

NSQF QUALIFICATION FILE GUIDANCE

Version 6: Draft of 08 March 2016

NSDA Reference

To be added by NSDA

2

CONTACT DETAILS OF THE BODY SUBMITTING THE QUALIFICATION FILE

Name and address of submitting body:

Additional Skill Acquisition Program

A joint initiative of higher education department and general education department

Government of Kerala

Name and contact details of individual dealing with the submission

Name: Dr. M.T Reju IAS

Position in the organisation: CEO

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List of documents submitted in support of the Qualifications File

1. Syllabus
2. Quality framework
3. Participants handbook
4. Trainers handbook
5. Assessment guide

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SUMMARY

Qualification Title :	Certificate Course in Junior Correspondent
Qualification Code	NA (JCC)
Nature and purpose of the qualification	<p>- Nature Of Qualification is Certificate course -</p> <p>- Purpose of the qualification is</p> <ol style="list-style-type: none">1. To get people acquainted with the journalism courses and have better job or higher education opportunities in journalism especially to work as a Stringer/part time correspondent/liner.2. To help students to plan a career in media industry.3. To groom students by providing a strong foundation in print, electronic and new media.4. To give adequate exposure in editing, media management, public relations, advertising, media laws, current affairs and ethics apart from News Reporting.5. To equip students with the theoretical and practical inputs needed to be successful as a stringer/part time correspondent/liner.
Body/bodies which will award the qualification	ASAP
Body which will accredit providers to offer courses leading to the qualification	ASAP
Body/bodies which will carry out assessment of	ASAP (third party assessment through empanelled agencies.)

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learners	
Occupation(s) to which the qualification gives access	Stringer Journalist Photojournalist Sports journalist Fashion journalist Print journalist Broadcast journalist Multimedia journalist Copy writer Content writer
Licensing requirements	NA
Level of the qualification in the NSQF	5
Anticipated volume of training/learning required to complete the qualification	450 hours 180 hrs(FM) + 60 (theory) + 60 (practical) + 150hrs (internship)
Entry requirements and/or recommendations	<ul style="list-style-type: none"> • 2 or more years' experience as a local reporter and 12th pass • 10+2 equivalent, and those who are undergoing degree in arts subject. • Any degree holder in arts stream.
Progression from the qualification	<p>After successful completion of degree along with certificate course in journalism, students are eligible for</p> <ol style="list-style-type: none"> 1. P.G DIPLOMA IN JOURNALISM AND MASS COMMUNICATION 2. P.G DIPLOMA IN T.V JOURNALISM AND MASS COMMUNICATION 3. P.G DIPLOMA IN PUBLIC RELATIONS AND JOURNALISM 4. MASTER OF COMMUNICATION AND JOURNALISM <p>After the successful completion of course, students are eligible to</p>

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work as Stringer/ Junior Correspondent. They are employed by newspapers and can work as reporter in remote areas.

Job progression:

Stringer/ Junior correspondent



(may require additional qualification)

Correspondent/ reporter/subeditor



Senior reporter/senior subeditor



Chief reporter/chief subeditor



News editor/ special correspondent



Associate editor



Editor



Chief editor

Planned arrangements

Language competency test will be conducted and a score of 50% will be

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for the Recognition of Prior learning (RPL) considered.			
International comparability where known SAQA (http://regqs.saqa.org.za/viewQualification.php?id=58978)			
Date of planned review of the qualification. 01/01/19			
Formal structure of the qualification			
Title of unit or other component	Mandatory/ Optional	Estimated size (learning hours)	Level
1. 1.Foundation module <ul style="list-style-type: none"> • Communicative English • Information Technology 	Mandatory	100 + 80	5
2. Reporting <ul style="list-style-type: none"> • Writing and Editing 	Mandatory	60 + 24	5
3. General Knowledge and Current Affairs	Mandatory	18	5
4. Web journalism	Mandatory	3	4
5. Photojournalism	Mandatory	3	4

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6. Media laws and ethics	Mandatory	12	5	(i)
7. Internship	Mandatory	150	6	(iii)
Total		450 hrs		Add boxes as required for alignment

Please attach any document giving further detail about the structure of the qualification – eg a Curriculum Document or a Qualification Pack.

1. NQF ACT (<http://www.saga.org.za/docs/legislation/2010/act67.pdf>)
2. Syllabus
3. Quality frame work.

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SECTION 1 ASSESSMENT

Body/Bodies which will carry out assessment:

ASAP

How will RPL assessment be managed and who will carry it out?

Language competency test will be tested by ASAP empanelled third party agencies.

Describe the overall assessment strategy and specific arrangements which have been put in place to ensure that assessment is always valid, reliable and fair and show that these are in line with the requirements of the NSQF.

ASAP follows an assessment framework which has got weightage for all the activities in which students get involved during the training program. The components of assessment include Attendance, internal Assessment and student involvement, Final assessment. Of these, Attendance and internal assessment come under continuous and comprehensive evaluation (CCE). CCE evaluation refers to a system of MIS based assessment that covers all aspects of the student's development and involvement. All Assessments with regard to academic status of the student shall be done in marks and overall assessment will be done in grades. The report card/certificate will state only the overall grade.

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TABLE 1

TYPE OF ASSESSMENT		WEIGHTAGE	
CONTINUOUS & COMPREHENSIVE EVALUATION	ATTENDANCE	10%	
	STUDENTS INVOLVEMENT	ASSIGNMENT	10%
		INTERNAL EXAM	10%
PRACTICAL/LABWORK/APPRENTICESHIP/HANDS ON EXPERIENCE BY THE INDUSTRY		30%	
SKILL PROFICIENCY TEST BY THE INDUSTRY/ASSESSMENT AGENCY		40%	
TOTAL		100%	

1. **ATTENDANCE:** Many classes use lectures, discussions, demonstrations, experiments, and student participation as part of the daily learning activities and those who miss these sessions will not be able to compensate for the loss. Regular student participation in daily classroom activities plays a significant role in student's success. For each course, the student's attendance will be marked daily and grades will be awarded accordingly. The corresponding grade points shall be generated by a system designed for this purpose (MIS). The grade points shall be given as per the table below.

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POINT SCALE	GRADE POINT
Attendance above 90%	10
86 to 90 %	8
80 to 85 %	5
Below 80% (permissible only in the event of condonation)	3

2. INTERNAL ASSESSMENT & STUDENT INVOLVEMENT:

a) **Assignments:** Each Student has the opportunity to complete the assignment according to his/her preferred approach. This might involve reading textbook chapters and assigned reading materials to gain a better understanding prior to completing an assignment or exploring new resources to gain additional information. There shall be no restriction on the resources that the students are allowed to consult or any limit to the number of hours he/she choose to spend on the assignment. Since each student employs his/her own personal learning style, an individual assignment may actually be a fairer measure of the students learning. There are two assignments, one after 25% coverage of the total syllabus and the other after 75% of the total syllabus. Each shall be evaluated and assigned a score. The scores should be marked on the student's assignment sheets by the SDE after evaluation. The scores shall be entered in the student profile twice. The first shall be made on completion of the initial 25% of the syllabus. It will be based on the average score up to that point. The second entry shall be made on completion of 75% of the syllabus. This will be based on the grades awarded for the assignment after the first entry. The average of the two shall be the final score for assignments. Questions for the assignments will be generated from a data bank created for the same. The data bank will have questions which will test the vital portions of the syllabus covered which have a direct

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bearing in the skill acquisition. The SDE can Access this through OTP for each batch and each assignment

b) Internal Exam: there are two internal tests one after completing the 50% of the syllabus and the other after the end of the training course. These test is conducted by the trainer based on the topics covered for the test. Questions are selected at random from the question bank already generated. Of these for each test 50% of the questions are theoretical and in the form of objective type and the rest 50% will be short descriptive questions which will be oriented towards procedure/strategies/ways of doing/ ethics of doing etc., (Process of skill acquisition) The duration of the first test after 50% of the total session is 1 hr and the second test after completion of the total syllabus is 3hrs. The duration is so fixed to see that coverage of the total learning events. The grades shall be entered in the students profile twice. The first entry shall be made on completion of the initial 50% of the syllabus and the second entry shall be made on completion of the rest of the syllabus. Total score for internal assessment will be the total of the average grade points secure in the internal tests and assignments.

- 3. FINAL ASSESSMENT:** Final assessment will be conducted by ASAP empanelled third party. The questions will be generated randomly from the question bank by the trainer. 40% of the questions are to check trainee's professional knowledge and 50% is to check their professional skills and rest 10% for their soft skills.
- 4. QUESTION BANK:** Questions will be collected from the experts and this will be vetted by an assessment committee to check its assessment ability. Selected questions will be enlisted in the bank. The question bank will have 6 times the requirement of questions for the first year to start with and thereafter 20% more questions will be added in each category each year from experts following the same procedures. The maximum weightage for the test will be 70%.
- 5. GENERATION OF QUESTION PAPER:** Each batch will have a unique user id and the trainer will be given access to question bank once for each category of test. They are permitted to download the questions only on the day of assessment. Question paper will be automatically generated from the question bank at random based on the criteria specified for assessing each competency given in the session assessment evidence. Guidelines will be given to the trainers in terms of evaluation of

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assignments and internal test.

6. **THIRD PARTY ASSESSOR:** ASAP will enlist assessing agencies through an RFP process for each sector. The assessors from assessment agencies will be given a two day orientation on assessment before their deployment. They will also generate the question paper from the question bank using an OTP for each batch of examination.
7. **QUALITY ASSURERS FOR THE THIRD PARTY ASSESSMENT:** ASAP has a quality assurer system to monitor all its courses by deploying quality assures based on feedback received from students, Program Managers and Quality assures. In similar lines we will select quality assures for assessment. They will be people with 5 years of experience in the industry and have done at least 2 assessments in the capacity of a trainer or have worked as a Quality assurer for ASAP with min 2 years' experience and having a good rating in terms of their work as quality assures. They will be shortlisted by an RFP process. The short listed people will be given a 2 day training, after which a trial allotment for assessing a batch during the examination and those who qualify in the process will be enlisted as Quality assures for third party assessment.

Quality assures for third party assessment will be deployed at random and based on any feedback from functionaries of ASAP/ stake holders while the third party assessment is going on to collect feedback for rectifying anomalies and improving the process of third party assessment.

8. **REDRESSAL OF GRIEVANCES IN ASSESSMENT:** any grievance regarding any of the assessment have to be addressed to the sector head of ASAP. based on the degree grievance ASAP head will choose any one or more of the following
 - Deployment of a quality assurer for third party assessment
 - Report from the SDC PM
 - Direct inspection by sector head.
 - Reassessment

The factual details will be submitted to the chief executive officer whose decision will be final.

Please attach any documents giving further information about assessment and/or RPL.

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Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

ASSESSMENT EVIDENCE

Complete a grid for each component as listed in “Formal structure of the the qualification” in the Summary.

NOTE: this grid can be replaced by any part of the qualification documentation which shows the same information – ie Learning Outcomes to be assessed, assessment criteria and the means of assessment.

CRITERIA FOR ASSESSMENT OF TRAINEES

Job Role	Stringer
<u>Guidelines for Assessment</u> <ol style="list-style-type: none">1. The criteria for assessment for each outcome will be created by BAC. Each Performance Criteria (PC) will be assigned marks proportional to its importance. Sector heads will propose the proportion of testing of each PC through different assessment techniques namely attendance, internal assignments, internal test, final internal test and third party skill assessment through enlisted assessors.2. The assessment for the theory part will be based on short descriptive questions and objective type questions in the question bank.3. Question papers for different assessment will be generated from a question bank prepared by ASAP based on the assessment formula approved by SME/ BAC4. For internal assessment Question papers will be generated by SDE (trainer) and for 3rd party assessment by empanelled agencies.5. Empanelled agencies will create unique evaluation for skill practical for every student at each batch based on this criteria6. To pass the qualification , every trainee should score a minimum of 70% in every PCs7. Performance criteria is fixed on the basis of core skills and Knowledge and understanding.	

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Element	Performance criteria	Total marks	Final assessment			viva
			Out of	theory	skills	
Reporting skills (57 hours of instruction, including practical sessions and visit to media organization)	1. Identification of the elements which give news its value (like prominence, proximity, novelty, impact, context, emotions, social norms and value systems etc.)	100	90	5	-	2
	2. Ability to perceive the social functions of the media (inform, educate, motivate and entertain) in a democratic society.			3	-	1
	3. Enable the students to identify the news source and collection of information from			6	9	1

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	<p>various sources leading to stake holder decision/ action</p>					
	<p>4. Ensure that the student understand the meaning/ essence of news in the socio-cultural context and they could communicate the collected information logically and in an “easy-to-read and understand” format which is widely appreciated.</p>			4	7	-
	<p>5. Acquisition of skills in structuring a news both in conventional format (inverted pyramid style) and narrative formats (nutgraph, hour</p>			5	9	2

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	<p>glass, micro-macro analysis etc), giving due importance to accuracy, objectivity, socio-cultural norms and ethics</p>					
	<p>6. Ability to conduct interviews to obtain information & enabling students to attend press conferences and meet VVIPs at airport or the site of a “breaking news” (like an accident spot, a place where a clash between a crowd and the police occurred, funeral of prominent persons etc)</p>			6	8	1
	<p>7. Monitoring information 24 hours a day from</p>			3	7	1

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	<p>news potential areas (beats) like police stations, hospitals, party offices, markets etc through trustworthy sources in these places.</p>					
	<p>8. Ability to report various types of news in simple sentences with clarity. (News items about accidents and crime, proceeding in the legislature and courts, weather and environment, local administration and developmental issues, welfare of depressed classes & women and children, social and cultural</p>			6	7	2

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	activities, meetings and seminars, agriculture, commerce and industry, cinema and arts, health and family welfare etc.)					
	9. Acquisition of knowledge about specialized areas and ability to communicate news from those areas. (Automobile industry, money markets, fashion shows, sports and games, disaster management and profiling of personalities and institutions etc.)			1	1	-
	10. Familiarization of the working of newspaper offices.(visit their			1	1	-

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	offices)					
	11. Ensure that the students obtain background information to write his/her story from different sources like records, books, videos and the internet.			-	1	-
Editing skills (24 hours of instruction, including practical's)	1. Ability to communicate news by focusing on the important points and detailing each of these elements simply, clearly and in a logical sequencing and adding proper background information (wherever it is necessary) to avoid ambiguities in understanding	100	90	5	6	-

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	<p>the news in the right perspective. Ensure that the students properly understand why the lead, body and conclusion are necessary in a report</p>					
	<p>2. Familiarization of editing and proof reading symbols</p>			6	6	2
	<p>3. A proper understanding of the news room operations (receiving news from news agencies, reporters, monitoring of other media, copy pasting, sub editing, different desks-local, national, international, sports etc, news room hierarchy, use of style book etc.). Communicate the</p>			3	6	2

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	duties and responsibilities of each member of the editorial team, including photographers, graphic artists, page designers and the printer.					
	4. Application of the skills in selecting stories for publication. Ensure that the potential readers are interested to read the selected stories. Education, culture, socio-economic status & hyper localism are some of the criterion for the selection of news.			-	6	-
	5. Acquisition of practical knowledge in editing copies quickly with precision, avoiding ambiguities and objectionable			4	6	2

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	<p>content. “Communicability” is the main concern of the editor.</p>					
	<p>6. Acquisition of language skills in communicating news headlines clearly, effectively & with a punch to attract the reader. The headlines summarize a story</p>			7	7	2
	<p>7. Ensure that each story is placed in the right place and that the “space management” & the layout and design of the newspaper facilitate easy viewing and reading by the reader.</p>			5	5	2
	<p>8. Communication of ideas supported by credible facts would be the primary concern of the editor who</p>			5	6	-

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	<p>writes the editorial, which reflects the popular feelings as well as the opinion of the newspaper management</p>					
	9. Articulate a sense of editorial judgment in balancing stories			5	2	-
<p>Language skills/ Diction/writing skills (12 hours of instruction, including practical)</p>	1. A better understanding of the structure of sentences and parts of speech of both English and Malayalam	100	90	6	3	-
	2. The use of tenses			5	6	-
	3. Use of idioms and phrases			3	8	-
	4. Writing practice in the use of active and passive voice & the direct and indirect speech			5	5	-
	5. Ability to translate from English to Malayalam and vice versa			3	6	-

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	6. Familiarity with the elements and style of newspaper language			3	6	5
	7. Vocabulary building exercise and good command over the language			6	5	-
	8. Use of synonym and antonym			6	4	-
	Practical knowledge in subjective and objective writing			3	7	5
News photography (3 hours of instruction)	1. A general understanding of how pictures convey meaning and the importance and relevance of photography in journalism	100	90	10	15	3
	2. Familiarity with various types of still cameras, video cameras and mobile cameras & acquisition of skills to use the camera			14	15	3

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	3. Professional understanding of framing shots, various types of shots, shot sizes, angles and basics of editing a photograph			16	20	4
General knowledge (Nine hours of instruction)	1. A general understanding about socio-political and economic issues in India, particularly in Kerala State	100	90	9	8	2
	2. A broader understanding about international politics and the social and economic issues of some of the prominent countries in the world, particularly our neighboring countries			9	8	2
	3. An understanding about the places, people and events which appeared in			9	8	2

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	newspapers recently					
	4. Practical knowledge in news analysis			4	18	1
	5. A general awareness of the iconic figures in Malayalam journalism & the socio- political cultural history of Kerala.			9	8	3
Web journalism (2 hours of lecture and one hour practical)	1. Acquisition of general knowledge about the use of internet and various communication tools like browsers, search engines, e-mail, SMS, emoticons, netiquettes, blogs and portals and social networking sites	100	90	10	7	2
	2. Practical knowledge to open a blog site			5	15	-
	3. Knowledge about cyber crimes,			10	6	3

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	<p>cyber laws, convergence media technology and the use of Tablets, Notebooks and Smart phones</p>					
	<p>4. Acquisition of writing skills to post a story in the cyber media</p>			5	15	2
	<p>5. Knowledge about the commonly used web terminology and web tools</p>			10	7	3
<p>Media ethics</p> <p>Awareness of media ethics and current affairs</p> <p>(9 hours of instruction, including a quiz and an objective test)</p>	<p>1. A general awareness about freedom of expression, right to information, right to privacy and media ethics in reporting news</p>	100	90	20	-	2
	<p>2. A general awareness about the Constitution of India & the Press Council and various laws of the press</p>			20	-	2

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	A general knowledge quiz and an objective test focusing on the human rights and the media & current affairs			50	-	6
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Internship Outcomes are mentioned below:

Title of Component: Certificate Course in Junior Correspondent

Outcomes to be assessed	Assessment criteria for the outcome
Reporting skills	theory
News photography	Practical
Editing skills	theory
Language/ Diction/writing skills	theory
General knowledge and current affairs	theory
Awareness of new media	theory
Awareness of media ethics	theory
Outcomes to be assessed in Internship	
Reporting skills: <ul style="list-style-type: none">• Ability to Identify news/ news elements• identify sources/ cultivate sources ability to get exact comments from sources• knowledge of current situation related to a given event/ incident• awareness of the ways to fortify the report with background and materials in the library• craft of writing good intro• craft of giving good angle to the story	

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- awareness of news balance and objectivity and legal safety
- Ability to interview
- ability to take photographs or videos
- Ability to type news stories in a chosen font

Editing skills:

- Find shorter terms and usages
- Ability to rewrite short.
- Ability to collate copies/ stories from different Sources to one /a single story
- Check for legality
- Write captions and headlines
- Ability to add graphics and charts with news
- Edit photos
- knowledge of page and edition deadlines
- Ability to type

Current affairs:

- follow the events and newsworthy incidents
- acquire better understating of Political affairs in the state
- acquire awareness of national politics
- Imbibe cultural values and learn the history of our state
- identify eminent personalities
- awareness of the functioning of the Government and local bodies
- Awareness of the functioning of police court etc.

Language skills:

- Knowledge of basic grammar
- Spelling and usage of words
- knowledge of the structure of sentences

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- ability to write simple sentences
- ability to translate news from English to Malayalam

Writing skills:

- Ability to write news features
- Ability to overcome the risk of paraphrasing
- ability to write in an objective style
- ability of using language in a flexible way to change intros angles and styles whenever necessary
- ability to write Human interest stories

Means of assessment 1

[Internal assignment 1](#)

Means of assessment 2

[Internal assessment 1](#)

Means of assessment 3

[Internal assignment 2](#)

Means of assessment 4

[Internal assessment 2](#)

Means of assessment 5

[Final assessment](#)

Means of assessment 6

[Practical](#)

Means of Assessment 7

[Viva](#)

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Pass/Fail

80-100 % - A

60-80% - B

40-60 % - C

20-40% - D

Below 20 % - E (Not eligible)

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SECTION 2

EVIDENCE OF LEVEL

OPTION A

Title/Name of qualification/component: Certificate Course in Junior Correspondent			Level: 5
NSQF Domain	Outcomes of the Qualification/Component	How the job role relates to the NSQF level descriptors	NSQF Level
Process	Job holder has to work in their familiar environment and collect news from their local area and send it to the newspaper organisations. They are expected to be acquainted with theoretical and practical inputs needed to be successful as a stringer. Course include equal hours of theory and practical sessions and a compulsory 2 months internship in various newspaper organisations like Malayala Manorama, Mathrubhumi, Metrovartha, Deepika, Deshabhimani, Madhyamam, Janayugam, Mangalam and other prominent newspapers in Malayalam.	Job holder has to work as a separate entity. Their job role is defined as a stringer. This allows them to work in their familiar environment where they are free to collect news that they found relevant and can send it to the organisation where they work as a stringer. Can work in a flexible atmosphere free from organisational control. Eligible for normal benefits of a regular employee.	5
Professional knowledge	Job holder is adequately exposed to writing skills, editing and media management. They should have a nose for news. Should have an interest in being updated with current affairs. Requires sufficient knowledge about media laws and ethics, strong foundation in print, electronic and new media. Idea about advertising is an added qualification.	Since they have to work as a separate entity they should have a clear idea about facts, principles, processes and general concepts about journalism. Equal hours of practical and theory sessions along with 2 months internship will make them efficient to work independently.	6
Professional skill	Keen observation, sharp language and ability to maintain good public relations. The skill to choose a worthy subject and present it in an attractive way. The power to understand what is happening around the society. Impartial, objective to	Job holder is expected to carryout real time reporting and visualization of news and events. Should be able to drag the attention of readers/viewers in a unique and different path. Supplement news with supporting documents and records on a	5

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Title/Name of qualification/component: Certificate Course in Junior Correspondent			Level: 5
NSQF Domain	Outcomes of the Qualification/Component	How the job role relates to the NSQF level descriptors	NSQF Level
	foresee the impact of the news.	regular basis.	
Core skill	Good communication skills and positive attitude. Good command over language and presentation skills. Strong rapport with the society, diplomacy and empathy. Ability to understand news value and its implications in society. Should have a basic computer knowledge and DTP	The job holder is provided with sufficient skills in communication, writing and editing. 2 months internship in news organisations will help them to gain required competence to work in most challenging environment. This will also provide practical knowledge about news, its impact, way of presentation and space management.	5
Responsibility	Journalists educate the public about events and issues and how they affect their lives. Report news honestly, thoroughly, accurately, fairly, and forthrightly. Should be unmoved by emotions, pride or greed of power. Should follow the law, especially regarding the confidentiality and privacy of the people they interview or write about.	Social responsibility is the key motto. Accelerate development in the sustained manner and eradicate wrong illusions and false interpretations relating to a particular subject. Drive society in right direction and respecting the right to know.	5

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SECTION 3 EVIDENCE OF NEED

What evidence is there that the qualification is needed?

Role of stringers in news organisations is inevitable. They supplement the network of staff reporters in sending news, photos visuals etc., on an ongoing basis. Almost all organisations including Reuters exploit the services of stringers to flourish. Their importance and roles expand in a sphere where newspapers and visual media confines themselves to localisation of edition and bulletin. In a political scenario where decentralisation takes its position, reporting at grass root level becomes a necessity also.

All famous news organisation heads including George Nicholaw (the long-time general manager of KNX-AM (1070) Radio Station) in one of his famous interview underlines the need and importance of stringer in particular places where it is impractical to establish bureaus or send staffs.

In MESC skill gap study, it is mentioned that:

- The total current employment in the Media & Entertainment Industry in India is estimated at ~4.6 lakh, and is projected to grow at a CAGR of 13% to 7.5 lakh by 2017.
- A number of smaller institutes that are not well-equipped to provide students with industry-relevant skills have mushroomed in the country. As a result, the overall perception of education imparted by media schools gets diluted (Pg. no: 8).
- The size of the Print Industry is estimated at INR 241 billion in 2013, and the sector is expected to grow at a CAGR of 9% to reach INR 340 billion by 2017.
- The print industry consists of 339 publications including 151 daily newspapers, with over 800 editions, 11 - 188 weekly, fortnightly, monthly, bi-monthly and quarterly magazines (Pg. No: 22).

Refer:

<http://www.mescindia.org/MESC-Skills-Gap-Study.pdf>

- National Council for Training of Journalists provides:
 1. ****NCTJ Level 3 Certificate in Foundation Journalism Qualification No: 601/1782/5**

The Certificate in Foundation Journalism, will not on its own provide a direct route to employment. The qualification is not available as part of an apprenticeship in journalism.
 2. ****NCTJ Level 3 Diploma in Journalism Qualification No: 501/1103/6**

The qualification is listed on the Register of Regulated Qualifications. The NQJ qualifies a trainee journalist to become a 'senior journalist'.
 3. ****NCTJ Level 5 National Qualification in Journalism Qualification No: 601/5023/3 (NQF)**

The NCTJ Level 5 National Qualification in Journalism (NQJ) prepares candidates to become senior journalists. There are, at present, no formal

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journalism qualifications beyond the NCTJ Level 5 National Qualification in Journalism.

Certificate Course in Junior correspondent is different from all those above mentioned courses. It provides an opportunity for students to get sufficient practical exposure in respective field while pursuing their degree.

[**please refer the link below](#)

What is the estimated uptake of this qualification and what is the basis of this estimate?

As per studies, it is difficult for the trainer to handle more than 30 students in a class at a time. So we fixed our maximum uptake per class as 30 students. Presently we have 6 batches so total of 180 students are undergoing Certificate Course in Junior Correspondent all over Kerala. In MESC skill gap study the total current employment in media and entertainment industry in India is projected to grow at a CAGR of 13% to 7.5 lakh by 2017.

What steps were taken to ensure that the qualification(s) does (do) not duplicate already existing or planned qualifications in the NSQF?

This course is not registered in NQR.

What arrangements are in place to monitor and review the qualification(s)? What data will be used and at what point will the qualification(s) be revised or updated?

ASAP has a quality management system to monitor all its courses through regular feedback from students, Program Managers and Quality assures. Student feedback will be collected at regular intervals starting from the end of 1st 30th session and there after every 15 sessions. Similar feedback will be collected from Program Managers who manage the courses in Skill Development Centres. These feedbacks are categorised into 3 groups mainly: Acceptable, Requires improvement and not acceptable.

Quality assures empanelled by ASAP are people with minimum 5 years' experience and standing in industry. Quality assures are deployed to these places and based on the feedback collected from students and Program Managers on learning outcomes. Corrective actions are suggested by Quality division to Program Managers through sector heads and sector Program Managers to effect the required changes.

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1. <http://www.nctj.com/downloadlibrary/Statement%20of%20Purpose%20Level%203%20Certificate%20in%20Foundation%20Journalism.pdf> (NCTJ Level 3 Certificate in Foundation Journalism Qualification No: 601/1782/5)
2. <http://www.nctj.com/downloadlibrary/Statement%20of%20Purpose%20Level%203%20Diploma%20in%20Journalism.pdf> (NCTJ Level 3 Diploma in Journalism Qualification No: 501/1103/6)
3. <http://www.nctj.com/downloadlibrary/Statement%20of%20Purpose%20Level%205%20National%20Qualification%20in%20Journalism.pdf> (NCTJ Level 5 National Qualification in Journalism Qualification No: 601/5023/3 (NQF))

SECTION 4

EVIDENCE OF PROGRESSION

What steps have been taken in the design of this or other qualifications to ensure that there is a clear path to other qualifications in this sector?

The course prepares learners to progress to a qualification in the same subject area requiring more specific knowledge, skills and understanding. The Certificate Course in Junior Correspondent, is the industry standard entry-level qualification for a Stringer or trainee journalist. After successful completion of degree course along with certificate course in Junior Correspondent students are eligible to pursue PG diploma in following fields:

1. P.G DIPLOMA IN JOURNALISM AND MASS COMMUNICATION
2. P.G DIPLOMA IN T.V JOURNALISM AND MASS COMMUNICATION
3. P.G DIPLOMA IN PUBLIC RELATIONS AND JOURNALISM
4. MASTER OF COMMUNICATION AND JOURNALISM

For those who wish to pursue PhD in in any of the relative fields can do it after completing their masters in respective field.

Please attach any documents giving further information about any of the topics above.

Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.