



Anekant Education Society's

**TULJARAM CHATURCHAND COLLEGE,  
(Autonomous)**

**BARAMATI, DIST- PUNE – 413102**

**DEPARTMENT OF MEDIA AND COMMUNICATION STUDIES**

**Proposed Syllabus For**

**S.Y. B.Voc. Journalism and Mass Communication**

**(S.Y.B.Voc-JMC Semester-III)**

**2019 Pattern**

Sponsored by

**University Grant Commission**

Under

**National Skill Qualification Framework  
(NSQF)**

To be implemented from 2019-20

**Title of the Programme: B. Voc. (Journalism and Mass Communication)**  
**(To be implemented from Academic Year – 2019-20)**

**Course structure:**

- B.Voc. is three-year programme with three general education courses and three skill component courses in each semester.
- Each general education course will be of four credits and each credit is of 15 periods
- Each skill component course will be of six credits and each credit is of 15 periods
- Each period is of one clock hour.
- In each skill component course, there will be one visit to the relevant industry/ institute.
- In addition to the regular practical are based on the theory course, special emphasis will be on communications and soft skills development of the students.

**Eligibility:**

- 1) **First Year B. Voc. (Diploma):** A student who has passed the Higher Secondary School certificate (10+2) in any stream\_or its equivalent examination.
- 2) **Second Year B. Voc. (Advanced diploma):** Keeping terms of First Year of B. Voc. and if they fulfill the eligibility conditions.
- 3) **Third Year B. Voc. (Degree):** Student shall pass all First Year B. Voc. courses and satisfactorily keeping terms of Second Year of B. Voc.

**Note:** Admissions will be given as per the selection procedure / policies adopted by the college, in accordance with conditions laid down by the Savitribai Phule Pune University, Pune.

**Examination Pattern:**

Pattern of Examination: Semester:

- General education courses (Theory paper) - I, II, III, IV, V and VI Semester
- Skill Component (Practical Course): Practical examination will be conducted
- Weightage of marks in each course: Internal continues assessment (50%) and end semester examination (50%)

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Dist. -Pune-413102**

**B. Voc. Journalism and Mass Communication Syllabus Structure**

**Second Year: Semester-III**

Subj. Code	Subject Name	No. of Credits	Marks
<b>General component</b>			
JM 301	News Reporting and Editing-II	4	100
JM 302	Writing for Media-II	4	100
JM 303	Introduction to Radio	4	100
<b>Skill component</b>			
JM 304	Editing Skills	6	150
JM 305	Radio Production	6	150
JM 306	Experimental Journal	6	150

**Anekant Education Society's**  
**Tuljaram Chaturchand College, Baramati**  
(Autonomous)

**Board of Studies (BOS) in Department of Media and  
Communication Studies**

From 2019-20 to 2021-22

<b>Sr.no.</b>	<b>Name</b>	<b>Designation</b>
1.	<b>Mr. Ranjeet V. Pandit</b>	Chairman
2.	<b>Mr. Rahul P. Chaudhari</b>	Member
3.	<b>Mr. Jayendra P. Rane</b>	Member
4.	<b>Mr. Jayprakash S. Patil</b>	Member
5.	<b>Dr. Madhavi Reddy</b>	Vice-Chancellor Nominee
6.	<b>Dr. Nisha Mude Pawar</b>	Expert from other University
7.	<b>Mr. Mithunchandra Chaudhari</b>	Expert from other University
8.	<b>Dr. Alok Jatratkar</b>	Industry Expert
9.	<b>Dr. Radheshyam Jadhav</b>	Expert from other University
10.	<b>Mr. Akshay Sonwane</b>	Prominent Alumni

## Programme Outcomes for B.Voc Programme (POs)

**PO1. Disciplinary Knowledge:** Demonstrate comprehensive knowledge of one or more disciplines that form a part of an undergraduate B.Voc program Execute strong theoretical and practical understanding generated from the chosen B.Voc program.

**PO2. Critical Thinking and Problem solving:** Exhibit the skill of critical design thinking and use them to predict a range of creative solutions towards a design problem, evaluate them and choose the most appropriate options.

**PO3. Social Competence Exhibit thoughts and ideas effectively in writing and orally;** communicate with others using appropriate media, build effective interactive and presenting skills to meet global competencies and connect to people individually or in group settings.

**PO4. Research-Related Skills:** Demonstrate a sense of inquiry and capability for asking relevant/appropriate questions; ability to plan, execute and report the results of an experiment Employ knowledge of the avenues for research and higher academic achievements in the chosen field and allied subjects and aware about research ethics, intellectual property rights and issues of plagiarism.

