



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)

2022-Pattern

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

To be implemented from 2022-23

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

(To be implemented from Academic Year - 2022-2023)

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, (Autonomous) BARAMATI
Dist. – Pune-413102
B. Voc. JMC Proposed Syllabus Structure
Academic Year 2022-23

First Year: Semester-I

Subj. Code	Subject Name	No. of Credits	Marks
General component			
UBJM111	Introduction to Mass Communication	4	100
UBJM112	Introduction to Journalism	4	100
UBJM113	Current Affairs- World, India, Maharashtra	4	100
Skill component			
UBJM114	Language skills- Marathi	6	150
UBJM115	Computer Application for Media	6	150
UBJM116	Basics of photography	6	150

First Year: Semester-II

Subj. Code	Subject Name	No. of Credits	Marks
General component			
UBJM121	News reporting and Editing-I	4	100
UBJM122	Writing for Media-I	4	100
UBJM123	India after independence	4	100
Skill component			
UBJM124	Language skills- English	6	150
UBJM125	Feature Writing	6	150
UBJM126	Content Production on Mobile	6	150

Anekant Education Society's
TuljaramChaturchand 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. Ranjeet V. Pandit	Chairman
2.	Mr. Rahul P. Chaudhari	Member
3.	Ms. Gayathri Nandhakumar A	Member
4.	Dr. Madhavi Reddy	Vice-Chancellor Nominee
5.	Dr. Sanjay Tambat	University Representative
6.	Mr. Mithunchandra Chaudhari	Expert from other University
7.	Dr. Radheshyam Jadhav	Expert from other University
8.	Mr. Akash Dhopeswarkar	Industry Expert
9.	Mr. Ravindra Mane	Prominent Alumni
10.	Ms. Ankita Khane	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**General Education****Teaching Period: 4/week****Teaching Load: 60 hours/semester****Paper No. UBJM121****Credits: 4****Maximum Marks: 100****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:**Unit 1 Newspaper organization & Newsroom**

10 Period

- Newspaper organization, various departments & coordination
- Editorial hierarchy and functioning of a newsroom
- Role and responsibilities of the Editor
- Role and responsibilities of the News Editor
- Role and responsibilities of Chief Reporter

Unit 2 Basics of News Writing

10 Period

- What is NEWS? Various definitions
- Who is a reporter? : Basic qualities and functions
- Understanding NEWS VALUEs with examples
- Inverted Pyramid structure of News Writing, 5 Ws and H of News writing
- Basic skills: Reporter's diary, communication, observations, taking and organizing notes

Unit 3 Basics of News Editing

10 Period

- Page structure of a newspaper
- Who is a Sub-Editor? : Basic qualities and functions
- Various desks in the Newsroom
- Leads/ledes of news stories, various examples
- Writing news stories from press releases
- Basics of proofreading and copy editing

Unit 4 News Reporting and News Beats

10 Period

- General reporting: Writing news stories with the help of field notes, finding proper lead, etc.
- News Beats: Different sources and subjects of news
- Understanding the beats & cultivating sources (Corporation, ZP, Panchayat Samiti, Crime & courts, Education, Health, Culture and Community, etc.)
- Difference between urban and rural reporting

- Hard and soft news
- Covering political and cultural events, crime and accidents, agriculture and weather reporting

Unit 5 Working on News Desks 1

10 Period

- Different news desks and their functioning, Role and function of Chief Sub-Editor
- Different sources of news: Staff reporters, rural reporters, news agency, digital media, etc.
- Target readers, news values and selection of news stories

Unit 6 Working on News Desks 2

10 Period

- Process of verification in detail (Skeptical mind of a Sub-Editor, checking facts and figures, quotes and attribution, multiple sources, archives, asking experts, etc.)
- Following the Stylebook
- Writing headlines, Types of headlines

Course Outcomes:

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

Suggested reading:

1. [unreadable] [unreadable], 2004 [unreadable] [unreadable], [unreadable] [unreadable] [unreadable]
2. [unreadable] [unreadable], 2008, [unreadable] [unreadable]
3. Lewis James. The Active Reporter. Vikas Publication
4. Warren Carl. Modern News Reporting. Harper and Row.
5. Rangaswami, Parthasarathy. Basic Journalism. Macmillan India.
6. Charnley V. Mitchell. Reporting(4th Ed.). Holt, Rinehart and Winston.
7. Mudgal, Rahul. Emerging Trends in Journalism. Sarup and Sons.
8. Kamath, M.V. Behind The By-Line. Vision Books.
9. Kamath, M.V. Reporter at Large.

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

Class: S Y B. Voc (Sem II)

Subject: Journalism and Mass Communication

Course: News Reporting and Editing-I

Course Code: UBJM121

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

PO1 - Disciplinary Knowledge - CO1, CO2, CO3, CO4, CO5, CO6, CO7:

Justification: Understanding the basics of reporting (CO1), familiarizing with different types of reporting (CO2), creating an understanding of specialized reporting (CO3), understanding the editing process (CO4), knowledge of dummy, printing, and layout (CO5), and knowledge of photojournalism (CO6) collectively contribute to comprehensive disciplinary knowledge.

PO2 -Critical Thinking and Problem Solving - CO3, CO4, CO6, CO7:

Justification: Creating understanding of specialized reporting (CO3), understanding the editing process (CO4), knowledge of photojournalism (CO6), and understanding media convergence (CO7) require critical thinking and problem-solving skills in the context of journalism.

PO3 -Social Competence - CO1, CO3, CO7:

Justification: Understanding the basics of reporting (CO1), creating an understanding of specialized reporting (CO3), and understanding media convergence (CO7) contribute to effective communication and social competence in journalism.

PO4 - Research-Related Skills - CO1, CO3, CO6:

Justification: Basics of reporting (CO1), creating an understanding of specialized reporting (CO3), and knowledge of photojournalism (CO6) involve research-related skills, such as inquiry and understanding the subject matter deeply.

PO5- Personal and Professional Competence - CO2, CO5, CO6:

Justification: Familiarizing with different types of reporting (CO2), understanding the dummy, printing, and layout (CO5), and knowledge of photojournalism (CO6) contribute to personal and professional competence in journalism.

PO6 -Effective Citizenship and Ethics - CO3, CO7:

Justification: Creating an understanding of specialized reporting (CO3) and understanding media convergence (CO7) involve ethical considerations and contribute to effective citizenship in journalism.

PO7- Environment and Sustainability - CO7:

Justification: Understanding media convergence (CO7) can contribute to understanding the impact of scientific solutions in societal and environmental contexts, aligning with PO7.

PO8 -Self-directed and Life-long Learning - CO1, CO2, CO3, CO4, CO5, CO6, CO7:

Justification: All the Course Outcomes collectively contribute to building a foundation for self-directed and life-long learning in the field of journalism.

PO9 -Trans-disciplinary Research Competence - CO3, CO6, CO7:

Justification: Creating an understanding of specialized reporting (CO3), knowledge of photojournalism (CO6), and understanding media convergence (CO7) can involve creating new conceptual and methodological innovations, contributing to trans-disciplinary research competence

Writing for Media I**General education****Paper No. – UBJM122****Maximum Marks: 100****Credits: 4****Teaching Period: 4/week****Teaching Load: 60 Theory Period****Course Objectives:**

1. To introduce the students to writing other than journalism.
2. To understand the development of drama and emotions in stories.
3. To know the scope of various audio – visual contents
4. To know the basic elements of audio – visual content writing.
5. To understand the various types of genres in writing.
6. To understand fictional stories
7. To lead students to the world of video- production contents.

Content:

- | | |
|--|-----------|
| 1. Fundamentals of Writing <ul style="list-style-type: none"> • The Blank Page and Overcoming Fear of Writing • Three Step Process of Writing: Write-Review-Destroy- Repeat • Reading Techniques for faster review: Speed and Comprehension • An Introduction to Creative Writing | 10 Period |
| 2. Identifying Writing in Audio-Visual Content <ul style="list-style-type: none"> • Reading v/s watching Audio-Visual content • Tools of Reading Audio-Visual content • Identifying Structure • Identifying Drama and emotion | 10 Period |
| 3. Story Writing <ul style="list-style-type: none"> • Elements of a Story • Characters and Characterization • Structuring a Story: Emotion and Drama • Idea to Narrative: Practical Story Writing | 10 Period |
| 4. Introduction to Various Types of Online Media Writing <ul style="list-style-type: none"> • Writing on the Internet • Blogs • Marketing Content • Social Media | 10 Period |
| 5. Introduction to Different forms of Media Writing <ul style="list-style-type: none"> • Understanding Fiction vs Non-Fiction • Understanding Print vs TVC • Understanding Television serials • Understanding online streaming contents | 10 Period |

6. Practice Writing

10 Period

- Practical Story Writing
- Practical Narrative Story Writing
- Practical Blogs Writing, Tweets formation, Captions, articles
- Writing story with dialogues

Course Outcomes:

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

SUGGESTED READINGS:

- Hilliard Robert L. (2015) Writing for Television, Radio and New Media
- Witt Leonard (1991) Complete Book of Feature Writing
- Brande Dorothea (1934) Becoming a Writer
- Lamott Anne (1994) Bird by Bird: Some Instructions on Writing and Life
- Standage Tom (2013) Writing on the Wall: Social Media- The First 2000 years

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

Class: FY B. Voc (Sem II)
 Course: Writing for Media I

Subject: Journalism and Mass Communication
 Course Code: UBJM122

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	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 other than 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.

