LOYOLA KAUSHAL KENDRA
BOARD OF STUDIES MEETING - SEPTEMBER 2018
MINUTES OF MEETING
DEPARTMENT OF DIGITAL JOURNALISM

Minutes of the Board of Studies Meeting of DDU KAUSHAL Kendra, Loyola College, Chennai, Held on 27TH SEPTEMBER 2018 at 10.30 A.M. Drawing studio, Commerce Economics block 3rd floor, Loyola College (Autonomous), Chennai.

AGENDA

- Summary of the Expert Committee Consultation on Syllabus revision.

- Discussion on Expert Committee's recommendations on syllabus revision.

- Presenting revised subject names and Credits.

- Presenting results of April 2018 for analysis.

- Proposal of external examiners list for all subjects

- Any Other

Dr. G. Ravindran, Professor and Head, Dept. of Journalism and Communication, University of Madras communicated his inability to attend the meeting.

Deliberations of the meeting:

Ms. M.Malini, Director, DDU KAUSHAL Kendra, Loyola College, extended a warm welcome to all the committee members and briefed them about the agenda. She explained how the previous BoS of 2017 September mandated a revision of syllabus for 2019, to be followed for the next 3 years, on which an expert consultation committee meeting was conducted as per the guidance of BoS. She placed the recommendations before the committee to discuss and finalize the new restructured syllabus.

Ms.Malini presented the name of subjects and credits of Digital Journalism, as revised by the previous BoS, which had to be worked upon as per the norms of University of Madras, as part of the course affiliation process. "When the college management went for affiliation of the course, we were given a complete new structure, which we had to follow. We had to realign the course according to the norms of University of Madras. This is the University suggested pattern. For example, they mandated many major core papers, skill component, soft skills component for each semester. As per UGC norms each semester should have 30 credits. But as per University's TANSCHE (Tamil Nadu State Council for Higher Education) the credits doesn't match up to 30 in many semesters. There is no elective component given for the UG syllabus says Ms. Malini.

Dr. Haneef asked whether the credits are fixed or whether it could be altered. Ms. Poarkodi explained that credits can't be changed, but subjects and its names can be changed. Ms.Malini moots the point whether the department can suggest to the University to stick to UGC norms and its credit distribution. "Since this is a special skills upgradation project, when we apply for extension they do check whether we align it as per UGC norms." And also the syllabus need to be aligned to the MESC (Media and Entertainment Skill Council) Qualification packs too.

Dr. Haneef expressed that even though total credits are 180, it is better not to exceed 30 credits per semester since that would be an overload to the students. To which Ms. Poarkodi replies how UGC stipulates to give more thrust to skills component but under the norms of University of Madras general component is more overpowering.