**PO5. Personal and Professional competence:** Perform independently and participates in team activities and demonstrates cooperation. Integrate enthusiasm and commitment to improve personal and team performance levels and build skills to achieve the goals.

**PO6. Effective Citizenship and Ethics:** Demonstrate empathetic social concern and equity centered national development; ability to act with an informed awareness of moral and ethical issues and commit to professional ethics and responsibility.

**PO7. Environment and Sustainability:** Understand the impact of the scientific solutions in societal and environmental contexts and demonstrate the knowledge of and need for sustainable development.

**PO8. Self-directed and Life-long learning:** Acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological changes

**PO9. Trans-disciplinary Research competence:** Create new conceptual, theoretical, methodological innovations that integrate and transcend beyond discipline-specific approaches to address a common problem.

## Specific Outcomes for B.Voc Journalism and Mass Communication (PSOs)

- 1. To impart the basic knowledge of Mass communication & Journalism and related Areas of studies:** Provide a comprehensive understanding of the theoretical foundations and practical applications in Mass Communication and Journalism. Equip students with essential concepts, terminologies, and historical perspectives within the field.
- 2. To develop the learner into competent and efficient Media & Entertainment Industry ready professionals.** Foster practical skills and industry-relevant expertise to ensure graduates are well-prepared for diverse roles in the Media & Entertainment sector. Emphasize hands-on training and real-world experiences to bridge the gap between academic knowledge and professional demands.
- 3. To empower learners by communication, professional and life skills.** Enhance communication proficiency, both written and oral, to enable effective expression and comprehension. Cultivate a range of professional and life skills, including teamwork, critical thinking, problem-solving, and adaptability.
- 4. To impart Information Communication Technologies (ICTs) skills, including digital and media literacy and competencies.** Develop proficiency in utilizing Information Communication Technologies for media production, dissemination, and analysis. Foster digital and media literacy, ensuring graduates are adept in navigating and utilizing modern communication tools.
- 5. To imbibe the culture of research, innovation, entrepreneurship and incubation.** Encourage a research-oriented mindset among learners, promoting exploration, analysis, and critical evaluation of media and communication phenomena. Instill an entrepreneurial spirit, fostering innovation and creative thinking, while providing avenues for incubation of new ideas and projects.
- 6. To inculcate professional ethics, values of Indian and global culture.** Embed a strong sense of professional ethics and integrity within the practice of journalism and mass communication. Promote an understanding and appreciation of both Indian and global cultural values to create culturally sensitive media professionals.
- 7. To prepare socially responsible media academicians, researchers, professionals with global vision.** Instill a sense of social responsibility, emphasizing the role of media in addressing societal issues and promoting positive change. Develop a global perspective, enabling graduates to navigate diverse cultural landscapes and contribute responsibly to the global media community.

## News Reporting and Editing –II

**General Education**  
**Maximum Marks: 100**  
**Teaching Period: 4/week**

**Paper No. 301**  
**Credits: 4**  
**Teaching Load: 60 Theory Period/Semester**

- **Course Objective**

1. To familiarize the students with different types of reporting.
2. To create understanding of specialized reporting.
3. To develop the general understanding of art culture and sports reporting.
4. To inculcate the knowledge of crime reporting.
5. To understand the process of editing for various platforms.
6. To inculcate the knowledge of dummy, printing and layout.
7. To develop the knowledge of photojournalism.

**Content****Teaching hours****Unit 1- Reporting**

- Reporting: Various types of reporting (Objective, Interpretative, Investigative)
- News beats: Political: Grampanchayat to Parliament
- Crime, Health, Sports, Education
- Science and Tech., Courts etc.

**10****Unit 2 -Interviewing**

- Doing the research, setting up the interview
- Conducting the interview
- Types and formats of interviews
- Interview Techniques
- Writing interviews

**10****Unit 3 - Other Forms of Writing**

- Tools and Techniques of Feature Writing
- Opinion Writing: Editorial, Op-ed page and Middle, Special articles
- Reviews (Books/Films/Documentaries)

**10****Unit 4 - Creative Editing**

- Creative sub editing, not just news- relevant information
- Value addition, use of additional sources (Professionals, websites, news channels, etc.)
- Need for specialization; specialized subbing:( metro (city), sports, crime, business, science Columns, reviews and features)
- Readers' letters and photos, utilizing feedback, Citizen Journalism

**10****Unit 5 - New media impact on Newsroom**

- Advent of new media and convergence, impact on newsroom
- Need of multi-media journalists
- New role of editor
- Use of other media platforms

