# SCHOOL OF JOURNALISM AND MASS COMMUNICATION

# PROGRAMME HANDBOOK

**Bachelor of Arts (Hons. with Research)
(Journalism and Mass Communication)
BA (JMC)**

**Programme Code: 218**

**(Undergraduate Programme)**

**(2023-27)**

# PREAMBLE

At K.R Mangalam University, we believe in the transformative power of education. Our curriculum is designed to equip the learners with the knowledge, skills, and competencies necessary for success in their chosen fields and to prepare them for the challenges of the ever-evolving global landscape. The foundation of our curriculum is rooted in a Learning Outcomes-Based Curricular Framework (LOCF) that ensures that the programmes are designed with clear learning objectives in mind, guiding the teaching and learning process to facilitate learner's growth and achievement. Our goal is to foster a holistic educational experience that not only imparts disciplinary knowledge but also nurtures critical thinking, problem-solving abilities, communication skills, and lifelong learning.

The curriculum is aligned with the needs of the industry and the job market and is flexible enough to adapt to changing trends and technologies. It integrates cross-cutting issues relevant to professional ethics, gender, human values, environment and Sustainable Development Goals (SDGs). All academic programmes offered by the University focus on employability, entrepreneurship and skill development and their course syllabi are adequately revised to incorporate contemporary requirements based on feedback received from students, alumni, faculty, parents, employers, industry and academic experts.

We are committed to implementing the National Education Policy (NEP) 2020 in its entirety, and to creating a more inclusive, holistic, and relevant education system that will prepare our students for the challenges of the 21st century. With the focus on Outcome-Based Education (OBE), our university is continuously evolving an innovative, flexible, and multidisciplinary curriculum, allowing students to explore a creative combination of credit-based courses in variegated disciplines along with value-addition courses, Indian Knowledge Systems, vocational courses, projects in community engagement and service, value education, environmental education, and acquiring skill sets, thereby designing their own learning trajectory.

The Bachelor of Journalism and Mass Communication (B.A(JMC) programme at K.R Mangalam University is a comprehensive Four-year curriculum built upon the LOCF to prepare aspiring educators acquire the graduate attributes for a successful career in teaching. The programme consists of a combination of core courses, elective courses and field experiences. This Programme Handbook serves as a roadmap for students and provides detailed information about the structure, learning outcomes, courses offered and assessment methods within the B.Ed. programme. We encourage all students to utilize this handbook as a valuable resource throughout their academic journey. ⌷

## 1. UNIVERSITY VISION AND MISSION

K.R. Mangalam University is the fastest-growing higher education institute in Gurugram, India. Since its inception in 2013, the University has been striving to fulfil its prime objective of transforming young lives through ground-breaking pedagogy, global collaborations, and world-class infrastructure.

Recognized for its virtues of quality, equality, inclusiveness, sustainability, and professional ethics, KRMU is synonymous with academic excellence and innovation.

## 1.1. VISION

K.R Mangalam University aspires to become an internationally recognized institution of higher learning through excellence in inter-disciplinary education, research and innovation, preparing socially responsible life-long learners contributing to nation-building.

## 1.2 MISSION

1. Foster employability and entrepreneurship through futuristic curriculum and progressive pedagogy with cutting-edge technology.

2. Instill notion of lifelong learning through stimulating research, outcomes-based education and innovative thinking.

3. Integrate global needs and expectations through collaborative programs with premier universities, research centers, industries and professional bodies.

4. Enhance leadership qualities among the youth having understanding of ethical values and environmental realities.

## 2. School of Journalism and Mass Communication
## 2.1 About the School of Journalism and Mass Communication

School of Journalism and Mass Communication (SJMC) which started its journey in 2015, has now earned the distinction of being one of the top Media Schools in NCR. Our team comprises of experienced and qualified faculty members with tens of years of combined industry experience. Our students are center of our learning pedagogy and they get every opportunity to shape the learning spaces for new ways of learning. Students share their ideas, learn from the unlimited resources and critical thinking to express diverse perspectives of issues discussed in media. They have numerous opportunities to explore their talents in advertising, film making, TV and Radio anchoring, designing, digital marketing, social media writing, event management and many more. The key words at SJMC are hard work and innovation. We send students on field to experience real world to write and record about real people in real situations. By this, we produce professional media persons who can hit the ground as soon as they get into the job market. We ensure that learners must develop their own impressive portfolio of still photos, films bulletins video clips and different print media stories that they can showcase to prospective employers and hence gain an added advantage compared to their peers.

## 3. SCHOOL VISION AND MISSION
## 3.1 School Vision

School of Journalism and Mass Communication aspires to become an internationally recognized Media School through excellence in interdisciplinary project-based student-centric media education. We aim to develop socially responsible life-long learners who contribute to nation building through research and innovation.

## 3.2 School Mission

- To provide excellence in education by focusing on futuristic curriculum, progressive, outcome based hands-on education and Journalism.
- Foster employability and entrepreneurship through industry interface and live projects.

- Install the notion of lifelong learning through stimulating problem-solving skills, critical thinking, research and innovation.
- Integrate global needs and expectations through collaborative programs with premier universities, research centres, industries and professional bodies.
- Enhance leadership qualities among the youth having understanding of ethical values and environmental realities.

## 4. INTRODUCTION TO B. A. (Journalism and Mass Communication)

The Bachelor of Arts in Journalism and Mass Communication (BA JMC) program is designed to nurture students into well-rounded professionals in the field of media and communication. This comprehensive program focuses on equipping students with both theoretical knowledge and practical skills essential for successful careers in journalism, mass communication, and related industries.

### 4.1. Nature of B. A. (Journalism and Mass Communication) Programme

The BA JMC program spans three years and is a dynamic, multidisciplinary course that blends academic learning with hands-on experiences. It strives to cultivate a deep understanding of journalism, mass communication, and media ethics, while also encouraging critical thinking, creativity, and adaptability. Through a combination of classroom instruction, practical projects, internships, and exposure to cutting-edge technologies, this program aims to produce media professionals who are not only well-informed but also socially responsible and media-savvy.

### 4.2. Aims of B. A. (Journalism and Mass Communication) Programme

The BA JMC program has several key objectives:

- **Professional Competence**: To develop students' professional competence in journalism and mass communication by imparting a strong foundation in media theories, ethical practices, and media production skills.

- **Holistic Learning:** To foster holistic development by encouraging critical thinking, research, and creativity, enabling students to contribute meaningfully to the media industry.

- **Ethical Responsibility**: To instill a sense of ethical responsibility and social awareness in students, emphasizing the importance of responsible journalism and media practices.

- **Adaptability:** To prepare students for the ever-evolving media landscape by exposing them to emerging trends, technologies, and platforms in the field of journalism and mass communication.

- **Career Readiness**: To equip students with the knowledge, skills, and confidence required to excel in various roles within the media industry, including reporting, editing, broadcasting, public relations, advertising, and digital media.
  The BA JMC program is designed to empower students with the tools they need to navigate the complex and dynamic world of journalism and mass communication, ensuring they graduate as informed, skilled, and responsible media professionals.
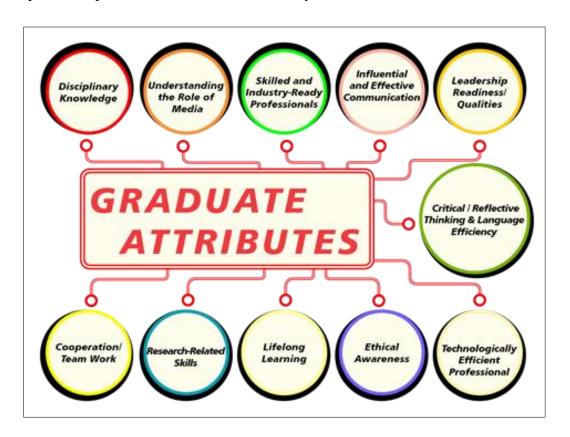
# 5. LEARNING OUTCOME-BASED CURRICULUM FRAMEWORK IN BACHELOR OF B. A. (JOURNALISM AND MASS COMMUNICATION) PROGRAMME

The Learning Outcomes-based Curriculum Framework (LOCF) for the BA (JMC) program provides students with a structured pathway to acquire a comprehensive set of knowledge, skills, attitudes, and values essential for success in the ever-evolving field of Journalism and Mass Communication. Anchored in clearly defined learning outcomes, the curriculum seamlessly merges theoretical knowledge with practical application, allowing students to build a strong academic foundation while gaining hands-on experience. It offers flexibility through elective courses and specialization options, enabling students to explore their unique interests within the broader media landscape. Emphasizing inclusivity and ethical responsibility, the program fosters a diverse and equitable learning environment. Assessment methods, spanning traditional exams to practical projects, ensure students are well-prepared for the challenges of the media industry, producing graduates who are not only academically adept but also socially conscious and adaptable media professionals.

# 6. GRADUATE ATTRIBUTES OF B. A. (JOURNALISM AND MASS COMMUNICATION)

1. **Disciplinary Knowledge**: Knowledge of communication concept, models and theories. Acquiring knowledge of different dimensions of communication, historical, perspectives and other related areas of studies.

2. **Understanding the Role of Media**: The media in democratic society, importance of freedom of press and impact of media in general.

3. **Skilled and Industry-ready Professionals**: Strengthening the abilities of a learner by skills, gaining knowledge of the present scenario of M & E industry including advertising, public relations, corporate communication, digital communication, media management.

4. **Influential and effective communication**: Influential and effective communication ability to share thoughts, ideas and applied skills of communication in its various perspectives like written communication, speech communication etc.

5. **Leadership readiness/ Qualities**: To make learners fluent in multiple facets of leadership. Creating the ability & enhancing the qualities to be an efficient leader. Cultivating key characteristics in learners, to be visionary leaders who can inspire the team to greatness.

6. **Critical/ Reflective thinking & language efficiency**: Critical/ Reflective thinking ability to employ critical and reflective thinking along with the ability to create the sense of awareness of one self and society.

7. **Technologically Efficient Professional**: Capability to use various communication technologies and ability to use various software for content creation, content editing for various forms of publishing platforms.

8. **Ethical Awareness**: As a communication learner, one has to understand the importance of ethical values and its application in professional life.

9**. Lifelong Learning**: Every graduate to be converted into lifelong learner and consistently update himself or herself with current knowledge, skills and technologies. Acquiring Knowledge and creating the understanding in learners that learning will continue throughout life.

10. **Research-related Skills**: A sense of inquiry and investigation for raising relevant and contemporary questions, synthesizing and articulating.

11. **Cooperation/ Team work**: Building a team, motivating and inspiring the team members to work up with cooperation to their utmost efficiency.



## 7. QUALIFICATION DESCRIPTORS FOR B.A.(JOURNALISM AND MASS COMMUNICATION) PROGRAMME

The students who successfully complete four years of full-time study will be awarded a Bachelor of Arts (B.A.) in Journalism and Mass Communication with Honors (JMC Hons.) degree. Qualification descriptors for a Bachelor of Arts in Journalism and Mass Communication program with Honors outline the knowledge, skills, and competencies that students are expected to acquire upon completion of the program. These descriptors serve as benchmarks for assessing the readiness of graduates to excel in the field of journalism and mass communication, including research-focused aspects of the discipline. They include:

- **Comprehensive Understanding:** Graduates will demonstrate a comprehensive understanding of the theories, principles, and concepts related to journalism, mass communication, and media studies.

- **Subject Expertise:** Graduates will possess in-depth knowledge and understanding of specific subjects within journalism and mass communication, which may include areas such as media ethics, media law, digital journalism, or media production.

- **Research Competence:** Graduates will be proficient in conducting research, including the ability to formulate research questions, design research methodologies, collect and analyze data, and draw meaningful conclusions.

- **Effective Communication:** Graduates will excel in written and oral communication, enabling them to craft compelling stories, reports, and multimedia content for various platforms and audiences.

- **Multimedia Proficiency:** Graduates will be proficient in multimedia storytelling, encompassing text, images, audio, and video, and will be able to adapt their content for digital, broadcast, and print media.

- **Critical Thinking:** Graduates will engage in critical thinking and analysis, allowing them to evaluate media content, identify biases, and assess the societal impact of media.

- **Media Technology Skills:** Graduates will possess advanced skills in using media technologies, including software for editing, graphic design, video production, and content management systems.

- **Ethical and Professional Standards:** Graduates will demonstrate a strong commitment to ethical and professional standards in journalism, including accuracy, fairness, and respect for privacy.

- **Adaptability and Innovation:** Graduates will be adaptable and open to innovation, enabling them to thrive in a rapidly evolving media landscape.
- **Research Dissemination:** Graduates will be capable of disseminating their research findings through various media channels, including academic publications, news outlets, and digital platforms.

- **Media Diversity and Inclusion:** Graduates will recognize the importance of diversity and inclusion in media representation and will produce content that reflects diverse perspectives and voices.

- **Collaboration and Leadership:** Graduates will be prepared to collaborate effectively with colleagues in a newsroom or media organization and may assume leadership roles in journalism or related fields.

- **Professional Portfolio:** Graduates will have a comprehensive professional portfolio that showcases their research, reporting, and multimedia work, demonstrating their readiness for careers in journalism, media, or related industries.

These qualification descriptors provide a comprehensive overview of the knowledge and skills that graduates of a 4-year B.A. in Journalism and Mass Communication with Honors (JMC Hons.) program should possess, with a particular emphasis on research capabilities and advanced competencies in journalism and mass communication.

## 8. PROGRAMME EDUCATIONAL OBJECTIVES (PEO)

The overall objectives of the Learning Outcomes-based Curriculum Framework (LOCF) for Mass communication & Journalism degree are:

1. To impart the basic knowledge of Mass communication & Journalism and related areas of studies.
2. To develop the learner into competent and efficient Media & Entertainment Industry- ready professionals.
3. To empower learners by communication, professional and life skills.
4. To impart Information Communication Technologies (ICTs) skills, including digital and media literacy and competencies.
5. To imbibe the culture of research, innovation, entrepreneurship and incubation.
6. To inculcate professional ethics, values of Indian and global culture.
7. To prepare socially responsible media academicians, researchers, professionals with global vision.

## 9. PROGRAMME OUTCOMES (PO)

**PO1:** Disciplinary Knowledge
**PO2:** Understanding the Role of Media
**PO3:** Skilled and Industry-ready Professionals
**PO4:** Influential and effective communication
**PO5:** Leadership readiness/ Qualities
**PO6:** Critical/ Reflective thinking & language efficiency
**PO7:** Technologically Efficient Professional
**PO8:** Ethical Awareness
**PO9:** Lifelong Learning
**PO10**: Research-related Skills
**PO11**: Cooperation/ Team work

## 10. Programme Specific Outcomes (PSOs):

**PSO1**: Students will acquire professional skills required to be a media professional.
**PSO2**: Students will be equipped with ICTs competencies including digital literacy
**PSO3**: Student shall become ethically committed media professionals and entrepreneurs adhering to the human values

# MAPPING OF SCHOOL VISION, MISSION WITH PROGRAMME OUTCOMES (PO) AND PROGRAMME SPECIFIC OUTCOMES (PSO)

| School Vision | School Mission | Programme Outcomes (PO) | Programme Specific Outcomes (PSO) |
|---|---|---|---|
| School of Journalism and Mass Communication aspires to become an internationally recognized Media School through excellence in interdisciplinary project-based student-centric media education. We aim to develop socially responsible life-long learners who contribute to nation building through research and innovation. | M 1 | PO 5, PO 6, PO 8 | PSO 5, PSO 6 |
| | M 2 | PO 1, PO 2, PO 3, PO 4, PO 7 | PSO 1, PSO 2, PSO 3, PSO 5, PSO 6 |
| | M 3 | PO 6, PO 9, PO 10 | PSO 6 |
| | M 4 | PO 1, PO 2, PO 3, PO 4, PO 5, PO 10, PO 11 | PSO 1, PSO 2, PSO 3, PSO 4, PSO 5, PSO 7 |
| | M 5 | PO 1, PO 3, PO 5, PO 10 | PSO 1, PSO 2, PSO 4, PSO 5, PSO 7 |

## 11. PROGRAMME DURATION

| Name of the Programme | Duration |
|---|---|
| Bachelor of Journalism and Mass Communication | 4 Years (8 Semesters) |

## 12. CAREER AVENUES:

Graduates of a 4-year B.A. in Journalism and Mass Communication Hons. with Research program, emphasizing research, have a versatile skill set that opens doors to a wide range of exciting and impactful career paths in the dynamic field of media and communication. below are some of the excellent career avenues for the degree holders:

*Journalism and Reporting          *Investigative Journalism
*Broadcasting and Multimedia Production          *Digital and Social Media Management
*Public Relations and Corporate Communications     *Media Research and Analysis
*Academia and Higher Education          *Media Management and Editorial Roles
*Freelance Journalism          *Strategic Communication and Crisis
Management *Public Policy and Advocacy          *Media Entrepreneurship

*International Correspondence          *Content Marketing and Copywriting
*Documentary Filmmaking              *Media Consultancy
*Government and Public Affairs        *Book Publishing and Writing
*Environmental and Science Communication.   *Data Journalism

A 4-year B.A. in Journalism and Mass Communication Hons. with Research program degree opens several career avenues in the field of education. Below are the Top recruiters that offer students a chance to pursue their passion:

## Media Houses and News Organizations:
Times Group
NDTV
Hindustan Times
India Today Group
Network18
Zee Media Corporation

## Digital Media and Online Content:
Scroll
Quint
BuzzFeed India
ScoopWhoop
Tech giants (Google, Facebook, Twitter)

## Television and Broadcasting:
Star India
Sony Pictures Networks India
Viacom18
Sun TV Network
Discovery Communications India

## Advertising and Public Relations (Ad/PR) Agencies:
Ogilvy & Mather
JWT India
Edelman India
Dentsu Aegis Network
WPP India

## Corporate Communication and In-House PR:
Tata Group
Reliance Industries
Aditya Birla Group
Educational Institutions:
Prominent universities and colleges

## Market Research and Analytics:
Nielsen India
Kantar IMRB
Ipsos

**Government and Public Sector:**
Doordarshan (Prasar Bharati)
All India Radio (Akashvani)

**Freelancing and Entrepreneurship:**
Freelancing and startups

**Production Companies:**
Yash Raj Films
Dharma Productions
Balaji Telefilms

**Book Publishing:**
Penguin Random House India
HarperCollins India
Rupa Publications

## 13. ELIGIBILITY CRITERIA

1. Candidates with at least Candidates should have completed their 10+2 or equivalent examination from a recognized board or educational institution with 50% marks.
2. A background in the humanities or relevant subjects (such as English, communication studies, sociology, or economics) may be preferred.
3. The reservation and relaxation for SC/ST/OBC/PwD and other categories shall be as per the rules of the Central Government/ State Government, whichever is applicable.

## 14. CLASS TIMINGS

The class will be held from Monday to Friday from 9.10 A.M. to 4.00 P.M.

## 15. TEACHING- LEARNING PROCESS

The School of Journalism and Mass Communication brings an attitudinal change among prospective teachers for their advancement into accountable agents of change in society. They are actively engaged in undertaking different activities such as school contact programs in various schools during their course with systematic support and feedback from the faculty. During this program, the student-teachers observe the school/classroom environments concerning infrastructure, equipment, teaching-learning materials, functioning, human resources, and organization of various activities. Such practices bring experiential learning by emphasizing reciprocal learning and reflection. The faculties foster and maintain a creative environment with a deep commitment to inculcate excellence in academics and contribute to student development through a focus on student-centric methods such as experiential learning, participative learning, problem-solving and ICT integration in the teaching-learning process.

## 16. ASSESSMENT METHODS

Both formative and summative assessments are integral part of the B.A. (JMC) programme. Formative assessments such as class discussions, group activities, projects, quizzes, assignments and presentations are conducted throughout the teaching-learning process, enabling teachers to monitor student progress continuously. Teachers provide oral or written feedback; engage in one

on-one discussions, and use rubrics and checklists to communicate student performance. Summative assessments such as Term End Examination, viva voce for project work, research dissertations and performance evaluations are conducted after the completion of the course.

## 17. MINIMUM ACCEPTABLE LEVEL OF ACADEMIC STANDARDS

The minimum acceptable level of achievement that a student must demonstrate to be eligible for the award of academic credit or qualification is the minimum acceptable level of academic standards. The Letter Grades and Grade Points which shall be used to reflect the outcome of the assessment process of the student's performance is indicated in Table 1.

**Table 1**

| Marks Range (%) | Letter Grade | Grade Points | Description of the Grade |
|---|---|---|---|
| >90 | O | 10.0 | Outstanding |
| 80-90 | A+ | 9.0 | Excellent |
| 70-80 | A | 8.0 | Very Good |
| 60-70 | B+ | 7.0 | Good |
| 55-60 | B | 6.0 | Above Average |
| 50-55 | C | 5.5 | Average |
| 40-50 | P | 5.0 | Pass |
| <40 | F | 0 | Fail |
| - | AB | 0 | Absent |
| % marks≥ 50 | S | - | Satisfactory |
| % marks <50 | US | - | Unsatisfactory |
| | W | 0 | Withdrawal |

## 18. PROGRAMME STRUCTURE
## FOUR-YEAR B.A (JMC) PROGRAMME AT A GLANCE

| Semester | I | II | III | IV | V | VI | VII | VIII | Total |
|---|---|---|---|---|---|---|---|---|---|
| Courses | 8 | 7 | 8 | 8 | 6 | 6 | 6 | 3 | 52 |
| Credits | 22 | 21 | 22 | 23 | 20 | 20 | 20 | 20 | 168 |

## 19. Scheme of Studies for B.A (JMC) Programme

| SJMC | SCHEME OF STUDIES (2023-26) | | | | | | | | | | | | | | | B.A(JMC) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **YEAR** | **ODD SEMESTER (I)** | | | | | | | | **EVEN SEMESTER (II)** | | | | | | | | |
| | **S.NO** | **COURSE CODE** | **COURSE TITLE** | **Course Type** | **L** | **T** | **P** | **C** | **S.NO** | **COURSE CODE** | **COURSE TITLE** | **Course Type** | **L** | **T** | **P** | **C** |
| **FIRST** | 1 | JMBJ101 | Communication in Real World | Major | 3 | 1 | -- | 4 | 1 | JMBJ102 | Media Ethics and Laws | Major | 3 | 1 | -- | 4 |
| | 2 | JMBJ103 | Reporting and Editing for Print | Major | 3 | 1 | -- | 4 | 2 | SEC024 | Digital Photography and Imagery | SEC | 2 | 1 | 2 | 4 |
| | 3 | SEC022 | Computer Application in Media | SEC | -- | -- | 4 | 2 | 3 | USO102 | Sociology of Social Movements | Minor-02 | 3 | 1 | -- | 4 |
| | 4 | USO101 | Indian Society: Myth and Reality | Minor-01 | 3 | 1 | -- | 4 | 4 | AEC002 | New Age Life Skills-II | AEC02 | 3 | -- | -- | 3 |
| | 5 | SEC023 | Computer Application in Media Lab | SEC | -- | -- | 4 | 2 | 5 | OEC | Open Elective-01 | OE-01 | 3 | -- | -- | 3 |
| | 6 | JMBJ151 | Reporting and Editing Lab | Major Practical | -- | -- | 2 | 1 | 6 | VAC | VAC -02 | VAC-2 | 2 | -- | -- | 2 |
| | 7 | AEC001 | New Age Life Skills-I | AEC01 | 3 | -- | -- | 3 | 7 | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | **TOTAL** | | 14 | 03 | 06 | 22 | | | **TOTAL** | | 16 | 03 | 02 | 20 |
| **SECOND** | **ODD SEMESTER (III)** | | | | | | | | **EVEN SEMESTER (IV)** | | | | | | | |
| | S. | COU | COURS | Cour | L | T | P | C | S. | COU | COURS | Cou | L | T | P | C |

| NO | RSE CODE | E TITLE | se Type | | | | | NO | RSE CODE | E TITLE | rse Type | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | JMBJ 201 | Film Appreciation and Cinema Studies | Major | 3 | 1 | -- | 4 | 1 | JMBJ 202 | Advertising and Integrated Marketing Communication | Major | 3 | 1 | -- | 4 |
| 2 | JMBJ 203 | Radio Program Production | Major | 3 | 1 | -- | 4 | 2 | JMBJ 204 | Television Journalism and Production | Major | 3 | 1 | -- | 4 |
| 3 | USO103 | Social Psychology | Minor-03 | 3 | 1 | -- | 4 | 3 | JMBJ 206 | Graphic Design and Visualization | Major | 3 | 1 | -- | 4 |
| 4 | JMBJ 251 | Radio Program Production Lab | Major Practical | -- | -- | 2 | 1 | 4 | USO104 | Globalization and Sustainable Society | Minor-04 | 3 | 1 | -- | 4 |
| 5 | AEC003 | New Age Life Skills-III | AEC03 | 3 | -- | -- | 3 | 5 | JMBJ 252 | Advertising Lab | Major Practical | -- | -- | 2 | 1 |
| 6 | OEC | Open Elective - 02 | OE-02 | 3 | -- | -- | 3 | 6 | JMBJ 254 | Television Journalism and Production Lab | Major Practical | -- | -- | 2 | 1 |
| 7 | VAC | VAC -03 | VAC-03 | 2 | -- | -- | 2 | 7 | OEC | Open Elective - 03 | OE-03 other | 3 | -- | -- | 3 |

| | S.NO | COURSE CODE | COURSE TITLE | Course Type | L | T | P | C | | S.NO | COURSE CODE | COURSE TITLE | Course Type | L | T | P | C |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 8 | JMBJ 253 | Internship Report - I | Internship | -- | -- | -- | 2 | 8 | VAC | VAC -04 | VAC -04 | 2 | -- | -- | 2 |
| | | | **TOTAL** | | **17** | **03** | **02** | **23** | | | **TOTAL CREDITS** | | **17** | **04** | **04** | **23** |

| SJ MC | SCHEME OF STUDIES (2023-26) | | | | | | | | | | | | B. A(JMC) | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| YEAR | ODD SEMESTER (V) | | | | | | | | EVEN SEMESTER (VI) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | S.NO | COURSE CODE | COURSE TITLE | Course Type | L | T | P | C | S.NO | COURSE CODE | COURSE TITLE | Course Type | L | T | P | C | |
| THIRD | 1 | JMBJ 301 | Communication for Development | Major | 3 | 1 | -- | 4 | 1 | JMBJ 302 | Event Management | Major | 3 | 1 | -- | 4 | |
| | 2 | JMBJ 303 | Public Relation and Corporate Communication | Major | 3 | 1 | -- | 4 | 2 | JMBJ 304 | Global Media Scenario | Major | 3 | 1 | -- | 4 | |
| | 3 | JMBJ 305 | Digital Media Marketing | Major | 3 | 1 | -- | 4 | 3 | JMBJ 306 | New Media Technology | Major | 3 | 1 | -- | 4 | |
| | 4 | USO105 | Social Problems in India | Minor-05 | 3 | 1 | -- | 4 | 4 | USO106 | Socio-Economic and Political Scenario | Minor-06 | 3 | 1 | -- | 4 | |
| | 5 | JMBJ 351 | Digital Media Marketing Project | Major Practical | -- | -- | 4 | 2 | 5 | JMBJ 352 | Event Management Project | Major Practical | -- | -- | 4 | 2 | |
| | 6 | JMBJ 353 | Internship Report- II | Internship | -- | -- | -- | 2 | 6 | JMBJ 354 | Specialization Project-I | Major Practical | -- | -- | 4 | 2 | |

| | | | | | | | | 7 | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | TOTAL | | 12 | 04 | 04 | 20 | | | TOTAL | | 12 | 04 | 08 | 20 |

| SJMC | SCHEME OF STUDIES (2023-26) | | | | | | | | | | | B.A(JMC) | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| | ODD SEMESTER (VII) | | | | | | | | EVEN SEMESTER (VIII) | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| YEAR | S.NO | COURSE CODE | COURSE TITLE | Course Type | L | T | P | C | S.NO | COURSE CODE | COURSE TITLE | Course Type | L | T | P | C |
| FOURTH | 1 | JMBJ 401 | Communication Research | Major | 3 | 1 | -- | 4 | 1 | JMBJ 402 | Media Business Management | Major | 3 | 1 | -- | 4 |
| | 2 | JMBJ 403 | Media Literacy and Analysis | Major | 3 | 1 | -- | 4 | 2 | USO108 | Indian Knowledge System and Sociological Traditions | Minor-08 | 3 | 1 | -- | 4 |
| | 3 | JMBJ 405 | Mobile Technology and Journalism | Major | 3 | 1 | -- | 4 | 3 | JMBJ 452 | Research Project | Research Project | -- | -- | 24 | 12 |
| | 4 | USO107 | Culture and Social Change | Minor-07 | 3 | 1 | -- | 4 | 4 | | | | | | | |
| | 5 | JMBJ 451 | Mobile Technology and Journalism Project | Major Practical | -- | -- | 4 | 2 | 5 | | | | | | | |
| | 6 | JMBJ 453 | Media Literacy Project | Major Practical | -- | -- | 4 | 2 | 6 | | | | | | | |

| 7 | | | | | | | | 7 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | 8 | | | | | | | | |
| | | TOTAL | | | 1 2 | 0 4 | 0 8 | 2 0 | | | TOTAL | | | 0 6 | 0 2 | 2 4 | 2 0 |

## SEMESTER-WISE STRUCTURE FOR 4 Year B.A (JMC). Hons WITH RESEARCH PROGRAMME

| Semester I | | | |
|---|---|---|---|
| S.No. | Course Code | Course Title | Credits |
| 1 | JMBJ101 | Communication in Real World | 4 |
| 2 | JMBJ103 | Reporting and Editing for Print | 4 |
| 3 | SEC022 | Computer Application in Media | 2 |
| 4 | USO101 | Indian Society: Myth and Reality | 4 |
| 5 | SEC023 | Computer Application in Media Lab | 2 |
| 6 | JMBJ151 | Reporting and Editing Lab | 1 |
| 7 | AEC001 | New Age Life Skills-I | 3 |
| 8 | VAC | VAC -01 | 2 |
| | | TOTAL | 22 |

| JMBJ101 | Communication In Real World | L | T | P | C |
|---|---|---|---|---|---|
| Version 3.0 | | 3 | 1 | 0 | 4 |
| Total Contact Hours | 50 | | | | |
| Pre-requisites/Exposure | Class 10+2 | | | | |
| Co-requisites | -- | | | | |

## COURSE OBJECTIVES

The course will enable the student-teacher to:
1. To define communication its nature and its different types.
2. To develop broad understanding of the concepts and process of communication.
3. To apply effective Seven C's of communication and avoiding barriers in their formal and informal communication.
4. To distinguish between verbal and nonverbal communication and appropriately use them in their communication.
5. To describe the role of Mass communication in society.
6. To develop the understanding of various theories and how they can be applied in communication through media.
7. To compare the models of communication and understand how they can be practically applied in current scenario.

## COURSE OUTCOMES (CO)

After completion of the course student will be able to

**CO1:** Define the Communication its nature and its different types.

**CO2:** Develop broad understanding of the concepts and process of communication.

**CO3:** Apply effective Seven C's of communication and avoiding barriers in their formal and informal communication.

**CO4:** Distinguish between verbal and nonverbal communication and appropriately use them in their communication.

**CO5:** Describe the role of Mass communication in society.

**CO6:** Develop the understanding of various theories and how they can be applied in communication through media.

**CO7:** Compare the models of communication and understand how they can be practically applied in current scenario.

## Catalogue Description

Communication is an exciting subject and an important aspect of human life as essential as breathing. Communication brings people together and closer to each other. Inability to communicate properly can lead to personal and professional problems. The 'hands on' course introduces the learners to use various types of communication in daily life.

Only speaking or talking is not communication. We need to develop the skills of listening amongst students. We can speak or write our ideas, but the main concern is to convey the message to our target audience. To convey the message effectively we need to understand the process of encoding and decoding. Students will learn different forms of verbal and nonverbal communication along with the barriers of communication to convey their ideas effectively.

This course will serve as a platform to understand the broad aspects of scope of mass communication and its social functions. The course develops understanding of tools of mass communication. Learners will be acquainted with the forms of persuasive communication in different industries. In addition, students will be able to develop listening skills to make the communication process more precise and relevant.

This course will set a path for the students to understand the importance to articulate their ideas by applying various models and theories of communication in their day to day life. After completing the course students will be able to understand the dynamic process of communication with its application in various forms of mass communication in personal and professional lives.

## COURSE CONTENT

### Unit I: 12 Contact Hours
### Introduction to Communication and Its Types

Communication: Definition, Concept and Functions, Elements and Processes of Communication, Types of Communication –Intrapersonal, Interpersonal, Group, Mass Communication, Brief history, evolution and the development of communication in the world with special reference to India, Reading newspapers and books on Communication on a regular basis

### Unit II: 10 Contact Hours
### Effective Communication Skills

Verbal Communication: Tone, Timbre, Pitch, Tempo, Volume, Non Verbal Communication: Body Language& Para Language, Effective Communication and Barriers to effective communication, Seven C's of Communication

# Unit III: 11 Contact Hours
## Mass Communication and Mass Media

Definition and Concept of Mass Communication, Introduction to Mass Media and Mass Culture, Functions and Role of Mass Communication in Society, Visual Communication: Photographs, Traditional and Folk Media, Films, Radio, Television & New Media

# Unit IV: 15 Contact Hours
## Theories and Models

Theories- Authoritarian Theory, Social Responsibility Theory, Democratic Media Theory, Development Theory, Libertarian Theory, Soviet Press Theory, Development Media Theory, Dependency Theory, Personal Influence Theory, Communication theories- Hypodermic Needle Theory, Multistep Theory, Selective Exposure, Selective Perception, Selective Retention, Play Theory, Uses & Gratification Theory, Cultivation Theory, Agenda Setting Theory Models of Communication - SMCR Model, Shannon & Weaver Model, Wilbur Schramm Model, Lasswell Model, Gate Keeping Model, Gerbner's Model, Dance Helical Model, Newcomb's model, Osgood Model

## Practical assignments -

1.      Students will test the relevance of any one selected theory on basis of survey and interaction, and present the result through ppt.
2.      Students will submit assignments on the basis of model/7C's of communication

## Suggested Text Books

1. Kumar, K. J. (2020). *Mass communication in India* (5th ed.). Jaico Publishing House.
2. Narula, U. (2004). *Mass communication: Theory and practice*. Haranand Publication, New Delhi.
3. Baran, S. J., & Davis, D. K. (2014). *Mass communication theory: Foundations, ferment, and future.* Cengage Learning.
4. Andal, N. (2017). *Communication theories and models*. Himalaya Publishing House, Delhi.

## Advanced Readings:

1. Hanson, R. E. (2016). *Mass communication: Living in a media world*. Sage Publications.
2. Aggarwal, V. B., & Gupta, V. S. (2001). *Handbook of Journalism and Mass Communication*. Concept Publishing Company.
3. Rayudu, C. S. (2010). *Communication*. Mumbai: Himalaya Publishing House.
4. McQuail, D. (1983). *McQuail's Mass Communication Theory*. London: Sage .

## Open Educational Resources (OER) (Clickable links)-

- **CrashCourse - Communication**
- **Tedx Talks**
- **Communication Theory**
- **Communication Studies**
- **Improvemanship**
- **TED-Ed**

- **MindTools - Communication Skills**
- **SkillsYouNeed - Communication Skills**
- **MediaWise**
- **The Film Theorists**
- **Media Literacy Clearinghouse**
- **Media Education Foundation**
- **Cognitive Learning Theory**
- **Communication Theories**
- **Communication Studies - Theories**
- **Models of Communication**

## Assessment & Evaluation

| Components | Assignment | Mid Term Examination | Attendance | End Term Examination |
|---|---|---|---|---|
| Weightage (%) | 20 | 20 | 10 | 50 |

## Programme and Course Mapping

| Course Code and Title | Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | CO1 | 3 | 3 | - | 2 | - | - | - | - | - | 2 | - | 3 | 3 | - | - | 2 | - | - |
| | CO2 | 3 | 3 | 2 | 3 | - | 3 | 2 | - | - | - | 1 | 3 | 3 | 2 | - | 3 | 3 | 1 |
| JMBJ101 | CO3 | 3 | 3 | 3 | 2 | - | 3 | 3 | 2 | 2 | 1 | 2 | 3 | 3 | 3 | - | 2 | 3 | 2 |
| Communication | CO4 | 3 | 3 | 3 | 1 | 1 | 2 | 3 | 1 | 1 | 2 | 3 | 3 | 3 | 3 | 1 | 2 | 2 | 3 |
| In Real World | CO5 | 3 | 3 | - | 2 | - | - | - | - | - | 2 | - | 3 | 3 | - | - | 2 | - | - |
| | CO6 | 3 | 3 | 2 | 3 | - | 3 | 2 | - | - | - | 1 | 3 | 3 | 2 | - | 3 | 3 | 1 |
| | CO7 | 3 | 3 | 3 | 2 | - | 3 | 3 | 2 | 2 | 1 | 2 | 3 | 3 | 3 | - | 2 | 3 | 2 |

1=weakly mapped
2= moderately mapped
3=strongly mapped

## Teaching Plan:

| Weekly Teaching Plan | Topic/Unit No. | Textbook [TB]/ Reference Book [RB]- Chapter/ Page No./ Open Education Resources [OER] | Teaching-Learning Method |
|---|---|---|---|
| Week 1 | Unit I - 3 contact hours, | Topic: Introduction to Communication and Its Types, Teaching TB: Kumar, K. J. (2020). Mass communication in India - Chapter 1 | In-person Lecture (Conceptual Introduction) |
| Week 2 | Unit I - 3 contact hours | Topic: Elements and Processes of Communication, OER: Crash Course - Communication | Blended Learning (In-person Lecture + Presentation (PPT) for deeper understanding) |
| Week 3 | Unit I - 3 contact hours | Topic: Types of Communication and Brief History, TB: Kumar, K. J. (2020). Mass communication in India - Chapter 2 | In-person Lecture (Historical Overview) |

| Week 4 | Unit II - 3 contact hours | Topic: Effective Communication Skills, TB: Narula, U. (2004). Mass communication: Theory and practice - Relevant chapters | In-person Lecture (Skill Development) |
|---|---|---|---|
| Week 5 | Unit II - 3 contact hours | Topic: Verbal and Non-Verbal Communication OER: TEDx Talks | Blended Learning (In-person Lecture + Experiential Learning through role-play) |
| Week 6 | Unit II - 3 contact hours | Topic: Barriers to Effective Communication and Seven C's TB: Baran, S. J., & Davis, D. K. (2014). Mass communication theory - Relevant chapters | In-person Lecture (Conceptual Explanation) |
| Week 7 | Unit III - 3 contact hours | Topic: Mass Communication and Mass Media TB: Kumar, K. J. (2020). Mass communication in India - Chapter 3 | In-person Lecture (Conceptual Introduction) |
| Week 8 | Unit III - 3 contact hours | Topic: Functions and Role of Mass Communication OER: Communication Theory | In-person Lecture (Conceptual Explanation) |
| Week 9 | Unit III - 3 contact hours | Topic: Visual Communication and Traditional Media TB: Kumar, K. J. (2020). Mass communication in India - Chapter 4 | Blended Learning (In-person Lecture + Experiential Learning through media analysis) |
| Week 10 | Unit IV - 3 contact hours | Topic: Communication Theories - Part 1 RB: McQuail, D. (1983). McQuail's Mass Communication Theory - Relevant chapters | In-person Lecture (Theory Overview) |
| Week 11 | Unit IV - 3 contact hours | Topic: Communication Theories - Part 2 OER: Media Education Foundation | In-person Lecture (Theory Overview) |
| Week 12 | Unit IV - 3 contact hours | Topic: Models of Communication OER: Models of Communication | In-person Lecture (Model Explanation) |
| Week 13 | Unit IV - 3 contact hours | Topic: Practical Assignments | Blended Learning (In-person Lecture + Participatory Learning through surveys and interactions) |
| Week 14 | Revision & Assessment | Topic: Revision and Assessment Assignments, Quizzes, and Surprise Test | In-person Lecture (Revision Session) |
| Week 15 | Remedial/Makeup Classes | Topic: Remedial/Makeup Classes Individual Assistance and Feedback | In-person Lecture (Extra Help) |

**Facilitating the Achievement of Course Learning Outcomes**
**For Example:**

| Unit No. | Course Learning Outcomes | Teaching Learning Activity | Assessment Task Methods |
|---|---|---|---|
| 1 | Upon completion, students will understand the fundamental concepts of communication, its elements, processes, and various types, along with its historical evolution in India. | (i) Each topic to be explained with illustrations. (ii) Students to be encouraged to discover the relevant concepts. (iii) Students be given homework/assignments. (iv) Discuss and solve the theoretical and practical problems in the class. (v) Students to be encouraged to apply concepts to real world problems. | • Presentations and class discussions. • Assignments and class tests. • Student presentations. • Mid-term examinations. • Practical and viva-voce examinations. • End-term examinations. |
| 2 | Upon completion, students will possess the skills to analyze and employ both verbal and non-verbal communication effectively, while overcoming common barriers. | | |
| 3 | Upon completion, students will comprehend the role and impact of mass media and visual communication in society. | | |
| 4 | Upon completion, students will be able to critically evaluate communication theories, models, and their application in real-world contexts. | | |

| JMBJ103 | Reporting and Editing for Print | L | T | P | C |
|---|---|---|---|---|---|
| Version 1.0 | | 3 | 1 | 0 | 4 |
| Eligibility | Senior Secondary/ XII | | | | |
| Co-requisites | -- | | | | |

## Course Objective

1. Know about the history and role of print journalism over the years
2. Explain the concept, nature, elements of news and news values
3. Describe the types of leads and news writing styles
4. Understand the role, need and types of news sources.
5. Attain knowledge about various beats of news reporting and differentiate in national and local reporting
6. Know the nuances of writing different types of news stories and understand the concept of editing.

## Course Outcomes

After completion of the course student will be able to:

CO1: Know about the history and role of print journalism over the years

CO2: Explain the concept, nature, elements of news and news values

CO3: Describe the types of leads and news writing styles

CO4:. Identify the role, need and types of news sources.

CO5: Attain knowledge about various beats of news reporting and differentiate in national and local reporting

CO6: Apply the nuances of writing different types of news stories and understand the concept of editing.

## Catalogue Description

Reporting and Editing is a course for practical exposure for journalism and mass communication students. This course is meant to build the skill of writing for newspapers and magazines among students and also understand the concept and values of news.

In this course, the students will be acquainted with the history of print journalism in India before and after freedom struggle. Course will also cover the types of newspapers on the basis on target readers, circulation and size of newspaper.

Students will understand the concept of news, news values, inverted pyramid structure, 5 Ws and 1H, types of news in newspapers and sections in national newspapers and types of newspapers. While learning these concepts learners will develop a sense of selecting the news for various sections of the newspaper and various other forms of print media write-ups. They will learn the covering of various beats- crime, courts, city reporting, local reporting, MCD, hospitals, health, education and sports etc. They will be acquainted with the writing style of news agency stories as well.

# Course Content

## Unit I:10 lectures

News: Meaning, definition, nature and qualities, elements of news, News value: Timeliness, Proximity, Size, Importance and personal benefit, Inverted pyramid style of writing – 5Ws and 1 H, Various Types of Leads

## Unit II: 10 lectures
## Sources of News

News sources: Types, credibility of sources, protection of sources, Pitfalls and problems in reporting: Attribution, off-the-record, on the record, embargo, News agency, role and functions of news agency

## Unit III: 10 lectures
## Reporter and Types of Reporting

Reporter: Functions, qualities, responsibilities, City Reporting Room in a daily: Set up, functions and distribution of beats, Coverage of various city beats-Political, health, lifestyle, parliament, crime, education, development, entertainment, sports, civic, food etc.

## Unit IV: 10 lectures
## Editing

Elements and Principles of Editing, Tool of Editing: its usage, editing for newspapers and Magazines, Jobs involved in editing.

## Suggested Readings:

1. Al., J. R. (2006). News reporting and editing.
2. Hohenberg, J. (1983). Undefined. Holt Rinehart & Winston.
3. Hough, G. A. (1988). News writing.
4. Joseph, M. K. (2006). Basic Source Material for News Writing. Anmol Publications PVT. LTD.
5. Kamath, M. V. (2009). Professional Journalism. Vikas Publishing House.

## Advanced Readings:

1. Saxena, A. (2007). Fundamentals of reporting and editing. Kanishka Publishers.
2. Stein, M. L., Paterno, S. F., & Burnett, R. C. (2006). Newswriter's handbook: An Introduction to Journalism. Wiley-Blackwell.

## Open Educational Resources (OER) (Clickable links)

- Purdue OWL Editing and Proofreading
- The News Manual
- Poynter's NewsU
- Media College Editing and Proofreading
- Media Innovation and Entrepreneurship
- MIT OCW - Writing and Reading the Essay
- UC Berkeley - Digital Media and Self-Publishing
- API Ethics Guide
- Jisc OER Collection
- Wikibooks Journalism

**Assessment and Evaluation**

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/Written Examination**

**Examination Scheme**

| Components | Quiz I | Presentation/ Assignment/ etc. | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| **Weightage (%)** | **10** | **10** | **20** | **10** | **50** |

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

| Mapping between COs and POs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Know about the history and role of print journalism over the years | **PO1, PO2** |
| **CO2** | Explain the concept, nature, elements of news and news values | **PO1, PO8** |
| **CO3** | Describe the types of leads and news writing styles | **PO1, PO3** |
| **CO4** | Identify the role, need and types of news sources. | **PO1** |
| **CO5** | Attain knowledge about various beats of news reporting and differentiate in national and local reporting | **PO1, PO3** |
| **CO6** | Apply the nuances of writing different types of news stories and understand the concept of editing. | **PO3, PO6** |

**Programme and Course Mapping**

| Course Code | Course Title | Disciplinary Knowledge PO1 | Understanding the Role of Media PO2 | Skilled and Industry-ready Professionals PO3 | Influential and effective communication PO4 | Leadership readiness/ Qualities PO5 | Critical/ Reflective thinking & language efficiency PO6 | Technologically Efficient Professional PO7 | Ethical Awareness PO8 | Lifelong Learning PO9 | Research-related Skills PO10 | Cooperation/ Team work PO11 | Students will acquire professional skills required to be a media professional PSO1 | Students will be equipped with ICTs competencies including digital literacy PSO2 | Student shall become ethically committed media professionals and entrepreneurs adhering to the human values PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **JMBJ 103** | **Reporting and Editing for Print** | **3** | **2** | **3** | | | **2** | | **1** | | | | | | |

| Course Code | Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| JMBJ103 | CO1 | 3 | 3 | - | - | - | - | - | - | - | - | - | - | - | - |
| | CO2 | 3 | - | - | - | - | - | - | 1 | - | - | - | - | - | - |
| | CO3 | 3 | - | 3 | - | - | - | - | - | - | - | - | - | - | - |
| | CO4 | 3 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | CO5 | 2 | - | 3 | -- | - | - | - | - | - | - | - | - | - | - |
| | CO6 | - | - | 3 | - | - | 3 | - | - | - | - | - | - | - | - |

1=weakly mapped
2= moderately mapped
3=strongly mapped

## RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

| Unit | Relevance to the local, national, regional and global developmental needs | | | | Relevance To the Employability/ Entrepreneurship/ Skill Development | | | Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability | | | | SDG | NEP | POE/4th IR |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Local | Regional | National | Global | Employability | Entrepreneurship | Skill Development | Professional Ethics mm | Gender | Human Values | Environment & Sustainability | | | |
| Unit I | News: Meaning, definition | News: Meaning, definition | News: Meaning, definition | News: Meaning, definition | | | | | | News: Meaning, definition | | | | |
| Unit II | | | | | | | | News sources: Types, credibility of sources | | | | | | |

27

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Unit III | City Reporting Room in a daily | City Reporting Room in a daily | Coverage of various city beats- Political, health, lifestyle, parliament, crime, education, development, entertainment, sports | | | | | | | | | | | |
| Unit IV | | | | | Jobs involved in editing | Elements and Principles of Editing, Tool of Editing | editing for newspapers and Magazines | | | | | | | |

### Teaching Plan:

| Weekly Teaching Plan | Topic/Unit No. | Textbook [TB]/ Reference Book [RB]-Chapter/ Page No./ Open Education Resources [OER] | Teaching-Learning Method |
|---|---|---|---|
| **Week 1** | Unit I - 3 contact hours | Topic: Introduction to News and Elements of News TB:Al., J. R(2006). News reporting and editing. Chapter 1 | In-person Lecture (Conceptual Introduction) |
| **Week 2** | Unit I - 3 contact hours | Topic: News Values and Inverted Pyramid Style OER: The News Manual | Blended Learning (In-person Lecture + Presentation (PPT) for deeper understanding) |
| **Week 3** | Unit I - 3 contact hours | Topic: Various Types of Leads TB: Saxena, A. (2007). Fundamentals of reporting and editing. Kanishka Publishers. Chapter 2 | In-person Lecture (Lead Writing Practice) |

| Week 4 | Unit II - 3 contact hours | Topic: Sources of News and Credibility<br>TB: Saxena, A. (2007). Fundamentals of reporting and editing. Kanishka Publishers. Chapter 3 | Flipclass (Students research and prepare presentations on source credibility) |
|---|---|---|---|
| Week 5 | Unit II - 3 contact hours | Topic: News Agencies and Their Functions<br>OER: Poynter's NewsU | In-person Lecture (Role of News Agencies) |
| Week 6 | Unit III - 3 contact hours | Topic: Reporter's Functions and Responsibilities<br>TB: Hough, G. A. (1988). News writing. Chapter 2 | Participatory Learning (Role Play and Group Discussions) |
| Week 7 | Unit III - 3 contact hours | Topic: Coverage of Various City Beats<br>OER: Media Innovation and Entrepreneurship | Blended Learning (In-person Lecture + Experiential Learning through analyzing real news articles) |
| Week 8 | Unit IV - 3 contact hours | Topic: Introduction to Editing and Its Principles<br>TB: Hough, G. A. (1988). News writing. Chapter 1 | In-person Lecture (Editing Fundamentals) |
| Week 9 | Unit IV - 3 contact hours | Topic: Tools of Editing and Editing for Print<br>OER: Media College Editing and Proofreading | Blended Learning (In-person Lecture + Experiential Learning through editing exercises) |
| Week 10 | Unit IV - 3 contact hours | Topic: Jobs Involved in Editing<br>OER: Wikibooks Journalism | In-person Lecture (Editorial Roles Discussion) |
| Week 11 | Unit IV - 3 contact hours | Topic: Practical Assignments<br>Assignments - News Article and Editing Project | In-person Lecture (Assignment Guidelines) |
| Week 12 | Revision & Assessment | Topic: Revision and Assessment<br>Assignments Evaluation and Quizzes | In-person Lecture (Revision Session) |
| Week 13 | Remedial/Makeup Classes | Topic: Remedial/Makeup Classes<br>Individual Assistance and Feedback | In-person Lecture (Extra Help) |

## Facilitating the Achievement of Course Learning Outcomes
## For Example:

| Unit No. | Course Learning Outcomes | Teaching Learning Activity | Assessment Task Methods |
|---|---|---|---|
| 1 | Upon completion, students will Understand the fundamental elements of news and the criteria that determine news value, including timeliness, proximity, size, importance, and personal benefit. | (i) Lecture Sessions: In-class lectures (10 sessions for each unit) to deliver theoretical concepts and frameworks related to news, sources, reporting, and editing.<br>(ii)Group Discussions: | Quizzes and Tests: Regular quizzes and tests to assess students' understanding of theoretical concepts related to news elements, sources, reporting, and editing (CLOs 1, 2, 3, 5).<br>News Article Assignments: |

| | | | |
|---|---|---|---|
| 2 | Upon completion, students will Identify various types of news leads and effectively apply the inverted pyramid style of writing, emphasizing the 5Ws and 1 H. | Encourage students to engage in group discussions on topics related to news elements, news values, and reporting challenges. | Assign students to write news articles on various topics, focusing on news values and leads. Peer assessment can be employed for editing and feedback (CLOs 1, 2). |
| 3 | Upon completion, students will Comprehend the sources of news, including their types, credibility, and issues related to source protection, while understanding the role and functions of news agencies in the news ecosystem. | (iii) Case Studies: Analyze real-world cases to understand the credibility of news sources, ethical dilemmas in reporting, and the significance of news agencies. | Class Presentations: Require students to give presentations on specific reporting beats, demonstrating their knowledge of responsibilities and functions (CLO 4). |
| 4 | Upon completion, students will be able to Develop the skills required for different types of reporting, including political, health, lifestyle, crime, education, entertainment, sports, and more, and understand the setup and functions of a city reporting room. | (iv) Practical Exercises: Conduct writing exercises to practice news article writing, leads, and inverted pyramid style, as well as editing exercises to apply editing principles and tools. (iv) Guest Lectures: Invite guest speakers, such as experienced journalists and editors, to share their insights and experiences related to reporting and editing. | Editing Projects: Assign editing tasks where students edit news articles and layouts for newspapers or magazines (CLO 5). • Mid-term examinations. • Practical and viva-voce examinations. • End-term examinations. |
| 5 | Upon the completion, students will be able to Acquire knowledge of the key elements and principles of editing, gain proficiency in editing tools, and recognize the differences in editing for newspapers and magazines, while also understanding the various roles involved in the editing process. | | |

| SEC022 | Computer Application in Media | L | T | P | C |
|--------|------------------------------|---|---|---|---|
| Version 2.0 | | 2 | 0 | 0 | 2 |
| Eligibility | Senior Secondary/XII CLASS | | | | |
| Co-requisites | -- | | | | |

## Course objectives-
1. Understand the use of computer and its operations in various media related disciplines
2. Understand use of various application of MS Office
3. Define layout & design for print media.
4. Differentiate between the colors' physiology and psychology.
5. Familiarize the working of DTP software and printing technology.
6. Apply the knowledge of software to design print promotional literature, magazines and newsletter.

## Course Outcomes-
## After completion of the course students will be able to:
CO1: Understand the use of computer and its operations in various media related disciplines
CO2: Understand use of various application of MS Office
CO3: Define layout & design for print media.
CO4: Differentiate between the colors' physiology and psychology.
CO5: Familiarize the working of DTP software and printing technology.
CO6: Apply the knowledge of software to design print promotional literature, magazines and newsletter.

## Catalogue Description
When a story is covered and sent to newspaper organization it requires framing and editing which has become very convenient with the help of computer. From the days of abacus to the latest smart computer and laptop technology, it is important for the students to understand the growth which has happened. With the positive aspect of computer, it is necessary to know the ploys of computer which will be taught to the students through this course.

Hardware, software and other peripherals plays very pivotal role while working on the computer and knowing about them will enable any kinds of snags arising out of it. All types of computer are enabled with modernized graphics and high-end memory devices. Through this course, students will comprehend all these changes and updates.

Through this course students will be trained in MS Office. They will be making power point presentations and making documents on word. As Media technologies are changing daily, students will be updating their knowledge with the latest concepts of cloud computing, virtual reality and mobile applications.

Working for the layout of publications after knowing software helps the students to visualize the layout of print media. As the final product involves many stages, this course will also instill creativity and aesthetic understanding amongst students about elements of design like visuals, colors, text all the plans and stages of layout etc. It is also important to know the background of printing technology, which is the backbone of any publication. Now-a-

days, printing technology deals with offset printing; it is very significant to understand the features of Photoshop, CorelDraw & Adobe InDesign.

