

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)



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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 everevolving 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

3.1School 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.

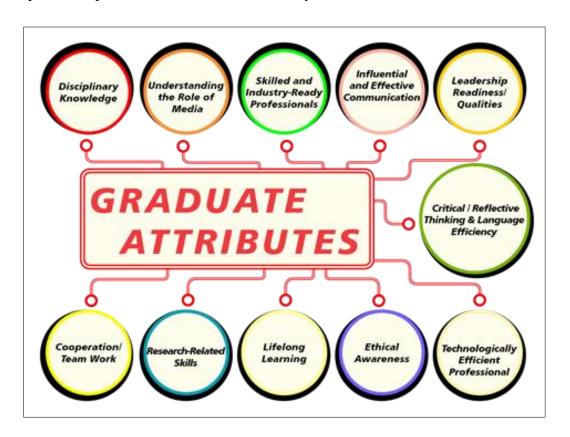
5. LEARNING OUTCOME-BASED CURRICULUM FRAMEWORK IN BACHELOR OF B. A. (JOURNALISM AND MASS COMMUNICATION) PROGRAMME

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	M 1	PO 5, PO 6, PO 8	PSO 5, PSO 6
internationally recognized Media School	M 2	PO 1, PO 2, PO 3, PO 4, PO 7	PSO 1, PSO 2, PSO 3, PSO 5, PSO 6
through excellence in interdisciplinary project-based student-	М 3	PO 6, PO 9, PO 10	PSO 6
centric media education. We aim to develop socially	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
responsible life-long learners who contribute to nation building through research and innovation.	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
- *Broadcasting and Multimedia Production
- *Public Relations and Corporate Communications
- *Academia and Higher Education
- *Freelance Journalism

Management *Public Policy and Advocacy

- *Investigative Journalism
- *Digital and Social Media Management
- *Media Research and Analysis
- *Media Management and Editorial Roles
- *Strategic Communication and Crisis

 *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	В	6.0	Above Average
50-55	С	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	Ш	IV	V	VI	VI I	VIII	Tot al
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

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	1	JMBJ 101	Commun ication in Real World	Majo r	3	1	-	4		1	JMBJ 102	Media Ethics and Laws	Majo r	3	1	-	4
	2	JMBJ 103	Reportin g and Editing for Print	Majo r	3	1	-	4		2	SEC0 24	Digital Photogra phy and Imagery	SEC	2	1	2	4
	3	SEC0 22	Compute r Applicati on in Media	SEC	-	-	4	2		3	USO1 02	Sociolog y of Social Moveme nts	Mino r-02	3	1	-	4
ST	4	USO1 01	Indian Society: Myth and Reality	Mino r-01	3	1		4		4	AEC0 02	New Age Life Skills-II	AEC 02	3	1 1		3
FIRST	5	SEC0 23	Compute r Applicati on in Media Lab	SEC	-	-	4	2		5	OEC	Open Elective- 01	OE- 01	3	-	-	3
	6	JMBJ 151	Reportin g and Editing Lab	Majo r Practi cal		-	2	1		6	VAC	VAC -02	VAC -2	2	-	-	2
	7	AEC0 01	New Age Life Skills-I	AEC 01	3	-	-	3		7							
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N O	RSE COD E	E TITLE	se Type					N O	RSE COD E	E TITLE	rse Type				
1	JMBJ 201	Film Apprecia tion and Cinema Studies	Majo r	3	1	-	4	1	JMBJ 202	Advertisi ng and Integrate d Marketin g Commun ication	Majo r	3	1	-	4
2	JMBJ 203	Radio Program Producti on	Majo r	3	1	-	4	2	JMBJ 204	Televisio n Journalis m and Producti on	Majo r	3	1	-	4
3	USO1 03	Social Psycholo gy	Mino r-03	3	1	-	4	3	JMBJ 206	Graphic Design and Visualiza tion	Majo r	3	1		4
4	JMBJ 251	Radio Program Producti on Lab	Majo r Practi cal	-	-	2	1	4	USO1 04	Globaliz ation and Sustaina ble Society	Mino r-04	3	1	-	4
5	AEC0 03	New Age Life Skills-III	AEC 03	3	-	-	3	5	JMBJ 252	Advertisi ng Lab	Majo r Pract ical	-	-	2	1
6	OEC	Open Elective - 02	OE- 02	3	-	-	3	6	JMBJ 254	Televisio n Journalis m and Producti on Lab	Majo r Pract ical	-	-	2	1
7	VAC	VAC -03	VAC -03	2	-	- -	2	7	OEC	Open Elective - 03	OE- 03 other	3	-	-	3

	8	JMBJ 253	Internshi p Report - I	Intern ship	-	-	-	2		8	VAC	VAC -04	VAC -04	2	-	-	2
			TOTAL		1 7	0 3	0 2	2 3				TOTAL CREDI TS		1 7	0 4	0 4	2 3
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YEAR	S. N O	COU RSE COD E	COURS E TITLE	Cour se Type	L	Т	P	C		S. N O	COU RSE COD E	COURS E TITLE	Cou rse Type	L	Т	P	С
	1	JMBJ 301	Commun ication for Develop ment	Majo r	3	1	-	4		1	JMBJ 302	Event Manage ment	Majo r	3	1	-	4
	2	JMBJ 303	Public Relation and Corporat e Commun ication	Majo r	3	1	-	4		2	JMBJ 304	Global Media Scenario	Majo r	3	1	-	4
THIRD	3	JMBJ 305	Digital Media Marketin g	Majo r	3	1	-	4		3	JMBJ 306	New Media Technolo gy	Majo r	3	1	-	4
	4	USO1 05	Social Problems in India	Mino r-05	3	1	-	4		4	USO1 06	Socio- Economi c and Political Scenario	Mino r-06	3	1		4
	5	JMBJ 351	Digital Media Marketin g Project	Majo r Practi cal	-	-	4	2		5	JMBJ 352	Event Manage ment Project	Majo r Pract ical	-	-	4	2
	6	JMBJ 353	Internshi p Report- II	Intern ship	-	-	-	2		6	JMBJ 354	Specializ ation Project-I	Majo r Pract ical	-	-	4	2

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			TOTAL		1 2	0 4	0 4	2 0	-			TOTAL		1 2	0 4	0 8	2 0	
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		O	DD SEMES	STER (VII)					EV	EN SEME	STER (VII	/III)			
YE AR	S. N O	COU RSE COD E	COURS E TITLE	Cour se Type	L	Т	P	C		S. N O	COU RSE COD E	COURS E TITLE	Cou rse Type	L	Т	P	C	
	1	JMBJ 401	Commun ication Research	Majo r	3	1		4		1	JMBJ 402	Media Business Manage ment	Majo r	3	1	1 1	4	
	2	JMBJ 403	Media Literacy and Analysis	Majo r	3	1	-	4		2	USO1 08	Indian Knowled ge System and Sociologi cal Tradition s	Mino r-08	3	1	-	4	
FOURTH	3	JMBJ 405	Mobile Technolo gy and Journalis m	Majo r	3	1	-	4	-	3	JMBJ 452	Research Project	Rese arch Proje ct	-	-	2 4	1 2	
	4	USO1 07	Culture and Social Change	Mino r-07	3	1	-	4		4								
	5	JMBJ 451	Mobile Technolo gy and Journalis m Project	Majo r Practi cal	-	-	4	2		5								
	6	JMBJ 453	Media Literacy Project	Majo r Practi cal	-	-	4	2		6								

		TOTAL	1 2	0 4	0 8	2 0		TOTAL	0	0 2	2 4	2 0
							8					
	7						7					

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	¿Ud	EUd	7Ud	50d		20d	80d			1104	IOSd	COSa	EUSd	7USd	SOSa	yUSa	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	Topic/Unit	Textbook [TB]/ Reference Book [RB]- Chapter/ Page No./ Open Education	Teaching-Learning Method
Plan		Resources [OER]	
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/Ma keup 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	class discussions. • Assignments and class tests. • Student
2	Upon completion, students will possess the skills to analyze and employ both verbal and non-verbal communication effectively, while overcoming common barriers.	discover the relevant concepts. (iii) Students be given homework/assignments. (iv) Discuss and solve the	presentations. • Mid- term examinations. • Practical and viva- voce examinations. • End-term
3	Upon completion, students will comprehend the role and impact of mass media and visual communication in society.	theoretical and practical problems in the class. (v) Students to be encouraged to apply concepts to real	examinations.
4	Upon completion, students will be able to critically evaluate communication theories, models, and their application in real-world contexts.	world problems.	

JMBJ103	Reporting and Editing for Print	L	T	P	С
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/	Mid Term	Attendance	End Term
		Assignment/ etc.	Exam		Exam
Weightage (%)	10	10	20	10	50

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

Mappi	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

		Disciplinary Knowledge	Understanding the Role of Media	Skilled and Industry-ready Professionals	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	Students will be equipped with ICTs competencies including digital literacy	Student shall become ethically committed media professionals and	entrepreneurs adhering to the human values
Course Code	Course Title	P01	PO2	P03	P04	P05	PO6	PO7	PO8	PO9	PO10	P011	PS01	PSO2	PSO3	
JMBJ 103	Reporting and Editing for Print	3	2	3			2		1							

Course Code	Course Outcome	P01	P02	P03	P04	PO5	9Od	PO7	PO8	PO9	PO10	P011	PSO1	PSO2	PSO3
	CO1	3	3	-	-	-	1			1	-	-	-	-	-
	CO2	3	-	-	-	-	-	-	1	-	-	-	-	-	-
JMBJ103	CO3	3	-	3	-	-	1	1	ı	-	-	-	-	-	-
	CO4	3	-	-	-	-	-	-	-	-	-	-	-	-	-
	CO5	2	-	3		-	ı	-	ı	ı	ı	-	-	-	-
	CO6	-	-	3	-	-	3	-	-	-	ı	-	-	-	-

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

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

	Relevance to the local,				Relev	ance T	o the	R	ance to	SD	NE	PO		
Unit	natio	nal, reg	gional and		Emp	loyabil	ity/	Pro	ofess	ional Et	hics,	G	P	E/4
	globa	l devel	opmental 1	needs	Entrep	reneui	rship/	Gender, Human Values,						th
					Skill I	Develop	ment	Environment &						IR
							ainabili							
	Loc	Regi	National	Glob	Empl	Entr	Skill	Prof	G	Huma	Envir			
	al	onal		al	oyabil	epre	Dev	essio	e	n	onme			
					ity	neur	elop	nal	n	Value	nt &			
						ship	ment	Ethi	d	S	Sustai			
								cs	er		nabilit			
								mm			у			
	New	New	News:	New						News				
	s:	s:	Meanin	s:						:				
	Mea	Mea	g,	Mea						Mean				
Unit I	ning	ning	definitio	ning, defi						ing, defini				
	, defi	, defi	n	nitio						tion				
	nitio	nitio		n						tion				
	n	n												
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II								Typ						
Unit II								es, credi						
								bilit						
								y of						
								sour						
								ces						

Unit III	City Rep ortin g Roo m in a dail y	City Rep ortin g Roo m in a dail y	city beats-							
Unit IV			sports	Jobs involv ed in editin g	Ele ment s and Prin ciple s of Editi ng, Tool of Editi ng	editi ng for new spap ers and Mag azin es				

Teaching Plan:

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

Week 4	Unit II - 3 contact	Topic: Sources of News and	Flipclass (Students research
.,	hours	Credibility	and prepare presentations on
		TB: Saxena, A.	source credibility)
		(2007). Fundamentals of	
		reporting and editing. Kanishka	
		Publishers. Chapter 3	
Week 5	Unit II - 3 contact	Topic: News Agencies and Their	In-person Lecture (Role of
	hours	Functions	News Agencies)
		OER: Poynter's NewsU	
Week 6	Unit III - 3	Topic: Reporter's Functions and	Participatory Learning (Role
	contact hours	Responsibilities	Play and Group
		TB: Hough, G. A. (1988). News	Discussions)
		writing. Chapter 2	
Week 7	Unit III - 3	Topic: Coverage of Various City	Blended Learning (In-
	contact hours	Beats	person Lecture +
		OER: Media Innovation and	Experiential Learning
		Entrepreneurship	through analyzing real news
			articles)
Week 8	Unit IV - 3	Topic: Introduction to Editing	In-person Lecture (Editing
	contact hours	and Its Principles	Fundamentals)
		TB: Hough, G. A. (1988). News	
TT 7 1 0	11 7 17 2	writing. Chapter 1	D1 1 11 ' /I
Week 9	Unit IV - 3	Topic: Tools of Editing and	Blended Learning (In-
	contact hours	Editing for Print	person Lecture +
		OER: Media College Editing	Experiential Learning
Week 10	Unit IV - 3	and Proofreading Topic: Jobs Involved in Editing	through editing exercises) In-person Lecture (Editorial
week 10	contact hours	OER: Wikibooks Journalism	Roles Discussion)
Week 11	Unit IV - 3	Topic: Practical Assignments	In-person Lecture
Week 11	contact hours	Assignments - News Article and	(Assignment Guidelines)
	contact nours	Editing Project	(Assignment Guidennes)
Week 12	Revision &	Topic: Revision and Assessment	In-person Lecture (Revision
WCCK 12	Assessment	Assignments Evaluation and	Session)
	7 ISSOSSITION	Quizzes	Session
Week 13	Remedial/Makeup	Topic: Remedial/Makeup	In-person Lecture (Extra
,, , , , , , , , , , , , , , , , , , , ,	Classes	Classes	Help)
	3	Individual Assistance and	· F/
		Feedback	
		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	<u>l</u>

Facilitating the Achievement of Course Learning Outcomes For Example:

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

2 Upon completion, students Encourage students to Assign studer	nts to write news
will Identify various types of engage in group articles on	various topics,
news leads and effectively discussions on topics focusing on a	news values and
apply the inverted pyramid related to news elements, leads. Peer as	ssessment can be
style of writing, emphasizing news values, and reporting employed for	or editing and
the 5Ws and 1 H. challenges. feedback (CL	Os 1, 2).
3 Upon completion, students (iii) Case Studies: Analyze Class Presen	tations: Require
will Comprehend the sources real-world cases to students to g	ive presentations
	reporting beats,
types, credibility, and issues of news sources, ethical demonstrating	g their
	f responsibilities
while understanding the role the significance of news and functions	
	ojects: Assign
agencies in the news (iv) Practical Exercises: editing tasks	where students
	icles and layouts
	ers or magazines
will be able to Develop the writing, leads, and inverted (CLO 5).	
1 1	examinations. •
	and viva-voce
political, health, lifestyle, editing principles and examinations.	. • End-term
crime, education, tools. examinations.	•
entertainment, sports, and (iv) Guest Lectures: Invite	
more, and understand the guest speakers, such as	
setup and functions of a city experienced journalists and	
reporting room. editors, to share their	
insights and experiences	
related to reporting and	
editing.	
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	С
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
- <u>Issuu Blog</u>

Assessment and Evaluation

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

Examination

Examination Scheme:

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

Relationship between the Course Outcomes (COs) and Program Outcomes (POs) $\,$

Mappi	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									

		Disciplinary Knowledge	Understanding the Role of Press	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/ Teamwork	Students will acquire professional skills required to be a media	lai	Students will be equipped with ICTs competencies including	Student shall become ethically	committed media professionals	and entrepreneurs adhering to the	human values
Cours e Code	Course Title	PO1	PO2	PO3	P04	SOA	PO6	PO7	80d	6Od	PO10	PO11	PSO1		PS02		PSO3		
SEC0 22	Computer Application s in Media	3		3	3		2	3			3	2		•	ಣ				

