



SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

MASTER OF MASS COMMUNICATION AND JOURNALISM Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	P2A01NCMCJ01	Journalism and Mass Communication before Internet	4-0-1	120	04

• Course Learning Outcomes (CLOs)

On completion of this course, students will be able to:

CLO1: Discuss the evolution of Journalism at the global level

CLO2: Examine the role of journalism during and the pre-independence era of India

CLO3: Examine the role of journalism post-independence era of India

CLO4: Summarise about Gujarati journalism and diasporic journalism

Unit	Course Content	Learning Pedagogies*	CO(s)
I	An overview of Global Journalism • origin of journalism in European countries • newspaper in France • Hickey's Bengal Gazette in India in • The invention of the radio and television • Internet journalism.	Classroom Lecture, (CL), Seminars (Student-led and Faculty- moderated)	CLO1
II	An overview of Indian Journalism • Pre-Independence • Post-Independence	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated) Case-Based Learning (CBL)	CLO2 CLO3
III	An overview of Gujarati Journalism • 1822 to 1857 • 1858 to 1915 • 1915 to 1947 • 1947 to recent	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated) Case-Based Learning (CBL)	CLO2
IV	An overview of Gujarati Journalism • Gujarati Newspaper abroad • broadcasting of All India radio and Gujarati radiofrequency abroad • News Channels in Gujarati in Abroad Role of Citizens: Civic responsibility, participation, awareness.	Classroom Lecture (CL), Seminars (Student-led and Faculty- moderated) Case-Based Learning (CBL)	CLO4

• (*) Learning Pedagogies/Methods

- Classroom Lecture (CL)
- Seminars (Student-led and Faculty-moderated)
- Case-Based Learning (CBL)
- Problem-Based Learning (PBL)



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MASTER OF MASS COMMUNICATION AND JOURNALISM Semester-I

Assessment Methodologies/Tools

(A) Formative assessment (Assessment for Learning)

20 Marks

- (a) Mid-term tests
- (b) Assignment, Self-learning and Terms work
- (c) Seminar/Presentation

(B) Summative Assessment (Assessment of Learning)

30 Marks

- (a) End of Term Examination

• Weightage of Learning Efforts for Assessment

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Analyse & above (A)	
I	CLO1	30	1	1	11	13
II	CLO2	32	1	1	10	12
III	CLO3	28	1	1	10	12
IV	CLO 4	30	1	1	11	13
		120	4	4	40	50

• Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Quizzes, Class Regularity,	50%
2	End-Semester Examination	Written Exam/Practical Exam Project Evaluation (Report, Presentation, Viva)	50%

• CLOs – PLOs Matrix

CLO	PLO									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1	1	2	0	0	1	3	2	0	2	2
CLO 2	2	2	1	0	1	3	2	0	3	3
CLO 3	1	2	1	0	2	3	2	0	2	2
CLO 4	0	2	0	0	1	2	2	0	3	2

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-



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• Suggested Learning Materials Books:

Sr. No	Title	Author(s)	Edition/ Year	Publisher
1	News History of Indian Journalism.		1955	Publications Division Ministry of Information & Broadcasting,
2	The Law of Expression	Sridhar Madabhushi	2007	Asia Law House, Hyderabad
3	Freedom of Press and Right to Information	Dayal Kameshwar	2011	Cyber Tech Publications, New Delhi
4	Media Legislation	Singh, Samir Kumar and Pushpendra	2009	Jnanada Prakashan, New Delhi.
5	Intellectual Property Rights and Broadcasting Rights	Vaish, Anurika	2008	Shree Publishers & Distributors, New Delhi
6	A Compendium of Codes of conduct for Media professionals	Prabhakar, Manohar and Bhanwat Sanjeev	1999	University Book House Pvt. Ltd., Jaipur
7	Law of Press in Media	Razdan, Dheeraj	2008	G S Rawat for Cyber Tech publications, New Delhi.
8	Media Laws and Ethics	Trikha, N.K	2017	Makhanlal Chaturvedi National University of Journalism and Communication, Bhopal
9	Law of Electronic Media	Sama, Umar	2007	Deep & Deep Publications Pvt. Ltd., New Delhi.

• Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	A Brief History of Indian Journalism - Part 1. YouTube, 19 Nov. 2021	https://www.youtube.com/watch?v=y2BALN4EkAw
2	History of Indian Journalism	https://www.scribd.com/document/255211687/History-of-Indian-Journalism
3	A Glimpse into Indian Journalism	https://www.ijcrt.org/papers/IJCRT2510126.pdf



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MASTER OF MASS COMMUNICATION AND JOURNALISM Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	P2A01NCMCJ02	History of Journalism	4-0-1	120	04

• Course Learning Outcomes (CLOs)

On completion of this course, students will be able to:

CLO1: **Examine** the foundations of journalism and mass media, including their functions and societal role before the internet.

CLO2: **Analyse** the historical development of print media, focusing on newspapers, magazines, and their role in India's freedom struggle.

CLO3: **Evaluate** the origins and impact of radio and television in shaping cultural communication and rural outreach.

CLO4: **Appraise** cinema and folk media as instruments of social reform and cultural awareness.

CLO5: **Compose** critical reviews of pre-internet media forms to demonstrate engagement with historical and cultural contexts.

Unit	Course Content	Learning Pedagogies*	CO(s)
I	Foundations of Journalism & Mass Media - Definitions of Journalism: Meaning, scope, and role in society. - Understanding Mass Media: Print, broadcast, cinema, folk traditions. - Functions of Media: Informing, educating, entertaining, shaping opinion.	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated)	CLO1
II	Print Media - History of Newspapers: Hickey's Gazette, nationalist press, Gujarati newspapers. - Role in Freedom Struggle: Gandhian journalism, vernacular press. - Magazines & Periodicals: Literary, political, and cultural magazines.	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated) Case-Based Learning (CBL)	CLO2



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III	Radio & Television - Origins of Radio: Colonial beginnings, All India Radio, community radio. - Television in India: Doordarshan, educational programming, entertainment shows. - Impact on Society: News dissemination, cultural influence, rural reach.	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated) Case-Based Learning (CBL)	CLO3
IV	Cinema & Folk Media - Cinema as Mass Media: Silent films, talkies, social reform themes. - Folk Media: Street plays, puppetry, bhavai, kirtan. - Cultural Communication: Role in spreading awareness and values.	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated) Case-Based Learning (CBL)	CLO4 CLO5

• (*) Learning Pedagogies/Methods

- (a) Classroom Lecture (CL)
- (b) Seminars (Student-led and Faculty-moderated)
- (c) Case-Based Learning (CBL)
- (d) Problem-Based Learning (PBL)

• Assessment Methodologies/Tools

(A) Formative assessment

(20 Marks)

- (a) Assignment, Self-learning and Terms work
- (b) Seminar/Presentation

(B) Summative Assessment

(30 Marks)

- (a) End of Term Examination

• Weightage of Learning Efforts for Assessment

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Analyse & above (A)	
I	CLO1	30	1	1	11	13
II	CLO2	32	1	1	10	12
III	CLO3	28	1	1	10	12
IV	CLO4,5	30	1	1	11	13
		120	4	4	42	50



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MASTER OF MASS COMMUNICATION AND JOURNALISM Semester-I

• CLOs – PLOs Matrix

CLO	PLO										
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO 9	PLO 10	PLO11
CLO1	1	2	0	0	1	3	2	0	2	2	1
CLO2	2	2	1	0	1	3	2	0	3	3	2
CLO3	1	2	1	0	2	3	2	0	2	2	1
CLO4	0	2	0	0	1	2	2	0	3	2	0
CLO5	1	2	2	2	2	2	2	2	2	2	1

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

• Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Quizzes, Class Regularity,	50%
2	End-Semester Examination	Written Exam/Practical Exam Project Evaluation (Report, Presentation, Viva)	50%

• Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	History of Media and Mass Communication	Satish Sharma	2018	ABD Publishers
2	History of Indian Journalism	J. Natarajan	2020	Publications Division
3	The Evolution of Mass Media and Its Impact on Society	G.N.S. Raghavan	2024	Gyan Publishing House

• Online Resources (Open Source)

Sr. N.	Description of Resource(s)	Weblink
1	The Evolution of Mass Media and Its Impact on Society	https://sociology.institute/sociology-of-development/evolution-mass-media-impact-society/
2	History of Mass Media in India	https://www.nimc-india.com/history-mass-media-india.html
3	The Evolution of Press in India: From Pre-Independence to the Digital Age	https://journalism.university/introduction-to-journalism-and-mass-communication/evolution-press-india-pre-independence-digital-age/
4	Evolution of Mass Media in India	https://www.scribd.com/document/884911238/Mass-Media-in-India



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MASTER OF MASS COMMUNICATION AND JOURNALISM Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	P2A01NCMCJ03	Journalism and Society	4-0-1	120	04

• Course Learning Outcomes (CLOs)

On completion of this course, students will be able to:

CLO1: **Analyse** the interaction of journalism with politics, economy, and culture as social institutions.

CLO2: **Evaluate** the role of journalism in democracy, including its watchdog function, influence on public Opinion, and freedom of the press.

CLO3: **Examine** journalism's contribution to social reform movements, regional language identity, and Developmental communication.

CLO4: **Appraise** the impact of journalism on everyday life through community reporting, lifestyle Coverage, and educational campaigns.

CLO5: **Create** assignments and reflections that connect journalistic practices with broader societal change and civic engagement.

Unit	Course Content	Learning Pedagogies*	CO(s)
I	Media & Social Institutions - Journalism & Politics: Role in elections, governance, and policy debates. - Media & Economy: Advertising, business journalism, economic awareness. - Media & Culture: Influence on traditions, arts, and popular culture.	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated)	CLO1
II	Journalism & Democracy - Fourth Estate: Press as watchdog of democracy. - Role in Public Opinion: Influence on politics, elections, and civic life. - Freedom of Press: Constitutional provisions, limitations, censorship.	Classroom Lecture (CL), Seminars, (Student-led and Faculty- moderated) Case-Based Learning (CBL)	CLO2
III	Journalism & Social Change - Social Reform Movements: Role of press in reform (abolition of social evils, Gandhian journalism). - Regional Language Journalism: Gujarati	Classroom Lecture (CL), Seminars (Student-led and Faculty-	CLO3



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	press, local voices, cultural identity. • Media & Development: Rural communication, health, education campaigns.	moderated) Case-Based Learning (CBL)	
IV	Journalism & Everyday Life • Community Journalism: Local issues, grassroots reporting, civic engagement. • Lifestyle & Culture Reporting: Arts, cinema, sports, festivals. • Educational Role of Media: Awareness campaigns, literacy, public service information	Classroom Lecture (CL), Seminars (Student-led and Faculty- moderated) Case-Based, Learning (CBL)	CLO4 CLO5

• (*) Learning Pedagogies/Methods

- Classroom Lecture (CL)
- Seminars (Student-led and Faculty-moderated)
- Case-Based Learning (CBL)
- Problem-Based Learning (PBL)
- Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises)

• Assessment Methodologies/Tools

(A) Formative assessment (Assessment for Learning)

20 Marks

- Mid-term tests
- Assignment, Self-learning and Terms work
- Seminar/Presentation

(B) Summative Assessment (Assessment of Learning)

30 Marks

- End of Term Examination
- Continuous Internal Evaluation
- End semester examination

• Weightage of Learning Efforts for Assessment

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Analyse & above (A)	
I	CLO1	30	1	1	11	13
II	CLO2	32	1	1	10	12
III	CLO3	28	1	1	10	12
IV	CLO 4,5	30	1	1	11	13
		120	4	4	40	50

• Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Quizzes, Class Regularity,	50%
2	End-Semester Examination	Written Exam/Practical Exam Project Evaluation(Report, Presentation, Viva)	50%



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MASTER OF MASS COMMUNICATION AND JOURNALISM Semester-I

