



K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION

**SCHOOL OF JOURNALISM AND MASS
COMMUNICATION**
PROGRAMME HANDBOOK

**Bachelor of Arts (Journalism and Mass Communication)
BA (JMC)**

Programme Code: 218

(Undergraduate Programme)

(2023-24)



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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 ever-evolving global landscape. The foundation of our curriculum is rooted in a Learning Outcomes-Based Curricular Framework (LOCF) that ensures that the programmes are designed with clear learning objectives in mind, guiding the teaching and learning process to facilitate learner's growth and achievement. Our goal is to foster a holistic educational experience that not only imparts disciplinary knowledge but also nurtures critical thinking, problem-solving abilities, communication skills, and lifelong learning.

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

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

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

1. UNIVERSITY VISION AND MISSION

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

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

1.1. VISION

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

1.2 MISSION

1. Foster employability and entrepreneurship through futuristic curriculum and progressive pedagogy with cutting-edge technology.
2. Instill notion of lifelong learning through stimulating research, outcomes-based education and innovative thinking.
3. Integrate global needs and expectations through collaborative programs with premier universities, research centers, industries and professional bodies.
4. Enhance leadership qualities among the youth having understanding of ethical values and environmental realities.

2. School of Journalism and Mass Communication

2.1 About the School of Journalism and Mass Communication

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

3. SCHOOL VISION AND MISSION

3.1 School Vision

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

3.2 School Mission

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

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

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

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

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

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

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

The BA JMC program has several key objectives:

- **Professional Competence:** To develop students' professional competence in journalism and mass communication by imparting a strong foundation in media theories, ethical practices, and media production skills.
- **Holistic Learning:** To foster holistic development by encouraging critical thinking, research, and creativity, enabling students to contribute meaningfully to the media industry.
- **Ethical Responsibility:** To instill a sense of ethical responsibility and social awareness in students, emphasizing the importance of responsible journalism and media practices.
- **Adaptability:** To prepare students for the ever-evolving media landscape by exposing them to emerging trends, technologies, and platforms in the field of journalism and mass communication.
- **Career Readiness:** To equip students with the knowledge, skills, and confidence required to excel in various roles within the media industry, including reporting, editing, broadcasting, public relations, advertising, and digital media.

The BA JMC program is designed to empower students with the tools they need to navigate the complex and dynamic world of journalism and mass communication, ensuring they graduate as informed, skilled, and responsible media professionals.

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

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

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

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

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

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

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

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

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

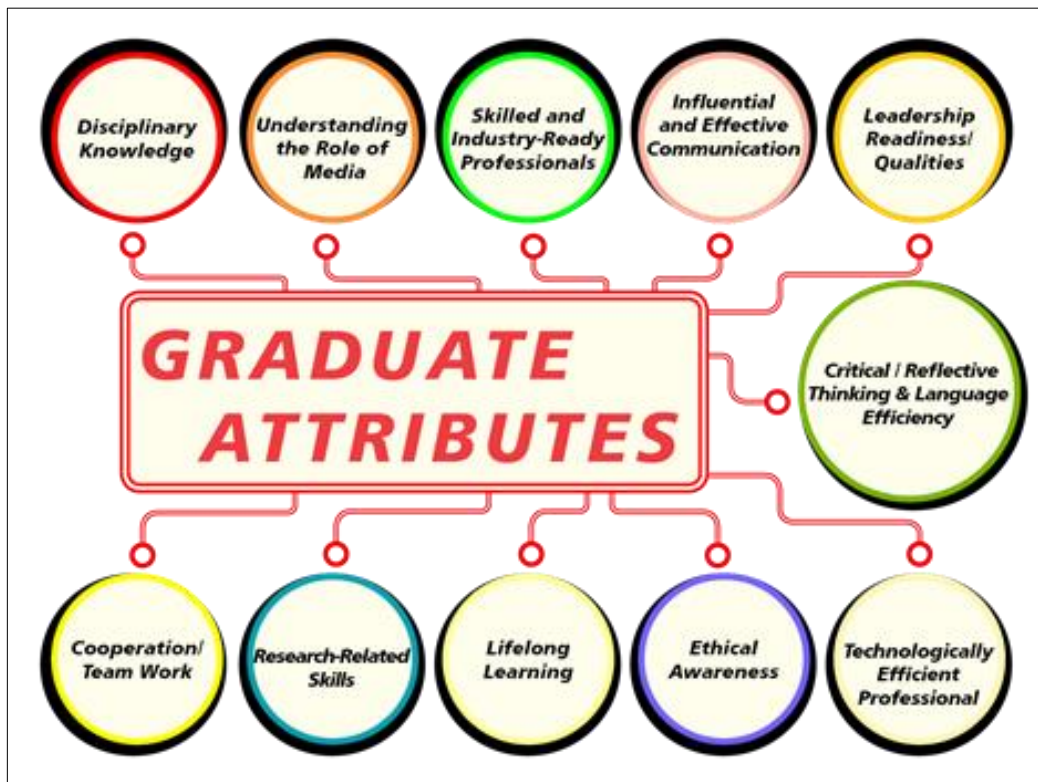
7. Technologically Efficient Professional: Capability to use various communication technologies and ability to use various software for content creation, content editing for various forms of publishing platforms.

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

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

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

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



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

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

- **Comprehensive Understanding:** Graduates will demonstrate a comprehensive understanding of the theories, principles, and concepts related to journalism, mass communication, and media studies.
- **Subject Expertise:** Graduates will possess in-depth knowledge and understanding of specific subjects within journalism and mass communication, which may include areas such as media ethics, media law, digital journalism, or media production.
- **Research Competence:** Graduates will be proficient in conducting research, including the ability to formulate research questions, design research methodologies, collect and analyze data, and draw meaningful conclusions.
- **Effective Communication:** Graduates will excel in written and oral communication, enabling them to craft compelling stories, reports, and multimedia content for various platforms and audiences.

- **Multimedia Proficiency:** Graduates will be proficient in multimedia storytelling, encompassing text, images, audio, and video, and will be able to adapt their content for digital, broadcast, and print media.
- **Critical Thinking:** Graduates will engage in critical thinking and analysis, allowing them to evaluate media content, identify biases, and assess the societal impact of media.
- **Media Technology Skills:** Graduates will possess advanced skills in using media technologies, including software for editing, graphic design, video production, and content management systems.
- **Ethical and Professional Standards:** Graduates will demonstrate a strong commitment to ethical and professional standards in journalism, including accuracy, fairness, and respect for privacy.
- **Adaptability and Innovation:** Graduates will be adaptable and open to innovation, enabling them to thrive in a rapidly evolving media landscape.
- **Research Dissemination:** Graduates will be capable of disseminating their research findings through various media channels, including academic publications, news outlets, and digital platforms.
- **Media Diversity and Inclusion:** Graduates will recognize the importance of diversity and inclusion in media representation and will produce content that reflects diverse perspectives and voices.
- **Collaboration and Leadership:** Graduates will be prepared to collaborate effectively with colleagues in a newsroom or media organization and may assume leadership roles in journalism or related fields.
- **Professional Portfolio:** Graduates will have a comprehensive professional portfolio that showcases their research, reporting, and multimedia work, demonstrating their readiness for careers in journalism, media, or related industries.

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

8. PROGRAMME EDUCATIONAL OBJECTIVES (PEO)

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

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

9. PROGRAMME OUTCOMES (PO)

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

10. Programme Specific Outcomes (PSOs):

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

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

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

11. PROGRAMME DURATION

Name of the Programme	Duration

Bachelor of Journalism and Mass Communication	4 Years (8 Semesters)
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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
- *Public Policy and Advocacy
- *International Correspondence
- *Documentary Filmmaking
- *Government and Public Affairs
- *Environmental and Science Communication.
- *Investigative Journalism
- *Digital and Social Media Management
- *Media Research and Analysis
- *Media Management and Editorial Roles
- *Strategic Communication and Crisis Management
- *Media Entrepreneurship
- *Content Marketing and Copywriting
- *Media Consultancy
- *Book Publishing and Writing
- *Data Journalism

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

Media Houses and News Organizations:

Times Group
 NDTV
 Hindustan Times
 India Today Group
 Network18
 Zee Media Corporation

Digital Media and Online Content:

Scroll
 Quint
 BuzzFeed India
 ScoopWhoop
 Tech giants (Google, Facebook, Twitter)

Television and Broadcasting:

Star India
 Sony Pictures Networks India
 Viacom18

Sun TV Network
Discovery Communications India

Advertising and Public Relations (Ad/PR) Agencies:

Ogilvy & Mather
JWT India
Edelman India
Dentsu Aegis Network
WPP India

Corporate Communication and In-House PR:

Tata Group
Reliance Industries
Aditya Birla Group
Educational Institutions:

Prominent universities and colleges

Market Research and Analytics:

Nielsen India
Kantar IMRB
Ipsos

Government and Public Sector:

Doordarshan (Prasar Bharati)
All India Radio (Akashvani)

Freelancing and Entrepreneurship:

Freelancing and startups

Production Companies:

Yash Raj Films
Dharma Productions
Balaji Telefilms

Book Publishing:

Penguin Random House India
HarperCollins India
Rupa Publications

13. ELIGIBILITY CRITERIA

1. Candidates with at least Candidates should have completed their 10+2 or equivalent examination from a recognized board or educational institution with 50% marks.
2. A background in the humanities or relevant subjects (such as English, communication studies, sociology, or economics) may be preferred.

3. The reservation and relaxation for SC/ST/OBC/PwD and other categories shall be as per the rules of the Central Government/ State Government, whichever is applicable.

14. CLASS TIMINGS

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

15. TEACHING- LEARNING PROCESS

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

16. ASSESSMENT METHODS

Both formative and summative assessments are integral part of the B.A. (JMC) programme. Formative assessments such as class discussions, group activities, projects, quizzes, assignments and presentations are conducted throughout the teaching-learning process, enabling teachers to monitor student progress continuously. Teachers provide oral or written feedback; engage in one-on-one discussions, and use rubrics and checklists to communicate student performance. Summative assessments such as Term End Examination, viva voce for project work, research dissertations and performance evaluations are conducted after the completion of the course.

17. MINIMUM ACCEPTABLE LEVEL OF ACADEMIC STANDARDS

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

Table 1

Marks Range (%)	Letter Grade	Grade Points	Description of the Grade
>90	O	10.0	Outstanding
80-90	A+	9.0	Excellent
70-80	A	8.0	Very Good
60-70	B+	7.0	Good
55-60	B	6.0	Above Average

50-55	C	5.5	Average
40-50	P	5.0	Pass
<40	F	0	Fail
-	AB	0	Absent
% marks \geq 50	S	-	Satisfactory
% marks <50	US	-	Unsatisfactory
	W	0	Withdrawal

18. PROGRAMME STRUCTURE

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

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

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

SJM C	SCHEME OF STUDIES (2023-26)											B.A(JMC)				
	ODD SEMESTER (I)								EVEN SEMESTER (II)							
YEA R	S. N O	COU RSE COD E	COURSE TITLE	Cours e Type	L	T	P	C	S. N O	COU RSE COD E	COURSE TITLE	Cours e Type	L	T	P	C
FIRST	1	JMBJ 101	Communi cation in Real World	Major	3	1	-	4	1	JMBJ 102	Media Ethics and Laws	Majo r	3	1	-	4
	2	JMBJ 103	Reportin g and Editing for Print	Major	3	1	-	4	2	SEC0 24	Digital Photogra phy and Imagery	SEC	2	1	2	4

3	SECO22	Computer Application in Media	SEC	-	-	4	2
4	USO101	Indian Society: Myth and Reality	Minor-01	3	1	-	4
5	SECO23	Computer Application in Media Lab	SEC	-	-	4	2
6	JMBJ151	Reporting and Editing Lab	Major Practical	-	-	2	1
7	AEC001	New Age Life Skills-I	AEC01	3	-	-	3
TOTAL				14	03	06	22

3	USO102	Sociology of Social Movements	Minor-02	3	1	-	4
4	AEC002	New Age Life Skills-II	AEC02	3	-	-	3
5	OEC	Open Elective-01	OE-01	3	-	-	3
6	VAC	VAC-02	VAC-2	2	-	-	2
7							
TOTAL				16	03	02	20

ODD SEMESTER (III)

EVEN SEMESTER (IV)

SECOND

S. NO	COURSE CODE	COURSE TITLE	Course Type	L	T	P	C
1	JMBJ201	Film Appreciation and Cinema Studies	Major	3	1	-	4

S. NO	COURSE CODE	COURSE TITLE	Course Type	L	T	P	C
1	JMBJ202	Advertising and Integrated Marketing Commun	Major	3	1	-	4

YEA R	ODD SEMESTER (V)								EVEN SEMESTER (VI)								
	S. N O	COU RSE COD E	COURSE TITLE	Cours e Type	L	T	P	C	S. N O	COU RSE COD E	COURSE TITLE	Cours e Type	L	T	P	C	
THIR D	1	JMBJ 301	Commun ication for Develop ment	Major	3	1	- -	4	1	JMBJ 302	Event Manage ment	Majo r	3	1	- -	4	
	2	JMBJ 303	Public Relation and Corporat e Commun ication	Major	3	1	- -	4	2	JMBJ 304	Global Media Scenario	Majo r	3	1	- -	4	
	3	JMBJ 305	Digital Media Marketin g	Major	3	1	- -	4	3	JMBJ 306	New Media Technolo gy	Majo r	3	1	- -	4	
	4	USO 105	Social Problems in India	Minor -05	3	1	- -	4	4	USO 106	Socio- Economi c and Political Scenario	Mino r-06	3	1	- -	4	
	5	JMBJ 351	Digital Media Marketin g Project	Major 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	
									7								
				TOTAL		1 2	0 4	0 4	2 0			TOTAL		1 2	0 4	0 8	2 0
	SJM C	SCHEME OF STUDIES (2023-26)											B.A(JMC)				
YEA	ODD SEMESTER (VII)								EVEN SEMESTER (VIII)								

R	S. N O	COU RSE COD E	COURSE TITLE	Cours e Type	L	T	P	C	S. N O	COU RSE COD E	COURSE TITLE	Cours e Type	L	T	P	C
FOU RTH	1	JMBJ 401	Commun ication Research	Major	3	1	-	4	1	JMBJ 402	Media Business Manage ment	Majo r	3	1	-	4
	2	JMBJ 403	Media Literacy and Analysis	Major	3	1	-	4	2	USO 108	Indian Knowledge System and Sociologic al Traditions	Minor-08	3	1	-	4
	3	JMBJ 405	Mobile Technolo gy and Journalis m	Major	3	1	-	4	3	JMBJ 452	Research Project	Rese arch Proje ct	-	-	2	1
	4	USO 107	Culture and Social Change	Minor -07	3	1	-	4	4							
	5	JMBJ 451	Mobile Technolo gy and Journalis m Project	Major Practi cal	-	-	4	2	5							
	6	JMBJ 453	Media Literacy Project	Major Practi cal	-	-	4	2	6							
	7								7							
									8							
						1	0	0	2					0	0	2
		TOTAL			2	4	8	0			TOTAL		0	0	2	2

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

Semester I

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

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

COURSE OBJECTIVES

The course will enable the student-teacher to:

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

COURSE OUTCOMES (CO)

After completion of the course student will be able to

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

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

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

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

CO5: Describe the role of Mass communication in society.

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

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

Catalogue Description

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

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

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

This course will set a path for the students to understand the importance to articulate their ideas by applying various models and theories of communication in their day to day life. After completing the course students will

be able to understand the dynamic process of communication with its application in various forms of mass communication in personal and professional lives.

COURSE CONTENT

Unit I:

12 Contact Hours

Introduction to Communication and Its Types

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

Unit II:

10 Contact Hours

Effective Communication Skills

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

Unit III:

11 Contact Hours

Mass Communication and Mass Media

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

Unit IV:

15 Contact Hours

Theories and Models

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

Practical assignments -

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

Suggested Text Books

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

Advanced Readings:

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

Open Educational Resources (OER) (Clickable links)-

- [CrashCourse - Communication](#)
- [Tedx Talks](#)
- [Communication Theory](#)
- [Communication Studies](#)
- [Improvemanship](#)
- [TED-Ed](#)
- [MindTools - Communication Skills](#)
- [SkillsYouNeed - Communication Skills](#)
- [MediaWise](#)
- [The Film Theorists](#)
- [Media Literacy Clearinghouse](#)
- [Media Education Foundation](#)
- [Cognitive Learning Theory](#)
- [Communication Theories](#)
- [Communication Studies - Theories](#)
- [Models of Communication](#)

Assessment & Evaluation

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

Programme And Course Mapping

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

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	Topic: Barriers to	In-person Lecture (Conceptual

	hours	Effective Communication and Seven C's TB: Baran, S. J., & Davis, D. K. (2014). Mass communication theory - Relevant chapters	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,	In-person Lecture (Revision Session)

		and Surprise Test	
Week 15	Remedial/Makeup Classes	Topic: Remedial/Makeup Classes Individual Assistance and Feedback	In-person Lecture (Extra Help)

Facilitating the Achievement of Course Learning Outcomes

For Example:

Unit No.	Course Learning Outcomes	Teaching Activity	Learning	Assessment Task Methods
1	Upon completion, students will understand the fundamental concepts of communication, its elements, processes, and various types, along with its historical evolution in India.	(i) Each topic to be explained with illustrations. (ii) Students to be encouraged to discover the relevant concepts. (iii) Students be given homework/assignments. (iv) Discuss and solve the theoretical and practical problems in the class. (v) Students to be encouraged to apply concepts to real world problems.		<ul style="list-style-type: none"> • Presentations and class discussions. • Assignments and class tests. • Student presentations. • Mid-term examinations. • Practical and viva-voce examinations. • End-term examinations.
2	Upon completion, students will possess the skills to analyze and employ both verbal and non-verbal communication effectively, while overcoming common barriers.			
3	Upon completion, students will comprehend the role and impact of mass media and visual communication in society.			
4	Upon completion, students will be able to critically evaluate communication theories, models, and their application in real-world contexts.			

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

Course Objective

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

Course Outcomes

After completion of the course student will be able to:

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

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

CO3: Describe the types of leads and news writing styles

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

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

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

Catalogue Description

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

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

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

Course Content

Unit I –

10 lectures

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

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

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	Prese ntation/	Mid Term	Attendanc e	End Term Exam
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		Assign ment/ etc.	Exam		
Weightage (%)	10	10	20	10	50

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

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

Programme And Course Mapping

		Disciplinary Knowledge	Understanding the Role of Media	Skill and Industry-ready Professionals	Influential and effective communication	Leadership readiness / Qualities	Critical/ Reflective thinking & language efficiency	Technological Efficiency 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 ICT competencies including digital literacy	Students shall become ethically committed media professionals and entrepreneurs adhering to the human values
Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PSO 1	PSO 2	PSO 3
JMBJ103	Reporting and Editing for Print	3	2	3			2		1						

Course Code	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO1 1	PSO1	PSO2	PSO3
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I I I	g Room in a daily	g Room in a daily	vari ous city beat s- Polit ical, heal th, lifes tyle, parli ame nt, crim e, educ atio n, deve lop men t, ente rtain men t, spor ts												
U n i t I V					Jobs invol ved in editin g	Eleme nts and Princip les of Editing , Tool of Editing	editi ng for news paper s and Mag azine s								

1=weakly mapped

2= moderately mapped

3=strongly mapped

Teaching Plan:

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

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

Facilitating the Achievement of Course Learning Outcomes

For Example:

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

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

SEC022	Computer Application in Media	L	T	P	C
Version 2.0		2	0	0	2

Eligibility	Senior Secondary/XII CLASS
Co-requisites	--

Course objectives-

1. Understand the use of computer and its operations in various media related disciplines
2. Understand use of various application of MS Office
3. Define layout & design for print media.
4. Differentiate between the colours' 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 colours' 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 –QuarkXpress, Photoshop, Corel Draw, In Design, Canva, Introduction to AI Tools

Suggested readings:

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

Advanced Readings:

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

Open Educational Resources (OER) (Clickable links)-

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

Assessment and Evaluation

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

Examination Scheme:

Components	Quiz I	Presentati on/ Assignme nt/ etc.	Mid Term Exam	Attendanc e	End Term Exam
Weightage (%)	10	10	20	10	50

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Understand the use of computer and its operations in various media related disciplines	PO1, PO3
CO2	Understand use of various application of MS Office	PO3, PO7
CO3	Define layout & design for print media.	PO3
CO4	Differentiate between the colours' physiology and psychology.	PO1, PO6

	CO4	3	-	-	-	-	2	-	-	-	-	-	-	-
	CO5	-	-	3	-	-	-	3	-	-	3	-	-	3
	CO6	-	-	3	3	-	-	3	-	-	-	3	-	3

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/4 th IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I					Emerging Trends in information technology		Microsoft Office, Introduction to Python for Journalism					Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all (SDG 8) (Learning the components of this unit will enable employability)	Technical education (20.6) Digital India - technology and education bidirectional (23.1) Use of technological tools (23.2)	Students will develop Technical Skills that match Industry Needs, Skill Development (Students will develop understanding)
Unit II							Principles of Design & Layout, Typography, Colour, Introduction to Data					Skills for Decent Work (SDG 4.4) (Learning the components of this unit will enhance employability)	Professional Education (20.2)	Students will develop Technical Skills that match Industry Needs (Knowledge of the softwares will elevate

						Visualization					strengthen communication capacities, increase participation in the communication process, designing development campaign (SDG 16)	Technical education (20.6) Use of technological tools (23.2)	skills and better chances, Skill Development (Students will learn designing skills) of employment)
Unit II I				DTP Software, Introduction to AI Tools	DTP Software, Introduction to AI Tools	DTP Software, Introduction to AI Tools	DTP & Multimedia, , Multimedia, DTP Software, Introduction to AI Tools				Skills for Decent Work (SDG 4.4) (Learning the components of this unit will enhance employability) Use of technology to help in digital transformation (SDG 9)	Professional Education (20.2) Technical education (20.6) Use of technological tools (23.2)	Students will develop Technical, Skills that match Industry Needs (Knowledge of the softwares will elevate skills and better chances of employment) , Skill Development (Students will develop the understanding and knowhow)
Unit I V				DTP & Printing, Printing Methods	Printing Methods		DTP & Printing , Printing Methods				Skills for Decent Work (SDG 4.4) (Learning the components of this unit will enhance employability) Use of technology to help in digital transformation (SDG 9)	Professional Education (20.2) Technical education (20.6) Use of technological tools (23.2)	Students will develop Technical Skills that match Industry Needs (Knowledge of the softwares will elevate skills and better chances of employment) , Students will learn relevant softwares and apps will also get introduce to AI tools for Journalists, Datavisualisation and uses of Python for Journalists

1=weakly mapped

2= moderately mapped

3=strongly mapped

Teaching Plan

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

	lecture	and Color OER: Color Matters - Color Psychology	Experiential Learning)
Week 7	Unit II - 1 lecture	Topic: Components of Layout and Layout Planning OER: Canva Design School	In-person Lecture (Layout Design)
Week 8	Unit III - 1 lecture	Topic: Desktop Publishing and Multimedia TB/RB: Coburn, Foster D. - Corel Draw, Tata Mcgraw Hill Publishing Co Ltd, 2007	In-person Lecture (Conceptual Introduction)
Week 9	Unit III - 1 lecture	Topic: Introduction to DTP Software OER: Adobe InDesign Tutorials	Blended Learning (In-person Lecture + Software Demonstration)
Week 10	Unit III - 1 lecture	Topic: Introduction to AI Tools OER: Lynda.com - Graphic Design Courses	Blended Learning (In-person Lecture + Software Demonstration)

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching Activity	Learning	Assessment Task Methods
1	1. Computer Proficiency: Understand computer basics and Microsoft Office applications for media tasks.	1) In-person lecture on computer basics and Microsoft Office applications.		1) Assessment: In-class Microsoft Office tasks and quiz.
	2. Basic IT Applications: Apply IT knowledge in media contexts.	ii) Blended learning session with hands-on practice in Microsoft Office.		2) Assessment: Practical assignments in Office apps.
2	3. Design Principles: Comprehend design principles and layout basics.	iii) In-person lecture on emerging IT trends in the media industry.		3) Assessment: Class discussion and trend analysis.
	4. Typography and Colour: Demonstrate typography and colour knowledge for media design.	i) In-person lecture on design principles and layout basics. ii) Experiential learning with typography and colour theory application.		1) Assessment: Design critique and layout exercise. 2) Assessment: Design project

		iii) In-person lecture on layout components and planning.	with typography and colour. 3) 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	C
Version 2.0		3	1	0	4
Eligibility	Senior Secondary/XII CLASS				
Co-requisites	--				

Course Objectives:

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

Course Outcomes:

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

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

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

Mapping between COs and POs

	Course Outcomes (COs)	Mapped Program Outcomes
C01	Understand the relevance and significance of sociology	PO1, PO3
C02	Understand Indian Civilization and Culture – past and present	PO3, PO7
C03	Understand the various Institutions and Processes in India	PO3
C04	Understand the Social Structure of India	PO1, PO6
C05	Acquire knowledge and understanding about Class, Power and Inequality in the society	PO10, PO3, PO7
C06	Demonstrate knowledge of laws and ethics	PO7, PO3, PO4, PO11

		Disciplinary Knowledge	Understanding the Role of Press	Skills and Professionalism	Intellectual and Communicative	Leadership and Qualities	Critical/Reflective thinking & language efficiency	Technological Efficiency 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 ICT competencies including digital literacy	Students shall become ethically committed media professionals and entrepreneurs adhering to the human values
Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PSO 1	PSO 2	PSO3

USO101	Indian Society: Myth and Reality	2						2		3	3						2
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Course Code	Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PS O1	PS O2	PS O3
USO101	CO1	2	-	-	-	-	1	-	-	-				-	-	-	-
	CO2	2	-	-	-	-	1	-	-	-				-	-	-	-
	CO3	2	-	-	-	-	1	-	-	2				-	-	-	-
	CO4	2	-	-	-	-	1	-	-	3				-	-	-	-
	CO5	2	-	-	-	-	2	-	2	3			3	-	-	-	2
	CO6	2	-	-	-	-	1	-	3	3				-	3	-	-

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

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

										no mic s and reli gio n				
U ni t II			Earl y Vedi c Peri od and Late r Vedi c Peri od						Mar riag e, Kin ship	Un der stan din g of Ear ly Ve dic Peri od and Late r Ve dic Peri od				
U ni t II I			Stru ctur e of Indi an Soci ety, Vill age, City, Rura l- Urb an Cont inuu m, Dive rsity of Indi an Soci ety							Un der stan din g of Str uct ure of Indi an Soc iety				
U ni t IV			Fam ily, elde rly,y outh and soci al prob lems						Patr iarc hy and Gen der Ine qua lity	Un der stan din g of fam ily prob lems and soci al prob lems				

1=weakly mapped

2= moderately mapped

3=strongly mapped

Teaching Plan

Weekly Teaching Plan	Topic/Unit No.	Textbook [TB]/ Reference Book [RB]-Chapter/ Page No./ Open Education Resources [OER]	Teaching-Learning Method
Week 1	Unit I - 3 contact hours	Topic: Civilization and Culture TB/RB: Social Problems in India, Ahuja (Chapter 1)	In-person Lecture (Conceptual Introduction)
Week 2	Unit I - 3 contact hours	Topic: Dharma, Varna System, Ashram System OER: MIT OCW - Introduction to Sociology	Blended Learning (In-person Lecture + Presentation (PPT))
Week 3	Unit I - 3 contact hours	Topic: Rise of New Religions TB/RB: Indian Society 4th Edition, S.C Dube (Chapter 5)	In-person Lecture (Religious Movements)
Week 4	Unit I - 3 contact hours	Topic: India as Colony, Post-Independence India OER: National Digital Library of India	In-person Lecture (Historical Overview)
Week 5	Unit II - 3 contact hours	Topic: Early Vedic Period and Later Vedic Period TB/RB: Indian Village, 3rd Edition, S.C Dube (Chapter 2)	In-person Lecture (Vedic Period Analysis)

Week 6	Unit II - 3 contact hours	Topic: Village India, Urban India OER: Coursera - Sociology Courses	In-person Lecture (Rural-Urban Dynamics)
Week 7	Unit II - 3 contact hours	Topic: Language and Religion, Caste and Class TB/RB: India's Changing Villages, S.C Dube (Chapter 6)	Blended Learning (In-person Lecture + Experiential Learning)
Week 8	Unit III - 3 contact hours	Topic: Structure of Indian Society, Diversity of Indian Society OER: Indian Polity by M. Laxmikanth	In-person Lecture (Society Analysis)
Week 9	Unit III - 3 contact hours	Topic: Myths, Superstitions, and Ritualistic Practices OER: NLSIU Legal Education Resources	In-person Lecture (Cultural Aspects)
Week 10	Unit IV - 3 contact hours	Topic: Family Problems - Dowry, Divorce, Domestic Violence TB/RB: Marriage & the Family, G.D. Nass (Chapter 1)	In-person Lecture (Family Issues)
Week 11	Unit IV - 3 contact hours	Topic: Social Problems - Casteism, Regionalism, Communalism OER: Harvard University's Inequality Courses	In-person Lecture (Social Issues)
Week 12	Revision & Assessment	Topic: Revision and Assessment Assessment: Assignments and quizzes	In-person Lecture (Revision Session)
Week 13-	Project Work	Topic: Project Work (Research Project) Assessment: Research project presentation and report	Participatory Learning (Research and Presentation)
Week 14	Project Work	Topic: Project Work (Research Project)	Participatory Learning (Research and Presentation)

		Assessment: Research project presentation and report	
Week 15	Project Work	Topic: Project Work (Research Project) Assessment: Research project presentation and report	Participatory Learning (Research and Presentation)
Week 16	Project Work	Topic: Project Work (Research Project) Assessment: Research project presentation and report	Participatory Learning (Research and Presentation)

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching Activity	Learning	Assessment Task Methods
1	1. Understand the historical and cultural foundations of Indian society.	In-person lectures, discussions, and readings on civilization and culture.		Assessment: Written test on Unit I topics.
2	2. Analyze the social institutions and processes that shape Indian society.			
		Blended learning with presentations on Vedic periods and village dynamics.		Assessment: Group presentation on Unit II topics.
3	3. Examine the social structure and diversity of Indian society.	In-person lectures and experiential learning on Indian society's diversity.		Assessment: Reflective essays on Unit III themes.
4	4. Critically evaluate class, power, and inequality issues in India. 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	C
Version 1.0		0	0	2	1
Eligibility	Senior Secondary/ XII				
Co-requisites	--				

Course Objective

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

Course Outcomes

After completion of the course student will be able to:

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

Catalogue Description

Overview:

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

Objective and Expected Outcome:

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

Students will complete assignments on the basis of various concepts related to news like categorization of news, types of news, 5 Ws and 1H, inverted pyramid style of writing. Learners will have hands-on experience of reporting various beats- crime, courts, city reporting, local reporting, MCD, hospitals, health, education and sports etc.

