

**THE MAHATMA GANDHI UNIVERSITY**  
**UNDERGRADUATE PROGRAMMES (HONOURS)**

**SYLLABUS**

**MGU-UGP (Honours)**

**(2024 Admission Onwards)**



**Faculty: Social Sciences**

**Expert Committee: Journalism and Mass Communication**

**Subject: Print and Electronic Journalism**

**Mahatma Gandhi University**

**Priyadarshini Hills**

**Kottayam – 686560**

**Kerala, India**

## Syllabus Index

Name of the Minor: **Print and Electronic Journalism**

### Semester: 1

Course Code	Title of the Course		Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
						L	T	P	O
MG1DSCPEJ100	Foundations of Mass Media	Opt one	DSC B	4	5	3	-	2	-
MG1DSCPEJ101	News Reporting			4	5	3	-	2	-

### Semester: 2

Course Code	Title of the Course		Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
						L	T	P	O
MG2DSCPEJ100	Print Media Practices		DSC B	4	5	3	-	2	-

Syllabus

**Semester: 3**

Course Code	Title of the Course		Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
						L	T	P	O
MG3DSCPEJ200	Anchoring and Presentation Skills	Opt one	<b>DSC B</b>	4	5	3	-	2	-
MG3DSCPEJ201	Media in India: Historical Perspectives			4	5	3	-	2	-

**Semester: 4**

Course Code	Title of the Course		Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
						L	T	P	O
MG4DSCPEJ200	Media Psychology	Opt One	<b>DSC C</b>	4	5	3	-	2	-
MG4DSCPEJ201	Magazine Journalism			4	5	3	-	2	-



# Mahatma Gandhi University

## Kottayam

<b>Programme</b>						
<b>Course Name</b>	FOUNDATIONS OF MASS MEDIA					
<b>Type of Course</b>	DSC B					
<b>Course Code</b>	MG1DSCPEJ100					
<b>Course Level</b>	100-199					
<b>Course Summary</b>	An overview of the domain is given in the course through examining the evolution, history, and effects of mass media. Students will learn about the media landscape and communication culture in this paper. They will also gain a foundational understanding of media content production in various platforms.					
<b>Semester</b>	<b>1</b>	Credits			<b>4</b>	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		<b>3</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>75</b>
<b>Pre-requisites, if any</b>	Interest in the evolutionary aspects of mass media					

# Syllabus

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain the process, elements and types of communication.	U	1, 3
2	Analyse the principal features of print, broadcast and new media.	An	1,3
3	Illustrate the historical context of the rise and growth of print, broadcast and new media.	U	1,3,6
4	Analyse the political, social and cultural significance of mass media forms.	An	2,6,7
5	Create content in print, broadcast and new media platforms.	C	1,4,5
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
<b>1.</b>	<b>Basics of Communication</b>	<b>10</b>	
1.1	Evolution of human communication, Elements, Process and functions of mass communication,	5	1
1.2	Types of communication, 7 Cs of communication, Barriers of communication.	5	1
<b>2.</b>	<b>Introduction to Mass Media</b>	<b>10</b>	
2.1	Definition and concept of mass media, Idea of mass, Characteristics of mass.	3	2
2.2	Evolution of mass media.	3	2
2.3	Nature, Types and features of mass media.	2	2
2.4	Influence of mass media on society, polity and culture.	2	2
<b>3.</b>	<b>Traditional and Legacy Media</b>	<b>25</b>	

3.1	Traditional media - forms, folk media as mass media, Folk media in India, Relevance to current scenario, Indigenous media	6	3,4
3.2	Legacy Media: Print media- Evolution, Types, Features.	6	3,4
3.3	Broadcast media- Features, Emergence of radio as a mass medium, Development of radio in India, Technological advancements in broadcasting, Narrowcasting, Community radio.  Evolution of TV, influence of TV channels.	7	3, 4
3.4	Digital media: evolution, elements and features.  Platforms used in digital media, convergence, online media and social media.  Comparison of online media and legacy media.	6	3,4
4.	<b>Content creation and analysis - Practicum</b>	<b>30</b>	
4.1	1. Content Creation: Content for Print, Radio, TV and Online media. 2. Content analysis of radio and TV programmes - format, language and style – media content review 3. Identification and analysis of media content in different platforms.	10 10 10	3,4
5	<b>Teacher Specific Content</b> (Internal Evaluation Only)		

## Syllabus

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <ul style="list-style-type: none"> <li>• Lectures: sessions focusing on introducing the field of mass media. Discussions on various media forms like print, broadcast and digital.</li> <li>• Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus.</li> <li>• Conduct class discussions to explore different viewpoints and encourage critical thinking.</li> <li>• Guest Lectures -Invite guest speakers with expertise in the field, such as journalists, researchers, academicians, to share the real experiences and insights.</li> <li>• Practicum- 30 hours are assigned for practicum component. It consists of media content creation through various class activities and assignments.</li> </ul>
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Assessment Types	<b>MODE OF ASSESSMENT</b>																						
	<p><b>A. Continuous Comprehensive Assessment (CCA) – 30 Marks</b> (Practicum components will be evaluated under CCA)</p> <p><b>Marks Division</b></p> <p>*Assignments – 10 Marks            Class tests/Quiz – 10 Marks            **In -class Presentation – 10 Marks</p> <p><i>*Group Project / Individual Project / Case Study</i>  <i>**Power Point / Audio-Visual Presentation / Oral Presentation</i></p> <p><b>Suggested activities to continuously assess the progress of the students</b></p> <ul style="list-style-type: none"> <li>● Media content analysis.</li> <li>● Content creation exercises</li> </ul> <p><b>B. End Semester Evaluation – 70 Marks</b></p> <p style="text-align: center;"><b>Written Exam - 70 Marks (2 Hours)</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Descriptive Type</th> <th style="text-align: center;">Word Limit</th> <th style="text-align: center;">Number of questions to be answered</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">MCQ/One word</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">20</td> <td style="text-align: center;">20 x 1 = 20</td> </tr> <tr> <td style="text-align: center;">Short Answer</td> <td style="text-align: center;">50 Words</td> <td style="text-align: center;">10 out of 15</td> <td style="text-align: center;">10 x 2 = 20</td> </tr> <tr> <td style="text-align: center;">Essay</td> <td style="text-align: center;">450 Words</td> <td style="text-align: center;">2 out of 4</td> <td style="text-align: center;">2 x 15 = 30</td> </tr> <tr> <td style="text-align: center;"><b>Total</b></td> <td></td> <td style="text-align: center;"><b>32 out of 39</b></td> <td style="text-align: center;"><b>70</b></td> </tr> </tbody> </table>			Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ/One word	NA	20	20 x 1 = 20	Short Answer	50 Words	10 out of 15	10 x 2 = 20	Essay	450 Words	2 out of 4	2 x 15 = 30	<b>Total</b>		<b>32 out of 39</b>	<b>70</b>
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## MGU-UGP (HONOURS)

