Role of Media in the transmission of Human Values in Tribal Areas - An Analytical Study

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ABSTRACT

The impact and effect of media on society is substantial. The content broadcasts by the media have a deep impact on the minds of people. This also helps in the formation of personality and gives direction to the society. In the era of technological advancement, it is the need of the hour that media should produce and disseminate contents which awakens human values which leads a change in the society. So, in the present research study, the impacts of media in the formation of human values have been analyzed on the basis of tribal society of Sonbhadra district of Uttar Pradesh. On the one side, the media help in highlighting the problems of addiction and on the other side it inspires people to stay away from it. Today, even in the tribal society, the influence of media can be seen positive or negative. With this, media is also giving preference to western civilization while producing the content. Due to this, the media has had more negative impact than positive among the tribal society. But, media has also started defining the values of tribal society in a new way.

The media is called as the mirror of society, but is the media proving capable enough of showing the right image of society? Under the influence of markets and capitalism, we have turned away from society. It is also the responsibility of the media to raise the human values in the society. The present media has been reduced to just entertainment and glamour **Christians [1]**. That's why the purpose has been lost.

Media is an important unit of society. Due to the credibility of the media, society gives importance to its words **Maio[2]**. Therefore; he must become a catalyst in the process of social change. Media has always been an important pillar of the society. The media not only gives news of events but also forms public opinion. This provides a strong power to the media and wherever there is power there is a possibility of use of that power.

In some countries, where there are powerful media groups, it is said that it influences election results by portraying events and people in those countries in certain ways. In India too, some time ago, the relationship between prominent people and leaders of the communication world came to light. In addition to preserving human values, media has made a meaningful effort for human development by harmonizing with nature and has also provided a positive attitude towards personality development.

After the present study, it can be suggested that the government should take human values seriously and seek advice from educationists, psychologists, sociologists, and experts of other fields to suppress the decline in human values. True and clear signals from the top leadership of the country will have far-reaching implications to keep this trend under control **Rokeach[3]**.

Keywords: *Media, Human Values, Communication, Development and Tribal Community*

INTRODUCTION

Societies have always been shaped more by the nature of the media by which people communicate than by the content of the communication.-**Marshall McLuhan**

Values are an important component of our behavior or ethical code of conduct. These values are ideals or standards that serve as guidelines for a society or organization or individual. These values developed through various institutions are deeply ingrained in our minds. Media from time to time has done the work of providing transparency and depth to human values **Christians[1]**. The media has also acted as a mirror whenever there has been a decline in values. In the present research study, how did media work to establish human values in tribal areas and protect the tribal culture and at the same time work to give a standard to human values?

In present time media is a tool to exchange different types or formats of information between people connected through different social media applications through internet. People are connected through internet and exchange information with each other, it is called virtual community. They are connected globally. People living in remote area can

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know about metro cities and abroad. Even in tribal areas, modern forms of media, which have included ICT, have spread positive and negative thinking.

In the development of human values, the cultural transmission process takes place **Michael[4]**. These cultural transmissions are of three types: Horizontal, Vertical and Oblique. The first, horizontal Transmission takes place among the community members where families transfer the human values. Especially in this transmission process, the older generation transmits the younger generation about their values and rituals. The second, Vertical Transmission takes place among the community members where any member of the community who having knowledge about the community transmit the human values to other members of the community. And the third, the Oblique Transmission process takes place among the community members and the social institutions. Here, in this process, the social institution such as community groups, community schools transmit the human values to the members of the community. In tribal society, the family is very conscious of its values and is also committed to its social values. The media intervenes in the tribal society very rarely. Nevertheless, the media is playing an important role in human values and their observance **Tanrikulu[5]**.

In the development of human values, media act as a catalyst. Especially, the role of print media is most important in tribal areas. Print media worked strongly in the transmission of Human Values by associating with educational institutions and NGOs in the tribal areas. In this; educational institutions contribute to value development at two levels - the level of basic education and the level of higher education. Core values have a greater impact, whereas higher educational institutions are able to develop practical values **Martín E., Fox, F. d. C., Martín-Barbero[6]**. Personality change is more likely at higher levels. The process of coming in contact with different ideologies also starts from higher educational institutions. The effect of freedom, equality, on-violence, and moral education through various courses is also helpful in value development. Teachers and student groups also play an important role in this process **Chilana[7]**. It is thus clear that media, family, society, and education play a very important role in the development of human values. The way in the interconnected life of the present environment through digital systems especially Facebook, Twitter, Blog, Whatsapp, etc. ideas are being exchanged. Much faster than that, mutual conflicts and disputes are also increasing. Negative things are coming more on Facebook and WhatsApp. The choice of words is not being taken into account. Trying to impose views on each other. In the name of freedom of expression, derogatory words are being used. While religious sentiments are being hurt due to this, objectionable videos and photos are being put on the works of great men. All this is happening due to a lack of education. The day a person's education will start going in the right direction **Johnston[8]**.On that day his thinking will also become positive.

Comment on the basis of caste race people is trying to pollute society. It is also affecting today's young generation. The new generation is seeing all these observations in the digital system. As a result, what is wrong and what is right. She does not know this. If there is no courtesy in the use of this system, then there will be big disputes at the social level along with the street mohallas and the innocent public will bear the brunt of this.

Tribal Communities

Indian Tribal Society is a social group **Parahakaran[9]**. According to Indian tribal traditions, tribal societies reside within a fixed and general topography. Tribes are those human communities who live in a different definite territory and have a different culture, different customs, and different language and they marry only in their own community. Simply put, tribes have their own descendants, ancestors, and deities in general. They are usually worship the nature. In the Indian Constitution, where they have been called 'Scheduled Tribes', on the other hand, they are also known by many other names such as tribal, primitive-caste, forest dweller, prehistoric, uncivilized caste, illiterate, illiterate and tribal group, etc. Although the original source of Indian tribes is once considered to be species like Proto Australoid and Mongols spread over the entire land area of the country. Another source of these is also the Negrito species, whose descendants are still present in the Andaman and Nicobar Islands.

Raghavan[10] It is worth mentioning that unity in diversity is the identity of Indian culture and at the root of this is definitely the tribe located in different regions of India, who live in different regions and give a unique identity to Indian culture through their culture.

Even today in India, there is a diversification of culture along with tribes from north to south and east to west **Beasley [11]**. The status of tribes across India can be easily taken by understanding their geographical distribution.

On a geographical basis, the tribes of India are divided into different parts such as the North and Northeast region, Central region, South region, and Island region **Real[12]**.

The Terai region of the Himalayas and the North-Eastern region are included under the North and Northeast region. Kashmir, Himachal Pradesh, Southern Uttar Pradesh, Bihar, Uttarakhand, and all the states of the Northeast come under

this region. Tribes like Bakarwal, Gurjar, Tharu, Buxa, Raji, Jaunsari, Shouka, Bhotia, Gaddi, Kinnauri, Garo, Khasi, Jaintia, etc. live in these areas. In the present research, tribal areas of the Himalayan Terai region and North-Eastern region have been included under the North and Northeast region and analyzed on the basis of their political consciousness and values.

Media and Human Values in Tribal Communities

Value-inculcating potential of media

The following examples illustrate how the media can promote values among people:

1) Media has been in various forms since antiquity and has always played an important role in shaping the

2) There are currently more than 50,000 newspapers published in India, along with numerous TV and radio stations.

3) Values, social hierarchies, and cultural standards that are pushed by the media and the meanings they determine may have an impact on the "cognitive group" of people.

4) In the present era, the media has a significant impact on how the public feels. It reveals the reality and aids in our decision-making.

5) The expression and effect of opinions, actions, mentalities, values, and social standards expressed in the media, whether positive or negative, affects people's broad understanding of important facets of culture and civilization.

6) The media serves the public's interests by promoting awareness when necessary.

7) It aids in attitude change, the instillation of positive ideals, and familiarity with cultural heritage.

8) As a tool for communication, the media helps kids understand concepts and get accurate knowledge. They assist in making explanations simpler and more vivid.

9) The media contributes to social change.

10) The media actively combats corruption, injustice, and oppression as the fourth pillar of justice.

A meaningful life is not only long, it is also necessary to have a purpose. If the objectives of life are fulfilled with human values, then justice is done right with the natural. The first priority in the human values of tribal society is the right and meaningful use of natural resources. Sustainable development has become the most important topic of discussion in this time Plaisance[13].

Tribal people in India are called 'Adivasi'. The tribal have a long and rich cultural past which they have maintained as their way of life over the years. Earlier each clan had a chief to guard it. Gradually, the chief assumed political and military power and came to be recognized as the ruler. Thus there emerged republics and monarchies Hyde ([14]. Tribes were associated with larger kingdoms. Each tribe had its own system of administration. Indian Tribal Society is a social group. According to Indian tribal traditions, tribal societies reside within a fixed and general topography Ward[15].These members usually marry within their own group. Tribes follow their own political organization which maintains harmony Johnston[8].Religion is of paramount importance in the Indian tribal society. A tribal political and social organization is always based on religion, a typical Indian tribal social group believes in blood relations among its members.

CONCLUSION

In the presented research, it was concluded that the media is being used more for differences and inspiration, due to which human values are being degraded in the true sense. In tribal areas, the media has inspired to give more importance to the values of the outside world. Tribal society has already developed as a civilized and cultured society before the advent of media. But after the arrival of the media, by adopting modern values, it has worked to establish itself. Print media did not play any special role in establishing values but electronic media did the work of irrigating human values, due to which tribal human values got international recognition. Relevance is defined by the fact that the media's delivery of information causes young people to have particular feelings, viewpoints, and perceptions that shape their conduct. Issue: Stereotypical ideas that are introduced into the news flow help shape society's attitude toward certain phenomena, automatically causing a positive or negative reaction to a specific event in the mass consciousness. This is a problem because the media frequently uses techniques to subtly influence people.

With the advent of social media, tribal values were presented in a negative manner. Tribal society started the work of making their society literate to defend their values with media literacy. The media did the work of promoting and disseminating human values and also protecting the values from time to time Tiles & Oberdiek[16].Today, India has achieved the status of the world's sixth-largest economy, but there is still a section that is marginalized. Under this section, those tribes living a value-based life come who are living in remote areas and facing many problems. The root of their problems is also their value-based living. Which is a natural nutrient and is better for the future of human beings? But the media did not understand these values and did the work of accepting them too late.Active role of media can lead to development of values. This research study shows that positive or negative scenes or pictures have an effect on the

mind of tribal youth. Positive visuals spread positivity and negative visuals spread negativity. It means that the eyes influence and hurt the mind. From which it can be clearly said that through positive content media can protect human values or provide better moral education.

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EFFECTIVENESS AND CHALLENGES OF ONLINE LEARNING: A CASE STUDY ON STUDENTS OF HIGHER EDUCATION

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ABSTRACT

In the virtually connected society of the 21st century, students are facing various challenges related to teaching-learning pedagogy. Especially, among college going students, problems like digital divide, usage of e-learning based methods, tools and techniques are prominent. So, in this paper, the researcher discussed about the requirements, meaning and challenges related to usage of online teaching-learning pedagogy by the students of higher education institutions. With this, this paper is majorly focused on the utilization of the updated and advanced Information and Communication tools (ICT) by the students for adopting the current teaching-learning pedagogy.

For this, the quantitative research methodology has been utilized by the researcher. The sample has been taken mainly from the private institutions which make use of online platform for teaching-learning process. An online survey was conducted in order to target the age bracket (18 to 22). The result of the analysis suggested that after the era of covid, the utilization and usage of information and communication tools has been increased and with this the challenges associated with it has also surged.

Keywords: Online learning, Traditional learning, Information and Communication tools, Challenges.

INTRODUCTION

"Online learning can be broadly defined as the use of the internet in some way to enhance the interaction between teacher and student. Online delivery covers both asynchronous forms of interaction such as assessment tools and the provision of web-based course materials and synchronous interaction through email, newsgroups, and conferencing tools, such as chat groups. It includes both classroom-based instruction and as well as distance education modes. Other terms synonymous with online learning are 'web-based education' and 'e-learning'. (Curtain, 2002)"

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Online education offers many benefits and advantages while providing programs and courses of high quality. All levels of certificates and degrees are available online. Here, you can learn about some of the positives which helps in knowledge enhancement through online education. Online learning has been on the rise in recent years. On the one hand, e-learning courses have become hugely popular by the simple virtue of being so much more convenient than traditional face to face courses. Students can fit them around their existing responsibilities and commitments, and can engage with multimedia content and learning material. Whatever time is most convenient to them. Even better they don't have to travel anywhere to study, they can simply log in to the virtual campus from the comfort of their own home or office.

Online Teaching is important' this is all about understanding various topics through online videos and online lectures. Here we will explore why online teaching is relevant to your teaching practice, and you'll have an opportunities and challenges you face in your own context. In Online learning, Open and Institutionally Supported Technologies' focuses on helping you understand the benefits and restrictions of both broad categories of technologies. We're all familiar with different social media technologies, and many of us will be aware of larger institutional online learning systems.

Students need to determine if online learning is an option for them because not everyone does well with this type of study. Some questions that any potential online students should ask is whether or not they can learn independently and how organized they are with their time, whether they are computer savvy sometime their level of reading comprehension and if they have at least ten hours a week to devote to each course. Many students make mistakes of assuming that an online class will be easier than one taken in a traditional classroom. Often online instructors assign more reading materials than required in a regular classroom to ensure that students are engaged. Motivation is key to an online student's success as is his ability to reach out to both instructors and fellow students using software such as Blackboard.

That software program seamlessly integrates social media, making it possible to create online communities that are course specific. Blogs, tweets, podcasts, webcasts, online chats, discussion boards, and virtual study jams are all part of the online mix. Success in an online course often depends on how connected a student feels to his instructor and fellow students.

Review of Literature

1. Education system and recent market of e-learning procedure. This study shows that globalization of education, cross-culture aspects and culturally complex student support system in distance education as well as in e-learning environment is a prospective research area. Improvements in these areas could be made by integrating new technologies and ICT tools. The ELAM (E-learning Acceptance Model) identifies four determinants of e-learning acceptance are (1) Performance expectancy, (2) Effort expectancy, (3) Social influence and (4) facilitating conditions. Performance expectancy is based on beliefs about perceived usefulness, interactivity and flexibility. Effort expectancy is based on the beliefs about ease of learning, perceived ease of use and efficacy. Social influence is based on subjective norm and image. The main contribution of the paper is that it presents a framework to understand e-learning acceptance as governed by the teacher, students and institutional factors. **Ventatesh, et.al. (2003)** identifies the key factors in acceptance of e-learning as measured by behavioural intention to use the technology and actual usage in the Unified Theory of Acceptance and Use of Technology. HoD BA(JMC)-TIAS

2. **"Impact of E- learning on student learning and employability – A study in India" Thesis Submitted to the D. Y. Patil,2015** has evolved considerably because of advances in Web technology. The Internet enables the ordinary person to have access to never-ending quantities of information and knowledge efficiently and conveniently. The growth of the World Wide Web, high-capacity corporate networks, high-speed desktop computers and all kinds of

mobile devices will make learning available to people 24 hours a day, seven days a week around the globe. Since many traditional education organizations are using Web technology to deliver educational content, it is possible now for a high school student to seek assistance with mathematics questions at any time of the day or a graduate student at home to take some courses through long distance education.

Web-based learning not only improves the achievement of students from kindergarten to university, but also enhances the productivity of the corporate workforce. Turbulent corporate environments, caused by market dynamics, have made knowledge and skills indispensable for effective performance in the workplace. Knowledge in the workplace is no longer implied but required at different times and different quantities. Traditionally, corporate training has existed in organizations to impart knowledge to individual workers as off-the shelf learning packages. In this model, learning takes a reactive approach to problem solving encountered by organizations, and learning programs take place in a specific location. However, recent advances in the fields of distributed and ubiquitous computing, artificial intelligence, cognitive learning theory, and multimedia have converged to provide more distributed learning systems over the Internet and World Wide Web (WWW). A requirement for knowledge and skills distribution across different systems, space, and time is pertinent to unique learning requirements of individual learners within all kinds of organizations.

3. **RESEARCH ON ONLINE LEARNING, Karen Swan, Research Center for Educational Technology.** Find that the Internet has a profound impact on higher education by enabling the phenomenal growth of online learning. Moreover, just as we were getting used to fully online courses, blended courses, courses which integrate online and face-to-face instruction, seem to be growing in similar, perhaps even more spectacular, manner. Add to that a plethora of emerging digital technologies such as wikis, blogs, podcasting, social software, and serious gaming technologies that are increasingly being incorporated into online or online portions of courses, and one is tempted to despair of ever making sense of online learning. The altered learning environments created by web-based technologies, not only eliminate barriers of time, space and arguably learning styles, providing increased access to higher education, they challenge our traditional notions of teaching and learning, and indeed higher education itself.

OBJECTIVES

➤ To identify the problems faced by the higher education students for using online teaching learning pedagogy.
➤ To study the effectiveness of online learning among higher education students.
➤ To scrutinize the state of seriousness among higher education students in online learning mode.

RESEARCH METHOD

This paper incorporates the quantitative approach to study the research objectives. Sampling has been done effectively and the tool that has been employed to work on the data collection is particularly questionnaires where the questions were close ended with usage of tools as pie charts. An online survey was conducted in order to target the age bracket (18 to 22). The sample has been taken mainly from the private institutions which make use of online platform for teaching-learning process.

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In this research paper the focus in on collecting primary data and secondary data collection, the responses have been collected from students through questionnaire. This research also includes some data which has taken from through articles, magazines and various different websites. The data collected is used to draw further inferences and conclusion after analyzing the data minutely. Here, the convenience sampling is done for collection of data which done through survey. The research is exploratory in nature as this type of research is done to study the issue which is not define yet and this helps in bringing more understanding about the topic. The structured questionnaire is number of standardized questions in a symmetric scheme.

Sample size- 111 Students

Research Design- Exploratory Research.

Primary data sources: Structured Questionnaire

DATA Interpretation-

1) **Age group**

Age
111 responses
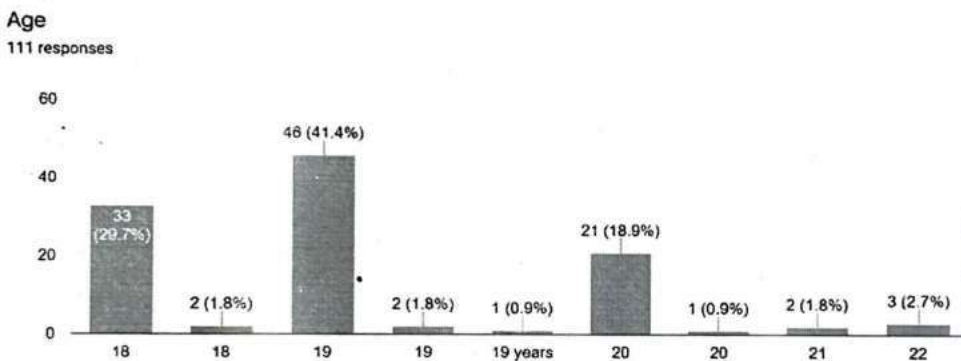
Since the study is based on higher education students, the age group lies between 18-22. Average number of the respondents were of the age of 19.

2. **Respondent's Course**

Course
111 responses
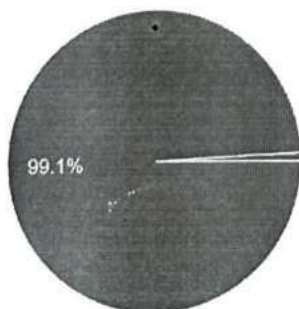
- BA(JMC)
- BBA
- BCA
- MBA
- Any other

99.1%

Maximum % of respondents are from BA(JMC) Bachelor of Arts journalism and Mass Communication which is 99.1%.

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Gender
111 responses
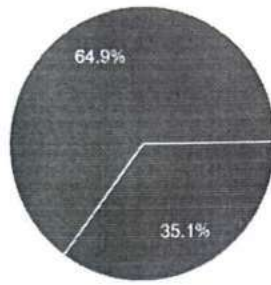
Legend:
- Male
- Female
- Prefer not to say

64.9%

35.1%

3. Gender?

64.9% of respondents are male and rest 35.1% are female. This shows that male was use to about online learning as compare to females.

5. Do you know about online learning?

Do you know about online learning
111 responses

Legend:
- Yes
- No
- Maybe

97.3%
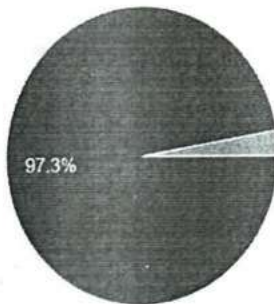
Maximum number of respondents which is 97.3% were aware of online learning.

6. Which type of internet connection you use?

Which type of internet connection you use ?
111 responses

- Mobile data — 46 (41.4%)
- wifi hotspot — 64 (57.7%)
- Dial up — 0 (0%)
- Broadband — 37 (33.3%)
- DSL — 0 (0%)
- Satellite — 0 (0%)
- ISDN — 0 (0%)

(0, 20, 40, 60, 80)
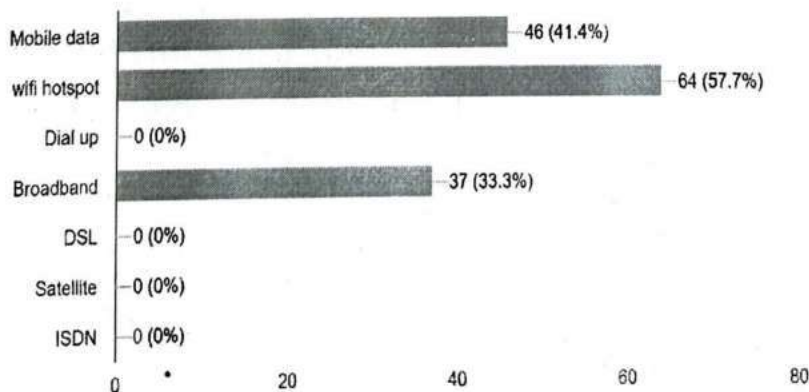
Maximum percentage of respondents use wifi hotspot which is 57.7% , followed by 41.4% use mobile data and about 33.3% use broadband .

10. Which type of classes is most liked by students?

Which type of classes is most liked by students ?

111 responses
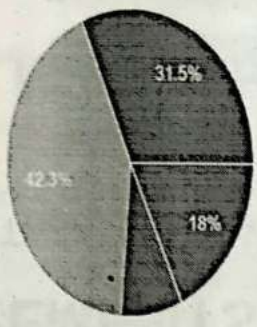
- Online live classes
- Recorded classes
- Face to face interaction
- All of the above

31.5%

42.3%

18%

Maximum number of respondents liked face to face interaction which is 42.3% and followed by all of the above which include online live classes, recorded classes, face to face interaction and the least number of students like recorded classes.

11. What problem faced by the student during online classes?

What problem faced by the student during online classes.

111 responses

Understanding problem about the subject	18 (16.2%)
Require face to face interactive class	14 (12.6%)
Lack of concept clarity	22 (19.8%)
Internet issue	29 (26.1%)
All of the above	55 (49.5%)
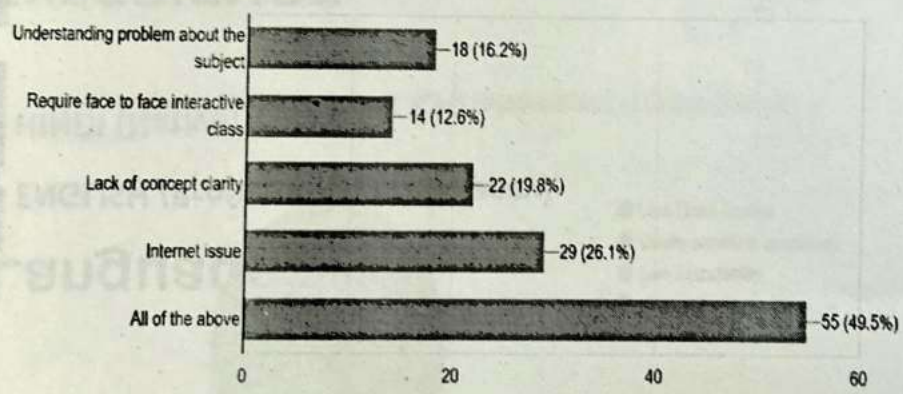
49.5% of students choose all of the above option, followed by challenges like about 26.1% internet issue, 19.8% lack of concept clarity, 16.2% faced understanding problem about the subject and about 12.6% require face to face interactive classes.

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12. Which among these is most liked feature of Online Education?

Which among these is most liked feature of Online Education?
111 responses
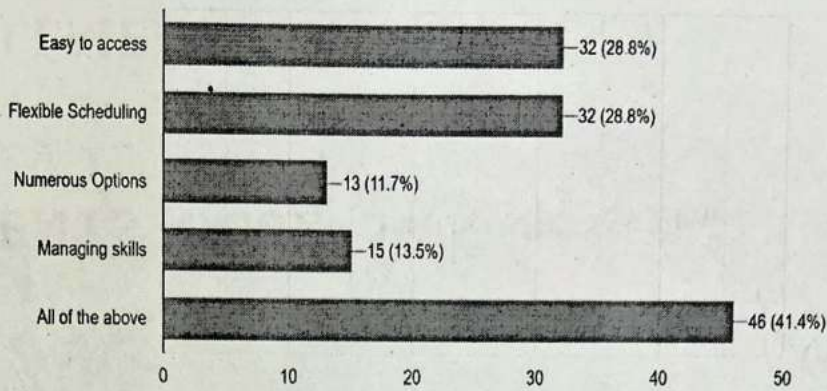
The pie-chart represents that student like several features of online learning which include Easy access, Flexible scheduling, Availability of options and help in managing skills. It represents that 32% of the students like online learning process due to its easy accessibility, 32% of the students like the online learning process due to the flexible scheduling facility, and 15% of the students be fond of it for the sort of help it provides in managing skills, 46% of the students like online learning because of all these features it provides.

13. According to you which among these reflect negative effect, of Online Courses?

According to you which among these reflect negative effect, of Online Courses?
111 responses

- Less Direct Contact
- Quality sometime questioned.
- Less Accoutability
- None of Above
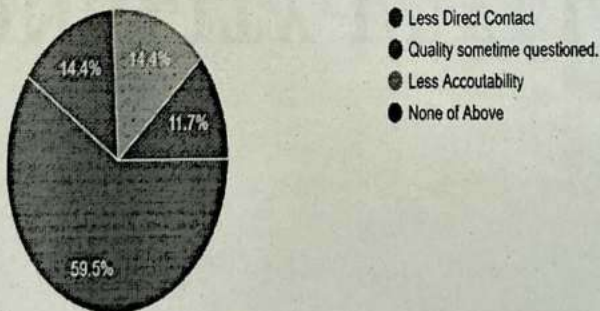
Maximum number of respondents believe less direct contact reflect negative effect which is 59.5%, and there was just equal contribution to quality sometime questioned and less accountability which is 14.4%.

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14. Which type of learning is more preferred by students?

Which type of learning is more preferred by students?
111 responses

- Online learning
- Offline learning
- Hybrid learning

37.8%

15.3%

46.8%
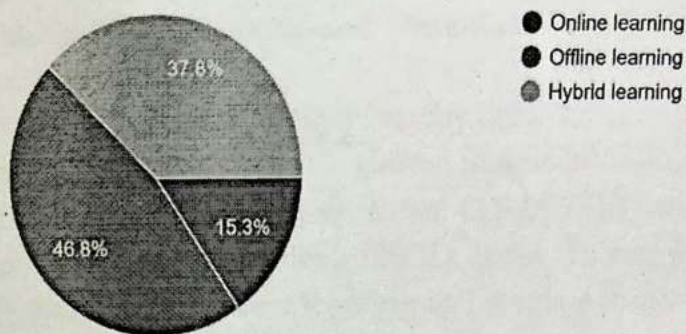
As per the chart, maximum number of respondents preferred offline learning which is 46.8% and followed by 37.8 % prefer hybrid learning and about 15.3% online learning .

CONCLUSION-

During the Covid era and afterwards the online learning is the mostly known and operated platform in education sector. The outcome of the survey has been observed that online learning is also one of the effective ways for students to grab education. Whereas, on the other hand classroom learning comes first then online learning and student also want teacher to practice brainstorming method and gaming method in their teaching ways. No matter which task we are performing because every task has their challenges which we have to heel with time.

There are ample of information available on internet in various infotainment forms like text format, pdf file format, audio & video format and teacher explanation and live class videos. But the information on internet get waste if there is no one to study and to read and learn it so, we have to aware more and more about online learning and similarly students has to be active to grab and enhance knowledge and skills in a particular field. And this is also proven that social media is one of the important tool for students in their practice of problem solving process but, using internet in a right way is another challenge in student life mostly they pick up phone for some study purpose later on playing games, doing chatting and many more. It is also seen that about 35% of student spend their time for playing games and then around 25% use YouTube videos for study and 25% still busy in their social networking sites and rest 15% watch online movies.

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COVID-19 PANDEMIC: STUDENTS PROBLEMS AND EDUCATION SYSTEM DURING LOCKDOWN ISSUES IN BIHAR, INDIA

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Abstract: The corona virus, which began in Wuhan (China), has spread to created and immature nations, with the best effect being so far on the created nations like America, Italy, Japan and so on. The greatest effect of Lockdown has been on the economy, here we can't avoid the effect essentially on education, the conventional instruction that lockdown used to bring to students is currently totally closed down some place. The effect of lockdown on education has been referenced in this paper problem, the education issue has gotten extremely huge and comparatively later on, tests in all schools and universities in Bihar (India) have been dropped, primarily on customary education of students and their opinion of online education during the lockdown time frame and its outcomes, with the assistance of a couple of inquiries. The data has been gathered at this juncture.

Keywords: Covid-19, Lockdown, Online education, World Health Organization

Whilst the corona virus has globally affected education and the education based division. It is generally concurred that extreme changes in the instruction segment are required until the corona virus infection is annihilated. Moreover, the WHO expresses that the crown infection is more averse to be ousted and that it is an infection like AIDS. The pandemic of corona virus infection has additionally changed the path a huge number of individuals around the globe are taught. The fourth period of lockdown, reported or actualized in the nation, has devastatingly affected in excess of a million understudies. Furthermore, 24 different nations have likewise reported fractional "nearby" terminations. With the quick spread of the corona virus infection in Asia, Europe, the Core East, and the United States, these nations have made quickly and definitive move to decrease the advancement of the ailment in general. Over the most recent fourteen days, there have been a few declarations to suspend the participation of students in schools and colleges just as retraction of tests.

These choices, planned for conquering the emergency, have prompted impermanent 'self-teaching' for many students, particularly in nations, for example, China, Italy and Iran. These progressions have positively been badly arranged; however, they have likewise given new instances of educational advancement. To facilitate lessen the spread of corona virus, students from various pieces of the world, including India, began perusing and learning at home through intelligent applications. A great many people approach educational materials through live transmissions. As 5G innovation turns out to be increasingly pervasive in nations like USA and Japan, learning and instructing anyplace, whenever, instructing and learning is moving towards the appropriation of specific sorts of advanced learning ideas. New strategies for learning will

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supplant conventional individual study hall learning, from live communicates to "instructive influencers" and encounters of virtual reality. Instructing will be a propensity that will sort out everyday life.

Instructive affiliations and partnerships with different partners, including governments, distributers, training experts, innovation suppliers, and media communications organize administrators, can come to fruition that will be consolidated to utilize computerized stages as a brief answer for the emergency. In developing nations where instruction is principally given by the government, it can turn into a predominant and important pattern for future training. This pandemic is additionally an open door for students to settle on choices in this dubious world, to settle on educated choices, to take care of issues in a valuable manner, and above all to adjust to circumstances where aptitudes should be scholarly. To guarantee that these aptitudes will be basic for all students, adaptability must be created in our instructive frameworks.

There is a great deal of disarray in the instruction arrangement of India and students can't follow their standard scholarly schedules. Beside the setting of this crisis and thinking about the security of students and their instructive issues, the majority of the organizations have stepped up to the plate and encourage media transmission, Skype call, Zoom application, Google Meet, Cisco WebEx and other virtual choices to lessen the separation in training. It is preparing students and instructors to utilize virtual study halls and innovation to encourage the trading of data. Without a doubt, this is a significant time for students. Thusly, the goal of the plan is to decrease the weight on the students and assist them to utilize their time in an advantageous manner without settling on quality. Despite the fact that there are imaginative changes in the understudy body in this Corona time, there are some unenthusiastic problems; computerized issues can make the psychological wellness of the students, these issues the students meanders anyplace.

RESEARCH METHODOLOGY & RESOURCES

The researcher infers that the corona virus affects students learning, an issue that is predominantly overviewed online and includes all out hundred alumni and postgraduate students, and tries to realize their opinion of it, and sent students from various territories through person to person communication and looked for their perspectives on the effect of lockdown's periods issues on training, review issues incorporated an assortment of inquiries, the aftereffects of all feelings has referenced in results and conversation point.

RESULT AND DISCUSSION

Following the online study, the outcomes are as per the following,

Covid19 sway on instruction?

- Yes
- No
- Can't Say

85.8
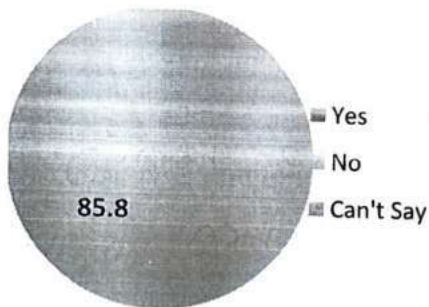
As indicated by our study, more than 85 percent of students imagine that Lockdown has huge affected training, not many students feel that it has any impact and a few students are impartial.

See the lockdown time of Covid-19.
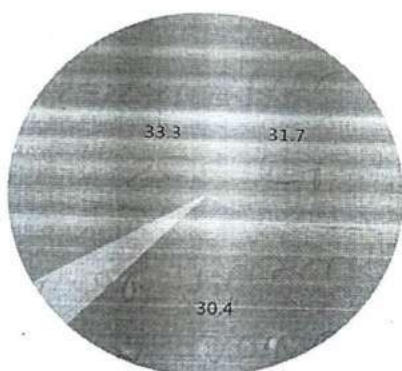
- Get great spam of time for test study
- Get great spam of time to peruse different books
- Increment in disarray
- Unfit to focus on concentrate because of danger of crown infection

33.3   31.7

30.4

An ever increasing number of students feel that they can't focus on their studies, their brains are brimming with fears about Corona infection, and the entirety of this has occupied them, the diverse everyday news is influencing their psychological express a great deal, so they need to concentrate on their studies.

Lockdown have positive effect on understudies?

16.5   11.4

31.6

40.5
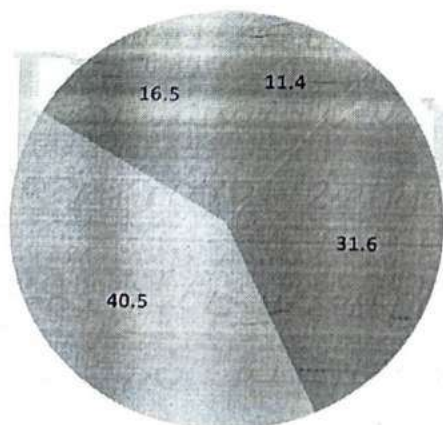
- Yes
- No
- Moderately
- Not Sure

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A few students feel that there is a beneficial outcome of Lockdown. In any case, understudies are learning totally different online courses, for the most part online classes, Zoom application, Cisco WebEx Google Meet, and so on is utilizing. They are taking in a great deal from these Lockdown issues.

Which choice is acceptable to take assessment in such circumstance?

10.8   10.4

40.7   36.5

■ Manually written
■ On the Web
▨ Try not to take Exams
■ After Lockdown
▨ Can't Say
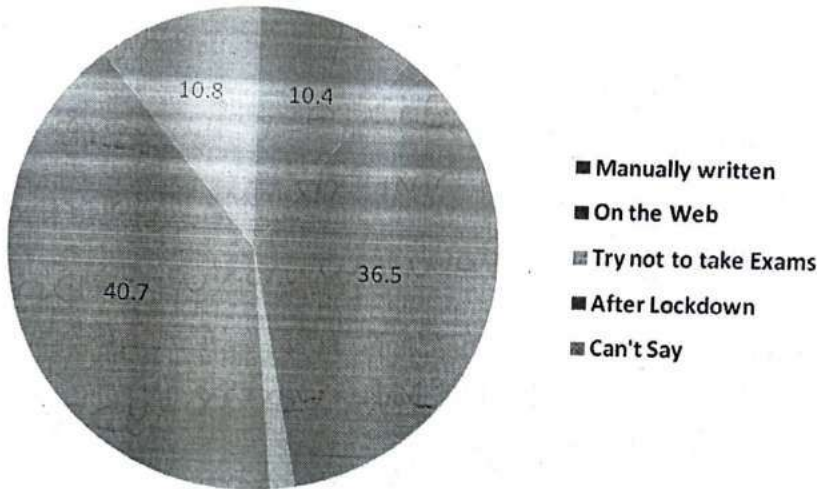
Which are the powerful learning apparatuses in lockdown period?

4% 3%
5%
6%
10%
56%
16%

■ Online Lectures by your college students
▨ Youtube Videos
▨ Task through google form
■ Up close and personal educating in classroom
■ Facebook Live
▨ Cant say
▨ by various apps
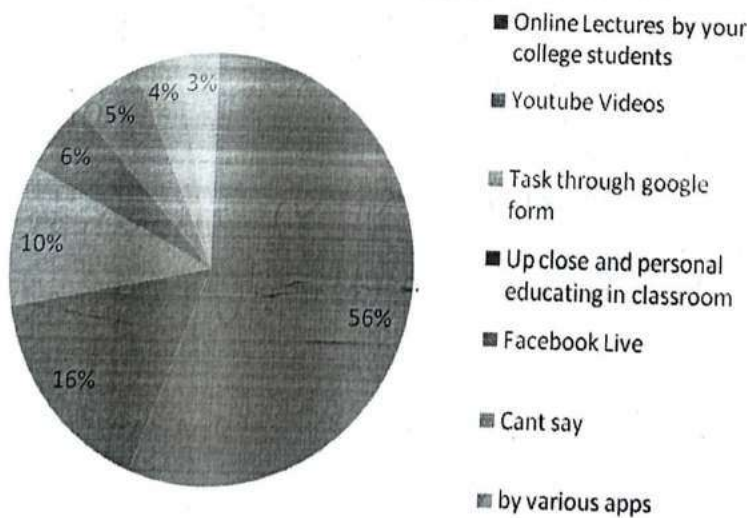
Over 50% of the students imagine that it would be more useful for the college educators to take hours online in light of the fact that the students have gotten acquainted with showing their teachers; the students can retain it well. There are great deals of showing mediums accessible on the web yet understudies don't feel the impact well.

Students are most influenced class during lockdown peroid.

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...ege International Journal of
...sciplinary Research
...peer reviewed international Journal)
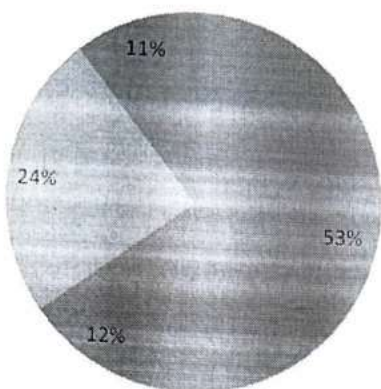
- Yes
- No
- Mostly
- Not Sure

More prominent than Fifty-three percent of students feel that lockdown does ordinarily affect their education, over 24% of students' state that a couple of issues influence lockdown and 11.7% figure they can't utter a word about it.
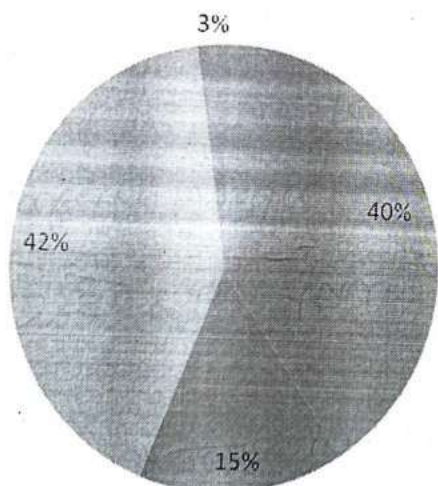
- Yes
- No
- Mostly
- Not Sure

40.3% of students imagine that Lockdown is an occasion to change education issues and 41.7% of students don't think this is a chance. 15. 5% of students are go betweens about this and different students can't utter a word about it.

CONCLUSION

Subsequent to taking the assessment of the students, it is perceived that Lockdown definite affects instruction. Because of Lockdown issues, students can't focus on their studies and a few students state that there is positive effect. Tests should be led online just and college educators should take online talks during the lockdown time frame. These issues have expanded the expense of instruction somewhat and these issues have influenced the education area as well as all areas. A few students likewise believe that it is an occasion to enhance on lockdown issues.

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ONLINE TEACHING OF MASS COMMUNICATION DURING COVID-19 PANDEMIC IN DELHI: THE STUDENTS' PERSPECTIVE

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ABSTRACT

The interest of this survey is to measure the impression that students have of online teaching for Mass communication and learning during COVID-19 in Delhi, especially from the perspective college students.

During the time of the COVID-19 pandemic, online learning may have helped students fill the academic void. But, because of the COVID-19 pandemic, higher education has been influenced all over the world.

Although the entirety of Developed countries viewed e-learning as a powerful educational tool, it is not used appropriately in Delhi. This examination strategy led 120 students from various colleges in Delhi to understand the students' perspective on the use of online education as a learning environment. Findings from this study show that the vast majority of college students have a positive view of online learning. This survey revealed that e-learning is extremely helpful in bridging the study gap during this time of pandemic and e-learning innovation for the entire framework where social media and Web authoring tools can improve the path to education and learning for mass communication students.

Keywords: Online Teaching & Learning, Covid-19, Students' perspective, Delhi.

INTRODUCTION

COVID-19, a profoundly irresistible infection or disease caused by the severe intense respiratory disorder Covid 2 (SARS-CoV-2), started in the city of Wuhan in China, has effectively reached pandemic proportions, influencing each of the continents. (Remuzzi and Remuzzi, 2020) usually spread among people through close contact currently leading to a large number of deaths. The coronavirus is being evaded as a pandemic due to its severity and savagery, as well as the greatest global health emergency in hundreds of years of human progress.

About 264 million children and young people are out of school (UNESCO, 2017), and this pandemic has made the current situation even more dire. As the COVID-19 pandemic spreads, there has been a growing trend of teaching over the web due to the closure of schools, universities and colleges for an interminable period, the only alternative remaining (Martinez, 2020).

After ten months of online encounters, a shift in perspective has occurred with web-based teaching gaining an unmistakable quality to have near-immutability even after the COVID-19 pandemic caused another freeze. The refreezing step is a must to embed innovation into our educational learning measure which allows us to show students the strategies they would feel good about and they can coordinate with the demands of innovation in the 21st century.

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Nowadays, online education has become a standard learning structure to prepare particularly high-level training anywhere in the world considering its brand and relevance. Information and Communication Technology (ICT) incorporates an array of man-made telecommunications equipment, programming and advancements and works with matching and data sharing, now making it possible to break through each of the boundaries. It deals with an "assorted arrangement of instruments and mechanical assets, used to transmit and produce, disseminate, store and monitor information".

In Delhi NCT, 1228 Govt. moreover, the government Secondary and Senior secondary schools supported are covered by the ICT school program. The Delhi government has set up computer labs in all the above schools located in various educational areas/premises. Presently, the conspiracy of the ICT School has been subsumed into the Samagra Shikshya. The ICT, Delhi program gives freedom to students and elective and senior adjunct instructors to fabricate their capacity in ICT for upgrading by showing learning and assessment measurement. The program is a significant push to bridge the advanced gap between students of different financial status and geographic distributions.

Most mass communication students have a smartphone that they can undoubtedly use for educational purposes, both offline and on the web. Online learning far mirrors teaching strategies for teachers just like learning systems for students at the college level as it helps to take anytime from anywhere. It can also help students reduce the study gap that could play a role in elective learning during COVID-19. After pronouncing COVID-19 as a pandemic disease, many countries and states including India (Delhi) have stepped up and closed their educational institutions to mitigate the impact of the infection (WHO). So, to overcome the current situation, inventive learning technique is proving to be important nowadays and e-learning could assume an indispensable role for mobile phones used in the field of education. So, to streamline the impacts of the pandemic in the education sector, the University Grants Commission (UGC) has opted for internet-based education in all colleges.

STATEMENT OF AIM AND OBJECTIVES OF THE PRESENT RESEARCH

The main objective of the research is to know the impression of students to use online teaching as a learning device during the COVID-19 period and furthermore the view of versatile strategies to determine how to recover the gap of study in this time of pandemic and the way towards improving their academic performance using virtual learning.

OBJECTIVES

- To learn about the main challenges faced by students of mass communication
- To Know the opportunities offered by the online teaching platform, and
- Analyze the lessons to be learned on the effectiveness of virtual classrooms.

The purpose of this survey is to measure students' impression of online mass communication education and learning during COVID-19 in Delhi, especially from the perspective of students.

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RELEVANCE OF STUDY

Although the literature regarding online education is growing, studies related to the quality of online education are limited. Among those reviewed, few researchers have examined the quality of online education from the perspective of students. Therefore, it is necessary to investigate students' perception of the quality of online education.

The study analyzes university students' perception of online education during the ongoing COVID-19 pandemic. The study would reveal students' preferences for online learning as it offers them great freedom to connect with their teachers, fellow students and engage with their study materials from the comfort and flexibility of space and time.

Furthermore, the study illustrates the similar experience of being educated as done through the physical classroom teaching as students perceive e-learning as analogous to face-to-face learning.

The findings of this study may contribute to the literature of online education in terms of quality assurance. The results should hopefully enable institutions offering online education to evaluate their programs based on the findings and the recommendations in this study.

This study is very good for society development. It is very helpful especially for youth, for students, for everyone in the teaching profession. This study will prove to be very helpful to the students in this pandemic situation. It is very useful for both those who want to know about online education and those who do not know. And this study is specially for mass communication students so all those students can easily learn theory and practical subject online.

Many students are confused about how to do in practical subject without the help of technology but there is no need to get upset because online tools help us in all kinds of practical work. Due to web authoring tools, it has become easier to do practical work especially for mass communication students.

Many students do not have their own camera, laptop or computer, so all those children find it very difficult to do mass communication practical work, but you do not need to panic. Because if you also have a smart phone then you can do practical work of all mass communication in a very simple way and online learning is also very easy for the students who are from any other stream. Therefore, this study will prove to be very effective for the development of the society.

LITERATURE REVIEW

"Online learning further provides us with an open door of modifying current learning techniques to give students a much more adaptable way to manage their learning encounters" (Al-Hunaiyyan et al., 2018) .

Neol Carroll - National University of Ireland, Galway, Kieran Conboy - National University of Ireland, Galway (Carroll and Conboy, 2020) - The pandemic has forced different associations to unexpectedly change their work process procedures and adopt new innovations . Most of the time, these associations have not had enough opportunity to consider how new procedures and related advancements should be taken into account and integrated into their current organization. Colleges around the world were no exception.

Wei Bao (2020) may have been quick to describe how colleges were shifting from classroom training to online education due to the seething pandemic. There was a generous foundation for online education in many

countries before the pandemic (Mishra et al., 2020). However, no college was prepared for a full shift to online training. Experimental reviews have found that students feel they prefer to learn in real classrooms rather than through online training (Bojovic et al., 2020). Students lack the support they have to accept their companions in study halls and research facilities and library admission (Patricia, 2020).

In any case, the students feel that the online training has helped them continue their investigation during the pandemic (Mishra et al., 2020). There are no studies on the ability of students to communicate with educators and individual students through different online devices and on the power of online assessment methods. A few analysts have covered these issues. For example, Patricia (2020) clarified that stunt doubles lean toward face-to-face cooperation with educators and Bojovic et al. (2020) clarified that many educators need certainty about online assessment procedures. Colleges are currently using imaginative procedures to ensure their students' educational progress (Zhu and Liu, 2020). Web-based learning can be described as "the acquisition of all data and skills using hands-on development, anywhere and anytime" (Hashemi, Azizinezhad, Najafi and Nesari, 2011, p.1).

RESEARCH METHODOLOGY
➢ Methods of Data Collection

The research is directed quantitatively distinct with survey techniques. This survey technique led 120 students from various colleges in Delhi to understand the students' perspective on using the virtual platform as a learning environment. The participants of this exploration were students from various colleges in Delhi. Regardless of gender orientation, all college students were qualified to participate in this study.

- ❖ **Type of Research:** The research is conducted of quantitative descriptive with survey methods.
- ❖ **Population:** The Participants of this research were under graduate & post graduate students from the various Journalism & Mass Communication Colleges of GGSIP University in Delhi.
- ❖ **Sampling Size:** The total of 120 responses were found valid and considered for data analysis.
- ❖ **Sampling Method:** The questionnaire shared by the Google doc was randomly distributed among undergraduate and postgraduate level students of several colleges of GGSIPU Delhi through various social networking sites.
- ❖ **Nature of Data Collected:** Researchers used Qualitative primary data collection method to make comparisons of findings.
- ❖ **Tools used to Collect Data:** The questionnaire comprised of 5-point Liker Scale going from 'Strongly Agree' (5) to 'Strongly Disagree (1).

The questionnaire consisted of three sections. Section 1 gathered essential data on the students and gathered information on the recurrence of web use, the time spent on the virtual stage each day and the use of ICT for academic purposes or not. Section 2 investigated the inclination of long-range interpersonal communication venues for learning and continued use of normal online media applications. Section 3 of the survey estimated student perceptions and mindsets of the viability of virtual learning and social media learning devices during the COVID-19 pandemic. Part 3 surveys included a 5-point Likert scale ranging from "strongly agree" (5) to "strongly disagree (1)".

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This research further focuses on the uses of social media in higher education through virtual learning in Delhi.

RESULT AND ANALYSIS

> ### Analysis and Interpretation of Data Collected

The questionnaire shared by Google doc was arbitrarily circulated among the undergraduate and postgraduate mass communication students of few colleges in Delhi through different social networking sites where a critical number of students participated in this online survey. Among them, a sum of 120 reactions was found to be substantial and was considered for data analysis. Using SPSS software, the data collected was analyzed quantitatively.

> ### Foundation Information of Respondents

This segment speaks to some fundamental data of the college students (120 reactions).

Table 1: Fundamental Information of Students (N=120)

Gender		Age		Level of Education	
Male	47.1 %	16-17 Years	1.7 %	Undergrad	89.3
Female	52..9 %	17-21 Years	71.9 %	Post Graduate	10.7
		22-30 Years	26.4%		

Table 1 shows the yields of the inquiries identified with gender, age and level of education.

INTERPRETATION

> **Table 1** shows respondents as well as student experience data, in which 47.1% are male and 52.9% are female, 1.7% are 16-17 years old, if 71.9 % have a place with 17-21 and stay 26.4% comes from 21 -30 combined, and virtually all respondents (89.3%) are currently studying at the undergraduate level and others (10.7%) have a place in the third cycle.

Table 2: Recurrence of Using Internet

Always	Recurrence	Occasionally	Rarely
20 %	63 %	12 %	5%

> ### Mass Communication Students' Perception of Online Teaching

This part of the questionnaire assesses student perceptions of online mass communication education during the Covid-19 pandemic. Table 5 discusses the aftereffects of this segment. The rate is used to sort the authentic image of this section, specifically an insight-based survey (5 - Strongly Agree to 1 - Strongly Disagree).

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Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q1. The use of ICT is flexible to learn anytime, anywhere.	19.8%	38.8%	33.9%	4.1%	3.3%
Q2. Online teaching is a good idea to minimize the study gap during Covid-19 pandemic.	27.3%	33.9%	27.3%	5.8%	5.8%
Q3. Virtual education is better for finding relevant information about mass communication.	9.9%	20.7%	28.1%	28.9%	12.4%
Q4. Online learning helps to improve Journalism & Mass Communication study skills.	7.4%	11.6%	33.1%	28.9%	19%
Q5 ICT is easier to find study material related to Journalism & Mass Communication.	14.9%	31.4%	38%	9.1%	6.6%
Q6. The virtual platform is easier to share classroom-related discussions online during the covid-19 period.	12.4%	33.1%	33.1%	15.7%	5.8%
Q7. The use of virtual platform helps in improving practical knowledge in the field of Journalism and Mass Communication.	7.4%	13.2%	21.5%	33.1%	24.8%
Q8. Online learning helps to enhance my motivation to continue my studies during this pandemic time.	11.6%	29.8%	28.9%	21.7%	9%
Q9. Virtual teaching method helps me to solve subject related problem.	8.3%	25.6%	44.6%	14%	17.4%
Q10. Online learning helps me to learn different ways and provide various learning fields.	23.2%	27.3%	33.1%	17.4%	9.1%
Q11. The use of social media applications helps in educational fulfillment during covid-19 period.	12.4%	36.4%	36.4%	9.9%	5%
12. The use of social media helps to strengthen the communication with others.	19.8%	34.6%	25.6%	8.3%	1.7%
13. Online learning is a faster way to get feedback.	10.7%	28.9%	28.9%	21.5%	9.9%
Q14. Online learning helps to improve interactivity between student and teacher.	9.1%	182%	46.4%	23.1%	13.2%

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Q15. During covid-19 time, ICT acts as a learning companion.	12.4%	40.5%	39.7%	5.1%	2.5%
Q16. At this pandemic time, high internet charge of mobile network can affect my learning.	24.8%	32.2%	28.1%	12.4%	2.5%
Q17. Attention span is lesser in online teaching as compared to the classroom teaching.	34.7%	31.4%	32.3%	6.6%	5%
Q18. Screen size of my device does affect my learning.	15.7%	364%	21.5%	18.2%	8.5%
Q19. Adaptability struggle is a major challenge in online teaching.	23.1%	43.8%	25.6%	5%	2.5%
Q20. Online teaching, if incorporated with good online tools and minus technical glitches can replace face to face interaction.	10.7%	28.9%	32.2%	17.4%	10.7%

➤ **Table 5: Mass Communication students' Perception of Online Teaching**

Nowadays, virtual learning plays an important role in the daily lives of students, especially for academic purposes. The accessibility of ICT among students also makes them ready to focus on e-learning to further their studies, especially in unforeseen circumstances, for example, the COVID-19 pandemic.

CONCLUSION

The educational area of Delhi has taken different activities to use ICT at each phase of training from essential to tertiary levels. The principal focal point of this study is to measure the students' impression of utilizing virtual platform for learning during COVID-19 in Delhi particularly from the viewpoint of Journalism & Mass Communication college students. The study shows that undergraduate students are exceptionally acquainted with online teaching, have a positive impression of online learning, and students utilized different social media for their investigation during COVID-19 pandemic time. What's more, college level students have positive feelings about online teaching and eagerness to be important for which is pivotal for the systematization of online learning in the colleges in Delhi. The discoveries additionally exhibit that online learning is a not much helpful device for practical subject in the field of journalism & Mass Communication in this pandemic time where students can gain from outside of the classroom or partake in class from anyplace; improve the relationship with their teacher and furthermore satisfy the drawn-out study gap.

Delhi Educational Zone has set up different activities to use ICT in each phase of training from basic to tertiary level. The main objective of this study is to measure students' impression of using a virtual platform for learning during COVID-19 in Delhi, especially from the perspective of journalism and mass communication students. The study shows that undergraduate students are exceptionally familiar with online teaching, have a positive impression of online learning, and students have used different social media for their investigation during the COVID-19 pandemic period. Moreover, college students have positive feelings about online

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education and the desire to be prominent in what is essential for the systematization of online learning in Delhi colleges. The findings further show that online learning is not very useful for practical subjects in the field of journalism and mass communication. In this time of pandemic where students can benefit from outside the classroom or participate in class from anywhere; improve the relationship with their teacher and also make up for the prolonged delay in studies.

RECOMMENDATIONS

Due to time constraints and the pandemic situation, the study was limited to Delhi mass communication students only. This is why this study was conducted with only journalism and mass communication students from Delhi (India). Additionally, we limited our analysis to understand the perception of online mass communication education during the Covid-19 pandemic. Therefore, future research could be conducted with a homogeneous group of students, using a larger sample size include more universities and colleges in the study.

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ARTICLE 11

A Descriptive Study on Interface between Management Education and Social Media

Ms. Jyoti Gupta[1]

Abstract

Students in the millennial age are digital natives who have substantial exposure with social media when they enter higher school. Business and other organisations require their new hires to be highly skilled in this technology, as well. This paper provides an overview of how to use the most popular social networking platforms in the classroom. Facebook, blogs, YouTube, Twitter, Myspace, and Second Life are all explored, along with instances of how they can be used to create strong collaboration among management students. The transition to richer media, such as video blogs (vlogs), is evaluated. There are certain cautions about using social media in higher education settings.

Keywords: Social Media; Collaboration; Management Education; Networking

INTRODUCTION

At the start of the twenty-first century, management educators are discovering that their students are digital natives, also known as "millennial students" (Reinhardt et al., 2009), who have been using computers since they were toddlers. They used to play computer games like Putt Saves the Zoo while they were in preschool (Humongous Entertainment, 1995). They grew up with games like World of Warcraft and The Sims Online, which are online virtual worlds and simulations. As a result, they are often at ease with computer-based collaborations, such as those involving social media. Students and professors can use social media because it is essentially free. These collaborative platforms are referred to as Web 2.0 technologies, and they are characterised by a high level of involvement that has far-reaching educational consequences practice (Selwyn, 2007). Students that use computer-mediated communication can have more in-depth conversations than they would in a face-to-face (F2F) classroom. Students' attitudes and outcomes may improve as a result of this sometimes-intensive experience (Mazer et al., 2007). Students should learn more about social networking sites like Facebook because they are rapidly being used by businesses for marketing, recruitment, and other activities (Hagel and Brown, 2008). This article will provide an introduction of teaching methods and issues using social media platforms such as Facebook, blogs, YouTube,

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Twitter, and MySpace, as well as virtual worlds like Second Life.

Facebook

Facebook is currently the most popular social networking platform among students in higher education (Selwyn, 2007). Users of Facebook have personal websites called "Profiles," which they create using simple menus. Users can limit access to their Facebook profiles by adjusting their account's privacy settings. "Friend" status normally grants full access to a person's profile, including the ability to view and comment on all of the images in that person's albums. To connect up, one can send "Friend Requests" to other Facebook members and accept friend requests from others, allowing them to read each other's profiles and write on each other's "Walls," which are interactive journals of their activities with comments from others.

Leading scholarly management associations have Facebook groups, which is not well known. The Organizational Behaviour Teaching Society and the Academy of Management, for example, both have them. These groups provide fast access to links to other management instructors' Facebook profiles, allowing for more in-depth interactions with them.

Blog

A "blog," sometimes known as a "web log, journal, or chronicle," is a web-based log, journal, or chronicle created by an individual or group with continual updates that include diary-style commentary, frequently with critiques of and links to other articles and related news. Blogs can be a terrific way for students and instructors to share content in a course. The instructor could start a blog to track the course's progress, session by session. Learners and

others (assuming this is openly accessible on the web) may be able to examine PowerPoint slides, lecture notes, videos of lectures or class sessions, and other materials. There are also opportunities for students to contribute notes on articles, interviews, and other resources relating to class assignments. This, in theory, will allow bloggers to cover far more stuff than they could previously. An instructor can construct a "vlog" (video blog) that includes videos of major class portions, report directives, and comments on the class's progress. Students may create vlogs to convey highlights from project team meetings, articles they've been reading for the course, or multimedia reports they've created for the course.

Youtube

As we reach the second decade of the twenty-first century, video is becoming increasingly popular in a variety of fields, including higher education. New pocket-sized camcorders with one-touch digital zoom and high-definition resolution, such as those supplied by Flip, Creative Labs, Kodak, Sony, Sanyo, Samsung, and others, encourage this.

Some new cameras, for example, are the size of an iPod and can shoot hours of footage, plug into a USB port for easy downloading, come with free software for easy editing (which took the author all of five seconds to get started with), have image stabilisation, and cost around $130 in the US and EUR 160 in Europe. As a result, instead of textbooks, a class of students may purchase such affordable pocket-camcorders and be given a protocol of interview questions and accompanying video training.

Students may be requested to interview managers at companies they are familiar with or that they find through looking for alumni

as subjects on LinkedIn. They may be told to ask productive inquiries in order to unearth intriguing and useful business cases. "Would you share the most fascinating strategic activity your organisation has taken?" they can be asked if the course is Strategy. The highlights of such an interview might be shared with other students for ten minutes on a course website or in a face-to-face class session. Students may also be asked to upload them to free public platforms such as YouTube, Facebook, or Vimeo. "Post to Facebook" or "Post to YouTube" are output options on some of these new cameras.

Twitter

Twitter, the most well-known free microblogging application, is especially useful for quick exchanges of ideas, information, and thoughts (Ebner, 2009; Reinhardt et al., 2009). Reinhardt et al. (2009) suggest that it can be used to reframe dialogue between students and instructors about curricular and co-curricular subjects. "Tweets" are Twitter messages of up to 140 characters in length. Twitter is great for sending out quick and easy notifications to individuals or sharing anything like a link right when you need it (McFedries, 2007). Tweets are typically about what the sender is doing or thinking right now, or to alert followers to an upcoming event or particularly noteworthy resource. They will be received by other Twitter users who have been accepted as followers of a certain person's tweets. Twitter has been dubbed the poster child for Mobile 2.0, as a communication tool that is accessible anywhere and at any time (Griswold, 2007)

Formative Evaluation of Twitter

One of Twitter's advantages is the rapid feedback it can provide, which might be positive or negative. A university that provides a Twitter interface for students to post complaints and suggestions for improvement should try to respond quickly and often with agile solutions in order to boost student happiness and retention. However, it's feasible that some students may take advantage of such a Twitter interface and demand services that are above their means (Manjoo, 2009). "Think before you tweet," is a final word of advice. The majority of tweets now end up on the Internet, where they can be Googled indefinitely! Galagan (Galagan, 2009). In late 2009, Twitter expanded its editing capabilities for existing tweets.

Virtual Worlds: Second Life

Second Life is the educational virtual environment of choice (Warburton, 2009). It creates an immersive experience in its virtual realm by providing visual, auditory, and tactile realism, as well as a strong sensation of cohabitation when other avatars (characters chosen by Second Life members to represent them) are present (Warburton, 2009). It's a three-dimensional simulated world where students can engage with one another, the instructor, and various audio and visual items (O'Hara, 2009).

It also correlates with millennial students' learning preferences (Jarmon et al., 2008), who desire to be involved with non-channelized, interactive, collaborative, multinational, unpredictable, thrilling, and novel multimedia.

Multi-user virtual worlds both replicate and transcend well beyond actual classrooms in some ways (Haycock and Kemp, 2008). Students create avatars in Second Life that may or may not resemble their real-life appearances.

Indeed, during a meeting in Second Life, an avatar's face can transform from that of a man to that of a woman, a Jedi knight to an octopus, and finally to that of a meteor. Learners in

Second Life can collaborate in groups to share documents, PowerPoints, movies, and comments in both natural voice and text media.

Learners can visit existing businesses and organisations in Second Life, interview their owners, employees, and customers, assess their business and revenue models, learn about different marketing strategies, consider a virtual business's facility development plans, develop human resource management plans, and so on.

Students may be assigned to work in groups to establish enterprises in a virtual world. A new textbook, Management through Collaboration: Teaming in a Networked World (Wankel and Global Team, 2011), will include a slew of exercises and projects that will allow students from all over the world to participate in Second Life. Instructors can determine the length and depth of Second Life projects, just like they can with any other assignment.

Games, Role-Plays, Simulations, and Virtual Internships

For many years, real-life role playing or other simulations have been used in university and industry training and sensitization for a variety of job categories and functions, including businesspeople, transportation operators such as pilots, medical personnel, lawyers, teachers, nuclear power plant operators, dangerous material processors, and soldiers. Multiuser virtual environments, such as Second Life, are particularly well-suited media for the creation and implementation of entertaining role-playing situations for educational purposes. Role-playing and improvisation are examples of performative action-based activities that are developed through a series of steps or scaffolding. Using social media to teach management 257 Charles Wankel Journal activities promote

experiential learning in organisations (Jarmon et al., 2009).

Teachers can use Second Life to build games and activities that interest pupils in studying material. Learners could, for example, take true or false quizzes in which a true response would be signalled by leaping into the air and a false response by spinning around (Oishi, 2007).

Virtual workplaces can be built where students can learn about a range of processes and do some of them in conjunction with others. Perhaps an outline of the activities of an expensive resort hotel could be offered to them. Alternatively, they may be shown the numerous tasks that go into running a seafood restaurant in Manhattan. Because the time, cost, and other logistics of travel are reduced, learners may be able to participate in far more virtual internships than would be possible in real-life internships. Library Science students at San Jose State University's School of Library and Information Science are given opportunities to increase their competency and comfort interacting with library patrons through Second Life (Haycock and Kemp, 2008).

In virtual worlds, IBM offers new employee orientations and mentoring. IBM's new virtual world employee orientation and mentorship programme is based on a robust Second Life application (Frauenheim, 2006).

Similarly, many portions of university student affairs offices' new student orientations might be held in virtual reality settings. For example, parents of international students who are unable to accompany their children to on-campus orientation activities may be able to attend informal meetings and receptions with other parents, as well as sit in various replicas of campus venues to hear presentations on financial aid, housing and residence life,

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student club opportunities, the structure of the curriculum and its logic, and various welcomes from deans and other administrators.

Many types of people must be trained in the second decade of the twenty-first century to have the best emergency responses. For example, instances involving violent perpetrators from the student body, such as the Virginia Tech tragedy, or terrorists, such as the Russian school incident, have occurred at all levels of education. Catastrophic fires have occurred at some colleges, including Seton Hall University. Gunmen, explosions, and other emergencies can be simulated in Second Life, which would be impossible and perhaps inadvisable to do in a real-world setting. So, students and instructors might be given material on emergency procedures, and then they might go into a Second Life simulation of one to observe how these processes work.

CONCLUSION

Digital natives (Palfrey and Gasser, 2008; Tapscott, 2009) are students entering management education who have substantial familiarity with social and other new media. This capability is increasingly being used by businesses and other groups. This article has presented an overview of the usage of social media for collaborative projects in management education, including Facebook, blogs, YouTube, Twitter, MySpace, and Second Life.

Web 2.0 is now known for its mobile and virtual world collaboration platforms. Social media is still evolving. Web 3.0 will emerge during the next decade. Students who use social media will: (1) interact ubiquitously, in the sense that they will be able to collaborate on projects using their mobile devices wherever they are; (2) regularly use heterogeneous smart (artificial intelligence) interfaces with a variety of people, often through automatic translation interfaces; and (3) engage in massive groups, with class assignments frequently requiring the collaboration of hundreds of other students in disparate settings. The gap between physical and virtual reality will be bridged by new platforms (Quitney and Rainie, 2008). The internet will be dramatically transformed. Using social media to teach management Charles Wankel is a 260-person organisation.
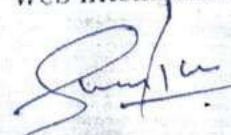
This author is currently crowdsourcing a management textbook with around 1000 management professors in 90 countries (Wankel and global team, 2011). Over the next decade, distributed problem solving and coproduction will become increasingly significant in a wide range of enterprises. It's likely that crowdsourcing will be employed in management education to provide students hands-on experience working on collaborative projects with peers from all around the world. Online 3.0 will assist management students in determining which of their classmates have the background and know-how to best cooperate with them on a project, reflecting the rise of smarter web agents who will provide recommendations based on the context of the responses they provide over the next ten years. For example, if a student is researching a business plan for starting a surfboard rental business in a Chinese resort, Web 3.0 applications may suggest specific relevant firms that could be suppliers or competitors in the region that the student is focusing on in his or her report (Ohler, 2008). Indeed, the social media platforms outlined in this article will likely play a key part in the worldwide future of management education.

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CONTENTS

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"MEME MANIA: MAXIMIZING ENGAGEMENT WITH VIRAL MEMES IN MARKETING"

Dr. Shaheen Bano Assistant Professor, Tecnia Institute of Advance Studies
Dr.Yash Vats, Assistant Professor, SGT University, Gurugram
Ms.Sonia Batra, Assistant Professor, Tecnia Institute of Advance Studies
Mr. Ketan Kumar Kataria, Assistant Professor, Tecnia Institute of Advance Studies

ABSTRACT

In recent years, memes have emerged as a powerful tool for advertising to connect with their target audience and drive engagement in the digital landscape. Memes, humorous or relatable images, videos, or phrases that spread rapidly online, have gained immense popularity on social media platforms and have become an integral part of Internet culture.

This research explores the phenomenon of "meme mania" in marketing, specifically focusing on how marketers can effectively utilize viral memes to maximize engagement. The research will use secondary data, including scholarly articles, industry reports, case studies, and relevant literature, to justify the facts and draw appropriate conclusions.

The research will delve into how marketers can leverage memes as a marketing tool, including incorporating memes into social media campaigns, creating original memes, and tapping into trending memes to align with brand messaging. The research will also examine the potential benefits of meme marketing, such as increased brand awareness, enhanced brand personality, and improved customer engagement.

Furthermore, the research will analyse the challenges and ethical considerations associated with meme marketing, including potential backlash, cultural sensitivity, and legal concerns. The study will also explore best practices for marketers to avoid pitfalls and effectively navigate the ever-evolving landscape of meme marketing.

Based on the secondary data analysis, this research will provide insights and recommendations for marketers on effectively maximizing engagement with viral memes in their marketing strategies. The work will contribute to the growing body of literature on meme marketing and provide practical implications for marketers seeking to harness the power of memes to connect with their target audience and drive engagement in the digital era. This paper is purely a review work and has some limitations too.

#MEME #MARKETING #ADVERTISING #CULTURE #GROWTH

INTRODUCTION:

In the era of social media and digital marketing, memes have emerged as a cultural phenomenon that has captured the attention of millions of people around the world. Memes, humorous or relatable images, videos, or phrases that spread rapidly on the internet, have become an integral part of online culture, shaping conversations, trends, and behaviours. Marketers have quickly realized the potential of memes as a powerful tool to connect with their target audience, increase brand visibility, and drive engagement.

Using memes in marketing, commonly known as "meme marketing" or "memetic marketing," has gained significant attention recently as brands seek innovative ways to connect with consumers in a cluttered digital landscape. Memes offer a unique and engaging way to communicate with audiences, leveraging humour, wit, and relatability to capture attention and spark conversations. From social media campaigns to brand collaborations and viral challenges, memes have become a go-to strategy for marketers to create buzz, generate brand awareness, and foster engagement.

Richard Dawkins first introduced the concept of memes in his influential book "The Selfish Gene," published in 1976 [1]. Dawkins defined memes as "ideas, behaviors, or styles that spread from person

to person within a culture" [1]. The term "meme" was derived from the Greek word "mimeme," meaning "that which is imitated" [1].

Memes in the context of the internet refer to humorous or relatable images, videos, or phrases that are created, shared, and spread rapidly across online platforms [2]. They often incorporate humor, wit, or cultural references and are typically used to convey a particular message or express emotions in a concise and relatable way [2]. Memes can take various forms, such as image macros, GIFs, videos, hashtags, and catchphrases [2].

One of the critical characteristics of memes is their virality, as they can quickly gain popularity and be widely shared and replicated by users [2]. They can also evolve and adapt over time, with users remixing, modifying, and repurposing memes to create new variations and iterations [2]. Memes tend to have a short lifespan, as they can quickly fade in popularity or be replaced by more unique memes, reflecting the fast-paced and dynamic nature of internet culture [2].

Memes have become integral to online communication and play a significant role in shaping Internet culture and trends. They are used for various purposes, including humor, satire, commentary, political discourse, social activism, and marketing [2]. Memes can evoke emotions, foster community, and facilitate shared understanding among internet users [2]. They also offer a unique and engaging way for brands and

marketers to connect with their target audience and create buzz around their products, services, or brand messages [2].

In summary, memes originated by Richard Dawkins in his book "The Selfish Gene" and refer to humorous or relatable images, videos, or phrases that spread rapidly on the internet. They are characterized by their virality, adaptability, and short lifespan and play a significant role in internet culture and communication, including marketing.

"Swaying Emotions: How Memes Trigger Emotional Responses in Online Audiences"

Memes, as a form of online content, can trigger emotions in their viewers through various means. According to research by Shifman (2013), memes often rely on humor, relatability, emotional appeal, satire, and shock value to evoke emotions in viewers. For instance, humorous memes can generate positive emotions and create a sense of enjoyment or amusement (Shifman, 2013). Relatable memes can trigger emotions such as empathy or nostalgia as they express common thoughts, feelings, or everyday situations (Milner, 2016). Memes that convey heartwarming moments or poignant messages can also evoke emotions such as happiness or sadness (Vosoughi et al., 2018). On the other hand, Satirical memes can mock or critique societal norms or current events, triggering emotions such as amusement or indignation (Shifman, 2013). Additionally, memes that employ shock value through controversial or provocative content can evoke strong emotional reactions in viewers (Vosoughi et al., 2018).

In conclusion, memes can trigger emotions in viewers through various means, including humor, relatability, emotional appeal, satire, and shock value. These emotional triggers can contribute to the viral nature of memes and their effectiveness in engaging audiences in marketing and online communication.
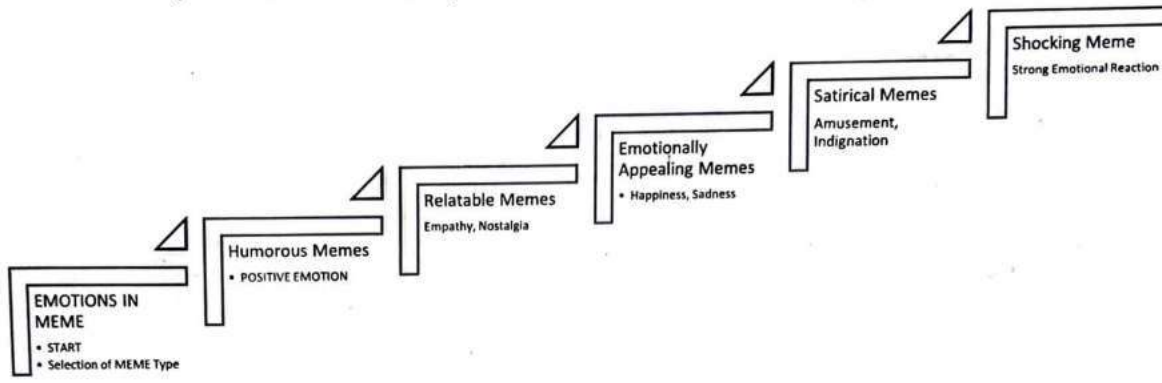
The Concept :

- Humorous Memes: Memes often rely on humor to generate positive emotions and create a sense of enjoyment or amusement. (Shifman, 2013)[3].
- Relatable Memes: Memes that express common thoughts, feelings, or everyday situations can trigger emotions such as empathy or nostalgia in viewers. (Milner, 2016)[4].
- Emotionally Appealing Memes: Memes that convey heart warming moments or poignant messages can evoke emotions such as happiness or sadness in viewers. (Vosoughi et al., 2018)[5].
- Satirical Memes: Satirical memes can mock or critique societal norms or current events, triggering emotions such as amusement or indignation. (Shifman, 2013)[3].
- Shocking Memes: Memes that employ shock value through controversial or provocative content can evoke strong emotional reactions in viewers. (Vosoughi et al., 2018)[5].

"Memetic Marketing in India: Leveraging Humour and Virality through Memes in Advertising Campaigns - Evidence and Case Studies"

Memes have become a popular tool for marketers and advertisers to connect with audiences and promote their products or services. They are used in various ways to leverage their humorous, relatable, and engaging nature. Here is how memes are used in marketing and advertising, with citations and examples from India:

Social Media Campaigns: Memes are often incorporated into social media campaigns to capture the target audience's attention. Brands use memes to create relatable and humorous content that resonates with their target audience, increasing engagement and brand awareness [6](Shifman, 2013).
During the 2020 Indian Premier League (IPL) season, the official Twitter handle of Swiggy, a popular food delivery platform in India, used memes featuring famous cricketers and food-related jokes to engage with their audience promote their delivery services.
Influencer Marketing: Influencers, who have a large following on social media, often incorporate memes into their content to connect with their audience and make their sponsored posts more relatable and engaging. This helps brands to reach a wider audience and generate buzz around their products or services (Sen, 2020)[7].

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ROLE OF NEW MEDIA TECHNOLOGY IN OUTREACH LEARNING

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ROLE OF NEW MEDIA TECHNOLOGY IN OUTREACH LEARNING

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Abstract: New media is assuredly manifested to be the remarkable technological innovation drawing an era of e-creation. It is developing a crucial ripple as vital information provider and interactive in nature which indeed creating a change in communication perspective. Demolishing the geographical boundaries, the new media is connecting the people all over the globe and mushrooming in the way of virtual world. Online media is attracting and allowing the pupils to explore new venture and to get exposure in their respective fields. The research paper emphasizes on the study of New media technological use in outreach learning and its approach towards the education sector recasting the knowledge economy. The outreach learning basically means that try to find people who need help in learning or in education rather than waiting for them to come and ask for help.

New media work as an agent of change it is the most preferred tool for greater specialization in module through experiential learning. Online media a forum for live interaction, helps to know new trends, and to get acquainted with the skills for the professional growth. It reformulated the existing education pattern in perspective of the industrial skill demand. New media is emerging globally with its new and creative features which helps the youth to learn effectively. New media tools provide the rapid dissemination and inflation of content and the efficacy to lead informal conversations.It is also an influential tool in terms of professional communication.

Keywords: New media, online media, interactive, communication, experiential learning, skills.

Introduction:

Before the advent of digital era, the traditional media was the most preferred media of that time, it includes Newspaper, Radio, Magazines, Folk media etc. Now the online media has taken its place and technological revolution changes the way of getting the information. The New media encroached the people's lives and it brings us together to the greater extent. Marshal Macluhan's Global Village concept is suitable in the era of technological innovation. It totally enhanced the way of grasping the information and updates. New media could be viewed as a means of enhancing the quality to the education sector to enable the access of content from anywhere at a real time. The technological advancement expanded the span of education in the latter part of 20th century i.e. the evolution of new media. It has widened the boundaries of education sector beyond four walled classroom with its exclusive characteristics.

New media digitized the whole world and made it accessible. Now the people become tech- savy. It brings the positive change in society by giving the opportunity to the people to show the creativity and their skills. New media breaks the boundaries of traditional media. In earlier times only the one way of communication mode is available for the users I.e. the traditional media which confines them only to view not to interact. New media offers the opportunity to its users to interact with others and to share their opinion. It works on the two way communication mode which gives the participation opportunity. New Media has reconstructed the education sector through content sharing and continuous upgradation in the learning process. Blogs, wikis, and other social networking sites supplementing the classroom teaching as well as the books. During COVID-19 new media proved that it has become an additional need not only to the corporate sector but also for the education sector. It extended its support to the students to clarify the concepts and to attend the online classes. It played an important role in our life during the pandemic.

New media has made the education more competitive responding to the globalization. It has interwoven the fabric of academics by allowing students to construct their own intellect through

online medium. The new media widen the cognition sphere of students by facilitating interactions, exchange of ideas, perceptions, and community learning. The digital facilities have designed a new learning pattern termed as outreach learning which furnish pupils with industrial content and skills that is more pertinent for employability. Outreach learning takes place beyond the four walled classroom which facilitate students experiential learning for better conception of the theoretical aspects. The new media technology through its initiative in the education sector has flourished education with the multidimensional learning approach and strengthening the outreach learning by giving growth to innovation and competitive students.

New media tools not only to interact and to get update but it helps the youth to update their academic profile through various platforms like Academia, Research gate, Google Scholar. The new media technology help us to showcase our talent, our contribution in research and to make our space in the contemporary and challenging world. The research paper has studied the essentiality of the new media technology in education. The role of new media in learning process, its benefits and risk is studied by adopting survey method among college students in Jaipur. The paper also studies the aspect of outreach learning through the use of new media among college students.

Literature Review:
Dr A.W. Bates (1999) has studied the new media technologies and says that " New technologies are fundamentally changing the nature of knowledge. Based on the representing knowledge in various ways through technology, it will change the nature of understanding which would be different. New media provide us a wider spectrum of ideas related to current issues, industry and academics which contribute in developing and enhancing the skills in students.

Dominick 2009 states that "The speed of technological developments during the digital age is so exponentially faster compared to the development before the digital age." At the time of digital age the new media is gaining eminence, there are many organizations which is running for different purposes using the new media tools in corporate marketing and sales promotions and they hope to be recognized by utilizing the new media technology effectively. "It is much more to do with what people are doing with the technology than the technology itself, for rather than merely retrieving information, users are now creating and consuming it and hence adding value to the websites that permit them to do so." (Campbell et al. 2011, 87).

Education without borders (2013) emphasizes that "New media technologies and ideas have considerable potential to positively impact learning. They are demonstrating their teaching and learning potential rather than just the tools for information exchange, social networking and good old fashion fun." Sinclaire and Vogus (2011,294) cite O'Relly's (2005) definition: "social media is a broad term that describes software tools that create user generated content that can be shared." According to the Economic intelligence unit- 2008 " The New media provide us the vivid information in every aspects such as career growth, academics, industrial development, upgrading the knowledge and inculcating skills in youth. These sweeping technological changes will effectively change the skill sets of workforce."

" The phrase social networking sites' is often used interchangeably with social media. However, social media is different because it allows participants to unite by generating personal information profiles and inviting friends and colleagues to have access to those profiles." (Kaplan and Haenlein 2010, 63).

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Objectives of the study:
1. To understand the impact of new media for outreach learning among collegestudents.
2. To study the new media tools used for effective learning process.
3. To analyze the advantages and challenges of new media among college students.

Research Question:
Q1- How much helpful is new media in outreach learning?Q2- How we can utilize the new media

tools effectively?

Q3- Till what extent the new media tools are helpful in academics?

Research Methodology:

To assess the relevance and usage of New media tools for outreach learning among college students in Jaipur the quantitative approach of research is adopted. The research was conducted among 250 respondents for that random sampling was used. A questionnaire was designed with close ended questions for the purpose of data collection. Percentage analysis is adopted for the data collected. The research mainly focuses the youth who is utilizing the outreach learning. The main focus of this research is to find out the person who wants help or advice in their learning.

The Quantitative approach of collecting the data with the close ended questionnaire by using the Nominal scale method is an effective way to get the ideas of college students between the age group 17 to 24 years. It helps to know the most preferred New media tool and technology they are using for outreach learning. In this study the main focus is on specific age group to collect data from college students of Jaipur.

Reshaping education through New Media:

Education is a lifetime investment which includes learning at various levels from school to university. It empower mankind to grow with ample knowledge, rational thinking and the surrounding favourable maturation. Education sector effectively shapes the life of a person to inculcate confidence in them to reach a set mark in the competitive world. Being an crucial part of one's life it outline and redesign the changing demands of the society. Education is considered as crucial for the growth of the individual and the socio-economic development of Nation. Unquestionably it is a tool for transformation process of a country and a journey for pupils to carve a niche for themselves in the challenging world.

