2026-2027

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

FACULTY NAME- Dr. Soumya Dutta

DEPARTMENT – Journalism & Mass Communication

SEMESTER –V Minor

Course MN-3

Paper- Communication Media & Society

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
Unit 1 General Linear Models of Communication: Shannon-Weaver; Schramm-Osgood; Newcomb; Westley-McLean; David Berlo; Roman Jakobson. Semiology: Sign, Code, Text and Signification. Normative theories of press; Transmission, Ritual/Expressive, Publicity and Reception models; McQuail's four theories of mass communication.	Knowledge: Explain major linear/interactive/mass communication models, semiotic concepts, normative theories and McQuail's four theories. Skill: Compare models and apply them to communication situations. Value/Attitude: Develop critical and analytical understanding of communication processes and media systems.	Model-identification exercise; comparative table of communication models; short analytical response on a selected model/theory.	Lecture-cum-discussion; PPT/model diagrams; board illustrations; comparative case examples; guided analysis; formative questioning and feedback.	12	

Unit 2 Phases of media-society relations: Mass Society, Functionalism, Critical Political Economy, Technological Determinism and Information Society. Dominant media paradigm; Hypodermic series; One-step flow; Development paradigm; Two-step flow; Diffusion of Innovation; Media Dependency; Active Audience and Uses & Gratifications.	Knowledge: Describe major phases and theories explaining media-society relations and audience behaviour. Skill: Distinguish passive-audience and active-audience approaches and apply theories to media examples. Value/Attitude: Develop critical awareness of the social, technological and economic influences on media.	Short-answer test; theory-to-example matching; group discussion/presentation analysing a contemporary media case using one selected theory.	Interactive lecture; theory maps/timelines; PPT; contemporary media examples; group work; formative evaluation through questions and written responses.	12	
Unit 3 Cultivation Theory; Agenda Setting (Priming, Framing, Gatekeeping, Agenda Setting); Spiral of Silence; Information Imbalance and McBride Commission; Globalization of media; Propaganda model; Media Conglomeration; Corporate/organizational communication models: Conduit and Grapevine.	Knowledge: Explain major contemporary media-effects, information-imbalance, globalization and organizational communication concepts. Skill: Critically analyse media messages, agenda formation, ownership/conglomeration and organizational communication; present findings clearly. Value/Attitude: Encourage critical media literacy, ethical awareness and evidence-based interpretation.	Case-study analysis; Assessment based on conceptual accuracy, analysis, presentation and use of relevant examples.	Lecture-cum-discussion; PPT; media case studies; sample news/media content; poster/term-paper guidance; student presentations; peer and teacher feedback; rubric-based evaluation.	12	
Unit 4 Tutorial Project: Term	Knowledge: Consolidate and demonstrate understanding of the	Tutorial project: submission of a term	Tutorial guidance and mentoring; sample term	9	

paper or Poster Design & Presentation on any topic of this module.	major concepts and theories covered in the module. Skill: Conduct basic academic inquiry, organize relevant information, develop a term paper or poster, and communicate findings effectively through presentation. Value/Attitude: Develop critical thinking, academic integrity, creativity, clarity of expression and confidence in presentation.	paper or poster; oral presentation and question-answer session. Assessment based on relevance, conceptual understanding, analysis, organization, originality, presentation and response to questions.	papers/posters; PPT and visual references; topic selection and research guidance; presentation practice; teacher feedback and rubric-based evaluation.		

Course MN-4
Paper- Public Relations

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
Unit 1 PR: Definitions; historical overview of the discipline; PR as a management function; Image Management; Public Relations versus Advertisement; Non-PR issues: Publicity, Propaganda, Public Opinion and Marketing; Publics: definition and types; Integrated Marketing Communication.	Knowledge: Define PR and explain its historical development, management function, image management, publics and related concepts. Skill: Differentiate PR from advertising, publicity, propaganda and marketing; identify relevant publics and communication needs. Value/Attitude: Appreciate ethical, planned and relationship-oriented communication and the role of PR in organizations.	Concept-mapping; comparison exercise (PR vs advertising/publicity/propaganda/marketing); identification of publics for a case organization.	Lecture-cum-discussion; PPT; organizational case studies; classroom questioning; formative written assessment and feedback.	11	
Unit 2 PR theories and principles: Research, Planning,	Knowledge: Explain the PR process, Grunig's four models, strategic communication and the role/functions of a PRO. Skill: Apply the RPIE process	Process-mapping exercise on RPIE; comparative analysis of Grunig's four models; case-based assignment.	Interactive lecture; model diagrams; PPT; case studies; group discussion; formative evaluation with rubric-based feedback.	11	

Implementation and Evaluation; James Grunig's Four PR models—Publicity, Public Information, Two-way Asymmetrical and Two-way Symmetrical; Strategic Communication; PRO: role, qualities and functions.	and select an appropriate PR model for a communication situation. Value/Attitude: Develop strategic, ethical and audience-sensitive approaches to professional PR practice.				
Unit 3 Tools of PR: Press Release, Annual Report, House Journal, Press Conference and Press Tour, Corporate Film. Relationship Management: Media Relations, Community Relations and CSR, Internal/Employee Relations. Financial PR; Crisis PR—Issue, Emergency, Crisis and Crisis PR	Knowledge: Identify major PR tools, relationship-management areas, financial/crisis PR concepts and agency structures. Skill: Draft a press release/rejoinder, plan PR materials, structure a house journal/annual report and develop a basic strategic community-relations exercise. Value/Attitude: Develop professional writing, accuracy, responsiveness, ethical judgment and relationship-building skills.	Practical portfolio: press release, rejoinder, corporate advertisement, house-journal format and annual-report framework; crisis-PR case analysis; community-relations field project; presentation/viva.	Demonstration and hands-on practice; sample PR materials; PPT; case studies; crisis simulation; workshop on writing/editing.	13	

strategies; PR Agency: New Trends, In-house PR vs Agency, Client-Agency relationship.					
Unit 4 Practical (1CR – Marks: 25): Writing Press Release, Press Rejoinder, making corporate advertisement, making House Journal format, framing Annual Report, Strategic communication exercises on community relations (Issue-based corporate field project).	Knowledge: Demonstrate understanding of the structure, purpose and professional conventions of major PR materials. Skill: Write and design a press release, press rejoinder, corporate advertisement, house journal and annual report; develop and present a strategic communication exercise for community relations. Value/Attitude: Develop accuracy, creativity, professional communication, ethical judgment, teamwork and sensitivity towards organizational and community stakeholders.	Press release, press rejoinder, corporate advertisement, house journal format, annual report framework and issue-based community-relations strategic communication exercise. Evaluation through practical submission, presentation/viva and quality of execution.	Case studies; Corporate/community-relations, Presentation.	10	