



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Universal Human Values and Ethics
Course Code	AECJMC101

Part A

Year	1st	Semester	1st	Credits	L	T	P	C
					2	0	0	2
Course Type	Theory only							
Course Category	Ability Enhancement Courses							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to Memorize key ethical theories and frameworks, such as utilitarianism, deontology, and virtue ethics. (BL1-Remember)</p> <p>CO2- Students will be able to demonstrate common ethical dilemmas and their potential consequences. (BL2-Understand)</p> <p>CO3- Students will be able to Explain the importance of universal human values and ethics in personal and professional life. (BL3-Apply)</p> <p>CO4- Students will be able to Assess the ethical responsibilities of professionals in different fields and industries. (BL4-Analyze)</p>							
Courses Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG5(Gender equality)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Introduction to Value Education	<p>1.1 Value Education, Definition, Concept and Need for Value Education.</p> <p>1.2 The Content and Process of Value Education.</p> <p>1.3 Basic Guidelines for Value Education</p> <p>1.4 Self-exploration as a means of Value Education</p> <p>1.5 Happiness and Prosperity as parts of Value Education.</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion.	5
Unit – 2: Harmony in the Human Being	<p>2.1 Human Being is more than just the Body</p> <p>2.2 Harmony of the Self ('I') with the Body.</p> <p>2.3 Understanding Myself as Co-existence of the Self and the Body</p> <p>2.4 Understanding Needs of the Self and the needs of the Body.</p> <p>2.5 Understanding the activities in the Self and the activities in the Body</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	5
Unit – 3 Social Ethics	<p>3.1 The Basics for Ethical Human Conduct</p> <p>3.2 Defects in Ethical Human Conduct.</p> <p>3.3 Holistic Alternative and Universal Order</p> <p>3.4 Universal Human Order and Ethical Conduct.</p> <p>3.5 Human Rights violation and Social Disparities</p>	T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	5
Unit – 4: Professional & Ethics	<p>4.1 Value based Life and Profession</p> <p>4.2 Professional Ethics and Right Understanding</p> <p>4.3 Competence in Professional Ethics</p> <p>4.4 Issues in Professional Ethics – The Current Scenario</p> <p>4.5 Vision for Holistic Technologies, Production System and Management Models.</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion	5

<p>UNIT-5 Implications of the above Holistic Understanding of Harmony on Professional Ethics</p>	<p>5.1 Natural acceptance of human values</p> <p>5.2 Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order</p> <p>5.3 Case studies of typical holistic technologies, management models and production systems</p> <p>5.4 Strategy for transition from the present state to Universal Human Order</p> <p>5.5 a) At the level of individual: as socially and ecologically responsible engineers, technologists and managers b) At the level of society: as mutually enriching institutions and organizations</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion.</p>	<p>5</p>
--	---	--	----------

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Research</p> <ul style="list-style-type: none"> Research the concept of value education, focusing on its importance in personal development and society. Write a 500-700 word essay that discusses key values taught through education, their impact on individuals, and examples of effective value education programs. Outcome- Students developed a comprehensive understanding of value education, recognizing its role in fostering ethical behavior, critical thinking, and social responsibility. 	Research Paper Presentation	BL4-Analyze	2
Unit- 2	<p>Write a Report</p> <ul style="list-style-type: none"> Explore the concept of harmony in human beings, focusing on its physical, mental, emotional, and spiritual dimensions. Write a 500-700 word essay that discusses how achieving harmony contributes to overall well-being and personal growth. Outcome- Students developed a nuanced understanding of the different dimensions of harmony—physical, mental, emotional, and spiritual—and how they interconnect to influence overall well-being. 	Role Play	BL5-Evaluate	2
Unit- 3	<p>Social Ethics Survey</p> <ul style="list-style-type: none"> Design and conduct a survey on social ethics, focusing on public attitudes toward issues such as justice, fairness, and responsibility in society. Analyze the collected data and write a 500-700 word report summarizing your findings and insights. Outcome- Students gained valuable insights into public perceptions of social ethics, identifying prevalent views on issues such as justice, equity, and social responsibility. 	Experiments	BL2-Understand	2
Unit- 4	Case study	Case Study	BL4-Analyze	2

	<ul style="list-style-type: none"> • Select a real-world case study that highlights ethical dilemmas in a professional setting, such as business, healthcare, or journalism. Analyze the case, discussing the ethical issues involved, the stakeholders affected, and the implications of the decisions made. • Outcome- Students developed a nuanced understanding of ethical dilemmas faced in various professions, exploring the complexities of decision-making in challenging situations. 			
--	--	--	--	--

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8

Part E

Books	1. Book on Foundations of Managerial Work – Contributions from Indian Thought by Chakraborty S.K. 2. Business Ethics by Milton Suoeyenlas, Robert Almeder, and James Humber 3. Journalism Ethics: A Philosophical Approach" by Christopher Meyers 4. "The Ethical Journalist: Making Responsible Decisions in the Pursuit of News" by Gene Foreman 5. "Journalism Ethics: A Guide for Journalists and Media Professionals" by Fred Brown 6. Media Ethics: Truth, Fairness and Objectivity" by Vipul Mudgal 7. "The Ethics of Journalism in India: A Sociological Analysis" by Anjali Arondekar 8. Media Ethics: Issues and Perspectives" edited by Anuraag Batra 9. "Ethics in Journalism: Cases and Critiques" by C.K. Goyal
Articles	
References Books	1. Science and Art of Happy Living by Sharma S.N. and Sharma Anita 2. Ethics and the Conduct of Business by John R Boatright 3. Book on Management's Next Frontier: Bhartiya Scriptures Applied by S.P. Bansal, Mukulkanitkar, and Amit Dasho 4. "Journalism Ethics: A Guide for Journalists and Media Professionals" by Fred Brown
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	2	-	-	-	-	-	1	-	-	-	-
CO2	-	2	-	1	-	-	1	1	-	-	-	1	-	-	1
CO3	-	-	2	-	1	2	-	-	2	-	1	-	-	2	-
CO4	1	-	-	1	-	-	1	-	-	-	-	-	1	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Environmental Science & Sustainable development
Course Code	AECJMC102

Part A

Year	1st	Semester	1st	Credits	L	T	P	C
					2	0	0	2
Course Type	Theory only							
Course Category	Ability Enhancement Courses							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to memorize the facts and data related to environmental issues, such as climate change, pollution, and deforestation. (BL1-Remember)</p> <p>CO2- Students will be able to describe the interrelationships between ecological systems and human activities (BL2-Understand)</p> <p>CO3- Students will be able to examine the connections between social, economic, and environmental aspects of sustainable development (BL4-Analyze)</p> <p>CO4- Students will be able to demonstrate the Remote Sensing and GIS tools for the environmental development. (BL3-Apply)</p>							
Courses Elements	Skill Development ✗ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✓		SDG (Goals)	SDG5(Gender equality) SDG14(Life below water) SDG15(Life on land)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Fundamentals of Environmental Sciences	<p>1.1 Definition, Principles and Scope of Environmental Science.</p> <p>1.2 Structure and composition of atmosphere, hydrosphere, lithosphere and biosphere.</p> <p>1.3 Meteorological parameters - pressure, temperature, precipitation, humidity.</p> <p>1.4 Interaction between Earth, Man and Environment.</p> <p>1.5 Biogeographic provinces of the world and agro-climatic zones of India. Concept of sustainable development</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T4 Simulations and Role-Playing	7
Unit – 2: Environmental education and role of NGO	<p>2.1 Environmental education and awareness. Environmental ethics.</p> <p>2.2 Natural resources and their assessment.</p> <p>2.3 Remote Sensing and GIS: Principles of remote sensing and GIS.</p> <p>2.4 Emerging of role of CBOs and NGO and human rights institutions. Role of law, education, media and international organizations</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	7
Unit – 3 Introduction to sustainable development	<p>3.1 Concept, nature and scope of Sustainable development.</p> <p>3.2 Globalization and Economic growth.</p> <p>3.3 Economic development: Economic inequalities, Income and growth.</p> <p>3.4 Social development: Poverty, conceptual issues and measures, impact of poverty</p>	T7 Problem-Based Learning (PBL) T8 Discussion Forums and Debates T10 Research Projects and Independent Studies	6
Unit – 4: Models of development	<p>4.1 Rostow's stages of growth.</p> <p>4.2 Structural change approaches</p> <p>4.3 Models of co community development</p> <p>4.4 Model of sustainable livelihood</p>	T4 Simulations and Role-Playing T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T8 Discussion Forums and Debates	5

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Fundamentals of Environmental Sciences Presentation</p> <ul style="list-style-type: none"> Prepare a 10-15 minute presentation on a key topic in environmental sciences, such as climate change, biodiversity, or sustainable development. Include relevant data, case studies, and potential solutions to the issues discussed. Outcome- Students developed a deeper understanding of critical issues in environmental sciences, such as climate change, biodiversity loss, and sustainable practices. 	Experiments	BL2- Understand	2
Unit- 2	<p>Role of NGOs Survey</p> <ul style="list-style-type: none"> Design and conduct a survey to explore the perceptions and impact of non-governmental organizations (NGOs) in your community or a specific sector (e.g., health, education, environment). Outcome- Students gained valuable insights into the perceptions of NGOs within their communities, recognizing their roles in addressing social, environmental, and economic issues. 	Simulation	BL4-Analyze	2
Unit- 3	<p>Sustainable Development Case Study</p> <ul style="list-style-type: none"> Select a real-world case study that exemplifies sustainable development practices, focusing on its environmental, social, and economic impacts. Analyze the strategies employed, challenges faced, and outcomes achieved in the case, and present your findings in a 500-700 word report. Outcome- Students developed a deeper understanding of sustainable development principles by analyzing real-world applications and the interplay between environmental, social, and economic factors. 	Case Study	BL3-Apply	2

Unit- 4	<p>Research</p> <ul style="list-style-type: none"> • Research and analyze different models of development, such as the Linear Growth Model, the Dependency Theory, and Sustainable Development. Write a 500-700 word essay comparing these models, discussing their strengths, weaknesses, and applicability in various contexts. • Outcome- Students developed a comprehensive understanding of various development models, including their theoretical foundations, applications, and limitations in real-world contexts. 	Research Paper Presentation	BL5-Evaluate	2
---------	---	-----------------------------	--------------	---

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Agrawal, A N (1995). Indian Economy: Problems of development and planning. pune: VishwaPrakashan. 2. Baldev Raj Nayar, Globalization and Nationalism: The Changing Balance of India's Economic Policy, 1950–2000 (New Delhi: Sage, 2001) 3. Beckman, M. (1968), Location Theory, Random House, London.
Articles	
References Books	4. BidyutMohanty (1993) Urbanization in Developing Countries Basic Services and community Participation, Institute of Social Science, Concept Publishing House. 5. Brahmada, P.R. and V.R. Panchmukhi (Eds.) (2001), Development Experience in the Indian Economy: Inter-State Perspectives, Bookwell, Delhi. 6. Dholakia, R.H. (1985), Regional Disparity in Economic Growth in India, Himalaya Publishing House, Bombay. 7. Friedman, J. and W. Alonso (Eds.) (1975), Regional Policy, Readings in Theory and Application, MIT Press, Cambridge, Mass. 8. Glasson, J. (1975), An Introduction to Regional Planning: Concepts, Theory and Practice, Hutchison, London. 9. Hoover, E.M. (1974), An Introduction to Regional Economics, Alfred A. Knopf, New York 10. Kaul, V. & Sankar, D. (2009). Early Childhood Care and Education in India. New Delhi: NUEPA. Kumar, V. (2009).
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	1	-	1	2	-	-	-	-	1	1	-	-	-
CO2	-	2	-	2	-	-	2	1	-	1	-	-	1	-	-
CO3	-	3	2	-	-	3	-	-	2	-	1	-	2	-	-
CO4	-	-	-	-	2	-	1	1	-	-	-	2	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Design Thinking & Creativity for Innovation
Course Code	AECJMC103

Part A

Year	1st	Semester	1st	Credits	L	T	P	C
					2	0	0	2
Course Type	Theory only							
Course Category	Ability Enhancement Courses							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to define the key principles and concepts of design thinking and creativity. (BL1-Remember)</p> <p>CO2- Students will be able to summarize the factors that can either hinder or enhance creativity and innovation. (BL2-Understand)</p> <p>CO3- Students will be able to utilize creativity techniques, such as brainstorming and mind mapping, to explore new possibilities. (BL3-Apply)</p> <p>CO4- Students will be able to analyse and evaluate the effectiveness of design thinking approaches in generating innovative solutions. (BL5-Evaluate)</p>							
Courses Elements	Skill Development ✕ Entrepreneurship ✕ Employability ✕ Professional Ethics ✕ Gender ✕ Human Values ✕ Environment ✕		SDG (Goals)	SDG4(Quality education) SDG12(Responsible consumption and production)				

Part B

Modules	Contents	Pedagogy	Hours
Unit 1: Creativity, Lateral Thinking and the 6 Hats	1.1 Elements of creativity and Lateral Thinking 1.2 Idea generation techniques 1.3 The Six Hats approach to lateral thinking 1.4 How it helps in human centered designing 1.5 Intro: Reflection & Visualizing	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion	7
Unit – 2: Design Thinking - An Overview	2.1 Introduction to Design Thinking 2.2 How it helps, the concept of exploring and solving problems. 2.3 Elements of product / service and business model generation 2.4 The 5step process Combining with Lean and Agile processes	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	7
Unit – 3 Design Thinking - Case Studies	3.1 Case studies in creativity 3.2 Design thinking from products 3.3 Services and business model genre 3.4 Developing empathy, learning the Q/A patterns and role play. 3.5 An extension of the previous format with extended role plays, true problem identification and defining of problem	T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	6
Unit – 4: Ideate and Prototype	4.1 Introduction to Storytelling and Presentation 4.2 Based on multiple definitions from the previous sessions brainstorming 4.3 Brain writing exercises to generate numerous ideas 4.4 Building a virtual or real prototype (subject to budget constraints) 4.5 Testing and feedback and return to ideation or redefining	T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	5

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Article Writing</p> <ul style="list-style-type: none"> Explore the concepts of creativity and lateral thinking, focusing on Edward de Bono's Six Thinking Hats technique. Create a 500-700 word essay that explains the method, its applications in problem-solving, and a practical example of its use in a real-world scenario. Outcome- Students gained a solid understanding of creativity and lateral thinking, particularly through the framework of Edward de Bono's Six Thinking Hats, which encourages diverse perspectives in problem-solving. 	Experiments	BL2-Understand	2
Unit- 2	<p>An Overview</p> <ul style="list-style-type: none"> Write a 500-700 word overview of the design thinking process, outlining its key stages: empathize, define, ideate, prototype, and test. Discuss how design thinking can be applied in various fields to foster innovation and problem-solving. Outcome- Students developed a solid understanding of the design thinking process, including the key stages of empathize, define, ideate, prototype, and test, and their significance in fostering innovation. 	Simulation	BL3-Apply	2
Unit- 3	<p>Design Thinking - Case Studies</p> <ul style="list-style-type: none"> Select two case studies that exemplify the application of design thinking in real-world projects. Analyze the processes used, the challenges faced, and the outcomes achieved in each case, and present your findings in a 500-700 word report. Outcome- Students gained insights into how design thinking principles are applied in real-world scenarios, enhancing their understanding of the process in action. 	Case Study	BL5-Evaluate	2

Unit- 4	<p>Brainstorming</p> <ul style="list-style-type: none"> Engage in the ideation process by brainstorming at least five innovative solutions to a specific problem of your choice. Select one idea to develop further and create a prototype (physical or digital) that represents your solution. Outcome- Students practiced brainstorming techniques, which improved their ability to generate diverse and innovative ideas in response to a specific problem. 	Games	BL4-Analyze	3
---------	--	-------	-------------	---

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	<p>1. Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation Author — Tim Brown 2. Creativity Inc. Author — Ed Catmull 3. "Design Thinking: Understanding How Designers Think and Work" by Nigel Cross 4. The Design of Business: Why Design Thinking is the Next Competitive Advantage" by Roger L. Martin 5. "Creative Strategy: A Guide for Innovation" by William Duggan 6. "The Elements of Typographic Style" by Robert Bringhurst 7. "Layout Essentials: 100 Design Principles for Using Grids" by Beth Tondreau 8. "The Design of News: Changing the Style of News Presentation and its Consequences" by Kevin Barnhurst and John Nerone</p>
Articles	
References Books	<p>1. Innovation is Everybody's Business: How to Make Yourself Indispensable in Today's Hypercompetitive World Author - Robert Tucker 2. Designing for Growth: A Design Thinking Toolkit for Managers Author - Jeanne Liedtka and Tim Ogilvie 3. "Designing News: Changing the World of Editorial Design and Information Graphics" by Francesco Franchi 4. "Newspaper Design: Editorial Design from the World's Best Newsrooms" by Javier Errea</p>
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	1	-	-	-	-	1	-	-	-	-	-
CO2	-	2	-	1	-	-	2	-	-	-	1	1	1	-	-
CO3	-	3	3	-	-	-	2	3	2	-	-	-	-	-	3
CO4	2	-	-	-	2	-	-	-	-	2	-	-	1	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Introduction to Mass Communication
Course Code	DSCJMC101

Part A

Year	1st	Semester	1st	Credits	L	T	P	C
					4	0	0	4
Course Type	Theory only							
Course Category	Discipline Core							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to Recall and memorize the definitions and key concepts, theories, and historical events in mass communication. (BL1-Remember)</p> <p>CO2- Students will be able to Explain the basic functions and models of mass communication. (BL2-Understand)</p> <p>CO3- Students will be able to Apply mass communication theories to Design and execute a basic media campaign or message. (BL3-Apply)</p> <p>CO4- Students will be able critically Evaluate the influence of media on public opinion and behaviour. (BL4-Analyze)</p> <p>CO5- Students will be able to understand the key theoretical frameworks that explain media effects, media influence, and communication processes. (BL5-Evaluate)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✓ Environment ✗		SDG (Goals)	SDG10(Reduced inequalities) SDG11(Sustainable cities and economies) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit- 1 Defining Communication	<p>1.1 Understanding human communication: Brief history with special reference to India.</p> <p>1.2 Evolution of Indian languages</p> <p>1.3 Communication: Definition & Types</p> <p>1.4 Communication: Five senses of Communication</p> <p>1.5 Non-verbal communication: Body language, gestures, eye contact.</p>	<p>T1. Lectures and Interactive Sessions</p> <p>T2. Case Studies and Real-world Examples</p> <p>T3. Group Projects and Collaborations</p> <p>T4. Guest Lectures from Industry Experts,</p>	10
Unit- 2 Introduction to Mass Communication	<p>2.1 Mass Communication: Meaning, Functions, and Elements</p> <p>2.2 Brief introduction to Mass Media: Newspapers and Journalism</p> <p>2.3 Audio and/or Visual Communication: Photographs, Films, Radio, Television & New Media</p> <p>2.4 Folk Media or traditional media</p> <p>2.5 Intercultural Communication</p>	<p>T6. PPT Presentation, case-based Assignment</p> <p>T7. Group discussion</p> <p>T8. Debates</p>	10
Unit- 3 Communication Theories	<p>3.1 What is Communication Theory?</p> <p>3.2 A brief introduction to Communication Theories</p> <p>3.3 Multistep Theory , Play Theory</p> <p>3.4 Selective Exposure, Selective Perception, Selective Retention</p> <p>3.5 Uses & Gratification Theory, Cultivation Theory , Agenda Setting Theory.</p>	<p>T2. Case Studies and Real-world Examples</p> <p>T3. Group Projects and Collaborations</p> <p>T4. Guest Lectures from Industry Experts</p>	10
Unit- 4 Communication Models	<p>4.1 What is a Communication Model?</p> <p>4.2 A brief introduction to Communication Models</p> <p>4.3 SMCR Model and Shannon & Weaver Model</p> <p>4.4 Wilbur Schramm Model, Lasswell Model</p> <p>4.5 Gate Keeping Model, Gerbner's Model</p>	<p>T6. PPT Presentation, case-based Assignment</p> <p>T7. Group discussion</p> <p>T9. Peer Reviews and Critiques</p>	7

<p>Unit-5 Contemporary Issues in Mass Communication</p>	<p>5.1 Digital Transformation: Impact of Digital Technology on media, The future of Digital Media</p> <p>5.2 Media ownership and control: Media Conglomerates, Issues of Monopolies and Oligopolies in Media.</p> <p>5.3 Global Media Trends: Rise of International Media Networks, Impact of Global Media on Local Cultures.</p> <p>5.4 Emerging Trends and Challenges: Citizen Journalism, Fake News</p> <p>5.5 Media Literacy, Privacy issues in the age of Digital Media</p>	<p>T1.Lectures and Interactive Sessions T2. Case Studies and Real-world Examples T3. Group Projects and Collaborations</p>	<p>8</p>
---	--	--	----------

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Presentation:</p> <ul style="list-style-type: none"> • Compile your findings into a well-organized paper (4-6 pages) or prepare a presentation (10-15 slides). • Be sure to include citations from at least three credible sources. • Outcome- students were able to articulate a clear definition of communication, emphasizing its role as a process of exchanging information, ideas, and feelings. 	Experiments	BL2-Understand	2
Unit- 2	<p>Impact on Society:</p> <ul style="list-style-type: none"> • Examine the influence of mass media on individual beliefs, social norms, and public discourse. Consider both positive impacts (e.g., awareness of social issues) and negative consequences (e.g., misinformation). • Outcome- Students analyzed the multifaceted influence of mass media on individual beliefs, social norms, and public discourse. Their findings highlighted both the positive impacts, such as increased awareness of social issues, and the negative consequences, including the spread of misinformation. Here's a summary of the results obtained by the students. 	Role Play	BL5-Evaluate	2
Unit- 3	<p>Critical Analysis:</p> <ul style="list-style-type: none"> • Critically evaluate the strengths and limitations of each theory: <ul style="list-style-type: none"> ◦ What are the key contributions of the theory to the field of communication? ◦ Are there any criticisms or limitations? How might these affect its application? ◦ Outcome- Students engaged in the study of communication theories demonstrated significant growth in their understanding of various models and frameworks. The following summarizes the key results and insights gained through their exploration. 	Case Study	BL3-Apply	2

Unit- 4	<p>Applications:</p> <ul style="list-style-type: none"> • Discuss how each model can be applied in real-world contexts: <ul style="list-style-type: none"> ◦ Provide examples from interpersonal communication, group dynamics, or mass media. ◦ Analyze how these models help in understanding communication phenomena in these contexts. ◦ Outcome- Students applied their understanding of various communication models to real-world scenarios, illustrating how these frameworks enhance the comprehension of communication processes across different contexts. Below is a summary of their findings. 	Simulation	BL4-Analyze	2
Unit- 5	<ul style="list-style-type: none"> • Impact Analysis: <ul style="list-style-type: none"> ◦ Analyze the implications of each trend for global audiences, cultures, and industries: <ul style="list-style-type: none"> ▪ Discuss how these trends affect media consumption habits, cultural exchange, and the democratization of information. ▪ Examine potential challenges, such as digital divides, misinformation, and cultural homogenization. • Outcome- Students examined various global media trends and analyzed their implications for audiences, cultures, and industries. Their findings highlighted both positive and negative impacts, as well as future considerations. 	Seminar	BL2-Understand	4

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	16
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. "Media and Society in India" by Pradip Ninan Thomas 2. "Indian Mass Media and the Politics of Change" by Somnath Batabyal 3. "Mass Communication: Living in a Media World" by Ralph E. Hanson 4. "Introduction to Mass Communication: Media Literacy and Culture" by Stanley J. Baran 5. "Introduction to Mass Communication: Media Literacy and Culture" by Stanley J. Baran 6. Mcquails, Denis Mcquail's Mass Communication Theory
Articles	
References Books	Peterson Four Theories of Press, Urbana University of Illinois Theodore B. and Schramm W. Press, 1856 4. Klapper, J.T. The effects of Mass Communications, New York Free Press, 1960 5. Kumar, Keval J Mass Communication in India 6. Mcquails, Denis Mcquail's Mass Communication Theory
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	1	-	-	-	2	-	-	-	2	-	-	-	-
CO2	2	-	2	1	-	1	-	1	-	-	-	-	-	3	-
CO3	-	1	-	-	1	-	-	-	2	-	1	-	2	-	-
CO4	-	-	-	-	2	1	2	-	-	1	1	-	2	-	3
CO5	-	-	2	-	-	-	-	1	-	-	-	1	1	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Current Affairs
Course Code	DSCJMC102

Part A

Year	1st	Semester	1st	Credits	L	T	P	C
					4	0	0	4
Course Type	Theory only							
Course Category	Discipline Core							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to Identify the major organizations influencing the world order and various theories related to politics, economics, etc. (BL1-Remember)</p> <p>CO2- Students will be able to Interpret the news articles and reports to understand their viewpoints on current issues. (BL2-Understand)</p> <p>CO3- Students will be able to Demonstrate an understanding of how current affairs impact various aspects of society. (BL3-Apply)</p> <p>CO4- Students will be able to analyse the different international policies and diplomatic relation of countries. (BL5-Evaluate)</p> <p>CO5- Students will be able to Critically evaluate the impact of current affairs on individuals, communities, and nations. (BL4-Analyze)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✓ Environment ✓		SDG (Goals)	SDG4(Quality education)				

Part B

Modules	Contents	Pedagogy	Hours
Unit- 1United Nations and Media	<p>1.1Pre-World War I International System & Post-World War II Period (Cold War)</p> <p>1.2Role of United Nations, UNESCO mass media declaration</p> <p>1. 3Com munication policies, Imbalances in</p> <p>1.4information flow, McBride Commission, NWICO, NANAP</p> <p>1.5Social Media and the Arab Spring</p> <p>1.5. Global organization work for Investigation Journalism</p>	T7. Group discussion T8. Debates T9. Peer Reviews and Critiques	8
Unit- 2Globalization and Media	<p>2.1 Globalization: concept and impact</p> <p>2.2 Media organizations: International Press Institute, International Telecommunication Union, BBC and International news agencies.</p> <p>2.3 Information–prompted cultural imperialism, Criticism</p> <p>2.4 Media Ownership and Issue of Sovereignty and Security</p> <p>2.5 International climate issues and treaties</p>	T1. Lectures and Interactive Sessions T2. Case Studies and Real-world Examples T10. Multimedia Presentations and Use of Technology	9
Unit- 3India and International Relations & Indian Politics	<p>3.1 India’s Relations with neighbouring countries and Indo-US Relations</p> <p>3.2 Models of democracy- representative, participatory.</p>	T6. PPT Presentation, case-based Assignment T7. Group discussion T8. Debates T9. Peer Reviews and Critiques	10

	<p>3.3 Concept of power: hegemony, ideology</p> <p>3.4 India's international relations with opec countries</p> <p>3.5 Regional Groupings: ASEAN, SAARC, G8 & BRICS.</p> <p>3.6 Indian Diaspora affects India's foreign policy.</p>		
Unit-4 Contemporary Issues in Indian Politics	<p>4.1 Indian Constitution and Organs of Government</p> <p>4.2 Structure of Indian parliament and procedure of law-making</p> <p>4.3 Social schemes in Indian.</p> <p>4.4 Corruption, Regionalism & Secessionism/insurgency, Communalism & naxalism.</p> <p>4.5 Social Movement: Civil liberties and human rights movements; women's movements; environmentalist movements.</p>	T2. Case Studies and Real-world Examples T3. Group Projects and Collaborations T4. Guest Lectures from Industry Experts	10
UNIT-5 Social Issues and Development	<p>5.1 Health: Public health policies, healthcare infrastructure, recent epidemics/pandemics, and government health schemes.</p> <p>5.2 Education: National Education Policy, reforms in higher education, literacy rates, and digital education initiatives.</p> <p>5.3 Environment and Sustainability: Climate change policies, environmental conservation efforts, and sustainable development goals.</p> <p>5.4 Social Justice: Issues related to caste, gender, minorities, and</p>	T2. Case Studies and Real-world Examples T3. Group Projects and Collaborations T10. Multimedia Presentations and Use of Technology	8

marginalized communities; government measures for social inclusion.

5.5 Urban and Rural Development: Smart city initiatives, rural development schemes, housing, and sanitation programs.

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Presentation</p> <ul style="list-style-type: none"> To create a visual presentation on the role of media in shaping perceptions of the UN and its initiatives. tudents delivered presentations on various aspects of the relationship between the United Nations (UN) and media, showcasing their understanding of how media influences the UN's communications and global initiatives. 	Experiments	BL2- Understand	2
Unit- 2	<p>Case Study Analysis</p> <ul style="list-style-type: none"> analyze a specific case study related to globalization and media. Outcome- tudents conducted case study analyses focusing on the intersection of globalization and media, examining specific examples to understand their implications for local cultures and media practices. 	Case Study	BL4-Analyze	2
Unit- 3	<p>Electoral Behavior Survey</p> <p>Objective: To understand the factors influencing voter behavior in India.</p> <p>Instructions: Conduct a survey (10-15 questions) among peers or family to assess opinions on key electoral issues (e.g., corruption, governance, party performance). Analyze the data and write a 2-3 page summary of your findings, discussing trends and implications for Indian politics.</p> <p>Outcome- Students conducted an electoral behavior survey to gather insights into the factors influencing voter behavior in India. The survey included responses from peers and family members, focusing on key issues such as corruption, governance, and party performance.</p>	Simulation	BL4-Analyze	2
Unit- 4	Analysis of Political Polarization	Seminar	BL5-Evaluate	5

	<p>Objective: To explore the phenomenon of political polarization in India.</p> <p>Instructions: Write a 2-3 page essay discussing the causes and consequences of political polarization in contemporary Indian politics. Include examples of recent events or elections that illustrate this trend and analyze its impact on social cohesion and democratic processes.</p> <p>Outcome- The analysis of political polarization in India reveals significant divisions along ideological, religious, and regional lines, affecting the country's democratic fabric and social cohesion.</p>			
Unit- 5	<p>Research and Analysis: Write a 4-5 page report that includes the following components:</p> <ul style="list-style-type: none"> • Introduction: Briefly introduce the chosen social issue and its significance in the context of Indian development. • Current Situation: Analyze the current state of the issue using recent statistics and data. Discuss its prevalence and impact on different demographics. • Government Initiatives: Evaluate the existing government policies and programs aimed at addressing this issue. Discuss their effectiveness and any challenges they face. • Societal Impact: Explore how the social issue affects development outcomes, such as economic growth, education, health, and social cohesion. • Outcome- The research and analysis assignments focused on various social issues in India, examining their impact on development. Students selected topics such as poverty, gender discrimination, education access, and health care inequality. 	Research Paper Presentation	BL6-Create	8

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	16
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
0					

Part E

Books	1. Bandyopadhyay, J.; The Making of India's Foreign Policy; Allied Publications 2. "Media and Diplomacy in India: Strategies and Dilemmas" edited by Nalin Mehta and Seema Mustafa 3. India and the United Nations: Peacekeeping Operations" by Ramesh Chandra Thakur 4. India's Foreign Policy: Coping with the Changing World" by Muchkund Dubey 5. India's Struggle for Independence" by Bipan Chandra et al. 6. India After Gandhi: The History of the World's Largest Democracy" by Ramachandra Guha 7. Nehru, J.; The Discovery of India; Penguin India.
Articles	
References Books	1. Basu, Durga Das; Introduction to the Constitution of India; Jain Book Depot Publications 2. Maheswari, S.; Indian Administration; Oxford University Press 3. Stephen, Philip Cohen; India: Emerging Power; Oxford University Press 4. Kamath, P. M; Mathur, D Krishna; Conduct of India's Foreign Policy; Longfellow Publications 5. Federick, Howard H.; Global Communication and International Relations; Wadsworth Publications 6. Many Voices, One World; Report of the McBride Commission 7. Tharoor, S.; An Era of Darkness: The British Empire in India; Aleph Book Company 8. Frankell, Joseph; International Relations; Oxford University Press 9. Melkote, Srinivas R; Leslie, Steeves H; Communication for Development in the Third World
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	-	-	-	1	-	-	1	-	-	-	-
CO2	-	1	-	2	1	-	1	-	-	-	-	-	2	-	-
CO3	-	-	1	-	-	1	-	2	-	-	1	-	-	-	2
CO4	1	-	-	-	2	1	-	-	-	1	2	-	1	-	3
CO5	1	-	-	2	-	-	1	1	-	-	-	1	-	1	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Fundamental of Print Media
Course Code	DSCJMC103

Part A

Year	1st	Semester	1st	Credits	L	T	P	C
					4	0	0	4
Course Type	Theory only							
Course Category	Discipline Core							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to understand Print Media History and Evolution. (BL1-Remember)</p> <p>CO2- Students will be able to analyze Print Media Formats and Design. (BL2-Understand)</p> <p>CO3- Students will be able to Develop Skills in Print Media Production (BL3-Apply)</p> <p>CO4- Students will be able to analyse comprehend the Structure and Function of Print Media: (BL4-Analyze)</p> <p>CO5- Students will be able to critically investigate the Role of Print Media in Society: (BL5-Evaluate)</p>							
Courses Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✓ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth)				

Part B

Modules	Contents	Pedagogy	Hours
Unit- 1 Introduction to News	<p>1.1 Understanding News: Defining News: News Value, Elements of News</p> <p>1.2 Examining and testing the News Value: Information and News</p> <p>1.3 History and Evolution of News: Changing Concept of News: Factors and Issues, Future of News: Public to Personal.</p> <p>1.4 Newsgathering process: Sources of information, Observation and Research</p> <p>1.5 Role and Importance of Sources: Different types of Sources: Cultivating and Dealing with Sources of News</p> <p>1.6 Press conference; Press briefing; Meet the press programs</p>	<p>T1. Lectures and Interactive Sessions T2. Case Studies and Real-world Examples T3. Group Projects and Collaborations T4. Guest Lectures from Industry Experts,</p>	8
Unit- 2 Writing for Print	<p>2.1 Different types and formats of news report: Inverted Pyramid, Feature and Hourglass</p> <p>2.2 Structure of News: Five W's and One H (plus Sixth W)</p> <p>2.3 News writing process: Selection of Information, Writing Intro/Lead, Body, Different types of Intro/Lead</p> <p>2.4 Organising the News Story: Angle, Attribution, Quote, Background and Context</p> <p>2.5 Facts checking: Ensuring Accuracy, Objectivity, Fairness and Balance in News Story</p>	Case-Based Assignments, Report Writing, Quiz, PPT Presentation	10

	<p>2.6 News copy: Types of a copy: Agency copy; Bureau copy.</p> <p>2.7 Functions of Headlines; Headline writing; Blurbs; Highlights; Infographics</p>		
Unit- 3 Editing for Print Media	<p>3.1 Concept of Editing: Role, Objectives and Importance</p> <p>3.2 Editorial values: Truthfulness, Accuracy, Objectivity, Fairness, Balance and Attribution</p> <p>3.3 Challenges of editing: Dealing with Bias, Prejudices and Slant</p> <p>3.4 Dealing with different types of pressures: Political, Bureaucratic, Business-financial, religious, caste, criminal and legal</p> <p>3.5 Qualities of a good Journalist/Reporter</p> <p>3.6 Photo Journalism; Caption Writing</p>	Unit- 3 Editing for Print Media	10
Unit- 4 Tools and techniques used in print Media	<p>4.1 Editing Tools and Techniques</p> <p>4.2 Editing Process: News Selection and Placement</p> <p>4.3 Management of News flow: News flow on the desk from different sources, Ensuring News value and other criteria.</p> <p>4.4 Objectives of copy editing: Checking Facts, language, style, clarity and simplicity</p> <p>4.5 Editing symbols, Relevant graphics for copy, Photo caption, Editorial vocabulary</p>	Project Based Activity, PPT Presentation, case-based Assignment	8

<p>Unit- 5 Challenges in Print Media</p>	<p>5.1 Impact of Digital Media: How digital media is transforming print media</p> <p>5.2 Challenges and opportunities for print media in the digital age, The future of print media</p> <p>5.3 Print Media in Global context: Comparison of print media across different cultures</p> <p>5.4 The role of international news agencies, Global challenges in print media</p> <p>5.5 Sustainability in Print Media: Environmental impact of print media production, the role of print media in promoting sustainability</p>	<p>Unit- 5 Challenges in Print Media</p>	<p>9</p>
--	---	--	----------

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Select News Stories:</p> <ul style="list-style-type: none"> Choose three recent news articles from reputable sources (e.g., newspapers, news websites, etc.). Ensure they cover different topics (e.g., politics, health, technology, culture).] Outcome- Students developed a clearer grasp of what constitutes newsworthiness. They learned to identify criteria such as timeliness, impact, proximity, conflict, human interest, prominence, and novelty in news stories. 	Experiments	BL2- Understand	2
Unit- 2	<p>Write a News Article</p> <ul style="list-style-type: none"> Choose a current event or issue, research it thoroughly, and write a 500-700 word news article. Your article should include a catchy headline, a clear lead summarizing the key details, and well-structured body paragraphs with supporting information. Outcome- They practiced writing in an objective tone, avoiding personal opinions and biases, which is essential for journalistic integrity. 	Field work	BL6-Create	2
Unit- 3	<p>Editing for Print Media</p> <ul style="list-style-type: none"> Select a news article (or draft your own) and perform a comprehensive edit, focusing on clarity, grammar, punctuation, and overall structure. Highlight your changes and provide a brief rationale for each edit. Outcome- Students practiced revising sentences to be more concise, removing unnecessary words while maintaining the original meaning, which is crucial for effective print media. 	Role Play	BL5-Evaluate	2
Unit- 4	<p>Research</p> <ul style="list-style-type: none"> Research and select three tools or techniques commonly used in print 	Research Paper Presentation	BL6-Create	6

	<p>media (e.g., layout design software, typesetting, image editing). Write a 300-500 word summary for each tool, explaining its purpose, key features, and its impact on print media.</p> <ul style="list-style-type: none"> • Outcome- By summarizing the purpose and features of each tool, students learned to articulate how these technologies contribute to the overall effectiveness of print media. 			
Unit- 5	<p>Case Study</p> <ul style="list-style-type: none"> • Choose a specific area (e.g., communication, marketing, education) and research how digital media has transformed it. Write a 700-1000 word analysis discussing the key changes, their positive and negative impacts, and future implications. • Outcome- Students developed strong analytical skills by examining real-world examples of how digital media has transformed their chosen areas, allowing them to connect theory with practice. 	Case Study	BL4-Analyze	2

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	26	40	14
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Editing: A Handbook for Journalists, T.J.S.George, IIMC, New Delhi, 1989 2. Professional Journalism: M.V. Kamath, Vikas Publications 3. Groping for Ethics in Journalism: Eugene H.Goodwin, Iowa State Press 4. Journalism: Critical Issues: Stuart Allan, Open University Press 5. Modern Newspapers Practice: Hodgson F.W.Heinemann London, 1984. 6. Media Ethics: Truth, Fairness and Objectivity - Principles and Practices in Indian Journalism" by Jaishri Jethwaney
Articles	
References Books	1. Understanding Media: The Extensions of Man by Marshall McLuhan 2. News Writing and Reporting: Bruce D.Itule and Douglas A.Anderson, McGraw Hill 3. Publication, 2000. 4. "The Elements of Journalism: What Newspeople Should Know and the Public Should Expect" by Bill Kovach and Tom Rosenstiel 5. News Writer's Handbook: An Introduction to Journalism: M.L.Stein, Susan Paterno & R. 6. Newspaper Design: Editorial Design from the World's Best Newsrooms by Javier Errea 7. Christopher Burnett. Blackwell Publishing, 2006. 8. An Introduction to Journalism: Carole Flemming and Emma Hemmingway.Vistaar 9. Publications, 2006. 10. The Newspaper's Handbook: Richard Keeble, Routledge Publication, 2006
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	-	1	-	-	-	-	1	-	1	-	-
CO2	-	2	-	2	1	-	1	-	-	1	-	-	-	2	-
CO3	-	-	1	-	1	-	-	1	1	-	-	2	-	-	2
CO4	1	3	-	1	-	1	-	-	-	1	-	-	2	-	-
CO5	-	-	2	-	-	-	2	3	-	-	1	-	2	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Media And Society
Course Code	GEJMC101

Part A

Year	1st	Semester	1st	Credits	L	T	P	C	
					4	0	0	4	
Course Type	Theory only								
Course Category	Generic Elective								
Pre-Requisite/s				Co-Requisite/s					
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to recite the theories, concepts, and frameworks related to media and society.(BL1-Remember)</p> <p>CO2- Students will be able to discuss the social, cultural, and political implications of media in different contexts.(BL2-Understand)</p> <p>CO3- Students will be able to critically examine the media content and representations of social groups and issues.(BL3-Apply)</p> <p>CO4- Students will be able to apply media literacy skills by evaluating media messages and sources.(BL4-Analyze)</p> <p>CO5- Students will be able to evaluate the impact of media on democracy, civic engagement, and public discourse.(BL5-Evaluate)</p>								
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✓ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth)					

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Media & Society	<p>1.1 Mass media and society: Importance of media, critical analysis of the role of media,</p> <p>1.2 Impact of Media on Individuals and Society and social responsibility of Media</p> <p>1.3 Democratic Policies and mass media,</p> <p>1.4 Public sphere, Freedom of Speech and expression</p> <p>1.5 Understanding community media as Citizen Media</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion.	10
Unit – 2: Concepts & Structure	<p>2.1 Conceptual Frameworks in Gender Studies</p> <p>2.2 Cast, class and power in the community (Social hierarchy), Folk, folklore and communication. Concepts of Society, Community</p> <p>2.3 Association Community Empowerment and De-empowerment.</p> <p>2.4 Institution & Group/Definition and Typology of Culture, components of Culture</p> <p>2.5 Culture variables, Culture studies</p> <p>2.6 Political Economy, Ideology and Hegemony</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	8
Unit – 3 Gender and Role of Community Media	<p>3.1 Gender Perspective. Community ownership, Community media and climate change</p> <p>3.2 Human Rights and Media,</p> <p>3.3 Mass Culture/Religions of India. Human Rights and Communal Riots.</p> <p>3.4 Community media and disaster management.</p> <p>3.5 culture and communication in medieval India</p> <p>3.6 communication and governance in colonial India.</p> <p>3.7 Feminist Theory (Liberal feminism, Radical feminism, Socialist feminism) Black Feminism,</p>	T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	8

	Dalit Feminism and Representation of LGBTQAI+ community in Media		
Unit – 4: Globalization & Media	<p>4.1 Media credibility: factors affecting media credibility.</p> <p>4.2 contemporary issues, media performance and its role</p> <p>4.3 Social movements and mass media,</p> <p>4.4 social media, political change, and human rights</p> <p>4.5 Culture and nation; cultural flows and globalization.</p> <p>4.6 Globalization and national conflicts</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion.	9
Unit-5 Media and Culture	<ol style="list-style-type: none"> 1. Media Representation: Representation of gender, race, and ethnicity in media 2. , Stereotypes and their impact on society, Case studies of media representation. 3. Popular Culture and Media: Media's role in shaping popular culture, 4. The influence of television, film, and music on society, The phenomenon of celebrity culture 5. Media and Identity: The role of media in shaping personal and social identities, Media influence on youth culture, The impact of social media on identity formation 	T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	10

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Analyze</p> <ul style="list-style-type: none"> Explore the influence of media on individual behavior and societal norms, focusing on both positive and negative effects. Write a 500-700 word essay discussing your findings and the social responsibility of media in shaping public perception. Outcome- Students developed a comprehensive understanding of how media shapes individual behavior, attitudes, and societal norms, recognizing both beneficial and harmful effects. 	Case Study	BL2- Understand	2
Unit- 2	<p>Conceptual Frameworks in Gender Studies</p> <ul style="list-style-type: none"> Select one conceptual framework (e.g., feminism, queer theory, masculinity studies) and analyze its key principles and contributions to understanding gender issues. Write a 500-700 word paper discussing its historical context, relevance, and implications for contemporary society. Outcome- Students deepened their understanding of various conceptual frameworks in gender studies, exploring key theories such as feminism, queer theory, and masculinity studies. 	Simulation	BL4-Analyze	2
Unit- 3	<p>Human Rights and Media</p> <p>Analyze the role of media in promoting or undermining human rights, focusing on specific case studies or examples. Write a 500-700 word essay discussing how media coverage influences public perception and policy regarding human rights issues.</p> <p>Outcome- Students developed a nuanced understanding of how media can both advocate for and violate human rights, highlighting its dual role as a platform for awareness and a tool for misinformation.</p>	Role Play	BL5-Evaluate	2

Unit- 4	<p>Research:</p> <ul style="list-style-type: none"> • Conduct research using at least three reputable sources, such as academic articles, books, or credible news outlets, to gather information on your chosen topic. • Outcome- Students gained insights into how globalization has transformed media landscapes, learning about the influence of multinational media corporations on local cultures and content. 	Research Paper Presentation	BL6-Create	8
Unit- 5	<p>Choose a Focus Area:</p> <ul style="list-style-type: none"> • Select one of the following topics to analyze: <ul style="list-style-type: none"> ◦ The impact of social media on cultural identities ◦ Representation of marginalized groups in film and television ◦ The influence of advertising on societal values and consumer behavior ◦ The role of music in shaping cultural movements • Outcome- Students developed their ability to critically assess different aspects of media and culture, enabling them to identify relevant issues and trends for analysis. 	Role Play	BL4-Analyze	5

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	26	40	14
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Media and culture an introduction to mass communication - Richard Campbell 2. "The Indian Newspaper Society: A Short History of the Indian Press" by V.N. O'Key 3. "Media, Culture and Society: An Introduction" by Paul Hodgkinson 4. "Understanding Media and Culture: An Introduction to Mass Communication" by Jack Lule 5. Media and Cultural Studies: Key Concepts" by Meenakshi Gigi Durham 6. Mass media issues analysis and debate – George Oddman
Articles	
References Books	1. Media and Democracy in Asia - An AMIC compilation, 2000 2. Reporting: Writings from 'The Hindu'" edited by N. Ram 3. Dynamics of mass communication: Media in Transition - Joseph Dominick 4. Conflict-sensitive journalism - Ross Howard 5. Media power in politics - Graber, Doris. 1980
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	-	1	-	-	-	-	-	-	-	-	-
CO2	-	1	-	2	-	-	2	-	-	-	1	-	1	-	-
CO3	-	1	-	-	2	-	-	2	-	1	2	-	1	-	2
CO4	-	1	1	1	-	-	-	-	2	-	-	1	1	3	-
CO5	2	-	-	-	3	1	-	-	-	1	2	-	-	-	3
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Science Communication
Course Code	GEJMC102

Part A

Year	1st	Semester	1st	Credits	L	T	P	C
					4	0	0	4
Course Type	Theory only							
Course Category	Generic Elective							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to define key concepts and theories related to science communication.(BL1-Remember)</p> <p>CO2- Students will be able to Summarize the different methods and approaches used in science communication.(BL2-Understand)</p> <p>CO3- Student will be able to analyse the role of media in shaping public perceptions and understanding of science.(BL4-Analyze)</p> <p>CO4- Students will be able to Critically assess the credibility and accuracy of scientific communication in popular media.(BL5-Evaluate)</p>							
Courses Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✓		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth)				

Part B

Modules	Contents	Pedagogy	Hours
Unit- 1 SCIENCE AND COMMUNICATION	<p>1.1 Science and technology: definition - Science for a science communicator, Professional scientific communication - History of science and technology</p> <p>1.2 History of science in India's wisdom starting from the Indus Valley, civilization, and traditional wisdom the world over - Forms of scientific knowledge</p> <p>1.3 Emergence of modern science - Eminent scientists: their life and achievements</p> <p>1.4 Recent Nobel laureates on science - History of science journalism in India, Gender, Science and Technology</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion.	10
Unit – 2: ROLE OF SCIENCE COMMUNICATION	<p>2.1 Need for science communication - Importance and use of science communication</p> <p>2.2 Components of culture, Culture variables, Culture studies, Public Understanding of Science (PUS)</p> <p>2.3 Science popularization: programmes, organizations, individuals</p> <p>2.4 Method of science - Scientific temper - Scientific - Sources of scientific information – books, scientific reports, scientific journals, magazines, feature syndicates, leaflets, tabloids, wall magazines, speeches, seminars, press releases, databases, encyclopaedias on science, etc</p> <p>2.5 Comparative study of science sections and supplements carried in Indian / foreign newspapers and science magazines</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	8
Unit – 3 SCIENCE AND TECHNOLOGY POLICY AND SET-UP	<p>3.1 Science and technology policy statements - Technology statements - Policy resolutions</p> <p>3.2 Science and technology set-up in India - Science Policy Resolution</p> <p>3.3 1958 The Indian Patent Act, 1970 - intellectual property rights (IPR)</p>	T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	9

	<p>3.4 Science Communication organizations: NCSTC, NCSM, NISCAIR, Vigyan Prasad</p> <p>3.5 Role of Science Communication in Agriculture, Health, Nutrition Science, Environmental Hazards, Weather forecast, Climate Change</p>		
Unit – 4: PROSPECTS, AWARDS AND TRAINING	<p>4.1 Organizations promoting science - Employment opportunities</p> <p>4.2 CSIR laboratories, other scientific institutions, media organizations, NGOs, Business Process Outsourcing, Knowledge Process Outsourcing</p> <p>4.3 Awards and honours for excellence in science writing /popularization</p> <p>4.4 Science communication education in India and abroad - Freelance science Writers</p> <p>4.5 Bhatnagar award – Profiles of Kalinga Award winners and their winning formulae.</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion	8
Unit-5 ETHICAL AND INCLUSIVE SCIENCE COMMUNICATION	<p>5.1 Ethics in Science Communication: Ethical considerations in science communication, addressing misinformation and pseudoscience, Ensuring transparency and integrity</p> <p>5.2 Inclusive science communication: Communicating science to diverse audiences, addressing barriers to science communication,</p> <p>5.3 Promoting inclusivity and equity in science communication</p> <p>5.4 Public Engagement and Outreach: Organizing public lectures and science festivals,</p> <p>5.5 Science communication in museums and science centres, Citizen science and public involvement in research</p>	T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	10

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>presentation</p> <ul style="list-style-type: none"> Select a specific topic related to science communication (e.g., the role of media in public understanding of science, effective strategies for communicating scientific findings, or the impact of misinformation). Prepare a 10-15 minute presentation that outlines your topic, key findings, and implications for society. Outcome- Students developed a deeper understanding of how scientific information is conveyed to the public and the challenges associated with effective communication. 	Experiments	BL2- Understand	2
Unit- 2	<p>Comparative Study of Science Sections</p> <ul style="list-style-type: none"> Conduct a comparative analysis of the science sections and supplements in Indian newspapers and foreign newspapers or science magazines. Identify differences in content, presentation, and audience engagement strategies, and summarize your findings in a 500-700 word report. Outcome- Students gained insights into how different cultural contexts influence the coverage of science, highlighting variations in topics prioritized by Indian versus foreign media. 	Simulation	BL4-Analyze	2
Unit- 3	<p>Role of Science Communication</p> <ul style="list-style-type: none"> Investigate the role of science communication in one of the following areas: agriculture, health, nutrition science, environmental hazards, weather forecasting, or climate change. Write a 500-700 word report discussing how effective communication enhances public understanding and engagement in your chosen area. Outcome- Students developed a clear understanding of how effective science 	Case Study	BL4-Analyze	5

	communication influences public perception and behavior in fields such as agriculture, health, and environmental issues.			
Unit- 4	<p>Research</p> <ul style="list-style-type: none"> • Research and analyze the current prospects for careers in science communication, highlighting key awards and recognition in the field. Discuss relevant training programs or courses that enhance skills in this area. Summarize your findings in a 500-700 word report. • Outcome- Students gained a comprehensive understanding of the diverse career paths available in science communication, including roles in journalism, public relations, education, and policy advocacy. 	Research Paper Presentation	BL5-Evaluate	4
Unit- 5	<p>Investigate</p> <ul style="list-style-type: none"> • Investigate the principles of ethical and inclusive science communication, focusing on how they enhance public trust and engagement. • Outcome- Students developed a clear understanding of the ethical principles that guide science communication, including accuracy, transparency, and respect for diverse perspectives. 	Role Play	BL2-Understand	2

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	26	40	14
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Communicating Science: A Practical Guide" by Laura Bowater and Kay Yeoman 2. Science Communication: Culture, Identity and Citizenship" edited by Sarah R. Davies and Maja Horst 3. Communication Research and Media Science in India" by Ujjwala Barve 4. "Science Communication: Culture, Identity and Citizenship" edited by Sarah R. Davies and Maja Horst 5. "Science Communication: Culture, Identity and Citizenship" edited by Sarah R. Davies and Maja Horst 6. Conflict sensitive journalism - Ross Howard
Articles	
References Books	1. Media power in politics - Graber, Doris. 1980 2. Jane Gregory and Steve Miller, Science in Public: Communication, Culture, and Credibility, Plenum, New York, 1998. 3. James G, Paradis and Muriel L. Zimmerman, The MIT Guide to Science and Engineering Communication. MIT Press, UK, 2002. 4. J.V. Vilanilam, Science Communication and Development in India, Sage, New Delhi, 1993. 5. Science Magazine. http://www.sciencemag.org
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	-	1	-	-	-	-	-	-	-	-	-
CO2	-	1	-	2	1	-	-	2	-	-	1	-	-	-	1
CO3	-	-	1	-	-	1	2	-	1	-	-	1	-	-	1
CO4	2	3	-	2	-	-	-	2	-	1	-	-	2	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Indian knowledge System-IA
Course Code	IKSJMC1A

Part A

Year	1st	Semester	1st	Credits	L	T	P	C
					0	0	2	2
Course Type	Lab only							
Course Category	Indian Knowledge System (IKC)							
Pre-Requisite/s	N/A			Co-Requisite/s	N/A			
Course Outcomes & Bloom's Level	<p>CO1- Understand the core principles of the Indian Knowledge System and their relevance to contemporary contexts. (BL1-Remember)</p> <p>CO2- Demonstrate practical engagement with IKS through participation in university events and reflective analysis. (BL3-Apply)</p> <p>CO3- Integrate experiential learning and theoretical insights to present the modern applications of IKS effectively. (BL6-Create)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✗ Professional Ethics ✓ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG16(Peace Justice and strong institutions)				

Part B

Modules	Contents	Pedagogy	Hours
1	<p>In this course, students are expected to actively engage with the Indian Knowledge System (IKS) through practical and experiential learning. They will attend lectures to understand the core principles and applications of IKS in contemporary contexts.</p> <p>A key component of the course involves participating in university events that reflect IKS values, such as cultural festivals, academic seminars, workshops on traditional practices, or community service initiatives. After each event, students will submit detailed reports analyzing the event's relevance to IKS, reflecting on their personal learning, and connecting it with course concepts.</p> <p>Additionally, students will complete assignments, participate in quizzes, and deliver a final project presentation integrating their knowledge with experiential insights, fostering a well-rounded understanding of IKS and its modern relevance</p>	Assignment Based Learning	2

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	0	0	0	0

Part E

Books	
Articles	
References Books	
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	1	-	2	-	-	-	-	-	-	-	-	-	-	-
CO3	1	2	2	-	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Indian knowledge System-I B
Course Code	IKSJMC1B

Part A

Year	1st	Semester	1st	Credits	L	T	P	C
					0	0	2	2
Course Type	Lab only							
Course Category	Indian Knowledge System (IKC)							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Understand the core principles of the Indian Knowledge System and their relevance to contemporary contexts.(BL1-Remember)</p> <p>CO2- Demonstrate practical engagement with IKS through participation in university events and reflective analysis.(BL3-Apply)</p> <p>CO3- Integrate experiential learning and theoretical insights to present the modern applications of IKS effectively.(BL4-Analyze)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✓ Human Values ✓ Environment ✗		SDG (Goals)	SDG5(Gender equality) SDG8(Decent work and economic growth) SDG10(Reduced inequalities) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit 1	<p>UNIT -I: Bhāratīya Civilization and Development of Knowledge System</p> <p>1.1. Genesis of the land, Antiquity of civilization, On the Trail of the Lost River, Discovery of the Saraswatī River,</p> <p>1.2. The Saraswatī-Sindhu Civilization, Traditional Knowledge System,</p> <p>1.3. The Vedas, Main Schools of Philosophy, Ancient Education System, the Takṣaśilā University, the Nālandā University,</p> <p>1.4. Alumni, Knowledge Export from Bhārata.</p>		15
Unit 2	<p>UNIT-II: Arts, Literature, and Scholars</p> <p>2.1. Art, Music, and Dance, Naṭarāja– A Masterpiece of Bhāratīya Art, Literature,</p> <p>2.2. Life and works of Agastya, Lopāmudrā, Ghoṣā, Vālmīki, Patañjali, Vedavyāsa, Yājñavalkya, Gārgī, Maitreyī, Bodhāyana,</p> <p>2.3. Caraka, Suśruta, Jīvaka, Nāgārjuna, Kaṇāda, Patañjali, Kauṭīlya, Pāṇini, Thiruvalluvar,</p> <p>2.4. Āryabhaṭa, Varāhamihira, Ādi Śaṅkarācārya, Bhāskarācārya, Mādhavācāry</p>		15

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	<p>Genesis of the Land & Antiquity of Civilization</p> <p>Activities:</p> <ul style="list-style-type: none"> • Geo-Historical Mapping Exercise: Learners analyze ancient geographical maps and satellite images to understand the changing landscape of Bhāratavarṣa. • Storytelling Sessions: Narratives from Purāṇas and Itihāsas (e.g., Viṣṇu Purāṇa, Mahābhārata) on the origin of the land. • Interactive Museum Visit (Virtual/Physical): Exploration of artifacts, inscriptions, and sculptures related to the antiquity of Bhārata. • Field Study: Visit to ancient sites, such as Rakhigarhi or Dholavira, to explore the urban planning of early civilizations. 	PBL	BL3-Apply	4
Unit 2	<p>Art, Music, and Dance – Naṭarāja: A Masterpiece of Bhāratīya Art</p> <p>Activity 1: Visual and Performance Analysis</p> <ul style="list-style-type: none"> • Task: Show students images/videos of Natarāja sculptures and classical dance forms (Bharatanatyam, Kathak, etc.). • Engagement: Invite a classical dancer to demonstrate and explain the symbolic aspects of Natarāja. • Reflection: Students create artwork, a dance movement, or a digital infographic depicting the essence of Naṭarāja. <p>Activity 2: Clay Modeling & Sketching</p> <ul style="list-style-type: none"> • Task: Students create their own Natarāja sculptures using clay or sketch the iconography of Natarāja. • Discussion: Symbolism of fire, drum, posture, and gestures. 	PBL	BL3-Apply	6

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8

Part E

Books	Zimmer, H. (1946). Myths and Symbols in Indian Art and Civilization. Princeton University Press. Coomaraswamy, A. K. (1956). The Dance of Śiva: Essays on Indian Art and Culture. Munshiram Manoharlal.
Articles	
References Books	
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	1	-	-	1	-	1	-	-	-	1	-
CO2	-	2	-	1	-	1	-	-	2	-	2	-	-	-	-
CO3	2	-	2	-	2	-	1	-	3	2	-	-	2	-	-
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Print Media Lab
Course Code	SECJMC101

Part A

Year	1st	Semester	1st	Credits	L	T	P	C	
					0	1	1	2	
Course Type	Lab only								
Course Category	Skill Enhancement Courses								
Pre-Requisite/s				Co-Requisite/s					
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to recall the fundamental principles of print media writing, including news values, storytelling techniques, and journalistic ethics. (BL1-Remember)</p> <p>CO2- Students will be able to Explain the purpose and significance of different genres and styles of print media writing (BL2-Understand)</p> <p>CO3- Students will be able to apply journalistic principles and techniques to create well-structured and engaging print media articles (BL3-Apply)</p> <p>CO4- Students will be able to Analyse and evaluate the effectiveness of different print media writing styles and techniques. (BL4-Analyze)</p> <p>CO5- Students will be able to evaluate the impact and influence of print media writing on public opinion and decision-making.</p>								
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth)					

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Components of newspaper writing	<p>1.1 Finding out facts/opinion /hearsay in at least five stories published in newspapers</p> <p>1.2 Headlines writing exercises based on newspaper published stories, types of headline writing</p> <p>1.3 Writing caption/changing caption of the selected cartoons and photos</p> <p>1.4 Types of lead and body in news</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion</p>	7
Unit – 2: Reporting and types	<p>2.1 Crime Reporting</p> <p>2.2 Political Reporting</p> <p>2.3 Parliamentary Reporting</p> <p>2.4 Education Reporting</p> <p>2.5 Development, Business, Sports, Disaster, Obituary, Science, Culture and fashion reporting.</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing</p>	7
Unit – 3 Professional writing	<p>3.1 Prepare questions for a specific interview.</p> <p>3.2 Covering press conference Proceeding.</p> <p>3.3 Writing Same News for Newspapers and Magazines</p> <p>3.4 Writing press release for event and news</p>	<p>T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing</p>	6
Unit: 4 Fundamentals of designing newspaper and magazine	<p>4.1 Designing front page of a newspaper</p> <p>4.2 Layout and Design for Magazine production</p> <p>4.3 Preparation of copy by using editing symbols.</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion.</p>	5

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Headlines Writing Exercise</p> <ul style="list-style-type: none"> • Create a series of ten compelling headlines based on recent news articles from newspapers. Focus on capturing the essence of each story while employing effective techniques such as brevity, clarity, and engagement. • Outcome- Students developed skills in creating concise and engaging headlines that effectively summarize news stories, capturing readers' attention. 	Field work	BL5-Evaluate	2
Unit- 2	<p>News Package</p> <ul style="list-style-type: none"> • Research and analyze different types of reporting (e.g., investigative, feature, sports, and opinion) and their specific characteristics and prepare a news package. • Outcome- Students learned the essential components of a news package, including writing scripts, conducting interviews, and editing video or audio clips to create a cohesive story. 	Role Play	BL6-Create	5
Unit- 3	<p>Writing a Press Release</p> <ul style="list-style-type: none"> • Draft a press release for an upcoming event, ensuring it includes key details such as the who, what, when, where, and why. Focus on creating an engaging lead and providing relevant background information to attract media interest. • Outcome- <ul style="list-style-type: none"> ◦ Students learned the standard format and essential components of a press release, including the headline, dateline, lead paragraph, body, and boilerplate. • 	Internships	BL6-Create	4

Unit- 4	<p>Designing the Front Page of a Newspaper</p> <ul style="list-style-type: none"> • Create a mock-up of a newspaper front page, incorporating key elements such as headlines, articles, images, and layout. Ensure to focus on visual hierarchy, balance, and audience engagement. • Outcome- Students developed a solid grasp of layout techniques, including visual hierarchy, balance, and the effective use of white space to enhance readability and aesthetic appeal. 	Field work	BL6-Create	4
---------	--	------------	------------	---

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8

Part E

Books	1. M V Kamath Modern Journalism, Vikas Publishing House, New Delhi 2. News Reporting and Writing" by Missouri Group (Brian S. Brooks, George Kennedy, Daryl R. Moen, and Don Ranly) 3. The Elements of Journalism: What Newspeople Should Know and the Public Should Expect by Bill Kovach and Tom Rosenstiel 4. Writing and Reporting News: A Coaching Method" by Carole Rich 5. The Art and Craft of Feature Writing: Based on The Wall Street Journal Guide by William E. Blundell 6. M L Stein and Susan F. PeternoThe News Writers' Handbook, Surjeet Publication, New Delhi 7. The Craft of Newspaper Reporting: A Casebook on Reporting and Writing" by William Blundell 8. "The Elements of Journalism: What Newspeople Should Know and the Public Should Expect" by Bill Kovach and Tom Rosenstiel
Articles	
References Books	1. Jan R. Hakemulder, Ray Ac De News Reporting and Editing, Anmol Publications Pvt. Ltd. New Delhi 2. George A Hough News Writing, Kanishka Publication, New Delhi 3. News Production: Theory and Practice by Anthony Adornato 4. The Complete Guide to Digital Graphic Design" by Bob Gordon and Maggie Gordon 5. The Newspaper Designer's Handbook by Tim Harrower
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	1	-	-	-	1	-	-	-	-	2	-	-
CO2	-	1	-	-	1	1	2	-	-	-	1	-	-	-	1
CO3	-	2	-	2	-	-	-	2	1	-	-	1	-	-	3
CO4	-	-	2	-	1	-	-	-	-	1	-	-	-	2	-
CO5	1	1	-	-	-	2	-	-	-	-	2	-	-	-	3
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Basics of Camera, Light & Sound
Course Code	SECJMC102

Part A

Year	1st	Semester	1st	Credits	L	T	P	C
					0	1	1	2
Course Type	Lab only							
Course Category	Skill Enhancement Courses							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Student will be able to recall the history of camera, light and development of sound with various tools and techniques. (BL1-Remember)</p> <p>CO2- Student will be able to explain the concept, terms, types of cameras and lens, types and importance of lights and types of audios. (BL2-Understand)</p> <p>CO3- Student will be able to use light and sound to shot any program and solve the problems related to light and shots during shooting (BL3-Apply)</p> <p>CO4- Student will be able to differentiate between shots, angle, and subject and object in camera. (BL4-Analyze)</p> <p>CO5- Student will be able to determine the role of different types of camera and shots to highlights any object or subject through camera (BL5-Evaluate)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Basics of Camera Light and Sound	1.1 Introduction to the camera, Parts of still photography camera & video camera and their functions, 1.2 Types of Cameras and other equipment, 1.3 depth of field and aperture control, 1.4 Lenses –functions and its types.	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion	7
Unit – 2: Compositions of camera	5.1 compositions of different types of shots 5.2 camera angles and Camera Movements, 5.3 Aesthetics in Visual Communication, 5.4 subject–camera relationship	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	7
Unit – 3 lights and studio settings	3.1 Lights and its Properties 3.2 Different types of lights, other tools used in lighting – diffusers, 3.3 reflectors, cutters and gels. 3.4 Basic lighting techniques, accessories used in lighting	T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	6
Unit – 4: Sound Recording and Editing	4.1 Audio fundamentals, various audio elements in video programs – lip synchronized sound, voice music, ambience, sound effects 4.2 Types of microphones 4.3 Use of audio mixers for recording and editing of sound 4.4 Different audio equipment for studio and location recording.	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion	5

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Create video presentation</p> <ul style="list-style-type: none"> Explore the fundamental concepts of camera operation, lighting techniques, and sound recording in video production. Create a short video (2-3 minutes) demonstrating your understanding of these elements, incorporating effective camera angles, lighting setups, and sound quality. Outcome- Students improved their skills in operating cameras, utilizing lighting techniques, and managing sound recording, enhancing their overall video production capabilities. 	Experiments	BL2-Understand	2
Unit- 2	<p>Submission of Images.</p> <ul style="list-style-type: none"> Explore the various compositions used in photography and videography, such as the rule of thirds, leading lines, and framing techniques. Capture a series of 5-7 photographs or video clips that demonstrate these compositional principles in action. Submit your images or clips along with a brief explanation Outcome- Students gained a solid grasp of key compositional techniques such as the rule of thirds, leading lines, and framing, enhancing their ability to create visually appealing images. 	Field work	BL6-Create	4
Unit- 3	<p>Design a small studio setup</p> <ul style="list-style-type: none"> Design a small studio setup for a video shoot, incorporating various lighting techniques such as key light, fill light, and backlight. Create a short video (2-3 minutes) demonstrating your lighting setup in action, explaining the role of each light. Submit your video along with a diagram of your studio layout. Outcome- Students gained a comprehensive understanding of different lighting techniques, such as key light, fill light, and backlight, and how they contribute to the overall mood and clarity of a video. 	Virtual Labs	BL6-Create	4

Unit- 4	<p>Sound Recording and Editing</p> <ul style="list-style-type: none"> Record a short audio segment (2-3 minutes) on a topic of your choice, focusing on clear sound quality and effective use of background music or sound effects. Edit your recording to enhance clarity, balance, and overall production quality. Submit your audio file along with a brief reflection on your recording and editing choices. Outcome- Students developed skills in using recording equipment and techniques, focusing on capturing clear and high-quality audio for their projects. 	Role Play	BL6-Create	5
---------	--	-----------	------------	---

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8

Part E

Books	<p>1. Handbook of Television Production – Herbert Zettl 2. Film Lighting: Talks with Hollywood's Cinematographers and Gaffers" by Kris Malkiewicz and M. David Mullen 3. Digital Cinematography: Fundamentals, Tools, Techniques, and Workflows" by David Stump 4. Photography Basics by Subodh Gupta 5. Fundamentals of Photography by A.K. Jain 6. Behind the Lens: Stories from the Photographers Showcase by Aditya Arya 7. Mastering Composition: The Definitive Guide for Photographers by Richard Garvey-Williams 8. Sound for Film and Television by Tomlinson Holman 9. Cinematography: Theory and Practice: Image Making for Cinematographers, Directors, and Videographers by Blain Brown 10. Lighting for Cinematography: A Practical Guide to the Art and Craft of Lighting for the Moving Image by David Landau 11. Digital Video Production: A Hands-On Introduction by Peter M. Bowers 12. Digital Cinematography: Fundamentals, Tools, Techniques, and Workflows by David Stump</p>
Articles	
References Books	<p>1. Television Field production and reporting – Fred Shook 2. Writing and Producing Television news – Eric. K.Gormly 3. Television Production – Gerald Millerson 4. Photography Composition" by Photography Life 5. "Understanding Composition" by Andrew S. Gibson 6. "The Photographer's Guide to Composition" by Pixel Street Studios\</p>
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	-	1	-	-	-	-	-	-	-	-	-
CO2	2	2	-	1	-	-	2	1	-	-	-	1	1	-	-
CO3	-	3	-	-	2	-	-	-	2	1	1	-	-	-	3
CO4	-	-	2	-	-	1	-	2	-	-	-	1	-	2	-
CO5	-	-	-	1	1	-	2	2	-	1	-	1	-	-	2
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Storytelling
Course Code	SECJMC103

Part A

Year	1st	Semester	1st	Credits	L	T	P	C
					0	1	1	2
Course Type	Lab only							
Course Category	Skill Enhancement Courses							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Student will be able to recall the types, process, shots, Mechanics, Ethics of storytelling(BL1-Remember)</p> <p>CO2- Student will be able to explain the importance, principle and techniques of storytelling for audio visual language(BL2-Understand)</p> <p>CO3- Student will be able to use their knowledge about storytelling to write a story for various medium(BL3-Apply)</p> <p>CO4- Student will be able to classify mechanism of storytelling and its impact on society through various language(BL4-Analyze)</p> <p>CO5- Student will be able to justify that why they have selected such of process of storytelling for mass media(BL5-Evaluate)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education)				

Part B

Modules	Contents	Pedagogy	Hours
Unit- 1 Elements of Storytelling	<p>1.1 The universality of storytelling, elements of a story – characters, plot, conflict, setting, narratives, narrative, and time.</p> <p>1.2 Mechanics of Storytelling: Characterization, introducing plots, building and resolving conflict</p> <p>1.3 Storytelling and its use in news</p> <p>1.4 Story writing for digital platforms</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion</p>	5
Unit – 2: Types of Stories	<p>2.1 Types of Stories: Personal Stories, Corporate Stories, Success Stories</p> <p>2.2 Elements of Narrative Journalism: Newsgathering, ordering, narrating</p> <p>2.3 Copywriting: Conceptualizing a story context for the product</p> <p>2.4 Choosing the story idea, weaving the product with the story</p>	<p>T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing</p>	5
Unit – 3 Audio-Visual Storytelling and ethics	<p>3.1 Using the camera to tell a story, working out a narrative sequence</p> <p>3.2 Using sound and light to tell, stories, combining audio, video, and the story</p> <p>3.3 Finding and telling stories with Data</p> <p>3.4 Ethics of storytelling: Plagiarism, copyrights, attribution</p>	<p>3.1 Using the camera to tell a story, working out a narrative sequence 3.2 Using sound and light to tell, stories, combining audio, video, and the story 3.3 Finding and telling stories with Data 3.4 Ethics of storytelling: Plagiarism, copyrights, attribution</p>	5
Unit – 4: Storytelling in New Media	<p>4.1 Cross-media/Transmedia storytelling</p> <p>4.2 Lighting for Storytelling</p> <p>4.3 Digital Media Content Distribution Strategies</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion.</p>	5
Unit- 5 TECHNIQUES AND TOOLS FOR STORY TELLING	<p>5.1 Show, don't tell: creating vivid descriptions</p> <p>5.2 Dialogue and internal monologue</p> <p>5.3 Pacing and timing in storytelling</p> <p>5.4 Storyboarding and visual planning</p>	<p>T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing</p>	5

5.5 Using visuals to enhance narrative

5.6 Techniques for visual storytelling in film and graphic novels

5.7 Interactive and transmedia storytelling

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit-1	<p>Conflict Resolution Role-Play</p> <ul style="list-style-type: none"> • Objective: Learn about building and resolving conflict in stories. • Activity: Students enact scenes with established conflicts and collaborate to find resolutions, discussing different narrative possibilities. 	Role Play	BL6-Create	2
unit-2	<p>Personal Storytelling Presentation</p> <ul style="list-style-type: none"> • Objective: Differentiate between personal, corporate, and success stories. • Activity: Each student shares a personal story or experience, followed by a group discussion on how it could translate into corporate or success narratives. 	Experiments	BL6-Create	2
unit-3	<p>Narrative Sequence Planning</p> <ul style="list-style-type: none"> • Objective: Utilize the camera to tell a story. • Activity: Create a short video narrative, planning the sequence of shots and the story arc using a camera or smartphone. 	Field work	BL6-Create	4
unit-4	<p>Lighting Workshop</p> <ul style="list-style-type: none"> • Objective: Understand the role of lighting in storytelling. • Activity: Experiment with different lighting techniques in short film scenes, discussing how lighting affects mood and storytelling. 	Experiments	BL6-Create	4
unit-5	<p>1. Visual Storytelling Techniques Exploration</p> <ul style="list-style-type: none"> ◦ Objective: Enhance narrative through visuals. ◦ Activity: Analyze scenes from graphic novels and films to understand how visuals enhance the narrative, followed by 	PBL	BL6-Create	2

	creating a short graphic narrative.			
--	-------------------------------------	--	--	--

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8

Part E

Books	1. Kobre, Kenneth. Video Journalism: Multimedia Storytelling. Focal Press: China, 2012. 2. Maslen, Andy. Persuasive Copywriting: Using Psychology to Influence, Engage and Sell. Kogan Page: New Delhi, 2015. Print. 3. Narrative Design: Working with Imagination, Craft, and Form" by Madison Smartt Bell 4. "The Art of Fiction: Notes on Craft for Young Writers" by John Gardn 5. "The Anatomy of Story: 22 Steps to Becoming a Master Storyteller" by John Truby 6. "News Reporting and Writing" by Missouri Group (Brian S. Brooks, George Kennedy, Daryl R. Moen, and Don Ranly) 7. Writing News for Broadcast" by Edward Bliss Jr. and James L. Hoyt
Articles	
References Books	1. Field, Syd. The Screenwriter's Workbook. Random House Inc.: New York, 2006. Print. 2. Rand, Ayn. The Art of Fiction. Plume: England, 2000. 3. Pavlik, John V: Public Relations, Sage Beverly Hills, 19 4. "The Filmmaker's Handbook: A Comprehensive Guide for the Digital Age" by Steven Ascher and Edward Pincus 5. "The Elements of Story: Field Notes on Nonfiction Writing" by Francis Flaherty
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	1	-	1	-	-	-	-	1	-	-	-	-
CO2	-	2	-	-	2	-	2	-	-	1	-	-	2	-	-
CO3	-	-	-	2	-	-	2	3	2	-	-	-	-	-	3
CO4	1	2	-	-	2	-	-	-	-	1	1	2	-	2	-
CO5	-	-	2	-	-	2	-	-	1	-	-	-	1	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Gandhi & Gandhian Way
Course Code	VACJMC101

Part A

Year	1st	Semester	1st	Credits	L	T	P	C	
					2	0	0	2	
Course Type	Theory only								
Course Category	Add-On Courses								
Pre-Requisite/s				Co-Requisite/s					
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to outline significant contributions and movements associated with Gandhi's philosophy. (BL1-Remember)</p> <p>CO2- Students will be able to explain the fundamental principles and values of Gandhian philosophy, such as non-violence, truth, and self-reliance. (BL2-Understand)</p> <p>CO3- Students will be able to Critically examine the relevance of Gandhi's ideas in the modern world. (BL3-Apply)</p>								
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✓ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG5(Gender equality)					

Part B

Modules	Contents	Pedagogy	Hours
UNITS	<p>Unit- 1 Contextualizing Gandhi and his contributions</p> <p>Unit- 2 Reading 'Hind Swaraj' and My experiments with Truth.</p> <p>Unit- 3 Citizenship and character-building ('EkadashVrat')</p> <p>Unit- 4 Nation-building and the Constructive Program- some case studies- Bho odan Andolan, Chipko movement, Sampurna Kranti Andolan</p> <p>Unit- 5 Global Impact of the Gandhian Way- Civil rights in USA,Antiapartheid in South Africa, Tibet movement, Green Movement and peace movement.</p> <p>Unit- 6 UNO's Sustainable Development Goals (17 SDGs) and the Gandhian way</p> <p>Unit- 7 Icons of the Gandhian way- Martin Luther king Junior, Nelson Mandela, Abdul Gaffar khan' the Dalai Lama, Aung Sang Suu kiji , Lohia and Jay Prakash Narayan.</p>	<p>T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T7 Problem-Based Learning (PBL)</p>	25

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. The Social Philosophy of Mahatma Gandhi (Gandhian Studies and Peace Research Series) 2. The Story of My Experiments with Truth" (Autobiography) by Mahatma Gandhi 3. "Hind Swaraj" by Mahatma Gandhi 4. The Essential Writings of Mahatma Gandhi" edited by Raghavan Iyer 5. Gandhi the Man: How One Man Changed Himself to Change the World" by Eknath Easwaran 6. "Gandhi: His Life and Thought" by B. R. Nanda 7. The Essential Gandhi: An Anthology of His Writings on His Life, Work, and Ideas" edited by Louis Fischer
Articles	
References Books	1. Gandhi: His Communication Style and Vision by Siby K. Joseph 2. Gandhi and Beyond: Nonviolence for a New Political Age by David Cortright
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	-	2	1	1	1	1	-	-	1	1	-	-	-	-
CO2	2	-	2	-	2	1	2	-	-	-	-	1	2	-	-
CO3	3	-	1	3	-	-	3	-	-	-	2	-	-	-	-
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Sociology of Development
Course Code	VACJMC102

Part A

Year	1st	Semester	1st	Credits	L	T	P	C
					2	0	0	2
Course Type	Theory only							
Course Category	Add-On Courses							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to identify the key concepts and theories related to the sociology of development, such as modernization, globalization, and dependency theory.()</p> <p>CO2- Students will be able to Summarize the theories and perspectives on development, including modernization, dependency, and post-development theories.()</p> <p>CO3- Students will be able to differentiate the political movements and social movements.()</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG5(Gender equality) SDG8(Decent work and economic growth)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Perspectives on Development	1.1 Moderation 1.2 Liberal Perspective on development 1.3 Marxian Perspective on development 1.4 Gandhian Perspective on development	Quiz, Report Writing, PPT Presentation	7
Unit – 2: Critics of Development	2.1 Dependency Theory of Underdevelopment 2.2 Social and Human Development 2.3 Gender Perspective on Development 2.4 Ecology, Environment and Development and Population and Development	Case-Based Assignments, Report Writing	7
Unit – 3 Development, Displacement and Social Movements	3.1 Dam and Displacement 3.2 Green Peace Movement 3.3 People Science Movement 3.4 Civil Society Movements and Grassroots Initiatives	Case-Based Assignments, Report Writing	6
Unit – 4: Comparative Experience of Development	4.1 Development in the context of India, Canada, Brazil 4.2 Liberalization and Structural Adjustment Program 4.3 Changing Roles of Media and ICTs on Employment 4.4 WTO, GATT, GATS: Capital and Human Flows	Report Writing, Project Based Activity, Article Writing	5

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Article Writing</p> <ul style="list-style-type: none"> Explore the concepts of creativity and lateral thinking, focusing on Edward de Bono's Six Thinking Hats technique. Create a 500-700 word essay that explains the method, its applications in problem-solving, and a practical example of its use in a real-world scenario. Outcome- Students gained a solid understanding of creativity and lateral thinking, particularly through the framework of Edward de Bono's Six Thinking Hats, which encourages diverse perspectives in problem-solving. 	Experiments	BL2- Understand	2
Unit- 2	<p>Research</p> <ul style="list-style-type: none"> Research and analyze a specific social or human development issue in your community, focusing on its causes and impacts. Outcome- students will be able to: Demonstrate an understanding of a specific social or human development issue in their community, including its causes and impacts. 	Research Paper Presentation	BL5-Evaluate	5
Unit- 3	<p>case study</p> <ul style="list-style-type: none"> Choose a case study of a social movement related to development or displacement, and analyze its goals, strategies, and outcomes. Outcome- students will be able to Demonstrate a comprehensive understanding of the chosen social movement, including its historical context, objectives, and key players. 	Case Study	BL4-Analyze	2
Unit- 4	<p>Write a report</p> <ul style="list-style-type: none"> Prepare a written report summarizing your findings and present your comparison to the class, highlighting key lessons learned.' Outcome- Students will Develop the ability to write clearly and cohesively, 	Field work	BL6-Create	2

structuring their reports logically with well-supported conclusions.

