



Anekant Education Society's
TuljaramChaturchand College of Arts Commerce and Science,
Baramati
(Empowered Autonomous)
NAAC A++

DEPARTMENT OF MEDIA AND COMMUNICATION STUDIES

Proposed Syllabus For
S.Y. B.Voc. Journalism and Mass Communication
(S.Y. B.Voc. JMC, Semester-III)
(As Per NEP 2020)
(2025 Pattern)

To be implemented from Academic Year 2026-2027

Preamble

AES's TuljaramChaturchand College of Arts, Science and Commerce, Baramati has made the decision to change the curriculum across various faculties since June 2023 by incorporating the guidelines and provisions outlined in the National Education Policy (NEP), 2020. By integrating general (academic) education, vocational education, and experiential learning, the NEP hopes to advance education on every aspect and increase its efficiency. The NEP unveils a comprehensive and multidisciplinary educational approach that will aid in the students' intellectual, scientific, social, physical, emotional, ethical, and moral development. For the growth of the pupils, the NEP 2020 calls for adaptable curricular structures and a learning-based outcome strategy. The NEP 2020 aspires to promote academic excellence, facilitate seamless academic mobility, and increase the global competitiveness of Indian students by providing a nationally recognized and internationally comparable credit structure and course framework. As a result, more chances and doors are opened for students to follow their dreams on a worldwide scale. It also develops a system where educational achievements can be acknowledged and respected both nationally and internationally.

In response to the rapid advancements in Journalism, communication and technology and the evolving approaches in various domains of Media and related subjects, the Board of Studies in B.Voc Journalism and Mass Communication at TuljaramChaturchand College of Arts, Science and Commerce, Baramati- Pune, has developed the curriculum for the first semester of FY B.Voc Journalism and Mass Communication, which goes beyond traditional academic boundaries. The syllabus is aligned with the NEP 2020 guidelines to ensure that students receive an education that prepares them for the challenges and opportunities of the 21st century. This syllabus has been designed under the framework of the Choice Based Credit System (CBCS), taking into consideration the guidelines set forth by the National Education Policy (NEP) 2020, LOCF (UGC), NCrF, NHEQF, Prof. R.D Kulkarni's Report, Government of Maharashtra's General Resolution dated 20th April and 16th May 2023, and the Circular issued by SPPU, Pune on 31st May 2023.

A Journalism and Mass Communication degree equips students with the knowledge and skills necessary for a diverse range of fulfilling media career paths. Graduates in Journalism and Mass Communication finds opportunities in various media fields, including Print Media, Electronic Media, Digital Media, Social Media, Marketing, Advertising, Public Relations, Video Production, Cinematography, Photography, Editing, Script Writing, Anchoring, Creative Content Writing, Direction, and many other media domains. Throughout their three-year degree program, students explore the media organization of both Journalism and Video Production across different scales,

from local to global. They learn to analyze and write news reports, capture images and visuals, edit the news stories or contents in various levels. The curriculum also delves into the intricate relationship between society and media, examining how communication systems evolve over time. Students also cover creative writing skills, advertising, public relations and they create stories for video production. By acquiring these comprehensive skills and knowledge, graduates are well-prepared to embark on rewarding careers that contribute to a better understanding of our world and address the challenges of our ever-changing society.

Overall, revising the Journalism and Mass Communication curriculum to align with NEP 2020 ensures that students receive a relevant, through education that equips them to successfully traverse the fast-paced, globally connected world of today. It gives them the knowledge, abilities, and competences required to achieve their academic and professional objectives in a constantly changing global environment while making a significant contribution to society.

Anekant Education Society's
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**Board of Studies (BOS) in Department of
Media and Communication Studies**

From 2025-26 to 2027-28

Sr.No.	Name of Member	Designation
1.	Mr.Chaudhari Rahul Prabhakar Head &Assistant Professor Department of Media and Communication Studies, T. C. College, Baramati.	Chairperson
2.	Mr.Bidve Prashant Parshuram Assistant Professor, Department of Media and Communication Studies, T. C. College, Baramati	Member
3.	Ms.Pawar Pooja Mohan Assistant Professor, Department of Media and Communication Studies, T. C. College, Baramati	Member
4.	Dr. Sanjay Vishnu Tambat Prof., Head, Dean,Department of Communication and journalism, SPPU	Vice-Chancellor Nominee Subject Expert from SPPU, Pune
5.	Dr. JadhavShivajiGajendra Coordinator, Department of Mass Communication, Shivaji University, Kolhapur	Subject Expert from Outside the Parent University
6.	Mr. ChaudhariMithunchandra Assistant professor, Symbiosis institute of Media and Communication, Symbiosis University, Pune.	Subject Expert from Outside the Parent University
7.	Mr. TribhuvanAseem Director of Native Communication, Pune	Representative from industry/corporate sector/allied areas
8.	Ms. KhaneAnkita AbpMaza, Mumbai	Member of the College Alumni
9.	Mr. BobhateAnshuman Dinesh	UG Student

Credit Distribution Structure for S.Y.B.Voc.Journalism and Mass Communication-2026-2027

Level	Semester	Major		Minor	OE	VSC, SEC, (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC, RP	Cum. Cr/Sem	Degree/Cum. Cr.
		Mandatory	Electives							
4.5	III	JMC-201- MJM Advance News Reporting & Editing (2credit) T	-	JMC-206- MN India after Independence (2credit) T	JMC-208- OE Introduction to Social Media (2credit) T	JMC-204-VSC Camera Techniques (2credit) P	MAR-210-AEC HIN-210-AEC □□□□□□□□□□ □□□□□□□-□ □□□□□□□□□□: □□□□□□□□□□ □ (2 credit)- T	JMC-205- FP Field Project (2 credits) - P	22	UG Certificate 44 credits
		JMC-202-MRM Screenplay Writing (2credit)T		JMC-207-MN Film Appreciation (2credit) P			JMC-209- IKS Indian Folk Media (2Credits) - T	YOG/PES/CU L/ NSS/NCC-211-CC (2 Credits)		
		JMC-203-MRM Experimental Journal (2credit) P								
	IV	JMC-251-MRM Broadcast Journalism (Television & Radio) (2credit) T	-	JMC-256- MN Development Communication (2credit)T	JMC-258- OE Introduction to digital Marketing (2credit) P	JMC-254-VSC Audio Production (2credit) P	MAR-260-AEC HIN-260-AEC □□□□□□□□□□ □□□□□□□-□ □□□□□□□□□□: □□□□□□□□□□□□□□ (2credit) T	JMC-255- CEP Community Engagement Projec (2credit) P	22	
		JMC-252-MRM Mass Communication Theory (2credit) T		JMC-257- MN Study Visit and Interaction (2credit) P		JMC-259- SEC Video Editing (2credit) P		YOG/PES/CU L/ NSS/NCC-261-CC To be continued from the Semester - III		
		JMC-253-MRM Television Production (2credit) P								
Cum Cr.	12	--	2	8	8	10	4	44		

Department of Media and Communication Studies
B. Voc. Journalism and Mass Communication
Credit Structure of Semester III and IV

Syllabus as per NEP 2020 for S.Y.B.Voc. JMC (2025 Pattern)

Sem.	Course Type	Course Code	Course Name	Theory / Practical	Credits
III	Major (Mandatory)	JMC-201-MRM	News Reporting and Editing -II	Theory	02
		JMC-202-MRM	Screenplay Writing	Theory	02
		JMC-203-MRM	Experimental Journal	Practical	02
	Vocational Skill Course (VSC)	JMC-204-VSC	Camera Techniques	Practical	02
	Field Project (FP)	JMC-205- FP	Field Project	Practical	02
	Minor	JMC-206- MN	India after Independence	Theory	02
		JMC-207- MN	Film Appreciation	Practical	02
	Open Elective (OE)	JMC-208- OE	Introduction to Social Media	Theory	02
	Subject Specific Indian Knowledge System (IKS)	JMC-209- IKS	Indian Folk Media	Theory	02
	Ability Enhancement Course (AEC)	MAR-210-AEC HIN-210-AEC	□□□□□□□□□□ □□□□□□-□ □□□□□□□□: □□□□□□□□□□	Theory (Any One)	02
	Co-curricular Course (CC)	YOG/PES/CUL / NSS/NCC-211-CC	To be continued from the Semester - II		02
Total Credits Semester-I					22
IV	Major (Mandatory)	JMC-251-MRM	Broadcast Journalism (Television & Radio)	Theory	02
		JMC-252-MRM	Mass Communication Theory	Theory	02
		JMC-253-MRM	Television Production	Practical	02
	Vocational Skill Course (VSC)	JMC-254-VSC	Audio Production	Practical	02
	Community Engagement Project (CEP)	JMC-255- CEP	Community Engagement Project	Practical	02
	Minor	JMC-256- MN	Development Communication	Theory	02
		JMC-257- MN	Study Visit and Interaction	Practical	02
	Open Elective (OE)	JMC-258- OE	Introduction to digital Marketing	Practical	02
	Skill Enhancement Course (SEC)	JMC-259- SEC	Video Editing	Practical	02
	Ability Enhancement Course (AEC)	MAR-260-AEC HIN-260-AEC	□□□□□□□□□□ □□□□□□-□ □□□□□□□□: □□□□□□□□□□	Theory (Any One)	02
	Co-curricular Course (CC)	YOG/PES/CUL / NSS/NCC-261-CC	To be continued from the Semester - II		02
Total Credits Semester II					22
Cumulative Credits Semester I and II					44

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.

