word processing software to create and write news documents.	K5
CO 5	Prepare and produce word document and presentation. presentation including basic components.	K6

COURSE DESCRIPTOR

Course Code	UEL 2206
Course Title	GENERAL ENGLISH – II (ADVANCED) VOC – DIGITAL JOURNALISM
Credits	05
Hours/Week	05
Category	GE (GENERAL ENGLISH)
Semester	II
Regulation	2019

Course Overview

1. Introduce learners to the various structures for usage in daily routines.
2. Offer strategies to communicate with confidence in public forums.
3. Give an overview of the mechanics formal, informal and other types of writing.
4. Introduce learners to the basics of academic writing.
5. Offer basic understanding of professional communication.

Course Objectives

1. To understand the ways, the English language can be used for real world communication.
2. To examine and absorb the various grammatical structures that are essential to communicate in different contexts.
3. To understand the strategies used by professional communicators.
4. To focus on the mechanics of writing for different purposes.
5. To understand and focus on the features of academic writing.

Prerequisites

Proficiency in LSRW & basic communication skills

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Grammar and real world: Grammar structures for usage in daily routines and real world. Functional language - Finding the right information and planning how to respond -Expressing Opinion - Making Suggestion – Expressing Preference – Expressing Agreement, Partial Agreement, Slight Disagreement, Strong Disagreement -Invitations- Listening, interrupting politely and moving things on- Asking questions, being clear and persuading people- Using formal or informal language	15	CO1, CO2	K1, K2, K3
II	English for Oral Communication Longer conversations, Speeches presentation on current and socially relevant topics , persuasive speech, debates, and panel discussions, barriers in oral communication & strategies to overcome the barriers.	10	CO2, CO4	K3, K5

III	English for Written Communication Writing letters, effective formal and informal email writing, writing abstracts, writing for newspapers, magazines and social media, argumentative essay writing, report writing.	15	CO2, CO3, CO5	K3, K4, K6
IV	Introduction to Academic Writing Basic concepts and terminologies of academic writing-cohesion & coherence-grammatical accuracy –correct & effective use of linkers-phrases & clauses-plagiarism in writing–Formal language Vs Informal language –Basic rules for referencing.	15	CO2, CO4, CO5	K3, K5, K6
V	English for Professional Communication Communicative language for professionals-group discussion language-effective language use, strategies and techniques in corporate interactions-effective online interaction.	10	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3,K4, K5, K6

Suggested Readings

1. Speaking and Writing for Effective Business Communication, Francis Soundararaj, Laxmi Publications, 2015
2. Foundations of Business Communication: An integrative approach Dona Young, Tata McGraw Hill 2006
3. Become Proficient In Speaking and Writing - Good English: Practical Short Cuts To Write and Speak Correct English Effectively. Archana Mathus Amazon 2012
4. English Dailies & Periodicals

Web Resources

9. www.bbc.com
10. www.cnn.com
11. www.ted.com
12. <https://owl.purdue.edu/>
13. <https://learnenglish.britishcouncil.org/>
14. App – BBC LEARNING ENGLISH
15. App – 6 Minute English
16. App - Twitter

Course Outcomes (COs)

SUBJECT CODE - SUBJECT NAME UEL 2206 – GENERAL ENGLISH II (ADVANCED) VOC		Cognitive Level
CO 1	Examine and identify the use of the English language essential for communication in real world.	K1, K2
CO 2	Apply basic skills and strategies to communicate orally.	K3
CO 3	Analyse and devise the basic strategies & skills in writing and effectively organize ideas in order to contribute to the print and electronic media.	K4
CO 4	Assess and decide the basic features in academic writing.	K5
CO 5	Design and devise basic strategies in the art of influencing people and basic corporate communication skills.	K6

COURSE DESCRIPTOR

Course Code	UEL 2207			
Course Title	GENERAL ENGLISH II (INTERMEDIATE) (VOC)			
Credits	5			
Hours/Week	5			
Category	GE (GENERAL ENGLISH) – Theory			
Semester	II			
Regulation	2019			
COURSE OVERVIEW				
<ol style="list-style-type: none"> 1. The course familiarizes and equips the practice of writing for both academic and professional purposes. 2. This subject empowers students organize and communicate ideas effectively. 3. Effective presentation and public speaking are part of the subject. 4. Professional needs to face challenges posed by globalization is also addressed through the learning of English. 				
COURSE OBJECTIVES				
<ol style="list-style-type: none"> 1. To become scholarly and understand the centrality of communication in diverse cultures and organization. 2. To communicate effectively both verbally and non-verbally. 3. To increase the effectiveness of interpersonal and organizational communication. 4. To impart and train the key skills of both Oral and written Communication in formal and informal settings. 				
Prerequisites	Basic language skills (Listening, Speaking, Reading and Writing) and presentation skills.			
SYLLABUS				
UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Introduction to Academic Writing Enhancing Communication and fine-tuning attitude – through appreciation and application of literary texts: Living Amicably from Dr. A.P.J. Abdul Kalam’s Autobiography ‘Wings of Fire’; The way we see the Problem is the Problem– Stephen Covey (An excerpt from Seven Habits of highly effective people); An extract from ‘The test of my life,’ Yuvraj Singh; ‘You can’t be that, no, you can’t be that’ poem by Brian Patten.	13	CO1, CO2, CO3	K1, K2, K3, K4
II	Introduction to Communication Introduction - Understanding Communication - Communication Process, Barriers, channels of Communication (Intrapersonal and interpersonal). Importance of Communication in the Workplace. Common expressions for usage in communication.	13	CO1, CO2, CO3	K1, K2, K3, K4

III	English for Oral Communication Different forms of communication. Advantages and disadvantages of Oral Communication and written communication - Advantages and Disadvantages of Media Communication.	13	CO3, CO4	K4, K5
IV	English for Written Communication Resumes and Cover Letters – Introduction - Writing a Resume; Writing Job Application Letters – proofreading process. Other Letters about Employment, g-mail, drafting formal and informal letters.	13	CO3, CO4, CO5	K4, K5, K6
V	English for Professional Communication Group Discussion – Interviews skills (self-introduction and FAQs). Common expressions in an interview, resume, and work communication. Describe the organization’s health, safety and security policies and procedures.	13	CO1, CO3, CO4	K1, K2, K4, K5

TEXT BOOKS

1. Fry, R. (2001). *Your First Resume*. Delmar Cengage Learning. 5th edition.
2. Guffey, M.E. and Loewy, D. (2012). *Essentials of Business Communication*. CENGAGE Learning Custom Publishing. International edition.
3. Strunk Jr, W and White, E.B. (1999). *The Elements of Style*. Pearson Publications, United Kingdom. 4th edition.
4. Prasad, H. M. (2005). *How to Prepare for Group Discussion and Interview*. Tata McGraw-Hill Publishing Company Ltd. 1st Edition.
5. Pease, A. (2014). *Body Language*. Manjul Publishing House. New edition.

SUGGESTED READINGS

1. Strunk Jr, W and White, E.B. (1999). *The Elements of Style*. Pearson Publications United Kingdom. 4th edition.
2. Barkas, J. L. (1985). *How To Write Like a Professional*. Arco Publishing, Inc., New York. 1st Edition.
3. Prasad, H. M. (2005). *How to Prepare for Group Discussion and Interview*. Tata McGraw-Hill Publishing Company Ltd. 1st Edition.

WEB RESOURCES

1. <https://edition.cnn.com/>
2. <https://www.bbc.com/news>
3. <https://learnenglish.britishcouncil.org/>
4. <https://www.bbc.co.uk/learningenglish/>

COURSE OUTCOMES (COS)

COs	CO DESCRIPTION	Cognitive Level
CO 1	Associate the different texts, their moral, characterization and theme to life.	K1, K2
CO 2	Explain the basic ideas from subjective experience.	K3
CO 3	Identify the areas of improvement and excellence from the knowledge gained.	K4

CO 4	Determine the communication mediums, process and barriers.	K5
CO 5	Validate the concepts practically and with conviction.	K6

COURSE DESCRIPTOR

Course Code	UAN 2801
Course Title	LEADERSHIP SKILLS-II (VOC)
Credits	02
Hours/Week	02
Category	NME
Semester	II
Regulation	2019

Course Overview

1. Various principles of growth and change have to be understood for attaining leadership skills.
2. The factors influencing attitude are of vital importance.
3. Various steps to master positive intrapersonal growth among the learners is a key part of the subject.
4. Motivational stories of successful people and ways to emulate them is the model with which the course works upon.
5. The course also offers insights into the qualities of successful people.

Course Objectives

1. To understand the importance of win-win attitude.
2. To understand the benefits of the power of positive thinking.
3. To examine time-tested methods for self-mastery.
4. To emulate the successful stories of people.
5. To understand how to measure success for personal and professional growth.

Prerequisites Basic understanding of leadership skills and self-management skills.

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Personal growth Principles of growth and change - Habits defined. a. Proactivity b. Begin with the end in mind. c. Prioritization d. Win-win attitude. e. Empathy d. Synergy.	6	CO1, CO2, CO3, CO5	K1, K2, K3, K4, K6
II	Formation of attitude Attitude awareness creation. Thoughts to destiny manifestation process. Relationship between attitude and success. Three factors influencing attitude. - environment, education and experience. Benefits of positive attitude. Consequence of negative attitude. Characteristics of an optimist. Winner versus losers.	5	CO1, CO2, CO3, CO5	K1, K2, K3, K4, K6
III	Self-mastery Daily check list for life: time mastery-gaining more invested time, habitual reading, written goal setting, gestures of love and care to all, gratitude meditation, planning and reflection, intrapersonal positive self-talk, being a volunteer.	5	CO1, CO3, CO4, CO5	K1, K2, K4, K5, K6

IV	NLP techniques An introduction to NLP, the principle behind. An approach to communication and personal development thorough NLP. Stories from the great masters-motivational stories for NLP.	5	CO1, CO3, CO4, CO5	K1, K2, K4, K5, K6
V	Challenges to success The definition and measure of success. The problems or challenges to success (real versus imaginary); the gifts of failure; life of choices or chances; qualities of a successful person. 10 qualities that make you a successful person. 20 qualities that make you a failure.	5	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
Text Books				
1. 60 Principles For Success, Dr. A. Peter, Better Yourself Books, 2009				
2. The 7 Habits of Highly Effective People, Stephen Covey Simon& Schuster, India Only edition, 2013 Paperback, Special Anniversary Edition				
3. Think and Grow Rich, Napoleon Hill, Amazing Reads, 2014				
4. Infinitism, Monthly Growth Magazine, Mahatria, Edited and published by Mahatria - Current Edition				
Suggested Readings				
1. You Can Win, Shiv Khera, Bloomsbury India, 2014				
2. The Power of Positive Thinking, Norman Vincent Peale, Touchstone, 2003, Reprint edition				
Web Resources				
1. https://positivepsychology.com/self-esteem/				
2. https://inside.ewu.edu/calearning/psychological-skills/goal-setting/				
3. https://www.mindtools.com/pages/main/newMN_HTE.htm (Time Management)				
4. https://www.verywellmind.com/stress-management-4157211 (Stress Management)				
5. https://theinvestorsbook.com/effective-communication.html				
6. https://destinysodyssey.com/personal-development/self-discovery/				

Course Outcomes (COs)

UAN 2801 – LEDERSHIP SKILLS II (VOC)		Cognitive Level
CO 1	Define and interpret important leadership concepts and models.	K1, K2
CO 2	Apply the characteristics of a successful leader and experiment some of the basic characteristics.	K3
CO 3	Focus on the factors which influence attitude and evaluate them effectively.	K4
CO 4	Estimate the power of human mind through NLP, analyse its benefits and assess one's psychological strength.	K5
CO 5	Adapt and develop life changing habits and successfully integrate them in life.	K6

COURSE DESCRIPTOR

Course Code	UDJ 2501			
Course Title	Reporting & Editing for Digital Media			
Credits	06			
Hours/Week	06			
Category	Major Core (MC) - Practical			
Semester	II			
Regulation	2019			
Course Overview				
<ol style="list-style-type: none"> 1. Reporting for the digital format involves various genres and techniques. 2. It is an evolving area, which could change within a week too. 3. Digital forms of collecting, verifying and curating content are unique. 4. Reporting for various genres and sub genres need specific skills. 5. Producing and making news go viral is the challenge of the course. 				
Course Objectives				
<ol style="list-style-type: none"> 1. Trace the different kinds of news in journalism with an application orientation. 2. Understand various principles of reporting required for a journalist. 3. Practise the art of editing. 4. Analyse various jargons of journalism with specific focus to reporting and editing. 5. Publish content for multiple news beats and test their reach 				
Prerequisites	None			
SYLLABUS				
UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	What is news? - Functions of News - News values - elements of Newsworthiness - Types of News - characteristics of news story – Influence of digital platforms	18	CO1, CO2	K1, K2, K3
II	5 w's and H - Inverted pyramid structure of the news story - Anatomy of the news story –lead and kinds of lead – News writing styles – problems and pitfalls in reporting – Attribution – Using online-offline sources – Offline and online verification.	18	CO1, CO2, CO3	K1, K2, K3, K4
III	Kind of beats – News feature – Investigative reporting – - Editorial - Letters to Editor - Role and qualities of a journalist – Issues involved in reporting National, International and regional news – Digital beats.	12	CO1, CO2, CO3, CO4	K1, K2, K3, K4, K5
IV	Nature and need for editing. Principles of editing, editorial desk, functions of editorial desk, copy-editing preparation of copy for press - style sheet - editing symbols, proof reading symbols and their significance – Editing using digital devices	12	CO1, CO2, CO3, CO4	K1, K2, K3, K4, K5

V	Online Research and Reporting - Development Journalism - Practical Exercises in Online Writing and Editing	18	CO1, CO2, CO3, CO4	K1, K2, K3, K4, K5, K6
Text Books				
1. Journalism 2.0, Briggs, Mark Knight Foundation, 2007				
2. Inside Reporting, A Practical guide to the craft of journalism, Harrower, Tim, McGraw Hill Education, 2012				
3. News Reporting and Writing, Mencher, Melvin, Mc-Graw Hill Book company 2010				
4. Headlines Writing, Saxena, Sunil, Sage Publications India, 2006				
Suggested Readings				
1. Journalism Online, Oxford Ward, Mike Taylor and Francis, 2013				
2. Writing and Reporting News: Coaching Methods, Rich, E Thomson Learning, 2000				
3. News Sub-editing, Hodgson, F.W, Focal Press, 1998				

Course Outcomes (COs)

UDJ 2501 Reporting & Editing for Digital Media		Cognitive Level
CO 1	List and understand the concept of news.	K1, K2
CO 2	Apply the basic principles of reporting.	K3
CO 3	Analyse the art of editing a news story.	K4
CO 4	Appraise various terms associated with reporting.	K5
CO 5	Create content by reporting for different beats.	K6

COURSE DESCRIPTOR

Course Code	UDJ 2502
Course Title	FEATURE WRITING FOR DIGITAL JOURNALISM
Credits	06
Hours/Week	06
Category	Major Core (MC) - Practical
Semester	II
Regulation	2019

Course Overview

1. Feature writing is about practice of writing features, especially for online formats.
2. The research, interviewing, and writing skills for digital era is different from traditional forms of journalism.
3. Writing and indepth as well as brief feature articles for online is unique about this subject.
4. Writing feature for newspaper and magazine or online portals could be different.

Course Objectives

1. To identify the role of feature writing online format.
2. to apply professional writing and research skills to produce features journalism appropriate to online forms.
3. To critically reflect on their professional practice of feature writing for digital journalism.