Course Code	Course Outco me	PO 1	P O2	P O 3	P O 4	P O 5	P O6	P O7	PO 8	PO 9	PO 10	PO 11	PS O1	PS O2	PS O3
	CO1	3	-	3	1	1	-	-	-	1	1	1	-	3	-
SEC022	CO2	1	-	3	1	1	-	3	-	ı	1	1	-	3	-
	CO3	1	-	3	1	1	-	-	-	ı	ı	ı	-	2	-
	CO4	3	-	1	1	1	2	-	-	ı	ı	1	-	1	-
	CO5	-	-	3	1	1	-	3	-	-	3	-	-	3	-
	CO6	-	-	3	3	1	_	3	-	-	-	3	-	3	-

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

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

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				SDG	NE P	POE/4 th IR
	Lo cal	Re gio nal	Na tio nal	Glob al	Empl oyabi lity	Entrepr eneurs hip	Skill Deve lopm ent	Prof essio nal Ethi cs mm	G en de r	H u m an V al ue s	Environm ent & Sustaina bility			
Un it I					Emer ging Tren ds in infor matio n techn ology		Micr osoft Offic e, Intro ducti on to Pyth on for Journ alism					Prom ote sustai ned, inclus ive and sustai nable econo mic growt	Tec hni cal edu cati on (20. 6) Dig ital Indi a -	Students will develop Technic al Skills that match Industry Needs, Skill Develop ment (Student

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								yabilit y) streng then comm unicat ion capaci ties, increa se partici pation in the comm unicat ion proces s, design ing devel opme nt campa ign (SDG	(20. 6) Use of tech nol ogi cal tool s (23. 2)	chances, Skill Develop ment (Student s will learn designin g skills) of employ ment)
Un it III		DTP Soft ware , Intro ducti on to AI Tool s	DTP Soft ware, Intro ducti on to AI Tools	DTP Softwa re, Introdu ction to AI Tools	DTP & Multi medi a, , Multi medi a, DTP Soft ware, Intro ducti on to AI Tools			Skills for Decen t Work (SDG 4.4) (Lear ning the comp onents of this unit will	Pro fess ion al Edu cati on (20. 2) Tec hni cal	Students will develop Technic al, Skills that match Industry Needs (Knowle dge of the software s will

							enhan ce emplo yabilit y) Use of techn ology to help in digital transf ormati on (SDG 9)	edu cati on (20. 6) Use of tech nol ogi cal tool s (23. 2)	elevate skills and better chances of employ ment), Skill Develop ment (Student s will develop the understa nding and knowho w)
Un it IV		DTP & Print ing, Print ing Met hods	Printi ng Meth ods	DTP & Printi ng, Printi ng Meth ods			Skills for Decen t Work (SDG 4.4) (Lear ning the comp onents of this unit will enhan ce emplo yabilit y) Use of techn ology	Pro fess ion al Edu cati on (20. 2) Tec hni cal edu cati on (20. 6) Use of tech nol ogi cal	Students will develop Technic al Skills that match Industry Needs (Knowle dge of the software s will elevate skills and better chances of employ ment), Students will learn

						to	tool	relevant
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								Python
								for
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Teaching Plan

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

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

Facilitating the Achievement of Course Learning Outcomes

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

USO101	Indian Society: Myth and Reality	L	T	P	С
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 Documentation 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/	Mid Term	Attendance	End Term Exam
		Assignment/	Exam		
		etc.			
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs) $\,$

Mappi	Mapping between COs and POs										
	Course Outcomes (COs) Mapped 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									

		Disciplinary Knowledge	Understanding the Role of Press	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/ Teamwork	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
Course Code	Course Title	P01	PO2	P03	P04	P05	PO6	PO7	PO8	PO9	PO10	P011	PSO1	PSO2	PSO3
USO10 1	Indian Society: Myth and Reality	2					2		3	3					2

Cours e Code	Cours e Outco me	PO 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O8	P 09	PO 10	PO 11	P O 1 0	P 01 1	PS O1	PS O2	PS O3
	CO1	2	-	-	-	-	1	-	-	-			-	-	-	ı	-
USO1	CO2	2	-	-	-	-	1	-	-	-			-	-	-	-	-
01	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

Un it	loca regio	elevance to the cal, national, egional and global evelopmental needs Relevance To the Employability/ Entrepreneurship/ Skill Development							ssiona er, Hu onme	ıl Ethics ıman Va nt &		SD G	NEP	POE/ 4 th IR
	Lo cal	Re gio nal	Nati onal	Gl ob al	Empl oyabi lity	Entrepr eneurs hip	Skill Deve lopm ent	Prof essio nal Ethi cs	G en de r	Hum an Valu es	Environ ment & Sustain ability			
Un it I			Civi lizat ion and Cult ure, Preh istor ic Cult ure							Und ersta ndin g of Civil izati on, Cult ure, soci o- econ omic s and relig ion				Stude nts will devel op the under standi ng of

Un it II	Earl y Vedi c Peri od and Late r Vedi c Peri od	M arr ia ge , Ki ns hi p	Und ersta ndin g of Earl y Vedi c Peri od and Late r Vedi c Peri od	
Un it III	ctur e of Indi an Soci ety, Vill age, City, Rura l- Urb an Cont inuu m, Dive rsity of Indi an Soci ety		Und ersta ndin g of Stru cture of India n Soci ety	
Un it IV	Fam ily, elde rly,y	Pa tri ar ch	Und ersta ndin g of	

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Teaching Plan

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Weekly	Topic/Unit	Textbook [TB]/ Reference Book [RB]-	Teaching-Learning
Teaching	No.	Chapter/ Page No./ Open Education	Method
Plan		Resources [OER]	
Week 1	Unit I - 3	Topic: Civilization and Culture	In-person Lecture
	contact hours	TB/RB: Social Problems in India, Ahuja	(Conceptual
		(Chapter 1)	Introduction)
Week 2	Unit I - 3	Topic: Dharma, Varna System, Ashram System	Blended Learning (In-
	contact hours	OER: MIT OCW - Introduction to Sociology	person Lecture +
			Presentation (PPT))
Week 3	Unit I - 3	Topic: Rise of New Religions	In-person Lecture
	contact hours	TB/RB: Indian Society 4th Edition, S.C Dube	(Religious Movements)
		(Chapter 5)	
Week 4	Unit I - 3	Topic: India as Colony, Post-Independence	In-person Lecture
	contact hours	India	(Historical Overview)
		OER: National Digital Library of India	
Week 5	Unit II - 3	Topic: Early Vedic Period and Later Vedic	In-person Lecture
	contact hours	Period	(Vedic Period
		TB/RB: Indian Village, 3rd Edition, S.C Dube	Analysis)
		(Chapter 2)	
Week 6	Unit II - 3	Topic: Village India, Urban India	In-person Lecture
	contact hours	OER: Coursera - Sociology Courses	(Rural-Urban
			Dynamics)
Week 7	Unit II - 3	Topic: Language and Religion, Caste and Class	Blended Learning (In-
	contact hours	TB/RB: India's Changing Villages, S.C Dube	person Lecture +
		(Chapter 6)	Experiential Learning)
Week 8	Unit III - 3	Topic: Structure of Indian Society, Diversity of	In-person Lecture
	contact hours	Indian Society	(Society Analysis)
		OER: Indian Polity by M. Laxmikanth	
Week 9	Unit III - 3	Topic: Myths, Superstitions, and Ritualistic	In-person Lecture
	contact hours	Practices	(Cultural Aspects)
		OER: NLSIU Legal Education Resources	
	1	<u>-</u>	45

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

Facilitating the Achievement of Course Learning Outcomes

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Unit	Course Learning		Assessment Task Methods
No.	Outcomes	Activity	
1	1. Understand the historical and cultural foundations of	In-person lectures, discussions, and readings	Assessment: Written test on Unit I topics.
	Indian society.	on civilization and culture.	Ome I topics.
2	2. Analyze the social institutions and processes that shape Indian society.	Blended learning with presentations on Vedic periods and village dynamics.	1
3	3. Examine the social structure and diversity of Indian society.	In-person lectures and experiential learning on Indian society's diversity.	
4	 4. Critically evaluate class, power, and inequality issues in India. 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. Assessment: Research project presentation and report.

JMBJ151	Reporting and Editing Lab	L	T	P	С
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	Presen	Mid	Attendanc	End Term
		tation/	Term	e	Exam
		Assign	Exam		
		ment/			
		etc.			
Weightage (%)	10	10	20	10	50

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

Mapping betw	veen 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

		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	Students will be equipped with ICTs	competencies including digital literacy	Student shall become ethically committed	media professionals and entrepreneurs adhering	to the human values
Course Code	Course Title	P01	PO2	PO3	PO4	PO5	90d	PO7	PO8	P09	PO10	P011	PSO1		PSO2		PSO3	
JMBJ151	Reporting and Editing Lab	3		3			2	1				1						

Course Code	Course Outcom e	P 01	P O2	P O 3	P O 4	P O 5	P 06	P 07	PO 8	PO 9	PO 10	PO 11	PS O1	PS O2	PS O3
	CO1	1	-	-	-	-	-	-	-	-	-	-	-	-	-
JMBJ1	CO2	3	-	ı	-	ı	2	-	-	-	-	ı	-	ı	-
51	CO3	3	-	-	-	-	2	-	-	-	-	-	-	-	-
	CO4	3	-	3	-	-	-	-	-	1	-	-	-	-	-
	CO5	3	-	3	-	-	-	-	-	-	-	-	-	-	-
	CO6	-	-	3	-	-	-	1	-	-	-	1	-	-	-

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

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AEC001	New Age Life Skills-I	L	T	P	С
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/	Mid Term	Attendance	End Term Exam
		Assignment/	Exam		
		etc.			
Weightage (%)	10	10	20	10	50

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

Mapping betv	veen 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
СОЗ	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

		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
Course Code	Course Title	P01	P02	PO3	P04	PO5	90d	PO7	PO8	PO9	PO10	P011	PSO1	PSO2		PSO3	
AEC00 1	New Age Life Skills- I	3			3	2	2		1	3		7	7	1	1		

Course Code	Course Outcome	P 01	P O2	P O 3	P O 4	P O 5	P 06	P O7	PO 8	PO 9	PO 10	PO 11	PS O1	PS O2	PS O3
	CO1	3	-	1	3	-	-	-	-	3	-	2	-	-	-
AEC00	CO2	-	1	1	1	2	2	-	-	3	-	-	2	-	-
1	CO3	3	-	1	3	2	-	-	-	3	-	2	-	1	1
	CO4	3	1	-	-	-	2	1	-	3	ı	-	1	1	-

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

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I							Adaptability							
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	Semester II Certificate in Journalism and Mass Communication with specialization in Sociology											
S. No.	Course Code	Course	Credits									
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	С
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.voutube.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)

Mapp	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										

		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
Course Code	Course Title	P01	PO2	PO3	P04	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
JMBJ1 02	Media Laws and Ethics	3	2		2		3	1	3	3					

Course	Course	P	P	P	P	P	P	P	P	P	PO1	PO1	PSO1	PSO2	PSO3
Code	Outcome	0	2	3	4	5	O 6	O 7	8	9	0	1			
	CO1	3	-	-	-	-	-	-	2	-	-	-	-	-	-
JMBJ	CO2	3	-	-	1	-	1	-	1	ı	-	-	-	-	-
102	CO3	3	-	-	1	-	-	-	2	2	-	-	-	-	-
	CO4	-	3	-	-	-	1	-	ı	1	-	-	-	-	-
	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

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Teaching Plan:

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

Week 4	Unit I - 3 contact	Topic: Press Laws Before and After Independence, Bill to Act: Case Study	In-person Lecture (Skill Development)
	hours	of Lokpal, Freedom of the Press and	Bevelopment)
		the Indian Constitution	
		TB: Basu, D. D. (2018). Introduction	
		to the Constitution of India. Prentice Hall.	
Week 5	Unit I - 3	Topic: Freedom of Speech and	Blended Learning (In-
WCCK 5	contact	Expression: Article 19(1) (a) and	person Lecture +
	hours	Reasonable Restrictions Article 19 (2)	Experiential Learning
		OER:	through role-play)
		https://www.slideshare.net/USERNA	
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Week 6	Unit II - 3 contact	Topic: Press Commissions and Press Council of India	In-person Lecture (Conceptual
	hours	Council of fildia	Explanation)
	110010	OER:	Zapimimion)
		https://www.slideshare.net/USERNA	
		ME/legal-terminology-presentation	
Week 7	Unit II - 3	Topic: Committees: Chanda	In-person Lecture
	contact	Committee, P.C. Joshi Committee,	(Conceptual
	hours	Sengupta Committee and Verghese Committee.	Introduction)
		Committee.	
		TB: Thakurta, P. G. (2011). Media	
		Ethics: Truth, Fairness, and	
		Objectivity. Oxford University Press.	
Week 8	Unit II - 3	Topic: The State: Sedition-incitement	In-person Lecture
	contact	to violence (section 124A IPC)	(Conceptual
	hours	TB: Thakurta, P. G. (2011). Media Ethics: Truth, Fairness, and	Explanation)
		Objectivity. Oxford University Press.	
Week 9	Unit II - 3	Topic: Legislature: Parliamentary	Blended Learning (In-
	contact	Privileges - Article 361A, Article 105	person Lecture +
	hours	(Parliament), Article 194 (State	Experiential Learning
		Legislation), Judiciary: Contempt of	through media analysis)
		Court 1971	
		TB: Iyer, V. (2000). Mass media	
		laws and regulations in India. India	
		Research Press.	
Week 10	Unit III - 3	Topic: Press & Registration of Books	In-person Lecture
	contact	Act 1867 and 1955, Copyright Act	(Theory Overview)
	hours	1957, Working Journalists Act 1955	
		& 1958, Young Persons Harmful Publications Act 1956	
		1 doneations Act 1990	
		TB: Iyer, V. (2000). Mass media	
		laws and regulations in India. India	
		Research Press.	

Week 11	Unit III - 3	Topic: Prasar Bharati Act 1990 and	In-person Lecture
WEEK 11	contact	Cinematograph Act 1952, Official	(Theory Overview)
	hours	Secrets Act 1923	(Theory Overview)
	nours	Secrets feet 1723	
		OER:	
		https://www.youtube.com/watch?v=V	
		IDEO_ID	
Week 12	Unit III - 3	Topic: Right to Information Act 2005	In-person Lecture
	contact	(Case studies), Defamation, Libel &	(Presentation)
	hours	Slander (Case studies)	
		OER:	
		https://www.example.com/right-to-	
*** 1.40	11 1 17 7	information-cases	D1 1 17 / 7
Week 13	Unit IV - 3	Topic: Defining Media Ethics: Social	Blended Learning (In-
	contact	Responsibility of Press, Legal Rights	person Lecture +
	hours	and Responsibilities of Journalists	Participatory Learning)
		TP: Vankataswaran V S	
		TB: Venkateswaran, K. S. (1993). Mass Media Laws and	
		Regulations in India. Asian Mass	
		Communication Research and	
		Information Centre.	
Week 14	Unit IV - 3	Topic: Code of Ethics: Editors' Guild,	In-person Lecture
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	contact	Press Council of India, AIR &	through Presentation
	hours	Doordarshan Code.	
		TB: Shrivastava, K. M. (2005). Media	
		Ethics: Veda to Gandhi &	
		beyond. Publications Division,	
		Ministry of Information and	
		Broadcasting, Government of India.	
Week 15	Unit IV - 3	Topic: Regulatory Framework: TRAI,	In-person Lecture
	contact	BCCC, News Broadcasters	through Presentation
	hours	Association (NBA) and their	
		functioning.	
		TD. Vanlestaavianan V. C.	
		TB: Venkateswaran, K. S.	
		(1993). Mass Media Laws and	
		Regulations in India. Asian Mass Communication Research and	
		Information Centre.	
		imormation Centre.	

