



**HSNC University Mumbai**

(2021-2022)

Ordinances and Regulations

For

Choice Based Credit System

(CBCS)

For the Program Under the Department of Mass Media

in

**The Faculty of Humanities**

For the subject

**Bachelor of Arts in Multimedia and Mass Communication**

**(B.A.M.M.C)**

With effect from the Academic year

2022-2023

**Semester V & Semester VI**

## Section A

### Outline of Choice Based Credit System as outlined by University Grants Commission:

**R. 10001: The Definitions of The Key Terms used in the Choice Based Credit System introduced from The Academic Year 2020-2021 are as under:**

1. **Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. **Elective Course:** 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:** Elective courses offered by the main discipline/subject of study is referred to as Discipline Specific Elective.

The University/Institute may also offer discipline related Elective courses of **interdisciplinary** in 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 her/his own with an advisory support by a teacher/faculty member is called dissertation/project. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

2.3 **Generic Elective (GE) Course:** An elective course chosen from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

3. **Ability Enhancement Courses (AEC):** The Ability Enhancement 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; SEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.



## **Choice Base Credit System**

CBCS allows students to choose inter-disciplinary, intra-disciplinary courses, skill-oriented papers (even from other disciplines according to their learning needs, interests and aptitude) and provides more flexibility for the students.

### **Program:**

A Program is a set of course that are linked together in an academically meaningful way and generally ends with the award of a Degree Certificate depending on the level of knowledge attained and the total duration of study.

### **Course:**

A 'course' is essentially a constituent of a 'program' and may be conceived of as a composite of several learning topics taken from a certain knowledge domain, at a certain level. All the learning topics included in a course must necessarily have academic coherence, i.e. there must be a common thread linking the various components of a course. A number of linked courses considered together are in practice, a 'program'.

### **Bridge Course:**

Bridge course is visualized as Pre semester preparation by the learner before commencement of the regular lectures. For each semester the Module, whose knowledge is considered as essential for effective and seamless learning in the Semester, will be specified. The Bridge Course can be conducted in online mode. The Online content can be created for the Bridge Course Modules.

### **Module and Module:**

A course which is generally an independent entity having its own separate identity, is also often referred to as a 'Module' in today's parlance, especially when we refer to a 'modular curricular structure'. A module may be studied in conjunction with other learning modules or studied independently. A topic within a course is treated as a Module. Each course should have exactly 5 Modules.

### **Self-Learning:**

**20% of the topics will be marked for Self-Learning.** Topics for Self-Learning are to be learned independently by the student, in a time-bound manner, using online and offline resources including online lectures, videos, library, discussion forums, field work, internships etc.

Evaluative sessions (physical/online), equivalent to the credit allocation of the Self Learning topics, shall be conducted, preferably, every week for each course. Learners are to be evaluated real time during evaluative sessions. The purpose of evaluative sessions is to assess the level of the students' learning achieved in the topics earmarked for Self-Learning.

The teacher's role in these evaluative sessions will be that of a Moderator and Mentor, who will guide and navigate the discussions in the sessions, and offer concluding remarks, with proper reasoning on the aspects which may have been missed by the students, in the course of the Self-Learning process.

The modes to evaluate self-learning can be a combination of the various methods such as written reports, handouts with gaps and MCQs, objective tests, case studies and Peer learning. Groups can be formed to present self-learning topics to peer groups, followed by Question-and-Answer sessions and open discussion. The marking scheme for Self-Learning will be defined under Examination and Teaching.

The topics stipulated for self-learning can be increased or reduced as per the recommendations of the Board of Studies and Academic Council from time to time. All decisions regarding evaluation need to be taken and communicated to the stakeholders preferably before the commencement of a semester. Some exceptions may be made in exigencies, like the current situation arising from the lockdown, but such ad hoc decisions are to be kept to the minimum possible.

**Credit Point:**

Credit Point refers to the 'Workload' of a learner and is an index of the number of learning Lectures deemed for a certain segment of learning. These learning Lectures may include a variety of learning activities like reading, reflecting, discussing, attending lectures / counseling sessions, watching especially prepared videos, writing assignments, preparing for examinations, etc. Credits assigned for a single course always pay attention to how many Lectures it would take for a learner to complete a single course successfully. A single course should have, by and large a course may be assigned anywhere between 2 to 8 credit points wherein 1 credit is construed as corresponding to approximately 30 to 40 learning Lectures.

**Credit Completion and Credit Accumulation:**

Credit completion or Credit acquisition shall be considered to take place after the learner has successfully cleared all the evaluation criteria with respect to a single course. Thus, a learner who successfully completes a 4 CP (Credit Point) course may be considered to have collected or acquired 4 credits. learner level of performance above the minimum prescribed level (viz. grades / marks obtained) has no bearing on the number of credits collected or acquired. A learner keeps on adding more and more credits as he completes successfully more and more courses. Thus, the learner 'accumulates' course wise credits.

**Credit Bank:**

A Credit Bank in simple terms refers to stored and dynamically updated information regarding the number of Credits obtained by any given learner along with details regarding the course/s for which Credit has been given, the course-level, nature, etc. In addition, all the information regarding the number of Credits transferred to different programs or credit exemptions given may also be stored with the individual's history.

**Credit Transfer:**

(Performance transfer) When a learner successfully completes a program, he/she is allowed to transfer his/her past performance to another academic program having some common courses and Performance transfer is said to have taken place.

**Course Exemption:**

Occasionally, when two academic programs offered by a single university or by more than one university, may have some common or equivalent course-content, the learner who has already completed one of these academic programs is allowed to skip these 'equivalent' courses while registering for the new program. The Learner is 'exempted' from 'relearning' the common or equivalent content area and from re-appearing for the concerned examinations. It is thus taken for granted that the learner has already collected in the past the credits corresponding to the exempted courses.

**Note: The Ordinances and Regulations given below are applicable to Program of Humanities under faculty of Mass Media, unless and otherwise specified.**

**O. 1**

Minimum duration of the BAMMC programme will be of 3 years in the Semester pattern i.e. from Sem. I to Sem. VI.

The degree will be awarded to a learner who successfully completes 120 credits of the programme in period of 3 to 6 years from the year of enrollment to semester VI.

If a learner does not earn 120 credits in 12 semesters from the year of enrolment to semester I, he/she may at his/her option transfer his/her performance in the existing/new program after establishing equivalence between old and new syllabus. Such a performance transfer will be decided by the Board of Studies / Ad-hoc Board / Ad hoc Committee of the concerned subject. The admission to the program will be governed by the existing rules

**O\*\*\*\*\*The fees for transfer of credits or performance will be based on number of credits that a learner has to complete for award of the degree.**

**R10002**Credits earned at one institution for one or more courses under a given program will be accepted under another program either by the same institution or another institution either through Direct Performance Transfer or Course exemption.

**R10003TheScheme of Teaching and Examination:**

The Scheme of Teaching and Examination shall be divided into THREE components, SELF LEARNING, Internal assessment and External assessment (semester end examination) for each course of the program.

