



# TECNIA INSTITUTE OF ADVANCED STUDIES

NAAC GRADE "A" INSTITUTE (CYCLE-2).

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**INSTITUTIONAL AREA, MADHUBAN CHOWK, ROHINI, DELHI-110085**

**Organized by: Department of Journalism & Mass Communication**

## Report on Case Study Discussion as a Problem-Solving Learning Activity

<b>Title of Activity*</b>	Case study on Communication Breakdown in a Media Organization
<b>OBE Values</b>	Critical Thinking, Problem-Solving, Effective Communication, Team Collaboration
<b>Event – Awareness/Outreach</b>	Awareness Programme
<b>Program Theme*</b>	Analyzing Real-Life Communication Challenges through Case Study Method
<b>In association with (Dept./ Centre/ Cells/Clubs/ Committees Name)</b>	-
<b>Objectives</b>	<ul style="list-style-type: none"><li>• To apply theoretical concepts of communication to real-life problem situations.</li><li>• To develop students' analytical and decision-making skills.</li><li>• To promote interactive and solution-oriented learning.</li><li>• To enhance teamwork, leadership, and presentation abilities.</li></ul>
<b>The context</b>	Communication in everyday life and professional spaces often encounters barriers, misinterpretations, and conflicts. To help students understand and resolve such real-world challenges, a Case Study Discussion was conducted as a Problem-Solving Learning Activity under the subject Introduction to Communication. The activity aimed to bridge the gap between theory and practice by engaging students in identifying communication problems and proposing logical, evidence-based solutions using various models and theories of communication.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"><li>• Students demonstrated their ability to analyze and solve real-world communication problems.</li><li>• Enhanced critical and analytical thinking through application of communication models.</li><li>• Improved public speaking, teamwork, and leadership abilities.</li><li>• Fostered a deeper understanding of the importance of feedback and clarity in communication.</li></ul>
<b>External Expert</b>	-
<b>Internal Expert</b>	Dr. Upasana Khurana
<b>List of Volunteers</b>	Mr. Ashish Ms. Prachi Sharma
<b>Resources</b>	Case study materials, presentation slides, whiteboard, multimedia projector
<b>Evidence of Success</b>	<ul style="list-style-type: none"><li>• Active involvement and enthusiastic participation by students.</li></ul>

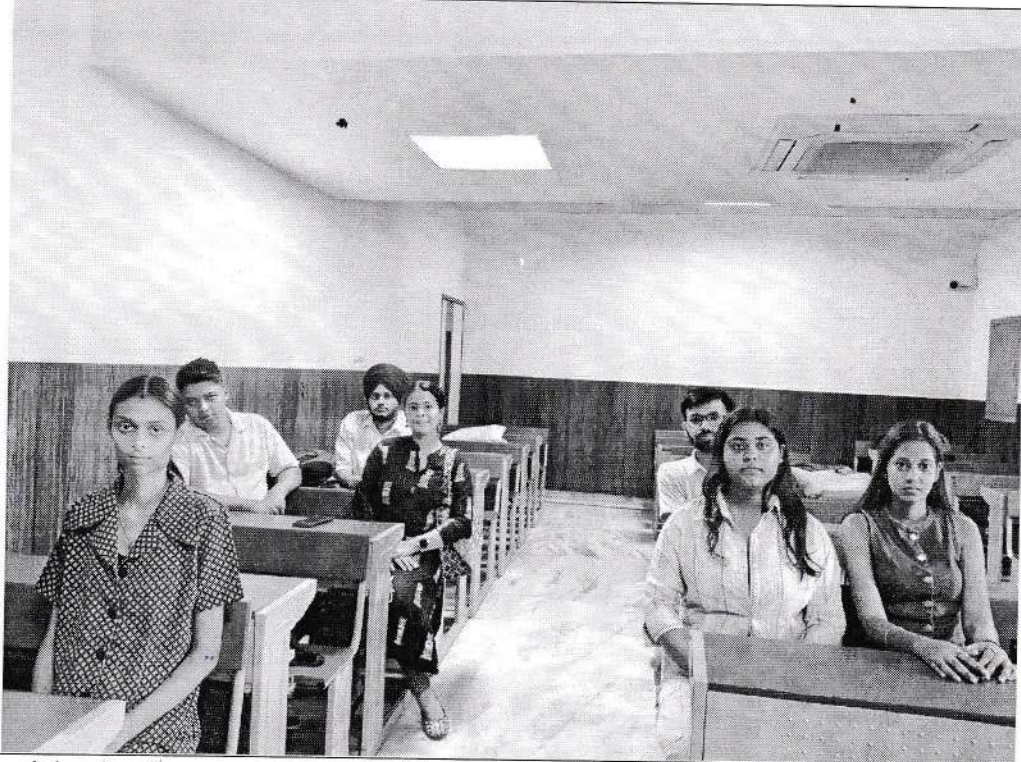
	<ul style="list-style-type: none"> <li>• High-quality problem-solving approaches demonstrated during group presentations.</li> <li>• Positive feedback indicating increased conceptual clarity and engagement.</li> </ul>
<b>Challenges</b>	<ul style="list-style-type: none"> <li>• Limited time to discuss all possible solutions in detail.</li> <li>• Some students initially faced difficulty in connecting theories to practical examples.</li> </ul>
<b>Date*</b>	6 <sup>th</sup> October, 2025
<b>Time*</b>	10:00 AM Onwards
<b>Venue</b>	Room No. 2403, 4 <sup>th</sup> Floor, UG building

**Poster/Flyer/Notice\***

<b>No. of Students*</b> (only no. to be written, list in excel or word should be maintain at department level as proof for any further requirement)	53
<b>No. of Faculty*</b> (only no. to be written, list in excel or word should be maintain at department level as proof for any further requirement)	1
<b>No. of External Participants (students + faculty)</b> [write NA if not applicable]	NA

*Upasana Khurana*

**Photograph\***



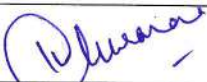
Students participating in a case study session in a classroom environment, engaged and ready to collaborate for academic learning and discussion.

**Report: Description in (min 250 to max 800 words)\***

A Case Study Discussion was organized on 6<sup>th</sup> October 2025 for students of B.A. (Journalism and Mass Communication) I Semester under the subject Introduction to Communication as part of the Problem-Solving Learning Approach. The session was facilitated by Dr. Upasana Khurana, Associate Professor, Department of Journalism and Mass Communication. The selected case study titled "Communication Breakdown in a Media Organization" revolved around a scenario where poor internal communication led to confusion, misinformation, and decreased productivity among team members. The purpose of this activity was to help students apply theoretical knowledge of communication models and barriers to analyze the situation and develop viable solutions.

Students were divided into small groups, each assigned to identify specific problems such as noise in communication, lack of feedback, unclear messages, and cultural misunderstandings. They used concepts like the Shannon-Weaver Model, Berlo's SMCR Model, and Transactional Model of Communication to interpret the causes of breakdowns. Each group then presented solutions emphasizing the importance of feedback mechanisms, empathy, transparency, and the use of proper communication channels in organizational contexts.

The interactive nature of the activity encouraged every student to think critically and express their viewpoints. The classroom environment transformed into a space of collaborative learning, where theories were not merely discussed but practically implemented through discussion and debate. Students displayed analytical skills by identifying root causes and

	<p>formulating structured action plans to resolve the issues presented in the case.</p> <p>The session concluded with an interactive reflection by the faculty, highlighting how effective communication is central to professional success and how miscommunication can affect organizational outcomes. Students shared that the activity helped them visualize the practical implications of classroom theories and enhanced their confidence in public communication and teamwork.</p> <p>Overall, the Case Study Discussion as a Problem-Solving Learning Activity proved to be an enriching and insightful experience that strengthened students' ability to approach communication challenges with a structured, analytical, and solution-oriented mindset.</p>
<b>Resource Person Profile</b>	NA
<b>Attendance Sheet*</b>	<i>Attached at the end of Report</i>
<b>Report Submitted by Nodal Officer/Event Coordinator (write faculty coordinator name)</b>	Dr. Upasana Khurana
<b>For Office Use: Notification No.</b>	
<b>Signature of Event Coordinator</b>	

List of Participants		
S. No.	Name	Course
1.	JYOTI YADAV	BAJMC
2.	YASH AGGARWAL	BAJMC
3.	MAHIMA JOSHI	BAJMC
4.	AARUSH GARG	BAJMC
5.	PRACHI BOTHRA	BAJMC
6.	SHINE SARPAL	BAJMC
7.	PULKIT SHARMA	BAJMC
8.	KASHVI JAIN	BAJMC
9.	SHIVAM SHARMA	BAJMC
10.	AANYA SHARMA	BAJMC
11.	UNNATI BANSAL	BAJMC
12.	NITIN	BAJMC
13.	KASHISH JHA	BAJMC
14.	ADDHYAN GOSWAMI	BAJMC
15.	ANGAD SINGH	BAJMC
16.	DIKSHA	BAJMC
17.	DEEPANSHI YADAV	BAJMC
18.	KANISHTHA SHARMA	BAJMC
19.	ANGEL SHARMA	BAJMC
20.	RASHI	BAJMC
21.	TANZIL CHAWLA	BAJMC



22.	AADYA SHREE JAIN	BAJMC
23.	LUCKY NEGI	BAJMC
24.	SNEHA KUMARI	BAJMC
25.	KATYANI GARG	BAJMC
26.	PRATIMA GUPFA	BAJMC
27.	BHAVI KOHLI	BAJMC
28.	ANSHUL SALUJA	BAJMC
29.	KHUSHI MISHRA	BAJMC
30.	RIVA BALIYAN	BAJMC
31.	AADYA SISODIA	BAJMC
32.	JAY MADAN	BAJMC
33.	ANGEL SHARMA	BAJMC
34.	PRACHI SHARMA	BAJMC
35.	SHUBHANGI RAJPUT	BAJMC
36.	BHUMIKA	BAJMC
37.	POORNIMA	BAJMC
38.	ASNETH JOSEPH	BAJMC
39.	PARITOSH GAUR	BAJMC
40.	RAKSHIT SHARMA	BAJMC
41.	PALLAVI KUMARI SINGH	BAJMC
42.	VANYA BHAGAT	BAJMC
43.	PRANATI	BAJMC
44.	HANSIKA TIWARI	BAJMC
45.	PEARL KHANNA	BAJMC
46.	ASHISH KAUSHIK	BAJMC
47.	KESHAV BAJAJ	BAJMC
48.	KABIR SETHI	BAJMC
49.	TAMANNA CHUGH	BAJMC
50.	HARSHITA MONGA	BAJMC
51.	CHARVI JAIN	BAJMC
52.	GURLEEN KAUR	BAJMC
53.	SHANAYA GANDHI	BAJMC

  
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