Facilitating the Achievement of Course Learning Outcomes

Uni t 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)	 Presentations and class discussions. Assignments and
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. Evaluate various regulations and acts such as	Students to be encouraged to discover the relevant concepts. (iii) Students be given homework/assignme	class tests. • Student presentations. • Mid-term
3	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.	nts. (iv) Discuss and solve the theoretical and practical problems in the class. (v) Students to	examinations. • Practical and vivavoce examinations. • End-term
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.	be encouraged to apply concepts to real world problems.	examinations.

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	Attendance	End Term
		Examination		Examination
Weightage (%)	20	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs) $\,$

Mappi	ing 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

		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
Course Code	Course Title	PO1	PO2	P03	P04	P05	P06	PO7	PO8	PO9	PO10	P011	PSO1	PSO2	PSO3
SEC02	Digital Photography and Imagery	3	1	2	2		2	3		2					

Course Code	Cours e Outco	PO 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O8	P 09	P O1 0	P 01 1	PS O1	PS O2	PS O3
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SEC024	CO3	-	-	_	3	-	2	-	-	-	-	-	-	-	-
	CO4	-	-	3	-	-	-	-	-	-	-	-	-	-	-
	CO5	-	-	-	-	-	-	3	-	-	-	-	-	-	-
	CO6	-	3	3	-	-	-	-	-	-	-	-	-	-	-
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1=weakly mapped 2= moderately mapped 3=strongly mapped

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Teaching Plan:

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

Unit	Course Learning Outcomes	Teaching Learning	Assessment Task
No.		Activity	Methods
1	By the end of this unit, students will be	(i) Each topic to be	
	able to explain the historical development	explained with	and class
	of photography as a medium of visual	illustrations.	discussions.
	communication and describe the transition	(ii) Students to be	 Assignments and
	from analog to digital photography.	encouraged to	class tests.
2	Upon completing this unit, students will	discover the relevant	• Student
	demonstrate a comprehensive	concepts.	presentations.
	understanding of camera functions,	(iii) Students be given	• Mid-term
	including types of cameras, camera	homework/assignment	examinations.
	settings (shutter speed, ISO, F-Stop,	S.	 Practical and
	aperture), lenses, and photographic	(iv) Discuss and solve	viva-voce
	composition techniques.	the theoretical and	examinations.
3	At the conclusion of this unit, students	practical problems in	• End-term
	will be proficient in recognizing and	the class.	examinations.
	practicing various types of photography,	(v) Students to be	
	including event, portrait, nature, and	encouraged to apply	
	fashion photography, and will have the	concepts to real world	
	skills to apply appropriate lighting	problems.	
	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	С
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: WF 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					

		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
Course Code	Course Title	P01	PO2	P03	PO4	PO5	P06	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
USO102	Sociology of Social Movements	2	-	1	2	-	3	1	-	2	-	2	1	1	2

Course Code	Course Outcome	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	PO 10	PO 11	PS O1	PS O2	PS O3
·	CO1	2	-	-	2	ı	3	1	1	2	-	-	1	-	-
	CO2	-	-	1	-	ı	-	1	1	-	-	-	-	-	-
USO10 2	CO3	2	-	1	-	-	2	-	-	-	-	2	-	1	2
2	CO4	-	-	-	2	-	-	-	-	2	-	-	1	-	-
	CO5	2	-	-	-	1	3	-	-	-	-	2	-	-	-

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

Unit	Relevance to the local,			Relevance To the			Relevance to the Professional				S	N	PO	
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IV										Movem				
										ents				

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

Facilitating the Achievement of Course Learning Outcomes For Example:

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

JMBJ201	New Age Life Skills-II	L	T	P	С
Version 1.0		3	1	-	4
Eligibility	BA (JMC), Sem IV, Basic Understanding	of C	ineı	na	
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/

https://www.edx.org/

https://ocw.mit.edu/index.htm

https://www.cybrary.it/

https://digitalmarketinginstitute.com/

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

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

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

Mappi	Mapping between COs and POs									
	Course Outcomes (COs)	Mapped Outcomes	Program							
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.									

		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 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
Course Code	Course Title	P O 1	P O 2	P O 3	PO4	P O 5	PO6	PO7	P O 8	PO 9	P O 1 0	P O 1 1	PSO1	PSO2	PSO3
AEC002	New Age Life Skills- II														

Course Code	Course Outcome	PO 1	PO 2	P O 3	P O4	P O5	P O 6	P O 7	P O 8	P O 9	P O 1 0	P O 11	PS O2	PS O3	PS O4
	CO1														
IMD 120	CO2														
JMBJ20 1	CO3														
	CO4														
	CO5														

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

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Teaching Plan:

Weekly Teaching Plan	Topic/Uni t 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. 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. TB: "Data and Goliath: The Hidden Battles to Collect Your Data and Control Your World" by Bruce Schneier	Blended Learning (Inperson 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 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. TB: "Cybersecurity and Cyberwar: What Everyone Needs to Know" by P.W. Singer and Allan Friedman	In-person Lecture (Skill Development)

		Topic: Email Etiquette and	
Week 5	Unit II - 3	Communication: Mastering	Blended Learning (In-
	contact	professional email writing, etiquette,	person Lecture +
	hours	and effective communication in	Experiential Learning
		digital correspondence.	through role-play)
		TB: "Never Split the Difference:	
		Negotiating As If Your Life	
		Depended On It" by Chris Voss	
Week 6	Unit II - 3	Topic: Virtual Meetings and	In-person Lecture
	contact	Webinars: Navigating video	(Conceptual
	hours	conferencing tools, setting up virtual	Explanation)
		meetings, and participating	,
		confidently in online discussions.	
		TB: "Remote: Office Not Required"	
		by Jason Fried and David	
		Heinemeier Hansson	
Week 7	Unit II - 3	Topic: Online Collaboration Tools:	In-person Lecture
	contact	Exploring cloud-based platforms for	(Conceptual
	hours	document sharing, project	Introduction)
		management, and collaborative	
		work, enhancing remote teamwork.	
		TB: "The Lean Startup: How	
		Today's Entrepreneurs Use	
		Continuous Innovation to Create	
		Radically Successful Businesses" by	
		Eric Ries	
Week 8	Unit II - 3	Topic: Digital Networking:	In-person Lecture
	contact	Building an online professional	(Conceptual
	hours	presence through social media	Explanation)
		platforms, understanding digital	
		networking etiquette, and leveraging	
		connections.	
		TB: "Crucial Conversations: Tools	
		for Talking When Stakes Are High"	
		by Kerry Patterson, Joseph Grenny,	
		Ron McMillan, and Al Switzler	
Week 9	Unit III - 3	Topic: Basic Graphic Design:	Blended Learning (In-
	contact	Introduction to graphic design	person Lecture +
	hours	principles and tools for creating	Experiential Learning
		visually appealing digital content,	through media
		such as social media posts and	analysis)
		presentations.	
		TB: "Designing Brand Identity: An	
		90	

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

Facilitating the Achievement of Course Learning Outcomes For Example:

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

		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	Т	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 or ally 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	P O 3	PO 4	PO 5	P O 6	P O 7	P O 8	P O 9	P O 10	P O 11	PS O2	PS O3	PS O4
	CO1	2													
	CO2	2	2												
JMBJ201	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) $\,$

Mappi	ng 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	PO9
CO5	Apply the knowledge of concepts like direction, cinematography, and sound to critique films	PO3, PO4, PO6, PO9

		Disciplinary Knowledge	Understanding the Role of Media	Skilled and Industry-ready Professionals	Influential and effective communication	Leadership readiness/ Qualities	Critical/ Reflective thinking	echnologic ofessional	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	it sha litted trepi	the human values
Course Code		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						

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Teaching Plan:

Weekly	Topic/Unit No.	Textbook [TB]/ Reference	Teaching-Learning
Teaching	S P -57 - S-25 - S-35	Book [RB]-Chapter/ Page	Method
Plan		No./ Open Education	
		Resources [OER]	
Week 1	Introduction,	Film Art: An Introduction"	In-person Lecture
	Film Theory,	by David Bordwell and	(Introduction)
	Genre Theory	Kristin Thompson	
Week 2	Traditions in	"From Caligari to Hitler: A	In-person Lecture +
	world cinema-	Psychological History of	Presentation (PPT)
	German	the German Film" by	
	Expressionism	Siegfried Kracauer	
Week 3	Italian neo-	"Italian Neorealism: A	In-person Lecture
	realism, French	Cultural History" by David	
	new wave	Forgacs	
Week 4	British new	"The British Cinema Book"	Presentation (PPT)
	wave, Chinese	edited by Robert Murphy	
	cinema		
Week 5	Action cinema	"The Philosophy of Action	In-person Lecture +
		Movies" edited by Steven	Presentation (PPT)
		Sanders and Aeon J. Skoble	

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

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	
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.	the relevant concepts. (iii) Students be given homework/assignments. (iv) Discuss and solve the theoretical and practical problems in the class. (v) Students	Mid-term examinations. Practical and viva- voce examinations. End-term examinations.
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	to be encouraged to apply concepts to real world problems.	
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*. Annol 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	Attendance	End Term
		Examination		Examination
Weightage (%)	20	20	10	50

Programme and Course Mapping

Course Code	Course Outcome	P O 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PS O1	PS O2	PS O3
	CO1	1	1	-	-	-	-	-	-	-	-	-	-	-	-
JMBJ20	CO2	-	-	2	2	-	1	-	-	-	-	-	-	-	-
3	CO3	-	-	3	-	-	-	1	-	-	-	-	-	-	-
	CO4	-	-	3	-	-	-	3	-	1	-	-	-	-	-
	CO5	-	-	3	-	-	-	2	1	-	-	-	-	-	-

Relationship between the Course Outcomes (COs) and Program Outcomes (POs) $\,$

Mappir	ng between COs and POs	
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Define Radio as a medium of mass communication.	PO1, PO2
CO2	Distinguish with various styles of writing for radio programmes.	PO3, PO4, PO6
соз	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	evaluation.	PO3, PO7, PO8
CO6	Integrate the theoretical knowledge of Radio production into becoming industry ready professional.	PO3, PO4, PO11

	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 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
Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO 7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
Radio Program Producti on	1	1	3	2		1	3	1	1		1			

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Teaching Plan:

Weekly Teaching	Topic/Unit No.	Textbook [TB]/ Reference Book	Teaching-Learning Method
Plan		[RB]-Chapter/ Page No./ Open Education Resources [OER]	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)

	Radio Interview and		
Week 6	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:

LOLE	axampie:		
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. (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	 Presentations and class discussions. Assignments and class tests. Student presentations. Mid-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	the class. (v) Students to be encouraged to apply concepts to real world problems.	 Practical and viva-voce examinations. End-term examinations.

	Documentary, Radio Commentary,
	Radio Play/Drama, Radio Ads
	(Social and Commercial), Phone-in,
	and Radio Bridge
	Upon completion, students will
3	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.
	Upon completion, students will be
4	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	С
Minor-03		3	1	0	4
Total Contact Hours	48	<u>.</u>		·	
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 Outcom e	P01	PO2	PO3	PO4	PO5	90d	PO7	PO8	6O4	PO10	P011	PSO1	PSO2	PSO3
	CO1	1	-	-	-	1	-	-	1	2	-	1	-	-	-
	CO2	-	2	1	2	-	-	-	-	-	-	-	1	-	-
USO10	CO3	2	-	1	2	-	-	-	-	2	-	1	-	-	2
3	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

		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
Code	Course Title	P O1	P O2	P O3	P O4	P O5	PO6	P O 7	P O 8	P O9	PO 10	PO 11	PSO 1	PSO2	PSO3
USO 103	Social Psych ology	2	2	1	2	1	-	-	1	3	-	1	1	1	2

Uni t	loc	al, nat gional	e to the tional, and glo nental 1	bal	Entre	elevance T Employab epreneurs Developm	ility/ hip/ Skill	Ethi	ics, Ge ies, En	the Profes nder, Hun vironmen nability	nan	SD G	NE P	P O E/ 4 th IR
	Lo cal	Re gio nal	Nati onal	Glob al	Employ ability	Entrepr eneursh ip	Skill Developm ent	Profes sional Ethics mm	Gen der	Human Values	Envir onme nt & Sustai nabili ty			
Uni t I							Scope and nature of social psychology			Scope and nature of social psycholo gy, Importan ce of social psycholo gy	f			
Uni t II							Personality types and traits			Personality types and traits				
Uni t III Uni t							Characteristi cs of Leadership Attitudes and							
IV							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:

TOLL	xampie:		
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	Presentations and class discussions. Assignments
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.	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.	and class tests. • Student presentations. • Mid-term examinations. • Practical and viva-voce examinations. • End-term
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.		examinations.
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*. Annol 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	Attendance	End Term
		Examination		Examination
Weightage (%)	20	20	10	50

Programme And Course Mapping

Course Code	Course Outcome	PO 1	PO 2	P O 3	PO 4	PO 5	P O 6	P O 7	P O 8	P O 9	P O 10	P O 11	PS O1	P S O 2	P S O 3
	CO1	1	1	-	-	-	-	-	-	-	-	-	-	-	-
	CO2	-	-	3	2	-	1	-	-	-	-	-	-	-	-
JMBJ251	CO3	-	-	3	-	-	-	3	1	-	1	-	-	-	-
	CO4	-	-	3	-	-	-	3	ı	2	1	-	-	-	-
	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) $\,$

Mappir	ng 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
соз	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

		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
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO4	1
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Teaching Plan:

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

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

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

AEC003	New Age Life Skills-III	L	T	P	С
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	P O 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PS O1	PS O2	PS O3
	CO1	-	-	_	3	-	-	-	-	3	-	3	-	-	-
AEC003	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
4 1/ 1/	Embrace transformational leadership, mentorship, and adaptive strategies, culminating in a personal leadership legacy grounded in self-awareness and growth.	

