

Learning Outcomes-based Curriculum Framework (LOCF)

for

Undergraduate Programme

MASS COMMUNICATION & JOURNALISM

(2019)



**UNIVERSITY GRANTS COMMISSION
BAHADUR SHAH ZAFAR MARG
NEW DELHI – 110 002
2019**

Foreword

UGC has been taking several initiatives for quality improvement in higher education system in the country. Curriculum revision is one of the focus areas of these initiatives. Curriculum development is defined as planned, a purposeful, progressive, and systematic process to create positive improvements in the higher educational system. The ever evolving and fast changing educational technology have posed various challenges as far as curriculum in the Higher Educational Institutions (HEIs) is concerned. The curriculum requires to be updated more often keeping in view the latest developments in the society and to address the society's needs from time to time.

The Quality Mandate notified by UGC was discussed in the Conference of Vice-Chancellors and Directors of HEIs during 26-28th July, 2018; wherein it was inter-alia resolved to revise the curriculum based on Learning Outcome Curriculum Framework (LOCF).

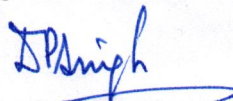
Learning Outcome Curriculum Framework (LOCF) aims to equip students with knowledge, skills, values, attitudes, leadership readiness/qualities and lifelong learning. The fundamental premise of LOCF is to specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study. Besides this, students will attain various 21st century skills like critical thinking, problem solving, analytic reasoning, cognitive skills, self directed learning etc.. A note on LOCF for undergraduate education is available on the UGC website www.ugc.ac.in. It can serve as guiding documents for all Universities undertaking the task of curriculum revision and adoption of outcome based approach.

To facilitate the process of curriculum based on LOCF approach, UGC had constituted subject specific Expert Committees to develop model curriculum. I feel happy to present the model curriculum to all the HEIs. Universities may revise the curriculum as per their requirement based on this suggestive model within the overall frame work of Choice Based Credit System (CBCS) and LOCF.

I express my gratitude and appreciation for the efforts put in by the Chairperson/Member/Co-opted members/experts of the committees for developing model curriculum. I also take the opportunity to thank Prof. Bhushan Patwardhan, Vice-Chairman, UGC for providing guidance to carry forward this task. My sincere acknowledgement to Prof. Rajnish Jain, Secretary, UGC for all the Administrative support. I also acknowledge the work done by Dr. (Mrs.) Renu Batra, Additional Secretary, UGC for coordinating this important exercise.

All the esteemed Vice-Chancellors are requested to take necessary steps in consultation with the Statutory Authorities of the Universities to revise and implement the curriculum based on the learning outcome based approach to further improve the quality of higher education.

New Delhi
30th July, 2019


(Prof. D. P. Singh)
Chairman
University Grants Commission

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PREAMBLE

Learning Outcomes based Curriculum Framework (LOCF)

Discipline: Mass communication & Journalism

Outcome Based Education (OBE)

OBE & LOCF –OBE-Principles:

The University Grants Commission (UGC) has initiated the mission of improving the quality of higher education in India through its Quality Mandate in the year 2018 under the leadership of Prof. D. P. Singh, Chairman, UGC. This Quality Mandate aims to fill the gap in acquiring degree and attain the level of employability. Therefore, Quality Mandate UGC takes the drive for developing Learning Outcomes based Curriculum Framework (LOCF) under the international standards of Outcome Based Education (OBE). There are different definitions for outcome-based education. The most widely used one is the four principles suggested by Prof. William Spady (1994), from Faculty of Education and Arts, University of Newcastle, Australia.

UGC Quality Initiatives:

The University Grants Commission, New Delhi, in its 532nd meeting held on 24-05-2018, approved the objectives set for improving the quality in Higher Education Institutions (HEIs). All HEIs shall strive to achieve the following objectives by 2022:

1. Improve the graduate outcomes for the students so that at least 50% of them secure access to employment/self-employment or engage themselves in pursuit of higher education.
2. Promote link of the students with the society/industry in such a manner that at least 2/3rd of the students engage in socially productive activities during their period of study in the institutions.
3. Train the students in essential professional and soft skills such as team work, communication skills, leadership skills, time management skills etc. that inculcate human values and professional ethics, and the spirit of innovation/entrepreneurship and critical thinking among the students and promote avenues for display of these talents.
4. Ensure that vacancies for teachers at any point of time does not exceed 10% of the sanctioned strength, also 100% of the teachers are oriented towards the latest and emerging trends in their respective domains of knowledge and the pedagogies that translate their knowledge to the students.
5. Every institution shall get NAAC accreditation with a minimum score of 2.5 by 2022.

In view of the above quality mandate, UGC has undertaken certain initiatives to fulfil the desired aims. Thus the following initiatives have been undertaken by UGC to improve overall quality higher education in India.

The following initiatives have been undertaken in pursuit of the above objectives:

1. Induction programme for students.

2. Learning Outcomes-based Curriculum Framework - revision of curriculum at regular intervals.
3. Use ICT based learning tools for effective teaching-learning process.
4. Soft skills for students.
5. Social and Industry connect for every institution: Every institution shall adopt at least 5 villages for exchange of knowledge and for the overall social/economic betterment of the village communities.
6. Examination Reforms - test the concept and application; exit examinations.
7. Tracking the students' progress after completion of course.
8. Induction training for all new teachers and annual refresher training for all teachers - role of the NRCs; and mandatory leadership/management training for all educational administrators.
9. Promoting quality research by faculty and creation of new knowledge.
10. Mentoring of non-accredited institutions, so that every institution can get accreditation by 2022.

Therefore, it is very essential to understand the philosophy behind Learning Outcomes based Curriculum Framework (LOCF) and Outcome Based Education (OBE). LOCF curriculum means starting with a clear picture of what is important for students to be able to do, then organizing the curriculum, instruction and assessment to make sure this learning ultimately happens. Prof. William Spady stated four basic principles of Outcomes Based Education.

- **Clarity of Focus:**

This means that everything teachers do must be clearly focused on what they want students to know, understand and be able to do. In other words, teachers should focus on helping students to develop the knowledge, skills and personalities which will enable them to achieve the intended outcomes that have been clearly articulated.

- **Designing Down:**

It means that the curriculum design must start with a clear definition of the intended outcomes that students are to achieve by the end of the programme. Once this has been done, all instructional decisions are then made to ensure the achievement of the desired result.

- **High Expectations:**

It means that teachers should establish high, challenging standards of performance in order to encourage students to engage deeply in what they are learning. Helping students to achieve high standards is linked very closely with the idea that successful learning promotes more successful learning.

- **Expanded Opportunities**

Teachers must strive to provide expanded opportunities for all the students. This principle is based on the idea that not all learners can learn the same thing in the same way and in the same time. However, most students can achieve high standards if they are given appropriate opportunities.

OBE Process:

'Constructive alignment' is the process that we usually follow when we build up an OBE syllabus. It is a term coined by Professor John Biggs in 1999, which refers to the process to create a learning environment that supports the learning activities appropriate for achieving the desired learning outcomes. The word 'constructive' refers to what the learner does to construct meaning through relevant learning activities. The 'alignment' aspect refers to what the teacher does. The key to the alignment is that the components in the teaching system, especially the teaching methods used and the assessment tasks are aligned to the learning activities assumed in the intended outcomes.

Defining Curriculum Objective and Intended Learning Outcomes (ILO):

A learning outcome is what a student CAN DO as a result of a learning experience. It describes a specific task that he/she is able to perform at a given level of competence under a certain situation. The three broad types of learning outcomes are:

- Disciplinary knowledge and skills
- Generic skills
- Attitudes and values

Guidelines for Producing Effective ILO Statements:

Outcomes are about performance, and this implies:

- There must be a performer – the student, not the teacher.
- There must be something performable (thus demonstrable or assessable) to perform.
- The focus is on the performance, not the activity or task to be performed.

Designing Assessment Process

UGC's LOCF based on Outcome Based Assessment (OBA) asks us to first identify what it is that we expect students to be able to do once they have completed a course or programme. It then asks us to provide evidence that they are able to do so. In other words, how will each learning outcome be assessed? What evidence of student learning is most relevant for each learning outcome and what standard or criteria will be used to evaluate that evidence? Assessment is therefore a key part of outcome-based education and used to determine whether or not a qualification has been achieved.

Steps for Assessment Design:



(Source: Centre For Education Innovation (CEI), Hong Kong University of Science and Technology, Clearwater Bay, Hong Kong)

The Centre for Education Innovation Hong Kong University of Science and Technology, Clearwater Bay, Hong Kong has identified different types of assessment tools & methods for measuring learning output. They are as follows:

- **Formative Assessments:**

The collection of information about student learning during the progression of a course or programme in order to improve students' learning. Example: reading the first lab reports of a class to assess whether some or all students in the group need a lesson on how to make them succinct and informative.

- **Summative Assessments:**

The gathering of information at the conclusion of a course, programme, or undergraduate career to improve learning or to meet accountability demands. When used for improvement, impacts the next cohort of students taking the course or programme. Examples: examining student final exams in a course to see if certain specific areas of the curriculum were understood less well than others; analyzing senior projects for the ability to integrate across disciplines.

- **Criterion-referenced Assessment:**

A score that compares a student's performance to specific standards. The student is assessed in reference to some student outcome that can be expected as a result of an education experience (i.e., a degree of mastery of identified criteria). Criteria are qualities that can provide evidence of achievement of goals or outcomes, such as comprehension of concepts introduced or reinforced, a kind of inquiry behaviour encouraged, or a technique practiced for its potential contribution to the skill of the artist/student or the meaning/communication of the art work. It makes sense to assess in terms of what a teacher believes was taught.

- **Alternative Assessments:**

A catch all term for assessments that depart from the traditional multiple choice, norm-referenced tests such as coding live, art criticism, discussions, portfolio reviews, rating performances or art products on criteria established by teachers and students, journals, authentic task assessment and direct observation of student performance.

- **Authentic Assessments:**

Assessment that fits meaningful, real-life learning experiences. It includes recording evidence of the learning process, applications in products and performances, perception of visual and audio relationships, integration of new knowledge, reflecting profitably on one's own progress, and interpreting meaning in consideration of contextual facts.

- **Performance Assessments:**

An observation of the process of creating an answer or product that demonstrates a student's knowledge and/or skills. Directly observable, student-generated evidence of learning.

In the light of above discussion, the overall perspective of the UGC behind Learning Outcomes based Curriculum Framework for Undergraduate Education is as follows: The basic premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications such as Bachelor's Degree programmes are awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study. Learning outcomes specify what exactly the graduates are expected to know after completing a particular programme of study, understand and be able to do at the end of their programme of study. The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes which in turn will help in curriculum planning and development, and in the design, delivery and review of academic programmes. They provide general guidance for articulating the essential learnings associated with programmes of study and courses within a programme.

Keeping in mind about the approach of UGC, the LOCF for the discipline of Mass communication & Journalism is presented here.

1. INTRODUCTION

The Learning Outcomes-based Curriculum Framework (LOCF) for B.A (Journalism & Mass Communication) degree programme intended to design a broad learning framework to provide the human capital needs of the ever changing Media and Entertainment Industry (M & E Industry). It also aims to inculcate and empower learners to innovation, incubation and acquire entrepreneurship abilities along with professional and employable skills. It is also designed to imbibe primary research culture among learners to encourage Research and Development (R & D) potentials. It has also been structured to prepare the undergraduates to achieve skills for digital and cyber world of the present and future era.

The programme incorporates current and futuristic trends in the Media and Entertainment Industry with Graduate Attributes (GAs) such as disciplinary knowledge and skills, influential and effective communication, self-directed learning, critical thinking, problem solving abilities, digital empowerment, ability to apply knowledge, lifelong learning, analytical reasoning, research-related skills, cooperation/team work, scientific reasoning, reflective thinking, multicultural competencies, leadership readiness/qualities, ethical reasoning, global vision, professional commitment and sensitizing with Sustainable Development Goals (SDGs) of United Nations. It also aims to build future ready professionals and socially responsible global citizens working under multi-cultural environment contributing to the attainment of global peace.

2. LEARNING OUTCOMES-BASED APPROACH TO CURRICULUM PLANNING AND DEVELOPMENT: (LOACPD)

2.1 Nature and extent of B.A. (Mass communication & Journalism)

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualification such as B.A (Journalism & Mass Communication) are awarded on the basis of demonstrated achievement of outcomes (in terms of knowledge, understanding skills, attitudes and values) and academic qualities expected from a graduate of professional programme such as B.A. in Mass communication & Journalism . The learning outcomes specify what exactly graduates after successfully completing Mass communication & Journalism degree programme of study are expected to know, understand and able to practice on the professional level .

The expected learning outcomes are very important in present day context, as it is generally observed that graduates of professional programmes such as Mass communication & Journalism are mostly not employable in view of M & E Industry. Therefore, higher education degrees must formulate Graduate Attributes (GAs), qualification descriptors, learning outcomes and course learning outcomes which will help in curriculum planning and development in the form of design and delivery. The overall formulation of the professional degree programme must equip learner to have competencies to provide deliverables to the human capital hungry industry.

2.2 Aims of Bachelor's Degree Programme in Mass communication & Journalism

Programme Educational Objectives (PEOs):

The overall objectives of the Learning Outcomes-based Curriculum Framework (LOCF) for Mass communication & Journalism degree are:

1. To impart the basic knowledge of Mass communication & Journalism and related areas of studies.
2. To develop the learner into competent and efficient Media & Entertainment Industry-ready professionals.
3. To empower learners by communication, professional and life skills.
4. To impart Information Communication Technologies (ICTs) skills, including digital and media literacy and competencies.
5. To imbibe the culture of research, innovation, entrepreneurship and incubation.
6. To inculcate professional ethics, values of Indian and global culture.
7. To prepare socially responsible media academicians, researchers, professionals with global vision.

3. GRADUATE ATTRIBUTES (GAs)

The Graduate Attribute (GAs) reflect particular qualities and abilities of an individual learner including knowledge, application of knowledge, professional and life skills, attitudes and human values that are required to be acquired by Mass communication & Journalism graduates at the Higher Education Institutions (HEIs). The graduate attributes include capabilities to strengthen one's professional abilities for widening current knowledge and industry-ready skills, undertaking future studies for global and local application, performing creatively and professionally, in a chosen career and ultimately playing a constructive role as a socially responsible global citizen. The Graduate Attributes define the characteristics of learners and describe a set of competencies that are beyond study of a particular area and programme.

Any graduate of Mass communication & Journalism should be media literate with the understanding of the core concepts of communication, the knowledge of new communication technologies and responsibility towards the society.

Graduate Attributes include:-

1. **Disciplinary Knowledge:** Knowledge of communication concept and theories. Acquiring knowledge of different dimensions of communication, historical perspectives and other related areas of studies.
2. **Understanding the Role of Press:** The press in democratic society, importance of freedom of press and impact of media in general.
3. **Skilled and Industry-ready Professionals:** Strengthening the abilities of a learner by skills, gaining knowledge of the present scenario of M & E industry including advertising, public relations, corporate communication, digital communication, media management.
4. **Influential and effective communication:** Influential and effective communication ability to share thoughts, ideas and applied skills of communication in its various perspectives like written communication, speech communication etc.

5. Leadership readiness/ Qualities: To make learners fluent in multiple facets of leadership .Creating the ability & enhancing the qualities to be an efficient leader. Cultivating key characteristics in learners, to be visionary leaders who can inspire the team to greatness.
6. Critical/ Reflective thinking & language efficiency: Critical/ Reflective thinking ability to employ critical and reflective thinking along with the ability to create the sense of awareness of one self and society.
7. Technologically Efficient Professional: Capability to use various communication technologies and ability to use various software for content creation, content editing for various forms of publishing platforms.
8. Ethical Awareness: As a communication learner, one has to understand the importance of ethical values and its application in professional life.
9. Lifelong Learning: Every graduate to be converted into lifelong learner and consistently update himself or herself with current knowledge, skills and technologies. Acquiring Knowledge and creating the understanding in learners that learning will continue throughout life.
10. Research-related Skills: A sense of inquiry and investigation for raising relevant and contemporary questions, synthesizing and articulating.
11. Cooperation/ Team work: Building a team, motivating and inspiring the team members to work up with cooperation to their utmost efficiency.

4. QUALIFICATION DESCRIPTORS (QDs)

A qualification descriptor of Mass communication & Journalism undergraduate programme indicates the generic outcomes and graduate attributes expected for the award of the Bachelor of Arts, B.A. (Hons.) in Mass communication & Journalism degree programme. Qualification descriptors also describe the academic standard for a specific qualification in terms of the levels of knowledge and understanding, skills and competencies and attitudes and values that the holders of the qualification are expected to attain and demonstrate, in terms of actual outputs after acquiring B.A. (Hons.) degree in Journalism & Mass Communication. These descriptors also indicate the common academic standards for the qualification and help the degree-awarding bodies in designing, approving, assessing and reviewing academic programmes. The learning experiences and assessment procedures are designed to provide every student with the opportunity to achieve the Intended Learning Outcomes (ILO). The qualification descriptors reflect both disciplinary knowledge, professional skills and understanding of Mass communication & Journalism discipline including generic skills and global competencies that all students in different academic fields of study should acquire/attain and demonstrate. The students who will complete three years of full-time study of an undergraduate programme of study in Mass communication & Journalism will be awarded a Bachelor's Degree. Some of the expected learning outcomes that a student should be able to demonstrate on completion of a degree-level programme includes the following:

Qualification descriptors for a Bachelor's Degree with honours in Mass communication & Journalism include the following:

- Demonstrate (i) a systematic, extensive and coherent knowledge and understanding of an academic field of study as a whole and its applications, and links to related disciplinary areas/subjects of study; including a critical understanding of the established theories, principles and concepts, and of a number of advanced and emerging issues in the field of Journalism & Mass Communication; (ii) Procedural knowledge that creates different types of professionals related to the Media & Entertainment Industry, including research and development, teaching and government and public service; (iii)

Professional and communication skills in the field of mass media, advertising, public relations, corporate communication, photography, animation, political communication, media management and new media and other such emerging areas of knowledge and Media Branches and current developments in the academic field of Media studies, including a critical understanding of the latest developments, and an ability to use established techniques of analysis and enquiry within the area of Journalism & Mass Communication.

- Demonstrate comprehensive knowledge about materials, including current research, scholarly, and/or professional literature, relating to essential and advanced learning areas pertaining to the Mass communication & Journalism field of study, and techniques and skills required for identifying problems and issues related.
- Demonstrate skills in identifying information needs, collection of relevant quantitative and/or qualitative data drawing on a wide range of sources, analysis and interpretation of data using methodologies as appropriate to the subject(s) for formulating evidence-based solutions and arguments;
- Use knowledge, understanding and skills for critical assessment of a wide range of ideas and complex problems and issues relating to the chosen field of study.
- Communicate the results of studies undertaken in an academic field accurately in a range of different contexts using the main concepts, constructs and techniques of the Mass communication & Journalism studies.
- Address one's own learning needs relating to current and emerging areas of study, making use of research, development and professional materials as appropriate, including those related to new frontiers of knowledge.
- Apply one's disciplinary knowledge and transferable skills to new/unfamiliar contexts and to identify and analyse problems and issues and seek solutions to real-life problems.

Demonstrate subject-related and transferable skills that are relevant to some of the job trades and employment opportunities

5. PROGRAMME LEARNING OUTCOMES (PLOs)

The key outcomes planned in this undergraduate programme in Mass communication & Journalism are underpinned as follows:

After completing this undergraduate programme, a learner:

1. Shall acquire fundamental knowledge of Mass communication & Journalism and related study area.
2. Shall acquire the knowledge related to media and its impact.
3. Shall be competent enough to undertake professional job as per demands and requirements of M & E Industry.
4. Shall empower themselves by communication, professional and life skills.
5. Shall be able to enhance the ability of leadership.
6. Shall become socially responsible citizen with global vision
7. Shall be equipped with ICTs competencies including digital literacy.
8. Shall become ethically committed media professionals and entrepreneurs adhering to the human values, the Indian culture and the Global culture.
9. Shall have an understanding of acquiring knowledge throughout life.
10. Shall acquire the primary research skills, understand the importance of innovation, entrepreneurship and incubation abilities.

SGA CORRELATION OF and P LOs
(MAPPING OF GRADUATE ATTRIBUTES AND PROGRAMME LEARNING OUTCOMES)

PLO GA	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
GA 1											
GA 2											
GA 3											
GA 4											
GA 5											
GA 6											
GA 7											
GA 8											
GA 9											
GA 10											
GA 11											

LIST OF ALL COURSES

1. CC COURSE 1: INTRODUCTION TO JOURNALISM
2. CC COURSE 2: HISTORY OF MEDIA
3. CC COURSE 3: INTRODUCTION TO COMMUNICATION
4. AEC COURSE 1a: COMMUNICATIVE HINDI
5. AEC COURSE 1b: COMMUNICATIVE ENGLISH
6. AEC COURSE 1c: REGIONAL LANGUAGE
7. CC COURSE 4: INTRODUCTION TO PRINT MEDIA
8. CC COURSE 5: NEWS WRITING
9. CC COURSE 6: BASICS OF REPORTING
10. AEC COURSE 2: ENVIRONMENTAL STUDIES
11. CC COURSE 7: INTRODUCTION TO ELECTRONIC MEDIA
12. CC COURSE 8: BASICS OF EDITING
13. CC COURSE 9: RADIO JOURNALISM
14. SEC COURSE 1: FUNDAMENTALS OF COMPUTERS
15. CC COURSE 10: TELEVISION JOURNALISM
16. CC COURSE 11: INDIAN CONSTITUTION & MEDIA RELATED LAWS
17. CC COURSE 12: INTRODUCTION TO COMMUNICATION RESEARCH
18. SEC COURSE 2: COMMUNICATION SKILLS
19. DSE COURSE 1a: DEVELOPMENT COMMUNICATION
20. DSE COURSE 1b: INTRODUCTION TO SOCIOLOGY
21. DSE COURSE 2a: INTRODUCTION TO ADVERTISING
22. DSE COURSE 2b: INTRODUCTION TO ECONOMICS
23. SEC COURSE 3: COMMUNICATION TECHNOLOGY
24. OE COURSE 1: PHOTO JOURNALISM
25. DSE COURSE 3: PROJECT
26. DSE COURSE 4a: INTRODUCTION TO PUBLIC RELATIONS
27. DSE COURSE 4b: INTERNATIONAL POLITICS
28. SEC COURSE 3: SOCIAL MEDIA
29. OE COURSE 2: CURRENT AFFAIRS

PROGRAMME MATRIX**(MAPPING OF COURSES AND PROGRAMME LEARNING OUTCOMES)**

<i>PO COS</i>	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
1: CC1	✓	✓	✓	✓	✓	✓	-	✓	✓	✓	✓
1:CC2	✓	✓	-	-	✓	✓	-	✓	✓	-	-
1:CC3	✓	✓	✓	✓	-	-	-	✓	✓	✓	-
1:AEC1a	✓	-	-	✓	-	-	-	-	✓	-	-
1:AEC1b	✓	-	-	✓	-	-	-	-	✓	-	-
2 :CC4	✓	✓	✓	-	-	✓	-	✓	✓	✓	✓
2 :CC5	✓	✓	✓	✓	-	✓	-	-	✓	✓	✓
2 :CC6	✓	-	✓	✓	-	✓	-	-	✓	✓	✓
2 :AEC 2	✓	✓	-	-	-	✓	-	-	✓	-	-
3: CC7	✓	✓	✓	-	-	-	✓	-	✓	✓	✓
3: CC8	✓	-	✓	✓	-	-	✓	-	-	✓	✓
3 :CC9	✓	✓	✓	-	-	-	✓	-	✓	-	✓
3 :SEC1	✓	-	✓	✓	-	-	✓	-	✓	-	-
4 :CC10	✓	✓	✓	-	-	-	✓	-	✓	-	✓
4: CC11	✓	-	-	-	-	✓	-	✓	✓	-	-
4:CC12	✓	✓	✓	-	-	✓	-	-	✓	✓	-
4:SEC2	✓	-	✓	✓	✓	-	✓	-	✓	-	-
5: DSE1a	✓	✓	✓	✓	✓	✓	-	-	✓	✓	✓
5: DSE1b	✓	-	-	-	-	✓	-	-	-	-	-
5: DSE2a	✓	✓	✓	-	-	✓	✓	-	✓	✓	✓
5: DSE2b	✓	-	-	-	-	✓	-	-	-	-	-
5: SEC3	✓	-	✓	-	-	-	✓	-	✓	-	✓
5: OE1	✓	-	✓	✓	-	-	✓	-	✓	-	-
6: DSE3	✓	✓	✓	✓	✓	-	✓	-	✓	✓	✓
6: DSE4a	✓	-	✓	✓	✓	✓	-	-	✓	-	✓
6: DSE4b	✓	-	-	-	✓	-	-	-	✓	✓	✓
6:SEC4	✓	✓	✓	-	-	✓	✓	-	✓	-	-
6:OE2	✓	-	✓	-	-	✓	-	-	-	-	-

PROPOSED SEMESTER WISE CREDIT DISTRIBUTION SCHEME UNDER CBCS**BAJMC**

SEM.	CORE COURSES(CC) COMPULSORY (6 CREDITS EACH)	DISCIPLINE SPECIFIC ELECTIVE (DSE) (6 CREDITS EACH)	ABILITY ENHANCEMENT COMPULSORY COURSE(AECC) (4 CREDITS EACH)	SKILL ENHANCEMENT COURSE(SEC) (4 CREDITS EACH)	OPEN ELECTIVE (6 CREDITS EACH)	TOTAL CREDITS
1	CC COURSE 1: INTRODUCTION TO JOURNALISM CC COURSE 2: HISTORY OF MEDIA CC COURSE 3: INTRODUCTION TO COMMUNICATION		AEC COURSE 1a : COMMUNICATIVE HINDI OR AEC COURSE 1b COMMUNICATIVE ENGLISH OR AEC COURSE 1c REGIONAL LANGUAGE			22
2	CC COURSE 4: INTRODUCTION TO PRINT MEDIA CC COURSE 5: NEWS WRITING CC COURSE 6: BASICS OF REPORTING		AEC COURSE 2: ENVIRONMENTAL STUDIES			22
3	CC COURSE 7: INTRODUCTION TO ELECTRONIC MEDIA CC COURSE 8: BASICS OF EDITING CC COURSE 9: RADIO JOURNALISM			SEC COURSE 1: FUNDAMENTALS OF COMPUTERS		22
4	CC COURSE 10: TELEVISION JOURNALISM CC COURSE 11: INDIAN CONSTITUTION AND MEDIA RELATED LAWS CC COURSE 12: INTRODUCTION TO COMMUNICATION RESEARCH			SEC COURSE 2: COMMUNICATION SKILLS		22

5		DSE COURSE 1a: DEVELOPMENT COMMUNICATION OR DSE COURSE 1b INTRODUCTION TO SOCIOLOGY DSE COURSE 2a INTRODUCTION TO ADVERTISING OR DSE COURSE 2b INTRODUCTION TO ECONOMICS		SEC COURSE 3: COMMUNICATION TECHNOLOGY	OE COURSE 1: PHOTO JOURNALISM	22
6		DSE COURSE 3 PROJECT DSE COURSE 4a INTRODUCTION TO PUBLIC RELATIONS OR DSE COURSE 4b: INTERNATIONAL POLITICS		SEC COURSE 4: SOCIAL MEDIA	OE COURSE 2: CURRENT AFFAIRS	22
TOTAL CREDITS						132

Proposed Format of Semester Wise Distribution of Courses as per UGC Guidelines

SEMESTER	CORE COURSES(CC) COMPULSORY (6 CREDITS EACH)	DISCIPLINE SPECIFIC ELECTIVE (DSE) (6 CREDITS EACH)	ABILITY ENHANCEMENT COMPULSORY COURSE(AECC) (4 CREDITS EACH)	SKILL ENHANCEMENT COURSE(SEC) (4 CREDITS EACH)	OPEN ELECTIVE COURSE (6 CREDITS EACH)	TOTAL COURSES
I	3		1			4
II	3		1			4
III	3			1		4
IV	3			1		4
V		2		1	1	4
VI		2		1	1	4

Coursewise Classes and Credits

COURSES	NUMBER OF COURSES	CLASSES	CREDITS 1 credit = 1 Theory (Th) period of 1 hour duration, 1 credit = 1 Tutorial (Tut)period of 1 hour duration, 1 credit = 2 Practicum (P)periods each of 1 hour duration	TOTAL CREDITS
CORE COURSES(CC) COMPULSORY	12	Theory only: 5Th+1Tut OR Theory and Practical: 4Th+4P	5+1 = 6 OR 4+4/2=6	12*6=72
DISCIPLINE SPECIFIC ELECTIVE (DSE)	4	Theory only: 5Th+1Tut OR Theory and Practical: 4Th+4P	5+1 = 6 OR 4+4/2= 6	4*6=24
ABILITY ENHANCEMENT COMPULSORY COURSE(AECC)	2	Theory only: 3Th+1Tut OR Theory and Practical: 2Th+4P	3+1 = 4 OR 2+4/2= 4	2*4=8
SKILL ENHANCEMENT COURSE(SEC)	4	Theory only: 3Th+1Tut OR Theory and Practical: 2Th+4P	3+1 = 4 OR 2+4/2= 4	4*4=16
OPEN ELECTIVE COURSE	2	Theory only: 5Th+1Tut OR Theory and Practical: 4Th+4P	5+1 = 6 OR 4+4/2=6	2*6=12
TOTAL CREDITS	132			

6. COURSE-WISE LEARNING OBJECTIVES, STRUCTURES AND OUTCOMES

Note :- School/Board of Studies/University should feel free to decide the number of credits to be assigned to each course. Ultimately, what matters the most is the quantum of academic transaction assigned to each credit, not the number. The Institutions can assign and calculate the credits accordingly.

CC COURSE 1: INTRODUCTION TO JOURNALISM

Course Objectives

1. To introduce students to the basics of journalism.
2. To inculcate the knowledge of elements of journalism.
3. To acquaint them with important aspects of the process of Journalism.
4. To develop the knowledge of skills of journalism.
5. To enhance understanding of the technical terms and jargons of Journalism.

Detailed Course

Unit-I

- 1.1 Journalism: Concept, nature, scope, function and types
- 1.2 Role of Journalism in Society
- 1.3 Journalism and Democracy
- 1.4 Concept of Fourth Estate. Concept of Mass Communication
- 1.5 Mass Communication in India.

Unit – II

- 2.1 Journalism: Contemporary Issues in Journalism
- 2.2 Debates in Journalism
- 2.3 Elements of Journalism
- 2.4 Types of Journalism
- 2.5 Alternative Journalism

Unit – III

- 3.1 Process of Journalism
- 3.2 Citizen Journalism
- 3.3 Yellow Journalism
- 3.4 Investigative Journalism
- 3.5 Advocacy Journalism.

Unit – IV

- 4.1 Skills of journalism
- 4.2 Convergence
- 4.3 Changing technology
- 4.4 online journalism
- 4.5 New trends in journalism

Unit – V

- 5.1 Technical terms of Journalism
- 5.2 Jargons of Journalism
- 5.3 Introduction to regional Journalism
- 5.4 Journalism and globalization
- 5.5 Journalism and society

Practicals / Assignments

- Students will have to design a news package (text, video, graphics, vox-Populi, PTC).
- Students will prepare a profile of newspaper writings (types and style).
- Visit to important media centres observing their functioning and writing reports thereof.

Course Outcomes

1. Students would be able to understand the basics of journalism.
2. Students would be able to inculcate the knowledge of student elements of journalism.
3. Students would be able to acquaint them with important aspects of the process of journalism.
4. Students would be able to develop the knowledge of skills of journalism.
5. Students would be able to enhance understanding of the technical terms and jargons of journalism.

Suggested Readings

1. Kumar, KevalJ, Mass Communication in India. Jaico, Mumbai.
2. मिश्र, डॉ. कृष्णबिहारी, हिन्दी पत्रकारिता, लोकभारतीप्रकाशन, इलाहाबाद ।
3. तिवारी, डॉ. अर्जुन, आधुनिक पत्रकारिता, विश्वविद्यालय प्रकाशन, वाराणसी
4. Thakur Prof. (Dr). Kiran, Handbook of Pint Journalism, MLC University of Mass communication & Journalism Bhopal
5. Bhargav G.S., The Press in India: An Overview, National Book Trust New Delhi
6. Beer Arnold S.de and Merrill John C., Global Journalism: Topical Issues and Media Systems, PHI Learning Private Limited, New Delhi
7. News Papers and Magazines based on current affairs.

CC COURSE 2: HISTORY OF MEDIA

Course Objectives

1. To acquaint students with the glorious journey of journalism.
2. To enhance understanding of the origin of the traditional print, electronic and web media.
3. To inculcate the knowledge of growth of print, electronic and cinema.
4. To acquaint learners with technological advancements in print, electronic and web media.
5. To throw light on the present status of various mass media.

Detailed Course

Unit-I

- 1.1 Origin and development of the press in India.
- 1.2 The press and freedom movement
- 1.3 Bhartendu era
- 1.4 Tilak and Gandhi era
- 1.5 Post-independence journalism

Unit-II

- 2.1 Traditional media
- 2.2 Folk dances and music
- 2.3 Folk theatre
- 2.4 Puppetry
- 2.5 Reviving traditional media

Unit-III

- 3.1 Invention of Radio and its advent as a tool of information/entertainment
- 3.2 History of Radio in India
- 3.3 Public service
- 3.4 Commercial service
- 3.5 Community service

Unit-IV

- 4.1 Evolution and development of Television
- 4.2 History of TV in India
- 4.3 SITE
- 4.4 Growth of doordarshan and private channels,
- 4.5 Public service and commercial TV broadcasting

Unit-V

- 5.1 Evolution of Cinema
- 5.2 Introduction to major Film Genres
- 5.3 Silent Era of Indian Cinema Major Features and Personalities
- 5.4 The 'Talkies' Popular Cinema
- 5.5 New Wave and 'Middle' Cinema

Practicals / Assignments

- Prepare a series of Essay (10), choosing two from each units.(Word limit-500)

Course Outcomes

1. Students would be able to acquaint themselves with the glorious journey of journalism.
2. Students would be able to enhance understanding of the origin and of the print, electronic and web media. Electronic and web media.
3. Students would be able to inculcate the knowledge of growth of print, electronic and web media.
4. Students would be able to acquaint themselves with technological advancements in print, electronic and web media.
5. Students would be able to throw light on the present status of various mass media.

Suggested Readings

1. वर्मा, केशवचन्द, शब्द की साख (भारत में रेडियो प्रसारण), लोकभारती प्रकाशन, इलाहाबाद
2. चड्ढा, मनमोहन, हिन्दी सिनेमा का इतिहास, सचिव प्रकाशन, दिल्ली
3. रजा, राहीमासूम, सिनेमा और संस्कृति, वाणी प्रकाशन, दिल्ली
4. विश्वकर्मा, रामबिहारी, आकाशवाणी, प्रकाशन विभाग, दिल्ली
5. मिश्र, डॉ. कृष्णबिहारी, हिन्दी पत्रकारिता, लोकभारती प्रकाशन, इलाहाबाद।
6. Kumar, Kaval J., Mass Communication in India. Jaico, Mumbai.
7. B.D. Garga, So Many Cinemas-The Motion Picture in India, Bombay, Eminence Design Pvt. Ltd, 1996.
8. Erik Barnouw and S. Krishnaswamy: Indian Films, New Delhi, Oxford, 1986
9. Luthra, H.R., Indian Broadcasting, Publication Division, New Delhi.
10. Baruah, U.L., This is All India Radio, Publication Division, New Delhi.
11. M. Chalapathi Rau, The Press
12. Nadig Krishnamurthu, India Journalism (From Asoka to Nehru), University of Mysore.
13. Chatterjee, P.C., Broadcasting in India, New Delhi
14. Rangaswamy, Parthasarathi, Journalism in India, Sterling Publication, New Delhi.
15. Natarajan, J., History of Indian Journalism, Publication Division, New Delhi.
16. Jeffrey, Robin, India's Newspaper Revolution, Oxford University Press, Delhi.
17. Singh, Chandrakant, Before the Headlines : A Handbook of Television Journalism, Macmillan India Ltd. Delhi
18. Singh, Devvrat, Indian Television: Content, Issues and Challenges, Har Anand Publications Delhi,
19. Narayan Sunetra Sen, Globalization and Television, Oxford University Press Delhi.

CC COURSE 3: INTRODUCTION TO COMMUNICATION

Course Objectives

1. To develop the knowledge of basic elements of Communication.
2. To inculcate the knowledge of communication models.
3. To introduce students to the theories of Communication.
4. To acquaint students with the various types of Communication.
5. To strengthen the 5Cs of Communication.

Detailed Course

Unit – I

- 1.1 Communication concept elements and process
- 1.2 Defining meaning and scope of communication
- 1.3 Types of communication
- 1.4 Barriers to communication
- 1.5 Function of communication

Unit – II

- 2.1 Models of Mass Communication
- 2.2 Aristotle's model
- 2.3 Lasswell model
- 2.4 Shanon and Weaver model
- 2.5 Osgood's model

Unit – III

- 3.1 Theories of Communication
- 3.2 Dependency Theory, cultivation theory
- 3.3 Agenda Setting Theory, Use and Gratification Theory
- 3.4 Hypodermic Needle Theory
- 3.5 Limited Effects Theory

Unit – IV

- 4.1 Media Theories
- 4.2 Four theories of Press
- 4.3 Interactive Theory : One step flow
- 4.4 Two step flow (Opinion Leaders)
- 4.5 Multi step flow

Unit – V

- 5.1 Relevance of communication theories to practice - Persuasion
- 5.2 Perception
- 5.3 Diffusion of Innovations
- 5.4 Social Learning
- 5.5 Participatory Communication

Practicals /Assignments

- **Students will test the relevance of any one selected theory on basis of survey and interaction, and present the result through ppt.**

Course Outcomes

1. Students would be able to introduce themselves to the theories of Communication.
2. Students would be able to inculcate the knowledge of Communication models.
3. Students would be able to develop the knowledge of basic elements of Communication.
4. Students would be able to acquaint themselves with the various types of Communication.
5. Students would be able to strengthen the 5Cs of Communication.

Suggested Readings

1. Dennis, Mcquail, Mass Communication Theory, Sage Publication, New Delhi.
2. Schramm, W. & Roberts, D. F., The Process and Effects of Mass Communication, Urbana, IL: University of Illinois Press.
3. Rayudu. C.S., Communication, Himalaya Publishing House, Mumbai
4. Joshi, P.C., Communication & Nation – Building – Perspective and Policy, Publication Division, New Delhi.
5. Malhan P.N., Communication Media, Yesterday, Today and Tomorrow, Publication Division, New Delhi.
6. Agee, Warren K., Ault Philip H., Introduction to Mass Communication, Oxford & IBH Publishing Company, New Delhi

AEC COURSE 1a : COMMUNICATIVE HINDI**Course Objectives**

1. To strengthen oral communication skills in Hindi/ Regional Language.
2. To develop the knowledge of written in Hindi/ Regional Language.
3. To improve vocabulary in Hindi/ Regional Language.
4. To enrich the knowledge of synonyms, antonyms, idioms and phrases.
5. To inculcate the knowledge of grammar in Hindi/ Regional Language.

Detailed Course**Unit – I**

- 1.1 भाषा की संकल्पना
- 1.2 भाषाई भेद—मौखिक
- 1.3 भाषाई भेद—लिखित
- 1.4 भाषा का मानकीकरण—स्थिति एवं चुनौतियाँ
- 1.5 भाषा तथा समाज का पारस्परिक अन्तर्संबन्ध।

Unit – II

- 2.1 प्रयोजन मूलक हिन्दी का अभिप्राय
- 2.2 आवश्यकता
- 2.3 जनसंचार माध्यम और हिन्दी भाषा
- 2.4 क्षेत्रीय प्रभाव
- 2.5 क्षेत्रीय भाषाई प्रयोग

Unit – III

- 3.1 हिन्दी व्याकरण शब्द रूप और वाक्य रचना
- 3.2 अक्षर वर्ण स्वर व्यंजन
- 3.3 उच्चारण अवयव
- 3.4 पर्याय, विलोम, समानार्थी, अनेकार्थी शब्द
- 3.5 हिन्दी की प्रयोगात्मक त्रुटियाँ

Unit – IV

- 4.1 हिन्दी साहित्य का संक्षिप्त इतिहास
- 4.2 हिन्दी साहित्य की आधुनिक प्रवृत्तियाँ
- 4.3 हिन्दी की साहित्यिक विधाओं का परिचय
- 4.4 हिन्दी गद्य
- 4.5 हिन्दी पद्य

Unit – V

- 5.1 मुद्रित माध्यम और हिन्दी
- 5.2 रेडियो की भाषा
- 5.3 टेलीविजन की भाषा
- 5.4 विज्ञापन की भाषा
- 5.5 सोशल मीडिया की भाषा

Practicals /Assignments

- Go through the newspaper of a week and point out the mistakes by preparing a list of it in text and headlines.
- Translate 2 editorials

Course Outcomes

1. Students would be able to strengthen oral communication skills in Hindi/ Regional Language.
2. Student would be able to develop the knowledge of writing in Hindi/ Regional Language.
3. Students would be able to improve vocabulary in Hindi/ Regional Language.
4. Students would be able to enrich the knowledge of synonyms, antonyms, idioms and phrases.
5. Students would be able to inculcate the knowledge of grammar in Hindi/ Regional Language.

Suggested Readings

1. भाटिया, डॉ. कैलाशचन्द, अनुवादकला : सिद्धांत और प्रयोग, तक्षशिला प्रकाशन, नयी दिल्ली।
2. शर्मा, रघुनन्दन प्रसाद, प्रयोजन मूलक हिन्दी : सिद्धांत और व्यवहार, विश्वविद्यालय प्रकाशन, वाराणसी।
3. अय्यर, विश्वनाथ, अनुवादकला, प्रभात प्रकाशन, दिल्ली
4. तिवारी, भोलानाथ, हिन्दीभाषा की सामाजिक भूमिका, दक्षिण भारत हिन्दी प्रचार समिति, मद्रास
5. झाल्टे, डॉ. दंगल, प्रयोजन मूलक हिन्दी : सिद्धांत और प्रयोग, वाणी प्रकाशन, नयीदिल्ली
6. गोदरे, डॉ. विनोद, प्रयोजन मूलक हिन्दी, वाणी प्रकाशन, नयी दिल्ली
7. राणा, महेन्द्र सिंह, प्रयोजन मूलक हिन्दी के आधुनिक आयाम, हर्षा प्रकाशन, आगरा।
8. कुमार चंद, जनसंचार माध्यमों में हिन्दी, क्लासिकल पब्लिशिंग कम्पनी, दिल्ली

AEC COURSE 1b: COMMUNICATIVE ENGLISH**Course Objectives**

1. To create linguistic skills.
2. To impart knowledge about advanced vocabulary for effective communication.
3. To understand the societal cultural perspectives.
4. To inculcate the knowledge of compositional and comprehension skills.
5. To develop the knowledge of various forms of English literature.

Detailed Course**Unit – I**

- 1.1 Tenses: Simple, Present, Progressive, Future (All Types)
- 1.2 Clauses: Noun Clauses, Adjective Clauses, Adverbial Clauses
- 1.3 Models and use of Shall, Should, Will. Reported Speech- Would, May, Might, Can, Could, etc
- 1.4 Voice-Active and Passive Voice
- 1.5 Narration direct & Indirect

Unit - II

- 2.1 Diminutives and Derivatives, Word foundation Jargons of registers.
- 2.2 Compound Words, Words Often mis -Spelt and Misused.
- 2.3 Idioms, Proverbs.
- 2.4 Antonyms, Synonyms, Homonyms, Acronyms
- 2.5 One-Word Substitutes

Unit – III

- 3.1 Close Reading, Comprehension
- 3.2 Summary Paraphrasing
- 3.3 Analysis and Interpretation
- 3.4 Translation (from Indian language to English and vice-versa)
- 3.5 Technical terminology in the field of Sports, Finance, Economics, IT, Science, Agriculture, Politics, Law and Culture

Unit – IV

- 4.1 Focus on Listening, Speaking, Reading & Writing Skills (LSRW) note making and note taking skills
- 4.2 Essay Writing
- 4.3 Report writing
- 4.4 Correction of Common Errors
- 4.5 Rewriting Sentences as Directed

Unit – V

- 5.1 Introduction to various form of English Literature
- 5.2 Definition and types of Prose, Poetry, Drama and Fiction
- 5.3 Speaking Skills and Presentation: Presentation Design and Delivery
- 5.4 Monologue Dialogue, Group Discussion and Figures of Speech
- 5.5 Short Stories of eminent Indian authors

Practicals / Assignments

- Submit assignments of writing on 15 different fields in English language.
- Translation of 10 English news reports into Hindi and 10 Hindi news reports in English.
- Classroom presentation on any five topics of interest in English language.

Course Outcomes

1. Students would be able to create linguistic skills.
2. Students would be able to impart knowledge about advanced vocabulary for effective communication.
3. Students would be able to understand the societal cultural perspectives.
4. Students would be able to inculcate the knowledge of compositional and comprehension skills.
5. Students would be able to develop the knowledge of various forms of English literature.

Suggested Readings

1. Ferdinand de Saussure: Course in General Linguistics. Bloomsbury Publishing
2. Franklin Thanmbi Jose. S: A Handbook of Linguistics. Educreation Publishing
3. Peter Roach: English Phonetics and Phonology- A Practical Course 4th Edition
4. Daniel Jones: Cambridge English Pronouncing Dictionary 17th Edition. Cambridge University Press
5. The Essence of Effective Communication, Ludlow and Panthon; Prentice Hall of India
6. A Practical English Grammar by Thomson and Marlinet
7. Spoken English by V Sasikumar and PV Dhamija; Tata McGraw Hill
8. Developing Communication Skills by Krishna Mohan and Meera Banerji; MacMillan India Ltd., Delhi
9. Business Correspondence and Report Writing by RC Sharma and Krishna Mohan; Tata McGraw Hill Publishing Company Ltd. New Delhi .
10. Howard, Peter, Perfect Your Punctuation, Orient Longman, Delhi.
11. Howard, Peter, Perfect Your Grammar, Orient Longman, Delhi.
12. Howard, Peter, Mistakes to Avoid in English, Orient Longman, Delhi.
13. Howard, Peter, Perfect Your Sentences, Orient Longman, Delhi.

CC COURSE 4: INTRODUCTION TO PRINT MEDIA

Course Objectives

1. To understand the working pattern of various print media platforms
2. To familiarize the students with the basics of writing of print media.
3. To create understanding of various print media content.
4. To develop the knowledge of news agency.
5. To inculcate the knowledge of book editing.

Detailed Course

Unit- I

- 1.1 Writing a News for various periodical Newspapers (Daily, Weekly, Fortnightly, Monthly)
- 1.2 Elements of News Writing
- 1.3 Writing a Photo caption for a News paper
- 1.4 Writing an Editorial, Article and Feature for a newspaper
- 1.5 Writing news stories for different beats

Unit- II

- 2.1 Style sheet of a Newspaper
- 2.2 Pagination of a Newspaper
- 2.3 Vocabulary for writing news in a News paper
- 2.4 Editorial policy of a News paper
- 2.5 Opinion Writing

Unit-III

- 3.1 Difference between writing for a Newspaper and Magazines
- 3.2 Various types of Magazines and their writing styles (lifestyle, developmental magazines, etc.)
- 3.3 Writing a Travelogue
- 3.4 Data Journalism
- 3.5 Writing for a Magazine

Unit - IV

- 4.1 Concept of News agency
- 4.2 Indian news agencies
- 4.3 Foreign news agencies
- 4.4 Writing for news agencies
- 4.5 Difference between writing for news agencies & other forms of writing

Unit –V

- 5.1 Concept of book editing
- 5.2 Text books
- 5.3 Supplementary books
- 5.4 Concept of book publishing
- 5.5 Online book publishing

Practicals / Assignments

- Editing news reports
- Editing articles of magazine
- News selection and placement
- Preparing dummies of newspapers and magazine

Course Outcomes

1. Students would be able to understand the working pattern of various print media platform.
2. Students would be able to familiarize themselves with the basics of writing of print media.
3. Students would be able to create understanding of various print media content.
4. Students would be able to develop the knowledge of news agency.
5. Students would be able to inculcate the knowledge of book editing.

Suggested Readings

1. History of Journalism in India - J. Natrajan
2. Press - M. Chalapati Rao
3. Press Commission Report - Publication Division Govt. of India
4. Journalism in India: From the Earliest Times to the Present Day, Rangaswami Parthasarthy, Sterling Publishers, New Delhi, 1989
5. Journalism in India, Rangaswami Parthasarthy, Sterling Publishers, New Delhi, 1997
6. Modern History of Indian Press, Sunit Ghosh, Cosmo Publications, New Delhi, 1998
7. India's Newspaper revolution: Capitalism, Politics and the Indian Language Press, 1977-99, St. Martin's Press, New York, 2000
8. News Agencies: From Pigeon to Internet, KM Shrivastava, New Dawn Press, New Delhi, 2007
9. PTI Style Book Modern Journalism: Reporting and Writing, Diwakar Sharma, Deep and Deep Publications, New Delhi.
10. Feature Writing for Journalists, Sharon Wheeler, Routledge, New York.

CC COURSE 5: NEWS WRITING

Course Objectives

1. To understand basics of news writing.
2. To understand the theory, methods, and practice of gathering information and writing news.
3. To understand different writing techniques.
4. To develop the knowledge of web writing.
5. To inculcate the knowledge of news and backgrounder.

Detailed Course

Unit-I

- 1.1 Concept & Definitions of News
- 1.2 Elements of News
- 1.3 News values and dynamics of news values
- 1.4 Truth, Objectivity, Diversity, Plurality
- 1.5 Social welfare and relevance of facts

Unit-II

- 2.1 News : structure and content,
- 2.2 Differences between news writing and other forms of media writing
- 2.3 Various types of writing style
- 2.4 Headlines: Types, Function and Importance
- 2.5 Various techniques of writing headlines

Unit-III

- 3.1 Source of News, cultivation and protection
- 3.2 Verification and validation of facts
- 3.3 Types of News stories
- 3.4 Introduction to writing news
- 3.5 Article, Features

Unit-IV

- 4.1 News analysis
- 4.2 Backgrounders
- 4.3 Writing News based on Interviews
- 4.4 Writing News for Newspapers
- 4.5 Writing News for Radio, Television

Unit-V

- 5.1 News Writing for web, E-paper
- 5.2 Writing for Blog
- 5.3 Writing photo captions
- 5.4 Writing for social media
- 5.5 Comparison of online writing and other forms of writing

Practicals / Assignments

- Write any five news report for print medium.
- Write any five news report for Television.
- Write any five news report for web.

Course Outcomes

1. Students know about the basics of news writing.
2. Students will be having the knowledge of the theory, methods, and practice of gathering information and writing news.
3. Students would be able to understand different writing techniques.
4. Students will have the knowledge of web writing.
5. Students will be having the knowledge of news and background.

Suggested Readings

1. George, A. H. (1990). News Writing, Kanishka Publications.
2. Stein, P. & Burnett (2000), News writer's Handbook: An Introduction to Journalism, Blackwell Publishing.
3. Itule & Anderson (2002). News Writing and reporting for today's media, McGraw Hill Publication
4. Harold Evans, 'Newsman's English' William Hainemann Ltd, 1972.
5. M.L. Stein. and Susan F Paterno,, 'The News Writer's Hand book,' Surjeet Publications, New Delhi, 2003.
6. George A Hough, ' News Writing', Kanishka Publishers, New Delhi, 2006.
7. Bruce D. Itule, and Douglas A. Anderson. 'News Writing and Reporting for Today's Media', McGraw Hill, New Delhi, 2003.
8. Julian Harris, Kelly Leiter, Stanley, Johnson, 'The Complete Reporter', Macmillan Publishing Co, New York.

CC COURSE 6: BASICS OF REPORTING

Course Objectives

1. To understand the basics of reporting
2. To familiarize the students with different types of reporting.
3. To create understanding of specialized reporting.
4. To develop the general understanding of art culture and sports reporting.
5. To inculcate the knowledge of crime reporting.

Detailed Course

Unit – I

- 1.1 Concept, definitions and elements of Reporting
- 1.2 Sources of News, News gathering, Verification and Validation
- 1.3 Reporting hierarchy in News Organizations General Interests
- 1.4 Cultivation of sources
- 1.5 Ethics and laws related to reporting

Unit - II

- 2.1 Reporting Techniques and skills
- 2.2 Types of Reporting, Beat Reporting
- 2.3 Reporting hierarchy in News Organizations, General Interests
- 2.4 Press conference, Press briefing and Meet the press
- 2.5 Human interest stories v/s hard stories

Unit – III

- 2.1 Understanding of Political Trends and Political Parties
- 2.2 Conducting Political Interview
- 2.3 Legislative Reporting (Parliament, Assembly and Local Bodies)
- 2.4 Rural Reporting
- 2.5 Reporting of Autonomous bodies

Unit – IV

- 4.1 How to Report Cultural Events (Drama, Music, Dance etc.)
- 4.2 Difference between Cultural Reporting and Review Articles
- 4.3 Film Coverage
- 4.4 General Introduction of Sports Journalism
- 4.5 How to Report Cricket, Football, Hockey, Athletics and Tennis Events.

Unit - V

- 5.1 Basics of Investigative Reporting
- 5.2 How to Cover a Crime Incident
- 5.3 Analytical Coverage of Crime
- 5.4 Complete Understanding of Rural-Urban Crime Pattern
- 5.5 Court Reporting

Practical / Assignments

- Submit 25 news reports of events in your city (of any five different beats).

Course Outcomes

1. Students would be able to understand the basics of reporting.
2. Students would be able to familiarize themselves with different types of reporting.
3. Students would be able to create understanding of specialized reporting.
4. Students would be able to develop the general understanding of art culture and sports reporting.
5. Students would be able to know about crime reporting.

Suggested Readings

1. M.V. Kamath: Professional Journalism; Vikas Publishing, New Delhi.
2. K.M. Srivastava News Reporting and Editing.
3. Lynette Sheridan Burns: Understanding Journalism; Vistaar Publications.
4. Tony Harcup: Journalism: Principles and Practice; Sage.
5. Here is the News: Reporting for Media, Sterling Publishers.
6. Flemming and Hemmingway (2005), An Introduction to journalism, Vistaar Publications.
7. Richard, K. (2000). The Newspaper's Handbook, Routledge Publication.
8. Frost, C. (2001). Reporting for Journalists, Routledge, London.
9. Natarajan and Chakraborty: Oyvkuatuibs(1995): Defence Reporting in India: The Communication Gap, Trishul Publications .
10. Trikha, N.K, Reporting, Makhanlal Chaturvedi Rashtriya Patrakarita Avam Sanchar Vishwavidyalaya.

AEC COURSE 2: ENVIRONMENTAL STUDIES

Course Objectives

1. To impart basic knowledge of environmental studies.
2. To develop an attitude of concern for the environment.
3. To acquire skills to help people identifying and creating solutions for the environment related problems.
4. To understand the significance of sustainable development.
5. To provide understanding how media professionals can contribute in creating awareness about environmental issues.

Detailed Course

Unit -I

1.1 The Multidisciplinary nature of environmental studies and Natural resources.

Definition; Scope and importance, Need for public awareness

1.2 Natural resources and associated problems. Forest Resources: Use and Over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people.

1.3 Water Resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams benefits and problems. Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies

1.4 Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies. Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources, Case studies

1.5 Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification.

- Role of an individual in conservation of natural resources.
- Equitable use of resources for sustainable lifestyles.

Unit-II

2.1 Ecosystems, Biodiversity and its Conservation Concept, structure and function of an ecosystem, producers, consumers and decomposers, energy flow in the ecosystem, ecological succession, food chains, food webs and ecological pyramids

2.2 Introduction, types, characteristic features, structure and function of the following ecosystem: - Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries). Biodiversity introduction-Definition: genetic, species and ecosystem diversity

2.3 Bio-geographical classification of India. Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values, biodiversity at global, national and local levels, India as a mega-diversity nation, Hot-spots of biodiversity.

2.4 Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts, endangered and endemic species of India

2.5 Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity

Unit-III

3.1 Definitions. Causes, effects and control measures of:

- (a) Air pollution (b) Water pollution (c) Soil pollution (d) Marine pollution
 (e) Noise pollution (f) Thermal pollution (g) Nuclear hazards

3.2 Solid waste Management: Causes, effects and control measures of urban and industrial wastes

3.3 Role of an individual in prevention of pollution

3.4 Pollution case studies

3.5 Disaster management: floods, earthquake, cyclone and landslides.

Unit-IV

4.1 From Unsustainable to Sustainable development. Urban problems related to energy. Water conservation, rain water harvesting, watershed management

4.2 Resettlement and rehabilitation of people; its problems and concerns. Case studies. Environmental ethics: Issues and possible solutions.

4.3 Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies. Wasteland reclamation, Consumerism and waste products

4.4 Environment Protection Act- Air (Prevention and Control of Pollution) Act, Water (Prevention and Control of Pollution) Act, Wildlife Protection Act.- Forest Conservation Act

4.5 Issues involved in enforcement of environmental legislation, Public awareness.

Unit-V

5.1 Population growth, variation among nations

5.2 Population explosion-Family welfare Programme

5.3 Environment and human health, Human Rights, Value Education

5.4 HIV/AIDS, Women and Child Welfare

5.5 Role of information Technology in Environment and human health, Case Studies

Practicals / Assignments

- Visit to a local area to document environmental assets-river/forest/grassland/hill/mountain.
- Visit to a local polluted site- Urban/Rural/Industrial/Agricultural.
- Study of common plants, insects, birds.
- Study of simple ecosystems-pond, river, hill slopes, etc.

Course Outcomes

- 1.Students would gain understanding of the concepts of environmental studies.
- 2.Students would be able to utilize media for different sustainable developmental activities.
- 3.Students would be able to utilize media for different promotional activities for protecting environment.
- 4.Students will be able to create awareness about environmental issues in society.
5. Students would be able to know about the consequences of issues like global warming or climate change

Suggested readings

1. Harris, CE, Prichard MS, Rabin's MJ, "Engineering Ethics"; Cengage Pub.
2. Rana SVS ; "Essentials of Ecology and Environment"; PHI Pub.
3. Raynold, GW "Ethics in information Technology"; Cengage.
4. Svakumar; Energy Environment & Ethics in society; TMH
5. AK De "Environmental Chemistry"; New Age Int. Publ.
6. BK Sharma, "Environmental Chemistry" ; Goel Publ. House.
7. Bala Krishnamoorthy; "Environmental management"; PHI
8. Gerard Kiely, "Environmental Engineering" ; TMH
9. Miller GT JR; living in the Environment Thomson/cengage
10. Cunningham WP and MA; principles of Environment Sc; TMH.

CC COURSE 7: INTRODUCTION TO ELECTRONIC MEDIA

Course Objectives

1. To understand the working pattern of electronic media platform.
2. To familiarize the students with the basic techniques of broadcasting.
3. To create understanding of electronic media content creation.
4. To inculcate the knowledge of script writing.
5. To develop the knowledge of online journalism.

Detailed Course

Unit-I

- 1.1 Brief History of broadcasting
- 1.2 Broadcast in India- A Retrospect
- 1.3 Objectives and Policies of A.I.R
- 1.4 Committees on B' casting : Chanda Committee, Vargeese Committee, Prasar Bharti Act
- 1.5 Radio Programme Formats and Writing process

Unit-II

- 2.1 Radio Newsroom, Employee and Working Process.
- 2.2 Collection and Writing of Radio News, Formats of News based Programmes.
- 2.3 Preparation of News Bulletin and Editing of News.
- 2.4 Traits of News Reporter and News Editor
- 2.5 F.M. Local and Ham Radio, Web Radio, Radio Vision, World Space Radio.

Unit-III

- 3.1 Brief History & Characteristics of T.V. B' casting in India and the World, P.C. Joshi Committee
- 3.2 SITE Experiment.
- 3.3 General Activities of a T.V. Centre,
- 3.4 Expansion and Reach of T.V. Media.
- 3.5 Programme Pattern of Different D.D. Channels & Private News Channels

Unit - IV

- 4.1 Concept of Scripting
- 4.2 Objectives of Scripting
- 4.3 Script Writing and Presentation (Voice Quality, Modulation & Pronunciation)
- 4.4 Steps and Formats of Script Writing
- 4.5 Writing for Anchoring

Unit-V

- 5.1 Concept of web Journalism
- 5.2 Internet and its functions
- 5.3 Search and Conceptualization of online Material
- 5.4 Major Newspapers, Magazines and their E-paper on internet
- 5.5 Comparative Role of Print Medium, Channel Medium and Internet Medium in our Society

Practicals / Assignments

TV and Radio Exercises-

- Radio news - Reporting of events and recordings.
- Writing and editing of news reports .
- TV news - Writing, presenting and recording of PTCs .
- Copy editing and video editing of news .
- Online content editing assignment.

Course Outcomes

1. Students will be able to understand the working pattern of electronic media platform.
2. Students will be able to familiarize the students with the basic techniques of broadcasting.
3. Students will be able to have understanding of electronic media content creation.
4. Students will be having the knowledge of script writing.
5. Students will be having the knowledge of online journalism.

Suggested Readings

1. Keith, Michael C & Krause, Joseph M. (1989) — “The Radio Station” published by Focal Press, Boston, London.
2. Chatterji, P.C. (1993) — “ Indian Broadcasting”.
3. “Television Journalism and Broadcasting”-Bhatt.
4. “Writing for Television, Radio and New Media” by Robert L Hilliard.
5. Nalin Mehta (2008). Television in India: Satellites, Politics and Cultural Change, Oxon:Routledge
6. Walter M McDowell (2006). Broadcast Television: A Complete Guide to the Industry, New York: Peter Lang.
7. Keval J Kumar (2012). Mass Communication in India (4th edn), Mumbai: Jaico Publishing House.
8. M. Butcher (2003). Transnational Television, Cultural Identity and Change: When STAR Came to India, New Delhi: Sage.
9. David Page and William Crawley (2001). Satellites over South Asia: Broadcasting, culture, and the Public Interest, Sage Publications.

CC COURSE 8: BASICS OF EDITING

Course Objectives

1. To familiarize the students with the basics of editing.
2. To understand the process of editing for various platforms.
3. To create understanding of specialized reporting .
4. To inculcate the knowledge of dummy , printing and layout.
5. To develop the knowledge of photography.

Detailed Course

Unit - I

- 1.1 Editing and its Significance in Journalism
- 1.2 Role of News Editor, Chief Sub Editor and Copy Editor
- 1.3 Difference Between Editing of Newspaper and Magazine
- 1.4 Subbing of News and News Reports
- 1.5 Editing of Articles, Features and other Stories

Unit - II

- 2.1 Caption Writing, Selection Point for Caption, Sub Caption and Main Stories and Headlines.
- 2.2 Selection Method of Photographs, Graphs, Cartoons, Charts, Diagrams and other Reference Materials etc
- 2.3 Difference between Print Editing and Web Editing
- 2.4 Editing for On-line Newspaper
- 2.5 Editing for Magazines

Unit - III

- 3.1 Concept and Utility of Dummy
- 3.2 Dummy Newspaper, Magazines and Journalist
- 3.3 Web Journalism and Dummy
- 3.4 Modern Lay-out (Specialized designing)
- 3.5 Designing tools

Unit – IV

- 4.1 History of Printing Technology, layout and Designing and its Significance in the Newspaper
- 4.2 Traditional Composing, Composing Machine-Mono-line, Photo-type Setting, DTP, VDT etc.
- 4.3 Page Designing, Principle, Forms and Utility
- 4.4 Lay-out, Changing Trends of Lay-out, Use of Written Matter, and Graphs
- 4.5 Problems of Lay-Out, lay-out Preparing for Newspaper, Magazines and On Line Paper

Unit - V

5.1 Photography: Introduction, Necessity & utility in Media

5.2 Types & Components of Camera: Box Camera, Single Lens Reflex (SLR) Camera, Digital Camera. Lens: Normal, Wide angle, Tele & Zoom lens Aperture, Focus, Depth of Field, Flash Gun, Filters

5.3 Speed of the film, Composing & Framing, Rules of Composition, and Background

5.4 Photography & Media, Digital Photography

5.5 Distribution of Photographs, Photo Agency, Use of Photograph in various fields of Media (Press, Sports, Fashion, Film, cinema, Culture, War, Politics etc.)

Practicals / Assignments

- Copy editing assignment.
- Writing Headlines for different types of news.
- Intro/lead writing assignment.
- Creating dummy.
- Layout :Preparing the layout of the front, back and other pages of a newspaper and a magazine .
- Photo coverage of news events in the campus or outside.
- Shooting and preparing Photo Feature along with write-up.

Course Outcomes

1. Students would be able to familiarize themselves with the basics of editing.
2. Students would be able to understand the process of editing for various platforms.
3. Students would be able to create understanding of specialized reporting .
4. Students would be able to understand about the dummy , printing and layout.
5. Students would be able to develop the knowledge of photography.

Suggested Readings

1. Shrivastava, K.M., 'News reporting and editing', Sterling publishers Pvt. Ltd, New Delhi, 2003.
2. Kamath M.V., 'Professional Journalism', Vikas publishing House, New Delhi.1980.
3. Vir Bala Aggarwal, 'Essentials of Practical Journalism', concept publishing Company, New Delhi, 2006.
4. Joseph M.K., 'Outline of Editing', Anmol Publications, New Delhi, 2002.
5. Darkroom basics and beyond, Roger hicks & Francis schultz, Patterson, 2000
6. Tom Ang, Digital Photography- An Introduction, 4th Edition, Penguin Publisher, 2016 Rogers, G.(1993). Editing for Print, Mcdonald Book. • Prasad, S.(1993). Editors on Editing/HY, National Book Trust.
7. Hodgson, F. W.(1987). Sub editing: A Handbook of Modern Newspaper Editing & Production, Focal Press.
8. Click & Baird(1994). Magazine Editing & Production, WCB Brown & Benchmark.
9. Hicks & Homes,(2001). Sub-editing for Journalists, Routledge.
10. John, Marydasan (2015) Editing Today: Rules, Tools and Styles, Media House, New Delhi

CC COURSE 9: RADIO JOURNALISM

Course Objectives

1. Understand radio journalism while practicing in the studios how to handle and use various radio instrument and the mixers.
2. Engage students in new trends in radio journalism
3. To introduce students to the presentation, interviewing skills for new online radio.
4. Visit radio commercial radio studios
5. To acquaint students with the real world of radio production and transmission.

Detailed Course

Unit I

- 1.1 Introduction Radio journalism
- 1.2 History of Radio Journalism
- 1.3 Radio in India
- 1.4 Writing for the ear, sound and sound bites
- 1.5 Writing for radio programmes

Unit II

- 2.1 Radio features, advertisements
- 2.2 Types of radio broadcasting
- 2.3 Radio terms; On Air, FM, AM, MW, modulation, mobile station, decibel, hertz, duplex, control operator, sound proof, UHF, UHF-T
- 2.4 Ad-libbing, Airwaves, Announcer, phone interface, pitch, potentiometer, podcast, promo, programme director, band
- 2.5 Radio: Types of microphones; Mixers, speakers.

Unit III

- 3.1 Radio Stations based on their transmission and purpose
- 3.2 Community radio, military radio, spiritual/religious radio
- 3.3 Commercial radio, private radio, pirate radio
- 3.4 Amateur radio stations
- 3.5 Satellite radio

Unit IV

- 4.1 How does a radio station works
- 4.2 Radio Studio. Radio signal Types, Phone-in interview
- 4.3 Script writing for radio
- 4.4 Elements of radio production
- 4.5 Digital Radio, Online radio stations

Unit V

- 5.1 New Trends in Radio Broadcasting
- 5.2 Radio broadcasting equipment. Radio broadcast technology
- 5.3 Types of news bulletin, Talk shows, features for radio
- 5.4 Radio as tool for culture preservation
- 5.5 Social development and development communication

Practicals / Assignments

- Writing the script for advertisement for five different products for radio.
- Preparing a radio jingle for FM channel.
- Drawing up fixed point chart for community radios.
- Writing script for short news bulletins.
- Production of field based Radio features.
- Production of Studio based Radio programmes in different formats.

Course Outcomes

1. Students will be able to cover events using mobile phones and right radio news stories
2. Students can produce radio news bulletin
3. Students will be able to interview, make radio promos and jingles
4. Students will be able to apply radio production techniques.
5. Students will be able to undertake radio programme production in different formats

Suggested Readings

1. Musani Mehra, Broadcasting & People NBT, New Delhi 1985
2. Akas Bharti, Vol. I & II Publication, Division. New Delhi
3. Broadcasting in India - S. R. Joshi, ISRO, June 1997, Ahmadabad
4. Andrew Boyd Broadcast Journalism
5. Mitchell Stephon Holt, Broadcast News - Radio Journalism, Rineheart Winston NY 1980
6. While T. Broadcast, News writing MacMillian NY, 1984
7. Wills Edgar and Holt, Writing TV and radio programmes R & W Publication 1967.
8. Rivers Williams and work Alison Writing for the Media.
9. Carl Warren, Radio News Writing and Editing
10. Report L. Hillard Radio Broadcasting.

SEC COURSE 1: FUNDAMENTALS OF COMPUTERS

Course Objectives

1. To learn about Computer .
2. To understand Software and Operating System.
3. To understand IT Communication .
4. To learn about Office Automation Package.
- 5.To learn about Document, creation, manipulation and storage of Chart and Slide Show Package.

Detailed Course

Unit - I

- 1.1 Introduction to Computer, Software and Devices Computer System Concepts
- 1.2 Types of Computers, Basic Components of a Computer System
- 1.3 Memory, Input Devices, Output Devices, Various Storage Devices, Software - Types - System software, Application software.
- 1.4 System Software - Operating System, Utility Program, Assemblers, Compilers and Interpreter
- 1.5 Application Software - Word processing, Spreadsheet, Presentation Graphics, Database Management System.

Unit- II

- 2.1 Introduction to Operating System and Network
- 2.2 Introduction of Windows Linux and Mac. Windows - Features, Various versions, Working
- 2.3 My Computer & Recycle bin, Desktop Icons and Windows Explorer, Working with Files & Folders, Accessories and Windows Settings using Control Panel, Creating users, Internet settings, Start button & Program lists
- 2.4 Types of Network - LAN, WAN, MAN, Topologies of LAN - Ring, Bus Star, Mesh and Tree topologies
- 2.5 Components of LAN -Media, NIC, NOS, Bridges, HUB, Routers, Repeater and Gateways.

Unit - III

- 3.1 Introduction to MS Office
- 3.2 MS Word: Features & area of use
- 3.3 Menus, Toolbars & Buttons, Creating a New Document, Different Page Views and layouts
- 3.4 Formatting, Paragraph and Page Formatting; Bullets, Numbering, Printing & various print options, Spell Check, Thesaurus, Find & Replace, Auto texts, Working with Columns
- 3.5 Creation & Working with Tables, Mail Merge

Unit - IV

- 4.1 MS Excel Concepts of Workbook & Worksheets, Using different features with Data, Cell and Texts
- 4.2 Inserting, Removing & Resizing of Columns & Rows, Working with Data & Ranges, Column Freezing, Labels, Hiding, Splitting etc
- 4.3 Use of Formulas, Calculations & Functions
- 4.4 Cell Formatting including Borders & Shading
- 4.5 Working with Different Chart Types

Unit - V

5.1 Introduction of MS PowerPoint

5.2 Creating a New Presentation, Working with Presentation, Using Wizards, Slides & its different views, Inserting, Deleting and Copying of Slides

5.3 Working with Notes, Handouts, Columns & Lists

5.4 Adding Graphics, Sounds and Movies to a Slide, Working with PowerPoint Objects

5.5 Designing & Presentation of a Slide Show, Printing Presentations, Notes, Handouts with print options

Practicals/Assignments

- Presentation of Comparison of different Computers , Memory & Devices Comparison of types of Hardware
- Preparation of Files and folders in different O/S.
- To find out type of network done and software available in Computer Lab. Presentation of paper Document.
- Preparation of Chart, Table and Graph for various medium.
- Preparation Slide for Presentation on given topic.
- Any other assignments given by the concerned Faculty.

Course Outcomes:

1. Students will learn about computer
2. Students will be able to understand Software and Operating System
3. Students will have the knowledge of IT Communication
4. Students will learn about Office Automation Package
5. Students will learn about Document, creation, manipulation and storage of Chart and Slide Show Package

Suggested Readings

1. Computers Today, S.K. Basandra, Galgotia Publications.
2. Fundamentals of Information technology, Alexis Leon & Mathews Leon, Vikas Publishing House, New Delhi, ISBN-10: 8182092450, 2009
3. Computer Ek Parichay, V. K. Jain, and S Publishers, ISBN-10: 9381448426, 2009
4. Fundamentals of computer Peter Norton, McGraw-Hill Inc, ISBN-10: 0028043375, 1997
5. Fundamentals of computers , 4th Edition (Paperback) By V. Rajaraman, PHI, ISBN-10: 8120340116, 2010
6. Office XP: The Complete Reference, Julia Kelly, McGraw Hill Education, ISBN-10: 0070447233, 2001
7. Exploring Microsoft Office XP, I. Breeden, Bpb Publications, ISBN-10: 8176564486, 2005
8. Peter Norton's Complete Guide To MS Office 2000 Publisher: BPB, ISBN-10: 8176353124, 1999

CC COURSE 10: TELEVISION JOURNALISM

Course Objectives

1. Understand Television journalism while practicing in the studios how to handle and use various television gadgets.
2. Students will understand new trends in television journalism.
3. To introduce students techniques and skills for presentation, anchoring for television programme production.
4. Students will know the procedure and techniques of different programme formats of television news and news based programme such as Field Report, Special Report, Election Report, Ground Report and walk and talk programme.
5. Students will acquire skills and learn to use different softwares for editing television Programmes.

Detailed course

Unit- I

- 1.1 Introduction to Television Journalism.
- 1.2 Pre-production, Production, Post Production
- 1.3 Introduction to Video cameras: EFP, ENG, Steady Cameras, Crane, Camera, Hexacopter, Spiders Camera.
- 1.4 Video Formats
- 1.5 Camera Shots, Camera Movements, Camera Angle

Unit- II

- 2.1 Television newsroom, Newsroom structure
- 2.2 Types of television studios.
- 2.3 Television Debates
- 2.4 Interviews; Types of interviews.
- 2.5 Story structures; inverted pyramid, diamond, hourglass, narrative.

Unit- III

- 3.1 Online television, TV Online and Online Demand
- 3.2 Tv shows convergence.
- 3.3 New trends in television journalism, Tv channels on mobile phones, line Models of news, news worthiness, values and elements. News criteria.
- 3.4 Types of sources. Broadcasting Terms; Cue, Basic Shots, Outtakes, Segue, Fade in, fade out
- 3.5 Editing; offline, online editing, linear editing, non-linear editing. SFX

Unit- IV

- 4.1 News Agencies, Press Agency Wire Agencies
- 4.2 Role of News Agencies in Journalism, Hoaxes
- 4.3 Alternative news media, Netflix, Apple Tv etc. News Bureau
- 4.4 Types of Televisions Programs. Television Formats
- 4.5 Satellite Communication

Unit- V

- 5.1 Broadcast Story forms; tell, reader, v/o, package, V/O-SOT, SOT, NATSOT, Wrap, Track, lead-in
- 5.2 Television news script
- 5.3 News anchor, presenters, reporter's roles, and responsibilities
- 5.4 Green screen, Tele-prompter, multi-prompter Television production and shooting program crew.
- 5.5 Television Lighting techniques, Fill, Main, and back lights

Practicals / Assignments

- TV writing for different types of visuals
- Reporting TV news stories for any five events of your city
- Different types of PTC
- Studio anchoring and Use of Teleprompter
- Voice over, sound track for features.
- Moderating studio news programmes

Course Outcomes

1. Students will be able to write scripts of television news stories, special stories and on the spot reporting
2. Students will be able to cover events and news based stories using mobile phones, video cameras.
3. Students will anchor, present and able to produce television news bulletin
4. Students will acquire skills and techniques of television media production
5. Students will be able to do the editing both offline and online programme of television with using the softwares

Suggested Readings

1. Deborah Potter, Handbook of Independent Journalism (2006).
2. News Editing , William L. Rivers.
3. Television Production 16th Edition. Jim Owens ,2016, Asbury University, New York City.
4. Interactive Television Production, Mark Gawlinski, Focal Press, MA, 2003.
5. Broadcasting in India,P.C Chatterji,Sage Publication, London.
6. Anura Goonase Kera and Paul Lee T.V. Without Borders AMIC, Singapore, 1998.
7. A. Michel Noll., TV technology - Fundamentals and future prospects
8. Barrows Wood Gross, TV Production.
9. Tony Verla,Global, Television
10. Horale Newcomb Television - The Creal view Amed. Oxford, 1987.

CC COURSE 11: INDIAN CONSTITUTION AND MEDIA RELATED LAWS**Course Objectives**

1. To provide understanding of knowledge of the Indian constitution.
2. To familiarize students with the fundamental rights and duties.
3. Students will know Press laws and understand the importance of media related laws .
4. Students will know the Codes of ethics of news papers, television and Press Council of India.
5. To understand the correlation between Indian constitution, democracy and media.

Detailed Course**Unit -I**

- 1.1 Introduction of the Constitution
- 1.2 Preamble of the constitution
- 1.3 Salient features of Constitution
- 1.4 Amendments in Constitution
- 1.5 Special provisions

Unit –II

- 2.1 Fundamental rights
- 2.2 Directive principles of state policies
- 2.3 Fundamental duties
- 2.4 Emergency powers
- 2.5 Media Response to Contemporary Challenges (Ref. Point: Newspaper, Magazines, Journals and TV Coverage)

Unit –III

- 3.1 Press in India
- 3.2 Media laws: Introduction
- 3.3 Significance of media laws
- 3.4 Freedom of expression in context of media
- 3.5 Role of media laws and their application

Unit –IV

- 4.1 Working Journalist Act
- 4.2 Copyright Act.
- 4.3 Contempt of court
- 4.4 IT Act
- 4.5 Right to Information Act

Unit –V

- 5.1 Main Provisions of IPC and CRPC
- 5.2 Official secret Act, Press Council Act
- 5.3 Press and Registration of Book Act
- 5.4 Prasar Bharti Act
- 5.5 Code of Ethics

Practicals / Assignments

- Case studies of any five recent cases related to various media laws.

Course Outcomes

1. Shall have understanding of our Indian Constitution.
2. Shall get aware to legal aspects of the media and its values.
3. Shall have an overview of recent changes and future challenges of media regulation
4. Shall have understanding of media ethics.
5. Shall know how media laws and ethics empower media practitioners to perform their duties with commitment.

Suggested Readings

1. Law of the Press in India, Durgadas Basu, Prentice Hall, London, 1980.
2. Law of Contempt of Court in India, B. S. Nayar, Atlantic New Delhi, 2004
3. Mass media Law and Regulation in India AMIC publication.
4. Bharat mein Praveshvidhi by Surendra Kumar & Manas Prabhakar.
5. Mass media law and regulation in India, Venkat Aiyer, AMIC publication.
6. K.S. Venkateswaran, Mass Media law and Regulations in India, Published by AMIC.

CC COURSE 12: INTRODUCTION TO COMMUNICATION RESEARCH

Course Objectives

1. To impart the definitions and basic concepts of research, communication research, media research, social research and difference between communication research, media research and social research.
2. To understand the need, role, importance functions and ethics of research.
3. To know the elements of research.
4. To learn the types of research.
5. To impart the knowledge of basics of statistics and media metrics.

Detailed Course

Unit-I

- 1.1 Definitions and basic concept of research
- 1.2 Communication research
- 1.3 Media research
- 1.4 Social research
- 1.5 Difference between communication research, media research and social research.

Unit-II

- 2.1 Need for research
- 2.2 Role of research
- 2.3 Importance of research
- 2.4 Functions of research
- 2.5 Ethics of research

Unit-III

- 3.1 Research topic, scientific approach, systematization
- 3.2 Comparison, evaluation and variables
- 3.3 Measurability, scales, objectivity
- 3.4 Validity, authenticity and reliability
- 3.5 Researchable problems and justifications

Unit-IV

- 4.1 Census method
- 4.2 Sampling method
- 4.3 Probability sampling
- 4.4 Non-probability sampling
- 4.5 Quantitative method

Unit-V

- 5.1 Concept of statistics
- 5.2 Importance of statistics in research
- 5.3 Role of media metrics in communication and media research
- 5.4 Measures of central tendencies in communication and media research
- 5.5 Measures of dispersion in communication and media research

Practical /Assignments

- Writing practice of generally researchable topics.
- Selecting topics of social research including social, economic, political, educational, cultural, religious and spiritual issues.
- Framing innovative topics of communication research including verbal and non-verbal, intrapersonal and interpersonal, group and mass, etc.
- Proposing research-oriented topics of media problems including traditional, alternate and new media.
- Checking plagiarism of research papers written by you, your friends and seniors with the help of various softwares.
- Taking any communication research journal and describing with justification whether its first five research articles are based on scientific approach.
- Randomly choosing any five dissertations or projects of your department/school/institute/college/university and checking whether their methods are qualitative or quantitative or a mixture of both.
- Taking any communication research journal whether statistical tools or media metrics have been used in its research articles and also finding out up to what extent.

Course Outcomes

1. Students would learn the definitions and basic concepts of research, communication research, media research and social research.
2. Students would know the difference between communication research, media research and social research.
3. Students would gain knowledge about the need, role importance, functions and ethics of research.
4. Students would learn the concept of each element of research and the interrelations between elements.
5. Students would learn the various types of research.

Suggested Readings

1. 'An Introduction to Qualitative Research' By Uwe Flick. London: Sage Publications.
2. 'Communication Research: Issues and Methods,' By J.A Anderson New York: McGraw-Hill 'Doing Media Research: An Introduction' By S. H. Priest. USA: Sage Publications
3. 'Foundations of Behavioural Research' By F.N. Kerlinger. Delhi: Surjeet Publications.
4. 'Mass Media Research: An Introduction' By Roger D. Wimmer & Joseph R. Dominick .USA: Wadsworth Publishing Company.
5. 'Media Metrics: An Introduction to Quantitative Research in Mass Communication.' By Manoj Dayal .Delhi: Sage Publications.
6. 'Media Research Techniques' By Arthur Asa Berger. USA: Sage Publications
7. 'Media Shodh' By Manoj Dayal. Panchkula: Haryana Sahitya Akademi.
8. 'Research Methodology' By Prasant Sarangi. Delhi: Taxman Publication.
9. 'Research Methodologies- Methods and Techniques' By C.R Kothari Delhi: New Age International Publishers.
10. 'The Essential Guide to Doing Your Research Project' By Leary O. Zina, London: Sage Publications.

SEC COURSE 2: COMMUNICATION SKILLS

Course Objectives

1. To impart knowledge about the elements of effective communication skills.
2. To create understanding of impactful writing .
3. To understand the significance of speech communication.
4. To develop the knowledge of employment communication about resume.
5. To inculcate the knowledge of employment communication about job interview.

Detailed Course

Unit-I

- 1.1 Need for Effective communication, Language & communication
- 1.2 Verbal communication
- 1.3 Non-verbal communication
- 1.4 Improving Writing skills
- 1.5 Essentials of good Writing styles expressions & words to be avoided

Unit-II

- 2.1 Listening
- 2.2 Types of listening
- 2.3 Listening skills
- 2.4 Barriers of effective listening
- 2.5 Reading Skills : Purpose & Types, Techniques for Effective reading

Unit-III

- 3.1 Oral presentation
- 3.2 public Speaking skills
- 3.3 Reading skills : purpose, audience, locale, Steps in making presentation-
- 3.4 Research and planning- structure & style
- 3.5 Technology based communication, Writing Emails, Power Point Presentation

Unit-IV

- 4.1 Content of good resume
- 4.2 Guidelines for writing resume
- 4.3 Types of resume
- 4.4 Cover letters – Formats
- 4.5 Different types of Cover letter

Unit-V

- 5.1 Importance job Interview
- 5.2 Characteristics of job Interview
- 5.3 Interview process
- 5.4 Techniques – Manners and Etiquettes
- 5.5 Common questions during interview

Practicals / Assignments

- Submit any five case study assignment that illustrates effective communication.
- Classroom presentations on contemporary issues.

Course Outcomes

1. Students will have the knowledge about the elements of effective communication skills.
2. Students will be able to have the understanding of impactful writing.
3. Students would be able to understand the significance of speech communication.
4. Students will be having the knowledge of employment communication .
5. Students will be able to communicate effectively.

Suggested Readings

1. Rayudu C.S., Communication, Himalaya Publishing House.
2. Effective communication skills by John Neilson.
3. Handbook of communication and social interaction skills by John O. Greene, Brant Burleson.
4. Improve your communication skills by Alan Barker, Kogan Page Publisher.
5. Aggarwal Virbala, Gupta V.S., Handbook of Mass communication & Journalism , Concept publishing company.

DSE COURSE 1a: DEVELOPMENT COMMUNICATION**Course Objectives**

1. To impart basic concepts meaning and models of development
2. To make students aware about problems and issues of the development.
3. Inculcate knowledge of development communication and relations with media and society.
4. Know the functioning of media in development coverage.
5. Understanding the rural India and its problems.

Detailed Course**Unit -I**

- 1.1 Development communication : concept, evolution, historical perspective debates
- 1.2 Models of development : capitalist model, neo-liberal model, socialist model
- 1.3 Alternative models of development
- 1.4 Development and marginal communication
- 1.5 Areas of development

Unit-II

- 2.1 Use of media in development communication
- 2.2 Mass media and modernization
- 2.3 Prominent Theoreticians : Daniel Lerner, Everett Rogers, Wibur Schramm
- 2.4 Media and national development
- 2.5 Experiences from developing countries with special emphasis on India

Unit-III

- 3.1 Development coverage in India: Print, Electronics and New Media
- 3.2 Role of Government
- 3.3 Other agencies in development communication
- 3.4 Role of Government
- 3.5 Agencies in development communication

Unit-IV

- 4.1 Developing countries : Goals, characteristics
- 4.2 Concept of Participatory Development Communication
- 4.3 Indicators of Developments
- 4.4 MDG's and SDG's
- 4.5 Hurdles and prospects in development communication

Unit-V

- 5.1 Rural Communication, concepts and meaning
- 5.2 Media and rural communication
- 5.3 Women, child, health & family structure and problems in India
- 5.4 Writing for development communication
- 5.5 Use of Traditional media and new media in development communication

Practicals / assignments

- Each student must select any village of his choice and study the development programmes.
- Writing at least five reports on development issues
- Preparing content analysis of five New paper about the coverage of development issues
- Prepare five reports on the communication and development hurdles
- Finding out the role of international agencies about development programmes like UN UNESCO, WHO etc.
- Survey the development programmes and its implications

Course Outcomes

1. Students would learn the concepts meaning and model shop the development
2. Students would be able to understand the problems and hurdles in development communication.
3. Learner would understand the working of government and administration in development.
4. Students would know different programmes and policies of the development.
5. Learner would know the rural India and its problems he also will understands the communication gap.

Suggested Readings

1. Sachar Avomvikas, Dr. B.R. Gupta. Vishvavidyalaya Prakashan Varanasi
2. Mass Communication In India, Kewal J. Kumar. Jaico Publication.
3. Learner D, Passing Of Traditional Society
4. Vikas Patrakarita, Radhe Shyam Sharma

DSE COURSE 1 b: INTRODUCTION TO SOCIOLOGY

Course Objectives

1. To understand the sociological concept and theories
2. To understand the importance of sociology
3. To create understanding of the human society
4. To develop the knowledge of Indian culture and Society
5. To inculcate the knowledge of current socio-cultural issues

Detailed Course

Unit-I

- 1.1 Concept, Definitions of Sociology
- 1.2 Importance of Sociology
- 1.3 Types of Sociology
- 1.4 Relation of Sociology with other Social Sciences
- 1.5 Importance of studying Sociology for media students

Unit-II

- 2.1 Group, community, institution, Organization, society, Humanity, Biosphere and their unity and inter-dependence
- 2.2 Meaning of family, Kinship, Community
- 2.3 Class, caste, Clan, Tribe, Marriage
- 2.4 Social reform
- 2.5 Social Movements

Unit-III

- 3.1 Concept of Socialization
- 3.2 Social stratification
- 3.3 Concept, definitions and process of social change
- 3.4 Agents of Social Change
- 3.5 Understanding of contemporary changes in India

Unit-IV

- 4.1 Characteristics of Indian culture, religion and society
- 4.2 India's main social Institutions
- 4.3 Population and its growth
- 4.4 Cultural imperialism, Consumerism
- 4.5 Emerging trends of Indian Culture

Unit-V

- 5.1 Understanding current socio-Cultural issues
- 5.2 Politics and society
- 5.3 Economy and society
- 5.4 Social Movements
- 5.5 Inequality in Indian society

Practicals / Assignments

- Submit assignment of writing article on any five contemporary social issues.

Course Outcomes

1. Students would be able to understand the sociological concept and theories.
2. Students would be able to understand the importance of sociology.
3. Students would be able to create understanding of the human society.
4. Students would be able to develop the knowledge of Indian culture and Society.
5. Students would be able to inculcate the knowledge of current socio-cultural issues.

Suggested Readings

1. Bauman, Zygmunt. Liquid Modernity. Wiley 2000.
2. Beck Ulrich, Risk Society: Towards A New Modernity, Sage Publications, 1992.
3. Breman Jan .Footloose Labour: Working in India's Informal Economy (Contemporary SouthAsia) Cambridge University Press, 1996.
4. Joseph, R. Gusfield. New Social Movements: From Ideology to Identity. Temple University Press. 2009
5. Pushpesh, Kumar. Quering Indian Sociology A Critical Engagement CAS WORKING PAPER SERIES Centre for the Study of Social Systems Jawaharlal Nehru University.
6. Shah Ghanshyam, Social Movements and the State, Sage, New Delhi, 2002.
7. Surinder, S. Jodhka (ed), Community and Identities, Sage, New Delhi, 2001.
8. T.K.Oommen, Nation, Civil Society and Social Movements, Sage, Delhi, 2004.

DSE COURSE 2a: INTRODUCTION TO ADVERTISING

Course Objectives

1. Impart basic concepts of advertising and its development.
2. Aware importance of advertising in media.
3. Encourage graduates for self employability.
4. Inculcate knowledge of economy of media.
5. Knowledge of the functioning of advertising agencies.

Detailed Course

Unit -I

- 1.1 Advertising : concepts, definitions, needs
- 1.2 Development of advertising in India and World
- 1.3 Importance and role of advertising in media
- 1.4 Trends in advertising
- 1.5 Basic Principles and Vocabulary

Unit-II

- 2.1 Product advertising
- 2.2 Market segmentation
- 2.3 Sales promotion
- 2.4 Identification of target consumer
- 2.5 Market trends

Unit-III

- 3.1 Advertising campaign
- 3.2 Campaign planning
- 3.3 Brands image, positioning
- 3.4 Advertising strategies
- 3.5 Types of advertising, general objectives, slogans and appeals

Unit-IV

- 4.1 Advertising Agencies, growth and development
- 4.2 Structure and function
- 4.3 Media selection, print, audio visual, digital
- 4.4 Design, budget, client relations
- 4.5 Advertising copy writing, testing: pre and post testing

Unit- V

- 5.1 Media research for advertising
- 5.2 Planning and executions, market research
- 5.3 Advertising and society
- 5.4 Branding the product
- 5.5 Advertising ethics

Practicals / Assignments

- Advertisement Designing
- Finding out targets audience for products.
- Media hunt and preparing advertisement
- Prime time advertisement study and report writing
- Preparing advertising copy and posters
- Testing advertising copy
- Visiting advertising agencies
- Preparing a list of National and International ad. agencies.
- Organizing Ad exhibitions
- Creating advertising clubs

Course Outcomes

1. Students would learn development of advertising and basic concepts.
2. Students would be able to know about role and importance of advertising in media.
3. Learner will have the knowledge of self-employment.
4. Students would know about advertising agencies.
5. Learner would know about the advertising industry and its functioning.

Suggested Readings

1. Chunawalla SA & Sethia KC, foundations of Advertising Theory and practice, publisher- Himalaya Publishing House, Delhi, 2000.
2. Chunawalla SA other advertising theory and practice, publisher- Himalaya publishing house, Delhi, 2009.
3. Batra Rajeev & other, advertising management (fifth edition), Publisher- prentice hall of India, New Delhi, 2000.

DSE COURSE 2b: INTRODUCTION TO ECONOMICS**Course Objectives**

1. To create understanding of overview to the concept and general perspective of economics.
2. Developing countries strategies and their problems
3. Learning about the underdeveloped regions of India and world.
4. Sectoral distribution of national income
5. To impart knowledge about economic development

Detailed course**Unit-I**

- 1.1 Economic development: concept and general perspective
- 1.2 Common characteristics of underdevelopment
- 1.3 India as a developing economy and its international standing
- 1.4 Developing countries
- 1.5 Problems.

Unit-II

- 2.1 Strategies of development
- 2.2 Balanced vs unbalanced growth strategy
- 2.3 Wage Goods strategy; basic-needs strategy; heavy import substitution strategy; export led growth strategy.
- 2.4 Developmental issues of backward regions of world
- 2.5 Issue of Economic Recession & globalization

Unit-III

- 3.1 Capital accumulation as a factor in economic growth
- 3.2 Role of education in economic development
- 3.3 Population and economic development (the two-way relationship)
- 3.4 GDP and Economic development, development with human face and Human Development Index (HDI), Gender Development Index(GDI)
- 3.5 IGG (Inclusive Green Growth)

Unit-IV

- 4.1 Concept and Aspects of human development
- 4.2 Role of education, health and wellbeing in achieving equality social and gender
- 4.3 Poverty and inequality of income distribution (with special reference to India) and developing words
- 4.4 Role of United Nations, World Bank, IMF and other International bodies such as SAARC, G-20, Common wealth of countries in economic development
- 4.5 Problems associated with associated global warming, Climate Change, Water, Energy and approaches towards their solution with respect to SDGs(Sustainable Development Goals of United Nations).

Unit-V

- 5.1 Rural economy and agriculture sector
- 5.2 Role of Start-ups and entrepreneurship, innovations, Research and Development (R & D) in relation to knowledge economy
- 5.3 Changes in the sectoral distribution of national income, per capita income and labour force since independence
- 5.4 Assessment of the Indian developing countries growth experience with respect to these.
- 5.5 Issues of developing countries, Least Developed Countries (LDCs)

Practicals / Assignments

- Analysis of editorials on economic issues of any two standard newspapers of either English or Hindi .
- Write five editorials or articles on current economic issues in India.

Course Outcomes

1. Students will be able to identify the back regions problems and write articles concerning the problems.
2. Students will be able to ascertain and understand characteristics of underdevelopment.
3. Students can analyse the rural economy, Budget state and central and manufacturing industries
4. Students will capable of developing ability to examine the rule of international bodies such as World Bank, IMF, WHO, United Nations, UNESCO, SAARC, G-20, and other importance bodies
5. Students will be competent to analyse issues of poverty, social justice, SDGs(Sustainable Development Goals) of United Nations

Suggested Readings

1. Development Economics, Water Elkan] Pengin Books Londa, 1973
2. Globalization and Indian Economy (Ed.), D. G. Girdhari, Aprati Media, 2002
3. India's Second Revolution, The Dimension of Development, Lawrance A, McGrow Hill, Newyork

SEC COURSE 3: COMMUNICATION TECHNOLOGY

Course Objectives

1. Impart knowledge of communication technology.
2. To provide knowledge of latest multimedia technologies.
3. To provide extensive hands on training in the latest digital audio, video and multimedia technologies.
4. To familiarize and equip them with a range of technical skills.
5. Introduce students about significance and usage of social media.

Detailed Course

Unit -I

- 1.1 Concept of technology
- 1.2 Growth and development
- 1.3 Usage of communication technology
- 1.4 Adoption of technology
- 1.5 Diffusions, communication technology and society

Unit-II

- 2.1 Old media and new media
- 2.2 Convergence of media
- 2.3 Implications of convergence
- 2.4 Media industry and multimedia
- 2.5 Media, communication and technology

Unit-III

- 3.1 Image editing software: Introduction
- 3.2 Photoshop: Introduction
- 3.3 File Formats, Color Modes
- 3.4 Tools
- 3.5 Layers and filters

Unit-IV

- 4.1 Audio-Video editing software : Introduction
- 4.2 Basics of Sound editing softwares(like Sound Forge)
- 4.3 Basics of Video editing software(Adobe Premiere)
- 4.4 Sound Forge: Interface, tools and Menus
- 4.5 Adobe Premiere: Interface, tools and Menus

Unit-V

- 5.1 Social media and business, social media marketing
- 5.2 Developing content for Website, blog contents
- 5.3 Developing content for social networking pages
- 5.4 Social media content management tools
- 5.5 Viral content platform and medium

Practicals / Assignments

- Working on different communication technology
- Using multimedia, creating content for various digital devices
- Using editing softwares and create interactive videos
- Designing websites and creating content
- Usage of Teleconferencing, Whatsapp, Facebook, Twitter
- Creating Blogs and writing
- Using Twitter for social messages

Course Outcomes

1. Learner will gain basic understanding of communication technology.
2. Learner will have the basic knowledge of various audio editing tools.
3. Learner will have hands on experience on video editing techniques.
4. Learner will be able to create content on various platforms.
5. Learner will be able to communicate on social media effectively.

Suggested readings

1. Andrew Faulkner and Conrad Chavez , Adobe photoshop cc , Pearson, 2018.
2. Maxim jago, Adobe Premiere pro CC ,Pearson Education,2018.
3. Adobe Creative Team, Adobe Premiere Pro CS6, Adobe Press; 1 edition 2012.
4. Kogent Learning Solutions Inc,Sound Forge Pro, DreamtechPress 2010.
5. Rogers M. Everett, Communication Technology : The New Media Society, The Free Press, Collier Macmillan Publisher, London, 1986.
6. Dizard Wilson Jr. Old Media, New Mass Communication in the information Age, 2nd rd. Longman, New York, 1997.
7. Webster Frank, Theories of the information Society Routledge, New York, 1995.

OE COURSE 1: PHOTO JOURNALISM

Course Objectives

1. Impart basic concepts and importance of Photography
2. Prepare photo journalist.
3. Encourage self employment.
4. Encourage creative skills
5. Develop interest in photo journalism

Detailed Course

Unit -I

- 1.1 Introduction and Development of Photography
- 1.2 Photo Journalism, Development
- 1.3 Role and importance in media
- 1.4 Tools of Photography, types of camera
- 1.5 Traditional and digital camera, Part of Camera, Camera control,

Unit-II

- 2.1 Digital Photography
- 2.2 Emergence of Digital technology
- 2.3 Selecting Images,
- 2.4 Size, and quality
- 2.5 Indoor and Outdoor Photography

Unit-III

- 3.1 Lighting principles
- 3.2 Role of lighting
- 3.3 Different types of lighting and its uses
- 3.4 Role of subject, quality of photograph
- 3.5 Developing of different size of photograph

Unit-IV

- 4.1 Photograph Editing Techniques
- 4.2 Cropping, Enlarging & reducing
- 4.3 Clubbing/Grouping
- 4.4 Colour composition
- 4.5 Filter, length, focus, Shots

Unit-V

- 5.1 Branches of Photography needs and importance
- 5.2 Advertising photography
- 5.3 Modeling & portfolio
- 5.4 Wildlife Photography
- 5.5 Photography and Ethics.

Practicals / Assignments

Digital portfolio with print

- Nature photography
- Candid photography
- Product photography
- Architecture photography.

Course Outcomes

1. Learner would learn the concepts and importance of photography.
2. Learner would be able to understand photo coverage and photo Journalism .
3. Learner would be to ready to join any media organization as photo Journalist.
4. Learner would know the importance of photo features.
5. Learner would know different branches of photography and may be self-employed.

Suggested Readings

1. Digital Photography (Hindi) Books – Author Vishnu Priya Singh, Publisher- Computech Publication Limited.
2. Digital Photography (Hindi) Harcover- 2018 by RiyajHasan (Author)- Book Enclave, Jaipur.
3. Photography Technics and Uses (Photography Taknik and Pryog) by Narendra Singh Yadav and Published by Rajasthan Hindi Granth Academy.
4. Practical Photography Digital Camera School : The Step-by-step Guide to Taking Great Picture- By Publisher Carlton Books Ltd. (London).

DSE COURSE 3: PROJECT

Guidelines for submission of Project should be provided by the institution

All the candidates of BA (JMC) are required to do a project as part of their curriculum and submit a project report based on the work done by him/her during the project period.

Suggested Readings

1. 'Basics of Project Management.' IES Master Publication.
2. 'Media Metrics: An Introduction to Quantitative Research in Mass Communication.' By Manoj Dayal .Delhi:Sage Publications.
3. 'Media Shodh' By Manoj Dayal. Panchkula:HaryanaGranthAkademi
4. 'Research Methodology Concepts and 'By Deepak Chawla and NeenaSondhi.Delhi: Vikas Publishing House.
5. 'The Essential Guide to Doing Your Research Project' By Leary O. Zina,London: Sage Publications.
6. 'The Foundation Center's Guide to Proposal Writing.'By Jane C Geever.Foundation Center Publication.
7. 'Writing Successful Grant Proposals' By Ellen W.Gorsevski.Sense Publishers.

DSECOURSE 4a: INTRODUCTION TO PUBLIC RELATIONS**Course Objectives**

1. To provide knowledge about the definitions and concepts of public relations, publicity, propaganda, advertising and e-PR.
2. To know the difference between public relations and corporate communications, public relations and advertising, public relations and propaganda, public relations and publicity, propaganda and publicity.
3. To understand the basic tools of public relations.
4. To impart the fundamentals of public relations writings.
5. To learn the ethics and laws of public relations.

Detailed Course**Unit-I**

- 1.1 Definitions and concept of public relations
- 1.2 Definitions and concept of publicity
- 1.3 Definitions and concept of propaganda
- 1.4 Definitions and concept of advertising
- 1.5 Definitions and concept of e-PR

Unit-II

- 2.1 Difference between public relations and corporate communications
- 2.2 Difference between public relations and advertising
- 2.3 Difference between public relations and propaganda
- 2.4 Difference between public relations and publicity
- 2.5 Difference between propaganda and publicity

Unit-III

- 3.1 Tools of public Relations
- 3.2 Newspaper and magazine
- 3.3 Radio, television and film
- 3.4 New media and social media
- 3.5 Alternate media and traditional media

Unit-IV

- 4.1 Fundamentals of public relations writings
- 4.2 Press release writing
- 4.3 Poster writing
- 4.4 Wall, pamphlet and leaflet writings
- 4.5 Writing for internal publics

Unit-V

- 5.1 Ethics of public relations
- 5.2 Ethics of e-PR
- 5.3 Code of ethics by professional bodies
- 5.4 Laws relating to public relations and corporate communications
- 5.5 Laws relating to e-PR

5.6

Practicals / Assignments

- Writing at least 25 press releases of the functions and events of your institution which you have recently attended.
- Preparing at least 25 posters of the visions of the government of your state.
- Making at least 25 posters of the missions of the central government.
- Preparing at least 25 posters of the visions of the central government.
- Making at least 25 posters of the missions of the government of your state.
- Preparing at least five pamphlets of the visions of your institute.
- Making at least five pamphlets for the missions of your institute.
- Preparing at least 5 leaflets for attracting quality students in your institute.
- Planning a newsletter of your institute to build its image.

Course Outcomes

1. Students would learn about the definitions and concepts of public relations, publicity, propaganda, advertising and e-PR.
2. Students would know the difference between public relations and corporate communications, public relations and advertising, public relations and propaganda, public relations and publicity, propaganda and publicity.
3. Students would gain knowledge about the tools of public relations.
4. Students would learn the basics of public relations writings.
5. Students would gain knowledge about the basic ethics and laws of public relations.

Suggested Readings

1. 'Managing Public Relations' By E.Grunig James and Hunt Todd. New York: Rinehart and Winston.
2. 'Public Relations Management' By JaishriJethwaney and N.N.Sarkar.NewDelhi: Sterling Publishers Private Limited.
3. 'Public Relations in India' BY J.M.Kaul.Kolkotta:NayaProkash.
4. 'PR as Communication Management' By CrableE.Richard.Edina,Min: Bellwether Press
5. 'Public Relations: The Profession and the Practice' By Baskin W.Otis, Aronoff E.Croig and Lattimore Dan. Dunuque: Brown & Benchmark.
6. 'Vigyapanaurjansampark' By JaishriJethwaney, RaviShanker and NarendraNath Sarkar. New Delhi: Sagar Publications

DSE COURSE 4b : INTERNATIONAL POLITICS**Course Objectives**

1. To create understanding of the world in historical and contemporary context.
2. To create understanding of the world politics and economics.
3. To impart knowledge of writing on global issues.
4. To inculcate the knowledge of international important developments.
5. To develop the knowledge of India's foreign policy.

Detailed Course**Unit- I**

- 1.1 International Politics : Concept, Definition, Area & Scope
- 1.2 International Politics, Ideology and Balance of Power
- 1.3 Nation- State, National Interest and international Politics
- 1.4 Emergence of Super Powers
- 1.5 The Era of Cold War and Peace Politics

Unit- II

- 2.1 Newly Independent Nation, Birth of NAM
- 2.2 Rise of Communist China
- 2.3 Nuclear Race, Détente and Disarmament
- 2.4 U.S.A. and Third World
- 2.5 Indo US Relations

Unit-III

- 3.1 Basic Principle of India's Foreign Policy (Including Nehru's Contribution)
- 3.2 India, NAM and the Third World
- 3.3 India's Relation with its South Asian Neighbours
- 3.4 Formation of SAARC
- 3.5 Indo-China Relations

Unit –IV

- 4.1 Decline of the Soviet Union,
- 4.2 Rise of Uni-Polar World and Reformation of Power Blocks
- 4.3 Globalization and its Impact on Developing World Including India
- 4.4 India, W.T.O., World Bank & I.M.F
- 4.5 International Bodies: United Nations (UN), UNICEF, UNESCO; UN and Media

Unit –V

- 5.1 Terrorism: New Emerging Challenges
- 5.2 Fundamentalism, Ethnicism, Satellite Invasion, Information war, Technological Aggression
- 5.3 Dominance, Changing Concept of Sovereignty
- 5.4 India's Media Response to International affairs Coverage of Events, Developments. Editorial by National Dailies, Magazines and Journals and Electronic Medium
- 5.5 Non- English Media's Understanding of International Issues and Challenges (Reference, Hindi and Other Prominent Regional Languages, Newspaper)

5.6

Practicals / Assignments

- Submit articles on any ten international contemporary issues.
- Analysis of articles/columns/editorials on international issues of any two national daily newspaper.
- Analysis of articles on international issues of any two national magazines.

Course Outcomes

1. Students will be able to have understanding of the world in historical and contemporary context.
2. Students will be having the understanding of the world politics and economics.
3. Students would have the knowledge of writing on global issues.
4. Students would have the knowledge of international developments.
5. Students will know about India's foreign policy.

Suggested Readings

1. Key Concepts in International Relations -Thomas Diez, Ingvild Bode (Sage)
2. Theory of international politics by Kenneth N. Waltz.
3. Global politics by Juliet Karbo , James Ray.
4. Case studies of articles/reports on international politics of any five international newspapers.
5. Nicholson, M. (2002) International Relations: A Concise Introduction. New York: Palgrave, pp. 1-4.
6. Smith, M. and Little, R. (eds.) (1991) 'Introduction' in Michael Smith, R. Little (eds.) Perspectives on World Politics. New York: Routledge, rpt. 2000, pp. 1-17.
7. Baylis, J. and Smith, S. (eds.) (2008) The Globalization of World Politics. An Introduction to International Relations. 4th edn. Oxford: Oxford University Press, pp. 1-6.

SEC COURSE 4: SOCIAL MEDIA

Course Objectives

1. To provide an understanding of the social media landscape.
2. To gain proficiency in specific uses of various types of social media platforms
3. To provide understanding of etiquette of various social media
4. To understand how to create own presence on social media professionally.
5. To understand basic strategies of brand Management on social media.

Detailed Course

Unit -I

- 1.1 Concept of Information Technology
- 1.2 Growth and development
- 1.3 Use of communication technology
- 1.4 Media convergence
- 1.5 Internet

Unit-II

- 2.1 New Digital Media
- 2.2 Social Media Concept ,Evolutionand Characteristics
- 2.3 Usage of Social Media.
- 2.4 Impact of Social Media
- 2.5 Social Media: Risks and Challenges

Unit-III

- 3.1Social media;Indrodcution; platform
- 3.2OnlineCommunitie
- 3.3Web portals
- 3.4Social Networking sites introduction :
- 3.5 Facebook, Instagram, Linkedin, Pinterest**

Unit-IV

- 4.1 Blogging: Introduction
- 4.2Blog writing (twitter)
- 4.3 Social media marketing
- 4.4 Social media management tools
- 4.5 Social media analytic tools

Unit-V

5.1 News and social media

5.2 Tools for checking on various fake news on social platforms

5.3 Virality and social media (like Troll, meme)

5.4 Cyber laws

5.5 Cyber Ethics and social media

Practicals / Assignments

- Creating Blogs and writing
- Using Twitter for social messages
- Analysis of Professional Facebook pages
- Any assignment given by concerned faculty.

Course Outcomes

1. Students would gain understanding of the concepts of digital and social media.
2. Students would be able to utilize digital social media tools for different developmental activities.
3. Students would be able to gain understanding of cyber ethics.
4. Students will comprehend the functionalities of social media.
5. Students would be able to know about the risks and challenges of digital media world.

Suggested readings

1. Rogers M. Everett, Communication Technology : The New Media Society, The Free Press, Collier Macmillan Publisher, London, 1986.
2. Dizard Wilson Jr. Old Media, New Mass Communication in the information Age, 2nd rd. Longman, New York, 1997.
3. Webster Frank, Theories of the information Society Routledge, New York, 1995.
4. Michael Mandiberg, The Social Media Reader (eBook)
5. AnkitLal ,India Social,Hachette India 2017.
6. Tim Cigelske,Analytics to Action: A Guide to Social Media Measurement ,Amazon Asia-Pacific Holdings Private Limited,2017.
7. <http://shodhganga.inflibnet.ac.in/bitstream/10603/72639/8/chapter%203.pdf>

OE COURSE 2: CURRENT AFFAIRS

Course Objectives

1. To impart the extensive knowledge about general knowledge, general awareness and contemporary activities at local, regional, national and international level about socio – economic issues.
2. To develop the extensive knowledge about general knowledge, general awareness and contemporary activities at local, regional, national and international level about political issues.
3. To inculcate the extensive knowledge about general knowledge, general awareness and contemporary activities at local, regional, national and international level about educational and cultural issues.
4. To impart the extensive knowledge about general knowledge, general awareness and contemporary activities at local, regional, national and international level about religious and spiritual issues.
5. To develop the extensive knowledge about general knowledge, general awareness and contemporary activities at local, regional, national and international level about media-related issues.

Detailed Course

Unit-I

- 1.1 Contemporary activities at local, regional, national and international level about socio –economic issues
- 1.2 General knowledge and general awareness at local level about socio-economic issues
- 1.3 General knowledge and general awareness at regional level about socio-economic issues
- 1.4 General knowledge and general awareness at national level about socio-economic issues
- 1.5 General knowledge and general awareness at international level about socio-economic issues

Unit-II

- 2.1 Contemporary activities at local, regional, national and international level about political issues
- 2.2 General knowledge and general awareness at local level about political issues
- 2.3 General knowledge and general awareness at regional level about political issues
- 2.4 General knowledge and general awareness at national level about socio-economic issues
- 2.5 General knowledge and general awareness at international level about socio-economic issues

Unit-III

- 3.1 Contemporary activities at local, regional, national and international level about educational and cultural issues
- 3.2 General knowledge and general awareness at local level about educational and cultural issues
- 3.3 General knowledge and general awareness at regional level about educational and cultural issues
- 3.4 General knowledge and general awareness at national level about educational and cultural issues
- 3.5 General knowledge and general awareness at international level about educational and cultural issues

Unit-IV

4.1 Contemporary activities at local, regional, national and international level about religious and spiritual issues

4.2 General knowledge and general awareness at local level about religious and spiritual issues

4.3 General knowledge and general awareness at regional level about religious and spiritual issues

4.4 General knowledge and general awareness at national level about religious and spiritual issues

4.5 General knowledge and general awareness at international level about religious and spiritual issues

Unit-V

5.1 Contemporary activities at local, regional, national and international level about media-related issues

5.2 General knowledge and general awareness at local level about media-related issues

5.3 General knowledge and general awareness at regional level about media-related issues

5.4 General knowledge and general awareness at national level about media-related issues

5.5 General knowledge and general awareness at international level about media-related issues

Practical /Assignments

- Practicing and making assignments of general knowledge, general awareness, current affairs and contemporary activities of local, regional, national and international level of social, economic, political, educational, cultural, religious, spiritual and media-related issues from the latest monthly competitive magazines of standard publications like Competition Success Review, Pratiyogita Darpan (English), Pratiyogita Darpan (Hindi), etc.
- Reading editorials of standard newspapers of either English or Hindi and writing a summary of it for the proper understating of current general awareness.
- Analysing special articles published on the editorial or op-ed pages and then chalking out it striking points for better understanding of contemporary activities of the above-mentioned levels and said issues.

Course Outcomes

1. Students would be able to impart the extensive knowledge about general knowledge, general awareness and contemporary activities at local, regional, national and international level about socio –economic issues.
2. Students would be able to develop the extensive knowledge about general knowledge, general awareness and contemporary activities at local, regional, national and international level about political issues
3. Students would be able to inculcate the extensive knowledge about general knowledge, general awareness and contemporary activities at local, regional, national and international level about educational and cultural issues.
4. Students would be able to impart the extensive knowledge about general knowledge, general awareness and contemporary activities at local, regional, national and international level about religious and spiritual issues.
5. Students would be able to develop the extensive knowledge about general knowledge, general awareness and contemporary activities at local, regional, national and international level about media related issues.

Suggested Readings

1. 'Arihant Current Affairs' (Latest edition) 'Basic General Knowledge' (Latest edition). By V.V.K. Subburaj. Publication of Sura College Competetion.
2. 'Basic General Knowledge' (Latest edition). By V.V.K. Subburaj. Publication of Sura College Competetion.
3. 'General Knowledge' (Latest edition): India & World. By Saumya Ranjan Behera. Maxcurious Publications
4. 'General Knowledge' (Latest edition) By Manohar Pandey (Online publication).
5. 'Manorama' (Latest edition) .

7. TEACHING LEARNING METHODOLOGIES (TLM)

Teaching Learning Methodologies (TLM):

The learning Outcomes -based Approach requires that the Teaching Learning Methodologies should be instrumental in attaining the following well defined learning outcomes relating to undergraduate programme in Mass communication & Journalism :

1. The outcome-based approach, specially in the context of BA(JMC) requires a significant shift from teacher-centric to learner-centric pedagogies and from one-way passive to two-way participatory approach.

2. Both teaching and learning should be based on critical thinking.

3. Every programme of BA(JMC) should lend itself to well-structured and sequenced acquisition of knowledge and skills.

4. Practical knowledge including an appreciation of the link between theory and practical should constitute an important aspect of the Teaching Learning Methodologies.

5 Teaching Learning Methodologies guided by such a framework, should include:

(a) Lectures supported by group tutorial work, practical and field-based learning.

(b) The use of prescribed text-books, e-learning resources and other indispensable study materials.

(c) Relevant, useful and applicable project work in which some of them may be team-based.

(d) Activities be designed to develop generic/transferable and subject-specific skills.

(e) Internship of media or communication-related fields.

(f) Regular and frequent visits to field sites and industries.

(g) Availability of primary research facilities.

8. ASSESSMENT AND OUTCOME MEASUREMENT METHODS (AOMM)

8.1.UGC Guidelines on Adoption of Choice Based Credit System (CBCS):

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the the curriculum, syllabi and teaching-learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

8.2. Applicability of The Grading System

These guidelines shall apply to all undergraduate and postgraduate level degree, diploma and certificate programmes under the credit system awarded by the Central, State and Deemed to be universities in India.

8.3.Definitions Of Key Words:

- 1. Academic Year:** Two consecutive (one odd + one even) semesters constitute one academic year.
- 2. Choice Based Credit System (CBCS):** The CBCS provides choice for students to select from the prescribed courses (core, elective or minor or soft skill courses).
- 3. Course:** Usually referred to, as 'papers' is a component of a programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise lectures/ tutorials/laboratory work/ field work/ outreach activities/ project work/ vocational training/viva/ seminars/ term papers/assignments/ presentations/ self-study etc. or a combination of some of these.

4. **Credit Based Semester System (CBSS):** Under the CBSS, the requirement for awarding a degree or diploma or certificate is prescribed in terms of number of credits to be completed by the students.
5. **Credit Point:** It is the product of grade point and number of credits for a course.
6. **Credit:** A unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.
7. **Cumulative Grade Point Average (CGPA):** It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.
8. **Grade Point:** It is a numerical weight allotted to each letter grade on a 10-point scale.
9. **Letter Grade:** It is an index of the performance of students in a said course. Grades are denoted by letters O, A+, A, B+, B, C, P and F.
10. **Programme:** An educational programme leading to award of a Degree, diploma or certificate.
11. **Semester Grade Point Average (SGPA):** It is a measure of performance of work done in a semester. It is ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.
12. **Semester:** Each semester will consist of 15-18 weeks of academic work equivalent to 90 actual teaching days. The odd semester may be scheduled from July to December and even semester from January to June.
13. **Transcript or Grade Card or Certificate:** Based on the grades earned, a grade certificate shall be issued to all the registered students after every semester. The grade certificate will display the course details (code, title, number of credits, grade secured) along with SGPA of that semester and CGPA earned till that semester.

8.4. Semester System and Choice Based Credit System

The Indian Higher Education Institutions have been moving from the conventional annual system to semester system. Currently many of the institutions have already introduced the choice based credit system. The semester system accelerates the teaching-learning process and enables vertical and horizontal mobility in learning. The credit based semester system provides flexibility in designing curriculum and assigning credits based on the course content and hours of teaching. The choice based credit system provides a 'cafeteria' type approach in which the students can take courses of their choice, learn at their own pace, undergo additional courses and acquire more than the required credits, and adopt an interdisciplinary approach to learning. It is desirable that the HEIs move to CBCS and implement the grading system.

8.5. Types Of Courses

1. **Core Course** (14 for honours courses; 4 discipline specific papers each for regular courses and 2 papers each for English and Hindi/MIL in B.A.): The papers under this category are going to be taught uniformly across all universities with 30% deviation proposed in the draft. The purpose of fixing core papers is to ensure that all the institutions follow a minimum common curriculum so that each institution/university adheres to common minimum standard. Also the course designed for papers under this category aim to cover the basics that a student is expected to imbibe in that particular discipline. A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. Elective Course: Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

2.1 Discipline Specific Elective (DSE) Course (4 for honours courses and 2 each for regular courses): Elective courses offered under the main discipline/subject of study is referred to as Discipline Specific Elective. The list provided under this category are suggestive in nature and each University has complete freedom to suggest their own papers under this category based on their expertise, specialization, requirements, scope and need. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

2.2 Dissertation/Project*: An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.

2.3 Generic Elective (GE) Course (4 for honours courses and 2 each for B.A. regular courses): An elective course chosen from an unrelated discipline/subject, with an intention to seek exposure beyond discipline/s of choice is called a Generic Elective. The purpose of this category of papers is to offer the students the option to explore disciplines of interest beyond the choices they make in Core and Discipline Specific Elective papers. The list provided under this category are suggestive in nature and each University has complete freedom to suggest their own papers under this category based on their expertise, specialization, requirements, scope and need. An elective may be "Discipline centric" or may be chosen from an unrelated discipline. It may be called an "Open Elective."

3. Ability Enhancement Courses (AEC): The Ability Enhancement (AE) Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement; i. Environmental Science and ii. English/Hindi/MIL Communication. These are mandatory for all disciplines. SEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

3.1 Ability Enhancement Compulsory Courses (AECC): Environmental Science, English Communication /Hindi Communication/MIL Communication.

3.2 Skill Enhancement Courses (SEC) (minimum 2 for honours courses and 4 for regular courses): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge and should contain both theory and lab/hands-on/training/field work. The main purpose of these courses is to provide students life-skills in hands-on mode so as to increase their employability. The list provided under this category are suggestive in nature and each University has complete freedom to suggest their own papers under this category based on their expertise, specialization, requirements, scope and need.

4. **Practical/tutorials** (One each with every core and discipline/generic specific elective paper): The list of practical provided is suggestive in nature and each university has the freedom to add/subtract/edit practical from the list depending on their faculty and infrastructure available. Addition will however be of similar nature.

8.6. Examination and Assessment

The HEIs are currently following various methods for examination and assessment suitable for the courses and programmes as approved by their respective statutory bodies. In assessing the performance of the students in examinations, the usual approach is to award marks based on the examinations conducted at various stages (sessional, mid-term, end-semester etc.,) in a semester. Some of the HEIs convert these marks to letter grades based on absolute or relative grading system and award the grades. There is a marked variation across the colleges and universities in the number of grades, grade points, letter grades used, which creates difficulties in comparing students across the institutions. The UGC recommends the following system to be implemented in awarding the grades and CGPA under the credit based semester system.

8.6.1 Letter Grades and Grade Points:

- i. Two methods -relative grading or absolute grading– have been in vogue for awarding grades in a course. The relative grading is based on the distribution (usually normal distribution) of marks obtained by all the students of the course and the grades are awarded based on a cut-off marks or percentile. Under the absolute grading, the marks are converted to grades based on pre-determined class intervals. To implement the following grading system, the colleges and universities can use any one of the above methods.
- ii. The UGC recommends a 10-point grading system with the following letter grades as given below:

Table 1: Grades and Grade Points

Letter Grade	Grade Point
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

Percentage to Grades and Grade Point

Letter grade	Numerical grade	Formula
O (outstanding)	10	$m \leq \bar{X} + 2.5 o$
A+ (Excellent)	9	$\bar{X} + 2.0 o \leq m \in \bar{X} + 2.5 o$
A (Very Good)	8	$\bar{X} + 1.5 o \leq m \in \bar{X} + 2.0 o$
B+ (Good)	7	$\bar{X} + 1.0 o \leq m \in \bar{X} + 1.5 o$
B (Above average)	6	$\bar{X} \leq m \in \bar{X} + o$
C (Average)	5	$\bar{X} - 0.5 o \leq m \in \bar{X}$
D (Pass)	4	$\bar{X} - o \leq m \in \bar{X} - 0.5 o$
F (Fail)	0	$m \in \bar{X} - o$
Ab (Absent)	0	

* Minor variations may be adjusted by the individual institution

- iii. A student obtaining Grade F shall be considered failed and will be required to reappear in the examination.
- iv. For non credit courses 'Satisfactory' or "Unsatisfactory" shall be indicated instead of the letter grade and this will not be counted for the computation of SGPA/CGPA.
- v. The Universities can decide on the grade or percentage of marks required to pass in a course and also the CGPA required to qualify for a degree taking into consideration the recommendations of the statutory professional councils such as AICTE, MCI, BCI, NCTE etc.,
- vi. The statutory requirement for eligibility to enter as assistant professor in colleges and universities in the disciplines of arts, science, commerce etc., is a minimum average mark of 50% and 55% in relevant postgraduate degree respectively for reserved and general category. Hence, it is recommended that the cut-off marks for grade B shall not be less than 50% and for grade B+, it should not be less than 55% under the absolute grading system. Similarly cut-off marks shall be fixed for grade B and B+ based on the recommendation of the statutory bodies (AICTE, NCTE etc.,) of the relevant disciplines.

8.6.2. Fairness in Assessment:

Assessment is an integral part of system of education as it is instrumental in identifying and certifying the academic standards accomplished by a student and projecting them far and wide as an objective and impartial indicator of a student's performance. Thus, it becomes bounden duty of a University to ensure that it is carried out in fair manner. In this regard, UGC recommends the following system of checks and balances which would enable Universities effectively and fairly carry out the process of assessment and examination.

- i. In case of at least 50% of core courses offered in different programmes across the disciplines, the assessment of the theoretical component towards the end of the semester should be undertaken by external examiners from outside the university conducting examination, who may be appointed by the competent authority. In such courses, the question papers will be set as well as assessed by external examiners.
- ii. In case of the assessment of practical component of such core courses, the team of examiners should be constituted on 50 – 50 % basis. i.e. half of the examiners in the team should be invited from outside the university conducting examination.
- iii. In case of the assessment of project reports / thesis / dissertation etc. the work should be undertaken by internal as well as external examiners.

8.7. Computation of SGPA And CGPA

The UGC recommends the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

- i. The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e.

$$SGPA (S_i) = \frac{\sum (C_i \times G_i)}{\sum C_i}$$
 where C_i is the number of credits of the i th course and G_i is the grade point scored by the student in the i th course.
- ii. The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

$$CGPA = \frac{\sum (C_i \times S_i)}{\sum C_i}$$
 where S_i is the SGPA of the i th semester and C_i is the total number of credits in that semester.
- iii. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

8.8. Illustration of Computation of SGPA and CGPA and Format for Transcripts

B.A. (JMC) Course

Course	Credit	Grade Letter	Grade Point	Credit Point (Credit X Grade)	SGPA (Credit Point/Credit)
Semester I					
CC1	06	A	8	48	
CC2	06	B	6	36	
CC3	06	A	8	48	
AECC-1a or 1b or 1c	04	B+	7	28	
Total	22			160	7.27
Semester II					
CC4	06	A+	9	54	
CC5	06	B+	7	42	
CC6	06	B+	7	42	
AECC-2	04	B	6	24	
Total	22			162	7.36
Semester III					
CC7	06	B	6	36	
CC8	06	A	8	48	
CC9	06	B	6	36	
SEC-1	04	A	8	32	
Total	22			152	6.91
Semester IV					
CC10	06	B+	7	42	
CC11	06	A+	9	54	
CC12	06	A	8	48	

SEC-2	04	B	6	24	
Total	22			168	7.63
Semester V					
SEC-3	04	A+	9	36	
DSE-1a or 1b	06	A	8	48	
DSE-2a or 2b	06	A+	9	54	
GE-1	06	A+	9	54	
Total	22			192	8.73
Semester VI					
SEC-4	04	A+	9	36	
DSE-3	06	B	6	36	
DSE-4a or 4b	06	A	8	48	
GE-2	06	A	8	48	
Total	22			168	7.63
CGPA					
Grand Total	132			1002	7.59 (1002/132)

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
Credit: 22; SGPA: 7.27	Credit: 22; SGPA: 7.36	Credit: 22; SGPA: 6.91	Credit: 22; SGPA: 7.63	Credit: 22; SGPA: 8.73	Credit: 22; SGPA: 7.63

Thus, **CGPA** = $(22 \times 7.27 + 22 \times 7.36 + 22 \times 6.91 + 22 \times 7.63 + 22 \times 8.73 + 22 \times 7.63) / 132 = 7.59$

*Transcript (Format): Based on the above recommendations on Letter grades, grade points and SGPA and CCPA, the HEIs may issue the transcript for each semester and a consolidated transcript indicating the performance in all semesters.

9. TEACHERS' TRAINING

Learning Outcomes Based Curriculum Framework (LOCF) Quality initiative of UGC based on Outcome Based Education (OBE) is being implemented by the University Grants Commission to enhance the Quality of Higher Education and that of Higher Education Learners and Teachers. Therefore, it is very essential to provide and appropriate training, Orientation and refresher programme/workshops to train college and university teachers in the following areas:

1. Workshops for LOCF implementation.
2. Outcome based higher education and understanding the learning objectives, learning outcomes, new approaches in the area of outcome measurement, preparing future ready teachers and students.
3. Developing a battery of quality speakers/educators to become resource persons to play role for Training of Trainers (TOT)

10. KEY WORDS:

- LOACPD LOCF
- POEs
- PLOs
- GAs
- TLM
- AOMM
- TT
- OBE
- TOT
- QDs
- ILO
- (CLOSO)

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