**10****Unit 6 - Layout Design and Photojournalism**

- Principles of Layout & Design
- Concept and techniques of Photo Feature and Caption Writing
- Information graphics: concept and process
- Ethics of editing

**10**

**Course outcome**

- 1) Students would be able to understand the basics of reporting.
- 2) Students would be able to familiarize themselves with different types of reporting.
- 3) Students would be able to create understanding of specialized reporting.
- 4) Students would be able to understand the process of editing for various platforms.
- 5) Students would be able to understand about the dummy, printing and layout.
- 6) Students would be able to develop the knowledge of photojournalism.
- 7) Students would be able to understand media convergence

**SUGGESTED READINGS:**

- Lewis James. The Active Reporter. Vikas Publication
- Warren Carl. Modern News Reporting. Harper and Row.
- Rangaswami, Parthasarathy. Basic Journalism. Macmillan India.
- Charnley V. Mitchell. Reporting (4th Ed.). Holt, Rinehart and Winston.
- Mudgal, Rahul. Emerging Trends in Journalism. Sarup and Sons.
- Kamath, M.V. Behind The By-Line. Vision Books.
- Kamath, M.V. Reporter at Large
- Chandra R.K. Handbook of Modern Newspaper Editing & Production. Mangalam Publication
- Parthasarthy Rangaswami. Basic Journalism. McMillan India Ltd.
- Saxena Sunil. Headlines Writing. Sage publication.
- T.J.S. George: Editing – A Handbook for Journalists.
- William Strunk & E. B. White – Elements of Style.
- Kamath, M.V. The Journalist's Handbook.
- Kamath, M.V. The Professional Journalist.
- Various style guides and handbooks (in print and online): UNI and PTI; Statesman (Calcutta);
- The Economist, Reuters, The Times, Guardian (London); Associated Press, UPI (New York).



**Choice Based Credit System Syllabus (2019 Pattern)**  
**Mapping of Program Outcomes with Course Outcomes**

Class: S Y B. Voc (Sem-III)

Subject: Journalism and Mass Communication

Course: **News Reporting and Editing-II** Course Code: **JM301**

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)								
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO1	2		2	2				2	
CO2	2				3			2	
CO3	2	3	2	2		2		2	3
CO4	2	3						2	
CO5	2				3			2	
CO6	2	2		2				2	3
CO7	2	2	2		2	2	2	2	2

**Justification**

**PO1 - Disciplinary Knowledge - CO1, CO2, CO3, CO4, CO5, CO6, CO7:**

Justification: Understanding the basics of reporting (CO1), familiarizing with different types of reporting (CO2), creating an understanding of specialized reporting (CO3), understanding the editing process (CO4), knowledge of dummy, printing, and layout (CO5), and knowledge of photojournalism (CO6) collectively contribute to comprehensive disciplinary knowledge.

**PO2 -Critical Thinking and Problem Solving - CO3, CO4, CO6, CO7:**

Justification: Creating understanding of specialized reporting (CO3), understanding the editing process (CO4), knowledge of photojournalism (CO6), and understanding media convergence (CO7) require critical thinking and problem-solving skills in the context of journalism.

**PO3 -Social Competence - CO1, CO3, CO7:**

Justification: Understanding the basics of reporting (CO1), creating an understanding of specialized reporting (CO3), and understanding media convergence (CO7) contribute to effective communication and social competence in journalism.

**PO4 - Research-Related Skills - CO1, CO3, CO6:**

Justification: Basics of reporting (CO1), creating an understanding of specialized reporting (CO3), and knowledge of photojournalism (CO6) involve research-related skills, such as inquiry and understanding the subject matter deeply.

**PO5- Personal and Professional Competence - CO2, CO5, CO6:**

Justification: Familiarizing with different types of reporting (CO2), understanding the dummy, printing, and layout (CO5), and knowledge of photojournalism (CO6) contribute to personal and professional competence in journalism.

**PO6 -Effective Citizenship and Ethics - CO3, CO7:**

Justification: Creating an understanding of specialized reporting (CO3) and understanding media convergence (CO7) involve ethical considerations and contribute to effective citizenship in journalism.

**PO7- Environment and Sustainability - CO7:**

Justification: Understanding media convergence (CO7) can contribute to understanding the impact of scientific solutions in societal and environmental contexts, aligning with PO7.

**PO8 -Self-directed and Life-long Learning - CO1, CO2, CO3, CO4, CO5, CO6, CO7:**

Justification: All the Course Outcomes collectively contribute to building a foundation for self-directed and life-long learning in the field of journalism.