Ms. Malini explains, "UGC requires 12 credits for General Component and 18 for skills component, but as we rework as per University of Madras norms, there is a mis-match. This issue has escalated for all the semesters. We are representing the same with inputs from BoS meeting and Advisory Council (of KAUSHAL Kendra) meeting." Ms. Poarkodi responds to it saying that the issue is majorly with B.Voc. than with M.Voc.
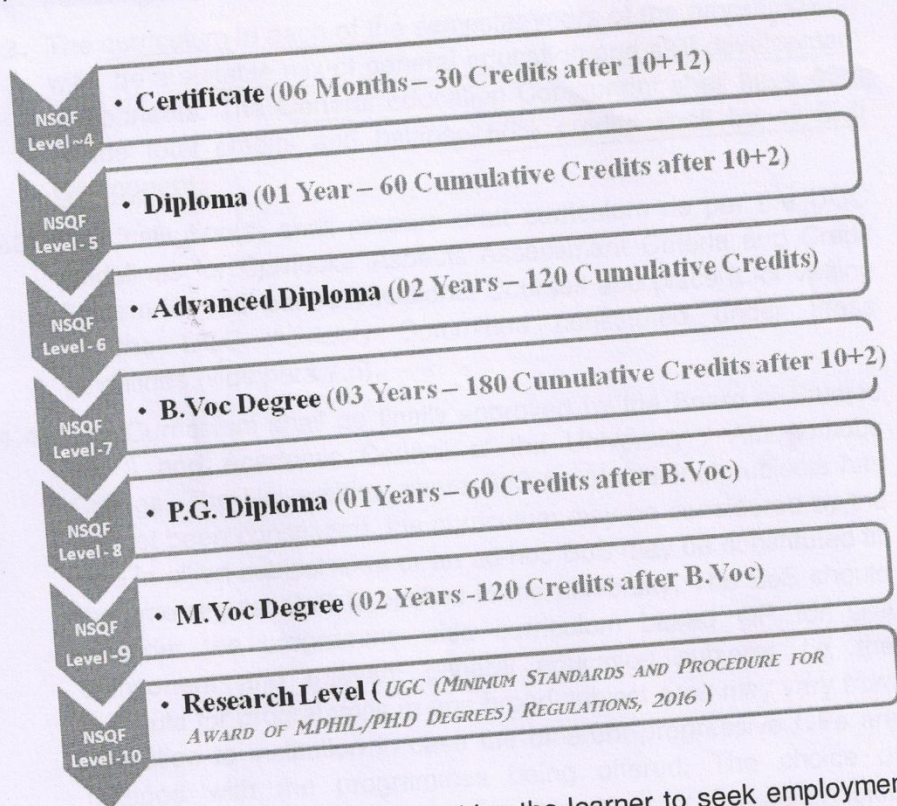
The detailed report presented in the BOS meeting is as follows:

Credit distribution as per UGC norms:

4.2. The curriculum in each of the semester/years of the programme(s) will be a suitable mix of general education and skill development components. The General Education Component shall have 40% of the total credits and balance 60% credits shall be of Skill Component.

The institution(s) shall prepare draft curriculum as per the UGC

3. Type of Courses and Awards:

There will be full time credit-based modular programmes, wherein banking of credits for skill and general education components shall be permitted so as to enable multiple exit and entry.

NSQF Level ~4	• Certificate (06 Months – 30 Credits after 10+12)
NSQF Level - 5	• Diploma (01 Year – 60 Cumulative Credits after 10+2)
NSQF Level - 6	• Advanced Diploma (02 Years – 120 Cumulative Credits)
NSQF Level - 7	• B.Voc Degree (03 Years – 180 Cumulative Credits after 10+2)
NSQF Level - 8	• P.G. Diploma (01Years – 60 Credits after B.Voc)
NSQF Level - 9	• M.Voc Degree (02 Years - 120 Credits after B.Voc)
NSQF Level - 10	• Research Level (UGC (MINIMUM STANDARDS AND PROCEDURE FOR AWARD OF M.PHIL./PH.D DEGREES) REGULATIONS, 2016)

it enables the learner to seek employment

4.13. As an illustration, awards shall be given at each stage as per Table 2 below for cumulative credits awarded to the learners in skill based vocational courses.

Table 2

NSQF Level	Skill Component Credits	General Education Credits	Total Credits for Award	Normal Duration	Exit Points / Awards
7	108	72	180	Six Semesters	B.Voc Degree
6	72	48	120	Four semesters	Advanced Diploma
5	36	24	60	Two semesters	Diploma
4	18	12	30	One semester	Certificate

The NSQF Levels in above illustrations indicate that there should be at least one job role at the concerned NSQF Level in the curriculum to be assessed and certified for skill component. The normal training hours for skilling should be proportionate to the weightage for skill credits and an appropriate component of skill training may be imparted as on-site training at actual work place.

Credit distribution as per UNIVERSITY norms:

.2.

Since, B.Voc. course is skill based course of study, as recommended by UGC, the following pattern of award of degree shall be introduced.

