

**FATIMA COLLEGE (AUTONOMOUS)**



**Re-Accredited with “A++” Grade by NAAC (3<sup>rd</sup> Cycle)**

**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>: 2023-2024</b>

**VISION OF THE DEPARTMENT**

DATE-  
Fatima college (Autonomous), Madurai 18

## Minutes of the Board of studies

Name of the department - Journalism & Mass communication  
to be implemented from 2023 - 2024 onwards

Venue: Smart Room

Convened on: 05/04/2023

At: 10 A.M

### Members present:

S Jeno Mary  
Assistant Professor  
Department of Journalism  
& Mass Communication  
Fatima college  
Madurai

Head in charge  
of the  
Department.

Dr. S. Jeneja  
Chairperson  
School of Linguistics &  
Communication  
Madurai Kamaraj Univ.,  
Madurai

University Nominee

J Anockiaraj  
Assistant Editor  
Times of India  
Madurai Bureau  
Times House

Industrialist

DATE-

Alumna

M Sri kunjavaravalli  
Student,  
Dept of Journalism &  
Science Communication  
Madurai Kamaraj Univ.,  
Madurai

C. Gladious Guna Ranjini  
Assistant Professor  
Dept of Journalism &  
Mass communication  
Fatima college  
Madurai

Member of the  
Dept

T. Thamarai yashini  
Assistant Professor  
Dept of JMC  
Fatima College  
Madurai

Member of the  
Dept

R. Sharmila  
Assistant Professor  
Dept of JMC  
Fatima College  
Madurai.

Member of the  
Dept.

### Minutes of the Meeting

Presentation of the Action Taken Report  
based on the minutes of the previous  
BOS meeting conducted for the academic  
year 2022-2023.

S.No Common suggestions offered in the previous board

Action taken during the academic year 2022-23

- |   |   |
|---|---|
| <p>1. The board of studies suggested to introduce four new courses to enhance the curriculum. 22JM2AC2 - Fundamentals of News writing; As this course will deal with the main concepts of Journalism, students ought to learn in detail in the <u>II</u> semester.</p>  | <p>The new course Fundamentals of News writing was implemented.</p> |
| <p>2. 22JM5CP6 - Lab Journal Production - Board suggested that the syllabus needs more practical courses. Hence 'Media Literacy' course which is offered to the students as major core should be changed as 'Non major elective' course with reduction of syllabus. Lab Journal Production course should be offered as the major core practical course.</p> | <p>The new course Lab Journal production was introduced.</p>        |
| <p>3. 22JM5SB4 - Page Layout and Design - This course should be offered as a skill based course instead of Broadcast Media operation</p>  | <p>The new course Page Layout &amp; Design was introduced.</p>      |
| <p>4. 22JM6SB5 - Digital Media Production. This course replaces the previous course 'writing for Media'.</p>  | <p>The new course Digital Media Production was introduced.</p>      |



As per the TANSCHÉ grid, the following new core, elective, Skill enhancement, foundation courses are suggested & passed in the Board of Studies. However TANSCHÉ did not provide syllabus for JMC yet.

S No	Course Code CCI	Course Title with Sem	Relevance to						Scope	Need for introduction
			L	R	N	G	E	E	S	
1	CC1	I Sem Introduction to Journalism and Mass Communication	✓	✓	✓	✓	✓			This Course covers the historic evolution of India.
2	CC2	I Sem Fundamentals of News Reporting and Editing (practical)	✓	✓	✓	✓	✓		✓	This Course enables students to grasp the practical duties & ethics involved in news editing.
3	CC3	II Sem Communication Theories	✓	✓	✓	✓	✓			The goal of this Course is to analyze Communication in a systematic way.

S No	Course Code	Course title with sem	Relevance to				Scope			Need for Introduction
			L	R	N	G	E	E	S	
4	CC4	Layout and Design	✓	✓	✓	✓	✓		✓	This Course enables students to develop the base and technical skills in publishing; Also technical expertise in page layout.

### Elective Course Introduced (Part - III)

S.No	Generic Discipline Specific with sem	Course Code	Course title	Relevance				Scope			Need for Introduction
				L	R	N	G	E	E	S	
1	Generic / JMC Dept	EC1	I Sem Media writing Skills (Practical)	✓	✓	✓	✓	✓		✓	This course will enhance the media writing skills.
2	Generic / JMC Dept	EC2	I Sem Photo Journalism practical	✓	✓	✓	✓	✓		✓	This course enables students to apply photography skills

# Skill Enhancement / Foundation / Ability Enhancement Course (Part IV)

SNo	SEC/ FC/ AECC	Course Code	Course Title	Relevance					Scope		Need for Introduction
				L	R	N	G	E	E	S	
	SEC I Sem	SEC 1	Media Literacy	✓	✓	✓	✓	✓	✓	✓	This Course aims to make the students understand the dynamics behind media messages
	FC I Sem	FC 1	Translation Skills	✓	✓	✓	✓	✓	✓	✓	Translation plays an important role in today's globalized world & multilingual societies.
	SEC II Sem	SEC 2	Media Literacy	✓	✓	✓	✓	✓	✓	✓	This Course aims to make the students understand the dynamics behind media messages
	SEC II Sem	SEC	Crime Reporting	✓	✓	✓	✓	✓	✓	✓	Aims to train students to read FIR copies, checking & write crime copies.



## Introduction of Value - Added Course - Certificate / Diploma / Advanced Diploma

S.No	Course Code	Course Title	MOU with Industry	Skills Sharpened	Course outcome
1	19UGVA JMC1	Computer Skills for Media (Existing course)	Nil	Visualization • DTP Skills • Adobe In design	Students will acquire knowledge of Adobe in Design

## Introduction of purely Skill Embedded Certificate/ Diploma / Advanced Diploma

S.No	Course Code	Course Title	MOU with Industry	Skills Sharpened	Course outcome
1	19UGVA JMC2	Developing Skills for Career in Radio Industry (Existing course)	Nil	Voice Modulation, RT, Dubbing, Managing Radio Pgm listeners	Enable students to deliver the Radio Pgm like a professional

## Other suggestions.

In addition to the summer internship which students will do during the end of Fourth Semester (Summer), students must be sent for internship during the winter clubbing Christmas & pongal holidays - The days can be between (December 15 - Jan 15). This 5th semester winter is the ideal time for students to go on for their second internship. This 30 days of internship in winter should be implemented as media organizations are



expecting students to complete two internships for employment. Also media organizations are offering internships only for 30 days. Both the internships (summer & winter) should be made mandatory to complete the UG degree programme in Journalism and Mass Communication.

2. Skill enhancement courses should be offered as practical courses. As media field demands more of practical knowledge, skill enhancement courses should strictly be practical courses.

3. Industry experts should be invited for Guest Lecture, workshop regularly, so that students get a glimpse of what's happening in the field.

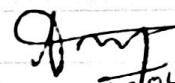
4. As the curriculum of JMC gets diluted by offering elective courses as generic, those elective courses should be considered to offer to the JMC dept students as discipline specific. It will help the students to get their foundation of JMC stronger.

The Meeting came to an end with vote of thanks.

Name & Designation


Signature

Head in charge of S. Jeno Mary  
the Dept.

  
5/10/23

University Nominee

Dr. S. Jenefa

  
05/10/23



## Industrialist

J. Arockiaraj

9/5/23

Atamna

M. Sri kunjavaralli.

John J. Valli  
5/11/23

Member of the  
Dept

C. Gladious Eyna  
Ranjini

gladions  
05/09/28

Member of the  
Dept

T. Thamarai yashini

12/23

Member of the  
Dept

R. sharmila

2. ~~Ref~~  
ospa/23

Dean of Academic Affairs Dr. K. Sangeetha

*Pagella*  
5/4/22

Dr. Sr. G. Celine Sahaya Mary  
Principal

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.

### **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>

**TIMA COLLEGE (AUTONOMOUS), MADURAI-18****DEPARTMENT OF JOURNALISM AND MASS COMMUNICATION****PROGRAMME CODE: USJM****ART – III -MAJOR, ALLIED & ELECTIVES – 95 CREDITS****MAJOR CORE COURSES INCLUDING PRACTICALS -60 CREDITS**

S. NO	SEM.	COURSE CODE	COURSE TITLE	HR S	CRE DIT	CIA Mks	ESE Mks	TOT. MKs
1.	I	23JM1CC1	Introduction to Mass Communication	6	4	40	60	100
2.		23JM1CC2	Fundamentals of Journalism	6	4	40	60	100
3.		23JM1FC	Presentation Skills	6	4	40	60	100
4.	II	23JM2CC3	News Reporting	6	4	40	60	100
5.		23JM2CC4	News Editing	6	4	40	60	100
6.	III	22JM3CC3	Radio and Television Production	6	4	40	60	100
7.		19JM3CP3	Broadcast Journalism	6	4	40	60	100
8.	IV	19JM4CC4	Communication Theories	6	4	40	60	100
9.		19JM4CP4	Television Production	6	4	40	60	100
10.	V	19JM5CC5	Development Communication	5	4	40	60	100
11.		19JM5CC6	Film Studies	5	4	40	60	100
12.		22JM5CP6	Lab Journal Production	5	4	40	60	100
13.		19JM5CP5	Documentary Film Production	5	4	40	60	100
14.	VI	19JM6CC8	Media Management	5	4	40	60	100
15.		19JM6CC9	Basic Media Research	5	4	40	60	100

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

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S. NO	SEM.	COURSE CODE	COURSE TITLE	HR S	CRE DIT	CIA Mks	ESE Mks	TOT. MKs
16.		19JM6CP6	Short Film production	5	4	40	60	100
<b>TOTAL</b>				<b>83</b>	<b>60</b>			

**ALLIED**

S. NO	SEM.	COURSE CODE	COURSE TITLE	HR S	CRE DIT	CIA Mks	ESE Mks	TOT. MKs
1.	III	19JM3AC3	Media Culture and Society	5	5	40	60	100
2.	IV	19JM4AC4	Basics of Advertising	5	5	40	60	100
<b>TOTAL</b>				<b>20</b>	<b>20</b>			

**ELECTIVES**

S.No	S E M	COURSE CODE	COURSE TITLE	HR S	CRE DIT	CIA Mks	ESE Mks	TOT. Mks
1.	I	23JM1EC1/ 23JM1EC2	History of Journalism / Socio Political Issues in India	4	3	40	60	100
2.	II	23JM2EC3/ 23JM2EC4	Basic Computer Application for Media / Mass Media and Society	4	3	40	60	100
3.	V	19JM5ME1	Business Communication	5	5	40	60	100
4.		19JM5ME2	Specialized Reporting			40	60	100
5.	VI	19JM6ME3	Integrated Marketing Communication	5	5	40	60	100
6.		19JM6ME4	Public Relations			40	60	100
7.		19JM6ME5	New Media	5	5	40	60	100
8.		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	HRS	CREDIT	CIA Mks	ESE Mks	TOT. Mks
1.	I	23JM1SE1	Basic Writing Skills	2	2	40	60	100
2.		21G1VE1	Personal Values	1	1	40	60	100
3.	II	21G2VE	Values For Life	1	1	40	60	100
4.		23JM2SE2	Human Rights Reporting	2	2	40	60	100
5.		23JM2SE3	Journalistic Skills	2	2	40	60	100
6.	III	19G3EE1	Environmental Education	1	1	40	60	100
7.		19JM3SB1	Basics of Audio and Video Editing	2	2	40	60	100
8.	IV		Gender Studies	1	1	40	60	100
9.		19JM4SB2	Advertisement Production	2	2	40	60	100
10.	V	19JM5SB3	Web Designing	2	2	40	60	100
11.		22JM5SB4	Page Layout and Design	2	2	40	60	100
12.	VI	22JM6SB5	Digital Media Production	2	2	40	60	100

13.		19JM6SB6	Women and Media	2	2	40	60	100
<b>TOTAL</b>				20	20			

**PART – V –1 CREDIT**
**ALL PART-V**

S.No	SEM.	COURSECODE	COURSE TITLE	HRS	CRED IT	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



COURSE CODE	COURSE TITLE	HRS .	CRED ITS	SEMESTER IN WHICH THE COURSE IS OFFERED	CIA Mks	ESE Mks	TOTAL Mks
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
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/S emes ter	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 –	NA	2	II	40	60	100

	Fashion Journalism						
21J3SLJM2	Self-Learning Course For Advanced Learners – <b>Content Writing &amp; Video Making</b> (Interdisciplinary)	NA	2	III	40	60	100
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 2023 onwards*

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

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
USJM	23JM1CC1	Introduction to Mass Communication	Lecture	5	5

**COURSE DESCRIPTION:**

The course will give students an introduction about Mass Communication.

**COURSE OBJECTIVE:**

- To introduce the fundamentals of Mass Communication to the learners
- To inculcate the knowledge of different types of Communication
- To help them to acquire the knowledge of various avenues of Mass Media
- To enhance the understanding of the role of theories of Mass Communication
- To enhance the knowledge of the various Mass Media audiences

**UNIT I: COMMUNICATION**

**[15HRS]**

Definition, Nature, Scope and Purpose – Communication as a process: Sender, Message, channel, receiver and feedback as basic concepts - Functions of Communication - Uses of Communication – barriers of Communication - models and theories of communication – Lasswell’s model, Berlo’s SMCR model –Shannon and Weaver’s Mathematical model – Osgood and Schramm model

**UNIT II: KIND / TYPES OF COMMUNICATION**

**[15HRS]**

Intra-personal, Interpersonal, Group, Mass Communication etc., - Forms of Communication: Oral, Verbal, Para Language etc.

### **UNIT III: MASS MEDIA**

**[15HRS]**

Print Media: Newspaper, Magazines and other types of periodicals – Broadcast Media / Electronic media: Television and Radio – Folk media - New Media: Internet, www, mobile, radio and television and journals (e journals) through internet and smart phones, social networking (Facebook, Orkut, twitter, LinkedIn, InstaGram etc.,) - Characteristics of different media, their Advantages and Disadvantages, Roles and Functions of various media

### **UNIT IV: BASIC THEORIES OF COMMUNICATION**

**[15HRS]**

Marshall McLuhan's Approach: "Medium is the Message" - Raymond Williams Approach - Characteristics of Mass Society - Sociological Theories: Agenda Setting, Uses and Gratification Theory - An Introduction to Indian Perspectives of communication

### **UNIT V: MASS MEDIA AUDIENCE**

**[12HRS]**

Writing for PSA's - Writing for Radio Jingles - Writing for Television PSA's  
Writing for Television Interviews - Writing for Digital Radio

### **REFERENCES:**

1. Denis McQuail, Mass Communication theory, 1997., Sage Publication, NewDelhi.
2. Understanding Mass Communication, Melvin.L. Defluer, Publishers Distributors, Delhi.
3. Understanding of Media : The Extension of Man, Marshall McLuhan.
4. Abhay chawla, Introduction to Mass communication, Pearson publications,2021.
5. Kevel J.Kumar, Mass communication in India, Jaico publications, 1994.
6. Seema Hasan, Mass communication, principles and concepts, CBS Publishers, 2020.

"Media and Society: Production, Content and Participation" by Nicholas Carah and Eric Louw (2020, SAGE Publications) - <https://www.amazon.com/Media-Society-ProductionContent-Participation/dp/1526468736>

### **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	Introduction of Understanding Communication,	3	Lecture	PPT& Pictures - Google classroom
1.2	Communication Process, Types of Communication,	4	Lecture	PPT
1.3	Classification of Communication Channels	4	Lecture	PPT
1.4	The Nature of Business Communication, Types of Business Communication	4	Discussion	Google classroom
<b>UNIT 2 - Kinds / Types of Communication:</b>				
2.1	Intra-personal	5	Lecture	PPT
2.2	Types	5	Demo	PPT
2.3	Forms of Communication	5	Flipped Classroom	PPT
2.4	Para Language	3	Lecture	PPT
<b>UNIT 3 - Mass Media</b>				
3.1	Print Media	5	Lecture	PPT
3.2	Electronic media	5	Lecture	PPT



Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
3.3	Characteristics of different media	5	Lecture	PPT
<b>UNIT 4 - Basic theories of Communication</b>				
4.1	Marshall McLuhan's Approach	5	Lecture	PPT
4.2	Raymond Williams Approach	5	Lecture	PPT
4.3	Uses and Gratification Theory	5	Lecture	PPT
<b>UNIT 5 - Mass media audience</b>				
5.1	Understanding of audience	6	Group Discussion	Google Classroom
5.2	characteristics of mass audience	6	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 Assessment
	T1  10 Mks.	T2  10 Mks.	Quiz  5 Mks.	Assignment  5 Mks	OBT/ PPT  5 Mks	  35 Mks.	  5 Mks.	  40 Mks.	
K1	2	2	-	-	-	4	-	4	10 %

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

CIA	
Scholastic	35
Non-Scholastic	5
	40

### EVALUATION PATTERN

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

### UG CIA COMPONENTS

			Nos		
<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

**C5** - Quiz 2 \* - 5 Mks

**C6** - Attendance - 5 Mks

## COURSE OUTCOMES

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO1	Recall the skills of fundamentals of Mass Communication	K1, K2	PSO1, PSO4, PSO5
CO2	Remember the various avenues of different types of Communication	K1, K2	PSO2, PSO4, PSO5
CO3	Acquire the skills needed to handle the various avenues of Mass Media	K2, K3	PSO1, PSO2, PSO5
CO4	Utilize the knowledge of theories of Mass Communication while handling the mass media	K3, K4	PSO1, PSO5
CO5	Apply the knowledge of the various Mass Media audiences in his /her profession in media	K2, K3	PSO4, PSO5

### Mapping of COs with PSOs

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

### 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

**I B.A**  
**SEMESTER - I**

*For those who joined in 2023 onwards*

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

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
USJM	23JM1CC2	Fundamentals of Journalism	PRACTICAL	5	4

**COURSE DESCRIPTION:**

The practical course gives experience to student's knowledge about the nuances in Journalism.

**COURSE OBJECTIVES:**

- ✓ Introduce the fundamentals of print media to the learners
- ✓ Inculcate the technical skills of different facets of newspaper industry
- ✓ Help them to apply the important aspects of elements of news
- ✓ Enhance the understanding of the organizational structure of media as industry
- ✓ Enhance them with the skills of preparing the content of newspapers and
- ✓ Periodicals

**UNIT I: JOURNALISM**

**[15HRS]**

Definition - Nature - Scope -Functions -Role of Press in Democracy -Principles of Journalism- The Fourth Estate - Who is a Journalist? - Professional Journalist - Freelance Journalist

**UNIT II: KINDS OF JOURNALISM**

**[15HRS]**

Investigative Journalism - Interpretative Journalism -New Journalism - Development Journalism - Community Journalism - etc., Types of Journals on the basis of their circulation, Interval of Publications, Quality and Content



### **UNIT III: NEWS**

**[15 HRS]**

Definitions – News values / Elements of News – proximity, prominence, oddity, conflict, controversy, timeliness and human interest etc., - Components of News – Structure of a news - Inverted Pyramid Style – lead – body – headline etc.,

### **UNIT IV: ORGANISATIONAL STRUCTURE OF A NEWSPAPER INDUSTRY**

**[15 HRS]**

Organizational structure of a newspaper industry: Editorial Section, Business Section, Mechanical Section, Promotion Section, Data Processing Department, Advertising Department – Administrative Department - News Agencies – Indian and International News Agencies, UNI, PTI, PIB, AFP, REUTERS, AP - News Gathering - Professional Press Organizations.

### **UNIT V: NEWSPAPER AND PERIODICAL CONTENTS**

**[15 HRS]**

Photographs- captions --Editorial – Pictures – Photographs –Cutline – Uses of Cartoons, Comic strips, Gag, Panel etc., – Main Headline – Letters to the editor and other Components of a newspaper

### **REFERENCES:**

- ✓ Parathasarathy, Basic Journalism
- ✓ Mridula menon, Basics of Journalism, Kaniska publications, 2020.
- ✓ Virbala Aggarwal, Handbook of Journalism and Mass communication, concept publishing, 2012.
- ✓ Lynette Sheridan Burns, Understanding Journalism
- ✓ Helen Sissols, Practical Journalism: How to Write News?
- ✓ "Journalism Next: A Practical Guide to Digital Reporting and Publishing" by Mark Briggs (2013, CQ Press) - <https://www.amazon.com/Journalism-Next-Practical-Digital-Publishing/dp/1452227853>
- ✓ "The Elements of Journalism: What Newspeople Should Know and the Public Should Expect" by Bill Kovach and Tom Rosenstiel (2021, Three Rivers Press) -

<https://www.penguinrandomhouse.com/books/23212/the-elements-of-journalism-revised-and-updated-3rd-edition-by-bill-kovach-and-tom-rosenstiel>

## COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT 1 - Journalism:</b>				
1.1	Definition - Nature - Scope - Functions	3	Lecture	PPT
1.2	Role of Press in Democracy - Principles of Journalism- The Fourth Estate - Who is a Journalist?	4	Lecture	PPT
1.3	Professional Journalist - Freelance Journalist	4	Assignment	PPT
<b>UNIT 2 - Kinds of Journalism:</b>				
2.1	Investigative Journalism - Interpretative Journalism -New Journalism	5	Assignment	PPT
2.2	Development Journalism - Community Journalism	5	Assignment	PPT
2.3	Types of Journals on the basis of their circulation, Interval of Publications, Quality and Content	5	Flipped Classroom	PPT
<b>UNIT 3 - Mass Media</b>				
3.1	Definitions - News values / Elements of News - proximity, prominence, oddity, conflict, controversy, timeliness and human interest etc	5	Lecture	PPT

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
3.2	Components of News - Structure of a news - Inverted Pyramid Style - lead - body - headline etc	5	Lecture	PPT
<b>UNIT 4 - Organizational structure of a newspaper industry</b>				
4.1	Editorial Section, Business Section, Mechanical Section, Promotion Section, Data Processing Department, Advertising Department - Administrative Department	7	Lecture	PPT
4.2	News Agencies - Indian and International News Agencies, UNI, PTL, PIB, AFP, REUTERS, AP - News Gathering - Professional Press Organizations	8	Lecture	PPT
<b>UNIT 5 - Newspaper and Periodical Contents</b>				
5.1	Photographs- captions --Editorial - Pictures - Photographs -Cutline	6	Group Discussion	Google Classroom
5.2	Uses of Cartoons, Comic strips, Gag, Panel etc., - Main Headline - Letters to the editor and other Components of a newspaper	6	Case Study Analysis	Newspaper Clippings and Videos from the Internet

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

CIA	
Scholastic	35
Non-Scholastic	5
	40

#### EVALUATION PATTERN

INTERNAL	EXTERNAL	MARKS
40	60	100

### CIA Components

<u>Components</u>	<u>Marks</u>
<u>Record Submission</u>	<u>35</u>
Non-Scholastic	<u>5</u>
<u>Total</u>	<u>40</u>

### **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	Recall the skills of fundamentals of Mass Communication	K1, K2	PSO1, PSO4, PSO5
CO2	Remember the various avenues of different types of Communication	K1, K2	PSO2, PSO4, PSO5
CO3	Acquire the skills needed to handle the various avenues of Mass Media	K2, K3	PSO1, PSO2, PSO5
CO4	Utilize the knowledge of theories of Mass Communication while handling the mass media	K3, K4	PSO1, PSO5
CO5	Apply the knowledge of the various Mass Media audiences	K2, K3	PSO4, PSO5

### Mapping of COs with PSOs

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

### 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

## I B.A

### SEMESTER – I

*For those who joined in 2023 onwards*

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

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
USJM	23JM1EC1	History of Journalism	Elective	5	3

#### COURSE DESCRIPTION

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

#### COURSE OBJECTIVES

This course is designed with the following objectives:

- ✓ Introduce the early forms of language to the learners
- ✓ Inculcate the background of origin of newspapers
- ✓ Help them to acquire the understanding of important facets of the evolution of
- ✓ Indian press
- ✓ Enhance understanding of the origin and growth of tamil journalism
- ✓ Enhance the knowledge of the growth of modern journalism

#### UNITS

##### UNIT -I THE INVENTION OF WRITING:

(10HRS.)

The invention of writing: functions of writing-early forms of writing materials- manuscripts print- Early printing in China, Arab and Europe etc.,



## **UNIT -II A BRIEF HISTORY OF THE GENESIS OF PRINTING (15 HRS.)**

Gutenberg age-The incunabula-Bible printing-William Coxton and his press- Modern publishing from 19th century to present-Joseph Pulitzer and new journalism

## **UNIT -III PRESS IN INDIA (15HRS.)**

A brief review of the evolution of Indian Press - Early printing presses in India- with special reference to J.A.Hickey, Raja Ram Mohan Roy, James Silk Buckingham, M.K.Gandhi, S.Sadanand, and B.G.Horniman -Christian missionaries and printing - Contribution of Ziegen Balg and William Carey and other missionaries - Vernacular Press - News letters and early growth of journalism-East India Company and role of Newspapers and Indian Press in First World war

## **UNIT -IV EARLY NEWSPAPERS IN INDIA: (10HRS.)**

The nationalist movement and the Emergence of journalism- Important newspapers in Indian print history -Bengal gazette-Kesari, Anand Bazaar Patrika etc., - Post independence years

## **UNIT -V THE BEGINNINGS OF THE TAMIL PRESS (10HRS.)**

: Formative factors in the growth of Tamil press-Freedom movement and Tamil press- Press before and after independence- Sudhesa Mithran, India, Navasakthi etc.,- Christian, Dravidian, Communist movements and Tamil journalism

## **REFERENCES**

1. Nadig Krishnamoorthy, Indian Journalism
2. D.S. Metha, Mass Communication and Journalism in India
3. S. Nagarajan, A History of Press in India
4. Rangasamy Parthasarathy, Journalism in India
5. The Press in India: A new history, G.N.S.Raghavan, Gyan publishing house, 1995.

6. History of Printing and Publishing in India, Kesavan, B.S., Volume I, India: National Book Trust, 1997.
7. History of Journalism, Muniruddin, Anmol Publications, New Delhi, 2005.

#### **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 - The invention of writing:</b>				
1.1	The invention of writing:	2	Lecture	PPT& Pictures - Google classroom
1.2	functions of writing, early forms of writing materials	5	Lecture	PPT
1.3	manuscripts print- Early printing in China, Arab and Europe	3	Lecture	PPT
<b>UNIT 2 - A brief history of the genesis of printing</b>				
2.1	Gutenberg age-The incunabula-Bible printing-William Coxton and his press	5	Lecture	PPT
2.2	Modern publishing from 19th century to present	5	Demo	PPT
2.3	Joseph Pulitzer and new journalism	5	Flipped Classroom	PPT
<b>UNIT 3 - Press in India:</b>				
3.1	A brief review of the evolution of Indian Press	5	Lecture	PPT
3.2	Early printing presses in India-with special reference to J.A.Hickey, Raja Ram Mohan Roy, James Silk Buckingham, M.K.Gandhi, S.Sadanand, and	5	Lecture	PPT

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
	B.G.Horniman -Christian missionaries			
3.3	Contribution of Ziegen Balg and William Carey and other missionaries	2	Lecture	PPT
3.4	Vernacular Press - News letters and early growth of journalism- East India Company and role of Newspapers and Indian Press in First World war	3	Lecture	PPT
<b>UNIT 4 - Early newspapers in India</b>				
4.1	The nationalist movement and the Emergence of journalism- Important newspapers in Indian print history	5	Lecture	PPT
4.2	Bengal gazette-Kesari, Anand Bazaar Patrika etc., - Post independence years	5	Lecture	PPT
<b>UNIT 5 - The Beginnings of the Tamil press</b>				
5.1	Formative factors in the growth of Tamil press-Freedom movement and Tamil press	5	Group Discussion	Google Classroom
5.2	Press before and after independence- Sudhesa Mithran, India, Navasakthi etc.,- Christian, Dravidian, Communist movements and Tamil journalism	5	Case Study Analysis	Newspaper Clippings and Videos from the Internet

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

CIA	
Scholastic	35
Non-Scholastic	5
	40

## EVALUATION PATTERN

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

## UG CIA COMPONENTS

		Nos	
<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
CO1	Remember the origin of Journalism	K1, K2	PSO1, PSO4, PSO5
CO2	Demonstrate the growth of journalism	K1, K2	PSO2, PSO4, PSO5

CO3	Acquire the skills needed to handle the various avenues of Mass Media	K2, K3	PSO1, PSO2, PSO5
CO4	Analyze the formative factors of Tamil Journalism	K3, K4	PSO1, PSO5
CO5	Evaluate the important milestones of the history of international Journalism	K2, K3	PSO4, PSO5

#### Mapping of COs with PSOs

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

#### 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

## I B.A

### SEMESTER – I

*For those who joined in 2023 onwards*

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

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
USJM	23JM1EC2	Socio Political Issues in India	Elective	4	3

#### COURSE DESCRIPTION:

This course aims to discuss about the socio political issues in India.

#### COURSE OBJECTIVES:

- ✓ Familiarize the students with the social problems in India
- ✓ Help the learner to acquire the techniques needed to address social issues
- ✓ Be skillful in handling the family issues
- ✓ Be enriched with the skills of writing about health issues
- ✓ Develop the required creativity needed for writing political issues

#### UNITS:

##### Unit I: SOCIAL PROBLEMS IN INDIA

[15HRS]

Social Transformation, Tradition and Modernity, Caste system and its Transformation  
-Demographic Trends in India – Population explosion – Human Development

##### Unit II: COMMUNALISM & SECULARISM

[15HRS]

Uniform Civil Code – Linguistic Division of State – Weaker Sections – Regionalism –  
Reservations Issues – Issues Related to Education.



### **Unit III: FAMILY ISSUES**

**[15HRS]**

Women's Issues, Status – Empowerment, Widowhood – Employment – Issues of Drug Addiction – Juvenile Delinquency – Child Labour – Consumer Rights.

### **Unit IV: HEALTH & ENVIRONMENTAL ISSUES**

**[15HRS]**

Common Health Issues – AIDS – Vaccination – Drugs – Public Health – Government and Health Awareness – Role of Mass Media in Health Awareness – Conservation of nature – Pollution, Global Warming – Government and Environmental Awareness – Role of Mass Media in Environmental Awareness.

### **Unit V: POLITICAL ISSUES**

**[15HRS]**

After Independence – Various political movements: Principles, Bases, Policies & Outcomes – Religion and caste based politics.

### **REFERENCES:**

1. Dr. N.Jayapalan – Social History of India, Mohan Publications, Chennai
2. Dr.G. Venkatesan – History of Contemporary India, JJ Publications, Madurai
3. KL. Khurana – Modern India 1761 to Present Day, Lakshmi Narayan Agarwal Publications, Agra.
4. S.B. Battacherjee – Encyclopaedia of Indian Events and Dates, Sterling Publication Pvt., Ltd, New Delhi.
5. "India Unbound: From Independence to the Global Information Age" by Gurcharan Das (2002, Anchor Books) -  
<https://www.penguinrandomhouse.com/books/20250/india-unbound-by-gurcharan-das/>

6. "The Argumentative Indian: Writings on Indian History, Culture and Identity" by Amartya Sen (2005, Farrar, Straus and Giroux) - <https://us.macmillan.com/books/9780312426026>

7. "India After Gandhi: The History of the World's Largest Democracy" by Ramachandra Guha (2007, HarperCollins) - <https://www.harpercollins.com/products/india-after-gandhi-ramachandra-guha>

### **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 - Social Problems in India</b>				
1.1	Social Transformation, Tradition and Modernity, Caste system and its Transformation	7	Lecture	PPT& Pictures - Google classroom
1.2	Demographic Trends in India - Population explosion - Human Development	8	Lecture	PPT
<b>UNIT 2 - Communalism &amp; Secularism</b>				
2.1	Uniform Civil Code	2	Lecture	PPT
2.2	Linguistic Division of State	5	Demo	PPT
2.3	Weaker Sections - Regionalism	5	Flipped Classroom	PPT
2.4	Reservations Issues - Issues Related to Education.	3	Lecture	PPT
<b>UNIT 3 - Family Issues</b>				
3.1	Women's Issues, Status - Empowerment	4	Lecture	PPT
3.2	Widowhood - Employment	5	Lecture	PPT

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
3.3	Issues of Drug Addiction	2	Lecture	PPT
3.4	Juvenile Delinquency - Child Labour - Consumer Rights	4	Lecture	PPT
<b>UNIT 4 - Health &amp; Environmental Issues:</b>				
4.1	Marshall McLuhan's Approach	5	Lecture	PPT
4.2	Raymond Williams Approach	5	Lecture	PPT
4.3	Uses and Gratification Theory	5	Lecture	PPT
<b>UNIT 5 - Political Issues:</b>				
5.1	Common Health Issues - AIDS - Vaccination - Drugs - Public Health	5	Group Discussion	Google Classroom
5.2	Government and Health Awareness - Role of Mass Media in Health Awareness - Conservation of nature - Pollution, Global Warming	5	Case Study Analysis	Newspaper Clippings and Videos from the Internet
5.3	Government and Environmental Awareness - Role of Mass Media in Environmental Awareness.	5	Lecture	PPT

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

CIA	
Scholastic	35
Non-Scholastic	5
	40

### EVALUATION PATTERN

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

## UG CIA COMPONENTS

			Nos		
<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
CO1	Remember the social problems in India	K1, K2	PSO1, PSO4, PSO5
CO2	Demonstrate the techniques needed to address communalism and secularism.	K1, K2	PSO2, PSO4, PSO5
CO3	Apply the techniques in handling articles written about family issues	K2, K3	PSO1, PSO2, PSO5
CO4	Evaluate the various avenues of health and environmental issues	K3, K4	PSO1, PSO5
CO5	Analyze the contents of the features and editorials addressing political	K2, K3	PSO4, PSO5

### Mapping of COs with PSOs

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

### 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

**I B.A**  
**SEMESTER – I**  
*For those who joined in 2023 onwards*  
Entire Course has focus on **Employability**, **Entrepreneurship** & **Skill Development**

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
USJM	23JM1FC	Presentation Skills	Skill Enhancement Foundation	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:

- ✓ Strengthen presentation skills in English and Regional Language.
- ✓ Develop the skills of managing presentation in English and Regional Language.
- ✓ Improve their quality of speaking in English and Regional Language
- ✓ Enrich the knowledge of managerial skills in public consultation meets
- ✓ Inculcate the knowledge effective speaking

### UNITS

#### UNIT -I PRESENTATION:

(10HRS.)

Definition – Reporting for a presentation – Organizing the material – Writing your presentation – Deciding the presentation method

#### UNIT -II MANAGING YOUR PRESENTATION:

(15 HRS.)

Managing the notes – Working with visual aids – Presenting data – Managing the event – Coping with presentation nerves – Dealing with questions – How to build presentations like a consultant

### **UNIT -III SEVEN QUALITIES OF A GOOD SPEAKER: (15HRS.)**

Self presentation in presentations – remote meetings and presentation – Giving a speech – Presentations in interviews – Presentation in larger groups and conferences – Giving lectures and seminars – Managing a press conference

### **UNIT -IV PUBLIC CONSULTATION MEETINGS (10HRS.)**

Attending public consultation meetings Managing public consultation meetings – Crisis communication

### **UNIT -V COMMUNICATION SKILLS: (10HRS.)**

Facilitation skills – teams, groups and meetings – Effective speaking – question types

### **REFERENCES**

1. "Presentation Zen: Simple Ideas on Presentation Design and Delivery" by Garr Reynolds (2011, New Riders) –
2. "Slide: ology: The Art and Science of Creating Great Presentations" by Nancy Duarte (2008, O'Reilly Media) –
3. "The Presentation Secrets of Steve Jobs: How to Be Insanely Great in Front of Any Audience" by Carmine Gallo (2010, McGraw-Hill Education) – <https://www.mheducation.com/highered/product/presentation-secrets-steve-jobs-gallo/0071636080.html>
4. "The Art of Communicating" by Thich Nhat Hanh (2013, HarperOne) – <https://www.harpercollins.com/products/the-art-of-communicating-thich-nhat-hanh>
5. "Speak With No Fear: Go from a nervous, nauseated, and sweaty speaker to an excited, energized, and passionate presenter" by Mike Acker (2018, Independently published) – <https://www.amazon.com/Speak-No-Fear-nauseated-energized/dp/1980387966>
6. "The Presentation Skills Workbook: How to Create and Deliver a Great Presentation" by Praise Mokhtar – <https://www.skillsyouneed.com/rhubarb/presentation-skills-workbook.html>



7. "Effective Presentations: A Guide to Creating and Delivering Presentations" by the University of Leicester - <https://www2.le.ac.uk/departments/gradschool/training/eresources/presentations>

### **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 - Presentation:</b>				
1.1	Definition - Reporting for a presentation - Organizing the material	5	Lecture	PPT& Pictures - Google classroom
1.2	Writing your presentation - Deciding the presentation method	5	Lecture	PPT
<b>UNIT 2 - Managing your presentation:</b>				
2.1	Managing the notes - Working with visual aids - Presenting data	7	Lecture	PPT
2.2	Managing the event - Coping with presentation nerves - Dealing with questions - How to build presentations like a consultant	8	Demo	PPT
<b>UNIT 3 - Seven qualities of a good speaker:</b>				
3.1	Self presentation in presentations - remote meetings and presentation	5	Lecture	PPT
3.2	Presentations in interviews - Presentation in larger groups and conferences	5	Lecture	PPT

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
3.3	Giving lectures and seminars - Managing a press conference	5	Lecture	PPT
<b>UNIT 4 - Public consultation meetings:</b>				
4.1	Attending public consultation meetings	5	Lecture	PPT
4.2	Managing public consultation meetings	3	Lecture	PPT
4.3	Crisis communication	2	Lecture	PPT
<b>UNIT 5 - Communication skills:</b>				
5.1	Facilitation skills	5	Group Discussion	Google Classroom
5.2	Teams, groups and meetings Effective speaking - question types	5	Case Study Analysis	Newspaper Clippings and Videos from the Internet

Level s	C1	C2	C3	C4	C5	Total Scho lastic Marks	Non Scho lastic Marks C6	CIA Total	% of Assess ment
	T1	T2	Quiz	Assignmen t	OBT/ PPT				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40 Mks.	

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

CIA	
Scholastic	35
Non-Scholastic	5
	40

### EVALUATION PATTERN

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

### UG CIA COMPONENTS

				Nos				
C1	-	Test (CIA 1)		1	-	10Mks		
C2	-	Test (CIA 2)		1	-	10Mks		
C3	-	Assignment		1	-	5 Mks		

<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
CO1	Strengthen presentation skills in English and Regional Language.	K1, K2	PSO1, PSO4, PSO5
CO2	Apply the techniques of presentation in English and Regional Language.	K1, K2	PSO2, PSO4, PSO5
CO3	Analyze their existing presentation skills in English and Regional Language.	K2, K3	PSO1, PSO2, PSO5
CO4	Evaluate their skills in public gathering	K3, K4	PSO1, PSO5
CO5	communicating at the time of crisis as a journalist	K2, K3	PSO4, PSO5

### Mapping of COs with PSOs

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

### 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

**I B.A**  
**SEMESTER – I**

*For those who joined in 2023 onwards*

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

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
USJM	23JM1SE1	Basic Writing Skills	Skill Enhancement	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:

- ✓ Strengthen oral communication skills in English and Regional Language.
- ✓ Develop the skills of writing in English and Regional Language.
- ✓ Improve their vocabulary in English and Regional Language
- ✓ Enrich the knowledge of synonyms, antonyms, idioms and phrases.
- ✓ Inculcate the knowledge of grammar in English and Regional Language.

**UNITS**

**UNIT -I MEANING, IMPORTANCE AND ELEMENTS OF LANGUAGE:(10HRS.)**

General rules of grammar: Tamil and English, Exceptions in mass media writing, tenses etc.

**UNIT -II ESSENTIALS OF GOOD WRITING, TECHNIQUES OF EFFECTIVE WRITING: (5 HRS.)**

Vocabulary Building: Antonyms, Synonyms, Homophones, Word formation (Prefixes and Suffixes) – Technical Jargons – Spelling

### **UNIT -III TYPES OF SENTENCES, THEIR STRUCTURE AND USE: (5HRS.)**

Words and their use - redundancies-words and phrases Functional Grammar- Parts of Speech. Common Grammatical Errors: Errors of Syntax, Concord etc.

### **UNIT -IV USE OF ADJECTIVES AND ADVERBS: (5HRS.)**

Negatives and double negatives transitional devices -Methods of paraphrasing, attribution, and quoting- active voice – passive voice

### **UNIT -V ESSAY WRITING: (5 HRS.)**

Report writing, Focus on Reading, Writing, Listening and Speaking Skills (RWLS)  
Note- making and note taking skills.

### **REFERENCES**

1. John Eastwood, Oxford Practice Grammar, Kehha Bourke, The Grammar Lab.
2. A.R. Kidwai sherin shervani, Writing skills methods and practices, Viva books/originals 2019
3. Terry O' Brien, Modern writing skills,
4. Vocabulary by Michael Ma'carthy and Felicity O'Dell.
5. Raymond Williams - Intermediate English Grammar.
6. Rivers, William and W. Alison, Writing for the media.
7. Robert Cuning, Techniques of media writing.

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

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT 1 - Meaning, importance and elements of language</b>				
1.1	General rules of grammar: Tamil and English	5	Lecture	PPT& Pictures - Google classroom

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
1.2	Exceptions in mass media writing, tenses etc.	5	Lecture	PPT
<b>UNIT 2 - Essentials of good writing, Techniques of effective writing</b>				
2.1	Vocabulary Building: Antonyms, Synonyms, Homophones	3	Lecture	PPT
2.2	Word formation (Prefixes and Suffixes) - Technical Jargons - Spelling	2	Lecture	PPT
<b>UNIT 3- Types of sentences, their structure and use:</b>				
3.1	Words and their use - redundancies-words and phrases Functional Grammar	3	Lecture	PPT
3.2	Parts of Speech. Common Grammatical Errors: Errors of Syntax, Concord etc.,	2	Lecture	PPT
<b>UNIT 4 - Use of adjectives and adverbs:</b>				
4.1	Negatives and double negatives transitional devices	3	Lecture	PPT
4.2	Methods of paraphrasing, attribution, and quoting- active voice - passive voice	2	Lecture	PPT
<b>UNIT 5 - Essay Writing:</b>				
5.1	Report writing, Focus on Reading, Writing, Listening and Speaking Skills (RWLS)	6	Group Discussion	Google Classroom
5.2	Note- making and note taking skills.	6	Case Study Analysis	Newspaper Clippings and Videos



Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
				from the Internet

Level s	C1	C2	C3	C4	C5	Total Scho lastic Mark s	Non Scho lastic Marks C6	CIA Total	% of Assess ment
	T1  10 Mks.	T2  10 Mks.	Quiz  5 Mks.	Assign ment  5 Mks	OBT/ PPT  5 Mks				
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Schol astic	-	-	-	-	-		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
CO1	Strengthen oral communication skills in English and Regional Language.	K1, K2	PSO1, PSO4, PSO5
CO2	Apply the techniques of writing in English and Regional Language.	K1, K2	PSO2, PSO4, PSO5

CO3	Analyze their existing skills in English and Regional Language.	K2, K3	PSO1, PSO2, PSO5
CO4	Evaluate their skills in using synonyms, antonyms, idioms and phrases.	K3, K4	PSO1, PSO5
CO5	Demonstrate their talents in communicating through English and Regional Language.	K2, K3	PSO4, PSO5

### Mapping of COs with PSOs

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

### 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

## I B.A

### SEMESTER - II

*For those who joined in 2023 onwards*

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

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
USJM	23JM2CC3	News Reporting	Lecture	5	5

#### COURSE DESCRIPTION

This course aims to enhance the knowledge about the roles & responsibilities of a reporter.

#### COURSE OBJECTIVE

- ✓ Help them to know the roles and qualities of a reporter
- ✓ Familiarize the students with the fundamental structure of news
- ✓ Strengthen their skills needed for reporting various issues
- ✓ Develop the needed skills of reporting special events
- ✓ Inculcate the knowledge of various aspects of reporting for different media

#### UNIT 1- Concept of News

**14 HRS**

Definitions- Reporter –qualities of a reporter ( Nose for news, Accuracy, speed, objectivity, facts, perseverance....etc.,) - Definition and types of reporters - City reporter - Mofussil reporter - National Correspondent - Foreign correspondent - correspondent (vs) reporter - Lobby correspondent - special correspondent - interpretative reporter - expert reporter - Duties and responsibilities of a reporter - Attributes - tools of a reporter - ground rules of a reporter

**UNIT 2 Basic structure of news****15 HRS**

Inverted Pyramid Style - strengths and limitations - 5Ws and 1H- types of leads - hard news, soft news

**UNIT 3 - News Gathering****16 HRS**

Reporter as a participant –News Sources - Beats - handout, news – Press conferences, Press meets, Handouts, Press Note, Press release-leakages-business news –weather - news-covering politics-Assembly and Parliament-Disasters – events-strikes - international news agencies, Indian news agencies

**UNIT 4 Interview****14 HRS**

Objectives and Functions – Types – Man in the Street Interview – Casual Interview – Personality interview – News interview – News Conference – Briefing from Ministries –Breakfast meeting – Telephone interview – Incubated interview – Kite-flying interview – pre-interview-homework, interviewing – the 4 Ps of an interview – and writing – interview based reports – conducting an interview –writing the report

**UNIT 5 - Types of Reporting****16 HRS**

beat reporting – crime beat – Government - basics of covering accidents, deaths, natural disasters, crime, court, sports, business, budget, politics, elections, speech, seminars and entertainment; investigative reporting – Reporting science and environment

**REFERENCES**

1. Melvin Mencher, News Reporting and Writing, New York, Oxford University Press, 2007
2. Jerry Lanson and Mitchell Stephens, Writing and Reporting the News, New York: Oxford University Press,2008.
3. Ambrish Saxena, Fundamentals of Reporting and Editing, New Delhi: Kanishka Publishers,2007
4. M.K.Verma, News reporting and editing, APH publishing corporation, 2012

5. Jan Johnson yopp, Beth A.Haller, An Introduction to News reporting: A beginning Journalist's guide, 2004
6. Bruce D.Itule, Douglas A.Anderson, News writing and reporting for today's media, 2006
7. Kelly leiter, Julian Harris & Stanley Johnson The complete reporter fundamentals of news gathering and editing, 1999
8. Joan Clayton, Interviewing for Journalists, London: Piatkus Publishers,1994

#### **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 - Concept of News:</b>				
1.1	Definitions- Reporter –qualities of a reporter ( Nose for news, Accuracy, speed, objectivity, facts, perseverance....etc.,) -	2	Lecture	PPT& Pictures - Google classroom
1.2	Definition and types of reporters – City reporter – Mofussil reporter – National Correspondent – Foreign correspondent – correspondent (vs) reporter	4	Lecture	PPT
1.3	Lobby correspondent – special correspondent – interpretative reporter – expert reporter	4	Lecture	PPT
1.4	Duties and responsibilities of a reporter – Attributes – tools of a reporter – ground rules of a reporter	4	Discussion	Google classroom
<b>UNIT 2 - Basic structure of news:</b>				
2.1	Inverted Pyramid Style	5	Lecture	PPT

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
2.2	Strengths and limitations - 5Ws and 1H- types of leads	5	Demo	PPT
2.3	Hard news, soft news	5	Flipped Classroom	PPT
<b>UNIT 3 – News Gathering:</b>				
3.1	Reporter as a participant -News Sources - Beats - handout, news	5	Lecture	PPT
3.2	Press conferences, Press meets, Handouts, Press Note, Press release-leakages-business news - weather news	5	Lecture	PPT
3.3	Covering politics-Assembly and Parliament-Disasters - events-strikes	4	Lecture	PPT
3.4	International news agencies, Indian news agencies	2	Lecture	PPT
<b>UNIT 4 – Interview :</b>				
4.1	Objectives and Functions - Types - Man in the Street Interview	4	Group Discussion	Google Classroom
4.2	Casual Interview -Personality interview - News interview - News Conference - Briefing from Ministries -Breakfast meeting - Telephone interview	5	Case Study Analysis	Newspaper Clippings and Videos from the Internet
4.3	Incubated interview - Kite-flying interview - pre-interview-	5	Lecture	PPT

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
	homework, interviewing - the 4 Ps of an interview - and writing - interview based reports - conducting an interview -writing the report			
<b>UNIT 5 - Types of Reporting</b>				
5.1	Beat reporting - crime beat - Government - basics of covering accidents, deaths, natural disasters, crime, court	6	Group Discussion	Google Classroom
5.2	Sports, business, budget, politics, elections, speech, seminars and entertainment	5	Case Study Analysis	Newspaper Clippings and Videos from the Internet
5.3	Investigative reporting - science and environment	5	Lecture	PPT

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



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

CIA	
Scholastic	35
Non-Scholastic	5
	40

### EVALUATION PATTERN

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

### UG CIA COMPONENTS

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

**C5** - Quiz 2 \* - 5 Mks

**C6** - Attendance - 5 Mks

### COURSE OUTCOMES

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO1	Remember the roles and responsibilities of a reporter.	K1, K2	PSO1, PSO4, PSO5
CO2	Demonstrate the fundamental structure of news.	K1, K2	PSO2, PSO4, PSO5
CO3	Apply the techniques needed for specialized reporting	K2, K3	PSO1, PSO2, PSO5
CO4	Analyse the skills of art, culture and sports reporting	K3, K4	PSO1, PSO5
CO5	Evaluate the various avenues of different types of reporting for media	K2, K3	PSO4, PSO5

### Mapping of COs with PSOs

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

### 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

**I B.A**  
**SEMESTER - II**  
*For those who joined in 2023 onwards*  
**Entire Course has focus on Employability, Entrepreneurship & Skill**  
**Development**

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
USJM	23JM2CC4	News Editing	Practical	5	5

**COURSE OBJECTIVE**

- ✓ Familiarize the students with the fundamentals of news room handling
- ✓ Help the learner to acquire the techniques needed for editing news
- ✓ Be skilful in handling the wire
- ✓ Be enriched with the skills of creating headlines
- ✓ Develop the required creativity needed for developing the editorial page

**UNITS**

**UNIT 1      Qualities and responsibilities of Editor:      (14 HRS)**

News Editor - sub-editor/copy editor -managing editor, associate editor, assistant editor, chief sub-editors-Sunday Editor- Art editor - Sports Editor - readers' editor/ombudsman - news processing - desk operation; editing terminology - Byline - Credit line - Date line

**UNIT 2      Fundamentals of Editing      (15 HRS)**

Condensation - Clarity - Forceful Expression - Accuracy - Avoiding errors in language -copy tasting; editing for verbal clarity and correctness; editing to save space; editing for accuracy, objectivity, consistency, fairness, taste and legal propriety - style books - style book in Tamil by Athithanar

**UNIT 3 Handling Copies      (16 HRS)**

: handling reporters' and correspondents' copies, news agency copies, stringers' and agents' copies, citizen journalists' copies - editing handouts and press releases trimming human interest stories - slashing the roundup - cutting the straight news.

#### **UNIT 4 Headline**

**(14 HRS)**

Headline functions – headline language -Types of headlines – Pyramid, inverted pyramid, Flush Left , Flush Right, Waist Line, Hexagon, streamer / banner, Cross line, skyline, kicker, deck, strapline, label, Topical, question, Quotation Headline etc., headlines for editorial and feature; captions and catchwords; traditional and modern headline styles.

#### **UNIT 5 Editorials**

**(16 HRS)**

: Editorial page versus news pages: editorials, middles, features-types of features - columns and letters to the editor; types of editorials; qualities and responsibilities of a leader writer – Tools for editing: Dictionaries, Encyclopedias, GK books, “Who is who?” books, news index, pictures etc.,- Proof Reading – using computer softwares in editing

#### **REFERENCES**

1. "The Subversive Copy Editor, Second Edition: Advice from Chicago (or, How to Negotiate Good Relationships with Your Writers, Your Colleagues, and Yourself)" by Carol Fisher Saller (2016, University of Chicago Press) - <https://press.uchicago.edu/ucp/books/book/chicago/S/bo21295474.html>
2. "The Art of Editing" by Brian S. Brooks and James L. Pinson (2019, Bedford/St. Martin's) - <https://www.macmillanlearning.com/college/us/product/The-Art-of-Editing/p/1319057577>
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4. "The News Manual: A Handbook for Journalists" by World Association of Newspapers and News Publishers (2008, World Association of Newspapers and News Publishers) - <https://www.thenewsmanual.net/>
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<https://www.simonandschuster.com/books/Editing-and-Design/Chuck-Green/Everything/9781440576228>

6. "News Editing and Design" by Missouri School of Journalism - <https://open.missouri.edu/courses/news-editing-and-design/>
7. "The News Manual: A Professional Resource for Journalists and Editors" by World Association of Newspapers and News Publishers - <https://www.unesco.org/new/en/communication-and-information/resources/publications-and-communication-materials/publications/full-list/the-news-manual-a-professional-resource-for-journalists-and-editors/>

### COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT 1 - Qualities and responsibilities of Editor</b>				
1.1	News Editor - sub-editor/copy editor -managing editor, associate editor	3	Lecture	PPT
1.2	assistant editor, chief sub-editors-Sunday Editor- Art editor - Sports Editor - readers' editor/ombudsman	4	Assignment	PPT
1.3	news processing - desk operation; editing terminology - Byline - Credit line - Date line	4	Assignment	PPT
<b>UNIT 2 - Fundamentals of Editing:</b>				
2.1	Condensation - Clarity - Forceful Expression - Accuracy - Avoiding errors in language -copy tasting; editing for verbal clarity and correctness	7	Assignment	PPT
2.2	editing to save space; editing for accuracy, objectivity, consistency,	8	Assignment	PPT

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
	fairness, taste and legal propriety – style books – style book in Tamil by Athithanar			
<b>UNIT 3 – Handling copies:</b>				
3.1	handling reporters’ and correspondents’ copies, news agency copies, stringers’ and agents’ copies, citizen journalists’ copies	5	Lecture	PPT
3.2	Editing handouts and press releases trimming human interest stories – slashing the roundup – cutting the straight news.	5	Lecture	PPT
<b>UNIT 4 – Headlining :</b>				
4.1	headline functions – headline language -Types of headlines – Pyramid, inverted pyramid, Flush Left , Flush Right, Waist Line, Hexagon, streamer / banner	7	Assignment	PPT
4.2	Cross line, skyline, kicker, deck, strapline, label, Topical, question, Quotation Headline etc., headlines for editorial and feature; captions and catchwords; traditional and modern headline	8	Assignment	PPT
<b>UNIT 5 - Editorials:</b>				
5.1	Editorial page versus news pages: editorials, middles, features-types of features - columns and letters to the editor; types of editorials; qualities and responsibilities of a leader writer	7	<a href="#">Record Work</a>	Google Classroom
5.2	Tools for editing: Dictionaries, Encyclopedias, GK books, “Who is	8	<a href="#">Record Work</a>	Newspaper

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
	who?" books, news index, pictures etc.,- Proof Reading - using computer softwares in editing			Clippings and Videos from the Internet

Level s	C1	C2	C3	C4	C5	Total Scho lastic Mark s	Non Scho lastic Marks C6	CIA Total	% of Assess ment
	T1  10 Mks.	T2  10 Mks.	Quiz  5 Mks.	Assig nmen t  5 Mks	OBT/ PPT  5 Mks				
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Schol astic	-	-	-	-	-		5	5	12.5 %
Total	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

INTERNAL	EXTERNAL	MARKS
40	60	100

## CIA Components

<u>Components</u>	<u>Marks</u>
<u>Record Submission</u>	<u>35</u>
Non-Scholastic	<u>5</u>
<u>Total</u>	<u>40</u>

## 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	Remember the fundamentals of news room operation.	K1, K2	PSO1, PSO5	PSO4,
CO2	Demonstrate the techniques needed for editing news.	K1, K2	PSO2, PSO5	PSO4,
CO3	Apply the techniques in handling copies from different sources	K2, K3	PSO1, PSO5	PSO2,
CO4	Evaluate the various avenues of headline writing in Tamil and English dailies	K3, K4	PSO1, PSO5	
CO5	Analyze the contents of the features and editorials	K2, K3	PSO4, PSO5	

#### Mapping of COs with PSOs

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

#### 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

**I B.A**  
**SEMESTER - II**  
*For those who joined in 2023 onwards*  
Entire Course has focus on **Employability**, **Entrepreneurship** & **Skill Development**

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
USJM	23JM2EC3	Basic Computer Application for Media	Lecture	4	3

### COURSE OBJECTIVE

- ✓ Learn the fundamentals of computers
- ✓ Gain the skills needed to create documents for designing magazines.
- ✓ Be trained in presentation skills
- ✓ Be inculcated with the techniques of preparing content for e-magazines
- ✓ Learn the different types of softwares used for creating magazines

### UNITS

#### **UNIT1 Fundamentals of Computers and Windows (10HRS.)**

History of computers. Computer hardware. Central Processing Unit. Input devices. Output devices. Storage devices. Communication devices. Accessories. Computer software.

#### **UNIT 2 Fundamentals of Windows (15HRS.)**

Introduction to Windows. Working in Windows. Desktop operations. Windows explorer. Manipulation of files and folders. Windows accessories.

#### **Unit 3 Introduction to PowerPoint: (15HRS.)**

Starting PowerPoint. Auto Content Wizard. Working with texts, graphs, pictures, audio, and video in slides. Design templates. Adding transition effects to slides. Adding animation in slides. Previewing the contents.

#### **Unit 4 Meaning and scope of the Internet**

**(10HRS.)**

Surfing the Net. Creating, sending and receiving e-mails using Outlook Express and hosting websites. Browsing the www. Downloading from and uploading to the Internet. Online journalism.

#### **Unit 5 Page making**

**(10HRS.)**

PageMaker, Interfacing, Working with text, Page setup, Printing; Formatting Techniques; Graphics and Drawings. Corel Draw Environment, Working with Objects, Outing, Clipart and Symbols; Control of Object Outlines - Text Creation and Alignment - Bitmap Graphics - Conversions- Graphs - COREL SHOW - Cartoons - Use of colours in publishing concepts-InDesign and E publisher

#### **REFERENCES**

1. Sumita Arora, Computer applications,BPB publications,2020
2. Ashok Arora, Computer fundamentals and applications, Vikas Publishing house, 2015.
3. Computing System Hardware, M. Wells, CambridgeUniversity.
4. Page Maker, Vishnu Priya Singh, Meenakshi Singh, sianPublishers.
5. Multi Media: An Introduction, John Villamil – Casanova, Louis Molina, MacuillanPublishing.
6. "Computer Basics Absolute Beginner's Guide, Windows 10 Edition" by Michael Miller, 2019, Que Publishing, <https://www.quepublishing.com/store/computer-basics-absolute-beginners-guide-windows-10-edition-9780789760413>
7. "A Guide to Microsoft Office 365: Office for the Web" by Edward Jones, 2021, Wiley, <https://www.wiley.com/en-us/A+Guide+to+Microsoft+Office+365%3A+Office+for+the+Web-p-9781119743044>
8. "InDesign CC: Visual QuickStart Guide (2014 release)" by Sandee Cohen, 2014, Peachpit Press, <https://www.peachpit.com/store/indesign-cc-visual-quickstart-guide-2014-release-9780133989653>

**COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT 1 - Fundamentals of Computers and Windows</b>				
1.1	History of computers. Computer hardware. Central Processing Unit. Input devices.	3	Lecture	PPT& Pictures - Google classroom
1.2	Output devices. Storage devices. Communication devices. Accessories. Computer software. Introduction to Windows	3	Lecture	PPT
1.3	Working in Windows	4	Lecture	PPT
<b>UNIT 2 - Fundamentals of Computers and Windows:</b>				
2.1	Introduction to Windows. Working in Windows Desktop operations	5	Lecture	PPT
2.2	Windows explorer	5	Demo	PPT
2.3	Manipulation of files and folders. Windows accessories.	5	Flipped Classroom	PPT
<b>UNIT 3 - Introduction to PowerPoint:</b>				
3.1	Starting PowerPoint. Auto Content Wizard. Working with texts, graphs, pictures, audio, and video in slides	7	Lecture	PPT
3.2	Design templates. Adding transition effects to slides. Adding animation in slides. Previewing the contents.	8	Lecture	PPT
<b>UNIT 4 - Meaning and scope of the Internet</b>				

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
4.1	Surfing the Net. Creating, sending and receiving e-mails using Outlook Express and hosting websites.	5	Lecture	PPT
4.2	Browsing the www. Downloading from and uploading to the Internet. Online journalism.	5	Lecture	PPT
<b>UNIT 5 - Page making:</b>				
5.1	PageMaker, Interfacing, Working with text, Page setup, Printing; Formatting Techniques	5	Group Discussion	Google Classroom
5.2	Graphics and Drawings. Corel Draw Environment, Working with Objects, Outing, Clipart and Symbols; Control of Object Outlines - Text Creation and Alignment	3	Lecture	PPT
5.3	Bitmap Graphics - Conversions- Graphs - COREL SHOW - Cartoons - Use of colours in publishing concepts-InDesign and E publisher	2	Lecture	PPT

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

	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40 Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Schol astic	-	-	-	-	-		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
CO1	Remember the fundamentals of computers	K1, K2	PSO1, PSO4, PSO5
CO2	Demonstrate skills needed to create documents for designing magazines	K1, K2	PSO2, PSO4, PSO5
CO3	Apply presentation skills	K2, K3	PSO1, PSO2, PSO5
CO4	Analyse the content of online journals	K3, K4	PSO1, PSO5
CO5	Evaluate the different types of softwares used for creating magazines	K2, K3	PSO4, PSO5

### Mapping of COs with PSOs

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



### 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

**I B.A**  
**SEMESTER – II**  
*For those who joined in 2023 onwards*  
**Entire Course has focus on Employability, Entrepreneurship & Skill Development**

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
USJM	23JM2EC4	Mass Media and Society	Lecture	4	3

### COURSE OBJECTIVE

- ✓ Help them to know the features of mass media
- ✓ familiarize the students with the types of journals
- ✓ strengthen their skills needed for producing radio programmes
- ✓ develop the needed techniques of producing television programmes
- ✓ inculcate the knowledge of impact of media on society

### UNITS

#### UNIT 1 Mass Media

**(10 HRS.)**

Introduction - Print Media, Electronic media, Digital media, Social media - History and Development –Functions – Usage of mass media by the people.

#### UNIT 2 Journals

**(15 HRS.)**

Classification – Function (Educating, Informing, Entertaining) – Relationship between journals and the people - participation of readers and viewers in the media - kinds of journals- Small Journals (SITRITHALGAL), Women journals, Children journals - Youth journals – Net journals etc.,

#### UNIT 3 Radio

**(15 HRS.)**

Development of AIR – Radio in Tamil Nadu – Functions – Types of programmes for children, women, youth society, Farmers, labourers all – Development of FM in Tamil

(including Kodai FM) programmes – private provides (Sun, Hallo, Radio Mirchy FM etc.,) Listenership survey-web radio – radio garden

#### **UNIT 4 Television and Films:**

**(10 HRS.)**

Television and National Development – Television and Higher Education – Television programmes Genres – Influence of Cinema and Television – Cable Television – DTH – Satellite Television – Types of programmes in Television cinema in Tamil – Documentary and short Films – Indian Newsreel - Film Division – Film Censorship – films in U –tube

#### **UNIT 5 Media and Society:**

**(10 HRS.)**

Effects of journals on Society – Effects of Media on Education, Indian family, children and younger Generation – Violence in the Media and Violence in Society – Impact of Radio, TV and Cinema on society – change of culture by Media - new media and its impact on society

#### **REFERENCES**

1. Mass Communication and Society – David Clark & William Blanken Burg You and Media, New York, Canfield 1973
2. Towards a Sociology of Communication – Denis McQuail, Macmillan, London 1975
3. Broadcasting and the people – NBT, New Delhi, 1985
4. Media and Society: A Critical Perspective" by Arthur Asa Berger (2019, Rowman & Littlefield Publishers) - <https://rowman.com/ISBN/9781538127022/Media-and-Society-A-Critical-Perspective>
5. "Media/Society: Industries, Images, and Audiences" by David Croteau and William Hoynes (2018, Sage Publications) - <https://us.sagepub.com/en-us/nam/media-society/book260791>
6. "Understanding Media and Culture: An Introduction to Mass Communication" by Jack Lule (2019, Flat World Knowledge) - [https://catalog.flatworldknowledge.com/bookhub/reader/298?e=lule\\_1.0-ch01\\_s01](https://catalog.flatworldknowledge.com/bookhub/reader/298?e=lule_1.0-ch01_s01)
7. "Media, Society, World: Social Theory and Digital Media Practice" by Nick Couldry and Damian Tambini (2019, Polity Press) - <https://www.polity.co.uk/book.asp?ref=9781509512638>

8. "The Media and Social Theory" by David Hesmondhalgh and Jason Toynbee (2015, Routledge) - <https://www.routledge.com/The-Media-and-Social-Theory/Hesmondhalgh-Toynbee/p/book/9781138022872>

### **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 - Mass Media:</b>				
1.1	Introduction - Print Media, Electronic media, Digital media, Social media	3	Lecture	PPT
1.2	History and Development - Functions - Usage of mass media by the people.	4	Lecture	PPT
<b>UNIT 2 - Journals:</b>				
2.1	Classification - Function (Educating, Informing, Entertaining)	5	Lecture	PPT
2.2	Relationship between journals and the people - participation of readers and viewers in the media - kinds of journals- Small Journals (SITRITHALGAL),	5	Lecture	PPT
2.3	Women journals, Children journals - Youth journals - Net journals etc.,	5	Lecture	PPT
<b>UNIT 3 - Radio:</b>				
3.1	Development of AIR - Radio in Tamil Nadu - Functions	5	Lecture	PPT
3.2	Types of programmes for children, women, youth society, Farmers, labourers all - Development of FM in Tamil	5	Lecture	PPT

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
	(including Kodai FM) programmes			
3.3	private provides (Sun, Hallo, Radio Mirchy FM etc.,) Listenership survey-web radio - radio garden	5	Lecture	PPT
<b>UNIT 4 - Television and Films:</b>				
4.1	Television and National Development - Television and Higher Education - Television programmes Genres	3	Lecture	PPT
4.2	Influence of Cinema and Television - Cable Television - DTH - Satellite Television - Types of programmes in Television cinema in Tamil	3	Lecture	PPT
4.3	Documentary and short Films - Indian Newsreel - Film Division - Film Censorship - films in U -tube	4	Lecture	PPT
<b>UNIT 5 - Media and Society:</b>				
5.1	Effects of journals on Society - Effects of Media on Education, Indian family, children and younger Generation	5	Lecture	PPT
5.2	Violence in the Media and Violence in Society - Impact of Radio, TV and Cinema on society - change of culture by Media - new media and its impact on society	5	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	
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
CO1	Remember the features of mass media.	K1, K2	PSO1, PSO4, PSO5
CO2	Demonstrate the types of journals	K1, K2	PSO2, PSO4, PSO5

CO3	Apply the techniques needed for producing radio news	K2, K3	PSO1, PSO2, PSO5
CO4	Analyse the contents of television and film	K3, K4	PSO1, PSO5
CO5	Evaluate the various angles of impact of media on society	K2, K3	PSO4, PSO5

### Mapping of COs with PSOs

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

### 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



## I B.A

### SEMESTER - II

*For those who joined in 2023 onwards*

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

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
USJM	23JM2SE2	Human Rights Reporting	Lecture	2	2

#### COURSE OBJECTIVE

- ✓ Familiarise the learner with the understanding of evolution of human rights
- ✓ Be enriched with the knowledge of various theories of human rights
- ✓ Know the development of human rights
- ✓ Inculcate the learner with the knowledge of various rights
- ✓ Be enriched with the knowledge of influence of human rights on mass media

#### UNITS

##### UNIT 1 - Evolution of Human Rights over the centuries (10 HRS)

Human life – enrichment of knowledge - Asserting rights.

##### UNIT 2 Growth of various theories of Human Rights (5 HRS)

Nature's Theory -various philosophical thinkers

##### UNIT 3 Human Rights Development: (5 HRS)

International and National – UNESCO Declaration of Human Rights – Human Rights violations in India and other nations

##### UNIT 4 Growth and Development of various Rights: (5 HRS)

Political rights – Economic rights –cultural and social rights – Abolition of child Labour – Rights of Women and Labour

##### UNIT 5 Human Rights and Mass Media: (5 HRS)

Development of awareness through mass media - print- Electronic Media – Radio and T.V.

## REFERENCES

1. Raja Muthirulandi - Human Rights
2. Mrs. Thilagavathy Paramasivam - Human Rights in English and Tamil
3. C.S.Nirmal- Human Rights
4. Human Rights Journalism: Advances in Reporting Distant Humanitarian Interventions" by Ibrahim Seaga Shaw and Suzanne Franks (published by Routledge, 2020)
5. "Human Rights and Journalism" by Mel Bunce and Suzanne Franks (published by Routledge, 2018)

## COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT 1 - Evolution of Human Rights over the centuries</b>				
1.1	Human life - enrichment of knowledge,	3	Lecture	PPT
1.2	Asserting rights.	4	Lecture	PPT
<b>UNIT 2 - Growth of various theories of Human Rights</b>				
2.1	Nature's Theory -various philosophical thinkers	5	Lecture	PPT
<b>UNIT 3- Human Rights Development:</b>				
3.1	International and National - UNESCO Declaration of Human Rights	3	Lecture	PPT
3.2	Human Rights violations in India and other nations	2	Lecture	PPT
<b>UNIT 4 - Growth and Development of various Rights</b>				

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
4.1	Political rights – Economic rights – cultural and social rights	3	Lecture	PPT
4.2	Abolition of child Labour – Rights of Women and Labours	2	Lecture	PPT
<b>UNIT 5 - Human Rights and Mass Media</b>				
5.1	Development of awareness through mass media - print-Electronic Media – Radio and T.V.	5	Group Discussion	Google Classroom

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 %

<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

### 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	Remember the evolution of human rights	K1, K2	PSO1, PSO5	PSO4,
CO2	Recall the growth of various theories of human rights	K1, K2	PSO2, PSO5	PSO4,
CO3	Apply human rights	K2, K3	PSO1, PSO5	PSO2,
CO4	Analyse human rights in the context of mass media	K3, K4	PSO1, PSO5	
CO5	Evaluate the position of various rights	K2, K3	PSO4, PSO5	

#### Mapping of COs with PSOs

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

#### 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

## I B.A

### SEMESTER – II

*For those who joined in 2023 onwards*

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

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
USJM	23JM2SE3	Journalistic Skills	Lecture	2	2

### COURSE OBJECTIVE

- ✓ familiarize the learner with the understanding of journalism
- ✓ be enriched with the knowledge of elements of news story
- ✓ know how to write a feature
- ✓ inculcate the learner with the knowledge of writing opinion pieces
- ✓ be enriched with the knowledge of headline writing

### UNITS

#### UNIT 1 - Journalism (10 HRS)

Definitions – concept of news – News values, Structure of a news story.

#### UNIT 2 - Element of news story (5 HRS)

5 Ws & H – leads - types of leads – the body -language of news – style of writing – news release – Timing.

#### UNIT 3 - Features (5 HRS)

Feature writing – Difference between feature, News story and articles – types of features – features in newspapers, Radio, TV etc.,

#### UNIT 4 - Opinion Pieces (5 HRS)

Editorial - Review Articles - Middle – Letter to the Editor – column.

#### UNIT 5 - Headline writing (5 HRS)

Tenses – Voices – Verbs – Words – Grammar –Spelling – selection of ‘action words’ (words which occupy less space Ex: Search – raid, enquiry – probe) - types of headlines – types of layout - principles of design - typography

## REFERENCES

1. "The Language of Journalism: A Multi-genre Perspective" by Angela Smith. Published in 2021 by Routledge.
2. "Language and Journalism Today" by Marie Gillespie and Julian Mcdougall. Published in 2018 by Routledge.
3. "Language for Journalists" by Wynford Hicks. Published in 2013 by Routledge.
4. "Language and Power in the Modern World" by Jean Aitchison. Published in 2019 by Cambridge University Press.
5. "The Ethics of Journalism: Individual, Institutional and Cultural Influences" by Wendy N. Wyatt. Published in 2014 by Routledge.
6. "Journalism and the English Language" by Gary Goshgarian. Published by Pearson.
7. "Language and Journalism: An Overview" by Mary Louise Pratt. Published by Indiana University.

## COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT 1 - Journalism:</b>				
1.1	Definitions – concept of news – News values,	5	Lecture	PPT
1.2	Structure of a news story.	5	Lecture	PPT
<b>UNIT 2 - Element of news story:</b>				
2.1	5 Ws & H – leads – types of leads – the body –language of news	3	Lecture	PPT
2.2	style of writing – news release – Timing.	2	Demo	PPT

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT 3 – Features:</b>				
3.1	feature writing – Difference between feature , News story and articles	3	Lecture	PPT
3.2	types of features – features in newspapers, Radio, TV	2	Lecture	PPT
<b>UNIT 4 – Opinion Pieces:</b>				
4.1	Editorial – Review Articles – Middle – Letter to the Editor – column.	5	Lecture	PPT
<b>UNIT 5 – Headline writing:</b>				
5.1	Tenses – Voices – Verbs – Words – Grammar –Spelling – selection of ‘action words’	3	Group Discussion	Google Classroom
5.2	Types of head lines – types of layout – principles of design – typography	2	Case Study Analysis	Newspaper Clippings and Videos from the Internet



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

CIA	
Scholastic	35
Non-Scholastic	5
	40

## EVALUATION PATTERN

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

## UG CIA COMPONENTS

		Nos	
<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
CO1	Remember what is journalism	K1, K2	PSO1, PSO4, PSO5

CO2	Recall the elements of news story	K1, K2	PSO2, PSO5	PSO4,
CO3	Apply the skills of feature writing	K2, K3	PSO1, PSO5	PSO2,
CO4	Analyse opinion pieces published in today's dailies	K3, K4	PSO1, PSO5	
CO5	Evaluate the writing methods of headlines	K2, K3	PSO4, PSO5	

### Mapping of COs with PSOs

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	3	2	3	3
CO2	1	3	2	3	3
CO3	3	3	1	2	3
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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