

**DIRECTORATE OF DISTANCE EDUCATION  
SRM INSTITUTE OF SCIENCE AND TECHNOLOGY  
KATTANKULATHUR  
KANCHEEPURAM DISTRICT – 603203.**



**BACHELOR OF ARTS –  
JOURNALISM & MASS COMMUNICATION**

**CURRICULUM – 2019**

**UNDER CHOICE BASED CREDIT SYSTEM**

**(Applicable for the Candidates admitted from 2019-20  
onwards)**

**SEMESTER PATTERN**

**DIRECTORATE OF DISTANCE EDUCATION, SRMIST  
BACHELOR OF ARTS -JOURNALISM & MASS COMMUNICATION  
CURRICULUM 2019**

**SEMESTER I**

<b>Career Stream Title</b>	<b>Subject Code</b>	<b>Subject Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total of LTP</b>	<b>C</b>
Language	LATD1911	Tamil - I	3	1	0	4	4
	LAHD1911	Hindi – I					
	LAFD1911	French – I	3	1	0	4	4
	LAED1911	English –I					
Core 1	JMCD1911	Introduction to Print Journalism	3	1	0	4	4
Core 2	JMCD1912	Theories of Communication	3	1	0	4	4
<b>Total</b>			<b>12</b>	<b>4</b>	<b>0</b>	<b>16</b>	<b>16</b>

**SEMESTER II**

<b>Career Stream Title</b>	<b>Subject Code</b>	<b>Subject Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total of LTP</b>	<b>C</b>
Language	LATD1921	Tamil - II	3	1	0	4	4
	LAHD1921	Hindi – II					
	LAFD1921	French –II	3	1	0	4	4
	LAED1921	English –II					
Core 3	JMCD1921	News Reporting	3	1	0	4	4
Core 4	JMCD1922	Mass Media and Political Systems	3	1	0	4	4
<b>Total</b>			<b>12</b>	<b>4</b>	<b>0</b>	<b>16</b>	<b>16</b>

**SEMESTER III**

<b>Career Stream Title</b>	<b>Subject Code</b>	<b>Subject Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total of LTP</b>	<b>C</b>
Core 5	JMCD1931	Media Laws& Ethics	3	1	0	4	4
Core 6	JMCD1932	Intercultural Communication	3	1	0	4	4
Core 7	JMCD1933	Writing for Media	0	1	3	4	4
Core 8	JMCD1934	Creative Writing	3	1	0	4	4
<b>Total</b>			<b>9</b>	<b>4</b>	<b>3</b>	<b>16</b>	<b>16</b>

**SEMESTER IV**

<b>Career Stream Title</b>	<b>Subject Code</b>	<b>Subject Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total of LTP</b>	<b>C</b>
Core 9	JMCD1941	Development Journalism	3	1	0	4	4
Core 10	JMCD1942	Film Studies	3	1	0	4	4
Core 11	JMCD1943	Global Media	3	1	0	4	4
Core 12	JMCD1944	Event Management	3	1	0	4	4
<b>Total</b>			<b>12</b>	<b>4</b>	<b>0</b>	<b>16</b>	<b>16</b>

## SEMESTER V

Career Stream Title	Subject Code	Subject Title	L	T	P	Total of LTP	C
Core 13	JMCD1951	Communication Research Methodology	3	1	0	4	4
Core 14	JMCD1952	Advertising Principles	3	1	0	4	4
Core 15	JMCD1953	Citizen Journalism	3	1	0	4	4
Core 16	JMCD1954	Essentials of Broadcast Journalism	3	1	0	4	4
EVS	BESD 19EC	Environmental Studies	2	1	0	3	3
<b>Total</b>			<b>14</b>	<b>5</b>	<b>0</b>	<b>19</b>	<b>19</b>

## SEMESTER VI

Career Stream Title	Subject Code	Subject Title	L	T	P	Total of LTP	C
Core 18	JMCD1961	Portfolio Production	0	0	4	4	4
Core 19	JMCD1962	Media Project	2	0	10	12	12
<b>Total</b>			<b>2</b>	<b>0</b>	<b>14</b>	<b>16</b>	<b>16</b>

**Overall Credit Total 99**

### **Program Educational Objectives (PEOs)**

- PEO1. Graduates will have skills and knowledge to excel in their professional career in the field of Journalism, Mass Communication and its related disciplines
- PEO2. Graduates will contribute and communicate effectively within the team to grow into leaders
- PEO3. Graduates will practice lifelong learning for continuing professional development
- PEO4. Graduates will have the capability to continue their formal education and successfully complete an advanced degree
- PEO5. Graduates will contribute to the growth of the nation and society by applying acquired knowledge in technical, computing and managerial skills.

### **Student outcomes (SOs)**

The curriculum and syllabus for Bachelor degrees (2018) conform to outcome based teaching learning process. In general, FOURTEEN STUDENT OUTCOMES (a-n) have been identified and the curriculum and syllabus have been structured in such a way that each of the courses meets one or more of these outcomes. Student outcomes describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors that students acquire as they progress through the program. Further each course in the program spells out clear instructional objectives which are mapped to the student outcomes.

- A. An ability to function effectively in teams to accomplish a common goal
- B. An understanding of professional, ethical, legal, security and social issues and responsibilities
- C. An ability to communicate effectively with a range of audiences
- D. An ability to analyze the local and global impact on individuals, organizations, and society
- E. Recognition of the need for and an ability to engage in continuing professional development
- F. An ability to use current techniques, skills, and tools necessary.
- G. An ability to use and apply current technical concepts and practices
- H. An ability to assist in the creation of an effective project plan.
- I. An ability to exhibit skills to meet the industrial standards
- J. An ability to engage in Event Management and Public Relations
- K. An understanding of best practices and standards and their application
- L. An ability to appreciate the history of the industry

- M. An ability to effectively understand the convergence happening in the industry
- N. An ability to identify and analyze industrial needs and take them into account in the selection, creation, evaluation of the new forms and techniques

### SEMESTER – I

குறியீட்டுஎண்	பாடம்	L	T	P	TotalLTP	C
LATD1911	தமிழ் - I	3	1	0	4	4

INSTRUCTIONAL OBJECTIVES At the end of this course the learner is expected:		Student Outcomes				
1.	இரண்டாயிரம்ஆண்டுக்காலத்தமிழின்தொன்மையையும்வரலாற்றையும்அதன்விழுமியங்களையும்பண்பாட்டையும்எடுத்துரைப்பதாகஇப்பாடத்திட்டம்அமைக்கப்பட்டுள்ளது.	b	c	i	e	N
2.	காலந்தோறும்தமிழ்இலக்கியம்உள்ளடக்கத்திலும், வடிவத்திலும்பெற்றமாற்றங்கள், அதன்சிந்தனைகள், அடையாளங்கள்ஆகியவற்றைகாலந்தோறும்எழுதப்பட்டஇலக்கியங்களின்வழியாகக்கூறுவதாகவும், மொழியின்கட்டமைப்பைப்புரிந்துகொள்வதாகவும்பாடத்திட்டம்வடிவமைக்கப்பட்டுள்ளது.	b	c	i	e	N
3.	வாழ்வியல்சிந்தனைகள், ஒழுக்கவியல்கோட்பாடுகள், சமத்துவம், சூழலியல்எனப்பலகூறுகளைமாணவர்களுக்குஎடுத்துரைக்கும்விதத்தில்இப்பாடத்திட்டம்உருவாக்கப்பட்டுள்ளது.	b	c	i	e	N

#### அலகு – 1

#### இக்காலக்கவிதைகள்– 1

1. பாரதியார் - கண்ணன்என்சேவகன்
2. பாரதிதாசன்- தமிழ்ப்பேறு
3. அப்துல்ரகுமான் - அவதாரம்
4. மீரா- கனவுகள் +கற்பனைகள் = காகிதங்கள்
5. து. நரசிம்மன்- மன்னித்துவிடுமகனே

## அலகு - 2

### இக்காலக்கவிதைகள்- 2

1. ராஜாசந்திரசேகர் - கைவிடப்பட்டகுழந்தை
2. அனார் - மேலும்சிலஇரத்தக்குறிப்புகள்
3. சுகிர்தராணி - அம்மா
4. நா.முத்துக்குமார் - தூர்

## அலகு - 3

### சிற்றிலக்கியம்

1. கலிங்கத்துப்பரணி - பொருதடக்கைவாளள்எங்கே (பாடல் - 485)
2. அழகர்கிள்ளைவிடுதாது-இதமாய்மனிதருடனே (கண்ணி- 45)
3. நந்திக்கலம்பகம் - அம்பொன்றுவில்லொடிதல் (பாடல் - 77)
4. முக்கூடற்பள்ளு-பாயும்மருதஞ்செழிக்கவே (பாடல் - 47)
5. குற்றாலக்குறவஞ்சி - ஓடக்காண்பதுமே (பாடல் - 9)

### காப்பியங்கள்

மணிமேகலை - உலகவறவிபுக்ககாதை - “மாசுஇல்வால்ஒளி!-  
இந்நாள்போலும்இளங்கொடிகெடுத்தனை” .(28அடிகள்)

## அலகு - 4

### தமிழ்இலக்கியவரலாறு

1. சிற்றிலக்கியம் - தோற்றமும்வளர்ச்சியும்
2. புதுக்கவிதை - தோற்றமும்வளர்ச்சியும்
3. சிறுகதை - தோற்றமும்வளர்ச்சியும்
4. புதினம் - தோற்றமும்வளர்ச்சியும்
5. உரைநடை - தோற்றமும்வளர்ச்சியும்

## அலகு -5

### மொழிப்பயிற்சி :

1. கலைச்சொல்லாக்கம்,
2. அகரவரிசைப்படுத்துதல்,
3. மரபுத்தொடர் / பழமொழி,
4. கலைவிமர்சனம்,
5. நேர்காணல்

**உரைநடைப்பகுதி :**

1. உ.வே.சாமிநாதையர் - சிவதருமோத்திரச்சுவடிற்றவரலாறு,
2. தஞ்சாவூர்க்கவிராயர் - கூஜாவின்கோபம்,
3. இரா.பச்சியப்பன் - மாடல்லமற்றையவை

<b>Course Nature: Theory</b>				
Assessment Method (Maximum marks)				
In Semester	Assessment Tool	Assignment I	Assignment II	Total
	Marks	15	15	30
End Semester				70
<b>Total</b>				100

SUBJECT CODE	TITLE OF THE SUBJECT	L	T	P	TOTAL OFLTP	C
LAHD1811	HINDI-I	3	1	0	4	4

<b>INSTRUCTIONAL OBJECTIVES</b>		<b>Student Outcomes</b>				
At the end of this course the learner is expected:						
1.	To express and communicate literature which is part of life	b	c	i	e	N
2.	To incorporate day to day personal and professional life's need to communicate in the language.	b	c			
3.	To help the students to imagine and express their mind through literature	b	c			

**UNIT I - PROSE**

1. Bade gharkibeti premchand



2. Vaishnavkifislan harishankarparsai(vyangyakatha)
3. Benamrishta mridulagarg
4. Utsah ramchandarshukla (niband)
5. Puruskar jayshankarprasad
6. Hardam.com alkasinha

## UNIT II - ONE ACT PLAY

1. Mahabharatkieksanjh Bharat Bhushan Agrawal
2. Reed kihaddi JagdishChandrMathur

## UNIT III- CORRESPONDENCE

1. Official letter
2. Demi-official letter

## UNIT IV- CINEMA

1. Panchlight phanishwarnathrenu
2. Chandikajutabalshaurireddi

## UNIT V - TECHNICAL TERMINOLOGY

### BOOKS FOR REFERENCE :

1. PrayojanMulak Hindi – MadhavSontakke
2. A Practical Guide to English Translation and Composition– K.P. Thakur

<b>Course Nature: Theory</b>				
Assessment Method (Maximum marks)				
In Semester	Assessment Tool	Assignment I	Assignment II	Total
	Marks	15	15	30
End Semester				70
<b>Total</b>				100

SUBJECT CODE	TITLE OF THE SUBJECT	L	T	P	TOTAL OF LTP	C
LAFD1811	FRENCH-I	3	1	0	4	4

<b>INSTRUCTIONAL OBJECTIVES</b>		<b>Student Outcomes</b>				
At the end of this course the learner is expected:						
1.	To encourage greater written skills through comprehension writing and composition writing	<b>e</b>	<b>f</b>	<b>h</b>	<b>m</b>	<b>N</b>
2.	Improve their oral and written skills through a combination of theory and practice.	<b>e</b>	<b>f</b>			
3.	Extend and expand their savoir-faire through the acquisition of latest skills and techniques by practical training.	<b>e</b>	<b>f</b>			

## UNITEI

**Salut-Saluer**- Entrer en contact avec quelqu'un – se présenter – s'excuser- *tu* ou *vous* ? Les jours de la semaine – Quelques formules de politesse – L'alphabet – Quelques consignes de classe – Je, tu, vous, il. Elle – Etre – Quelques nationalités – Masculin et féminin – Les nombres de 0 à 10 – Quelques sigles.

## UNITEII

**Enchanté**- Demander de se présenter – Présenter quelqu'un – La négation: ne...pas – Les adjectifs possessifs –Etre, avoir+quelques verbes en –er – C'est, il est – L'interrogation par l'intonation – Quelques professions – Les nombres de 11 à 69 – Oui, non, si. **J'adore !**- Exprimer ses goûts –échanger sur ses projet – Aller – Moi aussi – Nous, ils, elles – La conjugaisons des verbes en –er être et avoir – Faire du, de l', de la +sport – Les nombres après 69 – On=nous – Le futur proche – Quelques indicateurs de temps – Les adjectifs possessifs.

## UNITEIII

**Tu veux bien** – Demander à quelqu'un de faire quelque chose – Demander poliment – Parler d'actions passées –Il y a – Les articles définis et indéfinis – Les marques du pluriel des noms – Les pronoms après une préposition (avec lui, chez, moi) – Le passé composé – Pouvoir, vouloir, venir, connaître.

## UNITEIV

**On se voit quand ?** - Proposer, accepter, refuser une invitation – indiquer la date – Prendre et fixer un rendez-vous –Demandez et indiquer l'heure –Les pronoms compléments directs me, te, nous, vous –Pourquoi ? Parce que – Quel(s), Quelle(s) –L'interrogation avec est-ce que – Finir- Savoir – L'heure et la date – Les mois de l'année – Quelques indicateurs de temps

## UNITEV

**Bonne idée !** – Exprimer son point de vue positif et négatif – s'informer sur le prix – S'informer sur la quantité – Exprimer la quantité – La négation : ne ...pas de – Les articles partitifs – Combien ? –Un peu de, beaucoup de,... – Qu'est-ce que, combien – offrir, croire – Penser à, penser de – Plaire à – Les couleurs – Le masculin et le féminin des adjectifs – Les pronoms compléments directs le, la, les.

**REFERENCE:**

1. ‘Latitudes-1’ Méthode de français, REGIME MERIEUX, YVES LOISEAU Les éditions Didier, Paris, 2012.

<b>Course Nature: Theory</b>				
Assessment Method (Maximum marks)				
In Semester	Assessment Tool	Assignment I	Assignment II	Total
	Marks	15	15	30
End Semester				70
<b>Total</b>				100

SUBJECT CODE	TITLE OF THE SUBJECT	L	T	P	TOTAL OF LTP	C
LAED1811	ENGLISH-I	3	1	0	4	4

INSTRUCTIONAL OBJECTIVES		Student Outcomes				
At the end of this course the learner is expected:						
1.	To enable the students to think in English	b	c	i	e	N
2.	To become aware of the regional literature and the writers.	b	c	i		
3.	To equip students with the awareness and strategies needed to enable the study of English as a lifelong process.	b	c	i		

**UNIT I - POETRY**

1. YayumNyayum – Kurunthogai 40
2. My Grandmother’s House – Kamala Das
3. Transgender – Olivia Kent
4. Obituary – A K Ramanujam

**UNIT I -Prose**

1. On Marriages – Nirad C Choudhary
2. Response to Welcome addresses  
ii) Why Do We Disagree – Swami Vivekananda
3. I have a dream – Martin Luther King

### UNIT III - Short Story:

- A Nincompoop – Anton Chekhov  
1. The Rat – Ashokamitran  
2. Quantum of Solace – Ian Flemming  
3. Squirrel – Ambai

### UNIT IV - Popular Literature :

1. Shabdo - - KaushikGanguli  
2. TEDX -Talks  
3. John Lennon - Imagine  
4. Bob Marley - No woman no cry

### UNIT V - Language Component

1. Spot the Errors
2. Jumbled Sentence
3. Homophones & Homonyms
4. Idioms and Phrases
5. Antonyms and Synonyms
6. Story through Images
7. Hints Development
8. Autobiography of Concrete Objects
9. Advertisements
10. Slogan Writing

### REFERENCE:

1. Cambridge University Press, Raymond Murphy, *Essential Grammar in Use* 3<sup>rd</sup> Edition 2010

<b>Course Nature: Theory</b>				
Assessment Method (Maximum marks)				
In Semester	Assessment Tool	Assignment I	Assignment II	Total
	Marks	15	15	30
End Semester				70
<b>Total</b>				100

COURSE CODE	COURSE TITLE	L	T	P	TOTAL OF LTP	C
JMCD1911	INTRODUCTION TO PRINT JOURNALISM	3	1	0	4	4

INSTRUCTIONAL OBJECTIVES		Student Outcomes			
At the end of this course the learner is expected:					
1.	To acquire knowledge about the history of print from ancient civilization to modern age	I			
2.	To acquire the knowledge on the role of print media in our freedom struggle as well as post-independence	I	d		
3.	To teach how the print media has evolved from time to time with emphasis on development of print media in India	I	d		

#### **COURSE REQUIREMENT:**

At the end of every unit, the students will be expected to submit an assignment or make a presentation as a part of internal assessment.

#### **UNIT I**

Introduction of printing – printing technologies in early ages (Mesopotamians, China, Egypt) – Gutenberg and printing press - Aldus Manutius - print media as a propaganda tool for religion – evolution of Print as news medium - The Wicked Bible incident – Jakob Christoph Le Blon and colour printing

#### **UNIT II**

Introduction of print to India - Anglo – Indian press, William Bolts, James Augustus Hicky & the Bengal Gazette, other early newspapers of Calcutta, Madras and Bombay; British control on freedom of press – role of newspaper in India's struggle for independence, Indian language press (early years)— Bangla, Marathi, Hindi, Tamil and Urdu – prominent newspapers and Magazines their editors.

#### **UNIT III**

Evolution of print media during initial years of freedom, Indian government's take on freedom of press (objectionable matters Act) - Growth

of national press (English and Hindi) – Press censorship during emergency – Underground press and literature during emergency – Over ground publishers take on emergency – press code and ethics in India - MacBride report – Press council’s guide to Journalistic ethics - post-Emergency press censorship

#### UNIT IV

News Agencies in India (history, functions and role) – PTI, UNI, UNI-Varta, Bhasa – Syndicates - International News agencies and transnational dominance (Reuters, AP,AFP, UPI, and TASS) - Government Media Organizations—PIB, Photo Division, DAVP, RNI, Directorate of Information & Public Relations of various state governments - Other Media Related Organizations - ABC, INS, Editors Guild, IFWJ, NUJ, PII, News Broadcaster Association ( NBA)

#### UNIT V

Economics of print media in modern world – Indian newspaper industry’s growth – Statistics of Indian print media – Ownership pattern of Newspapers in India – the great migration of Print media - the future of print media in India

#### REFERENCES

1. Gupta Abhijit and ChakravortySwapan., (2010), *Print Areas: Book History in India*. Kolkata, India: Orient Blackswan.
2. Dutta K.B., (2005), *Mass Media in India*. New Delhi, India: Akansha Publishing House
3. Kumar J. Keval., (1994), *Mass Communication in India*. Chennai, India: Jaico Publishing House.

<b>Course Nature: Theory</b>				
Assessment Method (Maximum marks)				
In Semester	Assessment Tool	Assignment I	Assignment II	Total
		Marks	15	15
End Semester				70
<b>Total</b>				100

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>TOTAL OF LTP</b>	<b>C</b>
<b>JMCD1912</b>	<b>THEORIES OF MASS COMMUNICATION</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>4</b>

<b>INSTRUCTIONAL OBJECTIVES</b> At the end of this course the learner is expected:		<b>Student Outcomes</b>				
<b>1.</b>	To acquire knowledge about concepts of communication, its theories and models	<b>l</b>	<b>f</b>			
<b>2.</b>	To acquire the knowledge on understanding on a broad variety of important theorists, media effects theories and the impact of theory on the practical delivery of messages	<b>n</b>	<b>d</b>			

### **COURSE REQUIREMENT:**

At the end of every unit, the students will be expected to submit an assignment or make a presentation as a part of internal assessment.

### **UNIT I**

Defining Communication: Evolution of Communication. Elements and process of communication, barriers to effective communication, verbal, non-verbal communication and written communication. Forms of communication based on contexts: Intrapersonal, Interpersonal, Group, Public communication, Mass Communication, inter-cultural communication, Functions of communication. 7C's of Communication.

### **UNIT II**

Aristotle's Rhetoric, SMCR-Berlo's model, Lasswell's model, Shannon Weaver mathematical model of communication, Westley and Maclean's model, New Comb's model, George Gerbner's model, Wilbur and Schramm model.

### **UNIT III**

Cultivation Theory, Cognitive dissonance, social leaning theory, individual differences theory: selective attention, selective perception, selective retention. Spiral of silence, Gestalt theory of motivation, Media Violence theory, Symbolic Catharsis, Play theory, Diffusion of innovations, Media priming, framing analysis, Medium is the message (MacLuhan)



#### UNIT IV

Hypodermic needle (magic bullet theory), Stimulus and response theory, Uses and gratifications theory, Two-step flow theory, Multistep flow theory, Knowledge gap hypothesis, Agenda setting theory. Role of Mass Media in Society. Functions and dysfunctions of mass Communication

#### UNIT V

Normative theories: Authoritarian, Soviet communist media theory, Libertarian or Free press theory, Social responsibility media theory, Democratic participant media theory, development media theory, technological determinism, social shaping of technology, Frankfurt school of thought, JurgenHabermas-public sphere. Ideological state apparatus - Louis Althusser, Media imperialism. Media effects: Dominant paradigm and alternate paradigm.

#### REFERENCES

1. HasanSeema., (2010), *Mass Communication: Principles and Concepts*. Chennai, India: CBS Publisher.
2. McQuail Dennis, (2010), *Mass Communication Theory (sixth edition)*. London, England: Sage Publications.
3. Naurla Uma., (2006), *Dynamics of Mass Communication Theory and Practice*. Chennai, India: Atlantic Publishers and distributors.
4. Stanley J. Baran., (2001), *Introduction to Mass Communication: Media literacy and culture*. Houston, United States: Mayfield Publishers.
5. Brinton, Crane. (1988), *A History of Civilization: Prehistory to 1715(eighth edition)*. Victoria, Canada: AbeBooks.

<b>Course Nature: Theory</b>				
Assessment Method (Maximum marks)				
In Semester	Assessment Tool	Assignment I	Assignment II	Total
	Marks	15	15	30
End Semester				70
<b>Total</b>				100

## SEMESTER – II

குறியீட்டுஎண்	பாடம்	L	T	P	TotalLTP	C
LATD1921	தமிழ் - II	3	1	0	4	4

INSTRUCTIONAL OBJECTIVES At the end of this course the learner is expected:		Student Outcomes				
1.	இரண்டாயிரம்ஆண்டுகாலத்தமிழின்தொன்மையையும்வரலாற்றையும்அதன்விழுமியங்களையும்பண்பாட்டையும்எடுத்துரைப்பதாகஇப்பாடத்திட்டம்அமைக்கப்பட்டுள்ளது.	B	c	i	e	n
2.	காலந்தோறும்தமிழ்இலக்கியம்உள்ளடக்கத்திலும், வடிவத்திலும்பெற்றமாற்றங்கள், அதன்சிந்தனைகள், அடையாளங்கள்ஆகியவற்றைகாலந்தோறும்எழுதப்பட்டஇலக்கியங்களின்வழியாகக்கூறுவதாகவும், மொழியின்கட்டமைப்பைப்புரிந்துகொள்வதாகவும்பாடத்திட்டம்வடிவமைக்கப்பட்டுள்ளது.	B	c	i		
3.	வாழ்வியல்சிந்தனைகள், ஒழுக்கவியல்கோட்பாடுகள், சமத்துவம், சூழலியல்எனப்பலகூறுகளைமாணவர்களுக்குஎடுத்துரைக்கும்விதத்தில்இப்பாடத்திட்டம்உருவாக்கப்பட்டுள்ளது.	B	c	i		

### அலகு – 1

1. எட்டுத்தொகை : 1. குறுந்தொகை (பாடல்-130), 2. நற்றிணை(பாடல் -27), 3. அகநானூறு ( பாடல் – 86)
2. பத்துப்பாட்டு - சிறுபாணாற்றுப்படை (அடிகள் - 126-143)
3. பதினெண்கீழ்க்கணக்கு: திருக்குறள்- வெகுளாமை (அதிகாரம்31), காதல்சிறப்புரைத்தல் (அதிகாரம் 113)

## அலகு - 2

1. எட்டுத்தொகை : 1. ஐங்குறுநூறு(பாடல் - 203), 2. கலித்தொகை - பாலைத்திணை (பாடல் - 9), 3. புறநானூறு (பாடல் - 235 )
2. பத்துப்பாட்டு - முல்லைப்பாட்டு (அடிகள் - 6 - 21)
3. பதினெண்கீழ்க்கணக்கு - 1. நாலடியார்- நல்லார்எனத்தான் (221), 2. திரிகடுகம் - கோலஞ்சிவாமும்குடியும் (33), 3. இனியவைநாற்பது - குழவிதளர்நடை (14), கார்நாற்பது - நலமிகுகார்த்திகை (26), 5. களவழிநாற்பது - கவளங்கொள்யானை (14)

## அலகு - 3

### சைவம் - பன்னிருதிருமுறைகள்

1. திருஞானசம்பந்தர்- வேயுறுதோளிபங்கள் (இரண்டாந்திருமுறை)
2. திருநாவுக்கரசர்- மனமெனும்தோணி (நான்காந்திருமுறை)
3. சுந்தரர்- ஏழிசையாய்இசைப்பயனாய் (ஏழாந்திருமுறை)
4. மாணிக்கவாசகர் - ஆதியும்அந்தமும்இல்லா (திருவெம்பாவை)
5. திருமூலர் - அன்புசிவம்இரண்டு (திருமந்திரம்)

### வைணவம் - நாலாயிரத்திவ்யப்பிரபந்தம்

1. பேயாழ்வார் - திருக்கண்டேன்பொன்மேனி ...
2. பெரியாழ்வார் - கருங்கண்மேலேயிற்பீலி...
3. தொண்டரடிப்பொடிஆழ்வார் - பச்சைமாமலைபோல்...
4. ஆண்டார் - கருப்பூரம்நாறுமோ? கமலப்பூ...
5. திருமங்கையாழ்வார் - வாடினேன்வாடிவருந்தினேன்

### இஸ்லாமியம்

சீறாப்புராணம் - khDf;Fg; gpizepd;wglyk;

5 பாடல்கள் (பாடல்எண்கள் : 61 - 65)

### கிறித்துவம்

இராட்சண்யயாதீகம் - கடைதிறப்புப்படலம் - 5 பாடல்கள் (பாடல்எண்கள் : 3,9,10,15,16)

#### அலகு – 4

##### தமிழ்இலக்கியவரலாறு

1. சங்கஇலக்கியங்கள், 2. நீதிஇலக்கியங்கள், 3.பக்திஇலக்கியங்கள்,
4. காப்பியங்கள்

#### அலகு – 5

##### சிறுகதைகள்

1. புதுமைப்பித்தன் – அகலிகை
2. ந.பிச்சமூர்த்தி – வேப்பமரம்
3. அகிலன் – ஒருவேளைச்சோறு
4. ஜி. நாகராஜன் – பச்சக்குதிரை
5. கி.ராஜநாராயணன் – கதவு
6. சா.கந்தசாமி – தக்கையின்மீதுநான்குகண்கள்
7. ஆண்டாள்பிரியதர்ஷினி – மாத்திரை
8. வண்ணதாசன் – ஒருஉல்லாசப்பயணம்
9. சு. தமிழ்ச்செல்வன் – வெயிலோடுபோய்
10. பாரததேவி – மாப்பிள்ளைவிருந்து

Course Nature: Theory				
Assessment Method (Maximum marks)				
In Semester	Assessment Tool	Assignment I	Assignment II	Total
	Marks	15	15	30
End Semester				70
			<b>Total</b>	100

SUBJECT CODE	TITLE OF THE SUBJECT	L	T	P	TOTAL OF LTP	C
LAHD1921	HINDI-II	3	1	0	4	4

INSTRUCTIONAL OBJECTIVES	Student Outcomes
At the end of this course the learner is expected:	

1.	To express and communicate literature which is part of life	b	c	I	e	N
2.	To incorporate day to day personal and professional life's need to communicate in the language.	b	c			
3.	To help the students to imagine and express their mind through literature	b	c			

### UNIT I - POETRY:

1. KABIR, TULSI, RAHIM, BIHARI
2. KAIDI AUR KOKILA - MAKHAN LAL CHATURVEDI
3. AB AUR NAHI - OM PRAKASH VALMIKI
4. PREM KA ROG - KUNWAR NARAYAN
5. MAA GAON ME HAI - DIVIK RAMESH
6. ADHIK NAYA HOTA HUN - LILADHAR MANDLOI

### UNIT II - STORY :

1. VAISHNAVI - YASHPAL
2. DOPAHAR KA BHOJAN - AMARKANT
3. JUNGLE - CHITRA MUDGAL
4. KINARE SE DOOR - RAKESH BIHARI
5. PRECIOUS BABY - ANITA NAIR

### UNIT - III

1. ADMINISTRATIVE WORDS, ANUVAD: ANUVAD KI ARISBHASHA EVAM BHED

### UNIT - IV

1. ANUVAD : ENGLISH TO HINDI

### UNIT V - TECHNICAL TERMINOLOGY

### REFERENCES

1. PrayojanMulak Hindi – MadhavSontakke
2. A Practical Guide to English Translation and Composition – K.P. Thakur

<b>Course Nature: Theory</b>				
Assessment Method (Maximum marks)				
In Semester	Assessment Tool	Assignment I	Assignment II	Total

	Marks	15	15	30
End Semester				70
			<b>Total</b>	100

Subject Code	Title of the Subject	L	T	P	Total of LTP	C
LAFD1921	French-II	3	1	0	4	4

INSTRUCTIONAL OBJECTIVES		Student Outcomes				
At the end of this course the learner is expected:						
1.	Improve their oral and written skills through a combination of theory and practice.	b	c	i		
2.	Consolidate the knowledge of theoretical aspects of French grammar with examples provided from different angles: from present day literature, day to day conversation.	b	c	i		

### UNITE-I

**C'est où ?** – Demander et indiquer une direction – Localiser (près de, en face de) - L'impératif – Quelques prépositions de lieu- Les articles contractés au, à la – Le passé composé et l'accord du participe passé avec être –Les nombres ordinaux – Nplus, ne ... jamais – Les adjectifs numéraux ordinaux – Faire.

### UNITE-II

**N'oubliez pas !** - Exprimer l'obligation ou l'interdit – Conseiller – En dans les constructions avec de – Quelque chose, rien – Quelqu'un, personne – Il faut, devoir –Qui, que, où – Les pronoms compléments indirects (me, te, lui, leur...). **Belle vue sur la mer !** – Décrire un lieu –Situer – se situer dans le temps – La place des adjectifs – Des, De devant un adjectif – Le genre des noms de pays – Les prépositions et les noms de villes, de pays, de continents – Tout(e) (s), tous – Y, pronoms complément – Les adjectifs démonstratifs.

### UNITE-III

**Quel beau voyage !**- Raconter – Décrire les étapes d'une action – Exprimer l'intensité et la quantité – Interroger- Les verbes pronominaux – à la pièce,

au kilo – un sachet de, un litre de ... -d’abord, puis ... - peu, assez, trop... - En pronom complément – L’interrogation par l’inversion et révision de l’interrogation – Partir.

#### UNITE-IV

**Oh !joli !-** Décrire quelqu’un – comparer – Exprimer l’accord ou le désaccord – Se situer dans le temps –L’imparfait – L’imparfait ou le passé composé – la description d’une personne.

#### UNITE-V

**Et après ?** - Parler de l’avenir- Exprimer des souhaits – Décrire quelqu’un- S’en aller, partir, quitter – Les indicateurs de temps (en, dans) – Le futur simple – Le subjonctif présent- La place des pronoms à l’impératif.

#### REFERENCE:

1. “**Latitudes-1**” Méthode de français, REGIME MERIEUX, YVES LOISEAU Les éditions Didier, Paris, 2012.

<b>Course Nature: Theory</b>				
Assessment Method (Maximum marks)				
In Semester	Assessment Tool	Assignment I	Assignment II	Total
	Marks	15	15	30
End Semester				70
<b>Total</b>				100

<b>SUBJECT CODE</b>	<b>TITLE OF THE SUBJECT</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>TOTAL OF LTP</b>	<b>C</b>
<b>LAED1921</b>	<b>ENGLISH-II</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>4</b>

<b>INSTRUCTIONAL OBJECTIVES</b>		<b>Student Outcomes</b>				
At the end of this course the learner is expected:		<b>b</b>	<b>c</b>	<b>i</b>	<b>e</b>	<b>n</b>
1.	To enable the students to think in English	<b>b</b>	<b>c</b>	<b>i</b>	<b>e</b>	<b>n</b>
2.	To become aware of the world literature and the writers	<b>b</b>	<b>c</b>	<b>i</b>		
3.	To equip students with the awareness and strategies needed to enable the study of English as a lifelong process.	<b>b</b>	<b>c</b>	<b>i</b>		

#### UNIT I - POETRY:

1. The Unknown citizen – Auden
2. Nada KondroKadaKondro - PuraNaanooru 187

3. On being Trans - Lee Mokobe
4. Girl Child - Pawani Mathur

**UNIT II -PROSE**

2. Men and Women - Virginia Woolf
3. Farewell Speech of Mark Antony - William Shakespeare
3. The Autobiography of an unknown Indian -Nirad C.Chaudhuri

**UNIT III -SHORT STORIES AND PLAY**

1. A Wrong Man in Worker’s Paradise - Rabindranath Tagore
2. Refund - Karen E.Bender
3. Paper Money - Razia Fasih Ahmad
4. Karukku -Bama

**UNIT IV –POPULAR LITERATURE**

1. Paul Simon : The Sound of Silence
2. Tedx Talks - If I had a daughter
3. John Lennon - I have a dream
4. Pink Floyd - Brick in the Wall

**UNIT V - LANGUAGE COMPONENT:**

- Spot the Errors & Punctuation
- Antonyms and Synonyms
- Parts of speech
- Articles
- Vowels
- Road Mapping
- Movie Review
- Crossword Puzzles
- Open ended Stories
- Quiz

**REFERENCE:**

1. Cambridge University Press, Raymond Murphy, *Essential Grammar in Use* 3<sup>rd</sup> Edition 2010

<b>Course Nature: Theory</b>				
Assessment Method (Maximum marks)				
In Semester	Assessment Tool	Assignment I	Assignment II	Total



	Marks	15	15	30
End Semester				70
			<b>Total</b>	100

COURSE CODE	COURSE TITLE	L	T	P	TOTAL OF LTP	C
JMCD1921	NEWS REPORTING	4	1	0	5	4

INSTRUCTIONAL OBJECTIVES		Student Outcomes			
At the end of this course the learner is expected:					
1.	Understand the basic elements of digital storytelling	c	i	n	
2.	Understand and be able to write different types of leads.	c	i	n	
3.	Write a basic news story of eight to 10 paragraphs and be able to meet deadlines.	c	i	n	

### UNIT I

Basics of Reporting, Types of Reporting, Do's and Don'ts, Organizational Structure of a Media House

### UNIT II

Principles of News: Changing value of news. Are the five W's And 1 H still relevant? Writing for changing time- brief, crisp and to the point; Does news have mere informational value or is it a form of knowledge? Reporting in Print, chasing a story, backgrounding, fixing a peg, drafting.

### UNIT III

Accidents, scandals, speeches and covering celebrities; Page 3 reporting sunshine stories, court And legislative reporting, press conferences, planted stories, crime, sports stories and interviews. Reporting in Radio, news bulletins, prioritizing news, drafting a script.

### UNIT IV

In-Depth analysis of events and individuals; Interpretation Of political, scientific, economics, sociological events, covering various movements;

Investigative reporting, reporting war and conflicts, Communal riots and ethical issues (with relevant examples); Special reporting; agriculture, drought, floods and other national disasters; covering foreignaffairs. Reporting in Television, Breaking News, Preparing script, Live News Feeds.

## UNIT V

Some constrains defining objectivity, internal- external pressures- political, economic and sociological and spin doctors. Professional norms and ethics. Present status Of Indian news reporting (with recent examples) as case studies. Reporting online, Advantages and Disadvantages of reporting news online, writing local news for a global audience, writing for social media platforms.

## REFERENCES

1. Shrivastava, K.M., (2015), *News Reporting and Editing*. New York, United States: Sterling Publications
2. Raman Usha, (2009), *Writing For Media*. Chennai, Tamil Nadu: Oxford Publications
3. Williams P .N., (1982), *Investigative Reporting and Editing*. New Jersey, United States: Prentice Hall

<b>Course Nature: Theory</b>				
Assessment Method (Maximum marks)				
In Semester	Assessment Tool	Assignment I	Assignment II	Total
		Marks	15	15
End Semester				70
<b>Total</b>				100

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>TOTAL OF LTP</b>	<b>C</b>
<b>JMCD1922</b>	<b>MASS MEDIA AND POLITICAL SYSTEMS</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>4</b>

<b>INSTRUCTIONAL OBJECTIVES</b>		<b>Student Outcomes</b>			
At the end of this course the learner is expected:					
<b>1.</b>	Understand the variety of political systems in the international system.	<b>b</b>	<b>d</b>		

2.	Familiarize with the historical underpinnings of each system to the functioning of the polity with a view to understanding why a nation-state behaves the way it does in the domestic and international arenas	d	k	n		
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**COURSE REQUIREMENT:** At the end of every unit, the students will be expected to submit an assignment or make a presentation as a part of internal assessment.

### **UNIT I – SOCIETY AND POLITICAL SYSTEMS**

Family as the building block of society – Political structure – Sociological underpinnings – Social thinkers – Industrial revolution and its impact on society – Classification of society – Culture and society – Types of societies – Contemporary aspects of society.

### **UNIT II - WESTERN DEMOCRACIES BRITAIN**

The Nature of the British constitution - The King/Queen and the Cabinet System. The role and functions of the Prime Minister. The British Parliament. The Judicial system - The Party system in Britain. Britain and the Commonwealth. The role and relevance of the Commonwealth in the 21<sup>st</sup> century. Britain and its relationship with former colonies.

### **UNIT III - WESTERN DEMOCRACIES—THE UNITED STATES**

The American war of Independence and the coming of “America”. The salient features of the American constitution. Comparing American and the British constitutions. The Presidency - Congress and the Supreme Court. The Party system in the United States; Elections and the road to The White House.

### **UNIT IV - WESTERN DEMOCRACIES—SWITZERLAND**

Swiss Confederacy – Constitution - Federal State - Direct democracy – Swiss Parliament: Federal Assembly; Council of states, National Council – Political parties - Administrative divisions – Switzerland and the European Union – Foreign relations and international institutions -

### **UNIT V - EMERGING POLITICAL SYSTEMS IN THE WORLD ORDER**

The historical background of the rise of China - The general characteristics of the Constitution. The Constitution of the erstwhile Soviet Union. The Constitution of Japan. The Emperor, Cabinet and the Prime Minister of

Japan. Emerging political systems in the world order - The changing international landscape and emerging global power centers. The role of countries like Singapore, Thailand, South Africa, Nigeria and Brazil in the international system

### REFERENCES

1. *Scott Witmer, (2013) Ethics of Politics – Political Systems, Minnesota, United States: Capstone Publishers*
2. *John Baylis, Steve Smith, Patricia Owens, (2014), The Globalization of World Politics: An Introduction to International Relations (Sixth Edition), Oxford, United Kingdom: Oxford University Press.*
3. *Verma, B.K., (2012), Modern Indian Political System: Problems and Prospects. Delhi, India: Global Vision Publishing House*
4. *Schumpeter, I.A., (2011) Capitalism, Socialism and Democracy. Abingdon, United Kingdom: Routledge.*

<b>Course Nature: Theory</b>				
Assessment Method (Maximum marks)				
In Semester	Assessment Tool	Assignment I	Assignment II	Total
	Marks	15	15	30
End Semester				70
			<b>Total</b>	100

### SEMESTER – III

COURSE CODE	COURSE TITLE	L	T	P	TOTAL OFLTP	C
JMCD1931	MEDIA LAW AND ETHICS	3	1	0	4	4

INSTRUCTIONAL OBJECTIVES		Student Outcomes				
At the end of this course the learner is expected:						
1.	Appreciate the freedom of press in India.	m	b	n		
2.	Look into the relevance of media laws and analyse ethical issues	b	d	f		
3.	Assess the need for regulations and control on the quality of media contents.	m	d			

#### COURSE REQUIREMENT:

At the end of every unit, the students will be expected to submit an assignment or make a presentation as a part of internal assessment.

#### UNIT I

Defining Ethics and laws. History of Press Laws in India. Censorship of press 1799, Adam's Regulations 1823, Metcalfe Act 1835, Licensing Act 1857, Vernacular Press Act 1878, The newspaper (Incitement to offences) Act, Indian Press Act 1910. Struggle by early nationalists to secure press freedom: Rajaram Mohan Roy, Balagangadhar Tilak, Gopala Krishna Gokale, GP Verma, Press censorship during emergency period 1975. Freedom of Speech and Expression and press freedom, Salient features of Art 19 (a), State of press freedom in India and the World (Reporters Without Borders).

#### UNIT II

Press Council of India code of ethics, National broadcasters' Association. Popular Supreme Courts' verdict on press freedom. Restrictions on Media. Official Secrets Act vs. Citizen's right to know information, law of defamation: Libel and Slander. Contempt of court; Contempt of legislature & privileges, Right to privacy, Censorship: Press, Film, & Internet, etc. Obscenity Act.

### UNIT III

The Press and Registration of books act 1867, Working Journalists Act 1955, 56, 58. Newspaper Price and Page Act 1971, Cable TV Network Act, Cinematography Act, PrasarBharati Act, Digitization and Conditional access system Act, Law of human rights; Indecent representation of women Act, Information technology Act 2000; Copy Right Act 1957; Child Pornography.

### UNIT IV

Various forms of Media regulation: Self-regulation, State regulation, and co-regulation. Influence of corporate Media ownership on media ethics- issues and challenges. Various factors affecting press freedom: Political, corporate, social, religious, advertisers, lobbying, etc. Regulation of Social Media and other Web Platforms: Issues and Challenges.

### UNIT V

Media bias and sensationalism, the role of media during conflict and war. Coverage of state security issues. Economic imperatives Vs. Ethical Duties, How should journalists cover sensitive situations: Hostage-takings, suicide attempts, and other sensitive events. Is Trial by Media good or bad?-Privacy issues in cyber space, Ethical concerns in investigative journalism, paid news, Cheque book journalism.

### REFERENCE BOOKS

1. Patterson Philip, (2013), *Media Ethics: Issues and Cases*. Chennai, India: McGraw-Hill Education.
2. HasanSeema., (2010), *Mass Communication: Principles and Concepts*. Chennai: CBS Publisher.
3. Neelamalar. M, (2009), *Media Laws and Ethics*. Delhi, India: PHI Learning Pvt. Ltd.

<b>Course Nature: Theory</b>				
Assessment Method (Maximum marks)				
In Semester	Assessment Tool	Assignment I	Assignment II	Total
	Marks	15	15	30
End Semester				70
<b>Total</b>				100

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>TOTAL OF LTP</b>	<b>C</b>
<b>JMCD1932</b>	<b>INTERCULTURAL COMMUNICATION</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>4</b>

<b>INSTRUCTIONAL OBJECTIVES</b>		<b>Student Outcomes</b>				
At the end of this course the learner is expected:						
<b>1.</b>	Compare and contrast communication styles between cultures	<b>b</b>	<b>d</b>	<b>m</b>		
<b>2.</b>	Recognize signs of stereotyping, and describe the effect it may have on communication competence	<b>f</b>				

### **COURSE REQUIREMENT:**

At the end of every unit, the students will be expected to submit an assignment or make a presentation as a part of internal assessment.

#### **UNIT I**

Cultures, Sub Cultures, Ethnicity, Race, Assimilation, Alienation

#### **UNIT II**

Language and Culture: Importance and Nature of Language, Language and Meaning, Language and Co-cultures, Language as a barrier, Nonverbal communication, analysing cases to identify sources of misunderstanding

#### **UNIT III**

Communication among cultures, Diversity and Equity, Culture Shock, Identity, Identity Crisis

#### **UNIT IV**

Engaging Diversity and Inclusion at workplace, Leadership in intercultural context, Strategies for effective intercultural communication

#### **UNIT V**

Intercultural Issues: Domestic and International Problems, Prejudice, Racism, and Discrimination

## REFERENCES

1. Martin, J.N. & Nakayama, T.K., (2012), *Intercultural communication in contexts (Sixth Edition)*. Chennai, India: McGraw-Hill Education
2. Martin, J.N., Nakayama, T.K., Flores Lisa, (2002), *Readings in Intercultural Communication. Experiences and contexts*. Chennai, India: McGraw-Hill Education

<b>Course Nature: Theory</b>				
Assessment Method (Maximum marks)				
In Semester	Assessment Tool	Assignment I	Assignment II	Total
	Marks	15	15	30
End Semester				70
<b>Total</b>				100

COURSE CODE	COURSE TITLE	L	T	P	TOTAL OF LTP	C
JMCD1933	WRITING FOR MEDIA	0	1	3	4	4

INSTRUCTIONAL OBJECTIVES		Student Outcomes				
At the end of this course the learner is expected:						
1.	how to report and write media stories appropriate for publication in print, broadcast, online	f	c			
2.	Students will be able to write effectively in any professional environment.	f	c			

### COURSE REQUIREMENT:

At the end of every unit, the students will be expected to submit an assignment or make a presentation as a part of internal assessment.

### UNIT I

Print Journalism: elements of writing, types of writing, style book: attribution, language, style and grammar; accuracy and precision issues; purposes, sources, styles, techniques. Columns – development, criticism, reviews, feature writing, editorials, news analysis, back grounding, morality in writing for print.



## UNIT II

Spoken language writing – writing for programmes – writing for radio commercials – illustrating copy with sound effects; news writing – structuring radio-copy; editing agency copy, reporter's copy-compiling radio news programmes; radio news formats- program formats- radio scripts writing intro to bytes – writing headlines, teasers and promos.

## UNIT III

Writing for television: writing to still, writing for video, reference visuals to words. TV news writing; marking copy in production language; writing for television programmes – research, visualization and production script; basics of broadcast news writing; rewriting wire copy, script writing- types of scripts, headlines writing, teasers and promos.

## UNIT IV

Writing for the web; online reporting and research; convergence and multimedia; procedures for creating a podcast; blog; video blog or vlog, flash journalism; social media as reporting tools.

## UNIT V

Digital Divide - Writing for the screen vs. writing for print, Linear vs. nonlinear form Styles of web writing: Features and Articles on the Web, Interviewing on the Web, Do's and Don'ts, Comparative Analysis of E editions v/s print editions of national dailies, Analysis of News websites, Create a weblog and update regularly. How to start an online magazine (basics)

## REFERENCES

1. Fred Fedler, John .R.Bender, (2010), *Reporting for the Media*. Oxford, United Kingdom: Oxford University Press.
2. Raman Usha, (2009), *Writing For Media*. Chennai, Tamil Nadu: Oxford Publications
3. Thomas Sunny, (2008), *Writing for the Media, Career Information & Guidance*

<b>Course Nature: Theory</b>				
Assessment Method (Maximum marks)				
In Semester	Assessment Tool	Assignment I	Assignment II	Total
	Marks	15	15	30
End Semester				70
<b>Total</b>				100

COURSE CODE	COURSE TITLE	L	T	P	TOTAL OF LTP	C
JMCD1934	CREATIVE WRITING	3	1	0	4	4

INSTRUCTIONAL OBJECTIVES		Student Outcomes				
At the end of this course the learner is expected:						
1.	Explore the creative process through writing	k	i	f		
2.	Define/determine individual goals as a writer	k	i	f		
3.	Expand & refine vocabulary & style resources	k	i	f		

### COURSE REQUIREMENT:

At the end of every unit, the students will be expected to submit an assignment or make a presentation as a part of internal assessment.

### UNIT I

Introduction to the course - Wordsmith – Refining Vocabulary - Paramount – Developing Hints, Reading Comprehension,

### UNIT II

Essays– Narrative Essays, Descriptive Essays, Expository Essays, Persuasive Essays, Argumentative Essays, Critical Essays, Cause & Effect Essays, Compare & Contrast Essays,

### UNIT III

Poetical – Sonnets, Odes, Limericks, Haikus

### UNIT IV

Shortlisted – Plot, Characters, Dialogues, Magic world of stories

### UNIT V

Boggled – Being creative on the cyberspace, Blogs, Tweets, Instagram

### REFERENCES

1. Zinsser William, (2016), *On Writing Well: The Classic Guide to Writing Nonfiction*. Missouri, United States: Turtleback Books
2. White E. B., (1999), *The Elements of Style*. Value classic reprints

Course Nature: Theory				
Assessment Method (Maximum marks)				
In Semester	Assessment Tool	Assignment I	Assignment II	Total
	Marks	15	15	30
End Semester				70
			<b>Total</b>	100

## SEMESTER – IV

Course Code	Course Title	L	T	P	Total of LTP	C
JMCD1941	Development Journalism	3	1	0	4	4

INSTRUCTIONAL OBJECTIVES		Student Outcomes				
At the end of this course the learner is expected:						
1.	Demonstrate an understanding of the theory and history of the role of communication in development.	m	f	n		
2.	Critically assess the strategic use of communication and media tools in development goals	g	f	h		
3.	Apply strategies of communicating social change on various development issues from a local, national, and global perspective	g	f	h		

### **COURSE REQUIREMENT:**

At the end of every unit, the students will be expected to submit an assignment or make a presentation as a part of internal assessment.

### **UNIT IDEVELOPMENT AND ITS CONCEPT.**

Theories of Development Communication. Dominant theory b) Self-reliance theory c) Diffusion theory d) Dependent and inter-dependence theory - Approaches to development, Complexities of development indicators; Economic growth theories; Paradigms of development-dominant and alternative paradigms; Cultural model, Participatory model.

### **UNIT IISOCIAL DEVELOPMENT - ECONOMIC DEVELOPMENT - POLITICAL DEVELOPMENT - CULTURAL DEVELOPMENT**

Its meaning, nature, direction and process; Theories of social change, Factors of social change; Role of communication in social change, Diffusion of innovation concept of modernization and post-modern.

### **UNIT IIIINGREDIENTS OF DEVELOPMENT**

a) Education b) Health c) Population Planning b) Agriculture e) Media f) Good Governance g) Water - Case studies in agriculture, population and environment empowerment of the impoverished communication experiments in India and other developing countries on development projects and communication strategies, Development support organizations;

Governmental and non- governmental; Different experiments in India and Asia.

#### **UNIT IV DEVELOPMENT COMMUNICATION,**

Media and National Development, Community Radio, Defining development communication development communication policies and practices in India; Indian media and development communication; Development support communication; Role of folk and ICT in development.

#### **UNIT V PROSPECTS AND CHALLENGES OF DEVELOPMENT COMMUNICATION,**

Planning Development Communication Campaign, Alternative Theories of Communication for Development: Development of What and Whom? Strategies for participatory communication; Ethical perspective, Need for alternative communication.

#### **REFERENCES**

1. Srinivas R. Melkata, (2001), Communication for development in third world (Second edition). California, United States: SAGE Publishing.
2. Moody Bella, (1992), Designing Messages for Development Communication: An Audience Participation-Based Approach (Communication and Human Values). California, United States: SAGE Publishing.
3. M. Rogers & Singhlal Aravind, (1989), India's information revolution. California, United States: SAGE Publishing.

<b>Course Nature: Theory</b>				
Assessment Method (Maximum marks)				
In Semester	Assessment Tool	Assignment I	Assignment II	Total
	Marks	15	15	30
End Semester				70
<b>Total</b>				100

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>TOTAL OF LTP</b>	<b>C</b>
<b>JMCD1942</b>	<b>FILM STUDIES</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>4</b>

<b>INSTRUCTIONAL OBJECTIVES</b>		<b>Student Outcomes</b>				
At the end of this course the learner is expected:						
<b>1.</b>	Learn the birth & growth of cinema.	<b>l</b>	<b>d</b>	<b>m</b>		
<b>2.</b>	Learn the elements & form of cinema	<b>d</b>	<b>k</b>	<b>m</b>		
<b>3.</b>	Learn how to write film appreciation	<b>i</b>	<b>c</b>			

### **COURSE REQUIREMENT:**

At the end of every unit, the students will be expected to submit an assignment or make a presentation as a part of internal assessment.

### **UNIT I**

Cinema – early days and Implications - Why do people watch films? Why do people make films? Film as a communication tool – How do films create meaning - Cinema and the use metaphors and symbolism

### **UNIT II**

Introduction to movements - French Impressionism - Soviet Montage - Documentary Film Movement -Italian Neorealism French New Wave – The Movie Brats – Poetic Realism – Voyeurism – Auteur Theory – Counter-Cinema

### **UNIT III**

Elements in film - Elements of film language - narrative, cinematography, sound, mise-en-scene, and editing; The Shot: framing, cinematography, movement; 180-degree rule, 30 degree rule, shot/reverse-angle shot, Framing, Lighting, Close-up, Sound, Eyeline matching; Editing: Space, Time & Relations between Shots; Editing: Montage & Discontinuity; Cinema's Audioscape;

### **UNIT IV**

Screenplay - structure and styles; Synopsis and treatment- Adaptation Vs original screenplays- Documentaries- The concept of documentary filmmaking and the strength of the genre. – Controversial elements and

movies (Gay rights, Recreational drugs ) Feminism and movies Postmodernism& Cinema

## UNIT V

India's Film Industry- Industry Overview - Key Trends in the Indian Film Industry - Growth Drivers and Opportunities - Key Challenges in the Industry – censorship - The Rise of blockbusters, Stars, Studios - Stars as Icons – Case study (the stardom of Rajinikath and Shah Rukh Khan) - Cinema and politics - Cinephilia and the Future of Film

## REFERENCES

1. Kuhn, A & Westwall G., (2012), *Dictionary of Film Studies*. Oxford, United Kingdom: Oxford University Press.
2. Bordwell David & Thompson Kristin, (2012), *Film Art: An Introduction*. Chennai, India: McGraw-Hill Education.
3. Nelmes Jill, (2011), *Introduction to Film Studies (Fifth Edition)*. Abingdon, United Kingdom: Routledge.

<b>Course Nature: Theory</b>				
Assessment Method (Maximum marks)				
In Semester	Assessment Tool	Assignment I	Assignment II	Total
		Marks	15	15
End Semester				70
<b>Total</b>				100

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>TOTAL OF LTP</b>	<b>C</b>
<b>JMCD1943</b>	<b>GLOBAL MEDIA</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>4</b>

<b>INSTRUCTIONAL OBJECTIVES</b>		<b>Student Outcomes</b>				
At the end of this course the learner is expected:						
<b>1.</b>	Students will understand the role of the reporter in global arena	<b>b</b>	<b>e</b>	<b>f</b>	<b>i</b>	
<b>2.</b>	Recognize the importance of national security and the role of media	<b>b</b>	<b>e</b>	<b>f</b>	<b>I</b>	

## UNIT I

Actors and interests in International Relations – The origins, development and decline of the modern state – Critical approaches to IR Theory – Causes of war – Coercion and the use of force Civil wars and terrorism

## UNIT II

International organizations and Global governance – Humanitarian intervention and laws of war – Humanitarian Aid – International security – Trade and development – globalization and the environment – National security

## UNIT III

What are the basic requirements of a diplomatic reporter if he/she is looking to cover the foreign news? Does knowledge of foreign affairs / degree in international relations a pre-requisite for covering foreign policy? How does a newspaper editor choose a diplomatic reporter?

## UNIT IV

The role and importance of diplomatic reporting in journalism and in the media industry. Where does diplomacy figure in a newspaper? Should newspapers devote space to what is happening beyond the borders, when so much is happening within the border?

## UNIT V

The structure and responsibilities of the diplomatic / foreign desk in a newspaper and the role of a news editor in coordinating foreign news and diplomatic writing from various diplomatic reporters and news agencies.

## REFERENCES

1. Ahmad Shahzad, (2007), *Art of Modern Journalism*. Bangaluru, India: Anmol Publications, Pvt. Ltd.
2. Silvia Tony, (2006), *Global News: Perspective on the information age*. Delhi, India: Surjeet Publication.
3. Collins Scott, (2004), *Crazy like a FOX Crazy like a fox; the inside story of how Fox News beat CNN*. Chennai, India: Portfolio Hardcover

<b>Course Nature: Theory</b>				
Assessment Method (Maximum marks)				
In Semester	Assessment Tool	Assignment I	Assignment II	Total
	Marks	15	15	30
End Semester				70
<b>Total</b>				100

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>TOTAL OF LTP</b>	<b>C</b>
<b>JMCD1944</b>	<b>EVENT MANAGEMENT</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>4</b>	<b>4</b>

<b>INSTRUCTIONAL OBJECTIVES</b>		<b>Student Outcomes</b>				
At the end of this course the learner is expected:						
<b>1.</b>	Understand the concept of event management	<b>j</b>	<b>b</b>	<b>i</b>		
<b>2.</b>	Know the structure and working of an event management company.	<b>j</b>	<b>b</b>	<b>i</b>		
<b>3.</b>	Understand and differentiate different types of events and tailor events according to the audience	<b>j</b>	<b>b</b>	<b>i</b>		

### **COURSE REQUIREMENT:**

At the end of every unit, the students will be expected to submit an assignment or make a presentation as a part of internal assessment.

### **UNIT I**

Introduction to Events – types of events – unique features and similarities in different events – Structure of event management company – decision makers in management - event manager – technical staffs - requirements and characteristics of event manager - market research - SWOT analysis – market segmentation – establishing audience

### **UNIT II**

Theorising and conceptualization of event – understanding stakeholders - key steps to a successful event- costs of planning the event – nature of planning – choosing venue – human resource management - choosing contracts – assigning roles and responsibility – participants management – site and infrastructure management - celebrity and artist management

### **UNIT III**

Preparing schedule - using the schedule properly – checklist - planning tips – checklist – post analysis - media coverage – advertising tips and tricks - media invitations - photo-calls - press releases – flyers - posters - invitations - website - newsletters - blogs – tweets



#### UNIT IV

Budget, preparing budget sheet - break-even point, cash flow analysis, profit & loss statement, balance sheet, panic payments, financial control system – production management - introduction to event proposal – steps and strategies

#### UNIT V

Risk management, contingency planning (Crisis prevention - preparation - provision - action phase) contracts & code of ethics – role of IT and future of event management – events as a marketing tool – Events approvals and legal requirement

#### REFERENCES

1. Walters Paul, Raj Razaq, Rashid Tahir, (2013), *Events Management: Principles and Practice*. California, United States: SAGE Publishing.
2. Shone Anton & Parry Bryan, (2013), *Successful Event Management: A Practical Handbook*. Massachusetts, United States:Cengage Learning.
3. Anderson Judy, (2010), *Event Management Simplified*. Indiana, United States: AuthorHouse.

<b>Course Nature: Theory</b>				
Assessment Method (Maximum marks)				
In Semester	Assessment Tool	Assignment I	Assignment II	Total
	Marks	15	15	30
End Semester				70
<b>Total</b>				100

## SEMESTER –V

Course Code	Course Title	L	T	P	Total of LTP	C
JMCD1951	Communication Research Methodology	3	1	0	4	4

INSTRUCTIONAL OBJECTIVES		Student Outcomes				
At the end of this course the learner is expected:						
1.	Define and explain the process of Communication/Media Research	g	n	f		
2.	Conduct media research by making use of any of the research methods.	g	n	f		
3.	Write a report after analysis and interpretation of data	g	n	f		

**COURSE REQUIREMENT:** At the end of every unit, the students will be expected to submit an assignment or make a presentation as part of internal assessment.

### UNIT I

Research Definition, Types of Research, Research Process, Research Problem, Research Objectives, Limitations of Research, Need for Study, Scope of Study, Hypothesis, Types of Hypothesis, Elements of Research.

### UNIT II

Review of Literature, Purpose of Review of Literature, Theoretical Perspective in Research, Styles of Writing the Review, Procedure for Writing the Review of Literature.

### UNIT III

Research Design, Qualitative and Quantitative Research Methods, Difference between Qualitative and Quantitative Research, Measurement and Scaling Techniques in Research, Sampling – Population and Sample, Sample Size, Types of Sampling, Sampling Techniques, Research Error, Tools of Data Collection - Questionnaire/Schedule.

## UNIT IV

Methods of Data Collection – Primary Data and Secondary Data, Qualitative Research Method – Observation, Focus Group Discussion, Intensive/In-depth Interview, Case Study, Quantitative Research Method – Survey, Content Analysis

## UNIT V

Data Processing – Processing Operations - Analysis of Research – Elements and Types of Analysis – Hypothesis Testing, Statistics in Research. Interpretation and Research Report Writing - Synopsis of Research, Bibliography, Ethics in Research – Plagiarism, Writing a Research Proposal and Research Paper.

## REFERENCES

1. Rapley, Tim, (2008), *Doing conversation, discourse and document analysis*. California, United States: SAGE Publishing.
2. Kothari, C.R., (2004), *Research Methodology: Methods and Techniques*, Chennai, India: New age international publishers.
3. Priest, Susanna Horig, (1999), *Doing Media Research: An introduction*. California, United States: SAGE Publishing.
4. Berger, Arthur, (1998), *Media Research Techniques*. California, United States: SAGE Publishing.

<b>Course Nature: Theory</b>				
Assessment Method (Maximum marks)				
In Semester	Assessment Tool	Assignment I	Assignment II	Total
	Marks	15	15	30
End Semester				70
<b>Total</b>				100

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>TOTAL OF LTP</b>	<b>C</b>
<b>JMCD1952</b>	<b>ADVERTISING PRINCIPLES</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>4</b>

<b>INSTRUCTIONAL OBJECTIVES</b>		<b>Student Outcomes</b>				
At the end of this course the learner is expected:						
<b>1.</b>	Understand the role of advertising in marketing and the promotional mix.	<b>k</b>	<b>c</b>	<b>i</b>		
<b>2.</b>	Identify the scientific and creative aspects of advertising as a business discipline	<b>k</b>	<b>c</b>	<b>i</b>		

3.	Explore the social, economic and ethical issues surrounding advertising in a free society	k	c	i		
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**COURSE REQUIREMENT:**

At the end of every unit, the students will be expected to submit an assignment or make a presentation as a part of internal assessment.

**UNIT I**

Definition and nature of advertising communication, history and evolution of advertising. 4P's and 4C's of Marketing. Role, objective and functions of advertising: Social, economic, Marketing and Communication functions. Types of Advertising: Product/Consumer/Brand, Corporate, industrial, Retail, Co-operative ads, Public Service ad, Celebrity endorsement, testimonial ad, outdoor, transit, Comparative, Guerilla, Covert, and Surrogate ad. Target market: Definition, Characteristics, Scope. Market Segmentation. Brand positioning, brand image, Brand Identity, USP of a product.

**UNIT II**

Consumer behavior: Consumer motivation, personality, Perception, consumer learning, Attitude formation and Change. Communication and Consumer behaviour. Cultural psychological and Social Influence, Reference Groups, Family, Social Class, Culture and Subculture. Cross-Cultural Consumer Behaviour. Consumer Decision Process: AIDA, Hierarchy of effects model, innovation adoption model, Maslow's needs hierarchy, DAGMAR model.

**UNIT III**

Advertising Creativity: major Decisions in advertising, creative idea, creative strategy, Creative Execution. Big Idea, Importance of Creative Strategy, Ad Copy Writing: Copy, Slogan, identification mark, illustrations, white space, layout and Design. Advertising creative process, Client brief, creative brief, Advertising appeals. TV Ad: Script and story board. Radio spot and Jingles.

**UNITIV**

Media planning and Buying Process: media Selection: Reach Frequency, & impact. Right Media vehicle for the Right message: Considerations: Type of message, Target market, Media habits of the Target market, and Budget. Media Campaign: Scheduling; Continuity and Pulsing. ABC, IRS, TRP, CB Listenership survey. ADMAR satellite cable network study, INTAM. AC Nielson. Media Buying. Buying Space in Print media and time slot in Broadcast media.

## UNIT V

Ad agency: Types, Structure of a typical ad agency. Functions of various departments: Client service/accounts dept. Creative Dept. Media planning Dept, Research Dept, Office Management, Traffic, etc. Leading Ad agencies in India and world. Ethical and Regulatory aspects of advertising, ASCI, AAI, Cases of ethical violations. Online and mobile advertising. Trends in Advertising.

### BOOKS FOR REFERENCE

1. Berger Jonah, (2013), *Contagious: Why Things Catch On*. New York, United States: Simon & Schuster.
2. Gupta, Ruichi, (2012), *Advertising Principles and Practice*. Chennai, India: S. Chand Publishing.
3. Wells, Burnett, (2010), *Advertising: Principles and Practice* (Seventh Edition). London, United Kingdom: Pearson Education.
4. Scot, Walter Dill, (2010), *Theory and Practice of Advertising*. South Carolina, United States: Nabu Press.

<b>Course Nature: Theory</b>				
Assessment Method (Maximum marks)				
In Semester	Assessment Tool	Assignment I	Assignment II	Total
	Marks	15	15	30
End Semester				70
<b>Total</b>				100

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>TOTAL OF LTP</b>	<b>C</b>
<b>JMCD1953</b>	<b>CITIZEN JOURNALISM</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>4</b>

<b>INSTRUCTIONAL OBJECTIVES</b>		<b>Student Outcomes</b>				
At the end of this course the learner is expected:						
1.	Understand the need for civic media and citizen journalism	<b>b</b>	<b>d</b>			
2.	The students will also understand the basic needs for a citizen journalist	<b>f</b>	<b>g</b>			
3.	The students will also learn the ethics and responsibility of a citizen journalist.	<b>b</b>				

## **COURSE REQUIREMENT:**

At the end of every unit, the students will be expected to submit an assignment or make a presentation as a part of internal assessment

### **UNIT I**

Citizen – definition -Society - Community – Society Vs Community - Culture and communication – Access to knowledge & Culture – Public Sphere- Political sphere - Mediated communication (Historical context) – Mediated communication on modern culture - News inflation and filtering.

### **UNIT II**

Design of technologies (control and desire), Inequalities of design, control of public space – laws and regulation - Media stereotypes and bias - Media ecology (Tribal age, Literacy age Print age, Electronic age, New media age), Media in transition, Technological convergence, Media identity, Introduction of participatory culture, Disruptions (New Technologies, New Audiences, New Rhetorics, New Authority)

### **UNIT III**

Digital Revolution- Media literacy – Content analysis in modern context- Democracy in Virtual World - Activism & Civil Disobedience – Activism and civil disobedience without media literacy - Social Justice – Vigilantism - Safe space - Political correctness - post-truth- Technological determinism.

### **UNIT IV**

Internet as Human right (net neutrality) - Social Networks and participatory culture - online privacy and citizen surveillance – Crowd sourcing- Non-fiction documentaries - Advocacy Films - Alternative journalists and their agenda - Parody news shows – significance and context.

### **UNIT V**

Open data and open governance - New forms of civic media - Access to information in digital world - Available tools for citizen journalist -Indian government and civic media – impartiality in citizen journalism – Hyper Local Journalism in today’s media market

## REFERENCES

1. Hoffmann David, (2014), *Citizens Rising: Independent Journalism and the Spread of Democracy*. Delhi, India: Prakash Books India Pvt. Ltd.
2. Mohamed Ali Sayed, (2013), *Citizen Journalism and Democratic Transformation in Egypt*. Saarbrücken, Germany: OmniScriptum.
3. Paramjeet Singh Dhawal, (2001), *International Encyclopaedia of New Media: Citizen Journalism*. Bengaluru, India: Anmol Publications.

<b>Course Nature: Theory</b>				
Assessment Method (Maximum marks)				
In Semester	Assessment Tool	Assignment I	Assignment II	Total
	Marks	15	15	30
End Semester				70
<b>Total</b>				100

COURSE CODE	COURSE TITLE	L	T	P	TOTAL OF LTP	C
JMCD1954	ESSENTIALS OF BROADCAST JOURNALISM	3	1	0	4	4

INSTRUCTIONAL OBJECTIVES		Student Outcomes			
At the end of this course the learner is expected:					
1.	Understand the story structure and elements of Broadcasting Journalism.	b	f		
2.	Employee field-reporting techniques: Master on-camera interview, both in the field and inside the studio	h	K		
3.	Use images to tell stories; Produce news shows that feature their news stories	i			

## COURSE REQUIREMENT:

At the end of every unit, the students will be expected to submit an assignment or make a presentation as part of internal assessment.

## UNIT I

Essentials of Newscaster, Audio Byte, Video Byte, Piece to the Camera (PTC): Opening, Bridge and closing., Going Live: Writing and presenting for broadcast, Interviewing for Broadcast News, Broadcast News Writing

Mechanics, Broadcast News Writing Style, News Desk, Teleprompter, Types of News Bulletin.

## **UNIT II**

Basics of Radio News, Sources of News Local, Wire services, Components of News, Radio news room setup. Radio Broadcast Journalists – Skills of Radio Broadcast Journalists - Identifying, researching and presenting news stories, Elements of editing, integrating bytes and voice casts, Radio talks and discussions, radio interviews. Compiling Radio news bulletins, Planning and structuring the copy for various audio inputs.

## **UNIT III**

TV News room operation, Basics of TV News, Structuring a TV news report, V/O's, packages & story formats, News gathering and writing, intro and headline writing, integrating bytes, visualization of News, voice-overs, TV interviews, Process of Live inputs, TV features and News analysis, Gate keeping, News anchoring, Visual sources: servers, graphics, archives, MSR and OB, Vox-Pop, Interview. Live reporting: organizing thoughts and adlibbing, DSNG, Multiple OB locations and Split screen, V/O from field and technical challenges.

## **UNIT IV**

Electronic News Gathering – Techniques of ENG, Electronic Field Production (EFP), Satellite Broadcast, Outside Broadcasting, Mobile technologies, convergence, latest technologies for news recording and delivery, broadcasting softwares.

## **UNIT V**

Online News broadcasting, Ethics and regulation in Broadcast Journalism, Television News Channels in India, News Broadcasting Standards Authority (NBSA), Satellite link for News reporting from abroad, Satellite bookings & co-ordination with local TV channels, booking local editing facilities.

## **REFERENCES**

1. White, Ted, (2010), *Broadcast News Writing, Reporting, and Producing (Fifth Edition)*. Massachusetts, United States: Focal Press.
2. Chapman, Jane & Kinsey, Marie, (2009), *Broadcast Journalism: A Critical Introduction*. Abingdon, United Kingdom: Routledge.
3. Bhatt, S.C., (2007), *Broadcast Journalism*. Delhi, India: HarAnand Publications.



4. Keith Cohler, David, (1993), *Broadcast Journalism: A Guide for the Presentation of Radio and Television News*. London, United Kingdom: Prentice Hall.

<b>Course Nature: Theory</b>				
Assessment Method (Maximum marks)				
In Semester	Assessment Tool	Assignment I	Assignment II	Total
	Marks	15	15	30
End Semester				70
<b>Total</b>				100

COURSE CODE	COURSE TITLE	L	T	P	TOTAL OF LTP	C
BESD 19EC	ENVIRONMENTAL STUDIES	2	1	0	3	3

INSTRUCTIONAL OBJECTIVES		Student Outcomes				
At the end of this course the learner is expected:						
1.	To gain knowledge on the importance of natural resources and energy	a	g			
2.	To understand the structure and function of an ecosystem	b	h			
3.	To imbibe an aesthetic value with respect to biodiversity, understand the threats and its conservation and appreciate the concept of interdependence	f				
4.	To understand the causes of types of pollution and disaster management	e	j			
5.	To observe and discover the surrounding environment through field work	m	n			

### UNIT I - INTRODUCTION TO NATURAL RESOURCES/ENERGY

Natural Resources – Definition – Scope and Importance – Need for Public Awareness – Renewable and Non-renewable Resources: Natural resources and associated problems. Forest resources and over-exploitation – Water resources and over-utilization – Mineral resource extraction and its effects - Food resources - food problems and Modern agriculture - Energy resources and its future.

## **UNIT II - ECOSYSTEMS**

Concept of an ecosystem-structure and function of an ecosystem-producers, consumers and decomposers- ecological succession- food chains(any 2 Examples)- food webs(any 2 Examples)-ecological pyramids.

## **UNIT III - ENVIRONMENTAL POLLUTION /DISASTER MANAGEMENT**

Definition-causes, effects and control measures of : Air, Water and Soil pollution- e-waste management- Disaster management: Natural and man-made- food/earthquake/cyclone, tsunami and landslides.

## **UNIT IV - SOCIAL ISSUES AND THE ENVIRONMENT**

Sustainable development- Climate change: global warming, acid rain, ozone layer depletion and nuclear radiation- Environment Protection Act (any 2) air, water, wildlife and forest.

## **UNIT V - HUMAN POPULATION AND THE ENVIRONMENT**

Population growth, variation among nations - Population explosion—Family Welfare Programme - Environment and human health - Human rights - Value education - HIV/AIDS - Women and Child Welfare - Role of Information Technology in environment and human health.

### **FIELD WORK:**

Students will visit any one of the following place of interest and submit a written report by the end of the semester:

1. Visit to a hospital/industry/canteen for solid waste management
2. Visit to a chemical industry to study about the practices followed there for waste disposal
3. Visit to Vandalur zoo for study of animal conservation/plants- flora and fauna
4. Study of simple ecosystems-lake/hill slopes
5. Naming the trees in the campus at SRM
6. Study of common plants, insects, birds in the neighbourhood
7. Study of common diseases and their prevention
8. Optional: Street plays and rally for awareness of obesity/diabetes/ vitamin D deficiency/health issues/ waste management/ solid waste management/ no plastics/ energy consumption/wild life protection.

## REFERENCES

1. BharuchaErach, (2013), Textbook of Environmental Studies for Undergraduate Courses (Second edition). Telangana, India: Orient BlackSwan.
2. BasuMahua, Savarimuthu Xavier, (2017), SJ Fundamentals of Environmental Studies. Cambridge, United Kingdom: Cambridge University Press.
3. Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
4. De A.K., Environmental Chemistry, Wiley Eastern Ltd.

## E-BOOK

BharuchaErach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad  
380013, India, Email:mapin@icenet.net (R)

<b>Course Nature: Theory</b>				
Assessment Method (Maximum marks)				
In Semester	Assessment Tool	Assignment I	Assignment II	Total
	Marks	15	15	30
End Semester				70
<b>Total</b>				100

## SEMESTER – VI

COURSE CODE	COURSE TITLE	L	T	P	TOTAL OF LTP	C
JMCD1961	PORTFOLIO PRODUCTION	0	0	4	4	4

INSTRUCTIONAL OBJECTIVES				Student Outcomes			
At the end of this course the learner is expected:							
1.	Students will create a video profile			f	i		
2.	Understand the need for creating a profile			f	i		

### COURSE REQUIREMENT:

At the end of every unit, the students will be expected to submit an assignment or make a presentation as a part of internal assessment

#### UNIT – I

Audio Alignments in Editing, Audio Fades, Changing Audio Levels and Adding Audio Filters, Audio in Post Production, Master CD / DVD.

#### UNIT – II

Video Profile, Capturing Techniques, Editing Clips and Organizing Clips, Editing Practice – capture, trim, cut, dissolve, title and adding a voice over to footage - Adding Transitions

#### UNIT – III

Photography portfolio – why and How, Paper Vs Digital, Style and Design, Theme, Choosing the shot

#### UNIT – IV

What Is a Resume? How and Why are they Used? Types of Resumes, Writing Objective, Polishing a Resume, Cover Letters, Purpose and anatomy, Resumes in digital age

#### UNIT – V

Professional Vs Social networking, Online media Presence - What and How, Identifying Audience, Building Relationships, Automation, Tracking the trend, Using social media tools.

<b>Course Nature: Theory</b>				
Assessment Method (Maximum marks)				
In Semester	Assessment Tool	Assignment I	Assignment II	Total
	Marks	15	15	30
End Semester				70
<b>Total</b>				100

COURSE CODE	COURSE TITLE	L	T	P	TOTAL OF LTP	C
JMCD1962	MEDIA PROJECT	2	0	10	12	12

INSTRUCTIONAL OBJECTIVES		Student Outcomes				
At the end of this course the learner is expected:						
1.	Students will do a micro research in their area of interest.	n	b	a		

Stage I : Identifying Topic and Allotment of Guides

Stage II : Review I

Stage III: Review II

Stage IV: Review III

Stage V : Final Submission of the Project Report (Twenty Five Pages)

Course Nature : Project					
Assessment Method (Max.Marks: 100)					
In Semester	Assessment Tool	First Review	Second Review	Final Review	Total
	Marks	15	15	20	50
End Semester	Assessment Tool	Report	Presentation	Viva-Voce	Total
	Marks	20	15	15	50
<b>Total</b>					100