



# **JAI HIND COLLEGE**

Basantsing Institute of Science & J. T. Lalvani College of Commerce  
and Sheila Gopal Raheja College of Management.

*Empowered Autonomous*

"A" Road, Churchgate, Mumbai - 400 020, India

**Affiliated to  
University of Mumbai**

**Bachelor of Arts**

**Program: Bachelor in Mass Media**

**Choice Based Credit System (CBCS) under NEP-2020  
with effect from the academic year 2023-2024**

**Syllabus as approved by Statutory Committees**

LOCF Document

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## **Preamble**

In the ever-evolving landscape of media and communication, the Department of Mass Media at Jai Hind College (Autonomous) stands as a dynamic hub for innovative and comprehensive education. With a commitment to excellence, our department embraces a student-centric approach, blending contemporary industry demands with a global perspective. Aligned with the principles of outcome-based education, our courses are meticulously designed to not only cater to the diverse needs of local, regional, national and international contexts but also to empower students with skills of global relevance.

Under the Choice-based Credit System, our department provides students with the flexibility to tailor their learning experiences. We emphasise core competencies such as language proficiency, personality development and effective communication skills. The three-year Bachelor in Mass Media (BMM) Programme is a cornerstone, delving into the intricacies of media while fostering critical thinking and creativity.

In addition to the core program, our department offers applied components in areas like Advertising, Journalism, Communication, Film Making, Social Sciences, Digital Media and much more, providing students with specialised skills aligned with industry requirements. Our commitment extends beyond skill development; we instil values, sensitivity to societal issues, and a global outlook in our students.

As we navigate the ever-expanding realms of media, our curriculum spans literature from diverse cultures and regions, ensuring a well-rounded understanding of international and regional phenomena.

The Jai Hind College's Department of Mass Media is not just an educational programme; it is a vibrant community that nurtures creativity, critical thinking, and ethical responsibility in the next generation of media professionals.

## Credit Framework

### Types of Courses

Sr No	Type of Course	Learner Category
1	Major	Bachelor in Mass Media
2	Minor	Arts stream
3	OE	Arts/Commerce stream
4	SEC	Bachelor in Mass Media
4	VSC	Bachelor in Mass Media
6	AEC	Arts/Commerce/Science stream
7	VEC	Arts stream

### Number of Courses and Credits

Type of Course	Number offered of each	Credits of each (Theory + Tutorial)
Major	04	2
Minor	04	2
OE	04	2
SEC	02	2
VSC	02	2
AEC	02	2
VEC	02	2

## Semester-wise Courses

Semester	Course Code	Course Title	Type of Course	No of Credits
I	JUAMM-DSC101	Fundamentals of Mass Communication	Major	2
I	JUAMM-DSC102	Effective Communication Skills-I	Major	2
I	JUAMM-MIN101	Introduction to Microeconomics	Minor	2
I	JUAMM-MIN102	Introduction to Sociology	Minor	2
I	JUAMM-OE101	Business Environment	OE	2
I	JUAMM-OE102	Financial Planning	OE	2
I	JUAMM-SEC101	Media Tools-I	SEC	2
I	JUAMM-VSC101	Introduction to Marketing	VSC	2
I	JUAMM-AEC101	English Literature-I	AEC	2
I	JU-AMM-VEC101	Civic Anthropology	VEC	2
I	JU-IKS-GEN101	Indian Knowledge Traditions	IKS	2
II	JUAMM-DSC201	Effective Communication Skills-II	Major	2
II	JUAMM-DSC202	Politics, Media and the Indian State	Major	2
II	JUAMM-MIN201	Media Lens on Global History	Minor	2
II	JUAMM-MIN201	Introduction to Macroeconomics	Minor	2
II	JUAMM-OE201	Discerning Globalisation	OE	2
II	JUAMM-OE202	Conflict Intervention and Resolution	OE	2
II	JUAMM-SEC201	Media Tools-II	SEC	2
II	JUAMM-VSC201	Psychology and Media	VSC	2
II	JUAMM-AEC201	English Literature-II	AEC	2
II	JUAMM-AEC201	Spatial Understanding of India	VEC	2

## **Learning Outcome-based Approach**

A Learning Outcome-based Approach for Mass Media education involves defining specific learning outcomes or competencies that students in mass media programs are expected to achieve. These outcomes are tailored to the field of mass media and help ensure that students are well-prepared for careers in journalism, broadcasting, advertising, public relations, and other media-related professions.

### **Key areas of focus of the BMM programme are as follows:**

Effective Communication: Developing strong communication skills, both written and verbal, to convey information effectively through various media channels.

Media Literacy: Critically analyse and evaluate media content, including recognizing bias, identifying reliable sources, and understanding the impact of media on society.

Media Production Skills: Depending on their specialisation, students may be expected to gain proficiency in various media production tools and techniques, such as video editing, audio production, graphic design, and web development.

Journalistic Skills: Gathering, verifying, and reporting news stories accurately and ethically, adhering to journalistic standards.

Audience Engagement: Learning strategies for engaging and building an audience through various media platforms, including social media, online publications, and broadcasting.

Ethics and Responsibility: Understanding the ethical considerations and responsibilities associated with mass media, including issues like accuracy, fairness, and the societal impact of media content.

Media Research: Conducting research related to media topics, including audience analysis, media market research, and content analysis.

Adaptation to New Technologies: Given the rapidly changing landscape of mass media, students should be prepared to adapt to emerging technologies and trends in the industry.

Teamwork and Collaboration: Developing the ability to work effectively in multidisciplinary teams, which is common in mass media production settings.

Media Law and Regulations: Understanding the legal and regulatory frameworks that govern the media industry, including issues related to intellectual property, freedom of the press, and privacy.

## **Graduate Attributes**

The Department of Mass Media envisions that a graduate with a Bachelor of Arts in Mass Media (BMM) Programme from Jai Hind College (Autonomous) would be an individual who is able to:

1. Select and apply acquired skills to plan, execute and analyse media campaigns
2. Graduates will showcase proficient communication skills, adept in both oral and written format, empowering them to effectively convey information, ideas, and messages within the dynamic landscape of the media industry.
3. Use contemporary media tools, resources, and software pertinent to the domains of mass communication and media studies.
4. Create content for a variety of media platforms by acquiring proficiency in skills such as design, photography, cinematography, editing, scripting, communication, and more.
5. Graduates will exhibit readiness for the industry, possessing the requisite skills and knowledge to excel in varied roles within the media sector, effectively meeting the demands of the job market.
6. Choose acquired skills for the critical analysis of diverse media-related research and communication issues, considering historical, cultural, and societal contexts.

## **Programme Objectives:**

1. To exhibit industry-ready proficiency, showcasing the skills and knowledge necessary and to excel in diverse roles within the media sector, effectively meeting the demands of the job market.
2. To be able to select gathered skills to critically analyse various media-related research and communication problems, incorporating historical, cultural, and societal contexts into their assessments.
3. To be able to apply foundational knowledge learned in fundamental subjects to examine diverse media-related challenges and formulate effective solutions.



4. Graduates will be able to design effective media strategies considering safety, ethics, audience engagement, and societal impact, utilising modern tools and technologies proficiently.
5. Students will be able to embrace the ethos of continuous learning, regularly enhancing their knowledge and skills to adapt to the dynamic shifts and emerging technologies in the field of mass media.
6. Students will be able to solve complex media problems through scientific reasoning and data analysis in the fields of advertising, journalism, and media management.
7. Students will be able to use modern media tools, resources, and software relevant to the fields of mass communication and media studies.
8. Students will be able to locate societal and ethical concerns by understanding civic responsibilities in societal and environmental contexts, applying principles and norms of media development while producing and disseminating content.
9. Students will be able to illustrate professional ethics and norms in the fields of journalism, advertising, and media management, maintaining high standards of integrity and accuracy in their work.
10. Students will be able to adeptly apply their skills, whether working independently or collaboratively in diverse team settings, embodying the collaborative essence inherent in media production and management.
11. Students will be able to demonstrate a comprehensive understanding of key concepts and principles in media, proficiently listing and recalling relevant theories, and effectively articulating their applications in contemporary media landscapes.
12. Students will be able to demonstrate effective communication skills, both verbally and in written form, enabling them to convey information, ideas, and messages effectively within the media industry.
13. Students will be able to develop the requisite skills to oversee the execution and financial aspects of media-related projects, including research, content creation, and advertising campaigns.
14. Students will be able to exhibit proficiency in evaluating complex media-related issues, engaging in critical analysis to assess the impact of various media forms, content, and communication strategies on society and culture.

## Teaching Learning Process

Teaching is student-centric and enables various kinds of learning such as collaborative, participative, experiential and ICT based e-learning. The Pedagogy and teaching aids we use to facilitate these various kinds of learning are as follows:

- **Collaborative Learning:** Interactive teaching, guest lectures, workshops
- **Participative Learning:** Quizzes, Puzzles, Group Discussions and Debates, Class Presentations and Role Plays.
- **Experiential Learning:** Recreation of workplace situations in the classroom, mock panel discussions, film making, creating advertisements, product creation, auctions, exhibition.
- **ICT based e-learning:** Audio-visual aids such as PPTs, films, documentaries, videos; e-learning resources such as quizzes, polls, Jam boards, virtual whiteboards, G-suite apps (Google docs, slides and sheets) and Google Classroom; sharing and use of e-books, pdfs, open-access journal publications and digital newspapers.

## **Assessment Methods / Evaluation Scheme**

### **Major / Minor**

Each Major/Minor of 2 credits will be assessed for Theory component of 50 marks which will be as follows:

- The Theory component will comprise of 25 marks as Semester End Examination (SEE) of 1 hour; and 25 marks Continuous Assessment (CA)

Each Major/Minor of 4 credits will be assessed for Theory component of 100 marks which will be as follows:

- The Theory component will comprise of 50 marks as Semester End Examination (SEE) of 2 hours ; and 50 marks Continuous Assessment (CA)

### **OE and AEC**

- The Theory component will comprise of 25 marks as Semester End Examination (SEE) of 1 hour; and 25 marks Continuous Assessment (CA)

### **IKS and VEC**

- 50 marks as Continuous Assessments (CA)

### **VSC and SEC**

- The Practical component will comprise of 25 marks as Semester End Examination (SEE) of 1.5 hour; and 25 marks Continuous Assessment (CA); the evaluation pattern to be experiment/ task based/ case study or any other similar

**PATTERN OF SEMESTER END EXAM (SEE) AND CONTINUOUS ASSESSMENT (CA):**

- SEE will consist of a mix of long and short answer type questions based on Higher Order Thinking Skills (HOTS) aligned with Bloom's Taxonomy.
- A minimum of 2 and a maximum of 5 internal assessments to be carried out during a semester for each course being assessed only on Continuous assessment pattern, of which the best evaluation to be chosen for grades.
- One or more, but not limited to the following methods of assessment can be used for internal assessment - MCQ, quiz based, objective type, puzzle, group presentation, group or individual projects, debate, model making, poster making, role play, case studies or any other creative mode of assessment.
- The faculty has to share with the students the rubrics for the format(s) chosen for CA.

## Discipline Specific Core Courses - Major Core Courses

<b>Course Code (JUAMM-DS C101)</b>	<b>Course Title: Fundamentals of Mass Communication</b>	<b>Credits: 02 Lectures/Week: 02</b>
<b>Course description</b>	Delve into mass communication fundamentals, exploring models, functions, and societal impacts. Develop practical skills in content creation and critical analysis of communication theories for interpreting socio-cultural issues.	
<b>Learning objectives</b>	<p>It is expected that students:</p> <ul style="list-style-type: none"> <li>● Learn and gauge various models, functions, and barriers of mass communication, applying them in modern scenarios.</li> <li>● Understand the historical and present impact of content and mass media mediums on societal perspectives.</li> <li>● Evaluate multiple tools of mass communication and analyse their effects on diverse demographics.</li> <li>● Develop skills to create compelling content with well-organised facts and storytelling techniques for various mediums and specific demographics.</li> <li>● Critically evaluate mass communication theories and apply them to interpret contemporary issues in the field.</li> </ul>	
<b>Course Outcomes</b>	<p>At the end of the course, students would:</p> <ul style="list-style-type: none"> <li>● Identify various models, functions and barriers of mass communication and its application in modern day scenarios.</li> <li>● Recognise the impact &amp; influence of content &amp; mass media mediums in the past &amp; present.</li> <li>● Examining multiple tools of mass communication and its effect on various demographics.</li> <li>● Create compelling content that includes well-organised facts and story-telling techniques for a variety of mediums and specific demographics.</li> <li>● Evaluate mass communication theories and its application.</li> </ul>	
	<b>THEORY (Semester I)</b>	<b>Total No. of Lectures: 30</b>
<b>Sub Unit</b>	<b>Module 1</b>	<b>15 lectures</b>
<b>a)</b>	Mass Communication and the Need Functions of Mass Communication Barriers of Mass Communication	
<b>b)</b>	Models of Mass Communication:	

