### THE MAHATMA GANDHI UNIVERSITY

### **UNDERGRADUATE PROGRAMMES (HONOURS)**

### **SYLLABUS**

**MGU-UGP (Honours)** 

(2024 Admission Onwards)



**Faculty: Social Sciences** 

**BoS: Journalism and Mass Communication** 

# Programme: Bachelor of Arts (Honours) Journalism and Mass

## Communication

Mahatma Gandhi University

Priyadarshini Hills

Kottayam – 686560

Kerala, India

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# **MGU-UGP (HONOURS)**

वेद्यया अमृतसञ्चत

### Preface

The field of Journalism and Mass Communication is undergoing a period of unprecedented transformation. The rise of digital media platforms, the evolving media landscape, and the ever-increasing influence of technology have fundamentally reshaped the way information is created, disseminated, and consumed. This dynamic environment demands a new generation of media professionals equipped with a comprehensive understanding of both traditional journalistic principles and the cutting-edge skills needed to thrive in the digital age.

The Mahatma Gandhi University Under Graduate Honours Programme in Journalism and Mass Communication represents a significant advancement in our academic offerings, providing an all-inclusive and in-depth exploration of the ever-evolving media landscape.

The four-year honours format offers several advantages compared to the traditional three-year structure. It allows for a more rigorous exploration of core journalistic principles, media theory, and practical skills. Students will have the opportunity to delve deeper into novel and specialized areas of journalism, mass media and communication, such as data journalism, mobile journalism, technical writing, script writing, marketing communication, digital media production, transmedia journalism, media research and film studies etc. This expanded curriculum fosters a deeper understanding of the complex interplay between media, society, and technology. The multi-disciplinary approach in the programme design will enhance the capabilities of the student to excel in multiple arenas of knowledge. Also, there are a number of course components and course baskets like Discipline Specific Core and Electives (DSC and DSE), Discipline Specific Capstone Courses, Multi-Disciplinary Courses (MDC), Value Added Courses (VAC), Skill Enhancement Courses (SEC), Ability Enhancement Courses (AEC) which are intended to provide diverse aspects of the fields of study.

Furthermore, the honours program emphasizes OBE approach. The guiding principle of outcome-based education (OBE) is the conviction that providing students with the skills, competencies, and information they need to accomplish certain, quantifiable goals is education's main goal. OBE places a strong emphasis on the development of analytical ability, critical thinking capabilities, and a thorough comprehension of media practices, processes, and ideologies. In the current curriculum, students will gain hands-on experience through a variety of courses, workshops, and internship opportunities. This ensures graduates are well-equipped to enter the dynamic media industry with a strong foundation in both theoretical knowledge and practical skills. This syllabus document serves as a comprehensive guide to the B.A. (Hons) Journalism and Mass Communication program. It details the MGU-UGP regulations, program structure, course descriptions, learning outcomes, and assessment methods. We are confident that this program will empower you to become a critical thinker, a skilled communicator, and a responsible media professional.

The Board of Studies in Journalism and Mass Communication at Mahatma Gandhi University take this opportunity to thank all those who put their sincere efforts in developing these syllabi and curriculum.

### **Board of Studies & External Experts**

Sl. No	Name	Designation
1	Mr. Bibu V.N	Assistant Professor, Dept. of Journalism
	Chairperson	St. Xavier's College Vaikom, Kottayam.
2	Dr. Shine P.S.	Assistant Professor, Dept. of Journalism
	Member	BPC College, Piravom
3	Dr. M.S. Harikumar	Assistant Professor
	BoS Member	Department of Communication and Journalism
		University of Kerala, Kariavattom P.O,
		Thiruvananthapuram
4	Ms.Parvathi Chandran	Assistant Professor, Dept. of Journalism
	BoS Member	St. Xavier's College Vaikom, Kottayam.
5	Dr. P.P. Shaju	Associate Professor, Mary Matha Arts & Science
	BoS Member	College Mananthavady.
6	Mr. Suresh. S.	Assistant Professor
	BoS Member	Department of Communication and Journalism
		University of Kerala, Kariavattom P.O,
	(বিশ্বয	Thiruvananthapuram

### Board of Studies in Journalism and Mass Communication (UG & PG)

### **External Experts**

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Sl. No	Name GU-UG	Designation
1.	Dr. P. Lal Mohan	Assistant Professor
		Dept. of Communication and Journalism
	a	University of Kerala, Kariavattom P.O,
	51	Thiruvananthapuram
2	Dr. Asha Achy Joseph	Dean, SH School of Communication
		Thevara, Kochi
3	Mr. B Sreejan	Director – News
	External Expert	The Fourth News
	(Industry)	Thiruvananthapuram

#### **Syllabus Index**

#### Name of the Major: Journalism and Mass Communication

#### Semester: 1

Course Code	Title of the Cour	se	Type of the Course DSC,	Credit Hours/ week		Ι	Hour Distribution /week				
			MDC, SEC etc.		WEEK	L	Т	Р	0		
MG1DSCJMC100	Introduction Communication	to	DSC A	4	5	3	-	2	-		
MG1DSCJMC101	Constitutional (Media Laws Minor*)	Law	DSC B	4	5	3	-	2	-		
MG1MDCJMC100	Basics of Photography	Opt One	MDC	3	4	2	-	2	-		
MG1MDCJMC101	Writing for Media			3	4	2	-	2	-		

L — Lecture, T — Tutorial, P — Practical/Practicum, O — Others

\*Open Minor

#### Semester: 2

Course Code	e Code Title of the Course		Type of the Course DSC,	Credit	Credit Hours/ week		Hour Distribution /week			
	୵୲୶ୄୄଌ୲୬୲	34	MDC, SEC etc.	[नु.त	Week	L	Т	Р	0	
MG2DSCJMC100	News Editing		DSC A	4	5	3	-	2	-	
	Legal Regime on M (Media Laws Minor*)	Media	DSC B	4 0UR	5	3	-	2	-	
MG2DSCJMC101										
MG2MDCJMC100	AI and Media	opt	MDC	3	4	2	-	2	-	
MG2MDCJMC101	Digital Media Literacy	one	ahu	3	4	2	-	2	-	

\*Open Minor

### Semester: 3

Course Code	Course Code Title of the Course		Credit	Hours/ week	Hour Distribution /week				
		DSC, MDC, SEC etc.		WEEK	L	Т	Р	0	
	Advertising: Theory and	DSC A	4	4	4	-	-	-	
MG3DSCJMC200	Practice								
MG3DSCJMC201	<b>Television Production</b>	DSC A	4	5	3	-	2	-	
	Videography and Opt	DSE	4	5	3	-	2	-	
MG3DSEJMC200	Editing one								
MG3DSEJMC201	Media Management		4	5	3	-	2	-	
	IPR and Media	DSC B	4	5	3	-	2	-	
MG3DSCJMC202	(Media Laws Minor*)								
	Translation and Journalistic	DSC B	4	5	3	-	2	-	
	Writing								
MG3DSCJMC203	(Minor for Others)								
	Social Media Opt	MDC	3	3	3	-	-	-	
MG3MDCJMC200	Influencer Marketing one		東大						
MG3MDCJMC201	Branding for Startups		3	3	3	-	-	-	
MG3VACJMC200	Citizen Journalism	VAC	3	3	3	-	-	-	

\*Open Minor



# **MGU-UGP (HONOURS)**

Semester: 4	ŀ
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Course Code	the Course Course		Type of the Course DSC,	Credit	Hours/ week	Hour Distribution /week				
			MDC, SEC etc.		WCCK	L	Т	Р	0	
MG4DSCJMC200	Media Laws and Ethic	s	DSC A	4	4	4	-	-	-	
	Public Relations	and	DSC A	4	5	3	-	2	-	
MG4DSCJMC201	Corporate Communica Understanding	Opt	DSE	4	5	3	-	2	-	
MG4DSEJMC200	Cinema	one								
MG4DSEJMC201	Methods of Script Writing		IDD	4	5	3	-	2	-	
MG4DSCJMC202	IPR and (Media Laws Minor*)	Media	DSC C	4	5	3	-	2	-	
MG4DSCJMC203	Media and Modern Kerala (Minor for Others)	ity in	DSC C	4	5	3	-	2	-	
MG4VACJMC200	Media and Human Rig	ghts	VAC	3	3	3	-	-	-	
MG4SECJMC200	Social Media Content Development	Opt one	SEC	3	3	3	-	-	-	
MG4SECJMC201	Understanding Photography			3	3	3	-	-	-	
MG4INTJMC200	Internship		INT	2	Summer	Vac	ation			

\*Open Minor



# **MGU-UGP (HONOURS)**

#### Semester: 5

Course Code	ode Title of the Course		Type of the Course DSC,	Credit	Hours/ week	Hour Distribution /week				
			MDC, SEC etc.		WCCK	L	Т	Р	0	
MG5DSCJMC300	<b>Documentary Production</b>	1	DSC	4	5	3	-	2	-	
MG5DSCJMC301	Data Journalism		DSC	4	5	3	-	2	-	
MG5DSEJMC300	Film Appreciation	Opt	DSE	4	4	4	-	-	-	
MG5DSEJMC301	Writing for Cinema	any		4	4	4	-	-	-	
MG5DSEJMC302	<b>Business Journalism</b>	thre		4	4	4	-	-	-	
MG5DSEJMC303	Technical Writing	e	T International	4	4	4	-	-	-	
MG5DSEJMC304	Media, Culture and Society	jAI	DH	4	4	4	-	-	-	
MG5SECJMC300	Translation and Cro Writing for Media	eative	SEC	3	3	3	-	-	-	
Semester: 6										

Course Code	e Code Title of the Course Co		Type of the Course DSC,	Credit	Hours/ week	Но	ur Dis /w	stribu eek	tion
		77	MDC, SEC etc.			L	Т	Р	0
	Integrated Mar	keting	DSC	4	5	3	-	2	-
MG6DSCJMC300	Communication	540	मतसः						
MG6DSCJMC301	Digital Journalism		DSC	4	5	3	-	2	-
MG6DSEJMC300	Sports Journalism		DSE	4	5	3	-	2	-
	Development	Opt	DSE	4	4	4	-	-	-
MG6DSEJMC301	Communication	one	HON		6)				
	Basics of Media	<b>U</b>		4	4	4	-	-	-
MG6DSEJMC302	Research								
MG6VACJMC300	Media for Social Chang	ge 🔍	VAC	3	3	3	-	-	-
MG6SECJMC300	Web Design and ICT S	Web Design and ICT Skills		3	3	3	-	-	-
	$\sim$	6 t t		. 2.					

### Semester: 7

Course Code	Title of the Cour	Title of the Course DSC,		Credit	Hours/ week	Hour Distribution /week				
			MDC, SEC etc.			L	Т	Р	0	
MG7DCCJMC400	International Communication		DCC	4	5	3	-	2	-	
MG7DCCJMC401	Media Entrepreneursh	ip	DCC	4	4	4	-	-	-	
MG7DCCJMC402	Advanced Media Rese	arch	DCC	4	4	4	-	-	-	
	Critical Media	Opt	DCE	4	4	4	-	-	-	
MG7DCEJMC400	Theories	any								
	Inclusivity Studies	three	I Part	4	4	4	-	-	-	
MG7DCEJMC401	and Media	GAI	NDA							
	Practice Based	0		4	4	4	-	-	-	
	Research									
MG7DCEJMC402	Methodology									
	Media and Politics in			4	4	4	-	-	-	
MG7DCEJMC403	the Contemporary									
	Semester: 8									

Course Code	Title of the Course DSC,		Credit Hours/ week		Hour Distribution /week				
	विराया	71	MDC, SEC etc.	स्तित्वे	Week	L	Т	Р	0
MG8DCCJMC400	Information Design Media	for	DCC	4	5	3	-	2	-
MG8DCCJMC401	Convergent Journalism		DCC	4	5	3	-	2	-
MG8DCEJMC400		Opt one	DCE	<b>OUR</b>	5)	3	-	2	-
MG8DCEJMC401	Film Theories			4	5	3	-	2	-
MG8DCEJMC402		Opt one	DCE	4 S	5	3	-	2	-
MG8DCEJMC403	Media Effects Studies			4	5	3	-	2	-
MG8DCEJMC404		Opt one	DCE	4	5	3	-	2	-
MG8DCEJMC405	Environmental Journalism			4	5	3	-	2	-
MG8PRJJMC400	Project (Honours / Research)	with		12					



# **MGU-UGP (HONOURS)**

Syllabus

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# Mahatma Gandhi University

## Kottayam

Programme	<b>BA (Hons) JOURNALISM AND MASS COMMUNICATION</b>
Course Name	INTRODUCTION TO COMMUNICATION
Type of Course	DSC A
Course Code	MG1DSCJMC100
Course Level	100-199
Course Summary	The purpose of this course is to categorize and explain various forms of communication. A thorough understanding of communication principles, models, and theories, as well as how they are applied in many communication contexts, are also provided by this course.
Semester	1 Credits 4 Total Hours
Course Details	Learning Approach Lecture Tutorial Practicum Others
	विद्याया अस्त भारत 1 0 75
Pre-requisites, if any	Basic writing and reading skills, interest in communication and media.

# COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain the basic concepts of communication.	U	1,2,4
2	Explain the given models of communication and their relevance in specific communication contexts.	U	1,4
3	Analyse the theoretical concepts of communication in the context of real-life experience.	An	1,2,6,10
4	Assess the significance of semiotics in communication.	Е	1,2
5	Create presentations based on communication and semiotics.	С	1,2,4,9
	mber (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), t (I) and Appreciation (Ap)	Create (C), Sk	xill (S),

### **COURSE CONTENT**

Module	Course description	Hrs	CO No.
1	Understanding Communication	20	
1.1	Definition, Nature, Scope, Importance, Elements and process of communication, Barriers of communication.	3	1
1.2	Functions of communication, Levels of communication - Intrapersonal, Interpersonal, group, Organisational, Mass communication.	3	1
1.3	Types of communication - Verbal and Nonverbal communication.	2	1
1.4	Social functions of communication.	2	1
1.5	<b>Practicum:</b> Assign a communication activity to student groups in the classroom using the concepts of good listening and effective communication.		1
2	Models of Communication	20	
2.1	Meaning and definition, Process, Significance of communication models.		2
2.2	Types - Linear, Interactive and Transactional models.		2
2.3	Aristotle, Laswell, Shannon and Weaver, Berlo's SMCR, Newcomb's, Osgood and Schramm, Wesley and MacLean's conceptual model, Two- step-flow of Communication model, Gatekeeping model.		2
2.4	Process of encoding and decoding.	2	2
2.5	<b>Practicum:</b> Students' groups should prepare an analytical presentation on the evolution of communication models.	10	2
3	Theories of Communication	15	
3.1	Early communication theories, Development of mass communication theories.		2
3.2	Communication theories – Major categories: Inter-personal communication theories, Media Effects Theories, Psychological theories, Sociological theories, Normative theories.	4	3
3.3	Major theories of mass communication - The magic bullet theory, Two-step flow theory, Multi - step flow theory, Uses and Gratification theory, and Cultivation theory.	4	3

3.4	Technological determinism, Critique of Marshall McLuhan's views on media and communication and Marxist approaches, Information and knowledge societies.	3	3
3.5	Indian traditions and approaches to communication.	2	3
4	Semiotics in Communication	20	
4.1	Basics of semiotics- Introduction, Signs, Signifier and Signified.	2	4
4.2	Signs, Meaning and Culture.	3	4
4.3	Ferdinand de Saussure's semiotic theory.	3	4
4.4	Semiotic analysis in communication.	2	4
4.5	<b>Practicum:</b> Undertake a semiotic analysis of the content of a popular TV advertisement.	10	4
5	Teacher specific content         (Internal Evaluation Only)		
	OTTIVAN		

Teaching and LearningClassroom Procedure (Mode of transaction)• Class Room Lectures and other methods: A variety of teaching-learning techniques, such as multimedia presentations, ICT-enabled lectures, group discussions, documentaries and video content, and group activities that promote student participation, will be used to deliver the course.• Book reviews and seminars- Assign readings from academic articles, books, and reports related to the syllabus.• Conduct in - class discussions to explore different viewpoints and encourage critical thinking.• Guest Lectures -Invite guest speakers with expertise in the field, such as journalists, researchers, academicians, to share the real experiences and insights.• Practicum- 30 hours are assigned for practicum component. It consists of semiotic analysis of communication through various class activities and assignments.
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Assessment	MODE OF ASSES	SMENT				
Types	A. Continuo	A. Continuous Comprehensive Assessment (CCA) – 30 Marks				
		-	be evaluated under C	,		
	× ×	-		,		
	Marks Divis	-				
	*Assignment		- 10 Marks			
	Class tests/Q		- 10 Marks			
	**In -class P	resentation	– 10 Marks			
	*Group Proj	ect / Individual	Project / Case Study			
	1 0		al Presentation / Oral	Presentation		
				progress of the studen		
	- 1010					
		us contexts. B. End Seme	ster Evaluation 70 Marks (2 Hours)	ve communication in		
		us contexts. B. End Seme	ster Evaluation	Marks		
	HAN	us contexts. B. End Seme /ritten Exam -	ster Evaluation 70 Marks (2 Hours) Number of questions to be			
	Descriptive Type	us contexts. B. End Seme /ritten Exam - Word Limit	ster Evaluation 70 Marks (2 Hours) Number of questions to be answered	Marks		
	W         Descriptive Type         MCQ/One word	us contexts. B. End Seme /ritten Exam - Word Limit NA	ster Evaluation 70 Marks (2 Hours) Number of questions to be answered 20	<b>Marks</b> 20 x 1 = 20		
	W Descriptive Type MCQ/One word Short Answer	us contexts. <b>B. End Seme</b> /ritten Exam - Word Limit NA 50 Words	ster Evaluation 70 Marks (2 Hours) Number of questions to be answered 20 10 out of 15	Marks           20 x 1 = 20           10 x 2 = 20		

#### REFERENCES

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# **MGU-UGP (HONOURS)**





# Mahatma Gandhi University Kottayam

Programme	BA (Hons) JOURNA	LISM AN	BA (Hons) JOURNALISM AND MASS COMMUNICATION				
Course Name	CONSTITUTIONAL LAW						
Type of	DSC B						
Course Course Code	MG1DSCJMC101						
	MOIDSCIMEIUI		NDI				
<b>Course Level</b>	100-199	GH					
Course	Enable students to 1	earn abou	t the righ	ts and free	dom guara	anteed by the	
Summary	Constitution and deve	lop an unde	erstanding	of organs of	Governme	ent and Centre-	
	State relations. Thro	ough a crit	tical exam	ination of la	andmark S	Supreme Court	
	judgments and key leg	gal concepts	s, students	will gain a th	norough ur	nderstanding of	
	the framework that go	verns the Ir	dian Repu	blic.			
Semester	1 Credits 4 Total Hours						
<b>Course Details</b>	Learning Approach Lecture Tutorial Practicum Others						
	3 0 1 0 75						
Pre-requisites, if any	Nil <b>fag</b>	ाथा अ	मूतर	। इन्. ते		<u> </u>	
	)						

# COURSE OUTCOMES (CO) GU-UGP (HONOURS)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Describe the philosophy, structure and values enshrined in the Constitution.	U	1,6,7,8
2	Analyse the fundamental rights and duties provided in the Constitution.	An	6,7,8
3	Illustrate the Constitutional restrictions on the freedom of press.	А	1,6,8
4	Appraise the role of Directive Principles of State Policy towards the attainment of a welfare state.	Е	6,7,10
5	Examine the constitutional parameters regarding the organisation, powers and functions of organs of government.	K	2,3,5
6	Identify the federal character of the nation.	U	6,7

7	Appreciate the constitutional provisions with respect to parliamentary privileges, proclamation of emergency and secularism.	Ap	1,2,6
*Rememb	er (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Cr	eate (C), Skil	l (S),

Interest (I) and Appreciation (Ap)

### **COURSE CONTENT**

Module	Module Course description		CO No.
1	Introduction	20	
1.1	Role of constituent assembly, Preamble of the Constitution.	4	1
1.2	Nature and salient features of the Constitution.	3	1
1.3	Citizenship	3	1
1.4	<b>Practicum</b> - Examine constitutions across the world and list out advantages and disadvantages of varied constitutional forms such as unitary, federal, written and unwritten.	10	1
2	Rights and Duties of Citizens	20	
2.1	Fundamental Rights	3	2
2.2	Fundamental duties	2	2
2.3	Freedom of press	3	3
2.4	Directive Principles of State Policy	2	4
2.5	<b>Practicum</b> - Make a presentation on landmark legal cases in India relating to freedom of speech and expression with direct implications for media freedom.	10	3
3	Federal Character of Indian Polity	15	
3.1	Union Executive, State Executive	4	5
3.2	Parliament of India, State Legislature	3	5
3.3	Supreme Court of India, State Judiciary	4	5
3.4	Centre-State relations	4	6
4	Constitutional Limitations	20	
4.1	Privileges of Legislature	3	7
4.2	Emergency provisions	3	7
4.3	Secularism	4	7
4.4	<b>Practicum</b> - Compile a list of major legal cases in India relating to breach of privileges of legislative houses and members of the legislature.	10	7
5	Teacher-Specific Content (Internal evaluation only)		

Teaching and Learning	Classroom Procedure (Mode of transaction)							
Approach	• Lectures: sessions focusing on constitution and laws.							
	• In – class discussions.							
	• Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus.							
		alists, researcher	beakers with expertise in these second secon					
		hours are assign s and assignment	ed for practicum compone s.	ent. It consists of				
Assessment	MODE OF ASSESS	MENT						
Types		the second se	Assessment (CCA) – 30 M e evaluated under CCA)	Marks				
	Marks Divisi *Assignments		10 Marks					
	Class tests/Qu		10 Marks					
	**In -class Pr		10 Marks					
			oject / Case Study Presentation / Oral					
	Presentation	OTTA	AM!					
	B. En	id Semester Eva	luation – 70 Marks					
	Descriptive Type	Word Limit	Number of questions to be answered	Marks				
	MCQ/One word         NA         20         20 x 1 = 20							
	Short Answer50 Words10 out of 15 $10 \ge 20$							
	Essay	450 Words	2 out of 4	2 x 15 = 30				
	Total 🍝	eynai	32 out of 39	70				

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# **MGU-UGP (HONOURS)**



# Mahatma Gandhi University Kottayam

Programme	<b>BA (Hons) JOURNALISM AND MASS COMMUNICATION</b>						
Course Name	BASICS OF PHOTOGRAPHY						
Type of Course	MDC GALLAN						
Course Code	MG1MDCJMC100						
Course Level	100-199	NY.		E.			
Course Summary	An interesting introduction It covers camera operation	-	-		• •		
Semester	1 10	TA	Credits		3	Total Hours	
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others		
	MGULUG	2	0		0	60	
Pre-requisites, if any	Passion to learn photogra	phy and k	een interes	st in visual c	ommunica	ition.	

# COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the evolution of photography comparing various photographic styles.	U	6
2	Examine the roles and responsibilities of a photographer.	K	6,8
3	Identify essential camera typologies, components and their functions.	U	2, 3

4	Apply composition and lighting strategies for photography.	А	2, 3, 10			
5	Describe the fundamental features of image editing software.	U	3,4,10			
*Ren	Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)					

### **COURSE CONTENT**

Module	Course description	Hrs	CO No.
1	Evolution of Photography	10	
1.1	History of photography - Invention of photographic process - Lithography - First photograph - Invention of camera.	3	1
1.2	Types of photography - Portrait, Landscape, Candid, Fashion, Product photography.	4	1
1.3	Latest trends & ethics in photography.	3	2
2	Exploring Camera (19) 3101 (14) 37	10	
2.1	Types of cameras - Polaroid camera - Point and shoot - SLR, DSLR, Mirrorless.	3	3
2.2	Familiarizing camera parts – Anatomy of still camera, Types of lenses: Wide, Zoom, and normal lens. Camera accessories.	5	3
2.3	Working mechanism of camera, Understanding Exposure - ISO, Shutter Speed, Aperture, WB.	2	3
3	Understanding Composition and Lighting	40	
3.1	Elements of composition - Perspective and leading line - Rule of third - Grouping and organization - Space - Depth of Field - Colour - Light – Scale.	5	4

	Lighting equipment - HMI, Fresnels, LED lights, Sungun, CFL, Soft light, Gobos.		4
3.2	Lighting Accessories - Gels, Diffusers, Reflectors, Scrims, Barndoors.	3	
	Lighting techniques - Three-point, Four-point, Butterfly, Rembrandt, Loop, Flat, Split.		
3.3	Introduction to Image editing.	2	4
5.5	Digital tools and image editing software.		
	Practicum: Any two from assignment list.		1,3,4
	<ol> <li>Curate a collection of online photographs based on a specific theme and write an analysis explaining the selections.</li> </ol>		
3.4	2. Take a specific scene (landscape, portrait) and capture it in manual mode, experimenting with aperture, shutter speed, and ISO. Present 5 different photographs with various exposure triangle settings.	30	
	<b>3.</b> Choose a social issue or community event and document it photographically, considering ethical aspects and responsible representation.		
4	Teacher-Specific content (internal evaluation only)		

Teaching	Classroom Procedure (Mode of transaction)
and Learning Approach	<ul> <li>Lectures: sessions focusing on introducing the technique of photography. Discussions on photographic equipment, famous photographs, latest trends.</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 Photojournalists, photographers, researchers, academicians, to share the real experiences and insights.</li> <li>Practicum- 30 hours are assigned for practicum component. It consists of various class activities and assignments related to photography. As part of this, students are encouraged to create a thematic photo portfolio and a photography blog of their own.</li> </ul>

Assessment	MODE OF ASSES	SMENT				
Types	A. Continuous Comprehensive Assessment (CCA) – 25 Marks					
		-	be evaluated under CCA	·		
	Marks Divis	ion				
	*Assignment	-	– 10 Marks			
	Class tests/Q		– 10 Marks			
		resentation				
	*Group Proj	ect / Individual	Project / Case Study			
	**Power Pot	int / Audio-Visu	al Presentation / Oral Pr	resentation		
	00	ctivities to con	tinuously assess the prog	gress of the		
	students.	GAN	10.1	0 1 0 11		
		e to create a po	rtfolio comprising works	from the follow:	ing	
	concepts.					
		ents of compos	ition			
		ing techniques				
		s of Digital Ima	iges			
	Photo	ography genres				
	B. End Sen	nester Evaluat	ion			
	Written	Exam - 50 Ma	rks (1.5 Hours)			
	<b>Descriptive Type</b>	Word Limit	Number of questions	Marks		
			to be answered			
	MCQ/One word	NA Jala	151333	15 x 1 = 15		
	Short Answer	100 Words	5 out of 8	3 x 5 = 15		
	11					
	Essay	350 Words	2 out of 4	$10 \ge 2 = 20$		