1) **SELF LEARNING** Assessment. Some methodology has been described in Definition of Self Learning. However Subject Teacher is authorized to devise newer methods of evaluation, which must essentially be documented and circulated through mail or written circular to the learners at least 7 days prior to its implementation. 10% of the marks shall be allocated for Self-Learning assessment.

2) **Internal Assessment** includes Assignments, Seminars, Core Practical, Practical, Commutative Test, Practical Record, Module Tests etc. Subject Teacher is authorized to devise newer methods of evaluation, which must essentially be documented and circulated through mail or written circular to the learners at least 7 days prior to its implementation. For each course, there is a passing minimum for internal Assessment as 40% (12 out of 30 marks).

3) **Semester End Examination** 60% (24 out of 60 will be passing marks) overall 40% (40 out of 100 will be passing marks).

## Section B

### R. 20001 Passing Standard and Performance Grading:

#### PASSING STANDARD:

The learners to pass a course shall have to obtain a minimum of 40% marks in aggregate for each course where the course consists of Internal Assessment & Semester End Examination. The learners shall obtain minimum of 30% marks (i.e. 12 out of 30) in the Internal Assessment and 70% marks in Semester End Examination (i.e. 24 Out of 60) separately, to pass the course and minimum of Grade E in each project, wherever applicable, to pass a particular semester. A learner will be said to have passed the course if the learner passes the Internal Assessment & Semester End Examination together.

#### PERFROMANCE GRADING:

The Performance Grading of the learners shall be on the TEN-point ranking system as under:

Grade	Marks Grade	Points
O+	90 & above	10
O	80 to 89.99	9
A+	70 to 79.99	8
A	65 to 69.99	7
B+	60 to 64.99	6
B	55 to 59.99	5
C	50 to 54.99	4
D	45 to 49.99	3
E	40 to 44.99	2
F	(Fail) 39.99 & below	1

The performance grading shall be based on the aggregate performance of Internal Assessment and Semester End Examination.

R.20002 Carry Forwards of Marks: In Case of A Learner Who Fails In The Internal Assessment And /Or Semester End Assessment In One Or More Subjects:

1) A learner who PASSES in the Internal Examination but FAILS in the Semester End Examination of the course shall re-appear for the Semester End Examination of that course. However, his/her marks of the Internal Examinations shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.

2) A learner who PASSES in the Semester End Examination but FAILS in the Internal Assessment of the course shall re-appear for the Internal Examination of that course. However, his/her marks of the Semester End Examination shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.

**R. 20003 ALLOWED TO KEEP TERMS (ATKT):**

a. A learner shall be allowed to keep term for Semester II irrespective of number of heads of failure in the Semester I.

b. A learner shall be allowed to keep term for Semester III if he/she passes each of Semester I and Semester II

**OR**

A learner who fails in not more than two courses of Semester I and Semester II taken together.

c. A learner shall be allowed to keep term for Semester IV irrespective of number of heads of failure in Semester III. However, the learner shall pass each course of Semester I and Semester II in order to appear for Semester IV.

d. A learner shall be allowed to keep term for Semester V if he/she passes Semester I, Semester II, Semester III and Semester IV

**OR**

Learner shall pass Semester I and Semester II and fails in not more than two courses of Semester III and Semester IV taken together.

e. A learner shall be allowed to keep term for Semester VI irrespective of number of heads of failure in the Semester V. However, the learner shall pass each course of Semester III and Semester IV in order to appear for Semester VI.

f. The result of Semester VI of a learner, in regular program, shall be kept in abeyance until the learner passes each of Semester I, Semester II, Semester III, Semester IV and Semester V.

g. The result of Semester VI of a learner, in Honours program, shall be kept in abeyance until the learner passes each of Semester I, Semester II, Semester III, Semester IV and Semester V and additional.

**R.20004 ADDITIONAL EXAMINATION:**

**INTERNAL ASSESSMENT:**

**Eligibility norms to appear for the additional class test or assignment or project for learners who remained absent:**



a. The learner must apply to the Head of the Institution / School / Department giving the reason(s) for absence within 8 days of the conduct of the examination along with the necessary documents and testimonials.

b. If the learner is absent, on sanctioned leave from head of Institution / School / Department, for participation in Inter Collegiate events, State or National or International level events, Training camp or coaching camp organized by authorized university or state or national or international bodies, NSS / NCC Events / Camps / cultural activities / sports activities / research festival or any other activities authenticated by the head of the institution, the head of the Institution shall generally grant permission to the learner to appear for the additional class test or assignment.

c. The Head of the Institution, on scrutiny of the documents and testimonials, may grant the permission to the learner to appear for the additional examination.

#### **Class test or assignment for Internal Assessment:**

a. A learner who is absent for the class test and for all the assignment/s will be declared fail in the Internal Assessment Scheme.

b. A learner who is absent for the class test and has appeared for all the assignment/s will be allowed to appear for the additional class test

c. A learner who has appeared for the class test but remains absent for all the assignment/s will be allowed to appear for only one additional assignment.

d. A learner who is absent for the class test or one assignment as the case may be the learner will be allowed to appear for the additional class test/assignment.

The Additional Class Test (or viva examination) or Assignment must be conducted 15 days prior to the commencement of the Semester End Examination after following the necessary procedure and completing the formalities.

#### **SEMESTER END EXAMINATIONS**

##### **Eligibility to Appear for Additional Semester End Examination:**

a. A learner who does not appear i.e. remains absent in some or all the courses on medical grounds or for representing the college / university in sports, cultural activities, activities of NSS, NCC or sports training camps conducted by recognized bodies / competent authorities or for any other reason which is considered valid under exceptional circumstances and to the satisfaction of the Principal or the Head of the Institute OR fails in some or all the subjects is eligible to appear for the additional examination.

A learner who does not appear for both the Internal Assessment and Semester End Examination shall not be eligible to appear for the additional Semester End Examination.

The additional Semester End Examination shall be of two and half Lectures duration and of 70 marks. The learner shall appear for the course of the Semester End Examination for which he/she was absent or has failed.

#### **MODE OF CONDUCT OF SEMESTER END ADDITIONAL EXAMINATION:**

a) There will be one additional examination for semester I, II, III and IV for those who have failed or remained absent.

b) The absent learner will be allowed to appear for the examination by the head of the institution after following the necessary formalities subject to the reasons to the satisfaction of the head of the institution.

c) This examination will be held 20 days after the declaration of results but not later than 40 days.

### **PROJECT EVALUATION**

1. A learner who PASSES IN ALL THE COURSES BUT DOES NOT secure minimum grade of E in project as applicable has to resubmit a fresh project till he/she secures a minimum of grade E.

2. The credits and grade points secured by him/her in the other courses will be carried forward and he/she shall be entitled for grade obtained by them on passing of all the courses.

3. The evaluation of project and viva/voce examination shall be done by marks only and then it will be converted into grade in the Ten-point scale and award the same to the learner.

4. A learner shall have to obtain minimum of grade E (or its equivalent marks) in project evaluation and viva/voce taken together to obtain 30% marks in project work.

### **R.\*\*\*\*: Grade Cum Marks Cards:**

The result gazette and the format of the Grade Cards for the semesters conducted by colleges on behalf of the University will be uniform for all the Colleges / Institutions as indicated in the manual for the faculty.