Prerequisites Communicative skill, interview skill, Basic language skill

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Essentials of writing Definition of News - Hard News and Soft News - Feature Writing: Interpretive Writing, Investigative Writing – Short form vs long form – immersive writing – Audience interaction – Creativity and feature writing.	12	CO 1 CO 2 CO 3	K1, K2, K3, K4
II	Anatomies of Features Difference between news and features, generate ideas, pitching, theme, picking up subject matter, sourcing, finding and cultivation resource, extrapolation, synthesis, localization, projection, viewpoint switching, and Nut graph, Logical and ethical considerations, first drafts, voicing out, getting commissioned. Primary story point, producing research based evidences. Narrative journalism first, second and third person feature writing.	12	CO 1 CO 2 CO 3	K1, K2, K3, K4
III	Crafting the story Leads and endings, managing the middle, Six part guide of reporter -History, scope, reasons, impacts, counters moves, futures, altering stories, Story dimension- Time, scope, variety,	18	CO 1 CO 2 CO 3 CO 4	K1, K2, K3, K4, K5

	movement, reporter's role. Word crafts language, style, cadence, pace, rhythm, consistency of tone, person, tense and style. Using sources and feature interviewing techniques.			
IV	Types of features Types of Features - Personality Profiles – Interviews - Trend Stories - In-depth Stories – Backgrounders, Follow up Stories – Reviews - Tribute Specialized Writing - Issue-based Features - Music, Theatre, Books and Art - Science and Technology - Travel, Food and Fun – Lifestyle.	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K5
V	Editorials Opinion Piece – Editorial: Importance of Editorials, Who Writes Editorials? The Editorial Board, Editorial Page Editor- Open Editorials – Column - Commentary – Middle, Editorial Cartoons.	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4 ,K5,K6
Text Books				
1. Pape, S., & Featherstone, S. (2006). <i>Feature writing: A practical introduction</i> . Sage.				
2. Witt, L. (Ed.). (1991). <i>The Complete Book of Feature Writing: From Great American Feature Writers, Editors, and Teachers</i> . Writers Digest Books.				
3. Rowe (2016), <i>Feature Writing for Journalism and Media Students</i> . Oxford University Press,				
Suggested Readings				
1. Garrison, B. (2014). <i>Professional feature writing</i> . Routledge.				
2. Ruberg, M. (2005). Handbook of magazine article writing.				
3. Blundell, W. E. (1988). <i>The art and craft of feature writing: based on the Wall Street Journal guide</i> . Penguin.				
Web Resources				
1. https://www.thenewsmanual.net/				
2. https://www.richmond.k12.nc.us/view/5889.pdf				

Course Outcomes (COs)

UDJ 2502- FEATURE WRITING FOR DIGITAL JOURNALISM (MC)		Cognitive Level
CO1	Understand various feature writing formats	K1,K2
CO2	Associate and demonstrate key aspects of online media.	K3
CO3	Aanalyse and display digital media skills.	K4
CO4	Evaluate various aspects of the web.	K5
CO5	Infer digital media for new learnings and contributions.	K6

COURSE DESCRIPTOR

Course Code	UDJ 2301			
Course Title	GRAPHIC DESIGN AND MULTIMEDIA			
Credits	6			
Hours/Week	6			
Category	AL			
Semester	2			
Regulation	2019			
Course Overview				
<ol style="list-style-type: none"> 1. The study of graphic design and multimedia begins with basics of drawing/design 2. The learnings branch into digital design after the initial learnings of fine arts. 3. Aspects of design, colour psychology are critical part of the subject. 				
Course Objectives				
<ol style="list-style-type: none"> 1. To understand the principles of design and design elements 2. To enhance technical knowledge of design softwares 3. To understand design and analyze content available on a day to day bases 4. To create various designs for multiple formats. 5. To create multiple designs using learnt technical and theoretical content. 				
Prerequisites	Understanding of the basics of drawing and shapes			
SYLLABUS				
UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Introduction to graphic design Introduction to graphic design- role of design in society- visual elements of graphics design- color wheel – color spectrum- shapes – geometric- organic- textures – pattern- space – form – typography- space-contrast – hierarchy- alignment- balance- proximity – repetition- functions.	12	CO1 CO2	K1,K2
II	Mediums and Layouts Types of Printing Medium- Principles of Layout and Designing - Elements of Layout Adding Images - Typography on Computer Layout - Dummy Make-up.	12	CO1 CO2 CO3	K1,K2,K3
III	Branding What is branding- brand identity- design brief – branding methods and techniques- monitoring and rebranding- iconography – typography- using branding style guides- brand story- audience – supporting graphics.	18	CO3 CO4	K3,K4
IV	Introduction to Computer Graphics / Multimedia Computer Graphics, Multimedia – hardware and software- application of computer graphics pixels- coordinates- real number coordinate system – aspect ratio- color models – multimedia in terms of computing – classification – system impaction – text-graphics-audio- video – multimedia modality-	18	CO4 CO5	K4,K6

	encoding type- storage material – transmission strategy.			
V	Introduction to multimedia Creating poster design using basics tools – selection- magic wand- pen tool – text – clone tool – stamp – color correction and adjustments.	18	CO5	K6
Text Books <ol style="list-style-type: none"> 1. Newspaper layout and design tracking, Moen Daryl R, Iowa State Press, 2008, 2nd edition 2. The newspaper designers’ Handbook, Harrower, McGraw Hill, 2012, 1st Edition 3. The elements of style, Strunk Jr., William and White E, Pearson Publications, United Kingdom, 1999, 1st edition 				
Suggested Readings -				
Web Resources <ol style="list-style-type: none"> 1. https://d3ui957tjb5bqd.cloudfront.net/ebooks/BeginnersGuidetoBranding.pdf 2. https://www.adobe.com/in/products/indesign.html 3. https://www.adobe.com/in/products/photoshop.html?promoid=PC1PQQ5T&mv=otherIllustrator 4. https://www.adobe.com/in/products/illustrator.htmlInDesign 5. https://bit.ly/2XjBWzY 				

COs	CO Description	Cognitive Level
CO 1	Define and understand the evolution of digital art and multimedia.	K1, K2
CO 2	Apply skillsof design for digital, Print and Web	K3
CO 3	Analyse the elements and principles of design in multimedia.	K4
CO 4	Evaluate an existing brand design for a company as an aesthetic practice.	K5
CO 5	Create digital illustration for different media.	K6

COURSE DESCRIPTOR

Course Code	UEL 3204			
Course Title	GENERAL ENGLISH – III (ADVANCED) VOC – DIGITAL JOURNALISM			
Credits	04			
Hours/Week	04			
Category	GE (GENERAL ENGLISH)			
Semester	III			
Regulation	2019			
Course Overview				
<ol style="list-style-type: none"> 1. Introduce learners to the basics of academic and professional writing. 2. Help learners to present ideas with clarity, cohesion and accuracy. 3. Offer hands-on training in public speaking. 4. Provide basic strategies for writing for media. 5. Offer ways to cater to the needs of media consumers. 				
Course Objectives				
<ol style="list-style-type: none"> 1. To understand basic concepts and terminologies in academic writing. 2. To understand and respond to the requirements of effective speaking. 3. To understand and organise ideas for writing for media. 4. To simplify ideas and language for various media consumers. 				
Prerequisites	Proficiency in LSRW skills - Upper-intermediate Level			
SYLLABUS				
UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<p>Understanding texts for essays and Language for writing</p> <p>Reading: Understanding texts for essays – Skimming and scanning – Identifying the sequence of ideas – Understanding the implicit meanings – Inferring the meaning of words – Listening and speaking: Introducing your presentation – Clarifying key terms – Writing skills: Understanding how essay types are organized – Drafting introduction to an essay – Language for writing – Grammar and practice: Avoiding repetition: that (of) and those (of) – Word families: linking parts of texts – Verb-noun collocations.</p>	11	CO1, CO2	K1, K2, K3
II	<p>Prioritizing what you read and Preparing slides for presentation</p> <p>Reading: Selecting and prioritizing what you read – Thinking about what you already know –Inferring the meaning of words – Vocabulary building 1: collocations & cause-effect markers –Retelling what you have read– Listening and speaking: Preparing slides for presentations –Choosing the right type of</p>	10	CO2, CO4	K3, K5

	chart for a slide – Presenting charts – Pronunciation: numbers & inserts Writing skills: Using claims to plan essays – Supporting claims with evidence– Grammar and practice: Complex noun phrases – Countable and uncountable nouns–Adjectives meaning large or important– Prefixes.			
III	Predicting the content of a text and Referencing Reading: Predicting the content of a text – Reading for details – Scanning for information – Understanding implicit meanings– Vocabulary building: adjectives– Thinking about ways of taking notes– Listening and speaking: Making suggestions in group work – Pronunciation: stress in adjectives ending in –ic and –ical Writing skills: Referring to other people’s work– Using in-text references– Language for writing: reporting verbs– Grammar and practice: Impersonal it-clauses: saying that something is important, interesting, etc. Word families Nouns with related adjective ending– ic and –ical – Reporting verbs.	10	CO2, CO3, CO5	K3, K4, K6
IV	Reading in detail and Generating ideas Reading: Thinking about what you already know – Reading in detail – Taking notes – Vocabulary building: word families, adjective-noun collocations–Collecting information for an essay– Taking notes for essay writing - Listening and speaking: Working with colleagues: generating ideas and reporting– Pronunciation: dividing speech into units Writing skills: Language for writing: the grammar of reporting verbs, comparing and reporting what you need Grammar and practice: Linking parts of a text: conjunctions and sentence connectors, Single-word verbs–Word families.	11	CO2, CO4, CO5	K3, K5, K6
V	Recognizing plagiarism and Reaching a consensus using group work Reading: Recognizing plagiarism–Getting started– Identifying the main ideas in a text– Summarizing what you have read– Vocabulary building: single-word verbs and multi-word verbs – Vocabulary in context: hedging adverbs– Listening and speaking: Reaching a consensus using group work – Pronunciation: contrasts - Writing skills: Using paraphrases – Including quotations in your writing– Grammar and practice: Articles: zero article and the Complex prepositions–Person, people, peoples.	10	CO2, CO4, CO5	K3, K5, K6

Text Books

1. Cambridge Academic English – An integrated skills course for EAP – Upper Intermediate – Student’s Book Martin Hewings Cambridge University Press 2012
2. GEMS OF IMAGINATION Siby James and Febu George Cambridge University Press 2018

Suggested Readings

1. Speaking and Writing for Effective Business Communication, Francis Soundararaj, Laxmi Publications 2015
2. Foundations of Business Communication: An integrative approach Dona Young Tata McGraw Hill 2006
3. Become Proficient In Speaking and Writing - Good English: Practical Short Cuts To Write and Speak Correct English Effectively Archana Mathur V&S Publishers 2012 -
4. English Dailies & Periodicals

Web Resources

1. www.bbc.com
2. www.cnn.com
3. www.ted.com
4. <https://owl.purdue.edu/>
5. <https://learnenglish.britishcouncil.org/>
6. App – BBC LEARNING ENGLISH
7. App – 6 Minute English
8. App - Twitter

Course Outcomes (COs)

UEL 3204 – GENERAL ENGLISH-IV (ADVANCED) VOC		Cognitive Level
CO 1	Recognise and describe various concepts in academic writing.	K1, K2
CO 2	Experiment various strategies in public speaking and discussions.	K3
CO 3	Analyse basic skills in writing for media.	K4
CO 4	Evaluate and consider ideas for academic writing.	K5
CO 5	Design and develop ideas for various media consumers and needs.	K6

COURSE DESCRIPTOR

Course Code	UEL 3205
Course Title	GENERAL ENGLISH III (INTERMEDIATE) VOC
Credits	04
Hours/Week	04
Category	GE (GENERAL ENGLISH) - Theory
Semester	III
Regulation	2019

COURSE OVERVIEW

1. This course aims to adapt and employ multiple styles and rhetorical modes pertaining to writing.
2. The structure and purpose of the text is anticipated.
3. It trains factually and effectively with potentials to meet the industrial standards.
4. Vocabulary and grammatical formations are enriched.

COURSE OBJECTIVES

1. To make them professional writers for media.
2. To make them acquainted with the rhetoric and stylistic devices.
3. To develop flawless language skills with greater clarity and accuracy.
4. To interpret various texts
5. To different genres of literature

Prerequisites Writing skills and creative thinking.

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Rhetorical devices of traditional and contemporary English The five canons of rhetoric. the good and bad rhetoric. ancient and modern rhetoric (new rhetoric). components of persuasion. English for personal and social skill enhancement: extracurricular skills (public speaking, group discussion and debates), learning contextual meaning of words through newspaper and magazine reading and comprehension. practical grammar for effective communication (prepositions)	11	CO1, CO2	K1, K2, K3
II	Stylistic devices for creative writing Genres of literature. connotations, collocations and register. effective use of words and expression an analytical study of newspaper articles (horoscopes, problems pages, fashion world, sports columns, etc.) and magazines. various literary devices: definition, allusion, diction, epigraph, euphemism, foreshadowing, imagery, metaphor, personification, point of view, structure. Writing for mass media: understanding mass media characteristics, issues, nature, effects and scope in the Indian society.	11	CO1, CO2, CO3, CO5	K1, K2, K3, K4, K6

III	Art of storytelling and narratology Various narrative techniques. first, second and third person narratives. Writing for newspapers, magazines, internet, appreciating art, etc. vocabulary from politics, law, economy, finance, environment, etc. Identification of formal and informal words, descriptive adjectives, adverbs. practical grammar for effective communication (direct and indirect speech, active and passive voice).	10	CO1, CO3	K1, K2, K4
IV	Business reports, digital etiquettes and professionalism Characteristics of a good report. Types and classification of reports. Culture specific business etiquettes and intercultural communication. Global contact and language enrichment. Intercultural communication training with films. Practical grammar-modal auxiliaries and its multiple usages.	10	CO3, CO4	K4, K5
V	Job/career specific language skills Gonzo journalism. Read and understand the script and character descriptions. communicate clearly and collaborate effectively with colleagues on professional grounds. movie reviews. Practical grammar revisited - (prepositions, active passive, reported speech, and modal auxiliaries).	10	CO3, CO4, CO5	K4, K5, K6
TEXT BOOKS				
<ol style="list-style-type: none"> 1. Murphy, R. (1994). <i>Intermediate English grammar</i>. Cambridge University Press. 1st Edition. 2. Dell, Michael McCarthy felicity o'. (2003). <i>English vocabulary in use (advanced)</i>. Cambridge University Press. 1st Edition. 3. Davis, F and Rimmer, W. (2011). <i>Active grammar</i>. Cambridge University Press. 1st Edition. 4. Haneefa, S and Rajendran, N.p. (2015). <i>Our Country Our Literature (An Anthology of Indian Writings in English)</i>. Cambridge University Press. 1st Edition. 				
SUGGESTED READINGS				
<ol style="list-style-type: none"> 1. Strunk Jr, W and White, E.B. (1979). <i>The Elements of Style, 3rd ed.</i> Macmillan. 1st edition. 2. Barkas, J. L. (1984). <i>How To Write Like a Professional</i>. Arco. 1st Edition. 3. John, A. (2003). <i>Effective Communication</i>. Pan Macmillan Ltd, London. 1st edition. 4. Prasad, H. M. (2001). <i>How to Prepare for Group Discussion and Interview</i>. Tata McGraw-Hill Publishing Company Ltd. New Delhi. 1st Edition. 				
WEB RESOURCES				
<ol style="list-style-type: none"> 1. https://edition.cnn.com/ 2. https://www.bbc.com/news 3. https://learnenglish.britishcouncil.org/ 4. https://www.bbc.co.uk/learningenglish/ 				

COURSE OUTCOMES (COS)

COs	CO DESCRIPTION	Cognitive Level
CO 1	Recall the basic concepts of grammar and communication.	K1, K2
CO 2	Demonstrate appropriate use of English for academic writing.	K3

CO 3	Apply LSRW approach to language and literature.	K4
CO 4	Compare and interpret different texts in various contexts.	K5
CO 5	Classify and describe different genres of literature	K6

COURSE DESCRIPTOR

Course Code	UDJ 3501			
Course Title	MEDIA AND THE MARGINS			
Credits	06			
Hours/Week	06			
Category	Major Core (MC) - Theory			
Semester	III			
Regulation	2019			
Course Overview				
<ol style="list-style-type: none"> 1. Understanding the contribution of pioneering trying to reduce marginalization is of great importance in the context of development journalism which serves to reduce marginalization. 2. Analysing and observing the nature of media forms. 3. Using and experimenting with various internet based communication portals can help reduce marginalization. 4. A critical view towards media would finding biases in their functioning. 5. Practice journalism which is sensitive towards the needs of the marginalized and help alleviate marginalisation. 				
Course Objectives				
<ol style="list-style-type: none"> 1. Understand the contributions of research/researchers and personalities in reducing marginalisation in the media. 2. Trace the representation of various sections of the society in media. 3. Try various internet based communication in reducing marginalisation in media. 4. To engage in reporting/editing news with sensitivity to the subjects covered. 5. Understanding Development Journalism and executing work. 				
Prerequisites	Basic knowledge on media and society.			
SYLLABUS				
UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Defining media, defining the role and deviations of media, Subaltern view on marginalisation, gender issues - How does the following affect reach of media content: i. economy ii. Religion iii. Caste	12	CO 1 CO 2 CO 3	K1, K2, K3, K4
II	Representation and its importance in media editorial. Ownership pattern of media on the lives of marginalised - Political economy of media. Cross media ownership leading to marginalisation.	12	CO 1 CO 2 CO 3	K1, K2, K3, K4
III	BR Ambedkar - Jyotiba Phule - Savitribai Phule - MC Rajah - Contributions of MC Rajah, Ayothidas, - Narayana Guru in reducing marginalisation - 'Periyar' EV Ramasamy - DrMuthulakshmi Reddy.	18	CO 1 CO 2 CO 3 CO 4	K1, K2, K3, K4, K5

IV	Social media avenues for the less represented in media - Watch groups, news sharing groups of marginal sections - Role of Alternate Media setups - Content curation as a form of alternate media dissemination technique.	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K5, K6
V	Mobile as a tool of access and discrimination - Convergence and gamification of media - Its impact on serious forms of journalism.	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4

Text Books

1. Women, Gender Equality And The State Sadhna (A), Deep & Deep Publications, 2001
2. Media Culture And Society (An Introduction), Hodkinson (Paul), University of Surrey, 2016
3. Encyclopaedia Of Mass Media(Media And Race Problems), Mehta (Malti); Sharma (S.R), Sarup Book Pub. Pvt. Ltd, 2009
4. Caste Question (Dalits And The Politics Of Modern India.), Anupama Rao, University of California Press, 2009

Suggested Readings

1. Manufacturing Consent: The Political Economy of the Mass Media, Edward S. Herman, Noam Chomsky, Pantheon Books, 2002
2. Political Economy of Communications in India: The Good, the Bad and the Ugly, Ninan Thomas Pradip, Sage Publications, 2013
3. I Am a Troll: Inside the Secret World of BJP's Digital Army, Swati Chaturvedi, Juggernaut Publication, 2018
4. The New Digital Age, Schmidt , E. & Cohen, J.. John Murray Publication, 2013

Course Outcomes (COs)

MEDIA AND THE MARGINS (MC)		Cognitive Level
CO 1	Remember and understand the contributions of research/researchers and personalities in reducing marginalisation in the media.	K1, K2
CO 2	Report representation of various sections of the society in media	K3
CO 3	Test various internet based communication in reducing marginalisation in media.	K4
CO 4	Evaluate ritically the role and functions of media.	K5
CO 5	Take part in reporting/editing news with sensitivity to the subjects covered.	K6

