

FATIMA COLLEGE (AUTONOMOUS)



**Re-Accredited with “A” Grade by NAAC (3rd Cycle)
74th Rank in India Ranking 2019 (NIRF) by MHRD
Maryland, Madurai- 625 018, Tamil Nadu, India**

| | |
|-------------------------------|--|
| NAME OF THE DEPARTMENT | : Journalism and Mass Communication |
| NAME OF THE PROGRAMME | : B.A Journalism and Mass Communication |
| PROGRAMME CODE | : USJM |
| ACADEMIC YEAR | :2021-2022 |

VISION OF THE DEPARTMENT

Empowering women by enabling them to acquire professional and ethical competence as media graduates and serve the society and contribute to nation building as responsible Journalists.

MISSION OF THE DEPARTMENT

- To facilitate the integration of less privileged women students into the main stream through media education
- To prepare the students to take cognisance of the dynamic socio, cultural, political shifts in society
- To train the students in skills and to impart knowledge that would mould them into confident media professionals
- To provide the students opportunities to gain hands-on experience in Media houses
- To engage them in experiential learning that would help them to reach out to the immediate community

PROGRAMME EDUCATIONAL OBJECTIVES (PEO)

| | |
|--------------|--|
| PEO 1 | Our graduates will be academic, digital and information literates, creative, inquisitive, innovative and desirous for the “more” in all aspects |
| PEO 2 | They will be efficient individual and team performers, exhibiting progress, flexibility, transparency and accountability in their professional work |
| PEO 3 | The graduates will be effective managers of all sorts of real – life and professional circumstances, making ethical decisions, pursuing excellence within the time framework and demonstrating apt leadership skills |

| | |
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| PEO 4 | They will engage locally and globally evincing social and environmental stewardship demonstrating civic responsibilities and employing right skills at the right moment. |
|--------------|--|

GRADUATE ATTRIBUTES (GA)

Fatima College empowers her women graduates holistically. A Fatimite achieves all-round empowerment by acquiring Social, Professional and Ethical competencies. A graduate would sustain and nurture the following attributes:

| I. SOCIAL COMPETENCE | |
|-----------------------------|--|
| GA 1 | Deep disciplinary expertise with a wide range of academic and digital literacy |
| GA 2 | Hone creativity, passion for innovation and aspire excellence |
| GA 3 | Enthusiasm towards emancipation and empowerment of humanity |
| GA 4 | Potentials of being independent |
| GA 5 | Intellectual competence and inquisitiveness with problem solving abilities befitting the field of research |
| GA 6 | Effectiveness in different forms of communications to be employed in personal and professional environments through varied platforms |
| GA 7 | Communicative competence with civic, professional and cyber dignity and decorum |
| GA 8 | Integrity respecting the diversity and pluralism in societies, cultures and religions |

| | |
|------------------------------------|---|
| GA 9 | All – inclusive skill sets to interpret, analyse and solve social and environmental issues in diverse environments |
| GA 10 | Self-awareness that would enable them to recognise their uniqueness through continuous self-assessment in order to face and make changes building on their strengths and improving their weaknesses |
| GA 11 | Finesse to co-operate exhibiting team-spirit while working in groups to achieve goals |
| GA 12 | Dexterity in self-management to control their selves in attaining the kind of life that they dream for |
| GA 13 | Resilience to rise up instantly from their intimidating setbacks |
| GA 14 | Virtuosity to use their personal and intellectual autonomy in being life-long learners |
| GA 15 | Digital learning and research attributes |
| GA 16 | Cyber security competence reflecting compassion, care and concern towards the marginalised |
| GA 17 | Rectitude to use digital technology reflecting civic and social responsibilities in local, national and global scenario |
| II. PROFESSIONAL COMPETENCE | |
| GA 18 | Optimism, flexibility and diligence that would make them professionally competent |
| GA 19 | Prowess to be successful entrepreneurs and become employees of trans-national societies |
| GA 20 | Excellence in Local and Global Job Markets |
| GA 21 | Effectiveness in Time Management |
| GA 22 | Efficiency in taking up Initiatives |

| | |
|--------------------------------|---|
| GA 23 | Eagerness to deliver excellent service |
| GA 24 | Managerial Skills to Identify, Commend and tap Potentials |
| III. ETHICAL COMPETENCE | |
| GA 25 | Integrity and be disciplined in bringing stability leading a systematic life promoting good human behaviour to build better society |
| GA 26 | Honesty in words and deeds |
| GA 27 | Transparency revealing one's own character as well as self-esteem to lead a genuine and authentic life |
| GA 28 | Social and Environmental Stewardship |
| GA 29 | Readiness to make ethical decisions consistently from the galore of conflicting choices paying heed to their conscience |
| GA 30 | Right life skills at the right moment |

PROGRAMME OUTCOMES (PO)

On completion (after three years) of B. A. Journalism and Mass Communication Programme, the graduates would be able to

| | |
|-------------|---|
| PO 1 | Acquire knowledge of fundamental concepts and subject specific academic competency |
| PO 2 | Enhance the communicative skills and gain confidence to disseminate knowledge through oral and written communication effectively |

| | |
|-------------|--|
| PO 3 | Think critically, evaluate analytically and apply the expertise of their discipline in real life. |
| PO 4 | Appreciate literary, economic, cultural, socio-psychological and environmental diversity. |
| PO 5 | Pursue and attain meaningful goals, develop positive attitude to gain self-awareness, self-esteem, self-discipline and self-motivation. |
| PO 6 | Acquire employability and entrepreneurial skills |
| PO 7 | Evolve as responsible citizens and leaders |

PROGRAMME SPECIFIC OUTCOMES (PSO)

On completion (after three years) of B.A. Journalism and Mass Communication Programme,

| | |
|--------------|---|
| PSO 1 | The students would pick up skills like news reporting, editing, advertising, photography, radio and video jockeying, film production, research, event management |
| PSO 2 | The students would learn the ethics and laws related to media |
| PSO 3 | The students would be adept at media related software |
| PSO 4 | The learners would be able to critique media content, like the portrayal of women and gender and other socio-political issues |
| PSO 5 | The learners would be well equipped and skilled to be placed in mainstream media |

| Sem | Part | Sub Code | Study Component | TYPE | Credit | Hrs | CIA Marks | ESE Marks | Tot Marks |
|--------|------|----------|---|------------------------------|--------|-----|-----------|-----------|-----------|
| I | I | 19TLC1 | Language-Modern Literature | TH | 3 | 5 | 40 | 60 | 100 |
| | | 19RLC1 | Language French | TH | 3 | 5 | 40 | 60 | 100 |
| | | 19DLC1 | Language Hindi | TH | 3 | 5 | 40 | 60 | 100 |
| | II | 19ELCI | English Communication Skills-1 | TH | 3 | 5 | 40 | 60 | 100 |
| | III | 19JM1CC1 | Introduction to Journalism and Mass Communication | TH | 4 | 6 | 40 | 60 | 100 |
| | | 19JM1CP1 | News Editing Techniques | PR | 4 | 6 | 40 | 60 | 100 |
| | | 19JM1AC1 | News Reporting And Writing | TH | 5 | 5 | 40 | 60 | 100 |
| | IV | 19JM1NME | Event Management | TH | 2 | 2 | 40 | 60 | 100 |
| | | 19G1VE1 | Value Education | TH | 1 | 1 | 40 | 60 | 100 |
| | II | I | 19TLC2 | Language – Bakthi Literature | TH | 3 | 5 | 40 | 60 |
| 19RLC2 | | | Language French | TH | 3 | 5 | 40 | 60 | 100 |
| 19DLC2 | | | Language Hindi | TH | 3 | 5 | 40 | 60 | 100 |
| II | | 19ELC2 | English-Communication Skills-1 | TH | 3 | 5 | 40 | 60 | 100 |
| | | 19JM2CC2 | Media Laws and Ethics | TH | 4 | 6 | 40 | 60 | 100 |

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|-----|-----|----------|--|-------|---|---|----|----|-----|
| | III | 19JM2CP2 | Photo Journalism | PR | 4 | 6 | 40 | 60 | 100 |
| | | 19JM2AC2 | National and International Affairs | TH | 5 | 5 | 40 | 60 | 100 |
| | IV | 19JM2NME | Event Management | TH | 2 | 2 | 40 | 60 | 100 |
| | | 19G2VE2 | Value Education | TH | 1 | 1 | 40 | 60 | 100 |
| III | I | 19TLC3 | Language- Epic Literature | TH | 3 | 5 | 40 | 60 | 100 |
| | | 19RLC3 | Language French | TH | 3 | 5 | 40 | 60 | 100 |
| | | 19DLC3 | Language Hindi | TH | 3 | 5 | 40 | 60 | 100 |
| | II | 19ELC3 | English- Communication Skills-1 | TH | 3 | 5 | 40 | 60 | 100 |
| | III | 19JM3CC3 | Radio and Television Production Techniques | TH | 4 | 6 | 40 | 60 | 100 |
| | | 19JM3CP3 | Broadcast Journalism | PR | 4 | 6 | 40 | 60 | 100 |
| | | 19JM3AC3 | Media Culture and Society | TH | 5 | 5 | 40 | 60 | 100 |
| | IV | 19JM3SB1 | Basics of Audio And Video Editing | H/ PR | 2 | 2 | 40 | 60 | 100 |
| | | 19G3EN3 | Environmental Awareness | TH | 1 | 1 | 40 | 60 | 100 |
| IV | I | 19TLC4 | Language-Sangam Literature | TH | 3 | 5 | 40 | 60 | 100 |
| | | 19RLC4 | Language French | TH | 3 | 5 | 40 | 60 | 100 |
| | | 19DLC4 | Language Hindi | TH | 3 | 5 | 40 | 60 | 100 |

| | | | | | | | | | |
|--|-----|-----------------------|--|------|---|---|----|----|-----|
| | II | 19ELC4 | English- Communication Skills-1 | TH | 3 | 5 | 40 | 60 | 100 |
| | III | 19JM4CC4 | Communication Theories | TH | 4 | 6 | 40 | 60 | 100 |
| | | 19JM4CP4 | Television Production | PR | 4 | 6 | 40 | 60 | 100 |
| | | 19JM4AC4 | Basics of Advertising | TH | 4 | 6 | 40 | 60 | 100 |
| | IV | 19JM4SB2 | Advertisement Production | H/PR | 2 | 2 | 40 | 60 | 100 |
| | | 19G4EN4 | Environmental Awareness | TH | 1 | 1 | 40 | 60 | 100 |
| | V | | Part V Activities | | 1 | | | | 100 |
| | V | | | | | | | | |
| | III | 19JM5CC5 | Development Communication | TH | 4 | 5 | 40 | 60 | 100 |
| | | 19JM5CC6 | Film Studies | TH | 4 | 5 | 40 | 60 | 100 |
| | | 19JM5CC7 | Media Literacy | TH | 4 | 5 | 40 | 60 | 100 |
| | | 19JM5CP5 | Documentary Production | PR | 4 | 5 | 40 | 60 | 100 |
| | IV | 19JM5ME1/ 19JM5ME2 | Business Communication/ Specialised Reporting | TH | 5 | 5 | 40 | 60 | 100 |
| | | 19JM5SB3 | Online Journalism | TH | 2 | 2 | 40 | 60 | 100 |
| | | 19JM5SB4 | Broadcast Media Operation | TH | 2 | 2 | 40 | 60 | 100 |
| | | | | | | | | | |
| | VI | 19JM6CC8 | Media Management | TH | 4 | 5 | 40 | 60 | 100 |
| | | 19JM6CC9 | Basic Media Research | TH | 4 | 5 | 40 | 60 | 100 |

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|-----------------------|----|-----------------------|---|------|---|----|----|----|-----|
| | | 19JM6CP6 | Short Film Production | PR | 4 | 5 | 40 | 60 | 100 |
| | | 19JM6ME3/ 19JM6ME4 | Integrated Marketing Communication / Public Relations | TH | 5 | 5 | 40 | 60 | 100 |
| | | 19JM6ME5/ 19JM6ME6 | New Media Gendered Representation in Media | TH | 4 | 5 | 40 | 60 | 100 |
| | IV | 19JM6SB5 | Writing for Media | TH | 2 | 2 | 40 | 60 | 100 |
| | | 19JM6SB6 | Women and Media | H/PR | 2 | 2 | 40 | 60 | 100 |
| SELF LEARNING COURSES | | | | | | | | | |
| | II | 21JM2SL1 | Fashion Journalism | H/PR | 2 | NA | 40 | 60 | 100 |
| | IV | 21J4SLJM2 | Content Writing & Video Film Making | H/PR | 2 | NA | 40 | 60 | 100 |
| | V | 21JM5SL3 | Travel Journalism | H/PR | 2 | NA | 40 | 60 | 100 |

I B.A
SEMESTER – I

For those who joined in 2019 onwards

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | CATEGORY | HRS/ WEEK | CREDITS |
|----------------|-------------|---|----------|-----------|---------|
| USJM | 19JM1CC1 | Introduction to Journalism and Mass Communication | Lecture | 6 | 4 |

COURSE DESCRIPTION:

This course covers the historical evolution of media. Contemporary developments are also included

COURSE OBJECTIVES:

The course enables the students to understand the mass communication process, the development of the individual and mass media industries.

UNITS:

UNIT –I COMMUNICATION BASICS

[20HRS]

Definition: Nature and scope of communication, Need of Communication

Types of Communication: Verbal, Non-Verbal, Inter Personal, Intra personal, Group and Mass Communication

Characteristics and tools of Mass Communication and its Process.

UNIT –II HISTORY OF MASS MEDIA IN INDIA

[20HRS]

History of Mass Media in India: Print. Radio, TV, Cinema and News Media.

Evolution of Mass Communication as development communication In India.

Traditional Media: Definition, nature and characteristics. Types of Traditional media.

Indian Press from Mission to Profession.

Pioneers of Journalism in India

UNIT –III JOURNALISM AS PROFESSION

[15HRS]

Journalist Definition, **Qualities, duties, rights and responsibilities of Journalist**

News and reporting style

News value, process of news

UNIT –IV TYPES OF JOURNALISM

[20HRS]

Introduction to various branches in Journalism: Investigative, sports, Business, Political, Cinema, Yellow Journalism etc.

Journalistic Terminologies

News Agencies

News Organization and the process of news

UNIT –V MEDIA AND SOCIETY

[15HRS]

Internet, use of internet, New media: Definition, nature and Characteristics

Self -Study: Role of New media Communication as a Mass Communication tool. Impact of New Media in the Society.

TEXT BOOK

Material taken from the following book:

1. Grover, Indu. Sethi, Nishi, Grover, Deepak. *Handbook of Communication and Media*. Somani Agrotech Publishing Academy, New Delhi, 2007.

REFERENCES:

1. Mehta, D.S. *Mass Communication and Journalism in India*. Sage publications, 2013.
2. Narula, Uma. *Theories of Mass Communication*. HarAnand Publications, 2007.
3. Roy, Barun. *Beginners' Guide to Journalism and Mass Communication*. V & S Publishers, 2011.
4. Naqvi, Hena. *Journalism and Mass Communication*. Upkar's Publication, 2000.
5. Kumar, J. Keval. *Mass Communication in India*. Jaico Publishing House, 2013.

DIGITAL OPEN EDUCATIONAL RESOURCES

1. <https://loyalistlibrary.com/mediastudies/oer>
2. https://en.wikipedia.org/wiki/Mass_communication
<https://en.wikipedia.org/wiki/Communication>
https://en.wikipedia.org/wiki/History_of_communication
3. <https://www.seamedu.com/blog/mass-communication-a-brief-history-and-current-trends/>

COURSE CONTENTS & LECTURE SCHEDULE:

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|--|--|-----------------|-------------------|------------------|
| UNIT 1 -COMMUNICATION BASICS | | | | |
| 1.1 | Definition: Nature and scope of communication, Need of Communication | 6 | Lecture | PPT |
| 1.2 | Types of Communication: Verbal, Non-Verbal, Inter Personal, Intra personal, Group and Mass Communication | 8 | Lecture | PPT, Videos |
| 1.3 | Characteristics and tools of Mass Communication and its Process | 6 | Lecture | PPT |
| UNIT 2 - HISTORY OF MASS MEDIA IN INDIA | | | | |
| 2.1 | History of Mass Media in India: Print. Radio, TV, Cinema and News Media | 4 | Lecture | PPT |
| 2.2 | Evolution of Mass Communication as development communication In India | 4 | Lecture | PPT |
| 2.3 | Traditional Media: Definition, nature and characteristics. Types of Traditional media | 4 | Group Discussion | Google Classroom |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|--|--|-----------------|---------------------|--|
| 2.4 | Indian Press from Mission to Profession | 4 | Lecture | PPT |
| 2.5 | Pioneers of Journalism in India | 4 | Lecture | PPT |
| UNIT 3 – JOURNALISM AS PROFESSION | | | | |
| 3.1 | Journalist Definition, Qualities, duties, rights and responsibilities of Journalist | 5 | Lecture | PPT |
| 3.2 | News and reporting style | 5 | Lecture | PPT |
| 3.3 | News value, process of news | 5 | Lecture | PPT |
| UNIT 4 –TYPES OF JOURNALISM | | | | |
| 4.1 | Introduction to various branches in Journalism: Investigative, sports, Business, Political, Cinema, Yellow Journalism etc. | 10 | Lecture | PPT |
| 4.2 | Journalistic Terminologies | 4 | Seminar | Chart |
| 4.3 | News Agencies | 3 | Lecture | Black Board |
| 4.4 | News Organization and the process of news | 3 | Lecture | Black Board |
| UNIT 5 - MEDIA AND SOCIETY | | | | |
| 5.1 | Internet, use of internet, New media: Definition, nature and Characteristics | 8 | Group Discussion | Google Classroom |
| 5.2 | Self -Study: Role of New media Communication as a Mass Communication tool. Impact of New Media in the Society. | 7 | Case Study Analysis | Newspaper Clippings and Videos from the Internet |

| Levels | C1 | C2 | C3 | C4 | C5 | Total Scho lastic Marks | Non Scho lastic Marks C6 | CIA Total | % of Assess ment |
|-----------------------|----------------------|----------------------|-----------------------|--------------------------------|-----------------------------|-------------------------------|-----------------------------------|--------------|---------------------|
| | T1 10 Mks. | T2 10 Mks. | Quiz 5 Mks. | Assign ment 5 Mks | OBT/ PPT 5 Mks | | | 40 Mks. | |
| K1 | 2 | 2 | - | - | - | 4 | - | 4 | 10 % |
| K2 | 2 | 2 | 5 | - | - | 9 | - | 9 | 22.5 % |
| K3 | 3 | 3 | - | - | 5 | 11 | - | 11 | 27.5 % |
| K4 | 3 | 3 | - | 5 | - | 11 | - | 11 | 27.5 % |
| Non Schola stic | - | - | - | - | - | | 5 | 5 | 12.5 % |
| Total | 10 | 10 | 5 | 5 | 5 | 35 | 5 | 40 | 100 % |

| CIA | |
|----------------|----|
| Scholastic | 35 |
| Non-Scholastic | 5 |
| | 40 |

EVALUATION PATTERN

| | | |
|------------|-------------------------|-------|
| SCHOLASTIC | NON - SCHOLASTI C | MARKS |
|------------|-------------------------|-------|

| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESE | Total |
|----|----|----|----|----|----|-----|-----|-------|
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

UG CIA COMPONENTS

| | | | Nos | | |
|-----------|---|--------------------|-----|---|-------|
| C1 | - | Test (CIA 1) | 1 | - | 10Mks |
| C2 | - | Test (CIA 2) | 1 | - | 10Mks |
| C3 | - | Assignment | 1 | - | 5 Mks |
| C4 | - | Open Book Test/PPT | 2 * | - | 5 Mks |
| C5 | - | Quiz | 2 * | - | 5 Mks |
| C6 | - | Attendance | | - | 5 Mks |

Assignments

The students have to prepare two assignments on Nature and scope of communication and Recent Trends in Journalism.

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|-----|---|--|------------------|
| CO1 | Understand the definition, need and importance of journalism and mass communication | K1, K2 | PSO4, PSO5 |
| CO2 | Trace the origin and development of various media. | K1, K2 | PSO4, PSO5 |
| CO3 | Learn the Qualities, duties, rights and responsibilities of a Journalist. | K1, K2 | PSO1, PSO2, PSO5 |

| | | | |
|-----|---|------------|------------------|
| CO4 | Gain adequate knowledge about various branches in Journalism. | K1, K2, K3 | PSO1, PSO4, PSO5 |
| CO5 | Apply knowledge of the relationship between Media and Society in analysing Media contents | K4 | PSO4, PSO5 |

Mapping of COs with PSOs

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 | PSO 9 | PSO10 | PSO11 | PSO12 |
|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| CO1 | 1 | 1 | 3 | 3 | 1 | | | | | | | |
| CO2 | 1 | 1 | 3 | 2 | 3 | | | | | | | |
| CO3 | 3 | 3 | 2 | 1 | 3 | | | | | | | |
| CO4 | 3 | 1 | 2 | 3 | 3 | | | | | | | |
| CO5 | 1 | 1 | 2 | 3 | 3 | | | | | | | |

Mapping of COs with POs

| CO/PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | 1 | 2 | 2 | 3 | 1 | 2 | 3 | | | | | |
| CO2 | 1 | 1 | 3 | 2 | 3 | 1 | 2 | | | | | |
| CO3 | 3 | 3 | 2 | 1 | 3 | 3 | 1 | | | | | |
| CO4 | 3 | 1 | 2 | 3 | 3 | 1 | 3 | | | | | |
| CO5 | 1 | 2 | 2 | 2 | 3 | 2 | 2 | | | | | |

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2 ♦ Weakly Correlated -1

Forwarded By

S. Saira Banu
S. Saira Banu

Dr. S. Saira Banu

**Head
Department of Journalism
& Mass Communication**

I B.A
SEMESTER – I

For those who joined in 2019 onwards

Entire Course has focus on **Employability** & **Skill Development**

| PROGRAMM E CODE | COURSE CODE | COURSE TITLE | CATEGOR Y | HRS/WEE K | CREDIT S |
|--------------------|----------------|--|---------------|--------------|-------------|
| USJM | 19JM1CP 1 | News Editing Techniques | PRACTIC AL | 6 | 4 |

COURSE DESCRIPTION:

The course enables students to grasp the practice, duties and ethics involved in news editing.

COURSE OBJECTIVES:

- To enable students to proofread media content
- To design newspaper and magazine using editing techniques and software

UNIT I: FUNDAMENTAL OF NEWS

[20HRS]

Fundamental roles of Editor, Sub-Editor and copy editors

Self-Study: Information checking – Sources, References, Plagiarism

UNIT II: NEWS WRITING

[20HRS]

Writing Hard News, Soft News and Feature

Proof Reading Techniques

UNIT III: PHOTO EDITING

[15HRS]

Style books and Policies

Photo editing: Importance of pictures, selection of news pictures, Style sheet, Caption Writing

UNIT IV: DESIGNING**[15HR
S]**

Page design and lay-out
Typography

UNIT V: DESIGNING SOFTWARE**[20HR
S]**

Working on In Design, coral draw

TEXT BOOKS:

Materials taken from the following book:

1. Berner R. Thomas. *Fundamentals of Journalism: Reporting, Writing and Editing*. Marquette Books of Spokane, Phoenix, 2009.

REFERENCES:

1. Critchfield Richard. *The Indian Reporter's*. Allied Pacific, 1962.
2. Harrower Tim. *Inside Reporting, A Practical Guide to The Craft of Journalism*. Mc Graw-Hill, 2007.
3. Mencher Melvin. *News Reporting and Writing*. Mc Graw-Hill, 2008.
4. Rich Carole. *Writing and Reporting News: A Coaching Method*. Cengage Learning, 2009.

DIGITAL OPEN EDUCATIONAL RESOURCES

1. <https://loyalistlibrary.com/mediastudies/oer>
2. <https://www.journaliststoolbox.org>
3. <https://en.wikipedia.org/wiki/Journalism>

COURSE CONTENTS & LECTURE SCHEDULE:

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|------------------------------------|----------------------------------|-----------------|-------------------|---------------|
| UNIT I: FUNDAMENTAL OF NEWS | | | | |
| 1.1 | Fundamental roles of Editor | 5 | Lecture | PPT |
| 1.2 | Fundamental roles of Sub-Editor | 8 | Lecture | PPT |
| 1.3 | Fundamental roles of copy editor | 7 | Lecture | PPT |
| UNIT II: NEWS WRITING | | | | |

| | | | | |
|--------------------------------|------------------------------|----|------------------|-----------------------------|
| 2.1 | Writing Hard News, Soft News | 10 | Class Assignment | Newspaper Clippings |
| 2.2 | Writing for Feature | 5 | Class Assignment | Google Classroom |
| 2.3. | Proof Reading Techniques | 5 | Class Assignment | Google Classroom |
| UNIT III: PHOTO EDITING | | | | |
| 3.1 | Style books and Policies | 5 | Class Assignment | Videos for Style books |
| 3.2 | Photo editing | 5 | Class Assignment | PPT |
| 3.3 | Caption Writing | 5 | Class Assignment | Newspaper Clippings |
| UNIT IV: DESIGNING | | | | |
| 4.1 | Page design | 3 | Demonstration | PPT |
| 4.2 | Newspaper lay-out | 5 | Demonstration | Newspaper Clippings |
| 4.3 | Magazine lay-out | 3 | Demonstration | Videos for Magazine lay-out |
| 4.4 | Advertising lay-out | 2 | Demonstration | Videos for |

| | | | | |
|-----------------------------------|--------------------------------|---|---------------------------------------|-----------------------------|
| | | | | Advertis ing lay- out |
| 4.5 | Typography | 2 | Class Assignment | PPT |
| UNIT V: DESIGNING SOFTWARE | | | | |
| 5.1 | Working on In Design | 6 | Lecture | Google Class room |
| 5.2 | In Design tools | 2 | Demonstration | Google Class room |
| 5.3 | Working In Design | 2 | Class Assignment | Google Class room |
| 5.4 | Working on coral draw | 7 | Demonstration | Google Class room |
| 5.5 | Coral draw interface and tools | 3 | Demonstration &Class Assignment | Google Class room |

| Levels | C1 | C2 | C3 | C4 | C5 | Total Scho lastic Marks | Non Scho lastic Marks C6 | CIA Total | % of Assess ment |
|--------|----------------------|----------------------|-----------------------|--------------------------------|-----------------------------|----------------------------------|--------------------------------------|--------------|------------------------|
| | T1 10 Mks. | T2 10 Mks. | Quiz 5 Mks. | Assign ment 5 Mks | OBT/ PPT 5 Mks | 35 Mks. | 5 Mks. | 40 Mks. | |
| K1 | 2 | 2 | - | - | - | 4 | - | 4 | 10 % |
| K2 | 2 | 2 | 5 | - | - | 9 | - | 9 | 22.5 % |
| K3 | 3 | 3 | - | - | 5 | 11 | - | 11 | 27.5 % |

| | | | | | | | | | |
|-----------------------|-----------|-----------|----------|----------|----------|-----------|----------|-----------|---------------|
| K4 | 3 | 3 | - | 5 | - | 11 | - | 11 | 27.5 % |
| Non Scholastic | - | - | - | - | - | | 5 | 5 | 12.5 % |
| Total | 10 | 10 | 5 | 5 | 5 | 35 | 5 | 40 | 100 % |

| CIA | |
|-----------------------|-----------|
| Scholastic | 35 |
| Non-Scholastic | 5 |
| | 40 |

EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|-------------------|-----------|-----------|-----------|-----------|-------------------------|--------------|------------|--------------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

UG CIA COMPONENTS

| | | | Nos | | |
|-----------|---|--------------------|------------|---|-------|
| C1 | - | Test (CIA 1) | 1 | - | 10Mks |
| C2 | - | Test (CIA 2) | 1 | - | 10Mks |
| C3 | - | Assignment | 1 | - | 5 Mks |
| C4 | - | Open Book Test/PPT | 2 * | - | 5 Mks |
| C5 | - | Quiz | 2 * | - | 5 Mks |
| C6 | - | Attendance | | - | 5 Mks |

Practical work:

Should Make a Layout of a Newspaper and Magazine

*Record note to be submitted

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|------|--|--|------------------|
| CO 1 | Define and identify the role of editor | K1 | PSO1 |
| CO 2 | Understand the significance of using accurate language for the media | K1, K2 | PSO1 |
| CO 3 | Analyse the importance of pictures, style sheets and captions | K3 | PSO1, PSO3 |
| CO 4 | Apply the skills acquired to work on lay-outs | K3, K4 | PSO1, PSO3, PSO5 |
| CO 5 | Design a Newspaper and Magazine using software | K4 | PSO1, PSO3, PSO5 |

Mapping of COs with PSOs

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 | PSO 9 | PSO10 | PSO11 | PSO12 |
|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| CO1 | 3 | 1 | 2 | 2 | 1 | | | | | | | |
| CO2 | 3 | 1 | 2 | 2 | 1 | | | | | | | |
| CO3 | 3 | 1 | 1 | 3 | 2 | | | | | | | |
| CO4 | 3 | 1 | 3 | 2 | 3 | | | | | | | |
| CO5 | 3 | 2 | 3 | 2 | 3 | | | | | | | |

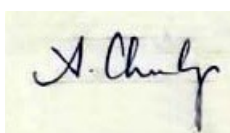
Mapping of COs with POs

| CO/ PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | 1 | 2 | 3 | 2 | 3 | 3 | 2 | | | | | |
| CO2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | | | | | |
| CO3 | 2 | 1 | 3 | 3 | 1 | 3 | 3 | | | | | |
| CO4 | 1 | 2 | 2 | 2 | 3 | 2 | 2 | | | | | |
| CO5 | 1 | 2 | 3 | 2 | 3 | 3 | 2 | | | | | |

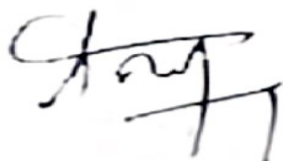
Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2 ♦ Weakly Correlated -1

COURSE DESIGNERS:

1. Ms. A. Chris Marlyn



2. Ms. S. Jeno Mary




Forwarded By

Dr. S. Saira Banu

Head

**Department of Journalism
& Mass Communication**

I B.A**SEMESTER –I***For those who joined in 2019 onwards***Entire Course has focus on Employability & Skill Development**

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | CATEGORY | HRS/WEEK | CREDITS |
|----------------|-------------|-----------------------------------|----------|----------|---------|
| USJM | 19JM1AC1 | NEWS REPORTING AND WRITING | LECTURE | 5 | 5 |

COURSE DESCRIPTION

The course enables students learn the basic techniques of gathering, analysing and writing news for the media.

COURSE OBJECTIVES

- To enable the students to develop reporting, interviewing and writing techniques and skills for the radio, television and online media.

UNITS:**UNIT –I JOURNALIST****(15HRS.)**

Duties and Responsibilities of a Reporter

Types of Reports

Rights of a Journalist

Leads – 5 W and an H – Inverted Pyramid and news writing style

UNIT –II NEWS SOURCES**(15HRS.)**

Primary research – background – Different types of journalism (political, economic, current issues)

Interview techniques – protecting sources

Writing for print / writing for the web

Copyright – Plagiarism – Ethics

UNIT –III TYPES OF NEWS**(15HRS.)**

Features – different types of features

Editorial – opinion - comments

Hard and Soft news – Difference between newspaper and magazine – Writing short and writing long – Styles

UNIT –IV NEWS EDITING**(15HRS.)**

Difference between editing news article and marketing communication.

Self-Study: Adjusting photos and text – Caption writing – Photo-reportage or communicating by the image

UNIT –V NEWS AGENCIES**(15HRS.)**

Media organization and hierarchy

News, sources, news agencies, Citizen Journalism and media

Organization of a newspaper, Vocabulary of press room

Story structure, Rewriting according to the editorial line

TEXT BOOKS:

Materials taken from the following book:

1. Berner R. Thomas. *Fundamentals of Journalism: Reporting, Writing and Editing*. Marquette Books of Spokane, Phoenix, 2009.

REFERENCES

1. Critchfield Richard. *The Indian Reporter's*. Allied Pacific, 1962.
2. Harrower Tim. *Inside Reporting, A Practical Guide to The Craft of Journalism*. Mc Graw-Hill, 2007.
3. Mencher, Melvin. *News Reporting and Writing*. Mc Graw-Hill, 2008.
4. Rich Carole. *Writing and Reporting News: A Coaching Method*. Cengage Learning, 2009.

DIGITAL OPEN EDUCATIONAL RESOURCES

1. <https://www.seamedu.com/blog/mass-communication-a-brief-history-and-current-trends/>
2. <https://loyalistlibrary.com/mediastudies/oer>
3. <https://lumenlearning.com/courses/>

COURSE CONTENTS & LECTURE SCHEDULE:

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|-------------------------------|---|-----------------|--------------------|---------------------|
| UNIT-1 - JOURNALIST | | | | |
| 1.1 | Duties and Responsibilities of a Reporter | 4 | Lecture | PPT |
| 1.2 | Types of Reports | 3 | Lecture | PPT |
| 1.3 | Rights of a Journalist | 3 | Lecture | PPT |
| 1.4 | Leads – 5 W and an H – Inverted Pyramid and news writing style | 5 | Classroom Activity | Newspaper Clippings |
| UNIT- 2 - NEWS SOURCES | | | | |
| 2.1 | Primary research – background – Different types of journalism (political, economical, current issues) | 4 | Lecture | PPT |
| 2.2 | Interview techniques – protecting sources | 3 | Group Discussion | Videos |
| 2.3 | Writing for print / writing for the web | 3 | Classroom Activity | Newspaper Clippings |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|--------------------------------|--|-----------------|--------------------|----------------------------|
| 2.4 | Copyright – Plagiarism – Ethics | 5 | Lecture | PPT |
| UNIT- 3 - TYPES OF NEWS | | | | |
| 3.1 | Features – different types of features | 3 | Classroom Activity | Newspaper Clippings |
| 3.2 | Editorial – opinion - comments | 4 | Classroom Activity | Newspaper Clippings |
| 3.3 | Hard and Soft news – Difference between newspaper and magazine – Writing short and writing long – Styles | 8 | Classroom Activity | Newspaper Clippings |
| UNIT- 4 - NEWS EDITING | | | | |
| 4.1 | Difference between editing news article and marketing communication. | 8 | Lecture | PPT |
| 4.2 | Self-Study: Adjusting photos and text – Caption writing – Photo-reportage or communicating by the image | 7 | Classroom Activity | Photos from Media |
| UNIT- 5 - NEWS AGENCIES | | | | |
| 5.1 | Media organization and hierarchy | 4 | Lecture | PPT |
| 5.2 | News, sources, news agencies, Citizen Journalism and media | 3 | Classroom Activity | PPT Newspaper Clippings |
| 5.3 | Organization of a newspaper, Vocabulary of press room | 3 | Classroom Activity | PPT Newspaper Clippings |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|-------------------|--|------------------------|--------------------------|----------------------------|
| 5.4 | Story structure, Rewriting according to the editorial line | 5 | Classroom Activity | PPT Newspaper Clippings |

| Levels | C1 | C2 | C3 | C4 | C5 | Total Scholastic Marks | Non Scholastic Marks C6 | CIA Total | % of Assessment |
|-----------------------|----------------|----------------|---------------|-------------------|-----------------|-------------------------------|--------------------------------|------------------|------------------------|
| | T1 | T2 | Quiz | Assignment | OBT/ PPT | | | | |
| | 10 Mks. | 10 Mks. | 5 Mks. | 5 Mks | 5 Mks | 35 Mks. | 5 Mks. | 40 Mks. | |
| K1 | 2 | 2 | - | - | - | 4 | - | 4 | 10 % |
| K2 | 2 | 2 | 5 | - | - | 9 | - | 9 | 22.5 % |
| K3 | 3 | 3 | - | - | 5 | 11 | - | 11 | 27.5 % |
| K4 | 3 | 3 | - | 5 | - | 11 | - | 11 | 27.5 % |
| Non Scholastic | - | - | - | - | - | | 5 | 5 | 12.5 % |
| Total | 10 | 10 | 5 | 5 | 5 | 35 | 5 | 40 | 100 % |

| CIA | |
|-----------------------|-----------|
| Scholastic | 35 |
| Non-Scholastic | 5 |
| | 40 |

EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|------------|----|----|----|----|------------------|-------|-----|-------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

UG CIA COMPONENTS

| | | | | Nos | | |
|-----------|---|--------------------|-----|-----|-------|--|
| C1 | - | Test (CIA 1) | 1 | - | 10Mks | |
| C2 | - | Test (CIA 2) | 1 | - | 10Mks | |
| C3 | - | Assignment | 1 | - | 5 Mks | |
| C4 | - | Open Book Test/PPT | 2 * | - | 5 Mks | |
| C5 | - | Quiz | 2 * | - | 5 Mks | |
| C6 | - | Attendance | | - | 5 Mks | |

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|------|---|--|-------------------|
| CO 1 | Evaluate newsworthiness of information. | K1 | PSO1& PSO2 |

| | | | |
|------|---|------------|------|
| CO 2 | Demonstrate an understanding of story idea creation | K1& K2 | PSO5 |
| CO 3 | Comprehend the basic structure and format of a news story (lead, body, and conclusion). | K1 & K3 | PSO3 |
| CO 4 | Produce Content for Print, Broadcast and blogs and websites | K1, K2, K3 | PSO3 |
| CO 5 | Demonstrate an understanding of online journalism and alternative story forms | K4 | PSO1 |
| CO 6 | Demonstrate an understanding of journalism ethics. | K4 | PSO5 |

Mapping of COs with PSOs

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 | PSO 9 | PSO10 | PSO11 | PSO12 |
|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| CO1 | 1 | 1 | 2 | 2 | 3 | | | | | | | |
| CO2 | 1 | 1 | 2 | 3 | 3 | | | | | | | |
| CO3 | 3 | 3 | 1 | 2 | 3 | | | | | | | |
| CO4 | 1 | 3 | 1 | 3 | 3 | | | | | | | |
| CO5 | 3 | 2 | 1 | 3 | 2 | | | | | | | |

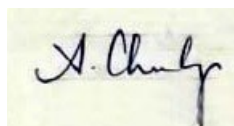
Mapping of COs with POs

| CO/ PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | 1 | 2 | 2 | 3 | 1 | 3 | 1 | | | | | |
| CO2 | 1 | 1 | 3 | 2 | 3 | 2 | 3 | | | | | |
| CO3 | 3 | 3 | 2 | 1 | 3 | 1 | 3 | | | | | |
| CO4 | 3 | 1 | 2 | 3 | 3 | 3 | 3 | | | | | |
| CO5 | 1 | 2 | 2 | 2 | 3 | 2 | 3 | | | | | |

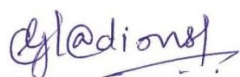
Note: ♦ Strongly Correlated – 3♦Moderately Correlated – 2♦Weakly Correlated -1

COURSE DESIGNERS:

1. Ms. A. Chris Marlyn



2. Ms. C. Gladious Guna Ranjini



Forwarded By



Dr. S. Saira Banu
Head
Department of Journalism
& Mass Communication

I B.A - NME**SEMESTER – I***For those who joined in 2019 onwards***Entire Course has focus on Employability, Entrepreneurship & Skill Development**

| PROGRAMM E CODE | COURSE CODE | COURSE TITLE | CATEGOR Y | HRS/W EEK | CREDIT S |
|--------------------|----------------|---------------------|--------------|--------------|-------------|
| USJM | 19JM1NME | Event Management | Lecture | 2 | 2 |

COURSE DESCRIPTION:

This course allows students to build their fundamental knowledge of modern event management.