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. "Theories of Development: Contentions, Arguments, Alternatives" by Richard Peet and Elaine Hartwick 2. "Development as Freedom" by Amartya Sen 3. "Globalization and Its Discontents Revisited: Anti-Globalization in the Era of Trump" by Joseph E. Stiglitz 4. "India's Social Miracle: A Key to Man's Enslavement or Salvation" by P. K. R. Nair 5. "Sociology of Development: Issues and Challenges" by C. N. Shankar Rao 6. "Understanding Development: Issues and Debates" by M. H. Suryanarayana 7. "Modernization: An Interpretation of Social Change" by Daniel Lerner 8. "Modernization: Theories and Facts" by Alex Inkeles and David Smith 9. "Gandhi: An Autobiography – The Story of My Experiments with Truth"
Articles	
References Books	1. "Capital: Critique of Political Economy" by Karl Marx 2. "The Communist Manifesto" by Karl Marx and Friedrich Engels 3. "Gandhi Today: A Report on India's Gandhi Movement and Its Experiments in Nonviolence and Small Scale Alternatives" by Mark Shepard 4. "The Modern World-System I: Capitalist Agriculture and the Origins of the European World-Economy in the Sixteenth Century" by Immanuel Wallerstein
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	1	1	-	-	-	-	1	1	-	-	-	-
CO2	2	-	1	2	-	-	-	2	-	-	2	-	1	-	-
CO3	1	-	2	-	-	2	2	-	-	-	2	-	2	-	-
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Swaraj and Its Dimension
Course Code	VACJMC103

Part A

Year	1st	Semester	1st	Credits	L	T	P	C
					2	0	0	2
Course Type	Theory only							
Course Category	Add-On Courses							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to explain the main concepts, theories, debates and empirical practices on the swaraj movement and its dimension. (BL2-Understand)</p> <p>CO2- Students will be able to define the real meaning of swaraj as the foundation of democracy (BL1-Remember)</p> <p>CO3- Students will be able to describe current theoretical and empirical debate Swaraj movements (BL3-Apply)</p> <p>CO4- Students will be able to appropriately apply different theories and methodologies of research in different contexts relevant to Swaraj Movement and its dimensions (BL4-Analyze)</p> <p>CO5- Students will be able to evaluate various aspects of a real democratic society with special reference to India. (BL5-Evaluate)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1	<ol style="list-style-type: none"> 1. 1. Swaraj in Ancient times and its evolution in Indian Freedom Struggle 2. Philosophical and scientific ontology of Swaraj 3. Swaraj and Swadharma 4. Economic Dimensions of Swaraj 5. Concept of Swadeshi–Production technology and marketing system <p>Question of Ownership–Individual, Governmental and Social-Trusteeship</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology	7
Unit – 2	<ol style="list-style-type: none"> 1. 1. Political Dimensions of Swaraj 2. Various prevalent forms of democracy and its problems 3. Gandhian Idea of Gram swaraj 4. Radical democratic structure as proposed by M.N. Roy 5. Lohia’s Idea off our-pillar state 6. Political philosophy of Sarvodaya 7. Satyagraha Asan essential safeguard for Swaraj 	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology	7
Unit – 3	<ol style="list-style-type: none"> 1. 1. Cultural Dimensions 2. Intellectual Swaraj 3. Swaraj in Arts and Literature(aesthetics) 4. Education for swaraj <p>Language issue</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T8: Discussion Forums and Debates	5
Unit – 4:	<ol style="list-style-type: none"> 1. 1. Social Dimensions 2. Social equality–race, caste, colour etc. 3. Inter-religious and inter-community relations <p>Gender question</p>	T4 Simulations and Role-Playing T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T8 Discussion Forums and Debates	6

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Analyze</p> <ul style="list-style-type: none"> Analyze the social, political, and economic factors that influenced the struggle during that period. Outcome- Students Identify key political movements, ideologies, and figures that played pivotal roles in the freedom struggle, and understand their impact on national and international contexts. 	Experiments	BL2-Understand	
Unit- 2	<p>Write a Report</p> <ul style="list-style-type: none"> Prepare a written report that highlights your findings and includes a comparison of different interpretations of Swaraj, followed by a class presentation to discuss its relevance today. Outcome- students able to Demonstrate a thorough understanding of the concept of Swaraj, including its historical evolution and significance within the Indian independence movement. 	Field work	BL5-Evaluate	
Unit- 3	<p>Investigation</p> <ul style="list-style-type: none"> Investigate the role of language in shaping national identity and social dynamics within a specific community or country, focusing on historical and contemporary examples. Outcome- students will able to Provide historical examples illustrating the evolution of language policies and their effects on national movements, such as colonialism, independence, or unification efforts. 	Seminar	BL4-Analyze	2
Unit- 4	<p>Surevy</p> <ul style="list-style-type: none"> Design a survey to assess perceptions of social equality within your community, including questions on topics such as access to education, employment opportunities, and healthcare. 	Case Study	BL2-Understand	3

- Outcome- Provide insights into the perceived barriers to social equality in the community, highlighting areas where disparities exist and identifying affected groups.

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Hind Swaraj or Indian Home Rule" by Mahatma Gandhi 2. Swaraj in Ideas: An Introduction to Gandhian Philosophy" by Shashi Motilal 3. "Reflections on Swaraj: Self-Governance in Theory and Practice" edited by Ajay Skaria, Stuart Corbridge, and John Harriss 4. "Dimensions of Indian Society: Gandhian Perspective" by S. P. Singh 5. "Swaraj: Thoughts of Gandhi, Tilak, Aurobindo, Raja Rammohan Roy and Vivekananda" edited by Hiren Mukerjee 6. "Swaraj: Thoughts on Gandhi" by Raghavan Iyer 7. "Swaraj in Practice" by S.R. Kashyap 8. "Gandhi and Globalisation" edited by Ramin Jahanbegloo 9. "Swaraj: A Lasting Legacy for India's Future" by Shashi Tharoor
Articles	
References Books	1. SwadeshiandSwaraj – B.C.Pal 2. HindSwaraj–MahatmaGandhi 3. AhinsaVishwakosh–Ed.N.K.Acharya 4. NewHumanism–M.N.Roy 5. NavManavavad–V.M.Tarkunde. 6. VinobaVichar–dohan–Ed.ParagCholakav 7. Ahinsakisanskriti–NandKishoreAcharya 8. GaonAndolanKyon–J.C.Kumarappa 9. SabhyatakaVikalp–N.K.Acharya 10. EconomyofPermanence–J.C.Kumarappa 11. LohiakeVichar–Ed.OmkarSarad 12. SarvodayaDarshan–DadaDharmadhikari
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	1	1	1	-	-	-	1	1	-	-	-	-
CO2	2	-	2	-	2	2	-	1	-	-	-	1	-	-	-
CO3	-	2	-	2	-	-	3	-	-	-	2	-	-	-	-
CO4	-	2	-	-	-	2	3	-	-	1	-	-	-	-	-
CO5	1	2	2	-	-	-	-	1	1	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Environmental Science, Waste & Disaster Management
Course Code	AECJMC201

Part A

Year	1st	Semester	2nd	Credits	L	T	P	C
					2	0	0	2
Course Type	Theory only							
Course Category	Ability Enhancement Courses							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to develop the knowledge of different dimensions of environmental studies; problems related to the environmental degradation & the remedial steps taken to address them. (BL2-Understand)</p> <p>CO2- Students will be able to understand different type of disaster that occur in nature consequently learning to develop the preparedness and remedial techniques. (BL2-Understand)</p> <p>CO3- Students will be able to critically analyze the roles and identities as citizens, consumers and environmental actors in a complex, interconnected world. (BL4-Analyze)</p> <p>CO4- Students will be able to create awareness about environmental issues and to carry out outreach activities. (BL5-Evaluate)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG6(Clean water and sanitation) SDG7(Affordable and clean energy) SDG11(Sustainable cities and economies)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Introduction to environment and associated problems	<p>1.1 Environment-Definition, components, segments,</p> <p>1.2 Need for Public Awareness. Biodiversity-introduction & its conservation.</p> <p>1.3 Introduction to Environmental Impact Assessment</p> <p>1.4 Natural Resources and associated problems - Forest resources, Water Resources, Mineral resources, Land resources, Energy resources.</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T4 Simulations and Role-Playing	7
Unit – 2: Types of pollutants & major environmental problems	<p>2.1 Water pollution, Land pollution, Noise pollution, Air Pollution.</p> <p>2.2 causes, effects, and control measures the pollution</p> <p>2.3 Global warming, acid rain- causes, effects, and control measures,</p> <p>2.4 Ozone Layer depletion, population growth and Salient Features of Paris agreement 2015</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	7
Unit – 3 Disaster Management	<p>3.1 Introduction to Disaster-definition, classification,</p> <p>3.2 Different Types of Disaster: Flood, Cyclone, Earthquakes, landslide, Fire, Industrial disaster, Nuclear Disaster, Structural failures (Building and Bridge), Biological Disasters,</p> <p>3.3 Major Accidents (Air, Sea, Rail & Road), War & Terrorism</p> <p>3.4 Droughts. causes, effects, and practical examples for all disasters</p>	T7 Problem-Based Learning (PBL) T8 Discussion Forums and Debates T10 Research Projects and Independent Studies	6
Unit – 4: Waste Management	<p>4.1 Introduction to Municipal Solid Waste Management- types and functional elements, Waste Disposal options.</p> <p>4.2 Waste generation, Waste Collection, Storage and Transport.</p> <p>4.3 Waste Processing Techniques. Source Reduction, Recycling. Introduction to hazardous waste management;</p>	T4 Simulations and Role-Playing T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T8 Discussion Forums and Debates	5

	4.4 Introduction to medical waste management. Integrated Waste Management (IWM); waste management hierarchy; waste to energy; Waste Management Rules 2016 (Amendment)		
--	---	--	--

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Presentation</p> <p>Introduction to Environment and Associated Problems Presentation</p> <p>Students will create a presentation that explores key environmental issues, such as climate change, pollution, deforestation, and biodiversity loss. They will analyze the causes, impacts, and potential solutions to these problems, drawing on current data and case studies.</p> <p>Outcome: By completing this assignment, students will gain a deeper understanding of environmental challenges, develop research and presentation skills, and learn the importance of awareness and action in promoting sustainability.</p>	PBL	BL2- Understand	4
Unit- 2	<p>Ozone Layer Depletion Case Study</p> <p>Students will research and analyze the causes and effects of ozone layer depletion, focusing on human activities such as the use of chlorofluorocarbons (CFCs) and the international response, including the Montreal Protocol. They will present their findings, highlighting the significance of global cooperation in addressing environmental issues.</p> <p>Outcome: By completing this assignment, students will deepen their understanding of environmental science, learn about the impact of human actions on the ozone layer, and appreciate the importance of international agreements in protecting the environment.</p>	Case Study	BL4-Analyze	3
Unit- 3	<p>Research</p> <p>Students will research a specific disaster management case, focusing on preparedness, response, recovery, and mitigation strategies employed during a natural or man-made disaster. They will analyze the effectiveness of these strategies and present their findings, emphasizing</p>	Research Paper Presentation	BL6-Create	5

	<p>lessons learned and recommendations for improvement.</p> <p>Outcome: By completing this assignment, students will gain insights into the complexities of disaster management, understand the importance of planning and response coordination, and develop critical thinking skills related to risk assessment and community resilience.</p>			
Unit- 4	<p>Investigate</p> <p>Students will investigate various waste management strategies, including reduction, reuse, recycling, and composting, and analyze their effectiveness in minimizing environmental impact. They will create a report or presentation that highlights best practices, challenges, and innovative solutions in waste management.</p> <p>Outcome: By completing this assignment, students will develop a comprehensive understanding of waste management practices, enhance their research and analytical skills, and learn the importance of sustainable waste practices in protecting the environment.</p>	Field work	BL4-Analyze	4

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Guide to Hazardous Materials and Waste Management Risk, Regulations, Responsibility Jon W. Kindschy, Marilyn Kraft, Molly Carpenter 2. Solid and Liquid Waste Management et al. Rajaram 3. Handbook of Research on Microbial Tools for Environmental Waste Management Vinay Mohan Pathak, Navneet 4. Environmental Studies: From Crisis to Cure" by R. Rajagopalan 5. Disaster Management: Warning Response and Community Relocation" by V. K. Subramania 6. "Waste Management: Environmental and Sustainable Development" edited by P. Khanna 7. "Environmental Management: Text and Cases" by R. S. Sharma
Articles	
References Books	1. Hazardous Wastes Sources, Pathways, Receptors Richard J. Watts 2. Fundamentals of Air pollution , fifth Edition 2014 by Daiel Valero 3. Digital Marketing, V. Ahuja, Oxford University Press 4. Introduction to International Disaster Management" by Damon P. Coppola 5. "Disaster Management: Global Challenges and Local Solutions" by Rajib Shaw, Juan M. Pulhin, and Joy Jacqueline Pereira
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	-	-	-	2	-	1	-	1	1	-	-	-	-
CO2	-	-	2	1	1	2	1	-	-	-	-	-	-	-	1
CO3	-	3	-	-	-	-	3	-	2	-	1	-	-	2	-
CO4	-	-	2	-	1	-	-	-	3	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Life skills & mentoring-I
Course Code	AECJMC202

Part A

Year	1st	Semester	2nd	Credits	L	T	P	C
					2	0	0	2
Course Type	Theory only							
Course Category	Ability Enhancement Courses							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to develop skills that help them to transact the skill of self-awareness(BL3-Apply)</p> <p>CO2- Students will be able to make use of self- awareness to regulate one's own thinking and learning.(BL4-Analyze)</p> <p>CO3- Students will be able to analyze the benefits of a healthy lifestyles associated with healthy physical and mental health and develop the coping skills for adjustment(BL4-Analyze)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Know and Understand Yourself	<p>1.1 Self-Awareness: Definition of self-awareness, Recognizing one's own attitude, feelings, motives, strengths, The areas of self-awareness, How to develop self-awareness</p> <p>1.2 Self-Confidence: Understanding self-confidence, benefits self-confidence, characteristics of self-confidence, how to build self-confidence</p> <p>1.3 Self Esteem-Definition of self-esteem, assessing one's own worth, How to develop self-esteem</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T4 Simulations and Role-Playing	7
Unit – 2: Self-Care	<p>2.1 Healthy eating, hygiene and Exercise-Why are healthy eats habits are important, why to make healthy food choices,</p> <p>2.2 How to improve and change eating habits,</p> <p>2.3 Importance of sleep and exercise</p> <p>2.4 Healthy Mind with Yoga and Dealing with Homesickness-Benefits of Yoga (Physical and Mental) techniques to Keep your mind active,</p> <p>2.5 Managing stress during exams, meditation, tips to deal with homesickness</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts,	7
Unit – 3 Values	<p>3.1 Empathy: Understanding empathy, how to develop empathy, assessing your empathy</p> <p>3.2 Human Dignity: Understanding Human Dignity;</p> <p>3.3 Fundamental rights of a person</p> <p>3.4 Discussion on major rights with existing examples</p>	T7 Problem-Based Learning (PBL) T8 Discussion Forums and Debates T10 Research Projects and Independent Studies	6
Unit – 4: Managing Yourself	<p>4.1 Time Management: Understanding Time Management, Awareness of time wasters, Tips for Time Management, Benefits of Time Management</p> <p>4.2 Decision making: Understanding of decision making, Effective decision making, Process of decision making</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T6 E-learning and Online Modules T7 Problem-Based Learning (PBL)	5

	4.3 Problem solving: Problem solving: nature and scope, process of developing problem-solving skill, development of interventions		
--	---	--	--

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Explore Understanding Self-Esteem</p> <p>Students will explore the concept of self-esteem, its importance in personal development, and factors that influence it, such as self-image, social interactions, and mental health. They will create a reflective essay or presentation that discusses strategies for building and maintaining healthy self-esteem.</p> <p>Outcome: By completing this assignment, students will gain insights into the significance of self-esteem in their lives, develop self-reflection skills, and learn practical techniques to enhance their self-worth and confidence</p>	PBL	BL2-Understand	3
Unit- 2	<p>Improving and Changing Eating Habits</p> <p>Students will research and analyze effective strategies for improving and changing eating habits, focusing on nutrition, meal planning, and mindful eating practices. They will create a personalized action plan outlining steps to adopt healthier eating habits and present their findings to the class.</p> <p>Outcome: By completing this assignment, students will develop a better understanding of nutrition and healthy eating, learn practical skills for meal planning, and gain motivation to make positive lifestyle changes that promote their overall well-being.</p>	Role Play	BL4-Analyze	4
Unit- 3	<p>Case Study on Fundamental Rights of a Person</p> <p>Students will analyze a specific case involving the violation or protection of fundamental rights, focusing on legal principles, outcomes, and societal impacts. They will present their findings, discussing how the case reflects the importance of fundamental rights in ensuring justice and equality.</p> <p>Outcome: By completing this assignment, students will deepen their understanding of fundamental rights, enhance their analytical skills through legal case analysis, and appreciate the role of these rights in</p>	Case Study	BL3-Apply	4

	promoting individual freedom and societal justice.			
Unit- 4	<p>Problem Solving</p> <p>Students will identify a real-world problem in their community or school and develop a structured approach to solve it, including defining the problem, brainstorming potential solutions, and outlining an action plan. They will present their solution to the class, highlighting the reasoning behind their choices.</p> <p>Outcome: By completing this assignment, students will enhance their critical thinking and analytical skills, learn to apply problem-solving techniques in practical situations, and gain confidence in proposing and implementing effective solutions.</p>	PBL	BL5-Evaluate	5

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Life Skills and Mentoring for Groups of Girls and Young Women in Public Schools by Debra J Hadsall 2. "Life Skills Education for All" by J. C. Aggarwal 3. "Life Skills: A Handbook for Trainers, Educators, and Facilitators" by Priti Jain 4. "Mentoring: A Practical Guide" by David Kay and Roger Hinds 5. Life Skills Education in Schools: A Handbook for Teachers" edited by Jitendra Nagpal 6. "The Gifts of Imperfection: Let Go of Who You Think You're Supposed to Be and Embrace Who You Are" by Brené Brown 7. "The Four Agreements: A Practical Guide to Personal Freedom" by Don Miguel Ruiz 8. The Power of Now: A Guide to Spiritual Enlightenment" by Eckhart Tolle
Articles	
References Books	1. The life coaching handbook: everything you need to be an effective life coach by Curly martin 2. Balancing acts: unleashing the power of creativity in your work and life by Daniel Lamarre 3. "Atomic Habits: An Easy & Proven Way to Build Good Habits & Break Bad Ones" by James Clear 4. The Art of Happiness: A Handbook for Living" by Dalai Lama XIV and Howard C. Cutler 5. "Radical Acceptance: Embracing Your Life with the Heart of a Buddha" by Tara Brach
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	2	1	-	-	-	-	-	1	-	-	-	-	-
CO2	-	-	1	2	-	-	1	1	1	-	-	-	-	1	-
CO3	-	2	2	-	1	-	-	-	1	-	1	-	-	2	-
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	General Proficiency (Hindi and English)
Course Code	AECJMC203

Part A

Year	1st	Semester	2nd	Credits	L	T	P	C	
					2	0	0	2	
Course Type	Theory only								
Course Category	Ability Enhancement Courses								
Pre-Requisite/s				Co-Requisite/s					
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to demonstrate an understanding of basic concepts of English Grammar. (BL2-Understand)</p> <p>CO2- Students will be able to apply learnt fundamental concepts in speech and writing. (BL3-Apply)</p> <p>CO3- Students will be able to speak and write grammatically correct English for various applications in the realm of Journalism. (BL3-Apply)</p>								
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG10(Reduced inequalities)					

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: English language	<p>.1 Growth and Development of English language, Introduction to Written and Spoken English</p> <p>1.2 Different types of Spoken English, English as a World Language,</p> <p>Indian Spoken English</p> <p>1.3 Use and importance of Language in Media</p> <p>1.4 Nature and scope of Media Language, New trends in Media Language</p> <p>1.5 Synonyms of different Words, Antonyms of different Words</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T4 Simulations and Role-Playing	7
Unit – 2: English grammar and Creativity	<p>2.1 Types of sentences, Parts of speech, Tenses, Paragraph, Précis, Concord, Punctuation,</p> <p>2.2 Intonation: rhythm in connected sentences, common errors, proper application and use of intonation</p> <p>2.3 Translation: definition, types and characteristics, Transcreation.</p> <p>2.4 Creativity in writing: writing stories, articles, profiles, interview</p> <p>2.5 Writing for target groups: children, youth and women.</p>	T7 Problem-Based Learning (PBL) T8 Discussion Forums and Debates T10 Research Projects and Independent Studies	7
Unit – 3 हिंदीभाषाएवंसंस्कृति	<p>3.1 भाषा क्याहै? हिंदी भाषा के विकास का इतिहास</p> <p>3.2 हिंदी की लिपि- देवनागरी का विकास एवं उसकी विशेषताएं</p> <p>3.3 हिंदी भाषा का संरचनामूलक अध्ययन- वर्गीकरण, वर्ण, शब्द, वाक्य</p> <p>3.4 शब्दों की संस्कृति एवं उनका इतिहास</p> <p>3.5 शब्दकोश का उपयोग एवं महत्व</p>	T4 Simulations and Role-Playing T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T8 Discussion Forums and Debates	6
Unit – 4: वाक्य रचना एवं मीडिया में हिन्दी भाषा	<p>4.1 भाषा एवं संस्कृति, हिन्दी में शब्द संरचना एवं उसके प्रयोगों की विशेषताएं</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	5

- | | | |
|--|--|--|
| <p>4.2 संधि, समास, उपसर्ग, प्रत्यय, पर्यायवाची, विलोमार्थी, वाक्य रचना एवं प्रकार, वाक्य रचना के कारक, वाक्य रचना की सामान्यविधियां</p> <p>4.3 मीडिया के लिए उपयुक्त भाषा का स्वरूप</p> <p>4.4 हिन्दी अंचल के मुहावरे, हिन्दी अंचल की कहावतें</p> <p>4.5 दोहे और अलंकारों का महत्व</p> | | |
|--|--|--|

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Growth and Development of the English Language Presentation</p> <p>Students will create a presentation tracing the historical evolution of the English language, including its roots, major influences, and key milestones in its development. They will explore the impact of globalization and technology on modern English and discuss regional variations.</p> <p>Outcome: By completing this assignment, students will gain a deeper understanding of the linguistic history and evolution of English, develop research and presentation skills, and appreciate the dynamic nature of language in reflecting cultural changes.</p>	Experiments	BL3-Apply	3
Unit- 2	<p>Creativity in Writing</p> <p>Students will explore various creative writing techniques, such as brainstorming, free writing, and using prompts, to produce original pieces in genres like poetry, fiction, or personal essays. They will share their work with peers for feedback and reflection on their creative process.</p> <p>Outcome: By completing this assignment, students will enhance their creative thinking and writing skills, learn to express themselves more effectively, and appreciate the importance of creativity in developing a unique voice in their writing.</p>	Role Play	BL6-Create	3
Unit- 3	<p>हिंदी भाषा एवं संस्कृति</p> <p>छात्र हिंदी भाषा की विशेषताओं और उसके सांस्कृतिक महत्व का अध्ययन करेंगे, जिसमें साहित्य, लोक कला, और त्योहारों का समावेश होगा। वे एक रिपोर्ट या प्रेजेंटेशन तैयार करेंगे जो हिंदी भाषा के विकास और उसके सांस्कृतिक योगदान को दर्शाएगी।</p> <p>Outcome: इस असाइनमेंट को पूरा करके, छात्र हिंदी भाषा और संस्कृति की गहरी समझ प्राप्त करेंगे, सांस्कृतिक विविधता की सराहना करेंगे, और शोध और प्रस्तुतिकरण कौशल में सुधार करेंगे।</p>	PBL	BL4-Analyze	2

Unit- 4	<p>वाक्य रचना एवं मीडिया में हिंदी भाषा</p> <p>छात्र वाक्य रचना के विभिन्न पहलुओं का अध्ययन करेंगे और यह जानेंगे कि मीडिया में हिंदी भाषा का प्रयोग कैसे किया जाता है। वे एक लेख या प्रेजेंटेशन तैयार करेंगे, जिसमें मीडिया में हिंदी के प्रभाव और उसकी विशेषताओं का वर्णन होगा।</p> <p>Outcome: इस असाइनमेंट को पूरा करके, छात्र हिंदी वाक्य रचना की समझ विकसित करेंगे, मीडिया में हिंदी भाषा की भूमिका को पहचानेंगे, और अपने लेखन एवं संवाद कौशल में सुधार करेंगे।</p>	Simulation	BL5-Evaluate	4
---------	--	------------	--------------	---

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Balasubramaniam, T.; English Phonetics for Indian Students: A Work Book; Macmillan 2. Bansal; Harrison, R. K. J. B; Spoken English: A Manual of Speech and Phonetics; Sangam Publishers 3. English Grammar in Use" by Raymond Murphy 4. "A Practical Guide to English Grammar" by K.P. Thakur 5. Hindi Vyakaran Bodh by Shyam Ambariksh 6. Hindi Vyakaran by Harivansh Rai Bachchan 7. Hindi Vyakaran aur Rachna by Dr. Balmukund Pandey
Articles	
References Books	1. Waterhouse, Keith; English Our English: And How To Sing It ;Penguin Books 2. Truss, Lynne; Eats, Shoots & Leaves; HarperCollins UK 3. "English Phonetics and Phonology: A Practical Course" by Peter Roach 4. "English Phonetics and Phonology: An Introduction" by Philip Car 5. Understanding Phonetics" by Patricia Ashby
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	1	1	-	-	-	-	-	1	-	-	-	-
CO2	-	2	2	-	-	-	1	-	-	-	-	1	1	-	1
CO3	-	-	-	1	2	-	1	-	1	1	-	-	-	-	2
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Mass Media Industry & Management
Course Code	DSCJMC201

Part A

Year	1st	Semester	2nd	Credits	L	T	P	C
					4	0	0	4
Course Type	Theory only							
Course Category	Discipline Core							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to gain Conceptual knowledge about growth of the Media industry.(BL2-Understand)</p> <p>CO2- Students will be able to develop understanding about Mass Media Industry(BL2-Understand)</p> <p>CO3- Students will be able to analyse the problems and prospects of the Media Industry. (BL4-Analyze)</p> <p>CO4- Students will be able to develop keen observation about working with different Media Channels.(BL3-Apply)</p> <p>CO5- Students will be able to Examine how regulatory frameworks and policies affect media operations, content creation, and distribution.(BL4-Analyze)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Introduction mass media in India	<p>1.1 Historical Evolution of Mass Media in India Pre-Independence Era: Print Media, Colonial Impact Post-Independence Developments: Growth of Radio, Television, and Print Media Digital Media Evolution: Internet and Social Media</p> <p>1.2 Types of Mass Media Print Media: Newspapers, Magazines, Journals Broadcast Media: Radio, Television New Media: Digital Platforms, Social Media, Online News Portals</p> <p>1.3 Media Ownership Patterns Public Ownership: Government and Public Sector Media Organizations Private Ownership: Corporate Media Houses, Independent Media Cross-Media Ownership and its Impact</p> <p>1.4 Regulatory Framework: a) Press Council of India b) Broadcast Regulations: Ministry of Information and Broadcasting c) Digital Media Regulations: IT Act, Guidelines and Rules</p> <p><u>(1.1 Media as an industry and profession, Journalists becoming managers</u></p> <p><u>1.2 Ownership patterns of mass media in India: sole proprietorship, partnership, private limited companies, public limited companies, trusts, Co-operatives, religious institutions (societies), franchisees (chains), cross ownership and ownership pattern of electronic media.</u></p> <p><u>1.3 Organizational structure: Different Departments, General Management, Control and coordination, Hierarchy.</u></p> <p><u>1.4 Emergence of Global Media, Media Tours for Journalists</u></p> <p><u>1.5 Concept of Media Convergence)</u></p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	8
Unit – 2: Media Management	<u>(2.1 Overview of Indian Media Market, Growth of the Indian Print Business: Problems and Prospects</u>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T5 Multimedia Presentations and Use of Technology	8

	<p><u>2.2 Growth of the Television and Radio Industry: Problems and Prospects.</u></p> <p><u>2.3 Indian Film Industry: Growth and success story, Overview of Digital Media & its growth</u></p> <p><u>2.4 Media Houses: Star India, NDTV group, Sun Network, TV18 group, Express group, Hindu Group, India Today group, Bhaskar group, 2.3 Sahara group, Tribune group, Malayalam Manorama group, Enadu group,</u></p> <p><u>2.5 Aanand Bazar Patrika Group, Rajasthan Patrika group, Times group, Hindustan times group, Pioneer group, Jagran groupitics of Developemnt)</u></p> <p>2.1 Principles of Media Management Basic Concepts and Functions of Management in Media Strategic Planning and Decision Making in Media Organizations Leadership and Human Resource Management in Media</p> <p>2.2 Media Marketing and Branding Market Research and Audience Analysis Advertising, Sales, and Promotion Strategies Brand Building and Management in Media</p> <p>2.3 Financial Management in Media Revenue Models: Subscription, Advertising, Syndication Budgeting and Financial Planning Cost Management and Profitability in Media Organizations</p> <p>2.4 Operational Management Production Processes in Print, Broadcast, and Digital Media Technology Management in Media Operations Quality Control and Efficiency in Media Production</p>	
Unit – 3 Media Industry Structure and Dynamics	<p>(3.1 Characteristic of different Media</p> <p>3.2 Media Marketing techniques: Advertisement Campaigns, Corporate Strategies, Space and Time selling</p> <p>3.3 Use of Research in Media Management</p> <p>3.4 Use of Feedback in Media Management</p> <p>3.5 Readership Management System, ABC, NRS, INS, RNI)</p> <p>3.1 Structure of Indian Media Industry Major Players in Print, Broadcast, and Digital Media Industry Size and Growth Trends Role of Media Conglomerates.</p>	<p>T4 Simulations and Role-Playing T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T8 Discussion Forums and Debates</p> <p>10</p>

	<p>3.2 Content Creation and Management Editorial Policies and Content Strategies News Gathering, Reporting, and Editing Processes Content Distribution Channels and Platforms</p> <p>3.3 Media Convergence and its Implications Convergence of Print, Broadcast, and Digital Media Impact of Technological Advancements on Media Challenges and Opportunities in a Converged Media Landscape</p> <p>3.4 Media Economics Economic Theories and Media Pricing Models for Media Products and Services Impact of Globalization on Indian Media Industry</p>		
Unit – 4: Legal and Ethical Aspects of Media	<p>(4.1 Foreign equity in Indian media 4.2 The concept of global media 4.3 Media markets: Exit Polls Surveys 4.4 Global Media Giants and their selected holdings 4.5 Globalization of media and its impact)</p> <p>4.1 Media Laws and Regulations in India Freedom of the Press and Expression: Constitutional Provisions Important Media Legislation: Press Act, Broadcast Act, IT Act Censorship and Regulatory Bodies: CBFC, TRAI, etc.</p> <p>4.2 Intellectual Property Rights (IPR) Copyrights, Trademarks, and Patents in Media IPR Issues in Digital Media Case Studies on IPR Disputes in Media</p> <p>4.3 Media Ethics and Responsibilities Ethical Theories and Principles in Journalism Codes of Conduct and Professional Standards Ethical Dilemmas and Case Studies</p> <p>4.4 Social Responsibility of Media Media's Role in Society and Democracy</p> <p>Public Service Broadcasting Impact of Media on Public Opinion and Social Change</p>	T7 Problem-Based Learning (PBL) T8 Discussion Forums and Debates T10 Research Projects and Independent Studies	8
Unit-5: Contemporary Issues and Future Trends in Media	<p>5.1 Digital Transformation of Media Rise of Digital Media and Internet Journalism Impact of social media on Traditional Media Mobile Journalism and Citizen Journalism</p>	T4 Simulations and Role-Playing T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T8 Discussion Forums and Debates	9

5.2 Emerging Trends in Media Technology | Artificial Intelligence and Machine Learning in Media | Virtual Reality (VR) and Augmented Reality (AR) | Data Journalism and Big Data

5.3 Challenges Facing the Media Industry | Fake News and Misinformation | Media Bias and Objectivity | Privacy Concerns and Cybersecurity Issues

5.4 Future Prospects of Media Industry | Innovation and Entrepreneurship in Media | Media Startups and Incubators | Future of Print, Broadcast, and Digital Media

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Presentation</p> <p>Students will prepare a presentation on the historical evolution of mass media in India, covering key developments from print media to digital platforms and their impact on society and culture. They should highlight significant milestones and influential figures in the media landscape.</p> <p>Outcome: Students gained a comprehensive understanding of the transformative role of mass media in India, improved their research and presentation skills, and engaged in discussions about the challenges and opportunities facing contemporary media.</p>	Experiments	BL2- Understand	2
Unit- 2	<p>Market Research</p> <p>Students will conduct market research and audience analysis for a specific product or service, identifying target demographics, preferences, and trends. They should present their findings along with actionable recommendations for marketing strategies.</p> <p>Outcome: Students developed practical skills in research methodologies, enhanced their understanding of consumer behavior, and gained insights into how to tailor marketing efforts to meet audience needs effectively.</p>	Simulation	BL4-Analyze	4
Unit- 3	<p>Explore</p> <p>Students will explore media economics, examining the financial aspects of media production, distribution, and consumption, as well as the impact of advertising and audience metrics on media businesses. They should analyze case studies to illustrate key concepts.</p> <p>Outcome: Students gained a comprehensive understanding of the economic forces shaping the media industry, improved their analytical skills, and engaged in discussions about the challenges and opportunities within media economics today.</p>	Internships	BL4-Analyze	4

Unit- 4	<p>Case Study</p> <p>Students will analyze a case study on the legal and ethical aspects of media, focusing on issues such as freedom of speech, defamation, and copyright. They should evaluate the implications of the case for media practices and ethical standards.</p> <p>Outcome: Students developed a deeper understanding of the legal frameworks governing media, enhanced their critical thinking skills through analysis of real-world scenarios, and engaged in discussions about the balance between media freedom and ethical responsibilities.</p>	Case Study	BL5-Evaluate	5
Unit- 5	<p>Research</p> <p>Students will research and present on future trends in media, exploring innovations such as artificial intelligence, virtual reality, and changes in consumer behavior. They should analyze how these trends may shape content creation, distribution, and audience engagement.</p> <p>Outcome: Students gained insights into the evolving media landscape, improved their research and analytical skills, and engaged in discussions about the potential challenges and opportunities these trends present for media professionals.</p>	Research Paper Presentation	BL4-Analyze	5

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	16
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. James,Redmond; Trager, Robert; Balancing on the Wire– The Art of Managing Media Organizations; Cengage Learning 2. Cranberg, Gilbert; Taking Stock – Journalism and the Publicly Traded Newspaper; Iowa State Press 3. Roberts, Gene; Breach of Faith – A Crisis of Coverage in the Age of Corporate Newspapering; University of Arkansas Press 3. Robert, Gene; Leaving Readers Behind –The Age of Corporate Newspapering; University of Arkansas Press 4. Media Management: Text and Cases by N. Bhaskara Rao 5. Indian Media Business by Vanita Kohli-Khandekar 6. The Indian Media Business by Ravi Shankar 7. "Media Law in India by M. P. Singh 8. "Law and the Media: A Critical Overview" edited by Arul George Scaria and Lawrence Liang 9. "The Media Ecosystem: What Ecology Can Teach Us about Responsible Media Practice" by Anuradha Goyal 10. "Media and Society in India: A Study of the Changing Norms and Dynamics" edited by Pradip Ninan Thomas and Usha M. Rodrigues
Articles	
References Books	1. Albarran, Alan B.; Management of Electronic Media; Wadsworth Publications 2. Herrik, F.Dennis; Media Management in the age of Giants; Surjit Publication 3. Chaturvedi P.D., Business Communication: Skills, Concepts, and Applications, Pearson Education, United States, (2013). 4. Kohli Khandekar and Vanita,The Indian Media Business, Sage Publications, (2013). Kothari Gulab, Newspaper Management in India, Bhartiya Book Corporation
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	-	-	-	-	-	-	-	-	1	-	-
CO2	2	-	-	1	1	-	2	-	-	-	-	-	2	-	-
CO3	-	2	-	-	2	1	-	1	-	-	1	-	-	-	-
CO4	-	2	3	-	-	-	3	-	1	-	-	-	-	-	2
CO5	1	-	-	2	2	-	-	-	-	1	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Media Laws & Ethics
Course Code	DSCJMC202

Part A

Year	1st	Semester	2nd	Credits	L	T	P	C
					4	0	0	4
Course Type	Theory only							
Course Category	Discipline Core							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to gain Conceptual knowledge about growth of the Media industry.(BL2-Understand)</p> <p>CO2- Students will be able to develop understanding about Mass Media Industry(BL2-Understand)</p> <p>CO3- Students will be able to analyse the problems and prospects of the Media Industry.(BL4-Analyze)</p> <p>CO4- Students will be able to develop keen observation about working with different Media Channels.(BL3-Apply)</p> <p>CO5- Students will be able to Use legal knowledge to assess media content and operational practices for compliance with relevant laws and regulations.(BL5-Evaluate)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✓ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Freedom of the Press and the Law	<p>1.1 Salient Features of Indian Constitution: Relevance of Fundamental Rights and Directive Principles</p> <p>1.2 Article 19(1)(a) of the Indian Constitution-Freedom of speech and expression</p> <p>1.3 Article 19(2) reasonable restrictions to freedom of speech and expression.</p> <p>1.4 First Press Commission and Second Press Commission.</p> <p>1.5 The Press Council Acts, National Emergency.</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	8
Unit – 2: Media laws pertaining to the State, Citizens, Judiciary, Legislature and Parliament	<p>2.1 Difference between IPC and CRPC.</p> <p>2.2The State: Sedition-incitement to violence (section 121 IPC) IPC 121 read with 511 inflammatory writing (IPC 353) and CRPC</p> <p>2.3Citizens: Defamation (IPC (499) 500) civil and criminal defamation-libel</p> <p>2.4Legislature: Parliamentary privileges / Articles 105 (Parliament) Article 194 (State Legislation)</p> <p>2.5 Judiciary: Contempt of Court, Covering and reporting court proceedings (Article 361A)</p> <p>2.6Common court terminology -Plaintiff, defendant, affidavit, evidence, prosecution, conviction, accused, acquittal, bail, prima facie, sub Judice, Summon, Warrant.</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T7 Problem-Based Learning (PBL)	9
Unit – 3 Acts and Laws	<p>3.1 Press and Registration of Books Act. 1867/1955 role of RNI</p> <p>3.2 Role and functions of the Registrar of Newspapers</p> <p>3.3 Intellectual Property Rights: Design and Patent Act, Copyright Act 1957, Official Secrets Act 1923 and Right to Information Act 2005, Working Journalist Act 1955</p> <p>3.4 Right to Privacy, Press & Privilege of Parliament and state Legislature</p>	T4 Simulations and Role-Playing T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T8 Discussion Forums and Debates	10

	3.5 Prasar Bharti Act, ASCI commercial code, Editor Guild.		
Unit – 4: Electronic and New Media Laws	<p>4.1 The Commercial and Broadcasting Codes of AIR & Door Darshan</p> <p>4.2 Cable Television Act and Cinematography Act</p> <p>4.3 Cyber Law: IT Act of 2000; Amendment of IT Act in 2008; Measures against digital piracy; social media and OTT self-regulation</p> <p>4.4 Advertising Standards Council, PRA code of ethics for PR practitioners and DAVP'S code of advertising</p> <p>4.5 Joshi Committee, Vardhan Committee, Sengupta Committee, MacBride Commission</p>	T7 Problem-Based Learning (PBL) T8 Discussion Forums and Debates T10 Research Projects and Independent Studies	8
Unit-5: Ethics	<p>5.1 Media's ethical problems including privacy, right to reply</p> <p>5.2 Communal writing and sensational and yellow journalism</p> <p>5.3 freebies, bias, coloured reports;</p> <p>5.4 ethical issues related with ownership of media</p> <p>5.5 Accountability and independence of media.</p>	T4 Simulations and Role-Playing T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T8 Discussion Forums and Debates	8

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Presentation</p> <p>Students will prepare a presentation on the salient features of the Indian Constitution, highlighting key aspects such as fundamental rights, the structure of government, and the role of the judiciary. They should use visual aids to enhance understanding and engagement.</p> <p>Outcome: Students developed a comprehensive understanding of constitutional principles, improved their presentation skills, and fostered lively discussions about the significance of each feature in contemporary governance.</p>	Experiments	BL2-Understand	4
Unit- 2	<p>Diffrentiate</p> <p>Students will research and present the differences between the Indian Penal Code (IPC) and the Code of Criminal Procedure (CrPC), focusing on their purposes, scopes, and key provisions. They should include examples to illustrate their points clearly.</p> <p>Outcome: Students gained a clearer understanding of criminal law in India, enhanced their analytical skills by comparing legal frameworks, and demonstrated improved ability to communicate complex legal concepts effectively.</p>	Role Play	BL4-Analyze	4
Unit- 3	<p>Investigate</p> <p>Students will investigate the laws governing electronic and new media in India, focusing on key legislation, regulatory frameworks, and issues related to digital rights and online content management.</p> <p>Outcome: Students enhanced their understanding of the evolving legal landscape, critically assessed the implications of these laws on freedom of expression, and demonstrated improved research and analytical skills in contemporary media issues.</p>	Simulation	BL4-Analyze	4
Unit- 4	<p>Case Study</p>	Case Study	BL3-Apply	4

	<p>Students will analyze a case study related to ethics in new media, focusing on issues such as misinformation, privacy, or content regulation. They should assess the ethical dilemmas involved and propose solutions based on ethical principles.</p> <p>Outcome: Students gained a deeper understanding of ethical challenges in the digital landscape, enhanced their critical thinking and problem-solving skills, and engaged in thoughtful discussions about the responsibilities of media practitioners in the age of new media.</p>			
Unit- 5	<p>Explore</p> <p>Students will explore the role and functions of the Registrar of Newspapers in India, detailing responsibilities such as the registration of newspapers, monitoring compliance with the Press and Registration of Books Act, and maintaining official records.</p> <p>Result: Students developed a thorough understanding of media regulation, improved their research and analytical skills, and demonstrated the importance of the Registrar's role in promoting press freedom and accountability.</p>	Seminar	BL4-Analyze	4

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	16
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	• "Media Law and Ethics" by B.N. Ahuja • "Mass Communication Law in India" by P.K. Dey • "Law of the Press in India" by K.K. Verma • "Ethics in Journalism" by P. N. S. Tiwari • "Indian Media Law and Ethics" by Amitabh Kumar • "Media Law and Ethics" by Robert Trager, Lee Levine, and Richard A. Zitrin • "Mass Media Law" by David L. Hudson Jr. • "Law of the Press: The Media and the Law" by Graham Murdock and Peter Golding
Articles	
References Books	"Media Ethics: Issues and Cases" by Philip Patterson and Lee Wilkins • "Ethics in Journalism" by David Rolph • "Communication Law and Ethics: The Intersection of Law and Ethics in Communication" by Richard S. Sherman and Philip Seib • "Media Law and Ethics" by R. Trager, L. Levine, and R. Zitrin
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	-	1	-	-	-	-	-	-	-	-	-
CO2	-	1	-	2	-	-	2	-	-	-	1	-	1	-	-
CO3	-	2	-	-	2	-	-	-	1	-	-	-	-	-	2
CO4	-	-	2	-	-	-	-	2	-	-	1	1	-	-	-
CO5	1	-	-	-	-	2	-	-	-	1	-	-	-	1	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Event Management
Course Code	DSCJMC203

Part A

Year	1st	Semester	2nd	Credits	L	T	P	C
					4	0	0	4
Course Type	Theory only							
Course Category	Discipline Core							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to identify and describe various types of events and understand the fundamental concepts of event management. (BL1-Remember)</p> <p>CO2- Students will be able to gain professional Knowledge of Events, their types. (BL1-Remember)</p> <p>CO3- Students will be able to develop an understanding of the evolution of Event Management and its expanded role in organizational and marketing communication. (BL2-Understand)</p> <p>CO4- Students will be able to evaluate the event management process. (BL3-Apply)</p> <p>CO5- Students will be able to conduct and create events successfully. (BL4-Analyze)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG10(Reduced inequalities)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: PRINCIPLES OF EVENT MANAGEMENT	1.1 Historical Perspective introduction to event management 1.2 Size & type of events, event team 1.3 Code and Ethics of event management industry 1.4 Principle of event management, Concept & Designing 1.5 Analysis of concept, logistic of concept 1.6 Feasibility, key to success SWOT analysis	T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T6 E-learning and Online Modules	7
Unit – 2 EVENT PLANNING & TEAM MANAGEMENT	2.1 Aim of event, develop a mission, Establish Objectives 2.2 Preparing event proposal, Use of planning tools 2.3 Protocols, Dress codes, staging, staffing 2.4 Leadership, Traits and characteristics 2.5 The Need: Why do we need events; Growing importance of events like exhibitions, Seminars and conventions worldwide	T3 Guest Lectures from Industry Experts T4 Simulations and Role-Playing T6 E-learning and Online Modules	10

Unit-3 EVENT FINANCING AND BUDGETING	<p>3.1 Event Financing: Significance of Financial Planning in Event Management, Components of Event Financial Management</p> <p>3.2 Event Pricing: Concept & Elements of Event Pricing, Factors Contributing Towards Event Ticket Pricing, Considerations for Effective Pricing Strategy</p> <p>3.3 Event Revenue Generation: Sources of Revenue Generation, Sponsorship of Events, Writing a Proposal for Sponsorship</p> <p>How to Construct a Sponsorship Business Plan, Sponsorship Strategy</p> <p>3.4 Event Budgeting & Control: Meaning and Importance of Budget for an Event,</p> <p>3.5 Classification of Budgets, Constructing a Budget, Budgeting Methods</p>	T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T4 Simulations and Role-Playing T8 Discussion Forums and Debates	10
Unit – 4: EVENT MARKETING AND ADVERTISING	<p>4.1 Meaning, Process and concept</p> <p>4.2 Nature of Marketing, Process of Marketing</p> <p>4.3 Marketing mix, Sponsorship</p> <p>4.4 Image, Branding, Advertising Publicity and Public relations</p> <p>4.5 Role of media in event promotion</p>	T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T4 Simulations and Role-Playing	8
Unit – 5: EVENT LEADERSHIP & COMMUNICATION and security	<p>5.1 Leadership skills, managing team, Group development, Managing meetings</p> <p>5.2 Written communications, (Official, demi-official, Invoice). Verbal communications</p> <p>5.3 Security, Occupational safety, Crowd management</p> <p>5.4 Major risks and emergency planning, Incident reporting, emergency procedures</p> <p>5.5 Budget, break-even point, cash flow analysis</p>	T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T4 Simulations and Role-Playing	10

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1		Experiments	BL4-Analyze	2
Unit- 2	<p>SWOT analysis</p> <p>Students will conduct a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) for a chosen organization or project, identifying internal and external factors that influence its success. They should present their findings with strategic recommendations based on the analysis.</p> <p>Outcome: Students enhanced their critical thinking and analytical skills, gained practical experience in strategic planning, and developed actionable insights that can inform decision-making processes for real-world applications.</p>	Simulation	BL2-Understand	3
Unit- 3	<p>event management</p> <p>Students will explore the fundamentals of event management, covering planning, logistics, budgeting, and marketing strategies for successful events. They should work on a project to plan a mock event, detailing all key components.</p> <p>Outcome: Students gained practical experience in organizing events, improved their teamwork and project management skills, and developed a deeper understanding of the complexities involved in executing successful events from start to finish.</p>	Field work	BL3-Apply	5
Unit- 4	<p>role of media in event promotion</p> <p>Students will investigate the role of media in event promotion, analyzing how different platforms—such as social media, print, and broadcast—are used to enhance visibility and attract audiences. They should present examples of successful event marketing campaigns.</p> <p>Outcome: Students developed a comprehensive understanding of media strategies in event promotion, improved their ability to evaluate the effectiveness of various channels, and engaged in</p>	Internships	BL5-Evaluate	8

	discussions about innovative approaches to maximizing event impact.			
Unit- 5	<p>cash flow analysis</p> <p>Students will conduct a cash flow analysis for a selected business, examining inflows and outflows over a specific period to assess liquidity and financial health. They should present their findings with insights and recommendations for improving cash management.</p> <p>Outcome: Students gained practical experience in financial analysis, enhanced their understanding of cash flow management, and developed the ability to make informed recommendations for maintaining business sustainability.</p>	Role Play	BL5-Evaluate	5

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	16
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Reframing Organizations, P.K Ravindranath, Author press 2. Media Laws and Ethics in India" by Venkat Iyer 3. Media Law in India" by M. P. Singh 4. Media Ethics: Issues and Cases" by Uma Narula 5. "Law and the Media: A Critical Overview" edited by Arul George Scaria and Lawrence Lian 6. "Media and Entertainment Laws and Regulations in India" by Arvind Verma
Articles	
References Books	1. Event Manager's Bible, D. G. Conway, Alex Publication. 2. Planning and Management of Meetings, George G. Fenich, Pearson. 3. "Global Media Ethics: Problems and Perspectives" edited by Stephen J. A. Ward 4. "Journalism Ethics: A Philosophical Approach" by Christopher Meyers
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	-	1	-	-	-	-	-	1	-	-	-	-	-
CO2	-	-	1	-	1	1	-	-	-	-	1	-	1	-	-
CO3	-	-	-	1	-	-	2	2	-	-	-	-	2	-	-
CO4	1	2	-	-	-	-	-	-	2	-	-	1	-	2	-
CO5	-	-	2	-	-	-	-	-	-	1	-	-	-	-	1
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Agricultural journalism
Course Code	GEJMC201

Part A

Year	1st	Semester	2nd	Credits	L	T	P	C
					4	0	0	4
Course Type	Theory only							
Course Category	Generic Elective							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to develop knowledge on agriculture sectors through media. (BL2-Understand)</p> <p>CO2- Students will be able to understand and analyse agricultural information. (BL2-Understand)</p> <p>CO3- Students will be able to write and Illustrate agriculture stories. (BL3-Apply)</p> <p>CO4- Students will be able to conduct research on agricultural topics, analyze data and trends, and develop informed, evidence-based articles and reports. (BL4-Analyze)</p> <p>CO5- Students will be able to evaluate the impact of agricultural journalism on public perception, policy-making, and industry practices. (BL5-Evaluate)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✓ Environment ✓		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG10(Reduced inequalities)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Agricultural Journalism	<p>1.1 The nature and scope of agriculture journalism</p> <p>1.2 Characteristics and training of the agricultural journalism</p> <p>1.3 How agricultural journalism is similar to and different from other types of journalism</p> <p>1.4 Newspapers and magazines as communication media characteristics kinds and functions of newspaper and magazines</p> <p>1.5 Characteristics of newspaper and magazine readers</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T4 Simulations and Role-Playing	10
Unit – 2: The agricultural story	<p>2.1 Form and content of newspapers and magazines: Style and language of newspapers and magazines, parts of newspapers and magazines.</p> <p>2.2 Coverage of agriculture news in Newspapers and Magazines</p> <p>2.3 Types of agricultural stories</p> <p>2.4 Subject matter of the agricultural story</p> <p>2.5 Structure of the agricultural story.</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	8
Unit – 3 Gathering agricultural information	<p>3.1 Sources of agricultural information,</p> <p>3.2 Conduct Interviews</p> <p>3.3 Coverage of events, seminar</p> <p>3.4 Abstracting from research and scientific materials, wire services, other agricultural news sources.</p> <p>3.5 agriculture schemes and government policies in India.</p>	T7 Problem-Based Learning (PBL) T8 Discussion Forums and Debates T10 Research Projects and Independent Studies	8
Unit – 4: Writing and Illustrating agriculture stories	<p>4.1 Organizing the material, treatment of the story,</p> <p>4.2 Writing the news lead and the body, readability measures.</p> <p>4.3 Use of photographs, use of artwork (graphs, charts, maps, etc.),</p>	T4 Simulations and Role-Playing T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T8 Discussion Forums and Debates	10

	<p>4.4 Writing the captions</p> <p>4.5 Editorial mechanics: Copy reading, headline and title writing, proofreading, lay outing.</p>		
Unit- 5: Practical	<p>5.1 Covering agricultural events.</p> <p>5.2 Abstracting stories from research and scientific materials and from wire services.</p> <p>5.3 Writing news story, magazine story, success story.</p> <p>5.4 Script writing of agriculture stories for radio and television</p>	<p>T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts</p>	9

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Presentation</p> <p>Students are tasked with researching and presenting on the role of agricultural journalism in informing the public about farming practices, sustainable agriculture, and food security. Each presentation should highlight key issues, current trends, and the impact of media on agricultural policies and practices.</p> <p>Outcome: Students will learn to critically analyze agricultural issues, enhance their research and communication skills, and understand the significance of journalism in promoting informed discussions about food and farming.</p>	Experiments	BL2-Understand	2
Unit- 2	<p>The Agricultural Story: Agricultural Journalism</p> <p>In a world increasingly dependent on sustainable practices, agricultural journalism serves as a vital bridge between farmers and consumers, highlighting innovative techniques and addressing food security challenges. By covering topics such as climate impact, market trends, and technological advancements, journalists empower communities with knowledge essential for informed decision-making.</p> <p>Outcome: Students will gain insights into the importance of accurate reporting in agriculture, develop skills in research and storytelling, and understand how effective communication influences public perception and policy in the agricultural sector.</p>	Role Play	BL4-Analyze	4
Unit- 3	<p>Seminar</p> <p>This seminar will explore effective methods for gathering and analyzing agricultural information, focusing on sources such as scientific research, farmer testimonials, and market data. Students will engage in discussions about the ethical responsibilities of journalists in representing agricultural issues and ensuring accurate information dissemination.</p>	Seminar	BL5-Evaluate	8

	<p>Outcome: Students will learn how to critically evaluate sources, enhance their research skills, and appreciate the role of agricultural journalism in shaping public understanding and policy decisions related to agriculture.</p>			
Unit- 4	<p>Workshop: Writing and Illustrating Agriculture Stories in Agricultural Journalism</p> <p>In this workshop, students will learn to craft compelling narratives about agriculture, incorporating interviews, data, and visuals to enhance their storytelling. Participants will explore techniques for effectively illustrating complex agricultural topics, making them accessible and engaging for diverse audiences.</p> <p>Outcome: Students will develop skills in writing and visual communication, understand the importance of storytelling in agriculture, and gain the ability to convey vital information that resonates with readers.</p>	Field work	BL6-Create	6
Unit- 5	<p>Script Writing for Agriculture Stories in Radio and Television</p> <p>This workshop will guide students in crafting engaging scripts for agricultural stories, focusing on audio and visual storytelling techniques that capture the audience's attention. Participants will learn how to effectively convey complex agricultural issues through interviews, sound bites, and narrative structure tailored for radio and TV formats.</p> <p>Outcome: Students will acquire skills in scriptwriting and audio-visual storytelling, understand the nuances of communicating agricultural topics across different media, and appreciate the impact of well-crafted journalism in raising awareness about farming issues.</p>	Field work	BL6-Create	6

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	16
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Agriculture journalism by Satwik sahay bisarya 2. Agricultural journalism by B.L. Jana 3. Introduction to Agricultural Journalism and Mass Communication" by Anil Kumar Dubey 4. "Media and Communication in Agriculture" by S. P. Singh and V. L. D'Souza 5. "Handbook of Agricultural Communication" edited by J. Scott Angle, Director of the USDA National Institute of Food and Agriculture 6. "Agricultural Communication: Issues and Strategies" by Pradeep Kumar Malik
Articles	
References Books	1. "Media and Rural Development" edited by R. Sreedher 2. Fundamental of Agriculture by Arun Katyayan 3. "Communicating Agriculture: The Role of Agricultural Communication in Sustaining Rural Development" by B. V. Bhoomaraddi and C. G. Husain 4. Handbook of Agricultural Journalism" edited by G. Sreedhar and B. V. Bhoomaraddi
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	-	1	1	-	-	-	-	1	-	-	-	-
CO2	-	2	1	2	-	2	-	-	-	1	-	-	1	-	-
CO3	1	-	-	-	-	2	2	2	-	-	1	-	2	-	-
CO4	1	-	-	-	-	3	-	-	2	-	-	-	-	-	2
CO5	-	-	2	-	-	2	-	-	-	1	-	1	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Business Journalism
Course Code	GEJMC202

Part A

Year	1st	Semester	2nd	Credits	L	T	P	C
					4	0	0	4
Course Type	Theory only							
Course Category	Generic Elective							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to develop the knowledge of a variety of newsrooms and adequately cover business news stories. (BL2-Understand)</p> <p>CO2- Students will be able to develop an Understanding of basic areas in business journalism. (BL2-Understand)</p> <p>CO3- Students will be able to explain key financial terms and analyse a variety of companies from the listed to semi-states. (BL3-Apply)</p> <p>CO4- Students will be able to write bout wider economic issues, government budgets, industrial Relations, and how firms communicate. (BL4-Analyze)</p> <p>CO5- Students will be able to write clear, accurate, and engaging business news reports, incorporating appropriate journalistic standards and techniques for different formats and platforms. (BL5-Evaluate)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG10(Reduced inequalities) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Business Reporting	1.1 Business reporting meaning and Importance 1.2 History of business journalism in India 1.3 Current business reporting issues 1.4 Public versus private companies 1.5 Famous business newspapers and magazines 1.6 Business beats, Internet databases 1.7 World's Top business	T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T4 Simulations and Role-Playing	10
Unit – 2: Business Basics	2.1 Taxes: Direct and Indirect Taxes 2.2 Reading company income statements 2.3 Regulation Fair Disclosure 2.4 Finding news in Form 8-K filings 2.5 Executive compensation 2.6 channels Dealing with figures while writing business news 2.7 Writing business news	T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T4 Simulations and Role-Playing	8
Unit – 3 Company and laws	3.1 The company structure, Boards of directors 3.2 Mergers and acquisitions, 3.3 Your local courts, Bankruptcy court 3.4 The economy and real estate 3.5 State regulation Workers; Environmental Conservation & Development 3.6 UN and Human Rights - International Bill of Human Rights; Human Rights Council; International Criminal Court	T5 Multimedia Presentations and Use of Technology T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T4 Simulations and Role-Playing	8
Unit – 4: Share Market	4.1 How the Share market works, (NSE & BSE), 4.2 Initial public offerings (IPOs), Understanding insider trading, SEBI	T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T4 Simulations and Role-Playing	10

	<p>4.3 Mutual funds and hedge funds, The bond market</p> <p>4.4 The relationship with analysts</p> <p>4.5 Business journalism ethics</p>		
Unit- 5: Practical	<p>5.1 Covering Business events.</p> <p>5.2 Abstracting stories from Business websites and Data</p> <p>5.3 Writing news story, magazine story, success story regarding business.</p> <p>5.4 Script writing of Business stories for radio and television</p>	T7 Problem-Based Learning (PBL) T8 Discussion Forums and Debates T10 Research Projects and Independent Studies	9

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Presenration</p> <p>Understanding Business Reporting</p> <p>Students will define business reporting and explore its importance focusing on how it informs stakeholders about market trends, financial performance, and policy impacts. The assignment will emphasize the role of accurate reporting in facilitating informed decision-making for farmers, investors, and policymakers.</p> <p>Outcome: Students will learn to analyze business data, understand the significance of transparency in markets, and appreciate how effective reporting shapes industry practices and public perception.</p>	Experiments	BL2-Understand	5
Unit- 2	<p>Writing Business News</p> <p>Students will write a business news article focusing on a recent event or trend in the business world, requiring them to research, analyze data, and incorporate expert opinions. They will practice structuring their articles to include key elements like headlines, leads, and supporting details.</p> <p>Outcome: By completing this assignment, students will enhance their research and writing skills, learn to communicate complex information clearly, and understand the importance of accurate reporting in the business field.</p>	Field work	BL4-Analyze	4
Unit- 3	<p>UN and Human Rights Case Study</p> <p>Students will analyze a specific case involving the United Nations' role in promoting and protecting human rights, focusing on the actions taken, challenges faced, and outcomes achieved. They will present their findings in a report that evaluates the effectiveness of UN interventions in the chosen case.</p> <p>Outcome: Through this assignment, students will gain a deeper understanding of international human rights frameworks,</p>	Case Study	BL5-Evaluate	6

	develop critical thinking and analytical skills, and learn to assess the impact of global organizations on human rights issues.			
Unit- 4	<p>Understanding the Share Market</p> <p>Students will research and analyze the functioning of the share market, focusing on key concepts such as stock exchanges, trading mechanisms, and the factors influencing stock prices. They will create a presentation summarizing their findings and discussing the importance of investing.</p> <p>Outcome: By completing this assignment, students will develop a foundational understanding of the share market, enhance their analytical and presentation skills, and learn the significance of informed decision-making in investing.</p>	Simulation	BL4-Analyze	5
Unit- 5	<p>Covering Business Events</p> <p>Students will attend or research a local business event, such as a conference, product launch, or networking session, and write a detailed report covering the key highlights, participant insights, and overall significance. They will focus on gathering quotes, analyzing presentations, and providing context for their audience.</p> <p>Outcome: By completing this assignment, students will improve their reporting and observational skills, learn to synthesize information from live events, and understand the importance of effective communication in the business environment.</p>	Field work	BL6-Create	6

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	16
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Seven of Show Me the Money: Writing Business and Economics Stories for Mass Communication 2. The New York Times Reader: Business 3. "The Business of Journalism: A Guide for Strategic Communicators" by David E. Sumner and Shirrel Rhoades 4. Business Journalism: How to Report on Business and Economics" by Keith Hayes and Eamonn Quinn 5. "The Bloomberg Way: A Guide for Reporters and Editors" by Matthew Winkler 6. "Business Journalism: How to Report on Business and Economics" by Keith Hayes and Eamonn Quin 7. "The Complete Guide to Writing Effective and Award Winning Business Proposals" by William S. Pfeiffer and Robert H. Johnson
Articles	
References Books	1. Writing about Business: The New Columbia Knight-Bagehot Guide to Economics and Business Journalism 2. and Economics 3. Monetary Economics- S.B.Gupta 4. Indian Economy – RudraDutt and Sundhram 5. Macro Economics- Analysis and Policy – D.D. Chaturvedi 6. Macro Economics – Edward Shapiro 7. Indian Economy –S.K. Misra and V.K. Puri 8. Understanding the Problems of Indian Economy – Uma Kapila
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	-	1	-	-	-	-	1	-	-	-	-
CO2	-	-	-	1	-	-	1	1	-	1	-	-	1	-	-
CO3	-	1	-	-	1	-	-	-	1	-	-	-	2	-	-
CO4	1	-	-	-	-	-	1	-	-	-	-	2	-	1	-
CO5	-	-	2	-	-	-	2	1	-	-	-	-	1	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	A.I & Journalism
Course Code	GEJMC203

Part A

Year	1st	Semester	2nd	Credits	L	T	P	C
					4	0	0	4
Course Type	Theory only							
Course Category	Generic Elective							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to Gain a foundational knowledge of artificial intelligence, including key concepts and technologies relevant to journalism. (BL1-Remember)</p> <p>CO2- Students will be able to evaluate how AI is used in various aspects of journalism, from content creation to data analysis and audience engagement. (BL4-Analyze)</p> <p>CO3- Students will be able to Identify and critically analyze the ethical considerations and challenges associated with AI in journalism. (BL5-Evaluate)</p> <p>CO4- Students will be able to Acquire practical skills in using AI tools and technologies for journalistic purposes. (BL3-Apply)</p> <p>CO5- Students will be able to Investigate emerging trends and technologies in AI and their potential impact on the future of journalism. (BL4-Analyze)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG10(Reduced inequalities) SDG11(Sustainable cities and economies) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
UNIT-I: Introduction to AI	<p>1.1. Definition, history and key concepts of AI</p> <p>1.2. Exploration of the impact of AI on news gathering, content creation, and delivery Session</p> <p>1.3 Overview of AI-generated video, sound and multimedia content</p> <p>1.4 Analysis of the benefits, limitations, and implications of automated video, sound and multimedia generation in journalism</p>	T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T4 Simulations and Role-Playing	8
Unit- 2 AI-Assisted News Delivery	<p>2.1 Overview of AI-driven data analysis and visualization in news</p> <p>2.2 Examination of AI-driven techniques for personalized news delivery, subscription gathering and audience engagement</p> <p>2.3 Case studies on the use of chatbots, recommendation systems, subscribers' tracking and user analytics in journalism</p> <p>2.4 Examination of case studies highlighting the ethical challenges in using AI for news production</p>	T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T4 Simulations and Role-Playing	10
Unit- 3 AI Tools for News Gathering	<p>3.1. Introduction to AI-powered tools for data mining, sentiment analysis, and news monitoring</p> <p>3.2 Hands-on practice with tools to extract and analyze news data from various sources</p>	T5 Multimedia Presentations and Use of Technology T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T4 Simulations	10
Unit 4: Ethics in AI Journalism	<p>4.1 Ethical considerations and potential biases associated with AI-assisted journalism</p> <p>4.2 Examination of case studies highlighting the ethical challenges in using AI for news production</p> <p>4.3 Overview of legal frameworks and privacy concerns related to AI-assisted journalism</p>	T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T4 Simulations and Role-Playing	9

	4.4 Fake news, misinformation, disinformation		
Unit: 5 Future Trends and Challenges of AI in Journalism	5.1 Exploration of emerging trends and developments in AI-assisted journalism 5.2 Reflection on the future impact of AI on the journalism profession and its role in society 5.3 Exploration of AI-based fact-checking tools and algorithms 5.4 Discussion on the role of AI in combating disinformation in journalism	T7 Problem-Based Learning (PBL) T8 Discussion Forums and Debates T10 Research Projects and Independent Studies	8

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Presentation on Introduction to AI Presentation</p> <p>Students will create a presentation that introduces the fundamentals of artificial intelligence, covering key concepts such as machine learning, neural networks, and real-world applications. They will also discuss the ethical implications and future trends of AI technology.</p> <p>Outcome: Through this assignment, students will gain a foundational understanding of AI, enhance their research and presentation skills, and critically engage with the societal impacts and ethical considerations of emerging technologies.</p>	Experiments	BL2- Understand	4
Unit- 2	<p>Explore AI-Assisted News Delivery</p> <p>Students will explore the use of artificial intelligence in news delivery, focusing on how AI tools analyze data, curate content, and personalize news for audiences. They will research examples of AI-driven platforms and present their findings on the benefits and challenges of this technology in journalism.</p> <p>Outcome: By completing this assignment, students will understand the role of AI in transforming news delivery, develop critical thinking about technology's impact on media, and enhance their research and presentation skills in the context of modern journalism.</p>	Role Play	BL4-Analyze	5
Unit- 3	<p>Investigate AI Tools for News Gathering</p> <p>Students will investigate various AI tools used in news gathering, such as automated content creation, sentiment analysis, and data mining applications. They will analyze how these tools enhance journalistic practices and report on their effectiveness and potential ethical concerns.</p> <p>Outcome: By completing this assignment, students will learn about the technological advancements in journalism, develop skills in evaluating AI applications, and gain insights into the evolving landscape of news</p>	Simulation	BL5-Evaluate	4

	reporting and its implications for media integrity.			
Unit- 4	<p>research Fake News, Misinformation, and Disinformation</p> <p>Students will research the concepts of fake news, misinformation, and disinformation, exploring their origins, examples, and impacts on society and journalism. They will create a presentation that outlines strategies for identifying and combating these issues in media consumption.</p> <p>Outcome: By completing this assignment, students will develop critical media literacy skills, understand the societal implications of false information, and learn effective strategies for promoting accurate reporting and responsible information sharing.</p>	Research Paper Presentation	BL6-Create	8
Unit- 5	<p>Exploration of Emerging Trends in AI-Assisted Journalism</p> <p>Students will investigate recent trends and developments in AI-assisted journalism, focusing on innovations such as automated reporting, data-driven storytelling, and audience engagement strategies. They will analyze case studies that showcase the successful integration of AI tools in newsrooms.</p> <p>Outcome: By completing this assignment, students will gain insights into the transformative effects of AI on journalism, enhance their research and analytical skills, and develop an understanding of how technology shapes the future of news reporting.</p>	Case Study	BL3-Apply	6

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	14
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Mitchell, M. (2019). Artificial intelligence: A guide for thinking humans. Farrar, Straus and Giroux. 2. Zuboff, S. (2019). The age of surveillance capitalism: The fight for a human future at the new frontier of power. PublicAffairs. 3. Herron, K. R. L. (2017). Data journalism: A handbook for researchers, writers, and editors. Routledge. 4. Gray, J., Chambers, L., & Bounegru, L. (Eds.). (2012). The data journalism handbook: How journalists can use data to improve the news. O'Reilly Media. 5. Marconi, F. (2021). Machine learning for journalists: A guide to understanding and using AI tools. Routledge. 6. Perry, D. K. (2020). Journalism ethics at the crossroads of fake news: Democracy, fake news, and the news crisis. Routledge.
Articles	
References Books	1. Schwab, K. (2016). The fourth industrial revolution. Crown Business. 2. Lee, K.-F. (2018). AI superpowers: China, Silicon Valley, and the new world order. Houghton Mifflin Harcourt. 3. Diakopoulos, N. (2019). Automating the news: How algorithms are rewriting the media. Harvard University Press. 4. Webb, A. (2019). The big nine: How the tech titans and their thinking machines could warp humanity. PublicAffairs. 5. O'Neil, C. (2016). Weapons of math destruction: How big data increases inequality and threatens democracy. Crown Publishing Group.
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	1	-	-	-	-	1	-	-	-	1	-	-
CO2	-	1	-	-	2	-	1	1	-	-	1	-	2	-	-
CO3	-	-	1	-	2	-	-	1	-	1	-	1	1	-	-
CO4	-	-	-	1	-	1	-	-	1	-	-	-	-	-	-
CO5	1	2	-	-	2	-	1	1	-	-	-	-	-	-	2
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Indian Constitution and Human Values
Course Code	GEJMC204

Part A

Year	1st	Semester	2nd	Credits	L	T	P	C	
					4	0	0	4	
Course Type	Theory only								
Course Category	Generic Elective								
Pre-Requisite/s				Co-Requisite/s					
Course Outcomes & Bloom's Level	<p>CO1- Describe the historical context and evolution of the Indian Constitution(BL1-Remember)</p> <p>CO2- Explain the fundamental rights and duties enshrined in the Constitution(BL2-Understand)</p> <p>CO3- Analyze the structure and functions of the Union and State governments(BL4-Analyze)</p> <p>CO4- Evaluate the principles of justice, liberty, equality, and fraternity as outlined in the Preamble(BL5-Evaluate)</p> <p>CO5- Apply ethical principles and human values in various real-life situations(BL3-Apply)</p> <p>CO6- Create a framework for integrating constitutional values and human values in personal and professional decision-making(BL4-Analyze)</p>								
Coures Elements	Skill Development ✗ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✓ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG5(Gender equality) SDG8(Decent work and economic growth)					

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Introduction to the Indian Constitution	<p>1.1 Historical background and development</p> <p>1.2 Constituent Assembly Debates</p> <p>1.3 Preamble and its Significance</p> <p>1.4 Fundamental Rights and Duties</p> <p>1.5 Directive Principles of State Policy</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion	8
Unit – 2: Structure of the Government	<p>2.1 The Executive: President, Vice-President, Prime Minister, Council of Ministers</p> <p>2.2 The Legislature: Parliament, State Legislatures</p> <p>2.3 The Judiciary: Supreme Court, High Courts, Subordinate Courts</p> <p>2.4 Federalism in India</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	8
Unit- 3 Constitutional Amendments and Emergency Provisions	<p>3.1 Procedure for Constitutional Amendments</p> <p>3.2 Important Amendments and their Impacts</p> <p>3.3 Emergency Provisions: National Emergency, State Emergency, Financial Emergency.</p>	T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	8
Unit: 4 Human Values and Ethics	<p>4.1 Definition and Importance of Human Values</p> <p>4.2 Role of Ethics in Personal and Professional Life</p> <p>4.3 Ethical Theories and Approaches</p> <p>4.4 Indian Ethical Traditions and Cultural Values.</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion	7
UNIT-5 Human Rights and Social Justice	<p>5.1 Introduction to Human Rights: Definition, Nature, and Evolution</p> <p>5.2 Universal Declaration of Human Rights</p>	T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	7

	<p>5.3 Human Rights in the Indian Context: Constitutional Provisions</p> <p>5.4 Social Justice and Equality: Issues and Challenges</p>		
UNIT-6 Media and Constitutional Values	<p>6.1 Role of Media in a Democracy</p> <p>6.2 Media and Fundamental Rights</p> <p>6.3 Media's Role in Social Justice and Equality</p> <p>6.4 Case Studies: Media's Impact on Constitutional Values</p> <p>6.5 Ethical Journalism and Media Regulations</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion</p>	7

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Presentation</p> <p>Students will create a presentation that outlines the key features, principles, and significance of the Indian Constitution, including topics such as fundamental rights, duties, and the structure of government. They will also discuss the historical context and the Constitution's role in shaping India's democracy.</p> <p>Outcome: By completing this assignment, students will develop a comprehensive understanding of the Indian Constitution, enhance their research and presentation skills, and appreciate its importance in safeguarding democratic values and rights in India.</p>	PBL	BL2- Understand	4
Unit- 2	<p>Structure of the Government</p> <p>Students will create a presentation that outlines the key features, principles, and significance of the Indian Constitution, including topics such as fundamental rights, duties, and the structure of government. They will also discuss the historical context and the Constitution's role in shaping India's democracy.</p> <p>Outcome: By completing this assignment, students will develop a comprehensive understanding of the Indian Constitution, enhance their research and presentation skills, and appreciate its importance in safeguarding democratic values and rights in India.</p>	Experiments	BL3-Apply	3
Unit- 3	<p>Constitutional Amendments and Emergency Provisions Research study</p> <p>Students will research the various constitutional amendments in India, focusing on their purposes and implications, particularly the emergency provisions outlined in Article 352 and Article 356. They will analyze key amendments and case studies of their application during times of crisis.</p> <p>Outcome: By completing this assignment, students will gain insights into the</p>	Research Paper Presentation	BL6-Create	5

	<p>adaptability of the Indian Constitution, understand the significance of amendments and emergency provisions, and develop critical thinking skills regarding their impact on governance and civil rights.</p>			
Unit- 4	<p>Human Rights and Social Justice Case Study</p> <p>Students will select a specific case study that highlights the intersection of human rights and social justice, examining issues such as discrimination, inequality, or access to justice. They will analyze the actions taken by individuals or organizations to address these issues and the outcomes of their efforts.</p> <p>Outcome: By completing this assignment, students will develop a deeper understanding of the principles of human rights and social justice, enhance their analytical and research skills, and learn to appreciate the importance of advocacy and activism in promoting social change.</p>	Case Study	BL4-Analyze	3
Unit- 5	<p>Explore</p> <p>Human Values and Ethics</p> <p>Students will explore the concepts of human values and ethics, examining their significance in personal and societal contexts. They will analyze various ethical frameworks and real-life scenarios to understand how values influence decision-making and behavior.</p> <p>Outcome: By completing this assignment, students will gain insights into the importance of ethical principles in everyday life, develop critical thinking skills in evaluating moral dilemmas, and learn to appreciate the role of values in fostering a just and compassionate society.</p>	Simulation	BL4-Analyze	5
Unit- 6	<p>Investigate</p> <p>Assignment: Media and Constitutional Values</p> <p>Students will investigate the relationship between media and constitutional values, focusing on how the media upholds or challenges principles such as freedom of speech, equality, and justice. They will analyze case studies that illustrate the role</p>	Seminar	BL4-Analyze	5

	<p>of media in promoting constitutional rights and responsibilities.</p> <p>Outcome: By completing this assignment, students will develop an understanding of the media's impact on democracy and civic engagement, enhance their analytical skills regarding media practices, and learn to appreciate the importance of responsible journalism in upholding constitutional values.</p>			
--	--	--	--	--