PO1	Technical Competence: 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.
PO2	Problem Solving Skills: Students will develop the ability to identify, analyze, and solve problems encountered in their vocational field, using both theoretical knowledge and practical experience.
PO3	Employability Skills: Students will gain employability skills such as communication, teamwork, leadership, adaptability, and professionalism, which are essential for success in the workplace.
PO4	Industry Relevance and entrepreneurial abilities: 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.
PO5	Ethical and Social Responsibility: 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.
PO6	Environmental Awareness: 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.
PO7	Research and Innovations: Depending on the programme, students may develop research and innovation skills, enabling them to contribute to advancements and improvements within their vocational field.
PO8	Global Perspective: In an increasingly interconnected world, programmes may emphasize the importance of understanding global trends, markets, and perspectives relevant to the students' vocation.
PO9	Multidisciplinary studies: 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.
PO10	Community Engagement: The students will be able to demonstrate the capability to participate in community-engaged services/activities for promoting the wellbeing of society.

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

PSO1 Newspaper and Society: Enhance the knowledge about the role of newspapers in society and understanding its critical role in various aspects. Students develop critical understanding about the public service role of a newspaper. Media Watch, an international journal, has been subscribed to help the students inculcate the habit of reading research oriented material on the subject. Regular group discussions and other class activities help in better understanding.

PSO 2 The Concept of broadcasting news and various news persons: Understand what news is all about and have an insight into the working of various news persons. This helps the students to have a clear idea about the functioning of a media news broadcasting organization.

PSO 3 Training for mediacontent writing: Students learn about various types of writing for journalism and other audio- visual contents. They understand the nuances of writing for various formats and develop knowledge to write thought provoking editorials. Publication of departmental journal 'Anekant Times' help the students to get a platform to express their talent in reporting, writing, interviewing, photography, short film, documentary and other allied areas.

PSO 4 The concept of editing: Students get a good idea about the various aspects of editing which are crucial requirements in the job market. Knowledge of page designing helps them to have a comprehensive knowledge on the topic. Editing audio- visual contents is also a greater perspective in current media industry.

PSO 5 Knowledge about basic aspects of photo journalism and ownership patterns of media: Students have an idea about photography and photojournalism which helps them to apply the knowledge when they search for jobs in the field. A Photography workshop was organized in the department which helped the students to have better understanding of photojournalism. Collaboration with various eminent persons in the media industry to organize script writing, light and camera operation workshop, media debate and short film and documentary making helped the students to get practical exposure of the subject. Ownership patterns of modern day newspapers, television channels, radio channel etc warrant close scrutiny. Students develop critical knowledge about ownership of newspaper houses.

PSO 6 Widening Options for Jobs by Learning about Advertising and Public Relations: Knowledge about advertising and public relations help in widening options for jobs. The various aspects of advertising and public relations are taught to the students. The details about copy writing and the job of a public relation officer provide them with practical aspects of two different jobs.

PSO 7 Core knowledge about media laws, ethics and media economy: Core knowledge about media law, economy which helps the students to understand crucial aspects related to working on the field as journalists. Having a good idea, about these subjects help them to work with better understanding of the profession. The knowledge base is interdisciplinary in nature.

Syllabus as per NEP 2020 for S.Y.-B.Voc. JMC(2025 Pattern)

Name of the Programme	: B. Voc. Journalism and Mass Communication
Programme Code	: UVJMC
Class	: S.Y.B.Voc. JMC
Semester	: III
Course Type	: Major (Mandatory)
Course Code	: JMC-201- MRM
Course Title	: News Reporting and Editing –II
No. of Credits	: 02
No. of Teaching Hours	: 30

Course Objectives:

1. To familiarize the students with different types of reporting.
2. To create understanding of specialized reporting.
3. To develop the general understanding of art culture and sports reporting.
4. To inculcate the knowledge of crime reporting.
5. To understand the process of editing for various platforms.
6. To inculcate the knowledge of dummy, printing and layout.
7. To develop the knowledge of photojournalism.

Course Outcomes:

- CO 1. Students would be able to understand the basics of reporting.
- CO 2. Students would be able to familiarize themselves with diverse types of reporting.
- CO 3. Students could create an understanding of specialized reporting.
- CO 4. Students would be able to understand the process of editing for various platforms.
- CO 5. Students would be able to understand the dummy, printing, and layout.
- CO 6. Students would be able to develop knowledge of photojournalism.
- CO 7. Students would be able to understand media convergence.

Topics and Learning Points

Teaching Hours

Unit 1 Reporting

(10 Hours)

- 1.1. Types of Reporting: analytical, interpretative, descriptive, investigative reporting.
- 1.2. Specialized Reporting and Beats: city and rural reporting, crime, court reporting.
- 1.3. Political, defense, science & technology, education, art & culture, environment reporting.
- 1.4. Economics, business, sports, health reporting.
- 1.5. Sources of news

Unit:2 Interviewing

(5 Hours)

- 2.1 Doing the research, setting up the interview.
- 2.2 Conducting the interview
- 2.3 Types and formats of interviews

Mapping of Program Outcomes with Course Outcomes

Class: S.Y. B.Voc (Sem.- III)

Subject: Journalism and Mass Communication

Course: News Reporting and Editing–II

Course Code: JMC-201-MJM

Weightage: 1 = Weak/Low relation 2 = Moderate/Partial relation 3 = Strong/ Direct relation

Programme Specific Outcomes (PSOs) vs Course Outcomes (COs)

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CO1	3	2	2	1	1	1	1	2	1
CO2	3	3	2	2	1	2	2	2	1
CO3	3	3	2	2	1	2	2	2	2
CO4	3	2	3	2	2	3	1	2	1
CO5	3	2	3	1	2	2	1	2	1
CO6	3	2	3	2	2	3	2	2	1
CO7	2	3	3	2	2	2	2	3	2

Justification of Mapping

PSO1: Disciplinary Knowledge

CO1–CO6 strongly relate as the course builds theoretical and practical knowledge in reporting, editing, layout, and photojournalism.

PSO2: Critical Thinking and Problem Solving

CO2, CO3, and CO7 strongly contribute as students analyze reporting types, specialized beats, and media convergence to develop appropriate communication strategies.

PSO3: Social Competence

CO4, CO5, CO6, and CO7 contribute strongly as students develop writing, editing, layout, and visual communication skills for effective audience engagement.

PSO4: Research-Related Skills

CO2, CO3, and CO6 moderately support research aptitude through interviewing, specialized reporting, fact-checking, and photo documentation.

PSO5: Personal and Professional Competence

CO4, CO5 and CO6 support teamwork, editing responsibilities, and professional presentation standards.

PSO6: Effective Citizenship and Ethics

CO4 and CO6 strongly connect due to ethics in editing, fact-checking, fake news identification, and responsible photojournalism.

PSO7: Environment and Sustainability

CO3 and CO6 moderately relate through environmental reporting and socially responsible journalism practices.

PSO8: Self-directed and Life-long Learning

CO1, CO2, and CO7 encourage adaptability to evolving media platforms and continuous learning in media convergence.

PSO9: Trans-disciplinary Research Competence

CO3 and CO7 moderately relate as students integrate multiple reporting disciplines and digital media practices.

CBCS Syllabus as per NEP 2020 for S.Y.B.Voc JMC(2025 Pattern)

Name of the Programme	: B.Voc Journalism and Mass Communication
Programme Code	: UVJMC
Class	: S.Y.B.Voc. JMC
Semester	: III
Course Type	: Major Mandatory
Course Code	: JMC-202- MRM
Course Title	: Screenplay Writing (Theory)
No.of Credits	: 02
No.of Teaching Hours	: 30

Course Objectives:

1. Understand the fundamental concepts and elements of fiction writing, including character, plot, setting, theme, and point of view.
2. Analyze and critique various forms of fiction, including short stories, novels, and flash fiction, to identify their key components and techniques.
3. Develop skills in crafting believable characters with well-defined backstories, motivations, and character arcs.
4. Learn techniques for creating vivid and immersive settings that enhance the narrative atmosphere and contribute to the story's tone.
5. Gain proficiency in developing engaging plotlines, including understanding plot points, turning points, and the use of subplots and parallel storylines.
6. Acquire the skills necessary to write effective dialogue and develop distinct character voices that contribute to the overall narrative.
7. Master the art of screenplay writing, including understanding theme and subtext, breaking scenes, and formatting scripts using industry-standard tools like Celtx.

Course Outcomes:

By the end of the course, students will be able to:

- CO1.** Students will be able to demonstrate a comprehensive understanding of the essential elements of fiction writing, including character, plot, setting, theme, and point of view.
- CO2.** Students will develop the ability to critically analyze and evaluate various works of fiction, identifying strengths and weaknesses in terms of characterization, plot development, and thematic resonance.
- CO3.** Students will create well-developed and believable characters with nuanced back stories, clear motivations, and compelling character arcs.
- CO4.** Students will produce descriptive and immersive settings that effectively enhance the narrative atmosphere and contribute to the overall mood of their stories.
- CO5.** Students will construct engaging plotlines with well-defined plot points, turning points, and subplots that add depth and complexity to their narratives.

CO6. Students will write authentic and engaging dialogue that reflects the unique voices and personalities of their characters, contributing to the overall authenticity and realism of their stories.

CO7. Students will demonstrate proficiency in screenplay writing, including the ability to develop themes and subtext, break scenes effectively, and format scripts according to industry standards using Celtx or similar software.

Topics and Learning Points

Unit 1: Introduction to Screenplay

Teaching Hours: 05

- 1.1 What is a Screenplay: Introduction to a Technical document
- 1.2 Difference between other forms of writing and the Screenplay: Literary v/s Visual Writing
- 1.3 3 Golden rules of Writing: Just Write, Review and Repeat
- 1.4 How to focus on your ideas: The One-Liner

Unit 2: The Story

Teaching Hours: 05

- 2.1 Building a Linear chain of events interconnected in space-time and cause-effect relationships.
- 2.2 Structure of a Story: Setup, Conflict, Resolution
- 2.3 Building events: Realism v/s fantasy
- 2.4 Building Characters: Motivation, Back story, Emotional quotient, Believability

Unit 3: The Narrative: Building a Screenplay

Teaching Hours: 10

- 3.1 Story v/s Narrative
- 3.2 Plotting a Narrative: Maximizing intended emotion and minimizing exposition
- 3.3 The Scene: Internal construction v/s External construction
- 3.4 Plotting: Understanding main v/s sub plots

Unit 4: The Art of Exposition

Teaching Hours: 10

- 4.1 Show v/s "Speak": The importance of visually motivated scenes
- 4.2 Introduction to Dialogue: Content and sub-text
- 4.3 Writing memorable dialogue: Analysing and Understanding Conversations
- 4.4 Writing dialogue for impact v/s information

References:

1. "Save the Cat! The Last Book on Screenwriting You'll Ever Need" by Blake Snyder
2. "Story: Substance, Structure, Style and the Principles of Screenwriting" by Robert McKee
3. "Screenplay: The Foundations of Screenwriting" by Syd Field
4. "The Screenwriter's Bible: A Complete Guide to Writing, Formatting, and Selling Your Script" by David Trottier
5. "The Anatomy of Story: 22 Steps to Becoming a Master Storyteller" by John Truby
6. "Writing Screenplays That Sell" by Michael Hauge
7. "The Writer's Journey: Mythic Structure for Writers" by Christopher Vogler

Based Credit System Syllabus (2025 Pattern)
(As Per NEP 2020)
Mapping of Program Outcomes with Course Outcomes

Class: SY B.Voc (Sem III)

Subject: Journalism and Mass Communication

Course: Screenplay Writing

Course Code: JMC-202-MRM

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	1			3	
CO 2		3					3		2	
CO 3									1	3
CO 4						3			2	
CO 5		2							3	
CO 6			3						2	
CO 7	3			3					1	

Justification for the mapping

PO1 Technical Competence:

CO7: Proficiency in screenplay writing requires technical skills relevant to the industry, such as formatting scripts according to industry standards using software like Celtx.

PO2 Problem Solving Skills:

CO2: Critical analysis and evaluation of various works of fiction involve problem-solving skills to identify strengths and weaknesses in characterization, plot development, and thematic resonance.

CO5: Constructing engaging plotlines with well-defined plot points and subplots involves problem-solving skills to create narratives that are coherent and compelling.

PO3 Employability Skills:

CO6: Writing authentic and engaging dialogue requires communication skills, which are essential employability skills.

PO4 Industry Relevance and entrepreneurial abilities:

CO7: Proficiency in screenplay writing and knowledge of industry standards are directly relevant to the needs and practices of the entertainment industry.

PO5 Ethical and Social Responsibility:

CO1: Understanding the ethical considerations associated with fiction writing, such as representing diverse perspectives accurately and responsibly, aligns with ethical and social responsibility.

PO6 Environmental Awareness:

CO1, CO4: Descriptive settings that effectively enhance the narrative atmosphere can include elements related to environmental awareness, such as portraying the effects of environmental degradation or climate change on settings.

PO7 Research and Innovations:

CO2: Critically analyzing various works of fiction involves research skills to understand different narrative techniques and innovations within the field.

PO9 Multidisciplinary studies:

CO1, CO2, CO3, CO4, CO5, CO6, and CO7: Fiction writing involves drawing from various disciplines such as literature, psychology, and communication studies to create compelling narratives.

PO10 Community Engagement:

CO3: Participating in community-engaged services/activities can promote the well-being of society, which aligns with community engagement and develop characters.

Syllabus as per NEP 2020 for S.Y.-B.Voc. JMC (2025 Pattern)

Name of the Programme	: B. Voc. Journalism and Mass Communication
Programme Code	: UVJMC
Class	: S.Y.B.Voc. JMC
Semester	: III
Course Type	: Major Mandatory
Course Code	: JMC-203-MRM
Course Title	: Experimental Journal (P)
No. of Credits	: 02
No. of Teaching Hours	: 60

Course Objectives:

1. Develop proficiency in reporting, editing, and page layout using computer software, such as Page Maker, for the production of laboratory journals and experimental newspapers.
2. Gain practical experience in newspaper production by producing a minimum of three issues under the guidance of the teacher, focusing on content selection, organization, and presentation.
3. Apply journalistic principles to produce a four-page newspaper, ensuring that a minimum of 60% of the content is news-based, with a balance of articles, features, and reports.
4. Acquire skills in preparing layouts for the front, back, and other pages of a newspaper, considering design elements, typography, and visual hierarchy.
5. Practice rewriting own and local newspaper reports, articles, and features to develop proficiency in news writing, including clarity, accuracy, and objectivity.
6. Utilize Page Maker or similar software to design and layout news reports, articles, and features, focusing on visual storytelling and effective communication.
7. Explore digital publishing platforms and upload experimental newspapers to reach a wider audience, gaining experience in online journalism and multimedia storytelling.

Course Outcomes

CO1. Students will demonstrate proficiency in reporting, editing, and page layout on computer software, producing laboratory journals and experimental newspapers that meet professional standards.

CO2. Students will apply journalistic principles and techniques to produce cohesive and engaging newspaper issues, showcasing their ability to select, organize, and present news content effectively.

CO3. Students will create four-page newspapers with a diverse range of news-based content, demonstrating their understanding of news values, story selection, and audience engagement.

CO4. Students will design visually appealing layouts for newspaper pages, incorporating principles of design and typography to enhance readability and visual impact.

CO5. Students will develop strong news writing skills through regular practice in rewriting and editing news reports, articles, and features, ensuring clarity, accuracy, and objectivity in their writing.

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CO6. Students will demonstrate proficiency in using Page Maker or similar software to design and layout news content, effectively combining text, images, and graphics to convey information.

CO7. Students will explore digital publishing platforms and gain experience in uploading

experimental newspapers online, expanding their skills in multimedia storytelling and audience engagement.

Topics and Learning Points Teaching Hours

- Production of Laboratory Journal (Reporting, Editing & Page layout on computer)
- Every student has to produce at least three issues under the supervision of the teacher
- They need to produce a four-page newspaper.
- Minimum 60% content of the Experimental journal should be news based.
- Preparing layout of the front, back and other pages of a newspaper
- Rewrite own and local newspaper reports, articles, features regularly.
- Design and layout news reports, articles and features using Page Maker
- Upload experimental newspaper on available new media platforms.
- Grades are based upon the effort and quality of completed work including weekly papers, online articles and daily assignments.
- Consistent staff participation through planning and development of all phases of production.
- Quality completion of individual and group assignments.
- Weekly composite participation grade (20%)
- Adherence to staff established deadlines (20%)
- Quality of news and article write up (20%)
- Section and issue development (20%)
- Creativity and design (10%)
- Editing (10%)
- Each student is expected to develop five (various subjects) quality pieces throughout the term, distributed over 3 issues. A quality piece is defined as one which is of sufficient length and content to challenge the student. Each piece will go into the student's newspaper portfolio, upon which the student's nine-week grade will be evaluated. Laying-out the paper is considered the equivalent of producing two pieces of work. Students are expected to print out and save all of their work in their file in the classroom and submit it

References:

1. "The Elements of Journalism: What Newspeople Should Know and the Public Should Expect" by Bill Kovach and Tom Rosenstiel
2. "The Associated Press Stylebook" - Published annually by The Associated Press
3. "The Complete Guide to Writing News" by Christopher Scanlan
4. "The Journalist's Toolbox: A User's Guide to Investigative Reporting" by IRE (Investigative Reporters and Editors).
5. "The Newspaper Designer's Handbook" by Tim Harrower
6. "The Art and Craft of Feature Writing: Based on The Wall Street Journal Guide" by William E. Blundell
7. "The New New Journalism: Conversations with America's Best Nonfiction Writers on Their Craft" edited by Robert S. Boynton

Weightage: 1 = Weak/Low relation 2 = Moderate/Partial relation 3 = Strong/ Direct relation

Programme Specific Outcomes (PSOs) vs Course Outcomes (COs)									
Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CO1	3	2	2	1	1	1	1	2	1
CO2	3	3	2	2	1	2	2	2	1
CO3	3	3	2	2	1	2	2	2	2
CO4	3	2	3	2	2	3	1	2	1
CO5	3	2	3	1	2	2	1	2	1
CO6	3	2	3	2	2	3	2	2	1
CO7	2	3	3	2	2	2	2	3	2
CO8	3	2	3	2	2	3	2	2	1

Justification of Mapping

PSO1: Disciplinary Knowledge

CO1–CO8 strongly relate to this PSO as the course equips students with a comprehensive understanding of historical events, media development, reporting, and editing processes.

PSO2: Critical Thinking and Problem Solving

CO2, CO3, CO7 have a strong connection to critical design thinking. These outcomes encourage students to evaluate media history, political developments, and the rise of digital journalism, pushing them to make informed decisions on communication strategies.

PSO3: Social Competence

CO4, CO5, CO6, CO7 strongly contribute to social competence as students will develop skills in writing, editing, and producing content that engages diverse audiences across platforms, including digital and social media.

PSO4: Research-Related Skills

CO2, CO3, CO6 moderately support research skills, encouraging students to explore significant historical events, political movements, and media growth with an inquiry-based approach, which fosters analytical research.

PSO5: Personal and Professional Competence

CO4, CO5, CO6 support personal and professional competence. Students participate in the creation of quality journalistic content, such as writing, editing, and layout design, while working both independently and collaboratively to meet deadlines.

PSO6: Effective Citizenship and Ethics

CO4, CO6 strongly connects to this PSO due to the ethical dimension of reporting, fact-checking, and producing content responsibly. Students are encouraged to produce journalistic work that is socially aware and ethically sound.

PSO7: Environment and Sustainability

CO3, CO6 moderately relate to the theme of environmental sustainability. Through reporting on socio-political movements, students develop awareness of environmental issues and their connection to media.

PSO8: Self-directed and Life-long Learning

CO1, CO2, CO7 foster self-directed and life-long learning as students are encouraged to adapt to new media, reporting methods, and political and technological changes in journalism, thus continuing their education beyond the classroom.

PSO9: Trans-disciplinary Research Competence

CO3, CO7 moderately align with this PSO by integrating journalistic practice with interdisciplinary research, connecting political history, media growth, and digital journalism.

Syllabus as per NEP 2020 for S.Y.B.Voc JMC (2025 Pattern)

Name of the Programme	: B.Voc Journalism and Mass Communication
Programme Code	: UVJMC
Class	: S.Y.B.Voc JMC
Semester	: III
Course Type	: Vocational Skill Course (VSC)
Course Code	: JMC-204-VSC
Course Title	: Camera Techniques (Practical)
No. of Credits	: 02
No. of Teaching Hours	: 60

Course Objective:

1. Understand the fundamental principles of visual composition and its application across different aspect ratios.
2. Master camera settings including shutter speed, aperture, ISO, and lens control for effective image capture.
3. Gain proficiency in controlling audio within the camera setup and understanding the significance of sensor size.
4. Develop comprehensive knowledge of sound fundamentals, microphone types, and recording techniques.
5. Acquire practical skills in lighting equipment usage, including indoor/outdoor scenarios and situation-based lighting setups.
6. Demonstrate proficiency in executing three-point lighting techniques and utilizing lighting control accessories.
7. Apply theoretical understanding to practical scenarios, integrating visual composition, camera control, sound recording, and lighting techniques effectively.

Course Outcome:

CO1 Proficiency in employing compositional elements to effectively convey visual messages across various aspect ratios

CO2. Mastery of camera settings including shutter speed, aperture, ISO, and lens control to achieve desired photographic outcomes

CO3. Ability to manipulate audio within the camera setup and understand the importance of sensor size and white balance for optimal recording quality

CO4. Comprehensive understanding of sound fundamentals, microphone types, and techniques for location and sync sound recording.

CO5. Competence in utilizing lighting equipment, employing three-point lighting, and adapting lighting techniques to indoor/outdoor scenarios.

CO6. Skill in implementing high and low key lighting setups, along with situation-based lighting strategies for diverse visual storytelling

CO7. Proficient use of lighting control accessories to enhance the quality and impact of visual compositions and recordings

Topics and Learning Points

	Teaching Hours
Unit-1 Compositions	(15 Hours)
<ul style="list-style-type: none">• Elements of Composition• Composition for different aspect ratio• Effect of Visual Balance• Application of Composition• Composing moving image Communication through visuals	
Unit-2 Camera settings and control of Camera	(15 Hours)
<ul style="list-style-type: none">• Shutter Speed• Lens• Aperture-DOF• ISO/ Gain• Importance of Sensor size• White-balance• Controlling Audio in the camera	
Unit-3 Understanding Sound and Sound Equipments	(15 Hours)
<ul style="list-style-type: none">• Introduction to sound• Dietetic and Non-Dietetic Sound• Understanding Microphones-Types, characteristics, designs and uses• Location Sound Recording• Sync Sound Recording	
Unit-4 Practical on Lights	(15 Hours)
<ul style="list-style-type: none">• Introduction of LightEquipments• Basics: 6 Elements of Lighting• Three-point lighting	

- Indoor and outdoor lighting
- High key and low key
- Situation based lighting
- Use of lighting control accessories

Choice Based Credit System Syllabus

(As Per NEP 2020)

Mapping of Program Outcomes with Course Outcomes

Class: S.Y.B.Voc. JMC

Subject: Journalism and Mass Communication

Course: Camera Techniques (Practical)

Course Code: JMC-204-VSC

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	PO10
CO1		3					2		3	
CO2	3				2					
CO3				3						
CO4										
CO5						2		2		
CO6										
CO7			3							2

Justification for the mapping

PO1 Technical Competence:

Mapping to CO2: Mastery of camera settings requires specialized technical skills and knowledge relevant to photography, enabling students to effectively control exposure and achieve desired photographic outcomes.

PO2 Problem Solving Skills:

Mapping to CO1: Proficiency in employing compositional elements involves problem-solving skills to analyze visual messages and determine effective compositional strategies to convey intended messages across different aspect ratios.

PO3 Employability Skills:

Mapping to CO7: Proficient use of lighting control accessories demonstrates employability skills such as adaptability and professionalism in effectively utilizing equipment to enhance visual compositions and recordings.

PO4 Industry Relevance and Entrepreneurial Abilities:

Mapping to CO3: Understanding the importance of sensor size and white balance for optimal recording quality aligns with industry relevance by addressing current needs and practices in audiovisual production.

PO5 Ethical and Social Responsibility:

Mapping to CO2: Mastery of camera settings involves ethical considerations such as respecting privacy and obtaining consent when capturing images, demonstrating ethical practices in professional photography.

PO6 Environmental Awareness:

Mapping to CO5: Competence in utilizing lighting equipment involves environmental awareness in terms of energy consumption and waste management, encouraging students to adopt sustainable practices in photography lighting setups.

PO7 Research and Innovations:

Mapping to CO1: Proficiency in employing compositional elements may involve researching innovative compositional techniques and applying them to visual storytelling, contributing to advancements and improvements within the field of photography.

PO8 Global Perspective:

Mapping to CO5: Competence in utilizing lighting equipment may involve understanding global trends and preferences in lighting techniques, reflecting a global perspective in photography practices and visual storytelling approaches.

PO9 Multidisciplinary Studies:

Mapping to CO1: Proficiency in employing compositional elements integrates knowledge from various disciplines such as art and design, providing students with a comprehensive understanding of visual communication and storytelling techniques.

PO10 Community Engagement:

Mapping to CO7: Proficient use of lighting control accessories may involve participating in community-engaged activities such as film productions or cultural events, contributing to the well-being of society through visual storytelling and artistic expression.

Syllabus as per NEP 2020 for S.Y.-B.Voc. JMC (2025 Pattern)

Name of the Programme	: B. Voc. Journalism and Mass Communication
Programme Code	: UVJMC
Class	: S.Y.B.Voc. JMC
Semester	: III
Course Type	: Field Project
Course Code	: JMC-205- FP
Course Title	: Field Project (P)
No. of Credits	: 02
No. of Teaching Hours	: 30

Course Objectives:

Field project program in general sets out to achieve objectives such as:

1. Align classroom learning's with awareness about socio-economic conditions.
2. Provide students with exposure to socio economic conditions and align their experiences with contemporary problems.
3. Integrating theoretical and practical modes blended learning under the guidance of their faculty.
4. Enhance research skills including knowledge discovery, analytical tools, methodologies, and ethical conduct.
5. Facilitate problem-solving, decision-making, teamwork, and collaboration.
6. Foster ability to work in team, develop social awareness and nurture human values among students.
7. Encourage collaboration between Higher Education Institutes (HEIs), social organization, Government and non-government institutes for better implementation of Field project.

Course Outcomes:

After the completion of the FP program, the student will be able to:

- CO1.** Apply concepts learned in classrooms to real-world socioeconomic conditions enhancing their understanding and skills.
- CO2.** Show insights into the challenges, opportunities and culture of socioeconomic diversity, preparing them for future role as responsible citizens.
- CO3.** Demonstrate evidence of research aptitude and skills of critical thinking, analytical skills, and ethical research conduct in field work.
- CO4.** Display problem-solving abilities in making informed decisions in complex scenarios through practical situations.
- CO5.** Work in teams and collaborate to achieve common goals in the work field environments through collaborative efforts.
- CO6.** Show integrity in their dealings with their work and the people that they interact with by upholding professional; principles and ethical standards.
- CO7.** **Indicative list of areas for FP:** The areas of field work can be decided by the head of the institution in consultation with the faculty in respective subjects.

Field Project Report Activity : - Field Reporting/Case Study/Surveys/ Dissertation

- **Role and responsibilities Head of the Department (HOD):**

1. Allotment of guides for the students for field project should be done by Head of the Department/Director/Principal of the institute as the case may apply.
2. While allocating the students under more than one guide- the principle of fairness in distribution should be followed.
3. In case the number of in- house guides are not adequate then students can be allotted to competent external experts.
4. To ensure that FP program aligns with departmental and academic objectives.
5. To provide resources and assistance to ensure effective supervision.

- **FP Coordinator:**

1. To oversee the quality and effectiveness of the FP program.
2. To establish mechanisms for evaluating the program and making improvements.
3. To act as a liaison between the department, students, faculty mentors and FP supervisors (Host institute/ organization).

- **Student Coordinators:** To help the FP coordinator in pre-, during and post-FP activities. Faculty Mentor:

1. To give Guidelines for Students to meet the guide periodically to discuss the field project.
2. To assist in identifying FP opportunities.
3. To monitor student progress and provide guidance.
4. To review and approve FP plans and to take regular feedback on student's engagement.
5. To collect and review progress reports.
6. To evaluate FP documentation including reports, presentations, or other required deliverables (if applicable).

- **Process of FP implementation:** Flow chart

1. Formation of FP Committee.
2. Appointment of Coordinators.
3. Field project orientation by the FP committee
4. Allotment of students as per guidelines
5. Execution of FP
6. Evaluation

- **Student Feedback Mechanism for the implementation of FP:**

1. To facilitate effective implementation of the FP program, Colleges/Departments/Institutes are encouraged to establish FP committee responsible for overseeing its smooth functioning. It will consist of the following: Head of the department, FP Coordinator, Faculty Mentors and one/two student coordinators.
2. One teaching faculty member and one/two students from each undergraduate department will be nominated to serve as coordinators for the FP program. These coordinators will play a crucial role in coordinating and implementing the program within their respective departments.
3. The teacher coordinator will take the lead in preparing an action plan for the implementation of the FP program.
4. To streamline the administrative process, the Department/Centre will provide necessary formats to students for documentation related to the program.

5. Each Department/Centre must ensure collaborations with 8-10 relevant organizations, industries, or research institutes. These collaborations will serve as crucial avenues for facilitating FP opportunities for students.
6. Effective communication is key to the success of the FP program. Regular communication with heads and coordinator of the department/centre/Institute and maintaining proper records is essential. This faculty mentor and individual student will also be responsible for maintaining relevant documents related to the program.
7. Before the commencement of the FP program, an orientation session will be conducted by the Head of Department. This session will serve to familiarize students with the purpose, process, and code of conduct associated with the program.
8. To ensure effective mentoring and support, an equal number of students will be allocated to each faculty member of the department. These faculty members will act as FP mentors and will be responsible for monitoring and evaluating the progress of the allotted students.
9. Throughout the FP period, students will maintain activity reports as per the provided format and get it validated by the supervisor.
10. Upon completion of the FP program, students must submit a completion certificate duly signed by the faculty supervisor.

- **Credits and duration:**

1. FP will carry weightage of two credits.
2. The FP program is to be completed during Semester III. According to the guidelines outlined in the National Education Policy (NEP), undergraduate students are expected to fulfill this requirement either within the second semester of their UG program or during the semester break following the second semester.

- **Project (Dissertation) Report:**

Students are required to submit a report of the field project at the end of the semester in following suggested format.

All projects should be typed on A4 sheets, Font Size 12, Times New Roman, one and a half spacing on executive bond paper.

The project report shall have appropriate chapter scheme and be presented in minimum of 20 pages.

Report should be arranged in the following manner.

TitlePage • Title of the Report (Font size 14) • Name of the Student • Roll number/Seat number • Program Title • Name of the Mentor • Month of Submission Certificate by the Institute Certificate by Mentor Student's Declaration Acknowledgement Abstract A brief summary of the field visit, key observations, and main conclusions (200-300 words) Table of contents • Include headings and subheadings with page numbers. List of Figures and Tables • List all figures and tables included in the report with corresponding page numbers.

Chapter1: Introduction

- Purpose of the visit: Outline the objectives and expected outcome of the field visit.
- Background Information: Provide context about the site(s) visited, including historical and cultural significance.
- Scope of the Report: Define the boundaries of what the report will cover.

Chapter2: Literature Review

- Review relevant literature on the site(s) visited, focusing on previous studies, historical accounts, and critical analyses of the literary significance.

Chapter 3: Methodology

- Describe the approach and tools used for data collection during the visit (e.g., observational methods, interviews, archival research).
- Discuss the rationale behind the chosen methods.

Chapter 4:Field Work Descriptions, Observations and Analysis

- Provide detailed descriptions of each site visited/ Field work carried out.
- Include observations related to fieldwork: work's-relevance to topic selected.
- Use photographs, diagrams, and sketches, etc. to support the descriptions.
- Analyze the data collected in relation to the study objectives.

Chapter 5:Conclusion and Recommendations

- Discuss how the findings from the visit contribute to the understanding of subject area.
- Summarize the key findings and their significance.
- Offer recommendations based on the research findings for further study or preservation efforts.

References ● List all sources cited in the report in a consistent format.

Appendices ● Include additional data, interview transcripts, notes, or documents that are relevant to the report but not integral to its main text.

- **Evaluation Pattern Evaluation during the FP program involves two key components:**
External Evaluation (40%) and Internal Evaluation (60%).

(i) Internal Evaluation by Guide (Marks 20)

Criteria	Marks
Field visit completion, Attendance and interaction	10
Overall Report quality	10
Total	20

(ii) External Evaluation (Marks 30)

Criteria	Marks
Objectives, Literature Review, Methodology Data Analysis, Conclusion and Recommendations	15
Overall Project Report Structure and Style	05
Presentation Skills & Communication	10
Total	30

Mapping of Program Outcomes with Course Outcomes

Class: S.Y B. Voc (Sem III)

Subject: Journalism and Mass Communication

Course: Field Project (P)

Course Code: JMC-205- FP

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
CO 1	3	2	2	2	2	2	2	2	2
CO 2	2	2	3	2	2	3	2	2	2
CO 3	3	3	2	3	2	3	2	2	3
CO 4	2	3	3	2	3	2	2	2	2
CO 5	2	2	3	2	3	2	1	2	2
CO 6	2	2	2	2	3	3	2	2	2

Mapping Justification**PO1: Disciplinary Knowledge (CO1, CO3)**

- CO1 strongly supports disciplinary knowledge by applying journalism and mass communication theories to real-life socio-economic contexts.
- CO3 enhances subject knowledge through systematic field-based research and practical exposure.

PO2: Critical Thinking and Problem Solving (CO1, CO3, CO4)

- CO4 directly develops problem-solving skills in real-world field scenarios.
- CO3 strengthens analytical thinking through research design and interpretation of field data.
- CO1 encourages contextual application of theoretical concepts.

PO3: Social Competence (CO2, CO5)

- CO2 builds social awareness and understanding of diverse communities.
- CO5 strongly contributes to teamwork, collaboration, and interpersonal communication skills.

PO4: Research-Related Skills (CO3)

- CO3 has a strong mapping as it involves planning, execution, data collection, analysis, and ethical research practices.

PO5: Personal and Professional Competence (CO4, CO5, CO6)

- CO5 and CO6 strongly relate to teamwork, responsibility, and professional conduct.
- CO4 enhances decision-making and independent performance in practical situations.

PO6: Effective Citizenship and Ethics (CO2, CO3, CO6)

- CO2 promotes responsible citizenship through socio-economic awareness.
- CO3 and CO6 emphasize ethical research conduct and professional integrity.

PO7: Environment and Sustainability (CO1, CO2)

- Field exposure under CO1 and CO2 helps students understand environmental and societal implications in real contexts.

PO8: Self-directed and Life-long Learning (CO1, CO3, CO4)

- Field-based independent inquiry under CO3 and practical exposure under CO1 promote continuous learning habits.
- CO4 encourages adaptive thinking in evolving socio-professional environments.

PO9: Trans-disciplinary Research Competence (CO3)

CO3 integrates communication, sociology, economics, governance, and development studies, promoting interdisciplinary research competence

Syllabus as per NEP 2020 for S.Y.-B.Voc. JMC (2025 Pattern)

Name of the Programme	: B. Voc. Journalism and Mass Communication
Programme Code	: UVJMC
Class	: S.Y.B.Voc. JMC
Semester	: III
Course Type	: Minor
Course Code	: JMC-206- MN
Course Title	: India after Independence (T)
No. of Credits	: 02
No. of Teaching Hours	: 30

Course Objectives:

1. Understand the historical background of partition and its political, social, and media impact on India.
2. Explain the process of integration of princely states and the role of leaders like Sardar Vallabhbhai Patel in nation-building.
3. Analyze the making of the Indian constitution and the development planning through five-year plans and the non-aligned movement.
4. Examine major political developments between 1964–1984 including the green revolution, Indo-Pak wars, and the emergency.
5. Critically evaluate the impact of the emergency (1975–77) on democracy and media censorship under Indira Gandhi.
6. Understand the process of economic liberalization in 1991 under P. V. Narasimha Rao and Manmohan Singh and its impact on media expansion.
7. Examine 21st-century developments including digital India, RTI, RTE, and governance under Narendra Modi.
8. Develop critical thinking skills to connect historical events with contemporary journalism, digital media, and democratic practices.

Course Outcomes:

- CO1** :Describe key events in India’s post-independence history from 1947 to the present.
- CO2**.Analyze the relationship between political developments and media growth in different historical phases.
- CO3**.Evaluate the significance of major events such as the Emergency, Economic Reforms (1991), Kargil War, and the 26/11Mumbai attacks.
- CO4**.Assess the impact of economic liberalization on satellite television, private news channels, and internet journalism.
- CO5**.Critically interpret the role of social movements (Chipko Movement, Mandal Movement, civil society activism) in shaping public discourse.
- CO6**.Explain the evolution of coalition politics (NDA and UPA) and the rise of BJP-led governments in contemporary India.
- CO7**.Examine the growth of digital journalism and social media in the 21st century.
- CO8**.Apply historical understanding to produce informed, ethical, and analytical journalistic content.

Topics and Learning Points

Teaching Hours

Unit 1 Partition and Nation-Building (1947–1964)

(8 Hours)

- 1.1 Partition and its impact on India
- 1.2 Integration of princely states
- 1.3 Adoption of the constitution
- 1.4 Five-year plans and planned development
- 1.5 Non-alignment movement
- 1.6 Major Events : ISRO, BARC, Panchsheel treaty, Educational-Agriculture -Industrial growth, Indo pak , Indo china war

Unit:2 Political challenges (1964-1984)

(7 Hours)

- 2.2 Green Revolution, White Revolution.
- 2.2 Indo Pak war and formation of Bangladesh
- 2.3 The Emergency (1975–77) and censorship on media
- 2.4 Rise of regional politics (regional parties)
- 2.5 Major events:Chipko Movement, Smiling Buddha, Operation Blue star, nationalization of banks.

Unit 3 Liberalization and Media Expansion (1984–2000)

(7 Hours)

- 3.1 1991 Economic ReformsEconomic liberalization
- 3.2 Rise of coalition politics (UPA vs NDA)
- 3.3 Mandal Commission and social justice movements
- 3.4 Major Events : Operation Shakti, Kargil war, LTTE, arrival of satellite television, emergence of private news channels and beginnig of internet journalism.

Unit 4 21st Century India (2000–Present)

(8 Hours)

- 4.1IT Revolution and Digital India
- 4.2RTI Act 2005, RTE Act 2009

4.3 Social movements and civil society activism

4.4 Rise of BJP Government

4.5 Leadership of Narendra Modi

4.6 Major Events: Nuclear deal, farmer suicide, 26/11 Mumbai attack, Chandrayaan-1, demonetization, covid pandemic, digital journalism and social media

Suggested Readings:

1. India After Gandhi: The History of the World's Largest, Ramchandra Guha
2. India since Independence – Bipin Chandra, Penguin Books India
3. Political since Independence – Paul R. Brass, Cambridge University Press
4. The Discovery of India – Jawaharlal Nehru, Penguin Books India
5. Introduction to the Constitution of India- Durga Das Basu, LexisNexis India
6. Emergency Retold-Kuldeep Nayar, Konark Publishers
7. 1971: A Global History of the Creation of Bangladesh-Srinath Raghavan, Harvard University Press
8. The Coalition Years-Pranab Mukherjee Rupa Publications
9. The Modi Effect-Lance Price, Hodder & Stoughton.

Syllabus as per NEP 2020 S.Y. B.Voc. JMC (2025 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: S.Y. B.Voc (Sem.- III)

Subject: Journalism and Mass Communication

Course: India After Independence

Course Code: JMC-206-MN

Weightage: 1 = Weak/Low relation 2 = Moderate/Partial relation 3 = Strong/Direct relation

Programme Specific Outcomes (PSOs) vs Course Outcomes (COs)

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CO1	3	2	2	1	1	1	1	2	1
CO2	3	3	2	2	1	2	2	2	1
CO3	3	3	2	2	1	2	2	2	2
CO4	3	2	3	2	2	3	1	2	1
CO5	3	2	3	1	2	2	1	2	1
CO6	3	2	3	2	2	3	2	2	1
CO7	2	3	3	2	2	2	2	3	2
CO8	3	2	3	2	2	3	2	2	1

Justification of Mapping

PSO1: Disciplinary Knowledge

CO1–CO8 strongly align with this PSO, as the course helps students develop a deep understanding of post-independence historical events, media growth, political changes, and their significance in shaping modern India.

PSO2: Critical Thinking and Problem Solving

CO2, CO3, CO7 strongly connects to critical thinking, pushing students to evaluate complex political developments, media shifts, and digital journalism growth. This requires them to analyze data, historical events, and societal changes while selecting the most appropriate journalistic strategies.

PSO3: Social Competence

CO4, CO5, CO6, CO7 strongly contributes to social competence. Through analyzing media's role in social movements, coalition politics, and digital platforms, students will develop skills for producing socially relevant content and communicating effectively with diverse audiences.

PSO4: Research-Related Skills

CO2, CO3, CO6 moderately supports research-related skills. These outcomes encourage students to explore key political movements, media growth, and their historical context, fostering inquiry-based learning and analytical research.

PSO5: Personal and Professional Competence

CO4, CO5, CO6 support personal and professional competence. By engaging in tasks like writing, editing, and analyzing content related to historical events and social movements, students build skills for independent work and collaborative team efforts.

PSO6: Effective Citizenship and Ethics

CO4, CO6 strongly align with effective citizenship and ethics. Students will be trained in ethical reporting, fact-checking, and producing content that reflects social justice, awareness, and respect for civic responsibility.

PSO7: Environment and Sustainability

CO3, CO6 moderately relate to sustainability through the exploration of socio-political movements like the Chipko Movement and the environmental impacts of media reporting. The course also examines the role of media in sustainability discourse.

PSO8: Self-directed and Life-long Learning

CO1, CO2, CO7 foster self-directed and life-long learning. As students learn to adapt to technological shifts in journalism and reflect on political changes, they cultivate skills for continued growth in an evolving media landscape.

PSO9: Trans-disciplinary Research Competence

CO3, CO7 moderately aligns with this PSO. By examining interdisciplinary connections between media, political history, and technology, students learn to integrate diverse approaches to solve complex problems in journalism.

Syllabus as per NEP 2020 for S.Y.-B.Voc. JMC (2025 Pattern)

Name of the Programme	: B. Voc. Journalism and Mass Communication
Programme Code	: UVJMC
Class	: S.Y.B.Voc. JMC
Semester	: III
Course Type	: Minor
Course Code	: JMC-207- MN
Course Title	: Film Appreciation (Practical)
No. of Credits	: 02
No. of Teaching Hours	: 60

Course Objectives:

- 1) To understand the aesthetics of audio- visual medium.
- 2) To know the narrative story language.
- 3) To explore the subtext and screen language.
- 4) To understand how audio- visual contents makes meaning.
- 5) To know the various genres of audio- visual contents
- 6) To understand the process of meaning making on screen.
- 7) To know various geographical, political and social relevance of audio- visuals.

1) Course Outcomes:

- CO1.** Students understand the aesthetics of audio- visual medium.
- CO2.** Students know the narrative story language.
- CO3.** Students explore the subtext and screen language.
- CO4.** Students understand how audio- visual contents makes meaning
- CO5.** Students know the various genres of audio- visual contents
- CO6.** Students understand the process of meaning making on screen.
- CO7.** Students know various geographical, political and social relevance of audio- visuals.

Topics and Learning Points

Teaching Hours

Unit 1: Language of Cinema

(15 Hours)

1. Visual Language: Shot, Scene and Sequence
2. Mise-en-scène and Deep Focus
3. Editing Techniques: Continuity and Montage
4. Sound in Cinema: Diegetic, Non-Diegetic, Off-Screen and Sync Sound
5. Use of Colour as a Stylistic Element

Unit 2: Development of Cinema (15 Hours)

1. Evolution of Early Cinema
2. Silent Era and Transition to Sound
3. Development of World Cinema
4. Development of Indian Cinema
5. From Classical Era to Contemporary Digital Cinema

Unit 3: Film Genre, Form and Style (15 Hours)

1. Major Film Genres: Action, Adventure, Comedy, Drama, Historical, Horror, Sci-Fi, War
2. Film Form and Narrative Structure
3. German Expressionism
4. Film Noir
5. Italian Neorealism and French New Wave

Unit 4: World, Indian Cinema and Film Institutions (15 Hours)

1. Important Directors and their Contributions in World and Indian Cinema
2. Indian Popular, Parallel and Art Cinema (including Marathi Cinema – Classical and Contemporary)
3. Role of Censorship and Impact of Cinema on Society and Culture
4. Major Film Institutions: National Film Development Corporation of India, National Film Archive of India, Film and Television Institute of India
5. Film Festivals and Film Movements: International Film Festival of India, Film Society Movement, Children's Film Society India

Suggested Readings:

1. **Monaco, James.** *How to Read a Film: Movies, Media, and Beyond.* Oxford University Press.
2. **Bordwell, David & Thompson, Kristin.** *Film Art: An Introduction.* McGraw-Hill Education.
3. **Barsam, Richard & Monahan, Dave.** *Looking at Movies: An Introduction to Film.* W.W. Norton & Company.
4. **Prasad, M. Madhava.** *Ideology of the Hindi Film: A Historical Construction.* Oxford University Press.
5. **Gokulsing, K. Moti & Dissanayake, Wimal.** *Indian Popular Cinema: A Narrative of Cultural Change.* Trentham Books.
6. **Vasudevan, Ravi.** *The Melodramatic Public: Film Form and Spectatorship in Indian Cinema.* Permanent Black.
7. **Cook, David A.** *A History of Narrative Film.* W.W. Norton & Company.
8. **Chaudhuri, Shohini.** *Contemporary World Cinema.* Edinburgh University Press.
9. **Bordwell, David.** *Narration in the Fiction Film.* University of Wisconsin Press.
10. **Dix, Andrew.** *Beginning Film Studies.* Manchester University Press.

Mapping of Program Outcomes with Course Outcomes

Class: SY B.Voc (Sem IV)

Subject: Journalism and Mass Communication

Course: **Film Appreciation**

Course Code: JM405

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
CO 1	3	1	1	2	1			1	2
CO 2	3	3	3	3	2			2	3
CO 3	2	2	3	2	2				2
CO 4	2	2							3
CO 5	2		2			2			
CO 6	2	2							2
CO 7	1	2	1		1			1	2

Justification for the mapping

PO1: Disciplinary Knowledge

CO1: Students would be able to understand the aesthetics of audio- visual medium.

CO2: Students would be able to know the narrative story language.

CO3: Students would be able to explore the subtext and screen language.

CO4: Students would be able to understand how audio- visual contents makes meaning

CO5: Students would be able to know the various genres of audio- visual contents

CO6: Students would be able to understand the process of meaning making on screen.

CO7: Students would be able to know various geographical, political and social relevance of audio- visuals.

PO2: Critical Thinking and Problem solving

CO1: Students would be able to understand the aesthetics of audio- visual medium.

CO2: Students would be able to know the narrative story language.

CO3: Students would be able to explore the subtext and screen language.

CO4: Students would be able to understand how audio- visual contents makes meaning

CO6: Students would be able to understand the process of meaning making on screen.

CO7: Students would be able to know various geographical, political and social relevance of audio- visuals.

PO3: Social competence exhibit thoughts and ideas effectively in writing and orally

CO1: Students would be able to understand the aesthetics of audio- visual medium.

CO2: Students would be able to know the narrative story language.

CO3: Students would be able to explore the subtext and screen language.

CO5: Students would be able to know the various genres of audio- visual contents

CO7: Students would be able to know various geographical, political and social relevance of audio- visuals.

PO4: Research- Related Skills

CO1: Students would be able to understand the aesthetics of audio- visual medium.

CO2: Students would be able to know the narrative story language.

CO3: Students would be able to explore the subtext and screen language.

PO5: Personal and professional competence

CO1: Students would be able to understand the aesthetics of audio- visual medium.

CO2: Students would be able to know the narrative story language.

CO3: Students would be able to explore the subtext and screen language.

PO6: Effective Citizenship and Ethics

CO5: Students would be able to know the various genres of audio- visual contents

PO8: Self-directed and Life-long learning

CO1: Students would be able to understand the aesthetics of audio- visual medium.

CO2: Students would be able to know the narrative story language

CO7: Students would be able to know various geographical, political and social relevance of audio- visuals.

PO9: Trans-disciplinary Research competence

CO1: Students would be able to understand the aesthetics of audio- visual medium.

CO2: Students would be able to know the narrative story language.

CO3: Students would be able to explore the subtext and screen language.

CO4: Students would be able to understand how audio- visual contents makes meaning

CO6: Students would be able to understand the process of meaning making on screen.

CO7: Students would be able to know various geographical, political and social relevance of audio- visuals.

Syllabus as per NEP 2020 for S.Y.-B.Voc. JMC (2025 Pattern)

Name of the Programme	: B. Voc. Journalism and Mass Communication
Programme Code	: UVJMC
Class	: S.Y.B.Voc. JMC
Semester	: III
Course Type	: Open Elective
Course Code	: JMC-208- OE
Course Title	: Introduction to Social Media (T)
No. of Credits	: 02
No. of Teaching Hours	: 30

Course Objectives:

1. To introduce the students with social networking sites.
2. To understand the development of social media platforms
3. To know the scope of various social media platforms
4. To understand the relevance of social media and META.
5. To understand the impact of social media in society.
6. To explore the social media platforms.
7. To gain knowldegde on the economy of social media

Course Outcomes:

By the end of the course, students will be able to:

- CO1.** Understand social networking sites.

(As Per NEP 2020)

Mapping of Program Outcomes with Course Outcomes

Class: S.Y B. Voc (Sem III)

Subject: Journalism and Mass Communication

Course: Introduction to Social Media (T)

Course Code: JMC-208- OE

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
CO 1	3								
CO 2	3	2							
CO 3	3	2	2						2
CO 4	3	2				2			
CO 5	3	3	2	2		3	2		
CO 6	3	3	3		3	2		2	
CO 7	3	2	2	2	3	2	2	2	2

Mapping Justification

PO1: Disciplinary Knowledge (CO1, CO2, CO3, CO4, CO7)

CO1 and CO2 build foundational and historical understanding of social media.

CO3 and CO4 develop theoretical and applied knowledge of platforms and META ecosystem.

CO7 enhances understanding of digital economy and platform monetization models.

PO2: Critical Thinking and Problem Solving (CO2, CO3, CO4, CO5, CO6, CO7)

CO5 requires analytical thinking to evaluate social impact and issues like fake news and cybercrime.

CO6 involves strategic content creation and platform management.

CO7 demands evaluation of economic models and digital marketing strategies.

PO3: Social Competence (CO3, CO5, CO6, CO7)

CO6 directly enhances communication skills through post creation, caption writing, and engagement.

CO5 builds awareness of social communication processes.

CO7 develops professional communication in digital environments.

PO4: Research-Related Skills (CO5, CO7)

CO5 involves inquiry into societal and political impacts of social media.

CO7 explores digital economy structures and platform analytics, contributing to research awareness.

PO5: Personal and Professional Competence (CO6, CO7)

CO6 develops hands-on skills in content planning, scheduling, and digital engagement.

CO7 builds entrepreneurial and professional competencies in digital media management.

P06: Effective Citizenship and Ethics (C04, C05, C06, C07)

CO5 addresses social responsibility, fake news, cybercrime, and digital divide.
CO6 and CO7 incorporate legal and ethical considerations such as copyright and privacy.

P07: Environment and Sustainability (C05, C07)

CO5 promotes awareness of social and societal impact.
CO7 relates to sustainable digital economy and responsible media practices.

P08: Self-directed and Life-long Learning (C06, C07)

CO6 encourages independent exploration of platforms and tools.
CO7 supports continuous adaptation to evolving socio-technological changes.

P09: Trans-disciplinary Research Competence (C03, C07)

CO3 integrates communication, technology, and business perspectives.
CO7 connects media studies with economics, marketing, and digital entrepreneurship.

Syllabus as per NEP 2020 for S.Y.-B.Voc. JMC (2025 Pattern)

Name of the Programme	: B. Voc. Journalism and Mass Communication
Programme Code	: UVJMC
Class	: S.Y.B.Voc. JMC
Semester	: III
Course Type	: Subject Specific Indian Knowledge System
Course Code	: CJMC-209-IKS
Course Title	: Indian Folk Media (T)
No. of Credits	: 02
No. of Teaching Hours	: 30

Course Objectives:

1. Introduce students to the rich heritage of Indian folk arts and media.
2. Provide an understanding of the geographical and cultural contexts shaping folk arts.
3. Explore the diverse range of ancient Indian folk art forms and their expressions.
4. Examine the relationship between folk arts and rituals in Indian society.
5. Analyze the evolving role of folk media in the age of mass media.
6. Encourage critical thinking about the preservation and revitalization of folk arts.
7. Foster appreciation for the cultural significance and contemporary relevance of ancient Indian folk arts

Course Outcomes:

- CO1. Analyze the historical development and geographical distribution of various ancient Indian folk art forms.
- CO2. Explain the ritualistic significance of folk arts in Indian society.
- CO3. Identify and describe different folk art forms like puppetry, wall paintings, sculptures, folklores, street theatre, songs, dances, and instruments.
- CO4. Evaluate the integration of folk media with contemporary mass media.
- CO5. Critique the role of traditional folk media in communicating modern themes.
- CO6. Develop strategies for the preservation of folk media in the current context.

CO7. Appreciate the value and relevance of ancient Indian folk arts in today's world

Topics and Learning Points Teaching Hours

UNIT 1: Introduction to Indian Folk Media

10

- 1.1 Historical evolution of folk traditions in India.
- 1.2 Concept and definition of Folk Media
- 1.3 Characteristics and functions of Folk media
- 1.4 Folk Media vs. Mass Media

UNIT 2: Ancient Indian Folk Art Forms

05

- 2.1 Indian Folk Art Forms -Madhubani Painting, Warli Painting, Pattachitra, Kalamkari, Phad Painting, Gond Painting, Tanjore Painting
- 2.2 Maharashtrian Folk Art Forms -Warli Painting, Lavani, Tamasha, Powada, Gondhal, Kirtan, Natak, Bharud
- 2.3 Indian Folk Dance Forms (State-wise) - Punjab: Bhangra, Gujarat- Garba, Maharashtra- Lavani, Lezim, Koli, Rajasthan- Ghoomar, Assam- Bihu, Kerala- Kathakali, Mohiniyattam, Odisha: Chhau
- 2.4 Folk Instruments- Harmonium, Ektara, veena, Tabala, Dholaki, Damaru, Bansuri, Taal

UNIT 3: Cultural Geography and Social Role of Folk Arts in India

05

- 3.1 Geographical distributions of Folk Arts
- 3.2 Ritualistic significance in Indian society.
- 3.3 Role of traditional folk media in communicating modern themes
- 3.4 Preservation of folk media

UNIT 4: The Relevance of Folk Arts in current Media

10

- 4.6 Integrated use of Folk Media and Mass Media
- 4.7 Gender equality and women empowerment
- 4.8 Environmental awareness
- 4.9 Literacy and education campaigns

References:

1. [Blank] [Blank] [Blank] : [Blank] [Blank] [Blank], [Blank] [Blank] [Blank]
2. [Blank] [Blank] [Blank] [Blank] [Blank] [Blank], [Blank] [Blank] [Blank] [Blank] [Blank] [Blank], [Blank] [Blank] [Blank] [Blank] [Blank] [Blank]
3. [Blank] [Blank] [Blank] [Blank] [Blank] [Blank]: [Blank] [Blank] [Blank] [Blank] [Blank] [Blank], [Blank] [Blank] [Blank] [Blank], [Blank] [Blank] [Blank] [Blank] [Blank] [Blank]
4. [Blank] [Blank] [Blank] [Blank] [Blank] [Blank] [Blank] [Blank] [Blank] [Blank], [Blank] [Blank] [Blank] [Blank] [Blank] [Blank], [Blank] [Blank] [Blank] [Blank] [Blank] [Blank]
5. [Blank] [Blank] [Blank] [Blank] [Blank] [Blank] [Blank] [Blank] [Blank] [Blank], [Blank] [Blank] [Blank] [Blank] [Blank] [Blank], [Blank] [Blank] [Blank] [Blank] [Blank] [Blank]

**Choice Based Credit System Syllabus (2025 Pattern)
(As Per NEP 2020)**

Mapping of Program Outcomes with Course Outcomes

Class: SY B. Voc (Sem III)

Subject: Journalism and Mass Communication

Course: Indian Folk Media (T)

Course Code: JMC-209-IKS

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

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO1	3	2		2					2
CO2	3	2				3			
CO3	3		2						

CO4	2	3	2	2		3	3		2
CO5	2	3	2	2	3	2	2		
CO6	2	3	2	3	2	2		2	2
CO7	3		2					2	

Justification for the Mapping

PO1: Disciplinary Knowledge (CO1, CO2, CO3, CO7)

CO1 provides historical and geographical knowledge of folk traditions.

CO2 strengthens understanding of ritualistic and cultural contexts.

CO3 builds comprehensive knowledge of diverse folk art forms.

CO7 develops appreciation of their cultural and academic relevance.

PO2: Critical Thinking and Problem Solving (CO1, CO2, CO4, CO5, CO6)

CO4 and CO5 require analytical evaluation of folk media in contemporary contexts.

CO6 involves designing preservation strategies, encouraging creative problem-solving.

PO3: Social Competence (CO3, CO4, CO5, CO6, CO7)

CO3 enhances understanding of communication through traditional media.

CO4 and CO5 improve interpretative and communicative abilities.

CO6 and CO7 foster cultural sensitivity and presentation skills.

PO4: Research-Related Skills (CO1, CO4, CO5, CO6)

CO1 develops inquiry into historical and cultural revolution.

CO4 and CO5 encourage analysis of media integration and social themes.

CO6 promotes planning and documentation for preservation efforts.

PO5: Personal and Professional Competence (CO6, CO7)

CO6 builds independent strategic thinking for preservation.

CO7 fosters cultural appreciation and professional sensitivity.

PO6: Effective Citizenship and Ethics (CO2, CO5, CO6, CO7)

CO2 emphasizes ritual and societal values.

CO5 connects folk media with social issues like gender equality and literacy.

CO6 promotes responsible cultural preservation.

CO7 nurtures respect for heritage and national identity.

PO7: Environment and Sustainability (CO5, CO6)

CO5 links folk media with environmental awareness campaigns.

CO6 supports sustainable preservation of cultural heritage.

PO8: Self-directed and Life-long Learning (CO6, CO7)

CO6 encourages continuous efforts toward cultural revival.

CO7 promotes lifelong appreciation and learning of indigenous traditions.

PO9: Trans-disciplinary Research Competence (CO1, CO4, CO6)

CO1 integrates history, geography, and culture.

CO4 connects folk media with mass communication studies.

CO6 develops innovative approaches to preservation across disciplines.