## Course Content:

### Unit I: 10 lectures

### Computer Basics

Computer: Generations and basics, Computer parts: Software, Hardware and Peripherals, Microsoft Office: Word, PowerPoint, excel, Outlook, Basic IT applications in print, electronic and digital media, Emerging Trends in information technology, Basic Excel, Basic HTML Coding, Introduction to Python for Journalism

### Unit II: 10 lectures
### Principles of Design

Principles of Design & Layout, Basics of Design and Graphics, Elements and principles of design, Typography: Physical form, aesthetics and classifications, Colour: Physical forms, psychology, colour scheme and production, Components of layout and layout planning, Graphs, Charts, Introduction to Data Visualization, Storytelling using data visualization

### Unit III: 10 lectures
### Desktop Publishing

DTP & Multimedia, Introduction to DTP, Visuals: physical forms, functions and editing, Multimedia: Characteristics and functions, DTP Software –Quark Xpress, Photoshop, Corel Draw, In Design, Canva, Introduction to AI Tools

### Suggested readings:

1. Sarkar N. N. (1998). *Designing Print Communication*. New Delhi: Sagar Publishers.
2. Kelby, S. (2011). *The Adobe Photoshop CS5 book for digital photographers*. Berkeley, Calif.: New Riders.
3. Coburn, Foster D. *Corel Draw*, Tata Mcgraw Hill Publishing Co Ltd, 2007

### Advanced Readings:

1. Jaiswal. A. (2003). *Fundamentals of computer Information technology Today*. Wiley Dreamtech India Pvt Ltd.
2. Rajaraman V., *Fundamentals of computer*, Prentice Hall of India

### Open Educational Resources (OER) (Clickable links)-
- Microsoft Digital Skills Center
- Khan Academy Computer Science
- Microsoft Office Training Center
- GCF LearnFree.org Office Tutorials
- Canva Design School
- Adobe InDesign Tutorials
- Color Matters - Color Psychology
- Desktop Publishing Basics
- Lynda.com - Graphic Design Courses
- Issuu Blog

**Assessment and Evaluation**

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

| Components | Quiz I | Presentation/ Assignment/ etc. | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| Weightage (%) | 10 | 10 | 20 | 10 | 50 |

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

| Mapping between COs and POs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Understand the use of computer and its operations in various media related disciplines | **PO1, PO3** |
| **CO2** | Understand use of various application of MS Office | **PO3, PO7** |
| **CO3** | Define layout & design for print media. | **PO3** |
| **CO4** | Differentiate between the colours' physiology and psychology. | **PO1, PO6** |
| **CO5** | Familiarize the working of DTP software and printing technology. | **PO10, PO3, PO7** |
| **CO6** | Apply the knowledge of software to design print promotional literature, magazines and newsletter. | **PO7, PO3, PO4, PO11** |

| Course Code | Course Title | Disciplinary Knowledge PO1 | Understanding the Role of Press PO2 | Skilled and Industry-ready Professionals PO3 | Influential and effective communication PO4 | Leadership readiness/ Qualities PO5 | Critical/ Reflective thinking & language efficiency PO6 | Technologically Efficient Professional PO7 | Ethical Awareness PO8 | Lifelong Learning PO9 | Research-related Skills PO10 | Cooperation/ Teamwork PO11 | Students will acquire professional skills required to be a media professional PSO1 | Students will be equipped with ICTs competencies including digital literacy PSO2 | Student shall become ethically committed media professionals and entrepreneurs adhering to the human values PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SEC022 | Computer Applications in Media | 3 | | 3 | 3 | | 2 | 3 | | | 3 | 2 | | 3 | |

| Course Code | Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **SEC022** | CO1 | 3 | - | 3 | - | - | - | - | - | - | - | - | - | 3 | - |
| | CO2 | - | - | 3 | - | - | - | 3 | - | - | - | - | - | 3 | - |
| | CO3 | - | - | 3 | - | - | - | - | - | - | - | - | - | 2 | - |
| | CO4 | 3 | - | - | - | - | 2 | - | - | - | - | - | - | - | - |
| | CO5 | - | - | 3 | - | - | - | 3 | - | - | 3 | - | - | 3 | - |
| | CO6 | - | - | 3 | 3 | - | - | 3 | - | - | - | 3 | - | 3 | - |

1=weakly mapped

2= moderately mapped

3=strongly mapped

## RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

| Unit | Relevance to the local, national, regional and global developmental needs | | | | Relevance To the Employability/ Entrepreneurship/ Skill Development | | | Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability | | | | SDG | NEP | POE/4th IR |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Local | Regional | National | Global | Employability | Entrepreneurship | Skill Development | Professional Ethics mm | Gender | Human Values | Environment & Sustainability | | | |
| Unit I | | | | | Emerging Trends in information technology | | Microsoft Office, Introduction to Python for Journalism | | | | | Promote sustained, inclusive and sustainable economic growt | Technical education (20.6) Digital India - | Students will develop Technical Skills that match Industry Needs, Skill Development (Student |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | h, full and productive employment and decent work for all (SDG 8)<br><br>(Learning the components of this unit will enable employability) | technology and education bidirectional (23.1)<br><br>Use of technological tools (23.2) | s will develop understanding) |
| Unit II | | | | | | | Principles of Design & Layout, Typography, Colour, Introduction to Data Visualization | | | | | Skills for Decent Work (SDG 4.4)<br><br>(Learning the components of this unit will enhance emplo | Professional Education (20.2)<br><br>Technical education | Students will develop Technical Skills that match Industry Needs<br><br>(Knowledge of the softwares will elevate skills and better |

| Unit | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | yability) strengthen communication capacities, increase participation in the communication process, designing development campaign (SDG 16) | (20.6) Use of technological tools (23.2) | chances, Skill Development (Students will learn designing skills) of employment) |
| Unit III | | | DTP Software, Introduction to AI Tools | DTP Software, Introduction to AI Tools | DTP Software, Introduction to AI Tools | DTP & Multimedia, , Multimedia, DTP Software, Introduction to AI Tools | | | | | Skills for Decent Work (SDG 4.4) (Learning the components of this unit will | Professional Education (20.2) Technical | Students will develop Technical, Skills that match Industry Needs (Knowledge of the softwares will |

| Unit | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | enhance employability) Use of technology to help in digital transformation (SDG 9) | education (20.6) Use of technological tools (23.2) | elevate skills and better chances of employment), Skill Development (Students will develop the understanding and knowhow) |
| Unit IV | | | DTP & Printing, Printing Methods | Printing Methods | | DTP & Printing, Printing Methods | | | | | | Skills for Decent Work (SDG 4.4) (Learning the components of this unit will enhance employability) Use of technology | Professional Education (20.2) Technical education (20.6) Use of technological cal | Students will develop Technical Skills that match Industry Needs (Knowledge of the softwares will elevate skills and better chances of employment), Students will learn |

| | | | | | | | | | | to help in digital transformation (SDG 9) | tools (23.2) | relevant softwares and apps will also get introduce to AI tools for Journalists, Datavisualisation and uses of Python for Journalists |
|---|---|---|---|---|---|---|---|---|---|---|---|---|

## Teaching Plan

| Weekly Teaching Plan | Topic/Unit No. | Textbook [TB]/ Reference Book [RB]-Chapter/ Page No./ Open Education Resources [OER] | Teaching-Learning Method |
|---|---|---|---|
| **Week 1** | Unit I - 1 lecture | Topic: Computer Basics<br>TB/RB: Jaiswal. A. (2003) - Fundamentals of Computer Information Technology Today | In-person Lecture (Conceptual Introduction) |
| **Week 2** | Unit I - 1 lecture | Topic: Microsoft Office Basics<br>OER: Microsoft Digital Skills Center | Blended Learning (In-person Lecture + Presentation (PPT)) |
| **Week 3** | Unit I - 1 lecture | Topic: Basic IT Applications in Media<br>OER: GCF LearnFree.org Office Tutorials | In-person Lecture (Application in Media) |
| **Week 4** | Unit I - 1 lecture | Topic: Emerging Trends in Information Technology<br>OER: Khan Academy Computer Science | In-person Lecture (Trends Discussion) |
| **Week 5** | Unit II - 1 lecture | Topic: Principles of Design and Layout<br>TB/RB: Sarkar N. N. (1998) - Designing Print Communication | In-person Lecture (Conceptual Introduction) |
| **Week 6** | Unit II - 1 lecture | Topic: Typography and Color<br>OER: Color Matters - Color Psychology | Blended Learning (In-person Lecture + Experiential Learning) |
| **Week 7** | Unit II - 1 lecture | Topic: Components of Layout and Layout Planning<br>OER: Canva Design School | In-person Lecture (Layout Design) |
| **Week 8** | Unit III - 1 | Topic: Desktop Publishing and | In-person Lecture |

| | | lecture | Multimedia<br>TB/RB: Coburn, Foster D. - Corel Draw, Tata Mcgraw Hill Publishing Co Ltd, 2007 | (Conceptual Introduction) |
|---|---|---|---|---|
| **Week 9** | Unit III - 1 lecture | | Topic: Introduction to DTP Software<br>OER: Adobe InDesign Tutorials | Blended Learning (In-person Lecture + Software Demonstration) |
| **Week 10** | Unit III - 1 lecture | | Topic: Introduction to AI Tools<br>OER: Lynda.com - Graphic Design Courses | Blended Learning (In-person Lecture + Software Demonstration) |

## Facilitating the Achievement of Course Learning Outcomes

| Unit No. | Course Learning Outcomes | Teaching Learning Activity | Assessment Task Methods |
|---|---|---|---|
| 1 | 1. Computer Proficiency: Understand computer basics and Microsoft Office applications for media tasks.<br>2. Basic IT Applications: Apply IT knowledge in media contexts. | 1) In-person lecture on computer basics and Microsoft Office applications.<br>Ii) Blended learning session with hands-on practice in Microsoft Office.<br>iii) In-person lecture on emerging IT trends in the media industry. | 1) Assessment: In-class Microsoft Office tasks and quiz.<br>2)Assessment: Practical assignments in Office apps.<br>3) Assessment: Class discussion and trend analysis. |
| 2 | 3. Design Principles: Comprehend design principles and layout basics.<br>4. Typography and Colour: Demonstrate typography and colour knowledge for media design. | i) In-person lecture on design principles and layout basics.<br>Ii) Experiential learning with typography and colour theory application.<br>iii) In-person lecture on layout components and planning. | 1) Assessment: Design critique and layout exercise.<br>2) Assessment: Design project with typography and colour.<br>3) Assessment: Layout design project. |
| 3 | 5. Multimedia Skills: Develop skills in desktop publishing and multimedia tools.<br>6. Introduction to AI Tools: Gain awareness of AI tools in media. | In-person lecture on desktop publishing and multimedia tools.<br>Blended learning with software demonstrations and hands-on practice.<br>In-person lecture introducing AI tools and their role in media. | Assessment: DTP and multimedia software proficiency test.<br>Assessment: Multimedia project using software tools.<br>Assessment: AI tools analysis and presentation. |

| USO101 | Indian Society: Myth and Reality | L | T | P | C |
|--------|--------------------------------|---|---|---|---|
| Version 2.0 | | 3 | 1 | 0 | 4 |
| Eligibility | Senior Secondary/XII CLASS | | | | |
| Co-requisites | -- | | | | |

## Course Objectives:
1. A deep understanding of Indian society, its history and culture,
2. To demonstrate to the student the universally acknowledged social importances' of kinship ties and familiarize them with the rich diversity in the types of networks of relationships created by genealogical links of marriage and other social ties.
3. To provide the knowledge on distinctness of sociological scholarship as a separate cognitive discipline on rural and urban dimensions in India
4. Exercise the sociological imagination — observing the relationship between individuals and historical, cultural, and social forces.
5. To acquaint students with basic concept of kinship, family and marriage in a theoretical perspective.

## Course Outcomes:
1. Understand the relevance and significance of sociology
2. Understand Indian Civilization and Culture – past and present
3. Understand the various Institutions and Processes in India
4. Understand the Social Structure of India
5. Acquire knowledge about Class, Power and Inequality in the society
6. Demonstrate knowledge of laws and ethics

## SYLLABUS

### UNIT I: 12 Lectures
### Civilization and Culture
Meaning of Civilization and Culture, Prehistoric Culture - Palaeolithic Ages, Mesolithic Ages and Neolithic Ages, Dharma, Varna System, Ashram System, Purushartha, Karma, Sanskars, Socio - Economic and Culture of Indus Valley Civilization - Socio - Economic Condition of Ancient Tamil Civilization, Rise of New Religions Jainism, Buddhism, Sikhs, Arya Samajh, Bramha Samajh, Sanatan Dharma, Different Invasions in India, India as Colony, Post-Independence India

### Unit II: 12 Lectures
### Institutions and Processes
Early Vedic Period and Later Vedic Period - Caste System - Varnashrama Dharma, Medieval to present, Village India, Urban India, Language and Religion, Caste and Class, Tribe and Ethnicity, Family and Marriage, Kinship

### Unit III: 12 Lectures
### Social Structure
Structure of Indian Society, Village, City, Rural- Urban Continuum, Diversity of Indian Society – Demographic, Cultural, Religious, Linguistic, Myths, superstitions and ritualistic practices in the society.

# Unit IV: 12 Lectures
## Class, Power and Inequality

Family Problems – Dowry, Divorce, Domestic Violence, Problems of the elderly, Youth Tension. Social Problems – Casteism, Regionalism, Communalism, Resistance and Protest, Cyber-crime, Patriarchy and Gender Inequality.

## Suggested Readings

1. Social Problems in India, 37th Revised and Updated Edition Ahuja, Ram Rawat Publishing House 2014
2. Indian Village, 3rd Edition, S.C Dube, National Book Trust 2020
3. India's changing Villages, 20th Edition, S.C Dube, National Book Trust 2020
4. Indian Society 4th Edition S.C Dube National Book Trust 1991
5. Kinship organisat ion in India 9th Edition Irawati Karve Mac Graw Hill Education 2017
6. Indian Social Problems 6th Edition G.R Madan Allied Publishers 2009
7. Marriage & the family 1st Edition G.D. Nass, Social Science Documentatio n Publishing House 1988

## Advanced Readings:

**1** Marriage and Family in India 8th Edition K.M. Kapadia Oxford University Press, Bombay 1999
**2** Caste and race in India 5th Edition G.S. Ghurye Sage 2016
**3** Rural Sociology in India 8th Edition A. R. Desai Bombay Popular Prakashan. 2011
**4** Sociology of Indian Society 8th Edition C.N. Shankar Rao S. Chand 2012
**5** Social Change Modern India 4th Edition M. N. Shrinivas Orient Longman. 1986

## Open Educational Resources (OER) (Clickable links)

- MIT OCW - Introduction to Sociology
- Coursera - Sociology Courses
- National Digital Library of India
- IGNOU eGyanKosh
- Indian Polity by M. Laxmikanth
- SOI Digital Library
- Harvard University's Inequality Courses
- NLSIU Legal Education Resources
- Ethics Unwrapped

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

## Examination Scheme:

| Components | Quiz I | Presentation/ Assignment/ etc. | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| **Weightage (%)** | 10 | 10 | 20 | 10 | 50 |

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

| Mapping between COs and POs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Understand the relevance and significance of sociology | **PO1, PO3** |
| **CO2** | Understand Indian Civilization and Culture – past and present | **PO3, PO7** |
| **CO3** | Understand the various Institutions and Processes in India | **PO3** |
| **CO4** | Understand the Social Structure of India | **PO1, PO6** |
| **CO5** | Acquire knowledge and understanding about Class, Power and Inequality in the society | **PO10, PO3, PO7** |
| **CO6** | Demonstrate knowledge of laws and ethics | **PO7, PO3, PO4, PO11** |

| Course Code | Course Title | Disciplinary Knowledge PO1 | Understanding the Role of Press PO2 | Skilled and Industry-ready Professionals PO3 | Influential and effective communication PO4 | Leadership readiness/ Qualities PO5 | Critical/ Reflective thinking & language efficiency PO6 | Technologically Efficient Professional PO7 | Ethical Awareness PO8 | Lifelong Learning PO9 | Research-related Skills PO10 | Cooperation/ Teamwork PO11 | Students will acquire professional skills required to be a media professional PSO1 | Students will be equipped with ICTs competencies including digital literacy PSO2 | Student shall become ethically committed media professionals and entrepreneurs adhering to the human values PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| USO101 | Indian Society: Myth and Reality | 2 | | | | | 2 | 3 | 3 | | | | | | 2 |

| Course Code | Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **USO101** | CO1 | 2 | - | - | - | - | 1 | - | - | - | | | - | - | - | - | - |
| | CO2 | 2 | - | - | - | - | 1 | - | - | - | | | - | - | - | - | - |
| | CO3 | 2 | - | - | - | - | 1 | - | - | 2 | | | - | - | - | - | - |
| | CO4 | 2 | - | - | - | - | 1 | - | - | 3 | | | - | - | - | - | - |
| | CO5 | 2 | - | - | - | - | 2 | - | 2 | 3 | | | 3 | - | - | - | 2 |
| | CO6 | 2 | - | - | - | - | 1 | - | 3 | 3 | | | - | 3 | - | - | 2 |

1=weakly mapped
2= moderately mapped
3=strongly mapped

## RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

| Unit | Relevance to the local, national, regional and global developmental needs | | | | Relevance To the Employability/ Entrepreneurship/ Skill Development | | | Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability | | | | SDG | NEP | POE/4th IR |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Local | Regional | National | Global | Employability | Entrepreneurship | Skill Development | Professional Ethics | Gender | Human Values | Environment & Sustainability | | | |
| Unit I | | | Civilization and Culture, Prehistoric Culture | | | | | | | Understanding of Civilization, Culture, socio-economics and religion | | | | Students will develop the understanding of |

| Unit | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Unit II | | | Early Vedic Period and Later Vedic Period | | | | | | Marriage, Kinship | Understanding of Early Vedic Period and Later Vedic Period | | | |
| Unit III | | | Structure of Indian Society, Village, City, Rural-Urban Continuum, Diversity of Indian Society | | | | | | | Understanding of Structure of Indian Society | | | |
| Unit IV | | | Family, elderly,y | | | | | | Patriarch | Understanding of | | | |

| | | outh and social problems | | | | | | y and Gender Inequality | family problems and social problems | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

## Teaching Plan

| Weekly Teaching Plan | Topic/Unit No. | Textbook [TB]/ Reference Book [RB]-Chapter/ Page No./ Open Education Resources [OER] | Teaching-Learning Method |
|---|---|---|---|
| **Week 1** | Unit I - 3 contact hours | Topic: Civilization and Culture<br>TB/RB: Social Problems in India, Ahuja (Chapter 1) | In-person Lecture (Conceptual Introduction) |
| **Week 2** | Unit I - 3 contact hours | Topic: Dharma, Varna System, Ashram System<br>OER: MIT OCW - Introduction to Sociology | Blended Learning (In-person Lecture + Presentation (PPT)) |
| **Week 3** | Unit I - 3 contact hours | Topic: Rise of New Religions<br>TB/RB: Indian Society 4th Edition, S.C Dube (Chapter 5) | In-person Lecture (Religious Movements) |
| **Week 4** | Unit I - 3 contact hours | Topic: India as Colony, Post-Independence India<br>OER: National Digital Library of India | In-person Lecture (Historical Overview) |
| **Week 5** | Unit II - 3 contact hours | Topic: Early Vedic Period and Later Vedic Period<br>TB/RB: Indian Village, 3rd Edition, S.C Dube (Chapter 2) | In-person Lecture (Vedic Period Analysis) |
| **Week 6** | Unit II - 3 contact hours | Topic: Village India, Urban India<br>OER: Coursera - Sociology Courses | In-person Lecture (Rural-Urban Dynamics) |
| **Week 7** | Unit II - 3 contact hours | Topic: Language and Religion, Caste and Class<br>TB/RB: India's Changing Villages, S.C Dube (Chapter 6) | Blended Learning (In-person Lecture + Experiential Learning) |
| **Week 8** | Unit III - 3 contact hours | Topic: Structure of Indian Society, Diversity of Indian Society<br>OER: Indian Polity by M. Laxmikanth | In-person Lecture (Society Analysis) |
| **Week 9** | Unit III - 3 contact hours | Topic: Myths, Superstitions, and Ritualistic Practices<br>OER: NLSIU Legal Education Resources | In-person Lecture (Cultural Aspects) |

| Week 10 | Unit IV - 3 contact hours | Topic: Family Problems - Dowry, Divorce, Domestic Violence<br>TB/RB: Marriage & the Family, G.D. Nass (Chapter 1) | In-person Lecture (Family Issues) |
|---------|--------------------------|-----|-----|
| Week 11 | Unit IV - 3 contact hours | Topic: Social Problems - Casteism, Regionalism, Communalism<br>OER: Harvard University's Inequality Courses | In-person Lecture (Social Issues) |
| Week 12 | Revision & Assessment | Topic: Revision and Assessment<br>Assessment: Assignments and quizzes | In-person Lecture (Revision Session) |
| Week 13- | Project Work | Topic: Project Work (Research Project)<br>Assessment: Research project presentation and report | Participatory Learning (Research and Presentation) |
| Week 14 | Project Work | Topic: Project Work (Research Project)<br>Assessment: Research project presentation and report | Participatory Learning (Research and Presentation) |
| Week 15 | Project Work | Topic: Project Work (Research Project)<br>Assessment: Research project presentation and report | Participatory Learning (Research and Presentation) |
| Week 16 | Project Work | Topic: Project Work (Research Project)<br>Assessment: Research project presentation and report | Participatory Learning (Research and Presentation) |

## Facilitating the Achievement of Course Learning Outcomes

| Unit No. | Course Learning Outcomes | Teaching Learning Activity | Assessment Task Methods |
|----------|--------------------------|----------------------------|-------------------------|
| 1 | 1. Understand the historical and cultural foundations of Indian society. | In-person lectures, discussions, and readings on civilization and culture. | Assessment: Written test on Unit I topics. |
| 2 | 2. Analyze the social institutions and processes that shape Indian society. | Blended learning with presentations on Vedic periods and village dynamics. | Assessment: Group presentation on Unit II topics. |
| 3 | 3. Examine the social structure and diversity of Indian society. | In-person lectures and experiential learning on Indian society's diversity. | Assessment: Reflective essays on Unit III themes. |
| 4 | 4. Critically evaluate class, power, and inequality issues in India.<br>5. Apply sociological perspectives to understand contemporary Indian society. | In-person lectures and discussions on family problems and social issues. Participatory learning through research projects. | Assessment: Case study analysis on Unit IV topics.<br><br>Assessment: Research project presentation and report. |

| **JMBJ151** | **Reporting and Editing Lab** | L | T | P | C |
|---|---|---|---|---|---|
| **Version 1.0** | | 0 | 0 | 2 | 1 |
| **Eligibility** | Senior Secondary/ XII | | | | |
| **Co-requisites** | -- | | | | |

## Course Objective:
1. To understand the concept of inverted pyramid style of news writing.
2. To acquaint students with hard and soft news
3. To identify sources of news for different types of news stories
4. To report for various types of beats
5. To apply design elements in newspaper layout

## Course Outcomes:
After completion of the course student will be able to:
1. To understand the concept of inverted pyramid style of news writing
2. To acquaint students with hard and soft news
3. To identify sources of news for different types of news stories
4. To report for various types of beats
5. To apply design elements in newspaper layout

## Catalogue Description
## Overview:
Journalism is a field where students need to get practical exposure of the skills they need to learn during the course. By the end of this course, students will be able to write and report for newspapers and magazines. The aim is to make students capable of reporting for various beats and interview as a media person and also give language to their thoughts professionally.

## Objective and Expected Outcome:
Reporting and Editing Lab is a course for practical exposure for journalism and mass communication students. This course is meant to build the skill of writing for newspapers and magazines among students and also understand the concept and values of news.
Students will complete assignments on the basis of various concepts related to news like categorization of news, types of news, 5 Ws and 1H, inverted pyramid style of writing. Learners will have hands-on experience of reporting various beats- crime, courts, city reporting, local reporting, MCD, hospitals, health, education and sports etc.

**The course will make students understand developing news sources, the nuances of reporting of various beats and writing stories. By the end, they will develop a portfolio of various types of news stories for newspapers**

## Course Content
1. Assignment on identifying the type of news
2. Assignment on identifying the news sources
3. Assignment on identifying and writing hard and soft news stories
4. Assignment on reporting for various types of beats
5. Designing newsletter/newspaper layout

## Suggested Readings:

1. Al., J. R. (2006). News reporting and editing.
4. Hohenberg, J. (1983). Undefined. Holt Rinehart & Winston.
3. Hough, G. A. (1988). News writing.
5. Joseph, M. K. (2006). Basic Source Material for News Writing. Anmol Publications PVT. LTD.
5. Kamath, M. V. (2009). Professional Journalism. Vikas Publishing House.
6. Saxena, A. (2007). Fundamentals of reporting and editing. Kanishka Publishers.
7. Stein, M. L., Paterno, S. F., & Burnett, R. C. (2006). Newswriter's handbook: An Introduction to Journalism. Wiley-Blackwell.

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

## Examination Scheme:

| Components | Quiz I | Presentation/ Assignment/ etc. | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| Weightage (%) | 10 | 10 | 20 | 10 | 50 |

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

| Mapping between COs and POs | | |
|---|---|---|
| | Course Outcomes (COs) | Mapped Program Outcomes |
| CO1 | To understand the concept of inverted pyramid style of news writing | PO1, |
| CO2 | To acquaint students with hard and soft news | PO1, PO6 |
| CO3 | To identify sources of news for different types of news stories | PO1, PO6, PO10 |
| CO4 | To report for various types of beats | PO1, PO3, |
| CO5 | Attain knowledge about various beats of news reporting and differentiate in national and local reporting | PO1, PO3 |
| CO6 | To apply design elements in newspaper layout. | PO3, PO7, PO11 |

| Course Code | Course Title | Disciplinary Knowledge PO1 | Understanding the Role of Media PO2 | Skilled and Industry-ready Professionals PO3 | Influential and effective communication PO4 | Leadership readiness/ Qualities PO5 | Critical/ Reflective thinking & language PO6 | Technologically Efficient Professional PO7 | Ethical Awareness PO8 | Lifelong Learning PO9 | Research-related Skills PO10 | Cooperation/ Team work PO11 | Students will acquire professional skills required to be a media professional PSO1 | Students will be equipped with ICTs competencies including digital literacy PSO2 | Student shall become ethically committed media professionals and entrepreneurs adhering to the human values PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| JMBJ151 | Reporting and Editing Lab | 3 | | 3 | | | 2 | 1 | | | | 1 | | | |

| Course Code | Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **JMBJ151** | CO1 | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | CO2 | 3 | - | - | - | - | 2 | - | - | - | - | - | - | - | - |
| | CO3 | 3 | - | - | - | - | 2 | - | - | - | - | - | - | - | - |
| | CO4 | 3 | - | 3 | - | - | - | - | - | 1 | - | - | - | - | - |
| | CO5 | 3 | - | 3 | - | - | - | - | - | - | - | - | - | - | - |
| | CO6 | - | - | 3 | - | - | - | 1 | - | - | - | 1 | - | - | - |

1=weakly mapped
2= moderately mapped
3=strongly mapped

| Unit | Relevance to the local, national, regional and global developmental needs | | | | Relevance To the Employability/ Entrepreneurship/ Skill Development | | | Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability | | | | SDG | NEP | POE/4th IR |
|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| | Local | Regional | National | Global | Employability | Entrepreneurship | Skill Development | Professional Ethics mm | Gender | Human Values | Environment & Sustainability | | | |
| Unit I | | | | | | | News Writing Style | | | | | Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all (SDG 8) (Lea | Online and Digital Education: Ensuring Equitable Use of Technology (24.1-24.5) | Technical Skills that match Industry Needs (Minimum industry requirement) Hands-on Experience (Students will be learning through doing) |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | rning the components of this unit will enable employability) | | |
| Unit II | | | | | | | | | | | | Skills for Decent Work (SDG 4.4)<br><br>(Learning the components of this unit will enhance employability) | Professional Education (17.1-17.5) | Technical Skills that match Industry Needs<br><br>(Knowledge of the softwares will elevate skills and better chances of employment) Hands-on Experience (Students will be working on the |

51

| | | | | Designing newsletter/newspaper layout | | | | | | | | Skills for Decent Work (SDG 4.4) (Learning the components of this unit will enhance employability) | Professional Education (17.1-17.5) | softwares) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Unit III | | | | Designing newsletter/newspaper layout | | | | | | | | Skills for Decent Work (SDG 4.4) (Learning the components of this unit will enhance employability) | Professional Education (17.1-17.5) | Technical Skills that match Industry Needs (Knowledge of the softwares will elevate skills and better chances of employment) Hands-on Experience (Students will be working on practical assignments) |
| Unit IV | | | | | | | | | | | | Skills for Decent Work (SD | Professional Education | Technical Skills that match Industry |

| | | | | | | | | | | | | G 4.4) (Learning the components of this unit will enhance employability) | (17.1- 17.5) | Needs (Knowledge of the softwares will elevate skills and better chances of employment) Hands-on Experience (Students will apply the skills learnt and work on projects) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| AEC001 | New Age Life Skills-I | L | T | P | C |
|---|---|---|---|---|---|
| **Version 1.0** | | 3 | 0 | 0 | 3 |
| **Eligibility** | Class 10+2 | | | | |
| **Co-requisites** | -- | | | | |

## Catalogue Description:

This course, "New Age Life Skills," provides a comprehensive exploration of effective communication skills in personal and professional contexts. Through four units, students will delve into the foundations of communication, interpersonal skills, digital communication in the modern age, and advanced communication strategies. They will develop clarity in verbal and nonverbal communication, cultivate active listening and empathy, master conflict resolution, and harness the power of written and digital communication. Students will also build persuasive abilities, become adept at public speaking, and understand the art of storytelling in communication. Additionally, the course emphasizes adaptability and flexibility in tailoring communication to different contexts and audiences.

## Course Content:

## Unit 1: Foundations of Effective Communication          10 Lectures

- **Introduction to Communication Skills**: Understanding the significance of communication in personal and professional contexts, and its role in building relationships.
- **Verbal Communication**: Developing clarity, articulation, and effective speaking techniques. Practicing voice modulation, tone, and pitch.
- **Nonverbal Communication**: Exploring body language, facial expressions, gestures, and their impact on conveying messages accurately.
- **Active Listening**: Cultivating the skill of active listening to enhance understanding, empathy, and responsiveness in conversations.

## Unit 2: Interpersonal Communication          10 Lectures

- **Building Rapport and Empathy**: Learning techniques to establish rapport and connect with others on an emotional level. Developing empathy to better comprehend others' perspectives.
- **Conflict Resolution**: Understanding the causes of conflicts and mastering strategies to manage and resolve them constructively through effective communication.
- **Feedback and Constructive Criticism**: Exploring the art of providing and receiving feedback, and using it as a tool for personal and professional growth.
- **Cultural Sensitivity**: Recognizing cultural differences and developing communication skills that respect and bridge diverse cultural backgrounds.

## Unit 3: Communication in Digital Age          10 Lectures

- **Written Communication**: Developing clear and concise written communication skills for emails, texts, and formal documents. Emphasizing proper grammar, punctuation, and formatting.
- **Social Media Etiquette**: Understanding the impact of social media communication, and learning to communicate thoughtfully, respectfully, and professionally online.
- **Virtual Communication**: Navigating video conferences, webinars, and online meetings effectively. Mastering virtual presence, engagement, and maintaining audience interest.
- **Digital Empowerment**: Recognizing the pros and cons of digital communication tools and balancing them to enhance overall communication effectiveness.

# Unit 4: Advanced Communication Strategies                    10 Lectures

- **Persuasion and Influence**: Exploring techniques to present ideas convincingly, using logic, emotion, and evidence to influence others positively.
- **Public Speaking**: Building confidence and competence in public speaking through effective speech organization, delivery techniques, and managing stage fright.
- **Storytelling**: Understanding the power of narratives in communication. Learning to craft compelling stories to convey messages and connect with audiences.
- **Adaptability and Flexibility**: Developing the ability to adapt communication style based on context, audience, and goals. Practicing effective communication in different scenarios.

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

## Examination Scheme:

| Components | Quiz I | Presentation/ Assignment/ etc. | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| Weightage (%) | 10 | 10 | 20 | 10 | 50 |

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

| Mapping between COs and POs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Develop clear verbal and nonverbal communication skills to express ideas confidently and engage with others effectively. | PO1, PO4, PO6, PO9 |
| **CO2** | Construct and Cultivate empathy, conflict resolution, and feedback skills for building strong relationships and managing interactions constructively. | PO1, PO4, PO5, PO6, PO9 |
| **CO3** | Efficiently utilize written and virtual communication techniques, showcasing digital etiquette and adapting to the evolving communication landscape. | PO1, PO4, PO6, PO8, PO9 |
| **CO4** | Acquire persuasive public speaking abilities, storytelling prowess, and adaptive communication strategies for impactful engagement in diverse settings. | PO1, PO4, PO6, PO9, PO11 |

| Course Code | Course Title | Disciplinary Knowledge | Understanding the Role of Media | Skilled and Industry-ready Professionals | Influential and effective communication | Leadership readiness/ Qualities | Critical/ Reflective thinking & language efficiency | Technologically Efficient Professional | Ethical Awareness | Lifelong Learning | Research-related Skills | Cooperation/ Team work | Students will acquire professional skills required to be a media professional | Students will be equipped with ICTs competencies including digital literacy | Student shall become ethically committed media professionals and entrepreneurs adhering to the human values |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
| AEC001 | New Age Life Skills-I | 3 | | | 3 | 2 | 2 | | 1 | 3 | | 2 | 2 | 1 | 1 |

| Course Code | Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| AEC001 | CO1 | 3 | - | - | 3 | - | - | - | - | 3 | - | 2 | - | - | - |
| | CO2 | - | - | - | - | 2 | 2 | - | - | 3 | - | - | 2 | - | - |
| | CO3 | 3 | - | - | 3 | 2 | - | - | - | 3 | - | 2 | - | 1 | 1 |
| | CO4 | 3 | - | - | - | - | 2 | - | - | 3 | - | - | - | - | - |

1=weakly mapped
2= moderately mapped
3=strongly mapped

| Unit | Relevance to the local, national, regional and global developmental needs | | | | Relevance To the Employability/ Entrepreneurship/ Skill Development | | | Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability | | | | SDG | NEP | POE/ 4th IR |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Local | Regional | National | Global | Employability | Entrepreneurship | Skill Development | Professional Ethics mm | Gender | Human Values | Environment & Sustainability | | | |
| Unit I | | | | | | | Understanding the significance of communication in personal and professional contexts, Verbal/Nonverbal Communication, Active Listening | | | | | | | |
| Unit II | | | | | | | Building Rapport and Empathy, Cultural Sensitivity | | | | | | | |
| Unit III | | | | | | | Virtual Communication, Social Media Etiquette, Digital Empowerment | | | | | | | |
| Unit IV | | | | | | | Public Speaking, Storytelling, Adaptability and Flexibility | | | | | | | |

| S. No. | Course Code | Course | Credits |
|---|---|---|---|
| | | **Semester II**<br>Certificate in Journalism and Mass Communication<br>with specialization in Sociology | |
| 1. | JMBJ102 | Media Ethics and Laws | 4 |
| 2. | SEC024 | Digital Photography and Imagery | 4 |
| 3. | USO102 | Sociology of Social Movements | 4 |
| 4. | AEC002 | New Age Life Skills-II | 3 |
| 5. | OEC | Open Elective-01 | 3 |
| 6. | VAC | VAC -02 | 2 |
| | | **Total** | **20** |

Students will send on Internship during intervening period between II and III semester.
Internship Report will be submitted in III semester.


**Open Elective for others: Media: The Fourth State**
**VAC for others: Successful Communication-Writing and Presentation**

## Required Bridge Course for Certificate: Graphic Designing (04Credit)

| JMBJ102 | **Media Laws and Ethics** | L | T | P | C |
|---|---|---|---|---|---|
| **Version 1.0** | | 3 | 1 | 0 | 4 |
| **Eligibility** | **BA(JMC) I** | | | | |
| **Co-requisites** | -- | | | | |

## Course Objectives
1. To understand the constitutional and legal framework of India.
2. To describe the correlation between fundamental rights and duties.
3. To familiarize them with the court room code of conduct.
4. To analyses the role of Prasar Bharti and Press Council of India.
5. To explain the laws on information including IPR, copyright, cyber law and RTI.
6. To apply the issues of professional conduct of a journalist, and ethics in their professional lives.

## Course Outcomes
After completion of the course student will be able to
CO1: Understand the constitutional and legal framework of India.
CO2: Describe the correlation between fundamental rights and duties.
CO3: Familiarize them with the court room code of conduct.
CO4: Analyse the role of Prasar Bharti and Press Council of India.
CO5: Explain the laws on information including IPR, copyright, cyber law and RTI.
CO6: Apply the issues of professional conduct of a journalist, and ethics in their professional lives.

## Catalogue Description

Media Laws and Ethics course will educate students how to report information without violating defamation law and invasion of privacy, how to gather information to avoid legal and/or ethical trouble and how to deal with subpoenas. They will also examine how to navigate the digital space of contemporary journalism and focusing on fair use and understanding laws- Bill and Act, Ordinance, Regulation, Statute, Code, Norms, Convention. They will also study the role and responsibility of media in democracy by studying the fundamental right of Freedom of Speech and Expression and reasonable restrictions on this right, Supreme Court decisions on freedom of speech and expression, Press and Registration of Books Act 1867 as amended in 1955; Right to Information Act 2005;Working Journalist Acts of 1955 and 1958; Press Councils acts of 1965 and 1978 and its constitution and composition; Contempt of Courts Act 1971; Common court terminology - Plaintiff, defendant, affidavit, evidence, prosecution, conviction, accused, acquittal, bail, prima facie, sub-judice and an overview of some other acts like-Juvenile Justice Act, NDPS Act, Young Persons[Harmful Publications] Acts 1956, Indecent Representation of Women[Prohibition] Act 1986, Domestic Violence Act. They will also gather knowledge about policies and best practices in the use of photographs, trademarks, film clips and other copyrighted works as this is a rapidly changing and complex legal environment for journalists, publicists and other creative entrepreneurs.

The students will also be acquainted with the Media Ethics like truth, accuracy, balance, decency, human rights etc. In this course, they will examine the ever evolving fast and competitive digital space by exploring the temptations of sloppy and unethical practices, and the consequences of giving into those temptations, the course will help students examine the impact of the internet on the practice of journalism and other creative fields of mass communication.

## COURSE CONTENT:

### Unit I: Familiarize with the court room                    12 Contact Hours
Legal Terminology: Bills and Acts, Ordinance, Regulations, Statute, Code, Norms, Conventions, Affidavit, Accused, Acquittal, Bail, Conviction, Defendant, Evidence, Plaintiff, Prosecution, Prima Facie, Sub-Judice, Press Laws Before and After Independence, Bill to Act: Case Study of Lokpal, Freedom of the Press and the Indian Constitution, Freedom of Speech and Expression: Article 19(1) (a) and Reasonable Restrictions Article 19 (2)

### Unit II: Constitutional and Legal Framework                    12 lectures
Press Commissions and Press Council of India, Committees: Chanda Committee, P.C. Joshi Committee, Sengupta Committee and Verghese Committee, The State: Sedition-incitement to violence (section 124A IPC) Legislature: Parliamentary Privileges - Article 361A, Article 105 (Parliament), Article 194 (State Legislation), Judiciary: Contempt of Court 1971

### Unit III: Regulations and Acts                    12 lectures
Press & Registration of Books Act 1867 and 1955, Copyright Act 1957, Working Journalists Act 1955 & 1958, Young Persons Harmful Publications Act 1956, Prasar Bharati Act 1990 and Cinematograph Act 1952, Official Secrets Act 1923 and Right to Information Act 2005 (Case studies), Defamation, Libel & Slander (Case studies)

## Unit IV: Associations                                    10 lectures

Defining Media Ethics: Social Responsibility of Press , Legal Rights and Responsibilities of Journalists, Code of Ethics: Editors' Guild, Press Council of India, AIR & Doordarshan Code, Regulatory Framework: TRAI, BCCC, News Broadcasters Association (NBA) and their functioning.

### Suggested Text Books:
- 1. Aggarwal, S. K. (1989). *Media credibility*. Mittal Publications.
- 2. Basu, D. D. (2018). *Introduction to the Constitution of India*. Prentice Hall.
- 3. Ghosh, K. (1973). *Freedom or Fraud of the Press*. Rupa & Co.
- 4. Mankekar, D. R. (1973). *The Press under Pressure*. Indian Book.
- 5. Iyer, V. (2000). *Mass media laws and regulations in India*. India Research Press.

### Advanced Readings:
- Rayudu, C. S., & B., N. R. (1995). *Mass Media Laws and Regulations.* Himalaya Publication House.
- Shrivastava, K. M. (2005). *Media Ethics: Veda to Gandhi & beyond*. Publications Division, Ministry of Information and Broadcasting, Government of India.
- Thakurta, P. G. (2011). *Media Ethics: Truth, Fairness, and Objectivity*. Oxford University Press.
- Venkateswaran, K. S. (1993). *Mass Media Laws and Regulations in India*. Asian Mass Communication Research and Information Centre.

### Open Educational Resources (OER)

https://www.youtube.com/watch?v=VIDEO_ID
https://www.slideshare.net/USERNAME/legal-terminology-presentation
https://www.example.com/legal-terminology
https://www.youtube.com/watch?v=VIDEO_ID
https://www.youtube.com/watch?v=VIDEO_ID
https://www.slideshare.net/USERNAME/constitutional-framework-for-media
https://www.example.com/parliamentary-privileges
https://www.youtube.com/watch?v=VIDEO_ID
https://www.slideshare.net/USERNAME/copyright-act-1957
https://www.example.com/right-to-information-cases
https://www.youtube.com/watch?v=VIDEO_ID
https://www.slideshare.net/USERNAME/journalistic-code-of-ethics
https://www.example.com/press-council-functions

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

### Assessment & Evaluation:

| Components | Assignment | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|
| Weightage (%) | 20 | 20 | 10 | 50 |

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

| Mapping between COs and POs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Understand the constitutional and legal framework of India. | **PO1, PO8** |
| **CO2** | Describe the correlation between fundamental rights and duties. | **PO1, PO4, PO6** |
| **CO3** | Familiarize them with the court room code of conduct. | **PO1, PO4, PO8,   PO9** |
| **CO4** | Analyse the role of Prasar Bharti and Press Council of India. | **PO2** |
| **CO5** | Explain the laws on information including IPR, copyright, cyber law and RTI. | **PO2, PO6, PO8,   P09** |
| **CO6** | Apply the issues of professional conduct of a journalist, and ethics in their professional lives. | **PO6, PO7, PO8,   PO9** |

| Course Code | Course Title | Disciplinary Knowledge | Understanding the Role of | Skilled and Industry-ready | Influential and effective | Leadership readiness/ Qualities | Critical/ Reflective thinking & language efficiency | Technologically Efficient Professional | Ethical Awareness | Lifelong Learning | Research-related Skills | Cooperation/ Team work | Students will acquire professional skills required to be a media professional | Students will be equipped with ICTs competencies including digital literacy | Student shall become ethically committed media professionals and entrepreneurs adhering to the human values |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** | **PO11** | **PSO1** | **PSO2** | **PSO3** |
| **JMBJ1 02** | Media Laws and Ethics | 3 | 2 | | 2 | | 3 | 1 | 3 | 3 | | | | | |

| Course Code | Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **JMBJ 102** | CO1 | 3 | - | - | - | - | - | - | 2 | - | - | - | - | - | - |
| | CO2 | 3 | - | - | 1 | - | 1 | - | - | - | - | - | - | - | - |
| | CO3 | 3 | - | - | 1 | - | - | - | 2 | 2 | - | - | - | - | - |
| | CO4 | - | 3 | - | - | - | - | - | - | - | - | - | - | - | - |
| | CO5 | - | 3 | - | - | - | 3 | - | 1 | 3 | - | - | - | - | - |
| | CO6 | - | - | - | - | - | 3 | 3 | 1 | 3 | - | - | - | - | - |

1=weakly mapped

2= moderately mapped

3=strongly mapped

## RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

| Unit | Relevance to the local, national, regional and global developmental needs | | | | Relevance To the Employability/ Entrepreneurship/ Skill Development | | | Relevance to the Professional Gender, Human Environment Sustainability | | | | SDG | NEP | POE/4th IR |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Local | Regional | National | Global | Employability | Entrepreneurship | Skill Development | Professional Ethics mm | Gender | Human Values | Environment & Sustainability | | | |
| Unit I | | | Freedom of the Press and the Indian Constitution, | | Legal Terminology: Bills and Acts | | | Freedom of the Press and the Indian Constitution, | | Freedom of Speech and Expression: Article 19(1)(a) and Reasonable Restrictions Article 19 (2) | | | | |
| Unit II | | | Press Commissions and Press Council of India | | | | | | | | | | | |

| Unit III | | | Right to Information Act 2005 | | Press & Registration of Books Act 1867 and 1955, Copyright Act 1957 | | | Right to Information Act 2005 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Unit IV | | | | | News Broadcasters Association (NBA) and their functioning. | | Defining Media Ethics | | | | | |

## Teaching Plan:

| Weekly Teaching Plan | Topic/Unit No. | Textbook [TB]/ Reference Book [RB]-Chapter/ Page No./ Open Education Resources [OER] | Teaching-Learning Method |
|---|---|---|---|
| **Week 1** | Unit I - 3 contact hours, | Topic: Legal Terminology: Bills and Acts, Ordinance, Regulations, Statute, Code<br>TB: Aggarwal, S. K. (1989). Media credibility. Mittal Publications. | In-person Lecture (Conceptual Introduction) |
| **Week 2** | Unit I - 3 contact hours | Topic: Norms, Conventions, Affidavit, Accused, Acquittal, Bail, Conviction, Defendant<br>TB: Aggarwal, S. K. (1989). *Media credibility*. Mittal Publications. | Blended Learning (In-person Lecture + Presentation (PPT) for deeper understanding) |
| **Week 3** | Unit I - 3 contact hours | Topic: Evidence, Plaintiff, Prosecution, Prima Facie, Sub-Judice<br>TB: Basu, D. D. (2018). Introduction to the Constitution of India. Prentice Hall. | In-person Lecture (Historical Overview) |

| Week 4 | Unit I - 3 contact hours | Topic: Press Laws Before and After Independence, Bill to Act: Case Study of Lokpal, Freedom of the Press and the Indian Constitution<br>TB: Basu, D. D. (2018). Introduction to the Constitution of India. Prentice Hall. | In-person Lecture (Skill Development) |
|---|---|---|---|
| Week 5 | Unit I - 3 contact hours | Topic: Freedom of Speech and Expression: Article 19(1) (a) and Reasonable Restrictions Article 19 (2)<br>OER:<br>https://www.slideshare.net/USERNAME/legal-terminology-presentation | Blended Learning (In-person Lecture + Experiential Learning through role-play) |
| Week 6 | Unit II - 3 contact hours | Topic: Press Commissions and Press Council of India<br><br>OER:<br>https://www.slideshare.net/USERNAME/legal-terminology-presentation | In-person Lecture (Conceptual Explanation) |
| Week 7 | Unit II - 3 contact hours | Topic: Committees: Chanda Committee, P.C. Joshi Committee, Sengupta Committee and Verghese Committee.<br><br>TB: Thakurta, P. G. (2011). *Media Ethics: Truth, Fairness, and Objectivity*. Oxford University Press. | In-person Lecture (Conceptual Introduction) |
| Week 8 | Unit II - 3 contact hours | Topic: The State: Sedition-incitement to violence (section 124A IPC)<br>TB: Thakurta, P. G. (2011). *Media Ethics: Truth, Fairness, and Objectivity*. Oxford University Press. | In-person Lecture (Conceptual Explanation) |
| Week 9 | Unit II - 3 contact hours | Topic: Legislature: Parliamentary Privileges - Article 361A, Article 105 (Parliament), Article 194 (State Legislation), Judiciary: Contempt of Court 1971<br><br>TB: Iyer, V. (2000). *Mass media laws and regulations in India*. India Research Press. | Blended Learning (In-person Lecture + Experiential Learning through media analysis) |
| Week 10 | Unit III - 3 contact hours | Topic: Press & Registration of Books Act 1867 and 1955, Copyright Act 1957, Working Journalists Act 1955 & 1958, Young Persons Harmful Publications Act 1956<br><br>TB: Iyer, V. (2000). *Mass media laws and regulations in India*. India Research Press. | In-person Lecture (Theory Overview) |

| Week 11 | Unit III - 3 contact hours | Topic: Prasar Bharati Act 1990 and Cinematograph Act 1952, Official Secrets Act 1923

OER: https://www.youtube.com/watch?v=VIDEO_ID | In-person Lecture (Theory Overview) |
|---|---|---|---|
| Week 12 | Unit III - 3 contact hours | Topic: Right to Information Act 2005 (Case studies), Defamation, Libel & Slander (Case studies)

OER: https://www.example.com/right-to-information-cases | In-person Lecture (Presentation) |
| Week 13 | Unit IV - 3 contact hours | Topic: Defining Media Ethics: Social Responsibility of Press , Legal Rights and Responsibilities of Journalists

TB: Venkateswaran, K. S. (1993). *Mass Media Laws and Regulations in India*. Asian Mass Communication Research and Information Centre. | Blended Learning (In-person Lecture + Participatory Learning) |
| Week 14 | Unit IV - 3 contact hours | Topic: Code of Ethics: Editors' Guild, Press Council of India, AIR & Doordarshan Code.

TB: Shrivastava, K. M. (2005). *Media Ethics: Veda to Gandhi & beyond*. Publications Division, Ministry of Information and Broadcasting, Government of India. | In-person Lecture through Presentation |
| Week 15 | Unit IV - 3 contact hours | Topic: Regulatory Framework: TRAI, BCCC, News Broadcasters Association (NBA) and their functioning.

TB: Venkateswaran, K. S. (1993). *Mass Media Laws and Regulations in India*. Asian Mass Communication Research and Information Centre. | In-person Lecture through Presentation |

## Facilitating the Achievement of Course Learning Outcomes

| Unit No. | Course Learning Outcomes | Teaching Learning Activity | Assessment Task Methods |
|---|---|---|---|
| 1 | Understand the structure of a courtroom and key legal terminology, fostering a foundational understanding of legal proceedings. | (i) Each topic to be explained with illustrations. (ii) Students to be encouraged to discover the relevant concepts. (iii) Students be given homework/assignments. (iv) Discuss and solve the theoretical and practical problems in the class. (v) Students to be encouraged to apply concepts to real world problems. | • Presentations and class discussions.<br><br>• Assignments and class tests.<br><br>• Student presentations.<br><br>• Mid-term examinations.<br><br>• Practical and viva-voce examinations.<br><br>• End-term examinations. |
| 2 | Analyze the constitutional and legal framework governing media, including press commissions, privileges, and contempt of court, ensuring a grasp of the legal context of journalism. | | |
| 3 | Evaluate various regulations and acts such as the Press & Registration of Books Act and Copyright Act, and explore case studies related to defamation and right to information, developing a comprehensive understanding of media-related legislation. | | |
| 4 | Examine media ethics, the social responsibility of the press, and the legal rights and responsibilities of journalists, while understanding the functioning of regulatory bodies, ensuring ethical and responsible journalism practice. | | |

| **SEC024** | **Digital Photography and Imagery** | L | T | P | C |
|---|---|---|---|---|---|
| **Version 1.0** | | 2 | 1 | 2 | 5 |
| **Eligibility** | **BA(JMC) I** | | | | |
| **Co-requisites** | -- | | | | |

## Course Objectives

1. To enhance knowledge about photography and its history.
2. To describe the parts of a digital camera and their functions.
3. To develop visualization and creativity of the students.
4. To apprise the students with techniques involved in various beats of photography.
5. To describe various lights, their accessories and their applications.
6. To apply the use of photography in journalism and advertising field.
7. To demonstrate proficiency of skills in Photo Journalism.

## Course Outcomes

After completion of the course student will be able to

CO1: Enhance knowledge about photography and its history.
CO2: Describe the parts of a digital camera and their functions.
CO3: Develop visualization and creativity of the students.
CO4: Apprise the students with techniques involved in various beats of photography.
CO5: Describe various lights, their accessories and their applications.
CO6:  Apply the use of photography in journalism and advertising field.
CO7: Demonstrate proficiency of skills in Photo Journalism.

## Catalogue Description

Photography is an art to express who grab our attention and speak directly to our emotions. It allows us to express ourselves through an art form. We notice a beautiful landscape or an old man's face with aging lines. Each of us will have a different reason and style to capture such images. And according to his/her requirement, he/she will focus it to retain that expression in the form of the image. In this course, students will get learn the art to capture the reality and present it aesthetically.

In this course, students will get to know about the history of photography, how the camera obscura was invented. From the exposure time of 8 hours to just few fractions of seconds all the technologies related to camera will be introduced to the students. Students will get to know about how to use photography as a medium of communication. They will also understand the different parts of their camera and their respective functions. Students will learn about various types of camera and their design. This course will help the students to learn different types of lenses required for different purposes such as wide-angle lens to cover broad area, telephoto lens to cover longest distance. Students will get to know about the exposure triangle which is the most important element of photography. This course will help the student to learn important camera composition, camera shots and camera angles.

A good picture can only be captured in an appropriate amount of light, students have to learn different lighting source and so that they can use it according to their needs in photography. Students will learn different types of lighting such as one point, two point and three-point lighting in this course.

While a journalist will use their pen and paper to tell stories, a photojournalist will use their camera to capture the visual representation of a story. A single picture in some cases becomes so powerful, that it changes the public opinion and also has a real impact on politics. Photojournalism in its core is an objective way to educate people about the stories that a

photojournalist is covering. Students will be trained in different types of photography like portrait, product, fashion and food photography.

## COURSE CONTENT:
### Unit I: Introduction to Photography                8 lectures
Brief History of photography, Photography as a medium of communication, How photography works? Principles of camera obscura, Different parts of camera and their function, Analog to Digital photography

### Unit II: Functions of Camera                14 lectures
Types of Camera, Camera design- Pinhole camera, view camera, compact camera, TLR Camera, SLR Camera, Polaroid Camera, underwater camera, digital camera, camera in mobile phone, Telephoto Lens, Lenses- controlling image, Photographic lenses- prime and zoom lens, angle of view, Shutter speed, ISO, F-Stop, Aperture and Shutter, Depth of field, Lens care, Exposure - Meaning and definition of Exposure F-number and shutter speed relationship, equivalent exposure settings Camera accessories: Tripod, Lens hood, Flash unit, filters, close up attachment etc. Photographic Composition: Elements of composition, Rule of thirds, Placement of subject, Framing, Principles of composition, shots and camera angles,

### Unit III: Types of Photography                12 lectures
Various types of photography- Event Coverage Photography, Wedding Photography, Ad photography, Street Photography, Portrait Photography, Wildlife Photography, Nature and Landscapes Photography, Food Photography,  Fashion Photography, Product Photography and Night photography.  Lighting- Sources of light: Natural & Artificial, Nature and physical properties of light, Direction & angle of light: Front, side, top & back, Lighting contrast and its control by fill in lights, One, two & three point lighting : Key, fill and back light.

### Unit IV: Photo Journalism                12 lectures
Photo journalism- Role and impact of a photograph in print media, Review and analysis of some outstanding photographs, Photo editing- selection of photograph, cropping, caption writing. Digital Photo Editing- Introduction to Photoshop, creating a document and saving a file, Importing camera images, the tools palette, Selecting, cutting and pasting, Levels and Contrast,  Photo Appreciation, Photo Stories, Photo Features and Photo Essays Legal and Ethical Issues.

### Suggested Text books:
1. Sharma, O. P. (2003). *Practical Photography*. Hind Pocket Books.
2. Langford, M., Smith, R. S., & Fox, A. (2015*). Langford's basic photography: The guide for serious photographers*. Focal Press.
3. Folts, J. A., Lovell, R. P., & Zwahlen, F. C. (2006). *Handbook of photography*. Thomsan Learning.

### Advanced Readings:
1. Frost, L. (2010). *The A-Z of creative photography*. Amphoto.
2. Ang, T. (2008). *Fundamentals of modern photography* (1st ed.). Octopus Publishing Group.
3. Aiyar, B. (2005). *Digital Photojournalism*. Authorpress.
4. Bilissi, E., & Langford, M. (2018). *Langford's advanced photography: The guide for aspiring photographers*. Focal Press.