In the technological era, the education through new media is a crucial factor. It is constantly restructured and redesigned. Technology has vast expanded dimensions. In medieval times, only elite were having the access to educational opportunities. The limitness of traditional media have been breached by the new technologies. The new media gives the opportunities to its readers and viewers to interact and actively participate in the multi-dimensional approach. The digital media gives the public sphere of various sorts of information and platforms. It has redesigned the educationalsystem by updating and upgrading the information continuously.

Now in the digital era the teaching is not limited to four walled classroom but it supplied with the digital information like blogs, wikis, social networking sites. New media had excelled from just being the medium of entertainment to the sector of education. The youth generation not just use new media for social networking with friends and gaming but have chugged a peer learning, people cooperation and knowledge driven behavior.

New media tools for learning:

Social networking sites: It is an online platform where a user can develop their profile and builds the personal network to connect socially with others. The social networking phenomenon has spread all over the world. The user create formal interaction, communicate and share knowledge with the people they know. It provides a vide variety of social platforms like Facebook, Linked In, Instagram, Twitter, Blogs which allows individual to communicate by using different formats like text, video, audio, pictures etc.

Wikis: It is a platform which ensures the better communication and interaction between the people. Wikis is a collection of web pages which is designed to access and accommodate a vast accessibility of content facts and figures.

Blogs: It is a social platform by which an individual interact and communicate with others by writing a news story, article, comments and providing their views on any current issue. Blogs can be

created by the individual, group of person and the corporate body as they can maintain and update the content, ideas ,facts and figures.

Google: it is the largest search engine which clarifies various queries of the people by its advance services. It help us to find the other items on the web by using the keywords searches.

Youtube: It is an online video sharing site by which anyone can upload their video by creating their channel on Youtube. The videos on the Youtube can be watched freely and viewers can leave comments and likes on the videos.

Effectiveness of Outreach Learning:

The technological world is changing with some advancement in education sector. Now it is not confined to the four walls learning with static syllabus. In today's time the concept of outreach learning has been changed with new traits in digital media technology. The outreach learning provides the multidimensional approach in education. It is defined as the changes in the learning process which is beyond the routine classroom discussion and laboratory activities. The outreach learning provides the interactive activities to the students for their creative work. It enables the students to build confidence in them and diverse their opinion with wide variety of knowledge and ideas to incorporate in different fields of study. The outreach learning boost our scientific temper and creative thoughts. It evolves pupils to grasp the knowledge of competitive world and derive some skills in them by increasing their effort through experiential learning. The new media technology provides the new dimension to the education sector by enriching students to learn the innovative methods and to excel in the competitive world.

Need of study:

The new media technology has observed the changes in the aspects of human life. It has guided the knowledge economy. The new media interwoven itself into fabric of knowledge. The education is refurbishing itself as pupils are enthusiastically using the new media technology for the knowledge purpose. The changes can be seen in conventional idea of education as students access new media for creative work, better understanding, industrial knowledge, extra information, quick updates, and experiential learning. The new media is causing an innovative changes in higher education by allowing students to get specialized curriculum.

The students in higher education frequently uses the new media tools for various academic purposes. They are tangled with vivid information, interaction, sharing knowledge, understanding, obtaining skills, making assignments, taking notes and industrial knowledge. The pupils use new media for getting updates as new media provides the new approaches from the conventional idea. In the traditional approach the students visit the libraries and refer the books to enrich themselves. Through the new media technologies they like to read e-books or the content which is available online. In the era of E- Generation they prefer to go online as it is easily accessible from anywhere at anytime. The online platforms provide the the option of clarifying their doubts instantly and to get the interactive live classes.

The new media technology is encouraging an outreach learning concept and producing a confident student with the skills and better future manpower.

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Findings:

New Media Tools For learning

15%

53%

32%

■ Great Extent ■ Some Extent ■ Not at all
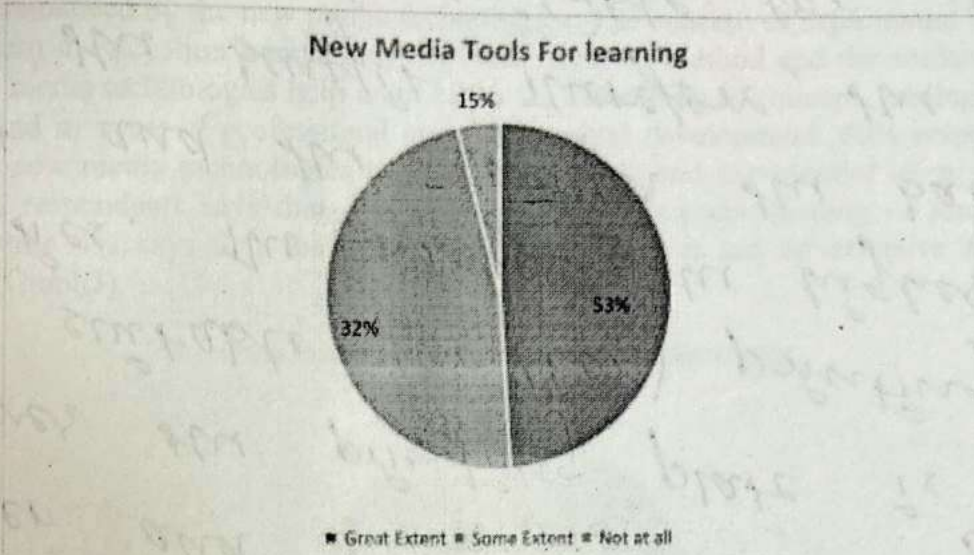
Graph 1: New media Tools for Learning Purpose

New media technology has set a new traits to the education sector as it changed the education from four walled classroom to the outreach learning. The research conducted by collecting the primary data substantiated this with majority of students, 53% (graph 1) use new media for getting knowledge. 15% respondents do not use new media tools for learning while 32% respondents are neutral. The new media has changed the learning pattern. Earlier students visit to library to read the books now the scenario has changed and people find the online tools more convenient to use for study at anytime and to enhance their academic performance in a creative way.

Graph 2: New media facilitate auxiliary information on academics

New media helps to get study material online and the discussion forums on academic topics are lacing in additional information to the pre-designed syllabus. The online medium provides the extensive academic notes which helps to dilute the classroom notes making habits among the students. 74% (Graph 2) of the students to a great and 20% to some extent laid on to the online resources for their academic excellence while 6% respondents do not find that new media facilitate the auxiliary academic information.

New media facilitate auxiliary information on academics

6%

20%

74%

■ Great Extent ■ Some Extent ■ Not at all
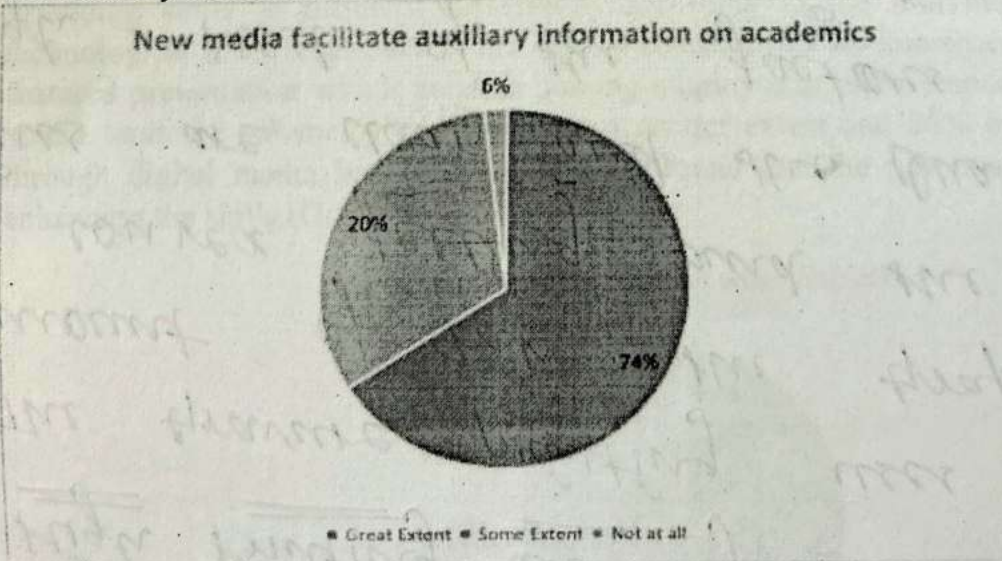
Graph 3 : Effect of New media tools for experiential learning

Wide variety of options in new media tools are providing a choice for students to select the information and modify that completely according to their understanding, area of interest, and rich content. The sample response clearly indicates that the most preferred option is wiki followed by the social networking sites and the blogs for additional information. The respondents opinion reflects that the new media is not only giving us the syllabus content but also providing us the practical

exposure through e- tutorials, presentation, interaction and so on inducing the experiential learning which is enhanced by the new media technologies. The concept of experiential learning unleashed a new pattern in education which uses the brain storming method and the student centric classroom. The new media technologies help us in better understanding of concept, leading to the development of mankind in terms of professional and fundamental development. 60% respondents was able to correlate new media technologies to outreach learning and experiential learning to a great extent, and 36% respondents says that it is providing a better understanding of fundamentals for some extent while 4% says that the new media technology is not an effective tool for experiential learning(Graph3).

New media tools for experiential learning

■ Great Extent ▣ Some Extent ▣ Not at all
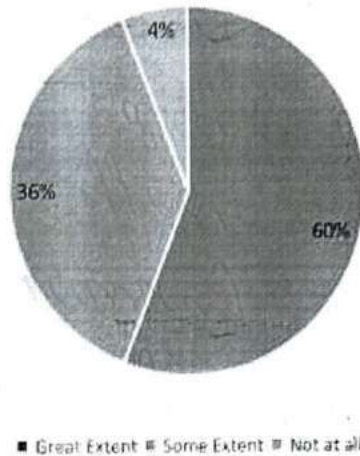
Graph 4: Usage of New media for enhancing skills (creative/technical/ employability)

For a future generation to be an asset for the country the skill are as important as a degree certification. Only limited number of our educated youth are readily employable and the others are having some sort of skill deprivation. These gaps are mostly found in the areas of skills like- soft skills, functional skills, and industrial skills. It is important for the students to acquire some sort of skills in respect of industrial demands along with education. The digital media enriched us by providing skills in different dimensions according to the individuals need. The new media technological tools contribute in the quality education by its immense content, creative video and featured presentation which helps in gaining employment. 58% respondents clarifies that the new media tools are enhancing their skills at a greater extent and 26% have developed certain skills through digital media but 16% respondents found that the new media usage is not helpful in enhancing the skills.(Graph4).

New media usage for enhancing skills

■ Great Extent ▣ Some Extent ▪ Not at all
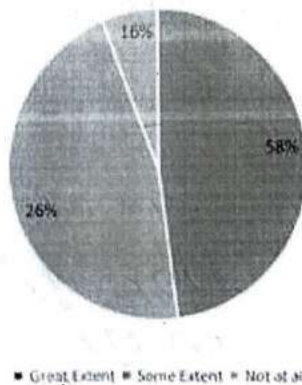
Graph 5: Benefits of New Media Tools

This digital platform provide the opportunity to the youth to access the information online ,and get the quick updates which is beyond the classroom activity. With the help of academic social sites the students get the specialized knowledge in their field of interest. It is the platform to exhibit their work and share their views and opinions. The experiential learning motivates the students to improve their personality.

For 24% of respondents new media is forum to exchange the ideas and views while 22% strongly admitted that new media is a platform to get updates of National and International affairs. 20% stated that by the extensive reach and coverage of new media they are excelling in their academics.These social networking sites indeed helped the students to improve their confidence level through constant interaction and discussion stated by 18% respondents. 12% developed their creative and analytical mind with debates and discussion online (Graph 5).

New media technological benefits

- Exchange of Ideas
- Improving Communication
- Critical thinking
- Understanding National & International issues
- Expertise in Subjects
- Others
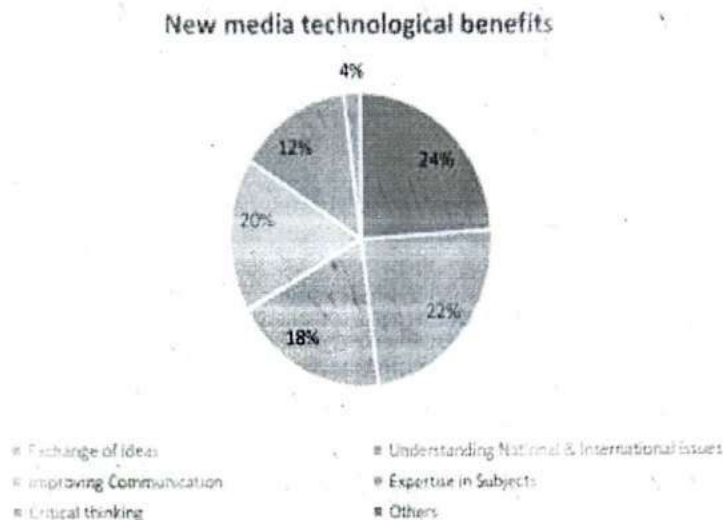
Graph 6: Introducing New media Technologies in colleges/universities

New media has changed the dynamics of learning. It has created motivation among the young generation to indulge in new traits of communication and self expression. With the advancement of mobile technology the new journalism has evolved .with new tools and techniques without the time frame. The large number of colleges are in thought process to use the new media techniques in academics for easy understanding and effective learning of students. 94% students insist that the new media tools should be introduced in colleges for wider spectrum of ideas and to clarify the concepts easily while a small section of 8% respondents strongly disagreed with the use of new media techniques in colleges.

New media tools in Colleges/ Universities

- Yes
- No
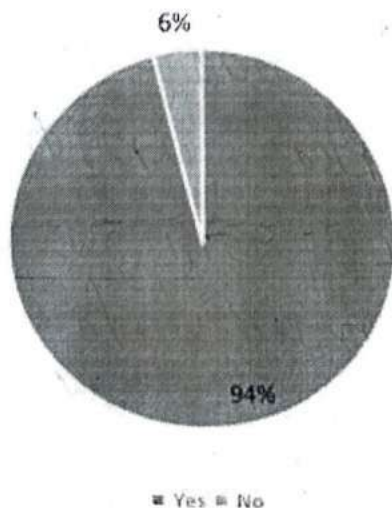
Graph 7: Impact of New media on education sector

The new media's applauding role in the colleges as it gives the new opportunities to the students as well as it enters with some challenges. 52% respondents believe that people want the easily accessible facts and figures. Some people blindly trust the content which is available on digital platforms and indulge in plagiarism as stated by 29% respondents. They agree that it's wide approach is changing the classroom learning and campus through its dimension of learning (Graph 7).

Impact of New media on Education sector

7%

12%

52%

29%

■ Ready access to facts ■ Plagiarism ■ Fragment sense of campus ■ Others
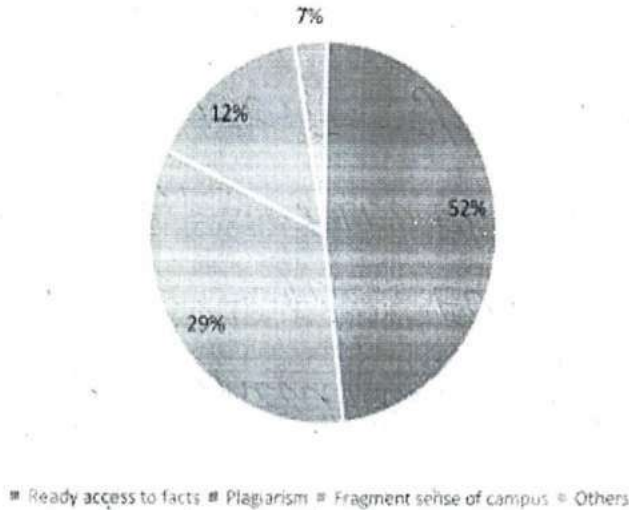
Graph 8: New media Technology in education

The digital media and online learning is growing among students as the contents are available online that they can utilize according to their learning capabilities. Overall study indicates that the new media creates the dependency among students to prospective learning. 32% of the respondents asserts that the new media provides them the customized content for the outreach learning. This indeed has motivated the effective understanding of the concepts. According to 18% respondents the new media has given them the opportunity of creatively analyse the question and developed the habit of interaction in the form of debate and discussion on the current issues. The digital media platforms has created the culture of sociability to interact with others or to create groups for sharing the ideas and views said by 14% respondents. New media being a tool for networking, creating groups, being socialize has brought in peer and community learning concepts according to 12% respondents. While other 14% feels that it is an alternative of classroom learning which has predefined goals and targets. By providing an exposure to creative learning methods, and rich content new media has attracted the students undoubtedly. 10% respondents says that new media has crafted the communicative skills in them and made them to get employment. By providing an exposure to industrial skills new media sets to better workforce (graph 8).

Opinion about New media tools in education

10%

32%

12%

14%

18%

14%

● Easily customized   ● Forum for interactions   ● Shared among friends
● Supplement for classroom ● Community learning   ● Employability skills

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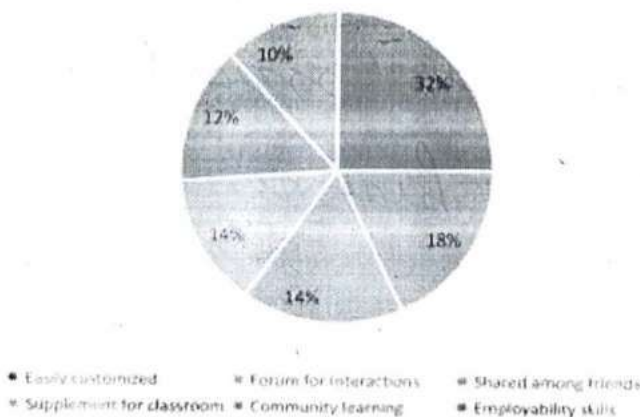
Implications:

Research study clearly indicates that new media tools has created significant importance in outreach learning. It has developed the dynamic learning pattern which is beyond the four walled classroom. New media has proved that it is not only for fun but it delivers the huge amount of knowledge. Now the students are familiar with the tools and techniques used in New media for creative and academic purpose. College students use New media not only for academic purpose but to socialize themselves and to be heard by others. The New Media is helping the young generation to widening their horizon of knowledge through experiential learning. New media is the sort medium to acquire the required skill for professional growth and development.

Digital media as an agent of immense change, the new technologies is allowing for greater specialization of the curriculum. It is enriching the education sector with significant information on varied aspects. New media techniques are contributing interest driven communities and peer learning. The digital media tools has fascinated the young generation to great extent with its immediate and active approach. New media is booming with its positive nature but its negative approach is undeniable. The new media tools are accepted by the individuals due to its content, approach, presentation and easy accessibility. It is a tools to boost up the confidence and competitive strength of students.

Conclusion:

The era of new media is technology- driven. We have seen a transformation from the books, libraries, and teacher centric classroom to ICT enabled classes, presentation, e- books, computers, and the use of digital tools. Now the scenario has been changed completely. The focus has been shifted from four walled classroom to outreach learning and it widens the learning sphere of the students. The new media technology has broadened the the academic sphere from pre set syllabus and curriculum to the experiential learning, industrial skills and updated National and International affairs. It is leading its path to carve a niche for pupils to survive in competitive world. New media tools has provided the rich content, new ventures of learning, social participation and medium of interaction.

After the commencement of New media technologies the education is not limited to four walled classroom, now the students are exploring the industrial skills and outreach learning. It is allowing the students to get exposure and practical experience on the topic of their interest. The New media technologies are interwoven into academics. It gives multidimensional approach to learning and education sector. New media technologies changing the pattern of syllabus by making it more skilled and practical oriented outreach learning and participating in the formation of standard leaders. As in the research study we can see that most of the respondents feel benefited by the new media technology in the learning environment.

New media tools found to be very effective in colleges or in university as most of the youth is acquainted and familiar with new technologies which is emerging online medium and they are adopting the new features of it. The new media technology made their life and academics very easy in their learning process. The vast content is available online but they need to check their credibility before utilising that contentfor their learning purpose.

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Visual
Communication
The Power of the Lens

Dr. Shivendu Kumar Rai
Mr. Karan Singh

Book by Dr. Shivendu Kr. Rai

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Visual Communication

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Visual Communication
The Power of the Lens

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Vipul

Divyangs and Digital World

Dr. VIPUL PARTAP is media as well as Academic professional with PhD, M. Phil in Journalism and Mass Communication. Dedicated, Innovative teaching with 18+ years of teaching &Industry experience& have served in various capacities in prestigious organizations like DRS Group (Agarwal Packers and Movers), Sudarshan TV etc. Currently he is working with Tecnia Institute of Advanced Studies, Rohini, Delhi (Affiliated to GGSIP University, Delhi) in the Department of Journalism and Mass Communication as an Associate Professor. For sharpening knowledge level, he had an exposure to Refresher Programs, seminars, conferences and workshops, MOOCs Courses, FDP (at International and National level) & Publication of research papers in many National & International Journals.

RAHUL MITTAL at present working as Chief Editor and Designing Head in Ishaan Arts and Production, Delhi. He has also worked as PR Head at Utthan Foundation, Delhi. He has worked as Asso. Prof. in the Department of JMC at TIAS (Tecnia), Rohini, for 15 years; TIPS, Dwarka for 6 months, affiliated to GGSIP University, Delhi and as Lecturer at HIMC (Hint), Ghaziabad. He was selected as **Innovation Ambassador** by **Govt. of India.** He has 20+ years experience as a practicing Journalist, Teacher, Electronic Media Expert, Direction of short films (directed 400+ films) on the broad range of topics from the current scenario. He has also reviewed and published international papers at academia.edu. He has 20+ years of hard core Journalism experience in the field of Print and Electronic Media (Hindi and English Newspaper, Reporting, camera and editing of TV News, New Media, PR). He is the editor of 15+ books and proceedings. He has successfully organized Conferences, Seminars, Sports Meet, Cultural and Academic events. He has good experience in layout and designing for print.

Karan Singh at present working at K.R. Managalam University, Gurugram (Haryana). He is MAJMC with UGC-Net (2012), B.Ed. in Hindi & Social Science from MDU, Rohtak. He is pursuing his PhD from Jagaran Lakecity University, Bhopal. Mr. Karan has written and presented 5 Research Papers in National and International Conferences published 3 papers in UGC recognised journals, 3 Book chapters in ISBN indexed books and has contributed as Co-Editor in ISBN book. He has participated in 10 FDPs. He has an experience of 5 years as an academician and he has worked as the Research Associate for Samvad Media Pvt. Ltd. for 4 Years. He has also contributed as Examination controller, Training and Placement Coordinator, Sub-Editor for Gyanarthi times Newspaper (GMC, Kashipur) and Youngster (TIAS, Delhi) and as the Resource person for Hindi Typing, MOJO & Visual Communication. He has organized Field trips, Short Film Making Competition, Walk-In-Interview series, 50 hours Film making challenge, Nukkad-Natak etc. He is proficient in working with MS Word and Excel and hindi typing.

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Unit II: [Global Communication Giants]

Media Imperialism & Localisation of Global Media

Media imperialism is a theory stating that smaller countries are losing their identity due to the force-feeding of media from larger nations..

I. POLITICAL
II.FREE FLOW INFORMATION
III.DEPENDENCY THEORY
IV.CULTURAL IMPERIALISM THEORY

2. INTERNATIONAL MULTIMEDIA GIANTS: NEWSCORP, DISNEY, AOLTIMEWARNER, VIACOM, STAR NETWORK

3. GLOBAL TELEVISION AND CULTURAL IMPERIALISM: CNN AND MTV

Global television, which includes satellite transmission of programs from one country to many other countries, is the most vibrant instrument of cultural imperialism.

Cable News Network (CNN) is an American news-based pay television channel owned by Warner Media News & Sports, a division of AT&T's Warne rMedia. CNN was founded in 1980 by American media proprietor Ted Turner as a 24-hour cable news channel.

MTV (originally an initialism of Music Television) is an American pay television channel owned by Viacom Media Networks (a division of Viacom) and headquartered in New York City.

4. INTERNATIONAL PRACTICES ON VISUAL COVERAGE & REGULATION IN MEDIA EXCHANGE

Thank You

UNIT - III

Indian Media

News Agencies: PTI, UNI, IANS, ANI, Hindustan Samachar

Indian Media consist of several different types of Indian communications media:

- **Television,**
- **Cinema,**
- **Newspapers,**
- **Magazines**
- **Internet-based Web sites Conglomerates**

1. Press Trust of India
2. United News of India (UNI)
3. Indo-Asian News Service (IANS)
4. Asian News International (ANI)
5. Hindustan Samachar:

2. GOVERNMENT & PRIVATE SECTOR MEDIA CONGLOMERATES

Media Conglomerates - Media conglomerates are the international media firms that operate businesses all over the world.

2. GOVERNMENT & PRIVATE SECTOR MEDIA CONGLOMERATES

a) Private Ownership: A privately owned company is a business company owned either by non-governmental organisations or by a small number of shareholders or company members which does not offer or trade its company stock to the general public on the stock market.

2. GOVERNMENT & PRIVATE SECTOR MEDIA CONGLOMERATES

b) Public Service: In the United Kingdom, the term "public service broadcasting" refers to broadcasting intended for public benefit rather than to serve purely commercial interests. An example of a Public Service media organization is the BBC.

2. GOVERNMENT & PRIVATE SECTOR MEDIA CONGLOMERATES

c) Multinational: A multinational corporation (MNC) has facilities and other assets in at least one country other than i Apple is a very good example of a Multinational.

2. GOVERNMENT & PRIVATE SECTOR MEDIA CONGLOMERATES

Media conglomerates are basically massive vertically integrated companies that control the entertainment industry. **The five major media conglomerates are News Corporation, Walt Disney Company, Comcast, Viacom and Time Warner.**
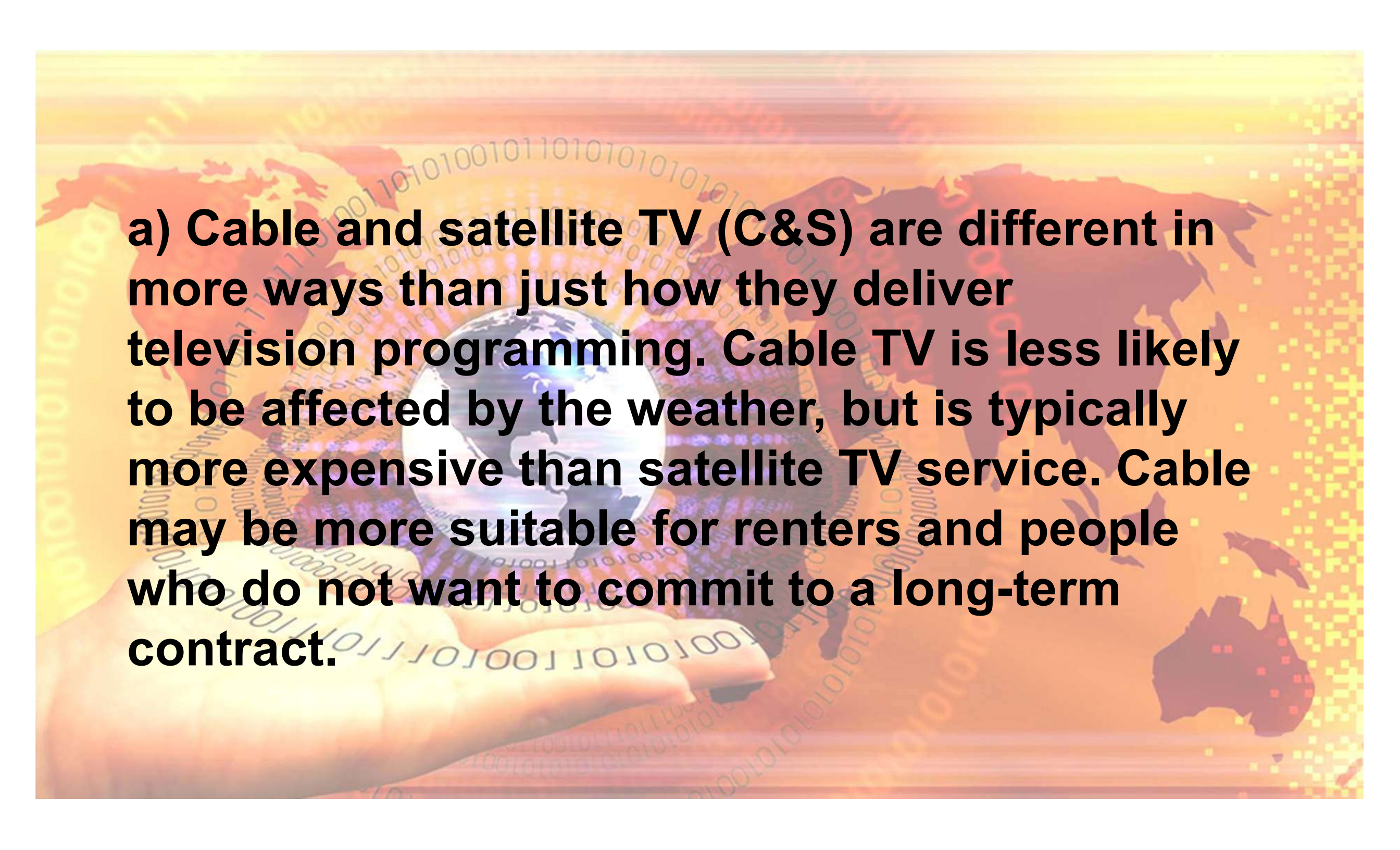
3. ENTERTAINMENT: LOCAL, GLOBAL AND HYBRID

Glocalization: A concept that indicates a dynamic relationship between what is the global and the local. This dynamic relationship between the global and the local will be analysed through the lens of hybridization, a concept that reiterates the fluid nature of the globalisation phenomenon by negating concepts of homogeneity and heterogeneity.

4. GLOBAL SATELLITE SYSTEM: CABLE & SATELLITE TV (C&S), DIRECT-TOHOME (DTH), INTERNET PROTOCOL TV (IPTV) CAS

Global Satellite System: It is a satellite system that is used to pinpoint the geographic location of a user's receiver anywhere in the world.

a) Cable and satellite TV (C&S) are different in more ways than just how they deliver television programming. Cable TV is less likely to be affected by the weather, but is typically more expensive than satellite TV service. Cable may be more suitable for renters and people who do not want to commit to a long-term contract.

GLOBAL CHALLENGES

The major challenges and concern include:

- Information Security : Theft & Misuses
- No Uniform Laws to Curb Crimes
- Digital divide: How to Bridge the gap
- Technological challenge

Thank You

Democratization of communication

Maximizing the value of information

THE INFORMATION REVOLUTION IS AFFECTING COMPETITION IN THREE VITAL WAYS.

1. It changes the industry structure and, in so doing, after the rules of competition

2. It creates competitive advantage by giving companies new ways to outperform their rivals.

3. It spawns whole new business, often from within a company's existing operations.

VERTICAL TO HORIZONTAL COMMUNICATION THROUGH INTERNET JOURNALISM

(a)

(b)

HORIZONTAL COMMUNICATION is the transmission of information between people, divisions, departments or units within the same level of organizational hierarchy. You can distinguish it from **VERTICAL COMMUNICATION**, which is the transmission of information between different levels of the organizational hierarchy.

HORIZONTAL COMMUNICATION VS VERTICAL COMMUNICATION

Points of differences	Horizontal communication	Vertical communication
Meaning	When information flows between persons holding the same position in the in the organization, it is called horizontal communication.	When communication occurs between superior and subordinates, it is called vertical communication.
Purpose	The purpose of horizontal communication is to coordinate the activities of various departments and divisions of the organization.	The purpose of vertical communication is to provide necessary orders, instructions, and directives to the subordinates in downward direction; and receiving suggestion, opinion and feedback from the subordinates in upward direction.
Information flow	In this communication, information flows between people holding same rank and status.	In this communication, information flows form superior to subordinates and vice-versa.
Degree of formality	Horizontal communication enjoys greater degree of informality.	Vertical communication is more formal than horizontal communication.
Method of communication	Horizontal communication is mostly done through oral media.	Vertical communication is mostly done through written media.
Possibility of distortion	Message of horizontal communication are usually free form distortion.	Message of vertical communication may suffer from distortion.
Length of communication line	Horizontal communication occurs in short line as it happens directly between sender and receiver.	Vertical communication passes through a long line of communication.

INTERNET JOURNALISM

It is a contemporary form of journalism where editorial content is distributed via the Internet as opposed to publishing via print or broadcast.

- Blogging
- Audio
- Video
- Social Networks
- Online Reporting tools

4. GLOBAL CHALLENGES IN THE NEW INFORMATION AGE

INFORMATION AGE: The Information age is believed to have started in the last decade of twentieth century. In 1990's the widespread use of computers and the exponential growth of Internet made information available anytime and anywhere in the world.

विद्यां ददाति विनयं विनयाद् याति पात्रताम् ।
पात्रत्वात् धनमाप्रोति धनात् धर्म ततः सुखम् ॥

Thank You

1. GLOBAL COMMUNICATION: NORTH-SOUTH DIVIDE

The north–south divide is a socio-economic and political division that exists between the wealthy developed countries, known as "the North" or "Global North," and the poorer developing countries /least developed countries, known as "the South" or "Global South."

2. DOMINATION OF TRANSNATIONAL NEWS AGENCIES: BBC, AP, AFP, REUTERS, ITTAR-TASS & UPI

1. IPS (Inter-Press Service)
2. **India Abroad News Service (IANS)**
3. **CANA (Carrabin News agencies)**
4. OPEC news agency
5. PANA (Pan-African News Agency
6. MENA (Middle East News Agency)
7. Pacific news Agency (PAC NEWS)

3. BARRIERS TO THE FLOW OF NEWS AND INFORMATION

1. Personal Perception
2. Semantic Barrier
3. Socio-Cultural Factor
4. Free Flow of Information
5. Lack of Resources

4. MACBRIDE COMMISSION: RECOMMENDATIONS FOR NWICO

MacBride Commission:
The MacBride Commission produced a report titled "Many Voices, One World", which outlined the main philosophical points of the New World Information Communication order.

ROLE OF UN & UNESCO IN BRIDGING THE GAP BETWEEN NORTH AND SOUTH

Thank You

SPORTS JOURNALISM AND WRITING WORKSHOP

HISTORY

- 1877- 1st ever Test match played at the MCG, Wimbledon started in London. 1896- First modern era Olympics in Athens.

- Major newspaper, though, started covering sports regularly only post the First World War.

- Cricket, being a game played by royals, attracted best of the writers (N Cardus).

- In India, newspapers began to publish a separate page dedicated to sports coverage from 1951 (the year Asian Games were held in Dehli).

HISTORY

- Recognition as a full-fledged sports beat following the transmission of 1982 Asian Games on colour TV and Indian cricket team's victory in Prudential World Cup in 1983

- In the early days, anyone found not suitable for news desk would be sent to cover sports.

- Now, a specialist's job

- Pioneers- KN Prabhu, NS Ramaswami, Rajan Bala, etc

CHANGING FACETS OF SPORTS JOURNALISM

- Sports journalism thrived in newspapers despite the arrival of television.

- The dawn of digital era, though, has brought a lot of changes in the existing template of sports journalism.

- The traditional form of sports journalism is having to reinvent itself to remain relevant.

MAJOR CHANGES

- **More Insights, Less Information-** More emphasis on mood stories, offbeat angles. Match report is no longer important.

- **Personal touch replacing objective interpretation-**Blogs, personal experiences, tour diaries.

MAJOR CHANGES

- Small and snappy is the order of the day.

- Adapt or perish is the message for practitioners.

FUTURE SCENARIO

- Sports journalists would be required to write stories, make videos and engage readers on social media platforms too.

- Sports reporting will become more personal (competition from sportspersons).

- Citizen journalism will call the shots.

RECENT TRENDS

- Tweet-based stories

- Stats-Based stories

TWEET-BASED STORIES

- https://www.hindustantimes.com/cricket/sachin-tendulkar-parties-with-yuvraj-singh-ajit-agarkar-ahead-of-new-year/story-1UlD2j0cLUYAYel2qTbmvN.html

- https://www.hindustantimes.com/cricket/sachin-tendulkar-praised-by-lata-mangeshkar-mithali-raj-for-right-to-play-call/story-Rbn1TsqfaufjVUIgvYXsZM.html

- https://www.hindustantimes.com/cricket/australian-cricket-team-star-david-warner-eyes-career-in-politics/story-ojR56IwcsJOaQuyMIQwWfN.html

STATS-BASE STORIES

- https://www.hindustantimes.com/cricket/ipl-2019-first-over-hitman-jason-behrendorff-eyes-world-cup-ticket/story-dorRkWaOmJD22qZxnu7saO.html

- https://www.outlookindia.com/sports/virat-kohli-s-captaincy-legacy-many-highs-and-not-so-many-lows-news-31682

WOEFUL STATE OF AUSSIE BOWLING

Since January 1, 2018, Australia's bowlers have conceded 34.84 runs for every wicket taken, which is better than only Afghanistan's 47.40

Ankit Kumar Singh
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MUMBAI: Australia's brittle batting, captain Tim Paine would have everyone believe, is responsible for the team's woes. Last week, at the Melbourne Cricket Ground, after suffering a 137-run loss to India and going down 1-2 in the four-Test series he stressed on the importance of bringing back stars Steve Smith and David Warner, currently suspended for doctoring the ball in early 2018.

But Australia has an equally big, if not bigger, problem with its bowling too. On Friday, as first Cheteshwar Pujara (193), and then Rishabh Pant (159*) and Ravindra Jadeja (81) ground its attack down, Australia's bowlers sent down 167.2 overs, the 11th time since January 2018 that they have sent down that many. India declared at 622/7 or the numbers under that column may have been more. There is a more worrying statistic, though.

WORST AVERAGE
Since January 1, 2018, the bowling average of Australian bowlers has been 34.84, better only than Afghanistan's 47.40. And that comparison may be unfair because Afghanistan played only one Test — its debut match against India in Bengaluru. Australia played 11.

Even Ireland (33.57) and Zimbabwe (32.06) recorded better bowling averages in this period.

India, on the cusp of a historic series win Down Under, has the second best bowling average (24.72), behind only South Africa (22.61), currently playing the second Test against Pakistan in Cape Town and are already 1-0 up in the three-Test series.

In the first Test in Adelaide, Australia had India reeling at 127 for six but the visitors were still allowed to post 250.

Bowling avg of teams in Tests
SINCE JAN 1, 2018 (FROM WORST TO BEST)

	Tests	Team bowling average
Afghanistan	1	47.4
Australia	11	34.84
Ireland	1	33.57
Zimbabwe	2	32.06
Sri Lanka	12	30.5
England	13	28.86
New Zealand	7	28.15
Bangladesh	8	27.37
West Indies	9	26.59
Pakistan	10	25.36
India	15	24.72
South Africa	11	22.61

Note: Stats updated till stumps on the second day of the Sydney Test

Aussies spend longest time on field

	Australia	New Zealand	England	India*	S Africa
Overs/innings	99.65	92.52	84.06	79.28	69.2
Innings	21	13	24	27	21
Overs	2,092.5	1,202.5	2,017.4	2,140.2	1,453.2
Runs	6,482	3,266	6,351	6,551	4,636
Wkts	186	116	220	265	205

*Indian bowling in Sydney 2019 not included

Starc, Hazlewood's dip in form
SINCE JAN 1, 2018

	Match	Bowling average
M Starc	10	36.15
J Hazlewood	9	34.64

Australia in this period- M- 11*, W- 3, L- 6, D-1. Starc took 32 wkts, Hazlewood 28

BETWEEN JAN 1, 2017, & DEC 31, 2017

		Bowling average
M Starc	6	26.34
J Hazlewood	10	25.41

Australia in this period- M- 11, W-6, L- 3, D-2. Starc took 26 wkts, Hazlewood 34

Starc: 5 PERVEZ QAISER & ESPNcricinfo

> We know we've come up short with the ball the last two Test matches. We've copped criticism for it and we know we have to get better. We need to be honest about it before we can get better

Starc's yearly average has dipped from 26.34 in 2017 to to 36.35 in 2018.
GETTY IMAGES

Why New Zealand, not India, is best Test playing nation in 2018

Ankit Kumar Singh
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MUMBAI: India's brilliant showing in the Test series in Australia may have received global attention, but across the Tasman Sea, self-effacing New Zealand cricketers notched up their own high as 2018 drew to a close.

In contrast to high-profile sides like England and South Africa, besides Virat Kohli's side that leads 2-1 chasing its first series win in Australia, New Zealand went about their business with minimum fuss.

Kane Williamson's side signed off the year with a 423-run drubbing of Sri Lanka in the second Test in Christchurch to clinch the two-match series 1-0 and take the third spot in ICC Test Rankings.

New Zealand began the year by taming England at home in a two-match series. England, who won more Tests than any other side in 2018 with a 4-1 victory against World No 1 India at home and a 3-0 sweep in Sri Lanka, suffered an innings and 49-run defeat in the first Test in Auckland. Though the Three Lions put the hosts under pressure in the second match in Christchurch, the Kiwis escaped with a draw courtesy an exemplary lower-order show.

New Zealand's best moment of the year, and one of the finest in their cricket history, came when they conquered the desert with a 2-1 victory in the UAE over Pakistan, who had been steamrolling non-Asian teams in their adopted home for years. After a nail-biting, four-run win in Abu Dhabi, New Zealand lost the Dubai Test before rallying to emerge triumphant in the third Test, also in Abu Dhabi, and clinch the series.

They continued their impressive run against Sri Lanka, taking their consecutive series wins to four—the best streak in their history. They beat West Indies late in 2017 to begin the run.

· New Zealand skipper Kane Williamson with the trophy after the series win over Pakistan in Abu Dhabi. GETTY

Best Win/Loss ratio in Tests in 2018

Team	Mts	Won	Lost	Drawn	W/LR
New Zealand	7	4	1	2	4
England	13	8	4	1	2
South Africa	14	6	4	0	1.5
India	14	7	7	0	1
Pakistan	9	4	4	1	1

Highest average in Tests in 2018
(Among batsmen with 500 runs or more)

Player	Team	Mts	Runs	Avg	100/50
Henry Nicholls	NZ	7	658	73.11	3/3
Tom Latham	NZ	7	658	59.81	2/2
Kane Williamson	NZ	7	651	59.18	2/3
Babar Azam	Pak	8	616	56.00	1/6
Virat Kohli	India	13	1322	55.08	5/5

Best batting avg of teams in Tests in 2018

Team	Mts	Avg
New Zealand	7	34.88
England	13	29.82
Pakistan	9	29.46
Sri Lanka	12	28.39
India	14	28.12

NZ's four series wins in a row

Teams	Result
West Indies	2-0
England	1-0
Pakistan (away)	2-1
Sri Lanka	1-0

BATTING REVELATION

Kane Williamson is one of the finest batsmen of his generation, but 2018 saw other Kiwi batsmen raise their game to a new level. Two names that stood out were Henry Nicholls and opener Tom Latham while Williamson hit one of the best hundreds of 2018 in Abu Dhabi against Pakistan.

Wicketkeeper B J Watling was

reminded many rescue acts with the bat, his 145-ball 59 and the 250-ball 77 against Pakistan standing out. New Zealand also did well with the ball and now have an all-round attack capable of dismantling any opposition on any surface. While Southee and Boult are outstanding swing bowlers, Neil Wagner has built a reputation for his ability to produce a barrage of

short-pitched deliveries. In Ish Sodhi, Ajaz Patel – the left-arm spinner produced a Man-of-the-Match performance on debut against Pakistan – and William Somerville, they have quality spinners. The return of Mitchell Santner offers them a problem of plenty.

Things look bright for New Zealand cricket going into 2019.

Women's T20s going from sedate to rampaging show

POWER PUFF GIRLS Hitting prowess of Kaur and her ilk in T20s ramping up scores, making games more entertaining

Ankit Kumar Singh
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MUMBAI: The first-ever international T20 match was a women's game — between England and New Zealand at Brighton on August 5, 2004.

Men's cricket saw their first T20I six months later when Australia took on New Zealand at Auckland — on February 17, 2005. However, despite being a trendsetter in the shortest version of the game, women cricketers fell well behind their male counterparts on popularity quotient.

One reason that made men's T20s hot property across the cricket world was the increasing scoring rate in these games. Teams scored at a frenetic pace with batsmen clearing the fence at will. Players like Chris Gayle, Brendon McCullum, Andre Russell and Glenn Maxwell took power-hitting to a new level as scoring at over eight runs per over became a norm.

In contrast, women's cricket lacked power-hitters and no team was able to take its run-rate even over seven till two years ago. Barring Australia (6.68), England (6.57) and New Zealand (6.38), none of the other teams had a run rate above six in WT20 internationals till 2016.

Things have changed dramatically in the last two years with the emergence of a number of power-hitters, bringing the much-needed intensity in women's cricket.

Since January 1, 2017, the run rate has skyrocketed in women's T20s with Australia (8.06) and England (8.22) scoring at over eight runs per over and India (7.60) and New Zealand (7.49) taking their scoring rate to seven-and-half.

India's case deserves special mention here for they have emerged as the most improved team in terms of run rate in this period with a difference of 1.85 between their earlier run rate and the scoring in the past two years. This period has witnessed a spurt in the run rate of all the teams with West Indies (6.62) and South Africa (6.87) too ramping it up.

BIG TOTALS, WHIRLWIND TONS

In the first 12 years of women's T20Is, only one team posted a total of above 200 — South Africa against Netherlands at Potchefstroom on October 14, 2010. In comparison, this year alone has witnessed four totals of 200 plus with England amassing a record 250/3 against South Africa in a tri-series match at Taunton on June 20. The same day, New Zealand also stacked up 216/1 against South Africa at the same venue, in the tri-series opener.

The number of players scoring centuries has also gone up manifold since January 2017. While only three players — Meg Lanning, Deandra Dottin and Shandre Alvida Fritz – registered centuries in women's T20Is till December 2016, in the last two years as many as seven cricketers have gone past three-figures. The most recent hundred came from Indian captain Harmanpreet Kaur, who plundered a 53-ball 101 to sink New Zealand in the opening Group B match of the ongoing Women's World T20 in the West Indies. Needless to say, Harmanpreet has made a splash as a power-hitter, which she also demonstrated with an unbeaten 115-ball 171 to sink Australia in the 50-over World Cup semi-final in England last year.

With every team possessing at least a couple of power-hitters these days, these numbers are only going to get better in women's T20Is.

• The likes of Deandra Dottin of West Indies, Meg Lanning of Australia and Harmanpreet Kaur of India have helped boost scoring rates with their hitting prowess.
GETTY IMAGES

SURGE IN T20 SCORING RATE

Runrates
- Overall
- Till 31 Dec 16
- Since 1 Jan 17

Team	Overall	Till 31 Dec 16	Since 1 Jan 17
AUS	6.9	6.68	8.06
ENG	6.76	6.57	8.22
NZ	6.61	6.38	7.49
IND	6.16	5.75	7.6
SA	5.95	5.72	6.87
WI	5.9	5.8	6.62
IRE	5.33	5.18	5.89
SL	5.32	5.22	5.67
PAK	5.25	5.04	5.62
BAN	4.83	4.52	5.34

In the last two years the average runs per over in men's T20 has gone up from 7.91 to 8.38.

Statistics point at India's middle-order meltdown

WOBBLY India have tried more than 25 combinations for No 4, 5 slots in ODIs

Ankit Kumar Singh

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MUMBAI: With the 2019 ODI World Cup less than a year away, there is still no clarity who will bat for India at No 4 and 5 in the quadrennial event in England.

In the ongoing Asia Cup, which selectors are using as an opportunity to solve the middle-order puzzle, Dinesh Karthik batted at No 4 in the first two matches while in the game where No 5 was required (against Hong Kong), MS Dhoni came in.

As the tournament progresses, the team management is likely to try Manish Pandey and KL Rahul as well for these positions. Ambati Rayudu, who has batted at No 3 so far in Virat Kohli's absence, will be vying for one of these slots.

By the end of the Asia Cup, India would want to clear the uncertainty that has surrounded the two crucial limited-overs batting positions for a long time. Post the 2015 World Cup in Australia, India have tried 11 batsmen at No 4 and 15 at No 5. Among the top nine ODI teams, only Australia (11 at No4) and Sri Lanka (11 at No 4, 15 at No 5) have used that many players. Both world champions Australia and Sri Lanka have struggled in this period as evidenced by their ICC ranking of 6 and 9 respectively.

No 1 ranked England have played only five players at No 4 and six at No 5, which underlines the stability they have achieved in the last three years.

The fact that India have still done well in ODIs in this period (No 2 in ICC rankings) is because their top three, especially Kohli, have done the bulk of the scoring.

In the 64 matches India have played since the 2015 World Cup semi-final loss, their Nos 1, 2 and 3 average 54.85, 47.85 and 82.50, respectively and share 33 centuries. In contrast, the No 4 and 5 have averaged 35.89 and 32.84 respectively with only three centuries.

Lack of runs from middle-order batsmen can hurt India. In last year's Champions Trophy final in England, Pakistan sealed the contest after removing the first three batsmen cheaply. Until then, India had enjoyed a dream run in the tournament with the top three scoring heavily.

KEY TO PAST SUCCESS

When India won their second World Cup in 2011, many match-winning knocks came from No 4 and 5. They had rotated the spots among Virat Kohli, Yuvraj Singh and MS Dhoni with Yusuf Pathan and Gautam Gambhir also making a couple of appearances.

Apart from Dhoni's memorable unbeaten 91 in the final against Sri Lanka, Yuvraj scored an equally important 57 not out against Australia in the quarter-final at No 5. Yuvraj, who was adjudged player of the tournament, also hit a ton against West Indies in the last group match in humid Chennai while batting at No 4. In the tournament, India's No 4 and 5 averaged 50.12 and 47.16 respectively.

Even in the 2015 World Cup, Ajinkya Rahane and Suresh Raina as India's preferred choices at No 4 and 5 made significant contributions. Collectively, No 4 and 5 averaged 47 and 45.6 respectively.

However, Rahane and Raina are out of contention for a regular spot due to inconsistent form. Dhoni is still in the reckoning, but has struggled of late as a slog-over specialist. Manish Pandey hasn't been able to seal his position while KL Rahul has never looked too assured coming down the order.

But time is running out for India to decide who can take up the challenge, especially when skipper Kohli falls cheaply.

THE HOLDING JOB

Comparing performances of middle-order batsmen since the 2015 World Cup.

		Ajinkya Rahane		Suresh Raina
	Matches	11		6
	Runs	420		151
	Avg	46.66		30.20

GETTY IMAGES

● NO. OF PLAYERS USED/COMBINED AVERAGE

At No 4

Team	Players	Average
New Zealand	9	56.97
England	5	46.94
South Africa	8	46.22
Sri Lanka	11	41.36
Bangladesh	6	39.38
Pakistan	8	36.24
India	11	35.89
Australia	11	33.05
West Indies	10	29.21

At No 5

Team	Players	Average
Pakistan	9	49.27
England	6	42.11
Bangladesh	4	40.80
South Africa	6	34.72
Sri Lanka	15	33.83
India	15	32.84
Australia	11	31.30
West Indies	9	30.54
New Zealand	12	27.07

S PERVEZ QAISER

DEALING WITH UNKNOWN

- https://www.hindustantimes.com/other-sports/life-comes-full-circle-for-2017-mrf-challenge-winner-felipe-drugovich/story-DgoOZZLtYYht9IIYqBbmxM.html

- https://www.hindustantimes.com/other-sports/presley-martono-takes-pole-position-in-mrf-challenge-season-finale/story-Xmys1xVBMEeUB6WcnmT53L.html

FOR EXERCISE

- https://twitter.com/sachin_rt/status/1527496003565129729

- Such a proud moment for all of us. Many congratulations to you @nikhat_Zareen for winning Gold at the Women's World Boxing Championships.

- Sachin Tendulkar

WHAT IS SPORTS MANAGEMENT?

Sport employs many millions of people around the globe, is played or watched by most of the the world's population, and, at the elite or professional level, has moved from being an amateur pastime to a significant industry. The growth and professionalization of sport has driven changes in the consumption, production and management of sporting events and organizations at all levels of sport. Countries with emerging economies such as Brazil, hosts of the 2014 World Cup for football and the 2016 Olympic Games, increasingly see sport as a vehicle for driving investment in infrastructure, for promoting their country to the world to stimulate trade, tourism and investment, and for stimulating national pride amongst their citizens.

TO BE CONTINUED

A unique feature of sport is the phenomenon of people developing irrational passions for sporting teams, competitions, or athletes. Sport has a symbolic significance in relation to performance outcomes, success and celebrating achievement that does not occur in other areas of economic and social activity.

Sport managers must learn to harness these passions by appealing to people's desire to buy tickets for events, become a member of a club, donate time to help run a voluntary association, or purchase sporting merchandise. They must also learn to apply clear business logic and management techniques to the maintenance of traditions and connections to the nostalgic aspects of sport consumption and engagement.

SPORT MANAGEMENT ENVIRONMENT

Globalization has been a major force in driving change in the ways sport is produced and consumed. The enhanced integration of the world's economies has enabled communication to occur between producers and consumers at greater speed and variety, and sport has been one sector to reap the benefits. Consumers of elite sport events and competitions such as the Olympic Games, World Cups for rugby, cricket and football, English Premier League Football, the National Basketball Association (NBA), and Grand Slam tournaments for tennis and golf enjoy unprecedented access through mainstream and social media. Aside from actually attending the events live at a stadium or venue, fans can view these events through free-to-air and pay or cable television; listen to them on radio and the internet; read about game analyses, their favorite players and teams through newspapers and magazines in both print and digital editions; receive progress scores, commentary or vision on their mobile phones or tablets through websites or social media platforms such as Twitter; and sign up for special deals and information through online subscriptions using their email address or preferred social media platform. The global sport marketplace has become very crowded and sport managers seeking to carve out a niche need to understand the global environment in which they must operate.

TO BE CONTINUED

The management of sport organizations has undergone a relatively rapid period of professionalization since the 1980s. The general expansion of the global sports industry and commercialization of sport events and competitions, combined with the introduction of paid staff into voluntary governance structures and the growing number of people who now earn a living managing sport organizations or playing sport, has forced sport organizations and their managers to become more professional. This is reflected in the increased number of university sport management courses, the requirement to have business skills as well as industry specific knowledge or experience to be successful in sport management, the growth of professional and academic associations devoted to sport management, and the variety of professionals and specialists that sport managers must deal with in the course of their careers. Sport managers will work with accountants, Sport management 7 lawyers, human resource managers, taxation specialists, government policy advisors, project management personnel, architects, market researchers and media specialists, not to mention sports agents, sports scientists, coaches, officials and volunteers.

THREE SECTORS OF SPORT

The first is the state or public sector, which includes national, state/provincial, regional and local governments, and specialist agencies that develop sport policy, provide funding to other sectors, and support specialist roles such as elite athlete development or drug control.

The second is the nonprofit or voluntary sector, made up of community-based clubs, governing associations and international sport organizations that provide competition and participation opportunities, regulate and manage sporting codes, and organize major championship events.

The third sector is professional or commercial sport organizations, comprising professional leagues and their member teams, as well as allied organizations such as sporting apparel and equipment manufacturers, media companies, major stadium operators and event managers.

TO BE CONTINUED

These three sectors do not operate in isolation, and in many cases, there is significant overlap. For example, the state is intimately involved in providing funding to nonprofit sport organizations for sport development and elite athlete programs, and in return nonprofit sport organizations provide the general community with sporting opportunities and as well as developing athletes, coaches, officials and administrators to sustain sporting participation.

The state is also involved in commercial sport, supporting the building of major stadiums and other sporting venues to provide spaces for professional sport to be played, providing a regulatory and legal framework for professional sport to take place and supporting manufacturing and event organizations to do business.

The nonprofit sport sector supports professional sport by providing playing talent for leagues, as well as developing the coaches, officials and administrators to facilitate elite competitions. Indeed, in some cases the sport league itself will consist of member teams which are technically nonprofit entities, even though they support a pool of professional 8 The sport management environment managers and players. In return, the professional sport sector markets sport for spectators and participants and in some cases provides substantial funds from TV broadcast rights revenue.

THE END

Ms. Priyanka Singh

Assistant Professor

Tecnia Institute of Advanced Studies
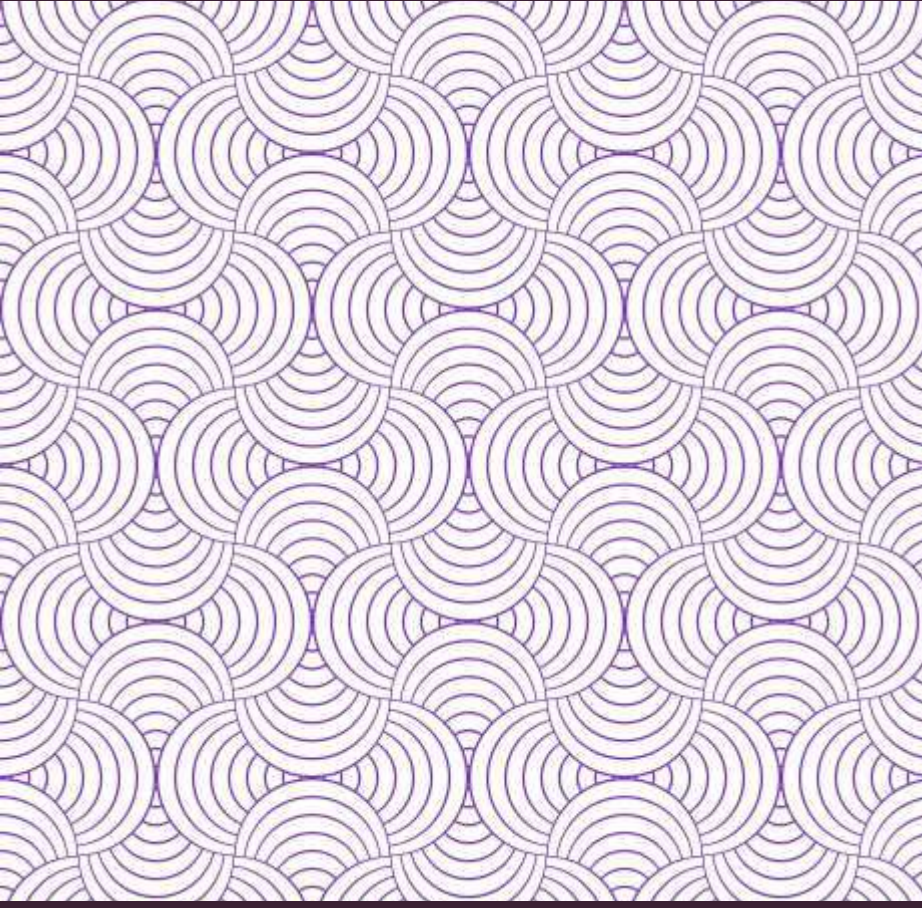
INDIAN SUPER LEAGUE

BAJMC, 2nd Semester, SJ-110

Indian Super League

The Indian Super League (ISL) is a professional football league, which is one of two co-existing highest level in Indian football system.

The league currently comprises 11 clubs. Each season of the tournament generally runs from November to March.

The league began in October 2014 with eight teams.

Pro Kabaddi League

The Pro Kabaddi League's inception was influenced by the popularity of the kabaddi tournament at the 2006 Asian Games. The format of the competition was influenced by the Indian Premier League. The Pro Kabaddi League uses a franchise-based model and its first season was held in 2014 with eight teams.

Hockey India League

Hockey India League (HIL), known as the Coal India Hockey India League is a professional field hockey league in India. The league is organized by Hockey India, the governing body for the sport in India.

HIL consists of six teams, with the regular season lasting two months from January to February, with each team playing 10 games. The top four teams at the end of the season move into the play-offs, where the championship game decides the Hockey India League winner.

Indian Premier League

Indian Premier League, IPL is the most watched Cricket league in the world. It is a tournament where renowned international cricketers come together on one stage & budding Indian players are groomed under their guidance. IPL is where Talent Meets Opportunity.

Sports Personalities and Media

BAJMC, SJ-110, 2nd Semester

Sports Personalities and Media

- For Image building

- For Information sharing

- For awareness

- To present own viewpoint

- To Address public

- For crises management

- For gaining attention

- To became well known

- To get recognition

Qualities that describe sports people

- Sportsmen or women need to have certain core qualities to be at the top of their field .In this Spoken English Lesson we will discuss about these qualities and learn some useful English phrases and English vocabulary that you could use in your English conversation while speaking English about sports people.

Qualities Includes

- Motivate the target audience

- Encourage the youth to follow their passion

- Having a concentrated attention\

- A strong desire to win

- A Code of conduct or behavior a sports person must follow

Qualities Includes

- The quality of being committed to a game or practice.

- A go-getter attitude or an attitude to achieve something bigger.

- The desire to beat or win.

Sports Personalities and Media

BAJMC, SJ-110, 2nd Semester

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TECNIA INSTITUTE OF ADVANCED STUDIES

NAAC ACCREDITATED GRADE "A" INSTITUTE

ACADEMIC SESSION 2022-23
LECTURE PLAN

TIAS/AC/2022-23/11

BA(JMC)(Div-A) II SEMESTER (2-Shift)

COURSE CODE: BA(JMC) 102	PAPER NAME: Print Journalism	L	T/P	CREDIT	INT. MARKS	EXT. MARKS
		4	0	4	10	75

PERQUISITE

PROGRAMME OUTCOME

COURSE OUTCOME

COURSE OBJECTIVE

PRE-REQUISITES FOR THE COURSE

Knowledge of Communication Theories and ModelsWriting SkillsRigorous Newspaper readingUpdated Current EventsPresentation SkillsNose for News

METHOD OF TEACHING

Lectures using ICT Tools (Audio/Visual Presentation, Power-point Presentation, Recorded Lectures)Discussions, Case StudiesTopic-wise InteractionDiscussion on breaking News and contemporary issuesDebateActivityQuiz

COURSE OUTCOME

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	Evolution and Growth of Print Journalism in India	Should will able to understand the background of print media	LECTURE			Lectures	ONLINE TUTOIRAL			Assignment			
L.2	1	Journalism: Definition, Roles and Responsibilities of a Journalist/ Reporter	understand the basics of journalist role and responsbiltities		DISCUSSION		Lectures	ONLINE TUTOIRAL			Assignment			
L.3	1	Journalism as a Fourth Estate	Student will memorize the background of journalism and fourth estate		GROUP DISCUSSION		Lectures	PPT			Assignment			

L.4	1	Citizen Journalism, Penny Press-1	understand the meaning of citizen journalism and penny press		GROUP DISCUSSION		Lectures	PPT			Assignment			
L.5	1	Citizen Journalism, Penny Press-2	understand the meaning of citizen journalism and penny press		GROUP DISCUSSION		Lectures	ONLINE TUTOIRAL			Assignment			
L.6	1	Yellow Journalism	learn about the concept of yellow journalism		DISCUSSION		Lectures	PPT			Assignment			
L.7	1	News: Meaning, Definition and Nature	Student will learn to create the news		GROUP DISCUSSION		Lectures	PPT			Assignment			
L.8	1	Elements of News -1	Student will practice to write news for print media	TUTORIAL	DEBATE		Lectures	PPT			Assignment			
L.9	1	Elements of News -2	Student will practice to write news for print media	TUTORIAL	DEBATE		Lectures	PPT			Assignment	<22-Mar-2023>	62	
L.10	1	News Values-1	Student will practice to write news for print media	TUTORIAL	DEBATE		Lectures	PPT			Assignment	<23-Mar-2023>	62	
L.11	1	News Values-2	Student will practice to write news for print media	TUTORIAL	DEBATE		Lectures	PPT			Assignment	<27-Mar-2023>	62	
L.12	1	Types of News: Hard and Soft-1	Student will compare the different types of news	LECTURE			Lectures	PPT			Assignment	<01-May-2023>	62	
L.13	1	Types of News: Hard and Soft-2	Student will compare the different types of news	LECTURE			Tutorials	ONLINE TUTOIRAL			Assignment	<29-Mar-2023>	62	
L.14	1	Difference between News, Features, Articles and Backgrounders-1	Student will distinguish about the news, features , articles and backgrounders in newspaper	DEMO			Lectures	PPT			Assignment	<29-Mar-2023>	62	
L.15	1	Difference between News, Features, Articles and Backgrounders-2	Student will distinguish about the news, features , articles and		DISCUSSION		Lectures	PPT			Assignment	<27-Apr-2023>	62	

		backgrounders in newspaper											
L.16	1	News Sources: Attribution and its types, Credibility and Quotations, By Line, Credit Line and Embargo	learn the types of attributes in news sources	DEMO			Lectures	ONLINE TUTOIRAL			Assignment	<3-May-23>	62
L.17	1	News Sources: Attribution and its types, Credibility and Quotations, By Line, Credit Line and Embargo	learn the types of attributes in news sources	DEMO			Lectures	PPT			Assignment	<3-May-23>	62
L.18	1	Revision of I unit	learn how to use shorthand assignment				Lectures	PPT			Assignment	<30-Mar-2023>	62
L.19	1	News Reporting: Reporting for Various Beats	learn how to use comma opeartors	SIMULATION EXERCISE	DISCUSSION		Lectures	PPT			Assignment	<03-Apr-2023>	62
L.20	1	News Reporting: Reporting for Various Beats	undersatnd how to use control structures in programs.	SIMULATION EXERCISE	DISCUSSION		Lectures	PPT			Assignment	<26-Apr-2023>	62
L.21	1	News Reporting: Reporting for Various Beats	undersatnd how to use control structures in programs.	SIMULATION EXERCISE	DISCUSSION		Lectures	PPT			Assignment	<05-Apr-2023>	62
L.22	1	Types of News Reports: Objective	Should be able to write the objective of news	LECTURE			Lectures	ONLINE TUTOIRAL			Assignment	<05-Apr-2023>	62
L.23	1	Types of News Reports: Investigative	learn how to use investigative reporting in field	DEMO			Lectures	PPT			Assignment	<26-Apr-2023>	62
L.24	1	Types of News Reports:Interpretative	learn how to use investigative reporting in field	DEMO			Lectures	PPT			Assignment	<06-Apr-2023>	62
L.25	1	Reporting for Newspapers, Magazines and News Agencies-1	learn how to write report for newspaper, magazine and news agencies			FIELD VISIT	Lectures	PPT			Assignment	<10-Apr-2023>	62
L.26	1	Reporting for Newspapers, Magazines and News Agencies-2	learn how to write report for newspaper, magazine and			FIELD VISIT	Lectures	PPT			Assignment	<12-Apr-2023>	62

			news agencies										
L.27	1	Structure and Style of News Writing-1	compare the structure and style of news writing for different organization	LECTURE				Lectures	PPT			Assignment	<12-Apr-2023>	62	
L.28	1	Structure and Style of News Writing-2	compare the structure and style of news writing for different organization	LECTURE				Lectures	PPT			Assignment	<13-Apr-2023>	62	
L.29	1	Types of Headlines	learn how to write the different types of headlines for newspaper	DEMO				Lectures	PPT			Assignment	<17-Apr-2023>	62	
L.30	1	Types of Headlines	learn how to write the different types of headlines for newspaper	DEMO				Lectures	PPT			Assignment	<19-Apr-2023>	62	
L.31	1	Leads and Body, Guidelines for Headline Writing	leaner will able to compare the different leads for newspaper		GROUP DISCUSSION			Lectures	PPT			Assignment	<19-Apr-2023>	62	
L.32	1	Leads and Body, Guidelines for Headline Writing	leaner will able to compare the different leads for newspaper		GROUP DISCUSSION			Lectures	PPT			Assignment	<20-Apr-2023>	62	
L.33	1	Set up and functions of a City Reporting Room in a Daily and a Bureau	Through field visit leaner will able to learn the structure of newsroom				FIELD VISIT	Lectures	PPT			Assignment	<24-Apr-2023>	62	
L.34	1	Functions and Responsibilities of a News Editor	understand the work profile of news editor in newspaper				FIELD VISIT	Lectures	PPT			Assignment	<24-May-2023>	62	
L.35	1	Functions and Responsibilities of Sub-Editor	understand the work profile of sub-news editor in newspaper				FIELD VISIT	Lectures	PPT			Assignment	<24-May-2023>	62	
L.36	1	Functions and Responsibilities of Chief Sub-Editor	understand the work profile of chief sub editor in newspaper				FIELD VISIT	Lectures	PPT			Assignment	<01-Mar-2023>	62	

L.37	1	Editorial Writing and its Importance	learn how to write editorial content for newspaper		DISCUSSION			Lectures	PPT			Assignment	<01-Mar-2023>	62	
L.38	1	Types of Editorial Writing	learn how to write editorial content for newspaper	DEMO				Lectures	PPT			Assignment	<04-May-2023>	62	
L.39	1	Letter to the Editor	understand to write the letter for editor	LECTURE				Lectures	PPT			Assignment	<15-May-2023>	62	
L.40	1	Book Review	learn how to write the book review	DISCUSSION				Lectures	PPT			Assignment	<17-May-2023>	62	
L.41	1	Book Review	learn how to write the book review	LECTURE				Lectures	PPT			Assignment	<17-May-2023>	62	
L.42	1	Style sheet: Definition, : Purpose and Relevance	understand the purpose and importance of style sheet	DEMO				Lectures	PPT			Assignment	<18-May-2023>	62	
L.43	1	Style sheet: Definition, : Purpose and Relevance	understand the purpose and importance of style sheet	DEMO				Lectures	PPT			Assignment	<22-May-2023>	62	
L.44	1	Revision of III unit	Through the assignment leaner will analysis the structure and functions of newsroom	LECTURE				Lectures	PPT			Assignment	<29-May-23>	62	
L.45	1	Editing: Definition, Objectives	leaner will able to identify the objetive of editing in print	LECTURE				Lectures	PPT			Assignment			
L.46	1	Editing Principles	understand the basic principles of editing	DISCUSSION				Lectures	PPT			Assignment			
L.47	1	Editing Principles	understand the basic principles of editing		DISCUSSION			Lectures	PPT			Assignment			
L.48	1	Editing Symbols	Understand the symbols of editing for newspaper	DEMO				Tutorials	PPT			Assignment			
L.49	1	Proofreading Symbols	learner will understand the symbols of	LECTURE				Lectures	PPT			Assignment			

			proofreading of newspaper										
L.50	1	Advent of Electronic Editing	Student will create the different work through using the editing software	LECTURE				Lectures	PPT			Assignment	
L.51	1	Copy Editing for Newspapers,	learn to compare the copy editing for newspaper, magazine and journals	DEMO				Lectures	PPT			Assignment	
L.52	1	Copy Editing for Magazines and Journals	learn to compare the copy editing for newspaper, magazine and journals	DEMO				Lectures	PPT			Assignment	
L.53	1	Copy Editing for Magazines and Journals	learn to compare the copy editing for newspaper, magazine and journals	DEMO				Lectures				Assignment	
L.54	1	Use of Graphics, Cartoons and Info graphics in Print-1	learn illustrating the cartoons, graphics for print	DEMO				Lectures	PPT			Assignment	
L.55	1	Use of Graphics, Cartoons and Info graphics in Print-2	learn illustrating the cartoons, graphics for print	DEMO				Lectures	PPT			Assignment	
L.56	1	Photo Caption and Cutline: Definition, Relevance and Guidelines-1	understand the concept of photo caption and guidelines		DISCUSSION			Lectures	PPT			Assignment	
L.57	1	Photo Caption and Cutline: Definition, Relevance and Guidelines-2	understand the concept of photo caption and guidelines		DISCUSSION			Lectures	PPT				
L.58	1	Design and Layout for Newspaper, Journal-1	learn how to illustrate the layout of newspaper	DEMO				Lectures	PPT				
L.59	1	Design and Layout for Newspaper, Journal-2	learn how to illustrate the layout of newspaper	DEMO				Lectures	PPT				
L.60	1	Revision of IV unit	Students will be able to	LECTURE				Lectures	PPT				

		clear all doubts regarding the topics											

TEXT BOOKS

REFERENCE BOOKS

1. Ahuja, B. N. (1996), "History of Indian Press: Growth of Newspapers in India. Delhi", S.S. Chhabra for Surjeet Publications, 1 Ed., 2012.

BOOK BANK

1. Aggarwal, V. B., & Gupta, V. S., " . Handbook of Journalism and Mass Communication", Concept Publications., 2 Ed., 2011.
2. Boston, MA: Allyn& Bacon, "News: Reporting and Writing", MA: Allyn& Bacon, 1 Ed., 2010.

PROFESSIONAL JOURNAL

REF. BOOKS

1. Natarajan, J., "Publications Division, Ministry of Information and Broadcasting.", Ministry of Information and Broadcasting, 1 Ed., 2006.

ELECTRONIC DATABASE

COMPUTER SOFTWARE

Ph.D THESIS

MONTHLY MAGAZINE

WEEKLY MAGAZINE

NEWS PAPER

PAPER PRESENTED

*Lecture/PPT/Case Study/Field Study/Workshop/Seminar/Technical Skill Oriented Program/Enrichment Program/ Assignment/ Group Discussion/Conference/Extension Activities/Industrial Tour/Educational cum industrial Tour etc.

**Tecnia TV/Web links/PPT/NPTEL/MOOCS/Web portal based/On line courses/DELNET/J-GATE/Pro Quest/e-research/National Digital Library/INFLIBINET/Open Contents/CCM/Case Study/Text Book/Reference Book

Note: Every new class should start with quick recap and solving the problem, if any of previous class.
The class should culminate with the summary of what has been taught during the class.
Class should be student centric such bas experiential learning, participative learning and problem solving approach.

Prepared By   **Checked By**   **Verified By**

	TECNIA INSTITUTE OF ADVANCED STUDIES	
	NAAC ACCREDITATED GRADE "A" INSTITUTE	**TIAS/AC/2022-23/11**
	ACADEMIC SESSION 2022-23 **LECTURE PLAN**	

BA(JMC)(Div-A) II SEMESTER (2-Shift)

COURSE CODE: BA(JMC) 104	PAPER NAME: Media Laws and Ethics	L	T/P	CREDIT	INT. MARKS	EXT. MARKS
		4	0	4	10	75

PERQUISITE

PROGRAMME OUTCOME

Shall acquire fundamental knowledge of Journalism Mass Communication and related study area.
Shall acquire the knowledge related to media and its impact
Shall be competent enough to undertake professional job as per demands and requirements of M E Industry.
Shall empower themselves by communication, professional and life skills.
Shall be able to enhance the ability of leadership
Shall become socially responsible citizen with global vision.
Shall be equipped with ICTs competencies including digital literacy.
Shall become ethically committed media professionals and entrepreneurs adhering to the human values, the Indian culture and the Global culture
Shall have an understanding of acquiring knowledge throughout life.
Shall acquire the primary research skills; understand the importance of innovation, entrepreneurship and incubation
Shall acquire the understanding of importance of cooperation and teamwork.
Shall acquire the skills and competencies for lifelong learning and growing.

COURSE OUTCOME

Learners would be acclimated with the Legal terminology and Indian constitution along with freedom of press.
Learners would be acquainted with the structure and functioning of Press Commission and Press Council of India
Learners would be acquainted with Media acts and Laws to put into practice in professional field
Learners would be able to explain how media laws and ethics empower media practitioners to perform their duties with commitments
Learners would be acquainted with the structure and functioning of different Regulatory Bodies related to Media

COURSE OBJECTIVE

PRE-REQUISITES FOR THE COURSE

The Learner should come prepared with the topic that has been already covered so that they may link the next topic with the last topic in order to grasp the subject in totality. On completion of this course, the student should be able to define Freedom of Press as per Article 19(1) (a) of the Indian Constitution. Explain reasonable restrictions on freedom of the press and describe the need importance of the Press Council of India, utilise knowledge gained in coverage of judicial proceedings, Parliament and State Legislature.

METHOD OF TEACHING

Lectures, Assignments, Case Studies, CCM Reviews, Brainstorming sessions, Jam sessions, Debates and discussions, Powerpoint Presentations, Social media learning, Field Visits, Quizzes, Case Studies

COURSE OUTCOME

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	

| 2 | | Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus) | | | | | | | | | | | |

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	Introduction About Subject	Should be able to understand the background of Media Laws and Ethics		Lecture with Discussion		Lectures	Video lecture			Assignment 1	<2-May-23>	62	
L.2	1	Legal Terminology: Bills and Acts	Identify Fundamental Legal Terms use in Media		Lecture with Discussion		Lectures	PPT			Assignment 1	<09-Mar-2023>	62	
L.3	1	Ordinance, Regulations, Statute, Code	Will be familiar with the constitutional terms used in the media.		Lecture with Group Discussion		Lectures	PPT			Assignment 1	<10-Mar-2023>	62	
L.4	1	Norms, Conventions, Affidavit, Accused	Will be familiar with the constitutional terms used in the media.		Lecture with Group Discussion		Lectures	Video lecture			QUIZ	<14-Mar-2023>	62	
L.5	1	Acquittal, Bail, Conviction, Defendant	Will be familiar with the constitutional terms used in the media.		Lecture with Discussion		Lectures	PPT			Viva	<16-Mar-2023>	62	
L.6	1	Evidence, Plaintiff, Prosecution, Prima Facie, Sub-Judice	Recognise various Media Law Related Terms		Lecture with Group Discussion		Lectures	PPT			Class Test	<16-Mar-2023>	62	
L.7	1	Press Laws Before and After Independence	Define the essential features of media laws of India (Historical perspective)		Lecture with Debate		Lectures				Assignment 1	<17-Mar-2023>	62	
L.8	1	Press Laws Before and After Independence	Define the essential features of media laws of India (Historical perspective)		Lecture with Debate		Lectures				Assignment 1	<21-Mar-2023>	62	

L.9	1	Bill to Act	Identify Lokpal Bill		Lecture with Discussion		Lectures				QUIZ	<23-Mar-2023>	62	
L.10	1	Bill to Act	Debate the role of media in Lokpal Bill		Lecture with Discussion		Lectures	PPT			Class Test	<23-Mar-2023>	62	
L.11	1	Case Study of Lokpal	Debate the role of media in Lokpal Bill		Lecture with Discussion		Lectures	PPT			Class Test	<24-Mar-2023>	62	
L.12	1	Freedom of Speech and Expression:Article 19(1) (a)	Evaluate the relevance to society of Freedom of Information law		Lecture with Discussion		Lectures	PPT			QUIZ	<28-Mar-2023>	62	
L.13	1	Freedom of Speech and Expression:Article 19(1) (a)	Evaluate the relevance to society of Freedom of Information law		Lecture with Discussion		Lectures	PPT			QUIZ	<30-Mar-2023>	62	
L.14	1	Reasonable Restrictions Article 19 (2)	Interpret Article 19 -2	Case Study with QUIZ			Lectures				Assignment 1	<31-Mar-2023>	62	
L.15	1	Reasonable Restrictions Article 19 (2)	Interpret Article 19 -2	Case Study With QUIZ			Lectures				Assignment 1	<04-Apr-2023>	62	
L.16	1	Revision of Unit -1	Define the fundamental rights enjoyed by the citizens of India the fundamental principles of mass media law	Simulation Exercise			Lectures				Class Test	<06-Apr-2023>	62	
L.17	2	First Press Commissions		Simulation Exercise			Lectures				Viva	<06-Apr-2023>	62	
L.18	2	Second Press Commissions		Simulation Exercise			Lectures				Viva	<07-Apr-2023>	62	
L.19	2	Press Council of India	Critically analyse how Press Council can interfere with freedom of the press	Simulation Exercise			Lectures				Viva	<11-Apr-2023>	62	
L.20	2	Press Council of India	Critically analyse how Press Council can interfere with freedom of the press		Discussion		Lectures				Class Test	<13-Apr-2023>	62	
L.21	2	Chanda Committee	Will be familiar with		Lecture with Discussion		Lectures	PPT			Class Test	<13-Apr-2023>	62	

L.	U	Topic	Objective	Activity	Method	Method2	Lectures	Media			Assessment	Date	62
		the Media Reform Committees											
L.22	2	P.C. Joshi Committee	Demonstrate a basic understanding P.C.Joshi Committee		Lecture with Discussion		Lectures	PPT			Class Test	<28-Apr-2023>	62
L.23	2	Sengupta Committee	Demonstrate an understanding of Sengupta Committee		Lecture with Discussion		Lectures	Debate			Debate	<18-Apr-2023>	62
L.24	2	The State: Sedition-incitement to violence (section 124A IPC)	Understand the Sedition-124A	Case Study on Sedition Case in India	Lecture with Discussion		Lectures	PPT			Class Test	<20-Apr-2023>	62
L.25	2	Legislature: Parliamentary Privileges - Article 361A, Article 105 (Parliament)	Analysing various semantics associated with media		Group Discussion		Lectures				Class Test	<20-Apr-2023>	62
L.26	2	Parliamentary Privileges Article 194 (State Legislation), Judiciary	Differentiate between the Article 361A, Article 105 and Article 194	QUIZ with particular Articles			Lectures				Assignment	<21-Apr-2023>	62
L.27	2	Contempt of Court 1971	Identify the implications of media law relating to contempt of court		Education Visit		Lectures				Assignment	<25-Apr-2023>	62
L.28	2	Contempt of Court 1971	Identify the implications of media law relating to contempt of court			Education Visit	Lectures				Assignment	<27-Apr-2023>	62
L.29	2	Revision of Unit -2	Demonstrate an understanding of the various Committee and Media Reform Bodies.		Education Visit		Lectures				Class Test	<27-Apr-2023>	62
L.30	3	Press Registration of Books Act 1867 and 1955	Demonstrate an understanding on Press and		Education Visit		Lectures				PPT by students	<16-May-23>	62

		Registration act												
L.31	3	Press Registration of Books Act 1867 and 1955	Demonstrate an understanding on Press and Registration act		Education Visit		Lectures				Class Test	<18-May-23>	62	
L.32	3	Copyright Act 1957	Explain copyright act		Discussion		Lectures				Viva	<18-May-23>	62	
L.33	3	Copyright Act 1957	Explain copyright act		Discussion		Lectures				Viva	<25-May-23>	62	
L.34	3	Working Journalists Act 1955	Recognise the provision provided to the journalist under working journalist act		Lecture with Discussion		Lectures	PPT			Class Test	<25-May-23>	62	
L.35	3	Working Journalists Act 1955	Recognize the provision provided to the journalist under working journalist act		Discussion		Lectures				Speech on this Topic	<23-May-2023>	62	
L.36	3	Young Persons Harmful Publications Act 1956	Identify various Young Persons Harmful Publication Act 1956 of India and the world		Discussion		Lectures				Class Test	<26-May-2023>	62	
L.37	3	Parasar Bharati Act 1990	Identify Parasar Bharti Acts		Discussion		Lectures				Class Test	<8-Jun-23>	62	
L.38	3	Cinematograph Act 1952	Understand the Cinematograph Act 1952		Lecture with Discussion		Lectures					<8-Jun-23>	62	
L.39	3	Cinematograph Act 1952	Understand the Cinematograph Act 1952		Lecture with Discussion		Lectures					<9-Jun-23>	62	
L.40	3	Official Secrets Act 1923	Understand the OSA		Lecture with Discussion		Lectures				Assignment	<13-Jun-2023>	62	
L.41	3	Official Secrets Act 1923	Understand the OSA		Lecture with Discussion		Lectures				Assignment	<15-Jun-23>	62	
L.42	3	Right to Information Act 2005 (Case studies)	Critically analyse different ethical issues related to media in India with case studies		Lecture with Discussion		Lectures				Viva	<19-May-23>	62	

L.43	3	Defamation, Libel Slander (Case studies)	Explain defamation law and its types, Critically analyse different ethical issues related to media in India with case studies		Discussion	Field Play	Lectures	Case Presentation on White Board			Class Test	<15-Jun-23>	62	
L.44	3	Defamation, Libel Slander (Case studies)	Explain defamation law and its types, Critically analyse different ethical issues related to media in India with case studies		Discussion	Field Play	Lectures	Case Presentation on White Board			Class Test			
L.45	3	Revision of Unit -3	Recognise various Media Related Acts and Bodies				Lectures	Blogs			Class Test			
L.46	4	Defining Media Ethics	Debate on case studies on Media Ethical Issues		Discussion		Lectures	PPT			Impromptu speech			
L.47	4	Social Responsibility of Press	Demonstrate an understanding of the nature of ethics and morality in journalism		Discussion		Lectures				Impromptu speech			
L.48	4	Social Responsibility of Press	Demonstrate an understanding of the nature of ethics and morality in journalism		Discussion		Lectures				Impromptu speech			
L.49	4	Legal Rights and Responsibilities of Journalists			Lecture with Discussion		Lectures	Pdf			Class Test-2			
L.50	4	Legal Rights and Responsibilities of Journalists	Present cases of various citizen journalists		Lecture with Discussion		Lectures	Pdf			Class Test-2			

			picked from across media									
L.51	4	Code of Ethics: Editors Guild	Explain current legal issues impacting journalists		Lecture with Discussion		Lectures	Coral Draw		Class Test-2		
L.52	4	Press Council of India	Demonstrate an understanding of the various body of PCI		Discussion		Lectures			Viva		
L.53	4	AIR Doordarshan Code	Understand AIR Doordarshan Code		Field Visit of AIR		Lectures	Pdf		Viva		
L.54	4	AIR Doordarshan Code	Understand AIR Doordarshan Code		Presentation		Lectures	PPT		Assignment 2		
L.55	4	Regulatory Framework: TRAI	Understand TRAI		Presentation		Lectures			Assignment 2		
L.56	4	Regulatory Framework: TRAI	Understand TRAI		Presentation		Lectures			Assignment 2		
L.57	4	Broadcasting Content Complaints Council (BCCC)	Understand Functioning of BCCC		Presentation		Lectures			Class Test-3		
L.58	4	News Broadcasters Association (NBA) and their functioning	Analysing various New Media Bodies with media		Presentation		Lectures			Class Test-3		
L.59	4	Revision of Unit -4	Recognise various Media Related Bodies and Present cases of various citizen journalists picked from across media		Discussion		Lectures	PPT		Class Test-3	<20-Jun-2023>	62

TEXT BOOKS

1. S K Aggarwal, "Media Credibility", Mittal Publications, 1 Ed., 1989.
2. D D Basu, "Introduction to the Constitution of India", Prentice Hall, 1 Ed., 1960.
3. Kedar Ghosh, "Freedom or Fraud of the Press", Calcutta: Rupa & Co., 1 Ed., 1973.
4. D N Mankekar, "The Press under Pressure", New Delhi: Indian Book, 1 Ed., 1973.
5. Venkat Iyer, "Mass Media Laws and Regulations in India", India Research Press, 1 Ed., 2000.