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.

India after Independence**General Education****Paper No. UBJM123****Maximum Marks: 100****Credits: 4****Teaching Period: 4 /week****Teaching Load: 60 Theory Period/Semester****Course Objectives**

1. Familiarize students with the historical narrative of India.
2. Comprehend the historical events that paved the way for India's independence.
3. Acquire knowledge of the chronological sequence of key developments and movements.
4. Explore the social reform movements that have shaped Indian society.
5. Understand the democratic traditions established post-independence.
6. Gain insight into the roles and contributions of national leaders.
7. Grasp the intricacies of nation-building in the aftermath of independence.

Content:**Unit 1**

10 Period

- Impact of the British Raj and colonial legacy
- Indian renaissance and social reforms
- Comprehensive nature of India's Freedom Struggle, Partition and its impact
- Making of the Indian Constitution and its basic features

Unit 2

10 Period

- Emergence of India as a modern nation-state
- Integration of the Princely States (Problem of Jammu-Kashmir, Hyderabad Liberation Movement, Liberation of Goa, etc.)
- Reorganization of the states on linguistic basis, regionalism and challenges before the Union
- Integration of the tribal
- Insurgency in North-East

Unit 3

10 Period

- Nation-building: Five years plan, heavy industry and foundation of future development, land reforms, 'Garibi Hatao' and Nationalization of banks, food crisis and Green Revolution
- Shaping of foreign policy from Nehru to Indira (Cold war, Non-Aligned Movement, Asian Conference, etc)
- Occupation of Tibet, Chinese invasion and war with Pakistan
- The Congress system in early years
- Emergency and censorship, JP Movement and Janata Party, Foundation of BJP
- Liberation of Bangladesh

Unit 4

10 Period

- Crisis in Punjab, terrorism and assassination of Indira Gandhi
- The Rajiv years and beginning of alliance era in Indian politics
- Mandal Commission, Shahbano case and Ayodhya agitation
- Narsimha Rao government and reforms in Indian economy
- The Vajpayee years (Nuclear tests, Kargil Conflict and Bus diplomacy)

Unit 5

10 Period

- Return of the Congress: The UPA years (Nuclear deal, loan waiver to farmers, etc.)
- India against corruption movement and emergence of Aam Adami Party
- Bhuj earthquake, Godhra, Gujrat riots and rise of Narendra Modi
- Narendra Modi as the Prime Minister (2014 and 2019 elections, development policies, Surgical strike, Demonetization, GST, etc.)

Unit 6

10 Period

- Politics in India after independence: From Congress to BJP, regional parties and state politics, Center-state relationship
- Internal security challenges: Terrorism, Naxalism and other threats
- Rise of Indian Diaspora

Course Outcomes:

1. Gain an introduction to the rich history of India.
2. Develop an understanding of the significant events leading to India's independence.
3. Acquire knowledge of the timelines associated with various implementations and movements.
4. Explore and learn from the social reform movements that have influenced Indian society.
5. Understand the democratic principles and practices post-independence.
6. Familiarize one with the national leaders and their noteworthy contributions.
7. Develop a comprehensive understanding of the formation and evolution of the nation after gaining independence.

Suggested reading:

1. India after independence- Bakimchandra
2. India after Gandhi- Ramchandra Guha
3. □□□□□□□□□□ □□□□- □□□□□□□□ □□□□
4. □□□ □□□□ □□□□ – □□□□□ □□□□□□□□, □□□□□□ □□□□□□□□□□, □□□□□ □□□□□□□□

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

Class: FY B. Voc (Sem II)

Subject: Journalism and Mass Communication

Course: India After Independence

Course Code: UBJM123

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			2						
CO5					3				
CO6						3			
CO7							1		

Justification for the mapping

PO1 (Disciplinary Knowledge):

Strong relation - Understanding the history of India aligns with the comprehensive knowledge of a discipline, in this case, history.

CO1: Students will get introduced to the history of India.

PO2 (Critical Thinking and Problem Solving):

Strong relation - Analyzing and understanding the events leading to India's independence involves critical thinking and problem-solving skills.

CO2: Students will be able to understand the events led to the independence of India.

PO4 (Research-Related Skills):

Strong relation - Knowing the timeline of events requires research skills and a sense of inquiry into historical data

CO3: Students will know the timeline of various implements and movements.

PO3 (Social Competence):

Moderate relation - Learning about social reform movements involves understanding societal issues, contributing to social competence.

CO4: Students can learn the social reform movements.

PO5 (Personal and Professional Competence):

Strong relation - Understanding democratic traditions aligns with personal and professional competence, especially in the context of civic engagement.

CO5: Students will understand the democratic traditions after independence.

PO6 (Effective Citizenship and Ethics):

Strong relation - Knowing national leaders and their contributions contributes to effective citizenship and awareness of moral and ethical issues.

CO6: Students will know the national leaders and their contributions.

PO7 (Environment and Sustainability):

Weak relation - The formation of the nation after independence is not directly related to environmental and sustainability issues.

CO7: Students will understand the formation of the nation after independence.

First Year

Semester II

Language skills- English

Skill Component

Paper No. UBJM124

Maximum Marks: 150

Credits: 6

Teaching Period: 2 /week

**Teaching Load:30 Practical/Semester
(4 Hour each)**

Course Objectives

1. Grasp the essence of the English language.
2. Comprehend the applications of language considering the audience and purpose.
3. Enhance students' ability to understand spoken language.
4. Cultivate students' proficiency in using English in everyday and real-life scenarios.
5. Comprehend written texts effectively.
6. Recognize and understand statements, questions, instructions, and commands.
7. Follow straightforward narratives and descriptions.

Contents:

Practicals on Grammar Usage

5 Practical

- Use of Tenses
- Use of Verbs
- Use of Reported Speech
- Use of Prepositions
- Use of Conjunctions
- Use of Effective Sentence-Construction

Practicals on Fundamentals

2 Practical

- Greeting and taking leave
- Introducing yourself
- Introducing people to one another
- Making requests and asking for directions
- Congratulating, expressing sympathy and offering condolence
- Making suggestions and offering advice
- Making and accepting an apology
- Understanding Accent-British and American

Practicals on Situational dialogues

3 Practical

Practicals on Personality development

3 Practical

Practicals on Interview and Group discussion

3 Practical

Practicals on Writing and comprehension skills

3 Practical

- Letter (Formal) and Email
- Report
- Summarizing reports, articles, editorials
- Making an abstract
- Review writing

- Writing resume
- Translation study.

Course Outcomes

1. Attain knowledge of the fundamental characteristics of the English language.
2. Apply an understanding of language usage with consideration to audience and purpose.
3. Demonstrate the capability to comprehend spoken language.
4. Exhibit the ability to use English proficiently in daily life.
5. Demonstrate proficiency in understanding written texts.
6. Recognize and comprehend various forms of language expressions, including statements, questions, instructions, and commands.
7. Successfully follow and understand simple narratives and descriptions.

References:

1. Phrases, Clauses and Sentences-George Davidaon
2. Intermediate English Grammar-Raymond Murphy
3. Essential English Grammar-Raymond Murphy
4. Nonviolent Communication- Marshal B Rosenberg
5. Attitude is Your Superpower- Edurado Clemente

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

Class: FY B. Voc (Sem II)

Subject: Journalism and Mass Communication

Course: Language Skills- English

Course Code: UBJM124

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.

First Year

Semester II

Feature Writing

Skill Component

Paper No. UBJM125

Maximum Marks: 150

Credits: 6

Teaching Period: 2/week

Teaching Load: 30Practical/Semester(4 Hours each)

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.

Contents:

Practical on Computer typing techniques

5 Practical

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

Practical on Feature writing

4 Practical

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

Practical on Field Visit and Reporting

4 Practical

- 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

Practical on Feature Writing for Newspaper

5 Practical

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

Practical on Writing across media

4 Practical

- Writing for news magazines
- Writing for blogs
- Writing for mobile

Course Outcomes

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.

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

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

Subject: Journalism and Mass Communication

Course: Feature Writing

Course Code: UBJM125

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									
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: Students will apply their knowledge 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.

First Year

Semester II

Content Production on Mobile

Skill Component

Paper No. UBJM126

Maximum Marks: 150

Credits: 6

Teaching Period: 2 /week

Teaching Load: 30 Practical/Semester (4 Hours each)

Course Objectives

1. To understand techniques of audio-visual content production on mobile.
2. To gain the knowledge of content production for different platforms of social media
3. To gain proficiency in specific uses of various types of social media platforms
4. To provide understanding of etiquette of various social media
5. To understand how to create own presence on social media professionally.
6. To understand basic strategies of content management on social media.
7. To gain the knowledge of advance features and applications of content development on mobile.

Content:

Smartphone friendly content creation

3practical

- User Generated Content
- Identification of Uique content
- Need of Consistsnt creation
- Planning and paper work

Creation of short Videos vertically

3practical

- Shooting Vertically
- Platform based content
- Planning and creation
- Place your contatant in online crowd

Creation of short Videos Horizontally

3practical

- Shooting Horizontalyy
- Platform based content
- Planning and creation
- Place your contatant in online crowd

Creation of deferent types of online Content

3practical

- Creation of Image, Garaphics
- Creation of GIFS
- Creation of Memes

Case study and presentation of Algorithm

3practical

- Algorithm of Google
- Algorithm of Facebook
- Algorithm of Instagram
- Government regulation

- Making of a short-video of 1 minute
- Making of a short-video of 2 minute
- Creation of un-boxing videos
- Review videos
- Rating videos
- Travel vlog/ food Vlog

3practical

3practical

1practical

1practical

1practical

1practical

Course Outcomes

1. Students would be able to produce audio-visual content on mobile
2. Students would be able to use different platforms of social media.
3. Student will use the latest applications for content development.
4. Students would be able comment on various subject of society through AV content.
5. Students would be able to utilize digital social media tools for different developmental activities.
6. Students would be able to gain understanding of cyber ethics.
7. Students will comprehend the functionalities of social media.

Mapping of Program Outcomes with Course Outcomes

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

Subject: Journalism and Mass Communication

Course: Content Production on Mobile

Course Code: UBJM126

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

Justification for the mapping

PO1. Disciplinary Knowledge:

CO1, CO 2, CO 3, CO 4, CO 5, CO 6, and CO 7: involve the demonstration of knowledge and practical understanding generated from the chosen B.Voc program, specifically related to producing news content, short videos for social media, advertising content, event coverage, live videos, and films on mobile. PSO1 aligns by emphasizing the application of comprehensive knowledge in mobile video production.

PO 2. Critical Thinking and Problem Solving:

CO7:involve the application of critical design thinking to predict creative solutions towards producing news content, short videos, advertising content, event coverage, live videos, and films on mobile. PSO2 aligns by emphasizing critical design thinking in the context of mobile video production.

PO 3. Social Competence:

CO4, CO5: involve effective communication skills in writing and orally, building effective interactive and presenting skills for creating engaging videos and content for different platforms. PSO3 aligns by emphasizing effective communication skills in the context of mobile video production.

PO 4. Research-Related Skills:

CO 5, CO 6, and CO 7: involve demonstrating a sense of inquiry, planning, executing, and reporting the results of creating various types of mobile video content. PSO4 aligns by emphasizing research-related skills in the context of mobile video production.

PO 5. Personal and Professional Competence:

CO1, CO 2, CO 3, CO 4, CO 5, CO 6, and CO 7: involve performing independently and participating in team activities to produce diverse mobile video content. PSO5 aligns by emphasizing personal and professional competence, including teamwork, enthusiasm, commitment, and skill improvement in the context of mobile video production.

PO 6. Effective Citizenship and Ethics:

CO1, CO 2, CO 3, CO 4, CO 5, CO 6: involve demonstrating empathetic social concern, equity-centered national development, and acting with an informed awareness of moral and ethical issues in the production of mobile video content. PSO6 aligns by emphasizing effective citizenship and ethics in the context of mobile video production.

PO 7. Environment and Sustainability:

CO 6: involve understanding the impact of scientific solutions in societal contexts and demonstrating knowledge of sustainable development, which can be considered in the production of mobile video content. PSO7 aligns by emphasizing the knowledge of and need for sustainable development in the context of mobile video production.

PO 8. Self-directed and Life-long Learning:

CO1, CO 2, CO 3, CO 4, CO 5, CO 6, and CO 7: involve showcasing proficiency, mastery, and practical skills in producing various types of mobile video content, reflecting a self-directed and life-long learning mindset. PSO8 aligns by emphasizing the ability to engage in independent and life-long learning in the context of socio-technological changes related to mobile video production.

PO 9. Trans-disciplinary Research Competence:

CO 5, CO 6: involve showcasing proficiency, mastery, and practical skills related to mobile video production. While not explicitly mentioned, PSO9 aligns by emphasizing trans-disciplinary research competence in creating new conceptual, theoretical, methodological innovations in the field of mobile video production.