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# **MGU-UGP (HONOURS)**





# Mahatma Gandhi University

# Kottayam

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION						
Course Name	WRITING FOR MED	WRITING FOR MEDIA					
Type of Course	MDC	MDC					
Course Code	MG1MDCJMC101	GA	NDH				
Course Level	100-199						
Course Summary	teach the fundamentals	The goal of this course is to become proficient in media writing. It also seeks to teach the fundamentals of successful storytelling in a variety of media platforms. Students will be able to compare the writing styles needed for different media.					
Semester	1		Credits	S.	3	Total Hours	
<b>Course Details</b>	E.						
	Learning Approach	Lecture	Tutorial	Practicum	Others		
		2	0	1	0	60	
Pre-requisites, if any	Proficiency in language	था अ	भूतम	<u> </u>			

### **COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome TUNUUI	Learning Domains *	PO No
1	Understand the nuances of mass media and its multiple platforms.	U	3,9
2	Demonstrate the rudiments of writing for print and broadcast media.	A	4,5
3	Understand the fundamentals of writing for digital media.	U	4,9
4	Illustrate the fundamentals of writing for advertising.	U	3,4
5	Distinguish the difference between writing styles across mass media platforms.	An	1,2,3,4
*Remen	nber (K), Understand (U), Apply (A), Analyse (An), Evaluate Interest (I) and Appreciation (Ap)	(E), Create (C), S	Skill (S),

### **COURSE CONTENT**

Module	Course description	Hrs	CO No.
1	Introduction to Media Writing	15	
1.1	Different media platforms: Features and characteristics.	5	1,2,3,4,5
1.2	Functions and significance of mass media.	3	1,4
1.3	Basic writing principles of media and the process of knowing the audience.	3	1.5
1.4	Ethical issues in mass media writing.	4	1,2
2	Writing for Print and Broadcast Media	15	
2.1	News; News values	2	1,2,5
2.2	Writing news stories; Different styles of news writing for print media- Inverted pyramid, Hour glass and Narrative style.	2	1,2,5
2.3	Lead - types of leads. Feature stories and types of features.	3/2	1,2,5
2.4	Writing for broadcast - Scripting for radio, Rudiments for writing for radio. MGU-UGP (HONOU Scripting for TV, Rudiments for writing for TV.	IR3)	1,2,5
2.5	Writing for the web - Digital storytelling, Writing for social media, Content creation for blogs, Vlogs and Podcasts.	4	1,2,5
2.6	Copy writing for different media.	2	1,2,5
3	<ul> <li>Practicum</li> <li>Create a blog and post creative contents regularly.</li> <li>Prepare a podcast script for a series on a social issue and post it over a platform.</li> <li>Write a script for a television feature story.</li> </ul>	30	2,3

4	<b>Teacher</b> -Specific	Content				
Teaching Learning Approach	<ul> <li>Lea</li> <li>Distruct</li> <li>Boaca</li> <li>Cocrit</li> <li>Gu</li> <li>Scr</li> </ul>	n Procedure (Mode of the ctures: sessions focusing scussions on scripting for ands. ok reviews, Discussions ademic articles, books, a nduct class discussions the ctures discussions the ctures -Invite guest Lectures -Invite guest pript writers, directors, randomicians, to share the ctures and the complexity of the com	g on introducing or various media and seminars- A nd reports relate to explore differ st speakers with dio and televisio	, different a Assign read ed to the syl ent viewpo expertise in on program	approaches, late lings from llabus. ints and encours n the field, such me producers,	age
Assessmen Types	A. (Pr Ma *A Cla **] *G **]	F ASSESSMENT Continuous Compreh acticum components wi arks Division ssignments ass tests/Quiz in -class Presentation roup Project / Individua Power Point / Audio-Vis ggested activities to con dents. List of Practical Ass • Write a Feature. • Prepare a News Se • Prepare Radio Scr • Letter to Editor • Prepare a Press Re	Il be evaluated u - 10 Mark - 10 Mark - 5 Marks <i>Il Project / Case</i> <i>ual Presentation</i> <b>ntinuously asse</b> signments cript ipt.	inder CCA) as s <i>Study</i> <i>n / Oral Pre</i> <b>ss the prog</b>	) esentation	
	B.	End Semester Evalua	tion			
		Written Exam - 50 M	· · · · · · · · · · · · · · · · · · ·	s)		
	Descripti	ive Type Word Limit	Number of questions to answered	be	Marks	
	MCQ/On	e word NA	15		15 x 1 = 15	
	Short Ans	swer 100 Words	5 out of 8		3 x 5 = 15	

Essay	350 Words	2 out of 4	$10 \ge 2 = 20$	
Total			50	

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# **MGU-UGP (HONOURS)**

AND HI TON	Mah	atma	Gand	lhi Un	iversity	7
Receil Sugrences		I	Kotta	yam		
Programme	BA (Hons) JOURNALIS	M AND	MASS CO	OMMUNI	CATION	
Course Name	NEWS EDITING					
Type of Course	DSC A					
Course Code	MG2DSCJMC100	aAN	DH			
Course Level	100-199					
Course Summary	This course focuses on the entire process from raw co grammar, style, fact check	ontent to p	olished n	ews articles		0
Semester	2	X	Credits		4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
	/विद्य य	3	0	उन्न ते	0	75
Pre-requisites, if any	Foundational understand writing skills, critical thin	0 2		0		f language and
COURSE OUT	COMES (CO) GU-U	GP (	HON	OUR	S)	

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Interpret the basic concept and principles of editing.	А	1,2,3,4
2	Compare and contrast the organisational structure of print, broadcast and new media organisations.	An	2
3	Identify the responsibilities of editors and gain proficiency in digital editing tools.	U	1,2,6
4	Assess the legal and ethical aspects of editing.	Е	1,2
	ember (K), Understand (U), Apply (A), Analyse (An), Evaluate (A st (I) and Appreciation (Ap)	E), Create (C),	Skill (S),

### **COURSE CONTENT**

Module	Course description	Hrs	CO No.
1	Fundamentals of News editing	10	
1.1	Editing: concepts and significance, Levels of editing	3	1
1.2	Editing principles, Style book.	3	1
1.3	Approaches to news and views.	4	1
2	Organisational Structure of Editorial Department	15	
2.1	Structure of different news organisations, News bureau, News desk.	5	2
2.2	Roles of editors - Chief Editor, Managing Editor, News Editor, Chief Sub Editor, Senior Sub Editor, Sub Editor, Resident Editor, Wire Editor.	5	2
2.3	News Desk Management: News flow- News and Feature syndicates	5	2
3	Editing Process and Tools 21 21 21 21 21 21 21 21 21 21 21 21 21	20	
3.1	Editing process – Selection of news, checking facts, correction of language, Rewriting and condensation, Ensuring - Accuracy, Consistency, Readability, Objectivity, Fairness, Style. Localising news. Handling news agency copy and copies from correspondents and freelancers.	6	2
3.2	Headline writing, types and principles. Writing photo captions and cutlines. Approaches to editing Magazine, Radio, Television and Web content.	4	3
3.3	News translation – Principles and application.	2	3
3.4	Photo editing, Digital editing tools and software for newsrooms. Newspaper Design: Page layout and make up, Write-Edit-Design: Information graphics.	3	3
3.5	Editorial page: Contents and layout.	2	4

3.6	Legal and ethical aspects of editing: Fact checking and verification, Editorial decision making, Gate keeping.	3	4
4	Practicum	30	
4.1	<ul> <li>Each student should undertake an editing and newswriting project and should maintain a record book.</li> <li>Students will have to do five exercises each in news editing, translation, article and feature editing, proof reading, headline writing and news analysis.</li> </ul>		3
5	Teacher-specific content (Internal evaluation only)		

<b>T</b> 1. 1						
Teaching and	Classroom Procedure (Mode of transaction)					
Learning						
Approach	• Lectures: sessions focusing on introducing the editing and print media					
	practices. Discussions on various stages of news editing are presented.					
	<ul> <li>Book reviews, Discussions and seminars- Assign readings from academic</li> </ul>					
	articles, books, and reports related to the syllabus.					
	Conduct in-class discussions					
	• Guest Lectures -Invite guest speakers with expertise in the field, such as					
	journalists, designers, researchers, academicians, to share the real experiences					
	and insights.					
	<ul> <li>Practicum- 30 hours are assigned for practicum component. It consists of</li> </ul>					
	exercises in editing.					
	exercises in editing.					
Assessment	MODE OF ASSESSMENT					
Types	A. Continuous Comprehensive Assessment (CCA) – 30 Marks					
	(Practicum components will be evaluated under CCA)					
	(radiating only on the standard and stand					
	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					
	Fower Foint / Audio-Visual Fresentation / Oral Fresentation					
	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 assessment.					
	List of Practical Assignments					
	<ul> <li>Everyday Newspaper reading class and discussion on current issues</li> </ul>					
	<ul> <li>Rewriting news stories from newspapers</li> </ul>					
	• Converting stories from newspapers for magazine, TV and Radio					
	• Editing features into a news story.					
	• Headlines writing exercises based on newspaper published stories.					
	• Writing caption/changing caption of the selected cartoons and photos.					

- Writing two editorials.
- Translation of news from one language to another.
- News analysis

#### **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	$10 \ge 2 = 20$
Essay	450 Words	2 out of 4	$2 \ge 15 = 30$
Total		32 out of 39	70

#### REFERENCES

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# Mahatma Gandhi University Kottayam

Programme	<b>BA (Hons) JOURNALISM AND MASS COMMUNICATION</b>						
Course Name	LEGAL REGIME ON MEDIA						
Type of	DSC B	DSC B					
Course							
Course Code	MG2DSCJMC101						
Course Level	100-199						
Course Summary	Students will gain insights into the broader legal landscape governing media in India, evaluating key regulations and their implications on media operations.						
Semester	2		Credits	Ţ	4	Total Hours	
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others		
		3	0		0	75	
Pre-requisites, if any.	Nil						

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Examine the key regulations on print media and their implications	K S)	1,2
2	Appreciate the legal framework governing broadcast and digital media	Ар	2,3,5
3	Develop critical perspectives on the legal constraints and intricacies within the media landscape.	С	1,2,6
4	Evaluate the role and significance of Right to information law.	Е	6,7,8
5	Explain the principles guiding the certification of films	U, An	1,2,6,7

### **COURSE CONTENT**

Module	Course description	Hrs	CO No.	
1	Print media regulations	20		
1.1	Press and Registration of Books Act, 1867	3	1	
1.2	Press Council Act, 1978	4	1	
1.3	Working Journalists Act, 1955	3	1	
1.4	<b>Practicum:</b> Make a presentation assessing the structure, power and composition of press councils across the world	10	1	
2	Legal framework on electronic media	15		
2.1	Prasar Bharati Act, 1990	5	2	
2.2	Cable Network Regulation Act, 1995	5	2	
2.3	Information Technology Act, 2000 (Relevant provisions)	5	2	
3	Legal constraints on media	20		
3.1	Official Secrets Act, 1923	2	3	
3.2	Contempt of Courts Act, 1971	2	3	
3.3	Indian Penal Code, 1860	2	3	
3.4	Criminal Procedure Code, 1973	2	3	
3.5	Civil law of defamation	2	3	
3.6	<b>Practicum</b> : Compile a list of high-profile court cases in India relating to contempt of court and sedition	10	3	
4	<b>Right to Information and laws on Cinematograph</b>	20		
4.1	Right to Information Act, 2005 (Relevant provisions)	5	4	
4.2	Cinematograph Act, 1952	5	5	
4.3	<b>Practicum</b> : To make a survey of how far the Right to Information Act enables the journalists to get access to information and data	10	5	
5	Teacher-specific content			

Teaching and Learning	Classroom Procedure (Mode of transaction)
Approach	• Lectures
	Book reviews, Discussions and seminars- Assign readings from academic
	articles, books, and reports related to the syllabus.
	Conduct in-class discussions
	• Guest Lectures -Invite guest speakers with expertise in the field, such as
	lawyers, journalists, activists, researchers, academicians, to share the real

	experiences	s and insights.		
	1	30 hours are as	signed for practicum con	nponent. It consists of
Assessment Types	(Practicum co Marks Divis *Assignment Class tests/Q **In -class P *Group Proja **Power Poi B. End Sen	ion s uiz resentation ect / Individual		A)
	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	$10 \ge 20$
	Essay	450 Words	2 out of 4	2 x 15 = 30
	Total MGU	-UGP (ł	32 out of 39	70

#### **REFERENCES**

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### **MGU-UGP (HONOURS)**





### Mahatma Gandhi University

### Kottayam

Programme	BA (Hons) JOURNALIS	M AND MA	ASS COMM	MUNICATIO	ON			
Course Name	AI AND MEDIA							
Type of Course	MDC							
Course Code	MG2MDCJMC100	GA	NDA					
Course Level	100-199							
Course Summary	This course intends to deliver insights into the AI tools and empower students to navigate through AI domain in the media landscape. The course equips students with relevant skills in applying AI tools to create media content. The hands-on approach, ethical considerations, and real-world case studies ensure that students are not just knowledgeable but ready to thrive in AI-driven media environments.							
Semester	2		Credits		3	Total Hours		
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others			
	्विद्य	211234		<b>ञ्चन्द्रते</b> ।	0	60		
Pre-requisites, if any.	Basic computer knowledge	e and langua	ge skills.		iii.			