### **R.\*\*\*: Semester wise Credit allocation:**

Course	Sem-I	Sem-II	Sem-III	Sem-IV	Sem-V	Sem-VI	Total credit
BAMMC	20	20	20	20	20	20	120

**R.\*\*\*\*\* GRACING:** The gracing shall be carried out as per existing ordinances of the University in force.

### **R.\*\*\*\* Question Papers Setting, Assessment Pattern:**

1. The question papers shall be set and assessed by the teacher, teaching the course. If the course is taught by more than one teacher, the question paper shall preferably be set jointly and assessment of the sections / questions shall be done by the respective teacher.

2. The College authorities may request the teachers from other institutes teaching the course to set the question paper and/or assess the answer papers. However, for such actions the university authorities may seek proper reasons and justifications from the concerned Head of the Institute.

3. The question paper set by the college in different courses shall be forwarded to the University within 15 days of the declaration of the results for the semester for being placed before the respective Board of Studies, which shall report their observations to the Academic Council and inform the observations of the Board and the Academic Council to the concerned colleges.

**R.\*\*\*\* Centralized Assessment:**

The entire work of assessment of the answer papers at the Semester End Examinations shall be centralized within the premises of the concerned college as per the provisions of the University Act and shall be open to inspection by the University. The College can appoint a Committee of 5 members to plan and conduct the CAP Center to ensure smooth, efficient and effective conduct of CAP and Completion of the Assessment.

**R.\*\*\*\* Verification and Revaluation:**

Shall be as per the existing ordinances and regulation / & Vice Chancellor's Directive of the University.

**R.\*\*\*\* Ex-student:** Learners who are declared failed, on account of failure at the Internal Assessment and/or Semester End Examinations or who have been allowed to keep terms for the higher class shall appear as ex-student for the Internal Assessment and/or the Semester End Examination in the failed course at the examinations held by their respective college. Examination for the ex-students will be held at least 15 days prior to the Semester End Examination of the next Semester as per the pattern of the course in the respective (failed) semester examination. The examinations for the ex-students shall be held in every semester.

**R.\*\*\*\* College Examination Committee:** The College Examination Committee shall consist of not more than 10 members, nominated by the Principal / Head of the Institute. One of the members shall be the Chairman of the Committee. The Committee will act as the custodian and shall be In-charge of all the matters pertaining to the Internal Assessment, Semester End Examination of regular as well as ex-students for all the examination at Semester I to IV and for the Internal Assessment for Semester V and VI including preparation of time table, setting of the question paper, arrangement for assessment of the answer books, the declaration of the results, attending to and resolving the grievances/queries of the learners which are not part of Unfair Means Inquiry Committee, keeping records of the assessment of all the assessments and examinations, scrutiny of the student's eligible to appear for the additional examination and any other matter pertaining to the conduct of the additional and examination for the ex-students. The committee shall work as per the rules & regulation of the University and under the superintendent of the Principal/ Head of the Institution but as per direction of University Examination authority from time to time.

**R.\*\*\*\* College Unfair Means Inquiry Committee:** The College Unfair Means Inquiry Committee as per the prevailing ordinances of the University. The term of the committee shall be for five years subject to the provision of the Maharashtra Universities Act. The proceedings and working of the committee shall be maintained in the form of documents and minutes.

**R.\*\*\*\* Sets of Question papers:** Three different sets of question papers shall be drawn with the model answer paper and assessment scheme per course for every Semester End Examination one of which shall be used for

the regular examination, the second set can be used for the additional examination and the third set can be used for the examination for the ex-student. Similarly, two sets of question papers shall be drawn for every test/assignment conducted per course one of which shall be used for the examination and the other for the additional examination.

**R.\*\*\*\* Remuneration to Paper Setters / Examiners / Teaching and Non-**

**Teaching Staff:** The remuneration payable to the paper setters and examiners will be as prescribed by the University Statute from time to time. The remuneration payable to the teaching and non-teaching staff appointed for the conduct of the examinations will be as per the rates prescribed by the University for the conduct of the Third Year Examinations by the University in the concerned faculty

**R.\*\*\*\*\* GRACING:** The gracing shall be carried out as per existing ordinances of the University in force

**O.\*\*\*\*\*: - Grace Marks passing in each head of passing:** Grace Marks passing in each course/ head of passing (Theory/ Practical/ Oral/ Sessional/ TW/ External / Semester End Exam / Internal Assessment) The examinee shall be given the benefit of grace marks only for passing in each course / head of passing (Theory / Practical / Oral / Sessional/ TW) in External / Semester End Examination or Internal Examination Assessment as follows:

Head of Passing	Grace Marks Upto
Upto- 50	2
051 - 100	3
101 - 150	4
151 - 200	5
201 - 250	6
251 - 300	7
301 - 350	8
351 - 400	9
401and above	10

Provided that the benefit of such gracing marks given in FMM courses head of passing shall not exceed 1% of the aggregate marks in that examination. Provided further that the benefit of gracing of marks under this Ordinance, shall be applicable only if the candidate passes the entire examination of semester / year. Provided further that this gracing is concurrent with the rules and guidelines of the UGC.

**O.\*\*\*\*\*: -Grace Marks for getting Higher Class / Grade**

A candidate/learner who passes in all the subjects / courses and heads of passing in the examination without the benefit of either gracing or condonation rules and whose total number of marks falls short for securing Second Class /Higher Second Class/ First Class or next Higher Grade by marks not more 1% of the aggregate marks of that examination or up to 10 marks, whichever is less, shall be given the required marks to get the next higher or grade as the case may be.

Provided that benefits of above-mentioned grace marks shall not be given, if the candidate fails to secure necessary passing marks in the aggregate course / head of passing also, if prescribed, in the examination concerned.

Provided further, that benefits of above-mentioned grace marks shall be given to the candidate for such examination/s only for which provision of award of Class / Grade has been prescribed.

Provided further that this gracing is concurrent with the rules and guidelines of the UGC.

**O.\*\*\*\*Grace Marks for getting distinction / Grade 'O' in the subject / course only.**

A candidate/learners who passes in all the Courses or Subjects/ Heads of passing in the examination without benefit of either gracing or condonation rules and whose total number of marks in the courses/ subject/s falls short by not more than three marks for getting Grade 'O' / distinction in the courses / subject/s respected shall be given necessary grace marks up to three (03) in maximum two subjects, courses subject to maximum 1% of the total marks of that Head of Passing whichever is more, in a given examination.

Provided that benefits of above-mentioned grace marks shall not be given to the candidate only for such examination/s for which provision for distinction in a course /subject has been prescribed.

**O. \*\*\*\*\* Condonation**

If a candidate/learner fails in only one course/ head of passing, having passed in all other courses/ heads of passing, his/her deficiency of marks in such head of passing may be condoned by not more than 1% of the aggregate marks of the examination or 10% of the total number of marks of that course / head of passing in which he/she is failing, whichever is less. However, condonation, whether in one head of passing or aggregate head of passing be restricted to maximum up to 10 marks only.

Condonation of deficiency of marks be shown in the Grade Card/ Statement of Marks in the form of asterisk and Ordinance number. Provided that this condonation of marks is concurrent with the rules and guidelines of UGC.