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

Course Content

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

Suggested Readings:

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

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

Components	Quiz I	Prese- ntation/ Assign- ment/ etc.	Mid Term Exam	Attendanc e	End Term Exam
Weightage (%)	10	10	20	10	50

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

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

		Disciplinary Knowledge	Understanding the Role of Media	Skilled and Independent Ready Professional s	Influential and effective communication	Leadership readiness/Qualities	Critical / Reflective thinking & language efficiency	Technological Efficiency 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	Students shall become ethically committed media professionals and represent adhering to the human values
Course Code	Course Title	P O1	P O2	P O3	P O4	P O5	P O6	P O7	P O8	P O9	PO 10	PO 11	PS O1	PS O2	PS O3

JMBJ 151	Reporting and Editing Lab	3		3			2	1				1			
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Course Code	Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PS O1	PS O2	PS O3
JMBJ151	CO1	1	-	-	-	-	-	-	-	-	-	-	-	-	-
	CO2	3	-	-	-	-	2	-	-	-	-	-	-	-	-
	CO3	3	-	-	-	-	2	-	-	-	-	-	-	-	-
	CO4	3	-	3	-	-	-	-	-	1	-	-	-	-	-
	CO5	3	-	3	-	-	-	-	-	-	-	-	-	-	-
	CO6	-	-	3	-	-	-	1	-	-	-	1	-	-	-

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/ 4 th IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I							News Writing Style					Promote sustained, inclusive and sustainable economic growth, full and productive	Online and Digital Education: Ensuring Equitable Use of Technol	Technical Skills that match Industry Needs (Minimum industry requirement) Hands-on Experi

											<p>ctive employment and decent work for all (SDG 8)</p> <p>(Learning the components of this unit will enable employability)</p>	<p>ogy (24.1-24.5)</p>	<p>ence (Students will be learning through doing)</p>
Unit I											<p>Skills for Decent Work (SDG 4.4)</p> <p>(Learning the components of this unit will enhance employability)</p>	<p>Professional Education (17.1-17.5)</p>	<p>Technical Skills that match Industry Needs</p> <p>(Knowledge of the softwares will elevate skills and better chances of employment)</p> <p>Hands-on Experience (Students will be</p>

														worki ng on the softwa res)	
U n i t I I I					Desig ning newsle tter/ne wspap er layout								Skills for Dece nt Work (SDG 4.4) (Lear ning the comp onent s of this unit will enhan ce empl oyabi lity)	Prof essi onal Edu catio n (17. 1- 17.5)	Technic al Skills that match Industr y Needs (Knowl edge of the softwar es will elevate skills and better chances of employ ment) Hands -on Experi ence (Stude nts will be worki ng on practi cal assign ments)
U n i t I V													Skills for Dece nt Work (SDG 4.4) (Lear ning the comp	Prof essi onal Edu catio n (17. 1- 17.5)	Technic al Skills that match Industr y Needs (Knowl edge of the softwar es will

												onents of this unit will enhance employability)	elevate skills and better chances of employment) Hands-on Experience (Students will apply the skills learnt and work on projects)
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1=weakly mapped

2= moderately mapped

3=strongly mapped

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

Catalogue Description:

This course, "New Age Life Skills," provides a comprehensive exploration of effective communication skills in personal and professional contexts. Through four units, students will delve into the foundations

of communication, interpersonal skills, digital communication in the modern age, and advanced communication strategies. They will develop clarity in verbal and nonverbal communication, cultivate active listening and empathy, master conflict resolution, and harness the power of written and digital communication. Students will also build persuasive abilities, become adept at public speaking, and understand the art of storytelling in communication. Additionally, the course emphasizes adaptability and flexibility in tailoring communication to different contexts and audiences.

Course Content:

Unit 1: Foundations of Effective Communication

10 Lectures

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

Unit 2: Interpersonal Communication

10 Lectures

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

Unit 3: Communication in Digital Age

10 Lectures

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

Unit 4: Advanced Communication Strategies

10 Lectures

- **Persuasion and Influence:** Exploring techniques to present ideas convincingly, using logic, emotion, and evidence to influence others positively.
- **Public Speaking:** Building confidence and competence in public speaking through effective speech organization, delivery techniques, and managing stage fright.
- **Storytelling:** Understanding the power of narratives in communication. Learning to craft compelling stories to convey messages and connect with audiences.

- **Adaptability and Flexibility:** Developing the ability to adapt communication style based on context, audience, and goals. Practicing effective communication in different scenarios.

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

Examination Scheme

Components	Quiz I	Prese ntation/ Assign ment/ etc.	Mid Term Exam	Attendanc e	End Term Exam
Weightage (%)	10	10	20	10	50

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

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

		Disciplinary Knowledge	Understanding the Role of Media	Skilled and Independent Ready Professional s	Influential and effective communication	Leadership readiness/Qualities	Critical / Reflective thinking & language efficiency	Technological Efficiency 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	Students shall become ethically committed media professionals and represent adhering to the human values
Course Code	Course Title	P O1	P O2	P O3	P O4	P O5	P O6	P O7	P O8	P O9	PO 10	PO 11	PS O1	PS O2	PS O3

AEC 001	New Age Life Skills-I	3			3	2	2		1	3		2	2	1	1
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Course Code	Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PS O1	PS O2	PS O3
AEC001	CO1	3	-	-	3	-	-	-	-	3	-	2	-	-	-
	CO2	-	-	-	-	2	2	-	-	3	-	-	2	-	-
	CO3	3	-	-	3	2	-	-	-	3	-	2	-	1	1
	CO4	3	-	-	-	-	2	-	-	3	-	-	-	-	-

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

1=weakly mapped

2= moderately mapped

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	C
Version 1.0		3	1	0	4
Eligibility	BA(JMC) I				
Co-requisites	--				

Course Objectives

1. To understand the constitutional and legal framework of India.
2. To describe the correlation between fundamental rights and duties.
3. To familiarize them with the court room code of conduct.
4. To analyse 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:

12 Contact Hours

Familiarize with the court room

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:

12 lectures

Constitutional and Legal Framework

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:

12 lectures

Regulations and Acts

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:

10 lectures

Associations

Defining Media Ethics: Social Responsibility of Press , Legal Rights and Responsibilities of Journalists, Code of Ethics: Editors' Guild, Press Council of India, AIR & Doordarshan

Code, Regulatory Framework: TRAI, BCCC, News Broadcasters Association (NBA) and their functioning.

Suggested Text Books:

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

Advanced Readings:

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

Open Educational Resources (OER)

https://www.youtube.com/watch?v=VIDEO_ID

<https://www.slideshare.net/USERNAME/legal-terminology-presentation>

<https://www.example.com/legal-terminology>

https://www.youtube.com/watch?v=VIDEO_ID

https://www.youtube.com/watch?v=VIDEO_ID

<https://www.slideshare.net/USERNAME/constitutional-framework-for-media>

<https://www.example.com/parliamentary-privileges>

https://www.youtube.com/watch?v=VIDEO_ID

<https://www.slideshare.net/USERNAME/copyright-act-1957>

<https://www.example.com/right-to-information-cases>

https://www.youtube.com/watch?v=VIDEO_ID

<https://www.slideshare.net/USERNAME/journalistic-code-of-ethics>

<https://www.example.com/press-council-functions>

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

Assessment & Evaluation

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

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

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

		Dis ci pli nary Know ledge	Und er stand ing the Role of Media	Skil led and Ind ust ri al - read ers of mass media	Infl uence and eff ect ive com muni cation	Lead ers hip read iness/ Qual ities	Crit ical / Re flect ive think ing & la ngu age eff icien cy	Tech nolog ically Eff icient Pr of es sion al	Eth ical Aw are ness	Lif elong Learn ing	Re search -rel ated Skills	Co oper ation / Te am work	Stu dent s will ac quire prof es sion al skill s re quire d to be a med ia prof es sion al	Stu dent s will be equ ipped with ICT com pet ence in clud ing dig ital liter acy	Stu dent shall be com pet ent eth ically com mit ted med ia prof es sion als and en tre pre ne urs ad he ring to the
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																hu m a n v a l u e s
Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	
JMBJ 102	Media Laws and Ethics	3	2		2		3	1	3	3						

Course Code	Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
JMBJ 102	CO1	3	-	-	-	-	-	-	2	-	-	-	-	-	-
	CO2	3	-	-	1	-	1	-	-	-	-	-	-	-	-
	CO3	3	-	-	1	-	-	-	2	2	-	-	-	-	-
	CO4	-	3	-	-	-	-	-	-	-	-	-	-	-	-
	CO5	-	3	-	-	-	3	-	1	3	-	-	-	-	-
	CO6	-	-	-	-	-	3	3	1	3	-	-	-	-	-

1=weakly mapped

2= moderately mapped

3=strongly mapped

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/4 th IR	
	L	R	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment				Sustainability
Unit I			Freedom of the Press and the		Legal Terminology: Bills and Acts			Freedom of the Press		Freedom of Speech and Expression:					

			Indian Constitution,					and the Indian Constitution,		Article 19(1) (a) and Reasonable Restrictions Article 19 (2)				
U n i t I I			Press Commissions and Press Council of India											
U n i t I I I			Right to Information Act 2005		Press & Registration of Books Act 1867 and 1955, Copyright Act 1957					Right to Information Act 2005				
U n i t I V					News Broadcasters Association (NBA) and their functioning.			Defining Media Ethics						

Teaching Plan:

Weekly Teaching Plan	Topic/Unit No.	Textbook [TB]/ Reference Book [RB]-Chapter/	Teaching-Learning Method
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		Page No./ Open Education Resources [OER]	
Week 1	Unit I - 3 contact hours,	Topic: Legal Terminology: Bills and Acts, Ordinance, Regulations, Statute, Code TB: Aggarwal, S. K. (1989). <i>Media credibility</i> . Mittal Publications.	In-person Lecture (Conceptual Introduction)
Week 2	Unit I - 3 contact hours	Topic: Norms, Conventions, Affidavit, Accused, Acquittal, Bail, Conviction, Defendant TB: Aggarwal, S. K. (1989). <i>Media credibility</i> . Mittal Publications.	Blended Learning (In-person Lecture + Presentation (PPT) for deeper understanding)
Week 3	Unit I - 3 contact hours	Topic: Evidence, Plaintiff, Prosecution, Prima Facie, Sub-Judice TB: Basu, D. D. (2018). <i>Introduction to the Constitution of India</i> . Prentice Hall.	In-person Lecture (Historical Overview)
Week 4	Unit I - 3 contact	Topic: Press Laws Before and After	In-person Lecture (Skill Development)

	hours	Independence, Bill to Act: Case Study of Lokpal, Freedom of the Press and the Indian Constitution TB: Basu, D. D. (2018). Introduction to the Constitution of India. Prentice Hall.	
Week 5	Unit I - 3 contact hours	Topic: Freedom of Speech and Expression: Article 19(1) (a) and Reasonable Restrictions Article 19 (2) OER: https://www.slideshare.net/USERNAME/legal-terminology-presentation	Blended Learning (In-person Lecture + Experiential Learning through role-play)
Week 6	Unit II - 3 contact hours	Topic: Press Commissions and Press Council of India OER: https://www.slideshare.net/USERNAME/legal-terminology-presentation	In-person Lecture (Conceptual Explanation)
Week 7	Unit II - 3 contact hours	Topic: Committees: Chanda Committee, P.C. Joshi Committee, Sengupta Committee and Verghese Committee.	In-person Lecture (Conceptual Introduction)

		TB: Thakurta, P. G. (2011). <i>Media Ethics: Truth, Fairness, and Objectivity</i> . Oxford University Press.	
Week 8	Unit II - 3 contact hours	Topic: The State: Sedition-incitement to violence (section 124A IPC) TB: Thakurta, P. G. (2011). <i>Media Ethics: Truth, Fairness, and Objectivity</i> . Oxford University Press.	In-person Lecture (Conceptual Explanation)
Week 9	Unit II - 3 contact hours	Topic: Legislature: Parliamentary Privileges - Article 361A, Article 105 (Parliament), Article 194 (State Legislation), Judiciary: Contempt of Court 1971 TB: Iyer, V. (2000). <i>Mass media laws and regulations in India</i> . India Research Press.	Blended Learning (In-person Lecture + Experiential Learning through media analysis)
Week 10	Unit III - 3 contact hours	Topic: Press & Registration of Books Act 1867 and 1955, Copyright Act 1957, Working Journalists Act 1955 & 1958, Young Persons	In-person Lecture (Theory Overview)

		<p>Harmful Publications Act 1956</p> <p>TB: Iyer, V. (2000). <i>Mass media laws and regulations in India</i>. India Research Press.</p>	
Week 11	Unit III - 3 contact hours	<p>Topic: Prasar Bharati Act 1990 and Cinematograph Act 1952, Official Secrets Act 1923</p> <p>OER: https://www.youtube.com/watch?v=VIDEO_ID</p>	In-person Lecture (Theory Overview)
Week 12	Unit III - 3 contact hours	<p>Topic: Right to Information Act 2005 (Case studies), Defamation, Libel & Slander (Case studies)</p> <p>OER: https://www.example.com/right-to-information-cases</p>	In-person Lecture (Presentation)
Week 13	Unit IV - 3 contact hours	<p>Topic: Defining Media Ethics: Social Responsibility of Press, Legal Rights and Responsibilities of Journalists</p> <p>TB: Venkateswaran, K. S. (1993). <i>Mass Media Laws and</i></p>	Blended Learning (In-person Lecture + Participatory Learning)

		<i>Regulations in India.</i> Asian Mass Communication Research and Information Centre.	
Week 14	Unit IV - 3 contact hours	<p>Topic: Code of Ethics: Editors' Guild, Press Council of India, AIR & Doordarshan Code.</p> <p>TB: Shrivastava, K. M. (2005). <i>Media Ethics: Veda to Gandhi & beyond</i>. Publications Division, Ministry of Information and Broadcasting, Government of India.</p>	In-person Lecture through Presentation
Week 15	Unit IV - 3 contact hours	<p>Topic: Regulatory Framework: TRAI, BCCC, News Broadcasters Association (NBA) and their functioning.</p> <p>TB: Venkateswaran, K. S. (1993). <i>Mass Media Laws and Regulations in India.</i> Asian Mass Communication Research and Information Centre.</p>	In-person Lecture through Presentation

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching Learning Activity	Assessment Task Methods
1	Understand the structure of a courtroom and key legal terminology, fostering a foundational understanding of legal proceedings.	(i) Each topic to be explained with illustrations. (ii) Students to be encouraged to discover the relevant concepts. (iii) Students be given homework/assignments. (iv) Discuss and solve the theoretical and practical problems in the class. (v) Students to be encouraged to apply concepts to real world problems.	<ul style="list-style-type: none"> • Presentations and class discussions. • Assignments and class tests. • Student presentations. • Mid-term examinations. • Practical and viva-voce examinations. • End-term examinations.
2	Analyze the constitutional and legal framework governing media, including press commissions, privileges, and contempt of court, ensuring a grasp of the legal context of journalism.		
3	Evaluate various regulations and acts such as the Press & Registration of Books Act and Copyright Act, and explore case studies related to defamation and right to information, developing a comprehensive understanding of media-related legislation.		
4	Examine media ethics, the social responsibility of the press, and the legal rights and responsibilities of journalists, while understanding the functioning of regulatory bodies, ensuring ethical and responsible journalism practice.		

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

Course Objectives

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

Course Outcomes

After completion of the course student will be able to

CO1: Enhance knowledge about photography and its history.

CO2: Describe the parts of a digital camera and their functions.

CO3: Develop visualization and creativity of the students.

CO4: Apprise the students with techniques involved in various beats of photography.

CO5: Describe various lights, their accessories and their applications.

CO6: Apply the use of photography in journalism and advertising field.

CO7: Demonstrate proficiency of skills in Photo Journalism.

Catalogue Description

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

the form of the image. In this course, students will get learn the art to capture the reality and present it aesthetically.

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

A good picture can only be captured in an appropriate amount of light, students have to learn different lighting source and so that they can use it according to their needs in photography.

Students will learn different types of lighting such as one point, two point and three-point lighting in this course.

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

COURSE CONTENT

Unit I

8 lectures

Introduction to Photography

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

14 lectures

Functions of Camera

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

12 lectures

Types of Photography

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

12 lectures

Photo Journalism

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

Suggested Text books:

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

Advanced Readings:

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

aspiring photographers. Focal Press.

Open Educational Resources (OER) (Clickable links)-

Assessment & Evaluation

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

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

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

		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/Teamwork	Students will acquire professional skills required to be a media professional	Students will be equipped with ICTs competencies including digital literacy	Students shall become ethically committed media professionals and entrepreneurs adhering to the human values
Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PSO 1	PSO 2	PSO 3
SEC024	Digital Photography and Imagery	3	1	2	2		2	3		2					

1=weakly mapped

2= moderately mapped

3=strongly mapped

Course Code	Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PS O1	PS O2	PS O3
SEC024	CO1	3	-	-	-	-	-	2	-	-	-	-	-	-	-
	CO2	3	-	-	2	-	-	-	-	2	-	-	-	-	-
	CO3	-	-	-	3	-	2	-	-	-	-	-	-	-	-
	CO4	-	-	3	-	-	-	-	-	-	-	-	-	-	-
	CO5	-	-	-	-	-	-	3	-	-	-	-	-	-	-

CO6	-	3	3	-	-	-	-	-	-	-	-	-	-	-
CO7	-	-	-	-	-	-	3	-	3	-	-	-	-	-

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/4 th IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I	-	-	-	Brief History of photography	-	-	-	-	-	Photography as a medium of communication	Skills for Decent Work (SDG 4.4) (Learning the components of this unit will enhance chances	"Professional Education (20.2) Technical education (20.		

												of employability) strengthen communication capacities, increase participation in the communication process (SDG 16)	6)"	
Unit II	-	-	-	Camera design, Lens, Camera accessories	Photographic Composition: Elements of composition, Rule of thirds, Placement of subject, Framing, Principles of composition, shots and camera angles.	-	-	-	-	-	-	"Skills for Decent Work (SDG 4.4) (Learning the components of this unit will enhance chances of employability) strengthen communication capacities, increase participation in the communication process (SDG 16)"	" Professional Education (20.2) Technical education (20.6) Use of technological tools (23.2)"	

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

					s, the tools palette, Selecting, cutting and pasting, Levels and Contrast							ication capacities, increase participation in the communication process (SDG 16)	l tool s (23.2)"
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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: 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). <i>Langford's basic</i>	Blended Learning (In-person Lecture + Presentation (PPT) for deeper understanding)

		<i>photography: The guide for serious photographers.</i> Focal Press.	
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	Blended Learning (In-person Lecture + Experiential Learning through role-play)

		<p>TB: Langford, M., Smith, R. S., & Fox, A. (2015). <i>Langford's basic photography: The guide for serious photographers</i>. Focal Press.</p>	
Week 6	Unit II - 3 contact hours	<p>Topic: Aperture and Shutter, Depth of field, Lens care, Exposure - Meaning and definition of Exposure F-number and shutter speed relationship, equivalent exposure settings</p> <p>TB: Folts, J. A., Lovell, R. P., & Zwahlen, F. C. (2006). <i>Handbook of photography</i>. Thomsan Learning.</p>	In-person Lecture (Conceptual Explanation)
Week 7	Unit II - 3 contact hours	<p>Topic: Camera accessories: Tripod, Lens hood, Flash unit, filters, close up attachment etc.</p> <p>TB: Folts, J. A., Lovell, R. P., & Zwahlen, F. C. (2006). <i>Handbook of photography</i>. Thomsan Learning.</p>	In-person Lecture (Conceptual Introduction)
Week 8	Unit II - 3 contact	Topic: Photographic	In-person Lecture (Conceptual Explanation)

	hours	<p>Composition: Elements of composition, Rule of thirds, Placement of subject, Framing, Principles of composition, shots and camera angles,</p> <p>TB: Frost, L. (2010). <i>The A-Z of creative photography</i>. Amphoto.</p>	
Week 9	Unit III - 3 contact hours	<p>Topic: Various types of photography- Event Coverage Photography, Wedding Photography, Ad photography, Street Photography</p> <p>TB: Frost, L. (2010). <i>The A-Z of creative photography</i>. Amphoto.</p>	Blended Learning (In-person Lecture + Experiential Learning through media analysis)
Week 10	Unit III - 3 contact hours	<p>Topic: Portrait Photography, Wildlife Photography, Nature and Landscapes Photography, Food Photography, Fashion Photography.</p> <p>TB: Ang, T.</p>	In-person Lecture (Theory Overview)

		(2008). <i>Fundamentals of modern photography</i> (1st ed.). Octopus Publishing Group.	
Week 11	Unit III - 3 contact hours	Topic: Product Photography and Night photography. Lighting- Sources of light: Natural & Artificial, Nature and physical properties of light. TB: Ang, T. (2008). <i>Fundamentals of modern photography</i> (1st ed.). Octopus Publishing Group.	In-person Lecture (Theory Overview)
Week 12	Unit III - 3 contact hours	Topic: Direction & angle of light: Front, side, top & back, Lighting contrast and its control by fill in lights, One, two & three point lighting : Key, fill and back light. TB: Aiyar, B. (2005). <i>Digital Photojournalism</i> . Authorpress.	In-person Lecture (Presentation)
Week 13	Unit IV - 3 contact hours	Topic: Photo journalism- Role and impact of a photograph in print media, Review and	Blended Learning (In-person Lecture + Participatory Learning)

		<p>analysis of some outstanding photographs, Photo editing- selection of photograph, cropping, caption writing</p> <p>TB: Bilissi, E., & Langford, M. (2018). <i>Langford's advanced photography: The guide for aspiring photographers</i>. Focal Press.</p>	
Week 14	Unit IV - 3 contact hours	<p>Topic: Digital Photo Editing- Introduction to Photoshop, creating a document and saving a file, Importing camera images, the tools palette, Selecting, cutting and pasting.</p> <p>TB: Bilissi, E., & Langford, M. (2018). <i>Langford's advanced photography: The guide for aspiring photographers</i>. Focal Press.</p>	In-person Lecture through Presentation
Week 15	Unit IV - 3 contact hours	<p>Topic: Levels and Contrast, Photo Appreciation, Photo Stories, Photo Features and Photo Essays Legal and Ethical Issues.</p>	In-person Lecture through Presentation

		TB: Bilissi, E., & Langford, M. (2018). <i>Langford's advanced photography: The guide for aspiring photographers</i> . Focal Press.	
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Facilitating the Achievement of Course Learning Outcomes

For Example:

Unit No.	Course Learning Outcomes	Teaching Activity	Learning	Assessment Task Methods
1	By the end of this unit, students will be able to explain the historical development of photography as a medium of visual communication and describe the transition from analog to digital photography.	(i) Each topic to be explained with illustrations. (ii) Students to be encouraged to discover the relevant concepts. (iii) Students be given homework/assignments. (iv) Discuss and solve the theoretical and practical problems in the class. (v) Students to be encouraged to apply concepts to real world problems.		<ul style="list-style-type: none"> • Presentations and class discussions. • Assignments and class tests. • Student presentations. • Mid-term examinations. • Practical and viva-voce examinations. • End-term examinations.
2	Upon completing this unit, students will demonstrate a comprehensive understanding of camera functions, including types of cameras, camera settings (shutter speed, ISO, F-Stop, aperture), lenses, and photographic composition techniques.			
3	At the conclusion of this unit, students will be proficient in recognizing			

	and practicing various types of photography, including event, portrait, nature, and fashion photography, and will have the skills to apply appropriate lighting techniques for each genre.		
4	After completing this unit, students will possess the ability to critically analyze the role and impact of photographs in print media, conduct photo editing using tools like Photoshop, and ethically and legally engage in photojournalism practices, including creating compelling photo stories and features.		

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

Course Outcomes:

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

COURSE CONTENT

Unit-I**12 Contact Hours**

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

Unit-II**12 Contact Hours**

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

Unit-III**12 Contact Hours**

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

Unit-IV**12 Contact Hours**

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

Suggested text books:

Social change :W F Ogburn

Theories of social change:A critical appraisal -Raymond Boudon

The theory of social change- John McLeish

Social change in India : Crisis and resilience - Yogendra Singh

Advanced Readings:

Social movement and Social Transformation -MSA Rao

Protest and change : Studies in social movement -T K Oommen

Social movements in india- Ghanshyam Shah

Open Educational Resources (OER)

https://www.youtube.com/watch?v=VIDEO_ID

<https://www.slideshare.net/USERNAME/factors-of-social-change>

<https://www.example.com/types-of-social-change>

https://www.youtube.com/watch?v=VIDEO_ID

<https://www.slideshare.net/USERNAME/demographic-theories-of-social-change>

<https://www.example.com/it-and-social-change>

https://www.youtube.com/watch?v=VIDEO_ID

<https://www.slideshare.net/USERNAME/secularization-and-globalization-in-india>

<https://www.example.com/parochialisation-and-universalization>

https://www.youtube.com/watch?v=VIDEO_ID

<https://www.slideshare.net/USERNAME/characteristics-of-social-movements>

<https://www.example.com/social-movement-role>

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

		Disciplinary Knowledge	Understanding the Role of Media	Skill and Industry-readiness 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	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
USO102	Sociology of Social Mov	2	-	1	2	--	3	1	-	2	-	2	1	1	2

e	m															
en																
ts																

1=weakly mapped

2= moderately mapped

3=strongly mapped

Course Code	Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PS O1	PS O2	PS O3
USO102	CO1	2	-	-	2	-	3	1	-	2	-	-	1	-	-
	CO2	-	-	1	-	-	-	1	-	-	-	-	-	-	-
	CO3	2	-	1	-	-	2	-	-	-	-	2	-	1	2
	CO4	-	-	-	2	-	-	-	-	2	-	-	1	-	-
	CO5	2	-	-	-	-	3	-	-	-	-	2	-	-	-

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/4 th IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I			Types of Social change: Evolution, Development							Concept, Meaning & Nature of Social change				
Unit I	Inf	orma	Infor mation							Infor mation techn				

I	o	tio	techn						ology				
r	m	n	olog						and				
a	t	tec	y and						Social				
t	i	hn	Soci						Chan				
o	o	olo	al						ge.				
n	l	gy	Chan										
t	e	an	ge.										
e	c	d											
c	h	So											
h	n	cia											
n	o	l											
o	l	Ch											
o	g	an											
y	a	ge.											
a	n												
n	d												
d	S												
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U			Proce	C					Conc				
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I			Social	pt					t of				
I			Chan	&					Secul				
I			ge in	Im					arizati				
			India:	pa					on				
			Sansk	ct					and				
			ritizati	of					Globa				
			on,	Se					lizatio				
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			rnizati	lar									

			on, Mode rnizati on	iz ati on an d Gl ob ali za tio n											
U n it I V										Social Move ments					

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,	In-person Lecture (Conceptual Introduction)

		Modernization. TB: The theory of social change- John McLeish	
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.sli-deshare.net/USERNAME/factors-of-social-change	In-person Lecture (Theory Overview)
Week 11	Unit IV - 3 contact hours	Topic: Definitions and Characteristics of Social Movements. TB: Social movement and Social Transformation - MSA Rao	In-person Lecture (Theory Overview)
Week 12	Unit IV - 3 contact	Topic: Definitions and Characteristics	In-person Lecture (Presentation)

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

Facilitating the Achievement of Course Learning Outcomes

For Example:

Unit No.	Course Outcomes	Learning	Teaching Activity	Learning	Assessment Task Methods
1	Upon completion, students will understand the fundamental concepts of communication, its		(i) Each topic to be explained with illustrations. (ii) Students to be encouraged to		<ul style="list-style-type: none"> • Presentations and class discussions. • Assignments and class tests. • Student presentations. • Mid-term

	elements, processes, and various types, along with its historical evolution in India.	discover the relevant concepts. (iii) Students be given homework/assignments.	examinations. • Practical and viva-voce examinations. • End-term examinations.
2	Upon completion, students will possess the skills to analyze and employ both verbal and non-verbal communication effectively, while overcoming common barriers.	(iv) Discuss and solve the theoretical and practical problems in the class. (v) Students to be encouraged to apply concepts to real world problems.	
3	Upon completion, students will comprehend the role and impact of mass media and visual communication in society.		
4	Upon completion, students will be able to critically evaluate communication theories, models, and their application in real-world contexts.		

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

Catalogue Description

Throughout the course, practical exercises, interactive workshops, and real-world projects will reinforce the learning experience. Assessments will include digital portfolio creation, collaborative online projects, and evaluations of digital communication skills. The syllabus

aims to equip learners with essential digital skills to thrive in the digital era and effectively navigate the challenges and opportunities presented by technological advancements.

COURSE CONTENT

Unit 1: Digital Literacy and Online Security

12 Contact Hours

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

Unit 2: Digital Communication and Collaboration

12 Contact Hours

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

Unit 3: Digital Content Creation and Management

12 Contact Hours

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

Unit 4: Digital Problem-Solving and Innovation

12 Contact Hours

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

Suggested Text Books:

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

Advanced Readings:

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

OER:

<https://www.youtube.com/c/DigitalGarage>

<https://www.youtube.com/user/TEDEducation>

<https://www.youtube.com/user/khanacademy>

<https://www.youtube.com/user/AdobeCreativeCloud>

<https://www.slideshare.net/>

<https://www.slideshare.net/LinkedInLearning>

<https://www.coursera.org/>

<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	Presenta- tion/ Assign- ment/ etc.	Mid Term Exam	Attendanc e	End Term Exam
Weightage (%)	10	10	20	10	50

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Acquire foundational digital skills and knowledge, ensuring safe and responsible online behavior while protecting personal data.	PO1,
CO2	Develop effective digital communication abilities, mastering virtual collaboration tools and establishing a	

	strong online professional network.	
CO3	Cultivate multimedia creation expertise, leveraging digital tools for impactful content curation, creation, and personal branding.	
CO4	Foster critical thinking, troubleshooting proficiency, and adaptive innovation skills to excel in the dynamic digital landscape and promote lifelong learning.	