REFERENCE BOOKS

1. Michael D. Murray and Roy L. Moore,, "Media Law and Ethics", Routledge, 5 Ed., 2017.
2. Nhamo A. Mhiripiri, Tendai Chari, "Media Law, Ethics, and Policy in the Digital Age", IGI Global,, 1 Ed., 2017.
3. Ignacio Bel Mallen, Loreto Corredoira, Rodrigo Cetina Presuel, "The Handbook of Communication Rights, Law, and Ethics", Wiley, 1 Ed., 2021.
4. C S Raydu & S B Nageshwar Rao, "Mass Media Laws and Regulations", Himalaya Publication House, 1 Ed., 2019.

BOOK BANK

1. Michael D. Murray and Roy L. Moore,, "Media Law and Ethics", Routledge, 2 Ed., 2017.

PROFESSIONAL JOURNAL

1. Dr Geetali Tilak , "The Study and Importance of Media Ethics ", International Journal of Disaster Recovery and Business Continuity , 11 Vol., 1 (M), 2020.

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1. K M Shrivastava, "Media Ethics: Veda to Gandhi & beyond", New Delhi: Publications Division, Ministry of Information and Broadcasting, Government of India, 1 Ed., 2005.
2. P G Thakurta, "Media Ethics: Truth, Fairness, and Objectivity", New Delhi: Oxford University Press., 1 Ed., 2011.
3. K S Venkateswaran, "Mass Media Laws and Regulations in India", Singapore: Asian Mass Communication Research and Information Centre, 1 Ed., 1993.

ELECTRONIC DATABASE

COMPUTER SOFTWARE

Ph.D THESIS

MONTHLY MAGAZINE

WEEKLY MAGAZINE

NEWS PAPER

PAPER PRESENTED

*Lecture/PPT/Case Study/Field Study/Workshop/Seminar/Technical Skill Oriented Program/Enrichment Program/ Assignment/ Group Discussion/Conference/Extension Activities/Industrial Tour/Educational cum industrial Tour etc.
**Tecnia TV/Web links/PPT/NPTEL/MOOCS/Web portal based/On line courses/DELNET/J-GATE/Pro Quest/e-research/National Digital Library/INFLIBINET/Open Contents/CCM/Case Study/Text Book/Reference Book

Note: Every new class should start with quick recap and solving the problem, if any of previous class.
The class should culminate with the summary of what has been taught during the class.
Class should be student centric such bas experiential learning, participative learning and problem solving approach.

Prepared By   **Checked By**   **Verified By**

TECNIA INSTITUTE OF ADVANCED STUDIES

NAAC ACCREDITATED GRADE "A" INSTITUTE

ACADEMIC SESSION 2022-23
LECTURE PLAN

TIAS/AC/2022-23/11

BA(JMC)(Div-A) II SEMESTER (1-Shift)

COURSE CODE: BA(JMC) 106	PAPER NAME: Still Photography	L	T/P	CREDIT	INT. MARKS	EXT. MARKS
		4	0	4	10	75

PERQUISITE

PROGRAMME OUTCOME

COURSE OUTCOME

COURSE OBJECTIVE

PRE-REQUISITES FOR THE COURSE

Different types of cameras with lens, lights and photo editing software

METHOD OF TEACHING

practical demonstration with discussion

COURSE OUTCOME

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	Introduction of the Course	Students would be able to know the gist of the course Still Photography	Discussion of course			Lectures				discussion			
L.2	2	Types of Photography: Portrait	Student would be able to understand the concept of photography		Lecture alongwith group discussion		Lectures				discussion			
L.3	1	Brief History of Photography,	To remember the history Evolution of photography		Lecture along with group discussion		Lectures							
L.4	1	Types of cameras	Students would be able to differentiate the types of camera		Lecture using ICT tools with class discussion		Lectures	PPT			Assignment			

L.5	1	Types of cameras	Students would be able to differentiate the types of camera		Practical demonstration alongwith students participation by using different cameras		Lectures	Pinhole and TLR Camera			Assignment			
L.6	1	Types of Camera: Digital vs Film (DSLR vs SLR)	To compare between DSLR SLR camera		Lecture by using PPT		Lectures				Assignment			
L.7	1	Class test -1					Classes							
L.8	1	Types of Camera: Digital vs Film (DSLR vs SLR)	To compare between DSLR SLR camera		Practical demonstration alongwith students participation by using SLR and DSLR cameras		Lectures				Assignment			
L.9	1	Types of Photography: Wildlife	Students would be Explore how to use camera for wildlife photography		Lecture alongwith PPT presentation		Lectures	camera						
L.10	1	Types of Photography: Portrait	Students would be Explore how to use camera for portrait photography		Lecture alongwith Youtube link		Lectures				Assignment			
L.11	1	Types of Photography Nautre	Students would be Explore how to use camera for Nature photography		Lecture alongwith PPT presentation		Lectures				Assignment			
L.12	1	Types of Photography -Night	Students would be Explore how to use camera for Night photography		Lecture alongwith online content presentation		Lectures				Assignment			
L.13	1	Types of Photography Fashion	Students would be Explore how to use camera for Fashion photography		Lecture alongwith online content presentation		Lectures							
L.14	1	Types of Photography Advertising	Students would be Explore how to use camera for Advertising photography		Lecture alongwith PPT presentation		Lectures				Assignment			
L.15	1	Basic Parts of digital single lens reflex (DSLR) camera	Gain Knowledge about digital single lens camera		Lecture using PPT Presentation		Lectures				Assignment			
L.16	1	Class test					Lectures							
L.17	1	quot;Basic Parts of		Gain Knowledge about digital single			Lectures							

		digital single lens reflex (DSLR) cameraquot;		lens camera									
L.18	2	lens, sensor, storage, shutter, view finder	Understand how to use camera control function for photography				Lectures						
L.19	2	lens, sensor, storage, shutter, view finder	Understand how to use camera control function for photography				Lectures	E-content					
L.20	2	Camera control and adjustment: aperture, Shutter, ISO	Students would identify different tools of camera control	Problem given related to F stops			Lectures				Assignment		
L.21	2	Camera control and adjustment: aperture, Shutter, ISO	Students would identify different tools of camera control	Given problem related to different camera control		Project (Capture photographs at different shutter speeds)	Lectures				Assignment		
L.22	2	Depth of field depth of focus	Student will analysis the depth of field and focus in digital camera		Lecture using PPT Presentation		Lectures				Assignment		
L.23	2	Depth of field depth of focus	Student will analysis the depth of field and focus in digital camera	Given problem related to different focal length		Project (capture photographs with different focal lengths)	Lectures				Assignment	<22-May-23>	60
L.24	2	Measurement of Light	Demonstrate the measurement of light thorough photo walk		Lecture using PPT Presentation		Lectures	Youtube link			Assignment	<26-May-23>	60
L.25	2	Measurement of Light	Demonstrate the measurement of light thorough photo walk		Group discussion	Problem given (comaparison between sunlight and artifical light)	Lectures	Youtube link			Assignment	<27-May-23>	60
L.26	2	Visual Composition	Examine the different visual composition in camera		Lecture along with group discussion	Project (Capture Photographs with different compositions)	Lectures	E-content			Assignment	<27-May-23>	60
L.27	2	Visual Composition	Examine the different visual composition in camera		Flipped class	Project (Capture Photographs with different compositions)	Lectures				Assignment	<5-Jun-23>	60
L.28	2	Composition perspective	student will identify the composition perspective		Lecture along with group discussion	Project (Capture Photographs with different compositions)	Lectures				Assignment	<9-Jun-23>	60
L.29	2	Composition perspective	student will identify the composition perspective		Flipped class		Lectures				Assignment	<12-Jun-23>	60

L.30	2	Type of Lenses	Learn how to use different type of lenses in camera		Lecture using E-content		Lectures						
L.31	2	Type of Lenses					Lectures						
L.32	2	Camera Accessories					Lectures						
L.33	2	Camera Accessories					Lectures						
L.34	2	Sources of light: natural and artificial					Lectures						
L.35	3	Sources of light: natural and artificial					Lectures						
L.36	3	Nature and physical properties of light					Lectures						
L.37	3	Nature and physical properties of light					Lectures						
L.38	3	Nature and physical properties of light					Lectures						
L.39	3	Indoor shoot for product photography					Lectures						
L.40	3	Indoor shoot for product photography					Lectures						
L.41	3	Three Point Lighting: key, fill and back					Lectures						
L.42	3	Three Point Lighting: key, fill and back					Lectures						
L.43	3	Three Point Lighting: key, fill and back					Lectures						
L.44	4	quot;Lighting Aesthetics: controlling	learn how to use the controlling contrast through lighting		Lecture with discussion		Lectures				ASSIGNMENT		

		contrast through lightingquot;										
L.45	4	quot;Lighting Aesthetics: controlling contrast through lightingquot;	learn how to use the controlling contrast through lighting		Lecture with discussion		Lectures	PPT			ASSIGNMENT	
L.46	3	quot;Lighting Aesthetics: controlling contrast through lightingquot;	learn how to use the controlling contrast through lighting		Lecture with discussion		Lectures					
L.47	4	Photo Journalism: Definition and Concept	understand the basic concept of photo journalism		Lecture with group discussion		Lectures					
L.48	4	Photo Journalism: Definition and Concept	understand the basic concept of photo journalism		Flipped learning		Lectures	Youtube link			ASSIGNMENT	
L.49	4	Role and Importance of Photo Journalism	students will learn the role and importance of photo journalism		Lecture with discussion	Field visit	Lectures					
L.50	4	Role and Importance of Photo Journalism	students will learn the role and importance of photo journalism		Discussion with youtube link		Lectures	Youtube link			ASSIGNMENT	
L.51	4	Role and Importance of Photo Journalism	students will learn the role and importance of photo journalism		Flipped learning		Lectures					
L.52	4	photo story for newspaper/ magazine	student learn to create stories for newspaper/magazine		Discussion with youtube link		Lectures					
L.53	4	photo story for newspaper/ magazine	student learn to create stories for newspaper/magazine		Flipped learning	Project (Create a Photo feature on specific topic)	Lectures					
L.54	4	Photo stories, photo features and	student learn to create stories for newspaper/magazine		Lecture with discussion		Lectures	DSLR camera				

		photo essays										
L.55	4	Photo stories, photo features and photo essays	student learn to create stories for newspaper/magazine		Discussion with youtube link		Lectures				ASSIGNMENT	
L.56	4	Photo stories, photo features and photo essays	student learn to create stories for newspaper/magazine		Flipped learning	Project (Create a Photo feature on specific topic)	Lectures	PPT			project	
L.57	4	photo story for newspaper/ magazine	student learn to create stories for newspaper/magazine		Discussion with youtube link		Lectures					
L.58	4	photo story for newspaper/ magazine	student learn to create stories for newspaper/magazine		Flipped learning	Project (Create a photo story for newspaper/ magazine)	Lectures				project	
L.59	4	Photo Appreciation	student will learn photo appreciation		Lecture along with discussion		Lectures					
L.60	4	Photo Appreciation	student would be understand photo appreciation		Lecture along with discussion		Lectures				project	

TEXT BOOKS

REFERENCE BOOKS

BOOK BANK

PROFESSIONAL JOURNAL

REF. BOOKS

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*Lecture/PPT/Case Study/Field Study/Workshop/Seminar/Technical Skill Oriented Program/Enrichment Program/ Assignment/ Group Discussion/Conference/Extension Activities/Industrial Tour/Educational cum industrial Tour etc.
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Note: Every new class should start with quick recap and solving the problem, if any of previous class.
The class should culminate with the summary of what has been taught during the class.
Class should be student centric such bas experiential learning, participative learning and problem solving approach.

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![puzzle icon]	**TECNIA INSTITUTE OF ADVANCED STUDIES** **NAAC ACCREDITATED GRADE "A" INSTITUTE** **ACADEMIC SESSION 2022-23** **LECTURE PLAN**

TIAS/AC/2022-23/11

BA(JMC)(Div-A) II SEMESTER (2-Shift)

COURSE CODE: BA(JMC) 108	PAPER NAME: Health Communication	L	T/P	CREDIT	INT. MARKS	EXT. MARKS
		4	0	4	25	75

PERQUISITE

PROGRAMME OUTCOME

COURSE OUTCOME

COURSE OBJECTIVE

PRE-REQUISITES FOR THE COURSE

Basis knowledge of news sense, presentation of five W and How and exploring stories on a variety of subjects. Students should have knowledge of health communication and health journalist worked.

METHOD OF TEACHING

Primarily lectures, Class tests and assignments.

COURSE OUTCOME

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	Introduction to Public Health	Student would be able to understand the basic concepts of Public Health		LECTURE WITH DISCUSSION	National aareness workshop on Mental Health and Lifestyle after COVID	Lectures	PPT			MCQ	<9-Jun-23>	44	
L.2	1	Public Health: Definition Concept	Student would be able to describe about the Public Health				Lectures	PPT			MCQ			
L.3	1	Public Health Fundamentals	Student would be able to explain fundamentals of PH		DISCUSSION		Lectures	PPT			MCQ			

L.4	1	Essential Services of PH	Student would be able to analyse the Essential Services of PH			DISCUSSION		Lectures	PPT			MCQ			
L.5	1	Brief History of Public Health	Student would be able to copy the brief History of PH	Concept Class		LECTURE WITH DISCUSSION		Lectures	PPT			MCQ	<25-May-23>	44	
L.6	1	Phases of Public Health	Student would be able Identify different phases of PH	Concept Class		LECTURE WITH DISCUSSION		Lectures	PPT			MCQ			
L.7	1	Health Awareness	Student would be able to develop how yoga relates to health			DISCUSSION	Create a blog post on ill effects of smoking and drug addiction/malnutrition/any other health issue. (Based on an actual Case Study)	Lectures	PPT			MCQ	<17-May-2023>	44	
L.8	1	Role and Importance of Yoga	Student would be able to outline the importance of Yoga			DISCUSSION		Lectures	PPT			QUIZ	<2-Jun-23>	44	
L.9	1	Lifestyle Issues in India	Student would be able to annotate the Life style issues in India			GROUP DISCUSSION		Lectures	PPT			QUIZ	<8-Jun-23>	44	
L.10	1	Public Health Care System in India: Issues Problems in Rural and Urban India	Student would be able to create the structure of health care system in India			DEBATES		Lectures	PPT			QUIZ			
L.11	1	Public Health Care System in India: Issues Problems in Rural and Urban India	Student would be able to create the structure of health care system in India			DEBATES		Lectures	PPT			QUIZ	<24-May-2023>	44	
L.12	1	India as a Medical Tourism Destination	Student would be able to manage the health care system			GROUP DISCUSSION		Lectures	PPT			CLASS TEST	<21-Jun-23>	44	
L.13	2	Introduction to Health Journalism	Student would be able to highlight the role responsibilities of Health Journalism			LECTURE WITH DISCUSSION		Lectures	PPT			CLASS TEST			

L.14	2	Health Journalism: Concept, Need and Importance	Student would be able to tabulate explore health beats		LECTURE WITH DISCUSSION		Lectures	PPT			CLASS TEST			
L.15	2	Health Journalism: Concept, Need and Importance	Student would be able to tabulate explore health beats		LECTURE WITH DISCUSSION		Lectures	PPT			CLASS TEST			
L.16	2	Role of Health Journalism	Student would be able to express health beats		GROUP DISCUSSION		Lectures	PPT			CLASS TEST			
L.17	2	Responsibilities of Health Journalism	Student would be able to examine the role responsibilites of Health Journalism		JAM		Lectures	PPT			CLASS TEST			
L.18	2	Sources of Health Reporting	Student would be able to use the knowledge in Health Reporting		GROUP DISCUSSION		Lectures	PPT			CLASS TEST			
L.19	2	Sources of Health Reporting	Student would be able to use the knowledge in Health Reporting		GROUP DISCUSSION		Lectures	PPT			CLASS TEST			
L.20	2	NFHS reports	Student would be able to prepare the different sources of Health Reporting		LECTURE WITH DISCUSSION		Lectures	PPT			CLASS TEST			
L.21	2	NFHS reports	Student would be able to prepare the different sources of Health Reporting			FIELD VISIT	Lectures	PPT			CLASS TEST			
L.22	2	UNICEF reports	Student would be able to articulate the different sources of Health Reporting		FIELD VISIT		Lectures	PPT			CLASS TEST			
L.23	2	WHO CENSUS	Student would be able to		LECTURE WITH DISCUSSION		Lectures	PPT			CLASS TEST			

			execute the different sources of Health Reporting										
L.24	2	WHO CENSUS	Student would be able to execute the different sources of Health Reporting		LECTURE WITH DISCUSSION		Lectures	PPT		CLASS TEST			
L.25	2	Role of Media in Public Health Care Campaigns	Student would be able to discuss the responsibilities of Health Journalists	Case Study			Lectures	PPT		CLASS TEST			
L.26	2	Role of Media in Public Health Care Campaigns	Student would be able to discuss the responsibilities of Health Journalist	CASE STUDY			Lectures	PPT		CLASS TEST			
L.27	2	Public Health Care Campaigns: Polio,	Student would be able to validate the health care campaign	case study			Lectures	PPT		QUIZ			
L.28	2	Public Health Care Campaigns: Polio	Student would be able to validate the health care campaign	CASE STUDY			Lectures	PPT		QUIZ			
L.29	2	HIV/AIDS	Student would be able to measure the health hazards	Concept Class			Lectures	PPT		QUIZ			
L.30	2	Reproductive Child Health	Student would be able to discuss reproductive child health	Concept Class			Lectures	PPT		QUIZ			
L.31	2	Health Reporting and Writing	Student would be able to create writing reporting machenism			FIELD VISIT	Lectures	PPT		QUIZ			
L.32	2	Health Reporting and Writing	Student would be able to create writing reporting machenism			FIELD VISIT	Lectures	PPT		CLASS TEST			

L.33	3	Health Reporting	Student would be able to organise the reporting machenism		DISCUSSION		Lectures	PPT			Assignment		
L.34	3	Ethics in Health Reporting	Student would be able to display the health reporting			FIELD WORK	Lectures	PPT			ASSISGNMENT-3		
L.35	3	Ethics in Health Reporting	Student would be able to display the health reporting			FIELD WORK	Lectures	PPT			ASSISGNMENT-3		
L.36	3	Structure for Health Reporting	Student would be able to present the health reporting structure			FIELD VISIT	Lectures	PPT			ASSISGNMENT		
L.37	3	Guidelines for Health Reporting	Student would be able to mind mapping the health reporting guidelines		DISCUSSION		Lectures	PPT			MCQ		
L.38	3	Health Reporting for Various Media	Student would be able to excute how to use various channel for reporting		LECTURE WITH DISCUSSION		Lectures	PPT			MCQ3		
L.39	3	Health Reporting for Traditional Media	Student would be able to mashups various channel for reporting		Lecture with discussion		Lectures	PPT			MCQ2		
L.40	3	Health Reporting for Electronic Media	Student would be able to gether various channel for reporting		Lecture with discussion		Lectures	PPT			MCQ2		
L.41	3	Health Reporting for Digital Media	Student would be able to examine the dgital media reporting		Lecture with discussion		Lectures	PPT			MCQ1		
L.42	3	Writing for Public Health Care	tudent would be able to reenact the medical news writing		Lecture with discussion		Lectures	PPT			MCQ2		
L.43	3	Writing for Public Health Care : Think Globally	Student would be able to journalize health articles		Lecture with discussion		Lectures	PPT			MCQ1		

L.44	3	Writing for Public Health Care : Write Locally	Student would be able to tweet about health articles		Lecture with discussion		Lectures	PPT			MCQ2	<31-May-23>	44	
L.45	4	Health Communication	Student would be able to highlight the concept of HC	Concept Class			Lectures	PPT			ASSISGNMENT			
L.46	4	Define Information Education Communication (IEC)	Student would be able to moderate about IEC message design		LECTURE WITH DISCUSSION		Lectures	PPT			ASSISGNMENT			
L.47	4	Concept of IEC	Student would be able to sketch the IEC dynamics		Lecture with discussion		Lectures	PPT			MCQ2			
L.48	4	Functions of IEC	Student would be able to Integrate the IEC dynamics		Flip Class		Lectures	PPT			MCQ			
L.49	4	Define Behaviour Change Communication (BCC)	Student would be able to wiki - build the conceptual frame work	Concept classes			Lectures	PPT			MCQ			
L.50	4	Design Communication	Student would be able to determie inverted pyramid DCC		LECTURE WITH DISCUSSION		Lectures	PPT			ASSISGNMENT			
L.51	4	Design Communication Campaign : Pre-Test	Student would be able to develop Programming DCC		LECTURE WITH DISCUSSION		Lectures	PPT			MCQ			
L.52	4	Design Communication Campaign : Pre-Test	Student would be able to develop Programming DCC		LECTURE WITH DISCUSSION		Lectures	PPT			MCQ			
L.53	4	Design Communication Campaign : Evaluation	Student would be able to evaluate DCC		Lecture with discussion		Lectures	PPT			ASSISGNMENT			
L.54	4	Design Communication Campaign : Evaluation	Student would be able to adapt evaluate DC Campaign		LECTURE WITH DISCUSSION		Lectures	PPT			MCQ2			
L.55	4	Future of Health Communication	Student would be able to build the future of		Lecture with discussion		Lectures	PPT			ASSISGNMENT			

		and Career Prospect	health communication											
L.56	4	Future of Health Communication and Career Prospects	Student would be able to build the future of health communication		DISCUSSION		Lectures	PPT			ASSIGNMENT			
L.57	4	Future of Health Communication and Career Prospects	Student would be able to build the future of health communication		DISCUSSION		Lectures	PPT			ASSIGNMENT			
L.58	4	Future of Health Communication and Career Prospects	Student would be able to build the future of health communication		DISCUSSION		Lectures	PPT			ASSIGNMENT			
L.59	4	Future of Health Communication and Career Prospects	Student would be able to build the future of health communication		DISCUSSION		Lectures	PPT			ASSIGNMENT			
L.60	4	Future of Health Communication and Career Prospects	Student would be able to build the future of health communication		DISCUSSION		Lectures	PPT			ASSIGNMENT			

TEXT BOOKS

REFERENCE BOOKS

BOOK BANK

PROFESSIONAL JOURNAL

REF. BOOKS

ELECTRONIC DATABASE

COMPUTER SOFTWARE

Ph.D THESIS

MONTHLY MAGAZINE
WEEKLY MAGAZINE
NEWS PAPER
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*Lecture/PPT/Case Study/Field Study/Workshop/Seminar/Technical Skill Oriented Program/Enrichment Program/ Assignment/ Group Discussion/Conference/Extension Activities/Industrial Tour/Educational cum industrial Tour etc.
**Tecnia TV/Web links/PPT/NPTEL/MOOCS/Web portal based/On line courses/DELNET/J-GATE/Pro Quest/e-research/National Digital Library/INFLIBINET/Open Contents/CCM/Case Study/Text Book/Reference Book

Note: Every new class should start with quick recap and solving the problem, if any of previous class.
The class should culminate with the summary of what has been taught during the class.
Class should be student centric such bas experiential learning, participative learning and problem solving approach.

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	TECNIA INSTITUTE OF ADVANCED STUDIES	
	NAAC ACCREDITATED GRADE "A" INSTITUTE	**TIAS/AC/2022-23/11**
	ACADEMIC SESSION 2022-23 **LECTURE PLAN**	

BA(JMC)(Div-B) II SEMESTER (1-Shift)

		L	**T/P**	**CREDIT**	**INT. MARKS**	**EXT. MARKS**
COURSE CODE: BA(JMC) 110	**PAPER NAME: Sports Journalism**	**4**	**0**	**4**	**10**	**75**

PERQUISITE

PROGRAMME OUTCOME

COURSE OUTCOME

COURSE OBJECTIVE

PRE-REQUISITES FOR THE COURSE

A genuine interest and knowledge of various sports are important prerequisites for sports journalism. It is beneficial to have a good understanding of popular sports, rules, players, and recent events in the sports world.

METHOD OF TEACHING

Lecture, Discussions, Group Work, Experiential learning, Case Studies

COURSE OUTCOME

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	Understanding sports journalism	Should will able to understand sports journalism	TUTORIALS			Lectures	PDF		Sports Journalism Unit 1	Assignment 1	<31-May-23>	13	
L.2	1	Define Sports Journalism	understand the definition of Sports Journalism	Tutorials			Lectures	PPT		Sports Journalism Unit 1	Assignment 1	<1-Jun-23>	13	
L.3	1	Role and function of FIFA	Understand the Role and function of FIFA	Lecture with presentation	Discussion		Lectures	PPT		Sports Journalism Unit 1	Assignment 1	<01-Mar-2023>	13	
L.4	1	Role and function of	understand the Role and	Lecture with Presentation	Discussion		Lectures	PPT		Sports Journalism Unit	Assignment 1	<26-May-2023>	13	

		ICC	function of ICC							1			
L.5	1	History of ICC	Remember the history of ICC	Lecture with Presentation	Discussion		Lectures	PDF		Sports Journalism Unit 1	Assignment 1	<2-Jun-23>	13
L.6	1	Role and function of International Paralympic Committee	Students would get to know about International Paralympic Committee	Lecture with Presentation	Discussion		Lectures	PPT		Sports Journalism Unit 1	Assignment 1		
L.7	1	Role and function of CWG	Students would know about the role and functions of CWG	Lecture with Presentation	Discussion		Lectures	PPT		Sports Journalism Unit 1	Class Test		
L.8	1	Role and function of SAI	Students would know about the role and functions of SAI	Lecture with Presentation	Discussion	FIELD VISIT AT JLN STADIDUM	Lectures	PDF		Sports Journalism Unit 1	Report writing		
L.9	1	News Sources Of Sports Journalism	Would know about News sources of Sports Journalism		Flip Class and Group Discussion		Lectures	PPT		Sports Journalism Unit 1	Oral Presentation		
L.10	1	News Values and Ethics for Sports Reporting and Writing	Would apply the news values and ethics in sports reporting and writing	Lecture with Presentation	Debate	Creation of sports headlines	Lectures	PPT		Sports Journalism Unit 1	Project Work		
L.11	1	Case study on news values and ethics for sports reporting and writing	Would apply the news values and ethics in sports reporting and writing	Case Study	Debate	From a daily newspaper or sports magazine, collect 5 examples of good sports story leads. Rewrite the headlines.	Lectures	PPT		Sports Journalism Unit 1	Project Work		
L.12	1	Types and techniques of writing sports stories: Feature	Able to create a sports feature	Tutorials			Lectures	PPT Online notes		Sports Journalism Unit 1	Project Work		
L.13	1	Case study on sports feature	Able to create a sports feature	Case Study	Group discussion	Preaparion of sports feature	Lectures	PPT Online notes		Sports Journalism Unit 1	Project Work		
L.14	1	Types and techniques of writing sports	Able to create a sports Interview	Lecture with Presentation	Discussion		Lectures	PPT		Sports Journalism Unit 1	Assignment 1		

		stories: Interview										
L.15	1	Case study on sports interview	Able to create a sports Interview	Case Study	Group discussion	Preparing sports interview questions	Lectures	PPT		Sports Journalism Unit 1	Developing questions for interview	
L.16	2	Types and techniques of writing sports stories: Advance Story	Able to create a sports Advance Story	Lecture with Brainstorming		Create and maintain a Sports Blog	Lectures	PPT		Article on Sports Journalism	Project Work	
L.17	2	Case study on advance sports story	Able to create a sports Advance Story	Case Study	Discussion		Lectures	PPT		Types of sports stories	PPT Presentation	
L.18	2	Types and techniques of writing sports stories: Trend Story	Able to create a sports Trend Story	Lecture with presentation		Developing a trend story in sports	Lectures	PF Online notes		Types of sports stories	MCQ	
L.19	2	Case study on trending sports story	Able to create a sports Trend Story	Case Study	Discussion		Lectures	PF Online notes		Types of sports stories	Assignment 1	
L.20	2	Types and techniques of writing sports stories: News Story	Able to create a sports News Story	Lecture with Presentation		Developing sports news	Lectures	PPT		Types of sports stories	Developing sports news story writing	
L.21	2	Case study on sports news story	Able to create a sports News Story	Case Study	Discussion		Lectures	PPT		Types of sports stories	MCQ	
L.22	2	Types and techniques of writing sports stories: Game Story	Able to create a sports game story	Lecture with Presentation		Developing a game story in sports	Lectures	PPT		Types of sports stories	Developing a sports game story	
L.23	2	Case study on sports game story	Able to create a sports game story	Case Study	Discussion		Lectures	PPT		Types of Sports	MCQ	
L.24	2	Sports Photography: Equipment, Editing, Publishing and Uploading	Would understand about the sports equipments along with other technicalities	PRACTICAL LEARNING	PRACTICAL DEMONSTRATION	Developing a sports photo feature	Lectures	PDF		Article on Sports Journalism	Project work (Sports magazine)	
L.25	2	Case study on sports photography	Would understand about the sports photography	PRACTICAL LEARNING	PRACTICAL DEMONSTRATION		Lectures	PDF		Sports Journalism Unit 1	Assignment 2	

L.26	2	Sports Photography: Equipment, Editing, Publishing and Uploading	Would understand about the sports equipments along with other technicalities	PRACTICAL LEARNING	PRACTICAL DEMONSTRATION		Lectures	PPT		Sports Journalism Unit 1	Assignment 2		
L.27	2	Creating of sports photos	Would understand about the create sports photos	PRACTICAL LEARNING	PRACTICAL DEMONSTRATION		Lectures	PPT		Sports Journalism Unit 1	Assignment 2		
L.28	2	Editing and Use of Info-graphics, Layout of Sports News	Learners would be able to apply the knowledge for creating sports magazines	PRACTICAL LEARNING	PRACTICAL DEMONSTRATION	Watch one of the sports tournaments on Television/ YouTube. Report the event in 500 words including photographs and infographics etc	Lectures	PPT			Sports magazine for social media		
L.29	2	Editing and Use of Info-graphics, Layout of Sports News	Learners would be able to apply the knowledge for creating sports magazines	PRACTICAL LEARNING	PRACTICAL DEMONSTRATION		Lectures	PPT		Article on Sports Journalism	Assignment 2		
L.30	2	Case study of Infor-graphics sports news layout	Learners would be able to apply the knowledge for creating sports magazines	PRACTICAL LEARNING	PRACTICAL DEMONSTRATION	Creation of online sports magazines	Lectures	PPT		Article on Sports Journalism	Assignment 2		
L.31	3	Understanding Sports Management: Planning, Organizing, Coordinating	Would understand about sports management, planning, organizing and coordinating	Tutorials			Lectures	PPT		Sports Journalism Unit 3	Assignment 2		
L.32	3	Understanding Sports Management: Planning, Organizing, Coordinating	Would understand about sports management, planning, organizing and coordinating	TUTORIALS			Lectures	PPT		Sports Journalism Unit 3	Assignment 2		
L.33	3	Sports Marketing and Promotion-	Would apply the marketing and	PRESENTATION BY TEACHER	Discussion		Lectures	PPT		Sports Journalism Unit 3	PPT Presentation		

		Spectators, Sports Personalities and Media	promotional techniques in sports industry									
L.34	3	Trends in sports marketing and promotion	Would apply the marketing and promotional techniques in sports industry	PRESENTATION BY TEACHER	Discussion			Lectures	PPT		Sports Journalism Unit 3	PPT Presentation
L.35	3	Sports Marketing and Promotion-Spectators, Sports Personalities and Media	Would apply the marketing and promotional techniques in sports industry	PRESENTATION BY TEACHER	Discussion	Strategical planning for sport events through digital platforms		Lectures	PPT		Sports Journalism Unit 3	Report writing
L.36	3	Emerging Professional Sporting Leagues: Pro Kabaddi League	Would able to understand the Pro Kabaddi league	INFORMATIVE LECTURE				Lectures	PDF Online notes		Sports Journalism Unit 3	Assignment 2
L.37	3	Case study of Pro Kabaddi League	Would able to understand the Pro Kabaddi league	INFORMATIVE LECTURE				Lectures	PDF Online notes		Sports Journalism Unit 3	Assignment 2
L.38	3	Emerging Professional Sporting Leagues: Indian Super League (ISL)	Would able to understand the Indian Super league	INFORMATIVE LECTURE				Lectures	PPT		Sports Journalism Unit 3	Assignment 2
L.39	3	Case study of Indian Super League	Would able to understand the Indian Super league	INFORMATIVE LECTURE				Lectures	PPT		Sports Journalism Unit 3	Assignment 2
L.40	3	Emerging Professional Sporting Leagues: Indian Premier League	Would able to understand the Indian Premier league	INFORMATIVE LECTURE				Lectures	PPT		Sports Journalism Unit 3	Assignment 2
L.41	3	Emerging Professional Sporting Leagues: Indian Hockey League	Would able to understand the Indian Hockey league	INFORMATIVE LECTURE				Lectures	PPT		Sports Journalism Unit 3	Assignment 2

L.42	3	The role significance of WADA	understand the concept of WADA	Tutorials		Group discussion			Lectures	PPT		Sports Journalism Unit 3	MCQ			
L.43	3	Cases related to WADA	understand the concept of WADA	Tutorials		Group discussion			Lectures	PPT		Sports Journalism Unit 3	MCQ			
L.44	3	The role significance of NADA	understand the concept of NADA	Tutorials		Group discussion			Lectures	PPT		Sports Journalism Unit 3	MCQ			
L.45	3	Cases related to NADA	understand the concept of NADA	Tutorials		Group discussion			Lectures	PPT		Sports Journalism Unit 3	MCQ			
L.46	4	Sports writing for Print	Would able to compose sports report	PRESENTATION BY TEACHER			Newspaper analysis and observation of sports page	Lectures		PDF		Sports Journalism Unit 4	Report writing			
L.47	4	Sports writing for Broadcast and Online	Would able to compose sports report for broadcast and online platforms	PRESENTATION BY TEACHER			Broadcast and Online sports writing observation	Lectures		PPT		Sports Journalism Unit 4	Report writing			
L.48	4	Contemporary writing for online sport portals	Would able to compose sports report for broadcast and online platforms	PRESENTATION BY TEACHER				Lectures		PPT		Sports Journalism Unit 4	MCQ			
L.49	4	Significance of commentaries	Would able to understand the nuances of sports commentaries	Lecture with video presentation				Lectures		PPT		Sports Journalism Unit 4	MCQ			
L.50	4	Case study of famous commentators	Would able to create sports commentary	Lecture with Presentation				Lectures		PPT		Sports Journalism Unit 4	MCQ			
L.51	4	Web Commentaries and News Alerts for Mobile	Would able to understand the technicalities of Web commentaries and News Alerts for mobile	Lecture with video presentation				Lectures		PDF		Sports Journalism Unit 4	MCQ			
L.52	4	Case study of Web Commentaries	Would able to understand the technicalities of Web commentaries and News Alerts for mobile	Lecture with video presentation				Lectures		PDF		Sports Journalism Unit 4	MCQ			

L.53	4	New Trends in Sports Journalism: E-magazines	Would able to create E-magazines	PRESENTATION BY TEACHER	Discussion			Lectures	PPT		Sports Journalism Unit 4	MCQ	
L.54	4	Case study of sports e-magazines	Would able to create E-magazines	Case study with online presentation	Group discussion			Lectures	PPT		Sports Journalism Unit 4	MCQ	
L.55	4	New Trends in Sports Journalism: Blogs	Would able to create sports blog	PRESENTATION BY TEACHER				Lectures	Online content		Sports Journalism Unit 4	Project Work	
L.56	4	Case Study of famous blogs	Would able to create sports blog	Case Study	Group discussion			Lectures	Online contents		Sports Journalism Unit 4	Project Work	
L.57	4	Role of Sports Journalist in promoting Physical and Mental Wellbeing through Sports	Would able to understand how to promote the physical and mental wellbeing through sports	Brainstorming		Organizing debate on physical and mental well being through sports		Lectures	PPT		Sports Journalism Unit 4	MCQ	
L.58	4	Case study of sports journalist promoting physical and mental wellbeing	Would able to understand how to promote the physical and mental wellbeing through sports	Case Study with video presentation	DISCUSSION			Lectures	PPT		Sports Journalism Unit 4	MCQ	
L.59	4	Role of Sports Journalist in promoting Physical and Mental Wellbeing through Sports	Would able to understand how to promote the physical and mental wellbeing through sports	Tutorials	Discussion			Lectures	PPT		Sports Journalism Unit 4	MCQ	
L.60	4	Role of sports organization in promoting physical and mental wellbeing	Would able to understand how to promote the physical and mental wellbeing through sports	Tutorials	Discussion			Lectures	PPT		Sports Journalism Unit 4	MCQ	

TEXT BOOKS

REFERENCE BOOKS	
BOOK BANK	
PROFESSIONAL JOURNAL	
REF. BOOKS	
ELECTRONIC DATABASE	
COMPUTER SOFTWARE	
Ph.D THESIS	
MONTHLY MAGAZINE	
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NEWS PAPER	
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TECNIA INSTITUTE OF ADVANCED STUDIES

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TIAS/AC/2022-23/11

ACADEMIC SESSION 2022-23
LECTURE PLAN

BA(JMC)(Div-A) II SEMESTER (2-Shift)

COURSE CODE: BA(JMC) 152	PAPER NAME: Print Journalism Lab	L	T/P	CREDIT	INT. MARKS	EXT. MARKS
		0	4	2	15	60

PERQUISITE

PROGRAMME OUTCOME

COURSE OUTCOME

COURSE OBJECTIVE

PRE-REQUISITES FOR THE COURSE

The learner should have basic knowledge of print media and the content of newspaper.

METHOD OF TEACHING

Lecture, presentations, news reading exercise and writing assignments

COURSE OUTCOME

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	Identify any five headlines and rewrite them					Practicals							
L.2	1	Identify any five headlines and rewrite them					Practicals							
L.3	1	Identify any five headlines and rewrite them					Practicals							
L.4	1	Identify any five headlines					Practicals							

		and rewrite them											
L.5	1	Rewriting of headline					Practicals						
L.6	1	Rewriting of headline					Practicals						
L.7	1	Identify any five headlines and rewrite them					Practicals						
L.8	1	Write various types of leads					Practicals						
L.9	1	Write various types of leads					Practicals					<23-Mar-2023>	62
L.10	1	Write various types of leads					Practicals					<23-Mar-2023>	62
L.11	1	Write various types of leads					Practicals					<24-Mar-2023>	62
L.12	2	Report and file story for each of the beats: Political					Practicals					<28-Mar-2023>	62
L.13	2	Report and file story for each of the beats: Political					Practicals					<02-May-2023>	62
L.14	2	Report and file story for each of the beats: Entertainment					Practicals					<28-Apr-2023>	62
L.15	2	Report and file story for each of the beats: Entertainment					Practicals					<30-Mar-2023>	62
L.16	2	Report and file story for each of the beats: Business					Practicals					<27-Apr-2023>	62

L.17	2	Report and file story for each of the beats: Business					Practicals					<30-Mar-2023>	62	
L.18	2	Report and file story for each of the beats: Education					Practicals					<31-Mar-2023>	62	
L.19	2	Report and file story for each of the beats: Education					Practicals					<27-Apr-2023>	62	
L.20	2	Report and file story for each of the beats: Political, Entertainment, Business, Education and Crime					Practicals					<04-Apr-2023>	62	
L.21	2	Convert any news story into feature					Practicals					<06-Apr-2023>	62	
L.22	2	Convert any news story into feature					Practicals					<06-Apr-2023>	62	
L.23	2	Convert any news story into feature					Practicals					<07-Apr-2023>	62	
L.24	2	Convert any news story into feature					Practicals					<11-Apr-2023>	62	
L.25	3	Prepare a copy by using editing and proof - reading symbols					Practicals					<13-Apr-2023>	62	
L.26	3	Prepare a copy by using editing and proof - reading symbols					Practicals					<13-Apr-2023>	62	
L.27	3	Prepare a copy by using editing and					Practicals					<14-Apr-2023>	62	

L.28	3	proof - reading symbols Prepare a copy by using editing and proof - reading symbols					Practicals					<18-Apr-2023>	62	
L.29	3	Translate a news story from English to Hindi and vice - versa					Practicals					<25-Apr-2023>	62	
L.30	3	Translate a news story from English to Hindi and vice - versa					Practicals					<20-Apr-2023>	62	
L.31	3	Translate a news story from English to Hindi and vice - versa					Practicals					<20-Apr-2023>	62	
L.32	3	Translate a news story from English to Hindi and vice - versa					Practicals					<21-Apr-2023>	62	
L.33	3	Translate a news story					Practicals					<04-May-2023>	62	
L.34	3	Translate a news story					Practicals					<04-May-2023>	62	
L.35	3	Translate a news story					Practicals					<05-May-2023>	62	
L.36	3	Translate a news story					Practicals					<16-May-2023>	62	
L.37	4	Write an Editorial					Practicals					<18-May-2023>	62	
L.38	4	Write an Editorial					Practicals					<23-May-2023>	62	
L.39	4	Write an Editorial					Practicals					<18-May-2023>	62	
L.40	4	Write an Editorial					Practicals					<19-May-2023>	62	
L.41	4	Rewrite any five photo captions					Practicals					<26-May-2023>	62	
L.42	4	Rewrite any five photo					Practicals							

		captions												
L.43	4	Rewrite any five photo captions					Practicals							
L.44	4	Rewrite any five photo captions					Practicals							
L.45	4	Rewrite any five photo captions and cutlines					Practicals							
L.46	4	Rewrite any five photo captions and cutlines					Practicals							
L.47	4	Rewrite any five photo captions and cutlines					Practicals							
L.48	4	Rewrite any five photo captions and cutlines					Practicals							

TEXT BOOKS

REFERENCE BOOKS

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Class should be student centric such bas experiential learning, participative learning and problem solving approach.

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ACADEMIC SESSION 2022-23
LECTURE PLAN

BA(JMC)(Div-A) II SEMESTER (1-Shift)

		L	**T/P**	**CREDIT**	**INT. MARKS**	**EXT. MARKS**
COURSE CODE: BA(JMC) 154	**PAPER NAME: Still Photography Lab**	**0**	**4**	**2**	**15**	**60**

PERQUISITE

PROGRAMME OUTCOME

COURSE OUTCOME

COURSE OBJECTIVE

PRE-REQUISITES FOR THE COURSE

camera and editing software

METHOD OF TEACHING

Practical

COURSE OUTCOME

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	Capture Photographs with different compositions	student learn to capture the photographs with different composition				Lectures	DSLR camera			project			
L.2	1	Capture Photographs with different compositions	student learn to capture the photographs with different composition				Lectures	DSLR camera			project			
L.3	1	Capture Photographs	student learn to capture the				Lectures	DSLR camera			project			

		with different compositions	photographs with different composition											
L.4	1	Capture Photographs with different compositions	student learn to capture the photographs with different composition				Lectures	DSLR camera			project			
L.5	1	Capture Photographs with different compositions	student learn to capture the photographs with different composition				Lectures	DSLR camera			project			
L.6	1	Capture photographs at different f-stops (aperture)	Students will learn to capture pictures at different f-stop				Lectures	DSLR camera			project			
L.7	1	Capture photographs at different f-stops (aperture)					Lectures	DSLR camera			project			
L.8	1	Capture photographs at different f-stops (aperture)					Lectures	DSLR camera			project			
L.9	1	Capture photographs at different f-stops (aperture)					Lectures							
L.10	1	Capture photographs at different f-stops (aperture)					Lectures							
L.11	1	Capture photographs at different shutter speeds					Lectures							
L.12	1	Capture photographs at different					Lectures	DSLR camera			project			

		shutter speeds										
L.13	1	Capture photographs at different shutter speeds					Lectures					
L.14	1	Capture photographs at different shutter speeds					Practicals					
L.15	1	Capture photographs at different shutter speeds					Practicals					
L.16	1	Capture photographs with different focal lengths					Lectures	DSLR camera			project		
L.17	1	Capture photographs with different focal lengths					Practicals	DSLR camera			project		
L.18	1	Capture photographs with different focal lengths					Practicals				project		
L.19	1	Capture photographs with different focal lengths					Lectures	DSLR camera			project		
L.20	1	Capture photographs with different focal lengths					Practicals	DSLR camera			project		
L.21	1	Capture portraits using Single					Lectures	DSLR camera			project		

		Point Lighting											
L.22	1	Capture portraits using Single Point Lighting					Lectures	DSLR camera			project		
L.23	1	Capture portraits using Single Point Lighting					Practicals	DSLR camera			project		
L.24	1	Capture portraits using Single Point Lighting					Lectures	DSLR camera			project		
L.25	1	Capture portraits using Single Point Lighting					Lectures	DSLR camera			project		
L.26	1	Capture portraits using Three Point Lighting					Lectures	DSLR camera			project		
L.27	1	Capture portraits using Three Point Lighting					Lectures	DSLR camera					
L.28	1	Capture portraits using Three Point Lighting					Lectures	DSLR camera			project		
L.29	1	Capture portraits using Three Point Lighting					Lectures						
L.30	1	Capture portraits using Three Point Lighting					Lectures						
L.31	1	Product Photography: photograph a product for					Lectures	DSLR camera			project		

						commercial purpose					
L.32	1	Product Photography: photograph a product for commercial purpose				Practicals			project		
L.33	1	Product Photography: photograph a product for commercial purpose				Lectures	DSLR camera		project		
L.34	1	Product Photography: photograph a product for commercial purpose				Lectures	DSLR camera		project		
L.35	1	Product Photography: photograph a product for commercial purpose				Lectures	DSLR camera		project		
L.36	1	Create a Photo feature on specific topic				Lectures	DSLR camera		project		
L.37	1	Create a Photo feature on specific topic				Lectures	DSLR camera		project		
L.38	1	Create a Photo feature on specific topic				Lectures			project		
L.39	1	Create a Photo feature on specific topic				Lectures				<29-May-23>	60
L.40	1	Create a Photo feature on specific topic				Lectures				<31-May-23>	60
L.41	1	Create a photo story for newspaper/ magazine				Lectures	DSLR camera		project	<1-Jun-23>	60

L.42	1	Create a photo story for newspaper/ magazine					Practicals	DSLR camera				<5-Jun-23>	60	
L.43	1	Create a photo story for newspaper/ magazine					Lectures					<12-Jun-23>	60	
L.44	1	Create a photo story for newspaper/ magazine					Practicals					<14-Jun-23>	60	
L.45	1	Create a photo story for newspaper/ magazine					Practicals	DSLR camera						
L.46	1	Create a Still Audio-Visual Production					Lectures	DSLR camera			project			
L.47	1	Create a Still Audio-Visual Production					Practicals	DSLR camera			project			
L.48	1	Create a Still Audio-Visual Production					Practicals							

TEXT BOOKS

REFERENCE BOOKS

BOOK BANK

PROFESSIONAL JOURNAL

REF. BOOKS

ELECTRONIC DATABASE

COMPUTER SOFTWARE	
Ph.D THESIS	
MONTHLY MAGAZINE	
WEEKLY MAGAZINE	
NEWS PAPER	
PAPER PRESENTED	

*Lecture/PPT/Case Study/Field Study/Workshop/Seminar/Technical Skill Oriented Program/Enrichment Program/ Assignment/ Group Discussion/Conference/Extension Activities/Industrial Tour/Educational cum industrial Tour etc.
**Tecnia TV/Web links/PPT/NPTEL/MOOCS/Web portal based/On line courses/DELNET/J-GATE/Pro Quest/e-research/National Digital Library/INFLIBINET/Open Contents/CCM/Case Study/Text Book/Reference Book

Note: Every new class should start with quick recap and solving the problem, if any of previous class.
The class should culminate with the summary of what has been taught during the class.
Class should be student centric such bas experiential learning, participative learning and problem solving approach.

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TECNIA INSTITUTE OF ADVANCED STUDIES

NAAC ACCREDITATED GRADE "A" INSTITUTE

TIAS/AC/2022-23/11

ACADEMIC SESSION 2022-23
LECTURE PLAN

BA(JMC)(Div-A) II SEMESTER (2-Shift)

COURSE CODE: BA(JMC) 156	PAPER NAME: Design and Graphics Lab-II	L	T/P	CREDIT	INT. MARKS	EXT. MARKS
		0	4	2	15	60

PERQUISITE
PROGRAMME OUTCOME
COURSE OUTCOME
COURSE OBJECTIVE

PRE-REQUISITES FOR THE COURSE

CorelDraw is a vector graphics editor developed and marketed by Corel Corporation. It is also the name of the Corel graphics suite, which includes the bitmap-image editor Corel Photo-Paint as well as other graphics-related programs.Adobe InDesign is a desktop publishing and typesetting software application produced by Adobe Inc. It can be used to create works such as posters, flyers, brochures, magazines, newspapers, presentations, books and eBooks.

METHOD OF TEACHING

Lecture MethodPresentation MethodCase Study and Video ExamplesLive Demo

COURSE OUTCOME

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	Introduction-Basics of Corel Draw					Lectures							
L.2	1	Explain of Corel draw Interface and Object Draw - Color Fill inside and outline					Practicals							
L.3	1	Tools explain-Pick Tool -					Practicals							

		Ellipse Tool-Smart Fill tool-knife Tool												
L.4	1	Group and ungroup object				Practicals								
L.5	1	Logo Design - Shape tool virtual segment delete tool				Practicals								
L.6	1	The Transformation Docker				Practicals								
L.7	1	Logo Design				Assignments								
L.8	1	Logo Design				Assignments								
L.9	1	Logo Design				Assignments								
L.10	1	Background light Effect				Practicals								
L.11	1	Calendar Design Concept				Practicals								
L.12	1	Customize Calendar design				Practicals								
L.13	1	Customize Calendar design -2				Practicals								
L.14	1	Text Effect Customize				Practicals								
L.15	1	Create Custom Shapes, Format Objects				Practicals								
L.16	1	Light Effect and Customize Text				Practicals								
L.17	1	Text Effect Customize Assignments in the Class				Practicals								
L.18	1	Design a Calendar				Practicals								
L.19	1	Design a Calendar				Practicals								
L.20	1	Design an Invitation Card				Practicals								
L.21	1	Design an Invitation Card				Practicals								

L.22	1	Invitation Card Design					Practicals						
L.23	1	Design Cover Page of a Book					Tutorials						
L.24	1	Design Cover Page of a Book					Practicals						
L.25	1	Design Cover Page of a Book					Practicals						
L.26	1	Customize the Workspace.					Practicals						
L.27	2	Dragging and customizing Panels					Practicals					<01-May-2023>	62
L.28	2	Navigating through multiple pages					Practicals					<02-May-2023>	62
L.29	2	Creating a document					Practicals					<15-May-23>	62
L.30	2	Placing text and graphics on the document pages					Practicals					<16-May-2023>	62
L.31	2	Adjusting the viewing quality of the document					Practicals					<17-May-2023>	62
L.32	2	managing and editing linked graphics					Practicals					<17-May-2023>	62
L.33	3	Workflow tips for placing graphics into InDesign					Practicals					<22-May-2023>	62
L.34	3	Wrapping text around a graphic, Adding transparency effects					Practicals					<23-May-2023>	62
L.35	3	power clip inside the image					Practicals					<24-May-2023>	62
L.36	4	Applying transparency					Practicals					<24-May-2023>	62

		settings to images and text											
L.37	3	Creating Tints and Advanced Gradient Techniques				Lectures							
L.38	3	Importing illustrator documents that use transparency				Practicals							
L.39	4	Output and Exporting, Packaging Files, Creating				Practicals							
L.40	4	Design a Magazine				Practicals							
L.41	4	Design a Magazine				Practicals							
L.42	4	Design a Magazine				Practicals							
L.43	4	Design a Magazine				Practicals							
L.44	4	Design a Magazine				Practicals							
L.45	4	Design a Magazine				Practicals							

TEXT BOOKS

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**Tecnia TV/Web links/PPT/NPTEL/MOOCS/Web portal based/On line courses/DELNET/J-GATE/Pro Quest/e-research/National Digital Library/INFLIBINET/Open Contents/CCM/Case Study/Text Book/Reference Book

Note: Every new class should start with quick recap and solving the problem, if any of previous class.
The class should culminate with the summary of what has been taught during the class.
Class should be student centric such bas experiential learning, participative learning and problem solving approach.

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![logo]	**TECNIA INSTITUTE OF ADVANCED STUDIES** **NAAC ACCREDITATED GRADE "A" INSTITUTE** **ACADEMIC SESSION 2022-23** **LECTURE PLAN**

TIAS/AC/2022-23/11

BA(JMC)(Div-A) II SEMESTER (2-Shift)

COURSE CODE: BA(JMC) 158	PAPER NAME: Health Communication Lab	L	T/P	CREDIT	INT. MARKS	EXT. MARKS
		0	4	2	15	60

PERQUISITE

PROGRAMME OUTCOME

Shall acquire fundamental knowledge of Journalism Mass Communication and related study area.

Shall acquire the knowledge related to media and its impact

Shall be competent enough to undertake professional job as per demands and requirements of M E Industry.

Shall empower themselves by communication, professional and life skills.

Shall be able to enhance the ability of leadership

Shall become socially responsible citizen with global vision.

Shall be equipped with ICTs competencies including digital literacy.

Shall become ethically committed media professionals and entrepreneurs adhering to the human values, the Indian culture and the Global culture

Shall have an understanding of acquiring knowledge throughout life.

Shall acquire the primary research skills; understand the importance of innovation, entrepreneurship and incubation

Shall acquire the understanding of importance of cooperation and teamwork.

Shall acquire the skills and competencies for lifelong learning and growing.

COURSE OUTCOME

Students would be able to Create a blog post on ill effects of smoking and drug addiction/malnutrition/any other health issue. (Based on an

Students would be able to Write a feature for a health magazine in 300-400 words. Support your article with photographs, Create a photo feature on lifestyle health issues. Plan design IEC message and media materials for behaviour change communication.

COURSE OBJECTIVE

PRE-REQUISITES FOR THE COURSE

Basic understanding of Health Communication.Understanding about Public Health, Health Journalism, Health Reporting and Writing, Health Design Communication Campaign: Pre-test and Evaluation.

METHOD OF TEACHING

Case studies, PPT, Video, Practical Workbook (Tutorial.

COURSE OUTCOME

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	Writing for blogs	Students would be able to understand and create content for blogs				Practicals	PPT			Assignment 1	<18-Mar-2023>	43	

L.2	1	Health Blog	Students would be able to understand the concept of health blog				Practicals	Websites and online contents			Assignment 1	<20-Mar-2023>	43
L.3	1	Health and wellness blog	Students would be able to analyse and create wellness blog				Tutorials	Websites and online contents			Assignment 1	<21-Mar-2023>	43
L.4	1	Writing a great health care blog	Students would be able to write health care blogs				Practicals	PPT			Assignment 1	<21-Mar-2023>	43
L.5	1	Create a blog post on ill effects of smoking and drug addiction/malnutrition/any other health issue	Students would be able to write a blog post on ill effects of smoking and drug addiction/malnutrition/any other health issue				Practicals	PPT			Assignment 2	<25-Mar-2023>	43
L.6	1	Case study on ill effects	Students would be able to understand the reasons of ill effects on health				Practicals	PPT			Assignment 2	<27-Mar-2023>	43
L.7	1	Case study on ill effects of smoking	Students would be able to analyse the ill effects of smoking				Practicals	PPT			Assignment 2	<28-Mar-2023>	43
L.8	1	Case study on ill effects of malnutrition	Students would be able to analyse the ill effects of malnutrition				Practicals	PPT			Assignment 2	<28-Mar-2023>	43
L.9	1	Case study on Air Pollution	Students would be able to analyse the causes of air pollution				Practicals	PPT			Assignment 2	<01-Apr-2023>	43
L.10	1	Case study on effects of smoking on society	Students would be able to analyse the effects of smoking on society				Practicals	PPT			Assignment 2	<03-Apr-2023>	43
L.11	1	Case Study on harmful effects of mobile radiation	Students would be able to assess the harmful effects of mobile radiation				Practicals				Assignment 2	<10-Apr-2023>	43
L.12	2	Write a feature	Students would be able to create a feature story				Practicals	Websites and online contents			Assignment 2	<11-Apr-2023>	43
L.13	2	write a feature for a magazine	Students would be able to create a feature for magazine				Practicals	PPT			Assignment 2	<11-Apr-2023>	43
L.14	2	write a feature for a magazine	Students would be able to create a feature for magazine				Practicals	PPT			Assignment 2	<15-Apr-2023>	43
L.15	2	write a feature article on Health	Students would be able to create a feature article for health				Practicals	PPT			Assignment 3	<17-Apr-2023>	43
L.16	2	News Feature	Students would be able to create a News Feature				Practicals	PPT			Assignment 3	<18-Apr-2023>	43
L.17	2	Informative Feature	Students would be able to understand the idea of informative feature				Practicals	PPT			Assignment 3	<18-Apr-2023>	43
L.18	2	Personality Sketches	Students would be able to understand the concept of Personality Sketches				Tutorials	PPT			Assignment 3	<24-Apr-2023>	43

L.19	2	Personal Experience Story	Students would be able to analyse the concept of personal experience stories				Practicals	PPT			Assignment 3	<25-Apr-2023>	43	
L.20	2	Human Interest Feature Story	Students would be able to create and understand the idea of Human Interest Feature Story				Practicals	PPT			Assignment 3	<25-Apr-2023>	43	
L.21	2	Historical Feature	Students would be able to create and understand the concept of historical feature				Practicals	Websites and online contents			Assignment 3	<2-May-23>	43	
L.22	2	Interpretative Feature	Students would be able to create and understand the concept of Interpretative feature				Practicals	PPT			Assignment 3	<2-May-23>	43	
L.23	2	Popularised Scientific Feature	Students would be able to apply the knowledge of feature stories				Practicals	PPT			Assignment 3	<01-May-2023>	43	
L.24	3	Create a photo feature	Students to create and apply knowledge of photo features				Practicals	PPT			Assignment 4	<6-May-23>	43	
L.25	3	Create a photo feature on lifestyle health issues and smoking	Students to create and apply knowledge of photo features on lifestyle and smoking issues				Practicals				Assignment 5	<16-May-23>	43	
L.26	3	Create a photo feature on lifestyle health issues unhealthy diet	Students to create and apply knowledge of photo features on lifestyle issues and unhealthy diet				Practicals	PPT			Assignment 5	<16-May-23>	44	
L.27	3	Create a photo feature on lifestyle health issues atherosclerosis	Students to create and apply knowledge of photo features on lifestyle issues and atherosclerosis				Practicals	PPT			Assignment 5	<22-May-23>	44	
L.28	3	Create a photo feature on lifestyle health issues heart disease	Students to create and apply knowledge of photo features on lifestyle issues and heart disease				Practicals	PPT			Assignment 5	<27-May-23>	44	
L.29	3	Create a photo feature on lifestyle health issues obesity	Students to create and apply knowledge of photo features on lifestyle issues and obesity				Practicals	PPT			Assignment 5	<15-May-2023>	44	
L.30	3	Create a photo feature on lifestyle health issues type 2 diabetes	Students to create and apply knowledge of photo features on lifestyle issues type 2 diabetes				Practicals	Websites and online contents			Assignment 5	<23-May-2023>	44	
L.31	3	Create a photo feature on lifestyle health issues Covid-19	Students would be able to create a photo feature on lifestyle health issues Covid-19				Practicals	PPT			Assignment 5	<23-May-2023>	44	
L.32	3	Create a photo feature on lifestyle health issues drug abuse	Students would be able to create a photo feature on lifestyle health issues and drug abuse				Practicals				Assignment 5	<12-Jun-23>	44	
L.33	3	Create a photo feature on lifestyle health issues	Students would be able to create a photo feature on				Practicals				Assignment 5	<13-Jun-2023>	44	

		substance use disorders and smoking tobacco	lifestyle health issues and substance use disorders and smoking tobacco										
L.34	3	Create a photo feature on Diet and Exercise	Students to create and apply knowledge of photo features on lifestyle issues and heart disease				Practicals	PPT			Assignment 5	<13-Jun-2023>	44
L.35	3	Create a photo feature on Rural lifestyle.	Students would be able to develop a photo feature on Rural lifestyle.				Practicals	PPT			Assignment 5	<17-Jun-23>	44
L.36	4	Plan design IEC message	Should would be able to Plan design IEC message				Tutorials	PPT			Assignment 5		
L.37	4	Design an IEC Poster	Students to design an IEC poster				Practicals	PPT			Assignment 5		
L.38	4	IEC policy and resource assessment	Should would be able to Plan and assess IEC policy				Lectures	PPT			Assignment 5		
L.39	4	IEC audience analysis	Students would be able to do IEC audience analysis				Practicals	PPT			Class Test		
L.40	4	media materials for behaviour change communication	Students would be able to create media materials for behaviour change communication				Practicals	PPT			Class Test		
L.41	4	BCC strategy design	Students would be able to produce and analyse BCC strategy design				Practicals	PPT			Class Test		
L.42	4	BCC message research and pretesting	Students would be able to do BCC message research and pretesting				Practicals	PPT			Class Test		
L.43	4	Conduct formative BCC assessments.	Students would be able to conduct formative BCC assessments.				Practicals	PPT			Class Test		
L.44	4	Design BCC strategy and monitoring and evaluation (ME) plan	Students to design BCC strategy and monitoring and evaluation (ME) plan				Practicals	PPT			Class Test		
L.45	4	BCC pre-contemplation	Students would be able to do BCC pre-contemplation				Practicals	PPT			Class Test	<26-Jun-23>	44
L.46	4	BCC contemplation, preparation, action, maintenance, and relapse	Students would be able to do BCC contemplation, preparation, action, maintenance, and relapse				Practicals	PPT			Class Test	<20-Jun-2023>	44
L.47	4	Plan design IEC message and media materials for behaviour change communication	Students to plan design IEC message and media materials for behaviour change communication				Practicals	PPT			Class Test	<20-Jun-2023>	44

TEXT BOOKS

1. Robert C. Hornik, "Public Health Communication: Evidence for Behavior Change. Contributors", Lawrence Erlbaum Associates, 1 Ed., 2002.

REFERENCE BOOKS

1. S. Renata, "Health Communication: From Theory to Practice", John Wiley & Sons, 1 Ed., 2013.

BOOK BANK	
PROFESSIONAL JOURNAL	
1. Felice J. Freyer, "Association of Health Care Journalists", CENTER FOR EXCELLENCE IN HEALTH CARE JOURNALISM, Vol., (M), 2017.	
REF. BOOKS	
ELECTRONIC DATABASE	
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Class should be student centric such bas experiential learning, participative learning and problem solving approach.

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TIAS/AC/2022-23/11

ACADEMIC SESSION 2022-23
LECTURE PLAN

BA(JMC)(Div-A) II SEMESTER (2-Shift)

COURSE CODE: BA(JMC) 160	PAPER NAME: Sport Journalism Lab	L	T/P	CREDIT	INT. MARKS	EXT. MARKS
		2	0	2	40	60

PERQUISITE

PROGRAMME OUTCOME

COURSE OUTCOME

COURSE OBJECTIVE

PRE-REQUISITES FOR THE COURSE

After completing this syllabus student will be able to learndefine Sports Journalismexplain types and techniques of sports reporting and writingdescribe the importance of sports management and regulatory organisationsutilize knowledge gained to promote physical and mental wellbeing through sports.

METHOD OF TEACHING

Lectures using ICT Tools (Audio/Visual Presentation, Power-point Presentation, Recorded Lectures)Discussions, Case Studies Topic-wise Interaction Discussion on breaking News and contemporary issues Debate ActivityInterviewBulletin Recording

COURSE OUTCOME

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	Understanding Sports Journalism	Student will able to understand Sports Journalism		Discussion		Practicals				Project work	<23-May-2023>	18	
L.2	1	1.From a daily newspaper or sports magazine, collect 5 examples of good sports story leads	Student will able to identify good sports story leads			Identify and analyse best leads from newspapers	Lectures	PPT BY TEACHER		Lab Mannual	Project work			

L.3	1	From a daily newspaper or sports magazine, collect 5 examples of good sports story leads	Student will able to analyse good sports story leads			Identify and analyse best leads from newspapers	Practicals				Project work			
L.4	1	Rewrite the headlines.	Student will able to create Rewrite the headlines.			create Rewrite the headlines.	Practicals			Lab Mannual	Project work			
L.5	1	Sports Blog	Student will able to understand a Sports Blog			Create and maintain a Sports Blog	Practicals			Lab Mannual	Project work			
L.6	1	Create a Sports Blog	Student will able to Create and a Sports Blog			Create and maintain a Sports Blog	Practicals			Lab Mannual	Project work			
L.7	1	Sports Blog	Maintain a Sports Blog			Create and maintain a Sports Blog	Practicals			Lab Mannual	Project work			
L.8	1	a.Watch one of the sports tournaments on Television/ YouTube	Student will able to understand a.Watch one of the sports tournaments on Television/ YouTube		BRAINSTORMING		Practicals			Lab Mannual	Project work			
L.9	2	Report the event in 500 words including photographs and infographics etc.	Students will able to create Sports Blog			Create a Sports match report	Practicals			Lab Mannual	Project work			
L.10	2	Write Sport Match Report	Publish the report on the blog.			Publish the report on the blog.	Practicals			Lab Mannual	Project work			
L.11	2	Interview of any sports person	Student will able to understand interview of any sports person		interview of any sports person		Lectures			Lab Mannual	Project work			
L.12	1	Interview of any sports person	Student will able to frame interview questions of			Create interview ques of any sports person	Practicals			Lab Mannual	Project work			

					any sports person							
L.13	1	Record an interview of any sports person using mobile phone	Student will able to create and record an interview of any sports person using mobile phone		create and record an interview of any sports person using mobile phone		Practicals			Lab Mannual	Project work	
L.14	2	Record an interview of any sports person using mobile phone	Student will able to create and record an interview of any sports person using mobile phone		create and record an interview of any sports person using mobile phone	create and record an interview of any sports person using mobile phone	Practicals			Lab Mannual	Project work	
L.15	2	Feature article	Student will able to understand Feature article		BRAINSTORMING		Practicals			Lab Mannual	Project work	
L.16	2	Feature article	Create a Feature article			Create a Feature article	Practicals			Lab Mannual	Project work	
L.17	3	Feature article	Create and Maintain Feature article			Create and Maintain Feature article	Practicals			Lab Mannual	Project work	
L.18	3	b.Interview	Understand the concept of Interview		Discussion		Practicals			Lab Mannual	Project work	
L.19	3	Interview	Student will able to do research work for plan Interview		BRAINSTORMING		Practicals			Lab Mannual	Project work	
L.20	3	Interview	Student will able to develop Interviewing Skills		BRAINSTORMING		Practicals			Lab Mannual	Project work	
L.21	3	Define Photo feature	Student will able to understand Photo feature		Group Discussion		Practicals			Lab Mannual	Project work	
L.22	4	Photo feature	Student will able to analyze the		Group Discussion		Practicals			Lab Mannual	Project work	

			Photo feature										
L.23	3	Photo feature	Student will able to create Photo feature			Create Photo feature	Lectures			Lab Mannual	Project work		
L.24	4	Photo feature	Student will able to create Photo feature		Group Discussion		Practicals			Lab Mannual	Project work		
L.25	4	Trend story	Would able to understand the Trend story		BRAINSTORMING		Practicals			Lab Mannual	Project work		
L.26	4	Trend story	Understand the concept of Trend story with examples		Group Discussion		Practicals			Lab Mannual	Project work		
L.27	4	Trend story	Student would able to analyze the Trend story		Group Discussion		Practicals			Lab Mannual	Project work		
L.28	3	Trend story	Student will able to create Trend story		Group Discussion		Practicals			Lab Mannual	Project work		
L.29	4	Trend story	Student will able to create Trend story		Group Discussion		Practicals			Lab Mannual	Project work		
L.30	1	Trend story	Student will able to analyze Sport story and Trend Story		BRAINSTORMING		Practicals			Lab Mannual	Project work		
L.31	4	Define News Bulletin	Would able to understand News Bulletin		BRAINSTORMING		Practicals			Lab Mannual	Project work		
L.32	4	Sports Bulletin	Would able to understand sports Bulletin		Concept Classes		Practicals			Lab Mannual	Assignment-2		
L.33	4	News Bulletin and Sports Bulletins	Student will able to analyze News Bulletin and Sports Bulletin		Group Discussion		Practicals			Lab Mannual	Assignment-2		
L.34	4	Structure of Sports Bulletins	Students will able to analyze the structure of		Group Discussion		Practicals				Assignment-2		

		Sports Bulletin								
L.35	4	Structure of Sports Bulletins	Students will able to analyze the structure of Sports Bulletin		Group Discussion		Practicals		Lab Mannual	Assignment-2		
L.36	4	Scripting for Sports Bulletin	Students will able to create Scripting for Sports Bulletin		Group Discussion		Practicals		Lab Mannual	Project work	<22-May-2023>	18
L.37	4	Scripting for Sports Bulletin	Students will able to create Scripting for Sports Bulletin		Group Discussion		Practicals		Lab Mannual	Project work	<23-May-2023>	18
L.38	4	Recording for Sports Bulletin	Students will able to record for Sports Bulletin		Group Discussion		Practicals		Lab Mannual	Assignment-2	<3-Jun-23>	18
L.39	4	Recording for Sports Bulletin	Students will able to record for Sports Bulletin		Concept Classes		Practicals		Lab Mannual	Project work	<5-Jun-23>	18
L.40	4	Editing for Sports Bulletin	Editing for Sports Bulletin		Group Discussion		Practicals		Lab Mannual	Project work	<13-Jun-23>	18
L.41	4	Editing for Sports Bulletin	Would able to create sports bulletin		Group Discussion		Practicals		Lab Mannual	Assignment-2	<13-Jun-23>	18
L.42	4	Sports Bulletins	Analyse the bulletin		BRAINSTORMING		Practicals		Lab Mannual	Assignment-2		
L.43	4	Analyze the bulletin	Analyze the sports bulletin		Group Discussion		Practicals		Lab Mannual	Project work		
L.44	4	News Reading	Define News Reading		BRAINSTORMING		Practicals		Lab Mannual	Project work		
L.45	4	News Reading Practice	Student will able to develop Reading Skills		Group Discussion		Practicals		Lab Mannual	Project work		
L.46	4	News Reading Practice	Student will able to develop Reading Skills		Group Discussion		Practicals		Lab Mannual	Project work		
L.47	4	Voice Personality Presentation	Student will able to develop		BRAINSTORMING		Practicals		Lab Mannual	Project work		

			Voice Personality Presentation											
L.48	4	Voice Personality Presentation	Student will able to develop Voice Personality Presentation		Group Discussion		Practicals			Lab Mannual	Project work			

TEXT BOOKS

REFERENCE BOOKS

BOOK BANK

PROFESSIONAL JOURNAL

REF. BOOKS

ELECTRONIC DATABASE

COMPUTER SOFTWARE

Ph.D THESIS

MONTHLY MAGAZINE

WEEKLY MAGAZINE

NEWS PAPER

PAPER PRESENTED

*Lecture/PPT/Case Study/Field Study/Workshop/Seminar/Technical Skill Oriented Program/Enrichment Program/ Assignment/ Group Discussion/Conference/Extension Activities/Industrial Tour/Educational cum industrial Tour etc.
**Tecnia TV/Web links/PPT/NPTEL/MOOCS/Web portal based/On line courses/DELNET/J-GATE/Pro Quest/e-research/National Digital Library/INFLIBINET/Open Contents/CCM/Case Study/Text Book/Reference Book

Note: Every new class should start with quick recap and solving the problem, if any of previous class.
The class should culminate with the summary of what has been taught during the class.
Class should be student centric such bas experiential learning, participative learning and problem solving approach.

Prepared By   Checked By   Verified By

TECNIA INSTITUTE OF ADVANCED STUDIES

NAAC ACCREDITATED GRADE "A" INSTITUTE

TIAS/AC/2022-23/11

ACADEMIC SESSION 2022-23
LECTURE PLAN

BA(JMC)(Div-B) IV SEMESTER (2-Shift)

		L	T/P	CREDIT	INT. MARKS	EXT. MARKS
COURSE CODE: BA(JMC) 202	**PAPER NAME: Basic of Advertising**	4	0	4	10	75

PERQUISITE

PROGRAMME OUTCOME

COURSE OUTCOME

COURSE OBJECTIVE

PRE-REQUISITES FOR THE COURSE

Students should know the trends and new technologies used in the field of advertising. They must understand the marketing strategies and budgetary discussions.

METHOD OF TEACHING

Lecture, Presentation, Group discussion Group assignment in the class

COURSE OUTCOME

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	Definition and concept of advertising	Students would be able to understand the definition and concept of advertising		discussion		Tutorials	youtube				<24-Apr-2023>	46	
L.2	1	Functions of advertising	Students would be able to explain the functions of advertising	Tutorials	Discussion		Lectures	youtube			Assignment 1	<19-Apr-2023>	46	
L.3	1	Models of advertising communication	Students would be able to demonstrate models of	Cases study	Presentation		Lectures	PPT			Assignment 1	<14-Apr-2023>	46	

			advertising communication										
L.4	1	AIDA model of advertising Continue	Students would be able to design AIDA model of advertising	Concept classes presentation	discussion		Lectures	Online Video			Assignment 1	<14-Apr-2023>	46
L.5	1	AIDA model of advertising	Students would be able to design AIDA model of advertising	Concept classes presentation	discussion		Lectures	PPT			Assignment 1	<13-Apr-2023>	46
L.6	1	DAGMAR model of advertising	Students would be able to develop DAGMAR model of advertising	Concept classes presentation	Discussion		Lectures	Online Video			Assignment 1	<07-Apr-2023>	46
L.7	1	Class test -1	Students performance will be analysed through class test				Lectures				Class test 1	<12-Apr-2023>	46
L.8	1	Maslow Hierarchy Model Continue	Students would be able to examine Maslows Hierarchy model		discussion		Lectures	Online Video				<07-Apr-2023>	46
L.9	1	Maslow Hierarchy Model	Students would be able to examine Maslow Hierarchy model	Concept classes presentation	Discussion	Analyse the different types of adv.	Concept Classes				Assignment 2	<06-Apr-2023>	46
L.10	1	Classification of advertising - Targeting audience	Students would be able to classify target audience for advertising	Tutorials	Group discussion		Tutorials				Assignment 2	<05-Apr-2023>	46
L.11	1	Classification of advertising - Geographical area	Students would be able to classify geographical area for advertising	Concept classes presentation	Discussion		Lectures				Assignment 2	<31-Mar-2023>	46
L.12	1	Classification of advertising - Medium	Students would be able to categorize medium for advertising	Cases study	Discussion		Lectures	PPT			Assignment 2	<31-Mar-2023>	46

L.13	1	Classification of advertising - Purpose	Students would be able to identify the purpose of advertising	Concept classes presentation	Group discussion		Lectures	Online Video			Assignment 2	<30-Mar-2023>	46	
L.14	1	Ethical and Regulatory Aspects of Advertising	Students would be able to understand the ethical and regulatory aspects of advertising	Concept classes presentation	Discussion		Lectures				Assignment 2	<30-Mar-2023>	46	
L.15	1	Class test -2	Students performance will be analysed through class test				Concept Classes				Class test 2	<29-Mar-2023>	46	
L.16	1	Ethical and Regulatory Aspects of Advertising: ASCI AAAI Code	Students would be able to understand the ethical and regulatory aspects of advertising	Tutorials	Group discussion		Lectures	youtube			Assignment 2	<29-Mar-2023>	46	
L.17	2	Creativity in advertising	Students would be able to apply creativity in advertising		Presentation		Concept Classes				Assignment 2	<24-Mar-2023>	46	
L.18	2	Concept of advertising	students would be able to describe concept of advertising		Group discussion		Seminars				Assignment 2	<24-Mar-2023>	46	
L.19	2	Concept and importance of advertising	students would be able to describe concept and importance of advertising		Group discussion		Tutorials					<17-Mar-2023>	46	
L.20	2	importance of advertising	students would be able to describe importance of advertising		Group discussion		Concept Classes				Assignment 2	<17-Mar-2023>	46	
L.21	2	Elements of advertisement - copy	Students would be able to develop copy for advertisement	Cases study	Presentation		Group Discussion				Assignment 2	<09-Mar-2023>	46	
L.22	2	Elements of advertisement -	Students would be able to	Tutorials	Group discussion		Seminars	youtube				<09-Mar-2023>	46	

		slogan	develop slogan for advertisement											
L.23	2	Elements of advertisement - Audio	Students would be able to integrate audio elements in advertisement		Group discussion		Group Discussion	youtube			Assignment 2	<10-Mar-2023>	46	
L.24	2	Elements of advertisement - Visual	Students would be able to integrate visual elements in advertisement		Group discussion		Concept Classes				Assignment 2	<10-Mar-2023>	46	
L.25	2	Concept of brand - segmentation	Students would be able to illustrate brand - segmentation		Group discussion		Presentation				Assignment 2	<15-Mar-2023>	46	
L.26	2	concept of brand - targeting	Students would be able to illustrate brand - targeting	Tutorials	Group discussion		Tutorials	Online Video			Assignment 2	<16-Mar-2023>	46	
L.27	2	concept of brand - targeting	Students would be able to illustrate brand - targeting	Concept classes presentation	Group discussion		Concept Classes	youtube			Assignment 2		46	
L.28	2	concept of brand - positioning	Students would be able to determine brand - positioning	Tutorials	Group discussion		Concept Classes	Online Video			Assignment 2			
L.29	2	Unit-1 2 Revision	Students would able to thorough understand about Unit-1	Tutorials	Group discussion		Tutorials					<26-Apr-2023>	46	
L.30	2	Unit-1 2 Revision	Students would able to thorough understand about Unit-2	Tutorials	Group discussion		Tutorials	Online Video				<27-Apr-2023>	46	
L.31	3	Advertising appeals	Students would be able to create advertising appeals	Cases study	Group discussion		Lectures				Assignment 3	<01-May-2023>	46	
L.32	3	Ad agency - concept	Students would be able to define ad agency	Concept classes presentation	Group discussion		Lectures	youtube			Assignment 3	<4-May-23>	46	
L.33	3	Ad agency - Types	Students would be able to	Tutorials	Group discussion		Presentation				Assignment 3	<23-Mar-2023>	46	

		classify ad agency												
L.34	3	Advertising agency - functions	Students would be able to discuss the functions of advertising agency	Tutorials	Group discussion		Group Discussion				Assignment 3	<01-Mar-2023>	46	
L.35	3	Various departments of advertising agency	Students would be able to analyze various departments of advertising agency	Tutorials	discussion		Practicals	youtube			Assignment 3	<22-Mar-2023>	46	
L.36	3	Various departments of advertising agency	Students would be able to analyze various departments of advertising agency	Concept classes presentation	discussion		Tutorials	youtube			Assignment 3	<22-Mar-2023>	46	
L.37	3	Structure of advertising agency	Students would be able to outline structure of advertising agency	Concept classes presentation	discussion		Concept Classes	Online Video			Assignment 3	<23-Mar-2023>	46	
L.38	3	Structure of advertising agency	Students would be able to outline structure of advertising agency	Tutorials	Presentation		Tutorials	youtube			Assignment 3	<03-May-2023>	46	
L.39	3	Hierarchy of an advertising agency	Students would be able to explain hierarchy of an advertising agency	Concept classes presentation	Discussion		Tutorials	Online Video			Assignment 3	<17-May-2023>	46	
L.40	3	Hierarchy of an advertising agency	Students would be able to explain hierarchy of an advertising agency	Concept classes presentation			Presentation	youtube			Assignment 3	<25-May-23>	46	
L.41	3	Planning in advertising	Students would be able to design planning in advertising	Concept classes presentation	discussion		Tutorials	PPT			Assignment 3	<15-May-2023>	46	
L.42	3	Pitching in advertising	Students would be able to show pitching in advertising	Cases study	Group discussion		Presentation	Online Video			Assignment 3	<18-May-2023>	46	

L.43	3	Role of DAVP	Students would be able to understand the role of DAVP	Concept classes presentation	Group discussion		Tutorials	Online Video			Assignment 3	<22-May-2023>	46	
L.44	3	Functions of DAVP	Students would be able to describe the functions of DAVP	Tutorials	Discussion		Presentation	Online Video			Assignment 3	<24-May-2023>	46	
L.45	3	Revision	Students would be able to understand the concepts	Tutorials	Group discussion		Tutorials	PPT			Assignment 3	<27-May-23>	46	
L.46	4	Media planning in ad campaigns	Students would be able to develop media planning in ad campaigns	Concept classes presentation	discussion		Group Discussion	PPT			Assignment 4	<1-Jun-23>	46	
L.47	4	Scheduling in ad campaign	Students would be able to formulate scheduling in ad campaign	Concept classes presentation	Group discussion		Tutorials	Online Video			Assignment 4	<31-May-2023>	46	
L.48	4	Uses and importance of media measurement tools	Students would be able to discuss the uses and importance of media measurement tools-IRS	Concept classes presentation	discussion	Analyse the media budget	Concept Classes	PPT			Assignment 4	<15-Jun-2023>	46	
L.49	4	Uses and importance of media measurement tools- IRS	Students would be able to discuss the uses and importance of media measurement tools-IRS	Concept classes presentation	discussion		Group Discussion	Online Video			Assignment 4			
L.50	4	Uses and importance of media measurement tools- RAM	Students would be able to discuss the uses and importance of media measurement tools-RAM	Concept classes presentation		Analyse the media measurement tools	Presentation	youtube			Assignment 4			
L.51	4	BARC	Students would be able to define BARC	Concept classes presentation	Group discussion		Lectures	Online Video			Assignment 4			
L.52	4	WAM	Students would be able to define WAM	Tutorials	discussion		Lectures	Online Video			Assignment 4			
L.53	4	Budgeting process of	Students would be able to	Concept classes presentation	Discussion		Lectures	PPT			Assignment 4			

		advertising	examine the budgeting process of advertising										
L.54	4	Budgeting process of advertising	Students would be able to examine the budgeting process of advertising	Cases study	Group discussion		Lectures	youtube			Assignment 4		
L.55	4	Factors affecting budgeting process	Students would be able to analyze the factors affecting budgeting process	Tutorials	Group discussion		Concept Classes	Online Video			Assignment 4		
L.56	4	Advertising campaign - Definition	Students would be able to understand advertising campaign	Tutorials	Group discussion		Group Discussion	youtube			Assignment 4		
L.57	4	Concept of advertising campaign	Students would be able to create an advertising campaign	Tutorials	Group discussion		Presentation	youtube			Assignment 4		
L.58	4	Stages of product life cycle	Students would be able to illustrate stages of product life cycle	Cases study	discussion		Concept Classes	youtube			Assignment 4		
L.59	4	Unit-3 4 Revision	Students would able to thorough understand about Unit-3	Concept classes presentation	discussion		Concept Classes	Online Video			Assignment 4		
L.60	4	Unit-3 4 Revision	Students would able to thorough understand about Unit-4	Tutorials	discussion		Concept Classes	youtube			Assignment 4		

TEXT BOOKS

1. Aaker, D. A., & Myers, J. G. (1975), "Advertising Management", Englewood Cliffs, New Jersey's: Prentice-Hall, 3 Ed., 2020.
2. Butterick, K. (2011)., "Introducing Public Relations: Theory and Practice.", ButtLondon: Sage Publicationerick, K. (2011). , 2 Ed., 2019.
3. Jethwaney, J., & Jain, S. (2012), "Advertising Management. New Delhi", New York: Oxford University Press., Ed., .