Substantial Correlation - 47 %

Moderate Correlation – 53%

COURSE DESCRIPTOR

Course Code	UDJ 3502			
Course Title	Media Analysis Techniques			
Credits	06			
Hours/Week	06			
Category	Major Core (MC) – Theory			
Semester	III			
Regulation	2019			
Course Overview				
<p>1. Media Analysis Techniques is an interdisciplinary subject integrated from disciplines of sociology, psychology, political science and communication with focus on media studies.</p> <p>2. It aims to introduce basic frameworks and concepts for analysing various media texts.</p> <p>3. The different modules of the course locate the fundamental approaches to media analysis – semiotics, psychoanalysis, Marxism, feminism and post-modernism.</p> <p>4. The course identifies the contribution of key scholars in developing the analytical concepts.</p> <p>5. The Media Analysis Techniques course encompasses the application of various approaches to analyse media texts, functions and institutions.</p>				
Course Objectives				
<p>1. To understand basic approaches to analyse media texts.</p> <p>2. To analyse and interpret media texts using specific concepts/frameworks.</p> <p>3. To identify and distinguish various concepts for media analysis.</p> <p>4. To integrate and apply the concepts for media production.</p>				
Prerequisites	Basic understanding of media texts and genres.			
SYLLABUS				
UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Semiotics Saussure - Sign – Referent – Signifier – Signified – System of Difference – Synchronic -Diachronic; Pierce - Icon – Index – Symbol; Barthes – Two Level Signification – Denotation, Connotation; Metaphor, Metonymy; Biosemiotics; Semiotics of Culture.	18	CO1 CO3 CO4 CO5 CO6	K1, K2, K4, K5, K6
II	Syntagmatic and Paradigmatic Analysis Vladmir Propp – Syntagmatic Analysis – Narrative Analysis – Structural Units – Functions – Characters; Todorov’s Narrative Theory, Levi Strauss - Paradigmatic Analysis – Binary Oppositions- Mytheme.	15	CO1 CO2 CO3 CO4 CO5 CO6	K1, K2, K3, K4, K5, K6
III	Psychoanalysis Freud - Id – Ego - Superego; Interpretation of Dreams, Lacan - Mirror Stage - Symbolic; Jung - Archetype; Collective Unconscious – Myth - Anima and Animus	15	CO1 CO3 CO4 CO5 CO6	K1, K2, K4, K5, K6
IV	Marxism Marx – Production – Surplus - Capital; False Consciousness, Alienation, Historical Analysis; Ethnomethodology; Participant Observation	15	CO1 CO3 CO4 CO5 CO6	K1, K2, K4, K5, K6
V	Feminism and Postmodernism	15	CO1 CO3	K1, K2,

	Feminism: Gender - Patriarchy; Elaine Showalter, LuceIrigaray; Sexual Objectification; Stereotyping; Empowerment; Gynocriticism; Postmodernism: Bricolage; Pastiche; Simulacra; Intertextuality; Hyperreality		CO4 CO5 CO6	K4, K5, K6
<p>Text Books</p> <ol style="list-style-type: none"> Berger, A. A. (2019). <i>Media analysis techniques</i>. Beverly Hills: Sage Publications. Berger, A. A. (2000). <i>Media and communication research methods: An introduction to qualitative and quantitative approaches</i>. Thousand Oaks, Calif: Sage Publications. Pramod K Nayar (2008). <i>An Introduction to Cultural Studies</i>. New Delhi, Viva Books Stocchetti, M., &Kukkonen, K. (2012). <i>Critical Media Analysis: An Introduction for Media Professionals</i>. Frankfurt: Lang, Peter, GmbH, Internationaler Verlag der Wissenschaften Ott, B. L., & Mack, R. L. (2020). <i>Critical media studies: An introduction</i>. Hoboken, NJ : John Wiley & Sons, Inc. 				
<p>Suggested Readings</p> <ol style="list-style-type: none"> <i>Introducing Feminism : A Graphic Guide</i> by <u>CathiaJenainati</u> and Judy Groves <i>Introducing Postmodernism : A Graphic Guide</i> by <u>Richard Appignanesi</u> and Chris Garratt <i>Introducing Psychoanalysis : A Graphic Guide</i> by <u>Ivan Ward</u> and Oscar Zarate <i>Introducing Marxism : A Graphic Guide</i> by <u>Rupert Woodfin</u> and Oscar Zarate <i>Introducing Semiotics : A Graphic Guide</i> by <u>Paul Cobley</u> and LitzaJansz 				
<p>Web Resources :</p> <ol style="list-style-type: none"> http://visual-memory.co.uk/daniel/Documents/S4B/ https://www.simplypsychology.org/psychoanalysis.html http://egyankosh.ac.in/bitstream/123456789/21177/1/Unit-1.pdf https://www.marxists.org/ https://cla.purdue.edu/academic/english/theory/marxism/terms/ 				

COs	UDJ 3502 - Media Analysis Techniques	Cognitive Level
CO 1	Identify and differentiate the concepts of semiotics.	K1, K2
CO 2	Interpret literary and media narratives.	K3
CO 3	Examine media texts, genres, formats and functions.	K4
CO 4	Distinguish various techniques of media analysis.	K5
CO 5	Hypothesize issues in media representation.	K6

COURSE DESCRIPTOR

Course Code	UDJ 3001			
Course Title	INTERACTIVE MEDIA DESIGN			
Credits	6			
Hours/Week	6			
Category	FC			
Semester	3			
Regulation	2019			
Course Overview				
<p>1. Interactive Media Design is a subject that integrates design and it's elements in a web platform.</p> <p>2. Students get to understand professional web layout design</p> <p>3. It helps the students learn the technical and professional requirement to understand and create a webpage.</p> <p>4. It relates the acquired knowledge to journalism in the form of magazines, news portals etc.</p>				
Course Objectives				
<p>1. To understand the basics of design and design elements.</p> <p>2. To enhance knowledge on web portals and web pages</p> <p>3. To create a fully effective web page design</p> <p>4. To apply the learnt technical skills in creating a professional web page.</p>				
Prerequisites	Basic knowledge of design, it's principles and elements.			
SYLLABUS				
UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<p>Fundamentals of Web Design Fundamentals of Design - Elements of Design - Principles of Design - Web Design - Introduction to Internet – WWW- History and Origin - Multimedia Technology -Hyperlink, Navigation - HTML (Hypertext Mark-up Language) - HTML Codes - Creating Basic Webpage.</p>	12	CO1 CO2 CO3	K1,K2,K3,K4
II	<p>Image Compositing for Web Principles of Beautiful Web Design – Imagery - Image Sources - Cropping Photoshop - Adjustments - File Formats and Resolutions - Borders and Edge - Treatments Texture, Points. Line, Shape - Volume and Depth – Pattern - Building Texture Application - Grouting and Setting.</p>	12	CO1 CO2	K1,K2,K3
III	<p>Developing of interactive webpage Introduction to Dreamweaver - Creative Cloud, CSS - Developing Dynamic Cross - Interactive Web Pages – Buttons – Hyperlink – Tables- Loops- Interactivity - Pop Ups.</p>	15	CO1 CO2 CO3 CO4	K1,K2,K3,K4,K5
IV	<p>Create Web Templates</p>	15	CO4 CO5	K1,K2,K3,K4,K5 ,K6

	Collecting Different Website Themes - Website Template Design - Introduction to Online Free Web Templates - Web Portfolio.			
V	Creating Webpage Creating Web Pages - Creating the Website – Saving -Working on the Website - Titling – Host – URL- Hypertext Transfer Protocol.	24	CO4 CO5	K1,K2,K3,K4,K5 ,K6

Text Books

1. Hughes, J. F. (2013). *Computer Graphics: Principles and practice, third edition*. Addison-Wesley Professional.
2. Beard, J. (2020). *Principles of beautiful web design*. SitePoint Pty, Limited.
3. Rankin, J. R. (1989). *Computer Graphics Software Construction: Using the pascal language*. Prentice Hall.
4. Newman, W. M., & Sproull, R. F. (1984). *Principles of Interactive Computer Graphics*. McGraw-Hill Kogakusha.
5. Salmon, R., & Slater, M. (1987). *Computer Graphics: Systems and concepts*. Addison-Wesley.

Suggested Readings -

Web Resources

1. <https://www.udemy.com/course/learn-dreamweaver-with-infinite-skills>
2. <https://helpx.adobe.com/in/dreamweaver/tutorials.html>

COs	CO Description	Cognitive Level
CO 1	List the Methods and to Distinguish Techniques of Developing a Simple Website.	K1, K2
CO 2	Discover the Standard Web Page Setup and Language	K3
CO 3	Experiment with CSS, Tables, loops, popups in web page development	K4
CO 4	Compare web templates	K5
CO 5	Create and to Maintain a Web Page	K6

COURSE DESCRIPTOR

Course Code	UVC 3301			
Course Title	PHOTOGRAPHY			
Credits	6			
Hours/Week	6			
Category	AL			
Semester	3			
Regulation	2019			
Course Overview				
<ol style="list-style-type: none"> 1. Photography is the basics of capturing visuals. 2. Students understand the techniques required to create a photograph 3. They develop core competency skills required for industry level photography. 				
Course Objectives				
<ol style="list-style-type: none"> 1. To understand the basics of photography. 2. To enhance technical photo creation skills 3. To implement creative ideas to hone learnt skills. 4. To create effective visual content. 				
Prerequisites	Basic technical knowledge of cameras.			
SYLLABUS				
UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Fundamentals of Photography History of Photography. History and evolution of Camera. Definition -Key concepts in Photography. Working of a D/SLR camera.	10	CO1 CO2 CO3	K1,K2,K3
II	Types of camera, Structure, Features of the camera Understanding of Exposure. Golden Triangle; Aperture, Shutter & ISO Correlation. Depth of Field, point of view, shallow depth, rack focus.	10	CO1 CO2 CO3	K1,K2,K3
III	Study on Lighting Indoor Lighting Techniques. Equipment, Light Measuring Devices. Props and Elements to support lighting. Outdoor Lighting. Understanding Kelvin values. Colour and Lighting. Colour theory.	20	CO3 CO4	K3,K4,K6
IV	Aesthetics: Composition and styles of photography Genres of photography, Various Framing and composition Techniques- colour balance, colour and contrast, usage of lenses, camera angles, A Study on Works of eminent photographers – James Nachwey, Raghu Rai, Annie Leibovitz, etc.	20	CO4	K4,K6
V	Editing Lightroom editing, Photo corrections, Colour management & Post-Production. Compile all the photos into an album.	18	CO4 CO5	K4,K6
Text Books				
1. London, B., & Upton, J. (1998). <i>Photography</i> . Longman.				

2. Barrett, T. (2021). *Criticizing photographs: An introduction to understanding images*. Routledge.
3. Hirsch, R. (2009). *Seizing the light: A social history of photography*. McGraw-Hill Higher Education.
4. Northrup, T. (2018). *Tony Northrup's Dslr book: How to create stunning Digital Photography*. Mason Press, Inc.
5. Long, B. (2010). *Complete Digital Photography*. Park, N.Y.

Suggested Readings –

1. Haines, G. H. (1991). *Learn photography*. Treasure.
2. Langford, M. (2004). *Basic photography*. Elsevier.
3. Hedgecoe, J. (1979). *John Hedgecoe's complete photography course*. Simon and Schuster.
4. Peterson, B. F. (1994). *Understanding exposure: How to shoot Great Photographs*. Diamar Interactive.
5. Adams, A., & Baker, R. (1995). *The camera*. Little, Brown.
6. Kelby, S. (2006). *The Digital Photography Book*. Peachpit Press.

Web Resources

COs	CO Description	Cognitive Level
CO 1	Define and understand the grammar and compositions of photography.	K1,K2
CO 2	Apply skills with various elements and concepts of photography	K3
CO 3	Analyse the styles of photography &use them in practice	K4
CO 4	Evaluate various camera usage and lightings	K5
CO 5	Create portfolio of photographs	K6

COURSE DESCRIPTOR

Course Code	UEL 4206			
Course Title	GENERAL ENGLISH – IV (ADVANCED) VOC – DIGITAL JOURNALISM			
Credits	04			
Hours/Week	04			
Category	GE (GENERAL ENGLISH)			
Semester	IV			
Regulation	2019			
Course Overview				
<ol style="list-style-type: none"> 1. Explain ways to organize information for an essay. 2. Offer strategies to familiarise with sub-skills of listening, speaking, reading and writing. 3. Give an overview of language for presentation. 4. Examine strategies to understand figures and table. 5. Focus on understanding the writer’s opinions. 				
Course Objectives				
<ol style="list-style-type: none"> 1. To understand the art of skimming and scanning texts and to organize ideas for presentation. 2. To understand different methods of note-taking / note-making. 3. To understand basic strategies of interpreting figures and table. 4. To understand the writer’s opinions and identify the main ideas in the text. 5. To focus on inferring meaning from words and understand the connection between sentences. 				
Prerequisites	Proficiency in LSRW & basic communication skills			
SYLLABUS				
UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<p>Organizing information for an essay and Referencing: Reading: Organizing information for an essay – Skimming and scanning texts – Taking notes and explaining what you have read – Vocabulary: collocations– Listening and speaking: Referring backwards and forwards in presentations Writing skills: Writing conclusions in essays – Language for writing: hedging– Giving references– Grammar and practice: Avoiding repetition: expressions with so Wh- noun clauses – Using viewpoint adverbs to restrict what is said – Verb/adjective + preposition combinations</p>	11	CO1, CO2	K1, K2, K3
II	<p>Reading critically and Language for presentation Reading: Reading critically – Finding information and taking notes – Vocabulary: inferring the meaning of words, hedges– Listening and speaking: Concluding your presentation – Presentation – Pronunciation: linking words in speech units Writing skills: Using an academic style – Grammar and practice: Adding information about</p>	10	CO2, CO4	K3, K5

	nouns: relative clauses, It-clauses: expressing personal opinions impersonally			
III	<p>Understanding figures and table and Report Writing</p> <p>Reading: Understanding figures and tables – Scanning for information – Taking notes – Understanding the significance of references – Vocabulary : avoiding repetition Listening and speaking: Taking part in tutorials and joining in discussions – Pronunciation : stress in compound nouns Writing skills: Looking at the structure and content of reports – Language: Looking at the structure and content of reports – Language : describing events in a time sequence Grammar and practice: Passive voice – Past perfect – ing nouns</p>	10	CO2, CO3, CO5	K3, K4, K6
IV	<p>Understanding the writer’s opinion and Describing information</p> <p>Reading: Understanding the writer’s opinion – Identifying main ideas and supporting information – Recognising general nouns – Understanding hedges – Vocabulary: formal and informal verbs – opposites – Listening and speaking: Tutorials: asking for and giving more information – Pronunciation: intonation in wh-clefts Writing skills: Describing information in figures and tables – Language for writing: referring to figures and tables – referring backwards and towards – Grammar and practice: Verbs followed by a noun phrase or that-clause – Non-finite relative clauses – Adverbials used to comment</p>	11	CO2, CO4, CO5	K3, K5, K6
V	<p>Reading for evidence and Expressing disagreement</p> <p>Reading: Reading for evidence – Thinking about what you already know – Preparing for essay writing – Vocabulary in context: inferring the meanings of words – Understanding connections intexts: this/these – Developing hedging skills Listening and speaking: Summarising what has been said – Evaluating visual aids – Pronunciation: stress in compound words Writing skills: Contrasting information – Taking a stance – expressing disagreement – Grammar and practice: Referring to quantities – Evaluative adjectives and adverbs – Phrases connecting sentences: this/these – Non-finite relative clauses</p>	10	CO2, CO4, CO5	K3, K5, K6

Text Books

1. Cambridge Academic English – An integrated skills course for EAP – Upper Intermediate – Student’s Book Martin Hewings Cambridge University Press 2012

2. GEMS OF IMAGINATION Siby James and Febu George Cambridge University Press 2018
Suggested Readings
1. Speaking and Writing for Effective Business Communication, Francis Soundararaj, Laxmi Publications 2015
2. Foundations of Business Communication: An integrative approach Dona Young Tata McGraw Hill 2006 1
3. Become Proficient In Speaking and Writing - Good English: Practical Short Cuts To Write and Speak Correct English Effectively Archana Mathur V&S Publishers 2012
Web Resources
1. www.bbc.com
2. www.cnn.com
3. www.ted.com
4. https://owl.purdue.edu/
5. https://learnenglish.britishcouncil.org/
6. App – BBC LEARNING ENGLISH
7. App – 6 Minute English
8. App - Twitter

Course Outcomes (COs)

UEL 4206 – GENERAL ENGLISH-IV (ADVANCED) VOC		Cognitive Level
CO 1	Identify various terminologies and review basic concepts in academic writing in the English language.	K1, K2
CO 2	Employ the art of influencing people and devise strategies for demonstrating basic corporate communication skills.	K3
CO 3	Plan basic strategies to communicate in writing and speaking and explain its practical benefits.	K4
CO 4	Assess and evaluate strategies & skills in writing so as to effectively contribute to the print and electronic media.	K5
CO 5	Adapt suitable steps and strategies to appropriately use academic writing and creative writing skills.	K6

COURSE DESCRIPTOR

Course Code	UEL 4207
Course Title	GENERAL ENGLISH IV (INTERMEDIATE) VOC
Credits	4
Hours/Week	4
Category	GE (GENERAL ENGLISH) - Theory
Semester	IV
Regulation	2019

COURSE OVERVIEW

1. Strengthening the foundations of English learning is the unique challenge addressed by this subject.
2. The course uses technological advancements for learning English.
3. Professional levels of English proficiency.
4. Imparting excellent presentation and facilitation skills.

COURSE OBJECTIVES

1. To make them write for modern mass media.
2. To give them the exposure to various technological tools.
3. To Make effective presentations with a good command over language.
4. To make them efficient in Critical thinking skills.

Prerequisites	Basic Language Skills and knowledge on technology.
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SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Introduction to academic writing skills Descriptive, narrative, persuasive, expository writing styles. Explaining, reinforcing and exemplifying approaches to writing. Structuring the text. Writing style and format. Lexical strategies, style and articulation for speaking. Vague language expression and types of idioms. Practical grammar (phrasal verb, descriptive adjectives and adverbs).	11	CO1	K1, K2
II	Introduction to new technologies and language Web 2.0 revolution. Different forms of technology enabled communication tools in the digital age. The impact of social media on language usage and comprehension. Language oriented career choices. Practical grammar (noun types, clauses, and articles).	10	CO1, CO2	K1, K2, K3
III	The media: internet and e-mail E-mail and internet communication. The advertisers' language and some new vocabulary. The news: gathering and delivering terms. Vocabulary for sports, health and fitness, diet, industrialization, technology and future visions. Practical grammar (possessive case and types of pronouns).	10	CO3, CO4	K4, K5

IV	Writing skills for social media Writing for Twitter, Facebook, LinkedIn, Flickr, WhatsApp and Instagram. Video: Podcasting, Screen casting & Videoconferencing. Digital storytelling using photo story - writing for online audio & video programs. Hands on experience with emerging technologies such as blogs, social network websites, messengers etc.	11	CO1, CO2, CO4	K1, K2, K3, K5
V	Practical tips for writing and presentation Case study of existing pieces such as blogs, twitter, emails, SMS etc. PowerPoint presentation Compressing information in slides Developing explication skills for elaboration of concise points. Effective communication through PPTs. using PowerPoint as a supplement for effective communication by preparation of visuals, audio clips etc. Practical grammar: (Conjunctions and Prepositions).	10	CO1, CO3, CO5	K1, K2, K4, K6

TEXT BOOKS

1. Murphy, R. (1994). *Intermediate English grammar*. Cambridge University Press. 1st Edition.
2. Dell, Michael McCarthy felicity o'. (2003). *English vocabulary in use (advanced)*. Cambridge University Press. 1st Edition.
3. Davis, F and Rimmer, W. (2011). *Active grammar*. Cambridge University Press. 1st Edition.
4. Haneefa, S and Rajendran, N.p. (2015). *Our Country Our Literature (An Anthology of Indian Writings in English)*. Cambridge University Press. 1st Edition.