		D is ci pl in ar y K n o w le d ge of M ed ia	U n d er s t an d R o l e s of M ed ia	S k i l l s I n d u s t r y r e a d y P r o f e s s i o n a l s	I n f l u e n c e I n d e p e n d e n t P r o f e s s i o n a l s	L e a r n i n g I n t e l l i g e n c e Q u a l i t y	C r i t i c a l T h i n k i n g & L a n g u a g e e f f i c i e n c y	T e c h n o l o g i c a l E f f i c i e n c y P r o f e s s i o n a l	E t h i c a l A w a r e n e s s	L i f e l o n g L e a r n i n g	R e s e a r c h - r e l a t e d S k i l l s	C o o p e r a t i o n / T e a m w o r k	Stu d e n t s w i l l a c q u i r e p r o f e s s i o n a l s k i l l s r e q u i r e d t o b e m e d i a p r o f e s s i o n a l s	Stu d e n t s w i l l b e e q u i p p e d w i t h I C T s c o m p e t e n c i e s i n c l u d i n g d i g i t a l l i t e r a c y	Stu d e n t s s h a l l b e c o m m i t t e d t o h u m a n v a l u e s
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	PS O1	PSO 2	PSO 3

AEC002	New Age Life Skills-II																	
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Course Code	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO2	PSO3	PSO4
JMBJ201	CO1														
	CO2														
	CO3														
	CO4														
	CO5														

1=weakly mapped

2= moderately mapped

3=strongly mapped

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

I					ng		Meetings and Webinars, Online Collaboration Tools, Digital Networking							
Unit III					Multimedia Creation	Personal Branding	Basic Graphic Design, Multimedia Creation, Content Curation and Copyright, Personal Branding							
Unit IV							Critical Thinking in the Digital Age, Troubleshooting and Tech Support, Innovation and Adaptability, E-Learning and Skill Enhancement							

Teaching Plan:

Weekly Teaching Plan	Topic/Unit No.	Textbook [TB]/ Reference Book [RB]-Chapter/ Page No./ Open Education Resources [OER]	Teaching-Learning Method
Week 1	Unit I - 3 contact hours,	Topic: Introduction to Digital Skills: Understanding the importance of	In-person Lecture (Conceptual Introduction)

		<p>digital skills in modern life and their role in personal and professional growth.</p> <p>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</p>	
Week 2	Unit I - 3 contact hours	<p>Topic: Digital Literacy: Developing the ability to use digital devices, software, and tools effectively. Learning to navigate operating systems, file management, and basic troubleshooting.</p> <p>TB: "Data and Goliath: The Hidden Battles to Collect Your Data and Control Your World" by Bruce Schneier</p>	Blended Learning (In-person Lecture + Presentation (PPT) for deeper understanding)
Week 3	Unit I - 3 contact hours	<p>Topic: Internet Safety and Cybersecurity: Exploring online threats, identity protection, safe</p>	In-person Lecture (Historical Overview)

		<p>browsing habits, and best practices for safeguarding personal and financial information</p> <p>TB: "Reclaiming Conversation: The Power of Talk in a Digital Age" by Sherry Turkle</p>	
Week 4	Unit I - 3 contact hours	<p>Topic: Privacy and Data Management: Understanding the value of personal data, managing privacy settings, and making informed decisions about sharing information online.</p> <p>TB: "Cybersecurity and Cyberwar: What Everyone Needs to Know" by P.W. Singer and Allan Friedman</p>	In-person Lecture (Skill Development)
Week 5	Unit II - 3 contact hours	<p>Topic: Email Etiquette and Communication: Mastering professional email writing, etiquette, and effective communication in digital correspondence.</p> <p>TB: "Never Split the Difference:</p>	Blended Learning (In-person Lecture + Experiential Learning through role-play)

		Negotiating As If Your Life Depended On It" by Chris Voss	
Week 6	Unit II - 3 contact hours	<p>Topic: Virtual Meetings and Webinars: Navigating video conferencing tools, setting up virtual meetings, and participating confidently in online discussions.</p> <p>TB: "Remote: Office Not Required" by Jason Fried and David Heinemeier Hansson</p>	In-person Lecture (Conceptual Explanation)
Week 7	Unit II - 3 contact hours	<p>Topic: Online Collaboration Tools: Exploring cloud-based platforms for document sharing, project management, and collaborative work, enhancing remote teamwork.</p> <p>TB: "The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses" by</p>	In-person Lecture (Conceptual Introduction)

		Eric Ries	
Week 8	Unit II - 3 contact hours	<p>Topic: Digital Networking: Building an online professional presence through social media platforms, understanding digital networking etiquette, and leveraging connections.</p> <p>TB: "Crucial Conversations: Tools for Talking When Stakes Are High" by Kerry Patterson, Joseph Grenny, Ron McMillan, and Al Switzler</p>	In-person Lecture (Conceptual Explanation)
Week 9	Unit III - 3 contact hours	<p>Topic: Basic Graphic Design: Introduction to graphic design principles and tools for creating visually appealing digital content, such as social media posts and presentations.</p> <p>TB: "Designing Brand Identity: An Essential Guide for the Whole Branding Team" by Alina Wheeler</p>	Blended Learning (In-person Lecture + Experiential Learning through media analysis)
Week 10	Unit IV -	Topic: Multimedia	In-person Lecture (Theory Overview)

	3 contact hours	<p>Creation: Exploring audio, video, and image editing software to produce engaging multimedia content for various purposes.</p> <p>OER: https://www.youtube.com/c/DigitalGarage</p>	
Week 11	Unit IV - 3 contact hours	<p>Topic: Content Curation and Copyright: Understanding the importance of citing sources, avoiding plagiarism, and respecting copyright laws when using and sharing digital content</p> <p>TB: "Factfulness: Ten Reasons We're Wrong About the World—and Why Things Are Better Than You Think" by Hans Rosling</p>	In-person Lecture (Theory Overview)
Week 12	Unit IV - 3 contact hours	<p>Topic: Personal Branding: Crafting a personal brand online through consistent content creation, showcasing skills, and sharing expertise to stand out in the digital</p>	In-person Lecture (Presentation)

		space. TB: "Mindset: The New Psychology of Success" by Carol S. Dweck.	
Week 13	Unit IV - 3 contact hours	Topic: Critical Thinking in the Digital Age: Developing analytical skills to evaluate online information, identify misinformation, and make informed decisions. 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/AdobeCreativeCloud	Blended Learning (In-person Lecture + Participatory Learning)
Week 14	Unit IV - 3 contact hours	Topic: Innovation and Adaptability: Embracing digital tools and trends to drive innovation, creativity, and adaptability in personal and professional contexts.	In-person Lecture through Presentation

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

Facilitating the Achievement of Course Learning Outcomes

For Example:

Unit No.	Course Learning Outcomes	Teaching Activity	Learning	Assessment Task Methods
1	Upon completion, students will understand the fundamental concepts of communication, its elements, processes, and various types, along with its historical evolution in India.	(i) Each topic to be explained with illustrations. (ii) Students to be encouraged to discover the relevant concepts. (iii) Students be given homework/assignments.		<ul style="list-style-type: none"> • Presentations and class discussions. • Assignments and class tests. • Student presentations. • Mid-term examinations. • Practical and viva-voce examinations. • End-term examinations.
2	Upon completion, students will possess the skills to analyze and employ both verbal and non-verbal	(iv) Discuss and solve the theoretical and practical problems in the class. (v) Students to be encouraged to apply		

	communication effectively, while overcoming common barriers.	concepts to real world problems.	
3	Upon completion, students will comprehend the role and impact of mass media and visual communication in society.		
4	Upon completion, students will be able to critically evaluate communication theories, models, and their application in real-world contexts.		

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

VAC for Others: Film Appreciation

Open Electives for others: Gender and Media Studies

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

COURSE OBJECTIVES

The course will enable the student-teacher to:

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

COURSE OUTCOMES (CO)

After completion of the course student will be able to:

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

CO2: Illustrate knowledge films and their impact on society

CO3: Classify a film into different genres

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

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

Catalogue Description

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

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

romantic comedy, musicals and documentaries will be taught. The role of the director as facilitator, auteur theory will be discussed.

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

COURSE CONTENT

Unit I:

12 Contact Hours

Introduction to Cinema

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

Unit II:

12 Contact Hours

Types of Cinema

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

Unit III:

12 Contact Hours

Language of Cinema

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

Unit IV:

12 Contact Hours

Film Appreciation

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

Suggested Text Books

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

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

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

Advanced Reading

"Film Art: An Introduction" by David Bordwell and Kristin Thompson, Year: 1979, Publisher: McGraw-Hill Education
 Understanding Movies" by Louis Giannetti, Year: 2020 (Latest edition), Publisher: Pearson

Open Educational Resources (OER) (Clickable links)-

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

Assessment & Evaluation

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

Programme and Course Mapping

Course Code	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO2	PSO3	PSO4
JMBJ201	CO1	2													
	CO2	2	2												
	CO3						3								
	CO4	2	2	2			3			2					
	CO5			2	2		3			2					

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Define the nature and types of cinema, and different film movements	PO1
CO2	Illustrate knowledge films and their impact on society	PO1, PO2

CO3	Classify a film into different genres	PO6
CO4	Critically interpret films by reading (not just viewing) the film for literary elements	PO1, PO2, PO3, PO6, PO9
CO5	Apply the knowledge of concepts like direction, cinematography, and sound to critique films	PO3, PO4, PO6, PO9

		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
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSC
JMBJ201	Film Appreciation and Cinema Studies	2	2	2			3			2			

Relevance to the local, national, and global developmental		Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG		NEP	P
	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment &				
	traditions in world cinema-German Expressionism,								Promote sustained, inclusive and sustainable economic growth,	Online and Digital Education:		Technical (Minimum

		Italian neo-realism, French new wave, British new wave, Chinese cinema							full and productive employment and decent work for all (SDG 8) (Learning the components of this unit will enable employability)	Ensuring Equitable Use of Technology (24.1- 24.5)	require
			Action cinema		Action cinema				Skills for Decent Work (SDG 4.4) (Learning the components of this unit will enhance employability)	Professional Education (17.1-17.5)	Techni match (Know softwa skills a chance employ
			studio cinema, mobile cinema						Skills for Decent Work (SDG 4.4) (Learning the components of this unit will enhance employability)	Professional Education (17.1-17.5)	Techni match (Know softwa skills a chance employ
ythology nema in dia			Hindi music film, Hollywood musicals						Skills for Decent Work (SDG 4.4) (Learning the components of this unit will enhance employability)	Professional Education (17.1-17.5)	Techni match (Know softwa skills a chance employ

Teaching Plan:

Weekly Teaching Plan	Topic/Unit No.	Textbook [TB]/ Reference Book [RB]- Chapter/ Page No./ Open Education Resources [OER]	Teaching-Learning Method
Week 1	Introduction, Film Theory, Genre Theory	Film Art: An Introduction" by David Bordwell and Kristin Thompson	In-person Lecture (Introduction)
Week 2	Traditions in world cinema-	"From Caligari to Hitler: A Psychological	In-person Lecture + Presentation (PPT)

	German Expressionism	History of the German Film" by Siegfried Kracauer	
Week 3	Italian neo-realism, French new wave	"Italian Neorealism: A Cultural History" by David Forgacs	In-person Lecture
Week 4	British new wave, Chinese cinema	"The British Cinema Book" edited by Robert Murphy	Presentation (PPT)
Week 5	Action cinema	"The Philosophy of Action Movies" edited by Steven Sanders and Aeon J. Skoble -	In-person Lecture + Presentation (PPT)
Week 6	Aspects of Cinema-melodrama	"Melodrama and Meaning: History, Culture, and the Films of Douglas Sirk" by Barbara Klinger	In-person Lecture + Presentation (PPT)
Week 7	Formalism in Cinema	"Film Art: An Introduction" by David Bordwell and Kristin Thompson	In-person Lecture + Presentation (PPT)
Week 8	The language of cinema, city cinema	"Film Language: A Semiotics of the Cinema" by Christian Metz	In-person Lecture
Week 9	Semiotics of cinema, studio cinema,	"Film Language: A Semiotics of the Cinema" by Christian Metz	Blended Learning
Week 10	Mobile cinema, ideology in cinema, character in cinema	"Portable Movie Machines: The Mobile Film and the Transformation of the Cinematic Experience" by Germain Lacasse	Flip Classroom

Week 11	Mythology cinema in India	"Indian Popular Cinema: A Narrative of Cultural Change" by K. Moti Gokulsing and Wimal Dissanayake	In-person Lecture
Week 12	Parallel Cinema, Hindi music film	"Indian Cinema: A Visual Journey" by Nasreen Munni Kabir	In-person Lecture
Week 13	Hollywood musicals, Iranian cinema	"The American Film Musical" by Rick Altman	In-person Lecture
Week 14	Postmodernism and cinema, sequels	"Postmodern Hollywood: What's New in Film and Why It Makes Us Feel So Strange" by M. Keith Booker	In-person Lecture
Week 15	Remakes, and cult films.	"Remake/Remodel: Women's Magazines in the Digital Age" by Brooke Erin Duffy	In-person Lecture + Presentation (PPT)

Facilitating the Achievement of Course Learning Outcomes

For Example:

Unit No.	Course Learning Outcomes	Teaching Activity	Learning	Assessment Task Methods
1	Upon completion, students will understand fundamentals of film as an art form, its history, and cultural significance. Film Theory, Genre Theory, and Traditions in World Cinema	(i) Each topic to be explained with illustrations. (ii) Students to be encouraged to discover the relevant concepts. (iii) Students be given homework/assignments. (iv) Discuss and solve the theoretical and practical		<ul style="list-style-type: none"> • Presentations and class discussions. • Assignments and class tests. • Student presentations. • Mid-term examinations. • Practical and viva-voce examinations. • End-term examinations.
2	Upon completion, students will Analyze the evolution,			

	conventions, and cultural significance of action cinema genres, Melodrama, Formalism, and the Language of Cinema), and City Cinema.	problems in the class. (v) Students to be encouraged to apply concepts to real world problems.	
3	Upon completion, students Understand the semiotic systems and signs used in cinema, enabling the interpretation of visual and narrative elements, Studio Cinema, Mobile Cinema, Ideology in Cinema, and Character in Cinema		
4	Upon completion, students will be able to analyze the role of mythology in Indian cinema, understanding its cultural significance and evolution.		

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

COURSE OBJECTIVES

The course will enable the student-teacher to:

1. To define Radio as a medium of mass communication.
2. To distinguish with various styles of writing for radio programmes.
3. To familiarize with programmes produced inside and outside studio.
4. To elaborate the presentation styles of radio news and entertainment programmes.

-
5. To describe the process of radio programme production & evaluation.
 6. To integrate the theoretical knowledge of Radio production into becoming industry ready professional.

COURSE OUTCOMES (CO)

After completion of the course student will be able to

- CO1: Define Radio as a medium of mass communication.
- CO2: Distinguish with various styles of writing for radio programmes.
- CO3: Familiarize with programmes produced inside and outside studio.
- CO4: Elaborate the presentation styles of radio news and entertainment programmes.
- CO5: Describe the process of radio programme production & evaluation.
- CO6: Integrate the theoretical knowledge of Radio production into becoming industry ready professional.

Catalogue Description

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

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

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

COURSE CONTENT

Unit I:

15 Contact Hours

Introduction to Radio and radio Broadcasting

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

Unit II:

15 Contact Hours

Various Radio Formats

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

Unit III:

10 lectures

Radio Production –I

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

Unit IV:

10 lectures

Radio Production –II

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

Suggested Text Books

1. Chantler, P., & Stewart, P. (2003). *Basic Radio Journalism*. Taylor & Francis.
2. Chatterji, P. C. (1987). *Broadcasting in India*. Sage Publications Pvt.
3. Luthra, H. (1986). *Indian Broadcasting*. Publications Division Ministry of Information & Broadcasting.
4. McLeish, R., & Link, J. (2015). *Radio Production*. CRC Press.

Advanced Reading

1. Shrivastava, & M, K. (1989). *Broadcast Journalism*. Sterling Publishers Pvt.
2. Saxena, A. (2011). *Radio in new avatar AM to FM*. Kanishka Publishers.

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

Open Educational Resources (OER) (Clickable links)-

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

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

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

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

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

<https://training.prx.org/>

Assessment & Evaluation

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

Programme and Course Mapping

Course Code	Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8	PO9	PO1 0	PO1 1	PSO 1	PSO 2	PSO 3
JMBJ203	CO1	1	1	-	-	-	-	-	-	-	-	-	-	-	-
	CO2	-	-	2	2	-	1	-	-	-	-	-	-	-	-
	CO3	-	-	3	-	-	-	1	-	-	-	-	-	-	-
	CO4	-	-	3	-	-	-	3	-	1	-	-	-	-	-
	CO5	-	-	3	-	-	-	2	1	-	-	-	-	-	-

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

Mapping 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
CO3										Familiarize with programmes produced inside and outside studio.	
		Disciplinary Knowledge	Understanding the Role of Media	Skilled and Industry-ready Professionals	Influent and effective communication	Leadership readiness/ Qualities	Critical/ Reflective thinking & language efficiency	Technologically Efficient Professional	Ethical Awareness		PO3, PO7
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8		
JMBJ203	Radio Program Production	1	1	3	2		1	3	1		
CO4										Elaborate the presentation styles of radio news and entertainment programmes.	PO3, PO7, PO9

CO5	Describe the process of radio programme production & evaluation.	PO3, PO7, PO8
CO6	Integrate the theoretical knowledge of Radio production into becoming industry ready professional.	PO3, PO4, PO11

The local, national, global needs		Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP
National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability		
Radio Broadcasting in India		Functionaries of a Radio Station: Govt. and Private					Radio as Medium of Mass Communication	--	Freedom of expression, free flow of ideas by word and image, safety of Journalists, promote the wider and better balanced dissemination of information, increase participation in the communication process, to improve voice poverty, developing a free and independent media	11.2 (creativity and critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork communication skills, more depth learning and mastery curricula across fields, increase in social and moral awareness; 11.3 (intellectual, aesthetic, social, physical, emotional, moral in an integrated manner; ethic of social engagement; skills), 9.1 (a democratic, socially conscious, cultured, and human nation upholding liberty, equality, fraternity, and justice for all; 9.1.2 (skills and values will be incorporated at each stage of learning), professionally skilled media persons and communication experts
		Radio Talk, Radio Interview and Discussion, Radio Commentary, Radio Play/Drama, Radio Ads		Radio Talk, Radio Interview and Discussion, Radio Commentary, Radio Play/Drama			Radio Interview and Discussion, Radio Ads (Social and Commercial)	--	power of information and knowledge, safety of Journalists, flow of information, promote the wider and better balanced dissemination of information,	11.2 (creativity and critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork communication skills, more depth learning and mastery curricula across fields, increase in social and moral awareness; 11.3 (intellectual, aesthetic, social, physical, emotional, moral in an integrated manner

										increase participation in the communication process, developing a free and independent media	ethic of social engagement; skills), 9.1 (a democratic, social conscious, cultured, and human nation upholding liberty, equality, fraternity, and justice for all 9.1.2 (skills and values will be incorporated at each stage of learning), professionally skilled media persons and communication experts
			Radio News Bulletin, Radio Magazine		Audio Mixers and Transmitters			--		power of information and knowledge, safety of Journalists, flow of information, promote the wider and better balanced dissemination of information, increase participation in the communication process, developing a free and independent media	11.2 (creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more depth learning and mastery of curricula across fields, increase in social and moral awareness) 11.3 (intellectual, aesthetic, social, physical, emotional, moral in an integrated manner) ethic of social engagement; skills), 9.1 (a democratic, social conscious, cultured, and human nation upholding liberty, equality, fraternity, and justice for all 9.1.2 (skills and values will be incorporated at each stage of learning), professionally skilled media persons and communication experts
					Editing and Mixing					increase participation in the communication process, developing a free and independent media, power of information and knowledge, safety of Journalists, flow of information, promote the wider and better balanced dissemination of information, Freedom of expression, free flow of ideas by word and image	11.2 (creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more depth learning and mastery of curricula across fields, increase in social and moral awareness) 11.3 (intellectual, aesthetic, social, physical, emotional, moral in an integrated manner) ethic of social engagement; skills), 9.1 (a democratic, social conscious, cultured, and human nation upholding liberty, equality, fraternity, and justice for all 9.1.2 (skills and values will be incorporated at each stage of learning), professionally skilled media persons and communication experts

Teaching Plan:

Weekly Teaching Plan	Topic/Unit No.	Textbook [TB]/ Reference Book [RB]-Chapter/	Teaching-Learning Method
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		Page No./ Open Education Resources [OER]	
Week 1	Radio as Medium of Mass Communication	The Radio Station: Broadcast, Satellite & Internet" by Michael C. Keith	In-person Lecture (Introduction)
Week 2	Radio Broadcasting in India (pre and post-independence)	"Broadcasting the British Empire: Radio and Nationalism in India, 1920-1940" by Ian M. Stephen	In-person Lecture + Presentation (PPT)
Week 3	Different Types of Radio Stations and Transmissions: a) On the Basis of Reach: National, Regional, Local and Community	"The Radio Station: Broadcast, Satellite & Internet" by Michael C. Keith	In-person Lecture
Week 4	On the Basis of Transmission Technology: AM, SW, FM, Web, Organizational Structure and Functionaries of a Radio Station: Govt. and Private	"Introduction to Radio Frequency Design" by Wes Hayward and Jeff Damm	Presentation (PPT)
Week 5	Radio Announcement and Links, Radio Talk	"Announcing for Radio and Television" by Harry A. Shaw	In-person Lecture + Presentation (PPT)
Week 6	Radio Interview and Discussion, Radio News	"Radio Journalism in America: Telling the News in the Golden Age and Beyond" by Jim Cox	In-person Lecture + Presentation (PPT)
Week 7	Radio Feature and Documentary	"Radio	In-person Lecture +

		Documentary: Conventions and Techniques" by Andrew Crisell	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	Flip classroom

		Ultimate Podcasting and Radio Branding Guide" by David P. Crandall	
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Facilitating the Achievement of Course Learning Outcomes

For Example:

Unit No.	Course Learning Outcomes	Teaching Activity	Learning	Assessment Methods	Task
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 the class. (v) Students to be encouraged to apply concepts to real world problems.		<ul style="list-style-type: none"> • Presentations and class discussions. • Assignments and class tests. • Student presentations. • Mid-term examinations. • Practical and viva-voce examinations. • End-term examinations. 	
2	Upon completion, students will master the art of effective radio announcements and seamless transitions between program segments, Radio Talk, Radio Interview and Discussion, Radio News, Radio Feature and Documentary, Radio Commentary, Radio Play/Drama, Radio Ads (Social and Commercial),				

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

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

COURSE CONTENT

Unit I: **12 Contact**
Hours

Introduction

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

Unit II: **12 Contact**
Hours

Personality and culture

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

Unit III: **12**
Contact Hours

Leadership

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

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, London.
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	Attendance	End Term
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		Examination		Examination
Weightage (%)	20	20	10	50

Programme and Course Mapping

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

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	PO9, PO11

	these strategies.	
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		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	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PSO 1	PSO 2	PSO 3
USO1 03	Social Psychology	2	2	1	2	1	-	-	1	3	-	1	1	1	2

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

Local, national, regional and global			Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP
Local	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics mm	Gender	Human Values	Environment & Sustainability		
					Scope and nature of social psychology			Scope and nature of social psychology, Importance of social psychology			

					Personality types and traits			Personality types and traits		
					Characteristics of Leadership					
					Attitudes and formation of attitudes, Mass media and public opinion					

Teaching Plan:

Weekly Teaching Plan	Topic/Unit No.	Textbook [TB]/ Reference Book [RB]-Chapter/ Page No./ Open Education Resources [OER]	Teaching-Learning Method
Week 1	Introduction of social psychology, Scope and nature of social psychology	Social Psychology" by David G. Myers and Jean M. Twenge	In-person Lecture (Introduction)
Week 2	Methods of social psychology	Social Psychology" by David G. Myers and Jean M. Twenge	In-person Lecture + Presentation (PPT)
Week 3	Importance of social psychology	Social Psychology" by David G. Myers and Jean M. Twenge	In-person Lecture
Week 4	Personality and culture	Social Psychology:	Presentation (PPT)

		Goals in Interaction" by Douglas Kenrick, Steven L. Neuberg, and Robert B. Cialdini	
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" by Saul Kassin, Steven Fein, and Hazel Rose Marku	In-person Lecture
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" by	In-person Lecture

	public opinion, Mass media and public opinion	Walter Lippmann	
Week 12	Principles and Techniques of propaganda	"Public Opinion" by Walter Lippmann	In-person Lecture
Week 13	Social effects of propaganda	"Public Opinion" by Walter Lippmann	In-person Lecture

Facilitating the Achievement of Course Learning Outcomes

For Example:

Unit No.	Course Learning Outcomes	Teaching Activity	Learning	Assessment Methods	Task
1	Upon completion, students will Develop a comprehensive understanding of the scope and foundational concepts of social psychology, including the study of social influence, attitudes, perceptions, and group dynamics.	(i) Each topic to be explained with illustrations. (ii) Students to be encouraged to discover the relevant concepts. (iii) Students be given homework/assignments. (iv) Discuss and solve the theoretical and practical problems in the class. (v) Students to be encouraged to apply concepts to real world problems.		<ul style="list-style-type: none"> • Presentations and class discussions. • Assignments and class tests. • Student presentations. • Mid-term examinations. • Practical and viva-voce examinations. • End-term examinations. 	
2	Upon completion, students will Develop the ability to analyze and categorize personality types and traits, understanding their influence on individual behavior and interactions, Influence of Culture on Personality, and Crowd, Mobs, and Riots, including the psychological processes, social factors, and historical contexts that contribute to collective behavior and its				

	consequences.		
3	Upon completion, students will Identify and understand the key characteristics and qualities that define effective leadership in various contexts, Types of Leaders, Functions of Leaders, Types and Causes of Aggression, and Types and Causes of Prejudice attitudes and behaviors.		
4	Upon completion, students will be able to Understand the concept of attitudes, how they are formed, and their role in shaping individual and group behavior, Dynamics of Public Opinion, Mass Media and Public Opinion, Principles and Techniques of Propaganda, and Social Effects of Propaganda on individuals and societies, including its impact on attitudes, behaviors, and cultural norms.		

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

COURSE OBJECTIVES

The course will enable the student-teacher to:

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

COURSE OUTCOMES (CO)

After completion of the course student will be able to

CO1: Define Radio as a medium of mass communication.

CO2: Produce scripts for various radio programmes.

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

CO4: Practice radio production in studio.

CO5: Practice radio programme editing through software in studio

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

Catalogue Description

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

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

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

COURSE CONTENT

Unit I:

15

Contact Hours

Scripting

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

Unit II:**15****Contact Hours****Recording**

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

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

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

Unit IV:**10 Contact Hours****Editing**

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

Suggested Text Books

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

Advanced Reading

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

Open Educational Resources (OER) (Clickable links)-

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

Assessment & Evaluation

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

Programme And Course Mapping

Course Code	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
JMBJ251	CO1	1	1	-	-	-	-	-	-	-	-	-	-	-	-

	CO2	-	-	3	2	-	1	-	-	-	-	-	-	-	-
	CO3	-	-	3	-	-	-	3	-	-	-	-	-	-	-
	CO4	-	-	3	-	-	-	3	-	2	-	-	-	-	-
	CO5	-	-	3	-	-	-	3	-	2	-	2	-	-	-
	CO6	-	-	3	2	-	-	-	-	-	-	2	-	-	-

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

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

		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	
JMBJ251	Radio Program Production Lab	1	1	3	2		1	3		2		2				

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

Local, National and Global Needs	Global	Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	
		Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
		Writing Radio talk, feature script, Writing Radio News Bulletin		various radio programme formats , Writing Radio talk, feature					Freedom of expression, free flow of ideas by word and image, safety of Journalists, promote	11.2 (creativity and innovation, thinking and higher-order capacities, problem-solving teamwork, communication skills, in-depth learning and master curricula across fields, increases intellectual and moral awareness) , 11.B (intellectual and moral awareness)	

				script,					wider and better balanced dissemination of information, increase participation in the communication process, improve voice poverty, developing a free and independent media	aesthetic, social, physical, moral in an integrated manner; of social engagement; soft democratic, socially conscious, and humane nation upholding inequality, fraternity, and justice for 9.1.2 (skills and values w incorporated at each stage of lea professionally skilled media perso communication experts	emotional skills)
				News-reading and voicecasting, Radio Jockeying					power of information and knowledge, safety Journalists, flow in-depth learning and mastery of information, promote the wider and better balanced dissemination of information, increase participation in the communication process, developing a free and independent media	11.2 (creativity and innovation, thinking and higher-order capacities, problem-solving teamwork, communication skills in-depth learning and mastery of information, curricula across fields, increases in and moral awareness), 11.3 (intellectual, aesthetic, social, physical, emotional, moral in an integrated manner; a of social engagement; soft democratic, socially conscious, and humane nation upholding inequality, fraternity, and justice for 9.1.2 (skills and values w incorporated at each stage of lea professionally skilled media perso communication experts	
		Studio Production					radio jingle for FM channel		power of information and knowledge, safety Journalists, flow in-depth learning and mastery of information, promote the wider and better balanced dissemination of information, increase participation in the communication process, developing a free and independent media	11.2 (creativity and innovation, thinking and higher-order capacities, problem-solving teamwork, communication skills in-depth learning and mastery of information, curricula across fields, increases in and moral awareness), 11.3 (intellectual, aesthetic, social, physical, emotional, moral in an integrated manner; a of social engagement; soft democratic, socially conscious, and humane nation upholding inequality, fraternity, and justice for 9.1.2 (skills and values w incorporated at each stage of lea professionally skilled media perso communication experts	
		Computer based editing of programmes		Learning of audio editing software					increase participation in the communication process, developing a free and independent media, power of information and knowledge, safety Journalists, flow	11.2 (creativity and innovation, thinking and higher-order capacities, problem-solving teamwork, communication skills in-depth learning and mastery of information, curricula across fields, increases in and moral awareness), 11.3 (intellectual, aesthetic, social, physical, emotional, moral in an integrated manner; a of social engagement; soft democratic, socially conscious, and humane nation upholding	

of information, equality, fraternity, and justice f
 promote the 9.1.2 (skills and values w
 wider and better incorporated at each stage of lea
 balanced professionally skilled media perso
 dissemination of communication experts
 information,
 Freedom of
 expression, free
 flow of ideas by
 word and image

Teaching Plan:

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

		by Steve Post and Douglas A. Boyd	
Week 4	Writing Radio News Bulletin	Writing for Radio: A Practical Guide" by Steve Post and Douglas A. Boyd	Tutorial+ Practical
Week 5	Recording- Computer based recording of programmes , Recording Vox pop on contemporary issues	Sound Reporting: The NPR Guide to Audio Journalism and Production" by Jonathan Kern	Tutorial+ Practical
Week 6	Presentation of radio programmes	Broadcast Voice Handbook: How to Polish Your On-Air Delivery" by Pamela F. E-Clark	In-person Lecture
Week 7	News-reading and voice casting	Broadcast Announcing Work text: A Media Performance Guide" by Alan Stephenson and David Reese	Tutorial+ Practical
Week 8	Radio Jockeying	Radio Production" by Robert McLeish	In-person Lecture
Week 9	Studio Production- Production of field based Radio features, Preparing a radio jingle for FM channel	Radio Production" by Robert McLeish	Blended Learning
Week 10	Prepare a production book including: Audio brief, Program objective (s)	Radio Production" by Robert McLeish	In-person Lecture

Week 11	Synopsis, Treatment, Script, Crew list, Technical requirements	Radio Production" by Robert McLeish	In-person Lecture
Week 12	Editing- Computer based editing of programmes	The Technique of Film and Video Editing: History, Theory, and Practice" by Ken Dancyger and Michael Rabiger	In-person Lecture + Practical
Week 13	Create phone-in for news bulletin	The Technique of Film and Video Editing: History, Theory, and Practice" by Ken Dancyger and Michael Rabiger	In-person Lecture
Week 14	Learning of audio editing software	The Technique of Film and Video Editing: History, Theory, and Practice" by Ken Dancyger and Michael Rabiger	In-person Lecture + Practical

Facilitating the Achievement of Course Learning Outcomes

For Example:

Unit No.	Course Learning Outcomes	Teaching Activity	Learning	Assessment Task Methods
1	Upon completion, students will be able to listen to and identify various radio program formats, including talk shows,	(i) Each topic to be explained with illustrations. (ii) Students to be encouraged to discover the relevant		<ul style="list-style-type: none"> • Presentations and class discussions. • Assignments and class tests. • Student presentations. • Mid-term

	features, dramas, and news bulletins and Understand the foundational principles of scriptwriting.	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.	examinations. • Practical and viva-voce examinations. • End-term examinations.
2	Upon completion, students will Develop proficiency in using computer-based recording software commonly used in radio production.		
3	Upon completion, students will Gain proficiency in operating studio equipment, including soundboards, microphones, headphones, and audio recording and editing software and Learn field recording techniques for capturing authentic and immersive audio experiences outside the studio environment.		
4	Upon completion, students will be developing proficiency in using computer-based audio editing software, such as Adobe Audition or Audacity, for editing radio programs.		

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

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

COURSE CONTENT

Unit I:

12 Contact

Hours

Foundations of Leadership

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

Unit II:

12 Contact

Hours

Communication and Interpersonal Skills for Leaders

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

Unit III:

12

Contact Hours

Strategic Vision and Decision Making

- **Strategic Thinking:** Developing the ability to think critically, anticipate future trends, and formulate long-term strategies that align with organizational goals.
- **Problem Solving and Decision Making:** Acquiring techniques for systematic problem-solving, data-driven decision-making, and risk management.
- **Change Management:** Understanding the dynamics of change, leading teams through transitions, and effectively managing resistance to change.
- **Innovation and Creativity:** Encouraging innovative thinking, fostering a culture of experimentation, and harnessing creativity to drive continuous improvement.

