

DEPARTMENT OF JOURNALISM AND MASS COMMUNICATION

JOURNALISM AND MASS COMMUNICATION (ELECTRONIC MEDIA)
[5 Year Integrated Course]

Semester pattern

Under

CHOICE BASED CREDIT SYSTEM (CBCS)

Outcome Based Education [OBE]

REGULATIONS AND SYLLABUS

Students admitted from the
Academic Year 2023- 2024 and thereafter



PERIYAR UNIVERSITY

(NAAC A GRADE – STATE UNIVERSITY – NIRF RANK 8359 – NIRF Innovation Band 11-50)

Periyar Palkalai Nagar
SALEM – 636 011

Dr.Maa.Thamizhparithi
Asst. Professor

Dr.M.Anuradha
Asso. Professor

Dr.R.Subramani
Asso. Professor

Dr.S.Nandarkumar
Professor and Head

REGULATIONS AND SYLLABUS for the
DEGREE OF MASTER OF ARTS in
JOURNALISM AND MASS COMMUNICATION (ELECTRONIC MEDIA)
[5 Year Integrated Course]

Semester pattern
under
CHOICE BASED CREDIT SYSTEM (CBCS)
(Effective from the Academic Year 2023 - 2024 and thereafter)

REGULATIONS

1. Preamble

The department of Journalism and Mass Communication is established in 2008, to fulfill the vision of Social Reformer, writer and journalist Periyar E. V. Ramaswamy by promoting equal opportunities to students across the country. The department carries vigor and vitality, providing students with excellent opportunities for personal growth and professional excellence. The program focuses to meet the challenges of journalistic profession in the areas of reporting, writing, editing in print, radio and TV; advertising, public relations, media laws and ethics and film studies. Students will become familiar with basic journalistic aspects and understand the various media and their characteristics to master their production and distribution for the development of society at large. The course would help the students to perform different roles, as writers both in print and broadcast media, media producers, media educators, media researchers, PR professionals, film industry professionals etc. The ethical codes that the students learn would help them to carry out their profession conforming to the established rules and regulations, with ethical standards of journalism.

2. Attributes

2.1. General Graduate Attributes

GA 1: Core Knowledge and Understanding the major concepts along with the theoretical and practical value of empirical research findings in historical perspective and be aware of the recent trends in the core topics of journalism.

GA 2: *Critical Thinking & Analysis*

Critically thinks about the theoretical as well as practical phenomenon from a cause and effect perspective by analyzing various factors that might lead to certain media products and outcome.

GA 3: *Research Methods / Project / Practical Knowledge*

Can carry out a research project by identifying the research need, formulate hypothesis, adopt appropriate research design, methods, statistical tools and infer the outcome and present it in an APA format.

GA 4: *Professionalism and Values*

Objectivity, fairness and unbiased ethical values reflects in the professional interaction in human as well as research context.

GA 5: *Communication Skills*

Listens and speaks effectively with intent knowledge of the subject matter and is convincing at individual, social and research setting.

GA 6: *Learning and the Application*

Learnt journalistic principles are applied to personal, social, and organizational issues, in the areas of media management, production and post production.

GA 7: *Entrepreneurship*

Theoretical, practical and production and professional skill sets are imparted to start an entrepreneurial venture like writing, reporting, editing and visual production as well as giving suitable employment.

3. Programme Specific Qualification Attributes

PSQA vs Core attributes mapping

	GA 1	GA 2	GA 3	GA 4	GA 5	GA 6	GA 7
Knowledge (K1)	√	√	√			√	√
Understanding (K2)	√	√	√			√	√
Application (K3)		√	√		√	√	
Analytical (K4)		√	√			√	√
Evaluation capability (K5)		√	√	√	√	√	√
Scientific or synthesis (K6)	√	√	√	√	√		√

4.1. Vision

To holistically develop students who would be contended and successful in dealing with the challenges at personal, professional and social level while practicing journalism.

4.2. Mission

To provide training to handle various challenges in the field of journalism

To conquer the heights of personal and professional excellence in media.

To develop students and scholars with competencies necessary to face the challenges in their fields and professional life, in turn they help others in society.

To initiate the process of creativity and imagination to reach their fullest potential.

To impart value-based knowledge through teaching and research.

5. Programme Objectives and Outcomes

5.1. Programme Educational Objectives (PEO)

PEO 1 To develop fundamental understanding of the way media function

PEO 2 To impart journalistic and media skills to perform in any context

PEO 3 To train to intervene through consistent campaign to address social issues in order to mobile public opinion for a common goal.

5.2. Programme Specific Objectives (PSOs)

PSO 1 To develop mass media skills

PSO 2 To impart conceptualizing and writing skills

PSO 3 To coach pre and post production skills

PSO 4 To train in organizing a media production and its packaging

5.3. Programme outcome (MA Journalism and Mass Communication (Electronic Media))

On successful completion of the MA Journalism and Mass Communication (Electronic Media) programme, the students will be able to:

PO 1 professionally develop in rendering media related services

PO 2 become media professional psychologist capable of taking up an idea for conceptualization, writing and production for distribution in any media format

PO 3 develop research competency in media research

PO 4 enable students to reflect on their interest and aptitudes to become reporter, subeditor in newspapers and magazines; radio programme producer/radio journalist; television producer, programme director and tv journalist; advertising executive, PR executive and campaign planner; work in different capacities in film production; create and design web content; act as a development communicationist;

PO 5 to follow ethical principles in their life and career

PO 6 develop inquisitive abilities to know the reasons behind the social happening

PO 7 make aware of responsibilities to society and the specific communities in which they live

PO 8 analyze the worldly phenomenon from their perspectives for a media output

PO 9 to use scientific reasoning to interpret the problems and causes of phenomenon for better reporting

PEO vs PO

	P01	P02	P03	P04	P05	P06	P07	P08	P09
PE01	√	√	√	√		√		√	√
PE02	√	√	√	√	√	√	√		√
PE03	√	√		√	√	√			

PO Vs GA

	GA1	GA2	GA3	GA4	GA5	GA6	GA7
P01	√	√	√	√	√	√	√
P02	√	√	√	√	√	√	√
P03	√	√	√	√	√	√	
P04	√	√	√	√	√	√	√
P05		√	√	√	√		√
P06	√	√	√		√	√	√
P07				√	√		√
P08					√		√
P09	√	√	√		√	√	√

6. ELIGIBILITY FOR ADMISSION

A pass in Higher Secondary Examination or an Examination accepted as equivalent thereto by the syndicate (**10+2 or 10+3 year Diploma**), subject to such conditions as may be prescribed thereto are permitted to appear and qualify for the **Master of Arts in Journalism And Mass Communication (Electronic Media)** [5 year integrated Course] **degree examination** of this university. This comprises a course of study of three and two academic years (six and four semesters) distinctly. A UG degree will be awarded **Bachelor of Arts [BA] in Journalism and Mass Communication [Electronic Media]** after the successful completion three years. All the papers in the first three years of study will have to be passed in order to progress to the fourth year of study. **Master of Arts in Journalism and Mass Communication (Electronic Media)** will be awarded after the successful completion of fourth and fifth years of study. Those who are unsuccessful at the end of the sixth semester [thirdyear] will have to clear all the pending papers, and rejoin afterwards in the fourth year of study.

7. DURATION OF THE COURSE

The course will be conducted for Five academic year in full timecomprises ten semesters during the study. A separate under graduate degree will be awarded for all the successful students after the completion of the first three years of study. A post graduate degree will be awarded for all the successful students after the completion of fourth and fifth years of study. It is mandatory to complete the first three years successfully in order to move to the fourth year. Those who have not completed the first three years will have to remain out of the course and secure admission to the fourth year in the subsequent batch.

7.1. Structure of the course

7.1. a. The Five year integrated course shall extend over a period of three and two years comprising of six and four semesters respectively with two semesters in one academic year. On successful completion of the first three years [six semesters] a UG degree [**Bachelor of Arts [BA] in Journalism and Mass Communication (Electronic Media)**] will be awarded

7.1.b. Master of Arts [MA] in Journalism And Mass Communication (Electronic Media)

Master of Arts in Journalism and Mass Communication (Electronic Media) will be awarded after the successful completion of fourth and fifth years of study. Those who complete (pass in all papers) the first three years alone will be move to the fourth year of study. It is not possible to carry the arrears at the end of 3rd year to the 4th year of study. Those with arrears will sit out till they complete all the papers prescribed in the first three years and then join the subsequent batch like joining any other post graduate course.

7.2. COURSE OF STUDY

There shall not be less than 90 working days for each semester. Examination shall be conducted at the end of every semester for the respective subjects. The course of study shall comprise instruction in all the subjects according to the syllabus and books prescribed from time to time. The syllabus for various subjects shall be clearly demarcated into five viable units in each paper/subject. Part-I, Part-II, Part-III and Part- IV subjects are as prescribed in the scheme of examination. The course is distinctly demarcated as first three years of study leading to an undergraduate degree followed by the next two years of study for the post graduate degree. Those with un-cleared/ arrear papers in the first three years are not eligible to move to the fourth year of study.

8. EXAMINATIONS

The theory examination shall be **Three hours** duration to each paper at the end of each semester. The candidate failing in any subject(s) will be permitted to appear for each failed subject(s) in the subsequent examination. The practical examinations for the course should be conducted at the end of the semester.

8.1. Revision of Regulations and Curriculum

The University may revise/amend/change the Regulations and Scheme of Examinations, if found necessary.

8.2. Passing Minimum

There is no passing minimum for the continuous internal assessment component. There is a 50% passing minimum for all the end semester external examinations only. The candidate should secure 50% marks [in both internal and external put together] to be eligible in order to declare as having passed.

8.2. (a). Passing Minimum – Theory

The candidate shall be declared to have passed the examination if the student secures **not less than 50 marks** put together **out of 100** (CIA-25 marks and End sem-75) in the University examination in each theory paper.

8.2.(b). Passing Minimum – Practical

The candidate shall be declared to have passed the examination if the candidate secures not less than 50 marks put together out of 100 (**CIA 40 marks and End semester-60 marks**) in the University examination in each practical paper.

8.3. Submission of record note books for practical examinations

Candidates appearing for practical examinations should submit bonafide Record Note Books/Audio, Video CDs DVDs/ Lab journal etc., prescribed for practical examinations; otherwise the candidates will not be permitted to appear for the practical examinations. However, in genuine cases where the students, who could not submit the record note books, they may be permitted to appear for the practical examinations, provided the Head of the department certifies that the candidate has performed the exercises prescribed for the course. For such candidates who do not submit Record Books, NO marks (zero -0) will be awarded for record note books.

8.4. Question Paper Pattern

For M.A. Journalism and Mass Communication (Electronic Media) (5 year Integrated course) with semester system under CBCS

9. CBCS- Structure of the Programme

The programme structure comprises of two parts.

Course Component	No. of Courses	Hours of Learning per week	Marks	Credits
Semester I				
Core Courses	2	10	200	10
Language courses	2	06	200	06
Elective Generic/ Discipline Specific Course	1	03	100	03
Skill Enhancement Course (SEC)	1	03	100	03
Total	7	22	600	22
Semester II				
Core Courses	2	10	200	10
Language courses	3	06	200	06
Elective Generic/ Discipline Specific Course	1	03	100	03
Skill Enhancement Course (SEC)	1	03	100	03
Total	7	22	600	22
Semester III				
Core Courses	2	10	200	10
Language courses	2	06	200	06
Elective Generic/ Discipline Specific Course	1	03	100	03
Skill Enhancement Course (SEC)	1	03	100	03
Total	6	22	600	22
Semester IV				
Core Courses	2	10	200	10
Language courses	2	06	200	06
Elective Generic/ Discipline Specific Course	1	03	100	03
Skill Enhancement Course (SEC)	1	03	100	03
Compulsory Course - Environmental Studies	1	02	100	02
Total	7	24	700	24
Semester V				
Core Courses	5	22	500	22
Elective Generic/ Discipline Specific Course	1	03	100	03
Compulsory Course - Value Education	1	02	100	02
Total	7	27	700	27
Semester VI				
Core Courses	3	15	300	15
Elective Generic/ Discipline Specific Course	1	03	100	03
Skill Enhancement Course (SEC)	1	05	100	05
Compulsory Course - Extension Activity	1	01	100	01
Total	6	24	600	24

Semester VII				
Core Courses	2	08	200	08
Elective Generic/ Discipline Specific Course	2	06	200	06
Skill Enhancement Course (SEC)	1	04	100	04
Compulsory Course - Supportive - I	1	02	100	02
Total	6	20	600	20
Semester VIII				
Core Courses	3	12	300	12
Elective Generic/ Discipline Specific Course	2	06	200	06
Skill Enhancement Course (SEC)	1	02	100	02
Compulsory Course - Human Rights	1	02	100	02
Non-Major Elective	1	02	100	02
Total	8	24	800	24
Semester IX				
Core Courses	5	20	500	20
Elective Generic/ Discipline Specific Course	1	03	100	03
Skill Enhancement Course (SEC)	1	02	100	02
Non-Major Elective	1	02	100	02
Total	8	27	800	27
Semester X				
Core Courses	4	14	400	14
Elective Generic/ Discipline Specific Course	2	06	200	06
Skill Enhancement Course (SEC)	1	02	100	02
Compulsory Course - Extension Activity	1	01	100	01
Total	8	23	800	23
Grand Total	55	241	7100	241

10. Curriculum structure for each semester as per course alignment

Department of Journalism and Mass Communication, Periyar University, Salem-636011. Tamil Nadu

DEGREE OF MASTER OF ARTS in JOURNALISM AND MASS COMMUNICATION (**ELECTRONIC MEDIA**)

[5 Year Integrated Course]

Semester pattern under CHOICE BASED CREDIT SYSTEM (CBCS)
(Effective from the Academic Year 2018 - 2019 and thereafter)

SCHEME OF EXAMINATIONS

(The Scheme of examinations under Choice Based Credit System (CBCS) for different semesters shall be as follows)

Semester I									
Subject Code	Course	Subjects	Credit	Hours			Marks		
				L	T	P	CIA	End Sem	Total
23 IJMC TA01	Language	Tamil-I	3	3			25	75	100
23 IJMC EN 01	Language - II	General English-I	3	3			25	75	100
23 IJMC C01	Core Course-1	Communication Principles & Practices	5	4	1		25	75	100
23 IJMC P01	Core-2 (Practical)	Presentation skills – Practical	5			5	40	60	100
23 IJMC A01	Elective – 1/ generic / Discipline specific / allied/supportive	Fundamentals of Graphic Design (T)	3	3			25	75	100
23 IJMC SB01	Skill Enhancement Course (SEC)	Design software (Gimp/Photoshop) Practical	3			3	40	60	100
			22	13	1	5			600

Semester II									
Subject Code	Course	Subjects	Credit	Hours			Marks		
				L	T	P	CIA	End Sem	Total
23 IJMC TA02	Language - I	Tamil-II	3	3			25	75	100
23 IJMC EN 02	Language -II	General English-II	3	3			25	75	100
23 IJMC C02	Core Course - 3	Writing for Media	5	2	1	2	25	75	100
23 IJMC P02	Core - 4 (Practical)	Graphic Design (Practical)	5			5	40	60	100
23 IJMC A02	Elective – 2/ generic / Discipline specific / allied/supportive	Commercial Broadcasting	3	3			25	75	100
23 IJMC SB02	Skill Enhancement Course SEC-2	Designing Software (Open Sources Editing software)	3	1	1	1	25	75	100
			22	12	01	07			600

M A J M C (Electronic Media) 5 year integrated (UD) REGULATIONS AND OBE SYLLABUS- FROM 2023-2024 and thereafter)
as per TANSCHÉ model framework

Semester III									
Subject Code	Course	Subjects	Credit	Hours			Marks		
				L	T	P	CIA	End Sem	Total
23 IJMC TA03	Language - I	Tamil-III	3	3			25	75	100
23 IJMC EN 03	Language -II	General English-III	3	3			25	75	100
23 IJMC EN 03	Language -II	English-III	3	3			25	75	100
23 IJMC C03	Core course - 5	Audio Visual production - Theory	5	3	1	1	25	75	100
23 IJMC P03	Core - 6 (Practical)	Radio Programme Production techniques- Practical -III	5	1	1	3	40	60	100
23 IJMC A03	Elective - 3/ generic / Discipline specific / aided/ supportive	Digital Photography - Theory	3	1	1	1	25	75	100
23 IJMC SB03	Skill Enhancement Course SEC-2	Desiging Software - 2 (Inkscape/CorelDraw)	3	1	1	1	25	75	100
23 IJMC EV 01	Compulsory	Environment studies (EVS)		1					
			22	13	04	06			600

Semester IV									
Subject Code	Course	Subjects	Credit	Hours			Marks		
				L	T	P	CIA	End Sem	Total
23 IJMC TA 04	Language - I	Tamil-IV	3	3			25	75	100
23 IJMC EN 04	Language -II	General English-IV	3	3			25	75	100
23 IJMC C04	Core Course - 7	Advertising - Theory	5	3	1	1	25	75	100
23 IJMC P04	Core - 8 (Practical)	Audio Visual Programme production - Practical	5	1	1	3	40	60	100
23 IJMC A04	Elective - 4/ generic / Discipline specific / aided/ supportive	Photography - Practical	3		1	2	40	60	100
23 IJMC SB04	Skill Enhancement Course SEC- 4	Audio Editing Software	3	1	1	1	25	75	100
23 IJMC EV 02	Compulsory	Environment studies	2	1			25	75	100
First Internship Training in any Media/Production House in 30 days/4 weeks [to be undertaken during summer holidays] Internship report to be evaluated in Semester V									
			24	12	04	07			700

Semester V									
Subject Code		Subjects	Credit	Hours				Marks	
				L	T	P	CIA	End Sem	Total
23 IJMC C05	Core Course - 9	Media Literacy - Theory	5	3	1	1	25	75	100
23 IJMC C06	Core Course - 10	Citizen Journalism - Theory	5	4	1		25	75	100
23 IJMC C07	Core Course - 11	Folklore Communication	5	3	1	1	25	75	100
23 IJMC P05	Core - 12 (Practical)	Advertising - Practical	5			5	40	60	100
23 IJMC A05	Elective - 5/ generic / Discipline specific / aided/ supportive	Video Editing Software - Practical	3		1	2	25	75	100
23 IJMC P06	Internship / industrial Training	First Internship Report Evaluation	2				40	60	100
		Value Education	2	2			25	75	100
			27	12	04	07			700

Semester VI									
Subject Code		Subjects	Credit	Hours				Marks	
				L	T	P	CIA	End Sem	Total
23 IJMC C08	Core Course - 13	Media Laws and Ethics	5	4	1		25	75	100
23 IJMC C09	Core Course - 14	Digital Journalism	5	3	1	1	25	75	100
23 IJMC P07	Core - 15 (Practical)	AV News Production Practical - VII	5			5	40	60	100
23 IJMC A06	Elective - 6 / generic / Discipline specific / aided/ supportive	Digital Marketing	3	3			25	75	100
23 IJMC PR J01	Professional Competence Skill (Project)	Documentary/Short film Production (Project)	5			5	40	60	100
		Extension Activity	1						100
			24	10	02	11			600
Up to 3 years (6 semesters)			147						4100

Semester VII									
Subject Code		Subjects	Credit	Hours				Marks	
				L	T	P	CIA	End Sem	Total
23 IJMC C10	Core Course - 16	Understanding Human Communication	4	3	1		25	75	100

		(Theory)							
23 IJMC C 11	Core Course - 17	Introduction to Journalism (Theory)	4	4			25	75	100
23 IJMC P08	Core Practical - 8 (Skill Enhancement)	Digital Photography (Practical)	4	2	1	1	40	60	100
23 IJMC DSE 01	Discipline specific Elective-1 (DSE)	Multi-Media Design and content Production (Practical)	3		1	2	40	60	100
23 IJMC DGE 01	Discipline Generic Elective- 2 (DGE)	Public Speaking (Practical)	3	1		2	40	60	100
	Supportive - I	Chosen by the Students from SWAYAM	2	2			25	75	100
			20	12	02	05			600

Semester VIII									
Subject Code		Subjects	Credit	Hours			Marks		
				L	T	P	CIA	End Sem	Total
23 IJMC C13	Core Course - 18	Mediated Communication (Theory)	4	3		1	25	75	100
23 IJMC C14	Core Course - 19	Communication Research Methods (Theory)	4	3	1		25	75	100
23 IJMC C15	Core- 20 (Practical)	News Gathering and Reporting (Practical)	4	3	1		40	60	100
23 IJMC DSE 02	Discipline Specific Elective-3 (DSE)	Multi-Media News Packaging (Practical)	3	1		1	40	60	100
23 IJMC DGE 02	Discipline Generic Elective- 4 (DGE)	Social Media Content Production (Practical)	3	1		1	40	60	100
23 IJMC P09	Skill Enhancement Practical -9	Writing Skills (Practical)	2	1		1	40	60	100
23 IJMC NME1	Non-Major Elective -1 (NME)	Data Visualization and Info Graphic Design (Practical)	2	1		1	40	60	100
	Compulsory	Human Rights	2	1		1	25	75	100
			24	14	02	06			800
Second Internship Training in Media/Production House in 30 days/4 weeks [to be undertaken during summer holidays]. Internship report to be evaluated in Semester X									

Semester IX									
Subject Code		Subjects	Credit	Hours			Marks		
				L	T	P	CIA	En	Total

M A J M C (Electronic Media) 5 year integrated (UD) **REGULATIONS AND OBE SYLLABUS- FROM 2023-2024 and thereafter)**
as per TANSCHÉ model framework

								d Se m	
23 IJMC C16	Core Course – 21	Critical Thinking and Fact Checking (Theory)	4	3	1		25	75	100
23 IJMC C17	Core Course – 22	Media Laws and Ethics (Theory)	4	3	1		25	75	100
23 IJMC C18	Core Course – 23	Strategic Communication (Theory)	4	3	1		25	75	100
23 IJMC P11	Core Practical - 24	Development and Specialized Journalism (Practical)	4	1	1	2	40	60	100
23 IJMC P12	Core Practical - 25	Audio Video Programme Production (Practical)	4	1	1	2	40	60	100
23 IJMC DSE 03	Discipline Specific Elective (DSE)-5	Public Relations and Corporate Communications (Theory)	3	2	1		25	75	100
23 IJMC NME 2	Non Major Elective (NME-II)	News Anchoring and Compeering (Practical)	2	2			40	60	100
23 IJMC P13	Skill Enhancement Practical – 10	Documentary/Short Film Making (Practical)	2	1		1	40	60	100
			27	16	06	05			800

		Semester X							
Subject Code		Subjects	Credit	Hours			Marks		
				L	T	P	CIA	End Sem	Total
23 IJMC C19	Core Course – 26	Media Entrepreneurship and innovation (Theory)	4	3	1		25	75	100
23 IJMC C20	Core Course – 27	Core Project:: Dissertation/Capstone Research Project	4	1		3	40	60	100
23 IJMC C21	Core Course – 28	Lab Journal	4	1		3	40	60	100
23 IJMC DSE 04	Discipline Specific Elective (DSE)-6	Advertising and Digital Marketing strategies	3	1	1	1	25	75	100
23 IJMC DGE 03	Discipline Generic Elective– 7 (DGE)	Event Management (Practical)	3	1		2	25	75	100
23 IJMC P13	Professional competency Skill Enchancement Course (SEC)	PodCast and Video live streaming production (Practical)	2	1		1	40	60	100
23 IJMC P14	Industrial activity -	Internship / Industrial activity – 30 days	2	1		1	40	60	100
	Extension Activities	Field work / Hyper Local and Community Media (Practical)	1			1			100
			23	9	2	12			800
Upto Semester (7 to 10) – Grand Total			94						3000

11. Credit and marks structure for each semester as per course alignment

Department of Journalism and Mass Communication, Periyar University, Salem-636011. Tamil Nadu

Total number of credits and marks									
Course	No of courses	Core	Language	Elective Generic/ Discipline Specific Course	Skill Enhancement Course (SEC)	Compulsory Course	Non-Major Elective	No of credits	Total marks
Semester 1	7	2	2	1	1			22	600
Semester 2	7	2	2	1	1			22	600
Semester 3	6	2	2	1	1			22	600
Semester 4	7	2	2	1	1	1		24	700
Semester 5	7	5		1		1		27	700
Semester 6	6	3		1	1	1		24	600
Semester 7	6	2		2	1	1		20	600
Semester 8	8	3		2	1	1	1	24	800
Semester 9	8	5		1	1		1	27	800
Semester 10	8	4		2	1	1		23	800
Grand total	69	30	10	13	09	07	02	235	6900

12. Credit Calculation

Method of teaching	Lecture	Tutorial / Demonstration	Practical/Internship/ self-Learning
Hours	1	1	2
Credits	1	1	1

13. Examinations

Examinations are conducted in CBCS semester pattern. Continuous Internal assessment tests and end semester examinations are conducted during November/December for odd semesters and during April/May for even semesters. Candidates who fail to secure passing minimum marks in either theory or practical or project or internship will reappear as per university norms.

14. Scheme for Evaluation and Attainment Rubrics

14.1. A.THEORY – Internal Marks Distribution [CIA] (Total Marks: 25)

The Continuous Internal assessment tests and end semester examination will be conducted adhering to the CBCS norms.

Attainment Rubrics for Theory Courses

Evaluation of Internal (Max. Marks – 25) (No Internal Minimum Evaluation of End Semester Examinations)
Evaluation of Internal Assessment

Tests : 10 Marks [5+5]	Seminar : 5 Marks	Assignment : 5 Marks	Attendance : 5 Marks	Total : 25 Marks
---------------------------	-------------------	----------------------	----------------------	------------------

14.1. B.THEORY – External Marks Distribution [End Semester] (Total Marks: 75)

Question Paper Pattern [End Sem] (Total Marks: 75)
(Answer ALL questions), (Two questions from each unit)

Section/Part	Approaches	Mark Pattern	K level	CO coverage
PART - A	Multiple Choice	(20 x 1 = 20 Marks)	K1-K3	A
PART - B	250 words Short answers-Analytical type (Answer ALL questions) & (One question from each unit with Either or Internal Choice)	(5 x 3 = 15 Marks)	K-4	B
PART - C	500 to 1000 words-Essay type (Answer ALL	(5x 8 = 40 Marks)	K1-K4	C

	questions) & (One question from each unit with Either or Internal Choice)			
--	---	--	--	--

14.2. PRACTICAL Marks Distribution & Question paper Pattern for Practicals [External [EA]: 60 Marks & Internal [CIA]: 40 Marks]= (Max. Marks: 100)

15. Grading System

Evaluation of performance of students is based on ten-point scale grading system as given below.

Ten Point Scale			
Grade of Marks	Grade points	Letter Grade	Description
90-100	9.0-10.0	O	Outstanding
80-89	8.0-8.9	D+	Excellent
75-79	7.5-7.9	D	Distinction
70-74	7.0-7.4	A+	Very Good
60-69	6.0-6.9	A	Good
50-59	5.0-5.9	B	Average
00-49	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

16. Commencement of this Regulation

These regulations shall take effect from the academic year 2018-19, i.e. for students who are admitted to the first year of the course during the academic year 2018-2019 and thereafter.

17. Transitory Provision

Candidates who were admitted to the five course of study before 2018-19 shall be permitted to appear for the examinations under those regulations for a period of **two years** i.e., up to and inclusive of the examination of **April/May 2013**. Thereafter, they will be permitted to appear for the examination only under the regulations in force

M.A Journalism and Mass Communication (Electronic Media) 5 Year Integrated Course –TANSCHÉ template for I to VI Semester

Semester I	Credit	Hrs	Semester II	Credit	Hrs	Semester III	Credit	Hrs	Semester IV	Credit	Hrs	Semester V	Credit	Hrs	Semester VI	Credit	Hrs
1.1. Language – Tamil – I	3	3	2.1. Language - Tamil –II	3	3	3.1. Language - Tamil – III	3	3	4.1. Language - Tamil – IV	3	3	5.1 Core Course –CC 9 – Media Literacy	5	5	6.1 Core Course – CC 13 – Media Laws and Ethics	5	5
1.2 Genral English - I	3	3	2.2 Genral English -II	3	3	3.2 Genral English-III	3	3	4.2 Genral English- IV	3	3	5.2 Core Course – CC 10 - Citizen Journalism	5	5	6.2 Core Course – CC 14 - Digital Journalism	5	5
1.3 Core Course – 1 Communication Principles & Practice	5	5	2.3 Core Course – CC 3 – Writing for Media	5	5	3.3 Core Course – CC 5 – Audio Visual Production	5	5	4.3 Core Course – CC 7 – Advertising	5	5	5.3. Core Course - CC 11 – Folklore Communication	5	5	6. Core Course – CC 15 – AV News Production(Practical) –VII	5	5
1.4 Core Course -2 Presentation Skills (Practical) - I –	5	5	2.4 Core Course - 4 – II – Graphic Design (Practical)	5	5	3.4 Core Course - 6– Radio Program Production Technique (Practical) –III	5	5	4.4 Core Course - 8– Audio Visual Program Production (Practical) – IV	5	5	5.4 Core Course – CC – 12 – Advertising Practical (Practical) –V	5	5	6.4 Skill Enhancement (Project) I – Documentary Production – Project	5	3
1.5 Elective – 1 Generic/ Discipline Specific / Allied / Supportive – Fundamentals of Graphic Design	3	3	2.5 Elective – 2 Generic/ Discipline Specific / Allied / Supportive – Commercial Broadcasting	3	3	3.5 Elective – 3 Generic/ Discipline Specific / Allied / Supportive – III – Digital Photography	3	3	4.5 Elective – 3 Generic/ Discipline Specific / Allied / Supportive - Photography Practical	3	3	5.5 Skill Enhancement (Internship) – VI Internship Evaluation- I	3		6.5 Elective – 4 Generic/ Discipline Specific / Allied / Supportive - Digital Marketing	3	3
1.6 Skill Enhancement Course SEC-1 – Designing Software (Gimp/	3	3	2.5 Skill Enhancement Course SEC-2 Designing Software (Open	3	3	3.6 Skill Enhancement Course SEC-2, (Entrepreneurial Skill) – Designing software – 2	3	3	4.6 Skill Enhancement Course SEC-3- Audio Editing Software	3	3	5.6 Skill Enhancement Course - Video Editing Software	3	3	6.6 Extension Activity	1	

M A J M C (Electronic Media) 5 year integrated (UD) REGULATIONS AND OBE SYLLABUS- FROM 2023-2024 and thereafter)
as per TANSCHÉ model framework

Photoshop)			Sources Editing software)			(Inkscape/ CorelDraw)											
1.7 Ability Enhancement Compulsory Course (AECC) Soft Skill-1 (Effective English – Language Proficiency for Employability)	2	2	2.6 Ability Enhancement Compulsory Course (AECC) Soft Skill-2 (Effective English – Language Proficiency for Employability)	2	2	3.7 Value Education	2	2	4.7 Ability Enhancement Compulsory Course (AECC) Soft Skill-3 Fundamentals (Digital Skills for Employability)	2	1				6.7 Professional Competence Skill - Employability Readiness	2	2
									4.8 Environment Studies (EVS)	2	2						
									1Month / 4 weeks Summer Internship / Industrial Training. This will be evaluated in 5 th semester.								
	22	24		22	24		23	23		26	26		26	26		26	26
Total Credits																145	

M.A Journalism and Mass Communication (Electronic Media) 5 Year Integrated Course – TANSCHÉ Template for VII to X Semester

Semester VII	Credit	Hrs	Semester VIII	Credit	Hrs	Semester IX	Credit	Hrs	Semester X	Credit	Hrs
7.1 Core Course - CC	4	4	8.1 Core Course - CC 19 –	4	4	9.1 Core Course - CC 22	4	4	10.1 Core Course -	4	4

M A J M C (Electronic Media) 5 year integrated (UD) REGULATIONS AND OBE SYLLABUS- FROM 2023-2024 and thereafter)
as per TANSCHÉ model framework

16 – Understanding Human Communication			Mediated Communication			– Critical Thinking and Fact Checking			CC 25– Media Entrepreneurship and Innovation		
7.2 Core Course - CC 17 – Introduction to Journalism	4	4	8.2 Core Course - CC 20 – Communication Research Methods	4	4	9.2 Core Course - CC 23 – Media Laws and Ethics	4	4	10.2 Core Course – CC 26 – Core Project – Dissertation/ Capstone Project with Viva-Voce	4	6
7.3 Skill Enhancement (Practical) – 8–Digital Photography (Practical)	4	8	8.3 Core Course - CC 21 – News Gathering and Reporting (Practical)	4	4	9.3. Core Course - CC 24- Strategic Communication	4	4	10.3 Core Course – Lab Journal (Video Magazine)	4	6
7.4. Elective Generic/ Discipline Centric – Multi Media Design & Content Production (Practical)	3	3	8.4 / Discipline Specific Elective –Multi-Media News Packaging (Practical)	3	4	9.4 – Core Course – 10 – Development and Specialized Journalism (Practical)	4	4	10.4 Discipline Specific Elective - Advertising and Digital Marketing	3	
7.5 Elective Generic Course- 1 - Public Speaking (Practical)	3	5	8.5 Discipline Generic Elective Social Media Content Production (Practical)	2	4	9.5 Core Course – Audio- Video Programme Production (Practical)	4	4	10.5 Discipline Centric Elective - Event Management (Practical)	3	
7.6 Elective – Generic/ Discipline Specific / Allied / Supportive – 1 SWAYAM	2	2	8.6 Skill Enhancement – Writing Skills (Practical)	3	4	9.6 Discipline Specific Elective Public Relations and Corporate Communication (Thoery)	3	3	10.6 Professional Competency / Skill Enhancement Course Podcast and Video Live Steaming Production(Practical)	2	4

M A J M C (Electronic Media) 5 year integrated (UD) REGULATIONS AND OBE SYLLABUS- FROM 2023-2024 and thereafter)
as per TANSICHE model framework

			8.7 Non-Major Elective – Data Visualization and Info Graphic Design	2	2	9.7 - Non-Major Elective- News Anchoring and Compeering(Practical)	2	2	10.7 Industrial Activity – Internship	2	6
			8.8 Allied Course/ Supportive / compulsory/ – HUMAN RIGHTS	2	2	9.8.- Skill Enhancement (Practical) –Documentary/ Short Film Making	2	3	10.8 – Extension Activity – Field Work / Hyper Local Community Media (Practical)	1	
			8.9 Summer Internship -2/ Industrial Training 30days /4 weeks. This will be evaluated in 10 th semester.								
	20	30		24	30		27	30		23	30
Total Credits										94	

Total Credits upto 6th Semester - 145

Total credits From 7- 10 Semster – 94

239

முதற் பருவம்

தாள்-1 : இக்கால இலக்கியங்களும் உரைநடையும்

Sem-I	Subject code	Subject	Credits	L	P	T	CIA	End Sem	Total
	23 IJMC TA01	Language- Tamil-I	3	3			25	75	100

பொதுத்தமிழ் -1(semester-I)

Pre-Requisite	பன்னிரெண்டாம் வகுப்பில் தமிழை ஒரு பாடமாக பயின்றிருக்கவேண்டும்.			
Learning Objectives				
The Main Objectives of this Course are to:	<ul style="list-style-type: none"> முதலாமாண்டுப் பட்டவகுப்புமாணவர்களுக்குத் தமிழ் மொழி இலக்கியங்களை அறிமுகம் செய்தல். தற்கால இலக்கியப் போக்குகளையும் இலக்கணங்களையும் மாணவர்கள் அறியுமாறு செய்து அவர்களின் படைப்பாற்றலைத் தூண்டுதல். தமிழ் இலக்கியம் சார்ந்த போட்டித் தேர்வுகளுக்கு ஏற்பகற்பித்தல் நடைமுறைகளை மேற்கொள்ளுதல். 			
Expected Course Outcomes				
On the Successful completion of the Course, Students will be able to	இப்பாடத்தை கற்பதால் பின்வரும் பயன்களை மாணவர் அடைவர்			
CO 1	பாரதியார் காலந்தொட்டுத் தற்காலப் புதுக்கவிதைகள் வரைகவிதை இலக்கியம் அறிமுகப்படுத்தப்படுவதால் படைப்பாற்றல் திறன் பெறுதல்.			K1;K2
CO 2	புதுக்கவிதை வரலாற்றினை அறிந்து கொள்வர்			K2
CO 3	இக்கால இலக்கியவகையினைக் கற்பதன் மூலம் படைப்பாக்கத் திறனைப் பெறுவர்.			K4
CO 4	மொழியறிவோடு சிந்தனைத்திறன் அதிகரித்தல்.			K3
CO 5	தமிழ்மொழியைப் பிழையின்றி எழுதவும், புதிய கலைச் சொற்களை உருவாக்கவும் அறிந்து கொள்ளுதல்.			K4
K1 -Remember;K2-Undestand;K3-Apply;K4-Analyze;K5-Evaluate;K6-Create				
Unit-I	மரபுக் கவிதை			18hours
1.	பெ. சுந்தரனார் - தமிழ்த் தெய்வவணக்கம்			
2.	பாரதிதாசன்- சிறுத்தையே வெளியில் வா			
3.	கவிமணி - புத்தரும் சிறுவனும்			
4.	முடியரசன் - மொழி உணர்ச்சி			
5.	கண்ணதாசன் - ஆட்டனத்தி ஆதிமந்தி - ஆதிமந்தி புலம்பல்			
6.	சுரதா - துறைமுகம் (வினாத்தாள்)			
7.	தமிழ் ஒளி - கடல்			

Unit-II	புதுக்கவிதை	18hours
1. அப்துல் ரகுமான் - வீட்டுக்கொருமரம் வளர்ப்போம் 2. ஈரோடுதமிழன்பன் - சென்ரியூ கவிதைகள் (1.கல்லூரியிலிருந்து - ப.15, 2.சிலைக்கு வெளியே- ப.40, 3.அயர்ந்த தூக்கத்தில் - ப.55, 4.தொட்டிமீன்-ப.86, 5. தண்டனைகளைவைத்து - ப.100) மேற்கண்டதொடங்கும் கவிதைகள். 3. வைரமுத்து - பிற்சேர்க்கை 4. மு.மேத்தா - வாழைமரம் 5. அறிவுமதி - வள்ளும் பத்து 6. ந.முத்துக்குமார் - ஆனந்தயாழைமீட்டுகிறாய் 7. சுகிர்தராணி - சபிக்கப்பட்டமுத்தம் 8. இளம்பிறை - நீளமுதமுக்கும் எனதுஅழகு		
Unit-III	சிறுகதைகள்	18hours
1. வாய்ச்சொற்கள் - ஜெயகாந்தன் (மாலையக்கம் தொகுப்பு) 2. கடிதம் - புதுமைப்பித்தன் 3. கரு - உமாமகேஸ்வரி 4. முள்முடி - தி.ஜானகிராமன் 5. சிதறல்கள் - விழி.பா.இதயவேந்தன் 6. காதிதஉறவு - சு.சமுத்திரம் 7. வீட்டின் மூலையில் சமையல் அறை - அம்பை 8. (மொழிபெயர்ப்புக்கதை) ஆண்டன் செக்காவ் - நாயக்காரர் சீமாட்டி,சந்தியாபதிப்பகம்.		
Unit-IV	பாடம் சார்ந்த இலக்கியவரலாறு	18hours
1.20-ஆம் நூற்றாண்டுகவிஞர்பெருமக்கள் 2.கவிதையின் வகையும்,வளர்ச்சியும் 3.தமிழ் உரைநடையின் தொற்றமும் வளர்ச்சியும் 4.தமிழ்ச் சிறுகதையின் தோற்றமும் வளர்ச்சியும் 5.மொழிபெயர்ப்புகள் தோற்றமும் வளர்ச்சியும்	மொழித்திறன் போட்டித் தேர்வு	
1. பொருள் பொதிந்தசொற்றொடர்அமைத்தல் 2.ஓர் எழுத்துஒருமொழி 3.வேற்றுமை உருபுகள் 4.திணை,பால்,எண், இடம் 5.கலைச்சொல்லாக்கம்,மொழிபெயர்ப்பு		
Total Lecture Hours		90hours

Reference Books

● தமிழ் இலக்கியவரலாறு-சிற்.பி. பாலசுப்பிரமணியன்
● புதியநோக்கில் தமிழ் இலக்கியவரலாறு-தமிழண்ணல்
● வகைமைநோக்கில் தமிழ் இலக்கியவரலாறு- எ.ப.பாக்கியமேரி

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO1	PSO 2
CLO1	3	2	3	3	3	2	2	2	3	2	3	2
CLO2	3	3	2	2	2	3	2	3	3	2	2	2
CLO3	3	2	3	3	2	2	2	3	2	3	3	2
CLO4		3	3	2	2	2	3	2	3	2	3	3
CLO5	3	3	2	2	2	3	3	2	2	2	3	3

Related Online Contents[MOOC,SWAYAM,NPTEL,Websitesetc.]