SUGGESTED READINGS

1. Strunk Jr, W and White, E.B. (1979). *The Elements of Style, 3rd ed.* Macmillan. 1st edition.
2. Barkas, J. L. (1984). *How To Write Like a Professional*. Arco. 1st Edition.
3. John, A. (2003). *Effective Communication*. Pan Macmillan Ltd, London. 1st edition.
4. Prasad, H. M. (2001). *How to Prepare for Group Discussion and Interview*. Tata McGraw-Hill Publishing Company Ltd. New Delhi. 1st Edition.

WEB RESOURCES

1. <https://edition.cnn.com/>
2. <https://www.bbc.com/news>
3. <https://learnenglish.britishcouncil.org/>
4. <https://www.bbc.co.uk/learningenglish/>

COURSE OUTCOMES (COS)

COs	CO DESCRIPTION	Cognitive Level
CO 1	Identify and associate various writing styles, format and structuring the text.	K1, K2
CO 2	Employ the oral and written skills practically.	K3
CO 3	Infer the ideas, opinions and beliefs into written and oral forms.	K4

CO 4	Evaluate and assess the skills required in writing for digital and social media.	K5
CO 5	Organize and relate various ideas and perceptions of writers.	K6

COURSE DESCRIPTOR

Course Code	UDJ4001			
Course Title	ICT & SOFT SKILLS TRAINING			
Credits	4			
Hours/Week	4			
Category	SS			
Semester	4			
Regulation	2019			
Course Overview				
<p>ICT & Soft Skills Training is a subject that deals extensively with personal and professional growth of the student. It helps them understand a work environment and the intra and inter personal skills required to be successful in the same.</p>				
Course Objectives				
<ol style="list-style-type: none"> 1. To increase awareness of self worth and self esteem 2. To enhance interpersonal skills 3. To develop business communication 4. Helping overcome shyness and to develop entrepreneurial skills 5. Establish the importance of a goal, team building and leadership 				
Prerequisites				
SYLLABUS				
UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<p>Goal setting and managing time The basis of effective goals – steps to be followed to obtain optimum results from goal setting – identifying the reasons for procrastination – guidelines to overcome procrastination – priority management at home and college.</p>	10	CO1 CO2	K1, K3
II	<p>Team work and participating in group discussions Team building and team work, team briefing, role of team leader, conflict resolution, Methodology of group discussions, role functions in group discussion, types of non – functional behaviour, improving group performance. Participating in mock group discussions.</p>	10	CO3	K3
III	<p>Business Presentations Preparing successful presentations, thinking about the audience, making effective use of visual aid, delivering presentations, using prompts, dealing with questions and interruptions, mock presentations.</p>	10	CO4	K4
IV	<p>Interviews Types of interviews, preparing for interviews, facing interviews, reviewing performance, participating in mock interviews. Internet and soft skills - internet for job seekers</p>	12	CO4	K4
V	<p>Interpersonal Effectiveness</p>	10	CO1 CO3	K1, K3, K5

	Soft skills training to handle interpersonal relations, to take appropriate decisions, to communicate effectively, to manage anxiety, fear and stress, to gain professional development, overcoming shyness, building one's self-esteem, avoiding self-blame, taking risks, tolerating failure, persisting and celebrating success, self-talk.		CO5	
Text Books <ol style="list-style-type: none"> 1. Life Skills Resource Manual, Schools Total Health Program, library of congress, 2006, 1st Edition 2. Infitheism- Monthly magazine, Rangarajan (Mahathria) 3. Manjul Publishing House, Monthly, 1st Edition 4. You can win, Shiv Khera, Bloomsberry, 2018, 1st Edition 5. Introduction to Psychology, Morgan and King, Tata McGraw-Hill Publishing Company Ltd, New Delhi, 1993, 1st Edition 				
Suggested Readings - The 8th habit, Stephen Covey, 1989				
Web Resources Understanding Life Skills, UNESCO Digital Library				

COs	CO Description	Cognitive Level
CO 1	Identifying and understanding self-awareness and self-esteem.	K1&K2
CO 2	Apply skills of time management and team handling skills.	K3
CO 3	Analyse Intrapersonal and Interpersonal skills.	K4
CO 4	Evaluate business presentations and interviews.	K5
CO 5	Construct the importance of effective goal setting.	K6

COURSE DESCRIPTOR

Course Code	UDJ 4002			
Course Title	INTERACTIVE CONTENT & USER EXPERIENCE			
Credits	4			
Hours/Week	4			
Category	FC			
Semester	4			
Regulation	2019			
Course Overview				
<ol style="list-style-type: none"> 1. Interactive Content & User Experience is a subject that deals with interface design 2. It helps develop the design knowledge acquired into an interactive environment 3. User friendly interactive designing that helps indulge the audience into the design. 4. Modes of interaction and interactive experience are created through the interface interactions. 				
Course Objectives				
<ol style="list-style-type: none"> 1. To understand and enhance the basics of design and design elements. 2. To enhance knowledge on UI design and User interface 3. To understand wireframes and layouts, Color theories and color psychology. 4. To create a fully effective user Interface Design 5. To apply the learnt technical skills in creating multiple professional UI packages. 				
Prerequisites	Basic knowledge of design, it's principles and elements.			
SYLLABUS				
UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Definition, uses and purposes Defining Interactive content and gamification of media - Interactive nature of digital era - Needs for easy access for content - F shaped and Z shaped scanning of pages - Use of colours, placing and shapes of buttons for better access to the content.	8	CO1 CO2 CO3	K1,K2,K3,K4
II	Artificial Intelligence and Web 3.0 enabled content access Transformation created by web 3.0 - Role of Artificial Intelligence in creating better access and reach of content - Role of natural language processing and voice recognition in easy and quick access of content - Role of touch screens in gamification of media.	8	CO1 CO2 CO3	K1,K2,K3,K4
III	E learning methods and interactive content MOODLE, MOOCs and other e learning methods - Learning Management Systems (LMS) - Levels of engagement in online mediums; Khan academy - Role of design in creating engagement and interactivity.	10	CO3 CO4	K4,K5
IV	Impact of Graphical games on traditional and digital media Role and impact of graphical games on the attention span of traditional and digital media audience - Convergence of Entertainment and Media domain; Telecom companies taking a pie out of the news	12	CO4	K5

	media basket - Audience usage and experience deciding the type and duration of content.			
V	Case studies and practice Case Studies of media using gamification - Times of India Happy Times initiative, BuzzFeed quizzes, Reddit - Mobile learning through Apps like Kahoot, Byju's - Creation of better access for content using UX templates.	14	CO4 CO5	K5,K6
Text Books				
<ol style="list-style-type: none"> Denny, J. (2021, May 12). [free ebook] game-based learning and the future of L&D from the engagement experts. eLearning Industry. Retrieved September 24, 2021, from https://elearningindustry.com/free-ebooks/game-based-learning-and-development-future-engagement-experts. Jabary, I., By Jabary, I. (2016, September 17). Game-based learning encourages engagement. Training. Retrieved September 24, 2021, from https://trainingmag.com/game-based-learning-encourages-engagement 				
Suggested Readings				
<ol style="list-style-type: none"> https://bit.ly/3AFvwZnhttps://elearningindustry.com/free-ebooks/game-based-learning-for-increased-learner-engagement https://elearningindustry.com/free-ebooks/gamification-reshapes-learning3. https://bit.ly/3aG4Mxr 				
Web Resources				
<ol style="list-style-type: none"> Game Changer: Game-Based Learning And The Future Of L&D From The Engagement Experts Game-Based Learning For Increased Learner Engagement How Gamification Reshapes Learning 				

COs	CO Description	Cognitive Level
CO 1	Define and Differentiate interactive media for better understanding.	K1,K2
CO 2	Apply key aspects of UI elements and UX.	K3
CO 3	Categorize the learnings for trying with different types of interactive content	K4
CO 4	Validate online based learning activities.	K5
CO 5	Create interactive, user friendly content.	K6

COURSE DESCRIPTOR

Course Code	UDJ 4501
Course Title	Communication Theories
Credits	06
Hours/Week	06
Category	Major Core (MC) - Theory
Semester	IV
Regulation	2019

Course Overview

1. The course Communication Theories explores in-depth the different schools of communication thought and their difference in understanding communication.
2. It provides an understanding about the concept of “Communication”.
3. The course explains the key elements in a communication process.
4. It explains different models and theories in communication.
5. The course aims to give insights into the influence of technology on communication.

Course Objectives

1. To analyze a definition of communication articulating the definition’s level of observation, intentionality and normative judgement.
2. To outline different types of communication (verbal and non-verbal).
3. To recognize the various context in which communication takes place.
4. To differentiate a communication theory from a concept and a model.
5. To discriminate between common sense and working and scholarly theories

Prerequisites

Communicative skill, interview skill

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Basic Elements Definition of Communication Types and Elements of Communication; Forms of Communication; Human Communication – Haptics, Chronemics, Kinesics, Proxemics, ; Barriers to Communication.	14	CO 1 CO 2 CO 3	K1, K2, K3, K4
II	Theories and Models Models of Communication: Lasswell’s Model, SMCR Model, Shannon-Weaver Model, Osgood and Schramm Circular Model, Westley Maclean Model, Gerbner’s Model, Comb’s model, Neumann’s model	16	CO 1, CO 2 CO 3	K1, K2, K3, K4
III	Theories... Normative theories: Authoritarian, Libertarian, social responsibility theory, soviet media theory.	14	CO 1 CO 2 CO 3 CO 4	K1, K2, K3, K4, K5
IV	Impact of Media Mass Media Effects & Uses: Limited-Effects Perspectives, Critical and Cultural Approaches; Hypodermic Needle Theory; Two Step Flow Theory;	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

	Gate Keeping; Cultivation Theory; Agenda Setting; Uses and Gratification Approach.			
V	Various Schools of Thoughts Toronto School of Thought – Harold Innis and McLuhan, Cultural Studies Theory of Birmingham School – Stuart Hall, Critical theory of Frankfurt School – Theodor Adorno, Max Horkheimer and Walter Benjamin.	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
Text Books				
<ol style="list-style-type: none"> Berger, Arthur Asa. (1995). <i>Essentials of Mass Communication Theory</i>. New Delhi: SAGE Publications. Dennis, Davis., & Stanley, J. Baran. (2005). <i>Mass Communication Theory (Wadsworth Series in Mass Communication and Journalism)</i> (4th ed.). USA: Wadsworth Publishing Co Inc. Blunder, J., & Katz, E. (1974). <i>The Uses of Mass Communications: Current Perspectives on Gratifications Research</i>. Sage Annual Reviews of Communication Research (Volume III.). Thousand Oaks, CA: Sage. 				
Suggested Readings				
<ol style="list-style-type: none"> Holmes, D. (2005). <i>Communication Theory-Media, Technology and Society</i>. London: Sage Publication. McQuail, Denis. (1994). <i>An Introduction to Communication Theories</i>. New Delhi: Sage Publication. DeFleur, M. L. & Ball-Rokeach, S. (1989). <i>Theories of mass communication</i> (5th ed.). White Plains, NY: Longman. 384pp. 				
Web Resources				
<ol style="list-style-type: none"> https://courses.lumenlearning.com/introductiontocommunication/chapter/grounding-theories-of-mass-communication/ https://bit.ly/30DLOG9 				

Course Outcomes (COs)

UDJ 4501- Communication Theories (MC)		Cognitive Level
CO1	To memorize and explain various conceptual frameworks to study communication.	K1,K2
CO2	To discover various approaches to communication.	K3
CO3	To compare and contrast key concepts of leading media theorists.	K4
CO4	To justify the applications of theories in the modern context.	K5
CO5	To construct a theory tied to Media and Communications	K6

COURSE DESCRIPTOR

Course Code	UDJ 4502			
Course Title	Specialized Reporting			
Credits	06			
Hours/Week	06			
Category	Major Core (MC) – Theory			
Semester	IV			
Regulation	2019			
Course Overview				
<ol style="list-style-type: none"> 1. Specialized Reporting is a major field in the discipline of journalism focusing on specific beat coverage. 2. It will introduce the fundamental principles and rules of specialized reporting. 3. The different modules of the course will provide an overview of different specialized beats and its newsgathering and reporting techniques. 4. The course highlights the roles, responsibilities and challenges in specialized reporting. 5. Specialized Reporting course facilitates in understanding the modern trends of digital platform coverage. 				
Course Objectives				
<ol style="list-style-type: none"> 1. To understand basic aspects and nuances of specialized reporting. 2. To cultivate sources and follow the principles and ethics of specialized reporting. 3. To recognise and distinguish various types of specialized beats and its role in journalism. 4. To practice specialized writing and specialized reporting. 				
Prerequisites	Basics of News Writing			
SYLLABUS				
UNIT	CONTENT	HOURS	Cos	COGNITIVE LEVEL
I	Fundamentals of Specialized Reporting Understanding specialized reporting, Principles of reporting a beat, Rules of cultivating sources by International Journalists' Network (IJNET), Five tips by Poynter.org: Beth Wine Garner, Cultivating sources.	15	CO1 CO2	K1, K2, K3
II	Types of Specialized Writing Ethics and qualities of online journalism, Types of beat reporting, Opinion, Op-ed, Editorials, Weekend-pull out, Supplements and Special articles, Specialized interviews - types and techniques (open – closed ended), Reviews and backgrounders – types.	15	CO1 CO3	K1, K2, K4
III	Specialized Reporting Crime reporting – Sports reporting- Political reporting- Economy and business reporting- Religion, arts and entertainment reporting; Roles/responsibilities, challenges, sources. Disseminating the famous columns.	18	CO1 CO3 CO4 CO5	K1, K2, K3, K5, K6
IV	Advanced reporting Enterprise reporting - Military reporting – Parliament reporting - Lifestyle reporting – Crime reporting – Court, laws and judgement reporting - International and diplomatic relations reporting – Disaster/war reporting and Science reporting;	15	CO3 CO4 CO5	K4, K5, K6

	Roles/responsibilities, challenges, sources. Reading popular stories; Reporting studies.			
V	Modern Trends, Blogs and Social Media Curation Modern trends, Spotting/analysing/following and fact checking, Follows - The Second-Cycle Story, Updating, Developing stories, DOT technique, (documents, observation and talk). Limits of reporting.	15	CO4, CO5	K5, K6
Text Books				
<ol style="list-style-type: none"> 1. Lorenz (2014) <i>News: Reporting and Writing</i>. India: Pearson Education. 2. Garrison, B. (2013). <i>Professional News Reporting</i>. United States: Taylor & Francis. 3. <u>John R. Bender</u>, <u>Lucinda D. Davenport</u>, <u>Michael W. Drager</u>, <u>Fred Fedler</u> (2011). <i>Reporting for the Media</i>. London : Oxford University Press 4. Elliot King and Jane Chapman (2012). <i>Key Readings in Journalism</i>, New York : Routledge 				
Suggested Readings				
<ol style="list-style-type: none"> 1. William Strunk Jr. & E.B. White (2000). United States : Pearson Allyn& Bacon; 4th edition. 2. Aly Colon and Julie Moos, eds. (2008) .2007-08 Best Newspaper Writing: Winners of the American Society of Newspaper Editors Competition. United States : Poynter Institute for Media Studies. 				
Web Resources				
<ol style="list-style-type: none"> 1. http://www.nraismc.com/wp-content/uploads/2018/04/Specialised-Reporting.pdf 2. http://osou.ac.in/eresources/DJMC-02-Block-03.pdf 3. https://core.ac.uk/download/pdf/234653346.pdf 4. https://www.thenewsmanual.net/ 				

Cos	UDJ 4502 – Specialized Reporting	Cognitive Level
CO 1	Describe and differentiate specialized beats.	K1& K2
CO 2	Develop a confidential network of sources.	K3
CO 3	Experiment with basic writing skills for specialized beats.	K4
CO 4	Choose, evaluate, transfer and link appropriately to files in a variety of audio, video and image formats	K5
CO 5	Plan, research and write specific specialized reports.	K6

COURSE DESCRIPTOR

Course Code	UAN 4401			
Course Title	SCRIPTWRITING			
Credits	06			
Hours/Week	06			
Category	Allied Course (AL) - Practical			
Semester	IV			
Regulation	2019			
Course Overview				
<ol style="list-style-type: none"> 1. The art of writing scripts for various formats 2. Understanding the difference between writing scripts for TV, movies, OTT platforms etc. 3. Analysing story telling narratives of various traditions and myths. 4. Using script writing software such as Celtx 5. Produce rough sketch of write ups for shooting short films or movies. 				
Course Objectives				
<ol style="list-style-type: none"> 1. Identify various genre of ideas and their appeal to the target audience. 2. Apply skills in various concepts including 2-act structure, hero's journey. 3. Analyse scripts into various parts and divide the same into various scenes. 4. Demonstrate skills to divide the workflow and execute it. 5. Test and create scripts for various fiction and non-fiction genre. 				
Prerequisites	Basic writing skills and passion for writing for the visual medium.			
SYLLABUS				
UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Story – Purpose and its importance; Characters - Protagonist, Family & Friends and Antagonist; Setting - Events & Location; Era & Time; Genre and Genre combinations; Target audience; Archetypes and its various types – Character, Hero, Situational, Symbol and Color; Idea Generation with character introduction, rise and fall and Conclusion.	12	CO1	K1, K2
II	Script - Non Linear Structure – Flashback – Future Dream; Story to Scene and Shot; Event Effect – Day or Night; Place of the event – Interior or Exterior; Dialogue or mute; Foreshadowing; Three Dimension of a Character; Three Act Structure; Syd Field Screenwriting; Plots; Twists and Turns; Conflicts; Cliché; Climax; Hero's Journey.	12	CO3	K3
III	Visualizing the Script – Character, Setting and Time; Character & Casting; Character appearance – Makeup, Costume, Hair style and Attitude; Location and Art & Props; Shot & Framing; Camera blocking; Scene & Sequence; Working with Scriptwriting software.	18	CO4	K4