REFERENCE BOOKS

1. Mankad, N. (2006)., " Reinventing Advertising: The New Reality", India: ICFAI University Press. , 4 Ed., 2018.
2. Chunawalla, (2000)., "Advertising Theory and Practice. Mumbai:", Himalaya Publishing House., 4 Ed., 2017.
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**Tecnia TV/Web links/PPT/NPTEL/MOOCS/Web portal based/On line courses/DELNET/J-GATE/Pro Quest/e-research/National Digital Library/INFLIBINET/Open Contents/CCM/Case Study/Text Book/Reference Book

Note: Every new class should start with quick recap and solving the problem, if any of previous class.
The class should culminate with the summary of what has been taught during the class.
Class should be student centric such bas experiential learning, participative learning and problem solving approach.

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TECNIA INSTITUTE OF ADVANCED STUDIES

NAAC ACCREDITATED GRADE "A" INSTITUTE

TIAS/AC/2022-23/11

ACADEMIC SESSION 2022-23
LECTURE PLAN

BA(JMC)(Div-B) IV SEMESTER (2-Shift)

COURSE CODE: BA(JMC) 204	PAPER NAME: Basic of Public Relations	L	T/P	CREDIT	INT. MARKS	EXT. MARKS
		4	0	4	10	75

PERQUISITE

PROGRAMME OUTCOME

COURSE OUTCOME

COURSE OBJECTIVE

PRE-REQUISITES FOR THE COURSE

Basis knowledge of news sense, presentation of five W and How and exploring stories on a variety of subjects. Students should have writing skills related to different area. Students should have basic knowledge of symbols of editing, layout designing and different categories of illustrations used by print media industry.

METHOD OF TEACHING

Primarily lectures, Class tests and assignments.

COURSE OUTCOME

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	Defining Public Relation	Students would be able to define and understand Public relations		Lecture with Discussion		Lectures	PPT			Assignment			
L.2	1	Defining Public Relations Functions	Students would be able to define Public Relation functions		Lecture with Discussion		Lectures	YouTube			Assignment			
L.3	1	Explaining types of Public in PR	Students would be able to understand the types of Public in PR	Model presentation			Lectures	AV Tool/Smart Board			Assignment			
L.4	1	Explaining types of Public in PR-2	Students would be able to explain and		Lecture with Discussion		Lectures	PPT			Assignment			

			differentiate the types of Public in PR											
L.5	1	Evolution of Public Relations	Students would be able to ascertain the evolution of PR in global reference		Lecture with Discussion		Lectures	PPT			Assignment			
L.6	1	Evolution of Public Relations in India	Students would be able to ascertain the evolution of PR in Indian context	Presentation	Lecture with Discussion		Lectures	PPT			Assignment			
L.7	1	Evolution of Public Relations in India-2	Students would be able to understand and explaing the evolution of PR in Indian context		Group Discussion		Lectures	PPT			Assignment			
L.8	1	Scope of PR- Issue management and lobbying	Students would be able to manage issues in PR and understand the concept of Lobbying		Group Discussion		Lectures	PPT			Assignment			
L.9	1	Scope of PR- Issue management and lobbying-2	Students would be able to manage issues in PR and understand the concept of Lobbying		Role Play		Lectures	PPT			Assignment			
L.10	1	Scope of PR- CSR Public Opinion	Students would be able to recognize Corporate Social Reponsibilities of an Organization and the mannerism to gather Public opinion	Case Study			Lectures	YouTube			Assignment	<24-Mar-2023>	46	
L.11	1	Scope of PR- Advertising and propaganda	Students would be able to understand the scope of Advertising and	Case Study			Lectures	YouTube			Assignment	<27-Mar-2023>	46	

			Propaganda in the field of PR									
L.12	1	Scope of PR-Advertising and propaganda-2	Students would be able conceptualize and exercise Advertising and Propaganda in the field of PR		Demonstration		Lectures	PPT			Assignment	<28-Mar-2023>	46
L.13	1	Scope of PR-Publicity and PR as a Marketing tool	Students would be able to conceptualize Publicity and PR in Marketing industry	Case Study			Lectures	PPT			Assignment	<29-Mar-2023>	46
L.14	1	Ethics inPR PRSI code IPRA1	Students would be familiarized with the Ethical emergence in PR industry and Related Institutions	Presentation with case study			Lectures	PPT			Assignment	<02-May-2023>	46
L.15	1	Ethics inPR PRSI code IPRA2	Students would be able to perform in ethical manner in PR sector		Role Play		Lectures	PPT			Assignment	<01-May-2023>	46
L.16	10	Revision of Unit-1	Student would be able to summerize the concept and sessions of Unit-1		Group Discussion		Lectures	PPT			Assignment	<28-Apr-2023>	46
L.17	1	PR agency: Concept	Students would be able to understand the concept of PR agency	Model presentation			Lectures	PPT			Assignment	<3-May-23>	46
L.18	1	PR agency:Structure and Functions1	Students would be familiarized with the structural form of a PR agency	Model presentation			Lectures	PPT			Assignment	<31-Mar-2023>	46
L.19	1	PR agency: Structure and Functions2	Students would be able to understand the functions of a PR agency		Field visit		Lectures	PPT			Assignment	<03-Apr-2023>	46
L.20	10	Media Relations: Multi-Media Release (press, audio, video and social media)	Students would be able to understand and maintain Media relations		Group Discussion		Lectures	PPT			Assignment	<04-Apr-2023>	46

			through Multi-media releases									
L.21	1	Media Relations: Multi-Media Release (press, audio, video and social media)-2	Students would be able to write and maintain Media relations through Multi-media releases		Exercise		Lectures	PPT			Assignment	<05-Apr-2023>	46
L.22	1	Media Relations: Press Conference, Press Kit	Students would be able to understand Press Conference and prepare Press Kit		Group Discussion		Lectures	PPT			Assignment	<07-Apr-2023>	46
L.23	1	Media Relations: Press Conference, Press Kit-2	Students would be able to conduct Press Conference and prepare Press Kit		Role Play		Lectures	PPT			Assignment	<10-Apr-2023>	46
L.24	1	Media Relations: Press Briefings and Familiarizing Tours	Students would be able to understand and practice Press briefing and Press tour to familiarize with the media		Exercise		Lectures	PPT			Assignment	<11-Apr-2023>	46
L.25	10	Tools Techniques for Public Relations: House Journal, Bulletin Board	Be familiarized with the Internal Public PR maintanance through different tools i.e. House journal, Bulletin Board		Exercise		Lectures	PPT			Assignment	<12-Apr-2023>	46
L.26	1	Tools Techniques for Public Relations: Visit by Management, Open House	Be familiarized with the Internal Public PR maintanance through Visit by management and Open house		Lecture with Discussion		Lectures	AV Tool/Smart Board			Assignment	<14-Apr-2023>	46
L.27	1	Tools Techniques for Public Relations: Annual Reports, Exhibitions	Students would be able to understand and prepare Annual reports		GROUP DISCUSSION		Lectures	PPT			Assignment	<17-Apr-2023>	46
L.28	1	Tools Techniques for Public Relations:	Students would be able to understand and			Demonstrate an exhibition	Lectures	PPT			Assignment	<18-Apr-2023>	46

		Annual Reports, Exhibitions2	conduct exhibition												
L.29	1	Use of Digital Media	Be familiarized with the uses of Digital Media	Case Study	Lecture with Discussion		Lectures	PPT			Assignment	<26-Apr-2023>	46	
L.30	1	Emerging trends in PR	Students would be able to recognize and discover emerging trend in PR Industry		Discussion		Lectures	PPT			Assignment	<19-Apr-2023>	46	
L.31	10	Emerging trends in PR-2	Students would be able to recognize and discover emerging trend in PR Industry		Presentation		Lectures	PPT			Assignment	<25-Apr-2023>	46	
L.32	1	Revision of Unit-2	Student would be able to summerize the concept and sessions of Unit-2		Group Discussion		Lectures	PPT			Assignment	<21-Apr-2023>	46	
L.33	1	Role of Pubic relations officer	Students would be able to understand the roles played by a PR in an organization		Discussion		Lectures	PPT			Assignment	<24-Apr-2023>	46	
L.34	1	Role of Pubic relations officer-2	Students would be able to implement the roles played by a PR in an organization		Role Play		Lectures	PPT			Assignment	<01-Mar-2023>	46	
L.35	1	Responsibilities of PRO	Students would be familiarize with the responsibilities of a PRO		Lecture with Discussion		Lectures	PPT			Assignment	<24-May-2023>	46	
L.36	1	Role and Responsibility of PRO2	Students would be able to perform the role of PR in Responsible manner		Role Play		Lectures	PPT			Assignment	<05-May-2023>	46	
L.37	10	PR in Public sector (CSR)	Students would be familiarized with the employ of PR in Public sector			Field visit	Lectures				Assignment	<15-May-2023>	46	
L.38	1	PR in Private sector (CSR)	Students would be familiarized with the employ			Field visit	Lectures	PPT			Assignment	<16-May-2023>	46	

			of PR in Private sector									
L.39	1	Role of PR in Education and Health sector	Students would be able to understand the role of PR in Education and Health sector		Discussion		Lectures	PPT				<17-May-2023>	46
L.40	1	Role of PR in Education sector1	Students would be able to perform the role of PR in Education sector		Role Play		Lectures			Assignment	<23-May-2023>	46
L.41	1	Role of PR in Health sector2	Students would be able to perform the role of PR in Health sector		Role Play		Lectures			Assignment	<19-May-2023>	46
L.42	1	Role of PR in Political Parties	Students would be able to understand the pursuit of PR in Political Parties		Lecture with Discussion		Lectures	PPT		Assignment	<22-May-2023>	46
L.43	1	Role of PR in Political Parties-2	Students would be able to evaluate the pursuit and functioning of PR in Political Parties	Presentation			Lectures	PPT		Assignment	<26-May-2023>	46
L.44	1	Role of PR in Election Campaigns	Students would be able to understand the process of conducting Election Campaign	Case Study			Lectures	YouTube		Assignment	<29-May-23>	46
L.45	10	Role of PR in Election Campaigns2	Students would be able to conduct Election Campaign			Demonstrate an Election Campaign	Lectures	PPT		Assignment		
L.46	1	Revision of Unit-3	Student would be able to summerize the concept and sessions of Unit-3			Group Discussion	Lectures	Interactive concept class				
L.47	1	Revision of Unit-3	Student would be able to summerize the concept and			Group Discussion	Lectures	PPT		Assignment		

			sessions of Unit-3										
L.48	1	Evolution of Corporate Communications1	Students would be able to ascertain the evolution of Corporate Communication	Model presentation			Lectures	PPT			Assignment		
L.49	10	Corporate Communications and Public Relations1	Students would be able to understand the concepts of Corporate Communication and PR	Lecture with Discussion			Lectures	PPT			Assignment		
L.50	1	Corporate Communications and Public Relations2	Students would be able to differentiate the concepts of Corporate Communication and PR	Presentation			Lectures	PPT					
L.51	1	Defining PR Pitch1	Students would be able to understand PR Pitch	Discussion			Lectures	PPT			Assignment		
L.52	1	Defining PR Pitch and Campaign1	Be familiarized with the concept of PR Pitch and Campaign		Case Study		Lectures	PPT			Assignment		
L.53	1	Defining PR Pitch and Campaign2	Students would be able to practice PR Pitch and steps of Campaign	Exercise			Lectures	PPT			Assignment		
L.54	1	PR campaign: Research, Setting Objectives	Be familiarized with the steps-research and set objectives for a PR Campaign	Lecture with Discussion			Lectures	AV Tool/Smart Board			Assignment		
L.55	1	PR campaign: Research, Setting Objectives2	Students would be able to conduct research and set objectives for a PR Campaign	Exercise	PR Campaign		Lectures	PPT			Assignment		
L.56	1	PR campaign: Programme Planning, Budgeting	Students would be able to understand Programme Planning, Budgeting for a PR Campaign	Presentation	PR Campaign		Lectures	PPT			Assignment		

L.57	10	PR campaign: Programme Planning, Budgeting-2	Students would be able to practice Programme Planning, Budgeting for a PR Campaign		Exercise		PR Campaign	Lectures	PPT			Assignment	
L.58	1	PR campaign: Feedback/Evaluation	Students would be able to understand the process to collect feedback and evaluate a PR Campaign	Presentation			PR Campaign	Lectures	PPT			Assignment	
L.59	1	PR campaign: Feedback/Evaluation	Students would be able to collect feedback and evaluate a PR Campaign		Exercise		PR Campaign	Lectures	PPT			Assignment	
L.60	1	Revision of Unit-4	Student would be able to summerize the concept and sessions of Unit-4				Group Discussion	Lectures	PPT			Assignment	

TEXT BOOKS

REFERENCE BOOKS

1. Balan, K. R., & Rayudu, C. S., " Public Relations in Action.", Castle Book, 3 Ed., 2011.

BOOK BANK

1. Black, S., & Sharpe, M. L., "Practical Public Relations", New Jersey€™ s: Prentice Hall, 5 Ed., 2016.

PROFESSIONAL JOURNAL

REF. BOOKS

1. Sterling Private, "Public Relations Management.", Jethwaney, J. N., & Sarkar, N. N, 8 Ed., 2015.

ELECTRONIC DATABASE

COMPUTER SOFTWARE

Ph.D THESIS

MONTHLY MAGAZINE	
WEEKLY MAGAZINE	
NEWS PAPER	
PAPER PRESENTED	

*Lecture/PPT/Case Study/Field Study/Workshop/Seminar/Technical Skill Oriented Program/Enrichment Program/ Assignment/ Group Discussion/Conference/Extension Activities/Industrial Tour/Educational cum industrial Tour etc.
**Tecnia TV/Web links/PPT/NPTEL/MOOCS/Web portal based/On line courses/DELNET/J-GATE/Pro Quest/e-research/National Digital Library/INFLIBINET/Open Contents/CCM/Case Study/Text Book/Reference Book

Note: Every new class should start with quick recap and solving the problem, if any of previous class.
The class should culminate with the summary of what has been taught during the class.
Class should be student centric such bas experiential learning, participative learning and problem solving approach.

Prepared By   Checked By   Verified By

	TECNIA INSTITUTE OF ADVANCED STUDIES	
	NAAC ACCREDITATED GRADE "A" INSTITUTE	**TIAS/AC/2022-23/11**
	ACADEMIC SESSION 2022-23 **LECTURE PLAN**	

BA(JMC)(Div-B) IV SEMESTER (1-Shift)

		L	**T/P**	**CREDIT**	**INT. MARKS**	**EXT. MARKS**
COURSE CODE: BA(JMC) 206	**PAPER NAME: Television Programming and Production**	**4**	**0**	**4**	**10**	**75**

PERQUISITE

PROGRAMME OUTCOME

COURSE OUTCOME

COURSE OBJECTIVE

PRE-REQUISITES FOR THE COURSE

METHOD OF TEACHING

COURSE OUTCOME

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	Television in India-A chronology of events	Students would be able to understand Television Journey in India		Lecture with Discussion		Lectures	ONLINE CONTENT			PPT by Students	<09-Mar-2023>	53	
L.2	1	Brief historical background of television in India	Students would be able to understand the Cable and Satellite Television		Lecture with Discussion		Lectures	VIDEO CONTENT			PPT by Students	<10-Mar-2023>	53	
L.3	1	Cable and Satellite Television	Students would be able to understand the Cable and		Lecture with Discussion		Lectures	ONLINE CONTENT			PPT by Students	<11-Mar-2023>	53	

L.4	1	Characteristics of Television	Students would be able to remember the Characteristics of Television		Lecture with Discussion		Lectures	ONLINE CONTENT			PPT by Students	<15-Mar-2023>	53	
			Satellite Television											
L.5	1	Importance of Television	Students would be able to define the importance of Television		Lecture with Discussion		Lectures	ONLINE CONTENT			Report Writing	<16-Mar-2023>	53	
L.6	1	TV formats	Students would be able to Explain various T.V Program format		Lecture with Discussion		Lectures	VIDEO CONTENT			Report Writing	<17-Mar-2023>	53	
L.7	1	Introduction of Various TV Program Format	Students would be able to Explain various T.V Program format		DISCUSSION		Lectures	VIDEO CONTENT			Report Writing	<18-Mar-2023>	53	
L.8	1	TV as Information	Students would be able to discuss T.V as a Source of information		DISCUSSION		Lectures	VIDEO CONTENT			Report Writing	<22-Mar-2023>	53	
L.9	1	TV as Entertainment	Students would be Explore how to use T.V as a Source of Entertainment		DISCUSSION		Lectures	VIDEO CONTENT			Report Writing	<23-Mar-2023>	53	
L.10	1	TV as Education	Students would be able to discuss importance of T.V in Education			webinar	Lectures	VIDEO CONTENT			Assignments	<24-Mar-2023>	53	
L.11	1	Commercial and Public service message	Students would be able to analyze T.V commercial and Public service message Program		DISCUSSION		Lectures	VIDEO CONTENT			Assignments	<25-Mar-2023>	53	
L.12	1	Stages of Program Production	It would help to learn about to the different			Guest Lecture	Lectures	ONLINE CONTENT			Assignments	<29-Mar-2023>	53	

			stages of Program producation										
L.13	1	Revision of Unit I	Through the revision students would able to recall all the above topic		DISCUSSION		Lectures	PPT			Assignments	<31-Mar-2023>	53
L.14	2	Ideation of programme	It Would help students to brainstorm for generating the ideas for T.V program		Lecture with Discussion		Lectures	PPT			VIVA	<01-Apr-2023>	53
L.15	2	Idea generation of Program	It Would help students to brain strom for generating the ideas for T.V program		Lecture with Discussion		Lectures	PPT			VIVA	<05-Apr-2023>	53
L.16	2	Objective and synopsis of Program	Students learn the importance of objective and synopsis for T.V program		Lecture with Discussion		Lectures	PPT			VIVA	<06-Apr-2023>	53
L.17	2	Brief introduction of Program	It Would help students to learn work of research and treatment for T.V program		Lecture with Discussion		Lectures	ONLINE CONTENT			VIVA	<12-Apr-2023>	53
L.18	2	Research and Treatment for Program	It Would help students to learn work of research and treatment for T.V program	Concept Classes			Lectures	ONLINE CONTENT			VIVA	<13-Apr-2023>	53
L.19	2	Objective and synopsis of Program	It Would help students to learn work of research and treatment for T.V program		Lecture with Discussion		Lectures	ONLINE CONTENT			Report Writing	<15-Apr-2023>	53
L.20	2	Story and Script writing a Program	student would able to create different script writing for T.V		Lecture with Discussion		Lectures	VIDEO CONTENT			Report Writing	<19-Apr-2023>	53
L.21	2	Storyboarding of a program	Students would be able to design story		Lecture with Discussion		Lectures	VIDEO CONTENT			Report Writing	<20-Apr-2023>	53

			board for T.V program									
L.22	2	Script Breakdown	Students would be able to understand importance of script breakdown for T.V Program	Case Study			Lectures	ONLINE STUDY MATERIAL			Report Writing	<21-Apr-2023>	53
L.23	2	Continuity of program, Makeup and Set design	It would help students to develop the different set designing concept and use of Make artist			Webinar	Lectures	ONLINE STUDY MATERIAL			Report Writing	<26-Apr-2023>	53
L.24	2	Costumes and Floor Plan	Students would able to visualize the costume designing and different floor plan for T.V Program	Case Study			Lectures	ONLINE STUDY MATERIAL			Report Writing	<27-Apr-2023>	53
L.25	2	Maintaining Continuity of Pre-production	It would help students to create different budget for T.V. production	Case Study			Lectures	ONLINE STUDY MATERIAL			Assignments	<28-Apr-2023>	53
L.26	2	COSTUME designing in pre-production	It would help students to create different budget for T.V. production	Case Study			Lectures	ONLINE STUDY MATERIAL			Assignments	<3-May-23>	53
L.27	2	Film Production budgeting	It would help students to create different budget for Film production		Lecture with Discussion		Lectures	ONLINE CONTENT			Assignments	<04-May-2023>	53
L.28	2	Television program production budgeting	It would help students to create different budget for T.V. production		Lecture with Discussion	webinar	Lectures	ONLINE CONTENT			Assignments	<05-May-2023>	53

L.29	2	Revision of Unit II	Through the revision students would able to recall all the above topic		DISCUSSION			Lectures	PPT			Assignments	<18-May-23>	53	
L.30	3	Proportion Steps	student will learn the different Proportion Steps		Lecture with Discussion			Lectures	PPT			PPT by Students	<19-May-23>	53	
L.31	3	Post Production steps	Students would be able to learn the post production steps		Lecture with Discussion			Lectures	ONLINE STUDY MATERIAL			PPT by Students	<24-May-23>	53	
L.32	3	Utilization of Steps in TV program	Students would be able to understand the utolization of steps in TV program	demonstration TV Production Equipments		Industrial Visit		Lectures	ONLINE STUDY MATERIAL			PPT by Students	<25-May-23>	53	
L.33	3	Roles and responsibilities of production personnel in studio	It will help students would learn the roles and responsibiltes of production in Studio		Prepare a note on role and resposibilies of production personnel			Lectures	PPT			PPT by Students	<26-May-23>	53	
L.34	3	Roles and responsibilities of production personnel in outdoor	It will help students would learn the roles and responsibiltes of production in outdoor		Lecture with Discussion			Lectures	VIDEO CONTENT			Report Writing	<17-May-2023>	53	
L.35	3	Single camera in production	It will help students would learn the roles and responsibiltes of production in outdoor	DEMO				Lectures	VIDEO CONTENT			Report Writing	<27-May-23>	53	
L.36	3	Steps of Single Camera Production	Students would identify the different steps of single camera production	DEMO		Industrial Visit		Lectures	VIDEO CONTENT			Report Writing	<2-Jun-23>	53	
L.37	3	Techniques of Single Camera Production	Students would identify the	DEMO				Lectures	VIDEO CONTENT			Report Writing	<31-May-2023>	53	

			Techniques of Single Camera Production											
L.38	3	Equipment Required for Single Camera Production	Understand the Equipment required for single camera production	DEMO				Lectures	VIDEO CONTENT			TEST MCQ	<3-Jun-23>	53
L.39	3	Multi camera shots	Students would identify the different steps of Multi Camera Production	DEMO				Lectures	PPT			TEST MCQ	<9-Jun-23>	53
L.40	3	Steps of Multi Camera Production	Students would identify the different steps of Multi Camera Production	DEMO				Lectures	PPT			TEST MCQ	<24-Jun-23>	53
L.41	3	Equipment Required For Multi Camera Production	Understand the Equipment required for Multi Camera Producation	DEMO				Lectures	PPT			TEST MCQ	<15-Jun-2023>	53
L.42	3	Class Test of Unit III	Through the revision students would able to recall all the above topic			Project Work		Lectures	PPT			TEST MCQ		
L.43	4	Video editing concept	It would help to memorize the basics of video editing	DEMO		Guest Lecture		Lectures	VIDEO CONTENT			Report Writing		
L.44	4	Video editing process	Students would be able to explain different techniques for video editing	DEMO				Lectures	VIDEO CONTENT			Report Writing		
L.45	4	Video editing basics	It would help to memorize the basics of video editing	DEMO				Lectures	VIDEO CONTENT			Report Writing		
L.46	4	editing techniques	Students would be able to explain different techniques for video editing	DEMO				Lectures	VIDEO CONTENT			Report Writing		

L.47	4	Types of Editing	Learner would be able to explain the different types of Editing	Concept Classes			Lectures	VIDEO CONTENT			Report Writing		
L.48	4	Idea to screen	Understand the concept of Objectivity and idea to Screen			Industrial Visit	Lectures	VIDEO CONTENT			ROLE PLAY		
L.49	4	Linear Editing and Nonlinear Editing	It would help students to compare linear editing and non linear editing		JAM		Lectures	PPT			ROLE PLAY		
L.50	4	Continuity Editing-concept	Students would able to apply Continuity editing for TV program editing		JAM		Lectures	PPT			ROLE PLAY		
L.51	4	Basics of Continuity Editing	Students would able to apply Continuity editing for TV program editing		JAM		Lectures	PPT			ROLE PLAY		
L.52	4	Objective-Idea to Screen	Understand the concept of Objectivity and idea to Screen		JAM		Lectures	PPT			ROLE PLAY		
L.53	4	Pretesting	Students would be identify pretesting method and Evaluation method		JAM		Lectures	ONLINE VIDEOS			ROLE PLAY		
L.54	1	Evaluation	Students would be identify pretesting method and Evaluation method		JAM	Project Work	Lectures	ONLINE VIDEOS			ROLE PLAY		
L.55	4	Tools fr pretesting	Students would be identify pretesting		JAM		Lectures	ONLINE VIDEOS			Assignments		

			method and Evaluation method										
L.56	4	techniques of evaluation	Students would be identify pretesting method and Evaluation method		JAM	demonstrate proficiency of skills to plan, produce a video programme	Lectures	ONLINE VIDEOS			Assignments		
L.57	4	Audience Research	Students would be identify pretesting method and Evaluation method		JAM		Lectures	ONLINE VIDEOS			Assignments		
L.58	4	Field Testing of Program	Students would able to use filed testing for TV program			Project Work	Lectures	ONLINE VIDEOS			Assignments		
L.59	4	Evaluation of Program	student would learn Evaluation of TV program			Project Work	Lectures	ONLINE VIDEOS			Assignments		
L.60	4	Class Test of Unit IV	Through the revision students would able to recall all the above topic			Project Work	Lectures	ONLINE VIDEOS			Assignments		

TEXT BOOKS

1. 1. Baker, J. , "Secrets of Voice-Over Success: Top Voice-Over Artists Reveal how they did it. Boulder", Sentient Publications., 4 Ed., 2005.
2. 2. Hakemulder, J. R., Jonge, F. A., & Singh, P. P. , "Broadcast Journalism", New Delhi, India: Anmol Publications., 3 Ed., 2005.
3. 3. Kalra, R. J. , "The ABC of News Anchoring: A guide for Aspiring Anchors", Pearson., 2 Ed., 2012.
4. 4. Zettl, H. , "Television Production Handbook", Cengage Learning, 5 Ed., 2005.

REFERENCE BOOKS

BOOK BANK

PROFESSIONAL JOURNAL

REF. BOOKS

ELECTRONIC DATABASE	
COMPUTER SOFTWARE	
Ph.D THESIS	
MONTHLY MAGAZINE	
WEEKLY MAGAZINE	
NEWS PAPER	
PAPER PRESENTED	

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**Tecnia TV/Web links/PPT/NPTEL/MOOCS/Web portal based/On line courses/DELNET/J-GATE/Pro Quest/e-research/National Digital Library/INFLIBINET/Open Contents/CCM/Case Study/Text Book/Reference Book

Note: Every new class should start with quick recap and solving the problem, if any of previous class.
The class should culminate with the summary of what has been taught during the class.
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Prepared By   **Checked By**   **Verified By**

	TECNIA INSTITUTE OF ADVANCED STUDIES	
	NAAC ACCREDITATED GRADE "A" INSTITUTE	**TIAS/AC/2022-23/11**
	ACADEMIC SESSION 2022-23 **LECTURE PLAN**	

BA(JMC)(Div-A) IV SEMESTER (1-Shift)

COURSE CODE: BA(JMC) 208	PAPER NAME: Television News: Reporting and Anchoring.	L	T/P	CREDIT	INT. MARKS	EXT. MARKS
		4	0	4	10	75

PERQUISITE

PROGRAMME OUTCOME

COURSE OUTCOME

COURSE OBJECTIVE

PRE-REQUISITES FOR THE COURSE

On completion of this course, the student should be able to:describe the structure and functioning of TV news channelexplain the role and responsibilities of TV News Reporter and Anchorutilize knowledge gained in writing and presenting TV news

METHOD OF TEACHING

Lectures using ICT Tools (Audio/Visual Presentation, Power-point Presentation, Recorded Lectures)Discussions, Case StudiesTopic-wise InteractionDiscussion on breaking News and contemporary issuesDebate Activity

COURSE OUTCOME

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(Referen
L.1	1	Basics of Television News	Should will able to define Basics of Television News				Lectures					<25-May-23>	9	
L.2	1	Define Concept of News	Should will able to understand about the Concept of News				Lectures					<25-Apr-2023>	8	
L.3	1	Describe nature of News	Student would be able to describe nature of News				Lectures					<24-Apr-2023>	8	
L.4	1	News Value for TV	Students would be able to understand about the News Value for TV				Lectures					<06-Mar-2023>	8	
L.5	1	Structure of TV News Channel	Students would get to understand about Structure				Lectures					<17-Apr-2023>	8	

						of TV news Channel							
L.6	1	Structure of TV News Channel	Students would be able to analyse Structure of TV news Channel				Lectures					<12-Apr-2023>	8
L.7	1	The Qualities of News Personnel	Students would be able to analyse the Qualities of News Personnel				Lectures					<20-Apr-2023>	8
L.8	1	Responsibilities of News Personnel.	Students would be able to classify about Responsibilities of News Personnel.				Lectures					<13-Mar-2023>	8
L.9	1	Responsibilities of News Personnel.	Students would be able to apply Responsibilities of News Personnel.				Lectures					<09-Mar-2023>	8
L.10	1	News Sources for TV	Students would get to classify about various sources for TV				Lectures					<06-Apr-2023>	8
L.11	1	Sources for TV with examples	Students would get to analyse other sources for TV with examples				Lectures					<28-Mar-2023>	8
L.12	1	Define Monitoring Services as Sources	Students would get to know about the concept of Monitoring Services as Sources				Lectures					<27-Apr-2023>	8
L.13	1	Revision For 1st Units	Would get the clarity through revision				Lectures					<19-Apr-2023>	8
L.14	1	The Concept of TV Language	Understand about the Concept of TV Language				Lectures					<18-Apr-2023>	8
L.15	1	Characteristics of TV Language	Students would able to apply Characteristics of TV Language				Lectures					<13-Apr-2023>	8
L.16	1	Essentials of TV Language	Students would get to know about Essentials of TV Language				Lectures					<11-Apr-2023>	8
L.17	1	Define about News writing.	Students would able to know the define about News writing.				Lectures					<10-Apr-2023>	8

L.18	1	Basic format for News Writing	Students would able to understand the Basic format for News Writing				Lectures						<01-May-2023>	8
L.19	1	News Writing: Concepts and Elements	Would understand about the News Writing: Concepts and Elements				Lectures						<05-Apr-2023>	8
L.20	2	Writing for Visuals: Simple News stories	Students would able to create Headlines.				Lectures						<04-Apr-2023>	8
L.21	1	Writing for Visuals: Writing Intros	Students would able to understand Writing for Visuals: Writing Intros				Lectures						<14-Mar-2023>	8
L.22	2	Writing for Visuals: Opening, Headlines Closing / Concluding	Learners would be able to create Opening, Headlines Closing / Concluding		DISCUSSION		Practicals				unit-2	Project work	<03-Apr-2023>	8
L.23	1	News Writing for TV	Learners would be able to create News Writing for TV		FLIP CLASS		Practicals	PPT BY STUDENT				Project work	<20-Mar-2023>	8
L.24	1	News Writing for TV	Learners would be able to create News Writing for TV		FLIP CLASS		Practicals	PPT BY STUDENT				Project work	<30-Mar-2023>	8
L.25	2	News Writing for TV versus other Media (Print Media) with example	Students would able to do analyse TV versus other Media (Print Media) with example		DISCUSSION		Lectures						<29-Mar-2023>	8
L.26	1	News Writing for TV versus other Media (New Media)	Students would able to describe TV versus other Media (New Media)				Lectures						<27-Mar-2023>	8
L.27	2	News Writing for TV versus other Media (New Media) with example	Students would able to analyse News Writing for TV versus other Media (New Media) with example		DISCUSSION		Concept Classes						<22-Mar-2023>	8
L.28	2	Revision For 2 Units	Would get the clarity through revision		DISCUSSION		Group Discussion		News Writing Concept and elements	unit-2	Assignment 1	<23-Mar-2023>	8	
L.29	3	Concept Television News Reporter	Student would able to understand about the		Concept classes		Concept Classes	PPT By Teacher https://www.economicsdiscussion.net/management/	Function Responsibilities of reporter	unit-2	Assignment 1	<21-Mar-2023>	8	

			Concept Television News Reporter									
L.30	1	Television News Reporter: Techniques.	Would apply and Television News Reporter: Techniques.		DISCUSSION		Lectures				Assignment 2	<15-Mar-2023>	8
L.31	2	Television News Reporter: Techniques.	Would analyse and Television News Reporter: Techniques.		FLIP CLASS		Practicals		Function Responsibilities of reporter		Assignment 2	<16-Mar-2023>	8
L.32	3	Types of Reporting	Would able to understand the concept of Types of reporting		DISCUSSION WITH TEACHER		Practicals		TV News Anchor	unit-3	Assignment 2	<02-May-2023>	8
L.33	3	Objective investigative reporting	Would able to do comparative analyze between objective investigative reporting		DISCUSSION		Practicals	PPT BY TEACHER			Assignment 2	<3-May-23>	8
L.34	3	Interpretative other reporting programme.	Would able to do create interpretative other reporting programme.		GROUP DISCUSSION		Lectures		Types of reporting	unit-3	Project work	<01-Mar-2023>	8
L.35	1	Distinguish reporting from different Beats	Student would able to distinguish reporting from different Beats		Concept classes		Lectures		Reporter Techniques Styles	unit-3	Project work	<4-May-23>	8
L.36	3	Define Field Reporting	Would able to understand the concept field reporting		BRAINSTORMING		Practicals		Types of reporting	unit-4	Assignment-2		
L.37	3	Essentials of Field Reporting	Students would able to describe Essentials of Field Reporting		Concept Classes		Practicals		Types of reporting	unit-4	Project work		
L.38	3	Essentials of Field Reporting: Live Phone-in	Students would able to analyse Essentials of Field Reporting: Live Phone-in		BRAINSTORMING		Practicals		Types of reporting	unit-4	Assignment-2		
L.39	3	Essentials of Field Reporting: Recorded Phone-in	Students woould get to know about the essentials for live/recorded phone-in		Discussion		Concept Classes		Types of reporting	unit-4	Assignment-2		
L.40	3	Essentials of Field Reporting: Piece to Camera, Walk through	Students woould get to develop skills for Piece to camera walk through		Concept Classes		Lectures			unit-4	Project work		

L.41	3	Guidelines for a TV Reporter	Student would able to understand the guidelines for tv reporter		Concept Classes		Lectures		Types of reporting	unit-4	Assignment-2	<15-May-2023>	9	
L.42	3	Guidelines for a TV Reporter with example	Students would able to describe Guidelines for a TV Reporter with example		Discussion		Practicals	PPT BY TEACHER	Qualities of a Reporter	unit-4	Assignment-2	<16-May-2023>	9	
L.43	4	Challenges for a TV Reporter	Student would able to understand the challenges for tv reporter		Concept Classes		Lectures		Types of reporting	unit-4	Assignment-2	<23-May-2023>	9	
L.44	4	Challenges for a TV Reporter with example	Students would able to describe Challenges for a TV Reporter with example		BRAINSTORMING		Practicals		Function Responsibilities of reporter	unit-4	Assignment-2	<31-May-2023>	9	
L.45	4	Challenges for a TV Reporter with example	Students would able to describe Challenges for a TV Reporter with example		Discussion		Practicals		Types of reporting	unit-4	Assignment-2	<5-Jun-23>	9	
L.46	3	Revision For 3 Units	Would get the clarity through revision		BRAINSTORMING		Practicals		TV News Anchor	unit-3	Project work	<13-Jun-23>	9	
L.47	4	Define News Anchor	Would able to understand the concept of News Anchor		Concept Classes		Practicals		TV News Anchor	unit-4	Project work			
L.48	4	News Anchor: Qualities	Would able to develop the the qualities of news anchor		BRAINSTORMING		Practicals		TV News Anchor	unit-4	Project work			
L.49	4	News Anchor: Responsibilities	Would able to analyze the the responsibilities of news anchor		Discussion		Practicals			unit-4	Assignment-2			
L.50	4	Define Voice Personality	Would able to understand promote the physical and mental wellbeing through sports		Discussion		Practicals		Qualities of a Reporter	unit-4	Project work			
L.51	4	Voice Personality Presentation	Would able to apply voice personality its presentation		Concept Classes		Concept Classes		Qualities of a Reporter	unit-4	Assignment-2			
L.52	4	Voice Personality Presentation	Would able to apply voice personality its presentation		Concept Classes		Concept Classes		Qualities of a Reporter	unit-4	Assignment-2			
L.53	4	Anchoring for News Programs	Would able to analyse anchoring news programs		BRAINSTORMING		Practicals		Function Responsibilities of reporter	unit-4	Assignment-2			
L.54	4	Anchoring for Non-News	Would able to create		Discussion	Project work: Package a News	Practicals		Reporter Techniques	unit-4	Assignment-2			

		Programs	anchoring non-news programs			Bulletin of 5-10 minutes .			Styles						
L.55	4	Anchoring News Non-News Programs	Would able to create anchoring news non- news programs			Would able to create anchoring news non- news programs	Practicals				unit-4	Project work			
L.56	4	Anchoring with Tele-prompter, Studio and Indoor	Students would able to analyse programs with Tele-prompter, Studio and Indoor		Group Discussion	Student will do practice	Practicals				unit-4	Project work			
L.57	4	Anchoring without Tele-prompter, Studio and Outdoor	Students would able to create programs with Tele-prompter, Studio and Indoor		Discussion		Practicals			Reporter Techniques Styles	unit-4	Project work			
L.58	4	Anchoring without Tele-prompter, Studio and Outdoor	Students would able to create programs without Tele-prompter, Studio and Outdoor		Practical		Group Discussion			TV News Anchor	unit-4	Project work			
L.59	4	Anchoring without Tele-prompter, Studio Indoor and Outdoor	Students would able to create programs without Tele-prompter, Studio, Indoor and Outdoor		BRAINSTORMING		Practicals			Reporter Techniques Styles	unit-4	Project work			
L.60	4	Revision For All Units	Would get the clarity through revision		Discussion		Aptitude Skill Development	PPT BY TEACHER		Qualities of a Reporter	unit-4	Assignment-2			

TEXT BOOKS

REFERENCE BOOKS

BOOK BANK

PROFESSIONAL JOURNAL

REF. BOOKS

ELECTRONIC DATABASE

COMPUTER SOFTWARE

Ph.D THESIS

MONTHLY MAGAZINE

WEEKLY MAGAZINE

NEWS PAPER

PAPER PRESENTED

*Lecture/PPT/Case Study/Field Study/Workshop/Seminar/Technical Skill Oriented Program/Enrichment Program/ Assignment/ Group Discussion/Conference/Extension Activities/Industrial Tour/Educational cum industrial Tour etc.

**Tecnia TV/Web links/PPT/NPTEL/MOOCS/Web portal based/On line courses/DELNET/J-GATE/Pro Quest/e-research/National Digital Library/INFLIBINET/Open Contents/CCM/Case Study/Text Book/Reference Book

Note: Every new class should start with quick recap and solving the problem, if any of previous class.
The class should culminate with the summary of what has been taught during the class.
Class should be student centric such bas experiential learning, participative learning and problem solving approach.

Prepared By   **Checked By**   **Verified By**

TECNIA INSTITUTE OF ADVANCED STUDIES

NAAC ACCREDITATED GRADE "A" INSTITUTE

TIAS/AC/2022-23/11

ACADEMIC SESSION 2022-23
LECTURE PLAN

BA(JMC)(Div-A) IV SEMESTER (1-Shift)

COURSE CODE: BA(JMC) 210	PAPER NAME: Corporate Communication	L	T/P	CREDIT	INT. MARKS	EXT. MARKS
		4	0	4	10	75

PERQUISITE

PROGRAMME OUTCOME

COURSE OUTCOME

COURSE OBJECTIVE

PRE-REQUISITES FOR THE COURSE

METHOD OF TEACHING

Participative Learning- Lectures, Discussion, Flipped ClassroomProblem SolvingExperiential Learning- WorkshopsICT Tools- PPTs

COURSE OUTCOME

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	Introduction to corporate communication	Students would be able to know the gist of the course corporate communication		Discussion of course		Group Discussion	PPT				<13-Mar-2023>	50	
L.2	1	Objectives of corporate communication	Students would be able to describe the Objective historical background of corporate Comm.		Concept class		Lectures	Websites and online content			Assignment -1	<03-May-2023>	50	
L.3	1	Corporate Environment	Students would be able to understand		Lecture with discussion		Lectures	Websites and				<02-May-2023>	50	

		Corporate Environment						online content					
L.4	1	Contemporary Corporate Environment	Students would be able to understand the Contemporary Corporate Environment		Flipped classroom	Analyze the vision, mission, values and objectives of an existing corporate organization	Role Play	Video			Report Writing	<01-Mar-2023>	50
L.5	1	Corporate Constituencies	Students would be able to understand types of corporate constituencies		Lecture with discussion		Lectures	Video				<01-May-2023>	50
L.6	1	Forms of Corporate Constituencies	Students would be able to understand the Forms of Corporate Constituencies	Media Mapping	Flipped classroom	Media mapping On the basis of heirarchial work distribution	Lectures	Online content				<8-May-23>	50
L.7	1	Class Test	Students performance can be judged				Lectures					<09-Mar-2023>	50
L.8	1	Brand Image	Students would be able to understand Brand Image		Concept class		Lectures	Websites and online content					
L.9	1	Brand Reputation	Students would be able to understand Brand Reputation		Lecture with discussion		Lectures	Video lecture					
L.10	1	Relation between Brand Identity,Brand Image Brand Reputation			Lecture with discussion		Lectures	Video					
L.11	1	Difference between Brand Identity,Brand Image Brand Reputation	Students would be able to understand difference between Brand Identity,Brand Image Brand Reputation		Flipped classroom	Media planning and management	Lectures						
L.12	1	Corporate Philanthropy	Students would be able to understand Corporate Philanthropy		Concept class		Lectures	Podcast					
L.13	1	Corporate Social Responsibility	Students would be able to understand		Lecture with discussion		Lectures	Websites and					

			Corporate Social Responsibility					online content						
L.14	1	Relation between Corporate Philanthropy Corporate Social Responsibility	Students would be able to Understand relation between Corporate Philanthropy Corporate Social Responsibility		Lecture with discussion		Lectures	PPT						
L.15	1	Class Test	Students performance can be judged		Lecture with discussion		Lectures							
L.16	2	Introduction to corporate communication	Students would be able to understand definition and concept of corporate communication		Concept class		Lectures	Websites and online content						
L.17	2	Scope of corporate communication	Students would be able to understand the scope of corporate communication				Lectures	Websites and online content						
L.18	2	Relation between PR Corporate Communication	Students would be able to understand Relation between PR Corporate Communication				Lectures	Online content						
L.19	2	Shift from PR to Corporate Communication	Students would be able to understand Shift from PR to Corporate Communication				Lectures	Online content						
L.20	2	Structure of Corporate Communication	Students would be able to understand Structure of Corporate Communication			Seminar on Transition from campus and sustaining the corporate	Lectures	Websites and online content						
L.21	2	Forms of Corporate Communication	Students would be able to understand Forms of Corporate Communication				Lectures	Websites and online content						

L.22	2	Management Communication	Students would be able to understand Management Communication				Lectures	PPT			MCQ1			
L.23	2	Marketing Communication	Students would be able to understand Marketing Communication				Lectures	PPT						
L.24	2	Organizational Communication	Students would be able to understand Organizational Communication				Lectures	PPT						
L.25	2	Branding strategy in Corporate Communication	Students would be able to understand Branding strategy in Corporate Communication		Concept class		Lectures				MCQ1			
L.26	2	Monolithic Branding	Students would be able to understand Monolithic Branding		Flipped classroom	(Project)Create an e-mail invite for launch of any product/ service/ idea as a Corporate Communication Executive of a media organization	Lectures	PPT			MCQ1			
L.27	2	Endorsed Branding	Students would be able to understand Endorsed Branding				Lectures	PPT			Assignment-2			
L.28	2	Branded	Students would be able to understand				Lectures	PPT			ASSISGNMENT-2			
L.29	2	Corporate Communication in Practice	Students would be able to understand Corporate Communication in Practice				Lectures	Online content			ASSISGNMENT-2			
L.30	3	Developing a Communication Strategy	Students would be able to understand Developing a Communication Strategy				Lectures	Websites and online content			ASSISGNMENT-2			
L.31	3	Perspectives on Organizing	Students would be able to understand				Lectures	Online content			ASSISGNMENT-2	<15-May-2023>	49	

		Communication	Perspectives on Organizing Communication											
L.32	3	Vertical	Students would be able to understand Vertical					Lectures	Websites and online content			ASSISGNMENT-2		
L.33	3	Horizontal	Students would be able to understand Horizontal					Lectures	Websites and online content			ASSISGNMENT-2		
L.34	3	Lateral	Students would be able to understand Lateral		Flipped classroom	(Project)Create a Press Note to inform a recent development in the organization as a Corporate Communication Executive of a media organization		Lectures	Websites and online content			ASSISGNMENT-2		
L.35	3	Corporate Identity Audit	Students would be able to understand Corporate Identity Audit	lecture with presentation	Concept class			Lectures	Online content					
L.36	3	Significance of Corporate Identity Audit	Students would be able to understand Significance of Corporate Identity Audit	lecture with presentation				Lectures	Websites and online content			MCQ2		
L.37	3	Steps involved in Corporate Identity Audit	Students would be able to understand Steps involved in Corporate Identity Audit		Flipped classroom	Create a survey questionnaire		Lectures	Video			MCQ2	<16-May-23>	50
L.38	3	Relevancy of Corporate Identity Audit	Students would be able to understand Relevancy of Corporate Identity Audit		Flipped classroom	Conduct an identity audit of a corporate organization		Lectures	Websites and online content			MCQ2	<17-May-23>	49
L.39	3	Introduction to Corporate Advertising	Students would be able to understand Corporate Advertising					Lectures	Websites and online content			MCQ2	<22-May-23>	49
L.40	3	Concept of Corporate Advertising	Students would be able to understand Concept of		Concept class			Lectures	Websites and online content			MCQ2	<23-May-23>	49

		Corporate Advertising											
L.41	3	Functions of Corporate Advertising	Students would be able to understand Functions of Corporate Advertising				Lectures	Video			MCQ2	<24-May-23>	49
L.42	3	Application of Corporate Communication	Students would be able to understand Application of Corporate Communication				Lectures	Social Media platforms			MCQ2	<31-May-23>	49
L.43	3	Media Relations	Students would be able to understand Media Relations				Lectures	Social Media platforms			MCQ2		
L.44	3	Tools	Students would be able to understand Tools				Lectures	Social Media platforms			ASSISGNMENT-3	<5-Jun-23>	49
L.45	3	Techniques	Students would be able to understand Techniques				Lectures	Social Media platforms			ASSISGNMENT-3		
L.46	3	Media Monitoring	Students would be able to understand Media Monitoring		Concept class		Lectures	Social Media platforms			ASSISGNMENT-3	<12-Jun-23>	49
L.47	3	Research	Students would be able to understand Research				Lectures	Social Media platforms			ASSISGNMENT-3	<8-Jun-23>	49
L.48	3	Gate keeping research	Students would be able to understand Gate keeping research				Lectures	Social Media platforms			ASSISGNMENT-3		
L.49	3	output analysis	Students would be able to understand output analysis		Flipped classroom	Compile and present the analysis of a corporation using a multi-media presentation	Lectures	Social Media platforms			ASSISGNMENT-3	<13-Jun-23>	49
L.50	3	Internal Communication	Students would be able to understand Internal Communication		Concept class		Lectures	Websites and online content			ASSISGNMENT-3	<20-Jun-23>	49
L.51	4	Concept Internal	Students would be able to				Lectures	Websites and			MCQ3		

		Communication	understand Internal Communication					online content			
L.52	4	Tools Internal Communication	Students would be able to understand Tools Internal Communication				Lectures	Online videos		MCQ3	
L.53	4	Concept of External Communication	Students would be able to understand External Communication		Flipped classroom	(Project) Create a social media strategy for internal and external communication as a Corporate Communication Executive of a media organization	Lectures	Online videos		MCQ3	
L.54	4	Significance of External Communication	Students would be able to understand Significance of External Communication				Lectures	Online videos		MCQ3	
L.55	4	Tools required for External Communication	Students would be able to understand Tools required for External Communication				Lectures	Online videos		MCQ3	
L.56	4	Guidelines for Corporate Communication	Students would be able to understand Guidelines for Corporate Communication				Lectures	Online videos		MCQ3	
L.57	4	Ethics for Corporate Communication	Students would be able to understand Ethics for Corporate Communication				Lectures	Online content		Quiz-1	
L.58	4	Crisis Management	Students would be able to understand Crisis Management		Flipped classroom	Plan a Strategy for a crisis and create action plan for the situation	Lectures	Online content		Quiz-1	
L.59	4	Infosys Crisis	Students would be able to understand Infosys Crisis	case study	Flipped classroom		Lectures	Online videos		Quiz-1	
L.60	4	Nestle Maggie Crisis	Students would be able to understand	case study	Flipped classroom		Lectures	Online videos		Quiz-1	

			Nestle Maggie Crisis													

TEXT BOOKS

1. Argenti, P. A., "Strategic Corporate Communication: A Global Approach for doing Business in the New India. ", New York: McGraw-Hill., Ed., 2009.

REFERENCE BOOKS

1. Cornelissen, J., "Corporate Communication: A guide to Theory and Practice. ", Los Angeles: SagePublications., Ed., 2008.

BOOK BANK

1. Oliver, S., "A Handbook of Corporate Communication and Public Relations: Pure and Applied. ", London: Routledge., Ed., 2004.

PROFESSIONAL JOURNAL

REF. BOOKS

ELECTRONIC DATABASE

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Ph.D THESIS

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Note: Every new class should start with quick recap and solving the problem, if any of previous class.

The class should culminate with the summary of what has been taught during the class.

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	TECNIA INSTITUTE OF ADVANCED STUDIES	
	NAAC ACCREDITATED GRADE "A" INSTITUTE	**TIAS/AC/2022-23/11**
	ACADEMIC SESSION 2022-23 **LECTURE PLAN**	

BA(JMC)(Div-A) IV SEMESTER (2-Shift)

COURSE CODE: BA(JMC) 252	PAPER NAME: Advertising Lab	**L**	**T/P**	**CREDIT**	**INT. MARKS**	**EXT. MARKS**
		0	**4**	**2**	**15**	**60**

PERQUISITE

PROGRAMME OUTCOME

Shall acquire fundamental knowledge of Journalism Mass Communication and related study area.

Shall acquire the knowledge related to media and its impact

Shall be competent enough to undertake professional job as per demands and requirements of M E Industry.

Shall empower themselves by communication, professional and life skills.

Shall be able to enhance the ability of leadership

Shall become socially responsible citizen with global vision.

Shall be equipped with ICTs competencies including digital literacy.

Shall become ethically committed media professionals and entrepreneurs adhering to the human values, the Indian culture and the Global culture

Shall have an understanding of acquiring knowledge throughout life.

Shall acquire the primary research skills; understand the importance of innovation, entrepreneurship and incubation

Shall acquire the understanding of importance of cooperation and teamwork.

Shall acquire the skills and competencies for lifelong learning and growing.

COURSE OUTCOME

Students would be able to design, plan and produce advertisements for different mediums.

Students would be able to utilise skills acquired to conceptualise, plan and implement an ad campaign.

COURSE OBJECTIVE

PRE-REQUISITES FOR THE COURSE

Students should have basic knowledge of various concepts studied in the IV semester in Introduction to Advertising

METHOD OF TEACHING

Practical sessions

COURSE OUTCOME

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**

			METHODOLOGY									
L.1	1	Collect 5 print advertisements	Students would be able to understand the concept of print ads				Practicals	PPT			ASSISGNMENT		
L.2	1	Collect 5 print advertisements	Students would be able to understand the concept of print ads				Practicals	PPT			ASSISGNMENT		
L.3	1	Collect 5 print advertisements	Students would be able to understand the concept of print ads				Practicals	PPT			ASSISGNMENT		
L.4	1	Collect 5 print advertisements	Students would be able to understand the concept of print ads				Practicals	PPT					
L.5	1	Analyse 5 Print Advertisements	Students would be able to analyze the print ads				Practicals	PPT			ASSISGNMENT		
L.6	1	Analyse 5 Print Advertisements	Students would be able to analyze the print ads				Practicals	PPT			ASSISGNMENT		
L.7	1	Analyse 5 Print Advertisements	Students would be able to understand the concept of print ads				Practicals	PPT			ASSISGNMENT		
L.8	1	Critically evaluate print ads of competing brands two each from FMCG, Consumer	students would be able to evaluate print ads				Practicals	PPT			ASSISGNMENT		
L.9	1	Critically evaluate print ads of competing brands two each from FMCG, Consumer	students would be able to evaluate print ads				Practicals	PPT			ASSISGNMENT	<24-May-2023>	60
L.10	1	Critically evaluate print	students would be able				Practicals	PPT			ASSISGNMENT	<22-May-2023>	60

	ads of competing brands two each from FMCG, Consumer	to evaluate print ads											
L.11	1	Critically evaluate print ads of competing brands two each from FMCG, Consumer	students would be able to evaluate print ads				Practicals	PPT			ASSISGNMENT		
L.12	1	Critically evaluate print ads of competing brands two each from FMCG, Consumer	students would be able to evaluate print ads				Practicals	PPT			ASSISGNMENT		
L.13	1	Critically evaluate print ads of competing brands two each from FMCG, Consumer	students would be able to evaluate print ads				Practicals	PPT			ASSISGNMENT		
L.14	1	Critically evaluate print ads of competing brands two each from FMCG, Consume	students would be able to evaluate print ads				Practicals	PPT			ASSISGNMENT	<31-May-23>	60
L.15	2	Design display advertisement, classified display classified (one each)	students would be able to design ads				Practicals	PPT			ASSISGNMENT	<2-Jun-23>	60
L.16	2	Design display advertisement, classified display classified (one each)	students would be able to design ads				Practicals	PPT			ASSISGNMENT	<9-Jun-23>	60
L.17	1	Design display advertisement,	Design display				Practicals	PPT			ASSISGNMENT	<21-Jun-23>	60

		classified display classified (one each)	advertisement, classified display classified (one each)											
L.18	2	Design display advertisement, classified display classified (one each)	students would be able to design ads				Practicals	PPT			ASSISGNMENT			
L.19	2	Design display advertisement, classified display classified (one each)	students would be able to design ads				Practicals	PPT			ASSISGNMENT			
L.20	2	Design display advertisement, classified display classified (one each)	students would be able to design ads				Practicals	PPT			ASSISGNMENT			
L.21	2	Design display advertisement, classified display classified (one each)	Students would be able to design desplay ads				Practicals	PPT			ASSISGNMENT			
L.22	2	Print advertising preparation copy writing, designing, making posters, handbills	Students would be able to design desplay ads				Practicals	PPT			ASSISGNMENT			
L.23	2	Print advertising preparation copy writing, designing, making posters, handbills	Students would be able to design desplay ads				Practicals	PPT			ASSISGNMENT			
L.24	2	Print advertising preparation copy writing, designing, making	Students would be able to design desplay ads				Practicals	PPT			ASSISGNMENT			

L.25	2	Print advertising preparation copy writing, designing, making posters, handbills	Students would be able to design desplay ads				Practicals	PPT		ASSISGNMENT		
L.26	2	Print advertising preparation copy writing, designing, making posters, handbills	Students would be able to design desplay ads				Practicals	PPT		ASSISGNMENT		
L.27	3	Writing radio spots and jingles	students would able to understand the writing radio spots and jingles				Practicals	PPT		ASSISGNMENT		
L.28	3	Writing radio spots and jingles	students would able to understand the writing radio spots and jingles				Practicals	PPT		ASSISGNMENT		
L.29	3	Writing radio spots and jingles	students would able to understand the writing radio spots and jingles				Practicals	PPT		ASSISGNMENT		
L.30	3	Writing radio spots and jingles	students would able to understand the writing radio spots and jingles				Practicals	PPT		ASSISGNMENT		
L.31	3	Writing radio spots and jingles	students would able to understand the writing radio spots and jingles				Practicals	PPT		ASSISGNMENT		
L.32	3	Writing TV commercials	students would be able to understand				Practicals	PPT		ASSISGNMENT		

			the writing tv commericals									
L.33	3	Writing TV commercials	students would be able to understand the writing tv commericals				Practicals	PPT			ASSISGNMENT	
L.34	3	Writing TV commercials	students would be able to understand the writing tv commericals				Practicals	PPT			ASSISGNMENT	
L.35	3	Writing TV commercials	students would be able to understand the writing tv commericals				Practicals	PPT			ASSISGNMENT	
L.36	3	Writing TV commercials	students would be able to understand the writing tv commericals				Practicals	PPT			ASSISGNMENT	
L.37	3	Writing TV commercials	students would be able to understand the writing tv commericals				Practicals	PPT			ASSISGNMENT	
L.38	4	Developing script and story board	Student would be able to develop script and story board				Practicals	PPT			ASSISGNMENT	
L.39	4	Developing script and story board	Student would be able to develop script and story board				Practicals	PPT				
L.40	4	Developing script and story board	Student would be able to develop script and story board				Practicals	PPT			ASSISGNMENT	
L.41	4	Developing script and story board	Student would be able to develop script and story board				Practicals	PPT			ASSISGNMENT	
L.42	4	Developing script and story board	Student would be able to develop script and story board				Practicals	PPT			ASSISGNMENT	

L.43	4	Formulate, plan and design an Ad Campaign based on market and consumer research	students would be able to formulate and design the ad campaign				Practicals	PPT			ASSISGNMENT		
L.44	4	Formulate, plan and design an Ad Campaign based on market and consumer research	students would be able to formulate and design the ad campaign				Practicals	PPT			ASSISGNMENT		
L.45	4	Formulate, plan and design an Ad Campaign based on market and consumer research	students would be able to formulate and design the ad campaign				Practicals	PPT			ASSISGNMENT		
L.46	4	Formulate, plan and design an Ad Campaign based on market and consumer research	students would be able to formulate and design the ad campaign				Practicals	PPT			ASSISGNMENT		
L.47	4	revision	students would able to recall the syllabus				Practicals	PPT			ASSISGNMENT		
L.48	4	Revision	students would able to recall the syllabus				Practicals	PPT			ASSISGNMENT		

TEXT BOOKS

REFERENCE BOOKS

BOOK BANK

PROFESSIONAL JOURNAL
REF. BOOKS
ELECTRONIC DATABASE
COMPUTER SOFTWARE
Ph.D THESIS
MONTHLY MAGAZINE
WEEKLY MAGAZINE
NEWS PAPER
PAPER PRESENTED

*Lecture/PPT/Case Study/Field Study/Workshop/Seminar/Technical Skill Oriented Program/Enrichment Program/ Assignment/ Group Discussion/Conference/Extension Activities/Industrial Tour/Educational cum industrial Tour etc.

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Note: Every new class should start with quick recap and solving the problem, if any of previous class.
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TECNIA INSTITUTE OF ADVANCED STUDIES

NAAC ACCREDITATED GRADE "A" INSTITUTE

ACADEMIC SESSION 2022-23
LECTURE PLAN

TIAS/AC/2022-23/11

BA(JMC)(Div-A) IV SEMESTER (2-Shift)

COURSE CODE: BA(JMC) 254	PAPER NAME: Public Relations Lab	L	T/P	CREDIT	INT. MARKS	EXT. MARKS
		0	4	2	15	60

PROGRAMME OUTCOME

COURSE OUTCOME

COURSE OBJECTIVE

PRE-REQUISITES FOR THE COURSE

METHOD OF TEACHING

COURSE OUTCOME

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	press release writing	Will be familiar with the different component of press release				Practicals				assignment	<2-Jun-23>	60	
L.2	10	press release writing	Will be familiar with the different component of press release				Practicals				assignment			
L.3	1	press release writing	Will be familiar with the different				Practicals				assignment			

			component of press release									
L.4	1	press release writing	Will be familiar with the different component of press release				Practicals				assignment	
L.5	1	press release writing	Will be familiar with the different component of press release				Practicals				assignment	
L.6	1	press release writing	Will be familiar with the different component of press release				Practicals				assignment	
L.7	1	Audio release					Practicals				assignment	
L.8	1	Audio release					Practicals				assignment	
L.9	1	Video release					Practicals				assignment	
L.10	1	Video release					Practicals				assignment	
L.11	1	Video release					Practicals					
L.12	1	Social media news release					Practicals					
L.13	1	Social media news release					Practicals					
L.14	2	Write Minutes of the Meeting, Memo and Notice (one each)					Practicals				assignment	
L.15	2	Write Minutes of the Meeting, Memo and Notice (one each)					Practicals				assignment	
L.16	2	Write Minutes of the Meeting, Memo and Notice (one each)					Lectures					
L.17	2	Write Minutes of the Meeting, Memo and					Practicals					

		Notice (one each)											
L.18	2	Write Minutes of the Meeting, Memo and Notice (one each)					Practicals				assignment		
L.19	2	Write Minutes of the Meeting, Memo and Notice (one each)					Practicals						
L.20	2	Write Minutes of the Meeting, Memo and Notice (one each)					Practicals						
L.21	2	Write Minutes of the Meeting, Memo and Notice (one each)					Practicals						
L.22	2	Write Minutes of the Meeting, Memo and Notice (one each)					Practicals						
L.23	2	Write Minutes of the Meeting, Memo and Notice (one each)					Practicals						
L.24	2	Write Minutes of the Meeting, Memo and Notice (one each)					Practicals						
L.25	2	Write Minutes of the Meeting, Memo and Notice (one each)					Practicals						

L.26	2	Write Minutes of the Meeting, Memo and Notice (one each)					Practicals							
L.27	3	Organise a Mock Press Conference					Practicals							
L.28	3	Organise a Mock Press Conference					Lectures							
L.29	1	Organise a Mock Press Conference					Practicals							
L.30	3	Organise a Mock Press Conference					Lectures							
L.31	3	Organise a Mock Press Conference					Practicals							
L.32	3	Organise a Mock Press Conference					Practicals							
L.33	3	Organise a Mock Press Conference					Practicals							
L.34	3	Organise a Mock Press Conference					Practicals							
L.35	3	Organise a Mock Press Conference					Practicals							
L.36	3	Organise a Mock Press Conference					Practicals							
L.37	4	Plan: objectives, date, venue, time, invite, refreshments, equipment, infrastructure, checklist, guests, budget					Practicals							
L.38	4	Plan: objectives, date, venue, time, invite, refreshments,					Practicals							

		equipment, infrastructure, checklist, guests, budget												
L.39	4	Plan: objectives, date, venue, time, invite, refreshments, equipment, infrastructure, checklist, guests, budget					Lectures							
L.40	4	PR Personnel/staff					Practicals							
L.41	4	PR Personnel/staff					Practicals							
L.42	4	Liaisoning, Licensing permissions					Practicals							
L.43	4	Liaisoning, Licensing permissions					Practicals							
L.44	4	Designing a Press Kit: Press Release, backgrounder, fact-sheet, audio-visual material, stationery, gift					Practicals							
L.45	4	Designing a Press Kit: Press Release, backgrounder, fact-sheet, audio-visual material, stationery, gift					Practicals							
L.46	4	Scheduling: Opening Speech, presentation, QA Session,					Practicals					<26-May-2023>	60	

		vote of thanks															

TEXT BOOKS

REFERENCE BOOKS

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PROFESSIONAL JOURNAL

REF. BOOKS

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COMPUTER SOFTWARE

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WEEKLY MAGAZINE

NEWS PAPER

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TECNIA INSTITUTE OF ADVANCED STUDIES

NAAC ACCREDITATED GRADE "A" INSTITUTE

TIAS/AC/2022-23/11

ACADEMIC SESSION 2022-23
LECTURE PLAN

BA(JMC)(Div-B) IV SEMESTER (2-Shift)

COURSE CODE: BA(JMC) 256	PAPER NAME: TV Production Lab	L	T/P	CREDIT	INT. MARKS	EXT. MARKS
		0	4	2	15	60

PERQUISITE

PROGRAMME OUTCOME

COURSE OUTCOME

COURSE OBJECTIVE

PRE-REQUISITES FOR THE COURSE

To handle various aspects of TV production and directionTo write scripts for TVTo make students aware of sound and light techniquesTo apply production and post-production technique effectively to produce a video program

METHOD OF TEACHING

Practical exercises on camera and editing machine, Exercises for wring Scripts for different TV formats

COURSE OUTCOME

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	Introduction to subject TPP Lab					Practicals					<12-Jun-23>	46	
L.2	1	Introduction to subject TPP Lab					Practicals							
L.3	1	Introduction to subject TPP Lab					Practicals							
L.4	1	Introduction to subject TPP Lab					Practicals							

L.5	1	Introduction to editing					Practicals							
L.6	1	Introduction to story board					Practicals							
L.7	1	Practice for story board with the story thirsty crow					Practicals							
L.8	1	Practice for story board with the story thirsty crow					Practicals							
L.9	1	Practice for story board with the story thirsty crow					Practicals							
L.10	1	Practice for story board with the story thirsty crow					Practicals							
L.11	1	Idea Generation, target audience, synopsis, treatment					Practicals							
L.12	2	Duration and formats					Practicals							
L.13	2	Duration and formats					Practicals							
L.14	2	Duration and formats					Practicals							
L.15	2	Duration and formats					Practicals							
L.16	2	Duration and formats					Practicals							
L.17	2	Script Writing: Guidelines					Practicals							

		Techniques											
L.18	2	Script Writing: Guidelines Techniques				Practicals							
L.19	2	Finalise production crew				Practicals							
L.20	2	Finalise production crew				Practicals							
L.21	2	Budgeting				Practicals							
L.22	2	Budgeting				Practicals							
L.23	2	Practice of writing scripts (Ideation				Practicals							
L.24	2	Practice of writing scripts (Ideation				Practicals							
L.25	3	Practice of writing scripts (two column format) non fiction				Practicals							
L.26	3	Practice of writing scripts (two column format) non fiction				Practicals							
L.27	3	Practice of writing scripts (two column format) non fiction				Practicals							
L.28	3	Practice of writing scripts (two column format) non fiction				Practicals							
L.29	3	Practice of writing scripts (two				Practicals							

		column format) non fiction											
L.30	3	Practice of writing scripts (two column format) non fiction				Practicals							
L.31	3	Practice of writing scripts (two column format) non fiction				Practicals							
L.32	3	Practice of writing scripts (two column format) non fiction				Practicals							
L.33	3	Practice of writing scripts (two column format) non fiction				Practicals							
L.34	4	Practice of writing scripts (Shooting Script)				Practicals							
L.35	4	Practice of writing scripts (Shooting Script)				Practicals							
L.36	4	Practice of writing scripts (Shooting Script)				Practicals							
L.37	4	Practice of writing scripts (Shooting Script)				Practicals						<15-May-23>	46	
L.38	4	Practice of writing scripts				Practicals						<17-May-23>	46	

		(Shooting Script)									
L.39	4	Practice of writing scripts (Shooting Script)				Practicals				<18-May-23>	46
L.40	4	Practice of writing scripts (Shooting Script)				Practicals				<18-May-23>	46
L.41	4	Practice of writing scripts (Shooting Script)				Practicals				<22-May-23>	46
L.42	4	Practice of writing scripts (Shooting Script)				Practicals				<24-May-2023>	46
L.43	4	Practice of writing scripts (Shooting Script)				Practicals				<25-May-23>	46
L.44	4	Practice of writing scripts (Shooting Script)				Practicals				<25-May-23>	46
L.45	4	Practice of writing scripts (Shooting Script)				Lectures				<1-Jun-23>	46

TEXT BOOKS

REFERENCE BOOKS

BOOK BANK

PROFESSIONAL JOURNAL

REF. BOOKS	
ELECTRONIC DATABASE	
COMPUTER SOFTWARE	
Ph.D THESIS	
MONTHLY MAGAZINE	
WEEKLY MAGAZINE	
NEWS PAPER	
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NAAC ACCREDITATED GRADE "A" INSTITUTE

TIAS/AC/2022-23/11

ACADEMIC SESSION 2022-23
LECTURE PLAN

BA(JMC)(Div-A) IV SEMESTER (1-Shift)

		L	**T/P**	**CREDIT**	**INT. MARKS**	**EXT. MARKS**
COURSE CODE: BA(JMC) 258	**PAPER NAME: Television News: Reporting and Anchoring Lab**	**0**	**4**	**2**	**15**	**60**

PERQUISITE

PROGRAMME OUTCOME

COURSE OUTCOME

COURSE OBJECTIVE

On completion of this course, the student should be able to:
demonstrate proficiency of skills acquired in reporting, anchoring and packaging of TV news

PRE-REQUISITES FOR THE COURSE

Student should possess basic Communication Skills ; Verbal and Non Verbal.
Basics of News Reporting.
Basic fluency of the languages known.
Well-built vocabulary and correct pronunciation.

METHOD OF TEACHING

Giving practical exposure using ICT Tools (Audio/Visual Presentation, Power-point Presentation, Recorded Lectures)
Discussions, Case Studies
Topic-wise Interaction
Discussion on breaking News and contemporary issues
Debate
Activity

COURSE OUTCOME

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	Reading and Recording a news piece					Lectures					<22-Mar-2023> <23-Feb-2023> <28-Feb-2023>	16	

		of 5 mins without a Teleprompter									
L.2	1	Reading and Recording a news piece of 5 mins without a Teleprompter					Practicals			<04-Apr-2023>	16
L.3	1	News Gathering Skills					Lectures			<21-Apr-23>	16
L.4	1	Field Reporting 1					Practicals			<15-Mar-2023>	16
L.5	1	Field Reporting 2					Lectures			<25-Apr-2023>	16
L.6	2	Field Reporting 3					Practicals			<27-Apr-23>	16
L.7	1	Script Writing					Lectures			<11-Apr-23>	16
L.8	2	Host a talk show discussion					Lectures			<05-Apr-2023>	16
L.9	2	Host a talk show discussion 1					Practicals			<06-Apr-2023>	16
L.10	1	Structure of News Bulletin					Lectures			<23-Mar-2023>	16
L.11	1	Structure of News Bulletin					Lectures			<20-Apr-23>	16
L.12	1	Structure of News Bulletin					Presentation			<18-Apr-23>	16
L.13	1	Camera Rehearsals					Lectures			<21-Mar-2023>	16
L.14	1	Camera Rehearsals					Presentation			<07-Apr-2023>	16
L.15	1	Camera Rehearsals					Practicals			<12-Apr-2023>	16
L.16	1	Camera Rehearsals					Lectures			<26-Apr-23>	16
L.17	1	Camera Rehearsals					Practicals			<02-Mar-2023>	16

L.18	1	Voice Modulation					Lectures						<22-Feb-2023> <22-Feb-2023>	16	
L.19	1	Voice Modulation					Presentation						<28-Apr-23><28-Apr-23>	16	
L.20	1	Voice Modulation					Presentation								
L.21	1	Panel Discussion					Presentation						<13-Apr-23><13-Apr-23><13-Apr-23><13-Apr-23>	16	
L.22	1	Talk Show					Lectures								
L.23	1	News Reporting Phone In Interviews					Practicals								
L.24	1	field Reporting					Practicals								
L.25	1	field Reporting					Presentation								
L.26	1	anchoring					Lectures								
L.27	1	Studio Practice					Presentation								
L.28	1	Studio Practice					Practicals								
L.29	2	Field Reporting 2					Lectures								
L.30	2	Field Reporting 4					Lectures								
L.31	3	Teaching about the selection of news					Practicals								
L.32	4	Discussing about the news recheck and filtering of news 1					Practicals								
L.33	4	Discussing about the news recheck and filtering of news 2					Practicals								
L.34	4	Essentials of News Package 1					Practicals								
L.35	4	Essentials of News Package 2					Practicals								

L.36	4	Package a News Bulletin of 5-10 minutes 1					Practicals							
L.37	4	Package a News Bulletin of 5-10 minutes 2					Practicals							
L.38	4	Package a News Bulletin of 5-10 minutes 3					Presentation							
L.39	4	Package a News Bulletin of 5-10 minutes 3					Presentation							
L.40	4	Package a News Bulletin of 5-10 minutes 3					Practicals							
L.41	4	Package a News Bulletin of 5-10 minutes 3					Presentation							
L.42	4	Revision For All Units					Lectures							
L.43	4	Revision For All Units					Lectures							
L.44	4	Revision For All Units					Lectures							
L.45	4	Revision For All Units					Lectures							

TEXT BOOKS

1. Teresa Keller, Stephen A. Hawkins, "Television News: A Handbook for Writing, Reporting, Shooting, and Editing", Holcomb Hathaway Pubs, 1 Ed., 2002.

REFERENCE BOOKS

1. Cassandra Young, "Radio and TV Journalism", Willford Press;, 1 Ed., 2016.

BOOK BANK

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TIAS/AC/2022-23/11

ACADEMIC SESSION 2022-23
LECTURE PLAN

BA(JMC)(Div-A) IV SEMESTER (1-Shift)

COURSE CODE: BA(JMC) 260	PAPER NAME: Corporate Communication Lab	L	T/P	CREDIT	INT. MARKS	EXT. MARKS
		0	4	2	15	60

PERQUISITE

PROGRAMME OUTCOME

COURSE OUTCOME

COURSE OBJECTIVE

PRE-REQUISITES FOR THE COURSE

Knowledge about Corporate Communication Value of personal and professional integrityMeticulous Practices of Professional EthicsUpdated about present scenario of CC ExecutiveMultimedia Presentation SkillsThe Idea of Corporae Indentity Audit

METHOD OF TEACHING

Participated Learning Problem Solving Learning Experiential LearningDiscussions, Case Studieswebate, Quiz Jam

COURSE OUTCOME

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	CORPORATE COMMUNICATION					Tutorials				Practical Workbook			
L.2	1	Characteristic of CC					Tutorials				Practical Workbook			
L.3	1	Elements of CC					Tutorials				Practical Workbook			
L.4	1	Importance of CC					Tutorials				Practical Workbook			
L.5	1	Identity Audit					Practicals				Practical Workbook	<18-Apr-2023>	50	
L.6	1	Audit Parameter					Practicals				Practical Workbook			

L.7	1	Audit Interview					Practicals				Practical Workbook		
L.8	1	Audit Findings					Practicals				Practical Workbook		
L.9	1	Action and Monitor					Practicals				Practical Workbook		
L.10	1	Analyze Organization vision					Practicals				Practical Workbook		
L.11	1	Analyze Organization mission					Practicals				Practical Workbook		
L.12	1	Analyze organization / Brand values					Practicals				Practical Workbook	<21-Apr-2023>	50
L.13	2	Create an e-mail					Practicals				Practical Workbook	<19-May-23>	49
L.14	2	Write Press Note					Tutorials				Practical Workbook	<25-Apr-2023>	50
L.15	1	Write a clear, captivating headline.					Practicals				Practical Workbook	<28-Apr-2023>	50
L.16	2	Write key information in the first paragraph					Practicals				Practical Workbook	<01-May-2023>	50
L.17	2	Keynote summary					Practicals				Practical Workbook	<2-May-23>	50
L.18	2	Insert quotes					Tutorials				Practical Workbook	<22-May-23>	49
L.19	2	Product launches					Practicals				Practical Workbook		
L.20	2	Product updates					Practicals				Practical Workbook		
L.21	2	Mergers and acquisitions					Practicals				Practical Workbook		
L.22	2	Awards and recognitions					Practicals				Practical Workbook		
L.23	2	New Business					Practicals				Practical Workbook		
L.24	2	Campaign Launches					Practicals				Practical Workbook		
L.25	3	Campaign Launches					Practicals				Practical Workbook		
L.26	3	Create a social media strategy					Practicals				Practical Workbook	<15-May-2023>	49
L.27	3	internal communication					Tutorials				Practical Workbook		
L.28	3	external communication					Practicals				Practical Workbook	<16-May-2023>	49
L.29	3	Marketing Strategy					Practicals				Practical Workbook		

L.30	3	Content Strategy					Practicals				Practical Workbook		
L.31	3	B2B social media strategy					Practicals				Practical Workbook		
L.32	3	B2C social media strategy					Practicals				Practical Workbook		
L.33	3	Performance tracking					Practicals				Practical Workbook		
L.34	3	Optimize your social media profiles					Tutorials				Practical Workbook	<23-May-2023>	49
L.35	3	Strategic Alignment					Tutorials				Practical Workbook	<26-May-23>	49
L.36	3	SEO					Practicals				Practical Workbook		
L.37	4	Simulation					Practicals				Practical Workbook		
L.38	4	media planning					Practicals				Practical Workbook		
L.39	4	Disaster Management					Practicals				Practical Workbook		
L.40	4	Crisis Communication					Tutorials				Practical Workbook		
L.41	4	Defining the problem/crisis					Practicals				Practical Workbook		
L.42	4	Pre crisis					Practicals				Practical Workbook		
L.43	4	Post crisis					Practicals				Practical Workbook		
L.44	4	Stakeholder definition					Tutorials				Practical Workbook		
L.45	4	Message action plan					Practicals				Practical Workbook		
L.46	4	Media mapping					Practicals				Practical Workbook		
L.47	1	Media planning					Practicals				Practical Workbook		
L.48	4	Media planning and management					Practicals				Practical Workbook		

TEXT BOOKS

REFERENCE BOOKS

BOOK BANK

PROFESSIONAL JOURNAL

REF. BOOKS			
ELECTRONIC DATABASE			
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MONTHLY MAGAZINE			
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NEWS PAPER			
PAPER PRESENTED			

*Lecture/PPT/Case Study/Field Study/Workshop/Seminar/Technical Skill Oriented Program/Enrichment Program/ Assignment/ Group Discussion/Conference/Extension Activities/Industrial Tour/Educational cum industrial Tour etc.
**Tecnia TV/Web links/PPT/NPTEL/MOOCS/Web portal based/On line courses/DELNET/J-GATE/Pro Quest/e-research/National Digital Library/INFLIBINET/Open Contents/CCM/Case Study/Text Book/Reference Book

Note: Every new class should start with quick recap and solving the problem, if any of previous class.
The class should culminate with the summary of what has been taught during the class.
Class should be student centric such bas experiential learning, participative learning and problem solving approach.