WebSources

- TamilHeritageFoundation-www.tamilheritage.org <http://www.tamilheritage.org>
- TamilvirtualUniversityLibrary-www.tamilvu.org/libraryhttp://www.virtualvu.org/library
- ProjectMadurai-www.projectmadurai.org.
- ChennaiLibrary-www.chennailibrary.com <http://www.chennailibrary.com>.
- TamilUniversalDigitalLibrary-www.ulib.prg <http://www.ulib.prg>.
- TamilE-BooksDownloads-tamilebooksdownloads.blogspot.com
- TamilBooksonline-books.tamilcube.com
- CatalogueoftheTamilbooksintheLibraryofBritishCongressarchive.org
- Tamilnovelsonline-books.tamilcube.com

TOOLS FOR ASSESSMENT

CIA Test – 1	CIA Test – 2	Assignment	Seminar	Attendance	Total
5 marks	5 marks	5 marks	5 marks	5 marks	25 marks

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signature			

Sem-I	Subject code	Subject	Credits	L	P	T	CIA	End Sem	Total
	23 IJMC EN 01	General English-I	3	3			25	75	100

Curriculum/Course Objectives (CO)

CO1	To enable learners to acquire the linguistic competence necessarily required in various life situations.
CO2	To help them understand the written text and able to use skimming, scanning skills
CO3	To assist them in creative thinking abilities
CO4	To enable them become better readers and writers
CO5	To assist them in developing correct reading habits, silently, extensively and intensively

UNIT- I Poetry

1. A Patch of Land - Subramania Bharati
2. The Sparrow - Paul Laurence Dunbar
3. A Nation's Strength – Ralph Waldo Emerson
4. Love Cycle - Chinua Achebe

UNIT - II Prose

1. JRD - Harish Bhat
2. Us and Them - David Sedaris
3. From Dress Your Family in Corduroy and Denim
4. Uncle Podger Hangs a Picture - Jerome K Jerome

UNIT III- Short Stories

1. The Faltering Pendulum- Bhabani Bhattacharya
2. How I Taught my Grandmother to Read- Sudha Murthy
3. The Gold Frame- R.K. Laxman

UNIT -IV Language Competency

1. Vocabulary : Synonyms, Antonyms, Word Formation
2. Appropriate use of Articles and Parts of Speech
3. Error correction

UNIT V- English for Workplace

1. Self - introduction,
2. Greetings
3. Introducing others
4. Listening for General and Specific Information
5. Listening to and Giving Instructions/ Directions

Text books (Latest Editions)

- I. Steel Hawk and other stories by Bhattacharya, Bhabani, New Delhi: Sahitya Akademi, 1967
- II. How I taught my Grandmother to Read and other Stories, Murthy, Sudha, Penguin Books, India, 2004

WebResources

1. A patch of land by Subramania Bharati translated by Usha Rajagoplan : https://books.google.co.in/books?id=iSHvOmXuvLMC&printsec=frontcover&dq=subramania+bharati+poems&hl=en&newbks=1&newbks_redir=0&source=gb_mobile_search&sa=X&redir_esc=y#v=onepage&q=subramania%20bharati%20poems&f=false
2. The Sparrow by Paul Laurence Dunbar <https://poets.org/poem/sparrow-0>
3. A Nation's Strength by Emerson <https://poets.org/poem/nations-strengt h>
4. Love cycle by Chinua Achebe : <https://www.best-poems.net/chinua-achebe/love-cycle.html>
5. JRD by Harish Bhat <https://www.tata.com/newsroom/heritage/coffee-tea-jrd-tata-stories>

6. Us and Them by David Sedaris From Dress Your Family in Corduroy and Denim
<https://legacy.npr.org/programs/morning/features/2004/jun/sedaris/usandthem.html>
7. Uncle Podger Hangs a Picture: <http://rosyhunt.blogspot.com/2013/01/uncle-podger-hangs-picture.html>
8. The Gold Frame: <https://fybaenglish.blogspot.com/2018/12/the-gold-frame-r-k-laxman.html>

Reference Books

(Latest Editions, and the style given must be strictly adhered to)

1. English in use - A textbook for College Students (English ,Paper back, - T.Vijay Kumar, K Durga Bhavani, YL Srinivas
2. Practical English Usage - 4th Edition By Michael Swan
3. **The Art of Civilized Conversation: A Guide to Expressing Yourself with Style and Grace** -Margaret Shepherd, Penny Carter, (Illustrator), Sharon Hogan, 2005.

Course Outcomes (COs)

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

CO1	Develop and integrate the use of the four language skills i.e. Reading, Listening, Speaking and Writing
CO2	Understand the total content and underlying meaning in the context.
CO3	Form the habit of reading for pleasure and for information
CO4	Comprehend material other than the prescribed text
CO5	Develop the linguistic competence that enables them, in the future, to present the culture and civilization of their nation.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	L	L							
CO2		M		M					
CO3			M		M	M			
CO4					S	S		S	S
CO5					S	S	S	s	s

(H-High, S-Strong M-Medium, L-Low

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

		K1	K2	K3	K4	K5
CO1	Students acquire knowledge and expertise in the four language skills.	√	√			
CO2	Students can equip listening and reading skills.	√	√			
CO3	Students develop various genres like Grammar, Composition and writing. Skills	√	√	√		
CO4	Students learning the literature and develops their communication skills.		√	√		√
CO5	Student sustain in this competitive world.		√	√	√	√

TOOLS FOR ASSESSMENT

CIA Test – 1	CIA Test – 2	Assignment	Seminar	Attendance	Total
5 marks	5 marks	5 marks	5 marks	5 marks	25 marks

n-I	Subject code	Subject	Credits	L	P	T	CIA	End Sem	Total
	23 IJMC C01	Communication Principles & Practices	5	4		1	25	75	100

Curriculum/Course Objectives

1.	To introduce students to the basics of communication and enlighten them about the nature and scope of communication in day-to-day lives.
2.	To create awareness about the different kinds of communication which we come across everyday and the art of persuasion.
3.	To create interest about non-verbal cues which make communication more interesting and meaningful and inspire them to practice them.
4.	To develop a critical understanding of Mass Media, its potential and impact on society.
5.	To help the students to come up with innovative ideas for effective communication and creative presentations.

Unit 1 - Fundamentals of Communication

Components of Communication, Communication process, Characteristics of Communication, Purpose of Communication, Perception & Frame of reference: Definition and influence on communication process. Selection, organization and interpretation of messages, Semantics, Self and Communication, Culture and Communication.

Unit 2 - Forms of Communication

Intra-personal communication, interpersonal communication, small group communication, organizational communication, public speaking and mass communication.

Unit 3 - Nonverbal Communication

Non-verbal communication: Meaning, nature & scope. Non-verbal Codes: Bodily Movement and Facial Expression, Physical Attraction, Space, Time, Touching, Vocal Cues, Clothing and Other Artifacts. Ways to Improve Nonverbal Communication.

Unit 4 – Mass Media & Communication

Introduction to mass media: Print, Radio, TV, Films & Social media- characteristics and content, Comparison of new media with traditional media, Implications of mass media with special reference to new media, Alternative media – meaning, nature and scope, Folk media – relevance in the contemporary scenario.

Unit 5 – Exercises

Role plays to understand interpersonal communication and non-verbal communication and to improve communication skills. Presentation Exercises.

References:

1. Communication, an Introduction, Rosenberg, Karl Erik Sage publications, New Delhi (2000)
2. International Encyclopedia of Communication (Vol 1 – 4) Oxford
3. Communicate 2 -Keith Morrow & Keith Johnson; CUP 1980
4. In at the deep end- Vicki & Hollett; OUP 1989
5. Teaching the spoken language-G.Brown and G. Yule; CUP 1983
6. Roy Barun, Beginners' Guide to Journalism and Mass Communication, V & S Publishers, Hyderabad, 2011.
7. Mass Communication Theory, Mc Quail, Dennis 4 th Edition, - Sage publications, New Delhi (2000)
8. Essentials of Mass Communication Berger, Asa Arthur – Sage publications, New Delhi (2000)

9. Human Communication, fourth edition, Judy C Pearson, Paul E Nelson, McGraw Hill Education (India) Pvt Ltd, 2013.
10. Communication in English for technical students-Orient Longman 1984
11. Mass Communication and Journalism in India, Mehta D.S, Sage publications, New Delhi, 1981.

Course Outcomes (COs)

CO1	Students will recognize the role of communication skills in everyday life.
CO2	They will understand the various forms of communication and their significance.
CO3	They will learn the nuances of non-verbal communication.
CO4	They will develop an understanding about the mass media industry.
CO5	They become knowledgeable about the communication skills; develop & practice them.

The mapping of course outcomes with programme outcomes is tabulated as follows

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L						
CO 2		M	M	M					
CO 3				M	M	M			
CO 4					S		S	S	S
CO 5					S	S	S	S	S

H- High S-Strong M-Medium L-Low

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

		K1	K2	K3	K4	K5
CO1	Basic Concepts, elements and process of communication	√	√	√		
CO2	knowledge and understand the genre and functions of Communication	√	√		√	
CO3	Theories of communication	√	√		√	√
CO4	Sociological and psychological implications of communication	√	√	√		
CO5	Relevance of communication theories		√		√	

TOOLS FOR ASSESSMENT

CIA Test – 1	CIA Test – 2	Assignment	Seminar	Attendance	Total
5 marks	5 marks	5 marks	5 marks	5 marks	25 marks

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signature			

Sem-I	Subject code	Subject	Credits	L	P	T	CIA	End Sem	Total
	23 IJMC P01	Presentation skills – Practical	5		4	1	40	60	100

Curriculum/Course Objectives

1.	To enable the students the confidence to come forward and voice their opinions in English.
2.	To become aware of the significance of effective communication skills in day-to-day lives.
3.	To understand the various contexts in which language is used and how it can be effectively used as problem solving skill.
4.	To equip students with strategies needed for effective presentation & persuasion.
5.	To impart associated technical knowledge to the students through rigorous exercises.

List of Practical

1. Introduction of self and others.
2. Different types of questioning techniques and examples.
3. Examples for formal & Informal language use (five each).
4. Describing the given visual.
5. Story writing & telling.(1-2 pages)
6. Writing & narration of an event/incident.
7. Visualization of an abstract theme.
8. Social media language use vs literary language (examples).
9. Preparation of a resume.
10. Power Point Preparation on any topic.

Extensive exercises will be given and students will be submitting a record of class work. The practical examination will test the students in the exercises given in the class for assessment.

The specific exercises will be practiced and work book performed. The practical exam will test the effectiveness of the acquisition of various skills sets by the students both oral and written.

Course Outcomes (COs)

CO1	Students will learn to present themselves in public.
CO2	They will learn to overcome the obstacles of language.
CO3	They will understand the differences between formal and informal language.
CO4	They will be able to prepare an interesting bio-data about themselves.
CO5	They will be able to make presentations on any given topic.

The mapping of course outcomes with programme outcomes is tabulated as follows

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L	L					
CO 2		M	M	M					
CO 3				M	M	M	M		
CO 4		M			S	S	S	S	H
CO 5			M		S	S	S	H	H

H – High S-Strong M-Medium L-Low

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

		K1	K	K3	K	K5
CO1	Students develop to present themselves in public/society	√	√			
CO2	Students learnt Communication methods and exposed them to the various aspects of Mass Communication.		√	√	√	
CO3	Understanding factors in Communication and especially Mass Comm.		√	√	√	√
CO4	students to face the public fear and work in media	√	√	√		
CO5	Students overcome the obstacles of communication barriers		√		√	√

TOOLS FOR ASSESSMENT

CIA Test – 1	CIA Test – 2	Assignment	Seminar	Attendance	Total
5 Marks	5 Marks	5 Marks	5 Marks	5 Marks	25 Marks

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signature			

Sem-I	Subject code	Subject	Credits	L	P	T	CIA	End Sem	Total
	23 IJMC A01	Fundamentals of Graphic Design (T) (Elective – 1/ generic / Discipline specific / aided/ supportive)	3	3			25	75	100

Curriculum/Course Objectives

CO1.	To create an awareness about the necessity for design knowledge for communication students.
CO2.	To inculcate an understanding about the principles of design and their relevance.
CO3.	To enable the students an idea about the significance of typography and images for effective communication.
CO4.	To illustrate to the students, the various phases of design process.
CO5.	To give them hands-on experience in graphic designing.

Unit 1 – Introduction to Graphic design

Graphic design - Definition, nature and scope in the digital era, Elements of Design – Dot, Line, Shape & Form, Texture & Color. From geometrical forms to organic forms.

Unit 2 – Design Principles

Principles of design - Balance, Contrast, Proportion, Rhythm, Sequence, Direction & Movement, Unity & Harmony, Gestalt's principle of visual perception. Perspectives, Space, Composition – Similarity, Continuity, Alignment, Proximity, Patterns, Emphasis.

Unit 3 – Typography & Images

Types of images & type faces – terminologies and significance. Essentials of effective typography. Communication through visuals/type faces.

Unit 4 - Design Process

Phases in a graphic design process, Creativity, Convergent thinking, Divergent thinking, Lateral thinking, Brain storming, Visualization – meaning, process & phases, Layout – definition, process & stages.

Unit 5 – Viz-think exercises

Brain storming sessions to come up with innovative ideas, concepts and execution. Discussion of signage, Logos, packages, printed materials (books, flyers, magazines, newspapers), banners, album/film DVD covers etc.,

References:

1. Fundamentals of Graphic Design (Second Edition) by Gavin Ambrose and Paul Harris and Nigel Ball, Bloomsbury Visual Arts
2. Graphic Design School
3. Graphic Design For Everyone: Understand the Building Blocks so You can Do It Yourself by Cath Cladwell
4. Thinking with type: A Critical Guide for Designers, Writers, Editors, & Students 2010 by Ellen Lupton
5. Visual Grammar: Design Foundations for Editors Kristy Gilbert

Course Outcomes (COs)

CO1	Students will be able to identify the different elements of design in objects they see around them.
CO2	They will understand the principles of design and will be able to apply them.

CO3	They will become familiar with the theories of design and their relevance today.
CO4	They will comprehend the graphic design process and understand its nuances.
CO5	They will be able to apply the principles of design and create innovative products such as letter heads, visiting cards, flyers, brochures etc.,

The mapping of course outcomes with programme outcomes is tabulated as follows

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L							
CO 2		M	M	M					
CO 3				M	M	S			
CO 4				M	S	S	H		
CO 5					S	S	h	H	H

H – High S-Strong M-Medium L-Low

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

		K1	K2	K3	K4	K5
CO1	Students will be able to identify the different elements of design in objects they see around them.	√	√			
CO2	They will understand the principles of design and will be able to apply them.		√	√	√	
CO3	They will become familiar with the theories of design and their relevance today.			√	√	√
CO4	They will comprehend the graphic design process and understand its nuances.		√	√	√	√
CO5	They will be able to apply the principles of design and create innovative products such as letter heads, visiting cards, flyers, brochures etc.,	√	√	√	√	√

TOOLS FOR ASSESSMENT

CIA-1	CIA-2	Assignment	Seminar	Attendance	Total
5	5	5	5	5	25

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signatures			

Subject code	Subject	Credits	L	P	T	CIA	End Sem	Total
23 IJMC SB01	Design software 1 (Gimp/Photoshop) – Practical (Skill Enhancement Course)	3	1	1	1	40	60	100

Curriculum/Course Objectives

1.	To introduce the basics of computer skills and related software with special reference to Desktop Publishing.
2.	To understand the scope of computers in designing.
3.	To provide the knowledge and skills involved in graphic communication and for the utility of computer software in the designing process.
4.	To comprehend the meaning of computer graphics and practice the technical aspects underlying computer graphics.
5.	To apply the knowledge gained through theoretical inputs into practical work such as designing visiting cards, letter heads, and other forms of communication designs in addition to making effective powerpoint presentations.

Unit 1- Photoshop Basics

Introduction to image editing software, Photoshop features for editing different types of image formats- Creating custom workspaces, pallets, opening images, using file browser, image magnification, viewing document information, drawing guides, setting preferences, Merging images & graphics - Bitmap images, vector images, image size and resolution, scanning images, creating new images.

Unit 2 – Color Management

Color modes & modules, Image resolution, foreground and background color, image & background emphasis, Color correction – concept, tools and process, using color picker, selecting color, eyedropper tool, swatches palette, and settings, Working with Photoshop tools (selection tools, pen tool, retouching tools, blush tool, pencil tool, eraser tool, magic eraser tool, background eraser tool, filling and stroking, brush tools etc.,)

Unit 3 – Working with Layers

Masking, image wrapping tools, alpha compositing, fluid camera rotation, file display tools, duplicating a layer, Photoshop PSD File, Photoshop PDF, TIFF, GIF, JPEG, PNG, WBMP methods.

Unit 4 – Gimp

Image Manipulation programs, Features & Tools of Gimp - manipulating images, changing canvas style, rotating and flipping images, cropping images, blurring and sharpening images, photo retouching, image composition and image authoring, color balancing, brightness & contrast, hue/saturation, sharpening an image, levels adjustment, selection tools, transform tools, paint tools, text tool.

Unit 5 – Exercises

Designing logos, flyers, books, covers, brochures, marketing materials etc., for businesses.

References:

1. Adobe Photoshop CS6 Classroom in a Book - Andrew Faulkner, Conrad Chavez.
2. The Adobe Photoshop light room CC book - Scott Kelby.
3. How to create stunning digital photography - Tony Northup.
4. How do I do it in the lighthouse? - Tony Northup.
5. Photoshop Elements 15 for dummies - Barbara Obermeier and Ted Padova.
6. Learning Desktop Publishing Second Edition, Ramesh Bangia, Khanna Book Publishing, 2016
7. Fundamentals of Computer Graphics, Erik Reinhard, CRC press, 2015
8. The non-designers design book, Robin Williams, Peach pit press, 2014

Course Outcomes (COs)

CO1	Students will be able to grasp the role of computers in the media industry and realize its significance.
CO2	Student's acquaintance with the essentials of MS Office applications will train them in layout preparation and page make-up.
CO3	Students become aware of the underlying principles of graphic communication and would be able to practice them while designing media messages.
CO4	Students would gain insights into the technical aspects of computer graphics, drawing, typography, working with visuals, the process of color correction, image editing and so on.
CO5	Students will be able to design a variety of communication design material such as logos, brochures etc., incorporating their knowledge in computers and designing.

The mapping of course outcomes with programme outcomes is tabulated as follows

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L	L					
CO 2			M	M	M	M			
CO 3				M	M	S	S		
CO 4				M	S	S	H	H	
CO 5					S	S	h	H	H

H – High S-Strong M-Medium L-Low

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

		K1	K2	K3	K4	K5
CO1	Students grasp the role and importance of computers in the media industry	√	√			
CO2	Student's acquaintance knowledge MS Office applications and trained them layout preparation and page make-up.		√	√		
CO3	Students learnt graphic communication and practice designing media messages.			√	√	√
CO4	Students gained computer graphics, drawing, typography, working with visuals, the process of color correction, image editing and so on.			√	√	√
CO5	Students master in design a variety of communication design material such as logos, brochures etc., incorporating their knowledge in computers and designing.		√	√	√	√

TOOLS FOR ASSESSMENT

CIA-1	CIA-2	Assignment	Seminar	Attendance	Total
5	5	5	5	5	25

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signatures			

Sem-II	Subject code	Subject	Credits	L	P	T	CIA	End Sem	Total
	23 IJMC TA02	Language - Tamil-II	3	3			25	75	100

Pre-Requisite	பன்னிரெண்டாம் வகுப்பில் தமிழை ஒரு பாடமாகப் பயின்றிருக்கவேண்டும்								
Learning Objectives									
The Main Objectives of this Course are to:	<ul style="list-style-type: none"> சமய இலக்கியங்களையும் சிற்றிலக்கியங்களையும் மாணவர்களுக்கு அறிமுகப்படுத்துதல் மொழித்திறனையும் சிறுகதை இலக்கியவடிவத்தையும் மாணவர்களுக்கு உணர்த்துதல். 								
Expected Course Outcomes									
On the Successful completion of the Course, Students will be able to									
இப்பாடத்தைக் கற்பதால் பின்வரும் பயன்களை மாணவர் அடைவர்									
CO 1	பக்தி இலக்கியங்களைக் கற்பதன் மூலம் பக்தி நெறியினையும், சமயநல்லிணக்கத்தையும் தெரிந்துகொள்பவராவர்.								K1;K2
CO 2	சிற்றிலக்கியங்களின் வழி இலக்கியச் சுவையினையும் பண்பாட்டு அறிவினையும் அறிவர்.								K2
CO 3	பட்டப் படிப்பினைப் படிக்கும் போதே பெரும்பான்மையான தமிழ் இலக்கியங்கள் குறித்த அறிவினை பெறுவர்.								K4
CO 4	தமிழ்ச் சமூகப் பண்பாட்டு வரலாற்றினை இலக்கியங்கள் வாயிலாக அறிவார்								K3
CO 5	போட்டித் தேர்வுகளில் வெற்றி பெறுவதற்குத் தமிழ்ப் பாடத்தினைப் பயன்கொள்ளும் வகையில் ஏற்ற பயிற்சி பெறுவர்.								K4
K1-Remember;K2-Undestand;K3-Apply;K4-Analyze;K5-Evaluate;K6-Create									
Unit-I	பக்தி இலக்கியம்							18hours	
திருநாவுக்கரசர் தேவாரம் - நாமார்க்கும் குடியல்லோம் எனத் தொடங்கும் பதிகம் (10 பாடல்கள்) ஆண்டாள் - திருப்பாவை (முதல் 10 பாசரம்)									
Unit-II								18hours	
வள்ளலார் - அருள் விளக்கமாலை (முதல் 10 பாடல்கள்) எச்.ஏ.கிருட்டிணப்பிள்ளை - இரட்சணியமனோகரம் - பால்யபிராத்தனை குணங்குடி மஸ்தான் சாகிபு-பராபரக்கண்ணி (முதல் 10 கண்ணி)									
Unit-III	சிற்றிலக்கியங்கள்							18hours	
தமிழ்விடு தூது (முதல் 20 கண்ணி) திருக்குற்றாலக் குறவஞ்சி-குறத்திமலைவளம் கூறுதல் முக்கூடற் பள்ளு - நாட்டு வளம்									
Unit-IV	பாடம் தழுவிய இலக்கிய வரலாறு							18hours	
<ol style="list-style-type: none"> 1. பன்னிருதிருமுறைகள் 2. நாலாயிரத் திவ்வியபிரபந்தம் 3. திருமடங்களின் தமிழ்ப்பணி 4. சிற்றிலக்கியங்கள் 5. சைவசித்தாந்தசாத்திரங்கள் 									

Unit-V	மொழித்திறன் /போட்டித்தேர்வுத் திறன்	18hours
1. தொடர் வகைகள் 2. மரபுத் தொடர்,பழமொழிகள் 3. பிறமொழிச் சொற்களைக் களைதல் 4. வழச்சொற்கள் நீக்குதல் 5. இலக்கணக் குறிப்புஅறிதல் (குறிப்பு : அலகு 4,5 ஆகியனபோட்டித் தேர்வுநோக்கில் நடத்தப்படவேண்டும்)		
TotalLectureHours		90hours

ReferenceBooks	
•	தமிழ் இலக்கியவரலாறு-சிற்பி. பாலசுப்பிரமணியன்
•	புதியநோக்கில் தமிழ் இலக்கியவரலாறு-தமிழண்ணல்
•	வகைமைநோக்கில் தமிழ் இலக்கியவரலாறு- எ.ப.பாக்கியமேரி

Related Online Contents[MOOC,SWAYAM,NPTEL,Websitesetc.]

WebSources

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO1	PSO 2
CLO1	3	2	3	3	3	2	2	2	3	2	3	2
CLO2	3	3	2	2	2	3	2	3	3	2	2	2
CLO3	3	2	3	3	2	2	2	3	2	3	3	2
CLO4		3	3	2	2	2	3	2	3	2	3	3
CLO5	3	3	2	2	2	3	3	2	2	2	3	3

<ul style="list-style-type: none"> • TamilHeritageFoundation-www.tamilheritage.org<http://www.tamilheritage.org> • TamilvirtualUniversityLibrary-www.tamilvu.org/libraryhttp://www.virtualvu.org/library • ProjectMadurai-www.projectmadurai.org. • ChennaiLibrary-www.chennailibrary.com<http://www.chennailibrary.com>. • TamilUniversalDigitalLibrary-www.ulib.prg<http://www.ulib.prg>. • TamilE-BooksDownloads-tamilebooksdownloads.blogspot.com • TamilBooksonline-books.tamilcube.com • CatalogueoftheTamilbooksintheLibraryofBritishCongressarchive.org • Tamilnovelonline-books.tamilcube.com

TOOLS FOR ASSESSMENT

CIA-1	CIA-2	Assignment	Seminar	Attendance	Total
5	5	5	5	5	25

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signatures			

Sem-II	Subject code	Subject	Credits	L	P	T	CIA	End Sem	Total
	23 IJMC EN 02	General English-II	3	3			25	75	100

Curriculum/Course Objectives (CO)

1.	To introduce learners to the essential skills of communication in English
2.	To enable them use these skills effectively in academic and non-academic Contexts
3.	To help them identify and eliminate common mistakes in writing and
4.	To enable them use various business communication strategies and to use
5.	To familiarize them in writing descriptive essays and respond to arguments

UNIT – I Poetry

1. Very Indian Poem in Indian English - Nissim Ezekiel
2. Still I Rise - Maya Angelou The Flower -Tennyson
3. On Killing a Tree - Gieve Patel

UNIT – II Prose

1. If You Are Wrong Admit it- Dale Carnegie
2. Kindly Adjust Please - Shashi Tharoor
3. The Spoon-fed Age- W.R. Inge

UNIT III- Fiction

1. Alchemist - Paulo Coelho

UNIT IV- Language Competency

2. Homonyms, Homophones, Homographs Portmanteau words
3. Verbs and Tenses,
4. Subject Verb Agreement
5. Error correction

UNIT V - English in the Workplace

1. Reading for General and Specific information
[charts, tables, schedules, graphs etc]
2. Reading news and weather reports
3. Writing paragraphs
4. Taking and making notes

TextBooks(LatestEditions)

1. The Alchemist - Paulo Coelho
2. Harper – 2005

ReferencesBooks

(Latest editions,and the style as given below must be strictly adhered to)

- 1 Advanced English Grammar. Martin Hewings. Cambridge University Press, 2000
- 2 Descriptive English. SP Bakshi, Richa Sharma • 2019, Arihant Publications (India) Ltd.
- 3 The Reading Book: A Complete Guide to Teaching Reading. Sheena Cameron, Louise Dempsey, S & L. Publishing, 2019.
- 4 Skimming and Scanning Techniques, Barbara Sherman, Liberty University Press, 2014
- 5 Brilliant Speed Reading: Whatever you need to read, however ...Phil Chambers, Pearson, 2013.
- 6 The Archer, Paulo Coelho. Penguin Viking, 2020.

Course Outcomes (COs)

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

K1	CO1	Learn to introduce themselves and talk about everyday activities confidently
K2	CO2	Be able to write short paragraphs on people, places and events
K3	CO3	Identify the purpose of using various tenses and effectively employ them in speaking
K4	CO4	Gain knowledge to write subjective and objective descriptions
K6	CO5	Identify and use their skills effectively in formal contexts.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	L	L							
CO2		M		M					
CO3			M		M	M			
CO4					S	S		S	S
CO5					S	S	S	s	s

(H-High, S-Strong M-Medium, L-Low)

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

		K1	K2	K3	K4	K5
CO1	Students acquire knowledge and expertise in the four language skills	√	√			
CO2	students can equip listening and reading skills	√	√			
CO3	Students develop various genres like Grammar, Composition and writing skills	√	√	√		
CO4	Students learning the literature and develops their communication skills		√	√		√
CO5	Student sustain in this competitive world		√	√	√	√

TOOLS FOR ASSESSMENT

CIA Test – 1	CIA Test – 2	Assignment	Seminar	Attendance	Total
5 marks	5 marks	5 marks	5 marks	5 marks	25 marks

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signature			

	Subject code	Subject	Credits	L	P	T	CIA	End Sem	Total
m-II	23 IJMC C02	Writing for Media - Theory	5	2	1	2	25	75	100

Curriculum/Course Objectives

1.	To inculcate the techniques of writing/rewriting texts for various media.
2.	To understand the uniqueness of radio as a mass medium and grasp the challenges in writing for radio.
3.	To analyze the potential of audiovisual medium- television, its various genres and the differences in writing styles between tv and radio.
4.	To familiarize students with the digital-based environment and the nuances of writing for the web.
5.	To differentiate the writing styles for different media with special reference to creative writing, journalistic writing and copy writing.

Unit 1 – Writing for print media

Print medium: Characteristics, Newspapers & Magazines. News stories, inverted pyramid style, editorials, features and articles. Journalistic writing vs., creative writing.

Unit 2 – Writing for Radio

Nature & scope of radio as a mass medium, FM radio, Radio programs: News bulletins, talk shows, radio features, documentaries, docudramas, interviews. Radio audiences, language and style of writing for radio & radio jockeying.

Unit 3 - Writing for Television

Characteristics of television, television programs: various genres, informational and educational programs, general and special audience programs, writing television news, language and presentation, live programs.

Unit 4 – Writing for Web

Internet as mass medium, online newspapers vs e-newspapers, authenticity and piracy issues, Web writing vs. print writing, writing for the web audience, writing for search engines. Copy writing.

Unit 5 – Writing Exercises

Writing news stories, essays, features, scripts for commercials and copywriting.

References:

1. Mencher, Melvin. "News Reporting and Writing". New York. McGraw Hill Pub. 2003.
2. Navin Chandra & Chaughan. 'Journalism Today'. New Delhi. Kanishka Pub. 1997.
3. Shrivastava, K.M. 'Radio and TV Journalism'. New Delhi. Sterling Publishers, 1989
4. Hilliard, Robert. 'Writing for Television, radio and New media(8th ed.)'. Belmont.WadsworthPub. 2004.
5. White, Ted. 'Broadcast news writing, Reporting and Producing'(4th ed.).Oxford. Focal Press.2006

Course Outcomes (COs)

CO1	Students will be aware of the different kinds of stories in newspapers and magazines. Also, they will understand the requirements for each kind of writing style.
CO2	Students will be able to realize how characteristics of a medium influence

	the writing style for each medium especially how writing for radio differs from that of tv.
CO3	Students become aware of the challenges/problems in language and presentation of live television programs.
CO4	Students would be aware of the nature of new media and their audiences. They will also comprehend the influence of interactive nature of the new medium and in turn its effect on the writing style.
CO5	Students will be able to write news stories, features, scripts for advertisements and other story based programs.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	L	L							
CO2		M		M					
CO3			M		M	M			
CO4					S	S		S	S
CO5					S	S	S	s	s

(H-High, S-Strong M-Medium, L-Low)

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

		K1	K2	K3	K4	K5
CO1	Awareness of the different kinds of stories in newspapers and magazines. Also, they will understand the requirements for each kind of writing style.	√		√		
CO2	Realize how characteristics of a medium influence the writing style for each medium especially how writing for radio differs from that of TV.		√	√		
CO3	Aware of the challenges/problems in language and presentation of live television programs.	√		√	√	
CO4	Aware of the nature of new media and their audiences. They will also comprehend the influence of interactive nature of the new medium and in turn its effect on the			√	√	√
CO5	Able to write news stories, features, scripts for advertisements and other story based programs.			√	√	√

TOOLS FOR ASSESSMENT

CIA Test – 1	CIA Test – 2	Assignment	Seminar	Attendance	Total
5 marks	5 marks	5 marks	5 marks	5 marks	25 marks

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signature			

m-II	Subject code	Subject	Credits	L	P	T	CIA	End Sem	Total
	23 IJMC P02	Graphic Design- Practical	5		4	1	40	60	100

Curriculum/Course Objectives

1.	To inculcate the techniques of designing in different forms of media.
2.	To understand the uniqueness of each design and its principles.
3.	To analyze the importance, elements and characteristics of each design used in media.
4.	To familiarize students with the digital-based environment and the nuances of designing for the web.
5.	To differentiate the designing styles for different media with special reference to its layouts and structure.

List of Practical

1. Illustrate the following **Elements of Design** with diagrams. Line, Shape, Form, Texture, Color and Space.
2. Illustrate the following **Principles of Design** with diagrams.
Balance (Formal, Informal, Radial), Contrast, Proportion, Rhythm, Emphasis, Direction/Sequence, Unity and Harmony.
3. Illustrate the different **perspectives** with diagrams.
4. Draw a **color wheel** and illustrates cools & warm colors.
5. Illustrate the following **Types of layout** with diagrams. Copy dominant layout, Alphabet-inspired layout, Big-picture layout, Mondrian layout, Multi-panel layout, Frame layout, Silhouette layout, Rebus layout, Circus layout.
6. Design an **Invitation** for a **Department function**.
7. Design a **Poster** for a **Social cause**.
8. Design a **Menu card** for a **Restaurant**.
9. Design a **Greeting card** for an occasion of your choice.
10. Design **Dangler** for a **FMCG product** of your choice.
11. Design a **POP** for a **FMCG product** of your choice.
12. Design a **Pop-Up** card.

Course Outcomes (COs)

CO 1	Students will be aware of the different kinds of designs in newspapers and magazines. Also, they will understand the requirements for each kind of medium.
CO	Students will be able to realize how a design can influence the users of the
CO	Students become aware of the challenges/problems in making a design.
CO 4	Students would be aware of the nature of new media and their audiences. They will also comprehend the influence of interactive nature of the new medium and in turn its effect on the designing style.
CO	Students will be able to design posters, invitations visiting cards, danglers and

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	L	L							
CO2		M	M						
CO3			M	M		M			

CO4				S	S	S	S		S
CO5					H	S	S	H	H

(H-High, S-Strong M-Medium, L-Low)

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

		K1	K2	K3	K4	K5
CO1	Students will be aware of the different kinds of designs in newspapers and magazines. Also, they	√	√			
CO2	Students will be able to realize how a design can	√	√	√	√	
CO3	Students become aware of the challenges/problems in making a design.	√		√		
CO4	Students would be aware of the nature of new media and their audiences. They will also		√	√		
CO5	Students will be able to design posters, invitations visiting cards, danglers and pop up		√	√	√	√

TOOLS FOR ASSESSMENT

CIA Test – 1	CIA Test – 2	Assignment	Seminar	Attendance	Total
5 marks	5 marks	5 marks	5 marks	5 marks	25 marks

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signatures			

Sem-II	Subject code	Subject	Cre dits	L	P	T	CIA	End Sem	Total
	23 IJMC A02	Commercial Broadcasting (Elective – 2 / generic / Discipline specific / aided/ supportive)	3	2	1	1	25	75	100

--	--	--	--	--	--	--	--	--	--

Curriculum/Course Objectives

1.	To impart knowledge on the various types of broadcasting media and its functions.
2.	To recognize the functioning of broadcast media.
3.	To understand the activities associated with commercial broadcasting.
4.	To comprehend the functioning of an advertising agency.
5.	To apply the techniques in commercial production.

Unit 1- Introduction to Broadcast Media

Radio – Origin & development, important milestones, Indian radio – Public, private & community radios, Vividh bharathi, FM channels contemporary scenario – Rainbow, Radiocity, Radio Mirchi, Hello, Suryan & Gyanvani, Paid programming, Infotainment, Edutainment, Content & Commercials.

Unit 2 – Television

Television - Origin and growth, color television, cable tv, satellite television, DTH, OTT films & series, Channels, Program Genres, Ownership pattern, Comparison between public and private channels – content & presentation.

Unit 3 – Commercial Pre-production

Development of ideas, client brief, agency interpretation, advertising strategy, creative work, popular TV ad formats, script/story board, client approval, media approval, choosing the production team, crew, casting.

Unit 4 – Production & Post Production

Set shooting/location shooting, recording the sound track and creating the special effects, prescoring and post scoring, editing, adding the audio elements, confirming the picture, special effects and animations.

Unit 5 – Economics of production

Budgeting, factors affecting budget, preparation of a budget.

References:

Course Outcomes (COs)

CO1	Students will understand the origin of different types of broadcast media and their nature with special reference to radio.
CO2	They will understand the viability of television as a commercial medium.
CO3	They will realize the significance of advertisements in the functioning of broadcast media.
CO4	They will be aware of the various ad formats and stages of commercial production.
CO5	They will be able to evaluate the financial implications of producing a content for commercial broadcasting.

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	L	L							
CO2		M		M					
CO3			M		M	M			
CO4					S	S		S	S

CO5					S	S	S	s	s
-----	--	--	--	--	---	---	---	---	---

(H-High, S-Strong M-Medium, L-Low)

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

		K1	K2	K3	K4	K5
CO1	Students will understand the origin of different types of broadcast media and their nature with special	√	√			
CO2	They will understand the viability of television as a commercial medium.	√	√			
CO3	They will realize the significance of advertisements in the functioning of broadcast media.	√	√	√		
CO4	They will be aware of the various ad formats and stages of commercial production.		√	√		√
CO5	They will be able to evaluate the financial implications of producing a content for commercial broadcasting.		√	√	√	√

TOOLS FOR ASSESSMENT

CIA-1	CIA-2	Assignment	Seminar	Attendance	Total
5	5	5	5	5	25

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signatures			

Sem-II	Subject code	Subject	Cred its	L	P	T	CIA	End Sem	Total
	23 IJMC SB02	Designing Software (Open Source editing software) - Practical Skill Enhancement Course – SEC 2-	3	2	1	1	40	60	100

Curriculum/Course Objectives

1.	To inculcate the techniques of designing in Open-source designing software in different forms of media.
2.	To understand the uniqueness of each design and its principles in Open-source designing software.
3.	To analyze the importance, elements and characteristics of each open source design software used in media.
4.	To familiarize students with the digital-based environment and the nuances of designing in Open-source designing software for different media plateform including the web.
5.	To differentiate the designing styles for different media with special reference to its layouts and structure.

Open-source designing software is a kind of program that can be modified by each particular user to serve his/her specific needs. Such software are being constantly changed, which implies fixing bugs and adding new features by a vast community of people and if the students are good at programming, you can also contribute to the development of the product. Another reason, why programs with open source are so popular nowadays is their zero price tag.

List of Practicals

Inkscape - uses vector design tools, SVG as its native file format

Krita - collection of brushes for comprehensive work with illustrations and painting, and efficient plug-ins for digital painting and illustration. Adjust the tool for a specific task, e.g. smooth out uneven lines, create seamless graphic patterns & textures, etc. The wrap-around mode and instant color selection add flexibility to the entire process.

GIMP - collection of graphical design elements Can be refined with plug-ins and extensions

GravitDesigner - photo editing, graphic design, and other creative endeavors.

FontForge - uses free-type rendering for creating various fonts.

Dia - handy tools that allow drawing entity relationship diagrams, flowcharts, network schemes, etc.

SVG-Edit - shape tools, hand-drawing tools, text and path editing means For beginners

Skencil - will find clipmasks, gradient fills, Bezier curves and many other handy options.

Pencil2D - supports layers, features a timeline, so you can tackle the pace of your animation.

Pinta - 35 adjustments and effects that can give your images a professional look For amateur graphic designers

Blender - 3D creation tool used by artists for creating short films, TV shows and animations.

