



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

2021-2022

Semester VI

Section E

Department of Mass Media

Board of Studies

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Recommendations of the Board of Studies:

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.**

R10002Credits 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.

PERFORMACE 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
401 and 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.

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 – VI

Sr. No.	Choice Based Credit System		Subject Code	Remarks
1	Core Course		UHFMM601 UHFMM602 UHFMM603	
2	Elective Course	Discipline Specific Elective (DSE) Course		UHFMM604 UHFMM605
		2.1	Interdisciplinary Specific Elective (IDSE) Course	
		2.2	Dissertation/Project	
		2.3	Generic Elective (GE) Course	UHFMM606
3	Ability Enhancement Compulsory Courses (AECC)			
	Skill Enhancement Courses (SEC)			
UHFMM – Undergraduate Humanities Faculty of Mass Media				

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
			Mod ules	S L	L	P	CR	SLE	TA	CT	SEE	PE	
1	UHFMM601	Broadcast Journalism	5	20%*	4	-	4	10	20	10	60	-	100
2	UHFMM602	Press Laws	5	20%*	4	-	4	10	20	10	60	-	100
3	UHFMM603	Contemporary Issues	5	20%*	4	4	4	10	20	10	60	-	100
4	UHFMM604	Business & Niche Magazine	5	20%*	4	-	3	10	20	10	60	-	100
5	UHFMM605	IGI – Internet & Global	5	20%*	4	-	3	10	20	10	60	-	100
6	UHFMM606	News Media Management	5	20%*	4	-	2	10	20	10	60	-	100

	Total Lectures/ Credit	(24+4) per week/20	20		Total Marks	600
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***One to two lectures to be taken for CONTINUOUS self -learning evaluation**

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

Sr No	Subject Code & Title	Subject Module Title	Lectures (50 min)	Total Lectures	Credits	Total Marks	
1	Broadcast Journalism	1	History and development of broadcast journalism	08	48	4	100 (60+40)
		2	Regional journalism	10			
		3	Broadcast formats	10			
		4	Writing in broadcast style	10			
		5	Presenting production and editing	10			
2	Press Laws	1	Introduction to the Indian Laws & Legal system	08	48	4	100 (60+40)
		2	Laws relating to media	10			
		3	RTI and other acts	10			
		4	IT Act of 2000 and 2008 and Copyright Act	10			
		5	Introduction to Ethics	10			
3	Contemporary Issues	1	Ecology and its related concerns	08	48	4	100 (60+40)
		2	a. Human Rights b. Legislative measures with reference to India	10			
		3	Political concerns and challenges	10			
		4	Economic Development and challenges	10			
		5	Social Development and challenges	10			
4	Business and Magazine Journalism	1	Business Journalism	08	48	3	100 (60+40)
		2	Budget and share market	10			
		3	Scams in Indian Financial markets & MSME's	10			
		4	Magazine Journalism	10			
		5	Niche Magazine	10			
5	IGI – Internet and global	1	Introduction: Understanding the Principles of journalism and Culture in media	08	48	3	100 60+40
		2	NWICO, BRICS and their role in Global media	10			
		3	Overview of media - Global and India	10			
		4	Global media Perception and Coverage and Challenges	10			
		5	Global audiences and Profiles of leading TV channels and News Syndicates	10			
6	News Media Management	1	The business of news	08	48	2	100 60+40
		2	Relevance of Marketing: Integrated Marketing Communications and financial Management	10			
		3	Financial Management	10			
		4	Technology and Media business	10			
		5	Challenges of Globalizations and Liberalizations and Study of TV Ratings	10			

		TOTAL			20	600
	Lecture Duration – 50 Minutes (48 sessions)					

Part 3: Detail Scheme Theory

III Year Semester – VI Paper 1

UHFMM-601 Broadcast Journalism (48 Lectures)

Objectives:

- To understand the development of Broadcast Journalism.
- To Introduce the importance of Regional Journalism.
- To learn to write in Broadcast Style conforming to the ethical and practical principles that guide it.
- To learn the skills and techniques to investigate, produce and deliver news stories for various media outlets.
- To learn the use of camera & sound in broadcast formats.
- To develop reading habits that keep them aware of current affairs, local, national, and world;
- To introduce social media; Convergence; Multimedia; Online Journalism.