	<ul style="list-style-type: none"> <li>● Gerbner's Model,</li> <li>● Sociological Model,</li> <li>● Gatekeeping Model,</li> <li>● Defleur's Model of the Taste-differentiated Audience Model</li> </ul>	
c)	<p>Traditional and Folk Media</p> <ul style="list-style-type: none"> <li>● Forms, importance and types</li> <li>● The phenomenon of Authorship</li> </ul>	
	<b>Module 2</b>	<b>15 lectures</b>
a)	<p>Conventional Tools of Mass Media</p> <ul style="list-style-type: none"> <li>● Print: Books, Newspapers, Magazines</li> <li>● Broadcast: Television, Radio, Films, Internet, Advertising, Public Relations, Other outdoor media</li> <li>● The Indian Context: reach, access and nature of audience</li> </ul>	
b)	Mass Communicators: Political, Social & Religious	
c)	<p>New Mass Media</p> <ul style="list-style-type: none"> <li>● Media Convergence: conceptual framework, technological dimension, economic dimension, socio-cultural dimension</li> <li>● Implications for 'Mass Communication'.</li> </ul>	
d)	Impact of Mass Media on: Education, Children, Women, Culture, Youth, Development	
	<p><b>Evaluation Scheme</b></p> <p>CA: Research, filmmaking, campaigns, simulation, media critique and analysis, group presentation, group or individual projects, debate, model making, role play, case studies or any other creative mode of assessment (25 marks)</p> <p>SEE: Q1: Unit I Questions (10 marks) Q2: Unit II Questions (10 marks) Q3: Unit I &amp; II Questions (5 marks)</p>	
<b>References:</b>	<ol style="list-style-type: none"> <li>1. Mass Communication in India, Keval J Kumar, Jaico Publication</li> <li>2. Perspective Human Communication, Aubrey B Fisher, Macmillan/McGraw-Hill</li> </ol>	

	<p>3. Mass Communication &amp; Development, Dr. Baldev Raj Gupta, Vishwavidyalaya Prakashan</p> <p>4. Mass Communication, Rowland Lorimer Oxford University Press</p> <p>5. Mass Communication Theory, Denis Mcquail, Sage Publication</p>
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<b>Bloom's Taxonomy in Evaluation Scheme</b>				
Unit	Knowledge	Understanding	Application	Total Marks
1	10	5	10	25
2	10	10	5	25
Total Marks Per Objective	20	15	15	50
% Weightage	40%	30%	30%	100%

<b>Course Code (JUAMM-DS C102)</b>	<b>Course Title: Effective Communication Skills-I</b>	<b>Credits: 02 Lectures/Week: 02</b>
<b>Course description</b>	Enhances understanding of communication patterns that work for each medium. The evolution of communication and content on each medium. Comparative analysis on the distinctive features of mass communication of each mass media platform.	
<b>Learning objectives</b>	<p>It is expected that students:</p> <ul style="list-style-type: none"> <li>● Students will develop proficiency in diverse critical evaluation, analysis of mass media, viva voce, and group discussions.</li> <li>● Cultivate the ability to curate effective communication for various purposes, excelling in formal, informal, and creative requirements and briefs.</li> <li>● Students will be able to compare, analyse, and understand the fundamentals of translation content across English, Hindi, and different regional languages, showcasing proficiency in multilingual communication.</li> <li>● Students will be able to classify various models, contexts, and processes of communication from a media perspective, gaining valuable insights into communication within the media landscape.</li> <li>● Students will be able to demonstrate the same content in different languages through diverse mediums, highlighting adaptability and proficiency in conveying messages across various platforms and languages.</li> </ul>	
<b>Course Outcomes</b>	<p>At the end of the course, students would:</p> <ul style="list-style-type: none"> <li>● Develop various aspects of oral communication by nurturing skills in various streams of communication like presentation, anchoring, viva voce, interview, public speaking, skits/plays, panel discussions, voice over, elocution, debates &amp; group discussion.</li> <li>● Construct and develop the ability to write from formal, informal and creative requirements and brief.</li> <li>● Compare, analyse and translate content in English, Hindi, and different regional languages.</li> <li>● Classify various models, context and process of communication from a Media perspective.</li> <li>● Demonstrate the same content in different languages through diverse mediums.</li> </ul>	
	<b>THEORY (Semester I)</b>	<b>Total No. of Lectures: 30</b>
<b>Sub Unit</b>	<b>Module 1</b>	<b>15 lectures</b>



a)	<ul style="list-style-type: none"> <li>● The concept of communication</li> <li>● The importance of mass media in society</li> <li>● The function of mass media</li> </ul>	
b)	The fundamental model of communication & its compatibility with different mediums	
c)	Goals of Communication	
d)	Letter Writing - Formal, Job Applications, Letters to the editor	
	<b>Module 2</b>	<b>15 lectures</b>
a)	<ul style="list-style-type: none"> <li>● Print Media (Newspapers &amp; Magazines)</li> <li>● Electronic Media (Radio &amp; Television)</li> <li>● New Media (Digital &amp; Social)</li> <li>● Cinema</li> </ul>	
b)	<p>Introduction to all formats</p> <ul style="list-style-type: none"> <li>● Their respective evolution over the decades</li> <li>● Strengths &amp; weaknesses</li> <li>● Relationship with consumers of the said medium</li> <li>● Content correspondence.</li> </ul>	
	<p><b>Evaluation Scheme</b></p> <p>CA: Research, filmmaking, campaigns, simulation, media critique and analysis, group presentation, group or individual projects, debate, model making, role play, case studies or any other creative mode of assessment (25 marks)</p> <p>SEE: Q1: Unit I Questions (10 marks) Q2: Unit II Questions (10 marks) Q3: Unit I &amp; II Questions (5 marks)</p>	
<b>References:</b>	<ol style="list-style-type: none"> <li>1. Doctor Business Communication, Rhoda A. Doctor and Aspi H., Sheth Publication, 2000.</li> <li>2. Teaching Thinking, Edward De Bono, Penguin Publication, 1998.</li> <li>3. De Bono's Thinking Course, Edward De Bono, Penguin Publication, 1998.</li> <li>4. Becoming a Translator: An Introduction to the Theory &amp; Practice of Translation, Douglas Robinson, Rouglert Publication, 1995.</li> </ol>	

<b>Bloom's Taxonomy in Evaluation Scheme</b>				
Unit	Knowledge	Understanding	Application	Total Marks
1	8	9	8	25
2	9	8	8	25
Total Marks Per Objective	17	17	16	50
% Weightage	34%	34%	32%	100%

<b>Course Code (JUAMM-DS C201)</b>	<b>Course Title: Effective Communication Skills-II</b>	<b>Credits: 02 Lectures/ Week: 02</b>
<b>Course description</b>	Delves into the diverse formats of content across platforms such as print, electronic media, cinema, advertising, journalism, and digital media. This course equips students with the foundational knowledge of the use of language and skills to understand, analyse, as well as create compelling content tailored to each unique medium.	
<b>Learning objectives</b>	<p>It is expected that students:</p> <ul style="list-style-type: none"> <li>● Learn the fundamentals of curating effective communication &amp; understanding the nuances of language and presentation to engage the audience.</li> <li>● Acquire skills in writing content suitable for formats including writing for literary performing arts stand-up comedy &amp; spoken poetry.</li> <li>● Gain a functional understanding of copywriting, including basics, formats, and techniques for creating headlines, sub-headlines, body copy and slogans for advertising in different mediums.</li> <li>● Develop the ability to understand the consumption pattern of news across platforms and write various types of reports compatible with traditional &amp; modern mediums of mass media.</li> <li>● Explore the basics of translation and its impact on the business of media in the age of global entertainment. Practical exercises include translation of newspaper headlines, ads, cinema dialogues, etc in Hindi, Marathi, and English.</li> <li>● Delve into the parallel entertainment industry on the internet, exploring content variety on digital platforms and gaining insights into effective communication strategies for online audiences.</li> <li>● Develop proficiency in writing various forms of letters like request letters, complaint letters, Letters to the editor and Right to Information Act Letters.</li> </ul>	
<b>Course Outcomes</b>	<p>At the end of the course, students would:</p> <ul style="list-style-type: none"> <li>● Demonstrate proficiency in diverse forms of written communication in English, Hindi, and Marathi.</li> <li>● Develop persuasive and engaging content for business, sales, and press releases.</li> <li>● Effectively write for various formats, showcasing creativity.</li> <li>● Apply copywriting skills to create compelling headlines, sub-headlines, and body copy.</li> <li>● Master the art of report writing, including both general and news reports.</li> </ul>	

	<ul style="list-style-type: none"> <li>Exhibit translation proficiency across various types of content in Hindi, Marathi, and English.</li> <li>Understand and adapt communication strategies for the evolving digital landscape, catering to diverse audience preferences and platforms.</li> </ul>	
	<b>THEORY (Semester II)</b>	<b>Total No. of Lectures: 60</b>
<b>Sub Unit</b>	<b>Module 1</b>	<b>15 lectures</b>
<b>a)</b>	<ul style="list-style-type: none"> <li>Letter writing: Request/Application letters, Letters of complaint, Job/Internship Cover Letters, Letters under the Right to Information Act, Letter to the Editor</li> </ul>	
<b>b)</b>	<ul style="list-style-type: none"> <li>Fundamentals of Copywriting: Basics and Format (Making the headline, sub-headline, body copy, Slogans and Graphic Box)</li> </ul>	
<b>c)</b>	<ul style="list-style-type: none"> <li>Report writing: Print &amp; Electronic - Basics and Format (Headline, Sub-Headline, Body Copy, VOs)</li> </ul>	
	<b>Module 2</b>	<b>15 lectures</b>
<b>a)</b>	<ul style="list-style-type: none"> <li>Writing for different formats of digital media: social experiment, voxpop, public reviews, online skits</li> </ul>	
<b>b)</b>	<ul style="list-style-type: none"> <li>Translation fundamentals for movies, news, ads. Importance of translation in mass media industry - Global &amp; Indian context.</li> </ul>	
	<p><b>Evaluation Scheme</b></p> <p>CA: Research, filmmaking, campaigns, simulation, media critique and analysis, group presentation, group or individual projects, debate, model making, role play, case studies or any other creative mode of assessment (25 marks)</p> <p>SEE: Q1: Unit I Questions (10 marks) Q2: Unit II Questions (10 marks) Q3: Unit I &amp; II Questions (5 marks)</p>	
<b>References:</b>	1. Doctor Business Communication, Rhoda A. Doctor and Aspi H., Sheth Publication, 2000	

	<p>2. Teaching Thinking, Edward De Bono, Penguin Publication, 1998.</p> <p>3. De Bono's Thinking Course, Edward De Bono, Penguin Publication, 1998.</p> <p>4. Becoming a Translator: An Introduction to the Theory &amp; Practice of Translation, Douglas Robinson, Routledge Publication, 1995.</p>
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<b>Bloom's Taxonomy in Evaluation Scheme</b>				
Unit	Knowledge	Understanding	Application	Total Marks
1	8	8	9	25
2	9	8	8	25
Total Marks Per Objective	17	16	17	50
% Weightage	34%	32%	34%	100%

<b>Course Code</b> (JUAMM-DS C202)	<b>Course Title: Politics, Media and the Indian State</b>	<b>Credits: 02</b> <b>Lectures/Week:</b> <b>02</b>
<b>Course description</b>	The intricate relationship between politics, media, and the Indian state, providing students with a comprehensive understanding of how these three elements intersect, influence each other, and shape the dynamics of Indian society and governance.	
<b>Learning objectives</b>	<p>It is expected that students:</p> <ul style="list-style-type: none"> <li>● Develop a nuanced understanding of the complex interplay between politics, media, and the Indian state.</li> <li>● Analyse the foundational elements of the Indian state, its principles, institutions, and the challenges faced in a democratic context.</li> <li>● Examine the philosophical underpinnings of the Indian Constitution, including the Preamble, Fundamental Rights, and Directive Principles of State Policy.</li> <li>● Evaluate the role of media in a democratic polity, considering both traditional and new media's impact on politics.</li> <li>● Investigate the evolution of the Indian Party System, political dynamics, and the civilizational ethos shaping the Indian State.</li> <li>● Explore the political dynamics of Maharashtra, intra-state regional equations, and their impact on governance.</li> <li>● Compare and contrast global democratic systems, with a focus on the Bretton Woods institutions and their influence on the Global South.</li> </ul>	
<b>Course Outcomes</b>	<p>At the end of the course, students would:</p> <ul style="list-style-type: none"> <li>● Demonstrate a comprehensive understanding of the intricate relationships between politics, media, and the Indian state.</li> <li>● Apply knowledge of democratic principles, constitutional philosophy, and state institutions to analyse political phenomena.</li> <li>● Critically assess the role and impact of media in shaping political narratives and democratic processes.</li> <li>● Relate the civilizational ethos of the Indian state to contemporary political dynamics.</li> <li>● Analyse the specific political dynamics of Maharashtra and understand their implications for regional governance.</li> <li>● Compare global democratic systems and evaluate the influence of international institutions on the Global South.</li> <li>● Formulate informed perspectives on the challenges and opportunities presented by the intersection of politics, media, and the Indian state.</li> </ul>	