### **MGU-UGP (HONOURS)**

#### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the essentials of artificial intelligence and the latest tech trends in media.	U, An	2
2	Demonstrate hands-on skills using AI tools to create text, images, audio, and video.	U, An	2
3	Apply ethical principles when using AI in media, ensuring responsible and thoughtful deployment.	А	2
4	Analyse real-world applications of artificial intelligence in media, exploring diverse scenarios and industry use cases.	An	1, 2

5	Analyse diverse case studies thereby gaining an understanding of the multifaceted impact of AI integration in the media industry.	An	1, 2

\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

#### **COURSE CONTENT**

Modul e	Course description	Hrs	CO No.
1	Introduction to AI	15	
1.1	Artificial Intelligence, Overview of AI and its impact on media industries, Historical perspective and evolution of AI in media.	3	1
1.2	Types of artificial intelligence: ANI, AGI, ASI	3	1
1.3	Augmented Intelligence versus Artificial Intelligence.	3	4
1.4	Advantages and Disadvantages of Artificial Intelligence. Applications of AI, prospects, The potential risks and benefits of AI.	3	5
1.5	Ethical use of Artificial Intelligence - Originality of the content, emphasising uniqueness and avoiding plagiarism. Artificial intelligence governance and regulations. AI and the Future of Media, Generative AI.	3	3, 4, 5
2	AI-driven content creation: AI for Text, Image, Audio and Video	15	
2.1	AI for text, writing prompts for AI	3	2
2.2	Personalisation of content	2	2
2.3	Tools for AI text – Language models	3	2
2.4	AI for Image, Text-To-Image	2	2
2.5	AI for Audio - Text-to-Speech Tools, Audio Enhancer	3	2
2.6	AI for Video - Text in motion tools	2	2
3	Practicum – Any two from the assignment list	30	
3.1	<ol> <li>Creation of AI-driven media content including text, image, audio, and video.</li> <li>Creation of a portfolio showcasing the AI-driven media.</li> <li>Write an analytical paper on the impact of AI on news gathering, content creation, and delivery.</li> </ol>		2,3
4	Teacher-specific content (internal evaluation only)		

Teaching and Learning	Classroom Procedur	e (Mode of transa	ction)	
Learning Approach	<ul> <li>Lectures: ses Intelligence.</li> <li>Discussions of Book review articles, book</li> <li>Conduct in-ce</li> <li>Guest Lectur content creat academicians</li> <li>Practicum- 3</li> </ul>	sions focusing on on various stages s, Discussions an cs, and reports rel lass discussions res -Invite guest sp ors, Generative A s, to share the rea	of AI-driven content are p d seminars- Assign readin ated to the syllabus. peakers with expertise in t I professionals, video edir l experiences and insights ned for practicum compon	presented. gs from academic he field, such as AI tors, researchers,
Assessment	MODE OF ASSESS	MENT		
	(Practicum c Marks Divis *Assignment Class tests/Q **In -class P * <i>Group Proj</i> ** <i>Power Poi</i> The student will be a course. The Practica in a record file which Suggested practical 1. Examina using Al	omponents will b ion ts – uiz – resentation – ect / Individual P int / Audio-Visual assigned practical l work carried ou h will be required assignments: ation of case studi l for news produc	sive Assessment (CCA) - e evaluated under CCA) 10 Marks 10 Marks 5 Marks <i>roject / Case Study</i> <i>Presentation / Oral Prese</i> work related to relevant of t by the students is needed during the assessment.	entation contents of the core l to be maintained l challenges in
		Sources.	ors to extract and analyze	news data from
	text, ima	age, audio, video	imitations, and implicatio and multimedia generation the AI-driven content por	n in journalism.
	B. End Ser	nester Evaluatio	n	
	Written	Exam - 50 Marl	ks (1.5 Hours)	
	Descriptive	Word Limit	Number of questions	Marks
	Туре		to be answered	
	MCQ/One	NA	15	15 x 1 = 15
	Short Answer	100 Words	5 out of 8	$3 \times 5 = 15$
	Essay	350 Words	2 out of 4	$10 \ge 2 = 20$

Case Studies for AI Integration in Media (IBM Watson's AI-Morgan Film trailer, Spotify: Personalized Music Recommendations, Malicious use of Deepfake, Amazon's AI recruitment tool.)

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o Artificial Intelligence: A Modern Approach, 4th US ed. by Stuart Russell and Peter Norvig

pllahus

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- Gebru, T., Morgenstern, J., Vecchione, B., Vaughan, J. W., Wallach, H., Daumé III, H., & Crawford, K. (2021). *Datasheets for Datasets*.
- Moran, R. E., & Shaikh, S. J. (2022). Robots in the News and Newsrooms: Unpacking Meta-Journalistic Discourse on the Use of Artificial Intelligence in Journalism. Digital Journalism. Thomson Foundation (2023). Paris Charter on AI and Journalism.



### Mahatma Gandhi University

### Kottayam

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION	
Course Name	DIGITAL MEDIA LITERACY	
Type of Course	MDC	
Course Code	MG2MDCJMC101	
Course Level	100-199	
Course Summary	To realize the growing societal significance of digital media literacy initiatives towards promoting critical media consumption is a prime re- public-spirited citizen. This course offers a comprehensive exposure to wo media, dynamics of contemporary information ecosystem, different information, idea of cyber citizenship and fact-checking initiatives across	sponsibility of a orkings of digital kinds of false
Semester	2 Credits 3	Total Hours
Course Details	Learning Approach Lecture Tutorial Practical Others	
	<b>2</b> 0 <b>1</b> 0	60
Pre-requisites, if any	Nil	

# MGU-UGP (HONOURS)

CO No.	Expected Course Outcome	Learning Domains *	PO No			
1	Appreciate the benefits, risks and possibilities that digital technology can bring	Ap	1, 4			
2	Understand the impact of human factors in the working of digital media	U, An	1, 3, 5			
3	Distinguish between misinformation and disinformation	U, An	1, 2, 5			
4	Understand how to protect oneself from threats to cyber wellness	U, An	2, 4			
5	Demonstrate ability for debunking false content in digital media using fact checking tools	U, A	4, 5			
*Rem	*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)					

#### **COURSE CONTENT**

Module	Course description	Hrs	CO No.
1	Elementary aspects of Digital Literacy	15	
1.1	Workings of digital media: Digital foot prints	4	1
1.2	Basics of digital marketing and communication	3	1
1.3	Digital media and human factors	3	1
1.4	Cognitive bias, echo chambers and filter bubbles	5	1
2	Dynamics of information ecosystem	15	
2.1	Credibility of an information source- fact and opinion	3	2
2.2	Different types of fake news - Disinformation, Misinformation and mal- information	3	2
2.3	Fake news and deep fake, Fact checking tools	3	2
2.4	Conspiracy theories and micro-targeted political propaganda.	3	2
2.5	Fact checking tools, initiatives and campaigns	3	
3	Practicum	30	
3.1	<ol> <li>Fact finding: Analyse case studies on fake news. Prepare a report.</li> <li>Social Media Content Challenge: Select different social media platforms. Analyse how the platform's algorithm curates content and how it can create echo chambers.</li> <li>Digital media and ethical practices: Visit a website with sponsored content and have them dissect its purpose, target audience, and the advertiser's goals. Discuss ethical considerations and how to differentiate sponsored content from organic content.</li> </ol>	10	3
4	Teacher-specific content (Internal evaluation only)		

Teaching and	Classroom Procedure	e (Mode of transac	tion)			
Learning Approach	<ul> <li>Lectures: sessions focusing on digital media literacy practices.</li> <li>Discussions on various issues connected with media.</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 media practitioners, social activists, digital media experts, researchers, academicians, to share the real experiences and insights.</li> <li>Practicum- 30 hours are assigned for practicum component. It consists of projects in digital media literacy.</li> </ul>					
Assessment Types	MODE OF ASSESS	SMENT	HIN			
Types	A Continu	ous Comprehens	ive Assessment (CCA) -	- 25 Marks		
			evaluated under CCA)	20 WIII NS		
	Marks Divisi	ion				
	*Assignments	s –	10 Marks			
	Class tests/Qu		10 Marks			
	**In -class Pr	resentation –	5 Marks			
	*Group Proje	ect / Individual Pr	oject / Case Study			
			Presentation / Oral Prese	entation		
	the core cours	se. The Practical w	actical work related to rel york carried out by the stu- which will be required dur	idents is needed to		
	<ul> <li>Suggested list of assignments:</li> <li>1. Commercialization of content</li> <li>2. Fake news detection.</li> <li>3. Privacy enhancement techniques.</li> <li>4. Tracking copyright infringements over digital media.</li> <li>5. Create a reel video of 1 minute duration about a media literacy and post</li> </ul>					
	it in a popular social media platform.					
		nd Semester Eval /ritten Exam - 50	uation Marks (1.5 Hours)			
	Descriptive	Word Limit	Number of questions	Marks		
	Туре		to be answered			
	MCQ/One word	NA	15	15 x 1 = 15		
	Short Answer	100 Words	5 out of 8	3 x 5 = 15		
	Essay	350 Words	2 out of 4	$10 \ge 2 = 20$		
		1	Total	50		

- Buckingham, D. (2008). 'Defining Digital Literacy. What Do Young People Need to Know About Digital Media?' C. Lankshear and M. Knobel, eds. Digital Literacies: Concepts, Policies, and Practices. Oxford: PeterLang, pp. 73–91.2.
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#### SUGGESTED READINGS

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### **MGU-UGP (HONOURS)**

Syllabus



### Mahatma Gandhi University

### Kottayam

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION						
Course Name	ADVERTISING: THEORY AND PRACTICE						
Type of	DSC A						
Course							
Course Code	MG3DSCJMC200	GA	NDH				
Course Level	200 - 299						
Course Summary	This course provides a thorough understanding of the key elements of advertising. Its goal is to prepare students for future work in the field by helping them strengthen their communication and critical thinking skills. They will be competent in the creation of print, audiovisual, and digital advertisement concepts and copywriting.						
Semester	3		Credits	Į.	4	Total Hours	
<b>Course Details</b>		075	AVA				
	Learning Approach	Lecture	Tutorial	Practicum	Others		
		211434	704	S 0 0 1	0	60	
Pre-requisites, if any	Nil		(110)			1	

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
	Spllabus		
1	Explain the concepts and principles of Advertising.	U, An	1
2	Identify and differentiate the various tools of advertising.	А, К	3
3	Explain the functioning of an advertising agency, its services and the skills required to be a part of this industry.	U, An	4
4	Examine the process of creating an advertising	K	3
5	Evaluate the ethical issues and regulatory imperatives in the advertising industry.	Е	5
*Ren	nember (R), Understand (U), Apply (A), Analyse (An), Evaluate (I Interest (I) and Appreciation (Ap)	E), Create (C), S	Skill (S),

#### **COURSE CONTENT**

Module	Course description		CO No.
1	Introduction to Advertising	15	
1.1	Definition - Importance – Scope & Functions.	3	1, 2
1.2	Historical foundations of advertising.	3	1, 2
1.3	Types / Classifications of advertising - Types of advertising appeals.	3	1, 2
1.4	AIDA model, DAGMAR model, Maslow's Hierarchy Model, Theories of advertising.	3	1, 2
1.5	Economic, cultural, psychological and social aspects of advertising.	3	1, 2
2	Advertisement creation process	15	
2.1	Creative brief, Research strategy planning, Conceptualization and Ideation.	3	4
2.2	Copywriting: Role and significance, Elements of advertising copy.	3	4
2.3	Visualization and art direction: Connotation and denotation in meaning creation - Visual appeal.	3	4
2.4	Illustrating the ad - Types of illustrations, Guidelines for using illustrations, Graphics, Typography.	3	4
2.5	Principles and components for Print, TV, Radio & Digital advertisements.	3	4
3	Concept of Brands and Branding	18	
3.1	Product and branding - Brand positioning -Brand image – Brand personality.	4	1, 2, 4
3.2	Brand perceptual mapping – Repositioning- Brand extensions - Types of extensions - Brand identity and consistency.	6	1, 2, 4
3.3	Ad agencies- Organizational structure and types – Departments and functions.	4	1, 2, 3
3.4	Prominent advertising agencies and personalities.	4	1, 2, 3

4	Ethical and Regulatory Guidelines	12	
4.1	Advertising and ethics – Advertising and law.	5	5
4.2	Ethical & Regulatory aspects of advertising - Apex bodies in advertising – AAI, ASCI and their codes.	3	5
4.3	Advertising and children, product endorsements - stereotyping, cultural, religious and racial sensitivity. Obscenity in advertising.	4	1, 5
5	Teacher-specific content (Internal evaluation only)		

	AND					
Teaching and	Classroom Procedure (Mode of transaction)					
Learning Approach	• Lectures on advertising concepts.					
	• Discussions on various issues connected with advertising.					
	• Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus.					
	Conduct in-class discussions					
	• Guest Lectures -Invite guest speakers with expertise in the field, such as ad film					
	makers, ad designers, digital media experts, researchers, academicians, to share the					
	real experiences and insights.					
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) – 30 Marks (Practicum components will be evaluated under CCA)					
	Marks Division *Assignments–10 MarksClass tests/Quiz–10 Marks**In -class Presentation–10 Marks					
	*Group Project / Individual Project / Case Study **Power Point / Audio-Visual Presentation / Oral Presentation					
	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 assessment.					
	<ul> <li>Suggested assignments:</li> <li>Analyze 5 Print Advertisements and two TV ads - Critically evaluate print ads of competing brands two each from FMCG, Consumer Durables and Service Sector.</li> </ul>					

<ul> <li>Writing TV a</li> <li>Advertising a</li> <li>B. E</li> </ul>	commercials, de case studies. nd Semester E	<ul> <li>– copywriting, desig veloping script and s</li> <li>valuation</li> <li>70 Marks (2 Hours)</li> </ul>	storyboard.
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	$10 \ge 2 = 20$
Essay	450 Words	2 out of 4	$2 \times 15 = 30$
Total		32 out of 39	70

- o Arens, W.F. (2006), Contemporary Advertising. New Delhi: Tata McGraw Hill.
- o Batra, Rajeev. (1996): Advertising Management; Al Prentice Hall.
- o Chunawalla S. A. (2015), Advertising Theory and Practice. Himalaya Publishing House
- Gupta, R. U. C. H. I. (2012). Advertising Principles and Practice: With 17 Recent Indian Case Studies. S Chand & Co Ltd.
- o Jefkins Frank. (2007). Advertising, New Delhi: Tata McGraw Hill.
- Lane, W. R., King, K. W., & Russell, J. T. (2012). *Kleppner's advertising procedure*.
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- o Ogilvy, D. (1985), Ogilvy on Advertising. New York: Vintage Books.
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- Valladares, June A (2000), The Craft of Copywriting. New Delhi, Response Books.