Course Outcomes (COs)

CO 1	Students will be aware of the different kinds of designs in newspapers and magazines. Also, they will understand the requirements for each kind of medium.
CO 2	Students will be able to realize how a design can influence the users of the
CO 3	Students become aware of the challenges/problems in making a design.
CO 4	Students would be aware of the nature of new media and their audiences. They will also comprehend the influence of interactive nature of the new medium and in turn its effect on the designing style.
CO 5	Students will be able to design posters, invitations visiting cards, danglers and

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	L	L							
CO2		M	M						
CO3			M	M		M			
CO4				S	S	S	S		S
CO5					H	S	S	H	H

(H-High, S-Strong M-Medium, L-Low)

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

		K1	K2	K3	K4	K5
CO1	Students will be aware of the different kinds of designs in newspapers and magazines. Also, they	√	√			
CO2	Students will be able to realize how a design can	√	√	√	√	
CO3	Students become aware of the challenges/problems in making a design.	√		√		
CO4	Students would be aware of the nature of new media and their audiences. They will also		√	√		
CO5	Students will be able to design posters, invitations visiting cards, danglers and pop up		√	√	√	√

TOOLS FOR ASSESSMENT

CIA Test – 1	CIA Test – 2	Assignment	Seminar	Attendance	Total
5 marks	5 marks	5 marks	5 marks	5 marks	25 marks

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signatures			

Sem-III	Subject code	Subject	Cre dits	L	P	T	CIA	End Sem	Total
	23 IJMC TA03	Tamil-III	3	3			25	75	100

Pre-Requisite	பன்னிரெண்டாம் வகுப்பில் தமிழை ஒரு பாடமாகப் பயின்றிருக்கவேண்டும்	
Learning Objectives		
The Main Objectives of this Course are to:		
இலக்கியங்களின் சிறப்பினை உணர்த்துதல்		
<ul style="list-style-type: none"> காலந்தோறும் எழுந்தகாப்பியங்களின் போக்கையும், புதினத்தின் இலக்கியவடிவத்தையும் யாப்பு, அணிபோன்ற இலக்கியவகைகளையும் மொழிபெயர்ப்புத் திறனையும் மாணவர்கள் உணருமாறு செய்தல் தமிழ் இலக்கியம் சார்ந்த போட்டித் தேர்வுகளுக்கு ஏற்பகற்பித்தல் நடைமுறைகளை மேற்கொள்ளல். 		
Expected Course Outcomes		
On the Successful completion of the Course, Students will be able to		
இப்பாடத்தைக் கற்பதால் பின்வரும் பயன்களை மாணவர் அடைவா		
CO 1	தமிழ் காப்பியங்களின் வழி வாழ்வியல் சிந்தனையைப் பெறுவர்	K1;K2
CO 2	காப்பியங்கள் அறிமுகப்படுத்தப்படுவதால் தமிழ் மொழியின் உயர்வையும் சிறப்பையும் உணர்தல்.	K2
CO 3	தமிழ் புதினங்களின் வழி சமகாலப் படைப்புகளின் வாழ்வியல் சிந்தனைகளை அறிந்துகொள்வர்.	K4
CO 4	நாவல் இலக்கியம் அறிமுகப்படுத்தப்படுவதால் சிந்தனை ஆற்றல், படைப்பாற்றல், கற்பனைத்திறன் வளர்தல்.	K3
CO 5	யாப்பு, அணி இலக்கணங்கள், மொழிபெயர்ப்புத்திறன் ஆகியவற்றை கற்பதன் மூலம் போட்டித் தேர்வுகளை எதிர் கொள்ளுதல்.	K4
K1 -Remember;K2-Undestand;K3-Apply;K4-Analyze;K5-Evaluate;K6-Create		

Unit-I	பெருங்காப்பியங்கள்	18hours
சிலப்பதிகாரம் - வழக்குரைகாதை - இளங்கோவடிகள் மணிமேகலை-ஆதிரைபிச்சையிட்டகாதை-சீத்தலைச் சாத்தனார் சீவகசிந்தாமணி-பூமகள் இலம்பகம் - திருத்தக்கதேவர் வளையாபதி-நாதகுத்தனார்		
Unit-II	சமயக் காப்பியங்கள்	18hours
பெரியபுராணம் - பூசலார் நாயனார் புராணம் - சேக்கிழார் கம்பராமாயணம் - மந்தரை சூழ்ச்சிப் படலம் வில்லிபாரதம் - மற்போர் சருக்கம் - வில்லிபுத்தூராழ்வார் சீறாப்புராணம் - புலி வசனித்தபடலம் - உமறுப்புலவர்		
Unit-III	புதினம்	18hours
வஞ்சிமாநாகரம் (வரலாற்றுப் புதினம்) -நா.பார்த்தசாரதி		

Unit-IV	பாடம் தழுவின இலக்கியவரலாறு	18hours
<ol style="list-style-type: none"> 1. ஐம்பெருங்காப்பியங்கள் 2. ஐஞ்சிறுகாப்பியங்கள் 3. கம்பராமாயணம் 4. பெரியபுராணம் 5. தமிழின் நாவலின் தோற்றமும் வளர்ச்சியும் 6. சமணர்களின் தமிழ்த்தொண்டு 7. பௌத்தர்களின் தமிழ்த்தொண்டு 		
Unit-V	மொழித்திறன்	18hours
<ol style="list-style-type: none"> 1. நூல் மதிப்புரை 2. திறனாய்வுசெய்தல் 3. கடிதம் வரைதல் 4. விண்ணப்பம் எழுதுதல் 		
TotalLectureHours		90hours

ReferenceBooks

• தமிழ் இலக்கியவரலாறு—சிற்பி. பாலசுப்பிரமணியன்
• புதியநோக்கில் தமிழ் இலக்கியவரலாறு—தமிழண்ணல்
• வுக்கைமைநோக்கில் தமிழ் இலக்கியவரலாறு— எ.ப.பாக்கியமேரி

WebSources

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO1	PSO 2
CLO1	3	2	3	3	3	2	2	2	3	2	3	2
CLO2	3	3	2	2	2	3	2	3	2	3	2	2
CLO3	2	2	3	2	3	3	2	2	2	2	3	2
CLO4	3	2	2	2	3	2	3	3	2	3	3	3
CLO5	2	2	2	3	2	3	2	3	3	2	3	3

- TamilHeritageFoundation-www.tamilheritage.org<http://www.tamilheritage.org>
- TamilvirtualUniversityLibrary-www.tamilvu.org/libraryhttp://www.virtualvu.org/library
- ProjectMadurai-www.projectmadurai.org.
- ChennaiLibrary-www.chennailibrary.com<http://www.chennailibrary.com>.
- TamilUniversalDigitalLibrary-www.ulib.prg<http://www.ulib.prg>.
- TamilE-BooksDownloads-tamilebooksdownloads.blogspot.com
- TamilBooksonline-books.tamilcube.com
- CatalogueoftheTamilbooksintheLibraryofBritishCongressarchive.org
- Tamilnovelsonline-books.tamilcube.com

TOOLS FOR ASSESSMENT

CIA Test – 1	CIA Test – 2	Assignmen t	Semina r	Attendance	Total
5 marks	5 marks	5 marks	5 marks	5 marks	25 marks

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signatures			

Sem-III	Subject code	Subject	Credits	L	P	T	CIA	End Sem	Total
	23 IJMC EN 03	General English-III	3	3			25	75	100

Curriculum/Course Objectives (CO)

1.	To enhance the level of literary and aesthetic experience of students and to help
2.	To sensitize them to the major issues in the society and the world.
3.	To provide them with an ability to build and enrich their communication skills
4.	To equip them to utilize the digital knowledge resources effectively for their chosen fields of study
5.	To help them think and write imaginatively and critically.

UNIT I- Poetry:

1. The Voice of the Mountains - Mamang Dai Sita - Toru Dutt
2. A Song of Hope - Oodgeroo Noonuccal
3. In an Artist's Studio - Christina Rossetti

UNIT – II- Scenes From Shakespeare:

1. Romeo & Juliet -The Balcony Scene Macbeth-Banquet Scene
2. Julius Caesar - Murder Scene

UNIT III- Speeches of Famous personalities

1. Tryst with Destiny- Jawaharlal Nehru Yes, We Can-Barack Obama
2. You've Got to Find What You Love-Steve Jobs

UNIT IV- Language Competency

1. Writing letters and emails
2. Writing and messaging in social media platforms [blogs, twitter, instagram.facebook]
3. Learning netiquette, email etiquette

UNIT V- English for Workplace

1. Data Interpretation and Reporting Data Presentation and analysis
2. Meeting Etiquettes - language, dress code, voice modulation.
3. Online Meetings - Terms and expressions used
4. Conducting and participating in a meeting

Text Books (Latest Editions)

1. Arden Shakespeare Complete
2. works by Shakespeare (Author), William (Author), Bloomsbury, 2011)

References Books (Latest Editions,and the style as given below must be strictly adhered to)

1. The Shakespeare Book: Big Ideas Simply Explained, Stanley Wells et al. DK Publishing, 2015
2. Famous Speeches by Mahatma Gandhi, Createspace Independent Publishing Platform, 2016
3. How to Build a Professional Digital Profile Kindle Edition
by Jeanne Kelly Bernish, Bernish Communications Associates, LLC; 1st edition (May 29, 2012)
4. Keys to Teaching Grammar to English Language Learners, Second Ed.: A Practical Handbook
by Keith S Folse, Michigan Teacher Training, 2016
5. Role Play-Theory and Practice.Kryisia M Yardley-Matwiejczuk, SAGE publications ltd, 1997.

Curriculum/Course Objectives (CO)

1.	Broaden their outlook and sensibility and be acquainted with cultural diversity and divergence in
2.	Be updated with basic informatics skills and attitudes relevant to the emerging knowledge society
3.	Produce grammatically and idiomatically correct language.
4.	Gain knowledge in writing techniques to meet academic and professional needs.
5.	Be equipped with sufficient practice in Vocabulary, Grammar, Comprehension and Remedial English from the perspective of career oriented tests.

Course Outcomes (COs)

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	L	L							
CO2		M	M						
CO3			M	M	M				
CO4					S	S	S	S	
CO5					S	S	S	S	S

(H-High, S-Strong M-Medium, L-Low)

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

		K1	K2	K3	K4	K5
CO1	To introduce students to the basics of Communication.	√	√			
CO2	To inculcate the knowledge and understand the genre	√	√			
CO3	To acquaint them with important aspects of Communication based on Grammar	√	√	√		
CO4	To acquaintance students to develop the knowledge and skills of Communication.		√	√		√
CO5	To enhance understanding of Communication and enjoy the pleasure of reading literature		√	√	√	√

TOOLS FOR ASSESSMENT

CIA-1	CIA-2	Assignment	Seminar	Attendance	Total
5	5	5	5	5	25

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signatures			

Sem-III	Subject code	Subject	Credits	L	P	T	CIA	End Sem	Total
	23 IJMC C03	Audiovisual Program Production	5	2	2	1	25	75	100

Curriculum/Course Objectives

CO1.	To help students gain audiovisual production skills by producing various programme formats to emphasize the power of sound in Communication.
CO2.	To enable students to understand the core concepts associated with film and television production through hands-on-training in the same.
CO3.	The students will learn all aspects of sound design and production.
CO4.	CONSIDER the Journalistic and technical quality of television news production.
CO5.	DESCRIBE the core concepts associated with film and television.

AUDIO VIDEO PROGRAMME PRODUCTION

Unit 1: Sound and Visuals

Basics of Sound, Noise, Frequency, Ratio, Distortions, Sound Signals, Studio Acoustics, Sound recording Systems, Sound design. Lighting, Framing and Sound, Colour, Analogue and digital video, Television Image, Video Signal, Mode of Transmissions.

Unit 2: Audio and Video Studio

Principles of Acoustics and Microphones: Characteristics and requirements of a microphone. Different types of microphones, Organizational structure of audio studio, Audio Production equipment, Audio recording operations. Basics of Camera, Organizational Structure of a Television studio, Production control room, Program production equipment, Video recording operations, video recording formats. Indoor and outdoor shooting equipment.

Unit 3: Audio Program Production

Elements of radio program production: Human Voice, Music and Sound effects. Pre, Production and Post production techniques, News production, Current affairs production, Radio script writing techniques, News Anchoring, Program host, Radio jockey, Live broadcasting of Program.

Unit 4: Video Program Production

Elements of video program production, Pre, Production and Post production techniques, basics of program production, News production, Current affairs production, Television script writing, News Anchoring, Moderating panel discussion, Live telecasting.

Unit 5: Audio Video Editing

Voice Over, dubbing, Audio Editing and Mixing Techniques, Laying Trakes, Special Effects and Transitions. Video editing, use of sound and graphics, Colour correction, Sound and visual effects, Final output, Linear and Non linear editing. Audio Video editing software's.

REFERENCE:

1. Television Production Hand Book – Herbert Zettle
2. Television Studio – Gerald Millerson
3. Sight Sound Motion – Herbert Zettle
4. Techniques of Radio Production - Stuart W Hyde
5. Audio and video system: R.G.Gupta

6. Television Production & Broadcast Journalism - Phillip L.

Course Outcomes (COs)

CO1	To help students gain audiovisual production skills by producing various programme formats to emphasize the power of sound in Communication.
CO2	To enable students to understand the core concepts associated with film and television production through hands-on-training in the same.
CO3	The students will learn all aspects of sound design and production
CO4	CONSIDER the Journalistic and Technical quality of Television news production.
CO5	DESCRIBE the core concepts associated with film and television.

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	L	L	L	L					
CO2		M	M	M					
CO3		M	M	M		M			
CO4					S	S	S		
CO5					S	S	H	H	H

(H-High, S-Strong M-Medium, L-Low)

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

		K1	K2	K3	K4	K5
CO1	Gain television production skills by producing various programme formats to emphasize the power of sound in Communication.	√	√			
CO2	Understand the core concepts associated with film and television production through hands-on-training	√	√	√		
CO3	Learn all aspects of sound design and production	√	√	√		
CO4	Acquire the Journalistic and technical quality of Television news production.		√	√	√	
CO5	Describe the core concepts associated with film and television.		√	√	√	

TOOLS FOR ASSESSMENT

CIA-1	CIA-2	Assignment	Seminar	Attendance	Total
5	5	5	5	5	25

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signatures			

Sem-III	Subject code	Subject	Credits	L	P	T	CIA	End Sem	Total
	23 IJMC P03	Radio Program Production Techniques-Practical	5	1	2	2	40	60	100

Curriculum/Course Objectives

C01.	To enable the students, learn about radio jockeying.
C02.	To become aware of the regional language and the fluency.
C03.	To acquire communication skills in order to interact with the audience for their better understanding.
C04.	To give students the knowledge about audio editing and sound mixing.
C05.	To develop a critical understanding multitrack functioning and online audio editing.

List of Practical: Student has to choose any two topics given below:

1. Preparing log sheet
2. Narration
3. Radio commercials
4. Radio feature
5. Recording outdoor interview

Each student should do two individual projects and submit the record and the program. The script record should be in bound book form commercial must be submitted in DVD.

Each script in the Record should contain Script Development

- Title
- Concept (log line, one liner)
- Synopsis
- Treatment
- Step outline
- Screenplay Development
- Slug line
- Action (Audio Description)
- Character Name
- Dialogue
- Sample script with storyboard
- Shooting Script
- Editing Script
- Scheduling
- Approximate Budget details

All the above sub activities will carry marks evidenced from the record work submitted by the student.

Course Outcomes (COs)

CO1	Students will learn to add background music for their radio shows.
-----	--

CO2	Students will understand the importance and nuances of audio recording.
CO3	Students will able to produce sound effects and understand the functions in rerecording.
CO4	Students will be able to professionally edit, mix and master the sound tracks.
CO5	Students will produce a radio program at the end of the classes.

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	L	L							
CO2		M		M					
CO3			M		M	M			
CO4					S	S		S	S
CO5					S	S	S	s	s

(H-High, S-Strong M-Medium, L-Low)

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

		K1	K2	K3	K4	K5
CO1	Learn to add background music for their	√	√			
CO2	Comprehend the importance and nuances of	√	√			
CO3	Produce sound effects and understand the functions in rerecording.	√	√	√		
CO4	Professionally edit, mix and master the sound		√	√		√
CO5	Produce a radio program at the end of the		√	√	√	√

TOOLS FOR ASSESSMENT

CIA-1	CIA-2	Assignment	Seminar	Attendance	Total

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signatures			

Sem-III	Subject code	Subject	Credits	L	P	T	CIA	End Sem	Total
	23 IJMC A03	Digital Photography – Theory (Elective / generic / Discipline specific / aided/ supportive)	3	1	1	1	25	75	100

Curriculum/Course Objectives

C01.	To introduce the parts & functions of a digital camera, types, file formats, lenses and shooting modes.
C02.	To orient the students regarding the different kinds of lights and lighting.
C03.	To provide the scientific knowledge behind picture composition and the essentials of aesthetics.
C04.	To impart knowledge in the areas of color correction and working with photo editing softwares.
C05.	To train students in capturing aesthetically beautiful and effective photographs with news value for print media.

UNIT -I

Basics to Digital Camera: parts and types.Menu items and shooting modes. Resolution, File Formats, Lenses.

UNIT -2

Exposure, Black and White Conversion, Intro to Lighting, portrait genres and lighting techniques (studio, natural) Review aperture, shutter speed, ISO.

UNIT -3

Shots Composition tips, and Shooting at Night, sequence editing/ story telling.Camera Raw - Brightness and Contrast, Convert to B&W, save as tif and jpg, crop

UNIT -4

Photo EditingLayers, clone stamp, restoration tools.Burning/Dodging, Masks and Adjustment Layers.Color correction in Raw/Photoshop. Begin Selections.

UNIT -5

Exercises and assignments.

REFERENCE

1. Digital Photography - Scott Kelby
2. Understanding Exposure - Bryan Peterson
3. The Photographer's Eye: Composition and Design for better digital photos - Micheal Freeman
4. Better Photo Basics: The absolute beginners's guide to taking photos like a pro - Jim Miotke
5. The Art of Photography: an approach to personal expression - Bruce Barbaum

Course Outcomes (COs)

CO1	Students will acquire knowledge about the basic functioning of a digital camera.
CO2	Students will become aware of the different kinds of lighting techniques for different kinds of photographs such as portraits.
CO3	Students will comprehend the essentials of a good photograph in terms of composition, angle, etc., that will enhance story telling.
CO4	Students will learn the tools, features and special effects in Photoshop.
CO5	Students will practice taking technically, innovatively and aesthetically beautiful

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	L	L							
CO2		M		M					
CO3			M		M	M			
CO4					S	S		S	S
CO5					S	S	S	s	s

(H-High, S-Strong M-Medium, L-Low)

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

		K1	K2	K3	K4	K5
CO1	acquire knowledge and expertise in the four	√	√	√		
CO2	equip listening and reading skills	√	√			
CO3	develop various genres like Grammar, Composition and writing skills	√	√	√	√	
CO4	learn the literature and develop their		√	√	√	√
CO5	sustain in this competitive world with		√	√	√	√

TOOLS FOR ASSESSMENT

CIA-1	CIA-2	Assignment	Seminar	Attendance	Total
5	5	5	5	5	25

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signatures			

Sem-III	Subject code	Subject	Credits	L	P	T	CIA	End	Total
---------	--------------	---------	---------	---	---	---	-----	-----	-------

								Sem	
	23 IJMC SB03	Skill Enhancement Course – SEC 3- Design software 2 (Inkscape & CorelDraw) – Practical	3	1	1	1	40	60	100

Curriculum/Course Objectives

C01.	To introduce the basic geometric shapes for drawing and the utility of tools in inkscape.
C02.	To familiarize students with the concept of object manipulation using different tools.
C03.	To orient students regarding path-operations and their application.
C04.	To summarize the various file formats used in designing software.
C05.	To give hands on training to students in drawing, using inkscape.

UNIT I - Inkscape

Object creation-Rectangles and Square tool, circles/ellipses/arcs tool, stars and polygon tool, spirals tool, pencil tool, pen tool, calligraphy tool, text tool, spray tool, paint bucket tool, connector tool, Object manipulation - z-order, clipboard, plane symmetries, styling objects, fill, stroke fill, stroke style, opacity, filters, SVG filters, clipping paths, Operation on paths, edit paths by node tool, tweak tool, pathoffsets, path-conversion - object to path and stroke to path, path simplify, path-operations, live path effects.

UNIT 2 - Introduction to CorelDraw Graphic Suites

Workspace of CorelDraw, Application window, Drawing basic geometric figures, Previewing a drawing, Working with Page layout, Help in CorelDraw, Viewing a Drawing in different views, working with lines, Drawing Calligraphic, Pressure, Sensitive, Preset lines, Outline tools, Using Brush strokes.

UNIT 3 – Working with objects & Shapes

Selecting, deselecting, copying, duplicating and deleting objects, selecting color for an object, Boundaries in CorelDraw, positioning objects, sizing and scaling objects, rotating and mirroring objects, combining and breaking objects, Order of objects, Working with shapes – Modifying basic objects, working with grids and guidelines, filling objects, adding a table, inserting & deleting table rows & columns, formatting tables & cells, merging & splitting table cells.

UNIT 4 – Working with Text & Fileformats

Types of text, applying effects to text, working with text in tables, creating a layer, about vector and bitmap images, importing a bitmap into drawing, cropping, resampling & resizing a bitmap, using special effects to bitmap. SVG, CSS. Adobe Illustrator, CorelDraw, Microsoft visual drawing, portable document format, svg zip, JPEG, PNG, GIF, BMP, CGM, DIA, EPS, PS, SK1, Sketch, FIG. RDF, W3C, Latex, interface and usability, platform supports.

UNIT 5 - Exercises

REFERENCE

1. Benjamin, Donna (February 22, 2010), Beginning Inkscape (1st ed.), Apress, p. 400, ISBN 1-4302-2513-0
2. Kirsanov, Dmitry (September 29, 2009), The Book of Inkscape: The Definitive Guide to the Free Graphics Editor (1st ed.), No Starch Press, p. 476, ISBN 1-59327-181-6
3. Bah, Tavmjong (May 6, 2011), Inkscape: Guide to a Vector Drawing Program (4th ed.), Prentice Hall, p. 504, ISBN 0-13-705173-5

Course Outcomes (COs)

CO1	Students will learn to draw objects using basic geometric shapes in inksape.
CO2	Students will discover different ways to change objects according to their needs
CO3	Students will innovatively identify ways to design objects along different paths.
CO4	Students will gain technical knowledge regarding the file formats used in

CO5	Students will apply their theoretical input to design creative and effective drawings to become a media entrepreneur
-----	--

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	L	L							
CO2		M		M					
CO3			M		M	M			
CO4					S	S		S	S
CO5					S	S	S	s	s

(H-High, S-Strong M-Medium, L-Low)

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

		K1	K2	K3	K4	K5
CO1	learn to draw objects using basic geometric shapes in inksape.	√	√			
CO2	discover different ways to change objects	√	√	√		
CO3	innovatively identify ways to design objects along different paths.	√	√	√		
CO4	gain technical knowledge regarding the file formats used in different softwares.		√	√	√	√
CO5	apply their theoretical input to practically design creative and effective drawings to		√	√	√	√

TOOLS FOR ASSESSMENT

CIA-1	CIA-2	Assignment	Seminar	Attendance	Total
5	5	5	5	5	25

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signatures			

Sem-III	Subject code	Subject	Credits	L	P	T	CIA	End Sem	Total
	23 IJMC UVE01	Compulsory –		1					

		Environment Studies (EVS)							
--	--	--------------------------------------	--	--	--	--	--	--	--

Sem-IV	Subject code	Subject	Credits	L	P	T	CIA	End Sem	Total
	23 IJMC TA04	Tamil-IV	3	3			25	75	100

Pre-Requisite	பன்னிரெண்டாம் வகுப்பில் தமிழை ஒருபாடமாகப் பயின்றிருக்கவேண்டும்								
Learning Objectives									
The Main Objectives of this Course are to:									
இலக்கியங்களின் சிறப்பினை உணர்த்துதல்									
<ul style="list-style-type: none"> சங்க இலக்கியத்தின் சிறப்பையும், நாடகம் என்னும் இலக்கியவகையின் தன்மையையும் அகத்திணை, புறத்திணை இலக்கணங்களையும் மாணவர்களுக்கு அறிமுகப்படுத்துதல். தமிழ் இலக்கியம் சார்ந்த போட்டித் தேர்வுகளுக்கு ஏற்பகற்பித்தல் நடைமுறைகளை மேற்கொள்ளல். 									
Expected Course Outcomes									
On the Successful completion of the Course, Students will be able to									
இப்பாடத்தைக் கற்பதால் பின்வரும் பயன்களை மாணவர் அடைவர்									
CO 1	சங்க இலக்கியத்தில் காணப்பெறும் வாழ்வியல் சிந்தனைகளை அறிந்து கொள்ளுதல்.								K1-K2
CO 2	தமிழின் தொன்மையையும், செம்மொழித் தகுதியையும் அறிந்து கொள்ளுதல்								K2
CO 3	நாடக இலக்கியம் மூலம் நடிப்பாற்றலையும், கலைத்தன்மையையும், படைப்பாற்றலையும் வளர்த்தல்								K4
CO 4	தமிழிலிருந்து அலுவலகக் கடிதங்களை மொழிபெயர்க்கும் அறிவைப் பெறுவர்								K3
CO 5	மொழியறிவோடு வேலைவாய்ப்பினைப் பெறுதல்								K4
K1-Remember; K2-Understand; K3-Apply; K4-Analyze; K5-Evaluate; K6-Create									
Unit-I	எட்டுத்தொகை- 1							18 Contact hours	
நற்றிணை (10, 14, 16), குறுந்தொகை (16, 17, 19, 20, 25, 29, 38, 44), கலித்தொகை (38, 51), அகநானூறு (15, 33, 55), புறநானூறு (37, 86, 112), பரிப்பாடல் - 55									
Unit-II	பத்துப்பாட்டு							18 hours	
நெடுநல்வாடை - நக்கீரர்									
Unit-III	நாடகம்							18 hours	
சபாபதி - பம்மல் சம்பந்தமுதலியார்									
Unit-IV	பாடம் தழுவிய இலக்கியவரலாறு							18 hours	
<ol style="list-style-type: none"> 1. தமிழின் தொன்மையும் சிறப்பும் 2. முச்சங்கவரலாறு 3. சங்க இலக்கியத்தின் சிறப்பியல்புகள் 4. எட்டுத்தொகை 5. பத்துப்பாட்டு 6. தமிழ் நாடகத்தின் தோற்றமும் வளர்ச்சியும் 									

Unit-V	மொழித்திறன்	18hours
<ol style="list-style-type: none"> 1. மொழிபெயர்ப்பு/ கலைச்சொற்கள் 2. கொடுக்கப்பட்டுள்ள ஆங்கிலப்பகுதியைத் தமிழில் மொழிபெயர்த்தல் 3. அலுவலகக் கடிதம் - தமிழில் மொழிபெயர்த்தல் 		
TotalLectureHours	90hours	

ReferenceBooks	
•	தமிழ் இலக்கியவரலாறு—சிற்பி. பாலசுப்பிரமணியன்
•	புதியநோக்கில் தமிழ் இலக்கியவரலாறு—தமிழண்ணல்
•	வகைமைநோக்கில் தமிழ் இலக்கியவரலாறு— எ.ப.பாக்கியமேரி

WebSources	
•	TamilHeritageFoundation-www.tamilheritage.org <http://www.tamilheritage.org>
•	TamilvirtualUniversityLibrary-www.tamilvu.org/libraryhttp://www.virtualvu.org/library
•	ProjectMadurai-www.projectmadurai.org.
•	ChennaiLibrary-www.chennailibrary.com <http://www.chennailibrary.com>.
•	TamilUniversalDigitalLibrary-www.ulib.prg <http://www.ulib.prg>.
•	TamilE-BooksDownloads-tamilebooksdownloads.blogspot.com
•	TamilBooksonline-books.tamilcube.com
•	CatalogueoftheTamilbooksintheLibraryofBritishCongressarchive.org
•	Tamilnovelsonline-books.tamilcube.com

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO1	PSO 2
CLO1	3	2	3	3	3	2	2	2	3	2	3	2
CLO2	3	3	2	2	2	3	2	3	3	2	2	2
CLO3	3	2	3	3	2	2	2	3	2	3	3	2
CLO4		3	3	2	2	2	3	2	3	2	3	3
CLO5	3	3	2	2	2	3	3	2	2	2	3	3

TOOLS FOR ASSESSMENT

CIA-1	CIA-2	Assignment	Seminar	Attendance	Total
5	5	5	5	5	25

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signatures			

Sem-IV	Subject code	Subject	Credits	L	P	T	CIA	End Sem	Total
	23 IJMC EN 04	General English-IV	3	3			25	75	100

Curriculum/Course Objectives (CO)

CO1.	To help learners imbibe the rules of language unconsciously and tune to deduce
CO2.	To enable them use receptive skills through reading and listening to acquire good exposure to language and literature
CO3.	To help them develop style in speech and writing and manipulate the tools of
CO4.	To provide exposure to plays, autobiographies and expose them to value based
CO5	To enhance their language skills especially in the areas of grammar and pronunciation.

UNIT – I Life Writing

1. I am Malala-Malala Yousafzai - Chapter 1
2. My Inventions - Nikola Tesla - Chapter 2

UNIT – II One Act Plays

1. The Zoo Story- Edward Albee
2. The Proposal- Anton Chekhov

UNIT – III Interviews

1. Nelson Mandela's Interview with Larry King.
2. Rakesh Sharma's Interview with Indira Gandhi from Space
3. Lionel Messi with Sid Lowe (Print)

UNIT – IV Language Competency

1. Refuting, Arguing & Debating
2. Making Suggestions & Responding to Suggestions
3. Asking for and Giving Advice or Help
4. Interviews (face to face, telephone and video conferencing)

UNIT – V English for Workplace

1. Job Applications: Covering letters, CV and Resume
2. Creating a digital profile - LinkedIn Filling Forms (Online & Manual): creation of account, railway reservation, ATM, Credit/debit card
3. Body Language -Practical Skills for Interviews

TextBooks(LatestEditions)

1. I Am Malala The Girl Who Stood Up for Education and Was Shot by the Taliban by Malala Yousafzai, Christina Lamb , Little Brown, 2013.
2. My Inventions by Nikola Tesla Ingram Short title, 2011 Edition

References Books (Latest editions,and the style as given below must be strictly adhered to)

1. Writing Your Life: A Guide to Writing Autobiographies, Mary Borg, Taylor & Francis, 2021
2. One-act Plays for Acting Students: An Anthology of Short Norman A. Bert 1987
3. The One-Act Play Companion: A Guide to plays, playwrights ... Colin Dolley, Rex Walford • 2015
4. How to Build a Professional Digital Profile Kindle Edition
by Jeanne Kelly Bernish, Bernish Communications Associates, LLC; 1st edition (May 29, 2012)
5. Role Play-Theory and Practice.Kryisia M Yardley-Matwiejczuk, SAGE publications ltd, 1997

Course Outcomes (COs)

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

K1	CO1	The basic aim of the paper Foundation English is to expert students in the four language skills of Listening, Speaking, Reading and Writing.
K2	CO2	By having short story and prose works, students can equip listening and reading skills.
K3	CO3	It deals with various genres like Grammar and Composition to mend the students writing skills and also induces aesthetic sense through reading poetry.
K4	CO4	It enable the students to appreciate the learning the literature and develops their communication skills.
K6	CO5	A student must want to develop her individual skills to sustain in this competitive world. Activities inside a class can develop their skills and it can be helpful to overcome the stage fear. The paper clears basic knowledge about English.

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	L	L							
CO2		M	M						
CO3			M	M	M				
CO4					S	S	S	S	
CO5					S	S	S	S	S

(H-High, S-Strong M-Medium, L-Low)

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

		K1	K2	K3	K4	K5
CO 1	To introduce students to the basics of Communication.	√	√			
CO 2	To inculcate the knowledge and understand the genre of Communication models	√	√			
CO 3	To acquaint them with important aspects of Communication based on Grammar	√	√	√		
CO 4	To acquaintance students to develop the knowledge and skills of Communication.		√	√		√
CO 5	To enhance understanding of Communication and enjoy the pleasure of reading literature		√	√	√	√

TOOLS FOR ASSESSMENT

CIA-1	CIA-2	Assignment	Seminar	Attendance	Total
5	5	5	5	5	25

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signatures			

Sem-IV	Subject code	Subject	Credits	L	P	T	CIA	End Sem	Total
	23 IJMC C04	Advertising – Theory	5	3	1	1	25	75	100

Curriculum/Course Objectives

CO1.	To give a brief insight about advertising & its different aspects to the students of Mass Communication.
CO2.	Discuss about the Relationship with public relations and marketing.
CO3.	Introduce Various advertising media and their developments from print to broadcast to internet.
CO4.	Introduce The structure of an ad agency and the role of each department
CO5.	Basic relationship between the players (client, agency, media, consumer)

UNIT - I

Definition, nature and scope of advertising, role of advertising, functions of advertising, Advertising environment, advertising agency and media, latest trends in Indian advertising.

UNIT- II

Classification of advertising based on target audience, geographic area, media and purpose, Internet advertising and promos, Brand positioning, brand name, brand personality, brand equity and brand management.

UNIT - III

Integrated Marketing Communications, Publicity, Propaganda and Public relations, Advertising and public relations ethics and regulations. Advertising bodies in India and their roles.

UNIT - IV

Components of print advertisement – visuals- types of visuals, advertising copy - headlines, signature, slogans & logos. Visualization and execution of advertisements - client brief, account planning, advertising strategy, creative strategy, creative process and execution; Media research, planning, budgeting and media buying.

UNIT -V

Exercises, Print ad creation.

REFERENCE

1. S.H.H Kazmi, Satish K Batra, Advertising and sales promotion”, Excel Book, New Delhi, 2000
- 2.J.Vilaniyam, G.K. Varghese, Advertising Basics”, Response books, New Delhi, 2001
- 3.Sean Brierley, “The Advertising and Hand book”, 2nd Edition New York, 2000
- 4.McGraw Hill, “Principles of advertising and IMC”, 2nd Edition New York, 2000
- 5.John Mcdonough, “Encyclopedia of Advertising”, Vol. 1, 2000.

Course Outcomes (COs)

CO1	Students will learn Types of Advertising
CO2	Students will learn Introduction to advertising strategies
CO3	Students will learn Various advertising media and their developments from print to broadcast to internet.
CO4	Students will learn history, meaning, definition and functions.
CO5	Students will learn the introduction to advertising strategies AIDA, DAGMAR, information processing model

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	L	L							
CO2		M		M					
CO3			M		M	M			
CO4					S	S		S	S
CO5					S	S	S	s	s

(H-High, S-Strong M-Medium, L-Low)

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

		K1	K2	K3	K4	K5
CO1	learn Types of Advertising	√	√			
CO2	Introduce creative and innovative advertising strategies	√	√	√		
CO3	learn Various advertising media and their developments from print to broadcast to internet.	√	√	√		
CO4	meaning, definition and functions ad agency and its clients		√	√	√	√
CO5	Develop advertising strategies AIDA, DAGMAR, and information processing model to become an ad		√	√	√	√

TOOLS FOR ASSESSMENT

CIA-1	CIA-2	Assignment	Seminar	Attendance	Total
5	5	5	5	5	25

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signatures			

Sem-IV	Subject code	Subject	Credits	L	P	T	CIA	End Sem	Total
	23 IJMC P04	Audiovisual Program Production – Practical	5	1	3	1	40	60	100

Curriculum/Course Objectives

CO1.	To introduce the basics of script writing for television programs.
CO2.	To learn about different types of lightings used during the process of television program production.
CO3.	To gain knowledge about types of cameras used in television programs.
CO4.	To get used to the various techniques and nuances followed in production houses.
CO5.	To familiarize with shooting, live recording and post processing.

List of Practical: Student has to choose any two topics given below

1. Produce one segment of a 'Talk Show' not exceeding 10 minutes.
2. Produce one segment of an 'interview' not exceeding 10 minutes.
3. Produce one news capsule for a typical news bulletin not exceeding 10 minutes.
4. Produce one segment of a 'Children's Program' not exceeding 10 minutes.
5. Produce a minimum of five Public Service Advertisements of one minute each.
6. Each student should do two individual projects and submit the record and the program. The script record should be in bound book form and TV commercial must be submitted in DVD.
7. Each script in the record should contain
 - Script Development
 - Title
 - Concept (log line, one liner)
 - Synopsis
 - Treatment
 - Step outline
 - Screenplay Development
 - Slug line
 - Action (Video Description)
 - Character Name
 - Dialogue
 - Sample script with storyboard
 - Shooting Script
 - Editing Script
 - Scheduling
 - Approximate Budget details

All the above sub activities will carry marks evidenced from the record work submitted by the student.

Course Outcomes (COs)

CO	Students will be introduced to the basic lighting setups used in television program.
----	--

CO	Students will learn about editing software such as premiere pro, avid and final cut pro
CO	Students will recognize the importance of script writing during the process of production
CO	Students will become aware of the recording instruments used to capture and store
CO	Students will be able to produce a television show with the help of their batchmates.

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	L	L							
CO2		M	M	M					
CO3			M	M	M	M			
CO4					S	S	S	S	
CO5				S	S	S	S	H	H

(H-High, S-Strong M-Medium, L-Low)

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

		K1	K2	K3	K4	K5
CO1	Do the basic lighting setups used in television program.	√	√			
CO2	Handle editing software such as premiere pro, avid and final cut pro to introduce innovation in NL editing	√	√	√		
CO3	recognize the importance of script writing during the process of production	√	√	√		
CO4	Handle recording instruments used to capture and store audio signals.		√	√	√	√
CO5	produce a television show with the help of their batchmates and become a television programme			√	√	√

TOOLS FOR ASSESSMENT

CIA Test – 1	CIA Test – 2	Assignment	Seminar	Attendance	Total
5 marks	5 marks	5 marks	5 marks	5 marks	25 marks

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signatures			

Sem-IV	Subject code	Subject	Credits	L	P	T	CIA	End Sem	Total
	23 IJMC A04	Photography – Practical (Elective / generic / Discipline specific / ailed/ supportive)	3		2	1	40	60	100

Curriculum/Course Objectives

CO1.	To inculcate students about the basic handling and usage of professional camera.
CO2.	To help students develop essential skills and techniques for professional photography.
CO3.	To enlighten students about the various types of photography.
CO4.	To teach in detail about various modes and techniques used in taking a photograph
CO5.	To make students understand about the basic working of a professional camera and have a knowledge on various themes of photography.

List of Practical

1. Anatomy of Still Camera
2. Three Point Lighting
3. Four Point Lighting
4. Portrait – Single, Group
5. Nature Photography- Silhouette
5. Architecture (Interior / Exterior)
6. Human Expressions
7. Product Photography
8. Photo Feature
9. Action photograph
10. News photography (Events, Accidnets, Human Interest Story)
11. Image Manipulation
12. Photo Portfolio

Course Outcomes (COs)

CO1	To inculcate students about the basic handling and usage of professional
CO2	To help students develop essential skills and techniques for professional
CO3	To enlighten students about the various types of photography.
CO4	To teach in detail about various modes and techniques used in taking a
CO5	To make students understand about the basic working of a professional camera and have a knowledge on various themes of photography.

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	L	L							
CO2		M		M					
CO3			M		M	M			
CO4					S	S		S	S
CO5					S	S	S	s	s

(H-High, S-Strong M-Medium, L-Low)

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

		K1	K2	K	K4	K5
CO1	Basically handling and usage of professional camera.	√	√	√	√	√
CO2	Develop essential skills and techniques for professional	√	√	√	√	
CO3	Understand the various types of photography.	√	√	√		
CO4	Know detail about various modes and techniques used in		√	√		√
CO5	understand about the basic working of a professional camera and have a knowledge on various themes of photography and		√	√	√	√

TOOLS FOR ASSESSMENT

CIA Test – 1	CIA Test – 2	Assignment	Seminar	Attendance	Total
5 marks	5 marks	5 marks	5 marks	5 marks	25 marks

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signatures			

Sem-IV	Subject code	Subject	Cred its	L	P	T	CIA	End Sem	Total
	23 IJMC SB04	Audio Editing Software Skill enhancement course	3	1	1	1	40	60	100

Curriculum/Course Objectives

1.	To introduce the basics of audio editing software.
2.	To learn about different types of audio editing software, their tools.
3.	To become acquainted with open sources
4.	To get used to the various tools and techniques
5.	To familiarize audio editing with tracks

UNIT I

Introduction to Audio and its digital representation - about audio Channels

UNIT 2

Audio Mixer Panel – Unlinking and Editing Audio – Working with Submix Tracks.

UNIT 3

Panning and Balancing Audio – Automation and Recording during Playback- Break out Audio Clips – Audio Transitions – Audio Effects -Digital Music Making.

UNIT 4

Open source file formats for audio - Review of AUDACITY set up -Keystrokes and Set up - Settings/Setup for Effects - Correct Recording Settings - Microphone Volume and Playback – Recording- Audacity Tools Tool Bar Use- Cursor and other options.

UNIT 5

Practical – Complete Recording Edit -Splitting Tracks into Sections/Using Time Shift Tool - Adding Music bed - Fade In/Out (not Crossfade) - Shrink/Stretch Time of Audio – Watermarking Exporting Tracks with Specific kbps Requirements

REFERENCE

1. Rayburn, Ray A. Eargle’s Microphone Book: From Mono to Stereo to Surround, A Guide to Microphone Design and Application. 3rd ed. Focal Press. 2011.
2. Senior, Mike. Recording Secrets for the Small Studio. Routledge. 2014.
3. Izhaki, Roey. Mixing Audio: Concepts, Practices and Tools. 2nd ed. Focal Press. 2011.
4. Senior, Mike. Mixing Secrets for the Small Studio. Routledge. 2011.
5. Katz, Bob. Mastering Audio: The Art and the Science. 3rd ed. Focal Press. 2014.
6. <https://www.audacityteam.org>

Course Outcomes (COs)

CO1	To inculcate students about the basic handling and usage of audio
CO2	To help students develop essential skills and techniques for professional
CO3	To enlighten students about the various tools of audio editing
CO4	To teach in detail about layers of audio editing
CO5	To make students understand about the basic working of a professional audio editing

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	L	L							
CO2		M		M					
CO3			M		M	M			
CO4					S	S		S	S
CO5					S	S	S	s	s

(H-High, S-Strong M-Medium, L-Low)

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

		K1	K2	K	K4	K5
CO1	To inculcate students about the basic handling and usage of	√	√	√	√	√
CO2	To help students develop essential skills and techniques for	√	√	√	√	
CO3	Understand the various types of audio software	√	√	√		
CO4	To teach in detail about layers of audio editing		√	√		√
CO5	To understand about the basic working of a professional audio editing and become an entrepreneur		√	√	√	√

TOOLS FOR ASSESSMENT

CIA Test – 1	CIA Test – 2	Assignment	Seminar	Attendance	Total
5 marks	5 marks	5 marks	5 marks	5 marks	25 marks

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signatures			

M A J M C (Electronic Media) 5 year integrated (UD) **REGULATIONS AND OBE SYLLABUS- FROM 2023-2024 and thereafter)**
as per TANSCHÉ model framework

	Subject code	Subject	Credits	L	P	T	CIA	End Sem	Total
Sem-IV	23 IJMC EV 02	Environment Studies	2	1			25	75	100

Students will be sent to 1
month/ 4 weeks summer
internship/ industrial training.
This will be evaluated in 5th
semester

Sem-V	Subject code	Subject	Credits	L	P	T	CIA	End Sem	Total
	23 IJMC C05	Media Literacy	5	3	1	1	25	75	100

Curriculum/Course Objectives

1.	To introduce the basics of media literacy
2.	To learn about different coding of news
3.	To sensitise the students on copyright issues
4.	To learn about media ethics related to advertisements
5.	To learn about identity fake news

Unit I

Introduction to media literacy - the power of media literacy -conditions for media learning -media literacy skills

Unit II

Five key concepts of media literacy -the media triangle-surveys, media logs, and historical perspectives-understand, analyze and evaluate- finding hidden messages-digital citizenship

Unit III

Deconstructing advertisements - detecting bias in news - critical reading of websites

Unit IV

Copy right Act- Open source Licenses – Intellectual property right- Attribution – the nature of creative commons licenses.