IV	Presentation of the Script; Log Line; Characters; Synopsis; Story; Step Outline; Shot Breakdown for Scenes; Storyboard; Animatics; Scene Video for Treatment; Fifteen breakups of screenwriting as per Blake Snyder.	18	CO2, CO4	K5
V	Script for Projects; Advertisement; PSA; Short Film; Documentary Video; Corporate Video; Tele Film; Tele Series; Web Series; Feature Film; Radio Program; Broadcast News.	18	CO5	K6
Text Books				
<ol style="list-style-type: none"> 1. Story Robert Mckee, Kindle 2. Screenplay, Syd Field, Kindle, 1979 3. No Drama, Just Theatre, Crea-Shakthi, Notion Press, 2018 				
Suggested Readings				
<ol style="list-style-type: none"> 1. Save the Cat, Blake Snyder, Google, 2005 2. Making a Good Script Great, Linda Seger, Kindle, 2010 3. Write A Play And Get It Performed, Lesley Bown, Ann Gawthorpe John Murray Learning, 2010 				

Course Outcomes (COs)

UAN 4401 SCRIPTWRITING		Cognitive Level
CO 1	Recognize ideas and write story for the target audience	K1, K2
CO 2	Interpret the story into screenplay with reference hero's journey	K3
CO 3	Organize the scene to several shots and distinguish the composition	K4
CO 4	Construct the Script in its workflow and present it	K5
CO 5	Creating Scripts for various Fiction and Non-fiction programs	K6

COURSE DESCRIPTOR

Course Code	UDJ 5501			
Course Title	DIGITAL LAWS AND MEDIA ETHICS			
Credits	06			
Hours/Week	06			
Category	Major Core (MC) - Theory			
Semester	V			
Regulation	2019			
Course Overview				
<ol style="list-style-type: none"> 1. Basic understanding of media and digital world. 2. Learning about freedom of press and related laws. 3. Get an overview of cyber law. 4. Insights on importance of ethical and legal issues. 5. Preparing one-self to be a responsible Journalist. 				
Course Objectives				
<ol style="list-style-type: none"> 1. Recall the history, social and cultural roles of media in society 2. Identify and explain the importance of laws related to press in India 3. Understand the functionalities and differences between government and press. 4. Demonstrate the awareness of journalism as an ethical practice. 5. Analyse the diverse and multicultural world and workplace 				
Prerequisites	Keen interest in media and ethical issues.			
SYLLABUS				
UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Brief history of internet – Internet in the public domain – The emergence of World Wide Web – Introduction to Media Laws - Constitution of India: Preamble - Directive principles of state policy - Reporting legislature - Parliamentary privileges and media	12	CO1 CO2	K1, K2
II	Freedom of Speech and Expression - Article 19 - Defining the freedom of the Press and Media - Official Secrets Act, 1923; RTI Act, 2006; Defamation law; The Contempt of Court Act (as amended); Intellectual Property Rights; Privacy laws; The Information Technology Act, 2000 (as amended).	12	CO2, CO3	K3
III	History of Media Regulations in India; Need for media regulation; Press and Registration of Books Act; Press Council Act, 1978; Copyright Act-1957; Obscenity law; Media regulators: IBF, NBA - Indian Cinematography Act, 1952; Cable Television Regulation Act; 1995 Drugs and magical remedies (Objectionable Advertising) Act, 1954	18	CO2, CO3, CO4.	K4

IV	Cyber Laws and Ethics - Social networking sites - Types of Cybercrimes - Issue of privacy on internet - Hacking and ethical hacking - Regulation Laws in India	18	CO2, CO4. CO5	K5
V	Press Council of India's norms of Journalistic Conduct; NBA's Code of Ethics and Broadcasting Standards; Difference between Ethical vs legal; Press and accountability in Democracy; Ethical issues in Journalism - privacy, right to reply, sting - communal writing , sensational and yellow journalism, Freebies, bias, coloured reports - Paid news - Editors Guild of India, Advertising Council of India, PRSI.	18	CO1, CO2, CO3, CO4, CO5.	K6
Text Books				
<ol style="list-style-type: none"> 1. Digital Media Law, Ashley Packard Wiley- Blackwell, 2013, Second Edition 2. Cyber Laws for every Netizen in India, Vijayshankar, Na. Ujvala Consultants Pvt Ltd., Bangalore, 1999, First Edition 				
Suggested Readings				
<ol style="list-style-type: none"> 1. Constitution of India, Durga Das Basu, Lexisnexis, 2013, 21st Edition 2. Law of the Press, Durga Das Basu, Prentice Hall, 2006, First Edition 3. Makers of Modern India, Ed. Ramachandra Guha, Penguin, New Delhi, 2010, First Edition 4. Journalistic Ethics, PK Menon, Pointer Publishers, Jaipur, 2005 , First Edition 				
Web Resources				
<ol style="list-style-type: none"> 1. https://www.constitutionofindia.net/constitution_of_india/preamble 2. http://www.ijhssi.org/papers/vol7(2)/Version-1/C0702011315.pdf 3. https://blog.ipleaders.in/cyber-law-ethics-india/ 				

Course Outcomes (COs)

UDJ 5501 DIGITAL LAWS AND MEDIA ETHICS		Cognitive Level
CO 1	Defining internet and understanding its history.	K1,K2
CO 2	Interpret various press laws in India.	K3
CO 3	Analyse the difference between government and press.	K4
CO 4	Evaluate the role of media regulators.	K5
CO 5	Write digital media content following various ethics.	K6

COURSE DESCRIPTOR

Course Code	UDJ 5502
Course Title	RESEARCH AND DOCUMENTATION SKILLS
Credits	06
Hours/Week	06
Category	Major Core (MC) - Practical
Semester	V
Regulation	2019
<p>Course Overview</p> <p>1. This course aims to bring together the theoretical and practical elements of research in the media.</p> <p>2. Students will be exposed to various research methodologies, both quantitative and qualitative, as they affect the changing media landscape and its evaluation.</p> <p>3. Students will be exposed to different theoretical paradigms of media research, analysis 4. Debate on issues such as research ethics, intellectual property, effective communication of research findings and cultural sensitivity, among others.</p>	
<p>Course Objectives</p> <p>1. To demonstrate knowledge of research literacy</p> <p>2. To demonstrate a sound knowledge of basic research methods</p> <p>3. To demonstrate an understanding of the significant risk and ethical issues raised by the conduct of media research</p> <p>4. To demonstrate a working knowledge of the theories and frameworks through which media are analysed and understood</p> <p>5. To demonstrate familiarity with research into media audiences and users</p>	
Prerequisites	Communicative skill, interview skill

SYLLABUS				
UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Basic Research Research - Definition, Characteristics, Objectives; Types of Research: Descriptive & Analytical Research, Applied & Fundamental Research, Quantitative & Qualitative Research; Research Methodology; Research Process; Formulating the Research Problem; Research Questions; Research Methods.	16	CO 1 CO 2 CO 3	K1, K2, K3, K4
II	Review of Literature Literature Review; Review Concepts and Theories; Formulation of Hypothesis; Sources of Hypothesis; Characteristics of Hypothesis; Role of Hypothesis; Research Design.	14	CO 1 CO 2 CO 3	K1, K2, K3, K4
III	Data Collection Data Collection; Observation Method; Interview Method; Questionnaires; Case Study Method; Processing and Analysis of Data; Statistics in Research; Descriptive Statistics; Inferential Statistics; Elements / Types of Analysis; Interpretation of Data	16	CO 1 CO 2 CO 3 CO 4	K1, K2, K3, K4, K5
IV	Documentation Skills Types of Documentation; Documentation for Research; Documentation in various fields; Documentation for Ad films and short films; Documentation of various news.	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K5
V	Presentation Skills Group and Large Audience Communication; Presentation Skills; Five P's Model; Types of Audience; The Four Modes Of Speech Delivery - 1. Extemporaneous, 2. Impromptu, 3. Memorization, 4. Reading; The Four Types of Speeches - 1. Informative, 2. Demonstrative, 3. Persuasive, 4. Entertaining; Preparing the Contents; Speaking Skills; Essentials for Dynamic Presentations and Speeches	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
Text Books				
1. Hansen, A., & Machin, D. (2018). <i>Media and communication research methods</i> . Macmillan International Higher Education.				
2. Berger, A. A. (2018). <i>Media and communication research methods: An introduction to qualitative and quantitative approaches</i> . Sage Publications.				
3. Kuyucu, M., Dağtaş, B., Klin, A., Eshet, Y., Stanoevska-Slabeva, K., Sacco, V., ... & Ferreira, R. M. C. <i>Global Media Researches from East to West</i> Edited by Mihalis Kuyucu.				
Suggested Readings				
1. Altheide, D. L., & Schneider, C. J. (2012). <i>Qualitative media analysis</i> (Vol. 38). Sage Publications.				
2. Bertrand, I., & Hughes, P. (2017). <i>Media research methods: Audiences, institutions, texts</i> . Macmillan International Higher Education.				

Web Resources

1. <https://www.mastersincommunications.com/features/guide-to-communication-research-methodologies>
2. <https://guides.nyu.edu/mediaandcommunication/research-methods>
3. <https://bit.ly/3vfb6FC>

Course Outcomes (COs)

UDJ 5502 - RESEARCH AND PRESENTATION SKILLS (MC)		Cognitive Level
CO 1	Understand the basics of Research and Research Methods	K1, K2
CO 2	Classify, evaluate and Execute Literature work and Data collection	K3
CO 3	Organize the collected Data	K4
CO 4	Analyze the Data and document the records and results	K5
CO 5	Create a presentation with records and able demonstrate	K6

COURSE DESCRIPTOR

Course Code	UDJ 5503			
Course Title	VIDEO PRODUCTION			
Credits	6			
Hours/Week	6			
Category	MC			
Semester	5			
Regulation	2019			
Course Overview				
<ol style="list-style-type: none"> 1. Video Production is a subject that introduces the students to commercial/noncommercial videos 2. It introduces the basics of technical video creation 3. It also integrates the acquired technical knowledge with available knowledge of script writing and storyboarding. 4. It also introduces the concept of video editing and helps create a video output. 				
Course Objectives				
<ol style="list-style-type: none"> 1. To understand and enhance the basics of video making. 2. To enhance knowledge on Camera and Equipments 3. To understand linear and non linear editing concepts. 4. To integrate video editing into video production 5. To apply the learnt technical skills in produce a video. 				
Prerequisites	Basic technical knowledge about video creation.			
SYLLABUS				
UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Basic Video and Audio equipment and Specification Digital Video – Input Video; Analog & Digital Video; Lines & Pixels; SD & HD; Broadcast Standard in SD; Frame and its nomenclature; 2K and above; Audio and its nomenclature; Camera and its parts; Audio Equipment; TV Crew.	10	CO1 CO2 CO4	K1,K2,K3,K5
II	Camera Handling, Composition and Rules Camera Handling; Composition & Aesthetics; Range & Angle; Shots; Camera Equipment; Camera Movement; Lens & Filters.	20	CO1 CO2 CO4	K1,K2,K3,K5
III	Lighting Light specification; Types of Lights; Handling lights; Basics of lighting; Lighting accessories; Importance of shadow; Patterns &Cucoloris ; Cutters & Filters.	15	CO2 CO4 CO5	K3,K5,K6
IV	Video Editing and Effects Video Editing – Editing; Linear &Non Linear Editing; Non Destructive Editing; Assemble & Insert editing in Linear Editing; NLE Software; Basic Editing; Overwrite & Insert editing and NLE; Basic Effect Filters; Transitions; Keying; Handling Audio; Creating Titles.	18	CO3 CO5	K4,K6

V	VFX, Video Storage and Export Titles; Computer Graphics; VFX; Video Output & Storage; Export Video; Export Metadata; Storage Devices; File Transfer & Codec; File Transfer Ports; Access time; Color Correction & DI; Screening Formats; Video and Audio Sync.	15	CO3 CO5	K4,K6
Text Books 1. Zettl, H. (2000). <i>Television production handbook</i> . Wadsworth Thomson Learning. 2. Owens, J., & Millerson, G. (2012). <i>Television production</i> . Focal Press.				
Suggested Readings – 1. Kyker, K., & Curchy, C. (2004). <i>Television production: A classroom approach</i> . Libraries Unlimited. 2. Millerson, G. (1993). <i>Effective television production</i> . Focal Press.				
Web Resources -				

COs	CO Description	Cognitive Level
CO 1	List and the camera parts & accessories and to Understand Video Production	K1, K2
CO 2	Execute camera operation with mic in static & in movement	K3
CO 3	Organise and Edit Video and Audio for Fiction and Non-fiction	K4
CO 4	Experiment the Position of the Camera & Lights to illuminated frame	K5
CO 5	Create a Video Production with Video & Audio Edit, Title & VFX	K6

COURSE DESCRIPTOR

Course Code	UDJ 5504
Course Title	Convergent Journalism
Credits	06
Hours/Week	06
Category	Major Core (MC) – Lab
Semester	V
Regulation	2019

Course Overview

1. Convergent Journalism is an evolving field in the discipline of journalism focusing on changes in journalistic practices with digital convergent technologies.
2. It aims to introduce basic frameworks and concepts for analysing various media texts.
3. The different modules of the course locate the fundamental approaches to media analysis – semiotics, psychoanalysis, Marxism, historical analysis, ethno-methodology, feminism and post-modernism.
4. The course identifies the contribution of key scholars in developing the analytical concepts.
5. The Media Analysis Techniques course encompasses the application of various approaches to analyse media texts, functions and institutions.

Course Objectives

1. To understand basic approaches to analyse media texts.
2. To analyse and interpret media texts using specific concepts/frameworks.
3. To identify and distinguish various concepts for media analysis.
4. To integrate and apply the concepts for media production.

Prerequisites	Basic Knowledge of Digital Convergent Technologies and Basics of Journalism
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SYLLABUS

UNIT	CONTENT	HOURS	Cos	COGNITIVE LEVEL
I	Convergence and their models History of convergence - Concept and significance of convergence - Process and effects of convergence - Models of media convergence - Henry Jenkins Model of Convergence - Black box fallacy concept.	15	CO1	K1, K2

<p>II</p>	<p>Evolution from print to new media Impact of telegraph on newsgathering - Radio, TV - Convergence of conventional media - Emergence and impact of internet; Case studies on content convergence: Wikis (wikipedia, wikileaks), Google Doodle; Collaborative journalism in the era of convergence - Evolving new journalistic practices.</p>	<p>15</p>	<p>CO1 CO2</p>	<p>K1, K2, K3</p>
<p>III</p>	<p>Online Tools for Convergent Journalism Curation - Aggregation - Content Management System (CMS) - RSS feeds - Google Alerts - Web discovery sites like Stumble upon, Digg, Reddit - Interactivity, Hyperlinks, Blogging, Vlogging, Podcasting, Videocasting.</p>	<p>15</p>	<p>CO1, CO4, CO5</p>	<p>K1, K2, K5, K6</p>
<p>IV</p>	<p>Multimedia Journalism Elements of digital storytelling - Using social media for effective newsgathering and reporting - Social media optimization - Alternative social media sites: minds.com, Diaspora, arre.co.in - Interactive storytelling, gifs and animation: Buzzfeed, Scoopwhoop, Upworthy.</p>	<p>15</p>	<p>CO3 CO5</p>	<p>K4, K6</p>
<p>V</p>	<p>Mobile Journalism MOJO Storytelling – Multi-Planar form – SCRAP: Story, Character, Resolution, Actuality and Production. 6 pattern shots, 5 method shot, conceiving a news story in 30 seconds. Challenges of MOJO - Ethical and legal issues in MOJO.</p>	<p>18</p>	<p>CO2 CO3 CO5</p>	<p>K3, K4, K6</p>

Text Books

1. Filak, V. F. (2014). *Convergent Journalism: An Introduction Writing and Producing Across Media*. Burlington, MA : Focal Press.
2. Stephen Quinn and Vincent F. Filak, eds. (2005). *Convergent Journalism : An Introduction*. Burlington, Mass.: Focal Press.
- Jeffrey Wilkinson, August E. Grant, Douglas J. Fisher (2009) *Principles of Convergent Journalism*, London : Oxford University Press.

Suggested Readings

1. Jason Bainbridge, Nicola Goc and Liz Tynan (2008) *Media and Journalism : New Approaches to Theory and Practice*, South Melbourne, Vic. ; New York : Oxford University Press.
2. Burum, Ivo (2016) *Democratizing Journalism through Mobile Media : The Mojo Revolution* New York ; London : Routledge.