**O.\*\*\*\*\* Moderation**

1. The Moderation System shall be application to all the faculties for Under Graduate and Post Graduate Semester End Examination / External Theory Examination.
2. 100% moderation of the answer book shall be carried out in the case of candidates failing by 10% of marks of the aggregate marks of that course / paper.
3. In case of FMM course, 100% moderation shall be carried out in case of candidates obtaining 70% and above marks or Grade 'O'.
4. The moderation of answer books of at least 5% of total number of candidates obtaining marks between Grade 'E' / minimum passing marks and marks required for Grade 'A' and above First Class/ distinction shall be carried out on random sample basis.
5. One moderator shall be appointed per five examiners. However, Chairman, Board of paper setters will act as the moderator, where there are less than five examiners.
6. Moderation work shall be carried out simultaneously with the central assessment of answer books at CAPs.
7. Where marks awarded by the moderator vary from those awarded by original examiner, the marks awarded by the moderator shall be taken as final.
8. University shall formulate detailed scheme of moderation on the basis of guidelines given above.

**O.\*\*\*\*\*: Vigilance Squad**

1. The Vigilance Squad/s of not less than three and not more than four members shall be appointed by the Vice Chancellor to visit the Centers of University Examinations to:
  - i. Ensure that the University Examinations are conducted as per norms laid down.
  - ii. Observe whether the Senior Supervisors and Block Supervisors are following scrupulously instructions for conduct of the University Examinations.
  - iii. Check the students who try to resort to malpractices at the time of University Examinations and report such case to the University.
2. The Vigilance Squad is authorized to visit any Examination Centre without prior intimation and enter office of the In-charge of the Examination Centre to check the record and other material relating to the conduct of Examination. They can enter in any block of Examination for checking the candidates identify card, fee receipt, hall tickets etc. to ascertain the authenticity of the Candidate. The Vigilance Squad shall e authorized to detect use of malpractices and unfair means in the University Examination.

3. The Vice Chancellor shall appoint Vigilance Squad which may include: Senior Teachers of Affiliated College/ Recognized Institution/ University Departments /Teachers and desirably one lady teacher; and any other person as the Vice Chancellor considers appropriate.

4. The Chairman of Vigilance Squad/s shall submit the report on surprise visit directly to the Vice Chancellor with a copy to the concerned Principal. The Vigilance Squad/s may make suggestions in the matter of proper conduct of examinations, if necessary.

5. The Principal of the College where the center of examination is located shall be responsible for the smooth conduct of examination. He/ She shall ensure strict vigilance against the use of unfair means by the students and shall be responsible for reporting such cases to the University as well as the law of enforcing authority.

**O.\*\*\*\*\*Amendments of Results**

1)**Due To Errors** In any case where it is found that the result of an examination has been affected by errors, the Controller of Examinations shall have power to amend such result in such manner as shall be in accordance with the true position and to make such declaration as is necessary, with the necessary approval of Vice Chancellor, provided the errors are reported / detected within 6 months from the date declaration of results. Errors detected thereafter shall be placed before the Board of Examinations.

Error Means: -

i) Error in computer/data entry, printing or programming and the like.

ii) Clerical error, manual or machine, in totaling or entering of marks on ledger/register.

iii) Error due to negligence or oversight of examiner or any other person connected with evaluation, moderation and result preparation.

2. Due to fraud, malpractices etc.

In any case where the result of an examination has been ascertained and published and it is found that such result has been affected by any malpractices, fraud or any other improper conduct whereby an examinee has benefited and that such examinee, has in the opinion of the Board of Examination been party of privy to or connived at such malpractice, fraud or improper conduct, the Board of Examination shall have power at any time notwithstanding the issue of the Certificate or the award of a Prize or Scholarship, to amend the result of such examinee and to make such declaration as the Board of Examination considers necessary in that behalf.

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## Section C

### Bachelor of Arts in Multimedia and Mass Communication

#### Part 1 - Preamble

The Mass Media Department at KC College of the H(S) NC Cluster University has four integrated programs that have been designed to cater to students who wish to pursue a career in different media both at the undergraduate & Post graduate levels. Students will be trained in several disciplines as they progress in the different programs.

#### Program offered by the Department:

Two Undergraduate programs:

- a. BAMB- Bachelor of Arts in Mass Media
- b. BAFTNMP -Bachelor of Arts in Film, Television & New Media Production

#### Two Post graduate Programs:

- a. MACJ- Master of Arts in Communication & Journalism
- b. MAEMA- Master of Arts in Entertainment, Media & Advertising

#### Relevance of the Programs:

The programs are relevant in today's academic sphere as, the Media landscape has changed a lot in the last two decades and the program needs to keep up with the times.

1. Traditional media has changed both in presentation & content
2. Internet has become more accessible and more people are using it for accessing information, exchanging communication & entertainment.
3. Media convergence has grown and with it there is more integration across media:
  - a. Increased viewership of Films & TV content across platforms
  - b. Boom of radio and digital audio platforms.
  - c. Growth of Transmedia
4. International Relations is a relevant area of interdisciplinary study and today's time

#### Program Objectives

1. Encourage critical thinking, professional writing skills and effective oral communication.
2. Careers in Media- Advertising, Public Relations, Journalism, Film, New media, Radio & Television or for Post graduate studies.
3. Professional skills for careers in Entertainment & New media.



4. To understand the theory & practical application of communication research methods in Media texts, audiences & Transmedia production.
5. To appreciate the finer aspects of design & aesthetics in Media
6. The syllabi for the two undergraduate programs is for three years: **FYBAMM and FYBAFTNMP**
7. The Syllabi for the two post graduate programs is for two years: **MACJ and MAEMA**

### **Learning Objectives**

The programs enable students to learn:

1. Global awareness of political, social, Environmental and corporate issues.
2. To deal with issues- sensitively, cognitively & compassionately
3. The foundation, process, and practices of writing & be proficient in the same in different media.
4. The foundation, process and nuances of filmmaking across platforms & be proficient in the same.
5. To conceptualize, design, and produce content aesthetically.
6. To acquire the knowledge, skills, and values that prepare them for future careers.

### **Learning Outcomes:**

The learning outcomes involve both understanding the theoretical perspectives and practical applications.

1. To equip the students to appreciate the interdisciplinary nature of the programs.
2. To develop a global awareness of political, social and environmental issues through different media.
3. To comprehend the economics of the media industry, regulatory constraints, Ethical concerns, The Indian & global role of Intellectual property Rights.
4. To prepare students for a variety of careers in Business & industry including - Print, Broadcast, Films, New Media, Media Research.
5. To groom the students to be responsible media professionals.

**Course Objective:** The main objectives of the course are:

- To think analytically, creatively and critically in developing robust, extensible and highly maintainable technological solutions to simple and complex problems related to human, technology and environmental factors.
- To work effectively as a part of a team to achieve a common stated goal.
- To adhere to the highest standards of ethics, including relevant industry and organizational codes of conduct.
- To develop an aptitude to engage in continuing educational and professional development.

The syllabus spanning three years covers the industry endorsed relevant courses. The students will be ready for the jobs available in different fields of media.