	<b>THEORY (Semester II)</b>	<b>Total No. of Lectures: 30</b>
<b>Sub Unit</b>	<b>Module 1:</b>	<b>15 lectures</b>
<b>a)</b>	<ul style="list-style-type: none"> <li>● Definition and Elements of State and factors building a Nation</li> <li>● Principles, Institutions and Challenges of Democracy</li> </ul>	
<b>b)</b>	<ul style="list-style-type: none"> <li>● Constituent Assembly Debates and the making of the Constitution</li> <li>● Fundamental Rights and Directive Principles of State Policy</li> </ul>	
<b>c)</b>	<ul style="list-style-type: none"> <li>● Role of media in democratic polity</li> <li>● Media, political parties and elections</li> <li>● New Media's role in politics</li> <li>● Art, Media and Politics</li> </ul>	
	<b>Module 2:</b>	<b>15 lectures</b>
<b>a)</b>	<ul style="list-style-type: none"> <li>● Evolution of the Indian Party System and political dynamics</li> <li>● The civilisational ethos of the Indian State</li> <li>● Rajadharma and Coalition <i>dharma</i></li> </ul>	
<b>b)</b>	<ul style="list-style-type: none"> <li>● Political dynamics of Maharashtra</li> <li>● Intra-state regional equation</li> </ul>	
<b>c)</b>	<ul style="list-style-type: none"> <li>● Global Democratic Systems</li> <li>● Bretton Woods and the Global South</li> <li>● Alternative Media and Critiques</li> </ul>	
	<p><b>Evaluation Scheme</b></p> <p>CA: Research, filmmaking, campaigns, simulation, media critique and analysis, group presentation, group or individual projects, debate, model making, role play, case studies or any other creative mode of assessment (25 marks)</p> <p>SEE: Q1: Unit I Questions (10 marks) Q2: Unit II Questions (10 marks) Q3: Unit I &amp; II Questions (5 marks)</p>	

<b>References:</b>	<ol style="list-style-type: none"> <li>1. Oxford Concise Dictionary of Politics, Iain Mclean / Alistair McMillan, Oxford University Press, 2000.</li> <li>2. Politics, Andrew Heywood, 2nd Edition, Ane Books, 1997.</li> <li>3. Dictionary of Politics, D. Robertson Penguin Books India, 2005.</li> <li>4. Oxford Companion to Politics of the World, Krieger Joel Joseph William A. Kahler Miles Nzongola - Ntalaja Georges Stallings Barbara B. Weir Margaret, Oxford University Press New York, 2006.</li> <li>5. Political Theory, Das Hari Hara and Chaudhari B. C., National Publishing House, 2000.</li> <li>6. Introduction to the Indian Constitution, Basu D. D., Wadhwa Publications, 1998.</li> <li>7. Our Constitution, Kashyap Subhash, National Book Trust, 2001.</li> </ol>
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<b>Bloom's Taxonomy in Evaluation Scheme</b>				
Unit	Knowledge	Understanding	Application	Total Marks
1	10	8	7	25
2	9	9	7	25
Total Marks Per Objective	19	17	14	50
% Weightage	38%	34%	28%	100%



## Minor Courses

<b>Course Code (JUAMM-MI N101)</b>	<b>Course Title: Introduction to Microeconomics</b>	<b>Credits: 02 Lectures/Week: 02</b>
<b>Course description</b>	Enhance communication skills for effective speaking, writing, and multilingual expression across media, becoming a versatile and adept communicator in diverse situations. Students will learn the art of clear presentation, impactful writing, and understanding communication in different languages and media contexts.	
<b>Learning objectives</b>	<p>It is expected that students:</p> <ul style="list-style-type: none"> <li>● Recall and apply fundamental scopes, concepts, laws, and functions of microeconomics within the unique context of the media industry.</li> <li>● Apply the ability to analyse real-life situations and trends within the media industry from a microeconomics perspective, fostering an "economic way of thinking."</li> <li>● Understand the functioning of various markets, departments, and industries within the media landscape, gaining insights into the economic intricacies at a smaller scale in the context of media organisations.</li> <li>● Apply the application of microeconomic theories to contemporary real-life issues within the media industry and analyse policies at both organisational and national levels, showcasing the practical relevance of microeconomic principles in media contexts.</li> <li>● Assess various microeconomic concepts and their impact on various sectors within the media industry, providing a nuanced understanding of economic principles specific to media operations.</li> </ul>	
<b>Course Outcomes</b>	<p>At the end of the course, students would:</p> <ul style="list-style-type: none"> <li>● Recall fundamental scopes, concepts, laws, and functions of microeconomics and identify their application in the context of the modern economy.</li> <li>● Develop the ability to analyse real-life situations and trends from a microeconomics perspective, cultivating the "economic way of thinking."</li> <li>● Recognise the functioning of various markets, departments, and industries from a microeconomics perspective, gaining insights into the economic intricacies at a smaller scale.</li> <li>● Demonstrate the application of microeconomic theories to contemporary real-life issues and analyse policies at the national level, showcasing the practical relevance of microeconomic principles.</li> <li>● Understand and describe various concepts of microeconomics and assess their impact on various sectors within the media industry.</li> </ul>	

	<b>THEORY (Semester I)</b>	<b>Total No. of Lectures: 30</b>
<b>Sub Unit</b>	<b>Module 1</b>	<b>15 lectures</b>
<b>a)</b>	Prominence and Relevance of Economics in Media <ul style="list-style-type: none"> <li>● Why study Microeconomics in the field of Mass Media</li> <li>● Application of Media Economics</li> </ul>	
<b>b)</b>	Differentiation between Microeconomics and Macroeconomics	
<b>c)</b>	Basic Concepts of Microeconomics <ul style="list-style-type: none"> <li>● Nature and Scope of Microeconomics</li> <li>● Significance &amp; Limitations</li> <li>● Positive and Normative Economics</li> <li>● Basic Concepts: Wealth, Welfare and Scarcity</li> <li>● An Economic Analysis of Professions and Property in Ancient India</li> </ul>	
<b>d)</b>	Utility: <ul style="list-style-type: none"> <li>● Concepts of Demand, Supply and Behavioural change</li> <li>● Law of Diminishing Marginal Utility</li> <li>● Law of Equimarginal Utility</li> <li>● Lijjat Papad Case Study</li> </ul>	
<b>e)</b>	Demand: <ul style="list-style-type: none"> <li>● Law of Demand</li> <li>● Determinants of Demand</li> <li>● Price Elasticity of Demand</li> <li>● Income Elasticity of Demand</li> <li>● Cross Elasticity of Demand</li> <li>● Promotional Elasticity of Demand</li> </ul>	
<b>f)</b>	Advertising & Demand: <ul style="list-style-type: none"> <li>● Advertising Industry's Impact: Demand</li> <li>● Economics of Ad Campaigns</li> </ul>	
	<b>Module 2</b>	<b>15 lectures</b>
<b>a)</b>	Economic Structures in Media Platforms: <ul style="list-style-type: none"> <li>● Broadcasting</li> <li>● Streaming</li> <li>● Films</li> </ul>	

	<ul style="list-style-type: none"> <li>● Influencer Marketing</li> <li>● Print</li> <li>● Digital Media</li> </ul>	
<b>b)</b>	<p>Scale &amp; Scope:</p> <ul style="list-style-type: none"> <li>● Economies of Scale</li> <li>● Diseconomies of Scale</li> <li>● Case Study: Amul</li> </ul>	
<b>c)</b>	<p>Factors &amp; Cost of Production:</p> <ul style="list-style-type: none"> <li>● Short run &amp; long run production function</li> <li>● Concepts of Cost</li> <li>● Measures of Costs</li> <li>● Total, Fixed, Variable, Marginal, Average Costs, Opportunity costs, Social &amp; Private Costs, Implicit, and Explicit Costs</li> <li>● Case Study: Fordism: Shorter Hours, Higher Wages</li> <li>● Total Revenue &amp; Break Even Analysis</li> </ul>	
<b>d)</b>	<p>Sports &amp; Economics:</p> <ul style="list-style-type: none"> <li>● Understanding Economics behind Sports League</li> <li>● Understanding Economics behind Broadcasting and Streaming of Sporting Event</li> </ul>	
<b>e)</b>	<p>Market Structure:</p> <ul style="list-style-type: none"> <li>● Perfect Competition</li> <li>● Monopoly</li> <li>● Monopolistic Competition</li> <li>● Oligopoly</li> <li>● The Economic Dynamics of Markets, Prices, Interest, and Wages in the Kautilyan State</li> </ul>	
	<p><b>Evaluation Scheme</b></p> <p>CA: Research, filmmaking, campaigns, simulation, media critique and analysis, group presentation, group or individual projects, debate, model making, role play, case studies or any other creative mode of assessment (25 marks)</p> <p>SEE: Q1: Unit I Questions (10 marks) Q2: Unit II Questions (10 marks)</p>	

	Q3: Unit I & II Questions (5 marks)	
<b>References:</b>	1. Economics, Paul Samuelson SIE Publication, 2010. 2. Economics, Lipsey & Steiner Oxford Press, 2010. 3. Business Economics, D.M. Mithani, Himalaya Publishing House, 2013 4. Modern Microeconomics, A. Koutsoyiannis, Macmillan Publication, 1979	

<b>Bloom's Taxonomy in Evaluation Scheme</b>				
Unit	Knowledge	Understanding	Application	Total Marks
1	8	8	9	25
2	8	10	7	25
Total Marks Per Objective	16	18	16	50
% Weightage	32%	36%	32%	100%

<b>Course Code (JUAMM-MI N102)</b>	<b>Course Title: Introduction to Sociology</b>	<b>Credits: 02 Lectures/Week: 02</b>
<b>Course description</b>	A comprehensive journey in sociology, unravelling societal challenges, exploring the interplay between culture and media, and gaining insights into social stratification for a holistic understanding of its essence and future applications.	
<b>Learning objectives</b>	<p>It is expected that students:</p> <ul style="list-style-type: none"> <li>● Explore various sociological perspectives, cultivating a future understanding of the diverse essence of sociological thought.</li> <li>● Students will be able to explore diverse segments of society, elucidating the associated challenges and cultivating a comprehensive future understanding of societal complexities.</li> <li>● Examine the concept of society and underscore the significance of media within it, recognizing the pivotal future role of media in shaping societal dynamics.</li> <li>● Apply theoretical perspectives on social stratification, gaining insights into the future structures and mechanisms contributing to social inequality.</li> <li>● Understand differences between age, sex, gender, and other societal elements, fostering awareness of diverse sociocultural dimensions and developing an understanding of the future concept of gender identity.</li> </ul>	
<b>Course Outcomes</b>	<p>At the end of the course, students would:</p> <ul style="list-style-type: none"> <li>● Define sociology and describe various sociological perspectives along with its essence.</li> <li>● Identify diverse segments of society and explain the problems of each segment.</li> <li>● Sketch association between Culture and Media through various moments, values and news.</li> <li>● Describe the concept of society and the importance of media in it</li> <li>● Describe theoretical perspectives on social stratification</li> <li>● Illustrate differences between age, sex, gender and other elements, and understand gender identity.</li> </ul>	
	<b>THEORY (Semester I)</b>	<b>Total No. of Lectures: 30</b>
<b>Sub Unit</b>	<b>Module 1: Core Elements</b>	<b>15 lectures</b>
<b>a)</b>	<ul style="list-style-type: none"> <li>● Definition and Features</li> <li>● Sociological imagination</li> </ul>	
<b>b)</b>	Society and Social Interaction:	

	<ul style="list-style-type: none"> <li>• Definition of society, features, Types of Society- Rural and Urban, civil society, metropolitan, and megapolis.</li> <li>• Social Interaction: Definition, Need for social interaction, Forms of social interaction: Co-operation, Competition, Conflict, Assimilation, Accommodation, Integration</li> </ul>	
c)	<p>Social Institution and Socialisation:</p> <ul style="list-style-type: none"> <li>• Social Institution: Definition, Need for social institutions, Types: Family, Marriage, education, religion, economy, polity, and media</li> <li>• Socialisation: Meaning, Need, Agencies of socialisation with particular reference to Media.</li> </ul>	
	<b>Module 2: Applied Elements with Media Implications</b>	<b>15 lectures</b>
a)	Modern Sociology Theory -Emile Durkheim's Anomie Theory, Edwin Sutherland's Differential Association.	
b)	Social Stratification: Definition, Segments: caste, class, gender, age and power. Formal - Informal Labour, Migrants	
c)	Social Control: Meaning, Functions, Formal and informal means of control over media.	
d)	Social Change - meaning, impact of social change with special reference to media and communication.	
e)	Social Movements – Definition, features, types of social movement, elements, stages of social movement, some examples. Establish the link between media and success of social movements	
	<p><b>Evaluation Scheme</b></p> <p>CA: Research, filmmaking, campaigns, simulation, media critique and analysis, group presentation, group or individual projects, debate, model making, role play, case studies or any other creative mode of assessment (25 marks)</p> <p>SEE: Q1: Unit I Questions (10 marks) Q2: Unit II Questions (10 marks) Q3: Unit I &amp; II Questions (5 marks)</p>	

<b>References:</b>	<ol style="list-style-type: none"> <li>1. Principles of Sociology, R. N. Sharma, Media Promoters &amp; Publishers, 2000.</li> <li>2. Culture Change in India: Identity and Globalisation, Yogesh Sharma, Rawat Publications, 2003.</li> <li>3. Caste in Modern India and other Essays, M.N.Srinivas, Media Promoters &amp; Publishers, 2003.</li> <li>4. Modernisation of Indian Tradition, Yogendra Singh, Rawat Publications, 1999.</li> <li>5. Indian Social System, Ram Ahuja, Rawat Publications, 2000.</li> <li>6. Society In India, Ram Ahuja, Rawat publications, 2001</li> </ol>
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<b>Bloom's Taxonomy in Evaluation Scheme</b>				
Unit	Knowledge	Understanding	Application	Total Marks
1	9	10	6	25
2	11	7	7	25
Total Marks Per Objective	20	17	13	50
% Weightage	40%	34%	26%	100%