Unit V

Practical- prepare a report for television, new paper advertisements ant its content accuracy.

- Alexander, A. & Hanson, J. (2007). Taking Sides: Clashing Views in Media and Society. McGraw-Hill Contemporary Learning Series: Dubuque.
- Hiassen, C. (1998). Team Rodent: How Disney Devours the World. Ballantine Books.
- Kilbourne, J. (1999). Can't Buy My Love: How Advertising Changes the Way We Think and Feel. Simon and Schuster: New York.
- McLuhan, M. (1998) Understanding Media: The Extensions of Man. Seventh Printing. MIT Press: MA.

Course Outcomes (COs)

CO1	The basics of media literacy
CO2	Different coding of news
CO3	Understanding copyright issues
CO4	Understanding media ethics related to advertisements
CO5	To identity fake news

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	L	L							
CO2		M		M					
CO3			M		M	M			
CO4					S	S		S	S
CO5					S	S	S	s	s

(H-High, S-Strong M-Medium, L-Low)

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

		K	K2	K	K	K
CO1	Know the basics of media literacy	√	√			
CO2	Understand the different coding of news	√	√	√	√	
CO3	Understand the copyright issues	√	√	√		
CO4	Understand the media ethics related to advertisements		√	√		√
CO5	Todetect fake news		√	√	√	√

TOOLS FOR ASSESSMENT

CIA Test – 1	CIA Test – 2	Assignment	Seminar	Attendance	Total
5 marks	5 marks	5 marks	5 marks	5 marks	25 marks

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signatures			

Semester -V	Subject code	Subject	Cre dits	L	P	T	CIA	End Sem	Total
	23 IJMC C06	Citizen Journalism (T)	5	2	2	1	25	75	100

Curriculum/Course Objectives

1.	To introduce the basics of Citizen Journalism
2.	To make news content digitally available with the national outreach
3.	To create digital news for digital generations with an emphasis on stories of special interest to audiences across the country
4.	To provide expertise in developing and monetizing content, producing original programming and custom-branded content, as well as managing talent and creating multi-platform distribution strategies
5.	To learn about media convergence

Unit I

Introduction to citizen journalism & essential skills required for citizen journalist-Concept and Genesis

Unit II

Attribution, verification and the structure of news writing Concept of media laws and ethics-Activism and Citizen Journalism-Tools of activism

Unit III

Entrepreneurial approaches to creating and distributing content- Citizen Journalism and Various Media-.Citizen journalism ethics

Unit IV

Introduction to new media and citizen journalism -Folk media for citizen journalism - Forms of interactive journalism -Tools for media distribution and processing information

Unit V

Citizen Journalism and Data verification-Interactional tools- Video, audio and readable-Observational sessions

References:

1. Applied Mass Communication Theory. Rosenberry, Jack and Vicke, Lauren A. T&F. 2021
2. McQuail's Media and Mass Communication Theory. McQuail, Denis and Deuze, Mark, SAGE Publications India. Sep 2021
3. Introduction To Mass Communication. Chawla, Abhay. Pearson Publishers. Jan 2021
4. Mass Communication In India, Kumar,Keval J, Jaico Publishing House, 2018
5. Mass Communications and Media Studies: An Introduction. Paxson, Peyton. Bloomsbury Publishing. 2014

Course Outcomes (COs)

CO1	Various concepts around citizen journalism
CO2	Essential skills of citizen journalism
CO3	The ethics of news & media
CO4	The distribution & processing information
CO5	Understand how interactive media can be used

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	L	L							
CO2		M		M					
CO3			M		M	M			
CO4					S	S		S	S
CO5					S	S	S	s	s

(H-High, S-Strong M-Medium, L-Low)

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

		K	K2	K	K	K
CO1	Understand various concepts around citizen journalism	√	√			
CO2U nderst	Understand essential skills of citizen journalism	√	√	√	√	
CO3	Understand the ethics of news & media	√	√	√		
CO4	Understand the distribution & processing		√	√		√
CO5	Understand how interactive media can be used		√	√	√	√

TOOLS FOR ASSESSMENT

CIA Test – 1	CIA Test – 2	Assignment	Seminar	Attendance	Total
5 marks	5 marks	5 marks	5 marks	5 marks	25 marks

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signatures			

Sem- V	Subject code	Subject	Credits	L	P	T	CIA	End Sem	Total
	23 IJMC C07	Folklore Communication (T)	5	3	1	1	25	75	100

Curriculum/Course Objectives

1.	To define folklore communication and understand its association with other disciplines of arts and literature.
2.	To comprehend the classification of verbal arts and the uniqueness of each.
3.	To enlighten students about the nature and importance of oral literature.
4.	To impart detailed information about the different forms of folk arts in TamilNadu.
5.	To create awareness about folk festivals and their history.

Unit 1

Folklore definition- Definition and Growth of Folkloristics; Classifications- need- Relationship between Literature, Linguistics, Anthropology, History, Psychology, Geography, Ecology, Ethno - mathematics etc. and other departments.

Unit 2

Verbal arts- classifications- Myths, Legends and Tales, Ballads and Songs, Proverbs, Riddles, Rhymes- Talattu (Lullaby), Oppari (Wail), folk songs related to Agriculture, folk songs related to Fisheries, and other professions.

Unit 3

Oral literature – definition- proverbs- definition- types-theories- analysis of proverbs- rules for collection and documentation of proverbs- riddles- tongue twisters- puzzles.

Unit 4

Folk Performing Arts – Definition, Content, Folk Theatrical Tradition in India- Tamilnadu- Folk Dance and Music in Tamilnadu- Folk Festivals of Tamilnadu- Folk Arts and Crafts Forms in Tamilnadu. Bommalattam or puppet show-ChakkaiAttam-Devaraattam-Kamandi or Kaman Pandigai-Kai SilambuAttam-Kali Attam or Kolattam-Karagattam-Kazhaik Kothu-Kolattam-Poi Kalattam-Kummi-MayilAttam or Peacock dance-OttanKoothu-Oyilattam-OyilKummi-PaampuAtam or Snake Dance-PoikkalKuthiraiAattam or Artificial Horse Dance-PuliAattam or Puliyattam (Tiger Dance)-Shattam dance-Paraiyattam-Theruk Koothu-UrummiAttam-Villup Pattu

Unit 5

Folk Festivals of Tamilnadu- Folk Arts and Crafts Forms in Tamilnadu- importance of preservation Documentation of folklore- conducting surveys- classification- publishing-

References:

1. BarreToelken, 1979, The Dynamics of Folklore, Logan: Utah State University Press.
2. Robert A. Georges and Michael Owen Jones, 1995, Folkloristics : an introduction, India University Press.
3. Thomas L. Charlton (Editor) Leslie Roy Ballard (As told to), 2006 Handbook of Oral History, Altamira Press. Cōmale, 1973, Folklore of Tamil Nadu, Thomson Press.

Course Outcomes (COs)

CO1	The basics of folklore communication
CO2	The classification of verbal arts and the uniqueness of each.
CO3	The importance of oral literature.
CO4	Tthe different forms of folk arts in TamilNadu.
CO5	The folk festivals and their history.

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	L	L							
CO2		M		M					
CO3			M		M	M			
CO4					S	S		S	S
CO5					S	S	S	s	s

(H-High, S-Strong M-Medium, L-Low)

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

		K	K2	K	K	K
CO1	The basics of folklore communication	√	√			
C02	The classification of verbal arts and the uniqueness of each.	√	√	√	√	
CO3	The importance of oral literature.	√	√	√		
CO4	Tthe different forms of folk arts in TamilNadu.		√	√		√
CO5	The folk festivals and their history.		√	√	√	√

TOOLS FOR ASSESSMENT

CIA Test – 1	CIA Test – 2	Assignment	Seminar	Attendance	Total
5 marks	5 marks	5 marks	5 marks	5 marks	25 marks

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signatures			

Sem-V	Subject code	Subject	Credits	L	P	T	CIA	End Sem	Total
	23 IJMC P05	Advertising (Practical)	5		5		40	60	100

Course Objectives

1.	To help students gain a fair knowledge about various Advertising process concepts and principles with basic skills to understand its need in various media contexts and advertising agency management.
2.	To enable students gain insight into the evolution of Corporate Communication and its expanded role in organizational and marketing communication.
3.	ORGANIZE different types of Advertising copy for branding innovative strategies.
4.	Make them to evolution of Corporate Communication and its expanded role in organizational and marketing communication.
5.	CONNECT the digital media landscape in Advertising.

List of Practical:

1. Produce classified advertisements
2. Design ear panels
3. Design a visual dominant advertisement
4. Design a copy dominant advertisement
5. Design a solus advertisement
6. Design an ad. for a consumer product for print, radio, TV and web
7. Design a retail advertisement.
8. Design a corporate advertisement
9. Create public service advertisement (PSA) for print, radio, TV and web
10. Design an ad for brand promotion

(Record should contain the thumbnail, rough and comprehensive artwork and copy for all the items listed above)

Sem-V	Subject code	Subject	Credits	L	P	T	CIA	End Sem	Total
	23 IJMC A05	Video editing Software (Elective/ Generic/ Specific/ Allied/ Supportive)	3	2	1		40	60	100

Course Objectives

CO1.	To Adobe Premiere Pro
CO2.	To learn the techniques of video editing tools
CO3.	To understand the important principles of editing
CO4.	To understand the basic animation tools for video editing
CO5.	To understand the basics of audio editing.

Video editing Software (T)

Unit I

Combine video with music, images and graphics -Edit multi-camera footage together

Unit II

Cut documentary, narrative and promo style videos-Learn important principles of editing - Video effects- Overlays to add texture

Unit III

Animate images, text and video in motion graphics-Animate Photoshop and Illustrator files
Create animated logos, infographics and social media advertisements.

Unit IV

Animate native shape and text layers to create engaging animation

Unit V

Clean up audio files to reduce noise - Copy, cut and paste audio to create new files-Edit voice overs, podcasts and music to use standalone or in your video projects

REFERENCE

1. Television Production Hand Book - Herbert Zettle
2. Television Studio. - Gerald Millerson.
3. Television Production. Allen Wurtzel.
4. Digital Video Camera Work.-Peter Ward.
5. Television Production Technique.- Gerald Millerson

Course Outcomes (COs)

CO1	Students will improve their knowledge through the software.
CO2	Students will learn about profession and personal skill development for video editing.
CO3	Students will learn the editing and the uses of different media profession.
CO4	Students will identify ways to improve the creative content.
CO5	Students will develop excellent communication skills through the editing.

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

	P01	P02	P03	P04	P05	P06	P07	P08	P09
C01	L	L							
C02		M		M					
C03			M		M	M			
C04					S	S		S	S
C05					S	S	S	s	s

(H-High, S-Strong M-Medium, L-Low)

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

		K1	K2	K3	K4	K5
C01	Improve their knowledge through the software.	√	√			
C02	Profession and personal skill development for video editing.	√	√	√		
C03	Learn the editing and the uses of different media profession.	√	√	√		
C04	Identify ways to improve the creative content.		√	√	√	√
C05	Develop excellent communication skills through the editing.		√	√	√	√

TOOLS FOR ASSESSMENT

CIA-1	CIA-2	Assignment	Seminar	Attendance	Total
5	5	5	5	5	25

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signatures			

Sem-V	Subject code	Subject	Credits	L	P	T	CIA	End Sem	Total
	23 IJMC P06	First Internship Report Evaluation (Internship/ Industrial Training)	3		2	1	40	60	100

Course Objectives

1.	To motivate gain knowledge from media industries.
2.	To learn the functions of media industry.
3.	To understand the division of labour in media industry.
4.	Go for an internship for one month to media organization of their choice and submit the report with the work diary in the IV semester.
5.	Prepare an internship report for valuation.

Students to be undertaken their first Internship Training *during summer holidays* in any Media/Production House for a period of 30 days/4 weeks

Scheme of Marks

Report & Work Diary	40 Marks
Viva Voce	60 Marks
	100 Marks

Sem- V	Subject code	Subject	Credits	L	P	T	CIA	End Sem	Total
		Value Education	2	2			25	75	100

Curriculum/Course Objectives

1.	Values education is associated with those different pedagogies, methods or programmes that teachers or educators use in order to create learning experiences for students.
2.	Helping students to better understand the values that guide their own daily lives,
3.	Contributing to changes in values held collectively by communities and personally by individuals.
4.	Students not only to understand the values, but also to reflect them in their attitudes and behavior, and contribute to society through good citizenship and ethics.
5.	To develop his moral and ethical values in human life

Sem-VI	Subject code	Subject	Credits	L	P	T	CIA	End Sem	Total
	23 IJMC C08	Media Laws and Ethics	5	4	1		25	75	100

Curriculum/Course Objectives

CO1.	To give education to media students and professionals and all others engaged in or responsible for media in respect of recognized ethical standards and the law.
CO2.	The legal and ethical contacts and effect of relevant law, guidelines, policies and codes of practices.
CO3.	Introduce Variety of media laws types, including broadcast, television, internet and print media.
CO4.	Introduce the branch or law that deals with legal issues such as intellectual or digital media.
CO5.	To find out the communication issues include free speech issues, defamation, copy right and

Unit I - Indian Constitution:Origin and evolution of Indian constitution – Constitution assembly Debates - Preamble - Basic Structure & salient features of Indian constitution - Fundamental rights and duties - Directive principles of state policy - Four pillars of Indian democracy – Parliamentary Privileges of Media.

Unit II - Media Laws:The Press and Registration of Books Act 1867 - The Indian Press Act 1910 - Vernacular Press Act - Working Journalists and other Newspaper Employees (Conditions of Service & Miscellaneous Provisions) Act 1955 - Copyright Act 1957 - The Press Council Act 1978 - Copyright Act - Specified Press Laws: Law of Defamation, Contempt of Courts Act 1971 & Right to Information Act 2005.

Unit III - Regulating the Media Industry: Cinematography Act 1952 - The Cine-workers and Cinema Theatre Workers (Regulation of Employment) Act 1981 - The Prasar Bharati (Broadcasting Corporation of India) Act 1990 - Cable Television Networks (Regulation) Act 1995 - The Radio, Television and Video Cassette Recorder Sets (Exemption from Licensing Requirements) Rules 1997 - The Information Technology Act 2000 - Basics of Cyber laws.

Unit IV - Media Authorities & Organization: Objective & Functions - Press Information Bureau (PIB) - Directorate of Advertising & Visual Publicity (DAVP) - Indian Broadcasting Service (IBS) - Central Board of Film Certification (CBFC) -Film Division - All India Radio (AIR) -Doordarshan (DD) - Press Council of India (PCI)

Unit V - Media ethics: Role of Press & media councils - Press Ombudsman - Accountability & Independence of Media - Conflict of interest - Ethical issues: notions and debates - Resolving Ethical Dilemmas: Different Methods, Self-Regulation Vs Legal regulation Media & Human Rights Issues - Right to privacy - Sting Journalism - Yellow Journalism - Paid news - Code of

Ethics - Pros and cons of Media activism.

References:

1. Introduction to constitution of India. Basu D.D, Lexis Nexis. 2021.
2. The constitution of India: Bare Act. Constituent Assembly of India, 2020.
3. K Nanda Sukanta, Central Law Publications, First edition, 2018
4. Development of Media and Media Law – Mittika Singal Bhushan, Aadi Publications, 2014.
5. Introduction to media Law and Ethics, Pathak Juhi p, Shipra Publications, 2014.
6. Mass Media Related Laws in India, Mansa Bancy, Books Way, 2014.
7. Journalism Ethics: Arguments and cases for the twenty-first century - Roger Patching and Martin Hirst, Routledge, 2013.

Course Outcomes (COs)

CO1	Students will be engaged in or responsible for media in respect of recognized ethical standards and the law.
CO2	Students will learn the effect of relevant law, guidelines, policies and codes of practices.
CO3	Students will learn Variety of media laws types, including broadcast, television, internet and print media.
CO4	Students will learn history, meaning, definition and functions.
CO5	Students will learn the communication issues include free speech issues, defamation, copy right and censorship.

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

	P01	P02	P03	P04	P05	P06	P07	P08	P09
CO1	L	L							
CO2		M		M					
CO3			M		M	M			
CO4					S	S		S	S
CO5					S	S	S	s	s

(H-High, S-Strong M-Medium, L-Low)

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

		K1	K2	K3	K4	K5
CO1	Responsible for media in respect of recognized ethical standards and the law.	√	√			
CO2	Introduce the effect of law, guidelines, policies and codes of	√	√	√		
CO3	Learn Variety of media laws types, including broadcast, television, internet and print media.	√	√	√		

CO4	To learn history, meaning, definition and functions.		√	√	√	√
CO5	Communication issues include free speech issues, defamation, copy right and censorship.		√	√	√	√

TOOLS FOR ASSESSMENT

CIA-1	CIA-2	Assignment	Seminar	Attendance	Total
5	5	5	5	5	25

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signatures			

Sem-VI	Subject code	Subject	Credits	L	P	T	CIA	End Sem	Total
	23 IJMC C09	Digital Journalism	5	3	1	1	25	75	100

Curriculum/Course Objectives

CO1.	To allow citizens and reader's opportunity to creates 'The Public Interest'.
CO2.	Discuss about the various digital journalism on media.
CO3.	Introduce Various skill developments of information technology and media interacting.
CO4.	Introduce the structure of skills like creativity, collaborations and communication in digital
CO5.	To find out the lifestyle, values and ability of student communicative skills.

Unit I

Introduction to Digital Journalism, Digital Newsroom, Web Browsers: An Introduction, Newspaper Websites: International & National, News Portals & Their Presentations, News Websites of Major Electronic Media Houses, Independent News Websites, News Agencies and Their Web Portals – Methods of News Delivering – Its Important Components

Unit II

Role of Browsers and Plug-Ins, Searching: Tips & Tools for Better Search in Digital Era for Journalists.

Unit III

Using Online Reporting Sources, The Internet as aReporting Source, E-Mail Related Sources - Using E-Mail, News groups.

Unit IV

Web Page Based Sources - General Reference Sources, Wikis, Specialized Sources For Journalists.

Unit V

Search Engines - Basic Search Engines, Searching The Deep Web, Directories, Online Journalism Sites, Databases.

REFERENCE

1. Itule& Anderson (2002). News Writing and reporting for today's media, McGraw Hill Publication
2. Saxena Sunil (2006), Headline Writing, Sage
3. Kim Jihoon :Between film, video and the digital, Bloomsbury
4. Davisson Amber, Controversies in Digital ethics, Bloomsbury
5. Rey G Rosales (2006), The Elements of Online Journalism, iUniverse, U.S.
6. Jim Foust (2011), Online Journalism: Principles and Practices of News for the Web, Routledge
7. Tapas Ray,(2011) Online Journalism, Cambridge University Press.

Course Outcomes (COs)

CO1	Students will learn digital media and journalism.
CO2	Students will learn the writing and reading skills of effective communication in digital media.
CO3	Students will learn Various information technology and media interacting.
CO4	Students will learn history, meaning, definition and functions.
CO5	Students will learn the skills like creativity, collaborations and communication.

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

	P01	P02	P03	P04	P05	P06	P07	P08	P09
C01	L	L							
C02		M		M					
C03			M		M	M			
C04					S	S		S	S
C05					S	S	S	s	s

(H-High, S-Strong M-Medium, L-Low)

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

		K1	K2	K3	K4	K5
C01	Learn the digital media and journalism.	√	√			
C02	Introduce writing and reading skills of effective communication in digital media.	√	√	√		
C03	Learn Various developments of media technique.	√	√	√		
C04	To learn lifestyle, values and ability of student communicative skills.		√	√	√	√
C05	Develop student communication skills in media.		√	√	√	√

TOOLS FOR ASSESSMENT

CIA-1	CIA-2	Assignment	Seminar	Attendance	Total
5	5	5	5	5	25

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signatures			

Sem-VI	Subject code	Subject	Credits	L	P	T	CIA	End Sem	Total
	23 IJMC P07	AV News Production – Practical	5			5	40	60	100

Curriculum/Course Objectives

CO1.	To enable the students, learn about news and narration.
CO2.	To become aware of the regional language and the fluency.
CO3.	To acquire communication skills in order to interact with the audience for their better understanding.
CO4.	To attaining the news observation and assessing the news values.
CO5.	To creating the commercialization through the audio-video messages for television, radio and online

LIST OF PRACTICALS / Exercises

Cover various events held in the university campus and

- Write news
- News to visual
- Visual to news
- Voice over
- Voice cast
- Piece to camera
- Prioritization/ arrangements of the news for news bulletin

Course Outcomes (COs)

CO1	Students will learn about news reading and narration.
CO2	Students will learn aware of the regional language and the fluency.
CO3	Students will interact with the audience for their better understanding.
CO4	Students will learn news observation and assessing the news values.
CO5	Students will learn commercialization through the audio-video messages for television, radio and online formats.

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

	P01	P02	P03	P04	P05	P06	P07	P08	P09
CO1	L	L							
CO2		M		M					
CO3			M		M	M			
CO4					S	S		S	S
CO5					S	S	S	s	s

(H-High, S-Strong M-Medium, L-Low)

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

		K1	K2	K3	K4	K5
C01	Learn news reading and narration.	√	√			
C02	Aware of the regional language and the fluency.	√	√	√		
C03	Interact with the audience for their better understanding.	√	√	√		
C04	News observation and assessing the news values.		√	√	√	√
C05	Creating commercialization through the audio-video messages for television, radio and online formats.		√	√	√	√

TOOLS FOR ASSESSMENT

CIA-1	CIA-2	Assignment	Seminar	Attendance	Total
5	5	5	5	5	25

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signatures			

Sem-VI	Subject code	Subject	Credits	L	P	T	CIA	End Sem	Total
	23 IJMC A06	Digital Marketing (Elective / generic / Discipline specific / aided/ supportive)	3	3			25	75	100

Curriculum/Course Objectives

CO1.	To provide information about the evolution of digital Marketing and functions of marketing.
CO2.	To gain knowledge about the factors affecting the marketing function.
CO3.	To correlate marketing with media industry.
CO4.	To understand the Product life cycle printing and branding in digital marketing.
CO5.	To gain knowledge on principles of digital marketing management, market segmentation.

UNIT - I

Definition of Digital Marketing – Digital Marketing Management - Digital Marketing concept - meaning Importance of Digital marketing in developing countries - Functions of Digital Marketing - Digital Marketing environment: various environmental factors affecting the marketing function.

UNIT - II

Buyer Behaviour - Buying motives . Market Segmentation - bases - Digital Marketing strategy - Digital Market Structure - Definition and types of channel - Channel selection & problems.

UNIT – III

The Product - Types - consumer goods - industrial goods . Product Life Cycle (PLC) - Product mix - modification & elimination - packing - Developing new Products - strategies.

UNIT - IV

Pricing: Meaning to Buyer & Seller - pricing policies – Objective factors influencing pricing decisions - Competitors action to price changes – multi product pricing. Physical distribution - Management of physical distribution - marketing risks.

UNIT - V

Branding Decisions: Brand - Brand Image, Brand Identity - Brand Personality - Positioning and leveraging the brands - Brands Equity.

References:

1. Philip Kotler - Marketing Management
2. Rajan Nair - Marketing Management
3. Cundiff and Still - Fundamentals of modern marketing
4. Marketing Research Essentials, 5th edition, C. McDaniel & R.Gates
5. Business-to-Business Marketing Research, 1st Edition, M.Block & T.B

Course Outcomes (COs)

CO1	Students will be able to distinguish between the different types of marketing in the society.
CO2	Students will attain knowledge about the process of marketing in the industry.
CO3	Students become aware of the factors that influence opinion in general and public opinion formation in particular.
CO4	Students would get insights into the buying motives of the consumers and the problems faced between the producer and the consumer.
CO5	Students will be able to understand the life cycle of a product and its sustainability.

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

	P01	P02	P03	P04	P05	P06	P07	P08	P09
C01	L	L							
C02		M		M					
C03			M		M	M			
C04					S	S		S	S
C05					S	S	S	s	s

(H-High, S-Strong M-Medium, L-Low)

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

		K1	K2	K3	K4	K5
C01	Provide information about the evolution of Marketing and functions of marketing.	√	√			
C02	Gain knowledge about the factors affecting the marketing function.	√	√	√		
C03	Correlate marketing with media industry.	√	√	√		
C04	Understand the Product life cycle printing and branding.		√	√	√	√
C05	Gain knowledge on principles of marketing management, market segmentation.		√	√	√	√

TOOLS FOR ASSESSMENT

CIA-1	CIA-2	Assignment	Seminar	Attendance	Total
5	5	5	5	5	25

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signatures			

	Subject code	Subject	Credits	L	P	T	CIA	End Sem	Total
Sem-VI	23 IJMCPRJ01	Documentary/ Short Film production - (Professional Competence Skill)	5		5		40	60	100

Curriculum/Course Objectives

CO1.	To introduce the basics of script writing for documentaries.
CO2.	To learn about different types of lightings used during the process of documentary.
CO3.	To gain knowledge about types of cameras used in documentary shows / films.
CO4.	To get used to the various techniques and nuances followed in production houses.
CO5.	To familiarize with shooting, live recording and post processing.

Produce a documentary not more than 15 Minutes

Students will plan the theme, write script, location and schedule of shooting. Students submit the script for approval. Preparation of shooting script and production details for record submission.

Two copies of project DVD to be submitted with titles and certificates.

REFERENCE

Course Outcomes (COs)

CO1	Students will be introduced to the basic lighting setups used in documentary production.
CO2	Students will learn about editing software such as premiere pro, avid and final cut pro used for documentary video editing.
CO3	Students will recognize the importance of semi script writing in documentaries during the process of production.
CO4	Students will become aware of the recording instruments used to capture and store audio signals.
CO5	Students will be able to produce documentary film with the help of their batchmates.

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

	P01	P02	P03	P04	P05	P06	P07	P08	P09
CO1	L	L							
CO2		M		M					
CO3			M		M	M			
CO4					S	S		S	S
CO5					S	S	S	s	s

(H-High, S-Strong M-Medium, L-Low)

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

		K1	K2	K3	K4	K5
CO1	Students will be introduced to the basic lighting setups used in documentary production.	√	√			
CO2	Students will learn about editing software such as premiere pro, avid and final cut pro used for documentary video editing.	√	√	√		
CO3	Students will recognize the importance of semi script writing in documentaries during the process of production.	√	√	√		
CO4	Students will become aware of the recording instruments used to capture and store audio signals.		√	√	√	√
CO5	Students will be able to produce documentary film with the help of their batch mates.		√	√	√	√

TOOLS FOR ASSESSMENT

CIA-1	CIA-2	Assignment	Seminar	Attendance	Total
5	5	5	5	5	25

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signatures			

M A J M C (Electronic Media) 5 year integrated (UD) **REGULATIONS AND OBE SYLLABUS** FROM 2023-2024 and thereafter)
as per TANSCHÉ model framework

Sem-VI	Subject code	Subject	Cred its	L	P	T	CIA	End Sem	Total
		Extension Activity	1		1				

Semester – VII	Core – 16	23 IJMC C10	Understanding Human Communication (Theory)	25/75 Marks	Credit- 04
-----------------------	------------------	--------------------	---	--------------------	-------------------

Course Description

This course on Human Communication is designed to provide students with a comprehensive understanding of the theories, concepts, and fundamentals of human communication. The course will cover the basic elements, functions, and purposes of communication, as well as the various barriers to communication that can arise. Additionally, students will explore the role of perception, emotion, and cognition in communication, and examine traditional models of human communication, such as the inferential model. One important topic that will be covered is evolutionary communication, including concepts such as cooperative behavior and reciprocal altruism. Students will also learn about the evolution of language and spoken communication, and explore the cultural and neurological bases of communication.

The course will delve into various modes of communication, including nonverbal communication, speech, visual communication, and written forms of communication. By the end of the course, students will have a strong understanding of the key concepts and theories in human communication, and will have developed important skills in effective communication and persuasion.

Course Objectives

1. To provide an understanding of the foundations of human communication.
2. To sensitize learners to the evolutionary and biological basis of human communication.
3. To introduce learners to the nature, origin, evolution, and diffusion of communication across various levels of society.
4. To define various levels of communication and comprehend the differences between them.
5. To comprehend various modes of communication and techniques to analyze them.

Detailed Syllabus

Unit 1: Human Communication Theories and Concepts

1. Defining Communication- Basic Models and Levels of Communication.
2. Seven Traditions of Communication Theories.
3. Key Concepts in Message Processing.
4. Socio-Psychological Approach to Communication-Trait- Factor Model.
5. Argumentativeness - Communication Anxiety-Reticence.

Unit 2: Evolutionary Communication

1. Embodiment-Biological and Neurological Basis of Communication.
2. Evolutionary Communication- Pointing as Communication and Signaling Theory.
3. Information Seeking Behavior and Information Foraging-Information Integration. Expectancy Value-Cognitive Dissonance.
4. Evolution of Language- Speech Community and Speech Act.
5. Communication in Cultural Evolution-Identity.

Unit 3: Modes and Messages of Communication

1. Speech Communication.
2. Nonverbal Communication.
3. Nonverbal Codes Systems Digital.
4. Semiotics and Visual Communication.
5. Written Forms of Communication and Reading, Orality and Literacy.

Unit 4: Conversations in Interpersonal and Group Context

1. Intrapersonal Communication-Self, Mindful Communication Phenomenological and Hermeneutics Tradition.
2. Interpersonal Communication and -Uncertainty Reduction, Privacy Management Giles Accommodation Theory. Interaction adaptation theory.
3. Burgoon's Expectancy violation theory, and Interpersonal deception theories.
4. Symbolic interactionism, symbolic convergence theory- Fantasy themes.
5. Rhetoric, Argumentation, Coordinated Management of Meaning (CMM).

Unit 5: Relationships

1. Palo Alto Group on Relationships. Relational Schemas, Social Penetration Theory.
2. Bakhtin's Theory of Dialogics.
3. Dialectical Theory of Relationships.
4. Petronio's Communication Privacy Management (CPM) Carl Roger's Self-Theory.
5. Principles of Good Communication and Non-Violent Communication.

Key Text Books

- Beatty, M. J., McCroskey, J. C., & Valencic, K. M. (2001). *The Biology of Communication: A Communibiological Perspective*. Hampton Press.
- Edwards, A., Edwards, C., Wahl, S. T., & Myers, S. A. (2015). *The Communication Age: Connecting and Engaging*. SAGE Publications.
- Hargie, O. (2018). *The Handbook of Communication Skills*. Taylor & Francis.
- Braithwaite, D. O., & Schrodt, P. (2014). *Engaging Theories in Interpersonal Communication: Multiple Perspectives*. SAGE Publications.
- Duck, S., & McMahan, D. T. (2011). *The Basics of Communication: A Relational Perspective*. SAGE Publications.
- Hickok, G. (2014). *The Myth of Mirror Neurons: The Real Neuroscience of Communication and Cognition*. W. W. Norton & Company.
- Mildner, V. (2010). *The Cognitive Neuroscience of Human Communication*. Psychology Press.
- Johannesen, R. L. (2002). *Ethics in Human Communication*. Waveland Press.

References

- Littlejohn, S. W., & Foss, K. A. (2010). *Theories of Human Communication: Tenth Edition*.
- Waveland Press. Alberts, J. K., Martin, J. N., & Nakayama, T. K. (2018). *Communication in Society*. Pearson.
- DeVito, J. A. (2017). *Human Communication: The Basic Course*. Pearson.
- Lull, J. (2019). *Evolutionary Communication: An Introduction*. Routledge.
- Morreale, S. P., Spitzberg, B. H., & Barge, J. K. (2007). *Human Communication: Motivation, Knowledge, and Skills*. Wadsworth.

Web Resources

- Communication Research - <https://journals.sagepub.com/home/crq>
- Journal of Communication - <https://onlinelibrary.wiley.com/journal/14602466>
- Human Communication Research - <https://onlinelibrary.wiley.com/journal/14682857>
- National Communication Association - <https://www.natcom.org/>
- International Communication Association - <https://www.icahdq.org/>
- Association for Education in Journalism and Mass Communication - <https://www.aejmc.org/>

Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

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



The mapping of course outcomes with programme outcomes is tabulated as follows

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L						
CO 2		M	M	M					
CO 3				M	M	M			
CO 4					S		S	S	S
CO 5					S	S	S	S	S

S-Strong M-Medium L-Low

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

		K1	K2	K3	K4	K5
PSO	Analyze different elements of communication and articulate principles of good	✓	✓	✓		
CO1	Analyze and interpret various features of human communication such as	✓	✓		✓	
CO2	Illustrate different modes of communication using principles of message design.	✓	✓		✓	✓
CO3	Differentiate multi-level flows of communication and identify criteria for appropriate message design.	✓	✓	✓		
CO4	Make presentations to a small audience on any topic and manage stage-fright and communication anxiety		✓		✓	

TOOLS FOR ASSESSMENT

CIA Test – 1	CIA Test – 2	Assignment	Seminar	Attendance	Total
5 marks	5 marks	5 marks	5 marks	5 marks	25 marks

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signature			

Semester – VII	Core –17	23 IJMC C11	Introduction to Journalism (Theory)	25/75 Marks	Credit -04
-----------------------	-----------------	--------------------	--	--------------------	-------------------

Course Description

This course on Journalism provides an in-depth understanding of the field of journalism, its purpose, scope, and contemporary status. It covers the basics of journalism as a profession, and the laws defining journalists in the age of digital media. Students will explore the genre of journalism, including multimedia, mobile, collaborative, innovation, solution, data, social, and computational journalism. The course covers the elements of journalism, including the canons of journalism, journalism of verification, and defining and measuring quality journalism. The course also covers theories of news, such as normative and classical approaches, public sphere, and the impact of social media on public opinion. It delves into the ethics of journalism, including codes of conduct for professional journalism, digital ethics, virtue ethics, and mindful journalism.

Lastly, the course covers the future of journalism, including the role of artificial intelligence, big data, surveillance and privacy, and deep fakes. This course aims to equip students with the necessary knowledge and skills to pursue a career in journalism or related fields.

Course Objectives

1. To introduce learners to the practice of professional journalism and current challenges.
2. To introduce the learners to foundational principles and basic canons of professional journalism.
3. To provide critical insights into the historical context of the development of journalism.
4. To provide learners theoretically oriented empirical evidence for the functions of journalism in society.
5. To orient learners to best ethical practices and code of conduct and encourage them to strive to become ethical journalists.

Detailed Syllabus

Unit 1: Scope and Purpose

1. Basics of Journalism - Journalism as a Profession; Career in Journalism.
2. Field of Journalism Studies Academic Journalism.
3. Contemporary Status of Journalism- The New Rules of Engagement; News in a New Media Ecology
4. Genre of Journalism- Multimedia, Mobile; Collaborative, Innovation, Solution, Data, Social, and Computational Journalism and Others.
5. Collaborative Journalism and Cooperative Media.

Unit 2: Elements of Journalism

1. Informing the News (Thomas Patterson)
2. Basic Canons of Journalism- Elements of Journalism
3. Journalism of Verification- Journalism Practice as Social Science. Epistemology of Journalism-Towards a Scientific Attitude in Journalism.

4. Defining and Measuring Quality Journalism.
5. McQuail Media Performance Theory and its Update

Unit 3: Engaged Journalism

1. Journalistic Metamorphosis and The Networked Ecology-Participatory, Networked and Convergent Journalism
2. Audience-Centric Journalism- Active Audience. News as Conversation:Engagement Matters-Face-to-Face Engagement
3. Collaborative Journalism and User-Generated Content- Citizens Journalism.
4. Local and Hyperlocal Journalism- Digital Neighbourhood. Raise of Citizens Journalists, Lay Experts and Bloggers.
5. Alternative Journalism: Claims and Challenges. News Media Activism- Controversies in Use of Journalism for Activism

Unit 4: Ethical Journalist

1. Codes of Conduct for Professional Journalism- Institutional Self-Regulation
2. Digital Ethics- Algorithmic Biases- Code of Conduct for Digital Journalists
3. Virtue Ethics and Journalism. Mind ful Journalism. Virtue Epistemology-Making of an Ethical Journalist.
4. Future of Journalism-Artificial Intelligence-Robot Journalism.
5. Big Data, AI, Surveillance and Privacy and Deep Fakes.

Unit 5: Theories of News

1. Normative Approach to Journalism. Classical and Modern Approach-Roles and Function of News Media-Its Revisions
2. News and Public Sphere (Habermas). Market Vs public Sphere Models. News as Public Good-Fourth Estate-News Public Interest and Democracy. Propaganda Model- Computational Propaganda. Infotainment.
3. Theorizing Journalism- Gatekeeping theory. Public Opinion Agenda Setting and Framing Theory, Spiral of Silence. Impact of Social Media on public Opinion.
4. Third-Person Effects, Hostile Media Influence
5. Mediating the News- Hierarchical Model (Pamela Shoemaker)

Key Text Books

- Calcutt, A., & Hammond, P. (2011). Journalism Studies: A Critical Introduction. Routledge.
- Patterson, T. E. (2013). Informing the News. Knopf Doubleday Publishing Group.
- Natarajan, J. (n.d.). History of Indian Journalism -History of Indian Journalism
- Rao, S. (2019). Indian Journalism in a New Era: Changes, Challenges, and Perspectives. Oxford University Press.
- Bonea, A. (2016, August 1). The News of Empire: Telegraphy, Journalism and the Politics of Reporting in Colonial India, c. 1830–1900. Oxford University Press.

References

- Schudson, M. (2018). Why Journalism Still Matters. John Wiley & Sons.

- Kovach, B., & Rosenstiel, T. (2014). The Elements of Journalism, Revised and Updated 3rd Edition: What Newspeople Should Know and the Public Should Expect. Crown.
- Wahl-Jorgensen, K., & Hanitzsch, T. (2019). The Handbook of Journalism Studies. Taylor & Francis.
- Borden, S. (2013). Journalism as Practice: MacIntyre, Virtue Ethics and the Press. Routledge.
- Beever, J., McDaniel, R., & Stanlick, N. A. (2019). Understanding Digital Ethics: Cases and Contexts. Routledge.

Web Resources

- American Press Institute : <https://www.americanpressinstitute.org/>
- International News Services (INS) : <http://www.newsservice.org/>
- Poynter Institute : <https://www.poynter.org/>
- The International Center for Journalists (ICFJ) : <https://www.icfj.org/>
- The European Journalism Centre : <https://www.ejc.net/>
- Global Investigative Journalism Network : <https://gijn.org/>

Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

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



The mapping of course outcomes with programme outcomes is tabulated as follows

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L	L	L				
CO 2		M	M	M	M				
CO 3				M	M	M	M		
CO 4					S	S	S	S	S
CO 5						S	S	S	S

S-Strong

M-Medium

L-Low

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

PSO		K1	K2	K3	K4	K5	K6
CO1	Set personal and professional goals for acquiring skill sets for a career in journalism and allied industries.	√	√			√	
CO2	Demonstrate respect for evidence and a scientific attitude towards journalism practice.	√	√	√		√	√
CO3	Ability to identify key historical and news events and create interactive timeline charts using spread sheets and apps.	√		√		√	
CO4	Explain the pros and cons of a normative perspective on the role of journalism in society.		√		√		√

CO5	Make evidence-based ethical decision making and engage in mindful journalism practices.	√		√	√		
-----	---	---	--	---	---	--	--

TOOLS FOR ASSESSMENT

CIA Test – 1	CIA Test – 2	Assignment	Seminar	Attendance	Total
5 marks	5 marks	5 marks	5 marks	5 marks	25 marks

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signature			

Semester –	Core	23 IJMC P08	Digital Photography	40 / 60	Credit- 04
-------------------	-------------	--------------------	----------------------------	----------------	-------------------

VII	Practical – 8		(Practical)	Marks	
------------	--------------------------	--	---------------------	--------------	--

Course Description

Digital Photography is an introductory course designed to provide students with the fundamental knowledge and skills necessary for capturing and editing high-quality digital photographs. Through a combination of theoretical concepts, practical assignments, and hands-on activities, students will develop a solid foundation in photography techniques, equipment usage, composition principles, and digital editing software. There are project requirements, but projects are open-ended enough for students to develop their own styles and modes of expression. The development of the portfolio is an ongoing process that uses informed and critical decision making to assemble a body of works. Work is expected to be of high quality in thought, process, and product.

Course Objectives

1. Understand the history, basic concepts and ethical considerations related to digital photography.
2. Operate a digital camera proficiently, including settings and modes.
3. Compose visually appealing photographs using the principles of design and apply various techniques for capturing different subjects, such as landscapes, portraits, and still life.
4. Employ post-processing techniques using digital editing software.
5. Critically analyze and evaluate photographs to improve their own work.