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	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8	PO9	PO1 0	PO1 1	PSO 1	PSO 2	PSO 3
AEC003	CO1	-	-	-	3	-	-	-	-	3	-	3	-	-	-
	CO2	-	-	1	3	3	3	-	-	3	-	-	-	-	2
	CO3	-	-	1	2	3	3	-	-	-	-	3	-	1	-
	CO4	-	-	-	3	3	3	-	-	3	-	3	1	-	-

1=weakly mapped

2= moderately mapped

3=strongly mapped

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

Mapping between COs and POs

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Develop a comprehensive understanding of leadership theories, ethical principles, and emotional intelligence as the building blocks of effective leadership.	PO3, PO5, PO9
CO2	Master advanced communication, conflict resolution, and team empowerment techniques for fostering inclusive and collaborative leadership.	PO4, PO5, PO6, PO11
CO3	Cultivate strategic thinking, data-driven decision-making, and change management skills to drive innovation and navigate organizational challenges.	PO4, PO6, PO9, PO11

CO4	Embrace transformational leadership, mentorship, and adaptive strategies, culminating in a personal leadership legacy grounded in self-awareness and growth.	PO4, PO5, PO9, PO11	PO6
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		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	PSO3
AEC003	New Age Life Skills-III			1	3	3	3			3		3	1	1	2

Local, national, regional and global			Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP
Local	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics mm	Gender	Human Values	Environment & Sustainability		
			Understanding the essence of leadership in personal and professional spheres		Introduction to Leadership, Leadership and Emotional Intelligence, Ethical Leadership	Ethical Leadership		Introduction to Leadership			

			Inclusive Leadership		Effective Communication for Leaders, Conflict Resolution and Negotiation, Empowering Teams, Inclusive Leadership						
					Strategic Thinking, Problem Solving and Decision Making, Change Management, Innovation and Creativity						
			Mentorship and Coaching		Transformational Leadership, Mentorship and Coaching, Adaptive Leadership, Leadership Legacy and Reflection						

Teaching Plan:

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

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

	Teams, Inclusive Leadership	More Than a Minute" by Ken Blanchard, John P. Carlos, and Alan Randolph	
Week 9	Strategic Vision and Decision Making	Good Strategy Bad Strategy: The Difference and Why It Matters" by Richard P. Rumelt	Blended Learning
Week 10	Strategic Thinking, Problem Solving and Decision Making	Strategic Thinking for Turbulent Times" by H. Igor Ansoff	Blended Learning
Week 11	Change Management, Innovation and Creativity	Leading Change" by John P. Kotter	In-person Lecture
Week 12	Transformational Leadership and Personal Growth	Leadership from the Inside Out: Becoming a Leader for Life" by Kevin Cashman	In-person Lecture
Week 13	Transformational Leadership	Primal Leadership: Realizing the Power of Emotional Intelligence" by Daniel Goleman, Richard E. Boyatzis, and Annie McKee	Blended Learning
Week 14	Mentorship and Coaching, Adaptive Leadership	Dare to Lead: Brave Work. Tough Conversations. Whole Hearts." by Brené Brown	In-person Lecture
Week 15	Leadership Legacy and Reflection	The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations" by James M. Kouzes and Barry Z. Posner	In-person Lecture

Facilitating the Achievement of Course Learning Outcomes

For Example:

Unit No.	Course Learning Outcomes	Teaching Activity	Learning	Assessment Methods	Task
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) Students to be encouraged to apply concepts to real world problems.		<ul style="list-style-type: none"> • Presentations and class discussions. • Assignments and class tests. • Student presentations. • Mid-term examinations. • Practical and viva-voce examinations. • End-term examinations. 	
2	Upon completion, students will be able to communicate their ideas, messages, and vision clearly and persuasively, both in written and oral forms.				
3	Upon completion, students will Develop the ability to think strategically and understand the importance of long-term planning in leadership and organizational success.				
4	Upon completion, students will be Define and understand the concept of transformational leadership, including its principles and key characteristics.				

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

Description

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

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

Course Objectives (CO)

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

Course Learning Outcomes (CLO)

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

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

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

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

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

Mapping between COs and POs					
	<table border="1"> <thead> <tr> <th>Course Outcomes (COs)</th> <th>Mapped Program</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Course Outcomes (COs)	Mapped Program		
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
Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PSO 1	PSO 2	PSO 3
JMBJ253	Internship Report-I	3	2	3	2	1	-	3	1	2	-	3	3	2	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

Course Code	Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PS O1	PS O2	PS O3

JMBJ2 53	CO1	3	2	3	-	-	-	-	1	-	-	2	-	2	2
	CO2	2	-	-	2	1	-	3	-	2	-	3	3	-	3

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 Communication	L	T	P	C
Version 2.0		3	1	0	4
Eligibility	BA(JMC) I				

Co-requisites	--
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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 advertising 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. Wilmhurst, 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	Presenta- tion/ Assign- ment/ etc.	Mid Term Exam	Attendanc e	End Term Exam
Weightage (%)	10	10	20	10	50

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

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

		Disciplinary Knowledge	Understand Industry Role of Professionals	Skills and Industrial Requirements	Influential and Effective Communication	Leadership and Quality	Critical/Reflective Thinking & Language Efficiency	Technological Efficiency Professional	Ethical Awareness	Lifelong Learning	Research-related Skills	Cooperation/Teamwork	Students will acquire professional skills required to be media professionals	Students will be equipped with ICTs competencies including digital literacy	Students shall become ethically committed media professionals and entrepreneurs adhering to the human values
Course Code	Course Title	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
JMBJ202	Advertising and Integrated Marketing Communication	3	3	2					2		3	3			

Course Code	Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PS O1	PS O2	PS O3
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JMBJ20 2	CO1	3	-	-	-	-	-	-	-	-	-	-	-	-	-
	CO2	3	-	-	-	-	-	-	-	-	-	-	-	-	-
	CO3	3	-	-	-	-	-	-	-	-	-	-	-	-	-
	CO4	-	-	-	-	-	-	-	-	-	3	-	-	-	-
	CO5	-	-	3	-	-	-	-	2	-	-	-	-	-	-
	CO6	-	-	2	2	-	-	-	-	-	3	-	-	-	-

1=weakly mapped

2= moderately mapped

3=strongly mapped

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/4 th IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I			Development of advertising in India and World	Development of advertising in India and World	Institutional/Corporate advertising	Institutional/Corporate advertising	economy and society		Types of advertising on the basis of consumers		Skills for Decent Work (SDG 4.4) (Learning the components of this unit will enhance chances of employability)	creative human endeavor, professional subjects, and soft skills (11.1) Professional Education	Basic understanding of the discipline required for Industry Needs (Elevate understanding and skills of students required for employe	

			d								strengthen communication capacities, increase participation in the communication process (SDG 16)	(20.2)	nt) Skill Development
Unit I I				Market segmentation	Marketing Strategies			Marketing vs Publicity		Skills for Decent Work (SDG 4.4) (Learning the components of this unit will enhance chances of employability) strengthen communication capacities, increase participation in the communication process, power of information and knowled	creative human endeavour, professional subjects, and soft skills (11.1) intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner ; an ethic of social engagement; soft skills	inculcate understanding of market, communication and society needs (required for employment) Skill Development (Acquire conceptual understanding and functional knowledge)	

											ge (SDG 16)	(11.3) Profess ional Educati on (20.2)	
U n i t I I I				Ad ca mp aig n		Ad cam paig n					Skills for Decent Work (SDG 4.4) (Learnin g the compone nts of this unit will enhance chances of employa bility) strengthe n commun ication capacitie s, increase participa tion in the commun ication process, power of informati on and knowled ge (SDG 16)	creativ e human endeav our, professi onal subject s, and soft skills (11.1) intellec tual, aestheti c, social, physica l, emotio nal, and moral in an integra ted manner ; an ethic of social engage ment; soft skills (11.3) Profess ional Educati on (20.2)	inculcate discipline knowledg e of how ad works as a tool of communicat ion and marketing (required for employeme nt) Hands-on Experienc e (Creating Campaign s)
U							Code		La		Skills for	Profess	Discipline

n i t I V							of Ethics		ws rela ted to Adv ertis ing		Decent Work (SDG 4.4) (Learnin g the compon ents of this unit will enhance chances of employa bility) strengthe n commun ication capacitie s, increase participa tion in the commun ication process, power of informati on and knowled ge (SDG 16)	ional Educati on (20.2) ethic and import ance of public purpos e, an educati on in the discipli ne, and an educati on for practic e (20.1) Use of technol ogical tools (23.2) awareness on issues of privacy , laws, and standar ds associat ed with data handlin g and data protecti on (23.13)	knowledg e - a must for employe ment Skill Developm ent 1) (Acquire conceptua l understan ding and functional knowledg e)
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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: Advertising: concepts, definitions, needs, Development of advertising in India and World, Importance and role of advertising in media, economy and society, TB: 1	In-person Lecture (Conceptual Introduction)
Week 2	Unit I - 3 contact hours	Topic: Types of advertising on the basis of consumers, geography, space and purpose AR: 2	Blended Learning (In-person Lecture + Presentation (PPT) for deeper understanding)
Week 3	Unit I - 3 contact hours	Topic: Advertising as a communication process: Stern's model of advertising communication, Institutional/Corporate advertising OER: 2	In-person Lecture (Historical Overview)
Week 4	Unit II - 3 contact hours	Topic: Market segmentation, Marketing Mix, 7 Ps of marketing, Sales promotion, Marketing vs Publicity SR: 1	In-person Lecture (Skill Development)

Week 5	Unit II - 3 contact hours	Topic: Identification of target consumer, Marketing Strategies, Positioning, OER: 2	Blended Learning (In-person Lecture + Experiential Learning through role-play)
Week 6	Unit II - 3 contact hours	Topic: USP, Product Life Cycle AR: 3	In-person Lecture (Conceptual Explanation)
Week 7	Unit III - 3 contact hours	Topic: Ad campaign: Meaning and types, Setting Objectives, Theories in advertising (DAGMAR and AIDA approach), Understanding digital ad campaign, Budgeting, Process of planning and executing the ad campaign, Pretesting, concurrent and post testing a campaign TB: 2	In-person Lecture (Conceptual Introduction)
Week 8	Unit III - 3 contact hours	Topic: Pitch Presentations: format and style, Types of ad media: above the line and below the line media vehicles TB: 1	In-person Lecture (Conceptual Explanation)
Week 9	Unit III - 3 contact hours	Topic: Media planning - media mix, media selection, media buying, and media analysis, ROI TB: 2	Blended Learning (In-person Lecture + Experiential Learning through media analysis)
Week 10	Unit IV - 3 contact hours	Topic: Organization structure, pattern,	In-person Lecture (Theory Overview)

		definition, Types of advertising agencies SR: 3	
Week 11	Unit IV - 3 contact hours	Topic: Function of different departments of ad agencies, Services rendered by modern ad agency TB: 2	In-person Lecture (Theory Overview)
Week 12	Unit IV - 3 contact hours	Topic: Agency compensation, Market research OER: 2	In-person Lecture (Model Explanation)
Week 13	Unit IV - 3 contact hours	Topic: Laws related to Advertising, Code of Ethics OER: 3	Blended Learning (In-person Lecture + Participatory Learning through surveys and interactions)
Week 14	Revision & Assessment		In-person Lecture (Revision Session)
Week 15	Remedial/Makeup Classes		In-person Lecture (Extra Help)

Facilitating the Achievement of Course Learning Outcomes

For Example:

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

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

Course Objectives:

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

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

CO1: Analyze and work in the TV industry.

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

CO3: Produce different formats of TV programs.

CO4: Work on editing softwares.

Catalogue Description

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

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

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

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

COURSECONTENT

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

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

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

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

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

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

-
5. Developing a video brief

Unit IV:

15 Contact Hours

Basics of video editing and Programme Evaluation

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

Practical Assignments:

1. News Package Production
2. TV Talk Show Production
3. Commercial Advertisement Production
4. TV News Reporting

Suggested Readings:

1. Jan R. Hakemulder, Broadcast Journalism, Anmol Publications,

Ray AC de Jonge, PP Singh

New Delhi

2. Janet Trewin

Presenting on TV and Radio, Focal Press,

New Delhi

3. Stuart W. Hyde
Publishers

TV & Radio Announcing, Kanishka

4. Andrew Boyd

Techniques of Radio and Television News

Publisher: Focal Press, India.

5. Ralph Donald and Thomas Spann Fundamentals of Television Production

Surjeet Publications, New Delhi.

Advanced Readings:

1. Herbert Zetl Handbook of Television Production, Publisher: Wadsworth
2. Thomas D Burrows & Lynne S. Video Production Publisher: MC Graw Hill
3. Ralph Donald, Thomas Spann Fundamentals of TV Production, Surjeet Publications, New Delhi
4. Lynn S Gross, Larry W. Ward Electronic Movie making Wadsworth

Publishing

5. Neill Hicks Screen Writing, Michael Wiese Productions

Open Educational Resources (OER) (Clickable links)-

[BBC Academy Journalism Training](#)

[OER Commons - Communication and Media Studies](#)

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

Examination Scheme

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

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

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

		Disciplinary Knowledge	Understanding the Role of Media	Skill and Industry-readiness Professionals	Influential and effective communication	Leadership readines/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	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
JMBJ204	Television Journalism	3	1	2	2		2	3		2					

and Pr od uc tio n																
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1=weakly mapped

2= moderately mapped

3=strongly mapped

Course Code	Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PS O1	PS O2	PS O3
JMBJ 204	CO1	3	-	-	-	-	-	2	-	-	-	-	-	-	-
	CO2	3	-	-	2	-	-	-	-	2	-	-	-	-	-
	CO3	-	-	-	3	-	2	-	-	-	-	-	-	-	-
	CO4	-	-	3	-	-	-	-	-	-	-	-	-	-	-
	CO5	-	-	-	-	-	-	3	-	-	-	-	-	-	-
	CO6	-	3	3	-	-	-	-	-	-	-	-	-	-	-
	CO7	-	-	-	-	-	-	3	-	3	-	-	-	-	-

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/4 th IR	
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability				

U n i t I				Understanding the medium - Nature and Language of TV, Formats and types for TV Programs, Scripting for Fiction/ Non Fiction		Scripting for Fiction/ Non Fiction							
U n i t II				Reporting skills, Ethics for TV reporting, Writing and Reporting for TV, Interview – types of news interview, art of conducting a good interview, Anchoring - Live shows	Writing and Reporting for TV, Anchoring - Live shows	Reporting skills, Ethics for TV reporting, Writing and Reporting for TV, Interview – types of news interview, art of conducting a good interview, Anchoring - Live shows			Writing and Reporting for TV				
U n i t				Steps involved in		Use of graphics and							

II I				product ion & utilisati on of a TV Progra m, Stages of product ion		special effects								
U n it I V				video editing - Non- Linear editing, Design ing, Evaluat ion and field testing of progra mme		video editing - Non- Linear editing								

Teaching Plan:

Weekly Teaching Plan	Topic/Unit No.	Textbook [TB]/ Reference Book [RB]- Chapter/ Page No./ Open Education Resources [OER]	Teaching-Learning Method
Week 1	Unit I - 3 contact hours,	Topic: Understanding the medium - Nature and Language of TV TB: 1	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)

		TV News script format AR: 2	
Week 3	Unit I - 3 contact hours	Topic: Scripting for Fiction/Non Fiction OER: 2	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	In-person Lecture (Skill Development)
Week 5	Unit II - 3 contact hours	Topic: Interview – types of news interview, art of conducting a good interview Anchoring - Live shows OER: 2	Blended Learning (In-person Lecture + Experiential Learning through role-play)
Week 6	Unit II - 3 contact hours	Topic: Packaging AR: 3	In-person Lecture (Conceptual Explanation)

Week 7	Unit III - 3 contact hours	<p>Topic: Steps involved in production & utilisation of a TV Program</p> <p>Stages of production- pre-production, production and post-production</p> <p>TB: 2</p>	In-person Lecture (Conceptual Introduction)
Week 8	Unit III - 3 contact hours	<p>Topic: The production personnel – Single camera and Multi camera production</p> <p>Use of graphics and special effects</p> <p>TB: 1</p>	In-person Lecture (Conceptual Explanation)
Week 9	Unit III - 3 contact hours	<p>Topic: Developing a video brief</p> <p>TB: 2</p>	Blended Learning (In-person Lecture + Experiential Learning through media analysis)
Week 10	Unit IV - 3 contact hours	<p>Topic: Aesthetic Factor of video editing.</p> <p>SR: 3</p>	In-person Lecture (Theory Overview)
Week 11	Unit IV - 3 contact hours	<p>Topic: Types of video editing</p> <p>TB: 2</p>	In-person Lecture (Theory Overview)
Week 12	Unit IV - 3 contact hours	<p>Topic: Designing, Evaluation and field testing of programme</p> <p>OER: 2</p>	In-person Lecture (Model Explanation)

Week 13	Unit IV - 3 contact hours	<ol style="list-style-type: none"> 1. Topic: News Package Production 2. TV Talk Show Production 3. Commercial Advertisement Production 4. TV News Reporting OER: 3 	Blended Learning (In-person Lecture + Participatory Learning through surveys and interactions)
Week 14	Revision & Assessment		In-person Lecture (Revision Session)
Week 15	Remedial/Makeup Classes		In-person Lecture (Extra Help)

Facilitating the Achievement of Course Learning Outcomes

For Example:

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

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

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

1. Describe basics of design and graphics.
2. Apply various elements and principles of design to various forms of visual and graphic communication for Print Media.
3. Make Layout for newspapers, Magazines and Books.
4. Understand the importance of visuals in designing.
5. Use technology (DTP) effectively for Media design purpose.

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

CO1: Develop entrepreneurship skills.

CO2: Learn effective communication through visual and design.

CO3: Understand the growth and development of Typography.

CO4: Know about effective applications of Colors.

CO5: Develop desktop publishing skills.

Unit-I [Principles of Design & Graphics] 12 Contact Hours

1. Basics of Design and Graphics
2. Elements and principles of design
3. Typography : Physical form, aesthetics and classifications
4. Colour : Physical forms, psychology, colour scheme and production

Unit-II [Layout] 10 Contact Hours

1. Components of layout and layout planning
2. Advertisement layout
3. Broadsheet and Tabloid layout
4. Magazine & Book Layout

Unit-III [Visuals and Design] 11 Contact Hours

1. Visuals : Physical forms, functions & editing
2. Poster Design
3. Logo Design
4. Brochure Design

Unit-IV [DTP & Printing] 15 Contact Hours

1. Basics of Desktop Publishing
2. Printing Process
3. Printing Methods - Letter Press, Screen, Offset,
4. Paper and finishing

Practical Assignments -

1. Logo Design
2. Poster Design
3. Website Mockup
4. Magazine Layout
5. Portfolio Website

Suggested Readings:

1. K.S. Duggal, Book Publishing
2. A.K. Dhar, Printing and Publishing

Advanced Readings:

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

Open Educational Resources (OER) (Clickable links)-

- [Coursera Graphic Design Specialization](#)
- [Adobe Education Exchange](#)
- [Canva](#)

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

Examination Scheme

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

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

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

		Disciplinary Knowledge	Understanding the Role of Media	Skill and Industry-read y Professionals	Influe ntial and effective communication	Leadership read ines s/ Qualities	Critical / Reflective thin king & language efficiency	Techn ologically 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
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																		values
C o u r s e C o d e	C o u r s e T i t l e	PO1	PO2	PO3	PO4	PO 5	PO 6	PO7	PO8	PO 9	PO 10	PO1 1	PSO 1	PSO 2	PSO 3			
J M B J 2 0 6	G r a p h i c D e s i g n a n d V i s u a l i z a t i o n	3	1	2	2		2	3		2								

1=weakly mapped

2= moderately mapped

3=strongly mapped

Course Code	Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PS O1	PS O2	PS O3
JMBJ2 06	CO1	3	-	-	-	-	-	2	-	-	-	-	-	-	-
	CO2	3	-	-	2	-	-	-	-	2	-	-	-	-	-
	CO3	-	-	-	3	-	2	-	-	-	-	-	-	-	-
	CO4	-	-	3	-	-	-	-	-	-	-	-	-	-	-
	CO5	-	-	-	-	-	-	3	-	-	-	-	-	-	-
	CO6	-	3	3	-	-	-	-	-	-	-	-	-	-	-
	CO7	-	-	-	-	-	-	3	-	3	-	-	-	-	-

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/4 th IR	
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability				

					ing Proc ess, Print ing Meth ods														
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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: Basics of Design and Graphics Elements and principles of design TB: 1	In-person Lecture (Conceptual Introduction)
Week 2	Unit I - 3 contact hours	Topic: Typography : Physical form, aesthetics and classifications AR: 2	Blended Learning (In-person Lecture + Presentation (PPT) for deeper understanding)
Week 3	Unit I - 3 contact hours	Topic: Colour : Physical forms, psychology, colour scheme and production OER: 2	In-person Lecture (Historical Overview)
Week 4	Unit II - 3 contact hours	Topic:	In-person Lecture (Skill Development)

		<p>Components of layout and layout planning</p> <p>Advertisement layout</p> <p>SR: 1</p>	
Week 5	Unit II - 3 contact hours	<p>Topic: Broadsheet and Tabloid layout</p> <p>OER: 2</p>	Blended Learning (In-person Lecture + Experiential Learning through role-play)
Week 6	Unit II - 3 contact hours	<p>Topic: Magazine & Book Layout</p> <p>AR: 3</p>	In-person Lecture (Conceptual Explanation)
Week 7	Unit III - 3 contact hours	<p>Topic: Visuals : Physical forms, functions & editing</p> <p>Poster Design</p> <p>TB: 2</p>	In-person Lecture (Conceptual Introduction)
Week 8	Unit III - 3 contact hours	<p>Topic: Logo Design</p> <p>TB: 1</p>	In-person Lecture (Conceptual Explanation)
Week 9	Unit III - 3 contact hours	<p>Topic: Brochure Design</p> <p>TB: 2</p>	Blended Learning (In-person Lecture + Experiential Learning through media analysis)
Week 10	Unit IV - 3 contact hours	<p>Topic: Basics of Desktop Publishing</p> <p>SR: 3</p>	In-person Lecture (Theory Overview)
Week 11	Unit IV - 3 contact hours	<p>Topic: Printing Process</p> <p>Printing Methods - Letter</p>	In-person Lecture (Theory Overview)

		Press, Screen, Offset, TB: 2	
Week 12	Unit IV - 3 contact hours	Topic: Paper and finishing OER: 2	In-person Lecture (Model Explanation)
Week 13	Unit IV - 3 contact hours	Topic: Practical Assignments - 1. Logo Design 2. Poster Design 3. Website Mockup 4. Magazine Layout 5. Portfolio Website	Blended Learning (In-person Lecture + Participatory Learning through surveys and interactions)
Week 14	Revision & Assessment		In-person Lecture (Revision Session)
Week 15	Remedial/Makeup Classes		In-person Lecture (Extra Help)

Facilitating the Achievement of Course Learning Outcomes

For Example:

Unit No.	Course Learning Outcomes	Teaching Activity	Learning Assessment Task Methods
1	Upon completion, students will understand and demonstrate a strong understanding of fundamental design principles, including layout, typography, color theory, and composition.	(i) Each topic to be explained with illustrations. (ii) Students to be encouraged to discover the relevant concepts. (iii) Students be given homework/assignments. Discuss and solve the theoretical and practical problems in the class. (v) Students to be encouraged to apply concepts to real world problems.	• Presentations and class discussions. • Assignments and class tests. • Student presentations. • Mid-term examinations. • Practical and viva-voce examinations. • End-term examinations.
2	Upon completion, students will gain proficiency in industry-standard design software (e.g., Adobe Creative Cloud) for creating		

	and editing graphic and visual content.		
3	Upon completion, students will apply creative problem-solving skills to design projects, addressing client needs and finding innovative solutions to design challenges.		
4	Upon completion, students will be able to develop the ability to critique and analyse design work, evaluating its effectiveness, alignment with objectives, and visual impact.		

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

Course Objectives:

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

Course Outcomes:

- **CO1:** Define and explain the characteristics of globalization and its impact on sustainable development.
- **CO2:** Evaluate the social, economic, and environmental dimensions of sustainable development.
- **CO3:** Analyze the effects of globalization on poverty, inequality, climate change, and

resource depletion.

- **CO4:** Critically examine the role of different actors in promoting or hindering sustainable development.
- **CO5:** Propose innovative solutions and strategies for a more sustainable and equitable global society.

Catalogue Description:

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

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

Course Content:

Unit I:

12 Contact Hours

Introduction to Globalization and Sustainable Development

Definition and key concepts of globalization

Principles and goals of sustainable development

Interplay between globalization and sustainable development

Unit 2:

10 Contact Hours

Globalization and Social Implications

Impact of globalization on poverty and inequality

Effects of globalization on labor markets and employment

Social consequences of global migration

Unit 3:

11 Contact Hours

Globalization and Environmental Implications

Globalization and climate change

Resource depletion and environmental degradation

Biodiversity loss and ecosystem degradation

Unit 4:

15 Contact Hours

Actors and Strategies for Sustainable Development

Role of governments in promoting sustainable development

Engagement of multinational corporations in sustainability

Contributions of civil society organizations and grassroots movements

Sustainable business models and practices

Assessment Methods:

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

Suggested Text Book:

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

Advanced Readings:

1. Globalization, Development, and Sustainability in India" by Dr. Dibyendu Maiti
2. Sustainability, Environment, and Ecology: Insights from India and the Global South"

edited by Dr. G. Gopakumar and Dr. P. N. Sudhakaran

3. Globalization and Sustainable Development: Environmental, Social, and Economic Implications" edited by Nicholas A. Ashford and Ralph P. Hall
4. Globalization and Sustainable Development: Challenges and Opportunities" by Dr. Rajendra Prasad and Dr. Rakesh Kumar

Open Educational Resources (OER) (Clickable links)-

News Channels:

1. [NDTV \(New Delhi Television\)](#)
2. [CNN-News18](#)
3. [Times Now](#)
4. [Republic TV](#)
5. [India Today](#)

Newspapers:

1. [The Times of India](#)
2. [The Indian Express](#)
3. [Hindustan Times](#)
4. [The Hindu](#)
5. [The Telegraph](#)

Magazines:

1. [India Today Magazine](#)
2. [Outlook India](#)
3. [The Week](#)
4. [Frontline](#)
5. [Open Magazine](#)

Digital News Platforms:

1. [The Quint](#)
2. [Scroll.in](#)
3. [The Wire](#)
4. [Firstpost](#)
5. [Moneycontrol](#)

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

Examination Scheme

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

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

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

		Disciplinary Knowledge	Understanding the Role of Media	Skill 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 ICT competencies including digital literacy	Student shall become ethically committed media professionals and entrepreneurs adhering to the human values
Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PSO 1	PSO 2	PSO 3
USO104	Globalization and Sustainable Society	3	1	2	2		2	3		2					

1=weakly mapped

2= moderately mapped

3=strongly mapped

Course Code	Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PS O1	PS O2	PS O3
SEC024	CO1	3	-	-	-	-	-	3	-	-	-	-	-	-	-

CO2	3	-	-	2	-	-	-	-	2	-	-	-	-	-
CO3	-	-	-	2	-	2	-	-	-	-	-	-	-	-
CO4	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	3	-	-	-	-	-	-	-
CO6	-	1	2	-	-	-	-	-	-	-	-	-	-	-
CO7	-	-	-	-	-	-	3	-	2	-	-	-	-	-

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

				y					inequality			
U n i t I I I										Globalization and climate change Resource depletion and environmental degradation Biodiversity loss and ecosystem degradation		
U n i t I V	Role of governments in promoting sustainable development	Role of governments in promoting sustainable development	Role of governments in promoting sustainable development	Role of governments in promoting sustainable development					Sustainable business models and practices,	Sustainable business models and practices, Role of governments in promoting sustainable development		

Teaching Plan:

Weekly Teaching Plan	Topic/Unit No.	Textbook [TB]/ Reference Book [RB]-Chapter/ Page No./ Open Education Resources [OER]	Teaching-Learning Method
Week 1	Unit I - 3 contact hours,	Topic: Definition and key concepts of globalization TB: 1	In-person Lecture (Conceptual Introduction)
Week 2	Unit I - 3 contact	Topic: Principles and	Blended Learning (In-person Lecture +

	hours	goals of sustainable development AR: 2	Presentation (PPT) for deeper understanding)
Week 3	Unit I - 3 contact hours	Topic: Interplay between globalization and sustainable development OER: 2	In-person Lecture (Historical Overview)
Week 4	Unit II - 3 contact hours	Topic: Impact of globalization on poverty and inequality SR: 1	In-person Lecture (Skill Development)
Week 5	Unit II - 3 contact hours	Topic: Effects of globalization on labor markets and employment OER: 2	Blended Learning (In-person Lecture + Experiential Learning through role-play)
Week 6	Unit II - 3 contact hours	Topic: Social consequences of global migration AR: 3	In-person Lecture (Conceptual Explanation)
Week 7	Unit III - 3 contact hours	Topic: Globalization and climate change TB: 2	In-person Lecture (Conceptual Introduction)
Week 8	Unit III - 3 contact hours	Topic: Resource depletion and environmental degradation TB: 1	In-person Lecture (Conceptual Explanation)
Week 9	Unit III - 3 contact hours	Topic: Biodiversity loss and ecosystem degradation TB: 2	Blended Learning (In-person Lecture + Experiential Learning through media analysis)

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

Facilitating the Achievement of Course Learning Outcomes

For Example:

Unit No.	Course Outcomes	Learning	Teaching Activity	Learning	Assessment Task Methods
1	Upon completion, students will develop comprehensive understanding of globalization, its historical context, and its impact on various aspects of society.		(i) Each topic to be explained with illustrations. (ii) Students to be encouraged to discover the relevant concepts. (iii) Students be given homework/assignments. Discuss and solve the		• Presentations and class discussions. • Assignments and class tests. • Student presentations. • Mid-term examinations. • Practical and viva-voce examinations. • End-term examinations.
2	Upon completion, students will analyze global		theoretical and practical problems in the class. (v)		

	environmental challenges exacerbated by globalization, such as climate change, resource depletion, and biodiversity loss.	Students to be encouraged to apply concepts to real world problems.	
3	Upon completion, students will investigate the economic dimensions of globalization, including international trade, finance, and their impact on economic growth and inequality.		
4	Upon completion, students will be able to foster a sense of global citizenship by encouraging students to think critically about their role in addressing global challenges and promoting sustainable practices.		

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

Course objectives-

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

Course Outcomes-

After completion of the course students will be able to:

CO1: Conduct situation analysis of a brand

CO2: Design an ad copy for a product

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

CO4: Conceptualize, plan and implement an ad campaign

CO5: Critical evaluation of advertisements

Catalogue Description

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

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

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

By the end of the course, the students will be able to use their creativity in writing various advertising copy, develop big idea for the campaign, develop advertising objectives of the campaign and prepare advertising and marketing strategies. They will be able to design and produce advertising campaign for their clients.

Course Content :

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

design and layout

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

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

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

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

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

E. Production and presentation of Ad Campaign

1. Digital Ads

2. Multi-channel Ad campaign

3. Drip Campaign

4. Digital inclusion

5. Insights and Analytics

6. Competitor Analytics

7. RoI

Suggested readings:

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

Advanced Readings:

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

Open Educational Resources (OER) (Clickable links)-

1. [MIT OCW Marketing](#)
2. [OpenStax Marketing](#)
3. [Khan Academy Business and Economics](#)
4. [IAB Education](#)
5. [LinkedIn Learning Marketing](#)
6. [Google Scholar](#)

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

Examination Scheme:

Components	Quiz I	Presenta- tion/ Assign- ment/ etc.	Mid Term Exam	Attendanc e	End Term Exam
Weightage (%)	10	10	20	10	50

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

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

		D is ci pl in ar y K n o w le d g e	U n d er st a n d i n g t h e R o l e o f P r e s s	S k i l l e d a n d I n d u s t r y - r e l a t e d P r o f e s s i o n a l s	I n f l u e n c e a n d I n d u s t r y - r e l a t e d P r o f e s s i o n a l s	L e a r n i n g o u t c o m e s /	C r i t i c a l /	T e c h n o l o g i c a l E f f i c i e n c y	E t h i c a l A w a r e n e s	L i f e l o n g L e a r n i n g	R e s e a r c h - r e l a t e d S k i l l s	C o o p e r a t i o n /	T e a m w o r k	S t u d e n t s w i l l a c q u i r e p r o f e s s i o n a l s r e q u i r e d t o b e m e d i a p r o f e s s i o n a l s	S t u d e n t s w i l l b e e q u i p p e d w i t h I C T s c o m p e t e n c i e s i n c l u d i n g d i g i t a l l i t e r a c y	S t u d e n t s s h a l l b e c o m e e t h i c a l l y c o m m i t t e d m e d i a p r o f e s s i o n a l s a n d e n t r e p r e n e u r s a d h e r i n g t o t h e h u m a n v a l u e s
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	PS O1	PS O2	PSO 3	
JMBJ252	Advert sing Lab	3		3	2		3		2			2				

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

1=weakly mapped

2= moderately mapped

3=strongly mapped

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/4 th IR
	L	R	N	G	Empl oyabil ity	En tre pre ne urs hip	Skill Develo pment	Pr ofe ssi on al Et hic s m m	G en de r	Huma n Value s	Envi ronm ent & Susta inabi lity			
Unit I					Plan Ad Campaign for a product/service/an idea							Skills for Decent Work (SDG 4.4) (Learning the components of this	creative human endeavour, professional subjects, and soft skills (11.1)	Basic understanding of the discipline required for Industry Needs (Elevate

										unit will enhance chances of employability)	Professional Education (20.2)	understanding and skills of students required for employment)
										strengthen communication capacities , increase participation in the communication process, power of information and knowledge (SDG 16)		Hands-on Experience Skill Development
Unit			Digital Ads		Digital Ads					Skills for Decent Work (SDG 4.4) (Learning the components of this unit will enhance chances of employability) strengthen communication capacities , increase participati	creative human endeavour, professional subjects, and soft skills (11.1) intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner; an ethic of social	inculcate understanding of market, communication and society needs (required for employment) Hands-on Experience (Creating Campaigns) Skill Development (Acquire conceptua

										on in the communication process, power of information and knowledge (SDG 16)	engagement; soft skills (11.3) Professional Education (20.2)	Understanding and functional knowledge)
Unit										Skills for Decent Work (SDG 4.4) (Learning the components of this unit will enhance chances of employability) strengthen communication capacities, increase participation in the communication process, power of information and knowledge (SDG 16)	creative human endeavor, professional subjects, and soft skills (11.1) intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner; an ethic of social engagement; soft skills (11.3) Professional Education (20.2)	inculcate discipline knowledge of how ad works as a tool of communication and marketing (required for employment) Hands-on Experience (Creating Campaigns)
Unit										Skills for Decent Work (SDG	Professional Education (20.2)	Discipline knowledge - a must for

I V											<p>4.4)</p> <p>Knowledge-Driven Media Development, power of information and knowledge (SDG 16)</p> <p>ethic and importance of public purpose, an education in the discipline, and an education for practice (20.1)</p> <p>Use of technological tools (23.2)</p> <p>awareness on issues of privacy, laws, and standards associated with data handling and data protection (23.13)</p>	<p>employment</p> <p>Skill Development (Acquire conceptual understanding and functional knowledge)</p>
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JMBJ254	TELEVISION JOURNALISM AND PRODUCTION LAB	L	T	P	C
Version 2.0		0	0	2	1
Eligibility	BA(JMC) I				
Co-requisites	--				

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

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

Exercises/Assignments

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

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

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

CO1: Prepare a video brief

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

CO3: Produce different formats of TV programs.