**Process adopted for curriculum designing:**

The process involved both Academia & Industry professionals & the methods adopted were:

- Brainstorming
- Deliberations
- Personal Interactions
- Studied syllabi of other Universities & colleges in India and custom-made the same to our programs.

**Salient features, how it has been made more relevant:**

The mass media course of Bombay university started in the year 2000. It is now two decades since the course came into force and the media course today needs to be made more relevant to suit the current times. The Media landscape has changed a lot in the last two decades. The programs are relevant in today's academic sphere as:

- Traditional media has changed -in presentation & content
- Internet has become more accessible and has penetrated far and wide making academia accessible.
- Media convergence has grown paving way for collaborations across geographical boundaries
- Increased viewership of Films & TV content across platforms
- Boom of radio and digital audio platforms
- Growth of Transmedia

**Part 2 - The Scheme of Teaching and Examination**

**Semester – V**

Sr. No.	Choice Based Credit System		Subject Code	Remarks
1	Core Course		UHFMM501 UHFMM502 UHFMM503	
2	Elective Course	Discipline Specific Elective (DSE) Course		UHFMM504 UHFMM505
		2.1	Interdisciplinary Specific Elective (IDSE) Course	
		2.2	Dissertation/Project	
		2.3	Generic Elective (GE) Course	UHFMM506
3	Ability Enhancement Compulsory Courses (AECC)			
	Skill Enhancement Courses (SEC)			
<b>UHFMM – Undergraduate Humanities Faculty of Mass Media</b>				

**First year Semester -I Internal and External Assessment Details**

Sr No	Subject Code	Subject Title	Lectures Per Week (Lecture of 45min)				Evaluation Scheme						Total Marks
			Modules	S L	L	P	CR	SLE	TA	CT	SEE	PE	
1	UHFMM501	<b>Reporting</b>	5	20%*	4	-	4	10	20	10	60	-	100
2	UHFMM502	<b>Editing</b>	5	20%*	4	-	4	10	20	10	60	-	100

3	UHFMM503	<b>Newspaper &amp; Magazine Making</b>	5	20%*	4	4	4	-	-	-	40	60( Viva)	100
4	UHFMM504	<b>Journalism and Public Opinion (JPO)</b>	5	20%*	4	-	3	10	20	10	60	-	100
5	UHFMM505	<b>Features and Opinion (F&amp;O)</b>	5	20%*	4	-	3	10	20	10	60	-	100
6	UHFMM506	<b>Indian Regional Journalism (IRJ)</b>	5	20%*	4	-	2	10	20	10	60	-	100
Total Lectures/ Credit			(24+4) per week/20				20	Total Marks					600

**\*One to two lectures to be taken for CONTINUOUS self-learning evaluation**

<b>SL</b>	<b>Self-Learning</b>
<b>L</b>	<b>Lectures</b>
<b>P</b>	<b>Practical</b>
<b>CR</b>	<b>Credits</b>
<b>SLE</b>	<b>Self-Learning Elective</b>
<b>CT</b>	<b>Class Test</b>
<b>TA</b>	<b>Tutorial Assignment</b>
<b>SEE</b>	<b>Semester End Examination</b>
<b>PE</b>	<b>Practical Evaluation</b>

Sr No	Subject Code & Title	Subject Module Title	Lectures	Total Lecture	Credits	Total Marks
1	Reporting	1 News	08	48	4	100 (60+40)
		2 Beats	10			
		3 News-Writing	10			
		4 Reporting of Disasters & Investigative Reporting	10			
		5 Ethical issues in reporting	10			
2	Editing	1 Introduction to writing styles	08	48	4	
		2 Judging newsworthiness and knowing wire service	10			
		3 Headline and layout	10			
		4 Requirement of Copy	10			
		5 Editorial Organizational Hierarchy	10			
3	Newspaper Magazine Making (Practical Paper)	1 Understanding the concept of layout and design	08	48	4	100 (60+40)
		2 Understanding terminology	10			
		3 Grid structure, Types of Newspaper Layouts and differences	10			
		4 Introduction to print production, Typography & Introduction to graphics	10			
		5 Technology for Newspapers and Magazine making	10			
4	Journalism and Public Opinion (JPO)	1 Public Opinion Nature, Definition and Scope and Media theories	08	48	4	100 (60+40)
		2 Media and Political Opinion & shaping Government's policies	10			
		3 Role of Media in shaping public opinion during	10			
		4 Media Coverage	10			
		5 Public opinion and Public participation	10			
5	Features and Opinion (F&O)	1 Introduction to Features	08	48	3	100 60+40
		2 Feature writing and the Aesthetics of a good Feature across media	10			
		3 Art of writing feature stories, Interviews, Reviews	10			

		4	Editorials and other features	10			
		5	Travel Writing, Profile Writing and	10			
<b>6</b>	<b>Indian Regional Journalism (IRJ)</b>	1	Introduction and Overview	08	<b>48</b>	<b>3</b>	<b>100 60+40</b>
		2	Evolution and Growth of Hindi, Marathi, Bengali and Urdu Press	10			
		3	Evolution and Growth of: Malayalam, Tamil and Telugu Press and Regional	10			
		4	Regional language Newspapers - An international Perspective	10			
		5	Comparative study of English and Regional language newspapers and profiles of legends	10			
		<b>TOTAL</b>				<b>20</b>	<b>600</b>
<b>Lecture Duration – 50 Minutes (48 sessions)</b>							

## Part 3: Detail Scheme Theory

### III Year Semester – V Paper 1

#### UHFMM-501 Reporting

(Lectures: 48)

#### Objectives:

- To make them understand basic ethos of the news and news-gathering.
- To train them to acquire the skills of news-gathering with traditional as well as modern tools.
- To make them understand the basic structure/ essential knowledge for various beats.
- To inculcate the skills for investigative journalism.
- To make them understand the basic structure/ essential knowledge for various beats.

#### Module 1: News

What is News? Definition of News, News values. Elements of news/news sense.

Basic Principles of Reporting

ABC of Reporting Accuracy, Balance/Brevity and Clarity.

Objectivity as the basic principle. Is it possible to adhere to the principle?

Other basic principles such Verification, Attribution of Sources, Speed.

#### News Gathering

(i) How do reporters gather news.

Press Conference, Public Meetings, Press Release, Interviews, Rallies, Official Programmes.

Incident/On the spot coverage.

#### (ii) Sources

Primary & Secondary

Official & Unofficial or Hidden or Confidential.

Off the record sources/ Self Developed sources.

#### (iii) Other sources:

Role of anonymous sources, New-age technological sources.

How to develop sources. Reliability and confidentiality of sources.

#### Module 2: Beats

- Beats in Reporting - What is beat system, why it is necessary, how does it help, What are requirements of various beats.
- The basic beats such as - Crime, Civic Affairs/Local Administration, Law & Courts, Politics, State Administration, Transport (Road, Rail, Waterways and Aviation), Infrastructure, Education, Health,
- Entertainment, Defence
- New upcoming beats:
- Community, Women & Child welfare, Technology, Science & Environment, Youth & Career, Consumer.