#### SUGGESTED READINGS

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- o Dennison, Dell. (2003). The Advertising Handbook. Jaico Books

- Keeler, F. Y., & Haase, A. E. (2015). *The Advertising Agency: Procedure and Practice*. Routledge
- Kenneth, Clow, E. (2016). *Integrated Advertising, Promotion and Marketing*, London: Pearson Education Limited.
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### **MGU-UGP (HONOURS)**

Syllabus



### Mahatma Gandhi University Kottayam

Programme	BA (Hons) JOURNALI	SM AND	MASS C	COMMUNICA	TION	
Course	TELEVISION PRODUC	TION				
Name						
Type of	DSC A					
Course						
Course Code	MG3DSCJMC201	AN	UHI			
Course	200 - 299					
Level						
Course Summary	This course provides a comprehensive introduction to the fundamental principles and practices of television production. Through a combination of theoretical exploration, practical exercises, and hands-on experience, students will develop a strong foundation in all aspects of the television production process.					
Semester	3		Credi	ts	4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	0	1	0	75
Pre-requisites, if any	nil विद्यया	अम्	तमञ्च	, जुते	,	

## COURSE OUTCOMES (CO) - UGP (HONOURS)

CO	Expected Course Outcome	Learning	PO No
No.	Sullahud	Domains *	
1	Explain the characteristic features of TV as well as the power of visual representation	U, An	1
2	Classify the available TV programmes into different categories	U, An	1,4
3	Examine the various styles of writing that are used exclusively for TV production	K, An	1,4,5
4	Define the organizational structure of a TV news channel	K	4
5	Examine the ethical principles in TV journalism	K	6,7,8
6	Create a TV programme, belonging to a specific genre, with a definite structure	С	1,3,4,5 ,6,7,8

#### \*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

#### **COURSE CONTENT**

Module	Course description	Hrs	CO No.
1	Introduction to TV Production	10	
1.1	Concept of telecasting, History and evolution of TV.	3	1
1.2	Growth of TV in India.	2	1
1.3	Broadcasting in India: Public service broadcasting, Private TV channels, Satellite channels.	5	2
2	TV Programme Formats	15	
2.1	Familiarizing fictional & non-fictional programmes.	4	2
2.2	News and news-based programmes - News bulletins, News features, News debates, News Interviews, Live reports. TV Documentaries. News packaging.	6	2
2.3	Non-news programmes – Sitcom, Serials, Reality shows, Game shows, Chat shows, Talk shows, Interviews.	5	2
3	News Channel Organizational Structure	20	
3.1	TV Newsroom - The editorial board – News flow.	2	4
3.2	The technical personnels - Graphics editor - Video Editors - Camera crew - Sound designers - Photographers and Videographers - Technical experts.	3	4
3.3	News anchors - Interviewers - Reporters	3	4
3.3	Phases of TV production: Pre-production: Idea development, Research, Synopsis, Scripting, Budgeting, Scheduling.	3	6
3.4	<ul> <li>Production: Studio and outdoor, Single camera &amp; Multi camera production.</li> <li>Television studio The studio setup, Studio equipment,</li> <li>Planning for studio production unit.</li> <li>Outdoor Productions Electronic News Gathering, Electronic Field Production, Location Ambience.</li> </ul>	5	6

3.5	Post Production: Editing, Adding special effects & graphics. Principles of sound recording, Mixing and editing. Techniques of sound recording, Location sound and sound dubbing, Ambience, Noise and Sound effects.	4	6
4	TV production - Practicum	30	
	Plan a TV production project		6
4.1	• Write a video brief		
	• Handle various aspects of TV production		
	(pre-production, production and post-production jobs.)		
	• Write scripts for different Television genres.		
5	Teacher-specific content (Internal evaluation only)		

Teaching and	Classroom Procedure (Mode of transaction)							
Learning								
Approach	Lectures on TV Production concepts.							
	Discussions and presentations.							
	• Book reviews, Discussions and seminars- Assign readings from academic							
	articles, books, and reports related to the syllabus.							
	Practical workshops on TV programme production							
	Conduct in-class discussions							
	• Guest Lectures -Invite guest speakers with expertise in the field, such as film							
	makers, TV producers, TV production experts, researchers, academicians, to							
	share the real experiences and insights.							
	• Visits to TV studios.							
Assessment	MCILLICP (HONOLIPS)							
Types	MODE OF ASSESSMENT							
	A. Continuous Comprehensive Assessment (CCA) – 30 Marks							
	(Practicum components will be evaluated under CCA)							
	(Tradicial components will be evaluated under COTI)							
	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							
	Tower Tome / Thurb / Isual Tresentation / Oral Tresentation							
	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. Students will be divided into groups and will be							
L								

assigned to do a assessed. Suggested assignm 1. Preparation of 2. Idea generatio 3. Developing an 4. Script and stor 5. Production sel 6. Budget 7. Floor plan	nents in: a video brief on – fiction and n idea into story ryboard		ual contributio
<ul> <li>8. Lighting plan</li> <li>9. Shooting scrip</li> <li>10. Production o</li> <li>11. Post product</li> </ul>	f a programme		
В. Е	nd Semester E		
B. E	nd Semester E	valuation 70 Marks (2 Hours) Number of questions to be answered	Marks
В. Е	nd Semester E Vritten Exam -	70 Marks (2 Hours) Number of questions to be	<b>Marks</b> 20 x 1 = 20
B. E. W Descriptive Type	nd Semester E Vritten Exam - Word Limit	70 Marks (2 Hours) Number of questions to be answered	
B. E. W Descriptive Type MCQ/One word	nd Semester E Vritten Exam - Word Limit NA	70 Marks (2 Hours)          Number of         questions to be         answered         20	$20 \ge 1 = 20$

### **MGU-UGP (HONOURS)**

#### REFERENCES

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- Block, Mervin and Durso, Joe Jr. (1998). Writing News for TV and Radio. Sage
- Chatterji, P.C. (1987). Broadcasting in India. Sage.
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#### SUGGESTED READINGS

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### **MGU-UGP (HONOURS)**

Syllabus



### Mahatma Gandhi University

### Kottayam

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION					
Course Name	VIDEOGRAPHY AND EDITING					
Type of Course	DSE					
Course Code	MG3DSEJMC200					
Course Level	200 - 299					
Course Summary	The course provides students with an opportunity to explore the historical evolution of motion pictures, highlighting videographer's responsibilities and the principles of visual language. Students will gain hands-on experience with diverse camera equipment and video editing tools using industry-standard software.					
Semester	3 Credits 4 Total Hours					
Course Details	Learning Approach Lecture Tutorial Practicum Others					
	$\begin{bmatrix} \mathbf{a} \\ \mathbf{a} \end{bmatrix} = \begin{bmatrix} \mathbf{a} \\ \mathbf$					
Pre-requisites, if any	A keen interest in visual storytelling.					

### **MGU-UGP (HONOURS)**

#### **COURSE OUTCOMES (CO)**

COURS	COURSE OUTCOMES (CO)						
CO No.	Expected Course Outcome	Learning Domains *	PO No				
1	Analyse the historical evolution of motion pictures and understand the roles and responsibilities of a videographer.	An	1,6,8				
2	Explain the characteristics and applications of different types of cameras, lenses, equipment, and accessories.	U, An	1,2,4				
3	Analyse and evaluate principles of visual language, composition, and shot types.	Е	2,10				
4	Apply exposure principles with exposure triangles and diverse lighting techniques to create visual effects in varying lighting conditions,	A	2,10				

5	Develop and edit video footages using industry-standard software and showcase skills in editing	С	4,2,10			
*Reme	*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)					

#### **COURSE CONTENT**

Module	Course description	Hrs	CO No.
1	Overview of motion pictures and Videography	10	
1.1	Fundamentals of videography - Evolution and growth of motion pictures.	4	1
1.2	History of moving images – Etymology of video, Evolution.	4	1
1.3	Roles and responsibilities of a videographer.	2	1
2	Handling Camera, Lighting Techniques	15	
2.1	Types of cameras - DSLRs, Mirrorless, Video cameras.	2	2
2.2	Types of lens-prime, Zoom, Wide-angle and Macro lenses.	2	2
2.3	Types of equipment- Tripods, Stabilizers and Microphones.	2	2
2.4	Types of accessories-Gels, Reflectors and Diffusers.	2	2
2.5	Exposure triangle-Aperture, Shutter speed ISO and White Balance.	3	4
2.6	Lighting techniques -Three-point lighting ,4-point lighting, Butterfly lighting, Loop lighting, Indoor and outdoor lighting and other types of lighting.	4	4
3	Visual Language and Editing.	20	
3.1	Composition -Rule of thirds, Depth of field, Grouping, Visual balance.	3	3
3.2	Concept of shots-Wide shots, Close-ups, Angles, Subjective and objective shots, 180- and 30-degree rule, Camera movements.	4	3

3.3	Principles of visual language- Framing, Positive and Negative space, Head room, Nose room and Perspective.	4	3
3.4	Editing – Linear and Non-linear editing, Stages of editing process, Factors for good edit, Understanding the footage, Matching eye-line, Continuity.	4	5
3.5	Concept of time – Real and Filmic time. Basics of editing -Cut, Transitions, Adding audio, Syncing audio and Video, Export settings.	3	5
3.6	Editing software, Types of cables and connectors, Different media file formats.	2	5
4	Practicum GANDA	30	
	<ol> <li>Creation of a montage of 30 seconds to 1 minute duration</li> <li>Basic narrative scene development</li> <li>Adding special effects and sound effects</li> <li>The practicum can be carried out using appropriate software suggested by the faculty. All the works have to be carried out using their own footage.</li> </ol>		
5	Teacher-specific content (internal evaluation only)		

<b>Teaching and</b>	Classroom Procedure (Mode of transaction)
Learning	
Approach	<ul> <li>Lectures on videography and editing techniques.</li> </ul>
	<ul> <li>Discussions and presentations.</li> <li>Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus.</li> </ul>
	<ul> <li>Practical workshops in videography, video editing and lighting.</li> <li>Conduct in-class discussions</li> </ul>
	<ul> <li>Guest Lectures -Invite guest speakers with expertise in the field, such as Cameramen, Photographers, video editors, researchers, academicians, to share the real experiences and insights.</li> <li>Visits to Studios/labs.</li> </ul>
	<ul> <li>Movie screening and analysis.</li> </ul>
Assessment	MODE OF ASSESSMENT
Types	A. Continuous Comprehensive Assessment (CCA) – 30 Marks
	(Practicum components will be evaluated under CCA)
	(I facticum components will be evaluated under CCA)

AT

	arks Division					
	ssignments	_	10 Mai			
	ass tests/Quiz	-	10 Mai			
**	In -class Presen	tation –	10 Ma	rks		
	Group Project / J Power Point / A		U		resentation	
course. The a record the faculty shows	nt will be assign ne Practical wor file which will ould develop ve of their perform	k carried ou be required arious assig	t by the stud during the	lents is nee final asse	ded to be main ssment. The co	ntained oncern
	assignments in	SAN				
2	<ol> <li>Scripting</li> <li>Shooting</li> <li>Editing</li> <li>End Semest</li> <li>Written Example</li> </ol>			rs)		
2	<ol> <li>Shooting</li> <li>Editing</li> <li>End Semest</li> <li>Written Example</li> </ol>		rks (2 Hour Number of questions t	SI	Marks	
2 3 1	<ol> <li>Shooting</li> <li>Editing</li> <li>End Semest</li> <li>Written Example</li> </ol>	am - 70 Ma	rks (2 Hour Number of	SI	Marks	
2 3 1	<ol> <li>Shooting</li> <li>Editing</li> <li>End Semest</li> <li>Written Exact</li> <li>tive Type Wo</li> </ol>	am - 70 Ma rd Limit	rks (2 Hour Number of questions t	SI	<b>Marks</b> 20 x 1 = 20	
Descript	<ul> <li>2. Shooting</li> <li>3. Editing</li> <li>3. End Semest</li> <li>3. Written Exactly the Type Wood NA</li> </ul>	am - 70 Ma rd Limit	rks (2 Hour Number of questions t answered	o be		
Descript MCQ/on	<ul> <li>2. Shooting</li> <li>3. Editing</li> <li>3. End Semest</li> <li>3. Written Exactly the Type Wood NA</li> <li>4. Ne word NA</li> <li>4. Newer 50 Voor Status</li> </ul>	am - 70 Ma rd Limit	rks (2 Houn Number of questions t answered 20	o be	20 x 1 = 20	

- o Bown, Blain. (2019). Cinematography: Theory and Practice. Routledge.
- Friedberg, Diana. (2010). *Make the Cut: A Guide to Becoming a Successful Editor in Film and TV*. Focal Press.
- o Good, Aaron. (2017). *The Video Editing Handbook*.
- Goodman, Robert.M. (2016). Editing Digital Video: The Complete Creative and Technical Guide. The Big Books of Spring.
- o Hoser, Tania. (2015). Introduction to Cinematography: Learning Through Practice. Routledge.
- o Owen, Jims and Millerson, Gerald. (2012). *Television Production*. Fifteenth Edition. Focal Press.
- Sandler, Ellen. (2007). The TV Writer's Workbook: A Creative Approach to Television Scripts. Delta.