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	16
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	<p>1. M.P. Jain, Indian Constitutional Law 2. Our Constitution: An Introduction to India's Constitution and Constitutional Law" by Subhash C. Kashyap 3. Indian Constitution: Cornerstone of a Nation" by Dr. B. R. Ambedkar 4. Constitutional Personae: Heroes, Soldiers, Minimalists, and Mutes" by Sudhir Krishnaswamy 5. Granville Austin, The Indian Constitution: Cornerstone of a Nation 6. R. Venkata Rao, Human Rights and Human Values 7. B.P. Singh Sehgal, Human Rights in India: Problems and Perspectives 8. Arvind Rajagopal, Politics After Television: Hindu Nationalism and the Reshaping of the Public in India 9. P.K. Ravindranath, Media and Constitutional Values</p>
Articles	
References Books	<p>1. M.P. Jain, Indian Constitutional Law 2. Granville Austin, The Indian Constitution: Cornerstone of a Nation 3. R. Venkata Rao, Human Rights and Human Values 4. B.P. Singh Sehgal, Human Rights in India: Problems and Perspectives 5. Arvind Rajagopal, Politics After Television: Hindu Nationalism and the Reshaping of the Public in India 6. P.K. Ravindranath, Media and Constitutional Values 7. Indian Constitution: Text and Context" by PM Bakshi 8. Introduction to the Constitution of India" by Durga Das Basu 9. "Indian Polity" by M. Laxmikanth</p>
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	2	-	2	-	-	-	-	-	-	-	1	-	-
CO3	-	-	-	-	-	-	2	2	-	-	-	-	-	-	2
CO4	1	-	-	-	-	2	-	-	-	-	-	1	-	-	-
CO5	-	2	-	-	-	-	-	1	-	-	-	-	1	-	-
CO6	-	-	2	-	-	-	-	-	2	-	-	-	-	2	-

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Indian knowledge System-II A
Course Code	IKSJMC2A

Part A

Year	1st	Semester	2nd	Credits	L	T	P	C
					0	0	2	2
Course Type	Lab only							
Course Category	Indian Knowledge System (IKC)							
Pre-Requisite/s	N/A			Co-Requisite/s	N/A			
Course Outcomes & Bloom's Level	<p>CO1- Understand the core principles of the Indian Knowledge System and their relevance to contemporary contexts. (BL1-Remember)</p> <p>CO2- Demonstrate practical engagement with IKS through participation in university events and reflective analysis. (BL3-Apply)</p> <p>CO3- Integrate experiential learning and theoretical insights to present the modern applications of IKS effectively. (BL6-Create)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✗ Professional Ethics ✓ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG16(Peace Justice and strong institutions)				

Part B

Modules	Contents	Pedagogy	Hours
1	<p>In this course, students are expected to actively engage with the Indian Knowledge System (IKS) through practical and experiential learning. They will attend lectures to understand the core principles and applications of IKS in contemporary contexts.</p> <p>A key component of the course involves participating in university events that reflect IKS values, such as cultural festivals, academic seminars, workshops on traditional practices, or community service initiatives. After each event, students will submit detailed reports analyzing the event's relevance to IKS, reflecting on their personal learning, and connecting it with course concepts.</p> <p>Additionally, students will complete assignments, participate in quizzes, and deliver a final project presentation integrating their knowledge with experiential insights, fostering a well-rounded understanding of IKS and its modern relevance</p>	Assignment Based Learning	2

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	0	0	0	0

Part E

Books	
Articles	
References Books	
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	1	-	2	-	-	-	-	-	-	-	-	-	-	-
CO3	1	2	2	-	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Indian knowledge System-II B
Course Code	IKSJMC2B

Part A

Year	1st	Semester	2nd	Credits	L	T	P	C
					0	0	2	2
Course Type	Lab only							
Course Category	Indian Knowledge System (IKC)							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Understand the core principles of the Indian Knowledge System and their relevance to contemporary contexts. (BL1-Remember)</p> <p>CO2- Demonstrate practical engagement with IKS through participation in university events and reflective analysis. (BL3-Apply)</p> <p>CO3- Integrate experiential learning and theoretical insights to present the modern applications of IKS effectively. (BL3-Apply)</p>							
Courses Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✓ Human Values ✓ Environment ✓		SDG (Goals)	SDG4(Quality education) SDG5(Gender equality) SDG7(Affordable and clean energy) SDG8(Decent work and economic growth) SDG10(Reduced inequalities) SDG11(Sustainable cities and economies) SDG13(Climate action) SDG15(Life on land) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit 1	<p>UNIT-I: Science, Astronomy, and Mathematics</p> <p>1.1. Concept of Matter, Life and Universe, Gravity, Sage Agastya's Model of Battery, Velocity of Light,</p> <p>1.2. Vimāna: Aeronautics, Vedic Cosmology and Modern Concepts, Bhāratīya Kāla-gaṇanā, Kerala School for Mathematics and</p> <p>1.3. Astronomy, History and Culture of Astronomy, Sun, Earth, Moon, and Eclipses, Earth is Spherical and Rotation of Earth,</p> <p>1.4. Archaeoastronomy; Concepts of Zero and Pi, Number System, Pythagoras Theorem, and Vedic Mathematics.</p>		15
Unit 2	<p>UNIT-II: Engineering, Technology, and Architecture</p> <p>2.1. Pre-Harappan and Sindhu Valley Civilization, Laboratory and Apparatus, Juices, Dyes, Paints and Cements, Glass and Pottery, Metallurgy,</p> <p>2.2. Engineering Science and Technology in the Vedic Age</p> <p>2.3. Post-Vedic Records, Iron Pillar of Delhi, Rakhigarhi, Mehrgarh, Sindhu Valley Civilization, Marine Technology, and Bet-Dwārka.</p>		15

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	<p>Understanding Matter, Life, and the Universe</p> <p>Activity: Matter and Universe Exploration</p> <ul style="list-style-type: none"> • Objective: Understand the composition of matter, gravity, and the structure of the universe. • Hands-on Experiment: Create a mini-universe model using balloons (representing galaxies) and stretch them to demonstrate universal expansion. • Discussion & Reflection: How does this relate to Big Bang Theory and Vedic perspectives? <p>Activity: Sage Agastya's Battery Experiment</p> <ul style="list-style-type: none"> • Objective: Learn about ancient Indian contributions to electrical concepts. • Hands-on Experiment: Replicate Agastya's electrochemical battery using clay pots, copper plates, and lemon juice. • Discussion: How does this compare to modern batteries? <p>♦ Activity: Measuring the Velocity of Light (Inspired by Bharatiya Scholars)</p> <ul style="list-style-type: none"> • Objective: Understand how the speed of light was estimated in ancient India. • Experiment: Use a laser pointer, mirror, and stopwatch to measure light speed using basic calculations. • Discussion: Compare with scientific findings of Rishi Sayana and Einstein. 	PBL	BL3-Apply	4
Unit 2	<p>Experiential Activities:</p> <p>Hands-on Pottery Making:</p> <ul style="list-style-type: none"> • Students create pottery using traditional Harappan techniques with clay. 	PBL	BL3-Apply	6

	<ul style="list-style-type: none"> Experiment with natural dyes used in ancient times. <p>Lab: Ancient Chemistry and Materials</p> <ul style="list-style-type: none"> Experiment with the extraction of natural dyes from plants. Create simple lime-based cement using historical techniques. <p>Metallurgy Demonstration</p> <ul style="list-style-type: none"> Small-scale smelting experiment to understand early metal extraction processes. <p>Study samples of Harappan-era copper, bronze, and iron tools.</p> <p>Field Visit / Virtual Museum Tour</p> <ul style="list-style-type: none"> Visit a local museum showcasing Harappan artifacts (if possible). Virtual exploration of Mohenjo-Daro and Rakhigarhi archaeological sites. 			
--	--	--	--	--

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8

Part E

Books	A.L. Basham – The Wonder That Was India R. Balasubramaniam – The Delhi Iron Pillar: New Insights M.K. Dhavalikar – Cultural History of India Dilip K. Chakrabarti – India: An Archaeological History Kenoyer, J. M. – Ancient Cities of the Indus Valley Civilization Possehl, G. L. – The Indus Civilization: A Contemporary Perspective Vats, M. S. – Excavations at Harappa Marshall, J. – Mohenjo-Daro and the Indus Civilization Singh, U. – A History of Ancient and Early Medieval India
Articles	
References Books	
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	1	-	-	1	-	-	1	-	-	1	-	-
CO2	-	2	-	2	-	1	-	2	-	-	2	-	-	1	-
CO3	2	-	-	-	3	-	2	-	-	2	-	-	-	-	2
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Photography Lab
Course Code	SECJMC201

Part A

Year	1st	Semester	2nd	Credits	L	T	P	C
					2	1	2	5
Course Type	Lab only							
Course Category	Specialization Elective Courses							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to recite and identify the different types of lenses, technical settings, and functions of a camera, such as aperture, shutter speed, and ISO. (BL1-Remember)</p> <p>CO2- Students will be able to Understand the skills of handling various types of still camera. (BL2-Understand)</p> <p>CO3- Students will be able to apply the principals and techniques pf photography during capturing pictures. (BL3-Apply)</p> <p>CO4- Students will be able to Analyze and use of light for Indoor and Outdoor shoots. (BL4-Analyze)</p> <p>CO5- Students will Inculcate professionalism in photography. (BL4-Analyze)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✓		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Introduction to Photography	1.1 Brief History of photography. 1.2 Photography: Role & importance, Principles of Photographic composition 1.3 Types of photography: Portrait, Wildlife, Nature, Photojournalism, Advertising and Night photography 1.4 Different problems related to Photography Social-semiotic approach, 1.5 Ethics in Photojournalism	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T4 Simulations and Role-Playing	7
Unit – 2: Camera	2.2 Basic Parts of single lens reflex (SLR) [film & digital] : a. Lens b. Film Chamber (CCD & CMOS) c. Aperture d. Shutter 2.1 Types of Camera: Simple Camera, Compact Camera, Reflex camera, Poloroid, GoPro Camera, Underwater Camera, Drone Camera & Digital Camera e. View finder f. Pentaprism g. Memory (Internal & External) 2.3 Lenses – controlling the image a) A. Photographic lenses – prime & zoom lens, angle of view (Narrow & Wide Angle Lens) b) Depth of focus, Depth of Field and How they work 2.4 Exposure a) Measurement of light – exposure metering system b) Exposure control – relationship between shutter speed and aperture	T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T7 Problem- Based Learning (PBL)	7

<p>Unit – 3 Lighting and Visual Communication</p>	<p>3.1 Lighting - Sources of light: Natural & Artificial</p> <p>3.2 Nature and physical properties of light</p> <p>3.3 Lighting contrast and its control by fill in lights</p> <p>3.4 Direction & angle of light: Front, side, top & back</p> <p>One-, two- & three-point lighting: Key, fill and back light</p>	<p>T2 Group Projects and Collaborations T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules</p>	<p>6</p>
<p>Unit 4: Printing techniques</p>	<p>4.1 Printing of digital photographs : manipulation, choice of paper and choice of printers</p> <p>4.2 Photo appreciation</p> <p>4.3 Photo sheets, Matte finish, Glossy, Art Paper</p> <p>4.4 DPI, LPI, and Resolution</p>	<p>T5 Multimedia Presentations and Use of Technology</p>	<p>5</p>

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Presentation</p> <p>Students will create a presentation discussing the ethical considerations in photojournalism, including issues of representation, consent, and the manipulation of images. They will analyze real-world case studies to illustrate the impact of ethical decisions on public perception and journalistic integrity.</p> <p>Outcome: By completing this assignment, students will deepen their understanding of the ethical responsibilities of photojournalists, enhance their critical thinking skills, and learn to navigate the complexities of visual storytelling in a responsible manner.</p>	Experiments	BL2-Understand	5
Unit- 2	<p>Exploring Photography with Different Types of Cameras</p> <p>Students will take photographs using various types of cameras, such as DSLR, mirrorless, smartphone, and film cameras, to compare their features and effects on image quality. They will document their experiences, noting the strengths and weaknesses of each camera type in different settings.</p> <p>Outcome: By completing this assignment, students will gain practical photography skills, understand the unique characteristics of different cameras, and develop an appreciation for the artistic choices involved in capturing images.</p>	Virtual Labs	BL5-Evaluate	5
Unit- 3	<p>Exploring Lighting in Photography</p> <p>Students will experiment with both natural and artificial light sources in their photography, capturing images under different lighting conditions. They will analyze how various light sources affect mood, color, and composition, and present their findings through a portfolio of images.</p> <p>Outcome: By completing this assignment, students will develop a deeper understanding of lighting techniques,</p>	Field work	BL4-Analyze	5

	enhance their ability to manipulate light creatively, and improve their overall photography skills through practical application.			
Unit- 4	<p>Printing Digital Photographs</p> <p>Students will explore the process of printing digital photographs, including selecting the right paper, understanding printer settings, and color management. They will print a series of their own photographs, documenting the steps and considerations involved in achieving high-quality prints.</p> <p>Outcome: By completing this assignment, students will gain hands-on experience with the printing process, learn about the technical aspects of producing physical photographs, and appreciate the importance of print quality in showcasing their work.</p>	Industrial Visit	BL2-Understand	8

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8

Part E

Books	1. Basic Photography; Langford, Michael (Focal Press) 2. Photography, Handbook, Wright, Terence 3. Photography, History; Spira 4. A simple guide to 35mm photography; Corbett, Bill 5. The Darkroom Cookbook; Anchell, Stephen G. 6. Tomang Digital Photography Masterclass 2. Grimm, Tom Basic Book 7. The Filmmaker's Eye: Learning (and Breaking) the Rules of Cinematic Composition, Book by Gustavo Mercado 8. The Shut Up and Shoot Documentary Guide: A Down & Dirty DV Production, Book by Anthony Q. Artis
Articles	
References Books	1. The Camera Assistant's Manual, Book by David E. Elkins 2. Voice & Vision: A Creative Approach to Narrative Film and DV Production, Book by Mick Hurbis-Cherrier 3. Cinematic Storytelling, Book by Jennifer Van Sijll 4. Writing and Producing Television news – Eric. K.Gormly 5. Television Production – Gerald Millerson 6. Photography Composition" by Photography Life 7. "Understanding Composition" by Andrew S. Gibson 8. "The Photographer's Guide to Composition" by Pixel Street Studios\ 9. Film Lighting: Talks with Hollywood's Cinematographers and Gaffers" by Kris Malkiewicz and M. David Mullen
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	-	1	-	-	-	-	-	1	-	-	-	-	-
CO2	-	-	1	1	-	-	1	-	-	-	1	-	1	-	-
CO3	-	2	-	-	2	-	1	1	-	-	-	1	-	2	-
CO4	1	-	1	-	-	1	-	-	1	-	-	-	-	-	1
CO5	-	-	-	2	-	-	2	2	-	1	-	-	1	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Videography Lab
Course Code	SECJMC202

Part A

Year	1st	Semester	2nd	Credits	L	T	P	C
					2	1	2	5
Course Type	Lab only							
Course Category	Specialization Elective Courses							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to recite and identify the different types of lenses, technical settings, and functions of a camera, such as aperture, shutter speed, and ISO. (BL1-Remember)</p> <p>CO2- Students will be able to develop the knowledge Video Camera, Sound and Light Equipment. (BL1-Remember)</p> <p>CO3- Students will be able to understand the Handling and functioning of various video production equipment. (BL2-Understand)</p> <p>CO4- Students will be able to Record or produce programs related to TV and films. (BL3-Apply)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Video Camera Basics	1.1 Brief History of photography. 1.2 Principles of video graphics composition 1.3 Operation and handling of video camera 1.4 Basic camera movements 1.5 Composition of different shots	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	7
Unit – 2: Exercises in Lighting	2.1 Basic Parts of video camera : a. Lens b. Film Chamber c. Aperture d. Shutter e. View finder f. Memory (Internal & External) 2.2 Different types of lights used in videography. 2.3 Direction & angle of light: Front, side, top & back 2.4 One-, two- & three-point lighting: Key, fill and back light 2.5 Use of filters and reflectors	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	7
Unit – 3 Exercises in Sound	3.1 Use of different types of microphones 3.2 location video recordings 3.3 Video editing on software 3.4 Aspect ratio 3.5 Video format	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	6
UNIT 4: Program production.	1. Program production and develop a documentary 2. Preproduction, production and Post Production 3. Editing process and finalization of Documentary 4. Submission of documentary	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	5

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Presentation on Video Camera Basics</p> <p>Students will create a presentation covering the fundamental features and functions of video cameras, including aspects like resolution, frame rates, lenses, and audio recording. They will demonstrate how these elements impact video quality and storytelling.</p> <p>Outcome: By completing this assignment, students will gain a solid understanding of video camera operations, enhance their technical knowledge in videography, and develop effective presentation skills to communicate their findings.</p>	Experiments	BL2-Understand	5
Unit- 2	<p>Exercises in Lighting in Videography</p> <p>Students will engage in a series of practical exercises focusing on different lighting techniques, such as backlighting, low-key lighting, and using reflectors. They will create videos under various conditions and analyze the effects of light on composition and mood.</p> <p>Outcome: By completing this assignment, students will develop a deeper understanding of how to manipulate lighting creatively, improve their technical skills in Videography, and enhance their ability to convey emotion and narrative through lighting choices.</p>	Field work	BL4-Analyze	5

Unit- 3	<p>Exercises in Sound in Videography</p> <p>Students will explore the role of sound in multimedia Videography by creating short photo essays that incorporate audio elements, such as ambient sounds or interviews. They will pair their images with relevant audio to enhance the storytelling aspect of their work.</p> <p>Outcome: By completing this assignment, students will learn how to integrate sound with visual media, understand the importance of audio in enhancing narrative depth, and develop skills in multimedia storytelling.</p>	Simulation	BL5-Evaluate	3
Unit- 4	<p>Develop a Documentary</p> <p>Students will create a short documentary on a topic of their choice, focusing on research, storytelling, and visual composition. They will plan, film, and edit their documentary, incorporating interviews, narration, and relevant footage to convey their message effectively.</p> <p>Outcome: By completing this assignment, students will gain hands-on experience in documentary filmmaking, enhance their skills in research and storytelling, and learn how to communicate complex ideas visually and audibly.</p>	Virtual Labs	BL6-Create	6

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8

Part E

Books	1. The Filmmaker's Eye: Learning (and Breaking) the Rules of Cinematic Composition, Book by Gustavo Mercado 2. The Shut Up and Shoot Documentary Guide: A Down & Dirty DV Production, Book by Anthony Q. Artis 3. The Filmmaker's Handbook: A Comprehensive Guide for the Digital Age"by Steven Ascher and Edward Pincus 4. Digital Video Production Cookbook: 100 Professional Techniques for Independent and Amateur Filmmakers by Chris Kenworthy 5. "The Visual Story: Creating the Visual Structure of Film, TV and Digital Media" by Bruce Block 6. Cinematography: Theory and Practice: Image Making for Cinematographers and Directors" by Blain Brown 7. "Video Production Handbook" by Jim Owens
Articles	
References Books	1. The Camera Assistant's Manual, Book by David E. Elkins 2. Voice & Vision: A Creative Approach to Narrative Film and DV Production, Book by Mick Hurbis-Cherrier 3. Cinematic Storytelling, Book by Jennifer Van Sijll 4. "Film Directing Shot by Shot: Visualizing from Concept to Screen" by Steven D. Katz
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	1	-	1	-	-	-	-	1	-	1	-	-
CO2	-	-	2	-	-	-	1	-	-	1	-	1	-	-	-
CO3	1	-	-	-	1	-	-	1	-	-	-	-	1	-	-
CO4	-	-	2	2	-	-	-	-	2	-	-	-	-	-	2
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Mobile Journalism
Course Code	SECJMC203

Part A

Year	1st	Semester	2nd	Credits	L	T	P	C
					2	1	2	5
Course Type	Lab only							
Course Category	Specialization Elective Courses							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to Gain knowledge about different mobile camera modes, angles, effects etc(BL2-Understand)</p> <p>CO2- Students will be able to Understand the concept of Mobile Journalism.(BL2-Understand)</p> <p>CO3- Students will be able to use different mobile applications for Mobile content production.(BL3-Apply)</p> <p>CO4- Students will be able to Inculcate the practical knowledge of Mobile Journalism kits, Twitter posts, Instagram Stories.(BL3-Apply)</p>							
Courses Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Elements of Mobile Journalism	1.1 Basic Mojo kit, 1.2 Kinds of Mobile Contents, SMS, 1.3 Notifications, Use analytics platforms to monitor and analyze the effectiveness of mobile 1.4 Kinds of mobile ads, Mobile ad terminology 1.5 Spectrum and its impact on advertising.	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	7
Unit – 2: Framing & Composition	2.1 Framing and composition of the subject while making a video. 2.2 Prepare a video by using Tripod and Monopod for Mobile phone, 2.3 Shooting of content from different camera angles by using mobile phones.	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	7
Unit – 3 Use of Mobile Applications	3.1 Handling audio in Mobile phones. 3.2 Making News Packages by using Mobile phones. 3.3 Storytelling through Mobile, 3.4 Conduct interviews with mobile, Present stories for mobile audiences 3.5 Write a script and record voice over narration.	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	6
Unit – 4: Final Production of Content	4.1 Editing the story on Mobile phone 4.2 Making a Run Down by using mobile phone 4.3 Uploading the story on the internet and digital platforms by using mobile phones. 4.4 Produce piece to camera segments, Live broadcasting through mobile phones 4.5 Podcasting, One-to-three-minute videos	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	5

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Elements of Mobile Journalism Presentation</p> <p>Students will create a presentation highlighting the key elements of mobile journalism, including the use of smartphones for reporting, filming, editing, and social media integration. They will showcase examples of effective mobile journalism practices and discuss the impact of mobile technology on news delivery.</p> <p>Outcome: By completing this assignment, students will gain a comprehensive understanding of mobile journalism tools and techniques, enhance their digital literacy skills, and appreciate the evolving landscape of news reporting in the mobile age.</p>	PBL	BL2-Understand	5
Unit- 2	<p>Prepare a Video Using a Tripod and Monopod for Mobile Phones</p> <p>Students will create a short video using both a tripod and a monopod to understand the advantages and applications of each tool in mobile filmmaking. They will experiment with different shots, angles, and stability techniques to enhance their video quality.</p> <p>Outcome: By completing this assignment, students will develop practical skills in using stabilization equipment, improve their understanding of composition and framing, and learn how to produce smoother, more professional-looking videos with their mobile devices.</p>	Role Play	BL6-Create	6
Unit- 3	<p>Making News Packages Using Mobile Phones</p> <p>Students will produce a complete news package using their mobile phones, including researching a news story, conducting interviews, shooting video, and editing the final piece. They will focus on storytelling techniques and effective use of mobile editing apps to create a polished report.</p> <p>Outcome: By completing this assignment, students will gain hands-on experience in mobile journalism, enhance their skills in</p>	Field work	BL6-Create	4

	news gathering and video production, and learn how to deliver compelling stories using accessible technology.			
Unit- 4	<p>Editing a Story on a Mobile Phone</p> <p>Students will edit a short video story using mobile editing apps, focusing on techniques such as cutting footage, adding transitions, incorporating audio, and overlaying text. They will practice refining their narrative and enhancing visual storytelling through mobile technology.</p> <p>Outcome: By completing this assignment, students will develop practical skills in mobile video editing, learn to convey stories effectively through visual and audio elements, and gain confidence in using digital tools for creative expression.</p>	Field work	BL6-Create	4

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8

Part E

Books	1. Burun, Ivo and Quinn, Stephen; MOJO: The Mobile Journalism, New York: Taylor & Francis 2. Mobile Journalism: A Handbook for Reporters, Photographers and Broadcasters" by Ivo Burum 3. Hill, Steve and Bradshaw, Paul; Mobile First Journalism; Routledge 4. Montgomery, Robb; Smartphone Video Storytelling; Taylor & Francis 5. "The Mobile Journalism Manual" by Philip Bromwell 6. "Smartphone Video Storytelling" by Robb Montgomery 7. "MoJo: The Mobile Journalism Handbook" by Wytse Vellinga 8. Mobile-First Journalism: Producing News for Social and Interactive Media" by Steve Hill and Paul Bradshaw
Articles	
References Books	1. Manning, Paul; News and News Sources: A Critical Introduction; Sage Publication 2. Harcup, Tony; Journalism: Principles and Practice; Sage Publication Savage, 3. Terry Michael, and Karla E. Vogel. An Introduction to Digital Multimedia. Jones & Bartlett Publishers 4. Korolenko, Michael. Writing for Multimedia: A Guide and Source Book for the Digital Writer. 5. "MoJo: Mobile Journalism in the Asian Region" by Stephen Quinn and Stephen Lamb
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	1	-	-	-	-	-	-	-	-	-1	-	-
CO2	-	1	2	1	-	-	-	1	-	-	-	-	-	-	-
CO3	-	-	2	-	-	1	1	2	1	-	-	1	1	-	2
CO4	-	2	-	-	-	2	-	-	2	-	-	-	3	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Feminist Writings
Course Code	VACJMC201

Part A

Year	1st	Semester	2nd	Credits	L	T	P	C
					2	0	0	2
Course Type	Theory only							
Course Category	Add-On Courses							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to develop the knowledge of major historical developments of women's movement in their onward march to freedom and equality. (BL2-Understand)</p> <p>CO2- Students will be able to develop the broad understanding with regard to the nature and growth of women's movement in the modern age, covering a range of issues pertinent to women's emancipation, dignity and status. (BL2-Understand)</p> <p>CO3- Students will be able to apply the values and system of feminism in their journalistic writings. (BL3-Apply)</p>							
Courses Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG5(Gender equality) SDG10(Reduced inequalities)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Liberal Feminism and Socialist Feminism:	1.1 Individual Freedom and Autonomy, and Universalism 1.2 From Androgynous Equality to Difference 1.3 Public vs. Private Domains, Patriarchal Politics and Neutral State 1.4 Welfare and Distributive Justice 1.5 Privileging Class and Capitalism, Capitalist Patriarchy	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	6
Unit – 2: Women in Literature and Culture	2.1 Value of Housework and Reproduction 2.2 Defining literature, Women and literary history. 2.3 From Androgyny to Gyno centrism Politics of Difference 2.4 Feminism of Difference, Politics of the Private Sphere 2.5 Women and production, circulation and consumption of literature	T4 Simulations and Role-Playing T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T8 Discussion Forums and Debates	6
Unit – 3 Women's Movement in Post-colonial India	3.1 Constitutional rights of women and Hindu civil code 3.2 Constitutional rights of women and Hindu civil code 3.3 property rights of minority women 3.4 Dalit feminism and the question of double marginality 3.5 women's participation in civil organizations and public sphere activities	T1 PPT Presentation, case-based Assignment T3 Guest Lectures from Industry Experts T6 E-learning and Online Modules T7 Problem-Based Learning (PBL)	7

Unit – 4: Post-Structural/Post-Modern Feminism	4.1 Rejection of Grand Narrative and Essentialism 4.2 Constitution of Meaning through Difference 4.3 Difference and Deconstruction 4.4 Death of the Subject 4.5 Queer Theory	T1 PPT Presentation, case-based Assignment T3 Guest Lectures from Industry Experts T6 E-learning and Online Modules	6
--	--	---	---

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Presentation</p> <p>Students will create a presentation comparing and contrasting liberal feminism and socialist feminism, exploring their key principles, historical context, and impacts on women's rights movements. They will analyze how each approach addresses issues of gender inequality and economic disparity.</p> <p>Outcome: By completing this assignment, students will gain a deeper understanding of different feminist theories, develop critical thinking skills through comparative analysis, and appreciate the diverse approaches to advocating for women's rights.</p>	Experiments	BL2-Understand	4
Unit- 2	<p>Case Study on Women in Literature and Culture</p> <p>Students will select a literary work or cultural artifact that highlights the experiences and representations of women, analyzing its themes, character development, and societal implications. They will present their findings, discussing how the work reflects or challenges gender norms and contributes to the discourse on women's roles.</p> <p>Outcome: By completing this assignment, students will deepen their understanding of women's representation in literature and culture, enhance their analytical skills, and learn to critically engage with texts from a gender perspective</p>	Case Study	BL4-Analyze	4
Unit- 3	<p>Women's Participation in Civil Organizations and Public Sphere Activities</p> <p>Students will research the role of women in civil organizations and their contributions to public sphere activities, such as activism, community service, and policy advocacy. They will analyze specific case studies that highlight women's leadership and impact in these areas.</p>	Role Play	BL5-Evaluate	3

	<p>Outcome: By completing this assignment, students will gain insights into the importance of women's participation in civic life, develop research and presentation skills, and understand the challenges and achievements of women in shaping societal change.</p>			
Unit- 4	<p>Constitution of Meaning Through Difference</p> <p>Students will explore how meaning is constructed through various differences, such as gender, race, culture, and class, analyzing texts or media that illustrate these dynamics. They will present their findings, focusing on how these differences influence identity and societal perceptions.</p> <p>Outcome: By completing this assignment, students will develop critical thinking skills in analyzing the construction of meaning, enhance their understanding of diversity and representation, and learn to articulate the complexities of identity in social contexts.</p>	Seminar	BL3-Apply	5

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50		30		20	
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Rosemarie Tong: Thought –A Comprehensive Introduction. 2. Valerie Bryson: Political Theory: An Introduction. 3. Sandra Harding (Ed.). "Social Sciences Issues. 4. The Second Sex by Simone de Beauvoir 5. The Feminine Mystique by Betty Friedan 6. "The God of Small Things" by Arundhati Roy 7. "Why Loiter? Women and Risk on Mumbai Streets" by Shilpa Phadke, Sameera Khan, and Shilpa Ranad 8. Towards Feminist Cultural Politics: A Study of the Women's Movement in India" by Susie Tharu and Tejaswini Niranjana 9. "Essays on Gender and Governance" by Kalpana Kannabiran
Articles	
References Books	1. HelmiJarviluoma, PirkkoMoisala&AnniVilkko. "Gender and Qualitative Methods." 3. Caroline Ramazanoglu& Janet Holland. "Methodology: Challenges and Choices". 2. Seale, Clive. (Ed.) Social Research Methods: A Reader (Routledge Student Readers) 2004 3. Scott, Joan W. "Gender: A Useful Category of Historical Analysis," American Historical Review 91. 4. "A Room of One's Own" by Virginia Woolf 5. "Gender Trouble: Feminism and the Subversion of Identity" by Judith Butler 6. "Bad Feminist" by Roxane Gay
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	1	-	-	1	-	-	-	-	-	-	-	-
CO2	-	2	-	2	1	-	-	1	1	1	1	-	-	1	-
CO3	-	-	2	-	1	-	1	-	-	1	-	-	-	-	-
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Gender and literature
Course Code	VACJMC202

Part A

Year	1st	Semester	2nd	Credits	L	T	P	C	
					2	0	0	2	
Course Type	Theory only								
Course Category	Add-On Courses								
Pre-Requisite/s				Co-Requisite/s					
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to re-examine texts that project women in rigid cultural and social constructs.(BL4-Analyze)</p> <p>CO2- Students will be able to explore specific female in terms of responses and experiences in literature.(BL4-Analyze)</p> <p>CO3- Students will be able to apply the Issues Discussed in Indian Women's Writing to write journalistic articles.(BL3-Apply)</p>								
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG5(Gender equality) SDG10(Reduced inequalities) SDG17(Partnerships for the goals)					

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Introduction of gender and society	1.1 Gender roles: Biological vs cultural determinism (Constructing Sex and Gender) 1.2 Constructing Sex and Gender 1.3 Patriarchy Sexual Division of Labour 1.4 Construction of Sexuality, Masculinity and Femininity	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	6
Unit – 2: Social Dynamics of Gender	2.1 Patriarchy and Gender-power 2.2 Capitalism and Gender 2.3 Caste, Class and Gender 2.4 Gender exclusion in politics 2.5 Gender representation in Indian polity	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	6
Unit – 3 Thinkers on Women and Gender Perspective	3.1 Marx on Gender and the Family 3.2 Role of Media in constructing ideologies enabling gender inequalities 3.3 DR. B.R. Ambedkar on women's rights and gender equality. 3.4 Gandhi on gender violence and gender equality	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T6 E-learning and Online Modules	6
Unit – 4: Issues Discussed in Indian Women's Writing and Publication of Women's writing in India	4.1 Domestic Violence- Sexuality- Gender and Development- Spirituality- Voice and Agency 4.2 Inclusion- Powerlessness- Social-Cultural-Caste-Class Politics and Personal Position 4.3 Publication of Women's writings in India 4.4 Women Oriented Publishers – Kali for Women, Manushi, Rawat, etc. 4.5 Politics of Publication, Portrayal of Men in Women's Writing	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T6 E-learning and Online Modules	7

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Investigate</p> <p>Introduction to Gender and Society</p> <p>Students will investigate the concept of gender and its interplay with societal structures, roles, and expectations. They will analyze various social norms, stereotypes, and their impact on individuals and communities through research and discussion.</p> <p>Outcome: By completing this assignment, students will gain a foundational understanding of gender dynamics in society, develop critical analytical skills, and learn to appreciate the significance of gender in shaping social interactions and identities.</p>	PBL	BL2-Understand	3
Unit- 2	<p>Caste, Class, and Gender Case Study</p> <p>Students will conduct a case study examining the interconnections between caste, class, and gender in a specific context, analyzing how these social categories influence individuals' opportunities and experiences. They will present their findings, highlighting the complexities and implications of these intersections.</p> <p>Outcome: By completing this assignment, students will develop a deeper understanding of social stratification, enhance their research and analytical skills, and learn to critically engage with issues of inequality and discrimination in society</p>	Case Study	BL5-Evaluate	3
Unit- 3	<p>Role of Media in Constructing Ideologies Enabling Gender Inequalities</p> <p>Students will analyze how various media forms, such as television, film, and advertising, contribute to the construction of ideologies that perpetuate gender inequalities. They will examine specific examples to understand the impact of media representations on societal perceptions of gender roles.</p>	Simulation	BL4-Analyze	4

	<p>Outcome: By completing this assignment, students will gain insights into the influence of media on gender ideologies, develop critical media literacy skills, and learn to recognize and challenge harmful stereotypes in media portrayals.</p>			
Unit- 4	<p>Issues Discussed in Indian Women's Writing and Publication of Women's Writing in India</p> <p>Students will explore key themes and issues addressed in Indian women's literature, such as identity, empowerment, and social justice, while also examining the challenges faced in the publication and promotion of women's writing in India. They will analyze specific texts and discuss the impact of these writings on society.</p> <p>Outcome: By completing this assignment, students will gain a deeper understanding of the contributions of Indian women writers, develop critical reading and analytical skills, and appreciate the significance of women's voices in literature and cultural discourse.</p>	Seminar	BL3-Apply	3

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. The Palace of Illusions by Chitra Banerjee Divakaruni 2. The Women and Men of India" (1936) B.R Ambedkar 3. Dr. B.R. Ambedkar on Women's Rights and Gender Equality" authored by Sunita Mangla and Manisha Tomar 4. Marx On Gender And The Family: A Critical Study: Historical Materialism, Heather Brown 5. "Mahatma Gandhi and Women" authored by R.K. Pruthi and A. Chaturvedi 6. GeetanjaliGangoli. (2005). "Indian Feminisms Law Patriarchies and Feminism in India". Publisher, Ashgate Publishing Company. 7. "The Will to Change: Men, Masculinity, and Love" by bell hooks 8. "Gender and the Politics of History" by Joan Wallach Scott 9. "Gender and Power: Society, the Person, and Sexual Politics" by R.W. Connell
Articles	
References Books	1. KrisnarajMaithreyi and Thorner Alice. (2000). "Ideals Images and Real Lives: Women in Literature and History".OrientLongman,New Delhi. 2. Padma Anagol. (2010). "The Emergence of Feminism in India Features". Publisher Sashgate Publishing Limited. 3. RadhaChakravathy. (2007). "Feminism and Contemporary Women Writers: Rethinking Subjectivity". Publisher: Routledge, India. 4. Spender, Dale(ed). "Mens studies modified: The Impact of Feminism on the Academic disciplines". Publisher: Peragomen press (Athene Series.1981.
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	1	-	-	-	-	-	-	-	-	-	-	-
CO2	-	2	-	1	-	-	-	-	-	1	2	-	-	-	-
CO3	-	-	-	-	2	1	1	-	-	2	-	1	-	-	2
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Globalization and Culture
Course Code	VACJMC203

Part A

Year	1st	Semester	2nd	Credits	L	T	P	C
					2	0	0	2
Course Type	Theory only							
Course Category	Add-On Courses							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to define several major eras in the history of Indian art. (BL1-Remember)</p> <p>CO2- Students will be able to identify aesthetic traits found throughout Indian art. (BL2-Understand)</p> <p>CO3- Students will be able to draw connections between art of different media, connecting them around ideological and stylistic similarities. (BL4-Analyze)</p>							
Courses Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✓ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG10(Reduced inequalities) SDG11(Sustainable cities and economies)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Basics of Globalization and Culture	<p>1.1 Introduction to Globalization and Culture, The concept of Culture and Cultural Dimensions.</p> <p>1.2 Intercultural Management Skills, International Dimensions of Organizational Behaviour.</p> <p>1.3 Contemporary Developments in World Culture</p> <p>1.4 The Globalization Reader, International Human Resource Management</p> <p>1.5 Structural Adjustment Programme, Globalization and the new global economy: globalization as representing the triumph of free market capitalism.</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	6
Unit – 2: Regional and multilateral agreements	<p>2.1 Brief History Agricultural globalization and Developing Countries.</p> <p>2.2 Multilateral Institutions, their Structure and Working : International Monetary Fund and the World Bank.</p> <p>2.3 Industry and Services in the globalization process: Labour, Migration and Outsourcing</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T6 E-learning and Online Modules	6
Unit – 3 Issues in Globalization	<p>3.1 Alternative perspectives on its nature and character</p> <p>3.2 Critical dimensions: economic, political, strategic, cultural and informatics</p> <p>3.3 Financial globalization: footloose capital and capital controls.</p> <p>3.4 The World Trade Organization: Organizational structure and decision-making process and its evolving role</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	6

Unit – 4: Mass Media and Globalization	4.1 Impact of New-Technologies on Culture 4.2 Globalization Effects on Culture and Communication. 4.3 Mass Media as a Culture Manufacturing Industry. 4.4 Communication & Folk Media – Character –Context & Functions	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	7
--	--	---	---

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Introduction to Globalization and Culture</p> <p>Students will explore the concept of globalization and its impact on cultural exchange, identity, and diversity around the world. They will analyze specific examples of cultural globalization, including the spread of media, consumer products, and social practices.</p> <p>Outcome: By completing this assignment, students will develop a nuanced understanding of the dynamics between globalization and culture, enhance their critical thinking skills, and learn to appreciate the complexities of cultural interactions in a globalized world.</p>	PBL	BL2-Understand	2
Unit- 2	<p>Brief History of Agricultural Globalization and Developing Countries</p> <p>Students will research the historical development of agricultural globalization, focusing on how global trade, technology, and policies have influenced agricultural practices in developing countries. They will analyze the benefits and challenges faced by these countries in adapting to global agricultural trends.</p> <p>Outcome: By completing this assignment, students will gain insights into the interconnectedness of agriculture and globalization, understand the socio-economic impacts on developing nations, and develop critical analytical skills related to global agricultural systems.</p>	Experiments	BL3-Apply	3
Unit- 3	<p>Issues in Globalization</p> <p>Students will investigate key issues related to globalization, such as economic inequality, cultural homogenization, environmental impacts, and labor rights. They will analyze specific case studies to understand how these issues affect different regions and populations.</p> <p>Outcome: By completing this assignment, students will develop a comprehensive understanding of the complexities and challenges of globalization, enhance their</p>	Simulation	BL5-Evaluate	3

	critical thinking skills, and learn to articulate informed perspectives on global interconnectivity and its consequences.			
Unit- 4	<p>Impact of New Technologies on Culture</p> <p>Students will explore how new technologies, such as social media, digital communication, and artificial intelligence, influence cultural practices, social interactions, and identity formation. They will analyze specific examples to understand the positive and negative effects of technology on cultural expression and community engagement.</p> <p>Outcome: By completing this assignment, students will gain insights into the relationship between technology and culture, develop critical analytical skills, and learn to assess the implications of technological advancements on societal values and norms.</p>	Seminar	BL4-Analyze	4

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. "Globalization and Its Discontents Revisited: Anti-Globalization in the Era of Trump" by Joseph E. Stiglitz 2. "Globalization, Culture, and the Indian Economy" by N. Jayapalan 3. "Globalization and Cultural Trends in India" edited by Arvind Sharma 4. "Indian Popular Culture: 'The Conquest of the World as Picture'" by Ranjani Mazumdar 5. "Indian Cinema in the Time of Globalization" by Kaushik Bhaumik 6. "Globalization and Its Impact on Indian Culture" by Sunita Reddy 7. Globalization and Culture: Global Melange" by Jan Nederveen Pieterse
Articles	
References Books	1. "The Cultural Contradictions of Globalization" by Kevin Robins and Asu Aksoy 2. "Globalization, Culture, and Development: The UNESCO Convention on Cultural Diversity" edited by Christiaan De Beukelaer 3. "Globalization and Its Discontents Revisited: Anti-Globalization in the Era of Trump" by Joseph E. Stiglitz 4. "Consuming Cultures: Globalization and Local Lives" edited by Jeremy Friedman and Craig Calhoun
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	-	-	-	-	1	-	-	1	-	1	-	-	-
CO2	-	-	1	-	1	-	-	-	-	-	1	-	1	-	-
CO3	-	-	-	2	-	-	-	2	-	-	-	-	1	-	-
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Indian Art: Materials, Techniques and Artistic Practices
Course Code	VACJMC204

Part A

Year	1st	Semester	2nd	Credits	L	T	P	C
					2	0	0	2
Course Type	Theory only							
Course Category	Add-On Courses							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to define several major eras in the history of Indian art. (BL1-Remember)</p> <p>CO2- Students will be able to identify aesthetic traits found throughout Indian art. (BL2-Understand)</p> <p>CO3- Students will be able to draw connections between art of different media, connecting them around ideological and stylistic similarities. (BL4-Analyze)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✓ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG11(Sustainable cities and economies) SDG12(Responsible consumption and production)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Clay: Terracotta and Terracruda	<p>1.1 How is clay processed into objects?</p> <p>1.2 Brick structures and urns from the Indus Valley and Megalithic sites in south India</p> <p>1.3 Sculptures of terracotta and bronze from Harappa</p> <p>1.4 Terracruda or unbaked clay-made objects and rituals</p> <p>1.5 How does paper affect the character of painting and calligraphy? How are ink and pigments prepared?</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	6
Unit – 2: Architecture I: Basics of Buddhist and Jain architecture	<p>2.1 Wood, stone and living rock</p> <p>2.2 Stupa, vihara, caves and temples from Shunga, Kushana, Maurya and Gupta periods</p> <p>2.3 How pigment-based paints are processed and applied to walls</p> <p>2.4 Bhimbetka drawings</p> <p>2.5 Murals of Sittanavasal and Ajanta</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	6
Unit – 3 Architecture II: Hinduism and temple building	<p>3.1 Architectural treatise and utilization of Vastupurusha mandala for making temples</p> <p>3.2 Temples of BadamiChalukyas, Rashtrakuta, Chola, Chandela and Eastern Ganga dynasties</p> <p>3.3 Types of stone in India: Mathura Sandstone, Deccani Basalt, Rajasthani Marble</p> <p>3.4 Stone carving for architecture</p> <p>3.5 Hero stones and their social significance, Household items and objects in royal court</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	6
Unit – 4: “New” Colonial Media	<p>4.1 Company paintings, European water color and Indian artisans</p> <p>4.2 Oil painting in the Princely courts, Raja Ravi Varma</p> <p>4.3 Introduction to the key developments in Indian Art after 1947, Post-independence</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules	7

	<p>artistic and design practices</p> <p>4.4 Neoliberalism, transnational connections and “new media” approaches</p> <p>4.5 Biennale, entrepreneurship and expansive notion of “art” after 2010</p>		
--	--	--	--

M

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>How Clay is Processed into Objects</p> <p>Students will research the steps involved in processing clay into various objects, including sourcing, preparing, shaping, drying, and firing the clay. They will create a visual presentation or demonstration showcasing these techniques and the tools used in pottery-making.</p> <p>Outcome: By completing this assignment, students will develop an understanding of the craftsmanship involved in pottery, enhance their research and presentation skills, and appreciate the cultural significance of clay objects in different societies.</p>	Experiments	BL2-Understand	4
Unit- 2	<p>Presentation</p> <p>Basics of Buddhist and Jain Architecture</p> <p>Students will create a presentation exploring the fundamental characteristics of Buddhist and Jain architecture, including key structures, design elements, and cultural significance. They will analyze specific examples, such as stupas, temples, and monastic complexes, to illustrate their findings.</p> <p>Outcome: By completing this assignment, students will gain insights into the architectural styles and philosophies of Buddhism and Jainism, develop their research and analytical skills, and appreciate the historical and cultural contexts of these religious structures.</p>	PBL	BL3-Apply	4
Unit- 3	<p>Basics of Buddhist and Jain Architecture</p> <p>Students will create a presentation exploring the fundamental characteristics of Buddhist and Jain architecture, including key structures, design elements, and cultural significance. They will analyze specific examples, such as stupas, temples, and monastic complexes, to illustrate their findings.</p> <p>Outcome: By completing this assignment, students will gain insights into the</p>	Case Study	BL4-Analyze	4

	architectural styles and philosophies of Buddhism and Jainism, develop their research and analytical skills, and appreciate the historical and cultural contexts of these religious structures.			
Unit- 4	<p>Oil Painting in the Princely Courts: Raja Ravi Varma</p> <p>Students will research the significance of oil painting in the princely courts of India, focusing on the works of Raja Ravi Varma and his influence on Indian art. They will analyze specific paintings to explore themes, techniques, and the cultural context of his work.</p> <p>Outcome: By completing this assignment, students will develop an appreciation for the role of Raja Ravi Varma in Indian art history, enhance their understanding of oil painting techniques, and learn to critically analyze visual art within its historical and cultural framework.</p>	Simulation	BL5-Evaluate	5

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Ali, Daud and Emma Flatt eds. 2020. Garden and landscape practices in pre-colonial India: histories from the Deccan. New Delhi: Routledge. 2. Dehejia, Vidya. 2006. Chola: Sacred Bronzes of Southern India. London: Royal Academy of Arts. 3. Buddhist Architecture" by Huu Phuoc Le 4. "The Art and Architecture of the Indian Subcontinent" by James C. Harle 5. "Elements of Hindu Iconography" by T.A. Gopinatha Rao 6. "Jain Temples of Rajasthan: Architecture and Iconography" by Shikha Jain 7. "Early Indian Architecture: Cities and City Gates etc." by Ananda K. Coomaraswamy 8. "The Temple Architecture of India" by Adam Hardy and Achyut Kanvinde 9. "Indian Architecture: Buddhist and Hindu Period" by Percy Brown 10. "Empire of Signs: Semiotic Essays on Japanese Culture" by Roland Barthes 11. "Media and Imperialism: Continuity and Change" by Oliver Boyd-Barrett and Terhi Rantanen
Articles	
References Books	1. Pahari Paintnings: The Horst Metzger collection in the Museum Rietberg. New Delhi: Niyogi Books. 2. Hardy, Adam. 2007. The Temple Architecture of India. Chichester (GB): J. Wiley and Sons. 3. Huntington, Susan. 1993. The Art of Ancient India: Buddhist, Hindu, Jain. New York: Weatherhill. 4. Koch, Ebba. 2001. Mughal Art and Imperial Ideology: Collected Essays. New Delhi: Oxford University Press. 5. Meister, Michael., and M. A. Dhaky. 1999. Encyclopedia of Indian Temple Architecture. New Delhi: Manohar Publishers. 6. Mitter, Partha. 2001. Indian Art. Oxford and New York: Oxford University Press. 12. Mitter, Partha. 2001. Indian Art. Oxford and New York: Oxford University Press
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	-	-	1	-	-	-	-	1	-	-	-
CO2	-	2	-	-	2	-	-	-	1	-	-	1	-	-	-
CO3	-	-	2	-	-	2	-	-	-	1	-	-	-	-	2
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Indian Political Thought
Course Code	VACJMC205

Part A

Year	1st	Semester	2nd	Credits	L	T	P	C
					2	0	0	2
Course Type	Theory only							
Course Category	Add-On Courses							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to categorize the political thoughts and the key characteristics of various Indian political ideologies. (BL2-Understand)</p> <p>CO2- Students will be able to Explain the philosophical foundations of different Indian political schools of thought. (BL2-Understand)</p> <p>CO3- Students will be able to Apply the concepts from Indian Political Thought to analyse and discuss contemporary political issues. (BL3-Apply)</p> <p>CO4- Students will be able to Analyze the impact of historical Indian political thought on the present-day political landscape. (BL4-Analyze)</p> <p>CO5- Students will be able to Evaluate the relevance of traditional Indian political concepts in the context of global politics and governance (BL5-Evaluate)</p>							
Courses Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✓ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG5(Gender equality) SDG10(Reduced inequalities)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Modern Indian Political Thought	<p>1.1 Legacy and influence of the past on Modern Indian Political Thought</p> <p>1.2: Colonial Modernity and the Nationalist Response and Perspective.</p> <p>1.3: Dialectical interaction between ideas and contexts: Socio-historical contexts and the socio-political changes that the ideas aimed and Influence on the articulation of Nationalism and freedom struggle</p> <p>1.4 Liberal Thinker: European Enlightenment and Raja Rammohan Roy.</p> <p>1.5 Making of an Indian social reformer: From Arya Mahila Samaj to Mukti Mission (renamed Ramabai Mukti Mission)</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T6 E-learning and Online Modules	6
Unit – 2: Gandhi and women education in india	<p>2.1 Women's Education and Emancipation in India</p> <p>2.2 Woman's Place in Religion and Society</p> <p>2.3 Swami Vivekananda's Philosophy and Interpretation of the Vedanta Philosophy</p> <p>2.4 mahatma Gandhi's perspective of Swaraj.</p> <p>2.5 Characteristics of Swaraj: Complementariness of negative and positive characteristics of Swaraj in Gandhian formulation</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T6 E-learning and Online Modules	6
Unit – 3 Ambedkar's perspective and social democracy	<p>3.1 B.R. Ambedkar as a social reformer and constitutionalist and the leader of the Depressed Classes.</p> <p>3.2 Ambedkar's Critique of the Hindu Social System.</p> <p>3.3 Social Democracy as a basis of Social Justice: Centrality of Liberty, equality and fraternity</p> <p>3.4 State Socialism as a means to achieve Social Justice</p> <p>3.5 Tagore's perception of the dual role nationalism: Spirit of the West and the Nation of the West.</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T6 E-learning and Online Modules	6

<p>Unit – 4: Savarkar, Iohia and Nehruvian thoughts</p>	<p>4.1 Savarkar philosophy of Hinduism and theory of cultural nationalism.</p> <p>4.2 Hindutva, as a political philosophy and the perspective of 'Hindu rashtra'</p> <p>4.3 Nehruvian thoughts on socialism and the vision of India and need for secularism.</p> <p>4.4 Iohias thoughts of Socialism and his Critique of Western Ideologies.</p> <p>4.5 New Socialism: Infusing the spirit of Gandhism into western understanding of socialism and economic system rooted in the small machine technology.</p>	<p>T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T8 Discussion Forums and Debates T10 Research Projects and Independent Studies</p>	<p>7</p>
---	--	---	----------

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Presentation</p> <p>create a presentation on key figures and ideas in modern Indian political thought, exploring the contributions of thinkers such as Gandhi, Nehru, and Ambedkar. They will analyze the ideological frameworks that shaped India's political landscape and discuss their relevance in contemporary society.</p> <p>Outcome: By completing this assignment, students will gain a deeper understanding of the evolution of political ideas in India, develop critical analytical skills, and learn to connect historical political thought to current issues in Indian politics.</p>	PBL	BL2-Understand	4
Unit- 2	<p>Research Study</p> <p>Gandhi and Women's Education in India</p> <p>Students will research Mahatma Gandhi's views on women's education and his efforts to promote educational opportunities for women in India. They will analyze the impact of his philosophy on women's rights and education reforms during the Indian independence movement.</p> <p>Outcome: By completing this assignment, students will gain insights into the role of education in empowering women, understand Gandhi's influence on social change, and appreciate the historical context of women's education in India.</p>	Case Study	BL4-Analyze	4
Unit- 3	<p>Ambedkar's Perspective and Social Democracy Seminar</p> <p>Students will prepare a seminar presentation on Dr. B.R. Ambedkar's views on social democracy, focusing on his advocacy for equality, justice, and the rights of marginalized communities in India. They will discuss his contributions to the Indian Constitution and the significance of his ideas in promoting social change.</p> <p>Outcome: By completing this assignment, students will develop a deeper understanding of Ambedkar's vision for</p>	Seminar	BL5-Evaluate	4

	social democracy, enhance their analytical skills regarding social justice issues, and learn to appreciate the ongoing relevance of his teachings in contemporary society.			
Unit- 4	<p>Explore</p> <p>Savarkar, Lohia, and Nehruvian Thoughts</p> <p>Students will explore the political philosophies of Vinayak Savarkar, Ram Manohar Lohia, and Jawaharlal Nehru, analyzing their views on nationalism, social justice, and economic development. They will compare and contrast these thinkers' contributions to Indian political thought and their impact on the country's post-independence trajectory.</p> <p>Outcome: By completing this assignment, students will gain insights into diverse ideological perspectives in Indian politics, enhance their critical thinking and comparative analysis skills, and understand the complexities of India's political landscape.</p>	Experiments	BL3-Apply	5

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Appadorai, A., Political Thought in India, 400 B.C.–1980, Delhi: Khama Publishers, 2018. 2. Prasad, Beni, The Theory of Government in Ancient India, Allahabad: The Indian Press. 1927. 3. Pantham, Thomas and Deutsch, Kenneth L. (eds.), Political Thought in Modern India, New Delhi: Sage Publications, 1986. 4. "Indian Political Thought: Themes and Thinkers" by V.R. Mehta 5. "Indian Political Thought: Themes and Thinkers" by Bidyut Chakrabarty 6. "Modern Indian Political Thought" by K. Satchidananda Murty 7. "Political Thought in Modern India" by Thomas Pantham and Kenneth L. Deutsch
Articles	
References Books	1. Guha, Ramachandra, Makers of Modern India, New York & London: Penguin Viking, 2010. 2. Jha, Mitra Nandan, Modern Indian Political Thought: Ram Mohan Roy to Present Day, Meerut: Meenakshi Prakashan, 1975. 3. Chakrabarty, Bidyut and Rajendra Kumar Pandey, Modern Indian Political Thought: Text and Context, New Delhi: Sage, 2020. 4. Chatterjee, Partha, Nationalist Thought and the Colonial World: A Derivative Discourse. New Delhi: Oxford University Press, 1986.
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	1	-	-	-	1	-	-	-	-	1	-	-
CO2	-	-	1	-	-	1	-	-	-	1	-	-	-	-	-
CO3	-	2	-	-	1	-	-	-	-	-	1	-	-	-	-
CO4	-	-	-	1	-	-	1	-	-	-	-	-	1	-	-
CO5	-	2	-	-	-	-	-	2	-	-	-	2	-	-	2
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Ethics & Gender Equality
Course Code	AECJMC301

Part A

Year	2nd	Semester	3rd	Credits	L	T	P	C
					2	0	0	2
Course Type	Theory only							
Course Category	Ability Enhancement Courses							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Student will be able to recall the gender related issues, various government scheme related to gender and women, rights of women and girls(BL1-Remember)</p> <p>CO2- Student will be able to explain the concept of gender and sex and also able to describe the role of mass media to safeguard the women's rights. (BL2-Understand)</p> <p>CO3- Student will be able to use their knowledge to solve the various social issues related to women and child. They will also be able to made awareness in society. (BL3-Apply)</p> <p>CO4- Student will be able to criticize the traditional mind set of society and organization about women(BL4-Analyze)</p> <p>CO5- Student will be able to support to women and girls to work in any organization and help them to how to be safe from others(BL4-Analyze)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✓ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG10(Reduced inequalities)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Concept of Gender	<p>1.1 Difference between sex and gender; social construction of gender and its outcomes in the form of behavior, roles, gender-based division of labour, hierarchy; gender relations</p> <p>1.2 Gender issues in organizations - significance of relations between structures, practices, context, interactions and power for construction of gender at organizational level</p> <p>1.3 Gender implications at workplace, management and leadership, Laws and Acts</p> <p>1.4 Comparing different types of organizations; how to create a gender sensitive organization</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	5
Unit – 2: Women in Indian Society	<p>2.1 Status of Women in Ancient & Modern India</p> <p>2.2 Status of Women in different religions: Hinduism, Christianity and Islam</p> <p>2.3 Women and Family: Pre-natal sex selection, Gendered practices in the family, Gender based division of labour in the family, Marriage and women, Marriage and women's consent, Child marriage, the practice of dowry, Women and family violence</p> <p>2.4 Women's work: The Invisible hands, Exploitation of women at work, Gender Stereotyping at work, Glass ceiling, Women and pay gap, Sexual Harassment of women at work, Working women and role conflict.</p>	T7 Problem-Based Learning (PBL) T8 Discussion Forums and Debates T10 Research Projects and Independent Studies	5
Unit – 3 Gender Issues in Modern India	<p>3.1 Gender Stereotypes: Concept and Meaning</p> <p>3.2 Sexual Exploitation, Rape, Kidnapping and Prostitution</p> <p>3.3 Gender sensitive language and communication, Gendered language, Sexist Language, Gender neutral language</p> <p>3.4 Negative portrayal of Women in Mass Media</p>	T4 Simulations and Role-Playing T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T8 Discussion Forums and Debates	5

<p>Unit – 4: Girls in Education & Mass Media</p>	<p>4.1 Rural girls' education, accessibility of schools, and integration in the domestic economy; SC/ST girls' schooling, gendered labour and socialization</p> <p>4.2 School of religious denomination and limitations to girls' education</p> <p>4.3 The importance of sexuality education; Communalization of education; Girls with disabilities – doubly discriminated</p> <p>4.4 Role of Women in mass media; Gender discriminations in Mass Media</p>	<p>T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T5 Multimedia Presentations and Use of Technology</p>	<p>5</p>
<p>UNIT-5 Ethical Values</p>	<p>5.1 Introduction to and study of ethics; Indian and Western ethics</p> <p>5.2 Different ethical systems and perspectives; ethical relativism and its implications, utilitarianism, duty ethics and virtue ethics in organizations</p> <p>5.3 Critique of various ethical positions and develop their own position in an organizational context</p> <p>5.4 Punctuality, Cleanliness Law abidingness and work place behavior and professional ethics.</p>	<p>T7 Problem-Based Learning (PBL) T8 Discussion Forums and Debates T10 Research Projects and Independent Studies</p>	<p>5</p>

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	<p>Assignment: Exploring Gender Concepts in Organizations</p> <p>Conduct a case study on a local organization to analyze its gender dynamics, focusing on the differences between sex and gender, the social construction of gender roles, and the impact of gender relations on workplace practices. Interview employees about their experiences and perceptions of gender issues, and assess the organization's policies regarding gender sensitivity. Conclude with recommendations for creating a more gender-sensitive environment.</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Understand the distinction between sex and gender and how social constructs influence behavior and roles within organizations. 2. Analyze the impact of gender relations on organizational practices and leadership. 3. Propose actionable strategies for fostering a gender-sensitive workplace culture. 	Case Study	BL2-Understand	6
Unit 2	<p>Assignment: Exploring Women's Status in Indian Society</p> <p>Conduct interviews with women from different backgrounds and religions to gather insights on their experiences regarding family dynamics, work, and societal expectations. Analyze the data to identify common themes and challenges faced by women, and present findings in a report highlighting the differences and similarities in their status across various contexts.</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will gain firsthand understanding of the diverse 	Field work	BL3-Apply	8

	<p>experiences of women in Indian society.</p> <ol style="list-style-type: none"> 2. They will develop analytical skills by comparing data and identifying gender-related issues. 3. Students will enhance their communication skills through interviews and reporting. 			
Unit 3	<p>Assignment: Analyzing Gender Stereotypes and Language in Media</p> <p>Conduct a survey to identify common gender stereotypes in your community or school. Analyze media portrayals of women by selecting three advertisements or news articles and evaluating the use of gender-sensitive, sexist, or gender-neutral language. Present your findings in a report, highlighting the impact of language on perceptions of gender roles.</p> <p>Learning Outcomes: Students will gain insight into the prevalence of gender stereotypes and their implications in society. They will also develop critical thinking skills by analyzing language use in media, enhancing their understanding of gender sensitivity in communication.</p>	Field work	BL4-Analyze	6
Unit 4	<p>Practical : Media Campaign for Girls' Education Awareness</p> <p>Design a multimedia awareness campaign focused on the importance of girls' education in rural areas, integrating various media formats such as posters, social media posts, and a short video. Research the barriers faced by girls, particularly SC/ST and those with disabilities, and highlight positive role models in education. Present your campaign to the class, explaining your chosen media and messaging strategies.</p> <p>Learning Outcomes: Students will learn to creatively communicate the importance of girls'</p>	Role Play	BL4-Analyze	8

	education through various media platforms. They will develop research skills by identifying barriers to education and gain experience in creating impactful awareness campaigns that promote social change.			
Unit 5	<p>Assignment: : Exploring Ethical Values in Organizations</p> <p>Conduct interviews with professionals from different fields to gather their perspectives on ethical dilemmas they have faced in the workplace. Analyze these situations through the lens of various ethical theories (utilitarianism, duty ethics, and virtue ethics) and present your findings in a report. Include recommendations for fostering ethical behavior in organizations based on your analysis.</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Understand and apply different ethical systems and perspectives in real-world organizational contexts. 2. Develop critical thinking skills by evaluating ethical dilemmas and formulating personal ethical positions. 3. Recognize the importance of professional ethics and positive workplace behaviors like punctuality and cleanliness. 	Simulation	BL3-Apply	4

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Bhasin Kamala, Understanding Gender : Gender Basics , New Delhi : Women Unlimited , 2004 2. Bhasin Kamala, Exploring Masculinity: Gender Basics , New Delhi: Women Unlimited, 2004 3. Bhasin Kamala, What is Patriarchy? : Gender Basics, New Delhi :Women Unlimited ,1993 4. "Gender, Space and Resistance: Women and Theatre in India" by Anita Singh 5. "Talking Back: The Idea of Civilization in the Indian Nationalist Discourse" by Raka Ray 6. "Gender, Caste, and the Imagination of Equality" by Anupama Rao 7. "Ethics in Public Relations: Responsible Advocacy" by Kathy R. Fitzpatrick 8. "Gender and the Politics of History" by Uma Chakravarti
Articles	
References Books	1. Bhasin Kamala, Understanding Gender : Gender Basics , New Delhi : Women Unlimited , 2004 2. Bhasin Kamala, Exploring Masculinity: Gender Basics , New Delhi: Women Unlimited, 2004 3. Bhasin Kamala, What is Patriarchy? : Gender Basics, New Delhi :Women Unlimited ,1993 4. "Gender, Space and Resistance: Women and Theatre in India" by Anita Singh 5. "Talking Back: The Idea of Civilization in the Indian Nationalist Discourse" by Raka Ray 6. "Gender, Caste, and the Imagination of Equality" by Anupama Rao 7. "Ethics in Public Relations: Responsible Advocacy" by Kathy R. Fitzpatrick 8. "Gender and the Politics of History" by Uma Chakravarti
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	-	-	-	-	-	-	1	-	-	-	-
CO2	-	-	-	1	-	-	1	1	-	-	-	-	1	-	-
CO3	-	2	-	-	-	1	-	-	-	-	-	1	-	-	2
CO4	1	-	-	-	1	-	-	-	1	-	-	-	-	-	-
CO5	-	-	2	-	-	-	2	-	-	1	-	-	-	2	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Media Literacy & Critical Thinking
Course Code	AECJMC302

Part A

Year	2nd	Semester	3rd	Credits	L	T	P	C
					2	0	0	2
Course Type	Theory only							
Course Category	Ability Enhancement Courses							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Student will be able to recall the various concept and terminology related to media literacy(BL1-Remember)</p> <p>CO2- Student will be able to explain the process and nature of media literacy along with message and types of messages (BL2-Understand)</p> <p>CO3- Student will be able to use their knowledge to choose appropriate message from various offline and online sources to share the public for literacy.(BL3-Apply)</p> <p>CO4- Student will be able to classify the media reception message and ecosystem of media to literate the public (BL4-Analyze)</p> <p>CO5- Student will be able to defend their work and message selected from various sources to make awareness of society.(BL5-Evaluate)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG10(Reduced inequalities)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Introduction to Media Literacy	1.1 Concept and Meaning of Media Literacy; its definition 1.2 Media Literacy: Nature, Scope and Importance 1.3 Sub fields: Digital Literacy and Visual literacy	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	7
Unit – 2: Media Messages	2.1 Skills in Media Literacy: Critical Analysis and Interpretation 2.2 Interpreting media messages: Semiotics, Ideology 2.3 Media as Text; Commercial messages	T7 Problem-Based Learning (PBL) T8 Discussion Forums and Debates T10 Research Projects and Independent Studies	6
Unit – 3 Media Messages Reception	3.1 Process of Message Generation and Communication 3.2 Media Vehicles for messages and their types 3.3 Nature of media messages; Media Exposure and Filters; Media stereotypes	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T5 Multimedia Presentations and Use of Technology	6
Unit – 4: Media Ecosystem in Globalization	4.1 Media Ecosystem, Media Empires and Ownership patterns 4.2 Globalization of Media; Commercialism, Sensationalism 4.3 Media markets, Propaganda and Hegemony	T4 Simulations and Role-Playing T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T8 Discussion Forums and Debates	6

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	<p>Assignment : Analyzing Media Messages for Bias and Accuracy</p> <p>Assignment: Select two different news reports on the same topic, one from traditional media and one from digital media. Analyze the tone, language, and visuals used in both. Evaluate the presence of bias, accuracy, and how effectively the reports promote media literacy. Present your findings in a written report.</p> <p>Learning Outcome: Students will develop critical thinking skills to assess media content, enhance their ability to identify bias and accuracy in media messages, and gain a deeper understanding of the scope and importance of media literacy in both traditional and digital formats.</p>	Case Study	BL2-Understand	4
Unit 2	<p>Assignment:: Critical Analysis of Media Messages</p> <p>Analyze a commercial advertisement and a news segment from a media outlet. Use semiotics to interpret the signs and symbols, and explore the underlying ideology in both. Critically assess the messages' intent and the influence on audiences, considering commercial motivations. Present your findings in a 500-word essay.</p> <p>Learning Outcome: Students will learn to critically analyze media content, understand the use of semiotics in interpreting media messages, and identify ideological underpinnings in commercial media. They will also develop skills in media literacy and message deconstruction.</p>	Experiments	BL4-Analyze	4
Unit 3	<p>Assignment: : Exploring Media Stereotypes and Message</p>	Simulation	BL4-Analyze	4

	<p>Reception</p> <p>Select a recent media campaign (advertisement, film, or news story) and evaluate its messages. Analyze how the chosen media vehicle conveys these messages and identify any stereotypes it may perpetuate. Additionally, discuss the potential impact of media exposure on different audience demographics. Present your analysis in a presentation format.</p> <p>Learning Outcomes: Students will gain insight into the relationship between media vehicles and the messages they convey. They will develop critical thinking skills by examining stereotypes in media and understanding how audience factors influence message reception.</p>			
Unit 4	<p>Assignment: Case study on Impact of Globalization on Local Media Practices</p> <p>Conduct a case study on how globalization affects a local media outlet in your region. Investigate ownership patterns, the influence of international media trends, and the balance between local culture and commercialism. Present your findings through a written report and a visual presentation.</p> <p>Learning Outcomes: Students will gain insight into the interaction between globalization and local media practices. They will learn to evaluate how global media trends influence local content and cultural representation. Additionally, students will enhance their research and analytical skills through case study methodology.</p>	Case Study	BL3-Apply	8

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Hobbs, Renee (2017). Create to Learn: Introduction to Digital Literacy. 2. Malden, MA: Wiley/Blackwell. Print book or e-book. Hobbs, Renee (2020). 3. "Media Literacy: A Reader" edited by Vibodh Parthasarathi 4. "Media and Communication Research Methods: An Introduction to Qualitative and Quantitative Approaches" by Arthur Asa Berger 5. "Media, Culture and Society in India" by Anandam Kavoori and Aswin Punathambekar 6. "Media Ethics: Principles, Practices, and Perspectives" by Shuchi Agrawal 7. "Critical Thinking: An Introduction" by Alec Fisher 8. "Media Literacy in India" edited by Keya Dasgupta and Amita Malik
Articles	
References Books	1. Media Literacy in Action: Questioning the Media. Lanham, MD: Rowman & Littlefield. This book is available online to students free of charge. 2. "Critical Media Studies: An Introduction" by Brian L. Ott and Robert L. Mack 3. "The Media Book" by Chris Newbold, Oliver Boyd-Barrett, and Sonia M. Livingston 4. "Media and Society" by Michael O'Shaughnessy and Jane Stadler 5. "Understanding Media and Culture: An Introduction to Mass Communication" by Jack Lule
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	-	-	-	-	-	-	-	-	1	-	-
CO2	-	-	-	-	-	-	1	1	-	-	-	1	-	-	-
CO3	-	2	-	1	-	-	-	-	1	-	-	-	-	-	1
CO4	-	-	-	-	1	-	-	-	-	1	-	-	1	-	-
CO5	-	2	1	-	-	1	-	-	-	-	1	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Life Skills & Mentoring- II
Course Code	AECJMC303

Part A

Year	2nd	Semester	3rd	Credits	L	T	P	C
					2	0	0	2
Course Type	Theory only							
Course Category	Ability Enhancement Courses							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will able to Memorize essential skills for personal development, such as communication, time management, and problem-solving. (BL1-Remember)</p> <p>CO2- Students will able to Summarize the benefits of mentoring relationships and the impact of life skills on overall well-being. (BL2-Understand)</p> <p>CO3- Students will able to Apply life skills and strategies to real-life situations, such as managing conflicts, setting goals, or making decisions. (BL3-Apply)</p> <p>CO4- Students will able to Critically examine the challenges and barriers to developing and practicing life skills. (BL4-Analyze)</p>							
Courses Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✓ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG10(Reduced inequalities)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Overview of Life Skills	<p>1.1 Meaning and significance of life skills</p> <p>1.2 Life skills identified by WHO: Self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, problem solving, Effective communication, interpersonal relationship, coping with stress, coping with emotion.</p> <p>1.3 Life skills for professionals: positive thinking, right attitude, attention to detail, having the big picture, learning skills, research skills, perseverance, setting goals and achieving them, helping others, leadership, motivation, self-motivation, and motivating others, personality development, IQ, EQ, and SQ</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	7
Unit – 2: Values related with Self	<p>Unit – 2: Values related with Self</p> <p>2.1 Self-awareness: definition, need for self-awareness; Coping With Stress and Emotions, Human Values, tools and techniques of SA: questionnaires, journaling, reflective questions, meditation, mindfulness, psychometric tests, feedback</p> <p>2.2 Stress Management: Stress, reasons and effects, identifying stress, stress diaries, the four A's of stress management, techniques, Approaches: action-oriented, emotion-oriented, acceptance oriented, resilience, Gratitude Training,</p> <p>2.3 Coping with emotions: Identifying and managing emotions, harmful ways of dealing with emotions, PATH method and relaxation techniques.</p> <p>2.4 Morals, Values and Ethics: Integrity, Civic Virtue, Respect for Others, Living Peacefully. Caring, Sharing, Honesty, Courage, Valuing Time, Time management, Co-operation, Commitment, Empathy, Self-Confidence, Character, Spirituality, Avoiding Procrastination, Sense of Engineering Ethics.</p>	T4 Simulations and Role-Playing T5 Multimedia Presentations and Use of Technology T8 Discussion Forums and Debates	6
Unit – 3 21st century skills	<p>3.1 Creativity, Critical Thinking, Collaboration, Problem Solving, Decision Making</p>	T7 Problem-Based Learning (PBL) T8 Discussion Forums and Debates T10 Research Projects and Independent Studies	5

	<p>3.2 Need for Creativity in the 21st century, Imagination, Intuition, Experience, Sources of Creativity, Lateral Thinking, Myths of creativity, Critical thinking Vs Creative thinking, Functions of Left Brain & Right brain, Convergent & Divergent Thinking, Critical reading & Multiple Intelligence</p> <p>3.3 Steps in problem solving: Problem Solving Techniques, Six Thinking Hats, Mind Mapping, Forced Connections. Analytical Thinking, Numeric, symbolic, and graphic reasoning</p>		
Unit – 4: Group dynamics and Leadership	<p>4.1 Introduction to Groups: Composition, formation, Cycle, thinking, Clarifying expectations, Problem Solving, Consensus, Dynamics techniques.</p> <p>4.2 Group vs Team, Team Dynamics, Virtual Teams. Managing team performance and managing conflicts, Intrapreneurship</p> <p>4.3 Leadership framework, entrepreneurial and moral leadership, vision, cultural dimensions. Growing as a leader, turnaround leadership, managing diverse stakeholders, crisis management</p> <p>4.4 Types of Leadership, Traits, Styles, VUCA Leadership, Levels of Leadership, Transactional vs Transformational Leaders, Leadership Grid, Effective Leaders.</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations	6

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	<p>Assignment: Life Skills Development</p> <p>Assignment: Create a life skills portfolio that includes personal reflections on each of the WHO-identified life skills (self-awareness, empathy, critical thinking, etc.). For each skill, provide examples of how you have applied them in real-life situations, as well as goals for further development. Additionally, conduct an interview with a professional to discuss the importance of life skills in their career.</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will gain a deeper understanding of essential life skills and their significance in personal and professional contexts. 2. Students will enhance their self-reflection abilities and apply life skills to real-life scenarios. 3. Students will learn the importance of effective communication and interpersonal relationships through professional interactions. 	Simulation	BL6-Create	4
Unit 2	<p>Assignment: Self-Awareness and Stress Management Practices</p> <p>Students will create a personal self-awareness portfolio that includes a stress diary, reflections on emotions using the PATH method, and an analysis of their core values and ethics. They will utilize tools like questionnaires, journaling, and meditation practices to assess their self-awareness and stress management techniques. The portfolio should also incorporate a plan for coping with stress and emotions, including gratitude training and resilience strategies.</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will develop self-awareness by reflecting on their emotions, values, and stressors. 	PBL	BL3-Apply	6

	<ol style="list-style-type: none"> 2. They will learn effective stress management techniques and coping strategies for emotional challenges. 3. Students will enhance their understanding of ethics and morals, fostering personal growth and resilience. 			
Unit 3	<p>Assignment: Enhancing 21st Century Skills through Collaborative Problem Solving</p> <p>In groups of four, students will select a real-world problem (e.g., environmental issues, social media impact, etc.) and utilize techniques such as mind mapping and the Six Thinking Hats to brainstorm creative solutions. Each group will present their problem and proposed solutions, highlighting the critical and creative thinking processes used during their collaboration.</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will develop teamwork and collaboration skills by working together to solve complex problems. 2. They will enhance their critical and creative thinking abilities through practical application of various problem-solving techniques. 3. Students will learn to articulate their ideas effectively and defend their solutions, fostering confidence in public speaking and presentation skills. 	Simulation	BL4-Analyze	6
Unit 4	<p>Assignment: Exploring Group Dynamics and Leadership</p>	Simulation	BL3-Apply	4

	<p>Form groups of 4-5 students to identify a real-world problem within your community. Analyze the group dynamics involved in addressing the issue, applying concepts from the course, such as consensus-building and conflict management. Each group will present a leadership strategy based on different leadership styles and frameworks discussed in class, focusing on how they would implement solutions collaboratively.</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will understand the dynamics of group formation, problem-solving, and the differences between groups and teams. 2. Students will develop practical skills in applying leadership frameworks and styles to real-world scenarios. 3. Students will enhance their ability to work collaboratively and manage conflicts effectively within a group setting. 			
--	---	--	--	--

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. S.Hariharan, etc., (2010) Soft Skills, Chennai: MJP Publishers 2. Rex Stainton Rogers, etc., (1995) Social Psychology- A critical Agenda, UK: Polity Press 3. "Life Skills Education: A Practical Guide" by Vijaya Kumari K. 4. "Life Skills and Leadership for Youth" by Betsy C. Stone 5. "Life Skills: Essential Life Skills for Students" by Jill Savage and Kathryn Goering Reid 6. "The Mentor's Guide: Facilitating Effective Learning Relationships" by Lois J. Zachar 7. "Life Skills: Empowerment and Guidance for Modern Living" by Linda Silvester
Articles	
References Books	1. Robert A. Baron, etc., (2006) Social Psychology, New Delhi: Prentice Hall of India 2. Elizabeth B. Hurlock (1974) Personality Development, New Delhi: Tata Mc-graw Hill Publishing Company 3. "The Teen Guide to Global Action: How to Connect with Others (Near & Far) to Create Social Change" by Barbara A. Lewis 4. "Life Skills: 225 Ready-to-Use Health Activities for Success and Well-Being" by Sandy Schenkat
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	-	-	-	-	-	1	-	-	1	-	-
CO2	-	-	-	-	-	-	1	1	-	-	-	1	-	-	-
CO3	-	2	-	1	-	-	-	-	1	-	-	-	-	-	1
CO4	-	1	-	-	1	-	-	-	-	-	1	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Fundamentals of TV Journalism
Course Code	DSCJMC301

Part A

Year	2nd	Semester	3rd	Credits	L	T	P	C
					4	0	0	4
Course Type	Theory only							
Course Category	Discipline Core							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Student will be able to recall the keywords, technology, process and history of TV Journalism. (BL1-Remember)</p> <p>CO2- Student will be able to Explain the importance, process of TV writing, formats and term of TV journalism (BL2-Understand)</p> <p>CO3- Student will be able to solve the problems and issues in formatting of news and writing of news, programme for TV (BL3-Apply)</p> <p>CO4- Student will be able to Analysis the production work to broadcast on TV and prepare a report to enhance the quality of work (BL4-Analyze)</p> <p>CO5- Student will be able to compare the working process of TV and other media. (BL5-Evaluate)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG10(Reduced inequalities)				

Part B

Modules	Contents	Pedagogy	Hours
Unit- 1TV: Features and technique	<p>1.1 Television evolution as a medium Main features, strength and weekness</p> <p>1.2 Television broadcasting in india Evaluation main characteristics and trends, government policy and regulations for T.V</p> <p>1.3 Techniques of T.V broadcasting: terrestrial satellite conditional access system, DTH IPTV, T.V or Mobile</p> <p>1.4 Broadcast Standars NTSC, PAL, HDTV,</p> <p>1.5 Major indian and international news channel, regional language indian challenge their role importance impact</p> <p>1.6 Stage of programme production</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	10
Unit- 2 TV News: Concepts and Writing	<p>2.1TV News: Key Concept and Basic Features, TV News Writing: Research and Production</p> <p>2.2Different Types of TV News Writing: Anchor (STD) Read, Anchor (STD) VO, Anchor (STD) Byte, Anchor (STD)-Graphics, Anchor (STD)-Package etc.</p> <p>2.3Headline, Lead in, Promo, Coming UP (Teaser) Writing, Voice Over and Anchoring, Use of Teleprompter, Importance of pronunciation in TV</p> <p>2.4 Scripting a Programme: Story Boarding and Script Breakdown</p> <p>2.5 Maintaining Continuity, Make-up, Set-designs, Costumes, Props, Floor Plan, Budgeting</p>	T7 Problem-Based Learning (PBL) T8 Discussion Forums and Debates T10 Research Projects and Independent Studies	10
Unit- 3 Different Types of TV Programmes	<p>3.1Structure and Functions of TV News Room</p> <p>3.2 TV Reporting: Areas for TV Reporting, Source, Agencies and Bureau</p> <p>3.3Format: Live, Phone in, OB, DSNG</p> <p>3.4Interview Technique, Peace to Camera</p> <p>3.5TV Documentary, Reporting for Documentary</p>	T4 Simulations and Role-Playing T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T8 Discussion Forums and Debates	10

Unit- 4 TV Production	<p>4.1TV Camera: Characteristics, Types and Operating</p> <p>4.2Technique of TV Lighting: Lighting for Multi-camera Setup, Lighting for Chroma, Effect</p> <p>4.3Combining Audio for TV: Post Production, Audio Mixing, Graphics and Animation</p> <p>4.4 Organizing Studio and Outdoor Recording, Single, Double and Multi-Camera Production</p> <p>4.5 Video Editing: Concept and process, Basics of Continuity Editing, Idea to Screen</p> <p>4.6. Process of Editing: Cut, Mix, Dissolve, Jump, AB Roll etc. Production: Online and Post Production</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T5 Multimedia Presentations and Use of Technology	8
UNIT-5 Basics of Video Editing	<p><i>5.1 Aesthetic Factor of video editing.</i></p> <p><i>5.2 Types of video editing- Non-Linear editing, cut to cut, assemble & insert, on line, offline editing</i></p> <p><i>5.3. Designing, Evaluation and field testing of programme</i></p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	7

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	<p>Features and technique of TV</p> <p>Research and create a presentation on the evolution of television broadcasting in India, highlighting its main characteristics, government policies, and the various techniques used in TV broadcasting.</p> <p>Outcome-From this activity, students will learn about the evolution of TV broadcasting in India, key broadcasting techniques, government regulations, differences between broadcast standards, and the impact of major news channels, while also understanding the stages of TV program production.</p>	Research Paper Presentation	BL2- Understand	4
Unit 2	<p>TV News: Concepts and Writing</p> <p>Write a 2-minute TV news script on a recent event, focusing on the key components of TV news writing: clarity, brevity, accuracy, and engaging the audience. Include an introduction, body, and conclusion with appropriate visuals or cues for anchors.</p> <p>Outcome-Students will learn how to structure and write a concise, clear, and engaging TV news script, develop skills in news reporting, and understand how to integrate visuals and cues for effective television news presentation.</p>	Field work	BL3-Apply	6
Unit 3	<p>Different Types of TV Programmes</p> <p>Create a proposal for a new TV program (news, reality show, documentary, talk show, or educational). Include the title, concept, target audience, format, content themes, production elements, and marketing strategy.</p> <p>Outcome-Students will learn how to conceptualize and structure a TV program, analyze target audiences, and understand production and marketing elements.</p>	Experiments	BL3-Apply	4
Unit 4	<p>TV Production</p>	Virtual Labs	BL6-Create	8

	<p>Create a 3-5 minute TV production segment that showcases camera operation, lighting techniques, audio integration, and video editing. Students must plan, shoot, and edit the segment, demonstrating their understanding of the production process.</p> <p>Learning Outcome-Students will gain practical skills in media production, enhancing their technical proficiency in camera operation, lighting, and editing. They will also learn to apply theoretical concepts collaboratively while addressing real-world challenges.</p>			
Unit 5	<p>Basics of Video Editing</p> <p>Create a short video project (2-3 minutes) using non-linear editing software. Focus on incorporating various types of video editing techniques, such as cut-to-cut and assemble & insert. Emphasize the aesthetic factors of video editing, ensuring a coherent narrative and engaging visuals. After completion, conduct peer evaluations to gather feedback and identify areas for improvement.</p> <p>Learning Outcomes</p> <p>Students will gain hands-on experience in using video editing software, understanding the practical application of different editing techniques. They will also develop skills in evaluating and critiquing video content based on aesthetic factors and narrative coherence.</p>	Internships	BL5-Evaluate	8

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	16
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	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. "Broadcast Journalism: Principles and Practice" by Vipul Mudgal 4. "Television Journalism: Principles and Practices" by K. M. Shrivastava 5. "Television News: A Handbook for Reporting, Writing, Shooting, Editing and Producing" by Robert A. Papper 6. "The Broadcast Journalism Handbook: A Television News Survival Guide" by Robert Thompson 7. "Electronic Media Management" by Peter K. Pringle and Susan J. Perry 8. "Broadcast News Writing, Reporting, and Producing" by Frank Barnas:
Articles	
References Books	1. Andrew Boyd Techniques of Radio and Television News Publisher: Focal Press, India. 2. Ralph Donald and Thomas Spann Fundamentals of Television Production Surjeet Publications, New Delhi. 3. "The News Machine: Hacking, The Untold Story" by Dr. Rajiv Chilaka 4. "Television News and Human Rights: Case Studies of Visual Reportage" by Katerina Tsetsura: 5. Television Field Production and Reporting" by Fred Shook and Jim Stovall:
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	-	-	-	-	1	-	-	-	-	-	-
CO2	-	-	2	2	-	-	1	-	-	-	-	1	2	-	-
CO3	-	-	-	-	-	-	2	1	-	-	1	-	-	-	-
CO4	-	2	-	-	1	-	-	-	-	1	-	-	-	-	2
CO5	-	-	1	-	-	1	-	-	-	-	-	1	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Fundamentals of Radio
Course Code	DSCJMC302

Part A

Year	2nd	Semester	3rd	Credits	L	T	P	C
					4	0	0	4
Course Type	Theory only							
Course Category	Discipline Core							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Student will be able to recall the history, keywords, terminology and working structure of radio.(BL1-Remember)</p> <p>CO2- Student will be able to explain the concept and working style of (Private or Public), reporting and editing for radio.(BL2-Understand)</p> <p>CO3- Student will be able to use their knowledge to write for radio in proper format (BL3-Apply)</p> <p>CO4- Student will be able to differentiate between working process of radio and other medium of communication. (BL4-Analyze)</p> <p>CO5- Student will be able to determine that which medium is useful to share the knowledge to mass and the presentation of news in all media.(BL5-Evaluate)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth)				

Part B

Modules	Contents	Pedagogy	Hours
Unit- 1 Evolution & Growth of Radio	<p>1.1 History and growth of Radio in India, Radio as a medium of mass communication public broadcasting: All India Radio (AIR) as an institution</p> <p>1.2 Three Modes of transmission: AM, SW and FM, The radio revolution in India: Private Players Different types of Radio Stations</p> <p>1.3 Concept of Community Radio and its importance Role of Prasar Bharati corporation</p> <p>1.4 Organizationla Structure and Functionaries of a Radio Station Govt. and Private</p> <p>1.5 Target Audience of Radio Interests Habits Needs and its Social, Economics Cultural Background</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	9
Unit- 2 Formats of radio Programs	<p>2.1 Radio features and documentaries, Radio ads/commercials, Phone-ins and radio bridges, Music on radio, Radio News- Radio News defined, Main characteristics of Radio</p> <p>2.2 Radio Talk, Interview and Discussion, Commentaries, Play and Drama, Radio Ads</p> <p>2.3 News as against news in other media Technical Skills required for working in a Radio Station.</p> <p>2.4 Anchoring and news reading skills: general awareness, presence of mind; clarity, pronunciation etc. interview for news gathering, Vox-pop,</p> <p>2.5 Structuring interview Programmes: personality, informative, issue based, Skills of an interviewer: personality, language, knowledge, curiosity, communication skills; research, Interview; from planning to production.</p>	T7 Problem-Based Learning (PBL) T8 Discussion Forums and Debates T10 Research Projects and Independent Studies	10
Unit- 3 Reporting for Radio	3.1 Areas for Radio Reporting, Characteristics of Radio Reporting, Important points to remember for Radio Reporting, Sources, Agencies, Responsibilities of Reporter	T4 Simulations and Role-Playing T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T8 Discussion Forums and Debates	10

	<p>3.2 Audio Input in Radio Report: Sound Byte, Voice Dispatch, Vox Pops, Byte of Specialist</p> <p>3.3 Radio Interview, Live Input, Actuality, Importance of Pronunciation in Radio</p> <p>3.4 Radio News: Basic Elements, Structure of Radio News, Structure of Radio News Room: Responsibilities and Works of Different Editorial Positions</p> <p>3.5 Writing Styles of Radio News: Writing Radio Copy, Difference between Writings for Radio and Other Mediums, Language for Radio News</p>		
Unit-4 Radio Presentation & Production	<p>4.1 Radio Production Process, Equipment used in Radio Production: Types of Microphones, Headphones and Talk Backs, Audio Mixers and Transmitters.</p> <p>4.2 Recording, Broadcasting and Troubleshooting: Indoor: Studio, Acoustics and Perspective, Outdoor: Ambience and Noise</p> <p>4.3 Editing and Presentation of Radio News, Editing of Radio Copy: Preparation of a Copy for Broadcasting on Radio, Making Radio Bulletin: Compilation and Bunching, Headline Writing</p> <p>4.4 Radio Programme: Different Formats of Radio Programmes: News and Entertainment Programme Planning: Contemporary and FM Entertainment</p> <p>4.5 Programme Presentation: Live and Recorded</p>	T7 Problem-Based Learning (PBL) T8 Discussion Forums and Debates T10 Research Projects and Independent Studies	8
UNIT-5 Radio Advertisement	<p>5.1 Social and Commercials.</p> <p>5.2 Programming Planning for a Radio Channel-Conceptualisation, Making Personality of a channel.</p> <p>5.3 Voice modulation, Pronunciation, Presentation Styles</p> <p>5.4 Types of Microphones</p> <p>5.5 Live studio broadcast, Studio production of Radio newsreel and current affairs programmes, Music Management,\</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T4 Simulations and Role-Playing	8

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	<p>Evolution & Growth of Radio</p> <p>Assignment: Visit a local radio station or conduct an online interview with a radio professional to understand the organizational structure, transmission modes (AM, SW, FM), and the role of radio in mass communication. Create a report highlighting how different types of radio stations cater to diverse audiences, focusing on private players, AIR, and community radio.</p> <p>Learning Outcome:</p> <p>Students will gain practical insights into the functioning of radio stations, the modes of transmission, and the role of radio in reaching different audiences. They will understand the significance of community radio and its societal impact, as well as the role of Prasar Bharati in Indian broadcasting.</p>	Industrial Visit	BL2-Understand	2
Unit 2	<p>Formats of radio Programs</p> <p>Assignment:</p> <p>Students will create a 10-minute radio program that includes a mix of formats such as a radio talk, an interview, a news segment, and an ad. They must focus on clear structuring, effective interviewing, and smooth transitions between segments. The assignment should demonstrate technical skills like recording and editing, and attention to audio clarity.</p> <p>Learning Outcome:</p> <p>Students will learn the practical application of different radio formats, develop skills in news reading, interviewing, and scriptwriting, and gain technical knowledge required for producing a radio program. They will also improve their communication and presentation abilities.</p>	Experiments	BL3-Apply	6
Unit 3	<p>Reporting for Radio</p>	Field work	BL3-Apply	6

	<p>Assignment: Conduct a 2-minute radio news report on a local event. Include sound bytes, a voice dispatch, and vox pops. Write the script with proper radio news structure, keeping pronunciation and clarity in mind. Record and present the report as if airing live, demonstrating anchoring and news reading skills.</p> <p>Learning Outcome</p> <p>Students will learn how to gather, structure, and present radio news effectively. They will develop technical skills in sound input, scripting for radio, and understand the nuances of voice delivery, clarity, and live presentation in radio reporting.</p>			
Unit 4	<p>Radio Presentation & Production</p> <p>Assignment: Produce a 3-minute radio news bulletin covering a current event. Record and edit the news using appropriate equipment like microphones and audio mixers. Ensure proper acoustics, and prepare a clean radio copy, incorporating headlines and news bunching.</p> <p>Learning Outcome</p> <p>Students will gain hands-on experience in radio production, including the use of equipment, recording techniques, and troubleshooting. They will also develop skills in editing, writing, and presenting radio news in both live and recorded formats.</p>	Internships	BL4-Analyze	6
Unit 5	<p>Radio Advertisement</p> <p>Assignment: Students will create a 30-second radio advertisement for a fictional product, focusing on the concepts of social and commercial advertising. They will plan the programming for a radio channel by conceptualizing its personality, select appropriate voice modulation techniques, and demonstrate different presentation styles. The assignment will also include a hands-on session using various types of microphones and conducting a live studio broadcast, producing a newsreel or current affairs program.</p> <p>Learning Outcomes</p> <p>Students will learn to effectively write and produce radio advertisements, develop skills in voice modulation and presentation styles,</p>	Experiments	BL6-Create	8

	and gain hands-on experience with studio equipment and live broadcasting.			
--	---	--	--	--

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	16
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. The Radio Career Book: From Programming to Performance by Sayed Mohammad Amir 2. Radio Broadcasting: A History of the Airwaves. By Gordon Bathgate 3. "Radio Broadcasting: Principles and Practices" by Vipul Mudgal 4. "Introduction to Radio Production" by Alok Aggarwal 5. "Radio Journalism in India: A Practical Handbook" by Usha M. Rodrigues 6. "Radio News in India: A Practical Guide" by Seema Mustafa 7. "Radio Broadcasting and Programming in India" by Abhijit Mazumdar
Articles	
References Books	1. Ham Radio Exam Prep: A License Manual and Study Guide for the Amateur Radio General Class and Radio Technician Tests with 100 Test Questions by Ham radio team 2. Radio Kosi by Pushya Mitra 3. Radio for the Millions by Isabel Huacuja Alonso 4. Radio Programme Production by M. Neelamalar 5. Community Radio in India by Pooja Murada R. Sreedher 6. Community Radio for Women Empowerment by Arpita Sharma 7. ignou bhds-184 radio lekhan guide hindi MEDIUM by Neeraj publication
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	-	-	-	-	-	-	-	1	-	-	-
CO2	-	-	-	-	-	1	1	-	-	-	-	-	-	-	-
CO3	-	-	1	-	-	-	-	-	1	-	-	-	2	-	-
CO4	-	1	-	-	1	-	-	-	-	1	-	-	-	-	-
CO5	-	-	2	-	-	-	-	2	-	-	-	-	-	-	2
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Film Appreciation
Course Code	DSCJMC303

Part A

Year	2nd	Semester	3rd	Credits	L	T	P	C	
					4	0	0	4	
Course Type	Theory only								
Course Category	Discipline Core								
Pre-Requisite/s				Co-Requisite/s					
Course Outcomes & Bloom's Level	<p>CO1- Student will be able to recall the historical background, terminology, types, era and law for cinema.(BL1-Remember)</p> <p>CO2- Student will be able to explain the various terminology and importance of tools and techniques for film and also able to explain process of film review writing(BL2-Understand)</p> <p>CO3- Student will be able to apply their knowledge to identify the form and types of film that from which generation film are belongs to.(BL3-Apply)</p> <p>CO4- Student will be able to classified the film, cinema and theatres. They will also be able to simplify the process to make the film.(BL4-Analyze)</p> <p>CO5- Student will be able to determine the role of some legend of cinema and importance of law to regulate the film content.(BL5-Evaluate)</p> <p>CO6- Student will be able to write film review.(BL6-Create)</p>								
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth)					

Part B

Modules	Contents	Pedagogy	Hours
Unit 1: Film language and Film History	<p>1.1 Film as a Medium of Communication: Concept, Strengths & Limitations, Components of Film: Script, Light, Sound, Camera, Acting, Music, Editing.</p> <p>1.2 Technological innovations in cinema, directorial interventions, development of narrative. Films of Lumiere Brothers, George Melies, D.W. Griffith, Orson Welles</p> <p>1.3 Film development in India- a history, Contribution to cinema in India- Dada Saheb Phalke/ Harish chandrachi Factory (2009) Paresh Mokashi, Alam Ara (1931) Ardeshir Irani</p> <p>1.4 Italian Neo-Realism: Bicycle Thieves 1948 Vittorio de Sica, Shoeshine 1946 Vittorio de Sica</p> <p>1.5 French New Wave Cinema: The 400 Blows 1959 Francois Truffaut, Breathless 1960 Jean Luc Goddard</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T4 Simulations and Role-Playing	10
Unit – 2: Film Aesthetics and Censorship	<p>1.1 Survey of European Film Movements: Soviet Montage: Battleship Potemkin (1925) Sergei Eisenstein, Strike (1925) Sergei Eisenstein, German Expressionism</p> <p>1.2 The Language of Cinema: Cinematography/Mise-en-scene: Framing and Composition, Shots, Establishing Shot (Citizen Kane, Rebecca, Hugo, Phone Booth iconic opening scenes can be used)</p> <p>1.3 Angles, Camera Movement, POV shot, 180 Degree rule, Diegetic, Non-diegetic sound.</p> <p>1.4 Editing Techniques: How does editing affect the narrative? Editing –Early Cinema - Films of Edwin Porter and Sergei Eisenstein.</p> <p>1.5 Montage, Standard cut, jump cut, Cross Dissolve, Fade in-Fade out, J/L Cuts, Cutting on Action, Cross cutting (Parallel Editing), Match cuts, Cutaways, Smash Cuts, Invisible Cuts, Wipe.</p> <p>1.6 Censorship: Need and CBFC standards, An Overview of Contemporary Indian Film Industry: Multiplex culture, Piracy and Statistics</p>	T7 Problem-Based Learning (PBL) T8 Discussion Forums and Debates T10 Research Projects and Independent Studies	9

Unit – 3 Film Appreciation and Analysis	<p>3.1 Film Appreciation: concept, need, elements and Cinematic Language</p> <p>3.2 Film Review: Critical Appreciation of Cinema as a text, Discourse and Narrative</p> <p>3.3 Job Profile and Responsibilities of a Film Reviewer</p> <p>Three films (not more than one per category) are to be analysed through viewing of select scenes followed by detailed discussion based on the perspective suggested in the heading. Learners are expected to watch the entire films on their own.</p> <p>3.4 Auteur Films:</p> <p>In the Mood for Love (2000) Dir Wong Kar Wai (Hongkong)</p> <p>The Dark Knight (2008) Dir Christopher Nolan</p> <p>The Last Lear 2007 Dir Rituparno Ghosh (Bengali queer auteur director)</p> <p>3.5 Psychoanalytical Perspective:</p> <p>Black Swan (2010) Dir Darren Aronofsky</p> <p>15 Park Avenue (2005) Dir Aparna Sen</p> <p>3.6 Gendered Perspective:</p> <p>The Day I Became a Woman (2000) Dir Marziyeh Meshkini (Iranian)</p> <p>Kahani (2012) Sujoy Ghosh</p> <p>Nude (2018) Dir Ravi Jadhav</p>	T7 Problem-Based Learning (PBL) T8 Discussion Forums and Debates T10 Research Projects and Independent Studies	10
Unit – 4: Film Analysis	<p>Three films (not more than one per category) are to be analysed through viewing of select scenes followed by detailed discussion based on the perspective suggested in the heading. Learners are expected to watch the entire films on their own.</p> <p>4.1 Narrative Study:</p> <p>Parasite (2019) Dir Bong Joon-ho</p> <p>Spirited Away (2001) (anime) Dir Hayao Miyazaki</p> <p>Drishyam (2015) Nishikant Kamat</p> <p>4.2 Postmodern Perspective:</p>	T7 Problem-Based Learning (PBL) T8 Discussion Forums and Debates T10 Research Projects and Independent Studies	7

	<p>Pulp Fiction (1994) Dir Quentin Tarantino</p> <p>Di IChahta Hai (2001) Dir Farhan Akhtar</p> <p>4.3 Caste:</p> <p>Article 15 (2019) Dir Anubhav Sinha</p> <p>Palasa 1978 (2020) Dir Karuna Kumar</p> <p>4.4 Marxist:</p> <p>Zindagi Na MilegiDobara(2011) Dir Zoya Akhtar</p> <p>Super 30 (2019) Dir Vikas BahIV for Vendetta (2005) Dir James McTeigue</p> <p>4.5 Disability Studies:</p> <p>Margarita with a Straw (2014) Dir Shonali Bose</p> <p>Yellow (2014) Dir Mahesh Limaye</p>		
<p>UNIT-5 Aspects of cinema</p>	<p>5.1Postmodernism and cinema</p> <p>5.2Small towns in cinema</p> <p>5.3Film sequels, remakes, and cult films</p> <p>5.4Parallel Cinema from India</p> <p>5.5Ideology in Cinema</p> <p>5.6Character in Cinema</p> <p>Cinema in India</p> <p>5.7Mythological cinema in India</p> <p>5.8The Cinema of Satyajit Ray</p> <p>5.9Hindi Film music</p>	<p>T7 Problem-Based Learning (PBL) T8 Discussion Forums and Debates T10 Research Projects and Independent Studies</p>	<p>8</p>

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit-1	<ul style="list-style-type: none"> • Film Analysis Workshop <ul style="list-style-type: none"> ◦ Objective: Analyze a chosen film scene using script, lighting, sound, and editing. ◦ Activity: Students select a film and analyze a 5-minute scene, focusing on how each component contributes to the narrative. • Cinematic Language Journal <ul style="list-style-type: none"> ◦ Objective: Explore the elements of cinematic language. ◦ Activity: Maintain a journal documenting observations on framing, composition, and shots in various films. • Group Presentation on Film Innovations <ul style="list-style-type: none"> ◦ Objective: Discuss technological innovations in cinema. ◦ Activity: Each group presents on a key innovator (e.g., Lumière Brothers, D.W. Griffith) and demonstrates their contributions with clips. • Censorship Debate <ul style="list-style-type: none"> ◦ Objective: Understand the role of censorship in cinema. ◦ Activity: Hold a debate on the need for censorship in films, referencing CBFC standards and recent controversies. 	Seminar	BL4-Analyze	2
unit-2	<ul style="list-style-type: none"> • Italian Neo-Realism Study <ul style="list-style-type: none"> ◦ Objective: Analyze Italian Neo-Realism. ◦ Activity: Watch <i>Bicycle Thieves</i> and discuss its themes, techniques, and historical context in small groups. • French New Wave Discussion <ul style="list-style-type: none"> ◦ Objective: Explore the characteristics of French New Wave cinema. 	Seminar	BL2-Understand	2

	<ul style="list-style-type: none"> ◦ Activity: Watch <i>The 400 Blows</i> and have a guided discussion about its narrative structure and stylistic choices. 			
unit-3	<p>1. Film Review Writing</p> <ul style="list-style-type: none"> ◦ Objective: Learn how to write a film review. ◦ Activity: Watch a selected film and write a review focusing on narrative, technical aspects, and personal critique. <p>2. Language of Cinema Exercise</p> <ul style="list-style-type: none"> • Objective: Apply concepts of cinematography and mise-en-scène. • Activity: Students choose a film and break down a scene's mise-en-scène, discussing how it contributes to the story and emotion. 	PBL	BL3-Apply	2
unit-4	<p>1. Postmodern Narrative Study</p> <ul style="list-style-type: none"> • Objective: Analyze postmodern narratives. • Activity: Watch <i>Pulp Fiction</i> and discuss its narrative techniques and how they reflect postmodernism. 	Experiments	BL4-Analyze	2
unit-5	<p>1. Film Festival Participation</p> <ul style="list-style-type: none"> • Objective: Engage with contemporary cinema. • Activity: Organize a mini-film festival where students screen and discuss independent or parallel films, reflecting on their themes and filmmaking styles. 	Industrial Visit	BL5-Evaluate	6

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	16
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Arnheim, Rudolf. Film as Art. University of California Press, 1957. 2. Ambedkar, B. R. "Castes in India: Their Mechanism, Genesis and Development." Dr. Babasaheb Ambedkar: Writings and Speeches, Vol. 1. Education Department, Government of Maharashtra, 1979. 3. Bordwell, David and Kristin Thompson Film Art: An Introduction. Eleventh edition, New York: McGraw-Hill, 2016. 4. Braudy, Leo & Cohen, Marshall (Eds). Film Theory & Criticism: Introductory Readings. Oxford U.P, 2016. 5. Bywater, Tim and Thomas Sobchack. Introduction to Film Criticism. Major Critical Approaches to Narrative Film. Pearson Education, 2009. 6. पूर्वोत्तर राज्यों की सिने संस्कृति और राजनीति डॉ. मनीष जैसल, प्रकाशक - राममाधव पब्लिकेशन 7. फिल्म सेंसरशिप के 100 वर्ष भाग-1 भाग-2 डॉ. मनीष जैसल, प्रकाशक - बुक बजूका पब्लिकेशन
Articles	
References Books	1. Corrigan, Timothy. A Short Guide to writing About Film, Pearson Education Inc. 2007 2. Giannetti, Louis. Understanding Movies (11th edition), Prentice Hall, 2008. 3. Grant, Barry Keith. Auteurs and authorship: a film reader, Blackwell Publications 2008 4. Hess, John. "Film and Ideology". Jump Cut, no. 17, April 1978, pp. 14-16. 5. Kleinhans, Chuck. "Marxism and Film." In The Oxford Guide to Film Studies. Edited by John Hill and Pamela Church-Gibson, 106–113. Oxford: Oxford University Press, 1998. 6. McDonald, Kevin. Film Theory: The Basics, Routledge, 2016. 7. Monaco, James. How to Read ailm: Movies, Media and Beyond. Oxford University Press, 2004. 8. Linton, James. "But it's only a movie" Jump Cut, no. 17, April 1978 9. Žižek, Slavoj. The Fright of Real Tears: Krzysztof Kieślowski Between Theory and Post-Theory. 2001 10. Gangar, Amrit. "Films from the City of Dreams." Ed. Sujata Patel. Bombay: Mosaic 11. of Modern Culture. Ed. Alice Thorner. Bombay: Oxford UP.
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	-	-	-	-	-	1	-	-	-	-	-
CO2	-	1	-	-	-	-	1	1	-	-	-	-	1	-	-
CO3	-	-	-	2	-	-	-	-	1	-	-	-	-	-	2
CO4	1	-	-	-	-	1	-	-	-	-	-	1	-	-	-
CO5	-	-	1	-	-	-	-	-	-	-	1	-	1	-	-
CO6	1	-	-	-	1	-	-	-	-	1	-	-	-	-	2

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Fundamental of Social Sciences: Indian History
Course Code	DSEJMC301

Part A

Year	2nd	Semester	3rd	Credits	L	T	P	C	
					4	0	0	4	
Course Type	Theory only								
Course Category	Discipline Specific Elective								
Pre-Requisite/s				Co-Requisite/s					
Course Outcomes & Bloom's Level	<p>CO1- Student will be able to recall the history of Ancient, Medieval and modern India and about Pre or post Independent. (BL1-Remember)</p> <p>CO2- Student will be able to describe the important landmark, empires, kinds Dom, Vedas, Ritual grants and role of various gurus, leaders and social activities in India(BL2-Understand)</p> <p>CO3- Student will be able to use their knowledge to identify the time period of India and solve the various social issues during ancient and Medieval India. (BL3-Apply)</p> <p>CO4- Student will be able to differentiate between Ancient time, medieval time and Modern time of India and their special grants and important activist.(BL4-Analyze)</p> <p>CO5- Student will be able to evaluate the life style of all the time and the role of various leaders to make freedom of India.(BL5-Evaluate)</p>								
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✓ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG10(Reduced inequalities)					

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: History of Ancient India	<p>1.1 History: Meaning Role and Importance How to Read History, Brief History of Ancient India: Paleolithic to Neolithic Period</p> <p>1.2 Ancient India: Indus Civilization and its key features & Importance Vedic Period Jainism Buddhism</p> <p>1.3 Mauryan Empire: Chandragupta Bindusara and Ashoka</p> <p>1.4 Post Mauryan Kingdoms Sunga Shaka Kushan and Chola etc.</p> <p>1.5 Gupta Kingdom Samundra Gupta, Harshvardhan Pallavas Chalukya others</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	8
Unit – 2: History of Medieval India	<p>2.1 Brief History of Medieval India: Early Period and attacks by Muhammed Bin Kassim, Mohammad Ghazni, Mohammed Ghori</p> <p>2.2 Delhi Sultanate: Slave Dynasty, Khilji Dynasty, Tuglaq Dynasty, Syiid Dynasty and Lodi Dynasty</p> <p>2.3 Rise of Islam and Sufism, Mughal Empire: Babar, Humayun, Akbar, Jahangir, Shahzahan and Aurangzeb</p> <p>2.4 Mughal Empire: Governance system, Socio-Economic and Cultural Contributions, Later Mughals and fall of Empire</p> <p>2.5 Other Kingdoms: Marathas and Sikhs, Arrival of Europeans</p>	T7 Problem-Based Learning (PBL) T8 Discussion Forums and Debates T10 Research Projects and Independent Studies	10
Unit – 3 History of Modern India	<p>Importance and Relevance</p> <p>3.2 British Rule and Movements of Social- Religious Reforms</p> <p>3.3 Formation of Indian National Congress (1885), Formation of Muslim League (1906)</p> <p>3.4 National Movement: Non-Co-operation Movement (1920) Civil Disobedience Movement (1930), Quit India Movement (1942), Partition of India (1947)</p> <p>3.5 National Leaders of Freedom Movements: Bal Gangadhar Tilak, MK Gandhi, Bhagat Singh, Jawahar Lal Nehru, BR Ambedkar, Maulana Azad, Sardar VB</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	9

	Patel, Subhash Chandra Bose, Jyoti ba phule		
Unit – 4: Post Independent India	<p>4.1 Post Independent India: Constitutional Development of India (1946 – 1950), 1947-67: Era of Nation building, Congress dominance, Economic Planning, State formation, Language Issue</p> <p>4.2 1967-77: Emergence of non-Congress and Bangladesh War, Emergency & dictatorship, 1977- 91: Emergence of Communal and Social Justice Politics, 1991-1999: Era of liberalization and political coalitions, Emergence of BJP</p> <p>4.3 Post 2004: Revival of Congress and second phase of economic reforms, 2014: Return of BJP and decline of Congress</p> <p>4.4 Leaders of Post Independent India: JL Nehru, RM Lohia, Indira Gandhi, Charan Singh, Annadurai, Jyoti Basu, Kanshiram, Atal Bihari Vajpayee, Deen Dayal Upadhyay, Jayprakash Narayan</p> <p>4.5 Political Parties: Congress, Socialist Party, CPI-CPI(M), Jansangh/BJP, Janata Party and its factions, DMK-AIDMK, Telugu Desham, BSP etc</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	8
UNIT-5 Indian National Movement (1857-1947 CE)	<p><i>Origin of Peasant and Tribal Movements –</i></p> <p><i>5.1 Growth of Working-Class Movement</i></p> <p><i>5.2 Azad Hind Fauz</i></p> <p><i>5.3 Subhash Chandra Bose</i></p> <p><i>5.4 Origin of Communalism – Factors for the Rise of Communalism in India</i></p> <p><i>5.5 All India Muslim League and Hindu Mahasabha – Their Activities - results</i></p>	T4 Simulations and Role-Playing T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T8 Discussion Forums and Debates	8

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit-1	<p>History of Ancient India</p> <p>Assignment: Create a visual timeline that highlights the major periods of ancient India, including key events, civilizations (like the Indus Valley and Mauryan Empire), and notable figures (such as Ashoka and Samudra Gupta). Include brief descriptions and images for each period. Present your timeline to the class, explaining the significance of each era in the context of Indian history.</p> <p>Learning Outcomes</p> <p>Students will develop skills in synthesizing historical information into a visual format and enhance their understanding of the chronological progression of ancient Indian history. They will also improve their presentation skills and ability to articulate the importance of key historical events and figures.</p>	PBL	BL2-Understand	2
Unit 2	<p>History of Medieval India</p> <p>Assignment: Create a timeline project that highlights key events and figures from Medieval India, including major invasions, the establishment of the Delhi Sultanate, the rise of the Mughal Empire, and the contributions of other kingdoms like the Marathas and Sikhs. Students will include significant dates, short descriptions of events, and visual elements (maps, portraits) to enhance understanding.</p> <p>Learning Outcomes</p> <p>Students will develop skills in historical research, analysis, and presentation by synthesizing complex information into a visual format. They will gain a deeper understanding of the socio-political landscape of Medieval India and the interconnectedness of various dynasties and cultures during this period.</p>	Seminar	BL2-Understand	4
Unit 3	<p>History of Modern India</p>	PBL	BL3-Apply	4

	<p>Assignment: Conduct a group presentation on a chosen event from the history of modern India, such as the First War of Indian Independence or the Quit India Movement. Each group will research the significance, key figures involved, and the impact of the movement on India's freedom struggle. Students will create a visual aid (like a PowerPoint presentation or poster) to enhance their presentation. Finally, each group will lead a class discussion to engage peers and encourage questions.</p> <p>Learning Outcomes</p> <p>Students will gain a deeper understanding of pivotal events and figures in modern Indian history, develop research and presentation skills, and enhance their ability to engage in discussions about historical relevance and impact.</p>			
Unit 4	<p>Post Independent India</p> <p>Assignment: Create a documentary-style video (5-7 minutes) that explores the impact of a significant leader from post-independence India, such as Jawaharlal Nehru or Indira Gandhi. Students should research their leader's contributions, policies, and legacy, incorporating interviews, archival footage, and visual aids. Each group will present their documentary to the class, followed by a Q&A session.</p> <p>Learning Outcomes</p> <p>Students will develop skills in research, video production, and critical analysis while deepening their understanding of the role of individual leaders in shaping India's political landscape and their lasting impact on the nation.</p>	Internships	BL3-Apply	8
Unit 5	<p>Indian National Movement (1857-1947 CE)</p> <p>Assignment: Conduct a role-play or mock debate on the ideologies and actions of key figures involved in the Indian National Movement, such as Subhas Chandra Bose, members of the All India Muslim League, and the leaders of the Hindu Mahasabha. Each group will research their assigned figure or organization, present their viewpoints and strategies for India's independence, and engage in a debate discussing the implications of communalism during this period.</p>	Role Play	BL5-Evaluate	4

	<p>Learning Outcome</p> <p>Students will explore the diverse ideologies and strategies of key figures in the Indian National Movement, enhancing their understanding of the historical context. They will develop critical thinking and public speaking skills while engaging in structured debates, allowing them to articulate and defend different viewpoints.</p>			
--	--	--	--	--

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	16
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	<p>1. Singh, Upinder (2008). A History of Ancient and Early Medieval India: From the Stone Age to 12th Century. New Delhi. 2. Chattopadhyaya, B.D. (1994). The Making of Early Medieval India. Delhi. 3. Sumit Sarkar, Modern India 1885-1947, New Delhi: Macmillan, 1983. 4. Chandra, Bipan, (2010), Rise and Growth of Economic Nationalism in India, Har Anand 5. "India's Ancient Past" by R.S. Sharma: 6. "India's Struggle for Independence" by Bipan Chandra: 7. "India After Gandhi: The History of the World's Largest Democracy" by Ramachandra Guha: 8. "Medieval India: From Sultanat to the Mughals" by Satish Chandra:</p>
Articles	
References Books	<p>1. Hasan, Mushirul (1991), Nationalism and Communal Politics in India: 1885-1932, Manohar. 2. Jones, Kenneth W. (1990), Socio-Religious reform Movements in British India, Cambridge University Press. 3. Bipan Chandra, Communalism in Modern India, New Delhi: Vikas, 1986 4. "India's Ancient Past" by R.S. Sharma: 5. "A History of South India: From Prehistoric Times to the Fall of Vijayanagar" by K.A. Nilakanta Sastri:</p>
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	-	-	-	-	-	1	-	-	-	-	-
CO2	-	-	-	1	-	-	1	1	-	-	-	-	1	-	-
CO3	-	2	-	-	1	-	-	-	-	-	-	-	-	-	-
CO4	-	-	1	-	-	-	-	-	1	-	-	1	-	-	-
CO5	-	1	-	-	-	1	-	-	-	-	1	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Dynamics of Newsroom
Course Code	DSEJMC302

Part A

Year	2nd	Semester	3rd	Credits	L	T	P	C
					4	0	0	4
Course Type	Theory only							
Course Category	Discipline Specific Elective							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will comprehend the role and the position of media institutions in the wider context of socio-political relations and conflict. (BL2-Understand)</p> <p>CO2- Students will acquire the knowledge of how to link media-related issues to contemporary debates in international relations. (BL3-Apply)</p> <p>CO3- Students will learn practical and methodological skills to examine global media outlets and their strategies in field of so called "hybrid wars". (BL3-Apply)</p> <p>CO4- Students will be able to critically assess the major theoretical approaches regarding the role of the media in international relations. (BL4-Analyze)</p> <p>CO5- Students will acquaint themselves with the skills of generating new approaches towards international relations. (BL6-Create)</p>							
Courses Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: History and Concept	<p>1.1 History of Broadcast Journalism -Media Habits -1st Amendment Issues -Elements of Broadcast News</p> <p>1.2 Current Events ·Writing in Broadcast Style -Writing for the ear</p> <p>1.3 Broadcast News Vocabulary (the ethics) -What You See is What You Say (Writing to Video)</p> <p>1.4 Writing to Time -Current Events-the :30 VO</p> <p>1.5 Using Reference Materials-Structure, leads, elements-avoiding libelous speech</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	10
Unit – 2: Types of news stories	<p>2.1 News Stories, types, Formats of News (Dry, AGFX, AVO/OCVO, AVB, VOSOT, PKG, Snippets, Vox-Pop etc.)</p> <p>2.2 Elements of the news package –Making the news package</p> <p>2.3 Assembling the news package-editing the news package</p> <p>2.4 Field-Reporting -shooting usable video footage</p> <p>2.5 Conducting the on-camera interview, shooting B-roll, composing interesting shots -telling stories in unconventional ways</p>	T4 Simulations and Role-Playing T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T8 Discussion Forums and Debates	8
Unit – 3 Microphones and sound	<p>3.1 Microphones and its Types</p> <p>3.2 Capturing Sound- Capturing Natural Sound, Capturing Primary Audio Track Sound</p> <p>3.3 Analog vs. Digital -Mixing and Editing to tell a story</p> <p>3.4 Producing/Editing. Judgment, fairness, balance -Nonlinear editing of stories -telling a cohesive story (connecting SOTs)</p> <p>3.5 Using desktop publishing aspects to tell a visual story -developing ear for effective news stories</p>	T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T7 Problem-Based Learning (PBL)	9

Unit – 4: New Editing and Publishing	<p>4.1. Editing process: Concept, element, principle and process of editing</p> <p>4.2. Design: uses of Design and graphics, Principle, Elements, guidelines</p> <p>4.3. Layout Design: principle, Dymmy, Stylesheet, Color balance and Finalization</p> <p>4.4. Publishing: Paper, Types of Paper, printing process, publishing techniques and process</p>	T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T7 Problem-Based Learning (PBL)	8
UNIT-5 social media	<p>5.1 social media and business, social media marketing</p> <p>5.2 Developing content for Website, blog contents</p> <p>5.3 Developing content for social networking pages</p> <p>5.4 Social media content management tools</p> <p>5.5 Viral content platform and medium</p>	T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T8 Discussion Forums and Debates	8

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	<p>History and Concept of Broadcast Journalism</p> <p>Assignment: Research the history of broadcast journalism and its evolution over time. Write a 1-2 minute news segment in broadcast style, focusing on a current event. Incorporate key vocabulary, ethics, and elements of broadcast news. Present the segment in class, ensuring it is clear and engaging for the audience. Submit a reflection on the challenges faced during the writing process.</p> <p>Learning Outcomes</p> <p>Students will gain an understanding of the historical context and development of broadcast journalism. They will learn how to write effectively for an auditory audience, using appropriate terminology and ethical considerations. Additionally, students will develop practical skills in crafting news segments that are structured and engaging.</p>	PBL	BL2-Understand	2
Unit 2	<p>Types of news stories</p> <p>Assignment: Students will create a news package on a local event, incorporating various formats such as AVO/OCVO and VOSOT. They will conduct on-camera interviews, shoot B-roll footage, and edit the package to include all essential elements. Each student will present their package to the class, explaining their creative choices and the storytelling techniques used.</p> <p>Learning Outcome</p> <p>Students will acquire hands-on experience in various news story formats and the components of a news package. They will enhance their skills in field reporting, video shooting, and editing, gaining a deeper understanding of the entire production process. Additionally, students will learn how to effectively use visual storytelling techniques, incorporating interviews and B-</p>	Simulation	BL3-Apply	6

	roll to create compelling and engaging news content.			
Unit 3	<p>Microphones and sound</p> <p>Assignment: Students will conduct a sound recording project where they use different types of microphones to capture both natural sound and primary audio for a short news story. They will then edit their recordings using both analog and digital mixing techniques, ensuring judgment, fairness, and balance in storytelling. Finally, students will incorporate desktop publishing elements to create a visual representation of their story, focusing on effective audio-visual integration.</p> <p>Learning Outcomes</p> <p>Students will develop hands-on experience in selecting and using various microphones for sound capture, gain skills in mixing and editing audio for storytelling, and learn how to combine audio and visual elements to produce cohesive news stories.</p>	PBL	BL3-Apply	6
Unit 4	<p>New Editing and Publishing</p> <p>Assignment: Create a mock-up of a magazine layout that includes the editing process, design elements, and final publishing techniques. The magazine should feature original articles, images, and graphics, demonstrating proper layout design, color balance, and adherence to editorial principles. Present the magazine in class, explaining the choices made during the editing and design processes.</p> <p>Learning Outcomes</p> <p>Students will learn to apply the principles of editing and design to create visually appealing and cohesive publications. They will gain hands-on experience with layout design and understand the printing process, enhancing their skills in publishing techniques.</p>	Field work	BL3-Apply	8
Unit 5	<p>Assignment: Create a comprehensive social media marketing plan for a fictional business. This plan should include strategies for developing website and blog content, crafting engaging social media posts, and utilizing content management tools. Additionally, students will identify</p>	Role Play	BL6-Create	6

	<p>potential viral content ideas and the platforms best suited for distribution.</p> <p>Learning Outcomes</p> <p>Students will gain hands-on experience in creating and managing content for various digital platforms. They will learn how to strategize social media marketing effectively and understand the importance of engaging content in driving business growth.</p>			
--	---	--	--	--

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	16
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	<p>1. De Maeseneer, Paul. Here's The News: A Radio News Manual. Asian Books 2. Ciignel, Hugh. Key Concepts in Radio studies. Sage Publications. 3. "Newsroom Dynamics: A Handbook for Journalists" by S. Nihal Singh 4. "The Indian Media Business" by Vanita Kohli-Khandekar 5. "Behind the News: Voices from Goa's Press" by Frederick Noronha 6. "Newsman: Tracking India in the Modi Era" by Rajdeep Sardesai 7. "The Front Page: Journalism in Crisis in the Age of Digital Media" by K.P. Jayasankar and Anjali Monteiro</p>
Articles	
References Books	<p>1. Hyde, Stuart. Television and Radio Announcing. Kanishka Publishers 2. MehraMasani, Broadcasting and the People. National Book Trust. 3. Awasthi, G. C. Broadcasting in India. Allied Publications 205 4. "The Indian Newsroom: From Print to Digital" edited by Smarika Kumar and Rahul Kumar</p>
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	-	-	-	-	-	1	-	-	-	-	-
CO2	-	1	2	-	-	-	1	1	-	-	-	-	2	-	-
CO3	-	-	-	1	-	-	-	-	1	-	-	1	-	-	-
CO4	1	-	-	-	1	-	-	-	-	-	-	-	1	-	-
CO5	-	-	2	-	-	1	-	-	-	-	1	-	-	-	2
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Translation & interpretation
Course Code	GEJMC301

Part A

Year	2nd	Semester	3rd	Credits	L	T	P	C	
					4	0	0	4	
Course Type	Theory only								
Course Category	Generic Elective								
Pre-Requisite/s				Co-Requisite/s					
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to recall the history and models of translation. Also they will be able to recognize the types and theories of translation. (BL1-Remember)</p> <p>CO2- Students will be able to describe the process of normal translation and creative translation. They will also be able to interpret the importance of translation in mass media. (BL2-Understand)</p> <p>CO3- Student will be able to solve the issues in doing accurate translation. They will also be able to use their translation knowledge to translate any kind of translation. (BL3-Apply)</p> <p>CO4- Students will be able to classify the various types of translation and ways of translation. They will also be able to criticize the importance of theories and models of translation in contemporary world. (BL4-Analyze)</p> <p>CO5- Student will be able to defend their translation work in front of expert with their concept, theories and importance for different categories. (BL5-Evaluate)</p>								
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth)					

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: History and Theories of Translation	<p>1.1 History of Translation, Nature of translation studies – 1.2. The Function of language, Types of translation</p> <p>1.3. Translation through the ages – Dryden's classification of translation models.</p> <p>1.4. Nida's three base models of translation – (Nida's model Cont...)</p> <p>1.5. Central Issues in Translation-Language and Culture.</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	10
Unit – 2: Interpretation.	<p>2.1Intro to Interpretation:" The Ballad of Gregorio Cortez" Miscommunication in a multilingual society Translating</p> <p>2.2Scope and Importance of Interpretation in Translation</p> <p>2.3Consecutive interpretation: understanding time issues.</p> <p>2.4Interpretation preparation techniques</p> <p>2.5Interpretation direction and context: one way, two ways, multi direction</p> <p>2.6Student presentation: YouTube consecutive exercise: Hindi to English</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	10
Unit – 3 Creative Literature and Translation	<p>3.1. Translation as an academic endeavour in literature, language and disciplinary subjects in education,</p> <p>3.2. Linguistic competence and Perceptive skill in translation, poetic and prosaic translation</p> <p>3.3. Translation of literature – Major translation of Indian literature.</p> <p>3.4 Specific problems in Literary Translation –</p> <p>3.5 Translation of Structures- Poetry, drama, prose</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Expert	9
Unit – 4: Mass media and Translation	<p>4.1Social Media and Role of Translation,</p> <p>4.2Translation for social media, content writing, Business organization</p>	T4 Simulations and Role-Playing T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T8 Discussion Forums and Debates	8

	<p>4.3 Translation for Print media and Broadcast media: news, Stories, article, book, Novels and Fiction and not Fiction feature</p> <p>4.4 Translation for global context – Translation of scientific, technical, medical and legal documents</p> <p>4.5 Translation for Arts, Culture, Social, sports, Politics etc.</p>		
<p>UNIT-5 New Possibilities and Strategies in Translation</p>	<p>5.1 Significance of Synonyms and Accuracy levels in Translation.</p> <p>5.2 Translation in Re-Scripting for different audience or readers: Purpose Oriented Translation in Children's Literature and Instructional Education.</p> <p>5.3 Importance of Translation as Original Writing: Significance of reaching out in Target Language and Departure from Source Language</p>	<p>T7 Problem-Based Learning (PBL) T8 Discussion Forums and Debates T10 Research Projects and Independent Studies</p>	<p>8</p>

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	<p>History and Theories of Translation</p> <p>Assignment: Conduct a comparative analysis of different translation models, focusing on Dryden's classifications and Nida's three base models. Select a text and translate it using each model, then present your translations in class. Discuss the challenges faced during the translation process and how language and culture influenced your choices.</p> <p>Learning Outcomes</p> <p>Students will gain an understanding of various translation theories and models, develop practical translation skills, and critically analyze the impact of language and culture on translation decisions.</p>	PBL	BL2-Understand	4

Unit 2	<p>Interpretation.</p> <p>Assignment: Students will conduct a consecutive interpretation exercise based on "The Ballad of Gregorio Cortez," focusing on miscommunication in a multilingual society. They will prepare a presentation that highlights interpretation techniques, discusses the importance of context and direction in interpretation, and perform a consecutive interpretation from Hindi to English. Students will also reflect on the challenges faced during the interpretation process and the strategies used to overcome them.</p> <p>Learning Outcome</p> <p>Students will enhance their practical interpretation skills by engaging in a consecutive interpretation exercise from Hindi to English, focusing on "The Ballad of Gregorio Cortez." They will learn to navigate challenges related to language barriers and miscommunication in multilingual contexts. By analyzing the significance of context and direction in interpretation, students will develop critical thinking and effective communication skills, ultimately improving their ability to convey meaning accurately across languages.</p>	PBL	BL2-Understand	4
Unit 3	<p>Creative Literature and Translation</p> <p>Assignment: Select a short poem or prose excerpt from Indian literature and translate it into another language. Write a reflective essay discussing the challenges faced during the translation process, focusing on linguistic competence and perceptive skills. Include a comparison of the original text and your translation, highlighting the poetic and prosaic elements.</p> <p>Learning Outcomes</p> <ol style="list-style-type: none"> 1. Students will develop practical translation skills by engaging with both poetic and prosaic texts. 2. They will understand specific challenges in literary translation and how to address them. 3. Students will enhance their linguistic competence and perceptive skills, fostering a deeper appreciation for the nuances of language in literature. 	Experiments	BL3-Apply	6

Unit 4	<p>Mass media and Translation</p> <p>Assignment: Create a translated social media campaign for a local business aiming to reach a diverse audience. Students will select a social media platform, design a series of posts in both the source and target languages, and include appropriate visuals. Additionally, they will write a brief analysis of the translation strategies used for effective communication.</p> <p>Learning Outcomes</p> <p>Students will learn the practical application of translation in mass media contexts and how to tailor content for various audiences. They will develop skills in creating culturally relevant translations while understanding the nuances of different media formats.</p>	PBL	BL3-Apply	6
Unit 5	<p>New Possibilities and Strategies in Translation</p> <p>Assignment: Create a project that involves translating a short children's story into a target language. Emphasize the use of synonyms to maintain accuracy and adapt the content for the intended audience. Present your translation in a PowerPoint format, including a comparison of original and translated versions, and discuss the significance of your choices in a quiz format.</p> <p>Learning Outcomes</p> <p>Students will develop skills in synonym usage and accuracy in translation, understand the nuances of audience-oriented translation, and appreciate the importance of translation as a form of original writing that effectively reaches the target language audience.</p>	Simulation	BL6-Create	8

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	16
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Davidson, Jeff. The complete guide to public speaking. Breathing Space Institute, 2003. 2. Goleman, Daniel. Working with Emotional Intelligence. London: Bantam Books. 1998. 3. Hall, Calvin S. et al. Theories of Personality. New Delhi: Wiley. rpt. 2011. 4. Holtz, Shel. Corporate Conversations. New Delhi: PHI. 2007. 5. "The Quick and Easy Way to Effective Speaking" by Dale Carnegie 6. Public Speaking for College and Career" by Hamilton Gregory
Articles	
References Books	1. King, Dale. Effective Communication Skills: The Nine-Keys Guidebook for Developing the Art of Persuasion through Public Speaking, Social Intelligence, Verbal Dexterity, Charisma, and Eloquence. Hamatea Publishing Studio, 2020. 2. "The 6 Principles to Influence: Influencing through Public Speaking" by Chris Widener 3. "The Complete Guide to Public Speaking" by Jeff Davidson 4. "TED Talks: The Official TED Guide to Public Speaking" by Chris Anderson
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	-	-	-	-	-	1	-	-	1	-	-
CO2	-	-	-	-	-	-	1	1	-	-	-	1	-	-	-
CO3	-	2	-	-	1	-	-	-	-	-	-	-	-	-	2
CO4	-	-	-	2	-	-	-	-	1	-	-	-	1	-	-
CO5	2	-	-	-	-	-	2	2	-	-	1	-	-	-	2
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Public Speaking
Course Code	GEJMC302

Part A

Year	2nd	Semester	3rd	Credits	L	T	P	C
					4	0	0	4
Course Type	Theory only							
Course Category	Generic Elective							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Student will be able to recall the keywords, types and communication process during public speaking(BL1-Remember)</p> <p>CO2- Student will be able to explain process and types of public speaking and also able to speak in public.(BL2-Understand)</p> <p>CO3- Student will be able to use various elements and medium of communication during speaking in public (BL3-Apply)</p> <p>CO4- Student will be able to differentiate between public speaking and speaking in mass and identify the main issues occurs during communication(BL4-Analyze)</p> <p>CO5- Student will be able to determine that which medium will be more suitable for public speaking(BL5-Evaluate)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Introduction to the public speaking	1.1 Prerequisites for Public Speaking 1.2. Communication Porcess 1.3. Communication Apprehension 1.4. Converting Ideas into Action (Ethos, Logos, Pahos)	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	9
Unit – 2: Public Speaking as a Performative Act	2.1 Preparing the Speech. 2.2 Topic Selection and Credibility. 2.3 Research and Supporting Material. 2.4 Improve Voice and Accent and Etiquettes and Mannerism in Public Speaking.	T7 Problem-Based Learning (PBL) T8 Discussion Forums and Debates T10 Research Projects and Independent Studies	10
Unit – 3 Types of Public Speaking	3.1 Speeches: Types and Demonstrations 3.2 Research for Interviews and conducting interview 3.3 Meetings and Conferences 3.4 Oral/Professional Presentation	T4 Simulations and Role-Playing T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T8 Discussion Forums and Debates	9
Unit – 4: Types of Public Speaking	4.1 Ceremonial Speaking, Demonstrative Speaking, Informative Speaking, and Persuasive Speaking. 4.2 Interviews, Meetings and Conferences 4.3 Creative Use of Language in Public Speaking 4.4 Storytelling in the Digital Era	T2 Group Projects and Collaborations T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules	9
UNIT-5: Speech Preparation	5.1 Topic Selection and Audience Analysis 5.2 Choosing Appropriate Topics 5.3 Analysing the Audience 5.4 Understanding Audience Demographics and Psychographics	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Expert	8

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	<p>History and Theories of Translation</p> <p>Assignment: Conduct a comparative analysis of different translation models, focusing on Dryden's classifications and Nida's three base models. Select a text and translate it using each model, then present your translations in class. Discuss the challenges faced during the translation process and how language and culture influenced your choices.</p> <p>Learning Outcomes</p> <p>Students will gain an understanding of various translation theories and models, develop practical translation skills, and critically analyze the impact of language and culture on translation decisions.</p>	PBL	BL2- Understand	4
Unit 2	<p>Public Speaking as a Performative Act</p> <p>Assignment: Prepare and deliver a 5-minute speech on a topic of your choice, focusing on research, supporting material, and topic credibility. Pay attention to voice modulation, accent improvement, and mannerisms. Record your speech for self-review. Incorporate feedback from peers on content delivery and etiquette. Practice improving your speaking confidence through rehearsals.</p> <p>Learning Outcomes</p> <p>Students will enhance their public speaking skills by effectively organizing and presenting researched content. They will improve voice control, accents, and mannerisms while gaining confidence in delivering speeches as a performative act.</p>	PBL	BL2- Understand	4
Unit 3	<p>Types of Public Speaking</p> <p>Students will research a topic and conduct a mock interview with a peer, applying effective questioning techniques and active listening. Additionally, they will participate in a simulated meeting or conference, where they will practice professional communication and decision-making skills.</p>	Research Paper Presentation	BL3-Apply	6

	<p>To conclude, students will prepare and deliver a professional presentation with the use of visual aids, ensuring they adapt their delivery for an audience.</p> <p>Learning Outcome:</p> <p>This assignment will help students refine their public speaking abilities, enhance their research and interview techniques, and improve their skills in conducting professional meetings and presentations. It will boost their confidence and ability to communicate effectively in formal and public settings.</p>			
Unit 4	<p>Types of Public Speaking</p> <p>Assignment: Choose one type of public speaking (ceremonial, demonstrative, informative, or persuasive) and prepare a 3-5 minute speech. Record your speech, focusing on creative language use and effective storytelling techniques. Then, participate in a mock interview or meeting to practice speaking in formal settings.</p> <p>Learning Outcome:</p> <p>Students will enhance their public speaking skills, learn to adapt speech styles to different contexts, and effectively use creative language and storytelling techniques in both traditional and digital formats. They will also gain confidence in interviews and formal meetings.</p>	Research Paper Presentation	BL3-Apply	6
Unit 5	<p>Assignment: Speech Preparation Based on Audience Analysis</p> <p>For this assignment, choose a topic for a 5-minute speech by carefully analyzing your target audience. Begin by conducting thorough audience research, focusing on key demographic factors (such as age, gender, education, etc.) and psychographic elements (like interests, values, and attitudes). Based on this analysis, select a topic that is both appropriate and engaging for your audience. Prepare a well-structured speech with a clear introduction, body, and conclusion, ensuring that your message is tailored to the audience's needs and preferences. Additionally, consider possible audience questions or concerns and incorporate strategies to address them in your speech. After delivering the speech, submit a brief reflection on how your</p>	Seminar	BL4-Analyze	8

	<p>understanding of the audience shaped your topic selection, message, and overall approach.</p> <p>Learning Outcome:</p> <p>Through this assignment, students will gain practical skills in selecting speech topics based on audience analysis, understanding how demographic and psychographic factors influence communication, and developing tailored messages for effective speech delivery.</p>			
--	--	--	--	--

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	16
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	<p>1. Davidson, Jeff. The complete guide to public speaking. Breathing Space Institute, 2003.</p> <p>2. Goleman, Daniel. Working with Emotional Intelligence. London: Bantam Books. 1998.</p> <p>3. Hall, Calvin S. et al. Theories of Personality. New Delhi: Wiley. rpt. 2011.</p> <p>4. Holtz, Shel. Corporate Conversations. New Delhi: PHI. 2007.</p> <p>5. "The Quick and Easy Way to Effective Speaking" by Dale Carnegie</p> <p>6. Public Speaking for College and Career" by Hamilton Gregory</p>
Articles	
References Books	<p>1. King, Dale. Effective Communication Skills: The Nine-Keys Guidebook for Developing the Art of Persuasion through Public Speaking, Social Intelligence, Verbal Dexterity, Charisma, and Eloquence. Hamatea Publishing Studio, 2020.</p> <p>2. "The 6 Principles to Influence: Influencing through Public Speaking" by Chris Widener</p> <p>3. "The Complete Guide to Public Speaking" by Jeff Davidson</p> <p>4. "TED Talks: The Official TED Guide to Public Speaking" by Chris Anderson</p>
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	1	-	-	1	1	-	-	-	1	-	-	-
CO3	-	2	-	-	2	-	-	-	-	2	-	-	-	-	2
CO4	1	-	-	-	-	-	-	-	1	-	-	-	1	-	-
CO5	-	-	1	-	-	-	1	1	-	-	1	-	-	-	2
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Industrial Training
Course Code	IAPCJMC301

Part A

Year	2nd	Semester	3rd	Credits	L	T	P	C
					0	0	2	2
Course Type	Lab only							
Course Category	Internships							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to be a responsible and accountable scholar. (BL3-Apply)</p> <p>CO2- Students will be able to Write the report on the internship and training programs. (BL6-Create)</p> <p>CO3- Students will be able to Understand the industry functioning and better relate it to the academics. (BL2-Understand)</p> <p>CO4- Students will be able to Adhere to human values. (BL3-Apply)</p> <p>CO5- Students will be able to be a responsible and accountable scholar. (BL3-Apply)</p>							
Courses Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Process	<p>Process: Soon after the Third Semester End-Term Examination, students will undergo training in various Media related organization (Print, TC, Radio, PR, Advertisement, Design & Graphics and photography/videography for four weeks and will submit a comprehensive Training Report along with a Power Point Presentation incorporating the work done during the training. The hard copy of the report is to be submitted along with a soft copy of Power Point Presentation at least 4 weeks before the commencement of End Term Examination of the Fourth semester.</p> <p>Training Reports will be evaluated by the Board of Examiners comprising of an Internal Examiner and one External Examiner.</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	25

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	<p>Assignment: Analyzing Social Problems in Contemporary Society</p> <p>Conduct a community survey to identify and classify social problems, focusing on issues such as poverty, caste inequality, and gender inequality. Analyze the data collected and present findings in a report that discusses the structural disorganization in your community and relates it to Merton's Theory of Anomie.</p> <p>Learning Outcomes: Students will understand the classification of social problems and their implications on society. They will develop skills in data collection and analysis while applying theoretical concepts to real-world issues. This assignment will enhance their critical thinking and awareness of social inequalities.</p>	Field work	BL2-Understand	8

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8

Part E

Books	1. "Broadcast Journalism: Techniques of Radio and TV News" by Andrew Boyd 2. "Advertising and Integrated Brand Promotion" by Thomas O'Guinn, Chris Allen, and Richard J. Semenik 3. "Public Relations: Strategies and Tactics" by Dennis L. Wilcox and Glen T. Cameron 4. "The Advertising Concept Book: Think Now, Design Later" by Pete Barry 5. "Photography: A Cultural History" by Mary Warner Marien 6. "Event Management: A Practical Guide" by Razaq Raj 7. "The Print Media: Public Relations, Advertising, and Magazine Fundamentals" by Donald Treadwell and Jill M. Franks
Articles	
References Books	1. "Positioning: The Battle for Your Mind" by Al Ries and Jack Trout 2. "Digital Photography Complete Course: Learn Everything You Need to Know in 20 Weeks" by David Taylor 3. "Event Management For Dummies" by Laura Capell 4. "Media & Culture: Mass Communication in a Digital Age" by Richard Campbell, Christopher R. Martin, and Bettina Fabos 5. "Building Strong Brands" by David A. Aaker 6. "Public Relations: The Profession and the Practice" by Dan Lattimore, Otis Baskin, Suzette T. Heiman, and Elizabeth L. Toth
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-
CO3	-	-	1	-	-	-	-	-	1	-	-	1	-	-	-
CO4	-	-	-	-	-	1	-	-	-	1	-	-	1	-	-
CO5	-	1	-	-	1	-	-	-	-	-	1	-	-	-	1
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Indian knowledge System-III A
Course Code	IKSJMC3A

Part A

Year	2nd	Semester	3rd	Credits	L	T	P	C
					0	0	2	2
Course Type	Lab only							
Course Category	Indian Knowledge System (IKC)							
Pre-Requisite/s	N/A			Co-Requisite/s	N/A			
Course Outcomes & Bloom's Level	<p>CO1- Understand the core principles of the Indian Knowledge System and their relevance to contemporary contexts. (BL1-Remember)</p> <p>CO2- Demonstrate practical engagement with IKS through participation in university events and reflective analysis. (BL3-Apply)</p> <p>CO3- Integrate experiential learning and theoretical insights to present the modern applications of IKS effectively. (BL6-Create)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✗ Professional Ethics ✓ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG16(Peace Justice and strong institutions)				

Part B

Modules	Contents	Pedagogy	Hours
1	<p>In this course, students are expected to actively engage with the Indian Knowledge System (IKS) through practical and experiential learning. They will attend lectures to understand the core principles and applications of IKS in contemporary contexts.</p> <p>A key component of the course involves participating in university events that reflect IKS values, such as cultural festivals, academic seminars, workshops on traditional practices, or community service initiatives. After each event, students will submit detailed reports analyzing the event's relevance to IKS, reflecting on their personal learning, and connecting it with course concepts.</p> <p>Additionally, students will complete assignments, participate in quizzes, and deliver a final project presentation integrating their knowledge with experiential insights, fostering a well-rounded understanding of IKS and its modern relevance</p>	Assignment Based Learning	2

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	0	0	0	0

Part E

Books	
Articles	
References Books	
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	1	-	2	-	-	-	-	-	-	-	-	-	-	-
CO3	1	2	2	-	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Indian knowledge System-III B
Course Code	IKSJMC3B

Part A

Year	2nd	Semester	3rd	Credits	L	T	P	C
					0	0	2	2
Course Type	Lab only							
Course Category	Indian Knowledge System (IKC)							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Understand the core principles of the Indian Knowledge System and their relevance to contemporary contexts. (BL1-Remember)</p> <p>CO2- Demonstrate practical engagement with IKS through participation in university events and reflective analysis. (BL2-Understand)</p> <p>CO3- Integrate experiential learning and theoretical insights to present the modern applications of IKS effectively. (BL3-Apply)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✓ Human Values ✗ Environment ✗		SDG (Goals)	SDG8(Decent work and economic growth) SDG10(Reduced inequalities)				

Part B

Modules	Contents	Pedagogy	Hours
Unit 1	<p>Unit I: Indian Traditional/tribal/ethnic communities, their livelihood and local wisdom</p> <p>1.1 Geophysical aspects, Resources and Vulnerability</p> <p>1.2 Resource availability, utilization pattern and limitations</p> <p>1.3 Socio-Cultural linkages with Traditional Knowledge System</p> <p>1.4 Tangible and intangible cultural heritage.</p>		15
Unit 2	<p>Unit II: Unique Traditional Practices and Applied Traditional Knowledge</p> <p>2.1 Myths, Rituals, Spirituals, Taboos and Belief System, Folk Stories, Songs, Proverbs, Dance, Play, Acts and Traditional Narratives</p> <p>2.2 Agriculture, animal husbandry, Forest, Sacred Groves, Water Mills, Sacred Water Bodies, Land, water and Soil Conservation and management Practices</p> <p>2.3 Indigenous Bio-resource Conservation, Utilization Practices and Food Preservation Methods, Handicrafts, Wood Processing and Carving, -Fiber Extraction and Costumes</p> <p>2.4 Vaidya (traditional health care system), Tantra-Mantra, Amchi Medicine System</p> <p>2.5 Knowledge of dyeing, chemistry of dyes, pigments and chemicals</p>		15

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	<p>1.1 Geophysical Aspects, Resources, and Vulnerability</p> <ul style="list-style-type: none"> • Field Visit: Explore a tribal/ethnic settlement to observe geography, resource distribution, and environmental risks. • Map Analysis: Create a resource vulnerability map of the region. <p>1.2 Resource Availability, Utilization Pattern, and Limitations</p> <ul style="list-style-type: none"> • Hands-on Workshop: Engage in traditional farming, fishing, or handicraft-making. • Comparative Study: Interview locals on resource use and compare with modern practices. <p>1.3 Socio-Cultural Linkages with Traditional Knowledge System</p> <ul style="list-style-type: none"> • Storytelling Sessions: Interact with elders to document oral histories and indigenous knowledge. • Case Study Analysis: Study community-led conservation and sustainability practices. <p>1.4 Tangible and Intangible Cultural Heritage</p> <ul style="list-style-type: none"> • Cultural Immersion: Participate in tribal festivals, rituals, or folk performances. • Museum/Heritage Walk: Document traditional art, architecture, and crafts through sketches or photographs. 	PBL	BL3-Apply	8
Unit 2	<p>Myths, Rituals, Spirituals, Taboos and Belief System, Folk Stories, Songs, Proverbs, Dance, Play, Acts and Traditional Narratives</p> <p>Activity 1: Storytelling & Role Play</p> <ul style="list-style-type: none"> • Objective: Understand the cultural significance of myths, rituals, and taboos. 	PBL	BL3-Apply	6

	<ul style="list-style-type: none"> • Method: Students collect local myths, spiritual stories, and proverbs through interviews and present them in storytelling sessions or enact them as role plays. • Outcome: Enhance cultural appreciation and oral tradition preservation. <p>Activity 2: Folklore Documentation & Performance</p> <ul style="list-style-type: none"> • Objective: Experience traditional expressions through art and performance. • Method: Students learn and perform traditional songs, dances, and folk plays in collaboration with local artists. • Outcome: Hands-on immersion in traditional performance arts. 			
--	--	--	--	--

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8

Part E

Books	
Articles	
References Books	
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	1	-	1	-	1	-	-	-	-	-	1	-
CO2	-	2	2	-	2	-	1	-	2	-	-	-	-	-	-
CO3	2	-	3	2	-	2	-	2	-	-	-	-	-	2	-
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Editing Skills Lab: Audio and Video Lab
Course Code	SECJMC301

Part A

Year	2nd	Semester	3rd	Credits	L	T	P	C	
					0	0	2	2	
Course Type	Lab only								
Course Category	Specialization Elective Courses								
Pre-Requisite/s				Co-Requisite/s					
Course Outcomes & Bloom's Level	<p>CO1- Student will be able to recall all the keywords, tools and techniques related to audio and video editing(BL1-Remember)</p> <p>CO2- Student will be able to explain the process of audio and video editing and production(BL2-Understand)</p> <p>CO3- Student will be able to use their knowledge in editing to produce a quality of production (BL3-Apply)</p> <p>CO4- Student will be able to classify the terminology for both medium of communication (BL4-Analyze)</p> <p>CO5- Students will be able to determine their work related to editing and able to defend it. (BL5-Evaluate)</p> <p>CO6- Student will be able to compose any production work on any topic for audio and video(BL6-Create)</p>								
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG17(Partnerships for the goals)					

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Basics of Editing	1.1 introduction to adobe premiere pro and adobe audio audition 1.2 Create an account in Anchor or Spotify or Google podcast, or any other Podcast platform. 1.3 Make a Podcast on a specific beat 1.4 Add background music and transition in recorded audio	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	7
Unit – 2: Editing Tools and Techniques	2.1 Basic Aspects of Film Editing 2.2 Video editing tools in adobe premiere pro 2.3 Voice-over recording and editing 2.4 Create a thumbnail using various shape tools for a YouTube video Make a video using pictures and text	T7 Problem-Based Learning (PBL) T8 Discussion Forums and Debates T10 Research Projects and Independent Studies	7
Unit – 3 Production	3.1 Techniques of Joining Two Shots 3.2 Apply Reverse Speed techniques in a video of 2 minutes 3.3 Make a video program and edit it 3.4 Make an audio program and edit it	T2 Group Projects and Collaborations T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T7 Problem-Based Learning (PBL)	6
Unit – 4: FCP Introduction	4.1 capturing and Transferring Video 4.2 Audio, Key Framing, and Text 4.3 Color Correction & Chroma Keying 4.4 Image Sizes, Settings, Motion Tab and Short Cuts and Exports	T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules	5

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	<p>Practical Assignment: Podcast Production and Editing</p> <p>In this assignment, students will explore the fundamentals of editing using Adobe Premiere Pro and Adobe Audition. They will begin by familiarizing themselves with the interfaces of these software programs and editing a short video clip while adjusting its audio elements. Next, students will create an account on a podcast platform, such as Anchor or Spotify, to publish their content. They will then record a podcast focused on a specific topic or beat, incorporating background music and transitions to enhance the listening experience using Adobe Audition. Finally, students will upload and publish their completed podcast on their chosen platform.</p> <p>Learning Outcome</p> <p>Through this practical assignment, students will develop essential skills in video and audio editing, learning to enhance their audio projects with background music and smooth transitions. Additionally, they will gain hands-on experience in podcast production, from recording and editing to publishing, equipping them with the tools needed for effective media creation.</p>	Experiments	BL2-Understand	6
Unit 2	<p>Practical-Based Assignment :Editing Tools and Techniques</p> <p>Assignment: Students will edit a 2-3 minute video using Adobe Premiere Pro, applying basic film editing techniques such as cutting, transitioning, and color correction. They will record and integrate a voice-over to narrate the video content, create a visually appealing thumbnail for the video using various shape tools, and ensure that all elements work together to deliver a coherent message. The final edited video will be shared with the class for feedback.</p> <p>Learning Outcomes:</p>	Experiments	BL3-Apply	6

	<p>Students will gain hands-on experience with video editing software, enhancing their technical skills in film editing and voice-over production. They will learn to create visually appealing thumbnails and understand how to effectively combine audio and visual elements to improve storytelling in digital media.</p>			
Unit 3	<p>Student Practical-Based Assignment: Production</p> <ol style="list-style-type: none"> 1. Create a short video program (2 minutes) demonstrating techniques for joining two shots effectively, utilizing reverse speed techniques where appropriate. 2. Edit the video program, focusing on transitions, pacing, and overall flow. 3. Produce a separate audio program, incorporating sound editing techniques to enhance clarity and engagement. 4. Edit the audio program, ensuring seamless transitions and appropriate background audio. 5. Present both the video and audio programs to the class for feedback. <p>Learning Outcomes</p> <p>Students will gain hands-on experience in video and audio production techniques, enhancing their editing skills and understanding of shot composition. They will also develop critical listening and viewing skills through peer feedback, fostering a collaborative learning environment.</p>	Experiments	BL4-Analyze	8
Unit 4	<p>Practical-Based Assignment for Final Cut Pro (FCP) Introduction</p> <p>Assignment: Create a 2-3 minute video project using Final Cut Pro (FCP). Capture and transfer video footage, incorporate audio and text with key framing, apply color correction and chroma keying techniques, and ensure proper image sizes and settings. Utilize the motion tab for dynamic effects, employ keyboard shortcuts for efficiency, and export the final video in multiple formats.</p> <p>Learning Outcomes</p>	Internships	BL5-Evaluate	6

	Students will gain hands-on experience in video editing techniques, including capturing footage, audio integration, and applying visual effects. They will also learn to navigate FCP's interface effectively and understand the importance of proper settings and exports for different media formats.			
--	---	--	--	--

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8

Part E

Books	1. Editing Digital Video: The Complete Creative and Technical Guide By Robert M. Goodman, Patrick McGrath 2. The Basics of Filmmaking: Screenwriting, Producing, Directing, Cinematography, Audio, & Editing By Blain Brown 3. "Handbook of Audio and Video Editing" by T. R. Ramanathan 4. "Digital Audio and Video Editing" by Anil Rattan 5. "Introduction to Digital Audio and Video" by R. K. Yadav 6. "Audio and Video Editing: Theory and Practice" by B. N. Ghosh 7. "Video Editing with Avid: Media Composer, Symphony, Xpress" by Udayan Bhatia 8. "Digital Video and Audio Broadcasting Technology: A Practical Engineering Guide" by Walter Fischer 9. "Video Editing with Adobe Premiere Pro CC for Beginners: Learn Video Editing Step by Step" by Ramesh Selvan
Articles	
References Books	1. Adobe Premiere Pro CS3 Basic Editing ByPeachpitPeachpit Press 2. Walter Murch; "In the blink of an Eye". 3. Ken Dancyger; "The Technique of Film and Video Editing". 4. Edward Dmytryk; "On Film Editing"; 'An introduction to the Art of Film Construction'. 5. Sergei Eisenstein; "Film Form"; 'Essays in Film Theory and the Film Sense'. 6. Vincent LoBrutto; "Selected Takes"; 'Film Editors on Editing'. 7. David Mamet; "On Directing Film". 8. Richard d. Pepperman; "The Eye is Quicker". 9. Bobbie O'Steen; "The Invisible Cut". 10. Karel Reisz, Gavin Millar; "The Technique of Film Editing". 11. Roger Crittenden; "Fine Cuts".
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	1	-	-	1	1	-	-	-	-	1	-	-
CO3	-	2	-	-	-	-	-	-	2	-	-	1	-	-	-
CO4	2	-	-	-	2	-	-	-	-	-	1	-	-	-	2
CO5	-	-	-	2	-	-	-	2	-	1	-	-	1	-	-
CO6	1	1	-	-	-	-	1	-	-	-	-	1	1	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Fact Checking
Course Code	SECJMC302

Part A

Year	2nd	Semester	3rd	Credits	L	T	P	C
					2	1	2	5
Course Type	Lab only							
Course Category	Skill Enhancement Courses							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to gain Knowledge about the techniques to identify fake news. (BL1-Remember)</p> <p>CO2- Students will be able to Understand procedures and techniques of handling misinformation and disinformation. (BL2-Understand)</p> <p>CO3- Students will be able to apply the skills to identify the facts. (BL3-Apply)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✓ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Misleading Content	1.1 Fake news and it's types 1.2 Satire and Parody, False Connection, Misleading content, False context 1.3 Imposter Content, Manipulative Content, Fabricated Content 1.4 Platforms used for misleading people	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	15
Unit – 2: Media Information Literacy (MIL)	2.1 Identification of Misinformation, Identification of Disinformation 2.2 Media Information Literacy (MIL) 2.3 Debunk fake news - Observation, Critical thinking 2.4 Search smart keywords 2.5 Credibility of source	T7 Problem-Based Learning (PBL) T8 Discussion Forums and Debates T10 Research Projects and Independent Studies	14
Unit – 3 Fact Checking	3.1 How to verify photos, Use of Google reverse image 3.2 Yandex search, Baidu search 3.3 How to verify videos - using keywords 3.4 Incident EU, Use Frame by frame analysis, Visuals Cues.	T4 Simulations and Role-Playing T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T8 Discussion Forums and Debates	16

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	<p>Practical-Based Assignment: Misleading Content</p> <p>Assignment: Create a multimedia presentation that analyzes a recent example of misleading content, categorizing it into types such as fake news, satire, imposter content, or fabricated content. Include a discussion on the platforms used to disseminate this misleading information, the intended impact on the audience, and strategies for identifying and combating such content.</p> <p>Learning Outcomes</p> <ol style="list-style-type: none"> 1. Students will develop critical thinking skills to analyze and categorize different types of misleading content. 2. Students will learn how to identify platforms that propagate misleading information and understand their role in the spread of misinformation. 3. Students will gain skills in creating effective presentations that convey complex concepts clearly and engagingly. 	Research Paper Presentation	BL2-Understand	4
Unit 2	<p>Student Practical-Based Assignment : Media Information Literacy (MIL)</p> <p>Assignment: Conduct a research project where students select a recent news story and analyze it for misinformation and disinformation. They will identify credible sources, debunk any fake news found, and utilize smart keywords for efficient online searches. Students will present their findings in a group discussion, highlighting the importance of critical thinking in evaluating media content.</p> <p>Learning Outcomes</p> <p>Students will develop skills to identify and differentiate between misinformation and disinformation, enhance their ability to evaluate the credibility of sources, and</p>	PBL	BL4-Analyze	6

	improve their critical thinking and research skills in media consumption.			
Unit 3	<p>Student Practical-Based Assignment : Fact Checking</p> <p>Assignment: Students will select a recent viral photo or video and use tools like Google Reverse Image Search, Yandex, and Baidu to verify its authenticity. They will analyze the media frame by frame, apply keyword searches for context, and summarize their findings in a report. Additionally, they will present their verification process, highlighting the importance of fact-checking in today's media landscape.</p> <p>Learning Outcomes</p> <p>Students will gain practical skills in verifying images and videos using various online tools and techniques. They will understand the significance of fact-checking in combating misinformation and enhancing media literacy. By engaging in this assignment, they will develop critical thinking skills necessary for responsible media consumption and production.</p>	Case Study	BL2-Understand	4

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8

Part E

Books	1. Journalism, 'fake news' & disinformation (2018), Handbook for Journalism Education and Training, Open Access, UNESCO 2. The Chicago Guide to Fact-Checking, Brooke Borel, 3. "Fact-Checking Journalism: An Introduction" by M. Thomas 4. "Media Ethics and Laws" by V.S. Gupta 5. "The Anatomy of Fake News: A Critical News Literacy Education" by S. N. Sinha 6. "Media Ethics: Principles, Practices, and Perspectives" by Shuchi Agrawal 7. "Fake News Nation: The Long History of Lies and Misinterpretations in America" by James W. Cortada 8. "Fake News: How Propaganda Influenced the 2016 Election, A Historical Comparison to 1930's Germany" by Dolores Albarracín 9. "The Disinformation Age: Politics, Technology, and Disruptive Communication in the United States" by Matthew R. Goodwin
Articles	
References Books	1. Fake News: Understanding Media and Misinformation in the Digital Age. Edited by Melissa Zimdars and Kembrew McLeod, The MIT Press, UK 2. "India Misinformed: The True Story" by Pratik Sinha, Sumaiya Shaikh, and Arjun Sidharth 3. "The Art of Fact-Checking" by Ralph Keyes 4. "The Sceptics' Guide to the Universe: How to Know What's Really Real in a World Increasingly Full of Fake"
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	1	-	-	-	-	-	1	-	-	1	-	-
CO2	-	1	-	-	-	-	2	2	-	-	-	1	-	-	-
CO3	-	-	-	-	1	-	-	-	1	-	-	-	-	-	2
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Animation & Graphics Lab
Course Code	SECJMC303

Part A

Year	2nd	Semester	3rd	Credits	L	T	P	C
					2	1	2	5
Course Type	Lab only							
Course Category	Skill Enhancement Courses							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Student will be able to recall the keywords, tools and techniques related to animation and graphics(BL1-Remember)</p> <p>CO2- Student will be able to explain the process and format to identify animation work and graphics work(BL2-Understand)</p> <p>CO3- Student will be able to simplify the 2d and 3d animation work to create new characters(BL3-Apply)</p> <p>CO4- Student will be able to compare the work related to animation and graphics with work of expert(BL4-Analyze)</p> <p>CO5- Student will be able to develop their own design and made effect through animation and graphics(BL6-Create)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG11(Sustainable cities and economies) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Introduction and Principles in animation	<p>1.1 Introduction and Basic Principles in animation</p> <p>1.2 Applications of Animation, Entertainment, Advertisement</p> <p>1.3 3D Animation pipeline preproduction Idea, Story, R & D</p> <p>1.4 Script to the screenplay, Storyboards. Production Layout</p> <p>1.5 Texturing (surfacing), Rigging/setup, Animation 3D visuals effects, Lighting and Rendering and Post-Production</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	7
Unit – 2: 2D Animation	<p>2.1 Timeline construction and management, Keyframe animation</p> <p>2.2 Motion and shape tweening, Working with symbols</p> <p>2.3 Types of graphics, animation types, and features of 2D animation</p> <p>2.4 Working with Dynamic Text fields and Input Text Fields</p>	T7 Problem-Based Learning (PBL) T8 Discussion Forums and Debates T10 Research Projects and Independent Studies	6
Unit – 3 Script Writing & Story Board Designing	<p>3.1 Basics of story: Exploring ideas, Concepts, Plot, Structure and Character Theme</p> <p>3.2 Basics of Scriptwriting, Action, Scene Headings, Screenplay, Titles and End Credits</p> <p>3.3 Scriptwriting terminology: Action, Angle, BG close up, Exterior</p> <p>3.4 Scriptwriting for 2D Films, Animations, writing for new media</p>	T4 Simulations and Role-Playing T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T8 Discussion Forums and Debates	7
Unit- 4 Magazine and Newspaper Design	<p>4.1 Design Elements, Design Principles, size of the publication in Adobe Photoshop & Corel Draw</p> <p>4.2 Layout techniques: (Magazine, newspaper, leaflet, poster, pamphlet, etc.)</p> <p>4.3 Creating layouts using design software, creating vector graphics and raster images.</p>	T7 Problem-Based Learning (PBL) T8 Discussion Forums and Debates T10 Research Projects and Independent Studies	5

	4.4 Color & Fills, Colour Scheme, Colour Models, and printing documents.		
--	--	--	--

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	<p>Assignment : Design a Basic Animated Character</p> <p>Students will create a simple animated character using 2D or 3D animation software. The character design should incorporate the basic principles of animation such as squash and stretch, timing, and appeal.</p> <p>Learning Outcome: Students will grasp the basic principles of animation, learn character design techniques, and apply animation software tools to bring their character to life.</p>	Experiments	BL2-Understand	6
Unit 2	<p>Assignment : Creating a 2D Animated Scene with Keyframe Animation and Tweening</p> <p>Students will create a short 2D animated scene (10-15 seconds) using keyframe animation, motion tweening, and shape tweening. The project should incorporate dynamic text fields and input text fields, along with symbols for objects. Manage the timeline effectively to ensure smooth animation.</p> <p>Learning Outcome: Students will understand the construction and management of timelines in animation, apply keyframe and tweening techniques, and work with dynamic and input text fields to enhance interactivity in 2D animation. They will also gain practical experience in using symbols and creating smooth animations.</p>	Internships	BL3-Apply	8
Unit 3	<p>Assignment : Creating a Script and Storyboard for a Short Film</p> <p>Students will develop a short film script (2-3 minutes) using key elements such as plot, character development, and structure. They will also design a storyboard that visually</p>	Virtual Labs	BL3-Apply	4

	<p>represents key scenes, actions, and camera angles. Include scene headings, action descriptions, and relevant scriptwriting terminology.</p> <p>Learning Outcome: Students will understand the fundamentals of scriptwriting, including structure and terminology, develop skills in visualizing scripts through storyboarding, and learn how to effectively translate ideas into both written and visual formats.</p>			
Unit 4	<p>Assignment: Designing a Magazine Cover and Newspaper Front Page:</p> <p>Using Adobe Photoshop or Corel Draw, design a magazine cover and a newspaper front page. Apply design principles like balance, contrast, and hierarchy while working with layout techniques. Incorporate color schemes, vector graphics, and text, ensuring the size and format are appropriate for print.</p> <p>Learning Outcome: Students will learn how to apply design principles and use layout techniques effectively. They will gain practical skills in Adobe Photoshop/Corel Draw for creating publication layouts and understand the use of color models and graphics for print-ready documents.</p>	Experiments	BL6-Create	8

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8

Part E

Books	1. Weinmann, E. & Lourekas, P, Quark Express 5 for windows, 2018. 2. Adobe Page Maker 7.0 Classroom in a book, BPB Publication, 2002. 3. Altman Rick, Illustrator 10 Bible. IDG Books worldwide, 1999. 4. Gerald Miller's son, Television Production, Focal Press, London, 2016. 5. "Basics of Animation and Graphic Design" by Ritu Chopra 6. "Digital Animation: Principles, Practice, and Techniques" by Parul Vashisht 7. "Fundamentals of Animation and Visual Effects" by Prakash Moorthy 8. "Graphic Design for Multimedia: From Concept to Delivery" by Sumita S. Rai 9. "Visual Effects: From Concept to Application" by Anand Gurnani
Articles	
References Books	1. Paul Wheeler, Digital Cinematography, Focal Press, London, 2001. 2. Peter Jarvis, The Essential of TV Director's Handbook, Focal Press. London 3. Prajapati A K, Computer Graphics & Animation, Pragati Prakashan, 2005. 4. "Animation Techniques in Creative Multimedia" by Debashish Sengupta 5. "The Animator's Survival Kit" by Richard Williams 6. "The Illusion of Life: Disney Animation" by Ollie Johnston and Frank Thomas 7. "Graphic Design: The New Basics" by Ellen Lupton and Jennifer Cole Phillips
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	1	-	-	1	1	-	-	-	1	-	-	-
CO3	-	2	-	-	1	-	-	-	1	-	-	-	1	-	-
CO4	1	-	-	-	-	-	-	1	-	-	1	-	-	-	-
CO5	-	1	-	-	-	1	-	-	-	1	-	-	-	1	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Socialism in India: Yesterday, Today and Tomorrow
Course Code	VACJMC301

Part A

Year	2nd	Semester	3rd	Credits	L	T	P	C
					2	0	0	2
Course Type	Theory only							
Course Category	Add-On Courses							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to identify the key concepts and theories related to the sociology of development, such as modernization, globalization, and dependency theory. (BL1-Remember)</p> <p>CO2- Students will be able Summarize the theories and perspectives on development, including modernization, dependency, and post-development theories. (BL2-Understand)</p> <p>CO3- Students will be able to differentiate the political movements and social movements. (BL3-Apply)</p>							
Courses Elements	Skill Development ✗ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✓ Human Values ✓ Environment ✓		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG10(Reduced inequalities)				

Part B

Modules	Contents	Pedagogy	Hours
Unit 1: Colonial Modernity	<p>1: Legacy and influence of the past on Modern Indian Political Thought</p> <p>2: Colonial Modernity and the Nationalist Response</p> <p>3: Dialectical interaction between ideas and contexts: Socio-historical contexts and the socio-political changes that the ideas aimed</p> <p>4: Influence on articulation of Nationalism and freedom struggle</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	7
Unit 2 Social reformer	<p>1: Swami Vivekananda: Background and the Context</p> <p>2: Interpretation of the Vedanta Philosophy</p> <p>3: Making of the Mahatama: Background and the Context</p> <p>4: On Satyagraha: Power of the Soul Characteristics of Swaraj: Complementariness of negative and positive characteristics of Swaraj in Gandhian formulation</p> <p>5: B.R. Ambedkar: From an untouchable to an eminent constitutionalist, distinguished parliamentarian, scholar and jurist, and the leader of the Depressed Classes</p> <p>6: Ambedkar's critique of the Hindu Social System</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T6 E-learning and Online Modules T7 Problem-Based Learning (PBL)	6
Unit 3 Poets of Indian nationalism	<p>1. Pan-Islamism: Abandonment of territorial nationalism, atheist socialism and secularism</p> <p>2: Iqbal's reinterpretation of the basic tenets of Islam: From a religious faith of the people to a worldview of Muslim brotherhood</p>	T7 Problem-Based Learning (PBL) T8 Discussion Forums and Debates T10 Research Projects and Independent Studies	5
Unit 4 Indian political philosophy	<p>1: Lohia - Critique of Western Ideologies: Need for evolving an indigenous theoretical construct</p> <p>2: New Socialism: Infusing the spirit of Gandhism into western understanding of socialism</p> <p>3: Theory of ends-means consistency, economic system rooted in the small</p>	T4 Simulations and Role-Playing T6 E-learning and Online Modules T8 Discussion Forums and Debates	6

machine technology and the idea of political decentralisation

4: Savarkar - A Life for the Hindu Cause: Towards a theory of cultural nationalism

5: Hindutva, as a political philosophy as well as a basis for establishing India as a 'Hindu rashtra'

6: Political reinterpretation of Meaning of Hindu and Hinduism

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	<p>Assignment: Exploring Modern Indian Political Thought</p> <p>Conduct a comparative analysis of key figures in modern Indian political thought, focusing on their responses to colonialism and their influence on the nationalist movement. Students will research historical contexts, articulate the evolution of ideas, and present their findings in a visual format (e.g., infographic or PowerPoint presentation).</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Understand the legacy of past political ideas and their impact on modern Indian political thought. 2. Analyze the relationship between socio-historical contexts and the articulation of nationalism. 3. Develop critical thinking and research skills through comparative analysis and presentation. 	PBL	BL2- Understand	4
Unit 2	<p>Assignment: Exploring Social Reformers and Their Impact</p> <p>Create a multimedia presentation that explores the lives and contributions of key social reformers such as Swami Vivekananda, Mahatma Gandhi, and B.R. Ambedkar. Include their background, philosophies, and the socio-political context in which they operated. Highlight how their teachings influenced social change and continue to resonate today. Present your findings to the class.</p> <p>Learning Outcome: Students will gain an understanding of the significant contributions of social reformers to Indian society and their philosophical underpinnings. They will develop skills in research, critical analysis, and presentation, fostering a deeper appreciation for the role of these figures in shaping modern India.</p>	Research Paper Presentation	BL3-Apply	6

Unit 3	<p>Assignment: Exploring Iqbal's Vision of Muslim Brotherhood</p> <p>Analyze Iqbal's poetry and its reflection of Pan-Islamism and the reinterpretation of Islam as a worldview. Students will select two poems, summarize their themes, and discuss how Iqbal emphasizes the importance of unity among Muslims beyond territorial nationalism. Additionally, they will reflect on how these themes relate to contemporary issues of nationalism and identity.</p> <p>Learning Outcomes: Students will gain insights into Iqbal's contributions to Indian nationalism through poetry, understand the concepts of Pan-Islamism and Muslim brotherhood, and develop critical thinking skills by connecting historical ideas to modern contexts.</p>	Case Study	BL3-Apply	4
Unit 4	<p>Title: Debating Indian Political Philosophies</p> <p>Organize a debate on the relevance of Lohia's New Socialism versus Savarkar's Hindutva in contemporary India. Divide the class into two groups, with one advocating for Lohia's ideas and the other supporting Savarkar's philosophy. Each group should prepare arguments, counterarguments, and present their case.</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will gain a deeper understanding of Lohia's New Socialism and Savarkar's Hindutva and their implications in modern politics. 2. They will develop skills in public speaking, argumentation, and critical analysis through structured debate. 3. Students will learn to engage respectfully with differing viewpoints while articulating their own perspectives. 	PBL	BL3-Apply	4

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Appadorai, A., Political Thought in India, 400 B.C.–1980, Delhi: Khama Publishers, 2018. 2. Prasad, Beni, The Theory of Government in Ancient India, Allahabad: The Indian Press. 1927. 3. Pantham, Thomas and Deutsch, Kenneth L. (eds.), Political Thought in Modern 4. "Socialism in India: Perceptions, Problems, and Prospects" edited by Achin Vanaik 5. "Socialism and Its Legacy" by Bipan Chandra 6. "Socialism and Nationalism in India: A Study in Inter-Relationships" by Gopal Krishna 7. "Socialism: Past and Future" by Michael Harrington 8. "Socialism: Ideals, Ideologies and Local Practice" edited by Anupama Rao and Michael Fakhri
Articles	
References Books	1. India, New Delhi: Sage Publications, 1986. 2. Guha, Ramachandra, Makers of Modern India, New York & London: Penguin Viking, 2010. 3. Jha, Mitra Nandan, Modern Indian Political Thought: Ram Mohan Roy to Present Day, Meerut: Meenakshi Prakashan, 1975. 4. "India After Gandhi: The History of the World's Largest Democracy" by Ramachandra Guha 5. Chakrabarty, Bidyut and Rajendra Kumar Pandey, Modern Indian Political Thought: Text and Context, New Delhi: Sage, 2020. 6. Chatterjee, Partha, Nationalist Thought and the Colonial World: A Derivative Discourse. New Delhi: Oxford University Press, 1986. 7. "The Future of Socialism in India: Views and Perspectives" edited by S. Bhattacharya
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	1	-	-	1	1	-	-	-	-	-	-	1
CO3	-	2	-	-	2	-	-	-	1	1	-	-	-	-	-
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Introduction to Market Structures
Course Code	VACJMC302

Part A

Year	2nd	Semester	3rd	Credits	L	T	P	C
					2	0	0	2
Course Type	Theory only							
Course Category	Add-On Courses							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	CO1- Students will be able to understand and define Market Structures(BL1-Remember) CO2- To analyze the Impact of Market Structures(BL2-Understand) CO3- To apply Theoretical Concepts of Market Structures to Real-World Scenarios(BL3-Apply)							
Courses Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✓ Environment ✗		SDG (Goals)					

Part B

Modules	Contents	Pedagogy	Hours
Unit 1: Introduction to Industrial Organization	1.1 Introduction to Industrial Organization, Consumer behavior and Derivation of Demand and curve 1.2 Production and Cost curves 1.3 Competitive Markert	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	9
Unit 2: theories	2.1 Monopoly 2.2 Game Theory: Static games of complete information (Nash equilibrium) 2.3 Dynamic games of complete information (Subgame perfect Nash equilibrium) 2.4 Cournot Competition	T7 Problem-Based Learning (PBL) T8 Discussion Forums and Debates T10 Research Projects and Independent Studies	8
Unit 3	3.1 Bertrand Competition 3.2 Stackelberg Games 3.3 Product Differentiation 3.4 Entry Deterrence 3.5 Bundling and Tying	T4 Simulations and Role-Playing T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T8 Discussion Forums and Debates	8

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	<p>Practical-Based Assignment: Analyzing Consumer Behavior and Demand in Competitive Markets</p> <p>Students will conduct a survey to gather data on consumer preferences for a specific product. They will analyze the data to derive the demand curve and identify the factors influencing consumer behavior. Additionally, students will examine production and cost curves for a selected industry, comparing these curves across different competitive market structures.</p> <p>Learning Outcomes: Students will understand the relationship between consumer behavior and demand derivation, gain insights into production and cost analysis, and evaluate how competitive market structures affect pricing and output decisions. This practical assignment will enhance their analytical skills and application of theoretical concepts in real-world scenarios.</p>	PBL	BL2-Understand	4
Unit 2	<p>Practical Assignment :Strategic Market Behavior: Monopoly, Game Theory, and Cournot Competition</p> <ol style="list-style-type: none"> 1. Analyze a monopolist's strategy for maximizing profit and market power in the absence of competition. 2. Formulate and solve a static game of complete information, identifying the Nash equilibrium for competing firms. 3. Model a dynamic game of complete information and solve for the subgame perfect Nash equilibrium. 	Games	BL3-Apply	8

	<p>4. Use the Cournot model to simulate firm behavior in an oligopoly and determine equilibrium outputs.</p> <p>5. Prepare a report comparing the strategic outcomes between monopolies and oligopolies using game theory.</p> <p>Learning Outcome: Students will learn to apply game theory concepts to monopolistic and oligopolistic markets, solve for Nash and subgame perfect Nash equilibria, and understand firm strategies in competitive and non-competitive market structures. This will enhance their ability to analyze and predict market behavior.</p>			
Unit 3	<p>Assignment :Understanding Nash Equilibrium in Simple Market Scenarios</p> <ul style="list-style-type: none"> • Task: Consider two competing firms setting their prices in a monopolistic market. Model this as a simple static game and find the Nash equilibrium, where neither firm can improve its outcome by changing its price strategy. • Tools: Use a basic payoff matrix to show possible price strategies and identify the equilibrium. <p>Learning Outcome: Students will grasp the basics of Nash equilibrium in simple market settings, learn how firms make strategic pricing decisions, and apply game theory concepts to real-world competition.</p>	Case Study	BL3-Apply	6

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Industrial Organization Theory and Applications by Oz shy, MIT Press 2. Intermediate Microeconomics: A Modern Approach by Hal Varian, W W Norton & Co Inc 3. A primer in Game Theory by Robert Gibbons, Pearson Higher Education 4. A strategic Approach To Industrial Organization by Jeffrey Church and Roger Ware, freely downloadable 5. Introduction to Industrial Organization by Luis M. B.Cabral, MIT Press 6. "Industrial Organization: Theory and Practice" by Don E. Waldman and Elizabeth J. Jensen 7. "Market Structure and Competition Policy: Game-Theoretic Approaches" by Kaushik Basu
Articles	
References Books	1. "Indian Economy: Problems of Development and Planning" by Ruddar Datt and K.P.M. 2. "Indian Economy: Issues and Challenges" by B. Saravanakumar 3. "Market Structure and Performance: The Empirical Research" by Kevin M. Murphy and Steven Shavell 4. "Industrial Economics: An Introductory Textbook" by R. R. Barthwal
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	-	-	-	-	-	-	-	1	-	-	-
CO2	-	-	-	1	-	-	1	1	-	-	-	-	1	-	-
CO3	-	2	-	-	1	-	-	-	2	-	-	-	-	-	2
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	The Psychology of Language
Course Code	VACJMC303

Part A

Year	2nd	Semester	3rd	Credits	L	T	P	C
					2	0	0	2
Course Type	Theory only							
Course Category	Add-On Courses							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	CO1- Students will Understand the Cognitive Processes Involved in Language(BL1-Remember) CO2- Analyse the Role of Language in Cognitive and Social Processes(BL2-Understand) CO3- Students apply Theoretical Knowledge to Real-World Language Issues(BL3-Apply)							
Courses Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✓ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG10(Reduced inequalities)				

Part B

Modules	Contents	Pedagogy	Hours
Unit 1: Psychology Of Language	1.1 The Psychology Of Language 1.2 Introduction to Language. 1.3 Language Development 1.4 Understanding Words	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	7
Unit 2: Speech Production	2.1 Speech Production and Comprehension 2.2 Sentence Processing 2.3 Reading 2.4 Language Disorders 2.5 Special Topics in Psychology of Language	T7 Problem-Based Learning (PBL) T8 Discussion Forums and Debates T10 Research Projects and Independent Studies	7
Unit 3: Science of Language	3.1 Communication and Language 3.2 The Science of Language 3.3 Speech Perception 3.4 Speech Production	T4 Simulations and Role-Playing T6 E- learning and Online Modules T8 Discussion Forums and Deba	7
Unit 4: Sentences	4.1 Understanding Words 4.2 Sentences 4.3 Discourse 4.4 Reading and Writing	T8 Discussion Forums and Debates T10 Research Projects and Independent Studies	4

M

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	<p>Assignment : Exploring the Psychology of Language: A Practical Investigation</p> <p>Design and conduct an experiment to investigate language development stages in children aged 2 to 5. Utilize observational and interactive methods to assess vocabulary acquisition, sentence structure, and comprehension abilities. Document the findings and analyze them in relation to established theories of language development.</p> <p>Learning Outcomes: By completing this assignment, students will:</p> <ol style="list-style-type: none"> 1. Apply theoretical knowledge of language development to real-world observations. 2. Develop skills in designing and conducting psychological experiments. 3. Enhance understanding of research methodologies and data analysis in psycholinguistics. 	Experiments	BL2-Understand	4
Unit 2	<p>Assignment: Exploring Speech Production and Comprehension</p> <p>Assignment: Conduct a practical study involving the recording of speech samples from peers, followed by an analysis of sentence processing and comprehension. Create a report that examines the clarity and structure of the speech samples, discusses any identified language disorders, and explores the psychological aspects of language processing. Present your findings in a class discussion, focusing on the implications of your observations.</p> <p>Learning Outcomes: Students will gain hands-on experience in analyzing speech production and comprehension, enhance their understanding of sentence processing and language disorders, and develop critical thinking skills related to the psychology of language.</p>	PBL		

Unit 3	<p>Assignment: Exploring Speech: Production and Perception</p> <p>Conduct an experiment to analyze how different speech sounds are perceived by listeners. Record a short audio clip featuring various phonemes and ask participants to identify them. Gather data on their responses and analyze any patterns in speech perception. Present findings in a report highlighting the relationship between speech production and perception.</p> <p>Learning Outcome: Students will gain hands-on experience in studying the science of language through practical application. They will develop skills in data collection and analysis, enhancing their understanding of how speech sounds are produced and perceived.</p>	Simulation	BL3-Apply	6
Unit 4	<p>Assignment: Understanding Words, Sentences and Discourse</p> <p>Students will select a short article, analyze its vocabulary and sentence structure, and then rewrite the article in their own words while maintaining the original meaning. They will also identify the discourse markers used and explain their role in enhancing coherence. Finally, students will present their findings to the class.</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will improve their vocabulary and sentence construction skills through practical rewriting exercises. 2. They will gain a deeper understanding of discourse markers and their importance in creating coherent texts. 3. Students will enhance their analytical skills by examining and discussing language use in written discourse. 	Experiments	BL4-Analyze	8

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. "Psychology of Language" by David L. McFarland 2. "The Psychology of Language: From Data to Theory" by Trevor A. Harley 3. "Language in Mind: An Introduction to Psycholinguistics" by Julie Sedivy 4. "The Psychology of Language: A Cognitive View" by David Carroll 5. "Psycholinguistics: An Introduction to Research and Theory" by K. K. Sharma 6. "Language and Cognition: Explorations in Cognitive Psychology" by B. L. Koul 7. "Psychology of Language: A Critical Introduction" edited by Girishwar Misra and Jitendra Mohan
Articles	
References Books	1. "Indian Economy: Problems of Development and Planning" by Ruddar Datt and K.P.M. 2. "Indian Economy: Issues and Challenges" by B. Saravanakumar 3. "Market Structure and Performance: The Empirical Research" by Kevin M. Murphy and Steven Shavell 4. "Industrial Economics: An Introductory Textbook" by R. R. Barthwal 5. "Language Development" by Shyamala Chengappa
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	-	-	-	-	-	-	-	-	1	-	-
CO2	-	-	-	1	-	-	1	1	-	-	-	1	-	-	-
CO3	-	2	-	-	-	1	-	-	-	2	-	-	-	-	2
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Consumer Psychology
Course Code	VACJMC304

Part A

Year	2nd	Semester	3rd	Credits	L	T	P	C
					2	0	0	2
Course Type	Theory only							
Course Category	Add-On Courses							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	CO1- To Understand Core Psychological Principles Affecting Consumer Behaviour(BL1-Remember) CO2- To Describe Major Theories of Consumer Behaviour(BL2-Understand) CO3- To Explore the Effects of Social and Cultural Influences on Consumer Behaviour(BL3-Apply)							
Courses Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✓ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG10(Reduced inequalities)				

Part B

Modules	Contents	Pedagogy	Hours
unit 1	Introduction to Consumer Psychology Overview of foundation of consumer behaviour		

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	<p>Title: Analyzing Consumer Behavior Through Surveys</p> <p>Conduct a survey to understand consumer preferences regarding a specific product category (e.g., food, clothing, electronics). Analyze the collected data to identify key factors influencing consumer decisions, such as price, brand loyalty, and social influences. Present your findings in a report, including graphs and charts to visualize the data.</p> <p>Learning Outcomes: Students will gain practical experience in data collection and analysis related to consumer behavior. They will develop skills in interpreting survey results and applying consumer psychology concepts to real-world scenarios. Additionally, students will enhance their ability to present data effectively</p>	Field work	BL2-Understand	4
Unit 2	<p>Assignment: Exploring Consumer Behavior Through Case Studies</p> <p>Select a product or service and conduct a case study on its consumer decision-making process. Investigate how consumers identify their needs, the information sources they utilize, the alternatives they evaluate, and their post-purchase experiences. Present your findings through a detailed report and a presentation.</p> <p>Learning Outcome: Students will develop analytical skills in evaluating consumer behavior, understand the stages of the decision-making process, and learn to apply theoretical concepts to real-world scenarios in marketing and consumer research.</p>	Case Study	BL2-Understand	8
Unit 3	<p>Title: Analyzing Consumer Behavior Through Practical Observations</p>	Field work	BL4-Analyze	6

	<p>Conduct a field study where students observe and record consumer behavior in a retail environment. Focus on consumer perceptions, mood and emotion, and their impact on purchasing decisions. Afterward, analyze the findings in relation to consumer attitudes and marketing communications strategies employed by the store.</p> <p>Learning Outcomes: Students will gain practical insights into how individual consumers perceive products and make decisions based on their emotions and attitudes. They will also learn to connect theoretical concepts of consumer behavior with real-world marketing practices.</p>			
--	---	--	--	--

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	8. "Psychology of Language" by David L. McFarland 9. "The Psychology of Language: From Data to Theory" by Trevor A. Harley 10. "Language in Mind: An Introduction to Psycholinguistics" by Julie Sedivy 11. "The Psychology of Language: A Cognitive View" by David Carroll 12. "Psycholinguistics: An Introduction to Research and Theory" by K. K. Sharma 13. "Language and Cognition: Explorations in Cognitive Psychology" by B. L. Koul 14. "Psychology of Language: A Critical Introduction" edited by Girishwar Misra and Jitendra Mohan
Articles	
References Books	6. "Indian Economy: Problems of Development and Planning" by Rudder Datt and K.P.M. 7. "Indian Economy: Issues and Challenges" by B. Saravanakumar 8. "Market Structure and Performance: The Empirical Research" by Kevin M. Murphy and Steven Shavell 9. "Industrial Economics: An Introductory Textbook" by R. R. Barthwal 10. "Language Development" by Shyamala Chengappa
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	1	-	-	-	-	-	-	-	-	1	-	-
CO2	-	-	2	-	-	-	2	2	-	-	-	-	-	-	1
CO3	-	2	-	-	2	-	-	-	1	-	-	-	1	-	-
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Indian Society: Social problem and Issues
Course Code	VACJMC305

Part A

Year	2nd	Semester	3rd	Credits	L	T	P	C
					2	1	2	5
Course Type	Theory only							
Course Category	Add-On Courses							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Student will be able to define the main concepts, theories and issues of society. (BL1-Remember)</p> <p>CO2- Student will be able to understand impact of religion on individual and society. (BL2-Understand)</p> <p>CO3- Student will be able to appropriately apply different theories and methodologies in different contexts relevant to Sociology. (BL3-Apply)</p> <p>CO4- Students will be able to evaluate policies and practices concerning drug abuse and other problems. (BL4-Analyze)</p>							
Courses Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✗ Professional Ethics ✗ Gender ✓ Human Values ✓ Environment ✓		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: introduction to society & major issues	1.1. Introduction to Social Problems and Classification 1.2. Structural & Social Disorganisation & Social Problems 1.3. Merton Theory of Anomie 1.4. Poverty 1.5. Inequality in Caste 1.6. Inequality in Gender	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	5
Unit – 2: class and religious issues	2.1. Disharmony 2.2. Religious and Ethnic Minorities 2.3. Backward Classes and Dalits 2.4 Social Deviance 2.5. Alcoholism and Drug Abuse 2.6. Substance Abuse and Prostitution 2.7. Drug Abuse in India	T7 Problem-Based Learning (PBL) T8 Discussion Forums and Debates T10 Research Projects and Independent Studies	5
Unit – 3 crime and suicide issues in society	3.1. Crime and Delinquency 3.2. Corruption 3.3. Changing Profile of Crime and Criminals 3.4. Suicide 3.5. Crime against Women 3.6. Sexual Assault and Violence and Child Abuse 3.7. Status of Children in India	T7 Problem-Based Learning (PBL) T8 Discussion Forums and Debates T10 Research Projects and Independent Studies	5
Unit – 4: family issues in society	4.1. Family Problems 4.2. Problems at the Individual and Family Level 4.3. Conflict - Causes, Consequences and remedies 4.4. Depression - Causes, Consequences and remedies	T7 Problem-Based Learning (PBL) T8 Discussion Forums and Debates T10 Research Projects and Independent Studies	5

	<p>4.5. Dowry, Divorce, Separation and Desertion</p> <p>4.6. Domestic Violence, Single Parenting and Problems of Elderly</p>		
Unit 5: Development and environmental problems	<p>5.1. Health Problems and Consumerism</p> <p>5.2. Crisis of Values and Causes of Social Disorganisation</p> <p>5.3. Developmental problems in Indian Society</p> <p>3.4. Regional Disparities and Development induced displacement</p> <p>5.5. Ecological Degradation and Environmental Pollution</p> <p>5.6. Sociological Perspectives and Cultural perspectives</p> <p>5.7 Political and Economic Perspective.</p>	T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules	5

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	<p>Assignment: Analyzing Social Problems in Contemporary Society</p> <p>Conduct a community survey to identify and classify social problems, focusing on issues such as poverty, caste inequality, and gender inequality. Analyze the data collected and present findings in a report that discusses the structural disorganization in your community and relates it to Merton's Theory of Anomie.</p> <p>Learning Outcomes: Students will understand the classification of social problems and their implications on society. They will develop skills in data collection and analysis while applying theoretical concepts to real-world issues. This assignment will enhance their critical thinking and awareness of social inequalities.</p>	Field work	BL2- Understand	8
Unit 2	<p>Assignment: Exploring Social Issues: A Case Study Approach</p> <p>Conduct interviews with individuals from various backgrounds to gather insights on class and religious issues such as disharmony, the experiences of religious and ethnic minorities, and the challenges faced by backward classes and Dalits. Analyze the impact of social deviance, including alcoholism and drug abuse, on these communities. Present findings in a report that includes personal narratives, statistical data, and potential solutions to these issues.</p> <p>Learning Outcomes: Students will develop skills in qualitative research and critical analysis of social issues. They will gain a deeper understanding of the complexities surrounding class and religious disparities, as well as the social consequences of deviance in contemporary India.</p>	Case Study	BL4-Analyze	6

Unit 3	<p>Assignment: Investigating Crime and Social Issues in Society</p> <p>Conduct a community survey to gather data on perceptions of crime, delinquency, and safety. Analyze the responses to identify trends related to crime against women, child abuse, and the changing profile of criminals. Prepare a report summarizing your findings and suggest potential community interventions to address these issues.</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will gain practical experience in data collection and analysis related to crime and social issues. 2. They will develop a deeper understanding of the societal impacts of crime and the complexities surrounding these issues. 3. Students will learn to propose informed community-based solutions to enhance safety and well-being. 	Field work	BL3-Apply	6
Unit 4	<p>Assignment: Exploring Family Issues in Society</p> <p>Conduct interviews with family members or community members to gather personal experiences related to family issues such as conflict, depression, dowry, divorce, domestic violence, and single parenting. Analyze the collected data to identify common themes, causes, and potential remedies for these issues. Present your findings in a written report and a presentation.</p> <p>Learning Outcome: Students will gain a deeper understanding of various family issues in society through firsthand accounts, develop analytical skills by identifying patterns in the data, and enhance their communication skills through report writing and presentations.</p>	PBL	BL4-Analyze	4

Unit 5	<p>Assignment: Impact of Consumerism on Health and Environment</p> <p>Create a multimedia presentation that examines the relationship between consumerism, health problems, and environmental degradation in India. Include statistics, case studies, and examples of how consumer habits affect public health and the environment. Encourage class discussions on potential strategies to promote sustainable consumer practices.</p> <p>Learning Outcome: Students will learn to analyze the impact of consumer behavior on health and environmental issues, develop skills in research and presentation, and engage in critical discussions on sustainability and responsible consumption practices.</p>	Research Paper Presentation	BL3-Apply	6
--------	---	-----------------------------	-----------	---

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Pai, Sudha. 2010. 'Farmer's movements' in Niraja Gopal Jayal & Pratap Bhanu Mehta (eds.) Politics in India, New Delhi: OUP 2. Desai A. R. Social Issues in India 3. Patnaik, U. 1987. 1987. Peasant Class Differentiation, New Delhi: OUP. 4. Scott, James C. 1976. The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia. New Haven and London: Yale University Press. 5. Shanin, T. 1972. The Awkward Class, Oxford: Oxford University Press 6. Shiva Vandana and Gitanjali Bedi (2002), Sustainable Agriculture and Food Security: The Impact of Globalisation, , Sage Publications. New Delhi 7. Shiva, Vandana. 2001. Patents . Myths and Reality. New Delhi: Penguin Books India 8. SinghaRoy. Debal K.. 2005. 'Peasant Movements in Contemporary India: Emerging Forms of Domination and Resistance', Economic and Political Weekly, Vol. 40, No. 52 (Dec. 24-30, 2005), pp. 5505-5513. 9. Wolf, Eric R. 1966. Peasant, New York: Prentice Hall.
Articles	
References Books	<ul style="list-style-type: none"> • Beteille, A 1965. Caste, Class and Power. Berkeley: University of California Press. • Beteille, Andre. 1974. Six Essays in Comparative Sociology, New Delhi: OUP • Brass, Tom (ed.). 1995. New Farmers' Movements in India. Essex: Frank Cass & Co. • Chauhan, Brij.Raj. 1974. "Rural Studies: A Trend Report", in ICSSR (ed) A Survey of Research in Sociology and Social Anthropology, Vol.I, Bombay: Popular Prakashan. • Daniel Thorner (1966). The Theory of Peasant Economy, In D Thorner et al (ed) A.V Chayanov.s Theory of Peasant Economy, New Delhi: OUP. • Desai A. R. ed. 1978. Rural Sociology in India, Bombay: Popular Prakashan. • Desmarais, A.A. 2007: Globalisation and the Power of Peasants. Delhi: Daanish Books. • Dhanagare, D N. 1983. Peasant Movements in India 1920-1950, New Delhi.: Oxford University Press, • Harris, J. (ed.). 1982. Rural Development. Theories of Peasant Economy and Agrarian Change, Hutchinson: London • Joshi P.C. 1976. Land Reforms in India. Delhi: Allied Publisher Ltd. • Madan, V. (ed) 2002: The village in India, New Delhi: Oxford University Press.
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	-	1	-	-	-	-	-	-	-	-	-
CO2	-	-	-	1	-	-	1	1	-	-	-	1	-	-	-
CO3	-	1	-	-	1	-	-	-	1	-	-	-	-	-	-
CO4	1	-	-	-	-	-	-	-	-	1	1	-	-	-	1
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Digital Media Marketing
Course Code	AECJMC401

Part A

Year	2nd	Semester	4th	Credits	L	T	P	C
					2	0	0	2
Course Type	Theory only							
Course Category	Ability Enhancement Courses							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Student will be able to recall the fundamental of digital media marketing, tools and techniques(BL1-Remember)</p> <p>CO2- Student will be able to explain the process of digital media marketing through various social platform and implementation of keywords to promote it.(BL2-Understand)</p> <p>CO3- Student will be able to use their knowledge to select any platform to share the content to do the digital marketing(BL3-Apply)</p> <p>CO4- Student will be able to associated with any digital media marketing organization and work with it(BL3-Apply)</p> <p>CO5- Student will be able to compare the various tools and its impact and select any one to promote your work on digital platform(BL4-Analyze)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG10(Reduced inequalities)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Introduction to Digital Marketing	<p>1.1 Fundamentals of Digital marketing & Its Significance, Traditional marketing Vs Digital Marketing, Evolution of Digital Marketing, Digital Marketing Landscape, Digital Consumer & Communities</p> <p>1.2 The Digital users in India, Digital marketing Strategy- Consumer Decision journey, POEM Framework, Segmenting & Customizing messages, Digital advertising Market in India, Skills in Digital Marketing, Digital marketing Plan.</p> <p>1.3 Terminology used in Digital Marketing, PPC and online marketing through social media, Social Media Marketing, SEO techniques, Keyword advertising, Google web-master and analytics overview, Affiliate Marketing, Email Marketing, Mobile Marketing</p> <p>1.4 Display advertising, Buying Models, different type of ad tools, Display advertising terminology, types of display ads, different ad formats</p> <p>1.5 Ad placement techniques, Important ad terminology, Programmatic Digital Advertising.</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	7
Unit – 2: Social Media Marketing	<p>2.1 Fundamentals of Social Media Marketing & its significance, Necessity of Social media Marketing, Building a Successful strategy: Goal Setting, Implementation</p> <p>2.2 Facebook Marketing: Facebook for Business, Facebook Insight, Different types of Ad formats, Setting up Facebook Advertising Account, Facebook audience & types, Designing Facebook Advertising campaigns, Facebook Avatar, Apps, Live, Hash tags</p> <p>2.3 LinkedIn Marketing: Importance of LinkedIn presence, LinkedIn Strategy, Content Strategy, LinkedIn analysis, Targeting, Ad Campaign</p> <p>2.4 Twitter Marketing:- Basics, Building a content strategy, Twitter usage, Twitter Ads, Twitter ad campaigns, Twitter Analytics, Twitter Tools and tips for managers. Instagram & Snapchat basics</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	7

Unit – 3 Search Engine Optimization	<p>3.1 Introduction to SEO, How Search engine works, SEO Phases, History Of SEO, How SEO Works, What is Google boot (Google Crawler), Types Of SEO technique, Keywords, Keyword Planner tools</p> <p>3.2 On page Optimization, Technical Elements, HTML tags, Schema.org, RSS Feeds, Microsite, Yeast SEO Plug-in</p> <p>3.3 Off page Optimization- About Off page optimization, Authority & hubs, Back link, Blog Posts, Press Release, Forums, Unnatural links</p> <p>3.4 Social media Reach- Video Creation & Submission, Maintenance- SEO tactics,</p> <p>3.5 Google search Engine, Other Suggested tools</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	6
Unit – 4: Content Marketing and Digital Media Budgeting	<p>4.1 Content Marketing Concepts & Strategies; Planning, Creating, Distributing & Promoting Content</p> <p>4.2 Optimize Website UX & Landing Pages; Measure Impact; Metrics & Performance; Using Content Research for Opportunities, etc.</p> <p>4.3 Digital Marketing Budget & Plan; Resource Planning;</p> <p>4.4 Cost Estimating; Cost Budgeting; Cost Control</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	5

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Introduction to Digital Marketing Presentation</p> <p>Students will create a presentation that covers the fundamentals of digital marketing, including key concepts, tools, and strategies such as SEO, social media marketing, and content marketing. They will focus on how businesses can leverage digital channels to reach their target audience.</p> <p>Outcome: By completing this assignment, students will develop a foundational understanding of digital marketing principles, enhance their presentation skills, and learn to effectively communicate marketing strategies in a digital landscape</p>	Experiments	BL2-Understand	4
Unit- 2	<p>Social Media Marketing</p> <p>Students will create a comprehensive social media marketing plan for a brand, including content strategies, target audience analysis, and performance metrics. They will explore various platforms and learn to tailor their messaging for different social media channels.</p> <p>Outcome: By completing this assignment, students will gain practical skills in social media strategy development, understand the dynamics of audience engagement, and learn how to measure and analyze the effectiveness of their marketing efforts.</p>	Role Play	BL4-Analyze	4

Unit- 3	<p>Social Media Reach seminar</p> <p>Students will analyze the reach of a selected social media campaign, examining metrics such as impressions, engagement rates, and audience demographics. They will learn to identify factors that influence reach and explore strategies to enhance visibility on social platforms.</p> <p>Outcome: By completing this assignment, students will develop skills in social media analytics, gain insights into effective content strategies, and understand how to optimize campaigns to maximize audience reach and engagement.</p>	Seminar	BL5-Evaluate	6
Unit- 4	<p>Content Marketing and Digital Media Budgeting</p> <p>Students will create a budget plan for a content marketing campaign, detailing costs for content creation, distribution, and promotion across various digital media platforms. They will analyze different budgeting strategies and assess the potential return on investment (ROI) for their campaigns.</p> <p>Outcome: By completing this assignment, students will gain practical skills in financial planning for marketing initiatives, learn to allocate resources effectively, and understand the relationship between budgeting and successful content marketing strategies</p>	Field work	BL6-Create	8

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	Research Methodology: Methods and Techniques" by C. R. Kothari "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches" by John W. Creswell and J. David Creswell 2. "Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis" by Joan Bolker 3. "How to Write a Thesis" by Umberto Eco 4. "The Craft of Research" by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams 5. "Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article" by Howard S. Becker 6. "A Manual for Writers of Research Papers, Theses, and Dissertations" by Kate L. Turabian 7. "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches" by John W. Creswell and J. David Creswell 8. "Research Methodology: A Step-by-Step Guide for Beginners" by Ranjit Kumar 9. "The SAGE Handbook of Qualitative Research" edited by Norman K. Denzin and Yvonna S. Lincoln 10. "Qualitative Inquiry and Research Design: Choosing Among Five Approaches" by John W. Creswell
Articles	
References Books	1. "Research Methodology: A Step-by-Step Guide for Beginners" by Dr. P. Kanagasabapathi 2. "Fundamentals of Research Methodology: Problems and Prospects" by Usha Rani Ahuja 3. "Handbook of Research Methods in Tourism: Quantitative and Qualitative Approaches" edited by Larry Dwyer, Alison Gill, Neelu Seetaram, and Dogan Gursoy 4. "Research Methods for Arts and Event Management" by A.J. Veal and Christine Burto 5. "Case Study Research: Design and Methods" by Robert K. Yin 6. "An Introduction to Qualitative Research" by Uwe Flick
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	1	-	-	-	1	1	1	-	-	-	-	-	1
CO3	-	-	-	-	1	-	-	-	-	-	-	1	-	-	-
CO4	-	1	-	-	-	1	-	-	-	-	-	-	-	-	-
CO5	-	-	1	-	-	-	-	-	-	-	1	-	1	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Life Skills & Mentoring -III
Course Code	AECJMC402

Part A

Year	2nd	Semester	4th	Credits	L	T	P	C
					2	0	0	2
Course Type	Theory only							
Course Category	Ability Enhancement Courses							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will able to Memorize essential skills for personal development, such as communication, time management, and problem-solving. (BL1-Remember)</p> <p>CO2- Students will able to Summarize the benefits of mentoring relationships and the impact of life skills on overall well-being. (BL2-Understand)</p> <p>CO3- Students will able to Apply life skills and strategies to real-life situations, such as managing conflicts, setting goals, or making decisions. (BL3-Apply)</p> <p>CO4- Students will able to Critically examine the challenges and barriers to developing and practicing life skills. (BL4-Analyze)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG10(Reduced inequalities)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Cognitive Skills	<p>1.1 Positive Thinking: Importance of positive thinking, how to develop positive attitude, benefits of positive attitude</p> <p>1.2 Building Resilience: Understanding of resilience, Characteristics of a resilient person, how to become more resilient, Benefits of resiliency</p> <p>1.3 Coping with Anger: Understanding Anger, why it's a common problem among youth, Techniques to Manage anger</p> <p>1.4 Coping with Stress: Coping with stressful situations, Behavioral monitoring, Relaxation and Stress reduction techniques, Developing resilience</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	10
Unit – 2: Knowing Others	<p>2.1 Effective communication- Importance of effective communication, improving effective communication skills, communicate effectively by staying calm under pressure.</p> <p>2.2 Effective Interpersonal Interaction- Understanding Relationships, What are examples of good interpersonal skills, Good interpersonal skills, How Do You Show Good Interpersonal Skills</p> <p>2.3 Family communication- Effective Communication Skills can help prevents misunderstandings, Verbal and non-verbal techniques for effective communication, Effective Communication Skills can help you become more comfortable with family.</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	10
Unit – 3 Social Competencies	<p>3.1 Effective use of Media- advantages and disadvantages of social media, ethics and etiquettes, effective ways of using social media ,ethics and etiquettes for online Classes</p> <p>3.2 Conflict Resolution-Understanding Conflict Management, Strategies to avoid Conflicts, Tips for Managing Conflict</p> <p>3.3 Humility: Understanding Humility, importance of humility, why does humility matters, developing and cultivating humility</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	5

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Explore Cognitive Skills</p> <p>Students will explore various cognitive skills, such as critical thinking, problem-solving, and decision-making, through practical exercises and case studies. They will analyze how these skills apply to real-world scenarios and improve their ability to think analytically.</p> <p>Outcome: By completing this assignment, students will enhance their cognitive abilities, develop a deeper understanding of how to apply these skills in everyday situations, and learn to approach challenges with a more strategic mindset.</p>	PBL	BL2-Understand	5
Unit- 2	<p>Examine Effective Communication</p> <p>Students will examine the principles of effective communication through presentations, role-playing exercises, and written assignments. They will focus on verbal, non-verbal, and written communication skills, learning to convey messages clearly and adapt their style to different audiences.</p> <p>Outcome: By completing this assignment, students will improve their communication skills, gain confidence in expressing their ideas, and understand the importance of active listening and feedback in fostering successful interactions.</p>	Role Play	BL5-Evaluate	5

Unit- 3	<p>Effective Use of Media</p> <p>Students will analyze various media channels and their impact on communication strategies, focusing on how to leverage media effectively for different purposes, such as marketing, advocacy, and information dissemination. They will create a media plan that incorporates best practices for audience engagement.</p> <p>Outcome: By completing this assignment, students will develop skills in media analysis and strategy, understand the role of different media in shaping public perception, and learn to craft messages that resonate with their target audiences.</p>	Experiments	BL4-Analyze	3
---------	---	-------------	-------------	---

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. S.Hariharan, etc., (2010) Soft Skills, Chennai: MJP Publishers 2. "The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change" by Stephen R. Covey 3. "Mindset: The New Psychology of Success" by Carol S. Dweck 4. "Emotional Intelligence 2.0" by Travis Bradberry and Jean Greaves 5. "Mindset: The New Psychology of Success" by Carol S. Dweck 6. "Thinking, Fast and Slow" by Daniel Kahneman 7. "The Organized Mind: Thinking Straight in the Age of Information Overload" by Daniel J. Levitin 8. "The Power of Habit: Why We Do What We Do in Life and Business" by Charles Duhigg 9. "Cognitive Behavioral Therapy: Techniques for Retraining Your Brain" by Jason M. Satterfield
Articles	
References Books	1. Rex Stainton Rogers, etc., (1995) Social Psychology- A critical Agenda, UK: Polity Press 2. Robert A. Baron, etc., (2006) Social Psychology, New Delhi: Prentice Hall of India 3. Elizabeth B. Hurlock (1974) Personality Development, New Delhi: Tata Mc-graw Hill Publishing Company
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	1	-	-	-	-	-	-	-	-	-	1	-	-
CO3	-	1	-	-	-	-	1	1	-	-	-	-	-	-	-
CO4	-	1	-	-	1	-	-	-	1	-	1	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Visual Language
Course Code	AECJMC403

Part A

Year	2nd	Semester	4th	Credits	L	T	P	C
					2	0	0	2
Course Type	Theory only							
Course Category	Ability Enhancement Courses							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Student will be able to recall the various terms, methods, and techniques of visual communication (BL1-Remember)</p> <p>CO2- Student will be able to explain the visual communication and its working process with various concept(BL2-Understand)</p> <p>CO3- Student will be able to use their knowledge to communicate with public with visual tools like design and graphics, levels, colours and text(BL3-Apply)</p> <p>CO4- Student will be able to categorise the colours and design to select any content for visual communication.(BL4-Analyze)</p> <p>CO5- Student will be able to select any design which have proper colour, text and message for effective visual communication(BL4-Analyze)</p> <p>CO6- Student will be able to design any poster with the help of characters, text with appropriate use of colour(BL5-Evaluate)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✓ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG10(Reduced inequalities)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Visual Communication	<p>1.1 Need for and the Importance of Human and Visual Communication. Communication as an expression, skill and process</p> <p>1.2 Understanding Communication: SMRC-Model</p> <p>1.3 Communication as a Process. The message, Meaning, Connotation, Denotation Culture/Codes etc</p> <p>1.4 Levels of communication: Technical, Semantic, and Pragmatic</p> <p>The semiotic landscape: language and visual communication, narrative representation</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	7
Unit – 2: Design	<p>2.1 Fundamentals of Design: Definition. Approaches to Design, Centrality of Design</p> <p>2.2 Elements of Design: Line, Shape, Space, Colour, Texture. Form Etc.</p> <p>2.3 Principles of Design: Symmetry. Rhythm, Contrast, Balance Mass/Scale etc.</p> <p>2.4 Design and Designers (Need, role, process, methodologies etc.)</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	7
Unit – 3 Colour	<p>3.1 Principles of Visual and other Sensory Perceptions</p> <p>3.2 Colour psychology and theory (some aspects) Definition, Optical / Visual Illusions</p> <p>3.3 Various stages of design process- problem identification, search for solution refinement, analysis, decision making, and implementation</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	6
Unit – 4: Graphic Design	<p>4.1 Basics of Graphic Design. Definition, Elements of GD, Design process-research, a source of concept</p> <p>4.2 the process of developing ideas-verbal, visual, combination & thematic, visual thinking, associative techniques, materials, tools (precision instruments etc.)</p> <p>4.3 design execution, and presentation.</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	5

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Need for and Importance of Human and Visual Communication Presentation</p> <p>Students will prepare a presentation highlighting the essential roles of human and visual communication in various fields, focusing on their impact on understanding and engagement. They will analyze examples of effective communication strategies that utilize visual elements.</p> <p>Outcome: By completing this assignment, students will enhance their presentation skills, deepen their understanding of the interplay between verbal and visual communication, and learn to effectively convey complex ideas to diverse audiences.</p>	PBL	BL2-Understand	4
Unit- 2	<p>Fundamentals of Design in Newspapers</p> <p>Students will explore the key principles of newspaper design, including layout, typography, and the use of images, while analyzing various newspaper formats. They will create a mock-up of a newspaper page, applying design principles to enhance readability and visual appeal.</p> <p>Outcome: By completing this assignment, students will gain a solid understanding of design fundamentals specific to print media, develop practical skills in layout and aesthetics, and learn how design choices affect audience engagement and information delivery.</p>	Field work	BL4-Analyze	6
Unit- 3	<p>Principles of Visual and Other Sensory Perceptions</p> <p>Students will investigate the principles of visual and sensory perception, focusing on how humans interpret and respond to various stimuli. They will conduct experiments or case studies to illustrate how sensory perception influences communication and design.</p> <p>Outcome: By completing this assignment, students will deepen their understanding of sensory processes, learn to apply perception principles in media and design contexts, and develop skills to create more</p>	Simulation	BL5-Evaluate	4

	effective and engaging communication strategies.			
Unit- 4	<p>Graphic Design for Newspapers</p> <p>Students will explore graphic design principles specifically for newspapers, focusing on elements such as layout, color schemes, and typography. They will create a series of newspaper graphics, including headlines, infographics, and advertisements, to effectively convey information.</p> <p>Outcome: By completing this assignment, students will gain practical skills in graphic design tailored for print media, understand how design choices impact reader engagement, and learn to create visually appealing and informative content that enhances the overall newspaper experience</p>	Role Play	BL6-Create	7

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Communication between cultures - Larry A. Samovar, Richard E. Porter, Edwin R. McDaniel & Carolyn Sexton Roy, Monica Eckman, USA, 2012 2. Introduction to Communication studies - John Fiske & Henry Jenkins 3rd edition, Routledge, Oxon 2011 3. "Interaction of Color" by Josef Albers 4. "The Elements of Graphic Design: Space, Unity, Page Architecture, and Type" by Alex W. White 5. "Visual Language for Designers: Principles for Creating Graphics that People Understand" by Connie Malamed 6. "Visual Thinking: for Design" by Colin Ware 7. "Design Elements: A Graphic Style Manual" by Timothy Samara 8. "Visual Storytelling: Infographic Design in News" by Liu Yikun and Dong Zhao
Articles	
References Books	1. An Introduction to communication studies - Sheila Steinberg, Juta & Co., Cape Town, 2007 2. One World Many Voices: Our Cultures - Marilyn Marquis & Sarah Nielsen, Wingspan Press, California, 2010 3. "The Non-Designer's Design Book: Design and Typographic Principles for the Visual Novice" by Robin Williams 4. "Visual Communication: Images with Messages" by Paul Martin Lester
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	1	-	-	1	-	-	-	-	-	-	-	-
CO3	-	1	-	-	-	-	-	-	1	-	-	-	1	-	-
CO4	-	-	-	-	1	-	-	-	-	1	1	-	-	-	-
CO5	-	-	1	-	-	-	-	1	-	-	-	-	-	-	1
CO6	-	2	-	-	-	-	2	-	-	-	-	1	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Fundamentals of Public Relations
Course Code	DSCJMC401

Part A

Year	2nd	Semester	4th	Credits	L	T	P	C
					4	0	0	4
Course Type	Theory only							
Course Category	Discipline Core							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Student will be able to recall the terminology, history, Models and theories, organizational and types of PR. (BL1-Remember)</p> <p>CO2- Student will be able to explain the process, tools, structure, roots, planning, roles of PR in various corporate and business organization. (BL2-Understand)</p> <p>CO3- Student will be able to use their knowledge to solve the various issues of PR agencies to develop the relationship with corporate agencies. (BL3-Apply)</p> <p>CO4- Student will be able to criticize the role of PR in digital age and also the management process to manage the crisis communication of corporate organization (BL4-Analyze)</p> <p>CO5- Student will be able to justify the role of mass media and NGOs to make the relationship with organization and their impact values. (BL5-Evaluate)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✓ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG10(Reduced inequalities)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Understanding Public Relations	<p>1.1 Public relation concepts and definations</p> <p>1.2 Brief Historyof PR and Emergence of corporate communication The Historical Links, Ivy Lee and Edward Burney</p> <p>1.3 Understanding various concepts viz PR publicity, propaganda and advertising, Defining publics stakeholders, different types of publics</p> <p>1.4 Tools of PR Media Relations (organizings Press Conferences/Meets, Press Releases/ Communique/ Briefts, Rejoinders etc.)</p> <p>1.5 Media Relations management (selection of media reaching out to its various publics)</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	10
Unit – 2: Theories, Models and Process of PR	<p>2.1 JM Grunig’s Model of Symmetrical PR, Organizational Theories, Conflict Theory, Structural-Functional Theory</p> <p>2.2 RACE and ROPE model, The PR Process: Defining the Problem, why it is Problem, the Strategy, Media Selection, Feedback and Evaluation</p> <p>2.3 Growth and power of public opinion in PR, Walter Lippman theory of Public Opinion. Gallup public opinion studies</p> <p>2.4 Persuasion and Public Relations: The Power, Structure, Roots of Attitude, Culture, Laws of Public Opinion and Governors of Opinion Change</p> <p>2.5 Media Planning, Selection, Scheduling and Tracking</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T4 Simulations and Role-Playing	8
Unit – 3 Development in Public Relations	<p>3.1 Public Relations in Public and Private Sector: Difference between Public and Private Sector</p> <p>3.2 PR’s Evolving Role in Business, Government, Politics, NGOs and Industry Associations</p> <p>3.3 PR in different sectors: Political PR, Sports PR, Entertainment and Celebrity Industry, Hospital,</p> <p>3.4 Recent Trends in PR: Digital PR, social media, Internet tools for PR, Digital PR</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	8

	<p>Campaigns</p> <p>3.5 Laws and ethics in PR- PRSI and IPRA</p>		
Unit – 4: Corporate and Crisis communication	<p>4.1 Introduction to Corporate Communication: Definition & Importance. Defining and Segmenting Stakeholders in Corporate Communication.</p> <p>4.2 Types of Organizational Communications, Elements of a Corporate Communication Plan, Traditional media and its relevance in Corporate Communication Media (Press Kits, Developing Media Linkages, Press Releases- Announcements, Feature Study Releases, Video News Releases, Webcasts).</p> <p>4.3 Crisis Communication, Corporate Image Management, Corporate Identity, Events, Sponsorships</p> <p>4.4 Trade Shows, Corporate Advertising, CC/PR in Brand Building, Corporate Social Responsibility & Sustainable Development</p> <p>4.5 Financial Markets and Communication, Investor Relations, Government Relations, Advocacy, Lobbying, Laws & Ethics in CC</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T8 Discussion Forums and Debates	10
UNIT-5: Career in Public Relations	<p>5.1 In-house PR department and PR agencies.</p> <p>5.2 Professional bodies of Public Relations</p> <p>5.3 Recent trends in PR career</p> <p>5.4 Product/Service PR</p> <p>5.5 Celebrity PR, Entertainment PR</p> <p>5.6 PR for Non profits</p> <p>5.7 Political PR</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T8 Discussion Forums and Debates	9

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	<p>Activity:Analyzing PR Strategies: A Case Study</p> <p>Select a real-world company or organization and analyze a recent Public Relations campaign they executed. Identify and discuss the PR tools used (press releases, media relations, etc.), differentiate between PR, publicity, and advertising elements, and describe how the organization engaged with its stakeholders.</p> <p>Learning Outcome:</p> <p>Through this assignment, students will gain practical insights into the use of PR strategies and tools, understand the distinction between PR, publicity, and advertising, and develop the ability to evaluate the effectiveness of stakeholder engagement in media relations.</p>	Case Study	BL2-Understand	4
Unit 2	<p>Activity : Designing a PR Campaign: Strategy, Media Planning, and Public Opinion Management</p> <p>Students will design a hypothetical PR campaign for a social issue or brand. The campaign must follow the RACE or ROPE model, with clearly defined objectives, strategy, media selection, and feedback mechanisms. Incorporate JM Grunig's symmetrical PR model and demonstrate how public opinion will be tracked and managed using Gallup or Lippman's insights. Present a media schedule with tracking tools to measure campaign effectiveness.</p> <p>Learning Outcome:</p> <p>Students will gain hands-on experience in creating structured PR campaigns, integrating theoretical frameworks into practice. They will enhance their understanding of media planning, persuasive strategies, and the role of public opinion in shaping successful PR outcomes.</p>	Field work	BL3-Apply	8

Unit 3	<p>Activity : Comparative Analysis of Public and Private Sector PR Strategies</p> <p>Students will select one public and one private sector organization to research and analyze their PR strategies. They will compare their communication approaches, stakeholder engagement, and challenges, highlighting the role of digital PR tools and ethical practices. The findings will be presented through a report or presentation, emphasizing differences and similarities.</p> <p>Learning Outcome: Students will understand the distinctions between public and private sector PR practices, identify sector-specific strategies, and gain insights into the evolving role of digital tools and ethical considerations in contemporary public relations.</p>	Simulation	BL3-Apply	6

Unit 4	<p>Assignment Brief: Simulating a Crisis Communication Press Conference</p> <p>Students will work in teams to simulate a live press conference addressing a corporate crisis. Each team will act as the communication department of a company facing an imaginary crisis (e.g., product recall, data breach, environmental issue). They will prepare press releases, anticipate media questions, and deliver key messages to protect the corporate image and reassure stakeholders.</p> <p>Learning Outcome: Through this activity, students will:</p> <ol style="list-style-type: none"> 1. Develop skills in preparing press releases and media statements under pressure. 2. Learn to handle difficult questions from journalists and stakeholders effectively. 3. Understand the dynamics of corporate reputation management during a crisis. 4. Gain practical insights into maintaining transparency and trust in public communication. 	Internships	BL3-Apply	8
Unit 5	<p>Assignment : PR Strategy Development for a Non-Profit Organization</p> <p>Students will work in groups to create a comprehensive PR strategy for a chosen non-profit organization. They will analyze the organization's mission, target audience, and current PR efforts, then propose innovative campaigns that incorporate social media, community outreach, and event planning. Each group will present their strategy, detailing objectives, methods, and expected outcomes.</p> <p>Learning Outcome: Students will learn to design effective PR strategies tailored to non-profits, enhancing their understanding of audience engagement, messaging, and resource allocation while developing teamwork and presentation skills.</p>	Seminar	BL4-Analyze	6

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Mehta D S, Handbook of Public Relations in India, Allied Publishers Pvt. Ltd, 2012 2. Carroll, Craig E, Corporate Reputation and the New Media, Taylor and Francis, 2011 3. Christensen, Lars Thoger, Corporate Communications: Convention, complexity, and critique, Sage Publications, 2010 4. Rayudu C S and Balan K R, Principles Of Public Relations, Himalaya pub.house-new Delhi, 2011. 5. "Public Relations: Principles and Practices" by S. K. Mandal 6. "Public Relations: Theory and Practice" by J. V. Vilanilam 7. "Public Relations: Principles and Practices" by B. P. Maheshwari 8. "Handbook of Public Relations" edited by D. S. Mehta and J. S. Sharma 9. "Public Relations in India: New Tasks and Responsibilities" by A. K. Srivastava
Articles	
References Books	1. N. Jethwaney, Jaishri & Sarkar, Narendra Nath, Public Relations, Sterling Publishers Private Limited, 2002 2. Jethwaney, Jaishri, Public relations management, 2010 3. Heath ,Robert L, Encyclopedia of Public Relations, Sage Publications, 2005 4. Theaker, Alison ,The Public Relations Handbook, Routledge,2001 5. Gupta, Deepak, Handbook of Advertising Media and Public Relations, Mittal Publications, 2005 6. Aggarwal, VirBala& Gupta, VS, Handbook of Journalism & Mass Communication, Concept Publication Company, 2002.
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	1	-	-	1	1	-	-	-	-	1	-	-
CO3	-	2	-	-	1	-	-	-	1	-	-	1	-	-	-
CO4	1	-	-	-	-	-	-	-	-	1	-	-	-	-	2
CO5	-	2	-	-	-	1	-	-	-	-	1	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Fundamentals of Advertising
Course Code	DSCJMC402

Part A

Year	2nd	Semester	4th	Credits	L	T	P	C
					4	0	0	4
Course Type	Theory only							
Course Category	Discipline Electives							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to recall and memorize the basic concepts and steps of research.(BL1-Remember)</p> <p>CO2- Students will be able to discuss the various principles, research designs, and methods.(BL2-Understand)</p> <p>CO3- Students will be able to Conduct literature reviews, critically evaluate research articles and Apply research methods.(BL3-Apply)</p> <p>CO4- Students will be able to Analyze the strengths and weaknesses of different research designs and methods and Critically evaluate the validity and reliability of research.(BL3-Apply)</p> <p>CO5- Students will be able to determine the Assess the limitations of research studies and suggest potential areas for improvement(BL5-Evaluate)</p> <p>CO6- Students will be able to Generate new insights and ideas for research and conduct original research studies that address specific research questions or problems(BL6-Create)</p>							
Courses Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✓ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG10(Reduced inequalities)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Advertising: An Introduction	<p>1.1 Definition, Need, Scope, Role & Importance, Evolution and Growth</p> <p>1.2 Advertising as a Tool of Communication and its Difference</p> <p>1.3 Propaganda, Publicity, PR Role of Advertising in Marketing Mix, Advertising vs Personal Selling & Sales Promotion, Advertising vs Public Relations & Advertising vs Marketing</p> <p>1.4 Types of Advertising: Consumer, Business Advertising, Commercial vs Social Advertising, Corporate Advertising, Action vs Awareness Advertising</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T4 Simulations and Role-Playing	8
Unit – 2: Advertising Media	<p>2.1 Understanding Media & It's Creative Co-ordination with other Marketing functions</p> <p>2.2 Types of Media: Print Media, Broadcast Media, Outdoor, Transit, Traditional, Direct Mail & Internet, Their characteristics, Benefits & Drawbacks, New Media</p> <p>2.3 Understanding Consumer: Demographic, Psychographic Profile</p> <p>2.4 Media Planning Methods: Media Strategies & Media Mix</p> <p>2.5 Understanding Media Coverage, ABC, IRS, INS, ILT, OAS TRP (Circulation & Readership); DAGMAR, Agency on Record (AOR) conviction, accused, acquittal, bail, prima facie, sub Judice</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T4 Simulations and Role-Playing	10
Unit- 3 Advertising Creativity	<p>3.1 Creativity: Concept & Role in Advertising</p> <p>3.2 Copywriting: Role & Importance of a Copywriter, How to Develop an Effective Copy, AIDA (Copy Writer's Pyramid)</p> <p>3.3 Copy Elements-Headline, Subhead, Body Copy, Logos & Slogans</p> <p>3.4 Layout-Definition, Steps & its Importance; Principles of a good layout</p> <p>3.5 Visuals vs Illustrations, Graphics-Role and Importance, Preparation of Art Work</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T4 Simulations and Role-Playing	10

<p>Unit – 4: Advertising Agency and Advertising Media</p>	<p>4.1 Ad Agency – Definition, Role and Functions of Various Departments, Structure of an Advertising Agency</p> <p>4.2 Types of Ad Agencies, Agency revenue sources, Client-Agency Relationship, Selection of an Advertising Agency, Indian Advertising Agencies: Trends & Status</p> <p>4.3 Ad Campaign – Concept and Importance, Social Ad campaigns, Role of Research in Advertising, Types of Research – Pre-Testing & Post-Testing</p> <p>4.4 Advertising Ethics & Social Responsibility, Regulation of Advertising: Govt. & Non-Govt. Regulations</p> <p>4.5 Advertising Statutory Bodies in India - Role of AAAI, ASCI, INS, DAVP</p>	<p>T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts</p>	<p>10</p>
<p>Unit- 5 Economic effect of Advertising</p>	<p>5.1 <i>Explicit role of advertising</i></p> <p>5.2 <i>Indirect role of Advertising</i></p> <p>5.3 <i>Economic effects</i></p> <p>5.4 <i>Social Effects of Advertising</i></p> <p>5.5 <i>Benefits of Advertising</i></p> <p>5.6 <i>Impact of Advertisements on children</i></p> <p>5.7 <i>Women in Advertising. '</i></p>	<p>T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T10 Research Projects and Independent Studies</p>	<p>7</p>

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	<p>Assignment: Understanding Advertising in the Modern Context by PPT</p> <p>Create a multimedia presentation (using tools like PowerPoint or Canva) that defines advertising, its scope, and its role in the marketing mix. Include examples of different types of advertising (consumer, business, social) and explain how they differ from publicity and public relations.</p> <p>Learning Outcome: By completing this assignment, students will understand the fundamental concepts of advertising, its significance in communication, and the various types of advertising, enabling them to critically analyze advertising strategies in real-world scenarios.</p>	PBL	BL2-Understand	4
Unit 2	<p>Activity: Research and create a comprehensive report on the characteristics, benefits, and drawbacks of at least three different types of advertising media (Print, Broadcast, and Digital). Additionally, analyze a recent advertising campaign to evaluate its media planning strategies and effectiveness in reaching its target demographic.</p> <p>Learning Outcome: Students will develop a deeper understanding of various advertising media types and their strategic role in marketing, enhancing their ability to analyze and plan effective media campaigns that cater to specific consumer profiles.</p>	Experiments	BL3-Apply	8
Unit 3	<p>Activity : Students will create a mock advertisement for a product of their choice, incorporating essential elements of advertising creativity. The assignment will involve developing compelling copy using the AIDA model, designing an effective layout, and integrating visuals or illustrations to enhance the ad's impact.</p> <p>Learning Outcome: By completing this assignment, students will gain hands-on experience in applying creative advertising principles,</p>	Field work	BL3-Apply	8

	understanding the importance of copywriting and layout design, and effectively utilizing visuals to communicate their message.			
Unit 4	<p>Activity: Choose a recent advertising campaign from an Indian agency and evaluate its effectiveness. Consider aspects such as target audience, creative strategy, media used, and the ethical implications of the campaign. Present your analysis in a report that includes visuals and a summary of the campaign's impact.</p> <p>Learning Outcome: This assignment will enhance students' analytical skills by enabling them to critically assess the components of an advertising campaign, understand the client-agency relationship, and reflect on the ethical considerations in advertising practices.</p>	Case Study	BL4-Analyze	8
Unit 5	<p>Activity: Conduct a research project that analyzes both the explicit and indirect economic effects of advertising on a chosen industry. Include an evaluation of its social impact, particularly focusing on how advertisements influence children and represent women.</p> <p>Learning Outcome: By completing this assignment, students will develop critical thinking skills and an understanding of advertising's multifaceted role in shaping economic dynamics and social perceptions, while also fostering awareness of ethical considerations in advertising practices.</p>	Field work	BL4-Analyze	8

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	12	40	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Ogilvy, David, Ogilvy of advertising. Sedgwick & Jackson. 1988. 2. Dunn, Waston S. &Darbe, Arnold, Advertising: Its Role in Modern Marketing, Dryden, 1982 3. Haskins, Jack, Advertising Research & Testing, International Correspondence School, 1963 4. KundraShipra, Introduction to Advertising and Public Relations, Anmol Publishers, 2006 5. "Advertising: Principles and Practice" by Sandra Moriarty, Nancy Mitchell, and William Wells 6. "The Advertising Concept Book: Think Now, Design Later" by Pete Barry 7. Hey, Whipple, Squeeze This: The Classic Guide to Creating Great Ads" by Luke Sullivan 8. "Advertising Management" by Batra, Myers, and Aaker
Articles	
References Books	1. Advertising Principles and Practice, Ruchi Gupta, S chand publishers, 2014 2. Arens, William F. &Bovee, Courtland L., Contemporary Advertising, Irwin, 1994 3. Holt, Henry, How Advertising Works And The People Who Make It Happen, Jan Greenberg, 1987 4. Kazmi, S.H. &Batra ,Satish K., Advertising & Sales Promotion, Excel Books, 200
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	1	-	-	1	1	-	-	-	1	-	-	-
CO3	-	-	1	-	1	-	-	1	1	-	-	-	-	-	-
CO4	1	-	-	-	-	1	-	-	-	1	-	-	1	-	-
CO5	-	1	-	-	-	-	1	-	-	-	1	-	-	-	-
CO6	1	-	-	1	-	-	-	1	-	-	-	-	1	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Development Communication
Course Code	DSCJMC403

Part A

Year	2nd	Semester	4th	Credits	L	T	P	C
					4	0	0	4
Course Type	Theory only							
Course Category	Discipline Core							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to translate/convert the acquired theoretical and technical knowledge into practice(BL3-Apply)</p> <p>CO2- Incapacitation to apply analytical and critical thinking for writing on national and international issues(BL4-Analyze)</p> <p>CO3- Ability to demonstrate acquired skills of reporting and editing in the media organization(BL3-Apply)</p> <p>CO4- Capable to promote and publish his/her own original creation (fiction and nonfiction) through own enterprise(BL5-Evaluate)</p> <p>CO5- Students will be able to determine the Assess the limitations of research studies and suggest potential areas for improvement(BL4-Analyze)</p> <p>CO6- Students will be able to Generate new insights and ideas for research and conduct original research studies that address specific research questions or problems.(BL5-Evaluate)</p>							
Courses Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✓ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG10(Reduced inequalities) SDG11(Sustainable cities and economies)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Fundamental Concepts of Development	1.1 Development: Meaning, Concept and Approaches. Sustainable Development: Concept and Process 1.2 Economic, Social, Psychological and Political aspects of Development 1.3 Indexes of Development, Millennium Development Goals, Sustainable Development Goals 1.4 Characteristics of Under Developed and Developed Societies 1.5 Development and five-year plans of India; Balanced Verses Unbalanced Growth	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	8
Unit- 2 Evolution of Development communication	2.1 Development Communication: Concept and Process; Characteristics 2.2 Differences between communication and Development Communication 2.3 Models and Theories: Diffusion of Innovation; Dependency Theory, Growth model, Dominant Paradigm. 2.4 Alternative models of development; Daniel Lerner, Evert M Rogers, Wilbur Schramm 2.5 The development agencies: Government, non-government, co- operative and others	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	10
Unit – 3: Developmental Reporting	3.1 Tools & Techniques of development reporting 3.2 Role of Research in Development Reporting: Field visit, Observation and interviews in Development Reporting 3.3 Style and Language of Development Reporting 3.4 Presenting and Packaging Development Stories 3.5 Coverage of Developmental stories in Mass Media: Potential, Problems and Issues, Reporting rural issues and Marginalised communities	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T9 Internships and Practical Training	10

Unit – 4: ICT and Development	<p>4.1 Use of ICTs and Emerging Technologies in Development, Digital Divide</p> <p>4.2 Satellite Instructional Television Experiment (SITE)</p> <p>4.3 Kheda Communication Project (KCP), Jhabua Development Communication Project (JDCP)</p> <p>4.4 Concept, Philosophy and Policy of Community Radio (CR), Role of CR in Development, Tools and Techniques of Community Video (CV)</p> <p>4.5 E-Governance, Empowerment and Development Communication Systems; Communication Audit</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T5 Multimedia Presentations and Use of Technology	7
Unit-5: Rural Development and Participatory Communication	<p>5.1 India's rural scene, rural social structure, social change, 5.2 Patterns of rural communication, oral informal and interpersonal communication.</p> <p>5.3 Traditional and folk forms, barriers and accelerators to change. Extension-nature, concept and characteristics of communication,</p> <p>5.4 Structure of extension networks in India, Telangana. Methods of extension</p> <p>5.5 Exhibitions, visual aids, training and visit systems, case studies in extension.</p> <p>5.6 Krishi Vigyan Kendra</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T4 Simulations and Role-Playing	10

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	<p>Activity: Students will create a presentation comparing the characteristics of underdeveloped and developed societies, incorporating relevant indexes of development and the Sustainable Development Goals (SDGs). They will analyze how economic, social, psychological, and political aspects influence development outcomes.</p> <p>Learning Outcome: Students will demonstrate an understanding of the multifaceted nature of development, critically evaluating various approaches and frameworks, while applying their knowledge to real-world examples.</p>	PBL	BL2-Understand	4
Unit 2	<p>Activity-Based Assignment: Students will research and present a comparative analysis of traditional and alternative models of development communication, focusing on their characteristics, theories, and implications for development agencies. Each group will create a visual presentation illustrating how these models can be applied in real-world scenarios.</p> <p>Learning Outcome: By completing this assignment, students will understand the key concepts and processes of development communication, differentiate between communication types, and critically assess various models and their relevance to development agencies.</p>	Experiments	BL3-Apply	6
Unit 3	<p>Assignment Description: Conduct a field visit to a local community or organization engaged in development work. Utilize observation and interviews to gather qualitative data, focusing on the challenges and successes faced by marginalized groups. Present your findings in a well-structured report, highlighting the style,</p>	Field work	BL3-Apply	8

	<p>language, and packaging techniques of developmental stories.</p> <p>Learning Outcome: Students will demonstrate the ability to apply research techniques in developmental reporting, effectively convey stories of marginalized communities, and understand the role of mass media in covering developmental issues.</p>			
Unit 4	<p>Activity: Conduct a research project analyzing a specific ICT initiative (e.g., Kheda Communication Project or Community Radio) and its influence on community development in India. Collect data through interviews or surveys from community members to understand their experiences and perceptions.</p> <p>Learning Outcome: Students will gain practical insights into how ICT initiatives foster development and address the digital divide, enhancing their research and analytical skills in the context of community engagement.</p>	Internships	BL3-Apply	8
Unit 5	<p>Activity: Conduct a case study on a specific village in Telangana, focusing on its social structure, patterns of communication (oral, informal, and interpersonal), and the role of Krishi Vigyan Kendra in facilitating rural development. Interview local residents to gather insights on traditional communication forms and identify barriers and accelerators to social change.</p> <p>Learning Outcome: By completing this assignment, students will gain a comprehensive understanding of rural social dynamics, the impact of communication on development, and the effectiveness of extension services in promoting sustainable rural practices.</p>	Case Study	BL4-Analyze	8

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	16
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Narula, Uma (1994) Development Communication, New Delhi, Hariand Publication 2. Servaes, Jan (2008). Communication for Development and Social Change, New Delhi, Sage Publication • Mefalopulos, P.(2008) Development Communication Sourcebook- Broadening the boundaries of communication, The World Bank. 3. Mikkelsen, Britha, (2002), Methods for Development Work and Research. New Delhi: Sage Publications 4. "Development Communication: Theory and Practice" by Everett M. Rogers 5. "Development Communication: Perspectives, Issues, and Strategies" by Srinivas R. Melkote 6. "Development Communication: Reframing the Role of the Media" by Kanchan K. Malik 7. "Media and Development: Issues and Challenges in India" edited by K. S. Ravi 8. "Development Communication in Practice: India and the Millennium Development Goals" edited by R. Sreedhar 9. Community Radio and Development Communication in India" by Usha Raman "Development Communication: Concepts, Contexts, and Strategies" by S. K. Sharma
Articles	
References Books	1. Dale R, (2004) Evaluating Development Programmes and Projects. New Delhi: Sage Publications 2. Dahama, O.P. and Bhatnagar, O.P., (2003), Education and Communication for Development, New Delhi, Oxford and IBH Publishing Co. Pvt. Ltd. 3. Kumar & Hansra, (1997) Extension Education for Human Resource Development. New Delhi: Concept Publishers. 4. "Communication for Development: Theory and Practice for Empowerment and Social Justice" by Srinivas R. Melkote and H. Leslie Steeves 5. "The Handbook of Development Communication and Social Change" edited by Karin Gwinn Wilkins, Thomas Tufte, and Rafael Obregon 6. "Communicating Social Change: Structure, Culture, and Agency" edited by Mohan J. Dutta and Pallassana R. Balgopal
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	1	-	1	1	-	-	-	-	1	-	-	-
CO3	-	1	-	-	1	-	-	-	1	-	-	-	1	-	-
CO4	-	-	1	-	-	-	-	1	-	-	1	-	-	-	1
CO5	-	1	-	-	-	-	2	2	-	-	-	-	1	-	-
CO6	-	2	-	-	1	-	-	-	-	1	-	-	1	-	-

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Fundamental of Social Sciences: Indian Economy
Course Code	DSEJMC401

Part A

Year	2nd	Semester	4th	Credits	L	T	P	C
					4	0	0	4
Course Type	Theory only							
Course Category	Discipline Core							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Student will be able to recall the keywords of Economy, history of Indian Economy, Financial Institutions, rules and markets of economy(BL1-Remember)</p> <p>CO2- Student will be able to describe the important factors, terminology, process to improve the economic conditions of world and India and role of share markets.(BL2-Understand)</p> <p>CO3- Student will be able to use their knowledge to solve the economic problems of society and investment of fund in market(BL3-Apply)</p> <p>CO4- Student will able to differentiate between the world economy and Indian Economy and their working structure. (BL4-Analyze)</p> <p>CO5- Student will be able to Justify the role of various financial institutions to solve the economic conditions of all government and private organization.(BL5-Evaluate)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✓ Human Values ✓ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG10(Reduced inequalities)				

Part B

Modules	Contents	Pedagogy	Hours
Unit- 1 Economics	<p>1.1 Economics: Why study Economics, Core of Economics, Scope and Methods of Economics, Economic System, Economic Problems</p> <p>1.2 Theories of Economics: Micro and Macro Economics: Demand & Supply, Household, Inflation, Markets, Money</p> <p>1.3 Macro-economic Policy: Economic Growth (GDP/GNP), Investment & Consumption, Fiscal and Monetary Policy, National Accounts and Income</p> <p>1.4 School of Macro-economic thought: Classical, Keynesian, Neo-classical, Neo-liberals</p>		10
Unit 2 Indian Economy	<p>2.1 Indian Economy: Short History of Indian Economy before Independence</p> <p>2.2 Economic Development of India after Independence: Key Features, Strength and Weaknesses</p> <p>2.3 Key Economic debates/Issues: Hindu Rate of Growth, Mixed Economy or Socialist Economy, Economic Planning</p> <p>2.4 Poverty, Hunger & Malnutrition, Inequality, Unemployment, Demography</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T4 Simulations and Role-Playing	8
Unit – 3 Key Economic Sectors	<p>3.1 Indian Agriculture: Key Features, Policies, Performance and Challenges</p> <p>3.2 Indian Industry: Key Features, Policies, Performance and Challenges</p> <p>3.3 Indian Services Sector: Key Features, Policies, Performance and Challenges</p> <p>3.4 Key Economic and Financial Institutions: Ministry of Finance, Planning Commission or NITI Aayog, RBI, SEBI etc.</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	10
Unit- 4 Indian Economy Post 1991	<p>4.1 Indian Economy Post 1991: Key Features, Macro-economic Policies, Performance, Issues and Challenges</p> <p>4.2 Policies of Liberalization, Privatization and Globalization: Role of World Bank-IMF-</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	10

	<p>WTO and other global agencies: Impact on Indian Economy: Issues and Debates</p> <p>4.3 Understanding Budget: Key Features and Process of Budget making, Decoding the Budget, Political Economy of Budget</p> <p>4.4 Indian Economy: Current State, Issues and Debates</p>		
<p>Unit-5 INDIAN ECONOMY AND ISSUES RELATING TO PLANNING</p>	<p>5.1 Development Strategy in India's Five-year Plan</p> <p>5.2 Tackling the Problems of Poverty and Unemployment</p> <p>5.3 Vital role of the public sector</p> <p>5.4 Analysis of India's Economic performance in Development Planning</p> <p>5.5 Trends in Saving and Capital Formation since Independence</p>	<p>T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts</p>	7

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	<p>Activity: Research and analyze a current economic issue (e.g., inflation, unemployment, or economic growth) through the lens of different economic theories (Classical, Keynesian, Neo-classical, and Neo-liberal). Prepare a presentation that outlines the issue, discusses how each school of thought interprets it, and proposes potential policy solutions.</p> <p>Learning Outcome: Students will gain a deeper understanding of economic theories and their practical applications, enhancing their ability to critically analyze economic problems and propose informed solutions.</p>	PBL	BL2-Understand	8
Unit 2	<p>Activity: Conduct a comparative analysis of India's economic policies before and after independence, focusing on key debates such as the "Hindu Rate of Growth" and the impact of mixed versus socialist economies on poverty and unemployment. Present your findings in a report or presentation format, including historical data and current statistics.</p> <p>Learning Outcome: Students will develop critical thinking skills by evaluating the evolution of India's economy, understanding its strengths and weaknesses, and analyzing the socio-economic challenges that persist today.</p>	Simulation	BL3-Apply	6
Unit 3	<p>Activity: Choose one key economic and financial institution (such as the Ministry of Finance, NITI Aayog, RBI, or SEBI) and create a detailed report outlining its objectives, functions, and impact on India's economy. Include a case study to illustrate its effectiveness in addressing specific economic challenges.</p> <p>Learning Outcome: This assignment will enhance students' knowledge of the functioning of major economic institutions in India and their role in shaping economic policies, while also fostering analytical skills through the examination of real-world case studies.</p>	Seminar	BL4-Analyze	6

Unit 4	<p>Activity: Conduct a case study analysis on a specific sector (e.g., IT, agriculture, or manufacturing) to evaluate the effects of liberalization, privatization, and globalization on its growth and challenges since 1991. Present your findings through a report that includes data analysis, policy evaluation, and sectoral comparisons.</p> <p>Learning Outcome: Students will gain a comprehensive understanding of how liberalization and related policies have transformed specific sectors of the Indian economy, fostering critical thinking and analytical skills in evaluating macroeconomic policies and their real-world implications.</p>	Case Study	BL3-Apply	8
Unit 5	<p>Activity: Research and present a detailed report on a specific Five-Year Plan in India, focusing on its development strategy, the challenges it aimed to address (such as poverty and unemployment), and its overall economic performance. Include trends in saving and capital formation associated with that plan.</p> <p>Learning Outcome: Students will gain a comprehensive understanding of the significance of Five-Year Plans in shaping India's economic landscape and their effectiveness in tackling key issues related to development, poverty, and unemployment.</p>	Simulation	BL4-Analyze	8

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	16
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Ramesh Singh, Indian Economy ,6th Edition, Tata Mcgraw Hill 2. Ramesh Singh, Bhartiya Arthayavastha, Paperback 2014 3. Nilanjan Banik, The Indian Economy: A Macroeconomic Perspective,2015, Sage Publishing 4. Uma Kapila: Indian Economy Since Independence ,26th edition, Academic Foundation 5. "Indian Economy: Performance and Policies" by Uma Kapila 6. "Indian Economy: Problems of Development and Planning" by G. S. Maddala and Kajal Lahiri 7. "Indian Economy: Issues and Challenges" by B. Saravanakumar 8. "Indian Economy: Problems of Growth and Development" by L. K. Mishra
Articles	
References Books	1. Uma Kapila: Indian Economy Performance & Policies ,2015-16, Academic Foundation 2. Amartya Sen & Jean Dreze, An Uncertain Glory: India and its Contradictions, 3. J. Bhagwati & A. Panagaria, Why Growth Matters,2014, Public Affairs 4. Nandan Nilekani, Imagining India: Ideas for New Century, 2009, Penguin 5. R Dutta and K P M Sundaram: Indian Economy, 72 Edition, 2016, S. Chand & Company Ltd. 6. Gurcharan Das, India Unbound: From Independence to Global Information Age, Paperback, 2015 7. A.N. Agarwal: Indian Economy, Problems of Development and Planning, New Age. 8. Mishra and Puri: Indian Economy, Himalaya. 9. Government of India: Economic Survey (latest issue)
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	-	-	-	1	1	-	-	-	1	-	-	-
CO3	-	2	-	1	-	-	-	-	1	-	-	-	1	-	-
CO4	-	-	-	-	1	-	-	-	-	1	1	-	-	-	1
CO5	-	-	-	2	-	-	-	-	-	-	-	1	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Film Studies: Promotions & Business
Course Code	DSEJMC402

Part A

Year	2nd	Semester	4th	Credits	L	T	P	C
					4	0	0	4
Course Type	Theory only							
Course Category	Discipline Core							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Student will be able to recall the history and generation of cinema, format and technology for making cinema, marketing organization and promotional pattern for cinema.(BL1-Remember)</p> <p>CO2- Student will be able to explain the format, shots, angle, characters and promotional activity for cinema.(BL2-Understand)</p> <p>CO3- Students will be able to use their knowledge to produce a cinema and do the marking and promotion activity for cinema.(BL3-Apply)</p> <p>CO4- Student will be able to analyse the promotional work for cinema(BL4-Analyze)</p> <p>CO5- Student will be able to determine the process of making the cinema and do the promotional activity through various marketing scheme.(BL5-Evaluate)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG10(Reduced inequalities) SDG11(Sustainable cities and economies)				

Part B

Modules	Contents	Pedagogy	Hours
Unit- 1 Indian Cinema & development	1.1 Brief History of Cinema 1.2 Development & Growth of Cinema in India 1.3 Shots, camera angles, movements, Mise-en-scene 1.4 Dimensions of Sound: sync and non-sync	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	10
Unit- 2 Basics of Films	2.1 Sound effects and silence, dialogues, ambient sound 2.2 Characterization & Dramatic Structure 2.3 Ideation and Visualization, Trends in Indian cinema 2.4 Prominent film Production Houses and Producers	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	8
Unit- 3 Film Making Industry	3.1 The Filmmaker as an Entrepreneur, Skills required to operate in the film sector 3.2 Monetization of Films, Pitching Film ideas to bigger Production houses How to Market your films on social media 3.3 Film Festivals Raising Money for films, Production Controlling 3.4 Managing Finance: Low Budget Film, High Budget Film Total Budget of the Films	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	10

Unit- 4 Publicity & Promotion	<p>4.1 Promotion of various brands in Promotions of Films (using various mediums)</p> <p>4.2 IPR and Films (Satellite Rights, Music rights etc) Digital Publicity, Packaging Films, Theoretical Distribution</p> <p>4.3 Selecting Releasing Dates, Exclusive Leaks and Interviews Teaser Campaigns</p> <p>4.4 Trailers Media Press Briefing for Promotion Post Release Promotion and Planning</p> <p>4.5 Editing symbols, Relevant graphics for copy, Photo caption, Editorial vocabulary</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	10
Unit-5: Camera	<p>5.1 Different film Formats (16 min, 35 mm, 70 mm) and aspect ratios –</p> <p>5.2 Parts of a still camera</p> <p>5.3 Editing and Rendering</p> <p>5.4 Cinematography and photography</p> <p>5.5 Camera quiz – Introduction to digital editing</p> <p>5.6 Principles of editing</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	7

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	<p>Activity: Create a multimedia presentation (5-7 slides) that traces the evolution of Indian cinema, highlighting significant milestones in its development and growth. Include examples of different shots, camera angles, and sound dimensions from selected films to illustrate the technical aspects discussed in class.</p> <p>Learning Outcome: By completing this assignment, students will gain a deeper understanding of the historical context and technical elements of Indian cinema, enabling them to critically analyze how these factors contribute to its development and cultural impact.</p>	Experiments	BL2-Understand	4
Unit 2	<p>Assignment Description: Create a short video scene (2-3 minutes) that incorporates sound effects, dialogues, and ambient sound to enhance characterization and dramatic structure. Your scene should reflect current trends in Indian cinema and include elements typical of a well-known production house.</p> <p>Learning Outcome: Students will demonstrate an understanding of how sound and characterization contribute to storytelling in film, while also exploring contemporary trends in Indian cinema.</p>	Field work	BL3-Apply	8
Unit 3	<p>Activity Description: Students will develop a comprehensive film pitch, including a synopsis, target audience, budget estimation, and a social media marketing strategy. They will present their pitches in a simulated film festival setting, where peers and instructors will act as potential investors and production house representatives.</p>	Simulation	BL3-Apply	6

	<p>Learning Outcome: By completing this assignment, students will enhance their entrepreneurial skills by understanding how to monetize films, effectively pitch ideas, and market films, preparing them for real-world challenges in the film industry.</p>			
Unit 4	<p>Activity: Design a comprehensive promotional campaign for a fictional film, incorporating various media channels (e.g., social media, press releases, trailers). Highlight key elements like teaser campaigns, release date selection, and post-release strategies, while considering IPR aspects related to music and satellite rights.</p> <p>Learning Outcome: By completing this assignment, students will develop practical skills in creating effective promotional strategies for films, understanding the importance of timing, branding, and legal considerations in the film industry.</p>	Internships	BL3-Apply	8
Unit 5	<p>Activity: Create a short video (3-5 minutes) using different film formats (e.g., 16 mm, 35 mm, and 70 mm) and aspect ratios. Students will also demonstrate their understanding of still camera parts by incorporating still images and showcase basic editing techniques learned in class.</p> <p>Learning Outcome: By completing this assignment, students will gain practical experience in using various film formats, enhance their skills in cinematography and photography, and apply principles of editing to create a cohesive visual narrative.</p>	Simulation	BL4-Analyze	8

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	16
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Bordwell, David and Thompson, Kristin, Film Art: an Introduction, 7th Ed. New York: McGraw-Hill Co., 2004. 2. Kawin, Bruce, How Movies Work. Berkeley and Los Angeles: University of California Press, 1992. 3. "Film Marketing" by Finola Kerrigan 4. "The Film Industry: Opposing Viewpoints" edited by Louise I. Gerdes 5. "Film Business: A Handbook for Producers" by Tom Jeffrey 6. "Film Art: An Introduction" by David Bordwell and Kristin Thompson 7. "The Business of Media Distribution: Monetizing Film, TV, and Video Content in an Online World" by Jeffrey C. Ulin
Articles	
References Books	1. Cook, David A., A History of Narrative Film, 4th Ed. New York: W.W. Norton & Co., 2004 2. Monaco, James., How to Read a Film: The World of Movies, Media, Multimedia: Language, History, Theory 3. Nelmes, Jill., An Introduction to Film Studies 4. "The Producer's Business Handbook: The Roadmap for the Balanced Film Producer" by John J. Lee Jr
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	1	-	-	1	1	-	-	-	-	1	-	-
CO3	-	-	-	-	1	-	-	-	1	-	-	-	-	-	-
CO4	-	2	-	-	-	-	-	-	-	1	-	1	-	-	-
CO5	1	-	-	-	-	-	-	1	-	-	-	-	1	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Integrated Marketing Communication
Course Code	GEJMC401

Part A

Year	2nd	Semester	4th	Credits	L	T	P	C
					4	0	0	4
Course Type	Theory only							
Course Category	Generic Elective							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Student will be able to recall the terminology, types of market, brand and theoretical perspective of market. (BL1-Remember)</p> <p>CO2- Student will be able to explain the process of market, developing finance, market research and do how to develop the advertisement to make awareness of public about product (BL2-Understand)</p> <p>CO3- Student will be able to use their knowledge of market to do the proper research for developing a new business organize and making brand value of the product. (BL3-Apply)</p> <p>CO4- Student will be able to categorise the market and price to increase the profit and customer needs (BL4-Analyze)</p> <p>CO5- Student will be able to compare the market and make plan for their product to how to increase the productivity and earn money. (BL5-Evaluate)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✓ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG10(Reduced inequalities)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Marketing Mix	<p>1.1 Meaning and role of Integrated Marketing Communication in marketing process. Concept of IMC process - covering Product (Classification of products, product levels, Analysis of product line & product mix),</p> <p>1.2 Price (Pricing Strategies Place (Role of marketing channels, Channel design decisions, Vertical Marketing systems & Horizontal Marketing System), Promotion (Advantage, Sales Promotion,</p> <p>1.3 Personal Selling, PR, Direct Marketing, Effectiveness of Marketing communication purpose</p> <p>1.4 Advertising, sales Promotion, Publicity, Steps Involve in IMC Programme</p> <p>1.5 Online communication / Interactive marketing) – David Ogilvy and Rosser Reeves</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	10
Unit – 2: Brand and its Promotion	<p>2.1 Marketing objectives – STP (Purpose of Segmentation, Demographic, Geographic, Psychographic & Behavioural, Targeting and Positioning</p> <p>2.2 Definition of Ad Budget, Product positioning strategies, PLC (Introduction, Growth, maturity, Decline – criticism of PLC</p> <p>2.3 Brands - Branding strategies – brand equity. SWOT analysis, Situation analysis, Budget and Measuring Effectiveness</p> <p>2.4 Types of ad agencies, services offered by various agencies, Criteria for selecting agencies and evaluation</p> <p>2.5 Advertising objectives, DAGMAR approach</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T8 Discussion Forums and Debates T10 Research Projects and Independent Studies	10
Unit – 3 Marketing Research	<p>3.1 Marketing and Market research - nature, scope and importance, Areas of research, Price research, sales promotion research - Product research (brand/logo)</p> <p>3.2 Packaging research, stages in the marketing research process – sources of information – methods of marketing research, motivation research – market research organizations in India.</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T8 Discussion Forums and Debates T10 Research Projects and Independent Studies	10

	<p>3.3 Case studies and evaluation. Social marketing - Case studies, Indian rural markets - rural advertising, strategies, problems</p> <p>3.4 Globalization and trends in Indian Integrated promotion management</p> <p>3.5 Types of Market Research, research approaches, Significance of market research, Problems encountered by research in India.</p>		
Unit-4 Planning for Marketing communication (Marcom)	<p>4.1 Establishing MarCom, Objectives and Budgeting for Promotional Programmes- Setting communication objectives, Sales as marcom objective, DAGMAR approach for setting ad objectives.</p> <p>4.2 Budgeting for marcom-Factors influencing budget, Theoretical approach to budgeting viz. Marginal analysis and Sales response curve, Method to determine marcom budget</p> <p>4.3 Planning and development of creative marcom. Creative strategies in advertising, sales promotion, publicity, event sponsorships etc.</p> <p>4.4 Creative strategy in implementation and evaluation of MarCom- Types of appeals and execution styles.</p> <p>4.5 Media planning and selection decisions- Measuring the effectiveness of all Promotional tools and IMC</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T8 Discussion Forums and Debates	8
UNIT-5 Managing Digital Communications	<p>5.1 Emergence of Digital Communication: The need of the hour</p> <p>5.2 Forms of Online Marketing Communication-How to start a buzz fire and Tracking Online Buzz</p> <p>5.3 Managing marketing communications on social media</p> <p>5.4 Creating and managing Digital Word of Mouth</p> <p>5.5 Mobile Marketing: The scope of mobile marketing, Developing effective mobile marketing program, Mobile marketing across markets</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	7

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Explore Marketing Mix</p> <p>Students will explore the concept of the marketing mix, focusing on the four Ps: Product, Price, Place, and Promotion. They will analyze how each element contributes to a successful marketing strategy and evaluate real-world examples from various industries.</p> <p>Outcome: By completing this assignment, students will gain a comprehensive understanding of the marketing mix framework, develop critical thinking skills in applying marketing concepts, and learn to assess the effectiveness of different marketing strategies in achieving business goals.</p>	PBL	BL2-Understand	4
Unit- 2	<p>Create an Advertisement</p> <p>Students will design an advertisement for a product or service, focusing on key elements such as target audience, messaging, visuals, and call-to-action. They will consider various advertising platforms and techniques to effectively communicate their message.</p> <p>Outcome: By completing this assignment, students will develop practical skills in advertising creation, learn to craft compelling messages tailored to specific audiences, and understand the importance of visual and textual elements in influencing consumer behavior</p>	Field work	BL6-Create	8
Unit- 3	<p>Marketing Research for Advertisement</p> <p>Students will conduct marketing research to inform the development of an advertisement, focusing on target demographics, market trends, and consumer preferences. They will analyze data to identify effective strategies and insights that can enhance the advertisement's impact.</p> <p>Outcome: By completing this assignment, students will gain hands-on experience in conducting market research, develop analytical skills in interpreting data, and learn how research-driven insights can</p>	Role Play	BL5-Evaluate	6

	significantly improve advertising effectiveness and audience engagement.			
Unit- 4	<p>Budgeting for Marketing Communications (MarCom)</p> <p>Students will create a detailed budget for a marketing communications campaign, considering various expenses such as media buying, creative development, and promotional activities. They will learn to allocate resources effectively to maximize impact while staying within financial constraints.</p> <p>Outcome: By completing this assignment, students will develop essential budgeting skills for marketing communications, learn to prioritize expenditures based on campaign goals, and understand the importance of financial planning in achieving successful marketing outcomes</p>	Experiments	BL3-Apply	5
Unit- 5	<p>Creating and Managing Digital Word of Mouth</p> <p>Students will explore strategies for generating and managing digital word of mouth (WOM) through social media, online reviews, and influencer partnerships. They will develop a plan to encourage positive customer interactions and monitor brand reputation in the digital landscape.</p> <p>Outcome: By completing this assignment, students will gain insights into the dynamics of digital WOM, learn to craft effective engagement strategies, and understand the impact of customer feedback on brand perception and marketing success.</p>	Case Study	BL4-Analyze	8

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	16
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Advertising & Promotion- An Integrated Marketing Communications Perspective, George Belch, Michael Belch & Keyoor Purani, TATA McGraw Hill 2. Advertising Management, Jaishri Jethwaney & Shruti Jain, Oxford University Press 3. Advertising & Promotions: An IMC perspective, Kruti Shah and Alan D'Souza, Tata McGraw Hill 4. "Integrated Advertising, Promotion, and Marketing Communications" by Kenneth E. Clow and Donald Baack 5. "Strategic Integrated Marketing Communications" by Larry Percy and Richard Rosenbaum-Elliott 6. "Advertising & IMC: Principles and Practice" by Sandra Moriarty, Nancy Mitchell, and William D. Wells 7. "Advertising and Promotion: An Integrated Marketing Communications Perspective" by George E. Belch and Michael A. Belch 8. "Advertising & IMC: Principles and Practice" by Sandeep Goyal and A G Krishnamurthy 9. "Brand Management: Indian Context" by S. Ramesh Kumar and Rajagopal 10. Marketing Communications: Contexts, Contents, and Strategies" by A. K. Bhattacharya
Articles	
References Books	1. Advertising Management, Aakar, Batra and Myers, Prentice 2. Advertising & Promotions, S H Kazmi and Satish K Batra, Excel 3. Advertising; Principles and Practice, Wells, Moriarty and Burnett, Pearson 4. Advertising & Promotion: An IMC approach, Terence A. Shimp Pub., Cengage Learning 5. Kotler, Philip and Keller, Lane, Designing and Managing Integrated Marketing Communication
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	1	-	-	1	1	-	-	-	-	1	-	-
CO3	-	-	-	-	1	-	-	-	-	1	1	-	-	-	-
CO4	-	1	-	-	-	-	-	-	1	-	-	-	-	-	1
CO5	-	-	1	-	-	-	-	-	-	-	-	1	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Screenplay Writing for Films
Course Code	GEJMC402

Part A

Year	2nd	Semester	4th	Credits	L	T	P	C
					4	0	0	4
Course Type	Theory only							
Course Category	Generic Elective							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Recall key concepts and terminology related to screenplay writing for films, such as plot, character development, and dialogue. (BL1-Remember)</p> <p>CO2- Interpret and analyze the components of a successful screenplay, such as character arcs, conflict, and pacing. (BL2-Understand)</p> <p>CO3- Demonstrate the application of dialogue writing, scene descriptions, and action sequences in screenplays. (BL3-Apply)</p> <p>CO4- Critically examine the use of themes, symbolism, and subtext in screenwriting. (BL4-Analyze)</p> <p>CO5- Assess the impact of screenplay choices on the overall tone, theme, and message of a film. (BL5-Evaluate)</p> <p>CO6- Design and propose story concepts that demonstrate creativity, originality, and marketability (BL5-Evaluate)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG10(Reduced inequalities)				

Part B

Modules	Contents	Pedagogy	Hours
Unit- 1 Basic Concepts	<p>1.1 Screen writing v/s Literary writing: The differences- Length, Genre, Dialogue, Action, Budget / Setting</p> <p>1.2 Concept of Research: Rules of Screenplay Research- Figure out what you want to write about First, develop a system, Set aside a Block of time for Research, then write, Talk to people, Become a mini-expert but don't write a textbook/manual, But use creative license.</p> <p>1.3 Basics of Shot Composition, Shot sizes, Camera angles, Movements and their Associated Meaning.</p> <p>1.4 Glossary for Screen Writing: Feature film, Character, Action, Act, Continuous, Contra zoom, Crawl, Cross Fade, Dialogue, Establishing shot, FLASHBACK, Intercutting, Lap Dissolve, Match Cut, Jump Cut, Montage, POV, OSS, Scene, Shooting Script, Slug Line, Spec Script / Screenplay, Commissioned Script, TIME CUT, Transition, Swish pan, V.O. Wipe, Zoom, Plot, Sub Plot</p> <p>1.5 Different Genres: Action, Adventure, Comedy, Crime, Drama, Fantasy, Historical, Romantic and Suspense</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	10
Unit – 2: Story Building	<p>2.1 Elements of Story: Idea, Character, Plot, Setting, Conflict, Theme, Style, Point of View, Tone.</p> <p>2.2 The Basic 3 Act Structure: Exposition, Mid-point / Rising Action, Denouement.</p> <p>2.3 Character Building/ Character Sketch: Physical Attributes- Height, Skin Tone, Built. Linguistic preferences of the character,</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	10

	<p>psychological attributes- Questions to be considered-1. What would completely break your character? 2. What was the best thing in your character's life? 3. What was the worst thing in your character's life?</p> <p>4. What is character afraid of? 5. What are your character's major flaws? 6. How many friends does your character have and want? etc.</p> <p>2.4 Plotting the Story: 1. Planning Your Story. 2. Crafting your Story Arc. 3. Preparing a plot outline.</p> <p>2.5 Approaches of storytelling: A Six-Fold Path – 1. Personify the narrative. 2. Go from audience problem to your solutions. 3. Use data to drive story telling. 4. Take your audience on a journey. 5. Gamify content and allow interactivity. 6. Break the rules</p>		
Unit – 3 Writing Process	<p>3.1 Ideation- Fabric Tree, Synopsis-Synopsis Writing and its Significance.</p> <p>3.2 Research for Troubleshooting and Managing Authenticity; The concept of connecting the dots and their validation process.</p> <p>3.3 Scripting: Converting the Story into a Script.</p> <p>3.4 Scene Visualization Process/Finalizing treatment: The power of Previsualization, Creative process, Visual thinking, Perspective.</p> <p>3.5 Screenplay writing: Do's and Don'ts of Screen play writing</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	8
Unit – 4: Writing Formats	<p>4.1 Full page script: SWOT analysis of this format on basis of detailing, Complexity of format, Utility, Ease of understanding.</p> <p>4.2 Split page script: SWOT analysis of this format on basis of detailing, Complexity of format, Utility, Ease of understanding.</p> <p>4.3 Single Column v/s Double Column – Comparative study of both the formats on basis of detailing, Complexity of format, Utility, Ease of understanding.</p> <p>4.4 Screenplay: SWOT analysis of this format on the basis of detailing, complexity</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	10

	<p>of format, utility, ease of understanding. Formatting, Scene and Shot division, Duration v/s Page.</p> <p>4.5 Shooting Script, Camera Script, Editing script, Story Board etc.- SWOT analysis of this format.</p>		
<p>Unit-5 Business of Screenwriting The Pitch and Synopsis</p>	<p>5.1 Crafting an Effective Pitch</p> <p>5.2 Writing a Concise and Engaging Synopsis</p> <p>5.3 Pitching Techniques</p> <p>Networking and Industry</p> <p>5.4 Building a Network</p> <p>5.5 Selling your screenplay</p> <p>5.6 Understanding contracts and Rights, Query Letters and Agents, Navigating the Marketplace</p> <p>5.7 Final Screenplay Presentations</p> <p>Peer and Instructor Feedback</p>	<p>T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts</p>	<p>7</p>

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Screenwriting</p> <p>Students will write a short screenplay, focusing on elements such as character development, dialogue, structure, and visual storytelling. They will learn to create compelling narratives and effectively translate their ideas into a script format.</p> <p>Outcome: By completing this assignment, students will develop essential screenwriting skills, gain an understanding of narrative structure and character arcs, and learn to communicate their stories visually and textually for film and television</p>	Role Play	BL5-Evaluate	8
Unit- 2	<p>Story Writing</p> <p>Students will craft an original short story, focusing on elements such as plot development, character creation, setting, and theme. They will experiment with different narrative styles and techniques to enhance their storytelling skills.</p> <p>Outcome: By completing this assignment, students will improve their creative writing abilities, gain a deeper understanding of narrative structure, and learn to effectively convey emotions and ideas through their characters and plots.</p>	Field work	BL6-Create	8
Unit- 3	<p>Screenplay Writing**</p> <p>Students will write a screenplay for a short film, focusing on formatting, character development, dialogue, and scene structure. They will learn to create a compelling narrative suitable for visual storytelling while adhering to industry standards.</p> <p>**Outcome:** By completing this assignment, students will develop essential skills in screenplay writing, gain a deeper understanding of cinematic storytelling techniques, and learn how to effectively convey emotions and themes through dialogue and action.</p>	Field work	BL6-Create	8
Unit- 4	Full Page Script: SWOT Analysis	Simulation	BL5-Evaluate	6

	<p>Students will create a full-page script that presents a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) for a chosen business or organization. The script should incorporate dialogue and narrative elements to explain each aspect of the analysis in an engaging manner.</p> <p>Outcome: By completing this assignment, students will learn to effectively communicate complex business concepts through scriptwriting, enhance their analytical skills in evaluating organizational performance, and understand how to articulate strategic insights in a creative format.</p>			
--	---	--	--	--

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	16
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	<p>1. Field, S. (2005) Screenplay: The Foundations of Screenwriting, Delta, Revised Edition. 2. Field. S. (2003) The Definitive Guide to Screenwriting, Ebury Press. 3. "Bollywood Screenwriting" by Satish Verma 4. "The Art and Technique of Screenwriting: A Practical Guide for Indian Filmmakers" by Subhash K. Jha 5. "Screenwriting for Indian Cinema" by Ashwin Sanghi 6. "Writing Screenplays That Sell" by Michael Hauge 7. "The Screenwriter's Bible: A Complete Guide to Writing, Formatting, and Selling Your Script" by David Trottier 8. "The Anatomy of Story: 22 Steps to Becoming a Master Storyteller" by John Truby</p>
Articles	
References Books	<p>1. Field. S. (1994) Four Screenplays. Studies in American Screenplays, Delta 2. Swain, D. and Swain, J. (1988). Film Scriptwriting: A Practical Manual. Focal Press. 3. Reisz, Karel, Gavin Millar. (1968). The Technique of Film Editing. New York: Hastings House and British Film Academy.</p>
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	-	-	-	1	1	-	-	-	1	-	-	-
CO3	-	-	1	-	-	-	-	-	1	-	-	-	-	-	-
CO4	-	-	-	1	1	-	-	-	-	1	-	-	1	-	-
CO5	1	-	-	-	-	-	-	-	-	-	1	-	1	-	-
CO6	-	1	-	-	-	-	1	1	-	-	-	-	-	-	1



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Dissertation/project report
Course Code	IAPCJMC401

Part A

Year	2nd	Semester	4th	Credits	L	T	P	C
					0	0	2	2
Course Type	Lab only							
Course Category	Internships							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to be a responsible and accountable scholar. (BL5-Evaluate)</p> <p>CO2- Students will be able to Write the report on the internship and training programs. (BL3-Apply)</p> <p>CO3- Students will be able to Understand the industry functioning and better relate it to the academics. (BL2-Understand)</p> <p>CO4- Students will be able to Adhere to human values. (BL5-Evaluate)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✓ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG10(Reduced inequalities)				

Part B

Modules	Contents	Pedagogy	Hours
Process:	<p>Soon after the Third Semester End-Term Examination, students will undergo training in various Media related organization (Print, TC, Radio, PR, Advertisement, Design & Graphics and photography/videography for four weeks and will submit a comprehensive Training Report along with a Power Point Presentation incorporating the work done during the training. The hard copy of the report is to be submitted along with a soft copy of Power Point Presentation at least 4 weeks before the commencement of End Term Examination of the Fourth semester.</p> <p>Training Reports will be evaluated by the Board of Examiners comprising of an Internal Examiner and one External Examiner.</p>	T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T10 Research Projects and Independent Studies	25

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Soon after the Third Semester End-Term Examination, students will undergo training in various Media related organization (Print, TC, Radio, PR, Advertisement, Design & Graphics and photography/videography for four weeks and will submit a comprehensive Training Report along with a Power Point Presentation incorporating the work done during the training. The hard copy of the report is to be submitted along with a soft copy of Power Point Presentation at least 4 weeks before the commencement of End Term Examination of the Fourth semester.</p> <p>Training Reports will be evaluated by the Board of Examiners comprising of an Internal Examiner and one External Examiner.</p>	Research Paper Presentation	BL6-Create	12

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50					

Part E

Books	
Articles	
References Books	
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	-	-	-	1	1	-	-	-	-	1	-	-
CO3	-	-	1	-	-	-	-	-	-	1	-	-	-	-	-
CO4	-	-	-	-	-	1	-	-	-	-	-	1	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Indian knowledge System-IV A
Course Code	IKSJMC4A

Part A

Year	2nd	Semester	4th	Credits	L	T	P	C
					0	0	2	2
Course Type	Lab only							
Course Category	Indian Knowledge System (IKC)							
Pre-Requisite/s	N/A			Co-Requisite/s	N/A			
Course Outcomes & Bloom's Level	<p>CO1- Understand the core principles of the Indian Knowledge System and their relevance to contemporary contexts. (BL1-Remember)</p> <p>CO2- Demonstrate practical engagement with IKS through participation in university events and reflective analysis. (BL3-Apply)</p> <p>CO3- Integrate experiential learning and theoretical insights to present the modern applications of IKS effectively. (BL6-Create)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✗ Professional Ethics ✓ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG16(Peace Justice and strong institutions)				

Part B

Modules	Contents	Pedagogy	Hours
1	<p>In this course, students are expected to actively engage with the Indian Knowledge System (IKS) through practical and experiential learning. They will attend lectures to understand the core principles and applications of IKS in contemporary contexts.</p> <p>A key component of the course involves participating in university events that reflect IKS values, such as cultural festivals, academic seminars, workshops on traditional practices, or community service initiatives. After each event, students will submit detailed reports analyzing the event's relevance to IKS, reflecting on their personal learning, and connecting it with course concepts.</p> <p>Additionally, students will complete assignments, participate in quizzes, and deliver a final project presentation integrating their knowledge with experiential insights, fostering a well-rounded understanding of IKS and its modern relevance</p>	Assignment Based Learning	2

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	0	0	0	0

Part E

Books	
Articles	
References Books	
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	1	-	2	-	-	-	-	-	-	-	-	-	-	-
CO3	1	2	2	-	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Indian knowledge System-IV B
Course Code	IKSJMC4B

Part A

Year	2nd	Semester	4th	Credits	L	T	P	C
					0	0	2	2
Course Type	Lab only							
Course Category	Indian Knowledge System (IKC)							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Understand the core principles of the Indian Knowledge System and their relevance to contemporary contexts. (BL1-Remember)</p> <p>CO2- Demonstrate practical engagement with IKS through participation in university events and reflective analysis. (BL2-Understand)</p> <p>CO3- Integrate experiential learning and theoretical insights to present the modern applications of IKS effectively. (BL3-Apply)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG5(Gender equality) SDG8(Decent work and economic growth) SDG10(Reduced inequalities) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit 1	<p>Unit I: Understanding of IKS</p> <p>1.1.Unique aspects of IKS: Idea Vs Ideology, IKS in present perspective</p> <p>1.2.Vocabulary related to IKS – Dharma, Sanatan, Moksha, Karma etc.</p> <p>1.3.Science of Sastra: Shruti & Smriti Parampara, Methods to Study Shashtra</p> <p>1.4.Overview of Shastrartha Parampara</p> <p>1.5.Manuscriptology: Art of preserving Knowledge</p> <p>1.6.Script & Language, Sanskrit Language and its Importance</p>		
Unit 2	<p>Unit II: IKS in Science & Technology</p> <p>2.1. Astronomy Encryption Method used in ancient India</p> <p>2.2. Introduction to Yantra Shashtra – Vaimanik Shashtra</p> <p>2.3. Textile Technologies, Agriculture Technologies</p> <p>2.4. Forest Management and Water management techniques</p> <p>2.5. Concept of Indic Economy (Arth Vyavastha) ,Administration & Governance</p> <p>2.6.Concept Introduction: Indic Administration</p> <p>2.7. Administrative Structure in Ancient India</p> <p>2.8.Niti Sashtra (Law & Orders)</p>		

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	<p>Unique Aspects of IKS: Idea Vs Ideology, IKS in Present Perspective</p> <ul style="list-style-type: none"> • Activity: Debate on IKS as an "idea" versus "ideology" with reflection on its modern relevance. • Objective: Explore IKS in contemporary contexts. <p>Vocabulary Related to IKS – Dharma, Sanatan, Moksha, Karma, etc.</p> <ul style="list-style-type: none"> • Activity: Vocabulary quiz and group discussions on each term's meaning and significance in daily life. • Objective: Build understanding of key terms and their philosophical implications. <p>Science of Sastra: Shruti & Smriti Parampara, Methods to Study Shastra</p> <ul style="list-style-type: none"> • Activity: Case study analysis of ancient texts and their methodologies. • Objective: Understand the framework of Shruti & Smriti and their applications in knowledge transmission. <p>Manuscriptology: Art of Preserving Knowledge</p> <ul style="list-style-type: none"> • Activity: Hands-on workshop on manuscript preservation techniques. • Objective: Learn the methods used to preserve ancient manuscripts and texts. 	PBL	BL3-Apply	8
Unit 2	<p>Astronomy Encryption Method</p> <ul style="list-style-type: none"> • Activity: Use apps to map constellations and simulate encryption of celestial data based on ancient Indian methods. 	PBL	BL3-Apply	6

- **Role-Play:** Learners act as ancient astronomers using encryption for data sharing.

Yantra Shastra – Vaimanik Shastra

- **Activity:** Create models of flying machines from the Vaimanika Shastra.
- **Discussion:** Debate the scientific validity of ancient aviation technologies.

Textile and Agriculture Technologies

- **Activity:** Workshop on traditional textile weaving; hands-on participation in agricultural practices.
- **Visit:** Field trip to farms or artisan workshops for practical exposure.

Forest and Water Management Techniques

- **Activity:** Observe and discuss forest conservation practices on a nature walk.
- **Experiment:** Build small water harvesting systems to demonstrate ancient techniques.

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8

Part E

Books	
Articles	
References Books	
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	1	1	-	-	1	-	-	-	1	-	-
CO2	-	2	2	-	-	-	1	-	2	-	1	-	-	2	-
CO3	2	-	3	-	2	2	-	2	-	2	-	-	-	-	2
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Digital Media and CMS
Course Code	SECJMC401

Part A

Year	2nd	Semester	4th	Credits	L	T	P	C
					0	0	2	2
Course Type	Lab only							
Course Category	Skill Enhancement Courses							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to translate/convert the acquired theoretical and technical knowledge into practice.()</p> <p>CO2- Incapacitation to apply analytical and critical thinking for writing on national and international issues.()</p> <p>CO3- Ability to demonstrate acquired skills of reporting and editing in the media organization.()</p> <p>CO4- Capable to promote and publish his/her own original creation (fiction and nonfiction) through own enterprise.()</p> <p>CO5- Students will be able to Generate new insights and ideas for research and conduct original research studies that address specific research questions or problems.()</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG10(Reduced inequalities)				

Part B

Modules	Contents	Pedagogy	Hours
Unit- 1 Blogging	<p>1.1 Fundamentals of Digital marketing & Its Significance, Traditional marketing Vs Digital Marketing, Evolution of Digital Marketing, Digital Marketing Landscape, Digital Consumer & Communities</p> <p>1.2 The Digital users in India, Digital marketing Strategy- Consumer Decision journey, POEM Framework, Segmenting & Customizing messages, Digital advertising Market in India, Skills in Digital Marketing, Digital marketing Plan.</p> <p>1.3 Terminology used in Digital Marketing, PPC and online marketing through social media, Social Media Marketing, SEO techniques, Keyword advertising, Google web-master and analytics overview, Affiliate Marketing, Email Marketing, Mobile Marketing</p> <p>1.4 Display advertising, Buying Models, different type of ad tools, Display advertising terminology, types of display ads, different ad formats</p> <p>1.5 Ad placement techniques, Important ad terminology, Programmatic Digital Advertising.</p>	T1: PPT Presentation, case-based Assignment T2 : Group Projects and Collaborations T3: Guest Lectures from Industry Experts	5
Unit – 2: Social Media	<p>2.1 Create a Twitter account and follow 5 major news accounts and 5 famous personalities. Submit a detailed report on the activity on their accounts in the last one week.</p> <p>2.2 Create a Facebook account and submit a detailed report on the use of various marketing tools available on Facebook by any 2 businesses of your choice.</p> <p>2.3 Create a digital campaign for any product or service and promote it, with the help of Trends techniques on any platform of social media.</p> <p>2.4 Create a page for self-promotion on Twitter and present the report of the first three days' activities as per Reach, Engagement, and traffic.</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	5
Unit – 3 Online Journalism	<p>3.1 Start a web edition or domain for any media project and submit the set of</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from	5

	<p>strategies for the same within 5 days of creation.</p> <p>3.2 Prepare a detailed report to regulate a CMS- Content Management System for any specific category of content as per your choice.</p> <p>3.3 Design a Hyper Local plan.</p> <p>3.4 Promote your plan on any digital platform in rural areas.</p>	Industry Experts T6 E-learning and Online Modules	
Unit – 4: Vlogging	<p>4.1 Types of Vlogging</p> <p>4.2 Research existing vloggers</p> <p>4.3 Equipment used in Vlogging</p> <p>4.4 Create your Own vlog and upload some video</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T6 E-learning and Online Modules	5
Unit 5: Introduction to CMS	<p>5.1 Introduction to CMS</p> <p>5.2 Components and Features of CMS, How Does CMS Work</p> <p>5.3 Types of CMS - Open source & Commercial CMS</p> <p>5.4 Characteristics and Advantages of Open Source CMS</p> <p>5.5 How to Build a Website with a CMS software</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T6 E-learning and Online Modules	5

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Introduction to Digital Marketing Presentation</p> <p>Students will create a presentation that covers the fundamentals of digital marketing, including key concepts, tools, and strategies such as SEO, social media marketing, and content marketing. They will focus on how businesses can leverage digital channels to reach their target audience.</p> <p>Outcome: By completing this assignment, students will develop a foundational understanding of digital marketing principles, enhance their presentation skills, and learn to effectively communicate marketing strategies in a digital landscape</p>	Role Play	BL6-Create	4
Unit- 2	<p>Create a Digital Campaign</p> <p>Students will design a comprehensive digital marketing campaign for a chosen product or service, including content creation, social media strategies, and performance metrics. They will develop promotional materials and utilize various online platforms to engage their target audience.</p> <p>Outcome: By completing this assignment, students will gain hands-on experience in digital marketing strategy, enhance their skills in creative content development, and learn to analyze campaign effectiveness through data-driven insights.</p>	Field work	BL5-Evaluate	5

Unit- 3	<p>Start a Web Edition</p> <p>Students will create a web edition of a publication, focusing on content curation, layout design, and user engagement strategies. They will learn to use digital tools and platforms to publish articles, multimedia content, and interactive features.</p> <p>Outcome: By completing this assignment, students will develop skills in digital publishing, enhance their understanding of online media management, and learn how to effectively engage and grow an audience in the digital space.</p>	Virtual Labs	BL6-Create	5
Unit- 4	<p>Build a Website with CMS Software</p> <p>Students will create a fully functional website using a content management system (CMS) like WordPress or Joomla, focusing on site structure, design, and content management. They will learn to customize themes, add plugins, and optimize for user experience.</p> <p>Outcome: By completing this assignment, students will gain practical experience in web development using CMS, develop skills in managing digital content, and understand the fundamentals of website functionality and design.</p>	Virtual Labs	BL6-Create	8
Unit- 5	<p>Create Your Own Vlog</p> <p>Students will plan, film, and edit a series of videos for their own vlog, focusing on content creation, storytelling, and audience engagement. They will learn to use video editing software and explore techniques for promoting their vlog on social media platforms.</p> <p>Outcome: By completing this assignment, students will develop skills in video production and editing, enhance their ability to communicate effectively through visual media, and understand the importance of building and engaging an online audience.</p>	Role Play	BL6-Create	5

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8

Part E

Books	1. Vincent Miller, Understanding digital culture. Sage Publications, 2011. 2. Siapera, Eugenia. Understanding new media. Sage, 2011. 3. "Digital Media Primer" by Yue-Ling Wong 4. "Content Strategy for the Web" by Kristina Halvorson and Melissa Rach 5. "Vlogging: The Essential Guide to Video Blogging" by Benjamin Warner 6. "Vlogology: Designing the Perfect Video Blog" by Jim Stewart 7. "Digital Marketing: A Practical Approach" by D. Vijay Kumar 8. "YouTubing: A Complete Guide for Beginners" by Karan K. Singh
Articles	
References Books	1. Grossman, —Iran Protests: Twitter, the Medium of the Movementll 2. Lemann, Nicholas. 2006. Amateur Hour: Journalism without Journalists 3. "Content Inc.: How Entrepreneurs Use Content to Build Massive Audiences and Create Radically Successful Businesses" by Joe Pulizzi (Foreword by Aniket Kesari) 4. "Vlogology: Designing the Perfect Video Blog" by Jim Stewart
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	1	-	-	-	-	-	-	-	-	1	-	-
CO2	1	1	-	-	-	-	1	1	-	-	-	1	-	-	-
CO3	-	-	1	-	1	-	-	-	-	1	-	-	-	-	1
CO4	-	-	-	1	-	-	-	-	1	-	-	1	-	-	-
CO5	-	1	-	-	-	-	1	-	-	1	-	-	-	-	-
CO6	-	-	-	-	1	-	-	-	1	-	-	-	1	-	-

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Advertising Design Lab
Course Code	SECJMC402

Part A

Year	2nd	Semester	4th	Credits	L	T	P	C
					0	0	2	2
Course Type	Lab only							
Course Category	Skill Enhancement Courses							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Student will be able to recall the types of advertisement, tools and techniques, typography, paper and measurement scale for advertisement (BL1-Remember)</p> <p>CO2- Student will be able to use their knowledge to select proper font, colour, typography to create banner or poster for advertisement. (BL2-Understand)</p> <p>CO3- Student will be able to explain the process to develop the advertisement and importance of typography in advertisement. (BL3-Apply)</p> <p>CO4- Student will be able to simplify the advertisement work to interact the consumer to our advertisement (BL4-Analyze)</p>							
Courses Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG10(Reduced inequalities)				

Part B

Modules	Contents	Pedagogy	Hours
Unit- 1 Defining Advertisement	1.1 Definitions and Types of Advertising 1.2 Meaning, Nature, and Features of Advertising 1.3 Active Participant in advertising	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	7
Unit – 2: Text and Typography	2.1 Meaning, Nature, and Features of Advertising 2.2 Make text logo in three different fonts 2.3 Image Manipulation by taking reference from three pictures 2.4 Design the front page of the Newspaper.	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	7
Unit – 3 Promotional Designing Material	3.1 Design standards for an event. 3.2 Design Leaflet 3.3 Design Letterhead for an Organization 3.4 Design a brochure for an event	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	6
Unit – 4: Advertisement campaign	4.1 Comparative print Ad campaign on two different brands 4.2 Writing TV Commercials for different products. 4.3 Plan and design an Ad Campaign based on market 4.4 consumer research on the assigned topic/theme.	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	5

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Create an Advertisement</p> <p>Students will design an advertisement for a product or service, focusing on key elements such as target audience, messaging, visuals, and call-to-action. They will consider various advertising platforms and techniques to effectively communicate their message.</p> <p>Outcome: By completing this assignment, students will develop practical skills in advertising creation, learn to craft compelling messages tailored to specific audiences, and understand the importance of visual and textual elements in influencing consumer behavior.</p>	Role Play	BL6-Create	8
Unit- 2	<p>Create a Text Logo in Three Different Fonts</p> <p>Students will design a text-based logo for a brand or project, experimenting with three distinct fonts to convey different styles and messages. They will explore font pairing, typography principles, and the impact of font choice on brand identity.</p> <p>Outcome: By completing this assignment, students will enhance their design skills in typography, learn how to communicate brand values through font selection, and gain practical experience in creating visually appealing logos.</p>	Field work	BL6-Create	5
Unit- 3	<p>Design a Leaflet</p> <p>Students will create an informative leaflet for a product, service, or event, focusing on layout, graphics, and persuasive copy. They will explore design principles, including color theory, typography, and visual hierarchy to effectively communicate their message.</p> <p>Outcome: By completing this assignment, students will develop skills in graphic design and marketing communication, learn to create visually engaging materials, and understand how to convey information clearly and effectively to target audiences.</p>	Simulation	BL5-Evaluate	6

Unit- 4	<p>Design a Leaflet</p> <p>Students will create an informative leaflet for a product, service, or event, focusing on layout, graphics, and persuasive copy. They will explore design principles, including color theory, typography, and visual hierarchy to effectively communicate their message.</p> <p>Outcome: By completing this assignment, students will develop skills in graphic design and marketing communication, learn to create visually engaging materials, and understand how to convey information clearly and effectively to target audiences.</p>	Virtual Labs	BL6-Create	6
---------	---	--------------	------------	---

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8

Part E

Books	1. Design is storytelling by Ellenlupton, 1 january 2017, cooper hewitt. 2. Thinking with type, 2nd revised and expanded edition: a critical guide for designers, writers, editors, & students (design briefs), 6 october 2 010,princeton architectural press 3. "Advertising Concept and Copy" by George Felton 4. "The Advertising Concept Book: Think Now, Design Later" by Pete Barry 5. "Designing for Emotion" by Aarron Walter 6. "Layout Essentials: 100 Design Principles for Using Grids" by Beth Tondreau 7. "Creative Advertising: Ideas and Techniques from the World's Best Campaigns" by Mario Pricken 8. "Advertising by Design: Generating and Designing Creative Ideas Across Media" by Robin Landa
Articles	
References Books	1. Designing with type, 5th edition: the essential guide to typography,1 may 200 6, watson-guptill; 5th revised edition. 2. Advertising campaign paperback by louis rubin, create space independent pub (12 january 2018). 3. Advertising campaign strategy a guide to marketing communications plans 5ed (pb 2015): 4. "Advertising Design and Typography" by Alex W. White
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	1	-	-	-	1	1	-	-	-	-	-	-	-
CO3	-	1	-	-	1	-	-	-	-	1	-	-	1	-	-
CO4	-	2	-	-	-	-	-	2	1	-	-	-	-	-	2
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	PR Lab
Course Code	SECJMC403

Part A

Year	2nd	Semester	4th	Credits	L	T	P	C	
					0	0	2	2	
Course Type	Lab only								
Course Category	Skill Enhancement Courses								
Pre-Requisite/s				Co-Requisite/s					
Course Outcomes & Bloom's Level	<p>CO1- Student will be able to recall the terminology, history, Models and theories and tools of PR.(BL1-Remember)</p> <p>CO2- Student will be able to explain the process, tools, structure, roots, planning, to develop the PR.(BL2-Understand)</p> <p>CO3- Student will be able to use their knowledge to solve the various issues of PR agencies to develop the relationship with corporate agencies.(BL3-Apply)</p> <p>CO4- Student will be able to criticize the role of PR in digital age and also the management process to manage the crisis communication of corporate organization (BL3-Apply)</p> <p>CO5- Student will be able to justify the role of mass media and NGO's to make the relationship with organization and their impact values.(BL5-Evaluate)</p> <p>CO6- Student will be able to prepare report of any Event related to PR organization.(BL3-Apply)</p>								
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG10(Reduced inequalities)					

Part B

Modules	Contents	Pedagogy	Hours
Unit- 1 Writing for PR	<p>1.1 Definitions and Types of Advertising</p> <p>1.2 Meaning, Nature, and Features of Advertising</p> <p>1.3 Active Participant in advertising</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	7
Unit – 2: PR Tools: Creation	<p>2.1 Prepare a pamphlet of the services provided by your organization.</p> <p>2.2 Prepare a poster for the social media campaign.</p> <p>2.3 Prepare Press Release.</p> <p>2.4 Prepare a pamphlet of the services provided by your organization</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	7
Unit- 3Developing Media Strategy and Media Briefs	<p>3.1Preparing a Media Brief: Marketing information checklist,</p> <p>3.2the objectives, product category information, geographic location, seasonality and target audience.</p> <p>3.3Developing Media Strategy: Consideration in Strategy Planning, the Competitive Strategy,</p> <p>3.4Formulating Strategy When Budget is too Small. Seasonal Effect Of Media Effectiveness</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	6
Unit- 4 Report Preparation	<p>4.1 Discuss two recent case studies of crisis communication.</p> <p>4.2 Prepare a report on strategies adopted for reputation repair.</p> <p>4.3 Prepare a risk management plan report.</p> <p>4.4</p> <p>Prepare the pre-conference report for a press conference of a product launch.</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	5

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Create an Advertisement</p> <p>Students will design an advertisement for a product or service, focusing on key elements such as target audience, messaging, visuals, and call-to-action. They will consider various advertising platforms and techniques to effectively communicate their message.</p> <p>Outcome: By completing this assignment, students will develop practical skills in advertising creation, learn to craft compelling messages tailored to specific audiences, and understand the importance of visual and textual elements in influencing consumer behavior.</p>	PBL	BL2-Understand	
Unit- 2	<p>Prepare a Press Release</p> <p>Students will write a press release for a specific event, product launch, or organizational news, focusing on structure, key messaging, and engaging headlines. They will learn to highlight essential information clearly and concisely while considering the target audience.</p> <p>Outcome: By completing this assignment, students will develop skills in public relations writing, understand the components of an effective press release, and learn how to communicate newsworthy information to media outlets and the public.</p>	Field work	BL5-Evaluate	
Unit- 3	<p>Prepare a Press Release</p> <p>Students will write a press release for a specific event, product launch, or organizational news, focusing on structure, key messaging, and engaging headlines. They will learn to highlight essential information clearly and concisely while considering the target audience.</p> <p>Outcome: By completing this assignment, students will develop skills in public relations writing, understand the components of an effective press release, and learn how to communicate newsworthy information to media outlets and the public.</p>	Role Play	BL6-Create	

Unit- 4	<p>Prepare a Risk Management Plan Report</p> <p>Students will develop a comprehensive risk management plan report, identifying potential risks, assessing their impact, and outlining mitigation strategies. They will learn to prioritize risks and create actionable steps to manage them effectively.</p> <p>Outcome: By completing this assignment, students will gain practical experience in risk assessment and management, enhance their analytical and strategic thinking skills, and understand the importance of proactive planning in organizational success.</p>	Industrial Visit	BL5-Evaluate	7
---------	---	------------------	--------------	---

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8

Part E

Books	1. Balasubramaniam, T.; English Phonetics for Indian Students: A Work Book; Macmillan 2. Bansal; Harrison, R. K. J. B; Spoken English: A Manual of Speech and Phonetics; Sangam Publishers 3. "Public Relations: Strategies and Tactics" by Dennis L. Wilcox and Glen T. Cameron 4. "The Practice of Public Relations" by Fraser P. Seitel 5. "Effective Public Relations" by Scott M. Cutlip, Allen H. Center, and Glen M. Broom 6. "Strategic Planning for Public Relations" by Ronald D. Smith 7. "Public Relations Cases" by Jerry A. Hendrix and Darrell C. Hayes 8. "Public Relations Writing: Form & Style" by Doug Newsom, Jim Haynes, and H. Leslie Steeves
Articles	
References Books	1. Waterhouse, Keith; English Our English: And How To Sing It ;Penguin Books 2. Truss, Lynne; Eats, Shoots & Leaves; HarperCollins UK 3. "Strategic Public Relations Management: Planning and Managing Effective Communication Programs" by Erica Weintraub Austin and Bruce E. Pinkleton
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-
CO3	-	2	-	2	-	-	-	-	-	-	-	-	2	-	-
CO4	-	-	-	-	1	-	-	-	1	-	-	-	-	-	1
CO5	1	-	-	-	-	-	-	-	-	1	-	-	1	-	-
CO6	-	-	1	-	-	-	1	-	-	-	1	-	-	-	-

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Introduction to Western Political Thought
Course Code	VACJMC401

Part A

Year	2nd	Semester	4th	Credits	L	T	P	C	
					2	0	0	2	
Course Type	Theory only								
Course Category	Add-On Courses								
Pre-Requisite/s				Co-Requisite/s					
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to recall key concepts, terminology, and historical figures in Western political thought. (BL1-Remember)</p> <p>CO2- Students will be able to explain the major theories and ideologies developed by classical and modern political philosophers. (BL2-Understand)</p> <p>CO3- Students will be able to apply political theories to analyse historical and contemporary political issues. (BL3-Apply)</p> <p>CO4- Students will be able to critically evaluate the contributions and limitations of various political thinkers in Western political thought. (BL4-Analyze)</p> <p>CO5- Students will be able to compare and contrast different political ideologies and their influence on political systems and practices. (BL4-Analyze)</p> <p>CO6- Students will be able to create a well-structured argument or essay on a specific topic within Western political thought, integrating various theoretical perspectives. (BL5-Evaluate)</p>								
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✓ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG10(Reduced inequalities)					

Part B

Modules	Contents	Pedagogy	Hours
week	<p>Week 1: Introduction: General Outline and Method; Text and Context</p> <p>Week 2: Plato: Justice; Philosopher king; Communism; State</p> <p>Week 3: Aristotle: Politics, Virtue</p> <p>Week 4: Aristotle: State; Citizenship & Machiavelli: Virtu</p> <p>Week 5: Machiavelli: Religion and Republicanism</p> <p>Week 6: Hobbes: Human Nature; Political Obligation; Sovereignty</p> <p>Week 7: Locke: Natural Rights; Limited government, Dissent</p> <p>Week 8: Rousseau: Social Contract; General Will</p> <p>Week 9: Kant: Enlightenment; Morality, autonomy and freedom</p> <p>Week 10: Hegel: Freedom; Rights; State</p> <p>Week 11: Marx: Historical Materialism; State; Class</p> <p>Week 12: Mill: Utilitarianism and on Liberty</p>	<p>T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts</p>	25

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Presentation</p> <p>Week 1:Introduction: General Outline and Method; Text and Context</p> <p>Week 2:Plato: Justice; Philosopher king; Communism; State</p> <p>Week 3: Aristotle: Politics, Virtue</p> <p>Week 4:Aristotle: State; Citizenship & Machiavelli: Virtu</p> <p>Week 5:Machiavelli: Religion and Republicanism</p> <p>Week 6:Hobbes: Human Nature; Political Obligation; Sovereignty</p> <p>Week 7: Locke: Natural Rights; Limited government, Dissent</p> <p>Week 8:Rousseau: Social Contract; General Will</p> <p>Week 9:Kant: Enlightenment; Morality, autonomy and freedom</p> <p>Week 10:Hegel: Freedom; Rights; State</p> <p>Week 11: Marx: Historical Materialism; State; Class</p> <p>Week 12:Mill: Utilitarianism and on Liberty</p>	PBL	BL5-Evaluate	9

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. T. Ball, (2004) 'History and Interpretation' in C. Kukathas and G. Gaus, (eds.) Handbook of Political Theory, London: Sage Publications Ltd. pp. 18-30. 2. B. Nelson, (2008) Western Political Thought. New York: Pearson Longman 3. Shefali Jha, (2010) Western Political Thought: From Plato to Marx, Delhi: Pearson 4. "An Introduction to Political Philosophy" by Jonathan Wolff 5. "A History of Political Thought: Plato to Marx" by Subrata Mukherjee and Sushila Ramaswamy 6. "A History of Western Philosophy" by Bertrand Russell 7. "The Story of Philosophy: The Lives and Opinions of the Greater Philosophers" by Will Durant 8. "The Philosophy Book: Big Ideas Simply Explained" by DK 9. "The Great Philosophers: From Socrates to Foucault" by Jeremy Stangroom 10. "The Republic" by Plato
Articles	
References Books	1. L. Strauss and J. Cropsey, (eds) History of Political Philosophy, 2nd Edition. Chicago: Chicago University Press 2. J. Coleman, (2000) A History of Political Thought: From Ancient Greece to Early Christianity, Oxford: Blackwell Publishers 3. A. Skoble and T. Machan, (2007) Political Philosophy: Essential Selections. New Delhi: Pearson Education 4. C. Macpherson (1962) The Political Theory of Possessive Individualism: Hobbes to Locke. Oxford University Press, Ontario 5. D. Boucher and P. Kelly, P. (eds) Political Thinkers: From Socrates to the Present. New York: Oxford University Press 6. I. Kant. (1784) 'What is Enlightenment?,' available at http://theliterarylink.com/kant.html ,
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	1	-	-	2	-	-	-	-	1	-	-	-
CO3	-	-	1	-	-	-	1	1	-	-	-	-	-	-	-
CO4	-	1	-	-	-	1	-	-	-	1	-	-	-	1	-
CO5	1	-	-	-	1	-	-	-	-	-	1	-	-	-	-
CO6	-	1	-	-	-	-	1	-	-	-	-	1	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Environment and Development
Course Code	VACJMC402

Part A

Year	2nd	Semester	4th	Credits	L	T	P	C
					2	0	0	2
Course Type	Theory only							
Course Category	Add-On Courses							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Student will be able to Understand the foundational concepts of environmental science and development, including the relationship between ecological systems and human development. (BL1-Remember)</p> <p>CO2- Student will be able to Analyse key environmental issues such as climate change, biodiversity loss, and pollution, and assess their impacts on sustainable development. (BL2-Understand)</p> <p>CO3- Student will be able to Evaluate various development models and their effectiveness in promoting environmental sustainability and socio-economic growth. (BL4-Analyze)</p> <p>CO4- Student will be able to Apply environmental assessment tools and methodologies to propose sustainable development strategies and solutions for real-world problems. (BL6-Create)</p> <p>CO5- Student will be able to Critically examine policies and regulations related to environmental protection and sustainable development at local, national, and global levels. (BL5-Evaluate)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✓ Human Values ✓ Environment ✓		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG10(Reduced inequalities) SDG11(Sustainable cities and economies)				

Part B

Modules	Contents	Pedagogy	Hours
week	<p>Week-1: Introduction: Development, economic growth and sustainable development, Basic ecosystem ecology</p> <p>Week-2: Environmentalism, Environmental Movement, Environmentalism in the global south</p> <p>Week-3: Approaches to environment: Ecofeminism, Feminist political ecology, Marxism and ecology</p> <p>Week-4: Debates on environmental ethics: Deep ecology, Gandhi and ecology, Social ecology</p> <p>Week-5: Religion, environment and conservation: Religion, environment and historical roots of ecological crisis, Biodiversity conservation ethics in Buddhism and Hinduism, Christian religion in the age of ecological crisis</p> <p>Week-6: Natural resource management, Common property vs. private property, Livelihoods, forests, and conservation</p> <p>Week-7: Displacement, dispossession and development: Conservation-induced displacement, Environment impact assessment and national rehabilitation & resettlement policy, Dispossession and land acquisition</p> <p>Week-8: Mainstream development trajectory: Strengthening or weakening of indigenous peoples: Mining, development, and indigenous people, Competing visions of development along the Narmada, Dams, development, and resistance: case studies</p> <p>Week-9: Gender and development: Development theory and gendered approach to development, Gender, environment & sustainable development</p> <p>Week-10: Environment and climate change: Climate change interventions and policy framework, Eastern Himalayas and climate change</p> <p>Week-11: Belief and knowledge systems, biodiversity conservation and sustainability: Ecological knowledge, biodiversity conservation and sustainability, Traditional religion and conservation of nature in Northeast India: Case study</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	25

	Week-12: Local knowledge in the environment-development discourse: Indigenous knowledge, environment and development, Relevance of indigenous knowledge: case study		
--	--	--	--

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Introduction to Environment and Associated Problems Presentation</p> <p>Students will prepare a presentation addressing key environmental issues such as climate change, pollution, and biodiversity loss, exploring their causes and impacts. They will analyze case studies and propose potential solutions to these problems.</p> <p>Outcome: By completing this assignment, students will gain a deeper understanding of environmental challenges, develop critical thinking skills in evaluating solutions, and learn to communicate complex information effectively to diverse audiences.</p>	PBL	BL2-Understand	4
Unit- 2	<p>Week-1: Introduction: Development, economic growth and sustainable development, Basic ecosystem ecology</p> <p>Week-2: Environmentalism, Environmental Movement, Environmentalism in the global south</p> <p>Week-3: Approaches to environment: Ecofeminism, Feminist political ecology, Marxism and ecology</p> <p>Week-4: Debates on environmental ethics: Deep ecology, Gandhi and ecology, Social ecology</p> <p>Week-5: Religion, environment and conservation: Religion, environment and historical roots of ecological crisis, Biodiversity conservation ethics in Buddhism and Hinduism, Christian religion in the age of ecological crisis</p> <p>Week-6: Natural resource management, Common property vs. private property, Livelihoods, forests, and conservation</p> <p>Week-7: Displacement, dispossession and development: Conservation-induced displacement, Environment impact assessment and national rehabilitation & resettlement policy, Dispossession and land acquisition</p> <p>Week-8: Mainstream development trajectory: Strengthening or weakening of</p>	Experiments	BL5-Evaluate	10

<p>indigenous peoples: Mining, development, and indigenous people, Competing visions of development along the Narmada, Dams, development, and resistance: case studies</p> <p>Week-9: Gender and development: Development theory and gendered approach to development, Gender, environment & sustainable development</p> <p>Week-10: Environment and climate change: Climate change interventions and policy framework, Eastern Himalayas and climate change</p> <p>Week-11: Belief and knowledge systems, biodiversity conservation and sustainability: Ecological knowledge, biodiversity conservation and sustainability, Traditional religion and conservation of nature in Northeast India: Case study</p> <p>Week-12: Local knowledge in the environment-development discourse: Indigenous knowledge, environment and development, Relevance of indigenous knowledge: case study</p>			
--	--	--	--

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	2. Baviskar, Amita. 1997. In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley, OUP, Delhi. 3. Barnhill, David Landis & Roger S. Gottlieb. (eds.) 2001. Deep Ecology and World Religions: New Essays on Sacred Grounds. State Univ. of New York Press, Albany. 4. "India's Environmental Policies, Programmes and Stewardship" by Jayanta Bandyopadhyay 5. "Environmental Ethics: Duties to and Values in the Natural World" by S.P. Singh 6. "Environmental Management: Text and Cases" by J. S. Mathur and A.K. Dharni 7. "Sustainable Development: Issues and Challenges" edited by R.K. Maikhuri and L.M. Pan 8. "Ecology and Development: Emerging Paradigms" by Vandana Shiva 9. "Environmental Impact Assessment: Theory and Practice" by Anjan Kumar Sinha 10. "Environmental Economics and Sustainable Development" by Anil Kumar Thakur
Articles	
References Books	1. Bicker, Alan, Paul Sillitoe and Johan Pottier. 2004. Development and Local Knowledge: New Approaches to Issues in Natural Resources Management, Conservation and Agriculture. Routledge, London & New York. 2. Esteva, G. 1997. 'Development' in W. Sachs, ed., The Development Dictionary, Orient Longman, pp. 8-34. 3. Gadgil, Madhav and Guha, Ramchandra. 1995. Ecology and Equity: The use and Abuse of Nature in Contemporary India, New Delhi: Oxford University. 4. Gottlieb, Roger S. 2004. This Sacred Earth: Religion, Nature, Environment. Routledge, New York and London. 5. Merchant, Carolyn. 1994. Ecology: Key Concepts in Critical Theory, Humanities Press, New Jersey. 6. Ramakrishnan, P.S. 1992. Shifting Agriculture and Sustainable Development: An Interdisciplinary Study from North-Eastern India, Man and the Biosphere Series, Volume 10, UNESCO. Shiva, Vandana. 1988. Staying Alive: Women, Ecology and Survival in India, Zed Press, New Delhi
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	-	1	-	-	-	-	-	-	-	-	-
CO2	-	2	-	-	-	2	-	2	-	-	-	-	-	-	2
CO3	-	-	-	1	-	1	-	-	-	-	1	-	-	-	-
CO4	-	-	1	-	-	1	-	-	1	-	-	-	1	-	-
CO5	-	1	-	-	-	2	-	-	-	2	-	-	-	-	-
CO6	-	-	-	-	-	2	-	-	1	-	-	-	1	-	-

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Ecology and Society
Course Code	VACJMC403

Part A

Year	2nd	Semester	4th	Credits	L	T	P	C
					2	0	0	2
Course Type	Theory only							
Course Category	Add-On Courses							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to Demonstrate a thorough understanding of key ecological concepts and principles, including ecosystem dynamics, biodiversity, and the role of different species within ecosystems. (BL1-Remember)</p> <p>CO2- Students will be able to Analyse and evaluate the impact of human activities on ecological systems, including urbanization, deforestation, pollution, and climate change. (BL2-Understand)</p> <p>CO3- Students will be able to Critically assess environmental policies and practices from various perspectives, including sustainability, conservation, and resource management. (BL4-Analyze)</p> <p>CO4- Students will be able to Apply ecological knowledge to contemporary social issues, such as environmental justice, climate adaptation, and sustainable development. (BL6-Create)</p> <p>CO5- Students will be able to Propose and develop practical solutions to address ecological problems and enhance the sustainability of human-environment interactions. (BL5-Evaluate)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✓ Human Values ✓ Environment ✓		SDG (Goals)					

Part B

Modules	Contents	Pedagogy	Hours
weeks	<p>Week 1: Introduction: Ecology and society; Culture and cultural ecology</p> <p>Week 2: Cultural ecology and human ecology: Concepts and Meanings</p> <p>Week 3: Human ecology: Theoretical approach; Ecological anthropology perspectives</p> <p>Week 4: Models of human ecology; Nature and culture debate</p> <p>Week 5: Conceptions of natures; Contested domains and boundaries of culture</p> <p>Week 6: Paradigms in human— environmental relations</p> <p>Week 7: Nature, environment and belief systems</p> <p>Week 8: Religion in an age of environmental crisis I</p> <p>Week 9: Religion in an age of environmental crisis II; Environmental ethics I</p> <p>Week 10: Environmental ethics II</p> <p>Week 11: Natural Resource Management</p> <p>Week 12: Debates on shifting cultivation; Course summary</p>	<p>T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts</p>	25

M

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
weeks	<p>Week 1: Introduction: Ecology and Society; Culture and Cultural Ecology</p> <p>Assignment: Students will discuss the relationship between ecology and society, highlighting cultural influences on environmental practices. Outcome: Students will gain an understanding of the foundational concepts of ecology and cultural ecology.</p> <p>Week 2: Cultural Ecology and Human Ecology: Concepts and Meanings</p> <p>Assignment: Explore key concepts in cultural and human ecology, comparing their definitions and implications. Outcome: Students will develop a clear understanding of both fields and their relevance to environmental studies.</p> <p>Week 3: Human Ecology: Theoretical Approach; Ecological Anthropology Perspectives</p> <p>Assignment: Analyze different theoretical approaches within human ecology and ecological anthropology. Outcome: Students will learn to critically evaluate theories and their application to real-world ecological issues.</p> <p>Week 4: Models of Human Ecology; Nature and Culture Debate</p> <p>Assignment: Examine various models of human ecology and engage in the nature-culture debate. Outcome: Students will enhance their analytical skills and understand different frameworks for studying human-environment interactions.</p> <p>Week 5: Conceptions of Nature; Contested Domains and Boundaries of Culture</p> <p>Assignment: Investigate diverse conceptions of nature and the cultural boundaries surrounding them. Outcome:</p>	Experiments	BL4-Analyze	24

Students will appreciate the complexities and conflicts within cultural definitions of nature.

Week 6: Paradigms in Human-Environmental Relations

Assignment: Explore paradigms that shape human-environmental interactions and their implications. **Outcome:** Students will gain insights into how paradigms influence ecological policies and practices.

Week 7: Nature, Environment, and Belief Systems

Assignment: Analyze how belief systems shape perceptions of nature and the environment. **Outcome:** Students will understand the interplay between belief systems and environmental attitudes.

Week 8: Religion in an Age of Environmental Crisis I

Assignment: Investigate the role of religion in addressing environmental crises. **Outcome:** Students will recognize the potential of religious frameworks in promoting environmental stewardship.

Week 9: Religion in an Age of Environmental Crisis II; Environmental Ethics I

Assignment: Continue exploring religious responses to environmental challenges and introduce concepts of environmental ethics. **Outcome:** Students will develop an ethical framework for understanding human responsibilities toward the environment.

Week 10: Environmental Ethics II

Assignment: Delve deeper into ethical theories related to environmental issues and decision-making. **Outcome:** Students will enhance their ability to critically assess ethical dilemmas in environmental contexts.

Week 11: Natural Resource Management

Assignment: Examine strategies for sustainable natural resource management and their socio-cultural impacts. **Outcome:** Students will learn to analyze resource management practices and their effectiveness.

	Week 12: Debates on Shifting Cultivation; Course Summary			
	Assignment: Engage in debates on shifting cultivation and summarize key course concepts. Outcome: Students will synthesize knowledge gained throughout the course and articulate informed opinions on contentious ecological practices.			

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Descola, P and Pálsson, G. (Eds.), Nature and Society: Anthropological perspectives, Routledge, London and New York, 1996. 2. Ellen, R, Parkes, P and Bicker, A. (Eds.), Indigenous Environmental Knowledge and its Transformations Critical Anthropological Perspectives, Harwood academic publishers, U.K., 2005. 3. Gottlieb, S. R. (Eds.), This Sacred Earth: Religion, Nature, Environment, Routledge, New York and London, 2004. 4. Rappaport, R. A, Ecology, Meaning, and Religion, North Atlantic Books, Richmond, California, 1979. 5. "Ecology and Society: An Introduction" by Charles J. Krebs 6. "Ecology, Community and Lifestyle: Outline of an Ecosophy" by Arne Naess 7. "Ecology and Society: An Introduction" by Elinor Ostrom
Articles	
References Books	1. "The Ecology of Freedom: The Emergence and Dissolution of Hierarchy" by Murray Bookchin 2. "Human Ecology: How Nature and Culture Shape Our World" by Frederick R. Steiner 3. "Ecological Politics: For Survival and Democracy" by Andre Gorz 4. "Social-Ecological Resilience and Law" edited by Ahjond S. Garmestani and Craig R. Allen
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	-	1	-	-	-	-	1	-	-	-	-
CO2	-	1	-	-	-	2	-	-	1	-	-	-	1	-	-
CO3	-	-	-	1	-	2	-	-	-	1	-	-	-	-	2
CO4	-	-	1	-	-	2	-	1	-	-	-	-	1	-	-
CO5	1	-	-	-	-	1	-	-	-	-	1	-	-	-	-
CO6	-	1	-	-	-	1	-	-	-	1	-	-	-	1	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Water Society and Sustainability
Course Code	VACJMC404

Part A

Year	2nd	Semester	4th	Credits	L	T	P	C
					2	0	0	2
Course Type	Theory only							
Course Category	Add-On Courses							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to describe the fundamental principles of water science, including the hydrological cycle, water quality, and the global distribution of water resources. (BL1-Remember)</p> <p>CO2- Students will be able to analyze the impacts of human activities on water resources and ecosystems, including issues related to pollution, over-extraction, and climate change. (BL2-Understand)</p> <p>CO3- Students will be able to evaluate the role of water in societal development and its significance in social, economic, and cultural contexts. (BL4-Analyze)</p> <p>CO4- Students will be able to identify and propose sustainable practices and policies for water management that address both local and global challenges. (BL5-Evaluate)</p> <p>CO5- Students will be able to apply interdisciplinary approaches to solve complex problems related to water use and conservation. (BL5-Evaluate)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✓ Human Values ✓ Environment ✓		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG10(Reduced inequalities) SDG11(Sustainable cities and economies)				

Part B

Modules	Contents	Pedagogy	Hours
weeks	<p>Week 1: 1.Setting the Context</p> <p>2.Beyond Hydrology</p> <p>3.Socio Hydrology</p> <p>4.Political Ecology of Water</p> <p>5.Hydrosocial</p> <p>Week 2: 6.Critical Physical Geography</p> <p>7.The South Asian Context</p> <p>8.Water Harvesting and Water Use Techniques in Ancient India 1</p> <p>9.Water Harvesting and Water Use Techniques in Ancient India 2</p> <p>10.Water Harvesting and Water Use Techniques in Ancient India 3</p> <p>Week 3: 11.Water Technology in Medieval India 1</p> <p>12.Water Technology in Medieval India 2</p> <p>13.'Colonial Hydrology'</p> <p>14.Dams and Development in Contemporary India</p> <p>15.The Farakka Barrage Project: Historical and Technical Details</p> <p>Week 4: 16.TheFarakka Barrage Project: Socio-environmental Implications</p> <p>17.Urban Waters: Historical and Political Ecological Perspectives</p> <p>18.Transforming Trajectories of Blue Infrastructures of Kolkata</p> <p>19.Peri-urban Water Justice in the Global South</p> <p>20.Discussion and Conclusion</p>	<p>T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts</p>	25

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Week 1:</p> <p>1. Setting the Context</p> <ul style="list-style-type: none"> ○ Assignment: Analyze the historical context of water management practices. ○ Outcome: Students will understand the foundational frameworks of water issues. <p>2. Beyond Hydrology</p> <ul style="list-style-type: none"> ○ Assignment: Explore the limitations of traditional hydrology in addressing water challenges. ○ Outcome: Students will learn to critique conventional approaches to water studies. <p>3. Socio Hydrology</p> <ul style="list-style-type: none"> ○ Assignment: Examine the relationship between social systems and water resources. ○ Outcome: Students will appreciate how social factors influence water management. <p>4. Political Ecology of Water</p> <ul style="list-style-type: none"> ○ Assignment: Investigate the political dimensions of water resource allocation. ○ Outcome: Students will understand the impact of politics on water access and equity. <p>5. Hydrosocial</p> <ul style="list-style-type: none"> ○ Assignment: Explore the concept of hydrosocial cycles and their implications. ○ Outcome: Students will recognize the interconnectedness of water and social systems. 	PBL	BL2-Understand	8
Unit- 2	<p>Week 2:</p> <p>1. Critical Physical Geography</p>	Experiments	BL4-Analyze	8

	<ul style="list-style-type: none"> ○ Assignment: Analyze the geographical factors influencing water distribution in South Asia. ○ Outcome: Students will develop spatial awareness of water issues in specific contexts. <p>2. The South Asian Context</p> <ul style="list-style-type: none"> ○ Assignment: Investigate water management practices specific to South Asia. ○ Outcome: Students will gain insights into regional water challenges and solutions. <p>3. Water Harvesting and Water Use Techniques in Ancient India 1</p> <ul style="list-style-type: none"> ○ Assignment: Study ancient water harvesting techniques and their cultural significance. ○ Outcome: Students will appreciate historical innovations in water management. <p>4. Water Harvesting and Water Use Techniques in Ancient India 2</p> <ul style="list-style-type: none"> ○ Assignment: Continue examining ancient techniques with a focus on sustainability. ○ Outcome: Students will understand the relevance of traditional practices today. <p>5. Water Harvesting and Water Use Techniques in Ancient India 3</p> <ul style="list-style-type: none"> ○ Assignment: Analyze the effectiveness of these techniques in modern contexts. ○ Outcome: Students will learn to apply historical knowledge to contemporary water issues. 			
Unit- 3	<p>Week 3:</p> <p>1. Water Technology in Medieval India 1</p> <ul style="list-style-type: none"> ○ Assignment: Explore advancements in water technology during medieval times. ○ Outcome: Students will assess the evolution of water technologies over time. <p>2. Water Technology in Medieval India 2</p>	Role Play	BL5-Evaluate	9

	<ul style="list-style-type: none"> ○ Assignment: Discuss the social implications of medieval water technologies. ○ Outcome: Students will recognize the interplay between technology and society. <p>3. 'Colonial Hydrology'</p> <ul style="list-style-type: none"> ○ Assignment: Investigate the impact of colonial rule on water management practices. ○ Outcome: Students will understand the historical context of colonialism in water policies. <p>4. Dams and Development in Contemporary India</p> <ul style="list-style-type: none"> ○ Assignment: Analyze the role of dams in India's development narrative. ○ Outcome: Students will critically evaluate the benefits and drawbacks of dam projects. <p>5. The Farakka Barrage Project: Historical and Technical Details</p> <ul style="list-style-type: none"> ○ Assignment: Study the technical aspects and historical background of the Farakka Barrage. ○ Outcome: Students will learn to assess infrastructure projects' complexities. 			
Unit- 4	<p>Week 4:</p> <p>1. The Farakka Barrage Project: Socio-environmental Implications</p> <ul style="list-style-type: none"> ○ Assignment: Explore the socio-environmental impacts of the Farakka Barrage. ○ Outcome: Students will evaluate the interplay between infrastructure and local ecosystems. <p>2. Urban Waters: Historical and Political Ecological Perspectives</p> <ul style="list-style-type: none"> ○ Assignment: Investigate urban water systems and their historical evolution. ○ Outcome: Students will learn about urbanization's effects on water resources. 	Simulation	BL3-Apply	9

	<p>3. Transforming Trajectories of Blue Infrastructures of Kolkata</p> <ul style="list-style-type: none"> ◦ Assignment: Analyze changes in Kolkata's water infrastructure over time. ◦ Outcome: Students will understand the challenges and opportunities in urban water management. <p>4. Peri-urban Water Justice in the Global South</p> <ul style="list-style-type: none"> ◦ Assignment: Discuss issues of water justice in peri-urban areas. ◦ Outcome: Students will gain insights into equity and access in water distribution. <p>5. Discussion and Conclusion</p> <ul style="list-style-type: none"> ◦ Assignment: Synthesize course learnings and engage in a discussion on future directions. ◦ Outcome: Students will articulate key insights and propose solutions for water management challenges. 		
--	---	--	--

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Acharya A (2015) The cultural politics of waterscapes. In: Bryant RL (ed) The International Handbook of Political Ecology. Cheltenham, UK ; Northampton, MA, USA: Edward Elgar Publishing, pp.373–386. 2. Allen A, Hofmann P, Mukherjee J and Walnycki A (2017) Water trajectories through non-networked infrastructure: insights from peri-urban Dar es Salaam, Cochabamba and Kolkata. Urban Research & Practice 10(1):22–42. 3. Bakker K (2003) Archipelagos and networks: urbanization and water privatization in the South. The Geographical Journal 169(4): 328–341. 4. "Water Resources of India" by K.R. Karanth 5. "Water: Growing Understanding, Emerging Perspectives" edited by B. S. Bisht and U. C. Mohanty 6. "Water Conflicts in India: A Million Revolts in the Making" by K.J. Joy, Biksham Gujja, and Suhas Paranjape
Articles	
References Books	1. Bouleau G (2014) The co-production of science and waterscapes: The case of the Seine and the Rhône Rivers, France. Geoforum 57: 248–257. 2. Budds J, Linton J and McDonnell R (2014) The hydrosocial cycle. Geoforum 57: 167–169. 3. "Water and Society: An Introduction to Contemporary Issues" by P. S. Vijayshankar 4. "Water, Civilisation and Power in Sudan: The Political Economy of Military-Islamist State Building" by Harry Verhoeven
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	1	-	1	-	-	-	-	-	-	-	-	-
CO2	-	1	-	-	-	2	-	1	-	-	-	1	-	-	-
CO3	-	-	1	-	-	2	-	-	1	-	-	-	-	-	2
CO4	-	-	-	-	1	1	-	-	-	-	1	-	1	-	-
CO5	-	1	-	-	-	2	-	-	-	1	-	-	-	-	-
CO6	-	-	1	-	-	2	-	-	-	-	-	-	-	-	2



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Development Research Methods
Course Code	VACJMC405

Part A

Year	2nd	Semester	4th	Credits	L	T	P	C
					2	1	2	5
Course Type	Theory only							
Course Category	Add-On Courses							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to identify the overall process of designing a research study from its inception to its report. (BL2-Understand)</p> <p>CO2- Students will be able to understand development research design, and be able to choose rigorous and practical research methods to address a problem focused research question(s) (BL3-Apply)</p> <p>CO3- Students will be able to distinguish a purpose statement, a research question or hypothesis and a research objective. (BL3-Apply)</p> <p>CO4- Students will be able to link between quantitative research question and data collections and how research question are operationalised in educational practice. (BL4-Analyze)</p> <p>CO5- Students will be able to design a good qualitative/quantitative purpose statement and a good central question in qualitative/quantitative research. (BL5-Evaluate)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG10(Reduced inequalities)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1:	<p>1.1 Different types of Development Studies: forms of studies and typical research questions; development research-development work continuum</p> <p>1.2 Different types of Development Studies: forms of studies and typical research questions; development research-development work continuum</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	7
Unit – 2:	<p>2.1 Development Research Methods: Ethics and Values; Understanding the 'field' and the 'fieldworker'; qualitative development research methods (interviews, focus groups, participatory methods and approaches, diaries and case studies)</p> <p>2.2 Development Research Methods: Ethics and Values; Understanding the 'field' and the 'fieldworker'; qualitative development research methods (interviews, focus groups, participatory methods and approaches, diaries and case studies)</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	7
Unit – 3	<p>3.1 Selected development issues and approaches: evolving approaches in poverty evaluation; gender analysis and approaches to gender</p> <p>3.2 Mainstreaming; challenges of implementing rights-based approaches; social capital assessments</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	6
Unit – 4	<p>4.1 Selected development issues and approaches:</p> <p>4.2 Evolving approaches in poverty evaluation;</p> <p>4.3 Gender analysis and approaches to gender mainstreaming;</p> <p>4.4 Challenges of implementing rights-based approaches; Social capital assessments</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	5

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Sumner, A. and Tribe, M. (2008), International Development Studies: Theories and Methods in Research and Practice, Sage London. 2. M. N. Srinivas, (1979), The Fieldworker and the Field: Problems and Challenges in Sociological Investigation, Oxford India. 3. "Qualitative Research in Development: A Guide for Practitioners" by Jeremy Holland 4. "Field Methods in Development Research" edited by James Copestake 5. "Quantitative Data Analysis for Social Scientists" by Anil Kumar Thakur 6. "Research Methodology: A Step-by-Step Guide for Beginners" by Ranjit Kumar 7. "Social Research Methods: Qualitative and Quantitative Approaches" by W. Lawrence Neuman 8. "Research Methods in Education" by Louis Cohen, Lawrence Manion, and Keith Morrison
Articles	
References Books	• Mikkelsen, B. (2005), Methods for Development Work and Development Research, second ed., SAGE. • Desai, V. and Potter Robert B. (2006), Doing Development Research, SAGE. • Thomas A. and Mohan G. (2007), Research Skills for Policy and Development. How to find out fast, Sage Publications. • Introduction to Research Methods in Psychology" by Dennis Howitt and Duncan Cramer
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	1	-	-	-	-	1	-	-	-	1	-	-	-
CO3	-	-	-	-	1	-	-	-	-	1	-	-	1	-	-
CO4	-	1	-	-	-	-	1	-	1	-	-	-	-	-	2
CO5	-	-	-	2	-	-	-	-	-	-	-	2	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Fundamentals of Research
Course Code	DSCJMC501

Part A

Year	3rd	Semester	5th	Credits	L	T	P	C	
					4	0	0	4	
Course Type	Theory only								
Course Category	Discipline Core								
Pre-Requisite/s				Co-Requisite/s					
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to recall and memorize the basic concepts and steps of research.(BL1-Remember)</p> <p>CO2- Students will be able to discuss the various principles, research designs, and methods.(BL2-Understand)</p> <p>CO3- Students will be able to Conduct literature reviews, critically evaluate research articles and Apply research methods.(BL4-Analyze)</p> <p>CO4- Students will be able to Analyze the strengths and weaknesses of different research designs and methods and critically evaluate the validity and reliability of research.(BL4-Analyze)</p> <p>CO5- Students will be able to determine the Assess the limitations of research studies and suggest potential areas for improvement(BL5-Evaluate)</p> <p>CO6- Students will be able to Generate new insights and ideas for research and conduct original research studies that address specific research questions or problems.(BL6-Create)</p>								
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth)					

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Definition and types of research	<p>1.1 Meaning, Definition, Nature, and Importance of Research.</p> <p>1.2 Research in Social Sciences: Qualitative and Quantitative Research</p> <p>1.3 Types of Research in Social Sciences: Historical Research, Basic Research, Applied Research, Scientific Research, Experimental Research, Participatory Research, Action Research, Socio-Political Context of Research, Theoretical Framework and Analytical Framework of research,</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules	10
Unit – 2: Research Design	<p>2.1 Literature Review, Hypothesis, Sampling and Hypothesis: types of sampling – Probability and Non-Probability,</p> <p>2.2 Hypothesis/ Research Questions, Experimental design and semi-experimental design, Exploratory.</p> <p>2.3 Research Designs: Need and scope of media research, Fundamental research, and applied research; Research Design – Meaning and different types, Sampling – Selecting a sample.</p> <p>2.4 Observation and Interview Method: Descriptive design, Benchmark studies, Panel studies, Questionnaire-preparation and pre-testing, Art of conducting a research interview.</p>	T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T7 Problem-Based Learning (PBL) T8 Discussion Forums and Debates T9 Internships and Practical Training T10 Research Projects and Independent Studies	8
Unit – 3 (Tools and Techniques of Research)	<p>3.1 Tools and Techniques of Research, Content Analysis: Qualitative and Quantitative, Survey Research and Sampling, Probability Sampling: Random Sampling, Systematic Sampling, Stratified Sampling, Multistage Sampling and Cluster Sampling.</p> <p>3.2 Non-Probability Sampling: Purposive Sampling, Quota Sampling, Accidental Sampling,</p> <p>3.3 Tools of data collection: Questionnaire, Schedule, Interview, Observation, Peoples Meter, Diary, Area Study, Telephone Survey, Online Survey etc</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T4 Simulations and Role-Playing	10

	3.4 Opinion Poll, Exit Poll, TRP, RAM and IRS		
Unit – 4: Data analysis and report writing	<p>4.1 Theory of Probability and Statistics Variables: Dependent, Independent and intervening.</p> <p>4.2 Data: Source and Methods of Collection.</p> <p>4.3 Data Analysis: Data Verification, Coding, Listing, Analysis and Interpretation Measurement: Mean, Mode and Median Validity, Reliability, Use of SPSS.</p> <p>4.4 Methodology of Report writing: Indexing, Citation and Bibliography, Ethical issues in Research</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T4 Simulations and Role-Playing	
Unit-5:	<p>5.1 Interpretation of Data and Paper Writing</p> <p>5.2 Layout of a Research Paper,</p> <p>5.3 Journals in Computer Science,</p> <p>5.4 Impact factor of Journals,</p> <p>5.5 When and where to publish? Ethical issues related to publishing,</p> <p>5.6 Plagiarism and Self-Plagiarism.</p> <p>5.7 Referencing style APA, MLA, chicago</p>	T1 Problem-Based Learning (PBL) T8 Discussion Forums and Debates T10 Research Projects and Independent Studies	9

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Presentation</p> <ul style="list-style-type: none"> To create a visual presentation on the role of media in shaping perceptions of the UN and its initiatives. tudents delivered presentations on various aspects of the relationship between the United Nations (UN) and media, showcasing their understanding of how media influences the UN's communications and global initiatives. 	Experiments	BL2- Understand	2
Unit- 2	<p>Research Design</p> <ul style="list-style-type: none"> Develop a comprehensive research design on a chosen topic, including research questions, methodology, data collection methods, and ethical considerations. Summarize key findings from relevant literature and outline your data analysis approach. The assignment should be 5-7 pages, formatted in APA/MLA style. Outcome- The student successfully completed a research design assignment, demonstrating a clear understanding of the components necessary for a robust research framework. 	Research Paper Presentation	BL6-Create	2
Unit- 3	<p>Research tools and techniques</p> <ul style="list-style-type: none"> Research tools and techniques are essential for gathering, analyzing, and interpreting data. In this assignment, explore various methods such as surveys, interviews, observations, and statistical software, detailing their applications and strengths. Summarize your findings in a 3-5 page report. Outcome- The student successfully explored various tools and techniques used in research, demonstrating a solid understanding of their applications and strengths. 	Research Paper Presentation	BL6-Create	6
Unit- 4	<p>Report Writing</p>	Research Paper Presentation	BL6-Create	5

	<ul style="list-style-type: none"> In this assignment, you will analyze a given dataset using appropriate statistical methods and interpret the results. Following the analysis, you will write a comprehensive report summarizing your findings, including visual aids like charts and graphs to enhance clarity. Outcome- The student effectively completed the report writing assignment, demonstrating strong skills in data analysis and communication. 			
Unit- 5	<p>research paper</p> <ul style="list-style-type: none"> In this assignment, you will create a structured research paper that includes the following sections: Title Page, Abstract, Introduction, Literature Review, Methodology, Results, Discussion, Conclusion, and References. Each section should be clearly labeled and formatted according to APA/MLA guidelines. Your paper should be 8-10 pages long. Outcome- The student effectively completed the assignment on the layout of a research paper, demonstrating a clear understanding of its structure and components. 	Seminar	BL4-Analyze	2

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	16
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Media Research Methods: Understanding Metric and Interpretive Approaches by James A. Anderson. 2. Qualitative Research Methods for Media Studies by Bonnie Brennen 3. "Research Methods for Business Students" by Mark Saunders, Philip Lewis, and Adrian Thornhill 4. "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches" by John W. Creswell and J. David Creswell 5. "Research Methodology: Methods and Techniques" by C.R. Kothari 6. "Research Methods for Social Work" by Allen Rubin and Earl R. Babbie 7. "Sampling Techniques" by William G. Cochran 8. "Sampling: Design and Analysis" by Sharon L. Lohr
Articles	
References Books	1. Research Methodology (Methods and Techniques) By C. R. Kothari. 2. Statistical Methods by S. P. Gupta. 3. Research Methodology, Ranjeet Kumar 4. "Quantitative Data Analysis: A Companion for Accounting and Information Systems Research" by Thomas F. Liao 5. "Statistics for Social Sciences" by R. Mark Sirkin
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	2	-	-	-	-	1	-	-	-	-	1	-	-
CO3	-	1	-	-	-	-	1	1	-	-	-	-	-	-	-
CO4	-	-	-	1	-	-	-	-	1	-	-	-	-	-	2
CO5	-	1	-	-	2	-	-	-	-	-	2	-	-	-	-
CO6	-	2	-	-	-	-	-	-	2	-	-	2	-	-	3



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Digital media
Course Code	DSCJMC502

Part A

Year	3rd	Semester	5th	Credits	L	T	P	C	
					4	0	0	4	
Course Type	Theory only								
Course Category	Discipline Core								
Pre-Requisite/s				Co-Requisite/s					
Course Outcomes & Bloom's Level	<p>CO1- Student will be able to recall the all historical and tool related to multimedia content and history of digital journalism.(BL1-Remember)</p> <p>CO2- Student will be able to familiar with internet settings and web terminologies.(BL2-Understand)</p> <p>CO3- Students will be able to use of multimedia technology and its content(BL3-Apply)</p> <p>CO4- Student will be able to acquire the knowledge of various social media applications. (BL2-Understand)</p> <p>CO5- Student will be able to working of websites, web portals and blogs.(BL2-Understand)</p>								
Courses Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG10(Reduced inequalities)					

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Introduction to the Digital Media	1.1 Understanding Digital Media: Evolution and Development 1.2 Digital Media and its computer components 1.3 Digital Media Application Software: Word processing, Spreadsheet, Image Editing. 1.4 Digital Media Revolution: Mass Media Adaptation, Trends, Revolution 1.5 Digital Media Effects: Cybercrime, Privacy, Hate Speech, Surveillance etc	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T4 Simulations and Role-Playing	8
Unit – 2: Digital Media Characteristics	2.1 Characteristics of Digital Media: Digital, Interactive, Hypertext, Virtual, Dispersion, Tele presence 2.2 Understanding Credibility of Digital Media 2.3 Credibility Building Process, Net Neutrality 2.4 Mobile Revolution, Digital Literacy 2.5 Convergence, Digital Divide 2.6 Revolution in Communication, Language Barrier	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T7 Problem-Based Learning (PBL)	10

<p>Unit – 3 Internet as a Medium</p>	<p>3.1 Basics concepts of the Internet, Characteristics of Internet</p> <p>3.2 Internet as a tool of communication, Types of Internet-based communication: Dynamics of communication in CMC.</p> <p>3.3 Journalistic uses of the Internet: E-mail, Search, Video conferencing, Webcasting, Podcasting, Photo sharing, etc.</p> <p>3.4 Application for Journalists: Blogs, Portals, Websites, Social media platforms, Wikis, etc.</p> <p>3.5 Journalistic use of social media, Social Networking Sites, Social Media Collaboration (Facebook, Twitter, LinkedIn, Twitter, Instagram, WhatsApp, Skype, Flickr, Sound Cloud etc.)</p> <p>3.6 Streaming Servers: News Aggregators & SEO</p>	<p>T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T7 Problem-Based Learning (PBL) T8 Discussion Forums and Debates T9 Internships and Practical Training T10 Research Projects and Independent Studies</p>	<p>9</p>
<p>Unit – 4: Digital Audiences & digital media design</p>	<p>4.1 Understanding Audiences: Difference between Public, Crowd, Group, Mass & Audience</p> <p>4.2 Characteristics of Audiences, Types of Audiences, Passive, Active, and Participatory Audiences</p> <p>4.3 Social Media Campaigns and Engagement, Digital Audience Research and Behaviour</p> <p>4.4 Digital Media Design, Photographic Imaging Process</p> <p>4.5 Cloud services for Journalists: Dropbox, Google Drive, Speech to Text, Text to Speech, Scanning, OCR, etc</p>	<p>T4 Simulations and Role-Playing T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T8 Discussion Forums and Debate</p>	<p>10</p>

Unit-5: Digital Laws	<p>5.1 Digital Laws: Necessity and Importance</p> <p>5.2 Copyright, Database Security & IT Act</p> <p>5.3 Storage & access, permission – Keys, Number Locks, Login Password, Mouse Restriction, Fingerprint, Face Lock, OTP etc.</p> <p>5.4 Document and PDF file copy protection, Ethical & Unethical Hacking</p> <p>5.5 Introduction and use of word press for webpage creation.</p>	T1 Problem-Based Learning (PBL) T8 Discussion Forums and Debates T10 Research Projects and Independent Studies	8
----------------------	---	--	---

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Writing news</p> <ul style="list-style-type: none"> assignment on writing news, choose a current event and compose a 300-word news article that includes the who, what, when, where, and why. Focus on presenting the information clearly and objectively, using an inverted pyramid structure to highlight the most important details first. Conclude with a brief analysis of the significance of the event and its potential impact on the community or society. Outcome- Objective Reporting: They practice writing objectively, balancing facts with unbiased presentation to maintain journalistic integrity. 	Experiments	BL2-Understand	2
Unit- 2	<p>Report</p> <ul style="list-style-type: none"> examine the key characteristics of digital media, including interactivity, immediacy, and accessibility. Discuss how these features differentiate digital media from traditional media and their implications for content creation and consumption. Your report should be 3-5 pages long. Outcome- The student successfully completed the report on the characteristics of digital media, demonstrating a solid understanding of its defining features. 	Simulation	BL4-Analyze	2
Unit- 3	<p>Case Study</p> <ul style="list-style-type: none"> case study assignment on "Internet as a Medium," choose a specific platform (e.g., social media, blogs, or streaming services) and analyze its impact on communication and society. Discuss its advantages and challenges, providing real-world examples to support your insights. Conclude with your thoughts on the future of this medium and its implications. Outcome- Analytical Thinking: They develop the ability to analyze complex situations, identify key issues, and 	Case Study	BL4-Analyze	2

	evaluate evidence to draw conclusions.			
Unit- 4	<p>Social Media Campaigns</p> <ul style="list-style-type: none"> For your assignment on Social Media Campaigns, select a successful campaign and analyze its objectives, target audience, and strategies used. Discuss the impact it had on brand awareness or social issues, providing metrics or examples of engagement. Outcome- Data Analysis: They learn to measure campaign success using analytics tools, interpreting metrics to understand audience engagement and reach. 	Field work	BL4-Analyze	6
Unit- 5	<p>Case Study</p> <ul style="list-style-type: none"> case study assignment on Digital Laws, select a specific law or regulation (e.g., GDPR, DMCA) and analyze its purpose, key provisions, and impact on digital practices. Discuss a real-world example of how this law has influenced businesses or individual users. Conclude with your insights on the ongoing challenges and implications for the future of digital rights and responsibilities. Outcome- Critical Analysis: They develop the ability to critically evaluate situations, identifying key factors and relationships within a complex context. 	Case Study	BL4-Analyze	4

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	16
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Athique, A. (2013). Digital media and society: An introduction. John Wiley & Sons. 2. Buckingham, D. (2007). Youth, identity, and digital media (p. 216). The MIT Press. 3. "Understanding Digital Media: An Introduction to Theory and Practice" by Richard R. Cole 4. "Digital Media and Society: An Introduction" by Adrian Athique 5. "Digital Media Ethics" by Charles Ess 6. "The Digital Media Handbook" edited by Andrew Dewdney and Peter Ride 7. "Digital Media: Concepts and Applications" by T.J. Thiruvengada 8. "Digital Society and Development: In the Age of Information" by Anita Gurusurthy and Arpita Joshi
Articles	
References Books	1. Dewdney, A., & Ride, P. (2006). The Digital Media Handbook. Routledge. 2. Feldman, T. (2003). An introduction to digital media. Routledge. 3. Digital Media and Society: A Critical Perspective" by Arthur Asa Berger 4. "Digital India: Reflections and Practice" by Kavita Philip
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	2	-	-	-	1	1	-	-	-	-	-	-	-
CO3	-	-	-	2	-	-	-	-	2	-	-	-	1	-	-
CO4	-	2	-	-	2	-	-	-	-	-	1	-	-	-	-
CO5	-	-	-	-	-	-	2	2	2	-	-	-	-	-	2
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Traditional media and communication
Course Code	DSCJMC503

Part A

Year	3rd	Semester	5th	Credits	L	T	P	C
					4	0	0	4
Course Type	Theory only							
Course Category	Discipline Core							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Student will be able to recall the historical background of traditional media and Folk media. Also, able to define the different types of folk media (BL1-Remember)</p> <p>CO2- Student will be able to describe the importance of folk media and role of traditional media to communicate with mass. They will also be able to explain that how traditional media is differ from other media.(BL2-Understand)</p> <p>CO3- Students will be able to apply the knowledge of traditional media to communicate the message to mass in contemporary world and used the traditional media as a campaign tool. (BL3-Apply)</p> <p>CO4- Students will able to simplify the perspective of folk media in the terms of communication and spreading awareness in urban areas.(BL4-Analyze)</p> <p>CO5- Students will able to compare the form of traditional media and Folk media. (BL4-Analyze)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG5(Gender equality) SDG10(Reduced inequalities) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Traditional Folk Media (TFM) - Concept and Forms	<p>1.1 Traditional Folk Media – meaning, characteristics, its difference from Mass Media</p> <p>1.2 Different forms of Folk Media: Tamasha, Pawada, Keertana, Yakshagana, Nautanki, Jatra, Bhavai, Ramlila and Raslila,</p> <p>1.3 Puppetry: forms in different states- Orissa, Karnataka, Tamil Nadu, Rajasthan and West Bengal.</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T4 Simulations and Role-Playing	9
Unit – 2: Traditional Media	<p>2.1 Folk media vs electronic media</p> <p>2.2 Limitations of mass media and advantages of folk media</p> <p>2.3 Role of traditional folk media in communicating modern themes</p> <p>2.4 Role of traditional folk media in social change.</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	10
Unit – 3 Folk media as promotional tool	<p>3.1 Integrated use of Folk Media and Mass Media</p> <p>3.2 Song and Drama Division</p> <p>3.3 UNESCO's efforts in the promotion of intercultural communication</p> <p>3.4 Folk categories based on flexibility</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules	8
Unit – 4: Strengthening of folk media	<p>4.1 Integrating the message with the medium, Integrated use of Folk Media and Mass Media</p> <p>4.2 Preservation & Strengthening of folk media- means and ways</p> <p>4.3 Role of government agencies in Strengthening of folk media</p> <p>4.4 Challenges and threats to folk media</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T7 Problem-Based Learning (PBL)	10
Unit-5: Traditional folk Media and Social Development	<p>5.1 Role of TFM in social change</p> <p>5.2 Challenges and threats to folk media,</p> <p>5.3 Strengthening folk media- means and ways,</p>	T1 Problem-Based Learning (PBL) T8 Discussion Forums and Debates T10 Research Projects and Independent Studies	8

5.4 Scope of using TFM in Sikkim

5.5 Folk media in Northeast India - eight sister states

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>presentation</p> <ul style="list-style-type: none"> • presentation on Traditional Folk Media (TFM), begin by defining TFM and its significance in cultural expression and community engagement. Explore various forms, such as storytelling, folk songs, dance, and puppetry, highlighting their roles in preserving heritage. Conclude by discussing the relevance of TFM in today's digital age and its impact on modern communication. • Outcome- Public Speaking: They develop confidence and improve their ability to speak clearly and effectively in front of an audience. 	Experiments	BL2-Understand	2
Unit- 2	<p>Make a video</p> <ul style="list-style-type: none"> • For your video-making assignment on Traditional Media, create a short documentary that explores a specific form of traditional media (e.g., folk music, theater, or oral storytelling). Highlight its cultural significance, key elements, and how it has evolved over time. Use interviews, visuals, and historical context to enrich your narrative and engage your audience. • Outcome- Creative Expression: They enhance their ability to convey ideas and stories visually, fostering creativity and innovation. 	Role Play	BL6-Create	6
Unit- 3	<p>Case Study</p> <ul style="list-style-type: none"> • For your case study assignment on UNESCO's efforts in promoting intercultural communication, analyze specific initiatives like the Universal Declaration on Cultural Diversity and the UNESCO Associated Schools Network. Discuss their impact on fostering understanding and cooperation among diverse cultures. Conclude with your insights on the significance of these efforts in today's globalized world. • Outcome- Critical Thinking: They practice evaluating different 	Case Study	BL4-Analyze	4

	perspectives and proposing well-founded solutions to real-world problems.			
Unit- 4	<p>Survey</p> <ul style="list-style-type: none"> For your survey assignment on the challenges and threats to folk media, identify and analyze key issues such as globalization, technological advancement, and cultural homogenization. Gather data through interviews or questionnaires with practitioners and audiences to understand their perspectives. Conclude with insights on how these challenges impact the preservation and evolution of folk media traditions. Outcome- Practical Application: Students gain hands-on experience that reinforces theoretical concepts learned in class, bridging the gap between theory and practice. 	Simulation	BL5-Evaluate	3
Unit- 5	<p>Analyse</p> <ul style="list-style-type: none"> the role of traditional folk media in social change, analyze how forms such as storytelling, music, and dance have influenced community values and behaviors. Provide examples of specific folk media initiatives that have led to positive social change, such as raising awareness on health or education. Conclude by discussing the ongoing relevance of folk media in addressing contemporary social issues. Outcome- Problem-Solving: Analyzing complex situations helps students practice breaking down problems into manageable parts and finding effective solutions. 	Field work	BL3-Apply	6

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	16
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Approvo, J. Theophilus, Folklore for Change, Theological Seminary, Madurai, 1986 2. Atton, Chris (2002) Alternative Media; Sage, London 3. Chantler, Paul & Stewart, Peter (2007) Community Radio- Basic Radio Journalism; Focal Press, Oxford 4. Raganath, H.K., Not a Thing of the Past: Functional and Cultural Status of Traditional Media in India, UNESCO, Paris. 5. "Indian Folk Theatres" by Janak Pandey 6. "Folk Media and Communication" by M.N. Panini 7. "Folklore and Mass Media: Mediated Folklore" edited by Sadhana Naithani 8. "Traditional Media and Community Development" by M.P. Sivagnanamb 9. "Traditional Media in India: Reporting Conflict, Communication and Community" by Ravi S. Iyer
Articles	
References Books	1. Gargi, Balwant: Folk Theatre in India, Rupa and Co., Bombay, 1991. 2. Lee, Eric, How Internet Radio Can Change the World 3. Malik, Madhu, Traditional Forms of Communication and the Mass Media in India 4. Mukhopadhyay Durgadas, Lesser Known Forms of Performing Arts in India, Sterling, New Delhi, 1978 5. Parmar, S., Folk Music and Mass Media, Communication Publications, 1977. 6. Parmer, Shyam. Traditional Folk Media in India. New Delhi: Geka Books. 7. Sitaram, KS. Culture and Communication, Associate Printers, Mysore
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	2	-	-	-	-	1	-	-	-	-	1	-	-	-
CO3	-	-	-	2	-	-	-	2	-	-	-	1	-	-	-
CO4	1	-	-	-	-	-	-	-	1	-	-	-	-	-	1
CO5	-	-	2	-	-	-	-	2	-	-	-	-	-	-	2
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Fundamental of Social Sciences: Indian Polity
Course Code	DSEJMC501

Part A

Year	3rd	Semester	5th	Credits	L	T	P	C
					4	0	0	4
Course Type	Theory only							
Course Category	Skill Enhancement Courses							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will comprehend the need of new trends and emerging technologies in media industry.(BL2-Understand)</p> <p>CO2- Students will acquire the knowledge of how new technologies can be implemented to make the work smooth.(BL3-Apply)</p> <p>CO3- Students will be able to examine traditional and digital audience patterns and their analytics.(BL4-Analyze)</p> <p>CO4- Students will be able to critically assess various web-based tools and their application for media industry.(BL5-Evaluate)</p> <p>CO5- Students will acquaint themselves with the skills of generating new ideas for increasing the efficiency of media.(BL6-Create)</p>							
Courses Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG5(Gender equality) SDG10(Reduced inequalities) SDG11(Sustainable cities and economies) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Concepts in Politics	<p>1.1 Defining the Politics: Theorizing the 'Political', Why Politics, Role and Importance of Politics</p> <p>1.2 Key Concepts in Politics: Freedom, Equality, Justice, Civil Rights, Capitalism, Imperialism, Nationalism, Fascism, Secularism, Federalism etc</p> <p>1.3 Political Theories: Liberal, Marxist, Anarchist, Conservatives, Feminist and Post-Modern</p> <p>1.4 Democracy: Definition, Evolution, Elements, Types, Strengths and Weaknesses</p>	T1: PPT Presentation, case-based Assignment T2: Group Projects and Collaborations T3: Guest Lectures from Industry Experts T4: Simulations and Role-Play	10
Unit – 2: Indian Union and the Judiciary	<p>2.1 Idea of India: A Nation in Making, Progressive Nationalism, Democracy, Diversity, Pluralism, Tolerance, Secularism</p> <p>2.2 Constitutionalism: Rule of Law, Civil Liberties, Minority Rights</p> <p>2.3 Institutional Setting of Indian Politics: The State, Constitution, Parliament, Federal Setup, Supreme Court, Election Commission, Local Governance and Party System</p> <p>2.4 Politics of Social Cleavages and Identity: Caste, Class, Gender, Religion, Minorities and Politics</p>	T1: PPT Presentation, case-based Assignment T2: Group Projects and Collaborations T3: Guest Lectures from Industry Experts	10
Unit – 3 Ideology and Indian Politics	<p>3.1 Political Process: Political Parties (National & Regional), Political Leadership, Political Mobilization and Political Culture</p> <p>3.2 Ideology and Indian Politics: Socialism, Nationalism, Marxism, Cultural (Hindu) Nationalism, Secularism, Social Justice</p> <p>3.3 Populism: Centrist, Centre Right, Far Right, Centre Left, Left, Far Left</p> <p>3.4 Social and Political Movements and Indian Politics: Social Movements, Farmers' Movement, Women's Movement, Student-Youth Movement, Trade Union Movement, NGOs and Civil Society</p>	T1: PPT Presentation, case-based Assignment T2: Group Projects and Collaborations T5: Multimedia Presentations and Use of Technology T6: E-learning and Online Modules	10

Unit- 4 Different Phases of Indian Politics	<p>4.1 Indian Politics: Different Phases of Indian Politics- Congress System, Decline of Congress, Emergence of Identity Politics- BJP and Janata Pariwar, BSP and Rise and Decline of Left Politics</p> <p>4.2 What is ailing the Indian Politics: Corruption, Money-Muscle Power, Criminalization of Politics, Opportunism, Accountability-Transparency & Internal Democracy Problem, Dynasty & Family Politics, Crisis of Legitimacy</p> <p>4.3 Issues of Political Reforms: Electoral Reforms, Reform in Party System, Democratic & Systemic Reforms</p> <p>4.4 Understanding the Election: Political Parties, Issues, Campaigning, Manifesto, Candidates, Role of Caste-Religion-Region-Money-Muscle, Polling and Counting, Data of Earlier Elections, Role and Impact of Media</p>	T1: PPT Presentation, case-based Assignment T2: Group Projects and Collaborations T5: Multimedia Presentations and Use of Technology T6: E-learning and Online Modules T7: Problem-Based Learning (PBL)	8
Unit-5 Emergency Provisions	<p>5.1 National emergency- Article 352</p> <p>5.2 President's rule or State emergency- Article 356</p> <p>5.3 Financial emergency- Article 360</p> <p>5.4 44th amendment act</p> <p>5.5 Effects and implications of emergency</p> <p>5.6 Role of President in emergency time</p> <p>5.7 The State of FR, Lok sabha, and Rajya sabha</p> <p>5.8 Revoking emergency</p>	T5: Multimedia Presentations and Use of Technology T6: E-learning and Online Modules T7: Problem-Based Learning (PBL) T8: Discussion Forums and Debates T9: Internships and Practical Training	7

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit-1	<p>Writing news</p> <ul style="list-style-type: none"> assignment on writing news, choose a current event and compose a 300-word news article that includes the who, what, when, where, and why. Focus on presenting the information clearly and objectively, using an inverted pyramid structure to highlight the most important details first. Conclude with a brief analysis of the significance of the event and its potential impact on the community or society. Outcome- Objective Reporting: They practice writing objectively, balancing facts with unbiased presentation to maintain journalistic integrity. 	Role Play	BL3-Apply	2
Unit- 2	<p>presentation</p> <ul style="list-style-type: none"> presentation on the development of film journalism in India, trace its evolution from early print media to the rise of digital platforms. Highlight key milestones, influential publications, and prominent journalists who shaped the industry. Conclude with insights on the current landscape of film journalism and its impact on cinema culture in India. 	Experiments	BL2-Understand	2
Unit- 3	<p>writing aspects of film journalism</p> <ul style="list-style-type: none"> writing aspects of film journalism, analyze key elements such as film reviews, interviews, and industry news coverage. Discuss the importance of style, tone, and critical analysis in engaging audiences and conveying information effectively. Conclude by reflecting on how these writing aspects contribute to the overall understanding and appreciation of cinema. Outcome- Writing Style and Voice: Students learn to adapt their writing style and tone to suit different types of content, such as reviews, interviews, and features, fostering versatility in their writing. 	Field work	BL6-Create	8

Unit- 4	<p>script writing for film</p> <ul style="list-style-type: none"> develop a 10-page screenplay that includes a clear plot structure, character arcs, and engaging dialogue. Focus on crafting a compelling opening scene that captures the audience's attention and sets the tone for the story. Conclude with a brief analysis of how your script aligns with traditional film conventions and its potential impact on viewers. Outcome- Dialogue Crafting: Students learn to write authentic and impactful dialogue that reveals character traits and advances the story. 	Simulation	BL6-Create	5
Unit- 5	<p>case study assignment</p> <ul style="list-style-type: none"> Film Censor Board, analyze its role and responsibilities in regulating film content in your country. Examine key policies, controversies, and notable films that have faced censorship, highlighting the impact on filmmakers and audiences. Conclude with insights on the balance between artistic freedom and societal values in film censorship. Outcome- Critical Thinking: Students develop the ability to analyze the implications of censorship, considering the balance between artistic expression and societal norms. 	Case Study	BL4-Analyze	4

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	16
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Austin, Granville, Working a Democratic Constitution: The Indian Experience, Oxford University Press, New Delhi, 1999 2. Basu, D.D., An Introduction to the Constitution of India, Prentice Hall, New Delhi (Latest Edition) 3. Bakshi, P.M., Constitution of India, Universal Law Publishing House, New Delhi, 1999. 4. "Indian Polity" by M. Laxmikanth 5. "Introduction to the Constitution of India" by D.D. Basu 6. "Indian Polity: Governance and Politics in India" by Bidyut Chakrabarty 7. "Indian Polity for Civil Services Examinations" by Laxmikanth
Articles	
References Books	1. Frankel, Francine; Hasan, Joya and others (ed.) Transforming India, Oxford University Press, New Delhi, 2000 2. Gajendragadkar, Preamble of Indian Constitution Gupta, D. C., Indian Government and Politics, Vikas publishing House, New Delhi, 1975. 3. Jha, S. N., Indian Political System,: Historical Developments, Ganga Kaveri Publishing House, Varanasi, 2005 4. Narang, A.S., Indian Government and Politics, Geetanjali Publishing House, New Delhi 5. Sharma, B. K. Introduction to the Constitution of India, Prentice Hall of India, New Delhi, 2002
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-
CO2	-	2	-	-	-	-	1	-	-	-	-	-	-	-	-
CO3	-	-	2	-	-	-	-	2	-	-	-	1	1	-	-
CO4	-	-	-	-	1	-	-	-	-	1	-	-	-	-	-
CO5	1	-	-	-	-	-	1	1	-	-	-	-	-	-	2
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	New Trends in Media Industry
Course Code	DSEJMC502

Part A

Year	3rd	Semester	5th	Credits	L	T	P	C
					4	0	0	4
Course Type	Theory only							
Course Category	Skill Enhancement Courses							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will comprehend the need of new trends and emerging technologies in media industry.(BL2-Understand)</p> <p>CO2- Students will acquire the knowledge of how new technologies can be implemented to make the work smooth.(BL3-Apply)</p> <p>CO3- Students will be able to examine traditional and digital audience patterns and their analytics.(BL4-Analyze)</p> <p>CO4- Students will be able to critically assess various web based tools and their application for media industry.(BL5-Evaluate)</p> <p>CO5- Students will acquaint themselves with the skills of generating new ideas for increasing the efficiency of media.(BL6-Create)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG5(Gender equality) SDG10(Reduced inequalities) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit-1 Introduction to Media Systems and Industry Structures	1.1 Media systems: definition, scope and functions 1.2 Historical evolution of media industries 1.3 Types of media structures (commercial, public, state sponsored) 1.4 Key concepts and theoretical frameworks 1.5 Functions and roles of media in society 1.6 Evolution of media technologies and communication networks 1.7 Comparative analysis of media systems models: liberal, democratic, authoritarian	T1: PPT Presentation, case-based Assignment T2: Group Projects and Collaborations T5: Multimedia Presentations and Use of Technology T6: E-learning and Online Modules	10
Unit-2 New Tools for Journalism	2.1 Web publishing – tools and applications, Blogs and vlogs – emerging online tools; 2.2 Ethical issues in blogging and other internet writings, Newseum, 2.3 Concepts of web-based TV and radio transmission, 2.4 Internet research; Online research tools	T1: PPT Presentation, case-based Assignment T2: Group Projects and Collaborations T5: Multimedia Presentations and Use of Technology T6: E-learning and Online Modules	8
Unit – 3: Understanding Audiences:	3.1 Difference between Public, Crowd, Group, Mass & Audience; Characteristics of Audiences, Types of Audiences, Passive, Active and Participatory Audience, 3.2 Audience Conception Tradition: Structural, Behavioural and Cultural, Audience Autonomy-free or controlled content creators, 3.3 Basics of Digital Audiences; Search Engine Strategies for Digital Audience Acquisition; Social Media Campaigns and Engagement, 3.4 Digital Audience Research and Behaviour; Digital Audience Analytics; Digital Audience Management; Manipulating Digital Media Audience	T1: PPT Presentation, case-based Assignment T2: Group Projects and Collaborations T5: Multimedia Presentations and Use of Technology T6: E-learning and Online Modules	10

Unit – 4 Artificial Intelligence	<p>4.1 Scope of Artificial Intelligence: Definition, goals and applications; Different types of AI-based systems; AI tools,</p> <p>4.2 Applications of AI in media and other fields: AI in Controlling Bias - AI in Social-Media - AI in Automated Journalism; AI automation/augmentation of production, distribution and consumption of news Journalism,</p> <p>4.3 AI & Society: Ethical challenges accompanying AI automation/augmentation,</p> <p>4.4 Implications of AI for media consumers; Implications of AI for future media producers; Algorithm for Online Shopping; AI for marketing analytics, The Future of Artificial Intelligence</p>	<p>T1: PPT Presentation, case-based Assignment T2: Group Projects and Collaborations T5: Multimedia Presentations and Use of Technology T6: E-learning and Online Modules</p>	10
Unit – 5: Online Editing	<p>5.1 Developing and editing contents and stories on internet,</p> <p>5.2 File transfer protocols and uploading images and text, Creating graphics and animation,</p> <p>5.3 Editing software for various media,</p> <p>5.4 Displaying images in web pages, inserting images, supporting file formats, JPEG, TIFF, PNG, GIF</p>	<p>T 5: Multimedia Presentations and Use of Technology T6: E-learning and Online Modules T7: Problem-Based Learning (PBL) T8: Discussion Forums and Debates T9: Internships and Practical Training</p>	7

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit-1	<p>Writing news</p> <ul style="list-style-type: none"> assignment on writing news, choose a current event and compose a 300-word news article that includes the who, what, when, where, and why. Focus on presenting the information clearly and objectively, using an inverted pyramid structure to highlight the most important details first. Conclude with a brief analysis of the significance of the event and its potential impact on the community or society. Outcome- Objective Reporting: They practice writing objectively, balancing facts with unbiased presentation to maintain journalistic integrity. 	Role Play	BL3-Apply	2
Unit- 2	<p>Create a Blog or Vlog</p> <ul style="list-style-type: none"> create a written blog post and a corresponding video blog (vlog) on a topic of your choice. Focus on engaging your audience through clear messaging, storytelling, and visual elements in the vlog. Conclude with a reflection on the differences in audience engagement and content delivery between the two formats. Outcome- Digital Literacy: Students become proficient in using digital tools and platforms, enhancing their technical skills in editing, publishing, and promoting their work online. 	Role Play	BL6-Create	5
Unit- 3	<p>Research</p> <ul style="list-style-type: none"> assignment on Digital Audience Research, conduct a study to analyze the demographics, preferences, and behaviors of a specific online audience related to a chosen platform or content type. Utilize tools like surveys, analytics, and social media insights to gather data and draw conclusions. Conclude with recommendations for content creators on how to effectively engage this audience based on your findings. 	Research Paper Presentation	BL5-Evaluate	3

	<ul style="list-style-type: none"> • Outcome- Target Audience Identification: Students learn to identify and segment audiences, understanding how different demographics impact engagement and content consumption. 			
Unit- 4	<p>Scope of Artificial Intelligence</p> <ul style="list-style-type: none"> • explore various applications of AI across industries such as healthcare, finance, and transportation, highlighting its transformative potential. Discuss the ethical implications and challenges associated with AI implementation, including bias and privacy concerns. Conclude with predictions on future developments in AI and their potential impact on society. • Outcome- Interdisciplinary Understanding: They gain insights into how AI intersects with various fields, such as computer science, healthcare, finance, and ethics, broadening their knowledge base. 	Simulation	BL3-Apply	4
Unit- 5	<p>Online Editing</p> <ul style="list-style-type: none"> • select a piece of content (e.g., an article, blog post, or video script) and edit it for clarity, grammar, and style, ensuring it aligns with the target audience. Use editing tools and resources to enhance the content's readability and engagement. Conclude with a reflection on the importance of editing in maintaining quality and credibility in digital content. • Outcome- Digital Literacy: Navigating online editing tools and platforms helps students become more proficient in digital skills, which are essential in today's academic and professional environments. 	Virtual Labs	BL6-Create	5

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	16
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Sreberny, A. 1997. Media in global context: A reader. London: Arnold 2. Seargent, P. and Tagg, C. 2014. The Language of Social Media: Identity and Community on the Internet. New York: Palgrave Macmillan 3. "Emerging Trends in Indian Media and Communication" by Hemant Joshi 4. "Media and Communication Trends: A Perspective" by R. K. Singh 5. "Media Metamorphosis: How Digital Media is Changing Society" by Srinivasan V. 6. "Digital Media in India: Challenges and Opportunities" by Kalyani Chadha 7. "Media Innovations: A Comparative Perspective" by Rajesh Kumar 8. "Artificial Intelligence: A Modern Approach" by Stuart Russell and Peter Norvig 9. "Artificial Intelligence: A Guide for Thinking Humans" by Melanie Mitchell 10. "Data Journalism Handbook" edited by Jonathan Gray, Liliana Bounegru, and Lucy Chambers
Articles	
References Books	1. "Media 2020: What Next?" edited by Vikram Jaisinghani 2. "Artificial Intelligence: A Very Short Introduction" by Margaret A. Boden 3. "Life 3.0: Being Human in the Age of Artificial Intelligence" by Max Tegmark 4. "The Elements of Journalism: What Newspeople Should Know and the Public Should Expect" by Bill Kovach and Tom Rosenstiel
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	-	-	-	-	-	1	-	-	-	-	-
CO2	-	-	-	2	-	-	1	1	-	-	-	-	1	-	-
CO3	-	1	-	-	2	-	-	-	-	-	-	-	-	-	1
CO4	1	-	-	-	-	-	-	1	-	-	-	-	2	-	-
CO5	-	-	2	-	-	-	1	-	-	-	-	1	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Script Writing
Course Code	GEJMC501

Part A

Year	3rd	Semester	5th	Credits	L	T	P	C
					4	0	0	4
Course Type	Theory only							
Course Category	Discipline Core							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to discuss the types of script writing for print, TV and film. Also, able to explain how to write synopsis. (BL2-Understand)</p> <p>CO2- Student will be able to use their knowledge to write script for print and screen with proper format. (BL3-Apply)</p> <p>CO3- Students will be able to classified script and able to simplify the concept of script writing, their tools and techniques (BL4-Analyze)</p> <p>CO4- Student will be able to determine the techniques and process of script writing for print, TV, film and film review. (BL5-Evaluate)</p> <p>CO5- Student will be able to write and create script for all mediums of communication which will be generated the new perspective to write slogan for advertisement. They will also able to create characters (BL6-Create)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Introduction to Script Writing	1.1 Script Writing: Basics, Element, Process 1.2. types of Scriptwriting, character 1.3. Scripts writing format for print Media 1.4. Writing for Readers 1.5. Creating a cast of characters	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	8
Unit – 2: Basics of script Writing.	2.1. Professional Vs Freelance Script writer 2.2. Hypothesis, mood of Script writing, style 2.3. Basics of script formatting, 2.4. Steps for screen writing 2.5. Timeline in script, Shots writing, storytelling, dialogue writing	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules	8
Unit – 3 Script Writing for TV.	3.1. Script writing for film and documentary, process 3.2. Film analysis, television show or feature 3.3. Script writing Vs Screen writing, 3.4. Scripting format for TV news, TV channels, Radio, Advertisement 3.5. Creative writing: feature, column, slogan, Punch line, novel	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T4 Simulations and Role-Playing	9
Unit – 4: Script Writing Form	4.1. Writing the synopsis 4.2. Character is story/story is character, Character on a journey 4.3. Developing the story 4.4. Writing dramatic scenes 4.5. Rules and ethics of Scriptwriting	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules	10
Unit-5 The Business of script writing	<i>Pitch your script</i> <i>5.1 Preparing a pitch</i> <i>5.2 Pitch meetings and presentations</i> <i>5.3 Creating a pitch deck</i>	T4 Simulations and Role-Playing T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T8 Discussion Forums and Debates	10

Navigating the industry

5.4 understanding the role of agents and managers

5.5 Networking and building industry connections

Selling and optioning scripts

5.6. Legal aspects of selling a script

5.7.Negotiating contracts

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Writing for Readers</p> <ul style="list-style-type: none"> choose a specific audience (e.g., children, professionals, or a general public) and create a piece tailored to their interests and needs. Focus on clarity, tone, and structure to effectively convey your message and engage the reader. Conclude with a reflection on how understanding your audience influences your writing style and content choices. Outcome- Critical Thinking: They enhance their analytical skills by considering how different writing choices impact reader engagement and understanding. 	Role Play	BL5-Evaluate	4
Unit- 2	<p>storytelling assignment</p> <ul style="list-style-type: none"> create an original short story that conveys a central theme or message. Focus on character development, setting, and plot structure to engage your audience effectively. Conclude with a brief reflection on how your storytelling choices enhance the overall impact of your narrative. Outcome- Effective Communication: Storytelling helps improve their verbal and written communication skills, teaching them to convey messages clearly and engagingly. 	Seminar	BL4-Analyze	8

Unit- 3	<p>script writing assignment for TV</p> <ul style="list-style-type: none"> For your script writing assignment for TV, create a 5-7 minute script for a scene in a fictional show, focusing on character development, dialogue, and plot progression. Ensure your script includes clear stage directions and formatting to meet industry standards. Conclude with a brief reflection on how your choices contribute to the overall tone and theme of the show. Outcome- Narrative Structure: They develop an understanding of how to construct a compelling story arc, including exposition, conflict, climax, and resolution. 	Field work	BL6-Create	5
Unit- 4	<p>writing dramatic scenes</p> <ul style="list-style-type: none"> create a 2-3 page scene that emphasizes conflict and emotional stakes between characters. Focus on using vivid dialogue, body language, and setting to enhance the tension and atmosphere. Conclude with a brief analysis of how the elements you employed contribute to the scene's overall impact. Outcome- Conflict Development: They gain insight into constructing compelling conflicts that drive the narrative and engage the audience emotionally. 	Simulation	BL5-Evaluate	5
Unit- 5	<p>The Business of Script Writing Research</p> <ul style="list-style-type: none"> research and analyze the key elements involved in the scriptwriting industry, including copyright, representation, and market trends. Discuss the roles of agents, producers, and networks in the script development process. Conclude with insights on how emerging platforms and technologies are shaping the future of scriptwriting. Outcome- Market Trends: Students become familiar with current trends in storytelling, audience preferences, and how these factors influence script development. 	Research Paper Presentation	BL4-Analyze	4

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	16
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Bates, A.W. (1983) 'Adult Learning from Television: The Open University Experience' in Howe, M. (ed) Learning from Television, London, Academic Press. 2. Berger, A .A. (1 982) Media analysis techniques, California: Sage. Berger, A.S. (1990) Scripts: Writing for Radio and television, Newbury Park: Sage. 3. "Screenplay: The Foundations of Screenwriting" by Syd Field 4. "Story: Substance, Structure, Style and the Principles of Screenwriting" by Robert McKee 5. "Writing Screenplays That Sell" by Michael Hauge 6. "The Writer's Journey: Mythic Structure for Writers" by Christopher Vogler 7. "Screenwriting: A Practical Handbook" by Rajan Khosa and Prashant Pandey
Articles	
References Books	1. Bretz, Rudy (1 962) Techniques of Television Production, 2nd edition. McGraw-Hill Book Company, New York. 2. "Bollywood: A Guidebook to Popular Hindi Cinema" by Tejaswini Ganti 3. "Writing for the Screen: Creative and Critical Approaches" edited by Craig Batty and Zara Waldeback 4. "The Screenwriter's Bible: A Complete Guide to Writing, Formatting, and Selling Your Script" by David Trottier
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	1	-	-	-	1	-	-	-	-	-	-	-
CO2	-	-	2	-	-	-	1	2	-	-	-	-	1	-	-
CO3	-	2	-	-	2	-	-	-	1	-	-	-	-	-	2
CO4	-	3	-	-	-	-	-	1	-	-	-	1	-	-	-
CO5	1	-	-	1	-	-	-	-	-	1	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Film Journalism
Course Code	GEJMC502

Part A

Year	3rd	Semester	5th	Credits	L	T	P	C
					4	0	0	4
Course Type	Theory only							
Course Category	Discipline Core							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to Identify various styles and Genres of Film. (BL1-Remember)</p> <p>CO2- Student will be able to Demonstrate clearly understand of Film and its Business. (BL2-Understand)</p> <p>CO3- Students will be able to c Ability to analysis Films and Comments as a Critics. (BL4-Analyze)</p> <p>CO4- Student will be able Able to like on Films in Feature, Article and Review Formats. (BL3-Apply)</p> <p>CO5- Student will be able to Understanding the working of various Film Institutions and to use them strategically. Classified script and able to simplify the concept of script writing, their tools and techniques. (BL5-Evaluate)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG5(Gender equality) SDG10(Reduced inequalities) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Basics of News	<p>1.1 Meaning, Definitions and Nature of News, what is News? How to decide News? Various Perspectives, Various Mediums, Presentation, Newsworthiness.</p> <p>1.2 Elements of News - Timeliness, Proximity, Size, Importance and Personal Benefit, Prominence, Conflict, Consequence, Human Interest, Oddity.</p> <p>1.3 Types of News – Hard News and Soft News, Straight News, Descriptive News, News Vs Information.</p> <p>1.4 Writing a News - Inverted Pyramid Concept, Advantages of Inverted Pyramid, 5W's + 1H Formula, Writing Lead/Headline.</p> <p>1.5 Sources of News - External/ Identified/ Known/ Scheduled sources, Internal/ Confidential/ Personal Sources, Credibility & Protection of Source, Press</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules	10
Unit – 2: Introduction of Film Journalism	<p>2.1 History of Film Journalism</p> <p>2.2 Development of Film Journalism in India.</p> <p>2.3 Major/ Prominent Critics</p> <p>2.4 Relationship between Cinema and Society; Portrayal of Society in Cinema.</p> <p>2.5 Various forms of Cinema Fiction and Non-Fiction</p>	T4 Simulations and Role-Playing T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T8 Discussion Forums and Debates	10
Unit – 3 Writing Aspects of Film Journalism - I L T P	<p>3.1 Principles of News Writing - News Writing for Film and different aspects.</p> <p>3.2 Curtain Raiser</p> <p>3.3 Feature writing for Film, Article writing, Key factors of Feature Writing</p> <p>3.4 Feature for Television, News Paper, and Magazine</p> <p>3.5 Interview for a Film</p>	T4 Simulations and Role-Playing T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T8 Discussion Forums and Debates	10
Unit – 4: Writing Aspects of Film Journalism	<p>4.1 Script writing for Film, Elements of Script writing.</p> <p>4.2 Script writing -Do's and Don'ts, Characteristics of Effective Script.</p>	T4 Simulations and Role-Playing T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T8 Discussion Forums and Debates	8

	<p>4.3 Dialogue Writing for Cinema – Language and Style</p> <p>4.4 Definition of Film Review, Principles and Characteristics of Review.</p> <p>4.5 Basic Elements of Film Review, Ethics of Film Critic towards Audience</p>		
<p>Unit 5: Institutions of Film: Film and Television Institute of India,</p>	<p>5.1 Films Division of India, Children Film Society, National Film Development Corporation, Satyajit Ray Film & Television Institute, National Film Archive of India, Film Censor Board, Directorate of Film, Film Certification Appellate Tribunal.</p> <p>5.2 Important Film Festivals and Awards</p> <p>5.3 Film Industry and Business</p> <p>5.4 Important Magazines of Films and Major Websites for Films</p> <p>5.5 New Trends in Film</p>	<p>T4 Simulations and Role-Playing T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T8 Discussion Forums and Debates</p>	7

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit-1	<p>Writing a News</p> <ul style="list-style-type: none"> • Activity: Write a News Article <ul style="list-style-type: none"> ◦ Students will choose a recent event and write a news story using the inverted pyramid structure, applying the 5W's + 1H formula, and crafting a suitable headline. ◦ Outcome: Develop practical skills in news writing and structuring. 	Experiments	BL3-Apply	2
Unit -2	<p>Activity: Case Study Presentation</p> <ul style="list-style-type: none"> • Each student will research a significant event or trend in Indian film journalism (such as the rise of Bollywood coverage or censorship) and present it to the class. • Outcome: Awareness of the specific context of film journalism in India. 	Case Study	BL4-Analyze	2
Unit-3	<p>Interview for a Film</p> <ul style="list-style-type: none"> • Activity: Conduct a Film Interview <ul style="list-style-type: none"> ◦ Students will interview a local filmmaker or actor, practicing interview techniques and writing the interview as a feature or news story. ◦ Outcome: Hands-on experience in conducting and reporting film-related interviews. 	Role Play	BL6-Create	2

Unit-4	<p>Dialogue Writing for Cinema</p> <ul style="list-style-type: none"> • Activity: Dialogue Writing Exercise <ul style="list-style-type: none"> ◦ Students will write a set of dialogues for a specific scene, focusing on language and style appropriate for the genre. ◦ Outcome: Learn the art of dialogue writing for different cinematic contexts. 	PBL	BL6-Create	2
Unit-5	<p>Activity: Participate in a Film Festival</p> <ul style="list-style-type: none"> • Students will either attend or simulate participation in a film festival, covering it through articles or video reports. • Outcome: Exposure to film festival culture and award processes. 	Industrial Visit	BL5-Evaluate	8

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	16
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Agrawal, V. B., & Gupta, V. S. (2001). Handbook of Journalism and mass Communication. 2. New Delhi: Concept Publishing Company. 3. ayapalanN.(2001) Journalism, Atlantic. 4. Flemming and Hemmingway(2005), An Introduction to Journalism, Vistaar Publications 5. Frost, C.(2001). Reporting for Journalists, London, Routledge. 6. Garrison, B.(2000). Advanced Reporting, LEA. 7. "The Film Critic's Guide to the Movies" by Chris Barsanti 8. "Indian Film Journalism: An Introduction" by Ajay Gehlawat 9. "Lights, Camera, Masala: Making Movies in Mumbai" by Sharmistha Gooptu
Articles	
References Books	1. Itule& Anderson (2002). News Writing and reporting for today's media, McGraw Hill Publication. 2. Trikha, N.K, Reporting, Bhoapl: Makhanlal Chaturvedi National University of Journalism and Communication. 3. सुभाषधूलया, आनंदप्रधान (2004); समाचारअवधारणाऔरलेखनप्रक्रया, भारतीयजनसंचारसंस्थान, नईदिल्ली 4. Shrivastava K.M (2003). News Reporting and Editing, Sterling Publishers, India. 5. Melvin Mencher (2010). News Reporting and Writing, McGraw-Hill Education, United States. Saxena Sunil
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	2	-	1	-	1	-	-	-	-	-	-	-	-
CO3	-	2	-	-	-	-	-	1	1	-	-	1	-	-	-
CO4	1	-	-	1	-	-	-	-	-	1	-	-	-	-	-
CO5	-	2	-	-	1	-	-	-	-	-	-	1	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Project/Field Reporting
Course Code	IAPCJMC 501

Part A

Year	3rd	Semester	5th	Credits	L	T	P	C
					2	0	0	2
Course Type	Project							
Course Category	Projects and Internship							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Student Will be able to work in media industry according to their ability. They will learn how to cover any news, write news and finalize it. (BL1-Remember)</p> <p>CO2- Student will be able to do the survey of industry and after the collection of data, they will be able to finalize the report.(BL2-Understand)</p> <p>CO3- Students will be able to write a research proposal on any topic according to their interest.(BL3-Apply)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG9(Industry Innovation and Infrastructure)				

Part B

Modules	Contents	Pedagogy	Hours
Note: Select any one topic and prepare a report	<ol style="list-style-type: none"> 1. Internship in any reputed media organization as a reporter and prepare final report with appropriate process. 2. Visit to any local society to conduct a survey to find out the health issues of women and child, Prepare the report 3. Work with any adverting or PR agencies and prepare report 4. Conduct a survey to find out the transportation service in Gwalior and how to increase the transportation service and facilities. 5. Work with any resisted national NGO/Trust, who work for girl education and prepare a report. 6. Making a documentary on Drugs habits of youth 	Field Learning Assignments Project based Learning	10

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	0	0	0	0
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	
Articles	
References Books	
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Indian knowledge System-V A
Course Code	IKSJMC5A

Part A

Year	3rd	Semester	5th	Credits	L	T	P	C
					0	0	2	2
Course Type	Lab only							
Course Category	Indian Knowledge System (IKC)							
Pre-Requisite/s	N/A			Co-Requisite/s	N/A			
Course Outcomes & Bloom's Level	<p>CO1- Understand the core principles of the Indian Knowledge System and their relevance to contemporary contexts. (BL1-Remember)</p> <p>CO2- Demonstrate practical engagement with IKS through participation in university events and reflective analysis. (BL3-Apply)</p> <p>CO3- Integrate experiential learning and theoretical insights to present the modern applications of IKS effectively. (BL6-Create)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✗ Professional Ethics ✓ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG16(Peace Justice and strong institutions)				

Part B

Modules	Contents	Pedagogy	Hours
1	<p>In this course, students are expected to actively engage with the Indian Knowledge System (IKS) through practical and experiential learning. They will attend lectures to understand the core principles and applications of IKS in contemporary contexts.</p> <p>A key component of the course involves participating in university events that reflect IKS values, such as cultural festivals, academic seminars, workshops on traditional practices, or community service initiatives. After each event, students will submit detailed reports analyzing the event's relevance to IKS, reflecting on their personal learning, and connecting it with course concepts.</p> <p>Additionally, students will complete assignments, participate in quizzes, and deliver a final project presentation integrating their knowledge with experiential insights, fostering a well-rounded understanding of IKS and its modern relevance</p>	Assignment Based Learning	2

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	0	0	0	0

Part E

Books	
Articles	
References Books	
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	1	-	2	-	-	-	-	-	-	-	-	-	-	-
CO3	1	2	2	-	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Indian knowledge System-V B
Course Code	IKSJMC5B

Part A

Year	3rd	Semester	5th	Credits	L	T	P	C
					0	0	2	2
Course Type	Lab only							
Course Category	Indian Knowledge System (IKC)							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Understand the core principles of the Indian Knowledge System and their relevance to contemporary contexts. (BL1-Remember)</p> <p>CO2- Demonstrate practical engagement with IKS through participation in university events and reflective analysis. (BL2-Understand)</p> <p>CO3- Integrate experiential learning and theoretical insights to present the modern applications of IKS effectively. (BL3-Apply)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✓ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG5(Gender equality) SDG8(Decent work and economic growth) SDG10(Reduced inequalities) SDG11(Sustainable cities and economies) SDG15(Life on land) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit 1	<p>UNIT- I The idea of India and Bharat</p> <p>1.1. 'Jambudvipa'; 'Aryavrata'; 'Bharat'; India</p> <p>1.2. Early discourse on moral order- rta in Vedic traditions</p> <p>1.3. Debates in the Upanishads and the Shramanic traditions</p> <p>UNIT- I The idea of India and Bharat</p> <p>1.1. 'Jambudvipa'; 'Aryavrata'; 'Bharat'; India</p> <p>1.2. Early discourse on moral order- rta in Vedic traditions</p> <p>1.3. Debates in the Upanishads and the Shramanic traditions</p>		
Unit 2	<p>UNIT- II State, Society and Dharma</p> <p>2.1.Kingship and Society: Dharma, Neeti and Dan<;ia</p> <p>2.2.Rashtra, Sanskar and making of socio-cultural milieu</p>		
Unit 3	<p>UNIT- III The 'Purpose of Life' in Texts</p> <p>3.1.Right Conduct': Buddhist, Jaina and Shramanic Traditions</p> <p>3.2.Puru~artha Chatushtaya: Dharma, Artha, Kama and Mok~a</p> <p>3.3. Assimilation and Assertion: Ethical issues in Epics and Puranic traditions</p>		

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	<p>Interactive Mapping Exercise: Create a large map that depicts ancient geographical concepts like <i>Jambudvipa</i> and <i>Aryavrata</i>. Have students work in groups to place markers on locations that represent these terms, providing explanations based on the text and mythology. This could include creating a timeline to show how these terms evolved into the modern concept of India.</p> <p>Storytelling Circle: Divide students into small groups, with each group focusing on one term (<i>Jambudvipa</i>, <i>Aryavrata</i>, <i>Bharat</i>, <i>India</i>). Ask them to research and share historical stories, myths, and cultural connotations associated with each term. This will help them understand how these terms were not just geographical, but deeply linked to India's cultural identity.</p> <p>Role Play Debate: Have students engage in a role-play debate, assuming the roles of historical figures from various periods in Indian history (e.g., a Vedic scholar, a Gupta emperor, or a British colonial officer). The debate can revolve around the transition of India from being a land of <i>Jambudvipa</i> to the modern nation-state of India.</p>	PBL	BL3-Apply	8

Unit 2	<p>Experiential Activity: "Creating a Rashtra" Simulation</p> <p>Group Work: Design a kingdom's governance model considering Dharma, Neeti, Dan, and Sanskar.</p> <p>Presentation: Groups present their models and justify their choices.</p> <hr/> <p>Post-Class Integration</p> <p>Comparative Analysis: Students analyze a modern political system and compare it with ancient ideas.</p> <p>Discussion: Relevance of ancient ideas in modern governance.</p>	PBL	BL2-Understand	4
Unit 3	<p>Right Conduct' in Buddhist, Jaina, and Shramanic Traditions</p> <ul style="list-style-type: none"> • Activity: Case study analysis of key ethical teachings from texts (Dhammapada, Tattvartha Sutra, Shramanic teachings). • Outcome: Reflection on the application of 'Right Conduct' in modern life. <hr/> <p>Puruṣārtha Chatuṣṭaya (Dharma, Artha, Kāma, Mokṣa)</p> <ul style="list-style-type: none"> • Activity: Role play or debate on the importance of each of the four pursuits in life. • Outcome: Understanding how these pursuits balance a meaningful life. 	PBL	BL3-Apply	4

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8

Part E

Books	
Articles	
References Books	
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	1	1	-	1	-	1	-	-	1	-	-
CO2	-	2	2	2	-	-	1	-	2	-	2	-	2	-	-
CO3	3	-	3	-	2	-	2	2	-	2	-	3	-	2	-
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Sound Editing
Course Code	SECJMC501

Part A

Year	3rd	Semester	5th	Credits	L	T	P	C
					0	0	2	2
Course Type	Lab only							
Course Category	Specialization Elective Courses							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Student will be able to recall the terminology and types of sound editing, microphone and accessories for sound recording (BL1-Remember)</p> <p>CO2- Student will be able to explain the process of sound editing with the help of various tools and techniques and also able to explain how to record and finalise the recording in sound.(BL2-Understand)</p> <p>CO3- Student will be able to use their knowledge about how to record and edit sound with the help of various tools.(BL3-Apply)</p> <p>CO4- Student will be able to categories the various pattern of sound, location, track and editing software(BL4-Analyze)</p> <p>CO5- Student will be able to record and types of sound with help of tools and do the editing process on any software(BL5-Evaluate)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1:	<p>1.1 Basics of Sound production: Nature of acoustical waves;</p> <p>1.2 concepts of amplitude and frequency wavelength and harmonics.</p> <p>1.3 Psycho-acoustics: Nature of hearing and perception of Sound</p> <p>1.4 Hearing sensitivity, frequency, sound range, sound recordist's role.</p>	<p>T1: PPT Presentation, case-based Assignment T2: Group Projects and Collaborations T3: Guest Lectures from Industry Experts</p>	6
Unit – 2	<p>2.1 Microphone types-unidirectional, bidirectional, Omni directional cardioids-direction and pickup pattern</p> <p>2.2 portable recorders, noise, choosing the right mike, technique-sound</p> <p>Reproduction devices, input Devices.</p>	<p>T4: Simulations and Role-Playing T5: Multimedia Presentations and Use of Technology T6: E-learning and Online Modules T8: Discussion Forums and Debates</p>	6
Unit – 3	<p>3.1 Location sound recording: Separate Audio vs In Camera Audio, Leads and Adapters,</p> <p>3.2 Microphone Accessories, Lavalier /Tie Clip Placement, Boom Mic Placement, Recording</p> <p>3.3 Gigs & Amplified Performances, Wild track & Room tone, Syncing Audio. Basic setup of</p> <p>3.4 recording system-analog/digital cables, connectors, analogue to digital conversion</p>	<p>T5: Multimedia Presentations and Use of Technology T6: E-learning and Online Modules T7: Problem-Based Learning (PBL) T8: Discussion Forums and Debates</p>	6
Unit – 4:	<p>4.1 Sound for Film and Video: The sound track – its importance in AV medium, Different</p> <p>4.2 elements of a sound track, integration of sound to the film - Sync Sound: Dubbing -</p> <p>4.3 Achieving synchronized sound and picture with film. Sound editing fundamentals</p>	<p>T2: Group Projects and Collaborations T5: Multimedia Presentations and Use of Technology T6: E-learning and Online Modules T7: Problem-Based Learning (PBL)</p>	7

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8

Part E

Books	1. Handbook of Television Production – Herbert Zettl 2. Mike Collins, Pro Tools 9: Music Production, Recording, Editing and Mixing, Focal Press, 2017. 3. "Modern Recording Techniques" by David Miles Huber and Robert E. Runstein 4. "Television Production Handbook" by Herbert Zettl 5. "Sound Design: The Expressive Power of Music, Voice and Sound Effects in Cinema" by David Sonnenschein 6. "Practical Radio Production" by Peter Stewart 7. "Audio Production and Postproduction" by Woody Woodha 8. The Sound of Innovation: Stanford and the Computer Music Revolution" by Andrew J. Nelson
Articles	
References Books	1. Tomlinson Holman, Sound for Film and Television, Routledge, 2012. 2. Tomlinson Holman, Sound For Digital Video, Focal Press, 2005. 3. F.Alton Everest, Master Handbook of Acoustics, McGraw Hill, 2009. 4. David Miles Huber, Modern Recording Techniques, Focal Press, 2013. 5. Jenny Bartlett, Practical Recording Techniques, Focal Press, 2012. 6. Television Field production and reporting – Fred Shook 7. Writing and Producing Television news – Eric. K.Gormly 8. Television Production – Gerald Millerson
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-
CO2	-	1	-	-	-	-	1	1	-	-	-	-	1	-	-
CO3	-	2	2	-	1	-	-	-	-	2	-	-	-	-	2
CO4	-	-	-	2	-	-	-	-	2	-	-	-	-	1	-
CO5	1	-	-	-	-	-	1	-	-	-	1	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Media Analysis Techniques
Course Code	SECJMC502

Part A

Year	3rd	Semester	5th	Credits	L	T	P	C
					0	0	2	2
Course Type	Lab only							
Course Category	Specialization Elective Courses							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	CO1- Students will be able to recall the theory and terminology of media. (BL1-Remember) CO2- Students will be able to get clear and concise explanations of the basic perspective of qualitative media analysis (BL2-Understand) CO3- Students will be able to Apply different media analysis approaches to a variety of artefacts including oral, written, media and per formative texts (BL3-Apply)							
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Semiotic Analysis of media:	<p>1.1 Semiotics, Saussure and Peirce definitions, Signifier and Signified, sign, social aspects of semiotics</p> <p>1.2 Meanings are arbitrary, sign and meaning, meaning via relational differences,</p> <p>1.3 signs and advertising, meaningful differences signs in context,</p> <p>1.4 connotation and denotation, context, syntagmatic and paradigmatic analysis,</p> <p>1.5 synchronic and diachronic approach, criticisms on semiotic media analysis, Case study</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T4 Simulations and Role-Playing	6
Unit – 2: Sociological Analysis of media:	<p>2.1 Introduction to Emile Durkheim perspective of society.</p> <p>2.2 Society and nature of bureaucracy</p> <p>2.3 Social class, social stratification, culture, deviance, elites and ethnicity.</p> <p>2.4 Functionalism of media and society, life style, marginalization, mass society, post modernism, race, role, sex, socialization, status, stereotypes, values, uses and gratification,</p> <p>2.5 Case study</p>	T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T7 Problem-Based Learning (PBL) T8 Discussion Forums and Debates	6
Unit – 3 Marxian Analysis of media:	<p>3.1 Introduction to Marxian theory,</p> <p>3.2 materialism, Base and Superstructure, materialism, Base and Superstructure,</p> <p>3.3 False Consciousness and ideology, class conflict, Alienation, consumer society, Bourgeois Heroes,</p> <p>3.4 Hegemony and Limitations of Marxian analysis,</p> <p>3.5 Case study</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules	6
Unit – 4: Psychoanalytic approach to media analysis:	<p>4.1 Introduction to media analysis.</p> <p>4.2 Unconsciousness and Freudian concepts and theory, id, ego, superego, psychosexual</p>	T1 Problem-Based Learning (PBL) T8 Discussion Forums and Debates	7

	<p>Stage.</p> <p>4.3 Defence mechanisms, dreams, aggression</p> <p>and humour in media.</p> <p>4.4 Stereotypes and aggressive humour, limitations of Freudian approach, Neo-Freudian- Carl Jung,</p> <p>4.5 Case study</p>		
--	--	--	--

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit-1	<p>Assignment: Exploring Gender Concepts in Organizations</p> <p>Conduct a case study on a local organization to analyze its gender dynamics, focusing on the differences between sex and gender, the social construction of gender roles, and the impact of gender relations on workplace practices. Interview employees about their experiences and perceptions of gender issues, and assess the organization's policies regarding gender sensitivity. Conclude with recommendations for creating a more gender-sensitive environment.</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Understand the distinction between sex and gender and how social constructs influence behavior and roles within organizations. 2. Analyze the impact of gender relations on organizational practices and leadership. 3. Propose actionable strategies for fostering a gender-sensitive workplace culture. 	Role Play	BL3-Apply	2
Unit- 2	<p>Presentation</p> <ul style="list-style-type: none"> • Select a media text (film, advertisement, or social media campaign) and conduct a sociological analysis focusing on themes of class, race, gender, or identity. Research its cultural context and discuss its impact on audience perceptions of the relevant social issues. Present your findings in a written report or presentation, using specific examples to support your analysis. • Outcome- students will learn to critically evaluate how media representations shape and reflect social issues such as class, race, gender, and identity. 	Case Study	BL4-Analyze	4

Unit- 3	<p>Write a report</p> <ul style="list-style-type: none"> • Conduct a Marxian analysis of a chosen media text (film, advertisement, or news article) by examining how it reflects class struggle and capitalist ideology. Identify key elements that illustrate the power dynamics between social classes and the role of media in perpetuating or challenging these structures. Present your findings in a written report, supporting your analysis with specific examples and relevant Marxist concepts. • Outcome- Students learn to identify and analyze the representations of different social classes within media texts. By examining how wealth and power are portrayed, they gain insights into the ongoing class struggles that characterize capitalist societies. 	Field work	BL6-Create	5
Unit- 4	<p>Write a report</p> <ul style="list-style-type: none"> • Choose a media text (film, advertisement, or TV show) and apply a psychoanalytic approach to analyze its characters and themes. Explore how elements such as desire, repression, and symbolism contribute to the narrative and reflect unconscious motivations. Present your findings in a written report or presentation, supporting your analysis with specific examples from the text. • Outcome- Develop critical thinking skills by evaluating how psychological theories can inform our understanding of media and its impact on audience perceptions and behavior. 	Experiments	BL4-Analyze	4

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8

Part E

Books	1. Berger Asa, Media Analysis Techniques, Sage Publications. 2. Gillian Rose, Visual Methodologies, Sage Publications, London 2001. 3. "Media and Communication Research Methods: An Introduction to Qualitative and Quantitative Approaches" by Arthur Asa Berger 4. "Content Analysis: An Introduction to Its Methodology" by Klaus Krippendorff 5. "Qualitative Research Methods for Media Studies" edited by Bonnie S. Brennen 6. "Media Semiotics: An Introduction" by Jonathan Bignell 7. "Critical Media Analysis: An Introduction for Media Professionals" by Brian L. Ott and Robert L. Mack 8. "Focus Groups: A Practical Guide for Applied Research" by Richard A. Krueger and Mary Anne Casey
Articles	
References Books	1. Berger J Ways of Seeing, London 2. Laura Mulvey, "Visual Pleasure and Narrative Cinema" 3. "Media Audiences: Effects, Users, Institutions, and Power" by John L. Sullivan 4. "The Focus Group Kit" by David L. Morgan
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-
CO2	-	2	-	-	-	-	2	2	-	-	-	-	1	-	-
CO3	-	-	2	-	2	-	-	-	-	1	-	-	-	-	1
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Data Journalism
Course Code	DSCJMC 601

Part A

Year	3rd	Semester	6th	Credits	L	T	P	C
					4	0	0	4
Course Type	Theory only							
Course Category	Discipline Core							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Student will be able to recall the history, tools, uses of words and excel for data journalism.(BL1-Remember)</p> <p>CO2- Students will learn how to use the tools of data-driven journalism as a means to developing and testing hypotheses that lead to transparent and reproducible data-driven stories.(BL2-Understand)</p> <p>CO3- Students will be able to acquire, organize, analyze and present data to a general news audience.(BL3-Apply)</p> <p>CO4- Students in this course will acquire and reinforce the ability to use analytic and quantitative ideas as they are applied in the context of professional journalistic reporting. (BL4-Analyze)</p> <p>CO5- Apply basic numerical and statistical concepts; tools and technologies appropriate for the communications professions in which they work.(BL3-Apply)</p> <p>CO6- Conduct research and evaluate information by methods appropriate to the communications professions in which they work(BL5-Evaluate)</p>							
Courses Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG5(Gender equality) SDG10(Reduced inequalities) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Introduction to Data Journalism	<p>1.1 Definition and basics of data journalism</p> <p>1.2 The story behind the data</p> <p>1.3 Types of data and key tools (spreadsheets: rows, columns, cells, importing, sorting, filtering)</p> <p>1.4 Genealogies and Origin of data journalism</p> <p>1.5 Data Literacy, Issues with data</p>	T1: PPT Presentation, case-based Assignment T2: Group Projects and Collaborations T3: Guest Lectures from Industry Experts T4: Simulations and Role-Playing	8
Unit – 2: Big Data Integration and Processing	<p>2.1 Introduction of Big Data (volume, velocity, variety, veracity)</p> <p>2.2 Accounting for method of Data Journalism (Excel functions: mean, median, max, min, rank)</p> <p>2.3 Data coding, mapping and charts, Retrieving Big Data</p> <p>2.4 Big Data Management and Techniques (Splunk, Data Meer)</p> <p>2.5 Information Integration, Big Data Processing</p>	T1: PPT Presentation, case-based Assignment T2; Group Projects and Collaborations T3: Guest Lectures from Industry Experts	9
Unit – 3 Sources of Data	<p>3.1 Sources of Data & Data gathering</p> <p>3.2 Government Data, Non-Government Data, Primary & Secondary Data</p> <p>3.3 Running Survey and Data, Census Data</p> <p>3.4 Introduction to Tidy verse and Dplyr packages</p> <p>3.5 Comparison operators, logical operators, missing values, filter,</p>	T5: Multimedia Presentations and Use of Technology T6: E-learning and Online Modules T7: Problem-Based Learning (PBL) T8: Discussion Forums and Debates	9
Unit – 4: Data Gathering and Analysis	<p>4.1 Data Gathering and data investigation</p> <p>4.2 Data Analysis * Interpretation & Transformations</p>	T5: Multimedia Presentations and Use of Technology T6: E-learning and Online Modules T7: Problem-Based Learning (PBL)	10

	<p>4.3 Data tabulation and Open-source coding practice and Testing data</p> <p>4.4 Processing data: Classification, Segregation and Identification</p> <p>4.5 Visualising Data stories</p> <p>4.6 Introduction to various chart types and their use.</p> <p>4.7 Tools for visualisation.</p>		
Unit-5: Data Driven Stories	<p>5.1 Writing style of Data Stories</p> <p>5.2 Sector-Specific Data Stories</p> <p>5.3 Reaching your Audience</p> <p>5.4 Data Driven Interviews</p> <p>5.5 Anatomy of a Data Story</p> <p>5.6 Data-Driven Leads</p> <p>5.7 Data-Driven Writing, Solution Journalism.</p>		10

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Introduction to Data Journalism Presentation</p> <p>Students will create a presentation that defines data journalism, exploring its significance in reporting and storytelling through data analysis, visualization, and interpretation. They will discuss tools and techniques used in data journalism and analyze examples that highlight its impact on public understanding.</p> <p>Outcome: By completing this assignment, students will gain insights into the role of data in modern journalism, develop skills in data interpretation and presentation, and learn to appreciate the importance of evidence-based reporting in informing society</p>	PBL	BL2-Understand	3
Unit- 2	<p>Data Coding</p> <p>Students will learn the basics of data coding by organizing and categorizing data sets relevant to a specific research question or project. They will apply coding techniques to analyze data and present their findings using visualizations or summaries.</p> <p>Outcome: By completing this assignment, students will develop skills in data organization and analysis, enhance their understanding of coding methodologies, and learn to interpret and communicate data-driven insights effectively.</p>	Internships	BL3-Apply	4

Unit- 3	<p>Data Gathering and Data Investigation</p> <p>Students will engage in a hands-on project to gather data from various sources, such as surveys, interviews, or existing databases, and then investigate the collected data to identify patterns and insights. They will document their data collection methods and analytical processes.</p> <p>Outcome: By completing this assignment, students will develop practical skills in data collection and analysis, enhance their ability to critically assess data sources, and learn to draw meaningful conclusions from their findings.</p>	Simulation	BL5-Evaluate	4
Unit- 4	<p>Writing Data Stories</p> <p>Students will create compelling narratives based on data analysis, transforming raw data into engaging stories that highlight key insights and trends. They will focus on effective storytelling techniques, including the use of visuals, to convey complex information clearly.</p> <p>Outcome: By completing this assignment, students will enhance their ability to communicate data-driven insights effectively, develop storytelling skills that bridge data and narrative, and learn to engage audiences through meaningful data stories.</p>	Role Play	BL6-Create	4

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	16
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Gray, J., Chambers, L., & Bounegru, L. (2012). The data journalism handbook: How journalists can use data to improve the news. "O'Reilly Media, Inc.". 2. Bounegru, L., & Gray, J. (2021). The Data Journalism Handbook: Towards a Critical Data Practice (p. 415). Amsterdam University Press. 3. Hermida, A., & Young, M. L. (2019). Data journalism and the regeneration of news. Routledge. 4. "The Data Journalism Handbook" edited by Jonathan Gray, Liliana Bounegru, and Lucy Chambers 5. "Data-Driven India: How Data Journalism is Shaping the Future of News" edited by Amit Agarwal 6. "Data Journalism Heist: The journalists' guide to data and documents in the age of big data" by Paul Myers 7. "Journalism in the Age of Data: Case Studies from India" by Anushree Dave 8. "Data Journalism: Inside the Indian Context" by Ritu Kapur and Rishabh Gulati
Articles	
References Books	1. The Data Journalism Handbook: How Journalists Can Use Data to Improve the News, edited by Jonathan Gray, Liliana Bounegru and Lucy Chambers 2. "Digital Empowerment: How Data Journalism Can Change the Face of India" by Nirmaljit Singh 3. "Data Journalism: Inside the Global Future" edited by Tom Felle, John Mair, and Damian Radcliffe 4. "The New Precision Journalism" by Philip Meyer
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	1	-	-	-	-	-	-	-	-	1	-	-
CO2	-	-	2	-	-	-	1	2	2	-	-	-	-	-	-
CO3	-	2	-	-	-	-	-	-	-	2	-	-	-	-	2
CO4	-	-	-	-	2	-	-	-	-	-	-	2	-	-	-
CO5	-	-	1	-	-	-	-	-	2	1	-	-	-	-	-
CO6	-	2	-	-	-	-	1	1	2	-	-	-	-	-	2



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Creative Writing
Course Code	DSCJMC 602

Part A

Year	3rd	Semester	6th	Credits	L	T	P	C	
					4	0	0	4	
Course Type	Theory only								
Course Category	Discipline Core								
Pre-Requisite/s				Co-Requisite/s					
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to translate/convert the acquired theoretical and technical knowledge into practice(BL3-Apply)</p> <p>CO2- Incapacitation to apply analytical and critical thinking for writing on national and international issues(BL4-Analyze)</p> <p>CO3- Ability to demonstrate acquired skills of reporting and editing in the media organization(BL3-Apply)</p> <p>CO4- Capable to promote and publish his/her own original creation (fiction and nonfiction) through own enterprise(BL6-Create)</p> <p>CO5- Capable to promote and publish his/her own original creation (fiction and nonfiction) through own enterprise(BL5-Evaluate)</p> <p>CO6- Students will be able to Generate new insights and ideas for research and conduct original research studies that address specific research questions or problems.(BL6-Create)</p>								
Courses Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG5(Gender equality) SDG10(Reduced inequalities) SDG17(Partnerships for the goals)					

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: The General Theory of Writing	<p>1.1 Creative writing: meaning, area, and importance</p> <p>1.2 Creative process: various principle</p> <p>1.3 Self-conflict of the author, views of Mukti Bodh</p> <p>1.4 Expend of the central theme, feeling, and language structure</p> <p>1.5 Aim of writing, Language - style, crafts</p> <p>1.6 Reliability, honesty and clarity, Approach of writer.</p>	T1: PPT Presentation, case-based Assignment T2: Group Projects and Collaborations T3: Guest Lectures from Industry Experts	10
Unit – 2 Content of Writing	<p>2.1 Determining of subject, meaning, various problems</p> <p>2.2 Determining of the subject, various problems, purpose, hypothesis</p> <p>2.3 Writing, Beginning - creative importance, holding</p> <p>2.4 Writing, development - dialogue, theme, essay, poetry</p> <p>2.5 Writing: end, importance, sense of the system and end various forms of ends.</p>	T5: Multimedia Presentations and Use of Technology T6: E-learning and Online Modules T7: Problem-Based Learning (PBL) T8: Discussion Forums and Debates	10
Unit – 3: Introduction of Genre	<p>3.1 Prose, Story writing, novel writing</p> <p>3.2 Drama, folk theatre, Performing arts</p> <p>3.3 Essay, basic element, Biography, basic feature</p> <p>3.4 Poetry - Area, kind, Nai Kavita</p>	T4: Simulations and Role-Playing T5: Multimedia Presentations and Use of Technology T6: E-learning and Online Modules	8
Unit – 4: Determining the Form	<p>4.1 Form and content</p> <p>4.2 Subject and content</p> <p>4.3 Writers' views, form and aesthetics</p> <p>4.4 Language, image and symbol</p> <p>4.5 Word thinking, creative language, language and time</p>	T1: PPT Presentation, case-based Assignment T2: Group Projects and Collaborations T3; Guest Lectures from Industry Experts	9

Unit-5: New Trends in Creative Writing:	<p>5.1 Web Content Writing and Blog Writing,</p> <p>5.2 Script Writing,</p> <p>5.3 Journalistic Writing,</p> <p>5.4 Copywriting,</p> <p>5.5 Graphic Novel,</p> <p>5.6 Flash Fiction</p>	T5: Multimedia Presentations and Use of Technology T6: E-learning and Online Modules T7: Problem-Based Learning (PBL) T8: Discussion Forums and Debates	9
---	---	---	---

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Creative Writing</p> <p>Students will explore various forms of creative writing, including poetry, short stories, and personal essays, encouraging them to express their thoughts and emotions imaginatively. They will experiment with different styles and techniques to develop their unique voice.</p> <p>Outcome: By completing this assignment, students will enhance their creative thinking and writing skills, gain confidence in self-expression, and learn to appreciate the art of storytelling in its diverse forms.</p>	Experiments	BL2-Understand	4
Unit- 2	<p>Writing: Beginning - Creative Importance</p> <p>Students will explore the significance of starting points in creative writing, focusing on techniques for crafting engaging openings that captivate readers. They will practice writing beginnings for various genres, emphasizing hooks, tone, and character introduction.</p> <p>Outcome: By completing this assignment, students will develop skills in creating compelling narratives from the outset, enhance their understanding of narrative structure, and learn to appreciate the impact of a strong beginning on the overall effectiveness of their writing.</p>	Field work	BL6-Create	5
Unit- 3	<p>Story Writing</p> <p>Students will craft an original short story, focusing on key elements such as character development, plot structure, setting, and dialogue. They will be encouraged to incorporate their unique perspectives and creativity while following a narrative arc.</p> <p>Outcome: By completing this assignment, students will enhance their storytelling skills, gain experience in structuring a narrative, and learn to express their ideas and emotions effectively through writing.</p>	Role Play	BL6-Create	8
Unit- 4	<p>Explore</p>	Simulation	BL3-Apply	5

	<p>Writers' Views, Form, and Aesthetics</p> <p>Students will explore different writers' perspectives on literary form and aesthetics, analyzing how these elements influence their work and the reader's experience. They will compare various styles and techniques across genres, reflecting on the relationship between form and content.</p> <p>Outcome: By completing this assignment, students will gain insights into the creative choices writers make, develop critical analytical skills in assessing literary works, and learn to appreciate the diverse aesthetic principles that shape literature.</p>			
Unit- 5	<p>New Trends in Creative Writing</p> <p>Students will investigate contemporary trends in creative writing, such as digital storytelling, flash fiction, and the integration of multimedia elements. They will analyze how these trends influence narrative techniques and reader engagement in today's literary landscape.</p> <p>Outcome: By completing this assignment, students will gain an understanding of the evolving nature of creative writing, develop adaptability in their writing practices, and learn to incorporate innovative approaches into their own work.</p>	Virtual Labs	BL6-Create	4

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	16
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Media Research Methods: Understanding Metric and Interpretive Approaches by James A. Anderson. 2. Qualitative Research Methods for Media Studies by Bonnie Brennen 3. "The Art of Fiction: Notes on Craft for Young Writers" by Rishi Reddi 4. "How to Tell a Story: The Secrets of Writing Captivating Tales" by Chetan Mahajan 5. "Writing for Multimedia and the Web" by Timothy Garrand 6. "Writing for Visual Media" by Anthony Friedmann 7. "Story: Substance, Structure, Style and the Principles of Screenwriting" by Robert McKe 8. "The Art of Feature Writing: From Newspaper Features and Magazine Articles to Commentary" by Earl R. Hutchison
Articles	
References Books	1. Gandhi: The Master Communicator, Kusum Lata Chadda, Kanishka Publishers, Distributors, New Delhi. 2. The Press In India: Perspective In Development And Relevance, Ks Pandey And R. N. 3. Sahu, Kanishka Publishers, Distributors, New Delhi. 4. Kumar Mukesh (2015), Television Ki Kahani, Rajkamal, New Delhi. 5. Media lekhansamachar by om gupta 6. MEDIA LEKHAN-DR GANGASAHAY PREMI (Hindi, KASHISH GOYAL)
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-
CO2	2	-	-	-	-	-	1	1	-	-	-	-	1	-	-
CO3	-	-	2	2	-	-	-	-	2	-	-	1	-	-	-
CO4	-	2	-	-	-	-	2	2	-	-	-	-	-	-	2
CO5	-	-	-	-	2	-	-	-	-	-	1	-	1	-	-
CO6	-	-	-	-	-	-	2	2	-	-	-	-	2	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Communication Research
Course Code	DSCJMC 603

Part A

Year	3rd	Semester	6th	Credits	L	T	P	C
					4	0	0	4
Course Type	Theory only							
Course Category	Discipline Core							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Student will be able to recall the origin, process, tool and techniques of research, methods, types, statical tools for analysis and format of bibliography in research (BL1-Remember)</p> <p>CO2- Student will be able to explain the process and stapes of research, data collection process and analysis process of data in research. (BL2-Understand)</p> <p>CO3- Student will be able to use their knowledge to identify the types of research, data and able to select sampling process and appropriate methods to evaluate the data(BL3-Apply)</p> <p>CO4- Student will be able to analysis the work of various research project to develop their own research work which will be differ from others projects.(BL4-Analyze)</p> <p>CO5- Student will be able choose proper method, tools, techniques to do the quality of research (BL5-Evaluate)</p> <p>CO6- Student will be able to design a research project on any topic(BL6-Create)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)					

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Concept of Research	<p>1.1 Meaning, Definition, Nature and Importance of Research</p> <p>1.2 Origin of Research in Communication; What is Scientific Research? The source and modes of Knowledge: Pre-Scientific sources and modes of knowledge vs the Scientific method</p> <p>1.3 Areas of Communication Research (Source analysis, Channel analysis, Message analysis, Audience analysis),</p> <p>1.4 New trends in Communication Research, Status of Communication Research in India</p>	T1: PPT Presentation, case-based Assignment T2: Group Projects and Collaborations T5: Multimedia Presentations and Use of Technology T6: E-learning and Online Modules	10
Unit – 2: Framework of Research	<p>2.1 Overview of Research Problem and Objective; Functions of the Literature Review in Research, Searching for the Existing Literature</p> <p>2.2 Hypothesis: Concept; Function of Hypothesis and Types</p> <p>2.3 Concepts, Constructs and Variables, Scales and measurement, Attitude measurement</p> <p>2.4 Types of Research (Longitudinal studies, Action, Panel, Cohort, Pre-Poll, Exit Poll, Quasi- Experimental studies, Trend studies etc)</p> <p>2.5 Research Design (Descriptive, Exploratory, Experimental).</p>	T5: Multimedia Presentations and Use of Technology T6: E-learning and Online Modules T7: Problem-Based Learning (PBL) T8: Discussion Forums and Debates	9
Unit-3: Research Types and Process-	<p>3.1 Pure and Applied, Exploratory, Experimental, Descriptive, Historical, Action, Case Study, Qualitative and Quantitative Research.</p> <p>3.2 Research Problem- Conceptualization and definition,</p> <p>3.3 Formulation of the research problem, Research question, Problem statement, Hypothesis formulation, Research process,</p> <p>3.4 Measurement of research variables,</p> <p>3.5 Research proposal, Research</p>	T1: PPT Presentation, case-based Assignment T2: Group Projects and Collaborations T5: Multimedia Presentations and Use of Technology T6: E-learning and Online Modules	10

	Design, 3.6 Review of Literature-- The importance of literature review, Sources of literatures, how to write a review of literature		
Unit- 4 Techniques of Research	<p>4.1 Definition of Sampling, Sampling techniques and its types: Probability versus Non- Probability Sampling, Sampling error.</p> <p>4.2 Research Methods; Survey; Types of Surveys: Steps of Survey</p> <p>4.3 Other Methods: Focus Group Study, Feedback – Feed Forward, Impact study, Effect Study, Case Study</p> <p>4.4 Types of Data: Primary and Secondary data, Data collection tools, Reliability and Validity of tools</p>	T1: Problem-Based Learning (PBL) T8: Discussion Forums and Debates T10: Research Projects and Independent Studies	9
Unit – 5: Application of Statistics in Communication Research & Report Writing	<p>5.1 Descriptive Statistics (Measures of Central Tendency and Measures of Dispersion)</p> <p>5.2 Graphical Representation of Data; Tabulation of Data; Data Interpretation</p> <p>5.3 SPSS and its application in Research</p> <p>5.4 Methodology of Report writing: Indexing, Citation and Bibliography, Ethical issues in Research</p>	T4: Simulations and Role-Playing T5: Multimedia Presentations and Use of Technology T6: E-learning and Online Modules T8: Discussion Forums and Debates	7

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Presentation</p> <p>Students will create a presentation that defines the concept of research, exploring its purpose, methodologies, and significance across various fields. They will discuss different types of research, including qualitative and quantitative approaches, and their applications in real-world scenarios.</p> <p>Outcome: By completing this assignment, students will develop a clear understanding of research fundamentals, enhance their ability to critically evaluate research methods, and learn to appreciate the role of research in advancing knowledge and solving problems.</p>	PBL	BL2- Understand	4
Unit- 2	<p>Write Literature Review</p> <p>Students will conduct a literature review on a chosen topic, summarizing key findings, themes, and methodologies from existing research. They will critically analyze the literature to identify gaps, trends, and implications for future studies.</p> <p>Outcome: By completing this assignment, students will enhance their research and analytical skills, gain a deeper understanding of their topic, and learn to synthesize information from diverse sources into coherent arguments.</p>	Role Play	BL4-Analyze	5
Unit- 3	<p>Prepare a Questionnaire</p> <p>Students will design a questionnaire to gather data on a specific topic of interest, focusing on question types, clarity, and response formats. They will ensure that the questionnaire effectively addresses their research objectives and is suitable for their target audience.</p> <p>Outcome: By completing this assignment, students will develop skills in survey design and data collection, enhance their understanding of research methodologies, and learn to analyze and interpret responses to draw meaningful conclusions.</p>	Field work	BL6-Create	4

Unit- 4	<p>Create Research Paper</p> <p>Students will write a research paper on a chosen topic, conducting a thorough literature review, formulating a hypothesis, and presenting their findings supported by evidence. They will organize their paper with a clear structure, including an introduction, methodology, results, and conclusion.</p> <p>Outcome: By completing this assignment, students will enhance their research and writing skills, develop critical thinking and analytical abilities, and learn to effectively communicate complex ideas in a structured format.</p>	Research Paper Presentation	BL6-Create	8
Unit- 5	<p>Report Writing</p> <p>Students will create a formal report on a specific topic, focusing on clear organization, concise language, and proper formatting. They will gather and analyze data, present findings, and offer recommendations based on their research.</p> <p>Outcome: By completing this assignment, students will develop essential skills in report writing, improve their ability to communicate information effectively, and learn to structure arguments logically to support their conclusions.</p>	Virtual Labs	BL6-Create	6

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	16
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Sumner, A. and Tribe, M. (2008), International Development Studies: Theories and Methods in Research and Practice, Sage London. 2. M. N. Srinivas, (1979), The Fieldworker and the Field: Problems and Challenges in Sociological Investigation, Oxford India. 3. "Qualitative Research in Development: A Guide for Practitioners" by Jeremy Holland 4. "Field Methods in Development Research" edited by James Copestake 5. "Quantitative Data Analysis for Social Scientists" by Anil Kumar Thakur 6. "Research Methodology: A Step-by-Step Guide for Beginners" by Ranjit Kumar 7. "Social Research Methods: Qualitative and Quantitative Approaches" by W. Lawrence Neuman 8. "Research Methods in Education" by Louis Cohen, Lawrence Manion, and Keith Morrison
Articles	
References Books	1. Mikkelsen, B. (2005), Methods for Development Work and Development Research, second ed., SAGE. 2. Desai, V. and Potter Robert B. (2006), Doing Development Research, SAGE. 3. Thomas A. and Mohan G. (2007), Research Skills for Policy and Development. How to find out fast, Sage Publications. 4. "Introduction to Research Methods in Psychology" by Dennis Howitt and Duncan Cramer
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-
CO2	-	2	-	-	-	-	1	1	-	-	-	-	-	1	-
CO3	-	2	2	-	-	-	-	-	2	-	-	-	-	-	2
CO4	-	-	-	2	2	-	-	-	-	-	-	2	-	-	-
CO5	2	-	-	-	-	-	-	1	-	1	-	-	-	-	-
CO6	-	2	-	-	-	-	2	-	-	-	1	-	1	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Performing Arts
Course Code	DSEJMC 601

Part A

Year	3rd	Semester	6th	Credits	L	T	P	C
					4	0	0	4
Course Type	Theory only							
Course Category	Discipline Specific Elective							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Student will be able to recall the various terminology and history related to performing arts.(BL1-Remember)</p> <p>CO2- Student will be able to explain the various concept and performing arts with their categories of arts in India and world. (BL2-Understand)</p> <p>CO3- Student will be able to use various types of performing arts to make awareness in society about social issues.(BL3-Apply)</p> <p>CO4- Student will be able to categories the various forms of performing arts and their concept.(BL4-Analyze)</p> <p>CO5- Student will be able to judge of performance of performing arts and prepare the report. (BL4-Analyze)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✓ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG5(Gender equality) SDG10(Reduced inequalities) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: PERFORMING ARTS	<p>1.1. Definition, purpose and elements of Art , Performing Arts</p> <p>1.2. Significant western theories on Art : ‘Art as Imitation/Catharsis’ , ‘as Imagination’, ‘as Beauty’, ‘as Communication’ and ‘as Utility’ put forth by various Philosophers</p> <p>1.3. Origin and development of modern Indian theatre with reference to region, state and personalities</p> <p>1.4. Popular Play Houses, Theatre Companies, Institutions and Groups in India and their contribution</p> <p>1.5. Bhakti and various religious movements and their influence on different representative aspects of culture with focus on dance and theatre</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T4 Simulations and Role-Playing	10
Unit – 2: Cultural History of India	<p>2.1 Cultures of India from pre-historic to CE 1200</p> <p>2.2 Evolution of Art in pre-historic and historic periods, dance and drama (Natya)</p> <p>2.3 Art as a product of society, its rituals and belief systems</p> <p>2.4 The Vedas, major epics and puranas (Ramayana, Mahabharata, Cilappadikaram and Bhagavatapurana) in terms of their content,</p> <p>2.5 Character and relevance to dance and theatre</p>	T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T7 Problem-Based Learning (PBL) T8 Discussion Forums and Debates T9 Internships and Practical Training	10
Unit – 3 Folk and Traditional Theatre Forms of India	<p>3.1 Tribal, Folk, Traditional and Classical in the context of Indian dance and drama and their interrelation</p> <p>3.2 Different tribal, folk and traditional dance and theatre forms spread over various regions of India</p> <p>3.3 Regional theatrical practices of Kudiattam, Yakshagana, Bhagavatamela, Tamasha, Ramalila, Rasalila, Bhavai, Nautanki, Jatra, Chhau, Laiharaoba, Therukoothu, Theyyam, Ankia-nat, Pandvani, Chindu Bhagavata, Bhand Jashan and others</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules	10

	3.4 Awareness of various musical instruments, costumes and make-up used in these forms		
Unit – 4: The Natyasastra	<p>4.1. Knowledge of Natyasastra and the concept of Natya and Nritta</p> <p>4.2. Eleven aspects (ekadashsangraha) such as, Abhinayas, Dharmis, Vrittis, Pravrittis and Aatodyas. Samanya and Chitrabhinayas and their classification</p> <p>4.3. Dasarupakas ,Natyagruha (Playhouse) and Ranga – Construction, types and different elements</p> <p>4.4. Poorvarangavidhi and Stage conventions viz. Kakshyavibhag etc.</p>	T4 Simulations and Role-Playing T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T8 Discussion Forums and Debates	7
Unit 5: Art and Aesthetics	<p>5.1. 'Rasasutra' of Bharata</p> <p>5.2. Elaboration of the theory of Rasa by commentators like Bhattalollata, Sri Sankuka, Bhattanayaka and Abhinavagupta.</p> <p>5.3. Rasa and its constituent elements, viz., Sthayi, Sanchari and Sattvika bhavas and their corresponding Vibhavas and Anubhavas</p> <p>5.4. Dance and Theatre forms of East and South Asian Countries</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	8

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Origin and Development of Modern Indian Theatre with Reference to Region Presentation</p> <p>Students will create a presentation exploring the origins and evolution of modern Indian theatre, highlighting regional influences, key playwrights, and significant movements. They will analyze how cultural, social, and political contexts shaped the theatrical landscape in various regions of India.</p> <p>Outcome: By completing this assignment, students will develop a comprehensive understanding of the historical and cultural factors influencing modern Indian theatre, enhance their presentation skills, and learn to appreciate the diversity and richness of regional theatrical traditions.</p>	PBL	BL2-Understand	4
Unit- 2	<p>Explore</p> <p>Character and Relevance to Dance and Theatre</p> <p>Students will explore the concept of character in dance and theatre, examining how characters are developed and portrayed through movement, dialogue, and expression. They will analyze the significance of character in storytelling and the emotional connection it fosters with the audience.</p> <p>Outcome: By completing this assignment, students will gain insights into the importance of character development in performance art, enhance their analytical skills in interpreting roles, and learn to appreciate the interplay between character and narrative in dance and theatre.</p>	Role Play	BL5-Evaluate	4
Unit- 3	<p>Investigate</p> <p>Folk and Traditional Theatre Forms of India</p> <p>Students will investigate various folk and traditional theatre forms of India, such as Kathakali, Natyashastra, Yakshagana, and others, focusing on their historical context, themes, and performance styles. They will</p>	Seminar	BL4-Analyze	5

	<p>analyze how these forms reflect cultural values, regional identities, and social issues.</p> <p>Outcome: By completing this assignment, students will develop a deeper understanding of India's rich theatrical heritage, enhance their ability to analyze cultural expressions, and learn to appreciate the diversity and significance of folk and traditional theatre in contemporary society.</p>			
Unit- 4	<p>Knowledge of Natyasastra and the Concept of Natya and Nritya Seminar</p> <p>Students will conduct a seminar on the Natyasastra, exploring its foundational concepts of Natya (dramatic art) and Nritya (pure dance), and their significance in Indian classical performing arts. They will discuss key principles outlined in the text and how they influence contemporary practices.</p> <p>Outcome: By completing this assignment, students will gain a comprehensive understanding of the Natyasastra's role in shaping Indian theatre and dance, enhance their analytical skills regarding traditional art forms, and learn to appreciate the intricate relationship between drama and dance in Indian culture.</p>	Seminar	BL3-Apply	6
Unit- 5	<p>Explore</p> <p>Dance and Theatre Forms of East and South Asian Countries</p> <p>Students will explore various dance and theatre forms from East and South Asian countries, such as Kabuki (Japan), Kathak (India), and Wayang Kulit (Indonesia), focusing on their cultural significance, techniques, and historical development. They will analyze how these art forms reflect the unique traditions and values of their respective societies.</p> <p>Outcome: By completing this assignment, students will develop a broader understanding of the diversity in performing arts across East and South Asia, enhance their cultural appreciation, and learn to compare and contrast different theatrical and dance traditions within the region.</p>	Role Play	BL5-Evaluate	5

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	16
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Theatre Games by Clive Barker, A&C Black; Reprint edition (September 1, 2003) 2. Theatre Games for the Classroom: A Teacher's Handbook, by Viola Spolin , Northwestern University Press (1986) 3. "The Empty Space: A Book About the Theatre: Deadly, Holy, Rough, Immediate" by Peter Brook 4. "Indian Theatre: Traditions of Performance" by Farley P. Richmond, Darius L. Swann, and Phillip B. Zarrilli 5. "Rasa: Affect and Intuition in Javanese Musical Aesthetics" by Marc Benamou 6. "Indian Aesthetics: An Introduction" by B. N. Goswamy 7. "Abhinavabhāratī" by Abhinavagupta
Articles	
References Books	1. Acting Games: Improvisations and Exercises: A Textbook of Theatre Games and Improvisations by Marsh Gary Cassady, Meriwether Publishing (1993) 2. Games for Actors and Non-Actors 2nd Edition, by Augusto Boal, Rout ledge (2002) 3. Ragu Ananthanarayanan, "Leaving through Yoga Madiram" Chennai -28, 2002 4. John Pery, "Encyclopaedia of acting techniques" Cassell , London, 1997 5. John Martin , "Intercultural Performances" 6. Eugenio Barba & Nicola Savarase, "The Secret Art of the Performer" Rout ledge, London and New York, 1991.
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	1	-	-	-	-	-	-	-	-	1	-	-
CO2	-	-	2	-	-	-	2	-	-	-	-	-	-	2	-
CO3	-	2	-	1	-	-	-	2	-	-	1	-	1	-	-
CO4	1	-	-	-	1	-	-	-	1	-	-	-	-	-	-
CO5	-	-	2	-	-	-	-	-	-	-	2	-	-	-	2
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Emerging technologies in Media Industry
Course Code	DSEJMC 602

Part A

Year	3rd	Semester	6th	Credits	L	T	P	C
					2	0	0	2
Course Type	Theory only							
Course Category	Discipline Specific Elective							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Student will be able to recall new tools of journalism, types of Artificial Intelligence and online editing process.(BL1-Remember)</p> <p>CO2- Students will comprehend the need of new trends and emerging technologies in media industry.(BL2-Understand)</p> <p>CO3- Students will acquire the knowledge of how new technologies can be implemented to make the work smooth.(BL3-Apply)</p> <p>CO4- Students will be able to examine traditional and digital audience patterns and their analytics.(BL4-Analyze)</p> <p>CO5- students will be able to critically assess various web-based tools and their application for media industry.(BL5-Evaluate)</p> <p>CO6- Students will acquaint themselves with the skills of generating new ideas for increasing the efficiency of media.(BL6-Create)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG5(Gender equality) SDG10(Reduced inequalities) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Artificial Intelligence	<p>1.1 Scope of Artificial Intelligence Definition, goals and applications, Different types of AI-based system & AI tools</p> <p>1.2 Applications of AI in media and other fields AI in Controlling Bias- AI in social Media - AI in automated journalism,</p> <p>1.3 AI automation/argumentation of production distribution and consumption of news journalism</p> <p>1.4 AI & Society Ethical challenges accompanying AI automation/ augmentation</p> <p>1.5 Implications of AI for media consumers Implications of AI for future media producers</p> <p>1.6 Knowledge representation and knowledge engineering Means-ends analysis, AI for marketing analysis & The Future of Artificial Intelligence</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T4 Simulations and Role-Playing	7
Unit – 2: Virtual Reality	<p>2.1 Introduction to Virtual Reality: Concepts and Definitions, History of VR and VR Development Fundamentals: From Greek theater to immersive worlds, Types of Virtual Reality: Immersive, Non-immersive, Collaborative.</p> <p>2.2 Understanding Human Perception in virtual environments (Understanding the relationship between human cognition, perception, interaction, and virtual reality technology): The science and theory of human sensory and cognitive systems; Multi-sensory interactions with virtual environments.</p> <p>2.3 Social Worlds and Virtual Communities: Early online social worlds; Player/User types; Contemporary VR social worlds: Facebook, Rec Room and others; Flat screen versus immersive VR experiences and social interactions</p> <p>2.4 Storytelling in Virtual Worlds: Features of VR storytelling versus narrative in films, books or TV; Story structures - linear, branching, alternative endings; The role of</p>	T5 Multimedia Presentations and Use of Technology T6: E-learning and Online Modules T7 Problem-Based Learning (PBL) T8 Discussion Forums and Debates	7

	POV in virtual storytelling; User interactions and experiences through environmental storytelling; The role of artificial intelligence in VR storytelling		
Unit – 3 Augmented Reality	<p>3.1 Augmented Reality Concepts, Definition and scope of Augmented Reality</p> <p>3.2 Augmented Reality as a Digital Media experience, Applications of AR</p> <p>3.3 Augmented Environments and Digital Media Forms, Disadvantages/Dangers of AR, Benefits of Augmented Reality</p> <p>3.4 Augmented Reality in Print Media: Technology, Uses, and Problems, Augmented reality and Social-Media: AR virtual stories on social media - AR and live events - AR videos - Increase brand awareness - Augmented Reality (AR) as the Future of Social Media Apps,</p> <p>3.5 Difference between AR and VR,Future of Augmented Reality</p>		6
Unit – 4: Introduction to Entrepreneurship	<p>4.1 Understanding the dynamics of innovation: Different approaches to digital innovation processes; Analyze, evaluate and develop digital innovation process</p> <p>4.1 Digital Innovation Strategy and Management</p> <p>4.3 Digital Innovations environment – organizational, legal, ethical and security issues</p> <p>4.4 Creating cultural space into an interactive 3D environment, Explore interactive content tools</p> <p>4.5 Build Chatbots, Social outreach apps, live video platforms, text to video creation</p>	T2 Group Projects and Collaborations T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T7 Problem-Based Learning (PBL)	5

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Creative Writing</p> <p>Students will explore various forms of creative writing, including poetry, short stories, and personal essays, encouraging them to express their thoughts and emotions imaginatively. They will experiment with different styles and techniques to develop their unique voice.</p> <p>Outcome: By completing this assignment, students will enhance their creative thinking and writing skills, gain confidence in self-expression, and learn to appreciate the art of storytelling in its diverse forms.</p>	PBL	BL2- Understand	4
Unit- 2	<p>AI-Assisted News Delivery</p> <p>Students will explore the use of artificial intelligence in news delivery, focusing on how AI tools analyze data, curate content, and personalize news for audiences. They will research examples of AI-driven platforms and present their findings on the benefits and challenges of this technology in journalism.</p> <p>Outcome: By completing this assignment, students will understand the role of AI in transforming news delivery, develop critical thinking about technology's impact on media, and enhance their research and presentation skills in the context of modern journalism.</p>	Experiments	BL4-Analyze	4
Unit- 3	<p>Introduction to Entrepreneurship</p> <p>Students will explore the fundamental concepts of entrepreneurship, including the characteristics of successful entrepreneurs, the process of starting a business, and the importance of innovation and risk management. They will analyze case studies of various entrepreneurial ventures to understand different business models and strategies.</p> <p>Outcome: By completing this assignment, students will gain a foundational understanding of entrepreneurship, develop</p>	Role Play	BL5-Evaluate	4

	critical thinking skills related to business planning, and learn to appreciate the challenges and rewards of starting and running a business.			
Unit- 4	<p>Research</p> <p>Fake News, Misinformation, and Disinformation</p> <p>Students will research the concepts of fake news, misinformation, and disinformation, exploring their origins, examples, and impacts on society and journalism. They will create a presentation that outlines strategies for identifying and combating these issues in media consumption.</p> <p>Outcome: By completing this assignment, students will develop critical media literacy skills, understand the societal implications of false information, and learn effective strategies for promoting accurate reporting and responsible information sharing.</p>	Research Paper Presentation	BL6-Create	6

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Abernathy, Muse Penelope & Sciarrino, JoAnn (2018). The Strategic Digital Media Entrepreneur. Published by John Wiley & Sons; Illustrated edition. 2. Bucher, John (2017). Storytelling for Virtual Reality: Methods and Principles for Crafting Immersive Narratives. Published by Routledge; 1st edition 3. Connock, Alex (2022). Media Management and Artificial Intelligence: Understanding Media Business Models in the Digital Age. Published by Routledge; 1st edition (18 November 2022) 4. Daniela, Linda (2020). New Perspectives on Virtual and Augmented Reality. Published by Routledge 5. "The Fourth Industrial Revolution" by Klaus Schwab 6. "New Media: 1740-1915" by Lisa Gitelman 7. "Experience on Demand: What Virtual Reality Is, How It Works, and What It Can Do" by Jeremy Bailenson 8. "Virtual Reality: Representations in Contemporary Media" edited by Melanie Chan and Stuart Bender 9. "Virtual Reality and the Built Environment" by Jennifer Whyte
Articles	
References Books	1. Abernathy, Muse Penelope & Sciarrino, JoAnn (2018). The Strategic Digital Media Entrepreneur. Published by John Wiley & Sons; Illustrated edition. 2. Bucher, John (2017). Storytelling for Virtual Reality: Methods and Principles for Crafting Immersive Narratives. Published by Routledge; 1st edition 3. Connock, Alex (2022). Media Management and Artificial Intelligence: Understanding Media Business Models in the Digital Age. Published by Routledge; 1st edition (18 November 2022) 4. Daniela, Linda (2020). New Perspectives on Virtual and Augmented Reality. Published by Routledge 5. "The Fourth Industrial Revolution" by Klaus Schwab 6. "New Media: 1740-1915" by Lisa Gitelman 7. "Experience on Demand: What Virtual Reality Is, How It Works, and What It Can Do" by Jeremy Bailenson 8. "Virtual Reality: Representations in Contemporary Media" edited by Melanie Chan and Stuart Bender 9. "Virtual Reality and the Built Environment" by Jennifer Whyte
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	1	-	-	-	-	-	-	1	-	-	-	-
CO2	-	-	2	-	-	-	-	2	-	-	-	-	1	-	-
CO3	-	1	-	-	-	-	1	-	-	-	1	-	-	-	-
CO4	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-
CO5	-	2	-	-	-	-	1	-	-	-	-	1	-	-	-
CO6	-	-	-	2	-	-	-	-	-	1	-	-	-	1	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	International Relations and Media Presentations
Course Code	GEJMC601

Part A

Year	3rd	Semester	6th	Credits	L	T	P	C	
					4	0	0	4	
Course Type	Theory only								
Course Category	Generic Elective								
Pre-Requisite/s				Co-Requisite/s					
Course Outcomes & Bloom's Level	<p>CO1- Student will be able to recall the Growth of International Relations and theories of media and International relation.(BL1-Remember)</p> <p>CO2- Students will comprehend the role and the position of media institutions in the wider context of socio-political relations and conflict.(BL2-Understand)</p> <p>CO3- Students will acquire the knowledge of how to link media-related issues to contemporary debates in international relations.(BL3-Apply)</p> <p>CO4- Students will learn practical and methodological skills to examine global media outlets and their strategies in field of so called "hybrid wars".(BL3-Apply)</p> <p>CO5- Students will be able to critically assess the major theoretical approaches regarding the role of the media in international relations.(BL5-Evaluate)</p> <p>CO6- Students will acquaint themselves with the skills of generating new approaches towards international relations.(BL6-Create)</p>								
Coures Elements	Skill Development ✗ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✓ Environment ✓		SDG (Goals)	SDG4(Quality education) SDG5(Gender equality) SDG10(Reduced inequalities) SDG17(Partnerships for the goals)					

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: General Introduction	<p>1.1 International Relations –Definition, Growth of International Relations as an academic discipline</p> <p>1.2 Intercultural and cross-cultural communication</p> <p>1.3 International communication during pre-colonial period— Colonial Structures of Communication--International communication during colonial age</p> <p>1.4 Growth of international telegraphic network</p> <p>1.5 Growth of news agency system; Grand alliance of news agencies</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T4 Simulations and Role-Playing	7
Unit – 2: Theories of Media and International Relations	<p>2.1 Arms Race; Balance of Power; Bretton Woods Institutions (SSS); Collective Security; Disarmament; Deterrence</p> <p>2.2 Geopolitics; Hegemony; Mutually Assured Destruction (MAD); New International Economic Order (NIEO); Propaganda</p> <p>2.3 Foreign Policy-Definition; Determinants and Techniques; National Power-Definition; Components and Limitations</p> <p>2.4 Diplomacy- Meaning and Objectives; Functions and Role of Diplomacy; Old and New Diplomacy; Techniques of Diplomacy</p> <p>2.5 Agenda Setting and Creating Public Opinion; The Media in International RelationsTheory</p>	T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T7 Problem-Based Learning (PBL) T8 Discussion Forums and Debates	10
Unit – 3 United Nations	<p>3.1 Introduction to United Nations: Origin and Growth; Structure and Role of United Nations; Specialised Agencies; UN and the Cold War Politics.</p> <p>3.2 UN & International Peace and Security - Collective Security; Pacific Settlement</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts	10

	<p>of Disputes; UN Peace Keeping Operations; Disarmament and Arms Control –</p> <p>Terrorism</p> <p>3.3 UN & Social Development - Women, Children, Disabled, Refugees, Migrant Workers; Environmental Conservation & Development</p> <p>3.4 UN and Human Rights - International Bill of Human Rights; Human Rights Council; International Criminal Court</p>		
Unit – 4: Debate on New International	<p>4.1 Information and Communication Order</p> <p>NIICO and New International Economic Order</p> <p>4.2 MacBride Commission's report; Efforts by the Non-aligned nations</p> <p>4.3 Internet and online media—effects; Convergence of media – Problems and options</p> <p>4.4 Contemporary issues related to transnational broadcasting and its impact on culture</p> <p>4.5 Media Policies in an International Context</p>	T2 Group Projects and Collaborations T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T7 Problem-Based Learning (PBL)	9
Unit – 5 Globalization and media	<p>5.1 Effects of globalization on media systems and their functions</p> <p>5.2 Transnational media ownership and issues of sovereignty and security</p> <p>5.3 International intellectual property rights; international media institutions and professional organizations; code of conduct</p> <p>5.4 Protection of cultural diversity; Universal Declaration of Cultural Diversity; present issues – position of the developing countries</p> <p>5.5 India's position and approach to international communication issues</p>	T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T7 Problem-Based Learning (PBL) T8 Discussion Forums and Debates T9 Internships and Practical Training	9

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Presentation</p> <p>Students will prepare a presentation exploring the concepts of intercultural and cross-cultural communication, highlighting the challenges and strategies for effective interaction in diverse contexts. They will analyze real-world examples to illustrate the impact of cultural differences on communication styles.</p> <p>Outcome: By completing this assignment, students will enhance their understanding of cultural dynamics, develop skills in analyzing communication barriers, and learn strategies for fostering effective dialogue in multicultural settings</p>	PBL	BL2- Understand	4
Unit- 2	<p>Theories of Media and International Relations Case Study</p> <p>Students will conduct a case study analyzing the relationship between media theories and international relations, focusing on how media influences public perception, diplomacy, and global events. They will examine specific instances where media played a pivotal role in shaping international narratives.</p> <p>Outcome: By completing this assignment, students will gain insights into the interplay between media and international relations, enhance their critical thinking skills, and learn to assess the impact of media on global affairs and public opinion.</p>	Experiments	BL4-Analyze	4
Unit- 3	<p>UN & International Peace and Security Research Study</p> <p>Students will conduct a research study on the role of the United Nations in promoting international peace and security, examining key initiatives, peacekeeping missions, and resolutions. They will analyze the effectiveness and challenges faced by the UN in conflict resolution and global governance.</p> <p>Outcome: By completing this assignment, students will develop a deeper understanding of the UN's functions,</p>	Research Paper Presentation	BL6-Create	7

	enhance their research and analytical skills, and learn to critically evaluate the complexities of international peace efforts.			
Unit- 4	<p>Debate on New International Order</p> <p>Students will participate in a structured debate on the concept of a New International Order, discussing its implications for global governance, economic relations, and security. They will prepare arguments for and against various aspects of this evolving framework.</p> <p>Outcome: By completing this assignment, students will enhance their critical thinking and public speaking skills, gain insights into contemporary global issues, and learn to articulate and defend their viewpoints in a dynamic discussion format.</p>	Role Play	BL5-Evaluate	5
Unit- 5	<p>Globalization and Media</p> <p>Students will explore the relationship between globalization and media, analyzing how global media flows impact cultural exchange, information dissemination, and audience perceptions. They will examine case studies of media influence in different regions and its effects on local cultures.</p> <p>Outcome: By completing this assignment, students will develop a deeper understanding of the dynamics of globalization, enhance their analytical skills regarding media impact, and learn to assess the cultural implications of media in a globalized world.</p>	Seminar	BL3-Apply	6

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	26
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Cook, T. (2005). Governing with the News: The News Media as a Political Institution. University of Chicago Press. 2. Kreps, S. (2020). Social media and international relations. Cambridge: Cambridge University Press. 3. Basu, R. (2004). The United Nations structure and Functions of an International Organisations, New Delhi, Sterling Publishers. 4. "Global Communication and International Relations: Changing Paradigms and Policies" by Hamid Mowlana, Amir Hossein Ghassemi, and K. S. Nair 5. "Media and International Relations" edited by Daya Kishan Thussu 6. "Media and Conflict in the Twenty-First Century" edited by Philip Seib 7. "Media, War and Conflict" by Philip Seib 8. "Global Media and National Policies: The Return of the State" edited by Terry Flew and Petros Iosifidis 9. "The UN at War: Peace Operations in a New Era" by Bernard Miyet
Articles	
References Books	1. Hamelink, C.J. (2015). Global Communication. Sage Publications. 2. Taylor, P. (1997) Global Communications, International Affairs and the 3 Media Since 1945 (The New International History). Routledge. 3. Thussu, D.K. (2009). Mediapolitik: How the Mass Media Have Transformed World Politics. Routledge. 4. "Human Rights and the United Nations: A Great Adventure" by Jeffrey Haynes 5. "UN Voices: The Struggle for Development and Social Justice" by James Wurst
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	1	-	-	-	-	-	-	1	-	-	-	-
CO2	-	-	2	-	-	-	2	-	-	-	2	-	1	-	-
CO3	-	2	-	-	-	-	-	1	-	-	2	-	-	-	1
CO4	-	-	-	-	2	-	-	-	1	-	-	-	-	-	-
CO5	-	-	-	1	-	-	-	-	-	-	2	-	-	-	-
CO6	-	2	-	-	-	-	-	-	-	-	2	-	-	-	2

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Citizen Journalism
Course Code	GEJMC602

Part A

Year	3rd	Semester	6th	Credits	L	T	P	C
					4	0	0	4
Course Type	Theory only							
Course Category	Generic Elective							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Student will be able to recall the important landmark and historical background of citizen journalism.(BL1-Remember)</p> <p>CO2- Student will be able to describe the role and responsibilities, ethics and process of citizen journalism(BL2-Understand)</p> <p>CO3- Student will be able to solve the problem of citizen that how to play the role as journalist(BL3-Apply)</p> <p>CO4- Student will be able to classify the difference between public journalism and citizen journalism(BL4-Analyze)</p> <p>CO5- Students will be able to justify the importance of citizen journalism in society.(BL5-Evaluate)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✓ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG5(Gender equality) SDG10(Reduced inequalities) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Citizen Journalism-	1.1 Concept and Definitions, 1.2 Parameters of citizen journalism, 1.3 Role and Responsibilities of citizen journalism, noted citizen journalism organizations, 1.4 Types of citizen journalism.	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T4 Simulations and Role-Playing	10
Unit – 2: Evolution of citizen journalism	2.1 Old citizen journalism, Modern citizen journalism, 2.2 Role of ICTs in the proliferation of citizen journalism, 2.3 Scope of citizen journalism, 2.4 Public journalism Vs Citizen journalism.	T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T7 Problem-Based Learning (PBL) T8 Discussion Forums and Debates	8
Unit- 3: Historical Perspective	3.1 Evolution of citizen journalism. Where did the term ‘citizen journalism’ come from? 3.2 Old and modern citizen journalism. 3.3 Citizen journalism in India. 3.4 Television citizen journalism. 3.5 CNN-IBN’s ‘The Citizen Journalist Show’ 3.6 Online citizen journalism in India. State of citizen journalism in Kashmir	T4 Simulations and Role-Playing T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T8 Discussion Forums and Debates	10
Unit – 4 Citizen Journalism	4.1 Significance and demerits of citizen journalism, 4.2 Citizen journalism vs. mainstream journalism 4.3 Prominent cases of citizen journalism 4.4 Laws and Ethics of citizen journalism, Impact of citizen journalism.	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules	9

Unit – 5: Citizen Journalism in India	5.1 Television citizen journalism, 5.2 Online citizen journalism in India, 5.3 State of citizen journalism in Kashmir and other states. IT act 2000.	T4 Simulations and Role-Playing T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T8 Discussion Forums and Debates	9
---------------------------------------	--	---	---

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Role and Responsibilities of Citizen Journalism Presentation</p> <p>Students will prepare a presentation on the role and responsibilities of citizen journalism, discussing its impact on traditional media, accountability, and the democratization of information. They will analyze case studies highlighting how citizen journalists have contributed to social change and public discourse.</p> <p>Outcome: By completing this assignment, students will gain insights into the evolving landscape of journalism, understand the ethical considerations involved in citizen reporting, and learn to appreciate the importance of diverse voices in the media.</p>	PBL	BL2-Understand	4
Unit- 2	<p>Examine</p> <p>Role of ICTs in the Proliferation of Citizen Journalism</p> <p>Students will examine how information and communication technologies (ICTs) facilitate the rise of citizen journalism, focusing on tools such as social media, smartphones, and blogs. They will analyze the impact of these technologies on news dissemination, audience engagement, and the democratization of information.</p> <p>Outcome: By completing this assignment, students will understand the crucial role of ICTs in shaping modern journalism, enhance their critical thinking skills regarding media influence, and learn to evaluate the implications of citizen journalism on traditional media practices.</p>	Simulation	BL4-Analyze	4
Unit- 3	<p>Online Citizen Journalism in India Case Study</p> <p>Students will conduct a case study on the emergence and impact of online citizen journalism in India, exploring platforms used, significant contributions, and challenges faced by citizen journalists. They will analyze specific examples where citizen journalism has influenced public opinion or social movements.</p>	Case Study	BL5-Evaluate	6

	<p>Outcome: By completing this assignment, students will gain insights into the dynamics of citizen journalism in the Indian context, develop critical analytical skills, and learn to appreciate the role of technology in empowering ordinary citizens as news producers.</p>			
Unit- 4	<p>Laws and Ethics of Citizen Journalism</p> <p>Students will explore the legal frameworks and ethical considerations surrounding citizen journalism, examining issues such as copyright, defamation, privacy, and the responsibility of citizen journalists to report accurately. They will analyze case studies that highlight the ethical dilemmas faced by citizen journalists in their reporting.</p> <p>Outcome: By completing this assignment, students will develop a comprehensive understanding of the legal and ethical challenges in citizen journalism, enhance their ability to navigate complex moral situations, and learn the importance of responsible reporting in a democratic society.</p>	Experiments	BL3-Apply	4
Unit- 5	<p>State of Citizen Journalism in Kashmir and Other States Seminar</p> <p>Students will participate in a seminar examining the state of citizen journalism in Kashmir and other regions, focusing on the unique challenges and opportunities faced by citizen journalists in these areas. They will discuss the role of local voices in reporting on conflicts, human rights issues, and social movements.</p> <p>Outcome: By completing this assignment, students will gain insights into the complexities of citizen journalism in sensitive contexts, develop critical analytical skills, and learn to appreciate the significance of grassroots reporting in fostering accountability and social change.</p>	Seminar	BL4-Analyze	4

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	16
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Allan, S., &Thorsen, E. (Eds.). (2009). Citizen Journalism: Global Perspectives. New York: Peter Lang Publishing, Inc. 2. Tremayne, M. (Ed.). (2007). Blogging, Citizenship, and the Future of Media. London, New York: Routledge. 3. Prasad, K. (Ed.). (2009). e-Journalism: New Media and News Media. Delhi: BR Publishing. 4. Campbell, W. J. (2001). Yellow Journalism: Puncturing the Myths, Defining the Legacies. USA: Praeger Publishers. 5. "Citizen Journalism: Global Perspectives" edited by Stuart Allan and Einar Thorsen 6. "The Handbook of Global Online Journalism" edited by Eugenia Siapera and Andreas Veglis 7. Citizen Journalism: Theory and Practice" by Brian McNair 8. "Citizen Journalism as Concept and Practice: Perspectives from Hong Kong and New York City" by Susan Jacobson and Shirley Hung 9. "Citizen Witnessing: Revisioning Journalism in Times of Crisis" by Stuart Allan
Articles	
References Books	1. "Participatory Journalism: Guarding Open Gates at Online Newspapers" by Jane B. Singer 2. "Citizen Media and Public Spaces: Diverse Expressions of Citizenship and Dissent" edited by Mona Baker and Bolette B. Blaagaard 3. "Citizen Journalism: A Handbook for Digital Age Media" by CJ Cornelius 4. "The Ethics of Citizen Journalism" edited by Fiona Martin and John Molyneux 5. "Alternative Media and Citizen Journalism: Media Activism and Society" edited by Stuart Price and Nicholas Mahony 6. "The Participatory Condition in the Digital Age" edited by Darin Barney
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	1	-	-	-	-	-	-	1	-	-	-	-
CO2	-	-	2	-	-	-	1	2	-	-	-	-	-	-	2
CO3	-	2	-	-	1	-	-	-	-	-	2	-	1	-	-
CO4	-	-	-	2	-	-	-	-	2	-	-	-	-	1	-
CO5	2	-	-	-	2	-	-	-	-	1	-	-	-	-	1
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Field Visit
Course Code	IAPCJMC 601

Part A

Year	3rd	Semester	6th	Credits	L	T	P	C
					0	0	2	2
Course Type	Project							
Course Category	Projects and Internship							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Student Will be able to work in media industry according to their ability. They will learn how to cover any news, write news and finalize it. (BL3-Apply)</p> <p>CO2- Student will be able to do the survey of industry and after the collection of data, they will be able to finalize the report.(BL4-Analyze)</p> <p>CO3- Students will be able to write a research proposal on any topic according to their interest.(BL6-Create)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG5(Gender equality) SDG10(Reduced inequalities) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Note: Select any one topic and prepare a report	<ol style="list-style-type: none"> 1. Internship in any reputed media organization as a reporter and prepare final report with appropriate process. 2. Visit to any local society to conduct a survey to find out the health issues of women and child, Prepare the report 3. Work with any adverting or PR agencies and prepare report 4. Conduct a survey to find out the transportation service in Gwalior and how to increase the transportation service and facilities. 5. Work with any resisted national NGO/Trust, who work for girl education and prepare a report. 6. Making a documentary on Drugs habits of youth <p>Rule and regulation:</p>	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T4 Simulations and Role-Playing T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T7 Problem-Based Learning (PBL)	25

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<ol style="list-style-type: none"> 1. Internship in any reputed media organization as a reporter and prepare final report with appropriate process. 2. Visit to any local society to conduct a survey to find out the health issues of women and child, Prepare the report 3. Work with any adverting or PR agencies and prepare report 4. Conduct a survey to find out the transportation service in Gwalior and how to increase the transportation service and facilities. 5. Work with any resisted national NGO/Trust, who work for girl education and prepare a report. 6. Making a documentary on Drugs habits of youth <p>Rule and regulation:</p>	Industrial Visit	BL6-Create	12

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	0	0	0	0
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50					

Part E

Books	1. "The Investigative Reporter's Handbook: A Guide to Documents, Databases, and Techniques" by Brant Houston and Investigative Reporters and Editors, Inc. 2. "Field Guide to Covering Sports" by Joe Gisondi 3. "The Art of the Interview: Lessons from a Master of the Craft" by Lawrence Grobel 4. "The Field Guide to Understanding 'Human Error'" by Sidney Dekker 5. "Field Reporting: The Core of News" by Karen L. Slattery and James A. Rada 6. "The Field Guide to Reporting" by Chip Scanlan 7. "Broadcast News Writing, Reporting, and Producing" by Frank Barnas
Articles	
References Books	1. "The Elements of Journalism: What Newspeople Should Know and the Public Should Expect" by Bill Kovach and Tom Rosenstiel 2. "The Art of Fieldwork" by Harry F. Wolcott 3. Precision Journalism: A Reporter's Introduction to Social Science Methods" by Philip Meyer 4. "Journalism: Principles and Practice" by Tony Harcup 5. "The New Journalism" edited by Tom Wolfe and E.W. Johnson
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	2	-	-	-	-	-	-	2	-	-	-	2
CO2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO3	-	-	2	-	-	-	-	1	1	-	-	-	1	-	-
CO4	-	-	-	-	2	-	2	2	-	2	-	-	-	-	3
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Indian knowledge System-VI A
Course Code	IKSJMC6A

Part A

Year	3rd	Semester	6th	Credits	L	T	P	C
					0	0	2	2
Course Type	Lab only							
Course Category	Indian Knowledge System (IKC)							
Pre-Requisite/s	N/A			Co-Requisite/s	N/A			
Course Outcomes & Bloom's Level	<p>CO1- Understand the core principles of the Indian Knowledge System and their relevance to contemporary contexts. (BL1-Remember)</p> <p>CO2- Demonstrate practical engagement with IKS through participation in university events and reflective analysis. (BL3-Apply)</p> <p>CO3- Integrate experiential learning and theoretical insights to present the modern applications of IKS effectively. (BL6-Create)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✗ Professional Ethics ✓ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG16(Peace Justice and strong institutions)				

Part B

Modules	Contents	Pedagogy	Hours
1	<p>In this course, students are expected to actively engage with the Indian Knowledge System (IKS) through practical and experiential learning. They will attend lectures to understand the core principles and applications of IKS in contemporary contexts.</p> <p>A key component of the course involves participating in university events that reflect IKS values, such as cultural festivals, academic seminars, workshops on traditional practices, or community service initiatives. After each event, students will submit detailed reports analyzing the event's relevance to IKS, reflecting on their personal learning, and connecting it with course concepts.</p> <p>Additionally, students will complete assignments, participate in quizzes, and deliver a final project presentation integrating their knowledge with experiential insights, fostering a well-rounded understanding of IKS and its modern relevance</p>	Assignment Based Learning	2

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	0	0	0	0

Part E

Books	
Articles	
References Books	
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	1	-	2	-	-	-	-	-	-	-	-	-	-	-
CO3	1	2	2	-	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Indian knowledge System-VI B
Course Code	IKSJMC6B

Part A

Year	3rd	Semester	6th	Credits	L	T	P	C
					0	0	2	2
Course Type	Lab only							
Course Category	Indian Knowledge System (IKC)							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Understand the core principles of the Indian Knowledge System and their relevance to contemporary contexts. (BL1-Remember)</p> <p>CO2- Demonstrate practical engagement with IKS through participation in university events and reflective analysis. (BL2-Understand)</p> <p>CO3- Integrate experiential learning and theoretical insights to present the modern applications of IKS effectively. (BL3-Apply)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✓ Human Values ✓ Environment ✓		SDG (Goals)	SDG4(Quality education) SDG5(Gender equality) SDG8(Decent work and economic growth) SDG10(Reduced inequalities) SDG15(Life on land)				

Part B

Modules	Contents	Pedagogy	Hours
Unit 1	<p>Unit I :</p> <p>1.1.Gandhian Political Philosophy of Peace: Satya and Ahimsa</p> <p>1.2.Gandhian Understanding of Peace: Tolerance, Harmony and Forgiveness</p>		
Unit 2	<p>Unit II :</p> <p>2.1. Gandhi's Views on Hindu Muslim Unity</p> <p>2.2. Gandhi on Political Dialogue and conflict resolution.</p>		

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	<p>1.1 Gandhian Political Philosophy of Peace: Satya and Ahimsa</p> <p>Objective: Understand and apply Gandhian principles of Truth (Satya) and Nonviolence (Ahimsa).</p> <p>Activities:</p> <ul style="list-style-type: none"> • Role-Play: Simulate nonviolent protests and truth-telling scenarios. • Reflection Circles: Share personal experiences with Satya and Ahimsa. • Community Service: Organize a nonviolent campaign. • Journaling: Reflect on applying truth and nonviolence. <p>Assessment: Participation in activities and a reflective essay.</p>	PBL	BL3-Apply	8
	<p>1.2 Gandhian Understanding of Peace: Tolerance, Harmony, and Forgiveness</p> <p>Objective: Explore Gandhian concepts of Tolerance, Harmony, and Forgiveness.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Empathy Mapping: Understand different perspectives in conflict. • Peace-Building Simulation: Use Gandhian principles in negotiation. • Circle of Forgiveness: Practice forgiving and seeking forgiveness. • Documentary & Discussion: Watch and discuss Gandhian peace practices. • Peace Manifesto: Create a personal or group manifesto on peace. <p>Assessment: Group participation and a Peace Manifesto.</p>			
Unit 2	<ul style="list-style-type: none"> • Activity 1: Group Discussion (Hindu-Muslim Unity) Begin by having students read excerpts from Gandhi's writings or speeches that highlight his views on Hindu-Muslim unity. Some key texts might include Gandhi's letters or his views on the Khilafat Movement. 	PBL	BL3-Apply	6

	<p>Task: In groups, students discuss their initial thoughts about Gandhi's approach. Do they agree or disagree with his views? What challenges did Gandhi face in promoting unity between these two communities?</p> <ul style="list-style-type: none"> • Activity 2: Role-play (Political Dialogue & Conflict Resolution) Role-play a scenario in which two community leaders (one Hindu and one Muslim) are in conflict, and Gandhi is attempting to mediate. <p>Task: Students take turns assuming the roles of Gandhi and the two community leaders, practicing Gandhi's method of dialogue and non-violence. They must work through the issues Gandhi might have addressed, such as non-cooperation and mutual respect.</p>			
--	--	--	--	--

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8

Part E

Books	
Articles	
References Books	
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	1	-	-	1	-	1	-	-	-	-	1
CO2	-	1	2	-	2	-	2	-	2	-	-	-	-	2	-
CO3	2	-	3	2	3	-	3	2	-	2	-	-	1	-	-
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Social Media Marketing
Course Code	SECJMC 601

Part A

Year	3rd	Semester	6th	Credits	L	T	P	C	
					0	0	2	2	
Course Type	Lab only								
Course Category	Specialization Elective Courses								
Pre-Requisite/s				Co-Requisite/s					
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to recall all the tools, techniques, steps and platform of social media marking. (BL1-Remember)</p> <p>CO2- Student will able to explain the Incapacitation to apply analytical and critical thinking for writing on national and international issues. (BL2-Understand)</p> <p>CO3- Student will be able to use their Ability to demonstrate acquired skills of reporting and editing in the media organization. (BL3-Apply)</p> <p>CO4- Student will be able to defend to promote and publish his/her own original creation (fiction and nonfiction) through own enterprise. (BL4-Analyze)</p> <p>CO5- Students will be able to determine the Assess the limitations of research studies and suggest potential areas for improvement. (BL5-Evaluate)</p> <p>CO6- Students will be able to Generate new insights and ideas for research and conduct original research studies that address specific research questions or problems. (BL6-Create)</p>								
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✓ Human Values ✓ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG5(Gender equality) SDG10(Reduced inequalities) SDG17(Partnerships for the goals)					

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Introduction to Digital Marketing	1.1 Fundamentals of Digital Marketing & Its Significance, 1.2 Traditional Marketing Vs Digital Marketing, 1.3 Evolution of Digital Marketing, 1.4 Digital Marketing Landscape, Key Drivers, Digital Consumer & Communities, 1.5 Social Media Marketing 1.6 Fundamentals of Social Media Marketing, Necessity of Social media, Marketing, Building 1.7 Successful Strategy: Goal Setting, Implementation. 1.8 Facebook Marketing, LinkedIn Marketing, Twitter Marketing, Instagram marketing, Use of Hashtags and Analytics tools.	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T4 Simulations and Role-Playing,	7
Unit – 2: The domain of Social Media Marketing-	2.1 Website Planning, Display Advertising, Content Marketing, Search Engine Optimization (SEO), Search Engine Marketing, E-mail Marketing, Social Media Marketing, Mobile Marketing, Online Reputation Building, Web Analytics, Affiliate Marketing, Digital Marketing Strategies 2.2 Buying Models- CPC, CPM, CPL, CPA, fixed Cost/Sponsorship, 2.3 Targeting: - Contextual targeting, remarking, Demographics, Geographic & Language Targeting.	T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T7 Problem-Based Learning (PBL) T8 Discussion Forums and Debates	7
Unit – 3 Search Engine Optimization	3.1 Introduction to SEO, How Search engine works, SEO Phases, How SEO Works, What is Googlebot (Google Crawler), Types Of SEO techniques, Keywords, 3.2 Keyword Planner tools page Optimization, 3.3 Technical Elements of SEO, HTML tags, RSS Feeds, Microsites, Off-page Optimization-	T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules	6

	3.4 About Off-page optimization, Backlink, Blogs, Posts, Press Release, Forums, Unnatural links.		
Unit – 4: Web Analytics	<p>4.1 Introduction- Introduction to web analytic, Google Analytics,search, traffic Campaigns, AdWords, AdSense.</p> <p>4.2 Content Performance Analysis- Pages and Landing Pages, Event Tracking and AdSense,</p> <p>4.3 Site Search. Visitor Analysis</p> <p>4.4 Social Media Analytics- Facebook insights, Twitter analytics, Youtube analytics, Social</p> <p>4.5 Ad analytics /ROI measurement.</p>	T1 Problem-Based Learning (PBL) T8 Discussion Forums and Debates T10 Research Projects and Independent Studies	5

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Presentation</p> <p>Students will create a presentation introducing the key concepts of digital marketing, including its channels, strategies, and tools such as social media, SEO, and email marketing. They will analyze real-world examples of successful digital marketing campaigns to illustrate effective practices.</p> <p>Outcome: By completing this assignment, students will gain a solid understanding of digital marketing fundamentals, enhance their presentation skills, and learn to evaluate the impact of digital strategies on business growth and customer engagement.</p>	PBL	BL2-Understand	4
Unit- 2	<p>Website Planning</p> <p>Students will develop a comprehensive plan for a website, including defining its purpose, target audience, content structure, and design elements. They will create wireframes and outline key functionalities to ensure the website meets user needs and business goals.</p> <p>Outcome: By completing this assignment, students will gain essential skills in website planning and design, learn to think critically about user experience and functionality, and understand the importance of strategic planning in creating effective digital platforms.</p>	Internships	BL5-Evaluate	4
Unit- 3	<p>Explore</p> <p>Search Engine Optimization (SEO)</p> <p>Students will explore the principles and techniques of SEO, including keyword research, on-page optimization, link building, and analytics. They will analyze case studies of successful SEO strategies and learn to apply best practices to improve website visibility on search engines.</p> <p>Outcome: By completing this assignment, students will develop a solid understanding of SEO fundamentals, enhance their skills in optimizing digital content, and learn to</p>	Role Play	BL5-Evaluate	4

	assess the impact of SEO on website traffic and business success.			
Unit- 4	<p>Web Analytics case study</p> <p>Students will study the fundamentals of web analytics, focusing on key metrics, data collection methods, and tools used to analyze website performance. They will explore how to interpret data to make informed decisions that enhance user experience and optimize marketing strategies.</p> <p>Outcome: By completing this assignment, students will gain practical skills in using web analytics tools, develop critical thinking in data interpretation, and learn to leverage insights for improving website effectiveness and achieving business objectives.</p>	Case Study	BL3-Apply	5

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
51	20	30	12	20	8

Part E

Books	1. Gupta, Seema (2020). Digital Marketing. Published by McGraw Hill; Second edition 2. Jethwaney, Jaishri (2018). Corporate Communication: Principles And Practice. Published by SAGE Publications Pvt. Ltd; Second edition 3. Narayan S, Narayanan S (2016). India Connected: Mapping the Impact of New Media. Published by Sage 4. "The Art of Social Media: Power Tips for Power Users" by Guy Kawasaki and Peg Fitzpatrick 5. "Social Media Marketing: An Hour a Day" by Dave Evans 6. "Influence: The Psychology of Persuasion" by Robert B. Cialdini 7. "Digital Marketing Handbook" by Shivendra Tiwari 8. "Social Media Marketing: Strategies for Engaging in Facebook, Twitter & Other Social Media" by Laxman Muthiyah
Articles	
References Books	1. Schmidt, E. & Cohen, J. (2013). The New Digital Age. Published by John Murray 2. Shrivastava, K. M. (2013). Social Media in Business and Governance. Published by Sterling Publishing 3. Siarto, Allie & Cole, T. Richard (2013). Monitoring & Measuring Social Media: Monitoring and Analyzing Conversations in Social Media. Published by Racom Communications 4. Theaker, Alison (2007). The Public Relations Handbook (Media Practice). Published by Routledge; 3rd edition
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-
CO2	-	2	-	-	-	-	-	1	-	-	-	1	-	-	-
CO3	-	-	-	-	-	-	2	2	2	-	-	-	-	-	2
CO4	-	-	2	-	-	-	-	-	-	-	1	-	-	-	-
CO5	-	2	-	-	-	-	-	-	-	1	-	-	-	1	-
CO6	-	-	1	-	2	-	-	-	-	-	-	1	-	-	-



Syllabus-2024-2025

(SOJMC)(BA_JMC)

Title of the Course	Documentary Film Making
Course Code	SECJMC 602

Part A

Year	3rd	Semester	6th	Credits	L	T	P	C
					0	0	2	2
Course Type	Lab only							
Course Category	Skill Enhancement Courses							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to Apply knowledge of Documentary Writing.(BL3-Apply)</p> <p>CO2- Students will be able to Understanding various Techniques of Script Writing.(BL2-Understand)</p> <p>CO3- Students will be able to Understanding various tools and techniques of Pre Production.(BL2-Understand)</p> <p>CO4- Students will be able to Understanding various tools and techniques of Pre Production.(BL3-Apply)</p> <p>CO5- Students will be able to Apply Working knowledge of Editing Software.(BL3-Apply)</p>							
Courses Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG5(Gender equality) SDG10(Reduced inequalities) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Introduction to Documentary L T P	<p>1.1 Documentary: History and Origin</p> <p>1.2 Understanding Documentary-Importance and Need in Society & Commercial aspects.</p> <p>1.3 Types of Documentaries – Expository, Impressionistic, Observational, Reflexive, Experimental, Participatory, Per-formative.</p> <p>1.4 Documentary Formats - Documentary, Documentation, Docu-Drama & Docu-Fiction.</p> <p>1.5 Terminology of Documentary - Official Vocabulary & Spontaneous</p>	<p>T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T4 Simulations and Role T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts T4 Simulations and Role-Playing</p>	5
Unit – 2: Language of Documentary	<p>2.1 Essential Elements of Documentary Script</p> <p>2.2 Modes of Documentary Script – Shooting according to Script and Writing according to Visuals.</p> <p>2.3 Understanding the Visual elements of Documentary Script</p> <p>2.4 Understanding the sound used in Documentary Script</p> <p>2.5 Understanding the Point of view in Documentary</p>	<p>T1 PPT Presentation, case-based Assignment T2 Group Projects and Collaborations T3 Guest Lectures from Industry Experts</p>	5
Unit – 3 Documentary Pre - Production	<p>3.1 Idea Generation – Significance of topic, Society Welfare, Public Interest, Visualization, Treatment and Structure for Documentary.</p> <p>3.2 Research – Content analysis, Location Research, Collection of Content from Authentic source and Subject expert.</p> <p>3.3 Drafting script – Target audience, Time, First Draft, Treatment and Synopsis.</p> <p>3.4 Layout Story Boarding of Documentary.</p> <p>3.5 Planning and Budgeting – Team Building, location Finalising, Schedule Finalising, Funding</p>	<p>T2 Group Projects and Collaborations T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T7 Problem-Based Learning (PBL)</p>	5

Unit – 4: Documentary Production	<p>4.1 Shooting for documentary – Basics of Camera and Visual Grammar.</p> <p>4.2 Light Techniques- Key light, Fill Light, Back Light.</p> <p>4.3 Sound for Documentary- Background Score, Voice over, Sound Effect, and International track for Sound.</p> <p>4.4 Production Crew and their Responsibilities for Documentary Production.</p> <p>4.5 Do's and Don'ts in Documentary Production.</p>	T2 Group Projects and Collaborations T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T7 Problem-Based Learning (PBL)	5
Unit 5 : Documentary Post-production	<p>5.1 Post- Production- Types of editing software's, Adobe Premiere and Final Cut Pro.</p> <p>5.2 Editing Techniques - Match cut, Smash cut, Invisible cut, 3-point editing, L cut, J cut, Late Cut and Jump Cut.</p> <p>5.3 Stage s of Editing - Logging to system, rough cut and Final cut.</p> <p>5.4 Music in Documentary - Use of Narration, Importance of background Score, Sound Effects.</p> <p>5.5 Titling, Importance of Supers, Advantages and need of Sub-titling and Export & DVD Authoring.</p>	T4 Simulations and Role-Playing T5 Multimedia Presentations and Use of Technology T6 E-learning and Online Modules T8 Discussion Forums and Debates	5

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Documentary: History and Origin Presentation</p> <p>Students will create a presentation on the history and origin of documentaries, tracing their evolution from early filmmaking to contemporary styles. They will explore key figures, landmark films, and the impact of technology on documentary storytelling.</p> <p>Outcome: By completing this assignment, students will gain a comprehensive understanding of the documentary genre, enhance their research and presentation skills, and learn to appreciate the role of documentaries in shaping public discourse and cultural narratives.</p>	PBL	BL2-Understand	4
Unit- 2	<p>Script Writing for Documentary</p> <p>Students will write a script for a documentary, focusing on structure, narrative flow, and the use of visual and auditory elements to enhance storytelling. They will incorporate research and interviews to create an engaging and informative script that effectively communicates their chosen topic.</p> <p>Outcome: By completing this assignment, students will develop essential skills in scriptwriting and storytelling, learn to organize complex information clearly, and understand the importance of crafting a compelling narrative for documentary filmmaking.</p>	Field work	BL6-Create	5
Unit- 3	<p>Storyboarding of Documentary</p> <p>Students will create a storyboard for a documentary, visualizing key scenes, shot compositions, and transitions to effectively convey their narrative. They will learn to organize their ideas visually, ensuring a coherent flow and enhancing the storytelling process.</p> <p>Outcome: By completing this assignment, students will develop skills in visual planning and narrative structure, learn the importance of pre-production in filmmaking, and gain a deeper understanding of how visual</p>	Role Play	BL6-Create	9

	elements contribute to the overall impact of a documentary.			
Unit- 4	<p>Shooting for Documentary</p> <p>Students will participate in the shooting of a documentary, applying techniques such as camera operation, lighting, and sound recording to capture compelling visuals and audio. They will collaborate in a team to execute their storyboard and adapt to real-time challenges during the filming process.</p> <p>Outcome: By completing this assignment, students will gain hands-on experience in documentary production, develop practical skills in cinematography and sound design, and learn the importance of teamwork and adaptability in achieving a cohesive final product.</p>	Virtual Labs	BL6-Create	10
Unit- 5	<p>Post-Production - Types of Editing Software: Adobe Premiere and Final Cut Pro in Documentary</p> <p>Students will explore various types of editing software used in documentary filmmaking, with a focus on Adobe Premiere and Final Cut Pro. They will learn to navigate the interfaces, understand key editing techniques, and apply effects to enhance their documentary projects.</p> <p>Outcome: By completing this assignment, students will gain practical skills in using professional editing software, develop an understanding of the post-production process, and learn how effective editing can significantly influence the storytelling and impact of a documentary</p>	Virtual Labs	BL6-Create	12

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8

Part E

Books	1. Ascher, Steven. & Pincus, Edward. (2012) The Filmmaker's handbook, Plume, a member of Penguin Group (USA) Inc. 2. Hewitt, J. et. al. (2009). Documentary Filmmaking: A Contemporary Field Guide. OUP. 3. Inman, Roger. & Smith, Greg.(1981-2006) Television Production Handbook. 4. "Documentary Filmmakers Handbook" by Genevieve Jolliffe and Andrew Zinnes 5. "Documentary Film: A Very Short Introduction" by Patricia Aufderheide 6. "Directing the Documentary" by Michael Rabiger 7. "Documentary Storytelling: Creative Nonfiction on Screen" by Sheila Curran Bernard 8. "Documentary Film: Contexts and Criticism" edited by Juhasz and Lerner
Articles	
References Books	1. Jayshankar, K. P. A Fly in the Curry: Independent Documentary Film in India. 2. Millerson, Gerald. (2009) Television Production. Burlington, MA:Focal Press. 3. Nichols, B. (2010). Introduction to Documentary. Bloomington: Indiana University Press. 4. Rabiger.(2009). Michael, Directing the Documentary. Focal Press. 5. Rosenthal, Alan. (2002).Writing, Directing and Producing Documentary Films and Videos. 6. Southern Carbondale and Edwardsville: Illinois University Press. 7. Sharma, Aparna. Documentary Films in India: Critical Aesthetics at Work.
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	-	-	-	2	2	-	-	-	-	1	-	-
CO3	-	2	-	-	1	-	-	-	-	-	-	-	-	-	1
CO4	-	-	2	-	-	-	-	-	-	-	1	-	-	-	-
CO5	-	-	1	-	-	-	-	1	-	-	-	-	1	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