CO4: Apply production and post-production technique effectively to produce a video program.

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

Examination Scheme

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

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

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

		Disciplinary Knowledge	Understanding the Role of Media	Skill 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 ICT competencies including digital literacy	Student shall become ethically committed media professionals and entrepreneurs adhering to the human values
Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PSO 1	PSO 2	PSO 3
JMBJ 254	Television Journalism And Production Lab	3	2	3	3	-	-	3	-	-	-	2	3	3	2

1=weakly mapped

2= moderately mapped

3=strongly mapped

Course Code	Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
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JMBJ25 4A	CO1	2	2	-	3	-	-	3	-	-	-	1	-	-	-
	CO2	-	2	3	-	-	-	-	-	-	-	2	-	-	-
	CO3	3	-	3	3	-	-	2	-	-	-	2	-	-	-
	CO4	3	-	-	3	-	-	3	-	-	-	-	-	-	-

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

					progr amme									
Uni t III	-	-	-		Shoo ting scrip t									
Uni t IV	-	-			Prod uctio n of a progr amm e	Prod uctio n of a progr amm e								

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

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

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

Course Objectives

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

Course Outcomes –

After completion of the course student will be able to:

CO1: To impart basic concepts meaning and models of development

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

Catalogue Description

Overview:

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

Objective and Expected Outcome:

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

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

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

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

COURSE CONTENT

Unit I-

12 Lectures

Concept and Indicators of Development

1.1 Definition, meaning and process of development

1.2 Characteristics of underdeveloped economics and development

1.3 Ingredients (5Ms) of development and money generation, MNCs and foreign aid

1.4 Economic and social indicators of development, Human development Index, physical quality of life index

1.5 Development Reporting

Unit II-

12 Lecutres

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

Suggested 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	Prese ntation/ Assign ment/ etc.	Mid Term Exam	Attendanc e	End Term Exam
Weightage (%)	10	10	20	10	50

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

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

		Disciplinary Knowledge	Understanding the Role of Media	Skilled and Industry-ready Professionals	Influent and effective communication	Leadership readiness/Qualities	Critical/Reflective thinking & language efficiency	Technologically Efficient Professional	Ethical Awareness	Life long 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	Students 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	PSO3
JM BJ 30 1	Communication for Development	3	3	2	2		1					1			

Course Code	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
JMBJ	CO1	3													

301

CO2	3	3				1								
CO3	3	2		1										
CO4	3	3	2											
CO5	3		3	3							2			

1=weakly mapped

2= moderately mapped

3=strongly mapped

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

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

				aid	aid De vel op me nt Rep orti ng						Communi cation media, promote the wider and better balanced disseminat ion of informatio n, designing developme nt campaign	es, empha sis on researc h), 10.3 (multid isciplin ary - high quality teachin g, researc h, and commu nity),		
U n i t I I					Sus tain abl e De vel op me nt Go als		Sustai nable Devel opme nt Goals				Sustai nable Devel opme nt Goals	Knowled ge-Driven Media Developm ent highlights the importanc e of generating and sharing of knowledge to advance media developme nt, Communi cation Developm ent & Communi cation media, promote the wider and better balanced disseminat ion of informatio n, designing developme nt campaign	9.1.1 (For the purpos e of develo ping holistic individ uals), 9.2 (develo pment of cogniti ve skills and learnin g outcom es, empha sis on researc h), 10.3 (multid isciplin ary - high quality teachin g, researc h, and commu nity),	Technical Skills that match Industry Needs (Knowled ge of the Research will elevate research skills and know the new research areast)

U n i t I I I			Print, Radio, TV, Outdoor publicity in Indian perspective		Print, Radio, TV, Outdoor publicity in Indian perspective						Knowledge-Driven Media Development highlights the importance of generating and sharing of knowledge to advance media development, Communication Development & Communication media, promote the wider and better balanced dissemination of information, designing development campaign	9.1.1 (For the purpose of developing holistic individuals), 9.2 (development of cognitive skills and learning outcomes, emphasis on research), 10.3 (multidisciplinary - high quality teaching, research, and community),	Technical Skills that match Industry Needs (Knowledge of the Research will elevate research skills and know the new research areast)
U n i t I V			Communication for rural development, Slum development					C o m m u n i c a t i o n d e v e l o p m e n t H e a l t h a n d F a m i l y	Communication for rural development Slum development, Health and Family	Slum development	Knowledge-Driven Media Development highlights the importance of generating and sharing of knowledge to advance media development, Communication	9.1.1 (For the purpose of developing holistic individuals), 9.2 (development of cognitive skills and learning	Technical Skills that match Industry Needs (Knowledge of the Research will elevate research skills and know the new research areast)

			ment						l d e v e l o p m e n t, W o m e n e m p o w e r m e n t	Welfare		Development & Communication media, promote the wider and better balanced dissemination of information, designing development campaign	g outcomes, emphasis on research), 10.3 (multidisciplinary - high quality teaching, research, and community),	
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JMBJ303	Public Relations and Corporate Communication	L	T	P	C
Version 2.0		3	1	-	4
Eligibility	BA(JMC) II Year				
Co-requisites	--				

Course Objectives

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

Course Outcomes

After completion of the course student will be able to:

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

CO2: Understand basic process of internal and external Corporate Communication

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

CO4: Develop basic Public Relations and Corporate Communication

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

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

Catalogue Description

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

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

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

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

Course Content

Unit I –

10 lectures

Fundamentals of PR

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

Unit II –

10 lectures

PR Operations

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

Unit III –

10 lectures

PR Practices

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

Unit IV-

10 lectures

PR Strategy and Planning

PR Strategies, PR campaign: Programme planning, analysis, Budgeting – implementation evaluation, Measuring effectiveness of PR campaign ,Role of market research in PR, Budgeting - implementation – evaluation, Measuring effectiveness of PR campaign ,Role of market research in PR

Suggested Text Books:

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

Advanced Readings:

1. Cutlip S. M. & A. H. Effective Public Relations, Prentice Hall, New Delhi Center
2. Tom Means: Business communication, Thomson
3. Pitman Jackson: Corporate Communication for Managers, Pitman Publishing
4. Clow E Kenneth: Integrated Advertising, Promotion and Marketing Communication, New Jersey, 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	Prese- ntation/ Assign- ment/ etc.	Mid Term Exam	Attendanc e	End Term Exam
Weightage (%)	10	10	20	10	50

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

Mapping between COs and Pos

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

		D is ci pl in ar y K n o w le d g e	U n d er s t an d R e c o m m u n i c a t i o n	S k i l l s I n t e r n e t - m e d i a P r o f e s s i o n	I n f l u e n c e I n t e r n e t - m e d i a P r o f e s s i o n	L e a r n i n g S k i l l s I n t e r n e t - m e d i a P r o f e s s i o n	C r i t i c a l T h i n k i n g & I n t e r n e t - m e d i a P r o f e s s i o n	T e c h n o l o g y I n t e r n e t - m e d i a P r o f e s s i o n	E t h i c a l V a l u e s I n t e r n e t - m e d i a P r o f e s s i o n	L i f e l o n g T e a m w o r k	R e s e a r c h - r e l a t e d S k i l l s	C o o p e r a t i o n / T e a m w o r k	S t u d e n t s w i l l a c q u i r e p r o f e s s i o n a l s k i l l s r e q u i r e d t o b e m e d i a p r o f e s s i o n a l s	S t u d e n t s w i l l b e e q u i p p e d w i t h I C T s c o m p e t e n c i e s i n c l u d i n g d i g i t a l l i t e r a c y	S t u d e n t s s h a l l b e c o m m i t t e d t o a d h e r e t o t h e h u m a n v a l u e s
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				n a l s			f i c i e n c y										
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	PS O 1	PS O 2	PSO 3		
JMBJ303	Public Relations and Corporate Communication	2		3	3	2	1	1	1		1	3	2	1	3		

Course Code	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
JMBJ303	CO1	1													
	CO2	1		2											
	CO3	2		3		2						3			

CO4			3	3						3				
CO5			2	3		1	1			2	3			
CO6			3	2	2						3			

1=weakly mapped

2= moderately mapped

3=strongly mapped

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurs hip/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability			SDG	NEP	PO E/ 4 th IR	
	Local	Regional	National	Global	Employability	Entrepreneurs hip	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Unit I					PR as distinguished from advertising	Public relations	Public relations strategy		Public			Inclusive Knowledge Societies, social inclusion, knowledge-driven media development, technical innovation, net neutrality	20.1 (ethic and importance of public purpose, education in the discipline, and an education for practice), 20.2 (Professional education - holistic	Technical Skills that ma

					ed fr o m a d v e r t i s i n g	s			ic r e l a t i o n s		ROAM Principles, increase participation in the communication process, strengthen communication capacities , promote the wider and better balanced dissemination of information,devel oping a free and independent media	and multidisciplinary education), 23.2 (Use of technological tools), 11.2 (creativity and innovation, critical thinking and higher- order thinking capacities, problem- solving abilities, teamwork, communication skills, more indepth learning and mastery of curricula across fields, increases in social and moral awareness)	tch Ind ust ry Ne eds (K no wl ed ge of the des cip lin e)/ Ski ll de vel op me nt
U n i t I I					Func tions of PR depa rtme nt, New s relea se, Press conf erenc e, Use of techn olog y and data analy tics	Us e of tec hn olo gy and dat a an aly tic s	Pres s con fere nce	Pr es s con fere nce		Inclusive Knowledge Societies,social inclusion, knowledge-driven media development,tech nical innovation, net neutrality ROAM Principles, increase participation in the communication process, strengthen communication capacities , promote the wider and better balanced dissemination of information,devel oping a free and independent media	20.1 (ethic and importance of public purpose, an education in the discipline, and an education for practice), 20.2 (Professional education - holistic and multidisciplinary education), 23.2 (Use of technological tools), 11.2 (creativity and innovation, critical thinking and higher- order thinking capacities, problem- solving abilities, teamwork, communication skills, more indepth learning and mastery of curricula across fields, increases in social and moral awareness)	Te ch nic al Ski lls tha t ma tch Ind ust ry Ne eds (K no wl ed ge of the des cip lin e)/ Ski	

						pa ig n: Pr o gr a m m e pl an ni n g	am e pla nni ng					participation in the communication process, strengthen communication capacities, promote the wider and better balanced dissemination of information, developing a free and independent media	tools), (creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more indepth learning and mastery of curricula across fields, increases in social and moral awareness)	11.2	ry Ne eds (K no wl ed ge of the des cip lin e)/ Ski ll de vel op me nt
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JMBJ305	Digital Media Marketing	L	T	P	C
Version 1.0		3	1	0	4
Eligibility	BA(JMC) II Year				
Co-requisites	--				

Course Objectives

1. To describe the role of social media landscape in marketing.
2. To gain proficiency in specific uses of various types of social media platforms for marketing
3. To define how to create own presence on social media professionally.
4. To identify best practices for Social Media Marketing.
5. To design social media strategies that achieve desired marketing goals of products/services/places/firms/ideas
6. To evaluate social media marketing plan on return on investment.

7. To integrate the theoretical knowledge of social media into becoming industry ready professional.

Course Outcomes

After completion of the course student will be able to

CO1: Describe the role of social media landscape in marketing.

CO2: Gain proficiency in specific uses of various types of social media platforms for marketing

CO3: Define how to create own presence on social media professionally.

CO4: Identify best practices for Social Media Marketing.

CO5: Design social media strategies that achieve desired marketing goals of products/services/places/firms/ideas

CO6: Evaluate social media marketing plan on return on investment.

CO7: Integrate the theoretical knowledge of social media into becoming industry ready professional.

Catalogue Description

The importance of social media's role in modern marketing efforts can no longer be ignored. It is an integral component in almost all successful marketing strategies. Through case studies, interactive sessions and class exercises, students will learn best practices and develop the skills to connect business objectives with social media strategy, platforms and tactics.

The course will include choosing appropriate platforms, creating effective and engaging social media content, content management, social listening and creating a social media policy. The students will discover effective techniques for identifying targeted marketing on the social web, with emphasis on the creation of personas that represent the critical online market segments for a company. They will be taught the rules of engagement and social media ethics for behaving properly as marketers on the social web.

With these guidelines in mind, the most productive marketing tactics for each type of major social media platform will be examined in depth. After the completion of the course, students will be able to create a comprehensive social media marketing plan, with detailed explanations and illustrations from a real world plan. Extensive consideration is given to monitoring, evaluating and tuning the implementation of social media marketing initiatives. The students will also be introduced to the most useful quantitative and qualitative social media measurements, along with various ways to estimate an organization's return on investment in social media marketing activities.

By the end of the course, students will be able to identify best practices for Social Media Marketing, including platform level best practices, connect business objectives to appropriate Social Media tactics, create strong content that engages their target audience with their marketing message and create editorial calendars to manage content distribution.

COURSE CONTENT

Unit I – 10 lectures **Introduction to Social Media**

Social Media & Social Network: Brief history, Meaning and definition, Features of Social Media and Social Network, Types of Social Networking Sites, The Role of Social Media Marketing, Goals and Strategies, Usage of Social Media, Impact of Social Media, Social Media: Risks and Challenges, citizen journalism, news, content formats

Unit II – 10 lectures **Social Media Functions**

Audience Research and Identifying Target Audiences, Rules of Engagement for SMM, Building Brand on Digital Media, Storytelling and User Generated Content on Digital Media Network, SEO, SEM, Keywords, Viral Marketing. Social Media Marketing, creating ad campaigns, PPC, PPM, Facebook business, Twitter business, LinkedIn business

Unit III – 10 lectures **Marketing and E-Commerce**

E-Commerce & Start-ups: Ideation, Plan and Management, Lead Generation and Personal Branding, Building a Multi-platform Social Media Marketing Strategy, Social media management tools, Social media analytic tools, Content Creation and Sharing: Blogging, Streaming Video, Podcasts, and Webinars, Microblogging, social listening, ORM, softwares for ORM, Influencer marketing, online reputation management platforms

Unit IV- 10 lectures **Monetization and Analytics**

Data Mining for Digital Media: Website Audience Measurement (WAM), Monetizing Social Media: ROI, Role of Social Media in Marketing Research, Cyber laws, Ethics and social media

Suggested Readings:

1. Rogers, E. M. (1986). *Communication technology: The new media in society*.

2. Wilson Dizard, J., & Dizard, W. P. (1997). *Old media/new media: Mass communications in the Information Age*. Addison Wesley Longman.

3. Blom, W. R., Karvonen, E., Melin, H., Nordenstreng, K., Puoskari, E., Webster, F., & Webster, P. F. (2020). *The information society reader*. Routledge.

4. Mandiberg, M. (2012). *The social media reader*. NYU Press.

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

Examination Scheme

Components	Quiz I	Presen- tation/ Assign- ment/ etc.	Mid Term Exam	Attendanc e	End Term Exam
Weightage (%)	10	10	20	10	50

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Describe the role of social media landscape in marketing.	PO1, PO2
CO2	Gain proficiency in specific uses of various types of social media platforms for marketing	PO3, PO4, PO6
CO3	Define how to create own presence on social media professionally.	PO3, PO4, PO6, PO10
CO4	Identify best practices for Social Media Marketing.	PO4, PO6, PO8
CO5	Design social media strategies that achieve desired marketing goals of products/services/places/firms/ideas	PO6, PO7, PO10
CO6	Evaluate social media marketing plan on return on investment.	PO4, PO6, PO10, PO11
CO7	Integrate the theoretical knowledge of social media into becoming industry ready professional.	PO8, PO9, PO10, PO11

		Disciplinary Knowledge	Understanding the Role of Media	Skill and Industry-ready Professionals	Influential and effective communication	Leadership readiness / Qualities	Critical/ Reflective thinking & language efficiency	Technological Efficiency Professional	Ethical Awareness	Lifelong Learning	Research-related Skills	Cooperation/ Teamwork	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	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PSO 1	PSO 2	PSO 3
JMBJ305	Digital Media Marketing	1	1	2	3		3	1	1	1	3	3			

Course Code	Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PS O1	PS O2	PS O3
JMBJ305	CO1	1	1												
	CO2			2	3		3								
	CO3			2	3		2	1			3				
	CO4				3		3		1						
	CO5						3	1			3				

1=weakly mapped

2= moderately mapped

3=strongly mapped

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/4 th IR
	L	R	N	G	Em	Entr	Ski	Pr	G	Hu	Env			
	o	e	a	l	plo	repre	ll	of	e	man	iron			
	c	g	t	o	yabi	neu	De	ssi	n	Val	men			
	a	i	i	o	li	rshi	vel	on	d	ues	t &			
	n	o	o	a	lity	p	op	al	e		Sust			
	a	a	a	l			me	Et	r		aina			
	l						nt	hic			bilit			
								s			y			
								m						
								m						
Unit					content				S	Soc		Promote	Technical	Students will
I					for				o	ial		sustained,	education	develop
					mat				c	Me		inclusive and	(20.6)	Technical Skills
					s				i	dia,		and sustainable		that match
									a	citiz		economic		Industry Needs/
									l	en		growth,		Skill
									M	jour		full and		Development
									e	nali		productive		(Students will
									d	sm		employment		acquire
									i			and decent		understanding of
									a			work for all		social media)
												(SDG 8)		
												(Learning the		
												components		
												of this unit		
												will enable		
												employability		
)		
Unit					Soc	Fac						Skills for	Professional	Students will
I					ial	ebo						Decent Work	Education	develop
					Me	ok						(SDG 4.4)	(20.2)	Technical Skills
					dia	busi						(Learning the		that match
					Mar	ness						components		Industry Needs
					keti	,						of this unit		(Knowledge of

I				ng, creating ad campaign, Facebook business, Twitter business, LinkedIn business	Twitter business, LinkedIn business					will enhance employability) strengthen communication capacities, increase participation in the communication process, designing development campaign (SDG 16)	(20.6) Use of technological tools (23.2) awareness on issues of privacy, laws, and standards associated with data handling and data protection (23.13)	the uses of the Web/ social media will elevate skills and better chances of employment)/ Skill Development (Students will learn and implement practically)
U n i t I I I				Blogging, Streaming Video, Content Creation	E-Commerce & Start-ups, Blogging, Streaming Video	Bl og gin g, Str ea mi ng Vi de o				Skills for Decent Work (SDG 4.4) (Learning the components of this unit will enhance employability) Use of technology to help in digital transformation (SDG 9)	Professional Education (20.2) Technical education (20.6) Use of technological tools (23.2) awareness on issues of privacy, laws, and standards associated with data handling and data protection (23.13)	Students will develop Technical Skills that match Industry Needs (Knowledge will elevate skills and better chances of employment)/ Skill Development (Students will develop the understanding and knowhow of the topics, also will understand law, ethics and effective usage)
U n i				Data		C yb	We bsit			Skills for Decent Work (SDG 4.4)	Professional Education (20.2)	Students will develop Technical Skills

UNIT – I

Social Problem: Meaning and Definition; Importance of the Study of Social Problems; Sociological Perspectives on Social Problem-Anomie (Durkheim), Differential Association (Sutherland), Labeling (Becker).

UNIT – II

Structural Issues: Inequality of Caste, Class Gender and Ethnicity; Communalism; Problems of Minorities.

UNIT – III

Problems and Issues: Female Feticide, Dowry, Domestic Violence, Divorce; Problems of Aged.

UNIT – IV

Social Disorganization: Crime and Juvenile Delinquency, Corruption, Drug Addiction, Suicide, Prostitution and AIDS

Readings:

Ahuja, Ram (2000): **Social Problems in India**, New Delhi: Rawat Publications.

Beteille, Andre (1992): **Backward Classes in Contemporary India**, New Delhi: OUP

Beteille, Andre (1974): **Social Inequality**, New Delhi: OUP

Bereman, G.D. (1979): **Caste and Other Inequalities: Essay in Inequality**, Meerut: Folklore Institute.

Dube, Leela (1997): **Women and Kinship, Comparative Perspectives on Gender in South and Southeast Asia**, New Delhi: Sage Publication.

Desai, Neera & Usha Thakkar (2007): **Women in Indian Society**, National Book Trust, India. Gadgil, Madhav and Ramchandra Guha (1996): **Ecology and Equality: The use and Abuse of Nature in Contemporary India**, New Delhi: OUP.

Gill, S.S. (1998): **The Pathology of Corruption**, New Delhi: Harper Collin Publishers.

Lewis, Oscar (1966): **Culture of Poverty “Scientific American”** Vol-II and V No.IV PP-19-25.

Satya Murty, T.V. (1996): **Region, Religion, Caste, Gender and Culture in Contemporary India**, New Delhi: OUP.

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

Examination Scheme

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

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Recall and grasp social problem concepts, perspectives, and their importance.	PO1, PO4
CO2	Apply sociological theories to scrutinize inequalities in caste, class, gender, and ethnicity.	PO4, PO5, PO8
CO3	Apply sociological insights to assess communalism, minority issues, and gender challenges.	PO8, PO11
CO4	Apply sociology to analyze and address problems like female feticide, dowry, violence, divorce, and aging.	PO6, PO9
CO5	Apply sociological understanding to examine crime, corruption, addiction, suicide, prostitution, and AIDS, evaluating impacts and solutions.	PO6, PO9, PO11

		Disciplinary Knowledge	Understanding the Role of Media	Skilled and Industry-ready Professionals	Influential and effective communication	Leadership readines/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	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
USO105	Social Problems in In	1	-	-	2	2	2	-	1	3	-	2	1	-	1

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	a																

1=weakly mapped

2= moderately mapped

3=strongly mapped

Course Code	Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PS O1	PS O2	PS O3
USO105	CO1	1	-	-	-	-	-	-	-	1	-	1	-	-	1
	CO2	-	-	-	2	-	2	-	-	-	-	-	-	-	-
	CO3	-	-	-	1	2	2	-	1	3	-	2	1	-	-
	CO4	-	-	-	-	2	-	-	1	3	-	2	-	-	1
	CO5	1	-	-	-	-	2	-	-	-	-	-	-	-	-

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/4 th IR	
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability				
Unit I	Social Problem	Social Problem	Social Problem						Social Problem	Social Problem					
Unit I	Structural Issues : Inequality of Caste	Structural Issues : Inequality of Caste	Structural Issues : Inequality of Caste							Structural Issues: Inequality of Caste					

U n i t I I I	Femal e Fetici de, Dowr y, Dome stic Viole nce, Divor ce	Femal e Fetici de, Dowr y, Dome stic Viole nce, Divor ce	Femal e Fetici de, Dowr y, Dome stic Viole nce, Divor ce						Fem ale Feti cide , Do wry, Do mes tic Viol ence , Div orce	Fe mal e Feti cide , Do wry , Do mes tic Vio lenc e, Div orce				
U n i t I V	Social Disor ganiz ation	Social Disor ganiz ation	Crime and Juve nile Delin quenc y						Cri me and Juve nile Deli nqu enc y	Cri me and Juv enil e Deli nqu enc y, Soc ial Dis org aniz atio n				

JMBJ351	Digital Media Marketing Project	L	T	P	C
Version 3.0		-	-	4	2
Total Contact Hours					
Pre-requisites/Exposure	BA(JMC) II Year				
Co-requisites	--				

Course Objectives (CO)

- To develop an understanding of digital media marketing.
- To equip students with the skills to implement effective digital marketing campaigns.

Description

- Study successful digital media marketing campaigns as case studies.
- Understand key principles and strategies of digital media marketing.

- Explore various digital marketing tools and platforms.
- Create and optimize digital marketing content, including social media posts, blogs, and advertisements.
- Conduct market research and target audience analysis for digital marketing campaigns.
- Monitor and evaluate digital marketing campaign performance using analytics tools.
- Develop a comprehensive digital media marketing campaign for a product or service.
- Present the digital media marketing campaign with a rationale for the chosen strategies.

Course Learning Outcomes (CLO)

Apply digital marketing strategies to develop and execute effective campaigns.

Administer specialization projects in digital media marketing within organizations.

CLO	DESCRIPTION	BLOOM TAXONOMY'S LEVEL
CLO1	Apply digital marketing strategies to develop and execute effective campaigns.	3, 4 Applying, Analyzing
CLO2	Administer specialization projects in digital media marketing within organizations.	3 Applying

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

Examination Scheme

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

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

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

		Outcomes
CO1	Apply digital marketing strategies to develop and execute effective campaigns.	PO1, PO2, PO3, PO4, PO6, PO7
CO2	Administer specialization projects in digital media marketing within organizations.	PO1, PO2, PO3, PO4, PO7

		Disciplinary Knowledge	Understanding the Role of Media	Skill and Industry-ready Professionals	Influential and effective communication	Leadership readiness / Qualities	Critical/ Reflective thinking & language efficiency	Technological Efficiency 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 ICT competencies including digital literacy	Student shall become ethically committed media professionals and entrepreneurs adhering to the human values
Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PSO 1	PSO 2	PSO 3
JMBJ351	Digital Media Marketing Project	2	2	3	3		2	3	-				2	3	2

1=weakly mapped

2= moderately mapped

3=strongly mapped

Course Code	Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PS O1	PS O2	PS O3
JMBJ351	CO1	2	2	3	3	-	2	3	-	-	-	-	2	3	-
	CO2	2	2	3	3	-	2	3	-	-	-	-	-	3	2

JMBJ353	Internship Report-II	L	T	P	C
Version 3.0		-	-	-	2
Total Contact Hours					
Pre-requisites/Exposure	BA (JMC) II Year				
Co-requisites	--				

Course Objectives (CO)

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

Description

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

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

Course Learning Outcomes (CLO)

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

CLO	DESCRIPTION	BLOOM TAXONOMY'S LEVEL
CLO1	The Students will learn how to prepare and internship report	1, 2 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

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

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	The Students will learn how to prepare and internship report	PO1, 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
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		Disciplinary Knowledge	Understanding the Role of Media	Skill ed and Industry-read y Professionals	Influe ntial and effecti ve communicat ion	Lea ders hip read ines s/ Qua litie s	Crit ical / Ref lect ive thin king & lan gua ge effi cien cy	Techn ologic ally Effi cient Profes sional	Ethi cal Aw aren ess	Lif elo ng Lea rning	Res ear ch-rela ted Skill s	Coop erat ion/ Tea m work	Stud ents will acqu ire profes sional skill s requ ired to be a med ia profes sional	Stud ents will be equ ipped with ICTs com peten cies inclu ding digit al litera cy	Stud ent shall beco me ethi call y com mitt ed med ia profes sional s and entr epre neur s adhe ring to the hum an valu es
C o u r s e C o d e	Co u r s e T i t l e	PO1	PO2	PO3	PO4	PO 5	PO 6	PO7	PO8	PO 9	PO 10	PO1 1	PSO 1	PSO 2	PSO 3
J M B J 3 5 3	In te rn sh ip Re po	3	2	3	2	1	2	3		2			3	2	2

rt- II															
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1=weakly mapped

2= moderately mapped

3=strongly mapped

Course Code	Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PS O1	PS O2	PS O3
JMBJ353	CO1	3	2	3	-	1	2	3	-	-	-	-	-	2	-
	CO2	3	2	3	2	-	2	3	-	2	-	-	3	-	2

Semester VI			
B.A (Journalism and Mass Communication)			
S. No.	Course Code	Course	Credits
1.	JMBJ302	Event Management	4
2.	JMBJ304	Global Media Scenario	4
3.	JMBJ306	New Media Technology	4
4.	USO106	Socio-Economic and Political Scenario	4
5.	JMBJ352	Event Management Project	2
6.	JMBJ354	Specialization Project-I	2
Total			20

JMBJ302	Event Management	L	T	P	C
Version 2.0		3	1	-	4
Eligibility	BA(JMC) II Year				
Co-requisites	--				

Course Objectives

1. To define event, its nature, types and elements
2. To understand the need of event as a marketing and communication tool
3. To describe organisational structure and functionalities 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 functionalities of an event management company

CO4: Identify the key elements of key elements of event planning and execution – from Human Resource Management to Budgeting

CO5: To design event to achieve marketing objectives.

CO6: To evaluate and assess the events

Catalogue Description

Overview:

Event as a marketing tool course will help train students in areas like analysing, planning, marketing, producing and evaluating an event. This course will help students understand the planning, operations and executions of all the resources that co-ordinate to create various kinds of events.

Objective and Expected Outcome:

This course aims to make students understand the management of events at corporate and as well as social level and give basic conceptual clarity of how events work as a communication as well marketing tool. It will also help students acquire a thorough knowledge and understanding of multiple facts of event organization; feasibility study, planning, venue selection, setting up, program portfolio and scheduling.

It will help students to know the event management, HR management, revenue generation, budget, designing, operation and closing of the event. Students will create publicity material of the event according to the profile of target audience. Students will be acquainted with knowledge of reducing risks by financial controls, evaluation and assessment.

This course will help students know the essentials and basics of event management. By the end of the course, students will have better understanding of events and their knowledge on organizing events from conception, designing, planning, budgeting and marketing to the final execution will be widen.

To acquaint the students with the process of evaluation and assessment of an event

COURSE CONTENT

Unit I:

10 lectures

Events and Event Management

Events and Event Management: What are events, Types of Events & Event Management, Understanding Events (i) Events as a communication tool (ii) Events as a marketing tool, The Need: Why do we need events; Growing importance of events like exhibitions, seminars and conventions worldwide, Elements of Event Management: Event Infrastructure, Organizers, Sponsors, Logistics, Role of events in promotion

Unit II:

10 lectures

Conceptualization and Planning

Conceptualization and Planning: (i) The Nature of Planning, Project Planning, Planning the Setting, Location and Site (ii) The Operations Plan, The Business Plan, Developing the Strategic Plan, Organization: (i) Setting up an Event Organization structure (ii) The Committee Systems, Committee and Meeting Management, Programming and Service Management: (i) Programme Planning, The Elements of Style, Developing a Program Portfolio (ii) The Programme Life Cycle, Scheduling

Unit III:

10 lectures

HR Management

HR Management: Need Assessment, policies and procedures, Finalizing job descriptions, recruitment and motivation, Revenue Generation: Fund raising, grants, sponsorship, Financial and Risk Management, Budget and cost-revenue management, Cash flow management, accounting, Financial statements, measures of financial performance, Financial controls for reducing risk

Unit IV:

10 lectures

Research and Evaluation

Research to find out people's orientation for events, Consumer research on events Visitors surveys, attendance counts and estimates, Market area surveys, Communications Mix for reaching the customer, Developing and communicating a positive image, Evaluation and impact assessment, Evaluation concepts, observation techniques, Evaluation of costs and benefits

Suggested Text Books:

1. Sanjay Singh Gaur & Sanjay Saggere: Event Marketing and Management Revised Edition, Vikas Publishing
2. Bruce E Skinner, Vladimir C Sponsorship, Publisher Wiley 2002, ISBN 0471126012
3. Anton Shene, Bryn Parry Successful Event Management Thomson Learning ISBN 1844800768, 2004

Advanced Readings:

1. Judy Alley: Event Planning, John Wiley and Sons ISBN 0471644129, 2000
2. Jaishri N Jethwaney: Public Relations, ND: Sterling
3. Pitman Jackson: Corporate Communication for Managers, Pitman Publishing

Open Educational Resources (OER) (Clickable links)-

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

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

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	To define event, its nature, types and elements	PO1
CO2	To understand the need of event as a marketing and communication tool	PO1, PO4, CO2
CO3	To describe organisational structure and functionaries of an event management company	PO1, PO5
CO4	Identify the key elements of key elements of event planning and execution – from Human Resource Management to Budgeting	PO1, PO3, PO9, PO11
CO5	To design event to achieve marketing objectives.	PO3, PO6, PO11

CO6	To evaluate and assess the events	PO6
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		Disciplinary Knowledge	Understanding the Role of Media	Skilled and Industry-ready Professionals	Influent 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
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
JMBJ302	Event Management	3		3	2	1	1			2		2		

Course Code	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO2	PSO3	PSO4
JMBJ302	CO1	3													
	CO2	3			1										
	CO3	3				2									
	CO4	3		3					2		2				
	CO5			3			3					2			
	CO6						3								

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

Local, National and International	Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	
	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
Global	Events and Event Management	Events and Event Management	Events and Event Management					Skills for Decent Work (SDG 4.4) (Learning the components of this unit will enhance employability)	Global Education Knowledge, Professional Education (17.1-17.5)	Technical Education (Minimum requirements for Professional Education) (Student assignments)
	Project Planning	Project Planning						Skills for Decent Work (SDG 4.4) (Learning the components of this unit will enhance employability)	Professional Education (17.1-17.5)	Technical Education (Minimum requirements for Professional Education) (Student assignments)
	HR Management		HR Management, Financial controls for reducing risk					Skills for Decent Work (SDG 4.4) (Learning the components of this unit will enhance employability)	Professional Education (17.1-17.5)	Technical Education (Minimum requirements for Professional Education) (Student assignments)
	Revenue Generation				Consumer research on events	Consumer research on events		Skills for Decent Work (SDG 4.4) (Learning the components of this unit will enhance employability)	Professional Education (17.1-17.5)	Technical Education (Minimum requirements for Professional Education) (Student assignments)

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	Topic: Introduction to	In-person Lecture (Conceptual

	hours,	Communication and Its Types, Teaching TB: Kumar, K. J. (2020). Mass communication in India - Chapter 1	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.	In-person Lecture (Conceptual Introduction)

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

		Individual Assistance and Feedback	
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Facilitating the Achievement of Course Learning Outcomes

For Example:

Unit No.	Course Outcomes	Learning	Teaching Activity	Learning	Assessment Task Methods
1	By the end of this unit, students will be able to define different types of events, recognize their significance as communication and marketing tools, and understand the key elements of event management, emphasizing the role of events in promotional strategies.		(i) Each topic to be explained with illustrations. (ii) Students to be encouraged to discover the relevant concepts. (iii) Students be given homework/assignments. (iv) Discuss and solve the theoretical and practical problems in the class. (v) Students to be encouraged to apply concepts to real world		• Presentations and class discussions. • Assignments and class tests. • Student presentations. • Mid-term examinations. • Practical and viva-voce examinations. • End-term examinations.
2	Upon completing this unit, students will be proficient in project planning, site selection, and operations planning for events. They will also grasp the importance of creating a strategic plan and structuring event organizations effectively.		problems.		
3	At the conclusion of this unit, students will possess the knowledge and skills necessary to perform human resource management tasks for events, including needs assessment, policy formulation, job description development, recruitment, motivation, and revenue generation through fundraising and sponsorship.				
4	By the end of this unit, students will be competent in conducting research related to events, implementing various consumer research methods, utilizing the communications				

	mix for customer outreach, and evaluating events comprehensively, considering both costs and benefits, as well as their impact on stakeholders.		
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JMBJ304	Global Media Scenario	L	T	P	C
Version 2.0		3	1	-	4
Eligibility	Basic knowledge of World Politics				
Co-requisites	--				

Course Objectives

1. To explain the students with world communication during and after cold war
2. To describe the struggle for bridging information gaps in the world
3. To explain the students the developments regarding information cooperation in the world
4. To acquaint them with the contemporary trends in world media
5. To sensitize the students on the benefits of the new order to India

Course Outcomes –

After completion of the course student will be able to:

CO1: Explain the students with world communication during and after cold war

CO2: Describe the struggle for bridging information gaps in the world

CO3: Explain the developments regarding information cooperation in the world

CO4: Explain the contemporary trends in world media

CO5: Understand the new order to India to become industry ready professionals

Catalogue Description

This course will make students aware of the struggle for bridging information gaps in the world. Students will be imparted the knowledge about the developments regarding information cooperation in the world. This course will acquaint them with the contemporary trends in world media. Students will learn the benefits of the new world information order and its importance in Indian perspective.

We have been reading and studying the history since ages but the communication patterns at the time of historical instances hold lot of importance. At the time of world war, the media has been used as a tool to propagate people. The students will be learning the instances and case studies of communication patterns of World War I & II and its use in war time.

Struggle for bridging the information gap between the developed and developing countries will be studied in this course. Apart from this, domination by transnational news agencies will be covered in this course. News flow between countries has always been an issue of discussion which led to demand for New World Information and Communication Order. To understand NWICO case studies and documentaries will be

showcased for understanding. Understanding international media and the mergers happening in the Contemporary Trends in World Media holds equal importance. And the students will be able to understand world media through it.

Gandhian approach towards media has always been a topic of discussion which will be taught to the students through this course. Being the developing country, India has faced lot of discrimination in media coverage; therefore Indian media doesn't take chance of ignoring the third world countries coverage. This course will highlight the importance of the same and students will be taught how Indian media has been balancing this change

COURSE CONTENT

Unit I:

10 Lectures

World Communication

1. Trends in World communication: An overview since World War II
2. Cold War Days. Emergence of Third World countries and the Non-Aligned Block
3. Use of media by power blocs, super powers
4. Integration between information, armament/military and media

Unit II:

10 Lectures

Word Information and Communication Order

1. Domination of the transnational news agencies
2. Barriers to the flow of news
3. Struggle for news between developed and developing countries
4. Demand for new world information and communication order

Unit III:

10 Lectures

Information cooperation and Organisations

1. Bilateral, multilateral and regional information cooperation
2. Role of International organizations – UN resolutions on Media related issues
3. International practices on visual coverage and regulation in media exchange
4. Benefits of information cooperation to India

Unit IV:

10 Lectures

Role of Indian media

1. The Gandhian approach
2. International Mergers/Media Moghuls
3. Presence of international media organizations in India
4. Role of Indian media in raising issues of the third world

Suggested Text Books:

1. Bride, S. M. (1986). Many Voices One World. UNESCO Publications.
2. Hamelink, C. Trends in World Communication.
3. Nordenstreng, K. Politics of News.
4. "Global Communication and International Relations" by H. O. Schildt

Advanced Readings:

1. "Globalization and Media: Global Village of Babel" by Jack Lule
2. "The Globalization of World Politics: An Introduction to International Relations" edited by John Baylis, Steve Smith, and Patricia Owens
3. "The History of Media and Communication Research: Contested Memories" by David W. Park and Jefferson Pooley
4. "Communication and Empire: Media, Markets, and Globalization, 1860–1930" by Dan Schiller

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

Examination Scheme

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

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Explain the world communication during and after cold war	PO1, PO2
CO2	Describe the struggle for bridging information gaps in the world	PO1, PO3, PO10
CO3	Explain the developments regarding information cooperation in the world	PO1, PO2, PO4
CO4	Explain the contemporary trends in world media	PO1, PO2
CO5	Know the new order to India to become industry ready professionals	PO1, PO2, PO3, PO4, PO10

		Disciplinary Knowledge	Understanding the Role of Media	Skilled and Industry-ready Professionals	Inflential 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 ICT's 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	PSO3
JMBJ304	Global Media Scenario	3	3	3	2						1				

Course Code	Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8	PO9	PO10	PO11	PSO 1	PSO 2	PSO 3
JMBJ304	CO1	3	3												
	CO2	3		2							1				
	CO3	3	2		1										
	CO4	3	3												
	CO5	3	2	3	3						1				

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

to the local, national, and global needs	Relevance To the Employability/ Entrepreneurship/ Skill Development	Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability	SDG	NEP
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	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability		
		Trends in World communication, Cold War Days. Emergence of Third World countries and the Non-Aligned Block	Use of media by blocs, super powers							developing a free and independent media, Inclusive Societies, social knowledge-driven development, technical innovation, net neutrality ROAM Principles, increase participation in the communication process, strengthen communication capacities, promote the wider and better balanced dissemination of information,	20.1 (ethic and importance purpose, an education discipline, and an education practice), 20.2 (Professional education - holistic multidisciplinary education (Use of technological tools creativity and innovation thinking and higher-order capacities, problem-solving teamwork, communication more in-depth learning and of curricula across fields, in social and moral awareness)
		International Mergers/ Media Moghuls								developing a free and independent media, Inclusive Societies, social knowledge-driven development, technical innovation, net neutrality ROAM Principles, increase participation in the communication process, strengthen communication capacities, promote the wider and better balanced dissemination of information,	20.1 (ethic and importance purpose, an education discipline, and an education practice), 20.2 (Professional education - holistic multidisciplinary education (Use of technological tools creativity and innovation thinking and higher-order capacities, problem-solving teamwork, communication more in-depth learning and of curricula across fields, in social and moral awareness)
bilateral, multilateral and regional information cooperation										developing a free and independent media, Inclusive Societies, social knowledge-driven development, technical innovation, net neutrality ROAM Principles, increase participation in the communication process, strengthen communication capacities, promote the wider and better balanced dissemination of information,	20.1 (ethic and importance purpose, an education in the and an education for practice (Professional education - holistic multidisciplinary education), 23 technological tools), 11.2 (creativity innovation, critical thinking and higher-order thinking capacities, solving abilities, communication skills, more learning and mastery of curricula across fields, increases in social awareness)
Role of Indian media in										developing a free and independent media, Inclusive Societies, social knowledge-driven development, technical innovation, net neutrality ROAM Principles, increase participation in the communication process, strengthen communication capacities, promote the wider and better balanced dissemination of information,	20.1 (ethic and importance purpose, an education in the and an education for practice)

raising issues of the third world										knowledge-driven media development, technical innovation, net neutrality ROAM Principles, increase participation in the communication process, strengthen communication capacities, promote the wider and better balanced dissemination of information,	(Professional education - multidisciplinary education), 23 (technological tools), 11.2 (innovation, critical thinking and order thinking capacities, solving abilities, communication skills, more learning and mastery of fields, increases in social awareness)
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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 -	In-person Lecture (Skill Development)

		Relevant chapters	
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	Topic:	In-person Lecture (Theory

	contact hours	Communication Theories - Part 2 OER: Media Education Foundation	Overview)
Week 12	Unit IV - 3 contact hours	Topic: Models of Communication OER: Models of Communication	In-person Lecture (Model Explanation)
Week 13	Unit IV - 3 contact hours	Topic: Practical Assignments	Blended Learning (In-person Lecture + Participatory Learning through surveys and interactions)
Week 14	Revision & Assessment	Topic: Revision and Assessment Assignments, Quizzes, and Surprise Test	In-person Lecture (Revision Session)
Week 15	Remedial/Makeup Classes	Topic: Remedial/Makeup Classes Individual Assistance and Feedback	In-person Lecture (Extra Help)

Facilitating the Achievement of Course Learning Outcomes

For Example:

Unit No.	Course Outcomes	Learning Activity	Teaching	Learning	Assessment Task Methods
1	By the end of this unit, students will be able to analyze and critically evaluate the historical trends in world communication since World War II, including the role of media in shaping global narratives and its integration with information, armament/military activities, and international relations.	(i) Each topic to be explained with illustrations. (ii) Students to be encouraged to discover the relevant concepts. (iii) Students be given homework/assignments. (iv) Discuss and solve the theoretical and practical problems in the class. (v) Students to be encouraged to apply concepts to real world			<ul style="list-style-type: none"> • Presentations and class discussions. • Assignments and class tests. • Student presentations. • Mid-term examinations. • Practical and viva-voce examinations. • End-term examinations.
2	Upon completing this unit, students will possess the ability to assess the dominance of transnational news agencies, identify key barriers to the flow of news across borders, understand the	problems.			

	dynamics of news struggles between developed and developing countries, and appreciate the demand for a new world information and communication order in the global context.		
3	At the conclusion of this unit, students will have a comprehensive understanding of the various forms of information cooperation (bilateral, multilateral, and regional), recognize the role played by international organizations such as the UN in addressing media-related issues, analyze international practices related to visual media coverage and exchange, and assess the benefits of information cooperation to India within the global communication landscape.		
4	By the end of this unit, students will be able to appreciate the Gandhian approach to media and communication in India, critically assess the impact of international mergers and media moguls on the Indian media industry, understand the presence and influence of international media organizations within India, and evaluate the role of Indian media in advocating and raising awareness about issues relevant to the third world in the global arena.		

JMBJ306	New Media Technology	L	T	P	C
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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

Catalog Description

Computer based technology and internet has become so vital that imparting knowledge about the same has become very important. This course will focus on history of internet which will make the base and foundation of this course. Website being the main portal of the internet will be taught in different dimensions where the usage and its advantages are important to understand. The bridge between the traditional media and new media will be built through this course.

Objectives and Expected Outcomes:

Today the spatial distances amongst people have decreased due to social network. The world has become a single platform where everyone can connect with others to share their feelings, thoughts and experiences. Online communities, types and their importance will be discussed in this course. Students will be able to understand how Social media can be used as alternate source of News. Internet has become inseparable part of not only common people, but the national and state governments have also become dependent on the same. They are utilizing the internet in every sphere of governance. This course will impart the knowledge about e- governance and its importance in day to day functioning of government departments.

The course will also concentrate on the Web Journalism also. Through this course students will be acquainted with reporting, writing and editing for websites and blogs.

Through this course, students will be able to understand the applications of internet. They will be exposed to the world of social networking and its various aspects. The course will apprise the students with web content penetration in every aspect of life. Students will be acquainted with mobile phone as a new means of mass communication. The course will give various dimensions of technological convergence.

COURSE CONTENT

Unit I:

14 lectures

History of Internet, Internet Technology, Web Search engines, types of search engines, Websites, portals, blogs, vlogs, New Media and its Characteristic, Traditional Media vs New Media, Convergence of technologies, Types of technology, Convergence and contemporary media, Global Village, Digital divide

Unit II:

14 lectures

Electronic and cyber media, Blogs and vlogs- emerging online tools, Penetration of Internet, E Governance: Types and scope, Internet for political campaigns, Use of internet for social cause, Cultural aspects and regulation of internet, Policy making, Good-governance and use of internet, cyber laws, IT act and other regulations of digital media

Unit III:

10 lectures

Social Networking, Social Networks: Individuals, groups and organisations, Social networking websites: Online community of internet users, Social media as alternate source of News, Use of AI in social media, impact of social media and society, hashtags and trending concepts

Unit IV:

10 lectures

Web Publishing-tools and Applications, Types of websites, Writing for web newspapers and portals, Writing news contents, Purpose and rationale of writing, Difference and similarities with print media, writing for mobile journalism

Assessment:

- Blogs: Design and produce blogs: journalistic writing – opinions and analysis,
- Survey / research on the new media technology. Submit a comprehensive report based on the study,
- Detail study of social media campaign of government website,
- comparative study of online news content and print news content
- Critically write an article on- DO's and DONT's of digital content.
- Prepare a report on SEO of top trending news website/portal.

- Write a project on cybercrime and laws.
- Write an article on internet use and political interests.
- Present case studies on cyber media laws.
- Write an article of minimum 1000 words on role of social media and computer mediated communication.

Suggested Text Books:

1. Chakravarthy, J. (2005). *Cyber media journalism: emerging technologies*. AuthorsPress.
2. Gupta, O., & Jasra, A. S. (2020). *Information technology in journalism*. Kanishka Publishers, Distributors.
3. Wolk, R. D. (2001). *Introduction to online journalism: publishing news and information*. Allyn and Bacon.
4. Preston, P. (2001). *Reshaping communications: technology, information and social change*. Sage Publications.

Advanced Readings:

1. Mattern, J. (2002). *From radio to the wireless Web*. Enslow.
2. Craig, R. (2007). *Online journalism: reporting, writing, and editing for new media*. Thomson/Wadsworth.
3. Lievrouw, L. (2005). *The handbook of new media*. Sage.
4. Filak, V. F. (2020). *Convergent journalism: an introduction: writing and producing across media*. Routledge, Taylor et Francis Group.

Open Educational Resources (OER) (Clickable links)-

Assessment & Evaluation

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

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Understand the evolving digital media environment	PO1, PO3
CO2	Familiarise with online communities and their importance	PO3, PO7
CO3	Interpret the e- governance and its importance	PO3, PO9,

CO4	Compare the digital content distribution for different digital platforms.	PO3, PO7, PO6
CO5	Analyse the cyber laws, IT act and other regulations of digital media	PO6, PO3, PO7, PO10
CO6	To critically analyse the content and layout of news websites	PO7, PO3

		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	Demonstrate a Systematic, Extensive, and Coherent Knowledge	Demonstrate Procedural Knowledge	Demonstrate Professional and Communication Skills
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
JMBJ805A	New Media and Web Content	2		3			2	3		2	1				

Course Code	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
JMBJ805A	CO1	2		3									3	3	2
	CO2			3				3					3	2	2
	CO3			3						2			3	2	2
	CO4			3			2	2					3	2	3
	CO5			3			2	3			3		3	2	2

CO6			3				3				3	3	3
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1=weakly mapped

2= moderately mapped

3=strongly mapped

U n i t	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/4 th IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics mm	Gender	Human Values	Environment & Sustainability			
U n i t I					Intern et Techn ology, Web Searc h engin es		Websi tes			Digi tal divi de		Promot e sustain ed, includ ive and sustain able econo mic growth, full and product ive employ ment and decent work for all (SDG 8)	Techn ical educat ion (20.6) Digi tal India - techno logy and educat ion bidire ctional (23.1) Use of techno logical tools	Studen ts will develo p Techni cal Skills that match Industr y Needs, Skill Devel opmen t (Stude nts will develo p unders

											(Learning the components of this unit will enable employability)	(23.2)	tanding of the web)
Unit II					Blogs and vlogs, cyber laws, IT act and other regulations of digital media	Blogs and vlogs	Blogs and vlogs	Use of internet for social cause, Good-governance, cyber laws, IT act and other regulations of digital media		Use of internet for social cause, Cultural aspects and regulation of internet	Skills for Decent Work (SDG 4.4) (Learning the components of this unit will enhance employability) strengthen communication capacities, increase participation in the communication process (SDG	Professional Education (20.2) Technical education (20.6) Use of technological tools (23.2)	Students will develop Technical Skills that match Industry Needs (Knowledge of the uses of the Web/social media will elevate skills and better chances of employment), Skill Development (Students will

											16)		learn and implement practically)
Unit II I					Use of AI in social media	Use of AI in social media	Use of AI in social media		Social Networks			<p>Professional Education (20.2)</p> <p>Technical education (20.6)</p> <p>Skills for Decent Work (SDG 4.4) (Learning the components of this unit will enhance employability)</p> <p>Use of technology to help in digital transformation (SDG 9)</p>	<p>Students will develop Technical Skills that match Industry Needs (Knowledge e-governance will elevate skills and better chances of employment), Skill Development (Students will develop the understanding and know how of</p>

												(23.13)	the topics, also will understand law, ethics and effective e-governance and how citizens can use it)
Unit IV				Web Publishing-tools and Applications	Web Publishing-tools and Applications	Web Publishing-tools and Applications					Skills for Decent Work (SDG 4.4) (Learning the components of this unit will enhance employability) Use of technology to help in digital transformation (SDG 9)	Professional Education (20.2) Technical education (20.6) Use of technological tools (23.2)	Students will develop Technical Skills that match Industry Needs (Knowledge of the hardware, apps and softwares will elevate skills and better chances of

													emplo yment) , Studen ts will learn rele vant softwa res, apps and use mobile)
U ni t V				S E O	Blogs , Surve y / resear ch on the new media techn ology, SEO	Blogs , Surve y / resear ch on the new media techn ology, SEO	Blogs , Surve y / resear ch on the new media techn ology, SEO						Studen ts will develo p Techni cal Skills that match Industr y Needs (Stude nts will learn to work on project based assign ments) , Project s (stude nts will work
													Skills for Decent Work (SDG 4.4) (Will help in portfoli o buildin g which will help in employ ability)
													Profes sional Educa tion (20.2) Techn ical educat ion (20.6) Use of techno logical tools (23.2)

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	In-person Lecture (Theory Overview)

		Theories - Part 2 OER: Media Education Foundation	
Week 12	Unit IV - 3 contact hours	Topic: Models of Communication OER: Models of Communication	In-person Lecture (Model Explanation)
Week 13	Unit IV - 3 contact hours	Topic: Practical Assignments	Blended Learning (In-person Lecture + Participatory Learning through surveys and interactions)
Week 14	Revision & Assessment	Topic: Revision and Assessment Assignments, Quizzes, and Surprise Test	In-person Lecture (Revision Session)
Week 15	Remedial/Makeup Classes	Topic: Remedial/Makeup Classes Individual Assistance and Feedback	In-person Lecture (Extra Help)

Facilitating the Achievement of Course Learning Outcomes

For Example:

Unit No.	Course Outcomes	Learning	Teaching Activity	Learning	Assessment Task Methods
1	By the end of this unit, students will have a comprehensive understanding of the history of the internet, internet technologies, different types of search engines, various online platforms (websites, portals, blogs, vlogs), the characteristics that define New Media, and the implications of technology convergence on contemporary media, including discussions on the global village concept and digital divide.		(i) Each topic to be explained with illustrations. (ii) Students to be encouraged to discover the relevant concepts. (iii) Students be given homework/assignments. (iv) Discuss and solve the theoretical and practical problems in the class. (v) Students to be encouraged to apply concepts to real world problems.		• Presentations and class discussions. • Assignments and class tests. • Student presentations. • Mid-term examinations. • Practical and viva-voce examinations. • End-term examinations.
2	Upon completing this unit, students will be equipped				

	with the knowledge to assess the influence and penetration of the internet, understand the role of blogs and vlogs as emerging online tools, explore the use of the internet for e-Governance, political campaigns, and social causes, examine cultural aspects and regulations governing the internet, and analyze cyber laws and regulations impacting digital media.		
3	At the conclusion of this unit, students will be able to recognize the significance of social networking, distinguish between individual, group, and organizational social networks, comprehend the role of social networking websites as online communities, evaluate social media as an alternative source of news, and understand the impact of social media on society, including concepts like hashtags and trending topics.		
4	By the end of this unit, students will have the skills and knowledge necessary to work with web publishing tools and applications, identify different types of websites, engage in effective writing for web newspapers and portals, understand the purpose and rationale of web content creation, and discern the similarities and differences between writing for digital media and traditional print media, with		

	a focus on mobile journalism practices.		
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USO106	Socio-Economic and Political Scenario	L	T	P	C
Minor-06		3	1	0	4
Eligibility	BA(JMC) II Year				
Co-requisites	--				

Course Description:

This course explores the contemporary socio-economic and political landscape, focusing on key issues and trends shaping societies. It examines the interplay between social, economic, and political factors and their impact on individuals, communities, and nations. Students will analyze current challenges and opportunities, develop critical thinking skills, and gain a deeper understanding of the complex dynamics of the socio-economic and political sphere.

COURSE CONTENT:

Unit 1: **11**

Hours

Understanding Socio-Economic and Political Systems

Overview of socio-economic and political systems
 Analysis of power structures and their influence on society
 Examination of social, economic, and political inequality

Unit 2: **11**

Hours

Globalization and its Impact

The impact of globalization on economies, cultures, and political dynamics
 Effects of globalization on labor markets, trade, and development
 Challenges and opportunities of globalization for nations and individuals

Unit 3: **11**

Hours

Contemporary Socio-Economic Issues

Poverty, inequality, and social exclusion
 Unemployment and underemployment
 Migration, urbanization, and demographic changes

Unit 4: **11**

Hours

Political Dynamics and Governance

Political ideologies and their impact on society

Democracy, governance, and citizen participation

Power struggles, social movements, and political change

Course Objectives:

- Understand the complexities of socio-economic and political systems.
- Analyze the impact of globalization on societies, economies, and political structures.
- Evaluate and critically assess contemporary socio-economic issues, such as poverty, inequality, and unemployment.
- Examine the dynamics of political systems and governance, including ideologies, democracy, and citizen participation.
- Develop informed perspectives and critical thinking skills to analyze and navigate the socio-economic and political landscape.

Course Outcomes:

- Demonstrate knowledge and understanding of socio-economic and political systems.
- Analyze and evaluate the impact of globalization on economies, cultures, and political dynamics.
- Assess and discuss key socio-economic issues, such as poverty, inequality, and unemployment, from multiple perspectives.
- Evaluate the strengths and limitations of different political systems and their impact on governance and citizen participation.
- Apply critical thinking skills to analyze and interpret the complex dynamics of the socio-economic and political scenario.
- Develop informed opinions and proposals for addressing socio-economic challenges and promoting positive political change.

Assessment Methods:

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

Suggested Text Books:

- "India Unbound" by Gurcharan Das
- "The Argumentative Indian: Writings on Indian History, Culture, and Identity" by Amartya Sen
- "An Uncertain Glory: India and its Contradictions" by Jean Drèze and Amartya Sen

Advanced Readings:

- "Capital in the Twenty-First Century" by Thomas Piketty
- "Globalization and Its Discontents" by Joseph E. Stiglitz

- "The Political Economy of Development and Underdevelopment" by Robert Bates

Open Educational Resources (OER) (Clickable links)-

- edx.org
- oercommons.org
- ocw.mit.edu
- about.jstor.org/oa-and-free
- coursera.org
- unesdoc.unesco.org

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

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

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Demonstrate knowledge and understanding of socio-economic and political systems.	PO1, PO4
PCO2	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	Inflential 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	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PSO 1	PSO 2	PSO 3
USO106	Socio-Economic and Political Scenario	2			1	2	2		1			2			2

1=weakly mapped

2= moderately mapped

3=strongly mapped

Course Code	Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PS O1	PS O2	PS O3
USO106	CO1	1			1	1	2		1		-	1	-	-	1
	CO2						2				-	-	-	-	2
	CO3	1			1	1	1		2		-	2	-	-	1
	CO4								2		-	2	-	-	2

CO5				2	1					-	2	-	-	1
CO6	1				1			2		-	-	-	-	-
CO7				1		1		1		-	2	-	-	-

Local, national, regional and global issues			Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP
Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics mm	Gender	Human Values	Environment & Sustainability		
	Overview of socio-economic and political systems							Overview of socio-economic and political systems			
		The impact of globalization on economies, cultures, and political dynamics, Effects of globalization on labor markets, trade, and development									
employment and underemployment	Unemployment and underemployment, Migration, urbanization, and demographic changes								Migration, urbanization, and demographic changes		
	Political ideologies and their impact on society, Power struggles, social movements, and political change										

Teaching Plan:

Weekly Teaching Plan	Topic/Unit No.	Textbook [TB]/ Reference Book [RB]- Chapter/ Page No./ Open Education Resources [OER]	Teaching-Learning Method
Week 1	Unit I - 3 contact hours	Topic: Introduction to News and Elements of News TB:A1., J. R(2006). News	In-person Lecture (Conceptual Introduction)

		reporting and editing. Chapter 1	
Week 2	Unit I - 3 contact hours	Topic: News Values and Inverted Pyramid Style OER: The News Manual	Blended Learning (In-person Lecture + Presentation (PPT) for deeper understanding)
Week 3	Unit I - 3 contact hours	Topic: Various Types of Leads TB: Saxena, A. (2007). Fundamentals of reporting and editing. Kanishka Publishers. Chapter 2	In-person Lecture (Lead Writing Practice)
Week 4	Unit II - 3 contact hours	Topic: Sources of News and Credibility TB: Saxena, A. (2007). Fundamentals of reporting and editing. Kanishka Publishers. Chapter 3	Flipclass (Students research and prepare presentations on source credibility)
Week 5	Unit II - 3 contact hours	Topic: News Agencies and Their Functions OER: Poynter's NewsU	In-person Lecture (Role of News Agencies)
Week 6	Unit III - 3 contact hours	Topic: Reporter's Functions and Responsibilities TB: Hough, G. A. (1988). News writing. Chapter 2	Participatory Learning (Role Play and Group Discussions)
Week 7	Unit III - 3 contact hours	Topic: Coverage of Various City Beats OER: Media Innovation and Entrepreneurship	Blended Learning (In-person Lecture + Experiential Learning through analyzing real news articles)
Week 8	Unit IV - 3 contact hours	Topic: Introduction to Editing and Its Principles TB: Hough, G. A. (1988). News writing. Chapter 1	In-person Lecture (Editing Fundamentals)

Week 9	Unit IV - 3 contact hours	Topic: Tools of Editing and Editing for Print OER: Media College Editing and Proofreading	Blended Learning (In-person Lecture + Experiential Learning through editing exercises)
Week 10	Unit IV - 3 contact hours	Topic: Jobs Involved in Editing OER: Wikibooks Journalism	In-person Lecture (Editorial Roles Discussion)
Week 11	Unit IV - 3 contact hours	Topic: Practical Assignments Assignments - News Article and Editing Project	In-person Lecture (Assignment Guidelines)
Week 12	Revision & Assessment	Topic: Revision and Assessment Assignments Evaluation and Quizzes	In-person Lecture (Revision Session)
Week 13	Remedial/Makeup Classes	Topic: Remedial/Makeup Classes Individual Assistance and Feedback	In-person Lecture (Extra Help)

Facilitating the Achievement of Course Learning Outcomes

For Example:

Unit No.	Course Learning Outcomes	Teaching Learning Activity	Assessment Task Methods
1	By the end of this unit, students will be able to analyze and comprehend the fundamental principles of socio-economic and political systems, critically assess power structures and their societal impact, and evaluate the complexities of social, economic, and political inequalities.	(i) Each topic to be explained with illustrations. (ii) Students to be encouraged to discover the relevant concepts. (iii) Students to be given homework/assignments. (iv) Discuss and solve the theoretical and practical problems in the class. (v) Students to be encouraged to apply concepts to real world problems.	• Presentations and class discussions. • Assignments and class tests. • Student presentations. • Mid-term examinations. • Practical and viva-voce examinations. • End-term examinations.
2	Upon completing this unit, students will possess the ability to assess the multifaceted consequences of globalization on economies, cultures, and political dynamics, analyze its effects on labor markets, trade, and		

	development, and recognize the challenges and opportunities it presents for nations and individuals.		
3	At the conclusion of this unit, students will be capable of understanding and addressing contemporary socio-economic challenges, including poverty, inequality, and social exclusion, as well as assessing issues related to unemployment, underemployment, migration, urbanization, and demographic changes.		
4	By the end of this unit, students will have the competence to analyze and interpret various political ideologies and their societal impact, evaluate the functioning of democratic systems, governance structures, and citizen participation, and assess the dynamics of power struggles, social movements, and the potential for political change within societies.		

JMBJ352	Event Management Project	L	T	P	C
Major Practical		-	-	4	2
Eligibility	BA(JMC) II Year				
Co-requisites	--				

Course Objectives (CO)

1. To let students plan, organize an event.
2. To develop relevant print, display material and crisis management plan.

Exercises/Assignments

1. Design a project plan for organizing an event
2. Design publicity material [poster, brochure, invitation and print advertising]
3. Filing a final report about the success of event
4. Write a proposal for potential sponsor for the event
5. Develop activity chart
6. Develop minute-to-minute programme

7. Develop crisis management plan
8. Undertake a survey of target audience for pre event planning process

Note : The faculty In-Charge can ask the students to organize an event as per the guidelines given.

Internal Assessment: Students should be evaluated on the basis of the event organized and the jobs performed by him/her. Students should maintain a file & soft copy of their assignments/jobs done duly checked and signed by the concerned faculty.

Reference books:

R1. James C. Monroe, Art of the Event: Complete Guide to Designing and Decorating Special Events, John Wiley & Sons

R2. Peter E. Tarlow, Joe Goldblatt, Event Risk Management and Safety, Joe Goldblatt

Course Learning Outcomes (CLO)

1. The students will be able to explain all the components and various roles involved in the planning, organizing, running and evaluating an event.
2. Student will be able to apply the theory and skills necessary to professionally plan, organize and run a business event.

CLO	DESCRIPTION	BLOOM TAXONOMY'S LEVEL
CLO1	The students will be able to explain all the components and various roles involved in the planning, organizing, running and evaluating an event.	3, 4, 5 Applying Analyzing Evaluating
CLO2	Student will be able to apply the theory and skills necessary to professionally plan, organize and run a business event.	3, 4, 5, 6 Applying Analyzing Evaluating, Creating

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

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

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

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

		Outcomes
CO1	The students will be able to explain all the components and various roles involved in the planning, organizing, running and evaluating an event.	PO1, PO3, PO5, PO9, PO11
CO2	Student will be able to apply the theory and skills necessary to professionally plan, organize and run a business event.	PO1, PO3, PO5, PO9, PO11

		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	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PSO 1	PSO 2	PSO 3
JMBJ 352	Event Management Project	3		3		3				2		2	2	2	2

1=weakly mapped

2= moderately mapped

3=strongly mapped

Course Code	Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
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JMBJ3 52	CO1	3	-	-	-	-	-	-	-	-	-	-	-	-	-
	CO2	3	-	-	-	-	-	-	-	2	-	2	-	-	2
	CO3	-	-	3	-	3	-	-	-	-	-	-	-	2	-
	CO4	-	-	3	-	3	-	-	-	2	-	2	2	-	2
	CO5	3	-	-	-	-	-	-	-	-	-	-	2	2	-
	CO6	-	-	3	-	3	-	-	-	2	-	2	-	-	2
	CO7	-	-	-	-	-	-	-	-	1	-	-	-	-	-

JMBJ354	Specialization Project-I	L	T	P	C
Major Practical		-	-	4	2
Eligibility	BA(JMC) II Year				
Co-requisites	--				

Course Objectives (CO)

1. To develop an understanding of the various aspects of reporting.
2. To train and develop students as future media professionals.

Conduction: The students will conceptualize in the area of their interest and will prepare a detailed project report. There will be presentation and Viva Voce based on their submitted project report.

Course Learning Outcomes (CLO)

1. Student shall be able to classify and demonstrate reporting techniques.
2. Students shall be able to compose a report covering all the aspects of news analysis.

CLO	DESCRIPTION	BLOOM TAXONOMY'S LEVEL
CLO1	Student shall be able to classify and demonstrate reporting techniques.	2, 3 Understanding, Applying
CLO2	Students shall be able to compose a report covering all the aspects of news analysis.	4,6 Analyzing, Creating

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

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

Weightage (%)	10	10	20	10	50
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Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Student shall be able to classify and demonstrate reporting techniques.	PO1, PO2, PO3, PO8, PO11
CO2	Students shall be able to compose a report covering all the aspects of news analysis.	PO1, PO2, PO3, PO8, PO9, PO11

Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PSO 1	PSO 2	PSO 3
JMBJ354	Specialization Project-I	3	3	3	-	-	-	-	2	1		2	3	2	1

1=weakly mapped

2= moderately mapped

3=strongly mapped

Course Code	Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PS O1	PS O2	PS O3
JMBJ354	CO1	3	3	3	-	-	-	-	2	-	-	2	-	2	-
	CO2	3	3	3	-	-	-	-	2	1	-	2	3	-	1

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	N EP	POE /4 th IR	
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability				
Unit I	-	-	-												
Unit II	-	-					-	-	-	-					
Unit III	-	-													
Unit IV	-	-													

Semester VII			
S. No.	Course Code	Course	Credits

1.	JMBJ401	Communication Research	4
2.	JMBJ403	Media Literacy and Analysis	4
3.	JMBJ405	Mobile Technology and Journalism	4
4.	USO107	Culture and Social Change	4
5.	JMBJ451	Mobile Technology and Journalism Project	2
6.	JMBJ453	Media Literacy Project	2
Total			20

JMBJ401	Communication Research	L	T	P	C
Version 2.0		3	1	-	4
Eligibility	BA(JMC) III Year				
Co-requisites	--				

Course Objectives

1. To introduce basic concepts of the research to establish relationship between various disciplines pertaining to communication and Mass Communication
2. To explain various types of research designs like exploratory, descriptive, and experimental
3. To acquaint students with the process, stages and methods of communication research.
4. To understand the issues of ethics and integrity of communication research related to data collection, publication, and plagiarism etc
5. To apply various research methods to solve media research problems.
6. To write Research Articles/Paper, Project Reports, Reference, and Bibliography

Course Outcomes –

After completion of the course student will be able to:

CO1- To introduce basic concepts of the research related to various disciplines pertaining to communication and Mass Communication

CO2- To explain various types of research designs like exploratory, descriptive and experimental

CO3- To acquaint students with the process, stages and methods of communication research.

CO4- To understand the issues of ethics and integrity of communication research related to data collection, publication, and plagiarism etc

CO5- To apply various research methods to solve media research problems.

CO6: To write Research Articles/Paper, Project Reports, Reference, and Bibliography

Catalogue Description

Communication research course is an extensive course which introduces basic concepts of the research to establish relationship between various disciplines pertaining to media. The student will be introduced to methods, tools, and techniques of research. Learners will be acquainted with various types of research designs like exploratory, descriptive, and experimental.

Approaches to research like Qualitative, Quantitative and Mixed Quantitative Research will be studied in classroom with the help of various examples. Various research methods for Media Studies like Census, Survey and Content Analysis, Case Study, Content Analysis, Focus Group Discussion and Observation will be discussed.

Steps of communication Research Process like Study the situation, Identification of Problem, Developing of Objectives, Formation of Hypothesis, reviewing of relevant literature, Deciding the Research Design, Collection of Data, Data Analysis, Finding the Results will be taught. Learners will be trained in selecting a suitable sample using sampling methods and basic terms of sampling: sample plan, sample design, sample unit, sample frame and sample size will be discussed. Students will be acquainted with writing Research Articles/Paper, Project Reports, Reference and Bibliography. Ethical Issues in Research like plagiarism and interviewers' guidelines will be introduced.

By the end of the course students will be able to apply various research methods to solve media research problems. They will be able to use various research methods to collect data and infer the results.

Course Content

Unit I-10 Lectures

Communication Research: Types and Process

1. Meaning and objectives of communication research
2. Types of research
3. Significance of Research
4. Research Approaches – quantitative and qualitative , Mixed method approach
5. Research Process – the steps involved

Unit II- 10 Lectures

Research Design and Sampling

- 2.1 Defining the research design
- 2.2 Types of research design
- 2.3 Sampling – Steps in sampling design, sampling procedure,
- 2.4 Types of sampling – Probability and Non-Probability
- 2.5 Hypothesis – its characteristics, testing of hypothesis

Unit III- 10 Lectures

Tools of Data Collection

- 3.1 Primary and secondary data
- 3.2 Observation method, Interview method, Collection of data through questionnaire and schedule
- 3.3 Content Analysis, Case Study Method
- 3.4 Survey

Unit IV-10 Lectures

Data Analysis and Report Writing

- 4.1 Processing of data – editing, coding, classification, tabulation
- 4.2 Analysis of data

-
- 4.3 Measures of central tendency – Mean, median and mode
 - 4.4 Variables-types and measurement of variables
 - 4.5 Interpretation of data – inferences drawn from the study
 - 4.6 Report writing – steps involved, layout of the research project
 - 4.7 APA Style Sheet
 - 4.8 Research Ethics, Plagiarism, Publication Ethics

Suggested Readings:

1. Kothari, C R: Research Methodology: Methods & Techniques, Wishwa Prakashan, New Delhi, 2004
2. Hansen Andero, Cottle Simon: Mass Communication Research methods Negrine Ralph, Newbold Chris McMillan Press Ltd., London 2004
3. Jensen Hlaus Brush ed. A Handbook of Media and Communication Research, Routledge, London 2002
4. Judith Bell Doing Your Research Project, Viva Books Private Limited, 1999
5. Wimmer Roger D, Dominick Mass Media Research, Thompson, Joseph R New York, 2004

Advanced Readings:

1. Uma Josh Media Research- Cross Sectional Analysis, Authors Press, 2002
2. G K Parthasarthy Electronic Media and Communication Research Methods, Authors Press, New Delhi, 2006
3. Allen T Harrell New Methods in Social Science Researches, Praeger Publishers, New York
4. Ghosh, B N Scientific Methods and Social research, Sterling Publishers, New Delhi
5. Broota, K D Experimental Designs in Behavioural Research, New Age International

Open Educational Resources (OER) (Clickable links)-

- Purdue OWL

- The Research Manual
- Media Research
- MIT OCW - Writing and Reading the Research

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

Examination Scheme

Components	Quiz I	Prese- ntation/ Assign- ment/ etc.	Mid Term Exam	Attendanc e	End Term Exam
Weightage (%)	10	10	20	10	50

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	To introduce basic concepts of the research related to various disciplines pertaining to communication and Mass Communication	PO1
CO2	To explain various types of research designs like exploratory, descriptive and experimental	PO1, PO3
CO3	To acquaint students with the process, stages and methods of communication research	PO1, PO3, PO5, PO11
CO4	To understand the issues of ethics and integrity of communication research related to data collection, publication, and plagiarism etc	PO3, PO4, PO10
CO5	To apply various research methods to solve media research problems.	PO3, PO4, PO6, PO7, PO10, PO11,
CO6	To write Research Articles/Paper, Project Reports, Reference, and Bibliography	PO3, PO4, PO11,

		D is ci p li n a r y K n o w l e d g e	U n d e r s t a n d i n g t h e r e o f M e d i a	S k i l l s a n d I n d u s t r y - r e a d y P r o f e s s i o n a l s	I n f l u e n c e a n d I n d u s t r y - r e v e n u e s /	L e a r n i n g s k i l l s a n d I n f l u e n c e	C r i t i c a l / R e f l e c t i v e t h i n k i n g & l a n g u a g e e f f i c i e n c y	T e c h n o l o g i c a l E f f i c i e n c y P r o f e s s i o n a l	E t h i c a l A w a r e n e s s	L i f e l o n g L e a r n i n g	R e s e a r c h - r e l a t e d S k i l l s	C o o p e r a t i o n /	Stu den ts w i l l a c q u i r e p r o f e s s i o n a l s k i l l s r e q u i r e d t o b e m e d i a p r o f e s s i o n a l s	Stu den ts w i l l b e e q u i p p e d w i t h I C T s c o m p e t e n c i e s i n c l u d i n g d i g i t a l l i t e r a c y	Stu den t s h a l l b e c o m e e t h i c a l l y c o m m i t t e d m e d i a p r o f e s s i o n a l s a n d e n t r e p r e n s u r s a d h e r i n g t o t h e h u m a n v a l u e s
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	P O 10	P O 11	PS O 1	PS O 2	PS O 3

JMB J401	Communication Research	2	3	2	3	2	3	2	3	2	2	1	3
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Course Code	Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PS O1	PS O2	PS O3
JMBJ401	CO1	2													
	CO2	2		3											
	CO3	2		3		3						2			
	CO4			3	2						3				
	CO5			3	2		3	3			3	2			
	CO6			3	2							2			

1=weakly mapped

2= moderately mapped

3=strongly mapped

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/ 4 th IR		
	L	R	N	G	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability					
	l	o	e	a	l	o	e	n	t	r	e	n	t			
	c	o	e	a	l	o	e	n	t	r	e	n	t			
	a	i	i	a	l	o	e	n	t	r	e	n	t			
	l	o	e	a	l	o	e	n	t	r	e	n	t			
	a	i	i	a	l	o	e	n	t	r	e	n	t			
	l	o	e	a	l	o	e	n	t	r	e	n	t			

U n i t I				Resear ch Appro aches – quantit ative and qualita tive , Mixed metho d approa ch		Types of research, Research Approac hes – quantitati ve and qualitativ e , Mixed method approach					Knowledge- Driven Media Development highlights the importance of generating and sharing of knowledge to advance media development, Communication Development & Communication media, promote the wider and better balanced dissemination of information, designing development campaign	9.1.1 (For the purpose of developin g holistic individual s), 9.2 (develop ment of cognitive skills and learning outcomes, emphasis on research), 10.3 (multidisc iplinary - high quality teaching, research, and communit y),	Techn ical Skills that match Indust ry Needs (Kno wledg e of the Resea rch will elevat e resear ch skills and know the new resear ch areast)
U n i t I I				Types of researc h design		Types of research design ,Types of sampling – Probabili ty and Non- Probabili ty					Knowledge- Driven Media Development highlights the importance of generating and sharing of knowledge to advance media development, Communication Development & Communication media, promote the wider and better balanced dissemination of information, designing development campaign	9.1.1 (For the purpose of developin g holistic individual s), 9.2 (develop ment of cognitive skills and learning outcomes, emphasis on research), 10.3 (multidisc iplinary - high quality teaching,	Techn ical Skills that match Indust ry Needs (Kno wledg e of the Resea rch will elevat e resear ch skills and know the

												research, and community),	new research areas)
Unit I I I					Observation method, Interview method, Collection of data through questionnaire and schedule		S u r v e y , C a s e S t u d y M e t h o d	Survey Case Study Method	Survey	Knowledge-Driven Media Development highlights the importance of generating and sharing of knowledge to advance media development, Communication Development & Communication media, promote the wider and better balanced dissemination of information, designing development campaign	9.1.1 (For the purpose of developing holistic individuals), 9.2 (development of cognitive skills and learning outcomes, emphasis on research), 10.3 (multidisciplinary - high quality teaching, research, and community),	Technical Skills that match Industry Needs (Knowledge of the Research will elevate research skills and know the new research areas)	
Unit I V			Processing of data – editing, coding, classification, tabulation	Processing of data – editing, coding, classification, tabulation, Report writing – steps involved, layout of the research project	Research Ethics, Plagiarism, Publication Ethics					Knowledge-Driven Media Development highlights the importance of generating and sharing of knowledge to advance media development, Communication Development & Communication media, promote the wider and better balanced dissemination of information,	9.1.1 (For the purpose of developing holistic individuals), 9.2 (development of cognitive skills and learning outcomes, emphasis on research), 10.3	Technical Skills that match Industry Needs (Knowledge of the Research will elevate research	

	hours	Types of research design TB: 3	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 (In-person Lecture + Experiential Learning through editing exercises)
Week 10	Unit IV - 3 contact hours	Topic: Interpretation of data – inferences drawn from the study Report writing – steps involved, layout of the research project OER: 4	In-person Lecture (Editorial Roles Discussion)

Week 11	Unit IV - 3 contact hours	Topic: APA Style Sheet Research Ethics, Plagiarism, Publication Ethics OER: 2	In-person Lecture (Assignment Guidelines)
Week 12	Revision & Assessment	Topic: Revision and Assessment Assignments Evaluation and Quizzes	In-person Lecture (Revision Session)
Week 13	Remedial/Makeup Classes	Topic: Remedial/Makeup Classes Individual Assistance and Feedback	In-person Lecture (Extra Help)

Facilitating the Achievement of Course Learning Outcomes

For Example:

Unit No.	Course Learning Outcomes	Teaching Activity	Learning	Assessment Task Methods
1	Upon completion, students will Understand the fundamental elements of research designs and methodology.	(i) Lecture Sessions: In-class lectures (10 sessions for each unit) to deliver theoretical concepts and frameworks related to news, sources, reporting, and editing. (ii) Group Discussions: Encourage students to engage in group 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		Quizzes and Tests: Regular quizzes and tests to assess students' understanding of theoretical concepts related to news elements, sources, reporting, and editing (CLOs 1, 2, 3, 5).
2	Upon completion, students will Identify various types of research journals and sites.			News Article Assignments: Assign students to write news articles on various topics, focusing on news values and leads. Peer assessment can be employed for editing and feedback (CLOs 1, 2).
3	Upon completion, students will Comprehend the sources of research data collection and tools.			Class Presentations: Require students to give presentations on specific reporting beats, demonstrating their knowledge of responsibilities and functions (CLO 4).
4	Upon completion, students will be able to Develop the skills required for writing APA Style Sheet references and Research Ethics, Plagiarism, Publication Ethics			Editing Projects: Assign editing tasks where students edit news articles and layouts

		<p>writing, leads, and inverted pyramid style, as well as editing exercises to apply editing principles and tools.</p> <p>(iv) Guest Lectures: Invite guest speakers, such as experienced journalists and editors, to share their insights and experiences related to reporting and editing.</p>	<p>for newspapers or magazines (CLO 5).</p> <ul style="list-style-type: none"> • Mid-term examinations. • Practical and viva-voce examinations. • End-term examinations.
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JMBJ403	MEDIA LITERACY AND ANALYSIS	L	T	P	C
Version 2.0		3	1	0	4
Eligibility					
Co-requisites	--				

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

1. Define and explain the process of media literacy.
2. Analyze and use different mass media.
3. Write report after analysis and interpretation of data.

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

CO1: Understand the definitions, concepts, nature, and significance of media literacy for consumers, producers, and policymakers.

CO2: Apply knowledge of media education types, philosophy, industry-education gap, institutions, seminars, and conferences to analyze media education dynamics.

CO3: Analyze the role of alternate media like citizen journalism, blogs, community media, and drone journalism in relation to mainstream media.

CO4: Apply media analysis techniques to evaluate print, radio, TV, and web media's impact on society, media pressures, activism, regional journalism, and media trial.

CO5: Evaluate changing media business dynamics, media planning, entrepreneurship, and emerging trends including media mergers, cross-media holdings, and new media formats.

Course Catalog:

This course in media literacy and analysis equips students with the essential skills and knowledge to critically analyze and understand the role of media in contemporary society. Through a blend of theory and hands-on practical exercises, students will explore media forms, messages, and their impact on individuals and communities. The course encourages active engagement with media and promotes responsible media consumption.

Course Content:

Unit-I [Media Literacy] 10 Lectures

Definition, Concept, Nature, Significance, Process, Media literacy for Media Consumers, Media Producers and Policy Makers.

Unit-II [Media Education] 10 Lectures

Media education, types, Philosophy of Media Education, demand and supply, Gap between Industry and education, Media Institutions, Media Education, Media Seminars and Conferences.

Unit-III [Alternate Media] 15 Lectures

Citizen Journalism, Books, Blogs, websites, Community Media, Cartoon Journalism, Selfie Journalism, Drone Journalism, Alternate Media and Mainstream Media

Unit-IV [Media Analysis] 10 Lectures

Media analysis for Print, Radio, TV and Web, Society and Mass Media, Pressure on Media, Activism in Journalism , Regional and Local Journalism.

Media Trial, Changing equations in media business- merger & acquisition, cross media holdings, Media Planning and Buying, Media Entrepreneurship. New trends.

Suggested Readings:

1. H.R. Ghosal, An outline History of Indian People
2. A.L. Basham , A Cultural History of India: The Wonder that is India: Volume-1 & 2
3. A.N. Aggarwal Indian Economy

4. Rajni Kothari Caste in Indian politics
5. Ministry of I & B Facts about India
6. Shukla V.N. Constitution of India, Eastern Book Company, Lucknow

Advanced Readings:

1. D. D. Basu An introduction to the Constitution of India
2. J.C. Johri Indian Political System

Open Educational Resources (OER) (Clickable links)-

1. Newspapers The Hindu, The Indian Express, The Times of India,
2. Magazines The Quest, India Today, Frontline, The Outlook
3. TV News Channels Times Now, NDTV, CNBC, Aajtak
4. News Websites

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

Examination Scheme

Components	Quiz I	Presentati on/ Assignmen t/ etc.	Mid Term Exam	Attendanc e	End Term Exam
Weightage (%)	10	10	20	10	50

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Understand the definitions, concepts, nature, and significance of media literacy for consumers, producers, and policymakers.	PO1, PO2, PO8
CO2	Apply knowledge of media education types, philosophy, industry-education gap, institutions, seminars, and conferences to	PO1, PO2, PO10

	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.	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 Media	Skill and Industry-ready Professionals	Influential and effective communication	Leadership readiness / Qualities	Critical/ Reflective thinking & language efficiency	Technological ally Efficiency 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 ICT competencies including digital literacy	Students shall become ethically committed media professionals and entrepreneurs adhering to the human values
Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PSO 1	PSO 2	PSO 3
JM BJ4 03	MEDIA LITERACY AND ANALYSIS	3	3	1	2				3	2	1		3	1	3

					Media, Cartoon Journalis m.									
U n i t I V	Regi onal and Local Journ alism	Regio nal and Local Journ alism.			Media analysis for Print, Radio, TV and Web, Society and Mass Media	Media Entreprene urship. New trends								

Lesson Plan:

Weekly Teaching Plan	Topic/Unit No.	Textbook [TB]/ Reference Book [RB]- Chapter/ Page No./ Open Education Resources [OER]	Teaching-Learning Method
Week 1	Unit I - 3 contact hours	Topic: Definition, Concept, Nature, Significance of media literacy (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)

Week 5	Unit II - 3 contact hours	Topic: demand and supply, 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 business- merger & acquisition OER: 2	Blended Learning (In-person Lecture + Experiential Learning through editing exercises)
Week 10	Unit IV - 3 contact hours	Topic: cross media holdings, Media Planning and Buying, 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 No.	Course Learning Outcomes	Teaching Activity	Learning	Assessment Task Methods
1	Upon completion, students will Understand the fundamental elements of news and the criteria that determine news value, including timeliness, proximity, size, importance, and personal benefit.	(i) Lecture Sessions: In-class lectures (10 sessions for each unit) to deliver theoretical concepts and frameworks related to news, sources, reporting, and editing.		Quizzes and Tests: Regular quizzes and tests to assess students' understanding of theoretical concepts related to news elements, sources, reporting, and editing (CLOs 1, 2, 3, 5).
2	Upon completion, students will Identify philosophy of Media Education	(ii) Group Discussions: Encourage students to engage in group discussions on topics related to news elements, news values, and reporting challenges.		News Article Assignments: Assign students to write news articles on various topics, focusing on news values and leads. Peer assessment can be employed for editing and feedback (CLOs 1, 2).
3	Upon completion, students will Comprehend the sources of news, including their types, credibility, and issues related to source protection, while understanding the role and functions of news agencies in the news ecosystem.	(iii) Case Studies: Analyze real-world cases to understand the credibility of news sources, ethical dilemmas in reporting, and the significance of news agencies.		Class Presentations: Require students to give presentations on specific reporting beats, demonstrating their knowledge of responsibilities and functions (CLO 4).
4	Upon completion, students will be able to Develop the skills required for different types of reporting, including political, health, lifestyle, crime, education, entertainment, sports, and more, and understand the setup and functions of a city reporting room.	(iv) Practical Exercises: Conduct writing exercises to practice news article writing, leads, and inverted pyramid style, as well as editing exercises to apply		Editing Projects: Assign editing tasks where students edit news articles and layouts for newspapers or magazines (CLO 5). • Mid-term examinations. •

		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.	Practical and viva-voce examinations. • End-term examinations.
5	Upon the completion, students will be able to Acquire knowledge of the key elements and principles of news making and get to know about media trials and media entrepreneurship.		

JMBJ405	Mobile Technology and Journalism	L	T	P	C
Version 1.0		3	1	0	4
Eligibility	Basic Knowledge of Journalism				
Co-requisites	--				

Course Objectives

1. To introduce basic concepts of mobile journalism
2. To explain various types of content which can be produced for mobile journalism
3. To acquaint students with the process, stages and methods of content production through mobile
4. To develop skills to make the content sharing process more precise and relevant
5. To impart theoretical and practical knowledge of mobile journalism needed to become industry ready professional

Course Outcomes –

After completion of the course student will be able to:

CO1- Understand the basic concepts of mobile journalism

CO2- Explain various types of content which can be produced for mobile journalism

CO3- Create content with the understanding of process, stages and methods of content production through mobile

CO4- Apply the skills to make the content sharing process more precise and relevant

CO5- Apply the theoretical and practical knowledge of mobile journalism in professional arenas

Catalogue Description

The students will be taught the origins of the mobile journalism, workflow, skills required, tools & apps, and the challenges to mobile journalism work.

In our rapidly changing world laced with cutting-edge technology and instant communication, it is imperative that the students develop the skills to use mobile phones to their advantage.

With significant developments happening in the field of mobile documentaries and journalism, this course will serve as a platform to understand the broad aspects of the scope of smart phone journalism and content creation. Learners will be acquainted with the different forms of content that can be created to enable and empower journalism through a mobile. In addition, students will be able to develop skills to make the content sharing process more precise and relevant. After completing the course students will be capable to implement their ideas about Mobile Journalism and digital content production with its application in various forms of mass communication in personal and professional lives.

Course Content

Unit I- 10 Lectures

Introduction to Mobile Journalism

History of Journalism- Global and Indian, Print to Online: Major milestones and learning's, Evolution and Development of Mobile Journalism, History of World Wide Web, Computer Assisted Journalism, Equipment required for Mobile Journalism: their needs and specifications, Recent trends, tools and techniques in the discipline

Unit II- 10 Lectures

Digital News Production

Multimedia News on the web: Its impact and user behavior, Mobile revolution: ease of access, Media Convergence and its effects on the news presentation and media business, digital workflow, News websites, News portals and their presentation, Methods of news delivery and its important components

Unit III- 10 Lectures

Technical Aspects of Mobile Journalism

Role of browsers and plug-ins, searching tools and tips for better search in digital era for journalists, content creation and uploading on the go, using online reporting sources, internet and email as news sources, web page-based sources, specialized sources for journalists

Unit IV- 10 Lectures

Mobile Reporting Techniques

Approach to mobile journalism, writing in the digital world, digital reporting techniques, Using multimedia components: texts, graphics, audio, video and animation, content generation and writing: Blog and Social Platforms, Tools and operating systems, Convergence and Citizen Journalism.

Practical/Projects/Assignments:

- Create a blog and publish content on it.
- Develop and build your own news websites using word press.
- Capture, Process and publish a news/ program through mobile using applications

Suggested Readings:

1. Foust, J. (2011). *Online Journalism: Principles and Practices of News for the Web*. Routledge.
2. Jihoon , K. (2004). *Between Film, Video And The Digital*. Bloomsbury.
3. Ray, T. (2011). *Online Journalism*. Cambridge University Press.

Advanced Reading:

1. Rosales, R. G. (2006). *The Elements of Online Journalism*. Universe.
2. Agarwal Aditi (2023) *Mobile Journalism: Empowering Media Landscape, Integrity Media*

Open Educational Resources:

1. [edX](#)
2. [Coursera](#)
3. <https://www.bbc.co.uk/academy/en/articles/art20180313142317697>

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

Examination Scheme

Components	Quiz I	Presenta- tion/ Assign- ment/ etc.	Mid Term Exam	Attendanc e	End Term Exam
Weightage (%)	10	10	20	10	50

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Progra m Outcom es
CO1	Understand the basic concepts of mobile journalism	PO1
CO2	Explain various types of content which can be produced for mobile journalism	PO1, PO3,
CO3	Create content with the understanding of process, stages and methods of content production through mobile	PO1, PO2, PO3, PO4
CO4	Apply the skills to make the content sharing process more precise and relevant	PO3, PO4, PO7, PO10

CO5	Apply the theoretical and practical knowledge of mobile journalism in professional arenas	PO3, PO4, PO6, PO7, PO10
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		Disciplinary Knowledge	Understanding the Role of Media	Skill and Industry-readiness	Influential and effective communication	Leadership / Qualities	Critical/Reflective thinking & language efficiency	Technological Efficiency 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 ICT competencies including digital literacy	Students shall become ethically committed media professionals and entrepreneurs adhering to the human values
Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8	PO 9	PO1 0	PO1 1	PSO 1	PSO 2	PSO 3
JMBJ405	MOBILE TECHNOLOGY AND JOURNALISM	3	1	3	2			3	-	-	1		3	3	1

Course	Course Outco	P O	P O	P O	P O	P O	P O	P O	P	P	P O1	P O1	PS O1	PS O2	PS O3
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Code	me	1	2	3	4	5	6	7	O8	O9	0	1			
JMBJ4 05	CO1	3	-	-	-	-	-	3	-	-	1	-	-	3	
	CO2	3	-	3	-	-	-	3	-	-	-	-	3	3	1
	CO3	3	1	2	1	-	-	3	-	-	-	-	-	3	1
	CO4	-	1	3	2	-	-	2	-	-	1	-	3	-	-
	CO5	-	-	3	2	-	-	2	-	-	1	-	3	-	1

1=weakly mapped

2= moderately mapped

3=strongly mapped

U n i t	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship / Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/4 th IR	
	L o c a l	R e g i o n a l	N a t i o n a l	G l o b a l	E m p l o y a b i l i t y	Ent re p r e n e u r s h i p	S k i l l D e v e l o p m e n t	Prof e s s i o n a l E t h i c s	G e n d e r	H u m a n V a l u e s	E n v i r o n m e n t & S u s t a i n a b i l i t y				

												.5)	
U n i t I I I				M u l t i m e d i a N e w s o n t h e w e b		N e w s p o r t a l s a n d t h e i r p r e s e n t a t i o n					S k i l l s f o r D e c e n t W o r k (S D G 4 .4) (L e a r n i n g t h e c o m p o n e n t s o f t h i s u n i t w i l l e n h a n c e e m p l o y a b i l i t y)	P r o f e s s i o n a l E d u c a t i o n (1 7 .1 - 1 7 .5)	T e c h n i c a l S k i l l s t h a t m a t c h I n d u s t r y N e e d s (K n o w l e d g e o f t h e s o f t w a r e s w i l l e l e v a t e s k i l l s a n d b e t t e r c h a n c e s o f e m p l o y m e n t)
U n i t I I I						s e a r c h i n g t o o l s a n d t i p s f o r b e t t e r s e a r c h i n d i g i t a l e r a f o r j o u r n a l i s t s					S k i l l s f o r D e c e n t W o r k (S D G 4 .4) (L e a r n i n g t h e c o m p o n e n t s o f t h i s u n i t w i l l e n h a n c e e m p l o y a b i l i t y)	P r o f e s s i o n a l E d u c a t i o n (1 7 .1 - 1 7 .5)	T e c h n i c a l S k i l l s t h a t m a t c h I n d u s t r y N e e d s (K n o w l e d g e o f t h e s o f t w a r e s w i l l e l e v a t e s k i l l s a n d b e t t e r c h a n c e s o f e m p l o y m e n t)
U				w r		w r i t i n		C	C o		S k i l l s f o r	P r	T e c h n i c

n	i	t					ing in the digital world	g in the digital world	on ve rge nce and Cit ize n C i t i z e n J o u r n a l i s m	nve rge nce and Cit ize n Jou rna lis m	Decent Work (SDG 4.4) (Learning the component s of this unit will enhance employabil ity)	of es si on al Ed uc ati on (1 7. 1- 17 .5)	al Skills that match Industry Needs (Knowle dge of the software s will elevate skills and better chances of employ ment)
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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: History of Journalism- Global and Indian, Print to Online: Major milestones and learning's TB:1	In-person Lecture (Conceptual Introduction)
Week 2	Unit I - 3 contact hours	Topic: Evolution and Development of Mobile Journalism, History of World Wide Web OER: 1	Blended Learning (In-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	Blended Learning (In-person Lecture + Experiential Learning through analyzing real news articles)

		OER: 1	
Week 8	Unit IV - 3 contact hours	Topic: Approach to mobile journalism, writing in the digital world, digital reporting techniques, Using multimedia components: texts, graphics, audio, video and animation TB: 2	In-person Lecture (Editing Fundamentals)
Week 9	Unit IV - 3 contact hours	Topic: content generation and writing: Blog and Social Platforms, OER: 2	Blended Learning (In-person Lecture + Experiential Learning through editing exercises)
Week 10	Unit IV - 3 contact hours	Topic: Tools and operating systems, Convergence and Citizen Journalism OER: 2	In-person Lecture (Editorial Roles Discussion)
Week 11	Unit IV - 3 contact hours	Topic: Practical Assignments • Create a blog and publish content on it. • Develop and build your own news websites using word press. • Capture, Process and publish a news/ program through mobile using applications	In-person Lecture (Assignment Guidelines)
Week 12	Revision & Assessment	Topic: Revision and Assessment Assignments Evaluation and Quizzes	In-person Lecture (Revision Session)
Week 13	Remedial/Makeup Classes	Topic: Remedial/Makeup Classes Individual Assistance and Feedback	In-person Lecture (Extra Help)

Facilitating the Achievement of Course Learning Outcomes

For Example:

Unit No.	Course Learning Outcomes	Teaching Learning Activity	Assessment Task Methods
1	Upon completion, students will Understand the fundamental elements of Mobile Journalism.	<p>(i) Lecture Sessions: In-class lectures (10 sessions for each unit) to deliver theoretical concepts and frameworks related to news, sources, reporting, and editing.</p> <p>(ii) Group Discussions: Encourage students to engage in group discussions on topics related to news elements, news values, and reporting challenges.</p> <p>(iii) Case Studies: Analyze real-world cases to understand the credibility of news sources, ethical dilemmas in reporting, and the significance of news agencies.</p> <p>(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.</p> <p>(iv) Guest Lectures: Invite guest speakers, such as experienced journalists and editors, to share their insights and experiences related to reporting and editing.</p>	<p>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).</p> <p>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).</p> <p>Class Presentations: Require students to give presentations on specific reporting beats, demonstrating their knowledge of responsibilities and functions (CLO 4).</p> <p>Editing Projects: Assign editing tasks where students edit news articles and layouts for newspapers or magazines (CLO 5).</p> <ul style="list-style-type: none"> • Mid-term examinations. • Practical and viva-voce examinations. • End-term examinations.
2	Upon completion, students will Identify various types of trends and disciplines in mobile journalism.		
3	Upon completion, students will Comprehend the multimedia news on web.		
4	Upon completion, students will be able to develop the skills required for mobile journalism.		

5	Upon the completion, students will be able to Acquire knowledge of the sources, news websites and news portals.		
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USO107	Culture and Social Change	L	T	P	C
Version 1.0		3	1	0	4
Eligibility	BA(JMC) III Year				
Co-requisites	--				

Course Description:

This course provides an introduction to sociology, exploring the types and characteristics of societies, the concept of culture, socialization processes, social control mechanisms, processes of social change, and social stratification based on caste, class, power, and gender. Students will develop a foundational understanding of sociological concepts and perspectives to analyze and understand the complexities of societies and social processes.

Course Objectives:

- Understand the different types and characteristics of societies, including tribal, rural, urban, industrial, and post-industrial societies.
- Define culture and its various types, such as material and non-material culture.
- Examine the concept and types of social control, including the means used to enforce social norms.
- Analyze the characteristic features of social change in the context of industrialization, modernization, globalization, and secularization.
- Define social stratification and identify its bases, including caste, class, power, and gender.

Course Outcomes:

- Identify and describe the different types and characteristics of societies.
- Differentiate between material and non-material culture and explain their impact on social behavior.
- Analyze the different types of social control and the means through which they are enforced.
- Analyze the characteristic features and impacts of social change in industrialization, modernization, globalization, and secularization.
- Define social stratification and analyze its concept, bases, and implications for individuals and societies.

UNIT – I

Societies: Types and Characteristics- Tribal, Rural, Urban, Industrial and Post-Industrial.

UNIT – II

Culture: Definition and Nature; Types- Material and Non- Material. Socialization: Its importance, Process and Stages. Social Control: Its Types and Means.

UNIT – III

Processes of Social Change: Characteristic Features of Industrialization, Modernization, Globalization and Secularization

UNIT – IV

Social Stratification: Concept and Bases; Forms- Caste, Class, Power & Gender

Suggested Readings:

1. Bottomore, T.B. (1972): **Sociology: A Guide to Problems and Literature**, Bombay: George Allen and
2. Unwin (India).
3. Fulcher & Scott (2003): **Sociology**, New York: Oxford University Press.
4. Giddens, Anthony (2005): **Sociology**, Polity Press.
5. Gordon Marshall (1998): **Oxford Dictionary of Sociology**, New York: Oxford University Press.

Advanced Readings:

1. Harlambos, M. (1998): **Sociology: Themes and Perspective**, New Delhi: Oxford University Press.
2. Harlambos & Holborn (2000): **Sociology**, London: Harper-Collins.
3. Inkeles, Alex (1987): **What is Sociology?** New Delhi: Prentice-Hall of India.
4. Johnson, Harry M. (1995): **Sociology: A Systematic Introduction**, New Delhi:

Allied Publishers.

Open Educational Resources:

1. <https://ocw.mit.edu/courses/literature/21l-448j-cultural-studies-and-comparative-literature-spring-2007/index.htm>
2. <https://ocw.mit.edu/courses/literature/21l-448j-cultural-studies-and-comparative-literature-spring-2007/index.htm>
3. <https://openstax.org/details/books/introduction-sociology>
4. <https://www.lib.umn.edu/socialchange/culture>
5. <https://oer.galileo.usg.edu/arts-textbooks/2/>

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

Examination Scheme

Components	Quiz I	Presentati on/ Assignmen t/ etc.	Mid Term Exam	Attendanc e	End Term Exam
Weightage (%)	10	10	20	10	50

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Identify and describe the different types and characteristics of societies.	PO5, PO6, PO9
CO2	Differentiate between material and non-material culture and explain their impact on social behavior	PO8, PO9, PO11
CO3	Analyze the different types of social control and the means through which they are enforced.	PO4, PO5, PO9
CO4	Analyze the characteristic features and impacts of social change in industrialization, modernization, globalization,	PO2, PO4, PO9

	and secularization.	
CO5	Define social stratification and analyze its concept, bases, and implications for individuals and societies.	PO6, PO9

		Disciplinary Knowledge	Understanding the Role of Media	Skill and Industry-ready Professionals	Influen-tial 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 ICT competencies including digital literacy	Student shall become ethically committed media professionals and entrepreneurs adhering to the human values
Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO7	PO 8	PO 9	PO1 0	PO1 1	PSO 1	PSO 2	PSO 3
USO1 07	Culture and Social Change		1		2	1	2			3		2	2	1	1

1=weakly mapped

2= moderately mapped

3=strongly mapped

Course Code	Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PS O1	PS O2	PS O3
USO107	CO1	-	-	-	-	-	-	-	-	3	-	-	-	-	-
	CO2	-	2	-	-	-	-	-	-	3	-	-	-	-	-
	CO3	-	-	-	1	1	2	-	2	3	-	1	2	-	-
	CO4	-	2	-	1	-	-	-	-	3	-	2	2	-	1
	CO5	-	-	-	-	1	1	-	-	-	-	1	-	1	-

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship / Skill Development				Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability			SDG	NEP	POE/4 th IR	
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability				
Unit I	Types and Characters	Types and Characters	Types and Characters												

	cte rist ics - Tri bal , Ru ral, Ur ba n, Ind ust rial	cte rist ics - Tri bal , Ru ral, Ur ba n, Ind ust rial	cte rist ics - Tri bal , Ru ral, Ur ba n, Ind ust rial										
Uni t II													
Uni t III				Globali zation and Secular ization									
Uni t IV								Forms- Caste, Class, Power & Gender					

Weekly Teaching Plan	Topic/Unit No.	Textbook [TB]/ Reference Book [RB]- Chapter/ Page No./ Open Education Resources [OER]	Teaching-Learning Method
Week 1	Unit I - 3 contact hours	Topic: Societies: Types and Characteristics TB:1 and 2	In-person Lecture (Conceptual Introduction)

Week 2	Unit I - 3 contact hours	Topic: Tribal, Rural, Urban OER: 2	Blended Learning (In-person Lecture + Presentation (PPT) for deeper understanding)
Week 3	Unit I - 3 contact hours	Topic: Industrial and Post-Industrial AR: 3	In-person Lecture (Lead Writing Practice)
Week 4	Unit II - 3 contact hours	Topic: Culture: Definition and Nature; Types- Material and Non- Material. TB: 1 and 3	Flipclass (Students research and prepare presentations on source credibility)
Week 5	Unit II - 3 contact hours	Topic: Socialization: Its importance, Process and Stages. Social Control: Its Types and Means. OER: 3	In-person Lecture
Week 6	Unit III - 3 contact hours	Topic: Processes of Social Change: Characteristic Features of Industrialization TB: 2 and AR : 3	Participatory Learning (Role Play and Group Discussions)
Week 7	Unit III - 3 contact hours	Topic: Modernization, Globalization and Secularization OER: 4 and 5	Blended Learning (In-person Lecture + Experiential Learning through analyzing real news articles)
Week 8	Unit IV - 3 contact hours	Topic: Social Stratification: Concept and Bases TB: 1	In-person Lecture
Week 9	Unit IV - 3 contact hours	Topic: Tools of Editing and Editing for Print OER: Media College Editing and Proofreading	Blended Learning (In-person Lecture + Experiential Learning through editing exercises)

Week 10	Unit IV - 3 contact hours	Topic: Forms- Caste OER: 3	In-person Lecture
Week 11	Unit IV - 3 contact hours	Topic: Class, Power & Gender AR: 2 and 3	In-person Lecture (Assignment Guidelines)
Week 12	Revision & Assessment	Topic: Revision and Assessment Assignments Evaluation and Quizzes	In-person Lecture (Revision Session)
Week 13	Remedial/Makeup Classes	Topic: Remedial/Makeup Classes Individual Assistance and Feedback	In-person Lecture (Extra Help)

Facilitating the Achievement of Course Learning Outcomes

For Example:

Unit No.	Course Learning Outcomes	Teaching Activity	Learning	Assessment Task Methods
1	Upon completion, students will Understand the fundamental of culture.	(i) Lecture Sessions: In-class lectures (10 sessions for each unit) to deliver theoretical concepts and frameworks related to news, sources, reporting, and editing. (ii) Group Discussions: Encourage students to engage in group discussions on topics related to news elements, news values, and 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:		Quizzes and Tests: Regular quizzes and tests to assess students' understanding of theoretical concepts related to news elements, sources, reporting, and editing (CLOs 1, 2, 3, 5). News Article Assignments: Assign students to write news articles on various 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
2	Upon completion, students will Identify Societies.			
3	Upon completion, students will Comprehend the tribes, rural and urban concepts of society.			
4	Upon completion, students will be able to develop the skills required for different types of Social Change.			

		<p>Conduct writing exercises to practice news article writing, leads, and inverted pyramid style, as well as editing exercises to apply editing principles and tools.</p> <p>(iv) Guest Lectures: Invite guest speakers, such as experienced journalists and editors, to share their insights and experiences related to reporting and editing.</p>	<p>editing tasks where students edit news articles and layouts for newspapers or magazines (CLO 5).</p> <ul style="list-style-type: none"> • Mid-term examinations. • Practical and viva-voce examinations. • End-term examinations.
5	Upon the completion, students will be able to Acquire knowledge of the key elements and principles of Social Stratification.		

JMBJ451	Mobile Technology and Journalism Project	L	T	P	C
Version 1.0		-	-	4	2
Eligibility	BA(JMC) III Year				
Co-requisites	--				

Course Objectives (CO):

1. To explore the intersection of mobile technology and journalism.
2. To understand the impact of mobile technology on the field of journalism.
3. To develop practical skills in utilizing mobile technology for journalistic purposes.

Description:

4. Study and analysis of the role of mobile technology in modern journalism.
5. Examination of mobile journalism techniques, including mobile reporting, mobile editing, and mobile storytelling.
6. Exploration of mobile apps and tools used by journalists for content creation, curation, and dissemination.
7. Hands-on experience with mobile journalism equipment, such as smartphones, tablets, microphones, and mobile editing software.
8. Development of mobile journalism skills through practical assignments and projects.
9. Ethical considerations and challenges associated with mobile technology in journalism.

10. 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 on/ Assignmen	Mid Term Exam	Attendanc e	End Term Exam

		t/ 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 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	Skill and Industry-ready Professionals	Influential and effective communication	Leadership readiness / Qualities	Critical/ Reflective thinking & language efficiency	Technological Efficiency 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 ICT competencies including digital literacy	Students shall become ethically committed media professionals and entrepreneurs adhering to the human
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																values
Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PSO 1	PSO 2	PSO 3	
JMBJ451	Mobile Technology and Journalism Project	3		3	2		2	3		2			2	3	1	

1=weakly mapped

2= moderately mapped

3=strongly mapped

Course Code	Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
JMBJ451	CO1	3	-	3	-	-	2	3	-	-	-	-	-	-	-
	CO2	3	-	-	2	-	-	3	-	2	-	-	-	3	1
	CO3	-	-	3	2	-	2	-	-	2	-	-	2	3	-
	CO4	3	-	3	-	-	-	3	-	-	-	-	-	-	-

JMBJ453	Media Literacy Project	L	T	P	C
Version 1.0		-	-	4	2
Eligibility	BA(JMC) III Year				
Co-requisites	--				

Course Objectives (CO):

11. To develop critical thinking skills for analyzing and evaluating media messages.
12. To promote understanding of media's role in society and its impact on individuals.
13. To foster media literacy skills necessary for active and responsible media consumption.

Curriculum:

Unit-I

14. Exploration of the concept of media literacy and its significance in today's digital age.
15. Analysis of various media forms, including print, television, film, social media, and online platforms.

Unit-II

16. Examination of media messages, their construction, and potential biases.
17. Development of critical thinking skills to assess the credibility, accuracy, and reliability of media sources.

Unit-III

18. Understanding the influence of media on culture, politics, and social issues.
19. Identification and deconstruction of media techniques and persuasive strategies.

Unit-IV

20. Discussion of ethical considerations and media regulation.
21. 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	Presentati on/ Assignmen t/ etc.	Mid Term Exam	Attendanc e	End Term Exam
Weightage (%)	10	10	20	10	50

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

Mapping between COs and POs

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	The student will be able to critically analyze and evaluate media messages.	PO1, PO2, PO8
CO2	The student will understand the role of media in society and its impact on individuals.	PO3, PO4, PO6, PO11
CO3	The student will possess media literacy skills for active and responsible media consumption.	PO7, PO8, PO9
CO4	The student will be familiar with ethical considerations and media regulation.	PO2, PO4, PO8, PO10, PO11

		Disciplinarily Knowledge	Understanding the Role of Media	Skill and Industry-readiness Professionals	Influential and effective communication	Leadership readiness / Qualities	Critical/ Reflective thinking & language efficiency	Technologically Efficient Professional	Ethical Awareness	Life long 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	Students 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	PSO3

J M B J 4 5 3	Me dia Lit era ry Pro ject	3	3	1	2		2	2	3	2	1	1	2	2	2
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1=weakly mapped

2= moderately mapped

3=strongly mapped

Course Code	Course Outcome	PO 1	P O2	P O3	P O4	P O5	P O6	P O7	PO 8	PO 9	PO 10	PO 11	PS O1	PS O2	PS O3
JMBJ453	CO1	3	-	-	-	-	-	2	-	-	-	-	-	-	2
	CO2	3	3	1	2	-	-	-	-	2	1	1	-	2	-
	CO3	-	3	-	2	-	2	2	3	-	-	1	2	-	-
	CO4	-	3	1	-	-	-	-	3	2	1	-	-	-	-

Semester VIII			
B.A (Journalism and Mass Communication) Hons. with Research			
S. No.	Course Code	Course	Credits
1.	JMBJ402	Media Business Management	4
2.	USO108	Indian Knowledge System and Sociological Traditions	4
3.	JMBJ452	Research Project	12
Total			20

JMBJ402	Media Business Management	L	T	P	C
Version 2.0		3	1	-	4
Total Contact Hours	40				
Eligibility	BA(JMC) III Year				
Co-requisites	--				

Course Objectives (CO)

1. To understand the principles and functions of management.
2. To enumerate leadership styles and behavioral patterns.
3. To describe the structure and functions of media organizations.

Course Content:

Unit I

Contact Hours 10

Understanding Newspaper Business

Business aspect of a newspaper, Commencing Newspaper Publication, Pre-Publication Exercises, Organizational Set up of Newspaper/ Magazine and Electronic channel, Ownership Pattern: Individual, Partnership & Company.

UNIT II

Contact Hours 10

Media & Management

Management in Media: Definition & Concept, Basic Principal of management, Need and Importance of Management, Changing Management Concepts, Functions of Various Key Management Authorities, Production & Storage Management, Need and function of Stores', Deptt. Library Management: Concept, Need and Functions.

Unit III

Contact Hours 10

Editorial & Circulation Management

Editorial management: Organizational Set up of Editorial Deptt, Functions of Editor: Editor in Chief, Resident Editor Associate Editor, News Editor, Chief Sub Editor, Sub Editor etc. Advertising Management: Organizational Set up of Advertising Management, Advertising Department Functioning, Circulation Management, Financial Management.

Unit IV

Contact Hours 10

Personnel Management & HR

Personnel Management, Concept of Personnel Management, Role of Personnel manager, Human Resource Management, Human Resource Planning, Functions of HR/ Personnel manager. Media Management & PR

Course Learning Outcomes (CLO):

CLO1:

- The students will be able to discuss the implementation of management principles.

CLO2:

- The students will be able to infer and practice managerial skills.

CLO3:

- The students will be able to describe and illustrate the structure and functionality of media organizations.

Text Books

1. P K Ravindranath, News Media Management, Authorspress
2. Arpita Menon, 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 Goldblatt

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

Components	Assignments	Mid Term Examination	Attendance	End Term Examination
Weightage (%)	20	20	10	50

1=weakly mapped

2= moderately mapped

3=strongly mapped

Course Code	Course Outcome	PO 1	P O2	P O3	P O4	P O5	P O6	P O7	PO 8	PO 9	PO 10	PO 11	PS O1	PS O2	PS O3
JMBJ402	CO1	2	-	-	-	-	2	1	-	-	-	-	-	-	-
	CO2	2	-	-	2	3	-	1	-	2	-	3	-	1	1
	CO3	-	-	-	2	3	2	-	-	-	-	3	2	-	-

Teaching Plan:

Weekly Teaching Plan	Topic/Unit No.	Textbook [TB]/ Reference Book [RB]-Chapter/ Page No./ Open Education Resources [OER]	Teaching-Learning Method
Week 1	Unit I - 3 contact hours,	Topic: Business aspect of a newspaper TB:	In-person Lecture (Conceptual Introduction)
Week 2	Unit I - 3 contact hours	Topic: Organizational Set up of Newspaper/ Magazine and Electronic channel TB:	Blended Learning (In-person Lecture + Presentation (PPT) for deeper understanding)
Week 3	Unit I - 4 contact hours	Topic: Ownership Pattern: Individual, Partnership &	In-person Lecture (Historical Overview)

		Company TB:	
Week 4	Unit II - 3 contact hours	Topic: Management in Media TB:	In-person Lecture (Skill Development)
Week 5	Unit II - 3 contact hours	Topic: Basic Principal of management TB:	Blended Learning (In-person Lecture + Experiential Learning through role-play)
Week 6	Unit II - 4 contact hours	Topic: Functions of Various Key Management Authorities TB:	In-person Lecture (Conceptual Explanation)
Week 7	Unit III - 3 contact hours	Topic: Editorial management TB:	In-person Lecture (Conceptual Introduction)
Week 8	Unit III - 3 contact hours	Topic: Functions of Editor TB:	In-person Lecture (Conceptual Explanation)
Week 9	Unit III - 4 contact hours	Topic: Advertising Management TB:	Blended Learning (In-person Lecture + Experiential Learning through media analysis)
Week 10	Unit IV – 2 contact hours	Topic: Personnel Management TB:	In-person Lecture (Theory Overview)

Week 11	Unit IV - 2 contact hours	Topic: Concept of Personnel Management, Role of Personnel manager TB:	In-person Lecture (Theory Overview)
Week 12	Unit IV - 3 contact hours	Topic: Human Resource Management, Human Resource Planning, Functions of HR/ Personnel manager. TB:	In-person Lecture (Model Explanation)
Week 13	Unit IV - 3 contact hours	Topic: Media Management & PR TB:	Blended Learning (In-person Lecture + Participatory Learning through surveys and interactions)
Week 14	Revision & Assessment	Topic: All units TB:	In-person Lecture (Revision Session)
Week 15	Remedial/Makeup Classes	Topic: as per requirement	In-person Lecture (Extra Help)

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching Activity	Learning	Assessment Methods	Task
1	Upon completion, students will understand Newspaper	(i) Each topic to be explained with illustrations.	(ii)	<ul style="list-style-type: none"> • Presentations and class discussions. • Assignments 	

	Business	Students to be encouraged to discover the relevant concepts. (iii) Students be given homework/assignments. (iv)	and class tests. • Student presentations. • Mid-term examinations. • Practical and viva-voce examinations. • End-term examinations.
2	Upon completion, students will development of skills in Media & Management	Discuss and solve the theoretical and practical problems in the class. (v)	
3	Upon completion, students will learn Editorial & Circulation Management	Students to be encouraged to apply concepts to real world problems.	
4	Upon completion, students will learn Personnel Management & HR		

USO108	Indian Knowledge System and Sociological Traditions	L	T	P	C
Version 2.0		3	1	-	4
Total Contact Hours	40				
Eligibility	BA(JMC) III Year				
Co-requisites	--				

Course Description: This course explores the Indian knowledge system and its relationship with sociological traditions. It delves into the rich intellectual heritage of India, including ancient philosophical and sociological ideas, and examines their relevance and applicability in contemporary society. Students will critically analyze Indian sociological traditions and their contributions to sociological thought, fostering a deeper understanding of the cultural and intellectual foundations of Indian society.

Course Objectives (CO):

1. Understand the principles and concepts of the Indian knowledge system and its connection to sociological traditions.
2. Explore the ancient philosophical and sociological ideas in Indian history and culture.
3. Analyze the contributions of Indian sociological traditions to sociological thought and their relevance in contemporary society.
4. Examine the intersection of Indian knowledge system and sociological perspectives in addressing social issues and challenges.
5. Develop a critical and comparative understanding of sociological theories and concepts in the context of Indian knowledge system.

Course Content:

Unit 1

Contact Hours 10

Foundations of Indian Knowledge System and Sociological Traditions

- Introduction to the Indian knowledge system and its historical development
- Exploration of ancient Indian philosophical and sociological ideas
- Examination of the contributions of early Indian thinkers to sociological thought

Unit 2

Contact Hours 10

Key Concepts and Themes in Indian Sociological Traditions

- Study of key sociological concepts and themes in Indian traditions, such as Dharma, Karma, and Ashrama
- Analysis of caste system and its significance in Indian society
- Discussion on concepts of social stratification, hierarchy, and social order in Indian sociological traditions

Unit 3

Contact Hours 10

Contemporary Applications of Indian Sociological Traditions

- Relevance of Indian sociological traditions in addressing contemporary social issues
- Examination of the role of ethics, spirituality, and social responsibility in Indian social thought
- Analysis of the application of Indian sociological perspectives to social development, justice, and equality

Unit 4

Contact Hours 10

Comparative Perspectives: Indian and Western Sociological Traditions

- Comparative analysis of Indian sociological traditions with Western sociological theories
- Exploration of similarities and differences in theoretical frameworks and approaches
- Critical examination of the influence of Indian sociological traditions on global sociological thought

Course Learning Outcomes (CLO):

CLO1:

- The students will be able to identify and describe the key principles and concepts of the Indian knowledge system.
- The students will be able to analyze and interpret ancient philosophical and sociological ideas within the Indian context.

CLO2:

- The students will be able to evaluate the contributions of Indian sociological traditions to sociological thought and their relevance in contemporary society.

CLO3:

- The students will be able to apply Indian sociological traditions and concepts to analyze and address social issues and challenges.

CLO4:

- The students will be able to compare and contrast Indian sociological traditions with other sociological perspectives to develop a comprehensive understanding of sociological thought.

Suggested Textbooks:

1. "Indian Knowledge Systems: Past and Present" by Kapil Kapoor
2. "Sociology in India: Intellectual Traditions and Institutional Practices" edited by Yogendra Singh
3. "Culture and Society: An Introduction to Indian Sociology" by Dipankar Gupta

Advance Reading:

1. "Indian Philosophy and Sociology: Explorations in Social Theory and Postcolonial Critique" edited by Chhanda Gupta
2. "Indian Sociological Thought" by A.R. Desai

Open Educational Resources (OER) (Clickable links)

1. [Indian Knowledge System](#)
2. [Schools of Indian Philosophy](#)
3. [Indian Society and Ways of Living](#)
4. [Sociology of Indian Tradition and Tradition of Indian Sociology](#)

Assessment & Evaluation

Components	Assignments	Mid Term Examination	Attendance	End Term Examination
Weightage (%)	20	20	10	50

1=weakly mapped

2= moderately mapped

3=strongly mapped

Course Code	Course Outcome	PO 1	P O2	P O3	P O4	P O5	P O6	P O7	PO 8	PO 9	PO 10	PO 11	PS O1	PS O2	PS O3
USO108	CO1	2	-	-	2	-	2	-	-	2	2	-	-	-	-
	CO2	-	-	-	-	-	-	-	-	-	-	2	-	-	-
	CO3	2	-	-	2	-	2	-	-	-	2	-	1	-	-
	CO4	2	-	-	-	-	2	-	-	2	2	2	-	-	1
	CO5	-	-	-	2	-	-	-	-	2	-	-	-	-	1

Teaching Plan:

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

Week 1	Unit I - 3 contact hours,	Topic: the Indian knowledge system and its historical development TB: "Indian Knowledge Systems: Past and Present" by Kapil Kapoor	In-person Lecture (Conceptual Introduction)
Week 2	Unit I - 3 contact hours	Topic: of ancient Indian philosophical and sociological ideas TB: 2. "Sociology in India: Intellectual Traditions and Institutional Practices" edited by Yogendra Singh	Blended Learning (In-person Lecture + Presentation (PPT) for deeper understanding)
Week 3	Unit I - 4 contact hours	Topic: contributions of early Indian thinkers to sociological thought TB: OER1	In-person Lecture (Historical Overview)
Week 4	Unit II - 3 contact hours	Topic: sociological concepts and themes in Indian	In-person Lecture (Skill Development)

		traditions TB: OER2	
Week 5	Unit II - 3 contact hours	Topic: caste system and its significance in Indian society TB: OER3	Blended Learning (In-person Lecture + Experiential Learning through role-play)
Week 6	Unit II - 4 contact hours	Topic: social stratification, hierarchy, and social order in Indian sociological traditions TB: OER3	In-person Lecture (Conceptual Explanation)
Week 7	Unit III - 3 contact hours	Topic: Indian sociological traditions TB: OER4	In-person Lecture (Conceptual Introduction)
Week 8	Unit III - 3 contact hours	Topic: role of ethics, spirituality, and social responsibility in Indian social thought TB: "Culture and Society: An Introduction to Indian Sociology" by Dipankar Gupta	In-person Lecture (Conceptual Explanation)
Week 9	Unit III - 4 contact hours	Topic: application of Indian sociological perspectives to social	Blended Learning (In-person Lecture + Experiential Learning through media analysis)

		development, justice, and equality TB: OER2	
Week 10	Unit IV – 2 contact hours	Topic: Indian sociological traditions TB: "Culture and Society: An Introduction to Indian Sociology" by Dipankar Gupta	In-person Lecture (Theory Overview)
Week 11	Unit IV - 2 contact hours	Topic: Western sociological theories TB: OER1	In-person Lecture (Theory Overview)
Week 12	Unit IV - 3 contact hours	Topic: Indian sociological traditions TB: OER3	In-person Lecture (Model Explanation)
Week 13	Unit IV - 3 contact hours	Topic: Indian sociological traditions on global sociological thought TB: "Culture and Society: An Introduction to Indian Sociology" by Dipankar Gupta	Blended Learning (In-person Lecture + Participatory Learning through surveys and interactions)

Week 14	Revision & Assessment	Topic: All units TB: OER1	In-person Lecture (Revision Session)
Week 15	Remedial/Makeup Classes	Topic: as per requirement	In-person Lecture (Extra Help)

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching Activity	Learning	Assessment Methods	Task
1	Upon completion, students will understand Foundations of Indian Knowledge System and Sociological Traditions	(i) Each topic to be explained with illustrations. (ii) Students to be encouraged to discover the relevant concepts. (iii) Students be given homework/assignments. (iv) Discuss and solve the theoretical and practical problems in the class. (v) Students to be encouraged to apply concepts to real world problems.		<ul style="list-style-type: none"> • Presentations and class discussions. • Assignments and class tests. • Student presentations. • Mid-term examinations. • Practical and viva-voce examinations. • End-term examinations. 	
2	Upon completion, students will development of skills in Key Concepts and Themes in Indian Sociological Traditions				
3	Upon completion, students will learn Contemporary Applications of Indian Sociological Traditions				
4	Upon completion, students will learn Comparative Perspectives: Indian and Western Sociological Traditions				

JMBJ452	Research Project	L	T	P	C
Version 2.0		4	-	16	12
Total Contact Hours	40				
Eligibility	BA(JMC) III Year				
Co-requisites	--				

Course Objectives (CO):

22. To develop research skills and methodologies.
23. To foster critical thinking and analytical abilities.
24. To enhance the understanding of the research process and its applications.
25. To apply various research methods to solve media research problems.
26. 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)

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- 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

1=weakly mapped

2= moderately mapped

3=strongly mapped

Course Code	Course Outcome	PO 1	P O2	P O3	P O4	P O5	P O6	P O7	PO 8	PO 9	PO 10	PO 11	PS O1	PS O2	PS O3
JMBJ45 2	CO1	-	-	-	-	-	-	-	3	-	-	-	-	-	2
	CO2	1	2	-	-	-	3	-	-	2	3	-	2	-	-
	CO3	1	2	-	-	-	2	-	3	-	-	-	-	1	-
	CO4	-	-	-	-	-	3	-	3	2	3	-	2	1	2

Teaching Plan:

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

		Research	
Week 4	Unit II - 3 contact hours	Topic: literature review TB: Kothari, C R: Research Methodology: Methods & Techniques	In-person Lecture (Skill Development)
Week 5	Unit II - 3 contact hours	Topic: synthesizing information TB: Kothari, C R: Research Methodology: Methods & Techniques	Blended Learning (In-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	In-person Lecture (Conceptual Explanation)

		analysis TB: Kothari, C R: Research Methodology: Methods & Techniques	
Week 9	Unit III - 4 contact hours	Topic: data analysis using tools TB: Kothari, C R: Research Methodology: Methods & Techniques	Blended Learning (In-person Lecture + Experiential Learning through media analysis)
Week 10	Unit IV – 2 contact hours	Topic: Interpretation of research findings 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	In-person Lecture (Model Explanation)

		research thesis/ dissertation/ paper TB: OER 1	
Week 13	Unit IV - 3 contact hours	Topic: formatting a research report or thesis TB: Kothari, C R: Research Methodology: Methods & Techniques	Blended Learning (In-person Lecture + Participatory Learning through surveys and interactions)
Week 14	Revision & Assessment	Topic: Thesis/ report/ presentation of project 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 Activity	Learning	Assessment Methods	Task
1	Upon completion, students will understand research process	(i) Each topic to be explained with illustrations. (ii) Students to be encouraged to discover the relevant concepts. (iii) Students be given homework/assignments. (iv) Discuss and solve the theoretical and practical problems in the class. (v)		<ul style="list-style-type: none"> • Presentations and class discussions. • Assignments and class tests. • Student presentations. • Mid-term examinations. • Practical and viva-voce examinations. • End-term examinations. 	
2	Upon completion, students will development of skills in review of literature and data collection methods				
3	Upon completion, students will learn research ethics and research softwares				

4	Upon completion, students will learn research interpretations and formatting techniques	Students to be encouraged to apply concepts to real world problems.	
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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.