COURSE OBJECTIVES:

To enables students to plan and execute various events with relevant skills for each event.

UNITS:**UNIT –I EVENT****[5HRS]**

Introduction: Definition of Event Management - role of public relations- basic skills-qualities of event manager

UNIT –II TYPES OF EVENT**[5HRS]**

Types of Event: business events – corporate events- cause related events – fundraising events- exhibitions – trade fairs

UNIT –III SKILLS**[5HRS]**

Skill set: negotiating skills – creative skills – planning skills- execution skill – persuasive skills, Budgeting.

UNIT –IV EVENT PROMOTION**[10HRS]**

Managing the media: drafting the press release - press conference – media coverage – in house publication- promotional materials- advertising campaign

UNIT –V EXECUTION (Self Study)**[5HRS]**

Process: Planning – putting together a team – budgeting the event – executing – evaluating.

Self-Study: Mock event planning to be done by groups.

TEXT BOOK:

(Materials taken from the following books:)

1. Kilkenny, Shannon. *The Complete Guide for Successful Event Planning*. Atlantic Publishing Group Inc, 2011.

REFERENCES:

1. Judy, Allen. *Event Planning: The Ultimate Guide to Successful Meetings, Corporate Events, Fundraising Galas, Conferences, Conventions, Incentives and Other Events*. San Francisco, 2010
2. Kilkenny, Shannon. *The Complete Guide for successful Event Planning*. Atlantic Publishing Group Inc, 2011.

DIGITAL OPEN EDUCATIONAL RESOURCES

1. <https://www.thebalancesmb.com/what-is-events-management-1223642>
2. <https://www.thebalancesmb.com/what-is-events-management-1223642>
3. <https://www.thebalancesmb.com/corporate-events-common-types-1223785>

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|------------|----|----|----|----|------------------|-------|-----|-------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

COURSE CONTENTS & LECTURE SCHEDULE:

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---------------|--|-----------------|-------------------|---------------|
| UNIT 1 -EVENT | | | | |
| 1.1 | Introduction: Definition of Event Management | 1 | Lecture | PPT |
| 1.2 | Role of public relations | 2 | Lecture | Black Board |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---------------------------------|---|------------------------|--------------------------|---|
| 1.3 | Basic skills- qualities of event manager | 2 | Lecture | PPT |
| UNIT 2 - TYPES OF EVENTS | | | | |
| 2.1 | Types of Event: business events corporate events | 2 | Lecture | Videos |
| 2.2 | Cause related events – fundraising events | 2 | Lecture | PPT |
| 2.3 | Exhibitions – trade fairs | 1 | Seminar | PPT |
| UNIT 3 – SKILLS | | | | |
| 3.1 | Negotiating & Persuasive skills | 1 | Lecture | PPT |
| 3.2 | Creative skills | 1 | Lecture | PPT |
| 3.3 | Planning skills | 1 | Lecture | PPT |
| 3.4 | Execution skill | 1 | Lecture | PPT |
| 3.5 | Budgeting | 1 | Lecture | PPT |
| UNIT 4 –EVENT PROMOTION | | | | |
| 4.1 | Managing the media: drafting the press release - press conference | 2 | Lecture | PPT |
| 4.2 | Media coverage | 2 | Lecture | Newspaper Clippings and Videos |
| 4.3 | In house publication | 2 | Lecture | Newspaper Clippings, fliers, brochures, |
| 4.4 | Promotional materials | 2 | Lecture | Newspaper Clippings, fliers, brochures, photos and Videos |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---------------------------------------|--|-----------------|-------------------|--|
| 4.5 | Advertising campaign | 2 | Lecture | Newspaper Clippings, fliers, brochures |
| UNIT 5 –EXECUTION (SELF STUDY) | | | | |
| 5.1 | Process: Planning – putting together a team – budgeting the event – executing – evaluating | 2 | Group Discussion | Google Classroom |
| 5.2 | Mock event planning to be done by groups | 3 | Demo | Newspaper Clippings and Videos from the Internet |

| Levels | C1 | C2 | C3 | C4 | C5 | Total Scholastic Marks | Non Scholastic Marks C6 | CIA Total | % of Assessment |
|----------------|---------|---------|--------|------------|----------|------------------------|-------------------------|-----------|-----------------|
| | T1 | T2 | Quiz | Assignment | OBT/ PPT | | | | |
| | 10 Mks. | 10 Mks. | 5 Mks. | 5 Mks | 5 Mks | 35 Mks. | 5 Mks. | 40 Mks. | |
| K1 | 2 | 2 | - | - | - | 4 | - | 4 | 10 % |
| K2 | 2 | 2 | 5 | - | - | 9 | - | 9 | 22.5 % |
| K3 | 3 | 3 | - | - | 5 | 11 | - | 11 | 27.5 % |
| K4 | 3 | 3 | - | 5 | - | 11 | - | 11 | 27.5 % |
| Non Scholastic | - | - | - | - | - | | 5 | 5 | 12.5 % |
| Total | 10 | 10 | 5 | 5 | 5 | 35 | 5 | 40 | 100 % |

| | |
|-------------------|-----------|
| CIA | |
| Scholastic | 35 |

| | |
|-----------------------|-----------|
| Non-Scholastic | 5 |
| | 40 |

EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|------------|----|----|----|----|------------------|-------|-----|-------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

UG CIA COMPONENTS

| | | | | Nos | | | | |
|-----------|---|--------------------|--|-----|---|-------|--|--|
| C1 | - | Test (CIA 1) | | 1 | - | 10Mks | | |
| C2 | - | Test (CIA 2) | | 1 | - | 10Mks | | |
| C3 | - | Assignment | | 1 | - | 5 Mks | | |
| C4 | - | Open Book Test/PPT | | 2 * | - | 5 Mks | | |
| C5 | - | Quiz | | 2 * | - | 5 Mks | | |
| C6 | - | Attendance | | | - | 5 Mks | | |

The students have to organize an event individually and as a group.

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED | PSOs ADDRESSED |
|-----|-----------------|--|-------------------|
|-----|-----------------|--|-------------------|

| | | BLOOM'S TAXONOMY) | |
|-----|---|------------------------------|---------------------|
| CO1 | Comprehend role of event planners. | K1, K2, K3 | PSO1, PSO2, PSO5 |
| CO2 | Acquire and apply the skills required to plan an event | K2, K3 | PSO1, PSO5 |
| CO3 | Enhance their innovativeness in managing the media | K3 | PSO5 |
| CO4 | Plan an event with the knack of organizational skill | K3 | PSO1, PSO5 |
| CO5 | Demonstrate a planned event displaying promotional skills | K4 | PSO1, PSO5 |

Mapping of COs with PSOs

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 | PSO 9 | PSO 10 | PSO 11 | PSO 12 |
|--------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|
| CO1 | 1 | 3 | 2 | 3 | 3 | | | | | | | |
| CO2 | 1 | 3 | 2 | 3 | 3 | | | | | | | |
| CO3 | 3 | 3 | 1 | 2 | 3 | | | | | | | |
| CO4 | 1 | 3 | 1 | 3 | 3 | | | | | | | |
| CO5 | 3 | 2 | 1 | 3 | 2 | | | | | | | |

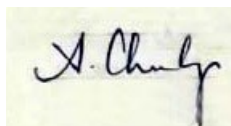
Mapping of COs with POs

| CO/ PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | 1 | 2 | 2 | 3 | 1 | 3 | 1 | | | | | |
| CO2 | 1 | 1 | 3 | 2 | 3 | 2 | 3 | | | | | |
| CO3 | 3 | 3 | 2 | 1 | 3 | 1 | 3 | | | | | |
| CO4 | 3 | 1 | 2 | 3 | 3 | 3 | 3 | | | | | |
| CO5 | 1 | 2 | 2 | 2 | 3 | 2 | 3 | | | | | |

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2 ♦ Weakly Correlated – 1

COURSE DESIGNERS:

1. Ms. A. Chris Marlyn



2. Dr. S. Saira Banu



Forwarded By



Dr. S. Saira Banu
Head
Department of Journalism
& Mass Communication

I B.A

SEMESTER – II

For those who joined in 2019 onwards

Entire Course has focus on **Employability**

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | CATEGORY | HRS/WEEK | CREDITS |
|----------------|-------------|-----------------------|----------|----------|---------|
| USJM | 19JM2CC2 | Media Laws and Ethics | Lecture | 6 | 4 |

COURSE DESCRIPTION:

The course examines the various media laws, policy and regulatory frameworks in India.

COURSE OBJECTIVES:

The course will educate the students on the avoidance of unethical practices while understanding the freedom of speech and expression.

UNITS:**UNIT – I: FUNDAMENTAL LAWS****[15 HRS]**

Salient features of Indian Constitution(Pg. 5 - 13)

Fundamental Rights

Directive Principles of state Policy

Emergency Provisions

Freedom of Media (Pg. 15 - 24)

UNIT – II: LIBEL & SLANDER**[15 HRS]**

Defamation (Pg. 25 - 33)

Provisions of IPC and CPC (Pgs. 34 - 47)

Official Secrets Act, (Pg. 49 - 54)

Contempt of Court (55 - 63)

Patents Act; Copyright Act (Pg. 94 - 106)

Advertising Acts (Pg. 118 - 125)

UNIT – III: NEW MEDIA ACT**[20 HRS]**

Right to Information: Right to Information Act 2005 and its implication

Cyber Crimes (Pg 126 - 128)

IT Act 2000 (Pg 129 - 133)

Working Journalist Act(Pg 72 - 75)

UNIT – IV: BROADCASTING

[20 HRS]

Broadcasting in regulating media. (Pg 150 - 162)

Functions of Press Commission and Press Council.

Cinematograph Act (Pg 163 - 176)

Functions of Film Division, NFDC and CBFC.

Self-Study: Functions of Prasar Bharathi, Vividh Bharathi and Doordarshan

UNIT – V: MEDIA ETHICS

[20 HRS]

Media Ethics(Pg. 177 - 189)

Broadcasting Ethics (Pg. 203 - 205)

Principles of Self-Regulation (Pg. 206 -210)

TEXT BOOK:

(Materials taken from the following books:)

1. Nonlamellar, M. *Media Law and Ethics*. PHI Learning Pvt. Ltd, 2010.

REFERENCES:

1. Aggarwal S.K, *Media and Ethics*, Shipra Publications, 2003.
2. Crone, Tom. *Law and the Media, An Everyday Guide for Professionals*. Focal Press, 2013.
3. Zamir, Niazi. *The Press in Chains*. Oxford University Press, 2010.

DIGITAL OPEN EDUCATIONAL RESOURCES

1. <https://www.nwcbooks.com/download/media-law-and-ethics/>
2. https://en.wikibooks.org/wiki/Introduction_to_Mass_Media/Media_Law_and_Ethics
3. http://www.jru.edu.in/wp-content/uploads/moocs/e-books/journalism-and-mass-communication/Media_Ethics_Laws.pdf

COURSE CONTENTS & LECTURE SCHEDULE:

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|------------------------------------|---|-----------------|--------------------|----------------------------------|
| UNIT 1 -FUNDAMENTAL LAWS | | | | |
| 1.1 | Salient features of Indian Constitution | 4 | Lecture | PPT& Pictures - Google classroom |
| 1.2 | Fundamental Rights | 4 | Lecture | PPT |
| 1.3 | Directive Principles of state Policy | 3 | Lecture | PPT |
| 1.4 | Emergency Provisions Freedom of Media | 4 | Discussion | Google classroom |
| UNIT 2 -LIBEL & SLANDER | | | | |
| 2.1 | Defamation Provisions of IPC and CPC | 5 | Lecture | PPT |
| 2.2 | Official Secrets Act Contempt of Court | 5 | Demo | PPT |
| 2.3 | Patents Act; Copyright Act Advertising Acts | 5 | Flipped Classroom | PPT |
| UNIT 3 – NEW MEDIA ACT | | | | |
| 3.1 | Right to Information: Right to Information Act 2005 and its implication | 5 | Lecture | PPT |
| 3.2 | Cyber Crimes IT Act 2000 | 5 | Lecture | PPT |
| 3.3 | Working Journalist Act | 5 | Classroom Activity | Videos and Pictures |
| UNIT 4 –BROADCASTING | | | | |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|------------------------------|--|-----------------|---------------------|--|
| 4.1 | Broadcasting in regulating media. Functions of Press Commission and Press Council Cinematograph Act | 10 | Lecture | PPT |
| 4.2 | Functions of Film Division, NFDC and CBFC. Self-Study: Functions of Prasar Bharathi, Vividh Bharathi and Doordarshan | 5 | Case Study Analysis | Newspaper Clippings and Videos from the Internet |
| UNIT 5 - MEDIA ETHICS | | | | |
| 5.1 | Media Ethics | 8 | Group Discussion | Google Classroom |
| 5.2 | Broadcasting Ethics Principles of Self-Regulation | 7 | Case Study Analysis | Newspaper Clippings and Videos from the Internet |

| Levels | C1 | C2 | C3 | C4 | C5 | Total Scho lastic Marks | Non Scho lastic Marks C6 | CIA Total | % of Assess ment |
|--------|------------|------------|-----------|----------------|-------------|-------------------------------|-----------------------------------|--------------|------------------------|
| | T1 | T2 | Quiz | Assign ment | OBT/ PPT | | | | |
| | 10 Mks. | 10 Mks. | 5 Mks. | 5 Mks | 5 Mks | 35 Mks. | 5 Mks. | 40 Mks. | |
| K1 | 2 | 2 | - | - | - | 4 | - | 4 | 10 % |

| | | | | | | | | | |
|-----------------------|-----------|-----------|----------|----------|----------|-----------|----------|-----------|---------------|
| K2 | 2 | 2 | 5 | - | - | 9 | - | 9 | 22.5 % |
| K3 | 3 | 3 | - | - | 5 | 11 | - | 11 | 27.5 % |
| K4 | 3 | 3 | - | 5 | - | 11 | - | 11 | 27.5 % |
| Non Scholastic | - | - | - | - | - | | 5 | 5 | 12.5 % |
| Total | 10 | 10 | 5 | 5 | 5 | 35 | 5 | 40 | 100 % |

| CIA | |
|-----------------------|-----------|
| Scholastic | 35 |
| Non-Scholastic | 5 |
| | 40 |

EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|-------------------|-----------|-----------|-----------|-----------|-------------------------|--------------|------------|--------------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

UG CIA COMPONENTS

| | | | Nos | | |
|-----------|---|--------------------|------------|---|-------|
| C1 | - | Test (CIA 1) | 1 | - | 10Mks |
| C2 | - | Test (CIA 2) | 1 | - | 10Mks |
| C3 | - | Assignment | 1 | - | 5 Mks |
| C4 | - | Open Book Test/PPT | 2 * | - | 5 Mks |
| C5 | - | Quiz | 2 * | - | 5 Mks |
| C6 | - | Attendance | | - | 5 Mks |

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|-----|--|--|------------------------|
| CO1 | Appreciate the freedom of speech and expression | K1 | PSO2, PSO4, PSO5 |
| CO2 | Comprehend media constitutional laws and ways to solve simple media law cases. | K1, K2, | PSO2, PSO4, PSO5 |
| CO3 | Acquire Knowledge of Media Regulatory bodies of India | K1 | PSO1, PSO2, PSO4, PSO5 |
| CO4 | Understand the major challenges of ethical journalism | K1, K2, K3 | PSO2, PSO4, PSO5 |
| CO5 | Apply knowledge of self-regulation and other ethical practices in profession | K4 | PSO2, PSO4, PSO5 |

Mapping of COs with PSOs

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 | PSO8 | PSO9 | PSO10 | PSO11 |
|--------|------|------|------|------|------|------|------|------|------|-------|-------|
| CO1 | 1 | 3 | 2 | 3 | 3 | | | | | | |
| CO2 | 1 | 3 | 2 | 3 | 3 | | | | | | |
| CO3 | 3 | 3 | 1 | 2 | 3 | | | | | | |
| CO4 | 1 | 3 | 1 | 3 | 3 | | | | | | |
| CO5 | 3 | 2 | 1 | 3 | 2 | | | | | | |


Mapping of COs with POs

| CO/ PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | 1 | 2 | 3 | 2 | 3 | 2 | 3 | | | | | |
| CO2 | 3 | 2 | 2 | 3 | 1 | 2 | 2 | | | | | |
| CO3 | 1 | 2 | 3 | 3 | 1 | 2 | 3 | | | | | |
| CO4 | 1 | 3 | 2 | 2 | 3 | 3 | 2 | | | | | |
| CO5 | 1 | 2 | 1 | 2 | 3 | 2 | 1 | | | | | |

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2 ♦ Weakly Correlated -1

COURSE DESIGNERS:

1. Ms. S.Jeno Mary



2. Ms. G. Roseline Stella Rani



Forwarded By



Dr. S. Saira Banu
Head
Department of Journalism
& Mass Communication

I B.A
SEMESTER – II

For those who joined in 2019 onwards

Entire Course has focus on **Employability** & **Skill Development**

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | CATEGORY | HRS/ WEEK | CREDITS |
|----------------|-------------|-------------------------|-----------|-----------|---------|
| USJM | 19JM2CP2 | Photo Journalism | PRACTICAL | 6 | 4 |

COURSE DESCRIPTION:

The course enables students to apply photography skills to the practice of shooting individually and in group on specific assignments.

COURSE OBJECTIVES:

- To enable the students to learn the basics of camera techniques
- To provide training in the application of the necessary software.

UNIT-I: HISTORY OF PHOTOGRAPHY

[20HRS]

Pioneers in Photography

Early experiments in photography

Revolution of digital

UNIT-II: CAMERA BASIC

[20HRS]

Basics of Camera

Basics of Camera Types of Lens and Filters,

Usage of lens and filters. Types of shots and angles,

Mounting equipment

UNIT-III: TYPES OF PHOTOGRAPHY

[20HRS]

Photo-journalism: photo-essay, narrative visuals, ethics, Journalistic relevance

Street Photography

War photography

Wild life photography

Feature, photography

Sports Photography

Business photography

UNIT-IV: ONLINE PHOTOGRAPHY

[15 HRS]

Media for photography, WordPress, Making a photo essay (practical)

Self-Study: Instagram, Pinterest, Flickr, Tumblr

UNIT-V: PHOTO EDITING SOFTWARES

[15 HRS]

Editing: Photoshop, Light room

REFERENCES:

1. Kobre, Kenneth. *Photojournalism: The Professional's Approach*. Focal Press, 2008.
2. Good, Jennifer. *Understanding Photojournalism*. Bloomsbury Academic, 2017.

DIGITAL OPEN EDUCATIONAL RESOURCES

1. <https://www.pixpa.com/blog/photojournalism>
2. <https://studio.pixpa.com/signup?refcode=blogref15>
3. <https://www.thesprucecrafts.com/an-introduction-to-photojournalism-2688644>

COURSE CONTENTS & LECTURE SCHEDULE:

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---------------------------------------|----------------------------------|-----------------|-------------------|---------------|
| UNIT-I: HISTORY OF PHOTOGRAPHY | | | | |
| 1.1 | Pioneers in Photography | 8 | Lecture | PPT |
| 1.2 | Early experiments in photography | 8 | Lecture | PPT |

| | | | | |
|---------------------------------------|---|---|------------------|--------------------------|
| 1.3 | Revolution of digital | 4 | Lecture | PPT |
| UNIT-II: CAMERA BASICS | | | | |
| 2.1 | Basics of Camera | 5 | Lecture | Google Class room |
| 2.2 | Basics of Camera Types of Lens and Filters, | 5 | Lecture | Videos from the Internet |
| 2.3. | Usage of lens and filters. Types of shots and angles, | 5 | Lecture | PPT |
| 2.4 | Mounting equipment | 5 | Lecture | Videos from the Internet |
| UNIT-III: TYPES OF PHOTOGRAPHY | | | | |
| 3.1 | Photo-journalism | 2 | Class Assignment | Google Class room |
| 3.2 | Street Photography | 3 | Class Assignment | Google Class room |
| 3.3 | War photography | 3 | Class Assignment | Google Class room |
| 3.4 | Wild life photography | 3 | Class Assignment | Google Class room |
| 3.5 | Feature, photography | 3 | Class Assignment | Google Class room |
| 3.6 | Sports Photography | 3 | Class Assignment | Google Class room |
| 3.7 | Business photography | 3 | Class Assignment | Google Class room |
| UNIT-IV: ONLINE PHOTOGRAPHY | | | | |
| 4.1 | Media for photography | 5 | Lecture | PPT, Videos |
| 4.2 | WordPress | 5 | Lecture | PPT |

| | | | | |
|--|--|---|----------------------------|--------|
| 4.3 | Self-Study: Instagram, Pinterest, Flickr, Tumblr | 5 | Lecture & Group Discussion | Videos |
| UNIT-V: PHOTO EDITING SOFTWARES | | | | |
| 5.1 | Learning Photo Editing Software | 5 | Lecture | PPT |
| 5.2 | Photoshop | 5 | Lecture | PPT |
| 5.3 | Light room | 5 | Lecture & Class Assignment | PPT |

EVALUATION PATTERN

| Levels | C1 | C2 | C3 | C4 | C5 | Total Scho lastic Marks | Non Scho lastic Marks C6 | CIA Total | % of Assess ment |
|-----------------------|------------|------------|-----------|----------------|-------------|-------------------------------|-----------------------------------|--------------|---------------------|
| | T1 | T2 | Quiz | Assign ment | OBT/ PPT | | | | |
| | 10 Mks. | 10 Mks. | 5 Mks. | 5 Mks | 5 Mks | 35 Mks. | 5 Mks. | 40 Mks. | |
| K1 | 2 | 2 | - | - | - | 4 | - | 4 | 10 % |
| K2 | 2 | 2 | 5 | - | - | 9 | - | 9 | 22.5 % |
| K3 | 3 | 3 | - | - | 5 | 11 | - | 11 | 27.5 % |
| K4 | 3 | 3 | - | 5 | - | 11 | - | 11 | 27.5 % |
| Non Schola stic | - | - | - | - | - | | 5 | 5 | 12.5 % |
| Total | 10 | 10 | 5 | 5 | 5 | 35 | 5 | 40 | 100 % |

| CIA | |
|-----------------------|-----------|
| Scholastic | 35 |
| Non-Scholastic | 5 |
| | 40 |

EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|------------|----|----|----|----|------------------|-------|-----|-------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

UG CIA COMPONENTS

| | | Nos | |
|-----------|---|--------------------|-------------|
| C1 | - | Test (CIA 1) | 1 - 10Mks |
| C2 | - | Test (CIA 2) | 1 - 10Mks |
| C3 | - | Assignment | 1 - 5 Mks |
| C4 | - | Open Book Test/PPT | 2 * - 5 Mks |
| C5 | - | Quiz | 2 * - 5 Mks |
| C6 | - | Attendance | - 5 Mks |

Practical work:

Album for photojournalism

*Record note to be submitted

I B.A
SEMESTER – II

For those who joined in 2019 onwards

Entire Course has focus on **Employability**

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | CATEGORY | HRS/WEEK | CREDITS |
|----------------|-------------|------------------------------------|----------|----------|---------|
| USJM | 19JM2AC2 | National and International Affairs | Lecture | 5 | 5 |

COURSE DESCRIPTION

The course enables students to analyse National and International events/issues from a critical perspective

COURSE OBJECTIVES

To present to the students a general introduction to the discipline of International Relations and to major themes in world politics.

UNITS

UNIT I: CITIZEN LED MOVEMENTS IN INDIA

[15 HRS]

Indian Independence movements (India and the Contemporary World.Pgs.50-53)

The Idea of Satyagraha (India and the Contemporary World.Pgs.54-65)

The Salt March Movement (India and the Contemporary World.Pgs.54-65)

Civil Disobedience Movement (India and the Contemporary World.Pgs.54-65)

B. R. Ambedkar's Political views (Dalit Movement in India.Pgs.72-90)

Dalit Movement (Dalit Movement in India.Pgs.111-156)

Cinema and Dalit Politics

UNIT –II DRAVIDIAN POLITICS

[15 HRS]

Dravidian Movement (Party Politics in India.Pgs.1-14)

Periyar E. V. Ramasamy's political views.

Genesis of DMK

Cinema and Dravidian Politics

UNIT -III - POLITICAL THEORIES**[15 HRS]**

Communism (Party Politics in India.Pg.118-154)

Totalitarianism (Norman Lowe. Pg.133-145)

Colonialism (International Relations. 199-203)

Capitalism

Liberalism

Conservatism (Indian Polity. Pg. 69-75)

Radicals (Indian Polity. Pg. 69-75)

Reactionaries (Indian Polity. Pg. 69-75)

Pluralism (International Relations.Pg.32-33)

Propaganda-Types and Techniques

UNIT -IV NEO- COLONIALISM**[15 HRS]**

Political Devices (International Relations.Pg.199-203)

Foreign Aid (International Relations.Pg.199-203)

Multinational Corporations (International Relations.Pg.199-203)

Treaties and Agreements (Indian Polity. Pg. 67-68)

Disarmament and Arms Control (International Relations.Pg.303-318)

Transfer of Technology (International Relations.Pg.199-203)

Cultural Device (International Relations.Pg.199-203)

Foreign Policy of present Indian Government (International Relations. 463-464)

Media Conglomeration

UNIT -V CASE STUDY**[15 HRS]**

Corruption

Left wing extremism

Right wing extremism

Border Conflict

Language Conflict

Honour Killing

Self-Study: Cartoons that explains Political/Social Issues; Photographs that explains Political/Social Issues

Text Books:

(Materials taken from the following books)

1. Laxmikanth, M. *Indian Polity*. McGraw Hill Education (India) Private Limited, 2017
2. Ghosh, Peu. *International Relations*. PHI Learning Private Limited, 2016
3. Sharma, S.P. *Party Politics in India*. McGraw Hill Education (India) Private Limited, 2005
4. Lowe, Norman. *Mastering Modern World History*. Macmillan Education Ltd, 2001.

REFERENCES:

1. Laxmikanth, M. *Indian Polity*. McGraw Hill Education (India) Private Limited, 2017
5. Ghosh, Peu. *International Relations*. PHI Learning Private Limited, 2016
6. Sharma, S.P. *Party Politics in India*. McGraw Hill Education (India) Private Limited, 2005
7. Lowe, Norman. *Mastering Modern World History*. Macmillan Education Ltd, 2001.
8. Kumar, S. *International Relations*. R.P. Publications, 2017.

DIGITAL OPEN EDUCATIONAL RESOURCES

1. https://library.oapen.org/browse?type=classification_text&value=International+relations
2. https://www.epw.in/system/files/pdf/1964_16/39/the_dravida_movement.pdf
3. <https://libraries.etsu.edu/research/guides/internationalstudies/oer>

COURSE CONTENTS & LECTURE SCHEDULE:

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---|--|-----------------|-------------------|-----------------------------------|
| UNIT 1 -CITIZEN LED MOVEMENTS IN INDIA | | | | |
| 1.1 | Indian Independence movements (India and the Contemporary World) | 3 | Lecture | PPT & Pictures - Google classroom |
| 1.2 | The Idea of Satyagraha | 2 | Lecture | PPT |
| 1.3 | The Salt March Movement | 2 | Lecture | PPT |
| 1.4 | Civil Disobedience Movement | 2 | Lecture | PPT |
| 1.5 | B. R. Ambedkar's Political views | 2 | Lecture | PPT |
| 1.6 | Dalit Movement | 2 | Seminar | Charts |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|------------------------------------|---|-----------------|-------------------|----------------------------|
| | | | | Pictures |
| 1.7 | Cinema and Dalit Politics | 2 | Seminar | Videos of Cinema Clippings |
| UNIT 2 - DRAVIDIAN POLITICS | | | | |
| 2.1 | Dravidian Movement | 4 | Lecture | PPT |
| 2.2 | Periyar E. V. Ramasamy's political views. | 4 | Lecture | PPT |
| 2.3 | Genesis of DMK | 4 | Lecture | PPT |
| 2.4 | Cinema and Dravidian Politics | 3 | Discussion | Google classroom |
| UNIT 3 – POLITICAL THEORIES | | | | |
| 3.1 | Communism | 2 | Lecture | PPT |
| 3.2 | Totalitarianism | 1 | Lecture | PPT |
| 3.3 | Colonialism | 2 | Lecture | PPT |
| 3.4 | Capitalism | 1 | Lecture | PPT |
| 3.5 | Liberalism | 1 | Lecture | PPT |
| 3.6 | Conservatism | 1 | Lecture | PPT |
| 3.7 | Radicals | 2 | Lecture | PPT |
| 3.8 | Reactionaries | 1 | Lecture | PPT |
| 3.9 | Pluralism | 2 | Lecture | PPT |
| 3.10 | Propaganda-Types and Techniques | 2 | Discussion | Google classroom |
| UNIT 4 –NEO- COLONIALISM | | | | |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|----------------------------|---|------------------------|--------------------------|--------------------------------|
| 4.1 | Political Devices | 2 | Lecture | Black Board |
| 4.2 | Foreign Aid | 2 | Lecture | Black Board |
| 4.3 | Multinational Corporations | 1 | Lecture | Black Board |
| 4.4 | Treaties and Agreements | 1 | Lecture | Black Board |
| 4.5 | Disarmament and Arms Control | 2 | Lecture | Video |
| 4.6 | Transfer of Technology | 2 | Group Discussion | Google Classroom |
| 4.7 | Cultural Device | 2 | Group Discussion | Google Classroom |
| 4.8 | Foreign Policy of present Indian Government | 2 | Lecture | PPT |
| 4.9 | Media Conglomeration | 1 | Lecture | PPT |
| UNIT 5 - CASE STUDY | | | | |
| 5.1 | Corruption | 2 | Group Discussion | Google Classroom |
| 5.2 | Left wing extremism | 1 | Lecture | PPT |
| 5.3 | Right wing extremism | 1 | Lecture | PPT |
| 5.4. | Border Conflict | 2 | Lecture | Newspaper articles, Movies |
| 5.5 | Language Conflict | 3 | Group Discussion | Google Classroom |
| 5.6 | Honour Killing | 3 | Case Study Analysis | Newspaper Clippings and Videos |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|------------|--|-----------------|-------------------|--|
| | | | | from the Internet |
| 5.7 | Self-Study: Cartoons that explains Political/Social Issues; Photographs that explains Political/Social Issues | 3 | Seminar | Cartoons, Newspaper Clippings and Videos from the Internet |

| Levels | C1 | C2 | C3 | C4 | C5 | Total Scholastic Marks | Non Scholastic Marks C6 | CIA Total | % of Assessment |
|----------------|---------------|---------------|----------------|----------------------|-------------------|------------------------|-------------------------|-----------|-----------------|
| | T1 10 Mks. | T2 10 Mks. | Quiz 5 Mks. | Assignment 5 Mks. | OBT/PPT 5 Mks. | 35 Mks. | 5 Mks. | 40 Mks. | |
| K1 | 2 | 2 | - | - | - | 4 | - | 4 | 10 % |
| K2 | 2 | 2 | 5 | - | - | 9 | - | 9 | 22.5 % |
| K3 | 3 | 3 | - | - | 5 | 11 | - | 11 | 27.5 % |
| K4 | 3 | 3 | - | 5 | - | 11 | - | 11 | 27.5 % |
| Non Scholastic | - | - | - | - | - | | 5 | 5 | 12.5 % |
| Total | 10 | 10 | 5 | 5 | 5 | 35 | 5 | 40 | 100 % |

| CIA | |
|----------------|----|
| Scholastic | 35 |
| Non-Scholastic | 5 |
| | 40 |

EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|------------|----|----|----|----|------------------|-------|-----|-------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

UG CIA COMPONENTS

| | | | | Nos | | |
|-----------|---|--------------------|-----|-----|-------|--|
| C1 | - | Test (CIA 1) | 1 | - | 10Mks | |
| C2 | - | Test (CIA 2) | 1 | - | 10Mks | |
| C3 | - | Assignment | 1 | - | 5 Mks | |
| C4 | - | Open Book Test/PPT | 2 * | - | 5 Mks | |
| C5 | - | Quiz | 2 * | - | 5 Mks | |
| C6 | - | Attendance | | - | 5 Mks | |

Assignment:

Identify and list various left- and right-wing extremism in India

Submit a case study on a recent incident of terrorism

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|-----|---|--|----------------|
| CO1 | Understand the significance of Citizen led movements in India | K1, K2 | PSO4, PSO5 |
| CO2 | Trace the evolution of Dravidian politics in Tamil Nadu | K1, K2 | PSO4, PSO5 |
| CO3 | Analyse the various Political theories | K3, K4 | PSO4, PSO5 |
| CO4 | Evaluate the causes and processes of modern and neo-colonial international issues | K3, K4 | PSO4, PSO5 |
| CO5 | Critique some controversial laws and demonstrate critical thinking skills through writing and discussion. | K4 | PSO4, PSO5 |

Mapping of COs with PSOs

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--------|------|------|------|------|------|
| CO1 | 1 | 1 | 2 | 2 | 3 |
| CO2 | 1 | 1 | 2 | 3 | 3 |
| CO3 | 3 | 3 | 1 | 2 | 3 |
| CO4 | 1 | 3 | 1 | 3 | 3 |
| CO5 | 3 | 2 | 1 | 3 | 2 |

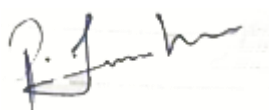
Mapping of COs with POs

| CO/ PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 1 | 2 | 2 | 3 | 1 | 1 | 2 |
| CO2 | 1 | 1 | 3 | 2 | 3 | 1 | 1 |
| CO3 | 3 | 3 | 2 | 1 | 3 | 1 | 1 |
| CO4 | 3 | 1 | 2 | 3 | 3 | 1 | 1 |
| CO5 | 1 | 2 | 2 | 2 | 3 | 1 | 2 |

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2 ♦ Weakly Correlated -1

COURSE DESIGNERS:

1. Ms. P. Jeevitha Mariashanthini



2. Dr. S. Saira Banu



Forwarded By



Dr. S. Saira Banu
Head
Department of Journalism
& Mass Communication

SEMESTER – II*For those who joined in 2019 onwards***Entire Course has focus on Employability, Entrepreneurship & Skill Development**

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | CATEGORY | HRS/WEEK | CREDITS |
|----------------|-------------|------------------|----------|----------|---------|
| USJM | 19JM2NME | Event Management | Lecture | 2 | 2 |

COURSE DESCRIPTION:

This course allows students to build their fundamental knowledge of modern event management.

COURSE OBJECTIVES:

To enable students to plan and execute various events with relevant skills for each event.

UNITS:**UNIT –I EVENT****[5HRS]**

Introduction: Definition of Event Management - role of public relations- basic skills- qualities of event manager

UNIT –II TYPES OF EVENT**[5HRS]**

Types of Event: business events – corporate events- cause related events – fundraising events- exhibitions – trade fairs

UNIT –III SKILLS**[5HRS]**

Skill set: negotiating skills – creative skills – planning skills- execution skill – persuasive skills, Budgeting.

UNIT –IV EVENT PROMOTION**[10HRS]**

Managing the media: drafting the press release - press conference – media coverage – in house publication- promotional materials- advertising campaign

UNIT –V EXECUTION (Self Study)**[5HRS]**

Process: Planning – putting together a team – budgeting the event – executing – evaluating.

Self-Study: Mock event planning to be done by groups.

TEXT BOOK:

(Materials taken from the following books:)

1. Kilkenney, Shannon. *The Complete Guide for Successful Event Planning*. Atlantic Publishing Group Inc, 2011.

REFERENCES:

3. Judy, Allen. *Event Planning: The Ultimate Guide to Successful Meetings, Corporate Events, Fundraising Galas, Conferences, Conventions, Incentives and Other Events*. San Francisco, 2010
4. Kilkenney, Shannon. *The complete Guide for successful Event Planning*. Atlantic Publishing Group Inc, 2011.