Web Resources

1. <http://www.digitallab.wldu.edu.et/bitstream/123456789/2172/1/Convergent%20Journalism.PDF>
2. <https://core.ac.uk/download/pdf/38924249.pdf>
3. https://booksite.elsevier.com/samplechapters/9780240807249/Sample_Chapters/01~Frontmatter.pdf
4. <https://bit.ly/3pdJEa6>

COs	UDJ 5504 – Convergent Journalism	Cognitive Level
CO 1	Define and describe basic concepts of convergent journalism	K1 & K2
CO 2	Apply skills effectively in evolving new journalistic practices	K3
CO 3	Connect creativity with the rigors of a specific yet overarching brief.	K4
CO 4	Evaluate ideas, concepts, functions for mobile journalism.	K5
CO 5	Create effective content across platforms.	K6

COURSE DESCRIPTOR

Course Code	UDJ 5601			
Course Title	REPORTING FOR SOCIAL CHANGE			
Credits	6			
Hours/Week	6			
Category	ES			
Semester	V			
Regulation	2019			
Course Overview				
<ol style="list-style-type: none"> 1. Reporting for social change involves using tangible methods to ensure communication results in development. 2. It is a form of positive journalism amidst commercialization and commodification of news 3. The development communication model of this journalism ensures students balance between learning and contributing. 4. Working amidst commercial interests of media is a challenge for this subject. 5. Evaluating the outcomes of the course is also a challenging area because of the subjective nature of the field. 				
Course Objectives				
<ol style="list-style-type: none"> 1. Identify problems and issues in development 2. To examine case specific interventions through development communication 3. To identify and assess a pertinent issue in a community 4. To devise strategies to bring change 5. To report, advocate and implement desired change 				
Prerequisites	None			
SYLLABUS				
UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Introduction to Development Definition of social change - Social change and development - Priorities and direction of development - Models of development - Problems and issues in development - Race, gender, sexuality, religion, culture, class and ability	12	CO1, CO2, CO3, CO4	K1, K2, K3, K4, K5
II	Theories of Social Change Theories of social change: Linear (Spencer), cyclical (Pareto), fluctuation (Sorokin); conflict Theory (Marx); Factors of social change: Technological, cultural and ideological; Social change in contemporary India: Trends and processes of change	12	CO1, CO2, CO3	K1, K2, K3, K4
III	Approaches in Social Change August Comte: Law of human progress; Herbert Spencer: Theory of evolution Emile Durkheim: Social facts, division of labour, suicide; Max Weber: Theory of social action; Communication and media in social change;	18	CO1, CO2, CO3, CO4	K1, K2, K3, K4, K5

	Participatory approaches in social change and development.			
IV	Case Studies Media and development; Press, community radio, community television, ICTs – A few case studies – Kadalosai, Boodhihalli community radio; SITE, KHEDA, JABUA. Developmental and rural extension agencies: governmental, semi-governmental, nongovernmental organizations. Communication and politics, political socialization, political participation and knowledge. Development support communication: Extension education, health, environment and development. Indigenous movements. Digital Activism	18	CO1, CO2, CO3,	K1, K2, K3, K4,
V	Field Project Practical exercise: Student/s has to Identify an area of intervention Report relevant issues with a personal voice. Use formal tools such as observation, research, analysis, argument and narration Create awareness through interaction, reporting and other forms of communication. Formulate strategies and implement in order to bring about the planned change. Maintain a record of the entire process. Present a project report on the cause, the intervention and its effectiveness as the project. This should include the reports, field photographs, and other materials shared with the community. Keep a diary on their field visits.	18	CO1, CO2, CO3, CO4	K1, K2, K3, K4, K5, K6
Text Books				
<ol style="list-style-type: none"> 1. Communication for Development, Melkote, Srinivas & Steeves, Leslie H. Sage Publication, New Delhi 2015 First Edition 2. Development Communication : Reframing the Role of the Media, McPhail, Thomas. Wiley Blackwell, Oxford, 2009 First Edition 				
Suggested Readings				
<ol style="list-style-type: none"> 1. Media, Communication and Development : Three Approaches, Manyozo, Linje, Sage Publications, New Delhi 2012, First Edition 2. The Handbook of Development Communication and Change, Wilkins, Karin Gwinn, Tufte, Thomas & Obregon, Raphael, Wiley Blackwell, Oxford 2014 First Edition 				

Course Outcomes (COs)

UDJ 5601 REPORTING FOR SOCIAL CHANGE		Cognitive Level
CO 1	Identifying the problems and issues in development	K1, K2
CO 2	Reporting case specific interventions through development communication	K3
CO 3	Analyze and assess a pertinent issue in a community	K4
CO 4	Assess and evaluate strategies to bring change	K5
CO 5	Develop and implement desired change	K6

COURSE DESCRIPTOR

Course Code	UDJ 5602
Course Title	CITIZEN JOURNALISM
Credits	6
Hours/Week	6
Category	ES- Practical
Semester	V
Regulation	2019
Course Overview	
<ol style="list-style-type: none"> 1. Citizen journalism is all about news reporting done by citizens. 2. Professional Journalists working along with citizens forms collaborative Journalism. 3. It involves knowledge about digital tools for gathering and distributing news. 4. Citizen Journalism caters to the needs of local community. 	
Course Objectives	
<ol style="list-style-type: none"> 1. Understanding basic concepts and the history of collaborative journalism. 2. Learning and applying news gathering skills for Local projects. 3. Discover and develop community issues with peoples input. 4. Analyze and choose digital platforms for distribution. 5. Plan and create a local news project using digital tools. 	
Prerequisites	Interest in news and awareness about community.

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Essential skills required for a Citizen Journalist: Origins of Citizen Journalism - Concept, background and basics of news selection - Interviews: types and techniques - Observation skills and being alert for news breaking in and around	12	CO1	K1, K2
II	Attribution, verification and the structure of news writing Modes and methods of verifying news - News writing techniques - Importance of giving due credits to sources - Platforms for Citizen Journalism - Aggregation and curation - Methods to make the content user friendly	14	C02 CO3	K3. K4
III	Entrepreneurial approaches to creating & distributing content Advantages and disadvantages of shared intelligence - Collaborative journalism and scope for credits and rewards - Revenue sources of social media - Marketing content over social media for remunerating content - Pioneers and popular Citizen Journalists -Virtual Community Formation - Addressing Local issues	16	CO2 CO3 CO4	K3, K4, K5

IV	Forms of interactive journalism and its nuances User Generated Content - Persuasive Journalism - Propaganda, Rhetoric - Issues and trends - legalities and ethics of citizen journalism - News Blogs, Microblogs and live reporting - avenues of online social collaboration.	18	CO3, CO4	K4, K5
V	Tools and methods for creating, processing distribution Using mobile and data connection for citizen journalism - Best external mics and apps for citizen journalists for recording, editing and publishing content - Basic lighting equipment - Monopods, tripods, selfie sticks and other tools essential for citizen journalists.	18	CO4, CO5	K5, K6.

Text Books

1. Breaking News, The Craft And Technology Of Online Journalism, Sunil Saxena, Tata McGraw-Hill Education, 2004, First edition
2. Cyber Media Journalism: Emerging Technologies, Jagadish Chakravarthy, Authors Press, BN-978-8172731472, 2003, First edition
3. Internet Journalism In India Gupta(O) Jasra(Ajay.S), Kanishka Prakashan, 2002 First edition
4. Online Journalism Ethics, Friend Cecilia, Singer Jane B, 2015, First edition

Suggested Readings

1. The New Media Handbook, Dewdney, A. and Ride, P., Routledge, London, 2006, First Edition
2. Video blogging & Podcasting, Felix, L. Stolarx, D., Focal Press, London , 2006, First Edition
3. New Communication Technologies, Mirabito, M ., Morgenstern, B. L.Focal Press, London, 2004, First edition.

Web Resources

1. <https://core.ac.uk/download/pdf/197610828.pdf>
2. <https://bit.ly/3j7IrO2>
3. <https://bit.ly/2YUVYks>

Course Outcomes (COs)

UDJ 5602 CITIZEN JOURNALISM		Cognitive Level
CO 1	Identify and understand the concepts of citizen journalism.	K1, K2
CO 2	Develop various news gathering skills and identify local issues.	K3
CO 3	Analyse and develop local issues as news reports.	K4
CO 4	Choosing suitable digital platforms for collaboration and distribution.	K5
CO 5	Write a local news project of impact.	K6

COURSE DESCRIPTOR

Course Code	UDJ 6501
Course Title	Media Management & Professional Ethics
Credits	6
Hours/Week	6
Category	Major core (MC) –Theory.
Semester	VI
Regulation	2019

Course Overview

1. Media structure and functions are essential part of Journalism.
2. Media management is inclusive of planning, control and Strategies.
3. Professional Ethics- Code of Conduct for professionals also comes under Media Management.
4. Execution of programme production, Economics of online, print and electronic media is crucial aspects of Media Management.
5. Aspects like foreign equity in Indian media are also important.

Course Objectives

1. To understand the basic concepts of Media Management.
2. To understand the Hierarchy and the roles and duties of media personnel.
3. To understand the general theoretical disciplines of management.
4. To focus on professional ethical standard in the field.
5. To critically analyze media operations.

Prerequisites

Basic understanding of media.

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Fundamentals of Media Management-Principles of media management and their significance – media as an industry and profession. Ownership patterns of mass-media in India – Policy formulation – planning and control; problems, process and prospects of launching media ventures.	14	CO1	K1, K2
II	Functions of Media management -Hierarchy, functions and organizational structure of different departments – general management, finance, circulation (sales promotion – including pricing and price – war aspect); advertising (marketing), personnel management, production and reference sections; apex bodies: DAVP, INS and ABC.	14	CO2 CO3	K3, K4
III	Strategies of Media Management -Economics of online, print and electronic media – management, business, legal and financial aspects of media management. Budgeting and finance, capital costs, production costs, commercial policy, advertising, sales and PR strategy.	14	CO3 CO4 CO5	K4, K5, K6

IV	Various Roles of Media Management -Planning and execution of programme production – production terms, control practices and procedures. Administration and programme management in media – scheduling, transmitting, record keeping, quality control and cost effective techniques. Employee / employer and customer relations services - market survey techniques.	18	CO4 CO5	K5, K6
V	Indian Scenario and its commissions & professional ethics -Foreign equity in Indian media (including print media) and Press Commissions on Indian newspaper management structure. Professional Ethics- Code of Conduct for professionals,	18	CO5	K6
Text Books				
<ol style="list-style-type: none"> 1. The Indian Media Business, Kohli, Vanita, SAGE Publications, 2017, First Edition. 2. Newspaper Management in India, Gulab Kothari, Intercultural Open University, The Netherlands, 1995, First Edition. 3. Electronic Media Management, Peter K Pringle / Michael F Starr / William E McCavitt, Routledge, 2006 , First Edition. 				
Suggested Readings				
<ol style="list-style-type: none"> 1. Essentials of Management Prentice Hall of India, Stephen P. Robbins & Mary Coulter, Google books, Pearson publishers, 2009, 4 th Edition 2.The Indian Press – Profession to Industry, Anna Bhattacharyajee, Google books-ISBN- 978-0706900842, 1972, First Edition. 3.Beyond Those Headlines: Insiders on the Indian Press, M. V. Desai, Sewanti, Allied publishers, 1996 , First Edition. 				
Web Resources				
<ol style="list-style-type: none"> 1. https://bit.ly/3vt7vEd 2. https://bit.ly/3G0Dh0b 3. https://bit.ly/3j7qPln 				

Course Outcomes (COs)

UDJ 6501 Media Management & Professional Ethics		Cognitive Level
CO 1	Understanding the basic concepts and functions of media management.	K1, K2
CO 2	Identify the Hierarchy, roles and duties of media personnel	K3
CO 3	Explain theoretical disciplines of management and the specifics of the media industry	K4
CO 4	Evaluate and understand various aspects of media operations.	K5
CO 5	Assess and develop the ability to apply professional ethics in the field	K6

COURSE DESCRIPTOR

Course Code	UDJ 6502
Course Title	Digital Production For Tv
Credits	6
Hours/Week	6
Category	Major Core (MC)- Lab
Semester	VI
Regulation	2019
Course Overview	
<ol style="list-style-type: none"> 1. The course Digital Production for Tv explains the basics of production process & crew and camera. 2. It starts explaining the origin and development of Digital TV and Television programs. 3. The course aims at developing the skills for writing script for Television programs. 4. It also focuses on technicalities of video production. 5. The documentary film making and producing of Television news stories will be the main focus of this course Digital Production for Tv. 	
Course Objectives	
<ol style="list-style-type: none"> 1. To introduce the production process of Television. 2. To give hands on training to handle production materials. 3. To develop the skills of writing for television programs. 4. To produce documentary videos and short films. 5. To record interviews and debates for television. 	
Prerequisites	Basic understanding of TV production, Camera and knowledge of shots.

SYLLABUS				
UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	TV Production Evolution of TV & Programmes; Production Process; Production Departments; Film & Video Careers; Pre-Production; Production; Post-Production; Television Crew, an overview of direction, art direction, floor management – indoor & outdoor, production management.	18	CO1	K1, K2
II	TV Journalism Evolution of TV News and News Channels; News Types; Shooting News; Storytelling Technique; Character development, Video as priority, Importance of sound, wrapping up the story; Camera Demonstration/ Shooting Techniques; Chroma Key; Audio for News	18	CO1, CO2, CO3	K1, K2, K3, K4
III	Interviews and Debates Shooting Interviews; 180 degree rule; Audio for Interview; gain, record check, using the light, Framing sitting interviews, moving the camera and tripod Static Sequences Positioning the Mic to Interviewees Controlling Audio Levels.	14	CO1, CO3	K1, K2, K4
IV	Non-Fiction TV Programs Introduction to Non-Fiction and Documentary videos; Exploring the concept and types of documentary film; Proposal, Treatment, Synopsis writing: Pitching, Observation, visual documentation; Reality shows; Visuals and Edit Pattern of Non Fiction Programs.	14	CO1, CO4	K1, K2, K5
V	Short Films & Video Programs Projects and Video technicalities; Video for Advertising and PSA; Short Films and Tele-Films Various TV programs for the TV audience.	14	CO1, CO5	K1, K2, K6
Text books <ol style="list-style-type: none"> Bernard, Robert., & Bernard, L. R. (1990). <i>Practical Videography : Field systems and troubleshooting</i>. Focal press. Herbert, Zettle. (2005). <i>Television Production Handbook</i> (2nd ed.). Wordsworth Publishing Co. 				
Suggested readings <ol style="list-style-type: none"> Esta. De Fossard., & Riber, John. (2015). <i>Writing and Producing for Television and Film</i>. Sage Publication. Millerson, Gerald. (1999). <i>Television Production</i>, Focal press. 				

Course Outcomes (COs)

UDJ 6502 DIGITAL PRODUCTION FOR TV		Cognitive Level
CO1	Identify and explain Production Process, Equipment and Manpower	K1,K2
CO2	Develop Television News Production	K3
CO3	Experiment with Camera, Mic and Light for aesthetic shoot	K4
CO4	Assess Non- fiction programs in Creative and Technical aspect	K5
CO5	Create TV programs for various Genres for the target audience	K6

COURSE DESCRIPTOR

Course Code	UDJ 6601			
Course Title	Radio Journalism			
Credits	06			
Hours/Week	06			
Category	Elective Subject (ES) - Practical			
Semester	VI			
Regulation	2019			
Course Overview				
<ol style="list-style-type: none"> 1. Radio and audio based communication in the digital era is an evolving field in the digital era. 2. Better human skills, emotional skills and interviewing skills are vital for a radio journalist. 3. Digital forms of editing and fine tuning skills are evolving in the era of convergence. 4. Using mobile to shoot, edit and publish content. 5. Tracing the history and predicting the future of radio and audio based communication which are merging together with moving image form of narration. 				
Course Objectives				
<ol style="list-style-type: none"> 1. Trace the different kinds of radio and audio based communication, past, present. 2. Apply inter-personal skills to do better interviews for radio and audio based communication. 3. Analyse the requirements for communicating through a medium involving a single sense: hearing. 4. Demonstrate technical skills for recording, editing and fine tuning audio content. 5. Test and publish content in various types of audio and radio mediums. 				
Prerequisites	Passion for radio and audio based communication.			
SYLLABUS				
UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Evolution of Radio and audio - Ambience sounds - MW, SW, FM Broadcast - Digital Radio, DRM and DAB - Internet radio - Radio Programme Formats - Producing Radio News - Process and Personnel Involved - Role of Prasar Bharati - Copyright issues.	12	CO1	K1, K2
II	Writing for the ear - Preparing scripts for radio programmes - Covering and Compiling Radio News - Planning, Research for Reporting - Filing News Stories both as Hard Copy and Audio Report - Radio as a tool of propaganda - Tool of developmental journalism – Community Radio – Amateur Radio (HAM)	12	CO3	K3
III	Voice-Recording editing Audio - Preparing and executing interviews - Types of News Bulletins - Use of Microphones - Types of Microphones - Air filters - Handling of Console in Editing Studio and Broadcast Studio - Handling recording in open spaces.	18	CO4	K2

IV	Cultivating Voice for Radio Broadcast- Practice for On-air Presentation - Role of Newscaster - Commentator – Presenter - Anchor-person – Announcer - Compere - Basic Equipments for Indoor and Outdoor Broadcast - Techniques for Podcasting.	18	CO2, CO4	K3, K5
V	Audio clips - Audio slideshow - Video and audio podcasts - Using mobile for recording and live streaming events - Editing using mobile tools and PC tools - Uploading using mobile apps.	18	CO5	K5
Text Books				
<ol style="list-style-type: none"> 1. Broadcast Journalism: Techniques of Radio and Television News, BOYD, ANDREW, Focal Press, 2008, First Edition 2. The Online Journalism Handbook, Bradshaw, Pau, Routledge Publication, 2018, First Edition 3. Questions And Answers On Radio And Television, HELLYER (H W), Newnes-Butterworth, 1976, First Edition 4. Radio Talks, Annadurai CN, Anna Publishing House, 1975, First Edition 				
Suggested Readings				
<ol style="list-style-type: none"> 1. Techniques of Radio Production, McLeish, Robert, Focal Press, 2016, First Edition 2. Broadcasting and the People, Mehra, Masani, National Book Trust, 1976, First Edition 3. Indian Broadcasting, Luthra, H.R, Publications Division, 1986, First Edition 4. Broadcast News Writing, Reporting and Producing, White, Ted, Focal Press, 2010, First Edition 				

Course Outcomes (COs)

UDJ 6601 Radio Journalism		Cognitive Level
CO 1	Define and understand various types of radio and audio content and research for content production.	K1, K2
CO 2	Apply skills for interviewing people to create radio and audio content.	K3
CO 3	Analyse and apply skills engaging an aural audience.	K4
CO 4	Evaluate various skills needed for editing digital radio/audio content and apply the same.	K5
CO 5	Test and create content for various modes of radio communication.	K6