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TECNIA INSTITUTE OF ADVANCED STUDIES

NAAC ACCREDITATED GRADE "A" INSTITUTE

TIAS/AC/2022-23/11

ACADEMIC SESSION 2022-23
LECTURE PLAN

BA(JMC)(Div-A) VI SEMESTER (1-Shift)

COURSE CODE: BA(JMC) 302	PAPER NAME: Media Management and Entrepreneurship	L	T/P	CREDIT	INT. MARKS	EXT. MARKS
		4	0	4	25	75

PERQUISITE

PROGRAMME OUTCOME

COURSE OUTCOME

COURSE OBJECTIVE

PRE-REQUISITES FOR THE COURSE

METHOD OF TEACHING

COURSE OUTCOME

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	Media Organisation: Meaning	Students would be able to understand the meaning of Media Organisation				Lectures				presentation	<09-Mar-2023>	60	
L.2	1	Media Organisation: Structure-1	Students would be able to understand	Tutorial			Lectures	ppt			presentation	<14-Mar-2023>	60	

			the structure of Media Organisation												
L.3	1	Media Organisation: Importance	Students would be able to understand the Importance of Media Organisation		DISCUSSION		Lectures	ppt			assignment	<15-Mar-2023>	60	
L.4	1	Ownership Patterns of Media Organisations-1	Students would be able to understand the ownership patterns of Media Organisations	discussion			Group Discussion				assignment	<15-Mar-2023>	60	
L.5	1	Ownership Patterns of Media Organisations-2	Students would be able to understand the ownership patterns of Media Organisations		DISCUSSION		Group Discussion				presentation	<17-Mar-23>	60	
L.6	1	Cross Media Ownership and Conglomerates-1	Students would be able to identify different Media Ownership pattarn	discussion			Group Discussion				mcq	<10-Mar-2023>	60	
L.7	1	Cross Media Ownership and Conglomerates-1					Group Discussion					<16-Mar-2023>	60	
L.8	1	Cross Media Ownership and Conglomerates-2					Practicals					<21-Mar-2023>	60	

L.9	1	Case Studies of Times Group-1					Concept Classes				<18-Apr-2023>	60	
L.10	1	Case Studies of Times Group-2					Lectures				<19-Apr-2023>	60	
L.11	1	Case Studies of Reliance Communication-1					Lectures				<21-Apr-2023>	60	
L.12	1	Case Studies of Reliance Communication-2					Group Discussion				<26-Apr-2023>	60	
L.13	2	Management: Definition					Lectures				<20-Apr-2023>	60	
L.14	2	Management: Need and Principles-1					Lectures				<27-Apr-2023>	60	
L.15	2	Management: Need and Principles-2					Lectures				<25-Apr-2023>	60	
L.16	2	FDI in Indian Media-1					Lectures				<28-Apr-2023>	60	
L.17	2	FDI in Indian Media-2					Lectures				<3-May-23>	60	
L.18	2	FDI in Indian Entertainment Industry-1					Group Discussion				<02-May-2023>	60	
L.19	2	FDI in Indian Entertainment Industry-2					Group Discussion				<01-Mar-2023>	60	
L.20	1	Revision of 1st unit					Lectures				<4-May-23>	60	
L.21	2	Management :Functions-1					Lectures				<16-May-23>	60	
L.22	2	Management :Organizing-1					Lectures				<18-May-23>	60	
L.23	2	Management :Organizing-2					Lectures				<17-May-2023>	60	
L.24	2	Management :Directing					Lectures				<23-May-23>	60	
L.25	2	Management :Staffing					Lectures				<24-May-23>	60	
L.26	2	Management :Controlling and Coordination-1					Lectures				<19-May-2023>	60	
L.27	2	Management :Controlling and Coordination-2					Lectures				<26-May-2023>	60	

L.28	2	Management: Responsibility					Lectures					<30-May-23>	60	
L.29	2	Management: Authority and Accountability-1					Lectures					<31-May-23>	60	
L.30	2	Management: Authority and Accountability-2					Lectures					<1-Jun-23>	60	
L.31	2	Leadership: Importance					Lectures					<2-Jun-23>	60	
L.32	2	Leadership: Needs and Types-1					Lectures					<05-May-2023>	60	
L.33	2	Leadership: Needs and Types-2					Lectures							
L.34	2	Revision of 2nd unit					Lectures							
L.35	3	Establishing a Media Organization: Steps Involved-1					Lectures							
L.36	3	Establishing a Media Organization: Steps Involved-2					Lectures							
L.37	3	Human Resource Management					Lectures							
L.38	3	Human Resource Management: Roles					Lectures							
L.39	3	Human Resource Management: Responsibilities					Lectures							
L.40	2	Methods of Revenue Generation by Media Organizations					Lectures							
L.41	2	Methods of Revenue Generation by Media Organizations					Lectures							
L.42	3	Cost and revenue relationship in media industry-1					Lectures							

L.43	3	Cost and revenue relationship in media industry-2					Lectures								
L.44	3	Marketing Media Products					Lectures								
L.45	3	Revision of 3rd unit					Group Discussion								
L.46	4	Media Business					Lectures								
L.47	4	Media Business: Innovation and Entrepreneurship-1					Lectures								
L.48	4	Media Business: Innovation and Entrepreneurship-2					Lectures								
L.49	4	Media Entrepreneurship					Lectures								
L.50	4	Media Entrepreneurship and its Challenges-1					Lectures								
L.51	4	Media Entrepreneurship and its Challenges-2					Lectures								
L.52	4	Emerging Trends in Entertainment Industry-1					Lectures								
L.53	4	Emerging Trends in Entertainment Industry-2					Lectures								
L.54	4	Emerging Trends in Media Industry-1					Lectures								
L.55	4	Emerging Trends in Media Industry-2					Lectures								
L.56	4	Revision of 1st unit					Lectures								
L.57	4	Revision of 2nd unit					Lectures								
L.58	4	Revision of 3rd unit					Lectures								
L.59	4	revision 3					Lectures								
L.60	4	revision 4th unit					Lectures								

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NEWS PAPER

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*Lecture/PPT/Case Study/Field Study/Workshop/Seminar/Technical Skill Oriented Program/Enrichment Program/ Assignment/ Group Discussion/Conference/Extension Activities/Industrial Tour/Educational cum industrial Tour etc.
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Class should be student centric such bas experiential learning, participative learning and problem solving approach.

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	TECNIA INSTITUTE OF ADVANCED STUDIES	
	NAAC ACCREDITATED GRADE "A" INSTITUTE	**TIAS/AC/2022-23/11**
	ACADEMIC SESSION 2022-23 **LECTURE PLAN**	

BA(JMC)(Div-A) VI SEMESTER (1-Shift)

COURSE CODE: BA(JMC) 304	PAPER NAME: Global Media: An Overview	L	T/P	CREDIT	INT. MARKS	EXT. MARKS
		4	0	4	10	75

PERQUISITE

PROGRAMME OUTCOME

Shall acquire fundamental knowledge of Journalism Mass Communication and related study area.

Shall acquire the knowledge related to media and its impact

Shall be competent enough to undertake professional job as per demands and requirements of M E Industry.

Shall empower themselves by communication, professional and life skills.

Shall be able to enhance the ability of leadership

Shall become socially responsible citizen with global vision.

Shall be equipped with ICTs competencies including digital literacy.

Shall become ethically committed media professionals and entrepreneurs adhering to the human values, the Indian culture and the Global culture

Shall have an understanding of acquiring knowledge throughout life.

Shall acquire the primary research skills; understand the importance of innovation, entrepreneurship and incubation

Shall acquire the understanding of importance of cooperation and teamwork.

Shall acquire the skills and competencies for lifelong learning and growing.

COURSE OUTCOME

Student will be able to summarize global issues in historical and contemporary context.

Understand and analyze the ways education, social movements and fair developmental practices help in maintaining ecological balance.

Understand and analyze various aspects of deteriorating environmental components and also prevailing environmental threats.

Interpret and elaborate various tools viz. policies, rules/acts, mechanisms, compliances, institutions/agencies in securing the planet.

COURSE OBJECTIVE

PRE-REQUISITES FOR THE COURSE

Knowledge about Global Media Scenario.Skills about IPTV News Reporting.Meticulous Practices of International Reporting.Updated about present scenario of Global Media Market Forces.Case study on Global Television and Cultural Imperialism.

METHOD OF TEACHING

Problem Solving Methodologies. Participative Learning.Experiential Learning.Group/Panel discussions.Lectures using ICT Tools.

COURSE OUTCOME

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	Introduction of global communications	Student would be able to understand the concept of global communication		Lecture with Discussion		Lectures	PPT	Unit-I- Global Communication-Struggle for Balance of Information Flow	BA(JMC)-304-Global Media - An Overview	Assignment-1	<15-May-2023>	60	
L.2	1	Objectives of global communication	Students would be able to describe the Objective historical background of Global Comm.		Lecture with Discussion		Lectures	Websites and online contents	Unit-I- Global Communication-Struggle for Balance of Information Flow	BA(JMC)-304-Global Media - An Overview	Assignment-1	<10-Mar-2023>	60	
L.3	1	Struggle for balance of information flow	Students would be able to explain balance of information flowand its democratic nature		Lecture with Discussion		Presentation	Websites and online contents	Unit-I- Global Communication-Struggle for Balance of Information Flow	BA(JMC)-304-Global Media - An Overview	Assignment-1	<10-Mar-2023>	60	
L.4	1	north and south divide	Students would be able to discuss the north and south divide		Lecture with Discussion		Presentation	Video	Unit-I- Global Communication-Struggle for Balance of Information Flow	BA(JMC)-304-Global Media - An Overview	Assignment-1	<13-Mar-2023>	60	
L.5	1	International news agencies	Students would be able to discuss the historical background of International news agencies		DISCUSSION		Group Discussion	Video	Unit-I- Global Communication-Struggle for Balance of Information Flow	BA(JMC)-304-Global Media - An Overview	Assignment-1	<13-Mar-2023>	60	
L.6	1	Domination of Transnational news agencies	Students would be able to understand the concept of Transnational news agencies		DISCUSSION		Group Discussion	Online contents	Unit-I- Global Communication-Struggle for Balance of Information Flow	BA(JMC)-304-Global Media - An Overview	Assignment-1	<17-Mar-23>	60	
L.7	1	BBC	Students would be able to identify different aspects of BBC		DISCUSSION		Classes	Online contents	Unit-I- Global Communication-Struggle for Balance of Information Flow	BA(JMC)-304-Global Media - An Overview	Assignment-1	<16-Mar-2023>	60	

L.8	1	AP	Students would be able to identify use of different aspects of AP		DISCUSSION		Classes	Websites and online contents	Unit-I- Global Communication-Struggle for Balance of Information Flow	BA(JMC)-304-Global Media - An Overview	Assignment-1	<20-Mar-23>	60	
L.9	1	AP	Students would be able to identify use of different aspects of AP		DISCUSSION		Presentation	Websites and online contents	Unit-I- Global Communication-Struggle for Balance of Information Flow	BA(JMC)-304-Global Media - An Overview	Assignment-1	<20-Mar-23>	60	
L.10	1	REUTERS	Students would be able to iunderstand use of REUTERS		DISCUSSION		Concept Classes	Video	Unit-I- Global Communication-Struggle for Balance of Information Flow	BA(JMC)-304-Global Media - An Overview	Assignment-1	<23-Mar-23>	60	
L.11	1	ITTAR-TASS	Students would be able to iunderstand use of ITTAR-TASS		DISCUSSION		Group Discussion	Podcast	Unit-I- Global Communication-Struggle for Balance of Information Flow	BA(JMC)-304-Global Media - An Overview	Assignment-1	<27-Mar-23>	60	
L.12	1	UPI	Students would be able to iunderstand use of ITTAR-TASS		DISCUSSION		Group Discussion	Websites and online contents	Unit-I- Global Communication-Struggle for Balance of Information Flow	BA(JMC)-304-Global Media - An Overview	Assignment-1	<27-Mar-23>	60	
L.13	2	Barriers to the flow of news and information	Students would be able to Understand discuss about Barriers to the flow of news and information		Lecture with Discussion	Meeting Professioonal	Lectures	PPT	Unit II - Global Communication Giants	BA(JMC)-304-Global Media - An Overview	MCQ -I	<31-Mar-23>	60	
L.14	2	MacBride Commission	Students would be able to understand MacBride Commission		Lecture with Discussion	Meeting Professioonal	Concept Classes	PPT	Unit II - Global Communication Giants	BA(JMC)-304-Global Media - An Overview	MCQ -I	<6-Apr-23>	60	
L.15	2	Recommendations of MacBride Commission	Students would be able to understand discuss about MacBride Commission		Lecture with Discussion	Meeting Professioonal	Lectures	Websites and online contents	Unit II - Global Communication Giants	BA(JMC)-304-Global Media - An Overview	MCQ -I	<13-Apr-23>	60	

L.16	2	NWICO	Students would be able to identify the difference in NWICO NIO		Lecture with Discussion	Meeting Professioonal	Presentation	Online contents	Unit II - Global Communication Giants	BA(JMC)-304-Global Media - An Overview	MCQ -I	<24-Apr-23>	60	
L.17	2	Introduction of Global Communication Giants	Students would be able to understand about Global Communication Giants		TUTORING		Concept Classes	Online contents	Unit II - Global Communication Giants	BA(JMC)-304-Global Media - An Overview	MCQ -I	<19-Apr-2023>	60	
L.18	2	Media Imperialism	Students would be able to discribe the functions of Media Imperialism		TUTORING		Lectures	Websites and online contents	Unit II - Global Communication Giants	BA(JMC)-304-Global Media - An Overview	MCQ -I	<20-Apr-2023>	60	
L.19	2	Localisation of Global Media	Students would be able to interpret Localisation of Global Media		TUTORING	Webinar	Concept Classes	Websites and online contents	Unit II - Global Communication Giants	BA(JMC)-304-Global Media - An Overview	MCQ -I	<21-Apr-2023>	60	
L.20	2	International Multimedia Giants	Students would be able to discuss about International Multimedia Giants	Cases			Presentation	PPT	Unit II - Global Communication Giants	BA(JMC)-304-Global Media - An Overview	MCQ -I	<26-Apr-2023>	60	
L.21	2	NEWSCORP	Students would be able to understand the concept of NEWSCORP	Cases			Presentation	PPT	Unit II - Global Communication Giants	BA(JMC)-304-Global Media - An Overview	MCQ -I	<27-Apr-23>	60	
L.22	2	DISNEY	Students would be able to assess cases related to Disney	Cases			Simulation Exercise	PPT	Unit II - Global Communication Giants	BA(JMC)-304-Global Media - An Overview	MCQ -I	<28-Apr-23>	60	
L.23	2	AOL-TIMEWARNER	Students would be able to understand different dimension of AOL-TIMEWARNER		JAM		Concept Classes	PPT	Unit II - Global Communication Giants	BA(JMC)-304-Global Media - An Overview	MCQ -I	<1-May-23>	60	
L.24	2	VIACOM	Students would be able to understand VIACOM		JAM		Concept Classes	PPT	Unit II - Global Communication Giants	BA(JMC)-304-Global Media - An Overview	MCQ -I	<3-May-23>	60	

L.25	2	STAR NETWORK	Students would be able to interpret STAR NETWORK		JAM		Lectures	PPT	Unit II - Global Communication Giants	BA(JMC)-304-Global Media - An Overview	Assignment -2	<4-May-23>	60	
L.26	2	Global Television	Students would be able to argue discuss about Global Television	Concept Classes	JAM		Lectures	PPT	Unit II - Global Communication Giants	BA(JMC)-304-Global Media - An Overview	Assignment -2			
L.27	2	Cultural Imperialism	Students would be able to use the knolwedge of Cultural Imperialism	Concept Classes	JAM		Classes	Online contents	Unit II - Global Communication Giants	BA(JMC)-304-Global Media - An Overview	Assignment -2			
L.28	2	CNN	Students would be able to understand the role of CNN	Concept Classes	JAM		Concept Classes	Websites and online contents	Unit II - Global Communication Giants	BA(JMC)-304-Global Media - An Overview	Assignment -2			
L.29	2	MTV	Students would be able to understand the role function of MTV	Concept Classes	JAM		Concept Classes	Websites and online contents	Unit II - Global Communication Giants	BA(JMC)-304-Global Media - An Overview	Assignment -2			
L.30	2	International Practices on Visual Coverage	Students would be able to develop the concept of International Practices on Visual Coverage		JAM		Simulation Exercise	Websites and online contents	Unit II - Global Communication Giants	BA(JMC)-304-Global Media - An Overview	Assignment -2			
L.31	2	Regulations in Media Exchange	Students would be able to discuss use of Regulations in Media Exchange	Concept Classes	DISCUSSION		Concept Classes	Websites and online contents	Unit II - Global Communication Giants	BA(JMC)-304-Global Media - An Overview	Assignment -2			
L.32	2	Indian Media	Students would be able to get a thourough understanding of Indian Media	Concept Classes	DISCUSSION		Concept Classes	Websites and online contents	Unit II - Global Communication Giants	BA(JMC)-304-Global Media - An Overview	Assignment -2	<17-May-23>	60	
L.33	3	Indian News Agencies	Students would be able to discribe the functions of Indian News Agencies	Concept Classes	DISCUSSION		Concept Classes	Websites and online contents	Unit III - Indian Media	BA(JMC)-304-Global Media - An Overview	MCQ -2	<18-May-23>	60	
L.34	3	PTI	Students would be able to assess the	Concept Classes	DISCUSSION		Concept Classes	Websites and online	Unit III - Indian Media	BA(JMC)-304-Global Media - An	MCQ -2			

			information about PTI					contents		Overview		
L.35	3	PTI	Students would be able to assess the information about PTI	Concept Classes	DISCUSSION		Concept Classes	Websites and online contents	Unit III - Indian Media	BA(JMC)-304- Global Media - An Overview	MCQ -2	
L.36	3	IANS	Students would be able to assess the information about IANS	Concept Classes	DISCUSSION		Concept Classes	Websites and online contents	Unit III - Indian Media	BA(JMC)-304- Global Media - An Overview	MCQ -2	
L.37	3	Hindustan Samachar	Students would be able to understand the functions of Hindustan Samachar	Concept Classes	DISCUSSION		Concept Classes	Websites and online contents	Unit III - Indian Media	BA(JMC)-304- Global Media - An Overview	MCQ -2	
L.38	3	Government Setor Media Conglomerates	Students would be able to understand Government Setor Media Conglomerates	Brain-storming	TUTORING		Practicals	Websites and online contents	Unit III - Indian Media	BA(JMC)-304- Global Media - An Overview	MCQ -2	
L.39	3	Private Sector Media Conglomerates	Students would be able to expalin Private Sector Media Conglomerates	Brainstorming	TUTORING		Tutorials	Websites and online contents	Unit III - Indian Media	BA(JMC)-304- Global Media - An Overview	MCQ -2	
L.40	3	Introduction of Entertainment Sector	Students would be able to show the impact of Entertainment Sector	Brainstorming	TUTORING		Tutorials	Video	Unit III - Indian Media	BA(JMC)-304- Global Media - An Overview	MCQ -2	
L.41	3	Local Entertainment Sector	Students would be able to understand the types of Entertainment Sector	Brainstorming	TUTORING		Tutorials	Social Media Platform	Unit III - Indian Media	BA(JMC)-304- Global Media - An Overview	MCQ -2	
L.42	3	Hybrid Entertainment Sector	Students would be able to understand the types of Entertainment Sector	Brainstorming	TUTORING		Tutorials		Unit III - Indian Media	BA(JMC)-304- Global Media - An Overview	MCQ -2	
L.43	3	Hybrid Entertainment Sector	Students would be able to understand the types of	Brainstorming	TUTORING		Tutorials	Social Media Platform	Unit II - Global Communication Giants	BA(JMC)-304- Global Media - An Overview	Assignment -3	

			Entertainment Sector									
L.44	3	Global Satellite System	Students would be able to descuss Global Satellite System	Brainstorming	TUTORING		Tutorials	Websites and online contents	Unit III - Indian Media	BA(JMC)-304-Global Media - An Overview	Assignment -3	
L.45	3	Cable Satellite TV	Students would be able to describe Cable Satellite TV	Cases	Debate		Debate	Social Media Platform	Unit III - Indian Media	BA(JMC)-304-Global Media - An Overview	Assignment -3	
L.46	3	DTH(Direct to Home)	Students would be able to understand DTH(Direct to Home)	Cases	Debate		Debate	Social Media Platform	Unit III - Indian Media	BA(JMC)-304-Global Media - An Overview	Assignment -3	
L.47	3	Internet Protocol TV (IPTV)	Students would be able to use of IPTV	Cases	Debate		Debate	Social Media Platform	Unit III - Indian Media	BA(JMC)-304-Global Media - An Overview	Assignment -3	
L.48	3	Introduction to CAS	Students would be able to get a thourough understanding of CAS	Cases	Debate		Debate	Websites and online contents	Unit III - Indian Media	BA(JMC)-304-Global Media - An Overview	Assignment -3	
L.49	3	Introduction to global media	Students would be able to unerstanding about global media	Simulated Teaching	Lecture with Discussion		Lectures	Websites and online contents	Unit III - Indian Media	BA(JMC)-304-Global Media - An Overview	MCQ -3	
L.50	4	Market forces of global media	Students would be able to understand the fundamental steps of Market forces	Simulated Teaching	Lecture with Discussion		Group Discussion	Websites and online contents	Unit IV - Global Media Market Forces	BA(JMC)-304-Global Media - An Overview	MCQ -3	
L.51	4	Reporting International Issues	Students would be able to develop international reporting skills		Lecture with Discussion		Lectures	Online Video	Unit IV - Global Media Market Forces	BA(JMC)-304-Global Media - An Overview	MCQ -3	<19-May-23>	60
L.52	4	Reporting International Conflicts	Students would be able to develop international reporting skills	Simulated Teaching	DISCUSSION		Group Discussion	Online Video	Unit IV - Global Media Market Forces	BA(JMC)-304-Global Media - An Overview	MCQ -3	<22-May-23>	60
L.53	4	Media Conglomerates Media Monopolies	Students would be able to elaborate Media Conglomerates	Simulated Teaching	DISCUSSION		Simulation Exercise	Online Video	Unit IV - Global Media Market Forces	BA(JMC)-304-Global Media - An Overview	MCQ -3	<24-May-23>	60

			Media Monopolies									
L.54	4	Democratizing Communication	Students would be able to explore use of Democratizing Communication	Simulated Teaching	DISCUSSION		Simulation Exercise	Online Video	Unit IV - Global Media Market Forces	BA(JMC)-304-Global Media - An Overview	MCQ -3	<25-May-23>	60	
L.55	4	Vertical to Horizontal Communication	Students would be able to analyze the impact of Vertical to Horizontal Communication	Simulated Teaching	DISCUSSION		Group Discussion	Online Video	Unit IV - Global Media Market Forces	BA(JMC)-304-Global Media - An Overview	MCQ -3	<26-May-23>	60	
L.56	4	Internet Journalism	Students would be able to understand Internet Journalism	Protocols	DISCUSSION		Lectures	Online contents	Unit IV - Global Media Market Forces	BA(JMC)-304-Global Media - An Overview	Quiz 1			
L.57	4	Global Challenges in International Reporting	Students would be able to explore use of Global Challenges in International Reporting	Cases	Drill of Practices		Concept Classes	Online contents	Unit IV - Global Media Market Forces	BA(JMC)-304-Global Media - An Overview	Quiz 1	<31-May-23>	60	
L.58	4	Global Challenges in the New Infromation Age	Students would be able to understand about Global Challenges in the New Infromation Age	Cases	Drill of Practices		Concept Classes	Online contents	Unit IV - Global Media Market Forces	BA(JMC)-304-Global Media - An Overview	Quiz 1	<14-Jun-23>	60	
L.59	4	Revision of 1st unit 2	Students will be able to clear all doubts regarding the 4 unit	Cases	Drill of Practices		Info Talk	Websites and online contents	Unit IV - Global Media Market Forces	BA(JMC)-304-Global Media - An Overview	Quiz 1			
L.60	6	Revision of 3 and 4th unit	Students will be able to clear all doubts regarding the subject	Cases	Drill of Practices		Info Talk	Online contents	Unit IV - Global Media Market Forces	BA(JMC)-304-Global Media - An Overview	Quiz 1			

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ELECTRONIC DATABASE

COMPUTER SOFTWARE

Ph.D THESIS

MONTHLY MAGAZINE

WEEKLY MAGAZINE

NEWS PAPER

PAPER PRESENTED

*Lecture/PPT/Case Study/Field Study/Workshop/Seminar/Technical Skill Oriented Program/Enrichment Program/ Assignment/ Group Discussion/Conference/Extension Activities/Industrial Tour/Educational cum industrial Tour etc.
**Tecnia TV/Web links/PPT/NPTEL/MOOCS/Web portal based/On line courses/DELNET/J-GATE/Pro Quest/e-research/National Digital Library/INFLIBINET/Open Contents/CCM/Case Study/Text Book/Reference Book

Note: Every new class should start with quick recap and solving the problem, if any of previous class.
The class should culminate with the summary of what has been taught during the class.
Class should be student centric such bas experiential learning, participative learning and problem solving approach.

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TECNIA INSTITUTE OF ADVANCED STUDIES

NAAC ACCREDITATED GRADE "A" INSTITUTE

TIAS/AC/2022-23/11

ACADEMIC SESSION 2022-23
LECTURE PLAN

BA(JMC)(Div-B) VI SEMESTER (1-Shift)

COURSE CODE: BA(JMC) 306	PAPER NAME: Environment Communication	L	T/P	CREDIT	INT. MARKS	EXT. MARKS
		4	0	4	10	75

PERQUISITE

PROGRAMME OUTCOME

COURSE OUTCOME

COURSE OBJECTIVE

PRE-REQUISITES FOR THE COURSE

* Basic knowledge of the environment* Rough idea about issues related to the environment* Interest in environment debate

METHOD OF TEACHING

* Powerpoint presentation* Parti cipatory* Discussion* Lecture

COURSE OUTCOME

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	Environment: Definition, Scope and Importance-I	Students would be able to learn the Environment: Definition, Scope and Importance		Lecture with Discussion		Lectures	PPT			Assignment			
L.2	1	Environment: Definition, Scope and Importance-II	Students would be able to learn the Environment: Definition, Scope and Importance		Lecture with Discussion		Lectures	PPT			Assignment			

L.3	1	Environment Communication: Definition, Concept -I	Students would be able to understand the Environment Communication: Definition, Concept		Lecture with Discussion		Lectures	PPT			Assignment		
L.4	1	Environment Communication: Definition, Concept -II	Students would be able to understand the Environment Communication: Definition, Concept		Lecture with Discussion		Lectures	PPT			Assignment		
L.5	1	Environment Communication: Need for Public Awareness- I	Students would be able to understand the Environment Communication: Need for Public Awareness		Lecture with PPT		Lectures	PPT			Assignment		
L.6	1	Environment Communication: Need for Public Awareness- II	Students would be able to understand the Environment Communication: Need for Public Awareness		Lecture with PPT		Lectures	PPT			Assignment		
L.7	1	Natural Resources: Associated Problems and Law	Students would be able to learn the Natural Resources: Associated Problems and Law		Lecture with PPT	Webinar	Lectures	PPT			Assignment		
L.8	1	Natural Resources: Associated Problems and Law	Students would be able to learn the Natural Resources: Associated Problems and Law		Lecture with PPT	Webinar	Lectures	PPT			Assignment		
L.9	1	Forest resources	Students would be able to understand the Forest resources	Case Study			Lectures	PPT			Assignment	<3-May-23>	67
L.10	1	Mineral, resources	Students would be able to		Lecture with Group		Lectures	PPT			Assignment	<01-Mar-2023>	67

			understand the Mineral, resources		Discussion									
L.11	1	Food resources	Students would be able to understand the Food resources		Lecture with Group Discussion		Lectures	YouTube			Assignment	<29-May-23>	67	
L.12	1	Energy, resources	Students would be able to understand the Energy, resources		Blended class	Webinar	Lectures	PPT			Assignment			
L.13	1	Land Resources	Students would be able to understand the Land Resources		Lecture with PPT		Lectures				Assignment			
L.14	1	Role of Individual in Conservation of Natural Resources	Students would be able to create the Role of Individual and Media in Conservation of Natural Resources		Blended class		Lectures	PPT			Assignment			
L.15	1	Role of Media in Conservation of Natural Resources- I	Students would be able to create the Role of Individual and Media in Conservation of Natural Resources		Blended class	Webinar	Lectures	PPT						
L.16	1	Role of Media in Conservation of Natural Resources- II	Students would be able to create the Role of Individual and Media in Conservation of Natural Resources		Blended class	Webinar	Lectures	PPT			Assignment			
L.17	1	Ecosystem: Concept	Students would be able to understand the Ecosystem: Concept		Lecture with Group Discussion	Field Visit	Lectures	PPT			Assignment			
L.18	1	Ecosystem: Structure and Function	Students would be able to learn the Ecosystem:		Lecture with PPT		Lectures	PPT			Assignment			

			Structure and Function											
L.19	1	Ecological Succession: Types and Stages	Students would be able to understand the Ecological Succession: Types and Stages		Lecture with PPT		Lectures	PPT		Assignment				
L.20	1	Biodiversity: Definition and Concept	Students would be able to understand the Biodiversity: Definition and Concept		Lecture with PPT		Lectures	PPT		Assignment				
L.21	1	Threats to Biodiversity (Global, National Local)	Students would be able to understand the Threats to Biodiversity (Global, National Local)		Lecture with PPT		Lectures			Assignment				
L.22	10	Habitat Loss,	Students would be able to learn about the Habitat Loss,		Lecture with PPT		Lectures	PPT		Assignment				
L.23	10	Poaching of Wildlife	Students would be able to learn about the Poaching of Wildlife,		Lecture with PPT	Educational Visit- Jim Corbett	Lectures	PPT		Assignment				
L.24	1	Man-wildlife conflicts	Students would be able to understand the Man-wildlife conflicts		Lecture with PPT	Educational Visit- Jim Corbett	Lectures	PPT		Assignment				
L.25	1	Endangered Species of India-I	Students would be able to learn about the Endangered Species of India	Case Study	Lecture with PPT		Lectures	PPT		Assignment				
L.26	1	Endangered Species of India-II	Students would be able to learn about the Endangered Species of India		Lecture with PPT		Lectures	PPT		Assignment				
L.27	1	Endemic Species of India	Students would be able tolearn		Lecture with PPT		Lectures	PPT		Assignment				

			about the Endemic Species of India										
L.28	1	Endemic Species of India	Students would be able tolearn about the Endemic Species of India		Lecture with PPT		Lectures	PPT			Assignment		
L.29	1	Role of Multi-Media in Sensitising Masses towards Ecosystem	Students would be able to understand the Role of Multi-Media in Sensitising Masses towards Ecosystem	Case Study			Lectures	PPT			Assignment		
L.30	1	Role of Multi-Media in Sensitising Masses towards Ecosystem	Students would be able to understand the Role of Multi-Media in Sensitising Masses towards Ecosystem		Lecture with PPT		Lectures	PPT			Assignment		
L.31	1	Environmental pollution: Definition	Students would be able to understand the Environmental pollution: Definition,	Case Study	Lecture with PPT		Lectures	PPT			Assignment		
L.32	1	Environmental pollution:Effects and Control Measures of Air Pollution	Students would be able to learn the Environmental pollution:Effects and Control Measures of Air Pollutio		Lecture with PPT		Lectures	PPT			Assignment		
L.33	1	Environmental pollution: Effects and Control Measures of , Soil Pollution	Students would be able to learn the Environmental pollution: Effects and Control Measures of , Soil Pollution		Lecture with PPT		Lectures	YouTube			Assignment		
L.34	1	Environmental pollution: Effects and Control	Students would be able to understand the		Lecture with PPT		Lectures	YouTube			Assignment		

		Measures of Marine Noise pollution	Environmental pollution: Effects and Control Measures of Marine Noise pollution									
L.35	1	Environmental pollution: Effects and Control Measures of Thermal Pollution and Nuclear hazards	Students would be able to understand the Environmental pollution: Effects and Control Measures of Thermal Pollution and Nuclear hazards		Lecture with PPT		Lectures			Assignment		
L.36	1	Role of Govt. (NEMA, National Green Tribunal) and NGOs in Protecting Environment	Students would be able to understand the Role of Govt. (NEMA, National Green Tribunal) and NGOs in Protecting Environment		Lecture with PPT		Lectures			Assignment		
L.37	1	Role of Govt. (NEMA, National Green Tribunal) -I	Students would be able to understand the Role of Govt. (NEMA, National Green Tribunal)		Lecture with Group Discussion		Lectures	PPT		Assignment		
L.38	1	Role of Govt. (NEMA, National Green Tribunal) -II	Students would be able to understand the Role of Govt. (NEMA, National Green Tribunal)		Lecture with Group Discussion		Lectures			Assignment		
L.39	1	Role of NGOs in Protecting Environment	Students would be able to learn the Role of NGOs in Protecting Environment		Lecture with PPT		Lectures	PPT		Assignment		
L.40	1	Role of NGOs in Protecting Environment	Students would be able to learn the Role of NGOs in Protecting Environment		Lecture with PPT		Lectures	PPT		Assignment		

L.41	1	Disaster Management: Concept, Need and Importance-I	Students would be able to learn about the Disaster Management: Concept, Need and Importance		Lecture with PPT	Webinar	Lectures	PPT			Assignment			
L.42	1	Disaster Management: Concept, Need and Importance-II	Students would be able to learn about the Disaster Management: Concept, Need and Importance		Lecture with PPT	Webinar	Lectures	PPT			Assignment			
L.43	1	Disaster Management: Concept, Need and Importance-III	Students would be able to learn about the Disaster Management: Concept, Need and Importance		Lecture with PPT	Webinar	Lectures	PPT			Assignment			
L.44	1	Disaster Management: Concept, Need and Importance-III	Students would be able to learn about the Disaster Management: Concept, Need and Importance		Lecture with PPT	Webinar	Lectures	PPT			Assignment			
L.45	1	Role of NDMA	Students would be able to learn about the Role of NDMA		Lecture with PPT		Lectures	PPT			Assignment			
L.46	1	Media Intervention in Disaster Management	Students would be able to understand the Media Intervention in Disaster Management		Lecture with Group Discussion		Lectures	PPT			Assignment			
L.47	1	Industrialisation-I	Students would be able to understand the Industrialisation,		Blended class		Lectures	PPT			Assignment			
L.48	1	Industrialisation-II	Students would be able to understand the Industrialisation,		Blended class		Lectures	PPT			Assignment			

L.49	1	Consumerism- I	Students would be able to understand the Consumerism		Blended class		Lectures	PPT			Assignment		
L.50	1	Consumerism-II	Students would be able to understand the Consumerism		Blended class		Lectures	PPT			Assignment		
L.51	1	Development	Students would be able to understand the Development		Lecture with PPT		Lectures	YouTube			Assignment		
L.52	1	Global Warming and Climate Change:	Students would be able to understand the Global Warming and Climate Change:		Lecture with PPT		Lectures	PPT			Assignment		
L.53	1	Shift to Alternate Sources of Energy	Students would be able to understand the Shift to Alternate Sources of Energy		Lecture with PPT		Lectures	PPT			Assignment		
L.54	1	Environment and Social Movements	Students would be able to understand the Environment and Social Movements		Lecture with PPT		Lectures	YouTube			Assignment		
L.55	1	Chipko Movement,	Students would be able tolearn about the Chipko Movement,	Case Study	Lecture with PPT		Lectures	PPT			Assignment		
L.56	1	Narmada Bachao Andolan	Students would be able to learn about the Narmada Bachao Andolan		Lecture with PPT		Lectures	YouTube			Assignment		
L.57	1	Media Environment	Students would be able to discuss about the Media Environment		Lecture with PPT		Lectures	PPT			Assignment		
L.58	1	Environment and Human Welfare	Students would be able to Interpret about Environment and		Lecture with PPT		Lectures	YouTube			Assignment		

			Human Welfare												
L.59	1	Media, Environment and Human Welfare	Students would be able to create a clean Environment for betterment of society.	Presentation	Lecture with PPT	Interview on Survey base	Lectures	PPT			Assignment			
L.60	1	Media, Environment and Human Welfare	Students would be able to create a clean Environment for betterment of society.		Lecture with PPT		Lectures	PPT			Assignment			

TEXT BOOKS

1. Joshi, P. C., "A Text Book of Environmental Science.", APH Pub, 3 Ed., 2015.

REFERENCE BOOKS

1. Kaushik, A., ". Perspectives in Environmental Studies", New Age International , 10 Ed., 2018.

BOOK BANK

1. Parker, L. J., "Environment Communication: Message, Media &Methods: A handbook for Advocates and Organizations", Hunt Publication, 3 Ed., 2017.

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REF. BOOKS

1. Rajagopalan, R., " Environmental Studies: from Crisis to Cure", Oxford University Press, 2 Ed., 2011.

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ACADEMIC SESSION 2022-23
LECTURE PLAN

BA(JMC)(Div-A) VI SEMESTER (2-Shift)

COURSE CODE: 352	PAPER NAME: Final Project	L	T/P	CREDIT	INT. MARKS	EXT. MARKS
		4	0	16	40	60

PERQUISITE
PROGRAMME OUTCOME
COURSE OUTCOME
COURSE OBJECTIVE
PRE-REQUISITES FOR THE COURSE
METHOD OF TEACHING
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METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

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L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	Print Media					Concept Classes				Project Workbook	<1-May-23>	60	
L.2	1	Tabloid Content Design					Presentation				Project Workbook	<13-Mar-2023>	60	
L.3	1	Writing News Article					Practicals				Project Workbook			
L.4	1	Content Research for					Practicals				Project Workbook	<16-Mar-2023>	60	

		Tabloid									Project Workbook		
L.5	1	News writing for Print					Practicals				Project Workbook	<17-Mar-2023>	60	
L.6	1	news reporting					Practicals				Project Workbook	<20-Mar-23>	60	
L.7	1	Tabloid Design					Practicals				Project Workbook	<23-Mar-23>	60	
L.8	10	Indesign					Practicals				Project Workbook	<27-Mar-23>	60	
L.9	1	News Editing					Presentation				Project Workbook	<21-Mar-2023>	60	
L.10	1	Proof Reading Symbols					Practicals				Project Workbook	<24-Mar-2023>	60	
L.11	1	News Paper Analysis					Practicals				Project Workbook	<28-Mar-2023>	60	
L.12	1	Book Review					Practicals				Project Workbook	<31-Mar-2023>	60	
L.13	2	Electronic Media					Presentation				Project Workbook			
L.14	2	Writing News for TV Media					Practicals				Project Workbook	<10-Apr-23>	60	
L.15	2	Writing for Radio					Practicals				Project Workbook	<13-Apr-23>	60	
L.16	2	Documentory Script					Practicals				Project Workbook	<06-Apr-2023>	60	
L.17	2	Documentory Storyboard					Practicals				Project Workbook	<11-Apr-2023>	60	
L.18	2	Documentory Shoot					Practicals				Project Workbook	<24-Apr-23>	60	
L.19	2	Video Editing					Practicals				Project Workbook	<25-Apr-23>	60	
L.20	2	News Package					Presentation				Project Workbook	<04-Apr-2023>	60	
L.21	2	News Reporting					Practicals				Project Workbook	<17-Apr-2023>	60	
L.22	2	News Anchoring					Practicals				Project Workbook	<18-Apr-2023>	60	
L.23	2	Mobile Film Making					Practicals				Project Workbook	<20-Apr-2023>	60	
L.24	2	Radio Chat Show					Practicals				Project Workbook	<21-Apr-2023>	60	

L.25	2	Photo Feature					Practicals				Project Workbook	<27-Apr-23>	60	
L.26	3	Integrated Marketing					Practicals				Project Workbook	<28-Apr-23>	60	
L.27	3	Advertising Concept					Presentation				Project Workbook	<2-May-23>	60	
L.28	3	Ad Campaign					Practicals				Project Workbook	<4-May-23>	60	
L.29	3	Campaign Strategy					Presentation				Project Workbook			
L.30	3	Agency Strategy					Presentation				Project Workbook			
L.31	3	Media Planning and Scheduling					Practicals				Practical Workbook			
L.32	3	Design Publicity Material for various mediums					Practicals				Project Workbook			
L.33	3	Public Relations Campaign					Presentation				Project Workbook	<15-May-2023>	60	
L.34	3	Press Conference					Practicals				Project Workbook	<18-May-23>	60	
L.35	3	EVALUATION DURING AFTER CAMPAIGN / PROGRAM					Practicals				Project Workbook			
L.36	3	Plan and Organised Event					Practicals				Project Workbook			
L.37	4	New Media					Presentation				Project Workbook	<19-May-23>	60	
L.38	4	Blog					Practicals				Project Workbook	<22-May-23>	60	
L.39	4	Vlog					Practicals				Project Workbook	<16-May-2023>	60	
L.40	4	Website Designing					Practicals				Project Workbook	<25-May-23>	60	
L.41	4	Dreamweaver					Practicals				Project Workbook	<26-May-23>	60	

L.42	4	Analysis Indian and International News Website					Practicals				Project Workbook	<23-May-2023>	60	
L.43	4	Digital Media Marketing					Practicals				Project Workbook			
L.44	4	Website Promotion on Social Media Platform					Practicals				Project Workbook			
L.45	4	Website Promotion on Digital Media Platform					Practicals				Project Workbook			
L.46	4	Media Research					Presentation				Project Workbook			
L.47	4	Case Study					Practicals				Project Workbook			
L.48	4	Content Analysis					Practicals				Project Workbook			

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Prepared By   Checked By   Verified By

Hello Everyone !

I am Dr. Gopal Thakur

Associate Professor
Department of Journalism & Mass Communication
TIAS-GGSIP University, New Delhi
E-mail: ourgo7@gmail.com
Contact No. 9213131038

NEW MEDIA

New media is a broad term in Media Studies that emerged in the later part of the 20th century to encompass the amalgamation of traditional media such as film, images, music, spoken and written word, with the interactive power of computer and communications technology, computer-enabled consumer devices and most importantly the Internet.

Online Communication

1. **Blog**
2. **Chat room**
3. **E-mail**
4. **Forum**
5. **Instant messaging**
6. **Social networking site**
7. **Contact form**
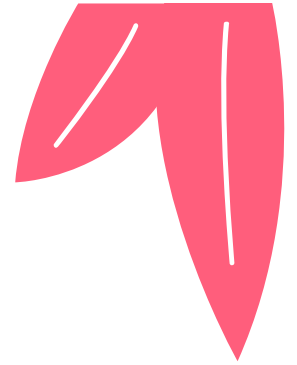
01   Blog
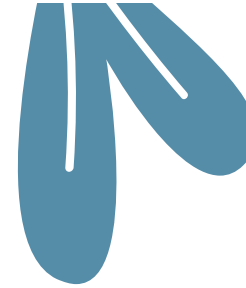
There are many different types of blogs, differing not only in the type of content, but also in the way that content is delivered or written.

1. Personal blogs
2. Collaborative blogs or group blogs: Blogosphere
3. Micro blogging : Twitter, Facebook, Tumblr
4. Corporate and organizational blogs : Marketing, branding, or public relations

01   Blog

5. Aggregated blogs: Subdomain

6. By genre : Political blogs, health blogs, travel blogs, book
       blogs, education blogs, niche blogs, classical music blogs , legal
       blogs, art blogs and music blogs.

7. By media type: vlog, linklog, sketchblog, photoblog and phlog.

8. By device: moblog and EyeTap

9. Reverse blog: Web-Forum

02. CHAT ROOM
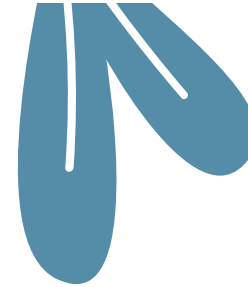
It is an online discussion forum for a particular topic.

Chat: A real-time communication between two or more users on a local network (LAN) or over the Internet. Also called "live chat," the word "chat" is a misnomer, because it is a non-verbal, text communication like sending text messages from a smart Phone.

03. 4. INTERNET FORUM
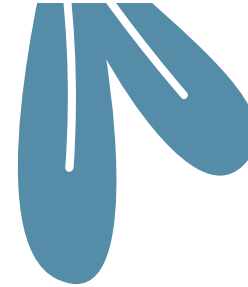
What is internet forum?
- Message board.
- News Groups.
- Communities.
- Groups.

04   . E-MAIL
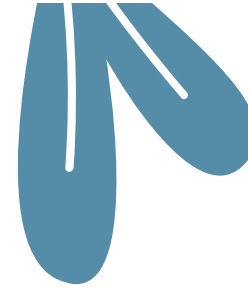
Email: A fast, easy, and inexpensive way to communicate with other Internet users around the world.

05 **INSTANT MESSAGING**
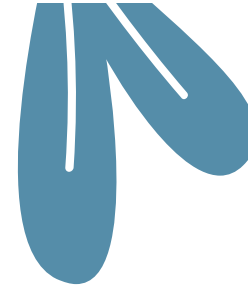
Exchanging text messages in real time between two or more people logged into a particular instant messaging (IM) service.

.

06 INSTANT MESSAGING
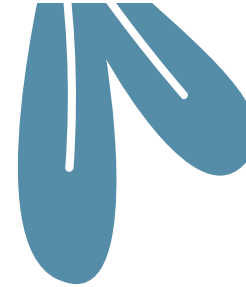
The major IM services are:
Face book
Twitter
Whatsapp
Skype
AOL's Instant Messenger (AIM),
ICQ,
Yahoo! Messenger,
Google Talk,
MSN Messenger
Windows Messenger
Windows Live Messenger.

07 **CONTACT FORM**
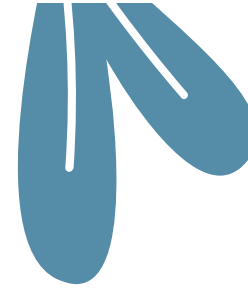
It is page on a Web site that allows users to communicate with the site owner.

WEB 1.0 TO WEB 3.0
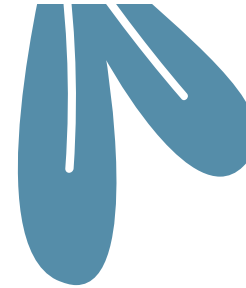
Web 1.0

"the mostly read only web"

45 million global users (1996)

focused on companies

home pages

owning content

Britannica Online

HTML, portals

web forms

directories (taxonomy)

Netscape

pages views

advertising

Web 2.0

"the wildly read-write web"

1 billion+ global users (2006)

focused on communities

blogs

sharing content

Wikipedia

XML, RSS

web applications

tagging ("folksonomy")

Google

cost per click

word of mouth

Web 3.0

"the portable personal web"

focused on the individual

lifestream

consolidating dynamic content

the semantic web

widgets, drag & drop mashups

user behavior ("me-onomy")

iGoogle, NetVibes

user engagement

advertainment

WEB 1.0 TO WEB 3.0
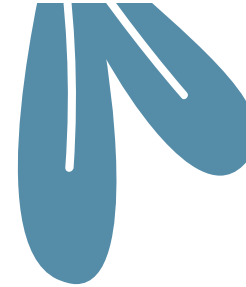
trendone | THE WEB EXPANSION
FROM WEB OF THINGS TO WEB OF THOUGHTS
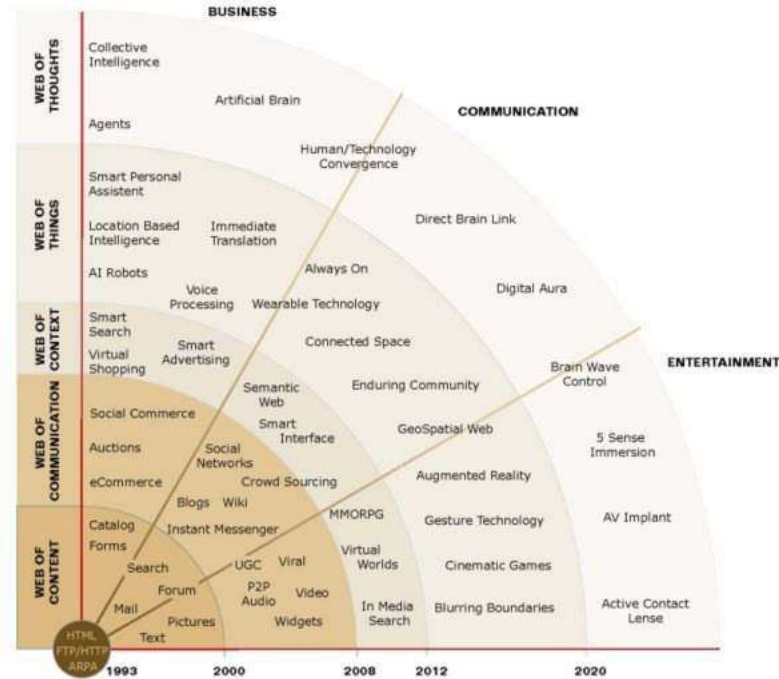
2. COMMUNICATION TECHNOLOGY AND SOCIETY

Communications technology - or technologies, is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as videoconferencing and distance learning.

03

3. ATTRIBUTES OF ONLINE COMMUNICATION

Online communication is a form of communication, using the various channels available on the Internet to communicate and interact online to relay a message to a targeted audience.

03   3. ATTRIBUTES OF ONLINE COMMUNICATION
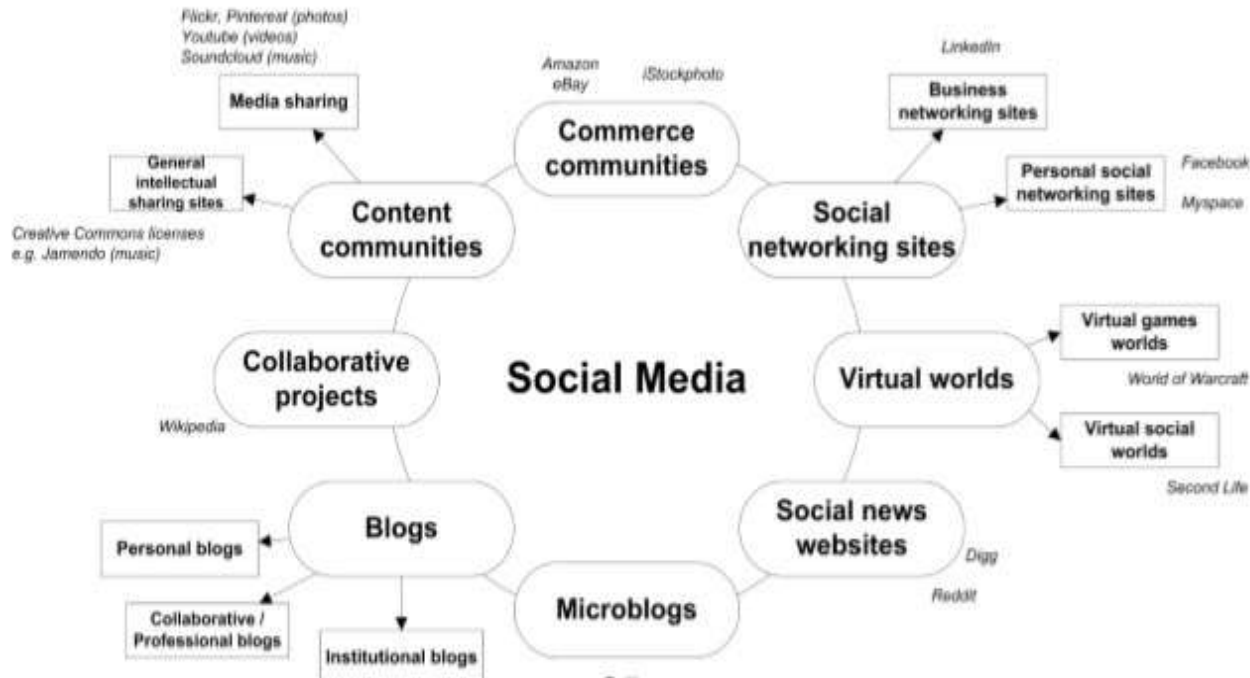
4. VIDEO CONFERENCING, WEBCASTING AND PODCASTING

A videoconference (also known as a videoteleconference) is a set of interactive telecommunication technologies which allow two or more locations to interact via two-way video and audio transmissions simultaneously. It has also been called 'visual collaboration' and is a type of groupware.

4. VIDEO CONFERENCING, WEBCASTING AND PODCASTING

There are basically two kinds of videoconferencing systems:
- **Dedicated systems**
- **Desktop systems**

4. VIDEO CONFERENCING, WEBCASTING AND PODCASTING

WEBCASTING : A **webcast** is a media file distributed over the Internet using streaming media technology to distribute a single content source to many simultaneous listeners/viewers. A webcast may either be distributed live or on demand. Essentially, webcasting is "broadcasting" over the Internet.

4. VIDEO CONFERENCING, WEBCASTING AND PODCASTING

Podcast : A podcast is a type of digital media, usually audio, that is available in a series of episodes or parts and is streamed or downloaded by the end user over the Internet. Podcasts can be made available via a release schedule or uploaded to the Web randomly.

iPod+Broadcast=Podcast
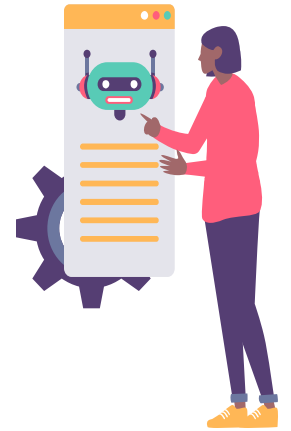
Thank You

BA(JMC)-301
BASICS OF
NEW MEDIA

Unit II: [Online Journalism, Cyber Law and Ethics]

CYBER LAW AND ETHICS

Cyber law is a generic term which refers to all the legal and regulatory aspects of Internet and the World Wide Web.

CYBER LAW AND ETHICS

1. CYBER CRIMES AND CYBER SECURITY
2. INFORMATION TECHNOLOGY ACT

01
CYBER CRIMES

Defining cyber crimes, as "acts that are punishable by the Information Technology Act"

Any unlawful act where computer or communication device or computer network is used to commit or facilitate the commission of crime".

Dimensions of Cybercrimes

1. Child Pornography / Child Sexually Abusive Material
2. Cyber bullying
3. Cyber Stalking
4. Cyber Grooming
5. Online Job Fraud
6. Vishing
7. Online Sextortion
8. Sexting
9. Smishing
10. Credit / debit card fraud
11. SIM Swap Scam
12. Impersonation and identity theft
13. Cyber-Squatting
14. Phishing
15. Spamming
16. Ransomware
17. Virus , Worms & Trojan
18. Data Breach
19. Pharming
20. Denial of Services / Distributed Dos
21. Website Defacement
22. Cryptojacking
23. Online Drug Trafficking
24. Espionage

Source : https://cybercrime.gov.in/

1. Child Pornography / Child Sexually Abusive Material

Child sexually abusive material (CSAM) refers to material containing sexual image in any form, of a child who is abused or sexually exploited. Section 67 (B) of IT Act states that "it is punishable for publishing or transmitting of material depicting children in sexually explicit act, etc. in electronic form.

Dimension of Cybercrime

2. Cyber bullying

A form of harassment or **bullying** inflicted through the use of electronic or communication devices such as computer, mobile phone, laptop, etc.

Dimension of Cybercrime

3. Cyber Stalking

Cyber stalking is the use of electronic communication by a person to follow a person, or attempts to contact a person to foster personal interaction repeatedly despite a clear indication of disinterest by such person; or monitors the internet, email or any other form of electronic communication commits the offence of stalking.

4. Cyber Grooming

Cyber Grooming is when a person builds an online relationship with a young person and tricks or pressures him/ her into doing sexual act.

5.Online Job Fraud

Online Job Fraud is an attempt to defraud people who are in need of employment by giving them a false hope/ promise of better employment with higher wages.

6. Online Sextortion

Online Sextortion occurs when someone threatens to distribute private and sensitive material using an electronic medium if he/ she doesn't provide images of a sexual nature, sexual favours, or money.

Dimension of Cybercrime

7. Vishing

Vishing is an attempt where fraudsters try to seek personal information like Customer ID, Net Banking password, ATM PIN, OTP, Card expiry date, CVV etc. through a phone call. WORDS

8. Sexting

Sexting is an act of sending sexually explicit digital images, videos, text messages, or emails, usually by cell phone.

Dimension of Cybercrime

9. Smishing

Smishing is a type of fraud that uses mobile phone text messages to lure victims into calling back on a fraudulent phone number, visiting fraudulent websites or downloading malicious content via phone or web.

Dimension of Cybercrime

10. SIM Swap Scam

SIM Swap Scam occurs when fraudsters manage to get a new SIM card issued against a registered mobile number fraudulently through the mobile service provider. With the help of this new SIM card, they get One Time Password (OTP) and alerts, required for making financial transactions through victim's bank account. Getting a new SIM card against a registered mobile number fraudulently is known as SIM Swap.

11. Credit / debit card fraud

Credit card (or debit card) fraud involves an unauthorized use of another's credit or debit card information for the purpose of purchases or withdrawing funds from it.

Dimension of Cybercrime

Impersonation and identity theft is an act of fraudulently or dishonestly making use of the electronic signature, password or any other unique identification feature of any other person.

Dimension of Cybercrime

13. Phishing

Phishing is a type of fraud that involves stealing personal information such as Customer ID, IPIN, Credit/Debit Card number, Card expiry date, CVV number, etc. through emails that appear to be from a legitimate source.

Dimension of Cybercrime

14. Spamming

Spamming occurs when someone receives an unsolicited commercial messages sent via email, SMS, MMS and any other similar electronic messaging media. They may try to persuade recepient to buy a product or service, or visit a website where he can make purchases; or they may attempt to trick him/ her into divulging bank account or credit card details.

15. Ransomware

Ransomware is a type of computer malware that encrypts the files, storage media on communication devices like desktops, Laptops, Mobile phones etc., holding data/information as a hostage. The victim is asked to pay the demanded ransom to get his device decrypts.
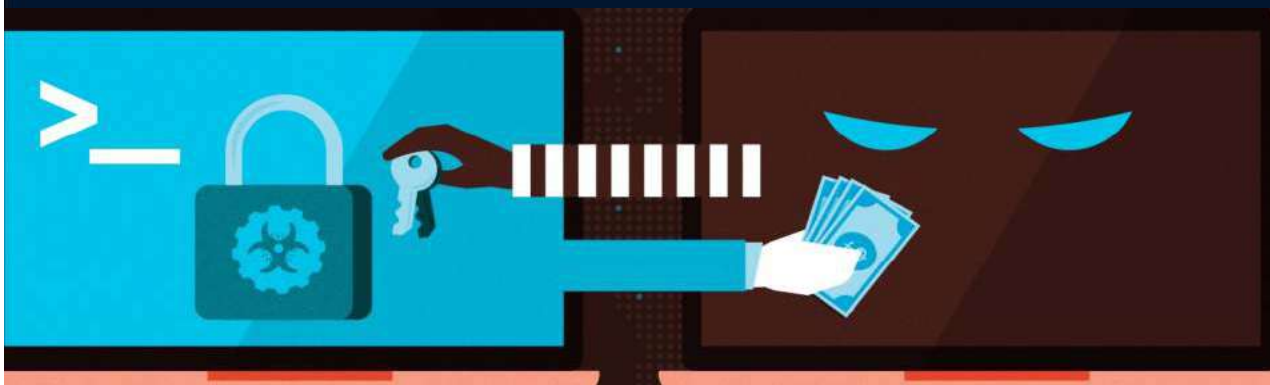
Dimension of Cybercrime

16. Virus , Worms & Trojan

Computer Virus is a program written to enter to your computer and damage/alter your files/data and replicate themselves.

Worms are malicious programs that make copies of themselves again and again on the local drive, network shares,   etc.

A Trojan horse is not a virus. It is a destructive program that looks as a genuine application. Unlike viruses, Trojan horses do not replicate themselves but they can be just as destructive. Trojans open a backdoor entry to your computer which gives malicious users/programs access to your system, allowing confidential and personal information to be theft.

17. Data Breach

A data breach is an incident in which information is accessed without authorization.

Dimension of Cybercrime

18. Denial of Services / Distributed Dos

Denial of Services (DoS) attack is an attack intended for denying access to computer resource without permission of the owner or any other person who is in-charge of a computer, computer system or computer network.

A Distributed Denial of Service (DDoS) attack is an attempt to make an online service unavailable by overwhelming it with traffic from multiple sources.

19. Website Defacement

Website Defacement is an attack intended to change visual appearance of a website and/ or make it dysfunctional. The attacker may post indecent, hostile and obscene images, messages, videos, etc.

Dimension of Cybercrime

20.Cyber-Squatting

Cyber-Squatting is an act of registering, trafficking in, or using a domain name with an intent to profit from the goodwill of a trademark belonging to someone else.

21. Pharming

Pharming is cyber-attack aiming to redirect a website's traffic to another, bogus website.

22. Cryptojacking

Cryptojacking is the unauthorized use of computing resources to mine cryptocurrencies.

23. Online Drug Trafficking

Online Drug Trafficking is a crime of selling, transporting, or illegally importing unlawful controlled substances, such as heroin, cocaine, marijuana, or other illegal drugs using electronic means.
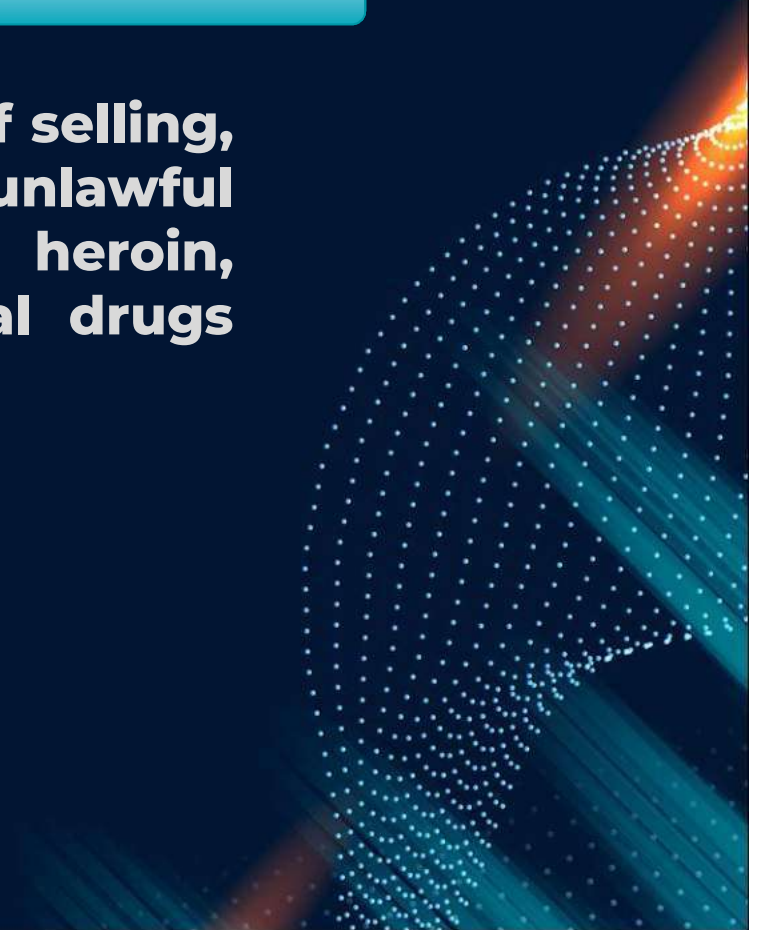
24. Espionage

Espionage is the act or practice of obtaining data and information without the permission and knowledge of the owner.

Hello Everyone !

I am Dr. Gopal Thakur
Associate Professor and HOD
Department of Journalism & Mass Communication
TIAS
(Affiliated to GGSIP University, New Delhi)
E-mail: ourgo7@gmail.com
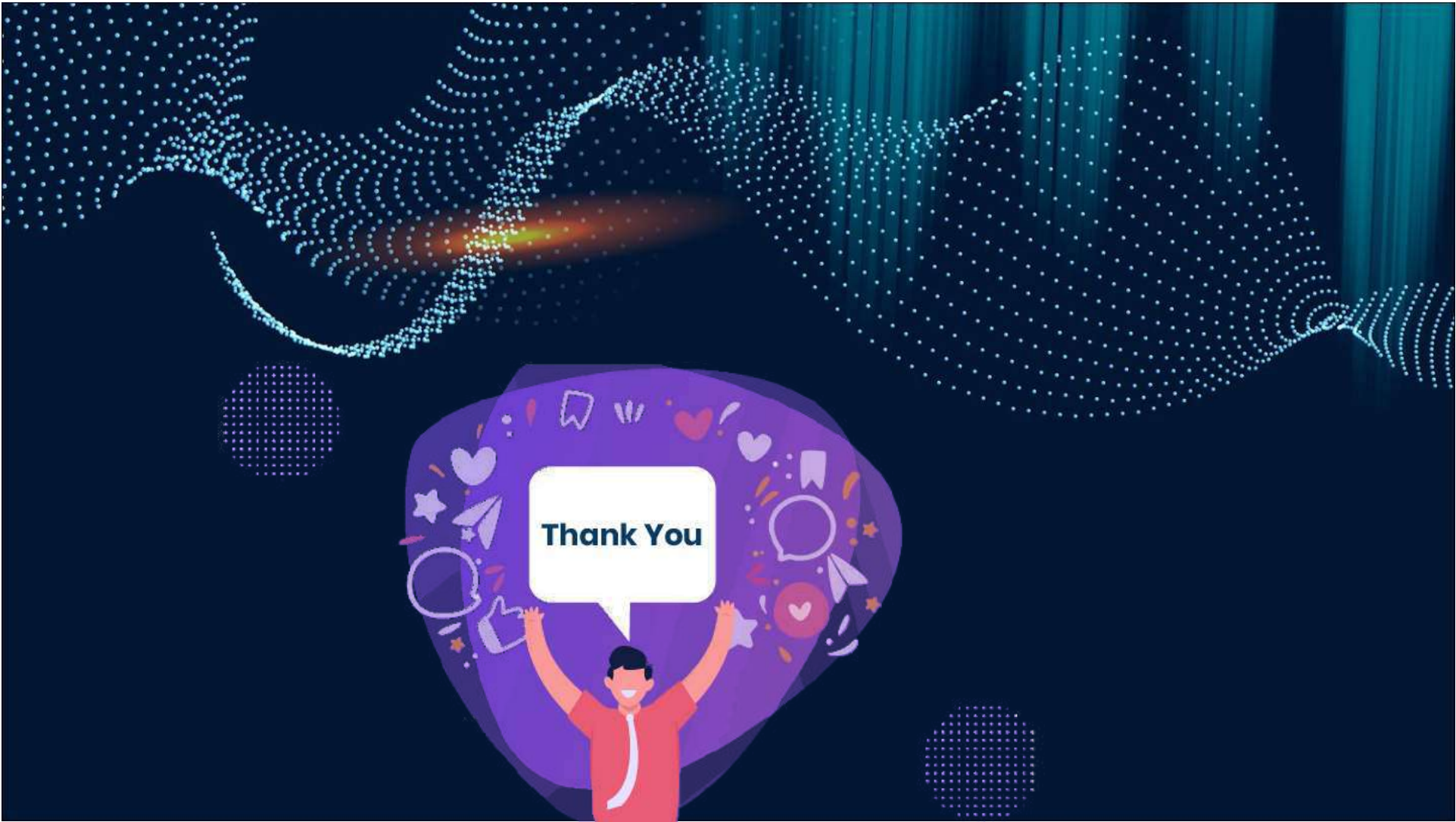
If you have to give up,
give up anger, fear, guilt, doubt -
not your time, your breath, or your clarity.

BA(JMC)- 301

BASICS OF

NEW MEDIA

UNIT II: [ONLINE JOURNALISM, CYBER LAW AND ETHICS]

ONLINE JOURNALISM

Online Journalism: Digital Journalism also known as online journalism is a contemporary form of journalism where editorial content is distributed via the Internet as opposed to publishing via print or broadcast.

1. WRITING NEWS FOR THE WEB

2. WRITING FORMATS FOR THE WEB

3. EDITING FOR THE WEB

2. WRITING FORMATS FOR THE WEB

2. WRITING FORMATS FOR THE WEB

i) Online Storytelling formats

Online Storytelling is exciting and challenging because Online journalists must think on multiple levels at once: words, ideas, story structure, design, interactive, audio, video, photos & news judgment.

2. WRITING FORMATS FOR THE WEB

ii) PrintPlus

This is the basic form of online journalism, used by every major news site. The form is built around a text article, often one that was not specifically written for the online medium, such as a wire or newspaper story. Other elements — such as photos, links and video — are then added to the page containing the story.
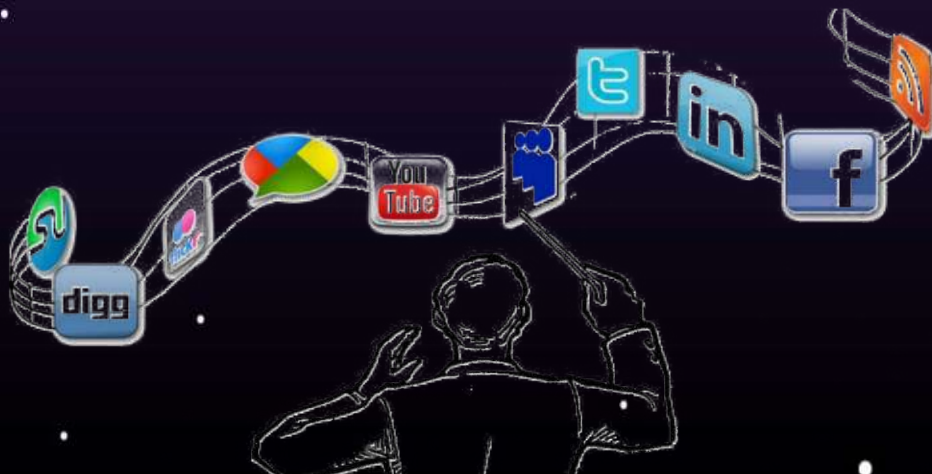
iii) Slideshows

Slideshows are more than just an easy way to present multiple images about an event. The form can be used to tell stories all by itself, by combining descriptive photos and using the caption field to convey additional information.

iv) Quizzes & Surveys

These too may not seem like storytelling, but the forms can be used to do so. Rather than just make a quiz as a fun aside to a story, an entire story can be told through the quiz format by breaking the information into questions and answers. This can be very effective because it engages the reader

2. WRITING FORMATS FOR THE WEB

v) Animated Stories

Stories can be told entirely through animation. This is a great way to tell stories visually when there are no photos or video. A lot of animation being used online doesn't tell a story.

vi) Multimedia Interactive & Webcast

Many online journalism elements and stories combine multiple forms, creating, in effect, new, hybrid forms i.e. integrate text, clickable graphics, audio, photos & Video.

Webcasting streaming video has been around for a while, but news sites are just beginning to combine various interactive tools with the Webcasts into packages.

2. WRITING FORMATS FOR THE WEB

vii) Other Forms

2. *Surround photos and video*

4. *Databases*

6. *Interactive memorial*

1. *Stories without words*

3. *Weblogs*

5. *Using community*

3. EDITING FOR THE WEB

i) Unfinished business

Online journalism has no beginning and no end. The duty editor's role is to deliver content to the user in the most efficient, effective, and elegant manner.

ii) Morning news meeting
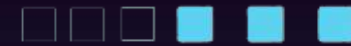
The morning news meeting is of crucial importance. This is where the duty editor

- takes control of events,
- organizes his or her resources,
- sets out what is required,
- gives a clear outline of what the site is going to look like as the day progresses,
- and listens to his or her team members.

iii) Window on the newsroom

Its main aim should be to reflect only those stories that are being covered by the news operation across all outlets.

If the editor-in-chief of your news operation is out of the country, she or he must be able to log on to your site and have a good idea about what are the top ten stories being covered across all outlets and when they are likely to appear on air, online, or in print.

iv) Liaising with other departments

It is important that the duty editor has a system for letting other departments know which stories the online team is investing time and resources in covering.
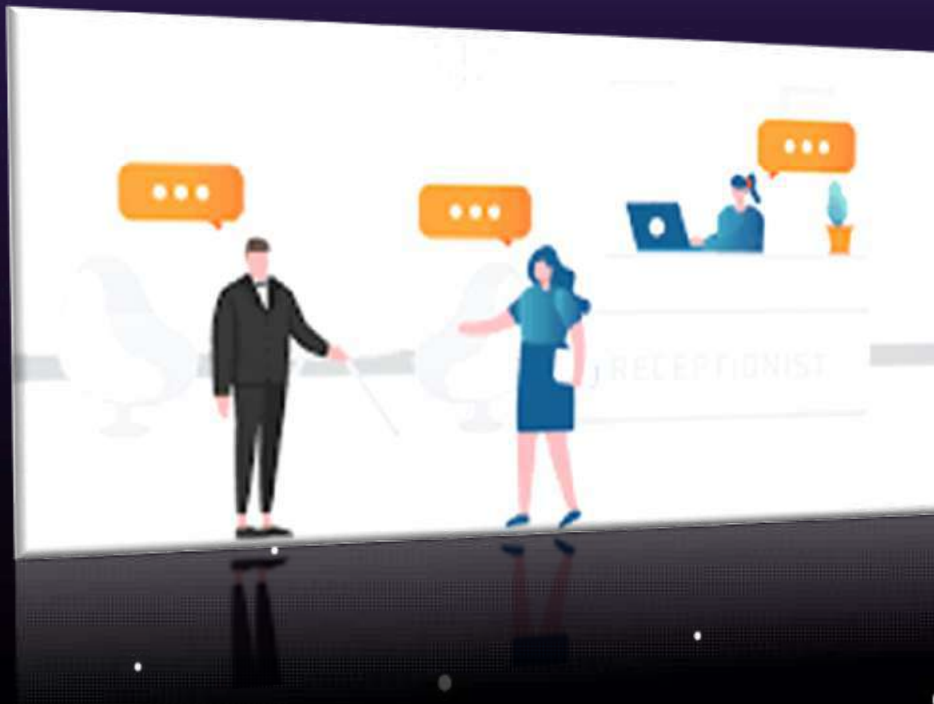
v) Using stories in multiple indices

The story might belong in the technology section, the politics section, a world regional section, or some other area of the site. Wherever it is, this is its home. Every story needs a home.

One of the skills of news website management is knowing how to use each story in all relevant sections, so that it appears on multiple section indices.
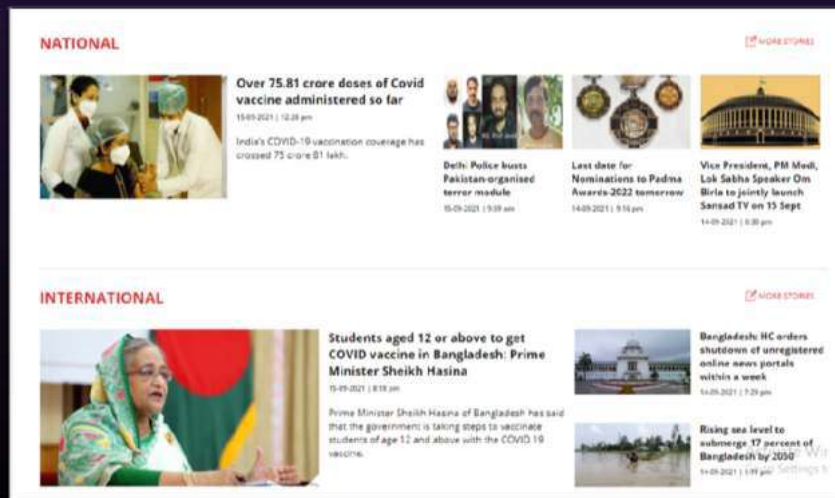
vi) Data Husbandry

Special sections can be of immense benefit to users of content and producers alike, because they group all news items, background information, and context and analysis pieces in one place. The information is easy to find, easy to navigate, and easy to use.

vii) Legal issues – jigsaw effect

Be extremely careful when covering legal cases where somebody has been arrested, faces charges, or is appearing in court.

3. EDITING FOR THE WEB

viii) Managing the front page

Knowing your audience, and what the site statistics say about the users' visiting habits, will help inform your decisions about when to update and when not to update.
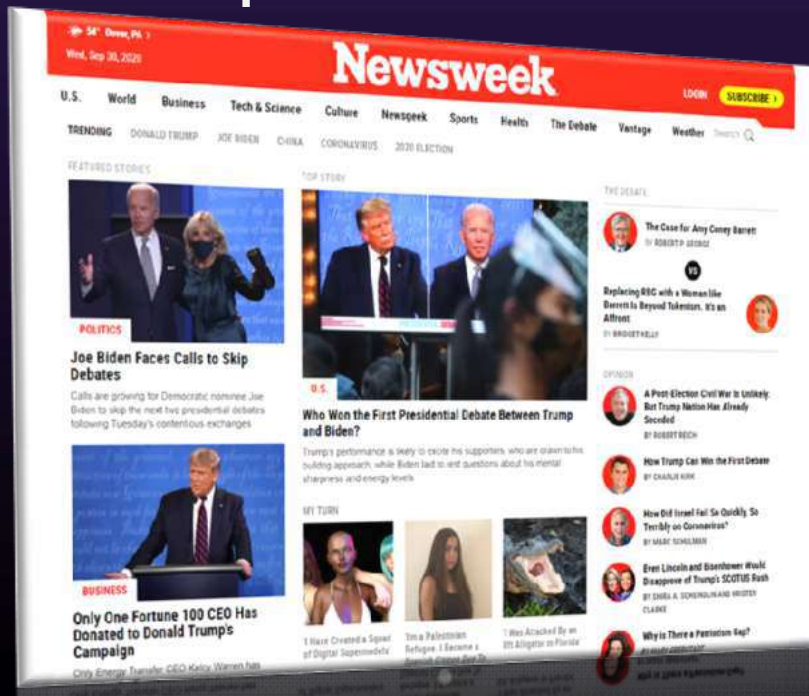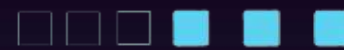
ix) News ticker

Many sites have a news ticker along the top of the page. The site's top five or six news stories sometimes travel across the top of the page.

These stories are often clickable, meaning that if you click on them you go through to the story itself.

News Ticker - Live news headlines and articles from Google News

Features:
- 100% Responsive Layout
- 5 News Ticker Design
- Google Web Font Used
- Bootstrap 3.0 Framework
- Animation Effect
- Documentation included
- Clean Design and Code
- Easy to Customize
- Easy to use

x) Breaking News

Many sites have a function that allows the duty editor to put up a breaking news banner.

This can often take the form of a small box across the top of the page. It will be used in major breaking news situations.
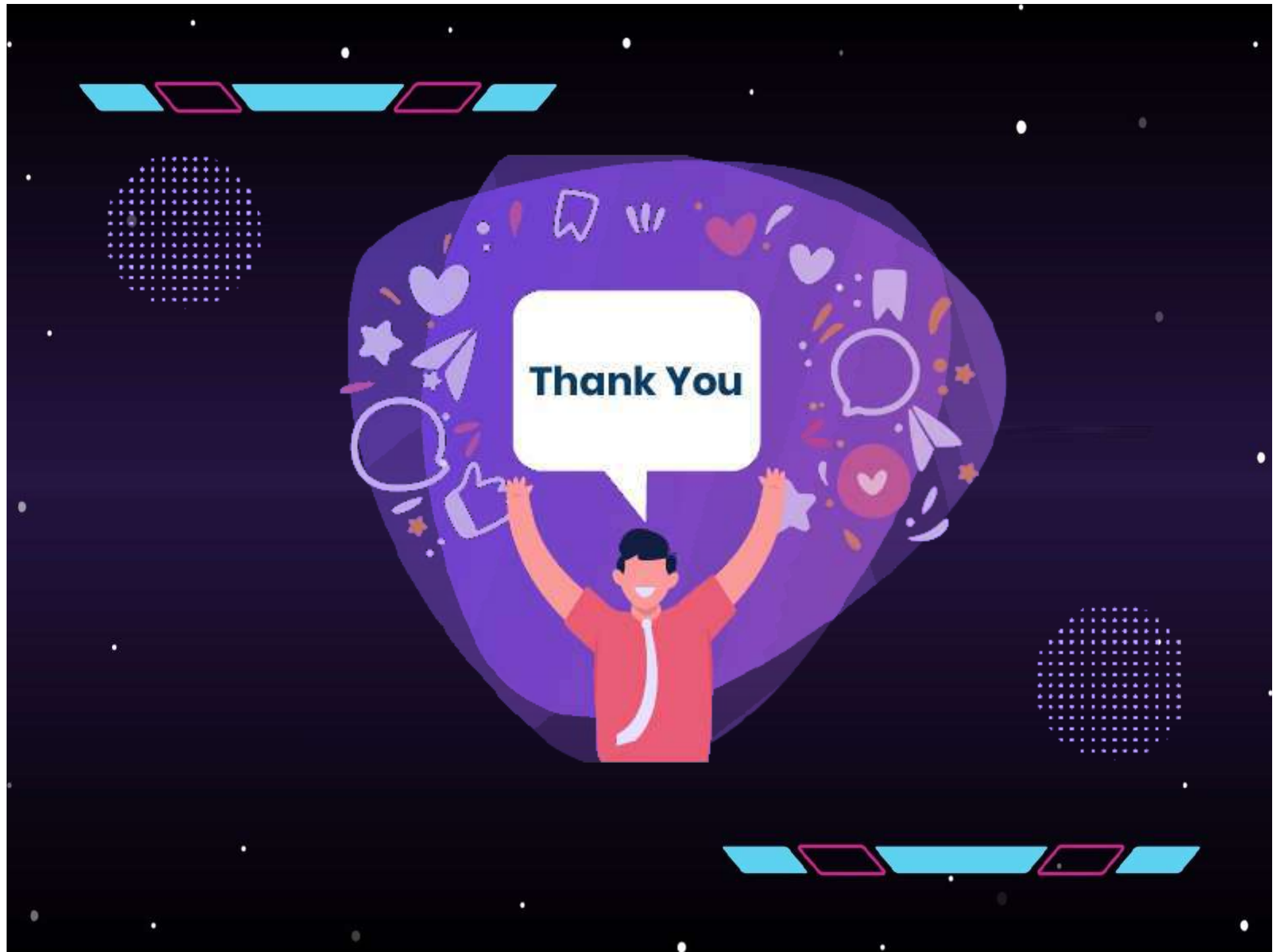
Thank You

Hello Everyone !

I am Dr. Gopal Thakur
Associate Professor and HOD
Department of Journalism & Mass Communication

TIAS

(Affiliated to GGSIP University, New Delhi)
E-mail: ourgo7@gmail.com

New media is a broad term in Media Studies that emerged in the later part of the 20th century to encompass the amalgamation of traditional media such as film, images, music, spoken and written word, with the interactive power of computer and communications technology, computer-enabled consumer devices and most importantly the Internet.

BA(JMC)- 301
NEW MEDIA

Unit III:
[New Media: Issues & Applications]

NEW MEDIA : APPLICATIONS

1. **Information Society**
2. **ICT**
3. **E-Governance**
4. **Convergence**
5. **Social Media**
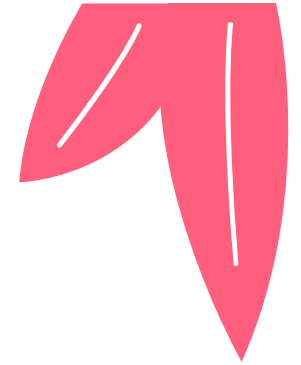
01 Information Society
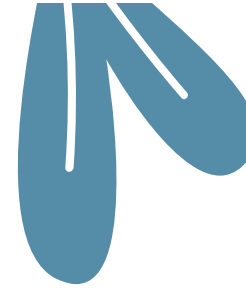
An information society is a society in which the creation, distribution and manipulation of information is a significant economic and cultural activity.

01 Information Society

WORLD SUMMIT ON INFORMATION SOCIETY

The **World Summit** on the Information Society (WSIS) was a series of United Nations-sponsored conferences about information, communication.

One of the chief aims was to bridge the so-called **"digital divide"** separating rich countries from poor countries by spreading access to the Internet in the developing world.