**Open Educational Resources (OER) (Clickable links)-**
**Assessment & Evaluation**

| Components | Assignment | Mid Term Examination | Attendance | End Term Examination |
|---|---|---|---|---|
| **Weightage (%)** | **20** | **20** | **10** | **50** |

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

| Mapping between COs and POs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Enhance knowledge about photography and its history. | **PO1, PO7** |
| **CO2** | Describe the parts of a digital camera and their functions. | **PO1, PO4, PO9** |
| **CO3** | Develop visualization and creativity of the students. | **PO4, PO6** |
| **CO4** | Apprise the students with techniques involved in various beats of photography. | **PO3** |
| **CO5** | Describe various lights, their accessories and their applications. | **PO7** |
| **CO6** | Apply the use of photography in journalism and advertising field. | **PO2, PO3** |
| **CO7** | Demonstrate proficiency of skills in Photo Journalism. | **PO7, PO9** |

| Course Code | Course Title | Disciplinary Knowledge | Understanding the Role of Media | Skilled and Industry-ready | Influential and effective communication | Leadership readiness/ Qualities | Critical/ Reflective thinking & language efficiency | Technologically Efficient Professional | Ethical Awareness | Lifelong Learning | Research-related Skills | Cooperation/ Team work | Students will acquire professional skills required to be a media professional | Students will be equipped with ICTs competencies including digital literacy | Student shall become ethically committed media professionals and entrepreneurs adhering to the human values |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
| SEC024 | Digital Photography and Imagery | 3 | 1 | 2 | 2 | | 2 | 3 | | 2 | | | | | |

69

| Course Code | Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SEC024 | CO1 | 3 | - | - | - | - | - | 2 | - | - | - | - | - | - | - |
| | CO2 | 3 | - | - | 2 | - | - | - | - | 2 | - | - | - | - | - |
| | CO3 | - | - | - | 3 | - | 2 | - | - | - | - | - | - | - | - |
| | CO4 | - | - | 3 | - | - | - | - | - | - | - | - | - | - | - |
| | CO5 | - | - | - | - | - | - | 3 | - | - | - | - | - | - | - |
| | CO6 | - | 3 | 3 | - | - | - | - | - | - | - | - | - | - | - |
| | CO7 | - | - | - | - | - | - | 3 | - | 3 | - | - | - | - | - |

1=weakly mapped
2= moderately mapped
3=strongly mapped

| Unit | Relevance to the local, national, regional and global developmental needs | | | | Relevance To the Employability/ Entrepreneurship/ Skill Development | | | Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability | | | | SDG | NEP | POE /4th IR |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Local | Regional | National | Global | Employability | Entrepreneurship | Skill Development | Professional Ethics mm | Gender | Human Values | Environment & Sustainability | | | |
| Unit I | - | - | - | Brief History of photography | - | - | - | - | - | Photography as a medium of communication | | Skills for Decent Work (SDG 4.4) (Learning the components of this unit will enhance chances of employ | "Professional Education (20.2) Technical education (20.6)" | |

70

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | ability) strengthen communication capacities, increase participation in the communication process (SDG 16 | | |
| Unit II | - | - | - | Camera design, Lens, Camera accessories | Photographic Composition: Elements of composition, Rule of thirds, Placement of subject, Framing, | - | - | - | - | - | | "Skills for Decent Work (SDG 4.4) (Learning the components of this unit will enhance chances of employability) strengthen communication capacities, | " Professional Education (20.2) Technical education (20.6) Use of technological tools (23.2)" | |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Principles of composition, shots and camera angles. | | | | | | | | increase participation in the communication process (SDG 16)" | |
| Unit III | - | - | - | Various types of photography | | | | | | | | "Skills for Decent Work (SDG 4.4) (Learning the components of this unit will enhance chances of employability) strengthen communication capacities, increase participation in | "Professional Education (20.2) Technical education (20.6)" |

| Unit | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | the communication process (SDG 16)" | |
| Unit IV | - | - | Photo journalism | | Digital Photo Editing- Introduction to Photoshop, creating a document and saving a file, Importing camera images, the tools palette, Selecting, | | | | | | Skills for Decent Work (SDG 4.4) (Learning the components of this unit will enhance chances of employability) strengthen communication capacities, increase participation in the communication process (SDG 16) | "Professional Education (20.2) Technical education (20.6) Use of technological tools (23.2)" |

| | | | | cutting and pasting, Levels and Contrast | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|

**Teaching Plan:**

| Weekly Teaching Plan | Topic/ Unit No. | Textbook [TB]/ Reference Book [RB]-Chapter/ Page No./ Open Education Resources [OER] | Teaching-Learning Method |
|---|---|---|---|
| **Week 1** | Unit I - 3 contact hours, | Topic: Brief History of photography, Photography as a medium of communication, TB: Sharma, O. P. (2003). *Practical Photography*. Hind Pocket Books. | In-person Lecture (Conceptual Introduction) |
| **Week 2** | Unit I - 3 contact hours | Topic: How photography works? Principles of camera obscura, TB: Langford, M., Smith, R. S., & Fox, A. (2015*). Langford's basic photography: The guide for serious photographers*. Focal Press. | Blended Learning (In-person Lecture + Presentation (PPT) for deeper understanding) |
| **Week 3** | Unit I - 3 contact hours | Topic: Different parts of camera and their function, Analog to Digital photography TB: Sharma, O. P. (2003). *Practical Photography*. Hind Pocket Books. | In-person Lecture (Historical Overview) |
| **Week 4** | Unit II - 3 contact hours | Topic: Types of Camera, Camera design- Pinhole camera, view camera, compact camera, TLR Camera, SLR Camera, Polaroid Camera, underwater camera, digital camera, camera in mobile phone, TB: Sharma, O. P. (2003). *Practical Photography*. Hind Pocket Books. | In-person Lecture (Skill Development) |
| **Week 5** | Unit II - 3 contact hours | Topic: Telephoto Lens, Lenses- controlling image, Photographic lenses- prime and zoom lens, angle of view, Shutter speed, ISO, F-Stop TB: Langford, M., Smith, R. S., & Fox, A. (2015*). Langford's basic photography: The guide for serious photographers*. Focal Press. | Blended Learning (In-person Lecture + Experiential Learning through role-play) |
| **Week 6** | Unit II - 3 contact hours | Topic: Aperture and Shutter, Depth of field, Lens care, Exposure - Meaning and definition of Exposure F-number and shutter speed relationship, equivalent exposure settings TB: Folts, J. A., Lovell, R. P., & Zwahlen, F. C. (2006). *Handbook of photography*. Thomsan Learning. | In-person Lecture (Conceptual Explanation) |

| Week 7 | Unit II - 3 contact hours | Topic: Camera accessories: Tripod, Lens hood, Flash unit, filters, close up attachment etc.<br>TB: Folts, J. A., Lovell, R. P., & Zwahlen, F. C. (2006). *Handbook of photography*. Thomsan Learning. | In-person Lecture (Conceptual Introduction) |
|---|---|---|---|
| Week 8 | Unit II - 3 contact hours | Topic: Photographic Composition: Elements of composition, Rule of thirds, Placement of subject, Framing, Principles of composition, shots and camera angles,<br>TB: Frost, L. (2010). *The A-Z of creative photography*. Amphoto. | In-person Lecture (Conceptual Explanation) |
| Week 9 | Unit III - 3 contact hours | Topic: Various types of photography- Event Coverage Photography, Wedding Photography, Ad photography, Street Photography<br>TB:  Frost, L. (2010). *The A-Z of creative photography*. Amphoto. | Blended Learning (In-person Lecture + Experiential Learning through media analysis) |
| Week 10 | Unit III - 3 contact hours | Topic: Portrait Photography, Wildlife Photography, Nature and Landscapes Photography, Food Photography,  Fashion Photography.<br>TB:  Ang, T. (2008). *Fundamentals of modern photography* (1st ed.). Octopus Publishing Group. | In-person Lecture (Theory Overview) |
| Week 11 | Unit III - 3 contact hours | Topic: Product Photography and Night photography. Lighting- Sources of light: Natural & Artificial, Nature and physical properties of light.<br>TB: Ang, T. (2008). *Fundamentals of modern photography* (1st ed.). Octopus Publishing Group. | In-person Lecture (Theory Overview) |
| Week 12 | Unit III - 3 contact hours | Topic: Direction & angle of light: Front, side, top & back, Lighting contrast and its control by fill in lights, One, two & three point lighting : Key, fill and back light.<br>TB: Aiyar, B. (2005). *Digital Photojournalism*. Authorpress. | In-person Lecture (Presentation) |
| Week 13 | Unit IV - 3 contact hours | Topic: Photo journalism- Role and impact of a photograph in print media, Review and analysis of some outstanding photographs, Photo editing- selection of photograph, cropping, caption writing<br>TB: Bilissi, E., & Langford, M. (2018). *Langford's advanced photography: The guide for aspiring photographers*. Focal Press. | Blended Learning (In-person Lecture + Participatory Learning) |
| Week 14 | Unit IV - 3 contact hours | Topic: Digital Photo Editing- Introduction to Photoshop, creating a document and saving a file, Importing camera images, the tools palette, Selecting, cutting and pasting.<br>TB: Bilissi, E., & Langford, M. (2018). *Langford's advanced photography: The guide for aspiring photographers*. Focal Press. | In-person Lecture through Presentation |
| Week 15 | Unit IV - 3 contact hours | Topic: Levels and Contrast,  Photo Appreciation, Photo Stories, Photo Features and Photo Essays Legal and Ethical Issues.<br>TB: Bilissi, E., & Langford, M. (2018). *Langford's advanced photography: The guide for aspiring photographers*. Focal Press. | In-person Lecture through Presentation |

**Facilitating the Achievement of Course Learning Outcomes**
**For Example:**

| Unit No. | Course Learning Outcomes | Teaching Learning Activity | Assessment Task Methods |
|---|---|---|---|
| 1 | By the end of this unit, students will be able to explain the historical development of photography as a medium of visual communication and describe the transition from analog to digital photography. | (i) Each topic to be explained with illustrations. (ii) Students to be encouraged to discover the relevant concepts. (iii) Students be given homework/assignments. (iv) Discuss and solve the theoretical and practical problems in the class. (v) Students to be encouraged to apply concepts to real world problems. | • Presentations and class discussions. • Assignments and class tests. • Student presentations. • Mid-term examinations. • Practical and viva-voce examinations. • End-term examinations. |
| 2 | Upon completing this unit, students will demonstrate a comprehensive understanding of camera functions, including types of cameras, camera settings (shutter speed, ISO, F-Stop, aperture), lenses, and photographic composition techniques. | | |
| 3 | At the conclusion of this unit, students will be proficient in recognizing and practicing various types of photography, including event, portrait, nature, and fashion photography, and will have the skills to apply appropriate lighting techniques for each genre. | | |
| 4 | After completing this unit, students will possess the ability to critically analyze the role and impact of photographs in print media, conduct photo editing using tools like Photoshop, and ethically and legally engage in photojournalism practices, including creating compelling photo stories and features. | | |

| USO102 | Sociology of Social Movements | L | T | P | C |
|---|---|---|---|---|---|
| Minor-02 | | 3 | 1 | 0 | 4 |
| Eligibility | BA(JMC) I | | | | |
| Co-requisites | -- | | | | |

## Course Outcomes:

This paper is designed in a manner, so that students are introduced to the concepts related to Social change and Social Movement. This course will introduce students to the dynamic aspect and dissension tendencies of society. The critical evaluation would enable students to come out with better suggestions, contributing in cohesion of society.

## COURSE CONTENT:

### Unit-I                                                           12 Contact Hours

Concept, Meaning & Nature of Social change, Factors of Social Change, Change in structure and Change of structure, Types of Social change: Evolution, Development, Progress and Revolution.

### Unit-II                                                          12 Contact Hours

Theories of Social Change: Linear, Cyclical, Demographic, and Economic (Conflict). Information technology and Social Change.

### Unit-III                                                         12 Contact Hours

Processes of Social Change in India: Sanskritization, Westernization, Modernization. Concept & Impact of Secularization and Globalization. Parochialisation and Universalization

### Unit-IV                                                          12 Contact Hours

Concept & Meaning of Social Movement, Nature, Definitions and Characteristics of Social Movements. Social Movement and Social Change.

## Suggested text books:

Social change :W F Ogburn
Theories of social change:A critical appraisal -Raymond Boudon
The theory of social change- John McLeish
Social change in India : Crisis and resilience - Yogendra Singh

## Advanced Readings:

Social movement and Social Transformation -MSA Rao
Protest and change : Studies in social movement -T K Oommen
Social movements in india- Ghanshyam Shah

## Open Educational Resources (OER)

**https://www.youtube.com/watch?v=VIDEO_ID**
**https://www.slideshare.net/USERNAME/factors-of-social-change**
**https://www.example.com/types-of-social-change**
**https://www.youtube.com/watch?v=VIDEO_ID**
**https://www.slideshare.net/USERNAME/demographic-theories-of-social-change**

https://www.example.com/it-and-social-change
https://www.youtube.com/watch?v=VIDEO_ID
https://www.slideshare.net/USERNAME/secularization-and-globalization-in-india
https://www.example.com/parochialisation-and-universalization
https://www.youtube.com/watch?v=VIDEO_ID
https://www.slideshare.net/USERNAME/characteristics-of-social-movements
https://www.example.com/social-movement-role

| Mapping between COs and POs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Understand the Dynamics of Social Change | PO1, PO4 |
| **CO2** | Explore Theoretical Frameworks of Social Change | PO1 |
| **CO3** | Examine Processes of Social Change in India | PO6, PO7 |
| **CO4** | Understand Social Movements and Their Relationship with Social Change | PO1, PO3, PO9 |
| **CO5** | Evaluate the role of social movements in shaping societal norms, values, and structures. | PO9, PO11 |

| Course Code | Course Title | PO1 Disciplinary Knowledge | PO2 Understanding the Role of | PO3 Skilled and Industry-ready | PO4 Influential and effective | PO5 Leadership readiness/ Qualities | PO6 Critical/ Reflective thinking & language efficiency | PO7 Technologically Efficient Professional | PO8 Ethical Awareness | PO9 Lifelong Learning | PO10 Research-related Skills | PO11 Cooperation/ Team work | PSO1 Students will acquire professional skills required to be a media professional | PSO2 Students will be equipped with ICTs competencies including digital literacy | PSO3 Student shall become ethically committed media professionals and entrepreneurs adhering to the human values |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **USO102** | **Sociology of Social Movements** | 2 | - | 1 | 2 | - - | 3 | 1 | - | 2 | - | 2 | 1 | 1 | 2 |

| Course Code | Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| USO102 | CO1 | 2 | - | - | 2 | - | 3 | 1 | - | 2 | - | - | 1 | - | - |
| | CO2 | - | - | 1 | - | - | - | 1 | - | - | - | - | - | - | - |
| | CO3 | 2 | - | 1 | - | - | 2 | - | - | - | - | 2 | - | 1 | 2 |
| | CO4 | - | - | - | 2 | - | - | - | - | 2 | - | - | 1 | - | - |
| | CO5 | 2 | - | - | - | - | 3 | - | - | - | - | 2 | - | - | - |

1=weakly mapped 2= moderately mapped 3=strongly mapped

| Unit | Relevance to the local, national, regional and global developmental needs | | | | Relevance To the Employability/ Entrepreneurshi/ Skill Development | | | Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability | | | | S D G | N E P | PO E/4th IR |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Local | Regional | National | Global | Employability | Entrepreneurship | Skill Development | Professional Ethics | Gender | Human Values | Environment & Sustainability | | | |
| Unit I | | | **Types of Social change: Evolution, Development** | | | | | | | Concept, Meaning & Nature of Social change | | | | |
| Unit II | Information technology and Social Change. | Information technology and Social Change. | Information technology and Social Change. | | | | | | | Information technology and Social Change. | | | | |
| Unit III | | | Processes of Social Change in India: Sanskritization, Westernization, Modernization | Concept & Impact of Secularization and Globalization | | | | | | Concept & Impact of Secularization and Globalization | | | | |
| Unit IV | | | | | | | | | | Social Movements | | | | |

**Teaching Plan:**

| Weekly Teaching Plan | Topic/Unit No. | Textbook [TB]/ Reference Book [RB]-Chapter/ Page No./ Open Education Resources [OER] | Teaching-Learning Method |
|---|---|---|---|
| **Week 1** | Unit I - 3 contact hours, | Topic: Concept, Meaning & Nature of Social change<br>TB: Social change :W F Ogburn | In-person Lecture (Conceptual Introduction) |
| **Week 2** | Unit I - 3 contact hours | Topic: Factors of Social Change, Change in structure and Change of structure<br>TB: Theories of social change: A critical appraisal -Raymond Boudon | Blended Learning (In-person Lecture + Presentation (PPT) for deeper understanding) |
| **Week 3** | Unit I - 3 contact hours | Topic: Types of Social change: Evolution, Development, Progress and Revolution.<br>TB: Social change :W F Ogburn | In-person Lecture (Historical Overview) |
| **Week 4** | Unit II - 3 contact hours | Topic: Theories of Social Change: Linear, Cyclical<br>TB: Theories of social change: A critical appraisal -Raymond Boudon | In-person Lecture (Skill Development) |
| **Week 5** | Unit II - 3 contact hours | Topic: Demographic, and Economic (Conflict).<br>TB: The theory of social change- John McLeish | Blended Learning (In-person Lecture + Experiential Learning through role-play) |
| **Week 6** | Unit III - 3 contact hours | Topic: Processes of Social Change in India: Sanskritization, Westernization, Modernization.<br>TB: Social change in India : Crisis and resilience - Yogendra Singh | In-person Lecture (Conceptual Explanation) |
| **Week 7** | Unit III - 3 contact hours | Topic: Processes of Social Change in India: Sanskritization, Westernization, Modernization.<br>TB: The theory of social change- John McLeish | In-person Lecture (Conceptual Introduction) |
| **Week 8** | Unit III - 3 contact hours | Topic: Concept & Impact of Secularization and Globalization.<br>TB: Social change in India : Crisis and resilience - Yogendra Singh | In-person Lecture (Conceptual Explanation) |
| **Week 9** | Unit III - 3 contact hours | Topic: Parochialisation and Universalization.<br>TB: Social movement and Social Transformation -MSA Rao . | Blended Learning (In-person Lecture + Experiential Learning through media analysis) |
| **Week 10** | Unit IV - 3 contact hours | Topic: Concept & Meaning of Social Movement<br>OER: https://www.slideshare.net/USERNAME/factors-of-social-change | In-person Lecture (Theory Overview) |
| **Week 11** | Unit IV - 3 contact | Topic: Definitions and Characteristics of Social | In-person Lecture (Theory Overview) |

| | | hours | Movements.<br>TB: Social movement and Social Transformation -MSA Rao | |
|---|---|---|---|---|
| **Week 12** | Unit IV - 3 contact hours | | Topic: Definitions and Characteristics of Social Movements.<br>TB: Aiyar, B. (2005). *Digital Photojournalism*. Authorpress. | In-person Lecture (Presentation) |
| **Week 13** | Unit IV - 3 contact hours | | Topic: Social Movement and Social Change.<br> OER:<br>https://www.slideshare.net/USERNAME/demographic-theories-of-social-change | Blended Learning (In-person Lecture + Participatory Learning) |
| **Week 14** | Unit IV - 3 contact hours | | Topic: Social Movement and Social Change.<br>OER:<br>https://www.example.com/parochialisation-and-universalization | In-person Lecture through Presentation |
| **Week 15** | Unit IV - 3 contact hours | | Topic: Social Movement and Social Change.<br><br>TB: Social movements in india-Ghanshyam Shah. | In-person Lecture through Presentation |

### Facilitating the Achievement of Course Learning Outcomes
### For Example:

| Unit No. | Course Learning Outcomes | Teaching Learning Activity | Assessment Task Methods |
|---|---|---|---|
| 1 | Upon completion, students will understand the fundamental concepts of communication, its elements, processes, and various types, along with its historical evolution in India. | (i) Each topic to be explained with illustrations.<br>(ii) Students to be encouraged to discover the relevant concepts.<br>(iii) Students be given homework/assignments<br>(iv) Discuss and solve the theoretical and practical problems in the class.<br>(v) Students to be encouraged to apply concepts to real world problems. | •Presentations and class discussions.<br>•Assignments and class tests.<br>•Student presentations.<br>•Mid-term examinations.<br>•Practical and viva-voce examinations.<br>•End-term examinations. |
| 2 | Upon completion, students will possess the skills to analyze and employ both verbal and non-verbal communication effectively, while overcoming common barriers. | | |
| 3 | Upon completion, students will comprehend the role and impact of mass media and visual communication in society. | | |
| 4 | Upon completion, students will be able to critically evaluate communication theories, models, and their application in real-world contexts. | | |

| JMBJ201 | **New Age Life Skills-II** | L | T | P | C |
|---|---|---|---|---|---|
| **Version 1.0** | | 3 | 1 | - | 4 |
| **Eligibility** | BA (JMC), Sem IV, Basic Understanding of Cinema | | | | |
| **Co-requisites** | -- | | | | |

## Catalogue Description

Throughout the course, practical exercises, interactive workshops, and real-world projects will reinforce the learning experience. Assessments will include digital portfolio creation, collaborative online projects, and evaluations of digital communication skills. The syllabus aims to equip learners with essential digital skills to thrive in the digital era and effectively navigate the challenges and opportunities presented by technological advancements.

## COURSE CONTENT

## Unit 1: Digital Literacy and Online Security      12 Contact Hours

- **Introduction to Digital Skills**: Understanding the importance of digital skills in modern life and their role in personal and professional growth.
- **Digital Literacy**: Developing the ability to use digital devices, software, and tools effectively. Learning to navigate operating systems, file management, and basic troubleshooting.
- **Internet Safety and Cybersecurity**: Exploring online threats, identity protection, safe browsing habits, and best practices for safeguarding personal and financial information.
- **Privacy and Data Management**: Understanding the value of personal data, managing privacy settings, and making informed decisions about sharing information online.

## Unit 2: Digital Communication and Collaboration    12 Contact Hours

- **Email Etiquette and Communication**: Mastering professional email writing, etiquette, and effective communication in digital correspondence.
- **Virtual Meetings and Webinars**: Navigating video conferencing tools, setting up virtual meetings, and participating confidently in online discussions.
- **Online Collaboration Tools**: Exploring cloud-based platforms for document sharing, project management, and collaborative work, enhancing remote teamwork.
- **Digital Networking**: Building an online professional presence through social media platforms, understanding digital networking etiquette, and leveraging connections.

## Unit 3: Digital Content Creation and Management      12 Contact Hours

- **Basic Graphic Design**: Introduction to graphic design principles and tools for creating visually appealing digital content, such as social media posts and presentations.
- **Multimedia Creation**: Exploring audio, video, and image editing software to produce engaging multimedia content for various purposes.
- **Content Curation and Copyright**: Understanding the importance of citing sources, avoiding plagiarism, and respecting copyright laws when using and sharing digital content.
- **Personal Branding**: Crafting a personal brand online through consistent content creation, showcasing skills, and sharing expertise to stand out in the digital space.

## Unit 4: Digital Problem-Solving and Innovation      12 Contact Hours

- **Critical Thinking in the Digital Age**: Developing analytical skills to evaluate online information, identify misinformation, and make informed decisions.
- **Troubleshooting and Tech Support**: Learning strategies to diagnose and resolve common digital issues, and when to seek professional tech support.
- **Innovation and Adaptability**: Embracing digital tools and trends to drive innovation, creativity, and adaptability in personal and professional contexts.
- **E-Learning and Skill Enhancement**: Leveraging online resources for continuous learning, skill development, and staying updated in a rapidly changing digital landscape

## Suggested Text Books:

1. "The Art of Invisibility: The World's Most Famous Hacker Teaches You How to Be Safe in the Age of Big Brother and Big Data" by Kevin D. Mitnick
2. "Data and Goliath: The Hidden Battles to Collect Your Data and Control Your World" by Bruce Schneier
3. "Reclaiming Conversation: The Power of Talk in a Digital Age" by Sherry Turkle
4. "Cybersecurity and Cyberwar: What Everyone Needs to Know" by P.W. Singer and Allan Friedman
5. "Never Split the Difference: Negotiating As If Your Life Depended On It" by Chris Voss
6. "Remote: Office Not Required" by Jason Fried and David Heinemeier Hansson
7. "The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses" by Eric Ries
8. "Crucial Conversations: Tools for Talking When Stakes Are High" by Kerry Patterson, Joseph Grenny, Ron McMillan, and Al Switzler

## Advanced Readings:

1. "Designing Brand Identity: An Essential Guide for the Whole Branding Team" by Alina Wheeler
2. "Adobe Creative Cloud Design Tools All-in-One For Dummies" by Jennifer Smith and Christopher Smith
3. "The Elements of Content Strategy" by Erin Kissane
4. "Contagious: How to Build Word of Mouth in the Digital Age" by Jonah Berger
5. "Factfulness: Ten Reasons We're Wrong About the World—and Why Things Are Better Than You Think" by Hans Rosling
6. "The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail" by Clayton M. Christensen
7. "Mindset: The New Psychology of Success" by Carol S. Dweck

## OER:

**https://www.youtube.com/c/DigitalGarage**
**https://www.youtube.com/user/TEDEducation**
**https://www.youtube.com/user/khanacademy**
**https://www.youtube.com/user/AdobeCreativeCloud**
**https://www.slideshare.net/**
**https://www.slideshare.net/LinkedInLearning**
**https://www.coursera.org/**

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme

| Components | Quiz I | Presentation/ Assignment/ etc. | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| Weightage (%) | 10 | 10 | 20 | 10 | 50 |

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

| Mapping between COs and POs | | |
|---|---|---|
| | Course Outcomes (COs) | Mapped Program Outcomes |
| CO1 | Acquire foundational digital skills and knowledge, ensuring safe and responsible online behavior while protecting personal data. | PO1, |
| CO2 | Develop effective digital communication abilities, mastering virtual collaboration tools and establishing a strong online professional network. | |
| CO3 | Cultivate multimedia creation expertise, leveraging digital tools for impactful content curation, creation, and personal branding. | |
| CO4 | Foster critical thinking, troubleshooting proficiency, and adaptive innovation skills to excel in the dynamic digital landscape and promote lifelong learning. | |

| Course Code | Course Title | Disciplinary Knowledge PO1 | Understanding the Role of Media PO2 | Skilled and Industry-ready PO3 | Influential and effective communication PO4 | Leadership readiness/ Qualities PO5 | Critical/ Reflective thinking & language efficiency PO6 | Technologically Efficient Professional PO7 | Ethical Awareness PO8 | Lifelong Learning PO9 | Research-related Skills PO10 | Cooperation/ Team work PO11 | Students will acquire professional skills required to be media professionals PSO1 | Students will be equipped with ICTs competencies including digital literacy PSO2 | Student shall become ethically committed media professionals and entrepreneurs adhering to the human values PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| AEC002 | New Age Life Skills- II | | | | | | | | | | | | | | |

84

| Course Code | Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO2 | PSO3 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **JMBJ201** | CO1 | | | | | | | | | | | | | | |
| | CO2 | | | | | | | | | | | | | | |
| | CO3 | | | | | | | | | | | | | | |
| | CO4 | | | | | | | | | | | | | | |
| | CO5 | | | | | | | | | | | | | | |

1=weakly mapped
2= moderately mapped
3=strongly mapped

| Unit | Relevance to the local, national, regional and global developmental needs | | | | Relevance To the Employability/ Entrepreneurship/ Skill Development | | | Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability | | | | SDG | NEP | POE/ 4th IR |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Local | Regional | National | Global | Employability | Entrepreneurship | Skill Development | Professional Ethics | Gender | Human Values | Environment & Sustainability | | | |
| Unit I | | | | | Internet Safety and Cyber security, Privacy and Data Management: | Internet Safety and Cyber security, Privacy and Data Management: | Introduction to Digital Skills, Digital Literacy, Internet Safety and | | | | | | | |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Cyber security, Privacy and Data Management: | | | | | | | |
| Unit II | | | | Online Collaboration Tools, Digital Networking | | Email Etiquette and Communication, Virtual Meetings and Webinars, Online Collaboration Tools, Digital Networking | | | | | | | |
| Unit III | | | | Multimedia Creation | Personal Branding | Basic Graphic Design, Multi | | | | | | | |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | media Creation, Content Curation and Copyright, Personal Branding | | | | | | |
| Unit IV | | | | | | | Critical Thinking in the Digital Age, Troubleshooting and Tech Support, Innovation and Adaptability, E-Learning and Skill Enhancement | | | | | | |

**Teaching Plan:**

| Weekly Teaching Plan | Topic/Unit No. | Textbook [TB]/ Reference Book [RB]-Chapter/ Page No./ Open Education Resources [OER] | Teaching-Learning Method |
|---|---|---|---|
| **Week 1** | Unit I - 3 contact hours, | Topic: **Introduction to Digital Skills**: Understanding the importance of digital skills in modern life and their role in personal and professional growth.<br>TB: "The Art of Invisibility: The World's Most Famous Hacker Teaches You How to Be Safe in the Age of Big Brother and Big Data" by Kevin D. Mitnick | In-person Lecture (Conceptual Introduction) |
| **Week 2** | Unit I - 3 contact hours | Topic: **Digital Literacy**: Developing the ability to use digital devices, software, and tools effectively. Learning to navigate operating systems, file management, and basic troubleshooting.<br>TB: "Data and Goliath: The Hidden Battles to Collect Your Data and Control Your World" by Bruce Schneier | Blended Learning (In-person Lecture + Presentation (PPT) for deeper understanding) |
| **Week 3** | Unit I - 3 contact hours | Topic: **Internet Safety and Cybersecurity**: Exploring online threats, identity protection, safe browsing habits, and best practices for safeguarding personal and financial information<br>TB: "Reclaiming Conversation: The Power of Talk in a Digital Age" by Sherry Turkle | In-person Lecture (Historical Overview) |
| **Week 4** | Unit I - 3 contact hours | Topic: **Privacy and Data Management**: Understanding the value of personal data, managing privacy settings, and making informed decisions about sharing information online.<br>TB: "Cybersecurity and Cyberwar: What Everyone Needs to Know" by P.W. Singer and Allan Friedman | In-person Lecture (Skill Development) |

| Week 5 | Unit II - 3 contact hours | Topic: **Email Etiquette and Communication**: Mastering professional email writing, etiquette, and effective communication in digital correspondence.<br>TB: "Never Split the Difference: Negotiating As If Your Life Depended On It" by Chris Voss | Blended Learning (In-person Lecture + Experiential Learning through role-play) |
|---|---|---|---|
| Week 6 | Unit II - 3 contact hours | Topic: **Virtual Meetings and Webinars**: Navigating video conferencing tools, setting up virtual meetings, and participating confidently in online discussions.<br>TB: "Remote: Office Not Required" by Jason Fried and David Heinemeier Hansson | In-person Lecture (Conceptual Explanation) |
| Week 7 | Unit II - 3 contact hours | Topic: **Online Collaboration Tools**: Exploring cloud-based platforms for document sharing, project management, and collaborative work, enhancing remote teamwork.<br>TB: "The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses" by Eric Ries | In-person Lecture (Conceptual Introduction) |
| Week 8 | Unit II - 3 contact hours | Topic: **Digital Networking**: Building an online professional presence through social media platforms, understanding digital networking etiquette, and leveraging connections.<br><br>TB: "Crucial Conversations: Tools for Talking When Stakes Are High" by Kerry Patterson, Joseph Grenny, Ron McMillan, and Al Switzler | In-person Lecture (Conceptual Explanation) |
| Week 9 | Unit III - 3 contact hours | Topic: **Basic Graphic Design**: Introduction to graphic design principles and tools for creating visually appealing digital content, such as social media posts and presentations.<br>TB: "Designing Brand Identity: An | Blended Learning (In-person Lecture + Experiential Learning through media analysis) |

| | | Essential Guide for the Whole Branding Team" by Alina Wheeler | |
|---|---|---|---|
| **Week 10** | Unit IV - 3 contact hours | Topic: **Multimedia Creation**: Exploring audio, video, and image editing software to produce engaging multimedia content for various purposes.<br>OER: https://www.youtube.com/c/DigitalGarage | In-person Lecture (Theory Overview) |
| **Week 11** | Unit IV - 3 contact hours | Topic: **Content Curation and Copyright**: Understanding the importance of citing sources, avoiding plagiarism, and respecting copyright laws when using and sharing digital content<br><br>TB: "Factfulness: Ten Reasons We're Wrong About the World—and Why Things Are Better Than You Think" by Hans Rosling | In-person Lecture (Theory Overview) |
| **Week 12** | Unit IV - 3 contact hours | Topic: **Personal Branding**: Crafting a personal brand online through consistent content creation, showcasing skills, and sharing expertise to stand out in the digital space.<br>TB: "Mindset: The New Psychology of Success" by Carol S. Dweck. | In-person Lecture (Presentation) |
| **Week 13** | Unit IV - 3 contact hours | Topic: **Critical Thinking in the Digital Age**: Developing analytical skills to evaluate online information, identify misinformation, and make informed decisions.<br>**Troubleshooting and Tech Support**: Learning strategies to diagnose and resolve common digital issues, and when to seek professional tech support.<br>OER:<br>https://www.youtube.com/user/AdobeCreativeCloud | Blended Learning (In-person Lecture + Participatory Learning) |
| **Week 14** | Unit IV - 3 contact | Topic: **Innovation and Adaptability**: Embracing digital | In-person Lecture through Presentation |

| | hours | tools and trends to drive innovation, creativity, and adaptability in personal and professional contexts. OER: https://www.coursera.org/ | |
|---|---|---|---|
| **Week 15** | Unit IV - 3 contact hours | Topic: **E-Learning and Skill Enhancement**: Leveraging online resources for continuous learning, skill development, and staying updated in a rapidly changing digital landscape. TB: "The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail" by Clayton M. Christensen. | In-person Lecture through Presentation |

## Facilitating the Achievement of Course Learning Outcomes
## For Example:

| Unit No. | Course Learning Outcomes | Teaching Learning Activity | Assessment Task Methods |
|---|---|---|---|
| 1 | Upon completion, students will understand the fundamental concepts of communication, its elements, processes, and various types, along with its historical evolution in India. | (i) Each topic to be explained with illustrations. (ii) Students to be encouraged to discover the relevant concepts. (iii) Students be given homework/assignments. (iv) Discuss and solve the theoretical and practical problems in the class. (v) Students to be encouraged to apply concepts to real world problems. | • Presentations and class discussions. • Assignments and class tests. • Student presentations. • Mid-term examinations. • Practical and viva-voce examinations. • End-term examinations. |
| 2 | Upon completion, students will possess the skills to analyze and employ both verbal and non-verbal communication effectively, while overcoming common barriers. | | |
| 3 | Upon completion, students will comprehend the role and impact of mass media and visual communication in society. | | |
| 4 | Upon completion, students will be able to critically evaluate communication theories, models, and their application in real-world contexts. | | |

| | | Semester III | | |
|---|---|---|---|---|
| S. No. | Course Code | Course | | Credits |
| 1. | JMBJ201 | Film Appreciation and Cinema Studies | | 4 |
| 2. | JMBJ203 | Radio Program Production | | 4 |
| 3. | USO103 | Social Psychology | | 4 |
| 4. | JMBJ251 | Radio Program Production Lab | | 1 |
| 5. | AEC003 | New Age Life Skills-III | | 3 |
| 6. | OEC | Open Elective -02 | | 3 |
| 7. | VAC | VAC -03 | | 2 |
| 8. | JMBJ253 | Internship Report – I | | 2 |
| | | **Total** | | **23** |

**VAC for Others: Film Appreciation**
**Open Electives for others: Gender and Media Studies**

| **JMBJ201** | **Film Appreciation and Cinema Studies** | L | T | P | C |
|---|---|---|---|---|---|
| **Version 1.0** | | 3 | 1 | - | 4 |
| **Total Contact Hours** | **48** | | | | |
| **Pre-requisites/Exposure** | **BA(JMC) II** | | | | |
| **Co-requisites** | -- | | | | |

## COURSE OBJECTIVES

The course will enable the student-teacher to:

1. To define nature and types of films, and different film movements
2. To explain the features of films and their impact on society and role in our lives
3. To describe various genres like mystery, noir, fantasy, science-fiction, etc.
4. To develop understanding of literary elements in films, themes and symbolism, irony, allegory, etc.
5. To demonstrate the concepts behind storytelling, cinematography, and sound

## COURSE OUTCOMES (CO)

After completion of the course student will be able to:

CO1: Define the nature and types of cinema, and different film movements

CO2: Illustrate knowledge films and their impact on society

CO3: Classify a film into different genres

CO4: Critically interpret films by reading (not just viewing) the film for literary elements

CO5: Apply the knowledge of concepts like direction, cinematography, and sound to critique films

## Catalogue Description

In this course, we will explore the aesthetics of cinema, the concepts behind storytelling and various elements of a film. Students will discover the elements of what makes a 'good' film and understand the role movies play in our daily lives and in society. The course will also focus on the vital roles that directors and critics play in the movie making process.

Through this course, student will be able to recognize the types of films, their impact on society, and their roles in daily lives. Students will discuss the concepts behind storytelling, cinematography and identify ways sound contributes to movies. Students will get to know the various types of movie genres and Elements of a Film. Book adaptation into films and journey of cinema from theatre to Netflix and i-phones will be discussed. Literacy elements in Film, themes and symbolism, metaphor and allegory, irony and how storytelling makes the audience care about movies will be essential part of the course Various movie genres like mysteries and film noir, horror, fantasy and science fiction, romantic comedy, musicals and documentaries will be taught. The role of the director as facilitator, auteur theory will be discussed.

The course will make students critically interpret films and clearly express those interpretations orally and in writing. They will demonstrate knowledge of the historical development and cultural impact of film as an art form.

## COURSE CONTENT

### Unit I: 12 Contact Hours
### Introduction to Cinema

Introduction, Film Theory, Genre Theory, traditions in world cinema-German Expressionism, Italian neo-realism, French new wave, British new wave, Chinese cinema

### Unit II: 12 Contact Hours
### Types of Cinema

Action cinema, Aspects of Cinema-melodrama, Formalism in Cinema, the language of cinema, city cinema

### Unit III: 12 Contact Hours
### Language of Cinema

Semiotics of cinema, studio cinema, mobile cinema, ideology in cinema, character in cinema

### Unit IV: 12 Contact Hours
### Film Appreciation

Mythology cinema in India, Parallel Cinema, Hindi music film, Hollywood musicals, Iranian cinema, postmodernism and cinema, sequels, remakes, and cult films.

## Suggested Text Books

Ebert, R. (2003). The Great Movies. Broadway.

Gilmour, D. (2008). The Film Club. Twelve.

Harris, M. (2009). Pictures at a Revolution. Penguin Random House.

## Advanced Reading

"Film Art: An Introduction" by David Bordwell and Kristin Thompson, Year: 1979,
    Publisher: McGraw-Hill Education

Understanding Movies" by Louis Giannetti, Year: 2020 (Latest edition), Publisher: Pearson

## Open Educational Resources (OER) (Clickable links)-

https://archive.org/details/movies
https://ocw.mit.edu/courses/film-and-media-studies/
https://www.khanacademy.org/partner-content/pixar
https://www.opensesame.com/courses/subject/film-studies
https://en.wikibooks.org/wiki/Film_Theory
https://www.oercommons.org/browse?f.general_subject=film-studies

## Assessment & Evaluation

| Components | Assignment | Mid Term Examination | Attendance | End Term Examination |
|---|---|---|---|---|
| Weightage (%) | 20 | 20 | 10 | 50 |

## Programme and Course Mapping

| Course Code | Course Outcome | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 | PO 11 | PS O2 | PS O3 | PS O4 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **JMBJ201** | CO1 | 2 | | | | | | | | | | | | | |
| | CO2 | 2 | 2 | | | | | | | | | | | | |
| | CO3 | | | | | | 3 | | | | | | | | |
| | CO4 | 2 | 2 | 2 | | | 3 | | | 2 | | | | | |
| | CO5 | | | 2 | 2 | | 3 | | | 2 | | | | | |

1=weakly mapped
2= moderately mapped
3=strongly mapped

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

| Mapping between COs and POs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Define the nature and types of cinema, and different film movements | **PO1** |
| **CO2** | Illustrate knowledge films and their impact on society | **PO1, PO2** |
| **CO3** | Classify a film into different genres | **PO6** |
| **CO4** | Critically interpret films by reading (not just viewing) the film for literary elements | **PO1, PO2, PO3, PO6, PO9** |
| **CO5** | Apply the knowledge of concepts like direction, cinematography, and sound to critique films | **PO3, PO4, PO6, PO9** |

| Course Code | Course Title | Disciplinary Knowledge | Understanding the Role of Media | Skilled and Industry-ready Professionals | Influential and effective communication | Leadership readiness/ Qualities | Critical/ Reflective thinking & language efficiency | Technologically Efficient Professional | Ethical Awareness | Lifelong Learning | Research-related Skills | Cooperation/ Team work | Students will acquire professional skills required to be | Students will be equipped with ICTs competencies including digital literacy | Student shall become ethically committed media professionals and entrepreneurs adhering to the human values |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
| **JMBJ201** | **Film Appreciation and Cinema Studies** | 2 | 2 | 2 | | | 3 | | | 2 | | | | | |

| | Relevance to the local, national, regional and global developmental needs | | | | Relevance To the Employability/ Entrepreneurship/ Skill Development | | | Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability | | | | SDG | NEP | POE/ 4th IR |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Local | Regional | National | Global | Employability | Entrepreneurship | Skill Development | Professional Ethics mm | Gender | Human Values | Environment & Sustainability | | | |
| Unit I | | | | traditions in world cinema-German | | | | | | | | Promote sustained, inclusiv | Online and Digital Educati | Tech nical Skills that |

95

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Expression ism, Italian neo-realism, French new wave, British new wave, Chinese cinema | | | | | | | | e and sustaina ble economi c growth, full and producti ve employ ment and decent work for all (SDG 8) (Learnin g the compon ents of this unit will enable employa bility) | on: Ensurin g Equitab le Use of Techno logy (24.1-24.5) | matc h Indus try Need s (Mini mum indus try requi reme nt) |
| Uni t II | | | | | Action cinema | | Action cinema | | | | | Skills for Decent Work (SDG 4.4) (Learnin g the compon ents of this unit will enhance employa bility) | Profess ional Educati on (17.1-17.5) | Tech nical Skills that matc h Indus try Need s (Kno wled ge of the softw ares will eleva te |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | skills and better chances of employment) |
| Unit III | | | | studio cinema, mobile cinema | | | | | | | Skills for Decent Work (SDG 4.4) (Learning the components of this unit will enhance employability) | Professional Education (17.1-17.5) | Technical Skills that match Industry Needs (Knowledge of the softwares will elevate skills and better chances of employment) |
| Unit IV | | Mythology cinema in India | | Hindi music film, Hollywood musicals | | | | | | | Skills for Decent Work (SDG 4.4) (Learnin | Professional Education (17.1-17.5) | Technical Skills that match Indus |

| | | | | | | | | | | | | g the components of this unit will enhance employability) | | try Needs (Knowledge of the softwares will elevate skills and better chances of employment) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

**Teaching Plan:**

| Weekly Teaching Plan | Topic/Unit No. | Textbook [TB]/ Reference Book [RB]-Chapter/ Page No./ Open Education Resources [OER] | Teaching-Learning Method |
|---|---|---|---|
| **Week 1** | Introduction, Film Theory, Genre Theory | Film Art: An Introduction" by David Bordwell and Kristin Thompson | In-person Lecture (Introduction) |
| **Week 2** | Traditions in world cinema-German Expressionism | "From Caligari to Hitler: A Psychological History of the German Film" by Siegfried Kracauer | In-person Lecture + Presentation (PPT) |
| **Week 3** | Italian neo-realism, French new wave | "Italian Neorealism: A Cultural History" by David Forgacs | In-person Lecture |
| **Week 4** | British new wave, Chinese cinema | "The British Cinema Book" edited by Robert Murphy | Presentation (PPT) |
| **Week 5** | Action cinema | "The Philosophy of Action Movies" edited by Steven Sanders and Aeon J. Skoble | In-person Lecture + Presentation (PPT) |

| Week 6 | Aspects of Cinema-melodrama | "Melodrama and Meaning: History, Culture, and the Films of Douglas Sirk" by Barbara Klinger | In-person Lecture + Presentation (PPT) |
|---|---|---|---|
| Week 7 | Formalism in Cinema | "Film Art: An Introduction" by David Bordwell and Kristin Thompson | In-person Lecture + Presentation (PPT) |
| Week 8 | The language of cinema, city cinema | "Film Language: A Semiotics of the Cinema" by Christian Metz | In-person Lecture |
| Week 9 | Semiotics of cinema, studio cinema, | "Film Language: A Semiotics of the Cinema" by Christian Metz | Blended Learning |
| Week 10 | Mobile cinema, ideology in cinema, character in cinema | "Portable Movie Machines: The Mobile Film and the Transformation of the Cinematic Experience" by Germain Lacasse | Flip Classroom |
| Week 11 | Mythology cinema in India | "Indian Popular Cinema: A Narrative of Cultural Change" by K. Moti Gokulsing and Wimal Dissanayake | In-person Lecture |
| Week 12 | Parallel Cinema, Hindi music film | "Indian Cinema: A Visual Journey" by Nasreen Munni Kabir | In-person Lecture |
| Week 13 | Hollywood musicals, Iranian cinema | "The American Film Musical" by Rick Altman | In-person Lecture |
| Week 14 | Postmodernism and cinema, sequels | "Postmodern Hollywood: What's New in Film and Why It Makes Us Feel So Strange" by M. Keith Booker | In-person Lecture |
| Week 15 | Remakes, and cult films. | "Remake/Remodel: Women's Magazines in the Digital Age" by Brooke Erin Duffy | In-person Lecture + Presentation (PPT) |

# Facilitating the Achievement of Course Learning Outcomes

## For Example:

| Unit No. | Course Learning Outcomes | Teaching Learning Activity | Assessment Task Methods |
|---|---|---|---|
| 1 | Upon completion, students will understand fundamentals of film as an art form, its history, and cultural significance. Film Theory, Genre Theory, and Traditions in World Cinema | (i) Each topic to be explained with illustrations. (ii) Students to be encouraged to discover the relevant concepts. (iii) Students be given homework/assignments. (iv) Discuss and solve the theoretical and practical problems in the class. (v) Students to be encouraged to apply concepts to real world problems. | • Presentations and class discussions. • Assignments and class tests. • Student presentations. • Mid-term examinations. • Practical and viva-voce examinations. • End-term examinations. |
| 2 | Upon completion, students will Analyze the evolution, conventions, and cultural significance of action cinema genres, Melodrama, Formalism, and the Language of Cinema), and City Cinema. | | |
| 3 | Upon completion, students Understand the semiotic systems and signs used in cinema, enabling the interpretation of visual and narrative elements, Studio Cinema, Mobile Cinema, Ideology in Cinema, and Character in Cinema | | |
| 4 | Upon completion, students will be able to analyze the role of mythology in Indian cinema, understanding its cultural significance and evolution. | | |

| JMBJ203 | Radio Program Production | L | T | P | C |
|---|---|---|---|---|---|
| Version 1.0 | | 3 | 1 | 0 | 4 |
| Total Contact Hours | 50 | | | | |
| Pre-requisites/Exposure | BA(JMC) II | | | | |
| Co-requisites | -- | | | | |

## COURSE OBJECTIVES

The course will enable the student-teacher to:

1. To define Radio as a medium of mass communication.

2. To distinguish with various styles of writing for radio programmes.

3. To familiarize with programmes produced inside and outside studio.

4. To elaborate the presentation styles of radio news and entertainment programmes.

5. To describe the process of radio programme production & evaluation.

6. To integrate the theoretical knowledge of Radio production into becoming industry ready professional.

## COURSE OUTCOMES (CO)

After completion of the course student will be able to

CO1: Define Radio as a medium of mass communication.

CO2: Distinguish with various styles of writing for radio programmes.

CO3: Familiarize with programmes produced inside and outside studio.

CO4: Elaborate the presentation styles of radio news and entertainment programmes.

CO5: Describe the process of radio programme production & evaluation.

CO6: Integrate the theoretical knowledge of Radio production into becoming industry ready professional.

## Catalogue Description

Radio is a real mass media in a country like India. With the advent of FM channels, listeners have started tuning in their favourite radio stations. In contemporary scenario, there is a sea change in the format and presentation of radio programmes. Conceptualizing Radio Broadcasting and Programming is a course to know the Origin and development of radio in India—from Indian Broadcasting Company to All India Radio, characteristics of radio as a medium of mass communication, its characteristics and limitations. This course offers a foundation for understanding the growth of Radio programmes from beginning to modern times and 3-tier structure, its objectives of broadcast—Information, Education & Entertainment. Role of radio in development of country will be discussed to understand its need and importance.

This course is meant to acquaint students with different modes of broadcasting and types of radio stations and to learn basic inputs and main elements of radio production-Human Voice, Music, Sound Effects and Silence. The students will also gather knowledge about various types of transmission meant for information, entertainment and education. Along with AIR they will be acquainted with the other types of radio transmissions like private FM channels, Community, Satellite and Internet radio. This course will make them distinguish and describe the qualities of different types of microphones and other equipment used in radio production.

They will be acquainted with the concept of radio news and current affairs programmes of All India Radio. Students will be introduced different types of programme formats for AIR and FM channels.

The course will make students understand the radio as a medium of mass communication, its relevance in today's scenario. They will have a fair knowledge of radio programme formats and elements of radio production.

## COURSE CONTENT

### Unit I: 15 Contact Hours
### Introduction to Radio and radio Broadcasting

Radio as Medium of Mass Communication, Radio Broadcasting in India (pre and post-independence), Different Types of Radio Stations and Transmissions: a) On the Basis of Reach: National, Regional, Local and Community b) On the Basis of Transmission Technology: AM, SW, FM, Web, Organizational Structure and Functionaries of a Radio Station: Govt. and Private

### Unit II: 15 Contact Hours
### Various Radio Formats

Radio Announcement and Links, Radio Talk, Radio Interview and Discussion, Radio News, Radio Feature and Documentary, Radio Commentary, Radio Play/Drama, Radio Ads (Social and Commercial), Phone-in and Radio Bridge

### Unit III: 10 lectures
### Radio Production –I

Elements of Radio Programme, Radio News Bulletin, Radio Magazine, Radio Production Process, Equipment used in Radio Production: Types of Microphones, Headphones and Talk Backs, Audio Mixers and Transmitters, Recording, Broadcasting and Troubleshooting a. Indoor: Studio, Acoustics and Perspective b. Outdoor: Ambience and Noise

### Unit IV: 10 lectures
### Radio Production –II

Editing and Mixing, Adding Sound Effects and Music, Audio Filters: Types, Need and Importance, Evaluation: Process and Measurement Techniques

## Suggested Text Books
1. Chantler, P., & Stewart, P. (2003). *Basic Radio Journalism*. Taylor & Francis.
2. Chatterji, P. C. (1987). *Broadcasting in India*. Sage Publications Pvt.

3. Luthra, H. (1986*). Indian Broadcasting. Publications* Division Ministry of Information & Broadcasting.

4. McLeish, R., & Link, J. (2015*). Radio Production*. CRC Press.

## Advanced Reading

1. Shrivastava, & M, K. (1989). *Broadcast Journalism*. Sterling Publishers Pvt.

2. Saxena, A. (2011). *Radio in new avatar AM to FM*. Kanishka Publishers.

3. Ravindran, R. (2005). *Handbook of Radio, T.V. and Broadcast Journalism*. Anmol Publications Pvt. Ltd.

## Open Educational Resources (OER) (Clickable links)-

https://www.bbc.co.uk/academy/en/articles

https://www.communitymedia.se/en/radio-resources

https://kb.wisc.edu/helpdesk/page.php?id=80378

https://creativecommons.org/about/program-areas/arts-culture/arts-culture-resources/legalmusicforvideos/

https://kb.wisc.edu/helpdesk/page.php?id=80378

https://training.prx.org/

## Assessment & Evaluation

| Components | Assignment | Mid Term Examination | Attendance | End Term Examination |
|---|---|---|---|---|
| Weightage (%) | 20 | 20 | 10 | 50 |

## Programme and Course Mapping

| Course Code | Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| JMBJ203 | CO1 | 1 | 1 | - | - | - | - | - | - | - | - | - | - | - | - |
| | CO2 | - | - | 2 | 2 | - | 1 | - | - | - | - | - | - | - | - |
| | CO3 | - | - | 3 | - | - | - | 1 | - | - | - | - | - | - | - |
| | CO4 | - | - | 3 | - | - | - | 3 | - | 1 | - | - | - | - | - |
| | CO5 | - | - | 3 | - | - | - | 2 | 1 | - | - | - | - | - | - |

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

| | Course Outcomes (COs) | Mapped Program Outcomes |
|---|---|---|
| **Mapping between COs and POs** | | |
| **CO1** | Define Radio as a medium of mass communication. | **PO1, PO2** |
| **CO2** | Distinguish with various styles of writing for radio programmes. | **PO3, PO4, PO6** |
| **CO3** | Familiarize with programmes produced inside and outside studio. | **PO3, PO7** |
| **CO4** | Elaborate the presentation styles of radio news and entertainment programmes. | **PO3, PO7, PO9** |
| **CO5** | Describe the process of radio programme production & evaluation. | **PO3, PO7, PO8** |
| **CO6** | Integrate the theoretical knowledge of Radio production into becoming industry ready professional. | **PO3, PO4, PO11** |

| Course Code | Course Title | Disciplinary Knowledge PO1 | Understanding the Role of Media PO2 | Skilled and Industry-ready Professionals PO3 | Influential and effective communication PO4 | Leadership readiness/ Qualities PO5 | Critical/ Reflective thinking & language efficiency PO6 | Technologically Efficient Professional PO7 | Ethical Awareness PO8 | Lifelong Learning PO9 | Research-related Skills PO10 | Cooperation/ Team work PO11 | Students will acquire professional skills required to be media professionals PSO1 | Students will be equipped with ICTs competencies including digital literacy PSO2 | Student shall become ethically committed media professionals and entrepreneurs adhering to the human values PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **JMBJ203** | **Radio Program Production** | 1 | 1 | 3 | 2 | | 1 | 3 | 1 | 1 | | 1 | | | |

| | Relevance to the local, national, regional and global developmental needs | | | | Relevance To the Employability/ Entrepreneurship / Skill Development | | | Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability | | | | SDG | NEP | POE/4<sup>th</sup> IR |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Local | Regional | National | Global | Employability | Entrepreneurship | Skill Development | Professional Ethics mm | Gender | Human Values | Environment & Sustainability | | | |
| Unit I | | -- | Radio Broadcasting in India | | Functionaries of a Radio Station: Govt. and Private | | | | | Radio as Medium of Mass Communication | -- | Freedom of expression, free flow of ideas by word and image, safety of Journalists, promote the wider and better balanced dissemination of information, increase participation in the communication process, to improve voice poverty, developing a free and independent media | 11.2 (creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning and | Technical Skills that match Industry Needs (Knowledge of Radio Production) <br><br> Skill development |

| | | | | | | | | | | | | | | mastery of curricula across fields, increases in social and moral awareness) , 11.3 ( intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner; an ethic of social engagement; soft skills), 9.1 (a democratic, socially conscious, | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | cultured, and humane nation upholding liberty, equality, fraternity, and justice for all), 9.1.2 (skills and values will be incorporated at each stage of learning), professionally skilled media persons and communication experts | |
| Unit II | Importance of | - | | | Radio Talk, Radio | Radio Talk, Radio Interview | | | Radio Interview and Discussi | - | power of information and knowledge, | 11.2 (creativity and | Technical Skills that match Industry |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| research and recce | | | | o Interview and Discussion, Radio Commentary, Radio Play/Drama, Radio Ads | | and Discussion, Radio Commentary, Radio Play/Drama | | | on, Radio Ads (Social and Commercial) | | safety of Journalists, flow of information, promote the wider and better balanced dissemination of information, increase participation in the communication process, developing a free and independent media | innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning and mastery of curricula across fields, increases in social and moral awareness) , 11.3 ( intellectual, | Needs (Knowledge of Radio Production)  Skill development |

| | | | | | | | | | | | | | aesthetic, social, physical, emotional, and moral in an integrated manner; an ethic of social engagement; soft skills), 9.1 (a democratic, socially conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all), |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | 9.1.2 (skills and values will be incorporated at each stage of learning), professionally skilled media persons and communication experts | |
| Unit III | -- | -- | | | Radio News Bulletin, Radio Magazine | | Audio Mixers and Transmitters | | | | | -- | power of information and knowledge, safety of Journalists, flow of information, promote the wider and better balanced dissemination of information, increase participation in the communication | 11.2 (creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilitie | Technical Skills that match Industry Needs (Knowledge of Radio Production) Skill development |

| | | | | | | | | | | | | | | process, developing a free and independent media | s, teamwork, communication skills, more in-depth learning and mastery of curricula across fields, increases in social and moral awareness) , 11.3 ( intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner; an ethic of | |

| | | | | | | | | | | | | social engagement; soft skills), 9.1 (a democratic, socially conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all), 9.1.2 (skills and values will be incorporated at each stage of learning), professionally skilled | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| Unit | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | media persons and communication experts | |
| Unit IV | | | | | | Editing and Mixing | | | | | | increase participation in the communication process, developing a free and independent media, power of information and knowledge, safety of Journalists, flow of information, promote the wider and better balanced dissemination of information, Freedom of expression, free flow of ideas by word and image | 11.2 (creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning and mastery of curricula | Technical Skills that match Industry Needs (Knowledge of Radio production)

Skill development |

| | | | | | | | | | | | | | across fields, increases in social and moral awareness) , 11.3 ( intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner; an ethic of social engagement; soft skills), 9.1 (a democratic, socially conscious, cultured, and humane | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | | | | | | nation upholding liberty, equality, fraternity, and justice for all), 9.1.2 (skills and values will be incorporated at each stage of learning), professionally skilled media persons and communication experts | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

**Teaching Plan:**

| Weekly Teaching Plan | Topic/Unit No. | Textbook [TB]/ Reference Book [RB]-Chapter/ Page No./ Open Education Resources [OER] | Teaching-Learning Method |
|---|---|---|---|
| **Week 1** | Radio as Medium of Mass Communication | The Radio Station: Broadcast, Satellite & Internet" by Michael C. Keith | In-person Lecture (Introduction) |
| **Week 2** | Radio Broadcasting in India (pre and post-independence) | "Broadcasting the British Empire: Radio and Nationalism in India, 1920-1940" by Ian M. Stephen | In-person Lecture + Presentation (PPT) |
| **Week 3** | Different Types of Radio Stations and Transmissions: a) On the Basis of Reach: National, Regional, Local and Community | "The Radio Station: Broadcast, Satellite & Internet" by Michael C. Keith | In-person Lecture |
| **Week 4** | On the Basis of Transmission Technology: AM, SW, FM, Web, Organizational Structure and Functionaries of a Radio Station: Govt. and Private | "Introduction to Radio Frequency Design" by Wes Hayward and Jeff Damm | Presentation (PPT) |
| **Week 5** | Radio Announcement and Links, Radio Talk | "Announcing for Radio and Television" by Harry A. Shaw | In-person Lecture + Presentation (PPT) |

| Week 6 | Radio Interview and Discussion, Radio News | "Radio Journalism in America: Telling the News in the Golden Age and Beyond" by Jim Cox | In-person Lecture + Presentation (PPT) |
|---|---|---|---|
| Week 7 | Radio Feature and Documentary | "Radio Documentary: Conventions and Techniques" by Andrew Crisell | In-person Lecture + Presentation (PPT) |
| Week 8 | Radio Commentary, Radio Play/Drama, Radio Ads (Social and Commercial), Phone-in and Radio Bridge | "Writing for Radio" by Vincent McInerney | Practical +Demo |
| Week 9 | Elements of Radio Programme, Radio News Bulletin, Radio Magazine, Radio Production Process | Radio Journalism: A Practical Introduction" by Paul Chantler and Peter Stewart - | Blended Learning |
| Week 10 | Equipment used in Radio Production: Types of Microphones, Headphones and Talk Backs, Audio Mixers and Transmitters, Recording, Broadcasting and Troubleshooting a. Indoor: Studio, Acoustics and Perspective b. Outdoor: Ambience and Noise | "Audio Production and Critical Listening: Technical Ear Training" by Jason Corey | In-person Lecture+ Flip Classroom |
| Week 11 | Editing and Mixing | The Mixing Engineer's Handbook" by Bobby Owsinski | In-person Lecture |

| Week 12 | Adding Sound Effects and Music, Audio Filters: Types, Need and Importance | The Complete Guide to Game Audio: For Composers, Musicians, Sound Designers, Game Developers" by Aaron Marks | In-person Lecture |
|---|---|---|---|
| Week 13 | Evaluation: Process and Measurement Techniques | Radio Programming and Branding: The Ultimate Podcasting and Radio Branding Guide" by David P. Crandall | Flip classroom |

## Facilitating the Achievement of Course Learning Outcomes
## For Example:

| Unit No. | Course Learning Outcomes | Teaching Learning Activity | Assessment Task Methods |
|---|---|---|---|
| 1 | Upon completion, students will Understand the role of radio as a powerful medium for mass communication, including its historical significance and contemporary relevance. Radio Broadcasting in India (pre and post-independence), Different Types of Radio Stations and Transmissions, and Organizational Structure and Functionaries of Radio Stations (Government and Private) | (i) Each topic to be explained with illustrations.<br><br>(ii) Students to be encouraged to discover the relevant concepts.<br>(iii) Students be given homework/assignments.<br>(iv) Discuss and solve the theoretical and practical problems in the class.<br><br>(v) Students to be encouraged to apply concepts to real world problems. | • Presentations and class discussions.<br><br>• Assignments and class tests.<br><br>• Student presentations.<br><br>• Mid-term examinations.<br><br>• Practical and viva-voce examinations.<br><br>• End-term examinations. |
| 2 | Upon completion, students will master the art of effective radio announcements and seamless transitions between program segments, Radio Talk, Radio Interview and Discussion, Radio News, Radio Feature and | | |

| | | | |
|---|---|---|---|
| | Documentary, Radio Commentary, Radio Play/Drama, Radio Ads (Social and Commercial), Phone-in, and Radio Bridge | | |
| 3 | Upon completion, students will Understand the essential components that make up a well-structured and engaging radio program. Develop the skills to research, write, and present concise and informative Radio News Bulletin, Radio Magazine, Radio Production Process, Equipment used in Radio Production, Recording, Broadcasting, and Troubleshooting for both indoor and outdoor settings. | | |
| 4 | Upon completion, students will be master the techniques of audio editing and mixing, creating seamless and professional-quality audio productions, Adding Sound Effects and Music, Audio Filters (Types, Need, and Importance, Develop the ability to assess and critique audio projects effectively, employing a variety of measurement techniques and processes to ensure quality and alignment with objectives. | | |

| USO103 | Social Psychology | L | T | P | C |
|---|---|---|---|---|---|
| Minor-03 | | 3 | 1 | 0 | 4 |
| **Total Contact Hours** | **48** | | | | |
| **Pre-requisites/Exposure** | **BA(JMC) II** | | | | |
| **Co-requisites** | -- | | | | |

# COURSE CONTENT

## Unit I: 12 Contact Hours
## Introduction

• Scope and nature of social psychology
• Methods of social psychology
• Importance of social psychology

## Unit II: 12 Contact Hours
## Personality and culture

• Personality types and traits
• Influence of culture on personality
• Crowd
• Mobs
• Riots

## Unit III: 12 Contact Hours
## Leadership

• Characteristics of Leadership
• Types of leader
• Functions of leader
• Types and causes of aggression
• Types and causes of prejudice

## Unit IV: 12 Contact Hours
## Attitude, Public Opinion and Propaganda

• Attitudes and formation of attitudes
• Dynamics of public opinion
• Mass media and public opinion
• Principles and Techniques of propaganda
• Social effects of propaganda

## Suggested Text Books

1. Bhatia Hansraj. (1974) Elements of social psychology, somaiya publications, bombay.
2. Kimball Young (1963) Handbook of social psychology, routledge and kegan paul, Londan.
3. Lindgren, Henry Clay (1998) Social Psychology, Wiley Eastern Publications, New Delhi-1998.