DIGITAL OPEN EDUCATIONAL RESOURCES

1. <https://www.thebalancesmb.com/what-is-events-management-1223642>
2. <https://www.thebalancesmb.com/what-is-events-management-1223642>
3. <https://www.thebalancesmb.com/corporate-events-common-types-1223785>

COURSE CONTENTS & LECTURE SCHEDULE:

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---------------------------------|---|------------------------|--------------------------|--------------------------------|
| UNIT 1 -EVENT | | | | |
| 1.1 | Introduction: Definition of Event Management | 1 | Lecture | PPT |
| 1.2 | Role of public relations | 2 | Lecture | Black Board |
| 1.3 | Basic skills- qualities of event manager | 2 | Lecture | PPT |
| UNIT 2 - TYPES OF EVENTS | | | | |
| 2.1 | Types of Event: business events corporate events | 2 | Lecture | Videos |
| 2.2 | Cause related events – fundraising events | 2 | Lecture | PPT |
| 2.3 | Exhibitions – trade fairs | 1 | Seminar | PPT |
| UNIT 3 – SKILLS | | | | |
| 3.1 | Negotiating & Persuasive skills | 1 | Lecture | PPT |
| 3.2 | Creative skills | 1 | Lecture | PPT |
| 3.3 | Planning skills | 1 | Lecture | PPT |
| 3.4 | Execution skill | 1 | Lecture | PPT |
| 3.5 | Budgeting | 1 | Lecture | PPT |
| UNIT 4 –EVENT PROMOTION | | | | |
| 4.1 | Managing the media: drafting the press release - press conference | 2 | Lecture | PPT |
| 4.2 | Media coverage | 2 | Lecture | Newspaper Clippings and Videos |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---------------------------------------|--|-----------------|-------------------|---|
| 4.3 | In house publication | 2 | Lecture | Newspaper Clippings, fliers, brochures, |
| 4.4 | Promotional materials | 2 | Lecture | Newspaper Clippings, fliers, brochures, photos and Videos |
| 4.5 | Advertising campaign | 2 | Lecture | Newspaper Clippings, fliers, brochures |
| UNIT 5 –EXECUTION (SELF STUDY) | | | | |
| 5.1 | Process: Planning – putting together a team – budgeting the event – executing – evaluating | 2 | Group Discussion | Google Classroom |
| 5.2 | Mock event planning to be done by groups | 3 | Demo | Newspaper Clippings and Videos from the Internet |

| Levels | C1 | C2 | C3 | C4 | C5 | Total Scho lastic Marks | Non Scho lastic Marks C6 | CIA Total | % of Assess ment |
|--------|------------------|------------------|-------------------|----------------------------|-------------------------|-------------------------------|-----------------------------------|--------------|---------------------|
| | T1 10 Mks. | T2 10 Mks. | Quiz 5 Mks. | Assign ment 5 Mks | OBT/ PPT 5 Mks | 35 Mks. | 5 Mks. | 40 Mks. | |
| K1 | 2 | 2 | - | - | - | 4 | - | 4 | 10 % |
| K2 | 2 | 2 | 5 | - | - | 9 | - | 9 | 22.5 % |

| | | | | | | | | | |
|------------|----|----|----------------|----|------------------|----|-------|-----|--------|
| K3 | 3 | 3 | - | - | 5 | 11 | - | 11 | 27.5 % |
| K4 | 3 | 3 | - | 5 | - | 11 | - | 11 | 27.5 % |
| Non Schola | - | | | | | | 5 | 5 | |
| SCHOLASTIC | | | | | NON - SCHOLASTIC | | MARKS | | |
| C1 | C2 | C3 | C4 | C5 | C6 | | CIA | ESE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | | 40 | 60 | 100 |
| | | | CIA | | | | | | |
| | | | Scholastic | | 35 | | | | |
| | | | Non-Scholastic | | 5 | | | | |
| | | | | | 40 | | | | |

EVALUATION PATTERN

UG CIA COMPONENTS

| | | | Nos | | |
|-----------|---|--------------------|------------|---|-------|
| C1 | - | Test (CIA 1) | 1 | - | 10Mks |
| C2 | - | Test (CIA 2) | 1 | - | 10Mks |
| C3 | - | Assignment | 1 | - | 5 Mks |
| C4 | - | Open Book Test/PPT | 2 * | - | 5 Mks |
| C5 | - | Quiz | 2 * | - | 5 Mks |
| C6 | - | Attendance | | - | 5 Mks |

The students have to organize an event individually and as a group.

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|------------|--|--|---------------------------|
| CO1 | Comprehend role of event planners. | K1, K2, K3 | PSO1, PSO2, PSO5 |
| CO2 | Acquire and apply the skills required to plan an event | K2, K3 | PSO1, PSO5 |
| CO3 | Enhance their innovativeness in managing the media | K3 | PSO5 |
| CO4 | Plan an event with the knack of organizational skill | K3 | PSO1, PSO5 |
| CO5 | Demonstrate a planned event displaying promotional skills | K4 | PSO1, PSO5 |

Mapping of COs with PSOs

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 |
|---------------|------------------|------------------|------------------|------------------|------------------|
| CO1 | 1 | 3 | 2 | 3 | 3 |
| CO2 | 1 | 3 | 2 | 3 | 3 |
| CO3 | 3 | 3 | 1 | 2 | 3 |
| CO4 | 1 | 3 | 1 | 3 | 3 |
| CO5 | 3 | 2 | 1 | 3 | 2 |

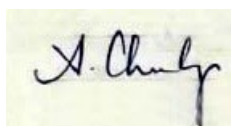
Mapping of COs with POs

| CO/ PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 1 | 2 | 2 | 3 | 1 | 3 | 1 |
| CO2 | 1 | 1 | 3 | 2 | 3 | 2 | 3 |
| CO3 | 3 | 3 | 2 | 1 | 3 | 1 | 3 |
| CO4 | 3 | 1 | 2 | 3 | 3 | 3 | 3 |
| CO5 | 1 | 2 | 2 | 2 | 3 | 2 | 3 |

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2 ♦ Weakly Correlated – 1

COURSE DESIGNERS:

1. Ms. A. Chris Marlyn



2. Dr. S. Saira Banu



Forwarded By



Dr. S. Saira Banu
Head
Department of Journalism
& Mass Communication

II B.A**SEMESTER – III***For those who joined in 2019 onwards***Entire Course has focus on Employability, Entrepreneurship & Skill Development**

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | CATEGORY | HRS/WEEK | CREDITS |
|----------------|--------------|--|----------|----------|---------|
| USJM | 19JM3CC 3 | Radio and Television Production Techniques | Lecture | 6 | 4 |

COURSE DESCRIPTION:

The course enables students to learn the production process and techniques involved in Radio and Television Production.

COURSE OBJECTIVE:

The objective of Radio and Television production is to equip students with theoretical and applied knowledge as well as skills required for managing radio and television programming, and producing and broadcasting various programs

UNIT I: RADIO PROGRAMME FORMAT AND CREW [20HRS]

Understanding Radio Programme Productions (Radio Production.Pgs.1-16)

Various Program formats (Radio Production.Pgs.115-284)

Production Crew (Radio Production.Pgs.276-284)

UNIT II: RADIO PROGRAMME PRODUCTION TECHNIQUES [15HRS]

Radio Studio (Radio Production.Pgs.19-35)

Mixing Console (Radio Production.Pgs.16)

Types of Microphones (Radio Production.Pgs.27-28)

UNIT III: TELEVISION PROGRAMME FORMAT AND CREW [20HRS]

Understanding Various Phases of TV Production (Video Production.Pgs.68-95)

Various Program formats

Production Crew (Video Production.Pgs.57-64)

UNIT IV: TV PROGRAMME PRODUCTION TECHNIQUES [15HRS]

Camera Techniques (Video Production.Pgs.99-126)

Single and Muti-Camera productions

Lighting Techniques (Video Production.Pgs.142-160)

Types of Lens (Video Production.Pgs.50-56)

Techniques of production in various environments

UNIT V: ETHICAL ISSUES [20HRS]

Code of ethics for Radio

Code of ethics for Television

Ethical violations in Radio programs

Ethical violations in Television programs

Writing for Electronic Media

TEXT BOOKS:

McLeish, Robert. *Radio Production*. Elsevier, 2003

Gupta, R. *Mass Communication and Journalism*. Ramesh Publishing House, 2017

Belavadi, Vasuki. *Video Production*. Oxford University Press, 2008

Bhattnagar, Aditi. *Media of Communication Radio TV & Video*. ABD publishers, 2018

Kumar Singh, Samir. *Electronic Media and Communication*. ABD publishers, 2017

REFERENCES:

1. Joseph, Dominick. *The Dynamics of Mass Communication*. Mc Graw Hill, 2007
2. Herbert Zettl, *Television Production*. Handbook. Wadsworth, 2010

DIGITAL OPEN EDUCATIONAL RESOURCES

1. <https://www.mercy.edu/degrees-programs/bs-media-studies-radio-and-television-production>
2. http://www.universityofcalicut.info/SDE/Radio%20&%20Television_25april2015.pdf

COURSE CONTENTS & LECTURE SCHEDULE:

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---|---|------------------------|----------------------------|----------------------------------|
| UNIT -1- RADIO PROGRAMME FORMAT AND CREW | | | | |
| 1.1 | Understanding Radio Programme Productions | 5 | Lecture | PPT |
| 1.2 | Various Program formats | 10 | Lecture | PPT |
| 1.3 | Production Crew | 5 | Lecture | PPT |
| UNIT-2 - RADIO PROGRAMME PRODUCTION TECHNIQUES | | | | |
| 2.1 | Radio Studio | 8 | Lecture | Google Class room |
| 2.2 | Mixing Console | 2 | Lecture | Videos for Production Techniques |
| 2.3. | Types of Microphones | 5 | Lecture | PPT |
| UNIT-3 - TELEVISION PROGRAMME FORMAT AND CREW | | | | |
| 3.1 | Understanding Various Phases of TV Production | 8 | Lecture & Class Assignment | PPT |
| 3.2 | Various Program formats | 8 | Lecture & Class Assignment | PPT |
| 3.3 | Production Crew | 4 | Lecture & Class Assignment | PPT |
| UNIT 4 – TV PROGRAMME PRODUCTION TECHNIQUES | | | | |
| 4.1 | Camera Techniques | 3 | Lecture | Videos for Production |

| | | | | |
|--------------------------------|--|---|----------------------------|----------------------------------|
| | | | | Techniques |
| 4.2 | Single and Multi-Camera productions | 2 | Lecture | PPT |
| 4.3 | Lighting Techniques | 2 | Lecture & Group Discussion | Videos for Production Techniques |
| 4.4 | Types of Lens | 3 | Lecture | PPT |
| 4.5 | Techniques of production in various environments | 5 | Lecture | Videos for Production |
| UNIT V – ETHICAL ISSUES | | | | |
| 5.1 | Code of ethics for Radio | 3 | Lecture | PPT |
| 5.2 | Code of ethics for Television | 3 | Lecture | PPT |
| 5.3 | Ethical violations in Radio programs | 4 | Lecture & Class Assignment | PPT |
| 5.4 | Ethical violations in Television programs | 5 | Lecture & Class Assignment | PPT |
| 5.5 | Writing for Electronic Media | 5 | Lecture & Class Assignment | PPT |

| Levels | C1 | C2 | C3 | C4 | C5 | Total Scho lastic Marks | Non Scho lastic Marks C6 | CIA Total | % of Assess ment |
|-----------|------------|------------|-----------|----------------|-------------|-------------------------------|-----------------------------------|--------------|---------------------|
| | T1 | T2 | Quiz | Assign ment | OBT/ PPT | | | | |
| | 10 Mks. | 10 Mks. | 5 Mks. | 5 Mks | 5 Mks | 35 Mks. | 5 Mks. | 40 Mks. | |
| K1 | 2 | 2 | - | - | - | 4 | - | 4 | 10 % |

| | | | | | | | | | |
|-----------------------|-----------|-----------|----------|----------|----------|-----------|----------|-----------|---------------|
| K2 | 2 | 2 | 5 | - | - | 9 | - | 9 | 22.5 % |
| K3 | 3 | 3 | - | - | 5 | 11 | - | 11 | 27.5 % |
| K4 | 3 | 3 | - | 5 | - | 11 | - | 11 | 27.5 % |
| Non Scholastic | - | - | - | - | - | | 5 | 5 | 12.5 % |
| Total | 10 | 10 | 5 | 5 | 5 | 35 | 5 | 40 | 100 % |

| CIA | |
|-----------------------|-----------|
| Scholastic | 35 |
| Non-Scholastic | 5 |
| | 40 |

EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|-------------------|-----------|-----------|-----------|-----------|-------------------------|--------------|------------|--------------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

UG CIA COMPONENTS

| | | | Nos | | |
|-----------|---|--------------------|------------|---|-------|
| C1 | - | Test (CIA 1) | 1 | - | 10Mks |
| C2 | - | Test (CIA 2) | 1 | - | 10Mks |
| C3 | - | Assignment | 1 | - | 5 Mks |
| C4 | - | Open Book Test/PPT | 2 * | - | 5 Mks |
| C5 | - | Quiz | 2 * | - | 5 Mks |
| C6 | - | Attendance | | - | 5 Mks |

Assignment:

Students should identify and compile various ethical violations in Radio and Television Programs.

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|------|---|--|----------------|
| CO 1 | Comprehend the format and crew of Radio and television Programmes | K1, K2 | PSO1, PSO5 |
| CO 2 | Gain knowledge and understanding of different media systems operating at the national and international level. | K1, K2 | PSO2, PSO5 |
| CO 3 | Demonstrate knowledge and understanding of the workings of media institutions and actors, media governance and regulatory structures. | K3, K4 | PSO1, PSO5 |
| CO 4 | Display the skills required for media production | K3, K4 | PSO1, PSO5 |
| CO 5 | Identify the ethical violations in Radio and Television Programme | K1/K2 | PSO2, PSO5 |

Mapping of COs with PSOs

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 | PSO 9 | PSO10 | PSO11 | PSO12 |
|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| CO1 | 3 | 1 | 1 | 1 | 3 | | | | | | | |
| CO2 | 2 | 3 | 1 | 1 | 3 | | | | | | | |
| CO3 | 3 | 2 | 1 | 2 | 3 | | | | | | | |

| | | | | | | | | | | | | |
|-----|---|---|---|---|---|--|--|--|--|--|--|--|
| CO4 | 3 | 1 | 2 | 2 | 3 | | | | | | | |
| CO5 | 1 | 3 | 1 | 1 | 3 | | | | | | | |

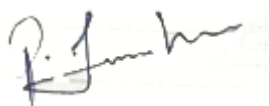
Mapping of COs with POs

| CO/ PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | 1 | 2 | 2 | 3 | 2 | 2 | 2 | | | | | |
| CO2 | 1 | 1 | 2 | 2 | 3 | 2 | 2 | | | | | |
| CO3 | 3 | 3 | 2 | 1 | 3 | 3 | 1 | | | | | |
| CO4 | 3 | 3 | 2 | 3 | 3 | 1 | 2 | | | | | |
| CO5 | 1 | 1 | 2 | 2 | 3 | 1 | 2 | | | | | |

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2 ♦ Weakly Correlated -1

COURSE DESIGNERS:

1. Ms. P.Jeevitha Maria shanthini



2. Ms. S. Jeno Mary



Forwarded By



Dr. S. Saira Banu
Head
Department of Journalism
& Mass Communication

II B.A**SEMESTER – III***For those who joined in 2019 onwards***Entire Course has focus on Employability, & Skill Development**

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | CATEGORY | HRS/WEEK | CREDITS |
|----------------|-------------|----------------------|-----------|----------|---------|
| USJM | 19JM3CP3 | Broadcast Journalism | PRACTICAL | 6 | 4 |

COURSE DESCRIPTION:

The practical course gives experience to students in the application of audio-visual technologies.

COURSE OBJECTIVES:

The course teaches the 'on' and 'off' air in radio programmes.

UNIT I: BROADCASTING**[15HRS]**

Techniques of Indoor and outdoor Broadcasting

Production of Radio News Bulletins

Television News Bulletins

UNIT II: NEWS PRODUCTION**[15HRS]**

Production of News Story for TV News

Story for Radio

UNIT III: INTERVIEW**[20 HRS]**

Production of TV Interview

Radio Interview

UNIT IV: CAMERA TECHNIQUES**[20 HRS]**

Piece to Camera-Anchoring a Show, Opening PTC, Bridge PTC, Closing PTC

UNIT V: EDITING SOFTWARE**[20 HRS]**

Self-Study: Presentation-Voice over
Adobe Premiere and Cubase

REFERENCES:

Boyd, Andrew and Peter Stewart. *Broadcast Journalism: Techniques of Radio and Television News*. Focal Press, 2008.

DIGITAL OPEN EDUCATIONAL RESOURCES

1. <https://broadcastjem.wordpress.com/>
2. https://study.com/what_is_broadcasting_journalism.html

COURSE CONTENTS & LECTURE SCHEDULE:

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---------------------------------|---|-----------------|----------------------------|--------------------------|
| UNIT I: BROADCASTING | | | | |
| 1.1 | Techniques of Indoor and outdoor Broadcasting | 5 | Lecture | PPT |
| 1.2 | Production of Radio News Bulletins | 5 | Lecture | PPT |
| 1.3 | Television News Bulletins | 5 | Lecture | PPT |
| UNIT II: NEWS PRODUCTION | | | | |
| 2.1 | Production of News Story for TV News | 8 | Lecture | Google Class room |
| 2.2 | Story for Radio | 7 | Lecture | Videos from the Internet |
| UNIT III: INTERVIEW | | | | |
| 3.1 | Production of TV Interview | 12 | Lecture & Class Assignment | PPT |

| | | | | |
|-----------------------------------|---|----|----------------------------|----------------------------------|
| 3.2 | Radio Interview | 8 | Lecture & Class Assignment | PPT |
| UNIT IV: CAMERA TECHNIQUES | | | | |
| 4.1 | Piece to Camera(PTC) | 10 | Lecture | Videos for Production Techniques |
| 4.2 | Anchoring a Show | 3 | Lecture | Videos for Production Techniques |
| 4.3 | Lighting Techniques | 2 | Lecture & Group Discussion | ppt |
| 4.4 | PTC in Tv | 5 | Lecture | ppt |
| UNIT V: EDITING SOFTWARE | | | | |
| 5.1 | Self-Study: Presentation-Voice over Adobe Premiere and Cubase | 2 | Lecture | Google Class room |
| 5.2 | Adobe Premiere | 10 | Lecture | Videos from the Internet |
| 5.3 | Cubase | 8 | Lecture & Class Assignment | Videos from the Internet |

| Levels | C1 | C2 | C3 | C4 | C5 | Total Scho lastic Marks | Non Scho lastic Marks C6 | CIA Total | % of Assess ment |
|--------|------------|------------|-----------|----------------|-------------|-------------------------------|-----------------------------------|--------------|---------------------|
| | T1 | T2 | Quiz | Assign ment | OBT/ PPT | | | | |
| | 10 Mks. | 10 Mks. | 5 Mks. | 5 Mks | 5 Mks | 35 Mks. | 5 Mks. | 40 Mks. | |

| | | | | | | | | | |
|-----------------------|-----------|-----------|----------|----------|----------|-----------|----------|-----------|---------------|
| K1 | 2 | 2 | - | - | - | 4 | - | 4 | 10 % |
| K2 | 2 | 2 | 5 | - | - | 9 | - | 9 | 22.5 % |
| K3 | 3 | 3 | - | - | 5 | 11 | - | 11 | 27.5 % |
| K4 | 3 | 3 | - | 5 | - | 11 | - | 11 | 27.5 % |
| Non Scholastic | - | - | - | - | - | | 5 | 5 | 12.5 % |
| Total | 10 | 10 | 5 | 5 | 5 | 35 | 5 | 40 | 100 % |

| CIA | |
|-----------------------|-----------|
| Scholastic | 35 |
| Non-Scholastic | 5 |
| | 40 |

EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|-------------------|-----------|-----------|-----------|-----------|-------------------------|--------------|------------|--------------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

UG CIA COMPONENTS

| | | | Nos | | |
|-----------|---|--------------------|------------|---|-------|
| C1 | - | Test (CIA 1) | 1 | - | 10Mks |
| C2 | - | Test (CIA 2) | 1 | - | 10Mks |
| C3 | - | Assignment | 1 | - | 5 Mks |
| C4 | - | Open Book Test/PPT | 2 * | - | 5 Mks |
| C5 | - | Quiz | 2 * | - | 5 Mks |
| C6 | - | Attendance | | - | 5 Mks |

Practical Work- Record note to be submitted along with the DVD (Record includes- Story board / Script / Photographs/references)

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|------|--|--|------------------|
| CO 1 | Conceptualize, write scripts and storyboard for various Genres | K1, K2, K3, K4 | PSO1, PSO5 |
| CO 2 | Gain Hands on Experience in handling Camera and Techniques | K3 | PSO1, PSO5 |
| CO 3 | Know the importance of the audio and the recording process | K2, K3 | PSO1, PSO5 |
| CO 4 | Produce Radio News Bulletins and Television News Bulletins | K2, K3 | PSO1, PSO3, PSO5 |
| CO 5 | Produce News Story for TV and Radio | K4 | PSO1, PSO3, PSO5 |
| CO6 | Apply various cinematography techniques & software required for Anchoring a Show | K4 | PSO1, PSO3, PSO5 |

Mapping of COs with PSOs

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 | PSO8 | PSO9 | PSO10 | PSO11 |
|--------|------|------|------|------|------|------|------|------|------|-------|-------|
| CO1 | 3 | 2 | 1 | 1 | 3 | | | | | | |
| CO2 | 3 | 3 | 1 | 2 | 3 | | | | | | |
| CO3 | 3 | 1 | 2 | 1 | 3 | | | | | | |
| CO4 | 3 | 1 | 3 | 3 | 1 | | | | | | |
| CO5 | 1 | 1 | 1 | 1 | 3 | | | | | | |

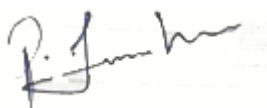
Mapping of COs with POs

| CO/ PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | 1 | 2 | 2 | 3 | 1 | 1 | 2 | | | | | |
| CO2 | 1 | 1 | 3 | 2 | 3 | 1 | 1 | | | | | |
| CO3 | 3 | 3 | 2 | 1 | 3 | 2 | 3 | | | | | |
| CO4 | 3 | 1 | 2 | 3 | 3 | 2 | 1 | | | | | |
| CO5 | 1 | 2 | 2 | 2 | 3 | 1 | 2 | | | | | |

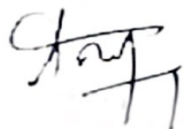
Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2 ♦ Weakly Correlated -1

COURSE DESIGNERS:

1. **Ms.P.JeevithaMariashanthini**



2. **Ms. S. Jeno Mary**



Forwarded By



Dr. S. Saira Banu
Head
Department of Journalism
& Mass Communication

II B.A**SEMESTER – III*****For those who joined in 2019 onwards*****Entire Course has focus on Employability**

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | CATEGORY | HRS/ WEEK | CREDITS |
|----------------|-------------|----------------------------|----------|-----------|---------|
| USJM | 19M3AC3 | Media, Culture and Society | Lecture | 5 | 5 |

COURSE DESCRIPTION:

This course aims to introduce students to an interdisciplinary framework that will allow exploring and theorizing on the intersections of culture and media.

COURSE OBJECTIVES:

- To make the students learn about the Mass Media approaches and ideologies in various dimension
- To enable them acquire deep knowledge on the functions and influence of Media in Culture and Society

UNITS:**Unit I: MEDIA AND POPULAR CULTURE****[15HRS]**

Culture and sub-culture (Media and Modernity.Pgs.112-146)

Popular texts

Popular discrimination

Politics popular culture

Popular culture Vs people's culture

Celebrity industry-personality as brand name, hero-worship etc.

Acquisition and transformation of popular culture

Unit II: MEDIA AS TEXT**[15HRS]**

Ideology

Semiotics

Signs

Psychoanalysis

Genre

Narrative

Unit III: MEDIA AS CONSCIOUSNESS INDUSTRY

[15HRS]

Social construction of reality by media.

Media myths

Representation

Stereotypes

Unit IV: MEDIA AUDIENCE ANALYSIS

[15HRS]

Audience making. (UGC-NET.Pgs.41-91)

Active Vs Passive audience (UGC-NET.Pgs.41-91)

Women as Audiences (UGC-NET.Pgs.41-91)

Uses and Gratification Uses and Effects etc. (UGC-NET.Pgs.20)

Children as Audience (UGC-NET.Pgs.41-91)

Negative effects of watching violent cartoons on kids. Controversial Magazine Covers.

Unit V: CASE STUDY

[15HRS]

(Critique the media content using theoretical frameworks of Marshall McLuhan)

The medium is the message (Understanding Media.Pgs.3-6)

Self-Study: Clothing: Our extended skin. (Understanding Media.Pgs.129-132) Narcissus as Narcosis (Understanding Media.Pgs.45-52)

TEXTBOOKS:

(Materials taken from the following books:)

1. McLuhan, Marshall. *Understanding Media*. Routledge, 2018.
2. Mathur, Pradeep. *Issues in Mass Communication*. Kanishka, 2018.
3. Singh, Preeti. *Television viewing behaviour*, Navyug, 2018.
4. Hartley, John. *Communication, Cultural and Media Studies*. Routledge, 2004.
5. Holliday, Adrian. *Intercultural Communication*, Routledge, 2004.

REFERENCES:

1. Potter, James. *Media Literacy*. Sage Publications, 2004.
2. Grossberg, Lawrence. *Media-Making: Mass Media in a Popular Culture*. Sage Publications, 2004.
3. Berger, Authur. *Media Analysis Technique*. Sage Publications, 2005.

DIGITAL OPEN EDUCATIONAL RESOURCES

1. <http://rjhssonline.com/HTMLPaper.aspx?Journal=Research%20Journal%20of%20Humanities>
2. [%20and%20SoEVALUATION PATTERN:1%20Sciences;PID=2018-9-1-47](#)
3. <https://medium.com/@Phaylen/the-ongoing-problem-with-trans-representation-in-media5aeeb8174963>

COURSE CONTENTS & LECTURE SCHEDULE:

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|--|---|-----------------|-------------------|-----------------------------------|
| UNIT 1 -MEDIA AND POPULAR CULTURE | | | | |
| 1.1 | Culture and sub-culture | 4 | Lecture | PPT & Pictures - Google classroom |
| 1.2 | Popular texts Politics popular culture | 4 | Lecture | PPT |
| 1.3 | Popular discrimination Popular culture Vs people's culture | 3 | Lecture | PPT |
| 1.4 | Celebrity industry-personality as brand name, hero-worship etc. | 4 | Discussion | Google classroom |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---|---|-----------------|---------------------|--|
| | Acquisition and transformation of popular culture | | | |
| UNIT 2 - MEDIA AS TEXT | | | | |
| 2.1 | Ideology - Semiotics - Signs | 5 | Lecture | PPT |
| 2.2 | Psychoanalysis | 5 | Demo | PPT |
| 2.3 | Genre&Narrative | 5 | Flipped Classroom | PPT |
| UNIT 3 – MEDIA AS CONSCIOUSNESS INDUSTRY | | | | |
| 3.1 | Media myths | 5 | Lecture | PPT |
| 3.2 | Representation | 5 | Lecture | PPT |
| 3.3 | Stereotypes | 5 | Classroom Activity | Videos and Pictures |
| UNIT 4 –MEDIA AUDIENCE ANALYSIS | | | | |
| 4.1 | Active Vs Passive audience (UGC-NET.Pgs.41-91) | 2 | Lecture | PPT |
| 4.2 | Women as Audience (UGC-NET.Pgs.41-91) | 3 | Lecture | PPT |
| 4.3 | Uses and Gratification Uses and Effects etc. | 3 | Lecture | PPT |
| 4.4 | Children as audience | 3 | Case Study Analysis | Newspaper Clippings and Videos from the Internet |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|----------------------------|--|-----------------|---------------------|--|
| 4.5 | Negative effects of watching violent cartoons on kids | 3 | Group Discussion | Videos |
| 4.6 | Controversial Magazine Covers. | 1 | Group Discussion | Magazine Covers |
| UNIT 5 - CASE STUDY | | | | |
| 5.1 | (Critique the media content using theoretical frameworks of Marshall McLuhan) The medium is the message | 8 | Group Discussion | Google Classroom |
| 5.2 | Self-Study: Clothing: Our extended skin. (Understanding Media. Pgs.129-132) | 7 | Case Study Analysis | Newspaper Clippings and Videos from the Internet |

| Levels | C1 | C2 | C3 | C4 | C5 | Total Scho lastic Marks | Non Scho lastic Marks C6 | CIA Total | % of Assess ment |
|--------|------------|------------|-----------|----------------|-------------|-------------------------------|-----------------------------------|--------------|---------------------|
| | T1 | T2 | Quiz | Assign ment | OBT/ PPT | | | | |
| | 10 Mks. | 10 Mks. | 5 Mks. | 5 Mks | 5 Mks | 35 Mks. | 5 Mks. | 40 Mks. | |
| K1 | 2 | 2 | - | - | - | 4 | - | 4 | 10 % |
| K2 | 2 | 2 | 5 | - | - | 9 | - | 9 | 22.5 % |
| K3 | 3 | 3 | - | - | 5 | 11 | - | 11 | 27.5 % |
| K4 | 3 | 3 | - | 5 | - | 11 | - | 11 | 27.5 % |

| | | | | | | | | | |
|-----------------------|----|----|---|---|---|----|---|----|--------|
| Non Scholastic | - | - | - | - | - | | 5 | 5 | 12.5 % |
| Total | 10 | 10 | 5 | 5 | 5 | 35 | 5 | 40 | 100 % |

| CIA | |
|-----------------------|----|
| Scholastic | 35 |
| Non-Scholastic | 5 |
| | 40 |

EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|------------|----|----|----|----|------------------|-------|-----|-------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

UG CIA COMPONENTS

| | | | Nos | | |
|-----------|---|--------------------|-----|---|-------|
| C1 | - | Test (CIA 1) | 1 | - | 10Mks |
| C2 | - | Test (CIA 2) | 1 | - | 10Mks |
| C3 | - | Assignment | 1 | - | 5 Mks |
| C4 | - | Open Book Test/PPT | 2 * | - | 5 Mks |
| C5 | - | Quiz | 2 * | - | 5 Mks |
| C6 | - | Attendance | | - | 5 Mks |

Assignment:

Identify and list various semiotic representations in the movie Sairat and Kabali.

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|-----|--|--|------------------|
| CO1 | Understand the relationship between the state, media and the public. | K1 | PSO4, PSO5 |
| CO2 | Analyze media performance and content from a gender perspective | K1, K2, | PSO2, PSO4, PSO5 |
| CO3 | Identify misogyny, hegemony, culture representations and various other phenomena in films with ease. | K1 | PSO1, PSO2, PSO5 |
| CO4 | Critique the media content using theoretical frameworks such as Marshall, McLuhan's. | K1, K2, K3 | PSO2, PSO4, PSO5 |
| CO5 | Evaluate a film and bring out the various hidden meaning. | K4 | PSO2, PSO4, PSO5 |

Mapping of COs with PSOs

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 | PSO 9 | PSO10 | PSO11 | PSO12 |
|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| CO1 | 1 | 1 | 2 | 2 | 3 | | | | | | | |
| CO2 | 1 | 1 | 2 | 3 | 3 | | | | | | | |
| CO3 | 3 | 3 | 1 | 2 | 3 | | | | | | | |
| CO4 | 1 | 3 | 1 | 3 | 3 | | | | | | | |

| | | | | | | | | | | | | |
|-----|---|---|---|---|---|--|--|--|--|--|--|--|
| CO5 | 3 | 2 | 1 | 3 | 2 | | | | | | | |
|-----|---|---|---|---|---|--|--|--|--|--|--|--|

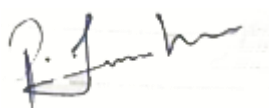
Mapping of COs with POs

| CO/ PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | 1 | 2 | 2 | 3 | 1 | 2 | 3 | | | | | |
| CO2 | 1 | 1 | 3 | 2 | 3 | 3 | 2 | | | | | |
| CO3 | 3 | 3 | 2 | 1 | 3 | 2 | 1 | | | | | |
| CO4 | 3 | 1 | 2 | 3 | 3 | 2 | 3 | | | | | |
| CO5 | 1 | 2 | 2 | 2 | 3 | 2 | 2 | | | | | |

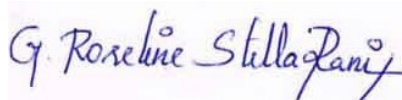
Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2 ♦ Weakly Correlated – 1

COURSE DESIGNERS:

1.Ms.P.Jeevitha Maria Shanthini



2.Ms. G. Roseline Stella Rani



Forwarded By



Dr. S. Saira Banu
Head
Department of Journalism
& Mass Communication

SEMESTER –III*For those who joined in 2019 onwards***Entire Course has focus on Employability, Entrepreneurship & Skill Development**

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | CATEGORY | HRS/ WEEK | CREDITS |
|----------------|-------------|-----------------------------------|-------------|-----------|---------|
| USJM | 19JM3SB1 | Basics of Audio And Video editing | SKILL BASED | 2 | 2 |

COURSE DESCRIPTION

This course enables students to learn the application of audio-visual editing.

COURSE OBJECTIVES

This course is designed with the following objectives:

- To train the students to learn Editing software's.
- To enable them acquire deep knowledge on the functions of Audio and video editing.

UNITS**UNIT –I HISTORY OF SOUND****(5HRS.)**

Introduction to evolution of sound in communication technology and its effectiveness in Communication.

Introduction to Motion pictures in effective communication.

UNIT –II VIDEO STANDARDS**(5 HRS.)**

Introduction to audio editing software's and file formats.

Video Standards PAL, NTSC, SECAM, HDTV.

UNIT –III EDITING**(5HRS.)**

Cool edit pro and the functions of its tools.

UNIT –IV VIDEO EDITING

(5HRS.)

Introduction to Video Editing Softwares.
Basics of Adobe premiere Pro and its functions.

UNIT –V RECORDING AND EDITING

(10HRS.)

Self-Study: Practical: Recording and Editing of Audio and Video Programs.
Adobe Premiere and Cubase

TEXT BOOKS:

Materials taken from the following book:

1.Musberger, Robert. *Single Camera Video Production*. UK: Focal Press, 2005.

REFERENCES

1. Modaff, Norman J. *Electronic Media*. 2011.
2. Roy, Barun. *Beginners' Guide to Journalism and Mass Communication*. V & S Publishers, Hyderabad, 2011.
3. Friedmann, Anthony. *Writing for Visual Media*. Focal Press, 2010.
4. Aravind, Mohan Dwivedi. *Mass Communication and Journalism*. Ramesh Publication, 2010
5. Berner, Thomas. *Fundamentals of Journalism: Reporting, writing and editing*. Marquette Books of Spokane, 2009.

WEB REFERNCES

1. <https://www.premiumbeat.com/blog/professional-video-editing-tips-and-techniques/>
2. [https://developer.mozilla.org/en-US/docs/Web/Guide/Audio and video manipulation/](https://developer.mozilla.org/en-US/docs/Web/Guide/Audio_and_video_manipulation/)

COURSE CONTENTS & LECTURE SCHEDULE:

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|----------------------------------|--|------------------------|--------------------------|----------------------|
| UNIT-1 - HISTORY OF SOUND | | | | |
| 1.1 | Introduction to evolution of sound in communication technology and its effectiveness in Communication. | 3 | LECTURE | PPT |
| 1.2 | Introduction to Motion pictures in effective communication. | 2 | LECTURE | PPT |
| UNIT- 2 - VIDEO STANDARDS | | | | |
| 2.1 | Introduction to audio editing software's and file formats. | 3 | LECTURE | PPT |
| 2.2 | Video Standards PAL, NTSC, SECAM, HDTV | 2 | LECTURE | PPT |
| UNIT- 3 - EDITING | | | | |
| 3.1 | Cool edit pro and the functions of its tools. | 5 | LECTURE & DEMONSTRATION | PPT |
| UNIT- 4 - VIDEO EDITING | | | | |
| 4.1 | Introduction to Video Editing Softwares | 3 | LECTURE | PPT |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|--|--|-----------------|------------------------------|-------------------|
| 4.2 | Basics of Adobe premiere Pro and its functions. | 2 | DEMONSTRATION AND ASSIGNMENT | GOOGLE CLASS ROOM |
| UNIT- 5 - RECORDING AND EDITING | | | | |
| 5.1 | Self-Study: Practical: Recording and Editing of Audio and Video Programs | 5 | LECTURE | PPT |
| 5.2 | Adobe Premiere and Cubase | 5 | LECTURE | PPT |

| Levels | C1 | C2 | C3 | C4 | C5 | Total Scho lastic Marks | Non Scho lastic Marks C6 | CIA Total | % of Assess ment |
|-----------------------|------------------|------------------|-------------------|----------------------------|-------------------------|-------------------------------|-----------------------------------|--------------|---------------------|
| | T1 10 Mks. | T2 10 Mks. | Quiz 5 Mks. | Assign ment 5 Mks | OBT/ PPT 5 Mks | 35 Mks. | 5 Mks. | 40 Mks. | |
| K1 | 2 | 2 | - | - | - | 4 | - | 4 | 10 % |
| K2 | 2 | 2 | 5 | - | - | 9 | - | 9 | 22.5 % |
| K3 | 3 | 3 | - | - | 5 | 11 | - | 11 | 27.5 % |
| K4 | 3 | 3 | - | 5 | - | 11 | - | 11 | 27.5 % |
| Non Schola stic | - | - | - | - | - | | 5 | 5 | 12.5 % |
| Total | 10 | 10 | 5 | 5 | 5 | 35 | 5 | 40 | 100 % |

| | |
|-------------------|-----------|
| CIA | |
| Scholastic | 35 |

| | |
|-----------------------|-----------|
| Non-Scholastic | 5 |
| | 40 |

EVALUATION PATTERN

| | | | | | NON - SCHOLASTIC | MARKS | | |
|----|----|----|----|----|------------------|-------|-----|-------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

UG CIA COMPONENTS

| | | Nos | |
|-----------|---|--------------------|-------------|
| C1 | - | Test (CIA 1) | 1 - 10Mks |
| C2 | - | Test (CIA 2) | 1 - 10Mks |
| C3 | - | Assignment | 1 - 5 Mks |
| C4 | - | Open Book Test/PPT | 2 * - 5 Mks |
| C5 | - | Quiz | 2 * - 5 Mks |
| C6 | - | Attendance | - 5 Mks |

The students have to prepare record along with CD.