Module – I History & Development of Broadcast Journalism

[06-sessions]

- Traditional Journalism
- Global Journalism
- Brief History of the development of Radio Journalism.
- Brief History of the development of TV Journalism
- Brief History of the development of Online/ WebJournalism.

PN: Case Study.

- BBC & CNN:- Organizational structure, functions of different divisions and Departments/units; News Service Division; Objectives of broadcast—Information, Education & Entertainment.
- AIR & FM: All India Radio—Organizational structure, functions of different divisions and Departments/units; News Service Division of AIR; Objectives of broadcast—Information, Education & Entertainment; Commercial Broadcasting Service, External Service Broadcast, National Service, Vividh Bharati and FM service of AIR; three tiers of Radio Broadcast—Local, Regional and National & Public Service Broadcast; AIR Code, Commercial Broadcast Code and Guidelines of Election Broadcast; Autonomy of Expansion of FM Radio channels - Development of Educational & Community Radio.
- Doordarshan & Sattelite Channels: Organizational structure, functions of different divisions and Departments / units & Doordarshan News; Commercialization of TV; Satellite television broadcast— Breaking of monopoly of DD-Television channels for niche audiences — entertainment, news, sports, science, health & life style. Proliferation of DTH services; Growth of Private International, National & Regional TV Networks & fierce competition for ratings.

Module –II Regional Journalism

[06 sessions]

- Introduction & Importance of Regional Channels in India

PN: conduct comparative case study on any two News channels.

- News Channels: * Star Majha * IBN Lokmat * Zee 24 Taas * Sahara Samay Mumbai* Big News Marathi - Upcoming Channel from BIG TV* Big News Mumbai - Upcoming Channel from BIG TV* TML Voice of India Aamchi Mumbai - Upcoming channel from Triveni Media Group - with regard to multiplicity of language & culture
- Entertainment Channels: * Zee Marathi * Star Pravah * ETV Marathi * Mi Marathi * Doordarshan Sahayadri * Saam Marathi * BIG Gaurav - Upcoming channel from R-ADAG* Sahara Marathi - Upcoming channel from Sahara* 9x Marathi - Upcoming channel from 9x]
- Radio Channels:* Akashvani Marathi (SW/AM)* Akashvani Mumbai GOLD (100.7 FM)* Akashvani Mumbai Rainbow (107.1 FM)* Worldspace Surabhi (Satellite Radio)
- Movie Channels: * Zee Talkies* BIG Cinema (Marathi)* BIG Chitrapat Upcoming channel from R-ADAG
- Music Channels:* Sangeet Marathi - Upcoming Channel from Media worldwide

Module – III Broadcast formats

[06 sessions]

Broadcast Formats:

[To be discussed and practiced with reference to News Channels preferably]

- (Radio / TV)
- NewsBulletins/Appeals/Reels.
- News Magazines/Talk Shows/Reviews.
- Main characteristics of News as against news in other media
- Simple announcements
- Talks/commentaries/comments
- Interviews
- Discussions
- Features
- Documentaries
- Docudramas
- Play
- Running commentaries
- Ads/Commercials
- Phone ins and Bridges
- Music

Module – IV Writing in Broadcast Style

[10 sessions]

[Each topic below can be introduced & discussed with suitable examples]

- Broadcast News Vocabulary (the ethics)
- Genres: Sports; Current Affairs; Lifestyle etc.
- Scripting for Fiction/Non Fiction
- Writing for the Radio & TV.