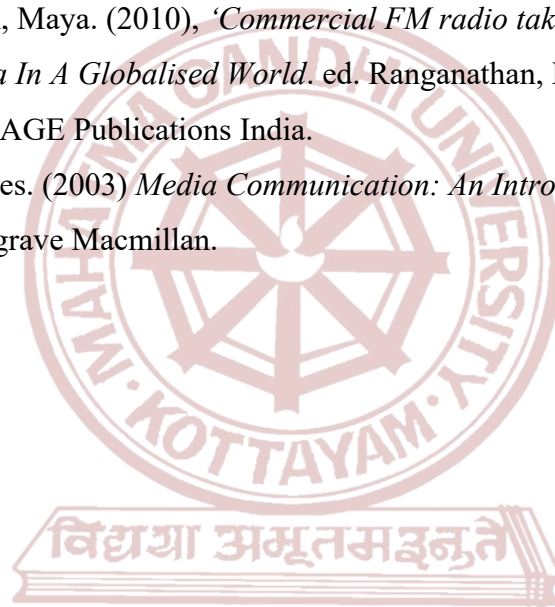
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- Briggs, A and Burke, P. (2010). *Social History of Media: From Gutenberg to Internet*. Polity Press.
- Chatterjee, P.C. (1991). *Broadcasting in India*. Sage.
- Fletcher, J.E (1981). *Handbook of Radio and TV Broadcasting*. Van Nostrand Reinhold.
- Hasan, Seema. (2010), *Mass Communication: Principles and Concepts*. CBS Publishers.
- Kumar, Keval J. (2010), *Mass Communication in India*. Jaico Publishers.
- Kipphan, Helmut. (2001). *Handbook of Print Media*. Springer.

- Mc Quail, Dennis (2000), *Mass Communication Theory: An Introduction*. Sage.
- Mc Luhan, M. (1980). *Understanding Media*. Mentor.
- Sudarshan, K.N. (1998). *Electronic Media*. Indian Publishers Distributions.

### SUGGESTED READINGS


- Lister, Martin. (2009). *New Media: A Critical Introduction*. Routledge.
- Manovich, Lev. (2001). *The Language of New Media*. MIT Press.
- Perse, Elizabeth M. and Lambe, Jennifer. (2016). *Media Effects and Society*. Routledge.
- Ranganathan, Maya. (2010), 'Commercial FM radio takes over Indian cities', *Indian Media In A Globalised World*. ed. Ranganathan, Maya, and Usha M. Rodrigues, SAGE Publications India.
- Watson, James. (2003) *Media Communication: An Introduction to Theory and Process*, Palgrave Macmillan.



MGU-UGP (HONOURS)

# Syllabus



	<h1>Mahatma Gandhi University</h1> <h2>Kottayam</h2>
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<b>Programme</b>						
<b>Course Name</b>	NEWS REPORTING					
<b>Type of Course</b>	DSC B					
<b>Course Code</b>	MG1DSCPEJ101					
<b>Course Level</b>	100-199					
<b>Course Summary</b>	This course takes a structural approach to comprehensively cover the basics of news gathering, writing, reporting and designing by focusing on news writing techniques for all forms of media. This course is designed to get students introduced to the functional operations of news media and to give them a primer on print and electronic journalism.					
<b>Semester</b>	1	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
	3	0	1	0	75	
<b>Pre-requisites, if any</b>	Strong command of language and writing skills, critical thinking and ability to verify information.					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Interpret the concept of news.	U	1,2,3,4
2	Apply methods for news gathering using credible sources.	A	2,4,5
3	Distinguish different styles of writing for diverse media platforms.	An	1,2,6
4	Evaluate the sources, data and information relevant to specialised reporting.	E	1,2, 8,9

**\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S),**

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
<b>1</b>	<b>Understanding News</b>	<b>10</b>	
1.1	Definition of News, News values, soft news and Hard news, other types of news. Elements of news – 5Ws and 1H.	3	1
1.2	News in print, Broadcast and Online media, Differences in styles and structuring.	2	3
1.3	Functions and qualities of reporter. Rights, Responsibilities and role reporter in modern society.	2	1
1.4	Ethical Considerations: Balance, Bias, Quotes, Attribution, Objectivity and subjectivity, Plagiarism, Defamation- Libel & Slander, Copyright, Fake news, Fact verification.	3	1
<b>2</b>	<b>Introduction to News Reporting</b>	<b>20</b>	
2.1	News sourcing – Ideation, Source cultivation, Attribution, Source confidentiality, Source reliability and credibility.	2	2
2.2	Types of news sources – Beats, press releases, press conferences, Interviews, Official and unofficial sources, News agencies, RTI, Reports, Data analysis, Crowd sourcing, Online sources, Open-source media, social media, Citizen reporting.	3	2
2.3	News gathering techniques - Speeches, Conferences, Follow-up stories, Roundups. News interviews, Types and Methods.	3	2
2.4	Reporting court, Parliament and Legislature, Election reporting.	2	2
2.5	<b>Practicum:</b> Compare and contrast a news report on any political issue covered by two different newspapers. Identify the sources used by each and analyse the difference in the meaning conveyed.	10	2
<b>3</b>	<b>Writing News</b>	<b>25</b>	
3.1	Principles of news writing – Standard usage, Simplicity, Meaningfulness, Inclusivity.	3	3
3.2	Structuring story – Inverted pyramid, Hourglass, Narrative story-telling. Writing leads and headlines. Feature stories: Definition, Characteristics, Treatment and	5	3