		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 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
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO	01	PS	O2	P	SO3	
AEC003	New Age Life Skills- III			1	3	3	3			3		3	1	-	1	[2	

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IV	Coaching	Mentorship and
		Coaching,
		Adaptive
		Leadership,
		Leadership
		Legacy and
		Reflection

Teaching Plan:

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

	Exploring various	Evnerionee" by Dishard I	Procentation (DDT) for
	1 0	Experience" by Richard L.	Presentation (PPT) for
	leadership styles,	Hughes, Robert C. Ginnett, and Gordon J.	deeper understanding)
	traits, and	· · · · · · · · · · · · · · · · · · ·	
	approaches to	Curphy	
	develop a holistic		
	understanding of		
	effective		
	leadership.		
Week 3	Self-Leadership	Emotional Intelligence:	In-person Lecture
	and Emotional	Why It Can Matter More	
	Intelligence:	Than IQ" by Daniel	
	Cultivating self-	Goleman	
	awareness,		
	emotional		
	regulation, and		
	personal		
	accountability as		
	the foundation for		
	leading others.		
Week 4	Ethical	The Leadership	In-person Lecture
	Leadership:	Challenge" by James M.	
	Learning ethical	Kouzes and Barry Z.	
	decision-making	Posner	
	frameworks and		
	the importance of		
	integrity, empathy,		
	and social		
	responsibility in		
	leadership roles.		
Week 5	Communication	Communication for	Blended Learning (In-
VV CCII C	and Interpersonal	Leaders" by Chris Guo,	person Lecture +
	Skills for Leaders	Alan To, and Sarah Raine	Experiential Learning
	Skins for Louders	Than 10, and Saran Rame	through role-play)
Week 6	Effective	Leadership	In-person Lecture
, , con o	Communication	Communication as	m person zectore
	for Leaders	Citizenship" by John O.	
	101 Loudoib	Burtis and Jennifer Lyn	
		Simpson	
Week 7	Conflict	Getting to Yes:	In-person Lecture
// CCR /	Resolution and	Negotiating Agreement	In person Decidio
	Negotiation	Without Giving In" by	
	1105011111011	Roger Fisher and William	
		Ury	
Week 8	Empowering	Empowerment Takes	In-person Lecture
, , ccr o	Teams, Inclusive	More Than a Minute" by	in person Decime
	Leadership	Ken Blanchard, John P.	
	Leadership	Carlos, and Alan	
		Randolph	
Week 9	Strategic Vision	Good Strategy Bad	Blended Learning
WEEK 9	and Decision		Diended Learning
	and Decision	Strategy: The Difference	

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

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)	Assignments and class tests. • Student presentations. • Mid-term examinations. • Practical and viva-voce examinations. • End-term

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

JMBJ253	Internship Report-I	L	Т	P	С
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	Presentation/	Mid	Attendance	End Term
	Ι	Assignment/	Term		Exam
		etc.	Exam		
Weightage	10	10	20	10	50
(%)					

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

Mappin	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											

		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
Cours Cod e	Course Title	PO 1	PO 2	PO 3	PO 4	PO5	PO6	PO 7	PO8	PO 9	PO 10	PO1 1	PSO1	PSO2	PSO3
JM BJ2 53	Interns hip Report- I	3	2	3	2	1	-	3	1	2	-	3	3	2	3

Cour se Code	Cour se Outc ome	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	PO 10	PO 11	PS O1	PS O2	PS O3
JMBJ	CO1	3	2	3	-	-	-	-	1	-	-	2	-	2	2
253	CO2	2	-	-	2	1	-	3	-	2	-	3	3	1	3

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

Semester IV

Diploma in Journalism and Mass Communication with specialization in Social Psychology and SDG

S. No	Course Code	Course	Credits
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	L	T	P	C
	Communication				
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	Presentatio	Mid Term	Attendance	End Term
		n/	Exam		Exam
		Assignment			
		/ etc.			
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs) $\,$

Mapp	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									

		Disciplinary Knowledge	Understanding the Role of Press	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 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
Cours e Code	Course Title	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	PO 10	PO 11	PSO1	PSO 2	PSO3
JMB J202	Advertis ing and Integrat ed Marketi ng Commu nication	3		3	2				2		3	3			

Course Code	Course Outco me	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P 08	P O9	P O1 0	P O1 1	PS O1	PS O2	PS O3
	CO1	3	-	-	-	-	-	-	-	-	-	-	-	-	-
JMBJ	CO2	3	-	-	-	-	-	-	-	-	-	-	-	-	-
202	CO3	3	-	-	-	-	-	-	-	-	-	-	-	-	-
	CO4	-	-	-	-	-	-	-	-	-	3	-	-	-	-
	CO5	-	-	3	-	-	-	-	2	-	-	-	-	-	-
	CO6	-	-	2	2	-	-	-	-	-	3	-	-	-	-

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

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Teaching Plan:

Weekly Teaching Plan	Topic/Unit No.	Textbook [TB]/ Reference Book [RB]-Chapter/ Page No./ Open Education Resources [OER]	
Week 1	Unit I - 3 contact hours,	Topic: Advertising: concepts,	In-person Lecture (Conceptual Introduction)
Week 2	Unit I - 3 contact hours	the basis of consumers, geography, space and purpose	Blended Learning (In- person Lecture + Presentation (PPT) for deeper understanding)
Week 3	Unit I - 3 contact hours		In-person Lecture (Historical Overview)
Week 4	Unit II - 3 contact hours		In-person Lecture (Skill Development)
Week 5	Unit II - 3 contact hours	consumer, Marketing Strategies, Positioning,	Blended Learning (In- person Lecture + Experiential Learning through role-play)
Week 6	Unit II - 3 contact hours		In-person Lecture (Conceptual Explanation)
Week 7	Unit III - 3 contact hours	and types, Setting Objectives,	In-person Lecture (Conceptual Introduction)
Week 8	Unit III - 3 contact hours		In-person Lecture (Conceptual Explanation)

		the line media vehicles	
		TB: 1	
Week 9		Topic: Media planning - media mix, media selection, media	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		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	Course Learning Outcomes	Teaching Learning Activity	Assessment Tas
No.			Methods
1	Upon completing this course students	(i) Each topic to be explained	 Presentations and class
	will gain a comprehensive understanding	with illustrations.	discussions.
	of advertising world.	(ii) Students to be encouraged	 Assignments and class
2		to discover the relevant	tests.
	Students will Master the art of ad	concepts.	 Student presentations.
	campaign and AIDA approach.	(iii) Students be given	 Mid-term examinations.
		homework/assignments. (iv)	 Practical and viva-voc
3		Discuss and solve the	examinations.
	Students will Differentiate between	theoretical and practical	 End-term examinations.
	marketing and advertising.	problems in the class.	
		(v) Students to be encouraged	
4	Upon completion, students will be able	to apply concepts to real	
	to critically evaluate the media buying	world problems.	
	and media analysis.	_	

JMBJ204	Television Journalism and Production	L	T	P	С
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.

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**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

1.

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

Stuart W. Hyde
 Andrew Boyd
 TV & Radio Announcing, Kanishka Publishers
 Techniques of Radio and Television News

Publisher: Focal Press, India.

5. Ralph Donald and Thomas Spann Fundamentals of Television Production Surject 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, Surject 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/	Mid Term	Attendance	End Term Exam
		Assignment/ etc.	Exam		
Weightage	10	10	20	10	50
(%)					

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

Mappii	ng 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

		Disciplinary Knowledge	Understanding the Role of Media	Skilled and Industry-ready Professionals	Influential and effective communication	Leadership readiness/	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
Cour se Code	Cour se Title	P O 1	PO 2	PO 3	PO4	PO 5	PO6	PO7	PO 8	P O 9	P O 1 0	PO 11	PSO1	PSO2	PSO3
JMB J204	Telev ision Jour nalis m and Prod uctio n	3	1	2	2		2	3		2					

Course Code	Cours e Outco me	PO 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P 08	P 09	P O1 0	P 01 1	PS O1	PS O2	PS O3
	CO1	3	-	-	-	-	-	2	-	-	-	-	-	-	-
JMBJ	CO2	3	-	-	2	-	-	-	-	2	-	-	-	-	-
204	CO3	-	-	-	3	-	2	-	-	-	-	-	-	-	-
	CO4	-	-	3	-	-	-	-	-	-	-	-	-	-	-
	CO5	-	-	-	-	-	-	3	-	-	-	-	-	-	-
	CO6	-	3	3	-	-	-	-	-	-	-	-	-	-	-
	CO7	-	-	-	-	-	-	3	-	3	-	-	-	-	-

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

Unit	loc reg glo dev nee	al, na gional bal	nenta	, 1	En Entrep	evance To nployabili reneurshi evelopmei	ty/ p/ Skill nt	Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability Profe Ge Hu Envir					N E P	P O E/ 4 th IR
	L o c al	Re gio nal	Nat ion al	Gl ob al	Empl oyabil ity	Entrepr eneursh ip	Skill Devel opme nt	Profe ssion al Ethic s mm	Ge nd er	Hu man Val ues	Envir onme nt & Sustai nabili ty			
Unit I					Unde rstan ding the medi um - Natu re and Lang uage of TV , Form ats and types for TV Programs, Scripting for Fictio n/No n Fictio n		Script ing for Fictio n/Non Fictio n							
Unit II					Repor ting skills,	Writing and Reporti	Reporting skills,			Wri ting and				

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Unit		video	video				
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Teaching Plan:

Weekly Teaching Plan	Topic/Unit No.	Textbook [TB]/ Reference Book [RB]-Chapter/ Page No./ Open Education Resources [OER]	
Week 1	Unit I - 3 contact hours,		In-person Lecture (Conceptual Introduction)
Week 2	Unit I - 3 contact hours	Topic:Formats and types for TV Programs	Blended Learning (In- person Lecture + Presentation (PPT) for deeper understanding)
Week 3	Unit I - 3 contact hours		In-person Lecture (Historical Overview)
Week 4	Unit II - 3 contact hours	Topic: Fundamentals of TV reporting – Reporting skills,	

		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 Anchoring - Live shows	Experiential Learning
		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	
		Stages of production- pre- production, production and post-production	
Week 8	Unit III - 3 contact hours	TB: 2 Topic: The production personnel – Single camera and Multi camera production 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		Topic: Types of video In-person Lecture (Theory Overview) TB: 2
Week 12		In-person Lecture (Model Topic:Designing, Evaluation Explanation) and field testing of programme OER: 2
Week 13	Unit IV - 3 contact hours	 Topic: News Blended Learning (In-Package Production person Lecture + TV Talk Show Participatory Learning through surveys and Commercial interactions) Advertisement Production TV News Reporting OER: 3
Week 14	Revision & Assessment	In-person Lecture (Revision Session)
Week 15	Remedial/Makeup Classes	,

Facilitating the Achievement of Course Learning Outcomes For Example:

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

JMBJ206	Graphic Design and Visualization	L	T	P	С
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/	Mid Term	Attendan	End Term Exam
		Assignment/ etc.	Exam	ce	
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs) $\label{eq:COs}$

Mapp	ing 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

		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
Cour se Cod e	Course Title	PO 1	PO 2	PO 3	PO 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 1 0	P O 1 1	PSO 1	PSO 2	PSO3
JM BJ2 06	Graphic Design and Visualizatio n	3	1	2	2		2	3		2					

Course Code	Cours e Outco me	P 01	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O1 0	P 01 1	PS O1	PS O2	PS O3
	CO1	3	-	-	-	-	-	2	-	_	-	-	-	-	-
	CO2	3	-	-	2	-	-	-	-	2	-	-	-	-	-
	CO3	-	-	-	3	-	2	-	-	-	-	-	-	-	-
JMBJ2	CO4	-	-	3	-	-	-	-	-	-	-	-	-	-	-
06	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	ma n Va lue	Envir onme nt & Sustai nabilit			
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		r	S	у			
Un it II					Components of layout and layout plannin g, Advert isemen t layout Poster	Pos	Adver tiseme nt layout							
it III					Design , Logo Design	ter Des ign,	Desig n, Logo							

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Teaching Plan:

Teaching Liam.							
Weekly	Topic/Unit No.	Textbook [TB]/	Teaching-Learning Method				
Teaching Plan		Reference Book					
		[RB]-Chapter/ Page					
		No./ Open					
		Education					
		Resources [OER]					
Week 1	Unit I - 3 contact	Topic: Basics of	In-person Lecture (Conceptual				
	hours,	Design and	Introduction)				
		Graphics	,				
		Elements and					
		principles of					
		design					
		uesign					
		TB: 1					
Week 2	Unit I - 3 contact	Topic:	Blended Learning (In-person				
	hours	_	Lecture + Presentation (PPT) for				
		J1 C 1 J	deeper understanding)				
		aesthetics and					
		classifications					
		AR: 2					
Week 3	Unit I - 3 contact	Topic: Colour :	In-person Lecture (Historical				
	hours	Physical forms,	Overview)				

		1 -				
		psychology,				
		colour scheme and production				
		and production				
		OER: 2				
Week 4	Unit II - 3 contact	1	In-person Lecture (Skill			
	hours	_	Development)			
		layout and layout planning				
		planning				
		Advertisement				
		layout				
		SR: 1				
Week 5	Unit II - 3 contact		Blended Learning (In-person			
	hours		Lecture + Experiential Learning			
		Tabloid layout	through role-play)			
		OER: 2				
Week 6	Unit II - 3 contact		In-person Lecture (Conceptual			
	hours		Explanation)			
		AR: 3				
		AR: 3				
Week 7	Unit III - 3	Topic: Visuals :	In-person Lecture (Conceptual			
	contact hours	-	Introduction)			
		functions &				
		editing				
		Poster Design				
		TB: 2				
Week 8	Unit III - 3		In-person Lecture (Conceptual			
VVCCIIO	contact hours		Explanation)			
		TB: 1	·			
Week 9	Unit III - 3		Blended Learning (In-person			
	contact hours		Lecture + Experiential Learning through media analysis)			
		TB: 2	through media anarysis)			
Week 10	Unit IV - 3	_	In-person Lecture (Theory			
	contact hours	Desktop	Overview)			
		Publishing				
		SR: 3				
Week 11	Unit IV - 3	1	In-person Lecture (Theory			
	contact hours	Process	Overview)			
		Printing Methods				
		- Letter Press,				
		Screen, Offset,				
		TB: 2				
Week 12	Unit IV - 3		In-person Lecture (Model			
.,,	contact hours		Explanation)			
		170	· · · · · · · · · · · · · · · · · · ·			

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

Facilitating the Achievement of Course Learning Outcomes For Example:

Unit	Course Learning Outcomes	Teaching Learning	Assessment Task
No.		Activity	Methods
1	Upon completion, students will understand and demonstrate a strong	=	 Presentations and class discussions.
	understanding of fundamental design principles, including layout,	illustrations. (ii) Students to be	 Assignments and class tests.
	typography, color theory, and composition.	encouraged to discover the relevant concepts.	
2	Upon completion, students will gain proficiency in industry-standard	homework/assignments.	examinations.
	design software (e.g., Adobe Creative Cloud) for creating and	the theoretical and	voce examinations.
	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.	(v) Students to be encouraged to apply	,
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	С
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/	Mid Term	Attendance	End Term Exam
		Assignment/ etc.	Exam		
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs) $\,$

Mapp	ing 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
СОЗ	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

		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
Cours e Code	Course Title	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	PO 10	PO 11	PSO1	PSO2	PSO3
USO1 04	Globali zation and Sustain able Society	3	1	2	2		2	3		2					

	Cours	PO	P	P	P	P	P	P	P	P	P	P	PS	PS	PS
Course	e	1	O	О	O	O	O	O	08	09	01	01	01	O2	03
Code	Outco		2	3	4	5	6	7			0	1			
	me														
	CO1	3	-	-	-	-	-	3	-	-	-	-	-	-	-
SEC02	CO2	3	-	-	2	-	-	-	-	2	-	-	-	-	-
4	CO3	-	-	-	2	-	2	-	-	-	-	-	-	-	-
	CO4	-	-	2	-	-	-	-	-	-	-	-	-	-	-
	CO5	-	-	-	-	-	-	3	-	-	-	-	-	-	-
	CO6	-	1	2	-	-	-	-	-	-	-	-	-	-	-
	CO7	-	-	-	-	-	-	3	-	2	-	-	-	-	-

Uni	Relevai	nce to t	he loca	ıl,	Rele	vance To	the		Relev	ance to	o the	S	N	PO
t	nationa	ıl, regio	nal an	d	Em	ployabili	ity/	Professional Ethics,				D	E	E/4
	global o	develop	menta	l	Entrepreneurship/ Gende			nder, i	er, Human Values,			P	th	
	needs				Skill	Develop	ment	Environment &			nt &			IR
								Sustainability						
	Local	Regi	Nati	Glob	Emp	Entre	Skil	Prof	Ge	Hum	Environ			
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Teaching Plan:

Weekly Teaching Plan	Topic/Unit No.	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	goals of sustainable	Blended Learning (In-person Lecture + Presentation (PPT) for deeper understanding)
Week 3	Unit I - 3 contact hours		In-person Lecture (Historical Overview)
Week 4	Unit II - 3 contact hours		In-person Lecture (Skill Development)
Week 5	Unit II - 3 contact hours	Topic: Effects of	Blended Learning (In-person Lecture + Experiential Learning through role-play)
Week 6	Unit II - 3 contact hours		In-person Lecture (Conceptual Explanation)
Week 7	Unit III - 3 contact hours		In-person Lecture (Conceptual Introduction)
Week 8	Unit III - 3 contact hours		In-person Lecture (Conceptual Explanation)

Week 9 Week 10	Unit IV - 3	loss and ecosystem degradation TB: 2	Blended Learning (In-person Lecture + Experiential Learning through media analysis) In-person Lecture (Theory
		Topic: Engagement of multinational corporations in sustainability SR: 3	
Week 11		Topic: Contributions of civil society organizations and grassroots movements TB: 2	,
Week 12		Topic: Role of governments in promoting sustainable development OER: 2	In-person Lecture (Model Explanation)
Week 13		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	Course Learning Outcomes	Teaching Learning	Assessment Task
No.		Activity	Methods
1	Upon completion, students will develop a	(i) Each topic to be	 Presentations and
	comprehensive understanding of	explained with	class discussions. •
	globalization, its historical context, and its	illustrations. (ii)	Assignments and
	impact on various aspects of society.	Students to be	class tests. •
2	Upon completion, students will analyze	encouraged to	Student
	global environmental challenges exacerbated	discover the	presentations. •
	by globalization, such as climate change,	relevant concepts.	Mid-term
	resource depletion, and biodiversity loss.	(iii) Students be	examinations. •
3	Upon completion, students will investigate	given	Practical and viva-

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

JMBJ252	Advertising Lab	L	T	P	С
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. <u>LinkedIn Learning Marketing</u>
- 6. Google Scholar

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

Examination

Examination Scheme:

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

Relationship between the Course Outcomes (COs) and Program Outcomes (POs) $\,$

Mapp	ing 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

		Disciplinary Knowledge	Understanding the Role of Press	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 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
Course Code	Course Title	PO1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	PO 10	PO 11	PSO 1	PSO2	PSO3
JMBJ252	Advertising Lab	3		3	2		3		2			2			

Course Code	Course Outcome	PO 1	PO 2	P O 3	P O4	P O5	P O 6	P O 7	P O 8	P O 9	P O 1 0	P O 11	PS 01	P S O 2	P S O 3
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10 / D 125	CO2	3	-	3	-	-	-	-	-	-	-	2	-	1	-
JMBJ25 2	CO3	3	-	-	2	-	-	-	-	-	-	-	-	-	-
	CO4	3	-	3	-	-	-	-	-	-	-	-	-	-	-
	CO5	3	- 1	3	-	-	-	-	-	1	-	-	-	-	-

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JMBJ254	TELEVISION JOURNALISM AN PRODUCTION LAB	D L	Т	P	С
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/	Mid Term	Attendance	End Term Exam
		Assignment/ etc.	Exam		
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs) $\,$

Mappi	ng 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

		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	Student shall become ethically committed media professionals and entrepreneurs adhering to the human values
Cours e	Course Title	P O	P O	P O	P O	P O	P O	P O	P O	P O	PO 10	PO 11	PSO1	PSO2	PSO3
Code	Televisi	1	2	3	4	5	6	7	8	9			3	3	2
JMBJ 254	on Journali sm And Product ion Lab	3	2	3	3	ı	ı	3	-	-	-	2			

Course Code	Cours e Outco me	PO 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O8	P O9	PO 10	PO 11	PS O1	PS O2	PS O3
	CO1	2	2	1	3	-	-	3	-	-	-	1	-	-	-
JMBJ25	CO2	-	2	3	-	-	-	-	-	-	-	2	-	-	-
4A	CO3	3	-	3	3	-	-	2	-	-	-	2	-	-	-
	CO4	3	-	-	3	-	-	3	-	-	-	-	-	-	-

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	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													

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	Т	P	С
Version 2.0		3	1	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/	Mid Term	Attendance	End Term Exam
		Assignment/ etc.	Exam		
Weightage (%)	10	10	20	10	50

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

Mapping betw	een COs and POs		
	Course Outcomes (COs)	Mappe Progra	
		Outcor	
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, PO6	PO2,
CO3	Describe various ways to use theatre in effective storytelling	PO1, PO4,	PO2,
CO4	Explain different forms of theatre and their purpose as a medium	PO1, PO3	PO2,
CO5	Apply the theoretical and practical knowledge of theatre needed to become industry ready professional	PO1, PO4, P	PO3,

		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
Cours e Code	Course Title	PO 1	PO 2	PO3	PO 4	P O 5	PO6	P O 7	PO 8	PO 9	PO 10	PO 11	PSO1	PSO 2	PSO3
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Course Code	Course Outco me	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O8	P 09	P O1 0	P 01 1	PS O1	PS O2	PS O3
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	CO4	3	3	2											
	CO5	3		3	3							2			

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

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JMBJ303	Public	Relations	and	Corporate	L	T	P	C
	Commun	ication						
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/	Mid Term	Attendance	End Term Exam
		Assignment/ etc.	Exam		
Weightage	10	10	20	10	50
(%)					

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

Mappi	ng 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 PO11,											

		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	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
Cour se Code	Course Title	PO1	P O 2	PO3	PO4	P O 5	PO6	P O 7	P O 8	P O 9	P O 1 0	P O 1 1	PSO1	PSO2	PSO3
JMB J303	Public Relations and Corporate Communicati on	2		3	3	2	1	1	1		1	3	2	1	3

Course Code	Course Outcome	PO 1	PO 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 1 0	P O 11	PS O 1	PS O 2	PS O3
	CO1	1													
	CO2	1		2											
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RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

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JMBJ305	Digital Media Marketing	L	T	P	С
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/	Mid Term	Attendance	End Term Exam
		Assignment/ etc.	Exam		
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs) $\,$

Mapp	ing 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

		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
Course Code	Course Title	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	PO 10	PO 11	PSO1	PSO2	PSO3	
JMBJ3 05	Digital Media Market ing	1	1	2	3		3	1	1	1	3	3				

Course Code	Course Outco me	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P 08	P 09	P O1 0	P O1 1	PS O1	PS O2	PS O3
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	CO4				3		3		1						
	CO5						3	1			3				

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

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USO105	Social Problems in India	L	T	P	С
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/	Mid Term	Attendance	End Term
		Assignment/ etc.	Exam		Exam
Weightage (%)	10	10	20	10	50

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

Mappin	g 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

		Disciplinary Knowledge	Understanding the Role of	Skilled and Industry-ready Professionals	Influential and effective communication	Leadership readiness/ Onalities	Critical/ Reflective thinking &		Ethical Awareness	Lifelong Learning	Research-related Skills	Cooperation/ Team work	Students will acquire professional skills required to be a media professional		Student shall become ethically committed media professionals and entrepreneurs adhering to the human values
Cour se Code	Cours e Title	PO 1	PO 2	PO3	PO4	PO 5	PO 6	PO7	P O 8	P O 9	PO 10	PO 11	PSO1	PSO2	PSO3
USO 105	Social Proble ms in India	1	-	-	2	2	2	-	1	3	-	2	1	-	1

Course Code	Course Outco me	PO 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P 08	P 09	PO 10	PO 11	PS O1	PS O2	PS O3
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	CO2	-	ı	-	2	-	2	-	-	-	-	-	-	-	-
USO105	CO3	1	-	-	1	2	2	-	1	3	-	2	1	-	-
	CO4	-	-	-	-	2	-	-	1	3	-	2	-	-	1
	CO5	1	ı	-	-	-	2	-	-	-	-	-	-	-	-

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

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JMBJ351	Digital Media Marketing Project	L	T	P	С
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/	Mid Term	Attendance	End Term
		Assignment/ etc.	Exam		Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs) $\,$

Mapping	Mapping between COs and POs										
		Mapped									
	Course Outcomes (COs)	Program									
		Outcomes									
CO1	Apply digital marketing strategies to develop and execute effective campaigns.	PO1, PO2, PO3,									
COI		PO4, PO6, PO7									
CO2	Administer specialization projects in digital media marketing within	PO1, PO2, PO3,									
CO2	organizations.	PO4, PO7									

		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
Course Code	Course Title	PO 1	P O 2	P O 3	P O 4	PO 5	PO6	PO 7	P O 8	PO 9	PO 10	PO 11	PSO1	PSO2	PSO3
JMBJ35	Digital Media Marketing Project	2	2	3	3		2	3	-				2	3	2

Cours e Code	Cours e Outco me	PO 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P 08	P O9	PO 10	PO 11	PS O1	PS O2	PS O3
JMBJ3	CO1	2	2	3	3	-	2	3	-	-	-	-	2	3	-
51	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
					<u> </u>
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 Remembering Understanding
CLO2	The practical training during 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

	- 10 0 0				
Components	Quiz I	Presentation/	Mid Term	Attendance	End Term Exam
		Assignment/ etc.	Exam		
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs) $\,$

Mapp	ing between COs and 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

		Disciplinary Knowledge	Understanding the Role of Media	Skilled and Industry-ready Professionals	Influential and effective communication	Leadership readiness/ Qualities	Critical/ Reflective thinking &	Technologically Efficient Professional	Ethical Awareness	Lifelong Learning	Research-related Skills	Cooperation/ Team work	Students will acquire professional skills required to be a media		Student shall become ethically committed media professionals and
Cou rse Cod e	Cours e Title	PO 1	PO 2	PO3	PO4	PO5	PO6	PO7	PO8	PO 9	PO 10	PO1 1	PSO 1	PSO 2	PSO 3
JM BJ3 53	Inter nship Repo rt-II	3	2	3	2	1	2	3		2			3	2	2

Course Code	Course Outco me	PO 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P 08	P 09	PO 10	PO 11	PS O1	PS O2	PS O3
JMBJ35	CO1	3	2	3	1	1	2	3	-	1	-	-	-	2	-
3	CO2	3	2	3	2	1	2	3	-	2	ı	ı	3	ı	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.	2. JMBJ304 Global Media Scenario									
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/	Mid Term	Attendance	End Term Exam
		Assignment/ etc.	Exam		
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs) $\,$

Марј	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						
	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						

		Disciplinary Knowledge	Understanding the Role of Media	Skilled and Industry-ready Professionals	Influential and effective communication	Leadership readiness/ Qualities	Critical/ Reflective thinking & language efficiency	- - -	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
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
JMBJ302	Event Management	3		3	2	1	1			2		2			

Course Code	Course Outcome	PO 1	PO 2	P O 3	PO 4	PO 5	P O 6	P O 7	P O 8	P O 9	P O 10	P O 11	PS O2	PS O3	PS O4
	CO1	3													
	CO2	3			1										
JMBJ302	CO3	3				2									
	CO4	3		3						2		2			
	CO5			3			3					2			
	CO6						3								

1=weakly mapped

2= moderately mapped

3=strongly mapped

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	Local	Regional	National	Global	Employa bility	Entrepre neurship	Skill Develop ment	Professio nal	Gender	Human Values	Environ	ment &	Sustaina bility			
Unit I						and Event Managem								Decent Work (SDG 4.4) (Learning the compone nts of this unit will enhance	al Educ ation Kno wled ge, Profe ssion al Educ ation (17.1	Technical Skills that match Industry Needs (Minimum industry requirement)/ Hands-on Experience, Skill Development (Students will work on assignments)
Unit II					_	Project Planning								Decent Work (SDG 4.4) (Learning the	ssion al Educ ation (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 Managem ent, Financial							Skills for Decent Work (SDG	Profe ssion al	_

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Unit			Reven			Con	Consu		Skills for	Profe	Technical
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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	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 &	Topic: Revision and Assessment	In-person Lecture
	Assessment	Assignments, Quizzes, and Surprise	(Revision Session)
		Test	
Week 15	Remedial/Makeup	Topic: Remedial/Makeup Classes	In-person Lecture
	Classes	Individual Assistance and Feedback	(Extra Help)

Facilitating the Achievement of Course Learning Outcomes For Example:

Unit	Course Learning Outcomes	Teaching Learning	Assessment	Task
No.		Activity	Methods	
1	By the end of this unit, students will be able to define different types of events,	explained with	 Presentations and discussions. 	class
	recognize their significance as communication and marketing tools, and		 Assignments and tests. 	class
	understand the key elements of event	encouraged to discover	 Student presentations 	S.
	management, emphasizing the role of events in promotional strategies.	the relevant concepts. (iii) Students be given		
2	Upon completing this unit, students will be proficient in project planning, site	s.	• End-term examinatio	ns.
	selection, and operations planning for events. They will also grasp the importance of creating a strategic plan and structuring event organizations effectively.	the theoretical and practical problems in		
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.	concepts to real world problems.		
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	С
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/	Mid Term	Attendance	End Term Exam
		Assignment/ etc.	Exam		
Weightage (%)	10	10	20	10	50

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

Mapp	ing between COs and POs		
	Course Outcomes (COs)	Mapped Production Prod	rogram
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, PO4, PO10	PO3,

Code	Course Title	Disciplinary Knowledge	Understanding the Role of Media	Skilled and Industry-ready	Definition of the order of the	Deadership readiness/ Qualities	Critical/ Reflective thinking &	Technolog	Ethical Awareness	Z Lifelong Learning	Research-related Skills	Cooperation/ Team work	Students will acquire professional skills Consider 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
	Global Media Scenario	3	3	3	2						1				

Course Code	Course Outcome	P 01	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PS O1	PS O2	PS O3
	CO1	3	3												
JMBJ30	CO2	3		2							1				
4	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 Employ Entrepres Skill Deve	abilit neurs	ty/ ship/	Pro	fess]	sional Huma Envir	ance t Ethican Va onme	cs, C dues	Gendo ,	er,	SD G	NEF		POE IR	
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Teaching Plan:

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

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

Facilitating the Achievement of Course Learning Outcomes For Example:

Unit No.	Course Learning Outcomes	Teaching Learning	
No.		Activity	Methods
1	By the end of this unit, students will be able to		
	analyze and critically evaluate the historical	_ <u> </u>	class discussions.
	trends in world communication since World		•Assignments and
	War II, including the role of media in shaping		
	global narratives and its integration with	=	•Student
	information, armament/military activities, and		Ē.
_		concepts.	•Mid-term
2	Upon completing this unit, students will	` '	examinations.
	possess the ability to assess the dominance of	I ⁻	 Practical and
	transnational news agencies, identify key		
	barriers to the flow of news across borders,		
	understand the dynamics of news struggles		
	between developed and developing countries,		examinations.
	and appreciate the demand for a new world		
	information and communication order in the		
	global context.	encouraged to apply	
3	At the conclusion of this unit, students will	_	
	have a comprehensive understanding of the	world problems.	
	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.		
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JMBJ306	New Media Technology	L	T	P	С
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.

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/	Mid Term	Attendance	End Term Exam
		Assignment/ etc.	Exam		
Weightage (%)	10	10	20	10	50

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

Mapp	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									

		Disciplinary Knowledge	Understanding the Role of Press		Influential and effective	Leadership readiness/	Critical/ Reflective	ogicall t Profe	Ethical Awareness	Lifelong Learning	Research-related Skills	Cooperation/ Teamwork	Demonstrate a Systematic, Extensive,	Demonstrate Procedural Knowledge	Demonstrate Professional and Communication Skills
Course	Course	PO1	PO2	PO3	DO4	DO 5	DO6	PO7	DO8	PO9	PO10	PO11			
Code	Title	POI	PO2	FO3	PO4	PO3	PO0	ro/	FU8	PO9	POIU	POH	PSO1	PSO2	PSO3
	New Media														
JMBJ805A	and Web	2		3			2	3		2	1				
	Content														

Course Code	Course Outcom e	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PS O1	PS O2	PS O3
	CO1	2		3									3	3	2
JMBJ80	CO2			3				3					3	2	2
5A	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

U n it	to d e To illity ursk					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			
U n it I					Inter net Tech nolo gy, Web Searc h engin es		Web			Dig ital divi de		Promot e sustaine d, inclusiv e and sustaina ble econom ic growth, full and producti ve employ ment and decent work for all (SDG 8) (Learning the components of this unit will enable	Technic al educati on (20.6) Digital India - technol ogy and educati on bidirect ional (23.1) Use of technol ogical tools (23.2)	Students will develop Technic al Skills that match Industry Needs, Skill Develop ment (Student s will develop understa nding of the web)

								employ ability)		
U n it II		Blog s and vlogs , cyber laws, IT act and other regul ation s of digit al medi a	Blog s and vlogs	Blog s and vlogs	Use of inter net for socia l caus e, Goo d-gove rnan ce, cybe r laws, IT act and other regul ation s of digit al medi a		Use of inte rnet for soci al cau se, Cult ural asp ects and reg ulat ion of inte rnet	Skills for Decent Work (SDG 4.4) (Learni ng the compon ents of this unit will enhance employ ability) strength en commu nication capaciti es, increase particip ation in the commu nication process (SDG 16)	Professi onal Educati on (20.2) Technic al educati on (20.6) Use of technol ogical tools (23.2)	Students will develop Technic al Skills that match Industry Needs (Knowle dge of the uses of the Web/ social media will elevate skills and better chances of employ ment), Skill Develop ment (Student s will learn and impleme nt practical ly)
U		Use	Use	Use		Soc		Skills		Students
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II		socia	socia	socia		wor		Decent Work	Professi onal	develop Technic

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U			Web	Web	Web					Students
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								digital	Use of	relevant
								transfor	technol	software
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U		S	Blog	Blog	Blog			Skills		Students
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			new	new	new			portfoli	Technic	Needs
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		techn	techn	techn			which	on	learn to
		olog	olog	olog			will	(20.6)	work on
		y,	y,	y,			help in		project
		SEO	SEO	SEO			employ	Use of	based
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								ogical	ents),
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								(23.2)	(students
									will
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Teaching Plan:

Weekly	Topic/Unit No.	Textbook [TB]/ Reference Book	Teaching-Learning
Teaching		[RB]-Chapter/ Page No./ Open	Method
Plan		Education Resources [OER]	
Week 1	Unit I - 3 contact	Topic: Introduction to	In-person Lecture
	hours,	Communication and Its Types,	(Conceptual Introduction)
		Teaching	
		TB: Kumar, K. J. (2020). Mass	
		communication in India - Chapter 1	
Week 2	Unit I - 3 contact	Topic: Elements and Processes of	Blended Learning (In-
	hours	Communication,	person Lecture +
		OER: Crash Course -	Presentation (PPT) for
		Communication	deeper understanding)
Week 3	Unit I - 3 contact	Topic: Types of Communication	In-person Lecture
	hours	and Brief History,	(Historical Overview)
		TB: Kumar, K. J. (2020). Mass	
		communication in India - Chapter 2	
Week 4	Unit II - 3 contact	Topic: Effective Communication	In-person Lecture (Skill
	hours	Skills,	Development)
		TB: Narula, U. (2004). Mass	
		communication: Theory and	
		practice - Relevant chapters	
Week 5	Unit II - 3 contact	Topic: Verbal and Non-Verbal	Blended Learning (In-
	hours	Communication	person Lecture +

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

Facilitating the Achievement of Course Learning Outcomes For Example:

Unit	Course Learning Outcomes	Teaching	U		ask
No.		Activity		Methods	
1	By the end of this unit, students will have a	(i) Each top	ic to be	 Presentations 	and
	comprehensive understanding of the history of the	explained	with	class discussions	
	internet, internet technologies, different types of	illustrations.		 Assignments 	and
	search engines, various online platforms (websites,	(ii) Students	to be	class tests.	
	portals, blogs, vlogs), the characteristics that define	encouraged to	discover	• Stud	lent
	New Media, and the implications of technology	the relevant	concepts.	presentations.	
	convergence on contemporary media, including	(iii) Students	be given	• Mid-t	erm
	discussions on the global village concept and digital	homework/assi	gnments.	examinations.	
	divide.	(iv) Discuss and	d solve the	• Practical and v	iva-
2	Upon completing this unit, students will be equipped	theoretical and	practical	voce examination	ons.
	with the knowledge to assess the influence and	problems in the	class.	• End-t	erm
	penetration of the internet, understand the role of	(v) Students	to be	examinations.	
	blogs and vlogs as emerging online tools, explore the	encouraged t	to apply		
	use of the internet for e-Governance, political	concepts to r	eal world		
	campaigns, and social causes, examine cultural	problems.			
	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	Т	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 socioeconomic 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
- <u>about.jstor.org/oa-and-free</u>
- <u>coursera.org</u>
- unesdoc.unesco.org

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

Examination Scheme

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

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

Mappi	ing 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

		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
Cours Cod e	Course Title	PO 1	P O 2	PO3	PO4	P O 5	PO6	P O 7	PO 8	P O 9	PO 10	PO 11	PSO 1	PSO2	PSO3
US O10 6	Socio- Economic and Political Scenario	2			1	2	2		1			2			2

Cour se Code	Cours e Outco me	P 01	P O2	P 03	P O4	P O5	P 06	P 07	P 08	P 09	PO 10	PO 11	PS O1	PS O2	PS O3
	CO1	1			1	1	2		1		-	1	-	-	1
USO1	CO2						2				-	-	-	-	2
06	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

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Unit	nation	al, reg	the local ional and al needs		Relevance To the Employability/ Entrepreneurship/ Skill Development Employ Entrep Ski				ofes General	vance to sional E der, Hun Environi tainabili	thics, nan nent &	SD G	N E P	PO E/ 4 th IR
	Loca 1	Regi onal	Natio nal	Global	Employ ability	Entrep reneur ship	Ski ll De vel op me nt	Pro fes sio nal Eth ics m	G e n d er	Huma n Value s	Envir onme nt & Sustai nabilit y			
Unit I			Overvie w of socio- economi c and political systems							Overvie w of socio- economi c and political systems				
Unit II				The impact of globalizat ion on economie s, cultures, and political dynamics , Effects of globalizat ion on labor markets, trade, and developm ent										
	loymen t and undere	ploym ent and	Unempl oyment and undere mploym ent , Migrati on, urbaniza tion,								Migrati on, urbaniza tion, and demogr aphic changes			

	and						
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Unit	Political						
IV	ideologi						
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	political						
	change						

Teaching Plan:

Weekly	Topic/Unit	Textbook [TB]/ Reference Book [RB]-	Teaching-Learning
Teaching	No.	Chapter/ Page No./ Open Education	Method
Plan		Resources [OER]	
Week 1	Unit I - 3	Topic: Introduction to News and Elements	In-person Lecture
	contact hours	of News	(Conceptual
		TB:Al., J. R(2006). News reporting and	Introduction)
		editing. Chapter 1	
Week 2	Unit I - 3	Topic: News Values and Inverted	Blended Learning (In-
	contact hours	Pyramid Style	person Lecture +
		OER: The News Manual	Presentation (PPT) for
			deeper understanding)
Week 3	Unit I - 3	Topic: Various Types of Leads	In-person Lecture
	contact hours	TB: Saxena, A. (2007). Fundamentals of	(Lead Writing
		reporting and editing. Kanishka	Practice)
		Publishers. Chapter 2	
Week 4	Unit II - 3	Topic: Sources of News and Credibility	Flipclass (Students
	contact hours	TB: Saxena, A. (2007). Fundamentals of	research and prepare
		reporting and editing. Kanishka	presentations on
		Publishers. Chapter 3	source credibility)
Week 5	Unit II - 3	Topic: News Agencies and Their	In-person Lecture
	contact hours	Functions	(Role of News
		OER: Poynter's NewsU	Agencies)
Week 6	Unit III - 3	Topic: Reporter's Functions and	Participatory Learning
	contact hours	Responsibilities	(Role Play and Group
		TB: Hough, G. A. (1988). News writing.	Discussions)
		Chapter 2	

Week 7	Unit III - 3	Topic: Coverage of Various City Beats	Blended Learning (In-
	contact hours	OER: Media Innovation and	person Lecture +
		Entrepreneurship	Experiential Learning
			through analyzing real
			news articles)
Week 8	Unit IV - 3	Topic: Introduction to Editing and Its	In-person Lecture
	contact hours	Principles	(Editing
		TB: Hough, G. A. (1988). News writing.	Fundamentals)
		Chapter 1	
Week 9	Unit IV - 3	Topic: Tools of Editing and Editing for	Blended Learning (In-
	contact hours	Print	person Lecture +
		OER: Media College Editing and	Experiential Learning
		Proofreading	through editing
			exercises)
Week 10	Unit IV - 3	Topic: Jobs Involved in Editing	In-person Lecture
	contact hours	OER: Wikibooks Journalism	(Editorial Roles
			Discussion)
Week 11	Unit IV - 3	Topic: Practical Assignments	In-person Lecture
	contact hours	Assignments - News Article and Editing	(Assignment
		Project	Guidelines)
Week 12	Revision &	Topic: Revision and Assessment	In-person Lecture
	Assessment	Assignments Evaluation and Quizzes	(Revision Session)
Week 13	Remedial/Make	Topic: Remedial/Makeup Classes	In-person Lecture
	up Classes	Individual Assistance and Feedback	(Extra Help)

Facilitating the Achievement of Course Learning Outcomes For Example:

Unit	Course Learning Outcomes	Teaching	Learning	Assessment T	Task
No.		Activity		Methods	
1	By the end of this unit, students will be able to	(i) Each topic	to be	 Presentations 	and
	analyze and comprehend the fundamental	explained with ill	ustrations.	class discussion	ıs.
	principles of socio-economic and political systems,	(ii) Students	to be	 Assignments 	and
	critically assess power structures and their societal	encouraged to dis	scover the	class tests.	
	impact, and evaluate the complexities of social,	relevant concep	ots. (iii)	• Stu	dent
	economic, and political inequalities.	Students be	given	presentations.	
2	Upon completing this unit, students will possess	homework/assign	ments.	• Mid-t	term
	the ability to assess the multifaceted consequences	(iv) Discuss and	solve the	examinations.	
	of globalization on economies, cultures, and	theoretical and	practical	 Practical 	and
	political dynamics, analyze its effects on labor	problems in the cl	ass.	viva-voce	
	markets, trade, and development, and recognize the	(v) Students	to be	examinations.	
	challenges and opportunities it presents for nations	encouraged to	apply	• End-t	term
	and individuals.	concepts to re	al world	examinations.	
		problems.			

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	<u> </u>			
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.	Annlying
CLO2	Student will be able to apply the theory and skills necessary to professionally plan, organize and run a business event.	Annlying

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

Examination Scheme

Components	Quiz I	Presentation/	Mid Term Exam	Attendance	End Term Exam
		Assignment/ etc.			
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						

		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
Course Code	Course Title	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	PO 10	PO 11	PSO 1	PSO 2	PSO3
JMB J352	Event Manag ement Project	3		3		3				2		2	2	2	2

Cour se Code	Cours e Outco me	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	PO 10	PO 11	PS O1	PS O2	PS O3
	CO1	3	-	-	-	-	-	-	-	-	-	-	-	-	-
	CO2	3	-	-	-	-	-	-	-	2	-	2	-	-	2
	CO3	-	-	3	-	3	-	-	-	-	-	-	-	2	
JMBJ 352	CO4	-	-	3	-	3	-	-	-	2	-	2	2	-	2
332	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/	Mid Term Exam	Attendance	End Term Exam
		Assignment/ etc.			
Weightage (%)	10	10	20	10	50

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

Mapp	ing between COs and POs	
	Course Outcomes (COs)	Mapped Program
	Course outcomes (Cos)	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	PO1, PO2, PO3, PO8, PO9,
C02	news analysis.	PO11

		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
Code	Course Title	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	PO 10	PO 11	PSO1	PSO 2	PSO3
JMB J354	Speciali zation Project- I	3	3	3	-	-	-	-	2	1		2	3	2	1

1=weakly mapped

2= moderately mapped

3=strongly mapped

Cour se Code	Cour se Outc ome	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	PO 10	PO 11	PS O1	PS O2	PS O3
JMBJ	CO1	3	3	3	-	-	1	ı	2	-	-	2	-	2	-
354	CO2	3	3	3	-	-	-	-	2	1	-	2	3	-	1

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	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	С
Version 2.0		3	1	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/	Mid Term	Attendance	End Term Exam
		Assignment/ etc.	Exam		
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs) $\,$

Mapping be	etween 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,

		Disciplinary Knowledge	Understanding the Role of Media	Skilled and Industry-ready	and	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
Course Code	Course Title	P O 1	P O 2	P O 3	P O 4	P O 5	PO6	P O 7	P O 8	P O 9	PO 10	PO 11	PSO1	PSO2	PSO3
JMBJ401	Communicatio n Research	2		3	2		3	2			3	2	2	1	3

Course Code	Course Outco me	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O8	P 09	P O1 0	P 01 1	PS O1	PS O2	PS O3
	CO1	2													
JMBJ	CO2	2		3											
401	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

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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 Types of research Significance of Research 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 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 TB: 2	In-person Lecture (Lead Writing Practice)
Week 4	Unit II - 3 contact hours	Topic: Defining the research design Types of research design 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 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 TB: 3	Participatory Learning (Role Play and Group Discussions)
Week 7	Unit III - 3 contact hours	Topic: Content Analysis, Case Study Method and Survey 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 TB: 3	In-person Lecture (Editing Fundamentals)
Week 9	Unit IV - 3 contact hours	Topic: Measures of central tendency – Mean, median and mode Variables-types and measurement of variables OER: 3	Blended Learning (Inperson Lecture + Experiential Learning through editing exercises)

Week 10	Unit IV - 3	Topic: Interpretation of data –	In-person Lecture
	contact hours	inferences drawn from the study	(Editorial Roles
		Report writing – steps involved,	Discussion)
		layout of the research project	
		OER: 4	
Week 11	Unit IV - 3	Topic: APA Style Sheet	In-person Lecture
	contact hours	Research Ethics, Plagiarism,	(Assignment
		Publication Ethics	Guidelines)
		OER: 2	
Week 12	Revision &	Topic: Revision and Assessment	In-person Lecture
	Assessment	Assignments Evaluation and	(Revision Session)
		Quizzes	
Week 13	Remedial/Mak	Topic: Remedial/Makeup Classes	In-person Lecture
	eup Classes	Individual Assistance and	(Extra Help)
		Feedback	

Facilitating the Achievement of Course Learning Outcomes For Example:

Unit	Course Learning	Teaching Learning	Assessment Task Methods
No.	Outcomes	Activity	1-200-00-1-0-10 - 0-0-
1	Upon completion, students will Understand the fundamental elements of research designs and methodology.	(i) Lecture Sessions: Inclass lectures (10 sessions for each unit) to deliver theoretical	Quizzes and Tests: Regular quizzes and tests to assess students' understanding of theoretical concepts related
2	Upon completion, students will Identify various types of research journals and sites.	concepts and frameworks related to news, sources, reporting, and editing.	to news elements, sources, reporting, and editing (CLOs 1, 2, 3, 5).
3	Upon completion, students will Comprehend the sources of research data collection and tools.	(ii)Group Discussions: Encourage students to engage in group discussions on topics related to news elements,	Assign students to write
4	Upon completion, students will be able to Develop the skills required for writing APA Style Sheet references and Research Ethics, Plagiarism, Publication Ethics	news values, and reporting challenges. (iii) Case Studies: Analyze real-world cases to understand the credibility of news sources, ethical dilemmas in reporting, and the	assessment can be employed for editing and feedback (CLOs 1, 2). Class Presentations: Require students to give presentations on specific reporting beats,

significance of	news knowledge of
agencies.	responsibilities and
	functions (CLO 4).
(iv) Practical Exe	ercises:
Conduct	writing Editing Projects: Assign
exercises to p	practice editing tasks where students
news article v	writing, edit news articles and
leads, and in	nverted layouts for newspapers or
pyramid style, as	well as magazines (CLO 5).
editing exercises to	o apply
editing principle	s and • Mid-term examinations. •
tools.	Practical and viva-voce
	examinations. • End-term
(iv) Guest Le	ectures: examinations.
Invite guest sp	peakers,
such as expe	rienced
journalists and edi	itors, to
share their insigh	
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JMBJ403	MEDIA LITERACY AND ANALYSIS	L	T	P	С
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/	Mid Term	Attendance	End Term Exam
		Assignment/ etc.	Exam		
Weightage (%)	10	10	20	10	50

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

Mappi	ing 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

		Disciplinary Knowledge	Understanding the Role of	Skilled and Industry-ready	Influential and effective	Leadership readiness/	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
Cours	Course	P	P	P	P	P	P	P	P	P	РО	РО	DCO1	DCO2	DCO2
e Code	Title	0 1	O 2	O 3	O 4	O 5	O 6	O 7	O 8	O 9	10	11	PSO1	PSO2	PSO3
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Course Code	Cours e Outco me	PO 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O8	P O9	P O1 0	P O1 1	PS O1	PS O2	PS O3
	CO1	3	-	1	1	-	-	-	-	-	-	-	-	-	-
JMBJ	CO2	3	3	ı	2	ı	-	-	3	2	3	-	-	ı	1
403	CO3	-	3	-	2	-	-	-	3	-	-	-	3	-	-
	CO4	-	-	1	-	-	-	-	-	-	-	-	-	2	-
	CO5	3	3	1	-	-	-	-	3	-	3	-	-	-	-

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

Unit	Rele	vance	e to th	ie	Relev	ance To	the		Relev	ance to	the	S	N	PO
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				Media					

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 (OER) (Clickable links)-1 TB:1	In-person Lecture (Conceptual Introduction)
Week 2	Unit I - 3 contact hours	Topic: Media literacy for Media Consumers 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 TB: 3	In-person Lecture (Lead Writing Practice)
Week 4	Unit II - 3 contact hours	Topic: Media education, types, Philosophy of Media Education, TB: 4	Flipclass (Students research and prepare presentations on source credibility)

		Topic: demand and supply,	
Week 5	Unit II - 3 contact hours	Gap between Industry and education, 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 TB: 1	Participatory Learning (Role Play and Group Discussions)
Week 7	Unit III - 3 contact hours	Topic: Cartoon Journalism 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. TB: 2	In-person Lecture (Editing Fundamentals)
Week 9	Unit IV - 3 contact hours	Topic: Media Trial, Changing equations in media businessmerger & acquisition OER: 2	Blended Learning (Inperson Lecture + Experiential Learning through editing exercises)
Week 10	Unit IV - 3 contact hours	Topic: cross media holdings, Media Planning and Buying, OER: 3	In-person Lecture (Editorial Roles Discussion)
Week 11	Unit IV - 3 contact hours	Topic:Media Entrepreneurship and New trends. 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	Course Learning Outcomes	Teaching Learning Activity	Assessment Task Methods
No.	Course Learning Outcomes	Teaching Learning Activity	Assessment Task Methods
2	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. Upon completion, students will Identify philosophy of Media	 (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 payer 	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).
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. 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. Upon the completion, students will be able to Acquire knowledge of the key elements and principles of news making	discussions on topics related to news elements, news values, and reporting challenges. (iii) Case Studies: Analyze real-world cases to understand the credibility of news sources, ethical dilemmas in reporting, and the significance of news agencies. (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	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). Class Presentations: Require students to give presentations on specific reporting beats, demonstrating their knowledge of responsibilities and functions (CLO 4). 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.
	and get to know about media trials and media entrepreneurship.		

JMBJ405	Mobile Technology and Journalism	L	T	P	С
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. <u>edX</u>
- 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	Presentation/	Mid Term	Attendance	End Term Exam
	I	Assignment/ etc.	Exam		
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs) $\,$

	(1 0s)			M	apping	bety	ween C	Os a	nd l	POs					
	Course Outc	omes	(COs)										Mappe Outcor		Program
CO1	Understand th	ne basi	ic conce	epts of r	nobile j	ourn	alism						PO1		
CO2	Explain vario	Explain various types of content which can be produced for mobournalism												О3,	
CO3	Create content content produ				_	f pro	ocess, s	tage	s an	d met	hods	of	PO1, P	O2, PO3	, PO4
CO4	Apply the sk relevant	cills to	make	the co	ntent sl	harir	ng proc	ess :	more	e prec	ise a	and	PO3, P	O4, PO7	, PO10
CO5	Apply the the professional a		cal and	practi	cal kno	wlec	dge of	mob	oile j	journa	llism	in	PO3, PO10	PO4, I	PO6, PO7,
		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	Students will be equipped with ICTs competencies including digital literacy	Student shall become ethically committed media professionals and entrepreneurs adhering to the human
Cours e Code	Course Title 1 PO2 PO3 PO4 O PO6 O O 7 8 9 1										0	P O 1 1	PSO1	PSO2	PSO3
JMBJ 405	MOBILE TECHNOL OGY AND JOURNAL ISM	ECHNOL 3 1 3 2 3 - 1 1											3	3	1

Course Code	Course Outco me	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O8	P 09	P O1 0	P 01 1	PS O1	PS O2	PS O3
	CO1	3	-	-	-	-	-	3	-	-	1	-	-	3	
JMBJ4	CO2	3	ı	3	ı	ı	ı	3	-	-	-	-	3	3	1
05	CO3	3	1	2	1	-	-	3	-	-	-	-	-	3	1
	CO4	-	1	3	2	-	-	2	-	-	1	-	3	-	-
	CO5	-	ı	3	2	ı	ı	2	-	-	1	-	3	-	1

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

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					ur na lis m		unit will enhanc e employ ability)		elevate skills and better chances of employm ent)

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	In-person Lecture (Conceptual Introduction)
		TB:1	
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 (Inperson 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	Topic: Tools and operating systems,	In-person Lecture
	contact	Convergence and Citizen Journalism	(Editorial Roles
	hours	OER: 2	Discussion)
Week 11	Unit IV - 3	Topic: Practical Assignments	In-person Lecture
	contact	• Create a blog and publish content on it.	(Assignment
	hours	 Develop and build your own news 	Guidelines)
		websites using word press.	
		• Capture, Process and publish a news/	
		program through mobile using	
		applications	
Week 12	Revision &	Topic: Revision and Assessment	In-person Lecture
	Assessment	Assignments Evaluation and Quizzes	(Revision Session)
Week 13	Remedial/	Topic: Remedial/Makeup Classes	In-person Lecture
	Makeup	Individual Assistance and Feedback	(Extra Help)
	Classes		

Facilitating the Achievement of Course Learning Outcomes For Example:

	Aampic.		
Unit	Course Learning	Teaching Learning	Assessment Task Methods
No.	Outcomes	Activity	
1	Upon completion, students will Understand the fundamental elements of Mobile Journalism.	(i) Lecture Sessions: Inclass lectures (10 sessions for each unit) to	Quizzes and Tests: Regular quizzes and tests to assess students' understanding of
2	Upon completion, students will Identify various types of tends and disciplines in mojo.	deliver theoretical concepts and frameworks related to news, sources, reporting, and editing.	theoretical concepts related to news elements, sources, reporting, and editing (CLOs 1, 2, 3, 5).
3	Upon completion, students will Comprehend the multimedia news on web.	(ii)Group Discussions: Encourage students to engage in group	News Article Assignments: Assign students to write news articles on various
4	Upon completion, students will be able to develop the skills required for mobile journalism.	discussions on topics related to news elements, news values, and reporting challenges. (iii) Case Studies:	topics, focusing on news values and leads. Peer assessment can be employed for editing and feedback (CLOs 1, 2).
		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

		agencies. (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.	responsibilities and functions (CLO 4). 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 sources, news websites and news portals.		

USO107	Culture and Social Change	L	T	P	С
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/211-448j-cultural-studies-and-comparative-literature-spring-2007/index.htm
- 2. https://ocw.mit.edu/courses/literature/211-448j-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	Presentati	Mid	Attendanc	End Term
		on/	Term	e	Exam
		Assignmen	Exam		
		t/ etc.			
Weightage	10	10	20	10	50
(%)					

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

Mapp	Mapping between COs and POs									
	Course Outcomes (COs)	Mapped Program Outcomes								
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									
СОЗ	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								

		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
Cours e Code	Course Title	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	PO 7	P O 8	P O 9	PO 10	PO 11	PSO 1	PSO 2	PSO3
USO1 07	Culture and Social Change		1		2	1	2			3		2	2	1	1

Course Code	Cours e Outco me	PO 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P 08	P O9	P O1 0	P 01 1	PS O1	PS O2	PS O3
	CO1	1	1	-	-	-	-	-	-	3	-	-	-	-	-
USO10	CO2	-	2	-	-	-	-	-	-	3	-	-	-	-	-
7	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	natio	onal,	to the regiona velopme	l and	Relevance To the Employability/ Entrepreneurship/			Eth	ics, Ge	nder, H		SD G	N E P	PO E/4 th
	need		ciopini	ınıaı		Develo		Values, Environment & Sustainability				•	IR	
Unit	Lo cal	Re gio nal	Nati onal Type	Glob al	Emplo yabilit y	Entr epre neur ship	Skill Devel opme nt	Profes sional Ethics mm	Gen der	Hum an Valu es	Environ ment & Sustaina bility			
I	pes an d Ch ara cte rist ics - Tri bal , Ru ral, Ur ba n, Ind ust rial	pes an d Ch ara cte rist ics - Tri bal , Ru ral, Ur ba n, Ind ust rial	s and Char acter istics - Trib al, Rura l, Urba n, Indu strial											
Unit II														

Unit III		Glob aliza tion and Secu lariz ation						
Unit IV					For ms-Cast e, Clas s, Pow er & Gen der			

Weekly	Topic/Unit No.	Textbook [TB]/	Teaching-Learning
Teaching	Topic/Omt 110.	Reference Book [RB]-	Method
Plan		Chapter/ Page No./	11201104
		Open Education	
		Resources [OER]	
Week 1	Unit I - 3 contact	Topic: Societies: Types	In-person Lecture
	hours	and Characteristics	(Conceptual Introduction)
		TB:1 and 2	-
Week 2	Unit I - 3 contact	Topic: Tribal, Rural,	Blended Learning (In-
	hours	Urban	person Lecture +
		OER: 2	Presentation (PPT) for
			deeper understanding)
Week 3	Unit I - 3 contact	Topic: Industrial and	In-person Lecture (Lead
	hours	Post-Industrial	Writing Practice)
		AR: 3	
Week 4	Unit II - 3 contact	Topic: Culture:	Flipclass (Students research
	hours	Definition and Nature;	and prepare presentations on
		Types- Material and	source credibility)
		Non- Material.	
		TB: 1 and 3	
Week 5	Unit II - 3 contact	Topic: Socialization: Its	In-person Lecture
	hours	importance, Process and	
		Stages. Social Control:	
		Its Types and Means.	
		OER: 3	
Week 6	Unit III - 3	Topic: Processes of	Participatory Learning (Role
	contact hours	Social Change:	Play and Group
		Characteristic Features of	Discussions)
		Industrialization	
		TB: 2 and AR: 3	
		212	

Week 7 Unit III - 3 Topic: Modernization, Blended Learnin	α (In-
contact hours Globalization and person Lecture +	_
Secularization Experiential Lear	rning
OER: 4 and 5 through analyzin	g real news
articles)	
Week 8 Unit IV - 3 Topic: Social In-person Lectur	e
contact hours Stratification: Concept	
and Bases	
TB: 1	
Week 9 Unit IV - 3 Topic: Tools of Editing Blended Learnin	g (In-
contact hours and Editing for Print person Lecture +	-
OER: Media College Experiential Lea	rning
Editing and Proofreading through editing e	exercises)
Week 10 Unit IV - 3 Topic: Forms- Caste In-person Lectur	e
contact hours OER: 3	
Week 11 Unit IV - 3 Topic: Class, Power & In-person Lectur	e
contact hours Gender (Assignment Gui	idelines)
AR: 2 and 3	
Week 12 Revision & Topic: Revision and In-person Lectur	e (Revision
Assessment Assessment Session)	
Assignments Evaluation	
and Quizzes	
Week 13 Remedial/Makeup Topic: Remedial/Makeup In-person Lectur	e (Extra
Classes Classes Help)	
Individual Assistance	
and Feedback	

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-	Quizzes and Tests:
2	Upon completion, students will Identify Societies.	class lectures (10 sessions for each unit) to	Regular quizzes and tests to assess students'
3	Upon completion, students will Comprehend the tribes, rural and urban concepts of society.	deliver theoretical concepts and frameworks related to news, sources,	understandingoftheoreticalconceptsrelatedtonews
4	Upon completion, students will be able to develop the skills required for different types of Social Change.	reporting, and editing. (ii)Group Discussions: Encourage students to	elements, sources, reporting, and editing (CLOs 1, 2, 3, 5).
5	Upon the completion, students will be able to Acquire knowledge of the key elements and principles of Social Stratification.	engage in group discussions on topics related to news elements, news values, and	News Article Assignments: Assign students to write news articles on various

reporting challenges.

- (iii) Case Studies: Analyze real-world cases to understand the credibility news of sources, ethical dilemmas in reporting, and the significance of news agencies.
- (iv) Practical Exercises: Conduct writing exercises practice to news article writing, inverted leads, and 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.

topics, focusing on news values and leads. Peer assessment can be employed for editing and feedback (CLOs 1, 2).

Class Presentations:
Require students to give
presentations on
specific reporting beats,
demonstrating their
knowledge of
responsibilities and
functions (CLO 4).

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.

JMBJ451	Mobile Technology and Journalism Project	L	T	P	С
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, mobile editing, 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	Presentati	Mid	Attendanc	End Term
		on/	Term	e	Exam
		Assignmen	Exam		
		t/ etc.			
Weightage	10	10	20	10	50
(%)					

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

Mappin	g 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

		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
Course Code	Course Title	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	PO 10	PO 11	PSO 1	PSO2	PSO3
JMBJ4 51	Mobile Technol ogy and Journali sm Project	3		3	2		2	3		2			2	3	1

Course Code	Cours e Outco me	PO 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O8	P O9	P O1 0	P O1 1	PS O1	PS O2	PS O3
	CO1	3	-	3	-	-	2	3	-	-	-	-	-	-	-
JMBJ4	CO2	3	ı	-	2	-	-	3	-	2	-	-	-	3	1
51	CO3	-	1	3	2	-	2	-	-	2	-	-	2	3	-
	CO4	3	-	3	-	-	-	3	-	-	-	-	-	-	-

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

JMBJ453	Media Literacy Project	I	,	T	P	С
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/	Mid Term	Attendance	End Term Exam
		Assignment/ etc.	Exam		
Weightage (%)	10	10	20	10	50

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

Mappin	g 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	о о о Бisciplinary Knowledge	이 어 Understanding the Role of Media	Skilled and Industry-ready Professionals	P O 귝 Influential and effective communication	o O 너 Leadership readiness/ Qualities	Critical/ Reflective thinking & language efficiency	그 O 귝 Technologically Efficient Professional	∞ О ч Ethical Awareness	ооч Lifelong Learning	o G Research-related Skills	Cooperation/ Team work	Students will acquire professional skills Capacitae 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
JMBJ4 53	Media Literacy Project	3	3	1	2		2	2	3	2	1	1	2	2	2

Course Code	Course Outco me	PO 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O8	P 09	P O1 0	P 01 1	PS O1	PS O2	PS O3
	CO1	3	-	1	ı	ı	-	2	-	ı	-	ı	-	1	2
JMBJ4	CO2	3	3	1	2	-	-	-	-	2	1	1	-	2	-
53	CO3	-	3	-	2	1	2	2	3	1	-	1	2	1	-
	CO4	-	3	1	1	-	-	-	3	2	1	-	-	ı	-

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

Semester VIII B.A (Journalism and Mass Communication) Hons. with Research							
S. No. Course Code Course Credits							
1.	1. JMBJ402 Media Business Management						
2.	USO108	Indian Knowledge System and Sociological Traditions	4				
3.	3. JMBJ452 Research Project						
	Total 20						

JMBJ402	Media Business Management	L	T	P	С
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	Attendance	End Term
		Examination		Examination
Weightage (%)	20	20	10	50

Course Code	Course Outcome	PO 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O8	P 09	P O1 0	P 01 1	PS O1	PS O2	PS O3
I) (D) (40)	CO1	2	ı	-	-	-	2	1	-	1	-	1	-	1	-
JMBJ40	CO2	2	-	-	2	3	-	1	-	2	ı	3	-	1	1
2	CO3	-	1	-	2	3	2	-	-	-	-	3	2	-	-

1=weakly mapped

2= moderately mapped

3=strongly mapped

Teaching Plan:

Weekly	Topic/Unit No.	Textbook [TB]/ Reference Book	Teaching-Learning Method
Teaching		[RB]-Chapter/ Page No./ Open	
Plan		Education Resources [OER]	
Week 1	Unit I - 3 contact	Topic: Business aspect of a	In-person Lecture
	hours,	newspaper	(Conceptual Introduction)
		TB:	
Week 2	Unit I - 3 contact	Topic: Organizational Set up of	Blended Learning (In-person
	hours	Newspaper/ Magazine and	Lecture + Presentation (PPT)

		Electronic channel	for deeper understanding)
		TB:	
Week 3	Unit I - 4 contact	Topic: Ownership Pattern:	In-person Lecture (Historical
	hours	Individual, Partnership & Company	Overview)
		TB:	
Week 4	Unit II - 3 contact	Topic: Management in Media	In-person Lecture (Skill
	hours	TB:	Development)
Week 5	Unit II - 3 contact	Topic: Basic Principal of	Blended Learning (In-person
	hours	management	Lecture + Experiential
		TB:	Learning through role-play)
Week 6	Unit II - 4 contact	Topic: Functions of Various Key	In-person Lecture
	hours	Management Authorities	(Conceptual Explanation)
		TB:	
Week 7	Unit III - 3	Topic: Editorial management	In-person Lecture
	contact hours	TB:	(Conceptual Introduction)
Week 8	Unit III - 3	Topic: Functions of Editor	In-person Lecture
	contact hours	TB:	(Conceptual Explanation)
Week 9	Unit III - 4	Topic: Advertising Management	Blended Learning (In-person
	contact hours	TB:	Lecture + Experiential
			Learning through media
			analysis)
Week 10	Unit IV – 2	Topic: Personnel Management	In-person Lecture (Theory
	contact hours		Overview)
		TB:	
Week 11	Unit IV - 2	Topic: Concept of Personnel	In-person Lecture (Theory
	contact hours	Management, Role of Personnel	Overview)
		manager	
		TB:	
Week 12	Unit IV - 3	Topic: Human Resource	In-person Lecture (Model
	contact hours	Management, Human Resource	Explanation)
		Planning, Functions of HR/	
		Personnel manager.	
		TB:	
Week 13	Unit IV - 3	Topic: Media Management & PR	Blended Learning (In-person
	contact hours	TIP.	Lecture + Participatory
		TB:	Learning through surveys and
*** * * * *	D :: 0	The state of the s	interactions)
Week 14	Revision &	Topic: All units	In-person Lecture (Revision
*** * * =	Assessment	TB:	Session)
Week 15	Remedial/Makeu	Topic: as per requirement	In-person Lecture (Extra
	p Classes		Help)

Facilitating the Achievement of Course Learning Outcomes

Unit	Course Learning	Teaching Learning Activity	Assessment Task
No.	Outcomes		Methods
1	Upon completion, students	(i) Each topic to be explained	• Presentations and
	will understand	with illustrations. (ii) Students	class discussions. •
	Understanding Newspaper	to be encouraged to discover	Assignments and
	Business	the relevant concepts. (iii)	class tests. • Student
		Students be given	presentations. • Mid-
2	Upon completion, students	homework/assignments. (iv)	term examinations. •
	will development of skills	Discuss and solve the	Practical and viva-
	in Media & Management	theoretical and practical	voce examinations. •
	_	problems in the class. (v)	End-term
3	Upon completion, students	Students to be encouraged to	examinations.
	will learn Editorial &	apply concepts to real world	
	Circulation Management	problems.	
4	Upon completion, students		
	will learn Personnel		
	Management & HR		

USO108	Indian Knowledge System and Sociological Traditions	L	T	P	С
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. <u>Indian Knowledge System</u>
- 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	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O8	P O9	P O1 0	P O1 1	PS O1	PS O2	PS O3
	CO1	2	-	-	2	1	2	-	-	2	2	_	-	-	-
	CO2	-	-	-	-	-	-	-	-	-	-	2	-	-	-
USO10 8	CO3	2	-	-	2	1	2	-	-	-	2	-	1	-	-
0	CO4	2	-	-	-	-	2	-	-	2	2	2	-	-	1
	CO5	-	-	-	2	-	-	-	-	2	-	-	-	-	1

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

Teaching Plan:

Weekly	Topic/Unit No.	Textbook [TB]/ Reference Book [RB]-	Teaching-Learning Method
Teaching		Chapter/ Page No./ Open Education	
Plan		Resources [OER]	
Week 1	Unit I - 3 contact	Topic: the Indian knowledge system and its	In-person Lecture
	hours,	historical development	(Conceptual Introduction)
		TB: "Indian Knowledge Systems: Past and	
		Present" by Kapil Kapoor	
Week 2	Unit I - 3 contact	Topic: of ancient Indian philosophical and	Blended Learning (In-person
	hours	sociological ideas	Lecture + Presentation (PPT)
		TB: 2. "Sociology in India: Intellectual	for deeper understanding)
		Traditions and Institutional Practices" edited	
		by Yogendra Singh	
Week 3	Unit I - 4 contact	Topic: contributions of early Indian thinkers	In-person Lecture (Historical
	hours	to sociological thought	Overview)
		TB: OER1	
Week 4	Unit II - 3 contact	Topic: sociological concepts and themes in	In-person Lecture (Skill
	hours	Indian traditions	Development)
		TB: OER2	
Week 5	Unit II - 3 contact	Topic: caste system and its significance in	Blended Learning (In-person
	hours	Indian society	Lecture + Experiential
		TB: OER3	Learning through role-play)
Week 6	Unit II - 4 contact	Topic: social stratification, hierarchy, and	In-person Lecture

	hours	social order in Indian sociological traditions	(Conceptual Explanation)
		TB: OER3	
Week 7	Unit III - 3	Topic: Indian sociological traditions	In-person Lecture
	contact hours	TB: OER4	(Conceptual Introduction)
Week 8	Unit III - 3	Topic: role of ethics, spirituality, and social	In-person Lecture
	contact hours	responsibility in Indian social thought	(Conceptual Explanation)
		TB: "Culture and Society: An Introduction to	
		Indian Sociology" by Dipankar Gupta	
Week 9	Unit III - 4	Topic: application of Indian sociological	Blended Learning (In-person
	contact hours	perspectives to social development, justice,	Lecture + Experiential
		and equality	Learning through media
		TB: OER2	analysis)
Week 10	Unit IV – 2	Topic: Indian sociological traditions	In-person Lecture (Theory
	contact hours	TB: "Culture and Society: An Introduction to	Overview)
		Indian Sociology" by Dipankar Gupta	
Week 11	Unit IV - 2	Topic: Western sociological theories	In-person Lecture (Theory
	contact hours	TB: OER1	Overview)
Week 12	Unit IV - 3	Topic: Indian sociological traditions	In-person Lecture (Model
	contact hours	TB: OER3	Explanation)
Week 13	Unit IV - 3	Topic: Indian sociological traditions on	Blended Learning (In-person
	contact hours	global sociological thought	Lecture + Participatory
		TB: "Culture and Society: An Introduction to	Learning through surveys
		Indian Sociology" by Dipankar Gupta	and interactions)
Week 14	Revision &	Topic: All units	In-person Lecture (Revision
	Assessment	TB: OER1	Session)
Week 15	Remedial/Makeup	Topic: as per requirement	In-person Lecture (Extra
	Classes		Help)

Facilitating the Achievement of Course Learning Outcomes

Unit	Course Learning Outcomes	Teaching Learning Activity	Assessment Task
No.	J		Methods
1	Upon completion, students will	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	• Presentations and
	understand Foundations of Indian	with illustrations. (ii)	class discussions. •
	Knowledge System and Sociological	Students to be encouraged to	Assignments and
	Traditions	discover the relevant	class tests. •
2	Upon completion, students will	concepts. (iii) Students be	Student
	development of skills in Key	given	presentations. •
	Concepts and Themes in Indian	homework/assignments. (iv)	Mid-term
	Sociological Traditions	Discuss and solve the	examinations. •
3	Upon completion, students will learn	theoretical and practical	Practical and viva-
	Contemporary Applications of Indian	problems in the class. (v)	voce examinations.
	Sociological Traditions	Students to be encouraged to	• End-term
4	Upon completion, students will learn	apply concepts to real world	examinations.
	Comparative Perspectives: Indian	problems.	
	and Western Sociological Traditions		

JMBJ452	Research Project	L	T	P	С
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	PO 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O8	P 09	P O1 0	P O1 1	PS O1	PS O2	PS O3
	CO1	-	-	-	-	-	-	-	3	-	-	-	-	-	2
JMBJ45	CO2	1	2	-	-	-	3	-	-	2	3	-	2	-	-
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:

1 Caci	ung Pian:				
Weekly Topic/Unit No.		Textbook [TB]/ Reference Book [RB]-	Teaching-Learning		
Teaching		Chapter/ Page No./ Open Education	Method		
Plan		Resources [OER]			
Week 1	k 1 Unit I - 3 contact Topic: Introduction to the research process		In-person Lecture		
	hours,	TB: OER 2	(Conceptual		
			Introduction)		
Week 2	Unit I - 3 contact	Topic: problem identification, research	Blended Learning (In-		
	hours	questions, and objectives	person Lecture +		
		TB: Kothari, C R: Research Methodology:	Presentation (PPT) for		
		Methods & Techniques	deeper understanding)		
Week 3	Unit I - 4 contact	Topic: various research methodologies	In-person Lecture		
	hours	TB: OER 4	(Historical Overview)		
		Broota, K D Experimental Designs in			
		Behavioural Research			
Week 4	Unit II - 3 contact	Topic: literature review	In-person Lecture		
	hours	TB: Kothari, C R: Research Methodology:	(Skill Development)		
		Methods & Techniques			
Week 5	Unit II - 3 contact	Topic: synthesizing information	Blended Learning (In-		

	hours	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 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 TB: Kothari, C R: Research Methodology: Methods & Techniques	In-person Lecture (Conceptual Introduction)
Week 8	Unit III - 3 contact hours	Topic: data analysis 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 TB: Kothari, C R: Research Methodology: Methods & Techniques	Blended Learning (Inperson Lecture + Experiential Learning through media analysis)
Week 10	Unit IV – 2 contact hours	Topic: Interpretation of research findings TB: Kothari, C R: Research Methodology: Methods & Techniques 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 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 TB: OER 1	In-person Lecture (Model Explanation)
Week 13	Unit IV - 3 contact hours	Topic: formatting a research report or thesis TB: Kothari, C R: Research Methodology: Methods & Techniques	Blended Learning (Inperson Lecture + Participatory Learning through surveys and interactions)
Week 14	Revision & Assessment	Topic: Thesis/ report/ presentation of project 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	explained with illustrations.	
2	Upon completion, students will development of skills in review of literature and data collection methods	(ii) Students to be encouraged to discover the relevant concepts. (iii) Students be given	class tests. • Student presentations. • Midterm examinations. •
3	Upon completion, students will learn research ethics and research softwares	Discuss and solve the theoretical and practical	
4	Upon completion, students will learn research interpretations and formatting techniques	problems in the class. (v) Students to be encouraged to apply concepts to real world problems.	examinations.

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.