- Thompson, Roy. (2009). *Grammar for the Edit*. Focal Press.
- Winston Brian and Julta Kevdal. (2011). Working with Video: A Comprehensive Guide to the World of Video Production.
- o Zettl, Herbert. (2014). Television Production Handbook. Twelfth Edition. Cengage Learning.

#### SUGGESTED READINGS

- o Belavadi, Vasuki. (2015). Video Production. Oxford University Press.
- o Compesi, Ronald.J. (2011). Introduction to Video Production. Routledge.
- Malkiewicz, Kris. (2012). Film Lighting: Talks with Hollywood's Cinematographers and Gaffers. Simon & Schuster.
- o Ralph Donald, Thomas Spann. (2011). Fundamentals of TV Production. Surject Publications.
- Schwarz, Ted. (2009). *Photographer's guide to using Light*. Focal Press.



### **MGU-UGP (HONOURS)**





### Mahatma Gandhi University

### Kottayam

Programme	BA (Hons) JOURNALI	ISM AND	MASS (	COMMUN	ICATION	
Course Name	MEDIA MANAGEMEN	T				
Type of Course	DSE	GAN	DH			
Course Code	MG3DSEJMC201					
Course Level	200-299			1A		
Course Summary	This course is designed workings of the media management. The course leadership qualities, and paced, cutthroat media so	industry gives stu industry-s	and to dents the s	get them special con	ready for on the form	careers in media business acumen,
Semester	3	277	Credits		4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
	5	3	0	1	-	75
Pre-requisites, if any	Nil MGU-U	IGP (	HON	OUR	S)	

#### **COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain the concepts and systems of media management	U, An	1,4,5
2	Develop skills in strategic planning and decision making.	А	1,2,4,5
3	Analyse the aspects related to media economics.	An	1,2,3
4	Examine the policy formulation and entrepreneurship possibilities in media industry.	K	1,2,8,10
*Remen	nber (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Crea and Appreciation (Ap)	te (C), Skill (S),	Interest (I)

#### **COURSE CONTENT**

Module	Course description	Hrs	CO No.
1	Basic concepts of management	10	
1.1	Management: Concept and Functions.	4	1
1.2	Principles of management - Planning and Decision making, Organising, Directing and Controlling: Factors influencing good management. Contributions of Henri Fayol and other thinkers.	4	1
1.3	Media management: Meaning and Scope; Media as an industry and profession.	2	1
2	Management of media organisations	20	
2.1	Structure and characteristics of media organisations, Flow of communication in an organisation, Management decision in media.	6	2
2.2	Ownership patterns in media-Chain, Cross media, Conglomerate and Vertical integration.	6	2
2.3	Ownership Patterns of Mass media in India: sole proprietorship, partnership, Private limited companies, public limited companies, trusts, co-operatives, religious institutions (societies) and franchisees (chains).	4	2
2.4	Foreign Equity in Indian Media (including print media), Impact of Globalization.	4	2
3	Media industry: Issues & Challenges	15	
3.1	Business, legal and financial aspects of media organizations, market trends-revenue models in print, radio, television and online news media.	5	3
3.2	Management Information Systems	3	3
3.3	Planning and Control: problems, process and prospects of launching media ventures.	4	4
3.4	Media industry as manufacturers- Manufacturing Consent, news and Content Management. Market Forces, Performance Evaluation (TAM, TRP, BARC and HITS) and Market shifts Changing Ownership patterns.	3	4
4	Practicum	30	
4.1	1. The students must undertake a case study examination of the Indian and International media companies and examine their management strategies.		4
	2. Prepare an analytical paper on Indian Media industry, market consolidation and media fragmentation.		

5	Teacher-specific content (Internal evaluation only)			
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Teaching and	Classroom Proced	lure (Mode of t	ransaction)		
Learning	• Lectu	ires on media m	anagement concepts.		
Approach		ussions and pres			
	<ul> <li>Book reviews, Discussions and seminars- Assign readings from</li> </ul>				
			oks, and reports related to th		
		uct in-class disc		e synabus.	
				••••	
			e guest speakers with expert		
	as media professionals, management experts, media entrepreneurs, researchers, academicians, to share the real experiences and insights.				
	Visits to media companies.				
Assessment	MODE OF ASSES	SMENT			
Types	A. Continuous Comprehensive Assessment (CCA) – 30 Marks				
			be evaluated under CCA)		
	Marks Divis				
	*Assignment		- 10 Marks		
	Class tests/Q **In -class P		- 10 Marks - 10 Marks		
			Project / Case Study		
	1 0		al Presentation / Oral Prese	ntation	
	B. End Ser	mester Evaluat	ion		
	MOU	Exam - 70 Ma	IUNUUK3)		
	Descriptive Type	Word Limit	Number of questions to	Marks	
		a.m	be answered		
	MCQ/one word	NA	20	$20 \ge 1 = 20$	
	Short Answer	50 Words	10 out of 15	10  x  2 = 20	
	Essay	450 Words	2 out of 4	2 x 15 = 30	
	Total		32 out of 39	70	

- Alan Albarran, Bozena Mierzejewska, Jaemin Jung. (2018). Handbook of Media Management and Economics. Routledge.
- o Alan B. Albarran. (2023). *The Media Economy*. Routledge.

- Albers, Henry H. (1969): *Principles of Management*: A Modern Approach. Wiley.
- o Corrado, Frank M. (1984). Media for Managers. Prentice Hall.
- o Gulab Kothari. (1995) Newspaper Management, Intercultural Open Uni.
- o Herrick, Dennis F. (2003). Media Management in the age of Giants. Surject Publications.
- o John M. Lavine and Daniel B. Wackman, Managing Media Organisations, 1988
- Kung, Lucy. (2008). Strategic Management in Media. Sage.
- o Panigrahy, Dibakar. (1993). Media Management in India. Kanishka Pub. House.
- Ulrike Rohn, Tom Evens. (2020). Media Management Matters: Challenges and Opportunities for Bridging Theory and Practice. Routledge.
- Wirtz, Bernd W. (2020). Media Management: Strategy, Business Models and Case Studies. Springer.

#### SUGGESTED READINGS

- o Jeffrey, Robin. (2000). India's Newspaper Revolution. Oxford University Press
- Jennifer Holt and Alisa Perren, (Edited). (2009). Media Industries-History, Theory and Method.
   Wiley- Blackwell.
- o Khandekar, Vinita Kohli. (2010). Indian Media Business. Sage.
- Louisa S. Ha, Richard J. Ganahl. (2015). Webcasting Worldwide: Business Models of an Emerging Global Medium. Routledge.
- o Thomas, Pradip Ninan. (2010). Political Economy of Communications in India. Sage.

### **MGU-UGP (HONOURS)**

Syllabus



### Mahatma Gandhi University Kottayam

Programme	BA (Hons) JOURNAL	ISM AND	MASS C	OMMUNI	CATION	
Course Name	INTELLECTUAL PROPE	ERTY RIGH	ITS AND N	MEDIA		
Type of	DSC B					
Course						
<b>Course Code</b>	MG3DSCJMC202	IN				
<b>Course Level</b>	200-299		2010			
Course Summary	The course introduces st It equips students to exp other related laws in the creation.	lore core I	P concepts	s like copyri	ight, traden	hark, patent and
Semester	3		Credits		4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	75
		3		1	-	
Pre-requisites, if any	Nil. (विद्यम	अम्	तमञ्	<b>न्द्रते</b>		

#### **COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Differentiate between the major types of intellectual property (copyright, trademark, patent, design) and their relevance to different forms of media content.	U, An	1,2
2	Analyse the interplay between various forms of intellectual property like patents, trade secrets, designs and media practices, identifying situations where they might be relevant	An	2,3
3	Identify and address legal concerns surrounding fair use, plagiarism, and unauthorized content use in journalism.	U, K	2,6,8
		U, K	2,0,8
4	Explain the fundamental principles of trademark law as outlined in the Trademark Act, 1999, focusing on the importance of trademarks for brand recognition and protection in media organisations	U, An	2,3,6,7

А

\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

#### **COURSE CONTENT**

5

Module	Course description	Hrs	CO No.
1	Introduction to Intellectual Property Rights	15	
1.1	Understanding the concept of intellectual property	3	1
1.2	Types of intellectual property: Copyright, trademark, patent and trade secrets	3	1
1.3	Historical background and evolution of IPR laws in India	4	1
1.4	International treaties and conventions related to intellectual property rights	5	1
2	Patent (Patent Act, 1970), Trade Secret, Design and Media	20	
2.1	Fundamentals of patent law in India	2	2
2.2	Infringement of patent and remedies	2	2
2.3	Application of patent law in media production	3	2
2.4	Trade secret, Design and Geographical indication	3	2
2.5	<b>Practicum-</b> i) Make a presentation based on the important cases in India relating to infringement of patents ii) Draft a mock application to the patent registry for obtaining patent	10	2
3.	Copyright Law (Copyright Act, 1957) and Media	20	
3.1	Overview of copyright law in India	2	3
3.2	Licensing and Permissions in journalism: Dealing with copyrighted material	3	3
3.3	Copyright protection for journalistic works: News articles, photographs, videos, and broadcasts	3	3
3.4	Copyright infringement and remedies	2	3
3.5	<b>Practicum</b> – i) Compile a list of landmark cases in India relating to copyright violations. ii) Prepare a mock copyright infringement notice	10	3
4.	Trademark Law (Trademark Act, 1999) and Media	20	4

4.1	Basics of trademark law in India		4
4.2	Trademark registration process and requirements	2	4
4.3	Importance of branding and trademarks in journalism	3	4
4.4	Trademark infringement and passing off in media	3	4
4.5	<b>Practicum</b> – i) Analyse the famous cases on trademark infringement in India ii) Prepare a mock application to the trademark registry for registering a trademark.	10	4
5	Teacher- specific content (Internal evaluation only)		

<b>Teaching and</b>	Classroom Procedure (Mode of transaction)					
Learning						
Approach	• Lectures on IPR and related concepts.					
	Discussions and presentations.					
				readings from acader	nic	
			elated to the syllabus.			
		ass discussions				
				se in the field, such as		
			perts, media entrepret			
A			al experiences and ins	signts.		
Assessment	MODE OF ASSES	SMENT				
Types		ontinuous Con	nrehensive Assessn	ent (CCA) – 30 Mark	7 <b>S</b>	
		A CONTRACT OF A	be evaluated under C		19	
	(Flacticulii C	omponents win	be evaluated under C	CA)		
	Marks Divis	ion				
	*Assignment		- 10 Marks			
	Class tests/Q		- 10 Marks			
	**In -class Presentation – 10 Marks					
	*Group Project / Individual Project / Case Study					
	**Power Point / Audio-Visual Presentation / Oral Presentation					
	B. End Semester Evaluation					
	Sultanta					
	Č	ritten Exam -	70 Marks (2 Hours)			
	Descriptive Type Word Limit Number of Marks					
			questions to be			
			answered			
			anywereu			
	MCQ/one word	NA	20	$20 \ge 1 = 20$		
	Short Answer	50 Words	10 out of 15	$10 \ge 2 = 20$		
	Essay	450 Words	2 out of 4	2 x 15 = 30		
	Total		32 out of 39	70		

- The Patent Act, 1970.
- The Copyright Act, 1957.
- The Trademark Act, 1999
- Intellectual Property Law by P. Narayanan
- Intellectual Property Law by Avtar Singh
- Principles of Intellectual Property by N.S. Gopalakrishnan and T.G. Agitha
- Trademark Law in India by Manish Kumar
- Copyright Law in India by Justice Prabha Sridevan
- Intellectual Property Law in India, G.R. Dureja
- Law Relating to Intellectual Property Rights, B.L. Wadehra

#### SUGGESTED READINGS

- Intellectual Property Rights: Text and Cases, V.K. Ahuja.
- The Journalist's Guide to Intellectual Property by Jeanne M. Keyes
- Managing Intellectual Property in the Book Publishing Industry by WIPO
- Online resources from WIPO and other relevant legal databases
- Journal, articles and case studies related to IPR in the media landscape



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आ अम्रतसंडन



### Mahatma Gandhi University Kottayam

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION					
Course Name	TRANSLATION AND J	TRANSLATION AND JOURNALISTIC WRITING				
Type of Course	DSC B	DSC B				
Course Code	MG3DSCJMC203					
<b>Course Level</b>	200 - 299					
Course Summary	This course equips students with the skills necessary to navigate the dynamic intersection of translation and journalistic writing. Through a combination of theoretical exploration and practical exercises, students will develop expertise in both areas.					
Semester	3	V	Credits	T S	4	Total Hours
Course Details	Learning Approach	Lecture 3	Tutorial 0	Practical 1	Others 0	75
Pre-requisites, if any	- Advanced skills in writing and reading			•		