	feature leads. Types of features. content syndication services.		
3.3	Specialized reporting, In-depth reporting - Investigative and Interpretative reporting. Genres of reporting - Sports, Business, Health, Development, Environment, Food, Travel, Fashion, Science and Technology, Culture, Crime, War, Disaster, Obituary.	5	4
3.4	News bureau management – Bureau chief, Chief reporter, Senior reporter, Correspondent, Special correspondent, foreign correspondent, Liners and Stringers, Freelance reporters.	2	4
3.5	<b>Practicum:</b> Rewrite a news article that you find on a news agency website. Examine the cited sources and consider what more sources might have been included to the narrative to give it a more impartial and balanced account. Make a brief report.	10	2
<b>4</b>	<b>News writing for broadcast and online media</b>	<b>20</b>	
4.1	Reporting for radio - Introduction to radio writing, Importance of voice, Script writing techniques, Radio programme formats.	3	4
4.2	Reporting for TV- Introduction to TV writing, Script writing techniques, Writing for series and stand-alone episodes.	3	4
4.3	Reporting for new media - Introduction to new media, Writing styles for digital platform.	2	4
4.4	Blogging and content creation, Social media writing, Emerging trends in new media.	2	4
4.5	<b>Practicum:</b> Visit your nearest town and observe the activities there. Try to come up with three story ideas that you would like to develop into features or news articles. Organize the news and write it for the web, radio, and print media.	10	4
<b>5</b>	<b>Teacher specific content</b> (Internal evaluation only)		

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <ul style="list-style-type: none"> <li>• Lectures on introducing the news reporting process. Discussions on news reporting for various media forms like print, broadcast and digital.</li> <li>• Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus.</li> <li>• Conduct class discussions to explore different viewpoints and encourage critical thinking.</li> <li>• Guest Lectures -Invite guest speakers with expertise in the field, such as</li> </ul>
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	<p>journalists, researchers, academicians, to share the real experiences and insights.</p> <ul style="list-style-type: none"> <li>• Practicum- 30 hours are assigned for practicum component. It consists of news analysis and creating news stories for different types of media through various class activities and assignments.</li> </ul>																				
<p><b>Assessment Types</b></p>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA) – 30 Marks</b> (Practicum components will be evaluated under CCA)</p> <p><b>Marks Division</b></p> <p>*Assignments – 10 Marks  Class tests/Quiz – 10 Marks  **In -class Presentation – 10 Marks</p> <p>*Group Project / Individual Project / Case Study  **Power Point / Audio-Visual Presentation / Oral Presentation</p> <p><b>Suggested activities to continuously assess the progress of the students</b></p> <ul style="list-style-type: none"> <li>• News stories/interviews/event coverage.</li> <li>• Beat reporting</li> <li>• Lab Journal/News Letter/Newspaper production</li> </ul> <p><b>B. End Semester Evaluation</b></p> <p><b>Written Exam - 70 Marks (2 Hours)</b></p> <table border="1" data-bbox="432 1236 1505 1599"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of questions to be answered</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>MCQ/One word</td> <td>NA</td> <td>20</td> <td>20 x 1 = 20</td> </tr> <tr> <td>Short Answer</td> <td>50 Words</td> <td>10 out of 15</td> <td>10 x 2 = 20</td> </tr> <tr> <td>Essay</td> <td>450 Words</td> <td>2 out of 4</td> <td>2 x 15 = 30</td> </tr> <tr> <td><b>Total</b></td> <td></td> <td>32 out of 39</td> <td><b>70</b></td> </tr> </tbody> </table>	Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ/One word	NA	20	20 x 1 = 20	Short Answer	50 Words	10 out of 15	10 x 2 = 20	Essay	450 Words	2 out of 4	2 x 15 = 30	<b>Total</b>		32 out of 39	<b>70</b>
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**REFERENCES**

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- Whitaker, W. R. et al. (2013). *Media Writing: Print, Broadcast, and Public Relations*. Routledge.
- Barnar, Frank. (2015). *Broadcast News Writing, Reporting, and Producing*. Focal Press.
- Busa, G. (2013). *Introducing the Language of the News: A Student’s Guide*.

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- Filak, V.F. (2019). *Dynamics of News Reporting and Writing: Foundational Skills for a Digital Age*. CQ Press.
- Kamath, M. V. (2009). *The Journalist's Handbook*, Vikas Publishing House Pvt. Ltd.
- Roy, Barun. (2013). *Beginner's Guide to Journalism & Mass Communication*, V. S Publishers.
- Rich, Carole. (2015). *Writing and Reporting News: A Coaching Method*. Cengage Learning
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- Srivastava, K.M. (1987). *News Reporting and Editing*. Sterling Publishing Home.

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- Parthasarathy, Rangaswami. (1989), *Journalism in India: From the Earliest Times to the Present Day*, New Delhi: Sterling Publishers.
- Poe, T. Marshal, (2011). *History of Communication: Media, Society from Evolution of Speech to the Internet*. Cambridge University Press
- Rajan, Nalini. (2007). *21<sup>st</sup> Century Journalism in India*. Sage India
- Rao, Shakuntala and Mudgal, Vipul. (2018). *Journalism, Democracy and Civil Society in India*. Routledge.

# Syllabus



## Mahatma Gandhi University Kottayam

<b>Programme</b>						
<b>Course Name</b>	PRINT MEDIA PRACTICES					
<b>Type of Course</b>	DSC B					
<b>Course Code</b>	MG2DSCPEJ100					
<b>Course Level</b>	100-199					
<b>Course Summary</b>	Through this course, students will gain foundational knowledge of the business of print media, while developing basic practical skills in writing, editing, layout, and design for print.					
<b>Semester</b>	2	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	1	0	75
<b>Pre-requisites, if any</b>	<ul style="list-style-type: none"> <li>● Strong written and verbal communication skills</li> <li>● Basic computer literacy</li> </ul>					

### COURSE OUTCOMES (CO)

## Syllabus

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Illustrate news, its elements, news sources and different types of news.	A	1,4
2	Discuss the news writing process and different structures of news writing.	U	1,4
3	Explain page makeup, typography, and type groups.	U	3, 4, 10



4	Examine ethical issues in print journalism	K	1, 2, 6, 7, 8
5	Demonstrate ability to bring out a campus newsletter.	U	1, 3, 4, 10
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Course description	Hrs.	CO No.
<b>1</b>	<b>Newspaper Structure and Content</b>	<b>10</b>	
1.1	Meaning, definition and functions of journalism, Fundamental values and principles of journalism.	4	1,3,4,5
1.2	Characteristics of print media, Merits and demerits of print media.	3	3,5
1.3	Types of newspapers - Newspaper format - Tabloid, Berliner, Standard size.	3	1
<b>2</b>	<b>Writing for Print Media</b>	<b>15</b>	
2.1	Forms of Journalistic Writing - News Writing – Inverted Pyramid, Writing Columns, Articles, Features, Editorials, Letters to the Editor, Preparing Press Releases. Soft news and hard news writing, writing news features.	5	2
2.2	Types of reporting in print - General assignment, Beat, Crime, Live, Parliamentary, Court, Human Interest reporting.	3	2
2.3	Magazines and periodicals, Magazine categories	2	2
2.4	Writing for magazines - Cover story - Target audience specific contents - Magazine features.	5	
<b>3</b>	<b>Editorial Structure and Journalistic Ethics</b>	<b>10</b>	

3.1	Organisational structure of editorial department – Newsroom management.	4	4,5
3.2	Reporting staff: News Bureau, Bureau Chief, Chief Reporter, Correspondent, Stringers, and Freelancer.	2	4,5
3.3	Editorial freedom & ethics in editing. Roles & responsibilities of editorial team.	4	4
<b>4</b>	<b>Page makeup, Layout and production</b>	<b>40</b>	
4.1	Introduction to newspaper production process. Principles of design. Tools for Design - Page Make up software, Software for design, illustration and image processing for print production.	5	3
4.2	Aspects of Typography	5	3
4.3	<b>Practicum:</b> 1. Design the front page of a newspaper and a magazine spread using pre-selected stories. Try different make-up schemes. 2. Evaluate if the typographic hierarchy makes it clear to readers what is most important. Make a report.	30	3
<b>5</b>	<b>Teacher-specific content</b> (internal evaluation only)		

<b>Teaching and Learning Approach</b>	<p><b>MGU-UGP (HONOURS)</b></p> <p><b>Classroom Procedure (Mode of transaction)</b></p> <ul style="list-style-type: none"> <li>• Lectures: sessions focusing on introducing the print media practices. Discussions on various stages of production are presented.</li> <li>• Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus.</li> <li>• Conduct in-class discussions</li> <li>• Guest Lectures -Invite guest speakers with expertise in the field, such as journalists, designers, researchers, academicians, to share the real experiences and insights.</li> <li>• Practicum- 30 hours are assigned for practicum component. It consists of class activities and assignments.</li> </ul>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA) – 30 Marks</b> (Practicum components will be evaluated under CCA)</p>



### Marks Division

*Assignments	–	10 Marks
Class tests/Quiz	–	10 Marks
**In -class Presentation	–	10 Marks

\*Group Project / Individual Project / Case Study

\*\*Power Point / Audio-Visual Presentation / Oral Presentation

### Suggested list of practical activities

- News writing
- Feature writing
- Page make-up
- Creating multi-page spreads
- Application of colour
- Application of Typography
- Designing of pictorial matter
- Cover page design
- Picture editing

### B. End Semester Evaluation

#### Written Exam - 70 Marks (2 Hours)

Descriptive Type	Word Limit	Number of questions to be answered	Marks
MCQ/One word	NA	20	20 x 1 = 20
Short Answer	50 Words	10 out of 15	10 x 2 = 20
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### References

- Flynn, Carolyn and Jennings, James. (2020). *The Best of Newspaper Design*. Rockport.
- George, T.J.S. (1989). *Editing: A Handbook for Journalists*. IIMC.
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- Hicks, W. and Holmes. T. (2002). *Subediting and Production for Journalists: Print, Digital and Social (Media Skills)*. Routledge.

- Kamath, M.V. (2009). *The Journalist's Handbook*. Vikas Publishing Pvt. Ltd.
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- Raman, Usha. (2009). *Writing for the Media*. Oxford University Press.
- Webster, Alley. (2016). *Print Media and Journalism*. Willford Press.

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- Ahuja, C and Hiteshi, B. (2016). *Print Journalism: A Complete Book of Journalism*. Lightning Source.
- Berkowitz, Dan. (1997). *Social Meanings of News – A Text Reader*. Sage Publication.
- Parthasarthy, Rangaswami. (1989), *Journalism in India: From the Earliest Times to the Present Day*, Sterling Publishers.
- Sarkar, N.N. (2013). *Art and Print Production*. Oxford University Press.
- Schudson, Michael. (2003). *Sociology of News*. W. W. Norton & Company

MGU-UGP (HONOURS)

Syllabus



# Mahatma Gandhi University

## Kottayam

<b>Programme</b>						
<b>Course Name</b>	ANCHORING AND PRESENTATION SKILLS					
<b>Type of Course</b>	DSC B					
<b>Course Code</b>	MG3DSCPEJ200					
<b>Course Level</b>	200 - 299					
<b>Course Summary</b>	This course equips students with the knowledge and practical skills necessary to excel as anchors and presenters in various media contexts. Through a blend of theoretical exploration, interactive exercises, and simulated scenarios, students will develop the confidence, poise, and technical expertise to captivate audiences and deliver information effectively. Students will also gain a strong foundation in communication practices, content creation and delivery and anchoring skills.					
<b>Semester</b>	<b>3</b>	Credits			<b>4</b>	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	<b>75</b>
		3	0	1	0	
<b>Pre-requisites, if any</b>	Interest in public speaking and basic fluency in the language of instruction.					

Syllabus

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain the fundamentals of anchoring and presentation	U, K	1,3,10
2	Demonstrate participants' verbal and non-verbal communication skills essential for effective anchoring and presentation.	U, A	1,3,10
3	Develop specialised anchoring skills tailored for various media platforms, including television, radio, and online streaming.	C	1,3,4,10
4	Develop a diverse set of skills to actively engage and connect with the audience	C	1,3,4,10
5	Develop skills in crafting clear, impactful, and audience-centric scripts.	C	1,3,4,10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
<b>1</b>	<b>Foundations of Anchoring and Presentation</b>	<b>15</b>	
1.1	Introduction to Anchoring: Understanding the role of an anchor	2	1
1.2	Differentiating between anchoring and presentation	2	1
1.3	The impact of effective communication in anchoring and presentations	2	1
1.4	Key elements of successful communication	2	1
1.5	Presentation Formats and Styles (informative, persuasive, entertaining)	2	1
1.6	Understanding Media Dynamics: Overview of television, radio, and online streaming as distinct media platforms - Recognizing the nuances and demands of each medium - Importance of adapting anchoring techniques to specific media contexts	5	1
<b>2</b>	<b>Verbal and Non-Verbal Communication Skills</b>	<b>15</b>	

2.1	Clear and Articulate Speech - Techniques for clear and effective verbal communication - Voice modulation and tone control - Pronunciation and enunciation exercises.	5	2
2.2	Body Language and Presence: Importance of non-verbal communication in anchoring.	4	22
2.3	Mastering body language and posture - Role of Facial expressions, gestures, and eye contact.	3	2
2.4	Confidence Building and Nervousness Management - Strategies for building confidence as an anchor or presenter - Techniques to manage nervousness, stage fright, Visualisation, and relaxation exercises.	3	2
<b>3</b>	<b>Audience Engagement Techniques</b>	<b>15</b>	
3.1	Understanding Audience Dynamics - Analysing diverse audience demographics - recognising cultural and contextual considerations	4	4
3.2	Captivating Opening Strategies: Importance of a compelling opening in anchoring and presentations - utilising hooks, anecdotes, and surprising facts - Crafting engaging introductions for various contexts	4	4
3.3	Interactive Presentation Techniques: Incorporating audience participation elements - Using polls, surveys, and live feedback	4	4
3.4	Q&A Management Skills - Scripting and Preparation Techniques	3	5
<b>4</b>	<b>Mastering Media-Specific Anchoring Techniques – Practicum</b>	<b>30</b>	
4.1	<b>Television Anchoring Techniques:</b> On-camera presence and visual appeal, Teleprompter usage and reading techniques, managing live broadcasts and pre-recorded segments, Coordinating with production teams and directors.  Practical exercises.	10	3
4.2	<b>Radio Anchoring Techniques:</b> Developing a compelling radio voice, scripting for radio and conveying information effectively	10	3

	without visuals, Live radio hosting and managing time constraints, Incorporating music, interviews, and sound effects.  Practical exercises.		
4.3	<p><b>Online Streaming and Social Media Anchoring:</b> Engaging with virtual audiences through live streaming, leveraging social media platforms for interactive anchoring, creating short-form content for online consumption, Managing comments, feedback, and audience participation.</p> <p>Practical exercises.</p> <p><b>Practicum Component: Media Presentation Project</b> Create and produce engaging short-form content suitable for online streaming platforms like YouTube. Students need to conceptualise, script, and record a compelling episode, emphasising storytelling and visual appeal. Additionally, they need to curate and respond to audience comments and feedback, fostering an interactive community experience on their YouTube channel.</p>	10	3
5	<b>Teacher-specific content</b> (Internal evaluation only)		



MGU-UGP (HONOURS)

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <ul style="list-style-type: none"> <li>• Lectures on anchoring concepts.</li> <li>• Discussions and presentations.</li> <li>• Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus.</li> <li>• Practical workshops in media production and anchoring skills.</li> <li>• Conduct in-class discussions</li> <li>• Guest Lectures -Invite guest speakers with expertise in the field, such as TV and radio anchors, VJs and RJs, Programme producers, production experts, researchers, academicians, to share the real experiences and</li> </ul>
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	<p>insights.</p> <ul style="list-style-type: none"> <li>• Visits to TV and radio studios.</li> </ul>																									
<p><b>Assessment Types</b></p>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA) – 30 Marks</b> (Practicum components will be evaluated under CCA)</p> <p><b>Marks Division</b></p> <table border="0"> <tr> <td>*Assignments</td> <td>–</td> <td>10 Marks</td> </tr> <tr> <td>Class tests/Quiz</td> <td>–</td> <td>10 Marks</td> </tr> <tr> <td>**In -class Presentation</td> <td>–</td> <td>10 Marks</td> </tr> </table> <p><i>*Group Project / Individual Project / Case Study</i> <i>**Power Point / Audio-Visual Presentation / Oral Presentation</i></p> <p>The student will be assigned practical work related to relevant contents of the core course. The Practical work carried out by the students is needed to be maintained in a record file which will be required during the final assessment. The concerned faculty should develop various assignments and students need to be evaluated on the basis of their performance.</p> <p>Suggested assignments in:</p> <ol style="list-style-type: none"> <li>1. Preparation of anchoring script</li> <li>2. Newscasting segments</li> <li>3. Interview segments</li> <li>4. Mock event hosting segments</li> <li>5. Tactful presentation segments</li> <li>6. Video recording and reviewing</li> <li>7. Impromptu speaking</li> <li>8. Programme hosting</li> <li>9. News reading</li> <li>10. Scenario-based anchoring</li> <li>11. Social media contents – vlog posts, podcasts</li> </ol> <p><b>B. End Semester Evaluation</b></p> <p><b>Written Exam - 70 Marks (2 Hours)</b></p> <table border="1"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of questions to be answered</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>MCQ/one word</td> <td>NA</td> <td>20</td> <td>20 x 1 = 20</td> </tr> <tr> <td>Short Answer</td> <td>50 Words</td> <td>10 out of 15</td> <td>10 x 2 = 20</td> </tr> <tr> <td>Essay</td> <td>450 Words</td> <td>2 out of 4</td> <td>2 x 15 = 30</td> </tr> </tbody> </table>	*Assignments	–	10 Marks	Class tests/Quiz	–	10 Marks	**In -class Presentation	–	10 Marks	Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ/one word	NA	20	20 x 1 = 20	Short Answer	50 Words	10 out of 15	10 x 2 = 20	Essay	450 Words	2 out of 4	2 x 15 = 30
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	<b>Total</b>		32 out of 39	<b>70</b>
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## REFERENCES

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**MGU-UGP (HONOURS)**

# Syllabus



# Mahatma Gandhi University

## Kottayam

<b>Programme</b>						
<b>Course Name</b>	MEDIA IN INDIA: HISTORICAL PERSPECTIVES					
<b>Type of Course</b>	DSC B					
<b>Course Code</b>	MG3DSCPEJ201					
<b>Course Level</b>	200-299					
<b>Course Summary</b>	The course offers critical historico-political perspectives on Indian media. It ranges across themes such as modes of information gathering in colonial India, pre-modern communication forms' salience in indigenous resistances and print media's constitutive impact on nationalist thought. Post-national development state and its entanglements with broadcast media and film is a crucial component of the course. Contemporary digital media ecology and its ambivalent relation with Indian democracy is scrutinized in the course.					
<b>Semester</b>	<b>3</b>	Credits			<b>4</b>	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	1	0	<b>75</b>
<b>Pre-requisites, if any</b>	Nil					

Syllabus

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	To understand the logic of colonial India's information ecology	U	1,2,3,6,7
2	To appreciate how indigenous social communication networks in India predated colonial communication technologies and practices	Ap	1,3,6,7

3	To analyse how major strands of nationalist thought deployed pre-modern and print communication forms in India	An	1,3,6,7
4	To appreciate how Ambedkar's critique of mainstream nationalism found expression in his publications	Ap	1,2,3,5,6,7,8
5	To analyse the major movements, mobilizations and watershed moments of post-colonial India through the prism of media	An	1,2,3,5,6,7,8
6	To evaluate how digital technologies mediate state practices and political action in India	E	1,2,3,6,7,8
7	To understand how digital media transformed constitutionalism and popular democracy in India	U	1,2,3,4,6,7,8
8	To create an awareness of the role of media, its critical stake in the intervention of citizenry and electoral politics	C	1,3,4,6,7,8
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
<b>1</b>	<b>Colonial Empire and information ecology</b>	<b>15</b>	
1.1	Colonial government and modes of information gathering- Political and military surveillance	5	1
1.2	Indigenous networks of social communication	4	1,2
1.3	Colonial Public sphere	3	1,2
1.4	Peasant insurgency and communication- 1857 uprising and its mediation	3	1,2
<b>2</b>	<b>Strands of Nationalist Imagination and Indian Press</b>	<b>20</b>	
2.1	Indian National Congress- Ideological struggle –Publications of Extremists and moderates- Ranade, Tilak and Arubindo	2	3
2.2	Gandhian manoeuvre and media	3	3
2.3	Nehruvian consensus and Indian Media-National Herald	2	3
2.4	Ambedkar and critique of mainstream nationalism- Mooknayak and Bahishkrit Bharath.	3	4,3

	Hindu Nationalism and Media		
2.5	<b>Practicum:</b> Analysing Media & Propaganda: Choose a historical event related to mass mobilization during the freedom movement (e.g., Salt Satyagraha, Quit India Movement). Analyze primary sources like posters, pamphlets, or newspaper clippings used by the movement and the British Raj. Identify the target audience, persuasive techniques used (imagery, slogans), and how the media portrayal aimed to influence public opinion.	10	3
<b>3</b>	<b>Newly-Freed Nation and Media</b>	<b>20</b>	
3.1	Developmental state and media	2	5
3.2	Broadcast media for national development- DD and AIR	3	5
3.3	Cinema as the narrative of nation-building – Mother India	2	5
3.4	Emergency as watershed – Gagging the press Resurgence of Hindu nationalism and media	3	5
3.5	<b>Practicum:</b> Creating a Historical Newspaper: Select a particular period from the freedom movement. Create a mock newspaper front page reflecting the major events, social issues, and media landscape of their assigned period. Students need to include headlines, articles (focusing on media's role in the movement), advertisements reflecting the era, and visuals.	10	6
<b>4</b>	<b>New India and Digital mediations</b>	<b>20</b>	
4.1	Paradigm of private broadcasting –Satellite and Cable TV	2	6,7,8
4.2	Technological rupture - Internet and social media	3	6,7,8
4.3	State surveillance and media	2	6,7,8
4.4	Electoral autocracy and popular media	3	6,7,8
4.5	<b>Practicum:</b> Creating a Historical Podcast script. Choose a media form and period from the freedom movement. Students research the media form, its impact on Indian society, and its portrayal of historical events. Students script and record a short podcast episode discussing the chosen media form and its historical significance.	10	6
<b>5</b>	<b>Teacher-specific content</b> (Internal evaluation only)		

<p><b>Teaching and Learning Approach</b></p>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <ul style="list-style-type: none"> <li>• Lectures.</li> <li>• Discussions and presentations.</li> <li>• Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus.</li> <li>• Practical workshops in videography, video editing and lighting.</li> <li>• Conduct in-class discussions</li> <li>• Guest Lectures -Invite guest speakers with expertise in the field, such as Journalists, Historians, researchers, academicians, to share the real experiences and insights.</li> </ul>																				
<p><b>Assessment Types</b></p>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA) – 30 Marks</b> (Practicum components will be evaluated under CCA)</p> <p><b>Marks Division</b></p> <p>*Assignments – 10 Marks  Class tests/Quiz – 10 Marks  **In-class Presentation – 10 Marks</p> <p><i>*Group Project / Individual Project / Case Study</i>  <i>**Power Point / Audio-Visual Presentation / Oral Presentation</i></p> <p><b>B. End Semester Evaluation</b></p> <p><b>Written Exam - 70 Marks (2 Hours)</b></p> <table border="1" data-bbox="432 1458 1412 1816"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of questions to be answered</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>MCQ/one word</td> <td>NA</td> <td>20</td> <td>20 x 1 = 20</td> </tr> <tr> <td>Short Answer</td> <td>50 Words</td> <td>10 out of 15</td> <td>10 x 2 = 20</td> </tr> <tr> <td>Essay</td> <td>450 Words</td> <td>2 out of 4</td> <td>2 x 15 = 30</td> </tr> <tr> <td><b>Total</b></td> <td></td> <td>32 out of 39</td> <td><b>70</b></td> </tr> </tbody> </table>	Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ/one word	NA	20	20 x 1 = 20	Short Answer	50 Words	10 out of 15	10 x 2 = 20	Essay	450 Words	2 out of 4	2 x 15 = 30	<b>Total</b>		32 out of 39	<b>70</b>
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**MGU-UGP (HONOURS)**

# Syllabus





# Mahatma Gandhi University

## Kottayam

<b>Programme</b>						
<b>Course Name</b>	MEDIA PSYCHOLOGY					
<b>Type of Course</b>	DSC C					
<b>Course Code</b>	MG4DSCPEJ200					
<b>Course Level</b>	200 - 299					
<b>Course Summary</b>	The course equips the students to understand the salience of media psychology and to discern the influence of media on society. By exploring the psychological effects of media on individuals and society, students gain a deeper understanding of how media shapes our thoughts, emotions, and behaviours. The course discusses the core aspects of social psychology and delves into theoretical frameworks of media psychology, offering a foundation for critically analyzing media's impact on our emotional lives.					
<b>Semester</b>	4	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	0	1	0	75
<b>Pre-requisites, if any</b>	Nil					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Outline the key concepts of media psychology	U	1,2,3,6,8
2	Analyse the impact of advertisements on children and initiate further exploration and research	An	2,6,8



3	Identify the behavioural changes in adolescents that are brought about by media	K,U	1,2,4,6,8
4	Explain how media shapes social behaviour	U, An	2,3,6
5	Evaluate the salience of theories of media psychology in the present context.	E	1,2,8
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
<b>1</b>	<b>Introduction to Media Psychology</b>	<b>10</b>	
1.1	Definition, origin and development of media psychology.	2	1
1.2	Scope and purpose of media psychology.	3	1
1.3	Emotional responses to Media.	2	1
1.4	Psychological Processes in Media Consumption: Sensation and perception, Learning, Memory, Attention, Language, Motivation, Personality.	3	1
<b>2</b>	<b>Media Psychology: Theoretical premises</b>	<b>15</b>	
2.1	History of Media Psychology Research.	3	5
2.2	Key theoretical frameworks.	4	5
2.3	Behaviourism, Cognitive psychology, Cultivation theory, Gratification theory, Expectancy value theory.	4	5
2.4	Affective disposition theory, simulation theory, Play theory.	4	5
<b>3</b>	<b>Social psychology of the media</b>	<b>10</b>	
3.1	Social influence: Conformity, Persuasion.	2	4

3.2	Social relations: Interpersonal relations, prejudice, aggression, conflict and peace making.	3	4
3.3	Representation of different social groups – Gender, Minorities, Children and differently abled.	3	4
3.4	Media and adolescents – issues related to media consumption.	2	4
<b>4</b>	<b>The psychological effects of media</b>	<b>40</b>	
4.1	Impact on cognitive and affective domains	2	2
4.2	Media and violence, Audience research and media psychology, Case studies	3	2
4.3	Impact of technology: online gaming, drug abuse, pornography etc.	3	2
4.4	Ethical issues	2	2
4.5	<p><b>Practicum</b></p> <ol style="list-style-type: none"> <li>1. Choose a specific type of media content (e.g., music video, video game, political advertisement). Students should analyze the content through the lens of a chosen theoretical framework (e.g., cultivation theory, uses and gratifications). Identify the potential psychological effects of the content (e.g., stereotyping, emotional manipulation, agenda-setting).</li> <li>2. Students should research a social issue and its relationship to media. Then, they should propose a media-based intervention strategy that utilizes psychological principles to address the problem. Students need to consider the target audience, media platform, and desired outcomes of the intervention.</li> </ol>	30	2
<b>5</b>	<b>Teacher-specific content</b> (Internal evaluation only)		

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <ul style="list-style-type: none"> <li>• Lectures</li> <li>• Discussions and presentations.</li> </ul>
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<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA) – 30 Marks</b> (Practicum components will be evaluated under CCA)</p> <p><b>Marks Division</b></p> <p>*Assignments – 10 Marks  Class tests/Quiz – 10 Marks  **In -class Presentation – 10 Marks</p> <p><i>*Group Project / Individual Project / Case Study</i>  <i>**Power Point / Audio-Visual Presentation / Oral Presentation</i></p> <p>The concerned faculty should develop various assignments and students need to be evaluated on the basis of their performance.</p> <p><b>B. End Semester Evaluation</b>  <b>Written Exam - 70 Marks (2 Hours)</b></p> <table border="1" data-bbox="432 1301 1412 1659"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of questions to be answered</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>MCQ/one word</td> <td>NA</td> <td>20</td> <td>20 x 1 = 20</td> </tr> <tr> <td>Short Answer</td> <td>50 Words</td> <td>10 out of 15</td> <td>10 x 2 = 20</td> </tr> <tr> <td>Essay</td> <td>450 Words</td> <td>2 out of 4</td> <td>2 x 15 = 30</td> </tr> <tr> <td><b>Total</b></td> <td></td> <td>32 out of 39</td> <td><b>70</b></td> </tr> </tbody> </table>	Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ/one word	NA	20	20 x 1 = 20	Short Answer	50 Words	10 out of 15	10 x 2 = 20	Essay	450 Words	2 out of 4	2 x 15 = 30	<b>Total</b>		32 out of 39	<b>70</b>
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## REFERENCES

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- Rani, Asha. (2016). Media Psychology. ABD Publishers.
- Stever, Gayle.S. (2010). Understanding Media Psychology. Routledge.

### **SUGGESTED READINGS**

- Aronson, Elliot. (1994). The Social Animal. W H Freeman & Co.
- Barker, Maria. (2022). Simulation Theory. Simon Dough.
- Derks, Daantje. (2012). The Psychology of Digital Media Network. Psychology Press.
- Mc Mahon, Ciaran. (2017). The Psychology of Social Media. Routledge.
- Morling, Beth. (2022). Research Methods in Psychology: Evaluating a World of Information. Norton Agency Titles.



**MGU-UGP (HONOURS)**

# *Syllabus*



# Mahatma Gandhi University Kottayam

<b>Programme</b>						
<b>Course Name</b>	MAGAZINE JOURNALISM					
<b>Type of Course</b>	DSC C					
<b>Course Code</b>	MG4DSCPEJ201					
<b>Course Level</b>	200 - 299					
<b>Course Summary &amp; Justification</b>	Students will gain an in-depth understanding of the dynamic world of magazine journalism. It imparts the skills necessary to write engaging stories for both print and online audiences. Students will learn the distinctive features of magazine writing, hone their storytelling skills, and obtain insights into the industry's present trends and future prospects through a deft mix of theory and practice that the course offers.					
<b>Semester</b>	<b>4</b>	Credits			<b>4</b>	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		<b>3</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>75</b>
<b>Pre-requisites, if any</b>	Nil					

## Syllabus

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the foundations of magazine journalism.	U	1,2,3,6,7
2	Analyse the various narrative techniques and storytelling methods practiced in magazine journalism.	An	1,2,3,4,5
3	Analyse the significance of visuals in magazines.	An	1,2,6,8
4	Understand the design principles and layout schemes of magazines	U	1,2,5,6,8
5	Analyse the central aspects of magazine economics.	An	2,6,8,10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
<b>1</b>	<b>Foundations of Magazine Journalism</b>	<b>15</b>	
1.1	Evolution of magazine journalism.	5	1
1.2	Types of magazines and their target audiences.	5	1
1.3	Magazine production process and editorial hierarchy.	5	1
<b>2</b>	<b>Storytelling in Magazines</b>	<b>20</b>	
2.1	Anatomy of a magazine article.	3	2
2.2	Narrative techniques: building suspense, creating characters, utilizing voice & tone.	3	2
2.3	Different writing styles: feature, interview, profile, review, etc.	4	2
2.4	<b>Practicum</b> - Conduct a mock interview with a classmate or pre-recorded interview with an expert on a chosen topic. Based on the interview, students should write a captivating profile article in the style of a specific magazine. Students should capture the interviewee's personality, expertise, and insights, adhering to the chosen magazine's voice and format.	10	2
<b>3</b>	<b>Visuals Aspects</b>	<b>20</b>	
3.1	Visuals in magazines: photo essays, infographics, and illustrations	3	3



3.2	Integrating visuals and collaboration with photographers and designers: communication and workflow	3	3
3.3	Design principles for magazine layout and typography	4	3,4
3.4	<b>Practicum</b> - Choose an existing magazine article or create a mock article with text and images. Using design software or paper mockups, students design a visually appealing layout for the article. Layout should consider the design principles, hierarchy of information, balance between text and visuals, and target audience preferences.	10	3
<b>4</b>	<b>Magazine economics</b>	<b>20</b>	
4.1	Revenue models for magazines: advertising, subscriptions, and digital avenues	3	5
4.2	Marketing and promotion strategies for magazines	3	5
4.3	The future of magazine publishing: digital subscriptions, niche markets, etc.	2	5
4.4	Pitching your work to magazines: guidelines and best practices	2	5
4.5	<b>Practicum-</b> Students should choose a topic of interest relevant to a specific magazine (existing or hypothetical). Develop compelling pitches for three feature stories, considering the magazine's target audience, editorial style, and potential marketability. <b>Pitch Components:</b> Students should include a clear headline, concise story summary, and justification for why the story is relevant to the chosen magazine.	10	5
<b>5</b>	<b>Teacher-specific content</b> (Internal evaluation only)		

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <ul style="list-style-type: none"> <li>• Lectures</li> <li>• Discussions and presentations.</li> <li>• Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus.</li> <li>• Conduct in-class discussions</li> <li>• Guest Lectures -Invite guest speakers with expertise in the field to share the real experiences and insights.</li> <li>• Analytical exercises.</li> <li>• ICT tools</li> <li>• Workshops</li> </ul>
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<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA) – 30 Marks</b> (Practicum components will be evaluated under CCA)</p> <p><b>Marks Division</b></p> <p>*Assignments – 10 Marks  Class tests/Quiz – 10 Marks  **In -class Presentation – 10 Marks</p> <p><i>*Group Project / Individual Project / Case Study</i>  <i>**Power Point / Audio-Visual Presentation / Oral Presentation</i></p> <p>The concerned faculty should develop various assignments and students need to be evaluated on the basis of their performance.</p> <p><b>B. End Semester Evaluation</b></p> <p><b>Written Exam - 70 Marks (2 Hours)</b></p> <table border="1" data-bbox="432 1216 1412 1576"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of questions to be answered</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>MCQ/ one word</td> <td>NA</td> <td>20</td> <td>20 x 1 = 20</td> </tr> <tr> <td>Short Answer</td> <td>50 Words</td> <td>10 out of 15</td> <td>10 x 2 = 20</td> </tr> <tr> <td>Essay</td> <td>450 Words</td> <td>2 out of 4</td> <td>2 x 15 = 30</td> </tr> <tr> <td><b>Total</b></td> <td></td> <td>32 out of 39</td> <td><b>70</b></td> </tr> </tbody> </table>	Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ/ one word	NA	20	20 x 1 = 20	Short Answer	50 Words	10 out of 15	10 x 2 = 20	Essay	450 Words	2 out of 4	2 x 15 = 30	<b>Total</b>		32 out of 39	<b>70</b>
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## REFERENCE

- Baleria, Gina. (2022). The Journalism Behind Journalism: Going Beyond the Basics to Train Effective Journalists in a Shifting Landscape. Routledge.
- Dorn, Raymond. (1986). How to Design and Improve Magazine Layouts. Wadsworth Pub Co.
- Holmes, Tim. (2011). Magazine Journalism. SAGE Publications Ltd.



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- McKay, Jenny. (2015). The Magazines Handbook. Routledge.
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# Syllabus