



Anekant Education Society's  
**TULJARAM CHATURCHAND COLLEGE,**  
**(Autonomous)**  
**BARAMATI, DIST- PUNE – 413102**

**DEPARTMENT OF MEDIA AND COMMUNICATION STUDIES**

**Proposed Syllabus For**  
**T.Y. B.Voc. Journalism and Mass Communication**

**(T.Y. B.Voc. JMC-Semester-V)**  
**2022 Pattern**

Sponsored by  
**University Grant Commission**  
Under  
**National Skill Qualification Framework**  
**(NSQF)**  
To be implemented from  
Academic Year 2024-25

## Title of the Programme: B. Voc. Journalism and Mass Communication

(To be implemented from Academic Year – 2024-25)

### Course structure:

- B.Voc. is three year course with three theory and three practical courses in each semester.
- Each theory course will be of four credits and each credit is of 15 periods
- Each practical course will be of six credits and each credit is of 15 periods
- Each period is of one clock hour.
- In each practical course there will be one visit to the relevant industry/ institute.
- In addition to the regular practical are based on the theory course, special emphasis will be on communications and soft skills development of the students.

### Eligibility:

- 1) **First Year B.Voc. (Diploma):** A student who has passed the Higher Secondary School Certificate (10+2) in any streamer its equivalent examination.
- 2) **Second Year B.Voc. (Advanced diploma):** Keeping terms of First Year of B. Voc. and if they fulfill the eligibility conditions.
- 3) **Third Year B.Voc. (Degree):** Student shall pass all First Year B. Voc. courses and Satisfactory keeping the terms of Second Year of B.Voc.

**Note:** Admissions will be given as per the selection procedure / policies adopted by the college, in accordance with conditions laid down by the Savitribai Phule Pune University, Pune.

### Examination Pattern:

- Pattern of Examination: Semester:
- General education courses (Theory paper) - I, II, III, IV, V and VI Semester
- Skill Component (Practical Course): Practical examination will be conducted
- Weightage of marks in each course: Internal continues assessment (50%) and end semester examination (50%)

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TULJARAM CHATURCHAND COLLEGE, BARAMATI  
Dist. -Pune-413102**

**B. Voc. Journalism and Mass Communication Syllabus Structure**

**Third Year: Semester-V**

Subj. Code	Subject Name	No. of Credits	Marks
General component			
UBJM 351	Introduction to Digital Media	4	100
UBJM 352	Visual Communication	4	100
UBJM 353	Mass Communication Theory	4	100
Skill component			
UBJM 354	Content Development For Digital Media	6	150
UBJM 355	Video Production Group Project	10	250
UBJM 356	Industry Internship	2	50

**Third Year: Semester-VI**

Subject Code	Subject Name	No. of Credits	Marks
General component			
UBJM 361	Basics of Advertising	4	100
UBJM 362	Basics of Public Relation	4	100
UBJM 363	Media Management	4	100
Skill component			
UBJM 364	PR Practices	6	150
UBJM 365	Group Project- Advertisement project /Documentary/ News bulletin/ In depth reporting / Social media campaign project	10	250
UBJM 366	Industry Internship	2	50

**Anekant Education Society's**  
**Tuljaram Chaturchand College, Baramati**  
(Autonomous)

**Board of Studies (BOS) in Department of  
Media and Communication Studies**

From 2022-23 to 2024-25

Sr.No.	Name	Designation
1.	Mr. Rahul P. Chaudhari	Chairman
2.	Mr. Ranjeet V. Pandit	Member
3.	Ms. Gayathri Nandhakumar	Member
4.	Ms. Rutuja S. Agam	Member
5.	Dr. Sanjay Vishnu Tambat	Vice-Chancellor Nominee
6.	Mr. Mithunchandra Chaudhari	Expert from other University
7.	Dr. Radheshyam Jadhav	Expert from other University
8.	Mr. Akash Dhopeswarkar	Industry Expert
9.	Ms. Ankita Khane	Meritorious Alumni
10.	Mr. Ravi Mane	Meritorious Alumni

## Programme Outcomes for B.Voc Programme (POs)

### Programme Outcomes for Vocational (B.Voc.) Degree Programme in accordance with National Education Policy-2020 with effect from Academic Year 2023-24.

Bachelor of Vocation (B.Voc.) Courses are designed to provide students with specific vocational skills and knowledge that are directly applicable to the industry or field they are studying. The programme outcomes of these courses typically focus on preparing students for employment or entrepreneurship in their chosen vocational area.

<b>PO1</b>	<b>Technical Competence:</b> Students will acquire specialized technical skills and knowledge relevant to their chosen vocation, enabling them to perform tasks effectively and efficiently in their respective industries.
<b>PO2</b>	<b>Problem Solving Skills:</b> Students will develop the ability to identify, analyze, and solve problems encountered in their vocational field, using both theoretical knowledge and practical experience.
<b>PO3</b>	<b>Employability Skills:</b> Students will gain employability skills such as communication, teamwork, leadership, adaptability, and professionalism, which are essential for success in the workplace.
<b>PO4</b>	<b>Industry Relevance and entrepreneurial abilities:</b> The students will adopt knowledge and skills that are relevant to the current needs and required practices of the industry or sector, they are entering. Students focus on fostering entrepreneurial skills, equipping students with the knowledge and capabilities to start and manage their own businesses in their chosen field.
<b>PO5</b>	<b>Ethical and Social Responsibility:</b> Students will be aware of the ethical considerations and social responsibilities associated with their vocational field, and they will be able to apply ethical principles in their professional practices.
<b>PO6</b>	<b>Environmental Awareness:</b> The students should be able to ability to apply the knowledge, skills, attitudes and values required to take appropriate action for justifying the effect of environmental degradation, climate change, pollution control, effective waste management etc.
<b>PO7</b>	<b>Research and Innovations:</b> Depending on the programme, students may develop research and innovation skills, enabling them to contribute to advancements and improvements within their vocational field.
<b>PO8</b>	<b>Global Perspective:</b> In an increasingly interconnected world, programmes may emphasize the importance of understanding global trends, markets, and perspectives relevant to the students' vocation.
<b>PO9</b>	<b>Multidisciplinary studies:</b> Students will adopt the multidisciplinary studies in an academic approach that integrate knowledge and methodology from various discipline to provide a comprehensive understanding of related job/business opportunities.
<b>PO10</b>	<b>Community Engagement:</b> The students will be able to demonstrate the capability to participate in community-engaged services/activities for promoting the wellbeing of society.

## Specific Outcomes for B.Voc Journalism and Mass Communication (PSOs)

- 1. To impart the basic knowledge of Mass communication & Journalism and related areas of studies:**

Provide a comprehensive understanding of the theoretical foundations and practical applications in Mass Communication and Journalism. Equip students with essential concepts, terminologies, and historical perspectives within the field.
- 2. To develop the learner into competent and efficient Media & Entertainment Industry ready professionals.**

Foster practical skills and industry-relevant expertise to ensure graduates are well-prepared for diverse roles in the Media & Entertainment sector. Emphasize hands-on training and real-world experiences to bridge the gap between academic knowledge and professional demands.
- 3. To empower learners by communication, professional and life skills**

Enhance communication proficiency, both written and oral, to enable effective expression and comprehension. Cultivate a range of professional and life skills, including teamwork, critical thinking, problem-solving, and adaptability.
- 4. To impart Information Communication Technologies (ICTs) skills, including digital and media literacy and competencies.**

Develop proficiency in utilizing Information Communication Technologies for media production, dissemination, and analysis. Foster digital and media literacy, ensuring graduates are adept in navigating and utilizing modern communication tools.
- 5. To imbibe the culture of research, innovation, entrepreneurship and incubation.**

Encourage a research-oriented mindset among learners, promoting exploration, analysis, and critical evaluation of media and communication phenomena. Instill an entrepreneurial spirit, fostering innovation and creative thinking, while providing avenues for incubation of new ideas and projects.
- 6. To inculcate professional ethics, values of Indian and global culture**

Embed a strong sense of professional ethics and integrity within the practice of journalism and mass communication. Promote an understanding and appreciation of both Indian and global cultural values to create culturally sensitive media professionals.
- 7. To prepare socially responsible media academicians, researchers, professionals with global vision**

Instill a sense of social responsibility, emphasizing the role of media in addressing societal issues and promoting positive change. Develop a global perspective, enabling graduates to navigate diverse cultural landscapes and contribute responsibly to the global media community.

Anekant Education Society's  
**TULJARAM CHATURCHAND COLLEGE, BARAMATI, DIST- PUNE – 413102**  
**B. Voc. (Journalism and Mass Communication) REVISED SYLLABUS**

**Third Year**

**Semester V**

**INTRODUCTION TO DIGITAL MEDIA**

**General Component**

**Paper No. UBJM 351**

**Maximum Marks: 100**

**Credits: 4**

**Teaching Period: 4 /week**

**Teaching Load: 60 Theory Period/Semester**

**Course Objectives**

1. To provide an understanding of the digital media landscape.
2. To gain proficiency in specific uses of various types of Digital media platforms
3. To provide understanding of etiquette of various social media
4. To understand how to create own presence on digital media professionally.
5. To understand basic strategies of brand Management on social media.
6. To explore and comprehend the impact of emerging technologies like OTT, Artificial Intelligence, And Google Tools.
7. To examine ethical considerations and challenges arising from the use of technology in media.

**CONTENT**

<b>Unit 1-Digital Media- basic Understanding</b>	<b>10 hrs</b>
<ul style="list-style-type: none"><li>• Digital Media- Evolution, Definitions, Concept and Scope</li><li>• The Characteristics of Digital Media and Significance</li><li>• Old Media vs. New Media</li><li>• Concepts and evaluation of Internet</li></ul>	
<b>Unit-2Digital storytelling</b>	<b>10 hrs</b>
<ul style="list-style-type: none"><li>• Content management &amp; content management systems</li><li>• Digital story-telling formats</li><li>• Content writing, editing, reporting</li><li>• Blogging</li><li>• Video blogging and podcasting</li></ul>	
<b>Unit 3- Online Journalism</b>	<b>10 hrs</b>
<ul style="list-style-type: none"><li>• News on the web</li><li>• Changing paradigms of news</li><li>• Characteristics of Online Journalism</li><li>• Citizen Journalism</li><li>• Data Journalism</li></ul>	
<b>Unit 4- New Media Theories</b>	<b>10 hrs</b>
<ul style="list-style-type: none"><li>• Mac Luhan &amp; Network Society</li><li>• Online Disinhibition</li><li>• Theory of Castells</li><li>• The Changing Mass Media Audience</li><li>• Digital Divides</li></ul>	

**Unit 5- New trends and issues**

10 hrs

- OTT
- Mobile Applications
- Artificial Intelligence
- Google Tools for media
- Ethical issues

**Unit 6- Social Media**

10 hrs

- Social networking
- social profile management products: Facebook, LinkedIn
- Social publishing: Instagram, YouTube
- Social Media Metrics
- Understanding Fake News: Issues, Challenges

**Course Outcomes:**

1. Students would gain understanding of the concepts of digital and social media.
2. Students would be able to utilize digital social media tools for different developmental activities.
3. Students would be able to gain understanding of cyber ethics.
4. Students will comprehend the functionalities of digital media
5. Students would gain understanding basic strategies of brand Management on social media.
6. Students will develop understanding knowledge of how these technologies are reshaping content Creation, distribution, and consumption in the digital era.
7. Students will be equipped with ethical frameworks and critical thinking skills to address complex issues, ensuring responsible and principled engagement with evolving media technologies.

**Recommended Readings:**

1. Feldman, Tony. An Introduction to Digital Media. Routledge.
2. Howard, Alexander. The Art and Science of Data-Driven Journalism, Tow Centre for Digital Journalism
3. Handbook for Media, General Elections to the 17 th Lok Sabha 2019, Election Commission of India
4. New Media and Politics, Sage publication
5. Digital Journalism: Making News, Breaking News, Open Society Foundation
6. The Routledge Handbook of Developments in Digital Journalism Studies
7. The Handbook of Global Online Journalism, Wiley-Blackwell
8. Al Jazeera Media Training and Development Centre, Mobile Journalism.
9. Al Jazeera Media Training and Development Centre, Data Journalism



**Choice Based Credit System Syllabus (2022 Pattern)**  
**Mapping of Program Outcomes with Course Outcomes**

Class: S Y B. Voc (Sem V)

Subject: Journalism and Mass Communication

Course: Introduction to Digital Media

Course Code: UBJM 351

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)								
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8	P10
CO1	2								
CO2			2	2					2
CO3		3			2				
CO4									
CO5			2	2					
CO6				2				2	
CO7		3			2				

**PO1: Technical Competence -CO2**

Utilizing digital and social media tools for development activities (CO2) introduces students to basic technical skills relevant to the field.

**PO2: Problem Solving Skills-CO3, CO7**

Understanding cyber ethics (CO3) and addressing complex issues with critical thinking (CO7) require problem-solving skills to navigate the ethical and social challenges of digital media.

**PO3: Employability Skills-CO2, CO5**

Using social media tools (CO2) and understanding brand management (CO5) can be valuable for communication and teamwork skills in a digital media context, although the course doesn't directly focus on core employability skills.

**PO4: Industry Relevance-CO2, CO5, CO6**

The course equips students with knowledge of social media tools (CO2), brand management strategies (CO5), and the impact of technology on content creation (CO6), which are all highly relevant to the digital media and development sectors.

**PO5: Ethical and Social Responsibility-CO3, CO7**

Understanding cyber ethics (CO3) and developing critical thinking for ethical engagement (CO7) are central to the responsible use of digital and social media for development.

**PO8: Global Perspective -CO6**

Understanding the global impact of technology on content creation (CO6) introduces students to the broader influence of digital media in a globalized world.

**PO10: Community Engagement-CO2**

Utilizing digital and social media tools for development activities (CO2) can directly contribute to community engagement by equipping students with tools to promote positive change

**VISUAL COMMUNICATION****General Education****Paper No. – UBJM352****Maximum Marks: 100****Credits: 4****Teaching Period: 4/week****Teaching Load: 60 Theory Period****Course Objectives:**

1. To introduce students to the concept of visual culture and its significance in society.
2. To familiarize students with the key elements of visual communication, including line, shape, colour, and texture.
3. To explore the principles of visual design and their application in creating effective visual communication.
4. To understand the role of contrast, symbolism, time, sound, balance, symmetry, rhythm, harmony, unity, layout, and grid in visual design.
5. To provide students with an overview of the history and evolution of visual art, including key movements and styles.
6. To examine various forms of visual expression, such as painting, architecture, sculpture, and artistic styles and movements.
7. To analyze the aesthetics of symbols and language in visual communication and their impact on conveying meaning and emotion.

**CONTENT**

<b>Unit 1: Overview of Visual Art History</b>	10 Hours
<ul style="list-style-type: none"> <li>• Introduction to the history</li> <li>• Evolution of visual art.</li> <li>• Key movements of visual arts</li> <li>• Styles in visual art.</li> </ul>	
<b>Unit 2: Visual Expressions</b>	10 Hours
<ul style="list-style-type: none"> <li>• Painting as Visual Expression</li> <li>• Architecture</li> <li>• Sculpture</li> <li>• Understanding their impact on visual culture.</li> </ul>	
<b>Unit 3: Foundations of Visual Communication</b>	10 Hours
<ul style="list-style-type: none"> <li>• Significance of visual culture in society.</li> <li>• Exploration of key elements of visual communication</li> <li>• Line and shape</li> <li>• Colour and texture.</li> </ul>	
<b>Unit 4: Visual Design Techniques</b>	10 Hours
<ul style="list-style-type: none"> <li>• Time and Sound</li> <li>• Balance and Symmetry,</li> <li>• Rhythm and Harmony</li> <li>• Unity, Layout, and Grid</li> </ul>	
<b>Unit 5: Principles of Visual Design</b>	10 Hours
<ul style="list-style-type: none"> <li>• Understanding visual composition.</li> </ul>	

- Importance of point of view
- Light and form in visual communication.
- Depth and movement in visual communication.

### **Unit 6: Aesthetics of Symbols**

10 Hours

- Contrast
- Symbolism
- Understanding the aesthetics of symbols
- Understanding how symbols used to convey meaning.

### **Course Outcomes:**

1. Students will demonstrate an understanding of the significance of visual culture in society.
2. Students will be able to identify and analyze key elements of visual communication in various visual artifacts.
3. Students will apply principles of visual design to create visually compelling compositions.
4. Students will effectively use contrast, symbolism, time, sound, balance, symmetry, rhythm, harmony, unity, layout, and grid in visual communication projects.
5. Students will develop a comprehensive understanding of the history and evolution of visual art, including major movements and styles.
6. Students will recognize and appreciate different forms of visual expression, including painting, architecture, sculpture, and artistic styles and movements.
7. Students will demonstrate proficiency in analyzing the aesthetics of symbols and language in visual communication, and effectively convey meaning and emotion through visual artifacts.

### **Books Recommended:**

1. "Interaction of Color" by Josef Albers
2. "Visual Language for Designers: Principles for Creating Graphics that People Understand" by Connie Malamed
3. "The Elements of Graphic Design" by Alex W. White
4. "Thinking with Type: A Critical Guide for Designers, Writers, Editors, & Students" by Ellen Lupton
5. "Visual Thinking: for Design" by Colin Ware
6. Art Beauty and Creativity: Indian and Western Aesthetics by Shyamala Gupta

Choice Based Credit System Syllabus (2022 Pattern)  
**Mapping of Program Outcomes with Course Outcomes**

Class: TY B. Voc (Sem V)

Subject: Journalism and Mass Communication

Course: Visual Communication

Course Code: UBJM352

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation.

Programme Outcomes (POs)										
Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1				3	3	3			3	3
CO 2		3	3				3			
CO 3	3									
CO 4	2			2						
CO 5			2				2			
CO 6				1		2			2	
CO 7		2	1		2					2

**Justification for the mapping**

**PO1 Technical Competence**

Justification: Applying principles of visual design (CO3) and effectively using various elements such as contrast, symbolism, balance, etc., in visual communication projects (CO4) require technical competence in visual communication techniques.

**PO2 Problem Solving Skills**

Justification: Identifying and analyzing key elements of visual communication (CO2) and analyzing the aesthetics of symbols and language in visual communication (CO7) require problem-solving skills to understand and convey complex ideas effectively.

**PO3 Employability Skills**

Justification: Identifying and analyzing key elements of visual communication (CO2), developing a comprehensive understanding of the history and evolution of visual art (CO5), and analyzing the aesthetics of symbols and language in visual communication (CO7) enhance employability skills in the field of visual communication.

**PO4 Industry Relevance and Entrepreneurial Abilities**

Justification: Understanding the significance of visual culture in society (CO1), effectively using elements of visual communication in projects (CO4), and recognizing and appreciating different forms of visual expression (CO6) contribute to industry relevance and foster entrepreneurial abilities in the visual communication field.

**PO5 Ethical and Social Responsibility**

Justification: Understanding the significance of visual culture in society (CO1) and demonstrating proficiency in analyzing the aesthetics of symbols and language in visual communication (CO7) reflect ethical and social responsibility in the field of visual communication.

**PO6 Environmental Awareness**

Justification: Understanding the significance of visual culture in society (CO1) and recognizing and appreciating different forms of visual expression (CO6) may involve considerations of environmental impact, fostering environmental awareness in visual communication.

**PO7 Research and Innovations**

Justification: Identifying and analyzing key elements of visual communication (CO2) and developing a comprehensive understanding of the history and evolution of visual art (CO5) require research skills and contribute to innovations in the field of visual communication.

**PO9 Multidisciplinary Studies**

Justification: Understanding the significance of visual culture in society (CO1) and recognizing and appreciating different forms of visual expression (CO6) involve integrating knowledge from various disciplines, reflecting multidisciplinary studies in visual communication.

**PO10 Community Engagement**

Justification: Understanding the significance of visual culture in society (CO1) and demonstrating proficiency in analyzing the aesthetics of symbols and language in visual communication (CO7) can engage and resonate with the community, reflecting community engagement in visual communication.

**MASS COMMUNICATION THEORY****General Education****Paper No. UBJM 353****Maximum Marks: 100****Credits: 4****Teaching Period: 4 /week****Teaching Load: 60 Theory Period/Semester****Course Objectives**

1. To provide students with basic theoretical and conceptual aspects of mass media.
2. Explain the uses of various media effects theories.
3. To enable students to understand relation between media and culture.
4. To introduce students political and economic aspects media.
5. To provide an understanding correlation between media and society.
6. Develop a comprehensive understanding of the concept of mass society, social construction, and the transition to the information society.
7. Students will demonstrate the ability to critically analyze the characteristics of mass society, examine how information is socially constructed, and evaluate the impact of societal transitions on the role and functions of mass media.

**CONTENT**

<b>Unit 1 The Rise of Mass Communication:</b>	<b>10 hrs</b>
<ul style="list-style-type: none"> <li>• Media as an important social institution</li> <li>• Concept of 'Mediation'</li> <li>• The concepts of 'Mass' and 'Mass Society'</li> <li>• The process and characteristics 'Mass Communication'</li> </ul>	
<b>Unit 2 Basic Mass Communication Theories</b>	<b>10 hrs</b>
<ul style="list-style-type: none"> <li>• Individual Difference Theory</li> <li>• Selective Exposure</li> <li>• Selective Perception</li> <li>• Selective Retention Theory</li> </ul>	
<b>Unit 3 Normative Theories of Mass Communication</b>	<b>10 hrs</b>
<ul style="list-style-type: none"> <li>• Authoritarian Theory</li> <li>• Free Press Theory</li> <li>• Social Responsibility Theory</li> <li>• Development Communication Theory</li> </ul>	
<b>Unit 4 Personal Influence and Sociological Theory</b>	<b>10 hrs</b>
<ul style="list-style-type: none"> <li>• Two step Theory, Multi-step Theory</li> <li>• Cultivation Theory</li> <li>• Agenda Setting Theory</li> <li>• The uses and gratification Theory</li> </ul>	
<b>Unit 5. Mass Media and Society</b>	<b>10 hrs</b>
<ul style="list-style-type: none"> <li>• The Mass Society</li> <li>• Social construction</li> <li>• The Information Society</li> </ul>	
<b>Unit 6 Mass Media and Culture</b>	<b>10 hrs</b>
<ul style="list-style-type: none"> <li>• Political Economic Theory</li> <li>• Hegemony Theory</li> <li>• Culture and semiotic Theory</li> </ul>	

## Course Outcomes

1. Students will be able to grasp the relationship between communication and media theories.
2. Students will understand through the theory that how media work for people and society and its effects on society.
3. Students will understand the use of normative theories by media.
4. Students will understand how media make influence on audience using Agenda setting theory,
5. Students will able to understand Uses and gratification theory and other sociological theories.
6. Familiarize students with key theories, including Political Economic Theory, Hegemony Theory, and Culture and Semiotic Theory, to deepen their understanding of the intricate relationships between mass media and culture
7. Students will critically engage with theoretical frameworks, applying them to analyze and interpret the interplay between mass media and culture, recognizing the political, economic, and semiotic dimensions that shape media and societal dynamics.

## Mapping of Program Outcomes with Course Outcomes

**Subject:** Journalism and Mass Communication

**Class:** T.Y.B.Voc (Sem-V)

**Course:** Mass Communication Theory

**Course Code:** UBJM 353

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1			3						
CO2									
CO3						3			
CO4		3			4				
CO5									
CO6	3			3					
CO7							3	3	2

### Justification for the mapping

#### PSO1. Disciplinary Knowledge:

Relevance to COs: Cos 6 involve grasping the relationship between communication and media theories, understanding how media work for people and society, understanding the use of normative theories by media, understanding the influence of media using Agenda Setting theory, understanding Uses and Gratification theory, and familiarizing students with key theories such as Political Economic Theory, Hegemony Theory, and Culture and Semiotic Theory. PSO1 aligns by emphasizing comprehensive knowledge in media theories and their application.

#### PSO2. Critical Thinking and Problem Solving:

Relevance to COs: COs 4 involve grasping, understanding, and critically engaging with various media theories.

#### PSO3. Social Competence:

Relevance to COs: COs 1 involve grasping the relationship between communication and media theories, understanding how media work for people and society, understanding the use of normative theories by media, understanding the influence of media using Agenda Setting theory, understanding Uses and Gratification theory, and critically engaging with theoretical frameworks. PSO3 aligns by emphasizing effective communication skills in writing and orally, building interactive and presenting skills to connect with people individually or in group settings.

#### PSO4. Research-Related Skills:

Relevance to COs: COs 6 involve critically engaging with theoretical frameworks and applying them to analyze and interpret the interplay between mass media and culture. PSO4 aligns by emphasizing research-related skills in understanding and applying theoretical frameworks in media analysis.

#### PSO5. Personal and Professional Competence:

Relevance to COs: 4 involve grasping, understanding, and critically engaging with various media theories. PSO5 aligns by

emphasizing performing independently and participating in team activities implied by media analysis and interpretation.

**PSO6. Effective Citizenship and Ethics:**

Relevance to COs: 3 involve grasping the relationship between communication and media theories, understanding how media work for people and society, understanding the use of normative theories by media, understanding the influence of media using Agenda Setting theory, understanding Uses and Gratification theory, and critically engaging with theoretical frameworks. PSO6 aligns by emphasizing empathetic social concern, equity-centered national development, and acting with an informed awareness of moral and ethical issues in media analysis.

**PSO7. Environment and Sustainability:**

Relevance to COs: COs 7 involve critically engaging with theoretical frameworks and applying them to analyze and interpret the interplay between mass media and culture. While not explicit, consideration of societal impact aligns with PSO7's emphasis on understanding the impact of scientific solutions in societal contexts.

**PSO8. Self-directed and Life-long Learning:**

Relevance to 4 and 7 involve grasping, understanding, and critically engaging with various media theories. PSO8 aligns by emphasizing the ability to engage in independent and life-long learning in the context of socio-technological changes in media and communication.

**PSO9. Trans-disciplinary Research Competence:**

Relevance to COs: COs 7 involve critically engaging with theoretical frameworks and applying them to analyze and interpret the interplay between mass media and culture. PSO9 aligns by emphasizing trans-disciplinary research competence in addressing common issues and shaping societal dynamics through the understanding of media theories.



**CONTENT DEVELOPMENT FOR DIGITAL MEDIA****Skill Component****Paper No- UBJM 354****Maximum Marks: 150****Credits: 6****Teaching Period: 2 /week****Teaching Load: 90 Practical periods****Course objective:**

1. To develop proficiency in forms of writing for digital media.
2. To explore effective storytelling structures for the web, using text, images, audio, and video.
3. To create and manage individual blogs using platforms like Blogger and Word Press.
4. To develop proficiency in creative writing for Face book, including crafting one-liners and Normal posts, with a focus on political, personal, sports, and technology topics.
5. To explore advanced search techniques on Twitter, effective use of tags.
6. To provide hands-on experience in setting up and managing a YouTube channel.
7. To identify and counter fake information with video and photos verification.

**CONTENT****Unit 1- Writing for Digital Media** (10 hrs)

- Linear vs. nonlinear form
- Writing for the screen vs. writing for print
- Content writing, editing

**Unit-2 Storytelling** (15 hrs)

- Storytelling structures that work on the Web
- Storytelling using text and Image,
- Storytelling using Audio and Video

**Unit 3- Blog Writing** (15 hrs)

- Creating individual Blogs- Blogger, Word Press
- Writing News stories and feature
- Writing with hyperlinks

**Unit 4- Content for Facebook** (10 hrs)

- Creative writing- one liner, normal post
- Post on Political, personal, sport, technology topics
- Create Facebook page, FB Promotion
- Case Study

**Unit 5-Twitter and Instagram** (10 hrs)

- Twitter and advanced search
- Use of tags
- Instagram promotion

**Unit 6 YouTube** (15 hrs)

- setting up a YouTube channel
- Managing content on YouTube

**Unit-7 Fake News and facts checking** (15 hrs)

- Video and Photo verification
- Digital hygiene
- Use of 5W1H to find fake information

**Course outcome:**

1. Students will be able to adapt their writing style for digital platforms, enhancing readability and engagement.
2. Students will demonstrate the ability to create multimedia storytelling content optimized for diverse digital platforms
3. Students will improve their practical skills in blog creation, content writing, and promotion in the Digital space.
4. Students will be capable of creating engaging Facebook content and managing promotional activities for personal and professional purposes
5. Students will acquire the skills for effective communication and audience engagement.
6. Students will be able to create and curate content for YouTube, optimizing it for discoverability and audience engagement.
7. Students will develop critical thinking skills to evaluate information authenticity and informed Digital communication environment

## Mapping of Program Outcomes with Course Outcomes

**Subject:** Journalism and Mass Communication

**Class:** T.Y.B.Voc (Sem-V)

**Course:** Content Development For Digital Media

**Course Code:** UBJM 354

**Weightage:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3								
CO2								3	
CO3		3			2				3
CO4			3						
CO5									
CO6				3					
CO7						2			

### Justification for the mapping

**PSO1 - Disciplinary Knowledge:**

**CO1:** Students will apply their knowledge writing for digital media is crucial for students to adapt their writing style for digital platforms and create multimedia storytelling content optimized for diverse digital platforms.

**PSO2 - Critical Thinking and Problem Solving:**

**CO3:** Critical design thinking is essential for exploring effective storytelling structures for the web, creating engaging Face book content, and developing critical thinking skills to evaluate information authenticity in the digital communication environment.

**PSO3 - Social Competence:**

**CO4:** Students will gain knowledge effective communication and audience engagement, as well as building effective interactive and presenting skills, align with social competence. This is important for creating and managing individual blogs, crafting social media posts, and engaging with an online audience.

**PSO4 - Research-Related Skills:**

**CO6:** Demonstrating a sense of inquiry, effective use of search techniques on Twitter, and countering fake information through verification align with research-related skills in the digital media context.

**PSO5 - Personal and Professional Competence:**

**CO3:** Students will gain knowledge performing independently, participating in team activities, and demonstrating cooperation are essential for practical skills in blog creation, content writing, and promotion in the digital space. Building skills for personal and professional purposes aligns with personal and professional competence.

**PSO6 - Effective Citizenship and Ethics:**

**CO7:** Students will apply their knowledge demonstrating empathetic social concern, ethical use of information and countering fake information align with effective citizenship and ethics in the digital media landscape.

**PSO8 - Self-directed and Life-long Learning:**

**CO2:** Students will gain knowledge acquiring the ability to engage in independent and life-long learning is essential for keeping up with the broad socio-technological changes in the digital media landscape.

**PSO9 - Trans-disciplinary Research Competence:**

**CO3:** Students will apply their knowledge creating new conceptual, theoretical, and methodological innovations in digital media aligns with the trans-disciplinary aspects of the course, where students learn to adapt writing styles, create multimedia content, and engage with audiences across various digital platforms.

**VIDEO PRODUCTION GROUP PROJECT****Skill Component****Paper No. – UBJM355****Maximum Marks: 250****Credits: 10****Teaching Period: 2/week****Teaching Load: 90 Practical****Course Objectives:**

1. Understand the fundamentals of video production, including equipment, software tools, and the production process.
2. Develop practical skills in scriptwriting, storyboarding, and project proposal development.
3. Gain proficiency in using video production equipment and software tools for pre-production, production, and post-production phases.
4. Learn effective techniques for directing, coordinating, and managing a production crew during filming.
5. Acquire knowledge of lighting, sound recording, and camera operation to ensure high-quality footage.
6. Develop editing skills to assemble footage, add visual effects, transitions, and titles, and perform color grading and audio mixing.
7. Prepare and deliver a final video presentation that meets project objectives and showcases creative and technical abilities.

**CONTENT**

## Introduction to Video Production

- Overview of the course objectives, expectations, and assessment criteria.
- Introduction to video production equipment and software tools.
- Overview of the video production process: pre-production, production, and post-production.

## Project Proposal Development

- Formation of groups and selection of project topics.
- Brainstorming and development of project ideas.
- Writing and submission of project proposals.

## Pre-production Phase

- Scriptwriting and storyboarding.
- Location scouting and equipment planning.
- Casting and rehearsal.

## Production Phase

- Filming and capturing footage.
- Directing and coordinating the production crew.
- Ensuring proper lighting, sound recording, and camera operation.

## Post-production Phase

- Video editing and assembly.
- Adding visual effects, transitions, and titles.
- Color grading and audio mixing.

## Finalizing and Presenting the Project

- Final review and polishing of the video project.
- Preparation and delivery of the final video presentation to the class.

## Submissions for Project

## **Pre-Production Process**

### **1. Idea Pitching**

- One -linear
- Story and Synopsis
- Narrative Story and Research Paper
- PPT Presentation of Idea Pitch

### **2. Script Writing to Screenplay**

- Final Draft of Narrative Story
- Script Fiction or Non-Fiction
- Drafting of Script without Dialogue
- Drafting of Screenplay

### **3. Crew Finalization and Final Draft of Screenplay**

- Final Draft of Screenplay with Dialogue
- Art Direction and Property List
- Casting Report
- Costume Designing and List
- Crew Finalization and Budgeting
- Location finalization
- Color Palette submission
- Master sheet and Scheduling
- Shot Breakdown
- Story board
- Schedule

## **Production Process**

- Production Report with evidence
- BTS (Behind the scene)

## **Post-Production**

- Conversion of footage
- Rough Cut
- Dubbing and Sound Designing
- Color Correction and Subtitles
- Final Project

## **Course Outcomes:**

1. Students will be able to articulate the objectives, expectations, and assessment criteria of video production projects.
2. Students will demonstrate proficiency in using video production equipment and software tools for project development.
3. Students will apply principles of scriptwriting, storyboarding, and project proposal development to generate creative and viable project ideas.
4. Students will effectively plan and execute the pre-production phase, including scriptwriting, location scouting, and equipment planning.
5. Students will demonstrate competence in directing, coordinating, and managing a production crew to capture high-quality footage.

6. Students will exhibit proficiency in video editing, including assembling footage, adding visual effects, and performing color grading and audio mixing.
7. Students will deliver a final video presentation that meets project objectives, showcases creative and technical abilities, and effectively communicates the intended message to the audience.

**Books Recommended:**

1. "The Filmmaker's Handbook: A Comprehensive Guide for the Digital Age" by Steven Ascher and Edward Pincus
2. "In the Blink of an Eye: A Perspective on Film Editing" by Walter Murch
3. "The Visual Story: Creating the Visual Structure of Film, TV, and Digital Media" by Bruce Block
4. "Film Directing Shot by Shot: Visualizing from Concept to Screen" by Steven D. Katz
5. "Editing Techniques with Final Cut Pro" by Michael Wohl
6. "The Visual Effects Producer: Understanding the Art and Business of VFX" by Charles Finance and Susan Zwerman
7. "Color Correction Handbook: Professional Techniques for Video and Cinema" by Alexis Van Hurkman
8. "Sound for Film and Television" by Tomlinson Holman

Choice Based Credit System Syllabus (2022 Pattern)  
**Mapping of Program Outcomes with Course Outcomes**

Class: TY B. Voc (Sem V)

Subject: Journalism and Mass Communication

Course: Video Production Group Project

Course Code: UBJM355

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation.

Programme Outcomes (POs)										
Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1		3	3		3		3		3	3
CO 2	3		2	3						
CO 3		2					2			
CO 4	2			3		3				
CO 5	2		1							
CO 6	1			2		2			2	
CO 7		1		2	2		1			2

**Justification for the mapping**

**PO1 Technical Competence**

Justification: Proficiency in using video production equipment and software tools (CO2), effectively planning and executing the pre-production phase (CO4), demonstrating competence in directing, coordinating, and managing a production crew (CO5), and exhibiting proficiency in video editing (CO6) all require specialized technical skills and knowledge relevant to video production.

**PO2 Problem Solving Skills**

Justification: Articulating the objectives, expectations, and assessment criteria of video production projects (CO1), applying principles of scriptwriting, storyboarding, and project proposal development (CO3), and delivering final video presentations that meet project objectives (CO7) require problem-solving skills to identify, analyze, and solve challenges encountered in the video production process.

**PO3 Employability Skills**

Justification: Articulating the objectives, expectations, and assessment criteria of video production projects (CO1) and demonstrating proficiency in using video production equipment and software tools (CO2) enhance employability skills. Additionally, demonstrating competence in directing, coordinating, and managing a production crew (CO5) contributes to skills such as communication, teamwork, leadership, and adaptability, essential for success in the workplace.

**PO4 Industry Relevance and Entrepreneurial Abilities**

Justification: Proficiency in using video production equipment and software tools (CO2), effectively planning and executing the pre-production phase (CO4), exhibiting proficiency in video editing (CO6), and delivering final video presentations that meet project objectives (CO7) foster industry relevance and entrepreneurial abilities by equipping students with knowledge and skills relevant to the industry's current needs and required practices.

**PO5 Ethical and Social Responsibility**

Justification: Articulating the objectives, expectations, and assessment criteria of video production projects (CO1) and delivering final video presentations that effectively communicate the intended message to the audience (CO7) involve ethical considerations and social responsibilities associated with the vocational field of video production.

**PO6 Environmental Awareness**

Justification: Planning and executing the pre-production phase, including location scouting and equipment planning (CO4), and exhibiting proficiency in video editing, including performing color grading and audio mixing (CO6), may involve considerations of environmental impact, fostering environmental awareness in video production.

**PO7 Research and Innovations**

Justification: Articulating the objectives, expectations, and assessment criteria of video production projects (CO1), applying principles of scriptwriting, storyboarding, and project proposal development (CO3), and delivering final video presentations that effectively communicate the intended message to the audience (CO7) may involve research and innovation skills, enabling students to contribute to advancements and improvements within the vocational field of video production.

**PO9 Multidisciplinary Studies**

Justification: Articulating the objectives, expectations, and assessment criteria of video production projects (CO1) and exhibiting proficiency in video editing, including performing color grading and audio mixing (CO6) involve integrating knowledge and methodology from various disciplines, reflecting multidisciplinary studies in video production.

**PO10 Community Engagement**

Justification: Articulating the objectives, expectations, and assessment criteria of video production projects (CO1) and delivering final video presentations that effectively communicate the intended message to the audience (CO7) can engage and resonate with the community, reflecting community engagement in video production.



## INTERNSHIP

Third Year

Semester V

**Skill Component**

**Paper No. – UBJM 356**

**Maximum Marks: 250**

**Credits: 02**

### Course Objectives:

1. Gain insights into the structure, functioning, and culture of the organization.
2. Apply theoretical concepts learned in the academic curriculum to real-world scenarios encountered during the internship, bridging the gap between theory and practice.
3. Develop effective communication skills through the preparation and delivery of the post-internship presentation/report, showcasing the ability to articulate and present information in a professional manner.
4. Acquire project management skills and demonstrating the ability to plan and execute tasks within a specified timeframe.
5. Develop problem-solving skills by identifying and addressing challenges encountered during the internship.
6. Showcasing adaptability and resilience in a dynamic work environment.
7. Demonstrate the ability to contribute positively to the organization's functioning.

### Contents:

#### Compulsory Post Internship Presentation/ Report

Details expected in the post internship presentation:

- A. Name of the Organization where the Internship was carried out.
- B. Contents of what was proposed to be learnt during internship.
- C. Allocation of 45 days Internship Programme.
- D. Name and Designation of Supervising authority.
- E. Work Profile assigned for the Internship Programme.
- F. Skills acquired.
- G. Skills required in completing the given task which was not taught in the syllabus.
- H. Problems encountered and problems solved while interning
- I. Contribution of students towards better functioning of the organization.

#### Internship Diary/ Log Sheet

- A. 45 Days compulsory Internship Diary.
- B. Each day has to be mentioned with a date.
- C. Details of work allotted and done has to be mentioned every day.
- D. Working hours are also to be mentioned.

#### Internship Programme Certificate

- A. Internship certificate given from the respective organization of completed internship days.

#### Feedback Form

- A. Feedback from duly signed and stamped by the internship provider from the Organization.

### Course outcomes:

1. Students will be able to describe the structure, functioning, and culture of a specific organization based on their Studentship experience.
2. Students will be able to apply theoretical concepts from their academic curriculum to solve real-world problems encountered during their Studentship.
3. Students will be able to effectively communicate their Studentship experience and learnings through a professional presentation or report, demonstrating clear and concise articulation of information.
4. Students will be able to plan and execute tasks within a specified timeframe, showcasing effective project management skills.

5. Students will be able to identify and address challenges encountered during their Studentship, demonstrating critical thinking and problem-solving skills.
6. Students will be able to demonstrate adaptability and resilience in a dynamic work environment, adjusting to new situations and overcoming challenges.
7. Students will be able to identify and describe how their work contributed positively to the organization

Choice Based Credit System Syllabus (2022 Pattern)  
**Mapping of Program Outcomes with Course Outcomes**

Class: TY B. Voc (SEM V)

Subject: Journalism and Mass Communication

Course: Internship

Course Code: UBJM356

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation.

<b>Programme Outcomes (POs)</b>									
<b>Course Outcomes</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>
<b>CO 1</b>									2
<b>CO 2</b>		3							
<b>CO 3</b>			3						
<b>CO 4</b>				3				2	
<b>CO 5</b>					3				
<b>CO 6</b>						3		2	
<b>CO 7</b>							3		

**Justification for the mapping**

**PO1 Disciplinary Knowledge:**

Mapping to CO1: Describing the structure, functioning, and culture of a specific organization during Studentship experience requires a comprehensive knowledge of disciplinary concepts related to the chosen B.Voc program.

**PO2 Critical Thinking and Problem Solving:**

Mapping to CO2: Applying theoretical concepts to solve real-world problems encountered during Studentship demonstrates critical design thinking and problem-solving skills, where students predict creative solutions and evaluate their effectiveness.

**PO3 Social Competence:**

Mapping to CO3: Effectively communicating Studentship experience and learnings through professional presentations or reports requires effective interactive and presenting skills, connecting with others individually or in group settings.

**PO4 Research-Related Skills:**

Mapping to CO4: Planning and executing tasks within a specified timeframe during Studentship showcase research-related skills, such as sense of inquiry, ability to ask relevant questions, and execute experiments.

**PO5 Personal and Professional Competence:**

Mapping to CO5: Identifying and addressing challenges encountered during Studentship demonstrate personal and professional competence, where students participate in team activities, demonstrate cooperation, and strive to improve personal and team performance.

**PO6 Effective Citizenship and Ethics:**

Mapping to CO7: Identifying and describing how Studentship work contributed positively to the organization aligns with

effective citizenship and ethics, where students demonstrate moral and ethical awareness and commit to professional ethics and responsibility.

**PO7 Environment and Sustainability:**

Mapping to CO7: Understanding the impact of Studentship work in societal and environmental contexts relates to environment and sustainability, demonstrating knowledge of sustainable development and ethical considerations

**PO8 Self-directed and Life-long Learning:**

Mapping to CO4 and CO6: Acquiring the ability to engage in independent and life-long learning aligns with planning and executing tasks within a specified timeframe and demonstrating adaptability and resilience in a dynamic work environment during Studentship.

**PO9 Trans-disciplinary Research Competence:**

Mapping to CO2: Applying theoretical concepts from academic curriculum to solve real-world problems encountered during Studentship may involve creating new conceptual, theoretical, or methodological innovations that integrate discipline-specific approaches, addressing common problems in a trans-disciplinary manner