#### Module 3: News-writing

- How to write a news story
- Constructing the news. - Intro, Dateline, Credit-line, Body text.
- Inverted Pyramid style as the basic requirement.

- Use of news parlance. Use of verbs, adjectives, comment.
- Follow-up Story
- **Citizen Journalism**
- Participation of citizens in breaking news-stories.
- Importance of New Tools in the hands of Reporters.
- RTI, Recorders, Camera, Spy Camera and Spy tools, social media,
- The use/misuse of these tools, Authenticity and credibility of these tools.
- Significance of pictorial/graphic element and support to your news story or any such extra audio-visual material supporting your story. Effects of use of New tools

#### **Module 4: Reporting of Disasters and Investigative Reporting**

- Coverage of Disasters
- Do's and Don'ts. Role of Reporters.
- Mitigation, nuisance value, constructive role, Risks involved, Special training
- Precautions and responsibilities.
- Study these with special in-depth reference to the 26/7 deluge in Mumbai and 26/11 Mumbai Terrorist Attack.
- The references of Man-made and natural disasters and Tsunami, Nepal Earthquake and Uttarakhand floods
- **Investigative Journalism**
- History of Investigative Journalism in the world and India.
- How to cover an investigative story
- Do's and don'ts.
- The Role of Investigative Reporters in bringing about change in the respective establishments/society or the system.
- Limitations/Obstacles in covering an investigative story.
- Role of Whistle Blowers and also news tools.
- Sting Operations.

#### **Module 5: Ethical Issues in reporting**

- Credibility of Reporters.
- Yellow Journalism and its comparison with other forms.
- Privileges/Extra powers to Reporters. Myth or Reality?
- Imminent Dangers or threats in Reporting.

#### **Case Studies**

- (i) Watergate Scandal
- (ii) Tehelka - West End Deal Sting
- (iii) Bofors Gun scandal
- (iv) NiraRadia Case
- (v) 2G Scam
- (vi) Anna Hazare Movements Coverage
- (vii) Maharashtra Irrigation Scam



**SLE – 06 LECTURE AS DECIDED BY THE FACULTY**

<b>Self-Learning topics (Module wise)</b>	
<b>Module</b>	<b>Topics</b>
1	<b>To be discussed by the respective professor in the beginning of the semester</b>

<b>Online Resources</b>	
1	

<b>Sr. No.</b>	<b>Title Author/s Publisher</b>
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**References:**

<b>Sr. No.</b>	<b>Title &amp; Publisher</b>
1.	
2.	
3.	

## III Year Semester – V Paper 2

### UHFMM-502 Editing (48 Lectures)

#### Objectives:

- The syllabus lays stress on:
- Language skill improvement.
- Gaining more practical knowledge in the print media scenario.
- The current trends of digital media as well as writing for e editions of papers.
- Editing of editorials, columns, etc is included to acquaint the students about responsible journalism.

#### Module 1: Introduction to writing Styles

- Covering different writing styles, writing for broadsheet and tabloids, e papers and improving language skills. Commonly made mistakes.
- Vocabulary, changing usages of mixed coding and guidelines for writing according to stylebooks.

#### Module 2: Judging newsworthiness and knowing wire services

- Rewriting news. Holistic composition with general rules regarding editing familiarizing national, international abbreviations, local usages, etc.
- Justification of news placements. Beat specialty in writing news.
- Recognizing and editing fake news
- Editing for new media

#### Module 3: Headline and layout

- Art of writing headlines. Types of headlines, strap lines, sub-headlines and slugs.
- Difference between Headline writing for broadsheets and tabloids.
- Layout- and design. Different types of layouts.
- Photo and visual selection, writing captions, ethics for visuals.

#### Module 4: Role of Sub-editor and Copy editor

- Using search engines and maintaining data and other duties of the sub editor. Additional responsibilities due to changes in printing technology etc.
- Copy editing techniques for digital media and e editions, multi-edition papers

#### Module 5: Organizational hierarchy

- Organization and hierarchy chart for editorial department and functions at each level.
- Role of an Editor across media.

#### Case Studies:

Tabloid- Mumbai Mirror, Sandhyakal (Marathi)/ Mumbai Choupher

Broadsheet- Times of India, Asian Age

Broadsheet: Regional Lokmat

International tabloid- The Sun

International Broadsheet: The Washington Post

Self-Learning topics (Module wise)	
Module	Topics
1	To be discussed by the respective professor in the beginning of the semester

Online Resources	
1	

Sr. No.	Title	Author/s	Publisher
1	Modern Newspaper Editing,	Gene Gilmore	
2	Modern News Editing,	Mark Ludwig	
3	Newspaper Writing and Editing,	Willard Grosvenor	
4	Newspaper Layout and Editing,	Ole Munk and Major Ribergard	

### III Year Semester – V Paper 3

#### UHFMM-503 Newspaper Magazine Making (Practical Paper)

(Lectures: 48)

#### Objectives:

- To study the design, elements of the newspaper and magazine
- To study space distribution
- To get exposure to design software such as Quark Express
- To study the process of planning and production of newspaper and magazine

#### Module 1: Understanding the concept of layout and design

- Definition, Scope and Relevance
- Why & how we read. The need of updates & favorite topics
- Introduction to the Types of Layouts:
- Modular/ Brace/ Contrast & Balance
- Adaption of one layout over other for a purpose

#### Module 2: Understanding Terminology

- Analyzing the newspaper from layout point of view
- Understanding parts of newspaper; Style Book
- Total Page Concept (TPC)
- Terminology, Regulars, Weekly columns, Supplements,
- Headline, Deck, Kicker –Over line, Quote, Pull quote, sidebar etc. Introduce about logic behind each part
- Errors: Orphan, Widow, Dog legging etc.

#### Module 3: Grid structure, Types of Newspaper Layouts and differences

- Introduction about space distribution in the newspaper by way of column & grid pattern. These are latitude & longitude of the paper
- Comparison between various newspaper layouts/ distinguishing factors
- Types of Newspapers: Introducing to prime differences between Tabloid & Broadsheet in terms of stories, presentation, structural difference

#### **Module 4: Introduction to print production, Typography & Introduction to graphics**

- Introduction to Print Production:
  - Taking the project towards finishing
  - Pagination & page set up, Guiding on print ready copy/ cut marks etc
  - Types of paper/ Surface nature/ Weight/ Std sizes
  - Collating/Gathering/ staple binding & Saddle stitch
- **Introduction to Typography:**
  - Typefaces, Fonts; Measures, leading, kerning, tracking, units etc.
  - Classification of typefaces: Serif/Sans Serif/ Decorative etc
  - Combination of Typefaces/ To achieve contrast & harmony/ Alignment
- **Introduction to Graphic Principles:**
  - Introducing how Contrast, Balance, Harmony work in overall organized look of a paper.
  - Visual path in a picture & Visual syntax

#### **Module 5: Technology for Newspapers and Magazine making**

- Introduction to Quark Express:
  - Runaround, Inset, Box colour & Tone, Frame, Linking
  - Shortcuts & keys,
  - Style Sheets, Colour palate, Measurement bar