Year	Part I, II & III General Component Cumulative Credits	Part IV Core papers (Skill Component) Cumulative Credits	Duration	Award
III year	49 + 06	68 +57	3 years	B.Voc.
II year	25 + 24	34 +34	2 years	Advanced Diploma
I year	25	34	1 year	Diploma

5. COURSE OF STUDY

The main Subjects of Study for Bachelor of Vocational course (B.Voc.) shall consist of the following :

GENERAL COMPONENT

PART -I : Tamil or Other Languages

PART-II : English

PART-III:

1. (i) Those who have not studied Tamil upto XII Std. and taken a non-Tamil language under Part-I shall take Tamil comprising of two courses (level will be at 6th standard).
   (ii) Those who have studies Tamil upto XII Std. and taken a non-Tamil language under Part-I shall take Advanced Tamil comprising of two courses.
   (iii) Other who does not come under i + ii can choose non-major elective comprising of two courses.
2. Soft Skill(SS)
3. Environmental Studies(EVS)
4. Value Education(VE)
5. Extension Activities(EA)

Year	Semester	Languages Part-I & Part II	NME/EVS/VE/EA/SS	Total Credits
I	I	2 X 4 Credits = 8	NME- 1 X 2 Credits = 2	12
			VE – 1 X 2 Credits = 2	
I	II	2 X 4 Credits = 8	NME- 1 X 2 Credits = 2	13
			VE – 1 X 2 Credits = 2	
			EA - 1 X 1 Credit = 1	
II	III	2 X 4 Credits = 8	EVS - 1 X 2 Credits = 2	10
II	IV	2 X 4 Credits = 8	SS 1 X 6 Credits = 6	14
III	V	-	SS 1 X 6 Credits = 6	6
III	VI	-		-
			Total	55

..3..

		SKILLED COMPONENT PART-IV CORE Subjects (Theory and/Practical, ALLIED Subjects and PROJECT)		
Year	Semester	Core/Practical/Project	Allied/Elective	Total Credits
I	I	2 X 6 Credits = 12	1 X 5 Credits = 5	17
I	II	2 X 6 Credits = 12	1 X 5 Credits = 5	17
II	III	2 X 6 Credits = 12	1 X 5 Credits = 5	17
II	IV	2 X 6 Credits = 12	1 X 5 Credits = 5	17
III	V	4 X 6 Credits = 24		24
III	VI	3 X 6 Credits = 18		18
		Project	-	15
			Total	125

Dr. Haneef wants to ensure that students are not being exposed to more than 30 credits, which would be overload. "Less than 30 credits are always fine. But 33 or 35 credits isn't" he says. "Atleast, the language part we can suit them to journalism. It could be tuned to the needs of journalism, which was discussed in the last BoS also" says Ms. Poarkodi. Dr. Haneef agrees with it saying, "Part 3 can be tuned in that way. We can have flexibility to impart skill base in that aspect."

Ms. Malini acknowledges it among all the board members gets their consent and assures to represent it to the University. All the BoS members agree to the representation of the issue.

But Dr. Haneef was skeptic about providing more than 6 credits for theory paper, which would mean than 90 hours per semester. He preferred a maximum 4 credits per paper for theory. Dr. Punitha responds to it saying that University specification says that if it is 5 credits it has to have 6 hours. Dr. Haneef says that if the paper is brought down to 4 for papers like understanding digital journalism and understanding digital journalism a new paper with 4 credits could be added. He was wondering whether it would help. But Mr.Senthil felt that practical paper does need more credits (1 credit is equal to 1 hour of class) but theory could be lesser as expressed by Dr. Haneef. "Even though it will help, it isn't flexible as per University of Madras norms" felt Ms. Poarkodi:

Ms.Malini explained that "University has clearly stated the number of credits to Skill paper and General paper." Dr. Punitha expressed the opinion that University might be following "the guideline given by TANSCHE. "May be they aren't flexible even with skill based digital journalism paper too."

Dr. Haneef had an important point on how the instructional design should be done in a way that that there is this "aspect of scaffolding." "You incrementally increase levels. If it is 90 hours per semester, what are you going to test for outcomes? Particularly with UG students?" he expressed his concerns. Mr. Senthil felt many students who join the course with different educational, disadvantaged background need some time to adapt to the course.