- News script format for Radio & TV.
- News Stories types (breaking news through kickers)
- Preparation of Audio and Video brief
- Idea generation – fiction and non-fiction
- Developing an idea into story
- Script and story board
- Shooting scripts
- Interview Scripts-simulated and actuality
- Research and scripting of radio/TV documentary/feature/drama
- Photo Feature Writing.
- Writing for Web

Module – V Presentation production & Editing

[10 sessions]

[Each topic below can be introduced & discussed with suitable examples]

- Field-Reporting
- shooting usable video footage
- conducting the on-camera interview
- shooting telling B-roll
- composing interesting shots
- telling stories in unconventional ways
- Capturing Sound
- Microphones
- Capturing Natural Sound
- Capturing Primary Audio Track Sound
- Analog vs. Digital
- Radio
- Elements of radio productions
- Acoustics
- Perspective
- Sound effects
- Music
- Distort/Filter
- Recording
- Editing
- Television
- Stages of production- pre-production, production and post-production
- The production personnel – Single camera and Multi camera production
- Use of graphics and special effects
- Developing a video brief

- Nonlinear editing, Cut to cut, assemble & insert, on line, offline editing of stories
 - Telling a cohesive story (connecting SOTs)
 - Using desktop publishing aspects to tell a visual story
 - Mixing and Editing to tell a story
 - Production
 - Production schedule
 - Budget
 - Floor plan
 - Lighting plan
 - Production of a programme
 - Post production
 - Production of radio /TV discussions
 - Production of social messages (max 30 seconds)
 - Production of radio/TV documentary/feature
-
- ‘Dumping down’ of News – 24/7 & its drawbacks.
 - Ethics in regulation.
 - Censorship.
 - Protecting copyright
 - Power and Society.
 - Convergence: Need, nature and future of convergence
 - Convergence and Multi-media: Print, radio, TV, internet and mobile.
 - Emerging Trends: Mobile Technology, Social Media & Web 2.0
 - Digital storytelling: Tools of multimedia journalists.
 - Feature writing for online media: Story idea, development and news updates.
 - Podcast and Webcast
 - Open-source journalism: Citizen Journalists.
 - New Media on Journalism: Use of blogs, tweets, etc.

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	MacGregor, Brent; Live, Direct and Biased: Making TV news in the Satellite Age
2	Parthasarthy, Ramaswamy; Here is the news; (1994) Sterling
3	Herbert, John; Journalism in the Digital Age; 2000, Focal Press
4	Hillard; Writing for TV, Radio and New Media; 7th Edition; Wadsworth
5	Television Production by Phillip Harris
6	CNN Student Bureau
7	Broadcast Journalism by David Keith Cohler (Prentice Hall)
8	Introduction to Mass Communication by Stanley Baran (McGraw Hill)
9	Journalism Matters by Schaffer, McCutcheon, and Stofer (National Textbook Company)
10	Journalism Today by Ferguson, Patten, and Wilson (National Textbook Company)
11	Scholastic Journalism by English, Hach, and Rolnicki
12	Lighting For Action: Professional Techniques for Shooting Video and Film by John Hart (Amphoto)
13	Bias: A CBS Insider Exposes How the Media Distort the News by Bernard Goldberg (Perennial)
14	If It Bleeds, It Leads:An Anatomy of Television News by Matthew Kerbelwestview)
15	Writing to Deadline: The Journalist at Work by Donald M. Murray (Heinemann)
16	Ronal Dewolk Introduction to Online Journalism Allyn&Bacon, ISBN 0205286895
17	John Vernon Pavlik New Media Technology Allyn& BaconISBN 020527093X
18	Michael M. Mirabito, New Communication Technologies :Application,Barbara . Mogenstorn, Policy & Impact Focal Press, 4th editionISBN 0240804295.
19	De Maeseneer, Paul. Here's The News: A Radio News Manual. Asian Books.
20	Ciignel, Hugh. Key Concepts in Radio studies. Sage.
21	Hyde, Stuart. Television and Radio Announcing. Kanishka.
22	Masani, Mehra. Broadcasting and the People. National Book Trust.
23	Awasthi, G. C. Broadcasting in India. Allied Publications.
24	Listening to various news bulletins and other news based programmes of All India Radio and otherradio channels.
25	Nath, Shyam. Assessing the State of Web Journalism. Authors Press, New Delhi, 2002
26	Chakravarthy, Jagdish. Net, Media and the Mass Communication. Authors press, New Delhi, 2004
27	Bhargava, Gopal. Mass Media and Information Revolution. Isha Books, New Delhi, 2004
28	Menon, Narayana. The Communication Revolution. National Book Trust.
29	Pavlik J.V. Media in the Digital Age. Columbia University Press.
30	Newspaper and magazine articles about New Media
31	Paul Chantler& Peter Stewart Basic Radio Journalism, Focal Press
32	Uma Joshi Text Book of Mass Communication & Media Anmol Publication, Delhi
33	R.Parthasarathy Journalism in India , Sterling Publishers
34	H.R.Luthra Indian Broadcasting
35	J Natrajan History of Indian Journalism, Publications Divisions, Ministry of Information of Broadcasting Government of India
36	S C Bhatt Indian Press since 1955, Publication Division, Ministry of Information of Broadcasting Government of India, New Delhi
37	P.K Ravindran . Indian Regional Journalism, Author Press, New Delhi
38	ParthasarthyRangaswami Journalism in India, Sterling Publishers Private Limited, New Delhi
39	Robert McLiesh Radio Production, Focal Press

40	James R. Alburger The Art of Voice Acting, Focal Press Jan R. Hakemulder, Broadcast Journalism, Anmol Publications,
41	Ray AC de Jonge, PP Singh New Delhi
42	Janet Trewin Presenting on TV and Radio, Focal Press, New Delhi
43	Stuart W. Hyde TV & Radio Announcing, Kanishka Publishers
44	Andrew Boyd Techniques of Radio and Television News Publisher: Focal Press, India.
45	Ralph Donald and Thomas Spann Fundamentals of Television Production SurjeetPublications,New Delhi.
46	Herbert Zettl Handbook of Television Production, Publisher: Wadsworth
47	Lynn S Gross, Larry W. Ward Electronic Movie making Wadsworth Publishing
48	Neill Hicks Screen Writing, Michael Wiese Productions
49	Thomas D Burrows, Lynne S Gross Video Production, McGraw Hill Ronal Dewolk Introduction to Online Journalism Allyn& Bacon, ISBN 0205286895
50	John Vernon Pavlik New Media Technology Allyn& Bacon ISBN 020527093X
51	Michael M. Mirabito, New Communication Technologies : Application, Barbara . Mogrenstorn, Policy & Impact Focal Press, 4th edition ISBN 0240804295.
52	Media Culture: An Introduction to Mass Communication, Fifth ed.
53	By Richard Campbell, Christopher Martin, Bettina Fabos
54	Video Basics by Herbert Zettl (Wadsworth Publishing Company)
55	Media Ethics: Issues and Causes by Philip Patterson and Lee Wilkins (McGraw Hill)
56	Video Field Production and Editing by Campesi and Sherriffs
57	Mass Communication in India, Keval, J. Kumar, Jaico Publishing House, Mumbai.
58	Mass Communication theory, Denis Mcquail., Sage Publication, New Delhi.
59	Understanding of Media: The Extension of Man, Marshall McLuhan.
60	Journals and Web Sources

III Year Semester – VI Paper 2

UHFMM-602 Press Laws

(Lectures: 48)

Objectives:

- To study media laws
- To understand media

Module -1: Introduction to the Indian Laws & Legal System:

- A brief introduction to Indian Constitution-(Salient features, Fundamental Rights)
- India's legal system – Structure and hierarchy of Indian judiciary- the various levels of courts for civil and criminal action.
- Brief Overview of IPC (Indian Penal Code) and Cr.PC (The Criminal Procedure code)
- Article 21 of the constitution and Right to Privacy

Module -2: Laws relating to media

- Laws related to freedom of the Press — Article 19 clause (1) subclause (a) of Indian Constitution and how it guarantees freedom of the press.
- Clause 2 of article 19 and reasonable restrictions.
- Defamation Act—sections 499,500
- Contempt of Courts Act 1971
- Public Order – sections 153 A&B,295A,505
- Sedition (124A)
- Obscenity (292,293)

Module -3: RTI & other acts

- Right to Information Act 2005
- Official Secrets Act and conflict with RTI
- Whistle Blowers Protection Act 2011-Implications and challenges
- Indian Evidence Act – Primary, ,Secondary, Direct and Indirect evidence
- Confession and its evidentiary value
- Contempt of Parliament –
- Breach of Privilege rules.
- Clash between Judiciary and Legislature
- Acts pertaining to Press and Journalists:
- Working Journalists Act-Its effectiveness in current scenario.02
- Press and Registration of Books Act

Module -4: IT Act of 2000 and 2008 and Copyright Act

- Information Technology Act 2000 and the amendment Act of 2008
- Study of Section 66 and 67 of the Act that govern publishing of material on the internet.

Module -5: Introduction to ethics

- Discussion of importance of ethics in the era of TRP fuelled Tabloid Journalism.
- Conflict of Interest
- Paid News
- Trial by Media
- Ethical Issues related to Television debates
- Confidentiality of sources
- Ethics of Sting Operations
- Fakery and Fabrication of news
- Using Shock value in language and visuals.

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	
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Sr. No.	Title Author/s Publisher
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References:

Sr. No.	Title & Publisher
1.	Introduction to the Constitution of India by Durga Das Basu
2.	Law of the Press by Durga Das Basu
3.	Press Laws and Ethics of Journalism by P.K. Ravindranath
4.	Journalism in India by Rangaswami Parthasarthy.
5.	Textbook on the Indian Penal Code Krishna Deo Gaur
6.	The law of Intellectual Property Rights edited by Shiv Sahai Singh
7.	The Journalist's Handbook by M V Kamath
8	Media and Ethics by S.K. Aggarwal
9	Introduction to Media Laws and Ethics by Juhi P Pathak

III Year Semester – VI Paper 3

UHFMM-603 Contemporary Issues

(Lectures: 48)

- Objectives:**
1. To understand and appreciate the History and rich legacy of Indian Cinema
 2. To appreciate the works of international directors and their contribution to Cinema
 3. To understand the current scene and changing trends in Indian Cinema

Module –I

Ecology and its related concerns: (10)

- Climate change and Global warming- causes , consequences and remedial measures
- Deforestation- causes, consequences and remedial measures
- Costal regulatory Zone- need and importance, CRZ Act
- Sustainable development- concept, need and significance
- Movements related to environmental protection

Module- 2

(a) Human Rights (12)

- UDHR and its significance
- CRC and CEDAW
- DRD

(b) Legislative measures with reference to India.

- Women: Constitutional Rights and legal safeguards, Domestic and Family Violence Act of 2012, Sexual Harassment Act at the Work Place 2013, The Criminal Law (Amendment) Act of 2013
- Child: Protection of Children from sexual offence Act -2012 (POCSO), Child Labour Act with new amendments, Juvenile Justice (Care and Protection of Children Act) 2000.
- Education: Right to Education Act 2009
- Health: National Health Policy of 2015, Transplantation of Human organs Act of 2002, Prenatal Diagnostic Technique Regulation and prevention of Misuse amendment rules of 2003, Prohibition of sale of cigarettes and other tobacco products around educational institutions 2004.

Module-3

Political concerns and challenges (10)

- Crime and Politics
- Corruption: Causes and remedial measures. RTI Act, Lok Pal Bill .
- Whistle Blowers- Whistle Blowers protection act 2011.
- Anti- State violence- Naxalism and its Impact.
- Insurgency with reference to North East – Issues involved, ULFA, Nagas, Manipur issue, AFSPA and its impact.
- Terrorism- causes, consequences and remedial measures

Module 4

Economic development and challenges: (08)

- The Role of MIDC in the economic development of Maharashtra

- Special Economic Zone: Its role and significance in Maharashtra
- Food Security Act 2013
- Agrarian issues: rural indebtedness, farmers' suicides and its implications.

Module 5

Social development and challenges: (08)

- Tribal Issues: Marginalization of the Tribals, Forest Rights Act , Land Acquisition Act .
- Police reforms: Problems faced by Police and the Need for Reforms
- Illegal immigration from Bangladesh: Challenges and impact
- Developmental Issues: Displacement and rehabilitation

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	

References:

Sr. No.	Title and Publisher
1.	Rush Ramona, Oukrop Carole, CreedonPamola (2013), 'Seeking equity for women in Journalism and Mass Communication education: A 30 year Update', Taylor and Francis
2.	Coleman Benjamin: Conflict, Terrorism and Media in Asia
3.	Ranganathan Maya; Rodrigues Usha: (2010) Indian media in a Globalised World, Sag Publications
4.	Humphries Drew (Ed), (2009), Women, Violence and Media: readings from feminist Criminology, UPNE
5.	Berns Nancy, Framing the Victim: Domestic Violence, Media, and Social Problems, Transaction Publishers.
6.	Bareh Hamlet, (2001), Encyclopedia of North-East India: Assam, Mitthal Publications.
7.	Freedman Des, ThussuDaya; (2011), Media and Terrorism: Global Perspectives, Sage Publications
8.	Media and Gender in Post-Liberalisation India, Frank and Timmy Gmbh Publication (Pg 19- 45)
9.	Talwar Rajesh, (2013), Courting Injustice: The Nirbhaya Case and Its Aftermath, Hay House Inc.
10.	Praveen Swami (2007) An Informal War: India, Pakistan and the Secret Jihad in Jammu and Kashmir London: Routledge.
11.	Praveen Swami (2007) An Informal War: India, Pakistan and the Secret Jihad in Jammu and Kashmir London: Routledge.

12.	Uma Kapila(ed) (2013)Indian Economy: performance and policies ,14th edition Academic Foundation
13.	V. K Puri and S.K Misra (ed) (2013)Indian Economy,31stedition.Himalaya Pub House
14.	Asha Bajpai , (2011) Child Rights in India: Law, policy, and practice .
15.	Dr. B Ramaswamy and Nitin Shrirang Mane, (2013) Human Rights: Principles and practices,Alfa Publication.
16.	R P Kataria and Salah Uddin (2013) Commentary on Human Rights Orient Publishing Company.
17.	J.Shivanand, Human Rights:Concepts and Issues,
18.	Ram Ahuja , (2012),Indian social Problems, Rawat Publications.
19.	Ghanashyam Shah, (2011) Social Movements in India, Sage Publications.
20.	Ghanashyam Shah, (2011) Social Movements in India, Sage Publications.
21.	Marilyn A .Brown and Benjamin K.Sovacool,Climate Change and Global Energy Security:Technology and Policy Options, Oxford Publications.
22.	Bill McKibben, The End of Nature.
23.	David Spratt and Philip Sutton,Climate Code Red:The Case for Emergency Action
24.	Jeffrey D.Sachs, The Age of Sustainable Development

Objectives:

1. To expose students to the well-developed body of media theory and analysis
2. To foster analytical skills that will allow them to view the media critically

Section 1 – Business Journalism

Module I: Business Journalism

- Introduction to Business Journalism
- Business journalism - a brief study of leading business magazines, leading financial dailies in India.
- A general overview of the financial systems in India
- Reserve Bank of India - Role, Functions. A general understanding about, RBI's involvement in formulation of Monetary Policy, Interest Rate Mechanism and RBI.
- The Banking Sector in India – a brief analytical study.
Functions of commercial banks
Use of modern technology in banking sector and its use.
Core Banking its advantage, social benefits and use of banking in financial inclusion.
Government schemes related to banking- Jana Dhan Yojana, Pension Plans, Insurance Schemes, Cash Subsidy Transfer via Bank Account.
- Organizations that assist the economic and financial wellbeing
Planning Commission & NITI Aayog,
Securities and Exchange Board of India (SEBI) – Role, function and objectives
- Developmental Banking in the international scene
The World Bank,
The Asian Development Bank,
BRICS Development Bank – functions

Module 2: Budget and Share markets

- Union Budget (The Finance Bill) – Salient features of the latest Union Budget
- The Concept of “Subsidies” in the context of the Indian Economy; an introductory study.
- Foreign Exchange Reserves in India and a basic study of Fiscal
- Deficit problem with reference to Indian Economy.
- Bombay Stock Exchange, National Stock Exchange,
- Concept of SENSEX and NIFTY and impact of their volatility.

Module 3: a - Scams in Indian financial system

- The Satyam saga
- The Sahara Scam
- Saradha chit fund embezzlement

Module 3: b- MSME

MSME, Govt. Initiatives to support startups and Uni Corns

Section 2 – Niche Journalism (Magazine Journalism)

Module 1: Introduction and Scope

- Introduction to Magazine Journalism. Fundamental point of differences between “Newspaper” and “Magazine” .
- Special skills required for a person working in magazines.
- Scope for modern age magazines in various segments of journalism in India.
- Competition of magazines with electronic media.
- A general analytical study of magazines of different genre:
 - Women’s magazines
 - Travel Magazines
 - General Interest Magazines
 - Health Magazines
 - Technology Magazines
 - Automobile Magazines
 - Lifestyle Journalism

Module 2: Niche magazines:

- Women’s magazines covering specific female related issues and other routine issues.
- Sports Journalism
 - A comparative study of coverage of sports events by magazines and audio visuals and press.
- Environmental Journalism and its importance.
- A very brief study of global warming, ozone depletion, issues related to deforestation.
- Civic issues and their coverage in various modern day alternative media, social networking avenues. (Critical evaluation).
- Civic issues of the latest year to be considered.
- Lifestyle Journalism

SLE- To be decided by faculty

(06)

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.	Indian Economy, Dutt and Sundaram. S Chand Publication.
2.	The Economic Survey – A Government of India Publication (Ministry of Finance)
3.	www.indiabudget.nic.in for updates related to budget.
4.	Western Ghats ecology expert panel report (available on Web).
5.	Websites of magazines, newspapers.
6.	Williams, Raymond. Television: Technology and Cultural Form. Routledge.
7.	McLuhan, Marshall
8.	Baran and Davis; Mass Communication theory; (2000); Thomas – Wadsworth
9.	Fiske; Introduction to Communication Studies; (1982)
10.	Infante, Rancer and Womack; Building Communication Theory; 2nd edition; (1993) Waveland Presberger; Media Analysis Techniques
11.	https://www.globalmediajournal.com/open-access/media-globalization

Objectives:

- Study the role of media in the 21st Century and the challenges facing traditional media
- Familiarize students about regional versus global media
- Highlight social media's relevance in information dissemination

Module I. Introduction:

- Understanding the Principles of journalism and Culture in media
- Advocacy and Journalism
- Independent Media's space
- Traditional media's foray into social media & Micro blogging
- Cultural Bias in global media coverage

Module 2. NWICO. BRICS and their role in Global media:

- Relevance of McBride report in contemporary times
- Presence of conglomerates; NWICO in a multi polar world and biases in global media coverage
- Global Monopolies' regional presence. [redefining local news]
- BRICS interpretation of regional news vis-a-vis first world nations' interpretations [reference to BRICS initiatives]
- Al Jazeera's arrival as an alternate voice [from Gulf War II to Arab Spring and beyond]

Module 3. Overview of Media – Global and India:

- Overview of media in China, Japan, U.S., India.
- Opening of Indian markets from the 1990s to contemporary times and the regional versus global media perceptions.