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|------|--|---|------------------|
| CO 1 | Comprehend the basic editing tools and techniques of sound and video recordings. | K1 | PSO1, PSO2, PSO5 |

| | | | |
|------|---|---------|------------------|
| CO 2 | Understand file formats and methods of editing. | K1& K2 | PSO1 |
| CO 3 | Get an overview on nonlinear editing | K1 | PSO1, PSO3, PSO5 |
| CO 4 | Learn Basics of Adobe premiere Pro and its functions. | K2 & K3 | PSO1, PSO3, PSO5 |
| CO 5 | Hands on Experience in handling Recording and Editing of Audio and Video Programs | K2 & K3 | PSO3, PSO5 |

Mapping of COs with PSOs

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 | PSO 9 | PSO10 | PSO11 | PSO12 |
|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| CO1 | 1 | 3 | 2 | 3 | 3 | | | | | | | |
| CO2 | 1 | 3 | 2 | 3 | 3 | | | | | | | |
| CO3 | 3 | 3 | 1 | 2 | 3 | | | | | | | |
| CO4 | 1 | 3 | 1 | 3 | 3 | | | | | | | |
| CO5 | 3 | 2 | 1 | 3 | 2 | | | | | | | |

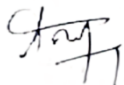
Mapping of COs with POs

| CO/PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | 1 | 2 | 2 | 3 | 1 | 2 | 3 | | | | | |
| CO2 | 1 | 1 | 3 | 2 | 3 | 3 | 2 | | | | | |
| CO3 | 3 | 3 | 2 | 1 | 3 | 2 | 1 | | | | | |
| CO4 | 3 | 1 | 2 | 3 | 3 | 2 | 3 | | | | | |
| CO5 | 1 | 2 | 2 | 2 | 3 | 2 | 2 | | | | | |

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2 ♦ Weakly Correlated – 1

COURSE DESIGNERS:

1. Ms. S.Jeno Mary



2. Ms. C. GladiousGunaRanjini



Forwarded By



Dr. S. Saira Banu
Head
Department of Journalism
& Mass Communication

II B.A
SEMESTER –IV

For those who joined in 2019 onwards

Entire Course has focus on **Employability**

| PROGRAMM E CODE | COURSE CODE | COURSE TITLE | CATEGOR Y | HRS/ WEE K | CREDIT S |
|--------------------|----------------|-----------------------------------|--------------|------------------|-------------|
| USJM | 19JM4CC4 | Communication Theories | LECTURE | 6 | 4 |

COURSE DESCRIPTION

The overarching goal of this course is to analyse communication in a systematic way.

COURSE OBJECTIVES

This course is designed with the following objectives:

- To introduce the students to theories of communication
- To make the students aware about various models of communication and theories and its effect.

UNITS

UNIT –I COMMUNICATION

(15HRS.)

Mass Communication Theory (Baran, Pg 23 - 34)

Types of Communication – Inter personal, Intra personal, Mass, Organizational
Verbal, Non-verbal.

Classification of Communication Models (Scholes, Pg 11 - 20)

Normative theories of Mass Communication (Baran, Pg 86 -93)

UNIT –II THEORIES OF SOCIETY

(15 HRS.)

Society, Media and Audience Reciprocal Relationships (Scholes, Pg 38 - 40)

Marshall McLuhan (Baran, Pg 285 -290)

Agenda Setting (Baran, Pg 299 - 307)

The Spiral of Silence

UNIT –III MODELS FOR AUDIENCE**(15HRS.)**

Audience Based Models (Scholes, Pg 21 – 32)

Aristotle's Model, Lass well Model, Shannon and Weaver Model.

Wendell Johnsons Model, Wilbur Schramm's Model.

Berlo's Model, Gerber's Model.

UNIT –IV VIDEO EDITING**(15HRS.)**

Development Communication (DEVCOM) Models (Pg 45 – 58)

Intercultural Communication Models (Pg 80 – 85)

Communication Management Models (Pg 86 – 96)

UNIT –V RECORDING AND EDITING**(15HRS.)**

Cognitive Dissonance

Dependency Theory (Baran, Pgs 307 - 313)

Cultivation Analysis.

Play Theory

Dance's Helical Model

Johari Window

TEXT BOOKS:

(Materials taken from the following books:)

1. Scholes, Eileen. *Handbook of Communication*. Infinity books, 2012.
2. Baran, Stanley J. and Davis, Dennis K. eds. *Mass Communication Theory Foundations, Ferment, and Future*. Thomson Learning, Inc, 2000.

REFERENCES

1. Denis, Mc Quail. *Mass Communication Theory*. Sage Publications, 2010.
2. D.S, Mehta. *Mass Communication and Journalism in India*. Sage publications, 2001.
3. Uma, Narula. *Theories of Mass Communication*. HarAnand Publications, 2007.
4. Kumar J. Keval, (1994) *Mass Communication in India*. Jaico Publishing House, 2007.

DIGITAL OPEN EDUCATIONAL RESOURCES

1. <https://www.managementstudyguide.com/communication-theory.htm>
2. <https://www.peoi.org/Courses/Coursesen/mass/mass2.html>

COURSE CONTENTS & LECTURE SCHEDULE:

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|--------------------------------------|---|------------------------|--------------------------|----------------------|
| UNIT-1 - COMMUNICATION | | | | |
| 1.1 | Mass Communication Theory (Baran, Pg 23 - 34) | 3 | LECTURE | PPT |
| 1.2 | Types of Communication – Inter personal, Intra personal, Mass, Organizational Verbal, Non-verbal. | 4 | LECTURE | PPT |
| 1.3 | Classification of communication Models(Scholes, Pg 11 - 20) | 4 | LECTURE | PPT |
| 1.4 | Normative theories of Mass Communication (Baran, Pg 86 -93) | 4 | LECTURE | PPT |
| UNIT- 2 - THEORIES OF SOCIETY | | | | |
| 2.1 | Society, Media and Audience Reciprocal Relationships (Scholes, Pg. 38 - 40) | 4 | LECTURE | PPT |
| 2.2 | Marshall McLuhan (Baran, Pg. 285 -290) | 4 | LECTURE | PPT |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|--------------------------------------|---|-----------------|-------------------|---------------|
| 2.3 | Agenda Setting (BaranPg. 299 - 307) | 4 | LECTURE | PPT |
| 2.4 | The Spiral of Silence | 3 | LECTURE | PPT |
| UNIT- 3 - MODELS FOR AUDIENCE | | | | |
| 3.1 | Audience Based Models (Scholes, Pg. 21 – 32) | 4 | LECTURE | PPT |
| 3.2 | Aristotle's Model, Laswell Model, Shannon and Weaver Model. | 4 | LECTURE | PPT |
| 3.3 | Wendell Johnsons Model, Wilbur Schramm's Model | 4 | LECTURE | PPT |
| 3.4 | Berlo's Model, Gerber's Model | 3 | LECTURE | PPT |
| UNIT- 4 - DEVELOPMENT MODELS | | | | |
| 4.1 | Development Communication (DEVCOM) Models (Pg. 45 – 58) | 5 | LECTURE | PPT |
| 4.2 | Intercultural Communication Models (Pg. 80 – 85) | 5 | LECTURE | PPT |
| 4.3 | Communication Management Models (Pg. 86 - 96) | 5 | LECTURE | PPT |
| UNIT - 5RECORDING AND EDITING | | | | |
| 5.1 | Cognitive Dissonance | 5 | LECTURE | PPT |
| 5.2 | Dependency Theory (Baran, Pg. 307 - 313) | 5 | LECTURE | PPT |
| 5.3 | Cultivation Analysis. | 2 | LECTURE | PPT |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|------------|-----------------------|-----------------|-------------------|-------------------|
| 5.4 | Play Theory | 1 | LECTURE | PPT |
| 55 | Dance's Helical Model | 1 | LECTURE | PPT |
| 5.6 | Johari Window | 1 | DEMONSTRATION | GOOGLE CLASS ROOM |

| Levels | C1 | C2 | C3 | C4 | C5 | Total Scho lastic Marks | Non Scho lastic Marks C6 | CIA Total | % of Assess ment |
|-----------------------|----------------------|----------------------|-----------------------|--------------------------------|-----------------------------|-------------------------------|-----------------------------------|--------------|------------------------|
| | T1 10 Mks. | T2 10 Mks. | Quiz 5 Mks. | Assign ment 5 Mks | OBT/ PPT 5 Mks | | | | |
| K1 | 2 | 2 | - | - | - | 4 | - | 4 | 10 % |
| K2 | 2 | 2 | 5 | - | - | 9 | - | 9 | 22.5 % |
| K3 | 3 | 3 | - | - | 5 | 11 | - | 11 | 27.5 % |
| K4 | 3 | 3 | - | 5 | - | 11 | - | 11 | 27.5 % |
| Non Schola stic | - | - | - | - | - | | 5 | 5 | 12.5 % |
| Total | 10 | 10 | 5 | 5 | 5 | 35 | 5 | 40 | 100 % |

| CIA | |
|----------------|----|
| Scholastic | 35 |
| Non Scholastic | 5 |
| | 40 |

EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|------------|----|----|----|----|------------------|-------|-----|-------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

UG CIA COMPONENTS

| | | Nos | | |
|-----------|---|--------------------|-----|---------|
| C1 | - | Test (CIA 1) | 1 | - 10Mks |
| C2 | - | Test (CIA 2) | 1 | - 10Mks |
| C3 | - | Assignment | 1 | - 5 Mks |
| C4 | - | Open Book Test/PPT | 2 * | - 5 Mks |
| C5 | - | Quiz | 2 * | - 5 Mks |
| C6 | - | Attendance | - | 5 Mks |

Application of the models in Indian context- The students have to analyse two theories/models with respect to Indian media scenario and evaluate its role.

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|------|--|--|----------------|
| CO 1 | Understand the classification of Communication | K1 | PSO1 |
| CO 2 | Learn Model of communication | K1& K2 | PSO1 |
| CO 3 | Analyze Normative Theories | K1 & K3 | PSO1, PSO5 |
| CO 4 | Evaluate the different communication Theory. | K1, K2, K3 | PSO5 |

| | | | |
|------|--|--------|------|
| CO 5 | Understand the role of communication theory. | K2& K3 | PSO5 |
|------|--|--------|------|

Mapping of COs with PSOs

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 | PSO8 | PSO9 | PSO10 | PSO11 |
|--------|------|------|------|------|------|------|------|------|------|-------|-------|
| CO1 | 3 | 2 | 1 | 3 | 1 | | | | | | |
| CO2 | 3 | 1 | 2 | 1 | 2 | | | | | | |
| CO3 | 3 | 2 | 2 | 2 | 3 | | | | | | |
| CO4 | 1 | 2 | 1 | 2 | 3 | | | | | | |
| CO5 | 2 | 2 | 1 | 2 | 3 | | | | | | |

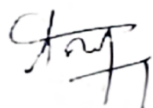
Mapping of COs with POs

| CO/PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | 1 | 2 | 2 | 3 | 1 | 1 | 2 | | | | | |
| CO2 | 1 | 1 | 3 | 2 | 3 | 1 | 1 | | | | | |
| CO3 | 3 | 3 | 2 | 1 | 3 | 2 | 2 | | | | | |
| CO4 | 3 | 1 | 2 | 3 | 3 | 2 | 1 | | | | | |
| CO5 | 1 | 2 | 2 | 2 | 3 | 1 | 2 | | | | | |

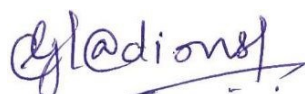
Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2 ♦ Weakly Correlated – 1

COURSE DESIGNERS:

1. Ms. S. Jeno Mary



2. Ms. C. Gladious Guna Ranjini



Forwarded By



Dr. S. Saira Banu
Department of Journalism
& Mass Communication

II B.A
SEMESTER –IV

For those who joined in 2019 onwards

Entire Course has focus on **Employability,**
Entrepreneurship & Skill Development

| PROGRAMM E CODE | COURSE CODE | COURSE TITLE | CATEGO RY | HRS/WEE K | CREDIT S |
|--------------------|----------------|----------------------------------|---------------|--------------|-------------|
| USJM | 19JM4CP 4 | TELEVISION PRODUCTION | PRACTIC AL | 6 | 4 |

COURSE DESCRIPTION:

This is a skill-based course designed to enable the learners to acquire basic skills required to become a journalist. This Course is an introduction to the basic principles, procedures & techniques of Television Production

COURSE OBJECTIVES:

This course is designed with the following objectives:

- The course aims to introduce the students to the basic working skills and knowledge of the television production and equipment and software.
- It introduces the students to the basic writing and recording skills for various television formats.

UNITS:

UNIT –I PRE-PRODUCTION

(15 HRS.)

Scripts
Storyboards
Budgets
Casting

UNIT –II PRODUCTION

(15 HRS.)

Floor plan, sets, make-up, costume, jewellery, lights, audio, graphic rehearsals.
Shooting schedules.

UNIT –III POST-PRODUCTION (15 HRS.)

Post-Production editing

Indoor and outdoor shootings

UNIT –IV LOCATION (15 HRS.)

Indoor and outdoor shootings

Planning and management of live shows

UNIT –V SHOOTING (15 HRS.)

Entertainment programs with various concepts

Multi-camera production

Adobe Premiere Pro

REFERENCES:

1. Belavadi, Vasuki. *Video Production*. Oxford University Press, 2008
2. Bhattnagar, Aditi. *Media of Communication Radio TV & Video*. ABD publishers, 2018
3. Kumar Singh, Samir. *Electronic Media and Communication*. ABD publishers, 2017

DIGITAL OPEN EDUCATIONAL RESOURCES

1. <https://www.mercy.edu/degrees-programs/bs-media-studies-radio-and-television-production>
2. http://www.universityofcalicut.info/SDE/Radio%20&%20Television_25april2015.pdf

COURSE CONTENTS & LECTURE SCHEDULE:

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|------------------------------------|--|------------------------|--------------------------|------------------------|
| UNIT - I - PRE-PRODUCTION | | | | |
| 1.1 | Scripts | 3 | Lecture | PPT |
| 1.2 | Storyboards | 4 | Lecture& Assignment | PPT, GOOGLE CLASS ROOM |
| 1.3 | Budgets | 4 | Lecture | PPT |
| 1.4 | Casting | 4 | Lecture | PPT |
| UNIT- II - PRODUCTION | | | | |
| 2.1 | Floor plan, sets, make-up, costume, accessories, lights, audio, graphic rehearsals | 10 | Lecture | PPT |
| 2.2 | Shooting schedules | 5 | Lecture& Assignment | PPT, GOOGLE CLASS ROOM |
| UNIT- III - POST-PRODUCTION | | | | |
| 3.1 | Post-Production editing | 5 | Lecture | PPT |
| 3.2 | Indoor and outdoor shootings | 10 | Lecture& Assignment | PPT, GOOGLE CLASS ROOM |
| UNIT IV -LOCATION | | | | |
| 4.1 | Indoor and outdoor shootings | 10 | Lecture | PPT |
| 4.2 | Planning and management of live shows | 5 | Lecture& Assignment | PPT, GOOGLE CLASS ROOM |

| UNIT V-SHOOTING | | | | |
|------------------------|--------------------------|---|---------------------------|---------------------------|
| 5.1 | Introduction to Editing | 2 | Lecture | PPT |
| 5.2 | Editing Job | 2 | Lecture& Demonstration | PPT, GOOGLE CLASS ROOM |
| 5.3 | Editor's choice of words | 2 | Lecture& Assignment | PPT, GOOGLE CLASS ROOM |

| Levels | C1 | C2 | C3 | C4 | C5 | Total Scho lastic Marks | Non Scho lastic Marks C6 | CIA Total | % of Assess ment |
|-----------------------|----------------------|----------------------|-----------------------|--------------------------------|-----------------------------|----------------------------------|--------------------------------------|--------------|------------------------|
| | T1 10 Mks. | T2 10 Mks. | Quiz 5 Mks. | Assign ment 5 Mks | OBT/ PPT 5 Mks | 35 Mks. | 5 Mks. | 40 Mks. | |
| K1 | 2 | 2 | - | - | - | 4 | - | 4 | 10 % |
| K2 | 2 | 2 | 5 | - | - | 9 | - | 9 | 22.5 % |
| K3 | 3 | 3 | - | - | 5 | 11 | - | 11 | 27.5 % |
| K4 | 3 | 3 | - | 5 | - | 11 | - | 11 | 27.5 % |
| Non Schola stic | - | - | - | - | - | | 5 | 5 | 12.5 % |
| Total | 10 | 10 | 5 | 5 | 5 | 35 | 5 | 40 | 100 % |

| CIA | |
|------------|----|
| Scholastic | 35 |

| | |
|-----------------------|-----------|
| Non-Scholastic | 5 |
| | 40 |

EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|------------|----|----|----|----|------------------|-------|-----|-------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

UG CIA COMPONENTS

| | | | Nos | | |
|-----------|---|--------------------|-----|---|-------|
| C1 | - | Test (CIA 1) | 1 | - | 10Mks |
| C2 | - | Test (CIA 2) | 1 | - | 10Mks |
| C3 | - | Assignment | 1 | - | 5 Mks |
| C4 | - | Open Book Test/PPT | 2 * | - | 5 Mks |
| C5 | - | Quiz | 2 * | - | 5 Mks |
| C6 | - | Attendance | | - | 5 Mks |

Assignment:

Should Make a video for TV show

*Record note to be submitted

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|-----|-----------------|--|----------------|
|-----|-----------------|--|----------------|

| | | | |
|------|--|---------|------------------|
| CO 1 | Understand the various Pre-production activities | K1 | PSO1, PSO5 |
| CO 2 | Plan and execute the production process | K2 & K4 | PSO1, PSO5 |
| CO 3 | Remove green matte background and create an animated title. | K3 & K4 | PSO1, PSO3, PSO5 |
| CO 4 | Operate the studio console and equipment | K3 & K4 | PSO1, PSO5 |
| CO5 | Demonstrate competency in shooting and editing video in the field and studio | K3 & K4 | PSO1, PSO3, PSO5 |

Mapping of COs with PSOs

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 | PSO 9 | PSO10 | PSO11 | PSO12 |
|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| CO1 | 3 | 2 | 2 | 2 | 3 | | | | | | | |
| CO2 | 3 | 1 | 1 | 1 | 3 | | | | | | | |
| CO3 | 3 | 2 | 3 | 2 | 3 | | | | | | | |
| CO4 | 3 | 2 | 1 | 2 | 3 | | | | | | | |
| CO5 | 1 | 2 | 1 | 1 | 3 | | | | | | | |

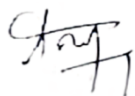
Mapping of COs with POs

| CO/PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | 1 | 2 | 2 | 3 | 1 | 1 | 2 | | | | | |
| CO2 | 1 | 1 | 3 | 2 | 3 | 1 | 1 | | | | | |
| CO3 | 3 | 3 | 2 | 1 | 3 | 3 | 3 | | | | | |
| CO4 | 3 | 1 | 2 | 3 | 3 | 3 | 1 | | | | | |
| CO5 | 1 | 2 | 2 | 2 | 3 | 1 | 2 | | | | | |

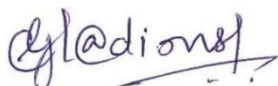
Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2 ♦ Weakly Correlated -1

COURSE DESIGNERS:

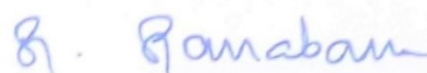
1. Ms. S.Jeno Mary



2. Ms. C. Gladious Guna Ranjini



Forwarded By



Dr. S. Saira Banu
Head
Department of Journalism
&
Mass Communication

II B.A
SEMESTER – IV

For those who joined in 2019 onwards

Entire Course has focus on **Employability, Entrepreneurship & Skill Development**

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | CATEGORY | HRS/WEEK | CREDITS |
|----------------|-------------|-----------------------|----------------|----------|---------|
| USJM | 19JM4AC4 | Basics of Advertising | ALLIED SUBJECT | 5 | 5 |

COURSE DESCRIPTION:

This course enables the students to learn the nature of advertisement and their scope in media

COURSE OBJECTIVES:

Advertising being an important decision-making tool, the course would take the students through principles and various types of Advertising, PR & Corporate Communications

UNIT I: ADVERTISING CONCEPTS

[15 HRS]

Nature and Scope of Advertising,
Definition of Advertising,
Types of Advertising
Function of advertising

UNIT II: ADVERTISING AGENCY

[15 HRS]

Advertising Agency

Structure of Advertising Agency,

Functions of Advertising Agency

UNIT III: ADVERTISING MEDIA

[15 HRS]

Advertising media

Types of medium

New media

UNIT IV: WRITING FOR ADVERTISEMENT: [15 HRS]

Print Media

Radio Commercials

Television Commercials and Web

UNIT V: PUBLIC RELATION [15 HRS]

PR & Corporate Communications.

Practical skills on creating advertisements for various Mass Media Tools.

Self-Study: Designing advertisement; Layout's scripting advertisements

TEXT BOOKS:

Materials taken from the following book:

1. Anvesh, Sharma. *Fundamentals of Advertising Basic Theory and Concept*. Navyug Books International, Delhi, 2016.

REFERENCE BOOKS:

1. Ruchi, Gupta. *Advertising Principle and Concept*. Sage Publications, 2016.
2. Kalpesh, Dhirubhai Naik. *Marketing Communication and Advertising*. Horizon Press. Jaipur, 2018
3. Arivash, Chiranjeev. *Visual Communication*. JnanadaPrakashan Publication, 2018.
4. Priyanka, Singh. *Communication Management*. Shree Publication, 2018.
5. Gaur, D.K. *Journalism*. Omega publication, 2018.

DIGITAL OPEN EDUCATIONAL RESOURCES:

1. <https://libguides.uwf.edu/c.php?g=215207&p=1419796>
2. <https://www.journaliststoolbox.org/category/advertising-and-marketing/>
3. <http://opencourselibrary.org/cmst-102-intro-to-mass-media/>

COURSE CONTENTS & LECTURE SCHEDULE:

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|--------------------------------------|-------|-----------------|-------------------|---------------|
| UNIT I : ADVERTISING CONCEPTS | | | | |

| | | | | |
|--|----------------------------------|---|----------------------------|--------------------------|
| 1.1 | Nature and Scope of Advertising, | 4 | Lecture | PPT |
| 1.2 | Definition of Advertising, | 2 | Lecture | PPT |
| 1.3 | Types of Advertising | 6 | Lecture | PPT |
| 1.4 | Function of advertising | 3 | | |
| UNIT II: ADVERTISING AGENCY | | | | |
| 2.1 | Advertising Agency | 8 | Lecture | Google Class room |
| 2.2 | Structure of Advertising Agency, | 2 | Lecture | PPT |
| 2.3. | Functions of Advertising Agency | 5 | Lecture | PPT |
| UNIT III: ADVERTISING MEDIA | | | | |
| 3.1 | Advertising media | 5 | Class Assignment | Google Class room |
| 3.2 | Types of medium | 5 | Lecture & Class Assignment | PPT |
| 3.3 | New media | 5 | Lecture & Class Assignment | Videos from the Internet |
| UNIT IV: WRITING FOR ADVERTISEMENT: | | | | |
| 4.1 | Print Media | 5 | Lecture | Google Class room |
| 4.2 | Radio Commercials | 5 | Lecture | Videos from the Internet |
| 4.3 | Television Commercials and Web | 5 | Lecture & Group Discussion | Videos from the Internet |

UNIT V: PUBLIC RELATION

| | | | | |
|-----|--|---|----------------------------|-------------------|
| 5.1 | PR & Corporate Communications. | 5 | Lecture | PPT |
| 5.2 | Practical skills on creating advertisements for various Mass Media Tools. | 5 | Lecture | PPT |
| 5.3 | Self-Study: Designing advertisement; Layouts scripting advertisements | 5 | Lecture & Class Assignment | Google Class room |

| Levels | C1 | C2 | C3 | C4 | C5 | Total Scho lastic Marks | Non Scho lastic Marks C6 | CIA Total | % of Assess ment |
|-----------------------|------------------|------------------|-------------------|----------------------------|-------------------------|-------------------------------|-----------------------------------|--------------|---------------------|
| | T1 10 Mks. | T2 10 Mks. | Quiz 5 Mks. | Assign ment 5 Mks | OBT/ PPT 5 Mks | 35 Mks. | 5 Mks. | 40 Mks. | |
| K1 | 2 | 2 | - | - | - | 4 | - | 4 | 10 % |
| K2 | 2 | 2 | 5 | - | - | 9 | - | 9 | 22.5 % |
| K3 | 3 | 3 | - | - | 5 | 11 | - | 11 | 27.5 % |
| K4 | 3 | 3 | - | 5 | - | 11 | - | 11 | 27.5 % |
| Non Schola stic | - | - | - | - | - | | 5 | 5 | 12.5 % |
| Total | 10 | 10 | 5 | 5 | 5 | 35 | 5 | 40 | 100 % |

CIA

| | |
|-----------------------|-----------|
| Scholastic | 35 |
| Non-Scholastic | 5 |
| | 40 |

EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|------------|----|----|----|----|------------------|-------|-----|-------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

UG CIA COMPONENTS

| | | | | Nos | | |
|-----------|---|--------------------|--|-----|---|-------|
| C1 | - | Test (CIA 1) | | 1 | - | 10Mks |
| C2 | - | Test (CIA 2) | | 1 | - | 10Mks |
| C3 | - | Assignment | | 1 | - | 5 Mks |
| C4 | - | Open Book Test/PPT | | 2 * | - | 5 Mks |
| C5 | - | Quiz | | 2 * | - | 5 Mks |
| C6 | - | Attendance | | | - | 5 Mks |

Assignments

The students have to prepare two assignments on layout designing

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED | PSOs ADDRESSED |
|-----|-----------------|--|-------------------|
|-----|-----------------|--|-------------------|

| | | BLOOM'S TAXONOMY) | |
|-----|---|------------------------------|------------|
| CO1 | Trace the origin and development of advertising and Nature and Scope of Advertising | K1, K2 | PSO1 |
| CO2 | Analyse the different types of advertising& advertising agencies | K1, K2, K3 | PSO1, PSO5 |
| CO3 | Learn the Elements of ad copy in advertisement | K1, K2 | PSO1, PSO5 |
| CO4 | Understand the components of a brand image | K1/K2/K3 | PSO1, PSO5 |
| CO5 | Acquire knowledge on public relation | K1/K2/K4 | PSO1, PSO5 |

Mapping of COs with PSOs

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 | PSO 9 | PSO 10 | PSO 11 | PSO 12 |
|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| CO1 | 1 | 1 | 3 | 2 | 3 | | | | | | | |
| CO2 | 1 | 2 | 2 | 3 | 3 | | | | | | | |
| CO3 | 3 | 3 | 1 | 2 | 3 | | | | | | | |
| CO4 | 1 | 3 | 1 | 3 | 3 | | | | | | | |
| CO5 | 3 | 2 | 1 | 3 | 2 | | | | | | | |

Mapping of COs with POs

| CO/ PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | 1 | 2 | 2 | 3 | 1 | 2 | 2 | | | | | |
| CO2 | 1 | 1 | 3 | 2 | 3 | 1 | 1 | | | | | |
| CO3 | 3 | 3 | 2 | 1 | 3 | 1 | 1 | | | | | |
| CO4 | 3 | 1 | 2 | 3 | 3 | 1 | 2 | | | | | |
| CO5 | 1 | 2 | 2 | 2 | 3 | 2 | 2 | | | | | |

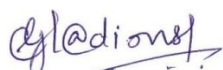
Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2 ♦ Weakly Correlated – 1

COURSE DESIGNER:

1. Ms. S. Jeno Mary



2. Ms. C Gladious Guna Ranjini



Forwarded By



Dr. S. Saira Banu
Head
Department of Journalism
& Mass Communication

II B.A**SEMESTER – IV***For those who joined in 2019 onwards***COURSE CONTENTS & LECTURE SCHEDULE:**

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---|---|------------------------|---|---------------------------|
| UNIT-1 - HISTORY OF CINEMA | | | | |
| 1.1 | History of Cinema. | 4 | LECTURE | PPT |
| 1.2 | Tamil Cinema German expressionism Soviet montage, Italian neo-realism, French new wave. | 4 | LECTURE | PPT |
| 1.3 | Third world cinema. | 2 | LECTURE | PPT |
| 1.4 | History of Cinema. | 5 | LECTURE | PPT |
| UNIT- 2 - PRODUCTION PROCESS | | | | |
| 2.1 | Single – Camera Production process | 5 | LECTURE | PPT |
| 2.2 | Pre – production, Production, Post – production | 5 | LECTURE | VIDEOS OF FILM PRODUCTION |
| 2.3 | Production Personnel: Roles and Responsibilities Film Language, Lighting | 5 | LECTURE | PPT |
| UNIT- 3 - EVOLUTION OF INDIAN CINEMA | | | | |
| 3.1 | The beginning, Talkies, Studio system, Regional language cinema | 7 | LECTURE, ASSIGNMENT ABOUT REGIONAL CINEMA | GOOGLE CLASSROOM |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|--------------------------------|---|------------------------|--------------------------|---------------------------------|
| 3.2 | The Censorship of films in India cinema. | 8 | LECTURE | PPT |
| UNIT- 4 - FILM GENRES | | | | |
| 4.1 | Three Film Genres Act Structure | 5 | LECTURE | PPT |
| 4.2 | Comedy, Documentary, Horror, Musicals, War Films | 5 | DEMONSTRATION BY TEACHER | VIDEOS OF DIFFERENT GENRE FILMS |
| 4.3 | Drama, Science Fiction, Animation, Black Cinema, Epic Film Noir, Action, Gangster. | 5 | DEMONSTRATION BY TEACHER | VIDEOS OF DIFFERENT GENRE FILMS |
| UNIT- 5 - FILM PIONEERS | | | | |
| 5.1 | International and India film makers and their contribution. | 7 | LECTURE | PPT |
| 5.2 | Case study of their works - Vittorio De Sice, Adoor Gopalakrishna, Satyajit Ray, Mrinal Sen, D.W. Griffith, Alfred Hitchcock, Akira Kurosawa, Eisenstein. | 8 | LECTURE PPT | ASSIGNMENT IN GOOGLE CLASS ROOM |

| Levels | C1 | C2 | C3 | C4 | C5 | Total Scho lastic Marks | Non Scho lastic Marks C6 | CIA Total | % of Assess ment |
|-----------------------|----------------------|----------------------|-----------------------|--------------------------------|-----------------------------|-------------------------------|-----------------------------------|--------------|---------------------|
| | T1 10 Mks. | T2 10 Mks. | Quiz 5 Mks. | Assign ment 5 Mks | OBT/ PPT 5 Mks | 35 Mks. | 5 Mks. | 40 Mks. | |
| K1 | 2 | 2 | - | - | - | 4 | - | 4 | 10 % |
| K2 | 2 | 2 | 5 | - | - | 9 | - | 9 | 22.5 % |
| K3 | 3 | 3 | - | - | 5 | 11 | - | 11 | 27.5 % |
| K4 | 3 | 3 | - | 5 | - | 11 | - | 11 | 27.5 % |
| Non Schola stic | - | - | - | - | - | | 5 | 5 | 12.5 % |
| Total | 10 | 10 | 5 | 5 | 5 | 35 | 5 | 40 | 100 % |

| CIA | |
|----------------|----|
| Scholastic | 35 |
| Non-Scholastic | 5 |
| | 40 |

EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTI C | MARKS | | |
|------------|----|----|----|----|-------------------------|-------|-----|-------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESE | Total |

| | | | | | | | | |
|----|----|---|---|---|---|----|----|-----|
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |
|----|----|---|---|---|---|----|----|-----|

UG CIA COMPONENTS

| | | Nos | |
|-----------|----------------------|-----|---------|
| C1 | - Test (CIA 1) | 1 | - 10Mks |
| C2 | - Test (CIA 2) | 1 | - 10Mks |
| C3 | - Assignment | 1 | - 5 Mks |
| C4 | - Open Book Test/PPT | 2 * | - 5 Mks |
| C5 | - Quiz | 2 * | - 5 Mks |
| C6 | - Attendance | - | - 5 Mks |

Assignment is based on film reviews – Individual work

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|-----|--|--|------------------|
| CO1 | Acquire knowledge on history of Cinema, cinema movements | K1 | PSO1& PSO2 |
| CO2 | Understand the key production roles and responsibility | K1& K2 | PSO2 |
| CO3 | Acquire knowledge in film language | K1 & K2 | PSO1, PSO5 |
| CO4 | Analyse structures of power, economics, and ideology and Film Genres | K2 & K4 | PSO4, PSO5 |
| CO5 | Critique narration in relation to real life | K3&K4 | PSO1, PSO4, PSO5 |

Mapping of COs with PSOs

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--------|------|------|------|------|------|
| CO1 | 1 | 1 | 1 | 2 | 3 |
| CO2 | 1 | 2 | 2 | 2 | 3 |
| CO3 | 3 | 3 | 1 | 2 | 3 |
| CO4 | 1 | 3 | 1 | 3 | 3 |
| CO5 | 3 | 2 | 1 | 3 | 2 |

Mapping of COs with POs

| CO/ PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|------------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 3 | 3 | 2 | 1 | 1 | 1 | 1 |
| CO2 | 1 | 2 | 3 | 3 | 2 | 3 | 2 |
| CO3 | 2 | 1 | 2 | 3 | 3 | 3 | 3 |
| CO4 | 1 | 2 | 1 | 3 | 3 | 3 | 3 |
| CO5 | 1 | 2 | 1 | 3 | 3 | 3 | 3 |

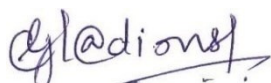
Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2 ♦ Weakly Correlated -1

COURSE DESIGNERS:

1. Ms. S.Jeno Mary



2. Ms. Gladious Guna Ranjini



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Head
Department of Journalism
& Mass Communication

Forwarded By



| PROGRAMME CODE | COURSE CODE | COURSE TITLE | CATEGORY | HRS/WEEK | CREDITS |
|----------------|--------------|-----------------------------|----------------|----------|---------|
| USJM | 19JM4SB 2 | Advertisement Production | SKILL BASED | 2 | 2 |

COURSE DESCRIPTION:

This course focuses on advertisements placed in websites, television ads, newspapers, Films or magazines

COURSE OBJECTIVES:

To enable them to acquire a practical experience in Advertisement Production

UNIT I:PRINT ADVERTISEMENT**[10HRS]**

Production Techniques of Print Advertisement –Designing Print Advertisement, Layouts

UNIT II: RADIO ADVERTISEMENT**[5HRS]**

Production Techniques of Radio Advertisement

UNIT III:TV ADVERTISEMENT**[5HRS]**

Production Techniques of TV Advertisement

UNIT IV: WEB ADVERTISEMENT**[5HRS]**

Production Techniques of WEB Advertisement

UNIT V: SOFTWARE**[5HRS]**

Self-Study:Production Techniques of PSA Adobe Photoshop, illustrator

TEXT BOOKS:

Ruchi Gupta. *Advertising Principle and Concept* Sage Publications. 2016.

REFERENCE BOOKS:

1. Kalpesh, DhirubhaiNaik. *Marketing Communication and Advertising*. Horizon Press. Jaipur ,2018
2. Arivash, Chiranjeev. *Visual Communication*. JnanadaPrakashan Publication, 2018.
3. Priyanka, Singh. *Communication Management*. Shree publication,2018.
4. Gaur, D.K. *Journalism*. Omega publication,2018.