When Dr.Haneef stressed on making languages to focus on journalism aspects of writing, Ms.Malini responded saying that it could be done in consultation with Tamil and English faculty and department. "But at the same time it would be difficult for French, as basics are only taught." At this juncture Mr.Kamalanathan intervened and said that "students need to be given basic grammar exercises in the initial semesters, which is important for journalism students." Mr. Thanigaivelan made the point on how a paper on stylistics to improve journalistic writing skills would help. "We can bring in a workbook for the students to improve grammar as students from weak economic and social background find it difficult to

learn basics (Dr.Haneef and Ms.Poarkodi acknowledge the same). Dr. Haneef felt a final semester paper could be given as a cumulative paper like Entrepreneural Digital Journalism project. "It might help them get job."

Ms. Samreen Fathima, student representative of BoS intervened at this juncture to express difficulties students face assimilating with the course. "Many students who enter even PG, doesn't even know the definition of journalism. So find it difficult to adapt." Dr. Haneef responded saying, "it is because students hardly read newspapers." Ms.Samreen joined the issue saying that though "obviously we have to read newspapers on a daily basis but when a person selects the course by chance or choice, they find difficult to adapt in a short duration." Ms.Chithra added her inputs to the discussion saying the reason why the second year Project is a created as an intense is to make scope for students to assimilate.

Ms. Thanigaivel moots the idea of including stylistic writing for journalism. "Where to use punctuation marks, grammar and other stuff." Mr.Senthil felt strengthening basics itself is a challenge. "Especially in our college, people from very disadvantaged backgrounds come and study. They find it difficult to cope. Coming from not so great schools and backgrounds, making them write error free itself is a big challenge." Ms.Malini explains how since this is a subsidized course, many from economically disadvantaged section get enrolled here.

Dr. Haneef asked the faculty to create a work book for their help. "It could have grammar based exercises. A 60 - 70-page work book on grammar. Others could be on news writing, headline writing and other stuff. You can convert it to a book and publish it. Mr.Thanigaivel felt we can utilise books for people in various stages of learning available with British Council library. "It could be applied here also. We can recommend Vocabulary-1, Vocabulary-2 kind of books." But Dr. Haneef felt that if teachers prepare such books, "you can draw upon the strengths and capabilities of your students, with the local needs. Also, we have created a reading room for the benefit of our students. But students don't do it on their own volition"

Ms. Malini took down the consensus of all the committee members to align Tamil and English papers with journalism. Dr. Punitha added that Basic grammar could also be included, since "it is pathetic among students." Dr. Kamalanathan argued saying, some students "even don't know the difference between singular and plural. "Like spoken English course, they now need spoken Tamil course, in their mother tongue is also." Dr. Haneef added points to the discussion saying that we can give PG students grammar exercises specifically relevant to journalism. "We would give wrong headlines and copies, making them correct it." Ms. Malini agreed that UG students have language papers in first 4 semesters, the first semester would focus on grammar and related stuff. Second semester on advanced language skills. "Third and fourth could be purely relevant to journalism. Papers like writing for media could be included."

Ms. Malini now presents the recommendations of syllabus revision committee.

Recommendations from the expert consultation meet on syllabus revision:

- Script writing paper could be brought to the initial part of the semester, so that students are well prepared to handle shoots better.
- Video Production paper could be reinstated.
- Video Production paper could be placed before papers like Broadcast Journalism, to ensure that students are prepared to handle technical aspects.
- Mobile Journalism could be kept for the last semester.
- The question whether Print Journalism and Digital Journalism would have similar aspects to be looked at.
- Update on Journalism 3.0, analytics and use of digital tool to be included in the revised syllabus.
- DRM (Digital Radio Mondiale), Digital Audio Broadcast (DAB) and HAM to be introduced in radio syllabus.
- Recommended books: Internet Transformation of Journalism Elliot King. Cellphone Nation – Robin Jeffry
- Writing in Tamil to be encouraged at least for projects, assignments taking into consideration needs of students specializing in Tamil and from Tamil medium background.
- Papers with same names in UG and PG are to be renamed and differences to be created in syllabus enabling students studying in UG B.Voc. vertical integration with P.G M.Voc.
- Collaboration with institutes like Poynter, Harvard University.
- Offering scope for online courses, MOOCS and self-study paper in the syllabus.
- Teaching ideology and constitution for students for better domain knowledge.
- Introducing Journalism 3.0 and coding aspects in the syllabus.
- If possible, renaming/merging papers or their titles to avoid repetition/redundancy.
- Specialized reporting like political, cinema, children in conflict with law, reporting crimes against Women and Children are to be given focus, giving a thrust on ethical aspects.

Dr. Haneef presented his views on the paper on blogging for social change. He felt that it was limiting its scope. Ms.Malini clarified the position saying that, earlier there was a paper called Ad production in the place. "We wanted to have news blog in its place. At that time the committee suggested this title." Ms. Poarkodi explained how students would be given field assignment and how to use blog for social change." Dr. Haneef explained how Digital activism could be taken in Facebook and Twitter also. "So, the paper could be taken as Digital Media for Social Change. You can include CSS. Take up some themes of WordPress and tweak it. A minimum idea of CSS would itself be helpful," he says.

Dr. Haneef pushed the discussion on emerging Data journalism as an important field. "Everything is produced out of data. A lot of Engineers are moving into journalism. They are doing 'gamifying' of journalism. Algorithm and analytics would be good." Mr. Senthil shared his experience how even Tamil media, which used to be in their own ways, are coming out and using data journalism. Training in this would help in job opportunities also."

Dr. Haneef talked about software tools like R – language which would help in coding. "When it comes to tie ups you can take into account Knight Center of journalism, "which is offering free courses. Tie up like Poynter institute is also encouraged." Mr. Senthil expressed apprehensions of students are afraid of coding. "Students sometimes feel that this is not for

what they have come for journalism, even though simple tools for doing the same are available." Mr. Thanigaivelan responded how coding would become mandatory for journalists in five to seven years from now. "We have no other go option except to upskill."

Ms. Samreen felt that coding "appears like a different side of journalism." But at the same time she felt "students can handle the minimal of coding side." Mr.Senthil assuaged the fears saying that journalism students aren't "going to be asked to write a programme." Dr. Haneef added that journalists would have to work with programmers. "So, learn what ever minimum required." Mr.Thanigaivel pointed out that when "immersive journalism comes in, everyone has to learn every other stuff."

Ms. Poarkodi asked the panel about areas of the syllabus to be fortified. "Or new areas to be created afresh." Dr. Haneef suggested that the paper Internet media design could be taken as Interactive Media Design. "Also, since a lot of convergence is happening, how do you differentiate between Broadcast Journalism (which includes production for TV and radio) and mobile journalism? Do you see it as an isolated course? Because one platform feeds in to the other." Mr.Senthil agreed saying that "a mixed kind of journalism is happening. So, that's why we would like to relook at the whole syllabus."

Mr.Kamalanathan also felt the same. "Radio itself is a different stream. So, it would be better not to club it along with TV as a common paper named Broadcast Journalism. Also since organizations like All India Radio are making it mandatory that mass communication degree is a must to teach Radio and TV separately." Dr. Haneef summed it up saying it (Broadcast-TV, Radio) can be two separate papers. Dr. Punitha also agreed saying that we can offer Radio differently and TV separately.

Ms. Malini noted the recommendations not to include Broadcast Journalism (Instead to offer separate TV and Radio papers). She also got the approval of the panel to move mobile journalism to the last semester as per the recommendation of the Syllabus Revision Expert Committe. Ms. Chithra brought into the discussion to bring scriptwriting to the first semester. Ms. Poarkodi expressed that the expert committee also felt that we can do away with film journalism and wanted to make it specialized reporting or journalism. "Which can have politics, cinema, travel etc." Dr. Haneef responded: "Yes, instead of focusing one, it could have many. We can even include reporting on poverty, development, health etc."