Module 4. Global media Perception and Coverage and Challenges:

- Challenges in Reporting in Hostile Environments [Presence of social media and redefined roles of war correspondents]
- Coverage of natural disaster by global media and regional media
- Global media Perception of terrorism versus regional media perceptions [freedom fighters/separatists /terrorists,
- Parachute Journalism

Module 5. Global audiences and Profiles of leading TV channels and News Syndicates:

- Global audiences' changing needs
- Profiles of BBC, CNN, Reuters, AFP & AP

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

Online Resources	
1	

References:

Sr. No	Title and Author
1.	Why NWICO never had a chance by Joseph Mehan, Columbia University
2.	Global Media Journal Spring 2013
3.	New War Journalism, Trends and Challenges, Stig.A.Nohrstedt
4.	Dynamics of Social Media, David C.Coulson
5.	Al Jazeera Advocacy and Media Values., Mamoud M.Galander
6.	Media Imperialism, Oliver Boyd –Barrett

III Year Semester – VI Paper 6

UHFMM-606 News Media Management (Lectures: 48)

Objectives:

- To make students aware about the responsibilities, structure and functioning of responsibilities of an organization
- To help students to analyze individual media businesses and understand the economic drivers of the media economy. .
- To enable students, develop a hands-on experience as content marketers using journalistic and digital techniques.
- To help gain a perspective on the latest trends

Module -1: Introduction, The Business of News

- Making News: Truth, Ideology and News work (2)
- News, Audiences and Everyday Life (4)
- Management structure in a newspaper organization:
 - a) Ideal Management Structure
 - b) Role of Management in ensuring editorial freedom
- Types of media:
- Legacy Media- Broadcast Media Overview and Print Publishing Overview (4)

- Contemporary Elements, Dimensions and Image of Print Media: A Comparative Analysis with Electronic Media (2)
- Specialised training for skilled workers, HRD (4)

Module 2: Relevance of Marketing: Integrated Marketing Communications and financial Management (8)

- Overview of Marketing Theory
- Applying marketing strategy to consumer media: direct to consumer: for readers/consumer circulation/distribution/channels/ business to business (B2B): for advertisers/partners

Module 3: Financial Management (8)

- Break up of expenditure for the year
- Raw Material Costs
- Fixed and Variable Costs
- Unforeseen Factors

Module 4: Technology and Media business

- Disruptive Technology and Media Business Models: (8)
- The role of advertising - From Web 1.0 to 2.0, Yahoo, Craigslist, Google, Meta , Instagram, Twitter, WhatsApp, Pinterest
- Becoming a digital Media Brand (4)

Module 5: Challenges of Globalizations and Liberalizations and Study of TV Ratings (8)

- Foreign Direct Investment
- Cross Media Ownership
- Commercialization of Media

Case studies – Evolution and Growth of STAR TV network
- SUN TV network

SLE- To be decided by faculty

(06)

Self-Learning topics (Module wise)	
Module	Topics
1	

Online Resources	
1	

Sr. No.	Title Author/s Publisher
1	Ben Badgikian: Media Monopoly
2	India’s Communication Revolution from Bullock Carts to Cyber Carts, (Arvind Singhal, Everett M Rogers)
3	Advertising and Integrated Marketing Communications, (Kruti Shah)

4	Digital Branding: A Complete Step-by-Step Guide to Strategy, Tactics and Measurement (Daniel Rowles)
5	Disruptive Innovation: Strategies for Enterprise Growth (Jayanta Bhattacharya)
6	Understanding Company Law, (Alstair Hudson)
7	Newspaper organization and Management (Rucket and Williams)
8	The paper tigers by Nicholas Coleridge
9	News Media Management: Mr P.K Ravindranath
10	Print Media Communication and Management by Aruna Zachariah
11	News Culture by Stuart Allan

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	932453699 9	manjulashrinivas@gmail.com
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9.	Ms. Smita Deshmukh	Visiting faculty	Independent Media Professional Former journalist with the Times group	G-2, A wing, Neptune building Dosti Estates Shaikh Mistree road Wadala East Mumbai - 400037	9321212120	smita.meenu@gmail.com
10.	Ms Shobha Venkatesh	Advertising Faculty	Former Corporate Communication Head, Standard Chartered Bank,	EMP 44,Flat no 102, Above Satyam steel Thakur village Kandivili E Mumbai 400101	9167765222	shobha2258@gmail.com
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Recommendations of the Board of Studies: