

**FATIMA COLLEGE (AUTONOMOUS)**



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

<b>NAME OF THE DEPARTMENT</b>	<b>: Journalism and Mass Communication</b>
<b>NAME OF THE PROGRAMME</b>	<b>: B.A Journalism and Mass Communication</b>
<b>PROGRAMME CODE</b>	<b>: USJM</b>
<b>ACADEMIC YEAR</b>	<b>: 2022-2023</b>

### 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)

<b>PEO 1</b>	Our graduates will be academic, digital and information literates, creative, inquisitive, innovative and desirous for the “more” in all aspects
<b>PEO 2</b>	They will be efficient individual and team performers, exhibiting progress, flexibility, transparency and accountability in their professional work
<b>PEO 3</b>	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
<b>PEO 4</b>	They will engage locally and globally evincing social and environmental stewardship demonstrating civic

	responsibilities and employing right skills at the right moment.
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### 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:

<b>I. SOCIAL COMPETENCE</b>	
<b>GA 1</b>	Deep disciplinary expertise with a wide range of academic and digital literacy
<b>GA 2</b>	Hone creativity, passion for innovation and aspire excellence
<b>GA 3</b>	Enthusiasm towards emancipation and empowerment of humanity
<b>GA 4</b>	Potentials of being independent
<b>GA 5</b>	Intellectual competence and inquisitiveness with problem solving abilities befitting the field of research
<b>GA 6</b>	Effectiveness in different forms of communications to be employed in personal and professional environments through varied platforms
<b>GA 7</b>	Communicative competence with civic, professional and cyber dignity and decorum
<b>GA 8</b>	Integrity respecting the diversity and pluralism in societies, cultures and religions
<b>GA 9</b>	All – inclusive skill sets to interpret, analyse and solve social and environmental issues in diverse environments

<b>GA 10</b>	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
<b>GA 11</b>	Finesse to co-operate exhibiting team-spirit while working in groups to achieve goals
<b>GA 12</b>	Dexterity in self-management to control their selves in attaining the kind of life that they dream for
<b>GA 13</b>	Resilience to rise up instantly from their intimidating setbacks
<b>GA 14</b>	Virtuosity to use their personal and intellectual autonomy in being life-long learners
<b>GA 15</b>	Digital learning and research attributes
<b>GA 16</b>	Cyber security competence reflecting compassion, care and concern towards the marginalised
<b>GA 17</b>	Rectitude to use digital technology reflecting civic and social responsibilities in local, national and global scenario
<b>II. PROFESSIONAL COMPETENCE</b>	
<b>GA 18</b>	Optimism, flexibility and diligence that would make them professionally competent
<b>GA 19</b>	Prowess to be successful entrepreneurs and become employees of trans-national societies
<b>GA 20</b>	Excellence in Local and Global Job Markets
<b>GA 21</b>	Effectiveness in Time Management
<b>GA 22</b>	Efficiency in taking up Initiatives
<b>GA 23</b>	Eagerness to deliver excellent service
<b>GA 24</b>	Managerial Skills to Identify, Commend and tap Potentials

<b>III. ETHICAL COMPETENCE</b>	
<b>GA 25</b>	Integrity and be disciplined in bringing stability leading a systematic life promoting good human behaviour to build better society
<b>GA 26</b>	Honesty in words and deeds
<b>GA 27</b>	Transparency revealing one's own character as well as self-esteem to lead a genuine and authentic life
<b>GA 28</b>	Social and Environmental Stewardship
<b>GA 29</b>	Readiness to make ethical decisions consistently from the galore of conflicting choices paying heed to their conscience
<b>GA 30</b>	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

<b>PO 1</b>	<b>Acquire knowledge of fundamental concepts and subject specific academic competency</b>
<b>PO 2</b>	<b>Enhance the communicative skills and gain confidence to disseminate knowledge through oral and written communication effectively</b>
<b>PO 3</b>	<b>Think critically, evaluate analytically and apply the expertise of their discipline in real life.</b>
<b>PO 4</b>	<b>Appreciate literary, economic, cultural, socio-psychological and environmental diversity.</b>

<b>PO 5</b>	<b>Pursue and attain meaningful goals, develop positive attitude to gain self-awareness, self-esteem, self-discipline and self-motivation.</b>
<b>PO 6</b>	<b>Acquire employability and entrepreneurial skills</b>
<b>PO 7</b>	<b>Evolve as responsible citizens and leaders</b>

### **PROGRAMME SPECIFIC OUTCOMES (PSO)**

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

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

**FATIMA COLLEGE (AUTONOMOUS), MADURAI-18****DEPARTMENT OF JOURNALISM AND MASS COMMUNICATION***For those who joined in June 2019 onwards***PROGRAMME CODE: USJM****PART – I – TAMIL / FRENCH / HINDI– 12 CREDITS****PART – I – TAMIL****Offered by the Research Centre of Tamil**

<b>S. N O</b>	<b>SEM .</b>	<b>COURS ECODE</b>	<b>COURSE TITLE</b>	<b>HRS</b>	<b>CRE DIT</b>	<b>CIA Mk s</b>	<b>ES E Mk s</b>	<b>TOT. MKs</b>
<b>1.</b>	<b>I</b>	<b>19TL1C 1</b>	Language-Modern Literature nghJj;jkpo; - ,f;fhy ,yf;fpak;	<b>5</b>	<b>3</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>2.</b>	<b>II</b>	<b>19TL2C 2</b>	Language - Bakthi Literature nghJj;jkpo; - gf;jp ,yf;fpak;	<b>5</b>	<b>3</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>3.</b>	<b>III</b>	<b>19TL3C 3</b>	Language- Epic Literature nghJj;jkpo; - fhg:gpa ,yf;fpak;	<b>5</b>	<b>3</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>4.</b>	<b>IV</b>	<b>19TL4C 4</b>	Language-Sangam Literature nghJj;jkpo; - rq;f ,yf;fpak;	<b>5</b>	<b>3</b>	<b>40</b>	<b>60</b>	<b>100</b>
			<b>Total</b>	<b>20</b>	<b>12</b>			

**PART – I –FRENCH****Offered by The Department of French**

S.N O	SEM.	COURSE CODE	COURSE TITLE	HRS	CRE DIT	CIA Mks	ESE Mks	TOT. MKs
1.	I	19RL1C1	PART 1 LANGUAGE FRENCH	5	3	40	60	100
2.	II	19RL2C2	PART 1 LANGUAGE FRENCH	5	3	40	60	100
3.	III	19RL3C3	PART 1 LANGUAGE FRENCH	5	3	40	60	100
4.	IV	19RL4C4	PART 1 LANGUAGE FRENCH	5	3	40	60	100
			<b>Total</b>	<b>20</b>	<b>12</b>			

**PART – I – HINDI****Offered by The Department of Hindi**

S. NO	SEM.	COURSE CODE	COURSE TITLE	HRS	CRE DIT	CIA Mks	ESE Mks	TOT. MKs
1.	I	19DL1C1	PART 1 LANGUAGE HINDI	5	3	40	60	100
2.	II	19DL2C2	PART 1 LANGUAGE HINDI	5	3	40	60	100
3.	III	19DL3C3	PART 1 LANGUAGE HINDI	5	3	40	60	100
4.	IV	19DL4C4	PART 1 LANGUAGE HINDI	5	3	40	60	100
			<b>Total</b>	<b>20</b>	<b>12</b>			



**PART – II -ENGLISH – 12 CREDITS****Offered by The Research Centre of English**

<b>S. NO</b>	<b>SEM.</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>HRS</b>	<b>CRE DIT</b>	<b>CIA Mks</b>	<b>ESE Mks</b>	<b>TO T. MK S</b>
<b>1.</b>	<b>I</b>	<b>19EL1WB</b>	BASIC COMMUNICATIVE ENGLISH	<b>5</b>	<b>3</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>2.</b>		<b>19EL1WI</b>	INTERMEDIATE COMMUNICATIVE ENGLISH					
<b>3.</b>		<b>19EL1WA</b>	ADVANCED COMMUNICATIVE ENGLISH					
<b>4.</b>	<b>II</b>	<b>19EL2WB</b>	ENGLISH COMMUNICATION SKILLS (BASIC)	<b>5</b>	<b>3</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>5.</b>		<b>19EL2WI</b>	ENGLISH FOR EMPOWERMENT (INTERMEDIATE)					
<b>6.</b>		<b>19EL2WA</b>	ENGLISH FOR CREATIVE WRITING (ADVANCED)					
<b>7.</b>	<b>III</b>	<b>19EL3WN</b>	ENGLISH FOR THE DIGITAL ERA	<b>5</b>	<b>3</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>8.</b>	<b>IV</b>	<b>19EL4WN</b>	ENGLISH FOR INTEGRATED DEVELOPMENT	<b>5</b>	<b>3</b>	<b>40</b>	<b>60</b>	<b>100</b>
			<b>Total</b>	<b>20</b>	<b>12</b>			

**ART – III -MAJOR, ALLIED & ELECTIVES – 95 CREDITS****MAJOR CORE COURSES INCLUDING PRACTICALS -60 CREDITS**

S. NO	SEM.	COURSECODE	COURSE TITLE	HR S	CR EDI T	CIA Mks	ESE Mks	TOT. MKs
1.	I	19JM1CC1	Introduction to Journalism and Mass Communication	6	4	40	60	100
2.		19JM1CP1	News Reporting and Editing	6	4	40	60	100
3.	II	19JM2CC2	Media Laws and Ethics	6	4	40	60	100
4.		19JM2CP2	Photo Journalism	6	4	40	60	100
5.	III	22JM3CC3	Radio and Television Production	6	4	40	60	100
6.		19JM3CP3	Broadcast Journalism	6	4	40	60	100
7.	IV	19JM4CC4	Communication Theories	6	4	40	60	100
8.		19JM4CP4	Television Production	6	4	40	60	100
9.	V	19JM5CC5	Development Communication	5	4	40	60	100
10.		19JM5CC6	Film Studies	5	4	40	60	100
11.		22JM5CP6	Lab Journal Production	5	4	40	60	100
12.		19JM5CP5	Documentary Film Production	5	4	40	60	100
13.	VI	19JM6CC8	Media Management	5	4	40	60	100
14.		19JM6CC9	Basic Media Research	5	4	40	60	100
15.		19JM6CP6	Short Film production	5	4	40	60	100

S. NO	SEM.	COURSECODE	COURSE TITLE	HR S	CR EDI T	CIA Mks	ESE Mks	TOT. MKs
<b>TOTAL</b>				<b>83</b>	<b>60</b>			

**ALLIED-20 CREDITS**

S. NO	SEM.	COURSECODE	COURSE TITLE	HR S	CRE DIT	CIA Mks	ESE Mks	TOT. MKs
1.	I	22JM1AC1	Fundamentals of Reporting	5	5	40	60	100
2.	II	22JM2AC2	Fundamentals of News Writing	5	5	40	60	100
3.	III	19JM3AC3	Media Culture and Society	5	5	40	60	100
4.	IV	19JM4AC4	Basics of Advertising	5	5	40	60	100
<b>TOTAL</b>				<b>20</b>	<b>20</b>			

**ELECTIVES-15 CREDITS**

S.No	S E M	COURSECODE	COURSE TITLE	H RS	CRE DIT	CIA Mks	ESE Mks	TOT. Mks
1.	V	19JM5ME1	Business Communication	5	5	40	60	100
2.		19JM5ME2	Specialized Reporting			40	60	100
3.	VI	19JM6ME3	Integrated Marketing Communication	5	5	40	60	100
4.		19JM6ME4	Public Relations			40	60	100
5.		19JM6ME5	New Media	5	5	40	60	100
6.		19JM6ME6	Gendered Representation in Media			40	60	100
TOTAL				15	15			

**PART – IV – 20 CREDITS**

- **VALUE EDUCATION**
- **ENVIRONMENTAL EDUCATION**
- **NON-MAJOR ELECTIVE**
- **SKILL BASED COURSES**

S. No	SEM.	COURSE CODE	COURSE TITLE	H RS	CRE DIT	CIA Mks	ESE Mks	TOT. Mks
1.	I	21G1VE1	Personal Values (Including Meditation in Action Movement)	1	1	40	60	100
2.		22JM1NME	Media Literacy	2	2	40	60	100
3.	II	21G2VE	Values For Life	1	1	40	60	100
4.		22JM2NME	Media Literacy	2	2	40	60	100
5.	III	19G3EE1	Environmental Education	1	1	40	60	100
6.		19JM3SB1	Basics of Audio and Video Editing	2	2	40	60	100
7.	IV		Gender Studies	1	1	40	60	100
8.		19JM4SB2	Advertisement Production	2	2	40	60	100
9.	V	19JM5SB3	Web Designing	2	2	40	60	100
10.		22JM5SB4	Page Layout and Design	2	2	40	60	100
11.	VI	22JM5SB5	Digital Media Production	2	2	40	60	100
12.		19JM6SB6	Women and Media	2	2	40	60	100
TOTAL				20	20			