COURSE DESCRIPTOR

Course Code	UDJ 6602			
Course Title	PHOTOJOURNALISM			
Credits	6			
Hours/Week	6			
Category	AL			
Semester	3			
Regulation	2019			
Course Overview				
<p>1. Photojournalism deals specifically with the field of journalism using photographs.</p> <p>2. It helps understand the techniques required to develop storytelling skills through photographs.</p> <p>3. The technical skills required for creating photojournalistic articles are learnt.</p>				
Course Objectives				
<p>1. To understand the basics of photojournalism.</p> <p>2. To enhance storytelling techniques</p> <p>3. To understand writing for journalism and implement the same.</p> <p>4. To create effective articles using learnt storytelling and photography techniques.</p>				
Prerequisites	Basic writing skills and technical knowledge of cameras.			
SYLLABUS				
UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<p>Elements of Visual Storytelling Elements of Visual Storytelling – Personal Style - Role of Photojournalist in Newsroom - Types of News Photography - General News - Spot News – Street Photography – Off-beat Photography – Documentary Photography – War Photography – Disaster Photography; Photography for Niche Segments/Publications ; Photography for Maps, Interactive Graphics, Polls; Mobile Photography; Experimental Photo Project</p>	10	CO1 CO2 CO4	K1,K2,K3,K5
II	<p>Writing for Photography Captions – Descriptions – Keywords; Photo Story - Photo Essay - Page Design Coordination ; Portfolio and Digital Archiving; Web-based Photo Platforms; Photo Syndicates; Code of Ethics; Media Laws; Copyrights; Intellectual Property Rights</p>	16	CO1 CO2 CO3 CO4	K1,K2,K3,K4,K5
III	<p>Short Essay and Captioning Practical Exercises Short Essay of Image response : Write a response about a photojournalism image that draws your attention.</p>	16	CO3 CO4	K4,K5

	<p>Captioning :Find 5 different pictures and write captions</p> <p>Photography Exercises : a. General/Spot News b. Street Photography d. Press Conference e. Political/Sports events e. Protests and Demonstrations f. Personality Portraits g. Food h. Travel f. Environment g, Fashion h. Events i. Hobby j. Emotions</p>			
IV	<p>Photo Story and Documentary Photography</p> <p>Practical Exercises</p> <p>a.Photo Story – Research, Identify a Story with Potential for Visual Narration, Individual Pictures</p> <p>b.Documentary Photography - Identify an event or situation with journalistic relevance and produce series of photos (without influencing the situation)</p>	18	CO2 CO4 CO5	K3,K5,K6
V	<p>Editing Photo Feature and Photo Essay</p> <p>Practical Exercises</p> <p>a.Photo Feature – Prepare a photo feature with a minimum of 8 Photos</p> <p>b.Photo Essay – Choose a Theme and Produce a Photo Essay</p> <p>Exhibition; Photo Portfolio; Visual Journal</p>	18	CO3 CO5	K4,K6
<p>Text Books</p> <ol style="list-style-type: none"> 1. Kobre Kenneth, & Brill, B. (2008). <i>Photojournalism: The professional's approach</i>. Focal. 2. Parrish, F. S. (2002). <i>Photojournalism: An introduction</i>. Wadsworth/Thomson Learning. 				
<p>Suggested Readings -:</p> <ol style="list-style-type: none"> 1. Steel, A. (n.d.). <i>Photojournalism: The World's top photographers and the stories behind their greatest images</i>. Rotovision. 2. Lester, P. M. (2019). <i>Photojournalism: An ethical approach</i>. TheLesterGroup. 				
<p>Web Resources</p>				

COs	CO Description	Cognitive Level
CO 1	Identify and Visualize the news stories	K1,K2
CO 2	Develop images for professional news publications	K3
CO 3	Compose images that convey the intent and provide appropriate captions	K4
CO 4	Articulate and assess the ethics in photojournalism	K5
CO 5	Create slideshows, portfolios, and to exhibit photos	K6

COURSE DESCRIPTOR

Course Code	UDJ 6705			
Course Title	Internship			
Credits	6			
Hours/Week	6			
Category	PJ			
Semester	VI			
Regulation	2019			
Course Overview				
<ol style="list-style-type: none"> 1. The Internship is an industry based training that will open up employment opportunities. 2. It will provide exposure to the workings of the industry and enable digital publishing of journalistic content. 3. The course will aid in creating web page and publishing stories in multiple formats. 4. The course will enable the production of an online magazine. 5. The Internship and Project course create a rapport with the industry . 				
Course Objectives				
<ol style="list-style-type: none"> 1. To understand the functioning of the media industry. 2. To familiarize with various departments and their roles in media production. 3. To work and gain skills and knowledge for employability. 4. To produce and host a web magazine on digital platform. 5. To create a solid portfolio and experience through internships 				
Prerequisites	Internet Usage Skills, Journalistic Writing, Designing and Web Publishing			
SYLLABUS				
UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I-V	Work as part of a media organization for one and a half months and learn the tricks of the trade.	78	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
Text Books				
Intern Insider: Getting the Most Out of Your Internship in the Entertainment Field, Tammy Trujillo, Routledge; 1st edition, 2016				
Suggested Readings				
Chinenye Nwabueze (2016), Magazine and Newspaper Management and Production, Topshelves Publishing				
Web Resources				
https://www.academia.edu/41373102/Handbook_of_Magazine_Production_2017				

COs	UDJ 6705 – Internship	Cognitive Level
CO 1	Recall and associate journalistic skills learnt during the programme and use it in the work place.	K1, K2

CO 2	Apply various journalistic skills to assist the media organization in producing, publishing content.	K3
CO 3	Organize and execute projects, work for the media organization.	K4
CO 4	Summarize the work contributed to the media organization.	K5
CO 5	Create and produce portfolio on the submitted and published works.	K6

COURSE DESCRIPTOR

Course Code	UDJ 6708			
Course Title	Project			
Credits	6			
Hours/Week	6			
Category	PJ			
Semester	VI			
Regulation	2019			
Course Overview				
<ol style="list-style-type: none"> 1. The Project course is a field based training that train students for employment opportunities. 2. It will provide exposure to the requirements of the industry and enable digital publishing of journalistic content. 3. The course will aid in creating web page and publishing stories in multiple formats. 4. The course will enable the production of an online magazine. 5. The project would help the students build a good portfolio of their work. 				
Course Objectives				
<ol style="list-style-type: none"> 1. To understand multimedia skills for producing a web magazine. 2. To familiarize with various tools and services required for publishing a magazine. 3. To work and gain skills and knowledge for employability. 4. To produce and host a web magazine on digital platform. 5. To create a solid portfolio and experience through the project work. 				
Prerequisites	Internet Usage Skills, Journalistic Writing, Designing and Web Publishing			
SYLLABUS				
UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I-V	Prepare and publish a Web Magazine with 10 stories in multiple formats: text, photo stories, audio visual stories etc. Students should apply skills learnt in the course like gathering news, editing the content, designing the content and creating a web page etc. to prepare an original online magazine.	78	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
Text Books				
Whittaker, Jason (2016). Magazine Production, London : Routledge				
Suggested Readings				
Chinenye Nwabueze (2016), Magazine and Newspaper Management and Production, Topshelves Publishing				
Web Resources				
https://www.academia.edu/41373102/Handbook_of_Magazine_Production_2017				

COs	UDJ 6708 –Project	Cognitive Level
CO 1	Recall and associate journalistic skills learnt during the programme with the web magazine production work	K1, K2
CO 2	Apply various journalistic skills to produce multimedia story.	K3
CO 3	Organize skills in gathering and dissemination of news for the final project.	K4
CO 4	Summarize individual portfolio	K5
CO 5	Create and produce an original multimedia content	K6

COURSE DESCRIPTOR

Course Code	UDJ1301			
Course Title	Digital Design			
Credits	6			
Hours/Week	6			
Category	MC			
Semester	I			
Regulation	2019			
Course Overview				
<ol style="list-style-type: none"> 1. Digital Design is the foundation craft of Visual Art and Design Process 2. The aim of the course is to give detailed view of the Visual Art process particularly for Design. 3. The different modules of the course will examine different studies such as Creating design, Colour theory in Design, Digitalize the Idea and others 4. In this course, we will also Learn to communicate an idea through Design. 5. The course also focuses on other formats of Digitalize the idea with software 				
Course Objectives				
<ol style="list-style-type: none"> 1. To Understand the role of graphic design in communication 2. To Create design based on the principles 3. To understand the effectively use colour theory in their designs 4. To Learn to communicate an idea through design 5. To Digitalize the idea with software 				
Prerequisites	Basic Reading and Writing Skills			
SYLLABUS				
UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Fundamental Principles of Visual Arts: Art equipment [Tools and Techniques], Drawing board, Paper, Pencil, Charcoal, Pastel, Colour, Visual effects and uses of Water, Poster, Oil colours. Elements of Design: Dot, Line, Shape, Value/Tone, Texture, Space, Colour. Free flowing designs, Geometric Designs.	12	CO1 CO 2	K1 K2 K3
II	Principles of Design: Balance: Symmetrical or Asymmetrical, Repetition, Rhythm, Focus, Emphasis, Dominance, Unity, Harmony, Scale, Proportion, Contrast, Movement, Depth, Gestalt Principle.	15	CO1 CO 2	K1 K2 K3
III	Colour Theory and Composition: Relationship between Value and Hue, Colour Systems, Colour Wheel, Theories of Colour Relationships / Harmonies. Monochromatic, Analogous, Complementary, Split Complementary, Picture Plane, Closed & Open Composition, Positive Negative Space.	15	CO1 CO2	K3 K4

IV	<p>Typography and application in Design: Typography and its power for expressive qualities, To explore the aesthetical aspects of colour, form and the expressionistic quality of letter form, Copy based Advertisements from Magazines, Understanding of letter Forms, Spacing, words, mechanical and optical spacing grid system Lettering and Typography Construction of a San – Serif Font, Serif Font, Parts of the letter</p>	18	CO2 CO3 CO4	K3 K4 K5
V	<p>Introduction to Graphic Design: To discuss the visual communication process from the history to present Relation between Society and Graphic Design practical exercises on form and text Cards etc. Different stages of simplification of design, symbol or a logo with specific objective Different aspects of Letter form, design Visiting cards, Letter Heads, Envelop Design, Greetings Invitation</p>	18	CO5	K6
<p>Web Resources: https://www.youtube.com/watch?v=4nTh3AP6knM</p>				

COs	CO Description	Cognitive Level
CO 1	Understand the role of graphic design in communication	K1, K2
CO 2	Create design based on the principles	K3
CO 3	To effectively use colour theory in their designs	K4
CO 4	Learn to communicate an idea through design	K5
CO 5	Digitalize the idea with software	K6

COURSE DESCRIPTOR

Course Code	UDJ 4401			
Course Title	Media Entrepreneurship & Economics			
Credits	3			
Hours/Week	5			
Category	AO			
Semester	IV			
Regulation	2019			
Course Overview				
<ol style="list-style-type: none"> 1. The subject deals with the basics of business especially help the media students to become an entrepreneur. 2. Basic knowledge on a business firm is given to start or run a media firm 3. This subject furnishes knowledge on the traits of a manager 4. To run a production house as an entrepreneur it gives knowledge 5. How to deal economy is dealt in this course. 				
Course Objectives				
<ol style="list-style-type: none"> 1. To understand entrepreneurship 2. To acquire knowledge on the set and functions of a business firm. 3. To learn media is a business 				
Prerequisites	None			
SYLLABUS				
UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	The heroic entrepreneur, key traits of successful entrepreneurs; Discovering an opportunity – serving a need; Entrepreneurial society; demand & supply; opportunity cost; scarcity.	10	CO 1 CO 2 CO 3	K1, K2, K3, K4
II	Market trends, subjective value, comparative advantage, competition, pricing, business ethics and CSR. Competition and cooperation.	12	CO 1 CO 2 CO 3	K1, K2, K3, K4
III	Specific analytics, testing tools for every business niche, online tools, free tools and software, gauging results, using pilot data to build and streamline the original business idea.	10	CO 1 CO 2 CO 3 CO 4	K1, K2, K3, K4, K5
IV	Creating a business plan, value system, incentives, perks, value added services, social responsibility in business.	12	CO 1 CO 2 CO 3	K1, K2, K3, K5

			CO 4 CO 5	
V	Gathering customer feedback, using free online tools to gauge customer experience, build on it, using Industry analytics, identifying mentors, investors, venture capitalists, etc.	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4
Text Books				
<ol style="list-style-type: none"> 1. Entrepreneurial Journalism: How to Build What's Next for News, Mark Briggs, Sage/CQ Press, 2012, LA 2. The Startup Way: How Modern Companies Use Entrepreneurial Management to Transform Culture and Drive Long-Term Growth, Currency Publications, 2017 				

COs	CO Description	Cognitive Level
CO 1	To Understand and appreciate Entrepreneurship	K1, K2
CO 2	To integrate and assess the methods of managing a media business	K3
CO 3	To analyse market Research scientifically, running pilots and tests before launching	K4
CO 4	To explain the role of managers in the business firm.	K5
CO 5	To Create Business Plans and to run a media firm	K6

Course Code	UDJ 2301
Course Title	GRAPHIC DESIGN AND MULTIMEDIA
Credits	6
Hours/Week	6
Category	Allied Paper (AL) - Practical
Semester	2
Regulation	2019
Course Overview	
<p>1. Graphic Design and Multimedia is a subject that integrates the learnt basics of drawing/design into a digital design</p> <p>2. It helps students learn technical skills required for the same.</p> <p>3. It also teaches the basics of design that acts as the first step for subjects that follow across the program.</p>	
Course Objectives	
<p>1. To understand the principles of design and design elements</p> <p>2. To enhance technical knowledge of design softwares</p> <p>3. To understand design and analyze content available on a day to day bases</p> <p>4. To create various designs for multiple formats.</p> <p>5. To create multiple designs using learnt technical and theoretical content.</p>	
Prerequisites	Understanding basics of drawing and shapes

SYLLABUS				
UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Introduction to graphic design Introduction to graphic design- role of design in society- visual elements of graphics design- color wheel – color spectrum- shapes – geometric- organic- textures – pattern- space – form – typography- space- contrast – hierarchy- alignment- balance- proximity – repetition- functions.	8	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5.K6
II	Mediums and Layouts Types of Printing Medium- Principles of Layout and Designing - Elements of Layout Adding Images - Typography on Computer Layout - Dummy Make-up.	10	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5.K6
III	Branding What is branding- brand identity- design brief – branding methods and techniques- monitoring and	20	CO 1 CO 2 CO 3 CO 4	K1, K2, K3, K4, K5.K6

	rebranding- iconography – typography- using branding style guides- brand story- audience – supporting graphics.		CO 5	
IV	Introduction to Computer Graphics / Multimedia Computer Graphics, Multimedia – hardware and software- application of computer graphics pixels- coordinates- real number coordinate system – aspect ratio- color models – multimedia in terms of computing – classification – system impaction – text- graphics-audio- video – multimedia modality- encoding type- storage material – transmission strategy.	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5.K6
V	Introduction to multimedia Creating poster design using basics tools – selection- magic wand- pen tool – text – clone tool – stamp – color correction and adjustments.	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5.K6

Text Books

1. Harrower, T., & Elman, J. M. (2013). *The Newspaper Designer's handbook*. McGraw-Hill.
2. Moen, D. R. (1995). *Newspaper layout and Design*. Iowa State University Press.
3. Strunk, W. (2020). *The elements of style*. BoD - Books on Demand.

Suggested Readings -

Web Resources

1. <https://d3ui957tjb5bqd.cloudfront.net/ebooks/BeginnersGuidetoBranding.pdf>
2. <https://www.adobe.com/in/products/indesign.html>
3. <https://www.adobe.com/in/products/photoshop.html?promoid=PC1PQQ5T&mv=otherIllustrator>
4. <https://www.adobe.com/in/products/illustrator.htmlInDesign>
5. <https://faculty.washington.edu/farkas/dfpubs/Farkas-Farkas-Graphic%20Design-Ch11Principles%20of%20Web%20Design.pdf>

COs	CO Description	Cognitive Level
CO 1	Define and Discover the evolution of digital art and multimedia.	K1,K2
CO 2	Compute the purpose and scope of design for digital, Print and Web	K3
CO 3	Analyze the elements and principles of design in multimedia.	K4

CO 4	Choose and Critique an existing brand design for a company as an aesthetic practice.	K5
CO 5	Compose a digital illustration for different media.	K6

Course Code	UDJ 3401
Course Title	STORY AND SCRIPTWRITING
Credits	6
Hours/Week	6
Category	AL
Semester	III
Regulation	2019
Course Overview	
<ol style="list-style-type: none"> 1. The course aims to make the students understand the essentials of story writing, the importance of characterization, Story idea, and its development. 2. Students can learn the art of storytelling in different narrative structures. They will be exposed to different script structures to know the nuances of screenwriting. 3. Students will learn to write their scripts in the proper format of a screenplay. They learn to create the logline, synopsis, Treatment, Scene, and shot breakdown with proper narration in a formal screenplay style. 4. The students are given hands-on experience in writing different styles of scripts like animation projects, corporate videos, feature films, e-content, and many more. 	
Course Objectives	
<ol style="list-style-type: none"> 1. To Describe the art of storytelling 2. To Identify and explain the different structures of narrative 3. To Outline and Recall the format of scriptwriting 4. To Apply the learned scriptwriting skills to produce one's script 5. To Criticize films based on the story and script 	
Prerequisites	Interest to learn scripts

SYLLABUS				
UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL

I	<p>Essentials of story writing</p> <p>Story – Purpose and its importance; Characters - Protagonist, Family & Friends, Rivals and Antagonist; Setting - Events & Location; Era & Time; Genre and Genre combinations; Target audience; Archetypes and its various types – Character, Hero, Situational, Symbol, and Color; Idea Generation with Introduction, Context, and Conclusion, Diegetic time and space, extensive writing sessions.</p>	15	CO 1 CO 2	K1, K2, K3
II	<p>Basics of screenwriting</p> <p>The art of storytelling. Script - Non-Linear Structure – Flashback – Future Dream; Story to Scene and Shot; Event Effect – Day or Night; Place of the event – Interior or Exterior; Dialogue or mute; Foreshadowing; Three Dimension of a Character; Three Act Structure; Screenwriting basics as per Syd Field; Plot & its types; Twists and Turns; Conflicts; Cliché; Climax; Hero’s Journey. Film Language, Film Grammar and Film Analysis: Story/script/storyline</p>	15	CO 1 CO 2	K1, K2, K3
III	<p>Presentation of the Script; Log Line; Characters; Synopsis; Story; Step Outline; Shot Breakdown for Scenes; Storyboard; Animatic; Scene Video for Treatment; Script Writing Format, slug line, Scriptwriting font, scriptwriting page alignment, scriptwriting line spacing, parentheticals, transitions, Dialogs, Fifteen breakups of screenwriting as per Blake Snyder, Developing Story ideas, Plot devices, Plot development, three-act structure, five-act structure, Climax, Story narration.</p>	15	CO 1 CO 2 CO 3	K1, K2, K3, K4,
IV	<p>Scriptwriting for various projects</p> <p>Extensive writing sessions: Script for Animation Projects: Advertisement, PSA, Short Film, Documentary Video, Corporate Video, Tele Series, Web Series, Feature Film, Infographics & E-Content.</p>	18	CO 2 CO 3 CO 4	K1, K2, K3, K4, K5

V	Scriptwriting Software Extensive training on Celtx and final draft pro. Creating logline and character development and Character assignment, writing an outline, treatment of script, writing the script.	15	CO 5	K6
Text Books <ol style="list-style-type: none"> 1. Screenplay: the foundations of screenwriting, Field - Delta Trade Paperbacks – 2005 2. Thirai Kathai Yezhudhuvadhu Yeppadi, Sujatha, Uyirmai Pathipagam, 2011 3. Save the cat!: the last book on screenwriting you'll ever need, Snyder - M. Wiese Productions - 2005 				

Course Outcomes (COs)

UDJ 3401 STORY AND SCRIPTWRITING		Cognitive Level
CO1	Classify and recall the art of storytelling	K1, K2
CO2	Play the different structures of narrative	K3
CO3	Analyze and compare the format of scriptwriting	K4
CO4	Criticize films based on the story and script	K5
CO5	Create and refine your own script by assessing the learnt script	K6

CL AND CO BASED CIA QUESTION PAPER FORMAT FOR UG THEORY COURSES

MC, AR, AO, MS, ME, GL and NME* (excluding other languages)

SECTION	MARKS	Q. NO	K1	K2	K3	K4	K5	K6
A	Answer ALL (6 x 1 = 6)	1	+					
		2	+					
		3	+					
		4		+				
		5		+				
		6		+				
B	Answer 1 out of 2 (1 x 6 = 6)	7			+			
		8			+			
C	Answer 1 out of 2 (1 x 6 = 6)	9				+		
		10				+		
D*	Answer 1 out of 2 (1 x 12 = 12)	11					+	
		12						+
No. of CL based Questions with Max. marks			3 (3)	3 (3)	1 (6)	1 (6)	1 (12)	1 (12)
No. of CO based Questions with Max. marks			CO 1		CO 2	CO 3	CO 4	CO 5
			6 (6)		1 (6)	1 (6)	1 (12)	1 (12)

- *MC-Major Core, AR–Allied Regular, AO–Allied Optional, MS-Major Special, ME-Major Elective, GL-General Languages, NME-Non Major Elective.
- **Section A** could have one or more of the following: Fill in the blanks, True or False, Match the following, Definition, Comment on, Reason out etc., But, K1 and K2 should carry equalweightage.
- *In **Section D** students have choice between K5 and K6. III Component Assessment carries 40% of CIA and the assessment(s) should be for cognitive levels **K1 to K4** and all should carry equalweightage.

INTERNAL EXAMINATION QUESTION PAPER TEMPLATE FOR THEORY COURSES

III B.Voc. Digital Journalism

15.07.2021

Time : 10.00am to 11.30 am

Max. Marks : 30

SECTION A			
Answer ALL the Questions in one or two sentences		(6 x 1 = 6 Marks)	
1.		K1	CO1
2.		K1	CO1
3.		K1	CO1
4.		K2	CO1
5.		K2	CO1
6.		K2	CO1
SECTION B			
Answer any ONE of the following in 150 words		(1 x 6 = 6 Marks)	
7.		K3	CO2
8.		K3	CO2
SECTION C			
Answer any ONE of the following in 150 words		(1 x 6 = 6 Marks)	
9.		K4	CO3
10.		K4	CO3
SECTION D			
Answer any ONE of the following in 100 words		(1 x 12 = 12 Marks)	
11.		K5	CO4
12.		K6	CO5

LOYOLA COLLEGE (AUTONOMOUS), CHENNAI 60034
Department of KAUSHAL Kendra
FIRST CONTINUOUS ASSESSMENT TEST, JULY, 2021
UDJ 3501 MEDIA AND THE MARGINS (MC)

II B.Voc. Digital Journalism
 Time : 10.00am to 11.30 am

15.07.2021
 Max. Marks : 30

SECTION A			
Answer ALL the Questions in one or two sentences		(6 x 1 = 6 Marks)	
1.	Define Aesthetics	K1	CO1
2.	Recall the Liberal model of press.	K1	CO1
3.	State the importance of media access.	K1	CO1
4.	Describe game mechanics.	K2	CO1
5.	Differentiate what happens when the subaltern gets voice.	K2	CO1
6.	Write down the importance of representation in media.	K2	CO1
SECTION B			
Answer any ONE of the following in 150 words		(1 x 6 = 6 Marks)	
7.	Classify the merits and demerits of Social media as an platform for alternative media	K3	CO2
8.	Illustrate the similarities and differences between apartheid and caste system citing appropriate examples.	K3	CO2
SECTION C			
Answer any ONE of the following in 150 words		(1 x 6 = 6 Marks)	
9.	Analyse the role of Savitribai Phule in educating the marginalised sections and the challenges she faced.	K4	CO3
10.	Distinguish media watch groups and fact checking organisations with proper examples.	K4	CO3
SECTION D			
Answer any ONE of the following in 100 words		(1 x 12 = 12 Marks)	
11.	Evaluate the contributions of Pandit AyotheeThass's media ventures in uplifting marginalised people facing caste oppression.	K5	CO4
12.	Summarise how media monopoly leads to marginalisation, in specific reference to the political economy of media theory.	K6	CO5

CLANDCOBASEDENDSEMESTEREXAMINATIONQUESTIONPAPERFORMATFORUGTHEORYCOURSES
MC,AR,AO,MS,MEandGL

SECTION		Q.NO	K1	K2	K3	K4	K5	K6
A	(4x5= 20) Answer ALL	1	+					
		2	+					
		3		+				
		4		+				
B	(2x10 =20) Answer 2outof 4	5			+			
		6			+			
		7			+			
		8			+			
C	(2x10 =20) Answer 2outof 4	9				+		
		10				+		
		11				+		
		12				+		
D	(2x20 =40) Answer 2outof 4	13					+	
		14					+	
		15						+
		16						+
No. of CL based Questions with Max. marks			2 (10)	2 (10)	2(20)	2(20)	2(40)	2(40)
No. of CO based Questions with Max. marks			CO 1		CO 2	CO 3	CO 4	CO 5
			4(20)		2(20)	2(20)	2(40)	2(40)

* MC-Major Core, AR-Allied Regular, AO-Allied Optional, MS-Major Special, ME-Major Elective, GL-General Languages.

- **Section A** could have one or more of the following: Fill in the blanks, True or False, Match the following, Definition, Comment on, Reason out, but K1 and K2 should carry equal weightage. In **Section D** students have choice between K5 and K6.

UNIT WISE DISTRIBUTION OF QUESTIONS AND MARKS					
	SECTION A (1 mark questions)		SECTION B marks questions) (10	SECTION C (10 marks questions)	SECTION D (20 marks questions)
	K1	K2	K3	K4	K5&K6
UNIT I					
UNIT II	2 (1)	2 (1)	2 (10)	2 (10)	2 (20)
UNIT III	2 (1)	2 (1)	2 (10)	2 (10)	2 (20)
UNIT IV	2 (1)	2 (1)	2 (10)	2 (10)	2 (20)
UNIT V	2 (1)	2 (1)	2 (10)	2 (10)	2 (20)
Total No of questions with marks	10 (10)	10 (10)	2 (20)	2 (20)	2 (40)

LOYOLA COLLEGE (AUTONOMOUS), CHENNAI 60034
Department of Digital Journalism, DDU KAUSHAL Kendra
EXTERNAL EXAMINATION QUESTION PAPER TEMPLATE FOR THEORY COURSES

II B.Voc. Digital Journalism

15.11.2021

Duration : 3 hrs

Max. Marks : 100

SECTION A

Answer ALL the Questions

1.	Define the following	(5 x 1 = 5 Marks)	
a)		K1	CO1
b)		K1	CO1
c)		K1	CO1
d)		K1	CO1
e)		K1	CO1
2.	Fill in the blanks	(5 x 1 = 5 Marks)	
a)		K1	CO1
b)		K1	CO1
c)		K1	CO1
d)		K1	CO1
e)		K1	CO1
3.	Match the following	(5 x 1 = 5 Marks)	
a)		K2	CO1
b)		K2	CO1
c)		K2	CO1
d)		K2	CO1
e)		K2	CO1
4.	TRUE or FALSE	(5 x 1 = 5 Marks)	
a)		K2	CO1
b)		K2	CO1
c)		K2	CO1
d)		K2	CO1
e)		K2	CO1
SECTION B			

Answer any TWO of the following in 150 words		(2 x 10 = 20 Marks)	
5.		K3	CO2
6.		K3	CO2
7.		K3	CO2
8.		K3	CO2
SECTION C			
Answer any TWO of the following in 150 words		(2 x 10 = 20 Marks)	
9.		K4	CO3
10.		K4	CO3
11.		K4	CO3
12.		K4	CO3
SECTION D			
Answer any TWO of the following in 250 words		(2 x 20 = 40 Marks)	
13.		K5	CO4
14.		K5	CO4
15.		K6	CO5
16.		K6	CO5

LOYOLA COLLEGE (AUTONOMOUS), CHENNAI 60034
Department of KAUSHAL Kendra
END SEMESTER EXAMINATION, OCTOBER, 2021
UDJ 3501 Media and the Margins (MC)

II B.Voc. Digital Journalism
Duration : 3 hrs

15.11.2021
Max. Marks : 100

SECTION A			
Answer ALL the Questions			
1.	Define the following	(5 x 1 = 5 Marks)	
a)	Digital divide	K1	CO1
b)	Filters of news	K1	CO1
c)	Verification of news	K1	CO1
d)	Marginalization	K1	CO1
e)	Political economy of media	K1	CO1
2.	Fill in the blanks	(5 x 1 = 5 Marks)	
a)	Most _____ products in the market are built with middle and lower income families in mind.	K1	CO1
b)	_____ is one of the basic instincts of communication.	K1	CO1
c)	All segments of the society should have _____ in the media.	K1	CO1
d)	_____ is method used to enjoyable user experience by creating rules and feedback mechanisms.	K1	CO1
e)	The _____ model of press hands over the power to the corporates and the moneyed.	K1	CO1
3.	Match the following	(5 x 1 = 5 Marks)	
a)	Alt News Applicable for the whole human population	K2	CO1
b)	Universalism Verification of news	K2	CO1
c)	Diaspora Ways and means of getting media content	K2	CO1
d)	Digital divide Social media	K2	CO1
e)	Media access Gaps in reach of ICT	K2	CO1
4.	TRUE or FALSE	(5 x 1 = 5 Marks)	
a)	Equality and equity are same	K2	CO1
b)	WhatsApp is also tool for education.	K2	CO1
c)	Social media is THE alternative media.	K2	CO1
d)	Internet cannot be compared with air.	K2	CO1
e)	Deenbandhu was a newspaper launched by Dr. BR Ambedkar.	K2	CO1
SECTION B			

Answer any TWO of the following in 150 words		(2 x 10 = 20 Marks)	
5.	Explain mobile as a tool of empowerment.	K3	CO2
6.	Illustrate graded inequality and its impact on media in the Indian context.	K3	CO2
7.	Prepare and analyse the goals and impact of the platform minds.com.	K3	CO2
8.	Interpret the role of decentralized social media in today's India.	K3	CO2
SECTION C			
Answer any TWO of the following in 150 words		(2 x 10 = 20 Marks)	
9.	Analyse the difference between fact checking organisations and media watch groups.	K4	CO3
10.	Classify media monopoly in the context of Tamil Nadu.	K4	CO3
11.	Compare the methods used by Narayana Guru and Periyar EV Ramaswamy fighting casteism.	K4	CO3
12.	Correlate the various linkages between basic impulses behind the art of communication.	K4	CO3
SECTION D			
Answer any TWO of the following in 250 words		(2 x 20 = 40 Marks)	
13.	Evaluate the deviations of present day media in India.	K5	CO4
14.	Summarise the reasons behind alternate media rejecting advertisements with examples.	K5	CO4
15.	“Representation of various sections of a society in the media is vital for it's sustenance.” – Substantiate.	K6	CO5
16.	Compile the reasons why Dr. BR Ambedkar, who was well versed in English, used Marathi as a medium of communication in his media ventures.	K6	CO5

CL AND CO BASED CIA QUESTION PAPER FORMAT FOR UG THEORY COURSES MC, AR, AO, MS, ME, GL and NME* (excluding other languages)

SECTION	MARKS	Q. NO	K 1	K 2	K 3	K 4	K5	K6
A	Answer ALL (6 x 1 = 6)	1	+					
		2	+					
		3	+					
		4		+				
		5		+				
		6		+				
B	Answer 1 out of 2 (1 x 6 = 6)	7			+			
		8			+			
C	Answer 1 out of 2 (1 x 6 = 6)	9				+		
		10				+		
D*	Answer 1 out of 2 (1 x 12 = 12)	11					+	
		12						+
		13						
No. of CL based Questions with Max. marks			3 (3)	3 (3)	1 (6)	1 (6)	1 (12)	1 (12)
No. of CO based Questions with Max. marks			C O 1	C O 2	C O 3	CO 4	1 (12)	CO 5 1 (12)

- *MC-Major Core, AR–Allied Regular, AO–Allied Optional, MS-Major Special, ME-Major Elective, GL-General Languages, NME-Non Major Elective.
- **Section A** could have one or more of the following: Fill in the blanks, True or False, Match the following, Definition, Comment on, Reason out etc., But, K1 and K2 should carry equal weightage.

- *In **Section D** students have choice between K5 and K6. III Component Assessment carries 40% of CIA and the assessment(s) should be for cognitive levels **K1 to K4** and all should carry equal weightage.

**COGNITIVE LEVEL (CL) AND COURSE OUTCOME (CO) BASED CIA
QUESTION PAPER FORMAT FOR 3D ANIMATION, DIGITAL JOURNALISM
LAB COURSES (UG/PG)**

SECTION		Q. NO	COGNITIVE LEVELS					
			K1	K2	K3	K4	K5	K6
A	20	1	+					
		2		+				
B	20	3			+			
C	20	4				+		
		5					+	
D	40	6					+	
No. of CL based Questions with			1(10)	1(10)	1(20)	1(10)	1(10)	1(40)
Max. marks								
No. of CO based Questions with			CO1		CO2	CO3,CO4		CO5
Max. marks			2(20)		1(20)	2(20)		1(40)

LOYOLA COLLEGE (AUTONOMOUS), CHENNAI – 600 034
B.Voc. DIGITAL JOURNALISM, DDU KAUSHAL KENDRA
INTERNAL EXAMINATION QUESTION PAPER TEMPLATE FOR LAB COURSES

II B.Voc. DIGITAL JOURNALISM
 Time: 09.00 A.M to 12.00 P.M

22.09.2021
 Max. Marks: 100

SECTION A			
Define the following:		(20 Marks)	
1		K1	CO1
2		K2	CO1
SECTION B			
Answer the following in 100 words:		(20 Marks)	
3		K3	CO2
SECTION C			
Answer the following in 100 words:		(20 Marks)	
4		K4	CO3
5		K5	CO4
SECTION D			
Create the following:		(40 Marks)	
6		K6	CO5

LOYOLA COLLEGE (AUTONOMOUS), CHENNAI – 600 034
B.Voc. DIGITAL JOURNALISM, DDU KAUSHAL KENDRA
EXTERNAL EXAMINATION QUESTION PAPER TEMPLATE FOR LAB COURSES

B.Voc. DIGITAL JOURNALISM
 Time : 01.30pm to 04.30pm

10.11.2021
 Max. Marks : 100

SECTION A			
Ideation, understanding and conceptual framework:		(20 Marks)	
1		K1	CO1
2		K2	CO1
SECTION B			
Answer the following in 100 words:		(20 Marks)	
3		K3	CO2
SECTION C			
Viva-voce:		(20 Marks)	
4		K4, K5	CO3, CO4
SECTION D			
Final project work:		(40 Marks)	
5		K6	CO5

LOYOLA COLLEGE (AUTONOMOUS), CHENNAI – 600 034
B.Voc. DIGITAL JOURNALISM, DDU KAUSHAL KENDRA
FIRST CONTINUOUS ASSESSMENT TEST - SEPTEMBER, 2021
UAN 4401 SCRIPTWRITING

II B.Voc. DIGITAL JOURNALISM
 Time: 09.00 A.M to 12.00 P.M

22.09.2021
 Max. Marks: 100

SECTION A			
Define the following:		(20 Marks)	
1	Inciting incident	K1	CO1
2	Logline	K2	CO1
SECTION B			
Answer the following in 100 words:		(20 Marks)	
3	Illustrate the importance of using passive voice for scriptwriting citing apt examples	K3	CO2
SECTION C			
Answer the following in 100 words:		(20 Marks)	
4	Analyse the inciting incident of the movie SooraraiPotru	K4	CO3
5	Compare the story narration style of any two movies you watched recently.	K5	CO4
SECTION D			
Create the following:		(40 Marks)	
6	Summarise the plot of the original script you are working upon.	K6	CO5

LOYOLA COLLEGE (AUTONOMOUS), CHENNAI – 600 034
B.Voc. DIGITAL JOURNALISM, DDU KAUSHAL KENDRA
SEMESTER EXAMINATION - NOVEMBER 2021
UAN4401 SCRIPT WRITING

B.Voc. DIGITAL JOURNALISM
 Time : 01.30pm to 04.30pm

10.11.2021
 Max. Marks : 100

SECTION A			
Ideation, understanding and conceptual framework:		(20 Marks)	
1	Choice of topic, genre and synopsis of the story line	K1	CO1
2	Sketch of characters, construction of the conflict, index card (scene order) and formatting	K2	CO1
SECTION B			
Answer the following in 100 words:		(20 Marks)	
3	Write a scene (1 page) on any one of the following topics: i. Child labour ii. Patriarchy iii. Third gender	K3	CO2
SECTION C			
Viva-voce:		(20 Marks)	
4	Explain the key challenges you faced while identifying the topic, researching, drafting and finalizing the project work and describe how you overcame those issues.	K4, K5	CO3, CO4
SECTION D			
Final project work:		(40 Marks)	
5	Overall creation of the final project and it's finesse	K6	CO5