The conferences established 17 May 2006 as **World Information Society Day.**

WORLD SUMMIT ON INFORMATION SOCIETY

The main objective of the day is to raise global awareness of society changes brought by the Internet and new technologies. It also aims to help reduce the **Digital divide.**

DIGITAL DIVIDE

The term 'digital divide' describes the fact that the world can be divided into people who do and people who don't have access to - and the capability to use – **New Information Technology.**
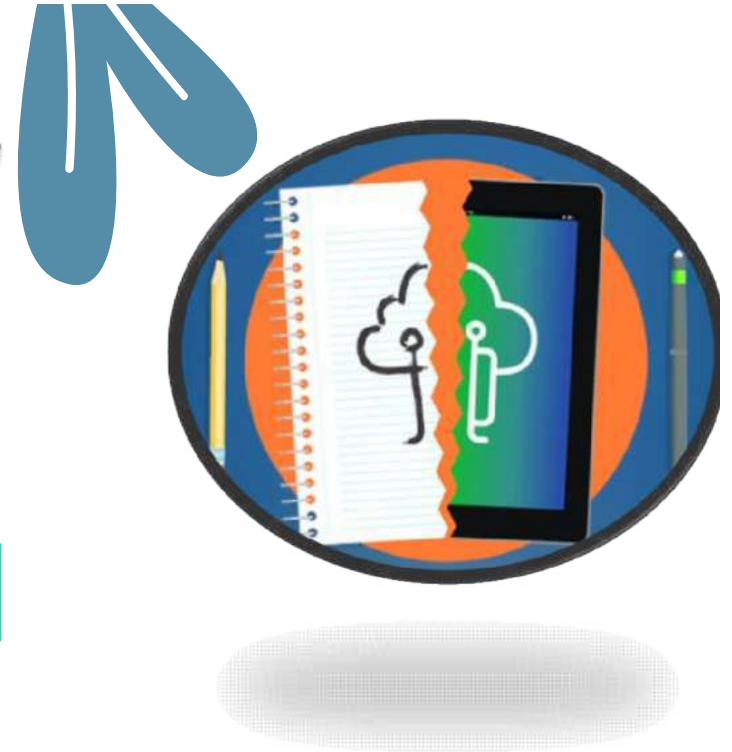
NEW WORLD INFORMATION ORDER

The **New World Information and Communication Order** (NWICO or NWIO) is a term that was coined in a debate over media representations of the developing world in UNESCO in the late 1970s and early 1980s.

The term was widely used by the MacBride Commission, a UNESCO panel chaired by Nobel Peace Prize laureate Sean MacBride, which was charged with creation of a set of recommendations to make global media representation more equitable.

New World Information and Communication Order (NWICO)

The MacBride Commission produced a report titled "Many Voices, One World", which outlined the main philosophical points of the New World Information Communication Order.
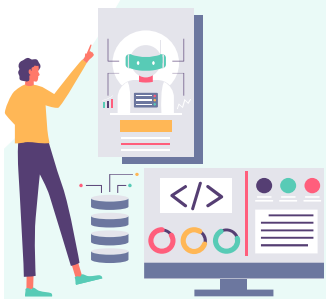
02
Information and Communication Technology (ICT)

It is an umbrella term that includes any communication device or application that encompasses radio, television, cellular phones, computer, network hardware and software, satellite systems among others as well as various services and application associated with them, such as video conferencing and distance learning.

02

Information Communication Technology (ICT)

ICT Skills & benefits for Students:
- Using a Computer and the Internet
- Information Literacy
- Processing Information
- Presenting Information
- Online Communication and Collaboration

02
Information Communication Technology (ICT)

VIDEO CONFERENCING

A videoconference (also known as a videoteleconference) is a set of interactive telecommunication technologies which allow two or more locations to interact via two-way video and audio transmissions simultaneously. It has also been called 'visual collaboration' and is a type of groupware.

VIDEO CONFERENCING

There are basically two kinds of videoconferencing systems:

1. Dedicated systems have all required components packaged into a single piece of equipment, usually a console with a high quality remote controlled video camera. These cameras can be controlled at a distance to pan left and right, tilt up and down, and zoom. They became known as PTZ cameras.

VIDEO CONFERENCING

Videoconferencing Systems:

2. Desktop systems are add-ons (hardware boards, usually) to normal PCs, transforming them into videoconferencing devices.

03
E-Governance

Electronic Governance is the application of Information Technology to the processes of Government functioning in order to bring about

S   -Simple
M -Moral
A   -Accountable
R   -Responsive *and*
T   -Transparent
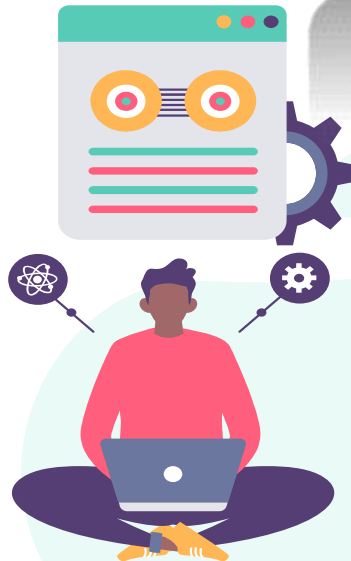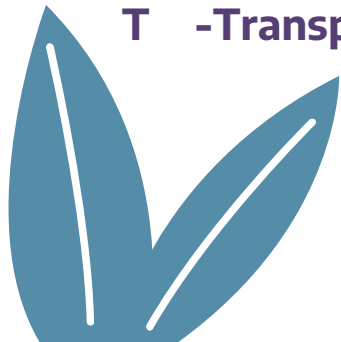
03
E-Governance

The main focus of the E-Governance or electronic governance is **to provide transparent, equitable, and accountable service delivery to the citizens**.

- **G2C (Government to Citizen)**
- **G2G (Government to Government)**
- **G2B (Government to Business)**
- **G2E (Government to Employee)**

04 Convergence

Convergence can be identified as two different/disparate disciplines or technologies working together.

Media convergence is a theory in communications where every mass medium eventually merges to the point where they become one medium due to the advent of new communication technologies.

04 Convergence

Today the multiple forms of media convergence are leading us toward a digital renaissance - a period of transition and transformation that will affect all aspects of our lives.
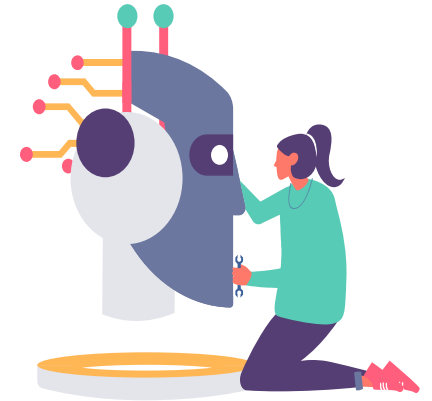
Types of Media Convergence :
1. Technology Convergence
2. Economic Convergence
3. Social or Organic Convergence
4. Cultural Convergence

5. Social Media

A social networking site is an online platform that allows users to create a public profile and interact with other users on the website.

A Web site that provides a virtual community for people interested in a particular subject, to simply "hang out" together or to increase their circle of acquaintances.

5. Social Media

Flickr, Pinterest (photos)
Youtube (videos)
Soundcloud (music)

Media sharing

Amazon eBay   iStockphoto

Commerce communities

LinkedIn

Business networking sites

General intellectual sharing sites

Content communities

Social networking sites

Personal social networking sites   Facebook

Myspace

Creative Commons licenses e.g. Jamendo (music)

Collaborative projects

Social Media

Virtual worlds

Virtual games worlds

World of Warcraft

Virtual social worlds

Wikipedia

Second Life

Personal blogs

Blogs

Social news websites   Digg

Reddit

Collaborative / Professional blogs

Microblogs

Institutional blogs
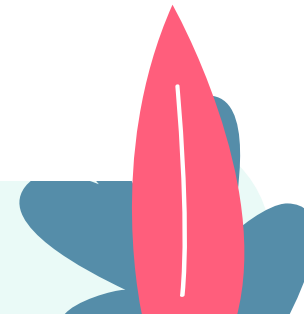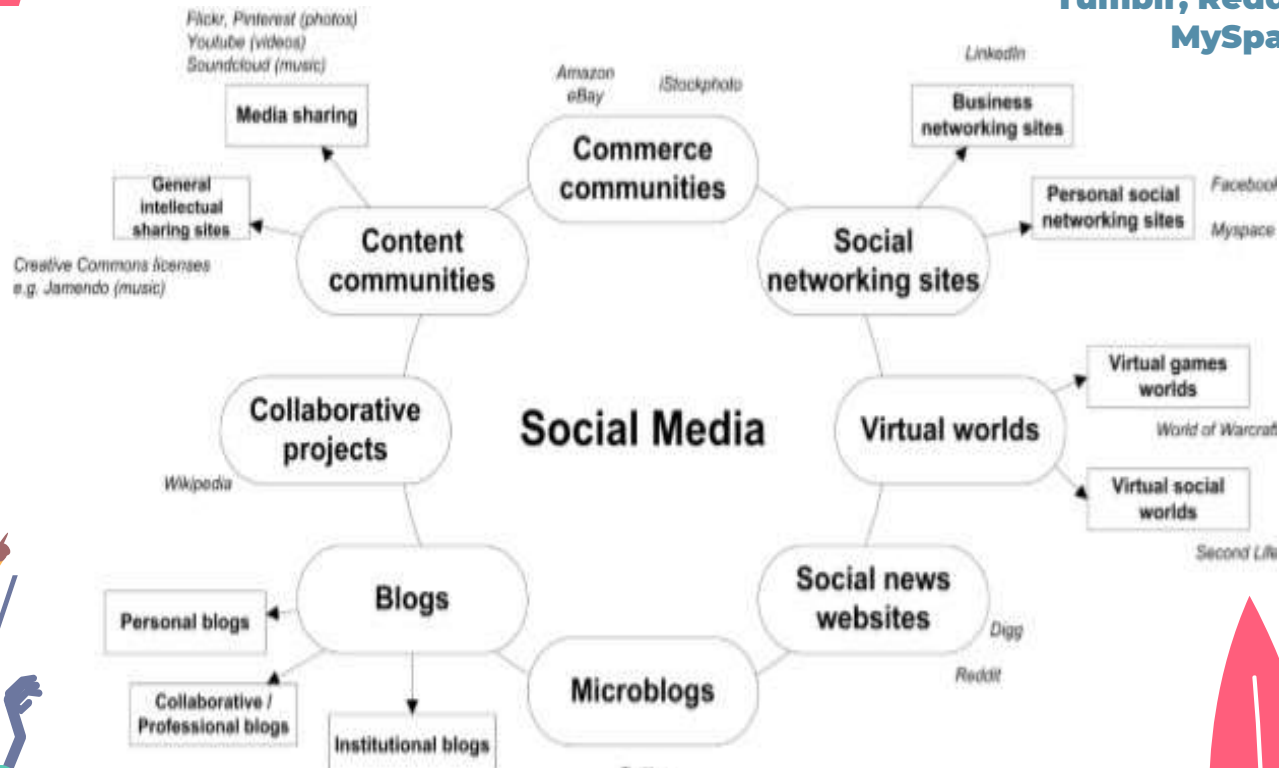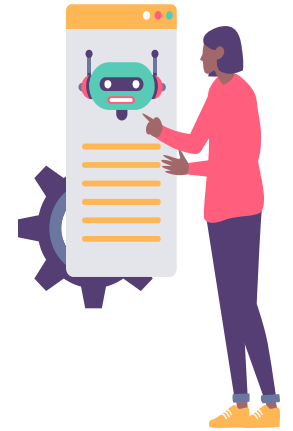
Unit IV: [Web Content Design& Evaluation]

by : Dr. Gopal Thakur
TIAS-GGSIPU,
New Delhi

Website

It is a collection of various pages written in HTML markup language.

Each page available on the Website is called a *web page* and **first page** of any web site is called *home page* for that site.

TYPES OF WEBSITE

1 Static Website

2 Dynamic Website

WEBSITE
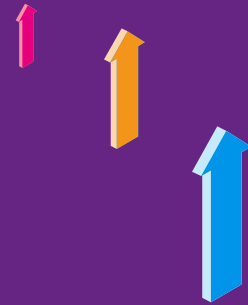
There are many varieties of Web sites, each specializing in a particular type of content or use, and they may be arbitrarily classified in any number of ways. A few such classifications might include:

WEBSITE

- Affiliate
- Archive site
- Blog
- Content site
- Corporate website
- Commerce site or eCommerce site
- Community site
- Database site

WEBSITE

- Development site
- Directory site
- Download site
- Employment site
- Erotica websites
- Game site
- Geodomain
- Gripe site

WEBSITE

- Humor site
- Information site
- Java applet site
- News site
- Personal homepage
- Phish site
- Political site
- Pornography (porn) site

WEBSITE

- Rating site
- Review site
- Search engine site
- Shock site
- Warez
- Web portal
- Wiki site

Website Planning and Visual Design

The basic steps that help in planning a website are:
- Define your target audience
- Organize your concepts and materials
- Create a directory structure (also called site map
- Create a sketch of the pages you intend to create
- Design and refine the look and feel of the site

ELEMENTS AND PRINCIPLES OF WEB DESIGNING

PRINCIPLES OF WEB DESIGNING :

- ☐ **Balance**
- ☐ **Proportion**
- ☐ **Rhythm**
- ☐ **Emphasis**
- ☐ **Unity**

Elements of Web Pages

Document title

Address (URL)

Banner
Web page title

Table /
Navigational tools

Footer /
Copyright

Navigational tools

Search tool

Graphic elements
Hyperlinks

Content

Hyperlinks

Frames

2. AUDIENCE ANALYSIS AND CONTENT STRATEGY

Audience analysis involves identifying the audience and adapting a speech to their interests, level of understanding, attitudes, and beliefs.

2.CONTENT STRATEGY
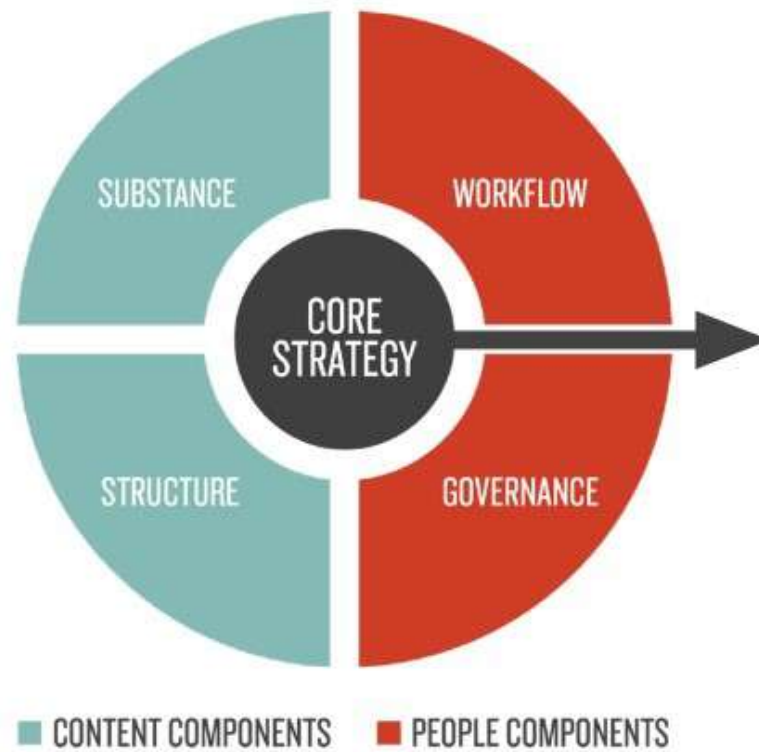
Core strategy:
This defines where you will focus your efforts to improve content substance, structure, workflow, and/or governance.

It must provide clear boundaries for what you *will* do ... and what you *won't*.

AUDIENCE ANALYSIS FACTORS

Audience expectations

Setting

Knowledge of topic

Voluntariness

Attitude toward topic

Egocentrism

Audience size

Demographics

Unit 4: Lesson 2
MEASURES OF CENTRAL TENDENCY

Dr. Shivendu Kumar Rai

Assistant Professor,

Journalism & Mass Communication

MEASURES OF CENTRAL TENDENCY

- A measure of central tendency is a measure that tells us where the middle of a bunch of data lies.

- The three most common measures of central tendency are the mean (arithmetic average), the median, and the mode.

- Central Tendency tells us about the shape and nature of the distribution.

- Central Tendency carries as far as possible the largest number of qualities of the whole group.

Characteristics Of A Good Central Tendency

- Representative of the whole group.
- Definite and clearly ascertained.
- Possess stability of value.
- Method of finding out the average should be simple enough.
- Can be subjected to further mathematical analysis.
- An absolute measurement.

TYPES OF AVERAGES

- Averages of location
  - Mode
  - Median

- Mathematical averages.
  - Arithmetic average (Mean)

MODE (Frequency)

- Mode is the value that occurs most frequently in a set of data.

- Calculation of mode depends upon the frequencies.

- Example: Find the Mode of the following data set:

$$3, 12, 15, 3, 15, 8, 20, 19, 15, 12, 19, 9$$

- No. 15 has the highest frequency i.e. 3 times

- Solution: Mode = 15

MERITS OF MODE

- Very easy to locate

- Not affected by extra-ordinary measurements.

- Not necessary to know the size of all the units.

- Directly applicable to largest number of items.

- Can be expressed and located graphically also.

DEMERITS OF MODE

- Not amenable to further mathematical treatment.

- Indeterminate and indefinite.

- Has a limited application.

- Considers the frequencies of one group only and leaves out the other groups.

MEDIAN (Location at Middle)

- Median is the number present in the middle when the numbers in a set of data are arranged in ascending or descending order. If the number of numbers in a data set is even, then the median is the mean of the two middle numbers.

- For Ex scores of students are - 22,23,11,18,22,20,15

- Arrange these in ascending/descending order as

$$23, 22, 22, 20, 18, 15, 11$$

- Count in from the lowest or highest score

- '20' is placed in center. Hence, the median average is 20.

MERITS OF MEDIAN

- Median, like mode is very easy to locate.
- Not affected by extreme items and thus possesses greater stability.
- Not necessary to know the values of all the items.
- Not indefinite and changing like mode.

DEMERITS OF MEDIAN

- Changes by mere increase in number.
- Does not take into consideration all the items of the series.

MEAN (ARITHMETIC AVERAGE)

- Arithmetic mean is the most popular and the best form of average.

- The sum of all the scores divided by the number of scores.

$$\text{mean} = \frac{\text{sum of elements in set}}{\text{number of elements in set}}$$

- Example: The mean weight of five women is -

  (100 + 100 + 130 + 140 + 150)/5 = 620/5 = 124 Kg.

MERITS OF ARITHMETIC AVERAGE

- Most commonly understood measure.

- Takes into consideration all the items in the group

- Definite and ascertainable.

- Mathematically calculated and is amenable to further mathematical analysis.

DEMERITS OF ARITHMETIC AVERAGE

- Unduly affected by extreme items.
- Sometimes it gives very unrealistic results.
- It is just possible that this average may not be directly applicable to any items of the group.
- The value of all the items separately or at least total value of all the items must be known.
- Can not be located by casual observation as in case of mode.

PERCENTAGES (SHARE)

- Percentage is defined as a fraction or ratio with 100 understood as the denominator; it is a proportion or share in relation to a whole.

- For example: Suppose, in a research study total number of respondents are 131. Now, ages are coded as Young age below 35 years old, Middle age from 36 – 45 and Old age above 45. After classification it was found that 47 respondents were young *i.e.* below 35 years old. 33 respondents were of middle age between 36 to 45 years old and 51 respondents were of old age above 45 years old.

- So, using percentage system calculation can be made as:

- For young age (below 35):   47 / 131 x 100 = 35.88% say 36%

- For middle age (between 36-45): 33 / 131 x 100 = 25.19% say 25%

- For old age (Old):   51 / 131 x 100 = 38.93% say 39%

Unit 4: Lesson 3
ANALYSIS & INTERPRETATION OF DATA

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Data Analysis

- Analysis means the categorizing, ordering, manipulating and summarizing of data.

- It presents the data in comprehensible and interpretable form.

- The aim of data analysis is to reach to useful information so that final conclusions can be drawn and recommendations can be made.

Data Analysis

- Analysis means the categorizing, ordering, manipulating the collected data.

- The purpose of analysis is to answer the research questions and to help determine the trends and relationships among the variables.

- Charts, graphs and other pictorial presentations are forms of depicting data. It helps the reader to understand data at a glance.

Categories of Analysis

- Analysis, specially in case of Survey or Experimental data, involves estimating the values of unknown parameters of the population and testing of hypotheses for drawing inferences.

- Analysis may be categorized as

  A. Descriptive analysis and

  B. Inferential analysis

- Descriptive analysis is concerned with the development of certain indices from the raw data, whereas Inferential analysis is concerned with the process of generalizations.

Types of Analysis

- **Co-relation Analysis** studies the joint variation of two or more variables for determining the amount of correlation between two or more variables.

- **Causal Analysis** is concerned with the study of how one or more variables affect change in another variable.

- **Multiple Regression Analysis** adopted when the researcher has one dependent variable which is presumed to be a function of two or more independent variables.

- **Multiple Discriminate Analysis** is done when a researcher has a single dependent variable that cannot be measured, but can be classified into two or more groups on the basis of some attributes.

- **Canonical Analysis**: This analysis can be used in case of both measureable and non-measureable analysis, for the purpose of simultaneously predicting a set of dependent variables from their joint co-variants with a set of independent variables.

Data Interpretation

- Based on data analysis the interpretation is done. Interpretation takes the result of analysis, makes inference relevant to the research problem under study and draw conclusions.

- Interpretation is the device through which the factors that seem to explain what has been observed by researcher in the course of the study can be better understood and it also provides a theoretical conception which can serve as a guide for further researches.

- Interpretation is concerned with relationships within the collected data, partially overlapping analysis.

- Through the interpretation researcher can link up his findings with those of other studies, having the same abstract principle, and thereby can predict about the concrete world of events.

- It opens new avenues of intellectual adventure and stimulates the quest for more knowledge. It can serve as a guide for future research studies.

- Researcher can make others to understand the real significance of his research findings.

Techniques of Interpretation

- Generalization should be done and concepts be formulated.

- Researcher must give reasonable explanations of the relations which he has found and he must interpret the lines of relationship in terms of the underlying processes and must try to find out the thread of uniformity that lies under the surface layer of his diversified research findings.

Steps of Interpretation Technique

- Researcher must accomplish the task of interpretation only after considering all relevant factors affecting the problem to avoid false generalization.

- Extraneous (irrelevant) information, if collected during the study, must be considered while interpreting the final results of research study, for it may prove to be a key factor in understanding the problem under consideration.

- It is advisable, before starting final interpretation, to consult someone having insight into the study and who is frank and honest and will not hesitate to point out omissions and errors in logical argumentation. Such consultation will result in correct interpretation and thus, will enhance the utility of research results.

- Researcher must accomplish the task of interpretation only after considering all relevant factors affecting the problems to avoid false generalizations.

Precautions in Interpretation

At the outset, researcher must invariably satisfy himself that

- the data are appropriate, trustworthy and adequate for drawing inferences.
- the data reflect good homogeneity proper analysis has been done through statistical methods.
- proper analysis has been done through statistical methods
- The researcher must remain cautious about the errors that can possibly arise in the process of interpreting results

- Must take care of precautions concerning the reliability of data, computational checks, validation and comparison of results

- Broad generalization should be avoided

- There should be constant interaction between initial objectives, hypothesis, empirical observation and theoretical conceptions

Importance of Interpretation

Interpretation is essential because of the following reasons:

- Through interpretation the researcher can well understand the abstract principle that works beneath the findings.

- Interpretation leads to the establishment of explanatory concepts that can serve as a guide for future research studies.

- It opens new avenues of intellectual adventure and stimulates the quest for more knowledge.

... Importance of Interpretation

- Researcher can better appreciate only through interpretation why his findings are, what they are and can make others to understand the real significance of his research findings.

- The interpretation of the findings of explanatory research studies often results into hypothesis for experimental research and as such interpretation is involved in the transition from exploratory to experimental research.

Why do you need to learn how to write a research paper?

➢In college, you will be asked to write *many* research papers, and you need to learn what goes into writing a successful paper.

➢This PowerPoint presentation will give you step-by-step directions on how most high school and college teachers/professors expect you to write a basic research paper.

Learning Targets:
1. How to choose a topic?
2. How to write a thesis or introductory statement?
3. Understand the difference bet. plagiarism and acceptable plagiarism
4. Learn how to use "parenthetical notations."
5. Bibliography & proper format.

#structure

#structure of a research paper

Main parts of a composition:
- ❑ Introduction
- ❑ Body
- ❑ Conclusion

- Abstract
- Introduction/ thesis statement
- Literature Review
- Methodology
- Results
- Discussion
- Conclusion
- Reference
- Appendices

Structure of the Research Paper

Section	Purpose of the Section
Abstract	To **briefly introduce** the reader to the aims of the study, the methodology, results and findings.
Introduction and/or thesis statement	To state a clear **overall purpose** for the study, often framed in a discussion of the need the research is satisfying. To define the **research question(s)** of the study. To give a very **brief background** of relevant theory and practice for your topic.
Literature Review	To summarize what **conclusions have been reached** in the research literature and whether different writers agree or not. To highlight **main issue and controversies** around the problem.

Structure of the Research Paper

Section	Purpose of the Section
Methodology	To demonstrate that you are aware of the **research methods** used to study this topic. To explain and justify the **method of data collection and analysis.**
Results	To present **the findings of your research** in an orderly manner, using heading planned in your methodology or headings arising from patterns found in the research.
Discussion	To **comment on the trends/findings** and show your understanding of what your data suggests. To highlight anything **unexpected** that came up.

Structure of the Research Paper

Section	Purpose of the Section
Conclusion	To sum up your findings and highlight the significance of the outcomes of your study. To discuss the limitations of your study and indicate where <u>further research is needed</u>.
Reference	To **list alphabetically all the reference materials** that have been cited in the text of the report.
Appendices	To present relevant details such as letters to participants and organizations. To present details of questionnaires, surveys and other relevant instrument that you developed for the purpose of the study. To present relevant documents, e.g. Reports/policy/ historical documents.

Abstract

It is a summary of a body of information; it expresses the main claim and argument of a paper.

Questions that an abstract answers:
- Why did you do this study or project?
- What did you do and how?
- What did you find?
- What do your findings mean?

#how to write?

Research Paper

Introduction

The primary purpose of an introduction is to frame the paper for its readers. It should provide:

- **brief description** of the topic
- statement as to **why the topic is worth researching** or why it could be found interesting
- statement of the research **objectives**.
- statement of the method(s) and the **scope of study.**
- An **overview** of the rest of the paper.

Literature review

#how to write?

Four guide questions:

- What is the **present state of knowledge** regarding the topic under consideration?
- How are the studies **related** to the one being proposed?
- What is the **quality** of the studies reviewed?
- How will the proposed study **contribute** to the existing literature?

Conclusion

The **'results'** and **'discussion'** should be the focus of this part.

- To **sum up your findings** and highlight the **significance of the outcomes** of your study.

- To outline any **implication or recommendations** indicated by the findings.

Conclusion

Results - to present **the findings of your research** in an orderly manner, using heading planned in your methodology or headings arising from patterns found in the research.

Discussion - show your understanding of what your data suggests.

Appendices

- To **present relevant details** such as letters to participants and organizations.

- To present details of **questionnaires, surveys** and other relevant instrument that you developed for the purpose of the study.

- To present **relevant documents**, e.g. Reports/policy/ historical documents.

Choose a subject

- **that interests you** but from which you can still learn much

- **not too broad**

- **not too difficult**, one for which you can find materials from popular magazines or books aimed at general reading.

- that has some interest for the **average reader**.

Choosing **a**
Subject for
Research Paper

Plagiarism v. Paraphrasing

Direct quote from research:

"Japan's beautiful Mount Fuji last erupted in 1707 and is now classified as dormant. Dormant volcanoes show no signs of activity, but they may erupt in the future."

Non-plagiarized paraphrase:

Mount Fuji, the highest mountain in Japan, is actually a dormant volcano. Dormant means that it is not active. The last time Mount Fuji erupted was in 1707, and there is always the possibility of a future eruption.

Plagiarism v. Paraphrasing

Direct quote from research:

"Three weeks after Katrina, warnings of the arrival of Hurricane Rita sent residents of cities such as Houston, Texas, rushing to evacuate, fearing for their lives. Fortunately, Hurricane Rita turned out to be much less severe than Katrina. However, mass evacuations like this bring hazards of their own, as panicking drivers may cause accidents on the jammed roads."

Non-plagiarized paraphrase:

Shortly after Hurricane Katrina devastated the city of Houston, Texas, a warning for a new hurricane named Rita was broadcast, which caused many people to panic and flee the city. However, the mass departure of people leaving Houston at the same time could have caused many car accidents, even though the hurricane turned out to be not as dangerous as Katrina.

Why use a Consistent Format?

1. *Helps your reader* understand your arguments and the sources they're built on.
2. Allow readers to *cross-reference* your sources easily I they are doing further research.
3. Provides *consistent* format.
4. Gives you *credibility and reliability* as a writer.

Why should you bother?

✓ It demonstrates you have looked up the information to prove your points.

Colleges require a specific format.

Formatting your research paper. **Which one?**

MLA Format
(Modern Language Association)
- is the official guide to non-fiction writing widely adopted by schools, academic departments, and instructors

APA Format
(American Psychological Association)
- is an academic format commonly used to cite sources within the social sciences. Used by various other scientific journals (including medical and public health journals), textbooks, and academia.

ACM Format
(Association for Computer Machinery)
is the largest and oldest international scientific and industrial computer society where they publish their own journals or proceedings.

	MLA Guidelines	APA Guidelines
Paper	Standard size (8.5 x 11" in the U.S.)	
Page Margins	1" on all sides (top, bottom, left, right)	1" on all sides (top, bottom, left, right)
Font	12-pt. easily readable (e.g., Times Roman)	12-pt. Times Roman or Courier. For figures, however, use a sans serif font such as Arial.
Spacing	Double-spaced throughout, including captions and bibliography	Double-spaced
Alignment of Text	Flush left (with an uneven right margin)	Flush left (with an uneven right margin)
Paragraph Indentation	1/2" (or five spaces)	5–7 spaces
End of Sentence	Leave one space after a period unless your teacher prefers two.	Leave one space after a period unless your teacher prefers two.
Page Numbers	On every page, in the upper right margin, 1/2" from the top and flush with the right margin put your last name followed by the page number.	On every page (except Figures), in the upper right margin, 1/2" from the top and flush with the right margin, two or three words of the paper title (this is called the running head) appear five spaces to the left of the page number, beginning with the title page.

	MLA Guidelines	**APA Guidelines**
Title Page	Only if your teacher requests one. Instead, on the first page, upper left corner place on separate lines, double-spaced: **Your name** **Teacher's name** **Course name or number** **Date** Underneath, center the title using regular title capitalization rules and no underline. Start the report immediately below the title.	The title page is always the first page. On the line below the page number, the running head is typed flush left (all uppercase) following the words **"Running head:"** Below the running head, the following are centered on their own lines, using upper and lower case: **Paper title** **Your name** **Your school**
Section Headings		**Top level headings** should be centered on the page, using upper and lower case. **Second level headings** should be flush left, italicized, using upper and lower case.

	MLA Guidelines	**APA Guidelines**
Tables & Illustrations	Place **tables and illustrations** as close as possible to the text they refer to. A table is labeled *Table* and given a number (e.g., Table 1). **The table label and caption or title appear above the table, capitalized like a title, flush left.** Sources and notes appear below the table, flush left. **Photos, graphs, charts or diagrams** should be labeled *Figure* (usually abbreviate *Fig*.), and assigned a number (e.g., Fig. 1). The label, title, and source (if any) appear underneath the figure, flush left, in a continuous block of text rather than one element per line.	Unless your teacher tells you otherwise, **tables and illustrations appear at the end of the paper.** Each table begins on a separate page with the label Table 1 (etc.) typed flush left on the first line below the page number. **Double-space and type the table title flush left (italicized using uppercase and lowercase letters).** Figures Captions appear on the last numbered page of the paper. In this case the label *Figure 1* (etc.) is italicized and the caption itself is not. **The caption uses regular sentence capitalization.** The figures themselves follow, one per page.

	MLA Guidelines	APA Guidelines
Order of Major Sections		Each of these sections (if present) begins on a new page: • **Title page** • **Abstract** • **Body** • **References** • **Appendixes** • **Footnotes** • **Tables** • **Figure Captions** • **Figures**
Binding	Most teachers prefer a **simple paper clip or staple**. Follow your teacher's request.	
Additional Information	Purdue University Online Writing Lab (OWL) - **MLA Style Guide**	Purdue University Online Writing Lab (OWL) - **APA Style Guide**

#writing bibliography

Bibliography is a list of the sources you used to get information for your report.

As a rule of academic writing, students need to admit the truth when they use other people's ideas, views, data, information, written materials, audiovisual resources, etc. When you use a direct quotation or copied section, follow cite the source and no bibliography truth secret. It intends to tell reader about accuracy, value and relevancy of the sources that are cited.

MLA Format	APA Format
BOOKS	
Author's last name, first name. Book title. Additional information. City of publication: Publishing company, publication date.	**Author's last name, first initial. (Publication date). Book title. Additional information. City of publication: Publishing company.**
Allen, Thomas B. Vanishing Wildlife of North America. Washington, D.C.: National Geographic Society, 1974.	Allen, T. (1974). Vanishing wildlife of North America. Washington, D.C.: National Geographic Society.
Searles, Baird, and Martin Last. A Reader's Guide to Science Fiction. New York: Facts on File, Inc., 1979.	Searles, B., & Last, M. (1979). A reader's guide to science fiction. New York: Facts on File, Inc.
Toomer, Jean. Cane. Ed. Darwin T. Turner. New York: Norton, 1988.	Toomer, J. (1988). Cane. Ed. Darwin T. Turner. New York: Norton.

MLA Format	APA Format
ENCYCLOPEDIA AND DICTIONARY	
Author's last name, first name. "Title of Article." *Title of Encyclopedia*. Date.	Author's last name, first initial. (Date). Title of Article. *Title of Encyclopedia* (Volume, pages). City of publication: Publishing company.
Tobias, Richard. "Thurber, James." *Encyclopedia Americana*. 1991 ed.	Tobias, R. (1991). Thurber, James. *Encyclopedia americana*. (p. 600). New York: Scholastic Library Publishing.
Pettingill, Olin Sewall, Jr. "Falcon and Falconry." *World Book Encyclopedia*. 1980.	Pettingill, O. S., Jr. (1980). Falcon and Falconry. *World book encyclopedia*. (pp. 150-155). Chicago: World Book.

MLA Format	APA Format
MAGAZINE & NEWSPAPER ARTICLES	
Author's last name, **first name.** "Article title." *Periodical title* Volume # **Date:** inclusive pages.	Author's last name, **first initial. (Publication date).** Article title. *Periodical title, volume number (issue number if available),* inclusive pages.
Trillin, **Calvin.** "Culture Shopping." *New Yorker* 15 Feb. **1993:** 48-51.	Trillin, **C. (1993, February 15).** Culture shopping. *New Yorker*, pp. 48-51.
Kalette, Denise. "California Town Counts Down to Big Quake." *USA Today* 9 21 July 1986: sec. A: 1.	Kalette, D. (1986, July 21). California town counts town to big quake. *USA Today, 9*, p. A1.

MLA Format	APA Format
MAGAZINE & NEWSPAPER ARTICLES	
Author's last name, *first name*. "Article title." *Periodical title* Volume # *Date*: inclusive pages.	Author's last name, *first initial. (Publication date).* Article title. *Periodical title, volume number (issue number if available),* inclusive pages.
Trillin, Calvin. "Culture Shopping." *New Yorker* 15 Feb. 1993: 48-51.	Trillin, C. (1993, February 15). Culture shopping. *New Yorker*, pp. 48-51.
Kalette, Denise. "California Town Counts Down to Big Quake." *USA Today* 9 21 July 1986: sec. A: 1.	Kalette, D. (1986, July 21). California town counts town to big quake. *USA Today, 9*, p. A1.

Note: Not the real logo.

Finished!!! You did it!!!

SAMPLING

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Assistant Professor and PhD Scholar

Journalism and Mass Communication

DEFINITION

Sampling is the process of selecting a few (a sample) from a bigger group (the sampling population) to become the basis for estimating or predicting the prevalence of an unknown piece of information, situation or outcome regarding the bigger group. A sample is a sub group of the population a researcher is interested in.

Any survey can be conducted by either of the two methods:

1. Census Method
2. Sampling Method

PROCESS

The sampling process comprises several stages:

1) Defining the population of concern.

2) Specifying a sample frame, a set of items or events possible to measure.

3) Specifying a sampling method for selecting items or events from the frame.

4) Determining the sample size.

5) Implementing the sampling plan.

6) Sampling and data collecting.

7) Reviewing the sampling process

METHODS OF SAMPLING

Probability type sampling

- Simple Random Sampling
- Systematic Sampling
- Stratified Random Sampling
- Multistage/Cluster Sampling

Non Probability type sampling

- Purposive or Judgment Sampling
- Quota Sampling
- Convenience/Accidental Sampling
- Self Selected Sample
- Snowball Sampling

TYPES OF SAMPLING

- **Random/probability type sampling** - For a sampling design to be called a random or probability sample, it is imperative that each element in the population has an equal and independent chance of selection in the sample.

- **Non Random/non-probability Sampling** - Non–random sampling designs do not follow the theory of probability in the choice of elements from the sampling population and the population can not be individually identified.

PROBABILITY SAMPLING DESIGN

1. SIMPLE RANDOM SAMPLING

This is a type of sampling where each member of the population has an equal chance of being included in the sample.

The selection of members for the sample is done by –

a) Lottery Method

b) Random Number

c) Selecting from Sequential list

d) Grid System

2.SYSTEMATIC SAMPLING

- A systematic sample is formed by selecting a unit at random and then selecting additional units at evenly spaced intervals until the sample has been formed.
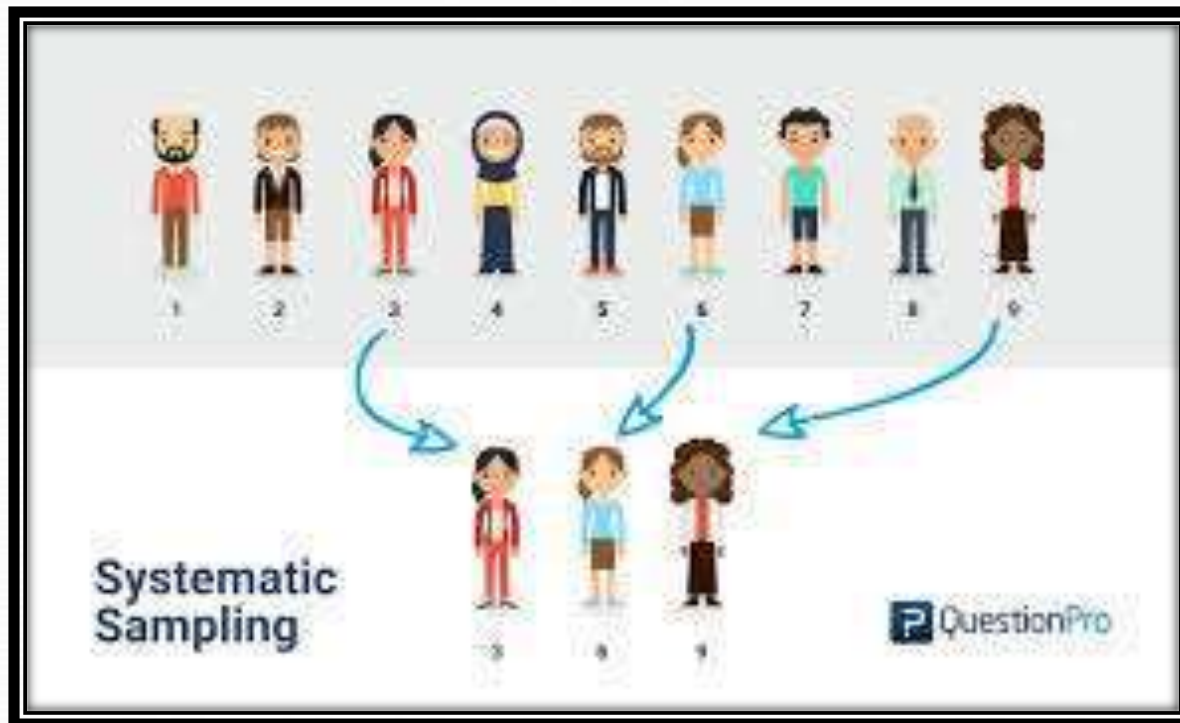
3. STRATIFIED RANDOM SAMPLING

- The population is divided into different categories (known as strata, hence the name, stratified sampling) and members from these strata are then selected according to the technique of random sampling.

  It can be of two types:
  1. Proportionate
  2. Disproportionate

4. MULTI STAGE/CLUSTER SAMPLING

- This method is generally used in selecting a sample from a large area and the selection of the sample is done in different stages. Unlike Stratified random Sampling, it picks up the units of Popluation as per the requirement of the Study. In this method the population is divided into different Clusters.

Difference between Stratified and Cluster Sampling:
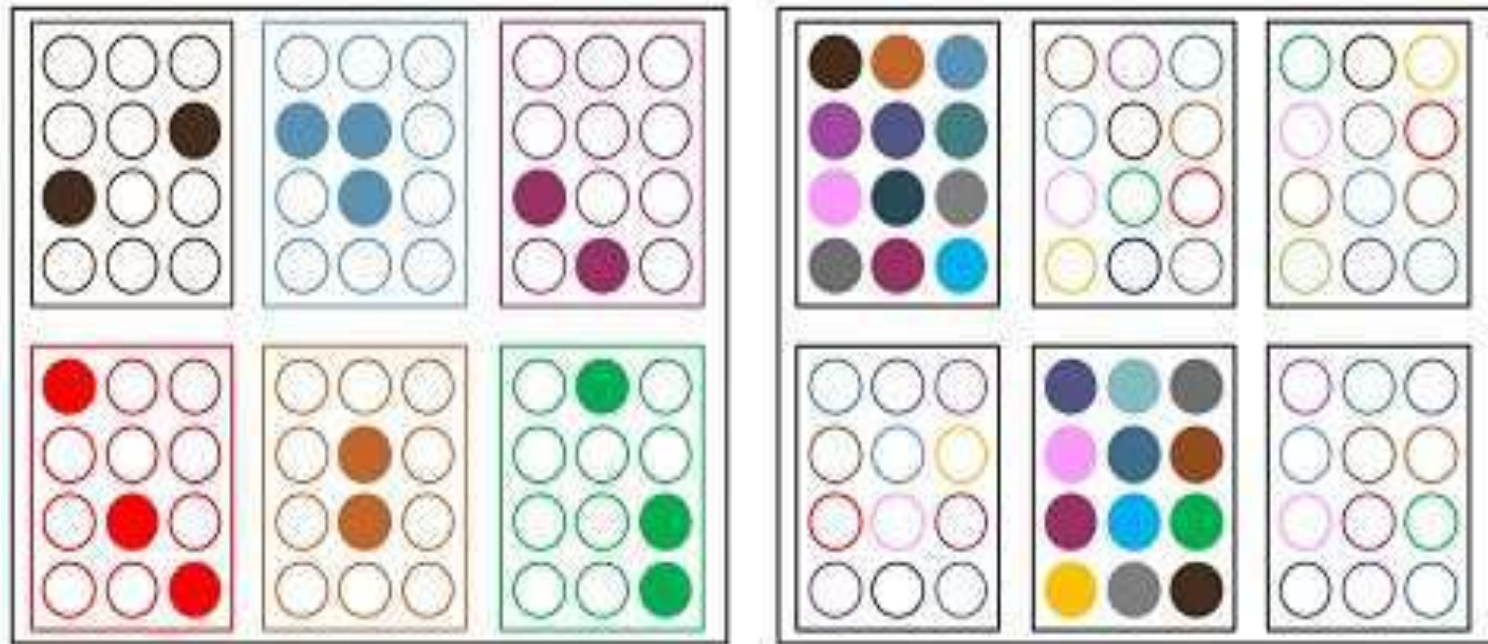
Stratified Sampling Vs Cluster Sampling

Example:

- if there are 100 individuals in a room (30 boys and 70 girls) and you want to randomly select 20 sample. Stratified sampling based on sex would require you to select 14 girls and 6 boys—this way you've maintained the original gender distribution in your sampling. This is called **proportionate stratified sampling.** If you pay no mind to the original gender distribution and decide to take 10 boys and 10 girls, that's is **non-proportionate stratified sampling.**

- **Cluster sampling** on the other hand is when you have a large population say 50 districts and you want to study say behavioral trait and you can afford only 5 districts in your sampling so you randomly select 5 districts from the 50. If you go further to select sub-districts from the 5 districts in your sampling that is called **multi-stage cluster sampling.**

NON-RANDOM/NON PROBABILITY SAMPLING DESIGNS

- Non–random sampling designs do not follow the theory of probability in the choice of elements from the sampling population. Non-probability sampling designs are used when the number of elements in a population is either unknown or cannot be individually identified. In such situations the selection of elements is dependent upon other considerations.

5. PURPOSIVE OR JUDGEMENT SAMPLING

This is also known as deliberate sampling as the choice of members of the population to be included in the sample depends upon the statistician/Researcher himself. The statistician selects only those members of the population in his sample who, seconding to him, exhibit the characteristics of the population in a marked manner.

6. QUOTA SAMPLING

- In this type of sampling, quotas are fixed for different categories of the population based on the considerations relevant to the study being conducted and the selections within the categories are based on personal judgment.

7. CONVENIENCE/ACCIDENTAL SAMPLING

According to this system a sample is selected according to the convenience of the sampler. This convenience may be in respect of availability of source list, accessibility of the units etc. This method is resorted when –

- Universe is not defined.

- Sampling unit is not clear.

- Complete source list is not available contacting anyone who is easily available constitute the sample.

8. SELF SELECTED SAMPLE

Sometimes a sample is not actually selected but people themselves opt to be included or not to be included in a sample.

E.g. an enquiry has to be made about the people's liking for a particular radio programme, and an announcement to this effect is made on the radio. In such a case the sample is not fixed. Those who care to reply from the part of the sample, such a sample is known as self selected sample.

9. SNOWBALL SAMPLING

- Snowball sampling is the process of selecting a sample using networks. To start with, a few individuals in a group or organization are selected and the required information is collected from them. They are then asked to identify other people in the group or organization, and the people selected by them become a part of the sample.

- This process is continued until the required number or a saturation point has been reached, in terms of the information being sought.

SIZE OF THE SAMPLE

It depends on the following factors:

1. The size of the universe
2. Resources available
3. Homogeneity or heterogeneity
4. Nature of study
5. Method of sampling adopted
6. The degree of accuracy or precision required

SIZE OF THE SAMPLE

- A sample need not only be representative, instead it should be adequate also.

- A sample is adequate when it is of sufficient size to allow confidence in the stability of its characteristics. This in turn requires a measure of sampling error.

THANK YOU!

	TECNIA INSTITUTE OF ADVANCED STUDIES	
	NAAC ACCREDITATED GRADE "A" INSTITUTE	**TIAS/AC/2022-23/11**
	ACADEMIC SESSION 2022-23 **LECTURE PLAN**	

BA(JMC)(Div-B) I SEMESTER (1-Shift)

COURSE CODE: BJMC101	PAPER NAME: Communication: Concepts Processes	L	T/P	CREDIT	INT. MARKS	EXT. MARKS
		4	0	4	25	75

PERQUISITE

PROGRAMME OUTCOME

COURSE OUTCOME

COURSE OBJECTIVE

PRE-REQUISITES FOR THE COURSE

METHOD OF TEACHING

COURSE OUTCOME

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	Introduction to communication					Lectures							
L.2	1	Communication : Concept and definition					Concept Classes							
L.3	1	Communication : Elements and Process of communication					Lectures							

L.4	1	Communication : Definition of communication Elements and Process of communication					Lectures							
L.5	1	Types of communication					Lectures							
L.6	1	Barriers to communication					Lectures							
L.7	1	Multiple aspects related to barriers to communication					Lectures							
L.8	1	7Cs of communication					Lectures							
L.9	1	Importance of 7Cs of communication					Lectures							
L.10	1	Case study related to barriers of communication					Group Discussion							
L.11	1	Meaning of Mass Communication					Lectures							
L.12	1	Process of Mass Communication					Lectures							
L.13	2	Process of Mass Communication					Lectures							
L.14	2	Elements of Mass Communication					Lectures							
L.15	1	Characteristics of Mass Communication					Group Discussion							
L.16	1	Functions of Mass Communication					Group Discussion							
L.17	1	Functions of Mass Communication					Group Discussion							
L.18	1	Means of Mass Communication					Lectures							
L.19	2	Folk and traditional media					Lectures							

L.20	2	Role of New Media in contemporary communication					Lectures							
L.21	2	Mass Media Activism					Lectures							
L.22	2	Case Study - Mass Media Activism					Lectures							
L.23	3	Models of communication					Presentation							
L.24	3	Scope of communication models					Lectures							
L.25	3	Purpose of communication models					Lectures							
L.26	3	Aristotles classical model of communication					Presentation							
L.27	3	Case Study - Aristotles classical model of communication					Lectures							
L.28	3	Shannon and Weavers Mathematical model of communication					Presentation							
L.29	3	Case Study - Shannon and Weavers Mathematical model of communication					Lectures							
L.30	3	Wilbur Schramms model of commmunication					Presentation							
L.31	3	Case Study - Wilbur Schramms model					Lectures							

		of communication														
L.32	3	Laswells model of communication					Presentation									
L.33	3	Case Study - Laswells model of communication					Lectures									
L.34	3	Newcombs model of communication					Presentation									
L.35	3	Case Study - Newcombs model of communication					Lectures									
L.36	3	Westley-Mcleans models of communication					Presentation									
L.37	3	Case Study - Westley-Mcleans models of communication					Lectures									
L.38	3	George Gerbeners model of communication					Presentation									
L.39	3	Case Study - George Gerbeners model of communication					Lectures									
L.40	3	Mccombs and Shaws model of communication					Presentation									
L.41	3	Agenda Setting model of communication					Presentation									
L.42	3	Application of Agenda Setting model of communication					Presentation									
L.43	3	Spiral of silence model of communication					Presentation									

L.44	3	Case Study - Spiral of silence model of communication					Lectures							
L.45	3	Relevance of communication models					Lectures							
L.46	4	Bullet theories of communication 1					Presentation							
L.47	4	Bullet theories of communication 2					Presentation							
L.48	4	Cognitive dissonance theory of communication					Presentation							
L.49	4	Uses and gratification theory of communication					Lectures							
L.50	4	Cultivation theory of communication					Presentation							
L.51	4	Case study - Cultivation theory of communication					Lectures							
L.52	4	Aurhoritarian theory					Presentation							
L.53	4	Libertarian theory					Lectures							
L.54	4	Soviet - Communist theory					Presentation							
L.55	4	Social Responsibility theory					Lectures							
L.56	4	Case study - Social Responsibility theory					Lectures							
L.57	4	Developmental theory					Lectures							
L.58	4	Democratic Participation					Presentation							

		theory													
L.59	4	Democratic Participation theory					Lectures								
L.60	4	Democratic Participation theory					Lectures								

TEXT BOOKS

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WEEKLY MAGAZINE

NEWS PAPER

PAPER PRESENTED

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	TECNIA INSTITUTE OF ADVANCED STUDIES	
	NAAC ACCREDITATED GRADE "A" INSTITUTE	**TIAS/AC/2022-23/11**
	ACADEMIC SESSION 2022-23 **LECTURE PLAN**	

BA(JMC)(Div-B) I SEMESTER (1-Shift)

COURSE CODE: BJMC103	PAPER NAME: Contemporary India:An overview	L	T/P	CREDIT	INT. MARKS	EXT. MARKS
		4	0	4	25	75

PERQUISITE

PROGRAMME OUTCOME

COURSE OUTCOME

COURSE OBJECTIVE

On completion of this course, the student should be able to:
debate on various aspects of Indian history, art and culture
critically engage with various socio-economic and political issues in India
utilize knowledge gained to appreciate understand and debate the social fabric of the country

PRE-REQUISITES FOR THE COURSE

The students should have the knowledge of fundamental rights and about our country

METHOD OF TEACHING

tutorial, presentation, group discussion, lectures, ppt

COURSE OUTCOME

CO1Students would be able to understand the various aspects of Indian history, art, Economy and culture.
CO2Students would be able to critically analyze the various socio-economic and political issues in India.
CO3Students would be able to escalate their debating skills on various aspects of Indian history, art, Economy and culture.
CO4Students would be able to utilize knowledge gained to influence the social fabric of the country.
CO5Students would be able to create media text with culture, economy, critical and ethical sensitivity.

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	Define Contemporary					Lectures							

		India														
L.2	1	Socio-cultural Configuration of Contemporary India					Lectures									
L.3	1	Unity, Diversity, Multi-Culturalism					Group Discussion									
L.4	1	Multi-Culturalism					Tutorials									
L.5	1	Art and Culture: Contemporary Issues and Debates					Classes									
L.6	1	Art and Culture: Issues and Debates 1					Debate									
L.7	1	Scientific Temper: Concept					Classes									
L.8	1	Scientific Temper: Relevance and Practice					Group Discussion									
L.9	1	Indian Freedom Movement (1857-1947) Landmarks					Lectures									
L.10	1	1857 Mutiny					Presentation									
L.11	1	1878 Vernacular Press Act and					Tutorials									
L.12	1	1885 Establishment of INC					Presentation									
L.13	1	1885 Establishment of Bnegal Division					Tutorials									
L.14	1	Home rule n Movement					Classes									

L.15	1	Non Cooperation Movement					Classes							
L.16	1	Quit India Movement					Group Discussion							
L.17	1	Revision of Unit-1					Group Discussion							
L.18	2	Indian Constitution					Concept Classes							
L.19	2	Indian Constitution: Preamble					Tutorials							
L.20	2	Fundamental Rights					Group Discussion							
L.21	2	Fundamental Duties					Presentation							
L.22	2	Directive Principles					Classes							
L.23	2	Federalism					Tutorials							
L.24	2	Federal society					Classes							
L.25	2	Federalism: Centre and State Relations					Classes							
L.26	2	Presidential System					Group Discussion							
L.27	2	Parliamentary Democracy					Group Discussion							
L.28	2	General Elections					Debate							
L.29	2	Electoral Reforms,					Group Discussion							
L.30	2	National Political Parties in India					Presentation							
L.31	2	State Political Parties in India					Presentation							
L.32	2	Revision of Unit-2					Group Discussion							
L.33	3	The Nature and Ideological Contours of					Lectures							

		Indian Economy														
L.34	3	Five Year Plans						Lectures								
L.35	3	Mixed Economy						Classes								
L.36	3	Liberalisation,						Group Discussion								
L.37	3	Privatisation						Group Discussion								
L.38	3	Globalisation						Group Discussion								
L.39	3	FDI,						Group Discussion								
L.40	3	BPOs						Lectures								
L.41	3	KPOs						Lectures								
L.42	3	Current Five Year Plan						Presentation								
L.43	3	New Economic Initiatives						Presentation								
L.44	3	Revision of Unit-3						Tutorials								
L.45	4	Marginalisation						Group Discussion								
L.46	4	Socio-Economic Equality						Group Discussion								
L.47	4	Reservation						Debate								
L.48	4	Women Safety,						Tutorials								
L.49	4	Gender Equality						Classes								
L.50	4	Gender Activism						Group Discussion								
L.51	4	Public Health						Tutorials								
L.52	4	Hygiene Sanitation						Tutorials								
L.53	4	Swachh Bharat Abhiyaan						Lectures								
L.54	4	Judicial Activism						Presentation								
L.55	4	Judicial activism features						Tutorials								

L.56	4	socio cultural configuration of contemporary india					Tutorials							
L.57	4	conceptual framewok of Indian Polity					Tutorials							
L.58	4	contours of Indian Economy					Presentation							
L.59	4	issues of social concerns.					Tutorials							
L.60	4	Revision of Unit-4					Group Discussion							

TEXT BOOKS

1. Bakshi, P. M. (2007)., "The Constitution of India: Selective Comments.", Delhi: Universal Law Publishing., 10 Ed., 2007.
2. Singhal, A., & Rogers, E. M. (2001)., "India's Communication Revolution: From Bullock Carts to Cyber Marts.", New Delhi: SagePublications., Ed., 2001.

REFERENCE BOOKS

1. Agrawal, A. N. (1983)., "Indian Economy: Problems of Development &Planning.", Delhi: VikasPublishing House., 7 Ed., 1983.
2. Verma, N., &Bhalla, A. (2000)., "India and Europe: Selected Essays. Shimla: Centre for the Study of Indian Civilization and Indian Institute of Advanced Study.", Politics. New Delhi: Gitanjali Publishing House., 9 Ed., 2000.

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	TECNIA INSTITUTE OF ADVANCED STUDIES	
	NAAC ACCREDITATED GRADE "A" INSTITUTE	**TIAS/AC/2022-23/11**
	ACADEMIC SESSION 2022-23 **LECTURE PLAN**	

BA(JMC)(Div-B) I SEMESTER (1-Shift)

		L	**T/P**	**CREDIT**	**INT. MARKS**	**EXT. MARKS**
COURSE CODE: BJMC105	**PAPER NAME: Basic of Design and Graphics**	**4**	**0**	**4**	**25**	**75**

PERQUISITE

PROGRAMME OUTCOME

COURSE OUTCOME

COURSE OBJECTIVE

PRE-REQUISITES FOR THE COURSE

Basic understanding of Design and Graphics .Understanding about elements and principles of design in different forms of visual and graphic communication for Print and Web Media.

METHOD OF TEACHING

PPTVideo

COURSE OUTCOME

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	Introduction of Design Graphics					Lectures					<28-Jan-2023>	42	
L.2	1	Basics of Design Graphics					Lectures					<27-Jan-2023>	42	
L.3	1	Elements of Design Graphics					Lectures					<23-Jan-2023>	42	

L.4	1	Principles of Design Graphics					Lectures					<23-Jan-2023>	42	
L.5	1	Typography					Lectures					<21-Jan-2023>	42	
L.6	1	Physical Form of Letters					Lectures					<20-Jan-2023>	42	
L.7	1	Letter Form					Lectures					<16-Jan-2023>	42	
L.8	1	Aesthetics					Lectures					<16-Jan-2023>	42	
L.9	1	Classification of type faces					Lectures					<14-Jan-2023>	42	
L.10	1	Anatomy of Type Faces					Lectures					<13-Jan-2023>	42	
L.11	1	Classification of of Tools					Lectures					<09-Jan-2023>	42	
L.12	1	Introduction of Colour					Lectures					<09-Jan-2023>	42	
L.13	1	Physical Forms, Psychology					Lectures					<07-Jan-2023>	42	
L.14	1	Colour Scheme and Production					Lectures					<06-Jan-2023>	42	
L.15	1	RGB CMYK					Lectures					<02-Jan-2023>	42	
L.16	2	Introduction of Layout					Lectures					<02-Jan-2023>	42	
L.17	2	Component of Layout					Lectures					<26-Dec-2022>	42	
L.18	2	Layout of Planning					Lectures					<26-Dec-2022>	42	
L.19	2	Components of Page Layout					Lectures					<12-Dec-2022>	42	
L.20	2	Newspaper Layout					Lectures					<12-Dec-2022>	42	
L.21	2	Publication Design					Lectures					<09-Dec-2022>	42	
L.22	2	Newspaper Publication					Lectures					<28-Sep-2022>	42	
L.23	2	Tabloid Publication					Lectures					<05-Dec-2022>	42	
L.24	2	Magazine Publication					Lectures					<05-Dec-2022>	42	
L.25	2	Book and Print ad					Lectures					<02-Dec-2022>	42	
L.26	2	Package Design					Lectures					<28-Nov-2022>	42	

L.27	2	Logo Logo Design					Lectures					<28-Nov-2022>	42	
L.28	2	Layout Design					Lectures					<25-Nov-2022>	42	
L.29	2	Web Banner					Lectures					<21-Nov-2022>	42	
L.30	2	Web Banner-Continue					Lectures					<21-Nov-2022>	42	
L.31	3	Introduction of Visuals Design					Lectures					<19-Nov-2022>	42	
L.32	3	Functions of Visuals Design					Lectures					<18-Nov-2022>	42	
L.33	3	Importance of Visuals Design					Lectures					<14-Nov-2022>	42	
L.34	3	Basics of Visuals Design					Lectures					<14-Nov-2022>	42	
L.35	3	Visuals Design					Lectures					<12-Nov-2022>	42	
L.36	3	Physical form of Visuals Design					Lectures					<11-Nov-2022>	42	
L.37	3	Physical form of Visuals Design-Continue					Lectures					<07-Nov-2022>	42	
L.38	3	Visuals Appeal					Lectures					<07-Nov-2022>	42	
L.39	3	Visual Communication					Lectures					<04-Nov-2022>	42	
L.40	3	Role of Visual Design in Printing					Lectures					<31-Oct-2022>	42	
L.41	3	Elements of Visuals Design					Lectures					<31-Oct-2022>	42	
L.42	3	Principles of Visuals Design					Lectures					<28-Oct-2022>	42	
L.43	3	Visual and Graphic Communication					Lectures					<29-Oct-2022>	42	
L.44	4	History of Printing Press					Lectures					<24-Oct-2022>	42	
L.45	4	Printing Process					Lectures					<24-Oct-2022>	42	
L.46	4	Different types of Printing press					Lectures					<22-Oct-2022>	42	

L.47	4	Introduction of Desktop Publishing					Lectures					<21-Oct-2022>	42	
L.48	4	Basics of Desktop Publishing					Lectures					<17-Oct-2022>	42	
L.49	4	WYSIWYG					Lectures					<17-Oct-2022>	42	
L.50	4	Different Types of DTP Software					Lectures					<15-Oct-2022>	42	
L.51	4	Using of Hardware and Software					Lectures					<14-Oct-2022>	42	
L.52	4	Introduction of Paper and Finishing					Lectures					<10-Oct-2022>	42	
L.53	4	Contemporary Printing Methods					Lectures					<10-Oct-2022>	42	
L.54	4	Letterpress Printing Method					Lectures					<05-Oct-2022>	42	
L.55	4	Offset and Digital Printing Method					Lectures					<03-Oct-2022>	42	
L.56	4	Printing Terms					Lectures					<30-Sep-2022>	42	
L.57	4	Components of Visual Art					Lectures							
L.58	4	Image Editing Software's					Lectures							
L.59	4	Vector Graphics Software's					Lectures							
L.60	4	Page Layouting Software's					Lectures							

TEXT BOOKS

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ACADEMIC SESSION 2022-23
LECTURE PLAN

TIAS/AC/2022-23/11

BA(JMC)(Div-A) I SEMESTER (1-Shift)

COURSE CODE: BJMC107	PAPER NAME: Personality Development	L	T/P	CREDIT	INT. MARKS	EXT. MARKS
		4	0	4	25	75

PERQUISITE

PROGRAMME OUTCOME

COURSE OUTCOME

COURSE OBJECTIVE

PRE-REQUISITES FOR THE COURSE

Students must have an understanding of the Personality.Students must have the concept clarity about different Personalities.Students will be able to define social behavior attitude.

METHOD OF TEACHING

Problem Solving MethodologiesParticipative Learning Experiential Learning Flip Classes

COURSE OUTCOME

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(Reference
L.1	1	Meaning of Personality	Students would be able to understand the Basics of Personality		TUTORIALS		Assignments	PPT By Teacher https://www.economicsdiscussion.net/management/	Personality Development	unit 1				
L.2	1	Concept of Personality Development	Students would be able to understand the Basics of Personality		TUTORIALS		Assignments	PPT By Teacher https://www.economicsdiscussion.net/management/	Personality Development	unit 1	Assignment			
L.3	1	Basics of Personality	Students would be able to define the Basics of Individual Personality		TUTORIALS		Practicals		Personality Development	unit 1	Assignment			
L.4	1	Importance of personality	Students would able to define about Importance of personality		ORAL PRESENTATION		Practicals	PPT BY STUDENT	PE	unit 1	Presentation			
L.5	1	Importance and	Students would get to know Importance and		ORAL PRESENTATION		Group Discussion	PPT BY STUDENT	PE	unit 1	Oral presentation			

		Components of personality	Components of personality										
L.6	1	Types of Personality	Students would be able to describe Types of Personality		ORAL PRESENTATION		Group Discussion	PPT BY STUDENT	Personality Development	unit 1	Oral presentation		
L.7	1	Types of Personality with example	Students would be able to identify Types of Personality		ORAL PRESENTATION		Assignments	PPT BY STUDENT	Personality Development		Oral presentation		
L.8	1	Etiquette and Personality	Students would be able to understand Listening speaking ad and create writing importance in Personality		FLIP CLASS		Presentation	PPT BY STUDENT		unit 1	Presentation		
L.9	1	Listening speaking ad writing importance in Personality	Students would be able to understand Listening speaking ad and create writing for Personality Development		FLIP CLASS		Practicals	PPT BY STUDENT	Personality Development	unit 1	Presentation		
L.10	1	Listening speaking ad writing importance in Personality with example	Students would be able to understand Listening speaking ad and create writing for Personality Development		PPT BY STUDENTS		Group Discussion	PPT BY STUDENT	Models For Self Introspection (PD)	unit 1			
L.11	1	Developing Positive attitude	Students would be able to analyze Positive attitude of personalities		Concept classes		X others...	PPT By Teacher https://www.economicsdiscussion.net/management/	Personality Development	unit 1	Oral presentation		
L.12	1	Johari Window	Students would be able to understand the concept of Johari Window		PPT BY TEACHER		Classes	PPT By Teacher https://www.economicsdiscussion.net/management/	Models For Self Introspection (PD)	unit 1	Oral presentation		
L.13	1	Explain Johari Window with example					Group Discussion						
L.14	1	SWOT Analysis	Students would be able to understand SWOT Analysis		EDUCATIONAL ACTIVITIES		Lectures	PPT By Teacher https://www.economicsdiscussion.net/management/	Models For Self Introspection (PD)	unit 1	Assignment		
L.15	1	SWOT Analysis with example	Students would be able to apply SWOT Analysis			SELF INTROSPECTION	Group Discussion	PPT By Teacher https://www.economicsdiscussion.net/management/	Models For Self Introspection (PD)	unit 1	Presentation		
L.16	1	Building personality through Communicative Personnal	Students would be able to understand Building personality		PPT BY STUDENTS		Simulation Exercise	PPT BY STUDENT	Models For Self Introspection (PD)	unit 1	Assignment		

		through Communicative Personnal												
L.17	1	Building personality through Communicative Personna	Students would be able to Build personality through Communicative Personnal		Situational Role Play		Role Play	PPT By Teacher https://www.economicsdiscussion.net/management/	Models For Self Introspection (PD)		Assignment			
L.18	1	Revision of unit- 1	Learners would be able to clear their doubts related to the specific topic.		ORAL PRESENTATION		Group Discussion	PPT BY STUDENT	Personality Development	unit 1	Oral presentation			
L.19	2	Define Para Language	Students would able to analyzse Para Language and Body Language		ORAL PRESENTATION		Simulation Exercise	PPT BY STUDENT	Professional Communication unit -2 (pd)	unit-2	Oral presentation			
L.20	2	Define Body Language	Students would able to analyzse Para Language and Body Language		FLIP CLASS	SELF INTROSPECTION	Concept Classes	PPT BY STUDENT	Writing a cover letter UNIT -2 (PD)	unit-2	Oral presentation			
L.21	1	Semantics and Syntax	Students would learn and understand about phonetics	TUTORIALS			Practicals	PPT BY STUDENT	Professional Communication unit -2 (pd)	unit-2	Assignment			
L.22	2	Define Syntax with example	Students would learn and understand Importance of Professional Communication		Concept classes		Lectures	PPT By Teacher https://www.economicsdiscussion.net/management/	Professional Communication unit -2 (pd)	unit-2	Assignment			
L.23	2	Define Phonetics					Tutorials							
L.24	2	Phonetics with example	Students would learn and understand Importance of Professional Communication		Concept classes		Practicals		Professional Communication unit -2 (pd)	unit-2	Assignment			
L.25	2	Importance of Professional Communication					Group Discussion							
L.26	2	Define Resume Writing	Students would able to define Resume Writing Skills		Concept classes		Tutorials	PPT By Teacher https://www.economicsdiscussion.net/management/	Writing a cover letter UNIT -2 (PD)	unit-2	Assignment			
L.27	2	Steps for Resume Writing	Students would able to create Resume Writing Skills		Individual Instruction		Practicals	PPT BY STUDENT	Writing a cover letter UNIT -2 (PD)	unit-2	Assignment			
L.28	2	Guest Lecture on Resume Writing Skills	Students would able to create Resume Writing Skills			Guest Lecture	Info Talk	PDF presentation	Writing a cover letter UNIT -2 (PD)	unit-2	Oral presentation			

L.29	2	Define Media Field or any Corporate	Students would understand the concept of Offline and Online Writing Etiquette		Concept classes		Presentation	PPT By Teacher https://www.economicsdiscussion.net/management/	Writing a cover letter UNIT -2 (PD)	unit-2	Assignment			
L.30	2	Importance of Media Field or any Corporate	Students would understand the concept of Importance for Time Management for Media		Concept classes		Tutorials	PPT BY STUDENT	Development of personnel attitude	unit-3	Oral presentation			
L.31	2	Offline Writing Etiquette	Students would apply the concept of Offline and Online Writing Etiquette		FLIP CLASS		Group Discussion		Writing a cover letter UNIT -2 (PD)	unit-2	Assignment			
L.32	2	Importance for Time Management for Media	Students would understand the concept of Importance for Time Management for Media		Concept classes		Practicals	PPT BY STUDENT	Development of personnel attitude	unit-3	Presentation			
L.33	2	Revision of unit- 2	Learners would be able to clear their doubts related to the specific topic.		FLIP CLASS		Group Discussion	PPT By Teacher https://www.economicsdiscussion.net/management/	Professional Communication unit -2 (pd)	unit-2	Presentation			
L.34	3	Define Time Management	Students would able to describe Importance for Time Management for Media		PPT BY STUDENTS		Practicals		Development of personnel attitude	unit-3	Assignment			
L.35	3	Define Time Management for Media	Students would able to describe significance of Team Work and Leadership		ORAL PRESENTATION		Tutorials	PPT BY STUDENT	Development of personnel attitude	unit-3	Presentation			
L.36	3	Importance for Time Management for Media	Students would able to describe Importance for Time Management for Media		Discussion		Practicals	PPT BY STUDENT	Development of personnel attitude	unit-3	Assignment			
L.37	3	Significance of Team Work and Leadership	Students would able to describe significance of Team Work and Leadership		ORAL PRESENTATION		Practicals		Development of personnel attitude	unit-3	Oral presentation			
L.38	3	Significance of Leadership	Students would able to describe significance of Team Work and Leadership		Concept classes		Practicals	PPT By Teacher https://www.economicsdiscussion.net/management/	Development of personnel attitude	unit-3	Assignment			

L.39	3	Decision Making and Problem Solving Skills with examples		Case Study			Practicals	PPT By Teacher https://www.economicsdiscussion.net/management/	Development of personnel attitude	unit-3	Assignment			
L.40	3	Supportive Supervision and Media	Students would understand Supportive Supervision and Media		FLIP CLASS		Group Discussion	PPT BY STUDENT	Development of personnel attitude	unit-3	Assignment			
L.41	3	Supportive Supervision and Media	Students would apply Supportive Supervision and Media		ORAL PRESENTATION		Concept Classes	PPT BY STUDENT		unit-3	Assignment			
L.42	3	Managing Peer Relationships	Students would understand Managing Peer Relationships		Group Discussion		Concept Classes	PPT By Teacher https://www.economicsdiscussion.net/management/	Development of personnel attitude	unit-3	Assignment			
L.43	3	Managing Peer Relationships	Students would able to decide how to Managing Peer Relationships		ORAL PRESENTATION		Practicals	PPT BY STUDENT	Development of personnel attitude	unit-3	Assignment			
L.44	3	Managing Peer Relationships	Students would able to apply how to Managing Peer Relationships		FLIP CLASS		Group Discussion	PPT BY STUDENT	Development of personnel attitude	unit-3	Oral presentation			
L.45	3	Non-Violent and Conflict Resolution	Students would able to discuss The Non-Violent and Conflict Resolution		Concept classes		Lectures	PPT By Teacher https://www.economicsdiscussion.net/management/	Development of personnel attitude	unit-3	Presentation			
L.46	3	Steps for Non-Violent and Conflict Resolution	Students would able to discuss The Non-Violent and Conflict Resolution	Group discussion			Group Discussion	PPT BY STUDENT	Development of personnel attitude	unit-3	Assignment			
L.47	3	Steps for Non-Violent and Conflict Resolution with example		TUTORIALS			Group Discussion	PPT BY STUDENT	Development of personnel attitude	unit-3	Assignment			
L.48	3	Revision of unit- 3	Learners would be able to clear their doubts related to the specific topic.		FLIP CLASS		Group Discussion	PPT By Teacher https://www.economicsdiscussion.net/management/	Development of personnel attitude	unit-3	Oral presentation			
L.49	4	Role of different institute in Personality Development	Students would able to Identify role of different institute in Personality Development		Concept classes		Lectures	PPT By Teacher https://www.economicsdiscussion.net/management/	Working on Attitudes (PD) UNIT-4	unit 4	Assignment			
L.50	4	Role of different institute in	Students would able to identify apply role of different		TUTORIALS		Concept Classes	PPT BY STUDENT	Working on Attitudes (PD) UNIT-4	unit 4	Assignment			

		Personality Development	institute in Personality Development									
L.51	4	Role of different institute in Personality Development School and Society	Students would able to Explain the role of different institute in Personality Development School and Society		Concept classes		Group Discussion		Role of Institute (pd) unit-4	unit 4	Presentation	
L.52	4	Role of different institute in Personality Development MEDIA	Student would able to Explain the role of different institute in Personality Development MEDIA		Concept classes		Tutorials	PPT By Teacher https://www.economicsdiscussion.net/management/	Role of Institute (pd) unit-4	unit 4	Assignment	
L.53	4	Role of different institute in Personality Development MEDIA	Student would able to Explain the role of different institute in Personality Development MEDIA		PPT BY STUDENTS		Group Discussion	PPT BY STUDENT	Role of Institute (pd) unit-4	unit 4	Oral presentation	
L.54	4	Art of Negotiation	Students would able to apply Art of Negotiation		ORAL PRESENTATION		Concept Classes	PPT By Teacher https://www.economicsdiscussion.net/management/	Working on Attitudes (PD) UNIT-4	unit 4	Assignment	
L.55	4	Working on Attitudes Aggressive Assertive and Submissive	Students would understand Working on Attitudes Aggressive Assertive and Submissive		ORAL PRESENTATION		Group Discussion	PPT BY STUDENT	Working on Attitudes (PD) UNIT-4	unit 4	Oral presentation	
L.56	4	Working on Attitudes Aggressive Assertive and Submissive	Students would able to apply, Working on Attitudes Aggressive Assertive and Submissive		PPT BY STUDENTS		Group Discussion	PPT BY STUDENT	Working on Attitudes (PD) UNIT-4	unit 4	Assignment	
L.57	4	Coping and Emotions in Personality	Coping and Emotions in Personality		Concept classes		Lectures	PPT By Teacher https://www.economicsdiscussion.net/management/	Working on Attitudes (PD) UNIT-4	unit 4	Assignment	
L.58	4	Coping Skills Coping with Stress	Learners would be able to apply the knowledg Coping Skills		FLIP CLASS		Group Discussion	PPT BY STUDENT	Working on Attitudes (PD) UNIT-4	unit 4	Assignment	
L.59	4	Revision of entire syllabus		Group discussion			Group Discussion	PPT By Teacher https://www.economicsdiscussion.net/management/	Working on Attitudes (PD) UNIT-4	unit 4	Oral presentation	
L.60	4	Revision of entire syllabus	Learners would be able to clear their doubts		FLIP CLASS		Group Discussion	PPT BY STUDENT	Role of Institute (pd) unit-4	unit 4	Oral presentation	

		related to the specific topic.													

TEXT BOOKS

REFERENCE BOOKS

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Ph.D THESIS

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WEEKLY MAGAZINE

NEWS PAPER

PAPER PRESENTED

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**Tecnia TV/Web links/PPT/NPTEL/MOOCS/Web portal based/On line courses/DELNET/J-GATE/Pro Quest/e-research/National Digital Library/INFLIBINET/Open Contents/CCM/Case Study/Text Book/Reference Book

Note: Every new class should start with quick recap and solving the problem, if any of previous class.
The class should culminate with the summary of what has been taught during the class.
Class should be student centric such bas experiential learning, participative learning and problem solving approach.

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	TECNIA INSTITUTE OF ADVANCED STUDIES	
	NAAC ACCREDITATED GRADE "A" INSTITUTE	**TIAS/AC/2022-23/11**
	ACADEMIC SESSION 2022-23 **LECTURE PLAN**	

BA(JMC)(Div-A) I SEMESTER (1-Shift)

COURSE CODE: BJMC109	PAPER NAME: Writing Skills	**L**	**T/P**	**CREDIT**	**INT. MARKS**	**EXT. MARKS**
		4	0	4	25	75

PERQUISITE

PROGRAMME OUTCOME

COURSE OUTCOME

COURSE OBJECTIVE

On completion of this course, the student should be able to:
- describe the writing process for various media
- describe the process of translation
- utilize knowledge gained in writing accurately and creatively for mass medi,

PRE-REQUISITES FOR THE COURSE

Knowledge about Media Writing
Skills about Writing Mechanism
Meticulous Practices of Online Offliine Practice
Updated about present scenario of Social media news
Multimedia Presentation Skills
Case study on Media Writing

METHOD OF TEACHING

Presentation, Tutorial, Discussion, Debate, Quiz, JAM and Tutorials

COURSE OUTCOME

Learners would be able to understand writing skills meant for the industry.

Learners would be able to utilize knowledge gained in writing accurately and creatively for mass media

Learners would be able to develop online writing skills as per new trends and industry requirements.

Learners would able to interpret the nuances of the language through the various tools like translation, grammar, syntax etc

Learners would be able to inculcate the skills of translation.

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	Fundamentals of Writing					Lectures							
L.2	1	Importance of language in writing					Lectures							
L.3	1	Concept of Descriptive Writing					Concept Classes							
L.4	1	Case Study - Descriptive writing					Tutorials							
L.5	1	Concept of Narrative writing					Tutorials							
L.6	1	Case Study - Narrative writing					Tutorials							
L.7	1	Objective and Reflective Writing					Lectures							
L.8	1	Case Study - Objective and Reflective writing					Tutorials							
L.9	1	ABCD of Media Writing					Lectures							
L.10	1	Case Study - ABCD of Media Writing					Tutorials							
L.11	1	Role of Grammar and Vocabulary in language					Classes							

L.12	1	Use of Grammar and vocabulary in language					Lectures							
L.13	1	Introduction to News and Non News Writing					Lectures							
L.14	1	Case Study - News and Non News Writing					Tutorials							
L.15	1	Concept of News Writing					Lectures							
L.16	2	Advance News Writing					Lectures							
L.17	2	Ethics in Media Writing					Lectures							
L.18	2	Case Study - Ethics in Media Writing					Tutorials							
L.19	2	Introduction to generation of ideas in writing					Presentation							
L.20	2	Case Study - Generation of ideas in writing					Tutorials							
L.21	2	Assembling of ideas generation and audience analysis					Lectures							
L.22	2	Introduction to writing mechanism (First)					Concept Classes							
L.23	2	ntroduction to writing mechanism (Second)					Lectures							
L.24	2	Rules of editing					Classes							

L.25	2	Case Study - Editing					Presentation							
L.26	2	Rules of formatting					Lectures							
L.27	2	Application of formatting					Lectures							
L.28	2	Introduction to APA stylesheets basics					Lectures							
L.29	2	Introduction to APA stylesheets basics					Lectures							
L.30	2	Assignments related to paragraph editing					Presentation							
L.31	3	Assignments related to stylesheet					Presentation							
L.32	3	Fundamentals of Abstract writing					Lectures							
L.33	3	Fundamentals of summary writing					Tutorials							
L.34	3	Introduction to Online writing					Guest Lecture							
L.35	3	Social Media writing and it's etiquettes					Classes							
L.36	3	Basics of Online official writing					Lectures							
L.37	3	Basics of Offline official writing					Concept Classes							
L.38	3	Assignment on Online official writing					Lectures							
L.39	3	Emerging language on					Lectures							

		social media																
L.40	3	Emerging language on social media					Lectures											
L.41	3	Class assignment					Presentation											
L.42	3	Analysis of social media and its impact					Presentation											
L.43	3	Analysis of social media and its impact					Presentation											
L.44	3	Introduction to digital database					Tutorials											
L.45	3	digital database					Concept Classes											
L.46	3	Process of translation					Classes											
L.47	4	method of translation					Lectures											
L.48	4	Introduction to transliteration					Lectures											
L.49	4	Application of transcreation					Presentation											
L.50	4	Introduction to transcreation					Lectures											
L.51	4	Concept about forms and manifestations of translation practices					Concept Classes											
L.52	4	Translation of Indian media writing					Lectures											
L.53	4	Translation of media writing					Lectures											
L.54	4	Translation - English to					Lectures											

		Hindi and viceversa													
L.55	4	Translation - English to Hindi and viceversa				Lectures									
L.56	4	Translation - English to Hindi and viceversa				Presentation									
L.57	4	Application of transcreation				Presentation									
L.58	4	Famous news stories				Lectures									
L.59	4	Application of Artcle writing				Lectures									
L.60	4	Application of story writing				Tutorials									

TEXT BOOKS

1. Choudhary, R, "Media Writing.", Centrum Press., 1 Ed., 2010.
2. VanderMey, R., "The College Writer: A guide to Thinking, Writing and Researching", Boston: Houghton Mifflin, 1 Ed., 2004.

REFERENCE BOOKS

1. Sinha, P. K, "Media Writing.", Indian Distributors, 1 Ed., 2006.
2. Howard, P., "Perfect your Punctuation", Melbourne: Longman Cheshire, 1 Ed., 1986.
3. Whitaker, W. R., Ramsey, J. E., & Smith, R. D., "Media writing: Print, Broadcast, and Public Relations", New York: Routledge, 1 Ed., 2012.

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TIAS/AC/2022-23/11

ACADEMIC SESSION 2022-23
LECTURE PLAN

BA(JMC)(Div-A) I SEMESTER (1-Shift)

COURSE CODE: BJMC113	PAPER NAME: Human Values and Ethics(NUES)	L	T/P	CREDIT	INT. MARKS	EXT. MARKS
		2	0	2	100	0

PERQUISITE

PROGRAMME OUTCOME

COURSE OUTCOME

COURSE OBJECTIVE

COURSE OBJECTIVE:

1.To help students regulate their behaviour ethically in their personal conduct
2.To prepare students to act ethically in their professional environment
3.To make students aware of the impact of taking non ethical decisions
4.To inculcate the values of personal and professional integrity and to create an environment of overall harmony, peace and trust.

PRE-REQUISITES FOR THE COURSE

None

METHOD OF TEACHING

Teaching Pedagogy:
1.Lectures using ICT Tools (Online Portals, Multimedia Presentation, Power-Point Presentation, Recorded Lectures)
2.Experiential learning/Practical learning
3.Analysis of different pages in respect to different beats of Online Journalism.
4.Discussions, Case Studies
5.Topic-wise Interaction
6.Discussion on Professional Ethics and Integrity
7.Debate-on Universal Peace and Harmony
8.Activity on what??
9.Just a Minute (JAM) on Human Values and Values of Time
10.Quiz
11.Industry visits

COURSE OUTCOME

CO1Students would able to understand the role of Human Values
CO2To Understand the core values that shape the ethical behaviour of an media personality
CO3Exposed awareness on professional ethics and human values.
CO4To Know their role in technological development.