**ALL PART-V**

S.N o	SEM.	COURSECODE	COURSE TITLE	HRS	CRE DIT	TOT. Mks
1.	I - IV	21S4PED	Physical Education	30/ SEM	1	100
2.		21S4YRC	Youth Red Cross			
3.		21S4NSS	NSS			
4.		21S4RTC	Rotaract			
5.		21S4WEC	Women Empowerment Cell			
6.		21S4ACUF	AICUF			

**OFF-CLASS PROGRAMME****ADD-ON COURSES**

COURSE CODE	COURSE TITLE	HRS .	CRED ITS	SEMES TER IN WHICH THE COURS E IS OFFER ED	CIA Mks	ESE Mks	TOTAL Mks
21UAD2CA	<b>COMPUTER APPLICATIONS</b>	40	2	I&II	40	60	100
21UADFCA	<b>ONLINE SELF LEARNING COURSE-</b> Foundation Course for Arts	40	2	I	40	60	100
21UAD3ES	Professional Ethics	15	1	III	40	60	100
21UAD4ES	Personality Development	15	1	IV	40	60	100
21UAD5ES	Family Life Education	15	1	V	40	60	100

COURSE CODE	COURSE TITLE	HRS .	CRED ITS	SEMESTER IN WHICH THE COURSE IS OFFERED	CIA Mks	ESE Mks	TOTAL Mks
21UAD6ES	Life Skills	15	1	VI	40	60	100
21UAD5HR	<b>HUMAN RIGHTS</b>	15	2	V	100	-	100
21UAD6RS	<b>OUTREACH PROGRAMME-</b> ReachOut to Society through Action <b>ROSA</b>	100	3	V & VI	100	-	100
21UAD6PR	<b>PROJECT</b>	30	4	VI	40	60	100
21UAD6RC	<b>READING CULTURE</b>	10/ Sem ester	1	II-VI	-	-	-
<b>TOTAL</b>			<b>20</b>				

**EXTRA CREDIT COURSE**

Course Code	Courses	Hrs.	Credits	Semester in which the course is offered	CIA Mks	ESE Mks	Total Marks
21JM1SL1	Self-Learning Course For Advanced Learners – <b>Fashion Journalism</b>	NA	2	II	40	60	100
21J3SLJM2	Self-Learning Course For	NA	2	III	40	60	100

	Advanced Learners – <b>Content Writing &amp; Video Making</b> (Interdisciplinary)						
21JM5SL3	Self-Learning Course For Advanced Learners – <b>Travel Journalism</b>	NA	2	V	40	60	100
	<b>MOOC COURSES / International Certified online Courses</b> (Department Specific Courses/any other courses) * Students can opt other than the listed course from UGC-SWAYAM UGC / CEC	-	2	I – VI	-	-	

**OFF CLASS PROGRAMMES**

**19UGVAJMC1 –Value Added Crash Course – Scripting and Videofilm Making**

**19UGVAJMC2 – Skill-Embedded Crash Course – Developing Skills for Career in the Radio Industry**

**I B.A**  
**SEMESTER – I**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CRE DITS
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

**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.

**UNIT –III JOURNALISM AS PROFESSION**

**[15HRS]**

Indian Press from Mission to Profession

Pioneers of Journalism in India

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



#### UNIT –IV TYPES OF JOURNALISM

[20HRS]

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

Media organization and hierarchy

#### 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/Mass_communication)  
<https://en.wikipedia.org/wiki/Communication>  
[https://en.wikipedia.org/wiki/History\\_of\\_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
<b>UNIT 1 -COMMUNICATION BASICS</b>				
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
<b>UNIT 2 - HISTORY OF MASS MEDIA IN INDIA</b>				
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
2.4	Indian Press from Mission to Profession	4	Lecture	PPT
2.5	Pioneers of Journalism in India	4	Lecture	PPT
<b>UNIT 3 – JOURNALISM AS PROFESSION</b>				
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

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT 4 –TYPES OF JOURNALISM</b>				
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
<b>UNIT 5 - MEDIA AND SOCIETY</b>				
5.1	Internet, use of internet, New media: Definition, nature and Characteristics	8	Group Discussion	Google Classroom
5.2	<b>Self -Study:</b> 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	T2	Quiz	Assign ment	OBT/ PPT				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40 Mks.	
<b>K1</b>	<b>2</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4</b>	<b>-</b>	<b>4</b>	<b>10 %</b>

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

<b>CIA</b>	
<b>Scholastic</b>	<b>35</b>
<b>Non-Scholastic</b>	<b>5</b>
	<b>40</b>

## EVALUATION PATTERN

<b>SCHOLASTIC</b>					<b>NON - SCHOLASTIC</b>	<b>MARKS</b>		
<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>C5</b>	<b>C6</b>	<b>CIA</b>	<b>ESE</b>	<b>Total</b>
<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>40</b>	<b>60</b>	<b>100</b>

## UG CIA COMPONENTS

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

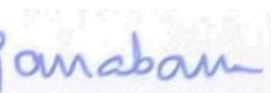
**Note:** ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2 ♦ Weakly Correlated -1

**COURSE DESIGNERS:**

1. Ms. A. Jeno Mary



2. Dr. S. Saira Banu


**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	19JM1CP1	News Reporting and Editing	PRACTICAL	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****[15HRS]**

Page design and lay-out

Typography

## UNIT V: DESIGNING SOFTWARE

[20HRS]

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
<b>UNIT I: FUNDAMENTAL OF NEWS</b>				
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
<b>UNIT II: NEWS WRITING</b>				
2.1	Writing Hard News, Soft News	10	Class Assignment	Newspaper Clippings



2.2	Writing for Feature	5	Class Assignment	Google Class room
2.3.	Proof Reading Techniques	5	Class Assignment	Google Class room
<b>UNIT III: PHOTO EDITING</b>				
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
<b>UNIT IV: DESIGNING</b>				
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 Advertising lay-out

4.5	Typography	2	Class Assignment	PPT
<b>UNIT V: DESIGNING SOFTWARE</b>				
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 Schola stic	-	-	-	-	-		5	5	12.5 %

<b>Total</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>35</b>	<b>5</b>	<b>40</b>	<b>100 %</b>
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<b>CIA</b>	
<b>Scholastic</b>	<b>35</b>
<b>Non-Scholastic</b>	<b>5</b>
	<b>40</b>

**EVALUATION PATTERN**

<b>SCHOLASTIC</b>					<b>NON - SCHOLASTIC</b>	<b>MARKS</b>		
<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>C5</b>	<b>C6</b>	<b>CIA</b>	<b>ESE</b>	<b>Total</b>
<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>40</b>	<b>60</b>	<b>100</b>

**UG CIA COMPONENTS**

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

<b>NO.</b>	<b>COURSE OUTCOMES</b>	<b>KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)</b>	<b>PSOs ADDRESSED</b>
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**

<b>CO/PSO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>
<b>CO2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>
<b>CO3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>2</b>
<b>CO4</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO5</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>

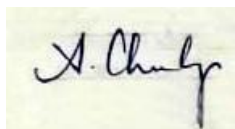
### Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
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

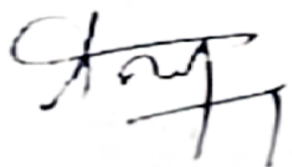
**Note:** ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2 ♦ Weakly Correlated -1

### 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 – 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	19JM2CC 2	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](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](http://www.jru.edu.in/wp-content/uploads/moocs/e-books/journalism-and-mass-communication/Media_Ethics_Laws.pdf)

### **COURSE CONTENTS & LECTURE SCHEDULE:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT 1 -FUNDAMENTAL LAWS</b>				
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
<b>UNIT 2 -LIBEL &amp; SLANDER</b>				
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
<b>UNIT 3 – NEW MEDIA ACT</b>				
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



Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
3.3	Working Journalist Act	5	Classroom Activity	Videos and Pictures
<b>UNIT 4 –BROADCASTING</b>				
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. <b>Self-Study:</b> Functions of Prasar Bharathi, Vividh Bharathi and Doordarshan	5	Case Study Analysis	Newspaper Clippings and Videos from the Internet
<b>UNIT 5 - MEDIA ETHICS</b>				
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  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**

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

**COURSE OUTCOMES**

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

<b>NO.</b>	<b>COURSE OUTCOMES</b>	<b>KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)</b>	<b>PSOs ADDRESSED</b>
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

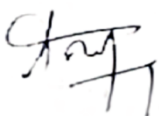
**Mapping of COs with PSOs**

CO/PSO	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	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**



**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
<b>UNIT-I: HISTORY OF PHOTOGRAPHY</b>				
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

<b>UNIT-II: CAMERA BASICS</b>				
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
<b>UNIT-III: TYPES OF PHOTOGRAPHY</b>				
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
<b>UNIT-IV: ONLINE PHOTOGRAPHY</b>				
4.1	Media for photography	5	Lecture	PPT, Videos
4.2	WordPress	5	Lecture	PPT



4.3	<b>Self-Study:</b> Instagram, Pinterest, Flickr, Tumblr	5	Lecture & Group Discussion	Videos
<b>UNIT-V: PHOTO EDITING SOFTWARES</b>				
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**

<b>Non-Scholastic</b>	<b>5</b>
	<b>40</b>

**EVALUATION PATTERN**

SCHOLASTIC		NON - SCHOLASTIC	MARKS		
C1	C2	C3	CIA	ESE	Total
20	15	5	40	60	100

**UG CIA COMPONENTS**

		Nos	
<b>C1</b>	- Record	1	- 20Mks
<b>C2</b>	- Assignment	1	- 15Mks
<b>C3</b>	- Non - Scholastic	1	- 5 Mks

Practical work:

Album for photojournalism

\*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
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CO 1	Understand the Elements of Photography and its functions	K1, K2	PSO1
CO 2	Learn Aesthetics of Photography, composition and Visual Story Telling.	K1, K2, K3	PSO1, PSO3
CO 3	Acquire Knowledge in Basic Lighting, Exposure and Focusing	K1, K2, K3	PSO1, PSO3, PSO5
CO 4	Hands on Experience to Setup Lights for Indoor or an Outdoor Photography	K2, K3, K4	PSO1, PSO3, PSO5
CO 5	Learn Different types of photography - Nature, wildlife, sports and social media photography Instagram, Pinterest, Flickr, Tumblr, WordPress and Final album Making	K1, K2, K3	PSO1, PSO3, PSO5

### Mapping of COs with PSOs

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

### Mapping of COs with POs

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

<b>CO4</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>


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

#### **COURSE DESIGNERS:**

**1. 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**, **Entrepreneurship** & **Skill Development**

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
USJM	22JM3CC3	Radio and Television Production	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: WRITING FOR ELECTRONIC MEDIA [20HRS]**

Writing for PSA's

Writing for Radio Jingles

Writing for Television PSA's

Writing for Television Interviews

Writing for Digital Radio

**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](http://www.universityofcalicut.info/SDE/Radio%20&%20Television_25april2015.pdf)

**COURSE CONTENTS & LECTURE SCHEDULE:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT -1- RADIO PROGRAMME FORMAT AND CREW</b>				
1.1	Understanding Radio Programme Productions	5	Lecture	PPT
1.2	Various Program formats	10	Lecture	PPT
1.3	Production Crew	5	Lecture	PPT
<b>UNIT-2 - RADIO PROGRAMME PRODUCTION TECHNIQUES</b>				
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
<b>UNIT-3 - TELEVISION PROGRAMME FORMAT AND CREW</b>				
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
<b>UNIT 4 – TV PROGRAMME PRODUCTION TECHNIQUES</b>				
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
<b>UNIT V – ETHICAL ISSUES</b>				
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.	



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

<b>CIA</b>	
<b>Scholastic</b>	<b>35</b>
<b>Non-Scholastic</b>	<b>5</b>
	<b>40</b>

### EVALUATION PATTERN

<b>SCHOLASTIC</b>					<b>NON - SCHOLASTIC</b>	<b>MARKS</b>		
<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>C5</b>	<b>C6</b>	<b>CIA</b>	<b>ESE</b>	<b>Total</b>
<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>40</b>	<b>60</b>	<b>100</b>

### UG CIA COMPONENTS

			<b>Nos</b>		
<b>C1</b>	-	Test (CIA 1)	1	-	10Mks
<b>C2</b>	-	Test (CIA 2)	1	-	10Mks
<b>C3</b>	-	Assignment	1	-	5 Mks
<b>C4</b>	-	Open Book Test/PPT	2 *	-	5 Mks
<b>C5</b>	-	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
CO1	3	1	1	1	3

<b>CO2</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>3</b>
<b>CO3</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>CO4</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>
<b>CO5</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>3</b>

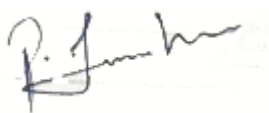
**Mapping of COs with POs**

<b>CO/ PSO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO2</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>1</b>
<b>CO4</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>2</b>
<b>CO5</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>

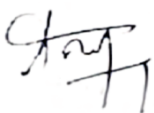
**Note:** ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2** ♦ Weakly Correlated – **1**

**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**, & **Skill Development**

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEEK	CREDITS
USJM	19JM3CP 3	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
<b>UNIT I: BROADCASTING</b>				
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
<b>UNIT II: NEWS PRODUCTION</b>				
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
<b>UNIT III: INTERVIEW</b>				
3.1	Production of TV Interview	12	Lecture & Class Assignment	PPT

3.2	Radio Interview	8	Lecture & Class Assignment	PPT
<b>UNIT IV: CAMERA TECHNIQUES</b>				
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
<b>UNIT V: EDITING SOFTWARE</b>				
5.1	<b>Self-Study:</b> 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.	
<b>K1</b>	2	2	-	-	-	4	-	4	10 %
<b>K2</b>	2	2	5	-	-	9	-	9	22.5 %
<b>K3</b>	3	3	-	-	5	11	-	11	27.5 %
<b>K4</b>	3	3	-	5	-	11	-	11	27.5 %
<b>Non Schola stic</b>	-	-	-	-	-		5	5	12.5 %
<b>Total</b>	10	10	5	5	5	35	5	40	100 %

CIA	
<b>Scholastic</b>	35
<b>Non-Scholastic</b>	5
	40

## EVALUATION PATTERN

SCHOLASTIC		NON - SCHOLASTIC	MARKS		
C1	C2	C3	CIA	ESE	Total
20	15	5	40	60	100

## UG CIA COMPONENTS

			Nos	
<b>C1</b>	-	Record	1	- 20Mks
<b>C2</b>	-	Assignment	1	- 15Mks
<b>C3</b>	-	Non - Scholastic	1	- 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	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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

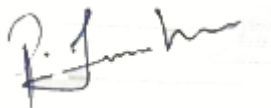
### Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
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 –IV**

***For those who joined in 2019 onwards***

**Entire Course has focus on **Employability****

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
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:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT-1 - COMMUNICATION</b>				
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
<b>UNIT- 2 - THEORIES OF SOCIETY</b>				
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
2.3	Agenda Setting (BaranPg. 299 - 307)	4	LECTURE	PPT

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
2.4	The Spiral of Silence	3	LECTURE	PPT
<b>UNIT- 3 - MODELS FOR AUDIENCE</b>				
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
<b>UNIT- 4 - DEVELOPMENT MODELS</b>				
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
<b>UNIT - 5RECORDING AND EDITING</b>				
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
5.4	Play Theory	1	LECTURE	PPT
5.5	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	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

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

<b>NO.</b>	<b>COURSE OUTCOMES</b>	<b>KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)</b>	<b>PSOs ADDRESSED</b>
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	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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
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. GladiousGunaRanjini


**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	CATEGORY	HRS/WEE K	CREDIT S
USJM	19JM4CP 4	Television Production	PRACTICA L	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](http://www.universityofcalicut.info/SDE/Radio%20&%20Television_25april2015.pdf)

**COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT - I - PRE-PRODUCTION</b>				
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
<b>UNIT- II - PRODUCTION</b>				
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
<b>UNIT- III - POST-PRODUCTION</b>				
3.1	Post-Production editing	5	Lecture	PPT
3.2	Indoor and outdoor shootings	10	Lecture& Assignment	PPT, GOOGLE CLASS ROOM
<b>UNIT IV -LOCATION</b>				
4.1	Indoor and outdoor shootings	10	Lecture	PPT
4.2	Planning and management of live shows	5	Lecture& Assignment	PPT, GOOGLE CLASS ROOM
<b>UNIT V-SHOOTING</b>				
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	CIA	ESE	Total

<b>20</b>	<b>15</b>	<b>5</b>	<b>40</b>	<b>60</b>	<b>100</b>
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**UG CIA COMPONENTS**

				<b>Nos</b>	
<b>C1</b>	-	Record	1	-	20Mks
<b>C2</b>	-	Assignment	1	-	15Mks
<b>C3</b>	-	Non - Scholastic	1	-	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:

<b>NO.</b>	<b>COURSE OUTCOMES</b>	<b>KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)</b>	<b>PSOs ADDRESSED</b>
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	PSO1	PSO2	PSO3	PSO4	PSO5
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
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

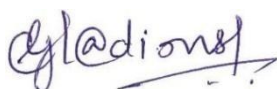
**Note:** ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2 ♦ Weakly Correlated -1

**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**

**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- KEY CONCEPTS OF DEVELOPMENT****[15 HRS]**

Key concepts of Development: Foundations of Development, Historical perspective of Development, Alternative Development Concept; Development Goals – The Millennium Development Goals

**UNIT II – RURAL DEVELOPMENT****[15 HRS]**

Role of Communication in development; Practice of Development Communication in India; Communication for Rural Development in India; Role of NGOs in Development; Role of Communication in NGOs; Role of Media in Development Coverage; Major Folk forms in Role of Folk Media in Development in India; Self-Study: Application of Social Media for Development

**UNIT III – DEVELOPMENT MODELS****[15 HRS]**

Models of development - concept of Model; Unilinear Model – Diffusion Model – Mechanistic Model – Organic Model; Gandhian Model of Development

**UNIT IV - SUSTAINABLE DEVELOPMENT****[15 HRS]**



The historical context of Sustainable Development; Sustainable Development in India; Challenges to Sustainable Development

## **UNIT V - DEVELOPMENT OF SOCIETY [15 HRS]**

Environment Communication; Agriculture Development Communication; Health Communication Human Rights Communication

### **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. Melkote, Srinivas Raj & Arvind Singhal. *Handbook of Communication and Development*. Massachusetts: Edward Elger Publishing
3. Melkote, Srinivas Raj & Leslie Steeves. *Communication for Development in the Third World*. New Delhi: Sage Publications
4. 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:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT 1 -DEVELOPMENT &amp; MODELS</b>				
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
<b>UNIT 2 -RURAL DEVELOPMENT</b>				
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
<b>UNIT 3 – SUSTAINABLE DEVELOPMENT</b>				
3.1	Paradigms of Development	5	Lecture	PPT
3.2	Paradigms of Development-Alternative	5	Lecture	PPT

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
3.3	Paradigms of Development-Dominant.	5	Classroom Activity	Videos and Pictures
<b>UNIT 4 –NGO &amp; FOLK MEDIA</b>				
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
<b>UNIT 5 - DEVELOPMENT OF SOCIETY</b>				
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		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				
<b>C1</b>	-	Test (CIA 1)		1	-	10Mks		
<b>C2</b>	-	Test (CIA 2)		1	-	10Mks		
<b>C3</b>	-	Assignment		1	-	5 Mks		
<b>C4</b>	-	Open Book Test/PPT		2 *	-	5 Mks		
<b>C5</b>	-	Quiz		2 *	-	5 Mks		
<b>C6</b>	-	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
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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

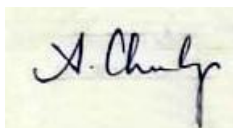
### Mapping of COs with POs

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

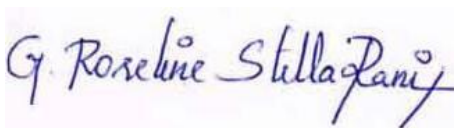
**Note:** ♦ Strongly Correlated – 3♦Moderately Correlated – 2♦Weakly Correlated -1

### COURSE DESIGNERS:

1. Ms. A. Chris Marlyn



2. Ms. G. Roseline Stella Rani



**Forwarded By**



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





**III B.A.**

**SEMESTER -V**

**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 – Indian and World Cinema  
German expressionism  
Soviet montage  
Italian neo-realism  
French new wave  
Third world cinema.

**UNIT -II PRODUCTION PROCESS**

**(15HRS.)**

Single & Multicamera 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.)**

Film Genres - Three Act Structure

Comedy, Documentary, Horror, Musicals, War Films, Drama, Science Fiction, Animation, Black Cinema, Epic Film Noir, Gangster, Action.

## UNIT -V FILM PIONEERS

(15HRS.)

Appreciation of films of Film Pioneers & their works - Satyajit Ray, Mrinal Sen, Adoor Gopalakrishnan, D.W. Griffith, Eisenstein, Vittorio DeSice, Akira Kurosawa, Alfred Hitchcock

Film Festival

**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. Chezhan. *Uлага Cinema*. Chennai: Vikatan Publications.

2. Kumar, Keval J. *Mass Communication in India*. Mumbai: Jaico Publishing House, 2013.

3. Hayward, Susan. *The Key Concepts of Cinema Studies*. London: Routledge, 2000.

4. Emmons, Mark. *Film and television: A Guide to the Reference Literature*. 2007

5. Clark. *Complete A-Z Media & Film Studies Handbook*. Vivienne, 2009

6. Satish Sharma. *History of Media and Mass Communication*. ABD publication, 2018.

### DIGITAL OPEN EDUCATIONAL RESOURCES

1. <https://www.mediacollege.com/lighting/three-point/>

2. <https://thefilmproduction.wordpress.com/>

<https://www.futurelearn.com/courses/film-production/0/steps/12304>

**COURSE CONTENTS & LECTURE SCHEDULE:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT-1 - HISTORY OF CINEMA</b>				
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
<b>UNIT- 2 - PRODUCTION PROCESS</b>				
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
<b>UNIT- 3 - EVOLUTION OF INDIAN CINEMA</b>				
3.1	The beginning, Talkies, Studio system, Regional language cinema	7	LECTURE, ASSIGNMENT ABOUT REGIONAL CINEMA	GOOGLE CLASSROOM

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
3.2	The Censorship of films in India cinema.	8	LECTURE	PPT
<b>UNIT- 4 - FILM GENRES</b>				
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
<b>UNIT- 5 - FILM PIONEERS</b>				
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 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
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**UG CIA COMPONENTS**

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

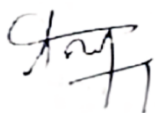
**Mapping of COs with POs**

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

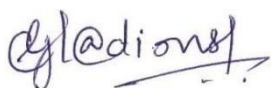
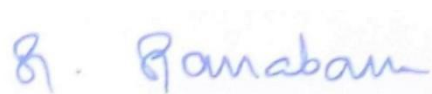
**Note:** ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2 ♦ Weakly Correlated -1

**COURSE DESIGNERS:****Forwarded By**

**1. Ms. S.Jeno Mary**



**2. Ms. Gladious Guna Ranjini**

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



**III B.A**

**SEMESTER – V**

*For those who joined in 2022 onwards*

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

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
USJM	22JM5CP6	Lab Journal Production	Lecture	6	4

**COURSE DESCRIPTION:**

The course enables students to develop understanding of the knowledge base and technical skills for print production and publishing.

**COURSE OBJECTIVES:**

- To enable students to Create layouts grounded on the Principles of Design and Page Layout Concepts.
- To Critique layouts using design vocabulary
- To Develop technical skills in Adobe InDesign, Illustrator, Photoshop.

**UNIT I: NEWS SOURCES**

**[20HRS]**

Current events, feature writing, editorial page, interviews, book reviews, film reviews, environmental issues, health and hygiene, awards and contest.

**UNIT II: COLLECTION OF NEWS ITEMS**

**[20HRS]**

Advertisements, classifieds, entertainment, press releases, current affairs, academic activities, comic strips, sports and weather

**UNIT III: NEWS EDITING [15HRS]**

Coverage news stories from allotted beats / putting them on a board in a form of tele-news board. Editing of stories -Exercises on writing different components of editorial page

#### **UNIT IV: IN PRINT DESIGN [15HRS]**

Creating and laying out periodical publications: Desktop publishing software: Adobe InDesign; posters, flyers, brochures, magazines, newspapers, presentations.

#### **UNIT V: PERIODICAL PUBLICATIONS [15HRS]**

Creation of Lab Journal (minimum four pages of A3 size)

Review

Interview story with a development issue - (Each story minimum two photographs)

#### **TEXT BOOKS:**

Materials taken from the following book:

1. Lab Journal, Speedy Publishing LLC, Dot Edu, India

#### **DIGITAL OPEN EDUCATIONAL RESOURCES**

1. <https://devlegalsimpli.blob.core.windows.net/pdfseoforms/pdf>
2. <https://medium.com/@Liramail/8-best-email-design-inspiration-from-adobe-e4e592743500>
3. Sarkar, N. N. (2009). Art and Print Production. Delhi: Oxford University Press.
4. Polson, K. (2008). The art of infographics - Poynter. Retrieved 21 March 2019, from <https://www.poynter.org/reporting-editing/2008/the-art-of-infographics/>

#### **COURSE CONTENTS & LECTURE SCHEDULE:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT - I - NEWS SOURCES</b>				
1.1	Current events	3	Lecture	PPT
1.2	feature writing	4	Lecture&Assignment	PPT, Google Class Room
1.3	editorial page	4	Lecture&Assignment	PPT, Google Class Room

1.4	interviews	4	Lecture&Assignment	PPT, Google Class Room
<b>UNIT- II- COLLECTION OF NEWS ITEMS</b>				
2.1	book reviews.	10	Lecture	PPT
2.2	film reviews	5	Lecture&Assignment	PPT, Google Class Room
<b>UNIT- III - NEWS EDITING</b>				
3.1	Coverage news stories from allotted beats	5	Lecture	PPT
3.2	Putting them on a board in a form of tele-news board	5	Lecture&Assignment	PPT, Google Class Room
3.3	Exercises on writing different components of editorial page	5	Lecture&Assignment	PPT, Google Class Room
<b>UNIT IV - IN PRINT DESIGN</b>				
4.1	Creating and laying out periodical publications	10	Lecture	PPT
4.2	Desktop publishing software: Adobe InDesign;	5	Demonstration by the teacher	Relevant videos
<b>UNIT V- PERIODICAL PUBLICATIONS</b>				
5.1	Creation of Lab Journal	3	Lecture	PPT
5.2	Review	3	Demonstration by the teacher	Relevant videos
5.3	Interview story with a development issue	3	Demonstration by the teacher	Relevant videos
5.4	Interview story with a celebrity	3	Lecture	PPT

5.5	Interview story with a current issue	3	Demonstration by the teacher	Relevant videos
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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	CIA	ESE	Total
20	15	5	40	60	100

**UG CIA COMPONENTS**

		Nos	
<b>C1</b>	- Record	1	- 20Mks
<b>C2</b>	- Assignment	1	- 15Mks
<b>C3</b>	- Non - Scholastic	1	- 5 Mks

Make a Lab Journal on covering different social issues

**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 news sources	K1	PSO1, PSO5
CO 2	How to collect news items	K2 & K4	PSO1, PSO5
CO 3	Plan the editing process	K3	PSO1, PSO5
CO 4	Understand In Print Design	K1 & K2	PSO1, PSO5
CO 5	Execute periodical publications	K2, K3, K4	PSO1, PSO3

**Mapping of COs with PSOs**

<b>CO/PSO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO2</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>
<b>CO3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>CO4</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>3</b>
<b>CO5</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>

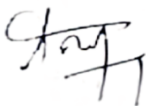
**Mapping of COs wit POs**

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**

**COURSE DESIGNERS:****Forwarded By**

**1. Ms. S.Jeno Mary**



**2. Ms. C. Gladious Guna Ranjini**




**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	CREDIT S
USJM	19JM5CP5	Documentary Film 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:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT - I - PRE-PRODUCTION PROCESS</b>				
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
<b>UNIT- II-BUDGETING AND SCRIPTING</b>				
2.1	Budgeting and Scripting.	10	Lecture	PPT
2.2	Finalising the budget and the script.	5	Lecture&Assignment	PPT, Google Class Room
<b>UNIT- III - PRODUCTION PROCESS</b>				
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
<b>UNIT IV -POST-PRODUCTION PROCESS</b>				
4.1	Editing	10	Lecture	PPT
4.2	Adding Animation etc.	5	Demonstration by the teacher	Relevant videos
<b>UNIT V-SHOOTING</b>				

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

<b>Scholastic</b>	<b>35</b>
<b>Non-Scholastic</b>	<b>5</b>
	<b>40</b>

#### EVALUATION PATTERN

SCHOLASTIC		NON - SCHOLASTIC	MARKS		
C1	C2	C3	CIA	ESE	Total
20	15	5	40	60	100

#### UG CIA COMPONENTS

		Nos		
<b>C1</b>	- Record	1	-	20Mks
<b>C2</b>	- Assignment	1	-	15Mks
<b>C3</b>	- Non - Scholastic	1	-	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:

<b>NO.</b>	<b>COURSE OUTCOMES</b>	<b>KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)</b>	<b>PSOs ADDRESSED</b>
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**

<b>CO/PSO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO2</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>
<b>CO3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>CO4</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>3</b>
<b>CO5</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>

**Mapping of COs wit POs**

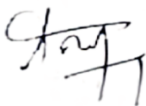
CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	2	2	3	1	1	2
CO2	1	1	3	2	3	1	1
CO3	3	3	2	1	3	1	1
CO4	3	1	2	3	3	1	1
CO5	1	2	2	2	3	1	2

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

**COURSE DESIGNERS:**

**Forwarded By**

**3. Ms. S.Jeno Mary**



**4. Ms. C. Gladious Guna Ranjini**



**Dr. S. Saira Banu**

**Head**

**Department of Journalism  
& Mass Communication**

**I B.A**

**SEMESTER – VI**

***For those who joined in 2019 onwards***

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEE K	CREDIT S
USJM	19JM6CC8	Media Management	Lectur e	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),

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](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
<b>UNIT 1 -Management in Media Organizations</b>				
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
1.4	Types of media organizations	4	Discussion	Google classroom
<b>UNIT 2 -Media Ownership</b>				
2.1	Media Ownership: Types of Media ownership in India	5	Lecture	PPT



Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
2.2	Circulation and Promotion.	5	Demo	PPT
2.3	Public Relations for Media Organization	5	Flipped Classroom	PPT
<b>UNIT 3 – Problems and Prospects</b>				
3.1	Problems and Prospects of Newspaper Industry in India	5	Lecture	PPT
3.2	<b>Self-Study:</b> 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
<b>UNIT 4 –Media Organizations</b>				
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), NRSC (National Readership Survey Council)	5	Case Study Analysis	Newspaper Clippings and Videos from the Internet
<b>UNIT 5 - Sponsorship</b>				
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

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
5.2	Sponsorship in electronic media Cable TV Regulation Act	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

### 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		
<b>C1</b>	-	Test (CIA 1)	1	-	10Mks
<b>C2</b>	-	Test (CIA 2)	1	-	10Mks
<b>C3</b>	-	Assignment	1	-	5 Mks
<b>C4</b>	-	Open Book Test/PPT	2 *	-	5 Mks
<b>C5</b>	-	Quiz	2 *	-	5 Mks
<b>C6</b>	-	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	PSOs ADDRESSED
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		<b>BLOOM'S TAXONOMY)</b>	
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
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

<b>CO/PS O</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>
<b>CO2</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>3</b>
<b>CO3</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>CO4</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>CO5</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>1</b>

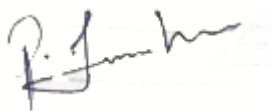
### Mapping of COs with POs

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

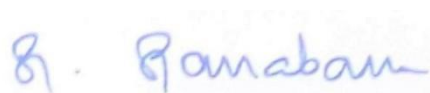
**Note:** ♦ Strongly Correlated – 3♦Moderately Correlated – 2♦Weakly Correlated -1

### COURSE DESIGNERS:

#### 1. Ms.P.JeevithaMariaShanthini



**Forwarded By**



#### 2. Ms. G. Roseline Stella Rani



**Head**

**Department of  
Journalism and Mass  
Communication**

**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	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

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.

**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](https://www.academia.edu/4068243/NOTES_ON_COMMUNICATION_RESEARCH_1)

### **COURSE CONTENTS & LECTURE SCHEDULE:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT-1 - COMMUNICATION RESEARCH</b>				
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
<b>UNIT-2 - RESEARCH PROCESS</b>				
2.1	Steps Involved	5	Lecture	PPT
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
<b>UNIT-3 - RESEARCH DESIGN</b>				
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
<b>UNIT-4 - DATA COLLECTION</b>				



<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
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 and schedules, people's meter, diary method, field studies, focus group telephone, surveys, online polls.	10	Lecture	Assignment
<b>UNIT-5 - DATA ANALYSIS</b>				
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

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

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

<b>CIA</b>	
<b>Scholastic</b>	<b>35</b>
<b>Non-Scholastic</b>	<b>5</b>
	<b>40</b>

## EVALUATION PATTERN

<b>SCHOLASTIC</b>					<b>NON - SCHOLASTIC</b>	<b>MARKS</b>		
<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>C5</b>	<b>C6</b>	<b>CIA</b>	<b>ESE</b>	<b>Total</b>
<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>40</b>	<b>60</b>	<b>100</b>

## UG CIA COMPONENTS

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

### 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

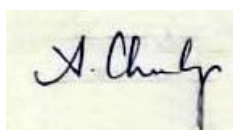
### Mapping of COs with POs

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

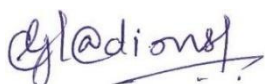
**Note:** ♦ Strongly Correlated – 3♦Moderately Correlated – 2♦Weakly Correlated -1

### COURSE DESIGNERS:

1 Ms. A. Chris Marlyn



2 Ms. C. Gladious Guna Ranjini



**Forwarded By**



**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**

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
USJM	19JM6CP6	Short Film production	PRACTICAL	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.)**

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=E211N885G0&p=short+film+production>
3. <https://www.studiobinder.com/blog/making-short-film-pre-production/>

**COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT - I - PRE-PRODUCTION PROCESS</b>				
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
<b>UNIT- II – BUDGETING AND SCRIPTING</b>				
2.1	Budgeting and Scripting.	10	Lecture	PPT
2.2	Finalising the budget and the script.	5	Group Discussion	PPT
<b>UNIT- III - PRODUCTION PROCESS</b>				
3.1	Structuring the programme	5	Lecture	PPT
3.2	Storyboard and script designing	5	Group Discussion	Charts
3.3	Script layout.	5	Group Discussion	Sample Scripts
<b>UNIT IV - POST-PRODUCTION PROCESS</b>				
4.1	Editing	10	Lecture	PPT
4.2	Adding Animation etc.	5	Lecture	Videos
<b>UNIT V - SHOOTING</b>				
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 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	CIA	ESE	Total
20	15	5	40	60	100

### UG CIA COMPONENTS

		Nos	
<b>C1</b>	- Record	1	- 20Mks
<b>C2</b>	- Assignment	1	- 15Mks
<b>C3</b>	- Non - Scholastic	1	- 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

## 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/PS O	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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

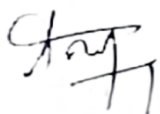
### Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	2	2	3	1	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

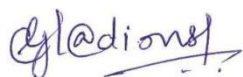
**Note:** ♦ Strongly Correlated – 3♦Moderately Correlated – 2♦Weakly Correlated -1

#### 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**

**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	19JM1AC 1	Fundamentals of Reporting	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 BASICS OF REPORTING (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

Protecting sources

News Agencies

**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 REPORTING (15HRS.)**

Reporting Styles of different types of journalism (political, economic, current issues)

News Organization and the process of news

### **UNIT –V NEWS EDITING**

**(15HRS.)**

Story structure, Rewriting according to the editorial line.

Difference between editing news article and marketing communication.

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

Media organization and hierarchy

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.

### **DIGITAL OPEN EDUCATIONAL RESOURCES**

1. Critchfield Richard. *The Indian Reporter's*. Allied Pacific, 1962.
2. Harrower Tim. *Inside Reporting, A Practical Guide to The Craft of Journalism*. McGraw-Hill, 2007.
3. Mencher, Melvin. *News Reporting and Writing*. McGraw-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:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT –I BASICS OF REPORTING</b>				
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
<b>UNIT –II NEWS SOURCES</b>				
2.1	Primary research – background	4	Lecture	PPT
2.2	Protecting sources	3	Group Discussion	Videos
2.3	News Agencies	3	Classroom Activity	Newspaper Clippings
<b>UNIT- 3 - TYPES OF NEWS</b>				
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	4	Classroom Activity	Newspaper Clippings
3.4	Writing short and writing long Styles	4	Classroom Activity	Newspaper Clippings
<b>UNIT –IV NEWS REPORTING</b>				
4.1	Reporting Styles of different types of journalism	8	Lecture	PPT

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
4.2	political, economic, current types of journalism t	7	Classroom Activity	Photos from Media
<b>UNIT -V NEWS EDITING</b>				
5.1	Story structure, Rewriting according to the editorial line.	4	Lecture	PPT
5.2	Difference between editing news article and marketing communication	3	Classroom Activity	PPT Newspaper Clippings
5.3	<b>Self-Study:</b> Adjusting photos and text - Caption writing - Photo-reportage or communicating by the image	3	Classroom Activity	PPT Newspaper Clippings
5.4	<b>Self-Study:</b> Media organization and hierarchy Story structure, Rewriting according to the editorial line	5	Classroom Activity	PPT Newspaper Clippings

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

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

<b>CIA</b>	
<b>Scholastic</b>	<b>35</b>
<b>Non-Scholastic</b>	<b>5</b>
	<b>40</b>

## EVALUATION PATTERN

<b>SCHOLASTIC</b>					<b>NON - SCHOLASTIC</b>	<b>MARKS</b>		
<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>C5</b>	<b>C6</b>	<b>CIA</b>	<b>ESE</b>	<b>Total</b>
<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>40</b>	<b>60</b>	<b>100</b>

## UG CIA COMPONENTS

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



<b>C5</b>	-	Quiz	2 *	-	5 Mks
<b>C6</b>	-	Attendance		-	5 Mks

## COURSE OUTCOMES

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

<b>NO.</b>	<b>COURSE OUTCOMES</b>	<b>KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)</b>	<b>PSOs ADDRESSED</b>
CO 1	Understand the Duties and Responsibilities of a Reporter	K1	PSO1& PSO2
CO 2	Analyse the various News Sources and News Agencies	K1& K2	PSO5
CO 3	Comprehend the basic types of news	K1 & K3	PSO3
CO 4	Understanding of different types of journalism	K1, K2, K3	PSO3& PSO4
CO 5	Demonstrate an understanding of news editing.	K4	PSO1

### Mapping of COs with PSOs

CO/PS O	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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	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

**Forwarded By**

*S. Saira Banu*

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

**I B.A**

**SEMESTER – II**

*For those who joined in 2022 onwards*

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

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
USJM	22JM1AC1	Fundamentals of News Writing	Lecture	5	5

**COURSE DESCRIPTION**

The course enables students to develop an appreciation for how the news educates the public and understand the practice, duties and ethics involved in news writing.

**COURSE OBJECTIVES**

- To enable students to understand the basics of news gathering and news writing.
- To write news stories for newspaper and magazine
- To understand the accountability in news coverage

**UNITS**

**UNIT I: LANGUAGE**

**[20HRS]**

Elements of language, language as a skill

Importance of language in Communication Process

Language Skills & Media Writing

Linear writing versus interactive writing, grammar of interactivity

**Self-Study:** Media Terminology- words/ terms commonly used in media/ journalism & mass communication.

**UNIT II: DEVELOPING PARAGRAPHS IN NEWS STORIES**

**[20HRS]**

Paragraph- Principles of organizing & developing paragraph

Methods of paragraphing, Summary

Writing news stories on contemporary issues.

Writing messages for rural audience: specific requirements of media writing with special reference to radio and television

### **UNIT III: WRITING**

**[15HRS]**

Writing- Creative writing, journalistic writing

Writing- Various forms, essentials of effective writing

Basic features for writing for Print Media, Electronic Media, New Media, writing for PR

Writing news for web : What and how, story structure, writing style, do's and don'ts Use of Internet as a Writing tool; designing and writing for multimedia applications and the World Wide Web.

### **UNIT IV: NEWSPAPER DESIGN**

**[15HRS]**

Typography: types and uses of fonts, white spaces, character count

Layout: Importance, types; elements, contemporary styles vs traditional styles

Selection and use of photographs: Dos and don'ts

### **UNIT V: PUBLISHING SOFTWARES**

**[15HRS]**

Adobe InDesign, CorelDraw, Microsoft Publisher, PageStream, and QuarkXPress.

### **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.

### **DIGITAL OPEN EDUCATIONAL RESOURCES**

1. David Morley 2007. The Cambridge Introduction to Creative Writing (Cambridge Introductions to Literature). Cambridge University Press, Cambridge, UK.
2. James Glen Stovall. Writing for the Mass Media. Allyn and Bacon, 2002
3. David Wainwright. Journalism made simple. Heinemann, 1982

### DIGITAL OPEN EDUCATIONAL RESOURCES

1. [https://library.oapen.org/browse?type=classification\\_text&value=International+relations](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](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
<b>UNIT I: LANGUAGE</b>				
1.1	Elements of language, language as a skill	4	Lecture	PPT& Pictures - Google classroom
1.2	Importance of language in Communication Process	4	Lecture	PPT
1.3	Language Skills & Media Writing	4	Lecture	PPT
1.4	Linear writing versus interactive writing, grammar of interactivity	4	Lecture	PPT
1.5	<b>Self-Study:</b> Media Terminology- words/ terms commonly used in media/ journalism & mass communication.	4	Lecture	PPT
<b>UNIT II: DEVELOPING PARAGRAPHS IN NEWS STORIES</b>				
2.1	Paragraph- Principles of organizing & developing paragraph	4	Lecture	PPT
2.2	Methods of paragraphing, Summary	4	Lecture	PPT
2.3	Writing news stories on contemporary issues.	4	Lecture	PPT

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
2.4	Writing messages for rural audience: specific requirements of media	4	Discussion	Google classroom
2.5	writing with special reference to radio and television	4	Lecture	PPT
<b>UNIT III: WRITING</b>				
3.1	Writing- Creative writing, journalistic writing	3	Lecture	PPT
3.2	Writing- Various forms, essentials of effective writing	4	Lecture	PPT
3.3	Basic features for writing for Print Media, Electronic Media, New Media, writing for PR	4	Lecture	PPT
3.4	Writing news for web : What and how, story structure, writing style, do's and don'ts Use of Internet as a Writing tool; designing and writing for multimedia applications and the World Wide Web	4	Lecture	PPT
<b>UNIT IV: NEWSPAPER DESIGN</b>				
4.1	Typography: types and uses of fonts, white spaces, character count	5	Lecture	Black Board
4.2	Layout: Importance, types; elements, contemporary styles vs traditional styles	5	Lecture	Black Board
4.3	Selection and use of photographs: Dos and don'ts	5	Lecture	Black Board

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT V: PUBLISHING SOFTWARES</b>				
5.1	Adobe In Design, Microsoft Publisher,	2	Group Discussion	Google Classroom
	CorelDraw	5	Lecture	PPT
5.3	PageStream	4	Lecture	PPT
54.	QuarkXPress.	4	Lecture	PPT

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

<b>Scholastic</b>	<b>35</b>
<b>Non-Scholastic</b>	<b>5</b>
	<b>40</b>

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

### Assignment:

Identify the Layout: Importance, types; elements, contemporary styles vs traditional styles



**COURSE OUTCOMES**

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

<b>NO.</b>	<b>COURSE OUTCOMES</b>	<b>KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)</b>	<b>PSOs ADDRESSED</b>
CO1	Understand the Elements of language	K1, K2	PSO4, PSO5
CO2	Understand the Principles of organizing & developing paragraph	K1, K2	PSO4, PSO5
CO3	Analyse the various Writing	K3, K4	PSO4, PSO5
CO4	Evaluate the newspaper design	K3, K4	PSO4, PSO5
CO5	Understand the publishing softwares	K4	PSO4, PSO5

**Mapping of COs with PSOs**

<b>CO/PSO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>
<b>CO2</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>
<b>CO3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>CO4</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>3</b>
<b>CO5</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>2</b>

**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**

**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	19JM3AC3	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

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 REALITY AND REPRESENTATIONS**

**[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]**

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:l%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	Teachin g Pedagog y	Teaching Aids
<b>UNIT 1 -MEDIA AND POPULAR CULTURE</b>				
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. Acquisition and transformation of popular culture	4	Discussi on	Google classroom

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT 2 - MEDIA AS TEXT</b>				
2.1	Ideology - Semiotics - Signs	5	Lecture	PPT
2.2	Psychoanalysis	5	Demo	PPT
2.3	Genre&Narrative	5	Flipped Classroom	PPT
<b>UNIT 3 – MEDIA AS CONSCIOUSNESS INDUSTRY</b>				
3.1	Media myths	5	Lecture	PPT
3.2	Representation	5	Lecture	PPT
3.3	Stereotypes	5	Classroom Activity	Videos and Pictures
<b>UNIT 4 –MEDIA AUDIENCE ANALYSIS</b>				
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
4.5	Negative effects of watching violent cartoons on kids	3	Group Discussion	Videos

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
4.6	Controversial Magazine Covers.	1	Group Discussion	Magazine Covers
<b>UNIT 5 - CASE STUDY</b>				
5.1	(Critique the media content using theoretical frameworks of Marshall McLuhan) The medium is the message	8	Group Discussion	Google Classroom
5.2	<b>Self-Study:</b> 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 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 %

<b>Total</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>35</b>	<b>5</b>	<b>40</b>	<b>100 %</b>
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<b>CIA</b>	
<b>Scholastic</b>	<b>35</b>
<b>Non-Scholastic</b>	<b>5</b>
	<b>40</b>

### EVALUATION PATTERN

<b>SCHOLASTIC</b>					<b>NON - SCHOLASTIC</b>	<b>MARKS</b>		
<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>C5</b>	<b>C6</b>	<b>CIA</b>	<b>ESE</b>	<b>Total</b>
<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>40</b>	<b>60</b>	<b>100</b>

### UG CIA COMPONENTS

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

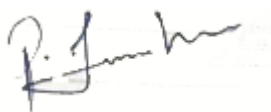
### Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	2	2	3	1	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

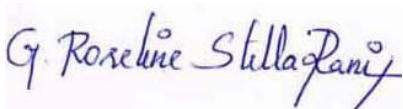
**Note:** ♦ Strongly Correlated – 3♦Moderately Correlated – 2♦Weakly Correlated -1

### COURSE DESIGNERS:

**1.Ms.P.JeevithaMariaShanthini**



**2.Ms. G. Roseline Stella Rani**



**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	19JM4AC 4	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*. Jnanada Prakashan 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
<b>UNIT I : ADVERTISING CONCEPTS</b>				
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		
<b>UNIT II: ADVERTISING AGENCY</b>				
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
<b>UNIT III: ADVERTISING MEDIA</b>				
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
<b>UNIT IV: WRITING FOR ADVERTISEMENT:</b>				
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
<b>UNIT V: PUBLIC RELATION</b>				
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	<b>Self-Study:</b> 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

	<b>40</b>
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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		
<b>C1</b>	-	Test (CIA 1)		1	-	10Mks
<b>C2</b>	-	Test (CIA 2)		1	-	10Mks
<b>C3</b>	-	Assignment		1	-	5 Mks
<b>C4</b>	-	Open Book Test/PPT		2 *	-	5 Mks
<b>C5</b>	-	Quiz		2 *	-	5 Mks
<b>C6</b>	-	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 BLOOM'S TAXONOMY)	PSOs ADDRESSED
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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	PSO1	PSO2	PSO3	PSO4	PSO5
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
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**

**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	CREDIT S
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,  
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](https://www.managementstudyguide.com/business_communication.htm)

#### **COURSE CONTENTS & LECTURE SCHEDULE:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT 1 -Introduction of Understanding Communication</b>				
1.1	Introduction of Understanding Communication,	4	Lecture	PPT& Pictures - Google classroom
1.2	Communication Process, Types of Communication,	4	Lecture	PPT

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
1.3	Classification of Communication Channels	3	Lecture	PPT
1.4	The Nature of Business Communication, Types of Business Communication	4	Discussion	Google classroom
<b>UNIT 2 - Listening &amp; Writing</b>				
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
<b>UNIT 3 – Speaking</b>				
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
3.3	Attending meetings, soft skills.	5	Classroom Activity	Videos and Pictures
<b>UNIT 4 –Presentations</b>				
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. <b>Self-Study:</b> Advantages of Oral Communication	5	Case Study Analysis	Newspaper Clippings and Videos

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
				from the Internet
<b>UNIT 5 - Other Business Communications</b>				
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
	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	
<b>Scholastic</b>	<b>35</b>
<b>Non-Scholastic</b>	<b>5</b>
	<b>40</b>

### 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		
<b>C1</b>	-	Test (CIA 1)	1	-	10Mks
<b>C2</b>	-	Test (CIA 2)	1	-	10Mks
<b>C3</b>	-	Assignment	1	-	5 Mks
<b>C4</b>	-	Open Book Test/PPT	2 *	-	5 Mks
<b>C5</b>	-	Quiz	2 *	-	5 Mks
<b>C6</b>	-	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
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	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

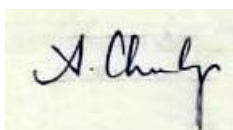
### Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	2	2	3	1	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

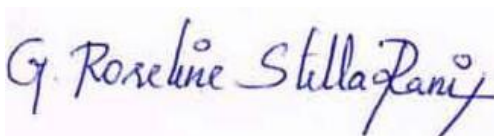
**Note:** ♦ Strongly Correlated – 3♦Moderately Correlated – 2♦Weakly Correlated -1

### COURSE DESIGNERS:

1. Ms. A. Chris Marlyn



2. Ms. G. Roseline Stella Rani



**Forwarded By**



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



**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	19JM5ME2	Specialized 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.

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**

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](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
<b>UNIT 1 -Different Beats of Journalism</b>				
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
<b>UNIT 2 - Career Opportunities</b>				
2.1	Need for Science Journalism, writing feature story on science and technology	5	Lecture	PPT
2.2	Interviewing scientists, science communicators.	5	Demo	PPT
2.3	Career opportunities and future in Science journalism.	5	Flipped Classroom	PPT
<b>UNIT 3 – Reporting of Sports Events</b>				
3.1	Legacy of sports reporters and commentators	5	Lecture	PPT

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
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
<b>UNIT 4 –Reporting of Political Events</b>				
4.1	Political reporting Media and political conflict. Understanding the difference in advertorials, propaganda, and news stories	10	Lecture	PPT
4.2	<b>Self-Study:</b> Career opportunities and future of political journalist.	5	Case Study Analysis	Newspaper Clippings and Videos from the Internet
<b>UNIT 5 - Crime Reporting</b>				
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

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				
<b>C1</b>	-	Test (CIA 1)		1	-	10Mks		
<b>C2</b>	-	Test (CIA 2)		1	-	10Mks		
<b>C3</b>	-	Assignment		1	-	5 Mks		
<b>C4</b>	-	Open Book Test/PPT		2 *	-	5 Mks		
<b>C5</b>	-	Quiz		2 *	-	5 Mks		
<b>C6</b>	-	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 BLOOM'S TAXONOMY)	PSOs ADDRESSED
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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	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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

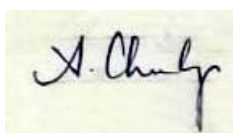
### Mapping of COs with POs

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

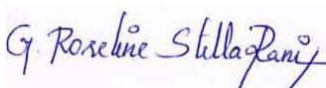
**Note:** ♦ Strongly Correlated – 3♦Moderately Correlated – 2♦Weakly Correlated -1

### 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**



**III B.A**  
**SEMESTER – VI**

*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	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

**UNIT –IV PREPARATION**

**[15 HRS]**

Planning and Development

Implementation and Evaluation

Media Planning and Strategy

## 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>

### 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

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT 2 - ADVERTISING</b>				
2.1	Advertising and Promotion	8	Lecture	PPT
2.2	Perspectives on Consumer Behaviour	7	Lecture	PPT
<b>UNIT 3 – IMC PROGRAMME</b>				
3.1	Developing the Integrated marketing Communications Program	15	Lecture	PPT
<b>UNIT 4 –PREPARATION</b>				
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
<b>UNIT 5 - PUBLIC RELATIONS</b>				
5.1	Public Relations, Publicity, and Corporate Advertising	3	Lecture	PPT
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	<b>Self-Study:</b> Evaluation of Print Media; Evaluation of Broadcast Media	3	Group Discussion	Newspaper Clippings, Magazines, 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		
<b>C1</b>	-	Test (CIA 1)	1	- 10Mks
<b>C2</b>	-	Test (CIA 2)	1	- 10Mks
<b>C3</b>	-	Assignment	1	- 5 Mks
<b>C4</b>	-	Open Book Test/PPT	2 *	- 5 Mks
<b>C5</b>	-	Quiz	2 *	- 5 Mks
<b>C6</b>	-	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
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	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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

**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**



**Forwarded By**



**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**

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEEK	CREDITS
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]**

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



## UNIT V –EVOLVING ROLE OF PUBLIC 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
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
<b>UNIT III - THE PUBLIC RELATIONS ENVIRONMENT</b>				
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
<b>UNIT IV - PUBLIC RELATIONS AND WRITING</b>				
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
<b>UNIT V - EVOLVING ROLE OF PUBLIC RELATIONS</b>				
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	<b>Self-study:</b> Introduction to PR Awards - PR Measurements	2	Lecture & Class Assignment	PPT
5.5	Campaign Planning in PR	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  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	
<b>C1</b>	- Test (CIA 1)	1	- 10Mks
<b>C2</b>	- Test (CIA 2)	1	- 10Mks
<b>C3</b>	- Assignment	1	- 5 Mks
<b>C4</b>	- Open Book Test/PPT	2 *	- 5 Mks
<b>C5</b>	- Quiz	2 *	- 5 Mks
<b>C6</b>	- 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	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

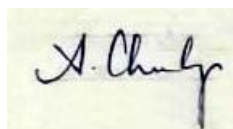
### Mapping of COs with POs

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

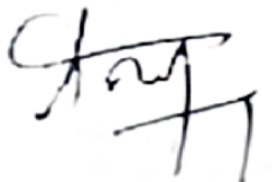
**Note:** ♦ Strongly Correlated – 3♦Moderately Correlated – 2♦Weakly Correlated -1

#### COURSE DESIGNERS:

1. Ms. A. Chris Marlyn



2. Ms. S. Jeny Mary



Forwarded By



**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** & **Skill Development**

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
USJM	19JM6ME 5	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

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:**

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](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:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT 1 -ORIGIN OF INTERNET</b>				
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
<b>UNIT 2 -SOCIAL MEDIA</b>				
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
<b>UNIT 3 – ONLINE REPORTING</b>				

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
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
<b>UNIT 4 –BLOG</b>				
4.1	How to blog? What is blog? terminology mechanics	10	Lecture	PPT
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
<b>UNIT 5 - GLOBALISATION</b>				
5.1	Social Media and Globalisation	8	Group Discussion	Google Classroom

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
	Globalisation through Social Media			
5.2	<b>Self-Study:</b> Social Media Influence on activism Social Media Versus Traditional Media	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 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA

<b>Scholastic</b>	<b>35</b>
<b>Non-Scholastic</b>	<b>5</b>
	<b>40</b>

## 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		
<b>C1</b>	-	Test (CIA 1)	1	-	10Mks	
<b>C2</b>	-	Test (CIA 2)	1	-	10Mks	
<b>C3</b>	-	Assignment	1	-	5 Mks	
<b>C4</b>	-	Open Book Test/PPT	2 *	-	5 Mks	
<b>C5</b>	-	Quiz	2 *	-	5 Mks	
<b>C6</b>	-	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

### **COURSE OUTCOMES**

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

<b>NO.</b>	<b>COURSE OUTCOMES</b>	<b>KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)</b>	<b>PSOs ADDRESSED</b>
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**

<b>CO/PSO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	1	3	2	3	3
<b>CO2</b>	1	3	2	3	3
<b>CO3</b>	3	3	1	2	3
<b>CO4</b>	1	3	1	3	3
<b>CO5</b>	3	2	1	3	2

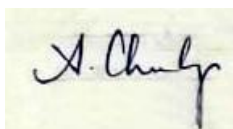
### Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	2	2	3	1	1	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

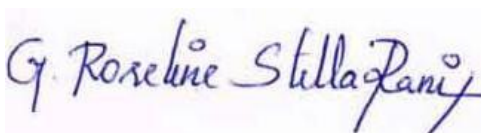
**Note:** ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2 ♦ Weakly Correlated -1

### 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**

**III 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	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  
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/all-fair-in-rajinikanth-country/298785>

**COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT 1 -GENDER AND SEX</b>				
1.1	Understanding the concept of Gender	4	Lecture	PPT
1.2	Understanding the concept of Sex	4	Lecture	PPT



Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
1.3	Gender construction in the society	4	Lecture	PPT
1.4	Concept of LGBT	3	Group Discussion	Google classroom
<b>UNIT 2 - MEDIA DEPICTION OF GENDER</b>				
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
<b>UNIT 3 – STEREOTYPICAL PORTRAYAL</b>				
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
3.3	Misogynist Tamil Movies.	5	Group Discussion	Videos and Pictures
<b>UNIT 4 –GAZE</b>				
4.1	Male gaze	5	Lecture	PPT
4.2	Female gaze	5	Lecture	PPT
	Gender Imbalance	5	Lecture	PPT
<b>UNIT 5 - CASE STUDY</b>				
5.1	Analysis of contemporary media content from a critical perspective	8	Group Discussion	Google Classroom

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
5.2	<b>Self-Study:</b> Bechtel Test Framework McLuhan Framework	7	Case Study Analysis	Charts

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	
<b>Scholastic</b>	<b>35</b>
<b>Non-Scholastic</b>	<b>5</b>
	<b>40</b>

### 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		
<b>C1</b>	-	Test (CIA 1)	1	-	10Mks
<b>C2</b>	-	Test (CIA 2)	1	-	10Mks
<b>C3</b>	-	Assignment	1	-	5 Mks
<b>C4</b>	-	Open Book Test/PPT	2 *	-	5 Mks
<b>C5</b>	-	Quiz	2 *	-	5 Mks
<b>C6</b>	-	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

### **COURSE OUTCOMES**

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

<b>NO.</b>	<b>COURSE OUTCOMES</b>	<b>KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)</b>	<b>PSOs ADDRESSED</b>
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**

<b>CO/PSO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>
<b>CO2</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>
<b>CO3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>CO4</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>3</b>
<b>CO5</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>2</b>

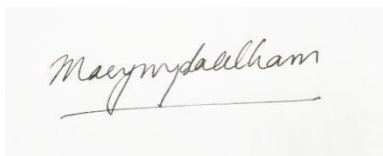
### Mapping of COs with POs

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**

**I B.A**  
**SEMESTER – I**

*For those who joined in 2022 onwards* Entire Course has focus on **Employability & Skill Development**

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
USJM	22JM1NME	Media Literacy	Lecture	2	2

**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 (10 HRS.)**

Media Literacy concepts

Text and subtext

The language of persuasion

Deconstructing Media message

**UNIT –II Mass Media Content and reality (5 HRS.)**

What is reality?

Organizing principle: Next step reality

The importance of Media Literacy

**UNIT –III Interactive Media (5 HRS.)**

Development of interactive Mass Media

Social Networking Mass Media

Interactive Media games

**UNIT –IV Media Violence**

**(5 HRS.)**

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

Media Violence. Pg. 313-326 (Potter)

**UNIT –V Practical Media Skills**

**(5 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](http://www.medialiteracyproject.org)
2. <https://loyalistlibrary.com/mediastudies/oer>
3. <https://lumenlearning.com/courses/>

**COURSE CONTENTS & LECTURE SCHEDULE:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT 1 -Introduction to Media Literacy</b>				
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
<b>UNIT 2 - Mass Media Content and reality</b>				
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
<b>UNIT 3 – Interactive Media</b>				
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
<b>UNIT 4 – Media Effects and Violence</b>				
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
<b>UNIT 5 - Practical Media Skills</b>				
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 Scho lastic Marks	Non Scholas tic 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 %

CBCS Curriculum for B.A. Journalism and Mass Communication  
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<b>Total</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>35</b>	<b>5</b>	<b>40</b>	<b>100 %</b>
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<b>CIA</b>	
<b>Scholastic</b>	<b>35</b>
<b>Non-Scholastic</b>	<b>5</b>
	<b>40</b>

### EVALUATION PATTERN

<b>SCHOLASTIC</b>					<b>NON - SCHOLASTIC</b>	<b>MARKS</b>		
<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>C5</b>	<b>C6</b>	<b>CIA</b>	<b>ESE</b>	<b>Total</b>
<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>40</b>	<b>60</b>	<b>100</b>

### UG CIA COMPONENTS

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

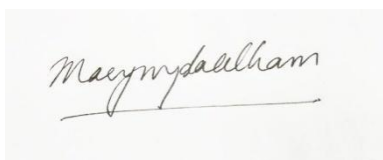
### Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	2	2	3	1	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

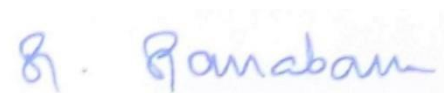
**Note:** ♦ Strongly Correlated – 3♦Moderately Correlated – 2♦Weakly Correlated -1

### COURSE DESIGNERS:

1. Dr. Mary Magdalene



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 2022 onwards*

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

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
USJM	22JM2NME	Media Literacy	Lecture	2	2

**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 (10 HRS.)**

Media Literacy concepts

Text and subtext

The language of persuasion

Deconstructing Media message

**UNIT –II Mass Media Content and reality (5 HRS.)**

What is reality?

Organizing principle: Next step reality

The importance of Media Literacy

**UNIT –III Interactive Media (5 HRS.)**

Development of interactive Mass Media

Social Networking Mass Media

Interactive Media games

**UNIT –IV Media Violence**

**(5 HRS.)**

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

Media Violence. Pg. 313-326 (Potter)

**UNIT –V Practical Media Skills**

**(5 HRS.)**

Analysis of News, Advertisement, Films.

Self-study: Case Studies

**TEXT BOOKS:**

Materials chosen from this book:

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

**REFERENCES:**

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

**DIGITAL OPEN EDUCATIONAL RESOURCES**

4. [www.medialiteracyproject.org](http://www.medialiteracyproject.org)
5. <https://loyalistlibrary.com/mediastudies/oer>
6. <https://lumenlearning.com/courses/>

**COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT 1 -Introduction to Media Literacy</b>				
1.1	Media Literacy concepts	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
<b>UNIT 2 - Mass Media Content and reality</b>				
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
<b>UNIT 3 – Interactive Media</b>				
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
<b>UNIT 4 – Media Effects and Violence</b>				
4.1	Broadening our perspectives on Media effects	3	Lecture	PPT
4.2	Media Violence	2	Case Study Analysis	Newspaper Clippings and Videos

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
				from the Internet
<b>UNIT 5 - Practical Media Skills</b>				
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 Scho lastic Marks	Non Scholas tic 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



<b>Scholastic</b>	<b>35</b>
<b>Non-Scholastic</b>	<b>5</b>
	<b>40</b>

## 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		
<b>C1</b>	-	Test (CIA 1)		1	-	10Mks
<b>C2</b>	-	Test (CIA 2)		1	-	10Mks
<b>C3</b>	-	Assignment		1	-	5 Mks
<b>C4</b>	-	Open Book Test/PPT		2 *	-	5 Mks
<b>C5</b>	-	Quiz		2 *	-	5 Mks
<b>C6</b>	-	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	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

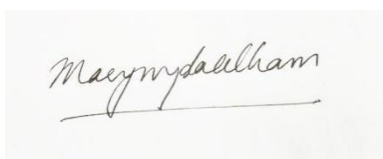
### Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	2	2	3	1	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:

#### 3. Dr. Mary Magdalene



#### 4. 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	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 REFERENCES**

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:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT-1 - HISTORY OF SOUND</b>				
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
<b>UNIT- 2 - VIDEO STANDARDS</b>				
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
<b>UNIT- 3 - EDITING</b>				
3.1	Cool edit pro and the functions of its tools.	5	LECTURE & DEMONSTRATION	PPT
<b>UNIT- 4 - VIDEO EDITING</b>				
4.1	Introduction to Video Editing Softwares	3	LECTURE	PPT

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
4.2	Basics of Adobe premiere Pro and its functions.	2	DEMONSTRATION AND ASSIGNMENT	GOOGLE CLASS ROOM
<b>UNIT- 5 - RECORDING AND EDITING</b>				
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

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

CIA	
<b>Scholastic</b>	<b>35</b>
<b>Non-Scholastic</b>	<b>5</b>
	<b>40</b>

## 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		
<b>C1</b>	-	Test (CIA 1)	1	-	10Mks
<b>C2</b>	-	Test (CIA 2)	1	-	10Mks
<b>C3</b>	-	Assignment	1	-	5 Mks
<b>C4</b>	-	Open Book Test/PPT	2 *	-	5 Mks
<b>C5</b>	-	Quiz	2 *	-	5 Mks
<b>C6</b>	-	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
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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
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	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

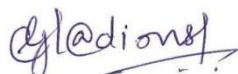
**Note:** ♦ Strongly Correlated – 3♦Moderately Correlated – 2♦Weakly Correlated -1

#### 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, Entrepreneurship & Skill Development**

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
USJM	19JM4SB 2	Advertisement Production	Lecture	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
<b>UNIT I:PRINT ADVERTISEMENT</b>				
1.1	Production Techniques of Print Advertisement	5	Lecture	PPT
1.2	Designing Print Advertisement	3	Lecture	PPT
1.3	Layouts	2	Lecture	PPT
<b>UNIT II: RADIO ADVERTISEMENT</b>				
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
<b>UNIT III:TV ADVERTISEMENT</b>				
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		
<b>UNIT IV: WEB ADVERTISEMENT</b>				
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
<b>UNIT V: SOFTWARE</b>				
5.1	<b>Self-Study:</b> Production Techniques of PSA,	1	Lecture	PPT
5.2	Adobe Photoshop	2	Lecture	Videos from the Internet

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5.3	Illustrator	2	Lecture & Class Assignmen t	Videos from the Internet
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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				
<b>C1</b>	-	Test (CIA 1)		1	-	10Mks		
<b>C2</b>	-	Test (CIA 2)		1	-	10Mks		
<b>C3</b>	-	Assignment		1	-	5 Mks		
<b>C4</b>	-	Open Book Test/PPT		2 *	-	5 Mks		
<b>C5</b>	-	Quiz		2 *	-	5 Mks		
<b>C6</b>	-	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
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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	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	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

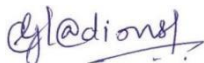
**Note:** ♦ Strongly Correlated – 3♦Moderately Correlated – 2♦Weakly Correlated -1

### 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	19JM5SB 3	Web Designing	Lecture	2	2

**COURSE DESCRIPTION:**

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

**COURSE OBJECTIVES:**

The students will gain competence working with the software/ tools needed for an online journalism.

**UNITS:**

**UNIT I: HTML BASIC**

**[5 HRS]**

Introduction to internet

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

#### **TEXT BOOK:**

#### **Materials taken from the following book:**

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

#### **REFERENCES:**

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.

#### **DIGITAL OPEN EDUCATIONAL RESOURCES**

1. <https://www.wikihow.com/Design-a-Website>
2. [https://www.tutorialspoint.com/internet technologies/website designing.htm](https://www.tutorialspoint.com/internet_technologies/website_designing.htm)
3. <https://www.journaliststoolbox.org>

**COURSE CONTENTS & LECTURE SCHEDULE:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT 1 -HTML BASIC</b>				
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
<b>UNIT 2 -ELEMENTS OF HTML</b>				
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
<b>UNIT 3 – INTRODUCTION TO WEB PUBLISHING</b>				
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

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
3.3	Publishing websites	5	Classroom Activity	Videos and Pictures
<b>UNIT 4 –WEB JOURNALISM</b>				
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
<b>UNIT 5 - CYBER JOURNALISM</b>				
5.1	Impact of Cyber journalism	8	Group Discussion	Google Classroom
5.2	<b>Self-Study:</b> 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 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 %

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<b>K3</b>	<b>3</b>	<b>3</b>	-	-	<b>5</b>	<b>11</b>	-	<b>11</b>	<b>27.5 %</b>
<b>K4</b>	<b>3</b>	<b>3</b>	-	<b>5</b>	-	<b>11</b>	-	<b>11</b>	<b>27.5 %</b>
<b>Non Scholastic</b>	-	-	-	-	-		<b>5</b>	<b>5</b>	<b>12.5 %</b>
<b>Total</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>35</b>	<b>5</b>	<b>40</b>	<b>100 %</b>

<b>CIA</b>	
<b>Scholastic</b>	<b>35</b>
<b>Non-Scholastic</b>	<b>5</b>
	<b>40</b>

## EVALUATION PATTERN

<b>SCHOLASTIC</b>					<b>NON - SCHOLASTIC</b>	<b>MARKS</b>		
<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>C5</b>	<b>C6</b>	<b>CIA</b>	<b>ESE</b>	<b>Total</b>
<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>40</b>	<b>60</b>	<b>100</b>

## UG CIA COMPONENTS

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

\*Should Make an online newspaper and Magazine

Record note to be submitted

### **COURSE OUTCOMES**

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

<b>NO.</b>	<b>COURSE OUTCOMES</b>	<b>KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)</b>	<b>PSOs ADDRESSED</b>
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**

<b>CO/PSO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	1	3	3	3	3
<b>CO2</b>	1	1	2	3	3
<b>CO3</b>	3	2	1	2	3
<b>CO4</b>	1	3	1	3	3
<b>CO5</b>	3	2	1	3	2

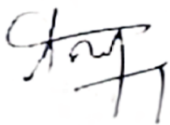
### Mapping of COs with POs

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	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**



**III B.A**

**SEMESTER – V**

*For those who joined in 2022 onwards*

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

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
USJM	22JM5SB 4	Page Layout and Design	PRACTICAL	2	2

**COURSE DESCRIPTION:**

The course enables students to develop understanding of the knowledge base and technical skills in publishing and to demonstrate knowledge and technical expertise in page layout.

**COURSE OBJECTIVES:**

- To enable students to Create layouts grounded on the Principles of Design and Page Layout Concepts.
- To Critique layouts using design vocabulary
- To Develop technical skills in Adobe InDesign, Illustrator, Photoshop.

**UNITS:**

**UNIT I: PAGE LAYOUT**

**[20HRS]**

Definition-Page Layout

Importance of Page Layout in Publishing

Stages of Page Layout, Types of Page Layout

Newspaper size and Layout formats

Contemporary styles vs traditional styles

**UNIT II: BASIC DESIGN PRINCIPLES**

**[20HRS]**

Understanding Design Concepts-Graphic Designing

Elements of Design

Principles of Design

Stages of Design

Color models and formats for images

### **UNIT III: TYPOGRAPHY & INFOGRAPHICS**

**[15HRS]**

Typography: Art & Aesthetics

Types and uses of fonts, white spaces, character count

Comprehension of Type and Format

Infographics-Visual Elements, Tools for creating Infographics

### **UNIT IV: NEWSPAPER DESIGN**

**[15HRS]**

Newspaper Design and Layout: Front page, Artwork, Modular Layout, grid

Layout: Importance, types; elements, contemporary styles vs traditional styles

Technicalities: Paper sizes, grids, margins, columns, left and right flush, centering, justification, rulers, scaling, page numbering, texture, colour

Placement of Advertisements

### **UNIT V: PUBLISHING SOFTWARES**

**[15HRS]**

Adobe FrameMaker, Adobe PageMaker, Adobe InDesign, CorelDraw, Microsoft Publisher, PageStream, and QuarkXPress.

### **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. Lupton, Ellen and Phillips, C. Jonnifer (2008). *Graphic Design: The New Basics*. Princeton Press.
2. Lidwell, William. (2010). 'Universal Principles of Design'. Rockport Publishers.
3. Sarkar, N. N. (2009). *Art and Print Production*. Delhi: Oxford University Press.
4. Polson, K. (2008). The art of infographics - Poynter. Retrieved 21 March 2019, from <https://www.poynter.org/reporting-editing/2008/the-art-of-infographics/>

### **DIGITAL OPEN EDUCATIONAL RESOURCES**

1. <https://www.journaliststoolbox.org/?s=broadcast>

2. <https://loyalistlibrary.com/mediastudies/oer>

**COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT I: PAGE LAYOUT</b>				
1.1	Definition-Page Layout	5	Lecture	PPT
1.2	Importance of Page Layout in Publishing	5	Lecture	PPT
1.3	Stages of Page Layout, Types of Page Layout	3	Lecture	PPT
1.4	Newspaper size and Layout formats	3	Lecture	PPT
1.5	Contemporary styles vs traditional styles	4	Lecture	PPT
<b>UNIT II: BASIC DESIGN PRINCIPLES</b>				
2.1	Understanding Design Concepts-Graphic Designing	4	Lecture	Google Class room
2.2	Elements of Design	4	Lecture	Google Class room
2.3.	Principles of Design	4	Lecture	PPT
2.4	Stages of Design	4	Lecture	PPT
2.5	Color models and formats for images	4	Lecture	PPT
<b>UNIT III: TYPOGRAPHY &amp; INFOGRAPHICS</b>				
3.1	Typography: Art & Aesthetics	5	Lecture	PPT
3.2	Types and uses of fonts, white spaces, character count	5	Class Assignment	PPT

3.3	Comprehension of Type and Format	5	Class Assignment	PPR
<b>UNIT IV: NEWSPAPER DESIGN</b>				
4.1	Newspaper Design and Layout: Front page, Artwork, Modular Layout, grid	5	Lecture	PPT
4.2	Layout: Importance, types; elements, contemporary styles vs traditional styles	5	Lecture	PPT
4.3	Technicalities: Paper sizes, grids, margins, columns, left and right flush, centering, justification, rulers, scaling, page numbering, texture, colour	3	Lecture	PPT
4.4	Placement of Advertisements	2	Lecture	PPT
<b>UNIT V: PUBLISHING SOFTWARES</b>				
5.1	Adobe FrameMaker, Adobe PageMaker, Adobe InDesign,	7	Lecture	PPT
5.2	CorelDraw, Microsoft Publisher, PageStream, and QuarkXPress.	8	Lecture	Google Class room

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				

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	10 Mks.	10 Mks.	5 Mks.	5 Mks.	5 Mks.	35 Mks.	5 Mks.	40 Mks.	
<b>K1</b>	2	2	-	-	-	4	-	4	10 %
<b>K2</b>	2	2	5	-	-	9	-	9	22.5 %
<b>K3</b>	3	3	-	-	5	11	-	11	27.5 %
<b>K4</b>	3	3	-	5	-	11	-	11	27.5 %
<b>Non Schola stic</b>	-	-	-	-	-		5	5	12.5 %
<b>Total</b>	10	10	5	5	5	35	5	40	100 %
<b>CIA</b>									
<b>Scholastic</b>						<b>35</b>			
<b>Non-Scholastic</b>						<b>5</b>			
						<b>40</b>			

## 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

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

Report and Viva Voce

### COURSE OUTCOMES

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

<b>NO.</b>	<b>COURSE OUTCOMES</b>	<b>KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)</b>	<b>PSOs ADDRESSED</b>
CO 1	Learn Page Layout	K1, K2	PSO1
CO 2	Understand the Design Concepts and Graphic Designing	K1, K2	PSO5
CO 3	Gain knowledge in Typography	K1, K2& K3	PSO1, PSO3, PSO5
CO 4	Get hands on experience of Newspaper Design and Layout	K3& K4	PSO1, PSO5

CO 5	Understand the publishing softwares	K2, K4	PSO1, PSO3, PSO5
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**Mapping of COs with PSOs**

CO/PS O	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

**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

**Forwarded By**



**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** & **Skill Development**

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
USJM	22JM6SB6	Digital Media Production	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 DIGITAL LANGUAGE**

**[5 HRS]**

Basics of Writing and Editing in digital platforms  
Language and Journalism

**UNIT –II BLOG STORIES**

**[5 HRS]**

How to create a Blog  
Weaving Interviews into News Stories  
Speech Stories  
Interview Stories

**UNIT –III PRODUCTION OF DIGITAL TEXT**

**[10 HRS]**

Feature Writing  
Types of Feature Stories  
Writing Fliers and Brochures  
Writing Newsletters

**Self-Study:** Obituaries

**UNIT –IV OPINION PIECES**

**[5 HRS]**

Writing News Releases

Writing Opinion Pieces

**UNIT –V FILM TRANSLATION**

**[5 HRS]**

Role of Translation in digital platforms  
Multilingualism in digital content

**TEXT BOOK:**

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

1. Whitaker, Richard et al. *Media Writing*. Routledge, 2009.

**DIGITAL OPEN EDUCATIONAL RESOURCES**

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
<b>UNIT 1 - DIGITAL LANGUAGE</b>				
1.1	Basics of Writing and Editing	3	Lecture	PPT& Pictures - Google classroom
1.2	Language and Journalism	2	Lecture	PPT
<b>UNIT 2 - BLOG STORIES</b>				
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
<b>UNIT 3 – PRODUCTION OF DIGITAL TEXT</b>				
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	<b>Self-Study:</b> Obituaries	2	Classroom Activity	Charts & Pictures

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT 4 –OPINION PIECES</b>				
4.1	Writing News Releases	2	Lecture	PPT
4.2	Writing Opinion Pieces	3	Lecture	Newspaper Clippings and Videos from the Internet
<b>UNIT 5 - FILM TRANSLATION</b>				
5.1	Role of Translation in digital platforms	3	Lecture	PPT
5.2	Multilingualism in digital content	2	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 %

CBCS Curriculum for B.A. Journalism and Mass Communication  
245

<b>Total</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>35</b>	<b>5</b>	<b>40</b>	<b>100 %</b>
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<b>CIA</b>	
<b>Scholastic</b>	<b>35</b>
<b>Non-Scholastic</b>	<b>5</b>
	<b>40</b>

### 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				
<b>C1</b>	-	Test (CIA 1)		1	-	10Mks		
<b>C2</b>	-	Test (CIA 2)		1	-	10Mks		
<b>C3</b>	-	Assignment		1	-	5 Mks		
<b>C4</b>	-	Open Book Test/PPT		2 *	-	5 Mks		
<b>C5</b>	-	Quiz		2 *	-	5 Mks		
<b>C6</b>	-	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
CO1	Understand the essential communication tool for print and	K1, K2	PSO1, PSO5

	broadcast journalists, public relation professionals.		
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 digital media	K3	PSO5

#### Mapping of COs with PSOs

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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


### 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**  
**& Mass Communication**



**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 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)

**UNIT –IV WOMEN'S ACHIEVEMENT**

**[5 HRS]**

Introduction to India's first 4 women Journalists  
Women film Directors in India and Abroad<sup>5</sup>

**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>

**COURSE CONTENTS & LECTURE SCHEDULE:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>1. UNIT 1 -FEMINISM</b>				
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
<b>UNIT 2 - STATUS OF WOMEN</b>				
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
<b>UNIT 3 – MEDIA LAW FOR WOMEN</b>				
3.1	Representation of Women	1	Lecture	PPT
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

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
3.4	Media Law and Women	1	Lecture	PPT
<b>UNIT 4 –WOMEN’S ACHIEVEMENT</b>				
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	<b>Self-Study:</b> Achievements of women media professionals, Women Radio Jockeys, Women Magazine writers	2	Seminar	Newspaper Clippings and Videos from the Internet
<b>UNIT 5 - WOMEN’S POLICY</b>				
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

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

### UG CIA COMPONENTS

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

## 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	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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

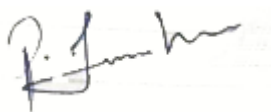
### Mapping of COs with POs

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**

**I B.A**

**SEMESTER – II**

*For those who joined in 2021 onwards*

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

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGOR Y	HRS/W EEK	CREDIT S
USJM	21JM1SL1	Fashion Journalism	SELF LEARNING	NA	2

**COURSE DESCRIPTION:**

This course enables the students to analyse the ways various media: print, visual, and new cover fashion Journalism

**COURSE OBJECTIVES:**

This paper will help students become aware of the advantages and disadvantages of various media used and how to apply this awareness to their fashion coverage

**UNITS:**

**Unit I: FASHION INDUSTRY**

History of Fashion Industry; Popular Fashion Magazines an overview – Femina, Cosmopolitan Era, Women' Era

**Unit II: INTERVIEW TECHNIQUES**

Techniques to interview fashion celebrities; Writing fashion news and features

**Unit III: FASHION JOURNALISM**

Careers in Fashion Journalism - Fashion photography in the field of Advertising;

**Unit IV: FASHION AND MEDIA**

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)

**DIGITAL OPEN EDUCATIONAL RESOURCES:**

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>

**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

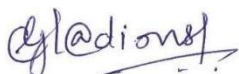
CO5	Apply knowledge about reviewing fashion documentaries	K4	PSO2, PSO4, PSO5
Co6	Comprehend media constitutional fashion laws	K4	PSO2, PSO4

**COURSE DESIGNERS:**

**1.Ms A. Jeno Mary**



**2.Ms. C. Gladious Guna Ranjini**



**Forwarded By**



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

**II B.A**

**SEMESTER – III**

*For those who joined in 2021 onwards*

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

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
USJM	21J3SLJM2	Content Writing & Video Making	SELF LEARNING	NA	2

**COURSE DESCRIPTION:**

This course provides a broad scope for content writing and video film making

**COURSE OBJECTIVES:**

This paper will emphasis on visualization skills to creatively write for video film making

**UNITS:**

**UNIT I: CONTENT WRITING INTRODUCTION**

Need and Importance – Skills of a content writer – types - 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 II: E-CONTENT DEVELOPMENT**

Electronic Content Designing - Development - E-content-Standards – Learning Objects - Re-usability of E-content

**UNIT III: 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 IV: Animation Creation

Stop Motion Animation - Principles of Animation - Calculate and Apply appropriate frame rates - Manipulate animation - Characteristics of well-designed Animation - Past and Current Animation Trends Stopmotion Set-up - Animation Execution.

#### UNIT V: 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.

#### DIGITAL OPEN EDUCATIONAL RESOURCES

1. <https://blog.hubspot.com/marketing/how-to-write-a-video-script-ht>
2. <https://www.videomaker.com/article/3087-video-and-film-script-writing>
3. <https://kartoffelfilms.com/blog/how-to-write-script-for-short-video-tips/>

#### EVALUATION PATTERN

CIA			ESE	Total
TEST	ASST	TOTAL		
20	20	40	60	100

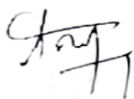
On the successful completion of the course, students will be able to:

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**



**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**  
**SEMESTER – V**

*For those who joined in 2021 onwards*

Entire Course has focus on **Employability**

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
USJM	21JM5SL3	<b>TRAVEL JOURNALISM</b>	SELF LEARNING	NA	2

**COURSE DESCRIPTION:**

This course provides a broad scope for Travel Journalism

**COURSE OBJECTIVES:**

This paper will emphasis on visualization skills to write travel stories

**UNITS:**

**Unit I: TRAVEL JOURNALISM**

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 II: TRAVEL WRITING**

Facts influencing Travel writing; types of travel writing – Travelogues; Articles on Travel

**Unit III: TRAVEL MAGAZINES**

Articles on Specialized topics; Writing informative articles. Writing for Travel magazines, travel and trade;

**Unit IV: CREATIVE WRITING**

Creative travel writing – Techniques to Travel writing, Collecting information, Style of factual and creative writing.

**UNIT V – TRAVEL LITERATURE**

Promotional Literature, Photography for travel magazines and guidebooks, tourism and Globalization; New trends in travel writing.

☐ **REFERENCES**

1. Outlook Traveller, India Today plus, Air magazines(Jet airways, Swagat) - <https://www.outlookindia.com/outlooktraveller/>
2. Travels of Marcopolo
3. Kaul. H.H – Travelers India – OUP – 1997

### 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
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**



**Forwarded By**



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



**II B.A**  
**SEMESTER – III**

*For those who joined in 2021 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	TOTAL HRS
USJM	19UGVAJMC1	Scripting and Videofilm Making	Value Added Crash Course	30

**COURSE DESCRIPTION:**

The learners will acquire a broad and comprehensive range of experience in script writing and handling a camera

**COURSE OBJECTIVES:**

This paper emphasis on visualization skills and desktop publishing using software such as, In-design, Illustrator and Photoshop. It seeks to give the students hand on experience with computers.

**UNITS:**

**Unit I: BASIC OF PHOTOGRAPHY**

History of camera, Storage Mechanism, ISO speed (sensitivity), Shutter speed, Aperture and depth of field

**Unit II: BASICS IN SCREENPLAY WRITING**

Screenplay Elements, Scene Heading, Action, Character, Dialogue, Content analysis  
One-liner, act structure

**Unit III: PRE-PRODUCTION**

Lock Shooting Script, Finalize the Budget, Start your Business, Hire Key Production Heads, Breakdown the Script, Create the Storyboard, Scout & Secure Locations, Cast your Talent, Rev Up the Art Department, Permit & Insurance, Schedule your Shoot, Crew Up, Create a Shot List, Tech Scout, Gear up

#### **Unit IV: PRODUCTION**

Camera Handling, Camera angles, Camera movements, Types of Shot, Reasons for Shot, Shot Division

#### **Unit V: POST PRODUCTION**

Film Editing, Film Distribution, Editing Software, Sound Recording

#### **REFERENCES**

1. Snyder, Blake. *Save the Cat! The Last Book on Screenwriting That You'll Ever Need!* Michael Wiese Productions (14 May 2005)

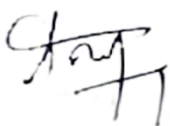
On the successful completion of the course, students will be able to:

<b>NO.</b>	<b>COURSE OUTCOMES</b>	<b>KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)</b>	<b>PSOs ADDRESSED</b>
CO1	Write scripts for short films	K1	PSO4, PSO5
CO2	Handle camera effectively in different angles	K1, K2,	PSO2, PSO4, PSO5
CO3	Learn Camera technology	K1	PSO1, PSO2, PSO5
CO4	Use their creativity in developing storyboard	K1, K2, K3	PSO2, PSO4, PSO5

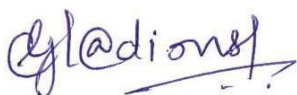
CO5	Shoot a short film and take up careers in the fields of photo journalism	K4	PSO2, PSO4, PSO5
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**COURSE DESIGNERS:**

**1.Ms A. Jeno Mary**



**2.Ms. C Gladious Guna Ranjini**



**Forwarded By**



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

**B.A**

**SEMESTER – III &IV**

*For those who joined in 2021 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	TOTAL HRS
USJM	19UGVAJMC2	Developing Skills for Career in the Radio Industry	SKILL-EMBEDDED VALUE-ADDED COURSE	30

**COURSE DESCRIPTION:**

The learners will acquire a broad and comprehensive range of experience in script writing and handling a camera

**COURSE OBJECTIVES:**

This paper emphasis on visualization skills and desktop publishing using software such as, In-design, Illustrator and Photoshop. It seeks to give the students hand on experience with computers.

**UNITS:**

**Unit I: BASIC OF PHOTOGRAPHY**

History of camera, Storage Mechanism, ISO speed (sensitivity), Shutter speed, Aperture and depth of field

**Unit II: BASICS IN SCREENPLAY WRITING**

Screenplay Elements, Scene Heading, Action, Character, Dialogue, Content analysis  
One-liner, act structure

**Unit III: pre-production**

Lock Shooting Script, Finalize the Budget, Start your Business, Hire Key Production Heads, Breakdown the Script, Create the Storyboard, Scout & Secure

Locations, Cast your Talent, Rev Up the Art Department, Permit & Insurance, Schedule your Shoot, Crew Up, Create a Shot List, Tech Scout, Gear up

#### **Unit IV: PRODUCTION**

Camera Handling, Camera angles, Camera movements, Types of Shot, Reasons for Shot, Shot Division

#### **Unit V: POST PRODUCTION**

Film Editing, Film Distribution, Editing Software, Sound Recording

#### **REFERENCES**

1. Snyder, Blake. *Save the Cat! The Last Book on Screenwriting That You'll Ever Need!* Michael Wiese Productions (14 May 2005)

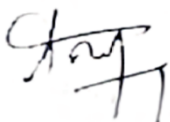
On the successful completion of the course, students will be able to:

<b>NO.</b>	<b>COURSE OUTCOMES</b>	<b>KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)</b>	<b>PSOs ADDRESSED</b>
CO1	understand basic of photography	K1	PSO4, PSO5
CO2	To Know Screenplay Elements	K1, K2,	PSO2, PSO4, PSO5
CO3	Learn pre-production	K1	PSO1, PSO2, PSO5
CO4	Use their creativity in Camera Handling	K1, K2, K3	PSO2, PSO4, PSO5


CO5	Sound Recording and take up careers in the fields of radio jokey	K4	PSO2, PSO4, PSO5
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**COURSE DESIGNERS:**

**1.Ms A. Jeno Mary**



**2.Ms. C Gladious Guna Ranjini**



**Forwarded By**



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