**PO9 -Trans-disciplinary Research Competence - CO3, CO6, CO7:**

Justification: Creating an understanding of specialized reporting (CO3), knowledge of photojournalism (CO6), and understanding media convergence (CO7) can involve creating new conceptual and methodological innovations, contributing to trans-disciplinary research competence

## Writing for Media-II

General Education

Paper No. JM 302

Maximum Marks: 100

Credits: 4

Teaching Period: 4 /week

Teaching Load: 60 Theory Period/Semest

**Course Objectives:**

1. Familiarize students with non-journalistic forms of writing.
2. Analyze the evolution of drama and emotional elements in narrative construction.
3. Explore the breadth of various audio-visual content mediums.
4. Acquire knowledge of the fundamental elements integral to audio-visual content creation.
5. Comprehend the diverse genres prevalent in written expression.
6. Gain insight into the intricacies of crafting fictional narratives.
7. Facilitate students' immersion into the realm of video production content.

**Content****Teaching hours****Unit 1. Fundamentals of Writing**

- The Blank Page and Overcoming Fear of Writing
- Three Step Process of Writing: Write-Review-Destroy- Repeat
- Reading Techniques for faster review: Speed and Comprehension
- An Introduction to Creative Writing

**10****Unit 2. Broadcast Skills**

- Basic skill set required
- Radio Skills
- Television Skills
- Online Skills

**10****Unit 3. Writing for radio**

- Writing style for Audio
- Writing a radio News copy
- Types of leads
- Writing headlines
- Compiling radio news bulletins

**10****Unit 4. Writing for Television**

- Visual thinking
- Writing in 'aural' style
- Telling a story through visuals
- Formats of news story
- Writing headlines, drafting of news scrolls

**10****Unit 5 Writing for New media**

- Linear vs. nonlinear form
- Language and format of writing
- Storytelling structures that work on the Web
- writing for Social networking
- writing for Blogs

**10****Unit 6. Mobile Journalism**

- Story idea, sources and content
- Basic Editing
- Tools

- Instruments
- Case study of NDTV India

**Course Outcomes:**

1. Introduce the students to writing styles of media platforms
2. Understand the development of drama and emotions in stories.
3. Know the scope of various audio – visual contents in media
4. Know the basic elements of audio – visual content writing in media platforms
5. Understand the various types of genres in writing.
6. Understand fictional stories and journalistic stories
7. Lead students to the world of audio- video- production contents.

**SUGGESTED READINGS:**

1. Hilliard Robert L. (2015) Writing for Television, Radio and New Media
2. Witt Leonard (1991) Complete Book of Feature Writing
3. Brande Dorothea (1934) Becoming a Writer
4. Lamott Anne (1994) Bird by Bird: Some Instructions on Writing and Life
5. Standage Tom (2013) Writing on the Wall: Social Media – The First 2000 years
6. Writing for Television, Radio, and New Media, 11th Edition- Robert L. Hilliard, Cengage Learning
7. Masani, Mehra. *Broadcasting and the People*. National Book Trust.
8. Awasthi, G. C. *Broadcasting in India*. Allied Publications.
9. Fiske, John. *Television Culture*. Routledge
10. Mehta, Nalin. *India on Television*. Harper Collins
11. Al Jazeera Media Training and Development Centre, *Mobile Journalism*.
12. Feldman, Tony. *An Introduction to Digital Media*. Routledge.
13. *Digital Journalism: Making News, Breaking News* , Open Society Foundation

**Choice Based Credit System Syllabus (2019 Pattern)**  
**Mapping of Program Outcomes with Course Outcomes**

**Class:** S.Y.B.Voc (Sem-III)

**Subject:** Journalism and Mass Communication

**Course:** Writing for Media II

**Course Code:** JM 302

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)								
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8	PO9
CO1	1								
CO2					1				
CO3		2							
CO4			2						
CO5				1					
CO6						1			
CO7							1		

**Justification for the mapping**

**PO1 (Engineering knowledge):**

This may have a weak relation as it is more focused on journalism and writing, which might not directly align with engineering knowledge.CO1: Introduce the students to writing styles of media platforms

**PO5 (Modern tool usage):**

This might have a weak relation as it focuses more on storytelling and emotions rather than the use of modern tools.CO2: Understand the development of drama and emotions in stories.

**PO2 (Problem analysis):**

This could have a moderate relation as understanding the scope of audio-visual content involves analyzing various factors and identifying potential problems.CO3: Know the scope of various audio-visual contents.

