



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

**DEPARTMENT OF MEDIA AND COMMUNICATION
STUDIES**

Proposed Syllabus For
F.Y. B.Voc. Journalism and Mass Communication
(F.Y. B.Voc. JMC, Semester-II)
2019 Pattern

Sponsored by
University Grant Commission
Under
National Skill Qualification Framework
(NSQF)

To be implemented from 2019-20

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

(To be implemented from Academic Year - 2019-2020)

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%)

**Anekant Education Society's
TULJARAM CHATURCHAND COLLEGE, BARAMATI
Dist. -Pune-413102**

B. Voc. Journalism and Mass Communication Syllabus Structure

First Year: Semester-I

| Subject. Code | Subject Name | No. of Credits | Marks |
|--------------------------|--|-----------------------|--------------|
| General component | | | |
| JM 101 | Introduction to Mass Communication | 4 | 100 |
| JM 102 | Introduction to Journalism | 4 | 100 |
| JM 103 | Current Affairs- World, India, Maharashtra | 4 | 100 |
| Skill component | | | |
| JM 104 | Language skills- Marathi | 6 | 150 |
| JM 105 | Computer Applications for Media | 6 | 150 |
| JM 106 | Basics of photography | 6 | 150 |

First Year: Semester-II

| Subject. Code | Subject Name | No. of Credits | Marks |
|--------------------------|------------------------------|-----------------------|--------------|
| General component | | | |
| JM 201 | News reporting and Editing-I | 4 | 100 |
| JM 202 | Writing for Media-I(Print) | 4 | 100 |
| JM 203 | Indian Constitution | 4 | 100 |
| Skill component | | | |
| JM 204 | Language skills- English | 6 | 150 |
| JM 205 | Feature Writing | 6 | 150 |
| JM 206 | Photojournalism | 6 | 150 |

Anekant Education Society's
TuljaramChaturchand College, Baramati
(Autonomous)

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

From 2019-20 to 2021-22

| Sr.No. | Name | Designation |
|---------------|------------------------------------|------------------------------|
| 1. | Mr. Ranjeet V. Pandit | Chairman |
| 2. | Mr. Rahul P. Chaudhari | Member |
| 3. | Mr. Jayendra P. Rane | Member |
| 4. | Mr. Jayprakash S. Patil | Member |
| 5. | Dr. Madhavi Reddy | Vice-Chancellor Nominee |
| 6. | Dr. Nisha Mude Pawar | Expert from other University |
| 7. | Mr. Mithunchandra Chaudhari | Expert from other University |
| 8. | Dr. Alok Jatratkar | Industry Expert |
| 9. | Dr. Radheshyam Jadhav | Expert from other University |
| 10. | Mr. Akshay Sonwane | Prominent Alumni |

Programme Outcomes for B.Voc Programme (POs)

- PO1. Disciplinary Knowledge:** Demonstrate comprehensive knowledge of one or more disciplines that form a part of an undergraduate B.Voc program Execute strong theoretical and practical understanding generated from the chosen B.Voc program.
- PO2. Critical Thinking and Problem solving:** Exhibit the skill of critical design thinking and use them to predict a range of creative solutions towards a design problem, evaluate them and choose the most appropriate options.
- PO3. Social Competence Exhibit thoughts and ideas effectively in writing and orally;** communicate with others using appropriate media, build effective interactive and presenting skills to meet global competencies and connect to people individually or in group settings.
- PO4. Research-Related Skills:** Demonstrate a sense of inquiry and capability for asking relevant/appropriate questions; ability to plan, execute and report the results of an experiment Employ knowledge of the avenues for research and higher academic achievements in the chosen field and allied subjects and aware about research ethics, intellectual property rights and issues of plagiarism.
- PO5. Personal and Professional competence:** Perform independently and participates in team activities and demonstrates cooperation. Integrate enthusiasm and commitment to improve personal and team performance levels and build skills to achieve the goals.
- PO6. Effective Citizenship and Ethics:** Demonstrate empathetic social concern and equity centered national development; ability to act with an informed awareness of moral and ethical issues and commit to professional ethics and responsibility.
- PO7. Environment and Sustainability:** Understand the impact of the scientific solutions in societal and environmental contexts and demonstrate the knowledge of and need for sustainable development.
- PO8. Self-directed and Life-long learning:** Acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological changes
- PO9. Trans-disciplinary Research competence:** Create new conceptual, theoretical, methodological innovations that integrate and transcend beyond discipline-specific approaches to address a common problem.

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.

News Reporting and Editing-I**Theory****Course Code- JM 201****Maximum Marks: 100****Credits: 4****Teaching Period: 4 / Week****Teaching Load: 60 Theory Period/Semester****Course Objective:**

1. To introduce students to the basics of News Reporting for Print Media
2. To introduce students to the basics of News Editing for Print Media
3. To inculcate the knowledge of elements of Reporting and editing for print journalism.
4. To develop the knowledge of Newspaper structure and workflow
5. To introduce students to examine role and responsibilities of sub-editor
6. To introduce students to analyze importance of editorial policy in a news organization
7. To introduce students to the basics of proof reading and layout

CONTENT:**Unit 1- Understanding news****(06 Hours)**

- Definitions, purpose and importance of news.
- Qualities of news accuracy.
- Clarity, objectivity, balance, directness, etc.;
- Media-specific nature of news: cross platform discussion.

Unit 2- News Reporter**(06 Hours)**

- Categories: staff reporter, stringer, correspondent, chief reporter, principal correspondent, bureau chief, foreign correspondent
- Their functions and responsibilities
- Qualities of a news reporter
- Rights and responsibilities

Unit 3- Evaluating news**(08 Hours)**

- News sense and news values, 5 Ws and H,
- Importance of 'what next?';
- Changing concepts: readers, relationship, relevance and utility,
- News beats: introduction beat mapping.

Unit 4- News gathering and Sources**(08 Hours)**

- Basic tools for information gathering: maintaining a diary, taking notes
- Use of computer, internet, mobile and other gadgets, using maps, history and archives;
- Right to information: Concept, provisions, how to use it
- Cultivating the sources: Why and how?, reliability, checking information from various sources, pressures and pulls

Unit 5- Editing**(08 Hours)**

- Editing: concept, process and significance,
- Editorial Values: objectivity, facts, impartiality and balance,

- Concept of news and news making,
- Challenges before editor : bias, slants and pressures

Unit 6- News Desk

(08 Hours)

- Editorial structure of newspaper/magazines/ news agencies,
- Editorial hierarchy and job of various functionaries ,
- Functioning of news desk ,Newsroom,
- News Flow and Editing: Role and Responsibility of Gatekeepers, Sources of News
Managing the news flow.

Unit 7- Editing Process

(08 Hours)

- News selection: News Value and other parameters, Handling of news copy,
- Planning and visualization of news, rewriting news stories,
- Headlines and intro, Kinds of headlines: banner, sky line etc.
- Stylebook and Style sheet, Use of synonyms and abbreviations.

Unit 8 - Newspaper Design

(08 Hours)

- Structure of newspaper, broadsheet, tabloid and Berlinersize,
- Principles of Layout &Design
- Types of Layout, Typography, color andGraphic,
- Newspaper Printing Process and printingterminology.

Suggested reading:

1. कलकाएस.क, 2004परमदशाक, पाण ररकशन
3. Lewis James. The Active Reporter. VikasPublication
4. Warren Carl. Modern News Reporting. Harper andRow.
5. Rangaswami, Parthasarathy. Basic Journalism. MacmillanIndia.
6. Charnley V. Mitchell. Reporting (4th Ed.). Holt, Rinehart andWinston.
7. Mudgal, Rahul. Emerging Trends in Journalism. Sarup andSons.
8. Kamath, M.V. Behind The By-Line. VisionBooks.
9. Kamath, M.V. Reporter atLarge.