<b>Course Code (JUAMM-MI N201)</b>	<b>Course Title: Media Lens on Global History</b>	<b>Credits: 02 Lectures/Week: 02</b>
<b>Course description</b>	Explores significant global historical events and trends through the perspective of various media forms. It explores how media has influenced public perception and documented pivotal moments in history.	
<b>Learning objectives</b>	<p>It is expected that students:</p> <ul style="list-style-type: none"> <li>● Understand the role of the media in documenting and influencing historical events.</li> <li>● Explore how different cultures are represented in historical media and the impact of these representations on global perceptions.</li> <li>● Analyse media representations of key historical events.</li> <li>● Explore the relationship between media technologies and historical developments.</li> <li>● Develop media literacy and historical analysis skills.</li> </ul>	
<b>Course Outcomes</b>	<p>At the end of the course, students would:</p> <ul style="list-style-type: none"> <li>● Understand and articulate the historical context of major global events and movements.</li> <li>● Recognise the interconnectedness of historical events and their broader impacts on society.</li> <li>● Demonstrate an understanding of the media's role in shaping historical narratives.</li> <li>● Analyse the influence of political, social, and economic factors on historical developments.</li> <li>● Critically analyse media portrayals of historical events.</li> <li>● Assess the role of the media in shaping public opinion and historical memory.</li> <li>● Apply media literacy skills to evaluate sources and narratives.</li> <li>● Develop a global perspective by examining historical events from multiple cultural and geographical viewpoints.</li> <li>● Conduct independent research on the interplay between media and history.</li> </ul>	
	<b>THEORY (Semester II)</b>	<b>Total No. of Lectures: 30</b>
<b>Sub Unit</b>	<b>Module 1:</b>	<b>15 lectures</b>
<b>a)</b>	<p>World War I: Causes, Impact, and Legacy</p> <ul style="list-style-type: none"> <li>● Political, social, and economic factors leading to the war</li> <li>● Leaders, consequences and shaping of the modern world</li> </ul>	



<b>b)</b>	World War II: Global Conflict and Aftermath <ul style="list-style-type: none"> <li>● Causes, major battles, and outcomes</li> <li>● Post-war political landscape, formation of UNO and the rise of superpowers</li> </ul>	
<b>c)</b>	Partition of India <ul style="list-style-type: none"> <li>● Examine the partition and its impact on society</li> <li>● Discuss the challenges of migration emanating from violence</li> </ul>	
	<b>Module 2:</b>	<b>15 lectures</b>
<b>a)</b>	Cold War dynamics <ul style="list-style-type: none"> <li>● Study of Cold War tensions as portrayed in the media.</li> <li>● Spread of influence, Arms Race and Proxy Wars</li> </ul>	
<b>b)</b>	Regional and International Organisations <ul style="list-style-type: none"> <li>● Analysis of regional entities like SAARC, ASEAN, AU, EU</li> <li>● Focus on organisations like Commonwealth, NATO and IORA</li> </ul>	
<b>c)</b>	Media's Role in Social Change <ul style="list-style-type: none"> <li>● Apartheid and its end in South Africa</li> <li>● Origins, system, resistance, and eventual dismantling</li> <li>● The impact of international media coverage on global perceptions and actions</li> </ul>	
	<p><b>Evaluation Scheme</b></p> <p>CA: Research, filmmaking, campaigns, simulation, media critique and analysis, group presentation, group or individual projects, debate, model making, role play, case studies or any other creative mode of assessment (25 marks)</p> <p>SEE: Q1: Unit I Questions (10 marks) Q2: Unit II Questions (10 marks) Q3: Unit I &amp; II Questions (5 marks)</p>	
<b>References:</b>	<ol style="list-style-type: none"> <li>1. Oxford Concise Dictionary of Politics, Iain Mclean / Alistair McMillan, Oxford University Press, 2000.</li> <li>2. Politics, Andrew Heywood, 2nd Edition, Ane Books, 1997.</li> <li>3. Dictionary of Politics, D. Robertson Penguin Books India, 2005.</li> </ol>	

	<p>4. Oxford Companion to Politics of the World, Krieger Joel Joseph William A. Kahler Miles Nzongola - Ntalaja Georges Stallings Barbara B. Weir Margaret, Oxford University Press New York, 2006.</p> <p>5. Political Theory, Das Hari Hara and Chaudhari B. C., National Publishing House, 2000.</p> <p>6. Introduction to the Indian Constitution, Basu D. D., Wadhwa Publications, 1998.</p> <p>7. Our Constitution, Kashyap Subhash, National Book Trust, 2001.</p>
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<b>Bloom's Taxonomy in Evaluation Scheme</b>				
Unit	Knowledge	Understanding	Application	Total Marks
1	10	8	7	25
2	9	9	7	25
Total Marks Per Objective	19	17	14	50
% Weightage	38%	34%	28%	100%

<b>Course Code (JUAMM-MI N202)</b>	<b>Course Title: Introduction to Macroeconomics</b>	<b>Credits: 02 Lectures/Week: 02</b>
<b>Course description</b>	Explore the intricacies of macroeconomics, covering national income, monetary policies, fiscal strategies, the Goods and Services Tax (GST), and India's role in the global economic landscape.	
<b>Learning objectives</b>	<p>It is expected that students:</p> <ul style="list-style-type: none"> <li>● Students will comprehend the meaning and scope of macroeconomics, including concepts such as National Income and the Circular flow of income, gaining foundational knowledge in macroeconomic principles.</li> <li>● Understand the causes, effects, and measures to control inflation, along with the functions of commercial banks and the central bank.</li> <li>● Acquire a basic understanding of Goods and Services Tax (GST), exploring its fundamentals and implications on the economy.</li> <li>● Gain insight into government fiscal policy, including sources of public revenue, areas of public expenditure, the Union Budget, and social expenditure with reference to the Millennium Development Goals.</li> <li>● Analyse the structure and macroeconomic scenario of the Indian economy, addressing salient features, challenges, and economic issues related to poverty, unemployment, infrastructure, and population.</li> <li>● Comprehend the external sector, covering the Balance of Payments, Exchange Rate, Trade Policy, Free Trade and Protectionism, FDI, FII, and the role of world institutions such as IMF, World Bank, and WTO in India's participation in the globalised world.</li> </ul>	
<b>Course Outcomes</b>	<p>At the end of the course, students would:</p> <ul style="list-style-type: none"> <li>● Apply their understanding of macroeconomic concepts to analyse and interpret economic indicators such as National Income and the Circular flow of income.</li> <li>● Evaluate the monetary policy measures and their impact on the economy, including the management of money supply and the role of commercial banks.</li> <li>● Analyse the economic impact of Goods and Services Tax (GST) on various sectors and its implications for the broader economy.</li> <li>● Assess the impact of government fiscal policies on public revenue, public expenditure, and social spending, understanding their significance in achieving national development goals.</li> <li>● Critically examine and propose solutions to challenges in the Indian economy related to poverty, unemployment, infrastructure, and population.</li> <li>● Understand and analyse the dynamics of the external sector, including the Balance of Payments, Exchange Rate, Trade Policy, and India's engagement with global institutions like IMF, World Bank, and WTO.</li> </ul>	

	<b>THEORY (Semester II)</b>	<b>Total No. of Lectures: 30</b>
<b>Sub Unit</b>	<b>Module 1:</b>	<b>15 lectures</b>
<b>a)</b>	Introduction: Meaning and Scope of Macroeconomics	
<b>b)</b>	Concepts of National Income - GNP,GDP,NNP,NDP, Per Capita Income	
<b>c)</b>	Circular flow of income - Trade Cycles - Features and Phases	
<b>d)</b>	Money and Inflation: Meaning and function of money <ul style="list-style-type: none"> <li>● Constituents and Determinants of money supply</li> <li>● Velocity of circulation of money</li> <li>● RBI's approach to money supply</li> <li>● Demand for money</li> <li>● Inflation: Meaning, causes, effects, measures to control inflation</li> <li>● Monetary policy</li> </ul>	
<b>e)</b>	Functions of Commercial Banks and Central Banks.	
<b>f)</b>	Goods and Services Tax (GST) – Basics	
	<b>Module 2:</b>	<b>15 lectures</b>
<b>a)</b>	Brief Understanding of Government: <ul style="list-style-type: none"> <li>● Fiscal Policy</li> <li>● Sources of Public Revenue</li> <li>● Areas of Public Expenditure</li> <li>● Union Budget -Social Expenditure</li> </ul>	
<b>b)</b>	Millennium Development Goals	
<b>c)</b>	Overview of Indian Economy: <ul style="list-style-type: none"> <li>● Structure and macroeconomic scenario</li> <li>● Salient features</li> <li>● Challenges and economic issues</li> <li>● Poverty</li> <li>● Unemployment</li> <li>● Infrastructure</li> <li>● Population</li> <li>● India's position in the world economy</li> <li>● Share in world GDP</li> </ul>	

	<ul style="list-style-type: none"> <li>● Trade and Capital flows</li> </ul>	
<b>d)</b>	<p>Introduction to External Sector:</p> <ul style="list-style-type: none"> <li>● Balance of Payments</li> <li>● Exchange Rate</li> <li>● Trade Policy</li> <li>● Free Trade and Protectionism</li> <li>● FDI - FII</li> </ul>	
<b>e)</b>	<p>World Institutions</p> <ul style="list-style-type: none"> <li>● IMF</li> <li>● World Bank</li> <li>● WTO</li> </ul>	
<b>f)</b>	India in a globalised world	
	<p><b>Evaluation Scheme</b></p> <p>CA: Research, filmmaking, campaigns, simulation, media critique and analysis, group presentation, group or individual projects, debate, model making, role play, case studies or any other creative mode of assessment (25 marks)</p> <p>SEE: Q1: Unit I Questions (10 marks) Q2: Unit II Questions (10 marks) Q3: Unit I &amp; II Questions (5 marks)</p>	
<b>References:</b>	<ol style="list-style-type: none"> <li>1. Economics, Paul Samuelson SIE Publication, 2010.</li> <li>2. Economics, Lipsey &amp; Steiner Oxford Press, 2010.</li> <li>3. Business Economics, D.M. Mithani, Himalaya Publishing House, 2013</li> <li>4. Modern Microeconomics, A. Koutsoyiannis, Macmillan Publication, 1979</li> <li>5. Indian Economy, Misra &amp; Puri Himalaya Publishing House, 2005</li> </ol>	

<b>Bloom's Taxonomy in Evaluation Scheme</b>				
Unit	Knowledge	Understanding	Application	Total Marks
1	9	9	7	25
2	9	10	6	25
Total Marks Per Objective	18	19	13	50
% Weightage	36%	38%	26%	100%

## Open Elective Courses

<b>Course Code (JUAMM-OE 101)</b>	<b>Course Title: Business Environment</b>	<b>Credits: 02 Lectures/Week: 02</b>
<b>Course description</b>	Navigate the intricacies of the business environment, mastering its macro and micro dimensions, economic policies, institutional frameworks, and socio-politico-legal factors for informed strategic decision-making.	
<b>Learning objectives</b>	<p>It is expected that students:</p> <ul style="list-style-type: none"> <li>● Comprehend the defining features and scope of the business environment, differentiating between its macro and micro dimensions.</li> <li>● Analyse the institutional framework shaping business activities and understand the nature and structure of the economy.</li> <li>● Explore economic policies, planning mechanisms, and the evolution from the Planning Commission to NITI Aayog, assessing their impact on the economic condition.</li> <li>● Evaluate the transition from the License Raj to the New Economic Policy, New Industrial Policy, and Competition Law, gaining insights into their implications on business operations.</li> <li>● Understand the objectives and limitations of fiscal policy, and explore the role of monetary policy and the Reserve Bank of India in shaping the economic landscape.</li> <li>● Analyse the impact of socio-political and legal changes, including events like demonetization, GST implementation, and the role of political stability in fostering innovation and technological leadership.</li> </ul>	
<b>Course Outcomes</b>	<p>At the end of the course, students would have:</p> <ul style="list-style-type: none"> <li>● Demonstrate a mastery of the concepts and scope of the business environment, distinguishing between its macro and micro dimensions.</li> <li>● Develop an in-depth understanding of the institutional framework influencing business activities and grasp the nature and structure of the economy.</li> <li>● Critically analyse economic policies, planning mechanisms, and the transformation from the Planning Commission to NITI Aayog, linking them to the prevailing economic conditions.</li> <li>● Apply knowledge of economic reforms, including the License Raj transition, New Economic Policy, New Industrial Policy, and Competition Law, to assess their impact on contemporary business landscapes.</li> <li>● Demonstrate proficiency in understanding the objectives and limitations of fiscal policy and the role of monetary policy and the Reserve Bank of India in economic dynamics.</li> </ul>	