**PO3 (Design/development of solutions):**

This could have a moderate relation as understanding the basic elements of audio-visual content writing is crucial in designing effective solutions for media projects.CO4: Know the basic elements of audio- visual content writing in media platforms

**PO4 (Conduct investigations of complex problems):**

This may have a weak relation, as understanding writing genres may not directly involve complex problem investigations.CO5: Understand the various types of genres in writing.

**PO6 (The engineer and society):**

This might have a weak relation, as understanding fictional stories may not directly link to the engineer's role in society.CO6: Understand fictional stories and journalistic stories

**PO7 (Environment and sustainability):**

This may have a weak relation as it focuses more on video production than environmental and sustainability issues.CO7: Lead students to the world of audio- video- production contents.

**Introduction to Radio****General Component****Paper No. - JM 303****Maximum Marks: 100****Credits: 4****Teaching Period: 4 /week****Teaching Load: 60 Theory Period****Course objective:**

- 1) To introduce students to the history of radio in world and India
- 2) To introduce students to the working of radio
- 3) To develop the knowledge of program production and workflow of radio
- 4) To understand the different type of transmission and station
- 5) To understand the production technology of production used for audio
- 6) To know the how ethics regulate in broadcasting ministry
- 7) To understand the term of podcasting and webcasting.

**Content****Teaching hours****Unit 1 General Awareness about Radio**

- History of Radio world and India
- Functions & Characteristics of Radio
- Radio Programme Formats
- Latest trends of Radio

**10****Unit 2 The growth of Radio during different ages**

- AIR (Prasar Bharati)
- Commercialization of Radio
- Reach, Access, Impact
- Ethics of Radio broadcasting

**10****Unit 3 Types of Radio and its Reach**

- Entertainment Radio
- Community Radio
- Internet Radio
- Satellite Radio

**10****Unit-4 Radio News**

- Radio journalism: Meaning & Definition.
- Qualities of an Anchor/Presenter and Reporter
- Importance of pronunciation & voice modulation
- Characteristics of radio writing style
- News Services Division & News based programs

**10****Unit-5 Different modes of transmission & stations**

- Modes of transmission: AM, SW, MV and FM
- Different types of radio stations
- Types of broadcasting
- Private radio stations

**10****Unit-6 Production technology**

- Types of microphones

- Audio recording
- Sound editing software's
- Webcasting / podcasting
- Radio apps

**Course outcome:**

1. Students would be able to understand working of the radio
2. The student will understand creative writing and strategic communication skills for radio
3. Students would be able to understand technical or editing knowledge for radio production
4. Students will understand the different type of transmission and station which used in sound production
5. Students will able to understand different aspect of production technology
6. Students will able to understand how ethics regulate in broadcasting ministry  
Students will able to know the term of podcasting and webcasting

**Books Recommended:**

1. Broadcasting in India, P.C. Chatterjee, SageNew Delhi.
2. Broadcast Journalism, Boyd Andrew, Focal PressLondon.
3. News Writing for Radio and T.V., K.M. Shrivastava, Sterling PublicationNew Delhi.
4. This is ALL India Radio, U.L Baruah, Publications Division.
5. Indian Broadcasting, HK Luthra, Publications Division, New Delhi, 1987
6. Broadcasting and the People, Mehra Masani, NBT, New Delhi, 1985
7. Radio Production, Robert Mcleish, Focal Press, Oxford, 2005
8. Writing for Broadcast Journalists, Rick Thomson, Routledge, New York, 2010
9. Radio Programme Production: , Richard Aspinall, UNESCO, Paris, 1971
10. Modern radio Production: Production, Programming and Performance, Hausman, Messere, Benoit & O'Donnel, Wadsworth, Boston, 2010
11. The Radio Station: Broadcast Satellite and Internet, Michael C. Keith, Focal Press, Oxford, 2010
12. Basic Radio Journalism, Paul Chantler & Peter Stewart, Oxford, 2003
13. Radio Communication at Close Range, PK Bandopadhyay, BR Publishing Corporation, 2010.
14. Other Voices: The Struggles for Community Radio in India, Vinod Pavarala and. Kanchan K. Malik,Sage, New Delhi, 2007
15. Radio in the Global Age, David Hendy, Polity Press, Cambridge, 2000
16. Radio Programme Production –M.Neelamalar PHI Learning private ltd Delhi 2018
17. News production: Theory and Practice, Routledge, Machin, David & Niblock, Sarah

## Choice Based Credit System Syllabus (2019 Pattern)

### Mapping of Program Outcomes with Course Outcomes

**Class:** S.Y.B.Voc (Sem-III)

**Subject:** Journalism and Mass Communication

**Course:** Introduction to radio

**Course Code:** JM 303

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3							3	
CO2		3				3			
CO3		2							3
CO4				3					
CO5					3				
CO6			3						
CO7							2		

### Justification for the mapping

#### PSO1 - Disciplinary Knowledge:

**CO1:** This course will demonstrating comprehensive knowledge of radio, including its history, working, program production, and transmission, aligns with gaining understanding of the working of radio, creative writing, strategic communication skills, technical and editing knowledge for radio production, and different aspects of production technology.