#### **Introduction to In Design: Adobe In design**

##### **Final project:**

##### **Internal: (40 marks)**

- Content Plan (Magazine): Working of page distribution
- Flat Plan (Magazine): Working on page-wise space distribution
- Rough Layout (Magazine): Dummy magazine on paper(pencil work on layout)

##### **External Project: (60 marks)**

- Broadsheet (35cmX55cm) Number of pages 6
- Tabloid (28cmX35cm) Number of pages 6
- Magazine (A-4) Number of pages 32 (or more in multiple of 4)

<b>Self-Learning topics (Module wise)</b>	
<b>Module</b>	<b>Topics</b>

1	To be discussed by the respective professor in the beginning of the semester
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Online Resources	
1	

**References:**

Sr. No.	Title and Publisher
1.	Newspaper Layout & Design: Daryl & Moen Surjeet publication
2.	Visual Journalism: Rajesh Pandey Adhyayan publication
3.	Editorial Art & Design Randy Stano Miyami Herald
4.	The Magazine Handbook: Nckay J. Routledge

### III Year Semester – V Paper 4

#### UHFMM-504 Journalism and Public Opinion

(Lectures: 48)

##### Objectives

- To assess the importance of the media vis a vis the public
- To project a fair idea of the role of the media in creating and influencing Public Opinion
- To analyze the impact of the media on public opinion on socio political issues

##### Module 1: Public Opinion Nature, Definition and Scope and Media theories

- Defining Public Opinion. Its functions in society.
- Means of gauging Public Opinion – opinion polls, exit polls, surveys, social media
- Role of Media in influencing Public Opinion, diversities and biases within the media.
- Media theories and their understanding of Public Opinion
- Walter Lippman - Modern Media and Technocracy
- Paul Lazarsfeld – Research, Two Step Flow of Information
- Noam Chomsky – Manufacturing Consent, Selective Perception, Propaganda Model
- Agenda Setting Vs Uses and Gratifications

##### Module 2: Media and Political Opinion & shaping Government's policies

- Coverage of Political Parties, Personalities and General Elections by national and international media; media biases
- Use of Media for election campaigns; Democrats in U.S.A.; BJP in India
- Media shaping opinion with respect to government's policies (reference to India):
- Nuclear policy; Economic policy; Current Foreign Policy

##### Module 3: Role of Media in shaping public opinion during:

- Vietnam War
- Bangladesh Crisis 1971
- Kargil conflict
- Gaza Crisis 2008-09 & 2014

##### Module 4: Media Coverage of:

- War on international terrorism – media coverage
- Islamic State (IS); Al-Qaeda; Taliban
- Internal Conflicts
- Post Kargil insurgency
- National media vis-à-vis regional media in India's North East – Manipur, Nagaland Bodo conflict

##### Marginalised sections of Society: Perspective from Above

- Dalits; Tribals; reservation; displacement, Forest Rights Act
- Women's issues: – gender violence, rape, sexual assault,
- domestic violence; - Nirbhaya case, Shakti Mills, Mathura rape case & other contemporary cases.

### Module 5: Public opinion and public participation

How Public Opinion can translate into public participation: Arab Spring - Tunisia; Libya; Egypt; Syria- role of social media

**SLE- To be decided by faculty**

Self-Learning topics (Module wise)	
Module	Topics
1	To be discussed by the respective professor in the beginning of the semester

Online Resources	
1	

Sr. No.	Title Author/s Publisher
1.	Using New Media effectively: An Analysis of Barack Obama's Election Campaign Aimed at Young Americans by Ekaterina Alexandrova.
2.	Karvin Andy: Distant Witness: Social Media, the Arab Spring and a Journalism Revolution
3.	Ahmed Rashid: The Taliban
4.	Chambers Deborah, Fleming Carole (2004), 'Women and Journalism', Psychology Press.
5.	Rush Ramona, Oukrop Carole, CreedonPamola (2013), 'Seeking equity for women in Journalism and Mass Communication education: A 30 year Update', Taylor and Francis
6.	SardesaiRajdeep: "2014: The Election that Changed India"
7.	Walter Lippmann : "Public Opinion" by
8.	Herman Edward S. & Chomsky Noam "Manufacturing Consent: The Political Economy of the Mass Media" by
9.	Lalles John: Nature and Opinion of Public Opinion.
10.	Karvin Andy: Distant Witness: Social Media, the Arab Spring and a Journalism Revolution
11.	Ahmed Rashid: The Taliban

## III Year Semester – V Paper 5

### UHFMM-504 Features and Opinion

(Lectures: 48)

#### Objectives:

- Understanding the differences between reporting and feature writing
- Understanding the other types of soft stories
- Learning the skills for writing features/ opinion/soft stories and of interviewing

#### Module 1: Introduction:

- Features- Definition, Scope
- What is a feature and Types of features?
- Difference between 'hard' news, 'soft' news and how the demarcation is blurring
- Difference between: (i) News reports and Features (ii) Features for newspapers and magazines

#### Module 2: Feature writing and the Aesthetics of a good Feature across media

- Steps involved for Writing a feature (4)
- Formulating a story idea and writing a pitch
- Collecting facts and opinions/anecdotes/quotes,
- Types of Leads
- Adding color and imagery

#### Module 3: Art of writing feature stories, Interviews, Reviews

##### (i) Outline of writing:

- Seasonal stories, Nostalgic stories, Human interest stories, Trend stories

##### (ii) Art of interviewing

- Preparing for face-to - face interview
- Structuring the questions, Attitude during interview
- Transcribing- notes or recording
- Writing the interview: question-answer format and descriptive format
- Outline and special techniques needed for the following interviews
- Interviews on Phone, email, television, radio and online platforms including Zoom and Google meet

##### (iii) Reviews: Definition, Scope

- Format, ethics involved and qualities/ skilled required
- Books, Films, Eateries, Live shows, the Arts

#### Module 4: Editorials and other features

##### (i) What is an editorial Importance of editorial page ,Layout of editorial page

- Transformation of the page: fading of op-ed, middle
- Erosion of editorial independence with growing commercialization

##### (ii) Obituary

- Definition and Scope
- How to write an obituary



- Critical Obituaries

(iii) Columns

- Definition and Scope
- Types: analytical, advisory, interactive and agony aunt columns
- Ethics involved

**Module 5: Travel Writing, Profile Writing and Snippets**

(i) Travel writing

- How to write a travel story,
- Tips and tools.
- Understanding cultural, political and social nuances

(ii) Profile

- Definition and Scope, Relevance
- Profile writing
- Profile: S Sadanand, Kumar Ketkar , ShyamLal , Vinod Mehta, P Sainath

(iii) Snippets

- Definition and Scope, Art of writing Snippets

(iv) Memes on social media

(v) Cartoons and caricature

(vi) Decoding Graffiti

**SLE- To be decided by faculty**

Self-Learning topics (Module wise)	
Module	Topics
1	<b>To be discussed by the respective professor in the beginning of the semester</b>

Online Resources	
1	

**References:**

Sr. No	Title and Author
1.	The Art of Feature Writing by Hunad Contractor , Icon Publications
2.	Writing Opinion: Editorials by William L.Rivers, Bryce McIntyre, Alison Work, Iowa State University Press
3.	Writing Features for Newspapers by Daniel R. Williamson , Hastings House Publishers New York

4.

The Art of Interview: A Guide to Insightful Interviewing by Martin Perlich , Silman James Press

### III Year Semester – V Paper 6

#### UHFMM-506 Indian Regional Journalism

(Lectures: 48)

#### Objectives:

- Study of the history and role of Indian press other than in English.
- Understand the contribution and role of certain publications and stalwarts
- Study of the regional press and television of today

#### Module I: Introduction and Overview

- Regional press during the British Raj: an overview
- Module 2: Evolution and Growth of Hindi, Marathi, Bengali and Urdu Press

##### (i) Hindi Press - Birth and earliest publications

- Role during the freedom movement
- Role in social reforms and shaping cultural identity
- Evolution post-1947
- Hindi media today (overview)
- Case studies: Hindi Newspapers

##### (ii) Marathi Press- Birth and earliest publications

- Role during the freedom movement
- Role in social reforms and shaping cultural identity
- Evolution post-1947
- Marathi media today (overview)- Sakal. Samna and Lokmat
- Case studies: Contribution of Kesari, Role of the Samyukta Maharashtra Movement

##### (iii) Bengali Press - Birth and earliest publications

- Role during the freedom movement
- Role in social reforms and shaping cultural identity
- Evolution post-1947
- Bengali media today (overview)-
- Case Studies: Anand Bazar Patrika, Amrit Bazar Patrika

##### (iv) Urdu Press- Birth and earliest publications

- Role during the freedom movement
- Role in social reforms and shaping cultural identity
- Evolution post-1947
- Urdu media today (overview)-
- Case Studies: Al- Hilal

#### Module 3: Evolution and Growth of : Malayalam, Tamil and Telugu Press and Regional Television

(i) Malayalam Press- Birth and earliest publications

- Role during the freedom movement
- Role in social reforms and shaping cultural identity
- Evolution post-1947
- Malayalam media today (overview)-
- Case Studies: Malayalam Manorama and Mathrubhumi

(ii) Telugu Press- Birth and earliest publications

- Role during the freedom movement
- Role in social reforms and shaping cultural identity
- Evolution post-1947
- Telugu media today (overview)-
- Case Studies: Eenadu

**(iii) Tamil Press -Birth and earliest publications**

- Role during the freedom movement Role in social reforms and shaping cultural identity
- Evolution post-1947
- Tamil media today (overview)-
- Case Studies: Kalki, Dinathanthi

Indian Regional television channels:

- Growth
- Content
- Ownership
- Audience
- Political patronage: Increasing ownership and dominance of families with political connections over regional newspapers
- Case Study: Sun

**Module 4: Regional language Newspapers - An international Perspective**

- Case studies of regional press across the globe

**Module 5: Comparative study of English and Regional language newspapers and profiles of legends**

Comparison of English and regionalism journalism.

- Parameters:
- Impact
- Reporting
- Editorial policy
- Reach

Profiling legends:

- Raja Rammohan Roy
- Bal Gangadhar Tilak
- KP Kesava Menon
- K.C Mammam Mapallai
- Maulana Abdul Kalam Azad
- Govind Talwalkar

**SLE- To be decided by faculty**

<b>Self-Learning topics (Module wise)</b>	
<b>Module</b>	<b>Topics</b>
1	

<b>Online Resources</b>	
1	

<b>Sr. No.</b>	<b>Title Author/s Publisher</b>
1	Jeffery Robin: India's Newspaper Revolution, Oxford union publication, 2000
2	Rangaswami Parthasarathy: Journalism in India, Sterling Publication
3	P.K Ravindranath : Indian Regional Journalism, Authorpress

**Section D**

The semester end examination (external component) of 60% will be as follows:

1) Duration – 2 Hours

2) Theory Question Paper Pattern: -

a. There shall be five questions each of 12 marks. On each Module there will be one question and the fifth one will be based on the entire syllabus.

b. All questions shall be compulsory with internal choice within the questions.

c. Question may be subdivided into sub-questions a, b, c... and the allocation of marks depends on the weightage of the topic.

d. The marks will be given for all examinations and they will be converted into grade (quality) points. The semester-end, final grade sheets and transcripts will have credits, grades and grade points.

e. The assessment of Part 'A' i.e. Internal Assessment as mentioned above for the Semesters I&VI shall be processed by the Colleges / Institutions of their learners admitted for the programme while the University shall conduct the assessment of Part 'B' i.e. Semester End Examination from Semesters I& VI.

The Internal Assessment marks of learners appearing for Semesters I& VI shall be submitted to the University by the respective colleges/ Institutions before the commencement of respective Semester End Examinations.

The Semester End Examinations for Semesters I& VI shall be conducted by the University and the results shall be declared after processing the internal assessment and the marks awarded to the learners. The grade card shall be issued by the University after converting the marks into grades.

f. The marks of the internal assessment should not be disclosed to the students till the results of the corresponding semester is declared.

**Section E**

**Department of Mass Media**

**Board of Studies**

Sr. no.	Names of members	Name of Department	Name of Institution	Address	Contact no	Email id
1,	Dr. Manjula Srinivas Chairperson	Mass Media	Associate Professor and Head Dept of Mass Media K.C.College	124, Dinshaw Wachha Rd. Churchgate, Mumbai 400020	9324536999	manjulashrinivas@gmail.com
2.	Ms. Nidhi Thanawala Co-Chairperson	Mass Media	Coordinator' Dept of Mass Media H.R. College	DinshawWachha Rd. Churchgate, Mumbai	981931651	contactfaculty@gmail.com
3.	Ms. Nandini Sardesai	Senior Visiting faculty -Sociologist and former member of Central Board of Film	Former Head, Department of Sociology, St. Xavier's College, Mumbai	D/1 Corinthian, opposite Fariyas hotel, Colaba, Mumbai-400005	9324636906	<a href="mailto:ninasardesai@hotmail.com">ninasardesai@hotmail.com</a>
.4	Ms. Sudha Ravishankar	Mass Media	In house faculty, K.C.College	124, DinshawWachha Rd. Churchgate,	9869001943	sudha.ravishankar@gmail.com
5.	Ms. Surya Gune	Mass Media	In house faculty, K.C.College	124, DinshawWachha Rd. Churchgate,	9970524523	surya.gune@gmail.com
6.	Dr. Sanjay Ranade	Communication & Journalism	Associate Professor and Head, Dept of Communication & Journalism Mumbai University	Chatrapati Shivaji Maharaj Terminus Rd, , Vidya Nagari, Kalina, Santacruz East, Mumbai, Maharashtra	9029096636	sanjayvranade@gmail.com

7.	Dr.Mangesh Karandikar	Director	Director, Post graduate Diploma in Mass media Mumbai Education Trust	Bhujbal Knowledge City, Reclamation, Bandra West, W, Maharashtra 400050	986928108 4	mangesh.karandik ar@gmail.com
8.	Dr. Mira Desai	Communication Technology	Professor in Communication Technology Department of Extension Education SNDT University	Juhu Rd, Daulat Nagar, Santacruz West, Mumbai, Maharashtra 400049	981952912 9	drmiradesai@gma il.com
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Recommendations of the Board of Studies: