

# **B Sc VISUAL COMMUNICATION**

LOCF SYLLABUS 2025



## **Department of Visual Communication Technology**

School of Management Studies, Social Sci. & Media

St. Joseph's College (Autonomous)

Tiruchirappalli - 620002, Tamil Nadu, India



## **SCHOOLS OF EXCELLENCE WITH CHOICE BASED CREDIT SYSTEM (CBCS) UNDERGRADUATE COURSES**

St. Joseph's College (Autonomous), an esteemed institution in the realm of higher education in India, has embarked on a journey to uphold and perpetuate academic excellence. One of the pivotal initiatives in this pursuit is the establishment of five Schools of Excellence commencing from the academic year 2014-15. These schools are strategically designed to confront and surpass the challenges posed by the 21st century.

Each School amalgamates correlated disciplines under a unified umbrella, fostering synergy and coherence. This integrated approach fosters the optimal utilization of both human expertise and infrastructural assets. Moreover, it facilitates academic fluidity and augments employability by nurturing a dynamic environment conducive to learning and innovation. Importantly, while promoting collaboration and interdisciplinary study, the Schools of Excellence also uphold the individual identity, autonomy, and distinctiveness of every department within.

The overarching objectives of these five schools are as follows:

1. **Optimal Resource Utilization:** Ensuring the efficient use of both human and material resources to foster academic flexibility and attain excellence across disciplines.
2. **Horizontal Mobility for Students:** Providing students with the freedom to choose courses aligning with their interests and facilitating credit transfers, thereby enhancing their academic mobility and enriching their learning experience.
3. **Credit-Transfer Across Disciplines (CTAD):** The existing curricular structure, in accordance with regulations from entities such as TANSCHÉ and other higher educational institutions, facilitates seamless credit transfers across diverse disciplines. This underscores the adaptability and uniqueness of the choice-based credit system.
4. **Promotion of Human Excellence:** Nurturing excellence in specialized areas through focused attention and resources, thus empowering individuals to excel in their respective fields.
5. **Emphasis on Internships and Projects:** Encouraging students to engage in internships and projects, serving as stepping stones toward research endeavors, thereby fostering a culture of inquiry and innovation.
6. **Addressing Stakeholder Needs:** The multi-disciplinary nature of the School System is tailored to meet the requirements of various stakeholders, particularly employers, by equipping students with versatile skills and competencies essential for success in the contemporary professional landscape.

In essence, the Schools of Excellence at St. Joseph's College (Autonomous) epitomize a holistic approach towards education, aiming not only to impart knowledge but also to cultivate critical thinking, creativity, and adaptability – qualities indispensable for thriving in the dynamic global arena of the 21st century.

### **Credit system**

The credit system at St. Joseph's College (Autonomous) assigns weightage to courses based on the hours allocated to each course. Typically, one credit is equivalent to one hour of instruction per week. However, credits are awarded regardless of actual teaching hours to ensure consistency and adherence to guidelines.

The credits and hours allotted to each course within a programme are detailed in the Programme Pattern table. While the table provides a framework, there may be some flexibility due to practical sessions, field visits, tutorials, and the nature of project work.

For undergraduate (UG) courses, students are required to accumulate a minimum of 137 credits, as stipulated in the programme pattern table. The total number of courses offered by the department is outlined in the Programme Structure.

## **OUTCOME-BASED EDUCATION (OBE)**

OBE is an educational approach that revolves around clearly defined goals or outcomes for every aspect of the educational system. The primary aim is for each student to successfully achieve these predetermined outcomes by the culmination of their educational journey. Unlike traditional methods, OBE does not prescribe a singular teaching style or assessment format. Instead, classes, activities, and evaluations are structured to support students in attaining the specified outcomes effectively.

In OBE, the emphasis lies on measurable outcomes, allowing educational institutions to establish their own set of objectives tailored to their unique context and priorities. The overarching objective of OBE is to establish a direct link between education and employability, ensuring that students acquire the necessary skills and competencies sought after by employers.

OBE fosters a student-centric approach to teaching and learning, where the delivery of courses and assessments are meticulously planned to align with the predetermined objectives and outcomes. It places significant emphasis on evaluating student performance at various levels to gauge their progress and proficiency in meeting the desired outcomes.

Here are some key aspects of Outcome-Based Education:

*Course:* A course refers to a theory, practical, or a combination of both that is done within a semester.

*Course Outcomes (COs):* These are statements that delineate the significant and essential learning outcomes that learners should have achieved and can reliably demonstrate by the conclusion of a course. Typically, three or more course outcomes are specified for each course, depending on its importance.

*Programme:* This term pertains to the specialization or discipline of a degree programme.

*Programme Outcomes (POs):* POs are statements that articulate what students are expected to be capable of by the time they graduate. These outcomes are closely aligned with Graduate Attributes.

*Programme Specific Outcomes (PSOs):* PSOs outline the specific skills and abilities that students should possess upon graduation within a particular discipline or specialization.

*Programme Educational Objectives (PEOs):* PEOs encapsulate the expected accomplishments of graduates in their careers, particularly highlighting what they are expected to achieve and perform during the initial years postgraduation.

## **LEARNING OUTCOME-BASED CURRICULUM FRAMEWORK (LOCF)**

The Learning Outcomes-Centric Framework (LOCF) places the learning outcomes at the forefront of curriculum design and execution. It underscores the importance of ensuring that these outcomes are clear, measurable, and relevant. LOCF orchestrates teaching methodologies, evaluations, and activities in direct correlation with these outcomes. Furthermore, LOCF adopts a backward design approach, focusing on defining precise and attainable learning objectives. The goal is to create a cohesive framework where every educational element is in harmony with these outcomes.

Assessment practices within LOCF are intricately linked to the established learning objectives. Evaluations are crafted to gauge students' achievement of these outcomes accurately. Emphasis is often placed on employing authentic assessment methods, allowing students to showcase their learning in real-life scenarios. Additionally, LOCF frameworks emphasize flexibility and adaptability, enabling educators to tailor curriculum and instructional approaches to suit the diverse needs of students while ensuring alignment with the defined learning outcomes.

### **Some Important Terminologies**

*Core Course (CC):* Core Courses represent obligatory elements within an academic programme, imparting fundamental knowledge within the primary discipline while ensuring consistency and acknowledgment.

*Allied Course (AC):* Allied Courses complement primary disciplines by furnishing supplementary knowledge, enriching students' understanding and skill repertoire within their academic pursuit.

**Skill Enhancement Course (SEC):** Skill Enhancement Courses aim to nurture students' abilities and competencies through practical training, open to students across disciplines but particularly advantageous for those in programme-related fields.

**Value Education (VE):** Value education encompasses the teaching of moral, ethical, and social values to students, aiming to foster their holistic development. It instills virtues such as empathy, integrity, and responsibility, guiding students towards becoming morally upright and socially responsible members of society.

**Ability Enhancement Compulsory Course (AECC):** Ability Enhancement Compulsory Course is designed to enhance students' knowledge and skills; examples include Communicative English and Environmental Science. These courses are obligatory for all disciplines.

**AE-1: Communicative English:** This three-credit mandatory course, offered by the Department of English during the first semester of the degree programme, is conducted outside regular class hours.

**AE-2: Environmental Science:** This one-credit compulsory course, offered during the second semester by the Department of Human Excellence, emphasizes environmental awareness and stewardship.

**Allied Optional (AO):** Allied optional courses are elective modules that complement the primary disciplines by providing additional knowledge and skills. These courses allow students to explore areas of interest outside their major field of study, broadening their understanding and enhancing their skill set.

**Discipline Specific Elective (DSE):** These courses offer the flexibility of selection of options from a pool of courses. These are considered specialized or advanced to that particular programme and provide extensive exposure in the area chosen; these are also more applied in nature. Four courses are offered, two courses each in semester V and VI.

**Note:** To offer one DSE, a minimum of two courses of equal importance/weightage is a must. A department with two sections must offer two courses to the students.

**Open Elective (OE):** A course chosen from a different discipline or subject area, typically to gain exposure. Students pursuing specific disciplines must select Open Elective courses from the options available across departments as per the college's course offerings. The breadth of Open Elective (OE) Courses is directly linked to the diversity of disciplines offered by the college. Two OE Courses are available, one in each semester V and VI, and are open to students from other departments.

**Self-Learning (SL):** A two-credit course designed to foster students' ability for independent and self-directed learning. There are Four Self-Learning Courses:

- Compulsory MOOC on NPTEL-SWAYAM in Semester I or II
- 'Artificial Intelligence' as a Self-Learning Course jointly offered by the Departments of CS, AI, IT and Data Science on JosTEL in Semester III
- A Department-Specific Self-Learning Course in Semester IV on JosTEL
- A Certificate Course in Semester V: Each department will offer ONE certificate Course (45 – 60 hours) that will be creditised in the curriculum.

**Internship (IS):** Following the fourth semester, students are required to undertake an internship during the summer break. Subsequently, they must submit a comprehensive report detailing their internship experience along with requisite documentation. Additionally, students are expected to participate in a viva-voce examination during the fifth semester. Credits for the internship will be reflected in the mark statement for the fifth semester. One of the Core Courses in Sem IV is offered as internship embedded course which contains content related to industry.

**Experiential Learning (EL):** In the sixth semester, students are required to undertake a one credit Project / Industrial visit / Field visit chosen by the department. This component is intended to foster learning by direct experience and application of acquired knowledge to practical settings.

**Comprehensive Examination (CE):** A detailed syllabus consisting of five units to be chosen from the courses offered over the five semesters which are of immense importance and those portions which could not be accommodated in the regular syllabus.

**Extra Credit Courses:** To support students in acquiring knowledge and skills through online platforms such as Massive Open Online Courses (MOOCs), additional credits are granted upon verification of course completion. These extra credits can be availed across five semesters (2 - 6). In line with UGC guidelines, students are encouraged to enhance their learning by enrolling in MOOCs offered by portals like SWAYAM, NPTEL, and others. Additionally, certificate courses provided by the college also qualify for these extra credits.

**Outreach Programme (OR):** It is a compulsory course to create a sense of social concern among all the students and to inspire them to dedicated service to the needy.

### Course Coding

The following code system (11 alphanumeric characters) is adopted for Under Graduate courses:

25	UXX	0	0	XX	00/X
Year of Revision	UG Department Code	Semester Number	Part Specification	Course Specific Initials	Running Number/with Choice

#### Course Specific Initials

GL - Languages (Tamil / Hindi / French / Sanskrit)

GE - General English

CC - Core Theory; CP- Core Practical

AC - Allied Course

AP - Allied Practical

SEC - Skill Enhancement Course

VE - Value Education

WS - Workshop

AE - Ability Enhancement Course

AO - Allied Optional

OP - Allied Optional Practical

ES - Discipline Specific Elective

IS - Internship

SL - Self-Learning

OE - Open Elective

PW - Project and Viva Voce

CE - Comprehensive Examination

EL - Experiential Learning

OR - Outreach Programme

### EVALUATION PATTERN (UG)

#### Continuous Internal Assessment

Sl No	Component	Marks Allotted
1	Mid Semester Test	30
2	End Semester Test	30
3	*Two Components (15 + 20)	35
4	Library Referencing	5
<b>Total</b>		<b>100</b>

Passing minimum: 40 marks

- \* The first component is a compulsory online test (JosTEL platform) for 15 marks comprising 7 questions (1 mark) at K1 level and 4 questions (2 marks) at K2 level; The second component is decided by the course in-charge in accordance with the prescribed K levels.

### Question Paper Blueprint for Mid and End Semester Tests

Duration: 2 Hours		Maximum Marks: 60						
Section		K levels						Marks
		K1	K2	K3	K4	K5	K6	
A (compulsory)		7						$7 \times 1 = 7$
B (compulsory)			5					$5 \times 3 = 15$
C (either...or type)				3				$3 \times 6 = 18$
D (2 out of 3)	Mid Sem				1(2)	1*		$2 \times 10 = 20$
	End Sem				1*	1(2)		
Total								60

\* Compulsory

### Question Paper Blueprint for Semester Examination

Duration: 3 Hours		Maximum Marks: 100					
Section	K levels						Marks
	K1	K2	K3	K4	K5	K6	
A (compulsory)	10						$10 \times 1 = 10$
B (compulsory)		10					$10 \times 3 = 30$
C (either...or type)			5				$5 \times 6 = 30$
D (3 out of 5)				2(3)	1(2)		$3 \times 10 = 30$
Total							100

\* Compulsory

### Evaluation Pattern for Part IV and One/Two-credit Courses

Title of the Course	CIA	Semester Examination	Final
<ul style="list-style-type: none"> <li>One credit Core Course (Sem 1)</li> <li>Skill Enhancement Course (NCC and Department Specific)</li> </ul>	$25 + 25 = 50$	50 (Department)	100
<ul style="list-style-type: none"> <li>Self - Learning Course (Dept Specific)</li> <li>Comprehensive Examination</li> </ul>	$25 + 25 = 50$	50 (CoE)	100
<ul style="list-style-type: none"> <li>Value Education</li> <li>Environmental Studies</li> </ul>	50	50 (CoE)	100
<ul style="list-style-type: none"> <li>Skill Enhancement Course: Soft Skills</li> <li>Self - Learning Course (Common)</li> <li>Self - Learning Online Course (NPTEL / SWAYAM)</li> <li>Certificate Course</li> <li>Internship</li> </ul>	100	-	100
<ul style="list-style-type: none"> <li>Project / Industrial Visit / Field Visit</li> </ul>	100	-	100

## Grading System

The marks obtained in the CIA and semester for each course will be graded as per the scheme provided in Table - 1.

From the second semester onwards, the total performance within a semester and the continuous performance starting from the first semester are indicated by Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA), respectively. These two are calculated by the following formulae:

$$SGPA \text{ and } CGPA = \frac{\sum_{i=1}^n C_i Gp_i}{\sum_{i=1}^n C_i}$$

$$WAM = \frac{\sum_{i=1}^n C_i M_i}{\sum_{i=1}^n C_i}$$

Where,

*C<sub>i</sub>* - credit earned for the Course *i*

*Gp<sub>i</sub>* - Grade Point obtained for the Course *i*

*M<sub>i</sub>* - Marks obtained for the Course *i*

*n* - Number of Courses **passed** in that semester

WAM - Weighted Average Marks

## Classification of Final Results

- For each of the first three parts in the UG Programme, there shall be separate classification on the basis of CGPA, as indicated in Table - 2.
- For the purpose of declaring a candidate to have qualified for the Degree of Bachelor of Arts / Science / Commerce / Management as Outstanding / Excellent / Very Good / Good / Above Average / Average, the marks and the corresponding CGPA earned by the candidate in Part III alone will be the criterion, provided the candidate has secured the prescribed passing minimum in all the five Parts of the programme.
- Grade in Part IV and Part V shall be shown separately and it shall not be taken into account for classification.
- A pass in SHEPHERD will continue to be mandatory although the marks will not be counted for the calculation of the CGPA.
- Absence from an examination shall not be considered as an attempt.

**Table - 1: Grading of the Courses**

Mark Range	Grade Point	Corresponding Grade
90 and above	10	O
80 and above and below 90	9	A+
70 and above and below 80	8	A
60 and above and below 70	7	B+
50 and above and below 60	6	B
40 and above and below 50	5	C
Below 40	0	RA



**Table - 2: Grading of the Final Performance**

<b>CGPA</b>	<b>Grade</b>	<b>Performance</b>
9.00 and above	O	Outstanding*
8.00 to 8.99	A+	Excellent*
7.00 to 7.99	A	Very Good
6.00 to 6.99	B+	Good
5.00 to 5.99	B	Above Average
4.00 to 4.99	C	Average
Below 4.00	RA	Re-appear

*\*The Candidates who have passed in the first appearance and within the prescribed duration of the UG programme are eligible. If the Candidates Grade is O/A+ with more than one attempt, the performance is considered “Very Good”.*

## **Vision**

Forming globally competent, committed, compassionate and holistic persons, to be men and women for others, promoting a just society.

## **Mission**

- Fostering learning environment to students of diverse background, developing their inherent skills and competencies through reflection, creation of knowledge and service.
- Nurturing comprehensive learning and best practices through innovative and value- driven pedagogy.
- Contributing significantly to Higher Education through Teaching, Learning, Research and Extension.

### **Programme Educational Objectives (PEOs)**

- Graduates will be able to accomplish professional standards in the global environment.
- Graduates will be able to uphold integrity and human values.
- Graduates will be able to appreciate and promote pluralism and multiculturalism in working environment.

### **Programme Outcomes (POs)**

Graduates will be able to comprehend the concepts learnt and apply in real life situations with analytical skills.

Graduates with acquired skills and enhanced knowledge will be employable/ become entrepreneurs or will pursue higher Education.

Graduates with acquired knowledge of modern tools communicative skills and will be able to contribute effectively as team members.

Graduates are able to read the signs of the time analyze and provide practical solutions.

Graduates imbued with ethical values and social concern will be able to understand and appreciate social harmony, cultural diversity ensure sustainable environment.

### **Programme Specific Outcomes (PSOs)**

On successful completion of B.Sc. Visual Communication Program, the students would be able to.

apply the standard process and strategies in designing and simulating the Critical and Analytical skills.

acquaintance with latest trends in sound designing and photography and there by induce innovate ideas in the area of Film Making/Video Production.

gain knowledge on Media presentation and Equipping skills.

follow ethics in the Media industry.

acquire the ability to provide a self analysis in context of entrepreneurial skills and employability abilities.

<b>B. Sc. Visual Communication</b>					
<b>Programme Structure</b>					
<b>Part</b>	<b>Semester</b>	<b>Specification</b>	<b>No. of Courses</b>	<b>Hours</b>	<b>Credits</b>
1	1 - 4	Languages (Tamil / Hindi / French / Sanskrit)	4	16	12
2	1 - 4	General English	4	20	12
3	1 - 6	Core Course	13	59	40
	1 - 6	Core Practical	7	23	15
	1 & 2	Allied Course	2	7	4
	1 & 2	Allied Practical	2	5	4
	3 & 4	Allied Optional	2	8	4
	3 & 4	Allied Optional Practical	2	4	4
	5 & 6	Discipline Specific Elective	4	16	12
	5	Internship	1	-	1
	6	Project / Industrial Visit / Field Visit	1	-	1
	6	Comprehensive Examination	1	-	2
4	1 - 4	Value Education	4	8	4
	1 & 2	Ability Enhancement Compulsory Course	2	2	3
	2 - 5	Self - Learning	4	-	8
	3 & 4	Skill Enhancement Course	2	4	2
	5 & 6	Open Elective	2	8	4
5	2 - 6	Outreach Programme (SHEPHERD)	-	-	4
	2 - 6	Co-curricular and Extracurricular Activities	-	-	1
	2 - 6	Extra Credit Courses (MOOC) / Certificate Courses	5	-	(15)
<b>Total</b>			<b>62</b>	<b>180</b>	<b>137 (15)</b>

B. Sc. VISUAL COMMUNICATION PROGRAMME PATTERN									
Sem.	Part	Course Code	Course Type	Course Details			Scheme of Exams		
				Title of the Course	Hours	Credits	CIA	SE	FINAL
I	I	25UTA11GL01	GL	General Tamil - 1	4	3	100	100	100
		25UFR11GL01		Language French - 1					
		25UHI11GL01		Language Hindi - 1					
		25USA11GL01		Language Sanskrit - 1					
	II	25UEN12GE01A	GE	General English – 1: Pre-Intermediate Stream	5	3	100	100	100
		25UEN12GE01B		General English – 1: Intermediate Stream					
	III	25UVC13CC01	CC Major	Core Course – 1: Introduction to Human Communication	5	3	100	100	100
		25UVC13CC02		Core Course – 2: Advertising	5	4	100	100	100
		25UVC13CP01		Core Practical – 1: Graphic Design & Typography (P)	3	2	100	100	100
		25UVC13AC01		Allied Course – 1: Visual Arts and Aesthetics	4	2	100	100	100
	IV	25UVC13AP01	AC Minor	Allied Practical – 1: Drawing and Painting (P)	2	2	100	100	100
		25UHE14VE01	VE	Value Education – 1: Essentials of Humanity*	2	1	50	50	50
		25UEN14AE01	AECC	Communicative English	-	2	100	-	100
				Total	30	22			
II	I	25UTA21GL02	GL	General Tamil – 2	4	3	100	100	100
		25UFR21GL02		Language French - 2					
		25UHI21GL02		Language Hindi - 2					
		25USA21GL02		Language Sanskrit - 2					
	II	25UEN22GE02A	GE	General English – 2: Pre-Intermediate Stream	5	3	100	100	100
		25UEN22GE02B		General English – 2: Intermediate Stream					
	III	25UVC23CC03	CC Major	Core Course – 3: Journalistic Writing Skill	5	3	100	100	100
		25UVC23CC04		Core Course – 4: Media, Culture & Society	4	3	100	100	100
		25UVC23CP02		Core Practical – 2: Media Presentation Skills (P)	2	2	100	100	100
		25UVC23AC02		Allied Course – 2: Photography	3	2	100	100	100
	IV	25UVC23AP02	AC Minor	Allied Practical – 2: Photography (P)	3	2	100	100	100
		25UHE24AE02	AECC	Environmental Studies*	2	1	50	50	50
		25UHE24VE02	VE	Value Education – 2: Fundamentals of Human Rights*	2	1	50	50	50
		25UVC24SL01	SL	Online Courses: NPTEL/SWAYAM	0	2	-	100	100
				Extra Credit Course	0	(3)			
				Total	30	22 (3)			
III	I	25UTA31GL03	GL	General Tamil – 3	4	3	100	100	100
		25UFR31GL03		Language French - 3					
		25UHI31GL03		Language Hindi – 3					
		25USA31GL03		Language Sanskrit - 3					
	II	25UEN32GE03B	GE	General English – 3: English for Science - 1	5	3	100	100	100
		25UVC33CC05		Core Course – 5: Mass Communication Theories	4	3	100	100	100
	III	25UVC33CC06	CC Major	Core Course – 6: Digital Journalism	4	3	100	100	100
		25UVC33CP03		Core Practical – 3: Script Editor (P) QP Code: MES/Q3001 NSQF Level: 6	3	2	100	100	100
		25UVC33AO01A	AO Minor	Allied Optional – 1: Documentary Film Making	4	2	100	100	100
		25UVC33AO01B		Allied Optional – 1: Digital Marketing	2	2	100	100	100
		25UVC33OP01A		Allied Optional Practical – 1: Documentary Film Making (P)					
		25UVC33OP01B		Allied Optional Practical – 1: Digital Marketing (P)					
	IV	25UHE34VE03A	VE	Value Education – 3: Social Ethics – 1*	2	1	50	50	50
		25UHE34VE03B		Value Education – 3: Religious Doctrine - 1*	2	1	100	-	100
		25UNC34SE01 /	SEC	Skill Enhancement Course – 1: Introduction to NCC /					
		25USS34SE01		Skill Enhancement Course – 1: Soft Skills	2	1	100	-	100
		25UAI34SL02	SL	Artificial Intelligence (Online)	0	2	100	-	100
				Extra Credit Course	0	(3)			
				Total	30	22 (3)			
IV	I	25UTA41GL04B	GL	General Tamil – 4: Scientific Tamil (அறிவியல் தமிழ்)	4	3	100	100	100
		25UFR41GL04		Language French – 4					
		25UHI41GL04		Language Hindi – 4					
		25USA41GL04		Language Sanskrit – 4					
	II	25UEN42GE04B	GE	General English – 4: English for Science - 2	5	3	100	100	100
	III	25UVC43CC07	CC Major	Core Course – 7: News Production (Internship Embedded Course)	5	3	100	100	100
		25UVC43CC08		Core Course – 8: Visual Analysis	4	3	100	100	100
		25UVC43CP04		Core Practical – 4: Film Appreciation (P)	2	2	100	100	100

		25UVC43AO02A	AO Minor	Allied Optional – 2: Corporate Communication	4	2	100	100	100	
		25UVC43AO02B		Allied Optional – 2: Magazine Production						
		25UVC43OP02A		Allied Optional Practical – 2: Corporate Communication (P)						
		25UVC43OP02B		Allied Optional Practical – 2: Lab Journal (P)						
	IV	25UHE44VE04A	VE	Value Education – 4: Social Ethics – 2*	2	1	50	50	50	
		25UHE44VE04B		Value Education – 4: Religious Doctrine – 2*						
		25UNC44SE02 /	SEC	Skill Enhancement Course – 2: NCC (Special Subject)/	2	1	100	-	100	
		25UVC44SE02		Skill Enhancement Course – 2: Live Broadcasting & OBS Studio (P)						
		25UVC44SL03	SL	Self Learning: Jingle Production	0	2	50	50	50	
				Extra Credit Course	0	(3)				
				Total	30	22 (3)				
V	III	25UVC53CC09	CC Major	Core Course – 9: Media Education	5	3	100	100	100	
		25UVC53CC10		Core Course – 10: Media Laws and Ethics	4	3	100	100	100	
		25UVC53CP05		Core Practical – 5: Visual Effects (P)	5	3	100	100	100	
		25UVC53CP06		Core Practical – 6: Web Designing (P)	4	2	100	100	100	
		25UVC53ES01A	DSE	Discipline Specific Elective - 1: Television Production (P)	4	3	100	100	100	
		25UVC53ES01B		Discipline Specific Elective - 1: Professional Photography (P)						
		25UVC53ES02A	DSE	Discipline Specific Elective - 2: Podcasting (P)	4	3	100	100	100	
		25UVC53ES02B		Discipline Specific Elective - 2: Sound Designing (P)						
		25UVC53IS01	IS	Internship	0	1	100	-	100	
	IV	25UVC54OE01	OE	Open Elective - 1 (WS): Media Psychology	4	2	100	100	100	
		25UVC54SL04	SL	Certificate Course: Indian Traditional Media	0	2	100	-	100	
				Extra Credit Course		(3)				
					Total	30	22 (3)			
VI	III	25UVC63CC11	CC Major	Core Course – 11: Media Industrial Practice (P)	5	3	100	100	100	
		25UVC63CC12		Core Course – 12: Portfolio (P)	5	3	100	100	100	
		25UVC63CC13		Core Course – 13: Media Research Techniques	4	3	100	100	100	
		25UVC63CP07		Core Practical – 7: New Media (SEOs) (P)	4	2	100	100	100	
		25UVC63ES03A	DSE	Discipline Specific Elective - 3: Media Management	4	3	100	100	100	
		25UVC63ES03B		Discipline Specific Elective - 3: Women and Media						
		25UVC63ES04A	DSE	Discipline Specific Elective - 4: Public Relations	4	3	100	100	100	
		25UVC63ES04B		Discipline Specific Elective - 4: Development Communication						
		25UVC63EL01A	EL	Project /	-	1	100	-	100	
		25UVC63EL01B		Industrial Visit /						
		25UVC63EL01C		Field Visit						
			25UVC63CE01	CE	Comprehensive Examination*	-	2	50	50	50
	IV	25UVC64OE02	OE	Open Elective - 2: Digital Media and Production	4	2	100	100	100	
				Extra Credit Course	0	(3)				
					Total	30	22 (3)			
	V	25UCW65OR01	OR	Outreach programme (SHEPHERD)	-	4				
		25UCW65EC01	EC	Co - curricular & Extra Curricular Activities		1				
				Total	180	137 (15)				

\*For Grade Calculation: Marks obtained out of 50 will be converted into 100 in the mark statements.

**Open Elective - 2: 6<sup>th</sup> Semester**  
**Offered to students from other Departments**

Department	Course Code	Title of the Course
Artificial Intelligence and Machine Learning	25UAI64OE02	Gen AI tools
Botany	25UBO64OE02	Landscape Designing and Waste Management
Biotechnology	25UBT64OE02	Food Science and Technology
BBA	25UBU64OE02A	Practical Stock trading
	25UBU64OE02B	Export Management
B Com Business Analytics	25UCB64OE02	Personal Investment Planning
B Com Computer Application	25UCC64OE02A	Social Media Marketing
	25UCC64OE02B	Basics of Banking
B Com Strategic Finance	25UCF64OE02	Personal Financial Management
Chemistry	25UCH64OE02	Food & Nutrition
B Com	25UCO64OE02A	Digital Marketing
	25UCO64OE02B	Digital Banking
	25UCO64OE02C	Stock Trading
Computer Science	25UCS64OE02	Design Thinking
BCA	25UBC64OE02	Web Design
Economics	25UEC64OE02	Economics for Competitive Exams
Electronics	25UEL64OE02A	CCTV and Smart Security Systems
	25UEL64OE02B	Entrepreneurial Electronics
English	25UEN64OE02	English for Employability
History	25UHS64OE02	Intellectual Revivalism in Tamil Nadu
Mathematics	25UMA64OE02	Mathematics for Competitive Examinations
Physics	25UPH64OE02A	Laser Technology and its Application
	25UPH64OE02B	Physics of Earth
Statistics	25UST64OE02	Applied Statistics
Tamil	25UTA64OE02	படைப்பிலக்கியம் (Creative writing)
Visual Communication	25UVC64OE02	Digital Media and Production

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	25UTA11GL01	பொதுத்தமிழ் - 1: General Tamil - 1	4	3

### கற்றலின் நோக்கங்கள் (Course Objectives)

புதிய இலக்கிய வடிவங்களை அறியும் திறனைப் பெறுதல்
எழுத்து சொல் இலக்கணத்தில் இன்றியமையாமையை உணர்தல்
புதுக்கவிதைகளின் கூறுகளை வாழ்வியலோடு பொருத்திப்பார்த்தல்
தமிழ்க்கவிதைகளைப் பிறமொழிக் கவிதைகளோடு ஒப்பிட்டுப் பார்த்தல்
புதுக்கவிதைகளைப் படைக்கும் திறன் பெறுதல்

#### அலகு-1 (12 மணி நேரம்)

பாரதியார் கவிதைகள்	- பாஞ்சாலிசபதம்: சபதச் சருக்கம்
பாரதிதாசன் கவிதைகள்	- புரட்சிக்கவி : மன்னனின் சர்வாதிகாரம், கவிஞனின் எழுச்சியுரை, கவிஞனின் மொழிப்பற்று, மக்களாட்சி மலரும் விதம்
இலக்கிய வரலாறு	- இருபதாம் நூற்றாண்டுத் தமிழ்க்கவிஞர்கள்
உரைநடை	- முதல் மூன்று கட்டுரைகள்

#### அலகு-2 (12 மணி நேரம்)

வெ.இராமலிங்கனார்	- தமிழ், அரசியல்
முடியரசனார்	- தொழிலாளி, துறைதோறும் தமிழே காண்பீர், மொழியுணர்ச்சி
பெருஞ்சித்திரனார்	- என்னென்று சொல்வோம், இனியேனும் ஒன்றிணைவீர்
பட்டுக்கோட்டையார்	- என் விருப்பம், ஏட்டில் படித்ததோடு இருந்து விடாதே, அன்னசத்திரம் இருப்பதெனாலே?
இலக்கிய வரலாறு	- புதுக்கவிதை வடிவங்கள்
இலக்கணம்	- எழுத்து

#### அலகு-3: சமூகக் கவிதைகள் (12 மணி நேரம்)

சுரதா	- நெஞ்சில் நிறுத்துங்கள், பூம்புகார்
மு. மேத்தா	- உன்னுடைய கொடியை
கண்ணதாசன்	- ஆணவம் அழியும்
அப்துல் ரகுமான்	- பசி
தங்கம் மூர்த்தி	- கூடு திரும்புதல் எளிதன்று
ஜெயபாஸ்கரன்	- ஒற்றைக் கேள்வியுடன் ஒருவர்
இலக்கிய வரலாறு	- சிறுகதை- உரைநடை
சிறுகதை	- முதல் மூன்று கதைகள்

#### அலகு-4: அரசியல் கவிதைகள் (12 மணி நேரம்)

ஈரோடு தமிழன்பன்	- எட்டாவது சீர்
யுகபாரதி	- பழைய புத்தக வியாபாரி
கனிமொழி	- கருவறை வாசனை
அ.வெண்ணிலா	- நீரில் அலையும் முகம்
பெருமாள் முருகன்	- குழந்தைகளைத் தண்டித்தல்
சீனு ராமசாமி	- அகதி
கல்கி சுப்பிரமணியம்	- விதியை எழுதினேன்
இலக்கணம்	- சொல்

#### அலகு-5: அயலகக் கவிதைகள் (12 மணி நேரம்)

தஸ்லீமா நஸ்ரின்	- கல் உடைக்கும் பெண்
மாயா ஏஞ்சலு	- கைத்தட்டுங்கள் கொண்டாடுங்கள்
நானிலு கவிதைகள்	- 10 கவிதைகள்
உரைநடை	- நான்கு முதல் ஆறு வரை உள்ள கட்டுரைகள்
சிறுகதை	- நான்கு முதல் ஆறு வரை உள்ள கதைகள்

கற்பித்தல் அணுகுமுறை Teaching Methodology	விரிவுரை (Lecture), காணொளிக் காட்சி (Videos), விளக்கக் காட்சி (PPT presentation)
மதிப்பீட்டு முறைகள் Assessment methods	நூல் நோக்குத் தேர்வு (Open Book Test), இயங்கலைத்தேர்வு (Online Test), ஒப்படைவு (Assignment), வினாடி வினா (Quiz), கருத்துரை (Seminar)

#### பாடநூல்:

பொதுத்தமிழ்-1(2025), தமிழாய்வுத்துறை, தூய வளனார் கல்லூரி



**Websites and eLearning Sources:**

- <https://www.tamilvu.org/library/nationalized/pdf/35-subbureddiyar/452-panjalisabatham.pdf>
- <https://www.annacentenarylibrary.org> - <https://shorturl.at/KWZx5>
- <https://eluthu.com/kavithai>
- <https://www.tamilvu.org/courses/degree/p103/p1032/html/p1032614.htm>
- <https://kavithaivaasal.blogspot.com/2017/11/blog-post.html>

**Course Outcomes**

CO No.	CO-Statements	Cognitive Levels (K –Levels)
	இப்பாடத்தின் நிறைவில் மாணவர்கள்	
CO-1	இக்கால இலக்கிய வகைகளைக் கண்டறிவர்	K1
CO-2	எழுத்து, சொல்லிலக்கணங்களின் அடிப்படைகளை வகைப்படுத்தி அறிவர்.	K2
CO-3	அயலகக் கவிதை வடிவங்கள் குறித்த தெளிவான விளக்கங்களைப் பெறுவர்.	K3
CO-4	மொழிபெயர்ப்புக் கவிதைகளைக் கற்பதன் வாயிலாகத் திறனாய்வு செய்யும் திறனை வளர்த்தெடுப்பர்.	K4
CO-5	புதுக்கவிதை வாயிலாக வெளிப்படும் சமூக, அரசியல் விழுமியங்களை மதிப்பிடுவர்	K5

**Relationship Matrix**

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
1	25UTA11GL01		பொதுத்தமிழ் – 1: General Tamil - 1							4	3
Course Outcomes↓	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	
CO-1	3	3	2	2	3	3	3	2	3	3	2.7
CO-2	2	2	3	2	2	3	2	3	2	3	2.4
CO-3	3	2	3	3	3	3	3	3	3	2	2.8
CO-4	2	2	2	2	1	2	2	3	2	2	2.0
CO-5	3	2	3	2	2	3	2	2	3	3	2.5
Mean Overall Score											2.48 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	25UFR11GL01	Language French – 1	4	3

Course Objectives
Familiarize students with the French language through an exploration of francophone culture, traditions, and civilization.
Build fundamental knowledge in listening, speaking, reading, and writing (LSRW) as outlined by the Common European Framework of Reference for Languages (CEFR).
Enable students to understand and use basic grammatical structures and essential vocabulary in context.
Equip students with the skills needed to engage in simple, real-life conversations and interactions in French.
Foster a deeper connection to the language by integrating cultural elements, enhancing motivation and intercultural awareness.

#### **UNIT I (12 Hours)**

1. Titre - Je Suis
2. Lexique - L'alphabet, les salutations, les loisirs, les nombres
3. Grammaire - Les pronoms personnels sujets, les articles définis et indéfinis, les verbes auxiliaires, les adjectifs de nationalité, l'adjectif interrogatif 'quel'
4. Production orale- se présenter
5. Production écrite - Donner des informations personnelles

#### **UNIT II (12 Hours)**

6. Titre - Près de moi
7. Lexique – Les lieux, la famille, la situation familiale, les professions
8. Grammaire – les verbes en 'er' au présent, le masculin et le féminin des professions, les adjectifs possessifs
9. Production orale- Demander et dire le lieu d'habitation
10. Production écrite - Présenter et parler de sa famille

#### **UNIT III (12 Hours)**

11. Titre - Qu'est-ce qu'on mange ?
12. Lexique – les commerces, les commerçants, les aliments, les moyens de paiement
13. Grammaire – le singulier et le pluriel des noms, les prépositions de lieu, les verbes en 'ir'
14. Production orale- faire des courses alimentaires, demander et dire le prix
15. Production écrite - Donner une appréciation, commander au restaurant, créer un menu

#### **UNIT IV (12 Hours)**

16. Titre - C'est où
17. Lexique – la ville, les monuments, les transports
18. Grammaire – la fréquence, l'impératif, les connecteurs
19. Production orale- demander et indiquer le chemin, se déplacer des transports en commun
20. Production écrite - présenter une ville ou un quartier, créer un guide pour un monument

#### **UNIT V (12 Hours)**

21. Titre - C'est tendance
22. Lexique – les vêtements, les couleurs, les matières, les objets technologiques, la météo
23. Grammaire – le genre et le nombre des adjectifs, le futur proche, la place des adjectifs, l'adjectif démonstratif
24. Production orale- demander et dire l'utilité d'un produit, parler de la météo
25. Production écrite - Donner une appréciation sur un vêtement, décrire un objet
26. Indian knowledge system- Incorporating hand gestures and expressions to reinforce non-verbal communication in French and assimilating traditional Indian culinary knowledge while learning French food cultures (5%)

<b>Teaching Methodology</b>	Kinesthetic & Multi-Sensory Learning, Rhythm-Based Learning – ex.comptines, Deductive & Explicit Learning- structural approach, oral approach, blended learning, media integration
<b>Assessment Methods</b>	<p><i>Oral assessment:</i> Introduce Oneself – (Rubric –assessed on correct usage of vocabulary, personal pronouns and basic verbs)</p> <p><i>TPR activity:</i> Evaluate comprehension of oral commands like action words. (Rubric –assessed on comprehension, response and reaction time)</p> <p><i>Reading comprehension:</i> Read a simple passage like a personal description, and answer questions. (Rubric –assessed on accuracy of response)</p> <p><i>Written assessment:</i> Write simple structured texts on short personal introduction. (Rubric –Graded on correct grammar, sentence structure, and vocabulary usage)</p>

### Book for Study:

1. Mensdorff-Pouilly, L., Opatski, S., Petitmengin, V., Pons, S., Sperandio, C., Djimli, H., & Veldeman-Abry, J. (2022). *Édito A1: Méthode de français* (2nd ed.). Didier FLE, Hatier. (P.1-P.86)

### Book for Reference:

1. Dauda, P., Giachino, L., & Baracco, C. (2020). *Génération A1*. Didier.
2. Mérieux, R., & Loiseau, Y. (2012). *Latitudes A1*. Didier.

### Websites and e-learning Sources:

1. <https://apprendre.tv5monde.com/en>
2. <https://www.thefrenchexperiment.com>
3. <https://www.iletaitunehistoire.com>
4. <https://www.francaisfacile.com>
5. <https://www.francaisauthentique.com>

<b>Course Outcomes</b>		
<b>CO No.</b>	<b>CO–Statements</b>	<b>Cognitive Levels (K –Levels)</b>
	On successful completion of this course, students will be able to	
<b>CO1</b>	Recognize and use fundamental vocabulary including greetings, while constructing simple sentences with personal pronouns and basic verbs.	<b>K1</b>
<b>CO2</b>	Introduce themselves, ask and answer questions about personal details, express preferences, and engage in role-play conversations related to daily life	<b>K2</b>
<b>CO3</b>	Differentiate between definite and indefinite articles, form plural and singular nouns, conjugate regular verbs in the present tense, and use adjectives correctly	<b>K3</b>
<b>CO4</b>	Ask for and give directions, order food, discuss weather conditions, describe clothing and objects, and create simple structured texts such as menus, guides, and personal descriptions.	<b>K4</b>
<b>CO5</b>	Demonstrate awareness of Francophone culture through language use in real-world scenarios, such as public transport, shopping, dining, and professional settings.	<b>K5</b>

Relationship Matrix											
Semester	Course Code			Title of the Course					Hours	Credits	
1	25UFR11GL01			Language French – 1					4	3	
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	2	2	1	3	2	1	1	2	3	1.9
CO2	3	2	3	3	1	3	2	3	3	3	2.6
CO3	2	2	2	2	2	2	1	2	2	2	1.9
CO4	3	3	3	3	2	3	2	2	2	3	2.6
CO5	3	2	2	3	3	3	3	2	3	3	2.7
Mean Overall Score											2.34 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	25UHI11GL01	Language Hindi - 1	4	3

Course Objectives
To understand the basics of Hindi Language
To make the students to be familiar with the Hindi words
To enable the students to develop their effective communicative skills in Hindi
To introduce the socially relevant subjects in Modern Hindi Literature
To empower the students with globally employable soft skills

#### UNIT I (12 Hours)

1. Swar
2. Vyanjan
3. Barah Khadi
4. Shabd aur Vakya

#### UNIT II (12 Hours)

5. Rishtom ke Naam
6. Gharelu Padartho ke Naam
7. Sangya
8. Hindi Ginthi

#### UNIT III (12 Hours)

9. Sapthah ke Din
10. Sarvanam
11. Vilom Shabd
12. Dr. Abdul Kalam

#### UNIT IV (12 Hours)

13. Sal ke Maheene
14. Shareer ke Ang
15. Visheshan
16. Batcheeth - Dookan mein

#### UNIT V (12 Hours)

17. Janvarom ke Naam
18. Rang
19. Dishayem
20. Adhikal (Introduction)

Teaching Methodology	Peer Instruction Exercise, Videos, PPT, Quiz, Group Discussion
Assessment Methods	Seminar, Quiz, Assignment

#### Books for Study:

1. *Prathamik Patya Pusthak*, Dakshina Bharath Hindi Prachara Sabha, Thiagaraya Nagar, Chennai, 2022.
2. M. Ravi Chandran, *Concise Trilingual Dictionary*, Lotus Publications, Madurai, 2021.
3. M. kamathaprasad Gupth, *Hindi Vyakaran*, Anand Prakashan, Kolkatta, 2020.
4. *Madyama Patya Pusthak*, Dakshina Bharath Hindi Prachara Sabha, Thiagaraya Nagar, Chennai, 2022.

#### Books for Reference:

1. Dr. A. P. J. Abdul Kalam, *Mere sapnom ka Bharath*, Prabath Prakashan, Noida, 2020,
2. *Meri Pratham Hindi Sulekh Shabd Gyaan*, Wonder House Books, Noida, 2022.
3. Aravind Kumar, *Sampoorna Hindi Vyakaran our Rachana*, Lucent publisher, 2022.

4. *Adhunik Hindi Vyakaran aur Rachana*, Bharati Bhavan Publishers & distributors, 2024.
5. Acharya Ramchandra Shukla, *Hindi Sahitya Ka Itihas*, Prabhat Prakashan, 2023.

#### Websites and e-Learning Sources:

1. <https://learningmole.com/hindi-alphabet-letters-pronunciation-guide/>
2. <https://www.careerpower.in/hindi-alphabet-varnamala.html>
3. <https://www.youtube.com/watch?v=b0UvXnIC8qc>
4. <https://www.importanceoflanguages.com/learn-hindi-language-guide/>
5. <https://parikshapoint.com/hindi-sahitya/>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K –Levels)
	On successful completion of this course, students will be able to	
CO1	Introduction to Hindi sounds.	K1
CO2	Acquisition of Hindi Vocabulary.	K2
CO3	Sentence formation in Hindi.	K3
CO4	Practical application of grammar.	K4
CO5	Justify the social & political conditions of Aadhi Kaal in Hindi Literature.	K5

Relationship Matrix											
Semester	Course Code		Title of the Course				Hours/week		Credits		
1	25UHI11GL01		Language Hindi - 1				4		3		
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	2	1	3	3	3	1	3	2	2.3
CO2	2	3	2	3	1	2	3	3	3	2	2.4
CO3	3	2	2	2	1	3	2	3	2	3	2.3
CO4	3	1	2	3	2	3	2	3	3	2	2.4
CO5	2	3	3	2	3	2	3	3	1	3	2.5
Mean overall Score											2.38 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	25USA11GL01	Language Sanskrit - 1	4	3

Course Objectives	
To improve knowledge in Sanskrit	
To train students in reading Sanskrit words	
To introduce the fundamental grammar	
To coach ethics and improve self-confident	
To train the students to use the tenses in Sanskrit	

**UNIT I (12 Hours)**

Introduction to Sanskrit

**UNIT II (12 Hours)**

Subhandha shabda vicaraha (akaara, aakaara, ikaara, iikaara)

**UNIT III (12 Hours)**

Vartamankala lat lakaara vakya prayogaha

**UNIT IV (12 Hours)**

Sanskrita sharala vakya paricayaha

**UNIT V (12 Hours)**

Selected verses from good saying in Sanskrit

<b>Teaching Methodology</b>	Videos, PPT, Blackboard, Demonstration, Exercises
<b>Assessment Methods</b>	Seminar, Quiz, Group Discussion.

**Books for Study:**

Shadhamanjari

**Books for Reference:**

1. Kulapathy, K.M., Sarala Samkrit Balabodh, Bharatiya Vidya Bhavan, Munushimarg Mumbai – 4000 007 2021
2. R.S. Vadhyar & Sons, Book – Sellers and publishers, Kalpathi. Palagahat 678003, Kerala, South India, Shabdha Manjari 2022
3. Balasubramaniam R, Samskrita Akshatra Siksha, Vangals Publications, 14<sup>th</sup> Main road, JP Nagar, Bangalore – 78 2020

**Websites and e-Learning Sources:**

1. <https://www.learnsanskrit.org/static/pdf/vyakarana.pdf>
2. <https://archive.org/details/in.ernet.dli.2015.382597>
3. <https://openpathshala.com/sanskrit-grammar-basic/3>

Course Outcomes		
CO No.	CO–Statements	Cognitive Levels (K –Levels)
	On successful completion of this course, students will be able to	
CO–1	Remember and Recall words relating to objects.	K1
CO–2	Understand classified vocabulary.	K2
CO–3	Apply nouns and verbs	K3
CO–4	Analyze different forms of names and verbs	K4
CO–5	Appreciate the good saying of Sanskrit Improve the self-values.	K5

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
1	25USA11GL01		Language Sanskrit - 1							4	3
Course Outcomes↓	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	3	1	1	3	2	3	2	3	2	2	2.2
CO-2	2	2	3	3	1	2	2	3	3	2	2.3
CO-3	3	2	2	2	2	2	2	3	3	2	2.3
CO-4	3	2	2	3	2	3	3	3	2	2	2.3
CO-5	3	2	3	2	3	2	2	3	3	3	2.6
Mean Overall Score											2.34 (High)



Semester	Course Code	Title of the Course	Hours/Week	Credits
1	25UEN12GE01A	General English – 1: Pre-Intermediate Stream	5	3

Course Objectives (CO)				
To develop basic listening, speaking, reading, and writing skills				
To improve comprehension and fluency in both oral and written communication				
To learn language rules to create meaningful written and spoken communication				
To learn and integrate new vocabulary to expand language proficiency				
To construct grammatically correct sentences and engage in simple conversations				

UNIT I:		(15 Hours)
<b>Listening:</b>	(Skill) : Listening for familiar words in stories (Practice) : “The City Mouse and the Country Mouse”	
<b>Reading:</b>	(Skill) : Reading aloud (Practice) : “The Peacock and the Crane” “The Curious Monkey”	
<b>Grammar:</b>	(Practice) : Nouns: Types; Gender	
<b>Vocabulary:</b>	(Practice) : Kinship terms	
<b>Speaking:</b>	(Skill) : Repetition of Minimal Pairs (Practice) : Pronunciation of words	
<b>Writing:</b>	(Skill) : Using capital letters correctly in names, the pronoun ‘I,’ days, months, languages, nationalities, sentence beginnings, and book titles (Practice) : Capitalisation	

UNIT II:		(15 Hours)
<b>Listening:</b>	(Skill) : Listening to identify phrases and sentences (Practice) : “How to Be Happy in Every Situation”	
<b>Reading:</b>	(Skill) : Reading for main ideas (Practice) : “The World is a Mirror”	
<b>Grammar:</b>	(Practice) : Countable and Uncountable Nouns; Singular and Plural Nouns; Pronouns	
<b>Vocabulary:</b>	(Practice) : Human body vocabulary	
<b>Speaking:</b>	(Skill) : Responding to basic questions (Practice) : Simple conversations	
<b>Writing:</b>	(Skill) : Writing personal and academic information with correct spelling (Practice) : Using Correct Spelling in Writing	

UNIT III:		(15 Hours)
<b>Listening:</b>	(Skill) : Listening for main ideas (Practice) : “Magic Pot”	
<b>Reading:</b>	(Skill) : Identifying the message of the story (Practice) : Zen story: “Carry On” Zen story: “Harmony”	
<b>Grammar:</b>	(Practice) : Adjectives, Articles and Verbs	
<b>Vocabulary:</b>	(Practice) : Vegetables and Fruits	
<b>Speaking:</b>	(Skill) : Using ‘be’ verbs and adjectives to describe people, things and pictures (Practice) : Describing People, Things and Pictures	
<b>Writing:</b>	(Skill) : Practising correct punctuation in writing (Practice) : Punctuation	

UNIT IV:		(15 Hours)
<b>Listening:</b>	(Skill) : Listening for the main ideas in the story and expressing one’s views about them (Practice) : “A Glass of Milk”	
<b>Reading:</b>	(Skill) : Understanding the central idea of the story and sharing personal views	

	(Practice) :	“Birbal: The Wise Man”
<b>Grammar:</b>	(Practice) :	Simple Present Tense
<b>Vocabulary:</b>	(Practice) :	Plants, Trees and Flowers
<b>Speaking:</b>	(Skill) :	Describing daily routines using the simple present tense
	(Practice) :	Describing one’s own routine and a friend’s routine
<b>Writing:</b>	(Skill) :	<b>Writing simple sentences in response to questions and on a given topic</b>
	(Practice) :	Writing Simple Sentences

**UNIT V: (15 Hours)**

<b>Listening:</b>	(Skill) :	Listening to understand the sequence of ideas
	(Practice) :	A Father and His Son
<b>Reading:</b>	(Skill) :	Identifying the implicit idea of the story
	(Practice) :	“The Stone Cutter”
<b>Grammar:</b>	(Practice) :	Simple Past Tense
<b>Vocabulary:</b>	(Practice) :	Birds, Animals and Insects
<b>Speaking:</b>	(Skill) :	Narrating stories, events, or experiences using the simple past tense
	(Practice) :	Narrating a Familiar Story or Past Events
<b>Writing:</b>	(Skill) :	Writing a paragraph using a picture by answering questions or describing it.
	(Practice) :	Picture Composition

<b>Teaching Methodology</b>	Lectures, task-based activities, audio-visual listening tasks, guided reading and writing exercises, discussions
<b>Assessment Method</b>	Listening and reading comprehension exercises, verbal presentations, role plays and conversations, writing tasks

**Books for Study:**

*Seeds of English Skills* by Dr. M. John Britto, Dr. B. Sam Jerome Sharone, and Dr. S. Sajeev.

	<b>Course Outcomes</b>	
<b>CO No.</b>	<b>CO-Statements</b>	<b>Cognitive Levels (K-Level)</b>
<b>CO-1</b>	Recognize basic sounds, words, and simple ideas through listening practice.	<b>K1</b>
<b>CO-2</b>	Understand and engage in simple conversations, improving fluency in both oral and written communication.	<b>K2</b>
<b>CO-3</b>	Apply grammatical rules to construct meaningful sentences in spoken and written forms.	<b>K3</b>
<b>CO-4</b>	Integrate new vocabulary into everyday communication to expand language proficiency.	<b>K4</b>
<b>CO-5</b>	Construct grammatically correct sentences and engage in simple conversations, expressing personal experiences and opinions.	<b>K5</b>

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
1	25UEN12GE01A		General English – 1: Pre-Intermediate Stream							5	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	3	2	3	2	3	2	3	2	2	2.4
CO2	3	2	2	3	2	3	2	3	2	3	2.5
CO3	3	2	2	2	3	2	2	3	2	2	2.3
CO4	3	2	2	2	2	2	2	2	2	3	2.2
CO5	3	2	3	2	3	2	3	2	3	2	2.5
Mean Overall Score											2.38 (High)

Semester	Course Code	Title of the Course	Hours/ Week	Credits
1	25UEN12GE01B	General English – 1: Intermediate Stream	5	3

Course Objectives
To improve students' ability to listen, speak, read, and write in English through interactive and meaningful activities tailored to real-life contexts.
To enable students to use appropriate vocabulary, grammar, and pronunciation to introduce themselves, express opinions, describe people and places, and engage in conversations.
To equip students with reading strategies to comprehend texts, and apply structured writing methods to express ideas coherently.
To develop students' ability to use common grammar structures accurately and expand their vocabulary through word formation techniques.
To help students apply effective learning strategies to enhance their academic and professional success.

#### Unit 1: What's in a Name? (15 Hours)

- |                        |            |   |
|------------------------|------------|---|
| <b>1. Listening:</b>   | (Skill)    | Listening for gist  |
|                        | (Practice) | "Not Good with Names" by Cynthia Win (a TED talk)   |
| <b>2. Reading:</b>     | (Skill)    | Skimming  |
|                        | (Practice) | "Eli, the Equation"   |
| <b>3. Grammar:</b>     | (Practice) | Nouns   |
| <b>4. Vocabulary:</b>  | (Practice) | Forming compound nouns  |
| <b>5. Study Skill:</b> |            | Using online dictionaries   |
| <b>6. Speaking:</b>    | (Skill)    | Initiating conversations (Greeting – Starting a conversation with new people – Introducing and answering an introduction) |
|                        | (Practice) | Introducing oneself and others in conversations   |
| <b>7. Writing:</b>     | (Skill)    | Narrating a personal anecdote – Using capitals and end mark punctuations in sentences                                     |
|                        | (Practice) | Guided Composition: The story of my name  |

#### Unit 2: Family is Forever! (15 Hours)

- |                        |            |  |
|------------------------|------------|--|
| <b>1. Listening:</b>   | (Skill)    | Predicting topics  |
|                        | (Practice) | "Tracing Roots, Telling Stories"   |
| <b>2. Reading:</b>     | (Skill)    | Scanning   |
|                        | (Practice) | "Home Lost, Family Found"  |
| <b>3. Grammar:</b>     | (Practice) | Pronouns   |
| <b>4. Vocabulary:</b>  | (Practice) | Words related to family and relationships  |
| <b>5. Study Skill:</b> |            | Recognising your learning style  |
| <b>6. Speaking:</b>    | (Skill)    | Talking about your family (family members and relationships, their personalities and your attachment, family routines, and challenges) |
|                        | (Practice) | Talking about your family (in conversations)   |
| <b>7. Writing:</b>     | (Skill)    | Narrating events in chronological order – Using punctuations in numbers  |
|                        | (Practice) | Controlled Composition: My family history  |

#### Unit 3: Nothing is Better than a Good Friend (15 Hours)

- |                        |            |  |
|------------------------|------------|--|
| <b>1. Listening:</b>   | (Skill)    | Listening for main idea  |
|                        | (Practice) | "Nothing is better than a good friend"   |
| <b>2. Reading:</b>     | (Skill)    | Predicting   |
|                        | (Practice) | (Jigsaw reading) Fables about friends: (a) "The Hare with Many Friends" – (b) "The Two Fellows and the Bear" – (c) "The Fox and the Stork" – (d) "The Four Friends and a Hunter" |
| <b>3. Grammar:</b>     | (Practice) | Adjectives   |
| <b>4. Vocabulary:</b>  | (Practice) | Forming nouns, adjectives, verbs and adverbs using suffixes  |
| <b>5. Study skill:</b> |            | Setting and prioritising language learning goals   |
| <b>6. Speaking:</b>    | (Skill)    | Talking about people (Describing people's appearance and their mannerism – Giving your opinion about people – Expressing what you like and dislike in a person)                  |
|                        | (Practice) | Delivering a short talk about one's best friend  |

- 7. Writing:** (Skill) Describing people (What they wear, how they move and seem to feel, and where they are) Using comma in sentences.  
(Practice) Controlled composition: Describing people in given pictures

#### Unit 4: The Inner Me

(15 Hours)

- 1. Listening:** (Skill) Listening to understand pronunciation  
(Practice) “The bare necessities” from *The Jungle Book*
- 2. Reading:** (Skill) Previewing a text  
(Practice) “The Surprising Benefits of Being an Introvert”
- 3. Grammar:** (Practice) Articles and Quantifiers
- 4. Vocabulary:** (Practice) Forming words with different meanings using prefixes
- 5. Study skill:** Planning a study schedule
- 6. Speaking:** (Skill) Asking about feelings – Expressing one’s feelings  
(Practice) Talking about feelings in different situations
- 7. Writing:** (Skill) Describing character traits (Writing about what characters would say or do)  
Using quotation marks and apostrophes in sentences  
(Practice) Controlled Composition: Cruel Cinderella

#### Unit 5: Hometown Appetite

(15 Hours)

- 1. Listening:** (Skill) Listening for supporting details  
(Practice) “The Village that Raised Me”
- 2. Reading:** (Skill) Questioning circles for active reading  
(Practice) “Homecoming”
- 3. Grammar:** (Practice) Prepositions of time, place and movement
- 4. Vocabulary:** (Practice) Changing words from one class to another
- 5. Study skill:** Tracking progress in learning
- 6. Speaking:** (Skill) Describing a place  
(Practice) Talking about your hometown
- 7. Writing:** (Skill) Describing objects – Using colon in sentences  
(Practice) Controlled Composition: Writing posts for social media, describing your college campus and classroom

<b>Teaching Methodology</b>	Lectures, Demonstrations, Discussions, Peer-Review Tasks, Role-plays, Pair and group activities
<b>Assessment Tools</b>	Listening and reading comprehension tasks, Individual talks, Role plays, Controlled and guided compositions

#### Books for Study:

M.S. Xavier Pradheep Singh, J. Amalaveenus, and A. Napoleon. *English and Me* by Viva Books, 2025.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
CO1	Identify and recall common grammar structures, vocabulary, and pronunciation patterns used in everyday communication.	K1
CO2	Demonstrate comprehension of spoken and written texts by summarising key ideas, identifying main points, and making inferences.	K2
CO3	Use appropriate vocabulary, grammar, and pronunciation to introduce themselves, express opinions, describe people and places, and engage in meaningful conversations.	K3
CO4	Differentiate between various reading and writing strategies, such as skimming, scanning, and structured writing, to effectively interpret and construct texts.	K4
CO5	Critically review written and spoken texts for clarity, coherence, and correctness, providing constructive feedback for improvement.	K5

Relationship Matrix											
Semester	Course Code	Title of the Course								Hours	Credits
1	25UEN12GE01B	General English – 1: Intermediate Stream								5	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2.5	3	3	2.5	3	3	2.5	2.5	3	2.8
CO2	2.5	3	2.5	2.5	2.5	3	3	2.5	2.5	3	2.7
CO3	3	2.5	2.5	3	3	2.5	2.5	2.5	3	2.5	2.7
CO4	2.5	2.5	2.5	3	2.5	2.5	2.5	3	2.5	2.5	2.6
CO5	3	2.5	2.5	2.5	3	2.5	2.5	2.5	3	2.5	2.65
Mean Overall Score											2.69 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	25UVC13CC01	Core Course - 1: Introduction to Human Communication	5	3

Course Objectives				
To understand and categorize various types of communication				
To explain communication as a skill, expression, and process				
To identify barriers to communication and develop strategies to improve listening skills				
To apply the principles of effective interpersonal communication in relationship building and deliver effective public speeches and presentations				
To evaluate the western models of Communication				

#### UNIT-I (15 Hours)

Communication: Definition - Types of Communication - Need and Importance of Communication - Elements of communication – 7 C's of Communication - Understanding Communication: SMCR Model

#### UNIT-II (15 Hours)

Communication as a process - sign and meanings- Denotations and connotations - Signs and Codes - Barriers to Communication - Levels of communication: Technical, Semantic, and Pragmatic - language and visual communication - narrative representation

#### UNIT-III (15 Hours)

Introduction to nonverbal communication: types and functions - Understanding body language: Facial expression, Body movements and posture, Gestures, Eye contact, Touch, Space, Voice - The importance of active listening - Barriers to effective listening - strategies to improve listening skills

#### UNIT-IV (15 Hours)

Principles of effective interpersonal communication – Four styles of Communication - Conflict resolution and negotiation skills - Public Speaking – An overview – Developing effective Verbal and Visual Presentation Skills.

#### UNIT-V (15 Hours)

Western models of communication – Linear Model: Aristotle's Model. Shannon-Weaver Model, Lass well's model - Interactive Model: Osgood and Schramm's model – Transactional Model: Dance Helical Model, Becker's Mosaic Model, Magic Bullet Theory

Teaching Methodology	PPT, Video Lectures, Chalk and talk, GD
Assessment Methods	MCQs, Seminars, Group project

#### Books for Study:

- Berger, A. A. (2016). *Messages: An Introduction to Communication*. Routledge.
- McLean, S. (2005). *The Basics of Interpersonal Communication*. Pearson/A and B.
- Kumar, J. Keval. (2003). *Mass communication in India*, Himalaya publishers, New Delhi.

#### Books for References:

- Bar-Am, N, (2016) *In Search of a Simple Introduction to Communication*, Springer,
- Berger, A. A., (2016) *Messages: An Introduction to Communication*, Routledge,
- Dickhaus, J., & Netzley, S., (2017) *Introduction to Communication (First Edition)*, Cognella, Incorporated,
- Turner, L. H., & West, R., (2017) *An Introduction to Communication*, Cambridge University Press,
- Roden, M. S., (2017) *Introduction to Communication Theory*. Elsevier,

#### Websites and e-learning Sources:

- <https://journals.sagepub.com/home/crx>
- <https://onlinelibrary.wiley.com/journal/14602466>
- <https://www.tandfonline.com/toc/rcmm20/current>
- <https://academic.oup.com/jcmc>

CO. No.	CO- Statement	Cognitive Level (K- level)
	On successful completion of this course, students will be able to	
CO-1	Define and categorize various types of communication	K1
CO-2	Interpret communication as a skill, expression, and process	K2
CO-3	Identify barriers to communication and construct strategies to improve listening skills	K3
CO-4	Inspect the principles of effective interpersonal communication in relationship building and deliver effective public speeches and presentations	K4
CO-5	Compare the different communication models and examine its applicability in real life	K5

Relationship Matrix											
Semester	Course Code		Title of the Course					Hours	Credits		
1	25UVC13CC01		Core Course - 1: Introduction to Human Communication					5	3		
Course Outcomes↓	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	3	2	1	2	1	3	2	2	3	1	2.0
CO-2	3	3	1	2	2	3	3	3	3	2	2.8
CO-3	2	2	1	3	2	3	3	2	3	2	2.3
CO-4	2	3	2	3	3	2	3	2	3	2	2.5
CO-5	3	3	2	2	3	3	2	2	2	3	2.5
Mean Overall Score											2.4
											High



Semester	Course Code	Title of the Course	Hours	Credits
1	25UVC13CC02	Core Course – 2: Advertising	5	4

Course Objectives
To establish the fundamental and scope of advertising
To explain the product life cycle and brand positioning
To formulate an effective Ad Copy
To analyse the importance of media planning and strategies
To understand the parameters and processes of the Ad campaign

#### Unit-I (15 Hours)

Introduction to Advertising – Definition, need and scope of advertising- Functions of advertising- The AIDA process- Types of advertising- Advertising agency - Classification of advertising agency- Structure and functioning of an Ad agency.

#### Unit-II (15 Hours)

Product - The lifecycle of a product- Target Audience- Audience analysis - Market segmentation- Types of Segmentation- Brand- Brand Positioning- Types of Brands- Appeal- Types of Appeal.

#### Unit-III (15 Hours)

Creative perspectives of advertising - Copy writing- Types of copy- Elements of copy- Headlines - Classifications of headlines - Illustrations - Slogan - Layout - Types of layout - Process Involved in preparing a Layout.

#### Unit-IV (15 Hours)

Media Planning - Media Objectives - How to reach Target Audience - Message Distribution - Reach-Frequency- Message weight- Media Strategy – Media Scheduling - Media Mix - Advertising Standard council of India and Advertising Ethics.

#### Unit-V (15 Hours)

Digital Advertising- Evolution of online advertising - Types of online advertising - Digital platforms - Advertising campaign – Steps involved in Advertising campaign planning process.

Teaching Methodology	PPT, Video Lectures, chalk and talk, case studies
Assessment Methods	MCQs, Quiz, Mini project

#### Books for Study:

1. S. A. Chunawalla, (2010) “Foundations of Advertising Revised: (Theory and Practice)”, Himalayan Books, New Delhi.
2. David Ogilvy, (2007) “Fundamentals of Advertising”, Otto Kleppner & Prentice Hall, New Jersey, Vintage; 1st Vintage Books edition.
3. Belch, G. E., & Belch, M. A. (2020). Advertising & promotion: An integrated marketing communications perspective (11th ed.). McGraw-Hill Education.

#### Books for References:

1. Winston Fletcher, 2013 “Advertising: A Very Short Introduction”, Second Edition, Oxford University Press.,
2. Thomas Russell, J. Ronald Lane, W. Kleppner’s, (2002) “Advertising procedure”, Prentice Hall International, Inc.,
3. Evans Judith, Cullen and Dangle, (2004) “Challenging the Big Brands”, Rockport Publisher.,
4. Murthy, (2009) “Advertising”, Excel Books India,

#### Websites and e-learning Sources:

1. <https://www.campaignlive.com>
2. <https://www.creativebloq.com/advertising>
3. [https://archive.mu.ac.in/myweb\\_test/sybcom-avtg-eng.pdf](https://archive.mu.ac.in/myweb_test/sybcom-avtg-eng.pdf)
4. <https://www.sxcran.org/Download/StudyMaterialEnglishGE.pdf>

CO. No.	CO- Statement	Cognitive Level (K- level)
CO-1	Identify the fundamentals and scope of advertising	K1
CO-2	Relate on the product life cycle and brand positioning	K2
CO-3	Apply creativity in formulating an effective Ad Copy	K3
CO-4	Analyze the importance of media planning and strategies	K4
CO-5	Reframe the parameters and processes of the Ad campaign	K5

Relationship Matrix											
Semester	Course Code	Title of the Course								Hours	Credits
1	25UVC13CC02	Core Course – 2: Advertising								5	4
Course Outcomes↓	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	
CO-1	3	3	2	3	3	3	2	2	1	2	2.5
CO-2	3	3	2	2	3	2	2	3	1	2	2.3
CO-3	3	3	2	2	3	3	3	3	3	2	2.7
CO-4	3	3	3	2	3	2	3	3	3	2	2.7
CO-5	3	3	3	3	3	3	2	2	3	2	2.7
Mean Overall Score											2.6

Semester	Course Code	Title of the Course	Hours	Credits
1	25UVC13CP01	Core Practical - 1: Graphic Design and Typography (Practical)	3	3

Course Objectives				
To understand the principles and practices of graphic design				
To develop skills in typographical design				
To learn how to communicate effectively through graphic design				
To acquire knowledge of different design elements and principals				
To be able to apply design principles and skills to real-world graphic design projects				

#### **UNIT-I (9 Hours)**

Elements of Design – Scale – Space – Closure – Expression – Abstraction – Tone – Frame – Proportion – Image - Pattern Shape and space - Form and space - space and tension - Design using Gestalt perception

#### **UNIT-II (9 Hours)**

The creative process: creative brief, research, Ideation, Production - Depth of Meaning: perception, sensation, emotion, intellect, identification, reverberation, spirituality - Importance of Research in the Design Process, Size and format.

#### **UNIT-III (9 Hours)**

Typography- Structure- Design and Functions - Design Style: Grouping of Typefaces- Type Families - Functions of Type Composition- Readabilities Legibility- Type for text- Display type - Size and measurement of type – Kerning – Leading – Hyphenations – Indents – outdents - hanging punctuations – Paragraphs - Drop caps - Contrast and Scale.

#### **UNIT-IV (9 Hours)**

Elements of a Grid - Types of Grids - Layout: Pacing and Sequencing, Pattern and Form, Rhythm and Flow, Space, Alignment, Emphasis, Hierarchy and Scale

#### **UNIT-V (9 Hours)**

Principles of Composition - Significance of Colours: Hue, Saturation, Brightness, Contrast - Colour Schemes - Colour Psychology

\* Students are required to know theoretical knowledge to experience the practical output of the subject.

#### **List of Practical's:**

1. Logos (5)
2. Visiting Card (4)
3. Dangers (5)
4. Flyers (5)
5. Magazine Cover Page (1)
6. Product Wrapper (2)
7. Brochure (2)
8. Newspaper (Front Page)
9. Calendar monthly(12months)
10. Print Advertisement (2)
11. Album Template (1)
12. Standee (1)
13. Banner (1)
14. Title design for your own video project
15. Cartoon Character Design

#### **Books for References:**

1. Phillips, J. C., Lupton, E., *Graphic Design: The New Basics: Second Edition, Revised and Expanded*, Princeton Architectural Press, United States, 2015

2. Casey, A., Calvert, S., Dabner, D., *The New Graphic Design School: A Foundation Course in Principles and Practice* Wiley, United Kingdom 2010
3. Dabner, D., Stewart, S., Zempol, E., *Graphic Design School: The Principles and Practice of Graphic Design*. Wiley, United States, 2013
4. Frasier, R., *Graphic Design Handbook*, Independently Published, United States, 2018
5. *Best Practices for Graphic Designers, Packaging: An Essential Guide for Implementing Effective Package Design Solutions*, Rockport Publishers, Taiwan, 2013

Semester	Course Code	Title of the Course	Hours	Credits
1	25UVC13AC01	Allied Course – 1: Visual Art and Aesthetics	4	2

Course Objectives
To understand the concepts of aesthetics and the philosophy of beauty.
To study the evolution of art and the various styles and movements in Western and Eastern art.
To analyze the role of art in society and the artist as an agent of change.
To develop an understanding of the elements of art and principles of composition.
To explore the connection between art and everyday life, including the role of aesthetics in enhancing the human experience.

#### UNIT-I (12 Hours)

Art: Definition – Functions & Elements of Visual Art – Role of Creativity and Expression in Art - Symbolism and Iconography - Form and Function Form (Content and Composition Form) – Role of Aesthetics in Art - Emerging Visual Trends: Virtual Reality and Digital Culture

#### UNIT-II (12 Hours)

Prehistoric cave paintings: Indus Valley Civilisation and Buddhist Art - Murals: North Indian, South Indian - Miniatures: Mughal paintings, Rajput painting, Rajasthan, Pahari paintings - Art Movements (Bengal School, Madras Art Movement)

#### UNIT -III (12 Hours)

Pre-historic art: Egypt, Ancient Greece, Roman art – Medieval: Romanesque, Byzantine, Gothic, Renaissance, Realism, Impressionism, Pointillism, Symbolism, Cubism, Expressionism, Surrealism, Conceptual Art

#### UNIT-IV (12 Hours)

Street Art - Digital Art - Neo Pop Art - Contemporary Figurative Art – Renowned Artist: Anish Kapoor, Sudarshan shetty, Nalini malani, RB Bhaskaran, Sudharsan Batnakar, Leonardo da Vinci, Michelangelo, Pablo Picasso, Claude Monet

#### Unit-V (12 Hours)

Visual Analysis: Definition, Interpretation, - Heinrich Wölfflin's Principles of Art History - Clive Bell's Significant Form - Iconography - Erwin Panofsky's Three levels of Iconography - Roland Barthes' Rhetoric of the Image

Teaching Methodology	Images & charts, PPT, Video Lectures, chalk and talk, Field Visit
Assessment Methods	MCQs, Open book test, Group Project

#### Books for Study:

1. Kleiner, F. S., Gardner, H. (2009). *Gardner's Art through the Ages: A Global History*. United States: Thomson/Wadsworth.
2. Mitter, P. (1994). *Indian Art*. United Kingdom: Oxford University Press.
3. Huntington, J. C., Huntington, S. L. (2014). *The Art of Ancient India: Buddhist, Hindu, Jain*. Japan: Motilal Banarsidass.

#### Books for Reference:

1. Pande, A., *Masterpieces of Indian Art*, Lustre Press, India, 2013
2. Bahl, S., *5000 Years of Indian Art*, Lustre Press, India, 2012
3. Adams, L., *A history of western art*, McGraw-Hill, Boston, 2005.
4. Berleant, A., *Aesthetics and Environment: Variations on a Theme*, Routledge, 2019
5. Barthes, R., *Image-Music-Text*, Farrar, Straus and Giroux, 1977
6. Panofsky, E., *Studies in Iconology: Humanistic Themes in The Art of The Renaissance*, Taylor & Francis. United Kingdom, 2018

**Websites and e-learning Sources:**

1. Title: The Art Story, URL: <https://www.theartstory.org/>
2. <https://philosophy.lander.edu/intro/articles/bell-a.pdf>
3. <https://williamwolff.org/wp-content/uploads/2014/08/Barthes-Rhetoric-of-the-image-ex.pdf>
4. [http://tems.umn.edu/pdf/Panofsky\\_iconology2.pdf](http://tems.umn.edu/pdf/Panofsky_iconology2.pdf)

CO. No.	CO- Statement	Cognitive Level (K- level)
	On successful completion of this course, students will be able to	
CO-1	Define and list the different styles and movements in art history	K1
CO-2	Develop critical thinking skills in interpreting artworks	K2
CO-3	Demonstrate the ability to communicate ideas and emotions through art	K3
CO-4	Engage in constructive critique and feedback of one's own and others' artwork	K4
CO-5	Justify the significance of art in contemporary society and its impact on cultural and social issues	K5

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
1	25UVC13AC01		Allied Course – 1: Visual Art and Aesthetics							4	2
Course Outcomes (COs)	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	2	3	2	3	3	2	3	2	3	2	2.5
CO-2	3	3	2	3	3	2	3	1	3	2	2.5
CO-3	3	3	2	3	1	1	2	1	3	3	2.2
CO-4	3	3	2	3	1	1	3	2	3	2	2.3
CO-5	2	2	3	3	1	1	2	2	3	3	2.2
Mean Overall Score											2.3 (High)

Semester	Course Code	Title of the Course	Hours	Credits
1	25UVC13AP01	Allied Practical – 1: Drawing and Painting (P)	2	2

**Unit- I (6 Hours)**

Understand visual Image-Visual reading – Elements of Visual- Dot-lines- Shapes, Forms, Contour, Texture, Size, Perspective -Visual Balance, Rhythm- Proportion.

**Unit-II (6 Hours)**

Picture reading - Figurative level - Relationship of elements – perception, Constancies - Perceptual grouping, Symbolic level – Verbalization – Creativity - Design, Association and Context, Shape, Angles /Direction, placement.

**Unit- III (6 Hours)**

Vocabulary of color- Hue- Saturation- Shapes- Contrast- Brightness- Tilt- Colour wheel: Primary-Secondary-Tertiary- Colour psychology- Color mixing- Painting in water colour- Technique with brushes and Paints - Brush strokes.

**Unit- IV (6 Hours)**

Landscape painting- Nature drawing- cloud shapes- Shadows and reflected light- Tree study- study of sky- Study of buildings- Different climates with landscape.

**Unit – V (6 Hours)**

Face feature head- hands- Feet- Structure- Poster- Facial expression- Movement in drawing- Eyes- Nose- Ear- Lip- Contemporary portrait- Tribal portrait- Black and white portraits - Dry brush colouring - Mono tone painting.

\* Students are required to know theoretical knowledge to experience the practical output of the subject.

**List of Practical**

1. Curve and Circle
2. Shapes
3. Line study in different thickness
4. Anatomy study
5. Still Life (3)
6. Composition with Light and Shadow (3)
7. Patterns and Distraction (3)
8. Landscapes and Composition (3)
9. Perspective Drawing (3)
10. Live Models (Portraits) (3)
11. Fonts – Alphabets and Numbers (2)

**Books for References:**

1. Philip Rawson, Design, Prentice Hall, London.1987.
2. Paul Rand, Forms and Chaos, Yale University press.1993.
3. Russell N. Baird, The Graphic Communication, Holt, Rinehart and Winston, Canada1987.

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	25UHE14VE01	Value Education - 1: Essentials of Humanity	2	1

Course Objectives
To identify one's own potentials, strengths and weaknesses
To identify various challenges (physical, emotional and social) in adolescence
To consciously overcome one's challenges and move towards self-esteem
To maximize one's own potential in enabling holistic development
To assimilate human values comprehensively

#### UNIT I: Value Education

(6 Hours)

Introduction to values - Characteristics and Roots of Values - Value Education & Value Clarification - Moral Characters - Kinds of Values - Objectives of Values

#### UNIT II: Human Personality

(6 Hours)

Personality: Introduction, Traits, Theories, Integration & Factors influencing the development of personality - Discovering self - Defense Mechanism - Power of positive thinking - Why worry?

#### UNIT III: Human Development

(6 Hours)

Areas of Development: Physical, Intellectual, Emotional, Social Development, Moral & Spiritual development – Practical Sessions on Health and Wellness

#### UNIT IV: Responsible Parenthood

(6 Hours)

Human Sexuality - Marriage and Family - Sex and Love - Characteristics of Responsible parent - Causes of Marriage disharmony - Art of wise parenting

#### UNIT V: Gender Equality and Empowerment

(6 Hours)

Historical perspective - Women in Independence struggle - Women in Independent India - Education & Economic development - Crimes against Women - Women rights - Time-line of Women achievements in India

Teaching Methodology	Power point
Assessment Methods	Seminars, Reports, Group Discussion, Online Tests, Assignments

#### Books for Study:

1. Department of Human Excellence. (2023). *Essentials of Humanity*. St. Joseph's College.

#### Books for Reference:

1. Alex, K. (2009). *Soft Skills*. S. Chand.
2. Norman Vincent Peale (1952). *The Power of Positive Thinking* Norman Vincent Peale. New York Times
3. Kalam, A.A. P. J. (2012). *You Are Unique*. Punya Publishing.

#### Websites and eLearning Sources:

1. <http://livingvalues.net>. Accessed 05 March 2021.
2. <https://www.psychologytoday.com/us/basics/defense-mechanisms>. Accessed 12 March 2025.
3. <http://www.apa.org/topics/personality#>. Accessed 05 March 2021.
4. <http://www.peacecorps.gov/educators/resources/global-issues-gender-equality-and-womens-empowerment/>. Accessed 05 March 2021.
5. <https://www.nextias.com/blog/women-empowerment/> Accessed 12 March 2025.



Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	Recall the prescribed values and the dimensions.	K1
CO2	Examine themselves by learning the developmental changes happening in the course of their lifetime.	K2
CO3	Apply the trained values in the day-to-day life.	K3

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
1	25UHE14VE01		Value Education - 1: Essentials of Humanity							2	1
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	3	3	3	2	3	3	2	3	3	2.8
CO2	3	2	2	3	3	2	3	3	2	2	2.5
CO3	2	3	3	3	2	3	3	3	3	3	2.8
Mean Overall Score											2.7 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	25UTA21GL02	பொதுத்தமிழ் – 2: General Tamil - 2	4	3

### கற்றலின் நோக்கங்கள் (Course Objectives)

காப்பியங்களின் தோற்றம், வரையறை, வகைகள் ஆகியவற்றை அறிந்து கொள்ளல்
பெருங்காப்பியம், சிறுகாப்பியம் இடையேயான வேறுபாட்டைக் கண்டறிதல்
சைவ வைணவ சமயப் பாடல்களில் சிறப்பினை ஒப்பிடுதல்
காப்பியங்கள் வெளிப்படுத்தும் விழுமியங்களையும் உணர்தல்
சமூகத்திற்கும், காப்பியத்திற்குமான பிணைப்புகள் குறித்துத் தெரிந்துகொள்ளுதல்

#### அலகு-1

(12 மணி நேரம்)

சிலப்பதிகாரம் - ஆய்ச்சியர் குரவை  
மணிமேகலை - ஊர் அலர் உரைத்த காதை  
இலக்கிய வரலாறு - சைவம் வளர்த்த தமிழ் முதல் புராணங்கள் முடிய  
இலக்கணம் - அகப்பொருள் இலக்கணம்

#### அலகு-2

(12 மணி நேரம்)

திருநாவுக்கரசர் - திருவதிகை வீரட்டானம்  
(கூற்றாயினவாறு எனத் தொடங்கும் முதல் 10 பாடல்கள்)  
திருவாசகம் - அடைக்கலப்பத்து  
(செழுக்கமலத் திரளானதின் எனத் தொடங்கும் முதல் 10 பாடல்கள்)  
திருமந்திரம் - மாகேசுர பூசை (11 பாடல்கள்)  
சிவவாக்கியர் பாடல்கள் (15 பாடல்கள்)  
பாடல் எண்கள் - 16,22,27,33,34,35,37,38,47,81,91,225,237,242,495

#### அலகு-3

(12 மணி நேரம்)

பெரியாழ்வார் திருமொழி - திருப்பல்லாண்டு - தாலப்பருவம் (10 பாடல்கள்)  
திருமங்கையாழ்வாரின் பெரிய திருமொழி - திருவரங்கம் -1 (10 பாடல்கள்)  
கம்பராமாயணம் - கங்கை காண் படலம் - (தேர்ந்தெடுக்கப்பட்ட 35 பாடல்கள்)  
பாடல் எண்கள்: 1, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 22, 24, 25, 26, 27, 29, 30, 32,33,35,39,40,41,42,43,47,62,64,65,67,69,70  
நற்றமிழ்க் கோவை - முதல் மூன்று கட்டுரைகள்.

#### அலகு-4

(12 மணி நேரம்)

சீரப்புராணம் - நதி கடந்த படலம் - 1 முதல் 31 முடிய உள்ள பாடல்கள்  
கள்வரை நதிமறித்த படலம் - 1 முதல் 16 முடிய உள்ள பாடல்கள்  
இலக்கணம் - புறப்பொருள் இலக்கணம்  
இலக்கிய வரலாறு - தமிழ் இலக்கண நூல்கள் முதல் சிற்றிலக்கியங்கள் முடிய

#### அலகு-5

(12 மணி நேரம்)

வீரமாமுனிவரின் தேம்பாவணி - (காசா) காசை சேர் படலம்  
(1 முதல் 50 முடிய உள்ள பாடல்கள்)  
சீனயி (சீனாய்) - மாமலை காண்படலம் -(1 முதல் 56 முடிய உள்ள பாடல்கள்)  
நற்றமிழ்க் கோவை - இறுதி மூன்று கட்டுரைகள்.

கற்பித்தல் முறை (Teaching Methods)	விரிவுரை (Lecture), காணொளிக் காட்சி (Videos), விளக்கக் காட்சி (PPT presentation)
மதிப்பீட்டு முறைகள் (Assessment Pattern)	இயங்கலைத்தேர்வு (Online Test), நூல் நோக்குத் தேர்வு (open book test) ஒப்படைவு (Assignment), வினாடி வினா (Quiz), கருத்துரை (Seminar)

#### பாடநூல்கள்:

1. பொதுத்தமிழ் (2025), தமிழாய்வுத்துறை, தூய வளனார் கல்லூரி
2. நற்றமிழ்க் கோவை - கட்டுரைத்தொகுப்பு (2025), தமிழாய்வுத்துறை வெளியீடு, தூய வளனார் கல்லூரி

#### Websites and eLearning Sources:

1. <https://www.tamiluniversity.ac.in/english/library2-/digital-library/>
2. <https://www.tamilvu.org/ta/library-13100-html-13100pl1-132372>
3. <https://www.tamilvu.org/ta/courses-degree-p202-p2021-html-p202121-28011>
4. <https://www.chennaiilibrary.com/vaishnava/naalayiradivvaprabhandham.html>

5. <https://www.tamilvu.org/ta/library-l4310-html-l4310por-141616>  
 6. <https://www.tamilvu.org/slet/l4100/l4100pd2.jsp?bookid=80&pno=287>

**Course Outcomes**

CO No.	CO-Statements	Cognitive Levels (K –Levels)
	இப்பாடத்தின் நிறைவில் மாணவர்கள்	
CO-1	பழந்தமிழர் வாழ்வியலையும் பன்முக ஆளுமைகளையும் அறிவர்	K1
CO-2	தமிழரின் பல்துறை அறிவு, மரபு போன்றவற்றை அறிந்து கொள்வர்.	K2
CO-3	பெருங்காப்பிய மரபிற்குள் வரும் இலக்கியங்களை அடையாளம் காண்பதோடு அவற்றை விளக்கும் திறனையும் பெறுவர்.	K3
CO-4	புராண இதிகாச மரபுகளிலிருந்து, காப்பியம் என்னும் புதிய இலக்கிய வடிவம் உருவான விதத்தை மதிப்பிடுவர்.	K4
CO-5	இலக்கிய வரலாறு, இலக்கணம், காப்பியங்கள் ஆகியவற்றைக் கற்பதன் வழி போட்டித் தேர்வுகளை எதிர்கொள்ளும் திறன் பெறுவர்	K5

**Relationship Matrix**

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
2	25UTA21GL02		பொதுத்தமிழ் – 2: General Tamil - 2							4	3
Course Outcomes↓	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	2	3	2	3	3	3	3	3	3	3	2.8
CO-2	3	2	2	2	2	3	3	3	2	2	2.4
CO-3	2	3	1	3	1	3	3	3	1	2	2.2
CO-4	3	3	2	3	1	3	3	3	1	3	2.5
CO-5	3	3	2	2	3	3	3	2	2	2	2.5
Mean Overall Score											2.48 (High)

Semester	Course Code	Title of the Course	Hours / Week	Credits
2	25UFR21GL02	Language French – 2	4	3

Course Objectives
Develop Communicative Competence in French enabling students to engage in simple, real-life conversations and interactions
Master Fundamental Grammar and Vocabulary by understanding and applying essential grammatical structures in context
Explore Francophone Culture and Civilization by integrating cultural elements of French-speaking regions
Enhance Practical Language Use in Everyday Situations
Express Ideas in Different Contexts Using Appropriate Tenses

#### UNIT I (12 Hours)

1. Titre - Qu'est-ce qu'on fait aujourd'hui ?
2. Lexique –l'heure, les activités quotidiennes, la description physique
3. Grammaire –les verbes pronominaux au présent, le passé récent, la fréquence
4. Production orale- demander l'heure, proposer une sortie
5. Production écrite - présenter ses activités quotidiennes, décrire une personne

#### UNIT II (12 Hours)

6. Titre - Chez -moi
7. Lexique – le logement, les meubles, les pièces, l'équipement
8. Grammaire – le passe compose avec avoir, les pronoms COD
9. Production orale- s'informer sur un logement
10. Production écrite - expliquer un problème domestique, écrire une annonce pour un logement

#### UNIT III (12 Hours)

11. Titre - En forme
12. Lexique – les parties du corps, les maladies, les médicaments, les sports
13. Grammaire –Le passé composé avec être, le pronom 'y',
14. Production orale- parler de sa santé, exprimer une émotion positive
15. Production écrite - Donner un conseil, exprimer son accord ou son désaccord

#### UNIT IV (12 Hours)

16. Titre - Bonne vacances
17. Lexique – les destinations, l'hébergement, la réservation, la nature
18. Grammaire – la comparaison, les verbes impersonnels à l'imparfait comme c'était
19. Production orale- réserver une chambre a l'hôtel, décrire une ville ou un paysage
20. Production écrite - réaliser une brochure touristique, écrire une carte postale

#### UNIT V (12 Hours)

21. Titre - Au travail
22. Lexique – les études, les disciplines, les lieux de travail, les taches
23. Grammaire – la durée, les pronoms relatifs
24. Production orale- parler de ses études et son projet professionnel
25. Production écrite - comparer le système scolaire français et indien
26. Indian knowledge system–Highlighting on Gurukulam Education System that focuses on traditional teacher-student relationships, oral learning methods, and holistic education while discussing education systems in India vs. France (5%)

<b>Teaching Methodology</b>	Visual-Linguistic Learning, Descriptive & Interpretative Learning, experiential learning, The Lexical Approach, Differentiated Instruction
<b>Assessment Methods</b>	<p><i>Role-play</i>: A mock phone call on hotel reservation, discuss daily routines, housing, and health. (Rubric – graded on grammatical accuracy, and use of appropriate vocabulary)</p> <p><i>Picture description activity</i>: Describe a landscape or travel destination shown in a picture. (Rubric – Assessed on descriptive abilities and vocabulary use)</p> <p><i>Experimental learning task</i>: Doctor-patient conversation about a health issue, Conduct a mock interview about career plans. (Rubric – Assessed on real-life application of language skills)</p> <p><i>Project based assessment</i>: Create a travel brochure for a French-speaking destination, make a poster comparing education in France and India (Rubric – Assessed on Application of language skills in a creative way)</p> <p><i>Written assessment</i>: Write a short daily routine using time expressions, write a postcard describing a recent trip (Rubric – Assessed on ability to write structured texts related to themes)</p>

### Books for Study:

1. Mensdorff - Pouilly, L., Opatski, S., Petitmengin, V., Pons, S., Sperandio, C., Djimli, H., & Veldeman - Abry, J. (2022). *Édito AI: Méthode de français* (2nd ed.). Didier FLE, Hatier. (p.87-p.165)

### Books for Reference:

1. Dauda, P., Giachino, L., & Baracco, C. (2020). *Génération AI*. Didier.
2. Mérieux, R., & Loiseau, Y. (2012). *Latitudes AI*. Didier.

### Websites and eLearning Sources:

1. <https://www.podcastfrançaisfacile.com>
2. <https://www.flevideo.com>
3. <https://savoirs.rfi.fr/fr>
4. <https://www.french4me.net/>
5. <https://apprendre.tv5monde.com/en>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K –Levels)
	On successful completion of this course, students will be able to	
<b>CO1</b>	Talk about daily routines, tell the time, describe people, and propose social outings using appropriate vocabulary and verb structures.	<b>K1</b>
<b>CO2</b>	Inquire about housing, describe household items, explain domestic issues, and write advertisements or announcements for accommodations.	<b>K2</b>
<b>CO3</b>	Describe body parts, discuss health conditions, give advice, express emotions, and use past tense structures to narrate past experiences.	<b>K3</b>
<b>CO4</b>	Make hotel reservations, describe destinations and landscapes, compare experiences, and write postcards or travel brochures.	<b>K4</b>
<b>CO5</b>	Discuss education, career plans, and workplace responsibilities while comparing educational systems in France and India.	<b>K5</b>

Relationship Matrix											
Semester	Course Code		Title of the Course						Hours	Credits	
2	25UFR21GL02		Language French – 2						4	3	
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
<b>CO1</b>	2	2	1	1	2	2	2	3	2	2	1.9
<b>CO2</b>	2	2	2	3	1	3	3	2	3	3	2.4
<b>CO3</b>	2	3	2	1	2	2	1	3	2	1	1.9
<b>CO4</b>	3	2	2	2	2	3	2	1	2	3	2.2
<b>CO5</b>	3	3	3	2	3	2	3	2	3	2	2.6
Mean Overall Score											<b>2.2 (High)</b>

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	25UHI21GL02	Language Hindi - 2	4	3

Course Objectives
To understand the basics of Hindi Language
To make the students to be familiar with the Hindi words
To enable the students to develop their effective communicative skills in Hindi
To introduce the socially relevant subjects in Modern Hindi Literature
To empower the students with globally employable soft skills

#### UNIT I (12 Hours)

1. Moun hi Manthra Hay
2. Letter Writing - Chutti Patra
3. Bakthikal - Namakarn
4. Sarkari Kariyalayom Ka Naam

#### UNIT II (12 Hours)

5. Baathcheeth - Aspathal Mein
6. Letter Writing - Rishthedarom ko Patra
7. Bakthikal - Samajik Paristhithiyam
8. Kriya

#### UNIT III (12 Hours)

9. Premchand
10. Kriya visheshan
11. Letter Writing - Naukari Keliye Avedan Patra
12. Bakthikal - Sahithyik Paristhithiyam

#### UNIT IV (12 Hours)

13. Kabeer ke Dohae
14. Samas
15. Letter Writing - Kitab Maangne Keliye Patra
16. Bakthikal - Salient Features, Main Division

#### UNIT V (12 Hours)

17. Anuvad
18. Sandhi
19. Bakthikal - Visheshathayem
20. Apathit Gadyansh

<b>Teaching Methodology</b>	Peer Instruction Exercise, Videos, PPT, Quiz, Group Discussion
<b>Assessment Methods</b>	Group Discussion, Seminar, Snap Test

#### Books for Study:

1. Viswanath Tripathy. (2021). *Kuchh Kahaniyan*, Rajkamal Prakashan Pvt. Ltd.
2. Kamathaprasad Gupth, M. (2020). *Hindi Vyakaran*. Anand Prakashan.
3. Dr. Sadananth Bosalae. (2020). *kavya sarang*, Rajkamal Prakashan.

#### Books for Reference:

1. Acharya Ramchandra Shukla. (2021). *Hindi Sahitya Ka Itihas*. Prabhat Prakashan.
2. Krishnakumar Gosamy. (2023). *Anuvad vigyan ki Bhumika*. Rajkamal Prakashan.
3. Aravind Kumar. (2022). *Sampoorna Hindi Vyakaran our Rachana*, Lucent publisher.
4. Lakshman Prasad Singh. (2021). *Kavya ke sopan*. Bharathy Bhavan Prakashan.

#### Websites and e-Learning Sources:

1. <https://hindigrammar.in/sandhi.html>
2. <https://www.succescds.net/class10/hindi/samas-in-hindi>

3. <https://mycoaching.in/kriya-ke-bhed-verb-in-hindi>
4. <https://namastesensei.in/adverb-in-hindi-examples/>
5. <https://via hindi.in/hindi-vyakaran/sandhi-paribhasha-prakar-or-udaharan>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Levels)
	On successful completion of the course, the student will acquire the listed skills	
CO1	Find out the Terms & Expressions related to letter writing.	K1
CO2	Providing knowledge of Letter writing in Hindi.	K2
CO3	Complete the sentences in Hindi using basic grammar.	K3
CO4	Analyze the social & political conditions of Devotional period in Hindi Literature.	K4
CO5	Justify the human values stressed on the works of Hindi writers	K5

Relationship Matrix											
Semester	Course Code		Title of the Course				Hours/ week		Credits		
2	25UHI21GL02		Language Hindi – 2				4		3		
Course Outcomes (Cos)	Programme Outcomes (Pos)					Programme Specific Outcomes (PSOs)					Mean Score of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	3	3	2	2	3	3	3	2	2	2.5
CO2	1	3	1	2	2	3	3	3	2	3	2.3
CO3	3	2	3	2	2	3	2	3	2	2	2.4
CO4	2	3	3	1	3	2	3	2	1	2	2.2
CO5	3	2	2	2	3	2	3	2	3	2	2.4
Mean Overall Score											2.36 (High)



Semester	Course Code	Title of the Course	Hours/Week	Credits
2	25USA21GL02	Language Sanskrit - 2	4	3

Course Objectives
To bring out the salient aspects of classical Sanskrit poetry
To introduce court epics in Sanskrit
To train students in declensions of pronouns in Sanskrit
To coach the students in the conjugation patterns of verbs in Sanskrit
To offer coaching in morpho-phonemic rules and their applications in Sanskrit

**UNIT I** (12 Hours)  
Asmathi usmath tat kim (MFN) sarva naama sabdaha

**UNIT II** (12 Hours)  
Sandhi Niyamaah Abhyaash (Guna, Visarga, Dirgha, Vrddhi)

**UNIT III** (12 Hours)  
Lang lakaarah Kriyapadaani Prayoga Vivaranam

**UNIT IV** (12 Hours)  
Raguvamsaha Pratama sargaha (1 –15 slokas)

**UNIT V** (12 Hours)  
Suvacanani Vakya Prayoga Vivaranam

<b>Teaching Methodology</b>	Videos, PPT, Blackboard, Demonstration, Exercises
<b>Assessment Methods</b>	Seminar, Quiz, Group Discussion.

**Books for Study:**

1. Saralasamkritham Siksha, 2021
2. Dhaatu Rupa Manjari, 2021

**Books for Reference:**

1. Paindrapuram Ashram, Srirangam – 620 006 Gopalavimshanthi 2021
2. R. S. Vadhyar & Sons book – Seller and Publishers, Kalpathi, Palghat – 678003, Kerala, South Inida, shabdha manjari
3. Kulapthy, K.M Saral sankrit Balabodh, Bharathiys Vidya Bhavan, Munshimarg Mumbai – 400007, 2020

**Websites and eLearning Sources:**

1. <https://www.meritnation.com>
2. <https://www.aplustopper.com>
3. <https://mycoaching.in/lang-lakar>
4. [https://sanskritdocuments.org/sites/giirvaani/giirvaani/rv/sargas/01\\_rv.htm](https://sanskritdocuments.org/sites/giirvaani/giirvaani/rv/sargas/01_rv.htm)
5. <https://resanskrit.com/blogs/blog-post/sanskrit-shlok-popular-quotes-meaning-hindi-english>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K –Levels)
	On successful completion of this course, students will be able to	
CO-1	Remembering names of different objects, remembering different verbal forms and sandhi	K1
CO-2	Contrast different verbal forms Explain good sayings, Relate good saying to life.	K2
CO-3	Apply and build small sentences	K3
CO-4	Analyze different forms of Verbs and nouns	K4
CO-5	Appreciate subhashitas and Sanskrit poetry	K5

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
2	25USA21GL02		Language Sanskrit - 2							4	3
Course Outcomes↓	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	2	1	3	2	2	2	3	3	2	1	2.1
CO-2	3	2	3	2	2	3	2	3	3	2	2.5
CO-3	2	2	3	2	2	2	2	3	3	1	2.1
CO-4	3	2	3	3	1	2	3	3	3	1	2.4
CO-5	3	2	2	2	3	2	2	3	3	1	2.3
Mean Overall Score											2.28 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	25UEN22GE02A	General English – 2: Pre-Intermediate Stream	5	3

Course Objectives (CO)				
To strengthen listening and speaking skills for identifying key ideas and details				
To improve reading comprehension and analyze different texts				
To express ideas clearly in conversations and presentations, using correct grammatical structures.				
To develop writing skills by creating clear and structured texts				
To assess and improve language use in both spoken and written communication				

**UNIT I: (15 Hours)**

<b>Listening:</b>	(Skill) :	Listening to respond to story-based questions
	(Practice) :	“The Hare and His Friends”
<b>Reading:</b>	(Skill) :	Understanding and interpreting proverbs
	(Practice) :	“Necessity is the Mother of Invention”
<b>Grammar:</b>	(Practice) :	Present Continuous Tense; Past Continuous Tense
<b>Vocabulary:</b>	(Practice) :	Weather and Seasons
<b>Speaking:</b>	(Skill) :	Describing on-going actions in the present and the past to describe real-life situations and activities
	(Practice) :	Ongoing Actions: Present & Past
<b>Writing:</b>	(Skill) :	Writing a biography of a famous personality using given details
	(Practice) :	Writing a Biography

**UNIT II: (15 Hours)**

<b>Listening:</b>	(Skill) :	Listening to identify factual details
	(Practice) :	Recycling
<b>Reading:</b>	(Skill) :	Reading to convert a story into a meaningful dialogue
	(Practice) :	The Shepherd and the Stranger
<b>Grammar:</b>	(Practice) :	Future Expressions: Simple Future & ‘Going to’; Simple Present, Present Continuous and Future Continuous Tenses
<b>Vocabulary:</b>	(Practice) :	Groceries
<b>Speaking:</b>	(Skill) :	Developing conversational fluency by practising conversations on familiar and everyday topics
	(Practice) :	Conversations on Familiar and Everyday Topics
<b>Writing:</b>	(Skill) :	Writing clear, respectful and relevant online comments
	Practice :	Writing Online Comments

**UNIT III: (15 Hours)**

<b>Listening:</b>	(Skill) :	Listening for specific information
	(Practice) :	Telephonic Conversation
<b>Reading:</b>	(Skill) :	Reading a news report
	(Practice) :	Iron Age in Tamil Nadu Began 5,300 Years Ago
<b>Grammar:</b>	(Practice) :	Present Perfect Tense; Past Perfect Tense
<b>Vocabulary:</b>	(Practice) :	Kitchen Utensils and Household Appliances
<b>Speaking:</b>	(Skill) :	Using polite expressions in conversations to request, seek permission, grant or refuse permission, and apologise
	(Practice) :	Polite Expressions in Conversations
<b>Writing:</b>	(Skill) :	Expressing short reflective ideas in writing
	(Practice) :	Thought for the Day

**UNIT IV: (15 Hours)**

<b>Listening:</b>	(Skill) :	Predicting content and vocabulary before listening
	(Practice) :	Our Earth
<b>Reading:</b>	(Skill) :	Identifying direct and indirect speech
	(Practice) :	Birbal story: “Hot Iron Test”

<b>Grammar:</b>	<b>(Practice) :</b>	Active and Passive Voice
<b>Vocabulary:</b>	<b>(Practice) :</b>	Human Diseases
<b>Speaking:</b>	<b>(Skill) :</b>	Using polite expressions in conversations to interrupt, make suggestions, and agree or disagree
	<b>(Practice) :</b>	Polite Expressions in Conversations
<b>Writing:</b>	<b>(Skill) :</b>	Writing a report on a given topic
	<b>(Practice) :</b>	Report Writing

**UNIT V: (15 Hours)**

<b>Listening:</b>	<b>(Skill) :</b>	Listening to understand formal speeches
	<b>(Practice) :</b>	“A Tryst with Destiny” by Jawaharlal Nehru
<b>Reading:</b>	<b>(Skill) :</b>	Reading to understand an essay
	<b>(Practice) :</b>	“Secularism”
<b>Grammar:</b>	<b>(Practice) :</b>	Adverbs; Prepositions
<b>Vocabulary:</b>	<b>(Practice) :</b>	<b>Occupations</b>
<b>Speaking:</b>	<b>(Skill) :</b>	Delivering a short prepared speech on a familiar or inspiring topic
	<b>(Practice) :</b>	Delivering a Short Speech
<b>Writing:</b>	<b>(Skill) :</b>	Writing a clear and well-structured essay on a given topic
	<b>(Practice) :</b>	Essay Writing

<b>Teaching Methodology</b>	Lectures, task-based activities, audio-visual listening tasks, guided reading and writing exercises, discussions
<b>Assessment Method</b>	Listening and reading comprehension exercises, verbal presentations, role plays and conversations, writing tasks

**Books for Study:**

Dr. M. John Britto, Dr. B. Sam Jerome Sharone, and Dr. S. Sajeew. *Nurturing English Skills*. Emerald Publishers, 2025.

<b>Course Outcomes</b>		
<b>CO No.</b>	<b>CO-Statements</b>	<b>Cognitive Levels (K-Level)</b>
	On successful completion of this course, the students will be able to	
<b>CO1</b>	Recognize key ideas and details in spoken and written texts, demonstrating effective listening and comprehension skills.	<b>K1</b>
<b>CO2</b>	Understand and interpret different types of texts, enhancing reading comprehension and critical thinking abilities.	<b>K2</b>
<b>CO3</b>	Apply correct grammatical structures to express ideas clearly in conversations and presentations.	<b>K3</b>
<b>CO4</b>	Analyze and organize ideas to write clear, coherent, and well-structured texts for various purposes.	<b>K4</b>
<b>CO5</b>	Evaluate and improve language use, refining both spoken and written communication.	<b>K5</b>

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
2	25UEN22GE02A		General English – 2: Pre-Intermediate Stream							5	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	3	2	3	2	3	2	3	2	2	2.4
CO2	3	2	2	3	2	3	2	3	2	3	2.5
CO3	3	2	2	2	3	2	2	3	2	2	2.3
CO4	3	2	2	2	2	2	2	2	2	3	2.2
CO5	3	2	3	2	3	2	3	2	3	2	2.5
Mean Overall Score											2.38 (High)

Semester	Course Code	Title of the Course	Hours/ Week	Credits
2	25UEN22GE02B	General English – 2: Intermediate Stream	5	3

Course Objectives
To develop students' ability to listen, speak, read, and write effectively in English through interactive and contextualised activities.
To improve students' understanding and application of essential grammar concepts, including verb usage, auxiliary verbs, modals, adverbs, and sentence structures.
To equip students with strategies to deduce meanings of unfamiliar words using contextual clues.
To foster students' ability to brainstorm, organise information using graphic organisers, and structure written communication effectively for academic and professional contexts.
To enable students to engage in discussions, express opinions, seek and provide information, and navigate real-life situations confidently through role plays.

#### Unit 1: My College & Studies

15 Hours

- |                        |            |  |
|------------------------|------------|--|
| <b>1. Listening:</b>   | (Skill)    | Distinguishing between main ideas and supporting details   |
|                        | (Practice) | "A Day in the Life of a College Student" (A conversation)  |
| <b>2. Reading:</b>     | (Skill)    | Recognising the structure of written texts   |
|                        | (Practice) | "Enter to learn, leave to serve"   |
| <b>3. Grammar:</b>     | (Practice) | Main Verb  |
| <b>4. Vocabulary:</b>  | (Practice) | Using synonyms as contextual clues to guess the meaning of unfamiliar words  |
| <b>5. Study skill:</b> |            | Brainstorming to gather ideas in a group   |
| <b>6. Speaking:</b>    | (Skill)    | Asking for, giving and refusing permission – Requesting – Communication repair: Finding about pronunciation, spelling and meaning. |
|                        | (Practice) | Role Play  |
| <b>7. Writing:</b>     | (Skill)    | Writing an outline   |
|                        | (Practice) | Controlled composition: Writing an outline for a given passage   |

#### Unit 2: Travel

15 Hours

- |                        |            |   |
|------------------------|------------|---|
| <b>1. Listening:</b>   | (Skill)    | Listening for specific details  |
|                        | (Practice) | "A Perfect Vacation" (A conversation)                                       |
| <b>2. Reading:</b>     | (Skill)    | Identifying main ideas and supporting details                               |
|                        | (Practice) | "An Unforgettable Ride"   |
| <b>3. Grammar:</b>     | (Practice) | Auxiliary Verbs   |
| <b>4. Vocabulary:</b>  | (Practice) | Using antonyms as contextual clues to guess the meaning of unfamiliar words |
| <b>5. Study skill:</b> |            | Mind mapping to visually organise information                               |
| <b>6. Speaking:</b>    | (Skill)    | Asking for and giving directions – Asking for and giving information        |
|                        | (Practice) | Role Play   |
| <b>7. Writing:</b>     | (Skill)    | Writing effective paragraphs  |
|                        | (Practice) | Free-writing composition: An adventurous journey                            |

#### Unit 3: My Social Network

15 Hours

- |                        |            |  |
|------------------------|------------|--|
| <b>1. Listening:</b>   | (Skill)    | Understanding the sequence of ideas  |
|                        | (Practice) | "My Virtual Friends" (A conversation)  |
| <b>2. Reading:</b>     | (Skill)    | Comprehending infographics   |
|                        | (Practice) | "Social Media Etiquette"   |
| <b>3. Grammar:</b>     | (Practice) | Modal Auxiliary Verbs  |
| <b>4. Vocabulary:</b>  | (Practice) | Using definitions and restatements as contextual clues to guess the meaning of unfamiliar words      |
| <b>5. Study skill:</b> |            | Using graphic organisers (sequence of events chain, timeline, and storyboard)                        |
| <b>6. Speaking:</b>    | (Skill)    | Asking for and giving advice – Asking if someone agrees – Agreeing and disagreeing – Warning someone |
|                        | (Practice) | Role Play  |

- 7. Writing:** (Skill) Developing stories from hints  
(Practice) Controlled composition: Developing a story from given hints

#### Unit 4: Shopping

**15 Hours**

- 1. Listening:** (Skill) Detecting signposts  
(Practice) “Let’s go shopping!” (A conversation)
- 2. Reading:** (Skill) Recognising transition of ideas  
(Practice) “Adventures of the Grocery Store”
- 3. Grammar:** (Practice) Adverbs and WH Question Words
- 4. Vocabulary:** (Practice) Using examples and illustrations as contextual clues to guess the meaning of unfamiliar words
- 5. Study skill:** Using graphic organisers (Venn diagram, and cause-and-effect map)
- 6. Speaking:** (Skill) Offering and accepting help – Asking for and giving opinions – Asking for and saying one’s preference – Suggesting – Complaining  
(Practice) Role Play
- 7. Writing:** (Skill) Describing actions in a story  
(Practice) Guided composition: Narrating a story in a comic strip

#### Unit 5: Ceremonies

**15 Hours**

- 1. Listening:** (Skill) Listening to intonations  
(Practice) “Happy Birthday to You!” (A conversation)
- 2. Reading:** (Skill) Understanding moods in a reading passage  
(Practice) “The Light has Gone out” by Jawaharlal Nehru
- 3. Grammar:** (Practice) Sentences
- 4. Vocabulary:** (Practice) Using root words as clues to guess the meaning of words
- 5. Study skill:** Using graphic organisers (idea wheel, idea web, and concept map)
- 6. Speaking:** (Skill) Using intonations for different types of sentences – Expressing your feelings and emotions – Congratulating and wishing someone – Expressing sympathy  
(Practice) Role Play
- 7. Writing:** (Skill) Expressing emotions in narrative writing  
(Practice) Controlled composition: Describing emotions and feelings conveyed in a picture story

<b>Teaching Methodology</b>	Lectures, Demonstrations, Discussions, Peer-Review Tasks, Role-plays, Pair and group activities
<b>Assessment Tools</b>	Listening and reading comprehension tasks, Individual talks, Role plays, Controlled and guided compositions

#### Books for Study:

M.S. Xavier Pradheep Singh, Amalaveenus, and A. Napoleon. English and My World, 2025.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
CO1	Identify key ideas, supporting details, and organisational patterns in spoken and written texts.	K1
CO2	Explain the meaning of conversations and passages by recognising their structure, tone, and purpose.	K2
CO3	Use appropriate language functions such as requesting, suggesting, and expressing opinions effectively in real-life interactions.	K3
CO4	Compare different communication styles and linguistic features in various types of texts and conversations.	K4
CO5	Assess the effectiveness of spoken and written communication, providing constructive feedback for improvement.	K5

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
2	25UEN22GE02B		General English – 2: Intermediate Stream							5	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	3	2.5	2.5	2.5	2.5	3	2.5	2.5	2.5	3	2.65
CO-2	2.5	3	2.5	2.5	2.5	3	3	2.5	2.5	3	2.7
CO-3	3	2.5	2.5	3	2.5	2.5	2.5	2.5	3	2.5	2.65
CO-4	2.5	2.5	2.5	3	2.5	2.5	2.5	3	2.5	2.5	2.6
CO-5	3	2.5	2.5	2.5	3	2.5	2.5	2.5	3	2.5	2.65
Mean Overall Score											2.65 (High)



Semester	Course Code	Title of the Course	Hours	Credits
2	25UVC23CC03	Core Course - 3: Journalistic Writing Skill	5	3

Course Objectives
To introduce nuances of writing for media.
To understand the principles and elements of news writing.
To apply various styles of writing for print.
To analyze techniques and rules of creative writing.
To assume the basic principles of writing for electronic media.

#### Unit- I (15 Hours)

Art of Writing- Kinds of Media Writing -The ABCD of Media Writing (Accuracy- Brevity-Clarity & Discernment) - Style book – Source of writing - attribution

#### Unit - II (15 Hours)

Headlines – Types of headlines - Leads - types of leads - Writing the feature Story - Types of feature story – Developing feature - Feature techniques - feature endings- News features - Human interest features

#### Unit- III (15 Hours)

5Ws & 1H - News values - Elements of news - Structuring news stories: Inverted pyramid style - Grammar – Punctuation – Spelling – Writing with clarity - effective and ineffective transitions - use of quotes – Deadlines

#### Unit-IV (15 Hours)

Basic principles of writing for electronic media: Radio & TV- Elements and Importance of News writing for Radio &TV- Steps & elements of writing for Radio & TV: editorial- features & review news story- human interest- styles of reporting.

#### Unit - V (15 Hours)

Writing for online platforms and websites - Blogging and content marketing - Social media strategies and engagement - SEO (Search Engine Optimization) principles - Crafting effective social media posts - Monitoring and analyzing social media metrics - Digital media content creation.

Teaching Methodology	PPT, chalk and talk, Flipped classes
Assessment Methods	MCQs, practical assignments, peer work

#### Books for Study:

1. Ron F. Smith & Loraine M. O'Connell, Blackwell, (2004), *Editing Today*, reprinted in India by Surjeet,.
2. Stephen G. Bloom, Blackwell, (2009), *Inside the Writer's Mind – Writing Narrative Journalism*, reprinted in India by Surjeet.

#### Books for References:

1. Fleming, C., et al. (2006). An introduction to journalism. Vistaar.
2. Ram Kumar, E. R. (2004). Handbook of English usage. Jaico.
3. Saxena, S. (2006). Headline writing. Sage.

#### Websites and eLearning Sources:

1. <https://www.coursera.org/browse/arts-and-humanities/communication/journalism>
2. <https://ohiostate.pressbooks.pub/stratcommwriting/chapter/media-writing-skills/>
3. <https://dde.pondiuni.edu.in/files/StudyMaterials/UG/BAJournalism&MassCommunication/1year/BAJM1912JournalismResearchingReportingWritingandEditing.pdf>
4. <https://www.scribd.com/document/502177112/Media-and-Communication-Skills-Unit-I-V>

CO No.	CO- Statements	Cognitive Levels (K- levels)
	On successful completion of this course, students will be able to	
CO-1	Gain about the nuances of writing for media.	K1
CO-2	Understand the principles and elements of news writing.	K2
CO-3	Apply various styles of writing for print.	K3
CO-4	Analyze techniques and rules of creative writing.	K4
CO-5	IMBIBE the basic principles of writing for electronic media.	K5

Relationship Matrix											
Semester	Course Code		Title of the Course					Hours	Credits		
2	25UVC23CC03		Core Course - 3: Journalistic Writing Skill					5	3		
Course Outcomes (COs)	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	2	3	2	3	3	2	3	2	3	2	2.5
CO-2	3	3	2	3	3	2	3	1	3	2	2.5
CO-3	3	3	2	3	1	1	2	1	3	3	2.2
CO-4	3	3	2	3	1	1	3	2	3	2	2.3
CO-5	2	2	3	3	1	1	2	2	3	3	2.2
Mean Overall Score											2.3 (High)

Semester	Course Code	Title of the Course	Hours	Credits
2	25UVC23CC04	Core Course - 4: Media, Culture and Society	4	3

Course Objectives
To acquire knowledge on various concepts such as media, education and democracy.
To understand the importance of mass media
To narrate the importance of media and economic determinants
To comprehend the nature and characteristics of media audience
To study the impact of media in constructing popular culture

#### Unit – I (12 Hours)

How to study media and how not to study media - Understanding mass media- Characteristics of mass media - Power of mass media - Function of mass media - Effects of mass media - Media & Indian society.

#### Unit - II (12 Hours)

Culture & Society – Definition, Characteristics, functions & Types – Media Hype, Media Circus - Media saturation – Reconstruction of Reality -Privatizations of information - Media Education & Democracy.

#### Unit – III (12 Hours)

Media Determinants- Ownership and control –Self regulation by the Media – Economic determinants – Advertisers –Media Personnel- Media Sources.

#### Unit- IV (12 Hours)

Media Audience analysis (mass, segmentation, product etc., social uses) - Audience making- Active Vs Passive audience -Media Effect theories: Uses and Gratification and mass media.

#### Unit- V (12 Hours)

Media and Popular culture - Commodities, Culture and Sub-culture, Cyber Culture and youth -, Culture Shock - Stardom - Personality as Brand Name, Fandom etc.

Teaching Methodology	PPT, chalk and talk, Classroom tasks
Assessment Methods	MCQs, Group Discussion, Seminar

#### Books for Study:

- Oswell, D. (2006). Culture and Society: An Introduction to Cultural Studies. Sage Publications.
- Gokulsing, K. M., & Dissanayake, W. (2009). Popular Culture in a Globalised India.

#### Books for References:

- Srivastava K M (1991). Media Issues, Sterling Publication, New Delhi
- Blackwell Media Culture and Society. (2008)
- Tim O’Sullivan and Brian Duttar, Studying the media- An introduction, Arnold, London, 2003.

#### Websites and eLearning Sources:

- <https://egyankosh.ac.in/bitstream/123456789/59662/3/Block-1.pdf>
- [http://lib.ysu.am/disciplines\\_bk/2eb83361e98aae41e0ec85e9c056ca28.pdf](http://lib.ysu.am/disciplines_bk/2eb83361e98aae41e0ec85e9c056ca28.pdf)
- <https://www.studeersnel.nl/nl/document/rijksuniversiteit-groningen/media-culture-and-society/media-culture-and-society-summary/34470051>

CO No.	CO- Statements	Cognitive Levels (K- levels)
	On successful completion of this course, students will be able to	
CO-1	Acquire knowledge on various concepts such as media, education and democracy.	K1
CO-2	Comprehend the importance of mass media.	K2
CO-3	Relate the importance of media and economic determinants.	K3
CO-4	Identify the impact of media in constructing popular culture.	K4
CO-5	Analyse the nature and characteristics of media audience.	K5

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
2	25UVC23CC04		Core Course - 4: Media, Culture and Society							4	3
Course Outcomes (COs)	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	2	3	1	3	2	2	3	2	2	2	2.2
CO-2	3	3	2	3	3	2	3	3	2	1	2.5
CO-3	3	3	2	3	1	3	3	3	2	2	2.5
CO-4	2	3	3	2	2	2	3	2	1	2	2.2
CO-5	2	2	1	2	1	2	3	3	2	2	2.0
Mean Overall Score											2.2 (High)

Semester	Course Code	Title of the Course	Hours	Credits
2	25UVC23CP02	Core Practical - 2: Media Presentation Skills	2	2

Course Objectives				
To know the skill elements of effect presentation.				
To understand the verbal and non-verbal communication ability through mass media presentations.				
To recognize the concepts of agenda making and time management in the various kinds of media organization				
To identify the significant ideas about group communication.				
To realize the tactics and basic concepts of interview techniques				

#### **Unit-I (6 Hours)**

Facial expression - Body movements and posture - Gestures - Eye contact - Touch - Space - Voice.

#### **Unit-II (6 Hours)**

Presentation Skills Elements of an effective presentation - Structure of presentation -Presentation tools - Voice Modulation - Audience analysis - Body Language - Video Samples.

#### **Unit-III (6 Hours)**

Time Management Time Management - Articulateness - Assertiveness - Psychometrics - Innovation and Creativity - Stress Management & Poise - Video Samples.

#### **Unit- IV (6 Hours)**

Group Discussion Why is GD part of selection process? - Structure of GD - Moderator led and other GDs - Strategies in GD - Team work - Body Language - Mock GD - Video Samples.

#### **Unit – V (6 Hours)**

Interview Skills Kinds of Interviews - Required Key Skills - Corporate culture - Mock Interview - Video Samples.

- Students are required to know theoretical knowledge to experience the practical output of the subject.
- **Besides, students will be taught on the following communication skills:**
- Group Discussion
- Public Speaking
- Role Play
- Street Theatre
- Puppetry

#### **Books for References:**

1. Ronald B. Adler Vieorge Rooman (2009). Understanding Human Communication, Oxford Press
2. Anshuman sharma (2010) Principles of communication, Random Publication. Russell N. Baird, The Graphic Communication, Holt, Rinehart and Winston, Canada1987.

Semester	Course Code	Title of the Course	Hours	Credits
2	25UVC23AC02	Allied Course - 2: Photography	3	2

Course Objectives
To understand the historical development of photography
To enlighten the different types of light in photography
To illustrate the importance of photojournalism
To understand the various operations of digital camera in daily life
To categorize the types of photography in different arena

#### **Unit –I (9 Hours)**

Photography- Definition and concept- Historical development of photography; Camera: Different types of Camera- Box, TLR, SLR and Mirrorless lens camera.

#### **Unit -II (9 Hours)**

Exposure triangle- Aperture- Shutter speed- ISO- Focus- Types of Focus- Depth of field, Lens and Filters and its types- Other Camera Accessories.

#### **Unit -III (9 Hours)**

Understanding Light- Indoor & Outdoor; Types of Light- Natural & Artificial; Three Point Lighting- Key, Fill & Back Light-Lighting Accessories- Umbrella-Flash- Functions of Flash; Light Meter-Filters & its types

#### **Unit -IV (9 Hours)**

Framing- Characteristics of Framing; Composition- Characteristics of Compositions, Types of Composition- Rule of Third, Frame within Frame - Types of Photography (Advertisement Photography, Natural Photography, Wild life Photography, Fashion Photography & Industrial Photography).

#### **Unit – V (9 Hours)**

Basics of photojournalism - News values for pictures- Photo features -Photo essays - Essential of photojournalism - Qualities for a photojournalist.

<b>Teaching Methodology</b>	PPT, chalk and talk, Video Lectures, Demonstration
<b>Assessment Methods</b>	MCQs, Mini Project

#### **Books for Study:**

1. Hands, G. (2004). The Handbook of Digital Photography (1st Ed.). Silver Dale Book.
2. Folts, J., Lovell, R. P. Jr., & Zwahlen, F. (2005). Handbook of Photography (6th Ed.). Thompson Delmar Learning.

#### **Books for References:**

1. Langford Michael, Fox Anna & Smith SawdonRichard, “Basic Photography”, 8<sup>th</sup> Edition, Focal Press, 2007.
2. Ralph E Jacobson, Geoffrey G Attridge and Sidney F Ray, “The Manual of Photography”, FocalPress, 9<sup>th</sup> Edition (2000).
3. Ben Long, “Complete Digital Photography”, 7<sup>th</sup> Edition, Cengage Learning PTR, 2010.

#### **Websites and eLearning Sources:**

1. [https://mis.alagappauniversity.ac.in/siteAdmin/ddeadmin/uploads/1/PG\\_M.A.\\_Journalism%20and%20Mass%20Communication\\_309%2013\\_Phtography.pdf](https://mis.alagappauniversity.ac.in/siteAdmin/ddeadmin/uploads/1/PG_M.A._Journalism%20and%20Mass%20Communication_309%2013_Phtography.pdf)
2. <https://capturetheatlas.com/photography-basics/>
3. <https://gactvd.in/Documents/Learning/Viscom/Basic%20Photography%20-PDF%201.pdf>
4. [https://cbseacademic.nic.in/web\\_material/Curriculum24/publication/Photography\\_Module2.pdf](https://cbseacademic.nic.in/web_material/Curriculum24/publication/Photography_Module2.pdf)

CO. No.	CO- Statement	Cognitive Level (K- level)
	On successful completion of this course, the students will be able to	
CO-1	Remember the historical development of photography	K1
CO-2	Match the different types of light in photography	K2
CO-3	Illustrate the importance of photojournalism	K3
CO-4	Apply the various operations of digital camera in daily life	K4
CO-5	Classify the usages of types of photography in different arena	K5

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
2	25UVC23AC02		Allied Course - 2: Photography							3	2
Course Outcomes ↓	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	3	2	2	2	1	3	3	2	2	3	2.2
CO-2	2	3	2	1	2	3	3	2	2	3	2.3
CO-3	1	2	3	2	3	2	3	2	3	2	2.3
CO-4	1	2	2	3	1	2	3	2	2	3	2.1
CO-5	1	2	2	2	3	1	3	2	2	3	2.1
Mean Overall Score											2.2
											High

Semester	Course Code	Title of the Course	Hours	Credits
2	25UVC23AP02	Allied Practical - 2: Photography (P)	3	2

Course Objectives
To gain fundamental knowledge on basics of photography
To apply various functions of DSLR camera in work space
To comprehend the technicality of photographs in shooting
To know different types of lighting in photography
To apply and identify the different rules of photography

1. **Styles of Photography**
  - a. Landscape
  - b. Portrait
  - c. Documentary
2. **Perspective**
  - d. Linear
  - e. Forced
3. **Photo Language**
  - f. Working
  - g. Action
  - h. Silhouette
4. **Advertising Photography**
  - i. Product ads
  - j. Food
  - k. Jewellery
5. **Social Photography**
  - l. Street photography
  - m. PSA
6. **Indoor Photography**
7. **Photo Story / Essay**
8. **Freezing movement**

**Books for References:**

1. Linda, G. (2009). *Teaching and Learning with Digital Photography*. Sage Publications.
2. Gatum, C. (2015). *The Complete Book of Photography: The Essential Guide to Taking Better Photos*. AE Publications.



Semester	Course Code	Title of the Course	Hours/Week	Credits
2	25UHE24AE02	Ability Enhancement Compulsory Course - 2: Environmental Studies	2	1

Course Objectives				
To enable students connect themselves with nature				
To Impart knowledge of the concept of Biodiversity				
To create awareness of the causes and consequences of various pollution				
To help them recognize the available natural resources and the need to sustain them				
To enable them to Identify the environmental problems and offer alternatives by making interventions both individually and collectively				

#### UNIT I: Introduction to Environmental Studies (6 Hours)

Introduction -Subsystems of Earth - Scope and Importance - Various Recycling Methods - Environmental Movements in India – Eco- Feminism - Public awareness - Suggestions to conserve environment

#### UNIT II: Natural Resources (6 Hours)

Introduction - Food Resources - Land Resources - Forest resources - Mineral Resources - Water Resources - Energy Resources

#### UNIT III: Ecosystems, Biodiversity and Conservation (6 Hours)

Kinds of Ecosystem - General structure of ecosystem - Functions of Ecosystem - Energy flow and Ecological pyramids - Levels of Biodiversity - Biodiversity at Global Level- Hot spots of Biodiversity - Endangered and Endemic Species - Value of Biodiversity - Threats to Biodiversity - Conservation of Biodiversity

#### UNIT IV: Environmental Pollution (6 Hours)

Air Pollution - Water Pollution - Oil Pollution - Soil Pollution - Marine Pollution - Noise Pollution - Thermal Pollution - Radiation Pollution

#### UNIT V: Environmental Organizations and Treatise (6 Hours)

United Nations Environment Program (UNEP) - International treaties on Environmental protection - Ministry of Environment, Forest and Climate Change - Important National Environmental Acts and rules- Environmental Impact assessment

Teaching Methodology	Power point and Field visit
Assessment Methods	Seminar, Group Discussion.

#### Books for Study:

1. Department of Human Excellence, (2025). *Environmental Studies*.

#### Books for Reference:

1. Rathor, V.S. & Rathor B. S. (2013). *Management of Natural Resources for Sustainable Development*. Daya Publishing House.
2. Sharma P.D. (2010). *Ecology and Environment*, (8th Ed.). Rastogi Publications.
3. Agrawal, A & Gibson, C.C. (2001). *Introduction: The Role of Community in Natural Resource Conservation*. Rutgers University Press.

#### Websites and eLearning Sources

1. <https://www.unep.org/>
2. <http://moef.gov.in/en/>
3. <https://www.ipcc.ch/reports/>

<b>Course Outcomes</b>		
<b>CO No.</b>	<b>CO-Statements</b>	<b>Cognitive Levels (K - Level)</b>
	On successful completion of this course, students will be able to	
<b>CO1</b>	Identify the concepts related to global ecology and the environment	<b>K1</b>
<b>CO2</b>	Comprehend the natural resources and environmental organizations	<b>K2</b>
<b>CO3</b>	Apply the acquired knowledge to sensitize individuals and public about the environmental crisis	<b>K3</b>

<b>Relationship Matrix</b>											
<b>Semester</b>	<b>Course Code</b>		<b>Title of the Course</b>							<b>Hours</b>	<b>Credits</b>
<b>2</b>	<b>25UHE24AE02</b>		<b>Ability Enhancement Compulsory Course - 2:</b> Environmental Studies							<b>2</b>	<b>1</b>
<b>Course Outcomes</b>	<b>Programme Outcomes (POs)</b>					<b>Programme Specific Outcomes (PSOs)</b>					<b>Mean Score of COs</b>
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	
<b>CO1</b>	3	2	1	2	2	3	2	2	2	2	<b>2.1</b>
<b>CO2</b>	3	2	1	2	2	3	2	2	2	2	<b>2.1</b>
<b>CO3</b>	3	2	2	2	2	2	3	2	1	2	<b>2.1</b>
<b>Mean Overall Score</b>											<b>2.1 (Medium)</b>

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	25UHE24VE02	Value Education - 2: Fundamentals of Human Rights	2	1

Course Objectives				
To sensitize students about various human rights and their importance				
To empower them with the right understanding of human rights				
To enable them to understand the Fundamental rights and the duties in the constitution of India				
To help them comprehend the background, principles and the articles of UDHR				
To make them involved in activities to defend human rights				

#### UNIT I: Human Rights - An Introduction

(6 Hours)

Introduction- Classification of Human Rights- Scope of Human Rights-Characteristics of Human Rights - Challenges for Human Rights in the 21<sup>st</sup> Century.

#### UNIT II: Historical Development of Human Rights

(6 Hours)

Human Rights in Pre-World War Era- Human Rights in Post-World War Era- Evolution of International Human Rights Law - the General Assembly Proclamation- Institution Building, Implementation and the Post- Cold War Period. The ICC.

#### UNIT III: India and Human Rights

(6 Hours)

Introduction-Preamble to Indian Constitution - Classification of Fundamental Rights-Salient Features of Fundamental Rights-and Fundamental Duties.

#### UNIT IV: Human Rights of Women and Children

(6 Hours)

Women's Human Rights- Issues related to women's rights - and Rights of Women's and Children

#### UNIT V: Human Rights Violations and Organizations

(6 Hours)

Human Rights Violations - Human Rights Violations in India - the Human Rights Watch Report - Human Rights Organizations - NHRC - SHRC.

Teaching Methodology	Power point, Handouts and Group discussion
Assessment Methods	Seminars, Group Discussion, Assignments.

#### Books for Study:

1. Department of Human Excellence, (2021). *Techniques of Social Analysis: Fundamentals of Human Rights*.

#### Books for Reference:

1. Venkatachalem. (2005). *The Constitution of India*, Giri Law House.
2. Naik, V. &Shany, M. (2011). *Human rights education and training*, Crescent Publishing Corporation.
3. Neera, B. (2011). *Human Rights Content and Extent*. Swastika Publications.

#### Websites and eLearning Sources:

1. <https://www.un.org/en/universal-declaration-human-rights/>
2. <https://www.ilo.org/global/lang--en/>
3. <https://www.amnesty.org/en/>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	Identify the importance and the values of human rights	K1
CO2	Understand the historical background and the development of Human Rights and the related organizations	K2
CO3	Apply the provisions of National and International human rights to themselves and the society	K3

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
2	25UHE24VE02		Value Education - 2: Fundamentals of Human Rights							2	1
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	1	2	2	3	2	2	2	2	2.1
CO2	3	2	1	2	2	3	2	2	2	2	2.1
CO3	3	2	2	2	2	2	3	2	1	2	2.1
Mean Overall Score											2.1 (Medium)

Semester	Course Code	Title of the Course	Hours/ Week	Credits
3	25UTA31GL03	பொதுத்தமிழ் – 3: General Tamil - 3	4	3

### கற்றலின் நோக்கங்கள் (Course Objectives)

சங்க இலக்கியங்களின் இன்றியமையாமையை அறிந்து கொள்ளுதல்
இலக்கியத்தினை நுட்பமாக அறிதலின் வழியாக ஆற்றுப்படுத்தும் திறன் பெறுதல்
இலக்கிய அறநெறிகளைத் தற்கால வாழ்வியலில் பயன்படுத்தும் திறன் பெறுதல்
திணை, துறைகளைப் பகுத்தாராயும் அறிவு பெறுதல்
இலக்கிய இலக்கண நுட்பங்களை வாழ்வியலோடு ஒப்பிடுதல்

#### அலகு – 1 :

(12 மணி நேரம்)

**குறுந்தொகை:** குறிஞ்சித் திணை - பரணர் பாடல் (199), முல்லை - ஓளவையார் பாடல் (99), மருதம் - கொல்லிக்கண்ணனார் பாடல் (34), நெய்தல் - கச்சிப்பேட்டு நன்னாகையார் பாடல் (172), பாலை - வெண்பூதி பாடல் (174)

**நற்றிணை:** குறிஞ்சி - கபிலர் பாடல் (194), முல்லை - இடைக்காடனார் பாடல் (142), மருதம் - உறையூர் கதுவாய்ச் சாத்தனார் பாடல் ( 370), நெய்தல் - அறிவுடைநம்பி பாடல் (15), பாலை - கணக்காயனார் பாடல் (24)

**ஐங்குறுநூறு:** குறிஞ்சி - அன்னாய் வாழிப் பத்து - அன்னாய் வாழி வேண்டன்னை நம் படப்பை (203), முல்லை - செவிலி கூற்றுப் பத்து - மறியிடைபடுத்த மான்பிணைபோல ( 401), மருதம் - வேட்கைப் பத்து - வாழி ஆதன் வாழி அவினி (01), நெய்தல் - வெள்ளாங்குருகுப் பத்து - வெள்ளாங் குருகின் பிள்ளை ( 157), பாலை - உடன்போக்கின் கண் இடைச் சுரத்து உரைத்த பத்து - அறம்புரி அருமறை நவின்ற ( 387)

**புறநானூறு:** பிசிராந்தையார் (67), அரிசில் கிழார் ( 146), காக்கைப்பாடினி (278), அள்ளூர் நன்முல்லையார் (306), பரணர் ( 352)

#### அலகு – 2 :

(12 மணி நேரம்)

சிறுபாணாற்றுப்படை

இலக்கணம் - யாப்பு

#### அலகு – 3 :

(12 மணி நேரம்)

**கலித்தொகை:** குறிஞ்சிக்கலி - திருந்திழாய்! கேளாய் எனத் தொடங்கும் பாடல் (64), முல்லைக்கலி - கண் அகன் இரு விசம்பில் எனத் தொடங்கும் பாடல் (101), மருதக்கலி - நறவினை வரைந்தார்க்கும் எனத் தொடங்கும் பாடல் (98), நெய்தல்கலி - இவர்திமில் எறிதிரை எனத் தொடங்கும் பாடல் (135) பாலைக்கலி - அறனின்றி அயல்தூற்றும் எனத் தொடங்கும் பாடல் (2)

**பதிற்றுப்பத்து:** குமட்டுர்க் கண்ணனாரின் புண் உமிழ் குருதி (11), பாலைக் கௌதமனாரின் கயிறு குறு முகவை (22)

**இலக்கிய வரலாறு:** சங்க இலக்கியங்கள், சங்க இலக்கியங்களின் தனித்தன்மைகள்

#### அலகு – 4 :

(12 மணி நேரம்)

**அகநானூறு:** அளிநிலை பொறாது அமரிய முகத்தள் எனத் தொடங்கும் பாடல் ( 5) , திதலை மாமை தளிர்வனப்பு எனத் தொடங்கும் பாடல் (135), திருந்துஇழை நெகிழ்ந்து எனத் தொடங்கும் பாடல் ( 387)

**தனிப்பாடல் திரட்டு:-** பிறவிக் குணமும் பழக்கமும் (196), கொடியது (242), பெரியது (244),

அரியது (245), இதுவே நலம் ( 223)

**இலக்கிய வரலாறு:** பதினெண்கீழ்க்கணக்கு நூல்கள்

#### அலகு – 5 :

(12 மணி நேரம்)

**திருக்குறள்:** இனியவை கூறல் (10), நட்பு ஆராய்தல் (80)

**பழமொழி நானூறு:** ஆற்றவும் கற்றார் அறிவுடையார் எனத் தொடங்கும் பாடல் ( 40), வைத்தனை வைப்பென்று எனத் தொடங்கும் பாடல் ( 95), உடைப்பெருஞ் செல்வத்து எனத் தொடங்கும் பாடல் ( 154), தத்தமக்குக் கொண்ட எனத் தொடங்கும் பாடல் (276), நோக்கி அறிகல்லா எனத் தொடங்கும் பாடல் (337)

**இனியவை நாற்பது:-** முதல் பத்து பாடல்கள் ( 1-10)

**இலக்கணம் - அணி**

**நாடகம் - விந்தனின் வாழப்பிறந்தவன்**

கற்பித்தல் அணுகுமுறை (Teaching Methodology)	விரிவுரை (Lecture), காணொளிக் காட்சி (Videos), விளக்கக் காட்சி (PPT presentation)
மதிப்பீட்டு முறைகள் (Assessment methods)	கருத்துரை(Seminar), குழுக் கலந்துரையாடல் (Group Discussion), உடனடித்தேர்வு (Snap Test), ஒப்படைவு (Assignment)

**பாடநூல்:**

1. பொதுத்தமிழ்-3(2025), தமிழாய்வுத்துறை, தூய வளனார் கல்லூரி

**பார்வை நூல்கள்:**

1. சுப்பிரமணியன். ச. வே (உ.ஆ.), (2003), சங்க இலக்கியம் , கோவிலூர் மடாலயம்
2. கன்னியப்பன். சிவ (உ.ஆ.), (2004), தனிப்பாடல் திரட்டு, முல்லை நிலையம்

**Websites and eLearning Sources:**

- <https://learnsangamtamil.com/>
- <https://www.tamilvu.org/library/>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	இப்பாடத்தின் நிறைவில் மாணவர்கள்	
CO1	சங்க இலக்கியத்தின் தனித்தன்மைகளை அறிவர்	K1
CO2	ஆற்றுப்படை இலக்கியங்களைக் கற்பதன் வழி ஆற்றுப்படுத்தும் முறையை இனங்காண்பர்	K2
CO3	இலக்கிய நெறிகளை நடப்பியலில் பயன்படுத்துவர்	K3
CO4	திணை துறைகளை நன்கு கற்பதன் வாயிலாகப் பாடல்களைப் பகுப்பாய்வர்	K4
CO5	யாப்பு, அணியைக் கற்பதன் வாயிலாகப் புதிய இலக்கிய வடிவங்களைப் படைக்கும் திறன் பெறுவர்.	K5

Relationship Matrix												
Semester	Course Code		Title of the Course								Hours	Credits
3	25UTA31GL03		பொதுத்தமிழ் - 3: General Tamil - 3								4	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO1	1	2	2	2	1	3	3	2	3	2	2.1	
CO2	3	2	1	3	2	3	2	2	3	1	2.2	
CO3	3	2	1	3	2	3	2	2	3	2	2.3	
CO4	1	3	2	1	2	3	2	2	2	3	2.1	
CO5	2	3	2	2	1	3	2	2	2	2	2.1	
Mean Overall Score											2.16 (High)	

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	25UFR31GL03	Language French – 3	4	3

Course Objectives	
1	Remember and Construct Narratives applying the <i>passé composé</i> with time indicators to recount past events
2	Understand and express personal memories using the <i>imparfait</i> in spoken and written communication to articulate likes, dislikes, and past events.
3	Analyze and interpret different housing options and engage in role-play scenarios to negotiate effectively.
4	Describe physical appearance and personality traits using appropriate adjectives, possessives, and comparatives to describe oneself
5	Evaluate future possibilities in science and communication, expressing hopes and possibilities using the <i>futur simple</i> and <i>conditionnel</i>

#### UNIT – I (12 Hours)

1. Titre - Nouvelles vies
2. Lexique – Parcours de vie, la vie personnelle, scolaire et professionnelle
3. Grammaire – le passé composé -formation, la phrase négative, les indicateurs de temps
4. Production orale- exprimer son intention de faire quelque chose
5. Production écrite - organiser une activité de loisir

#### UNIT – II (12 Hours)

6. Titre - Je me souviens
7. Lexique – le souvenir: la mémoire, les paysages : à la mer, à la montagne
8. Grammaire – l'imparfait -formation, les pronoms 'y' et 'en', la place de l'adjectif
9. Production orale- exprimer le fait d'aimer et de ne pas aimer
10. Production écrite - raconter un souvenir

#### UNIT – III (12 Hours)

11. Titre - Comme à la maison
12. Lexique – le logement et la location, les frais et les services, le cadre de vie
13. Grammaire – les pronoms relatifs, la comparaison, la condition
14. Production orale- jeu de rôle – louer un logement
15. Production écrite - Décrire un logement

#### UNIT – IV (12 Hours)

16. Titre - Tous pareils, tous différents
17. Lexique – l'apparence physique, les traits de caractère
18. Grammaire – les adjectifs indéfinis, les pronoms possessifs, la comparaison
19. Production orale- faire un compliment
20. Production écrite - faire le portrait physique de quelqu'un

#### UNIT – V (12 Hours)

21. Titre - En route vers le futur
22. Lexique – les sciences et les techniques, les technologies de communication
23. Grammaire – le futur simple, la condition avec 'si', le pronom 'on'
24. Production orale- exprimer un espoir – imaginer à l'avenir
25. Production écrite - Décrire l'utilité d'un objet
26. Indian knowledge system - Analyzing narrative structures in Indian epics vs. French literature by comparing the Mahabharata's moral stories especially the Panchatantra stories to French fables. Practicing French future tense by making simple predictions about personal life by referencing Indian astrology (5%)

<b>Teaching Methodology</b>	Project-Based Chronological Learning (PBL), Digital Media Integration, Genre-Specific Writing Approach, Scenario-based learning (SBL)
<b>Assessment Methods</b>	<p><i>Podcast creation:</i> Students record a short podcast episode on “Childhood Memory”. (Rubric – assessed on ability to construct narratives using past tenses and expressing experiences.)</p> <p><i>Debate:</i> Debate on "Apartment vs. House: Students must compare housing options, rental costs, and services. (Rubric – evaluated on analytical skills through structured argumentation)</p> <p><i>Timeline narrative activity:</i> Create a timeline about "A Typical College Day" (Rubric – Assessed on the ability to recall and construct a chronological narrative using past)</p> <p><i>Letter writing:</i> Write a letter to a friend describing personal experiences. Write a formal inquiry to a landlord about an apartment (Rubric – Assessed on formal and informal written communication skills)</p>

### Books for Study:

1. Fafa, C., Gajdosova, F., Horquin, A., Pasquet, A., Perrard, M., Petitmengin, V., Sperandio, C., Dodin, M., & Veldeman-Abry, J. (2022). *Édito A2: Méthode de français* (2nd ed.). Didier FLE, Hatier. (p.13 – p.77)

### Books for Reference:

1. Dauda, P., Giachino, L., & Baracco, C. (2016). *Génération A2*. Didier.
2. Girardet, J., & Pecheur, J. (2017). *Écho A2* (2nd ed.). CLE International

### Websites and eLearning Sources:

1. <https://www.bbc.co.uk/bitesize/subjects/zc7xpv4>
2. <https://conjuguemos.com/>
3. <https://www.busuu.com/en/course/learn-french-online>
4. <https://www.duolingo.com/learn>
5. <https://www.newsinslowfrench.com/>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, students will be able to	
<b>CO1</b>	Recall using vocabulary related to personal, academic, and professional life, and compose narratives using the <i>passé composé</i> and time indicators.	<b>K1</b>
<b>CO2</b>	Express experiences and preferences using <i>imparfait</i> to recount memories, express likes and dislikes accurately in spoken and written communication.	<b>K2</b>
<b>CO3</b>	Compare different housing options and interpret rental-related expenses and services, and engage in role-play scenarios to negotiate accommodations.	<b>K3</b>
<b>CO4</b>	Characterise personal traits by describing physical appearance and personality traits, apply possessive and indefinite adjectives, and formulate comparisons effectively.	<b>K4</b>
<b>CO5</b>	Discuss advancements in science and communication, express hopes and possibilities using the <i>futur simple</i> and <i>conditionnel</i> structures.	<b>K5</b>



Relationship Matrix											
Semester	Course Code	Title of the Course								Hours	Credits
3	25UFR31GL03	Language French – 3								4	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	3	2	3	2	3	1	3	3	3	2.5
CO2	3	2	3	3	1	2	2	2	2	2	2.2
CO3	3	1	3	3	2	2	2	2	1	1	2.0
CO4	2	2	2	2	2	1	2	1	1	1	1.6
CO5	2	3	3	2	2	2	3	3	3	3	2.6
Mean Overall Score											2.18 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	25UHI31GL03	Language Hindi - 3	4	3

### Course Objectives

To appreciate the features of Modern Hindi Prose
To understand the Hindi literature in association with the contemporary requirements
To enable the students to develop their effective communicative skills in Hindi
To strengthen the language competence among the students
To empower the students with globally employable soft skills

### UNIT I (12 Hours)

1. Tera Sneh na Khovoom
2. Samband Bodak
3. Reethikal - Namakarn
4. Chitra Varnan (Basic)

### UNIT II (12 Hours)

5. Paribakshik Shabdavali
6. Smuchaya Bodak
7. Reethikal - Samajik Paristhithiya
8. Vachan Badalo

### UNIT III (12 Hours)

9. Vismayadi Bodak
10. Reethikal - Sahithyik Paristhithiyam
11. Beerbal ki Chadurai
12. Patra-Patrikao mein Prakashit Gadyansho ka Patan (Basic)

### UNIT IV (12 Hours)

13. Avikary Shabdh
14. Reethikal - Main Divisions
15. Ling Badalo
16. Karak

### UNIT V (12 Hours)

17. Reethikal - Visheshathayem
18. Anuvad
19. Bahu Ki Vidha (One Act Play)
20. Bathcheeth - Kaksha mein

Teaching Methodology	Videos, PPT, Quiz, Group Discussion, Case Based Problem Solving
Assessment Methods	Quiz, Seminar, Assignment

### Books for Study:

1. Dr. Sanjeev Kumar Jain. (2023). *Anuwad: Siddhant Evam Vyavhar*. Kailash Pustak Sadan.
2. Kamathaprasad Gupth, M. (2021). *Hindi Vyakaran*, Anand Prakashan.
3. Dr. Sadananth Bosalae. (2020). *kavya sarang*. Rajkamal Prakashan.

### Books for Reference:

1. Ramdev. (2021). *Vyakaran Pradeep*. Hindi Bhavan.
2. Lakshman Prasad Singh. (2022). *Kavya Ke Sopan*. Bharathy Bhavan Prakashan.
3. Acharya Ramchandra Shukla. (2021). *Hindi Sahitya Ka Itihas*, Prabhat Prakashan.
4. Krishnakumar Gosamy. (2023). *Anuvad vigyan ki Bhumika*. Rajkamal Prakashan.

### Websites and eLearning Sources:

1. <https://www.hindwi.org/poets/jaishankar-prasad/all>
2. <https://youtu.be/e9wK-pYfVPc>

3. <https://www.amarujala.com/kavya/sahitya/sumitrnandan-pant-best-hindi-poems>
4. <https://mycoaching.in/samuchchay-bodhak-kya-hai>
5. <https://www.subhshiv.in/2021/06/avikari-shabd.html>

<b>Course Outcomes</b>		
<b>CO No.</b>	<b>CO-Statements</b>	<b>Cognitive Levels (K-Level)</b>
	On successful completion of the course, the student will acquire the listed skills	
<b>CO1</b>	Categorize the poetics in some selective poems.	<b>K1</b>
<b>CO2</b>	Practical application of grammar.	<b>K2</b>
<b>CO3</b>	Justify the social & political conditions of Riti Kaal in Hindi Literature.	<b>K3</b>
<b>CO4</b>	Find out the dialects of Hindi language.	<b>K4</b>
<b>CO5</b>	Illustrate the importance given to family ethics by the youth in the modern period according to “Bahoo Ki vidha” One Act play.	<b>K5</b>

<b>Relationship Matrix</b>											
<b>Semester</b>	<b>Course Code</b>		<b>Title of the Course</b>							<b>Hours</b>	<b>Credits</b>
<b>3</b>	<b>25UHI31GL03</b>		Language Hindi - 3							<b>4</b>	<b>3</b>
<b>Course Outcomes</b>	<b>Programme Outcomes (POs)</b>					<b>Programme Specific Outcomes (PSOs)</b>					<b>Mean Score of COs</b>
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	
<b>CO1</b>	3	2	3	3	2	3	2	1	3	2	2.4
<b>CO2</b>	3	2	3	2	2	3	2	3	2	3	2.5
<b>CO3</b>	3	2	2	3	1	3	2	3	2	3	2.4
<b>CO4</b>	2	3	3	2	3	2	3	3	2	1	2.4
<b>CO5</b>	3	2	2	3	3	2	1	3	2	3	2.4
<b>Mean Overall Score</b>											<b>2.42 (High)</b>

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	25USA31GL03	Language Sanskrit - 3	4	3

Course Objectives
To introduce simple poetry in Sanskrit
To give an exposure to the Vedas and Vedangas
To acquaint students with epics and puranas
To train students in conjugation of verbs in future tense
To introduce Upasarga-s and their role in verb formations

**UNIT I (12 Hours)**

Ramodantam, Balakandam (1-15 verses)

**UNIT II (12 Hours)**

Ramodantam, Balakandam (15-30 verses)

**UNIT III (12 Hours)**

Vedas – Vedangas vivaranam

**UNIT IV (12 Hours)**

Asta dasa Purana and Dashopanishads

**UNIT V (12 Hours)**

Upasargas and Bhavishyat Kaalah Vakya Prayoga

<b>Teaching Methodology</b>	Videos, PPT, Blackboard, Demonstration, Exercises
<b>Assessment Methods</b>	Seminar, Quiz, Group Discussion.

**Books for Study:**

1. VEDIC LITERATURE
2. RAMODANTAM

**Books for Reference:**

1. Parameshwara, Ramodantam, LIFCO Chennai 2020
2. R. S. Vadhyar & Sons, Book – sellers and publishers, Kalpathu, Palaghat – 678 003, Kerala, south India, History of Sanskrit Literature 2021
3. Kulapathy, K.M Saral Sanskrit Balabodh, Bharathita vidya bhavan, Munshimarg Mumbai – 400 007 2020

**Websites and eLearning Sources:**

1. <https://www.scribd.com/doc/210917188/Sri-Ramodantam-Sanskrit-Text-With-English-Translation>
2. <http://www.sushmajee.com/ms-ppp/text/ved-notes.pdf>
3. <https://occr.org.in/publication/Vedanga.pdf>
4. [https://www.forgottenbooks.com/en/download/TheThirteenPrincipalUpanishadsTranslatedFromtheSanskrit\\_10017247.pdf](https://www.forgottenbooks.com/en/download/TheThirteenPrincipalUpanishadsTranslatedFromtheSanskrit_10017247.pdf)
5. <https://www.learn Sanskrit.org/guide/uninflected-words/the-upasarga/>

Course Outcomes		
CO No.	CO–Statements	Cognitive Levels (K –Levels)
	On successful completion of this course, students will be able to	
<b>CO1</b>	Remember Characters and events of Ramayana	<b>K1</b>
<b>CO2</b>	Understand social ethics and moral duties.	<b>K2</b>
<b>CO3</b>	Apply the values learnt, in day-to-day life	<b>K3</b>
<b>CO4</b>	Appreciate the Vedic Philosophy	<b>K4</b>
<b>CO5</b>	Evaluate and create new words with upasargas	<b>K5</b>

Relationship Matrix											
Semester	Course Code			Title of the Course						Hours	Credits
3	25USA31GL03			Language Sanskrit - 3						4	3
Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	1	2	2	3	3	3	3	3	2	1	2.3
CO2	3	3	2	3	3	2	2	3	3	3	2.7
CO3	3	3	1	3	3	1	1	3	3	3	2.4
CO4	2	2	1	2	3	2	2	3	2	1	2.0
CO5	3	3	2	3	2	2	3	3	3	2	2.6
Mean Overall Score											2.4 (High)

Semester	Course Code	Title of the Course	Hours / Weeks	Credits
3	25UEN32GE03B	General English - 3: English for Science - 1	5	3

Course Objectives
To enable the students to comprehend the local and global issues through the lessons.
To enable the students to do the tasks centering on Skill Development and Grammar.
To empower the students with interactive skills.
To enhance their taste for reading that will naturally develop their vocabulary power and sentence structures
To develop the listening, speaking and writing skills of students through the prescribed texts.

**UNIT I: Encounter Between Humans and Aliens (15 Hours)**

1. "They're Made Out of Meat" by Terry Bisson
2. Vocabulary in Context: Meat Words
3. Writing: Informal Letter Writing
4. Speaking: Role Play
5. Grammar: Present Perfect Tense

**UNIT II: Life After Death (15 Hours)**

6. "The Egg" by Andy Weir
7. Vocabulary in Context: Cide Words
8. Writing: Formal Letter Writing
9. Speaking: Description of a Picture
10. Grammar: Present Perfect Continuous Tense

**UNIT III: In Communion with Nature (15 Hours)**

11. "A Tiger in the House" by Ruskin Bond
12. Vocabulary in Context: Animals and their babies
13. Writing: Job Application Writing (Writing Covering Letter and Curriculum Vitae)
14. Speaking: Description of an Advertisement
15. Grammar: Past Perfect Tense

**UNIT IV: Mystery of Venus (15 Hours)**

16. "All Summer in a Day" by Ray Bradbury
17. Vocabulary in Context: Rain Words
18. Writing: Drafting Invitation and Brochure
19. Speaking: Short Academic Presentation
20. Grammar; Past Perfect Continuous

**UNIT V: Think Before You Trash (15 Hours)**

21. "My Frog Recycles All His Trash" by Kenn Nesbitt
22. Vocabulary in Context: Ecological Words
23. Writing: Preparing an Advertisement
24. Speaking: Welcome Address and Vote of Thanks
25. Grammar: Future Perfect Tense and Future Perfect Continuous Tense

\* Speaking Components are meant only for internal tests

<b>Teaching Methodology</b>	Lecture, Multimedia Presentations, Discussion and Enacting
<b>Assessment Methods</b>	Speaking, reading, listening and written tests

**Books for Study:**

1. Francis, V., Dr. D.R. Edwin Christy and Dr. D. Loyola Innaci. *Lingua Science – I*, St. Joseph's College (Autonomous), Tiruchirappalli.

**Books for Reference:**

1. Wilfred, D. Best. *Students Companion*. HarperCollins Publishers, 2020.

2. Wren & Martin. *Middle School English Grammar and Composition*, S Chand Publishing, 2023.
3. Carnegie, Dale. *The Quick and Easy Way to Effective Speaking*, Rupa Classics, 2013.

#### Websites and eLearning Sources:

1. <https://jerrywbrown.com/wp-content/uploads/2020/02/They-are-made-out-of-meat-BissonTerry.pdf>
2. <https://www.are.na/block/12921440>
3. <https://pdfcoffee.com/andy-weir-the-egg-pdf-pdf-free.html>
4. [https://mrsdelcarmen.weebly.com/uploads/3/0/9/0/30908551/a\\_tiger\\_in\\_the\\_house\\_by\\_ruskin\\_bond.pdf](https://mrsdelcarmen.weebly.com/uploads/3/0/9/0/30908551/a_tiger_in_the_house_by_ruskin_bond.pdf)
5. <https://poetry4kids.com/poems/my-frog-recycles-all-his-trash/>
6. <https://www.stcypriansprimaryacademy.co.uk/wp-content/uploads/2021/01/All-Summer-in-a-Day-by-Ray-Bradbury.pdf>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, students will be able to	
CO1	Identify and comprehend the local and global issues through the lessons	K1
CO2	Use interactive skills	K2
CO3	Develop the Listening and Reading Skills of the learners through teacher-led reading practice	K3
CO4	Enhance their Listening, Reading, Speaking, and Writing Skills	K4
CO5	Develop their Creative and Critical Thinking and Speaking Skills	K5

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
3	25UEN32GE03B		General English - 3: English for Science - 1							5	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	3	2	2	3	2	3	2	3	2	2.4
CO2	2	2	3	2	3	3	2	3	2	2	2.3
CO3	2	3	2	3	2	2	3	2	3	2	2.4
CO4	2	2	3	2	3	3	2	3	2	3	2.5
CO5	2	2	2	3	2	2	2	3	2	2	2.2
Mean Overall Score											2.36 (High)

Semester	Course Code	Title of the Course	Hours	Credits
3	25UVC33CC05	Core Course – 5: Mass Communication Theories	4	3

Course Objectives
To remember the fundamentals of the communication theories.
To find the theories related to mass media.
To classify the elements in the various communication process
To identify the new media theories.
To examine the various effects of mass media

#### Unit - I (12 Hours)

Communication models and theories- Early models of communication, Aristotle model of communication - S-M-C-R model -Hypodermic needle model – Laswell Model of communication - Wilbur Schramm model of communication – George Gerbner’s model - Theodore M. Newcomb’s model - Dance’s Helical Model

#### Unit- II (12 Hours)

Sociological Theories- Social learning theory- Agenda setting theory - Uses and gratification theory- Dependency theory- play theory - Theories of persuasion -Hypodermic/ bullet theory- Individual difference theory- Personal influence theory- Diffusion of Innovations.

#### Unit- III (12 Hours)

Normative theories— Authoritarian theory (Gulf) — Libertarian theory (America, U.K.) — Social responsibility theory (India) — Soviet media theory (Russia) — Democratic participant media theory (Third World Countries). Cultivation theory.

#### Unit- IV (12 Hours)

Information theory - New media theory- Network theory- Mediatization theory - Socialization theory and Consumer socialization theory.

#### Unit- V (12 Hours)

Indian theories of communication: Natyashastra, Sadhranikaran - Media and Indian Society -Mass media audiences - Children and Media- Media Violence— Media and Family - Consumeristic Society

Teaching Methodology	PPT, chalk and talk, GD
Assessment Methods	MCQs, Quiz, Seminars

#### Books for Study:

1. Hand Book of Journalism and Mass Communication – VirBala Aggarwal, V.S.Gupta
2. Mass Communication in India – Keval J. Kumar (Fourth Edition)

#### Books for References:

1. The mass media Ed, by Arvindkumar, New Delhi, Anmol pub,1999.
2. Mass Communication Theory (2nd ed.) by McQuail, Denis. Sage, London. 1987.
3. 2. Theories of the Information Society’ by Webster, Frank. Routledge, London.1995.
4. Theories of Mass Communication’ by Mattelart et al., Sage, London.1998.
5. Mass Communication Theory (2nd ed.) by McQuail, Denis. Sage, London.1987.

#### Websites and eLearning Sources:

1. <https://egyankosh.ac.in/bitstream/123456789/7164/1/Unit-3.pdf>
2. <https://unacademy.com/content/bankexam/studymaterial/generalawareness/introduction-to-mass-communication/>
3. <https://www.whistlingwoods.net/different-media-theories-used-in-masscommunication/>
4. [https://mu.ac.in/wp-content/uploads/2023/05/MACJ\\_Communication-Theory\\_Sem-1\\_Final-book-revised.pdf](https://mu.ac.in/wp-content/uploads/2023/05/MACJ_Communication-Theory_Sem-1_Final-book-revised.pdf)



CO No.	CO- Statements	Cognitive Levels (K- levels)
	On successful completion of this course, students will be able to	
<b>CO-1</b>	Recall the fundamentals of the communication theories.	<b>K1</b>
<b>CO-2</b>	Find the theories related to mass media.	<b>K2</b>
<b>CO-3</b>	Classify the elements in the various communication process	<b>K3</b>
<b>CO-4</b>	Identify the new media theories.	<b>K4</b>
<b>CO-5</b>	Examine the various effects of mass media	<b>K5</b>

Relationship Matrix											
Semester	Course Code	Title of the Course								Hours	Credits
<b>3</b>	<b>25UVC33CC05</b>	<b>Core Course - 5: Mass Communication Theories</b>								<b>4</b>	<b>3</b>
Course Outcomes (COs)	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
<b>CO-1</b>	3	2	3	2	1	3	3	3	1	2	2.3
<b>CO-2</b>	3	2	3	2	1	3	3	3	1	2	2.3
<b>CO-3</b>	3	3	3	1	1	3	3	3	1	2	2.3
<b>CO-4</b>	2	3	3	2	1	3	3	3	1	2	2.3
<b>CO-5</b>	3	3	2	3	2	3	3	3	1	2	2.5
<b>Mean Overall Score</b>											<b>2.3 (High)</b>

Semester	Course Code	Title of the Course	Hours	Credits
3	25UVC33CC06	Core Course - 6: Digital Journalism	4	3

CO- Statements
To understand the emergence and digital journalism and writing
To acquire knowledge on the crafting the web-based content
To analyze the functionality of the web resources for journalism
To analyze techniques of mobile journalism
To acquire knowledge on the cyber laws related to digital journalism

#### Unit- I (12 Hours)

Evolution of journalism: Print to digital - Characteristics of digital journalism - Understanding digital audiences - consumption patterns - Role of citizen journalism - user-generated content - News values and story structures - Headline writing - Writing for web vs. print

#### Unit- II (12 Hours)

Language and style of digital journalism - Blogging and real-time reporting techniques- Crafting click-worthy ethical headlines - Platform-specific content strategies - Crafting platform-native content - Using social media for news

#### Unit- III (12 Hours)

Web Journalism: Introduction & Characteristics - Foundations of web Journalism - Web news portal and E-paper - Web portal-layout & designing - Web as a Reporting Source

#### Unit- IV (12 Hours)

Mobile journalism: Using the mobile for stories; apps and tools for reporting - Smartphone photography - Facebook and social media: The newsfeed of tomorrow? - Twitter as a means of disseminating news - Creating handles and using Twitter to generate traffic to stories - News writing for apps.

#### Unit- V (12 Hours)

Ethical issues in digital journalism: Obscenity and privacy – Defamation - Cyber laws - Cyber Crimes & Security: Types and case studies – WikiLeaks - Internet censorship in India

Teaching Methodology	PPT, chalk and talk, practical tasks
Assessment Methods	MCQs, Seminars and GD

#### Books for Study:

1. Kawamoto, K. (2003). *Digital journalism: Emerging media and the changing horizons of journalism*. Rowman & Littlefield.
2. Kovach, B., & Rosenstiel, T. (2014). *The elements of journalism: What news people should know and the public should expect (Revised and updated 3rd ed.)*. Three Rivers Press.
3. Gray, J., Bounegru, L., & Chambers, L. (2012). *The data journalism handbook*. O'Reilly Media.
4. Online resources: Poynter, Nieman Lab, Reuters Digital News Report

#### Books for References:

1. Stuart Allan (2006) - Online News: Journalism and the Internet, McGraw Hill Education.
2. Stephen Quinn (2005) Convergent Journalism, Peter Lang Publication p 85&105 - 2006,
3. Sunil Saxena (2004), Breaking News: The craft & Technology of Online Journalism, Tata McGraw Hill Education p. 19&80.
4. Keval. J Kumar (2014), Mass Communication in India

#### Websites and eLearning Sources:

1. <https://egyankosh.ac.in/bitstream/123456789/86118/1/Block-1.pdf>
2. <https://cmds.ceu.edu/module-1-digital-journalism-fundamentals>
3. [https://www.researchgate.net/publication/346920686\\_What\\_Is\\_Digital\\_Journalism\\_Defining\\_the\\_Practice\\_and\\_Role\\_of\\_the\\_Digital\\_Journalist](https://www.researchgate.net/publication/346920686_What_Is_Digital_Journalism_Defining_the_Practice_and_Role_of_the_Digital_Journalist)

CO No.	CO- Statements	Cognitive Level (K- levels)
	On successful completion of this course, students will be able to	
CO-1	Understand the emergence and digital journalism and writing	K1
CO-2	Acquire knowledge on the crafting the web-based content	K2
CO-3	Discover the functionality of the web resources for journalism	K3
CO-4	Analyze techniques and rules of creative writing	K4
CO-5	Evaluate the cyber laws related to online journalism	K5

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
3	25UVC33CC06		Core Course – 6: Digital Journalism							4	3
Course Outcomes (COs)	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	3	2	2	2	1	3	3	2	2	3	2.2
CO-2	1	2	2	3	1	2	3	2	2	3	2.1
CO-3	2	3	2	1	2	3	3	2	2	3	2.3
CO-4	1	2	3	2	3	2	3	2	3	2	2.3
CO-5	1	2	2	2	3	1	3	2	2	3	2.1
Mean Overall Score											2.2 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	25UVC33CP03	Core Practical - 3: Script Editor QP Code: MES/Q3001 NSQF Level: 6	3	2

Course Objectives
To understand the basic concepts and elements of script writing.
To gain knowledge on the structure of script writing.
To construct effective character archetypes in script writing.
To distinguish the various script formats.
To categorize the various genres of Television and Radio programme scripts

#### Unit - I

(9 Hours)

Definitions - Fundamental Principles – Guidelines –Techniques - Script Writing Elements: Story, Screen play and Dialogue and Lyric writing - Script Formats and Style: Parenthesis, Description, Scene Transition.

#### Unit -II

(9 Hours)

Narrative structure: Beginning, Middle, End- Syd Field's Paradigm: conflict, development, climax and denouement – story, storyline, plot, and treatment – Principles of suspense and surprise - Three point and Two point structures.

#### Unit- III

(9 Hours)

Characterization – Character Archetypes – Character Arc - Character Biography – Tags – Stereotyping – Two-Dimensional versus Three-Dimensional characters – Guiding principles for evolving effective and credible characters.

#### Unit -IV

(9 Hours)

Script Formats – Single column, Double column, Rundown - Speculative Script –Storyboards - Writing versus Directing

#### Unit -V

(9 Hours)

Writing Scripts for various genres - Scripts for Television and Radio Programmes – PSA – Scripting for science/development program - Scripting for Educational Program - Scripting for Women's program - Scripting for commercials.

\* Students are required to know theoretical knowledge to experience the practical output of the subject.

#### List of Practical:

- Script for PSA (10-45 sec) (3)
  - Synopsis
  - Script
  - Storyboard
- Script for Commercial Ad film (10-20-30 secs) (3)
  - Synopsis
  - Script
  - Storyboard
- Reality shows/ Interview (3)
  - Project Proposal
- Documentary film (3)
  - Script
- Script for Short film (3)
  - Synopsis
  - Master-Scene script

#### Books for References:

- J. Michael Straczynski, "The Complete Book of Script writing" Writers Digest Books (1982), Reprint 2014.
- Barry Hampe, Video script writing: how to write for the \$4 billion commercial video market, New York, N.Y., U.S.A.: Plume, Reprinted 2010.



## Qualification Pack



# Script Editor

QP Code: MES/Q3001

Version: 3.0

NSQF Level: 6

Media & Entertainment Skills Council || Commercial premises No Ja522, 5th Floor, DLF Tower A, Jasola,  
New Delhi  
110025



## Qualification Pack

### MES/Q3001: Script Editor

#### Brief Job Description

Individuals at this job read and assess the script for the merit of the story, its dramaturgy and overall competence and offer feedback and notes for improvement to make the script production worthy

#### Personal Attributes

This job requires the individual to have a sound understanding of the craft of screenwriting. The individual must be able to read a script and understand the premise and intention embedded in the story. The individual must be able to assess the script and narrative style and identify areas of improvement to enhance the impact and quality of the script. The individual must be well-versed with script-writing elements, principles, norms, guidelines and techniques.

#### Applicable National Occupational Standards (NOS)

##### Compulsory NOS:

1. [MES/N1404: Analyse and detail the concept](#)
2. [MES/N3004: Adapt the script to production requirements](#)
3. [MES/N3006: Manage the relationship between script writer and producers](#)
4. [MES/N0104: Maintain Workplace Health & Safety](#)

#### Qualification Pack (QP) Parameters

<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Film, Television, Animation, Gaming, Advertising
<b>Occupation</b>	Screen/Script Writing
<b>Country</b>	India
<b>NSQF Level</b>	6
<b>Credits</b>	NA
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO 2015- 2641.0302

Semester	Course Code	Title of the Course	Hours	Credits
3	25UVC33AO01A	Allied optional – 1: Documentary Film Making	4	2

Course Objectives
To gain knowledge of history and growth of film making.
To get in depth knowledge of various elements and features of documentary filmmaking.
To understand the concept of reality associated with documentary and apply the ethics on making process.
To develop a scripting knowledge on the area of documentary making
To analysis the complete grasp of documentary filmmaking with special focus on the themes and its presentation.

#### Unit- I (12 Hours)

Documentary an over view - History of documentary filmmaking - Growth of documentary filmmaking during world war II- Ethics and steps involved in producing documentary - Issues and challenges in documentary film making.

#### Unit -II (12 Hours)

Genres of documentary- Characteristics of documentary- Proposing and pitching a short documentary - Importance of Research in Documentary - Point of view and story teller- Modes of representation used in documentary: expository, observational- interactive and reflexive modes of representation.

#### Unit -III (12 Hours)

Technicality of production: Shot-Scene and Sequence, Camera Movements- Camera accessories- Sound and Camera control- Post Production – Editing – Transcript editing- Preparing film logs- Script editing- Rough cut- Preparing film logs and fine cutting.

#### Unit -IV (12 Hours)

Scripting formats for media – Finalizing Treatment – Preproduction activities such as film schedule location, characters- Interview and interview analysis- Shooting an interview.

#### Unit-V (12 Hours)

Documentary Realism- Realism in documentary film, types of realism- Neorealism- Realism in post-structural perspective - Social issues and documentary film making- Contemporary documentary and film makers.

Teaching Methodology	Videos, PPT, chalk and talk, Demonstration
Assessment Methods	MCQs, Mini project, Group work

#### Books for Study:

1. Giulia Battaglia (2017) Documentary Film in India: An Anthropological History
2. Gene A. Brucker, Renaissance Society of America (1998) The Society of Renaissance Florence: A Documentary Study.

#### Books for References:

1. Paul Rand (1993) Forms and Chaos, Yale University press
2. Srivastava K M (1991). Media Issues, Sterling Publication, New Delhi
3. Foley, Vandam, Feiner and Huges, Principles and Practice”, 2<sup>nd</sup> Edition,
4. Larson, Charles U; “Persuasion-Reception and Responsibility”, Wadsworth, 2001.

#### Websites and eLearning Sources:

1. <https://www.docfilmacademy.com/blog/how-to-make-a-documentary>
2. <https://movieschoolfree.com/documentary-filmmaking/documentary-filmmaking-introduction-to/>
3. <https://aaft.com/blog/cinema/how-to-make-a-documentary-film/>
4. <https://library.fiveable.me/documentary-production>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
<b>CO1</b>	Gain knowledge of history and growth of filmmaking.	<b>K1</b>
<b>CO2</b>	Understand in depth knowledge of various elements and features of documentary filmmaking.	<b>K2</b>
<b>CO3</b>	Understand the concept	<b>K3</b>
<b>CO4</b>	Develop a scripting knowledge on the area of documentary making	<b>K4</b>
<b>CO5</b>	Analysis the complete grasp of documentary filmmaking with special focus on the themes and its presentation.	<b>K5</b>

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
3	25UVC33AO01A		Allied Optional - 1: Documentary Film Making							4	2
Course Outcomes (COs)	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	
CO-1	3	2	2	2	1	3	3	2	2	3	2.2
CO-2	2	3	2	1	2	3	3	2	2	3	2.3
CO-3	1	2	3	2	3	2	3	2	3	2	2.3
CO-4	1	2	2	3	1	2	3	2	2	3	2.1
CO-5	1	2	2	2	3	1	3	2	2	3	2.1
Mean Overall Score											2.2 (High)



Semester	Course Code	Title of the Course	Hours	Credits
3	25UVC33AO01B	Allied Optional – 1: Digital Marketing	4	2

Course Objectives
To understand the characteristics, techniques and benefits of digital marketing
To gain knowledge about the types of digital market
To analyze digital marketing tools and its influences in the market
To comprehend the recent digital marketing trends.
To understand the legal and ethical issues in digital marketing

#### Unit - I (12 Hours)

Digital Marketing– Definition of Digital Marketing- Characteristics of Digital Marketing- Digital Marketing Techniques- Benefits of Digital Marketing- Issues and challenges in Digital Marketing.

#### Unit - II (12 Hours)

Introduction, Objectives- Types of Digital Market- Digital Malls- Digital Store front- Digital Market Place.

#### Unit-III (12 Hours)

Digital Marketing Tools - Introduction, Objectives- Create a Website- Types of Digital Marketing, Social Media Marketing- Pay-Per-Click Advertising, Search Engine Optimization or Paid Search Engine Listing Search Engine Marketing, Blogging and Classified Advertising- Digital Media Platforms (OTT- Over the Top) - Changing Scenario in Media Productions and distribution

#### Unit- IV (12 Hours)

Digital Marketing Plan – Scope of Digital Marketing Plan- Situational Analysis- Setting Objectives- Marketing Mix Decision- Budget Allocation- Action Plan- Measuring Success.

#### Unit-V (12 Hours)

Legal and Ethical Issues in Digital Marketing – Legal Protection- Privacy- Digital Property, Online Expression- Emerging Issues.

Teaching Methodology	PPT, chalk and talk, flipped classes
Assessment Methods	MCQs, Seminars, Group Work

#### Books for Study:

1. Ryan Deiss& Russ Henneberry, “Digital Marketing for Dummies”, John Wiley & Sons, Inc., USA, 2017.
2. Simon Kingsnorth, “Digital Marketing Strategy: An Integrated Approach to Online Marketing”, Kogan Page Publishers, 2016.

#### Books for References:

1. Vandhana Ahuja, “Digital Marketing”, Oxford University Press; Illustrated edition, 2015.
2. Ian Dodso, “The Art of Digital Marketing: The Definitive Guide to Creating Strategic, Targeted, and Measurable Online Campaigns”, Wiley, 1st edition, 2017.
3. Puneet Bhatia, “Fundamentals of Digital Marketing”, Pearson Education; 2nd edition, 2019.

#### Websites and eLearning Sources:

1. <https://kamarajcollege.ac.in/wp-content/uploads/Core-14-Digital-Marketing.pdf>
2. [https://www.digitalmarketer.com/digital-marketing/assets/pdf/ultimate-guide-to-digital-marketing.pdf?srsId=AfmBOopYuWr5l006s5peXS8Nc37PY0Whkpp\\_hb9KxmRC1O8ej5oHmKJ](https://www.digitalmarketer.com/digital-marketing/assets/pdf/ultimate-guide-to-digital-marketing.pdf?srsId=AfmBOopYuWr5l006s5peXS8Nc37PY0Whkpp_hb9KxmRC1O8ej5oHmKJ)
3. [https://baou.edu.in/assets/pdf/PGDM\\_203\\_slm.pdf](https://baou.edu.in/assets/pdf/PGDM_203_slm.pdf)
4. <https://www.digitalvidya.com/blog/digital-marketing-course-content/>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
<b>CO1</b>	Gain knowledge about the types of digital market	<b>K1</b>
<b>CO2</b>	Understand the characteristics, techniques and benefits of digital marketing	<b>K2</b>
<b>CO3</b>	Ability to understand the legal and ethical issues in digital marketing	<b>K3</b>
<b>CO4</b>	Comprehend the recent digital marketing trends.	<b>K4</b>
<b>CO5</b>	Ability to analyze digital marketing tools and its influences in the market	<b>K5</b>

Relationship Matrix												
Semester	Course Code					Title of the Course					Hours	Credits
3	25UVC33AO01B					Allied Optional – 1: Digital Marketing					4	2
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO1	3	3	3	3	3	3	2	2	1	3	2.6	
CO2	3	3	3	2	3	3	3	2	1	3	2.5	
CO3	3	3	3	2	2	3	2	2	1	3	2.4	
CO4	3	3	3	2	3	3	2	1	1	3	2.4	
CO5	3	3	3	3	3	2	3	3	1	3	2.7	
Mean Overall Score											2.5 (High)	

Semester	Course Code	Title of the Course	Hours	Credits
3	25UVC33OP01A	Allied Optional Practical – 1: Documentary Film Making (P)	2	2

Course Objectives
To understand the importance of scripting in documentary making
To gain in depth knowledge on the process of production in documentary film making
To make use of interview skills in documentary making
To evaluate the essential requirements for documentary filmmaking
To analyze the effects of cinematographic properties in documentaries

### List of Practical

1. Research & Concept Development
2. Writing a Documentary Proposal
3. A documentary script or treatment
4. Create storyboard
5. Interview Techniques
6. Location Scouting
7. Filming
8. Lighting for Documentaries
9. Sound Recording
10. Title Design & Graphics

For Examination, Students must produce and submit

- Documentary films on social themes
- Interview
- Docudrama

Semester	Course Code	Title of the Course	Hours	Credits
3	25UVC33OP01B	Allied Optional Practical - 1: Digital Marketing (P)	2	2

Course Objectives				
To create their own social media pages and channels				
To acquire knowledge on the production of PSA.				
To understand the concept of digital marketing technically and aesthetically.				
To understand the various applications of digital marketing and its business advantages.				
To analyze the importance of brand awareness				

#### List of Practical's:

- Prepare a promo for a product in terms of getting publicity in the market
- Prepare a webpage for launching a new outlet of your client in a semi urban area
- Prepare a PSA for Non-Profit organization
- Prepare a campaign in terms of enhancing brand awareness of your product in digital media platform.
- Prepare different social media pages and channels for the client and submit a report of client access to it.

(The Students have to submit all exercises for Practical exam, which will be evaluated by the External Examiner).

#### Books for Study:

1. Ryan, D. (2014). Understanding Digital Marketing: Marketing Strategies for Engaging the Digital Generation, Kogan Page Limited.
2. Ryan Deiss& Russ Henneberry (2017), Digital Marketing for Dummies, John Wiley & Sons, Inc., USA.

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	25UHE34VE03A	Value Education - 3: Social Ethics - 1	2	1

Course Objectives
To gain a comprehensive understanding of the principles advocated in social ethics.
To examine the different types of political systems in a thorough manner.
To comprehend the role and obligations of the educated youth.
To evaluate the conduct of the elected representatives in a detailed manner.
To thoughtfully analyze the various forms of cyber-crime.

#### **UNIT I: Introduction to Social Ethics (6 Hours)**

Social ethics, social ethics and social responsibility, social ethics play an important role on the areas, religion influences social changes and vice versa, secularism. Social ethics and corporate dynamics, forms of social ethics.

#### **UNIT II: The Economic and Political System of Today (6 Hours)**

Planned economy and communism - market economy and capitalism- socialism - mixed economy -the emerging market economy - political system- totalitarian system- oligarchic system.

#### **UNIT III: Integrity in Public Life National Integration (6 Hours)**

What is Integrity, Public Life, Integrity and Public Life, Integrity in a Democratic State, India as Democratic State, Behavior of a elected representative of India, Noticeable degradation acts of elected Representatives, Suggestions to stem this rot, Types of integrity, Transparency can be a guarantee for integrity.

#### **UNIT IV: Cyber Crime (6 Hours)**

Business Ethics, Business ethics permeates the whole organization, measuring business ethics, The Vital factors highlighting the importance of business ethics, Cyber-crime, Strategies in committing Cyber Crimes, Factors aiding Cyber Crime, computer Hacking, Cyber Bullying, Telecommunications piracy, Counter Measures to Cyber Crime, Ethical Hacking.

#### **UNIT V: Social Integration (6 Hours)**

Global challenges, the future is with the Educational Youth, Cost of the Sacrifice, Crusaders against corruption, Responsibility of the Educated Youth, Positive Global Scenario, right to Education, Eradicating gender inequality, Sustainable Human Development, Social Integration, Elimination Crime, Integration with Global Market

<b>Teaching Methodology</b>	Lecture, PPT, Power point
<b>Assessment Methods</b>	Online Test, Group Discussions

#### **Books for Study:**

1. Department of Human Excellence. (2021). *Formation of Youth*, St Joseph's College (Autonomous), Tiruchirappalli.

#### **Books for Reference:**

1. Arora, R.K. (2014). *Ethics, Integrity and Values*. Public Service Paperback.
2. Cunningham, D. (2004). *There's something happening here: The new left, the Klan, and FBI counterintelligence*. Berkeley: University of California Press.
3. Mali, P. (2017). *Cyber law & Cyber Crimes simplified*. Cyber Info Media Paperback.
4. Richardson, M. (2019). *Cyber Crime: Law and Practice Hardcover - Import*.

#### **Websites and eLearning Sources:**

1. <https://cybercrime.gov.in/>
2. <https://open.lib.umn.edu/sociology/chapter/14-2-types-of-political-systems/>
3. <https://www.esv.org/resources/esv-global-study-bible/social-ethics/>
4. [https://en.wikipedia.org/wiki/Political\\_system](https://en.wikipedia.org/wiki/Political_system)

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	Know the responsibility of the educated youth.	K1
CO2	Understand the values prescribed under social ethics.	K2
CO3	Apply their minds critically to the various types of cyber-crime.	K3

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours/Week	Credits
3	25UHE34VE03A		Value Education - 3: Social Ethics - 1							2	1
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	3	3	3	2	3	2	2	3	3	2.7
CO2	3	2	2	2	3	2	2	3	2	2	2.3
CO3	2	3	3	3	2	3	3	3	3	3	2.8
Mean Overall Score											2.6 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	25UHE34VE03B	Value Education - 3: Religious Doctrine - 1	2	1

Course Objectives				
To impart knowledge to students about Salvation History				
To familiarize students with the life and mission of Jesus Christ				
To help Students understand the Holy Spirit				
To empower students on Gospel Values				
To equip the students about Mother Mary				

**UNIT I** (6 Hours)

God of salvation

**UNIT II** (6 Hours)

Life & Mission of Jesus Christ

**UNIT III** (6 Hours)

The Holy Spirit

**UNIT IV** (6 Hours)

Gospel Values

**UNIT V** (6 Hours)

Mary, the mother of God

<b>Teaching Methodology</b>	Power point, Assignment and Group discussion
<b>Assessment Methods</b>	Online Test, Group Discussions

#### Books for Study:

1. Department of Human Excellence. (2022). *Fullness of Life*. St. Joseph's College, Tiruchirappalli.

#### Books for Reference:

1. (1994). *Compendium: Catechism of the Catholic Church*. Bengaluru: Theological Publications in India.
2. Holy Bible (NRSV).

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	Understand the Salvation History	K1
CO2	Grasp to the life and purpose of Jesus Christ	K2
CO3	Live out the teachings of the Gospel	K3

Relationship Matrix											
Semester	Course Code		Title of the Course						Hours/Week	Credits	
3	25UHE34VE03B		Value Education - 3: Religious Doctrine - 1						2	1	
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	3	3	3	2	3	2	2	3	3	2.7
CO2	3	2	2	2	3	3	3	3	2	2	2.5
CO3	2	2	3	3	2	2	3	3	3	3	2.6
Mean Overall Score											2.6 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	25USS34SE01	Skill Enhancement Course - 1: Soft Skills	2	1

Course Objectives
To help students understand, practice, and improve their communication skills
To enable students with effective presentation skills
To help students attend interviews confidently and participate effectively in group discussions
To make students realise their potential and excel on personal as well as professional grounds
To develop the thinking skills of students for better performance in competitive exams, interviews and u discussions

#### UNIT I Communication Skills

(6 Hours)

*Basics of Communication:* Importance of Good Communication Skills, Types of Communication Skills, Verbal Communication, Non-verbal Communication, Tips for Improving Nonverbal Communication, Communication Styles, Barriers to Communication, Ways To Improve Communication Skills, Practicum. *Professional Grooming:* How to Create the Impact for that First Impression, Presentation Skills, Developing Handouts, Developing Notes, Adding Visual and Audio Effects, Practicum

#### UNIT II Resume Writing & Interview Skills

(6 Hours)

*Resume Writing:* The Purpose of a Resume, Finding a Job & Making a Career, Length of Resume, Order of Resume, Tailoring the Resume, What your Resume should include, Some Tips for Listing a Bachelor's degree on Your Resume, What NOT to put on your Resume, Formatting Resume, Difference between Resume, Biodata and Curriculum Vitae, Preparation of a Resume *Interview Skills:* Meaning of Interview, Types of Interviews, How to get ready for the big day?, Appropriate Attire, Etiquette, Mastering the Art of Meet and Greet, Resume - Points to Remember, Practicum *Group Discussion:* Why is GD Essential?, Factors that influence GD, Outcome of GD, Tips for participation in a GD, Useful phrases for GD, Success Tips in GD, Practicum.

#### UNIT III Personal Effectiveness

(6 Hours)

*Self-Discovery:* Characteristics of Personality, Kinds of Self, Who am I?, Personality Inventory Table *Goal Setting:* Why do Goal Setting?, Goal Setting Process, Smart Goals

#### UNIT IV Numerical Ability

(6 Hours)

Average, Simple Interest, Compound Interest, Profit and Loss, Area, Volume and Surface Area

#### UNIT V

(6 Hours)

*Verbal Reasoning:* Series Completion, Analogy. *Non-Verbal Reasoning.*

Teaching Methodology	Chart, PPT, chalk and talk, Video Presentation
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#### Books for Study:

1. Balaiah, J., & Joy, J. L. (2024). Straight from the Traits: Securing Soft Skills, (Revised 3rd Ed.). St. Joseph's College, Tiruchirappalli.

#### Books for Reference:

1. Aggarwal, R.S. (2010). A Modern Approach to Verbal and Non-Verbal Reasoning, S. Chand.
2. Balaiah, J. & Joy, J. L. (2018). Winners in the Making: A primer on soft skills. St. Joseph's College, Tiruchirappalli.
3. Covey S. R. (2004). The 7 Habits of Highly Effective People: Restoring the Character Ethic (Rev. ed.). Free Press.
4. Egan, G. (1994). The Skilled Helper (5th Ed.). Pacific Grove, Brooks/Cole.
5. Khera, S. (2014). You Can Win. Macmillan Books.
6. Martin, Y. (2005). Hiring the Best: A Manager 's Guide to Effective Interviewing and Recruiting, (5th Ed.). Adams Media.
7. Sankaran, K., & Kumar, M. (2010). Group Discussion and Public Speaking, (5th Ed.). M.I. Publishers.
8. Trishna. (2012). How to do well in GDS & Interviews, (3rd Ed.). Pearson Education.



**Websites and eLearning Sources:**

1. <https://www.indeed.com/career-advice/resumes-cover-letters/communication-skills>
2. <https://www.seek.com.au/career-advice/article/50-communication-skills-for-the-workplace-your-resume>
3. <https://southeast.iu.edu/career/files/power-phrases.pdf>
4. [https://dese.ade.arkansas.gov/Files/20201209124449\\_Professional-Communication.docx](https://dese.ade.arkansas.gov/Files/20201209124449_Professional-Communication.docx)
5. <https://www.dol.gov/sites/dolgov/files/ETA/publications/00-wes.pdf>
6. [https://www.tmu.ac.in/other\\_websites/cdoe.tmu.ac.in.old/study-material/28-08-2024/COMMON/SEMESTER\\_2/MAIN\\_SOFT\\_SKILLS.pdf](https://www.tmu.ac.in/other_websites/cdoe.tmu.ac.in.old/study-material/28-08-2024/COMMON/SEMESTER_2/MAIN_SOFT_SKILLS.pdf)
7. <https://byjus.com/maths/profit-and-loss-questions/>
8. <https://www.indiabix.com/>

<b>Course Outcomes</b>		
<b>CO No.</b>	<b>CO-Statements</b>	<b>Cognitive Levels (K-Level)</b>
	On successful completion of this course, the students will be able to	
<b>CO1</b>	Analyse problems directed at testing their cognitive abilities	<b>K1</b>
<b>CO2</b>	Present the best of themselves as job seekers and communicate effectively in all contexts	<b>K2</b>
<b>CO3</b>	Assess themselves, set goals, and manage conflicts that are expected of a good leader	<b>K3</b>
<b>CO4</b>	Enhance numerical ability required for the employees for various transactions	<b>K4</b>
<b>CO5</b>	Develop aptitude skills required by the employers	<b>K5</b>

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
3	25USS34SE01		Skill Enhancement Course - 1: Soft Skills							2	1
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	3	3	2	2	2	2	3	2	3	2.5
CO2	2	3	3	2	3	3	2	3	2	2	2.5
CO3	2	2	3	3	2	3	3	3	2	2	2.5
CO4	2	2	3	3	2	3	3	3	2	2	2.5
CO5	2	2	3	3	2	3	3	3	2	2	2.5
Mean Overall Score											2.5 (High)

Semester	Course Code	Title of the Course	Hours	Credits
4	25UTA41GL04B	General Tamil – 4: அறிவியல் தமிழ் (Scientific Tamil)	4	3

#### கற்றலின் நோக்கங்கள் (Course Objectives)

அன்றாட வாழ்வில் அறிவியலின் செல்வாக்கை அறிந்துகொள்ளுதல்
பண்டைத்தமிழர் வாழ்வில் இடம்பெற்ற அறிவியல்கூறுகளைக் கண்டறிதல்
திரைப்படம், நூல் போன்றவற்றைத் திறனாய்வு நோக்கில் ஆராய்தல்
தமிழர்தம் பண்பாடும் அறிவியலும் கொண்ட தொடர்பைப் புலப்படுத்துதல்
படைப்பாற்றல் திறனைக் கண்டறிந்து அறிவியல் படைப்புகளை உருவாக்கல்

#### அலகு - 1

(12 மணி நேரம்)

**கணிதவியல்:** பார்ப்பார்க்கு அல்லது பணிபு அறியலையே (பதிற்றுப்பத்து : 63) - விசும்பில் ஊழி - ஊழ்-ஊழ் செல்லக் (பரிபாடல் : திருமால் : 4-15) - கண்ணுங்கால் கண்ணும் கணிதமே (சிறுபஞ்சமூலம் : 92) - உண்ணாது வைக்கும் பெரும்பொருள் (இன்னா நாற்பது -16)  
**உயிரியல்:** தொல்காப்பியம் : மரபியல் : (27-33) - சிறுவீ ஞாழல் (நற்றிணை 195) - நீடுவெயில் உழந்த (அகநானூறு 335) - வள் இதழ் ஒண் செங்காந்தள் (குறிஞ்சிப்பாட்டு 61-98) - வாள்வரி வயமான் (அகநானூறு 99) - புல்லாகிப் பூடாய்ப் புழுவாய் மரமாகிப் (திருவாசகம்- சிவபுராணம் 26-32)  
**உரைநடைக்கட்டுரை:** வியக்க வைக்கும் தமிழரின் அறிவியல்  
**பயன்முறை கற்றல்:** வலைப்பூக்கள் உருவாக்கம்- அறிவியல்கலைச்சொல்லாக்கம்

#### அலகு - 2

(12 மணி நேரம்)

**நீரியல்:** அம்ம வாழி தோழி (குறுந்தொகை 287) - அம்ம வாழி, தோழி கைம்மிக (அகம் 141: 1-11) - முழங்கு முந்நீர் முழுவதும் வளைஇப் (புறநானூறு-18) - வீங்கு விளிம்பு உரீஇய விசை அமை நோன் சிலை (அகநானூறு-175) - விசம்பு ஆடு பறவை வீழ் பதிப் படர (குறிஞ்சிப்பாட்டு 46-53) - திருக்குறள் வாள்சிறப்பு - பதார்த்த சிந்தாமணி : குளத்து சலந்தானே கொடிதான (27) - ஏரிசலம் வாதமிகு மதுவே (31) - அருவிநீர் மேக மகந்நுங் (39)  
**ஆழிப்பேரலை:** வாழ்க எம் கோ மன்னவர் (சிலப்பதிகாரம் - காடுகாண் காதை 15-22) - தீங்கனி நாவல் ஒங்கும்இத் தீவிடை (மணிமேகலை-பீடிகை கண்டு பிறப்புணரந்த காதை (17-22)  
**உரைநடைக்கட்டுரை:** தமிழர்களின் மருத்துவ அறிவியல்  
**புதினம்:** இரா.நடராசன் : சர்க்கஸ்.காம்

#### அலகு - 3

(12 மணி நேரம்)

**உலகியல்:** நிலம் தீ நீர் வளி விசும்போடு (தொல்.பொருள் 635) - நிலம் நீர் வளி விசம்பு என்ற நான்கின் (பதிற்று 14:1-4) - மண் திணித்த நிலனும் (புறம் 2 1-6)  
**வானியல் :** செஞ்ஞா யிற்றுச் செலவும் (புறம் 30 1-7) - ஆடு இயல் அழல் குட்டத்து புறநானூறு (229) - நெடுவயின் ஒன்று மின்னுப் பரந்தாங்கு (பதிற்று 24:1-26)  
**உரைநடைக்கட்டுரை:** தமிழ் இலக்கியங்களில் வெளிப்படும் நீர் மேலாண்மையியல்  
**பயன்முறை கற்றல்:** நூல் - திறனாய்வு

#### அலகு - 4

(12 மணி நேரம்)

**மருத்துவம்:** திருக்குறள் : மருந்து - இரும்பனம் புடையல் ஈகை வான்கழல் (பதிற்றுப்பத்து-42) - ஏற்றி இறக்கி இருகாலும் பூரிக்கும் - (திருமந்திரம் 571) - இல்லையே வாதம் எழில்நடை கோழியாம் ( கர்ப்ப வாகடத் திரட்டு-23)  
**அணு இயற்பியல் :** மணிமேகலை : சமயக் கணக்கர் தந்திறங் கேட்ட காதை (105-165) - மேவிய சீவன் வடிவது சொல்லிடி (திருமந்திரம் - ஏழாம் தந்திரம் 29:1) - அணுவில் அணுவினை ஆதிபிராணை (திருமந்திரம் - ஏழாம் தந்திரம் 28:2) - அண்டப் பகுதியின் உண்டைப் பிறக்கம் (திருவாசகம்- திருவண்டப் பகுதி 106) - அண்டங்கள் எல்லாம் அணுவாக (திருவிளையாடல் புராணம் - அணுவியல் (பாயிரம்-6) - செகத்தையெல்லாம் அணுவளவுஞ் சிதறா வண்ணஞ் (தாயுமானவர் - தந்தை தாய் 6)  
**உரைநடைக்கட்டுரை:** தமிழில் அறிவியல் புனைவுகள்  
**பயன்முறை கற்றல்:** திரைப்படத் திறனாய்வு- ஆவணப் படத்திறனாய்வு

#### அலகு - 5

(12 மணி நேரம்)

**கட்டடவியல்:** வானம் ஊன்றிய மதலை போல (பெரும்பாண் : 346-351) - விரி கதிர் பரப்பிய வியல் வாய் மண்டிலம் (நெடுநல்வாடை 72-88) - காடுகொன்று நாடாக்கி (பட்டினப்பாலை 283-288) - பெருக்காறு சடைக்கணிந்த பெருமான் சேரும் ( தேவாரம் 2801)  
**பகுத்தறிவியல்:** ஓசை உள்ள கல்லை (சிவவாக்கியர்-412)- நட்கல்லைத் தெய்வமென்று (சிவவாக்கியர்-482)  
**உரைநடைக்கட்டுரை:** அறிவியல் தமிழின் வளர்ச்சி நிலைகள்;  
**பயன்முறை கற்றல்:** பழமொழிகளில் அறிவியல், மூலிகைகளைக் கண்டறிதல்

கற்பித்தல் அணுகுமுறை (Teaching Methodology)	விரிவுரை (Lecture), காணொளிக் காட்சி (Videos), விளக்கக் காட்சி (PPT presentation)
மதிப்பீட்டு முறைகள் (Assesment methods)	வலைப்பூ உருவாக்கம், திரைப்படத் திறனாய்வு, மூலிகை சேகரிப்பு, நூல் திறனாய்வு

**பாட நூல்கள்:**

1. தமிழாய்வுத்துறை (2025), அறிவியல் தமிழ், தூய வளனார் தன்னாட்சிக் கல்லூரி
2. இரா.நடராசன்; (2010), சர்க்கஸ்.காம், Books for Children
3. மூர்த்தி அ.கி. (2001), அறிவியல் கலைச்சொல் அகராதி, மணிவாசகர் பதிப்பகம்.

**பார்வை நூல்கள்:**

1. அரிமாப்பாமகன். ஆ (2017), சங்க இலக்கியத்தில் சூழலியல், இராசகுணா பதிப்பகம்
2. குழந்தைசாமி. வா.செ., (2001), அறிவியல்தமிழ், பாரதி பதிப்பகம்

**Websites and eLearning Sources:**

- [https://www.tamilcomputingjournal.org/?page\\_id=2622](https://www.tamilcomputingjournal.org/?page_id=2622)
- <https://archive.org/details/dli.jZY9lup2kZl6TuXGIZQdjZl3lMyv>
- <https://thamizhival.com/?p=2775>
- [https://www.valaitamil.com/jan-month-Article\\_19160.html](https://www.valaitamil.com/jan-month-Article_19160.html)

**Course Outcomes**

CO No	CO-Statements	Cognitive Levels (K –Levels)
	இப்பாடத்தின் நிறைவில் மாணவர்கள்	
CO -1	அன்றாட வாழ்வில் அறிவியலின் செல்வாக்கை அறிந்துகொள்வர்	K1
CO -2	பண்டைத்தமிழர் வாழ்வில் இடம்பெற்ற அறிவியல்கூறுகளைக் கண்டறிவர்	K2
CO -3	திரைப்படம், நூல் போன்றவற்றைத் திறனாய்வு நோக்கில் ஆராய்வர்	K3
CO -4	தமிழர்தம் பண்பாடும் அறிவியலும் கொண்ட தொடர்பைப் புலப்படுத்துவர்	K4
CO -5	படைப்பாற்றல் திறனைக் கண்டறிந்து அறிவியல் படைப்புகளை உருவாக்கும் திறன் பெறுவர்	K5

**Relationship Matrix**

Semester	Course Code	Title of the Course									Hours	Credits
4	25UTA41GL04B	General Tamil – 4: அறிவியல் தமிழ் (Scientific Tamil)									4	3
Course Outcomes↓	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs	
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5		
CO-1	3	2	3	2	2	3	3	2	2	2	2.4	
CO-2	2	3	3	2	3	2	3	2	3	2	2.5	
CO-3	3	2	2	3	3	3	2	3	3	3	2.7	
CO-4	2	3	3	2	2	3	2	3	3	2	2.5	
CO-5	3	1	2	3	2	2	3	2	3	3	2.4	
Mean Overall Score											2.5 (High)	

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	25UFR41GL04	Language French – 4	4	3

Course Objectives
Express preferences and opinions with precision using quantity expressions, and pronouns to convey satisfaction or dissatisfaction.
Describe Health Conditions and provide medical advice using appropriate grammatical structures to engage in meaningful discussions
Communicate Effectively in Social and Professional Settings by expressing desires and requests and using polite expressions
Exchange Travel Information and construct well-structured narratives to recount journeys
Enhance communication through structured language with contextually appropriate statements across various topics

#### **UNIT – I (12 Hours)**

1. Titre - En cuisine
2. Lexique – les aliments, la restauration, les goûts et les sensations
3. Grammaire – les quantités et le pronom ‘en’, la restriction ‘ne...que’, l’obligation
4. Production orale- communiquer au restaurant
5. Production écrite - exprimer sa satisfaction et son insatisfaction

#### **UNIT – II (12 Hours)**

6. Titre - A votre sante
7. Lexique – les corps et la sante, la médecine et les urgences
8. Grammaire – les pronoms COD et COI, le superlatif, les pronoms interrogatifs
9. Production orale- parler des problèmes de santé
10. Production écrite - Donner un conseil pour une condition médicale

#### **UNIT – III (12 Hours)**

11. Titre - Dans les médias
12. Lexique – les médias audios et les réseaux sociaux
13. Grammaire – la cause et la conséquence, le subjonctif, la place des pronoms
14. Production orale- exprimer son intérêt et sa préférence
15. Production écrite - faire une critique positive et négative

#### **UNIT – IV (12 Hours)**

16. Titre - Consommer responsable
17. Lexique – la consommation, les catégories de produits, le travail manuel
18. Grammaire – le conditionnel présent – formation et emploi, le gérondif
19. Production orale- demander et proposer un service
20. Production écrite - exprimer un souhait ou un désir

#### **UNIT – V (12 Hours)**

1. Titre - Envies d’ailleurs
2. Lexique – le voyage, l’hébergement, le séjour, le tourisme
3. Grammaire – le passé composé et l’imparfait dans le récit, les pronoms démonstratifs
4. Production orale- demander des renseignements sur un voyage
5. Production écrite - parler d’une visite touristique
6. Indian knowledge system - Writing travel narratives based on ancient Indian pilgrimage sites and comparing with French monuments. Using French quantity expressions and pronouns to describe Ayurvedic food portions and dietary balance and offering Ayurvedic-based medical advice. (5%)

<b>Teaching Methodology</b>	L'approche communicative (Communicative Language Teaching -CLT), Genre-Based Approach, Experimental learning, Flipped Classroom Approach
<b>Assessment Methods</b>	<p><i>Role-Play:</i> Restaurant Experience: waiter and customer ordering food and expressing opinions on the meal. (Rubric – graded on usage of expressions related to food and grammatical accuracy)</p> <p><i>Written assessment:</i> Write a short critique of a social media platform, movie, or advertisement. (Rubric – assessed on ability to express opinions and logical argumentation)</p> <p><i>Travel Blog or Postcard Writing:</i> Write a blog post or postcard describing a recent travel experience, using descriptive language (Rubric – assessed on structured narrative writing in a travel context and usage of past tenses)</p> <p><i>Group Debate:</i> Media &amp; Society: Debate the impact of social media on education. (Rubric – graded on critical thinking, Argument clarity and participation)</p>

### Books for Study:

1. Fafa, C., Gajdosova, F., Horquin, A., Pasquet, A., Perrard, M., Petitmengin, V., Sperandio, C., Dodin, M., & Veldeman-Abry, J. (2022). *Édito A2: Méthode de français* (2nd ed.). Didier FLE, Hatier. (p.83 – p.152)

### Books for Reference:

1. Dauda, P., Giachino, L., & Baracco, C. (2016). *Génération A2*. Didier.
2. Girardet, J., & Pecheur, J. (2017). *Écho A2* (2nd ed.). CLE International

### Websites and eLearning Sources:

1. <https://cuisine-facile.com/>
2. <https://www.france.fr/en/>
3. <https://www.sncf-connect.com/>
4. <https://www.routard.com/>
5. <https://sante.lefigaro.fr/>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K –Levels)
	On successful completion of this course, students will be able to	
<b>CO1</b>	Apply vocabulary related to food by using quantity expressions and pronoun to communicate satisfaction or dissatisfaction in oral and written contexts.	<b>K1</b>
<b>CO2</b>	Identify and describe health conditions, construct superlative forms, and formulate medical advice using appropriate grammatical structures.	<b>K2</b>
<b>CO3</b>	Express opinions, preferences, and critiques about various media platforms, apply cause-and-consequence structures	<b>K3</b>
<b>CO4</b>	Utilize vocabulary related to consumption, express desires and requests effectively in professional and social interactions.	<b>K4</b>
<b>CO5</b>	Request and provide travel-related information and describe tourist experiences using demonstrative pronouns and structured narratives.	<b>K5</b>

Relationship Matrix											
Semester	Course Code		Title of the Course						Hours	Credits	
4	25UFR41GL04		Language French – 4						4	3	
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	1	2	2	1	3	2	1	2	2	1.8
CO2	2	2	2	3	1	2	2	2	2	2	2.0
CO3	2	3	2	3	3	2	2	3	1	1	2.2
CO4	3	3	3	2	3	3	1	2	2	2	2.4
CO5	3	2	2	3	2	2	2	1	1	2	2.0
Mean Overall Score											2.08 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	25UHI41GL04	Language Hindi - 4	4	3

Course Objectives
To strengthen the language competence among the students
To equip students with cinematic perspective by comparative studies of Hindi literature
To enable the students to develop their effective communicative skills in Hindi
To strengthen the language competence among the students
To incept research-oriented aspirations among students

#### UNIT I (12 Hours)

1. Prathyay
2. Char Bhai
3. Adhunik Kaal - Introduction
4. Adhunik Kal – Namakarn

#### UNIT II (12 Hours)

5. Chitra Varnan (Advanced)
6. Paryayvachy Shabdh
7. Bathcheeth - Hotel mein
8. Adhunik Kal - Samajik Paristhithiyam

#### UNIT III (12 Hours)

9. Upasarg
10. Thulsi ke Dhoe
11. Apathit Gadyansh
12. Adhunik Kal – Sahithyakar

#### UNIT IV (12 Hours)

13. Review- Book/Film
14. Paryavaran Pradookshan
15. Adhunik Kal - Main Divisions
16. Anuvad

#### UNIT V (12 Hours)

17. Kaal
18. Patra-Patrikao mein Prakashit Gadyansho ka Patan (Advanced)
19. Sapnom Kee Home Delivery (Novel)
20. Adhunik Kal - Visheshathayem

Teaching Methodology	Debate Participation, Videos, PPT, Quiz, Project Work
Assessment Methods	Quiz, Snap Test, Group Discussion

#### Books for Study:

1. Dr. Sadananth Bosalae. (2022). *kavya sarang*. Rajkamal Prakashan.
2. Kamathaprasad Gupth, M. (2021). *Hindi Vyakaran*. Anand Prakashan.
3. Dr. Sanjeev Kumar Jain. (2022). *Anuwad: Siddhant Evam Vyavhar*. Kailash Pustak Sadan.

#### Books for Reference:

1. Rajeswar Prasad Chaturvedi. (2021). *Hindi vyakaran*. Upakar Prakashan.
2. Ramdev. (2021). *Vyakaran Pradeep*. Hindi Bhavan.
3. Krishnakumar Gosamy. (2023). *Anuvad vigyan ki Bhumika*. Rajkamal Prakashan.
4. Acharya Ramchandra Shukla. (2021). *Hindi Sahitya Ka Itihas*, Prabhat Prakashan.
5. Mamta Kaliya. (2022). *Sapno Ki Home Delivery*. Lokbharti Prakashan.

**Websites and eLearning Sources:**

1. <https://youtu.be/xmr-DaQ3LhA>
2. <https://mycoaching.in/adhunik-kaal>
3. <https://m.sahityakunj.net/entries/view/bhartiya-sahitya-mein-anuvad-kee-bhoomika>
4. <https://mycoaching.in/upsarg-in-hindi>
5. <https://kalingaliteraryfestival.com/speakers/mamta-kalia/>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K –Levels)
	On successful completion of the course, the student will acquire the listed skills.	
CO1	List out the social conditions prevailed in Modern Period which are depicted in Hindi Literature.	K1
CO2	Discuss the dialects of Hindi language.	K2
CO3	Illustrate the works of some eminent Hindi Writers related to society.	K3
CO4	Evaluate the film & Literary works in Hindi.	K4
CO5	Analyze the human values expressed in life and literature of Hindi Novelist “Mamatha Kaliya”.	K5

Relationship Matrix											
Semester	Course Code		Title of the Course						Hours / week		Credits
4	25UHI41GL04		Language Hindi – 4						4		3
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	3	2	3	3	2	3	2	3	1	2.4
CO2	3	2	3	3	2	3	2	3	1	2	2.4
CO3	3	2	2	3	2	2	1	3	2	3	2.3
CO4	3	2	3	1	3	3	2	3	3	2	2.5
CO5	3	2	2	3	3	2	3	2	3	3	2.6
Mean Overall Score											2.44 (High)



Semester	Course Code	Title of the Course	Hours/Week	Credits
4	25USA41GL04	Language Sanskrit - 4	4	3

Course Objectives
To give an exposure to Sanskrit drama in general
To showcase the structure of pre-kalidasa plays in Sanskrit
To coach students in Sanskrit morphology
To acquaint students with the structures of Sanskrit syntax
To impart communicative skills in Sanskrit by training in the functional aspects of the language

**UNIT I (12 Hours)**

Sanskrita Vyavahara sahasri vakiya Prayogaha

**UNIT II (12 Hours)**

Lot Lakaarah, Prayaogh Kartari Vaakyaani

**UNIT III (12 Hours)**

Naatakasya Itihaasah Vivaranam, Thuva and Tum Suffixs

**UNIT IV (12 Hours)**

Karnabhaaram, Naatakasya Visistyam

**UNIT V (12 Hours)**

Sanskrita Racanani Vubhavoga

<b>Teaching Methodology</b>	Videos, PPT, Blackboard, Demonstration, Exercises
<b>Assessment Methods</b>	Seminar, Quiz, Group Discussion.

**Books for Study:**

1. Karnabhavam & Literature Language
2. Dhaatu Manjari
3. Sanskrita Vyavahara Sahasri (A Collection of One Thousand Sentances), Sanskrita Bharati, Delhi, 2021

**Books for Reference:**

1. R. S. Vadhyar & Sons, Book – sellers and publishers, Kalpathu, Palghat – 678 003, Kerala, south India, History of Sanskrit Literature 2021
2. Kulapathy, K.M Saral Sanskrit Balabodh, Bharathita vidya bhavan, Munshimarg Mumbai – 400 007 2020
3. Sanskrita Bharathi, Aksharam 8<sup>th</sup> cross, 2<sup>nd</sup> phase Giri nagar Bangalore Vadatu sanskritam – Samaskara Binduhu 2021

**Websites and eLearning Sources:**

1. [https://sanskritdocuments.org/doc\\_z\\_misc\\_major\\_works/daily.pdf](https://sanskritdocuments.org/doc_z_misc_major_works/daily.pdf)
2. <https://www.learn Sanskrit.org/guide/verbs-1/karmani-and-bhave-prayoga/>
3. <https://ia902903.us.archive.org/7/items/in.ernet.dli.2015.102820/2015.102820.The-Sanskrit-Drama-In-Its-Origin-Development-Theory-And-Practice.pdf>
4. [https://archive.org/details/oafI\\_karna-bharam-karnas-burden-of-bhasa-with-dr.-sudhakar-malaviya-gokuldas-sanskrit](https://archive.org/details/oafI_karna-bharam-karnas-burden-of-bhasa-with-dr.-sudhakar-malaviya-gokuldas-sanskrit)
5. <https://sanskritwisdom.com/composition/essays/sanskrit-language/>

Course Outcomes		
CO No.	CO–Statements	Cognitive Levels (K –Levels)
	On successful completion of this course, students will be able to	
<b>CO1</b>	Understand human behaviors by studying dramas	<b>K1</b>
<b>CO2</b>	Remember and identifying Mahabharata characters and events	<b>K2</b>
<b>CO3</b>	Apply the morals learnt in day-to-day life	<b>K3</b>
<b>CO4</b>	Appreciate ancient Sanskrit dramas	<b>K4</b>
<b>CO5</b>	Create new conversational sentences and to Improve self-character (Personality Development)	<b>K5</b>

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
<b>4</b>	<b>25USA41GL04</b>		Language Sanskrit - 4							<b>4</b>	<b>3</b>
Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
<b>CO1</b>	2	2	2	2	3	3	3	3	3	2	2.4
<b>CO2</b>	2	2	3	3	2	3	2	3	3	2	2.5
<b>CO3</b>	3	3	2	3	2	1	1	3	3	3	2.4
<b>CO4</b>	2	2	3	2	3	3	3	3	2	3	2.6
<b>CO5</b>	2	3	3	3	2	1	3	3	3	2	2.5
Mean Overall Score											<b>2.48 (High)</b>

Semester	Course Code	Title of the Course	Hours / Weeks	Credits
4	25UEN42GE04B	General English - 4: English for Science - 2	5	3

Course Objectives
To expand vocabulary by learning and using context-specific words.
To improve writing through practice in reports, reviews, and social media posts.
To master grammar by focusing on question tags and subject-verb agreement.
To enhance speaking skills through debates and discussions.
To appreciate literature and science to boost creative thinking.

**UNIT I: Simple Ways to Explore Nature (15 Hours)**

1. “Marie Curie Biographical” Taken from The Nobel Prize
2. Vocabulary in Context: Radioactive Elements
3. Writing: Media Reports
4. Speaking: Expansion of a Proverb
5. Grammar: Question Tag

**UNIT II: The Limits of Human Knowledge (15 Hours)**

1. “The Marry Month of May” by O. Henry
2. Vocabulary in Context: Seasonal Words
3. Writing: Book or Film Review
4. Speaking: Debate
5. Grammar: WH Questions

**UNIT III: Difference Between Original and Copy (15 Hours)**

1. “The story of Dolly the sheep” taken from Natural World, Science and Technology, Scotland
2. Vocabulary in Context: Cloning Words
3. Writing: E-mail Etiquette
4. Speaking: Group Discussion
5. Grammar: Yes or No Questions

**UNIT IV: The Other Worlds (15 Hours)**

1. “The Star” by Arthur C. Clarke
2. Vocabulary in Context: Astronomical Words
3. Writing: Writing for Social Media (Blogs, Twitter, Instagram and Facebook)
4. Speaking: Story Telling
5. Grammar: Conditional Sentences

**UNIT V: Scientific Temperament (15 Hours)**

1. “The Particle Dance” by Emily Dickinson
  2. Vocabulary in Context: Scientific Instruments
  3. Writing: Creating Digital Profile
  4. Speaking: Spin a Yarn
  5. Grammar: Subject Verb Agreement
- \* Speaking Components are meant only for internal tests

<b>Teaching Methodology</b>	Lecture, Multimedia Presentations, Discussion and Enacting
<b>Assessment Tools</b>	Speaking, reading, listening and written tests

**Books for Study:**

1. Francis, V., Dr. D.R. Edwin Christy and Dr. D. Loyola Innaci. *Lingua Science – II*, St. Joseph’s College (Autonomous), Tiruchirappalli.

**Books for Reference:**

1. Wilfred, D. Best. *Students Companion*. Harper Collins Publishers, 2020.
2. Dickinson, Emily. *The Complete Poems of Emily Dickinson*, Back Bay Books, 1973.

**Websites and eLearning Sources:**

1. <https://www.nobelprize.org/prizes/physics/1903/marie-curie/biographical/>
2. <https://www.gutenberg.org/files/59637/59637-h/59637-h.htm>
3. <https://www.nms.ac.uk/discover-catalogue/the-story-of-dolly-the-sheep>
4. <https://sites.uni.edu/morgans/astro/course/TheStar.pdf>
5. <https://poemverse.org/short-poems-about-science/>

<b>Course Outcomes</b>		
<b>CO No.</b>	<b>CO-Statements</b>	<b>Cognitive Levels (K-Level)</b>
	On successful completion of this course, students will be able to	
<b>CO1</b>	Identify and comprehend the local and global issues through the lessons	<b>K1</b>
<b>CO2</b>	Use interactive skills	<b>K2</b>
<b>CO3</b>	Develop the Listening and Reading Skills of the learners through teacher-led reading practice	<b>K3</b>
<b>CO4</b>	Improve their General Writing Skills such as Note-Taking, Note- Making Précis Writing, Paragraph Writing, and Writing Short Essays on Current	<b>K4</b>
<b>CO5</b>	Develop their Creative and Critical Thinking and Speaking Skills	<b>K5</b>

<b>Relationship Matrix</b>											
<b>Semester</b>	<b>Course Code</b>		<b>Title of the Course</b>							<b>Hours</b>	<b>Credits</b>
<b>4</b>	<b>25UEN42GE04B</b>		<b>General English - 4: English for Science – 2</b>							<b>5</b>	<b>3</b>
<b>Course Outcome (COs)</b>	<b>Programme Outcomes (POs)</b>					<b>Programme Specific Outcomes (PSOs)</b>					<b>Mean Scores of COs</b>
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO 1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	
<b>CO1</b>	2	3	2	2	3	2	3	2	3	2	2.4
<b>CO2</b>	2	2	3	2	3	3	2	3	2	2	2.3
<b>CO3</b>	2	3	2	3	2	2	3	2	3	2	2.4
<b>CO4</b>	2	2	3	2	3	3	2	3	2	3	2.5
<b>CO5</b>	2	2	2	3	2	2	2	3	2	2	2.2
<b>Mean Overall Score</b>										<b>2.36 (High)</b>	

Semester	Course Code	Title of the Course	Hours	Credits
4	25UVC43CC07	Core Course – 7: News Production (Internship Embedded Course)	5	3

Course Objectives
To introduce the basic concepts of television news production.
To classify and report on television news reporting, news room terms and operational concepts.
To apply the Television news writing style.
To make use of news writing skills to produce a news and interview.
To categorize the various types of news reporting.

#### UNIT – I

(15 Hours)

Broadcasting Journalism Definition. Organizational structure of TV news channels - Modern TV newsroom: Input/output and Assignment Desks -TV news production desk and its functions Visual sources: servers, graphics, archives, MSR and OB - TV Reporters Tools and techniques. Production of TV news program.

#### UNIT – II

(15 Hours)

News – Definition-TV News Reporting – Definition, Types-News Stories – Definition, Types Gathering the news – 5W's and 1 H-News Values – Making an Event News- National and International TV news agencies- Locating TV stories - Developing TV stories - Structuring a TV news report- News Room Terms and Operational Concepts – PTC - News Sources.

#### UNIT– III

(15 Hours)

Voice over's and sound bites - Complementing the Picture -Writing to Archival Footage Linking into Sound Bites -Scripting Sports News-Puns and Cliché's Breathing Space - Visual Continuity- Transitions Writing to Stills-Composites and Split Screens-Sound only Reports.

#### UNIT –IV

(15 Hours)

Planning a News Event -Shots for News Event - Shooting a News Event -Logging and Transcribing - Interviewing – Techniques, Forms and Shots, Ethics.

#### UNIT – V

(15 Hours)

Political reporting business -Reporting life style -Reporting sports - Reporting conflict – Reporting Environment & Disasters - Crime reporting - Guide lines and Responsibilities of TV news Reporter.

Teaching Methodology	PPT, chalk and talk, flipped classes
Assessment Methods	MCQs, Quiz, Peer work

#### Books for Study:

1. Usha – Raman Writing for the Media. - Oxford (15 December 2009)
2. K.M. Shrivastava – News Reporting and Editing. - Sterling Publishers Pvt Ltd (1 January 2003)

#### Books for Reference:

1. M. V. Kamat – Professional Journalism. - Vikas Publication House Pvt Ltd; First edition (2009)
2. B. N. Ahuja – Theory and Practice of Journalism. - Surjeet Publication, 2009
3. B. G. Varghese – Indian Journalism.
4. Richard Keeble – The Newspapers Handbook. - Routledge; 3 edition (17 May 2001)
5. VirBala Agarwal: Essentials of Practical Journalism, Concept Publishing House, 2006.
6. Maloney & Rubenstein: Writing for Media, Allyn& Bacon, 2nd Edition.

#### Websites and eLearning Sources:

1. <https://www.studysmarter.co.uk/explanations/media-studies/media-production/news-production/>
2. <https://dde.pondiuni.edu.in/files/StudyMaterials/UG/BAJournalism&MassCommunication/1year/BAJ M1912JournalismResearchingReportingWritingandEditing.pdf>
3. [https://www.infocore.eu/wpcontent/uploads/2014/12/TheoreticalFraming\\_WP1\\_News-Productions.pdf](https://www.infocore.eu/wpcontent/uploads/2014/12/TheoreticalFraming_WP1_News-Productions.pdf)
4. <https://journalism.university/broadcast-and-online-journalism/news-production-mastering-radio-broadcast/>

CO No.	CO- Statements	Cognitive Levels (K- levels)
	On successful completion of this course, students will be able to	
CO-1	Recall the basic concepts of television news production.	K1
CO-2	Classify and report on television news reporting, news room	K2
CO-3	Terms and operational concepts.	K3
CO-4	Apply the Television news writing style.	K4
CO-5	Make use of news writing skills to produce a news and interview.	K5

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
4	25UVC43CC07		Core Course – 7: News Production (Internship Embedded Course)							5	3
Course Outcomes (COs)	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	2	3	2	3	3	2	3	2	3	2	2.5
CO-2	3	3	2	3	3	2	3	1	3	2	2.5
CO-3	3	3	2	3	1	1	2	1	3	3	2.2
CO-4	3	3	2	3	1	1	3	2	3	2	2.3
CO-5	2	2	3	3	1	1	2	2	3	3	2.2
Mean Overall Score											2.3 (High)

Semester	Course Code	Title of the Course	Hours	Credits
4	25UVC43CC08	Core Course – 8: Visual Analysis	4	3

Course Objectives
To understand semiotics and define the media text.
To interpret the media text in the feminist approach
To relate psycho analytical approach in media text
To make use of sociological analysis techniques in visual Text
To criticize media text interpretations by using various visual analysis tools

**Unit – I (12 Hours)**

Signs-- Media as text - Codes Language and speaking -Connotation and denotation -Syntagmatic Analysis Paradigmatic Analysis-Metaphor and metonymy.

**Unit- II (12 Hours)**

Feminism: An Overview - Stereotyping - Portrayal of Women in Media –Portrayal of women in News Media - Male gaze – Male domination – Women Marginalization in the Media – false consciousness - the consumer society.

**Unit- III (12 Hours)**

Psychoanalytical Studies of Media –The unconscious - Symbols - Defense Mechanisms - Psychoanalytic analysis of media - Marxist Analysis - Base and Superstructure - Marxist perspective of media text

**Unit- IV (12 Hours)**

Basic concepts of sociological analysing - Uses and Gratifications - Content analysis- Cultivation Analysis- Agenda-Setting.

**Unit- V (12 Hours)**

Application of Visual Analysis Tools to Media Texts - Films – Advertisements – Television Serials - Print Media.

<b>Teaching Methodology</b>	PPT, chalk and talk, Movie screening and evaluation
<b>Assessment Methods</b>	MCQs, Seminar, Group work

**Books for Study:**

1. Berger, Arthur Asa - Media Analysis Techniques, Sage publisher's, (2002)
2. Gillian Rose (2016) Visual Methodologies: An Introduction to Researching with Visual Materials.

**Books for References:**

1. Bignell, Jonathan (2002), Media Semiotics, Routledge, London
2. Leewen and Jewitt Carey (2001) – Handbook of Visual Analysis, Sage Publication, New Delhi.
3. Carey, Jewitt (1999) - The Handbook of Visual Analysis, Himalaya publishers.
4. Leewen, Thompson (2001), - Introducing Social Semiotics, Routledge, London.

**Websites and eLearning Sources:**

1. <https://twp.duke.edu/sites/twp.duke.edu/files/fileattachments/visualanalysis.original.pdf>
2. <https://www.aimtechnologies.co/visual-content-analysis-a-comprehensive-guide/>
3. <https://www.studentartguide.com/articles/how-to-analyze-an-artwork>
4. <https://egyankosh.ac.in/bitstream/123456789/105887/1/Unit-8.pdf>

CO No.	CO- Statements	Cognitive Levels (K- levels)
	On successful completion of this course, students will be able to	
CO-1	Understand Semiotics and define the media text.	K1
CO-2	Interpret the media text in the feminist approach.	K2
CO-3	Relate psychoanalytical approach in media text.	K3
CO-4	Make use of sociological analysis techniques in visual Text.	K4
CO-5	Criticize media text interpretations by using various visual analysis tools.	K5

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
4	25UVC43CC08		Core Course – 8: Visual Analysis							4	3
Course Outcomes (COs)	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	2	3	2	3	3	2	3	2	3	2	2.5
CO-2	3	3	2	3	3	2	3	1	3	2	2.5
CO-3	3	3	2	3	1	1	2	1	3	3	2.2
CO-4	3	3	2	3	1	1	3	2	3	2	2.3
CO-5	2	2	3	3	1	1	2	2	3	3	2.2
Mean Overall Score											2.3 (High)



Semester	Course Code	Title of the Course	Hours	Credits
4	25UVC43CP04	Core Practical - 4: Film Appreciation (P)	2	2

Course Objectives
To relate cinema and forms of film movements.
To outline the Film Making Process.
To identify the elements of Mise-en- scene.
To take part in the Film appreciation work.
To classify the various Film genres.

#### Unit 1 (6 Hours)

Early Cinema (1893-1903) - Major Film Movements: Development of Classical Hollywood cinema (1903 - 1927), German expressionism (1919-1924) - Soviet Montage (1924-1930) - Italian neo-realism (1942 - 1951) - French impressionism-The French New wave (1959- 1964) - Evolution and growth of Indian cinema.

#### UNIT II (6 Hours)

Planning, Pre-production: Concept, Story development, Scripting / Screen play writing, Budgeting, Casting, Locations, Financing - Production: Shooting, Direction & Cinematography- Post production: Editing, Sound recording, Dubbing, Special effects, Graphics & Final mixing, Distribution & Exhibition.

#### UNIT III (6 Hours)

Camera & its functioning - The Shot: characteristics, types, meanings; scene and sequence - Camera angles and movements- Mise-en-scene (Performance, settings, props, costume, lighting, Production, Design, Action, visual Composition, Make-Up).

#### UNIT IV (6 Hours)

Film Genres: Basic genre conventions and their variations- Documentary genres -Film as an experience, entertainment, commodity- Film and cultural identity: Criticism and Film Review Writing - Dividing a feature film into parts and Genres (language, style, grammar, syntax.)

#### UNIT V (6 Hours)

Study of Great Indian and International filmmakers like: D. W. Griffith, Charlie Chaplin, Alfred Hitchcock, Akira Kurosawa, Ingmar Bergman, Satyajit Ray, Adoor Gopalakrishnan and Legendry Tamil Directors: S.P. Muthuraman, Sridhar, Balachander, Mahendran, Balumahendra, Bharathiraja, Mani Ratnam, Shankar, Bala, Vetrimaran, Pa. Ranjith.

\* Students are required to know theoretical knowledge to experience the practical output of the subject.

#### List of Practical:

- Analyze one western movie and appreciate its technical aspects on:
  - Character development
  - Character arc
  - Mise-en-scene
  - 3 stages of film making
  - Shot Analysis
- Analyze on native movie and appreciate its technical aspects on:
  - Character development
  - Character arc
  - Mise-en-scene
  - 3 stages of film making
  - Shot Analysis

#### Books for Reference:

1. Bordwell David (1979) Thompson Kristin – Film Art an Introduction, Mc GramHill.
2. Hayward Susan (2000) Key Concept in Cinema Studies, Routledge, London.
3. Jones Chris, Jolliffe Genevieve (2000) The Guerilla Film Makers Handbook, Continuum Wellington house, London.
4. Walter Murch (2004) In the Blink of an Eye: A Perspective on Film Editing.

Semester	Course Code	Title of the Course	Hours	Credits
4	25UVC43AO02A	Allied Optional – 2: Corporate Communication	4	2

Course Objectives
To understand the importance of effective corporate communication in achieving organizational goals.
To develop skills in written and oral communication within a corporate context.
To develop relationship building within and outside the organization
To learn crisis communication strategies and develop skills to handle communication challenges during crises.
To develop critical thinking and problem-solving skills in corporate communication scenarios.

#### Unit - I (12 Hours)

Definition - importance of corporate communication - Historical overview - evolution of corporate communication - Role and responsibilities of corporate communication professionals - Ethical considerations in corporate communication.

#### Unit -II (12 Hours)

Importance of internal communication in organizations - Communication channels and tools for internal communication - Effective employee communication strategies - Employee engagement and its impact on organizational success.

#### Unit- III (12 Hours)

Identifying - analyzing stakeholders in a corporate environment - Building and maintaining relationships with external stakeholders - Effective communication with customers, investors, media, and other external parties - Public relations and corporate social responsibility.

#### Unit -IV (12 Hours)

Understanding the nature of crises - their impact on organizations - Developing a crisis communication plan - Managing communication during crises and emergencies - Handling media relations - public perception during crises

#### Unit -V (12 Hours)

Effective business writing techniques - Presentation skills and public speaking - Interpersonal communication and networking skills-non-verbal communication and body language.

Teaching Methodology	PPT, Lectures, Flipped classes
Assessment Methods	MCQs, Seminars, GD

#### Books for Study:

1. Brahma, M. (2020). *How to communicate strategically in corporate world*. SAGE Publications.
2. Sengupta, S. (2011). *Business and managerial communication*. PHI Learning Pvt. Ltd.
3. Lukaszewski, J. E. (2013). *Lukaszewski on crisis communication: What your CEO needs to know about reputation risk and crisis management*. Rothstein Publishing.

#### Books for Reference:

1. Rayudu, C. S. (2010). *Communication*. Himalaya Publishing House.
2. Scoble, R., & Israel, S. (2006). *Naked conversations: How blogs are changing the way businesses talk with customers*. John Wiley & Sons.
3. Cunningham, H., & Greene, B. (2012). *The business style handbook: An A-to-Z guide for effective writing on the job*. McGraw-Hill.
4. Levine, R., Locke, C., Searls, D., & Weinberger, D. (2000). *The Cluetrain manifesto: The end of business as usual*. Perseus Books.

#### Websites and eLearning Sources:

1. <https://asue.am/upload/files/asue/Essentials-of-Corporate-Communication>
2. <https://www.coursera.org/learn/introduction-to-corporate-communications>
3. <https://www.rapodar.ac.in/pdf/elearn/Business%20Communication%20Semester%20I%20notes.pdf>

f

4. <https://www.studysmarter.co.uk/explanations/media-studies/strategiccommunication-in-media/corporate-communication/>

Course Outcomes		
CO No.	CO-Statement	Cognitive Levels (K - Level)
	On successful completion of this course, the students will be able to	
<b>CO1</b>	Understand the importance of effective corporate communication in achieving organizational goals.	<b>K1</b>
<b>CO2</b>	Develop skills in written and oral communication within a corporate context.	<b>K2</b>
<b>CO3</b>	Develop relationship building within and outside the organization	<b>K3</b>
<b>CO4</b>	Learn crisis communication strategies and develop skills to handle communication challenges during crises.	<b>K4</b>
<b>CO5</b>	Develop critical thinking and problem-solving skills in corporate communication scenarios.	<b>K5</b>

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
4	25UVC43AO02A		Allied Optional - 2: Corporate Communication							4	2
Course Outcomes (Cos)	Programme Outcomes (Pos)					Programme Specific Outcomes (PSOs)					Mean Score of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	2	2	1	3	3	1	2	3	2.2
CO2	3	3	3	3	1	3	3	1	2	3	2.5
CO3	3	3	3	3	2	3	3	2	2	3	2.7
CO4	3	3	3	2	1	3	3	1	3	3	2.5
CO5	3	3	3	1	2	3	3	1	1	3	2.3
Mean Overall Score											2.4 (High)

Semester	Course Code	Title of the Course	Hours	Credits
4	25UVC43AO02B	Allied Optional – 2: Magazine Production	4	2

Course Objectives
To understand the concepts related to Magazine and its types
To cover the magazine writing process.
To make use of the techniques of magazine designing
To discover the magazine production process.
To interpret the papers used to print and also the binding process.

#### **Unit -I (12 Hours)**

Evolution & Growth of magazines – Types of magazines: General and Special magazines – Characteristics of Magazines – Magazine Readers – Readership – Circulation- Challenges & issues in magazine industry.

#### **Unit -II (12 Hours)**

Content Variety – Space Availability – Size – Editorial Policy – Supplementing News and Articles of Other Media – Exclusive Coverage – Typography – Pictures and Illustrations.

#### **Unit- III (12 Hours)**

Magazine Layout and Design Objectives – Competition – Use of Graphic Elements – Spacing Techniques – Cover Page Designing – Layout and Design For Special Magazines - Layout Comparison Between Magazines.

#### **Unit -IV (12 Hours)**

Production Process: Dummy – Pre Press Requirements – Technical Considerations – Volume of Print – Printing Process – Quality in Reproduction of Text, Pictures And Illustrations – Advertisements – Paper Quality And Cost - Other Input Costs Considerations.

#### **Unit- V (12 Hours)**

Paper – Types of Paper–Specifying Papers–Potential Problems in Paper - Different Methods of Finishing – Cutting, Scoring and Folding – Paper Back Binding - Other Methods of Finishing

<b>Teaching Methodology</b>	PPT, lectures, Flipped classes
<b>Assessment Methods</b>	MCQs, Seminars, project

#### **Books for Study:**

1. David, Bann, The Print production Handbook, McDonald publication, London, 2011
2. McKay, Jenny, The Magazines Handbook, Routledge, London; New York, 1953, Reprinted 2013

#### **Books for References:**

1. Feature and Magazine Writing – David E. Sumner & Holly G. Miller, Surjeeth Publications (2006)
2. The Art of Feature Writing – Hamed Contractor, Icon Publications Pvt. Ltd. (2004)
3. Inside the Writer's Mind – Stephan G. Bloom, Surjeeth Publications (2004)
4. Writing for Magazines – Jill Dick, UnistarBooks (2004)

#### **Websites and eLearning Sources:**

1. <https://emagazines.com/blog/magazine-production-steps-to-produce-print-digital-magazines/>
2. <https://www.magazineproduction.com/what-is-the-magazine-production-process>
3. [https://mediasmarts.ca/sites/default/files/pdfs/lessonplan/Lesson\\_Magazine\\_Production.pdf](https://mediasmarts.ca/sites/default/files/pdfs/lessonplan/Lesson_Magazine_Production.pdf)
4. <https://nou.edu.ng/coursewarecontent/MAC%20421%20ADVANCED%20NEWSPAPER-MAGA%20PRODUCTION.pdf>

Course Outcomes		
CO No.	CO-Statement	Cognitive Levels (K - Level)
	On successful completion of this course, the students will be able to	
CO1	Define the concepts related to Magazine and its types	K1
CO2	Extend the magazine writing process.	K2
CO3	Make use of the techniques of magazine designing	K3
CO4	Discover the magazine production process.	K4
CO5	Interpret the papers used to print and also the binding process.	K5

Relationship Matrix												
Semester	Course Code					Title of the Course					Hours	Credits
4	25UVC43AO02B					Allied Optional – 2: Magazine Production					4	2
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO1	3	2	2	1	1	3	3	1	1	3	2.0	
CO2	3	3	3	2	2	3	3	2	1	3	2.5	
CO3	3	3	3	3	2	3	3	3	1	3	2.7	
CO4	3	3	3	2	3	3	3	2	1	3	2.6	
CO5	3	2	2	1	1	3	3	1	1	3	2.0	
Mean Overall Score											2.4 (High)	

Semester	Course Code	Title of the Course	Hours	Credits
4	25UVC43OP02A	Allied Optional Practical - 2: Corporate Communication (P)	2	2

Course Objectives
To understand the importance of effective corporate communication in achieving organizational goals.
To develop skills in written and oral communication within a corporate context.
To develop relationship building within and outside the organization
To learn crisis communication strategies and develop skills to handle communication challenges during crises.
To develop critical thinking and problem-solving skills in corporate communication scenarios.

#### List of Practical's

1. Press release for a product launch or company announcement (3)
2. Corporate presentation using PowerPoint/Canva (3)
3. Conduct a mock press conference (2)
4. Design an employee newsletter (2)
5. Write a 2–3 minute script for a corporate promotional video (1)
6. Record a podcast on a corporate topic (1)
7. Plan a corporate event or campaign (1)
  - Draft PR materials: invitations, event schedule, and media outreach.

#### Books for Reference:

1. Rayudu, C. S. (2010). Communication. Himalaya Publishing House.
2. Scoble, R., & Israel, S. (2006). Naked conversations: How blogs are changing the way businesses talk with customers. John Wiley & Sons.
3. Cunningham, H., & Greene, B. (2012). The business style handbook: An A-to-Z guide for effective writing on the job. McGraw-Hill.
4. Levine, R., Locke, C., Searls, D., & Weinberger, D. (2000). The Cluetrain manifesto: The end of business as usual. Perseus Books.

Semester	Course Code	Title of the Course	Hours	Credits
4	25UBC43OP02B	Allied Optional Practical – 2: Lab Journal (P)	2	2

Course Objectives
To gain knowledge on News Article writing techniques
To show the techniques of layout Designing.
To identify the methods of News Selection and placement process.
To inspect the different Genres of News writing.
To produce Magazines and Journals

#### **List of Practical's**

1. Preparing of news article
2. Feature writing
3. Cover story
4. Interviews
5. Headlines writing
6. Layout Designing using the software
7. News selection and placement
8. Photojournalism (still photography, editing, captions)

#### **Lab Journal:**

1. Students should produce a Lab Journal in Bilingual for the final examination.

#### **Books for References:**

1. Chris Frost (2001), Reporting for Journalists, Routledge, London
2. KM Shrivastava (2007) News Agencies: From Pigeon to Internet, New Dawn Press, New Delhi,
3. Diwakar Sharma, Modern Journalism: Reporting and Writing, Deep and Deep Publications, New Delhi.
4. Sharon Wheeler (2009), Feature Writing for Journalists, Routledge, New York

Semester	Course Code	Title of the Course	Hours / Week	Credits
4	25UHE44VE04A	Value Education - 4: Social Ethics - 2	2	1

Course Objectives
To understand the significance of natural resources and strive to coexist harmoniously with nature.
To implement strategies for disaster management within the community.
To evaluate the significance and distinctions between science and religion.
To recognize the importance of maintaining a healthy lifestyle.
To utilize counseling techniques to address and resolve individuals' issues.

#### UNIT I: Harmony with Nature

(6 Hours)

What is environment, why should we think of harmony, longing for human well-being, Principles to conserve environmental resources, causes of disharmony, the fruits of harmony with nature, Forest resources, Water resources, Mineral resources, Food resources, Fruits of disharmony, Economic values and growth, Environmental Ethics, Guidelines to live in harmony with nature, Towards life-centered system for better quality of life. Harmony with animal kingdom.

#### UNIT II: Issues Dealing with Science and Religion

(6 Hours)

What is Science, Science and Religion, Social Relevance of Science and Technology, Science and technology for social justice, Difference caused by Science and Technology, Need for indigenous technology, Science, Technology and Innovation Policy of India.

#### UNIT III: Public Health

(6 Hours)

Health related issues, Health Care in India vs Developed Countries, Health and Heredity, Public Health - The Indian Scenario, Objectives of public health in India, Public Health System in India, Failure on the public health front, Role of the central government, Hospitals Services in India, Health and Abortion, Health and Drug Addiction, Drug abuse.

#### UNIT IV: Disaster Management

(6 Hours)

Disaster Management, Types of disaster, plans of disaster management, Technology to manage natural disasters and catastrophes, Disaster Management, Rehabilitation and Reconstruction, Human-induced disaster, First Aid, The importance of First-aid, Disaster Declaration and Response.

#### UNIT V: Counseling for Adolescents

(6 Hours)

High Risk Behaviours, Developmental Changes in Adolescents, Key Issues of the Adolescents, need for Counseling, Nature of Counseling, Counseling Goals, does helping help? The Good and the Bad news. Importance of Career Guidance Counseling.

Teaching Methodology	Power point, Assignment and Group discussion
Assessment Methods	Online Test, Group Discussions, Seminar, Assignment

#### Books for Study:

1. Department of Human Excellence. (2021). *Formation of Youth*, St Joseph's College (Autonomous), Tiruchirappalli.

#### Books for Reference:

1. Albert, D., & Steinberg, L. *Judgment and decision making in adolescence*: Journal of Research on
2. Adolescence, page no: 211-224 (2011).
3. Larry, R. C. (2000). *Disaster Management and Preparedness*, Lewis Publications.
4. Hurlock, E.B. (2001). *Developmental Psychology: A: Life-Span Approach*. (5th Ed.). Tata McGraw-Hill.
5. Sangha., & Kamaljit. (2015). *Ways to Live in Harmony with Nature: Living Sustainably and*
6. *Working with Passion*. Australia, Woods lane Pty Limited.



**Websites and eLearning Sources:**

1. [https://en.wikipedia.org/wiki/Disaster\\_management\\_in\\_India](https://en.wikipedia.org/wiki/Disaster_management_in_India)
2. <https://ndma.gov.in/>
3. <https://talkitover.in/services/child-adolescent-counselling/>
4. <https://www.nipccd.nic.in/schemes/adolescent-guidance-centre-19#gsc.tab=0>

<b>Course Outcomes</b>		
<b>CO No.</b>	<b>CO-Statements</b>	<b>Cognitive Levels (K - Level)</b>
	On successful completion of this course, students will be able to	
<b>CO1</b>	Know the value of natural resources and to live in a harmony with nature.	<b>K1</b>
<b>CO2</b>	Apply the plans of disaster management in the society.	<b>K2</b>
<b>CO3</b>	Analyse the importance and differences of science and religion.	<b>K3</b>

<b>Relationship Matrix</b>											
<b>Semester</b>	<b>Course Code</b>		<b>Title of the Course</b>							<b>Hours</b>	<b>Credits</b>
<b>4</b>	<b>25UHE44VE04A</b>		<b>Value Education - 4: Social Ethics - 2</b>							<b>2</b>	<b>1</b>
<b>Course Outcome</b>	<b>Programme Outcomes (POs)</b>					<b>Programme Specific Outcomes (PSOs)</b>					<b>Mean Scores of COs</b>
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	
<b>CO1</b>	3	3	3	3	2	3	3	2	3	3	<b>2.8</b>
<b>CO2</b>	3	2	2	3	3	2	3	3	2	2	<b>2.5</b>
<b>CO3</b>	2	3	3	3	2	3	3	3	3	3	<b>2.8</b>
<b>Mean Overall Score</b>											<b>2.7 (High)</b>

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	25UHE44VE04B	Value Education - 4: Religious Doctrine - 2	2	1

Course Objectives	
To explore the rich historical background of the Catholic Church	
To explore and comprehend the Sacraments practiced by the Catholic Church	
To incorporate Christian Prayer into daily routines	
To reflect on personal growth through the lens of Sacraments and Christian Prayer	
To promote unity by embracing universal values from various religions	

**UNIT I** : The Catholic Church (6 Hours)

**UNIT II** : Sacraments of Initiation (6 Hours)

**UNIT III** : Sacraments of Healing & at the Service of Community (6 Hours)

**UNIT IV** : The Christian Prayer (6 Hours)

**UNIT V** : Harmony of Religions (6 Hours)

<b>Teaching Methodology</b>	Power point, assignment, and Group discussion
<b>Assessment Methods</b>	Seminars, Group Discussion, Online Tests, Assignments

#### Books for Study:

1. Department of Human Excellence (2022). Fullness of Life, St Joseph's College (Autonomous), Tiruchirappalli.

#### Books for Reference:

1. (1994). *Compendium: Catechism of the Catholic Church*. Bengaluru: Theological Publications in India. Holy Bible (NRSV).

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	Understand the history of the Catholic Church	K1
CO2	Examine and grasp the Sacraments of the Catholic Church	K2
CO3	Apply the Christian Prayer to their everyday life	K3

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
4	25UHE44VE04B		Value Education - 4: Religious Doctrine - 2							2	1
Course Outcome	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	3	3	3	2	3	2	2	3	3	2.7
CO2	3	2	2	2	3	3	3	3	2	2	2.5
CO3	2	2	3	3	2	2	3	3	3	3	2.6
Mean Overall Score											2.6 (High)

Semester	Course Code	Title of the Course	Hours	Credits
4	25UVC44SE02	Skill Enhancement Course - 2: Live Broadcasting & OBS Studio (P)	2	1

Course Objectives				
To set up and manage a live broadcast using OBS Studio				
Troubleshoot real-time issues and optimize stream quality				
Design visually engaging stream layouts and overlays				
Handle audience interaction and moderation				
Plan, produce, and present a full-fledged live production				

#### Unit - I (6 Hours)

Overview of Live Streaming Platforms - Key Concepts: Bitrate, Resolution, Frame Rate, Encoding - Equipment & Setup: Cameras, Mics, Capture Cards - Network Requirements & Bandwidth Management

#### Unit - II (6 Hours)

Installing & Configuring OBS - User Interface Breakdown: Scenes, Sources, Audio Mixer, Controls - Adding Video & Audio Sources (Webcam, Mic, Media Files) - Scene Transitions & Stingers - Configuring Output Settings (Recording vs Streaming) - Hotkeys, Shortcuts & Efficiency Tips

#### Unit - III (6 Hours)

Using Filters & Effects (Audio/Video) - Chroma Key (Green Screen Setup) - Adding Overlays, Lower Thirds, & Alerts - Scene Collections & Profiles - Integrating Browser Sources (Widgets, Chat, Stream Alerts) - Multiview & Studio Mode for Live Switching

#### Unit- IV (6 Hours)

Pre-Stream Checklist & Testing - Managing Live Audio: Mixers, Ducking, Noise Suppression - Handling Technical Issues & Backup Plans - Multistreaming & RTMP Settings - Stream Moderation & Community Management - Post-Stream Analysis & VOD Management

#### Unit – V (6 Hours)

Planning a Full Broadcast: Run of Show, Scripting, Shot Lists - Branding Your Stream: Logos, Color Schemes, Intro/Outro Videos - Streaming for Different Formats (Gaming, Interviews, Tutorials, Events) - Audience Engagement Strategies (Polls, Q&A, Real-Time Interaction) - Monetization & Growth Strategies.

\* Students are required to know theoretical knowledge to experience the practical output of the subject.

#### List of Practical:

##### 1. OBS Installation & Setup:

- Install OBS Studio on their machines.
- Familiarize themselves with the interface (Scenes, Sources, Audio Mixer, Controls).

##### 2. Basic Scene Creation:

- Create at least two scenes: "Intro" and "Main Broadcast."
- Add sources like video capture devices (webcam), images, and text overlays.

##### 3. Screen Recording Task:

- Record a short video presentation (2-3 minutes) with a webcam and screen share.
- Add a simple lower third with their name and topic title.

##### 4. Basic Audio Management:

- Add and balance audio inputs (microphone, desktop audio).
- Understand audio filters (noise suppression, gain, etc.).

##### 5. Streaming Setup:

- Set up a live stream to YouTube or Twitch (using stream keys).
- Test a live stream with basic transitions and scene changes.

##### 6. Overlay Design:

- Design simple overlays for live broadcasts (using Canva or Photoshop).
- Implement overlays into OBS as image sources.

##### 7. Multimedia Integration:

- Add and control media sources (video clips, audio files).

- Create a countdown timer for stream starts.
- 8. Basic Multicam Setup:**
  - Connect multiple video sources (e.g., webcam + phone camera via OBS. ninja).
  - Switch between cameras during a live demo.
- 9. Simulate a Live Show:**
  - Plan and execute a live broadcast (e.g., news segment, talk show).
  - Use scene transitions, stinger animations, and pre-recorded content.
- 10. Chroma Key & Virtual Sets:**
  - Set up a green screen and use the chroma key filter.
  - Design a virtual studio background.

#### **Books for Study:**

1. Desart, N. (2021). The OBS Studio guide for beginners: How to start live streaming and recording videos like a pro. Independently Published.
2. Mullen, T. (2012). Live streaming with Wowza. Packt Publishing

#### **Books for References:**

1. Millerson, G., & Owens, J. (2012). Television production (16th ed.). Focal Press.
2. Adams, R. (2018). Digital video production handbook (5th ed.). Focal Press.
3. Shone, A., & Parry, B. (2019). Successful event management: A practical handbook (5th ed.). Cengage Learning.
4. Phillips, M. (2020). Streaming success: A content creator's guide to building an online audience. Create Space Independent Publishing.

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	25UVC44SL03	Self Learning: Jingle Production	-	2

Course Objectives
To recall the basics of radio production.
To identify the Audio Mixing Software.
To classify the Mic pattern and Demonstrate the consoles.
To ability to Organize Programs for Broadcast media.
To apply Audio Editing Techniques for Broadcasting.

#### UNIT I

Basics of communication. Characteristics, strengths & limits of audio; The physics of sound; History of broadcast, AM, FM, All India Radio, Prasar Bharati, Podcasting and internet radio, community radio, pirate radio, satellite radio, Radio Free Europe.

#### UNIT II

Studio layout, recording equipment, microphones, mixers and transmitters. Personnel in the production process – Role and Responsibilities.

#### UNIT III

Introduction to various radio formats - news and entertainment. Public service advertisements, jingles, radio magazine, interview, talk show, vox- pop, discussion, feature, radio play, and documentary. Elements of a radio news story: Newsgathering, writing, elements of a radio news bulletin. Style Book. Spontaneous genres.

#### UNIT IV

Voice modulation, presentation skills, vocal dynamics and live compering. Podcasting styles.

#### UNIT V

Recording /production techniques. Editing principles. Creating sound effects. Sound concerning visuals. The function of sound, silence and music on the radio. Technology and software used.

#### Books for Study:

1. Alexander, R. & Stewart, P. (2016). *Broadcast journalism: techniques of radio and television*. Focal Press.
2. Fleming, C. (2009) *The radio handbook*. Routledge.
3. Ford, M. (2013). *Radio production. digital broadcast art*. Create Space.

#### Books for Reference:

1. Kaempfer, R. - *The radio producer's handbook*. Allworth Press.
2. Keith, C. M. - *The radio station: broadcast satellite and internet*. Focal Press.
3. Mc Leish, R & Link, J. - *Radio production*. Focal Press.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	Recall the basics of radio production.	K1
CO2	Identify the Audio Mixing Software.	K2
CO3	Classify the Mic pattern and Demonstrate the consoles.	K3
CO4	Ability to Organize Programs for Broadcast media.	K4
CO5	Apply Audio Editing Techniques for Broadcasting.	K5

Relationship Matrix											
Semester	Course Code		Title of the Course						Hours	Credits	
4	25UVC44SL03		Self Learning: Jingle Production						-	2	
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	3	2	3	3	2	3	3	2	1	2.5
CO2	2	3	1	3	2	2	3	2	2	2	2.2
CO3	3	3	2	3	1	3	3	3	2	2	2.5
CO4	2	2	1	2	1	2	3	3	2	2	2.0
CO5	2	3	3	2	2	2	3	2	1	2	2.2
Mean Overall Score											2.2 (High)

Semester	Course Code	Title of the Course	Hours	Credits
5	25UVC53CC09	Core Course – 9: Media Education	5	3

CO- Statements
To recall the Concepts of Media Education.
To rephrase on the Factors in the development of Media literacy.
To experiment with the dominant themes of Media Education.
To examine the relationship of media with culture and society.
To analyse the influence of Media Text on Contemporary society.

#### **Unit -I (15 Hours)**

Media Education – Definition, Role of Media Education Objectives of Media Education Objectives of Media Education - Different perspectives for Media Education- Key concepts of Media Education - Need for Media Education.

#### **Unit -II (15 Hours)**

Factors in the development of Media Education- Parental Mediation of Media Literacy - Positive Youth Development- Media in the academic system

#### **Unit -III (15 Hours)**

First Dominant theme – Second Dominant theme – Third Dominant theme – Fourth Dominant theme – Fifth Dominant theme – Analysis of themes – Factors influencing – Case Studies.

#### **Unit - IV (15 Hours)**

Media Education and humanization- Indian society- Culture and media- Press law and ethics- Understanding media- Media Education in schools- Cultural revolution by media.

#### **Unit -V (15 Hours)**

Present trends in media- Radio in the TV age - Cyber Bullying- Impact of Misleading Information's in media- Influence of Advertisements- Privacy issues in media- Challenges in Media Education-Evolving channels in media- Web series – Mobisodes and Branded entertainment- Global Media Studies.

<b>Teaching Methodology</b>	PPT, Lectures, Seminars, GD
<b>Assessment Methods</b>	MCQs, Seminars, GD

#### **Books for Study:**

1. Media Education and the Liberal Arts – Rober O. Blanchard, William G. Christ – Trinity University
2. Media Education for Digital Generation – Julie Frechette and Rob Williams

#### **Books for References:**

1. D'Abreo Desmond, The Mass Media and Youth, Better Yourself Books, Mumbai, 1994
2. Media centre, Having fun with the Media, Bangalore, 1994
3. Roberge, Gaston, Mediation, Chitrabani, 1978

#### **Websites and eLearning Sources:**

1. <https://mediasmarts.ca/digital-media-literacy/general-information/digital-media-literacy-fundamentals/what-media%C2%A0education>
2. <https://www.mediahouse.online/product/teaching-media-education/>
3. <https://ciet.ncert.gov.in/activity/meil>
4. [https://www.ijrrjournal.com/IJRR\\_Vol.3\\_Issue.4\\_April2016/IJRR0012.pdf](https://www.ijrrjournal.com/IJRR_Vol.3_Issue.4_April2016/IJRR0012.pdf)

CO No.	CO- Statements	Cognitive Levels (K- levels)
	On successful completion of this course, students will be able to	
CO-1	Recall the Concepts of Media Education.	K1
CO-2	Rephrase on the Factors in the development of Media literacy.	K2
CO-3	Experiment with the dominant themes of Media Education.	K3
CO-4	Examine the relationship of media with culture and society.	K4
CO-5	Analyse the influence of Media Text on Contemporary society.	K5

Relationship Matrix											
Semester	Course Code	Title of the Course								Hours	Credits
5	25UVC53CC09	Core Course – 9: Media Education								5	3
Course Outcomes (COs)	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	3	3	2	2	1	3	3	3	2	3	2.5
CO-2	2	3	2	3	2	2	3	3	2	3	2.5
CO-3	3	2	1	3	3	2	3	3	2	3	2.5
CO-4	3	3	2	3	3	2	3	2	2	3	2.6
CO-5	3	3	3	2	3	3	3	3	2	3	2.8
Mean Overall Score											2.5 (High)



Semester	Course Code	Title of the Course	Hours	Credits
5	25UVC53CC10	Core Course – 10: Media Laws and Ethics	4	3

Course Objectives
To understand the concept of Constitution and Citizenship
To explain the freedom of press in various setups
To identify the Laws related to Media
To choose and construct the laws related to press functioning
To analyse the cyber laws and government information services

**Unit- I (12 Hours)**

Indian Constitution: Preamble - Salient features - Fundamental rights - fundamental duties - Directive principles of state policy - Citizenship.

**Unit-II (12 Hours)**

The Union and State Government - The Executive - The Judiciary - Parliament- privileges, Function - The Emergency powers - Amendments to the Indian Constitution.

**Unit-III (12 Hours)**

Media Laws: Freedom of the Media - Freedom of the Media in India- TRAI- Broadcasting and Telecasting ethics - Cable Act.

**Unit-IV (12 Hours)**

Journalistic Codes of Ethics - Press Commissions - The Law of Copyrights - TRIPS and TRIMS - International Intellectual Property of Rights -The Contempt of Courts Act, 1971- The Indian Telegraph Act

**Unit-V (12 Hours)**

Right to Information (Information Bill) – Cinematography Amendment Act – Broadcasting Bill - Media Law and Women Media Law and Children - Cyber Laws.

<b>Teaching Methodology</b>	PPT, Lectures, case study analysis
<b>Assessment Methods</b>	MCQs, Quiz, Seminars

**Books for Study:**

1. Neelamalar, Media Laws and Ethics, PHI Learning Pvt, Ltd., New Delhi, 2010
2. Durga Das Basu, The Law of the Press in India, Hall of the Indian Private Limited, New Delhi 2002

**Books for References:**

1. Durga Das Basu: The Constitutional Law of India, Prentice Hall of India, New Delhi 2002
2. Arun Bhattacharee: Indian Press Profession to Industry, Vikas Publication, Delhi 1999
3. Constitutional law of India (updated every year) - J. N. Pandey
4. Jan R. Hakemulder, Fay AcdeJonge, P.P. Singh, Media Ethics and Laws, sage publishers, London 2002

**Websites and eLearning Sources:**

1. <https://dde.pondiuni.edu.in/files/StudyMaterials/UG/BAJournalism&MassCommunication/1year/BAJM1915MediaLawsEthicsandSocialResponsibility.pdf>
2. <https://egyankosh.ac.in/handle/123456789/59451>
3. [https://www.jru.edu.in/wp-content/uploads/moocs/e-books/journalism-and-mass-communication/Media\\_Ethics\\_Laws.pdf](https://www.jru.edu.in/wp-content/uploads/moocs/e-books/journalism-and-mass-communication/Media_Ethics_Laws.pdf)
4. <https://www.egyankosh.ac.in/bitstream/123456789/91972/1/Unit-5.pdf>

CO No.	CO- Statements	Cognitive Levels (K- levels)
	On successful completion of this course, students will be able to	
<b>CO-1</b>	Recall on the Concept of Constitution and Citizenship.	<b>K1</b>
<b>CO-2</b>	Illustrate On Freedom of press in various setups.	<b>K2</b>
<b>CO-3</b>	Identify the Laws related to Media.	<b>K3</b>
<b>CO-4</b>	Choose and construct the laws related to press functioning.	<b>K4</b>
<b>CO-5</b>	Analyse the cyber laws and government information services.	<b>K5</b>

Relationship Matrix											
Semester	Course Code		Title of the Course						Hours	Credits	
5	25UVC53CC10		Core Course – 10: Media Laws and Ethics						4	3	
Course Outcomes (COs)	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	3	3	2	3	3	2	3	3	2	1	2.5
CO-2	2	3	1	3	2	2	3	2	2	2	2.2
CO-3	3	3	2	3	1	3	3	3	2	2	2.5
CO-4	2	2	1	2	1	2	3	3	2	2	2.0
CO-5	2	3	3	2	2	2	3	2	1	2	2.2
Mean Overall Score											2.2 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
5	25UVC53CP05	Core Practical - 5: Visual Effects (P)	5	3

### Course Objectives

Develop the ability to effectively use keying techniques to create clean mattes and composite foreground elements onto new backgrounds...

Analyze color correction methods and utilize them to create a desired look in a composite.

Evaluate technical terminologies and apply them to execute advanced compositing techniques

Create a deep composite, perform stereoscopic compositing, and composite CGI elements with live action footage using advanced compositing techniques

Synthesize knowledge on workflow and pipeline to demonstrate collaboration with teams and clients, building a demo reel and portfolio, and ethical responsibility in Compositing and VFX

### UNIT I (15 Hours)

Making a Great Composite: Keying Techniques - Working with Keyers - Refining Mattes - Spill Suppression and Despill Artifacts - The Composite

### UNIT II (15 Hours)

The Quest for Realism: Compositing CGI and D Compositing - Color Correction - Sweetening the Comp - Camera Effects - Digital Color

### UNIT III (15 Hours)

Technical Terminologies: Image Blending - Transforms and Tracking - Digital Images - Advanced Keying Techniques - Creating Effects.

### UNIT IV (15 Hours)

Advanced Compositing: Advanced Compositing Techniques - Stereoscopic Compositing - Advanced CGI Techniques - Advanced Lighting Techniques - Advanced Rendering Techniques.

### UNIT V (15 Hours)

Workflow and Pipeline: The Production Pipeline - Collaborating with Teams and Clients - Building Demo Reel and Portfolio - The Future of Compositing and VFX - Ethics and Responsibility in Compositing and VFX

\* Students are required to know theoretical knowledge to experience the practical output of the subject.

### List of Practical

- Title Animation
- Logo Animation
- Slideshow (Lyric Video)
- Green Screen Compositing
- Rotoscoping Practice
- Basic Compositing
- Digital Matte Painting
- Light & Color Effects
- VFX Scene Recreation
- Short VFX Sequence

### Books for References:

1. Birn, J. (2013). Digital Lighting and Rendering. New Riders.
2. Brinkmann, R. (2008). The Art and Science of Digital Compositing: Techniques for Visual Effects, Animation and Motion Graphics. Morgan Kaufmann.
3. Dinur, E. (2017). The Filmmaker's Guide to Visual Effects: The Art and Techniques of VFX for Directors, Producers, Editors and Cinematographers. Taylor & Francis.
4. Dinur, E. (2021). The Complete Guide to Photorealism for Visual Effects, Visualization and Games. Routledge.

5. Foster, J. (2010). The Green Screen Handbook: Real-World Production Techniques. John Wiley & Sons.

**Websites and eLearning Sources:**

1. Journal of Visual Effects: <https://www.jove.com/journal/visual-effects>
2. International Journal of Computer Graphics & Animation:  
<https://www.omicsonline.org/computergraphics-animation.php>
3. VFX Voice: <http://vfxvoice.com/>
4. Creative Cow: <https://www.creativecow.net/>
5. 3D Artist: <https://3dartistonline.com/>

Semester	Course Code	Title of the Course	Hours	Credits
5	25UVC53CP06	Core Practical - 6: Web Designing (P)	4	2

Course Objectives
To know the aesthetics behind the style of web media, and scripting language like HTML
To understand about webpage designing, slicing and exporting
To develop Knowledge about Dreamweaver
To create the concept in creating web page
To discover an in-depth knowledge about exporting and publishing Web Pages.

#### **Unit - I (12 Hours)**

Introduction to web page design – Fundamentals - HTML - Basic layout of HTML scripts- HEAD and BODY section: Title, Base HREF. Link, Meta tags-BODY section: Text formatting and alignment, fonts, colours, ordered and unordered list.

#### **Unit -II (12 Hours)**

Designing for screen – Layout - Creating design mockups - Building the pages - Web file formats- Slicing designs - Exporting designs

#### **Unit - III (12 Hours)**

The Dreamweaver Interface and Workspace - Creating a Homepage -Adding Text and Images, Changing Font styles- Using Colors - Web safe colours and Hexadecimal colour values. Working with Tables - Formatting Tables - Creating and Modifying Tables - Table Headers and Captions -Spanning Rows and Columns.

#### **Unit - IV (12 Hours)**

Adding web animation and web video to a page - Inserting Special Media - Creating an interactive menu – Creating radio buttons - Adding hyperlinks - Modifying hyperlink behavior- Creating an image based link - Creating an external link - Setting up email links.

#### **Unit - V (12 Hours)**

Debug and test a Web page - Publish and update a Web site - Identify techniques for publishing sites and increasing Web site traffic.

\* Students are required to know theoretical knowledge to experience the practical output of the subject.

#### **List of Practical:**

1. Create a Simple Webpage with HTML Elements (headings, paragraphs, lists, links).
2. Design a Form with Input Fields, Radio Buttons, Checkboxes, and Submit Button.
3. Add Multimedia Elements (images, audio, video).
4. Build a Slideshow or Image Carousel.
5. Implement a Toggle Menu or Sidebar.
6. Build a 3-Column Layout.
7. Build a Multi-Page Portfolio Website.
8. Create a Blog Layout with Articles and Comments Section.
9. Develop an E-commerce Product Page.
10. Design a Contact Page with Google Maps Integration.

For Examination, Students must design three websites on different genres, with minimum of five pages for each website.

#### **Books for Study:**

1. David A. Crowder and Andrew Bailey, (2004) Creating website bible, Wiley Publishing Inc.
2. Arguin, Michael, (2013), Adobe Dreamweaver CC: digital classroom,

**Books for References:**

1. Adobe Dreamweaver tutorials, Adobe Systems Incorporated.
2. Craig Grannell, The Essential Guide to CSS
3. Jason Beaird, The principles of beautiful web design, Site Point Pvt. Ltd.
4. Curits Nathan, Modular web design, Pearson Education, New Delhi, 2011.

Semester	Course Code	Title of the Course	Hours	Credits
5	25UVC53ES01A	Discipline Specific Elective – 1: Television Production (P)	4	3

Course Objectives
To know the history and evolution of television
To have better understandings on the concepts of Visual language.
To incorporate lighting techniques in Video Production
To understand the importance and role of control rooms in Television Production
To examine the concepts of Editing and Illustrate the Chroma Keying

#### **Unit - I (12 Hours)**

History and Evolution of Television, Cathode Ray Tube (CRT), Video Tape Recorder (VTR), NTSC – PAL – SECAM - Aspect Ratio- TVP Process- Video Formats (VHS – SVHS - U-Matic – Beta – Hi 8 – Digital)

#### **Unit - II (12 Hours)**

Television Basic: Types of Shots-Movements- Angles- 5 C's of cinematography- 360degree rule, 180degree rule- Point of view Shot.

#### **Unit-III (12 Hours)**

Purpose of Lighting- Indoor/ Outdoor Lighting- Types of Light- Light Coherence- Three Point Lighting- Light meter - Colour Temperature.

#### **Unit -IV (12 Hours)**

Master Control Room (MCR) & Production Control Room (PCR) - Activities in PCR: Minor Editing – Direction to Production Crew - Components of PCR: Vision Mixer - Camera Control Unit (CCU), Central Apparatus Room- Electronic Field production- Electronic News Gathering,

#### **Unit -V (12 Hours)**

Evolution of Editing- Principles, Functions- Linear and Non-linear Editing- On-Line and Off-Line Editing and Concept of Continuity Editing- Live Editing- Chroma keying- Quality Compressions- Concepts of Bins and Folders.

\* Students are required to know theoretical knowledge to experience the practical output of the subject.

#### **List of Practical:**

Students should plan, shoot and edit the following,

- News Bulletin (5)
- Interview Show (2)
- Book / Movie Review Show (3)
- Vox-pop (5)

#### **Books for Study:**

1. Video Production Hand Book - Gerald Millerson & Jim Owens (Fourth Edition) 2008- Elsevier, USA
2. Television Production Hand Books – Herbert Zettle, San Francisco State University, USA (Ninth Edition)

#### **Books for References:**

1. Joseph V. Mascelli - The Five C's of Cinematography,
2. Gerald Millerson and Jim Owen - Studio Television Production and Directing: Concepts, Equipment, and Procedures, Television Production
3. Studio Television production and directing (Second Editing) – Andrew Hicks Utterback
4. Television Production (16<sup>th</sup> Edition) – Jim Owens.

Semester	Course Code	Title of the Course	Hours	Credits
5	25UVC53ES01B	Discipline Specific Elective – 1: Professional Photography (P)	4	3

Course Objectives
To gain the knowledge on photography equipment and techniques
To take photographs on various genres.
To know the better understanding on advertising and professional photography
To understand the need of various genres of photography
To gain knowledge on marketing the photographs

#### **Unit –I (12 Hours )**

Photography - Equipment & Techniques- Camera lenses - Exposure Triangle: ISO, Aperture, Shutter speed- working of camera- Lighting Techniques & Composition.

#### **Unit – II (12 Hours )**

Introduction to Genres of Photography: Fashion, Advertising, Food, Product & Special effects photography – Basics on Advertising & fashion. Setting up, Theme, Background, Model styling, costumes, Accessories, Set Design & Art Work- Lighting for various elements and Retouching.

#### **Unit – III (12 Hours )**

Branches of professional photography –Industrial Photography, Fashion Photography, Wildlife Photography, Photography in Travel & Tourism.

#### **Unit – IV (12 Hours )**

Journalistic Photography- Wedding Photography- Sports Photography- Still photography in Cinema & Other Branches.

#### **Unit- V (12 Hours)**

Business of Photography - Selling Photos on galleries. Online marketing – Stock images. Creating Brand value – Selling at the right market & Pricing of Photography – Social Media as a business Platform

\* Students are required to know theoretical knowledge to experience the practical output of the subject.

#### **List of Practical:**

- Exposure Bracketing
- Depth of Field Exercise
- Motion Photography
- Rule of Thirds
- Perspective
- Texture & Patterns
- Silhouettes & Shadows
- Reflections & Mirrors
- Natural vs. Artificial Lighting
- Environmental Portraits
- Candid vs. Staged Shots
- Product Photography
- Street Photography
- Architecture & Urban Frames

#### **Books for Study:**

1. The crafter's guide to taking great photos - Adnum, Heidi, (2011), Loveland, CO: Interweave Press
2. Professional photography for profit - Abel, Charles, (1946), New York: Greenberg

#### **Books for References:**

1. John Constantine and Julia Valice, (1983) The Thames- Hudson Manuel of Professional Photography, Thames- Hudson, London.
2. Jack Newbart, (1989) Industrial Photography, Am Photo, Watson Guphill Publications, New York.



Semester	Course Code	Title of the Course	Hours	Credits
5	25UVC53ES02A	Discipline Specific Elective – 2: Podcasting (P)	4	3

### Course Objectives

- Develop engaging podcast concepts, scripts, and episode structures.
- Use recording equipment and software to produce high-quality audio content.
- Apply communication techniques to confidently host and conduct interviews.
- Distribute episodes on platforms and create marketing strategies to grow the audience.
- Create a complete podcast series showcasing all learned skills, from ideation to release.

#### Unit -I (12 Hours)

Podcast: Definition, formats, and types - History and evolution of podcasting - Popular podcast genres - Key podcasting platforms - The rise of Indian language podcasts - Differences between podcasts and traditional media

#### Unit- II (12 Hours)

Identifying and selecting a niche/topic for the podcast - Target audience - Structuring the podcast - Writing episode outlines and scripting - Podcast branding

#### Unit-III (12 Hours)

Essential podcasting equipment - Recording software options -Setting up a recording space - Recording techniques – Audio editing basics - Sound Effects – Basic post-production

#### Unit -IV (12 Hours)

Hosting platforms - Understanding RSS feeds and submission to directories - SEO techniques - Podcast analytics - Legal considerations in India

#### Unit -V (12 Hours)

Strategies for podcast promotion - Building an online community - Cross-promotion - Monetization methods - Podcasting ethics

\* Students are required to know theoretical knowledge to experience the practical output of the subject.

#### List of Practical:

- Interview
- Solo/monologue
- Fictional (audio drama)
- Conversational
- Educational
- News
- Documentary
- Storytelling

#### Books for Study:

1. Radio Production (6<sup>th</sup> Edition) 2005 – Robert MCLeish, Jeff Link
2. Radio Production Art and Science – Michael C. Keith

#### Books for References:

1. Housman, Carl (2004) Modern Radio Production. Canada: Wadsworth publication.
2. McLeish, James, (1999) Radio production. Burlington: Focal Press
3. Bhatt, S.C, (1993) Broadcast Journalism- Basic Principle. Haranand Publications: New Delhi
4. Crisell, Andrew (1994) - Understanding Radio
5. Shrivatsava, K.M. (1989) Radio and T.V. Journalism, New Delhi Sterling Publishers Ltd.

Semester	Course Code	Title of the Course	Hours	Credits
5	25UVC53ES02B	Discipline Specific Elective – 2: Sound Designing (P)	4	3

Course Objectives
To know the basic requirements of sound designing
To gain knowledge on digital and analogue recording
To experiment with the acoustic studio and organize filters
To understand the DAW and studio equipment's
To examine the mixing techniques and playback system

#### **Unit-I (12 Hours)**

Architectural plan of room- Specification- Analyzing acoustic level of room –Hydrography (echo sounding)- Echo Cancellation techniques- Selection: microphones, amplifiers, speakers – Positioning the speakers- Sound System Installation – Electrification: Power stabilization, Earthing, Cooling - Multi Amplifier System Arrangement.

#### **Unit-II (12 Hours)**

Digital Recording - Differences between analog and Digital Recording - The clock - Digital audio signal formats: Dither, Jitter, Digital Transfers and copies - Track Digital Recorders: Multitrack Digital Recorders, Backup, Basic Operations, Audio Interface, DSP Card, Analog summing Amplifier, Recording Software, Optimizing computer for Multitrack Recording, Audio for video- Sound meets the computer Signal Processing - Introduction to DAW: Signal flow, I/O routing, troubleshooting, Understanding virtual tracks, Inserts/Plug-ins, Send and Return, Auto-switching

#### **Unit-III (12 Hours)**

Recording rooms and Control Rooms- Isolation, Room ambience, Control room acoustics, Studio monitors, Microphones and Mic Placement, Mixing boards and Control Surface- 2.2 FX -EQ: General Information - Filters: HPF, LPF, BPF, BELL, and Shelving Filter- Dynamics: Compressor, Limiter, Gate, Expander-3 Delay, Reverb -beyond traditional DSP

#### **Unit-IV (12 Hours)**

Basic terms in DAW: Activate or Enable, Deactivate or Disable, Delay Compensation, Edit List, Project/ Session - Types of Sessions: Master Sessions (MST), Slave Sessions (SLV), Render, Segment, Timeline Marker, and Source-MIDI Studio Equipment and Recording procedures-MIDI-Studio Components, Recording Music made by Soft Synths, recording a hardware Synth, “NO SOUND” MIDI troubleshooting, recording with a keyboard Workstation, Recording with a drum Machine and Synth, Loop-Based Recording.

#### **Unit-V (12 Hours)**

Mixing Requirements: Mixing and remixing - The Mixing environment: The room and playback system, Relating to Composing, arranging, and performing - Mixing tools: mixing in and out of the box - Processing gear (Plug-ins) – Tracks - Grouping and routing: Submixes, subgroups, Master Fader- Building a Mix- Mixing: Creating ambience and dimension, Using delays in Mixing, Using reverbs in Mixing, Panning reverb returns, Advanced techniques with delays and reverbs.

\* Students are required to know theoretical knowledge to experience the practical output of the subject.

#### **List of Practical:**

- Creating sound effects (5)
- Recordings (3)
- Music score (2)
- Dialogue editing (2)
- Audio mixing (3)

**Books for Study:**

1. Lord, P. Peter (1986), The architecture of sound: designing places of assembly, London: Architectural Press
2. Sound Design for Film and Television - Vesna Dakic, 2009, GRIN Verlag

**Books for References:**

1. Glen Ballou, "Handbook for Sound Engineers", Fourth edition, Taylor & Francis, 2013
2. Mike senior, "Mixing secrets for the small studio", Routledge Press, 2018.
3. Bruce Bartlett, "Practical Recording Techniques: The Step- by- Step Approach to Professional Audio Recording", Taylor & Francis, 2013.
4. Steve Savage, "The Art of Digital Audio Recording: A Practical Guide for Home and Studio", Oxford University Press, 2011.

Semester	Course Code	Title of the Course	Hours	Credits
5	25UVC54OE01	Open Elective – 1 (WS): Media Psychology	4	2

Course Objectives
To understand the basic concepts, developments, issues and debates in the field of media psychology.
To appreciate principal theories and processes of medial use and its effects.
To understand the effects of media on childhood and adolescence periods.
To critically analyze the representation of different social groups in media.
To understand the psychological effects of media and its violence

#### UNIT I

(12 Hours)

Definition and Scope of Media Psychology - Media as a Psychological Tool - Role of Media in Society and Culture - Media Literacy and Critical Thinking

#### UNIT II

(12 Hours)

Audience Behavior and Perception - People and Media Messages - Media and Identity Formation - Media Consumption

#### UNIT III

(12 Hours)

Effects of Media on Mental Health - Media and Well-being - Media and Body Image - Cyberbullying and digital abuse - Digital Detox and Media Balance

#### UNIT IV

(12 Hours)

Media and Aggression - Advertising and Consumer Psychology - Propaganda Techniques - Stereotypes and Representation in Media

#### UNIT V

(12 Hours)

Artificial Intelligence and Personalized Media - The Rise of Influencer Culture - Ethical Issues in Media Production

Teaching Methodology	PPT, Lectures, case study analysis
Assessment Methods	MCQs, Seminars, GD

#### Books for Study:

1. Giles, D. (2010). *Psychology of the media* (2nd ed.). Palgrave Macmillan.
2. Harris, R. J., & Sanborn, F. W. (2014). *A cognitive psychology of mass communication* (6th ed.). Routledge.
3. Bryant, J., & Oliver, M. B. (Eds.). (2009). *Media effects: Advances in theory and research* (3rd ed.). Routledge.
4. Valkenburg, P. M., & Peter, J. (2022). *Plugged in: How media attract and affect youth* (2nd ed.). Yale University Press.

#### Books for References:

1. Lang, A. (2006). *The handbook of media psychology*. Routledge.
2. Potter, W. J. (2012). *Media effects* (2nd ed.). SAGE Publications.
3. Vorderer, P., Klimmt, C., & Ritterfeld, U. (Eds.). (2006). *Enjoyment of media entertainment: The psychology of media entertainment*. Routledge.
4. Nabi, R. L., & Oliver, M. B. (Eds.). (2009). *The SAGE handbook of media processes and effects*. SAGE Publications.
5. Zillmann, D., & Bryant, J. (1994). *Media effects: Advances in theory and research*. Lawrence Erlbaum Associates.

#### Websites and eLearning Sources:

1. <https://www.egyankosh.ac.in/handle/123456789/79403>
2. <https://www.verywellmind.com/what-is-media-psychology-5210628>
3. [https://www.researchgate.net/publication/354657830\\_Understanding\\_Media\\_Psychology](https://www.researchgate.net/publication/354657830_Understanding_Media_Psychology)

4. <https://www.studocu.com/row/document/national-university-of-modern-languages/rhetorical-essays/intro-to-media-psychology-media-psychology/17770950>

CO No.	CO- Statements	Cognitive Levels (K- levels)
	On successful completion of this course, students will be able To	
CO-1	Understand the basic concepts, developments, issues and debates in the field of media psychology.	K1
CO-2	Appreciate principal theories and processes of medial use and its effects.	K2
CO-3	Understand the effects of media on childhood and adolescence periods.	K3
CO-4	Critically analyze the representation of different social groups in media.	K4
CO-5	Understand the psychological effects of media and its violence	K5

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
5	25UVC54OE01		Open Elective – 1 (WS): Media Psychology							4	2
Course Outcomes (COs)	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	2	2	2	2	1	3	3	2	3	3	2.3
CO-2	3	2	3	3	2	3	3	1	3	3	2.6
CO-3	3	2	2	3	1	2	3	1	3	1	2.1
CO-4	2	3	3	3	1	3	3	2	3	2	2.5
CO-5	2	3	2	2	1	1	2	2	3	3	2.1
Mean Overall Score											2.3 (High)

Semester	Course Code	Title of the Course	Hours	Credits
5	25UVC54SL04	Certificate Course: Indian Traditional Media	-	2

#### Course Objectives

To understand the various folk forms in India

To appreciate the functions of folk forms

To understand the effects of folk form in contemporary society

To critically analyze the modern media and folk media

To understand the usage of folk media for social change

#### Unit I: INTRODUCTION TO FOLK AND TRADITIONAL MEDIA

Folk Media - Definition, Nature and Scope of Folk Media, Characteristics of folk media.

#### Unit II: TYPES OF FOLK MEDIA

Folk Music and Folk dance – Folk Songs, Tamasha, Yakshagana, Nautanki, Jatra, Bhavai, Ramlila and Raslila, Puppetry forms, street theatre, story telling, sculpting and painting.

#### Unit III: CULTURE AND FOLK MEDIA

Fairs and festivals organising folk media, Tool for social mobilization, National cultural exchange programme.

#### Unit IV: MODERN MEDIA AND FOLK MEDIA

Folk media Vs electronic media, Merits and demerits of folk media, Impact of new media on folk media.

#### Unit V: FOLK MEDIA AND SOCIAL CHANGE

Students are asked to perform any form of folk media for societal development.

#### Books for Study:

1. Parmer, Shyam, Traditional Folk media in India, New Delhi, Geeta books.
2. Usha Rani, Folk Media for Development.

#### Websites and eLearning Sources:

1. <https://ebooks.inflibnet.ac.in/hsp13/chapter/traditional-and-folk-media-for-development/>
2. [https://en.banglapedia.org/index.php/Folk\\_Media](https://en.banglapedia.org/index.php/Folk_Media)
3. <https://egyankosh.ac.in/bitstream/123456789/7263/1/Unit-3.pdf>
4. <https://egyankosh.ac.in/bitstream/123456789/78600/1/Unit-10.pdf>

Semester	Course Code	Title of the Course	Hours	Credits
6	25UVC63CC11	Core course – 11: Media Industrial Practice (P)	5	3

Course Objectives
To choose and explore various career possibilities in media
To make use of the skills and attitudes which can best be learned on the job, especially self- discipline, team work, responsibility, and initiative.
To apply and develop practical skills in a real-world context
To develop the techniques in Professional industry
To discover the opportunity to strengthen the portfolio with practical experience and projects.

The aim of this course is to use the internship experience to enable students to develop their industrial skills and practice.

**Contents:**

- For period of one month, the student will be attached to an agency or studio, on an internship basis.
- The intern will be exposed to the particular area of specialization already chosen.
- Progress of the intern will be closely monitored by the department guide in co – ordination with studio/agency guide.
- A report and viva voce will complete the process of evaluation.

Semester	Course Code	Title of the Course	Hours	Credits
6	25UVC63CC12	Core course – 12: Portfolio (P)	5	3

Course Objectives
To show the role of media professionals through the production
To infer their quality through examination of their production work
To strengthen their portfolio
To explore their hidden talents
To choose their best productions for their career opportunities

#### List of Practical:

Students will be expected to choose any one as their discipline:

#### Graphic Design & Branding

1. Logo & Brand Identity Design
  - Logo, typography, color palette, and brand guidelines
2. Poster Design (Film, Event, or Social Cause)
  - Creative layouts with strong visual storytelling
3. Brochure or Magazine Layout
  - Multi-page print or digital publication
4. Product Packaging Design
  - Dielines, mockups, and label design
5. Social Media Campaign Design
  - Carousel posts, banners, and ad creatives

#### Photography & Photo Manipulation

1. Thematic Photo Series
  - A collection of photos around a specific theme (e.g., street life, nature, portraits)
2. Product or Fashion Photography
  - Styled shoots with proper lighting and composition
3. Photo Manipulation/Collage Art
  - Creative digital edits using tools like Photoshop
4. Documentary Photography
  - Story-driven photojournalistic series
5. Album or Book Cover Photography
  - Designing cover art with custom-shot images

#### Radio Production

- Ads
- Jingles
- PSA
- Commercials
- News
- Talk shows
- Interview
- Radio Drama

#### Film & Video Production

1. Short Film or Music Video
  - A 3–5 minute narrative or experimental video
2. Documentary or Interview Video
  - Telling real-life stories with interviews and b-roll
3. TV Commercial or PSA
  - A 30–60 second ad promoting a product or cause



4. Motion Graphics Intro/Outro
  - Animated titles and transitions for video content
5. Showreel/Highlight Reel
  - A quick montage of video work and film projects

### **Illustration & Visual Art**

1. Character Design Sheet
  - Front, side, and back views of a unique character
2. Storyboarding for Animation or Film
  - Sequential art panels with camera directions
3. Editorial or Concept Illustration
  - Visualizing complex ideas through art
4. Typography & Lettering Art
  - Custom hand-drawn or digital lettering pieces
5. Digital or Mixed Media Artwork
  - Creative experiments blending various art styles

Semester	Course Code	Title of the Course	Hours	Credits
6	25UVC63CC13	Core course – 13: Media Research Techniques	4	3

Course Objectives
To understand the concept of Research and its Methods
To gain in depth knowledge on types of Research design
To identify the Data collection methods in Research
To know how to choose and construct the Sample design procedure
To analyse the Data processing Methods and discover the methodology of writing research paper

#### Unit- I (12 Hours)

The need and relevance of media research- Media Research Aims and objectives - Criteria of good media research- Research problem- Types of research methods - Research Hypothesis.

#### Unit- II (12 Hours)

Types of media research design - Exploratory, Descriptive and Experimentation - Merits and demerits of these methods- Opinion polls, Audience research and viewer ship ratings.

#### Unit – III (12 Hours)

Data collection methods- Types of Data: Primary data and secondary data – Sources of Secondary data- Media Research Tool - Interviews- Questionnaire construction methods.

#### Unit - IV (12 Hours)

Sampling meaning – definition, Essentials of good sampling- Principles of sampling- Types of sample - Sampling problems - Sampling errors - Choosing a sample design.

#### Unit - V (12 Hours)

Steps in Data processing - Coding, Classification and tabulation- Identifying interdependencies - Grounded theory - Steps involved in writing a research paper/report.

Teaching Methodology	PPT, Lectures, field work
Assessment Methods	MCQs, Peer Work, Group project

#### Books for Study:

1. C. R. Kothari - Research Methodology – Methods & Techniques (2<sup>nd</sup> Revised Edition) New Age International (P) Limited Publishers – Delhi
2. Geoffrey Marczyk, David DeMatteo, David Festinger – Research Methodology – Essentials of Research Design and Methodology – John Wiley & Sons, Inc., Publications - New Jersey.

#### Books for References:

1. Understanding the research problem - Paul Oliver
2. Research Methodology - V V. Khanzode
3. Research an Introduction - Robert Ross
4. Research Methods - Agrawal & Rao

#### Websites and eLearning Sources:

1. <https://egyankosh.ac.in/bitstream/123456789/85989/1/Block-1.pdf>
2. <https://www.studocu.com/in/document/jagannath-international-management-school/media-research/media-research-full-notes/56397765>
3. [https://littleflowercollege.edu.in/upload/pdf\\_upload/999ec2d21dfd31d52ae1b82f84c06748.pdf](https://littleflowercollege.edu.in/upload/pdf_upload/999ec2d21dfd31d52ae1b82f84c06748.pdf)
4. <https://study.com/academy/lesson/what-is-mass-media-research-definition-examples.html>

Course Outcomes		
CO No.	CO-Statement	Cognitive Levels (K - level)
	On successful completion of this course, the students will be able to	
<b>CO1</b>	Recall on the Concept of Research and its Methods	<b>K1</b>
<b>CO2</b>	Illustrate On types of Research design	<b>K2</b>
<b>CO3</b>	Identify the Data collection methods in Research	<b>K3</b>
<b>CO4</b>	Choose and construct the Sample design procedure	<b>K4</b>
<b>CO5</b>	Analyse the Data processing Methods and discover the methodology of writing research paper	<b>K5</b>

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
<b>6</b>	<b>25UVC63CC13</b>		<b>Core course – 13: Media Research Techniques</b>							<b>4</b>	<b>3</b>
Course Outcomes (COs)	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
<b>CO-1</b>	3	3	2	3	3	2	3	3	2	1	2.5
<b>CO-2</b>	2	3	1	3	2	2	3	2	2	2	2.2
<b>CO-3</b>	3	3	2	3	1	3	3	3	2	2	2.5
<b>CO-4</b>	2	2	1	2	1	2	3	3	2	2	2.0
<b>CO-5</b>	2	3	3	2	2	2	3	2	1	2	2.2
<b>Mean Overall Score</b>											<b>2.2 (High)</b>

Semester	Course Code	Title of the Course	Hours	Credits
6	25UVC63CP07	Core Practical - 7: New Media (SEOs) (P)	4	2

### Course Objectives

- Explore the evolution and impact of digital media, social platforms, and online communities.
- Learn on-page and off-page SEO and technical optimization techniques.
- Develop content strategies tailored for new media channels.
- Use tools like Google Analytics and Search Console to measure and improve website traffic.
- Build and optimize websites or blogs, implementing SEO best practices for practical experience.

### UNIT- I

(12 Hours)

Definition and Characteristics of New Media - Traditional Media vs New Media - Evolution of New Media Technologies - Convergence of Media Platforms - Role of New Media in Everyday Life

### UNIT – II

(12 Hours)

Overview of Major Platforms - Types of Social Media Content: Text, Visual, Audio, Video - Basics of Content Strategy & Calendar Planning - Personal Branding in New Media - Trends: Reels, Shorts, Stories, Live Streams

### Unit – III

(12 Hours)

Introduction to SEO (Search Engine Optimization) - Basics of SEM (Search Engine Marketing) - Social Media Marketing (SMM) - Organic vs Paid - Influencer Marketing & Collaboration - Analytics & Performance Tracking (Google Analytics, Instagram Insights)

### Unit – IV

(12 Hours)

Earning through YouTube Partner Program - Affiliate Marketing and Sponsored – Content - Freelancing in Content Creation, Social Media Management - Building a Portfolio for New Media Careers - Crowdfunding and Subscription Models (Patreon, Ko-Fi)

### Unit - V

(12 Hours)

Copyright and Intellectual Property - Digital Ethics and Privacy Concerns - Misinformation, Fake News, and Fact-Checking - Responsible Use of Social Media Platforms - Case Studies on Online Controversies and Cyberbullying

\* Students are required to know theoretical knowledge to experience the practical output of the subject.

### List of Practical

1. LinkedIn
2. Create pop ups
3. Vlog creation
4. Reels creation
5. Short videos for you tube
6. Online display advertisement
7. Blog creation
8. Video byte creation
9. Podcast
10. Audio teaser (online)
11. Video teaser(online)

### Books for References:

1. Clarke, A. (2020). SEO 2020: Learn search engine optimization with smart internet marketing strategies. Create space Independent Publishing Platform.
2. Ledford, J. L. (2015). SEO: Search engine optimization Bible (2nd ed.). Wiley.
3. Lister, M., Dovey, J., Giddings, S., Grant, I., & Kelly, K. (2009). New media: A critical introduction (2nd ed.). Routledge.
4. Jenkins, H. (2006). Convergence culture: Where old and new media collide. New York University Press.

Semester	Course Code	Title of the Course	Hours	Credits
6	25UVC63ES03A	Discipline Specific Elective - 3: Media Management	4	3

Course Objectives
To understand the basics of Media Management
To gain in depth knowledge on the management theories in Media industry
To classify the Media economic policies
To apply the advertising management strategies
To analyze the functions of Marketing Management

**Unit - I (12 Hours)**

Media Management: Concept, Meaning and Definition - Principles of management - Level of Management - Media Ownership – Individual, Partnership, Corporation Chain, Employee- Joint venture ship - Structure of media organization – Editorial, advertising, Circulation and Production.

**Unit - II (12 Hours)**

Classical management theory - Concepts of the ideal work place, Human relationships theory, Three modern approaches to management – System theory – Contagious theory

**Unit -III (12 Hours)**

Entrepreneurship – Monopoly, oligopoly - Financial management– Media convergence economics- Future of media business –Employment opportunities and status of media industry.

**Unit - IV (12 Hours)**

Advertising management - Setting the advertising budget- Profit, Sales and Market share objectives- Media planning - Media scheduling- Media Mix.

**Unit - V (12 Hours)**

Marketing- Evaluation marketing –Marketing management – Creativity and innovation – Internal communication and external communication - Understanding Market and Factors - Audiences – Research and analysis.

<b>Teaching Methodology</b>	Lectures, GD, Role play
<b>Assessment Methods</b>	MCQs, Seminars, GD, Group work

**Books for Study:**

1. John R Rossiter& Larry Percy, Advertising and Promotion Management, McGraw Hill, New York, 1987.
2. Alan B. Albarran, Management of Electronic Media, Wadsworth, USA, 2010

**Books for References:**

1. Block et al. Managing in the Media. Focal Press2001.
2. George Sylvie, Media Management: A Casebook Approach, Lawrence Erlbaum Associates, USA, 2009
3. Lucy Keung, Strategic Management in the Media, Sage Publications, New Delhi, 2008
4. Peter Pringle, Electronic Media Management, Focal Press, UK, 2006

**Websites and eLearning Sources:**

1. [https://www.wbnsou.ac.in/online\\_services/SLM/PG/JMC/CC8.pdf](https://www.wbnsou.ac.in/online_services/SLM/PG/JMC/CC8.pdf)
2. <https://osou.ac.in/eresources/DJMC-06-BLOCK-03.pdf>
3. <https://egyankosh.ac.in/bitstream/123456789/70036/1/Unit-12.pdf>
4. <https://www.studocu.com/in/document/university-of-calicut/bmmc-visual-editing/media-management-notes-4th-sem/56501977>

CO No.	CO- Statements	Cognitive Levels (K- levels)
	On successful completion of this course, students will be able to	
CO-1	Define the basics of Media Management.	K1
CO-2	Explain the management theories in Media industry.	K2
CO-3	Classify the Media economic policies.	K3
CO-4	Apply the advertising management strategies.	K4
CO-5	Analyze Functions of Marketing Management.	K5

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
6	25UVC63ES03A		Discipline Specific Elective - 3: Media Management							4	3
Course Outcomes (COs)	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	3	2	2	1	2	3	2	3	2	2	2.2
CO-2	3	2	2	1	3	3	3	1	2	3	2.3
CO-3	2	3	3	1	3	2	3	1	3	2	2.3
CO-4	3	1	2	3	2	2	3	2	1	3	2.2
CO-5	3	2	1	2	3	2	1	3	2	3	2.2
Mean Overall Score											2.2 (High)

Semester	Course Code	Title of the Course	Hours	Credits
6	25UVC63ES03B	Discipline Specific Elective - 3: Women and Media	4	3

Course Objectives				
To understand the role and status of women in historic period				
To gain better understanding on gender discrimination and bias				
To have better understanding on feminism				
To examine the job opportunities of women in media				
To analyze the role and portrayal of women in various medium				

#### Unit - I (12 Hours)

Women in Vedic era -Women in Colonial period -Women in Mughal Era - Status of women in emerging India case studies

#### Unit – II (12 Hours)

Gender gap and gender bias -Patriarchy and patriarchal society- Male and female migration - Different types of Violence against women- Difficulties faced by Women in labor force- Problems of career women - Domestic Violence

#### Unit –III (12 Hours)

Feminism: History, Types of Feminism – Wage Discrimination – Portrayal of women in media - Contemporary Feminists in India - Radical Feminist Activist in India

#### Unit –IV (12 Hours)

The progress of women in Journalistic workforce - Women’s Employment and status in the Print Media - Place of women in the broadcast industry

#### Unit –V (12 Hours)

Women in Television- Women in Journalism -Women in Radio- Women in Films -Women in Advertisements - Women in Alternative media

Teaching Methodology	Lectures, GD, Movie analysis
Assessment Methods	MCQs, Seminars, GD

**Assessment Methods:** Traditional exams (multiple choice, short answer), essays

#### Books for Study:

1. Arun R. Kumbhare (2009), “Women of India: Their Status Since the Vedic Times, Universe.
2. Sue Thornham, (2007), “Women, Feminism and Media”, Edinburgh University Press

#### Books for References:

1. Ramā Jha (1992), Women and the Indian Print Media, Chanakya Publications
2. Anne O'Brien (2019), Women, Inequality and Media Work, Taylor & Francis Publications.
3. Carolyn M. Byerly, Karen Ross (2008), Women and Media: A Critical Introduction, Wiley Publishers.

#### Websites and eLearning Sources:

1. <https://opentextbc.ca/womenintheworld/chapter/chapter-10-women-and-the-media/>
2. <https://egyankosh.ac.in/bitstream/123456789/7428/1/Unit-1.pdf>
3. [https://www.researchgate.net/publication/331247793\\_WOMEN\\_AND\\_MEDIA\\_IN\\_INDIA](https://www.researchgate.net/publication/331247793_WOMEN_AND_MEDIA_IN_INDIA)
4. <https://ebooks.inflibnet.ac.in/hsp14/chapter/womens-portrayal-and-role-in-media/>

CO No.	CO- Statements	Cognitive Levels (K- levels)
	On successful completion of this course, students will be able to	
CO-1	Define the basics of Media Management.	K1
CO-2	Explain the management theories in Media industry.	K2
CO-3	Classify the Media economic policies.	K3
CO-4	Apply the advertising management strategies.	K4
CO-5	Analyze Functions of Marketing Management.	K5

Relationship Matrix											
Semester	Course Code		Title of the Course						Hours	Credits	
6	25UVC63ES03B		Discipline Specific Elective - 3: Women and Media						4	3	
Course Outcomes (COs)	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	3	2	2	1	2	3	2	3	2	2	2.2
CO-2	3	2	2	1	3	3	3	1	2	3	2.3
CO-3	2	3	3	1	3	2	3	1	3	2	2.3
CO-4	3	1	2	3	2	2	3	2	1	3	2.2
CO-5	3	2	1	2	3	2	1	3	2	3	2.2
Mean Overall Score											2.2 (High)



Semester	Course Code	Title of the Course	Hours	Credits
6	25UVC63ES04A	Discipline Specific Elective – 4: Public Relations	4	3

Course Objectives
To understand the field of public relations and its applications.
To classify the skills in strategic public relations management
To develop the program and implementing it to public
To construct the tools of Public Relation
To discover the various functions of public relations and the normative process of public

#### Unit - I (12 Hours)

Public relations; Define- PR as a communication function- History of PR- Growth of PR in India- Event Leadership- PRO and Essential of public relation, - Guidelines to be an effective PRO- Stages of PR

#### Unit -II (12 Hours)

Newsletter, House Journal – Brochure – Leaflets - Pamphlets – Booklets – Manuals - Annual Reports – Handbills - Sticker and posters. Writing for PR: Press Release- Press note- Hand-out- Feature – Articles - Speech writing- Special speech - Scheduling and handling of press Conference - Press get-together - Press Meet- Checklist of Press kit.

#### Unit - III (12 Hours)

Communication with the public - Internal and external, Employer - employee relations, Community relations; PR in India – Public and private sectors- PR counseling- PR agencies- PR and advertising- PR for media institutions- Crisis Management and PR.

#### Unit - IV (12 Hours)

Definition of PR Campaign - Audience – Demographics and Medium-Budget-Plan- Implement- Effectiveness

#### Unit-V (12 Hours)

Writing Press releases, Brochures, Pamphlets, House Journals, Handouts, Oral presentations.

Teaching Methodology	Lectures, Seminars, Classroom tasks
Assessment Methods	MCQs, Seminars, GD, Group work

#### Books for Study:

1. Lesly, Philip (2002) Handbook of Public Relations and communications, Jaico publication New Delhi.
2. C. S. Rayudu, K. R. Balan, Principles of Public Relations, Himalaya Publishing 2005

#### Books for References:

1. Y. K. D'souza, (1977) Mass Media Tomorrow, Indian Publishers Distributors, New Delhi.
2. S. Ganesh (1995) Lectures on Mass Communication, Indian Publishers Distributors, New Delhi.
3. Clarke Caywood (2012). The Handbook of Strategic Public Relations and IMC, First Edition, McGraw-Hill Companies, USA
4. Qubal S. Sachdeva, Public relations Principles and practice, Oxford Publication 2000

#### Websites and eLearning Sources:

1. [https://dopttrg.nic.in/otrainingStatic/UNDPProject/undp\\_modules/PublicRelationsNDLM.pdf](https://dopttrg.nic.in/otrainingStatic/UNDPProject/undp_modules/PublicRelationsNDLM.pdf)
2. <https://www.sjsu.edu/ajeep/docs/IntroToPR.pdf>
3. <https://egyankosh.ac.in/handle/123456789/601>
4. <https://library.fiveable.me/introduction-public-relations>

CO No.	CO - Statements	Cognitive Levels (K- levels)
	On successful completion of this course, students will be able To	
CO-1	Understand the field of public relations and its applications.	K1
CO-2	Classify the skills in strategic public relations management.	K2
CO-3	Developing the program and implementing it to public.	K3
CO-4	Construct the tools of Public Relation.	K4
CO-5	Discover the various functions of public relations and the normative process of public.	K5

Relationship Matrix											
Semester	Course Code		Title of the Course						Hours	Credits	
6	25UVC63ES04A		Discipline Specific Elective – 4: Public Relations						4	3	
Course Outcomes (COs)	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	3	3	2	3	2	3	3	2	2	3	2.6
CO-2	2	3	3	2	1	3	3	2	2	3	2.4
CO-3	2	3	1	2	2	2	3	2	3	2	2.3
CO-4	3	2	2	3	3	2	3	2	2	3	2.2
CO-5	3	2	1	2	3	1	3	2	2	3	2.2
Mean Overall Score											2.3 (High)

Semester	Course Code	Title of the Course	Hours	Credits
6	25UVC63ES04B	Discipline Specific Elective – 4: Development Communication	4	3

Course Objectives
To understand the potential of communication for holistic social development.
To classify the role of development communication.
To develop the fundamentals of Campaign planning and strategies
To construct the skills to use development communication for social change.
To discover the ethical perspective of Online Media and Acquire knowledge on the Social advertising.

#### Unit – I

(12 Hours)

The nature of Development. Defining development as a Goal, as a Process - First-Second-Third-Fourth Worlds, Basic Needs etc. - Alternate paths to Development - Development and Tradition bound society.

#### Unit-II

(12 Hours)

Concept of Development Communication: Definition and scope of Development Communication, Models of Daniel Lerner, Everett Rogers and Wilbur Schramm.

#### Unit-III

(12 Hours)

Communication for social change - Using Folk Forms for Social Change - Role of a communicator in the process of social change - Folk forms and 'alternative silver screen' for social change

#### Unit-IV

(12 Hours)

Social advertising - Taxonomy of social ads - Social advertising in India - DVAP and other media units, organized sector and voluntary organizations - Social networks to propagate social messages.

#### Unit- V

(12 Hours)

Community Radio - Public Access Television - Theatre & Street Performances – Pamphlets - Citizen Journalism - Public Awareness Campaigns

Teaching Methodology	Lectures, GD, field work, case studies
Assessment Methods	MCQs, Seminars, GD, Group work

#### Books for Study:

1. Melkote, Srinivas R., Steeves, H. Leslie, (2001) "Communication for Development in the Third World- Theory and Practice for Empowerment", (2nd Edition). Sage Publications. New Delhi
2. VirBala Aggarwal, V. S. Gupta (2001), "Handbook of Journalism and Mass Communication", Concept publications.

#### Books for References:

1. Clayton Vollen and Jim Simmons (Ed) (1985) Development Communication- A Resource Manual for Teaching, 'Asian Mass Communication Research and Information Center, Singapore.
2. D'Abreo Desmond A. (1990) Voice to the People- Communication for Social Change, Culture and Communication. Madras.

#### Websites and eLearning Sources:

1. <https://egyankosh.ac.in/bitstream/123456789/7413/1/Unit-2.pdf>
2. <https://egyankosh.ac.in/bitstream/123456789/57205/3/Unit-6.pdf>
3. [https://www.khoji.net/books/course.php?id=4134#google\\_vignette](https://www.khoji.net/books/course.php?id=4134#google_vignette)
4. <https://drsarahjoe.com/index.php/2024/01/31/lecture-notes-foundations-of-development-communication/>

CO No.	CO- Statements	Cognitive Levels (K- levels)
	On successful completion of this course, students will be able to	
CO-1	Understand the potential of communication for holistic social development.	K1
CO-2	Classify the role of development communication.	K2
CO-3	Develop the fundamentals of Campaign planning and strategies.	K3
CO-4	Construct the skills to use development communication for social change.	K4
CO-5	Discover the ethical perspective of Online Media and Acquire knowledge on the Social advertising.	K5

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
6	25UVC63ES04B		Discipline Specific Elective – 4: Development Communication							4	3
Course Outcomes (COs)	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	3	3	2	3	2	3	3	2	2	3	2.6
CO-2	2	3	3	2	1	3	3	2	2	3	2.4
CO-3	2	3	1	2	2	2	3	2	3	2	2.3
CO-4	3	2	2	3	3	2	3	2	2	3	2.2
CO-5	3	2	1	2	3	1	3	2	2	3	2.2
Mean Overall Score											2.3 (High)

Semester	Course Code	Title of the Course	Hours	Credits
6	25UVC63EL0A	Project (P)	-	1

Course Objectives
To demonstrate the student's competence in a chosen area of specialization
To develop practical skills in a real-world context.
To strengthen their portfolio or resume tape with practical experience and projects.
To discover their research talents
To improve practical skills in television, radio and print media.

## List of Practical

### Drawing

- Line & Shape Drawing
- Shading & Tonal
- Still Life Drawing
- Perspective Drawing
- Human Figure Drawing
- Nature & Landscape Drawing
- Storyboarding & Sequential Art

### Graphic Design

- Logos
- Visiting Card
- Dangers
- Magazine Cover
- Product Wrapper
- Brochure
- Newspaper (Front Page)
- Calendar monthly
- Album Template
- Banner (1)
- Title design for your own video project
- Cartoon Character Design

### Photography

- Landscape
- Portrait
- Perspective – Linear, Forced
- Silhouette
- Product
- Food
- Jewellery
- Street photography
- Indoor Photography
- Photo Story /Essay
- Freezing movement

### Radio Production

- Ads
- Jingles
- PSA

- Commercials
- News
- Talk shows
- Interview
- Radio Drama

**Television Production**

- News Bulletin (5)
- Interview Show (2)
- Book or Movie Review Show (3)
- Vox-pop (5)
- Short Film making
- Documentary Film making

Students should select the topic, based on their area of specialization. Their final projects will be evaluated by the external examiners.

Semester	Course Code	Title of the Course	Hours	Credits
6	25UVC63CE01	Comprehensive Examination	-	2

#### **Unit - I COMMUNICATION**

Visual Communication – Definition and need - The Visual Process - Visual Communication Theories: Sensual, Perceptual and Cognitive - Psychology - Communication and Language- Functions and characteristics of Barriers of Communication.

#### **Unit – II ADVERTISING AND DIGITAL MARKETING**

Digital Advertising – Evolution of online advertising – Types of online advertising – Digital platforms – Advertising campaign – Steps involved in Advertising campaign planning process.

#### **Unit -III PHOTOGRAPHY AND TELEVISION PRODUCTION**

Photography- Types of photography – Lighting - White balance - Shutter speed - ISO-Aperture- TLR camera- BOX camera- DSLR camera- SLR camera- Mirrorless camera- Basic camera- Rule of third- Golden ratio- Phy grid- Types of lenses.

#### **Unit - IV MARK**

#### **ETING**

Need and scope of marketing- Marketing mix- understanding the consumer marketing- Market segmentation- concept of target market- Market positioning- Marketing plan- Marketing channels- Marketing environment.

#### **Unit – V SCRIPT WRITING**

Spec Script Writing- Feature Assignment Writing- Television writing- Three Act structure- Eight-Sequence Structure- Action Line or Big Print- Dialogue- Transitions- Copyright Infringement- Rewriting & Script Doctoring.

Semester	Course Code	Title of the Course	Hours	Credits
6	25UVC64OE02	Open Elective – 2: Digital Media and Production	4	2

Course Objectives
Define Digital Media and recall the various digital media platforms.
Relate the digital media marketing techniques.
Identify the online Audio and Video Channels.
Discover about Youtube channels and Web Radio.
Examine the ethics of digital media.

#### Unit- I (12 Hours)

Digital Media: Definition and Characteristics of Digital Media- Digital Media Platforms - Facebook, Twitter, YouTube, Instagram, WhatsApp, WordPress, Social Bookmarking, Skype and the 'Blogosphere' - Internet as a Convergent Media Platform

#### Unit – II (12 Hours)

Digital Media Marketing – Introduction- Social Media Management – Strategies, Tools and Technologies - Social Media Audience Measurement - Case studies of successful social media marketing campaigns

#### Unit – III (12 Hours)

Streaming of Video and Audio - Comparison of digital media with Print, TV & Radio - Writing for Web Media –Creating own youtube news channel -Impact of You tube channels video for social development citizen Journalism, on reading habits of people and media industry - Analysis of important Indian news-based websites.

#### Unit – IV (12 Hours)

Introduction to Online Radio Journalism – The growth of internet radio –Genre of internet radio programme-Preparing own radio program - Digital editing using free and open source audacity - Saving and exporting file.

#### Unit -V (12 Hours)

Digital culture and digital identity, User Generated Communication- Participatory culture and Social Media, Citizen Journalism - Digital media & Public sphere, Network theory- Information Rights and Intellectual Property Rights – Copyright and Copy Left, Plagiarism, - Cryptocurrency, Digital Signature - Internet Governance and Regulatory Frameworks

Teaching Methodology	PPT, Lectures, GD, case studies
Assessment Methods	MCQs, GD, Seminar

#### Books for Study:

1. Robert B. Musburger, PhD, Gorham Kindem - "Introduction to Media Production - The Path to Digital Media Production", Taylor & Francis Publications, 2012
2. James Cohen, Thomas Kenny, "Producing New and Digital Media - Your Guide to Savvy Use of the Web", Taylor & Francis Publications, 2015

#### Books for References:

1. Bignell, Jonathn (2002), Media Semiotics, Routledge, London.
2. Leewen and JewittCarey (2001) – Handbook of Visual Analysis, Sage Publication, New Delhi,
3. Carey, Jewitt 1(999)- The Handbook of Visual Analysis, Himalaya publishers.
4. Leewen, Thompson (2001), - Introducing Social Semiotics, Routledge, London.

#### Websites and eLearning Sources:

1. <https://navttc.gov.pk/MatricTechBooks/9thbooks/MediaProductionfor9th.pdf>
2. <https://www.ucas.com/explore/subjects/digital-media-production-and-technology>
3. <https://www.whatuni.com/advice/subject-guides/digital-media-production-and-technology/>
4. [https://smkvbstar.ac.in/Admin/Files/StudyMaterial/05182023022821\\_C02%20notes%20\(1\).pdf](https://smkvbstar.ac.in/Admin/Files/StudyMaterial/05182023022821_C02%20notes%20(1).pdf)



CO No.	CO- Statements	Cognitive Levels (K- levels)
	On successful completion of this course, students will be able to	
<b>CO-1</b>	Define Digital Media and recall the various digital media platforms.	<b>K1</b>
<b>CO-2</b>	Relate the digital media marketing techniques.	<b>K2</b>
<b>CO-3</b>	Identify the online Audio and Video Channels.	<b>K3</b>
<b>CO-4</b>	Discover about Youtube channels and Web Radio.	<b>K4</b>
<b>CO-5</b>	Examine the ethics of digital media.	<b>K5</b>

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
<b>6</b>	<b>25UVC64OE02</b>		<b>Open Elective – 2: Digital Media and Production</b>							<b>4</b>	<b>2</b>
Course Outcomes (COs)	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	
<b>CO-1</b>	2	2	2	2	1	3	3	2	3	3	2.3
<b>CO-2</b>	3	2	3	3	2	3	3	1	3	3	2.6
<b>CO-3</b>	3	2	2	3	1	2	3	1	3	1	2.1
<b>CO-4</b>	2	3	3	3	1	3	3	2	3	2	2.5
<b>CO-5</b>	2	3	2	2	1	1	2	2	3	3	2.1
<b>Mean Overall Score</b>											<b>2.3 (High)</b>