#### PSO2 - Critical Thinking and Problem Solving:

**CO2, CO3:** Students will able to critical design thinking is essential when understanding the history of radio, evaluating creative writing and strategic communication skills, analyzing technical and editing knowledge for radio production, and addressing ethical considerations in broadcasting ministry.

#### PSO3 - Social Competence:

**CO6:** Social competence is demonstrated through effective communication of thoughts and ideas about radio, building effective interactive and presenting skills, and understanding how ethics regulate in broadcasting ministry.

#### PSO4 - Research-Related Skills:

**CO4:** Demonstrating a sense of inquiry aligns with gaining comprehensive knowledge of radio, understanding program production and workflow, different types of transmission and stations, and production technology.

#### PSO5 - Personal and Professional Competence:

**CO5:** Personal and professional competence is exhibited through independent understanding of the working of radio, creative writing, strategic communication skills, and participation in team activities related to radio production.

#### PSO6 - Effective Citizenship and Ethics:

**CO2:** Demonstrating empathetic social concern and an informed awareness of moral and ethical issues aligns with understanding how ethics regulate in broadcasting ministry.

#### PSO7 - Environment and Sustainability:

**CO7:** Understanding the impact of scientific solutions in societal and environmental contexts aligns with understanding the different types of transmission and stations used in sound production.



**PSO8 - Self-directed and Life-long Learning:**

**CO1:** Acquiring the ability to engage in independent and life-long learning is essential for students to continually update their knowledge of radio in the broadest context of socio-technological changes.

**PSO9 - Trans-disciplinary Research Competence:**

**CO3:** Creating new conceptual, theoretical, and methodological innovations aligns with understanding different aspects of production technology and exploring terms like podcasting and webcasting in the radio context.

**Skill Component****Maximum Marks: 150****Teaching Period: 8/week (1 hours period)****Paper No - JM 304****Credits: 6****Teaching Load: 90 Practical period****Course objective:**

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

**Content****Teaching hours****Unit-1**

- Search 10 wrong words in any newspaper
- Headline writing, Structure, Color Combination
- Printing Style, Editorial page and Op-add page and other functions.

**15****Unit-2**

- Copy-editing preparation
- Copy for press-style sheet-editing symbols
- Copy and Proof reading
- Proof reading symbols and their significance
- Rewriting Copy and Make News

**15****Unit-3**

- Editing copies of different sources
- Managing desk ,On-line editing
- Writing headlines, Subheads and captions –design
- Intro/lead writing
- Pagination -pagination software's

**15****Unit-4**

- Write 5 won news and edit others
- 5 Various types of copy editing

**15****Unit-5**

- News Sources and editing
- Websites, TV News, PTI News editing
- News editing for online portal

**15****Unit-6**

- Layout and design
- Using Templates and Making Dummy Sheets
- Photo editing and caption writing
- Translate the news English to Marathi or Marathi to English

**15**

**Course outcome:**

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

**Choice Based Credit System Syllabus (2019 Pattern)**  
**Mapping of Program Outcomes with Course Outcomes**

Class: F.Y.B.Voc (Sem III)  
 Course: Editing Skills

Subject: Journalism and Mass Communication  
 Course Code: JM 304

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)								
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8	PO9
CO1	3								
CO2			2					2	
CO3			2						
CO4	2				3				
CO5									
CO6		3			2			2	
CO7		3			2			2	

**Justification for the mapping**

**PO1. Disciplinary Knowledge:**

CO1 Students would be able to understand the basics of reporting.

CO4 Students would be able to familiarize themselves with the basics of editing.

**PO2. Critical Thinking and Problem solving:**

CO6 Students would be able to understand about the dummy, printing and layout.

CO7 Students would be able to develop the knowledge of photography

**PO3. Social Competence Exhibit thoughts and ideas effectively in writing and orally;**

CO2 Students would be able to familiarize themselves with different types of reporting.

CO3 Students would be able to understand the formats of specialized reporting.

**PO5. Personal and Professional competence:**

CO4 Students would be able to understand the process of editing for various platforms.

CO6 Students would be able to understand about the dummy, printing and layout.

CO7 Students would be able to develop the knowledge of photography

**PO8. Self-directed and Life-long learning:**

CO2 Students would be able to familiarize themselves with different types of reporting.

CO6 Students would be able to understand about the dummy, printing and layout.

CO7 Students would be able to develop the knowledge of photography

**Radio Production****Skill Component****Paper No. JM 405****Maximum Marks: 150****Credits: 6****Teaching Period: 8/week (1 hours period)****Teaching Load: 90 Practical hours****Course Objectives:**

1. To ability to actively listen to radio programs, advertisements, and news bulletins in various languages.
2. To train students in voice culture exercises and effective communication in Marathi, Hindi, and English for radio broadcasting.
3. To teach students the fundamentals of news reporting, writing, and editing for radio
4. To introduce students to radio production techniques, tools, and the process of creating.
5. To train students in designing and producing special radio programs, including interviews, discussions, review shows, and live program announcing.
6. To develop students' skills in creating advertisements, promos, jingles, and (RJ) links for marketing.
7. To familiarize students with podcasting, including listening to various podcast genres.

**Content****Teaching hours****Unit – 1**

- Listening radio programs and understanding
- Morning and Evening 2-hour transmission listening **15**
- Private FM channel radio shows listening

**Unit – 2**

- Voice Culture Exercise
- Practice on Marathi, Hindi & English content for Radio
- Story reading Exercise **15**

**Unit – 3**

- Listening various news bulletins
- Writing regional news bulletin **15**
- Reading regional news bulletin and editing

**Unit – 4**

- Radio Production Techniques & Tools
- Radio Programme production **15**
- Interviews, Radio Talk, Discussions, Review Programmes

**Unit – 5**

- Production of Musical Programmes
- Best use of Music database **15**
- Drama/ Skits

**Unit – 6**

- Advertisements
- Promos **15**
- Jingles

**Course Outcome:**

- 1) Students will acquire a keen understanding of different radio formats and styles, improving their overall listening skills.
- 2) Students will demonstrate improved vocal modulation, clarity, and articulation, contributing to professional.
- 3) Students will be able to create regional news bulletins, showcasing proficiency in writing, editing news content.
- 4) Students will gain hands-on experience in planning, recording, and editing radio content using industry-standard production tools.
- 5) Students will demonstrate the ability to conceptualize, plan, and execute engaging and high-quality radio programs.
- 6) Students will produce compelling audio content for advertisements and promotions, showcasing creativity and marketing understanding.
- 7) Students will create and produce their podcasts, demonstrating proficiency in scripting, recording, and editing podcast content.

**Choice Based Credit System Syllabus (2019 Pattern)**  
**Mapping of Program Outcomes with Course Outcomes**

**Class:** S.Y.B.Voc (Sem-III)

**Subject:** Journalism and Mass Communication

**Course:** Radio production

**Course Code:** JM 305

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

• Course Outcomes	• Programme Outcomes (POs)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3								
CO2			3						
CO3									
CO4		3							3
CO5		2							3
CO6				3	2	3			
CO7						3		3	

**Justification for the mapping**

**PSO1. Disciplinary Knowledge:**

**CO1:** Students will focus on actively listening to radio programs in various languages, aligning with the need for comprehensive knowledge of different radio formats and styles.

**PSO2. Critical Thinking and Problem-solving:**

**CO4 and CO5:** Involve introducing students to radio production techniques and training them in designing and producing special radio programs. This requires critical design thinking and creative problem-solving.

**PSO3. Social Competence:**

**CO2:** Emphasizes voice culture exercises and effective communication in multiple languages for radio broadcasting, aligning with the need for effective communication skills in writing and orally.

**PSO5. Personal and Professional Competence:**

**CO6:** Students will focus on developing students' skills in creating advertisements, promos, jingles, and links for marketing, requiring personal and professional competence.

**PSO6. Effective Citizenship and Ethics:**

**CO6 and CO7:** Students will involve creating audio content for advertisements and producing podcasts, aligning with the need for an informed awareness of moral and ethical issues in media production.

**PSO8. Self-directed and Life-long Learning:**

**CO7:** Students will focus on familiarizing students with podcasting, contributing to the broader goal of self-directed and life-long learning in the field.

**PSO9. Trans-disciplinary Research Competence:**

**CO4 and CO5:** Students will involve introducing students to radio production techniques, showcasing the trans-disciplinary nature of media production that integrates beyond discipline-specific approaches.

**Experimental Journal****Skill Component****Paper No. JM 306****Maximum Marks: 150****Credits: 6****Teaching Period: 8/week (1 hours period)****Teaching Load: 90 Practical period****Course Objectives:**

1. To introduce the students to the print media writing.
2. To understand the layout of tabloids and broadsheet.
3. To know the designing of the newspapers.
4. To know the basic elements of newspaper production.
5. To understand the proof reading process.
6. To prepare tabloid, journal or broadsheet.
7. To lead students into the processes of layout, production of journal.

**Content****Teaching hours**

- |  |           |
|--|-----------|
| 1. Production of Laboratory Journal (Reporting, Editing & Page layout on computer)   |           |
| 2. Every student has to produce at least three issues under the supervision of the teacher   | <b>15</b> |
| 3. They need to produce a four-page newspaper.   |           |
| 4. Minimum 60% content of the Experimental journal should be news based.   | <b>15</b> |
| 5. Preparing layout of the front, back and other pages of a newspaper  |           |
| 6. Rewrite own and local newspaper reports, articles, features regularly.  | <b>15</b> |
| 7. Design and layout news reports, articles and features using Page Maker  |           |
| 8. Upload experimental newspaper on available new media platforms.   |           |
| 9. Grades are based upon the effort and quality of completed work including weekly papers, online articles and daily assignments.  |           |
| 10. Consistent staff participation through planning and development of all phases of production.   |           |
| 11. Quality completion of individual and group assignments.  | <b>15</b> |
| 12. Weekly composite participation grade (20%)   |           |
| 13. Adherence to staff established deadlines (20%)   | <b>15</b> |
| 14. Quality of news and article write up (20%)   |           |
| 15. Section and issue development (20%)  | <b>15</b> |
| 16. Creativity and design (10%)  |           |
| 17. Editing (10%)  |           |
| 18. Each student is expected to develop five (various subjects) quality pieces throughout the term, distributed over 3 issues. A quality piece is defined as one which is of sufficient length and content to challenge the student. Each piece will go into the student's newspaper portfolio, upon which the student's nine-week grade will be evaluated. Laying-out the paper is considered the equivalent of producing two pieces of work. Students are expected to print out and save all of their work in their file in the classroom and submit it. |           |

**Course Outcomes:**

1. Students will get introduced to the print media writing.
2. Students will understand the layout of tabloids and broadsheet.
3. Students will get to know the designing of the newspapers.
4. Students will get to know the basic elements of newspaper production.
5. Students will understand the proof reading process.
6. Students will be able to prepare tabloid, journal or broadsheet.
7. Students will be able to make layout, production of journal.



**Choice Based Credit System Syllabus (2019 Pattern)**  
**Mapping of Program Outcomes with Course Outcomes**

**Class:** S. Y. B. Voc (Sem-III)

**Subject:** Journalism and Mass Communication

**Course:** Experimental Journal

**Course Code:** JM 306

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)								
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8	PO9
CO1	3								
CO2		3							
CO3			2						
CO4				1					
CO5					3				
CO6								3	
CO7						2			

**Justification for the mapping**

**PO1 (Disciplinary Knowledge):**

Strong relation - Introducing students to print media writing aligns with building disciplinary knowledge in the field of media CO1: Students will get introduced to print media writing.

**PO2 (Critical Thinking and Problem Solving):**

Strong relation - Understanding the layout of tabloids and broadsheets involves critical thinking in design and problem-solving in presenting information effectively. CO2: Students will understand the layout of tabloids and broadsheets.

**PO3 (Social Competence):**

Moderate relation - Designing newspapers involves effective communication, contributing to social competence. CO3: Students will get to know the designing of newspapers.

**PO4 (Research-Related Skills):**

Weak relation - Knowing the basic elements of newspaper production may not directly involve research-related skills. CO4: Students will get to know the basic elements of newspaper production.

**PO5 (Personal and Professional Competence):**

Strong relation - Understanding the proofreading process contributes to personal and professional competence, emphasizing attention to detail. CO5: Students will understand the proofreading process.

**PO8 (Self-directed and Life-long Learning):**

Strong relation - Preparing different types of newspapers involves self-directed learning and life-long learning skills. CO6: Students will be able to prepare a tabloid, journal, or broadsheet.

**PO6 (Effective Citizenship and Ethics):**

Moderate relation - Making the layout and production of a journal involves effective communication, contributing to effective citizenship. CO7: Students will be able to make the layout, production of a journal.