Course Outcomes:

- CO 1. Students would be able to understand the basics of news reporting and editing.
- CO 2. Students would be able to inculcate the knowledge of News reporting, Writing, and editing.
- CO 3. Students would be able to develop knowledge about the structure and workflow of journalism.
- CO 4. Students would be able to use elements of Reporting and editing for print journalism.
- CO 5. Students will be able to examine role and responsibilities of sub-editor
- CO 6. Students will be able to analyze importance of editorial policy in a news organization
- CO 7. Students will be able to handle proof reading and layout related task

Mapping of Program Outcomes with Course Outcomes

Class: F.Y.B.Voc (Sem II)

Subject: Journalism and Mass Communication

Course: News Reporting and Editing-I

Course Code: JM 201

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 | PO9 |
| CO1 | 3 | | 2 | | | | | | |
| CO2 | | | 2 | | | | | | |
| CO3 | | | | | 2 | | | | |
| CO4 | 2 | | 2 | | | | | | |
| CO5 | | | | | | | | | |
| CO6 | | 1 | | | 3 | | | 2 | |
| CO7 | | | | | | | | 2 | |

Justification for the mapping

PO1. Disciplinary Knowledge:

CO 1 Students would be able to understand the basics of news reporting and editing.

CO4 Students would be able to use elements of Reporting and editing for print journalism

PO2. Critical Thinking and Problem solving:

CO6 Students will be able to analyze importance of editorial policy in a news organization

PO3. Social Competence Exhibit thoughts and ideas effectively in writing and orally;

CO1 Students would be able to understand the basics of news reporting and editing.

CO2 Students would be able to inculcate the knowledge of News reporting, Writing, and editing.

CO4 Students would be able to use elements of Reporting and editing for print journalism

PO4. Research-Related Skills

PO5. Personal and Professional competence:

CO3 Students would be able to develop knowledge about the structure and workflow of journalism.

CO6 Students will be able to analyze importance of editorial policy in a news organization

PO6. Effective Citizenship and Ethics:

PO7. Environment and Sustainability:

PO8. Self-directed and Life-long learning:

CO6 Students will be able to analyze importance of editorial policy in a news organization

CO7 Students will be able to handle proof reading and layout related task

PO9. Trans-disciplinary Research competence:

Writing for Media-I(Print)**Theory****Course Code- JM 202****Maximum Marks: 100****Credits: 4****Teaching Period: 4 / Week****Teaching Load: 60 Theory Period/Semester****Course Objectives:**

1. To introduce students to the basics of News Reporting for Print Media
2. To introduce students to the basics of News Editing for Print Media
3. To inculcate the knowledge of elements of Reporting and editing for print journalism.
4. To develop the knowledge of Newspaper structure and workflow
5. To introduce students to examine role and responsibilities of sub-editor
6. To introduce students to analyze importance of editorial policy in a news organization
7. To introduce students to the basics of proof reading and layout

CONTENT:

- | | |
|---|-------------------|
| <p>1) Introduction to writing Skills</p> <ul style="list-style-type: none"> • Different forms of writing • Elements of Good Writing • Searching ideas and nurturing them • Writing CV's and minutes | (06 Hours) |
| <p>2) Study Skills</p> <ul style="list-style-type: none"> • Memorizing Vs Internalizing • Reading Skills: Skimming and Scanning Skills • Non-linear Study methods Thinking: Vertical and lateral, • Lateral thinking in practice | (06 Hours) |
| <p>3) ICT Skills</p> <ul style="list-style-type: none"> • Microsoft Office: Word, Excel, PowerPoint • File Transfer and Sharing Resources • Internet application: Email, important Websites • Social Networks: use and application | (08 Hours) |
| <p>4) Communication Skills</p> <ul style="list-style-type: none"> • Interpersonal Communication • Group Communication • Interview Skills • Communication with Special Group | (08 Hours) |
| <p>5) News Writing</p> <ul style="list-style-type: none"> • Styles of News writing • Structure of News • Writing Intro/ Lead Body • Different types of Intro/Lead | (08 Hours) |

6) Qualities of news writing (08 Hours)

- Organizing the News Story: Angle, Attribution, Quote, Background & Context
- Accuracy, Objectivity, Fairness and Balance
- Writing Headlines
- Types of news: soft news and hard news

7) Types of Journalistic Writing (08 Hours)

- Features: Idea, Process,
- Writing Style and Packaging
- Opinion Writing: Editorial, Article, Commentary
- Writing for News Magazines

8) Writing for media environment (08 Hours)

- Conventions and practices
- writing for an audience, development; transitions
- Writing assignments, leads, short news

Course Outcomes:

- CO 1.** Introduce the students to writing styles of media platforms
- CO 2.** Understand the development of drama and emotions in stories.
- CO 3.** Know the scope of various audio – visual contents in media
- CO 4.** Know the basic elements of audio – visual content writing in media platforms
- CO 5.** Understand the various types of genres in writing.
- CO 6.** Understand fictional stories and journalistic stories
- CO 7.** Lead students to the world of audio- video- production contents.

Recommended Readings:

1. Richard, Communication Skills
2. A.E. Schwartz, Communication Skills
3. Leena Sen, Communication Skills
4. John Niles on, Communication Skills
5. Juluis, Fast Body Language
6. Feature Writing- a Practical introduction- Susan Pape, SAGE Publications
7. **Brendan Hennessy, Writing Feature Articles, 4th edition, focal press**

Mapping of Program Outcomes with Course Outcomes

Class: FY B. Voc (Sem II)
 Course: Writing for Media I
 Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Subject: Journalism and Mass Communication
 Course Code: JM 202

| Course Outcomes | Programme Outcomes (POs) | | | | | | | | |
|-----------------|--------------------------|------|------|------|------|------|------|-----|-----|
| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO8 | PO9 |
| CO1 | 1 | | | | | | | | |
| CO2 | | | | | 1 | | | | |
| CO3 | | 2 | | | | | | | |
| CO4 | | | 2 | | | | | | |
| CO5 | | | | 1 | | | | | |
| CO6 | | | | | | 1 | | | |
| CO7 | | | | | | | 1 | | |

Justification for the mapping

PO1 (Disciplinary Knowledge)::

This may have a weak relation as it is more focused on journalism and writing, which might not directly align with engineering knowledge.

CO1: Introduce the students to writing of journalism.

PO5 (Personal and Professional Competence)

This might have a weak relation as it focuses more on storytelling and emotions rather than the use of modern tools

CO2: Understand the development of drama and emotions in stories.

PO2 (Critical Thinking and Problem Solving):

This could have a moderate relation as understanding the scope of audio-visual content involves analyzing various factors and identifying potential problems.

CO3: Know the scope of various audio-visual contents.

PO3 (Social Competence):

This could have a moderate relation as understanding the basic elements of audio-visual content writing is crucial in designing effective solutions for media projects.

CO4: Know the basic elements of audio-visual content writing.

CO5: Understand the various types of genres in writing.

PO6 (Effective Citizenship and Ethics):

This might have a weak relation, as understanding fictional stories may not directly link to the engineer's role in society.

CO6: Understand fictional stories and reality.

PO7 (Environment and sustainability):

This may have a weak relation as it focuses more on video production than environmental and sustainability issues.

CO7: Lead students to the world of video-production contents.

First Year

Semester II

Indian Constitution

Theory

Course Code- JM 203

Maximum Marks: 100

Credits: 4

Teaching Period: 4 / Week

Teaching Load: 60 Theory Period/Semester

CONTENT:

Unit-I Indian Constitution (06 Hours)

- Inspirational sources for Indian constitution
- Indian Constitution making process
- Salient Features
- Preamble of Indian Constitution

Unit-II Features (06 Hours)

- Fundamental Rights
- Fundamental duties.
- Directive Principles
- Correlation between Fundamental Rights and Directive Principles

Unit-III Indian States & Union Territories (08Hours)

- States
- Union Territories
- Centre-State Relations
- Directive Principles of state policy.

Unit-IV: Power and functioning of Central Government (08 Hours)

- Parliament
- President Election and power
- Vice President: Election and power
- Prime Minister and the cabinet

Unit-V: Power and functioning of State Government (08 Hours)

- Chief Minister and the cabinet
- Parliament – Functions and powers
- Governor: Power & functions
- Politics at the district level – Panchayat raj, Elections and governance

Unit-VI: -Judicial System (08 Hours)

- State legislature – Functions and powers
- Superior Judiciary – Supreme Court,
- High Courts
- Subordinate Judiciary

Unit-VII: -Party System**(08 Hours)**

- Multi-Party System
- National Parties and their history
- Regional Parties
- Presser Groups

Unit-VIII: Electoral System**(08 Hours)**

- Election Commission – Functions and powers
- General Elections, Mid-Term Elections, By Elections
- Elections of upper and lower houses
- Election of President and Vice President

SUGGESTED READING :

1. Indian polity by Laxmikanth
2. Indian Administration by Subhash Kashyap
3. Indian Constitution by D.D. Basu
4. Indian Administration by Avasti and Avasti

Mapping of Program Outcomes with Course Outcomes**Class:** F.Y.B.Voc (SEM-II)**Subject:** Journalism and Mass Communication**Course:** Indian constitution**Course Code:** JM 203

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 | | | 2 | | | | 2 | |
| CO2 | | | | | | | | 3 | |
| CO3 | | | | | | | | | 3 |
| CO4 | | 3 | | | | | | | |
| CO5 | | | | | 3 | | | | |
| CO6 | | | 3 | | | | | | |
| CO7 | | | | | | 3 | | | |

Justification for the mapping**PSO1 - Disciplinary Knowledge:**

CO1: Students gain insights into historical, cultural, and philosophical influences, key stages in drafting the Constitution, distinctive aspects of the constitutional framework, and understanding of core values.

PSO2 - Critical Thinking and Problem Solving:

CO4: Students will gain critical design thinking is essential when analyzing the process involved in creating the Indian Constitution, identifying and evaluating fundamental features, and assessing the constitutional balance between individual rights and responsibilities.

PSO3 - Social Competence:

CO6: Social competence is demonstrated through effective communication of thoughts and ideas about the Indian Constitution, understanding the functioning of states, union territories, and their relations with the central government, and analyzing the powers and functions of the central government.

PSO4 - Research-Related Skills:

CO1: Students will gain demonstrating a sense of inquiry and capability for asking relevant questions is essential when exploring the inspirational sources contributing to the formation of the Indian Constitution and understanding the organization and functioning of states.

PSO5 - Personal and Professional Competence:

CO5: Students will improve personal and professional competence is exhibited as students gain knowledge of the federal structure of the Indian political system, understand the roles of the President, Vice President, and Prime Minister, and develop a comprehensive understanding of the Indian Constitutional framework.

PSO6 - Effective Citizenship and Ethics:

CO7: Demonstrating empathetic social concern and an informed awareness of moral and ethical issues are essential when studying the significance and principles embedded in the Preamble of the Indian constitution and understanding the constitutional balance between individual rights and responsibilities.

PSO8 - Self-directed and Life-long Learning:

CO1 and CO2: Acquiring the ability to engage in independent and life-long learning is essential for students to continually update their knowledge of the Indian Constitution in the broadest context of socio-technological changes.

PSO9 - Trans-disciplinary Research Competence:

CO3: Students will gain creating new conceptual, theoretical, and methodological innovations aligns with gaining insights into the historical, cultural, and philosophical influences shaping the Indian constitution and understanding the organization and functioning of states.

Language skills- English

Theory

Course Code - JM 204

Maximum Marks: 150

Credits: 6

Teaching Period: 8 / Week (1hour period)

Teaching Load: 90 Hours

Course Objectives:

1. To learn the nature of the English language.
2. To understand the uses of language in light of audience and purpose.
3. To enable the students comprehend the spoken form.
4. To develop students ability to use English in day-to-day life and real life situation
5. To understand the written text.
6. To understand statements, questions, instructions, and commands.

CONTENT:**Unit 1 Fluency in Grammar Usage****(15 Hours)**

- 1) Tenses
- 2) Verbs
- 3) Active & Passive Voice
- 4) Reported Speech
- 5) Prepositions
- 6) Conjunctions
- 7) Effective Sentence-Construction
- 8) Vocabulary

Unit 2 Fundamentals**(15 Hours)**

- 1) Greeting and taking leave
- 2) Introducing yourself
- 3) Introducing people to one another
- 4) Making requests and asking for directions
- 5) Congratulating, expressing sympathy and offering condolence
- 6) Making suggestions and offering advice
- 7) Making and accepting an apology

Unit 3 Situational dialogues**(15 Hours)****Unit 4 Personality development****(15 Hours)****Unit 5 Interview and Group discussion****(15 Hours)****Unit 6 Writing and comprehension skills****(15 Hours)**

- 1) Letter (Formal) and Email
- 2) Report
- 3) Summarizing reports, articles, editorials
- 4) Making an abstract
- 5) Review writing
- 6) Writing resum

Course Outcomes:

- CO 8.** Students will learn the nature of the English language.
- CO 9.** Students will understand the uses of language in light of audience and purpose.
- CO 10.** Students will be able to comprehend the spoken form.
- CO 11.** Students can develop ability to use English in day-to-day life.
- CO 12.** Students will understand the written text.
- CO 13.** Students will understand statements, questions, instructions, and commands.
- CO 14.** Students will be able to follow simple narratives and description

Mapping of Program Outcomes with Course Outcomes

Class: F.Y.B.Voc (SEM-II) **Subject:** Journalism and Mass Communication
Course: Language skills- English **Course Code:** JM 204

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 | PO9 |
| CO1 | 3 | | | | | | | | |
| CO2 | | 3 | | | | | | | |
| CO3 | | | 3 | | | | | | |
| CO4 | | | | | 3 | | | | |
| CO5 | | | | 2 | | | | | |
| CO6 | | | | | | 2 | | | |
| CO7 | | | | | | | | 2 | |

Justification for the mapping**PO1 (Disciplinary Knowledge):**

Strong relation - Understanding the nature of the English language demonstrates disciplinary knowledge within the context of language and communication.

CO1: Students will learn the nature of the English language.

PO2 (Critical Thinking and Problem Solving):

Strong relation - Analyzing the uses of language in different contexts involves critical thinking and problem-solving skills.

CO2: Students will understand the uses of language in light of audience and purpose.

PO3 (Social Competence):

Strong relation - Comprehending the spoken form is crucial for effective communication and social competence.

CO3: Students will be able to comprehend the spoken form.

PO5 (Personal and Professional Competence):

Strong relation - Using English in day-to-day life is essential for personal and professional competence, especially in diverse communication scenarios.

CO4: Students can develop the ability to use English in day-to-day life.

PO4 (Research-Related Skills):

Moderate relation - Understanding written text involves research-related skills as it requires inquiry and the ability to comprehend and analyze information.

CO5: Students will understand the written text.

PO6 (Effective Citizenship and Ethics):

Moderate relation - Understanding and responding to statements, questions, instructions, and commands is essential for effective communication and citizenship.

CO6: Students will understand statements, questions, instructions, and commands.

PO8 (Self-directed and Life-long Learning):

Moderate relation - Following narratives and descriptions involves cognitive skills related to comprehension, contributing to self-directed learning.

CO7: Students will be able to follow simple narratives and descriptions.

Feature writing- I**Theory****Course Code - JM 205****Maximum Marks: 150****Credits: 6****Teaching Period: 8 / Week (1hour period)****Teaching Load: 90 Hours****Course Objectives:**

1. To develop proficient typing skills in Marathi and English is using the In Script font.
2. To initiate feature writing with a focus on local issues, favorites sports, and hometown exploration
3. To cultivate skills in writing human interest stories by visiting and reporting on places such as old age homes, orphanages, and government offices.
4. To understand and master various forms of newspaper features, including human interest stories, backgrounders, op-ed articles, editorials, articles, middles, and columns.
5. To adapt writing skills across various media platforms, including newsmagazines, blogs, and mobile platforms.
6. Develop proficiency in adapting writing styles for different media formats such as op-ed articles, editorials, human interest stories, and columns.
7. Explore techniques to engage diverse audiences across media, including understanding the psychology of readers in newsmagazines, blogs, and mobile platforms.

CONTENT:**Unit 1 Computer typing techniques****(15 Hours)**

- Understanding In script font
- Marathi, English typing
- Page Setup

Unit 2 Feature writing starting Point**(20 Hours)**

- Writing on local Issues
- Write about your favorite sports
- Write about your hometown

Unit 3 Human interest stories**(20 Hours)**

- Visit nearby old age home and write about your experience
- Visit nearby Orphanage and write about your experience
- Write any government office and write report

Unit 4 Feature writing for Newspaper**(15 Hours)**

- Human interest stories, backgrounders
- Op-ed articles, Editorials
- Articles, Middles, Columns

Unit 5 Writing across media**(20 Hours)**

- Writing for newsmagazines
- Writing for blogs
- Writing for mobile

Course Outcome:

- 1) Students will acquire the ability to type accurately and efficiently, incorporating page setup techniques
- 2) Students will be able to generate engaging feature articles on diverse topics, showcasing creativity and journalistic skills.
- 3) Students will develop empathy, observational skills, and the ability to convey compelling narratives through human interest stories.
- 4) Students will gain expertise in crafting diverse newspaper features, contributing effectively to different sections of a newspaper.
- 5) Students will be proficient in tailoring their writing style to suit different media, understanding the nuances and requirements of each platform.
- 6) Students will be able to analyze and emulate the distinctive styles required for various media platforms, showcasing versatility in their writing.
- 7) Students will be able to tailor their content to specific audience preferences, maximizing reader engagement and impact across different media channels.

Mapping of Program Outcomes with Course Outcomes

Class: F.Y.B.Voc (SEM-II)
Course: Feature Writing

Subject: Journalism and Mass Communication
Course Code: JM 205

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

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

Justification for the mapping

PSO1 - Disciplinary Knowledge:

CO6: Students will apply their knowledge of language skills and various forms of newspaper features is crucial for generating engaging feature articles on diverse topics and contributing effectively to different sections of a newspaper.

PSO2 - Critical Thinking and Problem Solving:

CO3: Critical design thinking is essential for initiating feature writing with a focus on local issues, exploring different forms of newspaper features, and adapting writing styles across various media platforms.

PSO3 - Social Competence:

CO4: Students will apply their knowledge effectively communicating thoughts and ideas, cultivating skills in writing human interest stories, and engaging diverse audiences across media require strong social competence.

PSO4 - Research-Related Skills:

CO2: Demonstrating a sense of inquiry and capability for asking relevant questions is essential for conducting research on local issues, government offices, and other places, contributing to the development of feature articles.

PSO5 - Personal and Professional Competence:

CO7: Students will apply their knowledge performing independently and participating in team activities aligns with the ability to generate feature articles, tailoring writing styles to suit different media formats and demonstrating versatility in writing.

PSO6 - Effective Citizenship and Ethics:

CO3: Demonstrating empathetic social concern and ethical considerations are critical when writing human interest stories and engaging with diverse audiences.

PSO8 - Self-directed and Life-long Learning:

CO2: Acquiring the ability to adapt writing skills across various media platforms and engage diverse audiences involves continuous learning and adaptation to socio-technological changes.

PSO9 - Trans-disciplinary Research Competence:

CO7: Creating new conceptual, theoretical, and methodological innovations aligns with the exploration of different forms of newspaper features and the adaptation of writing styles across various media platforms.

Photojournalism-I**Theory****Course Code - JM 206****Maximum Marks: 150****Credits: 6****Teaching Period: 8 / Week (1hour period)****Teaching Load: 90 Hours****Course Objectives:**

1. To introduce students to the principles, techniques, and ethical standards of photojournalism.
2. To develop students' skills in visual storytelling and the use of photography in news reporting.
3. To explore the historical and contemporary significance of photojournalism in shaping public opinion and advancing social justice.
4. To enhance students' abilities to identify and capture compelling moments through effective composition, lighting, and timing.
5. To provide students with practical experience in covering news events and producing photo essays.
6. To foster critical thinking and analytical skills in evaluating the impact and credibility of visual journalism.

CONTENT:

- | | |
|---|-------------------|
| 1. History of photojournalism | (06 Hours) |
| 2. Role of photojournalists in a news room. | (06 Hours) |
| 3. Principles and Ethics of photojournalism. | (06 Hours) |
| 4. Reading the mistakes in photos (noise in photographs, over exposure etc.) | (06 Hours) |
| 5. Caption Writing, Management of photographs and Digital archives. | (06 Hours) |
| 6. Spot News, general news photography | (06 Hours) |
| 7. Street Photography, off-beat photography | (06 Hours) |
| 8. Documentary photography | (06 Hours) |
| 9. War, terror, and crime | (06 Hours) |
| 10. Photographs for photo features | (06 Hours) |
| 11. Photo stories | (06 Hours) |
| 12. Photo essays | (06 Hours) |
| 13. Developing specializations | (06 Hours) |
| 14. Group photo feature | (06 Hours) |
| 15. Individual Documentary photography Project | (06 Hours) |

Course Outcomes:

1. Students will demonstrate a mastery of technical skills in using various camera equipment, lenses, and editing software.
2. Students will produce a portfolio of compelling news photographs that adhere to ethical standards in journalism.
3. Students will analyze and critique the work of established photojournalists, identifying their unique visual style and storytelling techniques.

4. Students will apply principles of composition, lighting, and timing to capture decisive moments in news events.
5. Students will design and produce photo essays that effectively convey a narrative or social issue through visual storytelling.
6. Students will evaluate and discuss the impact and credibility of visual journalism, considering the ethical implications of editing and manipulating images.
7. Students will demonstrate proficiency in researching and reporting news stories in order to provide accurate and contextually relevant photojournalism.

Mapping of Program Outcomes with Course Outcomes

Class: F.Y.B.Voc (SEM-II)
Course: Feature Writing

Subject: Journalism and Mass Communication
Course Code: JM 205

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 | | | | | | | 2 | |
| CO2 | 3 | | | | | | | | |
| CO3 | | 3 | | | | | | | |
| CO4 | | 3 | | 2 | | | | 2 | |
| CO5 | | | 3 | | 2 | | | 2 | |
| CO6 | | | | | | 2 | | | |
| CO7 | | | | | | 2 | 2 | | 7 |

Justification for the mapping

PO1 - Disciplinary Knowledge:

CO1 - Students will demonstrate technical proficiency in using various camera equipment, lenses, and editing software.

CO2 - Students will analyze and critique the work of established photojournalists, identifying their unique visual style and storytelling techniques.

PO2 - Critical Thinking and Problem Solving:

CO3 - Students will design and produce photo essays that effectively convey a narrative or social issue through visual storytelling.

CO4 - Students will evaluate and discuss the impact and credibility of visual journalism, considering the ethical implications of editing and manipulating images.

PO3 - Social Competence:

CO5 - Students will collaborate effectively with other journalists and professionals in the field, demonstrating teamwork and problem-solving skills

PO4 (Research-Related Skills)

CO4: focuses on research-related skills, including inquiry, planning, execution, and reporting. This directly aligns with the research-related skills emphasized in PO4.

PO5 (Personal and Professional Competence)

CO5: emphasizes personal and professional competence, including working independently,

participating in team activities, and demonstrating cooperation. This aligns with the objectives of PO5.

PO6 (Effective Citizenship and Ethics)

CO6 :focuses on legal and ethical frameworks,

CO7: addresses the societal and environmental impact. Both contribute to developing effective citizenship and ethical awareness, aligning with PO6.

PO7 (Environment and Sustainability)

CO7: specifically addresses understanding the impact of scientific solutions in societal and environmental contexts, aligning with the goals of PO7 related to environment and sustainability.

PO8 (Self-directed and Life-long Learning)

CO1: introduces the basics

CO4: involves planning and executing experiments,

CO5: focuses on personal and professional competence, and

PSO9. Trans-disciplinary Research Competence:

CO 7: involves understanding basic photo editing techniques. PSO9 aligns by emphasizing trans-disciplinary research competence in addressing common problems beyond discipline-specific approaches.