#### **COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PO No	
1	Explain the basic principles of translation.	U	1,3	
2	Develop translation skills for different media platforms.	С	3,4	
3	Identify the challenges associated with translation process	K	1,2	
4	Develop journalistic writing skills required for media content development.	С	1,3,4	
5	Analyse the features of different forms of news writing.	An	1,2,4,5	
	*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

#### **COURSE CONTENT**

Module	Units	Course description	Hrs	CO No.
	Introductio	15	1	
1	1.1	The role of translation and creative writing in the media industry, Essential concepts in translation theory.	5	1
I	1.2	Using translation tools and technologies effectively - Process of Translation.	5	1
	1.3	Translation in the digital era – Qualifications of a Translator.	5	1
	Translatior	for the Media	15	
	2.1	Cultural sensitivity and ethical considerations in media translation. Elements of Media Translation – Techniques of	5	2
2	2.2	Translation for Media. Challenges of Translation between Vernacular and English and vice-versa for Print, Electronic and New Media.	5 OUR	2 S)
	2.3	Translating Advertisements and Press Releases. Subtitling in media.	85	2
	Journalisti	e Writing	15	
3	3.1	Qualities of Journalistic Writing – Writing for different media formats, including news, scripts, articles, and social media posts.	5	3
	3.2	Journalistic writing and creative writing. News Writing – Feature Writing –	5	3

		Article Writing.		
	3.3	Editorial Writing and Column Writing.	5	3
	Practicum		30	
4		Practical exercise in Translation for Print Media and Practical exercise in Journalistic Writing. Students have to maintain a file comprising translation and writing assignments.		
5	<b>Teacher-Sp</b> evaluation o			

	Classroom Procedure (Mode of transaction)
	• Class Room Lectures and other methods: A variety of teaching-learning techniques, such as multimedia presentations, ICT-enabled lectures, group discussions, documentaries and video content, and group activities that promote student participation, will be used to deliver the course.
Teaching and	• Book reviews and seminars- Assign readings from academic articles, books, and reports related to the syllabus.
Learning Approach	• Conduct in - class discussions to explore different viewpoints and encourage critical thinking.
	• Guest Lectures -Invite guest speakers with expertise in the field, such as journalists, researchers, academicians, to share the real experiences and insights.
	• Practicum- 30 hours are assigned for practicum component.

	(Practicum comp	, •11.1					
	× I	onents will be e	evaluated under CCA)				
	Marks Division						
	*Assignments		10 Marks				
	Class tests/Quiz		10 Marks				
	**In -class Preser	ntation –	10 Marks				
	*Group Project / Individual Project / Case Study **Power Point / Audio-Visual Presentation / Oral Presentation						
Assessment Fypes		emester Evalua n Exam - 70 M	ntion Iarks (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			
	Essay	450 Words	2 out of 4	$2 \ge 15 = 30$			
	Total	OTTN	32 out of 39	70			

#### REFERENCES

- Baker, Mona and Gabriela Saldanha, eds. (1998). Routledge Encyclopaedia of Translation Studies. Routledge.
- Bassnett, Susan-McGuire and Andre Lefever (eds). (1990). *Translation, History and Culture*. Pinter Publishers.
- o Deb, Amiya. (1984). The Idea of Comparative Literature. Papyrus.
- o Earnshaw, Stephen. (2018). The Handbook of Creative Writing. Palgrave.
- Field, Syd. (2005). Foundation of Screen Writing. Delta Revised Edition.
- o Raman, Usha. (2009). Writing for the Media. Oxford University Press.
- o Srivastava.K.M. (1987). News Reporting and Editing. Sterling Publishing.
- o Stein, M.L & S.F. Paterno. (2003). The News writer's Handbook. Surject Publications.
- o Contractor, H. (2004). The Art of Feature Writing, Icon Publishing.
- o Marsen, Sky. (2019). Professional Writing. Bloomsbury Academic

#### SUGGESTED READINGS

- *Media Translation: Concepts, Practices, and Research*" by Yves Gambier and Henrik Gottlieb
- Subtitling Norms for Television: An Exploration Focussing on Extralinguistic Cultural References" by Irene Ranzato
- o The Anatomy of Story: 22 Steps to Becoming a Master Storyteller" by John Truby
- o The Translation Studies Reader" edited by Lawrence Venuti
- o Writing for Television, Radio, and New Media" by Robert L. Hilliard and Michael C. Keith



# **MGU-UGP (HONOURS)**





# Mahatma Gandhi University

### Kottayam

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION						
Course Name	SOCIAL MEDIA INFLUENCER MARKETING						
Type of Course	MDC GADA						
Course Code	MG3MDCJMC200	1					
Course Level	200 - 299						
Course Summary	The course will equiperation of the course will equiperate the second control of the sec	ollaboration approach, s	, content c students wil	reation, and l gain practic	ethical al experi	considerations.	
Semester	3	207	Credits	iii	3	Total Hours	
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Other s	45	
	MGL	J-U <sup>3</sup> GP			0		
Pre-requisites	<ul> <li>Fundamental wideas.</li> <li>Proficiency in</li> </ul>					ectively convey	

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the influencer marketing ecosystem, including the roles of influencers, brands, and followers.	U	1,3,10
2	Develop analytical skills to assess the effectiveness of influencer-generated content.	С	1,2,3,10
3	Evaluate the impact of influencer marketing on brand perception.	E	1,2,3,10
4	Create engaging collaborative content by applying creative and strategic approaches.	С	1,2,3,10

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5	Apply ethical influencer marketing strategies to real-world	А	1,3,7.8,10
	scenarios.		

\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

#### **COURSE CONTENT**

Module	Course description	Hrs	CO No.
1	Introduction to Influencer Marketing	10	
1.1	Definition and Evolution of influencer marketing	2	1
1.2	Importance of influencer marketing within the digital marketing landscape	2	1
1.3	Overview of major social media platforms	2	1
1.4	Identifying target audiences on different platforms	2	1
1.5	Emerging trends in influencer marketing across platforms	2	1
2	Branding and Influencers	15	
2.1	Definition of branding and its significance	3	1
2.2	Evolution of influencer marketing in brand promotion	3	1
2.3	Components of brand identity (logos, colours, brand name, graphics, and images), Case studies on successful brand identities	3	3
2.4	Brand perception and consumer loyalty	3	3
2.5	Social media collaborations and Influencer-brand collaborations	3	2
3	Content Creation for Social Media Influencers	20	
3.1	Role of content in social media influencing	1	4
3.2	Audience analysis and segmentation: Identifying and defining your niche using various analytics tools available online.	3	4
3.3	Developing a personal brand style guide – use of online tools	3	4
3.4	Visual Storytelling and Aesthetics	3	4
3.5	Content Planning and Editorial Calendar	3	4
3.6	Video creation and editing basics: Storyboarding and scripting	3	4

3.7	Creating interactive content	2	4
3.8	Influencer Marketing Ethics and Compliance	2	5
4	Teacher-specific content (Internal evaluation only)		

Teaching and	Classroom Procedure (Mode of transaction)					
Learning						
Approach	• Lectures.					
	<ul> <li>Discussions and presentations.</li> </ul>					
	• Book reviews, Discussions and seminars- Assign readings from					
	academic articles, books, and reports related to the syllabus.					
	<ul> <li>Practical workshops in videography, video editing and lighting.</li> </ul>					
	Conduct in-class discussions					
	• Guest Lectures -Invite guest speakers with expertise in the field,					
	such as Social Media Influencers, Content creators, Digital					
	Marketing exp, researchers, academicians, to share the real					
	experiences and insights.					



# **MGU-UGP (HONOURS)**

Syllabus

Assessment	MODE OF AS	SESSMENT						
Гуреѕ	A. Continu	A. Continuous Comprehensive Assessment (CCA) – 25 Marks						
		(Practicum components will be evaluated under CCA)						
	Marks I	Division						
	*Assignments – 10 Marks							
	Class tes		– 10 Marks					
	**In -cla	ass Presentation	– 5 Marks					
	*Group	Project / Individua	ıl Project / Case Study					
	-		rual Presentation / Oral I	Presentation				
	The student will	ll be assigned pract	tical work related to relev	vant contents				
	of the core cour	of the core course. The concerned faculty should develop various						
	U	assignments and students need to be evaluated on the basis of their						
	-	performance.						
	00	Suggested activities as part of the assignment						
		er Marketing conte						
	• Designing and execution an influencer marketing campaign							
	B. End Se	mester Evaluation						
		Written Exam	- 50 Marks (1.5 Hours)					
	Descriptive	Word Limit	Number of	Marks				
	Туре		questions to be					
		NOTE:	answered					
	MCQ/One	NA	15	$15 \ge 15$				
	word							
	Short Answer	100 Words	5 out of 8	$3 \ge 5 = 15$				
	Essay	350 Words	2 out of 4	$10 \ge 2 = 20$				

### MGU-UGP (HONOURS)

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#### SUGGESTED READINGS

- Case studies on campaigns (Daniel Wellington Watches and Nykaa campaigns, Luka Sabbat and Snapchat, Pepsi's "Swag").
- Falls, Jason. (2021). Winfluence: Reframing Influencer Marketing to Ignite Your Brand. Entrepreneur Press.
- Levin, Aron. (2019). Influencer Marketing for Brands: What YouTube and Instagram Can Teach You About the Future of Digital Advertising. Apress.
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# **MGU-UGP (HONOURS)**

Sollabus





## Mahatma Gandhi University

### Kottayam

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION							
Course Name	BRANDING FOR STARTUPS							
Type of Course	MDC							
		GA	NDA					
Course Code	MG3MDCJMC201	0.0						
<b>Course Level</b>	200 - 299	1						
Course	The course equips stud	dents with	sufficient l	nowledge ab	out brandi	ing a startup on		
Summary	their own. Real world make them understand	-				assignment will		
Semester	3		Credits		3	Total Hours		
<b>Course Details</b>		TOP	Tave					
	Learning Approach	Lecture	Tutorial	Practicum	Others			
	्रविद्य	1213 3			0	45		
Pre-requisites, if any	Interest in advertising	and brand	ing. Good f	lair of langua	ge.			

# COURSE OUTCOMES (CO) GU-UGP (HONOURS)

CO	Expected Course Outcome	Learning	PO No
No./	Gullahua	Domains *	
1	Understand the core idea of branding and why people buy brands.	U	1, 2, 8
2	Create brand personality to build relationships with your customers.	С	1, 2, 4, 5, 7, 8, 9
3	Develop a beautifully designed brand identity.	С	1, 2, 4, 9, 10
4	Evaluate the techniques to market a brand using traditional and modern marketing methods, including social media.	E	1. 2, 3, 4, 5, 7,10
*Reme	mber (K), Understand (U), Apply (A), Analyse (An), Evaluate (I and Appreciation (Ap)	E), Create (C),	Skill (S), Interest (I)

### **COURSE CONTENT**

Modul e	Course description	Hrs	CO No.
1	Introduction to Branding for Startups.	15	
1.1	Create Brand Identity, Brand Value & Brand Loyalty for a startup.	3	1
1.2	Brand Culture – Brand authors: companies, popular culture, customers & influencers.	3	1
1.3	Brands and Competitive advantages.	3	2
1.4	Consumer Psychology on branding.	3	2
1.5	Branding and Ethics	3	2
2	Designing the brand strategy for startups	15	
2.1	Steps of branding process: brand strategy, market research, developing brand identity, style guide, brand awareness.	4	3
2.2	Brand Personality	2	2
2.3	Unique selling point: How to be different?	2	3
2.4	Brand Story	2	3
2.5	Brand Positioning	2	1
2.6	Brand Presence and Marketing Research, brand evaluation, Marketing strategy, case studies	3	1, 4
3	Verbal and visual elements of Branding	15	
3.1	Brand Name Development	3	1
3.2	Key Checks & Domain, Tagline Creation, Brand Promise	3	3
3.3	Introducing Visual Expression	3	3
3.4	Building Your Brand Identity: Colour palette, Typography, Logo	3	1,3
3.5	Brand Mood Board, World Class Branding Examples	3	3.4
4	Teacher-specific content		

Teaching	Classroom Proced	ure (Mode of tra	ansaction)				
and Learning Approac	• Lectures						
h	• Discussions and pr	esentations.					
	• Book reviews, D	iscussions and	seminars- Assign reading	gs from academic			
	articles, books, and	reports related to	the syllabus.				
	Conduct in-class discussions						
	• Guest Lectures -Invite guest speakers with expertise in the field, such as professionals from advertising and branding industry, Content creators, Branding experts, researchers, academicians, to share the real experiences and insights.						
Assessme	MODE OF ASSESS		share the rear experience	s and misights.			
nt Types							
ne rypes	A. Continu	ious Comprehen	sive Assessment (CCA) -	– 25 Marks			
	(Practicum c	omponents will b	e evaluated under CCA)				
	Marks Division						
	*Assignments – 10 Marks						
	Class tests/Q		10 Marks				
	**In -class P	resentation –	5 Marks				
	*Group Proj	ect / Individual F	Project / Case Study				
	1 0		l Presentation / Oral Pres	entation			
			l work related to relevant of				
			nould develop various assi				
	Suggested activities		pasis of their performance.				
	• Branding case	-	Igninent				
	Brand buildin	a evercises					
	<ul> <li>Designing and</li> </ul>	l execution an brar	nding campaign				
	<b>B.</b> E	nd Semester Eva	aluation				
	W	Vritten Exam - 5	0 Marks (1.5 Hours)				
	Descriptive	Word Limit	Number of questions	Marks			
	Туре		to be answered	17141 N3			
	MCQ/One	NA	15	15  x  1 = 15			
	word						
	Short Answer	100 Words	5 out of 8	$3 \ge 5 = 15$			
	Essay	350 Words	2 out of 4	$10 \ge 2 = 20$			
			Total	50			

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- Sandel, Kady. (2019). BrandFix: A Brand Strategy Guide for Busy Entrepreneurs. Independently Published.
- Wheeler, Alina. (2012). Designing Brand Identity: An Essential Guide for the Whole Branding Team. Wiley.