	<ul style="list-style-type: none"> <li>Strategically analyse the impact of socio-political and legal changes, such as demonetization, GST, and political stability, on business innovation and technological leadership.</li> </ul>	
	<b>THEORY (Semester I)</b>	<b>Total No. of Lectures: 30</b>
<b>Sub Unit</b>	<b>Module 1:</b>	<b>15 lectures</b>
<b>a)</b>	Business Environment: Characteristics & Scope Macro and Micro Dimensions of Business Environment	
<b>b)</b>	Institutional Framework <ul style="list-style-type: none"> <li>Nature and Structure of the Economy</li> <li>Economic Policies &amp; Planning the Economic Condition</li> <li>Planning Commission to NITI Aayog</li> <li>Legacy of National Development Council</li> </ul>	
	<b>Module 2:</b>	<b>15 lectures</b>
<b>a)</b>	Economic Policies <ul style="list-style-type: none"> <li>License Raj, Economic Reforms and New Economic Policy</li> <li>New Industrial Policy</li> <li>Competition Law</li> <li>Fiscal Policy [Objectives and Limitations]</li> <li>Monetary Policy and RBI</li> </ul>	
<b>b)</b>	Socio-Politico-Legal Environment and Innovation <ul style="list-style-type: none"> <li>Demonetisation</li> <li>GST and its impact</li> <li>Political Stability and Legal Changes</li> <li>Innovation and technological leadership and following</li> </ul>	
	<b>Evaluation Scheme</b>  CA: Research, filmmaking, campaigns, simulation, media critique and analysis, group presentation, group or individual projects, debate, model making, role play, case studies or any other creative mode of assessment (25 marks)  SEE: Q1: Unit I Questions (10 marks) Q2: Unit II Questions (10 marks)	



	Q3: Unit I & II Questions (5 marks)	
<b>References:</b>	<ol style="list-style-type: none"> <li>1. Rangarajan, C.A.; Perspective in Economics, S.Chand &amp; Sons</li> <li>2. Cherunilam, Francis; Business Environment - Text and Cases</li> <li>3. A C Fernando; Business Environment, Pearson</li> <li>4. Namitha Gopal; Business Environment, McGraw Hill</li> </ol>	

<b>Bloom's Taxonomy in Evaluation Scheme</b>				
Unit	Knowledge	Understanding	Application	Total Marks
1	5	10	10	25
2	10	10	5	25
Total Marks Per Objective	15	20	15	50
% Weightage	30%	40%	30%	100%

<b>Course Code (JUAMM-OE 102)</b>	<b>Course Title: Financial Planning</b>	<b>Credits: 02 Lectures/Week: 02</b>
<b>Course description</b>	Discover the ins and outs of financial planning, from understanding money processes, managing risks, and planning for retirement, to investing wisely and mastering tax strategies for informed financial decision-making.	
<b>Learning objectives</b>	<p>It is expected that students:</p> <ul style="list-style-type: none"> <li>● Understand the comprehensive process of financial planning, encompassing client interactions, time value of money applications, and the creation of personal financial statements.</li> <li>● Analyse risk factors, insurance decisions, and various insurance policies and strategies for effective risk management within personal financial planning.</li> <li>● Master retirement needs analysis techniques, understanding various retirement schemes, and developing proficiency in providing post-retirement counselling.</li> <li>● Evaluate risk-return analysis, understand investment vehicles such as mutual funds and derivatives, and acquire skills in asset allocation, investment strategies, and portfolio construction.</li> <li>● Gain proficiency in income tax computation for individuals, companies, trusts, and other bodies, including statutory provisions related to capital gains, house property, deductions, allowances, and non-resident Indian tax laws.</li> </ul>	
<b>Course Outcomes</b>	<p>At the end of the course, students would have:</p> <ul style="list-style-type: none"> <li>● Develop the ability to conduct comprehensive financial planning, time value of money applications, and the creation of personal financial statements.</li> <li>● Demonstrate expertise in risk analysis, insurance decisions, and the selection of various insurance policies and strategies for general, life, motor, and medical insurance.</li> <li>● Demonstrate proficiency in retirement need analysis techniques, retirement scheme evaluation, and post-retirement counselling, including knowledge of schemes like EPF, PPF, superannuation funds, and gratuity.</li> <li>● Acquire skills in risk-return analysis, mutual funds, derivatives, asset allocation, investment strategies, and the construction and management of portfolios.</li> <li>● Master income tax computation for various entities, understand statutory provisions related to capital gains, house property, deductions, allowances, and gain expertise in non-resident Indian tax laws and tax management techniques.</li> </ul>	

	<ul style="list-style-type: none"> <li>Discover the ins and outs of financial planning, from understanding money processes, managing risks, and planning for retirement, to investing wisely and mastering tax strategies for informed financial decision-making.</li> </ul>	
	<b>THEORY (Semester I)</b>	<b>Total No. of Lectures: 30</b>
<b>Sub Unit</b>	<b>Module 1:</b>	<b>15 lectures</b>
<b>a)</b>	Process of Financial Planning <ul style="list-style-type: none"> <li>Client interactions, Time value of money applications, Personal financial statements</li> <li>Cash flow and debt management, Planning to finance education</li> </ul>	
<b>b)</b>	Risk Analysis and Insurance Planning <ul style="list-style-type: none"> <li>Risk management and insurance decisions in personal financial planning.</li> <li>Various Insurance Policies and Strategies for General Insurance, Life Insurance, Motor Insurance, Medical Insurance.</li> </ul>	
<b>c)</b>	Retirement Planning & Employees Benefits <ul style="list-style-type: none"> <li>Retirement need analysis techniques and Development of retirement plan</li> <li>Various retirement schemes such as Employees Provident Fund (EPF), Public Provident Fund (PPF), Superannuation Fund, Gratuity</li> <li>Other Pension Plan and Post- retirement counselling.</li> </ul>	
	<b>Module 2:</b>	<b>15 lectures</b>
<b>a)</b>	Investment Planning <ul style="list-style-type: none"> <li>Risk Return Analysis, Mutual Fund, Derivatives, Asset Allocation.</li> <li>Investment strategies and Portfolio construction and management.</li> </ul>	
<b>b)</b>	Tax Planning <ul style="list-style-type: none"> <li>Income-tax computation for Individuals, Companies, Trusts and other bodies.</li> <li>Statutory provisions pertaining to Capital Gains and indexation, House Property, Deduction and Allowances, Non Resident Indian tax laws, and Tax Management</li> </ul>	

	Techniques.	
	<p><b>Evaluation Scheme</b></p> <p>CA: Research, filmmaking, campaigns, simulation, media critique and analysis, group presentation, group or individual projects, debate, model making, role play, case studies or any other creative mode of assessment (25 marks)</p> <p>SEE: Q1: Unit I Questions (10 marks) Q2: Unit II Questions (10 marks) Q3: Unit I &amp; II Questions (5 marks)</p>	
<b>References:</b>	<ol style="list-style-type: none"> <li>1. Singhanar V.K: Students' Guide to Income Tax; Taxmann, Delhi.</li> <li>2. Prasadi, Bhagwati: Income Tax Law &amp; Practice: Wiley Publication, New Delhi,</li> <li>3. Girish Ahuja and Ravi Gupta: Systematic approach to income tax: Sahitya Bhawan Publications, New Delhi.</li> <li>4. Ranganathan and Madhumathi: Investment Analysis and Portfolio Management: Pearson, New Delhi</li> <li>5. George Rejda: Principles of Risk Management and Insurance: Pearson, New Delhi</li> <li>6. Personal Financial Planning (S.Murali, K.Subbakrishna)</li> </ol>	

<b>Bloom's Taxonomy in Evaluation Scheme</b>				
Unit	Knowledge	Understanding	Application	Total Marks
1	10	5	10	25
2	5	5	15	25
Total Marks Per Objective	15	10	25	50
% Weightage	30%	20%	50%	100%

<b>Course Code (JUAMM-OE 201)</b>	<b>Course Title: Discerning Globalisation</b>	<b>Credits: 02 Lectures/Week: 02</b>
<b>Course description</b>	In-depth exploration of globalisation, providing students with the knowledge and critical thinking skills to discern its various dimensions, impacts, and challenges.	
<b>Learning objectives</b>	<p>It is expected that students:</p> <ul style="list-style-type: none"> <li>● Develop a comprehensive understanding of the concept and various dimensions of globalisation.</li> <li>● Foster critical thinking skills to analyse the complexities and nuances of globalisation.</li> <li>● Explore the impact of globalisation on economies and the environment and people.</li> <li>● Examine the challenges and opportunities presented by the globalised world.</li> <li>● Understand the interconnectedness of global issues and their implications.</li> </ul>	
<b>Course Outcomes</b>	<p>At the end of the course, students would:</p> <ul style="list-style-type: none"> <li>● Demonstrate a deep understanding of the multifaceted nature of globalisation.</li> <li>● Analyse and evaluate the diverse impacts of globalisation across different sectors.</li> <li>● Apply critical thinking skills to discern the complexities of global processes.</li> <li>● Identify and articulate challenges and opportunities arising from globalisation.</li> <li>● Develop a holistic perspective on global issues and their interrelated nature.</li> </ul>	
	<b>THEORY (Semester II)</b>	<b>Total No. of Lectures: 30</b>
<b>Sub Unit</b>	<b>Module 1:</b>	<b>15 lectures</b>
<b>a)</b>	<ul style="list-style-type: none"> <li>● Historical overview of globalisation's impact on various fields</li> <li>● Globalisation and business: International trade, supply chains, and global markets.</li> </ul>	
<b>b)</b>	<ul style="list-style-type: none"> <li>● Technological advancements and globalisation in the business world.</li> </ul>	
	<b>Module 2:</b>	<b>15 lectures</b>

<b>a)</b>	<ul style="list-style-type: none"> <li>● Global trade and the interconnectedness of economies.</li> <li>● The role of multinational corporations in globalisation</li> <li>● Global financial systems and their impact on economies</li> </ul>	
<b>b)</b>	<ul style="list-style-type: none"> <li>● Globalisation and Sustainable Development.</li> <li>● Emerging trends in globalisation, including the impact of AI and automation.</li> </ul>	
	<p><b>Evaluation Scheme</b></p> <p>CA: Research, filmmaking, campaigns, simulation, media critique and analysis, group presentation, group or individual projects, debate, model making, role play, case studies or any other creative mode of assessment (25 marks)</p> <p>SEE: Q1: Unit I Questions (10 marks) Q2: Unit II Questions (10 marks) Q3: Unit I &amp; II Questions (5 marks)</p>	
<b>References:</b>	<ol style="list-style-type: none"> <li>1. Iyer, Pico. <i>The Global Soul: Jet Lag, Shopping Malls and the Search for Home</i>. Bloomsbury, 2001</li> <li>2. Kidder, Tracy. <i>Mountains Beyond Mountains</i>. Random House Publishing Group, 2004.</li> <li>3. Steger, Manfred. <i>Globalization: A Very Short Introduction</i>. OUP Oxford, 2013.</li> <li>4. Brynjolfsson, Erik, and Andrew McAfee. <i>The Second Machine Age: Work Progress and Prosperity in a Time of Brilliant Technologies</i>. WW Norton, 2016.</li> </ol>	

<b>Bloom's Taxonomy in Evaluation Scheme</b>				
Unit	Knowledge	Understanding	Application	Total Marks
1	9	7	9	25
2	9	8	8	25
Total Marks Per Objective	18	15	17	50
% Weightage	36%	30%	34%	100%

<b>Course Code (JUAMM-OE 202)</b>	<b>Course Title: Conflict Intervention and Resolution</b>	<b>Credits: 02 Lectures/Week: 02</b>
<b>Course description</b>	Exploring the various intervention methods designed to equip students with the knowledge and skills necessary to address conflicts effectively and promote peaceful resolutions.	
<b>Learning objectives</b>	<p>It is expected that students:</p> <ul style="list-style-type: none"> <li>● Acquire a comprehensive understanding of diverse intervention methods for conflict resolution.</li> <li>● Develop the knowledge and skills necessary to analyse and address conflicts effectively.</li> <li>● Explore theoretical frameworks and practical strategies in conflict intervention.</li> <li>● Understand the ethical considerations and challenges associated with conflict resolution.</li> <li>● Foster critical thinking and problem-solving skills in the context of conflicts.</li> </ul>	
<b>Course Outcomes</b>	<p>At the end of the course, students would:</p> <ul style="list-style-type: none"> <li>● Demonstrate a deep understanding of various conflict intervention methods.</li> <li>● Apply acquired knowledge to analyse conflicts and propose effective resolutions.</li> <li>● Evaluate theoretical frameworks and practical strategies for conflict intervention.</li> <li>● Navigate ethical considerations and challenges inherent in conflict resolution.</li> <li>● Develop critical thinking and problem-solving skills relevant to real-world conflict scenarios</li> </ul>	
	<b>THEORY (Semester II)</b>	<b>Total No. of Lectures: 30</b>
<b>Sub Unit</b>	<b>Module 1:</b>	<b>15 lectures</b>
<b>a)</b>	<ul style="list-style-type: none"> <li>● Understanding Conflict: Types, Sources and Impact</li> <li>● Approaches to Conflict Resolution</li> </ul>	
<b>b)</b>	<ul style="list-style-type: none"> <li>● Root Causes and Dynamics of Conflicts</li> <li>● Historical Context and Conflict Proliferation</li> <li>● Ethical Dilemmas and Conflicts of Interest</li> </ul>	
	<b>Module 2:</b>	<b>15 lectures</b>

<b>a)</b>	<ul style="list-style-type: none"> <li>● Conflict Resolution in International Relations</li> <li>● Diplomacy and Peacebuilding</li> <li>● Peacekeeping and Conflict Prevention</li> </ul>	
<b>b)</b>	<ul style="list-style-type: none"> <li>● Regional Conflicts and Approaches</li> <li>● Case Studies in International Conflict Resolution</li> </ul>	
	<p><b>Evaluation Scheme</b></p> <p>CA: Research, filmmaking, campaigns, simulation, media critique and analysis, group presentation, group or individual projects, debate, model making, role play, case studies or any other creative mode of assessment (25 marks)</p> <p>SEE: Q1: Unit I Questions (10 marks) Q2: Unit II Questions (10 marks) Q3: Unit I &amp; II Questions (5 marks)</p>	
<b>References:</b>	<ol style="list-style-type: none"> <li>1. Bercovitch, Jacob, et al., editors. <i>The SAGE Handbook of Conflict Resolution</i>. SAGE Publications, 2009.</li> <li>2. Mnookin, Robert. <i>Bargaining with the Devil: When to Negotiate, When to Fight</i>. Simon &amp; Schuster, 2010.</li> <li>3. Das, Gurcharan. <i>The Difficulty of Being Good: On the Subtle Art of Dharma</i>. Penguin Group, 2012.</li> <li>4. Roche, William K., et al., editors. <i>The Oxford Handbook of Conflict Management in Organizations</i>. OUP Oxford, 2014.</li> <li>5. Guéhenno, Jean-Marie. <i>The Fog of Peace: A Memoir of International Peacekeeping in the 21st Century</i>. Brookings Institution Press, 2015.</li> </ol>	

<b>Bloom's Taxonomy in Evaluation Scheme</b>				
Unit	Knowledge	Understanding	Application	Total Marks
1	9	9	7	25
2	8	9	8	25
Total Marks Per Objective	17	18	15	50
% Weightage	34%	36%	30%	100%



## Skill Enhancement Courses

<b>Course Code (JUAMM-SE C101)</b>	<b>Course Title: Media Tools-I</b>	<b>Credits: 02 Lectures/Week: 02</b>
<b>Course description</b>	To give a sound grounding of softwares and tools used in the Media Industry to create content in different formats.	
<b>Learning objectives</b>	<p>It is expected that students:</p> <ul style="list-style-type: none"> <li>● Develop a foundational understanding of computing systems, exploring various programs and software functionalities.</li> <li>● Attain proficiency in graphic design software to craft marketing and promotional materials for diverse platforms, both digital and offline.</li> <li>● Master the art of creating and editing short films, animated videos, and motion graphics using video editing software.</li> <li>● Apply various tools to test formulas and techniques, cultivating skills in developing constructive and efficient problem-solving methods.</li> <li>● Hone skills in evaluating and analysing data, presenting it in structured formats to facilitate informed decision-making processes.</li> </ul>	
<b>Course Outcomes</b>	<p>At the end of the course, students would have:</p> <ul style="list-style-type: none"> <li>● To demonstrate various basic workings of a computing system and its various programmes and software.</li> <li>● Design marketing and promotional collateral for digital and offline platforms through graphic designing softwares.</li> <li>● Create and edit short films, animated videos, and motion graphics through video editing softwares.</li> <li>● Test formulas and techniques through various tools to develop constructive and quick problem solving methods</li> <li>● Evaluate and analyse data and present it in structured formats, which helps in decision making.</li> </ul>	
	<b>THEORY (Semester I)</b>	<b>Total No. of Lectures: 30</b>
<b>Sub Unit</b>	<b>Module 1:</b>	<b>15 lectures</b>
<b>a)</b>	Photoshop: Image editing theory Bitmaps v/s Vectors When to use Photoshop and when to use drawing tools	
<b>b)</b>	Getting to Know the Work Area: The Photoshop Environment Creating Custom Workspaces, Opening Images, Using the File Browser, Image Magnification, Viewing Document Information,	

<b>b)</b>	Moving the Image, Undoing Mistakes and the History Palette, Using the options bar and other panels, Using the Tools, Displaying Drawing Guides, Setting Preferences	
<b>c)</b>	Image Editing: Image mode, Image size, canvas size Image resolution, size and resampling. What is the perfect resolution? Cropping to size and resolution Resizing v/s resampling.	
<b>d)</b>	<p>Photoshop Tools</p> <ul style="list-style-type: none"> <li>● Parts of the Toolbox</li> <li>● Toolbox shortcuts</li> <li>● Tool Options</li> <li>● Selection Tools</li> <li>● Healing Brush Tool</li> <li>● Clone Stamp Tool</li> <li>● Paintbrush Tool</li> <li>● Burn-dodge-sponge Tool</li> <li>● Blur-sharpen-smudge Tool</li> <li>● Shapes-line-rectangle-polygon Tool</li> <li>● Pen Tool</li> <li>● Type Tools</li> <li>● Hand-Zoom Tool</li> </ul>	
<b>e)</b>	Layers: basics Changing background, Gradient Moving linking aligning layers Applying Transformations Masking layers Masts and extractions Layer effects.	
<b>f)</b>	Masking: Layer Masking, Text Masking	
<b>g)</b>	Adjustment Layers: Levels, Curves, Contrast adjustment, Colour adjustments	
<b>h)</b>	Filters: Blur Filters, liquefy filter, Camera Raw	
<b>i)</b>	Blending modes: Advanced blending options Layer blends	

	<b>Module 2:</b>	<b>15 lectures</b>
<b>a)</b>	CorelDraw: Interface, Tool Box, Importing files in CorelDraw, Different file formats, Getting to know the workspace and fonts/Creating a simple report cover	
<b>b)</b>	Working with Text : Formatting Text, Embedding Objects into text, Wrapping Text around Object, Linking Text to Objects Text C2C, The Text Tool, Creating Artistic Text , Editing Text, Formatting Text ,Setting Text Options, Creating Paragraph Text, Choosing Paragraph Options, Setting Indents Using the Ruler	
<b>c)</b>	Using the toolbox/Using colour: Bitmap and vector effects	
<b>d)</b>	Shapes: Basic shapes: Cut, Erase, Combine, Shaping tool: Nodes, Handles, Corners Convert to Curves: Reshaping, Creating figures, Logos	
<b>e)</b>	Applying effect: Power of Blends, Distortion and contour Effects, Envelopes, Lens effects, Transparency, Creating Depth Effects and Power Clips	
<b>f)</b>	Importing Text Working with Brushes: Using Calligraphic Brushes ,Editing a brush ,Using Art Brushes, Creating a pattern brush ,Creating custom brushes	
	<p><b>Evaluation Scheme</b></p> <p>CA: Research, campaigns, simulation, media critique and analysis, group presentation, group or individual projects, debate, model making, role play, case studies or any other creative mode of assessment (25 marks)</p> <p>SEE: Q1: Unit I Questions (10 marks)</p>	

	Q2: Unit II Questions (10 marks) Q3: Unit I & II Questions (5 marks)	
<b>References:</b>	<ol style="list-style-type: none"> <li>1. Adobe Photoshop CS6 Classroom in a book, Sandee, 1st edition, 2012</li> <li>2. Photoshop Savvy: By Dream Tech</li> <li>3. CorelDraw Practical Learning: BPB Publication</li> <li>4. Photoshop Bible McLeland Wiley Publication</li> </ol>	

<b>Bloom's Taxonomy in Evaluation Scheme</b>				
Unit	Knowledge	Understanding	Application	Total Marks
1	5	5	15	25
2	5	5	15	25
Total Marks Per Objective	10	10	30	50
% Weightage	20%	20%	60%	100%

<b>Course Code (JUAMM-SE C201)</b>	<b>Course Title: Media Tools-II</b>	<b>Credits: 02 Lectures/Week: 02</b>
<b>Course description</b>	Master the art of visual storytelling with hands-on training in Adobe Illustrator and Premiere Pro, equipping you with essential skills in graphic design and video editing.	
<b>Learning objectives</b>	<p>It is expected that students:</p> <ul style="list-style-type: none"> <li>● Develop proficiency in using Adobe Illustrator, including understanding the toolbox, panels, workspace, and bars to navigate the software effectively.</li> <li>● Learn text editing techniques such as using artistic and paragraph text, formatting text, embedding objects into text, wrapping text around objects, and linking text to objects. Develop design-making skills, including replicating text-based logos, creating shape-based logos, and using symbols.</li> <li>● Understand and apply various effects in Illustrator, including distortion and contour effects, envelopes, lens effects, transparency, and creating depth effects and power clips.</li> <li>● Master the art of exporting in Illustrator, covering different types of exports and considerations when exporting for other software.</li> <li>● Gain an introduction to Adobe Premiere Pro, focusing on the importance of video editing for film and news. Understand the tools, panels, timeline, and basics of editing in Premiere Pro.</li> <li>● Explore colour grading concepts, understand the basics of colour management, and use filters and presets for colour mixing. Apply presets on layers for editing purposes.</li> <li>● Learn rendering techniques, understand the different export formats, and choose the right formats for exposing content. Manage quality during exporting, maintain file formats, and improve quality and time-to-render techniques.</li> </ul>	
<b>Course Outcomes</b>	<p>At the end of the course, students would:</p> <ul style="list-style-type: none"> <li>● Upon completion of the course, students will be able to:</li> <li>● Demonstrate proficiency in navigating Adobe Illustrator and using its tools to create and edit designs.</li> <li>● Apply advanced text editing techniques, including embedding objects into text and creating logos and symbols.</li> <li>● Effectively use Illustrator features to apply various effects, such as distortion, contour, envelopes, and transparency.</li> <li>● Master exporting techniques in Illustrator for various software applications, ensuring compatibility and quality.</li> </ul>	

	<ul style="list-style-type: none"> <li>● Navigate Adobe Premiere Pro, import files, understand the timeline, and experiment with video and audio layers.</li> <li>● Implement colour grading techniques, using filters, presets, and colour mixing to enhance visual elements in media projects.</li> <li>● Apply rendering skills in Adobe Premiere Pro, choose appropriate export formats, manage quality during exporting, and improve efficiency in rendering processes.</li> </ul>	
	<b>THEORY (Semester II)</b>	<b>Total No. of Lectures: 30</b>
<b>Sub Unit</b>	<b>Module 1:</b>	<b>15 lectures</b>
<b>a)</b>	Introduction to Adobe Illustrator	
<b>b)</b>	Toolbox and Panels <ul style="list-style-type: none"> <li>● Illustrator workspace, Tool Box, Panels and Bars</li> </ul>	
<b>c)</b>	Text Editing <ul style="list-style-type: none"> <li>● Using text Artistic and paragraph text, Formatting Text</li> <li>● Embedding Objects into text, Wrapping Text around Object</li> <li>● Linking Text to Objects</li> </ul>	
<b>d)</b>	Design making/ logo making <ul style="list-style-type: none"> <li>● Text based logo replication, Shape based logo replica</li> <li>● Creating new symbols, Fill colour</li> <li>● Outline colour, Weight and opacity</li> </ul>	
<b>e)</b>	Applying effects <ul style="list-style-type: none"> <li>● Distortion and contour Effects, Envelopes</li> <li>● Lens effects, Transparency</li> <li>● Creating Depth Effects and Power Clips</li> </ul>	
<b>f)</b>	Exporting in Illustrator <ul style="list-style-type: none"> <li>● Exporting, Types of export, Exporting for other softwares</li> </ul>	
	<b>Module 2:</b>	<b>15 lectures</b>
<b>a)</b>	Introduction to Premiere pro	
<b>b)</b>	<b>Introduction to editing</b> <ul style="list-style-type: none"> <li>● Editing importance, editing for film and news</li> </ul>	
<b>c)</b>	<b>Tools and panels</b> <ul style="list-style-type: none"> <li>● Understanding the toolbar, Importing files, Timeline</li> <li>● Experimenting with video and audio layers</li> <li>● Basics of editing</li> </ul>	
<b>d)</b>	<b>Colour Management</b>	

	<ul style="list-style-type: none"> <li>● What is colour grading, examples of colour grading</li> <li>● Using filters and presents in colour mixing</li> <li>● Applying presents on layers for editing</li> </ul> <p><b>Rendering</b></p> <ul style="list-style-type: none"> <li>● Exporting in different formats</li> <li>● Choosing right formats for exposing</li> <li>● Managing quality while exporting</li> <li>● Rendering and maintain file format</li> <li>● Improving quality and time to render techniques</li> </ul>	
	<p><b>Evaluation Scheme</b></p> <p>CA: Research, filmmaking, campaigns, simulation, media critique and analysis, group presentation, group or individual projects, debate, model making, role play, case studies or any other creative mode of assessment (25 marks)</p> <p>SEE: Q1: Unit I Questions (10 marks) Q2: Unit II Questions (10 marks) Q3: Unit I &amp; II Questions (5 marks)</p>	
<b>References:</b>	<ol style="list-style-type: none"> <li>1. Adobe Illustrator Classroom in a book: Adobe House</li> <li>2. Adobe Premiere Pro: Practical Video Editing</li> </ol>	

<b>Bloom's Taxonomy in Evaluation Scheme</b>				
Unit	Knowledge	Understanding	Application	Total Marks
1	5	5	15	25
2	5	5	15	25
Total Marks Per Objective	10	10	30	50
% Weightage	20%	20%	60%	100%

## Vocational Skill Courses

<b>Course Code (JUAMM-VS C101)</b>	<b>Course Title: Introduction to Marketing</b>	<b>Credits: 02 Lectures/Week: 02</b>
<b>Course description</b>	Explore the world of marketing, learning about different ideas, trends, and strategies. In class, students solve real-life problems, create new solutions for modern marketing challenges, and discover how to make existing brands stand out with fresh and alternative strategies.	
<b>Learning objectives</b>	<p>It is expected that students:</p> <ul style="list-style-type: none"> <li>● Develop a comprehensive understanding of various marketing concepts, trends, models, environments, strategies, and theories.</li> <li>● Illustrate the practical application of classroom lessons in solving real-life marketing case studies.</li> <li>● Develop the ability to construct and devise innovative marketing solutions to address contemporary challenges faced by marketers.</li> <li>● Acquire proficiency in evaluating and analysing the brand value of marketers through the application of marketing models and matrices.</li> <li>● Demonstrate the ability to propose alternative and innovative strategies for marketing existing brands.</li> </ul>	
<b>Course Outcomes</b>	<p>At the end of the course, students would have:</p> <ul style="list-style-type: none"> <li>● Describe various concepts, trends, models, environment, strategies, and theories of marketing.</li> <li>● Illustrate various lessons taught in class to solve real-life case studies.</li> <li>● Construct and develop new age marketing solutions to resolve modern day marketer's problems.</li> <li>● Evaluate and analyse marketer's brand value through marketing models and matrix.</li> <li>● Demonstrate alternative fresh strategies to market existing brands.</li> </ul>	
	<b>THEORY (Semester I)</b>	<b>30 lectures</b>
<b>Sub Unit</b>	<b>Module 1:</b>	<b>15 lectures</b>
<b>a)</b>	<p>Prominence and Relevance of Marketing in Media</p> <ul style="list-style-type: none"> <li>● This topic will cover the reasoning behind studying marketing as a subject in the field of Mass Media.</li> <li>● It will also give relevancy and use of Marketing in Media</li> </ul>	
<b>b)</b>	Fundamentals of Marketing	



	<ul style="list-style-type: none"> <li>● What is Marketing?</li> <li>● How 'Sales' &amp; 'Marketing' are different</li> <li>● What can be Marketed? (Scope of Marketing)</li> <li>● Core Marketing Concepts</li> <li>● Evolution of Marketing Concepts</li> </ul>	
c)	<p>Marketing Environment:</p> <ul style="list-style-type: none"> <li>● What is a Marketing Environment?</li> <li>● SWOT Analysis</li> <li>● Factors influencing Marketing Environment</li> <li>● PESTLE Analysis</li> </ul>	
d)	<p>Marketing Mix:</p> <ul style="list-style-type: none"> <li>● Product</li> <li>● Price</li> <li>● Place</li> <li>● Promotion</li> <li>● Case Study: MTR Foods - A Marketing Marvel</li> </ul>	
e)	<p>Product Marketing Management</p> <ul style="list-style-type: none"> <li>● New Product Development Process</li> <li>● Product Classification</li> <li>● Product Levels</li> <li>● Product Life Cycle</li> <li>● Packaging</li> </ul>	
f)	<p>Pricing:</p> <ul style="list-style-type: none"> <li>● Pricing Objectives</li> <li>● Pricing Strategies</li> <li>● Price Discounts &amp; Allowances</li> </ul>	
g)	<p>Place:</p> <ul style="list-style-type: none"> <li>● Types of Intermediaries</li> <li>● Channels of Distribution</li> <li>● Distribution Strategies</li> </ul>	
h)	<p>Promotion:</p> <ul style="list-style-type: none"> <li>● Marketing Communication Process</li> <li>● Integrated Marketing Communications</li> </ul>	
	<b>Module 2:</b>	<b>15 lectures</b>
a)	Market Segmentation:	

	<ul style="list-style-type: none"> <li>● Objectives of Market Segmentation</li> <li>● Consumer Goods Segmentation</li> <li>● Demographic Segmentation</li> <li>● Geographic Segmentation</li> <li>● Psychographics Segmentation</li> <li>● Behavioural Segmentation</li> <li>● Industrial Goods Segmentation</li> <li>● Services Segmentation</li> </ul>	
<b>b)</b>	<p>Targeting</p> <ul style="list-style-type: none"> <li>● What is the target market/audience?</li> <li>● Mass Audience Targeting</li> <li>● Segmented Targeting</li> <li>● Niche Targeting</li> <li>● Micro Targeting</li> </ul>	
<b>c)</b>	<p>Positioning:</p> <ul style="list-style-type: none"> <li>● Introduction</li> <li>● How brands use this concept to differentiate themselves</li> <li>● Case Study: Kellogg's Corn Flakes in India</li> </ul>	
<b>d)</b>	<p>Types of Marketing:</p> <ul style="list-style-type: none"> <li>● Service Marketing</li> <li>● Rural Marketing</li> <li>● Digital Marketing</li> <li>● Tele-Marketing</li> <li>● Sports Marketing</li> <li>● Film Marketing</li> </ul>	
<b>e)</b>	<p>Marketing Management</p> <ul style="list-style-type: none"> <li>● Customer Relationship Management</li> <li>● Online Reputation Management</li> <li>● Customer Loyalty Management</li> <li>● Case Study: Fevicol - The Iconic Bond</li> </ul>	
<b>f)</b>	<p>Impact &amp; Measurement:</p> <ul style="list-style-type: none"> <li>● Marketing Information System</li> <li>● Measuring the impact of a marketing campaign</li> </ul>	
	<p><b>Evaluation Scheme</b></p> <p>CA:</p>	

	<p>Research, campaigns, simulation, media critique and analysis, group presentation, group or individual projects, debate, model making, role play, case studies or any other creative mode of assessment (25 marks)</p> <p>SEE:  Q1: Unit I Questions (10 marks)  Q2: Unit II Questions (10 marks)  Q3: Unit I &amp; II Questions (5 marks)</p>	
<b>References:</b>	<ol style="list-style-type: none"> <li>1. Marketing Management, Kotler, Philip; Prentice Hall of India Publications, 2012.</li> <li>2. Marketing Management Strategy and Cases, Dalrymple, J.D. &amp; Parson, J.L.; John Wiley &amp; Sons, Wiley Publications 2002.</li> </ol>	

<b>Bloom's Taxonomy in Evaluation Scheme</b>				
Unit	Knowledge	Understanding	Application	Total Marks
1	7	9	9	25
2	9	10	6	25
Total Marks Per Objective	16	19	15	50
% Weightage	32%	38%	30%	100%

<b>Course Code (JUAMM-VS C201)</b>	<b>Course Title: Psychology and Media</b>	<b>Credits: 02 Lectures/Week: 02</b>
<b>Course description</b>	Exploring the diverse branches of psychology, examining the psychological effects of media content on different demographics, evaluating the impact on social psychology, and applying psychological theories to craft persuasive campaigns in the dynamic realm of media communication	
<b>Learning objectives</b>	<p>It is expected that students:</p> <ul style="list-style-type: none"> <li>● Comprehend various branches of psychology to establish a foundational understanding of human psychology and its interrelation with media.</li> <li>● Examine and compare the psychological effects and influences of media content on different demographics, understanding the nuanced impact on diverse audience groups.</li> <li>● Evaluate how content consumed through various mediums influences social psychology, moulding attitudes and behaviours of the audience.</li> <li>● Apply various psychological, personality, and learning theories and concepts to construct and craft persuasive campaigns, effectively influencing audience perceptions and behaviours.</li> </ul>	
<b>Course Outcomes</b>	<p>At the end of the course, students would have:</p> <ul style="list-style-type: none"> <li>● To describe various branches of psychology and have a comprehensive understanding of human psychology and its inter-relation in media.</li> <li>● To examine and compare psychological effects and influence of media content on different demographics.</li> <li>● To evaluate how content consumed through various mediums affects Social Psychology and moulds the attitude &amp; behaviour of the audience.</li> <li>● Recall various psychological, personality, learning, theories &amp; concepts to construct and craft campaigns to persuade the audience.</li> </ul>	
	<b>THEORY (Semester II)</b>	<b>30 lectures</b>
<b>Sub Unit</b>	<b>Module 1: Role of Psychology in Media</b>	<b>15 lectures</b>
<b>a)</b>	<ul style="list-style-type: none"> <li>● Definition and Features</li> <li>● Media and Psychology - an uneasy relationship</li> </ul>	
<b>b)</b>	<ul style="list-style-type: none"> <li>● Memory- Definition- Information processing model, LOP.</li> <li>● Thinking - Definition - Lateral thinking and creative thinking.</li> <li>● Learning- Theories- Classical conditioning and Operant conditioning.</li> </ul>	

c)	<ul style="list-style-type: none"> <li>● Cognitive Learning.</li> <li>● Observation learning.</li> </ul>	
	<b>Module 2: Social Psychology of the Media</b>	<b>15 lectures</b>
a)	<ul style="list-style-type: none"> <li>● Persuasion</li> <li>● Perception – Visual and depth perception.</li> </ul>	
b)	<ul style="list-style-type: none"> <li>● Personality theories (Trait theory, Cognitive theory, Psychoanalytic theory and behaviour theory) and their relevance in mass media.</li> </ul>	
c)	<ul style="list-style-type: none"> <li>● Social influence. (Definition, Conformity, Compliance, Obedience &amp; Indoctrination)</li> <li>● Effects of media violence</li> <li>● Effects of pro-social media.</li> </ul>	
	<p><b>Evaluation Scheme</b></p> <p>CA: Research, campaigns, simulation, media critique and analysis, group presentation, group or individual projects, debate, model making, role play, case studies or any other creative mode of assessment (25 marks)</p> <p>SEE: Q1: Unit I Questions (10 marks) Q2: Unit II Questions (10 marks) Q3: Unit I &amp; II Questions (5 marks)</p>	
<b>References:</b>	<ol style="list-style-type: none"> <li>1. Psychology; Ciccarelli, S.K. &amp; Meyer, G.E.; Pearson Education inc. and Dorling Kindersley Publishing Inc. New Delhi; first Indian reprint 2008.</li> <li>2. Media Psychology, David, G.; Lawrence Erlbaum Associates Inc. New Jersey, 2003</li> <li>3. Baron, R. A., Branscombe, N.R., &amp; Byrne, d. Bhardwaj, G. (2008). Social Psychology. (12th ed). New Delhi: Pearson Education, Indian subcontinent adaption 2009.</li> <li>4. Feldman, R.S.; Understanding Psychology. (8thed.) McGraw- Hill Publication, New York, 2008</li> <li>5. Lahey, B.B.. Psychology: An Introduction. (9th ed.). McGraw- Hill Publications, New York. 2007</li> <li>6. Karen, E.D.; Oxford Handbook of Media Psychology. (1st ed.). Oxford Library of Psychology, 2012</li> </ol>	

<b>Bloom's Taxonomy in Evaluation Scheme</b>				
Unit	Knowledge	Understanding	Application	Total Marks
1	11	7	7	25
2	11	7	7	25
Total Marks Per Objective	22	14	14	50
% Weightage	44%	28%	28%	100%

## Ability Enhancement Courses

<b>Course Code (JUAMM-AE C101)</b>	<b>Course Title: English Literature-I</b>	<b>Credits: 02 Lectures/Week: 02</b>
<b>Course description</b>	Explore the world of literature, learn about its different forms, and create your own stories while discovering the rich history of literary expressions.	
<b>Learning objectives</b>	<p>It is expected that students:</p> <ul style="list-style-type: none"> <li>● Develop the ability to recognise various forms of literature and understand their essence in effective communication.</li> <li>● Describe and analyse significant developments in the history of literature across different mediums, gaining insights into the evolution of literary expression.</li> <li>● Create original literature in a chosen genre, applying acquired knowledge and skills in creative expression.</li> <li>● Analyse historical literary texts to understand their context, themes, and contributions to the broader literary landscape.</li> <li>● Employ knowledge of historical literary texts as a reference to develop original literary works, demonstrating an understanding of literary traditions and influences.</li> </ul>	
<b>Course Outcomes</b>	<p>At the end of the course, students would have:</p> <ul style="list-style-type: none"> <li>● State various forms of literature and examine its essence in communication</li> <li>● Describe significant developments in the history of literature across different mediums</li> <li>● Create original form of literature in one of the genre</li> <li>● Examine historical literary texts</li> <li>● Employ knowledge of historical literature texts as reference to develop original text</li> </ul>	
	<b>THEORY (Semester I)</b>	<b>Total No. of Lectures: 30</b>
<b>Sub Unit</b>	<b>Module 1: Short Stories</b>	<b>15 lectures</b>
<b>a)</b>	Allende, Isabel, And of Clay Are We Created	
<b>b)</b>	Hemingway, Ernest, A Clean Well-lighted Place	
<b>c)</b>	Faulkner, William, A Rose for Emily	
<b>d)</b>	Pande, Mrinal, Girls	
<b>e)</b>	Marquez, Gabriel Garcia, A Very Old Man with Enormous Wings	

f)	Masking: Layer Masking, Text Masking	
	<b>Module 2: Poetry</b>	<b>15 lectures</b>
a)	Angelou, Maya, The Lie	
b)	Frost, Robert, Stopping by Woods on a Snowy Evening	
c)	Using the toolbox/Using colour: Bitmap and vector effects	
d)	Owen, Wilfred, Strange Meeting	
e)	Ezekiel, Nissim, Night of the Scorpion	
f)	Dharker, Imtiaz, Namesake	
g)	Patel, Gieve, On Killing a Tree	
	<p><b>Evaluation Scheme</b></p> <p>CA: Research, campaigns, simulation, media critique and analysis, group presentation, group or individual projects, debate, model making, role play, case studies or any other creative mode of assessment (25 marks)</p> <p>SEE: Q1: Unit I Questions (10 marks) Q2: Unit II Questions (10 marks) Q3: Unit I &amp; II Questions (5 marks)</p>	
<b>References:</b>	<ol style="list-style-type: none"> <li>1. Drabble, Margaret and Jenny Stringer. eds. The Concise Oxford Companion to English Literature. 3rd edition. New York: Oxford University Press, 2007</li> <li>2. Mehrotra, Arvind Krishna. A Concise History of Indian Literature in English. Delhi: Orient Black Swan, 2010.</li> <li>3. Mehrotra, Arvind Krishna. ed. An Illustrated History of Indian Literature in English. Delhi: Permanent Black, 2003.</li> <li>4. Naik, M.K. A History of Indian English Literature. Kolkata: SahityaAkademi, 2004</li> <li>5. Rogers, Pat, ed. The Oxford Illustrated History of English Literature. New York: Oxford University Press, 2001.</li> <li>6. Sanders, Andrew. The Short Oxford History of English Literature. 3rd</li> </ol>	



	<p>edition. New York: Oxford University Press, 2004.</p> <p>7. Stauffer, Donald Barlow. <i>A Short History of American Poetry</i>. London: E.P. Dutton &amp; Co, 1974.</p> <p>8. Walsh, William. <i>Indian Literature in English</i>. London &amp; New York: Longman Literature in English Series, 1990.</p>
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<b>Bloom's Taxonomy in Evaluation Scheme</b>				
Unit	Knowledge	Understanding	Application	Total Marks
Fiction	10	8	7	25
Poetry	10	10	5	25
Total Marks Per Objective	20	18	12	50
% Weightage	40%	36%	24%	100%

<b>Course Code</b> (JUAMM-AE C201)	<b>Course Title: English Literature-II</b>	<b>Credits: 02</b> <b>Lectures/Week:</b> <b>02</b>
<b>Course description</b>	Explore diverse literary works, delving into novels and dramas to understand their socio-political contexts, character dynamics, and contributions to the rich tapestry of global literature	
<b>Learning objectives</b>	<p>It is expected that students:</p> <ul style="list-style-type: none"> <li>● Develop a critical understanding of George Orwell's "Animal Farm" by exploring its themes, characters, and socio-political allegories.</li> <li>● Analyse Bhisham Sahni's "Tamas" to grasp its historical context, narrative techniques, and the portrayal of societal complexities.</li> <li>● Examine John Osborne's "Look Back in Anger" to understand its significance in the context of post-war British drama, exploring themes of class, disillusionment, and rebellion.</li> <li>● Evaluate Vijay Tendulkar's "Silence, the Court is in Session" for its socio-political commentary, character dynamics, and its impact on Indian theatre.</li> </ul>	
<b>Course Outcomes</b>	<p>At the end of the course, students would:</p> <ul style="list-style-type: none"> <li>● Demonstrate a critical appreciation of the themes and allegorical elements in George Orwell's "Animal Farm."</li> <li>● Articulate insights into the socio-political nuances depicted in Bhisham Sahni's "Tamas."</li> <li>● Analyse the impact of post-war socio-political changes on British society through John Osborne's "Look Back in Anger."</li> <li>● Evaluate the socio-cultural reflections and the theatrical innovation evident in Vijay Tendulkar's "Silence, the Court is in Session."</li> </ul>	
	<b>THEORY</b> <b>(Semester II)</b>	<b>Total No. of Lectures: 30</b>
<b>Sub Unit</b>	<b>Module 1: Novel</b>	<b>15 lectures</b>
<b>a)</b>	Orwell, George, Animal Farm	
<b>b)</b>	Sahni, Bhisham, Tamas	
	<b>Module 2: Drama</b>	<b>15 lectures</b>
<b>a)</b>	Osborne, John, Look Back in Anger	
<b>b)</b>	Tendulkar, Vijay, Silence, the Court is in Session	
	<b>Evaluation Scheme</b>	

	<p>CA: Research, filmmaking, campaigns, simulation, media critique and analysis, group presentation, group or individual projects, debate, model making, role play, case studies or any other creative mode of assessment (25 marks)</p> <p>SEE: Q1: Unit I Questions (10 marks) Q2: Unit II Questions (10 marks) Q3: Unit I &amp; II Questions (5 marks)</p>	
<p><b>References:</b></p>	<ol style="list-style-type: none"> <li>1. Abrams, A.H. and Geoffrey Harpham. A Handbook of Literary Terms. Delhi: Cengage Learning India, 2009.</li> <li>2. Bate, Jonathan. English Literature: A Very Short Introduction. New York: Oxford University Press, 2010.</li> <li>3. Drabble, Margaret and Jenny Stringer. eds. The Concise Oxford Companion to English Literature. 3rd edition. New York: Oxford University Press, 2007</li> <li>4. Mehrotra, Arvind Krishna. A Concise History of Indian Literature in English. Delhi: Orient Black Swan, 2010.</li> <li>5. Mehrotra, Arvind Krishna. ed. An Illustrated History of Indian Literature in English. Delhi: Permanent Black, 2003.</li> <li>6. Naik, M.K. A History of Indian English Literature. Kolkata: SahityaAkademi, 2004</li> <li>7. Rogers, Pat, ed. The Oxford Illustrated History of English Literature. New York: Oxford University Press, 2001.</li> </ol>	

<b>Bloom's Taxonomy in Evaluation Scheme</b>				
Unit	Knowledge	Understanding	Application	Total Marks
1	10	8	7	25
2	10	10	5	25
Total Marks Per Objective	20	18	12	50
% Weightage	40%	36%	24%	100%

## Value Education Courses

<b>Course Code (JU-AMM-VE C101)</b>	<b>Course Title: Civic Anthropology</b>	<b>Credits: 02 Lectures/Week: 02</b>
<b>Course description</b>	Students learn about gender dynamics, health awareness, cultural diversity, and environmental responsibility to understand and contribute positively to society.	
<b>Learning objectives</b>	<p>It is expected that students:</p> <ul style="list-style-type: none"> <li>● Grasp the nuances of the gender spectrum, sensitivity, use of pronouns, equality, and gender roles, fostering a comprehensive understanding of diverse gender experiences.</li> <li>● Cultivate awareness about both physical and mental health, emphasising the importance of holistic well-being within societal contexts.</li> <li>● Explore class and cultural diversity, delve into social stratification, dignity of labour, and societal roles, fostering an understanding of the complexities within human societies.</li> <li>● Address environmental concerns by delving into topics like sustainability, fast fashion, thrifting, home brands, and the impact of food consumption, fostering a sense of responsibility towards the environment.</li> </ul>	
<b>Course Outcomes</b>	<p>At the end of the course, students would have:</p> <ul style="list-style-type: none"> <li>● Understanding and navigating the gender spectrum, practising sensitivity, employing appropriate pronouns, advocating for equality, and comprehending diverse gender roles.</li> <li>● Advocate for holistic health awareness, recognizing the interplay between physical and mental health and understanding their importance within societal contexts.</li> <li>● Appreciate and analyse cultural and class diversity, understanding social stratification, respecting the dignity of labour, and recognizing diverse societal roles within anthropological frameworks.</li> <li>● Demonstrate proficiency in addressing environmental concerns, applying knowledge about sustainability, evaluating the impacts of fast fashion, promoting responsible consumption like thrifting, and understanding the consequences of food choices on the environment.</li> </ul>	
	<b>THEORY (Semester 1)</b>	<b>Total No. of Lectures: 30</b>
<b>Sub Unit</b>	<b>Module 1:</b>	<b>15 lectures</b>
<b>a)</b>	Gender Spectrum, Sensitivity, Use of pronouns, Equality, Gender roles	

<b>b)</b>	Physical & Mental Health – Awareness	
	<b>Module 2:</b>	<b>15 lectures</b>
<b>a)</b>	Class & Culture Diversity, Social Stratification, Dignity of Labour, Societal Roles	
<b>b)</b>	Environmental Concerns – Sustainability, Fast Fashion, Thrifting, Home Brands, Impact of Food Consumption – Vegans & Meat lovers	
	<p><b>Evaluation Scheme</b></p> <p>CA: Research, filmmaking, campaigns, simulation, media critique and analysis, group presentation, group or individual projects, debate, model making, role play, case studies or any other creative mode of assessment (25 marks)</p> <p>SEE: Q1: Unit I Questions (10 marks) Q2: Unit II Questions (10 marks) Q3: Unit I &amp; II Questions (5 marks)</p>	
<b>References:</b>	<ol style="list-style-type: none"> <li>Peterson, Mark Allen. <i>Anthropology &amp; mass communication : media and myth in the new millennium</i>. Berghahn Books, 2003.</li> <li>Narayan, Sunetra Sen, and Shalini Narayanan, editors. <i>India Connected: Mapping the Impact of New Media</i>. SAGE Publications, 2016.</li> <li>Sen, Amartya. <i>The Argumentative Indian: Writings on Indian History, Culture and Identity</i>. Penguin Adult, 2006.</li> </ol>	

<b>Bloom's Taxonomy in Evaluation Scheme</b>				
Unit	Knowledge	Understanding	Application	Total Marks
1	6	10	9	25
2	7	10	8	25
Total Marks Per Objective	13	20	17	50
% Weightage	26%	40%	34%	100%

<b>Course Code</b> (JU-AMM-VE C201)	<b>Course Title: Spatial Understanding of India</b>	<b>Credits: 02</b> <b>Lectures/Week:</b> <b>02</b>
<b>Course description</b>	Ability to comprehend and work with spatial information involving cognitive skills and knowledge necessary to understand the physical relationship between objects, places and the environment.	
<b>Learning objectives</b>	<p>It is expected that students:</p> <ul style="list-style-type: none"> <li>● Develop a foundational understanding of spatial concepts and approaches in the context of India's diverse geographical regions.</li> <li>● Explore the historical and cultural geography of India, emphasising the role of media, tourism, and heritage promotion in shaping spatial perceptions.</li> <li>● Analyse population distribution, migration patterns, and regional disparities, understanding their impact on the spatial dynamics of India.</li> <li>● Examine the representation of Indian cities in media and the implications of urbanisation, megacities, and contemporary spatial challenges.</li> <li>● Investigate the digital transformation of space, recognizing the role of technology in reshaping spatial understanding.</li> </ul>	
<b>Course Outcomes</b>	<p>At the end of the course, students would:</p> <ul style="list-style-type: none"> <li>● Demonstrate a comprehensive understanding of spatial concepts and their applications in the context of India.</li> <li>● Evaluate the interplay between historical, cultural, and geographical factors in shaping India's spatial landscape.</li> <li>● Analyse population dynamics and migration patterns, identifying their impact on regional disparities.</li> <li>● Critically assess the representation of Indian cities in media and understand the spatial challenges associated with urbanisation.</li> <li>● Apply knowledge of digital transformations to analyse the evolving spatial characteristics of India.</li> </ul>	
	<b>THEORY</b> <b>(Semester II)</b>	<b>Total No. of Lectures: 30</b>
<b>Sub Unit</b>	<b>Module 1:</b>	<b>15 lectures</b>
<b>a)</b>	<ul style="list-style-type: none"> <li>● Introduction to Spatial Understanding</li> <li>● Concepts and Approaches</li> </ul>	
<b>b)</b>	<ul style="list-style-type: none"> <li>● Geographical Regions of India: Diversity and Significance</li> <li>● Historical and Cultural Geography of India</li> <li>● Media, Tourism, and the Promotion of Heritage</li> </ul>	
	<b>Module 2:</b>	<b>15 lectures</b>

a)	<ul style="list-style-type: none"> <li>● Population Distribution and Migration Patterns</li> <li>● Regional Disparities and Inequality</li> </ul>	
b)	<ul style="list-style-type: none"> <li>● Media and Urbanisation: Representing Indian Cities</li> <li>● Urbanisation and Megacities in India</li> </ul>	
c)	<ul style="list-style-type: none"> <li>● Contemporary spatial challenges</li> <li>● Digital transformation of space</li> </ul>	
	<p><b>Evaluation Scheme</b></p> <p>CA: Research, filmmaking, campaigns, simulation, media critique and analysis, group presentation, group or individual projects, debate, model making, role play, case studies or any other creative mode of assessment (25 marks)</p> <p>SEE: Q1: Unit I Questions (10 marks) Q2: Unit II Questions (10 marks) Q3: Unit I &amp; II Questions (5 marks)</p>	
<b>References:</b>	<ol style="list-style-type: none"> <li>1. Khullar, D. R. <i>India : A Comprehensive Geography</i>. Kalyani Publishers, 2008.</li> <li>2. Cresswell, Tim. <i>Geographic Thought: A Critical Introduction</i>. Wiley, 2013.</li> <li>3. Das, Gurcharan. <i>India Unbound: From Independence to the Global Information Age</i>. Edited by Penguin Random House, Penguin Random House, 2015.</li> <li>4. Sen, Amartya. <i>The Argumentative Indian: Writings on Indian History, Culture and Identity</i>. Penguin Adult, 2006.</li> <li>5. Lefebvre, Henri. <i>The Production of Space</i>. Translated by Donald Nicholson-Smith, Wiley, 1991.</li> </ol>	

<b>Bloom's Taxonomy in Evaluation Scheme</b>				
Unit	Knowledge	Understanding	Application	Total Marks
1	9	8	8	25
2	8	9	8	25
Total Marks Per Objective	17	17	16	50
% Weightage	34%	34%	32%	100%