DIGITAL OPEN EDUCATIONAL RESOURCES

1. <https://libguides.uwf.edu/c.php?g=215207&p=1419796>
2. <https://www.journaliststoolbox.org/category/advertising-and-marketing/>
3. <http://opencourselibrary.org/cmst-102-intro-to-mass-media/>
4. <https://smallbusiness.chron.com/advertising-production-process-45162.html>
5. <https://bizfluent.com/how-does-5406667-advertising-production-process.html>

COURSE CONTENTS & LECTURE SCHEDULE:

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|-------------------------------------|--|-----------------|-------------------|----------------------------------|
| UNIT I:PRINT ADVERTISEMENT | | | | |
| 1.1 | Production Techniques of Print Advertisement | 5 | Lecture | PPT |
| 1.2 | Designing Print Advertisement | 3 | Lecture | PPT |
| 1.3 | Layouts | 2 | Lecture | PPT |
| UNIT II: RADIO ADVERTISEMENT | | | | |
| 2.1 | Production Techniques of Radio Advertisement | 2 | Lecture | Google Class room |
| 2.2 | Preproduction -Radio script | 1 | Lecture | Videos for Production Techniques |

| | | | | |
|-----------------------------------|--|---|----------------------------|--------------------------|
| 2.3. | Production -Recording | 1 | Lecture | PPT |
| 2.4 | Postproduction- final out | 1 | Lecture | Videos from the Internet |
| UNIT III:TV ADVERTISEMENT | | | | |
| 3.1 | Production Techniques of TV Advertisement | 1 | Lecture & Class Assignment | Videos from the Internet |
| 3.2 | Preproduction -TV script | 2 | Lecture & Class Assignment | PPT |
| 3.3 | Production -shooting | 1 | Lecture & Class Assignment | PPR |
| 3.4 | Postproduction-Editing | 1 | | |
| UNIT IV: WEB ADVERTISEMENT | | | | |
| 4.1 | Production Techniques of WEB Advertisement | 1 | Lecture | Videos from the Internet |
| 4.2 | Preproduction-script | 2 | Lecture | Google Class room |
| 4.3 | Production -Animation | 1 | Lecture & Group Discussion | Google Class room |
| 4.4 | Postproduction-online ad | 1 | Lecture | Google Class room |
| UNIT V: SOFTWARE | | | | |
| 5.1 | Self-Study: Production Techniques of PSA, | 1 | Lecture | PPT |
| 5.2 | Adobe Photoshop | 2 | Lecture | Videos from the Internet |

| | | | | |
|-----|-------------|---|----------------------------------|--------------------------------|
| 5.3 | Illustrator | 2 | Lecture & Class Assignment | Videos from the Internet |
|-----|-------------|---|----------------------------------|--------------------------------|

| Levels | C1 | C2 | C3 | C4 | C5 | Total Scho lastic Marks | Non Scho lastic Marks C6 | CIA Total | % of Assess ment |
|-----------------------|----------------------|----------------------|-----------------------|--------------------------------|-----------------------------|----------------------------------|--------------------------------------|--------------|------------------------|
| | T1 10 Mks. | T2 10 Mks. | Quiz 5 Mks. | Assign ment 5 Mks | OBT/ PPT 5 Mks | 35 Mks. | 5 Mks. | 40 Mks. | |
| K1 | 2 | 2 | - | - | - | 4 | - | 4 | 10 % |
| K2 | 2 | 2 | 5 | - | - | 9 | - | 9 | 22.5 % |
| K3 | 3 | 3 | - | - | 5 | 11 | - | 11 | 27.5 % |
| K4 | 3 | 3 | - | 5 | - | 11 | - | 11 | 27.5 % |
| Non Schola stic | - | - | - | - | - | | 5 | 5 | 12.5 % |
| Total | 10 | 10 | 5 | 5 | 5 | 35 | 5 | 40 | 100 % |

| CIA | |
|----------------|----|
| Scholastic | 35 |
| Non-Scholastic | 5 |
| | 40 |

EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|------------|----|----|----|----|------------------|-------|-----|-------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

UG CIA COMPONENTS

| | | | | Nos | | |
|-----------|---|--------------------|-----|-----|-------|--|
| C1 | - | Test (CIA 1) | 1 | - | 10Mks | |
| C2 | - | Test (CIA 2) | 1 | - | 10Mks | |
| C3 | - | Assignment | 1 | - | 5 Mks | |
| C4 | - | Open Book Test/PPT | 2 * | - | 5 Mks | |
| C5 | - | Quiz | 2 * | - | 5 Mks | |
| C6 | - | Attendance | | - | 5 Mks | |

Practical work:

*Record note to be submitted

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|-----|-----------------|--|-------------------|
|-----|-----------------|--|-------------------|

| | | | |
|------|---|------------|------------------|
| CO 1 | Demonstrate understanding of the elements and principles of Graphic design | K1, K2, K3 | PSO1 |
| CO 2 | Understand colour and colour mixing | K1, K2 | PSO3, PSO5 |
| CO 3 | Gain practical knowledge in designing logos, visiting card, Advertisement for various media | K3, K4 | PSO1, PSO3, PSO5 |
| CO 4 | Comprehend basics of Adobe Photoshop and its functions | K2, K3 | PSO1, PSO3, PSO5 |
| CO 5 | Gain knowledge of Production Techniques of Print Advertisement | K1, K2, K4 | PSO1, PSO3, PSO5 |

Mapping of COs with PSOs

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--------|------|------|------|------|------|
| CO1 | 1 | 3 | 2 | 3 | 3 |
| CO2 | 1 | 3 | 2 | 3 | 3 |
| CO3 | 3 | 3 | 1 | 2 | 3 |
| CO4 | 1 | 3 | 1 | 3 | 3 |
| CO5 | 3 | 2 | 1 | 3 | 2 |

Mapping of COs with POs

| CO/ PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|------------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 1 | 3 | 2 | 3 | 1 | 3 | 2 |
| CO2 | 1 | 2 | 3 | 2 | 3 | 2 | 3 |
| CO3 | 3 | 1 | 2 | 3 | 1 | 3 | 1 |
| CO4 | 2 | 1 | 3 | 3 | 1 | 3 | 1 |
| CO5 | 1 | 2 | 2 | 2 | 3 | 2 | 3 |

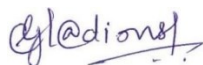
Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2 ♦ Weakly Correlated – 1

COURSE DESIGNERS:

1. Ms. S.Jeno Mary



2. Ms C. Gladious Guna Ranjini



Forwarded By



Dr. S. Saira Banu
Head
Department of Journalism
& Mass Communication

III B.A
SEMESTER – V

For those who joined in 2019 onwards

Entire Course has focus on **Employability**

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | CATEGORY | HRS/WEEK | CREDITS |
|----------------|-------------|----------------------------------|----------|----------|---------|
| USJM | 19JM5CC5 | Development Communication | Lecture | 5 | 4 |

COURSE DESCRIPTION:

- To enable the students to understand factors governing national development

COURSE OBJECTIVES:

- To enable the students to critically evaluate developmental approaches and programmes in the context of Economic and development theories
- To enable students to become agents of change

UNITS:

UNIT I- DEVELOPMENT & MODELS

[15 HRS]

Foundations of Development: [Pg: 25 – 42]

Historical perspective of Development

Key concept of Development

Alternative Development Concept

Development Goals – The Millennium Development Goals

Models of development - concept of Model [Pg: 46 - 56]

Unilinear Model – Diffusion Model – Mechanistic Model – Organic Model

Gandhian Model of Development

UNIT II – RURAL DEVELOPMENT

[15 HRS]

Role of Communication in development (Pg. 97 - 126)

Practice of Development Communication in India

Communication for Rural Development in India (Pg. 129 -147)

UNIT III - SUSTAINABLE DEVELOPMENT

[15 HRS]

The historical context of Sustainable Development (Pg. 76 - 94)

Sustainable Development in India

Challenges to Sustainable Development

UNIT IV - NGO & FOLK MEDIA**[15 HRS]**

Role of NGOs in Development (Pg. 171 - 177)

Role of Communication in NGOs

Role of Media in Development Coverage (Print, Electronic Media) (Pg. 190 - 202)

Major Folk forms in Role of Folk Media in Development in India (Pg. 246 - 267)

Self-Study: Application of Social Media for Development (Pg. 209 - 218)**UNIT V - DEVELOPMENT OF SOCIETY****[15 HRS]**

Environment Communication (Pg. 220 - 241)

Agriculture Development Communication (Pg. 270 - 285)

Health Communication (Pg. 287 - 304)

Human Rights Communication (Pg. 306 - 317)

TEXT BOOK:**(Materials taken from the following book:)**

1. Guru, B.P. Mahesh Chandra. *Applied Development Communication*. Dominant Publishers, 2016.

REFERENCES:

1. Ahuja, B.N., & Chhabra, S.S. (1998). *Development Communications*. Delhi: Surjeet Publications.
2. Puri, Manish. *Constitutional and Political Development in India*. Mohif Publications, 2016.

DIGITAL OPEN EDUCATIONAL RESOURCES

1. <https://www.definitions.net/definition/development+communication>
2. <https://www.businesstopia.net/mass-communication/development-communication-theory>
3. https://www.researchgate.net/publication/276928937_Introduction_to_Development_Communication

COURSE CONTENTS & LECTURE SCHEDULE:

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---|--|-----------------|----------------------|---|
| UNIT 1 -DEVELOPMENT & MODELS | | | | |
| 1.1 | Foundations of Development Historical perspective of Development | 4 | Lecture | PPT& Pictures - Google classroom |
| 1.2 | Key concept of Development Alternative Development Concept | 4 | Lecture | PPT |
| 1.3 | Development Goals – The Millennium Development Goals Models of development - concept of Model | 3 | Lecture | PPT |
| 1.4 | Unlinear Model – Diffusion Model – Mechanistic Model – Organic Model – Gandhian Model of Development | 4 | Discussion | Google classroom |
| UNIT 2 -RURAL DEVELOPMENT | | | | |
| 2.1 | Practice of Development Communication in India | 5 | Lecture | PPT |
| 2.2 | Sustainable Development | 5 | Demo | PPT |
| 2.3 | Rural Development | 5 | Flipped Classroom | PPT |
| UNIT 3 – SUSTAINABLE DEVELOPMENT | | | | |
| 3.1 | Paradigms of Development | 5 | Lecture | PPT |
| 3.2 | Paradigms of Development- Alternative | 5 | Lecture | PPT |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|--|---|-----------------|---------------------|--|
| 3.3 | Paradigms of Development-Dominant. | 5 | Classroom Activity | Videos and Pictures |
| UNIT 4 –NGO & FOLK MEDIA | | | | |
| 4.1 | Role of NGOs in Development Role of Media in Development Coverage (Print, Electronic Media) Application of Social Media for Development | 10 | Lecture | PPT |
| 4.2 | Major Folk forms in India Role of Folk Media in Development in India | 5 | Case Study Analysis | Newspaper Clippings and Videos from the Internet |
| UNIT 5 - DEVELOPMENT OF SOCIETY | | | | |
| 5.1 | Role and need of Communication in the fields of Environment Communication | 8 | Group Discussion | Google Classroom |
| 5.2 | Agriculture Development Communication Health Communication | 7 | Case Study Analysis | Newspaper Clippings and Videos from the Internet |

| Levels | C1 | C2 | C3 | C4 | C5 | Total Scho lastic Marks | Non Scho lastic Marks C6 | CIA Total | % of Assess ment |
|-----------------------|----------------------|----------------------|-----------------------|--------------------------------|-----------------------------|-------------------------------|-----------------------------------|--------------|------------------------|
| | T1 10 Mks. | T2 10 Mks. | Quiz 5 Mks. | Assign ment 5 Mks | OBT/ PPT 5 Mks | 35 Mks. | 5 Mks. | 40 Mks. | |
| K1 | 2 | 2 | - | - | - | 4 | - | 4 | 10 % |
| K2 | 2 | 2 | 5 | - | - | 9 | - | 9 | 22.5 % |
| K3 | 3 | 3 | - | - | 5 | 11 | - | 11 | 27.5 % |
| K4 | 3 | 3 | - | 5 | - | 11 | - | 11 | 27.5 % |
| Non Schola stic | - | - | - | - | - | | 5 | 5 | 12.5 % |
| Total | 10 | 10 | 5 | 5 | 5 | 35 | 5 | 40 | 100 % |

| CIA | |
|----------------|----|
| Scholastic | 35 |
| Non-Scholastic | 5 |
| | 40 |

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|------------|----|----|----|----|------------------|-------|-----|-------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

UG CIA COMPONENTS

| | | Nos | |
|-----------|---|--------------------|-------------|
| C1 | - | Test (CIA 1) | 1 - 10Mks |
| C2 | - | Test (CIA 2) | 1 - 10Mks |
| C3 | - | Assignment | 1 - 5 Mks |
| C4 | - | Open Book Test/PPT | 2 * - 5 Mks |
| C5 | - | Quiz | 2 * - 5 Mks |
| C6 | - | Attendance | - 5 Mks |

A field visit should be conducted to N.G. O'S or villages. On the basis of the visit, the students should submit group report. This will form the assignment

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|-----|---|--|----------------|
| CO1 | Recognize and explain the concept and importance of development | K1 | PSO4, PSO5 |

| | | | |
|-----|---|------------|------------------|
| CO2 | Distinguish between communication and development communication. | K1, K2 | PSO2, PSO4, PSO5 |
| CO3 | Describe use of different media in development communication. | K1 | PSO2, PSO5 |
| CO4 | Evaluate developmental approaches and programmes in the context of Economic and development theories | K1, K2, K3 | PSO2, PSO4, PSO5 |
| CO5 | Understand key issues in sustainable development as a basis for engaging in effective development communication | K4 | PSO2, PSO4, PSO5 |

Mapping of COs with PSOs

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--------|------|------|------|------|------|
| CO1 | 1 | 3 | 2 | 3 | 3 |
| CO2 | 1 | 2 | 2 | 3 | 3 |
| CO3 | 3 | 2 | 1 | 2 | 3 |
| CO4 | 1 | 3 | 1 | 3 | 3 |
| CO5 | 3 | 2 | 1 | 3 | 2 |

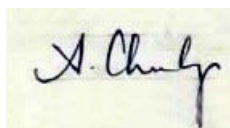
Mapping of COs with POs

| CO/ PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 1 | 2 | 2 | 3 | 1 | 1 | 2 |
| CO2 | 1 | 1 | 3 | 2 | 3 | 1 | 1 |
| CO3 | 3 | 3 | 2 | 1 | 3 | 1 | 2 |
| CO4 | 3 | 1 | 2 | 3 | 3 | 2 | 1 |
| CO5 | 1 | 2 | 2 | 2 | 3 | 1 | 2 |

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2 ♦ Weakly Correlated – 1

COURSE DESIGNERS:

1. Ms. A. Chris Marlyn



2. Ms. G. Roseline Stella Rani



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III B.A.

SEMESTER –V

For those who joined in 2019 onwards

Entire Course has focus on **Employability**

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | CATEGORY | HRS/WEEK | CREDITS |
|----------------|-------------|---------------------|----------|----------|---------|
| USJM | 19JM5CC6 | FILM STUDIES | LECTURE | 5 | 4 |

COURSE DESCRIPTION

This course deals with various theoretical, historical, and critical approaches to films.

COURSE OBJECTIVES

- To make the students understand how film reflects societal concerns
- To facilitate exploration of the history of cinema and also critically analyze movies that are being screened.

UNITS:

UNIT –I HISTORY OF CINEMA (15HRS.)

History of Cinema.

Tamil Cinema German expressionism, Soviet montage, Italian neo-realism, French new wave. Third world cinema.

UNIT –II PRODUCTION PROCESS (15HRS.)

Single – Camera Production process

Pre – production, Production, Post – production

Production Personnel: Roles and Responsibilities Film Language, Lighting

UNIT –III EVOLUTION OF INDIAN CINEMA (15HRS.)

The beginning, Talkies, Studio system, Regional language cinema

The Censorship of films in India cinema.

UNIT –IV FILM GENRES (15HRS.)

Three Film Genres Act Structure

Comedy, Documentary, Horror, Musicals, War Films

Drama, Science Fiction, Animation, Black Cinema ,Epic Film Noir, Gangster, Action.

UNIT –V FILM PIONEERS

(15HRS.)

International and India film makers and their contribution.

Case study of their works - Satyajit Ray, MrinalSen,AdoorGopalakrishnan, D.W.Griffith,Eisenstein, Vittorio DeSice,Akira Kurosawa, Alfred Hitchcock.**Self-Study:**Criticism and review of cinema

TEXT BOOKS:

Materials taken from the following book:

1.Belavadi, Vasuki. *Video Production*. New Delhi: Oxford University Press, 2013.

REFERENCES

1. Kumar, KevalJ.*Mass Communication in India*. Mumbai: Jaico Publishing House,2013.
2. Hayward, Susan.*The Key Concepts of Cinema Studies*.London: Routledge, 2000.
3. Emmons, Mark. *Film and television: A Guide to the Reference Literature*.2007
4. Clark. *Complete A-Z Media & Film Studies Handbook*. Vivienne,2009
5. Satish Sharma.*History of Mediaand Mass Communication*. ABD publication, 2018.

DIGITAL OPEN EDUCATIONAL RESOURCES

1. <https://www.mediacollege.com/lighting/three-point/>
2. <https://thefilmproduction.wordpress.com/>
3. <https://www.futurelearn.com/courses/film-production/0/steps/12304>

COURSE CONTENTS & LECTURE SCHEDULE:

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---|---|------------------------|---|---------------------------|
| UNIT-1 - HISTORY OF CINEMA | | | | |
| 1.1 | History of Cinema. | 4 | LECTURE | PPT |
| 1.2 | Tamil Cinema German expressionism Soviet montage, Italian neo-realism, French new wave. | 4 | LECTURE | PPT |
| 1.3 | Third world cinema. | 2 | LECTURE | PPT |
| 1.4 | History of Cinema. | 5 | LECTURE | PPT |
| UNIT- 2 - PRODUCTION PROCESS | | | | |
| 2.1 | Single – Camera Production process | 5 | LECTURE | PPT |
| 2.2 | Pre – production, Production, Post – production | 5 | LECTURE | VIDEOS OF FILM PRODUCTION |
| 2.3 | Production Personnel: Roles and Responsibilities Film Language, Lighting | 5 | LECTURE | PPT |
| UNIT- 3 - EVOLUTION OF INDIAN CINEMA | | | | |
| 3.1 | The beginning, Talkies, Studio system, Regional language cinema | 7 | LECTURE, ASSIGNMENT ABOUT REGIONAL CINEMA | GOOGLE CLASSROOM |
| 3.2 | The Censorship of films in India cinema. | 8 | LECTURE | PPT |
| UNIT- 4 - FILM GENRES | | | | |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|--------------------------------|--|------------------------|--------------------------|---------------------------------|
| 4.1 | Three Film Genres Act Structure | 5 | LECTURE | PPT |
| 4.2 | Comedy, Documentary, Horror, Musicals, War Films | 5 | DEMONSTRATION BY TEACHER | VIDEOS OF DIFFERENT GENRE FILMS |
| 4.3 | Drama, Science Fiction, Animation, Black Cinema, Epic Film Noir, Action, Gangster. | 5 | DEMONSTRATION BY TEACHER | VIDEOS OF DIFFERENT GENRE FILMS |
| UNIT- 5 - FILM PIONEERS | | | | |
| 5.1 | International and India film makers and their contribution. | 7 | LECTURE | PPT |
| 5.2 | Case study of their works - Vittorio De Sice, Adoor Gopalakrishn, Satyajit Ray, Mrinal Sen, D.W. Griffith, Alfred Hitchcock, Akira Kurosawa, Eisenstein. | 8 | LECTURE PPT | ASSIGNMENT IN GOOGLE CLASS ROOM |

| Levels | C1 | C2 | C3 | C4 | C5 | Total Scho | Non Scho | CIA Total | |
|---------------|-----------|-----------|-----------|-----------|-----------|-------------------|-----------------|------------------|--|
|---------------|-----------|-----------|-----------|-----------|-----------|-------------------|-----------------|------------------|--|

| | | | | | | lastic Marks | lastic Marks C6 | | % of Assessment |
|----------------|---------|---------|--------|------------|---------|--------------|-----------------|---------|-----------------|
| | T1 | T2 | Quiz | Assignment | OBT/PPT | | | | |
| | 10 Mks. | 10 Mks. | 5 Mks. | 5 Mks | 5 Mks | 35 Mks. | 5 Mks. | 40 Mks. | |
| K1 | 2 | 2 | - | - | - | 4 | - | 4 | 10 % |
| K2 | 2 | 2 | 5 | - | - | 9 | - | 9 | 22.5 % |
| K3 | 3 | 3 | - | - | 5 | 11 | - | 11 | 27.5 % |
| K4 | 3 | 3 | - | 5 | - | 11 | - | 11 | 27.5 % |
| Non Scholastic | - | - | - | - | - | | 5 | 5 | 12.5 % |
| Total | 10 | 10 | 5 | 5 | 5 | 35 | 5 | 40 | 100 % |

| CIA | |
|----------------|----|
| Scholastic | 35 |
| Non-Scholastic | 5 |
| | 40 |

EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|------------|----|----|----|----|------------------|-------|-----|-------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

UG CIA COMPONENTS

| | | | Nos | | | |
|----|---|--------------|-----|---|-------|--|
| C1 | - | Test (CIA 1) | 1 | - | 10Mks | |

| | | | | | |
|-----------|---|--------------------|-----|---|-------|
| C2 | - | Test (CIA 2) | 1 | - | 10Mks |
| C3 | - | Assignment | 1 | - | 5 Mks |
| C4 | - | Open Book Test/PPT | 2 * | - | 5 Mks |
| C5 | - | Quiz | 2 * | - | 5 Mks |
| C6 | - | Attendance | | - | 5 Mks |

Assignment is based on film reviews – Individual work

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|-----|--|--|------------------|
| CO1 | Acquire knowledge on history of Cinema, cinema movements | K1 | PSO1& PSO2 |
| CO2 | Understand the key production roles and responsibility | K1& K2 | PSO2 |
| CO3 | Acquire knowledge in film language | K1 & K2 | PSO1, PSO5 |
| CO4 | Analyse structures of power, economics, and ideology and Film Genres | K2 & K4 | PSO4, PSO5 |
| CO5 | Critique narration in relation to real life | K3&K4 | PSO1, PSO4, PSO5 |

Mapping of COs with PSOs

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--------|------|------|------|------|------|
|--------|------|------|------|------|------|

| | | | | | |
|-----|---|---|---|---|---|
| CO1 | 1 | 1 | 1 | 2 | 3 |
| CO2 | 1 | 2 | 2 | 2 | 3 |
| CO3 | 3 | 3 | 1 | 2 | 3 |
| CO4 | 1 | 3 | 1 | 3 | 3 |
| CO5 | 3 | 2 | 1 | 3 | 2 |

Mapping of COs with POs

| CO/ PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|------------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 3 | 3 | 2 | 1 | 1 | 1 | 1 |
| CO2 | 1 | 2 | 3 | 3 | 2 | 3 | 2 |
| CO3 | 2 | 1 | 2 | 3 | 3 | 3 | 3 |
| CO4 | 1 | 2 | 1 | 3 | 3 | 3 | 3 |
| CO5 | 1 | 2 | 1 | 3 | 3 | 3 | 3 |

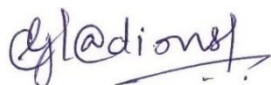
Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2 ♦ Weakly Correlated – 1

COURSE DESIGNERS:

1. Ms. S.Jeno Mary



2. Ms. Gladious Guna Ranjini



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Head
Department of Journalism
& Mass Communication

II B.A SEMESTER – V

For those who joined in 2019 onwards

Entire Course has focus on **Employability**, **Skill Development**

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | CATEGORY | HRS/WEEK | CREDITS |
|----------------|--------------|-----------------------|----------|----------|---------|
| USJM | 19JM5CC 7 | Media Literacy | Lecture | 5 | 4 |

COURSE DESCRIPTION

This course aims to make the students understand the dynamics behind media messages.

COURSE OBJECTIVES

To understand media literacy and use media skills to critically analyse the media context. The students could understand the dynamics behind media messages

UNITS

UNIT –I Introduction to Media Literacy

(15 HRS.)

Media Literacy concepts

Text and subtext

The language of persuasion

Deconstructing Media message

UNIT –II Mass Media Content and reality

(15 HRS.)

What is reality?

Organizing principle: Next step reality

The importance of Media Literacy

UNIT –III Interactive Media

(15 HRS.)

Development of interactive Mass Media

Social Networking Mass Media

Interactive Media games

UNIT –IV Media Violence

(15 HRS.)

Broadening our perspectives on Media effects. [Pg.: 247-259(Potter)]

Media Violence. Pg. 313-326 (Potter)

UNIT –V Practical Media Skills

(15 HRS.)

Analysis of News, Advertisement, Films.

Self-study: Case Studies

TEXT BOOKS:

Materials chosen from this book:

1. Baran, Stanley J. *Introduction to Mass Communication*. New Delhi: Tata MC Graw Hill, 2010
2. James Potter, W. *Media Literacy*. Los Angeles: Sage, 2011.

REFERENCES:

1. Baran, Stanley J. *Introduction to Mass Communication*. New Delhi: Tata MC Graw Hill, 2010
2. James Potter, W. *Media Literacy*. Los Angeles: Sage, 2011.
3. Frechette, J.D. *Developing Media Literacy in Cyberspace: Pedagogy and Critical Learning for the Twenty first Century Classroom*. New York: Praeger, 2011.
4. Buckingham, D. *Media Education: Literacy, Learning and Contemporary Culture*. Cambridge, UK, 2003.

DIGITAL OPEN EDUCATIONAL RESOURCES

1. www.medialiteracyproject.org
2. <https://loyalistlibrary.com/mediastudies/oer>
3. <https://lumenlearning.com/courses/>

COURSE CONTENTS & LECTURE SCHEDULE:

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|--|--|------------------------|--------------------------|----------------------------------|
| UNIT 1 -Introduction to Media Literacy | | | | |
| 1.1 | Media Literacy concepts & Text and subtext | 3 | Lecture | PPT& Pictures - Google classroom |
| 1.2 | Text and subtext | 2 | Lecture | PPT |
| 1.3 | The language of persuasion | 2 | Lecture | PPT |
| 1.4 | Deconstructing Media message | 3 | Discussion | Google classroom |
| UNIT 2 - Mass Media Content and reality | | | | |
| 2.1 | What is reality? | 1 | Lecture | PPT |
| 2.2 | Organizing principle: Next step reality | 2 | Demo | PPT |
| 2.3 | The importance of Media Literacy | 2 | Flipped Classroom | PPT |
| UNIT 3 – Interactive Media | | | | |
| 3.1 | Development of interactive Mass Media | 2 | Lecture | PPT |
| 3.2 | Social Networking Mass Media | 1 | Lecture | PPT |
| 3.3 | Interactive Media games | 2 | Classroom Activity | Videos and Pictures |
| UNIT 4 – Media Effects and Violence | | | | |
| 4.1 | Broadening our perspectives on Media effects | 2 | Lecture | PPT |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|--|--|-----------------|---------------------|--|
| 4.2 | Media Violence | 3 | Case Study Analysis | Newspaper Clippings and Videos from the Internet |
| UNIT 5 - Practical Media Skills | | | | |
| 5.1 | Analysis of News, Advertisement, Films | 3 | Group Discussion | Google Classroom |
| 5.2 | Case Studies | 2 | Case Study Analysis | Newspaper Clippings and Videos from the Internet |

| Levels | C1 | C2 | C3 | C4 | C5 | Total Scholastic Marks | Non Scholastic Marks C6 | CIA Total | % of Assessment |
|----------------|---------------|---------------|----------------|----------------------|-------------------|------------------------|-------------------------|-----------|-----------------|
| | T1 10 Mks. | T2 10 Mks. | Quiz 5 Mks. | Assignment 5 Mks. | OBT/PPT 5 Mks. | 35 Mks. | 5 Mks. | 40 Mks. | |
| K1 | 2 | 2 | - | - | - | 4 | - | 4 | 10 % |
| K2 | 2 | 2 | 5 | - | - | 9 | - | 9 | 22.5 % |
| K3 | 3 | 3 | - | - | 5 | 11 | - | 11 | 27.5 % |
| K4 | 3 | 3 | - | 5 | - | 11 | - | 11 | 27.5 % |
| Non Scholastic | - | - | - | - | - | | 5 | 5 | 12.5 % |
| Total | 10 | 10 | 5 | 5 | 5 | 35 | 5 | 40 | 100 % |

| CIA | |
|-----------------------|-----------|
| Scholastic | 35 |
| Non-Scholastic | 5 |
| | 40 |

EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|------------|----|----|----|----|------------------|-------|-----|-------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

UG CIA COMPONENTS

| | | | | Nos | | | | |
|-----------|---|--------------------|--|-----|---|-------|--|--|
| C1 | - | Test (CIA 1) | | 1 | - | 10Mks | | |
| C2 | - | Test (CIA 2) | | 1 | - | 10Mks | | |
| C3 | - | Assignment | | 1 | - | 5 Mks | | |
| C4 | - | Open Book Test/PPT | | 2 * | - | 5 Mks | | |
| C5 | - | Quiz | | 2 * | - | 5 Mks | | |
| C6 | - | Attendance | | | - | 5 Mks | | |

ASSIGNMENT: Students can choose 1 of the three topics for assignment.

1. Analysing online articles related to politics, environment, religion
2. Analysis of 2 television commercials
3. Analysis of 1 woman oriented film

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|-----|--|--|------------------|
| CO1 | Understand the importance and impact of media and Media Literacy concepts | K1, K2 | PSO4, PSO5 |
| CO2 | Safely and responsibly access a variety of media texts from different media platforms. | K1, K2, | PSO2, PSO4, PSO5 |
| CO3 | Understand the Interactive Media and the language of persuasion | K1, K2 | PSO1, PSO2, PSO5 |
| CO4 | Critique media content | K3 | PSO2, PSO4, PSO5 |
| CO5 | Act as responsible digital citizens | K4 | PSO2, PSO4, PSO5 |

Mapping of COs with PSOs

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--------|------|------|------|------|------|
| CO1 | 1 | 3 | 2 | 3 | 3 |
| CO2 | 1 | 3 | 2 | 3 | 3 |
| CO3 | 3 | 3 | 1 | 2 | 3 |
| CO4 | 1 | 3 | 1 | 3 | 3 |
| CO5 | 3 | 2 | 1 | 3 | 2 |

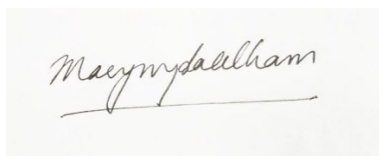
Mapping of COs with POs

| CO/ PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 1 | 2 | 2 | 3 | 1 | 1 | 2 |
| CO2 | 1 | 1 | 3 | 2 | 3 | 1 | 1 |
| CO3 | 3 | 3 | 2 | 1 | 3 | 2 | 1 |
| CO4 | 3 | 1 | 2 | 3 | 3 | 2 | 1 |
| CO5 | 1 | 2 | 2 | 2 | 3 | 1 | 2 |

Note: ♦ Strongly Correlated – 3♦Moderately Correlated – 2♦Weakly Correlated -1

COURSE DESIGNERS:

1. Dr. Mary Magdalene

A handwritten signature in black ink that reads "Mary Magdalene" with a horizontal line underneath.

2. Dr. S. Saira Banu

A handwritten signature in blue ink that reads "S. Saira Banu".

Forwarded By

A handwritten signature in blue ink that reads "S. Saira Banu".

Dr. S. Saira Banu
Head
Department of Journalism
& Mass Communication

III B.A
SEMESTER –V

For those who joined in 2019 onwards

Entire Course has focus on **Employability**, **Entrepreneurship** & **Skill Development**

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | CATEGORY | HRS/ WEEK | CREDITS |
|----------------|--------------|---------------------------|-----------|-----------|---------|
| USJM | 19JM5CP 5 | Documentary Production | PRACTICAL | 5 | 4 |

COURSE DESCRIPTION:

The central goal of this course is to provide students with perspectives, background, and ways of thinking about documentary films that will facilitate critical inquiry and enlightened viewing, both in this class and in their film-going future.

COURSE OBJECTIVES:

This course is designed with the following objectives:

- To provide the learners hands on experience in documentary film production
- To enable them to analyze the variety of creative approaches in the documentary genre

UNITS:

UNIT –I PRE-PRODUCTION PROCESS

(15 HRS.)

Researching the topic
writing the Proposal
writing the treatment
setting the budget.

UNIT –II BUDGETING AND SCRIPTING

(15 HRS.)

Budgeting and Scripting
Finalising the budget and the script.

UNIT –III PRODUCTION PROCESS (15 HRS.)

Structuring the programme
Storyboard and script designing.
Script layout.

UNIT –IV POST PRODUCTION PROCESS (15 HRS.)

Editing
Adding Animation etc.

UNIT –V RE RECORDING (15 HRS.)

Dubbing and translation
Dubbing and translation
Adding titles
Distribution process.
Adobe Premiere pro

REFERENCES:

1. Bernard, Sheila Curran. *Documentary Storytelling: Creative Nonfiction on Screen*. Focal Press: 2011.
2. Hampe, Barry. *Making Documentary Films and Videos: A Practical Guide to Planning, Filming and Editing Documentaries*. Holt Paperbacks: 2007.

DIGITAL OPEN EDUCATIONAL RESOURCES

1. <https://www.futurelearn.com/courses/film-production/0/steps/12304>
2. <https://www.videomaker.com/article/c06/18423-six-primary-styles-of-documentary-production>
3. <https://www.journaliststoolbox.org/>

COURSE CONTENTS & LECTURE SCHEDULE:

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|------------|-------|-----------------|-------------------|---------------|
| | | | | |

| UNIT - I - PRE-PRODUCTION PROCESS | | | | |
|--|---------------------------------------|----|------------------------------|------------------------|
| 1.1 | Researching the topic | 3 | Lecture | PPT |
| 1.2 | Writing the Proposal | 4 | Lecture&Assignment | PPT, Google Class Room |
| 1.3 | Writing the treatment | 4 | Lecture&Assignment | PPT, Google Class Room |
| 1.4 | Setting the budget. | 4 | Lecture&Assignment | PPT, Google Class Room |
| UNIT- II-BUDGETING AND SCRIPTING | | | | |
| 2.1 | Budgeting and Scripting. | 10 | Lecture | PPT |
| 2.2 | Finalising the budget and the script. | 5 | Lecture&Assignment | PPT, Google Class Room |
| UNIT- III - PRODUCTION PROCESS | | | | |
| 3.1 | Structuring the programme | 5 | Lecture | PPT |
| 3.2 | Storyboard and script designing. | 5 | Lecture&Assignment | PPT, Google Class Room |
| 3.3 | Script layout. | 5 | Lecture&Assignment | PPT, Google Class Room |
| UNIT IV -POST-PRODUCTION PROCESS | | | | |
| 4.1 | Editing | 10 | Lecture | PPT |
| 4.2 | Adding Animation etc. | 5 | Demonstration by the teacher | Relevant videos |
| UNIT V-SHOOTING | | | | |
| 5.1 | Dubbing and translation | 3 | Lecture | PPT |
| 5.2 | Dubbing and translation | 3 | Demonstration by the teacher | Relevant videos |

| | | | | |
|-----|----------------------|---|------------------------------|-----------------|
| 5.3 | Adding titles | 3 | Demonstration by the teacher | Relevant videos |
| 5.4 | Distribution process | 3 | Lecture | PPT |
| 5.5 | Adobe Premiere pro | 3 | Demonstration by the teacher | Relevant videos |

| Levels | C1 | C2 | C3 | C4 | C5 | Total Scho lastic Marks | Non Scho lastic Marks C6 | CIA Total | % of Assess ment |
|-----------------------|------------------|------------------|-------------------|----------------------------|-------------------------|-------------------------------|-----------------------------------|--------------|---------------------|
| | T1 10 Mks. | T2 10 Mks. | Quiz 5 Mks. | Assign ment 5 Mks | OBT/ PPT 5 Mks | 35 Mks. | 5 Mks. | 40 Mks. | |
| K1 | 2 | 2 | - | - | - | 4 | - | 4 | 10 % |
| K2 | 2 | 2 | 5 | - | - | 9 | - | 9 | 22.5 % |
| K3 | 3 | 3 | - | - | 5 | 11 | - | 11 | 27.5 % |
| K4 | 3 | 3 | - | 5 | - | 11 | - | 11 | 27.5 % |
| Non Schola stic | - | - | - | - | - | | 5 | 5 | 12.5 % |
| Total | 10 | 10 | 5 | 5 | 5 | 35 | 5 | 40 | 100 % |

| CIA | |
|----------------|----|
| Scholastic | 35 |
| Non-Scholastic | 5 |
| | 40 |

EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|------------|----|----|----|----|------------------|-------|-----|-------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

UG CIA COMPONENTS

| | | | | Nos | | | | |
|-----------|---|--------------------|--|-----|---|-------|--|--|
| C1 | - | Test (CIA 1) | | 1 | - | 10Mks | | |
| C2 | - | Test (CIA 2) | | 1 | - | 10Mks | | |
| C3 | - | Assignment | | 1 | - | 5 Mks | | |
| C4 | - | Open Book Test/PPT | | 2 * | - | 5 Mks | | |
| C5 | - | Quiz | | 2 * | - | 5 Mks | | |
| C6 | - | Attendance | | | - | 5 Mks | | |

- Make a Documentary addressing any contemporary social issue
- Duration of Documentary film should not be less than 10 minutes
- A record of production process their documentary film should be submitted along with their Film DVD. (Record includes-Story board / Script / Photographs/references)

*Record note along with the documentary film

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED | PSOs ADDRESSED |
|-----|-----------------|--|----------------|
|-----|-----------------|--|----------------|

| | | BLOOM'S TAXONOMY) | |
|------|------------------------------------|------------------------------|------------|
| CO 1 | Grasp Pre –production process | K1 | PSO1, PSO5 |
| CO 2 | Prepare a Budget and Script | K2 & K4 | PSO1, PSO5 |
| CO 3 | Plan the Production Process | K3 | PSO1, PSO5 |
| CO 4 | Understand Post production process | K1 & K2 | PSO1, PSO5 |
| CO 5 | Execute Dubbing and translation. | K2, K3, K4 | PSO1, PSO3 |

Mapping of COs with PSOs

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------------|-------------|-------------|-------------|-------------|-------------|
| CO1 | 1 | 1 | 3 | 3 | 3 |
| CO2 | 1 | 3 | 2 | 2 | 3 |
| CO3 | 3 | 3 | 1 | 2 | 3 |
| CO4 | 1 | 3 | 1 | 3 | 3 |
| CO5 | 3 | 1 | 1 | 2 | 2 |

Mapping of COs wit POs

| CO/ PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 1 | 2 | 2 | 3 | 1 | 1 | 2 |
| CO2 | 1 | 1 | 3 | 2 | 3 | 1 | 1 |
| CO3 | 3 | 3 | 2 | 1 | 3 | 1 | 1 |
| CO4 | 3 | 1 | 2 | 3 | 3 | 1 | 1 |
| CO5 | 1 | 2 | 2 | 2 | 3 | 1 | 2 |

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2 ♦ Weakly Correlated -1



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COURSE DESIGNERS:

1. Ms. S.Jeno Mary

2. Ms. C. Gladious Guna Ranjini

Forwarded By

Dr. S. Saira Banu
Head

Department of Journalism
& Mass Communication



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III B.A

SEMESTER – V

For those who joined in 2019 onwards

Entire Course has focus on **Employability** & **Skill Development**

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | CATEGORY | HRS/ WEEK | CREDITS |
|----------------|-------------|------------------------|----------|-----------|---------|
| USJM | 19JM5ME1 | Business Communication | Lecture | 5 | 5 |

COURSE DESCRIPTION:

This course helps the students to learn the effective use of various types of oral, written and digital communication modes geared to a range of business audiences.

COURSE OBJECTIVES:

- Learners will be equipped with the latest information on language in general and the writing process meant for coverage of business issues.
- Learners will be able to demonstrate techniques for graphically communicating information for written as well as oral communication.

UNITS:

UNIT I - Introduction of Understanding Communication [15hrs]

Communication Process, Types of Communication,
Classification of Communication Channels,
The Nature of Business Communication,
Types of Business Communication

UNIT II – Listening & Writing [15 HRS]

Importance of Listening, Barriers to Listening,
Strategies for Effective Listening,



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General Principles of Writing, Principles of Business Writing

UNIT III - Speaking

[15 HRS]

Importance of Speaking, Tips for effective speaking, Principles of delivering speech, Email Etiquettes, Telephone etiquettes, Attending meetings, soft skills.

UNIT IV - Presentations

[15 HRS]

Oral Business Presentations, Internal Business Communication: Writing Memos, Circulars and Notices, House Journals. Jargons and terminologies of business.

Self-Study: Advantages of Oral Communication

UNIT V – Other Business Communications

[15 HRS]

Connecting to the Media through News Releases, Press Conferences, Advertising, Public Relation skills, Corporate communication, Crisis Management.

TEXT BOOKS: -

Materials taken from the following book:

1. Indu, Grover. *Mass Communication in India*. Agrotech Publishing, 2007.

REFERENCES:

1. Meeta, Ghosh. *Business Communication Skill*. Pearson Education, 2007.
2. Rayburn. *Business of Streaming and Digital Media*. Focal press, 2005.
3. Pushpa, Lata. *Communication Skill*. Oxford, 2011.

DIGITAL OPEN EDUCATIONAL RESOURCES

1. <https://www.nextiva.com/blog/what-is-business-communication.html>
2. https://www.managementstudyguide.com/business_communication.htm

COURSE CONTENTS & LECTURE SCHEDULE:



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| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|--|---|-----------------|-------------------|----------------------------------|
| UNIT 1 -Introduction of Understanding Communication | | | | |
| 1.1 | Introduction of Understanding Communication, | 4 | Lecture | PPT& Pictures - Google classroom |
| 1.2 | Communication Process, Types of Communication, | 4 | Lecture | PPT |
| 1.3 | Classification of Communication Channels | 3 | Lecture | PPT |
| 1.4 | The Nature of Business Communication, Types of Business Communication | 4 | Discussion | Google classroom |
| UNIT 2 - Listening & Writing | | | | |
| 2.1 | Importance of Listening, Barriers to Listening, | 5 | Lecture | PPT |
| 2.2 | Strategies for Effective Listening, | 5 | Demo | PPT |
| 2.3 | General Principles of Writing, Principles of Business Writing | 5 | Flipped Classroom | PPT |
| UNIT 3 – Speaking | | | | |
| 3.1 | Importance of Speaking, Tips for effective speaking, | 5 | Lecture | PPT |
| 3.2 | Principles of delivering speech, Email Etiquettes, Telephone etiquettes | 5 | Lecture | PPT |



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| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---|--|-----------------|---------------------|--|
| 3.3 | Attending meetings, soft skills. | 5 | Classroom Activity | Videos and Pictures |
| UNIT 4 –Presentations | | | | |
| 4.1 | Oral Business Presentations, Internal Business Communication: Writing Memos, Circulars and Notices, House Journals | 10 | Lecture | PPT |
| 4.2 | Jargons and terminologies of business. Self-Study: Advantages of Oral Communication | 5 | Case Study Analysis | Newspaper Clippings and Videos from the Internet |
| UNIT 5 - Other Business Communications | | | | |
| 5.1 | Connecting to the Media through News Releases, Press Conferences | 8 | Group Discussion | Google Classroom |
| 5.2 | Advertising, Public Relation skills, Corporate communication, Crisis Management. | 7 | Case Study Analysis | Newspaper Clippings and Videos from the Internet |

| Levels | C1 | C2 | C3 | C4 | C5 | Total Scho lastic Marks | Non Scho lastic Marks C6 | CIA Total | % of Assess ment |
|--------|----|----|----|----|----|-------------------------|--------------------------|-----------|------------------|
| | | | | | | | | | |



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| | T1 10 Mks. | T2 10 Mks. | Quiz 5 Mks. | Assignment 5 Mks. | OBT /PPT 5 Mks. | 35 Mks. | 5 Mks. | 40 Mks. | |
|----------------|------------------|------------------|-------------------|-------------------------|--------------------------|------------|-----------|------------|--------|
| K1 | 2 | 2 | - | - | - | 4 | - | 4 | 10 % |
| K2 | 2 | 2 | 5 | - | - | 9 | - | 9 | 22.5 % |
| K3 | 3 | 3 | - | - | 5 | 11 | - | 11 | 27.5 % |
| K4 | 3 | 3 | - | 5 | - | 11 | - | 11 | 27.5 % |
| Non Scholastic | - | - | - | - | - | | 5 | 5 | 12.5 % |
| Total | 10 | 10 | 5 | 5 | 5 | 35 | 5 | 40 | 100 % |

| CIA | |
|----------------|----|
| Scholastic | 35 |
| Non-Scholastic | 5 |
| | 40 |

EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|------------|----|----|----|----|------------------|-------|-----|-------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESE | Total |



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| | | | | | | | | |
|----|----|---|---|---|---|----|----|-----|
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |
|----|----|---|---|---|---|----|----|-----|

UG CIA COMPONENTS

| | | Nos | | | |
|-----------|---|--------------------|-----|---|-------|
| C1 | - | Test (CIA 1) | 1 | - | 10Mks |
| C2 | - | Test (CIA 2) | 1 | - | 10Mks |
| C3 | - | Assignment | 1 | - | 5 Mks |
| C4 | - | Open Book Test/PPT | 2 * | - | 5 Mks |
| C5 | - | Quiz | 2 * | - | 5 Mks |
| C6 | - | Attendance | | - | 5 Mks |

Assignment:

- The students have to arrange mock business presentations.
- The students have to undertake a case study of any business organisation and analyse its conduct with the media.

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|-----|--|--|------------------|
| CO1 | Understand the characteristics of effective business writing | K1, K2 | PSO1, PSO4, PSO5 |



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| | | | |
|-----|--|--------|------------------|
| CO2 | Learn the importance of listening and writing | K1, K2 | PSO2, PSO4, PSO5 |
| CO3 | Improve their speaking skills and other communication etiquettes | K2, K3 | PSO1, PSO2, PSO5 |
| CO4 | Create and deliver effective Business Presentations | K3, K4 | PSO1, PSO5 |
| CO5 | Understand other types of business communications | K2, K3 | PSO4, PSO5 |

Mapping of COs with PSOs

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--------|------|------|------|------|------|
| CO1 | 1 | 3 | 2 | 3 | 3 |
| CO2 | 1 | 3 | 2 | 3 | 3 |
| CO3 | 3 | 3 | 1 | 2 | 3 |
| CO4 | 1 | 3 | 1 | 3 | 3 |
| CO5 | 3 | 2 | 1 | 3 | 2 |



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Mapping of COs with POs

| CO/ PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 1 | 2 | 2 | 3 | 1 | 2 | 2 |
| CO2 | 1 | 1 | 3 | 2 | 3 | 1 | 3 |
| CO3 | 3 | 3 | 2 | 1 | 3 | 3 | 2 |
| CO4 | 3 | 1 | 2 | 3 | 3 | 1 | 2 |
| CO5 | 1 | 2 | 2 | 2 | 3 | 2 | 2 |

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2 ♦ Weakly Correlated – 1

COURSE DESIGNERS:

1. Ms. A. Chris Marlyn

2. Ms. G. Roseline Stella Rani

Forwarded By

Dr. S. Saira Banu
Head

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& Mass Communication



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III B.A

SEMESTER – V

For those who joined in 2019 onwards

| PROGRAMM E CODE | COURSE CODE | COURSE TITLE | CATEGO RY | HRS/WEE K | CREDIT S |
|--------------------|----------------|--------------------------|--------------|--------------|-------------|
| USJM | 19JM5ME 2 | Specialised Reporting | Lecture | 5 | 5 |

COURSE DESCRIPTION:

Specialized reporting is a skill-based paper intended for the students to choose their area of interest and work on the nuances of a specific field. This will help them identify themselves excelled in writing reports on the particular type of news they get.

COURSE OBJECTIVES:

- The students pick up the different beats of journalism and understand the do's and don'ts of reporting
- This course enhances the skill of reporting all kinds of news

UNITS:

UNIT I- Different Beats of Journalism

[15 HRS]

News sense and reporting techniques.

Writing news stories.

Techniques of translating news reports, press notes.

Differences in news and information.

Introduction to different beats of journalism.

UNIT II - Career Opportunities

[15 HRS]

Need for Science Journalism,
writing feature story on science and
technology.

Interviewing scientists, science communicators.



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Career opportunities and future in Science journalism.

UNIT III - Reporting of Sports Events [15 HRS]

Legacy of sports reporters and commentators- English, Hindi.

Sports magazines in India, planning and coverage of major games, tournaments.

Translation of sports stories;

Use of photos: action photos, cut outs, profile photos;

Use of archives and reference section, Sports columns by experts, players, syndicated columns; ghost writing for sports columns.

UNIT IV - Reporting of Political Events [15 HRS]

Political reporting, Media and political conflict. Understanding the difference in advertorials, propaganda and news stories.

Self-Study: Career opportunities and future of political journalist.

UNIT V- Crime Reporting [15 HRS]

Understanding crime, do's and don'ts of a crime reporter, coverage of court cases, media's depiction of crime and criminal justice, media trials.

TEXT BOOKS:

Materials taken from the following book:

1. Parthasarathy, Rangaswamy. *Journalism in India*. Macmillan, 2001.

REFERENCES:

1. Virbala, Aggarwal. *Handbook of Journalism and Mass Communication*. Concept Publishing House, 2009
2. Ganesh, . *Essentials of Mass Media Writing*. Authors Press, 2008.
3. Parthasarathy, Rangaswamy. *Basic Journalism*. Macmillan, 2007

DIGITAL OPEN EDUCATIONAL RESOURCES



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1. <https://www.kullabs.com/classes/subjects/units/lessons/notes/note-detail/7201>
2. <http://akumedia.aku.edu/wp-content/uploads/2015/11/basics-specialized-reporting.pdf>
3. https://www.researchgate.net/publication/328838446_Selected_Themes_in_Specialised_Reporting

COURSE CONTENTS & LECTURE SCHEDULE:

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|--|--|-----------------|-------------------|----------------------------------|
| UNIT 1 -Different Beats of Journalism | | | | |
| 1.1 | News sense and reporting techniques. | 4 | Lecture | PPT& Pictures - Google classroom |
| 1.2 | Writing news stories. | 4 | Lecture | PPT |
| 1.3 | Techniques of translating news reports, press notes. | 3 | Lecture | PPT |
| 1.4 | Differences in news and information. Introduction to different beats of journalism. | 4 | Discussion | Google classroom |
| UNIT 2 - Career Opportunities | | | | |
| 2.1 | Need for Science Journalism, | 5 | Lecture | PPT |



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| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|--|--|-----------------|--------------------|---------------------|
| | writing feature story on science and technology | | | |
| 2.2 | Interviewing scientists, science communicators. | 5 | Demo | PPT |
| 2.3 | Career opportunities and future in Science journalism. | 5 | Flipped Classroom | PPT |
| UNIT 3 – Reporting of Sports Events | | | | |
| 3.1 | Legacy of sports reporters and commentators | 5 | Lecture | PPT |
| 3.2 | Sports magazines in India, planning and coverage of major games, tournaments. Translation of sports stories; | 5 | Lecture | PPT |
| 3.3 | Use of photos: action photos, cut outs, profile photos Use of archives and reference section, Sports columns by experts, players, syndicated columns; ghost writing for sports columns. | 5 | Classroom Activity | Videos and Pictures |
| UNIT 4 –Reporting of Political Events | | | | |
| 4.1 | Political reporting Media and political conflict. | 10 | Lecture | PPT |



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| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---------------------------------|---|-----------------|---------------------|--|
| | Understanding the difference in advertorials, propaganda, and news stories | | | |
| 4.2 | Self-Study: Career opportunities and future of political journalist. | 5 | Case Study Analysis | Newspaper Clippings and Videos from the Internet |
| UNIT 5 - Crime Reporting | | | | |
| 5.1 | Understanding crime, do's and don'ts of a crime reporter | 8 | Group Discussion | Google Classroom |
| 5.2 | coverage of court cases, media's depiction of crime and criminal justice, media trials. | 7 | Case Study Analysis | Newspaper Clippings and Videos from the Internet |

| Level s | C1 | C2 | C3 | C4 | C5 | Total Scho lastic Mark s | Non Scho lastic Marks C6 | CIA Total | % of Assess ment |
|---------|----|----|------|--------------|----------|--------------------------|--------------------------|-----------|------------------|
| | T1 | T2 | Quiz | Assig nmen t | OBT /PPT | | | | |



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| | 10 Mks. | 10 Mks. | 5 Mks. | 5 Mks | 5 Mks | 35 Mks. | 5 Mks. | 40 Mks. | |
|-----------------------|------------|------------|-----------|----------|----------|------------|-----------|------------|--------|
| K1 | 2 | 2 | - | - | - | 4 | - | 4 | 10 % |
| K2 | 2 | 2 | 5 | - | - | 9 | - | 9 | 22.5 % |
| K3 | 3 | 3 | - | - | 5 | 11 | - | 11 | 27.5 % |
| K4 | 3 | 3 | - | 5 | - | 11 | - | 11 | 27.5 % |
| Non Scholastic | - | - | - | - | - | | 5 | 5 | 12.5 % |
| Total | 10 | 10 | 5 | 5 | 5 | 35 | 5 | 40 | 100 % |

| CIA | |
|-----------------------|-----------|
| Scholastic | 35 |
| Non-Scholastic | 5 |
| | 40 |



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EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|------------|----|----|----|----|------------------|-------|-----|-------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

UG CIA COMPONENTS

| | | | | Nos | | | | |
|----|---|--------------------|--|-----|---|-------|--|--|
| C1 | - | Test (CIA 1) | | 1 | - | 10Mks | | |
| C2 | - | Test (CIA 2) | | 1 | - | 10Mks | | |
| C3 | - | Assignment | | 1 | - | 5 Mks | | |
| C4 | - | Open Book Test/PPT | | 2 * | - | 5 Mks | | |
| C5 | - | Quiz | | 2 * | - | 5 Mks | | |
| C6 | - | Attendance | | | - | 5 Mks | | |

Assignment:

- Assignments have to be submitted which can be bilingual.
- Continuous translation of news reports from English to Tamil.
- 2 interviews of various personalities in their related field
- Understand the differences in coverage of issues in the regional and national press.

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED | PSOs ADDRESSED |
|-----|-----------------|---------------------------------------|----------------|
|-----|-----------------|---------------------------------------|----------------|



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| | | BLOOM'S TAXONOMY) | |
|-----|--|--------------------------|------------------|
| CO1 | Identify areas of interest in reporting. | K1 | PSO4, PSO5 |
| CO2 | Transform themselves into a special correspondent. | K1, K2, K3 | PSO2, PSO4, PSO5 |
| CO3 | Analyse and sort out problems in reporting. | K3 | PSO1, PSO2, PSO5 |
| CO4 | Get acquainted with the types of reporting | K1, K2, K3 | PSO1, PSO4, PSO5 |
| CO5 | Become adept at the techniques of writing a specific report. | K4 | PSO1, PSO3, PSO5 |

Mapping of COs with PSOs

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--------|------|------|------|------|------|
| CO1 | 1 | 1 | 2 | 2 | 3 |
| CO2 | 1 | 3 | 2 | 3 | 3 |
| CO3 | 3 | 3 | 1 | 2 | 3 |
| CO4 | 1 | 3 | 1 | 3 | 3 |
| CO5 | 3 | 2 | 1 | 3 | 2 |



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Mapping of COs with POs

| CO/ PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 1 | 2 | 2 | 3 | 1 | 3 | 1 |
| CO2 | 1 | 1 | 3 | 2 | 3 | 2 | 3 |
| CO3 | 3 | 3 | 2 | 1 | 3 | 1 | 3 |
| CO4 | 3 | 1 | 2 | 3 | 3 | 3 | 3 |
| CO5 | 1 | 2 | 2 | 2 | 3 | 2 | 3 |

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2 ♦ Weakly Correlated – 1

COURSE DESIGNERS:

1. Ms. A. Chris Marlyn

2. Ms. G. Roseline Stella Rani

Forwarded By

Dr. S. Saira Banu
Head

Department of Journalism
& Mass Communication



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III B.A

SEMESTER – V

For those who joined in 2019 onwards

Entire Course has focus on **Employability**, **Entrepreneurship** &
Skill Development

| PROGRAMM E CODE | COURSE CODE | COURSE TITLE | CATEGOR Y | HRS/WEE K | CREDIT S |
|--------------------|----------------|----------------------|--------------|--------------|-------------|
| USJM | 19JM5SB 3 | Online Journalism | THEORY | 2 | 2 |

HRS/WEEK: 2

CREDITS: 2

COURSE DESCRIPTION:

This course focuses on the skills needed for students to part of the fourth revolution.

COURSE OBJECTIVES:

The Students will gain competence working with the softwares/ tools needed for an online journalism.

COURSE OUTCOMES:

At the end of the course students will be able to:

CO1: Understand the Components of internet

Co2: Grasp elements of HTML

Co3: Create Website structure

Co4: Gain knowledge of publishing websites

Co5: Analyse on-line Editions of Newspapers

Co6: Study the impact of Cyber journalism

UNIT I: HTML BASIC

[5 HRS]

Introduction to internet



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Introduction to HTML

Basic structure of an HTML document

Creating an HTML document-Mark up Tags- Heading –Paragraphs- Line Breaks –HTML Tags

UNIT II: ELEMENTS OF HTML:

[5

HRS]

Introduction to elements of HTML

Working with Text list

Tables and Frames

Working with Hyperlinks

Images and Multimedia

Working with forms and controls

UNIT III: INTRODUCTION TO WEB PUBLISHING

[5

HRS]

Creating the Web site

Saving the site

Working on the Website

Creating Website structure

Creating Titles for Web page

Publishing websites

UNIT IV:WEB JOURNALISM

[5 HRS]

E-Newspapers

On-line Editions of Newspapers

UNIT V:CYBER JOURNALISM

[10 HRS]

Impact of Cyber journalism

Self-Study:Practical work-web app creation for news



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TEXT BOOK:-

Materials taken from the following book:

1. Bull, Andy. **Multimedia Journalism: A Practical Guide**. 2nd Edition, Rutledge 2015

REFERENCE BOOKS:

1. Jeffcoate, Judith. **Multimedia in practice technology and Applications**, PHI, 1998.
2. Andress, Holzinser. **Multimedia Basics**. Vol-I. Sage, 2018.
3. Aur, Media. **Cyberspace**. Rutledge, 2001.
4. Bharihoke, Deepak. **Fundamentals of Information Technology**. Authors Press, 2008.
5. Agarwal, Ramesh. **Multimedia Systems**. Macmillan. 2007.

COURSE CONTENTS & LECTURE SCHEDULE:

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---------------------------------|--|-----------------|-------------------|------------------------------------|
| UNIT 1 -HTML BASIC | | | | |
| 1.1 | Introduction to internet Introduction to HTML | 4 | Lecture | PPT&Pictures - Google classroom |
| 1.2 | Basic structure of an HTML document | 4 | Lecture | PPT |
| 1.3 | Creating an HTML document-Mark up Tags-Heading | 3 | Lecture | PPT |
| 1.4 | Line Breaks –HTML Tags | 4 | Discussion | Google classroom |
| UNIT 2 -ELEMENTS OF HTML | | | | |



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| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|--|--|-----------------|---------------------|--|
| 2.1 | Introduction to elements of HTML Working with Text list | 5 | Lecture | PPT |
| 2.2 | Tables and Frames Working with Hyperlinks | 5 | Demo | PPT |
| 2.3 | Images and Multimedia Working with forms and controls | 5 | Flipped Classroom | PPT |
| UNIT 3 – INTRODUCTION TO WEB PUBLISHING | | | | |
| 3.1 | Creating the Web site Saving the site Working on the Website | 5 | Lecture | PPT |
| 3.2 | Creating Website structure Creating Titles for Web page | 5 | Lecture | PPT |
| 3.3 | Publishing websites | 5 | Classroom Activity | Videos and Pictures |
| UNIT 4 –WEB JOURNALISM | | | | |
| 4.1 | E-Newspapers | 10 | Lecture | PPT |
| 4.2 | On-line Editions of Newspapers | 5 | Case Study Analysis | Newspaper Clippings and Videos from the Internet |
| UNIT 5 - CYBER JOURNALISM | | | | |



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| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|------------|--|-----------------|---------------------|--|
| 5.1 | Impact of Cyber journalism | 8 | Group Discussion | Google Classroom |
| 5.2 | Self-Study: Practical work-web app creation for news | 7 | Case Study Analysis | Newspaper Clippings and Videos from the Internet |

| Levels | C1 | C2 | C3 | C4 | C5 | Total Scholastic Marks | Non Scholastic Marks C6 | CIA Total | % of Assessment |
|--------|---------------|---------------|----------------|----------------------|--------------------|------------------------|-------------------------|-----------|-----------------|
| | T1 10 Mks. | T2 10 Mks. | Quiz 5 Mks. | Assignment 5 Mks. | OBT /PPT 5 Mks. | 35 Mks. | 5 Mks. | 40 Mks. | |
| K1 | 2 | 2 | - | - | - | 4 | - | 4 | 10 % |
| K2 | 2 | 2 | 5 | - | - | 9 | - | 9 | 22.5 % |
| K3 | 3 | 3 | - | - | 5 | 11 | - | 11 | 27.5 % |
| K4 | 3 | 3 | - | 5 | - | 11 | - | 11 | 27.5 % |



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| | | | | | | | | | |
|-----------------------|----|----|---|---|---|----|---|----|--------|
| Non Scholastic | - | - | - | - | - | | 5 | 5 | 12.5 % |
| Total | 10 | 10 | 5 | 5 | 5 | 35 | 5 | 40 | 100 % |

| CIA | |
|-----------------------|----|
| Scholastic | 35 |
| Non-Scholastic | 5 |
| | 40 |

EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|------------|----|----|----|----|------------------|-------|-----|-------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

UG CIA COMPONENTS

| | | | Nos | |
|-----------|---|--------------------|-----|---------|
| C1 | - | Test (CIA 1) | 1 | - 10Mks |
| C2 | - | Test (CIA 2) | 1 | - 10Mks |
| C3 | - | Assignment | 1 | - 5 Mks |
| C4 | - | Open Book Test/PPT | 2 * | - 5 Mks |
| C5 | - | Quiz | 2 * | - 5 Mks |
| C6 | - | Attendance | | - 5 Mks |

*Should Make an online newspaper and Magazine



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Record note to be submitted

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|-----|---------------------------------------|--|------------------|
| CO1 | Understand the Components of internet | K1 | PSO1, PSO5 |
| CO2 | Grasp elements of HTML | K1, K2, | PSO1, PSO3, PSO5 |
| CO3 | Create Website structure | K4 | PSO1, PSO3, PSO5 |
| CO4 | Gain knowledge of publishing websites | K1, K2, K3 | PSO5 |
| CO5 | Study the impact of Cyber journalism | K3 | PSO2, PSO4, PSO5 |

Mapping of COs with PSOs

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--------|------|------|------|------|------|
| CO1 | 1 | 3 | 3 | 3 | 3 |
| CO2 | 1 | 1 | 2 | 3 | 3 |
| CO3 | 3 | 2 | 1 | 2 | 3 |
| CO4 | 1 | 3 | 1 | 3 | 3 |
| CO5 | 3 | 2 | 1 | 3 | 2 |



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Mapping of COs with POs

| CO/ PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 1 | 2 | 2 | 3 | 1 | 3 | 1 |
| CO2 | 1 | 1 | 3 | 2 | 3 | 2 | 3 |
| CO3 | 3 | 3 | 2 | 1 | 3 | 1 | 3 |
| CO4 | 3 | 1 | 2 | 3 | 3 | 3 | 2 |
| CO5 | 1 | 2 | 2 | 2 | 3 | 2 | 2 |

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2 ♦ Weakly Correlated - 1

COURSE DESIGNERS:

1.Ms. S.Jeno Mary

2.Ms. G. Roseline Stella Rani

Forwarded By

Dr. S. Saira Banu
Head

Department of Journalism
& Mass Communication



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III B.A

SEMESTER – V

For those who joined in 2019 onwards

| PROGRAMM E CODE | COURSE CODE | COURSE TITLE | CATEGO RY | HRS/WE K | CREDIT S |
|--------------------|----------------|---------------------------------|---------------|-------------|-------------|
| USJM | 19JM5SB 4 | Broadcast Media Operation | PRACTI CAL | 2 | 2 |

COURSE DESCRIPTION:

The course prepares the students to take up internship and will be exposed to a particular area of specialization and pick up relevant skills.

COURSE OBJECTIVES:

To prepare the students for a career in media by facilitating their internship in media houses

UNITS:

UNIT I: MEDIA

[5 HRS]

Organizational structure of various media houses

UNIT II: PRODUCTION IN PRINT

[5 HRS]

Print –Reporting in print, production in print, Creative execution and Design in print.

UNIT III: RADIO PRODUCTION

[5 HRS]

Radio -Introduction to Radio
Broadcasting, writing for Radio,
Creative execution on radio.

UNIT IV: TELEVISION

[10 HRS]

Introduction to television Genre, camera technique-shot movement, Angle, location on television news.

UNIT V: ADVERTISING

[5 HRS]



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Self-Study: Creative execution of Advertising Various Media.

TEXT BOOKS:

Materials taken from the following book:

1. Baran, Stanley J. *Introduction to Mass Communication: Media Literacy and Culture*. Tata McGraw Hill, 2010.
2. Grover, Indu. Sethi, Nishi, Grover, Deepak. *Handbook of Communication and Media*. Somani Agrotech Publishing Academy, New Delhi, 2007.

REFERENCE

1. Bhattnagar, Aditi. *Media of Communication Radio TV & Video*. ABD publishers, 2018.
2. Narula, Uma. *Theories of Mass Communication*. Har Anand Publications, 2007.
3. Belavadi, Vasuki. *Video Production*. Oxford University Press, 2008
4. Anvesh, Sharma. *Fundamentals of Advertising basic theory and concept*. Navyug Books International, Delhi, 2016.

DIGITAL OPEN EDUCATIONAL RESOURCES

1. <https://www.journaliststoolbox.org/?s=broadcast>
2. <https://loyalistlibrary.com/mediastudies/oer>
3. <https://libguides.humboldt.edu/openedu/jmc>

COURSE CONTENTS & LECTURE SCHEDULE:

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---------------|-------|-----------------|-------------------|---------------|
| UNIT I: MEDIA | | | | |



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| | | | | |
|-------------------------------------|--|---|------------------|----------------------------------|
| 1.1 | Organizational structure of various media houses | 1 | Lecture | PPT |
| 1.2 | Print media | 2 | Lecture | PPT |
| 1.3 | Electronic media | 2 | Lecture | PPT |
| UNIT II: PRODUCTION IN PRINT | | | | |
| 2.1 | Print –Reporting in print | 2 | Lecture | Google Class room |
| 2.2 | Production in print | 1 | Lecture | Google Class room |
| 2.3. | Creative execution | 2 | Lecture | PPT |
| 2.4 | Design in print. | | | |
| UNIT III: RADIO PRODUCTION | | | | |
| 3.1 | Radio -Introduction to Radio Broadcasting | 1 | Class Assignment | PPT |
| 3.2 | Writing for Radio | 2 | Class Assignment | PPT |
| 3.3 | Creative execution on radio. | 2 | Class Assignment | PPR |
| UNIT IV: TELEVISION | | | | |
| 4.1 | Introduction to television Genre | 2 | Lecture | Videos for Production Techniques |
| 4.2 | Camera technique- Shot, Movement, Angle | 6 | Lecture | Videos for Production |



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| | | | | |
|----------------------------|---|---|---------|-------------------|
| | | | | Techniques |
| 4.3 | Location on television news. | 2 | Lecture | PPT |
| UNIT V: ADVERTISING | | | | |
| 5.1 | Self-Study: Creative execution of Advertising Various Media. | 2 | Lecture | PPT |
| 5.2 | Practical work and Report Writing – selected Medium | 3 | Lecture | Google Class room |

| Level s | C1 | C2 | C3 | C4 | C5 | Total Scho lasti c Mark s | Non Scho lastic Marks C6 | CIA Total | % of Assess ment |
|---------|---------------|---------------|----------------|-----------------------|-------------------|---------------------------|--------------------------|-----------|------------------|
| | T1 10 Mks. | T2 10 Mks. | Quiz 5 Mks. | Assig nmen t 5 Mks | OBT /PPT 5 Mks | 35 Mks. | 5 Mks. | 40 Mks. | |
| K1 | 2 | 2 | - | - | - | 4 | - | 4 | 10 % |
| K2 | 2 | 2 | 5 | - | - | 9 | - | 9 | 22.5 % |
| K3 | 3 | 3 | - | - | 5 | 11 | - | 11 | 27.5 % |
| K4 | 3 | 3 | - | 5 | - | 11 | - | 11 | 27.5 % |



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| | | | | | | | | | |
|-----------------------|----|----|---|---|---|----|---|----|--------|
| Non Scholastic | - | - | - | - | - | | 5 | 5 | 12.5 % |
| Total | 10 | 10 | 5 | 5 | 5 | 35 | 5 | 40 | 100 % |

| CIA | |
|-----------------------|----|
| Scholastic | 35 |
| Non-Scholastic | 5 |
| | 40 |

EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|-------------------|-----------|-----------|-----------|-----------|-------------------------|--------------|------------|--------------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

UG CIA COMPONENTS

| | | | Nos | | | |
|-----------|---|--------------|------------|---|-------|--|
| C1 | - | Test (CIA 1) | 1 | - | 10Mks | |



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| | | | | | |
|-----------|---|--------------------|-----|---|-------|
| C2 | - | Test (CIA 2) | 1 | - | 10Mks |
| C3 | - | Assignment | 1 | - | 5 Mks |
| C4 | - | Open Book Test/PPT | 2 * | - | 5 Mks |
| C5 | - | Quiz | 2 * | - | 5 Mks |
| C6 | - | Attendance | | - | 5 Mks |

Report and Viva Voce

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|------|---|--|-------------------|
| CO 1 | Learn media management | K1, K2 | PSO1 |
| CO 2 | Understand the structure of media organization | K1, K2 | PSO5 |
| CO 3 | Gain knowledge in designing logos, visiting card, Advertisement for various media | K1, K2& K3 | PSO1, PSO3, PSO5 |
| CO 4 | Get hands on experience of situations and functioning of the media industry | K3& K4 | PSO1, PSO5 |



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| | | | |
|------|--|--------|------------------|
| CO 5 | Gather relevant skills for a career in the media | K2, K4 | PSO1, PSO3, PSO5 |
|------|--|--------|------------------|

Mapping of COs with PSOs

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--------|------|------|------|------|------|
| CO1 | 1 | 3 | 2 | 3 | 3 |
| CO2 | 1 | 1 | 2 | 2 | 3 |
| CO3 | 3 | 2 | 1 | 2 | 3 |
| CO4 | 1 | 3 | 1 | 3 | 3 |
| CO5 | 3 | 2 | 1 | 3 | 2 |



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Mapping of COs with POs

| CO/ PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 1 | 2 | 2 | 3 | 1 | 1 | 1 |
| CO2 | 1 | 1 | 3 | 2 | 3 | 2 | 2 |
| CO3 | 3 | 3 | 2 | 1 | 3 | 1 | 2 |
| CO4 | 3 | 1 | 2 | 3 | 3 | 3 | 2 |
| CO5 | 1 | 2 | 2 | 2 | 3 | 2 | 2 |

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2 ♦ Weakly Correlated - 1

COURSE DESIGNERS:

1. Ms. A. Chris Marlyn

2. Ms. S.Jeno Mary

Forwarded By

Dr. S. Saira Banu
Head
Department of Journalism
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SEMESTER – VI

For those who joined in 2019 onwards

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | CATEGORY | HRS/WEEK | CREDITS |
|----------------|-------------|------------------|----------|----------|---------|
| USJM | 19JM6CC8 | Media Management | Lecture | 5 | 4 |

COURSE DESCRIPTION:

This course aims to enable the students to develop an attitude for managing information using a wide variety of media that will take a comprehensive approach towards a marketing scenario

COURSE OBJECTIVES:

To introduce students to principles of Media business management

To familiarize students to Indian media organization and their management practices.

UNITS:

UNIT I - Management in Media Organizations [15 HRS]

Structure – principles, nature and process of management – levels of management – skills, functions and management roles – types of media organizations

UNIT II -Media Ownership [15 HRS]

Types of Media ownership in India. Circulation and Promotion. Public Relations for Media Organization.

UNIT III - Problems and Prospects [15 HRS]

Problems and Prospects of Newspaper Industry in India,

Self-Study: Small newspaper and their problems; News Agencies. Status of Radio and Television in India.

UNIT IV – Media Organizations [15 HRS]

Audience Analysis Media

Different Organizations: Roles of INS (Indian Newspaper Society),



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ABC (Audit Bureau of Circulation),
RNI (Registrar of Newspapers of India),
NRSC (National Readership Survey Council)

UNIT V - Sponsorship

[15 HRS]

Principles of Television and Radio Management,
Different features of control of ownership with special reference to
Prasarbharati
Commercials and sponsorship in electronic media Cable TV Regulation Act

TEXT BOOKS:

1. Mathur, B.S. *Principles of Management*. National Publishing House, 1998

REFERENCES:

1. Lucy, Küng. *Strategic Management in the Media: Theory to Practice*. Jönköping International Business School, 2008.
2. Kumar. *Media Management*. Anomol Prakashan, 2006

DIGITAL OPEN EDUCATIONAL RESOURCES

1. https://www.researchgate.net/publication/312557618_Media_Management
2. <https://simplicable.com/new/media-management>
3. <https://loyalistlibrary.com/mediastudies/oer>

COURSE CONTENTS & LECTURE SCHEDULE:

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|--|---|-----------------|-------------------|---------------|
| UNIT 1 -Management in Media Organizations | | | | |
| 1.1 | Management in Media organization – Structure | 4 | Lecture | PPT |
| 1.2 | Principles, nature and process of management | 4 | Lecture | PPT |
| 1.3 | Levels of management – skills, functions and management roles | 3 | Lecture | PPT |



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| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|--|--|-----------------|---------------------|---------------------|
| 1.4 | Types of media organizations | 4 | Discussion | Google classroom |
| UNIT 2 -Media Ownership | | | | |
| 2.1 | Media Ownership: Types of Media ownership in India | 5 | Lecture | PPT |
| 2.2 | Circulation and Promotion. | 5 | Demo | PPT |
| 2.3 | Public Relations for Media Organization | 5 | Flipped Classroom | PPT |
| UNIT 3 – Problems and Prospects | | | | |
| 3.1 | Problems and Prospects of Newspaper Industry in India | 5 | Lecture | PPT |
| 3.2 | Self-Study: Small newspaper and their problems; News Agencies. | 5 | Lecture | PPT |
| 3.3 | Status of Radio and Television in India. | 5 | Classroom Activity | Videos and Pictures |
| UNIT 4 –Media Organizations | | | | |
| 4.1 | Audience Analysis Media – Different Organizations: Roles of INS (Indian Newspaper Society), ABC (Audit Bureau of Circulation), | 10 | Lecture | PPT |
| 4.2 | RNI (Registrar of Newspapers of India), | 5 | Case Study Analysis | Newspaper Clippings |



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| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|-----------------------------|---|-----------------|---------------------|--|
| | NRSC (National Readership Survey Council) | | | and Videos from the Internet |
| UNIT 5 - Sponsorship | | | | |
| 5.1 | Principles of Television and Radio Management, Different features of control of ownership with special reference to Prasarbharati Commercial | 8 | Group Discussion | Google Classroom |
| 5.2 | Sponsorship in electronic media Cable TV Regulation Act | 7 | Case Study Analysis | Newspaper Clippings and Videos from the Internet |

| Level s | C1 | C2 | C3 | C4 | C5 | Total Scho lasti c Marks | Non Scho lastic Marks C6 | CIA Total | % of Assess ment |
|---------|---------|---------|--------|--------------|----------|--------------------------|--------------------------|-----------|------------------|
| | T1 | T2 | Quiz | Assig nmen t | OBT /PPT | | | | |
| | 10 Mks. | 10 Mks. | 5 Mks. | 5 Mks | 5 Mks | 35 Mks. | 5 Mks. | 40 Mks. | |
| K1 | 2 | 2 | - | - | - | 4 | - | 4 | 10 % |
| K2 | 2 | 2 | 5 | - | - | 9 | - | 9 | 22.5 % |



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| | | | | | | | | | |
|-----------------------|-----------|-----------|----------|----------|----------|-----------|----------|-----------|---------------|
| K3 | 3 | 3 | - | - | 5 | 11 | - | 11 | 27.5 % |
| K4 | 3 | 3 | - | 5 | - | 11 | - | 11 | 27.5 % |
| Non Scholastic | - | - | - | - | - | | 5 | 5 | 12.5 % |
| Total | 10 | 10 | 5 | 5 | 5 | 35 | 5 | 40 | 100 % |

| CIA | |
|-----------------------|-----------|
| Scholastic | 35 |
| Non-Scholastic | 5 |
| | 40 |

EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|-------------------|-----------|-----------|-----------|-----------|-------------------------|--------------|------------|--------------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

UG CIA COMPONENTS

| | | | Nos | | |
|-----------|---|--------------------|------------|---|-------|
| C1 | - | Test (CIA 1) | 1 | - | 10Mks |
| C2 | - | Test (CIA 2) | 1 | - | 10Mks |
| C3 | - | Assignment | 1 | - | 5 Mks |
| C4 | - | Open Book Test/PPT | 2 * | - | 5 Mks |
| C5 | - | Quiz | 2 * | - | 5 Mks |



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C6

- Attendance

- 5 Mks

Assignment:

Should submit research paper on current issues in media management

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|-----|---|--|---------------------|
| CO1 | Define the Management in Media organization | K1 | PSO5 |
| CO2 | Understanding Media Ownership | K1, K2 | PSO2, PSO4, PSO5 |
| CO3 | Analyse the Status of Radio and Television in India | K3 | PSO1, PSO4, PSO5 |



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| | | | |
|-----|--|--------|------------------|
| CO4 | Evaluate the different Organizations roles | K3, K4 | PSO2, PSO4, PSO5 |
| CO5 | Understand Commercials and sponsorship in electronic media | K2 | PSO2, PSO5 |

Mapping of COs with PSOs

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--------|------|------|------|------|------|
| CO1 | 1 | 3 | 2 | 3 | 3 |
| CO2 | 1 | 3 | 1 | 3 | 3 |
| CO3 | 3 | 2 | 1 | 2 | 3 |
| CO4 | 1 | 3 | 1 | 2 | 3 |
| CO5 | 2 | 2 | 1 | 3 | 1 |



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Mapping of COs with POs

| CO/ PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 1 | 3 | 2 | 3 | 1 | 1 | 1 |
| CO2 | 1 | 2 | 3 | 2 | 3 | 1 | 1 |
| CO3 | 3 | 1 | 2 | 3 | 1 | 1 | 1 |
| CO4 | 2 | 1 | 3 | 3 | 1 | 2 | 1 |
| CO5 | 1 | 2 | 2 | 2 | 3 | 1 | 2 |

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2 ♦ Weakly Correlated – 1

COURSE DESIGNERS:

1. Ms.P.JeevithaMariaShanthini

Forwarded By

2. Ms. G. Roseline Stella Rani

Head

**Department of
Journalism and
Mass Communication**



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III B.A

SEMESTER –VI

For those who joined in 2019 onwards

Entire Course has focus on **Employability** & **Skill Development**

| PROGRAMM E CODE | COURSE CODE | COURSE TITLE | CATEGOR Y | HRS/WEE K | CREDIT S |
|--------------------|----------------|-------------------------|--------------|--------------|-------------|
| USJM | 19JM6CC 9 | Basic Media Research | Lecture | 5 | 4 |

COURSE DESCRIPTION

This course presents methods that are central to research in media and communication. Methods include research, interviews, surveys and introductory statistics.

COURSE OBJECTIVES

- Learners will gain knowledge of the tools of research.
- Learners will be adept in writing a report after analysis and interpretation.

UNITS:

UNIT –I COMMUNICATION RESEARCH

(15HRS.)

Definitions, Meaning and Concept

Role and Functions

Scope and Importance of Communication research

UNIT –II RESEARCH PROCESS

(15HRS.)

Steps Involved

Sampling Design



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Types of Sampling- Probability And Non-Probability

Meaning of Hypothesis

UNIT –III RESEARCH DESIGN

(15HRS.)

Need for Research Design

Content analysis

Definition and Uses Of Content Analysis

Choosing the Methodology.

UNIT –IV DATA COLLECTION

(15HRS.)

Questionnaire, Interview Guide, Schedule, Observation Methods,
Rating

Scales.

Tools of Data Collection - sources, media source books,
questionnaire

and schedules, people's meter, diary method, field studies, focus
groups

telephone, surveys, online polls.

UNIT – V DATA ANALYSIS

(15

HRS.)

Writing Research Reports

Chapterization

Use of Graphics & Content coding.

TEXT BOOKS:

Materials taken from the following book:

1. Kothari, C.R. *Research Methodology*. New Age International Publishers, 2014.



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REFERENCES

1. Handiya, G. & Chingangbam, P. *Mass Communication: Research and Analysis* Pearl Books, 2013.
2. Kothari, C.R. *Research Methodology*. New Age International Publishers, 2014.
3. Adele Emm. *Researching for the Media, Television, Radio and Journalism*. Routledge, 2014.
4. Frey. *Handbook of Applied Communication Research*. Routledge, 2019.

DIGITAL OPEN EDUCATIONAL RESOURCES

1. <https://www.encyclopedia.com/social-sciences/encyclopedias-almanacs-transcripts-and-maps/mass-media-research/>
2. https://www.academia.edu/4068243/NOTES_ON_COMMUNICATION_RESEARCH_1

COURSE CONTENTS & LECTURE SCHEDULE:

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|--|--|-----------------|-------------------|---------------|
| UNIT-1 - COMMUNICATION RESEARCH | | | | |
| 1.1 | Definitions, Meaning and Concept | 5 | Lecture | PPT |
| 1.2 | Role and Functions | 7 | Lecture | PPT |
| 1.3 | Scope and Importance of Communication research | 8 | Lecture | PPT |
| UNIT-2 - RESEARCH PROCESS | | | | |
| 2.1 | Steps Involved | 5 | Lecture | PPT |



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| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---------------------------------|---|-----------------|----------------------|------------------------|
| 2.2 | Sampling Design | 5 | Lecture, Assignment | PPT, Google Class Room |
| 2.3 | Types of Sampling- Probability And Non-Probability | 5 | Lecture | PPT |
| 2.4 | Meaning of Hypothesis | 5 | Lecture & Assignment | PPT, Google Class Room |
| UNIT-3 - RESEARCH DESIGN | | | | |
| 3.1 | Need for Research Design | 5 | Lecture | PPT |
| 3.2 | Content analysis | 5 | Lecture | PPT |
| 3.3 | Definition and Uses of Content Analysis | 5 | Lecture | PPT |
| 3.4 | Choosing the Methodology. | 5 | Lecture | PPT |
| UNIT-4 - DATA COLLECTION | | | | |
| 4.1 | Questionnaire, Interview Guide, Schedule, Observation Methods, Rating Scales. | 10 | Lecture, Assignment | PPT, Google Class Room |
| 4.2 | Tools of Data Collection - sources, media source books, questionnaire | 10 | Lecture | Assignment |



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| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|-------------------------------|---|-----------------|---------------------|------------------------|
| | and schedules, people's meter, diary method, field studies, focus group telephone, surveys, online polls. | | | |
| UNIT-5 - DATA ANALYSIS | | | | |
| 5.1 | Writing Research Reports | 6 | Lecture | PPT |
| 5.2 | Chapterization | 6 | Lecture, Assignment | PPT, Google Class Room |
| 5.3 | Use of Graphics & Content coding | 8 | Lecture, Assignment | PPT, Google Class Room |

| Levels | C1 | C2 | C3 | C4 | C5 | Total Scholastic Marks | Non Scholastic Marks C6 | CIA Total | % of Assessment |
|--------|---------------|---------------|----------------|----------------------|--------------------|------------------------|-------------------------|-----------|-----------------|
| | T1 10 Mks. | T2 10 Mks. | Quiz 5 Mks. | Assignment 5 Mks. | OBT /PPT 5 Mks. | 35 Mks. | 5 Mks. | 40 Mks. | |
| K1 | 2 | 2 | - | - | - | 4 | - | 4 | 10 % |
| K2 | 2 | 2 | 5 | - | - | 9 | - | 9 | 22.5 % |



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| | | | | | | | | | |
|-----------------------|-----------|-----------|----------|----------|----------|-----------|----------|-----------|---------------|
| K3 | 3 | 3 | - | - | 5 | 11 | - | 11 | 27.5 % |
| K4 | 3 | 3 | - | 5 | - | 11 | - | 11 | 27.5 % |
| Non Scholastic | - | - | - | - | - | | 5 | 5 | 12.5 % |
| Total | 10 | 10 | 5 | 5 | 5 | 35 | 5 | 40 | 100 % |

| CIA | |
|-----------------------|-----------|
| Scholastic | 35 |
| Non-Scholastic | 5 |
| | 40 |

EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|-------------------|-----------|-----------|-----------|-----------|-------------------------|--------------|------------|--------------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

UG CIA COMPONENTS

| | | | Nos | |
|-----------|---|--------------------|------------|---------|
| C1 | - | Test (CIA 1) | 1 | - 10Mks |
| C2 | - | Test (CIA 2) | 1 | - 10Mks |
| C3 | - | Assignment | 1 | - 5 Mks |
| C4 | - | Open Book Test/PPT | 2 * | - 5 Mks |



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C5 - Quiz 2 * - 5 Mks

C6 - Attendance - 5 Mks

Assignment on designing questionnaire

- Sampling design

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|------|---|--|----------------------|
| CO 1 | Identify the research topics pertaining to Media. | K1 | PSO1 & PSO5 |
| CO 2 | Outline the basic frame work of research process | K1& K2 | PSO1 & PSO5 |
| CO 3 | Apply the concepts of research and its methods in the thesis | K3 | PSO1 & PSO5 |
| CO 4 | Employ the required formats for citation | K1, K2, K3 | PSO1 & PSO5 |
| CO 5 | Critically analyse research methods and develop the skills for writing a thesis | K3& K4 | PSO1, PSO4 & PSO5 |



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Mapping of COs with PSOs

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--------|------|------|------|------|------|
| CO1 | 1 | 2 | 3 | 3 | 3 |
| CO2 | 1 | 3 | 2 | 3 | 3 |
| CO3 | 3 | 3 | 1 | 2 | 3 |
| CO4 | 1 | 3 | 1 | 3 | 3 |
| CO5 | 3 | 2 | 1 | 3 | 2 |

Mapping of COs with POs

| CO/ PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 1 | 2 | 2 | 3 | 1 | 2 | 2 |
| CO2 | 1 | 1 | 3 | 2 | 3 | 2 | 2 |
| CO3 | 3 | 3 | 2 | 1 | 3 | 2 | 1 |
| CO4 | 3 | 1 | 2 | 3 | 3 | 2 | 3 |
| CO5 | 1 | 2 | 2 | 2 | 3 | 2 | 2 |

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2 ♦ Weakly Correlated – 1

COURSE DESIGNERS:

- 1 Ms. A. Chris Marlyn

- 2 Ms. C. Gladious Guna Ranjini

Forwarded By



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Dr. S. Saira Banu
Head
Department of Journalism
& Mass Communication

III B.A

SEMESTER –VI

For those who joined in 2019 onwards

Entire Course has focus on **Employability**, **Entrepreneurship** & **Skill Development**

| PROGRAMM E CODE | COURSE CODE | COURSE TITLE | CATEGORY | HRS/WE E K | CREDIT S |
|--------------------|----------------|--------------------------|---------------|---------------|-------------|
| USJM | 19JM6CP 6 | Short Film Production | PRACTICA L | 5 | 4 |

COURSE DESCRIPTION:

This course involves practical study of the creative and technical aspects of film production. Students will make a dramatic film in small groups. This will develop their skills at scripting, photography, mise-en-scene, performance, editing, sound recording and mixing.

COURSE OBJECTIVES:

- Learners will be proficient in production and post production skills to enter the entertainment industry broadcasting
- Learners will be able to research, gather, synthesize information.

UNITS:

UNIT –I PRE –PRODUCTION PROCESS

(15 HRS.)

Researching the topic
writing the Proposal
writing the treatment
setting the budget.

UNIT –II BUDGETING AND SCRIPTING

(15 HRS.)



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Budgeting and Scripting

Finalising the budget and the script.

UNIT –III PRODUCTION PROCESS

(15 HRS.)

Structuring the programme

Storyboard and script designing.

Script layout.

UNIT –IV POST PRODUCTION PROCESS

(15 HRS.)

Editing

Adding Animation etc.

UNIT –V RE RECORDING

(15 HRS.)

Dubbing and translation

Dubbing and translation

Adding titles

Distribution process.

Adobe Premiere pro

REFERENCES:

1. Ascher, Steven. *The Film-Maker's Handbook: A Comprehensive Guide for the Digital Age*. Plume, 2012.
2. Rea, Peter W. *Producing and Directing the Short Film and Video*. Focal Press, 2015.

DIGITAL OPEN EDUCATIONAL RESOURCES

1. <https://www.futurelearn.com/courses/film-production/0/steps/12304>
2. <https://in.search.yahoo.com/search?fr=mcafee&type=E211IN885G0&p=short+film+production>
3. <https://www.studiobinder.com/blog/making-short-film-pre-production/>



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COURSE CONTENTS & LECTURE SCHEDULE:

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---|---------------------------------------|-----------------|-------------------|---------------|
| UNIT - I - PRE-PRODUCTION PROCESS | | | | |
| 1.1 | Researching the topic | 3 | Lecture | PPT |
| 1.2 | Writing the Proposal | 4 | Group Discussion | PPT |
| 1.3 | Writing the treatment | 4 | Lecture | PPT |
| 1.4 | Setting the budget. | 4 | Lecture | PPT |
| UNIT- II – BUDGETING AND SCRIPTING | | | | |
| 2.1 | Budgeting and Scripting. | 10 | Lecture | PPT |
| 2.2 | Finalising the budget and the script. | 5 | Group Discussion | PPT |
| UNIT- III - PRODUCTION PROCESS | | | | |
| 3.1 | Structuring the programme | 5 | Lecture | PPT |



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| | | | | |
|--|---------------------------------|----|------------------|----------------|
| 3.2 | Storyboard and script designing | 5 | Group Discussion | Charts |
| 3.3 | Script layout. | 5 | Group Discussion | Sample Scripts |
| UNIT IV - POST-PRODUCTION PROCESS | | | | |
| 4.1 | Editing | 10 | Lecture | PPT |
| 4.2 | Adding Animation etc. | 5 | Lecture | Videos |
| UNIT V - SHOOTING | | | | |
| 5.1 | Dubbing and translation | 5 | Lecture | PPT |
| 5.3 | Adding titles | 5 | Lecture | PPT |
| 5.4 | Distribution process | 5 | Lecture | PPT |

| Levels | C1 | C2 | C3 | C4 | C5 | Total Scho lastic Marks | Non Scho lastic Marks C6 | CIA Total | % of Assessment |
|--------|----|----|------|-------------|----------|-------------------------|--------------------------|-----------|-----------------|
| | T1 | T2 | Quiz | Assig nment | OBT /PPT | | | | |



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| | 10 Mks. | 10 Mks. | 5 Mks. | 5 Mks | 5 Mks | 35 Mks. | 5 Mks. | 40 Mks. | |
|-----------------------|------------|------------|-----------|----------|----------|------------|-----------|------------|--------|
| K1 | 2 | 2 | - | - | - | 4 | - | 4 | 10 % |
| K2 | 2 | 2 | 5 | - | - | 9 | - | 9 | 22.5 % |
| K3 | 3 | 3 | - | - | 5 | 11 | - | 11 | 27.5 % |
| K4 | 3 | 3 | - | 5 | - | 11 | - | 11 | 27.5 % |
| Non Scholastic | - | - | - | - | - | | 5 | 5 | 12.5 % |
| Total | 10 | 10 | 5 | 5 | 5 | 35 | 5 | 40 | 100 % |

| CIA | |
|-----------------------|-----------|
| Scholastic | 35 |
| Non-Scholastic | 5 |
| | 40 |

EVALUATION PATTERN



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| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|------------|----|----|----|----|------------------|-------|-----|-------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

UG CIA COMPONENTS

| | | Nos | |
|-----------|---|--------------------|-------------|
| C1 | - | Test (CIA 1) | 1 - 10Mks |
| C2 | - | Test (CIA 2) | 1 - 10Mks |
| C3 | - | Assignment | 1 - 5 Mks |
| C4 | - | Open Book Test/PPT | 2 * - 5 Mks |
| C5 | - | Quiz | 2 * - 5 Mks |
| C6 | - | Attendance | - 5 Mks |

Should make a Short Film addressing any contemporary social issue

- Duration of Short film should not be less than 15minutes
- A record of production process their Short film should be submitted along with their Film DVD. (Record includes-Story board / Script / Photographs/references)
- Record note along with the short film



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COURSE OUTCOMES

On the successful completion of the course, students will be able to:

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|------|------------------------------------|--|----------------|
| CO 1 | Grasp Pre –production process | K1 | PSO1, PSO5 |
| CO 2 | Prepare a Budget and Script | K2 & K4 | PSO1, PSO5 |
| CO 3 | Plan the Production Process | K3 | PSO1, PSO5 |
| CO 4 | Understand Post production process | K1 & K2 | PSO1, PSO5 |
| CO 5 | Execute Dubbing and translation. | K2, K3, K4 | PSO1, PSO3 |

Mapping of COs with PSOs

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--------|------|------|------|------|------|
| CO1 | 1 | 1 | 2 | 2 | 3 |
| CO2 | 1 | 1 | 2 | 3 | 3 |
| CO3 | 3 | 3 | 1 | 2 | 3 |
| CO4 | 1 | 3 | 1 | 3 | 3 |
| CO5 | 3 | 2 | 1 | 3 | 2 |



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Mapping of COs with POs

| CO/ PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 1 | 2 | 2 | 3 | 1 | 2 | 2 |
| CO2 | 1 | 1 | 3 | 2 | 3 | 1 | 1 |
| CO3 | 3 | 3 | 2 | 1 | 3 | 1 | 2 |
| CO4 | 3 | 1 | 2 | 3 | 3 | 1 | 2 |
| CO5 | 1 | 2 | 2 | 2 | 3 | 2 | 2 |

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2 ♦ Weakly Correlated - 1

COURSE DESIGNERS:

1 Ms. S.Jeno Mary

2. Ms. C. Gladious Guna Ranjini

Forwarded By

Dr. S. Saira Banu
Head
Department of Journalism
& Mass Communication



FATIMA COLLEGE

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Mary Land, Madurai - 625018, Tamil Nadu

III B.A

SEMESTER – VI

For those who joined in 2019 onwards

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | CATEGORY | HRS/WEEK | CREDITS |
|----------------|-------------|------------------------------------|----------|----------|---------|
| USJM | 19JM6ME3 | Integrated Marketing Communication | Lecture | 5 | 5 |

COURSE DESCRIPTION:

This course enables the students to understand the principles and practices of marketing communication, involving tools used by marketers to inform consumers.

COURSE OBJECTIVES:

To initiate the students into the world of Integrated marketing communications, public relations and technical writing to pave the way for the students to choose the career of professional corporate communicators

UNITS:

UNIT –I INTRODUCTION TO IMC

[15 HRS]

An Introduction of Integrated Marketing Communications Role of IMC in the Marketing Process

UNIT –II ADVERTISING

[15 HRS]

Advertising and Promotion

Perspectives on Consumer Behaviour

UNIT –III IMC PROGRAMME

[15 HRS]

Developing the Integrated marketing Communications Program



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UNIT –IV PREPARATION

[15 HRS]

Planning and Development

Implementation and Evaluation

Media Planning and Strategy



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UNIT –V PUBLIC RELATIONS

[15 HRS]

Public Relations, Publicity, and Corporate Advertising

Direct Marketing and Marketing on the Internet

Sales Promotion

Evaluating the social Ethical, and Economic Aspects of Advertising and Promotion

Self-Study: Evaluation of Print Media; Evaluation of Broadcast Media,

TEXT BOOK:

Materials taken from the following book:

- George Belch, Michael Belch. *Advertising and Promotion: An Integrated Marketing Communications Perspective*. San Diego University Advertising McGraw-Hill, 2014.

REFERENCES:

1. Morrissey. *Advanced Media Communication and Production*. Mohit Publications. 2015.
2. Manish, Uri. *Constitutional and Political Development in India*. Mohit Publications, 2016.

DIGITAL OPEN EDUCATIONAL RESOURCES

1. <https://www.managementstudyguide.com/integrated-marketing-communications.htm>
2. <https://learn.g2.com/integrated-marketing-communications>
3. <https://www.thebalancesmb.com/integrated-marketing-communication-imc-2295501>



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COURSE CONTENTS & LECTURE SCHEDULE:

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|------------------------------------|--|-----------------|-------------------|------------------|
| UNIT 1 -INTRODUCTION TO IMC | | | | |
| 1.1 | An Introduction to Integrated Marketing Communications | 8 | Lecture | PPT |
| 1.2 | Role of IMC in the Marketing Process | 7 | Lecture | PPT |
| UNIT 2 - ADVERTISING | | | | |
| 2.1 | Advertising and Promotion | 8 | Lecture | PPT |
| 2.2 | Perspectives on Consumer Behaviour | 7 | Lecture | PPT |
| UNIT 3 – IMC PROGRAMME | | | | |
| 3.1 | Developing the Integrated marketing Communications Program | 15 | Lecture | PPT |
| UNIT 4 –PREPARATION | | | | |
| 4.1 | Planning and Development | 5 | Lecture | PPT |
| 4.2 | Implementation and Evaluation | 5 | Lecture | PPT |
| 4.3 | Media Planning and Strategy | 5 | Group Discussion | Google Classroom |
| UNIT 5 - PUBLIC RELATIONS | | | | |
| 5.1 | Public Relations, Publicity, and Corporate Advertising | 3 | Lecture | PPT |



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| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|------------|--|-----------------|-------------------|--|
| 5.2 | Direct Marketing and Marketing on the Internet | 3 | Lecture | PPT |
| 5.3 | Sales Promotion | 3 | Lecture | PPT |
| 5.4 | Evaluating the social Ethical, and Economic Aspects of Advertising and Promotion | 3 | Group Discussion | Google Classroom |
| 5.5 | Self-Study: Evaluation of Print Media; Evaluation of Broadcast Media | 3 | Group Discussion | Newspaper Clippings, Magazines, Videos |

| Level s | C1 | C2 | C3 | C4 | C5 | Total Scho lasti c Marks | Non Scho lastic Marks C6 | CIA Total | % of Assess ment |
|---------|---------------|---------------|----------------|-----------------------|-------------------|--------------------------|--------------------------|-----------|------------------|
| | T1 10 Mks. | T2 10 Mks. | Quiz 5 Mks. | Assig nmen t 5 Mks | OBT /PPT 5 Mks | 35 Mks. | 5 Mks. | 40 Mks. | |
| K1 | 2 | 2 | - | - | - | 4 | - | 4 | 10 % |
| K2 | 2 | 2 | 5 | - | - | 9 | - | 9 | 22.5 % |
| K3 | 3 | 3 | - | - | 5 | 11 | - | 11 | 27.5 % |
| K4 | 3 | 3 | - | 5 | - | 11 | - | 11 | 27.5 % |



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| | | | | | | | | | |
|-----------------------|----|----|---|---|---|----|---|----|--------|
| Non Scholastic | - | - | - | - | - | | 5 | 5 | 12.5 % |
| Total | 10 | 10 | 5 | 5 | 5 | 35 | 5 | 40 | 100 % |

| CIA | |
|-----------------------|----|
| Scholastic | 35 |
| Non-Scholastic | 5 |
| | 40 |



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EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|------------|----|----|----|----|------------------|-------|-----|-------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

UG CIA COMPONENTS

| | | | | Nos | | |
|-----------|---|--------------------|--|-----|---|-------|
| C1 | - | Test (CIA 1) | | 1 | - | 10Mks |
| C2 | - | Test (CIA 2) | | 1 | - | 10Mks |
| C3 | - | Assignment | | 1 | - | 5 Mks |
| C4 | - | Open Book Test/PPT | | 2 * | - | 5 Mks |
| C5 | - | Quiz | | 2 * | - | 5 Mks |
| C6 | - | Attendance | | | - | 5 Mks |

Assignment:

- Create Advertisements for various media

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|-----|--|---|----------------|
| CO1 | Comprehend the role and process of Integrated Marketing Communications | K1 | PSO1, PSO5 |



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| | | | |
|-----|--|--------|------------------|
| CO2 | Understand Perspectives on Consumer Behaviour | K1, K2 | PSO1, PSO2, PSO5 |
| CO3 | Develop the Integrated marketing Communications Program | K3, K4 | PSO1, PSO5 |
| CO4 | Gain knowledge on Planning and Strategy of IM | K1, K2 | PSO1, PSO5 |
| CO5 | Evaluate role of Public relations and various aspects of advertising and promotion | K3 | PSO4, PSO5 |

Mapping of COs with PSOs

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--------|------|------|------|------|------|
| CO1 | 1 | 1 | 2 | 2 | 3 |
| CO2 | 1 | 2 | 2 | 1 | 3 |
| CO3 | 3 | 3 | 1 | 2 | 3 |
| CO4 | 1 | 3 | 1 | 3 | 3 |
| CO5 | 3 | 2 | 1 | 3 | 2 |



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Mapping of COs with POs

| CO/ PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 1 | 2 | 2 | 3 | 1 | 2 | 2 |
| CO2 | 1 | 1 | 3 | 2 | 3 | 1 | 3 |
| CO3 | 3 | 3 | 2 | 1 | 3 | 3 | 2 |
| CO4 | 3 | 1 | 2 | 3 | 3 | 1 | 2 |
| CO5 | 1 | 2 | 2 | 2 | 3 | 2 | 2 |

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2 ♦ Weakly Correlated - 1

COURSE DESIGNERS:

1. Ms. S.Jeno Mary

2. Dr. S. Saira Banu

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II B.A

SEMESTER – VI

For those who joined in 2019 onwards

Entire Course has focus on **Employability**

| PROGRAMM E CODE | COURSE CODE | COURSE TITLE | CATEGOR Y | HRS/WEE K | CREDIT S |
|--------------------|----------------|---------------------|-------------------|--------------|-------------|
| USJM | 19JM6ME4 | Public Relations | MAJOR ELECTIVE | 5 | 5 |

COURSE DESCRIPTION:

This course helps students understand the role and scope of Public Relation

COURSE OBJECTIVE:

The course makes the students learn the basic concepts of Public relation and its tools. The course enables the students to enhance their skills for organizing public relation campaigns and press releases.

UNITS:

UNIT I - UNDERSTANDING PUBLIC RELATION [15 HRS]

Concepts, Definitions of PR, Brief History of Public Relations - The Pioneers and their Works (Ivy Lee and Edward Burney), Publicity, Propaganda and Advertising, Defining Publics/Stakeholders.

UNIT II -PUBLIC RELATION PROCESS AND PRACTICE [15 HRS]

The PR Process, Tools of PR: Media Relations (Organizing Press Conferences/Meets, Press Releases.) and Media Relations management

UNIT III - THE PUBLIC RELATIONS ENVIRONMENT [15 HRS]

Trends, Growth and Power of Public Opinion, Political PR, Sports PR, Entertainment and Celebrity Management, Understanding Media Needs/New Value of Information etc.

UNIT IV –PUBLIC RELATIONS AND WRITING [15 HRS]



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Printed Literature, Newsletters, Position Papers/Opinion Papers and White Papers and Blogs.

UNIT V –EVOLVING ROLE OFPUBLIC RELATIONS

[15 HRS]

Crisis Communication - PR's Evolving Role in Business, Government, Politics, NGOs and Industry Associations- Research in PR - Laws and Ethics in PR

Self-study:Introduction to PR Awards - PR Measurements - Campaign Planning in PR

TEXT BOOKS:

Gupta,Ruchi. *Advertising principle and concept*. Sage Publications, 2016.

REFERENCE BOOKS:

1. Ahuja and Chabra *Public Relations*, Surtees Publications,2006.
2. Kaul, J M. *Public Relations in India*. Naya Prokash, 1976.
3. Kumar J. Keval, *Mass Communication in India*, Jaico Publishing House, 2013
4. Priyanka, Singh. *Communication Management*. Shree publication,2018.

DIGITAL OPEN EDUCATIONAL RESOURCES

1. <https://loyalistlibrary.com/publicrelations/oer>
2. <https://2012books.lardbucket.org/books/public-relations/>
3. <https://www.oercommons.org/courses/public-relations>

COURSE CONTENTS & LECTURE SCHEDULE:

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|--|-----------------------------|-----------------|-------------------|---------------|
| UNIT I - UNDERSTANDING PUBLIC RELATION | | | | |
| 1.1 | Concepts, Definitions of PR | 2 | Lecture | PPT |



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| | | | | |
|---|--|---|---------|--------------------------|
| 1.2 | Brief History of Public Relation | 3 | Lecture | Google Class room |
| 1.3 | The Pioneers and their Works | 2 | Lecture | PPT |
| 1.4 | Publicity, Propaganda and Advertising | 5 | Lecture | PPT |
| 1.5 | Defining Publics/Stakeholders | 3 | Lecture | PPT |
| UNIT II - PUBLIC RELATION PROCESS AND PRACTICE | | | | |
| 2.1 | The PR Process | 5 | Lecture | Google Class room |
| 2.2 | Tools of PR: Media Relations | 5 | Lecture | Google Class room |
| 2.3. | Media Relations management | 5 | Lecture | PPT |
| UNIT III - THE PUBLIC RELATIONS ENVIRONMENT | | | | |
| 3.1 | Trends & Growth and Power of Public Opinion - Political PR | 5 | Lecture | PPT |
| 3.2 | Sports PR , Entertainment and Celebrity Management | 5 | Lecture | PPT |
| 3.3 | Understanding Media Needs-New Value of Information | 5 | Lecture | Videos from the Internet |
| UNIT IV - PUBLIC RELATIONS AND WRITING | | | | |



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| | | | | |
|---|--|---|----------------------------|--------------------------|
| 4.1 | Printed Literature | 2 | Lecture | Videos from the Internet |
| 4.2 | Newsletters | 3 | Lecture | PPT |
| 4.3 | Position Papers/Opinion Papers and White Papers | 5 | Lecture & Group Discussion | Videos from the Internet |
| 4.4 | Blogs | 5 | Lecture | PPT |
| UNIT V - EVOLVING ROLE OF PUBLIC RELATIONS | | | | |
| 5.1 | Crisis Communication | 2 | Lecture | PPT |
| 5.2 | PR's Evolving Role | 3 | Lecture | PPT |
| 5.3 | Laws and Ethics in PR | 3 | Lecture & Class Assignment | PPT |
| 5.4 | Self-study: Introduction to PR Awards - PR Measurements | 2 | Lecture & Class Assignment | PPT |
| 5.5 | Campaign Planning in PR | 5 | Lecture & Class Assignment | PPT |

| Level s | C1 | C2 | C3 | C4 | C5 | Total Scho lasti c Mark s | Non Scho lastic Marks C6 | CIA Total | % of Assess ment |
|---------|---------|---------|--------|--------------|----------|---------------------------|--------------------------|-----------|------------------|
| | T1 | T2 | Quiz | Assig nmen t | OBT /PPT | | | | |
| | 10 Mks. | 10 Mks. | 5 Mks. | 5 Mks | 5 Mks | 35 Mks. | 5 Mks. | 40 Mks. | |



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| | | | | | | | | | |
|-----------------------|-----------|-----------|----------|----------|----------|-----------|----------|-----------|---------------|
| K1 | 2 | 2 | - | - | - | 4 | - | 4 | 10 % |
| K2 | 2 | 2 | 5 | - | - | 9 | - | 9 | 22.5 % |
| K3 | 3 | 3 | - | - | 5 | 11 | - | 11 | 27.5 % |
| K4 | 3 | 3 | - | 5 | - | 11 | - | 11 | 27.5 % |
| Non Scholastic | - | - | - | - | - | | 5 | 5 | 12.5 % |
| Total | 10 | 10 | 5 | 5 | 5 | 35 | 5 | 40 | 100 % |

| CIA | |
|-----------------------|-----------|
| Scholastic | 35 |
| Non-Scholastic | 5 |
| | 40 |



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EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|------------|----|----|----|----|------------------|-------|-----|-------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

UG CIA COMPONENTS

| | | Nos | |
|-----------|---|--------------------|-------------|
| C1 | - | Test (CIA 1) | 1 - 10Mks |
| C2 | - | Test (CIA 2) | 1 - 10Mks |
| C3 | - | Assignment | 1 - 5 Mks |
| C4 | - | Open Book Test/PPT | 2 * - 5 Mks |
| C5 | - | Quiz | 2 * - 5 Mks |
| C6 | - | Attendance | - 5 Mks\ |

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|-----|-----------------|--|----------------|
|-----|-----------------|--|----------------|



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| | | | |
|------|---|----------|------------|
| CO 1 | Identify the concepts of Public Relation | K1 | PSO1, PSO5 |
| CO 2 | Explore the role and importance of propaganda and advertising | K1/K2/K3 | PSO2, PSO5 |
| CO 3 | Understand the tools of media relations | K2 | PSO1, PSO5 |
| CO 4 | Enhance the writing skills for press release | K1, K3 | PSO1, PSO5 |
| CO 5 | Learn to conduct public relation campaigns | K2, K4 | PSO4, PSO5 |

Mapping of COs with PSOs

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--------|------|------|------|------|------|
| CO1 | 1 | 3 | 2 | 3 | 3 |
| CO2 | 1 | 3 | 2 | 3 | 3 |
| CO3 | 3 | 3 | 1 | 2 | 3 |
| CO4 | 1 | 3 | 1 | 3 | 3 |
| CO5 | 3 | 2 | 1 | 3 | 2 |



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Mapping of COs with POs

| CO/ PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|------------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 1 | 2 | 2 | 3 | 1 | 1 | 2 |
| CO2 | 1 | 1 | 3 | 2 | 3 | 1 | 1 |
| CO3 | 3 | 3 | 2 | 1 | 3 | 1 | 1 |
| CO4 | 3 | 1 | 2 | 3 | 3 | 3 | 1 |
| CO5 | 1 | 2 | 2 | 2 | 3 | 1 | 2 |

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2 ♦ Weakly Correlated - 1

COURSE DESIGNERS:

1. Ms. A. Chris Marlyn

2. Ms. S. Jen Mary

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III B.A

SEMESTER – VI

For those who joined in 2019 onwards

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | CATEGORY | HRS/WEEK | CREDITS |
|----------------|-------------|--------------|----------|----------|---------|
| USJM | 19JM6ME5 | New Media | Lecture | 5 | 5 |

COURSE DESCRIPTION:

This course enables the students to build their foundational knowledge on New Media.

COURSE OBJECTIVES:

The course makes the students learn the basic structures and tools to prepare for media writing.

To enable students to enhance their writing for Blog and make them citizen journalists.

UNITS:

UNIT – I: ORIGIN OF INTERNET

[15 HRS]

The Internet: An Overview

Communication for social change

Internet as a medium of communication: history and evolution of internet:

India and Internet

Characteristics of New Media

New Media aesthetics

UNIT- II: SOCIAL MEDIA

[15 HRS]

Categories of Social Media

Cloud Computing – A Ground-Breaking Development



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Leading Social Networks

Online Newspaper

Internet Radio

Internet Television

UNIT – III: ONLINE REPORTING

[15 HRS]

Online reporting: Language and style of Online Journalism

Tools for Newsgathering

News determinants in Cyber space

Online Editing

Website Design

UNIT – IV: BLOG

[15 HRS]

How to Blog What is a Blog?

Terminology

Mechanics

Frequency and Handling Comments

Cyber Crimes and Social Media

Issues Concerning Social Web

UNIT V – GLOBALISATION

[15 HRS]

Social Media and Globalisation

Globalisation through Social Media

Self-Study: Social Media Influence on activism Social Media Versus Traditional Media

TEXT BOOKS:

(Materials taken from the following books:)

1. Kasturi, Suman Kumar. *Social Media Connecting the World 24x7*. Dominant Publishers & Distributors Pvt. Ltd, 2008.
2. Sharma, Ajay Kumar. *Media and Communication in the New World Order*. ABD Publishers, 2017.
3. Gupta.P.K. *Role of Social Media in Society Transformation*. Yking Books, 2018.

REFERENCES:



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1. Kumar, Arvind. *Digital Media & Weblog Journalism*, Anmol Publications Pvt. Ltd. 2006.
2. Friend, Cecilia and Jane B. Singer, *Online Journalism Ethics; Traditions and Transitions*. PHI Learning Pvt. Ltd, 2004.
3. Leah A. Lievrouw and Sonia Livingstone. eds. *Handbook of New Media, Social Shaping and Social Consequences of ICTs*. Sage Publications, 2007.
4. Saxena, Sunil. *Web Journalism 2.0*. Tata McGraw-Hill, 2012.

DIGITAL OPEN EDUCATIONAL RESOURCES

1. https://www.webopedia.com/TERM/N/new_media.html
2. <https://online.seu.edu/articles/what-is-new-media/>
3. <https://online.seu.edu/articles/5-types-of-new-media/>

COURSE CONTENTS & LECTURE SCHEDULE:

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|----------------------------|--|-----------------|-------------------|----------------------------------|
| UNIT 1 -ORIGIN OF INTERNET | | | | |
| 1.1 | The Internet: An Overview Communication for social change | 4 | Lecture | PPT& Pictures - Google classroom |
| 1.2 | Internet as a medium of communication: history and evolution of internet | 4 | Lecture | PPT |
| 1.3 | India and Internet Characteristics of New Media | 3 | Lecture | PPT |
| 1.4 | New Media aesthetics | 4 | Discussion | Google classroom |



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| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|----------------------------------|---|-----------------|--------------------|---------------------|
| UNIT 2 -SOCIAL MEDIA | | | | |
| 2.1 | Categories of Social Media Cloud Computing – A Ground-Breaking Development | 5 | Lecture | PPT |
| 2.2 | Leading Social Networks | 5 | Demo | PPT |
| 2.3 | Online Newspaper Internet Radio Internet Television | 5 | Flipped Classroom | PPT |
| UNIT 3 – ONLINE REPORTING | | | | |
| 3.1 | Online reporting: Language and style of Online Journalism Tools for Newsgathering | 5 | Lecture | PPT |
| 3.2 | News determinants in Cyber space Online Editing | 5 | Lecture | PPT |
| 3.3 | Website Design | 5 | Classroom Activity | Videos and Pictures |
| UNIT 4 –BLOG | | | | |
| 4.1 | How to blog? | 10 | Lecture | PPT |



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| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|-------------------------------|---|-----------------|---------------------|--|
| | What is blog? terminology mechanics | | | |
| 4.2 | Frequency and Handling Comments Cyber Crimes and Social Media Issues Concerning Social Web | 5 | Case Study Analysis | Newspaper Clippings and Videos from the Internet |
| UNIT 5 - GLOBALISATION | | | | |
| 5.1 | Social Media and Globalisation Globalisation through Social Media | 8 | Group Discussion | Google Classroom |
| 5.2 | Self-Study: Social Media Influence on activism Soc Media Versus Traditional Media | 7 | Case Study Analysis | Newspaper Clippings and Videos from the Internet |

| Level s | C1 | C2 | C3 | C4 | C5 | Total Scho lasti c Marks | Non Scho lastic Marks C6 | CIA Total | % of Assess ment |
|---------|----|----|----|----|----|--------------------------|--------------------------|-----------|------------------|
| | | | | | | | | | |



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| | T1 10 Mks. | T2 10 Mks. | Quiz 5 Mks. | Assignment 5 Mks | OBT /PPT 5 Mks | 35 Mks. | 5 Mks. | 40 Mks. | |
|-----------------------|---------------------------------------|---------------------------------------|--|---|---|--------------------------|-------------------------|--------------------------|---------------|
| K1 | 2 | 2 | - | - | - | 4 | - | 4 | 10 % |
| K2 | 2 | 2 | 5 | - | - | 9 | - | 9 | 22.5 % |
| K3 | 3 | 3 | - | - | 5 | 11 | - | 11 | 27.5 % |
| K4 | 3 | 3 | - | 5 | - | 11 | - | 11 | 27.5 % |
| Non Scholastic | - | - | - | - | - | | 5 | 5 | 12.5 % |
| Total | 10 | 10 | 5 | 5 | 5 | 35 | 5 | 40 | 100 % |



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| CIA | |
|-----------------------|-----------|
| Scholastic | 35 |
| Non-Scholastic | 5 |
| | 40 |

EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|------------|----|----|----|----|------------------|-------|-----|-------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

UG CIA COMPONENTS

| | | Nos | |
|-----------|----------------------|-----|---------|
| C1 | - Test (CIA 1) | 1 | - 10Mks |
| C2 | - Test (CIA 2) | 1 | - 10Mks |
| C3 | - Assignment | 1 | - 5 Mks |
| C4 | - Open Book Test/PPT | 2 * | - 5 Mks |
| C5 | - Quiz | 2 * | - 5 Mks |
| C6 | - Attendance | - | 5 Mks |

The students have to regularly write about social issues in the blogs

- The students should report any issue in their neighbourhood as a part of Citizen Journalistic reporting
- An analysis of 2 print newspapers and its online version has to be done to understand the differences in the layout pattern for assignment



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COURSE OUTCOMES

On the successful completion of the course, students will be able to:

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|-----|---|--|------------------|
| CO1 | Recognize the tenets of online journalism and the new media | K1 | PSO1, PSO2, PSO5 |
| CO2 | Analyse the role and importance of the internet as a component of mass media. | K1, K2 | PSO2, PSO4, PSO5 |
| CO3 | Critique social issues to develop good citizenry | K4 | PSO2, PSO4, PSO5 |
| CO4 | Transform into ethical journalists. | K3, K4 | PSO2, PSO4, PSO5 |
| CO5 | Create a blog of their own. | K4 | PSO1, PSO3, PSO5 |

Mapping of COs with PSOs

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--------|------|------|------|------|------|
| CO1 | 1 | 3 | 2 | 3 | 3 |
| CO2 | 1 | 3 | 2 | 3 | 3 |
| CO3 | 3 | 3 | 1 | 2 | 3 |
| CO4 | 1 | 3 | 1 | 3 | 3 |
| CO5 | 3 | 2 | 1 | 3 | 2 |



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Mapping of COs with POs

| CO/ PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 1 | 2 | 2 | 3 | 1 | 1 | 1 |
| CO2 | 1 | 1 | 3 | 2 | 3 | 2 | 3 |
| CO3 | 3 | 3 | 2 | 1 | 3 | 2 | 3 |
| CO4 | 3 | 1 | 2 | 3 | 3 | 2 | 3 |
| CO5 | 1 | 2 | 2 | 2 | 3 | 3 | 3 |

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2 ♦ Weakly Correlated - 1

COURSE DESIGNERS:

1. Ms. A. Chris Marlyn

2. Ms. G. Roseline Stella Rani

Forwarded By

Dr. S. Saira Banu
Head

Department of Journalism
& Mass Communication



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III B.A

SEMESTER – VI

For those who joined in 2019 onwards

| PROGRAMM E CODE | COURSE CODE | COURSE TITLE | CATEGOR Y | HRS/WEE K | CREDIT S |
|--------------------|----------------|--|--------------|--------------|-------------|
| USJM | 19JM6ME 6 | Gendered Representation in Media | Lecture | 5 | 5 |

COURSE DESCRIPTION:

This Course examines representation of gender and sexual identity in the media.

COURSE OBJECTIVES:

This course aims to enable students: to think critically about representations of gender in a range of different media to identify the stereotyped portrayal of gender in the media.

UNITS:

UNIT –I GENDER AND SEX

[15 HRS]

Understanding the concept of Gender

Understanding the concept of Sex

Gender construction in the society

Concept of LGBT

UNIT –II MEDIA DEPICTION OF GENDER

[15 HRS]

Hegemonic femininity in Tamil movies

Gendered representation in advertising

Depiction of women in Mass media

UNIT –III STEREOTYPICAL PORTRAYAL

[15 HRS]

Stereotypical portrayal of transgender in Tamil Cinema

Portrayal of Violence against women in Tamil Cinema



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Misogynist Tamil Movies.

UNIT –IV GAZE

[15 HRS]

Male gaze

Female gaze

Gender Imbalance

UNIT –V CASE STUDY

[15 HRS]

Analysis of contemporary media content from a critical perspective.

Self-Study: Bechtel Test Framework; McLuhan Framework

TEXTBOOKS:

Materials are taken from the following book

Rosalind, Gill. Gender and the Media. Polity press, 2007

REFERENCES:

1. Singh, Preeti. Woman and Television. Navyug, 2018

DIGITAL OPEN EDUCATIONAL RESOURCES

1. <https://www.firstpost.com/entertainment/vivegams-yazhini-shows-how-tamil-cinema-balances-out-macho-heroes-with-hyper-feminine-heroines-3975783.html>
2. <https://www.theguardian.com/world/2016/sep/22/tamil-film-industry-kollywood-glorifies-talking-women-activists>
3. <https://www.quora.com/What-are-some-of-the-most-misogynistic-Tamil-movies-you-ever-saw>
4. <https://www.outlookindia.com/magazine/story/alls-fair-in-rajinikanth-country/298785>

COURSE CONTENTS & LECTURE SCHEDULE:



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| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---|--|-----------------|-------------------|-----------------------------|
| UNIT 1 -GENDER AND SEX | | | | |
| 1.1 | Understanding the concept of Gender | 4 | Lecture | PPT |
| 1.2 | Understanding the concept of Sex | 4 | Lecture | PPT |
| 1.3 | Gender construction in the society | 4 | Lecture | PPT |
| 1.4 | Concept of LGBT | 3 | Group Discussion | Google classroom |
| UNIT 2 - MEDIA DEPICTION OF GENDER | | | | |
| 2.1 | Hegemonic femininity in Tamil movies | 5 | Lecture | PPT |
| 2.2 | Gendered representation in advertising | 5 | Seminar | Newspaper Clippings, Videos |
| 2.3 | Depiction of women in Mass media | 5 | Group Discussion | Google classroom |
| UNIT 3 – STEREOTYPICAL PORTRAYAL | | | | |
| 3.1 | Stereotypical portrayal of transgender in Tamil Cinema | 5 | Group Discussion | Google classroom |
| 3.2 | Portrayal of Violence against women in Tamil Cinema | 5 | Group Discussion | Google classroom |



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| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|----------------------------|--|-----------------|---------------------|---------------------|
| 3.3 | Misogynist Tamil Movies. | 5 | Group Discussion | Videos and Pictures |
| UNIT 4 –GAZE | | | | |
| 4.1 | Male gaze | 5 | Lecture | PPT |
| 4.2 | Female gaze | 5 | Lecture | PPT |
| | Gender Imbalance | 5 | Lecture | PPT |
| UNIT 5 - CASE STUDY | | | | |
| 5.1 | Analysis of contemporary media content from a critical perspective | 8 | Group Discussion | Google Classroom |
| 5.2 | Self-Study: Bechtel Test Framework McLuhan Framework | 7 | Case Study Analysis | Charts |

| Level s | C1 | C2 | C3 | C4 | C5 | Total Scho lastic Marks | Non Scho lastic Marks C6 | CIA Total | % of Assess ment |
|-----------|----------|----------|----------|--------------|----------|-------------------------|--------------------------|-----------|------------------|
| | T1 | T2 | Quiz | Assig nmen t | OBT /PPT | | | | |
| | 10 Mks. | 10 Mks. | 5 Mks. | 5 Mks | 5 Mks | 35 Mks. | 5 Mks. | 40 Mks. | |
| K1 | 2 | 2 | - | - | - | 4 | - | 4 | 10 % |



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| | | | | | | | | | |
|-----------------------|-----------|-----------|----------|----------|----------|-----------|----------|-----------|---------------|
| K2 | 2 | 2 | 5 | - | - | 9 | - | 9 | 22.5 % |
| K3 | 3 | 3 | - | - | 5 | 11 | - | 11 | 27.5 % |
| K4 | 3 | 3 | - | 5 | - | 11 | - | 11 | 27.5 % |
| Non Scholastic | - | - | - | - | - | | 5 | 5 | 12.5 % |
| Total | 10 | 10 | 5 | 5 | 5 | 35 | 5 | 40 | 100 % |



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| CIA | |
|-----------------------|-----------|
| Scholastic | 35 |
| Non-Scholastic | 5 |
| | 40 |

EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|------------|----|----|----|----|------------------|-------|-----|-------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

UG CIA COMPONENTS

| | | Nos | |
|-----------|----------------------|-----|---------|
| C1 | - Test (CIA 1) | 1 | - 10Mks |
| C2 | - Test (CIA 2) | 1 | - 10Mks |
| C3 | - Assignment | 1 | - 5 Mks |
| C4 | - Open Book Test/PPT | 2 * | - 5 Mks |
| C5 | - Quiz | 2 * | - 5 Mks |
| C6 | - Attendance | | - 5 Mks |

Assignment

- The students have to prepare assignments on two gender violence issues and its coverage in the media.
- The students have to critically evaluate the images of women in magazines/newspapers/advertisements/films
- The pattern of coverage of LGBT Issues in the media should be submitted as project



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COURSE OUTCOMES

On the successful completion of the course, students will be able to:

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|-----|---|--|------------------|
| CO1 | Describe the manner in which race, class, gender, and sexuality intersect. | K1, K2 | PSO2, PSO4, PSO5 |
| CO2 | Understand and evaluate major theories and texts central to Gender Studies | K1, K2 | PSO2, PSO4, PSO5 |
| CO3 | Evaluate and interpret information from a variety of sources including print and electronic media, film, video, and other information technologies. | K3 | PSO1, PSO2, PSO5 |
| CO4 | Recognize the global, scientific, cultural, historical, or political issues that have created distinctions and disruptions among women, men, and sexual minorities. | K1, K2, K3 | PSO2, PSO4, PSO5 |
| CO5 | Explore theoretical and practical aspects of social justice by analyse gendered representations in media, language, and texts with Bechdel Test | K4 | PSO2, PSO4, PSO5 |

Mapping of COs with POs

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--------|------|------|------|------|------|
| CO1 | 1 | 3 | 2 | 3 | 3 |
| CO2 | 1 | 3 | 2 | 3 | 3 |
| CO3 | 3 | 3 | 1 | 2 | 3 |



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| | | | | | |
|-----|---|---|---|---|---|
| CO4 | 1 | 3 | 1 | 3 | 3 |
| CO5 | 3 | 2 | 1 | 3 | 2 |

Mapping of COs with POs

| CO/ PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 1 | 2 | 2 | 3 | 1 | 2 | 3 |
| CO2 | 1 | 1 | 3 | 2 | 2 | 3 | 2 |
| CO3 | 3 | 3 | 2 | 1 | 2 | 2 | 2 |
| CO4 | 3 | 1 | 2 | 3 | 2 | 2 | 2 |
| CO5 | 1 | 2 | 2 | 2 | 2 | 2 | 2 |

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2 ♦ Weakly Correlated – 1

COURSE DESIGNERS:

1. Dr. Mary Magdalene

2. Dr. S. Saira Banu

Forwarded By

Dr. S. Saira Banu
Head
Department of Journalism
& Mass Communication



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III B.A

SEMESTER – VI

For those who joined in 2019 onwards

Entire Course has focus on **Employability** & **Skill Development**

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | CATEGORY | HRS/WEEK | CREDITS |
|----------------|--------------|----------------------|----------|----------|---------|
| USJM | 19JM6SB 5 | Writing for Media | Lecture | 2 | 2 |

COURSE DESCRIPTION:

This course enables the students to acquire writing skills for Media.

COURSE OBJECTIVES:

To make the students learn the basic structures and tools to prepare for media writing. To enable them to enhance their writing skills for Media.

UNITS:

UNIT –I LANGUAGE

[5 HRS]

Basics of Writing and Editing (Pg. 55 – 74)
Language and Journalism

UNIT –II NEWS STORIES

[5 HRS]

Weaving Interviews into News Stories (Pg. 147 - 154)
Speech Stories (Pg. 154 - 158)
Interview Stories (Pg. 158 - 163)

UNIT –III OTHER TYPES OF STORIES

[10 HRS]

Feature Writing (Pgs 235 - 253)
Types of Feature Stories
Writing Fliers and Brochures (Pgs 324 - 327)
Writing Newsletters (Pgs 327- 329)

Self-Study: Obituaries (Pgs 177 - 187)

UNIT –IV OPINION PIECES

[5 HRS]



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Writing News Releases (Pgs 341 - 351)

Writing Opinion Pieces (Pgs 361 - 363)

UNIT –V ROLE OF TRANSLATION

[5 HRS]

Role of Translation in Writing for Media

Multilingualism in Journalism

TEXT BOOK:

(Materials taken from the following book:)

1. Whitaker, Richard et al. *Media Writing*. Routledge, 2009.

REFERENCES:

1. Stoval, James G. *Writing for Mass Media*. Pearson, 2015.
2. Arnold, George *Media Writer's Handbook*. McGraw Hill, 2018.
3. Raman, Usha. *Writing for the Media*. Oxford, 2009.

DIGITAL OPEN EDUCATIONAL RESOURCES

1. <https://ohiostate.pressbooks.pub/stratcommwriting/chapter/media-writing-skills/>
2. <https://ijnet.org/en/story/five-basic-writing-tips-digital-media>
3. <https://penandthepad.com/info-7971557-basics-writing-print-media.html>
4. <https://www.testbank.es/product/writing-for-visual-media/>

COURSE CONTENTS & LECTURE SCHEDULE:

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|------------------|-------|-----------------|-------------------|---------------|
| UNIT 1 -LANGUAGE | | | | |



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| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|--|--------------------------------------|-----------------|--------------------|----------------------------------|
| 1.1 | Basics of Writing and Editing | 3 | Lecture | PPT& Pictures - Google classroom |
| 1.2 | Language and Journalism | 2 | Lecture | PPT |
| UNIT 2 - NEWS STORIES | | | | |
| 2.1 | Weaving Interviews into News Stories | 2 | Lecture | PPT |
| 2.2 | Speech Stories | 1 | Demo | Newspaper Clippings and Videos |
| 2.3 | Interview Stories | 2 | Flipped Classroom | Newspaper Clippings and Videos |
| UNIT 3 - OTHER TYPES OF STORIES | | | | |
| 3.1 | Feature Writing | 2 | Lecture | Newspaper Clippings & Magazines |
| 3.2 | Types of Feature Stories | 2 | Lecture | Newspaper Clippings & Magazines |
| 3.3 | Writing Fliers and Brochures | 2 | Classroom Activity | Charts & Pictures |
| 3.4 | Writing Newsletters | 2 | Classroom Activity | Charts & Pictures |
| 3.5 | Self-Study: Obituaries | 2 | Classroom Activity | Charts & Pictures |



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| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|-------------------------------------|--|-----------------|-------------------|--|
| UNIT 4 –OPINION PIECES | | | | |
| 4.1 | Writing News Releases | 2 | Lecture | PPT |
| 4.2 | Writing Opinion Pieces | 3 | Lecture | Newspaper Clippings and Videos from the Internet |
| UNIT 5 - ROLE OF TRANSLATION | | | | |
| 5.1 | Role of Translation in Writing for Media | 3 | Lecture | PPT |
| 5.2 | Multilingualism in Journalism | 2 | Lecture | PPT |

| Level s | C1 | C2 | C3 | C4 | C5 | Total Scho lasti c Marks | Non Scho lastic Marks C6 | CIA Total | % of Assess ment |
|---------|---------------|---------------|----------------|-----------------------|-------------------|--------------------------|--------------------------|-----------|------------------|
| | T1 10 Mks. | T2 10 Mks. | Quiz 5 Mks. | Assig nmen t 5 Mks | OBT /PPT 5 Mks | 35 Mks. | 5 Mks. | 40 Mks. | |
| K1 | 2 | 2 | - | - | - | 4 | - | 4 | 10 % |
| K2 | 2 | 2 | 5 | - | - | 9 | - | 9 | 22.5 % |
| K3 | 3 | 3 | - | - | 5 | 11 | - | 11 | 27.5 % |
| K4 | 3 | 3 | - | 5 | - | 11 | - | 11 | 27.5 % |



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| | | | | | | | | | |
|-----------------------|----|----|---|---|---|----|---|----|--------|
| Non Scholastic | - | - | - | - | - | | 5 | 5 | 12.5 % |
| Total | 10 | 10 | 5 | 5 | 5 | 35 | 5 | 40 | 100 % |

| CIA | |
|-----------------------|----|
| Scholastic | 35 |
| Non-Scholastic | 5 |
| | 40 |



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EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|------------|----|----|----|----|------------------|-------|-----|-------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

UG CIA COMPONENTS

| | | Nos | |
|-----------|---|--------------------|-------------|
| C1 | - | Test (CIA 1) | 1 - 10Mks |
| C2 | - | Test (CIA 2) | 1 - 10Mks |
| C3 | - | Assignment | 1 - 5 Mks |
| C4 | - | Open Book Test/PPT | 2 * - 5 Mks |
| C5 | - | Quiz | 2 * - 5 Mks |
| C6 | - | Attendance | - 5 Mks |

The students have to prepare slogans and brochures.

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|-----|-----------------|---|----------------|
|-----|-----------------|---|----------------|



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| | | | |
|-----|---|--------|------------------|
| CO1 | Understand the essential communication tool for print and broadcast journalists, public relation professionals. | K1, K2 | PSO1, PSO5 |
| CO2 | Understand the nuances of writing for media | K1, K2 | PSO1, PSO5 |
| CO3 | Comprehend and create Feature Stories, Obituaries, Rewrites and Roundups. | K1, K2 | PSO1, PSO2, PSO5 |
| CO4 | Write effective articles for newsletters, prepare fliers and brochures and news releases. | K3, K4 | PSO1, PSO4, PSO5 |
| CO5 | Analyse the role of translation in writing for the media | K3 | PSO5 |

Mapping of COs with PSOs

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--------|------|------|------|------|------|
| CO1 | 1 | 1 | 3 | 3 | 3 |
| CO2 | 1 | 3 | 2 | 3 | 3 |
| CO3 | 3 | 3 | 2 | 2 | 3 |
| CO4 | 1 | 3 | 1 | 3 | 3 |
| CO5 | 3 | 2 | 3 | 3 | 2 |



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Mapping of COs with POs

| CO/ PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|------------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 1 | 2 | 2 | 3 | 1 | 3 | 1 |
| CO2 | 1 | 1 | 3 | 2 | 3 | 2 | 3 |
| CO3 | 3 | 3 | 2 | 1 | 3 | 1 | 3 |
| CO4 | 3 | 1 | 2 | 3 | 3 | 3 | 3 |
| CO5 | 1 | 2 | 2 | 2 | 3 | 2 | 3 |

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2 ♦ Weakly Correlated – 1

COURSE DESIGNERS:

1. Dr. Mary Magdalene

2. Dr. S. Saira Banu

Forwarded By

Dr. S. Saira Banu
Head
Department of Journalism
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III B.A

SEMESTER – VI

For those who joined in 2019 onwards

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | CATEGORY | HRS/WEEK | CREDITS |
|----------------|--------------|-----------------------|----------|----------|---------|
| USJM | 19JM6SB 6 | Women and Media | Lecture | 2 | 2 |

COURSE DESCRIPTION:

This course enables the students to understand the portrayal and the role of women in media.

COURSE OBJECTIVES:

To make the students learn about feminism and enable them acquire deep knowledge about representation of women in media

UNITS:

UNIT –I FEMINISM

[5 HRS]

Feminism, Participation and Activism (Stevens Pg. 143 - 154)
Institutionalised Activism in Civil Society (Stevens Pg. 154 - 167)
Non - Institutionalised Activism

UNIT –II STATUS OF WOMEN

[5 HRS]

The Social and Economic Status of Women (Stevens Pg. 11 - 19)
Women as Citizens (Stevens Pg. 21 - 39)
Women as Voters (Stevens Pg. 48 - 59)

UNIT –III MEDIA LAW FOR WOMEN

[5 HRS]

Representation of Women (Stevens Pg. 65 - 85)
Misrepresentation of Indian Women in Advertising and Films (Mallik Pg. 30 - 35)
Cyber Crimes against women(Neelamalar Pg. 128 - 129)
Media Law and Women (Neelamalar Pg. 139 - 142)



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UNIT –IV WOMEN’S ACHIEVEMENT

[5 HRS]

Introduction to India’s first 4 women Journalists **Women film**
Directors in India and Abroad

Self-Study: Achievements of women media professionals, Women Radio Jockeys, Women Magazine writers.

UNIT –V WOMEN’S POLICY

[10 HRS]

Women’s Policy: The Case of Equal Employment Policy (Stevens 193 - 220)

Sexual Harassment in Indian Workplace (Mallik Pgs 1 - 13)

Women Health Schemes in India (Mallik Pgs 144 - 152)

Impact of Globalization in the lives of Dalit women in India (Mallik Pgs 167 - 175)

TEXT BOOKS:

(Materials taken from the following books:)

1. Stevens, Anne. *Women, Power and Politics*. Palgrave Macmillan. 2015.
2. Mallik, Rajib.eds. *Women Empowerment in Indian Society*. SSDN Publishers & Distributors, 2017
3. Neelamalar.M. *Media Law and Ethics*. PHI Learning Pvt. Ltd, 2010.

REFERENCES:

1. Chakravarty, Jaya. *Media and Women's Development*. Sarup and Sons, 2007.
2. Gill, Rosalind. *Gender and the Media*. Polity, 2007
3. Baxter, Judith. *Women Leaders and Gender Stereotyping in the UK* Press. Springer International, 2008

DIGITAL OPEN EDUCATIONAL RESOURCES

<https://womennmedia.com/>

<https://www.wiley.com/en-us/Women+and+Media%3A+A+Critical+Introduction-p-9781405116060>



FATIMA COLLEGE

(Autonomous)

Affiliated to Madurai Kamaraj University
Re-Accredited with 'A++' (CGPA 3.61) by NAAC (Cycle - IV)
 Mary Land, Madurai - 625018, Tamil Nadu

COURSE CONTENTS & LECTURE SCHEDULE:

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|-------------------------------------|---|-----------------|-------------------|---------------|
| 1. UNIT 1 -FEMINISM | | | | |
| 1.1 | Feminism, Participation and Activism | 3 | Lecture | PPT |
| 1.2 | Institutionalised Activism in Civil Society | 3 | Lecture | PPT |
| 1.3 | Non - Institutionalised Activism | 2 | Lecture | PPT |
| UNIT 2 - STATUS OF WOMEN | | | | |
| 2.1 | The Social and Economic Status of Women | 2 | Lecture | PPT |
| 2.2 | Women as Citizens | 2 | Lecture | PPT |
| 2.3 | Women as Voters | 1 | Lecture | Lecture |
| UNIT 3 – MEDIA LAW FOR WOMEN | | | | |
| 3.1 | Representation of Women | 1 | Lecture | PPT |



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|------------------------------------|---|-----------------|--------------------|--|
| 3.2 | Misrepresentation of Indian Women in Advertising and Films | 1 | Lecture | PPT |
| 3.3 | Cyber Crimes against women | 2 | Classroom Activity | Videos and Pictures |
| 3.4 | Media Law and Women | 1 | Lecture | PPT |
| UNIT 4 –WOMEN’S ACHIEVEMENT | | | | |
| 4.1 | Introduction to India’s first 4 women Journalists | 2 | Lecture | PPT |
| 4.2 | Women film Directors in India and Abroad | 1 | Seminar | Newspaper Clippings and Videos from the Internet |
| 4.3 | Self-Study: Achievements of women media professionals, Women Radio Jockeys, Women Magazine writers | 2 | Seminar | Newspaper Clippings and Videos from the Internet |



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| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|--------------------------------|--|-----------------|---------------------|--|
| UNIT 5 - WOMEN'S POLICY | | | | |
| 5.1 | Women's Policy: The Case of Equal Employment Policy | 1 | Case Study Analysis | Google Classroom |
| 5.2 | Sexual Harassment in Indian Workplace | 2 | Case Study Analysis | Newspaper Clippings and Videos from the Internet |
| 5.3 | Women Health Schemes in India | 2 | Lecture | PPT |
| 5.4 | Impact of Globalization in the lives of Dalit women in India | 2 | Lecture | PPT |

EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|------------|----|----|----|----|------------------|-------|-----|-------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |



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UG CIA COMPONENTS

| | | | Nos | | |
|-----------|---|--------------------|-----|---|-------|
| C1 | - | Test (CIA 1) | 1 | - | 10Mks |
| C2 | - | Test (CIA 2) | 1 | - | 10Mks |
| C3 | - | Assignment | 1 | - | 5 Mks |
| C4 | - | Open Book Test/PPT | 2 * | - | 5 Mks |
| C5 | - | Quiz | 2 * | - | 5 Mks |
| C6 | - | Attendance | | - | 5 Mks |

Assignment:

- The students have to prepare assignments on two women journalists.
- The students have to interview any woman media professional and analyse the challenges she has undertaken



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COURSE OUTCOMES

On the successful completion of the course, students will be able to:

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|-----|---|--|------------------|
| CO1 | Comprehend the classification of Feminism | K1 | PSO4, PSO5 |
| CO2 | Understand and acquire knowledge on the history of role of women in Media | K1, K2 | PSO2, PSO4, PSO5 |
| CO3 | Perceive media laws and cybercrime regulations for women | K1, K2 | PSO2, PSO4, PSO5 |
| CO4 | Analyse the achievement of women in mass media | K1, K2, K3 | PSO2, PSO4, PSO5 |
| CO5 | Critically evaluate the media content related to women | K4 | PSO4, PSO5 |

| CO/PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--------|------|------|------|------|------|
| CO1 | 1 | 1 | 2 | 2 | 3 |
| CO2 | 1 | 3 | 2 | 2 | 3 |
| CO3 | 3 | 3 | 1 | 2 | 3 |
| CO4 | 1 | 3 | 1 | 3 | 3 |
| CO5 | 3 | 2 | 1 | 3 | 2 |



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Mapping of COs with POs

| CO/ PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 1 | 2 | 2 | 3 | 1 | 3 | 1 |
| CO2 | 1 | 1 | 3 | 2 | 3 | 2 | 3 |
| CO3 | 3 | 3 | 2 | 1 | 3 | 3 | 3 |
| CO4 | 3 | 1 | 2 | 3 | 3 | 3 | 3 |
| CO5 | 1 | 2 | 2 | 2 | 3 | 2 | 3 |

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2 ♦ Weakly Correlated – 1

COURSE DESIGNERS:

1. Ms. P. Jeevitha Maria Shanthini

2. Dr. S. Saira Banu

Forwarded By

Dr. S. Saira Banu
Head
Department of Journalism
& Mass Communication



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I B.A

SEMESTER –II

For those who joined in 2021 onwards

Entire Course has focus on **Employability**, **Entrepreneurship** & **Skill Development**

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | CATEGORY |
|----------------|-------------|--------------------|---------------|
| USJM | 21JM2SL1 | FASHION JOURNALISM | SELF-LEARNING |

COURSE DESCRIPTION

This course enables the students to analyse the ways various media cover fashion Journalism

COURSE OBJECTIVES

- To offer knowledge about latest trends in fashion and how this knowledge is to be applied in fashion coverage

UNITS:

UNIT –I Introduction & Overview

History of Fashion Industry

Popular Fashion Magazines an overview – Femina, Cosmopolitan Era, Women' Era

UNIT –II Interviews and Feature- writing

Techniques to interview fashion celebrities

Writing fashion news and features

UNIT –III Career Prospects

Careers in Fashion Journalism

Fashion photography in the field of Advertising

UNIT –IV Reviewing & Blogging



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Review of Fashion films & Documentaries

Fashion blogging and Social Media

UNIT –V Fashion & Law

Fashion and Law: Case Studies

REFERENCES:

1. Julie Bradford – Fashion Journalism – Routledge Publishers (2014)
2. Kristen K. Swanson – Writing for the Fashion Business – Fairchild Books (2008)

WEB REFERENCES:

1. <https://libguides.academyart.edu/fashion-journalism/books-ebooks/fashion-writing>
2. <http://www.legalserviceindia.com/legal/article-2025-fashion-law-and-its-scope-with-reference-to-important-case-laws.html>
3. <https://www.mensxp.com/fashion/interviews.html>
4. <https://www.whowhatwear.com/tags/celebrity-interview>



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EVALUATION PATTERN

| CIA | | | ESE | Total |
|------|------|-------|-----|-------|
| TEST | ASST | TOTAL | | |
| 20 | 20 | 40 | 60 | 100 |

On the successful completion of the course, students will be able to:

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|-----|---|--|------------------|
| CO1 | Trace the origin and development of fashion Industry | K1 | PSO4, PSO5 |
| CO2 | Gain knowledge about interview skills | K1, K2, | PSO2, PSO4, PSO5 |
| CO3 | Awareness about career growth in fashion Journalism | K1 | PSO1, PSO2, PSO5 |
| CO4 | Acquire knowledge about fashion blogging | K1, K2, K3 | PSO2, PSO4, PSO5 |
| CO5 | Apply knowledge about reviewing fashion documentaries | K4 | PSO2, PSO4, PSO5 |
| Co6 | Comprehend media constitutional fashion laws | K4 | PSO2, PSO4 |

COURSE DESIGNERS:

1.Ms A. Jeno Mary



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2.Ms. C. Gladious Guna Ranjini

Forwarded By

**Dr. S. Saira Banu
Head**

**Department of Journalism
& Mass Communication**

II B.A

SEMESTER – IV

For those who joined in 2021 onwards

Entire Course has focus on **Employability**, **Entrepreneurship** & **Skill Development**

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | CATEGORY |
|----------------|-------------|--------------------------------|---|
| USJM | 21J4SLJM2 | CONTENT WRITING & VIDEO MAKING | INTER-DISCIPLINARY SELF-LEARNING (WITH DEPT.OF BCA) |

COURSE DESCRIPTION:

This course enables the students to develop content-writing and video-making skills for media.

COURSE OBJECTIVES:



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- To enable students to acquire skills in designing and developing content for the media
- To give the students hand on experience in video-editing, Storyboard creating
- To offer practical knowledge in Animation creation

UNITS:

UNIT-1 - CONTENT WRITING INTRODUCTION

Need and Importance

Skills of a content writer & Types of Content-writing - Creative perspective of content

Choosing Headlines – Writing Contents Matching with Head Lines

Proof Reading - Step by Step Process Writing – Making it Trustworthy

Quoting in Social Media.

UNIT-2 - E-CONTENT DEVELOPMENT

Electronic Content Designing

Development

E-content–Standards

Learning Objects

Re-usability of E-content

UNIT-3 STORY BOARD AND FILMING

Storyboard ideas to plan and organize movies

Techniques for creating film characters

Filming - Learn and use controls for filming and editing - creation and importing audio tracks and controls - creating loops, changing start and end points

Animation project wrap up

Audio and Video Compression.

UNIT-4 - ANIMATION CREATION

Stop Motion Animation - Principles of Animation



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Calculate and Apply appropriate frame rates

Manipulate animation - Characteristics of well-designed Animation

Past and Current Animation Trends

Stopmotion Set-up - Animation Execution.

UNIT-5 – VIDEO EDITING

Kine Master – Main View – Options

Ratio Aspects – Project Settings

Loading Videos – Working with Timeline

Layers – Clip Options – Trim and Split Audio, Video – Insert Text – Merge Videos

Export the Videos.

REFERENCES:

1. Joseph Robinson - Content Writing Step-By-Step
2. mark Simon - Storyboards: Motion in Art
3. Giuseppe Cristiano - The Storyboard Artist: A Guide to Freelancing in Film, TV, and Advertising

WEB REFERENCES:

1. <https://backlinko.com/hub/content/writing>
2. <https://www.digitalvidya.com/blog/how-to-start-content-writing/>
3. <https://www.studiobinder.com/blog/storyboard-examples-film/>



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EVALUATION PATTERN

| CIA | | | ESE | Total |
|------|------|-------|-----|-------|
| TEST | ASST | TOTAL | | |
| 20 | 20 | 40 | 60 | 100 |

On the successful completion of the course, students will be able to:

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|-----|---|--|------------------|
| CO1 | Understand the need and importance of content writing | K1 | PSO4, PSO5 |
| CO2 | Gain knowledge about e content development | K1, K2, | PSO2, PSO4, PSO5 |
| CO3 | To understand about story board and filming | K1 | PSO1, PSO2, PSO5 |
| CO4 | Understand the techniques of animation creation | K1, K2, K3 | PSO2, PSO4, PSO5 |
| CO5 | Learn skills of video editing | K4 | PSO2, PSO4, PSO5 |

COURSE DESIGNERS:

1.Ms. A. Jeno Mary



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2. Ms. C Gladious Guna Ranjini

3. Ms. G. Preetha – Dept. of BCA

Forwarded By

Dr. S. Saira Banu
Head
Department of Journalism
& Mass
Communication

III B.A

For those who joined in 2021 onwards

Entire Course has focus on **Employability**, **Entrepreneurship** & **Skill Development**

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | CATEGORY |
|----------------|-------------|-------------------|---------------|
| USJM | 21JM5SL3 | TRAVEL JOURNALISM | SELF-LEARNING |

COURSE DESCRIPTION:

This course enables the students to gain knowledge about Travel Journalism

COURSE OBJECTIVES:

- To enable students to acquire skills required to write in Travel Journals
- To acquire knowledge about different types of Travel writing

UNITS:



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UNIT-1- INTRODUCTION

History of Travel Journalism

Great travel stories of Marcopolo, Huien-Tsang, Vasco Da Gama

Pioneers in travel writing in India - Bishwanath Ghosh, A.K.Chettiar

UNIT-2-TYPES OF TRAVEL WRITING

Facts influencing Travel writing

Types of travel writing – Travelogues; Articles on Travel

UNIT-3 – WRITING SKILLS

Articles on Specialized topics

Writing for Travel magazines

Travel and trade

UNIT-4 - TECHNIQUES

Creative travel writing

Techniques to Travel writing - Collecting information

Style of factual and creative writing

Photography for travel magazines and guidebooks

UNIT-5 – NEW TRENDS

Promotional Literature

Tourism and Globalization

New trends in travel writing

REFERENCES:

1. Outlook Traveller, India Today plus, Air magazines(Jet airways, Swagat)
2. Kaul. H.H – Travelers India – OUP – 1997
3. Cason – Lionel, George Allen – Travel in the ancient world (1974)



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4. Dodel, Philip – The Art of travel; Essays on Travel Writing (Ed) London; Francars-1984
5. Travel Writing by Don George (2013)

WEB REFERENCES:

1. <https://www.outlookindia.com/outlooktraveller/>
2. <https://leverageedu.com/blog/travel-journalism/>
3. <https://www.udemy.com/course/professional-freelance-travel-journalist-course/>

EVALUATION PATTERN

| CIA | | | ESE | Total |
|------|------|-------|-----|-------|
| TEST | ASST | TOTAL | | |
| 20 | 20 | 40 | 60 | 100 |

On the successful completion of the course, students will be able to:

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|-----|---------------------------------------|--|----------------|
| CO1 | Trace the origin of travel journalism | K1 | PSO4, PSO5 |



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| | | | |
|-----|---|------------|------------------|
| CO2 | Gain knowledge about the types of travel writing | K1, K2, | PSO2, PSO4, PSO5 |
| CO3 | Read the related literatures of travel writing | K1 | PSO1, PSO2, PSO5 |
| CO4 | Understand the techniques of travel writing | K1, K2, K3 | PSO2, PSO4, PSO5 |
| CO5 | Learn skills of writing travel stories | K4 | PSO2, PSO4, PSO5 |
| Co6 | Acquire knowledge about photography for travel magazines and guidebooks | K4 | PSO2, PSO4 |

COURSE DESIGNERS:

1.Ms. A. Jeno Mary

2.Ms. C. Gladious Guna Ranjini

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