Dr. Haneef raised the question on what is digital content production. Ms. Malini explained it's a replacement for video production paper. "It is on audio visual content production."

Dr. Haneef raised the question on including Digital Media Marketing as a paper. Mr.Senthil agreed. "It is a much developing area. It is not just about marketing content, but promoting personalities, building communities in the digital platforms. So, now people are calling the Editor by the name Chief Community Officer since he/she is building a community of followers in the web. A journalist has to promote his content, his personality to survive" he says. Dr. Haneef adds to by saying that "today's journalist merely can't stop with producing content; he/she has to market the content also. They need to know how to use Facebook,

Twitter community, to create fan following. The term journalist is itself fading. Content Experience developer is for example one title given for a journalist's job."

Ms. Poarkodi raised the question on whether to do away with Media, Culture and Society paper and bring in some with Digital media management? Ms. Punitha felt it needn't be done away with. Ms. Poarkodi expressed her concern as it is standing out in the syllabus. Mr.Senthil added that we cannot skip cultural aspect of communication. Ms.Poarkodi responded that we can have some part of its title retained. "We now teach Marshal McLuhan and other things. We can add Digital Culture to it." Dr. Haneef felt it is one area where a student could have a critical look. But Dr. Punitha felt this paper should be fed to the students. Ms. Malini brought in a balance saying that one unit in MCS on Digital Culture instead of doing away with it completely. Dr. Haneef shared their experience of having a paper called Digital Media Culture and Society. "Teaching identity in social space" is the focus.

Ms. Malini wanted to have the opinion of the committee members on changing the title of Blogging for Social Change. Dr. Haneef felt it could be called as "Communication for Social Change."

It was pointed out that translation is now a compulsory paper. Ms. Poarkodi felt that some people from other language backgrounds mayn't be comfortable with it. "So, it can be an elective paper." Ms. Malini responded saying that it can represented again to bring Translation as an elective, instead of a combined Translation and Copy Editing paper." Dr. Punitha suggested taking Translation as a single paper and leaving out Copy Editing. Ms. Chithra suggested, "Since we are teaching reporting and editing in a single paper, we can do away with copy editing as an extra/ elective paper."

Dr. Haneef expressed his idea to introduce analytics at the basic level. "May be with a paper titled 'Digital Media Management', as we discussed. We can teach how Adobe, Google Analytics work. Expose students to platforms like Alt News, Pro Publica which check veracity of news."

Dr. Punitha felt that Communication Skills for Media (having 4 credits) can be an elective. Mr.Senthil agreed. "If possible, we can offer it as an elective since some students who have techno savvy can skip it." Dr. Punitha also pointed out that Video production could be a major paper.

Dr. Haneef expressed that instead theories of digital communication; it could be Communication Theories and Processes. "They should know basic theories and their application in the digital context. It is difficult to categorize theories meant for digital media," he says.

Ms. Poarkodi pointed out that Graphic Design or Digital Photography are given as elective at the PG level. Dr. Haneef felt they shouldn't be given as optional. "They (students) should learn them invariably."

Dr. Haneef suggested a paper Gender, media and margins and recommended that App development could be offered as an elective. Ms. Poarkodi noted the point. "So, Mobile App

Development and Big Data are elective papers. Mobile Journalism becomes major core. Gender, media and margins comes in the place of Social Media and Communication."

Dr. Punitha felt that the last semester (PG) is too much loaded. Dr. Haneef also suggested removing some papers from the last semester will them to do their projects. Ms. Poarkodi responded saying that Digital Media Project could be brought in the fourth semester with 10 credits.

In his concluding remarks Dr. Haneef expressed his suggestion to ensure that the syllabus shouldn't be framed in a way that UG students learn more and PG students learn less. "Otherwise you have to strengthen the theoretical things at the PG level."

Resolutions of the Board of Studies:

B.Voc. Digital Journalism

1. Introduce Project on Entrepreneurial Digital Journalism in VI semester

2. Language and English syllabus to be aligned as per journalistic requirements; Produce workbooks to help students.

3. Data Journalism paper can entail data journalism in print, broadcast and web; gamifying journalism; software algorithm

4. Rename Internet Media Design paper as Interactive Media Design; UI can be introduced

5. Replace Film Journalism paper with Specialized Reporting

6. Introduce Interactive Documentaries as a paper

7. Replace Translation and Copy-editing paper with Internship training programme

8. Paper on Analytics to be introduced with Bot, Artificial Intelligence, Google Initiative Lab on Fake News etc.

9. Broadcast Journalism paper should consist of a unit on interview techniques

10. Blogging for Social Change to be changed to Reporting for Social Change

11. Broadcast Journalism to be renamed as Digital TV Production

M.Voc. Digital Journalism

1. Change Computer Skills and Media as elective; Communication for Social Change to be introduced as elective

2. Digital Photography and Video Production have to be converted to major core papers.

3. Theories of Communication can replace Theories of Digital Communication

4. Mobile App Development and Big Data Journalism have to be changed to electives

5. Mobile Journalism should be offered as a major core paper
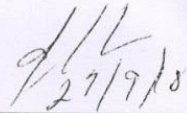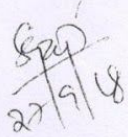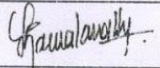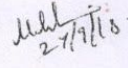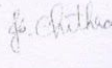
6. Gender and Media paper to be introduced

The committee also went through the External examiners list and the results of the previous semesters and took note of the steps made to improve the same. Dr. Punitha suggested to avoid Faculty members from Loyola College as External Examiners though from different departments and to include from other colleges.

The committee unanimously agreed that it's better to follow the guidelines as per the UGC document for Vocational courses and to represent to the University of Madras to reconsider their guidelines for Vocational courses.
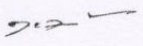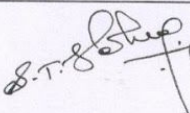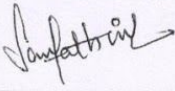
The proposed syllabus to be followed from the Academic Year 2019 onwards as below was approved by the Board of Studies members for both B.Voc. and M.Voc. Digital Journalism courses.

BOARD OF STUDIES
DEPARTMENT OF DIGITAL JOURNALISM
DDU KAUSHAL KENDRA – LOYOLA COLLEGE
27th September 2018. FN

ACKNOWLEDGEMENT

S. No.	Members	Designation	Signature
1.	Prof. Dr. G. Ravindran	Professor and Head, Department of Journalism and Communication, University of Madras	—
2.	Dr. Punitha. D	Associate Professor and Head, Department of Communication, Women's Christian College, Chennai	*signature* 27/9/8
3.	Dr. M. Shuaib Mohamed Haneef	Assistant Professor & Head in-charge Department of Electronic Media & Mass Communication School of Media and Communication Pondicherry University	*signature* 27/9/8
4.	Mr. Kamalanathan. J	Former Director, All India Radio, Chennai	*signature*
5.	Ms. M. Malini	Director, DDU KAUSHAL Kendra, Loyola College, Chennai	*signature* 27/9/18
6.	Ms. Poarkodi Natarajan	Assistant Professor (Senior Grade), Dept. of Digital Journalism, DDU KAUSHAL Kendra, Loyola College	*signature*
7.	Ms. J.S. Chithra	Assistant Professor, Dept. of Digital Journalism, DDU KAUSHAL Kendra, Loyola	*signature*

signature 1/10/18

		College	
8.	Mr. S.Senthil Kumar	Assistant Professor, Dept. of Digital Journalism, DDU KAUSHAL Kendra, Loyola College	
9.	Mr. S.Thanigaivelan	Assistant Professor, Dept. of Digital Journalism, DDU KAUSHAL Kendra, Loyola College	
10.	Ms.Samreen Fathima N	Student, Dept. of Digital Journalism, Loyola College, Chennai	

1/10/18
DIRECTOR
DDU KAUSHAL KENDRA
Loyola College, Chennai-600 034