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	[Human Values]					Lectures							
L.2	1	Human values: Morals, Values, Ethics, Virtues,					Lectures							
L.3	1	Human values: Respect for others and Living peacefully					Lectures							
L.4	1	Idea of brotherhood: Sensitivity, Caring, Sharing,					Lectures							
L.5	1	Idea of brotherhood:Honesty, Truth and Courage					Lectures							
L.6	1	Value of time: Time management					Lectures							
L.7	1	Value of time: Concentrating on constructive engagement					Lectures							
L.8	1	Individual conduct at work place: Commitment, Self-control					Lectures							
L.9	1	Individual conduct at work place: Self-confidence, transparency					Lectures							
L.10	1	Individual conduct at work place:					Lectures							

		accountability.					Lectures										
L.11	2	[Professional Ethics]					Lectures										
L.12	2	Professional ethics: Meaning					Lectures										
L.13	2	Professional ethics: Models of professional roles					Lectures										
L.14	2	Professional ethics: Code of conduct					Lectures										
L.15	2	Morality: Moral development (theories)					Lectures										
L.16	2	Morality: Moral issues, Moral dilemma					Lectures										
L.17	2	Morality: Moral autonomy					Lectures										
L.18	2	Service learning: Theories about right action (Ethical theories)					Lectures										
L.19	2	Service learning: Self-interest and common good					Lectures										
L.20	2	Building consensus: Cooperation, Empathy					Lectures										
L.21	2	Building consensus: Resolution of Conflict					Lectures										
L.22	2	Building consensus: Collective Approach					Lectures										
L.23	3	[Professional Integrity]					Lectures										
L.24	3	Confidentiality, Conflict of interest,					Lectures										
L.25	3	Importance of Building Trust Credibility					Lectures										
L.26	3	Leadership: Traits					Lectures										
L.27	3	Leadership: role, styles					Lectures										
L.28	3	Leadership: theories					Lectures										
L.29	3	Team building: Need Importance					Lectures										

L.30	3	Team building: Decision making					Lectures									
L.31	3	Team building: Dos and Donts					Lectures									
L.32	3	Media literacy: Defining					Lectures									
L.33	3	Media literacy: differentiating fake news					Lectures									
L.34	3	Media literacy: paid news, misinformation					Lectures									
L.35	3	Media literacy: disinformation and mal-information					Lectures									
L.36	4	[Universal Peace and Harmony]					Lectures									
L.37	4	Peace and happiness					Lectures									
L.38	4	Self-exploration					Lectures									
L.39	4	Natural acceptance					Lectures									
L.40	4	experiential validation					Lectures									
L.41	4	Understanding					Lectures									
L.42	4	respecting relationships					Lectures									
L.43	4	Coexistence: Interdependence of self					Lectures									
L.44	4	Coexistence: family, society					Lectures									
L.45	4	Coexistence: nation, global					Lectures									
L.46	4	Coexistence: nature					Lectures									
L.47	4	The Idea of Vasudhaiv Kutumbakam					Lectures									
L.48	5	Syllabus Revision					Lectures									

TEXT BOOKS

1. R.S. Naagarazan , "A Textbook on Professional Ethics and Human Values", NEW AGE International Pvt Ltd; 3rd edition (23 May 2022); New Age International Private Limited, 1 Ed., 2017.
2. D.R.Kiran , "Professional Ethics and Human Values ", McGraw-Hill, 1 Ed., 2014.
3. B L Bajpai , "Indian Ethos and Modern Management ", New Royal Book Co., Lucknow., ., 2 Ed., 2008.

REFERENCE BOOKS

1. Suresh & Raghavan , "Human values and professional ethics ", S. Chand & Company, 1 Ed., 2005.
2. Uppal, "Human values and professional ethics", Unistar Books Pvt. Ltd., 1 Ed., 2015.

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ACADEMIC SESSION 2022-23
LECTURE PLAN

BA(JMC)(Div-A) I SEMESTER (2-Shift)

COURSE CODE: BJMC151	PAPER NAME: Communication Skill Lab	L	T/P	CREDIT	INT. MARKS	EXT. MARKS
		0	4	4	40	60

PERQUISITE
PROGRAMME OUTCOME
COURSE OUTCOME
COURSE OBJECTIVE
To demonstrate prociency of eective communication skills utilize knowledge gained in planning, designing and presenting a multimedia presentation
PRE-REQUISITES FOR THE COURSE
The course will help students to understand the concept and importance of communication in everyday life
METHOD OF TEACHING
Practicals and assignments and group discussions
COURSE OUTCOME
The course will help students to improve their communication skills and help in overall development of the student.
METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	Presentation of self Extempore (1- 2 minutes)					Practicals							
L.2	1	Presentation of self Extempore (1- 2 minutes)					Practicals							
L.3	1	Presentation of self Extempore (1- 2 minutes)					Practicals							

L.4	1	Presentation of self Extempore (1- 2 minutes)					Practicals							
L.5	1	Presentation of self Extempore (1- 2 minutes)					Practicals							
L.6	1	Presentation of self Extempore (1- 2 minutes)					Practicals							
L.7	1	Dialogue to be recorded on mobile camera					Practicals							
L.8	1	Dialogue to be recorded on mobile camera					Practicals							
L.9	1	Dialogue to be recorded on mobile camera					Practicals							
L.10	1	Dialogue to be recorded on mobile camera					Practicals							
L.11	1	Dialogue to be recorded on mobile camera					Practicals							
L.12	2	Group Discussion					Practicals							
L.13	2	Group Discussion					Practicals							
L.14	2	Group Discussion					Practicals							
L.15	2	Group Discussion					Practicals							
L.16	2	Group Discussion					Practicals							
L.17	2	Group Discussion					Practicals							
L.18	2	Listening and reviewing of an audio program					Practicals							
L.19	2	Listening and reviewing of an audio program					Practicals							
L.20	2	Listening and reviewing of an audio program					Practicals							
L.21	2	Listening and reviewing of an audio program					Practicals							
L.22	2	Listening and reviewing of an audio program					Lectures							

L.23	2	Identify and analyse newspaper/magazine content based on models of communication				Practicals							
L.24	2	Identify and analyse newspaper/magazine content based on models of communication				Practicals							
L.25	2	Identify and analyse newspaper/magazine content based on models of communication				Practicals							
L.26	2	Identify and analyse newspaper/magazine content based on theories of communication				Practicals							
L.27	2	Identify and analyse newspaper/magazine content based on theories of communication				Practicals							
L.28	3	Letter to the Editor				Practicals							
L.29	3	Letter to the Editor				Practicals							
L.30	3	Letter to the Editor				Practicals							
L.31	3	Letter to the Editor				Practicals							
L.32	3	Letter to the Editor				Practicals							
L.33	3	Identify models of communication				Practicals							
L.34	3	Identify models of communication				Practicals							
L.35	3	Identify models of communication				Practicals							
L.36	3	Identify models of communication				Practicals							
L.37	3	Identify models of communication				Practicals							
L.38	4	news translation from english to hindi				Practicals							
L.39	4	news translation from english to hindi				Practicals							

L.40	4	news translation from english to hindi					Practicals						
L.41	4	news translation from english to hindi					Practicals						
L.42	4	Multi Media Presentation					Practicals						
L.43	4	Multi Media Presentation					Practicals						
L.44	4	Multi Media Presentation					Practicals						
L.45	4	Multi Media Presentation					Practicals						
L.46	4	Multi Media Presentation					Practicals						

TEXT BOOKS

1. Aggarwal, V. B., & Gupta, V. S. , "Handbook of Journalism and Mass Communication", Concept Publishing., 1 Ed., 2001.

REFERENCE BOOKS

BOOK BANK

PROFESSIONAL JOURNAL

REF. BOOKS

ELECTRONIC DATABASE

COMPUTER SOFTWARE

Ph.D THESIS

MONTHLY MAGAZINE

WEEKLY MAGAZINE		
NEWS PAPER		
PAPER PRESENTED		

*Lecture/PPT/Case Study/Field Study/Workshop/Seminar/Technical Skill Oriented Program/Enrichment Program/ Assignment/ Group Discussion/Conference/Extension Activities/Industrial Tour/Educational cum industrial Tour etc.
**Tecnia TV/Web links/PPT/NPTEL/MOOCS/Web portal based/On line courses/DELNET/J-GATE/Pro Quest/e-research/National Digital Library/INFLIBINET/Open Contents/CCM/Case Study/Text Book/Reference Book

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	TECNIA INSTITUTE OF ADVANCED STUDIES					
	NAAC ACCREDITATED GRADE "A" INSTITUTE				**TIAS/AC/2022-23/11**	
	ACADEMIC SESSION 2022-23 **LECTURE PLAN**					

BA(JMC)(Div-A) I SEMESTER (2-Shift)

COURSE CODE: BJMC153	PAPER NAME: Contemporary India: Issues and Debates	L	T/P	CREDIT	INT. MARKS	EXT. MARKS
		0	4	4	40	60

PERQUISITE
PROGRAMME OUTCOME
COURSE OUTCOME
COURSE OBJECTIVE
PRE-REQUISITES FOR THE COURSE
Students should have basic knowledge of India and its various attributes. To understand the socio cultural configuration of contemporary India.
METHOD OF TEACHING
Practical, Presentation,seminar, Debate and Discussion
COURSE OUTCOME

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	Introduction about Subject					Lectures					<17-Oct-2022>	69	
L.2	1	Group Discussion on Indian Culture					Group Discussion					<21-Oct-22>	69	
L.3	1	Group Discussion on Indian Culture					Group Discussion					<28-Oct-22>	69	
L.4	1	Debate on Indian Culture					Debate					<28-Oct-2022>	75	
L.5	1	Multi -Culturalism					Assignments					<29-Oct-22>	76	

L.6	1	Multi -Culturalism Confl ict					Group Discussion					<31-Oct-2022>	78	
L.7	1	Cultural Diversity					Group Discussion					<4-Nov-22>	82	
L.8	1	Linguisti cs and Racial Diversity					Group Discussion					<04-Nov-2022>	82	
L.9	1	Presentati on on Nati onal FreedomMovement					Presentation					<5-Nov-22>	82	
L.10	1	Presentati on on Nati onal FreedomMovement					Presentation					<07-Nov-2022>	82	
L.11	1	Presentati on on Nati onal FreedomMovement					Presentation					<11-Nov-22>	82	
L.12	1	Nati onal FreedomMovement					Info Talk					<11-Nov-2022>	82	
L.13	1	Nati onal FreedomMovement					Info Talk					<12-Nov-2022>	82	
L.14	1	Discussion on Gender Equality					Group Discussion					<14-Nov-2022>	82	
L.15	1	Gender Equality					Debate					<19-Nov-2022>	82	
L.16	1	Discussion on Women Safety					Group Discussion					<21-Nov-2022>	82	
L.17	1	Women Safety					Debate					<25-Nov-22>	83	
L.18	1	Current Five Year Plan/ New EconomicIniti ati ves					Group Discussion					<25-Nov-2022>	83	
L.19	1	Current Five Year Plan/ New EconomicIniti ati ves					Debate					<26-Nov-22>	83	
L.20	1	Current Five Year Plan/ New EconomicIniti ati ves					Seminars					<28-Nov-2022>	83	
L.21	1	Current Five Year Plan/ New EconomicIniti ati ves					Seminars					<30-Nov-2022>	83	

L.22	1	Presentation on Public Health, Hygiene Sanitation					Presentation					<5-Dec-22>	83	
L.23	1	Presentation on Public Health, Hygiene Sanitation					Presentation					<6-Dec-22>	83	
L.24	1	Presentation on Public Health, Hygiene Sanitation					Presentation					<07-Dec-2022>	83	
L.25	1	Presentation on Public Health, Hygiene Sanitation					Presentation					<9-Dec-22>	83	
L.26	1	Presentation on Public Health, Hygiene Sanitation					Presentation					<10-Dec-22>	83	
L.27	1	Presentation on Swachh Bharat Abhiyaan					Presentation					<12-Dec-22>	83	
L.28	1	Presentation on Swachh Bharat Abhiyaan					Presentation					<19-Dec-22>	83	
L.29	1	Presentation on Swachh Bharat Abhiyaan					Presentation					<21-Dec-2022>	83	
L.30	1	Presentation on Swachh Bharat Abhiyaan					Presentation					<23-Dec-22>	83	
L.31	1	Presentation on Swachh Bharat Abhiyaan					Presentation					<24-Dec-22>	83	
L.32	1	Presentation on Marginalisation					Presentation					<27-Dec-22>	83	
L.33	1	Presentation on Marginalisation					Presentation					<3-Jan-23>	83	
L.34	1	Presentation on Marginalisation					Presentation					<04-Jan-2023>	83	
L.35	1	Presentation on Marginalisation					Presentation					<05-Jan-2023>	83	
L.36	1	Presentation on Marginalisation					Presentation					<06-Jan-2023>	83	
L.37	1	Presentation on Socio-economic Equality					Presentation					<10-Jan-2023>	83	
L.38	1	Presentation on Socio-economic Equality					Presentation					<11-Jan-23>	83	

L.39	1	Presentation on Socio-economic Equality					Presentation					<13-Jan-2023>	83	
L.40	1	Presentation on Socio-economic Equality					Presentation					<17-Jan-23>	83	
L.41	1	Presentation on Socio-economic Equality					Presentation							
L.42	1	Presentation on Reservation					Presentation							
L.43	1	Presentation on Reservation					Presentation							
L.44	1	Presentation on Reservation					Presentation							
L.45	1	Presentation on Reservation					Presentation							
L.46	1	Presentation on Reservation					Presentation							
L.47	1	Poster presentation on Indian Art and Culture					Presentation							
L.48	1	Poster presentation on Indian Art and Culture					Presentation							
L.49	1	Poster presentation on Indian Art and Culture					Presentation							
L.50	1	Poster presentation on Indian Art and Culture					Presentation							
L.51	1	Poster presentation on Indian Art and Culture					Presentation							
L.52	1	Poster presentation on Indian Art and Culture					Presentation							
L.53	1	Poster presentation on Indian Art and Culture					Presentation							
L.54	1	Poster presentation on Indian Art and Culture					Presentation							
L.55	1	Poster presentation on Indian Art and Culture					Presentation							

L.56	1	Poster presentation on Indian Art and Culture					Presentation								
L.57	1	Poster presentation on Indian Art and Culture					Presentation								
L.58	1	Poster presentation on Indian Art and Culture					Presentation								
L.59	1	Poster presentation on Indian Art and Culture					Presentation								
L.60	1	Poster presentation on Indian Art and Culture					Presentation								

TEXT BOOKS

REFERENCE BOOKS

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ELECTRONIC DATABASE

COMPUTER SOFTWARE

Ph.D THESIS

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WEEKLY MAGAZINE
NEWS PAPER
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	TECNIA INSTITUTE OF ADVANCED STUDIES

TECNIA INSTITUTE OF ADVANCED STUDIES

NAAC ACCREDITATED GRADE "A" INSTITUTE

TIAS/AC/2022-23/11

ACADEMIC SESSION 2022-23
LECTURE PLAN

BA(JMC)(Div-A) I SEMESTER (1-Shift)

COURSE CODE: BJMC155	PAPER NAME: Design and Graphicsc Lab	L	T/P	CREDIT	INT. MARKS	EXT. MARKS
		0	4	4	40	60

PERQUISITE

PROGRAMME OUTCOME

COURSE OUTCOME

COURSE OBJECTIVE

PRE-REQUISITES FOR THE COURSE

METHOD OF TEACHING

COURSE OUTCOME

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	INTRODUCTION OF DESIGN AND GRAPHIC					Practicals					<2-Nov-22>	115	
L.2	1	INTRODUCTION OF DTP SOFTWARE					Practicals					<3-Nov-22>	118	
L.3	1	INTRODUCTION OF PHOTOSHOP					Practicals					<4-Nov-22>	118	

L.4	1	TOOLS OF PHOTOSHOP					Practicals					<5-Nov-22>	118	
L.5	1	SELECTION TOOLS					Practicals					<9-Nov-22>	118	
L.6	1	LASSO TOOL					Practicals					<10-Nov-22>	118	
L.7	1	POLYGON LASSO TOOL					Practicals					<11-Nov-22>	118	
L.8	1	LAYERS					Practicals					<12-Nov-22>	118	
L.9	1	LAYER PANEL					Practicals					<16-Nov-22>	118	
L.10	1	COLOR BOX					Practicals					<18-Nov-22>	118	
L.11	1	MEGNETIC LASSO TOOL					Practicals					<19-Nov-22>	118	
L.12	1	FEATHERS					Practicals					<23-Nov-22>	122	
L.13	2	SHORT CUT KEYS					Practicals					<24-Nov-22>	123	
L.14	2	VARIOUS EFFECTS OF PHOTOGRAPH					Practicals					<25-Nov-22>	126	
L.15	2	INTRODUCTION OF FLASH CARDS					Practicals					<26-Nov-22>	126	
L.16	2	DESIGN OF FLASH CARDS					Practicals					<30-Nov-22>	126	
L.17	2	FLASH CARD-CONT					Practicals					<1-Dec-22>	126	
L.18	2	INTRODUCTION OF WEB BANNER					Practicals					<7-Dec-22>	126	
L.19	2	DESIGN A WEB BANNER					Practicals					<8-Dec-22>	126	
L.20	2	DESIGN A WEB BANNER-CONT					Practicals					<9-Dec-22>	126	
L.21	2	BURN TOOL					Practicals					<10-Dec-22>	126	
L.22	2	DIFFERENT TYPES OF COLOUR					Practicals							
L.23	2	INTRODUCTION OF POSTER					Practicals							
L.24	2	DESIGN A POSTER					Practicals							
L.25	2	ADD EFFECTS OF PHOTORAPHS					Practicals							

L.26	2	BACKGROUND AND FOREGROUND COLOR					Practicals							
L.27	3	TEXT TOOL					Practicals							
L.28	3	IMAGE					Practicals							
L.29	3	SHARPEN TOOL					Practicals							
L.30	3	PEN TOOL					Practicals							
L.31	3	ZOOM TOOL					Practicals							
L.32	3	CROP TOOL					Practicals							
L.33	3	BLUR TOOL					Practicals							
L.34	3	SMUDGE TOOL					Practicals							
L.35	3	GRADIENT TOOL					Practicals							
L.36	3	GRADIENT TOOL					Practicals							
L.37	3	PAINT BRUSH TOOL					Practicals							
L.38	3	CLONE STAMP TOOL					Practicals							
L.39	3	PATTERN CLONE STAMP TOOL					Practicals							
L.40	3	SPOT HEALING TOOL					Practicals							
L.41	3	HEALING BRUSH TOOL					Practicals							
L.42	3	PATCH TOOL					Practicals							
L.43	3	RED EYE TOOL					Practicals							
L.44	3	SLICE TOOL					Practicals							
L.45	3	SLICE SELECT TOOL					Practicals							
L.46	4	INTRODUCTION OF QUARK XPRESS					Practicals							
L.47	4	USES OF QUARK XPRESS					Practicals							
L.48	4	BROADSHEET					Practicals							
L.49	4	TABLOID					Practicals							

L.50	4	LAYOUT OF NEWSPAPER					Practicals							
L.51	4	LAYOUT OF TABLOID					Practicals							
L.52	4	DESIGN A NEWWPAPER					Practicals							
L.53	4	DESIGN A TABLOID					Practicals							
L.54	4	INTRODUCTION OF BROCHURE					Practicals							
L.55	4	INTRODUCTION OF TOOL BOX OF QUARK XPRESS					Practicals							
L.56	4	INTERFACE OF QUARK XPRESS					Practicals							
L.57	4	LOGO DESIGN					Practicals							
L.58	4	POSTER DESIGN					Practicals							
L.59	4	BROCHURE DESIGN					Practicals							
L.60	4	PACKAGE DESIGN					Practicals							

TEXT BOOKS

REFERENCE BOOKS

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COMPUTER SOFTWARE
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MONTHLY MAGAZINE
WEEKLY MAGAZINE
NEWS PAPER
PAPER PRESENTED

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Prepared By   Checked By   Verified By

<table>
<tr><td rowspan="3"></td><td colspan="2" align="center">**TECNIA INSTITUTE OF ADVANCED STUDIES**

NAAC ACCREDITATED GRADE "A" INSTITUTE

ACADEMIC SESSION 2022-23
LECTURE PLAN</td><td>**TIAS/AC/2022-23/11**</td></tr>
</table>

BA(JMC)(Div-B) I SEMESTER (2-Shift)

COURSE CODE: BJMC157	PAPER NAME: Personality Development Lab	L	T/P	CREDIT	INT. MARKS	EXT. MARKS
		0	4	4	40	60

PERQUISITE

PROGRAMME OUTCOME

COURSE OUTCOME

COURSE OBJECTIVE

The student should be able to:
1. Demonstrate professional conduct
2. Apply knowledge gained of professional ethics in media industry

PRE-REQUISITES FOR THE COURSE

Student should possess basic Communication Skills ; Verbal and Non Verbal.

Basic fluency of the languages known.

Updated Current Skills and General Awareness

Newspaper Reading

Learning outcome of the knowledge they have acquired.

METHOD OF TEACHING

Interactive and Participate

Lectures using ICT Tools (Audio/Visual Presentation, Power-point Presentation, Recorded Lectures)
Discussions, Case Studies
Topic-wise Interaction
Discussion on breaking News and contemporary issues
Debate
Activity
Quiz

COURSE OUTCOME

The student would be able to:
1. Demonstrate professional conduct
2. Apply knowledge gained of professional ethics in media industry

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	creative intro					Practicals							
L.2	1	creative intro					Tutorials							
L.3	1	creative intro					Practicals							
L.4	1	creative intro					Practicals							
L.5	1	role plays					Role Play							
L.6	1	role plays					Practicals							
L.7	1	role plays					Presentation							
L.8	1	role plays					Practicals							
L.9	1	Presentation					Presentation							
L.10	1	Group Discussion Etiquette					Group Discussion							
L.11	1	Group Discussion Etiquette					Group Discussion							
L.12	1	Presentation Etiquette					Presentation							
L.13	1	Presentation and Group Discussion Etiquette					Practicals							
L.14	2	Thematic Appreciation Tests (TAT)					Tutorials							
L.15	2	Thematic Appreciation Tests (TAT)					Practicals							

L.16	2	Thematic Appreciation Tests (TAT)					Practicals							
L.17	2	Team building exercises					Practicals							
L.18	2	Team building exercises					Practicals							
L.19	2	crisis management					Practicals							
L.20	2	crisis management					Practicals							
L.21	2	Team building exercises and crisis management					Practicals							
L.22	2	Team building exercises and crisis management					Practicals							
L.23	2	debate etiquettes					Debate							
L.24	2	debate etiquettes					Debate							
L.25	2	debate etiquettes					Practicals							
L.26	3	Situation based behaviour					Practicals							
L.27	3	Situation based behaviour					Practicals							
L.28	3	Situation based behaviour and its analysis					Practicals							

L.29	3	Writing letters and e-mails -					Tutorials							
L.30	3	Writing letters					Practicals							
L.31	3	Writing letters and e-mails -					Tutorials							
L.32	3	Writing letters and e-mails- official					Practicals							
L.33	3	Writing letters and e-mails- official					Practicals							
L.34	3	Writing letters and e-mails -un-official					Tutorials							
L.35	3	Writing letters and e-mails - unofficial					Practicals							
L.36	3	Mock interviews					Tutorials							
L.37	3	Mock interviews					Tutorials							
L.38	3	Working on Attitudes					Practicals							
L.39	3	mock interviews					Practicals							
L.40	4	Resume Writing					Practicals							
L.41	4	Resume Writing					Tutorials							
L.42	4	Professional Resume Writing					Practicals							
L.43	4	Professional Resume Writing					Practicals							
L.44	4	Portfolio creation					Practicals							

L.45	4	Portfolio creation					Practicals							
L.46	4	Portfolio Development					Tutorials							
L.47	4	Portfolio Development					Practicals							
L.48	4	Revision					Practicals							

TEXT BOOKS

1. Gupta Rajat, ""Soft Skills: Tools for success"", YKings Books: Mc Graw-Hill,, 1 Ed., 2014.

REFERENCE BOOKS

BOOK BANK

PROFESSIONAL JOURNAL

REF. BOOKS

ELECTRONIC DATABASE

COMPUTER SOFTWARE

Ph.D THESIS

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TECNIA INSTITUTE OF ADVANCED STUDIES

NAAC ACCREDITATED GRADE "A" INSTITUTE

ACADEMIC SESSION 2022-23
LECTURE PLAN

BA(JMC)(Div-A) I SEMESTER (2-Shift)

	L	T/P	CREDIT	INT. MARKS	EXT. MARKS
COURSE CODE: BJMC159 **PAPER NAME: Writing Skills Lab**	0	4	4	40	60

PERQUISITE
PROGRAMME OUTCOME
COURSE OUTCOME
COURSE OBJECTIVE
PRE-REQUISITES FOR THE COURSE
METHOD OF TEACHING
COURSE OUTCOME

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
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LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	a)Translate a Hindi news story to English (approx. 200 words) from a daily newspaper					Lectures							
L.2	1	a)Translate a Hindi news story to English					Lectures							

		(approx. 200 words) from a daily newspaper															
L.3	1	a)Translate a Hindi news story to English (approx. 200 words) from a daily newspaper					Lectures										
L.4	1	a)Translate a Hindi news story to English (approx. 200 words) from a daily newspaper					Lectures										
L.5	1	a)Translate a Hindi news story to English (approx. 200 words) from a daily newspaper					Lectures										
L.6	1	b)Translate an English news story to Hindi (approx. 200 words) from a daily newspaper					Lectures										
L.7	1	b)Translate an English news story to Hindi (approx. 200 words) from a daily newspaper					Lectures										
L.8	1	b)Translate an English news story to Hindi (approx. 200 words) from a daily newspaper					Lectures										

L.9	1	b)Translate an English news story to Hindi (approx. 200 words) from a daily newspaper					Lectures								
L.10	1	b)Translate an English news story to Hindi (approx. 200 words) from a daily newspaper					Lectures								
L.11	1	b)Translate an English news story to Hindi (approx. 200 words) from a daily newspaper					Lectures								
L.12	1	2.Transliteration and trans-creationexercise: a)Adaptation from one medium to another					Lectures								
L.13	1	2.Transliteration and trans-creationexercise: a)Adaptation from one medium to another					Lectures								
L.14	1	.Transliteration and trans-creationexercise: a)Adaptation from one medium to another					Lectures								
L.15	1	.Transliteration and trans-creationexercise: a)Adaptation from one					Lectures								

	medium to another													
L.16	1	.Transliteration and trans-creationexercise: a)Adaptation from one medium to another				Lectures								
L.17	1	.Transliteration and trans-creationexercise: a)Adaptation from one medium to another				Lectures								
L.18	1	.Transliteration and trans-creationexercise: a)Adaptation from one medium to another				Lectures								
L.19	1	.Transliteration and trans-creationexercise: a)Adaptation from one medium to another				Lectures								
L.20	1	.Transliteration and trans-creationexercise: a)Adaptation from one medium to another				Lectures								
L.21	1	3.Translation for academic purposes: formal and informal letter writing in Hindi and English language				Lectures								

L.22	1	Translation for academic purposes: formal and informal letter writing in Hindi and English language					Lectures							
L.23	1	Translation for academic purposes: formal and informal letter writing in Hindi and English language					Lectures							
L.24	1	Translation for academic purposes: formal and informal letter writing in Hindi and English language					Lectures							
L.25	1	Translation for academic purposes: formal and informal letter writing in Hindi and English language					Lectures							
L.26	1	Translation for academic purposes: formal and informal letter writing in Hindi and English language					Lectures							
L.27	1	Translation for academic purposes: formal and informal letter writing in Hindi					Lectures							

		and English language													
L.28	1	Translation for academic purposes: formal and informal letter writing in Hindi and English language					Lectures								
L.29	1	Translation for academic purposes: formal and informal letter writing in Hindi and English language					Lectures								
L.30	1	Translation for academic purposes: formal and informal letter writing in Hindi and English language					Lectures								
L.31	1	Translation for academic purposes: formal and informal letter writing in Hindi and English language					Lectures								
L.32	1	Translation for academic purposes: formal and informal letter writing in Hindi and English language					Lectures								
L.33	1	4.Writing for various online platforms: e-mails, blog, social					Lectures								

L.34	1	Writing for various online platforms: e-mails, blog, social networking sites					Lectures							
L.35	1	Writing for various online platforms: e-mails, blog, social networking sites					Lectures							
L.36	1	Writing for various online platforms: e-mails, blog, social networking sites					Lectures							
L.37	1	Writing for various online platforms: e-mails, blog, social networking sites					Lectures							
L.38	1	Writing for various online platforms: e-mails, blog, social networking sites					Lectures							
L.39	1	Writing for various online platforms: e-mails, blog, social networking sites					Lectures							
L.40	1	Writing for various online					Lectures							

		platforms: e-mails, blog, social networking sites												
L.41	1	Writing for various online platforms: e-mails, blog, social networking sites				Lectures								

TEXT BOOKS

REFERENCE BOOKS

BOOK BANK

PROFESSIONAL JOURNAL

REF. BOOKS

ELECTRONIC DATABASE

COMPUTER SOFTWARE

Ph.D THESIS

MONTHLY MAGAZINE

WEEKLY MAGAZINE

NEWS PAPER	
PAPER PRESENTED	

*Lecture/PPT/Case Study/Field Study/Workshop/Seminar/Technical Skill Oriented Program/Enrichment Program/ Assignment/ Group Discussion/Conference/Extension Activities/Industrial Tour/Educational cum industrial Tour etc.
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Note: Every new class should start with quick recap and solving the problem, if any of previous class.
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TECNIA INSTITUTE OF ADVANCED STUDIES

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TIAS/AC/2022-23/11

ACADEMIC SESSION 2022-23
LECTURE PLAN

BA(JMC)(Div-A) III SEMESTER (1-Shift)

COURSE CODE: BJMC201	PAPER NAME: Development Communication	L	T/P	CREDIT	INT. MARKS	EXT. MARKS
		4	0	4	25	75

PERQUISITE

PROGRAMME OUTCOME

COURSE OUTCOME

COURSE OBJECTIVE

PRE-REQUISITES FOR THE COURSE

METHOD OF TEACHING

Lectures using ICT Tools (Audio/Visual Presentati on, Power-point Presentati on, Recorded Lectures)Discussions, Case StudiesTopic-wise Interacti onDiscussion on breaking News and contemporary issuesDebateActi vityQuiz

COURSE OUTCOME

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	Definition of Development Communication	Students would be able to understand the concept of Development Communication	TUTORIAL	DISCUSSION		Lectures	SMART BOARD/PPT		Unit-1	Assignment	<27-Sep-2022>	75	
L.2	1	Concept of Development Communication	Students would be able to understand the concept of Development Communication	TUTORIAL	DISCUSSION		Lectures	SMART BOARD/PPT		Unit-1	Class Test	<03-Oct-2022>	75	

L.3	1	Indicators of Development Communication	Students would be able to understand the indicators of Development Communication		DISCUSSION		Lectures	SMART BOARD/PPT		Unit-I-1	Class Test	<30-Sep-2022>	75	
L.4	1	Communication as an Indicator of Development	Students would be able to understand the Indicators of Development Communication		DISCUSSION		Lectures	SMART BOARD/PPT		Unit-I-1	Assignment	<04-Oct-2022>	75	
L.5	1	Role of ICT	Students would be able to understand Communication as an Indicator of Development			APPLICATION BASED CLASS	Lectures	SMART BOARD/PPT		Unit-I-1	Assignment	<10-Oct-2022>	75	
L.6	1	Development Indicators Social and Economic	Students would be able to understand the Role of ICT		DISCUSSION		Practicals	SMART BOARD/PPT		Unit-1-3	Assignment	<11-Oct-2022>	75	
L.7	1	GDP Human Development Index	Students would be able to remember the Social and Economic Indicators of Development	TUTORIAL			Tutorials	SMART BOARD/PPT		Unit-1-3	Assignment	<14-Oct-2022>	75	
L.8	1	GNP Human Development Index					Debate					<15-Oct-2022>	75	
L.9	1	Happiness Index					Lectures					<17-Oct-2022>	75	
L.10	1	Human Rights as an Indicator					Lectures					<18-Oct-2022>	75	
L.11	1	Approaches to Development Communication					Guest Lecture					<21-Oct-2022>	75	
L.12	1	Development Communication Diffusion of Innovation					Lectures					<22-Oct-2022>	75	
L.13	1	Approaches to Development Communication Magic Multiplier					Lectures					<24-Oct-2022>	75	
L.14	1	Communication and Social Change Gandhian Perspective					Classes					<25-Oct-2022>	75	
L.15	1	Panchayati Raj					Lectures					<28-Oct-2022>	75	

L.16	1	Case Studies Kheda					Lectures				<29-Oct-2022>	75	
L.17	1	Case Studies SITE					Lectures				<01-Nov-2022>	75	
L.18	1	Water Harvesting Management					Lectures				<31-Oct-2022>	75	
L.19	1	MNREGA					Lectures				<7-Nov-22>	75	
L.20	1	NHRM					Lectures				<5-Dec-22>	75	
L.21	1	Tutorials on DC					Tutorials				<04-Nov-2022>	75	
L.22	1	Revision Unit-1					Lectures				<12-Nov-2022>	75	
L.23	2	Linear Models: Rostows Demographic(Stages of Growth)					Lectures				<14-Nov-2022>	75	
L.24	2	Linear Models:Transmission					Lectures				<15-Nov-2022>	75	
L.25	2	Non-Linear: World System Theory					Lectures				<11-Nov-2022>	75	
L.26	2	Non Linear Model: Non Marxist Theory					Lectures				<18-Nov-2022>	75	
L.27	2	Changing Paradigms of Development					Lectures				<19-Nov-2022>	75	
L.28	2	Alternative Paradigm Participatory					Extension Lecture				<21-Nov-2022>	75	
L.29	2	Non-Linear: World System Theory					Lectures				<22-Nov-2022>	75	
L.30	2	Alternative Paradigms: Participatory					Lectures				<25-Nov-2022>	75	
L.31	2	Alternative Paradigms: Participatory, Think local/Act global					Lectures				<09-Dec-2022>	75	
L.32	2	Alternative Paradigms: Think Global ActLocal					Lectures				<12-Dec-22>	75	
L.33	2	Tutorial on DC Theory					Tutorials				<28-Nov-2022>	75	
L.34	2	Revision Unit-II					Lectures				<02-Dec-2022>	75	
L.35	3	Role and Performance of Mass Media in Development					Lectures				<29-Nov-2022>	75	
L.36	3	Development Support Communications					Extension Lecture				<06-Dec-2022>	75	
L.37	3	Development Support Communications:Social Audit					Lectures				<13-Dec-2022>	75	
L.38	3	Development Support Communications:Grass-root Acti vism					Lectures				<26-Dec-2022>	75	
L.39	3	Development Support Communications: Whistle blowers					Lectures				<02-Jan-2023>	75	

L.40	3	Role of NGOs in Development					Lectures					<03-Jan-2023>	75	
L.41	3	Role of NGOs in Development					Extension Lecture					<06-Jan-2023>	75	
L.42	3	Cyber media and Development					Lectures					<09-Jan-2023>	75	
L.43	3	Cyber media and Development: egovernance					Lectures					<07-Jan-2023>	75	
L.44	3	Cyber media and Development: digital democracy e-chaupal					Lectures					<10-Jan-2023>	75	
L.45	3	Tutorials on Development Approaches					Group Discussion					<13-Jan-2023>	75	
L.46	3	Revision Unit-III					Group Discussion					<14-Jan-2023>	75	
L.47	4	Social Marketing and Development: An Overview					Lectures							
L.48	4	Social Marketing and Development: An Overview					Extension Lecture							
L.49	4	Corporate Social Responsibility: Case studies in India					Lectures							
L.50	4	Corporate Social Responsibility: Case studies in India					Lectures							
L.51	4	Social change Campaign in India (Case studies)					Lectures							
L.52	4	Social change Campaign in India (Case studies)					Group Discussion							
L.53	4	Development of Social Media Marketing Campaign					Lectures							
L.54	4	Development of Social Media Marketing Campaign					Guest Lecture							
L.55	4	Development of social media marketing campaign					Extension Lecture							
L.56	4	Tutorial on Development Journalism					Guest Lecture							

L.57	4	Recap of Unit-IV					Group Discussion							
L.58	4	Recap of Unit-II					Corporate Lecture							
L.59	3	Recap of Unit-III					Extension Lecture							
L.60	3	Recap of Unit-III					Lectures							
L.61	1	GNP Human Development Index	Students would be able to remember the Social and Economic Indicators of Development	TUTORIAL			Tutorials	SMART BOARD/PPT		Unit-I-II	Assignment	<17-Jan-23>	75	

TEXT BOOKS

1. Melkote, S. R., "Communication for Development in the Third World: Theory and practice.", New Delhi: Sage, 7 Ed., 2011.
2. Joshi, U., "Understanding Development Communication.", New Delhi: Dominant and Distributors., 2 Ed., 2001.
3. Nair, K. S., & Smith, S. A., "Perspectives on Development Communication", New Delhi: Sage Publicationâ€™s., 2 Ed., 1993.
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1. Paolo Mefalopulos, "Development Communication Sourcebook Broadening the Boundaries of Communication", The International Bank for Reconstruction and Development/The World Bank, 3 Ed., 2008.
2. Jan Servaes , "Handbook of Communication for Development and Social Change", 2022 Springer Nature Switzerland AG, 1 Ed., 2022.
3. Dipankar Sinha, "Development Communication - Contexts for the Twenty-first Century ", orient blackswan, 4 Ed., 2020.
4. Srinivas R Melkote, H Leslie Steeves, "Communication for Development in the Third World: Theory and Practice for Empowerment", SAGE Publications, , 4 Ed., 2001.
5. Ahuja B.N, Chhabra s.s., "Development Communication", Arihant , 6 Ed., 2018.

BOOK BANK

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TIAS/AC/2022-23/11

ACADEMIC SESSION 2022-23
LECTURE PLAN

BA(JMC)(Div-A) III SEMESTER (1-Shift)

			L	T/P	CREDIT	INT. MARKS	EXT. MARKS
COURSE CODE: BJMC201	PAPER NAME: Development Communication		4	0	4	25	75

PERQUISITE

PROGRAMME OUTCOME

COURSE OUTCOME

COURSE OBJECTIVE

PRE-REQUISITES FOR THE COURSE

METHOD OF TEACHING

Lectures using ICT Tools (Audio/Visual Presentati on, Power-point Presentati on, Recorded Lectures)Discussions, Case StudiesTopic-wise Interacti onDiscussion on breaking News and contemporary issuesDebateActi vityQuiz

COURSE OUTCOME

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
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LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
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L.2	1	Concept of Development Communication	Students would be able to understand the concept of Development Communication	TUTORIAL	DISCUSSION		Lectures	SMART BOARD/PPT		Unit-1	Class Test	<03-Oct-2022>	75	

L.3	1	Indicators of Development Communication	Students would be able to understand the indicators of Development Communication		DISCUSSION		Lectures	SMART BOARD/PPT		Unit-I-1	Class Test	<30-Sep-2022>	75	
L.4	1	Communication as an Indicator of Development	Students would be able to understand the Indicators of Development Communication		DISCUSSION		Lectures	SMART BOARD/PPT		Unit-I-1	Assignment	<04-Oct-2022>	75	
L.5	1	Role of ICT	Students would be able to understand Communication as an Indicator of Development			APPLICATION BASED CLASS	Lectures	SMART BOARD/PPT		Unit-I-1	Assignment	<10-Oct-2022>	75	
L.6	1	Development Indicators Social and Economic	Students would be able to understand the Role of ICT		DISCUSSION		Practicals	SMART BOARD/PPT		Unit-1-3	Assignment	<11-Oct-2022>	75	
L.7	1	GDP Human Development Index	Students would be able to remember the Social and Economic Indicators of Development	TUTORIAL			Tutorials	SMART BOARD/PPT		Unit-1-3	Assignment	<14-Oct-2022>	75	
L.8	1	GNP Human Development Index					Debate					<15-Oct-2022>	75	
L.9	1	Happiness Index					Lectures					<17-Oct-2022>	75	
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L.22	1	Revision Unit-1					Lectures				<12-Nov-2022>	75	
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L.45	3	Tutorials on Development Approaches					Group Discussion				<13-Jan-2023>	75	
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L.55	4	Development of social media marketing campaign					Extension Lecture						
L.56	4	Tutorial on Development Journalism					Guest Lecture						

L.57	4	Recap of Unit-IV					Group Discussion						
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L.59	3	Recap of Unit-III					Extension Lecture						
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L.61	1	GNP Human Development Index	Students would be able to remember the Social and Economic Indicators of Development	TUTORIAL			Tutorials	SMART BOARD/PPT		Unit-I-II	Assignment	<17-Jan-23>	75

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TIAS/AC/2022-23/11

ACADEMIC SESSION 2022-23
LECTURE PLAN

BA(JMC)(Div-A) III SEMESTER (1-Shift)

COURSE CODE: BJMC205	PAPER NAME: Basics of Video Camera, Lights and Sound	L	T/P	CREDIT	INT. MARKS	EXT. MARKS
		4	0	4	25	75

PERQUISITE

PROGRAMME OUTCOME

COURSE OUTCOME

COURSE OBJECTIVE

describe video camera operations and functions
describe camera movements, mounts, shots, angles and compositions
describe techniques of lighting for video production
describe the methods of recording and in-cam editing

PRE-REQUISITES FOR THE COURSE

Video Camera
Hard and Soft light
Editing Software
Video and Audio Software

METHOD OF TEACHING

LECTURE
PPT
GROUP DISCUSSION
Class Activity

COURSE OUTCOME

Students will be to understand the functioning of video camera.
Students will be to understand the operation of Lights.
Students will be to understand the know the methods of recording.
Students will be to understand the techniques of lighting for video production

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	Introduction to Video Camera					Tutorials					<17-Jan-23><27-Sep-2022><30-Sep-2022>	75	
L.2	1	Video Camera and its Parts					Tutorials					<17-Jan-23>	75	
L.3	1	Video camera: Functions					Lectures					<14-Jan-2023>	75	
L.4	1	Types of Video Camera					Tutorials					<13-Jan-2023>	75	
L.5	1	Equipment					Tutorials					<10-Jan-2023>	75	
L.6	1	Video camera accessories					Lectures					<26-Dec-2022>	75	
L.7	1	Broadcast Standards					Lectures					<03-Jan-2023>	75	
L.8	1	Introduction to Lenses					Lectures					<09-Jan-2023>	75	
L.9	1	Introduction to Filters					Lectures					<07-Jan-2023>	75	
L.10	1	Lenses : types					Lectures					<28-Nov-2022>	75	
L.11	1	Lenses : functions					Lectures					<06-Jan-2023>	75	
L.12	1	Camera Control					Lectures					<12-Nov-2022>	75	
L.13	1	Camera Adjustment					Practicals					<06-Dec-2022>	75	
L.14	1	Aperture Control					Lectures					<28-Oct-2022>	75	
L.15	1	Depth of Field					Lectures					<02-Jan-2023>	75	
L.16	1	Depth of Focus					Lectures					<09-Dec-2022>	75	
L.17	1	Focal Length					Lectures					<14-Oct-2022>	75	
L.18	1	Aspect Ratio					Lectures					<12-Dec-2022>	75	

L.19	2	Composition and Types of Shots					Lectures							
L.20	2	About Composition					Lectures							
L.21	2	Types of Shots					Lectures							
L.22	2	Types of Shots					Lectures							
L.23	2	Camera Angles					Lectures							
L.24	2	FRAMING or the LENGTH of shot					Lectures							
L.25	2	Camera Movements					Lectures							
L.26	2	CAMERA MOVEMENT TERMS					Lectures							
L.27	2	Rules of Composition					Lectures							
L.28	2	Rule of Thirds					Lectures							
L.29	2	Symmetry and Patterns					Lectures							
L.30	2	Balancing Elements					Lectures							
L.31	2	Viewpoint					Lectures							
L.32	3	Introduction to lighting					Lectures							
L.33	3	Light and its Properties					Lectures							
L.34	3	Different types of Lights					Lectures							
L.35	3	Other tools used in Lighting					Lectures							
L.36	3	Diffusers					Tutorials							
L.37	3	Reflectors					Lectures							

L.38	3	Cutters and Gels					Lectures								
L.39	3	Basic Lighting Techniques					Lectures								
L.40	3	Key Lighting					Lectures								
L.41	3	Back Lighting					Lectures								
L.42	3	Side Lighting					Lectures								
L.43	3	Practical Light					Lectures								
L.44	3	Hard Lighting					Lectures								
L.45	3	Soft Lighting					Lectures								
L.46	3	Bounce Lighting					Lectures								
L.47	3	High Key					Lectures								
L.48	3	Low Key					Lectures								
L.49	4	Introduction to Sound					Lectures								
L.50	4	Audio Elements					Lectures								
L.51	4	Video Programmes					Lectures								
L.52	4	Lip Synchronized Sound, Voice Over,					Lectures								
L.53	4	Music, Ambience And Sound Effects					Lectures								
L.54	4	Audio Mixers for Recording					Lectures								
L.55	4	Audio Control					Practicals								
L.56	4	Adjustment in Video Camera					Lectures								

L.57	4	Audio Level					Tutorials								
L.58	4	Audio Channel					Lectures								
L.59	4	In-camera Editing					Practicals								
L.60	4	File Formats					Lectures								

TEXT BOOKS

1. V.BELAVADI,, "1. VIDEO PRODUCTION", OXFORD UNIVERSITY, 2 Ed., 2013, 2 Ed., 2013.
2. MILLERSON,G, "2. THE TECHNIQUE OF TELEVISION PRODUCTION", LONDON,FOCAL PRESS, 4 Ed., 1999.

REFERENCE BOOKS

1. R. DONALD, "FUNDAMENTAL OF TV PRODUCTION", WILEY, 1 Ed., 2000.

BOOK BANK

PROFESSIONAL JOURNAL

1. Jakub kurda, "The dawn of taking TV seriously", SAGE, 15 Vol., (M), 2020.

REF. BOOKS

ELECTRONIC DATABASE

1. ELECRONIC MEDIA, "JOURNALISM, "Journalism , http://www.apastyle.org/elecmedia.html, 2/1/2022.

COMPUTER SOFTWARE

1. ADOBE PHOTOSHOP, "2020, ADOBE .

Ph.D THESIS

1. Electronic media and its impact on the youths, "Sarma Chayanika", Gauhati University, Department of Political Science , 2014.

MONTHLY MAGAZINE

1. ELE TIMES, "MONTHLY", 8Pg., 4 Vol., 8, (M), 2020.

WEEKLY MAGAZINE
1. ELECTRO BITS, "WEEKLY", 7Pg., 14 Vol., 8, (M), 2018.
NEWS PAPER
1. New Era of Television Industry, "HINDUSTAN TIMES ", 5Pg., 6/12/2020.
PAPER PRESENTED

*Lecture/PPT/Case Study/Field Study/Workshop/Seminar/Technical Skill Oriented Program/Enrichment Program/ Assignment/ Group Discussion/Conference /Extension Activities/Industrial Tour/Educational cum industrial Tour etc.
**Tecnia TV/Web links/PPT/NPTEL/MOOCS/Web portal based/On line courses/DELNET/J-GATE/Pro Quest/e-research/National Digital Library/INFLIBINET/Open Contents/CCM/Case Study/Text Book/Reference Book

Note: Every new class should start with quick recap and solving the problem, if any of previous class.
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Class should be student centric such bas experiential learning, participative learning and problem solving approach.

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TECNIA INSTITUTE OF ADVANCED STUDIES

NAAC ACCREDITATED GRADE "A" INSTITUTE

ACADEMIC SESSION 2022-23
LECTURE PLAN

TIAS/AC/2022-23/11

BA(JMC)(Div-A) III SEMESTER (1-Shift)

COURSE CODE: BJMC207	PAPER NAME: Radio Jockeying and News Reading	L	T/P	CREDIT	INT. MARKS	EXT. MARKS
		4	0	4	25	75

PERQUISITE

PROGRAMME OUTCOME

COURSE OUTCOME

COURSE OBJECTIVE

PRE-REQUISITES FOR THE COURSE

The student must be aware about the different formats of radio.Basics about news broadcasting.Basics of speaking voice delivery.

METHOD OF TEACHING

Participative Learning, Problem Solving, Experiential Learning, Flip Class.

COURSE OUTCOME

Students would be able to understand the structure and functioning of the radio FM Channel.Students would be able to create packages of Radio Programs/ News/Features.Students would be knowing the intricacies and technicalities to produce newsStudents should develop skills in handling media equipment.

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	Basics of Radio					Classes					<27-Sep-2022>	30	
L.2	1	Basics of Radio News: Concept of News,					Practicals					<17-Jan-23>	30	
L.3	1	News Values: Objectivity, Balance and Fairness					Practicals					<28-Sep-2022>	30	
L.4	1	News Sources: News agencies Reporters.					Lectures					<29-Sep-2022>	30	

L.5	1	News Sources: Correspondents and Monitoring Services					Lectures					<18-Jan-23>	30	
L.6	1	Structure of News Services Division and News Room					Lectures					<12-Jan-2023>	30	
L.7	1	Functioning of News Services Division and News Room					Lectures					<03-Oct-2022>	30	
L.8	1	Functioning of News Services Division and News Room with examples					Lectures					<04-Oct-2022>	30	
L.9	1	Functioning of FM Radio Stations of Govt. Channels					Lectures					<10-Jan-2023>	30	
L.10	1	Functioning of FM Radio Stations of Govt. Channels with example					Practicals					<04-Jan-2023>	30	
L.11	1	Functioning of FM Radio Stations Private Channels					Lectures					<09-Jan-2023>	30	
L.12	1	Structure of News Services Division					Lectures					<02-Jan-2023>	30	
L.13	1	Functioning of News Services Division					Lectures					<13-Dec-2022>	30	
L.14	1	Functioning of News Room					Lectures					<12-Dec-2022>	30	
L.15	1	Structuring of FM Radio Stations of Govt. Channels					Lectures					<05-Jan-2023>	30	
L.16	1	Structuring of FM Radio Stations Private Channels					Lectures					<11-Jan-2023>	30	
L.17	1	Functioning of FM Radio Stations of Govt. Channels					Practicals					<03-Jan-2023>	30	
L.18	1	Functioning of FM Radio Stations Private Channels					Lectures					<21-Dec-2022>	30	
L.19	2	Writing for Radio					Lectures					<26-Dec-2022>	30	

L.20	2	Writing for Radio script					Practicals					<15-Dec-2022>	30	
L.21	2	Define News Bulletin					Lectures					<08-Dec-2022>	30	
L.22	2	News Bulletin and its Types					Lectures							
L.23	2	characteristic of news bulletin					Lectures							
L.24	2	News Bulletin and its Elements					Lectures							
L.25	2	News writing: Opening,					Practicals							
L.26	2	News wiriting: Headlines					Practicals							
L.27	2	News wiriting: Body					Practicals							
L.28	2	News wiriting: Closing/Conclusion					Practicals							
L.29	2	introduction of Radio Infotainment Programs					Lectures							
L.30	2	Writing for Radio Infotainment Programs					Practicals							
L.31	2	Packaging for Radio Infotainment Programs					Lectures							
L.32	2	Voice Qualiers					Practicals							
L.33	3	Speech Personality					Practicals							
L.34	3	Radio Jockey: Techniques					Lectures							
L.35	3	Radio Jockey: Style					Info Talk							
L.36	1	about News Reader					Practicals							
L.37	3	News Reader: Presentation Techniques					Practicals							
L.38	3	Guidelines for presentation					Lectures							
L.39	3	Code for Presentation					Lectures							

L.40	3	Ethics for Presentation					Lectures							
L.41	4	define radio production					Lectures							
L.42	4	Techniques of Radio Production					Lectures							
L.43	4	Techniques of Radio Production: Studio					Practicals							
L.44	4	Techniques of Radio Production: Location					Practicals							
L.45	4	define techniques					Lectures							
L.46	4	use of hardware techniques					Practicals							
L.47	4	Techniques for Hardware requirements					Lectures							
L.48	4	techniques for Software Requirements					Practicals							
L.49	4	Use of Music					Practicals							
L.50	4	importance of music					Lectures							
L.51	4	Generating Sound Effects					Practicals							
L.52	4	Features					Lectures							
L.53	4	Use of Pre-recorded Features					Practicals							
L.54	4	live Features					Lectures							
L.55	4	use of live features					Practicals							
L.56	4	Emerging stories in radio industry					Lectures							
L.57	4	Emerging stories in radio industry with example					Practicals							
L.58	4	Changing scenario					Lectures							
L.59	4	Changing scenario with example					Practicals							
L.60	4	Revision of all units					Info Talk							
L.61	1	Mock Interviews	Understand: basic concepts	Concept classes			Lectures			unit 1	Oral presentation			

			of Communication											

TEXT BOOKS

REFERENCE BOOKS

BOOK BANK

PROFESSIONAL JOURNAL

REF. BOOKS

ELECTRONIC DATABASE

COMPUTER SOFTWARE

Ph.D THESIS

MONTHLY MAGAZINE

WEEKLY MAGAZINE

NEWS PAPER

PAPER PRESENTED

*Lecture/PPT/Case Study/Field Study/Workshop/Seminar/Technical Skill Oriented Program/Enrichment Program/ Assignment/ Group Discussion/Conference/Extension Activities/Industrial Tour/Educational cum industrial Tour etc.
**Tecnia TV/Web links/PPT/NPTEL/MOOCS/Web portal based/On line courses/DELNET/J-GATE/Pro Quest/e-research/National Digital Library/INFLIBINET/Open

Contents/CCM/Case Study/Text Book/Reference Book

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The class should culminate with the summary of what has been taught during the class.
Class should be student centric such bas experiential learning, participative learning and problem solving approach.

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TECNIA INSTITUTE OF ADVANCED STUDIES

NAAC ACCREDITATED GRADE "A" INSTITUTE

TIAS/AC/2022-23/11

ACADEMIC SESSION 2022-23
LECTURE PLAN

BA(JMC)(Div-A) III SEMESTER (1-Shift)

COURSE CODE: BJMC209	PAPER NAME: Video Editing	L	T/P	CREDIT	INT. MARKS	EXT. MARKS
		4	0	4	25	75

PERQUISITE

PROGRAMME OUTCOME

COURSE OUTCOME

COURSE OBJECTIVE

PRE-REQUISITES FOR THE COURSE

VEDIO EDITING SOFTWAREPRE. PROPROJECTOR

METHOD OF TEACHING

POWER POINT PRESENTATIONFLIP CLASS ROOMPROJECT

COURSE OUTCOME

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	INTRODUCTION OF VIDEO EDITING					Presentation					<23-Nov-22>	28	
L.2	1	BACKGROUND OF VIDEO EDITING					Presentation					<24-Nov-22>	28	
L.3	1	CONCEPT OF VIDEO EDITING					Presentation					<28-Nov-22>	28	
L.4	1	OBJECTIVES OF VIDEO EDITING					Presentation					<29-Nov-22>	28	
L.5	1	IMPORTANCE OF VIDEO EDITING					Presentation					<30-Nov-22>	28	

L.6	1	TYPES OF VIDEO EDITING					Presentation					<1-Dec-22>	28	
L.7	1	LINEAR VIDEO EDITING					Presentation					<6-Dec-22>	28	
L.8	1	NON LINEAR VIDEO EDITING					Presentation					<8-Dec-22>	28	
L.9	1	FEATURES OF VIDEO EDITING					Presentation					<12-Dec-22>	28	
L.10	1	FEATURES OF VIDEO EDITING					Presentation							
L.11	1	INTRODUCTION OF VIDEO EDITING SOFTWARE					Presentation							
L.12	1	INTRODUCTION OF VIDEO EDITING SOFTWARE					Presentation							
L.13	1	RULES OF VIDEO EDITING					Presentation							
L.14	1	ROLE OF VIDEO EDITING					Presentation							
L.15	1	ROLE OF VIDEO EDITOR					Presentation							
L.16	2	ROLE OF VIDEO EDITOR - CONT					Presentation							
L.17	2	INTRODUCTION OF PREMIER PRO SOFTWARE					Presentation							
L.18	2	DIGITAL VIDEO FORMAT					Presentation							
L.19	2	LINEAR VIDEO EDITIND					Presentation							
L.20	2	NON LINEAR VIDEO EDITING					Presentation							
L.21	2	STEPS OF VIDEO EDITING					Presentation							
L.22	2	EQUIPMENT OF VIDEO EDITING					Presentation							
L.23	2	FUNCTIONS OF VIDEO EDITING					Presentation							
L.24	2	EDITING TECHNIQUES					Presentation							
L.25	2	DEFINE VIDEO EDITING CUTS					Presentation							
L.26	1	TYPES OF CUTS					Presentation							

							Presentation							
L.27	1	TRANSITIONS					Presentation							
L.28	1	FINE CUT					Presentation							
L.29	2	ROUGH CUT					Presentation							
L.30	2	INTRODUCTION OF MIXING					Presentation							
L.31	3	INTRODUCTION OF EXPORTING					Presentation							
L.32	3	WHAT IS SOUND					Presentation							
L.33	3	INTRODUCTION OF SOUND DESIGN					Presentation							
L.34	3	CONCEPT OF SOUND DESIGN					Presentation							
L.35	3	TROUBLESHOOTING OF SOUND DESIGN					Presentation							
L.36	3	DIFFERENT TYPES OF TRANSITIONS					Presentation							
L.37	3	EFFECTS OF TRANSITIONS					Presentation							
L.38	3	STYLES OF PACKAGING					Presentation							
L.39	3	ARCHIVING					Presentation							
L.40	3	FILE FORMATS					Presentation							
L.41	3	INTRODUCTION OF MULTI CAMERA EDITING					Presentation							
L.42	3	CONTROL ROOM AND PANEL					Presentation							
L.43	3	USE OF SWITCHER					Presentation							
L.44	3	CONTROL ROOM PANEL CONT					Presentation							
L.45	3	REVISION UNIT 3					Presentation							
L.46	4	DIGITAL VIDEO FORMAT					Presentation							
L.47	4	USE OF SWITCHER					Presentation							
L.48	4	CHROMA					Presentation							

L.49	4	SUPER IMPOSITIONS					Presentation								
L.50	4	MULTI CAMERA ONLINE EDITING					Presentation								
L.51	4	INTRODUCTION OF ONLINE EDITING					Presentation								
L.52	4	CONCEPT OF MULTI CAMERA ONLINE EDITING					Presentation								
L.53	4	PROCESS OF MULTI CAMERA ONLINE EDITING					Presentation								
L.54	4	INTRODUCTION OF LIVE EVENTS					Presentation								
L.55	4	RECORDING OF LIVE EVENTS					Presentation								
L.56	4	EDITING OF LIVE EVENYS					Presentation								
L.57	4	TELECASTING OF LIVE EVENTS					Presentation								
L.58	4	CHANGING SCENARIO OF EDITING					Presentation								
L.59	4	EMERGING TRENDS IN VIDEO EDITING					Presentation								
L.60	4	EMERGING TRENDS IN MULTI CAMERA VIDEO EDITING					Presentation								

TEXT BOOKS

1. Artz, L., &Kamalipour, Y. R, "PRODUCTION IN MEDIA", State University of New York Press, 3 Ed., 2021.

REFERENCE BOOKS

1. Audrey Bennett, "VIDEO EDITING", SAGAR PUBLICATION, 3 Ed., 2021.

BOOK BANK

PROFESSIONAL JOURNAL

1. Artz, L., &Kamalipour, Y. R, "ART AND PRODUCTION", The Rise of Research in Graphics Design, 2 Vol., 4 (M), 2019.

REF. BOOKS

1. Audrey Bennett, "ART AND PRODUCTION", SAGAR PUBLICATION, 2 Ed., 2019.

ELECTRONIC DATABASE

1. Research in EDITING , "Dept. of Computer Science, https://centaur.reading.ac.uk/71369/, 11/7/2022.

COMPUTER SOFTWARE

1. PRE PRO, "2017, ADOBE.

Ph.D THESIS

1. Art and Design, "Vishal", Sardar Patel University, Dept. of Computer Science , 2012.

MONTHLY MAGAZINE

1. VIDEO EDITING, "Creative Review", 4Pg., 4 Vol., 3, 2 (M), 2019.

WEEKLY MAGAZINE

1. Theory and Research in Graphics Design, "DESIGN AND GRAPHICS", 3Pg., 11 Vol., 3, 2 (M), 2016.

NEWS PAPER

1. VIDEO EDITING, "Artistic", 4Pg., 1/4/2017.

PAPER PRESENTED

1. ART AND PRODUCTION, "Seminar", Vishal, sardar Patel University , 11/7/2022.

*Lecture/PPT/Case Study/Field Study/Workshop/Seminar/Technical Skill Oriented Program/Enrichment Program/ Assignment/ Group Discussion/Conference/Extension Activities/Industrial Tour/Educational cum industrial Tour etc.
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TIAS/AC/2022-23/11

ACADEMIC SESSION 2022-23
LECTURE PLAN

BA(JMC)(Div-A) III SEMESTER (1-Shift)

		L	T/P	CREDIT	INT. MARKS	EXT. MARKS
COURSE CODE: BJMC251	**PAPER NAME: Radio Production LAB**	0	0	4	40	60

PERQUISITE

PROGRAMME OUTCOME

COURSE OUTCOME

COURSE OBJECTIVE

On completion of this course, the student should be able to:
distinguish and differentiate between various radio programme formats
demonstrate proficiency of skills in production of a radio programme

PRE-REQUISITES FOR THE COURSE

The learner should have basics knowledge of Radio Production

METHOD OF TEACHING

Practical
Assignments for Production

COURSE OUTCOME

After completing the students will have knowledge of Radio Programmes, Production Software and Editing of Various Radio Programmes

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	Listen, identify and discuss various radio programme formats					Practicals							
L.2	1	Listen, identify and discuss various radio programme formats					Practicals							

L.3	1	Listen, identify and discuss various radio programme formats					Practicals							
L.4	1	Listen, identify and discuss various radio programme formats					Practicals							
L.5	1	Listen, identify and discuss various radio programme formats					Practicals							
L.6	1	Listen, identify and discuss various radio programme formats					Practicals							
L.7	1	Listen, identify and discuss various radio programme formats					Practicals							
L.8	1	Work on studio recording and edit using digital audio equipment					Practicals							
L.9	1	Work on studio recording and edit using digital audio equipment					Practicals							
L.10	1	Work on studio recording and edit using digital audio equipment					Practicals							
L.11	1	Work on studio recording and edit using digital audio equipment					Practicals							
L.12	1	Work on studio recording and edit using digital audio equipment					Practicals							
L.13	1	Work on studio recording and edit using digital audio equipment					Practicals							
L.14	1	Work on studio recording and edit using digital audio equipment					Practicals							
L.15	2	Work on Outdoor recordings: Vox-Pop/Interview					Practicals							

L.16	2	Work on Outdoor recordings: Vox-Pop/Interview					Practicals								
L.17	2	Work on Outdoor recordings: Vox-Pop/Interview					Practicals								
L.18	2	Work on Outdoor recordings: Vox-Pop/Interview					Practicals								
L.19	2	Work on Outdoor recordings: Vox-Pop/Interview					Practicals								
L.20	2	Work on Outdoor recordings: Vox-Pop/Interview					Practicals								
L.21	2	Work on Outdoor recordings: Vox-Pop/Interview					Practicals								
L.22	2	Work on Outdoor recordings: Vox-Pop/Interview					Practicals								
L.23	2	Prepare a production book including: Audio brief, Synopsis, Crew list, Treatment etc.					Practicals								
L.24	2	Prepare a production book including: Audio brief, Synopsis, Crew list, Treatment etc.					Practicals								
L.25	2	Prepare a production book including: Audio brief, Synopsis, Crew list, Treatment etc.					Practicals								
L.26	2	Prepare a production book including: Audio brief, Synopsis, Crew list, Treatment etc.					Practicals								
L.27	2	Prepare a production book including: Audio brief, Synopsis, Crew list, Treatment etc.					Practicals								

L.28	2	Prepare a production book including: Audio brief, Synopsis, Crew list, Treatment etc.				Practicals								
L.29	2	Prepare a production book including: Audio brief, Synopsis, Crew list, Treatment etc.				Practicals								
L.30	3	Produce a 30 sec. public service announcement/radio commercial				Practicals								
L.31	3	Produce a 30 sec. public service announcement/radio commercial				Practicals								
L.32	3	Produce a 30 sec. public service announcement/radio commercial				Practicals								
L.33	3	Produce a 30 sec. public service announcement/radio commercial				Practicals								
L.34	3	Produce a 30 sec. public service announcement/radio commercial				Practicals								
L.35	3	Produce a 30 sec. public service announcement/radio commercial				Practicals								
L.36	3	Produce a 30 sec. public service announcement/radio commercial				Practicals								
L.37	3	Produce a 30 sec. public service announcement/radio commercial				Practicals								
L.38	3	Produce a 30 sec. public service announcement/radio commercial				Practicals								

L.39	3	Produce a 30 sec. public service announcement/radio commercial					Practicals								
L.40	4	Produce a five minute radio news/documentary /feature/drama /interview /discussion					Practicals								
L.41	4	Produce a five minute radio news/documentary /feature/drama /interview /discussion					Practicals								
L.42	3	Produce a five minute radio news/documentary /feature/drama /interview /discussion					Practicals								
L.43	4	Produce a five minute radio news/documentary /feature/drama /interview /discussion					Practicals								
L.44	4	Produce a five minute radio news/documentary /feature/drama /interview /discussion					Practicals								
L.45	4	Produce a five minute radio news/documentary /feature/drama /interview /discussion					Practicals								

TEXT BOOKS

1. Chantler, P., & Stewart, P, "Basic Radio Journalism", Amsterdam: Focal Press, 1 Ed., 2003.

REFERENCE BOOKS

BOOK BANK	
PROFESSIONAL JOURNAL	
REF. BOOKS	
ELECTRONIC DATABASE	
COMPUTER SOFTWARE	
Ph.D THESIS	
MONTHLY MAGAZINE	
WEEKLY MAGAZINE	
NEWS PAPER	
PAPER PRESENTED	

*Lecture/PPT/Case Study/Field Study/Workshop/Seminar/Technical Skill Oriented Program/Enrichment Program/ Assignment/ Group Discussion/Conference/Extension Activities/Industrial Tour/Educational cum industrial Tour etc.
**Tecnia TV/Web links/PPT/NPTEL/MOOCS/Web portal based/On line courses/DELNET/J-GATE/Pro Quest/e-research/National Digital Library/INFLIBINET/Open Contents/CCM/Case Study/Text Book/Reference Book

Note: Every new class should start with quick recap and solving the problem, if any of previous class.
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TECNIA INSTITUTE OF ADVANCED STUDIES

NAAC ACCREDITATED GRADE "A" INSTITUTE

TIAS/AC/2022-23/11

ACADEMIC SESSION 2022-23
LECTURE PLAN

BA(JMC)(Div-A) III SEMESTER (1-Shift)

COURSE CODE: BJMC253	PAPER NAME: Video Production LAB	L	T/P	CREDIT	INT. MARKS	EXT. MARKS
		0	4	4	40	60

PERQUISITE
PROGRAMME OUTCOME
COURSE OUTCOME
COURSE OBJECTIVE
PRE-REQUISITES FOR THE COURSE
METHOD OF TEACHING
COURSE OUTCOME

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	STEPS TO USE VIDEO CAMERA					Lectures							
L.2	1	PRACTICAL ON VIDEO CAMERA					Lectures							
L.3	1	THE PRACTICE OF FOCUS					Lectures					<14-Jan-2023>	75	
L.4	1	THE PRACTICE OF DEPTH OF FIELD					Lectures					<12-Jan-2023>	75	
L.5	1	THE PRACTICE OF SHIFT FOCUS					Lectures					<09-Jan-2023>	75	

L.6	1	PRACTICE OF APERTURE					Lectures							
L.7	1	THE PRACTICE OF SUTTER SPEED					Lectures							
L.8	1	THE PRACTICE OF SHUTTER SPEED AND ITS RELATION TO EXPOSURE					Lectures							
L.9	1	DEMOSTRATION OF WHITE BALANCE					Lectures							
L.10	1	DEMOSTRATION OF WHITE BALANCE					Lectures							
L.11	1	THE PRATICE OF WHITE BALANCE					Lectures							
L.12	1	DEMONSTRATION OF LENSES					Lectures							
L.13	1	PRACTICE OF LENSES					Lectures							
L.14	1	DEMONSTRATION OF FILTERS					Lectures							
L.15	1	PRACTICE OF FILTERS					Lectures							
L.16	2	USE OF MENU AND ITS OPTIONS					Lectures							
L.17	1	PRACTICE OF MENU AND ITS OPTIONS					Lectures							
L.18	1	PRACTICE OF MENU AND ITS OPTIONS					Lectures							
L.19	2	THE PRACTICE OF HANDLING TRIPOD					Lectures							
L.20	2	THE PRACTICES OF DIFFERENT CAMERA MOVEMENTS USING A TRIPOD					Lectures							
L.21	2	THE PRACTICES OF DIFFRENT CAMERA					Lectures							

	MOVEMETNS USING OTHER MOVEMNETS EQUIPMENT														
L.22	2	THE PRACTICES OF DIFFRENT CAMERA MOVEMETNS USING OTHER MOVEMNETS EQUIPMENT					Lectures								
L.23	1	DEMONSTRATIO OF VARIOUS FRAME COMPOSITIONS					Lectures								
L.24	2	PRACTICE OF VARIOUS FRAME COMPOSITIONS					Lectures								
L.25	2	DEMONSTRATION OF MAINTAIN VARIOUS FRAME COMPOSITIONS RULES					Lectures								
L.26	2	PRACTICE ON MAINTAINING VARIOUS FRAME COMPOSTIONS					Lectures								
L.27	1	DEMONSTRATION OF DIFFERENT COMPOSITIONS					Lectures								
L.28	2	DEMONSTRATION OF DIFFERENT COMPOSITIONS					Lectures								
L.29	3	PRACITICE OF COMPOSTING DIFFERENT ANGLES					Lectures								
L.30	3	PRACTICE OF COMPOSTING DIFFERENT DIFFERNT SHOTS					Lectures								
L.31	3	PRACTICE OF COMPOSING DIFFERENT ANGLES					Lectures								

L.32	3	PRACTICE OF COMPOSING DIFFERENT ANGLES					Lectures								
L.33	3	DEMONSTRATON OF VARIOUS STUDIO LIGHTS AND EQUIPMENT PRACTICALS					Lectures								
L.34	3	PRACTICE OF VARIOUS STUDIO LIGHT AND EQUIPMENT					Lectures								
L.35	3	PRACTICE OF VARIOUS STUDIO LIGHT AND EQUIPMENT					Lectures								
L.36	3	USE OF SHOOTING LIGHT FOR FILM					Lectures								
L.37	3	USE OF SHOOTING LIGHT FOR NEWS STUDIO					Lectures								
L.38	3	DEMONSTRATIO OF DIFFERENT LIGHTING TECHNIQUES					Lectures								
L.39	3	THE PRACTICE OF LIGHTING TECHNIQUES					Lectures								
L.40	3	THE PRACTICE OF LIGHTING TECHNIQUES					Lectures								
L.41	3	DEMONSTRATION DIFFERENT CUTTERS GELS AND DIFFUSERS					Lectures								
L.42	3	THE PRACTIC OF DIFFERNT CUTTERS GELS AND DIFFUSRES					Lectures								
L.43	3	OUTDOOR LIGHTING TECHNIQUES					Lectures								

L.44	4	USE OF REFLECTOS					Lectures							
L.45	4	DEMONSTRATION OF SOUND RECORDING ITS CONTROL AND ELEMENTS OF SOUND DESIGN					Lectures							
L.46	4	PRACTICE OF SOUND RECORDING ITS CONTROLS AND ELEMENTS OF SOUND DESIGN					Lectures							
L.47	4	PRACTICE ON DIFFERENT SOUND RECORDINGS EQUIPMENT - LAPEL CODDLES AND BOOM ON VARIOUS LOCATIONS AND SITUATIONS					Lectures							
L.48	4	PRACTICE ON DIFFERENT SOUND RECORDINGS EQUIPMENT - LAPEL CODDLES AND BOOM ON VARIOUS LOCATIONS AND SITUATIONS					Lectures							

TEXT BOOKS

REFERENCE BOOKS

BOOK BANK

PROFESSIONAL JOURNAL

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TECNIA INSTITUTE OF ADVANCED STUDIES

NAAC ACCREDITATED GRADE "A" INSTITUTE

TIAS/AC/2022-23/11

ACADEMIC SESSION 2022-23
LECTURE PLAN

BA(JMC)(Div-A) III SEMESTER (1-Shift)

COURSE CODE: BJMC257	PAPER NAME: Radio Jockeying and News Reading LAB	L	T/P	CREDIT	INT. MARKS	EXT. MARKS
		0	4	4	40	60

PERQUISITE

PROGRAMME OUTCOME

COURSE OUTCOME

COURSE OBJECTIVE

PRE-REQUISITES FOR THE COURSE

write and present a script for radio newsprepare news packagedemonstrate proficiency of skills in managing radio programmes transmission as a radio jockey

METHOD OF TEACHING

PPT PresentationSpeaking PracticeVoice Modulation ExcerciseLanguage Command Practice

COURSE OUTCOME

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	Define News Bulletin	Students would be able to understand News Bulletins		GROUP DISCUSSION		Concept Classes				Project work			
L.2	1	Define News Bulletin	Students would be able to understand News Bulletins		Concept classes		Concept Classes				Project work			
L.3	1	Practice of News Bulletins	Students would be able to understand		ORAL PRESENTATION		Group Discussion				Project work	<14-Jan-2023>	30	

			essential elments of news reading										
L.4	1	Practice of News Bulletins	Students would be able to understand essential elments of news reading		ORAL PRESENTATION		Group Discussion					<13-Jan-2023>	30
L.5	1	Practice of News Bulletins	Students would be able to understand essential elments of news reading		ORAL PRESENTATION		Practicals					<12-Jan-2023>	30
L.6	1	Practice of News Bulletins	Students would be able to understand essential elments of news reading		ORAL PRESENTATION		Practicals					<11-Jan-2023>	30
L.7	1	Practice of News Bulletins	Students would be able to understand essential elments of news reading		ORAL PRESENTATION		Practicals					<20-Jan-23>	30
L.8	1	Pratice of News Scripting	Students would be able to create News Bulletin Script		Concept classes		Practicals					<30-Sep-2022>	30
L.9	1	Pratice of News Scripting	Students would be able to create News Bulletin Script		Concept classes		Practicals					<02-Dec-2022>	30
L.10	1	Pratice of News Scripting	Students would be able to create News Bulletin Script		GROUP DISCUSSION		Practicals					<06-Jan-2023>	30
L.11	1	Pratice of News Scripting	Students would be able to create News Bulletin Script		GROUP DISCUSSION		Group Discussion				Oral presentation	<07-Jan-2023>	30
L.12	1	Practice of News Scripting	Students would be able to create News Bulletin Script		GROUP DISCUSSION		Practicals					<08-Dec-2022>	30

L.13	1	Pratice of News Scripting	Students would be able to create News Bulletin Script		GROUP DISCUSSION		Lectures				<01-Dec-2022>	30	
L.14	1	Recording of a News Bulletin	Students would be able to create News Bulletin		GROUP DISCUSSION		Practicals			Project work	<21-Dec-2022>	30	
L.15	1	Recording of a News Bulletin	Students would be able to create News Bulletin		GROUP DISCUSSION		Practicals				<05-Jan-2023>	30	
L.16	1	Recording of a News Bulletin	Students would be able to create News Bulletin		GROUP DISCUSSION		Practicals			Project work	<04-Jan-2023>	30	
L.17	1	Recording of a News Bulletin	Students would be able to create News Bulletin Script		GROUP DISCUSSION		Practicals			Project work	<19-Nov-2022>	30	
L.18	1	Editing of News Bulletins	Students would be able to develop editing skills		GROUP DISCUSSION		Practicals			Project work	<09-Dec-2022>	30	
L.19	1	Editing of News Bulletins	Students would be able to develop editing skills		DISCUSSION		Practicals			Project work	<15-Dec-2022>	30	
L.20	1	Editing of News Bulletins	Students would be able to develop editing skills		DISCUSSION		Practicals			Project work			
L.21	1	Editing of News Bulletins	Students would be able to develop editing skills		DISCUSSION		Practicals			Project work			
L.22	1	Preparing News Package	Students would be able to create News Package		GROUP DISCUSSION		Practicals			Project work			
L.23	1	Preparing News Package	Students would be able to develop editing skills and presentaion skills		GROUP DISCUSSION		Practicals			Project work			
L.24	1	Preparing News Package	Students would be able to develop editing skills and presentaion		GROUP DISCUSSION		Practicals			Project work			

			skills											
L.25	1	Preparing News Package	Students would be able to develop editing skills and presentaion skills		GROUP DISCUSSION		Practicals			Project work				
L.26	1	Preparing News Package	Students would be able to develop editing skills and presentaion skills		GROUP DISCUSSION		Practicals			Project work				
L.27	1	Scripting for radio entertainment show	Students would be able to create Scripting for radio entertainment show		GROUP DISCUSSION		Practicals			Project work				
L.28	1	Scripting for radio entertainment show	Students would be able to create Scripting for radio entertainment show		GROUP DISCUSSION		Practicals			Project work				
L.29	1	Scripting for radio entertainment show	Students would be able to create Scripting for radio entertainment show		GROUP DISCUSSION		Practicals							
L.30	1	Scripting for radio entertainment show	Students would be able to create Scripting for radio entertainment show		GROUP DISCUSSION		Practicals			Project work				
L.31	1	Practice of Voice Modulation for radio entertainment show	Students would be able to develop Voice Modulation skillls for radio entertainment show		GROUP DISCUSSION		Practicals			Project work				
L.32	1	Practice of Voice Modulation	Students would be able to develop Voice		DISCUSSION		Practicals							

			Modulation skillls for radio entertainment show												
		for radio entertainment show													
L.33	1	Practice of Voice Modulation for radio entertainment show	Students would be able to develop Voice Modulation skillls for radio entertainment show		DISCUSSION		Practicals				Project work				
L.34	1	Practice of Voice Modulation for radio entertainment show	Students would be able to develop Voice Modulation skillls for radio entertainment show		GROUP DISCUSSION		Practicals								
L.35	1	Practice of Voice Modulation for radio entertainment show	Students would be able to develop Voice Modulation skillls for radio entertainment show		GROUP DISCUSSION		Practicals				Project work				
L.36	1	Identifying right music for right infortainment programmme	Students would be able to develop right music for right infortainment programmme		GROUP DISCUSSION		Practicals				Project work				
L.37	1	Identifying right music for right infortainment programmme	Students would be able to develop right music for right infortainment programmme		DISCUSSION		Practicals				Project work				
L.38	1	Identifying right music for right infortainment programmme	Students would be able to develop right music for right infortainment programmme		GROUP DISCUSSION		Practicals				Project work				
L.39	1	Editing of Radio Infortainment Program	Students would be able to develop editing skills		DISCUSSION		Practicals				Project work				

L.40	1	Editing of Radio Infortainment Program	Editing of Radio Infortainment ProgramStudents would be able to develop editing skills		DISCUSSION		Practicals							
L.41	1	Editing of Radio Infortainment Program	Editing of Radio Infortainment Program Students would be able to develop editing skills		ORAL PRESENTATION		Practicals				Project work			
L.42	1	Editing of Radio Infortainment Program	Editing of Radio Infortainment Program Students would be able to develop editing skills		DISCUSSION		Practicals				Project work			
L.43	1	Editing of Radio Infortainment Program	Editing of Radio Infortainment Program Students would be able to develop editing skills		GROUP DISCUSSION		Practicals				Project work			
L.44	1	Editing of Radio Infortainment Program	Students would be able to develop editing skills		DISCUSSION		Practicals				Project work			
L.45	1	Editing of Radio Infortainment Program	Students would be able to develop editing skills		DISCUSSION		Practicals				Project work			

TEXT BOOKS

REFERENCE BOOKS

BOOK BANK

PROFESSIONAL JOURNAL

REF. BOOKS		
ELECTRONIC DATABASE		
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	TECNIA INSTITUTE OF ADVANCED STUDIES	
	NAAC ACCREDITATED GRADE "A" INSTITUTE	**TIAS/AC/2021-22/11**
	ACADEMIC SESSION 2021-22 **LECTURE PLAN**	

BA(JMC)(Div-B) III SEMESTER (1-Shift)

		L	T/P	CREDIT	INT. MARKS	EXT. MARKS
COURSE CODE: BJMC259	**PAPER NAME: Video Editing LAB**	0	4	4	40	60

PERQUISITE

PROGRAMME OUTCOME

COURSE OUTCOME

COURSE OBJECTIVE

On completion of this course, the student should be able to:
demonstrate proficiency of skills in offline and online video editing

PRE-REQUISITES FOR THE COURSE

Basic understanding of Video editing.
Understanding about Video Terminology and Audio Terminology.
Basic understanding about Linear editing and nonlinear editing.

METHOD OF TEACHING

Lectures, Practical Demo
Interactive Sessions
Discussion through examples
PPT

COURSE OUTCOME

Students would be able to understand the role of Video Editing and able to Edit videos.
They would be aware of Video editing tools and Techniques.
They would be able to understand Video Terminology and Audio Terminology.
Students would be able to understand Premier pro software.