• CLOs – PLOs Matrix

CLO	PLO											
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	
CLO 1	2	2	1	0	2	2	2	0	3	2	1	
CLO 2	3	2	2	0	1	2	2	0	2	2	1	
CLO 3	2	2	1	0	2	2	3	0	3	3	2	
CLO 4	1	2	1	0	1	2	2	0	2	2	2	
CLO 5	1	2	2	2	2	2	2	2	2	2	3	

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

• Suggested Learning Materials Books:

Sr.No.	Title	Author(s)	Edition/Year	Publisher
1	Journalism and Society	Denis McQuail	2013	SAGE Publications Ltd
2	Media and Society	(Ed) James Curran, David Hesmondhalgh	2024	Bloomsbury
3	Media, Society, Culture and You	Mark Poepsel	2018	Rebus Press)

• Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	Journalism, Digital Media and Society	https://efaidnbmnnnibpcajpcglclefindmkaj/https://egyankosh.ac.in/bitstream/123456789/100776/1/Unit-4.pdf
2	Transformation of Journalism in India and the rise of the Fifth Estate, a critical appraisal	https://www.tandfonline.com/doi/full/10.1080/23311983.2025.2498187#abstract
3	Understanding society and digital journalism	https://efaidnbmnnnibpcajpcglclefindmkaj/https://ycmou.ac.in/wp-content/uploads/custom-assets/ebooks/MCJ503_15042025.pdf
4	Peoples' Archives of India	https://ruralindiaonline.org/



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MASTER OF MASS COMMUNICATION AND JOURNALISM Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	P2A01NEMCJ01	Current Affairs 1	4-0-1	120	04

• Course Learning Outcomes (CLOs)

On completion of this course, students will be able to:

CLO1: **Examine** the scope and sources of current affairs and their importance in journalism and public Awareness.

CLO2: **Analyse** political systems, governance structures, and international relations to interpret their Journalistic significance.

CLO3: **Evaluate** economic and developmental issues at national and global levels for effective reporting And analysis.

CLO4: **Appraise** social, cultural, and technological issues to understand their impact on journalism and Society.

CLO5: **Create** journalistic assignments that critically engage with current affairs across politics, economy, society, and culture.

Unit	Course Content	Learning Pedagogies*	CO(s)
I	Understanding Current Affairs - Definition & Scope: What current affairs mean in journalism and society. - Sources of Information: Newspapers, TV, radio, online portals, social media. - Importance in Journalism: Role in reporting, analysis, and public awareness.	Classroom Lecture (CL), Seminars, (Student-led and Faculty-moderated)	CLO1
II	Politics & Governance - Indian Political System: Structure, elections, institutions - International Relations: Global organizations, diplomacy, conflicts. - Policy & Governance: Public policies, reforms, government initiatives.	Classroom Lecture (CL), Seminars (Student-led and Faculty- moderated) Case-Based Learning (CBL)	CLO2
III	Economy & Development Indian Economy: Growth, inflation, trade, industry.	Classroom Lecture (CL), Seminars, (Student-led, and Faculty- moderated) Case-Based Learning	CLO3



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MASTER OF MASS COMMUNICATION AND JOURNALISM Semester-I

	- Global Economy: International trade, financial institutions, crises. - Development Issues: Poverty, education, health, environment	(CBL)	
IV	Society & Culture - Social Issues: Gender, caste, inequality, human rights. - Science & Technology: Innovations, digital media, AI. - Arts, Sports & Culture: Literature, cinema, sports events, cultural trends.	Classroom, Lecture (CL), Seminars, (Student-led, and Faculty-moderated) Case-Based, Learning (CBL)	CLO4 CLO5

• (*) Learning Pedagogies/Methods

- Classroom Lecture (CL)
- Seminars (Student-led and Faculty-moderated)
- Case-Based Learning (CBL)
- Problem-Based Learning (PBL)
- Collaborative Learning (Group Tasks, Peer Discussion, Joint Presentations)

• Assessment Methodologies/Tools

(C) Formative assessment (Assessment for Learning)

20 Marks

- Mid-term tests
- Assignment, Self-learning and Terms work
- Seminar/Presentation

(D) Summative Assessment (Assessment of Learning)

30 Marks

- End of Term Examination
- Continuous Internal Evaluation
- End semester examination

• Weightage of Learning Efforts for Assessment

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Analyse & above (A)	
I	CLO1	30	1	1	11	13
II	CLO2	32	1	1	10	12
III	CLO3	28	1	1	10	12
IV	CLO 4,5	30	1	1	11	13
		120	4	4	40	50

• Assessment and Evaluation

Sr.No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Quizzes, Class Regularity,	50%
2	End-Semester Examination	Written Exam/Practical Exam Project Evaluation(Report, Presentation,Viva)	50%



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MASTER OF MASS COMMUNICATION AND JOURNALISM Semester-I

• CLOs – PLOs Matrix

CLO	PLO										
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO 10	PLO11
CLO1	1	2	1	0	1	2	2	0	2	0	1
CLO2	3	3	2	0	2	2	2	0	2	0	1
CLO3	2	3	1	0	2	2	3	0	2	0	1
CLO4	1	2	1	0	1	2	2	0	3	0	2
CLO5	1	2	2	2	2	2	2	2	2	0	3

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

• Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	Disha The Yearly Current Affairs	-	-	Disha publisher
2	Manorama Yearbook	-	-	Malayala Manorama Co. Pvt. Ltd.
3	Mathrubhumi Yearbook	-	-	Mathrubhumi Printing & Publishing
4	Lucent's	-	-	Yukti Publications

• Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	Daily	https://www.hindustantimes.com/
2	Daily	https://indianexpress.com/
3	Magazine	https://frontline.thehindu.com/
4	News Portal	https://theprint.in/



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MASTER OF MASS COMMUNICATION AND JOURNALISM Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	P2A01NEMCJ02	Fundamentals of Communication and Mass Communication	4-0-1	120	04

• Course Learning Outcomes (CLOs)

On completion of this course, students will be able to:

CLO1: Understand fundamentals of communication and mass communication

CLO2: Discuss the scientific basis and social conditions that led to the development of various Models and theories of communications

CLO3: Relate the use of different types of tools for communication and mass communication

CLO4: Analyse the influence of communication and mass communication in context of social, Political, Economic and religious matters

Unit	Course Content	Learning Pedagogies*	CO(s)
I	Introduction to Communication 1.1 Basic Terms, Concepts & Definition 1.2 Nature & Process 1.3 Historical Development of Communication 1.4 Types of Communication • Intrapersonal Communication • Interpersonal Communication • Group Communication • Mass Communication 1.5 Communication Barriers 1.6 Functions of Communication 1.7 Communication, Society & Culture	Classroom Lecture (CL), Seminars (Student-led and Faculty- moderated)	CLO1
II	Introduction to Mass Communication 2.1 Definition of Mass Communication 2.2 Characteristics of Mass Communication 2.3 Functions of Mass Communication 2.4 Tools of Mass Communication • Print Media • Electronic Media • Advertising Media • Public Relation • Folk and Traditional Media • Digital Media • Mass Media & Society	Classroom Lecture (CL), Seminars (Student-led and Faculty- moderated) Case-Based Learning (CBL)	CLO2
III	Development communication: 3.1 Concept of Development Communication 3.2 Definition and meaning of Development Communication	Classroom Lecture (CL), Seminars, (Student-led and Faculty- moderated) Case-Based, Learning (CBL)	CLO3



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	3.3 Media, Development and Social Change in Indian perspective		
IV	Theories of Communication, Mass, Communication & Development, Communication 4.1 Communication Theories: Hypodermic Needle Theory, Two Step Flow Theory, Multi Step Flow Theory, Agenda Setting Theory, Sadharanikaran Theory, Authoritarian and Libertarian Theory, Social Responsibility Theory, Diffusion of Innovation Theory	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated), Case-Based Learning (CBL)	CLO4

(*) Learning Pedagogies/Methods

- (a) Classroom Lecture (CL)
- (b) Seminars (Student-led and Faculty-moderated)
- (c) Case-Based Learning (CBL)
- (d) Problem-Based Learning (PBL)

Assessment Methodologies/Tools

(C) Formative assessment (Assessment for Learning)

20 Marks

- (d) Mid-term tests
- (e) Assignment, Self-learning and Terms work
- (f) Seminar/Presentation

(D) Summative Assessment (Assessment of Learning)

30 Marks

- (b) End of Term Examination

• Weightage of Learning Efforts for Assessment

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Analyse & above (A)	
I	CLO1	30	1	1	11	13
II	CLO2	32	1	1	10	12
III	CLO3	28	1	1	10	12
IV	CLO 4	30	1	1	11	13
		120	4	4	40	50

• Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
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2	End-Semester Examination	Written Exam/Practical Exam Project Evaluation (Report, Presentation, Viva)	50%



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• CLOs – PLOs Matrix

	CLO	PLO										
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO12
	CLO1	1	2	0	0	1	3	2	0	2	2	1
	CLO2	2	2	1	0	1	3	2	0	3	3	2
	CLO3	1	2	1	0	2	3	2	0	2	2	1
	CLO4	0	2	0	0	1	2	2	0	3	2	1

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

• Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	संचार परिचय एवं व्यवहार	Dr. Anil K. Ray		
2	Mass Communication in India	Kumar, Keval J.	Fifth Edition, 2020.	Jaico Publishing House
3	Human Communication		2006	
	Hindi Patrakarita aur Jansanchar Madhyam	Jitendra Vats		

• Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	Communication theory introduction. YouTube. 12 Mar. 2013,	https://www.youtube.com/watch?v=rS2V68N8p5o .
2	Communication Models. YouTube, 12 Mar. 2015,	https://www.youtube.com/watch?v=uXmlAvnuwmY .
3	Media and Communication Theory. YouTube, 7 Nov. 2013,	https://www.youtube.com/watch?v=G6-H_Gvp5Z8 .
4	sojnms. Theories of Communication. YouTube, 10 July 2012,	https://www.youtube.com/watch?v=KWECEM9q qb5s



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Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	P2A01NEMCJ03	The Constitution of India	4-0-1	120	04

• Course Learning Outcomes (CLOs)

On completion of this course, students will be able to:

CLO1: **Examine** the historical background, salient features, and ideals of the Indian Constitution.

CLO2: **Analyse** fundamental rights, directive principles, and duties to understand their role in shaping civic Life.

CLO3: **Evaluate** the structure and functioning of Union, State, and Judiciary institutions in governance.

CLO4: **Appraise** constitutional values such as equality, liberty, fraternity, and social justice in everyday life.

CLO5: **Create** assignments and reflections that connect constitutional principles with journalistic practice and civic responsibility.

Unit	Course Content	Learning Pedagogies*	CO(s)
I	Introduction to the Constitution Historical Background: Making of the Constitution, Constituent Assembly. Salient Features: Written, federal, parliamentary democracy. Preamble: Ideals of justice, liberty, equality, fraternity.	Classroom, Lecture (CL), Seminars, (Student-led and Faculty- moderated)	CLO1
II	Fundamental Rights & Duties Fundamental Rights: Freedom of speech, equality, right to life. Directive Principles: Social and economic justice. Fundamental Duties: Responsibilities of citizens	Classroom, Lecture (CL), Seminars (Student-led and Faculty- moderated) Case-Based Learning(CBL)	CLO2
III	Structure of Government Union Government: President, Prime Minister, Parliament. State Government: Governor, Chief Minister, State Legislature. Judiciary: Supreme Court, High Courts, independence of judiciary.	Classroom, Lecture (CL), Seminars (Student-led and Faculty- moderated) Case-Based, Learning (CBL)	CLO3
IV	Constitutional Values in Everyday Life	Classroom, Lecture	CLO4



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• Equality & Social Justice: How rights ensure fairness in society. • Liberty & Fraternity: Freedom of thought, unity in diversity. • Role of Citizens: Civic responsibility, participation, awareness.	(CL), Seminars (Student-led and Faculty- moderated) Case-Based Learning (CBL)	CLO5
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• (*) Learning Pedagogies/Methods

- (a) Classroom Lecture (CL)
- (b) Seminars (Student-led and Faculty-moderated)
- (c) Case-Based Learning (CBL)
- (d) Problem-Based Learning (PBL)

• Assessment Methodologies/Tools

(A) Formative assessment (Assessment for Learning)

20 Marks

- (a) Mid-term tests
- (b) Assignment, Self-learning and Terms work
- (c) Seminar/Presentation

(B) Summative Assessment (Assessment of Learning)

30 Marks

- (a) End of Term Examination

• Weightage of Learning Efforts for Assessment

Unit	Aligned Cos	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Analyse & above (A)	
I	CLO1	30	1	1	11	13
II	CLO2	32	1	1	10	12
III	CLO3	28	1	1	10	12
IV	CLO 4,5	30	1	1	11	13
		120	4	4	40	50

• Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Quizzes, Class Regularity,	50%
2	End-Semester Examination	Written Exam/Practical Exam Project Evaluation (Report, Presentation, Viva)	50%

• CLOs – PLOs Matrix

CLO	PLO									
	PLO 1	PLO 2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO 10
CLO1	3	2	1	0	1	2	2	0	2	0
CLO2	3	2	2	0	1	2	2	0	2	0
CLO3	3	2	1	0	2	2	2	0	2	0
CLO4	2	2	1	0	1	2	2	0	3	0
CLO5	2	2	2	2	2	2	2	2	2	0



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Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

• Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/ Year	Publisher
1	working A Democratic Constitution	Austin Granville	2016	Oxford University Press, New Delhi.
2	The Law of Expression	Sridhar Madabhushi	2007	Asia Law House, Hyderabad
3	Freedom of Press and Right to Information	Dayal Kameshwar	2011	Cyber Tech Publications, New Delhi
4	Media Legislation	Singh, Samir Kumar and Pushpendra	2009	Jnanada Prakashan, New Delhi.
5	Intellectual Property Rights and Broadcasting Rights	Vaish, Anurika	2008	Shree Publishers & Distributors, New Delhi
6	A Compendium of Codes of conduct for Media professionals	Prabhakar, Manohar and Bhanwat Sanjeev	1999	University Book House Pvt. Ltd., Jaipur
7	Law of Press in Media	Razdan, Dheeraj	2008	G S Rawat for Cyber Tech publications, New Delhi.
8	Media Laws and Ethics	Trikha, N. K	2017	Makhanlal Chaturvedi National University of Journalism and Communication, Bhopal
9	Law of Electronic Media	Sama, Umar	2007	Deep & Deep Publications Pvt. Ltd., New Delhi.

• Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	Salient Features of Indian Constitution Polity Shubhra Ranjan. YouTube, 11 May 2021	https://www.youtube.com/watch?v=cB7M6tbJVTE
2	Constitution of Indian	https://cdnbbsr.s3waas.gov.in/s380537a945c7a7aa788ccfcdf1b99b5d8f/uploads/2024/07/20240716890312078.pdf
3	Constitution of Indian	https://www.legislative.gov.in/documents/constitution-of-india/constitution-of-india-AjN2EjMtQWa?pageTitle=Constitution-of-India



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Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	P2A01NEMCJ04	Some Journalistic Millstone: Narmad, Dlpattram, Gandhiji, Zaverchand Meghani Journalism	4-0-1	120	04

• Course Learning Outcomes (CLOs)

On completion of this course, students will be able to:

CLO1: **Examine** Narmad's literary and journalistic contributions, highlighting his role in social Reform and modern values.

CLO2: **Analyse** Dalpatram's literary style, social vision, and contributions to Gujarati journalism.

CLO3: **Evaluate** Gandhi's philosophy of journalism, his newspapers, and their role in the freedom Movement.

CLO4: **Appraise** Jhaverchand Meghani's literary journalism, cultural reporting, and nationalist Spirit in Gujarati press

CLO5: **Create** critical reflections and assignments that connect the contributions of these figures To contemporary journalism and society.

Unit	Course Content	Learning Pedagogies*	CO(s)
I	Narmad and Journalism Narmad's Literary Contributions: Essays, poetry, and prose shaping public thought. Role in Social Reform: Advocacy for education, women's rights, and modern values. Narmad's Journalism: Use of print media to spread reformist ideas.	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated)	CLO1
II	Dalpatram and Journalism Dalpatram's Literary Style: Satire, humor, and social commentary. Contribution to Gujarati Journalism: Early writings in newspapers and magazines. Dalpatram's Social Vision: Promotion of reform and awareness through literature.	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated) Case-Based Learning (CBL)	CLO2
III	Gandhi and Journalism Gandhi's Newspapers: <i>Young India</i>, <i>Harijan</i>, <i>Indian Opinion</i>. Philosophy of Journalism: Truth, non-violence, and service to society. Role in Freedom Movement: Mobilizing masses through press and writings.	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated) Case-Based Learning (CBL)	CLO3



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IV	Jhaverchand Meghani and Journalism • Meghani's Literary Journalism: Folk literature, essays, and cultural reporting. • Contribution to Gujarati Press: Editorial work and journalistic writings. • Nationalist Spirit	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated) Case-Based Learning (CBL)	CLO4 CLO5
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• (*) Learning Pedagogies/Methods

- (a) Classroom Lecture (CL)
- (b) Seminars (Student-led and Faculty-moderated)
- (c) Case-Based Learning (CBL)
- (d) Problem-Based Learning (PBL)

Assessment Methodologies/Tools

(A) Formative assessment (Assessment for Learning)

20 Marks

- (a) Mid-term tests
- (b) Assignment, Self-learning and Terms work
- (c) Seminar/Presentation

(B) Summative Assessment (Assessment of Learning)

30 Marks

- (a) End of Term Examination
- (b) External Test 50 Marks

• Weightage of Learning Efforts for Assessment

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Analyse & above (A)	
I	CLO1	30	1	1	11	13
II	CLO2	32	1	1	10	12
III	CLO3	28	1	1	11	13
IV	CLO4,5	30	1	1	10	12
		120	4	4	42	50

Assessment & Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Quizzes, Class Regularity,	50%
2	End-Semester Examination	Written Exam/Practical Exam Project Evaluation (Report, Presentation, Viva)	50%



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• CLOs – PLOs Matrix

CLO	PLO										
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	1	2	1	0	1	2	2	0	3	3	2
CLO2	1	2	1	0	1	2	2	0	3	3	2
CLO3	2	2	2	0	2	2	2	0	2	3	2
CLO4	1	2	1	0	1	2	2	0	3	3	2
CLO5	1	2	2	2	2	2	2	2	2	3	3

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

• Suggested Learning Materials Books:

Sr.No.	Title	Author(s)	Edition/Year	Publisher
1	Gandhiji: Ketlak Swadhyay Lakho	Nagindas Parekh	2005	Gujarati Sahitya Parisad
2	Navjiven Vikas Varta	Manibhai B. Desai	1969	Navjivan Prakashan Mandir
3	Prakand Patrkaro	S. Yasin Dalal	2002	Parshv Publication
4	Budhi Prakash: Swadhyay ane Suchan	C.N. Patel	1990	Gujarati Sahity Academic
5	Dadiyo: Kavi Narmdashankar ane Sakshar Mandel	Ramesh M. Shukla		Kavi Narmd Yugavart Trust

• Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	Kavishwar Dalpatram and Buddhiprakash	https://opinionmagazine.co.uk/kaveeshwar-dalpatram-ane-buddhiprakash/
2	Narmad the Journalist	https://www.jstor.org/stable/24158711
3	The Journalist in Gandhi	https://www.gandhiashramsevagram.org/gandhi-articles/Journalist-in-Gandhi.php
4	Life and Legacy of Jhaverchand Meghani	https://www.scribd.com/document/519391749/08-chapter-3-1