## Advanced Reading

1. Adinarayanan, S.P., Social Psychology, Longman, India.
2. Aronson. Elliot, Wilson D. Timothy and Akery M. Robert (1997) Social Psychology, Longman Publishers.
3. Baron, A. Robert Boon Byrne (1998) Social Psychology, Prentice Hall of India, India.

## Open Educational Resources (OER) (Clickable links)-
**https://openstax.org/details/books/psychology**
**https://nobaproject.com/modules/social-psychology**
**https://psychwiki.com/wiki/Main_Page**
**https://ocw.mit.edu/courses/brain-and-cognitive-sciences/9-00-introduction-to-psychology-fall-2011/**
**https://www.coursera.org/**
**https://archive.org/**

## Assessment & Evaluation

| Components | Assignment | Mid Term Examination | Attendance | End Term Examination |
|---|---|---|---|---|
| **Weightage (%)** | **20** | **20** | **10** | **50** |

## Programme and Course Mapping

| Course Code | Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **USO103** | CO1 | 1 | - | - | - | 1 | - | - | 1 | 2 | - | 1 | - | - | - |
| | CO2 | - | 2 | 1 | 2 | - | - | - | - | - | - | - | 1 | - | - |
| | CO3 | 2 | - | 1 | 2 | - | - | - | - | 2 | - | 1 | - | - | 2 |
| | CO4 | - | 2 | - | - | 1 | - | - | 1 | 3 | - | - | - | 1 | - |
| | CO5 | - | - | - | 2 | - | - | - | - | - | - | - | - | - | - |

1=weakly mapped

2= moderately mapped

3=strongly mapped

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

| | Mapping between COs and POs | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Students will be able to recall and understand the fundamental concepts and theories in social psychology, including the scope, methods, and importance of the field. | PO1, PO4 |
| **CO2** | Students will be able to interpret and explain the relationships between personality types, cultural influences, and social phenomena such as crowds, mobs, and riots. | PO1, PO9 |
| **CO3** | Students will be able to apply their understanding of leadership characteristics, types, and functions to analyze real-world leadership situations, as well as identify and explain different forms of aggression and prejudice in various contexts. | PO4, PO11 |
| **CO4** | Students will be able to analyze attitudes, their formation, and the dynamics of public opinion, as well as critically evaluate the role of mass media and the techniques of propaganda in shaping public perception and behavior. | PO2, PO3, PO4 |
| **CO5** | Students will be able to synthesize their knowledge of attitude formation, public opinion dynamics, and propaganda principles to design strategies for positively influencing public opinion, while also critically assessing the potential social impacts of these strategies. | PO9, PO11 |

| Course Code | Course Title | Disciplinary Knowledge | Understanding the Role of Media | Skilled and Industry-ready Professionals | Influential and effective communication | Leadership readiness/ Qualities | Critical/ Reflective thinking & language efficiency | Technologically Efficient Professional | Ethical Awareness | Lifelong Learning | Research-related Skills | Cooperation/ Team work | Students will acquire professional skills required to be a media professional | Students will be equipped with ICTs competencies including digital literacy | Student shall become ethically committed media professionals and entrepreneurs adhering to the human values |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
| **USO 103** | **Social Psychology** | 2 | 2 | 1 | 2 | 1 | - | - | 1 | 3 | - | 1 | 1 | 1 | 2 |

| Unit | Relevance to the local, national, regional and global developmental needs | | | | Relevance To the Employability/ Entrepreneurship/ Skill Development | | | Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability | | | | SDG | NEP | POE/ 4th IR |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Local | Regional | National | Global | Employability | Entrepreneurship | Skill Development | Professional Ethics mm | Gender | Human Values | Environment & Sustainability | | | |
| Unit I | | | | | | | Scope and nature of social psychology | | | Scope and nature of social psychology, Importance of social psychology | | | | |
| Unit II | | | | | | | Personality types and traits | | | Personality types and traits | | | | |
| Unit III | | | | | | | Characteristics of Leadership | | | | | | | |
| Unit IV | | | | | | | Attitudes and formation of attitudes, Mass media and public opinion | | | | | | | |

**Teaching Plan:**

| Weekly Teaching Plan | Topic/Unit No. | Textbook [TB]/ Reference Book [RB]-Chapter/ Page No./ Open Education Resources [OER] | Teaching-Learning Method |
|---|---|---|---|
| **Week 1** | Introduction of social psychology, Scope and nature of social psychology | Social Psychology" by David G. Myers and Jean M. Twenge | In-person Lecture (Introduction) |
| **Week 2** | Methods of social psychology | Social Psychology" by David G. Myers and Jean M. Twenge | In-person Lecture + Presentation (PPT) |
| **Week 3** | Importance of social psychology | Social Psychology" by David G. Myers and Jean M. Twenge | In-person Lecture |
| **Week 4** | Personality and culture | Social Psychology: Goals in Interaction" by Douglas Kenrick, Steven L. Neuberg, and Robert B. Cialdini | Presentation (PPT) |
| **Week 5** | Personality types and traits | Social Psychology: Goals in Interaction" by Douglas Kenrick, Steven L. Neuberg, and Robert B. Cialdini | Presentation (PPT) |
| **Week 6** | Influence of culture on personality | Social Psychology" by Saul Kassin, Steven Fein, and Hazel Rose Marku | In-person Lecture |
| **Week 7** | Crowd, Mobs, Riots | Social Psychology" | In-person Lecture |

| | | by Saul Kassin, Steven Fein, and Hazel Rose Marku | |
|---|---|---|---|
| **Week 8** | Leadership-Characteristics of Leadership, Types of leader, Functions of leader | Social Psychology: A Very Short Introduction" by Richard J. Crisp | In-person Lecture |
| **Week 9** | Types and causes of aggression, Types and causes of prejudice | Aggression: From Fantasy to Action" by Anne Campbell | Blended Learning |
| **Week 10** | Attitude, Public Opinion and Propaganda**,** Attitudes and formation of attitudes | Aggression: From Fantasy to Action" by Anne Campbell | In-person Lecture |
| **Week 11** | Dynamics of public opinion, Mass media and public opinion | "Public Opinion" by Walter Lippmann | In-person Lecture |
| **Week 12** | Principles and Techniques of propaganda | "Public Opinion" by Walter Lippmann | In-person Lecture |
| **Week 13** | Social effects of propaganda | "Public Opinion" by Walter Lippmann | In-person Lecture |

**Facilitating the Achievement of Course Learning Outcomes**
**For Example:**

| Unit No. | Course Learning Outcomes | Teaching Learning Activity | Assessment Task Methods |
|---|---|---|---|
| 1 | Upon completion, students will Develop a comprehensive understanding of the scope and foundational concepts of social psychology, including the study of social influence, attitudes, perceptions, and group dynamics. | (i) Each topic to be explained with illustrations. (ii) Students to be encouraged to discover the relevant concepts. (iii) Students be given homework/assignments. (iv) Discuss and solve the theoretical and practical problems in the class. (v) Students to be encouraged to apply concepts to real world problems. | • Presentations and class discussions. • Assignments and class tests. • Student presentations. • Mid-term examinations. • Practical and viva-voce examinations. • End-term examinations. |
| 2 | Upon completion, students will Develop the ability to analyze and categorize personality types and traits, understanding their influence on individual behavior and interactions, Influence of Culture on Personality, and Crowd, Mobs, and Riots, including the psychological processes, social factors, and historical contexts that contribute to collective behavior and its consequences. | | |
| 3 | Upon completion, students will Identify and understand the key characteristics and qualities that define effective leadership in various contexts, Types of Leaders, Functions of Leaders, Types and Causes of Aggression, and Types and Causes of Prejudice attitudes and behaviors. | | |
| 4 | Upon completion, students will be able to Understand the concept of attitudes, how they are formed, and their role in shaping individual and group behavior, Dynamics of Public Opinion, Mass Media and Public Opinion, Principles and Techniques of Propaganda, and Social Effects of Propaganda on individuals and societies, including its impact on attitudes, behaviors, and cultural norms. | | |

| JMBJ251 | Radio Program Production Lab | L | T | P | C |
|---------|------------------------------|---|---|---|---|
| Version 1.0 | | 0 | 0 | 2 | 1 |
| Total Contact Hours | 50 | | | | |
| Eligibility | BA(JMC) II | | | | |
| Co-requisites | -- | | | | |

## COURSE OBJECTIVES

The course will enable the student-teacher to:

1. To define Radio as a medium of mass communication.
2. To produce scripts for various radio programmes..
3. To familiarize with various technicalities required to produce a programme inside and outside studio.
4. To practice radio production in studio.
5. To practice radio programme editing through software in studio.
6. To integrate the practical knowledge of Radio production into becoming industry ready professional.

## COURSE OUTCOMES (CO)

After completion of the course student will be able to

CO1: Define Radio as a medium of mass communication.

CO2: Produce scripts for various radio programmes.

CO3: Familiarize with various technicalities required to produce a programme inside and outside studio.

CO4: Practice radio production in studio.

CO5: Practice radio programme editing through software in studio

CO6: Integrate the practical knowledge of Radio production into becoming industry ready professional.

## Catalogue Description

Radio is a real mass media in a country like India. With the advent of FM channels, listeners have started tuning in their favourite radio stations. Student will learn the different formats and presentation styles of radio programmes. They will understand how to conceptualize a Radio format and accordingly prepare a script. Student will learn the technicalities of radio studio, their equipment's and how to use them accordingly.

This course is meant to acquaint students with different modes of broadcasting and types of radio stations and to learn basic inputs and main elements of radio production-Human Voice, Music, Sound Effects and Silence. The students will also gather knowledge about various types of transmission meant for information, entertainment and education. During the course students will use different types of microphones and choose them according to their output and requirements. During the course student will produce talk shows, radio feature, news bulletins, docu-drama etc.

The course will make students to use radio as a medium of mass communication appropriately to cater the masses, in today's scenario.

**COURSE CONTENT**

## Unit I: 15 Contact Hours
## Scripting

a. Listen, identify and discuss various radio programme formats
b. Writing Radio talk script,
c. Writing Radio feature script,
d. Writing Radio drama script etc
e. Writing Radio News Bulletin

## Unit II: 15 Contact Hours
## Recording

a. Computer based recording of programmes
b. Recording Vox pop on contemporary issues
c. Presentation of radio programmes
d. News-reading and voice casting
e. Radio Jockeying

## Unit III: 10 Contact Hours
## Studio Production

1. Production of field based Radio features.
2. Preparing a radio jingle for FM channel
3. Prepare a production book including:
   a. Audio brief
   b. Program objective (s)
   c. Synopsis
   d. Treatment
   e. Script
   f. Crew list
   g. Technical requirements

## Unit IV: 10    Contact Hours
## Editing

a. Computer based editing of programmes
b. Create phone-in for news bulletin
c. Learning of audio editing software

## Suggested Text Books

1. Chantler, P., & Stewart, P. (2003). *Basic Radio Journalism*. Taylor & Francis.
2. Saxena, A. (2011). *Radio in new avatar AM to FM*. Kanishka Publishers.
3. Ravindran, R. (2005). *Handbook of Radio, T.V. and Broadcast Journalism*. Anmol Publications Pvt. Ltd.
4. "The Radio Station: Broadcast, Satellite & Internet" by Michael C. Keith
5. "Radio Production" by Robert McLeish

## Advanced Reading

1. "Sound Reporting: The NPR Guide to Audio Journalism and Production" by Jonathan Kern
2. "The Producer's Business Handbook" by John J. Lee Jr. and Anne Marie Gillen
3. "The Sound Effects Bible: How to Create and Record Hollywood Style Sound Effects" by Ric Viers
4. "The NPR Manual of Style and Usage"
5. "Podcasting for Dummies" by Tee Morris and Chuck Tomasi

## Open Educational Resources (OER) (Clickable links)-

https://www.audacityteam.org/
https://www.pro-tools-expert.com/
https://www.youtube.com/results?search_query=Adobe+Audition+tutorials
https://www.soundonsound.com/
https://transom.org/
https://radio.co/blog/
https://www.bbc.co.uk/academy/en/collections/radio-production
https://www.radioworld.com/

## Assessment & Evaluation

| Components | Assignment | Mid Term Examination | Attendance | End Term Examination |
|---|---|---|---|---|
| Weightage (%) | 20 | 20 | 10 | 50 |

## Programme And Course Mapping

| Course Code | Course Outcome | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 | PO 11 | PSO1 | PSO 2 | PSO 3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | CO1 | 1 | 1 | - | - | - | - | - | - | - | - | - | - | - | - |
| | CO2 | - | - | 3 | 2 | - | 1 | - | - | - | - | - | - | - | - |
| JMBJ251 | CO3 | - | - | 3 | - | - | - | 3 | - | - | - | - | - | - | - |
| | CO4 | - | - | 3 | - | - | - | 3 | - | 2 | - | - | - | - | - |
| | CO5 | - | - | 3 | - | - | - | 3 | - | 2 | - | 2 | - | - | - |
| | CO6 | - | - | 3 | 2 | - | - | - | - | - | - | 2 | - | - | - |

1=weakly mapped

2= moderately mapped

3=strongly mapped

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

| Mapping between COs and POs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Define Radio as a medium of mass communication | **PO1, PO2** |
| **CO2** | Produce scripts for various radio programmes | **PO3, PO4, PO6** |
| **CO3** | Familiarize with various technicalities required to produce a programme inside and outside studio | **PO3, PO7** |
| **CO4** | Practice radio production in studio. | **PO3, PO7, PO9** |
| **CO5** | Practice radio programme editing through software in studio. | **PO3, PO7, PO9, PO11** |
| **CO6** | Integrate the practical knowledge of Radio production into becoming industry ready professional. | **PO3, PO4, PO11** |

| Course Code | Course Title | Disciplinary Knowledge | Understanding the Role of Media | Skilled and Industry-ready Professionals | Influential and effective communication | Leadership readiness/ Qualities | Critical/ Reflective thinking & language efficiency | Technologically Efficient Professional | Ethical Awareness | Lifelong Learning | Research-related Skills | Cooperation/ Team work | Students will acquire professional skills required to be media professionals | Students will be equipped with ICTs competencies including digital literacy | Student shall become ethically committed media professionals and entrepreneurs adhering to the human values |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO4 |
| JMBJ251 | Radio Program Production Lab | 1 | 1 | 3 | 2 | | 1 | 3 | | 2 | | 2 | | | |

| | Relevance to the local, national, regional and global developmental needs | | | | Relevance To the Employability/ Entrepreneurship/ Skill Development | | | Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability | | | | SDG | NEP | PO E/4th IR |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Local | Regional | National | Global | Employability | Entrepreneurship | Skill Development | Professional Ethics mm | Gender | Human Values | Environment & Sustainability | | | |
| Unit I | | | | | Writing Radio talk, feature script, Writing Radio News Bulletin | | various radio programme formats, Writing Radio talk, feature script, | | | | | Freedom of expression, free flow of ideas by word and image, safety of Journalists, promote the wider and better balanced dissemination of information, increase participation in the communication process, to improve voice poverty, developing a free | 11.2 (creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learnin | Technical Skills that match Industry Needs (Knowledge of Radio Production) Skill development |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | and independent media | g and mastery of curricula across fields, increases in social and moral awareness) , 11.3 ( intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner; an ethic of social engagement; soft skills), 9.1 (a democratic, socially consci | |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | ous, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all), 9.1.2 (skills and values will be incorporated at each stage of learning), professionally skilled media persons and communication experts | |
| Unit II | | | | | | News-reading and voicecasting, | | | | | | power of information and knowledge, safety | 11.2 (creativity and innova | Technical Skills that match |

| | | | | | | | | Radio Jockeying | | | | | | of Journalists, flow of information, promote the wider and better balanced dissemination of information, increase participation in the communication process, developing a free and independent media | tion, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning and mastery of curricula across fields, increases in social and moral awareness) , 11.3 ( intellectual, aesthet | Industry Needs (Knowledge of Radio Production) Skill development |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | | | | | | ic, social, physical, emotional, and moral in an integrated manner; an ethic of social engagement; soft skills), 9.1 (a democratic, socially conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all), 9.1.2 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| Unit | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Studio Production | | | | | | radio jingle for FM channel | | power of information and knowledge, safety of Journalists, flow of information, promote the wider and better balanced dissemination of information, increase participation in the communication | (skills and values will be incorporated at each stage of learning), professionally skilled media persons and communication experts | | |
| Unit III | | | | Studio Production | | | | | | radio jingle for FM channel | | power of information and knowledge, safety of Journalists, flow of information, promote the wider and better balanced dissemination of information, increase participation in the communication | 11.2 (creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, | Technical Skills that match Industry Needs (Knowledge of Radio Production) Skill development |

| | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | 137 | | | | process, developing a free and independent media | communication skills, more in-depth learning and mastery of curricula across fields, increases in social and moral awareness), 11.3 (intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner; an ethic of social engagement; | |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | soft skills), 9.1 (a democratic, socially conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all), 9.1.2 (skills and values will be incorporated at each stage of learning), professionally skilled media persons and comm | |

| | | | | | | | | | | | | | unication experts | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Unit IV | | | | | Computer based editing of programmes | | Learning of audio editing software | | | | | | increase participation in the communication process, developing a free and independent media, power of information and knowledge, safety of Journalists, flow of information, promote the wider and better balanced dissemination of information, Freedom of expression, free flow of ideas by word and image | 11.2 (creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning and mastery of curricula across fields, increases in social | Technical Skills that match Industry Needs (Knowledge of Radio production) Skill development |

| | | | | | | | | | | | | | and moral awareness), 11.3 (intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner; an ethic of social engagement; soft skills), 9.1 (a democratic, socially conscious, cultured, and humane nation upholding liberty, equalit | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | | | | | | | y, fraternity, and justice for all), 9.1.2 (skills and values will be incorporated at each stage of learning), professionally skilled media persons and communication experts | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

**Teaching Plan:**

| Weekly Teaching Plan | Topic/Unit No. | Textbook [TB]/ Reference Book [RB]-Chapter/ Page No./ Open Education Resources [OER] | Teaching-Learning Method |
|---|---|---|---|
| **Week 1** | Radio Scripting- Listen, identify and discuss various radio programme formats | Writing for Radio: A Practical Guide" by Steve Post and Douglas A. Boyd | In-person Lecture (Conceptual Introduction) |
| **Week 2** | Writing Radio talk script, Writing Radio feature script, | Writing for Radio: A Practical Guide" by Steve Post and Douglas A. Boyd | In-person Lecture + Presentation (PPT) |
| **Week 3** | Writing Radio drama script | Writing for Radio: A Practical Guide" by Steve Post and Douglas A. Boyd | Tutorial+ Practical |
| **Week 4** | Writing Radio News Bulletin | Writing for Radio: A Practical Guide" by Steve Post and Douglas A. Boyd | Tutorial+ Practical |

| Week 5 | Recording- Computer based recording of programmes , Recording Vox pop on contemporary issues | Sound Reporting: The NPR Guide to Audio Journalism and Production" by Jonathan Kern | Tutorial+ Practical |
|---|---|---|---|
| Week 6 | Presentation of radio programmes | Broadcast Voice Handbook: How to Polish Your On-Air Delivery" by Pamela F. E-Clark | In-person Lecture |
| Week 7 | News-reading and voice casting | Broadcast Announcing Work text: A Media Performance Guide" by Alan Stephenson and David Reese | Tutorial+ Practical |
| Week 8 | Radio Jockeying | Radio Production" by Robert McLeish | In-person Lecture |
| Week 9 | Studio Production- Production of field based Radio features, Preparing a radio jingle for FM channel | Radio Production" by Robert McLeish | Blended Learning |
| Week 10 | Prepare a production book including: Audio brief, Program objective (s) | Radio Production" by Robert McLeish | In-person Lecture |
| Week 11 | Synopsis, Treatment, Script, Crew list, Technical requirements | Radio Production" by Robert McLeish | In-person Lecture |
| Week 12 | Editing- Computer based editing of programmes | The Technique of Film and Video Editing: History, Theory, and Practice" by Ken Dancyger and Michael Rabiger | In-person Lecture + Practical |
| Week 13 | Create phone-in for news bulletin | The Technique of Film and Video Editing: History, Theory, and Practice" by Ken Dancyger and Michael Rabiger | In-person Lecture |
| Week 14 | Learning of audio editing software | The Technique of Film and Video Editing: History, Theory, and Practice" by Ken Dancyger and Michael Rabiger | In-person Lecture + Practical |

**Facilitating the Achievement of Course Learning Outcomes**
**For Example:**

| Unit No. | Course Learning Outcomes | Teaching Learning Activity | Assessment Task Methods |
|---|---|---|---|
| 1 | Upon completion, students will be able to listen to and identify various radio program formats, including talk shows, features, dramas, and news bulletins and Understand the foundational principles of scriptwriting. | (i) Each topic to be explained with illustrations. (ii) Students to be | • Presentations and class discussions. • |

| | | | |
|---|---|---|---|
| 2 | Upon completion, students will Develop proficiency in using computer-based recording software commonly used in radio production. | encouraged to discover the relevant concepts. (iii) Students be given homework/assignments. (iv) Discuss and solve the theoretical and practical problems in the class. (v) Students to be encouraged to apply concepts to real world problems. | Assignments and class tests. • Student presentations. • Mid-term examinations. • Practical and viva-voce examinations. • End-term examinations. |
| 3 | Upon completion, students will Gain proficiency in operating studio equipment, including soundboards, microphones, headphones, and audio recording and editing software and Learn field recording techniques for capturing authentic and immersive audio experiences outside the studio environment. | | |
| 4 | Upon completion, students will be developing proficiency in using computer-based audio editing software, such as Adobe Audition or Audacity, for editing radio programs. | | |

| AEC003 | New Age Life Skills-III | L | T | P | C |
|---|---|---|---|---|---|
| Version 1.0 | | 3 | 1 | 0 | 4 |
| Total Contact Hours | 50 | | | | |
| Eligibility | BA(JMC) II | | | | |
| Co-requisites | -- | | | | |

Throughout the course, case studies, role-playing, leadership simulations, and real-world projects will enhance experiential learning. Assessment methods will include leadership presentations, reflective essays, group projects, and peer evaluations. The syllabus aims to equip learners with transformative leadership skills that empower them to lead with purpose, integrity, and innovation in the new age.

## COURSE CONTENT

### Unit I: 12 Contact Hours
### Foundations of Leadership

- **Introduction to Leadership**: Understanding the essence of leadership in personal and professional spheres, and its role in driving positive change.
- **Leadership Theories**: Exploring various leadership styles, traits, and approaches to develop a holistic understanding of effective leadership.
- **Self-Leadership and Emotional Intelligence**: Cultivating self-awareness, emotional regulation, and personal accountability as the foundation for leading others.
- **Ethical Leadership**: Learning ethical decision-making frameworks and the importance of integrity, empathy, and social responsibility in leadership roles.

### Unit II: 12 Contact Hours
### Communication and Interpersonal Skills for Leaders

- **Effective Communication for Leaders**: Developing advanced communication skills, including active listening, clear articulation, and persuasive messaging.
- **Conflict Resolution and Negotiation**: Mastering conflict management techniques and negotiation strategies to foster collaboration and resolve disputes constructively.
- **Empowering Teams**: Learning to empower and motivate teams through constructive feedback, delegation, and fostering a positive work environment.
- **Inclusive Leadership**: Understanding the value of diversity and inclusion, and practicing leadership that appreciates and leverages differences for innovation and success.

### Unit III: 12 Contact Hours
### Strategic Vision and Decision Making

- **Strategic Thinking**: Developing the ability to think critically, anticipate future trends, and formulate long-term strategies that align with organizational goals.
- **Problem Solving and Decision Making**: Acquiring techniques for systematic problem-solving, data-driven decision-making, and risk management.

- **Change Management**: Understanding the dynamics of change, leading teams through transitions, and effectively managing resistance to change.
- **Innovation and Creativity**: Encouraging innovative thinking, fostering a culture of experimentation, and harnessing creativity to drive continuous improvement.

## Unit IV: 12 Contact Hours
## Transformational Leadership and Personal Growth

- **Transformational Leadership**: Exploring the concept of transformational leadership and its impact on inspiring and motivating individuals and teams.
- **Mentorship and Coaching**: Learning the art of mentoring and coaching to support the growth and development of team members.
- **Adaptive Leadership**: Developing the ability to lead in dynamic and uncertain environments, embracing change, and promoting resilience.
- **Leadership Legacy and Reflection**: Reflecting on personal leadership journey, identifying strengths and areas for growth, and formulating a vision for a lasting leadership legacy.

## Suggested Text Books

1. Covey, S. R. (1989). The 7 Habits of Highly Effective People. Free Press.
2. Tolle, E. (1997). The Power of Now. New World Library.
3. Brown, B. (2012). Daring Greatly. Avery.
4. Clear, J. (2018). Atomic Habits. Avery.
5. Dweck, C. S. (2006). Mindset: The New Psychology of Success. Ballantine Books.
6. Manson, M. (2016). The Subtle Art of Not Giving a Fck*. HarperOne.
7. Goleman, D. (1995). Emotional Intelligence. Bantam.
8. Sincero, J. (2013). You Are a Badass. Running Press.

## Advanced Reading

1. Ruiz, D. M. (1997). The Four Agreements. Amber-Allen Publishing.
2. Gilbert, E. (2015). Big Magic: Creative Living Beyond Fear. Riverhead Books.
3. Sinek, S. (2009). Start with Why. Portfolio.
4. Brown, B. (2010). The Gifts of Imperfection. Hazelden Publishing.
5. Robbins, T. (1991). Awaken the Giant Within. Free Press.
6. Elrod, H. (2012). The Miracle Morning. Hal Elrod International, Inc.
7. Dalai Lama, & Cutler, H. (1998). The Art of Happiness. Riverhead Books.

**Open Educational Resources (OER) (Clickable links)-**
**Psychology Today (https://www.psychologytoday.com/)**
**Mindful.org (https://www.mindful.org/)**
**Greater Good Magazine (https://greatergood.berkeley.edu/)**
**Medium (https://medium.com/)**

## Assessment & Evaluation

| Components | Assignment | Mid Term Examination | Attendance | End Term Examination |
|---|---|---|---|---|
| **Weightage (%)** | **20** | **20** | **10** | **50** |

## Programme and Course Mapping

| Course Code | Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| AEC003 | CO1 | - | - | - | 3 | - | - | - | - | 3 | - | 3 | - | - | - |
| | CO2 | - | - | 1 | 3 | 3 | 3 | - | - | 3 | - | - | - | - | 2 |
| | CO3 | - | - | 1 | 2 | 3 | 3 | - | - | - | - | 3 | - | 1 | - |
| | CO4 | - | - | - | 3 | 3 | 3 | - | - | 3 | - | 3 | 1 | - | - |

1=weakly mapped

2= moderately mapped

3=strongly mapped

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

| Mapping between COs and POs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Develop a comprehensive understanding of leadership theories, ethical principles, and emotional intelligence as the building blocks of effective leadership. | PO3, PO5, PO9 |
| **CO2** | Master advanced communication, conflict resolution, and team empowerment techniques for fostering inclusive and collaborative leadership. | PO4, PO5, PO6, PO11 |
| **CO3** | Cultivate strategic thinking, data-driven decision-making, and change management skills to drive innovation and navigate organizational challenges. | PO4, PO6, PO9, PO11 |
| **CO4** | Embrace transformational leadership, mentorship, and adaptive strategies, culminating in a personal leadership legacy grounded in self-awareness and growth. | PO4, PO5, PO6, PO9, PO11 |

| Course Code | Course Title | PO1 Disciplinary Knowledge | PO2 Understanding the Role of Media | PO3 Skilled and Industry-ready Professionals | PO4 Influential and effective communication | PO5 Leadership readiness/ Qualities | PO6 Critical/ Reflective thinking & language efficiency | PO7 Technologically Efficient Professional | PO8 Ethical Awareness | PO9 Lifelong Learning | PO10 Research-related Skills | PO11 Cooperation/ Team work | PSO1 Students will acquire professional skills required to be media professionals | PSO2 Students will be equipped with ICTs competencies including digital literacy | PSO3 Student shall become ethically committed media professionals and entrepreneurs adhering to the human values |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| AEC003 | New Age Life Skills-III | | | 1 | 3 | 3 | 3 | | | 3 | | 3 | 1 | 1 | 2 |

| Unit | Relevance to the local, national, regional and global developmental needs | | | | Relevance To the Employability/ Entrepreneurship/ Skill Development | | | Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability | | | | SDG | NEP | POE/ 4th IR |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Local | Regional | National | Global | Employability | Entrepreneurship | Skill Development | Professional Ethics mm | Gender | Human Values | Environment & Sustainability | | | |
| Unit I | | | | | Understanding the essence of leadership in personal and professional spheres | | Introduction to Leadership, Self-Leadership and Emotional Intelligence, Ethical Leadership | Ethical Leadership | | Introduction to Leadership | | | | |
| Unit II | | | | | Inclusive Leadership | | Effective Communication for Leaders, Conflict | | | | | | | |

| Unit | | | | | | | | | | | | |
|------|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Resolution and Negotiation, Empowering Teams, Inclusive Leadership | | | | | | | |
| Unit III | | | | | Strategic Thinking, Problem Solving and Decision Making, Change Management, Innovation and Creativity | | | | | | | |
| Unit IV | | | | Mentorship and Coaching | Transformational Leadership, Mentorship and Coaching, Adaptive Leadership, Leadership Legacy and Reflection | | | | | | | |

## Teaching Plan:

| Weekly Teaching Plan | Topic/Unit No. | Textbook [TB]/ Reference Book [RB]- Chapter/ Page No./ Open Education Resources [OER] | Teaching-Learning Method |
|----------------------|----------------|--------------------------------------------------------------------------------------|--------------------------|
| **Week 1** | Foundations of Leadership- Introduction to Leadership: Understanding the essence of leadership in personal and professional spheres, and its role in driving positive change. | Leadership: Theory and Practice" by Peter G. Northouse | In-person Lecture (Conceptual Introduction) |
| **Week 2** | Leadership Theories: | Leadership: Enhancing the Lessons of | Blended Learning (In-person Lecture + |

148

| | | | |
|---|---|---|---|
| | Exploring various leadership styles, traits, and approaches to develop a holistic understanding of effective leadership. | Experience" by Richard L. Hughes, Robert C. Ginnett, and Gordon J. Curphy | Presentation (PPT) for deeper understanding) |
| **Week 3** | Self-Leadership and Emotional Intelligence: Cultivating self-awareness, emotional regulation, and personal accountability as the foundation for leading others. | Emotional Intelligence: Why It Can Matter More Than IQ" by Daniel Goleman | In-person Lecture |
| **Week 4** | Ethical Leadership: Learning ethical decision-making frameworks and the importance of integrity, empathy, and social responsibility in leadership roles. | The Leadership Challenge" by James M. Kouzes and Barry Z. Posner | In-person Lecture |
| **Week 5** | Communication and Interpersonal Skills for Leaders | Communication for Leaders" by Chris Guo, Alan To, and Sarah Raine | Blended Learning (In-person Lecture + Experiential Learning through role-play) |
| **Week 6** | Effective Communication for Leaders | Leadership Communication as Citizenship" by John O. Burtis and Jennifer Lyn Simpson | In-person Lecture |
| **Week 7** | Conflict Resolution and Negotiation | Getting to Yes: Negotiating Agreement Without Giving In" by Roger Fisher and William Ury | In-person Lecture |
| **Week 8** | Empowering Teams, Inclusive Leadership | Empowerment Takes More Than a Minute" by Ken Blanchard, John P. Carlos, and Alan Randolph | In-person Lecture |
| **Week 9** | Strategic Vision and Decision | Good Strategy Bad Strategy: The Difference | Blended Learning |

| | Making | and Why It Matters" by Richard P. Rumelt | |
|---|---|---|---|
| **Week 10** | Strategic Thinking, Problem Solving and Decision Making | Strategic Thinking for Turbulent Times" by H. Igor Ansoff | Blended Learning |
| **Week 11** | Change Management, Innovation and Creativity | Leading Change" by John P. Kotter | In-person Lecture |
| **Week 12** | Transformational Leadership and Personal Growth | Leadership from the Inside Out: Becoming a Leader for Life" by Kevin Cashman | In-person Lecture |
| **Week 13** | Transformational Leadership | Primal Leadership: Realizing the Power of Emotional Intelligence" by Daniel Goleman, Richard E. Boyatzis, and Annie McKee | Blended Learning |
| **Week 14** | Mentorship and Coaching, Adaptive Leadership | Dare to Lead: Brave Work. Tough Conversations. Whole Hearts." by Brené Brown | In-person Lecture |
| **Week 15** | Leadership Legacy and Reflection | The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations" by James M. Kouzes and Barry Z. Posner | In-person Lecture |

## Facilitating the Achievement of Course Learning Outcomes
## For Example:

| Unit No. | Course Learning Outcomes | Teaching Learning Activity | Assessment Task Methods |
|---|---|---|---|
| **1** | Upon completion, students will be able to explain and critically analyze various leadership theories and models, such as trait theory, behavioral theory, contingency theory, transformational leadership, and servant leadership. | (i) Each topic to be explained with illustrations. (ii) Students to be encouraged to discover the relevant concepts. (iii) Students be given homework/assignments. (iv) Discuss and solve the theoretical and practical problems in the class. (v) | • Presentations and class discussions. • Assignments and class tests. • Student presentations. • Mid-term examinations. • Practical and viva-voce examinations. • End-term examinations. |

150

| | | | |
|---|---|---|---|
| 2 | Upon completion, students will able to communicate their ideas, messages, and vision clearly and persuasively, both in written and oral forms. | Students to be encouraged to apply concepts to real world problems. | |
| 3 | Upon completion, students will Develop the ability to think strategically and understand the importance of long-term planning in leadership and organizational success. | | |
| 4 | Upon completion, students will be Define and understand the concept of transformational leadership, including its principles and key characteristics. | | |

| JMBJ253 | Internship Report-I | L | T | P | C |
|---------|---------------------|---|---|---|---|
| Version 1.0 | | - | - | - | 2 |
| Eligibility | BA(JMC) II | | | | |
| Co-requisites | -- | | | | |

## Description

Every student will have to undergo an internship in do a dissertation in any area of mass communication detailed in the curriculum. The objective of the internship is to enable a student to have an in-depth knowledge of the subject of his/her choice. It should be a practical training that should endeavor to create new knowledge in any area of mass communication.

At the end of the internship the student will be expected to submit an Internship Report. The task of the internship supervisor will be to guide the student on how to best present his internship report which should include testimonials, Daily reporting / activity report of all work undertaken during the internship and submission of a report from the place of internship providing student attendance details and progress report.

## Course Objectives (CO)

1. To enable the student to have an in-depth knowledge of the subject of his/her choice.
2. To teach him/her the steps involved in writing a report.

## Course Learning Outcomes (CLO)

1. The student will learn how to prepare an internship report.
2. The practical training during the internship will help induce new knowledge in any area of mass communication.

| CLO | DESCRIPTION | BLOOM TAXONOMY'S LEVEL |
|-----|-------------|------------------------|
| CLO1 | The Students will learn how to prepare and internship report | 1, 2 Remembering Understanding |
| CLO2 | The practical training during the internship will help induce new knowledge in any area of mass communication. | 2, 3 Understanding, Applying |

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

## Examination Scheme

| Components | Quiz I | Presentation/ Assignment/ etc. | Mid Term Exam | Attendance | End Term Exam |
|------------|--------|-------------------------------|---------------|------------|---------------|
| Weightage (%) | 10 | 10 | 20 | 10 | 50 |

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

| Mapping between COs and POs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | The Students will learn how to prepare and internship report. | PO1, PO2, PO6, PO8, PO11 |
| **CO2** | The practical training during the internship will help induce new knowledge in any area of mass communication. | PO1, PO2, PO4, PO7, PO9 |

| Cours Code | Course Title | PO1 Disciplinary Knowledge | PO2 Understanding the Role of Media | PO3 Skilled and Industry-ready Professionals | PO4 Influential and effective communication | PO5 Leadership readiness/ Qualities | PO6 Critical/ Reflective thinking & language efficiency | PO7 Technologically Efficient Professional | PO8 Ethical Awareness | PO9 Lifelong Learning | PO10 Research-related Skills | PO11 Cooperation/ Team work | PSO1 Students will acquire professional skills required to be a media professional | PSO2 Students will be equipped with ICTs competencies including digital literacy | PSO3 Student shall become ethically committed media professionals and entrepreneurs adhering to the human values |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| JMBJ253 | Internship Report-I | 3 | 2 | 3 | 2 | 1 | - | 3 | 1 | 2 | - | 3 | 3 | 2 | 3 |

| Course Code | Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| JMBJ253 | CO1 | 3 | 2 | 3 | - | - | - | - | 1 | - | - | 2 | - | 2 | 2 |
| | CO2 | 2 | - | - | 2 | 1 | - | 3 | - | 2 | - | 3 | 3 | - | 3 |

1=weakly mapped
2= moderately mapped
3=strongly mapped

| S. No. | Course Code | Course | Credits |
|---|---|---|---|
| | | **Semester IV**<br><br>Diploma in Journalism and Mass Communication<br>with specialization in Social Psychology and SDG | |
| 1. | JMBJ202 | Advertising and Integrated Marketing Communication | 4 |
| 2. | JMBJ204 | Television Journalism and Production | 4 |
| 3. | JMBJ206 | Graphic Design and Visualization | 4 |
| 4. | USO104 | Globalization and Sustainable Society | 4 |
| 5. | JMBJ252 | Advertising Lab | 1 |
| 6. | JMBJ254 | Television Journalism and Production Lab | 1 |
| 7. | OEC | Open Elective -03 | 3 |
| 8. | VAC | VAC -04 | 2 |
| | | **Total** | **23** |

| JMBJ202 | Advertising and Integrated Marketing Communication | L | T | P | C |
|---|---|---|---|---|---|
| **Version 2.0** | | 3 | 1 | 0 | 4 |
| **Eligibility** | BA(JMC) I | | | | |
| **Co-requisites** | -- | | | | |

## Course objectives-

1. To define the concept and nature of advertising, its role in society and business.
2. To explain application of theories and models in the field of advertising
3. To demonstrate knowledge and functioning of advertising agency
4. To compare marketing and advertising using marketing mix, role of segmentation and buying motives
5. To choose the appropriate appeals of advertising to reach target audience keeping ethics in mind
6. To design creative and media strategies for Advertising Campaigns using research methods and study effectiveness

## Course Outcomes-

After completion of the course students will be able to:
**CO1** Define the concept and nature of advertising, its role in society and business.
**CO2** Illustrate the theories and models in the field of advertising

**CO3** Demonstrate the knowledge and functioning of advertising agency

**CO4** Differentiate between marketing and advertising using marketing mix, role of segmentation and buying motives

**CO5** Choose the appropriate appeals of advertising to reach target audience keeping ethics in mind

**CO6** Design creative and media strategies for Advertising Campaigns using research methods and study effectiveness

## Catalogue Description

This course is an introductory study of the world of advertising. The course is designed to explain advertising, its role in society and business. It involves the understanding and appreciation of proper strategies--Advertising, Creative and Media. It also examines fully the roles played by the different departments of an agency and the various segments of the advertising industry that pertain to each of them.

This course will help students identify Advertising vs. other forms of Marketing & Communication. It will develop their in-depth understanding that how advertising must work with other communication disciplines like PR and Brand communication. The advertising has long term impact on society of advertising. The students will also explore various theories of advertising and their application in practice. They will learn about various forms of advertising and how advertising changes with media.

The students will be able to comprehend general principles of Advertising Campaigns, importance of creativity in advertising. The course will also help them in understanding audiences and their identification, segmentation and targeting. They will be taught concepts of creative brief, copy writing and advertising strategy. The students will be able to understand difference between content writing and copy writing. They will use their creative blend to write various advertising copy, develop big idea for the campaign, develop advertising objectives of the campaign and prepare advertising and marketing strategies. They will be able to design and produce advertising campaign for their clients.

The advent of new media and OTT platforms has changed the advertising scenario across the world. The students will also be exploring popular campaigns launched on social media and other platforms. The selected advertising campaigns will be discussed in the class and students will take up case studies to develop in depth understanding of working of adverting agencies.

By the end of the course, students will be able to understand how advertising works: from the base research and strategy to the creative and media buying.

## Course Content

### Unit I – 10 lectures
### Introduction to Advertising

Advertising: concepts, definitions, needs, Development of advertising in India and World, Importance and role of advertising in media, economy and society, Types of advertising on the basis of consumers, geography, space and purpose, Advertising as a communication process: Stern's model of advertising communication, Institutional/Corporate advertising

### UNIT II – 8 lectures
### Concept of Marketing

Market segmentation, Marketing Mix, 7 Ps of marketing, Sales promotion, Marketing vs Publicity, Identification of target consumer, Marketing Strategies, Positioning, USP, Product Life Cycle

## UNIT III – 12 lectures
## Concepts in Advertising

Ad campaign: Meaning and types, Setting Objectives, Theories in advertising (DAGMAR and AIDA approach), Understanding digital ad campaign, Budgeting, Process of planning and executing the ad campaign, Pretesting, concurrent and post testing a campaign, Pitch Presentations: format and style, Types of ad media: above the line and below the line media vehicles, Media planning - media mix, media selection, media buying, and media analysis, RoI

## UNIT IV – 15 lectures
## Organisational structure of Ad Agencies

Organization structure, pattern, definition, Types of advertising agencies, Function of different departments of ad agencies, Services rendered by modern ad agency, Agency compensation, Market research, Laws related to Advertising, Code of Ethics

### Suggested readings:

1. Aaker, D. A., & Mayers, J. G. (1992). *Advertising Management.* Prentice Hall of India.
2. Batra, M., & Aaker. (1992). *Advertising Management.* New Delhi: Prentice Hall of India
3. Jefkins, F. (1991). *Advertising.* New Delhi: Tata Mcgraw Hill.
4. Jethwaney, J., & Jain, S. (2006). *Advertising Management.* Oxford University Press.

### Advanced Readings:

5. O'Guinn, A., & Semenik. (2016). *Advertising and Integrated Brand Promotion.* New Delhi: Vikas Publication House.
6. Vilanilam, V. K., & Verghese, A. K. (2004). *Advertising Basics.* New Delhi: Response Books.
7. Wilmshurst, J., & Mackay, A. (1999). *The Fundamentals of Advertising.* Routledge.

### Open Educational Resources (OER) (Clickable links)-
1. MIT OCW Marketing
2. OpenStax Marketing
3. Khan Academy Business and Economics
4. IAB Education
5. LinkedIn Learning Marketing
6. Google Scholar

# Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
# Examination Scheme:

| Components | Quiz I | Presentation/ Assignment / etc. | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| Weightage (%) | 10 | 10 | 20 | 10 | 50 |

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

| Mapping between COs and POs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Define the concept and nature of advertising, its role in society and business. | **PO1** |
| **CO2** | illustrate the theories and models in the field of advertising | **PO1** |
| **CO3** | demonstrate the knowledge and functioning of advertising agency | **PO1** |
| **CO4** | differentiate between marketing and advertising using marketing mix, role of segmentation and buying motives | **PO10** |
| **CO5** | Choose the appropriate appeals of advertising to reach target audience keeping ethics in mind | **PO8 and PO3** |
| **CO6** | Design creative and media strategies for Advertising Campaigns using research methods and study effectiveness | **PO10, PO4 and PO3** |

| Course Code | Course Title | Disciplinary Knowledge PO1 | Understanding the Role of Press PO2 | Skilled and Industry-ready Professionals PO3 | Influential and effective communication PO4 | Leadership readiness/ Qualities PO5 | Critical/ Reflective thinking & language PO6 | Technologically Efficient Professional PO7 | Ethical Awareness PO8 | Lifelong Learning PO9 | Research-related Skills PO10 | Cooperation/ Team work PO11 | Students will acquire professional skills required to be media professionals PSO1 | Students will be equipped with ICTs competencies including digital literacy PSO2 | Student shall become ethically committed media professionals and entrepreneurs adhering to the human values PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **JMB J202** | **Advertising and Integrated Marketing Communication** | 3 | | 3 | 2 | | | | 2 | | 3 | 3 | | | |

| Course Code | Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **JMBJ 202** | CO1 | 3 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | CO2 | 3 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | CO3 | 3 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | CO4 | - | - | - | - | - | - | - | - | - | 3 | - | - | - | - |
| | CO5 | - | - | 3 | - | - | - | - | 2 | - | - | - | - | - | - |
| | CO6 | - | - | 2 | 2 | - | - | - | - | - | 3 | - | - | - | - |

1=weakly mapped

2= moderately mapped

3=strongly mapped

| Unit | Relevance to the local, national, regional and global developmental needs | | | | Relevance To the Employability / Entrepreneurship/ Skill Development | | | Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability | | | | SDG | NEP | POE /4th IR |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Local | Regional | National | Global | Employability | Entrepreneurship | Skill Development | Professional Ethics mm | Gender | Human Values | Environment & Sustainability | | | |
| Unit I | | | Development of ad | Development of advertisin | Institutional/ Corpo | | Institutional /Corporate advertising | economy and society | | Types of advertising on the | | Skills for Decent Work (SDG 4.4) (Learning the | **creative human endeavour, professional subjects, and soft skills** | Basic understanding of the discipline required |

| Unit | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | vertising in India and World | g in India and World | rate advertising | | | | basis of consumers | | components of this unit will enhance chances of employability) strengthen communication capacities, increase participation in the communication process (SDG 16) | **(11.1)** **Professional Education (20.2)** | for Industry Needs (Elevate understanding and skills of students required for employment) Skill Development |
| Unit II | | | | Market segmentation | | | Marketing Strategies | | | Marketing vs Publicity | | Skills for Decent Work (SDG 4.4) (Learning the components of this unit will | **creative human endeavour, professional subjects, and soft skills (11.1)** **intellectual, aesthetic** | inculcate understanding of market, communication and society |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | enhance chances of employability) strengthen communication capacities, increase participation in the communication process, power of information and knowledge (SDG 16) | **, social, physical, emotional, and moral in an integrated manner; an ethic of social engagement; soft skills (11.3)** **Professional Education (20.2)** | needs (required for employment) Skill Development (Acquire conceptual understanding and functional knowledge) |
| Unit III | | | | | A d ca m pa ig n | | Ad cam paig n | | | | | Skills for Decent Work (SDG 4.4) | **creative human endeavour, professional subjects,** | inculcate discipline knowledge of |

160

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | (Learning the components of this unit will enhance chances of employability) strengthen communication capacities, increase participation in the communication process, power of information and knowledge (SDG 16) | **and soft skills (11.1)** **intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner; an ethic of social engagement; soft skills (11.3)** **Professional Education (20.2)** | how ad works as a tool of comunication and marketing (required for employment) Hands-on Experience (Creating Campaigns) |
| Unit IV | | | | | | | Code of Ethics | | Laws relate | | Skills for Decent Work | **Professional Education (20.2)** | Discipline knowledge |

161

| | | | | | | | | | | | | d to Advertising | | (SDG 4.4)<br><br>(Learning the components of this unit will enhance chances of employability)<br><br>strengthen communication capacities, increase participation in the communication process, power of information and knowledge (SDG 16) | **ethic and importance of public purpose, an education in the discipline, and an education for practice (20.1)**<br><br>**Use of technological tools (23.2)**<br><br>**awareness on issues of privacy, laws, and standards associated with data handling and data protection (23.13)** | - a must for employment<br><br>Skill Development 1) (Acquire conceptual understanding and functional knowledge) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

**Teaching Plan:**

| Weekly Teaching Plan | Topic/Unit No. | Textbook [TB]/ Reference Book [RB]-Chapter/ Page No./ Open Education Resources [OER] | Teaching-Learning Method |
|---|---|---|---|
| **Week 1** | Unit I - 3 contact hours, | Topic: Advertising: concepts, definitions, needs, Development of advertising in India and World, Importance and role of advertising in media, economy and society,<br><br>TB: 1 | In-person Lecture (Conceptual Introduction) |
| **Week 2** | Unit I - 3 contact hours | Topic: Types of advertising on the basis of consumers, geography, space and purpose AR: 2 | Blended Learning (In-person Lecture + Presentation (PPT) for deeper understanding) |
| **Week 3** | Unit I - 3 contact hours | Topic: Advertising as a communication process: Stern's model of advertising communication, Institutional/Corporate advertising OER: 2 | In-person Lecture (Historical Overview) |
| **Week 4** | Unit II - 3 contact hours | Topic: Market segmentation, Marketing Mix, 7 Ps of marketing, Sales promotion, Marketing vs Publicity SR: 1 | In-person Lecture (Skill Development) |
| **Week 5** | Unit II - 3 contact hours | Topic: Identification of target consumer, Marketing Strategies, Positioning, OER: 2 | Blended Learning (In-person Lecture + Experiential Learning through role-play) |
| **Week 6** | Unit II - 3 contact hours | Topic: USP, Product Life Cycle<br><br>AR: 3 | In-person Lecture (Conceptual Explanation) |
| **Week 7** | Unit III - 3 contact hours | Topic: Ad campaign: Meaning and types, Setting Objectives, Theories in advertising (DAGMAR and AIDA approach), Understanding digital ad campaign, Budgeting, Process of planning and executing the ad campaign, Pretesting, concurrent and post testing a campaign TB: 2 | In-person Lecture (Conceptual Introduction) |
| **Week 8** | Unit III - 3 contact hours | Topic: Pitch Presentations: format and style, Types of ad media: above the line and below | In-person Lecture (Conceptual Explanation) |

| | | the line media vehicles TB: 1 | |
|---|---|---|---|
| **Week 9** | Unit III - 3 contact hours | Topic: Media planning - media mix, media selection, media buying, and media analysis, RoI TB: 2 | Blended Learning (In-person Lecture + Experiential Learning through media analysis) |
| **Week 10** | Unit IV - 3 contact hours | Topic: Organization structure, pattern, definition, Types of advertising agencies SR: 3 | In-person Lecture (Theory Overview) |
| **Week 11** | Unit IV - 3 contact hours | Topic: Function of different departments of ad agencies, Services rendered by modern ad agency TB: 2 | In-person Lecture (Theory Overview) |
| **Week 12** | Unit IV - 3 contact hours | Topic: Agency compensation, Market research OER: 2 | In-person Lecture (Model Explanation) |
| **Week 13** | Unit IV - 3 contact hours | Topic: Laws related to Advertising, Code of Ethics OER: 3 | Blended Learning (In-person Lecture + Participatory Learning through surveys and interactions) |
| **Week 14** | Revision & Assessment | | In-person Lecture (Revision Session) |
| **Week 15** | Remedial/Makeup Classes | | In-person Lecture (Extra Help) |

## Facilitating the Achievement of Course Learning Outcomes

## For Example:

| Unit No. | Course Learning Outcomes | Teaching Learning Activity | Assessment Task Methods |
|---|---|---|---|
| 1 | Upon completing this course students will gain a comprehensive understanding of advertising world. | (i) Each topic to be explained with illustrations. (ii) Students to be encouraged to discover the relevant concepts. (iii) Students be given homework/assignments. (iv) Discuss and solve the theoretical and practical problems in the class. (v) Students to be encouraged to apply concepts to real world problems. | • Presentations and class discussions. • Assignments and class tests. • Student presentations. • Mid-term examinations. • Practical and viva-voce examinations. • End-term examinations. |
| 2 | Students will Master the art of ad campaign and AIDA approach. | | |
| 3 | Students will Differentiate between marketing and advertising. | | |
| 4 | Upon completion, students will be able to critically evaluate the media buying and media analysis. | | |

| JMBJ204 | Television Journalism and Production | L | T | P | C |
|---|---|---|---|---|---|
| Version 2.0 | | 3 | 1 | 0 | 4 |
| Eligibility | BA(JMC) I | | | | |
| Co-requisites | -- | | | | |

## Course Objectives:

1. Explain the salient features of TV as a medium
2. Describe the process of gathering news and report for TV.
3. List the stages of production of a video program
4. Describe the steps involved in editing of a video program

## Course Outcomes: -

After the completion of the course, students will be able to:

CO1: Analyze and work in the TV industry.

CO2: Write the stories and collect the news for the TV news and entertainment industry.

CO3: Produce different formats of TV programs.

CO4: Work on editing softwares.

## Catalogue Description

Explore the dynamic world of television production and news reporting in this comprehensive course. Through a structured curriculum divided into four units, you will gain a deep understanding of the medium and its language, enabling you to excel in various aspects of television production.

Students will dive into the nature and language of television as a medium. Explore various formats and types of TV programs. Master the art of crafting TV news scripts. Develop skills in scripting for both fiction and non-fiction content.

This course will serve to learn the fundamentals of TV reporting, focusing on essential reporting skills and ethical considerations. Discover the art of finding compelling stories and developing credible sources for TV news. Gain expertise in writing and reporting for TV, including sourcing the right visuals and conducting effective interviews. Understand the nuances of anchoring for live shows and packaging news content effectively.

This course equips you with the knowledge and skills required to thrive in the fast-paced world of television production and news reporting. Whether you aspire to be a TV journalist, producer, or director, this curriculum provides a solid foundation to excel in the television industry.

# COURSECONTENT

_____

## Unit I: 12 Contact Hours
## TV as a medium

1. Understanding the medium - Nature and Language of TV
2. Formats and types for TV Programs
3. TV News script format
4. Scripting for Fiction/Non Fiction

## Unit II: 10 Contact Hours
## TV News Gathering

1. Fundamentals of TV reporting – Reporting skills, Ethics for TV reporting
2. Writing and Reporting for TV : Finding the story and Developing the sources, Gathering the facts (Getting right visuals, facts and figures, establishing the scene, cut away)
3. Interview – types of news interview, art of conducting a good interview
4. Anchoring - Live shows
5. Packaging

## Unit III: 11 Contact Hours
## TV Programme Production

1. Steps involved in production & utilisation of a TV Program
2. Stages of production- pre-production, production and post-production
3. The production personnel – Single camera and Multi camera production
4. Use of graphics and special effects
5. Developing a video brief

## Unit IV: 15 Contact Hours
## Basics of video editing and Programme Evaluation

1. Aesthetic Factor of video editing.
2. Types of video editing- Non-Linear editing ,Cut to cut, assemble & insert, on line, off line editing
3. Designing, Evaluation and field testing of programme

## Practical Assignments:
1. News Package Production
2. TV Talk Show Production
3. Commercial Advertisement Production
4. TV News Reporting

## Suggested Readings:
1. Jan R. Hakemulder, Broadcast Journalism, Anmol Publications,

Ray AC de Jonge, PP Singh                    New Delhi
2. Janet Trewin                    Presenting on TV and Radio, Focal Press,
New Delhi

3.  Stuart W. Hyde                 TV & Radio Announcing, Kanishka Publishers
4.  Andrew Boyd                 Techniques of Radio and Television News
Publisher: Focal Press, India.
5.  Ralph Donald and Thomas Spann     Fundamentals of Television Production
Surjeet Publications,New Delhi.

### Advanced Readings:

1.  Herbert Zettl   Handbook of Television Production,Publisher: Wadsworth
2.  Thomas D Burrows & Lynne S.       Video Production Publisher: MC Graw Hill
3.  Ralph Donald, Thomas Spann       Fundamentals of TV Production, Surjeet Pubications, New Delhi
4.  Lynn S Gross, Larry W. Ward       Electronic Movie making Wadsworth Publishing
5.  Neill Hicks     Screen Writing, Michael Wiese Productions

## Open Educational Resources (OER) (Clickable links)-
BBC Academy Journalism Training
OER Commons - Communication and Media Studies

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
## Examination Scheme

| Components | Quiz I | Presentation/ Assignment/ etc. | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| Weightage (%) | 10 | 10 | 20 | 10 | 50 |

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

| Mapping between COs and POs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Enhance knowledge about photography and its history. | **PO1, PO7** |
| **CO2** | Describe the parts of a digital camera and their functions. | **PO1, PO4, PO9** |
| **CO3** | Develop visualization and creativity of the students. | **PO4, PO6** |
| **CO4** | Apprise the students with techniques involved in various beats of photography. | **PO3** |
| **CO5** | Describe various lights, their accessories and their applications. | **PO7** |
| **CO6** | Apply the use of photography in journalism and advertising field. | **PO2, PO3** |
| **CO7** | Demonstrate proficiency of skills in Photo Journalism. | **PO7, PO9** |

| Course Code | Course Title | Disciplinary Knowledge PO1 | Understanding the Role of Media PO2 | Skilled and Industry-ready Professionals PO3 | Influential and effective communication PO4 | Leadership readiness/ Qualities PO5 | Critical/ Reflective thinking & language efficiency PO6 | Technologically Efficient Professional PO7 | Ethical Awareness PO8 | Lifelong Learning PO9 | Research-related Skills PO10 | Cooperation/ Team work PO11 | Students will acquire professional skills required to be a media professional PSO1 | Students will be equipped with ICTs competencies including digital literacy PSO2 | Student shall become ethically committed media professionals and entrepreneurs adhering to the human values PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| JMBJ204 | Television Journalism and Production | 3 | 1 | 2 | 2 | | 2 | 3 | 2 | | | | | | |

| Course Code | Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **JMBJ 204** | CO1 | 3 | - | - | - | - | - | 2 | - | - | - | - | - | - | - |
| | CO2 | 3 | - | - | 2 | - | - | - | - | 2 | - | - | - | - | - |
| | CO3 | - | - | - | 3 | - | 2 | - | - | - | - | - | - | - | - |
| | CO4 | - | - | 3 | - | - | - | - | - | - | - | - | - | - | - |
| | CO5 | - | - | - | - | - | - | 3 | - | - | - | - | - | - | - |
| | CO6 | - | 3 | 3 | - | - | - | - | - | - | - | - | - | - | - |
| | CO7 | - | - | - | - | - | - | 3 | - | 3 | - | - | - | - | - |

1=weakly mapped
2= moderately mapped
3=strongly mapped

| Unit | Relevance to the local, national, regional and global developmental needs | | | | Relevance To the Employability/ Entrepreneurship/ Skill Development | | | Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability | | | | S D G | N E P | P O E/ 4th IR |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Local | Regional | National | Global | Employability | Entrepreneurship | Skill Development | Professional Ethics mm | Gender | Human Values | Environment & Sustainability | | | |
| Unit I | | | | | **Understanding the medium - Nature and Language of TV, Formats and types for TV Programs, Scripting for Fiction/Non Fiction** | | Scripting for Fiction/Non Fiction | | | | | | | |
| Unit II | | | | | Reporting skills, | Writing and Reporti | Reporting skills, | | | Writing and | | | | |

| | | | | | Ethics for TV reporting, Writing and Reporting for TV, Interview – types of news interview, art of conducting a good interview, Anchoring - Live shows | ng for TV, Anchoring - Live shows | Ethics for TV reporting, Writing and Reporting for TV, Interview – types of news interview, art of conducting a good interview, Anchoring - Live shows | | | Reporting for TV | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Unit III | | | | | Steps involved in production & utilisation of a TV Program, Stages of | | Use of graphics and special effects | | | | | | |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | production | | | | | | | | | |
| Unit IV | | | | video editing-Non-Linear editing, Designing, Evaluation and field testing of programme | | | video editing-Non-Linear editing | | | | | | |

**Teaching Plan:**

| Weekly Teaching Plan | Topic/Unit No. | Textbook [TB]/ Reference Book [RB]-Chapter/ Page No./ Open Education Resources [OER] | Teaching-Learning Method |
|---|---|---|---|
| **Week 1** | Unit I - 3 contact hours, | Topic:Understanding the medium - Nature and Language of TV<br>TB: 1 | In-person Lecture (Conceptual Introduction) |
| **Week 2** | Unit I - 3 contact hours | Topic:Formats and types for TV Programs<br><br>TV News script format<br>AR: 2 | Blended Learning (In-person Lecture + Presentation (PPT) for deeper understanding) |
| **Week 3** | Unit I - 3 contact hours | Topic: Scripting for Fiction/Non Fiction<br>OER: 2 | In-person Lecture (Historical Overview) |
| **Week 4** | Unit II - 3 contact hours | Topic: Fundamentals of TV reporting – Reporting skills, | In-person Lecture (Skill Development) |

| | | Ethics for TV reporting | |
|---|---|---|---|
| | | Writing and Reporting for TV : Finding the story and Developing the sources, Gathering the facts (Getting right visuals, facts and figures, establishing the scene, cut away) | |
| | | SR: 1 | |
| **Week 5** | Unit II - 3 contact hours | Topic: Interview – types of news interview, art of conducting a good interview | Blended Learning (In-person Lecture + Experiential Learning through role-play) |
| | | Anchoring - Live shows | |
| | | OER: 2 | |
| **Week 6** | Unit II - 3 contact hours | Topic: Packaging | In-person Lecture (Conceptual Explanation) |
| | | AR: 3 | |
| **Week 7** | Unit III - 3 contact hours | Topic: Steps involved in production & utilisation of a TV Program | In-person Lecture (Conceptual Introduction) |
| | | Stages of production- pre-production, production and post-production | |
| | | TB: 2 | |
| **Week 8** | Unit III - 3 contact hours | Topic: The production personnel – Single camera and Multi camera production | In-person Lecture (Conceptual Explanation) |
| | | Use of graphics and special effects | |
| | | TB: 1 | |
| **Week 9** | Unit III - 3 contact hours | Topic: Developing a video brief | Blended Learning (In-person Lecture + Experiential Learning through media analysis) |
| | | TB: 2 | |
| **Week 10** | Unit IV - 3 contact hours | Topic: Aesthetic Factor of video editing. | In-person Lecture (Theory Overview) |
| | | SR: 3 | |

| Week 11 | Unit IV - 3 contact hours | Topic: Types of video editing TB: 2 | In-person Lecture (Theory Overview) |
|---|---|---|---|
| Week 12 | Unit IV - 3 contact hours | Topic:Designing, Evaluation and field testing of programme OER: 2 | In-person Lecture (Model Explanation) |
| Week 13 | Unit IV - 3 contact hours | 1. Topic: News Package Production 2. TV Talk Show Production 3. Commercial Advertisement Production 4. TV News Reporting OER: 3 | Blended Learning (In-person Lecture + Participatory Learning through surveys and interactions) |
| Week 14 | Revision & Assessment | | In-person Lecture (Revision Session) |
| Week 15 | Remedial/Makeup Classes | | In-person Lecture (Extra Help) |

## Facilitating the Achievement of Course Learning Outcomes
## For Example:

| Unit No. | Course Learning Outcomes | Teaching Learning Activity | Assessment Task Methods |
|---|---|---|---|
| 1 | Upon completing this course students will gain a comprehensive understanding of Editing. | (i) Each topic to be explained with illustrations. (ii) Students to be encouraged to discover the relevant concepts. (iii) Students be given homework/assignments. (iv) Discuss and solve the theoretical and practical problems in the class. (v) Students to be encouraged to apply concepts to real world problems. | • Presentations and class discussions. • Assignments and class tests. • Student presentations. • Mid-term examinations. • Practical and viva-voce examinations. • End-term examinations. |
| 2 | Students will Master the art of production techniques. | | |
| 3 | Students will Differentiate between linear and non linear editing. | | |
| 4 | Upon completion, students will be able to critically evaluate the Aesthetic Factor of video editing | | |

| JMBJ206 | Graphic Design and Visualization | L | T | P | C |
|---|---|---|---|---|---|
| Version 2.0 | | 3 | 1 | 0 | 4 |
| Eligibility | BA(JMC) I | | | | |
| Co-requisites | -- | | | | |

**Course Objectives:** On completion of the course students should be able to:
1. Describe basics of design and graphics.
2. Apply various elements and principles of design to various forms of visual and graphic communication for Print Media.
3. Make Layout for newspapers, Magazines and Books.
4. Understand the importance of visuals in designing.
5. Use technology (DTP) effectively for Media design purpose.

**Course Outcomes: -** After the completion of the course, students will be able to:
**CO1:** Develop entrepreneurship skills.
**CO2:** Learn effective communication through visual and design.
**CO3:** Understand the growth and development of Typography.
**CO4:** Know about effective applications of Colors.
**CO5:** Develop desktop publishing skills.

## Unit-I [Principles of Design & Graphics] 12 Contact Hours
1. Basics of Design and Graphics
2. Elements and principles of design
3. Typography : Physical form, aesthetics and classifications
4. Colour : Physical forms, psychology, colour scheme and production

## Unit-II [Layout] 10 Contact Hours
1. Components of layout and layout planning
2. Advertisement layout
3. Broadsheet and Tabloid layout
4. Magazine & Book Layout

## Unit-III [Visuals and Design] 11 Contact Hours
1. Visuals : Physical forms, functions & editing
2. Poster Design
3. Logo Design
4. Brochure Design

## Unit-IV [DTP & Printing] 15 Contact Hours
1. Basics of Desktop Publishing
2. Printing Process
3. Printing Methods - Letter Press, Screen, Offset,
4. Paper and finishing

**Practical Assignments** -
1. Logo Design
2. Poster Design
3. Website Mockup
4. Magazine Layout
5. Portfolio Website

**Suggested Readings:**
1. K.S. Duggal, Book Publishing
2. A.K. Dhar, Printing and Publishing

**Advanced Readings:**
1. N. N. Sarkar, Art and Production, Sagar Publishers, New Delhi, 2001
2. N.N. Sarkar, Designing Print Communication, Sagar Publishers, New Delhi, 1998

**Open Educational Resources (OER) (Clickable links)-**
- [Coursera Graphic Design Specialization](#)
- [Adobe Education Exchange](#)
- [Canva](#)

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**
**Examination Scheme**

| Components | Quiz I | Presentation/ Assignment/ etc. | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| **Weightage (%)** | 10 | 10 | 20 | 10 | 50 |

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

| Mapping between COs and POs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Enhance knowledge about photography and its history. | **PO1, PO7** |
| **CO2** | Describe the parts of a digital camera and their functions. | **PO1, PO4, PO9** |
| **CO3** | Develop visualization and creativity of the students. | **PO4, PO6** |
| **CO4** | Apprise the students with techniques involved in various beats of photography. | **PO3** |
| **CO5** | Describe various lights, their accessories and their applications. | **PO7** |
| **CO6** | Apply the use of photography in journalism and advertising field. | **PO2, PO3** |
| **CO7** | Demonstrate proficiency of skills in Photo Journalism. | **PO7, PO9** |

| Course Code | Course Title | Disciplinary Knowledge PO1 | Understanding the Role of Media PO2 | Skilled and Industry-ready Professionals PO3 | Influential and effective communication PO4 | Leadership readiness/ Qualities PO5 | Critical/ Reflective thinking & language PO6 | Technologically Efficient Professional PO7 | Ethical Awareness PO8 | Lifelong Learning PO9 | Research-related Skills PO10 | Cooperation/ Team work PO11 | Students will acquire professional skills required to be a media professional PSO1 | Students will be equipped with ICTs competencies including digital literacy PSO2 | Student shall become ethically committed media professionals and entrepreneurs adhering to the human values PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| JMBJ206 | Graphic Design and Visualization | 3 | 1 | 2 | 2 | | 2 | 3 | | 2 | | | | | |

| Course Code | Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| JMBJ206 | CO1 | 3 | - | - | - | - | - | 2 | - | - | - | - | - | - | - |
| | CO2 | 3 | - | - | 2 | - | - | - | - | 2 | - | - | - | - | - |
| | CO3 | - | - | - | 3 | - | 2 | - | - | - | - | - | - | - | - |
| | CO4 | - | - | 3 | - | - | - | - | - | - | - | - | - | - | - |
| | CO5 | - | - | - | - | - | - | 3 | - | - | - | - | - | - | - |
| | CO6 | - | 3 | 3 | - | - | - | - | - | - | - | - | - | - | - |
| | CO7 | - | - | - | - | - | - | 3 | - | 3 | - | - | - | - | - |

1=weakly mapped
2= moderately mapped
3=strongly mapped

| Un it | Relevance to the local, national, regional and global developmental needs | | | | Relevance To the Employability/ Entrepreneurship/ Skill Development | | | Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability | | | | S D G | NE P | P O E /4 th I R |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Lo cal | Re gio nal | Na tio nal | Gl ob al | Emplo yabilit y | Ent repr ene urs hip | Skill Devel opme nt | Profes sional Ethics mm | G e n d e r | Hu ma n Va lue s | Envir onme nt & Sustai nabilit y | | | |
| Un it I | | | | | **Design and Graph ics, Typog raphy : Physic al form, aesthet ics and classifi cations** | | Desig n and Graph ics, Typog raphy : Physi cal form, aesthe tics and classif icatio ns | | | | | | | |
| Un it II | | | | | Compo nents of layout and layout plannin g, Advert isemen t layout | | Adver tiseme nt layout | | | | | | | |
| Un it III | | | | | Poster Design , Logo Design | Pos ter Des ign, | Poster Desig n, Logo | | | | | | | |

177

| | | | | , Brochure Design | Logo Design, Brochure Design | Design, Brochure Design | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Unit IV | | | | Desktop Publishing , Printing Process, Printing Methods | | Printing Methods | | | | | | | |

## Teaching Plan:

| Weekly Teaching Plan | Topic/Unit No. | Textbook [TB]/ Reference Book [RB]-Chapter/ Page No./ Open Education Resources [OER] | Teaching-Learning Method |
|---|---|---|---|
| Week 1 | Unit I - 3 contact hours, | Topic: Basics of Design and Graphics<br><br>Elements and principles of design<br><br>TB: 1 | In-person Lecture (Conceptual Introduction) |
| Week 2 | Unit I - 3 contact hours | Topic: Typography : Physical form, aesthetics and classifications<br><br>AR: 2 | Blended Learning (In-person Lecture + Presentation (PPT) for deeper understanding) |
| Week 3 | Unit I - 3 contact hours | Topic: Colour : Physical forms, | In-person Lecture (Historical Overview) |

| | | psychology, colour scheme and production  OER: 2 | |
|---|---|---|---|
| **Week 4** | Unit II - 3 contact hours | Topic: Components of layout and layout planning  Advertisement layout  SR: 1 | In-person Lecture (Skill Development) |
| **Week 5** | Unit II - 3 contact hours | Topic: Broadsheet and Tabloid layout  OER: 2 | Blended Learning (In-person Lecture + Experiential Learning through role-play) |
| **Week 6** | Unit II - 3 contact hours | Topic: Magazine & Book Layout  AR: 3 | In-person Lecture (Conceptual Explanation) |
| **Week 7** | Unit III - 3 contact hours | Topic: Visuals : Physical forms, functions & editing  Poster Design  TB: 2 | In-person Lecture (Conceptual Introduction) |
| **Week 8** | Unit III - 3 contact hours | Topic: Logo Design  TB: 1 | In-person Lecture (Conceptual Explanation) |
| **Week 9** | Unit III - 3 contact hours | Topic: Brochure Design  TB: 2 | Blended Learning (In-person Lecture + Experiential Learning through media analysis) |
| **Week 10** | Unit IV - 3 contact hours | Topic: Basics of Desktop Publishing  SR: 3 | In-person Lecture (Theory Overview) |
| **Week 11** | Unit IV - 3 contact hours | Topic: Printing Process  Printing Methods - Letter Press, Screen, Offset,  TB: 2 | In-person Lecture (Theory Overview) |
| **Week 12** | Unit IV - 3 contact hours | Topic: Paper and | In-person Lecture (Model Explanation) |

| Week 13 | Unit IV - 3 contact hours | finishing OER: 2 Topic:**Practical Assignments** - 1. Logo Design 2. Poster Design 3. Website Mockup 4. Magazine Layout 5. Portfolio Website | Blended Learning (In-person Lecture + Participatory Learning through surveys and interactions) |
|---|---|---|---|
| Week 14 | Revision & Assessment | | In-person Lecture (Revision Session) |
| Week 15 | Remedial/Makeup Classes | | In-person Lecture (Extra Help) |

## Facilitating the Achievement of Course Learning Outcomes
## For Example:

| Unit No. | Course Learning Outcomes | Teaching Learning Activity | Assessment Task Methods |
|---|---|---|---|
| 1 | Upon completion, students will understand and demonstrate a strong understanding of fundamental design principles, including layout, typography, color theory, and composition. | (i) Each topic to be explained with illustrations. (ii) Students to be encouraged to discover the relevant concepts. (iii) Students be given homework/assignments. (iv) Discuss and solve the theoretical and practical problems in the class. (v) Students to be encouraged to apply concepts to real world problems. | • Presentations and class discussions. • Assignments and class tests. • Student presentations. • Mid-term examinations. • Practical and viva-voce examinations. • End-term examinations. |
| 2 | Upon completion, students will gain proficiency in industry-standard design software (e.g., Adobe Creative Cloud) for creating and editing graphic and visual content. | | |
| 3 | Upon completion, students will apply creative problem-solving skills to design projects, addressing client needs and finding innovative solutions to design challenges. | | |
| 4 | Upon completion, students will be able to develop the ability to critique and analyse design work, evaluating its effectiveness, alignment with objectives, and visual impact. | | |

| USO104 | **Globalization and Sustainable Society** | L | T | P | C |
|---|---|---|---|---|---|
| **Version 2.0** | | 3 | 1 | - | 4 |
| **Eligibility** | BA(JMC) I Year | | | | |
| **Co-requisites** | -- | | | | |

## Course Objectives:
- Understand the concept of globalization and its impact on societies and the environment.
- Analyze the relationship between globalization and sustainable development.
- Evaluate the social, economic, and environmental dimensions of sustainable development.
- Examine the role of different actors in promoting or hindering sustainable development in the era of globalization.
- Propose innovative solutions and strategies to promote a more sustainable and equitable global society.

## Course Outcomes:
- **CO1:** Define and explain the characteristics of globalization and its impact on sustainable development.
- **CO2:** Evaluate the social, economic, and environmental dimensions of sustainable development.
- **CO3:** Analyze the effects of globalization on poverty, inequality, climate change, and resource depletion.
- **CO4:** Critically examine the role of different actors in promoting or hindering sustainable development.
- **CO5:** Propose innovative solutions and strategies for a more sustainable and equitable global society.

## Catalogue Description:
Explore the complex relationship between globalization and the pursuit of a sustainable society in this thought-provoking and timely course. Through an interdisciplinary lens, students will critically examine the impact of globalization on environmental, social, economic, and cultural aspects of our world. With a focus on sustainability, this course delves into the challenges and opportunities that arise as nations and communities navigate the forces of globalization while striving to meet the needs of the present without compromising the well-being of future generations.

This course empowers students to become informed and active global citizens who can contribute to the ongoing dialogue on sustainability and the global challenges of our time. Through a blend of lectures, discussions, case studies, and group projects, students will gain a deep understanding of the intricate relationship between globalization and sustainable societies, preparing them to navigate and shape the future in an ever-changing world.

**Course Content**:

## Unit I: 12 Contact Hours
## Introduction to Globalization and Sustainable Development
Definition and key concepts of globalization
Principles and goals of sustainable development
Interplay between globalization and sustainable development

## Unit 2: 10 Contact Hours
## Globalization and Social Implications
Impact of globalization on poverty and inequality
Effects of globalization on labor markets and employment
Social consequences of global migration

## Unit 3: 11 Contact Hours
## Globalization and Environmental Implications
Globalization and climate change
Resource depletion and environmental degradation
Biodiversity loss and ecosystem degradation

## Unit 4: 15 Contact Hours
## Actors and Strategies for Sustainable Development
Role of governments in promoting sustainable development
Engagement of multinational corporations in sustainability
Contributions of civil society organizations and grassroots movements
Sustainable business models and practices

**Assessment Methods:**
- Class participation and discussions
- Written assignments (essays, research papers, case studies)
- Group projects and presentations
- Examinations (mid-term and final)
- Overall engagement and progress throughout the course

**Suggested Text Book:**
1. Globalization: A Multidimensional System" by Dr. Bhagaban Das
2. Globalization and Sustainable Development: Issues and Implications" by Dr. M. K. Ramesh and Dr. J. N. Reddy
3. Globalization and Sustainable Development: An Indian Perspective" by Dr. Raj Kumar
4. Globalization and Sustainable Development: A Critical Appraisal" by Dr. R. N. Ghosh
5. Globalization and Diversity: Geography of a Changing World" by Lester Rowntree, Martin Lewis, and Marie Price

**Advanced Readings:**
1. Globalization, Development, and Sustainability in India" by Dr. Dibyendu Maiti
2. Sustainability, Environment, and Ecology: Insights from India and the Global South" edited by Dr. G. Gopakumar and Dr. P. N. Sudhakaran
3. Globalization and Sustainable Development: Environmental, Social, and Economic Implications" edited by Nicholas A. Ashford and Ralph P. Hall
4. Globalization and Sustainable Development: Challenges and Opportunities" by Dr. Rajendra Prasad and Dr. Rakesh Kumar

## Open Educational Resources (OER) (Clickable links)-
### News Channels:
1. **NDTV (New Delhi Television)**
2. **CNN-News18**
3. **Times Now**
4. **Republic TV**
5. **India Today**

### Newspapers:
1. **The Times of India**
2. **The Indian Express**
3. **Hindustan Times**
4. **The Hindu**
5. **The Telegraph**

### Magazines:
1. **India Today Magazine**
2. **Outlook India**
3. **The Week**
4. **Frontline**
5. **Open Magazine**

### Digital News Platforms:
1. **The Quint**
2. **Scroll.in**
3. **The Wire**
4. **Firstpost**
5. **Moneycontrol**

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
### Examination Scheme

| Components | Quiz I | Presentation/ Assignment/ etc. | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| Weightage (%) | 10 | 10 | 20 | 10 | 50 |

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

| Mapping between COs and POs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Define and explain the characteristics of globalization and its impact on sustainable development | **PO1, PO9** |
| **CO2** | Evaluate the social, economic, and environmental dimensions of sustainable development. | **PO1, PO4, PO9** |
| **CO3** | Analyze the effects of globalization on poverty, inequality, climate change, and resource depletion. | **PO4, PO6** |
| **CO4** | Critically examine the role of different actors in promoting or hindering sustainable development. | **PO5** |
| **CO5** | Propose innovative solutions and strategies for a more sustainable and equitable global society. | **PO9, PO11** |

| Course Code | Course Title | Disciplinary Knowledge | Understanding the Role of Media | Skilled and Industry-ready Professionals | Influential and effective communication | Leadership readiness/ Qualities | Critical/ Reflective thinking & language | Technologically Efficient Professional | Ethical Awareness | Lifelong Learning | Research-related Skills | Cooperation/ Team work | Students will acquire professional skills required to be a media professional | Students will be equipped with ICTs competencies including digital literacy | Student shall become ethically committed media professionals and entrepreneurs adhering to the human |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
| **USO104** | **Globalization and Sustainable Society** | 3 | 1 | 2 | 2 | | 2 | 3 | | 2 | | | | | |

| Course Code | Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SEC024 | CO1 | 3 | - | - | - | - | - | 3 | - | - | - | - | - | - | - |
| | CO2 | 3 | - | - | 2 | - | - | - | - | 2 | - | - | - | - | - |
| | CO3 | - | - | - | 2 | - | 2 | - | - | - | - | - | - | - | - |
| | CO4 | - | - | 2 | - | - | - | - | - | - | - | - | - | - | - |
| | CO5 | - | - | - | - | - | - | 3 | - | - | - | - | - | - | - |
| | CO6 | - | 1 | 2 | - | - | - | - | - | - | - | - | - | - | - |
| | CO7 | - | - | - | - | - | - | 3 | - | 2 | - | - | - | - | - |

1=weakly mapped
2= moderately mapped
3=strongly mapped

| Unit | Relevance to the local, national, regional and global developmental needs | | | | Relevance To the Employability/ Entrepreneurship/ Skill Development | | | Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability | | | | SDG | NEP | POE/4th IR |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Local | Regional | National | Global | Employability | Entrepreneurship | Skill Development | Professional Ethics | Gender | Human Values | Environment & Sustainability | | | |
| Unit I | | | | **Definition and key concepts of globalization** | | | | | | | Principles and goals of sustainable development | | | |
| Unit II | | | | Impact of glob | | | | | | Impact of | Impact of globaliza | | | |

| | | | | alization on poverty and inequality | | | | | | glob alization on poverty and inequality | tion on poverty and inequality | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Unit III | | | | | | | | | | | Globalization and climate change Resource depletion and environmental degradation Biodiversity loss and ecosystem degradation | | | |
| Unit IV | Role of governments in promoting sustainable development | Role of governments in promoting sustainable development | Role of governments in promoting sustainable development | Role of governments in promoting sustainable development | | | | | | Sustainable business models and practices, | Sustainable business models and practices, Role of governments in promoting sustainable development | | | |

**Teaching Plan:**

| Weekly Teaching Plan | Topic/Unit No. | Textbook [TB]/ Reference Book [RB]-Chapter/ Page No./ Open Education Resources [OER] | Teaching-Learning Method |
|---|---|---|---|
| Week 1 | Unit I - 3 contact hours, | Topic: Definition and key concepts of globalization TB: 1 | In-person Lecture (Conceptual Introduction) |
| Week 2 | Unit I - 3 contact hours | Topic: Principles and goals of sustainable development AR: 2 | Blended Learning (In-person Lecture + Presentation (PPT) for deeper understanding) |
| Week 3 | Unit I - 3 contact hours | Topic: Interplay between globalization and sustainable development OER: 2 | In-person Lecture (Historical Overview) |
| Week 4 | Unit II - 3 contact hours | Topic: Impact of globalization on poverty and inequality SR: 1 | In-person Lecture (Skill Development) |
| Week 5 | Unit II - 3 contact hours | Topic: Effects of globalization on labor markets and employment OER: 2 | Blended Learning (In-person Lecture + Experiential Learning through role-play) |
| Week 6 | Unit II - 3 contact hours | Topic: Social consequences of global migration AR: 3 | In-person Lecture (Conceptual Explanation) |
| Week 7 | Unit III - 3 contact hours | Topic: Globalization and climate change TB: 2 | In-person Lecture (Conceptual Introduction) |
| Week 8 | Unit III - 3 contact hours | Topic: Resource depletion and environmental degradation TB: 1 | In-person Lecture (Conceptual Explanation) |

| Week 9 | Unit III - 3 contact hours | Topic: Biodiversity loss and ecosystem degradation TB: 2 | Blended Learning (In-person Lecture + Experiential Learning through media analysis) |
|--------|-----------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Week 10 | Unit IV - 3 contact hours | Topic: Engagement of multinational corporations in sustainability SR: 3 | In-person Lecture (Theory Overview) |
| Week 11 | Unit IV - 3 contact hours | Topic: Contributions of civil society organizations and grassroots movements TB: 2 | In-person Lecture (Theory Overview) |
| Week 12 | Unit IV - 3 contact hours | Topic: Role of governments in promoting sustainable development OER: 2 | In-person Lecture (Model Explanation) |
| Week 13 | Unit IV - 3 contact hours | Topic: Sustainable business models and practices OER: 3 | Blended Learning (In-person Lecture + Participatory Learning through surveys and interactions) |
| Week 14 | Revision & Assessment | | In-person Lecture (Revision Session) |
| Week 15 | Remedial/Makeup Classes | | In-person Lecture (Extra Help) |

**Facilitating the Achievement of Course Learning Outcomes**
**For Example:**

| Unit No. | Course Learning Outcomes | Teaching Learning Activity | Assessment Task Methods |
|----------|--------------------------|----------------------------|-------------------------|
| 1 | Upon completion, students will develop a comprehensive understanding of globalization, its historical context, and its impact on various aspects of society. | (i) Each topic to be explained with illustrations. (ii) Students to be encouraged to discover the relevant concepts. (iii) Students be given | • Presentations and class discussions. • Assignments and class tests. • Student presentations. • Mid-term examinations. • Practical and viva- |
| 2 | Upon completion, students will analyze global environmental challenges exacerbated by globalization, such as climate change, resource depletion, and biodiversity loss. | | |
| 3 | Upon completion, students will investigate | | |

| | | |
|---|---|---|
| | the economic dimensions of globalization, including international trade, finance, and their impact on economic growth and inequality. | homework/assignments. (iv) Discuss and solve the theoretical and practical problems in the class. (v) Students to be encouraged to apply concepts to real world problems. | voce examinations. • End-term examinations. |
| 4 | Upon completion, students will be able to foster a sense of global citizenship by encouraging students to think critically about their role in addressing global challenges and promoting sustainable practices. | | |

189

| JMBJ252 | **Advertising Lab** | L | T | P | C |
|---|---|---|---|---|---|
| **Version 2.0** | | 0 | 0 | 2 | 1 |
| **Eligibility** | BA(JMC) I | | | | |
| **Co-requisites** | -- | | | | |

## Course objectives-

1. To conduct situation analysis of a brand
2. To design an ad copy for a product
3. To write Script for electronic media (Radio jingle, TV Commercial) and Digital Media
4. 3 To conceptualise, plan and implement an ad campaign
5. To critically evaluate the advertisements

## Course Outcomes-

After completion of the course students will be able to:

**CO1:** Conduct situation analysis of a brand

**CO2:** Design an ad copy for a product

**CO3:** Write Script for electronic media (Radio jingle, TV Commercial) and Digital Media

**CO4:** Conceptualize, plan and implement an ad campaign

**CO5:** Critical evaluation of advertisements

## Catalogue Description

The purpose of this course is to provide students with a working knowledge of the major frameworks, theories, and research findings in the area of advertising. The goal of this course is not to simply learn the material, but rather it is to integrate and apply it.

The purpose of this course is to provide you with a working knowledge of the major frameworks, theories, and research findings in the area of advertising. The goal of this course is not to simply learn the material, but rather it is to integrate and apply it. By the end of this course, student should not only be familiar with a large body of advertising knowledge, but you should also be able to apply this information to create and evaluate effective advertising strategies and tactics. The emphasis will be on understanding customer motivations, crafting effective messages, making efficient use of media, and understanding metrics.

The students will undertake project work in brand positioning, strategic brand management, brand portfolio strategies, advertising creative development and brand planning. The students will be able to develop a consumer-centric approach to building, measuring and evaluating strategies that build brand equity for new and existing brands. They will also identify important issues related to planning and implementing brand strategies for a diverse group of marketing offerings (e.g., products, services, industrial goods, non-profits etc.).

By the end of the course, the students will be able to use their creativity in writing various advertising copy, develop big idea for the campaign, develop advertising objectives of the

campaign and prepare advertising and marketing strategies. They will be able to design and produce advertising campaign for their clients.

## Course Content:

1. Analyse three different types of advertisements on the basis of idea/concept, copy, design and layout

i. Plan Ad Campaign for a product/service/an idea as per the following steps:

A. Setting objectives a. Objective of the Advertising Campaign: Overall and Specific b. Market Analysis: SWOT Analysis and Competitor Analysis

B. Strategy Ad Campaign a. Creative Strategy b. Advertising Budget Appropriation c. Media Strategy and Plan

C. Implementation a. Advertising message design and production: Display ads/hoarding/internet ads/TVC b. Media scheduling

D. Evaluation Plan a. Pre-Testing of the Media Material b. Audience Feedback and Analysis

E. Production and presentation of Ad Campaign

1. Digital Ads

2. Multi-channel Ad campaign

3. Drip Campaign

4. Digital inclusion

5. Insights and Analytics

6. Competitor Analytics

7. RoI

## Suggested readings:

1. Aaker, D. A., & Mayers, J. G. (1992). *Advertising Management.* Prentice Hall of India.
2. Batra, M., & Aaker. (1992). *Advertising Management.* New Delhi: Prentice Hall of India
3. Jefkins, F. (1991). *Advertising.* New Delhi: Tata Mcgraw Hill.
4. Jethwaney, J., & Jain, S. (2006). *Advertising Management.* Oxford University Press.

### Advanced Readings:

5. O'Guinn, A., & Semenik. (2016). *Advertising and Integrated Brand Promotion.* New Delhi: Vikas Publication House.
6. Vilanilam, V. K., & Verghese, A. K. (2004). *Advertising Basics.* New Delhi: Response Books.
7. Wilmshurst, J., & Mackay, A. (1999). *The Fundamentals of Advertising.* Routledge.

## Open Educational Resources (OER) (Clickable links)-
1. MIT OCW Marketing
2. OpenStax Marketing
3. Khan Academy Business and Economics
4. IAB Education
5. LinkedIn Learning Marketing
6. Google Scholar

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

| Components | Quiz I | Presentation/ Assignment/ etc. | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| **Weightage (%)** | **10** | **10** | **20** | **10** | **50** |

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

| Mapping between COs and POs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Conduct situation analysis of a brand | **PO1,PO6** |
| **CO2** | Design an ad copy for a product | **PO1, PO3, PO11** |
| **CO3** | Write Script for electronic media (Radio jingle, TV Commercial) and Digital Media | **PO1, PO4** |
| **CO4** | Conceptualise, plan and implement an ad campaign | **PO1, PO3,** |
| **CO5** | Critical evaluation of advertisements | **PO6** |

| Course Code | Course Title | Disciplinary Knowledge PO1 | Understanding the Role of Press PO2 | Skilled and Industry-ready Professionals PO3 | Influential and effective communication PO4 | Leadership readiness/ Qualities PO5 | Critical/ Reflective thinking & language PO6 | Technologically Efficient Professional PO7 | Ethical Awareness PO8 | Lifelong Learning PO9 | Research-related Skills PO10 | Cooperation/ Team work PO11 | Students will acquire professional skills required to be media professionals PSO1 | Students will be equipped with ICTs competencies including digital literacy PSO2 | Student shall become ethically committed media professionals and entrepreneurs adhering to the human values PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **JMBJ252** | **Advertising Lab** | 3 | | 3 | 2 | | 3 | | 2 | | | 2 | | | |

| Course Code | Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | CO1 | 3 | - | - | - | - | 3 | - | - | - | - | - | - | - | - |
| | CO2 | 3 | - | 3 | - | - | - | - | - | - | - | 2 | - | - | - |
| JMBJ252 | CO3 | 3 | - | - | 2 | - | - | - | - | - | - | - | - | - | - |
| | CO4 | 3 | - | 3 | - | - | - | - | - | - | - | - | - | - | - |
| | CO5 | 3 | - | 3 | - | - | - | - | - | - | - | - | - | - | - |

1=weakly mapped
2= moderately mapped
3=strongly mapped

| Unit | Relevance to the local, national, regional and global developmental needs | | | | Relevance To the Employability/ Entrepreneurship / Skill Development | | | Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability | | | | SDG | NEP | POE/4th IR |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Local | Regional | National | Global | Employability | Entrepreneurship | Skill Development | Professional Ethics mm | Gender | Human Values | Environment & Sustainability | | | |
| Unit I | | | | | Plan Ad Campaign for a product/service/an idea a | | | | | | | Skills for Decent Work (SDG 4.4)  (Learning the components of this unit will enhance | creative human endeavour, professional subjects, and soft skills (11.1)  Professional | Basic understanding of the discipline required for Industry Needs  (Elevate understanding |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | chances of employability) strengthen communication capacities, increase participation in the communication process, power of information and knowledge (SDG 16) | **Education (20.2)** | and skills of students required for employment) Hands-on Experience Skill Development |
| Unit II | | | | Digital Ads | | Digital Ads | | | | | Skills for Decent Work (SDG 4.4) (Learning the components of this unit will enhance chances of employability) | **creative human endeavour, professional subjects, and soft skills (11.1)** **intellectual, aesthetic, social, physica** | inculcate understanding of market, communication and society needs (required for employment) Hands-on Experie |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | strengthen communication capacities, increase participation in the communication process, power of information and knowledge (SDG 16) | **l, emotional, and moral in an integrated manner; an ethic of social engagement; soft skills (11.3)** <br><br> **Professional Education (20.2)** | nce (Creating Campaigns) <br><br> Skill Development (Acquire conceptual understanding and functional knowledge) |
| Unit III | | | | | | | | | | | | Skills for Decent Work (SDG 4.4) <br><br> (Learning the components of this unit will enhance chances of employability) <br><br> strengthen commu | **creative human endeavour, professional subjects, and soft skills (11.1)** <br><br> **intellectual, aesthetic, social, physical, emotional, and moral** | inculcate discipline knowledge of how ad works as a tool of comunication and marketing (required for employment) <br><br> Hands-on |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | nication capacities, increase participation in the communication process, power of information and knowledge (SDG 16) | **in an integrated manner; an ethic of social engagement; soft skills (11.3)** **Professional Education (20.2)** | Experience (Creating Campaigns) |
| Unit IV | | | | | | | | | | | **Skills for Decent Work (SDG 4.4)** **Knowledge-Driven Media Development, power of information and knowledge (SDG 16)** | **Professional Education (20.2)** **ethic and importance of public purpose, an education in the discipline, and an education for practice (20.1)** **Use of technol** | Discipline knowledge - a must for employment Skill Development (Acquire conceptual understanding and functional knowledge) |

| | | | | | | | | | | | | ogical tools (23.2)<br><br>awareness on issues of privacy, laws, and standards associated with data handling and data protection (23.13) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | 197 | | | | | |

| JMBJ254 | TELEVISION JOURNALISM AND PRODUCTION LAB | L | T | P | C |
|---------|------------------------------------------|---|---|---|---|
| **Version 2.0** | | 0 | 0 | 2 | 1 |
| **Eligibility** | BA(JMC) I | | | | |
| **Co-requisites** | -- | | | | |

**Objectives of the Course**: On completion of the course students should be able to:

1. To prepare a video brief
2. Handle various aspects of TV production and direction
3. Write scripts for TV
4. Apply production and post-production technique effectively to produce a video program.

**Exercises/Assignments**

1. Preparation of a video brief
2. Idea generation – fiction and non-fiction
3. Developing an idea into story
4. Script and story board
5. Production schedule
6. Budget
7. Floor plan
8. Lighting plan
9. Shooting script
10. Production of a programme
11. Post production

At the end students will produce a programme [fiction/nonfiction]

**Course Outcomes:** After the completion of the course, students will be able to;

CO1: Prepare a video brief
CO2: Write the stories and collect the news for the TV news and entertainment industry.
CO3: Produce different formats of TV programs.
CO4: Apply production and post-production technique effectively to produce a video program.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme**

| Components | Quiz I | Presentation/ Assignment/ etc. | Mid Term Exam | Attendance | End Term Exam |
|-----------|--------|-------------------------------|---------------|------------|---------------|
| **Weightage (%)** | 10 | 10 | 20 | 10 | 50 |

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

| | Mapping between COs and POs | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Prepare a video brief | PO1, PO3, PO7 |
| **CO2** | Write the stories and collect the news for the TV news and entertainment industry. | PO1, PO2, PO3, PO11 |
| **CO3** | Produce different formats of TV programs. | PO2, PO3, PO7 |
| **CO4** | Apply production and post-production technique effectively to produce a video program. | PO3, PO4, PO7 |

| Course Code | Course Title | Disciplinary Knowledge | Understanding the Role of Media | Skilled and Industry-ready | Influential and effective | Leadership readiness/ Qualities | Critical/ Reflective thinking & | Technologically Efficient | Ethical Awareness | Lifelong Learning | Research-related Skills | Cooperation/ Team work | Students will acquire professional skills required to be a media professional | Students will be equipped with ICTs competencies including digital literacy | Student shall become ethically committed media professionals and entrepreneurs adhering to the human values |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
| JMBJ 254 | Television Journalism And Production Lab | 3 | 2 | 3 | 3 | - | - | 3 | - | - | - | 2 | 3 | 3 | 2 |

| Course Code | Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| JMBJ254A | CO1 | 2 | 2 | - | 3 | - | - | 3 | - | - | - | 1 | - | - | - |
| | CO2 | - | 2 | 3 | - | - | - | - | - | - | - | 2 | - | - | - |
| | CO3 | 3 | - | 3 | 3 | - | - | 2 | - | - | - | 2 | - | - | - |
| | CO4 | 3 | - | - | 3 | - | - | 3 | - | - | - | - | - | - | - |

1=weakly mapped
2= moderately mapped
3=strongly mapped

| Unit | Relevance to the local, national, regional and global developmental needs | | | | Relevance To the Employability/ Entrepreneurship/ Skill Development | | | Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability | | | | SDG | NEP | POE/ 4th IR |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Local | Regional | National | Global | Employability | Entrepreneurship | Skill Development | Professional Ethics mm | Gender | Human Values | Environment & Sustainability | | | |
| Unit I | - | - | - | | **Script and story board** | | Preparation of a video brief | | | | | | | |
| Unit II | - | - | - | | Production of a programme | | | | | | | | | |
| Unit III | - | - | - | | Shooting script | | | | | | | | | |
| Unit IV | - | - | | | Production of a programme | | Production of a programme | | | | | | | |

200

| Semester V | | | |
|---|---|---|---|
| **S. No.** | **Course Code** | **Course** | **Credits** |
| **1.** | JMBJ301 | Communication for Development | 4 |
| **2.** | JMBJ303 | Public Relation and Corporate Communication | 4 |
| **3.** | JMBJ305 | Digital Media Marketing | 4 |
| **4.** | USO105 | Social Problems in India | 4 |
| **5.** | JMBJ351 | Digital Media Marketing Project | 2 |
| **6.** | JMBJ353 | Internship Report-II | 2 |
| **Total** | | | **20** |

Students will send on Internship during intervening period between IV and V semester. Internship Report will be submitted in V semester.

| **JMBJ301** | **Communication for Development** | L | T | P | C |
|---|---|---|---|---|---|
| **Version 2.0** | | 3 | 1 | - | 4 |
| **Eligibility** | BA (JMC) II Year | | | | |
| **Co-requisites** | -- | | | | |

## Course Objectives
1. To impart basic concepts meaning and models of development
2. To make students aware about problems and issues of urban and rural development.
3. To Inculcate knowledge of development communication and relations with media and society.
4. To Know the functioning of media in development coverage.
5. To Apply the theories of mass communication for development
6. To design development communication programme/message for social/health issue

## Course Outcomes –
After completion of the course student will be able to:
CO1: To impart basic concepts meaning and models of development
2. To make students aware about problems and issues of urban and rural development.
3. To Inculcate knowledge of development communication and relations with media and society.
4. To Know the functioning of media in development coverage.
5. To Apply the theories of mass communication for development
6. To design development communication programme/message for social/health issue

## Catalogue Description
## Overview:
This course will make students to understand the concept of development through communication. Also, students will be apprised of the concept of development. They will be able to establish relationship between communication and development for the betterment of society and well-being of people. This course will motivate students to understand the role that media can play for development. Also, through this course, students will be able to understand the issues of development in Indian perspective which is need of the hour.

## Objective and Expected Outcome:
Living in a country which has seen the stage of underdevelopment as well as the phase of development, it is very important for the students to know about the concept development and its types. The characteristics of development of our country will make them understand the basic elements of development. They will be taught importance of social indicators of development like Human development Index and Physical Quality of Life Index to understand the ranking of India in different indicators.

With the acquaintance for development the students will be taught development communication theories, starting from the dominant paradigm which will give them insight about modernization approach and big push to structuralist paradigm, students will understand that paradigm shifts in the process of development. They will be taught about the Gandhian approach towards the development which is relevant to the society. To understand the society, it is important not to just sympathize but to empathize also, and the difference will be very important for the communication students to grasp through this course.

Being a communication student, it is foremost required to understand how to disseminate message at all levels of society and media being the fourth pillar must be utilized for this. They will be introduced to the concept of the grassroots level communication pattern and how they adapt to the message. They will design message for development using different media including both traditional and modern.

Different areas which require development like women empowerment, environment conservation, importance of forests and tribes

## COURSE CONTENT

### Unit I-12 Lectures
### Concept and Indicators of Development
1.1 Definition, meaning and process of development
1.2 Characteristics of underdeveloped economics and development
1.3 Ingredients (5Ms) of development and money generation, MNCs and foreign aid
1.4 Economic and social indicators of development, Human development Index, physical quality of life index
1.5 Development Reporting

# Unit II- 12 Lectures
## Development Communication: Concept and Theories
2.1 Dominant Paradigms- (i)Modernization Approach (ii) Big Push (iii) Theory of Unbalanced Growth

2.2 Structuralist Paradigms- (i) Dependency theory (ii) Theory of Raul Prebisch (iii) Paulo Freire Approach

2.3 Non-Unilinear Approach – (i) Approaches of Gandhi and Schumacher (ii) Neo Marxist Paradigm (iii) Basic Needs Model

2.4 Development Communication Approaches – (i) Diffusion of Innovation (ii) Empathy (iii) Magic multiplier (iv) Localized approach

2.5 Sustainable Development Goals

# Unit III- 8 Lectures
## Media and Development
3.1 Role of communication in development process, Development message design and communication

3.2 Print, Radio, TV, Outdoor publicity in Indian perspective

3.3 Cyber media and communication of development messages

3.4 Traditional media - music, drama, dance, puppetry, street play, fairs, festivals and their role in Development Communication

# Unit IV- 8 Lectures
## Communication in Indian perspective
4.1 Communication for rural development – (i) Strengthening Panchayati Raj, (ii) Enhancing people's participation, (iii) Advancement in farming and alternative employment,
(iv) Conservation of rural culture - tradition

4.2 Communication for urban development – (i) Urban sanitation (ii) Consumer awareness
(iii) Slum development (iv) Consumption pattern of water, electricity, fuel

4.3 Communication for Tribal development – (i) Wild life and forest conservation (ii) Joint forest management (iii) Forest based cottage industries (iv) Conservation of tribal culture-tradition

4.4 Development support communication - Extension Approach
(i)Health and Family Welfare (ii) Women empowerment (iii) Literacy & Education
(iv) Unemployment

## Practical Assignments-
Writing at least five reports on development issues
- Prepare five reports on the communication and development hurdles
- Finding out the role of international agencies about development programmes like UN UNESCO, WHO etc.
- Survey the development programmes and its implications

## Suugested Text Book:
1. Narula Uma: Development Communication- Theory and Practice, Har Anand, 1999
2. Gupta, V S: Communication and Development Concept, New Delhi, 2000

3. Joshi Uma: Understanding Development Communication, Dominant Publications, New Delhi, 2001

4. Singhal, Arvind: India's Information Revolution, Sage, New Delhi, 1989

**Advanced Readings:**

1. Tiwari, IP: Communication Technology and Development, Publication Division, Govt. of India, New Delhi, 2001

2. Thirwall A.P.: Growth and Development –With Special Reference to Development Economics, ELBS/Macmillan, New York, 2006

3. Rogers Everett M: Communication and Development: Critical Perspective, Sage, New Delhi, 2000

4. Ostman, Ronalds E: Communication and Indian Agriculture, Sage, New Delhi, 1989

5. Dreze Jean and Sen Amartya: Indian Development: Selected Regional Perspective, Oxford, Delhi, 1997

6. Jonson Kirk: Television and Social Change in India, Sage, New Delhi, 1999

7. Mody, Bella: Designing Message for Development Communication, Sage, New Delhi, 1991

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme**

| Components | Quiz I | Presentation/ Assignment/ etc. | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| **Weightage (%)** | **10** | **10** | **20** | **10** | **50** |

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

| Mapping between COs and POs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Explain the evolution of theatre as a mode of storytelling | **PO1** |
| **CO2** | To develop understanding, appreciation, and critical perceptions of the theatrical event | **PO1, PO2, PO6** |
| **CO3** | Describe various ways to use theatre in effective storytelling | **PO1, PO2, PO4,** |
| **CO4** | Explain different forms of theatre and their purpose as a medium | **PO1, PO2, PO3** |
| **CO5** | Apply the theoretical and practical knowledge of theatre needed to become industry ready professional | **PO1, PO3, PO4, PO11** |

| Course Code | Course Title | Disciplinary Knowledge PO1 | Understanding the Role of Media PO2 | Skilled and Industry-ready Professionals PO3 | Influential and effective communication PO4 | Leadership readiness/ Qualities PO5 | Critical/ Reflective thinking & language efficiency PO6 | Technologically Efficient Professional PO7 | Ethical Awareness PO8 | Lifelong Learning PO9 | Research-related Skills PO10 | Cooperation/ Team work PO11 | Students will acquire professional skills required to be media professionals PSO1 | Students will be equipped with ICTs competencies including digital literacy PSO2 | Student shall become ethically committed media professionals and entrepreneurs adhering to the human values PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **JMBJ301** | **Communication for Development** | 3 | 3 | 2 | 2 | | 1 | | | | | 1 | | | |

| Course Code | Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **JMBJ 301** | CO1 | 3 | | | | | | | | | | | | | |
| | CO2 | 3 | 3 | | | | 1 | | | | | | | | |
| | CO3 | 3 | 2 | | 1 | | | | | | | | | | |
| | CO4 | 3 | 3 | 2 | | | | | | | | | | | |
| | CO5 | 3 | | 3 | 3 | | | | | | | 2 | | | |

1=weakly mapped
2= moderately mapped
3=strongly mapped

# RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

| Unit | Relevance to the local, national, regional and global developmental needs | | | | Relevance To the Employability/ Entrepreneurship/ Skill Development | | | Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability | | | | SDG | NEP | POE/4th IR |
|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| | Local | Regional | National | Global | Employability | Entrepreneurship | Skill Development | Professional Ethics mm | Gender | Human Values | Environment & Sustainability | | | |
| Unit I | | | | Ingredients (5Ms) of development and money generation, MNCs and foreign aid | Ingredients (5Ms) of development and money generation, MNCs and foreign aid Development Reporting | | Development Reporting, Economic and social indicators of development | | | Economic and social indicators of development | | Knowledge-Driven Media Development highlights the importance of generating and sharing of knowledge to advance media development, Communiction Devel | 9.1.1 (For the purpose of developing holistic individuals), 9.2 (development of cognitive skills and learning outcomes, emphasis on research), 10.3 (multidisciplinary - high quality | Technical Skills that match Industry Needs (Knowledge of the Research will elevate research skills and know the new research areast) |

| Unit | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | opment & Communication media, promote the wider and better balanced dissemination of information, designing development campaign | teaching, research, and community), | |
| Unit II | | | | | Sustainable Development Goals | | Sustainable Development Goals | | | | Sustainable Development Goals | Knowledge-Driven Media Development highlights the importance of generating and sharing of knowl | 9.1.1 (For the purpose of developing holistic individuals), 9.2 (development of cognitive skills and learning | Technical Skills that match Industry Needs (Knowledge of the Research will elevate research skills and know the new research areast) |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | edge to advance media development, Communiction Development & Communication media, promote the wider and better balanced dissemination of information, designing development campaign | outcomes, emphasis on research), 10.3 (multidisciplinary - high quality teaching, research, and community), | |
| Unit III | | | Print, Radio, TV, Outdo | | Print, Radio, TV, Outdoor publicity in Indian perspe | | | | | | Knowledge-Driven Media Development highli | 9.1.1 (For the purpose of developing holistic individ | Technical Skills that match Industry Needs (Knowledge of the |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | or pu bli cit y in Ind ian per spe cti ve | | ctive | | | | | | | ghts the import ance of genera ting and sharin g of knowl edge to advan ce media develo pment, Comm unicti on Devel opmen t & Comm unicati on media, promo te the wider and better balanc ed disse minati on of inform ation, design ing develo pment | uals), 9.2 (develo pment of cogniti ve skills and learnin g outcom es, emphas is on researc h), 10.3 (multid isciplin ary - high quality teachin g, researc h, and commu nity), | Research will elevate research skills and know the new research areast) |

| Unit | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | campaign | | |
| Unit IV | | | Communication for rural development, Slum development | | | | | | Communication for rural development, Women empowerment | Communication for rural development Slum development, Health and Family Welfare | Slum development | Knowledge-Driven Media Development highlights the importance of generating and sharing of knowledge to advance media development, Communiction Development & Communication media, promote the wider and better | 9.1.1 (For the purpose of developing holistic individuals), 9.2 (development of cognitive skills and learning outcomes, emphasis on research), 10.3 (multidisciplinary - high quality teaching, research, and community), | Technical Skills that match Industry Needs (Knowledge of the Research will elevate research skills and know the new research areast) |

| | | | | | | | | | | | balanced dissemination of information, designing development campaign | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 211 | | | | | | |

| JMBJ303 | Public Relations and Corporate Communication | L | T | P | C |
|---|---|---|---|---|---|
| Version 2.0 | | 3 | 1 | - | 4 |
| Eligibility | BA(JMC) II Year | | | | |
| Co-requisites | -- | | | | |

## Course Objectives

1. To define the concept and nature of Public Relations and Corporate Communication
2. To understand basic process of internal and external Corporate Communication
3. To describe crisis management, brand development and make ambassadors out of employees
4. To develop basic writing skills for Public Relations and Corporate Communication
5. To design strategies and tactics for creating campaigns for raising awareness and changing attitudes.
6. To nurture laws and ethics related to Public Relations required to work in media industry

## Course Outcomes

After completion of the course student will be able to:

CO1: Define the concept and nature of Public Relations and Corporate Communication

CO2: Understand basic process of internal and external Corporate Communication

CO3: Describe crisis management, brand development and make ambassadors out of employees

CO4: Develop basic Public Relations and Corporate Communication

CO5: Design strategies and tactics for creating campaigns for raising awareness and changing attitudes.

CO6: Nurture laws and ethics related to Public Relations required to work in media industry

## Catalogue Description

Public Relations and Corporate Communication is an extensive course which covers all the aspects of Public Relations and Corporate Communication strategies. The course provides insights on understanding an organization's internal and external environment and role and functions of public relations in an industrialized society They will learn the basic process of public relations—research, planning, communication. Students will have practical guidelines for utilizing written, spoken and visual techniques to reach selected audiences and understanding of public relations activities in firms, corporations, social agencies, government, education, not-for-profits, sports and entertainment.

They will also develop skills in strategic public relations management based on the analysis of current and historical case studies, learners will practice developing and applying strategies and tactics based on a sound understanding of public relations concepts and practices. It will help them develop content for their organizations for various media. This course will train students in crisis management, brand development and make ambassadors out of employees.

The course will demonstrate how communication is increasingly considered to be managerial function and involved in the key decision-making processes. This course will enhance students' communication skills persuasively, clearly and successfully. The course introduces the students all aspects of corporate communication and can help them think of communication on a strategic and globally holistic level. It will develop and nurture your potential to face the corporate world head-on, giving you insights into a range of communication activities - from crafting an effective message to understanding the nuances of other cultures.

The course will train learners to understand how PR can assist in raising awareness, changing attitudes, behavior and managing relationship. Students will be able to develop objectives, design strategies and select tactics that can better serve the organization's goals.

## Course Content
### Unit I – 10 lectures
### Fundamentals of PR
PR as distinguished from advertising, publicity and marketing, Public Relation: Objectives and need, Functions of PR, Management function, Publics in public relations, PR planning process and basic public relation strategies. Definitions, concept and genesis of Corporate Communication, Difference and similarities between PR , Types and Nature of Publics

### Unit II – 10 lectures
### PR Operations
Functions of PR department, News release - seven point formula, Press conference, press briefing, Press tours, get-togethers, Tools of internal PR: House journal, annual report, Writing speech, minutes and official memo,  Lobbying, Corporate Identity, Corporate reputation, Use of technology and data analytics

### Unit III – 10 lectures
### PR Practices
Government PR, Political PR, Advocacy, Corporate PR, NGO PR , PR consultancy - Professional PR organizations, Understanding of laws required in practicing PR, Trademark and copyright, Defamation, Ethics in PR, IPRA code of professional conduct and ethics, PRSI and ethics in public relations.

### Unit IV- 10 lectures
### PR Strategy and Planning
PR Strategies, PR campaign: Programme planning, analysis, Budgeting – implementation evaluation, Measuring effectiveness of PR campaign ,Role of market research in PR, Budgeting - implementation – evaluation, Measuring effectiveness of PR campaign ,Role of market research in PR

## Suggested Text Books:

1. J Jethwaney and Shruti Jain : Advertising Management, Oxford Uni. Press, 2006
2. Mehta D. S.: Handbook of Public Relations in India, Allied Publishers Pvt. Ltd. Mumbai
3. Scott and Cutlip : Effective Public Relations
4. J Jethwaney : Public Relations, Sterling, 2000

## Advanced Readings:

1. Cutlip S. M. & A. H. Effective Public Relations, Prentice Hall, New Delhi Center
2. Tom Means: Business communication, Thomson
3. Pitman Jackson: Corporate Communication for Managers, Pitman Publishing
4. Clow E Kenneth: Integrated Advertising, Promotion and Marketing Communication, New Jersy, Prentice Hall
7. Sam Black: Practical Public Relations, Universal Book Stall, Delhi
8. Suresh Gaur: Public Relation 4 You: A Guide to PR Theory & Practice

## Assignments and Projects

1. Writing press releases
2. Designing brochure, posters, and other publicity material
3. Writing Vision and Mission Statement

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

## Examination Scheme

| Components | Quiz I | Presentation/ Assignment/ etc. | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| Weightage (%) | 10 | 10 | 20 | 10 | 50 |

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

| Mapping between COs and Pos | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Define the concept and nature of Public Relations. | **PO1** |
| **CO2** | Illustrate and explain the distinct features of PR and Corporate Communication vis-à-vis other media | **PO1, PO3** |
| **CO3** | Understand basic process of public relations—research, planning, communication. | **PO1, PO3, PO5, PO11** |
| **CO4** | Apply and develop basic PR writing skills and campaign planning. | **PO3, PO4, PO10** |
| **CO5** | Describe crisis management, brand development and make ambassadors out of employees. | **PO3, PO4, PO6, PO7, PO10, PO11,** |
| **CO6** | Integrate the theoretical and practical knowledge into becoming industry ready professional by creating individual and group projects | **PO3, PO4, PO5, PO11,** |

| Course Code | Course Title | Disciplinary Knowledge (PO1) | Understanding the Role of Media (PO2) | Skilled and Industry-ready Professionals (PO3) | Influential and effective communication (PO4) | Leadership readiness/ Qualities (PO5) | Critical/ Reflective thinking & language efficiency (PO6) | Technologically Efficient (PO7) | Ethical Awareness (PO8) | Lifelong Learning (PO9) | Research-related Skills (PO10) | Cooperation/ Team work (PO11) | Students will acquire professional skills required to be media professionals (PSO1) | Students will be equipped with ICTs competencies including digital literacy (PSO2) | Student shall become ethically committed media professionals and entrepreneurs adhering to the human values (PSO3) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| JMB J303 | **Public Relations and Corporate Communication** | 2 | | 3 | 3 | 2 | 1 | 1 | 1 | | 1 | 3 | 2 | 1 | 3 |

| Course Code | Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **JMBJ303** | CO1 | 1 | | | | | | | | | | | | | |
| | CO2 | 1 | | 2 | | | | | | | | | | | |
| | CO3 | 2 | | 3 | | 2 | | | | | | 3 | | | |
| | CO4 | | | 3 | 3 | | | | | | 3 | | | | |
| | CO5 | | | 2 | 3 | | 1 | 1 | | | 2 | 3 | | | |
| | CO6 | | | 3 | 2 | 2 | | | | | | 3 | | | |

1=weakly mapped

2= moderately mapped

3=strongly mapped

# RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

| Unit | Relevance to the local, national, regional and global developmental needs | | | | Relevance To the Employability/ Entrepreneurship / Skill Development | | | Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability | | | | SDG | NEP | POE/4th IR |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Local | Regional | National | Global | Employability | Entrepreneurship | Skill Development | Professional Ethics mm | Gender | Human Values | Environment & Sustainability | | | |
| Unit I | | | | | PR as distinguished from advertising | PR as distinguished from advertising | public relation strategies | | | Publics in public relations | | Inclusive Knowledge Societies ,social inclusion, knowledge-driven media development,technical innovation, net neutrality ROAM Principles, increase participation in the communication process, strengthen communi | 20.1 (ethic and importance of public purpose, an education in the discipline, and an education for practice), 20.2 (Professional education - holistic and multidisciplinary education), 23.2 (Use of technological tools), 11.2 (creativity and innovation, critical thinking and higher- | Technical Skills that match Industry Needs (Knowledge of the descipline) / Skill development |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | cation capacities , promote the wider and better balanced dissemination of information,developing a free and independent media | order thinking capacities, problem-solving abilities, teamwork, communication skills, more indepth learning and mastery of curricula across fields, increases in social and moral awareness) | |
| U nit II | | | | Func tions of PR depa rtme nt, New s relea se, Pres s conf eren ce, Use of tech nolo gy and data anal | | Use of techn ology and data analy tics | Press confe rence | | Press confer ence | | Inclusive Knowled ge Societies ,social inclusion , knowled ge- driven media develop ment,tec hnical innovatio n, net neutralit y ROAM Principle s, increase participat ion in the communi | 20.1 (ethic and importance of public purpose, an education in the discipline, and an education for practice), 20.2 (Professiona l education - holistic and multidiscipl inary education), 23.2 (Use of technologic al tools), 11.2 (creativity | Technical Skills that match Industry Needs (Knowled ge of the descipline) / Skill developme nt |

| Unit | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | ytics | | | | | | | | cation process, strengthen communication capacities , promote the wider and better balanced dissemination of information,developing a free and independent media | and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more indepth learning and mastery of curricula across fields, increases in social and moral awareness) | |
| Unit III | Government PR , Political PR | Government PR , Political PR | Government PR , Political PR | | Professional PR organizations | | | Understanding of laws required in practicing PR, Ethics in PR, PRSI and ethics in publi | | Understanding of laws required in practicing PR | | Inclusive Knowledge Societies ,social inclusion , knowledge-driven media development,technical innovation, net neutrality ROAM Principle | 20.1 (ethic and importance of public purpose, an education in the discipline, and an education for practice), 20.2 (Professional education - holistic and multidisciplinary education), | Technical Skills that match Industry Needs (Knowledge of the descipline) / Skill developme nt |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | c relations. | | | | | s, increase participation in the communication process, strengthen communication capacities, promote the wider and better balanced dissemination of information,developing a free and independent media | 23.2 (Use of technological tools), 11.2 (creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more indepth learning and mastery of curricula across fields, increases in social and moral awareness) | |
| Unit IV | | | | PR Strategies, PR campaign: Programme planning | PR Strategies, PR campaign: Programme | PR Strategies, PR campaign: Programme planning | | | | | | Inclusive Knowledge Societies ,social inclusion , knowledge-driven media development,technical | 20.1 (ethic and importance of public purpose, an education in the discipline, and an education for practice), 20.2 (Professiona | Technical Skills that match Industry Needs (Knowledge of the descipline) / Skill development |

| | | | | | planning | | | | | | innovation, net neutrality ROAM Principles, increase participation in the communication process, strengthen communication capacities , promote the wider and better balanced dissemination of information,developing a free and independent media | l education - holistic and multidisciplinary education), 23.2 (Use of technological tools), 11.2 (creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more indepth learning and mastery of curricula across fields, increases in social and moral awareness) | |

| JMBJ305 | Digital Media Marketing | L | T | P | C |
|---------|------------------------|---|---|---|---|
| Version 1.0 | | 3 | 1 | 0 | 4 |
| Eligibility | BA(JMC) II Year | | | | |
| Co-requisites | -- | | | | |

## Course Objectives

1. To describe the role of social media landscape in marketing.
2. To gain proficiency in specific uses of various types of social media platforms for marketing
3. To define how to create own presence on social media professionally.
4. To identify best practices for Social Media Marketing.
5. To design social media strategies that achieve desired marketing goals of products/services/places/firms/ideas
6. To evaluate social media marketing plan on return on investment.
7. To integrate the theoretical knowledge of social media into becoming industry ready professional.

## Course Outcomes

After completion of the course student will be able to

CO1: Describe the role of social media landscape in marketing.

CO2: Gain proficiency in specific uses of various types of social media platforms for marketing

CO3: Define how to create own presence on social media professionally.

CO4: Identify best practices for Social Media Marketing.

CO5: Design social media strategies that achieve desired marketing goals of products/services/places/firms/ideas

CO6: Evaluate social media marketing plan on return on investment.

CO7: Integrate the theoretical knowledge of social media into becoming industry ready professional.

## Catalogue Description

The importance of social media's role in modern marketing efforts can no longer be ignored. It is an integral component in almost all successful marketing strategies.Through case studies, interactive sessions and class exercises, students will learn best practices and develop the skills to connect business objectives with social media strategy, platforms and tactics.

The course will include choosing appropriate platforms, creating effective and engaging social media content, content management, social listening and creating a social media policy. The students will discover effective techniques for identifying targeted marketing on the social web, with emphasis on the creation of personas that represent the critical online market segments for a company. They will be taught the rules of engagement and social media ethics for behaving properly as marketers on the social web.

With these guidelines in mind, the most productive marketing tactics for each type of major social media platform will be examined in depth. After the completion of the course, students will be able to create a comprehensive social media marketing plan, with detailed explanations and illustrations from a real world plan. Extensive consideration is given to monitoring, evaluating and tuning the implementation of social media marketing initiatives.

The students will also be introduced to the most useful quantitative and qualitative social media measurements, along with various ways to estimate an organization's return on investment in social media marketing activities.

By the end of the course, students will be able to identify best practices for Social Media Marketing, including platform level best practices, connect business objectives to appropriate Social Media tactics, create strong content that engages their target audience with their marketing message and create editorial calendars to manage content distribution.

## COURSE CONTENT

### Unit I – 10 lectures
### Introduction to Social Media

Social Media & Social Network: Brief history, Meaning and definition, Features of Social Media and Social Network, Types of Social Networking Sites, The Role of Social Media Marketing, Goals and Strategies, Usage of Social Media, Impact of Social Media, Social Media: Risks and Challenges, citizen journalism, news, content formats

### Unit II – 10 lectures
### Social Media Functions

Audience Research and Identifying Target Audiences, Rules of Engagement for SMM, Building Brand on Digital Media, Storytelling and User Generated Content on Digital Media Network, SEO, SEM, Keywords, Viral Marketing. Social Media Marketing, creating ad campaigns, PPC, PPM, Facebook business, Twitter business, LinkedIn business

### Unit III – 10 lectures
### Marketing and E-Commerce

E-Commerce & Start-ups: Ideation, Plan and Management, Lead Generation and Personal Branding, Building a Multi-platform Social Media Marketing Strategy, Social media management tools, Social media analytic tools, Content Creation and Sharing: Blogging, Streaming Video, Podcasts, and Webinars, Microblogging, social listening, ORM, softwares for ORM, Influencer marketing, online reputation management platforms

### Unit IV- 10 lectures
### Monetization and Analytics

Data Mining for Digital Media: Website Audience Measurement (WAM), Monetizing Social Media: ROI, Role of Social Media in Marketing Research, Cyber laws, Ethics and social media

**Suggested Readings:**
1.Rogers, E. M. (1986). *Communication technology: The new media in society*.
2. Wilson Dizard, J., & Dizard, W. P. (1997). *Old media/new media: Mass communications in the Information Age*. Addison Wesley Longman.
3. Blom, W. R., Karvonen, E., Melin, H., Nordenstreng, K., Puoskari, E., Webster, F., & Webster, P. F. (2020). *The information society reader*. Routledge.
4. Mandiberg, M. (2012). *The social media reader*. NYU Press.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme**

| Components | Quiz I | Presentation/ Assignment/ etc. | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| **Weightage (%)** | **10** | **10** | **20** | **10** | **50** |

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

| Mapping between COs and POs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Describe the role of social media landscape in marketing. | **PO1, PO2** |
| **CO2** | Gain proficiency in specific uses of various types of social media platforms for marketing | **PO3, PO4, PO6** |
| **CO3** | Define how to create own presence on social media professionally. | **PO3, PO4, PO6, PO10** |
| **CO4** | Identify best practices for Social Media Marketing. | **PO4, PO6, PO8** |
| **CO5** | Design social media strategies that achieve desired marketing goals of products/services/places/firms/ideas | **PO6, PO7, PO10** |
| **CO6** | Evaluate social media marketing plan on return on investment. | **PO4, PO6, PO10, PO11** |
| **CO7** | Integrate the theoretical knowledge of social media into becoming industry ready professional. | **PO8, PO9, PO10, PO11** |

| Course Code | Course Title | Disciplinary Knowledge | Understanding the Role of | Skilled and Industry-ready | Influential and effective | Leadership readiness/ Qualities | Critical/ Reflective thinking & | Technologically Efficient | Ethical Awareness | Lifelong Learning | Research-related Skills | Cooperation/ Team work | Students will acquire professional skills required to be media professionals | Students will be equipped with ICTs competencies including digital literacy | Student shall become ethically committed media professionals and entrepreneurs adhering to the human values |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
| JMBJ305 | Digital Media Marketing | 1 | 1 | 2 | 3 | | 3 | 1 | 1 | 1 | 3 | 3 | | | |

| Course Code | Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| JMBJ305 | CO1 | 1 | 1 | | | | | | | | | | | | |
| | CO2 | | | 2 | 3 | | 3 | | | | | | | | |
| | CO3 | | | 2 | 3 | | 2 | 1 | | | 3 | | | | |
| | CO4 | | | | 3 | | 3 | | 1 | | | | | | |
| | CO5 | | | | | | 3 | 1 | | | 3 | | | | |

1=weakly mapped
2= moderately mapped
3=strongly mapped

| Unit | Relevance to the local, national, regional and global developmental needs | | | | Relevance To the Employability/ Entrepreneurship/ Skill Development | | | Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability | | | | SDG | NEP | POE/4th IR |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Local | Regional | National | Global | Employability | Entrepreneurship | Skill Development | Professional Ethicsmm | Gender | Human Values | Environment & Sustainability | | | |
| Unit I | | | | | content formats | | | | Social Media | Social Media, citizen journalism | | Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent | Technical education (20.6) Digital India - technology and education bidirectional (23.1) | Students will develop Technical Skills that match Industry Needs/ Skill Development (Students will acquire understanding of social |

| Unit | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | work for all (SDG 8)<br><br>(Learning the components of this unit will enable employabi lity) | Use of technolo gical tools (23.2) | media) |
| U nit II | | | | | Social Media Marke ting, creati ng ad campa ign, Faceb ook busine ss, Twitte r busine ss, Linke dIn busine ss | Fac ebo ok busi nes s, Twi tter busi nes s, Lin ked In busi nes s | | | | | | | Skills for Decent Work (SDG 4.4) (Learning the componen ts of this unit will enhance employabi lity)<br><br>strengthen communic ation capacities, increase participati on in the communic ation process, designing developme nt campaign (SDG 16) | Professio nal Educatio n (20.2)<br><br>Technica l educatio n (20.6)<br><br>Use of technolo gical tools (23.2)<br><br>awarenes s on issues of privacy, laws, and standards associate d with data handling and data protectio n (23.13) | Students will develop Technical Skills that match Industry Needs<br><br>(Knowledg e of the uses of the Web/ social media will elevate skills and better chances of employmen t)/ Skill Developme nt (Students will learn and implement practically) |
| U nit III | | | | | Blogg ing, Strea | E-Co mm | Blog ging, Stre | | | | | | Skills for Decent Work | Professio nal Educatio | Students will develop |

225

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | ming Video, Content Creation | erce & Start-ups, Blogging, Streaming Video | aming Video | | | | | (SDG 4.4) (Learning the components of this unit will enhance employability) Use of technology to help in digital transformation (SDG 9) | n (20.2) Technical education (20.6) Use of technological tools (23.2) awareness on issues of privacy, laws, and standards associated with data handling and data protection (23.13) | Technical Skills that match Industry Needs (Knowledge will elevate skills and better chances of employment)/ Skill Development (Students will develop the understanding and knowhow of the topics, also will understand law, ethics and effective usage) |
| Unit IV | | | | | Data Mining for Digital Media | | | Cyber laws, Ethics and social media | | Website Audience Measurement | | Skills for Decent Work (SDG 4.4) (Learning the components of this unit will enhance employability) Use of | Professional Education (20.2) Technical education (20.6) Use of technological tools | Students will develop Technical Skills that match Industry Needs (Knowledge of the apps and softwares will elevate skills and |

| | | | | | | | | | | technology to help in digital transformation (SDG 9) | (23.2) | better chances of employment)/ Students will learn relevant softwares, apps) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|

| USO105 | Social Problems in India | L | T | P | C |
|--------|--------------------------|---|---|---|---|
| Version 2.0 | | 3 | 1 | - | 4 |
| Eligibility | BA(JMC) II Year | | | | |
| Co-requisites | -- | | | | |

## Course Objectives:

- Understand the concept of social problems and their significance in society.
- Examine sociological perspectives on social problems, including anomie, differential association, and labeling.
- Analyze the structural issues of caste, class, gender, and ethnicity in relation to social problems.
- Explore specific social problems and issues, such as female foeticide, dowry, domestic violence, divorce, problems of the aged, crime, juvenile delinquency, corruption, drug addiction, suicide, prostitution, and AIDS.

## Course Outcomes:

- Define social problems and analyze their relevance in contemporary society.
- Apply sociological perspectives to understand and explain social problems.
- Evaluate the impact of structural issues on the emergence and persistence of social problems.
- Analyze specific social problems and issues from a sociological perspective.
- Propose and evaluate potential strategies for addressing social problems at individual, community, and societal levels.

## UNIT – I
**Social Problem:** Meaning and Definition; Importance of the Study of Social Problems; Sociological Perspectives on Social Problem-Anomie (Durkheim), Differential Association (Sutherland), Labeling (Becker).

## UNIT – II
**Structural Issues:** Inequality of Caste, Class Gender and Ethnicity; Communalism; Problems of Minorities.

## UNIT – III
**Problems and Issues:** Female Feticide, Dowry, Domestic Violence, Divorce; Problems of Aged.

## UNIT – IV
**Social Disorganization:** Crime and Juvenile Delinquency, Corruption, Drug Addiction, Suicide, Prostitution and AIDS

## Readings:

Ahuja, Ram (2000): **Social Problems in India,** New Delhi: Rawat Publications.

Beteille, Andre (1992): **Backward Classes in Contemporary India**, New Delhi: OUP

Beteille, Andre (1974): **Social Inequality**, New Delhi: OUP

Bereman, G.D. (1979): **Caste and Other Inequalities: Essay in Inequality**, Meerut: Folklore Institute.

Dube, Leela (1997): **Women and Kinship, Comparative Perspectives on Gender in South and Southeast Asia**, New Delhi: Sage Publication.

Desai, Neera & Usha Thakkar (2007): **Women in Indian Society,** National Book Trust, India. Gadgil, Madhav and Ramchandra Guha (1996): **Ecology and Equality: The use and Abuse of Nature in Contemporary India,** New Delhi: OUP.

Gill, S.S. (1998): **The Pathology of Corruption**, New Delhi: Harper Collin Publishers.

Lewis, Oscar (1966): **Culture of Poverty "Scientific American"** Vol-II and V No.IV PP-19-25.

Satya Murty, T.V. (1996): **Region, Religion, Caste, Gender and Culture in Contemporary India,** New Delhi: OUP.

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
## Examination Scheme

| Components | Quiz I | Presentation/ Assignment/ etc. | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| **Weightage (%)** | **10** | **10** | **20** | **10** | **50** |

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

| Mapping between COs and POs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Recall and grasp social problem concepts, perspectives, and their importance. | PO1, PO4 |
| **CO2** | Apply sociological theories to scrutinize inequalities in caste, class, gender, and ethnicity. | PO4, PO5, PO8 |
| **CO3** | Apply sociological insights to assess communalism, minority issues, and gender challenges. | PO8, PO11 |
| **CO4** | Apply sociology to analyze and address problems like female feticide, dowry, violence, divorce, and aging. | PO6, PO9 |
| **CO5** | Apply sociological understanding to examine crime, corruption, addiction, suicide, prostitution, and AIDS, evaluating impacts and solutions. | PO6, PO9, PO11 |

| Course Code | Course Title | Disciplinary Knowledge PO1 | Understanding the Role of Media PO2 | Skilled and Industry-ready Professionals PO3 | Influential and effective communication PO4 | Leadership readiness/ Qualities PO5 | Critical/ Reflective thinking & language efficiency PO6 | Technologically Efficient Professional PO7 | Ethical Awareness PO8 | Lifelong Learning PO9 | Research-related Skills PO10 | Cooperation/ Team work PO11 | Students will acquire professional skills required to be a media professional PSO1 | Students will be equipped with ICTs competencies including digital literacy PSO2 | Student shall become ethically committed media professionals and entrepreneurs adhering to the human values PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| USO 105 | Social Problems in India | 1 | - | - | 2 | 2 | 2 | - | 1 | 3 | - | 2 | 1 | - | 1 |

| Course Code | Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | CO1 | 1 | - | - | - | - | - | - | - | 1 | - | 1 | - | - | 1 |
| | CO2 | - | - | - | 2 | - | 2 | - | - | - | - | - | - | - | - |
| USO105 | CO3 | - | - | - | 1 | 2 | 2 | - | 1 | 3 | - | 2 | 1 | - | - |
| | CO4 | - | - | - | - | 2 | - | - | 1 | 3 | - | 2 | - | - | 1 |
| | CO5 | 1 | - | - | - | - | 2 | - | - | - | - | - | - | - | - |

1=weakly mapped
2= moderately mapped
3=strongly mapped

| Unit | Relevance to the local, national, regional and global developmental needs | | | | Relevance To the Employability/ Entrepreneurship/ Skill Development | | | Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability | | | | SDG | NEP | POE/4th IR |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Local | Regional | National | Global | Employability | Entrepreneurship | Skill Development | Professional Ethics mm | Gender | Human Values | Environment & Sustainability | | | |
| Unit I | Social Problem | Social Problem | Social Problem | | | | | | Social Problem | Social Problem | | | | |
| Unit II | Structural Issues: Inequality of Caste | Structural Issues: Inequality of Caste | Structural Issues: Inequality of Caste | | | | | | | Structural Issues: Inequality of Caste | | | | |
| Unit III | Female Feticide, Dowry, Domestic Violence, Divorce | Female Feticide, Dowry, Domestic Violence, Divorce | Female Feticide, Dowry, Domestic Violence, Divorce | | | | | | Female Feticide, Dowry, Domestic Violence, Divorce | Female Feticide, Dowry, Domestic Violence, Divorce | | | | |

| Unit IV | Social Disorganization | Social Disorganization | Crime and Juvenile Delinquency | | | | | | Crime and Juvenile Delinquency | Crime and Juvenile Delinquency, Social Disorganization | | | | |
|---------|----|----|----|---|---|---|---|---|----|----|---|---|---|---|
| | | | | | | | | | | | | | | |

| JMBJ351 | Digital Media Marketing Project | L | T | P | C |
|---------|-------------------------------|---|---|---|---|
| Version 3.0 | | - | - | 4 | 2 |
| Total Contact Hours | | | | | |
| Pre-requisites/Exposure | BA(JMC) II Year | | | | |
| Co-requisites | -- | | | | |

## Course Objectives (CO)
- To develop an understanding of digital media marketing.
- To equip students with the skills to implement effective digital marketing campaigns.

## Description
- Study successful digital media marketing campaigns as case studies.
- Understand key principles and strategies of digital media marketing.
- Explore various digital marketing tools and platforms.
- Create and optimize digital marketing content, including social media posts, blogs, and advertisements.
- Conduct market research and target audience analysis for digital marketing campaigns.
- Monitor and evaluate digital marketing campaign performance using analytics tools.
- Develop a comprehensive digital media marketing campaign for a product or service.
- Present the digital media marketing campaign with a rationale for the chosen strategies.

## Course Learning Outcomes (CLO)
Apply digital marketing strategies to develop and execute effective campaigns.
Administer specialization projects in digital media marketing within organizations.

| CLO | DESCRIPTION | BLOOM TAXONOMY'S LEVEL |
|-----|-------------|------------------------|
| CLO1 | Apply digital marketing strategies to develop and execute effective campaigns. | 3, 4 Applying, Analyzing |
| CLO2 | Administer specialization projects in digital media marketing within organizations. | 3 Applying |

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

## Examination Scheme

| Components | Quiz I | Presentation/ Assignment/ etc. | Mid Term Exam | Attendance | End Term Exam |
|------------|--------|-------------------------------|---------------|------------|---------------|
| Weightage (%) | 10 | 10 | 20 | 10 | 50 |

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

| Mapping between COs and POs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Apply digital marketing strategies to develop and execute effective campaigns. | PO1, PO2, PO3, PO4, PO6, PO7 |
| **CO2** | Administer specialization projects in digital media marketing within organizations. | PO1, PO2, PO3, PO4, PO7 |

| Course Code | Course Title | PO1 Disciplinary Knowledge | PO2 Understanding the Role of Media | PO3 Skilled and Industry-ready Professionals | PO4 Influential and effective communication | PO5 Leadership readiness/ Qualities | PO6 Critical/ Reflective thinking & language efficiency | PO7 Technologically Efficient Professional | PO8 Ethical Awareness | PO9 Lifelong Learning | PO10 Research-related Skills | PO11 Cooperation/ Team work | PSO1 Students will acquire professional skills required to be a media professional | PSO2 Students will be equipped with ICTs competencies including digital literacy | PSO3 Student shall become ethically committed media professionals and entrepreneurs adhering to the human values |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| JMBJ351 | Digital Media Marketing Project | 2 | 2 | 3 | 3 | | 2 | 3 | - | | | | 2 | 3 | 2 |

| Course Code | Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| JMBJ351 | CO1 | 2 | 2 | 3 | 3 | - | 2 | 3 | - | - | - | - | 2 | 3 | - |
| | CO2 | 2 | 2 | 3 | 3 | - | 2 | 3 | - | - | - | - | - | 3 | 2 |

1=weakly mapped

2= moderately mapped

3=strongly mapped

| JMBJ353 | Internship Report-II | L | T | P | C |
|---|---|---|---|---|---|
| **Version 3.0** | | - | - | - | 2 |
| **Total Contact Hours** | | | | | |
| **Pre-requisites/Exposure** | BA (JMC) II Year | | | | |
| **Co-requisites** | -- | | | | |

## Course Objectives (CO)

1. To enable the student to have an in-depth knowledge of the subject of his/her choice.
2. To teach him/her the steps involved in writing a report.

## Description

Every student will have to undergo an internship in do a dissertation in any area of mass communication detailed in the curriculum. The objective of the internship is to enable a student to have an in-depth knowledge of the subject of his/her choice. It should be a practical training that should endeavor to create new knowledge in any area of mass communication.

At the end of the internship the student will be expected to submit an Internship Report. The task of the internship supervisor will be to guide the student on how to best present his internship report which should include testimonials, Daily reporting / activity report of all work undertaken during the internship and submission of a report from the place of internship providing student attendance details and progress report.

## Course Learning Outcomes (CLO)

1. The student will learn how to prepare an internship report.
2. The practical training during internship will help induce new knowledge in any area of mass communication.

| CLO | DESCRIPTION | BLOOM TAXONOMY'S LEVEL |
|---|---|---|
| CLO1 | The Students will learn how to prepare and internship report. | 1, 2<br>Remembering<br>Understanding |
| CLO2 | The practical training during internship will help induce new knowledge in any area of mass communication. | 2, 3<br>Understanding, Applying |

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

## Examination Scheme

| Components | Quiz I | Presentation/ Assignment/ etc. | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| **Weightage (%)** | **10** | **10** | **20** | **10** | **50** |

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

| | Course Outcomes (COs) | Mapped Program Outcomes |
|---|---|---|
| **CO1** | The Students will learn how to prepare and internship report | PO1, PO3, PO4, PO6, PO9 |
| **CO2** | The practical training during internship will help induce new knowledge in any area of mass communication. | PO1, PO2, PO3, PO4, PO5, PO6, PO7 |

*Mapping between COs and POs*

| Course Code | Course Title | Disciplinary Knowledge PO1 | Understanding the Role of Media PO2 | Skilled and Industry-ready Professionals PO3 | Influential and effective communication PO4 | Leadership readiness/ Qualities PO5 | Critical/ Reflective thinking & language efficiency PO6 | Technologically Efficient Professional PO7 | Ethical Awareness PO8 | Lifelong Learning PO9 | Research-related Skills PO10 | Cooperation/ Team work PO11 | Students will acquire professional skills required to be a media PSO1 | Students will be equipped with ICTs competencies including PSO2 | Student shall become ethically committed media professionals and PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **JMBJ353** | **Internship Report-II** | 3 | 2 | 3 | 2 | 1 | 2 | 3 | | 2 | | | 3 | 2 | 2 |

| Course Code | Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| JMBJ353 | CO1 | 3 | 2 | 3 | - | 1 | 2 | 3 | - | - | - | - | - | 2 | - |
| | CO2 | 3 | 2 | 3 | 2 | - | 2 | 3 | - | 2 | - | - | 3 | - | 2 |

1=weakly mapped

2= moderately mapped

3=strongly mapped

| | Semester VI B.A (Journalism and Mass Communication) | | |
|---|---|---|---|
| **S. No.** | **Course Code** | **Course** | **Credits** |
| **1.** | JMBJ302 | Event Management | 4 |
| **2.** | JMBJ304 | Global Media Scenario | 4 |
| **3.** | JMBJ306 | New Media Technology | 4 |
| **4.** | USO106 | Socio-Economic and Political Scenario | 4 |
| **5.** | JMBJ352 | Event Management Project | 2 |
| **6.** | JMBJ354 | Specialization Project-I | 2 |
| | **Total** | | **20** |

| **JMBJ302** | **Event Management** | L | T | P | C |
|---|---|---|---|---|---|
| Version 2.0 | | 3 | 1 | - | 4 |
| Eligibility | BA(JMC) II Year | | | | |
| Co-requisites | -- | | | | |

## Course Objectives

    1. To define event, its nature, types and elements
    2. To understand the need of event as a marketing and communication tool
    3. To describe organisational structure and functionaries of an event management company
    4. Identify the key elements of key elements of event planning and execution – from Human Resource Management to Budgeting
    5. To design event to achieve marketing objectives
    6. To evaluate and assess the events

## Course Outcomes

After completion of the course student will be able to:

CO1: To define event, its nature, types and elements

CO2: To understand the need of event as a marketing and communication tool

CO3: To describe organisational structure and functionaries of an event management company

CO4: Identify the key elements of key elements of event planning and execution – from Human Resource Management to Budgeting

CO5: To design event to achieve marketing objectives.

CO6: To evaluate and assess the events

## Catalogue Description
## Overview:

Event as a marketing tool course will help train students in areas like analysing, planning, marketing, producing and evaluating an event. This course will help students understand the planning, operations and executions of all the resources that co-ordinate to create various kinds of events.

## Objective and Expected Outcome:

This course aims to make students understand the management of events at corporate and as well as social level and give basic conceptual clarity of how events work as a communication as well marketing tool. It will also help students acquire a thorough knowledge and understanding of multiple facts of event organization; feasibility study, planning, venue selection, setting up, program portfolio and scheduling.

It will help students to know the event management, HR management, revenue generation, budget, designing, operation and closing of the event. Students will create publicity material of the event according to the profile of target audience. Students will be acquainted with knowledge of reducing risks by financial controls, evaluation and assessment.

This course will help students know the essentials and basics of event management. By the end of the course, students will have better understanding of events and their knowledge on organizing events from conception, designing, planning, budgeting and marketing to the final execution will be widen.

To acquaint the students with the process of evaluation and assessment of an event

## COURSE CONTENT

### Unit I: 10 lectures
### Events and Event Management

Events and Event Management: What are events, Types of Events & Event Management, Understanding Events (i) Events as a communication tool (ii) Events as a marketing tool, The Need: Why do we need events; Growing importance of events like exhibitions, seminars and conventions worldwide, Elements of Event Management: Event Infrastructure, Organizers, Sponsors, Logistics, Role of events in promotion

### Unit II: 10 lectures
### Conceptualization and Planning

Conceptualization and Planning: (i) The Nature of Planning, Project Planning, Planning the Setting, Location and Site (ii) The Operations Plan, The Business Plan, Developing the Strategic Plan, Organization: (i) Setting up an Event Organization structure (ii) The Committee Systems, Committee and Meeting Management, Programming and Service Management: (i) Programme Planning, The Elements of Style, Developing a Program Portfolio (ii) The Programme Life Cycle, Scheduling

# Unit III: 10 lectures
## HR Management

HR Management: Need Assessment, policies and procedures, Finalizing job descriptions, recruitment and motivation, Revenue Generation: Fund raising, grants, sponsorship, Financial and Risk Management, Budget and cost-revenue management, Cash flow management, accounting, Financial statements, measures of financial performance, Financial controls for reducing risk

# Unit IV: 10 lectures
## Research and Evaluation

Research to find out people's orientation for events, Consumer research on events Visitors surveys, attendance counts and estimates, Market area surveys, Communications Mix for reaching the customer, Developing and communicating a positive image, Evaluation and impact assessment, Evaluation concepts, observation techniques, Evaluation of costs and benefits

## Suggested Text Books:

1. Sanjay Singh Gaur & Sanjay Saggere: Event Marketing and Management Revised Edition, Vikas Publishing
2. Bruce E Skinner, Vladimir C Sponsorship, Publisher Wiley 2002, ISBN 0471126012
3. Anton Shene, Bryn Parry Successful Event Management Thomson Learning ISBN 1844800768, 2004

## Advanced Readings:

1. Judy Alley: Event Planning, John Wiley and Sons ISBN 0471644129, 2000
2. Jaishri N Jethwaney: Public Relations, ND: Sterling
3. Pitman Jackson: Corporate Communication for Managers, Pitman Publishing

## Open Educational Resources (OER) (Clickable links)-

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
## Examination Scheme

| Components | Quiz I | Presentation/ Assignment/ etc. | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| Weightage (%) | 10 | 10 | 20 | 10 | 50 |

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

| Mapping between COs and POs | | |
|---|---|---|
| | Course Outcomes (COs) | Mapped Program Outcomes |
| CO1 | To define event, its nature, types and elements | PO1 |
| CO2 | To understand the need of event as a marketing and communication tool | PO1, PO4, CO2 |
| CO3 | To describe organisational structure and functionaries of an event management company | PO1, PO5 |
| CO4 | Identify the key elements of key elements of event planning and execution – from Human Resource Management to Budgeting | PO1, PO3, PO9, PO11 |
| CO5 | To design event to achieve marketing objectives. | PO3, PO6, PO11 |
| CO6 | To evaluate and assess the events | PO6 |

| Course Code | Course Title | Disciplinary Knowledge PO1 | Understanding the Role of Media PO2 | Skilled and Industry-ready Professionals PO3 | Influential and effective communication PO4 | Leadership readiness/ Qualities PO5 | Critical/ Reflective thinking & language efficiency PO6 | Technologically Efficient Professional PO7 | Ethical Awareness PO8 | Lifelong Learning PO9 | Research-related Skills PO10 | Cooperation/ Team work PO11 | Students will acquire professional skills required to be media professionals PSO1 | Students will be equipped with ICTs competencies including digital literacy PSO2 | Student shall become ethically committed media professionals and entrepreneurs adhering to the human PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| JMBJ302 | Event Management | 3 | | 3 | 2 | 1 | 1 | | | 2 | | 2 | | | |

| Course Code | Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO2 | PSO3 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| JMBJ302 | CO1 | 3 | | | | | | | | | | | | | |
| | CO2 | 3 | | | 1 | | | | | | | | | | |
| | CO3 | 3 | | | | 2 | | | | | | | | | |
| | CO4 | 3 | | 3 | | | | | | 2 | | 2 | | | |
| | CO5 | | | 3 | | | 3 | | | | | 2 | | | |
| | CO6 | | | | | | 3 | | | | | | | | |

1=weakly mapped

2= moderately mapped

3=strongly mapped

| | Relevance to the local, national, regional and global developmental needs | | | | Relevance To the Employability/ Entrepreneurship/ Skill Development | | | Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability | | | | SDG | NEP | POE/4th IR |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Local | Regional | National | Global | Employability | Entrepreneurship | Skill Development | Professional | Gender | Human Values | Environment & Sustainability | | | |
| Unit I | | | | | Events and Event Management | Events and Event Management | Events and Event Management | | | | | Skills for Decent Work (SDG 4.4) (Learning the components of this unit will enhance employability) | Global Education Knowledge, Professional Education (17.1-17.5) | Technical Skills that match Industry Needs (Minimum industry requirement)/ Hands-on Experience, Skill Development (Students will work on assignments) |
| Unit II | | | | | Project Planning | Project Planning | | | | | | Skills for Decent Work (SDG 4.4) (Learning the components of this unit will enhance employability) | Professional Education (17.1-17.5) | Technical Skills that match Industry Needs (Minimum industry requirement)/ Hands-on Experience, Skill Development (Students will work on assignments) |
| Unit III | | | | | HR Manag | | HR Management, Financial | | | | | Skills for Decent Work (SDG | Professional Educ | Technical Skills that match Industry |

| Unit | | | | | | | Consumer reserch on events | Consumer research on events | | Skills for Decent Work (SDG 4.4) (Learning the components of this unit will enhance employability) | Professional Education (17.1 - 17.5) | Technical Skills that match Industry Needs (Minimum industry requirement)/ |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | ement | controls for reducing risk | | | | | 4.4) (Learning the components of this unit will enhance employability) | ation (17.1 - 17.5) | Needs (Minimum industry requirement)/ Hands-on Experience, Skill Development (Students will work on assignments) |
| Unit IV | | | | Revenue Generation | | | Consumer reserch on events | Consumer research on events | | Skills for Decent Work (SDG 4.4) (Learning the components of this unit will enhance employability) | Professional Education (17.1 - 17.5) | Technical Skills that match Industry Needs (Minimum industry requirement)/ Skill Development |

## Teaching Plan:

| Weekly Teaching Plan | Topic/Unit No. | Textbook [TB]/ Reference Book [RB]-Chapter/ Page No./ Open Education Resources [OER] | Teaching-Learning Method |
|---|---|---|---|
| **Week 1** | Unit I - 3 contact hours, | Topic: Introduction to Communication and Its Types, Teaching TB: Kumar, K. J. (2020). Mass communication in India - Chapter 1 | In-person Lecture (Conceptual Introduction) |
| **Week 2** | Unit I - 3 contact hours | Topic: Elements and Processes of Communication, OER: Crash Course - Communication | Blended Learning (In-person Lecture + Presentation (PPT) for deeper understanding) |
| **Week 3** | Unit I - 3 contact hours | Topic: Types of Communication and Brief History, TB: Kumar, K. J. (2020). Mass communication in India - Chapter 2 | In-person Lecture (Historical Overview) |

| Week 4 | Unit II - 3 contact hours | Topic: Effective Communication Skills, TB: Narula, U. (2004). Mass communication: Theory and practice - Relevant chapters | In-person Lecture (Skill Development) |
|---|---|---|---|
| Week 5 | Unit II - 3 contact hours | Topic: Verbal and Non-Verbal Communication OER: TEDx Talks | Blended Learning (In-person Lecture + Experiential Learning through role-play) |
| Week 6 | Unit II - 3 contact hours | Topic: Barriers to Effective Communication and Seven C's TB: Baran, S. J., & Davis, D. K. (2014). Mass communication theory - Relevant chapters | In-person Lecture (Conceptual Explanation) |
| Week 7 | Unit III - 3 contact hours | Topic: Mass Communication and Mass Media TB: Kumar, K. J. (2020). Mass communication in India - Chapter 3 | In-person Lecture (Conceptual Introduction) |
| Week 8 | Unit III - 3 contact hours | Topic: Functions and Role of Mass Communication OER: Communication Theory | In-person Lecture (Conceptual Explanation) |
| Week 9 | Unit III - 3 contact hours | Topic: Visual Communication and Traditional Media TB: Kumar, K. J. (2020). Mass communication in India - Chapter 4 | Blended Learning (In-person Lecture + Experiential Learning through media analysis) |
| Week 10 | Unit IV - 3 contact hours | Topic: Communication Theories - Part 1 RB: McQuail, D. (1983). McQuail's Mass Communication Theory - Relevant chapters | In-person Lecture (Theory Overview) |
| Week 11 | Unit IV - 3 contact hours | Topic: Communication Theories - Part 2 OER: Media Education Foundation | In-person Lecture (Theory Overview) |
| Week 12 | Unit IV - 3 contact hours | Topic: Models of Communication OER: Models of Communication | In-person Lecture (Model Explanation) |
| Week 13 | Unit IV - 3 contact hours | Topic: Practical Assignments | Blended Learning (In-person Lecture + Participatory Learning through surveys and interactions) |

| Week 14 | Revision & Assessment | Topic: Revision and Assessment Assignments, Quizzes, and Surprise Test | In-person Lecture (Revision Session) |
| Week 15 | Remedial/Makeup Classes | Topic: Remedial/Makeup Classes Individual Assistance and Feedback | In-person Lecture (Extra Help) |

## Facilitating the Achievement of Course Learning Outcomes
## For Example:

| Unit No. | Course Learning Outcomes | Teaching Learning Activity | Assessment Task Methods |
|---|---|---|---|
| 1 | By the end of this unit, students will be able to define different types of events, recognize their significance as communication and marketing tools, and understand the key elements of event management, emphasizing the role of events in promotional strategies. | (i) Each topic to be explained with illustrations. (ii) Students to be encouraged to discover the relevant concepts. (iii) Students be given homework/assignments. (iv) Discuss and solve the theoretical and practical problems in the class. (v) Students to be encouraged to apply concepts to real world problems. | • Presentations and class discussions. • Assignments and class tests. • Student presentations. • Mid-term examinations. • Practical and viva-voce examinations. • End-term examinations. |
| 2 | Upon completing this unit, students will be proficient in project planning, site selection, and operations planning for events. They will also grasp the importance of creating a strategic plan and structuring event organizations effectively. | | |
| 3 | At the conclusion of this unit, students will possess the knowledge and skills necessary to perform human resource management tasks for events, including needs assessment, policy formulation, job description development, recruitment, motivation, and revenue generation through fundraising and sponsorship. | | |
| 4 | By the end of this unit, students will be competent in conducting research related to events, implementing various consumer research methods, utilizing the communications mix for customer outreach, and evaluating events comprehensively, considering both costs and benefits, as well as their impact on stakeholders. | | |

| JMBJ304 | Global Media Scenario | L | T | P | C |
|---|---|---|---|---|---|
| Version 2.0 | | 3 | 1 | - | 4 |
| Eligibility | Basic knowledge of World Politics | | | | |
| Co-requisites | -- | | | | |

## Course Objectives

1. To explain the students with world communication during and after cold war
2. To describe the struggle for bridging information gaps in the world
3. To explain the students the developments regarding information cooperation in the world
4. To acquaint them with the contemporary trends in world media
5. To sensitize the students on the benefits of the new order to India

## Course Outcomes –

After completion of the course student will be able to:

CO1: Explain the students with world communication during and after cold war

CO2: Describe the struggle for bridging information gaps in the world

CO3: Explain the developments regarding information cooperation in the world

CO4: Explain the contemporary trends in world media

CO5: Understand the new order to India to become industry ready professionals

## Catalogue Description

This course will make students aware of the struggle for bridging information gaps in the world. Students will be imparted the knowledge about the developments regarding information cooperation in the world. This course will acquaint them with the contemporary trends in world media. Students will learn the benefits of the new world information order and its importance in Indian perspective.

We have been reading and studying the history since ages but the communication patterns at the time of historical instances hold lot of importance. At the time of world war, the media has been used as a tool to propagate people. The students will be learning the instances and case studies of communication patterns of World War I & II and its use in war time.

Struggle for bridging the information gap between the developed and developing countries will be studied in this course. Apart from this, domination by transnational news agencies will be covered in this course. News flow between countries has always been an issue of discussion which led to demand for New World Information and Communication Order. To understand NWICO case studies and documentaries will be showcased for understanding. Understanding international media and the mergers happening in the Contemporary Trends in World Media holds equal importance. And the students will be able to understand world media through it.

Gandhian approach towards media has always been a topic of discussion which will be taught to the students through this course. Being the developing country, India has faced

lot of discrimination in media coverage; therefore Indian media doesn't take chance of ignoring the third world countries coverage. This course will highlight the importance of the same and students will be taught how Indian media has been balancing this change

## COURSE CONTENT

### Unit I: 10 Lectures
### World Communication
1.    Trends in World communication: An overview since World War II
2.    Cold War Days. Emergence of Third World countries and the Non-Aligned Block
3.    Use of media by power blocs, super powers
4.    Integration between information, armament/military and media

### Unit II: 10 Lectures
### Word Information and Communication Order
1.    Domination of the transnational news agencies
2.    Barriers to the flow of news
3.    Struggle for news between developed and developing countries
4.    Demand for new world information and communication order

### Unit III: 10 Lectures
### Information cooperation and Organisations
1.    Bilateral, multilateral and regional information cooperation
2.    Role of International organizations – UN resolutions on Media related issues
3.    International practices on visual coverage and regulation in media exchange
4.    Benefits of information cooperation to India

### Unit IV: 10 Lectures
### Role of Indian media
1.    The Gandhian approach
2.    International Mergers/Media Moghuls
3.    Presence of international media organizations in India
4.    Role of Indian media in raising issues of the third world

## Suggested Text Books:
1. Bride, S. M. (1986). Many Voices One World. UNESCO Publications.
2. Hamelink, C. Trends in World Communication.
3. Nordenstreng, K. Politics of News.
4. "Global Communication and International Relations" by H. O. Schildt

## Advanced Readings:

1. "Globalization and Media: Global Village of Babel" by Jack Lule
2. "The Globalization of World Politics: An Introduction to International Relations" edited by John Baylis, Steve Smith, and Patricia Owens
3. "The History of Media and Communication Research: Contested Memories" by David W. Park and Jefferson Pooley
4. "Communication and Empire: Media, Markets, and Globalization, 1860–1930" by Dan Schiller

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme

| Components | Quiz I | Presentation/ Assignment/ etc. | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| Weightage (%) | 10 | 10 | 20 | 10 | 50 |

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

| Mapping between COs and POs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| CO1 | Explain the world communication during and after cold war | PO1, PO2 |
| CO2 | Describe the struggle for bridging information gaps in the world | PO1, PO3, PO10 |
| CO3 | Explain the developments regarding information cooperation in the world | PO1, PO2, PO4 |
| CO4 | Explain the contemporary trends in world media | PO1, PO2 |
| CO5 | Know the new order to India to become industry ready professionals | PO1, PO2, PO3, PO4, PO10 |

| Course Code | Course Title | Disciplinary Knowledge | Understanding the Role of Media | Skilled and Industry-ready Professionals | Influential and effective communication | Leadership readiness/ Qualities | Critical/ Reflective thinking & language efficiency | Technologically Efficient Professional | Ethical Awareness | Lifelong Learning | Research-related Skills | Cooperation/ Team work | Students will acquire professional skills required to be media professionals | Students will be equipped with ICTs competencies including digital literacy | Student shall become ethically committed media professionals and entrepreneurs adhering to the human values |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
| **JMBJ304** | **Global Media Scenario** | 3 | 3 | 3 | 2 | | | | | | 1 | | | | |

| Course Code | Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **JMBJ304** | CO1 | 3 | 3 | | | | | | | | | | | | |
| | CO2 | 3 | | 2 | | | | | | | 1 | | | | |
| | CO3 | 3 | 2 | | 1 | | | | | | | | | | |
| | CO4 | 3 | 3 | | | | | | | | | | | | |
| | CO5 | 3 | 2 | 3 | 3 | | | | | | 1 | | | | |

1=weakly mapped

2= moderately mapped

3=strongly mapped

| | Relevance to the local, national, regional and global developmental needs | | | | Relevance To the Employability/ Entrepreneurship/ Skill Development | | | | Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability | | | | SDG | NEP | POE/4th IR |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Local | Regional | National | Global | Employability | Entrepreneurship | Skill Develop | Professional Ethics | Gender | Human Values | Environment & Sustainability | | | |
| Unit I | | | | Trends in World | Use of media by | | | | | | | | develo ping a | 20.1 (ethic and | Technical Skills that |

248

| | | | | communication, Cold War Days. Emergence of Third World countries and the Non-Aligned Block | power blocs, super powers | | | | | | | free and independent media, Inclusive Knowledge Societies, social inclusion, knowledge-driven media development, technical innovation, net neutrality ROAM Principles, increase participation in the communication process, strengthen comm | importance of public purpose, an education in the discipline, and an education for practice), 20.2 (Professional education - holistic and multidisciplinary education), 23.2 (Use of technological tools), 11.2 (creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communi | match Industry Needs (Knowledge of the descipline) |

| Uni t | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | unicati on capacit ies , promot e the wider and better balanc ed dissem ination of inform ation, | cation skills, more ,indepth learning and mastery of curricula across fields, increases in social and moral awarenes s) | |
| Uni t II | | | | Internatio nal Mergers/ Media Moghuls | | | | | | | | develo ping a free and indepe ndent media, Inclusi ve Knowl edge Societi es,soci al inclusi on, knowl edge- driven media develo pment, technic al innova tion, net neutral | 20.1 (ethic and importanc e of public purpose, an education in the discipline , and an education for practice), 20.2 (Professio nal education - holistic and multidisci plinary education ), 23.2 (Use of technolog ical tools), | Technical Skills that match Industry Needs (Knowledg e of the descipline) |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | ity ROAM Principles, increase participation in the communication process, strengthen communication capacities, promote the wider and better balanced dissemination of information, | 11.2 (creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamworks, communication skills, more indepth learning and mastery of curricula across fields, increases in social and moral awareness) | |
| Unit III | bilateral, multilateral and regional information cooperation | bilateral, multilateral and regional information | bilateral, multilateral and regional information cooperation | | | | | | | | | | developing a free and independent media, Inclusive Knowl | 20.1 (ethic and importance of public purpose, an education in the discipline | Technical Skills that match Industry Needs (Knowledge of the descipline) |

| | | cooperation | | | | | | | | | | edge Societies,social inclusion, knowledge-driven media development, technical innovation, net neutrality ROAM Principles, increase participation in the communication process, strengthen communication capacities ,promote the wider and | , and an education for practice), 20.2 (Professional education - holistic and multidisciplinary education), 23.2 (Use of technological tools), 11.2 (creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more indepth learning and mastery of | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | | | | | | | better balanced dissemination of information, | curricula across fields, increases in social and moral awareness) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Unit IV | | | Role of Indian media in raising issues of the third world | | | | | | | | | | developing a free and independent media, Inclusive Knowledge Societies, social inclusion, knowledge-driven media development, technical innovation, net neutrality ROAM Principles, increase participi | 20.1 (ethic and importance of public purpose, an education in the discipline, and an education for practice), 20.2 (Professional education - holistic and multidisciplinary education), 23.2 (Use of technological tools), 11.2 (creativity and innovation, critical thinking and higher- | Technical Skills that match Industry Needs (Knowledge of the descipline) |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | pation in the communication process, strengthen communication capacities , promote the wider and better balanced dissemination of information, | order thinking capacities, problem-solving abilities, teamwork, communication skills, more in depth learning and mastery of curricula across fields, increases in social and moral awareness) | |

### Teaching Plan:

| Weekly Teaching Plan | Topic/Unit No. | Textbook [TB]/ Reference Book [RB]-Chapter/ Page No./ Open Education Resources [OER] | Teaching-Learning Method |
|---|---|---|---|
| **Week 1** | Unit I - 3 contact hours, | Topic: Introduction to Communication and Its Types, Teaching TB: Kumar, K. J. (2020). Mass communication in India - Chapter 1 | In-person Lecture (Conceptual Introduction) |
| **Week 2** | Unit I - 3 contact hours | Topic: Elements and Processes of Communication, OER: Crash Course - Communication | Blended Learning (In-person Lecture + Presentation (PPT) for deeper understanding) |
| **Week 3** | Unit I - 3 contact hours | Topic: Types of Communication and Brief History, TB: Kumar, K. J. (2020). Mass communication in India - Chapter 2 | In-person Lecture (Historical Overview) |

| Week 4 | Unit II - 3 contact hours | Topic: Effective Communication Skills, TB: Narula, U. (2004). Mass communication: Theory and practice - Relevant chapters | In-person Lecture (Skill Development) |
|---|---|---|---|
| Week 5 | Unit II - 3 contact hours | Topic: Verbal and Non-Verbal Communication OER: TEDx Talks | Blended Learning (In-person Lecture + Experiential Learning through role-play) |
| Week 6 | Unit II - 3 contact hours | Topic: Barriers to Effective Communication and Seven C's TB: Baran, S. J., & Davis, D. K. (2014). Mass communication theory - Relevant chapters | In-person Lecture (Conceptual Explanation) |
| Week 7 | Unit III - 3 contact hours | Topic: Mass Communication and Mass Media TB: Kumar, K. J. (2020). Mass communication in India - Chapter 3 | In-person Lecture (Conceptual Introduction) |
| Week 8 | Unit III - 3 contact hours | Topic: Functions and Role of Mass Communication OER: Communication Theory | In-person Lecture (Conceptual Explanation) |
| Week 9 | Unit III - 3 contact hours | Topic: Visual Communication and Traditional Media TB: Kumar, K. J. (2020). Mass communication in India - Chapter 4 | Blended Learning (In-person Lecture + Experiential Learning through media analysis) |
| Week 10 | Unit IV - 3 contact hours | Topic: Communication Theories - Part 1 RB: McQuail, D. (1983). McQuail's Mass Communication Theory - Relevant chapters | In-person Lecture (Theory Overview) |
| Week 11 | Unit IV - 3 contact hours | Topic: Communication Theories - Part 2 OER: Media Education Foundation | In-person Lecture (Theory Overview) |
| Week 12 | Unit IV - 3 contact hours | Topic: Models of Communication OER: Models of Communication | In-person Lecture (Model Explanation) |
| Week 13 | Unit IV - 3 contact hours | Topic: Practical Assignments | Blended Learning (In-person Lecture + Participatory Learning through surveys and interactions) |
| Week 14 | Revision & Assessment | Topic: Revision and Assessment Assignments, Quizzes, and Surprise Test | In-person Lecture (Revision Session) |
| Week 15 | Remedial/Makeup Classes | Topic: Remedial/Makeup Classes Individual Assistance and Feedback | In-person Lecture (Extra Help) |

## Facilitating the Achievement of Course Learning Outcomes
## For Example:

| Unit No. | Course Learning Outcomes | Teaching Learning Activity | Assessment Task Methods |
|---|---|---|---|
| 1 | By the end of this unit, students will be able to analyze and critically evaluate the historical trends in world communication since World War II, including the role of media in shaping global narratives and its integration with information, armament/military activities, and international relations. | (i) Each topic to be explained with illustrations. (ii) Students to be encouraged to discover the relevant concepts. (iii) Students be given homework/assignments. (iv) Discuss and solve the theoretical and practical problems in the class. (v) Students to be encouraged to apply concepts to real world problems. | •Presentations and class discussions. •Assignments and class tests. •Student presentations. •Mid-term examinations. • Practical and viva-voce examinations. •End-term examinations. |
| 2 | Upon completing this unit, students will possess the ability to assess the dominance of transnational news agencies, identify key barriers to the flow of news across borders, understand the dynamics of news struggles between developed and developing countries, and appreciate the demand for a new world information and communication order in the global context. | | |
| 3 | At the conclusion of this unit, students will have a comprehensive understanding of the various forms of information cooperation (bilateral, multilateral, and regional), recognize the role played by international organizations such as the UN in addressing media-related issues, analyze international practices related to visual media coverage and exchange, and assess the benefits of information cooperation to India within the global communication landscape. | | |
| 4 | By the end of this unit, students will be able to appreciate the Gandhian approach to media and communication in India, critically assess the impact of international mergers and media moguls on the Indian media industry, understand the presence and influence of international media organizations within India, and evaluate the role of Indian media in advocating and raising awareness about issues relevant to the third world in the global arena. | | |

| JMBJ306 | New Media Technology | L | T | P | C |
|---|---|---|---|---|---|
| Version 1.0 | | 3 | 1 | - | 4 |
| Eligibility | BA(JMC) II Year | | | | |
| Co-requisites | -- | | | | |

## Course objectives-

1.    To understand  the evolving digital media environment
2.    To familiarise with online communities and their importance
3.    To impart the knowledge about e- governance and its importance
4.    To give knowledge on basics of digital content distribution for different digital platforms.
5.    To impart information about cyber laws, IT act and other regulations of digital media
6.    To develop writing skills for developing digital media content.
7.    To critically analyse the content and layout of news websites

## Course Outcomes-

## After completion of the course students will be able to:

CO1: Understand the evolving digital media environment
CO2: Familiarise with online communities and their importance
CO3: Interpret the e- governance and its importance
CO4: Compare the digital content distribution for different digital platforms.
CO5: Analyse the cyber laws, IT act and other regulations of digital media
CO6: To critically analyse the content and layout of news websites
CO7: Construct the content for digital media Platforms

## Catalogue Description

Computer based technology and internet has become so vital that imparting knowledge about the same has become very important. This course will focus on history of internet which will make the base and foundation of this course. Website being the main portal of the internet will be taught in different dimensions where the usage and its advantages are important to understand. The bridge between the traditional media and new media will be built through this course.

## Objectives and Expected Outcomes:

Today the spatial distances amongst people have decreased due to social network. The world has become a single platform where everyone can connect with others to share their feelings, thoughts and experiences. Online communities, types and their importance will be discussed in this course. Students will be able to understand how Social media can be used as alternate source of News. Internet has become inseparable part of not only common people, but the national and state governments have also become dependent on the same. They are utilizing the internet in every sphere of governance. This course will impart the knowledge about e-governance and its importance in day to day functioning of government departments.

The course will also concentrate on the Web Journalism also. Through this course students will be acquainted with reporting, writing and editing for websites and blogs. Through this course, students will be able to understand the applications of internet. They will be exposed to the world of social networking and its various aspects. The course will apprise the students with web content penetration in every aspect of life. Students will be acquainted with mobile phone as a new means of mass communication. The course will give various dimensions of technological convergence.

# COURSE CONTENT

## Unit I: 14 lectures

History of Internet, Internet Technology, Web Search engines, types of search engines, Websites, portals, blogs, vlogs, New Media and its Characteristic, Traditional Media vs New Media, Convergence of technologies, Types of technology, Convergence and contemporary media, Global Village, Digital divide

## Unit II: 14 lectures

Electronic and cyber media, Blogs and vlogs- emerging online tools, Penetration of Internet, E Governance: Types and scope, Internet for political campaigns, Use of internet for social cause, Cultural aspects and regulation of internet, Policy making, Good-governance and use of internet, cyber laws, IT act and other regulations of digital media

## Unit III: 10 lectures

Social Networking, Social Networks: Individuals, groups and organisations, Social networking websites: Online community of internet users, Social media as alternate source of News, Use of AI in social media, impact of social media and society, hashtags and trending concepts

## Unit IV: 10 lectures

Web Publishing-tools and Applications, Types of websites, Writing for web newspapers and portals, Writing news contents, Purpose and rationale of writing, Difference and similarities with print media, writing for mobile journalism

## Assessment:

- Blogs: Design and produce blogs: journalistic writing – opinions and analysis,
- Survey / research on the new media technology. Submit a comprehensive report based on the study,
- Detail study of social media campaign of government website,
- comparative study of online news content and print news content
- Critically write an article on- DO's and DONT's of digital content.
- Prepare a report on SEO of top trending news website/portal.
- Write a project on cybercrime and laws.
- Write an article on internet use and political interests.
- Present case studies on cyber media laws.
- Write an article of minimum 1000 words on role of social media and computer mediated communication.

**Suggested Text Books:**

1. Chakravarthy, J. (2005). *Cyber media journalism: emerging technologies*. AuthorsPress.
2. Gupta, O., & Jasra, A. S. (2020). *Information technology in journalism*. Kanishka Publishers, Distributors.
3. Wolk, R. D. (2001). *Introduction to online journalism: publishing news and information*. Allyn and Bacon.
4. Preston, P. (2001). *Reshaping communications: technology, information and social change*. Sage Publications.

**Advanced Readings:**

1. Mattern, J. (2002). *From radio to the wireless Web*. Enslow.
2. Craig, R. (2007). *Online journalism: reporting, writing, and editing for new media*. Thomson/Wadsworth.
3. Lievrouw, L. (2005). *The handbook of new media*. Sage.
4. Filak, V. F. (2020). *Convergent journalism: an introduction: writing and producing across media*. Routledge, Taylor et Francis Group.

**Open Educational Resources (OER) (Clickable links)-**

**Assessment & Evaluation**

| Components | Quiz I | Presentation/ Assignment/ etc. | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| Weightage (%) | 10 | 10 | 20 | 10 | 50 |

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

| Mapping between COs and POs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Understand the evolving digital media environment | **PO1, PO3** |
| **CO2** | Familiarise with online communities and their importance | **PO3, PO7** |
| **CO3** | Interpret the e- governance and its importance | **PO3, PO9,** |
| **CO4** | Compare the digital content distribution for different digital platforms. | **PO3, PO7, PO6** |
| **CO5** | Analyse the cyber laws, IT act and other regulations of digital media | **PO6, PO3, PO7, PO10** |
| **CO6** | To critically analyse the content and layout of news websites | **PO7, PO3** |

| Course Code | Course Title | Disciplinary Knowledge | Understanding the Role of Press | Skilled and Industry-ready Professionals | Influential and effective | Leadership readiness/ Qualities | Critical/ Reflective thinking & language | Technologically Efficient Professional | Ethical Awareness | Lifelong Learning | Research-related Skills | Cooperation/ Teamwork | Demonstrate a Systematic, Extensive, | Demonstrate Procedural Knowledge | Demonstrate Professional and Communication Skills |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
| JMBJ805A | New Media and Web Content | 2 | | 3 | | | 2 | 3 | | | 2 | 1 | | | |

| Course Code | Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **JMBJ805A** | CO1 | 2 | | 3 | | | | | | | | | 3 | 3 | 2 |
| | CO2 | | | 3 | | | | 3 | | | | | 3 | 2 | 2 |
| | CO3 | | | 3 | | | | | | 2 | | | 3 | 2 | 2 |
| | CO4 | | | 3 | | | 2 | 2 | | | | | 3 | 2 | 3 |
| | CO5 | | | 3 | | | 2 | 3 | | | 3 | | 3 | 2 | 2 |
| | CO6 | | | 3 | | | | 3 | | | | | 3 | 3 | 3 |

1=weakly mapped

2= moderately mapped

3=strongly mapped

| Unit | Relevance to the local, national, regional and global | | | | Relevance To the Employability/ Entrepreneurship/ Skill Development | | | Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability | | | | SDG | NEP | POE/4th IR |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Local | Regional | National | Global | Employability | Entrepreneurship | Skill Development | Professional Ethics mm | Gender | Human Values | Environment & Sustainability | | | |
| Unit I | | | | | Internet Technology, Web Search engines | | Web sites | | | Digital divide | | Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all (SDG 8)<br><br>(Learning the components of this unit will enable | Technical education (20.6)<br><br>Digital India - technology and education bidirectional (23.1)<br><br>Use of technological tools (23.2) | Students will develop Technical Skills that match Industry Needs, Skill Development<br><br>(Students will develop understanding of the web) |

261

| Unit | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | employ ability) | | | |
| Un it II | | | | Blogs and vlogs , cyber laws, IT act and other regulations of digital media | Blogs and vlogs | Blogs and vlogs | Use of internet for social cause, Good-governance, cyber laws, IT act and other regulations of digital media | | Use of internet for social cause, Cultural aspects and regulation of internet | | Skills for Decent Work (SDG 4.4) (Learning the components of this unit will enhance employability) strengthen communication capacities, increase participation in the communication process (SDG 16) | Professional Education (20.2) Technical education (20.6) Use of technological tools (23.2) | Students will develop Technical Skills that match Industry Needs (Knowledge of the uses of the Web/ social media will elevate skills and better chances of employment), Skill Development (Students will learn and implement practically) |
| Un it II | | | | Use of AI in socia | Use of AI in socia | Use of AI in socia | | | Social Networ | | Skills for Decent Work | Professional | Students will develop Technic |

262

| I | | | | | l media | l media | l media | | ks | | | (SDG 4.4) (Learning the components of this unit will enhance employability) Use of technology to help in digital transformation (SDG 9) | Education (20.2) Technical education (20.6) Use of technological tools (23.2) awareness on issues of privacy, laws, and standards associated with data handling and data protection (23.13) | al Skills that match Industry Needs (Knowledge e-governance will elevate skills and better chances of employment), Skill Development (Students will develop the understanding and knowhow of the topics, also will understand law, ethics and effective e-governance and how citizens can use it) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| I | | | | | l media | l media | l media | | ks | | | | | |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Unit IV | | | | Web Publishing - tools and Applications | Web Publishing - tools and Applications | Web Publishing - tools and Applications | | | | | Skills for Decent Work (SDG 4.4) (Learning the components of this unit will enhance employability) Use of technology to help in digital transformation (SDG 9) | Professional Education (20.2) Technical education (20.6) Use of technological tools (23.2) | Students will develop Technical Skills that match Industry Needs (Knowledge of the hardwares, apps and softwares will elevate skills and better chances of employment), Students will learn relevant softwares, apps and use mobile) |
| Unit V | | | SEO | Blogs, Survey / research on the new medi | Blogs, Survey / research on the new medi | Blogs, Survey / research on the new medi | | | | | Skills for Decent Work (SDG 4.4) (Will help in portfolio | Professional Education (20.2) Technical | Students will develop Technical Skills that match Industry Needs (Student |

| | | | | a techn olog y, SEO | a techn olog y, SEO | a techn olog y, SEO | | | | | building which will help in employ ability) | educati on (20.6) Use of technol ogical tools (23.2) | s will learn to work on project based assignm ents), Projects (students will work on projects and their perform ance assessed ) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

**Teaching Plan:**

| Weekly Teaching Plan | Topic/Unit No. | Textbook [TB]/ Reference Book [RB]-Chapter/ Page No./ Open Education Resources [OER] | Teaching-Learning Method |
|---|---|---|---|
| **Week 1** | Unit I - 3 contact hours, | Topic: Introduction to Communication and Its Types, Teaching TB: Kumar, K. J. (2020). Mass communication in India - Chapter 1 | In-person Lecture (Conceptual Introduction) |
| **Week 2** | Unit I - 3 contact hours | Topic: Elements and Processes of Communication, OER: Crash Course - Communication | Blended Learning (In-person Lecture + Presentation (PPT) for deeper understanding) |
| **Week 3** | Unit I - 3 contact hours | Topic: Types of Communication and Brief History, TB: Kumar, K. J. (2020). Mass communication in India - Chapter 2 | In-person Lecture (Historical Overview) |
| **Week 4** | Unit II - 3 contact hours | Topic: Effective Communication Skills, TB: Narula, U. (2004). Mass communication: Theory and practice - Relevant chapters | In-person Lecture (Skill Development) |
| **Week 5** | Unit II - 3 contact hours | Topic: Verbal and Non-Verbal Communication | Blended Learning (In-person Lecture + |

| | | OER: TEDx Talks | Experiential Learning through role-play) |
|---|---|---|---|
| **Week 6** | Unit II - 3 contact hours | Topic: Barriers to Effective Communication and Seven C's<br>TB: Baran, S. J., & Davis, D. K. (2014). Mass communication theory - Relevant chapters | In-person Lecture (Conceptual Explanation) |
| **Week 7** | Unit III - 3 contact hours | Topic: Mass Communication and Mass Media<br>TB: Kumar, K. J. (2020). Mass communication in India - Chapter 3 | In-person Lecture (Conceptual Introduction) |
| **Week 8** | Unit III - 3 contact hours | Topic: Functions and Role of Mass Communication<br>OER: Communication Theory | In-person Lecture (Conceptual Explanation) |
| **Week 9** | Unit III - 3 contact hours | Topic: Visual Communication and Traditional Media<br>TB: Kumar, K. J. (2020). Mass communication in India - Chapter 4 | Blended Learning (In-person Lecture + Experiential Learning through media analysis) |
| **Week 10** | Unit IV - 3 contact hours | Topic: Communication Theories - Part 1<br>RB: McQuail, D. (1983). McQuail's Mass Communication Theory - Relevant chapters | In-person Lecture (Theory Overview) |
| **Week 11** | Unit IV - 3 contact hours | Topic: Communication Theories - Part 2<br>OER: Media Education Foundation | In-person Lecture (Theory Overview) |
| **Week 12** | Unit IV - 3 contact hours | Topic: Models of Communication<br>OER: Models of Communication | In-person Lecture (Model Explanation) |
| **Week 13** | Unit IV - 3 contact hours | Topic: Practical Assignments | Blended Learning (In-person Lecture + Participatory Learning through surveys and interactions) |
| **Week 14** | Revision & Assessment | Topic: Revision and Assessment Assignments, Quizzes, and Surprise Test | In-person Lecture (Revision Session) |
| **Week 15** | Remedial/Makeup Classes | Topic: Remedial/Makeup Classes Individual Assistance and Feedback | In-person Lecture (Extra Help) |

**Facilitating the Achievement of Course Learning Outcomes**
**For Example:**

| Unit No. | Course Learning Outcomes | Teaching Learning Activity | Assessment Task Methods |
|---|---|---|---|
| 1 | By the end of this unit, students will have a comprehensive understanding of the history of the internet, internet technologies, different types of search engines, various online platforms (websites, portals, blogs, vlogs), the characteristics that define New Media, and the implications of technology convergence on contemporary media, including discussions on the global village concept and digital divide. | (i) Each topic to be explained with illustrations. (ii) Students to be encouraged to discover the relevant concepts. (iii) Students be given homework/assignments. (iv) Discuss and solve the theoretical and practical problems in the class. (v) Students to be encouraged to apply concepts to real world problems. | • Presentations and class discussions. • Assignments and class tests. • Student presentations. • Mid-term examinations. • Practical and viva-voce examinations. • End-term examinations. |
| 2 | Upon completing this unit, students will be equipped with the knowledge to assess the influence and penetration of the internet, understand the role of blogs and vlogs as emerging online tools, explore the use of the internet for e-Governance, political campaigns, and social causes, examine cultural aspects and regulations governing the internet, and analyze cyber laws and regulations impacting digital media. | | |
| 3 | At the conclusion of this unit, students will be able to recognize the significance of social networking, distinguish between individual, group, and organizational social networks, comprehend the role of social networking websites as online communities, evaluate social media as an alternative source of news, and understand the impact of social media on society, including concepts like hashtags and trending topics. | | |
| 4 | By the end of this unit, students will have the skills and knowledge necessary to work with web publishing tools and applications, identify different types of websites, engage in effective writing for web newspapers and portals, understand the purpose and rationale of web content creation, and discern the similarities and differences between writing for digital media and traditional print media, with a focus on mobile journalism practices. | | |

| USO106 | Socio-Economic and Political Scenario | L | T | P | C |
|---|---|---|---|---|---|
| Minor-06 | | 3 | 1 | 0 | 4 |
| Eligibility | BA(JMC) II Year | | | | |
| Co-requisites | -- | | | | |

## Course Description:

This course explores the contemporary socio-economic and political landscape, focusing on key issues and trends shaping societies. It examines the interplay between social, economic, and political factors and their impact on individuals, communities, and nations. Students will analyze current challenges and opportunities, develop critical thinking skills, and gain a deeper understanding of the complex dynamics of the socio-economic and political sphere.

## COURSE CONTENT:

### Unit 1: 11 Hours
### Understanding Socio-Economic and Political Systems

Overview of socio-economic and political systems
Analysis of power structures and their influence on society
Examination of social, economic, and political inequality

### Unit 2: 11 Hours
### Globalization and its Impact

The impact of globalization on economies, cultures, and political dynamics
Effects of globalization on labor markets, trade, and development
Challenges and opportunities of globalization for nations and individuals

### Unit 3: 11 Hours
### Contemporary Socio-Economic Issues

Poverty, inequality, and social exclusion
Unemployment and underemployment
Migration, urbanization, and demographic changes

### Unit 4: 11 Hours
### Political Dynamics and Governance

Political ideologies and their impact on society
Democracy, governance, and citizen participation
Power struggles, social movements, and political change

## Course Objectives:

- Understand the complexities of socio-economic and political systems.
- Analyze the impact of globalization on societies, economies, and political structures.
- Evaluate and critically assess contemporary socio-economic issues, such as poverty, inequality, and unemployment.
- Examine the dynamics of political systems and governance, including ideologies, democracy, and citizen participation.
- Develop informed perspectives and critical thinking skills to analyze and navigate the socio-economic and political landscape.

## Course Outcomes:

- Demonstrate knowledge and understanding of socio-economic and political systems.
- Analyze and evaluate the impact of globalization on economies, cultures, and political dynamics.
- Assess and discuss key socio-economic issues, such as poverty, inequality, and unemployment, from multiple perspectives.
- Evaluate the strengths and limitations of different political systems and their impact on governance and citizen participation.
- Apply critical thinking skills to analyze and interpret the complex dynamics of the socio-economic and political scenario.
- Develop informed opinions and proposals for addressing socio-economic challenges and promoting positive political change.

## Assessment Methods:

- Class participation and discussions
- Written assignments (essays, research papers, case studies)
- Group projects and presentations
- Examinations (mid-term and final)
- Overall engagement and progress throughout the course

## Suggested Text Books:

- "India Unbound" by Gurcharan Das
- "The Argumentative Indian: Writings on Indian History, Culture, and Identity" by Amartya Sen
- "An Uncertain Glory: India and its Contradictions" by Jean Drèze and Amartya Sen

### Advanced Readings:

- "Capital in the Twenty-First Century" by Thomas Piketty
- "Globalization and Its Discontents" by Joseph E. Stiglitz
- "The Political Economy of Development and Underdevelopment" by Robert Bates

## Open Educational Resources (OER) (Clickable links)-

- edx.org
- oercommons.org
- ocw.mit.edu
- about.jstor.org/oa-and-free
- coursera.org
- unesdoc.unesco.org

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

### Examination Scheme

| Components | Quiz I | Presentation/ Assignment/ etc. | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| **Weightage (%)** | **10** | **10** | **20** | **10** | **50** |

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

| Mapping between COs and POs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Demonstrate knowledge and understanding of socio-economic and political systems. | PO1, PO4 |
| **CO2** | Analyze and evaluate the impact of globalization on economies, cultures, and political dynamics. | PO4, PO5, PO6 |
| **CO3** | Assess and discuss key socio-economic issues, such as poverty, inequality, and unemployment, from multiple perspectives. | PO6, PO8 |
| **CO4** | Evaluate the strengths and limitations of different political systems and their impact on governance and citizen participation. | PO6, PO8, PO11 |
| **CO5** | Apply critical thinking skills to analyze and interpret the complex dynamics of the socio-economic and political scenario. | PO11 |
| **CO6** | Develop informed opinions and proposals for addressing socio-economic challenges and promoting positive political change. | PO5 |

| Course Code | Course Title | Disciplinary Knowledge | Understanding the Role of Media | Skilled and Industry-ready Professionals | Influential and effective communication | Leadership readiness/ Qualities | Critical/ Reflective thinking & language efficiency | Technologically Efficient Professional | Ethical Awareness | Lifelong Learning | Research-related Skills | Cooperation/ Team work | Students will acquire professional skills required to be a media professional | Students will be equipped with ICTs competencies including digital literacy | Student shall become ethically committed media professionals and entrepreneurs adhering to the human values |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
| USO106 | **Socio-Economic and Political Scenario** | 2 | | | 1 | 2 | 2 | | 1 | | | 2 | | | 2 |

| Course Code | Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **USO106** | CO1 | 1 | | | 1 | 1 | 2 | | 1 | | - | 1 | - | - | 1 |
| | CO2 | | | | | | 2 | | | | - | - | - | - | 2 |
| | CO3 | 1 | | | 1 | 1 | 1 | | 2 | | - | 2 | - | - | 1 |
| | CO4 | | | | | | | | 2 | | - | 2 | - | - | 2 |
| | CO5 | | | | 2 | 1 | | | | | - | 2 | - | - | 1 |
| | CO6 | 1 | | | | 1 | | | 2 | | - | - | - | - | - |
| | CO7 | | | | 1 | | 1 | | 1 | | - | 2 | - | - | - |

1=weakly mapped

2= moderately mapped

3=strongly mapped

s

| Unit | Relevance to the local, national, regional and global developmental needs | | | | Relevance To the Employability/ Entrepreneurship/ Skill Development | | | Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability | | | | SDG | NEP | POE/ 4th IR |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Local | Regional | National | Global | Employability | Entrepreneurship | Skill Development | Professional Ethicsmm | Gender | Human Values | Environment & Sustainability | | | |
| Unit I | | | Overview of socio-economic and political systems | | | | | | | Overview of socio-economic and political systems | | | | |
| Unit II | | | | The impact of globalization on economies, cultures, and political dynamics, Effects of globalization on labor markets, trade, and development | | | | | | | | | | |
| Unit III | Unemployment and underemployment | Unemployment and underemployment | Unemployment and underemployment, Migration, urbanization, | | | | | | | | Migration, urbanization, and demographic changes | | | |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | and demogr aphic changes | | | | | | | | | | |
| Unit IV | | Political ideologi es and their impact on society, Power struggle s, social moveme nts, and political change | | | | | | | | | | |

**Teaching Plan:**

| Weekly Teaching Plan | Topic/Unit No. | Textbook [TB]/ Reference Book [RB]-Chapter/ Page No./ Open Education Resources [OER] | Teaching-Learning Method |
|---|---|---|---|
| **Week 1** | Unit I - 3 contact hours | Topic: Introduction to News and Elements of News<br>TB:Al., J. R(2006). News reporting and editing. Chapter 1 | In-person Lecture (Conceptual Introduction) |
| **Week 2** | Unit I - 3 contact hours | Topic: News Values and Inverted Pyramid Style<br>OER: The News Manual | Blended Learning (In-person Lecture + Presentation (PPT) for deeper understanding) |
| **Week 3** | Unit I - 3 contact hours | Topic: Various Types of Leads<br>TB: Saxena, A. (2007). Fundamentals of reporting and editing. Kanishka Publishers. Chapter 2 | In-person Lecture (Lead Writing Practice) |
| **Week 4** | Unit II - 3 contact hours | Topic: Sources of News and Credibility<br>TB: Saxena, A. (2007). Fundamentals of reporting and editing. Kanishka Publishers. Chapter 3 | Flipclass (Students research and prepare presentations on source credibility) |
| **Week 5** | Unit II - 3 contact hours | Topic: News Agencies and Their Functions<br>OER: Poynter's NewsU | In-person Lecture (Role of News Agencies) |
| **Week 6** | Unit III - 3 contact hours | Topic: Reporter's Functions and Responsibilities<br>TB: Hough, G. A. (1988). News writing. Chapter 2 | Participatory Learning (Role Play and Group Discussions) |

273

| | | | |
|---|---|---|---|
| **Week 7** | Unit III - 3 contact hours | Topic: Coverage of Various City Beats<br>OER: Media Innovation and Entrepreneurship | Blended Learning (In-person Lecture + Experiential Learning through analyzing real news articles) |
| **Week 8** | Unit IV - 3 contact hours | Topic: Introduction to Editing and Its Principles<br>TB: Hough, G. A. (1988). News writing. Chapter 1 | In-person Lecture (Editing Fundamentals) |
| **Week 9** | Unit IV - 3 contact hours | Topic: Tools of Editing and Editing for Print<br>OER: Media College Editing and Proofreading | Blended Learning (In-person Lecture + Experiential Learning through editing exercises) |
| **Week 10** | Unit IV - 3 contact hours | Topic: Jobs Involved in Editing<br>OER: Wikibooks Journalism | In-person Lecture (Editorial Roles Discussion) |
| **Week 11** | Unit IV - 3 contact hours | Topic: Practical Assignments<br>Assignments - News Article and Editing Project | In-person Lecture (Assignment Guidelines) |
| **Week 12** | Revision & Assessment | Topic: Revision and Assessment<br>Assignments Evaluation and Quizzes | In-person Lecture (Revision Session) |
| **Week 13** | Remedial/Makeup Classes | Topic: Remedial/Makeup Classes<br>Individual Assistance and Feedback | In-person Lecture (Extra Help) |

## Facilitating the Achievement of Course Learning Outcomes
### For Example:

| Unit No. | Course Learning Outcomes | Teaching Learning Activity | Assessment Task Methods |
|---|---|---|---|
| 1 | By the end of this unit, students will be able to analyze and comprehend the fundamental principles of socio-economic and political systems, critically assess power structures and their societal impact, and evaluate the complexities of social, economic, and political inequalities. | (i) Each topic to be explained with illustrations. (ii) Students to be encouraged to discover the relevant concepts. (iii) Students be given homework/assignments. (iv) Discuss and solve the theoretical and practical problems in the class. (v) Students to be encouraged to apply concepts to real world problems. | • Presentations and class discussions.<br>• Assignments and class tests.<br>• Student presentations.<br>• Mid-term examinations.<br>• Practical and viva-voce examinations.<br>• End-term examinations. |
| 2 | Upon completing this unit, students will possess the ability to assess the multifaceted consequences of globalization on economies, cultures, and political dynamics, analyze its effects on labor markets, trade, and development, and recognize the challenges and opportunities it presents for nations and individuals. | | |

| | | | |
|---|---|---|---|
| 3 | At the conclusion of this unit, students will be capable of understanding and addressing contemporary socio-economic challenges, including poverty, inequality, and social exclusion, as well as assessing issues related to unemployment, underemployment, migration, urbanization, and demographic changes. | | |
| 4 | By the end of this unit, students will have the competence to analyze and interpret various political ideologies and their societal impact, evaluate the functioning of democratic systems, governance structures, and citizen participation, and assess the dynamics of power struggles, social movements, and the potential for political change within societies. | | |

| JMBJ352 | Event Management Project | L | T | P | C |
|---|---|---|---|---|---|
| Major Practical | | - | - | 4 | 2 |
| Eligibility | BA(JMC) II Year | | | | |
| Co-requisites | -- | | | | |

## Course Objectives (CO)

1. To let students plan, organize an event.

2. To develop relevant print, display material and crisis management plan.

## Exercises/Assignments

1. Design a project plan for organizing an event
2. Design publicity material [poster, brochure, invitation and print advertising]
3. Filing a final report about the success of event
4. Write a proposal for potential sponsor for the event
5. Develop activity chart
6. Develop minute-to-minute programme
7. Develop crisis management plan
8. Undertake a survey of target audience for pre event planning process

Note : The faculty In-Charge can ask the students to organize an event as per the guidelines given.

Internal Assessment: Students should be evaluated on the basis of the event organized and the jobs performed by him/her. Students should maintain a file & soft copy of their assignments/jobs done duly checked and signed by the concerned faculty.

## Reference books:

R1. James C. Monroe, Art of the Event: Complete Guide to Designing and Decorating Special Events, John Wiley & Sons

R2. Peter E. Tarlow, Joe Goldblatt, Event Risk Management and Safety, Joe Goldblatt

## Course Learning Outcomes (CLO)

1. The students will be able to explain all the components and various roles involved in the planning, organizing, running and evaluating an event.

2. Student will be able to apply the theory and skills necessary to professionally plan, organize and run a business event.

| CLO | DESCRIPTION | BLOOM TAXONOMY'S LEVEL |
|---|---|---|
| CLO1 | The students will be able to explain all the components and various roles involved in the planning, organizing, running and evaluating an event. | 3, 4, 5 Applying Analyzing Evaluating |
| CLO2 | Student will be able to apply the theory and skills necessary to professionally plan, organize and run a business event. | 3, 4, 5, 6 Applying Analyzing Evaluating, Creating |

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme**

| Components | Quiz I | Presentation/ Assignment/ etc. | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| Weightage (%) | 10 | 10 | 20 | 10 | 50 |

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

| Mapping between COs and POs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | The students will be able to explain all the components and various roles involved in the planning, organizing, running and evaluating an event. | **PO1, PO3, PO5, PO9, PO11** |
| **CO2** | Student will be able to apply the theory and skills necessary to professionally plan, organize and run a business event. | **PO1, PO3, PO5, PO9, PO11** |

| Course Code | Course Title | Disciplinary Knowledge PO1 | Understanding the Role of Media PO2 | Skilled and Industry-ready Professionals PO3 | Influential and effective communication PO4 | Leadership readiness/ Qualities PO5 | Critical/ Reflective thinking & language PO6 | Technologically Efficient Professional PO7 | Ethical Awareness PO8 | Lifelong Learning PO9 | Research-related Skills PO10 | Cooperation/ Team work PO11 | Students will acquire professional skills required to be a media professional PSO1 | Students will be equipped with ICTs competencies including digital literacy PSO2 | Student shall become ethically committed media professionals and entrepreneurs adhering to the human values PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **JMB J352** | **Event Management Project** | 3 | | 3 | | 3 | | | | 2 | | 2 | 2 | 2 | 2 |

| Course Code | Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| JMBJ 352 | CO1 | 3 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | CO2 | 3 | - | - | - | - | - | - | - | 2 | - | 2 | - | - | 2 |
| | CO3 | - | - | 3 | - | 3 | - | - | - | - | - | - | - | 2 | - |
| | CO4 | - | - | 3 | - | 3 | - | - | - | 2 | - | 2 | 2 | - | 2 |
| | CO5 | 3 | - | - | - | - | - | - | - | - | - | - | 2 | 2 | - |
| | CO6 | - | - | 3 | - | 3 | - | - | - | 2 | - | 2 | - | - | 2 |
| | CO7 | - | - | - | - | - | - | - | - | 1 | - | - | - | - | - |

1=weakly mapped

2= moderately mapped

3=strongly mapped

| JMBJ354 | Specialization Project-I | L | T | P | C |
|---|---|---|---|---|---|
| **Major Practical** | | - | - | 4 | 2 |
| **Eligibility** | BA(JMC) II Year | | | | |
| **Co-requisites** | -- | | | | |

## Course Objectives (CO)

1. To develop an understanding of the various aspects of reporting.
2. To train and develop students as future media professionals.

**Conduction**: The students will conceptualize in the area of their interest and will prepare a detailed project report. There will be presentation and Viva Voce based on their submitted project report.

## Course Learning Outcomes (CLO)

1. Student shall be able to classify and demonstrate reporting techniques.
2. Students shall be able to compose a report covering all the aspects of news analysis.

| CLO | DESCRIPTION | BLOOM TAXONOMY'S LEVEL |
|---|---|---|
| CLO1 | Student shall be able to classify and demonstrate reporting techniques. | 2, 3 Understanding, Applying |
| CLO2 | Students shall be able to compose a report covering all the aspects of news analysis. | 4,6 Analyzing, Creating |

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

### Examination Scheme

| Components | Quiz I | Presentation/ Assignment/ etc. | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| **Weightage (%)** | 10 | 10 | 20 | 10 | 50 |

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

| Mapping between COs and POs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Student shall be able to classify and demonstrate reporting techniques. | PO1, PO2, PO3, PO8, PO11 |
| **CO2** | Students shall be able to compose a report covering all the aspects of news analysis. | PO1, PO2, PO3, PO8, PO9, PO11 |

| Course Code | Course Title | Disciplinary Knowledge PO1 | Understanding the Role of Media PO2 | Skilled and Industry-ready Professionals PO3 | Influential and effective communication PO4 | Leadership readiness/ Qualities PO5 | Critical/ Reflective thinking & language PO6 | Technologically Efficient Professional PO7 | Ethical Awareness PO8 | Lifelong Learning PO9 | Research-related Skills PO10 | Cooperation/ Team work PO11 | Students will acquire professional skills required to be a media professional PSO1 | Students will be equipped with ICTs competencies including digital literacy PSO2 | Student shall become ethically committed media professionals and entrepreneurs adhering to the human values PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| JMB J354 | Specialization Project-I | 3 | 3 | 3 | - | - | - | - | 2 | 1 | | 2 | 3 | 2 | 1 |

1=weakly mapped

2= moderately mapped

3=strongly mapped

| Course Code | Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| JMBJ 354 | CO1 | 3 | 3 | 3 | - | - | - | - | 2 | - | - | 2 | - | 2 | - |
| | CO2 | 3 | 3 | 3 | - | - | - | - | 2 | 1 | - | 2 | 3 | - | 1 |

| Unit | Relevance to the local, national, regional and global developmental needs | | | | Relevance To the Employability/ Entrepreneurship/ Skill Development | | | Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability | | | | SDG | NEP | POE/4$^{th}$ IR |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Local | Regional | National | Global | Employability | Entrepreneurship | Skill Development | Professional Ethics mm | Gender | Human Values | Environment & Sustainability | | | |
| Unit I | - | - | - | | | | | | | | | | | |
| Unit II | - | - | | | | | - | - | - | - | | | | |
| Unit III | - | - | | | | | | | | | | | | |
| Unit IV | - | - | | | | | | | | | | | | |

| | Semester VII | | |
|---|---|---|---|
| **S. No.** | **Course Code** | **Course** | **Credits** |
| **1.** | JMBJ401 | Communication Research | 4 |
| **2.** | JMBJ403 | Media Literacy and Analysis | 4 |
| **3.** | JMBJ405 | Mobile Technology and Journalism | 4 |
| **4.** | USO107 | Culture and Social Change | 4 |
| **5.** | JMBJ451 | Mobile Technology and Journalism Project | 2 |
| **6.** | JMBJ453 | Media Literacy Project | 2 |
| | **Total** | | **20** |

| **JMBJ401** | **Communication Research** | L | T | P | C |
|---|---|---|---|---|---|
| **Version 2.0** | | 3 | 1 | - | 4 |
| **Eligibility** | BA(JMC) III Year | | | | |
| **Co-requisites** | -- | | | | |

## Course Objectives

1. To introduce basic concepts of the research to establish relationship between various disciplines pertaining to communication and Mass Communication
2. To explain various types of research designs like exploratory, descriptive, and experimental
3. To acquaint students with the process, stages and methods of communication research.
4. To understand the issues of ethics and integrity of communication research related to data collection, publication, and plagiarism etc
5. To apply various research methods to solve media research problems.
6. To write Research Articles/Paper, Project Reports, Reference, and Bibliography

## Course Outcomes –

After completion of the course student will be able to:

CO1- To introduce basic concepts of the research related to various disciplines pertaining to communication and Mass Communication

CO2- To explain various types of research designs like exploratory, descriptive and experimental

CO3- To acquaint students with the process, stages and methods of communication research.

CO4- To understand the issues of ethics and integrity of communication research related to data collection, publication, and plagiarism etc

CO5- To apply various research methods to solve media research problems.

CO6: To write Research Articles/Paper, Project Reports, Reference, and Bibliography

## Catalogue Description

Communication research course is an extensive course which introduces basic concepts of the research to establish relationship between various disciplines pertaining to media. The student will be introduced to methods, tools, and techniques of research. Learners will be acquainted with various types of research designs like exploratory, descriptive, and experimental.

Approaches to research like Qualitative, Quantitative and Mixed Quantitative Research will be studied in classroom with the help of various examples. Various research methods for Media Studies like Census, Survey and Content Analysis, Case Study, Content Analysis, Focus Group Discussion and Observation will be discussed.

Steps of communication Research Process like Study the situation, Identification of Problem, Developing of Objectives, Formation of Hypothesis, reviewing of relevant literature, Deciding the Research Design, Collection of Data, Data Analysis, Finding the Results will be taught. Learners will be trained in selecting a suitable sample using sampling methods and basic terms of sampling: sample plan, sample design, sample unit, sample frame and sample size will be discussed. Students will be acquainted with writing Research Articles/Paper, Project Reports, Reference and Bibliography. Ethical Issues in Research like plagiarism and interviewers' guidelines will be introduced.

By the end of the course students will be able to apply various research methods to solve media research problems. They will be able to use various research methods to collect data and infer the results.

## Course Content

### Unit I-10 Lectures
### Communication Research: Types and Process

1. Meaning and objectives of communication research
2. Types of research
3. Significance of Research
4. Research Approaches – quantitative and qualitative , Mixed method approach
5. Research Process – the steps involved

### Unit II- 10 Lectures
### Research Design and Sampling

2.1 Defining the research design
2.2 Types of research design
2.3 Sampling – Steps in sampling design, sampling procedure,
2.4 Types of sampling – Probability and Non-Probability
2.5 Hypothesis – its characteristics, testing of hypothesis

### Unit III- 10 Lectures
### Tools of Data Collection

3.1 Primary and secondary data
3.2 Observation method, Interview method, Collection of data through questionnaire and schedule
3.3 Content Analysis, Case Study Method
3.4 Survey

# Unit IV-10 Lectures
## Data Analysis and Report Writing

4.1 Processing of data – editing, coding, classification, tabulation

4.2 Analysis of data

4.3 Measures of central tendency – Mean, median and mode

4.4 Variables-types and measurement of variables

4.5 Interpretation of data – inferences drawn from the study

4.6 Report writing – steps involved, layout of the research project

4.7 APA Style Sheet

4.8 Research Ethics, Plagiarism, Publication Ethics

## Suggested Readings:

1. Kothari, C R: Research Methodology: Methods & Techniques, Wishwa Prakashan, New Delhi, 2004

2. Hansen Andero, Cottle Simon: Mass Communication Research methods Negrine Ralph, Newbold Chris McMillan Press Ltd., London 2004

3. Jensen Hlaus Brush ed. A Handbook of Media and Communication Research, Routledge, London 2002

4. Judith Bell Doing Your Research Project, Viva Books Private Limited, 1999

5. Wimmer Roger D, Dominick Mass Media Research, Thompson, Joseph R New York, 2004

## Advanced Readings:
1. Uma Josh Media Research- Cross Sectional Analysis, Authors Press, 2002
2. G K Parthasarthy Electronic Media and Communication Research Methods, Authors Press, New Delhi, 2006
3. Allen T Harrell New Methods in Social Science Researches, Praeger Publishers, New York
4. Ghosh, B N Scientific Methods and Social research, Sterling Publishers, New Delhi
5. Broota, K D Experimental Designs in Behavioural Research, New Age International

## Open Educational Resources (OER) (Clickable links)-
•        Purdue OWL
•        The Research Manual
•        Media Research
•        MIT OCW - Writing and Reading the Research

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
## Examination Scheme

| Components | Quiz I | Presentation/ Assignment/ etc. | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| Weightage (%) | 10 | 10 | 20 | 10 | 50 |

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

| Mapping between COs and POs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | To introduce basic concepts of the research related to various disciplines pertaining to communication and Mass Communication | PO1 |
| **CO2** | To explain various types of research designs like exploratory, descriptive and experimental | **PO1, PO3** |
| **CO3** | To acquaint students with the process, stages and methods of communication research | **PO1, PO3, PO5, PO11** |
| **CO4** | To understand the issues of ethics and integrity of communication research related to data collection, publication, and plagiarism etc | **PO3, PO4, PO10** |
| **CO5** | To apply various research methods to solve media research problems. | **PO3, PO4, PO6, PO7, PO10, PO11,** |
| **CO6** | To write Research Articles/Paper, Project Reports, Reference, and Bibliography | **PO3, PO4, PO11,** |

| Course Code | Course Title | Disciplinary Knowledge | Understanding the Role of Media | Skilled and Industry-ready | Influential and effective | Leadership readiness/ Qualities | Critical/ Reflective thinking & language efficiency | Technologically Efficient | Ethical Awareness | Lifelong Learning | Research-related Skills | Cooperation/ Team work | Students will acquire professional skills required to be media | Students will be equipped with ICTs competencies including digital | Student shall become ethically committed media professionals and entrepreneurs adhering to the human values |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
| JMBJ401 | Communication Research | 2 | | 3 | 2 | | 3 | 2 | | | 3 | 2 | 2 | 1 | 3 |

| Course Code | Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **JMBJ 401** | CO1 | 2 | | | | | | | | | | | | | |
| | CO2 | 2 | | 3 | | | | | | | | | | | |
| | CO3 | 2 | | 3 | 3 | | | | | | | 2 | | | |
| | CO4 | | | 3 | 2 | | | | | | 3 | | | | |
| | CO5 | | | 3 | 2 | | 3 | 3 | | | 3 | 2 | | | |
| | CO6 | | | 3 | 2 | | | | | | 2 | | | | |

1=weakly mapped

2= moderately mapped

3=strongly mapped

| Unit | Relevance to the local, national, regional and global developmental needs | | | | Relevance To the Employability/ Entrepreneurship/ Skill Development | | | Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability | | | | SDG | NEP | POE/4th IR |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Local | Regional | National | Global | Employability | Entrepreneurship | Skill Development | Professional Ethics mm | Gender | Human Values | Environment & Sustainability | | | |
| Unit I | | | | | Research Approaches – quantitative and qualitative , Mixed | | Types of research,Research Approaches – quantitative and qualitative , Mixed metho | | | | | Knowledge-Driven Media Development highlights the importance of generating and sharing of knowledge to advance media | 9.1.1 (For the purpose of developing holistic individuals), 9.2 (development of cognitive skills and learning | Technical Skills that match Industry Needs (Knowledge of the Research will elevate research skills and |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | method approach | | d approach | | | | | development, Communiction Development & Communication media, promote the wider and better balanced dissemination of information, designing development campaign | outcomes, emphasis on research), 10.3 (multidisciplinary - high quality teaching, research, and community), | know the new research areast) |
| Unit II | | | | | Types of research design | | Types of research design ,Types of sampling – Probability and Non-Probability | | | | | Knowledge-Driven Media Development highlights the importance of generating and sharing of knowledge to advance media development, Communiction Development & Communication media, promote the wider and better | 9.1.1 (For the purpose of developing holistic individuals), 9.2 (development of cognitive skills and learning outcomes, emphasis on research), 10.3 (multidisciplinary - high quality teaching, | Technical Skills that match Industry Needs (Knowledge of the Research will elevate research skills and know the new research areast) |

| Unit | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | balanced dissemination of information, designing development campaign | research, and community), | |
| Unit III | | | | | | Observation method, Interview method, Collection of data through questionnaire and schedule | | Survey, Case Study Method | Survey, Case Study Method | Survey | Knowledge-Driven Media Development highlights the importance of generating and sharing of knowledge to advance media development, Communiction Development & Communication media, promote the wider and better balanced dissemination of information, designing development campaign | 9.1.1 (For the purpose of developing holistic individuals), 9.2 (development of cognitive skills and learning outcomes, emphasis on research), 10.3 (multidisciplinary - high quality teaching, research, and community), | Technical Skills that match Industry Needs (Knowledge of the Research will elevate research skills and know the new research areast) |
| Unit IV | | | | Processing of data | Processing of | Processing of data – editin | Research Ethi | | | | Knowledge-Driven Media Developme | 9.1.1 (For the purpose of | Technical Skills that match |

| | | | | | data<br>–<br>editi<br>ng,<br>codi<br>ng,<br>class<br>ifica<br>tion,<br>tabu<br>latio<br>n | g,<br>coding<br>,<br>classif<br>ication<br>,<br>tabulat<br>ion ,<br>Report<br>writin<br>g –<br>steps<br>involv<br>ed,<br>layout<br>of the<br>resear<br>ch<br>projec<br>t | cs,<br>Plag<br>iaris<br>m,<br>Publ<br>icati<br>on<br>Ethi<br>cs | | | | nt<br>highlights<br>the<br>importance<br>of<br>generating<br>and sharing<br>of<br>knowledge<br>to advance<br>media<br>developmen<br>t,<br>Communicti<br>on<br>Developme<br>nt &<br>Communica<br>tion media,<br>promote the<br>wider and<br>better<br>balanced<br>disseminati<br>on of<br>information,<br>designing<br>developmen<br>t campaign | developi<br>ng<br>holistic<br>individu<br>als), 9.2<br>(develop<br>ment of<br>cognitive<br>skills<br>and<br>learning<br>outcome<br>s,<br>emphasis<br>on<br>research)<br>, 10.3<br>(multidis<br>ciplinary<br>- high<br>quality<br>teaching,<br>research,<br>and<br>commun<br>ity), | Industry<br>Needs<br>(Knowle<br>dge of<br>the<br>Research<br>will<br>elevate<br>research<br>skills<br>and<br>know the<br>new<br>research<br>areast) |

| Weekly Teaching Plan | Topic/Unit No. | Textbook [TB]/ Reference Book [RB]-Chapter/ Page No./ Open Education Resources [OER] | Teaching-Learning Method |
|---|---|---|---|
| **Week 1** | Unit I - 3 contact hours | Topic: Meaning and objectives of communication research<br>Types of research<br>Significance of Research<br>TB: Kothari, C R: Research Methodology: Methods & Techniques, Wishwa Prakashan, New Delhi, 2004 | In-person Lecture (Conceptual Introduction) |

| Week 2 | Unit I - 3 contact hours | Topic: Research Approaches – quantitative and qualitative , Mixed method approach<br><br>OER: 1 | Blended Learning (In-person Lecture + Presentation (PPT) for deeper understanding) |
|---|---|---|---|
| Week 3 | Unit I - 3 contact hours | Topic: Research Process – the steps involved<br><br>TB: 2 | In-person Lecture (Lead Writing Practice) |
| Week 4 | Unit II - 3 contact hours | Topic: Defining the research design<br>Types of research design<br><br>TB: 3 | Flipclass (Students research and prepare presentations on source credibility) |
| Week 5 | Unit II - 3 contact hours | Topic: Sampling – Steps in sampling design, sampling procedure, Types of sampling – Probability and Non-Probability and Hypothesis – its characteristics, testing of hypothesis<br><br>OER: 2 | In-person Lecture (Role of News Agencies) |
| Week 6 | Unit III - 3 contact hours | Topic: Primary and secondary data, Observation method, Interview method, Collection of data through questionnaire and schedule<br>TB: 3 | Participatory Learning (Role Play and Group Discussions) |
| Week 7 | Unit III - 3 contact hours | Topic: Content Analysis, Case Study Method and Survey<br><br>OER: 3 | Blended Learning (In-person Lecture + Experiential Learning through analyzing real news articles) |
| Week 8 | Unit IV - 3 contact hours | Topic: Processing of data – editing, coding, classification, tabulation , Analysis of data<br> TB: 3 | In-person Lecture (Editing Fundamentals) |
| Week 9 | Unit IV - 3 contact hours | Topic: Measures of central tendency – Mean, median and mode<br>Variables-types and measurement of variables<br>OER: 3 | Blended Learning (In-person Lecture + Experiential Learning through editing exercises) |

| Week 10 | Unit IV - 3 contact hours | Topic: Interpretation of data – inferences drawn from the study Report writing – steps involved, layout of the research project<br><br>OER: 4 | In-person Lecture (Editorial Roles Discussion) |
|---|---|---|---|
| Week 11 | Unit IV - 3 contact hours | Topic: APA Style Sheet Research Ethics, Plagiarism, Publication Ethics<br>OER: 2 | In-person Lecture (Assignment Guidelines) |
| Week 12 | Revision & Assessment | Topic: Revision and Assessment Assignments Evaluation and Quizzes | In-person Lecture (Revision Session) |
| Week 13 | Remedial/Makeup Classes | Topic: Remedial/Makeup Classes Individual Assistance and Feedback | In-person Lecture (Extra Help) |

## Facilitating the Achievement of Course Learning Outcomes
## For Example:

| Unit No. | Course Learning Outcomes | Teaching Learning Activity | Assessment Task Methods |
|---|---|---|---|
| 1 | Upon completion, students will Understand the fundamental elements of research designs and methodology. | (i) Lecture Sessions: In-class lectures (10 sessions for each unit) to deliver theoretical concepts and frameworks related to news, sources, reporting, and editing.<br><br>(ii)Group Discussions: Encourage students to engage in group discussions on topics related to news elements, news values, and reporting challenges.<br><br>(iii) Case Studies: Analyze real-world cases to understand the credibility of news sources, ethical dilemmas in reporting, and the | Quizzes and Tests: Regular quizzes and tests to assess students' understanding of theoretical concepts related to news elements, sources, reporting, and editing (CLOs 1, 2, 3, 5).<br><br>News Article Assignments: Assign students to write news articles on various topics, focusing on news values and leads. Peer assessment can be employed for editing and feedback (CLOs 1, 2).<br><br>Class Presentations: Require students to give presentations on specific reporting beats, demonstrating their |
| 2 | Upon completion, students will Identify various types of research journals and sites. | | |
| 3 | Upon completion, students will Comprehend the sources of research data collection and tools. | | |
| 4 | Upon completion, students will be able to Develop the skills required for writing APA Style Sheet references and Research Ethics, Plagiarism, Publication Ethics | | |

| | | significance of news agencies. | knowledge of responsibilities and functions (CLO 4). |
|---|---|---|---|
| | | (iv) Practical Exercises: Conduct writing exercises to practice news article writing, leads, and inverted pyramid style, as well as editing exercises to apply editing principles and tools. | Editing Projects: Assign editing tasks where students edit news articles and layouts for newspapers or magazines (CLO 5). |
| | | (iv) Guest Lectures: Invite guest speakers, such as experienced journalists and editors, to share their insights and experiences related to reporting and editing. | • Mid-term examinations. • Practical and viva-voce examinations. • End-term examinations. |

| JMBJ403 | MEDIA LITERACY AND ANALYSIS | L | T | P | C |
|---|---|---|---|---|---|
| **Version 2.0** | | 3 | 1 | 0 | 4 |
| **Eligibility** | | | | | |
| **Co-requisites** | -- | | | | |

**Objectives of the Course:** On completion of the course students should be able to:
1. Define and explain the process of media literacy.
2. Analyze and use different mass media.
3. Write report after analysis and interpretation of data.

**Course Outcomes:** After the completion of the course, students will be able to;
CO1: Understand the definitions, concepts, nature, and significance of media literacy for consumers, producers, and policymakers.
CO2: Apply knowledge of media education types, philosophy, industry-education gap, institutions, seminars, and conferences to analyze media education dynamics.
CO3: Analyze the role of alternate media like citizen journalism, blogs, community media, and drone journalism in relation to mainstream media.
CO4: Apply media analysis techniques to evaluate print, radio, TV, and web media's impact on society, media pressures, activism, regional journalism, and media trial.
CO5: Evaluate changing media business dynamics, media planning, entrepreneurship, and emerging trends including media mergers, cross-media holdings, and new media formats.

## Course Catalog:
This course in media literacy and analysis equips students with the essential skills and knowledge to critically analyze and understand the role of media in contemporary society. Through a blend of theory and hands-on practical exercises, students will explore media forms, messages, and their impact on individuals and communities. The course encourages active engagement with media and promotes responsible media consumption.

## Course Content:
### Unit-I [Media Literacy] 10 Lectures
Definition, Concept, Nature, Significance, Process, Media literacy for Media Consumers, Media Producers and Policy Makers.

### Unit-II [Media Education] 10 Lectures
Media education, types, Philosophy of Media Education, demand and supply, Gap between Industry and education, Media Institutions, Media Education, Media Seminars and Conferences.

### Unit-III [Alternate Media] 15 Lectures
Citizen Journalism, Books, Blogs, websites, Community Media, Cartoon Journalism, Selfie Journalism, Drone Journalism, Alternate Media and Mainstream Media

### Unit-IV [Media Analysis] 10 Lectures
Media analysis for Print, Radio, TV and Web, Society and Mass Media, Pressure on Media, Activism in Journalism , Regional and Local Journalism.Media Trial, Changing equations in media business- merger & acquisition, cross media holdings, Media Planning and Buying, Media Entrepreneurship. New trends.

## Suggested Readings:
1. H.R. Ghosal, An outline History of Indian People
2. A.L. Basham , A Cultural History of India: The Wonder that is India: Volume-1 & 2
3. A.N. Aggarwal Indian Economy
4. Rajni Kothari  Caste in Indian politics
5. Ministry of I &B Facts about India
6. Shukla V.N.Constitution of India, Eastern Book Company, Lucknow

## Advanced Readings:
1. D. D. Basu An introduction to the Constitution of India
2. J.C. Johri Indian Political System

## Open Educational Resources (OER) (Clickable links)-
1. Newspapers The Hindu, The Indian Express, The Times of India,
2. Magazines The Quest, India Today, Frontline,  The Outlook
3. TV News Channels Times Now, NDTV, CNBC, Aajtak
4. News Websites

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
### Examination Scheme

| Components | Quiz I | Presentation/ Assignment/ etc. | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| Weightage (%) | 10 | 10 | 20 | 10 | 50 |

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

| Mapping between COs and POs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Understand the definitions, concepts, nature, and significance of media literacy for consumers, producers, and policymakers. | PO1, PO2, PO8 |
| **CO2** | Apply knowledge of media education types, philosophy, industry-education gap, institutions, seminars, and conferences to analyze media education dynamics. | PO1, PO2, PO10 |
| **CO3** | Analyze the role of alternate media like citizen journalism, blogs, community media, and drone journalism in relation to mainstream media. | PO2, PO4, PO8 |
| **CO4** | Apply media analysis techniques to evaluate print, radio, TV, and web media's impact on society, media pressures, activism, regional journalism, and media trial. | PO2, PO3, PO4, PO9, PO10 |
| **CO5** | Evaluate changing media business dynamics, media planning, entrepreneurship, and emerging trends including media mergers, cross-media holdings, and new media formats. | PO2, PO3, PO4, PO8, PO9, PO10 |

| Course Code | Course Title | Disciplinary Knowledge PO1 | Understanding the Role of PO2 | Skilled and Industry-ready PO3 | Influential and effective PO4 | Leadership readiness/ PO5 | Critical/ Reflective thinking PO6 | Technologically Efficient PO7 | Ethical Awareness PO8 | Lifelong Learning PO9 | Research-related Skills PO10 | Cooperation/ Team work PO11 | Students will acquire professional skills required to be a media professional PSO1 | Students will be equipped with ICTs competencies including digital literacy PSO2 | Student shall become ethically committed media professionals and PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| JMBJ 403 | MEDIA LITERACY AND ANALYSIS | 3 | 3 | 1 | 2 | | | | 3 | 2 | 1 | | 3 | 1 | 3 |

| Course Code | Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **JMBJ 403** | CO1 | 3 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | CO2 | 3 | 3 | - | 2 | - | - | - | 3 | 2 | 3 | - | - | - | 1 |
| | CO3 | - | 3 | - | 2 | - | - | - | 3 | - | - | - | 3 | - | - |
| | CO4 | - | - | 1 | - | - | - | - | - | - | - | - | - | 2 | - |
| | CO5 | 3 | 3 | 1 | - | - | - | - | 3 | - | 3 | - | - | - | - |

1=weakly mapped
2= moderately mapped
3=strongly mapped

| Unit | Relevance to the local, national, regional and global developmental needs | | | | Relevance To the Employability/ Entrepreneurship/ Skill Development | | | Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability | | | | SDG | NEP | POE/4th IR |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Local | Regional | National | Global | Employability | Entrepreneurship | Skill Development | Professional Ethics mm | Gender | Human Values | Environment & Sustainability | | | |
| Unit I | | | | | | | | | | Media literacy for Media Consumers | | | | |
| Unit II | | | | | Media education, types, Philosophy of Media Education | | | | | | | | | |
| Unit III | - | - | | | Citizen Journalism, Alternate Media and Mainstream Media, Cartoon | | Citizen Journalism, | | Citizen Journalism, | Citizen Journalism, | | | | |

| Unit IV | Regional and Local Journalism. | Regional and Local Journalism. | | | Journalism, | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Media analysis for Print, Radio, TV and Web, Society and Mass Media | Media Entrepreneurship. New trends | | | | | | | | |

**Lesson Plan:**

| Weekly Teaching Plan | Topic/Unit No. | Textbook [TB]/ Reference Book [RB]-Chapter/ Page No./ Open Education Resources [OER] | Teaching-Learning Method |
|---|---|---|---|
| **Week 1** | Unit I - 3 contact hours | Topic: Definition, Concept, Nature, Significance of media litreacy<br><br>(OER) (Clickable links)-1 TB:1 | In-person Lecture (Conceptual Introduction) |
| **Week 2** | Unit I - 3 contact hours | Topic: Media literacy for Media Consumers<br><br>OER: 2 | Blended Learning (In-person Lecture + Presentation (PPT) for deeper understanding) |
| **Week 3** | Unit I - 3 contact hours | Topic: Media Producers and Policy Makers<br><br>TB: 3 | In-person Lecture (Lead Writing Practice) |
| **Week 4** | Unit II - 3 contact hours | Topic: Media education, types, Philosophy of Media Education,<br><br>TB: 4 | Flipclass (Students research and prepare presentations on source credibility) |

| | | | |
|---|---|---|---|
| **Week 5** | Unit II - 3 contact hours | Topic: demand and supply, Gap between Industry and education,<br><br>OER: 1,2 and 3 | In-person Lecture (Role of News Agencies) |
| **Week 6** | Unit III - 3 contact hours | Topic: Citizen Journalism, Books, Blogs, websites, Community Media<br>TB: 1 | Participatory Learning (Role Play and Group Discussions) |
| **Week 7** | Unit III - 3 contact hours | Topic: Cartoon Journalism<br>OER: 3 | Blended Learning (In-person Lecture + Experiential Learning through analyzing real news articles) |
| **Week 8** | Unit IV - 3 contact hours | Topic: Media analysis for Print, Radio, TV and Web, Society and Mass Media, Pressure on Media, Activism in Journalism , Regional and Local Journalism.<br>TB: 2 | In-person Lecture (Editing Fundamentals) |
| **Week 9** | Unit IV - 3 contact hours | Topic: Media Trial, Changing equations in media business-merger & acquisition<br>OER: 2 | Blended Learning (In-person Lecture + Experiential Learning through editing exercises) |
| **Week 10** | Unit IV - 3 contact hours | Topic: cross media holdings, Media Planning and Buying,<br>OER: 3 | In-person Lecture (Editorial Roles Discussion) |
| **Week 11** | Unit IV - 3 contact hours | Topic:Media Entrepreneurship and New trends.<br>TB: 4 and 5 | In-person Lecture (Assignment Guidelines) |
| **Week 12** | Revision & Assessment | Topic: Revision and Assessment Assignments Evaluation and Quizzes | In-person Lecture (Revision Session) |
| **Week 13** | Remedial/Makeup Classes | Topic: Remedial/Makeup Classes Individual Assistance and Feedback | In-person Lecture (Extra Help) |

**Facilitating the Achievement of Course Learning Outcomes**
**For Example:**

| Unit No. | Course Learning Outcomes | Teaching Learning Activity | Assessment Task Methods |
|---|---|---|---|
| 1 | Upon completion, students will Understand the fundamental elements of news and the criteria that determine news value, including timeliness, proximity, size, importance, and personal benefit. | (i) Lecture Sessions: In-class lectures (10 sessions for each unit) to deliver theoretical concepts and frameworks related to news, sources, reporting, and editing. | Quizzes and Tests: Regular quizzes and tests to assess students' understanding of theoretical concepts related to news elements, sources, reporting, and editing (CLOs 1, 2, 3, 5). |
| 2 | Upon completion, students will Identify philosophy of Media Education | (ii)Group Discussions: Encourage students to engage in group discussions on topics related to news elements, news values, and reporting challenges. | News Article Assignments: Assign students to write news articles on various topics, focusing on news values and leads. Peer assessment can be employed for editing and feedback (CLOs 1, 2). |
| 3 | Upon completion, students will Comprehend the sources of news, including their types, credibility, and issues related to source protection, while understanding the role and functions of news agencies in the news ecosystem. | (iii) Case Studies: Analyze real-world cases to understand the credibility of news sources, ethical dilemmas in reporting, and the significance of news agencies. | Class Presentations: Require students to give presentations on specific reporting beats, demonstrating their knowledge of responsibilities and functions (CLO 4). |
| 4 | Upon completion, students will be able to Develop the skills required for different types of reporting, including political, health, lifestyle, crime, education, entertainment, sports, and more, and understand the setup and functions of a city reporting room. | (iv) Practical Exercises: Conduct writing exercises to practice news article writing, leads, and inverted pyramid style, as well as editing exercises to apply editing principles and tools.<br><br>(iv) Guest Lectures: Invite guest speakers, such as experienced journalists and editors, to share their insights and experiences related to reporting and editing | Editing Projects: Assign editing tasks where students edit news articles and layouts for newspapers or magazines (CLO 5).<br><br>• Mid-term examinations. • Practical and viva-voce examinations. • End-term examinations. |
| 5 | Upon the completion, students will be able to Acquire knowledge of the key elements and principles of news making and get to know about media trials and media entrepreneurship. | | |

| JMBJ405 | Mobile Technology and Journalism | L | T | P | C |
|---|---|---|---|---|---|
| Version 1.0 | | 3 | 1 | 0 | 4 |
| Eligibility | Basic Knowledge of Journalism | | | | |
| Co-requisites | -- | | | | |

## Course Objectives

1. To introduce basic concepts of mobile journalism
2. To explain various types of content which can be produced for mobile journalism
3. To acquaint students with the process, stages and methods of content production through mobile
4. To develop skills to make the content sharing process more precise and relevant
5. To impart theoretical and practical knowledge of mobile journalism needed to become industry ready professional

## Course Outcomes –

After completion of the course student will be able to:

CO1- Understand the basic concepts of mobile journalism

CO2- Explain various types of content which can be produced for mobile journalism

CO3- Create content with the understanding of process, stages and methods of content production through mobile

CO4- Apply the skills to make the content sharing process more precise and relevant

CO5- Apply the theoretical and practical knowledge of mobile journalism in professional arenas

## Catalogue Description

The students will be taught the origins of the mobile journalism, workflow, skills required, tools & apps, and the challenges to mobile journalism work.

In our rapidly changing world laced with cutting-edge technology and instant communication, it is imperative that the students develop the skills to use mobile phones to their advantage.

With significant developments happening in the field of mobile documentaries and journalism, this course will serve as a platform to understand the broad aspects of the scope of smart phone journalism and content creation. Learners will be acquainted with the different forms of content that can be created to enable and empower journalism through a mobile. In addition, students will be able to develop skills to make the content sharing process more precise and relevant. After completing the course students will be capable to implement their ideas about Mobile Journalism and digital content production with its application in various forms of mass communication in personal and professional lives.

**Course Content**

## Unit I- 10 Lectures
## Introduction to Mobile Journalism

History of Journalism- Global and Indian, Print to Online: Major milestones and learning's, Evolution and Development of Mobile Journalism, History of World Wide Web, Computer Assisted Journalism, Equipment required for Mobile Journalism: their needs and specifications, Recent trends, tools and techniques in the discipline

## Unit II- 10 Lectures
## Digital News Production

Multimedia News on the web: Its impact and user behavior, Mobile revolution: ease of access, Media Convergence and its effects on the news presentation and media business, digital workflow, News websites, News portals and their presentation, Methods of news delivery and its important components

## Unit III- 10 Lectures
## Technical Aspects of Mobile Journalism

Role of browsers and plug-ins, searching tools and tips for better search in digital era for journalists, content creation and uploading on the go, using online reporting sources, internet and email as news sources, web page-based sources, specialized sources for journalists

## Unit IV- 10 Lectures
## Mobile Reporting Techniques

Approach to mobile journalism, writing in the digital world, digital reporting techniques, Using multimedia components: texts, graphics, audio, video and animation, content generation and writing: Blog and Social Platforms, Tools and operating systems, Convergence and Citizen Journalism.

Practical/Projects/Assignments:
• Create a blog and publish content on it.
• Develop and build your own news websites using word press.
• Capture, Process and publish a news/ program through mobile using applications

**Suggested Readings:**
1. Foust, J. (2011). *Online Journalism: Principles and Practices of News for the Web.* Routledge.
2. Jihoon , K. (2004). *Between Film, Video And The Digital.* Bloomsbury.
3. Ray, T. (2011). *Online Journalism.* Cambridge University Press.

**Advanced Reading:**
1. Rosales, R. G. (2006). *The Elements of Online Journalism.* Universe.
2. Agarwal Aditi (2023) Mobile Journalism: Empowering Media Landscape, Integrity Media

**Open Educational Resources:**

1. **edX**
2. **Coursera**
3. **https://www.bbc.co.uk/academy/en/articles/art20180313142317697**

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme**

| Components | Quiz I | Presentation/ Assignment/ etc. | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| Weightage (%) | 10 | 10 | 20 | 10 | 50 |

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

| Mapping between COs and POs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Understand the basic concepts of mobile journalism | **PO1** |
| **CO2** | Explain various types of content which can be produced for mobile journalism | **PO1, PO3,** |
| **CO3** | Create content with the understanding of process, stages and methods of content production through mobile | **PO1, PO2, PO3, PO4** |
| **CO4** | Apply the skills to make the content sharing process more precise and relevant | **PO3, PO4, PO7, PO10** |
| **CO5** | Apply the theoretical and practical knowledge of mobile journalism in professional arenas | **PO3, PO4, PO6, PO7, PO10** |

| Course Code | Course Title | PO1 (Disciplinary Knowledge) | PO2 (Understanding the Role of Media) | PO3 (Skilled and Industry-ready Professionals) | PO4 (Influential and effective communication) | PO5 (Leadership readiness/ Qualities) | PO6 (Critical/ Reflective thinking & language efficiency) | PO7 (Technologically Efficient Professional) | PO8 (Ethical Awareness) | PO9 (Lifelong Learning) | PO10 (Research-related Skills) | PO11 (Cooperation/ Team work) | PSO1 (Students will acquire professional skills required to be a media ...) | PSO2 (Students will be equipped with ICTs competencies including digital literacy ...) | PSO3 (Student shall become ethically committed media professionals and entrepreneurs adhering to the human values) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **JMBJ 405** | **MOBILE TECHNOLOGY AND JOURNALISM** | 3 | 1 | 3 | 2 | | | 3 | - | - | 1 | | 3 | 3 | 1 |

302

| Course Code | Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| JMBJ405 | CO1 | 3 | - | - | - | - | - | 3 | - | - | 1 | - | - | 3 | |
| | CO2 | 3 | - | 3 | - | - | - | 3 | - | - | - | - | 3 | 3 | 1 |
| | CO3 | 3 | 1 | 2 | 1 | - | - | 3 | - | - | - | - | - | 3 | 1 |
| | CO4 | - | 1 | 3 | 2 | - | - | 2 | - | - | 1 | - | 3 | - | - |
| | CO5 | - | - | 3 | 2 | - | - | 2 | - | - | 1 | - | 3 | - | 1 |

1=weakly mapped
2= moderately mapped
3=strongly mapped

| Unit | Relevance to the local, national, regional and global developmental needs | | | | Relevance To the Employability/ Entrepreneurship / Skill Development | | | Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability | | | | SDG | NEP | POE/4th IR |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Local | Regional | National | Global | Employability | Entrepreneurship | Skill Development | Professional Ethics mm | Gender | Human Values | Environment & Sustainability | | | |
| Unit I | | | History of Journalism - Global and Indian | History of Journalism- Global and In | Computer Assisted Journalism | | | | | | | Promote sustained, inclusive and sustainable economic growth, full and productive | Online and Digital Education: Ensuring Equitable Use of Technology (24.1-24.5) | Technical Skills that match Industry Needs (Minimum industry requirement) |

| Unit | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | di an | | | | | | employment and decent work for all (SDG 8) (Learning the components of this unit will enable employability) | | |
| Unit II | | | | Multimedia News on the web | | News portals and their presentation | | | | Skills for Decent Work (SDG 4.4) (Learning the components of this unit will enhance employability) | Professional Education (17.1-17.5) | Technical Skills that match Industry Needs (Knowledge of the softwares will elevate skills and better chances of employment) |
| Unit III | | | | | | searching tools and tips for | | | | Skills for Decent Work (SDG 4.4) | Professional Education (17.1-17.5) | Technical Skills that match Industry Needs |

| Unit | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | writing in the digital world | | better search in digital era for journalists | | | | | (Learning the components of this unit will enhance employability) | | (Knowledge of the softwares will elevate skills and better chances of employment) |
| Unit IV | | | | writing in the digital world | | writing in the digital world | | Convergence and Citizen Journalism | Convergence and Citizen Journalism | | Skills for Decent Work (SDG 4.4) (Learning the components of this unit will enhance employability) | Professional Education (17.1-17.5) | Technical Skills that match Industry Needs (Knowledge of the softwares will elevate skills and better chances of employment) |

| Weekly Teaching Plan | Topic/Unit No. | Textbook [TB]/ Reference Book [RB]- Chapter/ Page No./ Open Education Resources [OER] | Teaching-Learning Method |
|---|---|---|---|
| **Week 1** | Unit I - 3 contact hours | Topic: History of Journalism- Global and Indian, Print to Online: Major milestones and learning's  TB:1 | In-person Lecture (Conceptual Introduction) |
| **Week 2** | Unit I - 3 | Topic: Evolution and Development of | Blended Learning (In- |

| | | contact hours | Mobile Journalism, History of World Wide Web

OER: 1 | person Lecture + Presentation (PPT) for deeper understanding) |
|---|---|---|---|---|
| **Week 3** | Unit I - 3 contact hours | Topic: Equipment required for Mobile Journalism: their needs and specifications, Recent trends, tools and techniques in the discipline

TB: 1 | In-person Lecture (Lead Writing Practice) | |
| **Week 4** | Unit II - 3 contact hours | Topic: Multimedia News on the web: Its impact and user behavior, Mobile revolution: ease of access, Media Convergence and its effects on the news presentation and media business,

TB: 1 and 2 | Flipclass (Students research and prepare presentations on source credibility) | |
| **Week 5** | Unit II - 3 contact hours | Topic: digital workflow, News websites

AR: 2 | In-person Lecture (Role of News Agencies) | |
| **Week 6** | Unit III - 3 contact hours | Topic: Role of browsers and plug-ins, searching tools and tips for better search in digital era for journalists, content creation and uploading on the go
TB: 2 | Participatory Learning (Role Play and Group Discussions) | |
| **Week 7** | Unit III - 3 contact hours | Topic: using online reporting sources, internet and email as news sources, web page-based sources, specialized sources for journalists

OER: 1 | Blended Learning (In-person Lecture + Experiential Learning through analyzing real news articles) | |
| **Week 8** | Unit IV - 3 contact hours | Topic: Approach to mobile journalism, writing in the digital world, digital reporting techniques, Using multimedia components: texts, graphics, audio, video and animation

TB: 2 | In-person Lecture (Editing Fundamentals) | |
| **Week 9** | Unit IV - 3 contact hours | Topic: content generation and writing: Blog and Social Platforms,
OER: 2 | Blended Learning (In-person Lecture + Experiential Learning through editing exercises) | |

| Week 10 | Unit IV - 3 contact hours | Topic: Tools and operating systems, Convergence and Citizen Journalism OER: 2 | In-person Lecture (Editorial Roles Discussion) |
|---------|-----------|-------|---------|
| Week 11 | Unit IV - 3 contact hours | Topic: Practical Assignments • Create a blog and publish content on it. • Develop and build your own news websites using word press. • Capture, Process and publish a news/ program through mobile using applications | In-person Lecture (Assignment Guidelines) |
| Week 12 | Revision & Assessment | Topic: Revision and Assessment Assignments Evaluation and Quizzes | In-person Lecture (Revision Session) |
| Week 13 | Remedial/ Makeup Classes | Topic: Remedial/Makeup Classes Individual Assistance and Feedback | In-person Lecture (Extra Help) |

## Facilitating the Achievement of Course Learning Outcomes
## For Example:

| Unit No. | Course Learning Outcomes | Teaching Learning Activity | Assessment Task Methods |
|----------|--------------------------|----------------------------|-------------------------|
| 1 | Upon completion, students will Understand the fundamental elements of Mobile Journalism. | (i) Lecture Sessions: In-class lectures (10 sessions for each unit) to deliver theoretical concepts and frameworks related to news, sources, reporting, and editing. | Quizzes and Tests: Regular quizzes and tests to assess students' understanding of theoretical concepts related to news elements, sources, reporting, and editing (CLOs 1, 2, 3, 5). |
| 2 | Upon completion, students will Identify various types of tends and disciplines in mojo. | (ii)Group Discussions: Encourage students to engage in group discussions on topics related to news elements, news values, and reporting challenges. | News Article Assignments: Assign students to write news articles on various topics, focusing on news values and leads. Peer assessment can be employed for editing and feedback (CLOs 1, 2). |
| 3 | Upon completion, students will Comprehend the multimedia news on web. | (iii) Case Studies: Analyze real-world cases to understand the credibility of news sources, ethical dilemmas in reporting, and the significance of news | Class Presentations: Require students to give presentations on specific reporting beats, demonstrating their knowledge of |
| 4 | Upon completion, students will be able to develop the skills required for mobile journalism. | | |

307

| | | agencies.<br><br>(iv) Practical Exercises: Conduct writing exercises to practice news article writing, leads, and inverted pyramid style, as well as editing exercises to apply editing principles and tools.<br><br>(iv) Guest Lectures: Invite guest speakers, such as experienced journalists and editors, to share their insights and experiences related to reporting and editing. | responsibilities and functions (CLO 4).<br><br>Editing Projects: Assign editing tasks where students edit news articles and layouts for newspapers or magazines (CLO 5).<br><br>• Mid-term examinations. • Practical and viva-voce examinations. • End-term examinations. |
|---|---|---|---|
| 5 | Upon the completion, students will be able to Acquire knowledge of the sources, news websites and news portals. | | |

| USO107 | Culture and Social Change | L | T | P | C |
|--------|---------------------------|---|---|---|---|
| Version 1.0 | | 3 | 1 | 0 | 4 |
| Eligibility | BA(JMC) III Year | | | | |
| Co-requisites | -- | | | | |

## Course Description:

This course provides an introduction to sociology, exploring the types and characteristics of societies, the concept of culture, socialization processes, social control mechanisms, processes of social change, and social stratification based on caste, class, power, and gender. Students will develop a foundational understanding of sociological concepts and perspectives to analyze and understand the complexities of societies and social processes.

## Course Objectives:

- Understand the different types and characteristics of societies, including tribal, rural, urban, industrial, and post-industrial societies.
- Define culture and its various types, such as material and non-material culture.
- Examine the concept and types of social control, including the means used to enforce social norms.
- Analyze the characteristic features of social change in the context of industrialization, modernization, globalization, and secularization.
- Define social stratification and identify its bases, including caste, class, power, and gender.

## Course Outcomes:

- Identify and describe the different types and characteristics of societies.
- Differentiate between material and non-material culture and explain their impact on social behavior.
- Analyze the different types of social control and the means through which they are enforced.
- Analyze the characteristic features and impacts of social change in industrialization, modernization, globalization, and secularization.
- Define social stratification and analyze its concept, bases, and implications for individuals and societies.

## UNIT – I

**Societies:** Types and Characteristics- Tribal, Rural, Urban, Industrial and Post-Industrial**.**

## UNIT – II

**Culture:** Definition and Nature; Types- Material and Non- Material. Socialization: Its importance, Process and Stages. Social Control: Its Types and Means.

## UNIT – III

**Processes of Social Change:** Characteristic Features of Industrialization, Modernization, Globalization and Secularization

# UNIT – IV

**Social Stratification:** Concept and Bases; Forms- Caste, Class, Power & Gender

## Suggested Readings:
1. Bottomore, T.B. (1972): **Sociology: A Guide to Problems and Literature,** Bombay: George Allen and
2. Unwin (India).
3. Fulcher & Scott (2003: **Sociology,** New York: Oxford University Press.
4. Giddens, Anthony (2005): **Sociology,** Polity Press.
5. Gordon Marshall (1998): Oxford Dictionary of Sociology, New York: Oxford University Press.

## Advanced Readings:
1. Harlambos, M. (1998): **Sociology: Themes and Perspective,** New Delhi: Oxford University Press.
2. Harlambos & Holborn (2000): **Sociology,** London: Harper-Collins.
3. Inkeles, Alex (1987): **What is Sociology?** New Delhi: Prentice-Hall of India.
4. Johnson, Harry M. (1995): **Sociology: A Systematic Introduction,** New Delhi: Allied Publishers.

## Open Educational Resources:
1. **https://ocw.mit.edu/courses/literature/21l-448j-cultural-studies-and-comparative-literature-spring-2007/index.htm**
2. **https://ocw.mit.edu/courses/literature/21l-448j-cultural-studies-and-comparative-literature-spring-2007/index.htm**
3. **https://openstax.org/details/books/introduction-sociology**
4. **https://www.lib.umn.edu/socialchange/culture**
5. **https://oer.galileo.usg.edu/arts-textbooks/2/**

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme**

| Components | Quiz I | Presentation/ Assignment/ etc. | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| Weightage (%) | 10 | 10 | 20 | 10 | 50 |

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs):**

| | Course Outcomes (COs) | Mapped Program Outcomes |
|---|---|---|
| **Mapping between COs and POs** | | |
| **CO1** | Identify and describe the different types and characteristics of societies. | PO5, PO6, PO9 |
| **CO2** | Differentiate between material and non-material culture and explain their impact on social behavior | PO8, PO9, PO11 |
| **CO3** | Analyze the different types of social control and the means through which they are enforced. | PO4, PO5, PO9 |
| **CO4** | Analyze the characteristic features and impacts of social change in industrialization, modernization, globalization, and secularization. | PO2, PO4, PO9 |
| **CO5** | Define social stratification and analyze its concept, bases, and implications for individuals and societies. | PO6, PO9 |

| Course Code | Course Title | PO1 Disciplinary Knowledge | PO2 Understanding the Role of Media | PO3 Skilled and Industry-ready Professionals | PO4 Influential and effective communication | PO5 Leadership readiness/ Qualities | PO6 Critical/ Reflective thinking & language | PO7 Technologically Efficient Professional | PO8 Ethical Awareness | PO9 Lifelong Learning | PO10 Research-related Skills | PO11 Cooperation/ Team work | PSO1 Students will acquire professional skills required to be a media professional | PSO2 Students will be equipped with ICTs competencies including digital literacy | PSO3 Student shall become ethically committed media professionals and entrepreneurs adhering to the human values |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **USO107** | **Culture and Social Change** | | 1 | | 2 | 1 | 2 | | | 3 | | 2 | 2 | 1 | 1 |

| Course Code | Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| USO107 | CO1 | - | - | - | - | - | - | - | - | 3 | - | - | - | - | - |
| | CO2 | - | 2 | - | - | - | - | - | - | 3 | - | - | - | - | - |
| | CO3 | - | - | - | 1 | 1 | 2 | - | 2 | 3 | - | 1 | 2 | - | - |
| | CO4 | - | 2 | - | 1 | - | - | - | - | 3 | - | 2 | 2 | - | 1 |
| | CO5 | - | - | - | - | 1 | 1 | - | - | - | - | 1 | - | 1 | - |

1=weakly mapped
2= moderately mapped
3=strongly mapped

| Unit | Relevance to the local, national, regional and global developmental needs | | | | Relevance To the Employability/ Entrepreneurship/ Skill Development | | | Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability | | | | SDG | NEP | POE/4th IR |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Local | Regional | National | Global | Employability | Entrepreneurship | Skill Development | Professional Ethics mm | Gender | Human Values | Environment & Sustainability | | | |
| Unit I | Types and Characteristics - Tribal, Rural, Urban, Industrial | Types and Characteristics - Tribal, Rural, Urban, Industrial | Types and Characteristics - Tribal, Rural, Urban, Industrial | | | | | | | | | | | |
| Unit II | | | | | | | | | | | | | | |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Unit III | | | Globalization and Secularization | | | | | | | | | |
| Unit IV | | | | | | | Forms-Caste, Class, Power & Gender | | | | | |

| **Weekly Teaching Plan** | **Topic/Unit No.** | **Textbook [TB]/ Reference Book [RB]- Chapter/ Page No./ Open Education Resources [OER]** | **Teaching-Learning Method** |
|---|---|---|---|
| **Week 1** | Unit I - 3 contact hours | Topic: **Societies:** Types and Characteristics TB:1 and 2 | In-person Lecture (Conceptual Introduction) |
| **Week 2** | Unit I - 3 contact hours | Topic: Tribal, Rural, Urban OER: 2 | Blended Learning (In-person Lecture + Presentation (PPT) for deeper understanding) |
| **Week 3** | Unit I - 3 contact hours | Topic: Industrial and Post-Industrial AR: 3 | In-person Lecture (Lead Writing Practice) |
| **Week 4** | Unit II - 3 contact hours | Topic: **Culture:** Definition and Nature; Types- Material and Non- Material. TB: 1 and 3 | Flipclass (Students research and prepare presentations on source credibility) |
| **Week 5** | Unit II - 3 contact hours | Topic: Socialization: Its importance, Process and Stages. Social Control: Its Types and Means. OER: 3 | In-person Lecture |
| **Week 6** | Unit III - 3 contact hours | Topic: Processes of Social Change: Characteristic Features of Industrialization TB: 2 and AR : 3 | Participatory Learning (Role Play and Group Discussions) |

| Week 7 | Unit III - 3 contact hours | Topic: Modernization, Globalization and Secularization OER: 4 and 5 | Blended Learning (In-person Lecture + Experiential Learning through analyzing real news articles) |
|---|---|---|---|
| Week 8 | Unit IV - 3 contact hours | Topic: Social Stratification: Concept and Bases TB: 1 | In-person Lecture |
| Week 9 | Unit IV - 3 contact hours | Topic: Tools of Editing and Editing for Print OER: Media College Editing and Proofreading | Blended Learning (In-person Lecture + Experiential Learning through editing exercises) |
| Week 10 | Unit IV - 3 contact hours | Topic: Forms- Caste OER: 3 | In-person Lecture |
| Week 11 | Unit IV - 3 contact hours | Topic: Class, Power & Gender AR: 2 and 3 | In-person Lecture (Assignment Guidelines) |
| Week 12 | Revision & Assessment | Topic: Revision and Assessment Assignments Evaluation and Quizzes | In-person Lecture (Revision Session) |
| Week 13 | Remedial/Makeup Classes | Topic: Remedial/Makeup Classes Individual Assistance and Feedback | In-person Lecture (Extra Help) |

## Facilitating the Achievement of Course Learning Outcomes
## For Example:

| Unit No. | Course Learning Outcomes | Teaching Learning Activity | Assessment Task Methods |
|---|---|---|---|
| 1 | Upon completion, students will Understand the fundamental of culture. | (i) Lecture Sessions: In-class lectures (10 sessions for each unit) to deliver theoretical concepts and frameworks related to news, sources, reporting, and editing. (ii)Group Discussions: Encourage students to engage in group discussions on topics related to news elements, news values, and | Quizzes and Tests: Regular quizzes and tests to assess students' understanding of theoretical concepts related to news elements, sources, reporting, and editing (CLOs 1, 2, 3, 5). News Article Assignments: Assign students to write news articles on various |
| 2 | Upon completion, students will Identify Societies. | | |
| 3 | Upon completion, students will Comprehend the tribes, rural and urban concepts of society. | | |
| 4 | Upon completion, students will be able to develop the skills required for different types of Social Change. | | |
| 5 | Upon the completion, students will be able to Acquire knowledge of the key elements and principles of Social Stratification. | | |

| | | reporting challenges. | topics, focusing on news values and leads. Peer assessment can be employed for editing and feedback (CLOs 1, 2). |
| --- | --- | --- | --- |
| | | (iii) Case Studies: Analyze real-world cases to understand the credibility of news sources, ethical dilemmas in reporting, and the significance of news agencies. | Class Presentations: Require students to give presentations on specific reporting beats, demonstrating their knowledge of responsibilities and functions (CLO 4). |
| | | (iv) Practical Exercises: Conduct writing exercises to practice news article writing, leads, and inverted pyramid style, as well as editing exercises to apply editing principles and tools. | Editing Projects: Assign editing tasks where students edit news articles and layouts for newspapers or magazines (CLO 5). |
| | | (iv) Guest Lectures: Invite guest speakers, such as experienced journalists and editors, to share their insights and experiences related to reporting and editing. | • Mid-term examinations. • Practical and viva-voce examinations. • End-term examinations. |

| JMBJ451 | Mobile Technology and Journalism Project | L | T | P | C |
|---|---|---|---|---|---|
| Version 1.0 | | - | - | 4 | 2 |
| Eligibility | BA(JMC) III Year | | | | |
| Co-requisites | -- | | | | |

## Course Objectives (CO):

1. To explore the intersection of mobile technology and journalism.
2. To understand the impact of mobile technology on the field of journalism.
3. To develop practical skills in utilizing mobile technology for journalistic purposes.

## Description:

1. Study and analysis of the role of mobile technology in modern journalism.
2. Examination of mobile journalism techniques, including mobile reporting, mobileediting, and mobile storytelling.
3. Exploration of mobile apps and tools used by journalists for content creation, curation, and dissemination.
4. Hands-on experience with mobile journalism equipment, such as smartphones, tablets, microphones, and mobile editing software.
5. Development of mobile journalism skills through practical assignments and projects.
6. Ethical considerations and challenges associated with mobile technology in journalism.
7. Discussion of emerging trends and future prospects in mobile journalism.

## Course Learning Outcomes (CLO): CLO1: The student will be able to understand the impact of mobile technology on the field of journalism.

- Bloom Taxonomy's Level: Understanding (Level 2)
- Description: Students will gain a comprehensive understanding of how mobile technology has revolutionized journalism, including its influence on content creation, distribution, and audience engagement. They will be able to identify the key changes brought about by mobile technology in the journalism landscape.

## CLO2: The student will be able to apply mobile journalism techniques and tools for storytelling.

- Bloom Taxonomy's Level: Applying (Level 3)
- Description: Students will acquire practical skills in utilizing mobile technology for journalistic purposes. They will be able to effectively use mobile devices, apps, and tools to capture, edit, and share journalistic content. They will demonstrate proficiency in mobile storytelling techniques and adapt their storytelling methods to mobile platforms.

## CLO3: The student will be aware of the ethical considerations and challenges associated with mobile technology in journalism.

- Bloom Taxonomy's Level: Awareness (Level 1)
- Description: Students will develop an understanding of the ethical issues and challenges specific to mobile journalism, such as privacy concerns, accuracy verification, and maintaining journalistic standards. They will be able to critically analyze and navigate these challenges in their mobile journalism practice.

## CLO4: The student will be familiar with emerging trends and future prospects in mobile journalism.

- Bloom Taxonomy's Level: Remembering (Level 1)
- Description: Students will be exposed to the latest trends and developments in mobile journalism. They will stay informed about emerging technologies, innovative storytelling methods, and evolving audience preferences in the mobile journalism space. They will demonstrate awareness of potential future directions and advancements in the field.

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
**Examination Scheme**

| Components | Quiz I | Presentation/ Assignment/ etc. | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| Weightage (%) | 10 | 10 | 20 | 10 | 50 |

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

| Mapping between COs and POs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | The student will be able to understand the impact of mobile technology on the field of journalism. | **PO1, PO7** |
| **CO2** | The student will be able to apply mobile journalism techniques and tools for storytelling. | **PO1, PO4, PO9** |
| **CO3** | The student will be aware of the ethical considerations and challenges associated with mobile technology in journalism. | **PO4, PO6** |
| **CO4** | The student will be familiar with emerging trends and future prospects in mobile journalism. | **PO3** |

| Course Code | Course Title | Disciplinary Knowledge | Understanding the Role of Media | Skilled and Industry-ready Professionals | Influential and effective communication | Leadership readiness/ Qualities | Critical/ Reflective thinking & language | Technologically Efficient Professional | Ethical Awareness | Lifelong Learning | Research-related Skills | Cooperation/ Team work | Students will acquire professional skills required to be a media professional | Students will be equipped with ICTs competencies including digital literacy | Student shall become ethically committed media professionals and entrepreneurs adhering to the human values |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
| JMBJ451 | Mobile Technology and Journalism Project | 3 | | 3 | 2 | | 2 | 3 | | 2 | | | 2 | 3 | 1 |

| Course Code | Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| JMBJ451 | CO1 | 3 | - | 3 | - | - | 2 | 3 | - | - | - | - | - | - | - |
| | CO2 | 3 | - | - | 2 | - | - | 3 | - | 2 | - | - | - | 3 | 1 |
| | CO3 | - | - | 3 | 2 | - | 2 | - | - | 2 | - | - | 2 | 3 | - |
| | CO4 | 3 | - | 3 | - | - | - | 3 | - | - | - | - | - | - | - |

1=weakly mapped
2= moderately mapped
3=strongly mapped

| JMBJ453 | Media Literacy Project | L | T | P | C |
|---|---|---|---|---|---|
| Version 1.0 | | - | - | 4 | 2 |
| Eligibility | BA(JMC) III Year | | | | |
| Co-requisites | -- | | | | |

## Course Objectives (CO):

1. To develop critical thinking skills for analyzing and evaluating media messages.
2. To promote understanding of media's role in society and its impact on individuals.
3. To foster media literacy skills necessary for active and responsible media consumption.

## Curriculum:

### Unit-I

Exploration of the concept of media literacy and its significance in today's digital age. Analysis of various media forms, including print, television, film, social media, and online platforms.

### Unit-II

Examination of media messages, their construction, and potential biases. Development of critical thinking skills to assess the credibility, accuracy, and reliability of media sources.

### Unit-III

Understanding the influence of media on culture, politics, and social issues. Identification and deconstruction of media techniques and persuasive strategies.

### Unit-IV

Discussion of ethical considerations and media regulation. Application of media literacy skills through hands-on projects and assignments.

## Course Learning Outcomes (CLO):

## CLO1: The student will be able to critically analyze and evaluate media messages.

- Bloom Taxonomy's Level: Analyzing (Level 4)
- Description: Students will develop the ability to critically examine media messages from various sources. They will analyze the techniques, biases, and underlying messages used in media content. They will be able to identify persuasive strategies, assess credibility, and evaluate the impact of media messages on individuals and society.

## CLO2: The student will understand the role of media in society and its impact on individuals.

- Bloom Taxonomy's Level: Understanding (Level 2)
- Description: Students will gain an understanding of the role and influence of media in shaping public opinion, culture, and social norms. They will explore the ways in which media impacts individuals' beliefs, attitudes, and behaviors. They will comprehend the broader social, political, and economic implications of media in

society.

## CLO3: The student will possess media literacy skills for active and responsible media consumption.

- Bloom Taxonomy's Level: Applying (Level 3)
- Description: Students will acquire practical media literacy skills, including the ability to navigate and critically engage with media content. They will be able to discern reliable sources, identify misinformation, and interpret media messages in a nuanced manner. They will demonstrate responsible media consumption habits and ethical engagement with media platforms.

## CLO4: The student will be familiar with ethical considerations and media regulation.

- Bloom Taxonomy's Level: Remembering (Level 1)
- Description: Students will understand the ethical considerations involved in media production and consumption. They will be familiar with media regulations, such as copyright, privacy, and content standards. They will recognize the importance of ethical decision-making in media-related contexts and apply ethical principles in their own media consumption and creation.

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
### Examination Scheme

| Components | Quiz I | Presentation/ Assignment/ etc. | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| Weightage (%) | 10 | 10 | 20 | 10 | 50 |

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

| Mapping between COs and POs | | |
|---|---|---|
| | Course Outcomes (COs) | Mapped Program Outcomes |
| CO1 | The student will be able to critically analyze and evaluate media messages. | PO1, PO2, PO8 |
| CO2 | The student will understand the role of media in society and its impact on individuals. | PO3, PO4, PO6, PO11 |
| CO3 | The student will possess media literacy skills for active and responsible media consumption. | PO7,PO8, PO9 |
| CO4 | The student will be familiar with ethical considerations and media regulation. | PO2, PO4, PO8, PO10, PO11 |

| Course Code | Course Title | Disciplinary Knowledge PO1 | Understanding the Role of Media PO2 | Skilled and Industry-ready Professionals PO3 | Influential and effective communication PO4 | Leadership readiness/ Qualities PO5 | Critical/ Reflective thinking & language efficiency PO6 | Technologically Efficient Professional PO7 | Ethical Awareness PO8 | Lifelong Learning PO9 | Research-related Skills PO10 | Cooperation/ Team work PO11 | Students will acquire professional skills required to be a media professional PSO1 | Students will be equipped with ICTs competencies including digital literacy PSO2 | Student shall become ethically committed media professionals and entrepreneurs adhering to the human values PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| JMBJ453 | Media Literacy Project | 3 | 3 | 1 | 2 | | 2 | 2 | 3 | 2 | 1 | 1 | 2 | 2 | 2 |

| Course Code | Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| JMBJ453 | CO1 | 3 | - | - | - | - | - | 2 | - | - | - | - | - | - | 2 |
| | CO2 | 3 | 3 | 1 | 2 | - | - | - | - | 2 | 1 | 1 | - | 2 | - |
| | CO3 | - | 3 | - | 2 | - | 2 | 2 | 3 | - | - | 1 | 2 | - | - |
| | CO4 | - | 3 | 1 | - | - | - | - | 3 | 2 | 1 | - | - | - | - |

1=weakly mapped
2= moderately mapped
3=strongly mapped

| Semester VIII<br>B.A (Journalism and Mass Communication) Hons. with Research | | | |
|---|---|---|---|
| S. No. | Course Code | Course | Credits |
| 1. | JMBJ402 | Media Business Management | 4 |
| 2. | USO108 | Indian Knowledge System  and Sociological Traditions | 4 |
| 3. | JMBJ452 | Research Project | 12 |
| **Total** | | | **20** |

| JMBJ402 | Media Business Management | L | T | P | C |
|---|---|---|---|---|---|
| **Version 2.0** | | 3 | 1 | - | 4 |
| **Total Contact Hours** | 40 | | | | |
| **Eligibility** | BA(JMC) III Year | | | | |
| **Co-requisites** | -- | | | | |

## Course Objectives (CO)

1. To understand the principles and functions of management.
2. To enumerate leadership styles and behavioral patterns.
3. To describe the structure and functions of media organizations.

## Course Content:

### Unit I: Contact Hours 10
### Understanding Newspaper Business

Business aspect of a newspaper, Commencing Newspaper Publication, Pre-Publication Exercises, Organizational Set up of Newspaper/ Magazine and Electronic channel, Ownership Pattern: Individual, Partnership & Company.

### UNIT II: Contact Hours 10
### Media & Management

Management in Media: Definition & Concept, Basic Principal of management, Need and Importance of Management, Changing Management Concepts, Functions of Various Key Management Authorities, Production & Storage Management, Need and function of Stores', Deptt. Library Management: Concept, Need and Functions.

### Unit III: Contact Hours 10
### Editorial & Circulation Management

Editorial management: Organizational Set up of Editorial Deptt, Functions of Editor: Editor in Chief, Resident Editor Associate Editor, News Editor, Chief Sub Editor, Sub Editor etc. Advertising Management: Organizational Set up of Advertising Management, Advertising Department Functioning, Circulation Management, Financial Management.

### Unit IV: Contact Hours 10
### Personnel Management & HR

Personnel Management, Concept of Personnel Management, Role of Personnel manager, Human Resource Management, Human Resource Planning, Functions of HR/ Personnel manager. Media Management & PR

## Course Learning Outcomes (CLO):

### CLO1:
- The students will be able to discuss the implementation of management principles.

### CLO2:
- The students will be able to infer and practice managerial skills.

### CLO3:
- The students will be able to describe and illustrate the structure and functionality of media organizations.

## Text Books
1. P K Ravindranath, News Media Management, Authorspress
2. ArpitaMenon, Media Planning and Buying, Tata McGraw - Hill Education

## Reference books
1. Roger B. Baron, Jack Z. Sissors, Advertising Media Planning, Tata McGraw - Hill Education
2. Peter E. Tarlow, Joe Goldblatt, Event Risk Management and Safety, Joe Goldblat

## Open Educational Resources (OER) (Clickable link
## Assessment & Evaluation

| Components | Assignments | Mid Term Examination | Attendance | End Term Examination |
|---|---|---|---|---|
| Weightage (%) | 20 | 20 | 10 | 50 |

| Course Code | Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| JMBJ402 | CO1 | 2 | - | - | - | - | 2 | 1 | - | - | - | - | - | - | - |
| | CO2 | 2 | - | - | 2 | 3 | - | 1 | - | 2 | - | 3 | - | 1 | 1 |
| | CO3 | - | - | - | 2 | 3 | 2 | - | - | - | - | 3 | 2 | - | - |

1=weakly mapped
2= moderately mapped
3=strongly mapped

## Teaching Plan:

| Weekly Teaching Plan | Topic/Unit No. | Textbook [TB]/ Reference Book [RB]-Chapter/ Page No./ Open Education Resources [OER] | Teaching-Learning Method |
|---|---|---|---|
| Week 1 | Unit I - 3 contact hours, | Topic: Business aspect of a newspaper TB: | In-person Lecture (Conceptual Introduction) |
| Week 2 | Unit I - 3 contact hours | Topic: Organizational Set up of Newspaper/ Magazine and | Blended Learning (In-person Lecture + Presentation (PPT) |

| | | Electronic channel<br>TB: | for deeper understanding) |
|---|---|---|---|
| **Week 3** | Unit I - 4 contact hours | Topic: Ownership Pattern: Individual, Partnership & Company<br>TB: | In-person Lecture (Historical Overview) |
| **Week 4** | Unit II - 3 contact hours | Topic: Management in Media<br>TB: | In-person Lecture (Skill Development) |
| **Week 5** | Unit II - 3 contact hours | Topic: Basic Principal of management<br>TB: | Blended Learning (In-person Lecture + Experiential Learning through role-play) |
| **Week 6** | Unit II - 4 contact hours | Topic: Functions of Various Key Management Authorities<br>TB: | In-person Lecture (Conceptual Explanation) |
| **Week 7** | Unit III - 3 contact hours | Topic: Editorial management<br>TB: | In-person Lecture (Conceptual Introduction) |
| **Week 8** | Unit III - 3 contact hours | Topic: Functions of Editor<br>TB: | In-person Lecture (Conceptual Explanation) |
| **Week 9** | Unit III - 4 contact hours | Topic: Advertising Management<br>TB: | Blended Learning (In-person Lecture + Experiential Learning through media analysis) |
| **Week 10** | Unit IV – 2 contact hours | Topic: Personnel Management<br><br>TB: | In-person Lecture (Theory Overview) |
| **Week 11** | Unit IV - 2 contact hours | Topic: Concept of Personnel Management, Role of Personnel manager<br>TB: | In-person Lecture (Theory Overview) |
| **Week 12** | Unit IV - 3 contact hours | Topic: Human Resource Management, Human Resource Planning, Functions of HR/ Personnel manager.<br>TB: | In-person Lecture (Model Explanation) |
| **Week 13** | Unit IV - 3 contact hours | Topic:  Media Management & PR<br><br>TB: | Blended Learning (In-person Lecture + Participatory Learning through surveys and interactions) |
| **Week 14** | Revision & Assessment | Topic: All units<br>TB: | In-person Lecture (Revision Session) |
| **Week 15** | Remedial/Makeup Classes | Topic: as per requirement | In-person Lecture (Extra Help) |

**Facilitating the Achievement of Course Learning Outcomes**

| Unit No. | Course Learning Outcomes | Teaching Learning Activity | Assessment Task Methods |
|---|---|---|---|
| 1 | Upon completion, students will understand Understanding Newspaper Business | (i) Each topic to be explained with illustrations. (ii) Students to be encouraged to discover the relevant concepts. (iii) Students be given homework/assignments. (iv) Discuss and solve the theoretical and practical problems in the class. (v) Students to be encouraged to apply concepts to real world problems. | • Presentations and class discussions. • Assignments and class tests. • Student presentations. • Mid-term examinations. • Practical and viva-voce examinations. • End-term examinations. |
| 2 | Upon completion, students will development of skills in Media & Management | | |
| 3 | Upon completion, students will learn Editorial & Circulation Management | | |
| 4 | Upon completion, students will learn Personnel Management & HR | | |

| USO108 | Indian Knowledge System and Sociological Traditions | L | T | P | C |
|---|---|---|---|---|---|
| Version 2.0 | | 3 | 1 | - | 4 |
| Total Contact Hours | 40 | | | | |
| Eligibility | BA(JMC) III Year | | | | |
| Co-requisites | -- | | | | |

**Course Description:** This course explores the Indian knowledge system and its relationship with sociological traditions. It delves into the rich intellectual heritage of India, including ancient philosophical and sociological ideas, and examines their relevance and applicability in contemporary society. Students will critically analyze Indian sociological traditions and their contributions to sociological thought, fostering a deeper understanding of the cultural and intellectual foundations of Indian society.

## Course Objectives (CO):

1. Understand the principles and concepts of the Indian knowledge system and its connection to sociological traditions.
2. Explore the ancient philosophical and sociological ideas in Indian history and culture.
3. Analyze the contributions of Indian sociological traditions to sociological thought and their relevance in contemporary society.
4. Examine the intersection of Indian knowledge system and sociological perspectives in addressing social issues and challenges.
5. Develop a critical and comparative understanding of sociological theories and concepts in the context of Indian knowledge system.

## Course Content:

### Unit 1: Contact Hours 10
### Foundations of Indian Knowledge System and Sociological Traditions
- Introduction to the Indian knowledge system and its historical development
- Exploration of ancient Indian philosophical and sociological ideas
- Examination of the contributions of early Indian thinkers to sociological thought

### Unit 2: Contact Hours 10
### Key Concepts and Themes in Indian Sociological Traditions
- Study of key sociological concepts and themes in Indian traditions, such as Dharma, Karma, and Ashrama
- Analysis of caste system and its significance in Indian society
- Discussion on concepts of social stratification, hierarchy, and social order in Indian sociological traditions

### Unit 3: Contact Hours 10
### Contemporary Applications of Indian Sociological Traditions
- Relevance of Indian sociological traditions in addressing contemporary social issues
- Examination of the role of ethics, spirituality, and social responsibility in Indian social

thought
- Analysis of the application of Indian sociological perspectives to social development, justice, and equality

## Unit 4: Contact Hours 10
## Comparative Perspectives: Indian and Western Sociological Traditions
- Comparative analysis of Indian sociological traditions with Western sociological theories
- Exploration of similarities and differences in theoretical frameworks and approaches
- Critical examination of the influence of Indian sociological traditions on global sociological thought

## Course Learning Outcomes (CLO):
## CLO1:
- The students will be able to identify and describe the key principles and concepts of the Indian knowledge system.
- The students will be able to analyze and interpret ancient philosophical and sociological ideas within the Indian context.

## CLO2:
- The students will be able to evaluate the contributions of Indian sociological traditions to sociological thought and their relevance in contemporary society.

## CLO3:
- The students will be able to apply Indian sociological traditions and concepts to analyze and address social issues and challenges.

## CLO4:
- The students will be able to compare and contrast Indian sociological traditions with other sociological perspectives to develop a comprehensive understanding of sociological thought.

## Suggested Textbooks:
1. "Indian Knowledge Systems: Past and Present" by Kapil Kapoor
2. "Sociology in India: Intellectual Traditions and Institutional Practices" edited by Yogendra Singh
3. "Culture and Society: An Introduction to Indian Sociology" by Dipankar Gupta

## Advance Reading:
1. "Indian Philosophy and Sociology: Explorations in Social Theory and Postcolonial Critique" edited by Chhanda Gupta
2. "Indian Sociological Thought" by A.R. Desai

## Open Educational Resources (OER) (Clickable links)
1. **Indian Knowledge System**
2. Schools of Indian Philosophy
3. Indian Society and Ways of Living
4. Sociology of Indian Tradition and Tradition of Indian Sociology

**Assessment & Evaluation**

| Components | Assignments | Mid Term Examination | Attendance | End Term Examination |
|---|---|---|---|---|
| **Weightage (%)** | **20** | **20** | **10** | **50** |

| Course Code | Course Outcome | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 | PO 11 | PSO 1 | PSO 2 | PSO 3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| USO108 | CO1 | 2 | - | - | 2 | - | 2 | - | - | 2 | 2 | - | - | - | - |
| | CO2 | - | - | - | - | - | - | - | - | - | - | 2 | - | - | - |
| | CO3 | 2 | - | - | 2 | - | 2 | - | - | - | 2 | - | 1 | - | - |
| | CO4 | 2 | - | - | - | - | 2 | - | - | 2 | 2 | 2 | - | - | 1 |
| | CO5 | - | - | - | 2 | - | - | - | - | 2 | - | - | - | - | 1 |

1=weakly mapped
2= moderately mapped
3=strongly mapped

**Teaching Plan:**

| Weekly Teaching Plan | Topic/Unit No. | Textbook [TB]/ Reference Book [RB]- Chapter/ Page No./ Open Education Resources [OER] | Teaching-Learning Method |
|---|---|---|---|
| **Week 1** | Unit I - 3 contact hours, | Topic: the Indian knowledge system and its historical development<br>TB: "Indian Knowledge Systems: Past and Present" by Kapil Kapoor | In-person Lecture (Conceptual Introduction) |
| **Week 2** | Unit I - 3 contact hours | Topic: of ancient Indian philosophical and sociological ideas<br>TB: 2. "Sociology in India: Intellectual Traditions and Institutional Practices" edited by Yogendra Singh | Blended Learning (In-person Lecture + Presentation (PPT) for deeper understanding) |
| **Week 3** | Unit I - 4 contact hours | Topic: contributions of early Indian thinkers to sociological thought<br>TB: OER1 | In-person Lecture (Historical Overview) |
| **Week 4** | Unit II - 3 contact hours | Topic: sociological concepts and themes in Indian traditions<br>TB: OER2 | In-person Lecture (Skill Development) |
| **Week 5** | Unit II - 3 contact hours | Topic: caste system and its significance in Indian society<br>TB: OER3 | Blended Learning (In-person Lecture + Experiential Learning through role-play) |
| **Week 6** | Unit II - 4 contact | Topic: social stratification, hierarchy, and | In-person Lecture |

| | | social order in Indian sociological traditions TB: OER3 | (Conceptual Explanation) |
|---|---|---|---|
| Week 7 | Unit III - 3 contact hours | Topic: Indian sociological traditions TB: OER4 | In-person Lecture (Conceptual Introduction) |
| Week 8 | Unit III - 3 contact hours | Topic: role of ethics, spirituality, and social responsibility in Indian social thought TB: "Culture and Society: An Introduction to Indian Sociology" by Dipankar Gupta | In-person Lecture (Conceptual Explanation) |
| Week 9 | Unit III - 4 contact hours | Topic: application of Indian sociological perspectives to social development, justice, and equality TB: OER2 | Blended Learning (In-person Lecture + Experiential Learning through media analysis) |
| Week 10 | Unit IV – 2 contact hours | Topic: Indian sociological traditions TB: "Culture and Society: An Introduction to Indian Sociology" by Dipankar Gupta | In-person Lecture (Theory Overview) |
| Week 11 | Unit IV - 2 contact hours | Topic: Western sociological theories TB: OER1 | In-person Lecture (Theory Overview) |
| Week 12 | Unit IV - 3 contact hours | Topic: Indian sociological traditions TB: OER3 | In-person Lecture (Model Explanation) |
| Week 13 | Unit IV - 3 contact hours | Topic: Indian sociological traditions on global sociological thought TB: "Culture and Society: An Introduction to Indian Sociology" by Dipankar Gupta | Blended Learning (In-person Lecture + Participatory Learning through surveys and interactions) |
| Week 14 | Revision & Assessment | Topic: All units TB: OER1 | In-person Lecture (Revision Session) |
| Week 15 | Remedial/Makeup Classes | Topic: as per requirement | In-person Lecture (Extra Help) |

## Facilitating the Achievement of Course Learning Outcomes

| Unit No. | Course Learning Outcomes | Teaching Learning Activity | Assessment Task Methods |
|---|---|---|---|
| 1 | Upon completion, students will understand Foundations of Indian Knowledge System and Sociological Traditions | (i) Each topic to be explained with illustrations. (ii) Students to be encouraged to discover the relevant concepts. (iii) Students be given homework/assignments. (iv) Discuss and solve the theoretical and practical problems in the class. (v) Students to be encouraged to apply concepts to real world problems. | • Presentations and class discussions. • Assignments and class tests. • Student presentations. • Mid-term examinations. • Practical and viva-voce examinations. • End-term examinations. |
| 2 | Upon completion, students will development of skills in Key Concepts and Themes in Indian Sociological Traditions | | |
| 3 | Upon completion, students will learn Contemporary Applications of Indian Sociological Traditions | | |
| 4 | Upon completion, students will learn Comparative Perspectives: Indian and Western Sociological Traditions | | |

| JMBJ452 | Research Project | L | T | P | C |
|---------|------------------|---|---|---|---|
| Version 2.0 | | 4 | - | 16 | 12 |
| Total Contact Hours | 40 | | | | |
| Eligibility | BA(JMC) III Year | | | | |
| Co-requisites | -- | | | | |

## Course Objectives (CO):

4. To develop research skills and methodologies.
5. To foster critical thinking and analytical abilities.
6. To enhance the understanding of the research process and its applications.
7. To apply various research methods to solve media research problems.
8. To write Research Dissertation

## Curriculum:

### Unit-I: Contact Hours 10

1. Introduction to the research process, including problem identification, research questions, and objectives.
2. Exploration of various research methodologies, such as quantitative, qualitative, and mixed methods.

### Unit-II: Contact Hours 10

1. Development of skills in literature review, including searching for relevant sources, evaluating their credibility, and synthesizing information.
2. Training in data collection techniques, including surveys, interviews, observations, and data analysis.

### Unit-III: Contact Hours 10

1. Understanding ethical considerations in research, such as informed consent, confidentiality, and data protection.
2. Hands-on experience in data analysis using appropriate tools and software.

### Unit-IV: Contact Hours 10

1. Interpretation and presentation of research findings.
2. Writing and formatting a research report or thesis.

## Course Learning Outcomes (CLO):
## CLO1: The student will be able to apply research skills and methodologies.

- Bloom Taxonomy's Level: Applying (Level 3)
- Description: Students will acquire practical research skills and demonstrate the ability to apply appropriate methodologies in designing and conducting research projects. They will be able to select and implement suitable data collection techniques, analyze research data, and draw meaningful conclusions based on their findings.

## CLO2: The student will develop critical thinking and analytical abilities.
- Bloom Taxonomy's Level: Analyzing, Evaluating (Level 4)
- Description: Students will enhance their critical thinking skills by evaluating existing research, identifying research gaps, and formulating research questions. They will engage in critical analysis of research findings, considering strengths, limitations, and implications. They will demonstrate the ability to think analytically and make evidence-based judgments.

## CLO3: The student will understand the research process and its applications.
- Bloom Taxonomy's Level: Understanding (Level 2)
- Description: Students will gain a comprehensive understanding of the research process, including problem formulation, research design, data collection, analysis, and interpretation. They will recognize the value of research in generating knowledge and its applications in various disciplines. They will comprehend the ethical considerations and practical considerations associated with conducting research.

## CLO4: The student will effectively communicate research findings.
- Bloom Taxonomy's Level: Creating (Level 6)
- Description: Students will develop effective communication skills to present their research findings. They will demonstrate proficiency in writing a research report or thesis, adhering to appropriate formatting guidelines. They will effectively convey their research outcomes through oral presentations, visual aids, and written documentation.

## Suggested Textbooks:
1. Kothari, C R: Research Methodology: Methods & Techniques, Wishwa Prakashan, New Delhi, 2004
2. Uma Josh Media Research- Cross Sectional Analysis, Authors Press, 2002
3. G K Parthasarthy Electronic Media and Communication Research Methods, Authors Press, New Delhi, 2006
4. Allen T Harrell New Methods in Social Science Researches, Praeger Publishers, New York
5. Ghosh, B N Scientific Methods and Social research, Sterling Publishers, New Delhi
6. Broota, K D Experimental Designs in Behavioural Research, New Age International

## Advance Reading:
1. Hansen Andero, Cottle Simon: Mass Communication Research methods Negrine Ralph, Newbold Chris McMillan Press Ltd., London 2004
2. Jensen Hlaus Brush ed. A Handbook of Media and Communication Research, Routledge, London 2002
3. Judith Bell Doing Your Research Project, Viva Books Private Limited, 1999

4. Wimmer Roger D, Dominick Mass Media Research, Thompson, Joseph R New York, 2004

## Open Educational Resources (OER) (Clickable links)
1. **How to do a research project for your academic study**
2. **Basic Steps in the Research Process**
3. **Dissertations and major projects**
4. **Research Methods for the Social Sciences: An Introduction**

## Assessment & Evaluation

| Components | Assignment/ Presentation | Mid Term Examination (Coursework) | Attendance | End Term Examination (Project Submission & Viva) |
|---|---|---|---|---|
| Weightage (%) | 20 | 20 | 10 | 50 |

| Course Code | Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| JMBJ452 | CO1 | - | - | - | - | - | - | - | 3 | - | - | - | - | - | 2 |
| | CO2 | 1 | 2 | - | - | - | 3 | - | - | 2 | 3 | - | 2 | - | - |
| | CO3 | 1 | 2 | - | - | - | 2 | - | 3 | - | - | - | - | 1 | - |
| | CO4 | - | - | - | - | - | 3 | - | 3 | 2 | 3 | - | 2 | 1 | 2 |

1=weakly mapped
2= moderately mapped
3=strongly mapped

## Teaching Plan:

| Weekly Teaching Plan | Topic/Unit No. | Textbook [TB]/ Reference Book [RB]- Chapter/ Page No./ Open Education Resources [OER] | Teaching-Learning Method |
|---|---|---|---|
| Week 1 | Unit I - 3 contact hours, | Topic: Introduction to the research process TB: OER 2 | In-person Lecture (Conceptual Introduction) |
| Week 2 | Unit I - 3 contact hours | Topic: problem identification, research questions, and objectives TB: Kothari, C R: Research Methodology: Methods & Techniques | Blended Learning (In-person Lecture + Presentation (PPT) for deeper understanding) |
| Week 3 | Unit I - 4 contact hours | Topic: various research methodologies TB: OER 4 Broota, K D Experimental Designs in Behavioural Research | In-person Lecture (Historical Overview) |
| Week 4 | Unit II - 3 contact hours | Topic: literature review TB: Kothari, C R: Research Methodology: Methods & Techniques | In-person Lecture (Skill Development) |
| Week 5 | Unit II - 3 contact | Topic: synthesizing information | Blended Learning (In- |

| | | TB: Kothari, C R: Research Methodology: Methods & Techniques | person Lecture + Experiential Learning through role-play) |
|---|---|---|---|
| **Week 6** | Unit II - 4 contact hours | Topic: data collection techniques<br>TB: Kothari, C R: Research Methodology: Methods & Techniques | In-person Lecture (Conceptual Explanation) |
| **Week 7** | Unit III - 3 contact hours | Topic: Understanding ethical considerations in research<br>TB: Kothari, C R: Research Methodology: Methods & Techniques | In-person Lecture (Conceptual Introduction) |
| **Week 8** | Unit III - 3 contact hours | Topic: data analysis<br>TB: Kothari, C R: Research Methodology: Methods & Techniques | In-person Lecture (Conceptual Explanation) |
| **Week 9** | Unit III - 4 contact hours | Topic: data analysis using tools<br>TB: Kothari, C R: Research Methodology: Methods & Techniques | Blended Learning (In-person Lecture + Experiential Learning through media analysis) |
| **Week 10** | Unit IV – 2 contact hours | Topic: Interpretation of research findings<br>TB: Kothari, C R: Research Methodology: Methods & Techniques<br>Ghosh, B N Scientific Methods and Social research | In-person Lecture (Theory Overview) |
| **Week 11** | Unit IV - 2 contact hours | Topic: Presentation of research findings<br>TB: Kothari, C R: Research Methodology: Methods & Techniques | In-person Lecture (Theory Overview) |
| **Week 12** | Unit IV - 3 contact hours | Topic: Writing research thesis/ dissertation/ paper<br>TB: OER 1 | In-person Lecture (Model Explanation) |
| **Week 13** | Unit IV - 3 contact hours | Topic: formatting a research report or thesis<br>TB: Kothari, C R: Research Methodology: Methods & Techniques | Blended Learning (In-person Lecture + Participatory Learning through surveys and interactions) |
| **Week 14** | Revision & Assessment | Topic: Thesis/ report/ presentation of project<br>TB: OER 3 | In-person Lecture (Revision Session) |
| **Week 15** | Remedial/Makeup Classes | Topic: Project work | In-person Lecture (Extra Help) |

**Facilitating the Achievement of Course Learning Outcomes**

| Unit No. | Course Learning Outcomes | Teaching Learning Activity | Assessment Task Methods |
|---|---|---|---|
| 1 | Upon completion, students will understand research process | (i) Each topic to be explained with illustrations. (ii) Students to be encouraged to discover the relevant concepts. (iii) Students be given homework/assignments. (iv) Discuss and solve the theoretical and practical problems in the class. (v) Students to be encouraged to apply concepts to real world problems. | • Presentations and class discussions. • Assignments and class tests. • Student presentations. • Mid-term examinations. • Practical and viva-voce examinations. • End-term examinations. |
| 2 | Upon completion, students will development of skills in review of literature and data collection methods | | |
| 3 | Upon completion, students will learn research ethics and research softwares | | |
| 4 | Upon completion, students will learn research interpretations and formatting techniques | | |

## ANY OTHER INSTRUCTIONS:

**NOTICES:** All notices for the course will be displayed on C-Block, 1st Floor Notice Board.

## GLOSSARY AND NOTES

**Programme Outcomes:** POs are statements that describe what the students graduating from any of the educational Programmes of the institution should be able to do on completion.

**Programme Specific Outcomes:** PSOs are statements that describe what the graduates of a specific educational Programme should be able to do on completion.

**Course Outcomes:** COs are statements that describe what students should be able to do on completion of the course.

**Program Articulation Matrix:** Program articulation matrix gives the correlation among CO & PO and CO & PSO. The strength of correlation is interpreted in three levels: weakly mapped (1), moderately mapped (2), strongly mapped (3).

**\*Teaching –Learning Methods**: Teaching –Learning Methods may include Lecture/Group Discussion/Presentation/Case-study/Demonstration using simulation or a tool/ Interview/ Quiz/Debate/Project/Field Project/Experiment etc.

\*\***Mode of Evaluation**: Mode of Evaluation may include
Assignment/Quiz/Test/Interview/Peer Review/Report/Presentation/Open Book
Test/Evaluated Discussion Forum etc.