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	Introduction of Video Editing					Lectures					<16-Aug-2021>	67	
L.2	1	Introduction of Video Editing Software					Lectures					<17-Aug-21>	67	
L.3	1	Practical Aspects of Video Editing Software					Lectures					<18-Aug-21>	67	
L.4	1	Adobe Premiere Pro					Tutorials					<23-Aug-21>	67	
L.5	1	What is Video					Lectures					<24-Aug-21>	67	
L.6	1	Time Line					Lectures					<26-Aug-21>	37	
L.7	1	Source of the Video					Lectures					<1-Sep-21>	37	
L.8	1	Program Window					Practicals					<2-Sep-21>	37	
L.9	1	Transitions					Practicals					<6-Sep-21>	37	
L.10	1	Project Window					Tutorials					<31-Aug-2021>	37	
L.11	1	interface					Tutorials					<25-Aug-2021>	37	
L.12	2	How to Import media files					Practicals					<07-Sep-2021>	37	
L.13	2	Codec and how to convert non supporting files					Lectures					<08-Sep-2021>	37	
L.14	2	Rough Cut and Fine cut					Practicals					<09-Sep-2021>	37	
L.15	2	Audio Adjusting work					Lectures					<13-Sep-21>	37	

L.16	2	Class Assignment					Assignments				<14-Sep-21><15-Sep-21><16-Sep-2021>	37	
L.17	2	Chroma Keying					Practicals				<20-Sep-21>	37	
L.18	2	Mixing song and creating film trailer					Practicals				<21-Sep-21>	37	
L.19	2	Performing types of edits (ripple, trim, slip) and application of markers					Practicals				<22-Sep-21>	37	
L.20	2	Class Assignment					Presentation				<23-Sep-21><27-Sep-21>	37	
L.21	2	Title animation using key frames					Practicals				<28-Sep-21>	37	
L.22	2	Title animation using key frames					Practicals				<29-Sep-21>	37	
L.23	2	Students Assignment					Practicals				<30-Sep-21>	37	
L.24	2	Performing Multicam Editing continue					Tutorials				<11-Oct-21>	37	
L.25	3	Performing Multicam Editing continue					Practicals				<12-Oct-21>	37	
L.26	3	Revision					Practicals				<21-Oct-21>	37	
L.27	3	Performing keying techniques on green screen					Practicals				<27-Oct-21><25-Oct-2021>	37	
L.28	3	Performing keying techniques on blue					Practicals				<28-Oct-21><1-Nov-21>	37	

		screen												
L.29	3	Students Assignment					Practicals					<2-Nov-21>	37	
L.30	3	Class Assignment					Lectures					<11-Nov-21>	37	
L.31	3	Creating News broadcasting Layouts (Lower third titles, Frames, Ticker, sting, transition, teaser) continue					Practicals					<17-Nov-21>	37	
L.32	3	Creating News broadcasting Layouts (Lower third titles, Frames, Ticker, sting, transition, teaser) continue					Practicals							
L.33	3	Creating News broadcasting Layouts (Lower third titles, Frames, Ticker, sting, transition, teaser)					Practicals							
L.34	3	Students Assignment					Practicals							
L.35	3	Performing application of Audio transition, Track mixing using Mixer, Pitch shifter					Practicals							

		and reverb effects Continue														
L.36	3	Performing application of Audio transition, Track mixing using Mixer, Pitch shifter and reverb effects				Practicals										
L.37	4	Students Assignment				Practicals										
L.38	4	Theory of audio, Interface of Adobe Audition				Practicals										
L.39	4	Theory of audio, Interface of Adobe Audition				Practicals										
L.40	4	Students Assignment				Practicals										
L.41	4	Final assignment Submission				Assignments										
L.42	4	Final assignment Submission				Assignments										
L.43	4	Final assignment Submission				Assignments										
L.44	4	Final assignment Submission				Assignments										
L.45	4	Final assignment Submission				Assignments										

TEXT BOOKS

1. Jago Maxim, "Adobe Premiere Pro CC", Adobe Press, 1 Ed., 2019.

REFERENCE BOOKS

BOOK BANK

PROFESSIONAL JOURNAL

REF. BOOKS

ELECTRONIC DATABASE

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TIAS/AC/2022-23/11

ACADEMIC SESSION 2022-23
LECTURE PLAN

BA(JMC)(Div-A) V SEMESTER (1-Shift)

COURSE CODE: BJMC301	PAPER NAME: Basic of New Media	L	T/P	CREDIT	INT. MARKS	EXT. MARKS
		4	0	4	25	75

PERQUISITE

PROGRAMME OUTCOME

COURSE OUTCOME

COURSE OBJECTIVE

- Describe New Media technology for mass communication
- Explain the use of online discussion forums keeping in mind
cyber law and ethics
- Understand the applications of New Media
Utilize knowledge gained to design and manage a website

PRE-REQUISITES FOR THE COURSE

- Knowledge about New Media its Application
- Skills development in Online Journalism
- Meticulous Practices of Cyber Laws Ethics
- Updated about present scenario of Social Media
- Multimedia Presentation Skills
- Practical study on Web Content Design Evaluation

METHOD OF TEACHING

-Lectures using ICT Tools (Web Design Softwares, Multimedia
Presentation, Power-Point Presentation, Recorded Lectures)

- Experiential learning/practical learning

- Analysis of different pages in respect to different beats of Online Journalism.

- Discussions, Case Studies
- Topic-wise Interaction
- Discussion on cyber laws and media ethics
- Debate-on contemporary topics
- Activity on what??
- Comparison of Web Content Design Evaluation
- Quiz

- Industry visits

COURSE OUTCOME

- Learners would have an understanding of the basic concept and
approach of New Media and Online Communication.
- Learners would have the basic understanding related to Online
Journalism, Cyber Law and Ethics to imbibe professionalism.
- Learners would have the basic etiquettes of social media
appearance.
- Learners would have the basic understanding of New Media Issues
and Application along with the Media convergence.
- Learners would be able to design and evaluate Web Content along
with the Website Audience Measurement.

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	Online communication					Lectures					<28-Sep-2022> <29-Sep-2022>	60	
L.2	1	Historical background of New Media					Lectures							
L.3	1	New Media and its democratic nature					Lectures					<30-Sep-2022>	60	
L.4	1	Evolution of online medium					Lectures					<05-Oct-2022>	60	
L.5	1	Web 1.0 to Web 3.0					Lectures					<06-Oct-2022>	60	
L.6	1	Communication technology and its impact on society					Classes							
L.7	1	Different attributes of online					Group Discussion							

		communication													
L.8	1	Discussion on changes adopted due to online communication					Lectures								
L.9	1	Video conferencing and multiple aspects related to it					Tutorials								
L.10	1	Webcasting and its significance					Lectures								
L.11	1	Podcasting and its importance in recent times					Concept Classes								
L.12	1	Revision of 1st unit					Lectures								
L.13	2	Traditional journalism					Lectures								
L.14	2	Pen-less/paperless journalism					Lectures								
L.15	2	Traditional vs Pen-less/paperless journalism					Classes								
L.16	2	news and content presentation					Tutorials								
L.17	2	Reporting for e-papers websites and news portals					Info Talk								
L.18	2	Dos and Donts for reporting for e-papers, websites and news portals					Quizs								
L.19	2	Editing for e-papers					Lectures								

		websites and news portals															
L.20	2	Dos and Donts for editing for e-papers, websites and news portals					Tutorials										
L.21	2	Cyber crime					Lectures										
L.22	2	Cases related to cyber crime					Presentation										
L.23	2	Cyber security					Lectures										
L.24	2	need of Cyber security					Lectures										
L.25	2	IT Act 2000					Classes										
L.26	2	Ethics and limitations related to IT Act					Tutorials										
L.27	2	Piracy					Lectures										
L.28	2	copyright					Concept Classes										
L.29	2	Copyleft					Lectures										
L.30	2	open source					Lectures										
L.31	2	digital archives					Classes										
L.32	2	revision of 2nd unit					Lectures										
L.33	3	Concept of digital divide					Tutorials										
L.34	3	Information society					Lectures										
L.35	3	Information society and changing trends					Concept Classes										
L.36	3	ICT					Lectures										
L.37	3	application of ICT					Tutorials										
L.38	3	E governance					Lectures										
L.39	3	Media convergence					Lectures										
L.40	3	Impact of convergence on					Concept Classes										

		society as well as on industry													
L.41	3	convergence and its types					Lectures								
L.42	3	Electronic commerce					Debate								
L.43	3	Mobile commerce					Lectures								
L.44	3	Synergy between Electronic and Mobile commerce					Concept Classes								
L.45	3	Discussion on Social Media Platforms					Group Discussion								
L.46	3	Importance and usage of Social Media Platforms					Info Talk								
L.47	3	Social Media writing and content development					Classes								
L.48	3	revision of 3rd unit					Classes								
L.49	4	Website planning					Lectures								
L.50	4	Fundamental steps of website planning					Lectures								
L.51	4	Visual design					Tutorials								
L.52	4	Audience analysis					Lectures								
L.53	4	Extension lecture on audience analysis					Extension Lecture								
L.54	4	Strategy to improve content					Concept Classes								
L.55	4	How to create more impact as					Lectures								

		a content strategist														
L.56	4	Discussion on search engine optimization					Group Discussion									
L.57	4	Extension lecture on search engine optimization					Extension Lecture									
L.58	4	Website audience measurement					Field Play									
L.59	4	Revision of 4th unit					Lectures									
L.60	4	revision of whole syllabus					Classes									

TEXT BOOKS

1. Sekhar, Pulugurta Chandra, (2014) New Media: The Virtual Media, Vol 1, , "New Media: The Virtual Media", B.R. Publishing Corporations, 1 Ed., 2014.
2. Schiller, J, "Mobiele Communication", Amsterdam: Pearson Education, 1 Ed., 2005.

REFERENCE BOOKS

1. Barker, M. S., Barker, D., Bormann, N. F., &Neher, K, "ocial Media Marketing: A Strategic Approach. Mason,", OH: South-Western Cengage Learning., 1 Ed., 2013.
2. Martin, P., & Erickson, T. (2011)., " Social media marketing. New Delhi", New Delhi: Global Vision Publishing House, 1 Ed., 2011.
3. D. Satish & Rajesh Prabhakar Kaila, "Blogs: Emerging Communication Media,", The ICFAI University Press, 1 Ed., 2006.
4. Mishra , R.C, "Cyber Crime: Impacts in the New Millennium,", Author Press, 1 Ed., 2008.

BOOK BANK

PROFESSIONAL JOURNAL

REF. BOOKS

ELECTRONIC DATABASE

COMPUTER SOFTWARE

Ph.D THESIS		
MONTHLY MAGAZINE		
WEEKLY MAGAZINE		
NEWS PAPER		
PAPER PRESENTED		

*Lecture/PPT/Case Study/Field Study/Workshop/Seminar/Technical Skill Oriented Program/Enrichment Program/ Assignment/ Group Discussion/Conference/Extension Activities/Industrial Tour/Educational cum industrial Tour etc.
**Tecnia TV/Web links/PPT/NPTEL/MOOCS/Web portal based/On line courses/DELNET/J-GATE/Pro Quest/e-research/National Digital Library/INFLIBINET/Open Contents/CCM/Case Study/Text Book/Reference Book

Note: Every new class should start with quick recap and solving the problem, if any of previous class.
The class should culminate with the summary of what has been taught during the class.
Class should be student centric such bas experiential learning, participative learning and problem solving approach.

Prepared By   **Checked By**   **Verified By**

	TECNIA INSTITUTE OF ADVANCED STUDIES	
	NAAC ACCREDITATED GRADE "A" INSTITUTE	**TIAS/AC/2022-23/11**
	ACADEMIC SESSION 2022-23 **LECTURE PLAN**	

BA(JMC)(Div-A) V SEMESTER (2-Shift)

COURSE CODE: BJMC303	PAPER NAME: Media Research	L	T/P	CREDIT	INT. MARKS	EXT. MARKS
		4	0	4	25	75

PERQUISITE

PROGRAMME OUTCOME

COURSE OUTCOME

COURSE OBJECTIVE

PRE-REQUISITES FOR THE COURSE

METHOD OF TEACHING

Teaching method will be based on Primary Lectures, PPT Presentation, Video Lectures, Illustrations, Charts and Assignments.They will be sent outside for study the problems and issues on which they can do practice for media research in form of writing research articles and research papers.

COURSE OUTCOME

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	Research meaning definitions and objectives	Students would be able to understand the basic concept of research and identify Research Problem		DISCUSSION		Lectures	SMART BOARD/PPT			Assignment	<28-Sep-2022>	60	
L.2	1	Research meaning definitions and objectives 1	Students would be able to understand the concept and Objectives of research		DISCUSSION		Extension Lecture	SMART BOARD/PPT		Research Methodology Basic	Assignment	<30-Sep-2022>	60	
L.3	1	Types of Research	Students would understand the different types of Research		DISCUSSION		Lectures	SMART BOARD/PPT		Research Methodology Basic	Assignment	<05-Oct-2022>	60	
L.4	1	Types of Research 1	Students would understand the different types of Research	TUTORIAL	DISCUSSION		Tutorials	SMART BOARD/PPT		Research Methodology Basic	Assignment	<03-Oct-2022>	60	
L.5	1	Types of Research 2	Students would understand the different types of Research	TUTORIAL	DISCUSSION		Lectures	SMART BOARD/PPT		Notes 2	Assignment	<10-Oct-2022>	60	

L.6	1	Types of Research 3	Students would understand the different types of Research	TUTORIAL	DISCUSSION		Group Discussion	SMART BOARD/PPT		Notes 2	Assignment	<14-Oct-2022>	60
L.7	1	Approaches to Research: Qualitative and Quantitative	Students would understand the Research approach	TUTORIAL	DISCUSSION		Presentation	SMART BOARD/PPT		Notes 2	Assignment	<15-Oct-2022>	60
L.8	1	Approaches to Research: Qualitative and Quantitative1	Students would understand the Qualitative Research approach		DISCUSSION		Guest Lecture	SMART BOARD/PPT		Notes 2	Assignment	<17-Oct-2022>	60
L.9	1	Approaches to Research: Qualitative and Quantitative 2	Students would understand the Quantitative Research approach	PRESENTATION			Group Discussion	SMART BOARD/PPT		Research Methodology Basic	Assignment	<19-Oct-2022>	60
L.10	1	Media research meaning and scope	Students would learn about the concept of Media Research	PRESENTATION	DISCUSSION		Presentation	SMART BOARD/PPT		Media Research Notes New	Assignment	<21-Oct-2022>	60
L.11	1	Media research meaning and scope1	Students would learn about the scope of Media Research		DISCUSSION		Lectures	SMART BOARD/PPT		Research Methodology Basic	Assignment	<22-Oct-2022>	60
L.12	1	Approaches to Research: Explorative	Students would understand the Quantitative Research approach		DISCUSSION		X others...	SMART BOARD/PPT		Media Research Notes New	Assignment	<24-Oct-2022>	60
L.13	1	Media research design	Students would learn about the scope of Media Research		DISCUSSION		Classes	SMART BOARD/PPT		Research Methodology Basic	Assignment	<26-Oct-2022>	60
L.14	2	Survey, Public Opinion S urveys	Students would learn about the different survey tools of media research i.e. Survey and Public Opinion survey.		DISCUSSION		Lectures	SMART BOARD/PPT		Media Research Notes New	Assignment	<28-Oct-2022>	60
L.15	2	TRPs	Students would learn about the different survey tools of media research i.e. TRP, to understand public interest				Assignments	SMART BOARD/PPT		Media Research Notes New	Assignment	<29-Oct-2022>	60
L.16	2	TeleWeb Survey	Students would learn about the different survey tools of media research in reference to Readership Survey	PRESENTATION	DISCUSSION		Lectures	SMART BOARD/PPT		Media Research Notes New	Assignment	<31-Oct-2022>	60
L.17	2	Readership Survey IRS	Students would learn about the different survey tools of media research in reference to Indian Readership Survey				Lectures	SMART BOARD/PPT		Media Research Notes New	Assignment	<04-Nov-2022> <04-Nov-2022>	60
L.18	2	Election Related Survey: Opinion Poll	Students would learn about the different survey tools related to Elections, i.e. Opinion Poll				Practicals	SMART BOARD/PPT		Media Research Notes New	Assignment	<04-Nov-2022> <04-Nov-2022> <04-Nov-2022>	60

L.19	1	Election Related Survey: Exit poll	Students would learn about the different survey tools related to Elections, i.e. Exit Poll	PRESENTATION	DISCUSSION		Tutorials	SMART BOARD/PPT	Media Research Notes New	Assignment	<07-Nov-2022>	60	
L.20	2	Media Research Agencies: BARC	Students would learn about different Media Research related Agencies and their role i.e. BARC	PRESENTATION	DISCUSSION		Lectures	SMART BOARD/PPT	Media Research Notes New	Class Test	<07-Nov-2022>	60	
L.21	2	Media Research Agencies:, ABC,	Students would learn about different Media Research related Agencies and their role i.e. ABC	PRESENTATION	DISCUSSION		Lectures	SMART BOARD/PPT	Media Research Notes New	Class Test	<11-Nov-2022>	60	
L.22	2	Media Research Agencies:MAP,	Students would learn about different Media Research related Agencies and their role i.e. MAP	PRESENTATION	DISCUSSION		Concept Classes	SMART BOARD/PPT	Media Research Notes New	Class Test	<12-Nov-2022>	60	
L.23	2	Media Research Agencies RAM	Students would learn about different Media Research related Agencies and their role i.e. RAM	PRESENTATION	DISCUSSION		Group Discussion	SMART BOARD/PPT	Media Research Notes New	Class Test	<14-Nov-2022>	60	
L.24	2	Media Research Agencies:, ABC,	Students would learn about different Media Research related Agencies and their role i.e. ABC	PRESENTATION	DISCUSSION		Education Visit		Media Research Notes New	Class Test	<14-Nov-2022>	60	
L.25	2	Election Related Survey: Exit poll	Students would learn about the different survey tools related to Elections, i.e. Exit Poll	PRESENTATION	DISCUSSION		Group Discussion	SMART BOARD/PPT	Media Research Notes New	Class Test	<18-Nov-2022>	60	
L.26	2	Media Research Agencies:, ABC,	Students would learn about different Media Research related Agencies and their role i.e. ABC	PRESENTATION	DISCUSSION		Group Discussion	SMART BOARD/PPT		Class Test	<19-Nov-2022>	60	
L.27	2	Media Research Agencies:MAP,	Students would learn about different Media Research related Agencies and their role i.e. MAP	PRESENTATION	DISCUSSION		Group Discussion	SMART BOARD/PPT	Media Research Notes New	Class Test	<21-Nov-2022>	60	
L.28	3	Research Design: Meaning and different Types	Students would be familiarized with the concept of Research Design.	PRESENTATION			Group Discussion		Media Research Notes New	Class Test	<21-Nov-2022>	60	
L.29	3	Research Design: Meaning and different Types,1	Students would be familiarized with the types of Research Design.		DISCUSSION		Group Discussion	SMART BOARD/PPT	Media Research Notes New	Assignment	<25-Nov-2022>	60	
L.30	3	Hypotheses /Research Questions	Students would learn the concept of hypothesis and Research question	PRESENTATION	DISCUSSION		Group Discussion	SMART BOARD/PPT	Media Research Notes New	Assignment	<28-Nov-2022>	60	
L.31	3	Hypotheses /Research Questions	Students would learn the formulation of hypothesis and Research question		DISCUSSION	APPLICATION BASED CLASS	Group Discussion	SMART BOARD/PPT	Media Research Notes New	Assignment	<28-Nov-2022>	60	

L.32	3	Research Methods: Content Analysis	Students would learn the Method of Research i.e. Content Analysis.		DISCUSSION	APPLICATION BASED CLASS	Extension Lecture	SMART BOARD/PPT		Media Research Notes New	Assignment	<02-Dec-2022>	60	
L.33	3	Research Methods: Case Study	Students would learn the Method of Research i.e. Case Study.		DISCUSSION	APPLICATION BASED CLASS	Debate	SMART BOARD/PPT		Media Research Notes New	Assignment	<05-Dec-2022>	60	
L.34	3	Sampling Selecting a sample,	Students would learn the basic concept of Sampling		DISCUSSION	APPLICATION BASED CLASS	Group Discussion	SMART BOARD/PPT		Media Research Notes New	Assignment	<05-Dec-2022>	60	
L.35	3	Types of sampling: Probability	Students would learn the type Sampling i.e. Probability Sampling			APPLICATION BASED CLASS	Group Discussion	SMART BOARD/PPT		Media Research Notes New	Assignment	<09-Dec-2022>	60	
L.36	3	Types of sampling: Probability 1	Students would learn the different types of Probability Sampling		DISCUSSION	APPLICATION BASED CLASS	Workshop Practicals	SMART BOARD/PPT		Media Research Notes New	Class Test	<12-Dec-2022>	60	
L.37	3	Types of sampling: Non-Probability	Students would learn the type Sampling i.e. Non-Probability Sampling	TUTORIAL			Tutorials	SMART BOARD/PPT		Media Research Notes New	Assignment	<26-Dec-2022>	60	
L.38	3	Types of sampling: Non-Probability 1	Students would learn the different types of Non-Probability Sampling		DISCUSSION	APPLICATION BASED CLASS	Lectures	SMART BOARD/PPT		Media Research Notes New	Assignment	<12-Dec-22>	60	
L.39	3	Data Collection Tools: Primary and Secondary,	Students would learn about the Primary and Secondary sources of Data collection.		DISCUSSION		Group Discussion	SMART BOARD/PPT		Media Research Notes New	Assignment	<26-Dec-2022>	60	
L.40	3	Observation, Interview	Students would learn the method of data collection through Observation and Interview.	PRESENTATION	DISCUSSION	APPLICATION BASED CLASS	Extension Lecture	SMART BOARD/PPT		Media Research Notes New	Assignment	<02-Jan-2023>	60	
L.41	3	Questionnaire/ Schedule,	Students would learn the method of data collection through Questionnaire tool and scheduling.				Plant Visit	SMART BOARD/PPT		Media Research Notes New	Assignment	<02-Jan-2023>	60	
L.42	3	FGD	Students would learn the method of data collection through Focus Group Discussion.		FOCUS GROUP DISCUSSION		Group Discussion	SMART BOARD/PPT			Assignment	<06-Jan-2023>	60	
L.43	3	Types of sampling: Non-Probability-1	Students would learn the different types of Non-Probability Sampling			APPLICATION BASED CLASS	Extension Lecture	SMART BOARD/PPT		Media Research Notes New	Assignment	<07-Jan-2023>	60	
L.44	3	Observation, Interview	Students would learn the method of data collection through Observation and Interview.			APPLICATION BASED CLASS	Workshop Practicals	SMART BOARD/PPT		Media Research Notes New	Assignment	<09-Jan-2023>	60	
L.45	3	Types of sampling: Non-Probability 1	Students would learn the different types of Non-Probability Sampling		DISCUSSION	APPLICATION BASED CLASS	Tutorials	SMART BOARD/PPT		Media Research Notes New	Assignment	<09-Jan-2023>	60	
L.46	4	Processing of Data: Editing	Students would learn the processing the initial phase of Data processing i.e. Editing.	PRESENTATION	DISCUSSION		Practicals	SMART BOARD/PPT		Media Research Notes New	Class Test	<13-Jan-2023>	60	

L.47	4	Processing of Data Coding,	Students would learn the processing the next phase of Data processing i.e. Coding.	TUTORIAL		Practical Work	Practicals	SMART BOARD/PPT	Media Research Notes New	Class Test	<14-Jan-2023>	60	
L.48	4	Processing of Data: Tabulation	Students would learn the processing the next phase of Data processing i.e. Tabulation of Data.	TUTORIAL		APPLICATION BASED CLASS	Workshop Practicals	SMART BOARD/PPT	Media Research Notes New	Class Test			
L.49	4	Measures of Central Tendency: Mean, Median and Mode1	Students would learn the measurement method of Quantitative Data	TUTORIAL	DISCUSSION		Tutorials	SMART BOARD/PPT	Media Research Notes New	Assignment			
L.50	4	Measures of Central Tendency: Mean, Median and Mode2	Students would learn the measurement method of Quantitative Data through Mean, Median ad Mode.	PRESENTATION	DISCUSSION		Lectures	SMART BOARD/PPT	Notes 2	Assignment			
L.51	4	Analysis and Interpretation of Data	Demonstrate knowledge of research literacy-Analysis and Interpretation of Data	PRESENTATION			Lectures	SMART BOARD/PPT	Notes 2	Class Test			
L.52	4	Analysis and Interpretation of Data1	Students would learn the manner of Analysis and Interpretation of Data.		DISCUSSION		Group Discussion	SMART BOARD/PPT	Notes 2	Assignment			
L.53	4	Data: Report Writing/ Abstract/ Proposal/ Synopsis	Students would understand the basic manner of Report Writing/Abstract/Proposal/Synopsis.	PRESENTATION			Group Discussion	SMART BOARD/PPT	Notes 2	Assignment			
L.54	4	Analysis and Interpretation of Data	Demonstrate knowledge of research literacy-Analysis and Interpretation of Data	PRESENTATION		APPLICATION BASED CLASS	Lectures	SMART BOARD/PPT	Notes 2	Assignment			
L.55	4	Measures of Central Tendency: Mean, Median and Mode2	Students would learn the measurement method of Quantitative Data through Mean, Median ad Mode.			APPLICATION BASED CLASS	Tutorials	SMART BOARD/PPT	Notes 2	Class Test			
L.56	4	Analysis and Interpretation of Data	Demonstrate knowledge of research literacy-Analysis and Interpretation of Data	PRESENTATION			Assignments	SMART BOARD/PPT	Notes 2	Assignment			
L.57	4	Report Writing/ Abstract/ Proposal/ Synopsis 1	Students would be able to apply the basic manner of Report Writing/Abstract/Proposal/Synopsis.	Case Study		APPLICATION BASED CLASS	Assignments	SMART BOARD/PPT	Notes 2	Assignment			
L.58	4	Report Writing/ Abstract/ Proposal/ Synopsis 1	Students would be able to create Research Proposal/Abstract/Synopsis.	PRESENTATION FROM STUDENTS	Case Study		Group Discussion	SMART BOARD/PPT	Notes 2	Class Test			
L.59	4	Research Proposal	Students would be assigned to write a Research Proposal for Media and Communication Research they will be able to design Research Proposal			Practical Work	Practicals	SMART BOARD/PPT	Notes 2	Assignment			

| L.60 | 4 | Research Proposal sample Presentation | Doubt clearing session related to Research Proposal creation/design. | PRESENTATION FROM STUDENTS | | | Group Discussion | SMART BOARD/PPT | | Media Research Notes New | Assignment | | | |

TEXT BOOKS

1. C R Kothari, "Research-Methodology-Methods and Techniques", NEW AGE INTERNATIONAL (P) LIMITED, 4 Ed., 2020.
2. Dr. Shanti Bhushan Mishra, "Handbook of Research Methodology A Compendium for Scholars & Researchers", Educreation Publishing, 3 Ed., 2017.
3. D K Bhattacharyya, "Research Methodology", Excel Books, 9 Ed., 2009.

REFERENCE BOOKS

BOOK BANK

PROFESSIONAL JOURNAL

REF. BOOKS

ELECTRONIC DATABASE

COMPUTER SOFTWARE

Ph.D THESIS

MONTHLY MAGAZINE

WEEKLY MAGAZINE

NEWS PAPER

PAPER PRESENTED

*Lecture/PPT/Case Study/Field Study/Workshop/Seminar/Technical Skill Oriented Program/Enrichment Program/ Assignment/ Group Discussion/Conference/Extension Activities/Industrial Tour/Educational cum industrial Tour etc.

**Tecnia TV/Web links/PPT/NPTEL/MOOCS/Web portal based/On line courses/DELNET/J-GATE/Pro Quest/e-research/National Digital Library/INFLIBINET/Open Contents/CCM/Case Study/Text Book/Reference Book

Note: Every new class should start with quick recap and solving the problem, if any of previous class.
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TECNIA INSTITUTE OF ADVANCED STUDIES

NAAC ACCREDITATED GRADE "A" INSTITUTE

TIAS/AC/2022-23/11

ACADEMIC SESSION 2022-23
LECTURE PLAN

BA(JMC)(Div-B) V SEMESTER (2-Shift)

COURSE CODE: BJMC305	PAPER NAME: Event Management	L	T/P	CREDIT	INT. MARKS	EXT. MARKS
		4	0	4	30	75

PERQUISITE

PROGRAMME OUTCOME

COURSE OUTCOME

COURSE OBJECTIVE

PRE-REQUISITES FOR THE COURSE

1.Knowledge of type of event.2.Concept of planning.3.Student should attend any type of event.4. Good communication skills.

METHOD OF TEACHING

1.Varchsava2. Educati onal Visit3. Workshop4. Webniar/ seminar

COURSE OUTCOME

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	Introduction about Subject					Lectures					<27-Sep-22>	67	
L.2	1	Event: Definition					Lectures					<28-Sep-2022>	67	
L.3	1	Types of Event-1					Lectures					<29-Sep-22>	67	
L.4	1	Types of Event-2					Lectures					<29-Sep-2022>	67	

L.5	1	Event as a Communication tool					Lectures					<4-Oct-22>	67	
L.6	1	Event as a Communication tool					Lectures					<06-Oct-2022>	67	
L.7	1	Event as a Marketing tool					Lectures					<06-Oct-2022>	67	
L.8	1	Event as a Marketing tool					Lectures					<11-Oct-2022>	67	
L.9	1	Event Management: Definition					Lectures					<13-Oct-2022>	67	
L.10	1	Event Management: Elements					Lectures					<13-Oct-2022>	67	
L.11	1	Event Management: Elements					Lectures					<14-Oct-22>	67	
L.12	1	5Cs of Event Management					Lectures					<18-Oct-2022>	67	
L.13	1	5Cs of Event Management					Lectures					<20-Oct-22>	67	
L.14	1	Revision of Unit -1					Lectures					<20-Oct-22>	67	
L.15	2	Event Management company					Lectures					<21-Oct-22>	67	
L.16	2	Organisational Structure of an Event Management company-1					Lectures					<27-Oct-22>	67	
L.17	2	Event Management Personnel: Role and Responsibility-1					Lectures					<27-Oct-22>	67	
L.18	2	Event Management Personnel: Role and					Lectures					<28-Oct-22>	67	

L.19	2	Account Planners for event					Lectures					<01-Nov-2022>	67	
L.20	2	Liaisoning for event					Lectures					<4-Nov-22>	67	
L.21	2	Liaisoning for event-2					Lectures					<10-Nov-22>	67	
L.22	2	Business Operations for event-1					Lectures					<10-Nov-22>	67	
L.23	2	Business Operations for event-2					Lectures					<11-Nov-22>	67	
L.24	2	Liaisoning for event					Lectures		Unit-1	Unit-1		<15-Nov-2022>	67	
L.25	2	Liaisoning for event-2					Lectures		Unit-1	Unit-1		<17-Nov-2022>	67	
L.26	2	Business Operations for event-1					Lectures					<17-Nov-2022>	67	
L.27	2	Business Operations for event-2					Lectures					<22-Nov-2022>	67	
L.28	2	Accounting for event					Lectures					<24-Nov-22>	67	
L.29	2	Accounting for event-2					Lectures					<24-Nov-2022>	67	
L.30	2	Revision of Unit -2					Lectures					<25-Nov-22>	67	
L.31	3	Event Management Process					Lectures					<29-Nov-2022>	67	
L.32	3	Event Proposal					Lectures					<1-Dec-22>	67	
L.33	3	Event Proposal Planning					Lectures					<1-Dec-22>	67	
L.34	3	Licenses for event					Lectures					<06-Dec-2022>	67	
L.35	3	Permissions Legalities					Lectures					<8-Dec-22>	67	
L.36	3	Event Budget					Lectures					<8-Dec-22>	67	

L.37	3	Covering Cost for event					Lectures						<9-Dec-22>	67	
L.38	3	Methods of Revenue Generation					Lectures						<13-Dec-2022>	67	
L.39	3	Event Promotion: Tools and Media Coordination					Lectures						<22-Dec-22>	67	
L.40	3	Event Promotion: Tools and Media Coordination-2					Lectures						<22-Dec-22>	67	
L.41	3	Risk Management for event					Lectures						<23-Dec-22>	67	
L.42	3	Insurance for event					Lectures						<27-Dec-22><27-Dec-22>	67	
L.43	3	Revision of Unit -3					Lectures						<3-Jan-23>	67	
L.44	4	Evaluation and Impact Assessment: Concept					Lectures						<5-Jan-23>	67	
L.45	4	Evaluation and Impact Assessment: Techniques					Lectures						<6-Jan-23>	67	
L.46	4	Evaluation and Impact Assessment: Application					Lectures						<10-Jan-2023>	67	
L.47	4	Monitoring the Event					Lectures						<12-Jan-23>	67	
L.48	4	Monitoring the Event					Lectures						<13-Jan-2023>	67	
L.49	4	Case Study of Event Management					Lectures								
L.50	4	Case Study of Event Management					Lectures								

L.51	4	Controlling the Event					Lectures									
L.52	4	Controlling the Event					Lectures									
L.53	4	Emerging Trends in Event Management					Lectures									
L.54	4	Emerging Trends in Event Management					Lectures									
L.55	4	Careers in Event Management					Lectures									
L.56	4	Careers in Event Management					Lectures									
L.57	1	Recap of Unit-1					Lectures									
L.58	2	Recap of Unit-2					Lectures									
L.59	3	Recap of Unit-3					Lectures									
L.60	4	Recap of Unit-4					Lectures									

TEXT BOOKS

1. Goyal, S. K. (2010)., "Event Management", Adhyayan & Distributors, 6 Ed., 2020.
2. Kotler, P. (2003)., "Marketing Management", Upper Saddle River, New Jersey's: Prentice Hall., 10 Ed., 2019.

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1. K. Purnima, "Event Management", Anmol Publications Pvt Ltd., 7 Ed., 2018.
2. Sharma, D. (2005)., "Event Planning and Management", Deep & Deep Publications Pvt., 10 Ed., 2021.

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TECNIA INSTITUTE OF ADVANCED STUDIES

NAAC ACCREDITATED GRADE "A" INSTITUTE

TIAS/AC/2022-23/11

ACADEMIC SESSION 2022-23
LECTURE PLAN

BA(JMC)(Div-B) V SEMESTER (2-Shift)

COURSE CODE: BJMC307	PAPER NAME: Digital Media Marketing	L	T/P	CREDIT	INT. MARKS	EXT. MARKS
		4	0	4	25	75

PERQUISITE

PROGRAMME OUTCOME

COURSE OUTCOME

COURSE OBJECTIVE

On completion of this course, the student should be able to:
describe the concept of social media marketing for online communication
explain the concept of social business
utilise knowledge gained to create and maintain social networking platforms for business

PRE-REQUISITES FOR THE COURSE

Basic understanding of Digital Media
Basic understanding of different Social Media platforms and their basic functioning,
Basic understanding of Marketing and process

METHOD OF TEACHING

Concept Classes along with Problem solving Participatory and Experiential Learning pedagogies with the help of IC tools.

COURSE OUTCOME

Learners would have an understanding of the basic concepts and theory of Social media Social Network.
Learners would develop the skills required for Branding on Digital media containing skill-sets of SEO,SEM, ZMOT etc.

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	Social Media					Lectures					<12-Jan-2023> <24-Oct-2022>	45	
L.2	1	Social Media : Brief history					Lectures					<10-Jan-2023>	45	

L.3	1	Social Media Meaning and definition					Lectures					<10-Jan-2023>	45	
L.4	1	Social Network: Brief history					Lectures					<09-Jan-2023>	45	
L.5	1	Social Network: Meaning and definition					Lectures					<05-Jan-2023>	45	
L.6	1	Features of Social Media					Lectures					<03-Jan-2023>	45	
L.7	1	Features of Social Network					Lectures					<03-Jan-2023>	45	
L.8	1	Types of Social Networking Sites					Lectures					<02-Jan-2023>	45	
L.9	1	Social Media-1					Lectures					<26-Dec-2022>	45	
L.10	1	Social Media Issues					Lectures					<15-Dec-2022>	45	
L.11	1	Social Consumers					Lectures					<13-Dec-2022>	45	
L.12	1	Social Media Activist					Lectures					<13-Dec-2022>	45	
L.13	1	Social Influencers					Lectures					<12-Dec-2022>	45	
L.14	1	Recap of Unit-I					Lectures					<08-Dec-2022>	45	
L.15	2	Introduction of Branding on Digital Media					Lectures					<06-Dec-2022>	45	
L.16	2	Audience Research					Lectures					<06-Dec-2022>	45	
L.17	2	Audience Engagement					Lectures					<05-Dec-2022>	45	
L.18	2	Audience Research and Engagement in Glocal environment					Lectures					<01-Dec-2022>	45	
L.19	2	Building Brand on Digital Media					Lectures					<29-Nov-2022>	45	
L.20	2	Building Brand on Digital Media-2					Lectures					<29-Nov-2022>	45	
L.21	2	Storytelling					Lectures					<28-Nov-2022>	45	
L.22	2	User Generated Content					Lectures					<24-Nov-2022>	45	
L.23	2	Digital Media					Lectures					<22-Nov-2022>	45	

		Network					Lectures							
L.24	2	SEO					Lectures					<22-Nov-2022>	45	
L.25	2	SEM					Lectures					<21-Nov-2022>	45	
L.26	2	Keywords					Lectures					<17-Nov-2022>	45	
L.27	2	Viral Marketing					Lectures					<15-Nov-2022>	45	
L.28	2	E-mail Marketing and ZMOT-1					Lectures					<15-Nov-2022>	45	
L.29	2	E-mail Marketing and ZMOT-2					Lectures					<14-Nov-2022>	45	
L.30	2	Recap of Unit-II					Lectures					<10-Nov-2022>	45	
L.31	3	Introduction of Online Entrepreneurship-1					Lectures					<07-Nov-2022>	45	
L.32	3	E-Commerce					Lectures					<01-Nov-2022>	45	
L.33	3	Start-ups -1					Lectures					<31-Oct-2022>	45	
L.34	3	Ideation					Lectures					<27-Oct-2022>	45	
L.35	3	Plan and Management-1					Lectures					<26-Oct-2022>	45	
L.36	3	Lead Generation-1					Lectures					<25-Oct-2022>	45	
L.37	3	Personal Branding-1					Lectures					<20-Oct-2022>	45	
L.38	3	Building a Multi-platform					Lectures					<19-Oct-2022>	45	
L.39	3	Social Media Marketing Strategy-1					Lectures					<18-Oct-2022>	45	
L.40	3	Social Media Marketing Strategy-2					Lectures					<17-Oct-2022>	45	
L.41	3	Mobile Apps-1					Lectures					<13-Oct-2022>	45	
L.42	3	E-Commerce					Lectures					<11-Oct-2022>	45	
L.43	3	M-Commerce					Lectures					<10-Oct-2022>	45	
L.44	3	App Monetization					Lectures					<03-Oct-2022>	45	
L.45	3	Recap of Unit-III					Lectures					<30-Sep-2022>	45	
L.46	4	Introduction of Social Media Measurement and Metrics					Lectures					<27-Sep-2022>	45	
L.47	4	Introduction of Social Media					Lectures							

		Measurement and Metrics-2													
L.48	4	Data Mining for Digital Media					Lectures								
L.49	4	Google Analytics-1					Lectures								
L.50	4	Website Audience Measurement (WAM)-1					Lectures								
L.51	4	Website Audience Measurement (WAM)-2					Lectures								
L.52	4	Monetizing Social Media: ROI					Lectures								
L.53	4	Role of Social Media in Marketing Research					Lectures								
L.54	4	Role of Social Media in Marketing Research-2					Lectures								
L.55	4	Case Studies on Digital Media Marketing					Lectures								
L.56	4	Digital India					Lectures								
L.57	4	Make in India					Lectures								
L.58	4	Skill India					Lectures								
L.59	4	Start up					Lectures								
L.60	4	Recap Unit-IV					Lectures								

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TECNIA INSTITUTE OF ADVANCED STUDIES

NAAC ACCREDITATED GRADE "A" INSTITUTE

TIAS/AC/2022-23/11

ACADEMIC SESSION 2022-23
LECTURE PLAN

BA(JMC)(Div-B) V SEMESTER (2-Shift)

			L	T/P	CREDIT	INT. MARKS	EXT. MARKS
COURSE CODE: BJMC309		**PAPER NAME: Film Appreciation**	4	0	4	25	75

PERQUISITE

PROGRAMME OUTCOME

COURSE OUTCOME

COURSE OBJECTIVE

The objectives of the course are:
* to describe film as a medium of communication
* to describe the evolution of World Cinema
* to explain the emerging trends in contemporary Indian cinema
* to utilize knowledge gained to appreciate and review a film

PRE-REQUISITES FOR THE COURSE

* Students should have interest in films media and working of film industry.
* Students should have watched a few good cinema.
* Students should have basic knowledge of video program production.

METHOD OF TEACHING

Lecture, PPT presentations, Teaching aids; Audio-visual presentations, film screening, workshops, special guest lectures, online video lectures of Tecnia TV and other online platforms.

COURSE OUTCOME

On completion of this course the students will be able to:
* Understand the intricacies of film industry, language of the film etc.
* Critically screen and analyse the films.
* Write the film analysis and film reviews.

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**

L.1	1	Film as a Medium of Communication : Concept					Lectures					<27-Oct-2022> <26-Oct-2022>	14	
L.2	1	Strengths of Films					Lectures					<31-Oct-2022>	14	
L.3	1	Limitations of Films					Lectures					<01-Nov-2022>	14	
L.4	1	Advantages of Films					Lectures					<07-Nov-2022>	14	
L.5	1	Disadvantages of Films					Lectures					<10-Nov-2022>	14	
L.6	1	Introduction to Various Components of Film					Lectures					<14-Nov-2022>	14	
L.7	1	Components of Film: Script/Screenplay					Lectures					<15-Nov-2022>	14	
L.8	1	Components of Film: Light					Lectures					<15-Nov-2022>	14	
L.9	1	Components of Film: Camera					Lectures					<17-Nov-2022>	14	
L.10	1	Components of Film: Acting					Lectures					<21-Nov-2022>	14	
L.11	1	Components of Film: Sound					Lectures					<22-Nov-2022>	14	
L.12	1	Components of Film: music					Lectures					<22-Nov-2022>	14	
L.13	1	Components of Film: Editing					Lectures					<24-Nov-2022>	14	
L.14	1	Introduction to Visual Language					Lectures					<29-Nov-2022>	14	
L.15	1	Language of Cinema : Shot					Lectures					<29-Nov-2022>	14	
L.16	1	Language of Cinema : Scene					Lectures					<28-Nov-2022>	14	
L.17	1	Language of Cinema : Sequence					Lectures					<12-Jan-2023>	14	
L.18	1	Language of Cinema : Montage					Lectures					<10-Jan-2023>	14	

L.19	1	Language of Cinema : Continuity					Lectures					<10-Jan-2023>	14	
L.20	1	Language of Cinema: Misc-en-Scene					Lectures					<09-Jan-2023>	14	
L.21	2	Introduction to Various Movements in Cinema					Lectures					<05-Jan-2023>	14	
L.22	2	Various Movements in Cinema: Expressionism					Lectures					<03-Jan-2023>	14	
L.23	2	Various Movements in Cinema:Italian Neo Realism					Lectures					<03-Jan-2023>	14	
L.24	2	Various Movements in Cinema: French New Wave					Lectures					<02-Jan-2023>	14	
L.25	2	Introduction to World Cinema					Lectures					<26-Dec-2022>	14	
L.26	2	Milestones and landmarks in World Cinema: Alfred Hitchcock					Lectures					<15-Dec-2022>	14	
L.27	2	Milestones and landmarks in World Cinema: Dziga Vertov					Lectures					<13-Dec-2022>	14	
L.28	2	Milestones and landmarks in World Cinema: Vittorio De Sica					Lectures					<13-Dec-2022>	14	
L.29	2	Milestones and landmarks in World Cinema: Akira Kurosawa					Lectures					<12-Dec-2022>	14	
L.30	2	Milestones and landmarks in World Cinema: Satyajit Ray					Lectures					<08-Dec-2022>	14	
L.31	2	Introduction to Indian Cinema					Lectures					<06-Dec-2022>	14	

L.32	2	Landmarks of Indian Cinema: Silent Era (Raja Harishchandra)					Lectures					<06-Dec-2022>	14	
L.33	2	Landmarks of Indian Cinema :Socials (Mother India)					Lectures					<05-Dec-2022>	14	
L.34	2	Landmarks of Indian Cinema: Parallel Cinema (Ankur)					Lectures					<01-Dec-2022>	14	
L.35	2	Landmarks of Indian Cinema:Diaspora (Namesake)					Lectures					<25-Oct-2022>	14	
L.36	3	Emerging Trends in Contemporary Indian Cinema: Computer Generated Imagery (CGI)					Lectures					<24-Oct-2022>	14	
L.37	3	Emerging Trends in Contemporary Indian Cinema: Crossover Cinema					Lectures					<19-Oct-2022>	14	
L.38	3	Emerging Trends in Contemporary Indian Cinema: Experimental Cinema					Lectures					<20-Oct-2022>	14	
L.39	3	Censorship: Concept					Lectures					<18-Oct-2022>	14	
L.40	3	Censorship: Need and Importance					Lectures					<17-Oct-2022>	14	
L.41	3	Censorship: CBFC Standards					Lectures					<10-Oct-2022>	14	
L.42	3	An Overview of Contemporary Indian Film Industry					Lectures					<13-Oct-2022>	14	
L.43	3	Multiplex Culture					Lectures					<11-Oct-2022>	14	

L.44	3	Negative effects of Piracy on Indian cinema					Lectures					\<23-Jan-23\>	14	
L.45	3	Statistics of Indian Film Industry					Lectures							
L.46	4	Film Appreciation: Concept					Lectures							
L.47	4	Film Appreciation: Need and Importance					Lectures							
L.48	4	Film Appreciation: Elements					Lectures							
L.49	4	Film Appreciation: Cinematic Language					Lectures							
L.50	4	Film Review: Critical Appreciation of Cinema					Lectures							
L.51	4	Film Review: Discourse					Lectures							
L.52	4	Film Review: Narrative					Lectures							
L.53	4	Film Analysis					Lectures							
L.54	4	Relation between Film Analysis and Film Review					Lectures							
L.55	4	Job Profile of a Film Reviewer					Lectures							
L.56	4	Responsibilities of a Film Reviewer					Lectures							
L.57	4	Job Profile Film Analyst					Lectures							
L.58	4	Responsibilities of a Film Analyst					Lectures							
L.59	4	Difference between Film					Lectures							

		Analyst and Film Reviewer											
L.60	4	Difference between Film Analysis and Film Review				Lectures							

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	TECNIA INSTITUTE OF ADVANCED STUDIES **NAAC ACCREDITATED GRADE "A" INSTITUTE** **ACADEMIC SESSION 2022-23** **LECTURE PLAN**

TIAS/AC/2022-23/11

BA(JMC)(Div-A) V SEMESTER (1-Shift)

COURSE CODE: BJMC351	PAPER NAME: New Media Lab	L	T/P	CREDIT	INT. MARKS	EXT. MARKS
		0	4	4	30	60

PERQUISITE

PROGRAMME OUTCOME

COURSE OUTCOME

COURSE OBJECTIVE

Objectives of the Course On completion of this course, the student should be able to:
- Use search engines effectively
- Demonstrate proficiency of skills to design and develop blog and website

PRE-REQUISITES FOR THE COURSE

Students should be enough competent to learn new technological skills of New Media which is evolving every day. They have to do creative productions and writing on different platforms available in the cyber world. The practice to develop the creativity should be the core part of their learning.

METHOD OF TEACHING

Lecture, Presentation in different formats, Group discussion

COURSE OUTCOME

The students would be able to work professionally in the industry and they would be well aware with the future prospects of it. It would improve their understanding and real-world orientation to get involved in the field with all type of multimedia related practical demonstrations.

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	Introduction of New Media Lab					Concept Classes							
L.2	1	What is blogging					Practicals					<27-Sep-2022>	60	
L.3	1	How to Create Blogs					Practicals					<03-Oct-2022>	60	
L.4	1	How to make Blog Content Impressive					Practicals					<03-Oct-2022>	60	

L.5	1	How to get Google ads through blogging					Tutorials						
L.6	1	What is Vlog					Tutorials					<04-Oct-2022>	60	
L.7	1	How to create Vlogs					Practicals					<10-Oct-2022>	60	
L.8	1	How to make Vlog impressive					Practicals					<04-Oct-2022>	60	
L.9	1	What is news					Presentation						
L.10	1	What is opinions					Practicals						
L.11	1	Explain about web advertisements					Presentation						
L.12	1	Create web advertising					Practicals						
L.13	2	Create a blog page use of news/opinions/web ads					Practicals						
L.14	2	Analysis of websites					Presentation						
L.15	2	Research on new features of media convergence					Presentation						
L.16	2	Revision					Lectures						
L.17	2	An introduction to elements and attributes - HTML overview					Concept Classes						
L.18	2	A Web Page Step up introduction					Tutorials						
L.19	2	Start with Content - HTML					Practicals						
L.20	2	Document Structure-HTML					Practicals						
L.21	2	Identify Text Elements - HTML					Practicals						
L.22	2	Add an Image - HTML					Tutorials						
L.23	2	Change the Look with a Style Sheet - HTML					Practicals						
L.24	2	Validating your documents					Tutorials						

L.25	3	Class assignment					Presentation							
L.26	3	Create Table - HTML					Practicals							
L.27	3	Create - Frame					Practicals							
L.28	3	LInking -HTML					Practicals							
L.29	3	Marquee effects					Practicals							
L.30	3	Create Form -HTML					Practicals							
L.31	3	Text Formating - HTML					Practicals							
L.32	3	News Artical Writing -HTML					Practicals							
L.33	3	Web Color					Practicals							
L.34	3	create web graphics					Practicals							
L.35	3	Design web banner					Practicals							
L.36	3	Assignment -create news website					Practicals							
L.37	4	Basics of Dreamweaver					Concept Classes							
L.38	4	Visual Interface					Tutorials							
L.39	4	Code Editor					Practicals							
L.40	4	Create a new site					Practicals							
L.41	4	Create the homepage file					Practicals							
L.42	4	Create a Header					Practicals							
L.43	4	Add Home Navigation					Tutorials							
L.44	4	Add Website Description					Tutorials							
L.45	4	Create a CSS file					Practicals							
L.46	4	Create a CSS Selector for the Website Title					Practicals							
L.47	4	Building a Website Using a Dreamweaver Template					Tutorials							
L.48	4	Create a Dynamic Website					Assignments							

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*Lecture/PPT/Case Study/Field Study/Workshop/Seminar/Technical Skill Oriented Program/Enrichment Program/ Assignment/ Group Discussion/Conference/Extension Activities/Industrial Tour/Educational cum industrial Tour etc.
**Tecnia TV/Web links/PPT/NPTEL/MOOCS/Web portal based/On line courses/DELNET/J-GATE/Pro Quest/e-research/National Digital Library/INFLIBINET/Open Contents/CCM/Case Study/Text Book/Reference Book

Note: Every new class should start with quick recap and solving the problem, if any of previous class.
The class should culminate with the summary of what has been taught during the class.
Class should be student centric such bas experiential learning, participative learning and problem solving approach.

Prepared By   **Checked By**   **Verified By**

TECNIA INSTITUTE OF ADVANCED STUDIES

NAAC ACCREDITATED GRADE "A" INSTITUTE

TIAS/AC/2022-23/11

ACADEMIC SESSION 2022-23
LECTURE PLAN

BA(JMC)(Div-A) V SEMESTER (1-Shift)

COURSE CODE: BJMC353	PAPER NAME: Media Research Lab	L	T/P	CREDIT	INT. MARKS	EXT. MARKS
		0	4	4	30	60

PERQUISITE

PROGRAMME OUTCOME

COURSE OUTCOME

COURSE OBJECTIVE

On completion of this course, the student should be able to:
*apply research techniques in pre-testing/evaluation of media material
*conduct media research and write a report

PRE-REQUISITES FOR THE COURSE

Before starting the lab work of the course student must be able to understand:
*An aptitude for research
*process of media research
*able to identify the research problems from the media and society
*able to write research report

METHOD OF TEACHING

Student must select a research topic on any area from print, electronic, digital or folk media.
On the selected topic/problem they will do library work to understand in depth about the topic, through field work they will collect the data and process it, and the conclusion and prepare a research report

COURSE OUTCOME

After completing the practical work the learner will be able to conduct a research campaign and write a research report.

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	Pre - test/Evaluate a print ad programme					Lectures					<29-Sep-2022>	60	
L.2	1	Pre - test/Evaluate a print ad programme					Lectures					<29-Sep-2022>	60	
L.3	1	Pre - test/Evaluate a print ad programme					Lectures					<30-Sep-2022>	60	
L.4	1	Pre - test/Evaluate a radio ad programme					Lectures					<30-Sep-2022>	60	
L.5	1	Pre - test/Evaluate a radio ad programme					Lectures					<06-Oct-2022>	60	
L.6	1	Pre - test/Evaluate a radio ad programme					Lectures					<06-Oct-2022>	60	
L.7	1	Pre - test/Evaluate a video ad programme					Lectures					<13-Oct-2022>	60	
L.8	1	Pre - test/Evaluate a video ad programme					Lectures					<13-Oct-2022>	60	
L.9	1	Pre - test/Evaluate a video ad programme					Lectures					<14-Oct-2022>	60	
L.10	1	Pre test / evaluate online ad program					Lectures					<15-Oct-2022>	60	

L.11	1	Pre test / evaluate online ad program					Lectures					<20-Oct-2022>	60	
L.12	1	Pre test / evaluate online ad program					Lectures					<20-Oct-2022>	60	
L.13	1	Selection of a research topic					Lectures					<21-Oct-2022>	60	
L.14	1	Selection of a research topic					Lectures							
L.15	1	Selection of a research topic					Lectures							
L.16	1	Selection of a research topic					Lectures							
L.17	1	Selection of a research topic					Lectures							
L.18	1	Write Research Proposal/ Abstract/ Synopsis					Lectures							
L.19	1	Write Research Proposal/ Abstract/ Synopsis					Lectures							
L.20	1	Write Research Proposal/ Abstract/ Synopsis					Lectures							
L.21	1	Write Research Proposal/ Abstract/ Synopsis					Lectures							
L.22	1	Write Research					Lectures							

	Proposal/ Abstract/ Synopsis													
L.23	1	Write Research Proposal/ Abstract/ Synopsis				Lectures								
L.24	1	Finalization of research tool-				Lectures								
L.25	1	Finalization of research tool-				Lectures								
L.26	1	Finalization of research tool-				Lectures								
L.27	1	Finalization of research tool-				Lectures								
L.28	2	Finalization of area for research and sampling for data collection-				Lectures								
L.29	2	Finalization of area for research and sampling for data collection-				Lectures								
L.30	2	Finalization of area for research and sampling for data collection-				Lectures								
L.31	2	Finalization of area for research and sampling for data collection-				Lectures								

L.32	2	Actual collection of data-					Lectures							
L.33	2	Actual collection of data-					Lectures							
L.34	3	Writing for introduction for research report-1					Lectures							
L.35	3	Writing for introduction for research report-1					Lectures							
L.36	3	Writing review of literature for research					Lectures							
L.37	3	Writing review of literature for research					Lectures							
L.38	3	Writing review of literature for research					Lectures							
L.39	3	Writing review of literature for research					Lectures							
L.40	4	Writing research methodology-1					Lectures							
L.41	4	Data processing - Editing of the data					Lectures							
L.42	4	Data processing - Editing of the data					Lectures							
L.43	4	Data processing -					Lectures							

		Editing of the data															
L.44	4	Analysis of data and conclusion-					Lectures										
L.45	4	Analysis of data and conclusion-					Lectures										
L.46	4	Analysis of data and conclusion-					Lectures										
L.47	4	Writing the bibliography					Lectures										
L.48	4	Writing the bibliography					Lectures										
L.49	4	Writing the bibliography					Lectures										
L.50	4	Writing the bibliography					Lectures										

TEXT BOOKS

REFERENCE BOOKS

BOOK BANK

PROFESSIONAL JOURNAL

REF. BOOKS

ELECTRONIC DATABASE

COMPUTER SOFTWARE

Ph.D THESIS

MONTHLY MAGAZINE	
WEEKLY MAGAZINE	
NEWS PAPER	
PAPER PRESENTED	

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	TECNIA INSTITUTE OF ADVANCED STUDIES					
	NAAC ACCREDITATED GRADE "A" INSTITUTE			**TIAS/AC/2022-23/11**		
	ACADEMIC SESSION 2022-23 **LECTURE PLAN**					

BA(JMC)(Div-B) V SEMESTER (1-Shift)

		L	**T/P**	**CREDIT**	**INT. MARKS**	**EXT. MARKS**
COURSE CODE: BJMC355	**PAPER NAME: Event Management Lab**	**0**	**4**	**4**	**30**	**60**

PERQUISITE

PROGRAMME OUTCOME

COURSE OUTCOME

COURSE OBJECTIVE

On completion of this course, the student should be able to:
prepare a Gantt chart on organizing event
demonstrate proficiency of skills to conceptualise, organize and evaluate an event

PRE-REQUISITES FOR THE COURSE

The learner should have the basis knowledge of designing Communication strategies which involves developing a game plan that they can use to find solutions and achieve their goals of the event. They should also be able to understand the basics of advertising strategies along with a hint of promotional activities so that they can inculcate those during the pre-planning stage of the event.

METHOD OF TEACHING

Event -Varchasva
Lectures
Workshop
Class Discussion

COURSE OUTCOME

Unit- 1
1. Student will learn about Event : concept
2. Student will learn about 5c of EVENT
3. Student will learn about Marketing tool

Unit- 2
1.Student will learn about Organizational Structure of Event Organization
2.Student will learn about Account Planner
3.Student will learn about role of event management personnel

Unit 3
1.Student will learn about Event budget
2.Student will learn about Risk management
3.Student will learn about Event Promotion

Unit -4
1.Student will learn about Event evaluation
2.Student will learn about Careers in Event
3.Student will learn about Controlling in Event

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)		
Sr.No.	**CRITERIA**	**Marks**
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	Conduct and analyze pre-event survey					Practicals							
L.2	1	Conduct and analyze pre-event survey					Practicals							
L.3	1	Conduct and analyze pre-event survey					Practicals							
L.4	1	Conduct and analyze pre-event survey					Practicals							
L.5	1	Conduct and analyze pre-event survey					Practicals							
L.6	1	Prepare event brief					Practicals							
L.7	1	Prepare event brief					Practicals							
L.8	1	Prepare event brief					Practicals							
L.9	1	Prepare event brief					Practicals							

L.10	1	Prepare event brief					Practicals						
L.11	1	Prepare a Gantt chart to organizing event.					Practicals						
L.12	1	Prepare a Gantt chart to organizing event.					Practicals						
L.13	1	Prepare a Gantt chart to organizing event.					Practicals						
L.14	1	Prepare a Gantt chart to organizing event.					Practicals						
L.15	1	Prepare a Gantt chart to organizing event.					Practicals						
L.16	1	Prepare a Gantt chart to organizing event.					Practicals						
L.17	1	Prepare a Gantt chart to organizing event.					Practicals						
L.18	2	Prepare checklist for the event					Practicals						
L.19	2	Prepare checklist for the event					Practicals						
L.20	2	Prepare checklist for the event					Practicals						
L.21	2	Prepare checklist for the event					Practicals						
L.22	2	Prepare checklist for the event					Practicals						

L.23	2	Prepare a budget estimate for the event					Practicals							
L.24	2	Prepare a budget estimate for the event					Practicals							
L.25	2	Prepare a budget estimate for the event					Practicals							
L.26	2	Prepare a budget estimate for the event					Practicals							
L.27	2	Prepare a budget estimate for the event					Practicals							
L.28	2	Prepare a budget estimate for the event					Practicals							
L.29	2	Prepare a budget estimate for the event					Practicals							
L.30	3	Write a proposal for potential sponsors for the event					Practicals							
L.31	3	Write a proposal for potential sponsors for the event					Practicals							
L.32	3	Write a proposal for potential sponsors for the event					Practicals							
L.33	3	Write a proposal for					Practicals							

		potential sponsors for the event													
L.34	3	Write a proposal for potential sponsors for the event					Practicals								
L.35	3	Design creatives and collaterals					Practicals								
L.36	3	Design creatives and collaterals					Practicals								
L.37	3	Design creatives and collaterals					Practicals								
L.38	3	Design creatives and collaterals					Practicals								
L.39	4	Prepare an event floor plan/ event design and layout					Practicals								
L.40	4	Prepare an event floor plan/ event design and layout					Practicals								
L.41	3	Develop event crisis/ risk management plan					Practicals								
L.42	4	Develop event crisis/ risk management plan					Practicals								
L.43	3	Prepare a monitoring plan and questionnaire					Practicals								

		for final evaluation													
L.44	4	Prepare a monitoring plan and questionnaire for final evaluation				Practicals									
L.45	4	File final report about the event along with multi-media Presentation				Practicals									
L.46	4	File final report about the event along with multi-media Presentation				Practicals									

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TIAS/AC/2022-23/11

ACADEMIC SESSION 2022-23
LECTURE PLAN

BA(JMC)(Div-A) V SEMESTER (2-Shift)

COURSE CODE: BJMC359	PAPER NAME: Digital Media Marketing Lab	L	T/P	CREDIT	INT. MARKS	EXT. MARKS
		0	4	4	40	60

PERQUISITE

PROGRAMME OUTCOME

COURSE OUTCOME

COURSE OBJECTIVE

PRE-REQUISITES FOR THE COURSE

Basic understanding of Digital Media Social Media along with the Multimedia presentation.

METHOD OF TEACHING

Problem Solving, Participatory and Experential Learning through Smart classes, Multimedia presentation, Concept Classes and different tutorials and Practical Assignments.

COURSE OUTCOME

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
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LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	Create and maintain promotional blog-2	Students would be able to write promotional blog			Practical Work	Practicals	Smart Class			Assignment-1	<27-Sep-2022>	41	
L.2	1	Create and maintain promotional or corporate blog for an organisation-1	Students would be able to Create and maintain promotional or corporate blog for an organisation			Practical Work	Practicals				Assignment-1	<11-Jan-2023>	41	
L.3	1	Create and maintain promotional or corporate blog for an organisation-2	Students would be able to Create and maintain promotional or corporate blog for an organisation-2			Practical Work	Practicals	Smart Class			Assignment-1	<11-Jan-2023>	41	

L.4	1	Create and maintain promotional or corporate blog for an organisation-3	Students would be able to Create and maintain promotional or corporate blog for an organisation-3			Practical Work	Lectures	Smart Class			Assignment-1	<09-Jan-2023>	41	
L.5	1	Create and maintain promotional or corporate blog for an organisation-4	Students would be able to Create and maintain promotional or corporate blog for an organisation-4			Practical Work	Practicals	Smart Class			Assignment-1	<05-Jan-2023>	41	
L.6	1	Create and maintain promotional or corporate blog for a product-1	Students would be able to Create and maintain promotional or corporate blog for a product-1			Practical Work	Practicals	PPT			Assignment-1	<04-Jan-2023>	41	
L.7	1	Create and maintain promotional or corporate blog for a product-2	Students would be able to Create and maintain promotional or corporate blog for a product-2			Practical Work	Practicals	Smart Class			Assignment-1	<04-Jan-2023>	41	
L.8	1	Create and maintain promotional or corporate blog for a product-3	Students would be able to Create and maintain promotional or corporate blog for a product-3			Practical Work	Practicals	Smart Class			Assignment-1	<02-Jan-2023>	41	
L.9	1	Create and maintain promotional or corporate blog for a product-4	Students would be able to Create and maintain promotional or corporate blog for a product-4			Practical Work	Practicals	Smart Class			Assignment-1	<26-Dec-2022>	41	
L.10	1	Create and maintain promotional or corporate blog for a product-5	Students would be able to Create and maintain promotional or corporate blog for a product-5			Practical Work	Practicals	Smart Class			Assignment-1	<21-Dec-2022>	41	
L.11	2	Create an account on at least 5 social media platforms -1	Students would be able to Create an account on at least 5 social media platforms -1			Practical Work	Practicals	Smart Class			Assignment-2	<21-Dec-2022> <21-Dec-2022>	41	
L.12	2	Create an account on at least 5 social media platforms -2	Students would be able to Create an account on at least 5 social media platforms -2			Practical Work	Practicals	Smart Class			Assignment-2	<15-Dec-2022>	41	
L.13	2	Create an account on at least 5 social media platforms -3	Students would be able to Create an account on at least 5 social media platforms -3			Practical Work	Practicals	PPT			Assignment-2	<12-Dec-2022>	41	

L.14	2	Create an account on at least 5 social media platforms -4	Students would be able to Create an account on at least 5 social media platforms -4			Practical Work	Practicals	Smart Class			Assignment-2	<08-Dec-2022>	41	
L.15	2	Create an account on at least 5 social media platforms -5	Students would be able to Create an account on at least 5 social media platforms -5			Practical Work	Practicals	Smart Class			Assignment-2	<07-Dec-2022>	41	
L.16	1	Promote your blog/vlog on any social media platform-1	Students would be able to promote blog/vlog on any social media platforms			Practical Work	Practicals	Smart Class			Assignment-2	<07-Dec-2022>	41	
L.17	2	Promote your blog/vlog on any social media platforms-2	Students would be able to promote blog/vlog on any social media platforms			Practical Work	Practicals	Smart Class			Assignment-2	<05-Dec-2022>	41	
L.18	2	promote your blog/vlog on any social media platforms-3	Students would be able to promote your blog/vlog on any social media platforms-3			Practical Work	Practicals	Smart Class			Assignment-2	<01-Dec-2022>	41	
L.19	2	Promote your blog/vlog on any social media platforms	Students would be able to promote blog/vlog on any social media platforms-4			Practical Work	Practicals	Smart Class			Assignment-2	<30-Nov-2022>	41	
L.20	2	promote your blog/vlog on any social media platforms-5	Students would be able to promote blog/vlog on any social media platforms-5			Practical Work	Practicals	Smart Class			Assignment-2	<30-Nov-2022>	41	
L.21	3	Create a multi-media presentation on Social Media Marketing Strategy for promotion of corporate blog for an organisation	Students would be able to Create a multi-media presentation on Social Media Marketing Strategy for promotion of corporate blog for an organisation			Practical Work	Practicals	Smart Class			Assignment-3	<28-Nov-2022>	41	
L.22	3	Create a multi-media presentation on Social Media Marketing Strategy for promotion of	Students would be able to Create a multi-media presentation on Social Media Marketing Strategy			Practical Work	Practicals	Smart Class			Assignment-3	<24-Nov-2022>	41	

		corporate blog for an organisation-2	for promotion of corporate blog for an organisation-2								
L.23	3	Create a multi-media presentation on Social Media Marketing Strategy for promotion of corporate blog for an organisation-3	Students would be able to Create a multi-media presentation on Social Media Marketing Strategy for promotion of corporate blog for an organisation-3			Practical Work	Practicals	Smart Class		Assignment-3	<23-Nov-2022>	41
L.24	3	Create a multi-media presentation on Social Media Marketing Strategy for promotion of corporate blog for an organisation-4				Practical Work	Practicals	Smart Class		Assignment-3	<23-Nov-2022>	41
L.25	3	Create a multi-media presentation on Social Media Marketing Strategy for promotion of corporate blog for an organisation-5				Practical Work	Practicals	Smart Class		Assignment-3	<21-Nov-2022>	41
L.26	3	Create a multi-media presentation on Social Media Marketing Strategy for promotion of corporate blog for an organisation-5	Students would be able to Create a multi-media presentation on Social Media Marketing Strategy for promotion of corporate blog for an organisation-5			Practical Work	Practicals			Assignment-3	<17-Nov-2022>	41
L.27	3	Create a multi-media presentation on Social Media Marketing Strategy for promotion of corporate blog for an organisation-6	Students would be able to Create a multi-media presentation on Social Media Marketing Strategy for promotion of corporate blog for an organisation-6			Practical Work	Practicals	Smart Class		Assignment-3	<16-Nov-2022>	41
L.28	3	Create a multi-media presentation on Social Media Marketing Strategy for promotion of corporate blog for an organisation-7	Students would be able to Create a multi-media presentation on Social Media Marketing Strategy for promotion of			Practical Work	Practicals	Smart Class		Assignment-3	<16-Nov-2022>	41

		corporate blog for an organisation-7											
L.29	3	Create a multi-media presentation on Social Media Marketing Strategy for promotion of corporate blog for an organisation-8	Students would be able to Create a multi-media presentation on Social Media Marketing Strategy for promotion of corporate blog for an organisation-8			Practical Work	Practicals	Smart Class			Assignment-3	<14-Nov-2022>	41
L.30	3	Create a multi-media presentation on Social Media Marketing Strategy for promotion of corporate blog for an organisation-9	Students would be able to Create a multi-media presentation on Social Media Marketing Strategy for promotion of corporate blog for an organisation			Practical Work	Practicals	Smart Class			Assignment-3	<10-Nov-2022>	41
L.31	3	Create a multi-media presentation on Social Media Marketing Strategy for promotion of corporate blog for an organisation-10	Students would be able to Create a multi-media presentation on Social Media Marketing Strategy for promotion of corporate blog for an organisation-10			Practical Work	Practicals	Smart Class			Assignment-3	<09-Nov-2022>	41
L.32	3	Create a multi-media presentation on Social Media Marketing Strategy for promotion of corporate blog for a product-1	Students would be able to Create a multi-media presentation on Social Media Marketing Strategy for promotion of corporate blog for a product-1			Practical Work	Practicals	Smart Class			Assignment-3	<09-Nov-2022>	41
L.33	3	Create a multi-media presentation on Social Media Marketing Strategy for promotion of corporate blog for a product-2	Students would be able to Create a multi-media presentation on Social Media Marketing Strategy for promotion of corporate blog for a product-2			Practical Work	Practicals	Smart Class			Assignment-3	<07-Nov-2022>	41
L.34	3	Create a multi-media presentation on Social Media Marketing Strategy	Students would be able to Create a multi-media presentation on			Practical Work	Practicals	Smart Class			Assignment-3	<01-Nov-2022>	41

		for promotion of corporate blog for a product-3	Social Media Marketing Strategy for promotion of corporate blog for a product-3										
L.35	3	Create a multi-media presentation on Social Media Marketing Strategy for promotion of corporate blog for a product-4	Students would be able to Create a multi-media presentation on Social Media Marketing Strategy for promotion of corporate blog for a product-4			Practical Work	Practicals	Smart Class			Assignment-3	<31-Oct-2022>	41
L.36	3	Create a multi-media presentation on Social Media Marketing Strategy for promotion of corporate blog for a product-5	Students would be able to Create a multi-media presentation on Social Media Marketing Strategy for promotion of corporate blog for a product-5			Practical Work	Practicals	Smart Class			Assignment-3	<27-Oct-2022>	41
L.37	4	Create a multi-media presentation on Social Media Marketing Strategy for promotion of corporate blog for a product-6	Students would be able to Create a multi-media presentation on Social Media Marketing Strategy for promotion of corporate blog for a product-6			Practical Work	Practicals	Smart Class			Assignment-3	<26-Oct-2022>	41
L.38	4	Create a multi-media presentation on Social Media Marketing Strategy for promotion of corporate blog for a product-7	Students would be able toCreate a multi-media presentation on Social Media Marketing Strategy for promotion of corporate blog for a product-7			Practical Work	Practicals	Smart Class			Assignment-3	<25-Oct-2022>	41
L.39	4	Create a multi-media presentation on Social Media Marketing Strategy for promotion of corporate blog for a product-8	Students would be able to Create a multi-media presentation on Social Media Marketing Strategy for promotion of corporate blog for a product-8			Practical Work	Practicals	Smart Class			Assignment-3	<24-Oct-2022>	41
L.40	4	Create a multi-media presentation on	Students would be able to Create a			Practical Work	Practicals	Smart Class			Assignment-3	<20-Oct-2022>	41

		Social Media Marketing Strategy for promotion of corporate blog for a product-9	multi-media presentation on Social Media Marketing Strategy for promotion of corporate blog for a product-9										
L.41	4	Create a multi-media presentation on Social Media Marketing Strategy for promotion of corporate blog for a product-10	Students would be able to Create a multi-media presentation on Social Media Marketing Strategy for promotion of corporate blog for a product-10		Practical Work	Practicals	Smart Class			Assignment-3	<19-Oct-2022>	41	
L.42	4	Create and maintain promotional or corporate blog for an organisation/product	Students would be able to Create and maintain promotional or corporate blog for an organisation/product-1		Practical Work	Practicals	Smart Class			Assignment-3	<18-Oct-2022>	41	
L.43	4	Create and maintain promotional or corporate blog for an organisation/product-2	Students would be able to Create and maintain promotional or corporate blog for an organisation/product-2		Practical Work	Practicals	Smart Class			Assignment-3	<17-Oct-2022>	41	
L.44	4	Create an account on at least 5 social media platforms and promote your blog/vlog on any social media platforms-1	Students would be able to Create an account on at least 5 social media platforms and promote your blog/vlog on any social media platforms-1		Practical Work	Practicals	Smart Class			Assignment-2	<13-Oct-2022>	41	
L.45	4	Create an account on at least 5 social media platforms and promote your blog/vlog on any social media platforms-2	Students would be able to Create an account on at least 5 social media platforms and promote your blog/vlog on any social media platforms-2		Practical Work	Practicals	Smart Class			Assignment-2	<11-Oct-2022>	41	

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Note: Every new class should start with quick recap and solving the problem, if any of previous class.
The class should culminate with the summary of what has been taught during the class.
Class should be student centric such bas experiential learning, participative learning and problem solving approach.

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	TECNIA INSTITUTE OF ADVANCED STUDIES	
	NAAC ACCREDITATED GRADE "A" INSTITUTE	**TIAS/AC/2022-23/11**
	ACADEMIC SESSION 2022-23 **LECTURE PLAN**	

BA(JMC)(Div-A) V SEMESTER (1-Shift)

		L	T/P	CREDIT	INT. MARKS	EXT. MARKS
COURSE CODE: BJMC361	**PAPER NAME: Film Appreciation Lab**	0	4	4	40	60

PERQUISITE

PROGRAMME OUTCOME

COURSE OUTCOME

COURSE OBJECTIVE

to demonstrate profi ciency of skills in reviewing fi lms for diff erent media.

PRE-REQUISITES FOR THE COURSE

* Students should have interest in films media and working of film industry.
* Students should have watched a few good cinema.
* Students should have basic knowledge of video program production.

METHOD OF TEACHING

Film screening, workshops and practical exercises.

COURSE OUTCOME

On completion of this course the students will be able to:
* Understand the intricacies of film industry, cinematic language etc.
* Critically screen and analyse the films.
* Write the film analysis and film reviews.

METHOD OF ASSESSMENT (As Per G. G. S. I. P. University , New Delhi)

Sr.No.	CRITERIA	Marks
1	Class Test - I	
2	Individual Presentation/Viva-Voce/Group Discussion/Written Assignment (or as defined in GGSIPU syllabus)	

LECTURE PLAN

L.NO.	UNIT	TOPIC	SESSIONAL OUTCOME	PROBLEM SOLVING METHODOLOGY	PARTICIPATIVE LEARNING	EXPERIMENTAL LEARNING	PEDAGOGY	ICT TOOLS	CLASS MATERIAL	ADDITIONAL MATERIAL	MODE OF ASSESSMENT	Date (Implementation)	No. of Students	(References)**
L.1	1	Itroduction to the subject and its assignments					Lectures					<16-Aug-22>	60	
L.2	1	Screening of film Pather Panchali					Practicals					<17-Aug-22>	60	

		keeping in view the aspect as realism in Bengali Cinema													
L.3	1	Screening of film Pather Panchali keeping in view the aspect as realism in Bengali Cinema-1					Lectures						<18-Aug-22>	60	
L.4	1	Analytical discussion on Pather Panchali film					Practicals						<23-Aug-22>	60	
L.5	1	Screening of film Bicycle Thief keeping in view the aspect as realism cinema					Practicals						<24-Aug-22>	60	
L.6	1	Screening of film Bicycle Thieves keeping in view the aspect of Italian Neo-Realism					Practicals						<25-Aug-22>	60	
L.7	1	Analytical discussion on Bicycle Thief film					Practicals						<26-Aug-22>	14	
L.8	1	Screening of film Rashomon keeping in view the aspect of Post War Japan					Practicals						<31-Aug-22>	14	
L.9	1	Screening of film Rashomon keeping in view the aspect of Post War Japan					Practicals						<1-Sep-22>	14	
L.10	1	Screening of film Rashomon keeping in view the aspect of Post War Japan					Practicals						<2-Sep-22>	14	

L.11	1	Screening of film Harishchandrachi Factory highlight the evolution of Indian Cinema-1					Practicals					<6-Sep-22>	14	
L.12	1	Screening of film Harishchandrachi Factory highlight the evolution of Indian Cinema-1					Practicals					<7-Sep-22>	14	
L.13	1	Screening of film Harishchandrachi Factory highlight the evolution of Indian Cinema-2					Practicals					<8-Sep-22>	14	
L.14	1	Analytical discussion on Harishchandra chi factory film					Practicals					<9-Sep-22>	14	
L.15	1	Screening of Film Jaane Bhi Do Yaro 1					Practicals					<14-Sep-22><14-Sep-22><14-Sep-22>	14	
L.16	1	Screening of Film Jaane Bhi Do Yaro 2					Practicals					<15-Sep-22>	14	
L.17	1	Analysis of film Jaane Bhi Do Yaaro					Practicals					<13-Sep-22>	14	
L.18	1	Screening of Film Vertigo-1					Practicals					<16-Sep-22>	14	
L.19	1	Screening of Film Vertigo-2					Practicals					<20-Sep-22>	14	
L.20	1	Analysis of Film Vertigo					Practicals					<21-Sep-22>	13	
L.21	1	Screening of Film Gone with the Wind -1					Practicals					<22-Sep-22>	13	
L.22	1	Screening of Film Gone with the Wind -2					Practicals					<23-Sep-22>	13	
L.23	1	Analysis of Film Gone with the Wind					Practicals					<27-Sep-22>	13	

L.24	1	Screening of Film Pyaasa					Practicals					<28-Sep-22>	13	
L.25	1	Screening of Film Pyaasa 1					Practicals					<29-Sep-22>	13	
L.26	1	Analysis of Film Pyaasa					Practicals					<30-Sep-22>	13	
L.27	1	Screening of film Kagaz ke Phool to study the progressing realism in Indian cinema.					Practicals					<11-Oct-22><11-Oct-22>	13	
L.28	1	Screening of film Kagaz ke Phool to study the progressing realism in Indian cinema -1					Practicals					<12-Oct-22>	13	
L.29	1	Analysis of film Kagaz ke Phool					Practicals					<13-Oct-22>	13	
L.30	1	Screening of film Jaane Bhi Do Yaaron to study the identical structure of parallel cinema.					Practicals					<18-Oct-22>	13	
L.31	1	Screening of film Jaane Bhi Do Yaaron to study the identical structure of parallel cinema-1					Practicals					<21-Oct-22>	13	
L.32	1	Analytical discussion of film Jaane Bhi Do Yaaro					Practicals					<26-Oct-22><26-Oct-22><26-Oct-22>	13	
L.33	1	Screening of film Garam Hawa to study the identical structure of parallel cinema.					Practicals					<27-Oct-22>	13	
L.34	1	Screening of film Garam Hawa to study the					Practicals					<28-Oct-22>	13	

		identical structure of parallel cinema -1											
L.35	1	Analysis of film Garam Hawa to study the identical structure of parallel cinema -1					Practicals				<1-Nov-22>	13	
L.36	1	Screening of film Man with the Movie Camera to study the selection of shots in the film.					Practicals				<2-Nov-22>	13	
L.37	1	Screening of film Man with the Movie Camera to study the selection of shots in the film -1					Practicals				<25-Oct-2022>	13	
L.38	1	Analytical discussion on Man With the Movie Camera					Practicals				<3-Nov-22>	13	
L.39	1	Screening of film Ankur					Practicals				<11-Nov-22>	13	
L.40	1	Screening of film Ankur					Practicals				<15-Nov-22>	13	
L.41	1	Analytical discussin on Ankur					Practicals				<17-Nov-22>	13	
L.42	1	Write a review on recently released film					Lectures				<18-Nov-22>	13	
L.43	1	Write a screenplay of latest reviewed film					Lectures				<22-Nov-22>	13	
L.44	1	Submission of draft practical					Lectures				<23-Nov-22>	13	

L.45	1	Submission of final practical file					Lectures					<24-Nov-22><25-Nov-22>	13	

(above row: file to check and correction)

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Dr. VIPUL PARTAP is media as well as Academic professional with PhD, M.Phill in Journalism and Mass Communication. Dedicated, innovative teaching with 18 years of teaching Industry & experience& have served in various capacities in prestigious organizations like DRS Group(Agarwal Packers and Movers), Sudarshan TV etc. Currently he is working with Tecnia Institute of Advanced Studies, Rohini, Delhi (Affiliated to GGSIP University, Delhi) in the Department of Journalism and Mass Communication as an Associate Professor and HoD. For sharpening knowledge level he had an exposure to Refresher Programs, seminars, conferences and workshops, MOOCs Courses, FDP (at International and National level) & Publication of research papers in many National & International Journals.

Rahul Mittal at present working as PR Head at Utthan Foundation, Delhi. He worked as Associate Professor in the Department of Journalism and Mass Communication at Tecnia Institute of Advanced Studies, affiliated to Guru Gobind Singh Indraprastha University, Delhi. He is selected as **Innovation Ambassador by Govt. of India**. He has 19+ years experience as a practicing Journalist, Teacher, Electronic Media Export, Direction of short films (directed 200+ films) on the broad range of topics from the current scenario. He has also reviewed and published international papers at academia.edu. He has 4 years of hard core Journalism experience in the field of Print and Electronic Media (Hindi and English Newspaper, Reporting, camera and editing of TV News, on New Media) and 2 yrs of experience in Public Relations. He is edited books and proceedings. He has 15+ years of Media Teaching. He has successfully organized Conferences, Seminars, Sports Meet, Cultural and Academic events. He has good experience in layout and designing for print.

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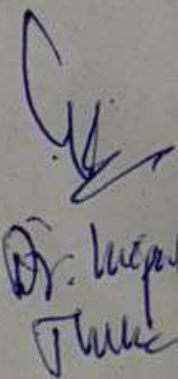
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Preface

Advancements in Digital Technologies have dramatically altered the practice of Journalism, Satellite smart phones, internet, digital audio recorders and laptops allow instantaneous communication between most destinations in the world. The result is the convergence of the new technologies on one platform. The Digital Media emerged as an important tool of communication, education, information and entertainment in the period of Covid-19, which has put breaks on all type of communication, education and other actions.

In the two years of Covid-19 OTT Platforms become a replacement for the movies in the theaters. OTT "Over the Top" refers to any streaming service that delivers content over the internet. There's a wide range of OTT platforms, including Netflix, Disney+, Hulu, Amazon Prime Video, Peacock, Curiosity Stream, Pluto TV, etc. Short films, web series and other programs on this platform become source of entertainment and it has invited top actors and directors to perform. OTT Platforms are more affordable. Watching movies at home brings more comfort, whereas, in a movie theatre one can enjoy movie without any disturbance.

There is a threat to digital media known as cyber threats which can be secured by cyber security rules. Cyber security is also an important feature in the digital media without which this platform cannot exist. There are various issues on OTT platform, one of which is censorship to the progrms which have to be resolved. OTT platforms are in trending, which has made its space in the world of theatre, cinema and multiplexes.
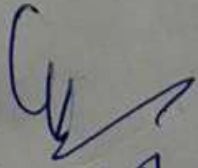
This book provides a clear understanding of some areas covered by the OTT Platforms, Digital Media and cyber security. It provides perspectives on what OTT Platform and Digital Media is, where it comes from, what are its uses, effect on Education, Emergence of OTT Platforms and Digital Media and rules of Cyber Security and where OTT Platforms and Digital Media is going to. It will be a valuable resource for the students who want to know about OTT platform and Digital Media and an intriguing tool for anyone interesting in the emerging trends in it.

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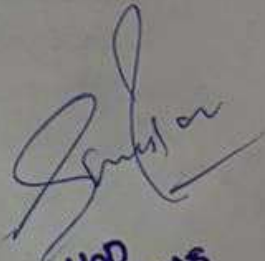
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The editorial team congratulates all the authors of this book for the publication of their chapters, who have put their precious efforts to give the chapters for the book. The team is grateful to Dr. Ajay Kumar, Director, Tenia Institute of Advanced Studies, Delhi for writing the foreward for the book.

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