Detailed Syllabus

Unit I: Introduction to Digital Photography

1. History and evolution of photography
2. Nature, scope and functions of Digital Photography
3. Types of photography: Portrait, candid shot, news photo, photo feature, landscape, nature and wildlife, and sports.
4. Difference between analogue and digital photography.
5. Legal and ethical aspects of Digital Photography.

Unit II: Understanding the camera and accessories

1. Types of camera, lens, films and filters. Mobile camera- point and shoot, SLR, built in- digital and digital backs. Holding the camera using tripods and monopods. Digital cameras: types, components, and functionality
2. Understanding exposure: aperture, shutter speed, and ISO, Basic camera settings and operation. Composition and Visual Design
3. Principles of composition: rule of thirds, leading lines, framing, etc. [Perspective and focal length, Understanding depth of field and its creative applications]
4. Elements of visual design: color, shape, texture, and pattern.

5. Lighting sources – ambient/natural light; hard and soft lights; light fixtures and reflectors; indoor lights; functions of lighting, Artificial light.

Unit III: Capturing Techniques

1. Techniques for capturing landscapes: composition, lighting, and perspective, Using filters and accessories for landscape photography.
2. Understanding exposure for landscapes, Practical exercises and field trips for landscape photography, Portraiture Photography.
3. Portrait photography techniques: posing, lighting, and composition, working with natural light and artificial lighting setups.
4. Environmental portraits vs. studio portraits, Post-processing considerations for portraits. Still Life and Product Photography.
5. Understanding the art of still life photography, Composing and lighting techniques for product photography, working with props, backgrounds, and textures.

Unit IV: Photo Editing and Post-Processing

1. Introduction to popular photo editing software (e.g., Adobe Photoshop, Light room).
2. Basic editing techniques: cropping, adjusting exposure, color correction, etc.
3. Retouching and enhancing photographs.
4. Creating photo montages and composites.

Unit V: Portfolio Development and Final Projects

1. Reviewing and evaluating students' work.
2. Creating a photography portfolio.
3. Presenting final projects and receiving feedback.
4. Ethical considerations in digital photography.

Recommended Books:

- Digital photography, A Step- by- Step Guide and Manipulating Great Images by Tom and Mitchell Beazley.
- Practical photography – O.P. Sharma – Hind pocket books.
- The focal encyclopedia of photography (1993)– Richard Zakia, LeatieStroebel – Focal press Baston, London. Third edition.
- Mastering Digital Photography & Imaging (2001) Peter K Burian, Publisher Sybex. USA. 1stedn.

- The Manual of Photography (2000) by Ralph E Jacobson/Geoffrey G Attridge/Sidney F Ray, Focal Press, Ninth Edition.
- Understanding Digital Photography by Joseph A . Ippolito, Thomson Delmar Learning, 2003. USA.
- Digital Portrait Photography and Lighting: Take Memorable Shots Every Time 2005. by Catherine.
- Freeman Patterson "The Art of Seeing" by Key Porter books. Tim Fitzharris "Landscape Photography" Firefly books.

Recommended Web sites:

- Articles, pictures, videos, online learning - www.canadiannaturephotographer.com
Articles on composition - photoinf.com.
- The place to go and read before you buys a camera - www.dpreview.com.

Suggested Practical &Suggested Exercises:

- **Outdoor Work I:** Learn how to hold the camera steadily, set exposure, focus, and other basic camera settings. - Discover effects of various exposure settings under identical lighting conditions. -To understand how various shutter speeds and apertures affect photos
- **Outdoor work II:** Use reflectors to illuminate a landscape, candid photos, and outdoor modeling using frontal and back lighting, Use macro lenses when taking close-up photos.
- **Practical indoor work:** Learn how to use a digital camera for basic photography, Elementary Lighting Angles - Studio flash features and add-ons, such as soft boxes, umbrellas, and snoots, - Portrait photography setup in a modeling studio with model lighting.
- **Practical and Record based on the following Subthemes. (40 Pictures).**
 - i. Portrait Photography
 - ii. Self- Portrait Photography
 - iii. Nature Photography-Landscape
 - iv. Advertising photography
 - v. Still-Life Photography-Freezing Movements [High Shutter]
 - vi. Aerial Photography/Drone/Gimble/ selfie stick /360 degree photography
 - vii. Architectural photography (Interior / Exterior)
 - viii. Street and Food Photography
 - ix. Travel Photography
 - x. Human Expressions
 - xi. Photo Image Manipulation
 - xii. Silhouette, long exposure and time lapse photography
 - xiii. People Photography
 - xiv. Human Expressionism
 - xv. Product Photography
 - xvi. Photo Feature and Portfolio
 - xvii. Social Media and smart phone Photography

- xviii. Editorial photography (Photo Journalism) - 1.News Photo 2. No news photo
- xix. Abstract and Minimalist Photography
- xx. Sports Photography
- xxi. Music and fine arts Photography
- xxii. Events Photography
- xxiii. Fashion and fantasy Photography
- xxiv. Micro, Macro Photography
- xxv. Adventure Photography
- xxvi. Film Photography
- xxvii. Pin hole Photography
- xxviii. Family Photography
- xxix. New Born and Child Photography
- xxx. Animal and Birds Photography

Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

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

Course Outcomes (COs): On successful completion of the course, the students will be able to:

		K1	K2	K3	K4	K5	K6
CO1	Demonstrate clear idea about history, basic concepts and ethical considerations related to digital photography.	✓		✓	✓		
CO2	Demonstrate proficiency in using digital camera, including settings and modes.	✓	✓		✓		✓
CO3	Evaluating principles of design and apply various techniques	✓	✓		✓		
CO4	Analyze and identify the various post-processing techniques using digital editing			✓	✓		✓
CO5	Map workflow in capturing photographs to improve their own work.	✓		✓		✓	

TOOLS FOR ASSESSMENT

Class observation	Record work	Assignment	Attendance	Total
10 marks	20 marks	5 marks	5 marks	40 marks
Course Designed By		Checked by	Verified By HOD	Approved by
Names				
Signature				

Semester – VII	Discipline Specific Elective - 1	23 IJMC DSE 01	Multimedia Design and Production (Practical)	40/60 Marks	Credit - 03
-----------------------	---	-----------------------	--	--------------------	--------------------

Course Description

This Multimedia Design and Production course offers essential skills for multimedia journalism, encompassing five areas. The first explores multimedia journalism, media convergence, and online storytelling. The second covers photojournalism, including camera use, composition, image editing, and mobile photography. The third delves into graphic design, animation, and cartoons, teaching news graphic production, newsletter design, and animation techniques. The fourth emphasizes audio journalism, introducing sound recording fundamentals, podcast production tools, and audio editing. Lastly, the fifth focuses on audio reporting and photo voice, discussing audio-visual collection, news slide production, and audio mixing. Overall, this course equips students to excel as multimedia journalists in today's dynamic media landscape.

Course Objectives

1. Identify the strengths and technologies of online storytelling for multimedia journalism.
2. Apply ethical principles in photojournalism and use mobile photography effectively.
3. Analyze and design professional news graphics and animations using open-source apps.
4. Produce high-quality audio recordings and apply audio editing techniques.
5. Create audio-visual news stories using photo voice and audio reporting techniques

Detailed Syllabus

Unit I: Overview of Multimedia Journalism

1. Overview of Multimedia Journalism. Media Convergence.
2. Multimedia storytelling: The strengths of the online venue and each of its technologies, Power of Multimedia Journalism.
3. How Traditional Forms of News are Adapting to Multimedia-Common Values and Goals.
4. Keys to Effective Multimedia Journalism, Becoming a Multimedia Journalist.
5. Approaching the Story. Networked Journalists' Toolkit. Apps for Multimedia Journalist. Multimedia Authoring Tools.

Unit II: Photo Journalism

1. Photojournalism: Overview, History, Significance, Camera and Lenses Composition.
2. Shooting and Managing Digital Photos.
3. Image Editing, Photo Feature, Photo Gallery.
4. Ethics in Photo journalism.
5. Mobile and Smartphone Photography.
- 6.

Unit III: Graphic Design, Animation and Cartoons

1. Principles of Graphics Design for News-Graphic Design Apps- Tools and Apps for Animation.
2. Open Source Apps Alternatives--User Guides, Producing Professional News Graphics-Visual Illustrations, Cartoons- Krita and its Alternatives.
3. Designing Newsletters and Distribution- Managing Design and Layout-DTP with Scribus and its Alternatives.
4. Animation for News Production- 2D Graphics and Animation- Whiteboard and Text Animation for News and infotainment.
5. Online Storyboarding Apps, Writing Captions, Subtitles, Rolling News, Briefs Explainer Videos and Other formats.

Unit IV: Audio Journalism Skills

1. From Radio to Audio Journalism, Advantages of Audio.
2. Writing for Audio-Podcast News-Writing to be Spoken, Digital Audio.
3. Elements of Audio Fundamentals of Sound Recording, Quality Audio Standards.
4. Tools for Podcast Production- Headphones, Mobile Apps-Mixer, Microphones, Amplifiers, Mixers, Stands, Filter, Acoustic Treatment.
5. Audio Editing Basics, Audacity and its Alternatives, Noise Reduction, Adding Audio Effects

Unit V: Audio Reporting and Podcast

1. Audio Reporting, Collecting Audio and Visuals in the Field Using Mobile Phones.
2. News Storytelling via Audio, Theory and Practice of Photo-voice-Audio Slideshow.
3. Producing News Slides with Sound.
4. Producing Podcast/Audio News Stories.
5. Mixing Photo-Features/Images with Audio

Suggested Exercises

1. **Creating a multimedia story:** Students will create a multimedia story using a combination of text, images, audio, and video. They will understand the importance of storytelling in multimedia journalism.
2. **Writing for audio journalism and podcasts:** Students will learn the differences between writing for print and audio journalism and practice writing scripts for podcasts and audio news stories.
3. **Setting up a podcast:** Students will learn about the equipment and software necessary for podcast production, including microphones, mixers, and audio editing tools. They will set up a basic podcast recording studio.
4. **Audio editing and production:** Students will learn the basics of audio editing using Audacity or its alternatives. They will practice recording, editing, and exporting a podcast episode or audio news story.
5. **Producing a multimedia news package:** Students will apply their multimedia journalism skills to create a comprehensive news package, including text, images, audio, and video. They will collaborate with classmates to produce and publish the final project.

Key Textbooks

- Briggs, M. (2019). Journalism Next: A Practical Guide to Digital Reporting and Publishing. CQ Press.
- Kolodzy, J. (2013). Practicing Convergence Journalism: An Introduction to Cross-media Storytelling. Routledge.
- Van Tassel, J., Murphy, M., & Schmitz, J. (2020). The New News: The Journalist's Guide to Producing Digital Content for Online & Mobile News. Routledge.
- Stewart, P. (2010). Essential Radio Skills: How to Present a Radio Show. A&C Black.
- Parrish, F. S. (2002). Photojournalism: An Introduction. Wadsworth/Thomson Learning.

References

- Dunham, R. S. (2019). Multimedia Reporting: How Digital Tools Can Improve Journalism Storytelling. Springer.
- Burum, I., & Quinn, S. (2015). MOJO: The Mobile Journalism Handbook: How to Make Broadcast Videos with an iPhone or iPad. CRC Press.

- Various Authors (App Version Year). Multimedia Authoring Tools and User Manuals of Various Open Source Applications for Audio, Video, Image Production and Editing
- Kern, J. (2008). Sound Reporting - The NPR Guide to Audio Journalism and Production. University of Chicago Press.
- Quinn, S., & Filak, V. F. (Eds.). (2005). Convergent journalism: An introduction. Elsevier/Focal Press.

Web Resources

- Journal of Multimedia - <http://www.jmm.org.cn/>
- National Press Photographers Association - <https://nppa.org/>
- Online News Association - <https://journalists.org/>
- The Society of Professional Journalists - <https://www.spj.org/>
- National Association of Broadcasters - <https://www.nab.org/>

Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

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

The mapping of course outcomes with programme outcomes is tabulated as follows

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L	L	L	L			S
CO 2		M	M	M	M	M		S	
CO 3	S			M	M	S	M	S	
CO 4		S		S	S	S	S	S	S
CO 5	S			S	S	S	S	S	S

S-Strong M-Medium L-Low

Course Outcomes (COs): On successful completion of the course, the students will be able to:

		K1	K2	K3	K4	K5
CO1	Apply multimedia storytelling techniques using various technologies to effectively convey a	√	√			
CO2	Evaluate the ethical considerations and principles of photojournalism, applying Bloom's Taxonomy's evaluate level.	√	√		√	
CO3	Demonstrate proficiency in using graphic design software and animation tools to create professional-looking news graphics and info graphics, applying Bloom's Taxonomy's creating level.	√		√		√
CO4	Analyze and assess the effectiveness of audio journalism and podcast production, applying Bloom's Taxonomy's analyze level.	√		√	√	
CO5	Synthesize audio and visual elements to produce multimedia news content, applying Bloom's Taxonomy's synthesis level.		√			√

TOOLS FOR ASSESSMENT

CIA Test – 1	CIA Test – 2	Assignment	Seminar	Attendance	Total
5 marks	5 marks	5 marks	5 marks	5 marks	25 marks

M A J M C (Electronic Media) 5 year integrated (UD) **REGULATIONS AND OBE SYLLABUS- FROM 2023-2024 and thereafter**
as per TANSCHÉ model framework

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signature			

Semester – VII	Discipline Generic Elective -	23 JMC DGE 01	Public Speaking (Practical)	40/60Marks	Credit - 03
-----------------------	--------------------------------------	----------------------	-------------------------------------	-------------------	--------------------

Course Description

This course is designed to help students develop effective public speaking skills through practical exercises and real-world applications. Students will learn the principles of effective communication, develop confidence in speaking, and enhance their ability to deliver engaging speeches in various contexts. The primary goal of this speech communication beginning course is on the practical aspects of public speaking, such as methods for reducing speaker nervousness and the use of visual aids to improve speaker presentations. The basis of this is communication that is respectful and moral. Course objective is to give students the fundamental skills of organization and research required for powerful presentations, as well as to prepare them for success in normal public speaking circumstances.

Course Objectives:

1. Understand the principles of effective public speaking.
2. Demonstrate confidence and control while speaking in public and Use visual aids and technology effectively to support their speeches.
3. Apply persuasive techniques to influence and persuade audiences.
4. Use visual aids and technology effectively to support their speeches.
5. Analyze and evaluate their speaking performances.

Detailed Syllabus:

Unit I: Introduction to Public Speaking:

1. Importance of public speaking skills.
2. Overcoming stage fright and anxiety, Speech Preparation and Organization.
3. Selecting a topic and purpose, identifying the target audience.
4. Understanding the audience. Organizing the facts.
5. Developing a clear and concise speech structure.

Unit II: Vocal Techniques and Body Language:

1. Importance of voice projection and articulation, Non-verbal communication and body language, Voice exercises and warm-ups.
2. Speech Delivery Skills, Effective use of gestures and facial expressions, Enhancing vocal variety and pace.
3. Practice sessions and feedback, Using Visual Aids.
4. Selecting and creating visual aids, Integrating multimedia and technology.
5. Guidelines for using visual aids effectively.

Unit III: Persuasive Speaking:

1. Understanding persuasive techniques.
2. Crafting persuasive speeches.
3. Ethical considerations in persuasive communication.
4. Developing quick thinking and improvisation skills.

5. Articulate the goals of the speech.

Unit IV: Practice sessions and feedback:

1. Special Occasion Speeches, Speeches for special events , Understanding the purpose and expectations.
2. Tailoring speeches to specific occasions, Informative Speaking, Researching and organizing information, presenting complex ideas clearly and concisely.
3. Using visual aids to support information, Group Presentations.
4. Collaborative speeches and group dynamics.
5. Dividing roles and responsibilities, delivering a cohesive and coordinated presentation

Unit V: Speech Analysis and Evaluation:

1. Evaluating and providing constructive feedback.
2. Self-reflection and self-assessment, identifying areas for improvement.
3. Final Presentations, Individual persuasive speeches.
4. Application of all learned skills.
5. Final feedback and reflection.

Suggested Practical& Suggested Exercises:

- **Impromptu Speeches:** Prepare a list of topics pertaining to your area of study for impromptu speeches. Each student should be assigned a subject at random and instructed to give a brief, spontaneous speech on that subject. The capacity to think quickly and articulate ideas clearly without much planning is developed through this activity.
- **Group Discussions:** Organize group conversations on particular study areas or current events. Each student will have a set amount of time to express their ideas or arguments. Students can practice stating their points clearly and constructively discussing with others with this activity.
- **Presentations with Visual Aids:** Give students a topic and instruct them to create a presentation using visual aids like slides or posters. Encourage them to successfully use imagery to support their points and draw the audience in. Students can use visual aids to support their speaking during this practice to hone their presentation design skills.
- **Mock Conference Presentations:** Ask students to prepare and make a presentation as they would at an academic conference to simulate a conference environment. In order to keep the audience's attention, emphasize the value of clarity, conciseness, and effective communication. After the presentation, solicit comments and promote conversations on how to get better.
- **TED talks:** Assign students to do presentations in the style of TED talks on subjects related to their field of study that fascinate them. Encourage them to concentrate on storytelling, the use of stories, and developing an emotional connection with the audience. Through this activity, students can hone their public speaking skills and learn to captivate an audience with gripping stories.

Reference Books:

- O'Hair, Dan, Rob Stewart, and Hannah Rubenstein. *Speaker's Guidebook: Text and Reference*. 3rded. New York: Bedford/St. Martin's, 2007.

Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

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

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

	P01	P02	P03	P04	P05	P06	P07	P08	P09
C01	L	L							
C02		M		M					
C03			M		M	M			
C04					S	S		S	S
C05					S	S	S	s	s

(H-High, S-Strong M-Medium, L-Low)

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

		K1	K2	K3	K4	K5
C01	Understanding the importance of public speaking skills.	√	√			
C02	Confidence and Self-Assurance: Develop confidence in public speaking and overcome stage fright or speaking anxiety.	√	√	√		
C03	Persuasive Speaking: Develop persuasive techniques and strategies to influence and persuade audiences effectively	√	√	√		
C04	Speech Preparation and Delivery: Learn techniques for researching, organizing, and delivering speeches that engage and inform audiences.		√	√	√	√
C05	Personal Growth and Reflection: Engage in self-reflection, assess personal growth, and identify areas for improvement as a public speaker.		√	√	√	√

TOOLS FOR ASSESSMENT

CIA-1	CIA-2	Assignment	Seminar	Attendance	Total
5	5	5	5	5	25

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signatures			

M A J M C (Electronic Media) 5 year integrated (UD) **REGULATIONS AND OBE SYLLABUS** FROM 2023-2024 and thereafter)
as per TANSCHÉ model framework

Semester – VII	Supportive		Chosen by the students from SWAYAM	25/ 75Marks	Credit - 02
-----------------------	-------------------	--	---	------------------------	--------------------

Semester – VIII	Core – 13	23 IJMC C13	Mediated Communication (Theory)	CIA- 25 End Sem 75 Marks	Credit -04
------------------------	------------------	--------------------	--	---	-------------------

Course Description

Mediated Communication is a course that explores the various forms of media and communication, with a focus on Computer Mediated Communication (CMC) and new media. The course offers an overview of the historical and theoretical background of mass and mediated communication, as well as the psychological effects of social and mobile media. Students will learn about the functions of media, uses and gratification of social media, expectancy-value theory, media richness, and competence models. Additionally, the course explores media and CMC effects theories such as personal influence, selective perception, limited effects, cultivation theory, and Marshall McLuhan's Medium Theory. Furthermore, students will gain an understanding of communication ecology perspectives, media and socialization, media dependency, Ball-Rokeach's Communication Infrastructure Theory, and the Media Multiplicity Theory. The course also covers the cognitive, memory, and emotional effects of media, social information processing theory, social cognitive theory, and the presentation of self-online.

Finally, the course delves into the social informatics approach to mediated communication, persuasive technology design, communication systems and networks, and the cybernetics and self-organization of social systems. Students will learn about media-influence diffusion of innovation and I theories, information flow models, Castells' and van Dijk's Network Society, and the spread of ideas through contagion, Jenkins' Spreadable Media Theory, mimetics, memes, virality, and infodemiology. This course is ideal for students interested in media studies, communication, and technology.

Course Objectives

1. To orient learners to classical and emerging theories of mediated communication.
2. To comprehend the role and function of media in public opinion formation.
3. To distinguish between various effects of mediated communication.
4. To help learners track and appraise emerging trends in communication theories and research.
5. To help learners understand theories of communication systems and how ideas spread in a media-rich world.

Detailed Syllabus

Unit 1: Traditional Media and CMS Effects

1. Origins of Mass Communication-Mass Society, Power Effects Thesis, Propaganda Model, Passive and Active Audiences -Rise and Fall of Mass Communication.
2. Audience Fragmentation and Media Balkanization-Functions of Mass and Mediated Communication- Brief History of Computer Mediated Communication (CMC).
3. Characteristics of New Media-Uses and Gratification of Social Media. Transportation Mode-Expectancy-Value Theory-Media Richness. Competence Model.
4. Media and Channel Use Theories-Media and CMC Effects Theories-Personal Influence, Selective Perception, and Limited Effects- Cultivation theory.
5. Media Effects Research Tradition. An Overview of Psychological Effects of Social and Mobile Media.

Unit 2: Communication Ecology Perspectives

1. Media and Communication Ecology Perspective-Harold Inns Legacy and Marshall McLuhan's Medium Theory.
2. Media Ecology and Mediatization, Remediation-Media and Socialization.
3. Ball-Rokeach's Communication Infrastructure Theory.

4. Media Multiplicity Theory (Caroline Haythornthwaite)-Media and Cultural Production.
5. Presentation of Self Online (Ervin Goffman)-Critical Cultural Perspectives: Interpretations of Media Influences on and Society.

Unit 3: Cognitive, Memory, and Emotional Effects of Media

1. Communication and Cognition- Relevance, Limited Capacity Model.
2. Social Information Processing Theory (Walther)-Cognitive Approach to Mass Communication.
3. Social Cognitive Theory-Memory and Emotional Effects of Mediated Communication.
4. Emergence of Media Neuroscience.
5. Information Processing Models

Unit 4: (Re) Emerging Theoretical Perspective

1. Digital Play and Media Transference. Media Transformations (Mark Poster)-Theory of Interactive Media Effects.
2. Social Expectations Theory-Media Equations. Media Dependency. Media Transformations- Social Informatics Approach to Mediated Communication.
3. Communicating with Objects-Actor Network Theory-Jean Baudrillard's The Revenge of the Crystal-Approaches to Human.
4. Computer Interaction (HCI)-Affordances, Usability, UX.
5. Human Brain Interaction (BCI), AI and Communication-Persuasive Technology Design- Attention, Dependencies, and Distraction.

Unit 5: Communication Systems and Networks

1. Social Systems Approach to Communication-Cybernetics and Self-organization. Latané's Dynamic Social Impact Theory.
2. Castells' and van Dijk's Network Society-Media-Influence Diffusion of Innovation, Differential Adaptation Theory and Contagion theories (Social, behavioural etc.).
3. Information Flow Models-Mimetics- Memes and Discursive Power of Memes.
4. How ideas Spread-Jenkins' Spreadable Media Theory, Virality, and Self.
5. Organization, Emergence Autopoiesis, Critical Mass, Tipping Point- Infodemiology.

Key Text Books

1. ShyamSundar, S. (2015). The Handbook of the Psychology of Communication Technology. John Wiley & Sons.
2. Konijn, E. A., Utz, S., Tanis, M., & Barnes, S. B. (2008). Mediated Interpersonal Communication. Routledge.
3. Carr, C. T. (2021). Computer-Mediated Communication: A Theoretical and Practical Introduction to Online Human Communication. Rowman & Littlefield.
4. de Mooij, M. (2013). Human and Mediated Communication around the World: A Comprehensive Review and Analysis. Springer Science & Business Media.
5. Gunter, B. (2015). The Cognitive Impact of Television News: Production Attributes and Information Reception eBook: Gunter, B.: Amazon.in: Kindle Store

References

1. Stacks, D. W., Salwen, M. B., & Eichhorn, K. C. (2019). An Integrated Approach to Communication Theory and Research. Routledge.
2. Sparks, G. G. (2015). Media Effects Research: A Basic Overview. Cengage Learning.
3. Siapera, E. (2017). Understanding New Media. SAGE.
4. Blumberg, F. C., & Brooks, P. J. (2017). Cognitive Development in Digital Contexts. Academic Press.
5. Donsbach, W. (2015). The Concise Encyclopedia of Communication. John Wiley & Sons
6. **Web Resources**
7. Journal of Computer-Mediated Communication - <https://onlinelibrary.wiley.com/journal/10836199>
8. New Media & Society - <https://journals.sagepub.com/home/nms>

9. Media, Culture & Society - <https://journals.sagepub.com/home/mcs>
10. Communication Research - <https://journals.sagepub.com/home/crx>
11. Mobile Media & Communication - <https://journals.sagepub.com/home/mmc>

Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

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

The mapping of course outcomes with programme outcomes is tabulated as follows

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L						
CO 2		M	M	M					
CO 3				M	M	M			
CO 4					S	S	S	S	
CO 5					S	S	S	S	S

S- Strong M-Medium L-Low

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

		K1	K2	K3	K	K5
PSO	Analyses and internet systems of mediated communication.	✓	✓		✓	
CO1	Critically evaluate public opinion surveys and polls.	✓	✓	✓		✓
CO2	Outline and write a reflexive essay on the effects of media on self and the other.	✓	✓	✓		
CO3	Analyze and interpret developments in mediated communication using multiple theoretical lenses.	✓	✓		✓	
CO4	Identify key factors driving the spread of information and virality.		✓		✓	

Tools of Assessment

CIA Test - 1	CIA Test - 2	Assignment	Seminar	Attendance	Total
5 Marks	5 Marks	5 Marks	5 Marks	5 Marks	25 Marks

Course	Checked by	Verified by	Approved by
Names			
Signature			

Semester – VIII	Core – 14	23 IJMC C14	Communication Research Methods (Theory)	CIA- 25 End Sem 75 Marks	Credit -04
------------------------	------------------	--------------------	--	---	-------------------

Course Description

The Communication Research Methods course provides students with a comprehensive understanding of the foundational concepts and methods used in communication research. The course begins with an exploration of the foundations of research, including the nature of reality, modes of knowing, and the language of research. Students will learn about the research process and design, including social measurement and causal inferences, propositions and hypothesis development, and the overview of experimentation and randomized control trials (A/B testing). The course will also cover content analysis and text analytics, including developing coding schemes and frameworks, and computer-aided content analysis.

In addition, students will learn about the logic of qualitative research, theory in qualitative research, and methods for qualitative data collection, including grounded theory methodology and qualitative data analysis. The course will also explore survey methods, steps in survey research, audience survey design, and scales development, as well as sampling design, data cleaning, coding, and exploratory data analysis, and using computer-assisted quantitative data analysis software such as SPSS. By the end of the course, students will have gained a solid foundation in communication research methods, including both qualitative and quantitative approaches, allowing them to design and execute their research projects effectively.

Course Objectives

1. To explain the nature of social reality and the role of communication research.
2. Explain the concept of social measurement and causal modeling in communication research.
3. To provide a detailed description of the method of content analysis of news.
4. To ground learners into the logic of qualitative research.
5. To understand major steps in survey methods.

Detailed Syllabus

Unit 1: Foundations of Research

1. Need for Research. Nature of Reality. Epistemology and Modes of Knowing-Errors in Human Reasoning and Observations - Historical Overview of Communications Theory Research and Scholarship.
2. Defining Research Problems, Research Process. Literature Review - Online Search.
3. Formulating Research Questions - Research Designs for Communication Studies.
4. Qualitative, Quantitative, Mixed Methods -Types of Research Methods- Longitudinal Design.
5. Sources of Data - Tools for Data Collection.

Unit 2: Social Measurement and Causal Inferences

1. Language of Research-Theory, Concepts, Measurement Variables, Hypothesis - Role of Theory in Research - Logic of Induction and Deduction -Unit of Analysis and Ecological Fallacy.

2. False Positives and False Negatives - Causal Inferences and Modeling - Idiographic and Nomothetic Explanation - Language of Variables. Concepts and Constructs.
3. Types of Variables. Developing Hypothesis - Operationalization and Social Measurement- Conceptualization, Operationalization. Levels of Measurement. Index.
4. Measurement Validity and Reliability - Propositions and Hypothesis Development - Falsifiable Propositions and Research Hypothesis.
5. Logic of Hypothesis Testing and Tests of Significance - Building Models - Overview of Experimentation and Randomized Control Trials (A/B Testing).

Unit 3: Content Analysis and Text Analytics

1. Foundations of Content Analysis-Definitions and Sampling Techniques - Content Analysis Methodology - Applications of Content Analysis.
2. Studying the Media Text - Steps in Content Analysis. Coding Framework. Inter-coder Reliability - Sampling in Content Analysis - Developing Coding Scheme and Framework.
3. Computer-Aided Content Analysis - Dictionary-based Coding. Diction Software - Text Analytics Basics-Text Corpus Bag-of-Words Analysis.
4. Stop Word/ Go Words. Lemmatization. Concordances. - Word Co-occurrence.
5. Keyword-in-Context (KWIC) - AntConc Software.

Unit 4: Logic of Qualitative Research

1. Theory in Qualitative Research. Approaches of Qualitative Research. Reliability and Validity in Qualitative Research. - Methods for Qualitative Data Collection.
2. Tools for Data Collection Analysis-Interviewing Method - Participant Observation.
3. Unobtrusive Measures - Unstructured Surveys Grounded Theory Methodology - Coding Schemes. - Open and Axial Coding - Qualitative Content Analysis - Qualitative Data Analysis.
4. Using Computer Assisted Qualitative Data Analysis Software -
5. Visual Analysis - Methods and Techniques -Video and Image Analysis-An Overview.

Unit 5: Survey Method

1. Steps in Survey Research and Opinion Polls. Questionnaire Design. Survey Administration- Survey Design-Scales Development-Types of Scales.
2. Specialized Scales. Attitude, Rating, Ranking Scale Development-Sampling Design- Probability and Non-Probability Sampling.
3. Data cleaning, coding and Recoding-Statistical Package for data Analysis- Descriptive Data Analysis.
4. Frequency and Cross-Tabulation Data Visualization-Role and Relevance of Statistics.
5. Working with a Statistician.

Key Text Books

1. N, R. B. (2009). A Handbook of Poll Surveys in Media: An Indian Perspective (2009th edition). Gyan Publishing House.
2. Berger, A. A. (2018). Media and Communication Research Methods: An Introduction to Qualitative and Quantitative Approaches. SAGE Publications.
3. Croucher, S. M., & Cronn-Mills, D. (2018). Understanding Communication Research Methods: A Theoretical and Practical Approach. Routledge.
4. Scharrer, E., & Ramasubramanian, S. (2021). Quantitative Research Methods in Communication. Taylor & Francis Group.
5. Tracy, S. J. (2019). Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact. John Wiley & Sons.
6. Lindlof, T. R., & Taylor, B. C. (2017). Qualitative Communication Research Methods. SAGE Publication.

References

1. Allen, M. (2017). The SAGE Encyclopaedia of Communication Research Methods. SAGE Publications.
2. Altheide, D. L., & Schneider, C. J. (2012). Qualitative Media Analysis (Second edition, Vol. 1). SAGE Publications Inc.
3. Baxter, L. A., & Babbie, E. R. (2003). The Basics of Communication Research (1 edition). Cengage Learning.
4. Krippendorff, K. H. (1981). Content Analysis: An Introduction to Its Methodology (Second Edition edition). SAGE Publications, Inc.
5. Neuendorf, K. A. (2016). The Content Analysis Guidebook (Second edition, Vol. 1). SAGE Publications, Inc.

Web Resources

1. Communication Research - <https://journals.sagepub.com/home/crx>
2. Journal of Communication - <https://onlinelibrary.wiley.com/journal/14602466>
3. Human Communication Research - <https://onlinelibrary.wiley.com/journal/14682869>
4. Journalism & Mass Communication Quarterly - <https://journals.sagepub.com/home/jmq>
5. International Journal of Communication - <https://ijoc.org/index.php/ijoc/index>
6. International Association for Media and Communication Research (IAMCR) - <https://iamcr.org/>

Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

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

The mapping of course outcomes with programme outcomes is tabulated as follows

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L						
CO 2		M	M	M					

CO 3				M	M	M			
CO 4					S	S	S	S	
CO 5					S	S	S	S	S

S- Strong M-Medium L-Low

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

		K1	K2	K3	K4	K5
PS0	Outline various steps involved in conducting communication research and identify a researchable topic.	✓	✓		✓	
CO1	Diagram a communication problem with causal model and present operational definitions of key constructs	✓	✓	✓		✓
CO2	Prepare a coding framework for analysis coverage of major current news events and apply CATA.	✓	✓	✓		
CO3	Apply qualitative methods like in-depth interviewing for journalism practices.	✓	✓		✓	
CO4	Design a questionnaire for opinion polls and audience measurement.		✓		✓	

Tools of Assessment

CIA Test - 1	CIA Test - 2	Assignment	Seminar	Attendance	Total
5 Marks	5 Marks	5 Marks	5 Marks	5 Marks	25 Marks

Course	Checked by	Verified by	Approved by
Names			
Signature			

Semester – VIII	Core COURSE - 15	23 JIMC C15	News Gathering and Reporting (Practical)	CIA- 40 End Sem 60 Marks	Credit -04
------------------------	-------------------------	--------------------	---	---	-------------------

Course Description

This course on News Gathering and Reporting will equip students with the skills and knowledge needed to be successful journalists in the digital age. Students will explore the principles of news reporting, news values, and the 5W-1H model. They will also learn about digital news, news in the context of instant messaging and social media, mobile phones, and news sharing. The course will cover the role and responsibility of reporters, taking a mobile-first approach, and the personal characteristics of good journalists, such as curiosity, motivation, and truthfulness.

Students will learn how to find news and news sources, including brainstorming, story pitch, pool reporting, enterprise reporting, and explanatory journalism. They will explore different types of beats and news hotspots, including routine news assignments and breaking news. The course will cover the skill sets necessary for news gathering, including traditional techniques, preparation for covering news, gathering and recording evidence, note-taking, voice recording, mobile images, and screenshots. Students will learn interviewing skills, observation skills, and online scoping research and document sources.

Finally, the course will cover culture and sports reporting, including arts and culture reporting, popular culture, and lifestyle and leisure reporting. By the end of the course, students will be able to report on a variety of topics, understand the challenges and issues facing journalists today, and apply the principles of news reporting in the digital age.

Course Objectives

1. To build the capacity of learners to acquire a sense of news and newsworthiness
2. To display the ability to identify potential news stories and various sources of preparing the news story
3. To train learners in various techniques of news reporting
4. To employ various fieldwork-based techniques of news reporting and writing across multiple platforms
5. To sensitize learners to the routine news assignments and beat systems and to engage in local, community-level issues for pitching for a story

Detailed Syllabus

(Procedural Knowledge on News Gathering and Reporting for Viva and Practical Examination)

Unit 1: Principles of News Reporting

1. News Values and Newsworthiness-5W-1H Model-Digital News- News in the Context of Instant Messaging, and Social Media, Mobile Phones. News Sharing “Share worthiness”
2. Role and Responsibility of Reporters-Taking Mobile First Approach-Merits and Demerits. Principles of Reporting-What Makes a Good Journalist?
3. Personal Characteristics of Reporters-Curiosity, Motivation, Truthfulness-Changing Attitudes to Fit the Mobile and Social Media Landscape.
4. Mobile and social media – Two Sides of the Same Coin-Role of Metrics in Journalistic Practices.

5. Performance Indicators for Reporters and Workload.

Unit 2: Finding News and News Sources

1. Finding Story Ideas-Brainstorming. Story Pitch- Pool Reporting - Pack journalism. Enterprise Reporting- Explanatory journalism.
2. News Sources- People, Experts, Stakeholders, News Releases- News Agencies- Follow Up Stories- Personal Social Networks.
3. Professional Networks-Reporter-Source and Owners Relationship- Trust -Non-Disclosure Principal vs Public Interest.
4. Reporter-Source Relationship-Using Social Media for Reporting.
5. Issues and Challenges- Best Practices- Tools for Tracking Social Media Handles and #Hashtags

Unit 3: Skill Sets

1. Traditional Techniques for News Gathering. Preparation for Covering News.
2. Gathering and Recording Evidence-Note Taking, Voice Recording, Mobile Images, Screenshots-Interviewing Skills for Journalists.
3. Types of Interview-Questions-Guidelines-Interviewing Experts-Developing Conversation Skills-Observation Skills for Journalist-Reporter as Participant Observer.
4. Observational Techniques-Unobtrusive Measures-Listening Skills-Online Scoping Research and Document Sources.
5. Government and Statistical Documents and Reports-(Questioned Document Forensic)- Quick Checking Credibility.

Unit 4: Reporting Fieldwork

1. Reporting for Convergent Media-Using Apps for Mobile.
2. First and Social First Approach -Risk and Opportunities.
3. Basic News Structure for Reporting for Multiple platforms.
4. Qualities of Good News Story-Reporters Perspective.
5. Getting the First Draft Quickly-Blip Culture: The Power of Brief News (Instant Messages, Posts, and Notifications).

Unit 5: Routine Assignments and Culture, Lifestyle, and Sports Reporting

1. Beat System and News Routines. Different Types of Beats-Crime, Courts, Energy. Water, Corporation. Education, Health-News Hotspots-Pitfalls and Problems in Reporting.
2. Cultivating Source-Rapport Building-Common Traps In News Reporting, Censorship and Self-Censorship- Pitfalls and Problems in Reporting- Reporting Sensitive Story Leaks-Breaking News and Scoop-Types of Routine News Assignments.
3. Covering Speeches, Press Conferences, Meetings, Covering Special Events and Pseudo-events (Information Subsidy)- Doing Profiles and Obituaries- Civic Issues- Weather and Tragedies-Reporting.
4. Human Interest Stories-Arts, and Culture Reporting. Covering Film, Art and Aesthetics, Music, Leisure, Fashion, Tourism, Architecture, Literature, Food-Covering Popular Culture-Cultural Journalism.
5. Covering Creative and Entertainment Industries- Celebrity Interviews, Writing Profiles. Lifestyle and Leisure Reporting-Life Hacks- Alternative Health-Sports Journalism-Reporting on Gaming industry.

Suggested Practical Exercises for News Gathering and Reporting

- Instructions: Students will work on any one exercise from each unit and present their work as records. The presentation can be in the form of print /Email newsletter, or video newsletter or multimedia news package containing the chosen assignments. Out of the five, at least one assignment/exercise should be a Multimedia News Package containing all elements-text,

images, audio, video, graphics/Illustrations. Students should choose appropriate format for presentations of the record (Digital or Print).

- Students will use Mobile Journalism tools (MoJo Kit: Gimbals, mobile rigs, selfie sticks, and other inexpensive accessories) and Open-Source software (Canva, InkSpace, GIMP, Krita etc.) to produce the multimedia packages. Technical and Procedural knowledge on these digital tools will be covered either in Multimedia Journalism (Theory) Paper or Multimedia Design and Production (Theory), depending on the PG Programs. Diversity in formats and content is encouraged)

Unit 1: Principles of News Reporting

- Write a news article that addresses the role and responsibility of journalists in reporting fake news and disinformation on social media. Discuss the challenges faced by reporters and the best practices to ensure that they report only accurate and verified information.
- Conduct an interview with a veteran journalist who has covered wars and conflicts in different parts of the world. Discuss their experiences and the principles they followed to report on these dangerous situations.
- Investigate the impact of metrics on journalistic practices. Write a news report on how news organizations use metrics to measure the success of their stories and the impact of this on reporters' workload and editorial decision-making.
- Write a news article about the challenges of mobile-first reporting. Discuss the pros and cons of mobile-first reporting and how it affects journalistic practices.
- Write a feature story on what makes a good journalist. Discuss the personal characteristics of reporters and the importance of traits such as curiosity, motivation, and truthfulness in journalistic practices.

Unit 2: Finding News and News Sources

- Investigate the impact of social media on news reporting. Write a news report on the challenges and opportunities of using social media for reporting, including the issues related to trust, credibility, and privacy.
- Write a news article on the ethics of reporter-source relationships. Discuss the importance of trust and non-disclosure principles in maintaining professional relationships with sources, while also ensuring the public interest is served.
- Conduct a series of interviews with experts and stakeholders on the impact of news releases on journalistic practices. Write a feature story that discusses how news releases can be used to shape the news and the challenges faced by reporters in navigating this.
- Write a news article on the challenges of investigative journalism. Discuss the difficulties of finding story ideas, cultivating sources, and following up on leads, and the strategies reporters use to overcome these challenges.
- Conduct a series of interviews with reporters who cover different beats, such as education, health, or crime. Write a news report that discusses the challenges and opportunities of covering these beats, and the strategies that reporters use to find and report stories.

Unit 3: Skill Sets

- Write a news article on the importance of observation skills for journalists. Discuss the different observational techniques, such as unobtrusive measures and listening skills, and how they can be used to gather and report news.
- Conduct a series of interviews with experts in forensic science and questioned document analysis. Write a feature story that explores how these techniques can be used to verify the authenticity of documents and evidence used in news reporting.
- Write a news report on the importance of scoping research and document sources in news reporting. Discuss the different sources of government and statistical documents and reports, and the strategies reporters use to quickly check their credibility.

- Conduct a series of interviews with reporters who have covered different events, such as natural disasters or political protests. Write a news article that discusses the challenges and opportunities of covering such events, and the strategies that reporters use to stay safe while reporting on them.
- Write a news article on the importance of interviewing skills for journalists. Discuss the different types of interviews, such as structured and unstructured interviews, and the guidelines reporters follow to ask questions and develop conversation skills.

Unit 4: Reporting Field work

- Write a news article on the challenges of reporting for convergent media. Discuss the opportunities and risks of using mobile-first and social-first approaches to reporting, and the strategies reporters use to ensure accuracy and credibility in their reporting.
- Conduct a series of interviews with reporters who cover different topics, such as politics or business. Write a news report that discusses the different news structures used to report on multiple platforms, and the challenges of adapting stories for different media.
- Write a feature story on the power of brief news in the era of blip culture. Discuss the challenges of reporting news in short and concise formats, such as instant messages, posts, and notifications, and the strategies reporters use to ensure accuracy and clarity in their reporting.
- Conduct a series of interviews with reporters who cover different beats, such as crime or education. Write a news article that discusses the qualities of a good news story from a reporter's perspective, and the strategies reporters use to get the first draft quickly.
- Write a news article on the challenges of reporting on sensitive stories and leaks. Discuss the ethical and legal considerations of reporting on leaks and confidential information, and the strategies reporters use to protect sources and ensure the public interest is served.

Unit 5: Routine Assignments and Culture, Lifestyle, and Sports Reporting

- Conduct a series of interviews with reporters who cover different beats, such as crime or sports. Write a news article that discusses the challenges and opportunities of the beat system and news routines, and the strategies reporters use to find and report stories.
- Write a news article on the pitfalls and problems in reporting. Discuss the common traps and challenges faced by reporters, such as censorship and self-censorship, and the strategies reporters use to avoid them.
- Write a news report on the challenges of covering special events and pseudo-events. Discuss the strategies reporters use to navigate the information subsidy provided by event organizers and ensure that their reporting is accurate and credible.
- Conduct a series of interviews with reporters who cover different topics, such as art or fashion. Write a feature story that discusses the challenges and opportunities of covering culture, lifestyle, and sports, and the strategies reporters use to find and report stories in these areas.
- Write a news article on the challenges of reporting on sports and the gaming industry. Discuss the strategies reporters use to find and report stories in these areas, and the ethical considerations of reporting on athletes and gaming companies.

Key Text Books

1. M.V, K. (2009). The Journalist's Handbook. Vikas Publishing House Pvt Limited.
2. Rich, C. (2015a). Bundle: Writing and Reporting News: A Coaching Method, Loose-leaf Version, 8th + MindTap Communication, 1 term (8th edition). Cengage Learning.
3. Keeble, R., & Reeves, I. (2014). The Newspapers Handbook. Routledge.
4. Trujillo, T. (2017). Writing and Reporting - News You Can Use. Focal Press.
5. Usher, B. (2020). Journalism and Celebrity. Routledge.
6. Morrison, J., & James (Reader in Journalism Morrison, Reader in Journalism Robert Gordon University Aberdeen). (2019). Essential Public Affairs for Journalists. Oxford University Press.

References

1. Filak, V. F. (2021). Dynamics of News Reporting and Writing: Foundational Skills for a Digital Age. SAGE Publications.
2. Harcup, T. (2009). Journalism: Principles and Practice. SAGE.
3. Batsell, J. (2015). Engaged Journalism: Connecting with Digitally Empowered News Audiences. Columbia University Press.
4. Bender, J., Davenport, L., Drager, M., & Fedler, F. (2011). Reporting for the Media (10 edition). Oxford University Press.
5. Mencher, M. (2010). Melvin Mencher's News Reporting and Writing (12th edition). McGraw- Hill Education.

Web Resources

1. Society of Professional Journalists (SPJ) (<https://www.spj.org/>)
2. Investigative Reporters and Editors (IRE) (<https://www.ire.org/>)
3. Reporters Without Borders (RSF) (<https://rsf.org/>)
4. International Center for Journalists (ICFJ) (<https://www.icfj.org/>)
5. Tow Center for Digital Journalism (<https://towcenter.columbia.edu/>)

Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

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

The mapping of course outcomes with programme outcomes is tabulated as follows

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L						
CO 2		M	M	M					
CO 3				M	M	M			
CO 4					S	S	S	S	
CO 5					S	S	S	S	S

S- Strong M-Medium L-Low

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

		K1	K2	K3	K4	K5
PSO	Identify newsworthiness of a set of information using the established criteria of news value and relevance.	✓	✓		✓	
CO1	Develops a story idea or research question and appropriate sources of information	✓	✓	✓		✓
CO2	Conduct interviews for reporting, make careful observations, and use appropriate apps for news gathering	✓	✓	✓		

C03	Create short news stories based on first-hand field experience and adapt the content to various media platforms	✓	✓		✓	
C04	Gather and report news from routine news sources using established procedures		✓		✓	

Tools of Assessment

Class observation	Record work	Assignment	Attendance	Total
10 marks	20 marks	5 marks	5 marks	40 marks

Course	Checked by	Verified by	Approved by
Names			
Signature			

Semester – VIII	23 IJMC DSE 02	Multimedia News Packaging (Practical) (Discipline Specific Elective)	CIA- 40 End Sem 60 Marks	Credit -03
------------------------	---------------------------	--	---	-------------------

Course Description

This hands-on course delves deeply into the world of multimedia storytelling and how it has evolved from Flash to mobile apps. Throughout the course, participants will learn about the taxonomy/classification of an online news package and explore new forms of journalism. Guidelines for producing news stories, features, and in-depth packages will be provided, along with tips for audio and visual storytelling to increase appeal. Best practices for multimedia news packaging will be shared, including choosing and prioritizing each medium and platform. Technical skills and equipment for video production will be taught, including camera basics, stands, and other accessories, as well as video production fundamentals such as exposure, composition, and sequences. Participants will also learn professional video editing fundamentals and how to work with technicians and crews.

In addition to video production, the course includes a focus on radio journalism, including producing a radio news capsule and feature talk show, audio field recording, and panel discussions. The course also covers professional television and video journalism, including writing for broadcast and narrowcasting, TV news reading and anchoring, and guidelines for writing broadcast news in a conversational style. Participants will complete a multimedia project, including podcasting, long-form documentaries, and podcast production. By the end of the course, participants will have gained a comprehensive understanding of multimedia news packaging and the skills to produce high-quality multimedia news content.

Course Objectives

1. To understand the appeal and power of multimedia storytelling.
2. Give hands-on training in producing in-depth multimedia news packaging.
3. Demonstrate procedural knowledge in using tools of audio, visual, and podcast production.
4. Generate professional standard content for multimedia news projects.
5. Distribute multimedia news content through digital publishing platforms.

Detailed Syllabus

Unit 1: In-Depth Multimedia News Package

1. Evolution of Digital News Packages-From Flash to Mobile Apps.
2. Taxonomy/Classification of an Online News Package.
3. New Forms of Journalism-Guidelines for Producing News Stories, Features, and In-depth Packages.
4. Audio and Visual Storytelling-Appeal of Digital Audio and Video News and Commentaries.
5. Best Practices Multimedia News Packaging- Choosing and Prioritizing Each Medium and Platforms.

Unit 2: Technical Skills and Equipment for Video Production

1. Elements of Video. Essential Elements of Video News.
2. Equipment-Camera Basics, Stands, and Other Accessories-Video Production Fundamentals Understanding Exposure, Composition, and Sequences.
3. Professional Video Editing Fundamentals- Editing and Presenting Video News.
4. Working with Technicians and Crew-Understanding Industry Parlance.
5. Equipment Needed for Gathering Multimedia Content-Becoming a Backpack Journalist

Unit 3: Lessons from Radio Journalism

1. Radio News Production Process-Lessons From All India Radio- Radio News Genres and Story Formats- Planning and Producing a Radio News Capsule and Feature Talk Show.
2. Professional Audio Field Recording- Recording Interviews News Reading/ Presentation Skills-Announcing- Panel Discussion-Advanced Writing for Radio-Rules for Readability.
3. Rules for Understandability- Radio News Bulletins in Regional Language-Best Practices From Radio Journalism Era.
4. Skills of Speaking Over the Radio as Reporter, Presenter, Interviewing, Narrating, Conversation.
5. Outside Broadcasts and Radio Conferencing.

Unit 4: Professional Television and Video Journalism

1. Planning and Producing a Television News. Genres News-Story Formats-News Bulletin, Capsule Television News Talk Show-Panel Discussion-Writing for Broadcast and Narrowcasting.
2. Writing for Visuals and Sound-TV News Reading and Anchoring-Voice Over with Sound on Tape (VOSOT)/ VO/bite-Guidelines for Writing Broadcast News (Conversational Style).
3. Broadcast Studio Workflow-Reporters and Anchors- Multicamera Studio Set-up- Producing Videos for YouTube.
4. Newsroom Team (Assignment Editor (AE), Broadcast News Producer, Digital Content Producer, Reporter/MMJ, Photographer, Editor, News Anchor, Weather Anchor, Sports Anchor, Director/Production Crew, News Director).
5. Live reporting from various places-Working in Teams-Cameraperson and Assistants- Working with Studio- YouTube Live Streaming- Reporting live.

Unit 5: Completing a Multimedia Project

1. Podcasting-Audio and Video Distribution Systems.
2. Podcast Hosting Provider.
3. Long Form Documentaries and Podcast Production-Steps to Complete Multimedia Package Project.

4. Division of Labor.
5. Rough Cuts and Finishing Up.

Key Text Books

1. Stewart, P. (2010). Essential Radio Skills: How to Present a Radio Show. A&C Black.
2. Briggs, M. (2019). Journalism Next: A Practical Guide to Digital Reporting and Publishing. CQ Press.
3. Kolodzy, J. (2013). Practicing Convergence Journalism: An Introduction to Cross-media Storytelling. Routledge.
4. Van Tassel, J., Murphy, M., & Schmitz, J. (2020). The New News: The Journalist's Guide to Producing Digital Content for Online & Mobile News. Routledge.
5. Duffy, A. (2020). Smartphones and the News. Routledge.

References

1. Dunham, R. S. (2019). Multimedia Reporting: How Digital Tools Can Improve Journalism Storytelling. Springer.
2. Burum, I., & Quinn, S. (2015). MOJO: The Mobile Journalism Handbook: How to Make Broadcast Videos with an iPhone or iPad. CRC Press.
3. Various Authors (App Version Year). Multimedia Authoring Tools and User Manuals of Various Open Source Applications for Audio, Video, Image Production and Editing
4. Kern, J. (2008). Sound Reporting - The NPR Guide to Audio Journalism and Production. University of Chicago Press.
5. Quinn, S., & Filak, V. F. (Eds.). (2005). Convergent journalism: An introduction. Elsevier/Focal Press.

Web Resources

1. ACM Transactions on Multimedia Computing, Communications, and Applications - <https://dl.acm.org/journal/tomm>
2. Journal of Visual Communication and Image Representation - <https://www.journals.elsevier.com/journal-of-visual-communication-and-image-representation/>
3. Multimedia Tools and Applications - <https://www.springer.com/journal/11042>
4. Interactive Multimedia and Collaborative Communications Alliance (IMCCA) - <https://www.imcca.org/>
5. Multimedia and Entertainment Industry Alliance (MEIA) - <http://www.meia.net>

Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

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

The mapping of course outcomes with programme outcomes is tabulated as follows

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L						
CO 2		M	M	M					
CO 3				M	M	M			
CO 4					S	S	S	S	
CO 5					S	S	S	S	S

S- Strong M-Medium L-Low

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

		K1	K2	K3	K4	K5
PS0	Identify newsworthiness of a set of information using the established criteria of news value and share ability	✓	✓		✓	
CO1	Develops a story idea or research question and appropriate sources of information	✓	✓	✓		✓
CO2	Conduct interviews for reporting, make careful observations, and use appropriate apps for news gathering	✓	✓	✓		
CO3	Create short news stories based on first-hand field experience and adapt the content to various media platforms	✓	✓		✓	
CO4	Gather and report news from routine news sources using established procedures		✓		✓	

Tools of Assessment

Class observation	Record work	Assignment	Attendance	Total
10 marks	20 marks	5 marks	5 marks	40 marks

Course	Checked by	Verified by	Approved by
Names			
Signature			

Semester – VIII	Discipline Generic Elective – II	23IJMC DGE 02	Social Media Content Production (Practical)	CIA- 40 End Sem 60 Marks	Credit -03
-----------------	--	---------------	--	--------------------------------	------------

Course Description

This course provides the knowledge of social media content developed and brand promotion. Social media advertising is a key component to generating exposure of brands. Social media content production is the art of creating content for social media channels. Wikimedia Foundation provides all types of multimedia content through their products. The contribution of educational content provided by Wikimedia is notable one. This course will provide the tools and techniques of social media e-content.

Course Objectives

1. To understand the dynamics of various social media contents.
2. Give hands-on training to produce social media contents.
3. Demonstrate procedural knowledge in using tools of audio, visual, and podcast production.
4. Generate professional standard content for multimedia news projects.
5. Distribute multimedia news content through digital publishing platforms.

Detailed Syllabus

1. Social media content file and formats
2. Projects of wiki-media and open culture
3. Publishing techniques of Word press
4. Publishing articles in Wikipedia
5. Publishing structured data in Wiki-data
6. Publishing media content in commons.wikimedia.org
7. Development of multimedia dictionaries
8. Monitoring techniques of Social Media
9. Social Media Optimization (SMO) tools
10. Search Engine Optimization (SEO) tools
11. Product promotion techniques
12. Meta tag development and tools
13. Conducting outreach campaigns
14. Photo walk for Social Media Content Production

Key Text Books

1. John Broughton, (2008), Wikipedia: The Missing Manual: The Missing Manual, O'Reilly Media.
2. Tracy L. Tuten and Michael R. Solomon, (2018) Social Media Marketing, SAGE Publications Ltd.
3. Dave Chaffey, Fiona Ellis-Chadwick, (2019), Digital Marketing, Pearson.

References

1. Jay Daniel Thompson , John Weldon (2022), Content Production for Digital Media, Springer.
2. Influencer: Building Your Personal Brand in the Age of Social Media (2018), Brittany Hennessy, Citadel

3. Social Media Marketing Workbook: How to Use Social Media for Business, (2022) Jason McDonald.
4. Steven Lloyd Wilson, (2022) Social Media as Social Science Data, Cambridge University Press.
5. Paul A. Thomas, (2022) Inside Wikipedia: How It Works and How You Can Be an Editor, Rowman& Littlefield Publishers.

Web Resources

1. Wikipedia - <https://www.wikipedia.org/>
2. Commons.wikimedia - <https://commons.wikimedia.org/>
3. Wikidata - <https://www.wikidata.org>
4. Sociallyin - <https://blog.sociallyin.com/the-guide-to-social-media-content-production>
5. MyDictionary - <https://mydictionary.in/>

Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

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

The mapping of course outcomes with programme outcomes is tabulated as follows

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L						
CO 2		M	M	M					
CO 3				M	M	M			
CO 4					S	S	S	S	
CO 5					S	S	S	S	S

S- Strong M-Medium L-Low

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

		K1	K2	K3	K4	K5
PSO	Understand the dynamics of various social media contents	✓	✓		✓	
CO1	Produce social media contents.	✓	✓	✓		✓
CO2	Use tools of audio, visual, and podcast production.	✓	✓	✓		
CO3	Generate professional standard content for multimedia news projects.	✓	✓		✓	

C04	Distribute multimedia news content through digital publishing platforms.		✓		✓	
-----	--	--	---	--	---	--

Tools of Assessment

Class observation	Record work	Assignment	Attendance	Total
10 marks	20 marks	5 marks	5 marks	40 marks

Course	Checked by	Verified by	Approved by
Names			
Signature			

Semester – VIII	Skill Enhancement Practical (SEC)	23 IJMC P09	Writing Skills (Practical)	CIA- 40 End Sem 60 Marks	Credit -02
------------------------	---	--------------------	-----------------------------------	---	-------------------

Course Description

This course has been designed to give you the fundamental knowledge you will need to be successful in your employability skills. We will work to improve your writing fluency, and basic grammatical skills while also focusing on grade level curriculum. Practical Writing helps learners who need to use their written English in studies, work and personal life. During the course of the upcoming year, we will focus on writing skills for fluency.

Course Objectives

1. To understand the basics of grammar.
2. Give hands-on training in effective writing skills
3. Give hands-on training in media writing skills
4. Felicitate to publish various writings in blog
5. To train learners in various techniques of news writing

Detailed Syllabus

1. Basic grammar exercises
2. Understanding tense
3. Comprehension practice
4. Identifying Common Errors in writing
5. Television script writing
6. Radio script writing
7. Print media content development
8. Print media editing practice
9. Publishing articles in blog
10. Film review writing
11. Book review writing
12. Report writing

Key Text Books

1. UshaPandit, (2014), Writing With Ease – Writing Skills, Creative Writing In English, Mindsprings Publishing LLP
2. D.S. Paul , (2022), Advanced Writing Skills, Goodwill Publishing House.
3. Fundamentals of Journalism: Reporting, Writing and Editing. Berner, R. Thomas. Marquette Books; Paperback edition. March 2007
4. Raman Usha, Writing for the Media, Oxford Higher Education, 2009.

References

1. Thomas S. Kane, (2000)The Oxford Essential Guide to Writing, Berkley
2. N.P.Sudharshana and C.Savitha, (2018) English for Engineers by Cambridge University Press.

3. Gajendra Singh Chauhan and Et al,(2019) Technical Communication, Cengage learning India Pvt Limited.
4. Meenakshi Raman and Sangeetha Sharma, (2017.) Technical Communication – Principles and Practice, Third Edition by Oxford University Press
5. M Ashraf Rizvi, (2017) Effective Technical Communication, McGraw Hill Education (India) Private

Web Resources

1. Grammarly - <https://www.grammarly.com/>
2. The Purdue Writing Lab - <https://www.instituteforwriters.com/>
3. Writers Digest University - <https://www.writersonlineworkshops.com/>
4. Grammar Book - <https://www.grammarbook.com/>
5. Readability-Score - <https://readable.com/>
6. Grammar Monster - <https://www.grammar-monster.com/>

Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

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

7.

The mapping of course outcomes with programme outcomes is tabulated as follows

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L						
CO 2		M	M	M					
CO 3				M	M	M			
CO 4					S	S	S	S	
CO 5					S	S	S	S	S

S- Strong M-Medium L-Low

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

		K1	K2	K3	K4	K5
PSO	Understand the basics of grammar.	✓	✓		✓	
CO1	Get effective writing skills	✓	✓	✓		✓
CO2	Get media writing skills	✓	✓	✓		
CO3	Publish various writings in blog	✓	✓		✓	
CO4	Write good quality Reports		✓		✓	

Tools of Assessment

Class observation	Record work	Assignment	Attendance	Total
10 marks	20 marks	5 marks	5 marks	40 marks
Course	Checked by	Verified by	Approved by	
Names				
Signature				

Semester – VIII	Non- Major Elective	23 IJMC NME 1	Data Visualization and Info Graphic Design (Practical)	CIA- 40 End Sem 60 Marks	Credit -02
-----------------	---------------------	---------------	--	--------------------------------	------------

Course Description

This course on Data Visualization and Infographics is designed for professionals who want to enhance their skills in visualizing and communicating data effectively. The course comprises of fifteen practical exercises divided into five units, covering a wide range of topics related to data visualization and infographics. In this course, you will learn to create various types of visualizations such as bar charts, scatter plots, pie charts, heatmaps, and more using tools like Tableau and D3.js. You will also learn to prepare and analyze data, identify trends and insights, and communicate your findings through interactive dashboards, infographics, and other data visualization techniques.

Throughout the course, you will learn the principles of effective design, including color theory, typography, layout, and hierarchy. You will also gain hands-on experience with advanced techniques such as 3D visualization, network graphs, virtual reality environments, and interactive infographics. This course is suitable for professionals from a variety of backgrounds, including data analysts, marketers, researchers, and business professionals who want to improve their data visualization skills. No prior experience with data visualization or infographics is required, but familiarity with basic statistical concepts and data analysis tools would be beneficial.

Upon completing this course, you will have a solid understanding of how to create effective data visualizations and infographics, analyze and prepare data for visualization, and communicate insights through a variety of visualization techniques. You will also have a portfolio of practical projects that demonstrate your skills in data visualization and infographics.

Course Objectives

1. Analyze complex data sets and identify trends and insights that can be effectively communicated through data visualization and infographics.
2. Create a variety of interactive and engaging data visualizations and infographics using industry-standard tools such as Tableau and D3.js.
3. Apply principles of effective design, such as color theory, typography, layout, and hierarchy, to create compelling and impactful data visualizations and infographics.
4. Evaluate and critique data visualizations and infographics based on their effectiveness in communicating data and insights to various audiences.
5. Synthesize data from multiple sources and create comprehensive, multi-layered data visualizations and infographics that effectively communicate complex information to diverse audiences.

Detailed Syllabus

Unit 1: Introduction to Data Visualization and Infographics

1. History and Evolution of Data Visualization and Infographics.
2. Principles of Data Visualization and Infographics.
3. Importance and Applications of Data Visualization and Infographics.
4. Types of Data Visualization and Infographic.
5. Using GapMinder

Unit 2: Data Analysis and Preparation for Data Visualization and Infographics

1. Data Collection and Management.
2. Data Cleaning and Pre-processing.
3. Data Transformation and Aggregation.
4. Data Visualization Tools and Techniques.

Unit 3: Designing Effective Data Visualization and Info-graphics

1. Understanding the Audience and Context.
2. Choosing the Right Visualization Type.
3. Designing for Clarity and Effectiveness.
4. Best Practices for Layout and Formatting.

Unit 4: Advanced Techniques for Data Visualization and Info-graphics

1. Interactive and Dynamic Data Visualization.
2. Storytelling with Data Visualization and Infographics.
3. Data Visualization for Big Data and Machine Learning.
4. Spatial and Temporal Data Visualization

Unit 5: Applications of Data Visualization and Infographics

1. Data Visualization for Business Analytics and Intelligence.
2. Data Visualization for Social Sciences and Humanities.
3. Data Visualization for Journalism and Media.
4. Data Visualization for Science and Technology

Detailed Practical Exercise for Data Visualization and Info-graphics:

Unit 1: Introduction to Data Visualization and Info-graphics

1. Creating a timeline info graphic depicting the history of data visualization.
2. Designing a bar chart to represent the distribution of a given dataset.
3. Creating a scatter plot to analyze the correlation between two variables.
4. Designing a pie chart to show the percentage breakdown of a given dataset.
5. Creating an interactive data visualization using a tool like Tableau or D3.js.

Unit 2: Data Analysis and Preparation for Data Visualization and Info graphics

1. Collecting and cleaning data from a given dataset.
2. Preparing data for a specific visualization type (e.g., transforming data for a stacked bar chart).
3. Analyzing data to identify trends and insights.
4. Using data visualization tools to create visualizations for given datasets.
5. Creating a dynamic dashboard to showcase multiple visualizations in one place.

Unit 3: Designing Effective Data Visualization and Info graphics

1. Creating a heatmap to visualize the density of data.
2. Designing a tree map to show the hierarchical relationships between data points.
3. Creating a choropleth map to show geographic patterns in data.
4. Designing an infographic to communicate a complex concept or process.
5. Redesigning an existing data visualization to improve its clarity and effectiveness.

Unit 4: Advanced Techniques for Data Visualization and Infographics

1. Creating an animated data visualization to show changes over time.

2. Designing a data visualization for virtual or augmented reality environments.
3. Creating a network graph to show relationships between multiple data points.
4. Creating a 3D data visualization to add depth and dimension to data.
5. Creating an interactive info-graphic to engage and educate audiences.

Unit 5: Applications of Data Visualization and Info-graphics

1. Creating a data visualization to inform business decision-making.
2. Designing a visualization to communicate research findings in social sciences or humanities.
3. Creating an infographic to highlight news or current events.
4. Designing a visualization to showcase scientific or technical data.
5. Creating a data visualization for a specific industry or domain (e.g., healthcare, finance, sports).

Detailed Project Work for Data Visualization and Infographics using GapMinder:

1. **Global Health Trends:** Using Gap Minder data on health indicators such as life expectancy, infant mortality, and disease prevalence, create a series of interactive visualizations and infographics to explore global health trends over the past 50 years. Identify key drivers of positive health outcomes and areas for improvement, and develop a set of recommendations for policymakers and public health officials.
2. **Income Inequality and Economic Growth:** Using Gap Minder data on income distribution, economic growth, and poverty, develop a set of interactive data visualizations and infographics that examine the relationship between income inequality and economic growth. Explore the impact of government policies such as tax reform, social safety nets, and education investment on income distribution, and identify strategies for reducing poverty and promoting economic growth.
3. **Climate Change and Environmental Sustainability:** Using GapMinder data on carbon emissions, energy consumption, and environmental degradation, create a set of interactive data visualizations and infographics that explore the impact of climate change and environmental degradation on global ecosystems and human health. Develop a set of recommendations for policymakers and private industry to promote environmental sustainability and reduce the impact of climate change.
4. **Education and Human Development:** Using GapMinder data on literacy rates, educational attainment, and gender equity, create a set of interactive visualizations and infographics that explore the relationship between education and human development. Identify strategies for improving access to quality education and promoting gender equity, and develop a set of recommendations for policymakers and education advocates.
5. **Population Dynamics and Migration:** Using GapMinder data on population growth, migration patterns, and urbanization, develop a set of interactive data visualizations and infographics that examine the impact of population dynamics on social and economic development. Explore the impact of migration on urbanization and economic growth, and identify strategies for promoting sustainable development and reducing poverty.

Key Textbooks

1. Cairo, A. (2020). *How Charts Lie: Getting Smarter about Visual Information*. W. W. Norton & Company.
2. Krum, R. (2016). *Cool Infographics: Effective Communication with Data Visualization and Design*. John Wiley & Sons.
3. Steele, J. S., & Illiinsky, N. (2021). *Designing Data Visualizations: Representing Information on Modern Web*. O'Reilly Media.
4. Few, S. (2019). *Show Me the Numbers: Designing Tables and Graphs to Enlighten*. Analytics Press.
5. Yau, N. (2021). *Data Points: Visualization That Means Something*. John Wiley & Sons.
6. Knaflic, C. N. (2015). *Storytelling with Data: A Data Visualization Guide for Business Professionals*. John Wiley & Sons.

References

1. Segaran, T., & Hammerbacher, J. (2012). *Beautiful Data: The Stories Behind Elegant Data Solutions*. O'Reilly Media.
2. Rothman, N. (2014). *Storytelling in Data: A Guide for Data Analysts and Researchers*. SAGE Publications.
3. Fry, B. (2021). *Data-Driven Graphic Design: Creative Coding for Visual Communication*. CRC Press.
4. Tufte, E. R. (2001). *The Visual Display of Quantitative Information*. Graphics Press.

Web Resources

1. Journal of Information Visualization - <http://www.palgrave-journals.com/iv/>
2. Data Visualization Society - <https://www.datavisualizationsociety.com/>
3. Information is Beautiful - <https://informationisbeautiful.net/>
4. Information Design Association - <https://www.informationdesign.org.uk/>
5. Visualloop - <https://visualloop.com/>
6. United Nations Statistics Division - <http://unstats.un.org/unsd/dnss/gpBref.do?class=2>
7. Global Partnership for Sustainable Development Data - <https://www.data4sdgs.org/>
8. World Bank Open Data - <https://data.worldbank.org/>
9. OECD Data Visualization Tool - <https://www.oecd-ilibrary.org/content/data-visualization-tool/en>
10. USA.gov Data and Statistics - <https://www.usa.gov/statistics>
11. Pew Research Center - <https://www.pewresearch.org/>
12. Data & Society Research Institute - <https://datasociety.net/>
13. Open Knowledge Foundation - <https://okfn.org/>
14. Center for Data Innovation - <https://datainnovation.org/>
15. Urban Institute - <https://www.urban.org/>

Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

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

The mapping of course outcomes with programme outcomes is tabulated as follows

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L						
CO 2		M	M	M					
CO 3				M	M	M			
CO 4					S	S	S	S	
CO 5					S	S	S	S	S

S- Strong M-Medium L-Low

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

		K1	K2	K3	K4	K5
PS0	Analyze complex data sets and identify trends and insights that can be effectively communicated through data visualization and info graphics.	✓	✓		✓	
CO1	Create a variety of interactive and engaging data visualizations and info graphics using industry-standard tools such as Tableau and D3.js	✓	✓	✓		✓
CO2	Apply principles of effective design, such as color theory, typography, layout, and hierarchy, to create compelling and impactful data visualizations and info graphics.	✓	✓	✓		
CO3	Evaluate and critique data visualizations and infographics based on their effectiveness in communicating data and insights to various audiences.	✓	✓		✓	
CO4	Synthesize data from multiple sources and create comprehensive, multi-layered data visualizations and infographics that effectively communicate complex information to diverse audiences.		✓		✓	

Tools of Assessment

Class observation	Record work	Assignment	Attendance	Total
10 marks	20 marks	5 marks	5 marks	40 marks

Course	Checked by	Verified by	Approved by
Names			
Signature			

M A J M C (Electronic Media) 5 year integrated (UD) **REGULATIONS AND OBE SYLLABUS** FROM 2023-2024 and thereafter)
as per TANSCHÉ model framework

Semester – VIII	Human Rights		Compulsory Paper for all Students	CIA- 25 End Sem 75 Marks	Credit -02
------------------------	---------------------	--	--	---	-------------------

Second Internship Training Media/ Production
Houses for 30 days /4 weeks / 1 month to be
under taken during summer holidays.
Internship Report will be evaluated in 10th
semester.

Semester – IX	Core - 16	23 IJMC C16	Critical Thinking and Fact Checking (Theory)	25 Marks / End Sem. 75 Marks	Credit 04
---------------	-----------	-------------	---	------------------------------	-----------

Course Description

This course is designed to equip students with the skills needed to identify and combat misinformation in the digital age. The course covers a wide range of topics including Medium, Message, and Misinformation, News industry Transformation, Combatting Disinformation and Fake News, and Truth- Default Hypothesis. Students will learn about the sources of biases and misinformation and how to identify errors in thinking and reasoning. The course also examines the consequences of filter bubbles and Janis’ Groupthink Theory, as well as eyewitness and memory errors. Students will explore cognitive biases and heuristics, including the varieties of cognitive biases such as Confirmation Bias, and learn how to contend with bias and noise.

In addition, the course provides an overview of tools for critical thinking, such as the Hierarchy of Evidence and the Nomological Network of Cumulative Evidence, and techniques for evaluating science and health information. Students will also learn about finding and evaluating sources, journalistic verification skills, and guidelines for evaluating information. The course covers techniques for verifying news, including text, images and provides an overview of digital forensic and deep fakes. By the end of the course, students will be able to assess and evaluate arguments, apply critical thinking to sources of information, and be equipped with the necessary skills to combat misinformation in the digital age.

Course Objectives

1. To strongly emphasize the importance of news media literacy and critical concepts in evaluating information.
2. To develop a deep understanding of recent scientific findings on sources of biases at an individual level.
3. To develop a scientific attitude, critical thinking, reasoning, and argumentative skills.
4. To enable learners to evaluate the credibility of various sources of information.
5. To provide learners with skills and tools for fact-checking news using standardized methods.

Detailed Syllabus

Unit 1: Medium, Message, and Misinformation

1. News industry Transformation-Terminological Clarification (Avoiding the Term Fake News).
2. Formats and Evolution of Media Misinformation, Disinformation, and Mal-information (MDM).
3. Misinformation and Propaganda, ‘Information Disorder’, Post-truth Politics, Media and Information Literacy.
4. Need for Critical Thinking, Skepticism, Rationality - Bounded Rationality - Gap Minder Exercise.
5. Savvy Media Consumers - Information Literacy Competency Standards for Journalism, Fact-checking Sector.

Unit 2: Sources of Biases and Misinformation

1. Filter Bubbles, Echo-chambers, Psychological facts and effects of Misinformation and Mass Audiences.
2. Eyewitness and Memory Errors, Truth- Default Hypothesis, Deception.

3. Rumours, Gullibility and Idea Pathogens, Errors in Thinking and Reasoning.
4. Logical Fallacies, Varieties of Cognitive Biases and Heuristics (E.g., Confirmation Bias, Availability Heuristics). Sources of Errors.
5. Brain Functions, Motivated Reasoning, Judgements Under Uncertainty, Prevalence Induced Concept Change, Janis's Groupthink Theory, Thinking Fast and Slow-Cognitive Biases and Heuristics, Noise and Biases.

Unit 3: Contending with Bias

1. Building Cognitive Empathy, Resilience, Critical Thinking and Decision Making.
2. Cognitive Behavioural Therapy, Cultivating Intellectual Virtues.
3. Developing Scientific Attitude.
4. Normative Models of Rationality (Steven Pinker)-By Sean and Probabilistic Reasoning.
5. GapMinder Approach, Factfulness Model - Searching Diversity of Information Sources.

Unit 4: Finding and Evaluating Sources

1. Basics of Fact-checking and Journalistic Verification Skills.
2. Creating and Managing information Workflow Search Engine Works.
3. Strategies, Detailed Notes, Attributing Sources, Licensing. Searching Diversity of Information Sources.
4. (e.g., Wikipedia, Open Data. Market Research. Digital Archives). Evaluating Information.
5. Vigour-Source Credibility-Cues and Evidence- Credibility Network- Web of Trust. People and Expert Search, Collaborative Search.

Unit 5: Tools for Fact-Checking Journalism

1. Social Media Verification: Sources, Visual Content.
2. Fake Images, Bots, Fake Accounts, Fake Reviews, Fake Chats, Trolling, Online Abuse.
3. Digital Forensic and Working with Experts. Open-Source Digital Forensic Tools Techniques, News Guard
4. Approach to Identifying Credible News Sources.
5. Google News Fact-Checking Initiative. Emerging Tools and Technique

Key Text Books

1. Hirst, M. (2018). Navigating Social Journalism: A Handbook for Media Literacy and Citizen Journalism. Routledge.
2. Southwell, B. G., Thorson, E. A., &Sheble, L. (2018). Misinformation and Mass Audiences. University of Texas Press.
3. Damico, A. M. (2019). Media, Journalism, and "Fake News": A Handbook. ABC-CLIO.
4. Bowell, T., & Kemp, G. (2014). Critical Thinking: A Concise Guide. Routledge.
5. Groarke, L., &Tindale, C. W. (2004). Good Reasoning Matters!: A Constructive Approach to Critical Thinking. Oxford University Press.

References

1. Hunter, D. A. (2014). A Practical Guide to Critical Thinking: Deciding What to Do and Believe. John Wiley & Sons.
2. Sinha, P., Shaikh, S., &Sidharth, A. (2019). India Misinformed: The True Story. Harper Collins.
3. Bose, D. (2016). Media trials and the dark side of broadcast media in India: Do we really need to believe what's on TV?

- Cottrell, S. (2017). *Critical Thinking Skills: Effective Analysis, Argument and Reflection*. Macmillan International Higher Education.
- Christian, S. E. (2019). *Everyday Media Literacy: An Analog Guide for Your Digital Life*. Routledge.

Web Resources

- The Journal of Critical Thinking <https://www.criticalthinking.org/resources/Journal-Archive-Summer-1981-Summer-2005/29>
- Thinking Skills and Creativity <https://www.journals.elsevier.com/thinking-skills-and-creativity>
- Inquiry: Critical Thinking Across the Disciplines <https://scholarworks.iu.edu/journals/index.php/inquiry>
- MediaWise <https://www.poynter.org/mediawise/>
- FactCheck.org <https://www.factcheck.org/>

Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

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

The mapping of course outcomes with programme outcomes is tabulated as follows:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L						
CO 2		M	M	M					
CO 3				M	M	M			
CO 4					S		S	S	S
CO 5					S	S	S	S	S

S-Strong

M-Medium

L-Low

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

PSO		K1	K2	K3	K4	K5
	Create a presentation on personal encounters with misinformation and fake news	✓	✓	✓		
CO1	Create a podcasting style presentation based on personal experience with any one of the major sources of bias.	✓	✓		✓	
CO2	Demonstrate critical thinking and logical reasoning ability through standardized tests and debating techniques.	✓	✓		✓	✓
CO3	Assess the risk of bias in different sources of information and synthesize results.	✓	✓	✓		
CO4	Demonstrate competency in using online tools to fact-check potential misinformation.		✓		✓	

Tools for Assignment

CIA TEST I	CIA TEST 2	ASSIGNMENT	ASSIGNMENT	ASSIGNMENT	TOTAL
5 marks	5 marks	5 marks	5 marks	5 marks	25 marks

M A J M C (Electronic Media) 5 year integrated (UD) **REGULATIONS AND OBE SYLLABUS** FROM 2023-2024 and thereafter)
as per TANSCHÉ model framework

Course designed by	Checked by	Verified by HOD	Approved by
Name			
Signature			

Semester – IX	Core -17	23 IJMC C17	Media Laws and Ethics (Theory)	25 Marks/ End Sem. 75 Marks	Credit 04
----------------------	-----------------	--------------------	---	--	----------------------

Course Description

This course provides an in-depth understanding of the Indian Constitution and its impact on communication laws. The course begins by exploring the foundations of the Indian Constitution, including its salient features, and their importance. Then it delves into the Fundamental Rights and Duties, focusing on Article 19 1 (A) and various freedoms, as well as reasonable restrictions. The course also covers media-related acts and regulations, including the Press Council of India, the Cinematograph Act, and the Official Secrets Act along with landmark cases related to media and content regulation in broadcast news. The course concludes with a focus on intellectual property rights and internet governance, including the concept of innovation, invention, and discovery. It also covers laws related to information, such as cyber laws and legal and ethical aspects related to new technologies, the IT Act 2000 and its amendments, and the Right to Information Act. Finally, it explores media and privacy, the Privacy Bill in India and the Right to be Forgotten.

Course Objectives

1. To introduce students about the basic structure of the Indian constitution.
2. To familiarize students on the various laws governing media.
3. To teach students about the provisions of some important press laws.
4. To enable students to have an understanding of ethical issues involved in the practice of journalism.
5. To give a clear vision to the students about the various journalistic practices in the process of news and information gathering.

Detailed Syllabus

Unit 1: Indian Constitution

1. Origin and evolution of Indian constitution.
2. Preamble, Basic Structure & Salient features of Indian constitution.
3. Fundamental rights and duties, Directive principles of State policy.
4. Four pillars of Indian democracy.
5. Ministry of Information and Broadcasting.

Unit 2: Press Freedom

1. Freedom of Speech & Expression, Reasonable Restrictions
2. Article 19 (1) a & 19 (2), Indian Telegraph Act 1885.
3. Press and Registration of Books Act 1867, PrasarBharati Act 1990, Working Journalists Act 1955, Cinematography Act 1952, Cable T.V. Networks (regulation) Act 1995, Press Commission I & II, Copyright Act 1957.
4. Contempt of Courts Act 1971, Defamation- Libel and Slander, Press Council of India Act 1978, Officials Secrets Act 1923.
5. Indecent Representation (prohibition) Act, 1986, Drugs and Magic Remedies (objectionable) Act 1954.

Unit 3: Information Laws

1. Cyber laws- Legal and Ethical aspects, Social Media and Internal Regulations.
2. IT Act 2000, Right to Information Act (RTI).
3. Serial Digital Interface (SDI) Rules.
4. Protection of Personal Information (IP).
5. Sensitive Personal Data and Information (SPDI), OTT regulations.

Unit 4: Media & Privacy

1. Intellectual Property Rights (IPR) .

2. Trademarks, Patent, Geographical Instructor.
3. Secret and Confidentiality in IPR, Internet Governance.
4. Copyrights and Fairuse, Net-neutrality, Right to privacy.
5. Sting Journalism, Yellow Journalism, Paid news.

Unit 5: Media Ethics

1. Journalistic code of conduct, Self-Regulation, Alternative Censorship.
2. Pros & cons of Media Activism, Journalistic Ethics.
3. Ethical issues: Notions and Debates, Resolving Ethical Dilemmas-Different Methods.
4. Self-Regulation vs Legal regulation, Media & Human Rights Issues.
5. Media net pressures (political, market, legal and professional), Ombudsman.

Key Text Books

1. M Neelamalar, Media Laws and Ethics, Philearning 2nd Edition, 2019.
2. Devesh Kishore & G. S. Gard, Media Law: Its Ethics and Ethos, Haran and PublicationsPvt Ltd. 2016.
3. D.D. Basu., Introduction to the Constitution of India, Lexis Nexis First Edition. 2014.
4. ParanjyoguaThakurta, Media Ethics: Truth Fairness and Objectivity, OUP India, First Edition, 2011.
5. Juhi P. Pathak, Introduction to Media Laws and Ethics, Shipra Publications, 2014.

Reference Books

1. Roy L Moore, Media Laws and Ethics, Routledge, Sixth Edition, 2021.
2. NouredineMiladi, Global Media Ethics and Digital Revolution, Roulledge, 2021.
3. Stephen JA Ward, Ethics and the Media: An Introduction, Cambridge University Press, 2020.
4. David A Mackey & Kathryn M Elvey, Society, Ethics & the Law, Jones & Bartlet, 2020.
5. Lee Wilkins, Media Ethics: Issues and Cases, Rowman&Littlefiel, 10th Edition, 2011.

Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

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

The mapping of course outcomes with programme outcomes is tabulated as follows:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L	L					
CO 2			M	M	M	M	M		
CO 3				M	M	M	M		
CO 4				S	S	S	S	S	
CO 5				S	S	S	S	S	S

S-Strong M-Medium L-Low

Course Outcomes (COs): On successful completion of the course, the students will be able to:

		K1	K2	K3	K4	K5
C01	To introduce students about the basic structure of the Indian constitution	√	√	√		
C02	To familiarize students on the various laws governing media	√		√		
C03	To teach students about the provisions of some important press laws		√	√	√	
C04	To enable students to have an understanding of ethical issues involved in the practice of journalism		√	√	√	
C05	To give a clear vision to the students about the various journalistic practices in the process of news and information gathering		√	√		√

TOOLS FOR ASSESSMENT

CIA Test – 1	CIA Test – 2	Assignment	Seminar	Attendance	Total
5 marks	5 marks	5 marks	5 marks	5 marks	25 marks

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signature			

Semester – IX	Core - 18	23 IJMC C18	Strategic Communication (Theory)	CIA 25 Marks/ End Sem. 75 Marks	Credit 04
----------------------	------------------	--------------------	--	--	----------------------

Course Description

Strategic Communication is an essential course for individuals seeking to develop advanced communication skills in various fields such as public relations, corporate communication and digital marketing. In this course, students will learn about the nature, scope, and definition of strategic communication along with an understanding of planned communication and the basic conceptual tools for it. Additionally, the course will explore the application of strategic communication in different areas, involving mediated communication, sender/communicator perspectives, and audience effects. Students will also learn about various communication models, theories and approaches to communication planning, and how to use these models to design, develop, and implement communication campaigns. The course will cover crisis and risk communication, theories of risk communication, and the role of information & communication campaigns in mitigating risk. Furthermore, students will learn about online communication strategies, message design guidelines, and evidence-based communication planning. The course will also cover social marketing campaign planning and advances in social marketing in the digital era including online advertising and promotional campaign strategies. Overall, this course provides students with a comprehensive understanding of strategic communication and how to apply it effectively in various communication settings.

Course Objectives

1. To describe the nature, scope, and basic terminology in strategic communication.
2. To review basic concepts employed in risk assessment and identify key elements of risk communication.
3. To review various models and toolkits for communication planning.
4. To compare and contrast different strategies for communication campaigns.
5. To understand the digital marketing perspectives on communication campaigns and identify performance metrics.

Detailed Syllabus

Unit 1: Overview of Strategic Communication

1. Nature, scope, and definition of Strategic Communication.
2. Understanding Planned and Strategic Communication; Basic Conceptual Tools.
3. Overview of Planned Communication; Nature of Communication Planning & Categorization of Basic Strategies.
4. Application of Strategic Communication in Public Relations.
5. Corporate Communication and Digital Marketing.

Unit 2: Elements of Mediated Communication

1. The Sender/Communicator Perspectives; Westley and MacLean Model- Co-orientation and System; The Maletzke Model - A Social Psychological view. Understanding the Message - Analyzing Message Content-A Model, The Communicator-Message Relationship, Intentions and Functions, Messages as Messages - The Message / Receiver Relationship, Message Comprehension.
2. The Medium- Mediation Theory, Channel Selection, Fast Media vs. Slow Media, Use of Entertainment Media in Communication Planning.
3. The Audiences- Defining Audience, Functions of Audiences, Mass Society view of the Audience, The Obstinate Audience, The Uses and Gratifications Approach, Reception Theory, Receiving Mass Communications: Active or Passivity.

4. The Effects- A Short History of Media Effects Research; Effects and the Time Dimension, Direct and Indirect Effects, Level, Time, and the Sources of Effects, A Model, Effects and Change, 'Enlargement Effects', Cognitive Complexity Effects, Reciprocal, Boomerang, Spill-over, and Third Person Effects.
5. The Agenda-Setting Effect of Communication; Knowledge/Information Gap Theories; Theory of Cultivation Effects, Communication as Communication Effects, Post-exposure Communication, A Contingency Approach to Effects; Varieties of Communication Models & Using Communication Models.

Unit 3: Approaches to Communication Planning

1. Multi-Step Flow Approaches. The Two-Step Flow of Information Model- The Adoption Process, Stages and Channels, Degree of Innovativeness: From Innovators to Laggards, Nature of Innovation, Course of Adoption, Change Agents
2. Diffusion of Preventive Innovations, The Innovation Process in Organizations.
3. Network and Systems Approach, Communication Networks, The Convergence Model, Network Analyses, Networking as a Strategy and a Means of Analysis, the Spiral of Interaction
4. Using Communication Models to Design, Develop, and Implement Communication Campaigns, A Communication Campaign Model, A Traditional Model.
5. Communication Campaign Planning- Dimensions of Campaign objectives and effects, Communication Campaigns as application of different approaches-Toolbox Thinking, Using Models of Communication for Campaign Planning.

Unit 4: Crisis and Risk Communication

1. An overview of Crisis Communication; Theories of Crisis Communication.
2. Reputation Management, Issue Management. Image Repair Theory.
3. Risk Communication- Understanding the concept of risk, safety, hazard, vulnerability, resilience, anti-fragile, mitigation, crisis-impact.
4. Theories of Risk Communication- outrage factors, psychological correlates of risk perceptions and risk characteristics.
5. Cultural Cognition approach to Risk, Approach to Risk Communication and Messaging, Early Warnings.

Unit 5: Communication Strategies

1. Guidelines for Message Design (Appeals), Evidence-based Communication Planning, McGuire's Classic Input-Output Framework for constructing persuasive messages.
2. Strategic and Persuasive Writing, Guidelines for Information and Communication Campaigns.
3. Social Marketing Campaign Planning, Advances in Social Marketing in the Digital Era.
4. Online Advertising and Promotional Campaign Strategies. Strategic Use of Social Media.
5. Strategic Online Campaigns across Platforms-Planning, Development, and Execution.

Key Text Books

1. James, M. (2014). Positioning Theory and Strategic Communication: A new approach to public relations research and practice. Routledge.
2. Sellnow, T. L., & Seeger, M. W. (2013). Theorizing Crisis Communication. John Wiley & Sons.
3. Lannutti, P. J., & Dainton, M. (2020). Strategic Communication Research (First Edition). Cognella Academic Publishing.
4. Mcquail, D., & Windahl, S. (2015). Communication Models for the Study of Mass Communications. Routledge.

- Allen, M. (2015). Strategic Communication for Sustainable Organizations: Theory and Practice. Springer.

References

- Windahl, S., Signitzer, B., & Olson, J. T. (2008). Using Communication Theory: An Introduction to Planned Communication. SAGE.
- Holtzhausen, D., & Zerfass, A. (2014). The Routledge Handbook of Strategic Communication. Routledge.
- Boyle, M., & Schmierbach, M. (2020). Applied Communication Research Methods: Getting Started as a Researcher. Routledge.
- Brennan, L., Binney, W., Parker, L., Aleti, T., & Nguyen, D. (2014). Social Marketing and Behaviour Change: Models, Theory and Applications. Edward Elgar Publishing.
- Oliveira, E., Melo, A. D., & Goncalves, G. (2019). Strategic Communication for Non-Profit Organisations: Challenges and Alternative Approaches. Vernon Press.

Web Resources

- Journal of Strategic Communication: <https://www.tandfonline.com/toc/hjsc20/current>
- International Journal of Strategic Communication: <https://www.tandfonline.com/toc/hstc20/current>
- Strategic Communication: <https://www.tandfonline.com/toc/rstr20/current>
- Public Relations Review: <https://www.sciencedirect.com/journal/public-relations-review/issues>
- Communication Research Reports: <https://www.tandfonline.com/toc/hcrr20/current>

Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

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

The mapping of course outcomes with program outcomes is tabulated as follows:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L	L					
CO 2			M	M	M	M	M		
CO 3				M	M	M	M		
CO 4				S	S	S	S	S	
CO 5				S	S	S	S	S	S

S-Strong M-Medium L-Low

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

		K1	K2	K3	K4	K5

C01	Outline the scope of strategic communication through slideshow presentation.	√	√	√		
C02	Analyze and interpret social issues from a risk communication perspective.	√		√		
C03	Formulate evidence-based communication goals and objectives for a given social issue.		√	√	√	
C04	Explain the strength and weakness of different communication campaign approaches for a given social issue.		√	√	√	
C05	Prepare a communication plan for a specific social issue indicating message design, channel choice, and target audiences.		√	√		√

Tools for Assignment

CIA TEST I	CIA TEST 2	ASSIGNMENT	ASSIGNMENT	ASSIGNMENT	TOTAL
5 marks	5 marks	5 marks	5 marks	5 marks	25 marks

Course designed by	Checked by	Verified by HOD	Approved by
Name			
Signature			

Semester – IX	Core Practical - 11	23 IJMC P11	Development and Specialist Journalism (Practical)	40 Marks/ End Sem. 60 Marks	Credit 04
---------------	---------------------	-------------	---	-----------------------------------	--------------

Course Description

Development and Specialist Journalism is a course that explores the role of journalism in promoting socio-economic development, with a focus on reporting on social issues. This course will cover the emergence of development journalism, its nature, need, and scope, and how it has evolved from development journalism to solution journalism. Students will learn about social science reporting, covering human development indicators from UN agencies such as UNDP, and tip sheets for reporting.

The course will also cover reporting on gender issues, human development, human rights, poverty, rural development, agriculture, urban affairs, waste management, and e-waste issues. Students will learn how to cover international development issues and peace journalism, as well as laws that mandate risk communication, fire services, food adulteration, pharmacological risk, labels, occupational risk, insurance, and compensations.

Additionally, students will learn about risk assessment basics for journalists, exposure, toxicity assessment, epidemiology basics, assessing a study's validity before reporting, and covering pandemics. The course will also cover environmental journalism, public awareness for environmental management, water issues, and types of environmental pollution, environmental impact assessment (EIA), energy issues, and lessons from major environmental disasters. It will provide students with the necessary skills to cover problems, solutions, and trade-offs in development journalism, and how to avoid science denialism when reporting on climate change. Students will learn all the major development journalism coverage area and choose one area to specialize.

Course Objectives

1. To understand the nature and scope of development journalism.
2. To explain the major problems in rural development.
3. To explain the major problems and trade-offs in urban development.
4. To demonstrate an in-depth understanding of reporting on risk.
5. To explain various challenges to the quality of the environment and outline mitigation strategies.

Practical list

- Find a recent social issue that is affecting your community; Report it using the solutions journalism approach. Investigate the root causes of the problem and highlight initiatives or programs that are addressing it.
- Investigate a poverty-related issue in your community and write an in-depth report that explores the factors that contribute to poverty, its impact on people's lives, and potential solutions to reduce it.
- Choose an international development issue, such as aid effectiveness or debt relief, and report on it from a local perspective. Investigate how the issue affects your country and the challenges and opportunities it presents.
- Visit a rural community in your country and report on the challenges they face in terms of development, agriculture, environment or healthcare issues. Highlight successful initiatives or programs that have improved their situation.
- Cover a Panchayat Raj institution meeting or municipality meeting in your area and report on the issues discussed, decisions made, and challenges faced. Analyze the effectiveness of these institutions in promoting rural development and citizen participation.

- Visit a slum area in your city and report on the living conditions, challenges, and opportunities for improvement. Highlight successful initiatives or programs that have improved the situation of slum dwellers.
- Select a pharmacological risk issue, such as drug pricing or access to medicines, and write a report that explores the challenges and potential solutions. Highlight successful initiatives or programs that have improved access to safe and affordable medicines.
- Research the occupational risks faced by workers in a specific industry, such as mining or construction, and write a report that explores the challenges and potential solutions. Highlight successful initiatives or programs that have improved working conditions and reduced occupational hazards.
- Visit a local ecosystem, such as a forest or river, and report on the biodiversity and conservation issues it faces. Investigate potential solutions to protect and restore the ecosystem and promote sustainable use.
- Write a report that explores the competing narratives around climate change, such as environmental movements and eco-modernism. Investigate the role of science denialism and the challenges of reporting climate change accurately and responsibly. Highlight successful initiatives or programs that have promoted climate action and awareness.

Key Text Books

1. Servaes, J., Jacobson, T., & White, S. A. (Eds.). (1996). Participatory Communication for Social Change (First edition). SAGE Publications Pvt. Ltd.
2. Hansen, A. (2019). Environment, Media and Communication. Routledge.
3. Acharya, K., & Noronha, F. N. J. (Eds.). (2009). The Green Pen: Environmental Journalism in India and South Asia (1st edition). Sage Publications Pvt. Ltd.
4. Pinto, J., Gutsche, R. E., Jr., & Prado, P. (2019). Climate Change, Media & Culture: Critical Issues in Global Environmental Communication. Emerald Group Publishing.
5. Dakers, D. (2018). Environmental Journalism. Crabtree Publishing Company.

References

1. Ghosh, A. (2005). Communication Technology and Human Development: Recent Experiences in the Indian Social Sector. SAGE Publishing India.
2. Jayaweera, N., & Amunugama, S. (1987). Rethinking Development Communication. Asian Mass Communication Research and Information Centre.
3. Melkote, S. R., & Steeves, H. L. (2015). Communication for Development: Theory and Practice for Empowerment and Social Justice. SAGE Publications India.
4. Murthy, D. V. R. (2006). Development Journalism: What Next? An Agenda For The Press. Kanishka Publishers.
5. Peet, R., & Hartwick, E. (2009). Theories of Development, Second Edition: Contentions, Arguments, Alternatives. Guilford Press.

Web Resources

1. Development in Practice - <https://www.tandfonline.com/toc/cdip20/current>
2. The Journal of Development Studies - <https://www.tandfonline.com/toc/cjds20/current>
3. World Development - <https://www.journals.elsevier.com/world-development/>
4. Third World Quarterly - <https://www.tandfonline.com/toc/ctwq20/current>
5. Development and Change - <https://onlinelibrary.wiley.com/journal/14677660>
6. United Nations Development Programme (UNDP) - <https://www.undp.org/>
7. International Development Research Centre (IDRC) - <https://www.idrc.ca/>

Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

PSOs/COs	CO1	CO2	CO3	CO4	CO5
PSO 1	3	1	3	3	3
PSO 2	2	3	3	3	3

PSO 3	3	3	3	2	3
PSO 4	3	3	2	3	2
PSO 5	3	3	3	3	3

The mapping of course outcomes with programme outcomes is tabulated as follows

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L						
CO 2		M	M	M					
CO 3				M	M	M			
CO 4					S		S	S	S
CO 5					S	S	S	S	S

S-Strong

M-Medium

L-Low

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

PS O	Course Outcomes	K1	K2	K3	K4	K5
C01	Identify themes and issues for development reporting and prepare a pitch for a news story.	√	√	√		
C02	Prepare a news story based on field visits on any one topic in rural	√	√		√	
C03	Create an audio-visual presentation and a follow-up story on any major urban development issues.	√	√		√	√
C04	Create an audio-visual presentation and a news story on physical safety.	√	√	√		
C05	Create an audio-visual presentation and a news story based on the local angle to climate change.		√		√	

Tools for Assignment

CIA TEST I	CIA TEST 2	ASSIGNMENT	ASSIGNMENT	ASSIGNMENT	TOTAL
5 marks	5 marks	5 marks	5 marks	5 marks	25 marks

Course designed by	Checked by	Verified by HOD	Approved by
Name			
Signature			

Semester – IX	Practical - 12	23 IJMC P12	Audio Video Program Production (Practical)	40 Marks/ End Sem. 60 Marks	Credit 04
---------------	----------------	-------------	--	-----------------------------------	--------------

Course Description

This practical course is designed to provide students with the knowledge and skills required to create compelling Audio/ Video making. Over the course of the program, students will explore the creative process involved in audiovisual production including ideation, scripting, pre-production, production, post-production, and distribution. Through a combination of lectures, workshops, and hands-on projects, students will learn about key aspects of audio and video production, including story structure, character development, visual storytelling, cinematography, sound design, editing, and marketing strategies. In addition to technical skills, the course will also cover essential professional skills, such as project management, collaboration, communication, and pitching. By the end of the course, students would have developed a comprehensive understanding of the audiovisual production process and would have created a professional-quality programs that they can add to their portfolio to launch their careers in the industry.

Course Objectives

1. To enable the students to understand the various stages of audiovisual production.
2. To become aware of the significance of writing for audiovisual production.
3. To acquire photography skills and lighting knowledge for indoor and outdoor shooting.
4. To make the students familiar with story boarding and shooting procedures.
5. To learn both audio & video editing software's.

Practical List

- Produce a segment of any kind of “**Television Talk show**” not exceeding 10 minutes.
- Produce a segment of any “**Sports event**” not exceeding 10 minutes.
- Produce a segment of any “**Cultural event**” not exceeding 10 minutes.
- Produce a segment of any “**Government Program**” not exceeding 10 minutes.
- Produce a minimum “**Public Service Advertisement**” not exceeding one minute.
- Produce a segment of any “**College event**” not exceeding 10 minutes.

Students should submit a record in bound book form along with the audiovisual programs in a DVD.

The Record should contain:

1. Script Development
 - Title
 - Concept (log line, one liner)
 - Synopsis
 - Treatment
 - Step outline
2. Screenplay Development
 - Slug line
 - Action (Video Description)
 - Character Name
 - Dialogue

3. Script with storyboard

- Shooting Script
- Editing Script
- Scheduling
- Approximate Budget details

***All the above sub activities will carry marks evidenced from the record work submitted by the student.**

The mapping of course outcomes with programme outcomes is tabulated as follows

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L						
CO 2		M	M	M					
CO 3				M	M	M			
CO 4					S		S	S	S
CO 5					S	S	S	S	S

S-Strong

M-Medium

L-Low

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

PSO		K1	K2	K3	K4	K5
C01	Learn about audiovisual production from concept to execution.	√	√	√		
C02	Become familiar with writing for various audiovisual programs.	√	√		√	
C03	Acquire photographic and lighting skills.	√	√		√	√
C04	Become familiar with shooting procedures.	√	√	√		
C05	Gain knowledge about audio editing and sound mixing.		√		√	

Tools for Assignment

CIA TEST I	CIA TEST 2	ASSIGNMENT	ASSIGNMENT	ASSIGNMENT	TOTAL
5 marks	5 marks	5 marks	5 marks	5 marks	25 marks

Course designed by	Checked by	Verified by HOD	Approved by
Name			

Semester – IX	Discipline Specific Elective -	23 IJMC DSE 03	Public Relations and Corporate Communications (Theory)	CIA 25 Marks	End Sem. 75 Marks	Credit 03
---------------	--------------------------------	----------------	--	--------------	-------------------	-----------

Course Description

This course provides a comprehensive overview of the principles and practices of Public Relations. It covers the historical origins of public relations and the worldwide expansion of PR in the twenty-first century. The course explores the relationship between public relations and the media and the role of PR in democracy, including its contribution to democracy and the potential conflicts between PR and democratic values. Students will learn about the role of the PR practitioner, the skills required for success in the field, and the ethical codes that guide PR practice. The course also covers various PR theories and concepts, including communication, relationship, social influence, and mass communication theories. Students will learn about the importance of strategic planning and management in PR, including how to plan and evaluate PR campaigns and programs. Other topics include internal and community relations, external PR, sponsorship, and the future of PR.

Course Objectives

1. Understand the evolution and importance of Public Relations
2. Understand the different methods of PR followed by Government & private Sector
3. Learn the abilities to engage various stakeholders
4. Conduct campaigns and research in Public Relations
5. Handle crisis situations and resolve them using Public Relations

Detailed Syllabus

Unit 1: The Context of Public Relations

1. Public relations origin, definitions and history; Traditional definition of PR.
2. Growth and Development of modern PR, Integrating PR into the Promotion Mix.
3. Marketing Public Relations (MPR), Functions of Public Relations.
4. Merits and limitations of Public Relations, Role and Skills of the PR practitioner.
5. Public Relations and media, Professionalism.

Unit 2: PR Theories and Concepts

1. Public relations theories: Communication theories in PR, Relationship theories of PR.
2. Social influence theories, Mass communication theories, Rhetoric and engagement in PR.
3. Feminism and public relations, Strategic public relations planning and management.
4. Intercultural and multicultural context, Social media and activists in the global village.
5. Uneven globalization, Public diplomacy.

Unit 3: Media Relations

1. Integrated Marketing Communication (IMC), Strategic public relations programs and campaigns.

2. Importance of Planning, Underpinning theories of Planning, PR program research and evaluation. Barcelona Principles Valid metrics guidelines.
3. Quantification, Objective setting, Research, Outcome evaluation, Output evaluation, Content analysis.
4. Social media Analytics for PR, propaganda and the psychology of persuasion, Lasswell Model, Media relations, Evaluating media coverage, Publicity and public relations.
5. Advertising or editorial:Origins and development, Influencer Marketing and PR: Influencer relations, content marketing and brand journalism. PR under Media fragmentation.

Unit 4: Internal and Community Relations

1. Internal communication: Perspectives and definitions. IC planning and evaluation.
2. Professionalisation: attributes, competencies and skills in internal communication, Corporate community involvement (CCI) programmes. Employees and community programmes.
3. Cause-related marketing (CRM). Developing and Evaluating community programmes, Non-government organisations (NGOs) and pressure groups.
4. The power of the website, Advocacy and campaigning, Getting donations, Brand, reputation and identity.
5. NGOs as corporations and super brands.

Unit 5: External PR

1. Public relations and the consumer. Public relations and marketing, Core activities.
2. Business-to-business public relations (B2B), role of public affairs and an organization.
3. Lobbying. Private sector and Public sector, Sponsorship, Celebrity PR.
4. Campaigning and pressure groups, Technology. Education.
5. Future trends and issues for public relations.

Key Textbooks

1. Tench, R., &Yeomans, L. (2017). Exploring Public Relations. 4th Edition. Pearson.
2. Vilanilam, J. V. (2011). Public Relations in India: New Tasks and Responsibilities. SAGE.
3. Cutlip, S. M., Center, A. H., & Broom, G. M. (2015). Effective public relations. Pearson.
4. Bowen, S. A., & Winkler, R. C. (2018). Public relations and communication management in Europe: A nation-by-nation introduction to public relations theory and practice. Routledge.
5. L'Etang, J. (2018). Public relations: Critical debates and contemporary practice. Routledge.
6. Cornelissen, J. (2017). Corporate communication: A guide to theory and practice. Sage Publications.
7. Kunsch, P. L. (2020). Corporate communication: An international and interdisciplinary perspective. Palgrave Macmillan.

References

1. Hsu, W.-L., & Lin, K.-Y. (2015). How corporate social responsibility influences employee organizational commitment: An empirical study in Taiwan. Public Relations Review.
2. Jin, Y., Liu, B. F., & Austin, L. L. (2017). Examining the effects of transparency on public trust in an organization's social media sites.
3. Kim, J. N., & Rhee, Y. (2018). From social media to mainstream news: The information flow of the Occupy Wall Street movement.

4. Liao, H.-M., & Chen, K.-T. (2020). The impact of interactive social media features on dialogic communication, engagement, and trust in corporate communication.
5. Zhang, W., & Cameron, G. T. (2022). Corporate social responsibility and employee advocacy behavior in China: The mediating role of employee trust.

Web Resources

1. Public Relations Review - <https://www.journals.elsevier.com/public-relations-review/>
2. Journal of Public Relations Research - <https://www.tandfonline.com/toc/hpr20/current>
3. Public Relations Society of America (PRSA) - <https://www.prsa.org/>
4. Institute for Public Relations (IPR) - <https://instituteforpr.org/>
5. United Nations Development Programme (UNDP) - <https://www.undp.org/>
6. International Association of Public Relations (IPRA) - <https://www.ipra.org/>
7. Public Relations and Communications Association (PRCA) - <https://www.prca.org.uk/>
8. International Public Relations Association (ICCO) - <https://iccopr.com/>
9. International Committee of the Red Cross (ICRC) - <https://www.icrc.org/>
10. The Public Relations Strategist - <https://prstrategist.com/>

Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

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

The mapping of course outcomes with program outcomes is tabulated as follows

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L						
CO 2		M	M	M					
CO 3				M	M	M			
CO 4					S		S	S	S
CO 5					S	S	S	S	S

S-Strong

M-Medium

L-Low

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

PS O	Course Outcomes	K1	K2	K3	K4	K5
C01	Understand PR evolution and current trends	√	√	√		
C02	Expose students to a wide range of tools and techniques in the PR industry.	√	√		√	
C03	Use tools to engage communication methods for various publics	√	√		√	√
C04	Plan and execute PR campaigns	√	√	√		
C05	Resolve Crisis using PR		√		√	

Tools for Assignment

CIA TEST I	CIA TEST 2	ASSIGNMENT	ASSIGNMENT	ASSIGNMENT	TOTAL
------------	------------	------------	------------	------------	-------

5 marks	5 marks	5 marks	5 marks	5 marks	25 marks
---------	---------	---------	---------	---------	----------

Course designed by	Checked by	Verified by HOD	Approved by
Name			
Signature			

Semester – IX	Non- Major Elective- (NME-2)	23 IJMC NM2	News Anchoring and Compeering (Practical)	CIA 40 Marks	End Sem. 60 Marks	Credit 02
---------------	------------------------------	-------------	---	--------------	-------------------	-----------

Course Description

This practical course is designed to provide students with the knowledge and skills required to create compelling news anchoring and compeering. Over the course of the program, students will explore the creative process involved in good communication skills, presentation, knowledge regarding political, entertainment, environment, ect., Through a combination of lectures, workshops, and hands-on projects, students will learn about key aspects of News Anchoring and Compeering. In addition to technical skills, the course will also cover essential professional skills. By the end of the course, students will have developed a comprehensive understanding of the News Anchoring and Compeering process and will have created a professional-quality short film that they can use to launch their careers in the industry.

Course Objectives

- 1 Understand the various elements of television anchoring.
- 2 Develop presentation skills for news reading and weather forecasting.
- 3 Develop the skills necessary for moderating various kinds of television programs.
- 4 Provide hands-on training on different genres of tv shows.
- 5 Learn the nuances of non-verbal communication.

Practical List

1. **News Reading** for Five minutes. The exercise should highlight the importance of pronunciation, voice modulation, dress code, make up and the right body language.
2. **Celebrity Interview** for Five minutes. The exercise should highlight the significance of background research, questioning skill, listening skill, language fluency, dress code and right body language.
3. **Moderating a debate** on any social issue for five minutes. The exercise should highlight the significance of background research, questioning skill, listening skill, language fluency, dress code and right body language.
4. **Weather report** for Two minutes. The exercise should contain info graphics, and other graphic symbols for various terms related to weather/climate.
5. **Movie Review** for Five minutes. The exercise should highlight the significance of critical thinking, knowledge on movie making, information regarding directors/technicians etc., language fluency and right body language.
6. **Anchoring for a Reality Show** (Five minutes). The exercise should highlight the significance of high energy level, good presence of mind, language fluency, dressing sense and right body language.

7. **Anchoring for Game Show** (Five minutes). The exercise should highlight the significance of high energy level, quick wit, language fluency, dressing sense and right body language.
8. **Anchoring for an event like Award function**, audio launching, etc (Five minutes). The exercise should highlight the significance of good command over language, knowledge on the subject, presence of mind, good dressing and right body language.
9. **Anchoring for a Teleshopping** program (Five minutes). The exercise should highlight the significance of high energy level, language fluency, and knowledge about the product/service.
10. **Anchoring for an audience interactive** program (Five minutes). The exercise should highlight the significance of language fluency, listening skill, presence of mind, patience and correct voice modulation.

Text Books

1. Goodlander, Gary M. 2015. Creative Anchoring: Everything About Anchors and Anchoring. CreateSpace Independent Publishing Platform.
2. Mdoe, Swaleh. 2019. TV News Anchoring: A Guide to Professional Newscasting. SwalehMdoe.
3. Schielke, Hugo J., Bethany L. Brand, and Ruth A. Lanius. 2022. The Finding Solid Ground Program Workbook: Overcoming Obstacles in Trauma Recovery. Oxford University Press.
4. Sinha, Surya. 2016. How To Become A Good Speaker: Polish Your Communication Skills. Diamond Pocket Books Pvt Ltd.
5. Vikaram Singh Meha, NeelimaKhetan, Anchoring Change: Seventy five years of Grassroots Intervention that made a Difference, Harper Collins India, 2022

References

1. Mdoe, Swaleh. 2019. TV News Anchoring: A Guide to Professional Newscasting. SwalehMdoe.
2. Schielke, Hugo J., Bethany L. Brand, and Ruth A. Lanius, The Finding Solid Ground Program Workbook: Overcoming Obstacles in Trauma Recovery. Oxford University Press. 2022.
3. Sinha, Surya. 2016. How To Become A Good Speaker: Polish Your Communication Skills. Diamond Pocket Books Pvt Ltd.

Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

Course Objectives (CO)	Program Specific Objectives (PSO)						
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	3	3	1	3	3
CO2	3	3	3	3	1	3	3
CO3	3	3	3	3	1	3	3
CO4	3	3	3	3	1	3	3
CO5	3	3	3	3	1	3	3
3=Strong, 2=Medium, 1=Low							

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

PSO		K1	K2	K3	K4	K5
C01	Learners will gain knowledge about the do's and don'ts of media news presentation.	√	√	√		
C02	They will present media programs with language fluency and confidence.	√	√		√	
C03	They will develop research skills and knowledge on various socio, political and economic issues.	√	√		√	√
C04	They will be to present themselves in appropriate ways depending on the genre in terms of their dressing, speaking style, voice modulation and other non-verbal cues.	√	√	√		
C05	They will be able to handle technical devices simultaneously along with their presentation.		√		√	

Tools for Assignment

CIA TEST I	CIA TEST 2	ASSIGNMENT	ASSIGNMENT	ASSIGNMENT	TOTAL
5 marks	5 marks	5 marks	5 marks	5 marks	25 marks

Course designed by	Checked by	Verified by HOD	Approved by
Name			
Signature			

Semester – IX	Skill Enhancement / Professional Competence Skill	23 IJMC P13	Documentary / Short Film Making (Practical)	40/ 60 Marks	Credit 02
---------------	---	-------------	--	--------------	-----------

Course Description

This practical is ideal for anyone interested in pursuing a career in the film industry or wanting to enhance their skills in producing factual and documentary content. The course is divided into five sections, each containing four lessons, and one section on Documentary Film Making - Theory and Ethical Considerations. It focuses on production and post-production including the functions of sound, lighting, camera, and editing. Also, it covers documentary & film making history, documentary and film language, ethical considerations, and world documentary analysis. Throughout the course, students will work on practical projects, receive feedback from industry professionals, and gain a comprehensive understanding of factual and documentary film making. Upon completion of the course, students will have the skills and knowledge required to produce factual and documentary content for various platforms.

Course Objectives:

1. Students will be aware of the evolution of documentaries and its origin & status in India.
2. Learners will gain an understanding of the skills necessary to produce interesting and creative documentary films.
3. Learners will become skilled in executing all aspects of documentary production.
4. Learners will experience how to critically analyze contemporary documentary films and will engage in debate over content, style and subject matter.
5. To enable Learners in Documentary making from scripting to finished product.

Detailed Syllabus

1. Students should write original Documentary/Short film scripts (at least **three**) for a duration not exceeding 10 minutes inclusive of credit lines. Concepts may be of about environmental issues, Social Issues, any particular place etc.
2. They should shoot one of the best scripts among the three concepts as the Documentary / Short film project.
3. Each student should do an individual project containing the record and the program. The script record should be in the book bounded form and Documentary/Short film must be submitted in DVD.
4. Each script in the Record should contain.

Script Development

- Title
 - Concept (log line, one liner)
 - Synopsis
- Treatment
Mention the type of approach opted
Narration
Voice over Script
Shooting Script (if it is planned approach)
Screenplay Development
- Slug line
 - Action (Video Description)
 - Character Name
 - Dialogue
- Sample script with storyboard
Editing Script
Scheduling
Approximate Budget details
Photographs of Documentary / Short film Making

All the above sub activities will carry marks evidenced from the record work submitted by the student.

References

1. Clifford Thurlow, Making Short Films: The Complete Guide from Script to Screen, Berg Publishers, 2nd Edition.2008.
2. AlesNastoiu, The Short film Year Book (Vol. – I,2021).
3. Rabiger, M. Directing the Documentary, Routledge.(2014).
4. Rosenthal, A. Writing, directing, and producing documentary films and videos,SIU Press. (2007).
5. Sheila Curran Bernard, Documentary Storytelling: Creative Non-fiction on Screen, 5th Edition 2022.Taylor & Francis Ltd.,

Web Sources

1. <https://www.filmcompanion.in/features/have-you-made-a-short-film-here-are-14-platforms-to-help-you-find-an-audience>
2. <https://www.wikihow.com/Make-a-Short-Documentary-Film>
3. <https://www.indieshortsmag.com/tutorials/post-production/2018/08/10-websites-to-get-royalty-free-music-for-short-films-documentaries/>
4. https://www.imdb.com/search/title/?title_type=short&genres=documentary
5. <https://guides.library.georgetown.edu/c.php?g=75854&p=488425>

Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

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

The mapping of course outcomes with program outcomes is tabulated as follows

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L						
CO 2		M	M	M					
CO 3				M	M	M			
CO 4					S		S	S	S
CO 5					S	S	S	S	S

S-Strong M-Medium L-Low

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

PSO		K1	K2	K3	K4	K5
C01	Understand the concept of documentary and short film making and its nuances.	√	√	√		
C02	Distinguish between, and critically evaluate, the principle 'modes' of documentary making.	√	√		√	
C03	Be able to read a documentary text closely and write about how it communicates meaning.	√	√		√	√
C04	They will familiarize themselves with the systematic development of a documentary/ short and the various stages involved in it.	√	√	√		
C05	Produce their own short film, making informed and creative decisions at every stage of production process.		√		√	

Tools for Assignment

CIA TEST I	CIA TEST 2	ASSIGNMENT	ASSIGNMENT	ASSIGNMENT	TOTAL
5 marks	5 marks	5 marks	5 marks	5 marks	25 marks

Course designed by	Checked by	Verified by HOD	Approved by
Name			
Signature			

Semester – X	Core - 19	23 IJMC C19	Media Entrepreneurship and Innovation (Theory)	CIA- 25 END SEM 75 Marks	Credit - 04
--------------	-----------	-------------	--	--------------------------------	-------------

Course Description

Media Entrepreneurship and Innovation is a course designed for individuals who want to start their own media businesses or advance their careers in the media industry. The course will provide an in-depth understanding of the changing media landscape and emerging opportunities in digital media business. Students will learn about the concepts of entrepreneurship, media entrepreneurship, and creative industries. They will also gain an understanding of the economics of information and media and explore the new economics of journalism and the business of networked journalism. The course will cover media market analysis, media sustainability, and the economics of new media and creative industries. Students will also examine the political economic perspective on digital media and digital labor. The course will provide critical business and entrepreneurial skills for success, including collaboration, innovation, and strategic media management. The course will explore the no-code apps development process and the types of apps that are popular in the media industry, including embedding social media, app stores, digital editions, news aggregators, and apps for wearable. Students will learn about project management for digital media, including security risks, copyright, creative commons license royalties, and contracts. The course will also cover financial management for media enterprises, revenue models and revenue streams, crowd sourcing, fund-raising, monetization, block chain, crypto currency, and non-fungible tokens (NFT). Finally, students will learn about marketing and promoting media enterprises. Upon completion of this course, students will be equipped with the knowledge and skills necessary to establish and operate a successful media enterprise.

Course Objectives

1. To prepare learners to become independent media entrepreneurs.
2. To understand the economic and financial aspects of the news media business.
3. To explain the attitude and approaches required to become a media entrepreneur.
4. To describe and identify the requirements for establishing a media business.
5. To locate sources of capital and revenue models for media enterprise.

Detailed Syllabus

Unit 1: Emerging Opportunities in Digital Media Business

1. Changing Media Business Landscape- Sharing Economy- How News Organizations Build Digital Loyalty and Generate Revenue through the “Original Platform.”
2. Concepts of Entrepreneurship, Media Entrepreneurship, and Creative Industries- Creator Economy and the Battle for Talent.
3. Freelancing and building your brand. Blockers to Innovation.

4. Entrepreneurial Journalism. Publishing Platforms-Sub stack and Medium Models.
5. Publishing using Face book Instant Articles and YouTube- Digital Media Brands.

Unit 2: Economics of Information and Media

1. Economics of Information and Media- New Economics of Journalism
2. Business networked Journalism. - Media Market Analysis.
3. Media sustainability.
4. Economics of New Media and Creative Industries
5. Political Economic Perspective on Digital Media-Digital Labor.

Unit 3: Entrepreneurship and Innovation

1. Digital Entrepreneurship- Start-up Ecosystem in India.
2. Media Enterprise as Social Entrepreneurship.
3. Becoming a Media Entrepreneur.
4. Critical Business and Entrepreneurial Skills for Success-Collaboration.
5. Innovation in Media Business-AI Driven Business Models.

Unit 4: Building Online Media Business

1. Establishing online and Social Media Business. Key Issues and Challenges.
2. Preparing a Business Plan Media Enterprise.- No-code Apps Development Process.
3. News apps, App users, App Development, Design, coding and testing Embedding social media, App stores, Digital editions, News aggregators, Apps for wearable's.
4. Project Management for Digital Media-Workflows, Pipeline, and Collaboration.
5. Strategic Media Management-Security Risks. Copyright, Creative Commons License Royalties, Contracts.

Unit 5: Financing Online Media Business

1. Financial Management for Media Enterprise.
2. Revenue Models and Revenue Streams.
3. Crowd sourcing and Fund Raising. Monetization.
4. Financial Management for Media Enterprise.- Block chain, Crypto-currency.
5. Non-Fungible Tokens (NFT) for Media enterprise.- Marketing and Promoting Media Enterprises.

Key Text Books

1. Ann Hollifield, C., Wicks, J. L., Sylvie, G., &Lowrey, W. (2015). Media Management: A Casebook Approach. Routledge.
2. Ferrier, M., & Mays, E. (2017). Media Innovation and Entrepreneurship. Rebus Foundation.
3. Johnston, K. A., & Taylor, M. (2018). The Handbook of Communication Engagement. John Wiley & Sons.

References

1. Bygdås, A. L., Clegg, S., & Hagen, A. L. (2019). Media Management and Digital Transformation. Routledge.
2. Abernathy, P. M., &Sciarrino, J. (2018). The Strategic Digital Media Entrepreneur. John Wiley & Sons.
3. Küng, L. (2015). Innovators in Digital News. Bloomsbury Publishing.
4. Rohn, U., & Evens, T. (2020). Media Management Matters: Challenges and Opportunities for Bridging Theory and Practice. Routledge.

- Albarran, A., Mierzejewska, B., & Jung, J. (2018). Handbook of Media Management and Economics. Routledge.

Web Resources

- Journal of Entrepreneurship and Innovation in Emerging Economies - <https://www.emeraldgrouppublishing.com/journal/jeice>
- Journal of Innovation and Entrepreneurship - <https://innovation-entrepreneurship.springeropen.com/>
- International Journal of Entrepreneurship and Innovation - <https://journals.sagepub.com/home/jei>
- Entrepreneurship Theory and Practice - <https://onlinelibrary.wiley.com/journal/1540627x>
- Journal of Business Venturing - <https://www.journals.elsevier.com/journal-of-business-venturing>
- Global Entrepreneurship Network - <https://www.genglobal.org/>

Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

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

The mapping of course outcomes with programme outcomes is tabulated as follows

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L	L	L	L	M	M	M
CO 2	M	M	M	M	M	M	S	M	S
CO 3	S	S	S	M	M	M	S	S	S
CO 4	S	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S	S

S-Strong M-Medium L-Low

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

		K1	K2	K3	K4	K5
PSO	Identify business opportunities and platforms for entrepreneurial Journalism.	✓	✓	✓		
CO1	Critically appraise the opportunities and economic risks in media entrepreneurship.	✓	✓		✓	
CO2	Develop a business plan and online collaboration workspace for media startups.	✓	✓		✓	✓
CO3	Prepare a detailed proposal and strategic vision for establishing a media startup.	✓	✓	✓		
CO4	Prepare a low-cost budget and revenue model for a multimedia news package for a freelance assignment.		✓		✓	

TOOLS FOR ASSESSMENT

CIA Test – 1	CIA Test – 2	Assignment	Seminar	Attendance	Total
--------------	--------------	------------	---------	------------	-------

5 marks	5 marks	5 marks	5 marks	5 marks	25 marks
---------	---------	---------	---------	---------	----------

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signature			

Semester – X	Core Course – Core Project 20	23 IJMC C20	Core Project: Dissertation/ Capstone Research Project (Practical)	CIA- 40/ END SEM 60 Marks	Credit - 04
--------------	-------------------------------------	-------------	---	---------------------------------	-------------

Course Objectives

1. To develop skills necessary to undertake academic research and media and communication.
2. To familiarize students on the various steps in the process of identifying a research problem and developing theoretical framework .
3. To construct an outline of a thesis using for review relevant literature, conduct data collection and determine a suitable methodology for undertaking referencing, citation, and note-taking and to enhance competency in source-based academic writing skills in media research.
4. To describe criteria for evaluating standard methods of performing data analysis in social research.
5. To engage in ethical practices and intellectual virtues for undertaking academic research.

Every student has to work on a research project under the supervision of faculty member. Research Proposal usually of about a page in synoptic form for discussion with the supervisor is approved for pursuance after a thorough discussion. The research is conducted supervised by the guide; data collected, analyzed situated in a theoretical framework and the results are discussed for logical conclusion. The following part discusses each of these in turn, and gives more detailed advice about how to prepare and write each one. The dissertation will usually consist of the following chapters:

1. **Introduction** - Using Academic Sources- (Thinking Critically About Research- background of the Literature Search of early research

2. **Literature Review** (Traditional Reviews and Systematic Reviews- Other Types of Literature Review- Literature Mapping and Reviews and Styles)- Avoiding Plagiarism
3. **Methodology** – Methods of Data collection, presentation and analysis
4. **Data Analysis:** Developing and Evaluating Research Argument on [Experimental Research, Quantitative Research, Survey Research, Qualitative Research] - Research Ethics-Key Issues and Guidelines for Responsible Research Best Practices- Publication Process, Metrics and Publication Ethics
5. **Recommendation and Conclusions** –Results, Findings and Discussions
6. **Referencing and Citation** (Using Reference Manager Apps- Annotated Bibliography and Academic Style Guides(APA, MLA
7. **Appendices**-An appendix contains relevant/supplementary material/document that is not an essential part of the text itself but which may be helpful in providing a more comprehensive understanding of the research problem or it is information that is too cumbersome to be included in the body of the paper. The Appendices should follow the References/Bibliography unless your Appendices include citations or footnotes. Appendices can consist of figures, tables, maps, photographs, raw data, computer programs, musical examples, interview questions, sample questionnaires, etc.

Formats of the Research Paper and Thesis

Outlining Literature Reviews- Writing Literature Reviews- Publish or Perish App) The report/ Dissertation/ Thesis will necessarily have 100 pages of content.

Presentation of Thesis

The research must be about or related to the subject matter of journalism or mass communication. A written dissertation of about 80-100 pages must be submitted by the end of the semester. The thesis will be typed in Times Roman 12 pts with 1.5 line space following APA style manual. The report will also have certificate, declaration, acknowledgement, contents page and a one page abstract in hard binding finish. Dissertations generally follow a fairly standard structure.

Evaluating Research

The written dissertation will be evaluated by the research guide and External Examiner, appointed by Periyar University for 60 marks with continuous internal assessment by the research supervisor for 40 marks. Based on dissertation Viva-voce will be conducted by the External Examiner and the research guide.

References

1. Efron, S. E., & Ravid, R. (2018). Writing the Literature Review. Guilford Publications.
2. Mugambi, A. M. (2020). A Practical Guide to Academic Writing: A Guide to Research Proposal Writing, Data Collection and Analysis, and Final Research Report. Independently Published.
3. Ridley, D. (2012). The Literature Review: A Step-by-Step Guide for Learners . SAGE.
4. Lampert, L. (2014). Combating Student Plagiarism: An Academic Librarian's Guide. Elsevier.
5. Hempel, S. (2019). Conducting Your Literature Review. American Psychological Association.
- Katz, M. J., Kennedy, D., & Kane, T. S. (2015). From research to manuscript: A guide to scientific writing | Michael J. Katz
6. Gough, D., Oliver, S., & Thomas, J. (2017). An Introduction to Systematic Reviews. SAGE.
7. Higgins, J. P. T., Thomas, J., Chandler, J., Cumpston, M., Li, T., Page, M. J., & Welch, V. A. (2019). Cochrane Handbook for Systematic Reviews of Interventions. John Wiley & Sons.
8. A, R. C. M. (2020). Academic Writing Survival Guide: What the Purists
9. Krause, S. D. (2020). The Process of Research Writing.

Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

Course Objectives (CO)	Program Specific Objectives (PSO)						
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	S	S	S	S	L	S	S
CO2	S	S	S	S	M	S	S
CO3	S	S	S	S	M	S	S
CO4	S	S	S	S	M	S	S
CO5	S	S	S	S	S	S	S

The mapping of course outcomes with programme outcomes is tabulated as follows

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L	L	L	M	L	M	M
CO 2	S	M	M	M	S	S	S	S	S
CO 3	S	M	S	M	M	M	S	S	S
CO 4	S	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S	S

S-Strong M-Medium L-Low

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

		K1	K2	K3	K4	K5
PSO	Perform literature search and scoping study on selected topics	✓	✓	✓		
CO1	Set-up digital workspace for research using applications like Zotero and Qiqqa	✓	✓		✓	
CO2	Prepare an annotated bibliography following the APA style guide	✓	✓		✓	✓

C03	Read and summarize academic research articles and evaluate quality based on	✓	✓	✓		
C04	Produce a news story based on academic research following best practices in academic journalism		✓		✓	

TOOLS FOR ASSESSMENT

Class observation	Record work	Assignment	Attendance	Total
10 marks	20 marks	5 marks	5 marks	40 marks

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signature			

Semester – X	Skill Enhancement / Professional Competence Skill	23 IJMC C21	Lab Journal	CIA - 40 / END SEM 60 Marks	Credit - 04
--------------	---	-------------	-------------	-----------------------------	-------------

Course Objective (CO):

1. To introduce students about the basic features of a lab journal
2. To familiarize students on the various aspects of news gathering
3. To teach students about the need for news editing
4. To enable students to have an understanding of pagination and designing of the journal
5. To give a clear vision to the students about the various journalistic practices in the process of news, editing, designing and production of the journal

Lab Journal:

- All the student will bring out one issue of **KANNADI** the bilingual student practice journal of the Department of Journalism and Mass Communication. 8 pages in A3 size.
- The student editor will assign stories edited them paginated and bring out the issue.
- The students will cover all the events happening inside Periyar University campus.
- They should not resort to cut and paste job from the net.
- All the photography will be caption and all stories headlined.
- The lab journal will be evaluated for the quality of timeliness makeup reporting, sub editing, proof-reading and overall tone and value.

Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

Course Objectives (CO)	Program Specific Objectives (PSO)						
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7

CO1	S	S	S	S	M	S	S
CO2	S	M	S	S	M	S	S
CO3	S	M	S	S	S	S	S
CO4	S	S	M	S	S	S	S
C05	S	S	S	S	S	S	S

The mapping of course outcomes with programme outcomes is tabulated as follows

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L	M	L	L	M	L	M
CO 2	M	M	M	M	M	M	S	S	S
CO 3	M	S	S	M	M	M	S	S	S
CO 4	S	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S	S

S-Strong M-Medium L-Low

Course Outcomes (COs): On successful completion of the course, the students will be able to:

		K1	K2	K3	K4	K5
CO1	To introduce students about the basic features of a lab journal	√	√		√	
CO2	To familiarize students on the various aspects of news gathering	√		√	√	
CO3	To teach students about the need for news editing		√	√		√
CO4	To enable students to have an understanding of pagination and designing of the journal			√	√	√
CO5	To give a clear vision to the students about the various journalistic practices in the process of news, editing, designing and production of the journal			√	√	√

TOOLS FOR ASSESSMENT

Class observation	Record work	Assignment	Attendance	Total
10 marks	20 marks	5 marks	5 marks	40 marks

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signature			

Semester – X	Discipline Specific Elective - 5	23 IJMC DSE 04	Advertising and Digital Marketing Strategies (Theory)	25/75 Marks	Credit - 03
--------------	----------------------------------	----------------	---	-------------	-------------

Course Description

Advertising Strategies is a comprehensive course that explores the world of advertising and the strategies used in this field. The course begins with an introduction to advertising, its definition, history, and its role in the marketing mix. Students will learn about the changing nature of advertising in the digital era, including the difference between conventional and online advertising and data-driven advertising. The course also examines the social and economic issues related to traditional and online advertising. Students will learn about the various advertising approaches, including target audiences, positioning, native advertising, and content and brand strategies. The course covers the dynamics of creating and executing complete campaign strategies, including branding and creative strategies such as print layout, television and video advertising, web advertising, and the critical aspects of advertising such as cultural differences and values in advertising. Finally, the course explores the challenges and trends in advertising, including cross-platform distribution, online advertising as an intrusion, ad-blockers, and strategies for non-invasive advertising. Students will also gain an overview of advertising research, traditional and digital methods, and emerging approaches such as programmatic and computational advertising. By the end of the course, students will have a thorough understanding of advertising strategies and their application in the real world.

Course Objectives

1. To provide a contemporary and comprehensive understanding of the of Advertising
2. To elucidate the importance of knowing the target audience
3. To outline the Creative Aspects of Advertising
4. To illustrate the new horizons in online Advertising
5. To portray certain areas in Digital Transformation

Detailed Syllabus

Unit 1 Advertising- An Introduction

1. History of Advertising- Is Advertising Scientific Field? Definition and Types; Role and Functions of Advertising- Role of Advertising in Marketing Mix.
2. Changing Nature of Advertising in Digital Era-Conventional Vs Online Advertising. Data-driven Advertising.

3. Agency Practitioners Perspective about Advertising. Future of Advertising. Is Advertising Different from Communication-Paid attention
4. From Audience Segmentation to Audience Engagement-Target Audiences, Positioning-Traditional and Digital Approaches. Native Advertising
5. Social and Economic Issues Related to Traditional and Online Advertising.

Unit 2 Content and Brand Strategies

1. Content- Practitioner Perspectives of Advertising.
2. The Content Matrix: Magnetic, Immersive, Smart and Practical.
3. Advertising Dynamics of Creating and Executing the Complete Campaign Strategy
4. Branding: Identity And Image Strategy. Brand Identity Elements.
5. Projecting A Unified Message. Projecting Brand Identity. The Identity Strategy

Unit 3 Creative Strategies

1. Creativity and Ad Theory. The Person Individual Oriented Theories of Creativity. The Process Theories of Creative Idea Generation.
2. Place Environment Place Based Creativity Theories. The New Creative Inspiration. Inspiration from Consumers. The Creative Challenges
3. Print Layout: Functions of Design. Design Principles. Gestalt Theory. Negative, or White ,Space
4. Television and Videos Advertising: Telling stories. Visual Elements. PSA
5. Web Advertising. Various Types of Online Advertising -Native Ads, Display Advertising/ Banners Pop-Up Ads, Mobile Advertising, Social Ads Retargeting and Remarketing, Digital Signage.

Unit 4 Critical Aspects of Advertising

1. Advertising across cultural borders. Convergence or Divergence- Cultural Differences and Values in Advertising.
2. Cultural Differences and Values in Advertising-Brand Perceptions Across Cultures. Advertising Culture and Values. Diverse Cultures within Nations
3. Advertising in Traditional and Non-traditional Environments.
4. What Is Involvement? Involvement and Learning Theory. Rational and Emotional Involvement and Learning. Involvement and Message Strategy. Involvement Situational or Enduring.
5. Enduring Involvement with the Brand The Case of Brand Communities. Relationships Amongst Types of Involvement. Involvement with the Medium. Is Involvement Always Positive. Extreme Involvement Social Implications

Unit 5 Challenges and Trends

1. Designing Advertising for Cross-platform Distribution.
2. Maintaining Consistency across Divergent Media
3. Online Advertising as Intrusion and Adblockers and strategies for non-invasive advertising
4. Overview of Advertising Research-Traditional and Digital Methods
5. Emerging Approaches. Programmatic and Computational Advertising–Google Analytics.

Key Textbooks

1. Ogilvy, D. (2015). Confessions of an advertising man. Vintage Books.
2. Weinberger, D. (2017). Everyday advertising: From the absurd to the sublime. Basic Books.
3. Berger, J. (2016). Contagious: How to build word of mouth in the digital age. Simon & Schuster.
4. Heath, C., & Heath, D. (2017). The power of moments: Why certain experiences have extraordinary impact. Simon & Schuster.
5. Thaler, R. H., & Sunstein, C. R. (2017). Nudge: Improving decisions about health, wealth, and happiness. Penguin Books.

References

1. Advertising Concept and Copy, George Felton, W.W. Norton and Company, New York. London
2. Strategic Advertising Management, Richard Rosenbaum-Elliott · 2021
3. Creative Strategy in Advertising, Bonnie L., Drewniany & A. Jerome Jewler,
4. Management Association, and Information Resources. 2021. Research Anthology on Strategies for Using Social Media as a Service and Tool in Business. IGI Global.
5. Reillier, Laure Claire, and Benoit Reillier. 2017. Platform Strategy: How to Unlock the Power of Communities and Networks to Grow Your Business. Taylor & Francis.
6. Semerádová, Tereza, and Petr Weinlich. 2019. Impacts of Online Advertising on Business Performance. IGI Global.
7. Yang, and C. C. Kenneth. 2017. Multi-Platform Advertising Strategies in the Global Marketplace. IGI Global.
8. Rodgers, S., & Thorson, E. (2019). Advertising Theory. Routledge.
9. Rodgers, S., & Thorson, E. (2017). Digital Advertising: Theory and Research. Taylor & Francis.

Web Resources

1. Journal of Advertising: <https://www.tandfonline.com/toc/ujoa20/current>
2. Journal of Marketing: <https://journals.sagepub.com/home/jmk>
3. American Advertising Federation: <https://aaf.org/home>

4. Interactive Advertising Bureau: <https://www.iab.com/>
5. Advertising Research Foundation: <https://thearf.org/>
6. Association of National Advertisers: <https://www.ana.net/>
7. World Federation of Advertisers: <https://wfanet.org/>
8. Advertising Standards Authority (ASA) - UK: <https://www.asa.org.uk/>
9. International Advertising Association: <https://www.iaaglobal.org/>
10. Marketing Science Institute: <https://www.msi.org/>
11. Wharton Marketing Analytics: <https://marketing.wharton.upenn.edu/>
12. Advertising Educational Foundation (AEF): <https://aef.com/>
13. The Advertising Council: <https://www.adcouncil.org/>

Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

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

The mapping of course outcomes with programme outcomes is tabulated as follows

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L	L	L	L			
CO 2		M	M	M	M	M			
CO 3				M	M		M		
CO 4							S	S	S
CO 5						S	S	S	S

S-Strong M-Medium L-Low

Course Outcomes (COs): On successful completion of the course, the students will be able to:

		K1	K2	K3	K4	K5
CO1	Apply creative strategies to develop a brand promotion plan	✓	✓			
CO2	Interpret data and conduct audience analysis for a advertising campaign	✓	✓		✓	
CO3	To produce an original public service advertising for cross platform distribution	✓		✓		✓
CO4	Design banner advertising for websites and embed them a website or a blog	✓		✓	✓	
CO5	Demonstrate procedural knowledge on online advertising strategies		✓			✓

TOOLS FOR ASSESSMENT

CIA Test – 1	CIA Test – 2	Assignment	Seminar	Attendance	Total
5 marks	5 marks	5 marks	5 marks	5 marks	25 marks

Course Designed By	Checked by	Verified By HOD	Approved by
--------------------	------------	-----------------	-------------

Names			
Signature			

Semester – X	Discipline Generic Elective - 4	23 IJMC DGE 03	Event Management (Practical)	CIA- 40/ END SEM- 60 Marks	Credit - 03
--------------	---------------------------------------	-------------------	-------------------------------	----------------------------------	-------------

Course Description

Events create opportunities for people to connect with an area, spend time together, celebrate and experience the diversity of cultures and foster creativity and innovation. They allow a community to come alive and provide an opportunity for a destination to showcase its tourism experience and increase economic activity. Events contribute significantly to community building, lifestyle and leisure enhancement, cultural development, tourism promotion and increased visitation, volunteer participation, fundraising and economic development. Most importantly, events create a sense of fun and vibrancy, resulting in a strong sense of community connectivity, pride and a sense of place.

Course Outcome

1. Analyze the role of events in image building
2. Explain all the steps of planning and organizing an event
3. Plan and organize events
4. Discuss ways of strategic marketing and media planning for events
5. Demonstrate knowledge and ability to identify risk areas, evaluate safety measures

Students should be allowed to organize the programme in the university campus / Department and practice the followings during the arrangement of the event as practical and submit the record for the following activities.

➤ **Principles Of Event Management**

- [Historical Perspective, Introduction to event Management, Size & type of event, Event Team, Code of ethics - Principles of event Management, concept & designing. Analysis of concept, Logistics of concept. - Feasibility, Keys to success, SWOT Analysis]

➤ **Event Planning & Team Management**

- [Aim of event, Develop a mission, Establish Objectives Preparing event proposal, Use of planning tools- Protocols, Dress codes, staging, staffing - Leadership, Traits and characteristics]
- **Event Marketing And Advertising**
 - [Nature of Marketing, Process of marketing Marketing mix, Sponsorship - Image, Branding, Advertising Publicity and Public relations]
- **Event Leadership & Communication**
 - Leadership skills , Managing team , Group development, Managing meetings- Written communications, (Official, demi-official, Invoice). Verbal communications]
- **Event Safety And Security**
 - [Security, Occupational safety, Crowed management - Major risks and emergency planning, Incident reporting, emergency procedures]
- **Event Accounting**
 - [Budget, breakeven point, cash flow analysis, Profit & loss statement, balance sheet, panic payments, financial control system]

Both arrangement / Management of the progamme and record will be evaluated by the Internal and External Examiners.

Sugested Reading:

1. Tulsian P C – Business Organisation& Management
2. Prasad L.M.- Principle of management
3. Successful Event Management By Anton Shone & Bryn Parry
4. UdaiPareek, Understanding Organisational /Behaviour, Oxford
5. Mishra : Organizational BehaviourBikas
6. Luthans, Fred : Organizational Behaviour
7. MirzaSaiyadain : Organizational Behaviour, TH
8. Chandan : Organizational Behaviour, Vikas
9. Helga Drummond : Organizational Behaviour, Oxford
10. Senge, Peter : The Learning Oranization
11. Harriss&Martman : Organizational Behaviour, Jaico.

Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

Course Objectives (CO)	Program Specific Objectives (PSO)						
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7

CO1	S	S	S	S	M	S	M
CO2	S	S	S	S	M	S	S
CO3	M	M	S	S	S	S	S
CO4	S	S	M	S	S	S	S
C05	S	S	S	S	S	S	S

Course Outcomes (COs): On successful completion of the course, the students will be able to:

		K1	K2	K3	K4	K5
C01	Analyze the role of events in image building		√	√	√	
C02	Explain all the steps of planning and organizing an event		√	√	√	
C03	Plan and organize events			√	√	√
C04	Discuss ways of strategic marketing and media planning for events and Demonstrate knowledge and ability to identify risk areas, evaluate safety			√	√	√
C05	Demonstrate knowledge and ability to review, analyze events and relate to case studies			√	√	√

TOOLS FOR ASSESSMENT

Class observation	Record work	Assignment	Attendance	Total
10 marks	20 marks	5 marks	5 marks	40 marks

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signature			

Semester – X	Skill Enhancement Course	23 IJMC P13	Podcast and Video streaming Production (Practical)	CIA- 40 END SEM- 60 Marks	Credit - 02
--------------	--------------------------	-------------	---	---------------------------------	----------------

Course Description

This practical course on Video and Podcast Live Streaming is designed to provide students with a comprehensive understanding of the techniques and tools needed to produce professional-quality live streams. The course is ideal for professionals in the fields of media, marketing, and entertainment, as well as anyone interested in learning about the latest trends and best practices in live streaming. Over the course of twenty lessons, students will learn about the fundamentals of video and podcast live streaming, including equipment, planning, and distribution. They will also gain a deep understanding of technical production techniques for live streaming, such as camera, audio, lighting, and post-production.

In addition to these foundational skills, students will explore specialized techniques for remote live streaming, multi-camera live streaming, and live streaming events. They will also gain exposure to advanced audio and visual techniques, as well as business and marketing strategies for monetizing live streams. Upon completion of the course, students will have a deep understanding of Video and Podcast Live Streaming, and will be equipped to produce professional-quality live streams that engage audiences and generate revenue.

Course Objectives:

1. Develop foundational knowledge and understanding of the concepts and principles of Video and Podcast Live Streaming.
2. Acquire and apply technical skills in camera, audio, lighting, and post-production techniques for Video and Podcast Live Streaming.
3. Evaluate and select appropriate equipment and software tools for producing professional-quality live streams.
4. Analyze and troubleshoot technical challenges that arise during live streaming events, including remote live streaming and multi-camera setups.
5. Synthesize and integrate business and marketing strategies for monetizing live streams, including subscription-based models, ad-based models, and e-commerce strategies.

Detailed Syllabus

Unit 1: Fundamentals of Video and Podcast Live Streaming

1. Introduction to Video and Podcast Live Streaming, Overview of Video and Podcast Live Streaming.
2. History and evolution of Video and Podcast Live Streaming, Different types of Video and Podcast Live Streaming.
3. Applications of Video and Podcast Live Streaming- Equipment for Video and Podcast Live Streaming, Cameras and lenses, Audio equipment.
4. Lighting equipment, Tripods and stabilizers, Computers and software- Planning and Pre-production, Developing a concept and storyboarding.

5. Writing a script, Planning the set and location, Scheduling and budgeting- Live Streaming Platforms and Distribution

Unit 2: Technical Production for Video and Podcast Live Streaming

1. Camera Techniques for Live Streaming, Understanding camera angles and framing, Using movement and depth of field, Choosing the right shot for the right moment.
2. Managing camera settings for live streaming- Audio Techniques for Live Streaming, Choosing the right microphone for the job, Setting up and testing audio equipment.
3. Handling audio challenges during a live stream, Mixing and mastering audio for live streaming- Lighting Techniques for Live Streaming.
4. Understanding lighting concepts and principles, setting up and testing lighting equipment, dealing with common lighting challenges during a live stream.
5. Creating a professional look and feel with lighting- Post-Production for Live Streaming, Overview of post-production workflow for live streaming, Editing and enhancing live streams after the fact, Creating highlights and recaps, Adding titles, graphics, and effects to a live stream

Unit 3: Specialized Techniques for Video and Podcast Live Streaming

1. Remote Live Streaming, Overview of remote live streaming, Tools and platforms for remote live streaming, Techniques for managing remote guests.
2. Troubleshooting and avoiding common issues with remote live streaming- Multi-Camera Live Streaming, Setting up and managing multiple cameras for a live stream, Techniques for switching between camera feeds during a live stream.
3. Integrating graphics and effects into multi-camera live streams, Best practices for multi-camera live streaming- Live Streaming Events, Planning and producing live streaming events, Techniques for live streaming concerts, conferences, and other events.
4. Managing the logistics and challenges of live streaming events, Promoting and distributing live streaming events- Advanced Audio and Visual Techniques, Advanced audio techniques for live streaming, including binaural and 3D audio.
5. Advanced visual techniques for live streaming, including virtual reality and 360-degree video, Best practices for creating immersive live streaming experiences, Challenges and considerations for advanced audio and visual techniques

Unit 4: Business and Marketing for Video and Podcast Live Streaming

1. Business Planning and Management, Overview of business planning and management for Video and Podcast Live Streaming, Understanding budgets and revenue streams.
2. Legal considerations for Video and Podcast Live Streaming, Developing a marketing and branding strategy for Video and Podcast Live Streaming.
3. Monetization Strategies, Overview of monetization strategies for Video and Podcast Live Streaming, Subscription-based models, Ad-based models, Sponsored content and product placements.

4. Merchandising and e-commerce strategies- Analytics and Metrics, Overview of analytics and metrics for Video and Podcast Live Streaming
5. Understanding audience engagement and behaviour, Tracking and analyzing viewers

Detailed Practical Exercises for Podcast and Video Live Streaming:

- Setting Up a Live Stream, Choose a topic or theme for your live stream, Develop a concept and storyboard, Select appropriate equipment and software tools, Test and troubleshoot your setup
- Planning a Remote Live Stream, Identify potential remote guests or contributors, Select appropriate tools and platforms for remote live streaming, Develop a communication plan for coordinating remote guests, Test and troubleshoot your remote setup
- Audio Techniques for Live Streaming, Set up and test different microphones and audio equipment, Record and mix a sample audio track for a live stream, Troubleshoot common audio issues during live streaming, Enhance audio quality using post-production tools and techniques
- Lighting Techniques for Live Streaming, Set up and test different lighting equipment and techniques, Experiment with different lighting setups and effects, Troubleshoot common lighting issues during live streaming, Enhance lighting quality using post-production tools and techniques
- Distribution and Promotion of Live Streams, Develop a marketing and branding strategy for your live stream, Choose appropriate platforms and channels for distribution, Utilize social media and other promotional tools to build audience engagement, Analyze and evaluate the success of your distribution and promotional strategies
- Camera Techniques for Live Streaming, Set up and test different cameras and lenses, Experiment with different camera angles and movements, Troubleshoot common camera issues during live streaming, Enhance visual quality using post-production tools and techniques
- Multi-Camera Live Streaming, Set up and test multiple cameras and angles for a live stream, Experiment with different camera switching techniques and effects, Troubleshoot common multi-camera issues during live streaming, Enhance visual quality using post-production tools and techniques
- Post-Production for Live Streaming, Edit and enhance a recorded live stream, Add titles, graphics, and effects to a live stream, Create highlights and recaps of a live stream, Analyze and evaluate the effectiveness of your post-production techniques
- Virtual and Augmented Reality Live Streaming, Set up and test equipment and software tools for virtual and augmented reality live streaming, Develop a concept and storyboard for a virtual or augmented reality live stream, Troubleshoot common issues and challenges with virtual and augmented reality live streaming, Enhance visual quality and user experience using post-production tools and techniques

- Advanced Audio and Visual Techniques, Experiment with advanced audio techniques such as binaural and 3D audio, Experiment with advanced visual techniques such as virtual reality and 360-degree video, Troubleshoot common issues and challenges with advanced audio and visual techniques, Enhance audio and visual quality using post-production tools and techniques
- Live Streaming Events, Plan and produce a live streaming event, such as a concert, conference, or other event, Utilize appropriate techniques and tools for managing logistics and challenges of live streaming events, Troubleshoot common issues and challenges during live streaming events, Analyze and evaluate the effectiveness of your live streaming event production
- Monetization Strategies, Develop a monetization strategy for a live stream, including subscription-based models, ad-based models, and e-commerce strategies, Implement and test your monetization strategy, Analyze and evaluate the effectiveness of your monetization strategy, Optimize your monetization strategy for maximum revenue generation

Key Textbooks

1. Frank, L. (2019). Screens Producing & Media Operations: Advanced Practice for Media Server and Video Content Preparation. CRC Press.
2. Brewer, J., Ruberg, B., Cullen, A. L. L., & Persaud, C. J. (2023). Real Life in Real Time: Live Streaming Culture. MIT Press.
3. Herling, J. (2014). Advanced Real-Time Manipulation of Video Streams. Springer.
4. Richards, P. (2020). The Virtual Ticket: The Event Manager's Guide to Live Streaming Engaging Virtual Events. StreamGeeks.

References

1. Frank, L. (2019). Screens Producing & Media Operations: Advanced Practice for Media Server and Video Content Preparation. CRC Press.
2. Brewer, J., Ruberg, B., Cullen, A. L. L., & Persaud, C. J. (2023). Real Life in Real Time: Live Streaming Culture. MIT Press.
3. Herling, J. (2014). Advanced Real-Time Manipulation of Video Streams. Springer.
4. Richards, P. (2020). The Virtual Ticket: The Event Manager's Guide to Live Streaming Engaging Virtual Events. StreamGeeks.
5. Ubell, R. (2016). Going Online: Perspectives on Digital Learning. Routledge.
6. Vai, M., & Sosulski, K. (2015). Essentials of Online Course Design: A Standards-Based Guide. Routledge.
7. Brewer, J., Ruberg, B., Cullen, A. L. L., & Persaud, C. J. (2023). Real Life in Real Time: Live Streaming Culture. MIT Press.
8. Herling, J. (2014). Advanced Real-Time Manipulation of Video Streams. Springer.
9. Richards, P. (2020). The Virtual Ticket: The Event Manager's Guide to Live Streaming Engaging Virtual Events. StreamGeeks.
10. Ubell, R. (2016). Going Online: Perspectives on Digital Learning. Routledge.

Web Resources

1. Journal of Virtual Reality and Broadcasting - <https://www.jvrb.org/>
2. IEEE Transactions on Visualization and Computer Graphics - <http://ieeexplore.ieee.org/xpl/RecentIssue.jsp?punumber=2945>

3. Journal of Computer Graphics Techniques - <https://jcgt.org/>
4. Virtual Worlds Research - <http://vwresearch.org/>
5. ACM Transactions on Graphics - <https://dl.acm.org/journal/tog>
6. Virtual Production Industry Forum - <https://virtualproduction.com/>
7. VR/AR Association - <https://www.thevrara.com/>
8. Digital Production Partnership - <https://www.digitalproductionpartnership.co.uk/>
9. Visual Effects Society - <https://www.visualeffectssociety.com/>
10. Interactive Multimedia & Collaborative Communications Alliance - <http://www.imcca.org/>

Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

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

The mapping of course outcomes with programme outcomes is tabulated as follows

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L	L	L	L	M	L	L
CO 2	S	S	M	M	L	M	S	M	M
CO 3	M	S	S	S	M	M	S	S	S
CO 4	S	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S	S

S-Strong M-Medium L-Low

Course Outcomes (COs): On successful completion of the course, the students will be able to:

		K1	K2	K3	K4	K5
C01	Demonstrate a comprehensive understanding of the fundamental concepts and principles of Video and Podcast Live Streaming, including equipment, planning, and distribution.		√	√	√	
C02	Apply technical production skills in camera, audio, lighting, and post-production to produce high-quality live streams that engage audiences and meet industry standards.		√	√	√	
C03	Evaluate and select appropriate equipment and software tools for producing professional-quality live streams in a variety of settings, including remote live streaming and multi-camera setups.	√		√	√	√
C04	Analyze and troubleshoot technical challenges that arise during live streaming events, and develop effective strategies for minimizing technical issues and ensuring smooth production			√	√	√
C05	Synthesize and apply business and marketing strategies for monetizing live streams, including subscription-based models, ad-based models, and e-commerce strategies, to maximize audience engagement and generate revenue.	√		√	√	√

TOOLS FOR ASSESSMENT

Class observation	Record work	Assignment	Attendance	Total
10 marks	20 marks	5 marks	5 marks	40 marks

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signature			

Semester – X	Industrial Activity – I	23 IJMC P14	Internship	CIA - 40 END SEM- 60 Marks	Credit - 02
--------------	-------------------------	-------------	------------	----------------------------------	-------------

Course Objective:

1. To introduce students about the organizational climate of a electronic media organization[Radio, TV, New Media and Production Houses]
2. To familiarize students on the tools and techniques of news gathering and programme production
3. To teach students about the need for familiarization of the journalistic work culture in electronic media and production houses
4. To enable students to have an understanding of journalistic practices in electronic media
5. To give a clear vision to the students about the staff pattern, media environment and field exposure to journalistic practices in the process of news, editing, designing and /production of media content

To be undertaken for a period of minimum period of four weeks during the inter semester vacation for 30 days/4weeks/1 month/150 Hours of Work experience. Students will be attached to radio, television, new media and AV production houses on an internship basis, with the objective to expose them to actual situations and day to day functioning of the media industry. The Interns will be exposed to the particular area of specialization already chosen. The faculty of the department in coordination will closely monitor progress of the interns with the guides in the media industry. A report and a viva voce will be complete the process of evaluation. Project reviews will be conducted during the internship project on regular intervals which should consist of

- Weekly report and daily work diary
- Final Internship Presentation
- Internship Record

All the internship records will be evaluated independently along with an external expert in the fourth semester. The students demonstrate their skills acquired in the training and provide explanation to queries made by external examiners. The internship should enable the students to secure job placement at the end of the successful completion of their training.

Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

Course Objectives (CO)	Program Specific Objectives (PSO)						
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7

C01	S	S	S	S	M	S	M
C02	S	S	S	S	M	S	S
C03	M	M	S	S	S	S	S
C04	S	S	M	S	S	S	S
C05	S	S	S	S	S	S	S

The mapping of course outcomes with programme outcomes is tabulated as follows

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L	L	L	L	M	L	L
CO 2	S	S	M	M	L	M	S	M	M
CO 3	M	S	S	S	M	M	S	S	S
CO 4	S	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S	S

S-Strong M-Medium L-Low

Course Outcomes (COs): On successful completion of the course, the students will be able to:

		K1	K2	K3	K4	K5
C01	To introduce students about the organizational climate of a electronic media organization. [Radio, TV, New Media and Production Houses]		√	√	√	
C02	To familiarize students on the tools and techniques of news gathering and programme production		√	√	√	
C03	To teach students about the need for familiarization of the journalistic work culture in electronic media and production houses			√	√	√
C04	To enable students to have an understanding of journalistic practices in electronic media			√	√	√
C05	To give a clear vision to the students about the staff pattern, media environment and field exposure to journalistic practices in the process of news, editing, designing and /production of media content			√	√	√

TOOLS FOR ASSESSMENT

Class observation	Record work	Assignment	Attendance	Total
10 marks	20 marks	5 marks	5 marks	40 marks

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signature			

Semester – X	Extension Activity	23 IJMC EA 02	Field Work/ Hyper Local and Community Media (Practical)		Credit - 01
---------------------	---------------------------	----------------------	---	--	--------------------

Course Description

This course introduces hyper local and community journalism. Students will explore the role of community media for empowering citizens and strengthening neighbourhood connections. Through an overview of the power dynamics and infrastructure shaping local communication, students will develop an understanding of how to map and sustain community networks. The course outlines best practices and responsibilities for practicing hyper local journalism. Students will learn skills essential for newsgathering, digital storytelling, and content creation within local contexts. Topics covered include interviewing, observation, writing, photography, audio and video editing using mobile tools. Techniques for developing and packaging news content as blog posts, slideshows, and multimedia alongside standards of ethics and quality will be addressed.

Students will gain experience with the full workflow of hyper local reporting from generating story ideas to publishing and building community engagement. They will navigate the promises and pitfalls of covering news, events and issues in their local area. Through field assignments, students will practice deciding what information is most important and interesting to those around them. Upon completion, students will understand how to launch and operate their own hyper local media initiative using skills to share news and information, drive change, and strengthen connections within their community. They will have opportunities to work individually as well as in teams to serve local needs for news, resources, and bringing people together, ultimately gaining a sense of shared belonging and civic responsibility.

The course description provides an overview of how the units progress to equip students with an understanding of community media and practical skills for hyper local journalism. The key concepts, learning outcomes and field experiences are highlighted to demonstrate how students can build competence through theory and practice.

Course Objectives

1. Explain the role of community media and dynamics influencing local communication.
2. Apply newsgathering techniques through field assignments reporting on events, issues, and stories within your local community.
3. Demonstrate skills for content creation including interviewing, writing, photography, audio and video editing.
4. Analyze ethics and quality standards to produce multimedia packages that inform and engage community members.
5. Design a hyperlocal media initiative to share news and strengthen connections between neighbours.

Detailed Syllabus:

Unit 1: Overview of Hyper local and Community Media

1. Defining community, community media and Hyper local Media.
2. The Power of Global Community Media- History of Community Media.
3. Community Radio Experience- Online Communities and social media.
4. Citizen’s journalism and Hyper local Reporting- What Gets Covered in Local Media?
5. News Information, Infotainment- Needs of Community-Information, Services, Connections

Unit 2: Understanding Community Media

1. Mapping Communication Infrastructure in Local Communities.
2. Community, Communication and Neighbourhood.
3. Village Effect and Sense of Belonging, Geo-social media.
4. Urban Communities and Local Communication Networks.
5. Sustaining hyper local journalism-Freelancing, Solopreneur

Unit 3: Practising Hyper local Journalism

1. Defining and Differentiating News, Information, and entertainment?
2. Hyper Local Journalism-Authenticity, Reciprocity and Storytelling.
3. Promises and Pitfalls in Reporting Local News-Getting the Facts Right.
4. Best Practices and Guidelines-Ethics and Law.
5. Responsibilities and Characteristics of Citizens Journalists

Unit 4: News Reporting Basics

1. Interviewing Skills, Observation Skills, Writing skills Digital Fluency.
2. Tools for Covering Hyper local Media-Mobile Journalism, Mojo Kit.
3. Taking Pictures, Recording Sound and Voce and Editing (e..gInsta reels).
4. Developing and Packaging Content-Photo Voice, Slideshows and Posts.
5. Qualities of Good Writing and Multimedia Packaging-Standards- News and Content Making as Decision Making-A Model

Unit 5: Assignments and Fieldwork

1. Story Ideas, Getting the Story, Telling the Story, Editing the Story.
2. Publishing the Story, Working with Teams, Workflow, Deadlines.
3. Engaging and Building Community through Hyper local Media.
4. Local Topics that can be covered. Deciding what is important and interesting.
5. Special Assignments: News, Information, Infotainment, Services, Social Work.

Key Textbooks

1. Knight, M., & Cook, C. (2013). Social Media for Journalists: Principles and Practice. SAGE.
2. Hall, H. L., Fromm, M., &Manfull, A. (2015). Student Journalism & Media Literacy. The Rosen Publishing Group, Inc.
3. Adornato, A. (2021). Mobile and Social Media Journalism: A Practical Guide for Multimedia Journalism. Routledge.
4. Dowd, C. (2020). Digital Journalism, Drones, and Automation: The Language and Abstractions behind the News. Oxford University Press.
5. Filak, V. F. (2019). Convergent Journalism: An Introduction: Writing and Producing Across Media. Routledge.
6. Gitner, S. (2022). Multimedia Storytelling for Digital Communicators in a Multiplatform World. Taylor & Francis.

7. Hill, S., & Bradshaw, P. (2018). *Mobile-First Journalism: Producing News for Social and Interactive Media*. Routledge.
8. Mueller, M. E., & Rajaram, D. (2022). *Social Media Storytelling*. Taylor & Francis.
9. Burum, I., & Quinn, S. (2015). *MOJO: The Mobile Journalism Handbook: How to Make Broadcast Videos with an iPhone or iPad (1 edition)*. Focal Press.
10. Duffy, A. (2020). *Smartphones and the News*. Routledge.

References

1. Ali, C. (2017). *Media Localism: The Policies of Place*. University of Illinois Press.
2. Baker, M., Blaagaard, B. B., Jones, H., & Pérez-González, L. (2020). *The Routledge Encyclopedia of Citizen Media*. Routledge.
3. Buckley, S. (2011). *Community media: A good practice handbook*. UNESCO.
4. Downman, S., & Murray, R. (2017). *Hyperlocal Journalism and Digital Disruptions: The journalism change agents in Australia and New Zealand*. Routledge.
5. Gordon, J. (2009). *Notions of Community: A Collection of Community Media Debates and Dilemmas*. Peter Lang.
6. Gulyas, A., & Baines, D. (2020). *The Routledge Companion to Local Media and Journalism*. Routledge.
7. Nielsen, R. K. (2015). *Local Journalism: The Decline of Newspapers and the Rise of Digital Media*. Bloomsbury Publishing.
8. Peters, C. (2018). *The Places and Spaces of News Audiences*. Routledge.
9. Harte, D., Howells, R., & Williams, A. (2018). *Hyperlocal Journalism: The decline of local newspapers and the rise of online community news*. Routledge.

Web Resources

1. Journal of Community Informatics <http://www.ci-journal.net/>
2. Community Media Association <https://www.commedia.org.uk/>
3. International Association for Media and Communication Research <https://iamcr.org/>
4. National Association of Broadcasters <https://www.nab.org/>
5. Society of Professional Journalists <https://www.spj.org/>
6. Local Media Association <https://www.localmedia.org/>
7. International Center for Journalists <https://www.icfj.org/>
8. Association of Alternative Newsmedia <https://aan.org/>
9. Radio Television Digital News Association <https://www.rtdna.org/>
10. World Association of Community Radio Broadcasters <https://www.wacr.org/>

Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

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

The mapping of course outcomes with programme outcomes is tabulated as follows

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L	L	L	L	M	L	L

CO 2	S	S	M	M	L	M	S	M	M
CO 3	M	S	S	S	M	M	S	S	S
CO 4	S	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S	S

S-Strong M-Medium L-Low

Course Outcomes (COs): On successful completion of the course, the students will be able to:

		K1	K2	K3	K4	K5
C01	Explain the infrastructure, tools and responsibilities for sustaining community journalism.		√	√	√	
C02	Employ observation, listening, and questioning skills to identify topics of local importance.		√	√	√	
C03	Demonstrate storytelling and digital fluency through the creation of blog posts, slideshows, photos, audio and video.	√		√	√	√
C04	Apply an understanding of community needs to publish content and build engagement.			√	√	√
C05	Create a hyper local media project to serve residents through news, resources, and bringing people together.	√		√	√	√

TOOLS FOR ASSESSMENT

Class observation	Record work	Assignment	Attendance	Total
10 marks	20 marks	5 marks	5 marks	40 marks

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signature			