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- Bertilsson, Jon, and Veronika Tarnovskaya. (2017). Brand theories: Perspectives on brands and branding. Studentlitteratur AB. p
- o Dutta, Kirti. (2022). Brand Management. Oxford.
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- Thiel, Peter. (2021). Zero to One: Notes on Startups or How to build the future. Crown Currency.



COURSE OUTCOMES (CO)

# Mahatma Gandhi University

### Kottayam

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION					
Course Name	CITIZEN JOURNALISM					
Type of Course	VAC					
Course Code	MG3VACJMC200	MG3VACJMC200				
Course Level	200 - 299					
Course Summary	The course aims to provide students with a clear understanding of the significance of citizen journalism in the 21 <sup>st</sup> century. It covers techniques of effective storytelling employed in citizen journalism and equips learners to critically compare news sources, discern biases, and evaluate the reliability of information.					
Semester	3	071	Credits	NI.	3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	0	0	45
Pre-requisites, if any	Nil MGU-	UGP	(HON	IOUR	<b>S</b> )	L

# Syllabus

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the historical growth, importance and ethical concerns in citizen journalism	U	1,8
2	Develop the required skill sets for writing and broadcasting in various mass media	С	4
3	Utilize story publishing platforms for citizen journalism	А	4

4	Analysis of news originating from multiple media outlets for bias and reliability	An	1,8		
5	Examine the importance of fact-checking in verifying information	An	6		
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)					

### **COURSE CONTENT**

Module	Course description	Hrs	CO No.
1	Introduction to Citizen Journalism	10	
1.1	Citizen Journalism; history, growth and importance	3	1
1.2	Basic principles of journalism - truthfulness, accuracy and fact-based communications, objectivity, clarity	3	1
1.3	Role of ethics - bias, subjectivity, credibility, respect for others and public accountability, and framing while writing and reporting	4	1
2.	Writing and Broadcasting in Citizen Journalism	25	
2.1	Defining the news - writing, reporting, interviewing techniques.	10	2
2.2	Broadcasting techniques - filming; using mobile, multimedia editing; free video editing software- VN and Power director.	10	2
2.3	Publishing techniques - blogging, vlogging, podcast	5	2
3	Citizen Journalism- a Realistic Perspective	10	
3.1	PARI - role and importance.	2	3
3.2	Available publishing platforms in major news media outlets	2	3
3.3	Alternate Journalism - case studies	2	1
3.4	Knowing famous citizen journalists and their works	2	1
3.5	News analysis – insights into the politics of news production, role of fact checking, measures to curb fake news	2	4,5

4	Teacher-specific content (Internal evaluation only)			
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Teaching and	Classroom Proc	edure (Mode of	transaction)			
Learning Approach	• Lectures					
	• Discussions and presentations.					
	• Book reviews, Discussions and seminars- Assign readings from					
	academic articles	, books, and repo	orts related to the syllab	ous.		
	Conduct in-clas	-	5			
			akers with expertise in t	the field such		
			creators, social activists	, researchers,		
			eriences and insights.			
Assessment	MODE OF ASSES	SMENT				
Types	A. Continuo	us Comprehens	ive Assessment (CCA)	) – 25 Marks		
	(Practicum	components wil	ll be evaluated under Co	CA)		
	Marks Div	vision				
	*Assignme		– 10 Marks			
	Class tests/	Quiz	- 10 Marks			
	**In -class	Presentation	– 5 Marks			
	*Group Pr	oiect / Individua	l Project / Case Study			
			ual Presentation / Oral	Presentation		
			cal work related to rele			
			faculty should develop be evaluated on the basi			
	performance.	iddents need to t	e evaluated on the basi	s of their		
	B. End Sem	ester Evaluatio				
	Written	Exam - 50 Mar	ks (1.5 Hours)			
	Descriptive	Word Limit	Number of	Marks		
	Type questions to be					
			answered			
	MCQ/One word Short Answer	NA 100 Words	15 5 out of 8	$\frac{15 \text{ x } 1 = 15}{3 \text{ x } 5 = 15}$		
	Essay	350 Words	2 out of 4	$\frac{3 \times 3 = 13}{10 \times 2 = 20}$		
			Total	50		
			10(41			

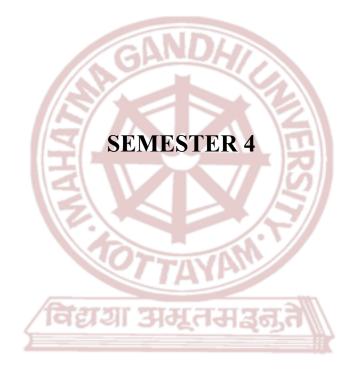
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- Allan, Stuart. (2015). *Photojournalism and Citizen Journalism: Co-operation, Collaboration and Connectivity*. Routledge.
- Hirst, Martin. (2019). Navigating Social Journalism: A Handbook of Media Literacy and Citizen Journalism. Routledge.
- o Kumar, Rajesh. (2011). Citizen and Community Journalism. Summit Publishers.
- Nah, Seungahn and Chung, Deborah S. (2020). Understanding Citizen Journalism as Civic Participation. Routledge.
- o Pandey, Rajesh. (2009). Citizen Journalism. Adhyayan Publishers & Distributors.
- o Rajan, Nalini (ed). (2007). 21st Century Journalism in India. Sage India.
- o Stephansen, Hilde. C. (ed.). (2014). Critical Perspectives on Citizen Media. Routledge.
- o Thorsen, Einar. (2009). Citizen Journalism: Global Perspectives. Peter Lang Publishing Inc.
- Wall, Melissa. (2015). *Citizen Journalism: Practices, Propaganda, Pedagogy*. Routledge Focus.
- o Wall, Melissa. (2016). Citizen Journalism: Valuable, Useless or Dangerous? Idebate Press.

#### SUGGESTED READINGS

- Cram, Ian. (2015). Citizen Journalists: Newer Media, Republican Moments and the Constitution. Elgar.
- o Coe, Peter. (2017). Media Freedom in the Age of Citizen Journalism. Elgar.
- o McManus, John Herbert. (1994). Market-Driven Journalism: Let the Citizen Beware? Sage.
- o Miller, Carlos. (2014). The Citizen Journalist's Photography Handbook. Cengage Learning.
- o Priya. Salonne. (2009). Citizen Journalism: A Social Revolution. ICFAI University Press





# **MGU-UGP (HONOURS)**

Syllabus

Page 88 of 280



## Mahatma Gandhi University

### Kottayam

Programme	<b>BA (Hons) JOURNALISM AND MASS COMMUNICATION</b>							
Course Name	MEDIA LAWS AND ETH	MEDIA LAWS AND ETHICS						
Type of Course	DSC A							
Course Code	MG4DSCJMC200		ND					
Course Level	200 - 299							
Course Summary	governing the country's frameworks and real-world	This course provides students with a thorough understanding of the legal framework governing the country's media practices. Undergoing a combination of theoretical frameworks and real-world case studies, students develop critical thinking skills, ethical reasoning, and an awareness of the ethical obligations placed on media professions.						
Semester	4	K	Credits	I Je	<u> </u> 4	Total Hours		
<b>Course Details</b>								
	Learning Approach	Learning Approach Lecture Tutorial Practicum Others 60						
	Collaborative approach	4	0	0	0			
Pre-requisites	Nil <b>विद्य</b>	था अ	मूतव	मञ्चन्द्रते				

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No		
1	Explain the fundamental principles and concepts underlying the Indian Constitution.	U, An	1, 6, 7		
2	Summarize key legal doctrines and their implications	U	1, 4,6		
3	Assess the ethical dilemmas journalists face while adhering to media laws	Е	1, 5,6		
4	Analyse cases where journalistic freedom clashes with ethical considerations.	An	1,2,6,7,8, 9		
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)					

### **COURSE CONTENT**

Module	Course description	Hrs	CO No.
1	Module 1: Introduction to Constitution of India	10	
1.1	Concept of law and ethics, Indian constitution, Preamble, Salient features of Indian constitution, Fundamental rights, Directive principles of State Policy.	6	1
1.2	Freedom of press- evolution. Freedom of speech and expression, Article 19 (1) a, Reasonable restrictions.	4	1
2	Module 2: Legal System Essentials	10	
2.1	Brief Introduction to Judicial System in India- civil and criminal framework - Role of fourth estate	4	2
2.2	Defamation-libel, slander-possibilities and challenges, Contempt of Court Act, Press and parliamentary privileges.	6	2
3	Module 3: Media law and Acts in India	25	
3.1	Official Secret Act, Working Journalist Act, Press and Registration of Book Act, Prasar Bharati Act, Indecent Representation of Women's Act, Whistle Blowers Protection Act, Copyright Act, Right to Information Act, Intellectual Property Rights, Sedition laws, Data Privacy Protection Bills.	15	3
3.2	Cyber laws and other related media laws and acts. Case Studies Implications of criminal law reforms in India.	10	3
4	Module 4: Ethical aspects in Media HONOURS	15	
4.1	Press Commission and their recommendations, PCI- structure and function	5	4
4.2	Censorship vs self-regulation for media organisation, Social Responsibility of Press Ethics, professional code of conduct for mediaCase Studies	10	4
5	Teacher-specific content (Internal evaluation only)		

Teaching and Learning	Classroom Procedure (Mode of transaction)
Approach	<ul> <li>Lectures: sessions focusing on media law and ethics.</li> <li>Discussions on various legal and ethical issues connected with media practices.</li> <li>Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus.</li> </ul>

	Guest Lectur     media practit	tioners, social ad	speakers with expertise ctivists, media experts, la cal experiences and insig	awyers, researchers,	
Assessment Types		ious Comprehe	ensive Assessment (CCA be evaluated under CCA	·	
	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 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	$10 \ge 20$	
	Essay	450 Words	2 out of 4	$2 \ge 15 = 30$	
	Total MGU	-UGP (F	32 out of 39	70	

# Syllabus

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- o Iyer, Vekat. (2000). Mass Media Laws and Regulations in India. AMIC.
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- Thakurta, Paranjoy Guha (2015). Media Ethics: Truth, Fairness, and Objectivity: 2 Ed. Oxford University Press.
- o William, K. (2002), Ethics. Prentice Hall India.

#### SUGGESTED READINGS

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- o Kundra. S. (2016). 'Media Laws & Indian Constitution'. Anmol Publications Ltd.
- o LaMay, Craig L. (2003). Journalism and the Debate over Privacy. Lawrence Erlbaum.
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- Sen, Amartya. (1992). "Freedom, Agency and Wellbeing." In Inequality Re-examined, Harvard University Press.



# **MGU-UGP (HONOURS)**





### Mahatma Gandhi University

### Kottayam

Programme	BA (Hons) JOURNAL	BA (Hons) JOURNALISM AND MASS COMMUNICATION					
Course Name	PUBLIC RELATIONS	AND CO	RPORATE	COMMUNI	CATION		
Type of	DSC A	DSC A					
Course			ND				
Course Code	MG4DSCJMC201	S OF					
Course Level	200 - 299						
Course	The goal of this course	is to assist	t students w	ho are intere	sted in pu	rsuing a career	
Summary	in corporate communic and practices that are re				in learnir	ng the theories	
Semester	4		Credits		4	Total Hours	
<b>Course Details</b>				///			
	Learning Approach	Lecture	Tutorial	Practicum	Others		
	3 0 1 0 75						
Pre-requisites, if any		ચા ઝ	भूतक	द्रनुत			

# MGU-UGP (HONOURS)

### **COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain the core concepts, aspects, characters and organisations related to Public Relations.	U, An	1
2	Evaluate the tools of public relations depending on different media forms	E	3
3	Develop practical and professional skills in the field of PR.	С	4
4	Demonstrate and implement the strategic communication plans for PR campaigns	А	2
5	Examine media especially the trade media and its relevance to corporate communication practices	An	1
*Remem	ber (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Creat (I) and Appreciation (Ap)	e (C), Skill (S),	, Interest

### **COURSE CONTENT**

Module	Course description	Hrs	CO No.
1	Introduction to Public Relations	15	
1.1	Concept and Definition, roles and functions of PR, basic principles. Growth and Development of PR in the world and India – Historical perspective	4	1
1.2	Difference and Similarities between PR, Publicity, Propaganda, Advertising and Lobbying.	3	1
1.3	PR as a tool of modern system management and governance. Different theories of PR - Rhetoric and persuasion, dialogic theory, systems theory, critical theory and structuration theory.	4	1
1.4	Ethics of PR – IPRA code – Code of ethics of PR Major Professional Organizations; IPRA, PRSI, PRCI, PIB, DPR, DAVP, Films Division	4	1
2	Tools and Techniques of PR and Corporate Communications.	15	
2.1	Preparing and planning house journals, Newsletters, Handouts, Brochures, press releases, Lobbying, press conferences, Annual meetings, Open houses, Exhibitions, Speeches, Seminars and Symposia, Demonstrations, conducted tours, Interviews, Publicity materials and corporate films, Types of Public Relations.	4 RS)	2
2.2	Selection of medium and message, Advertising and publicity types and techniques used in PR practice, Preparing publicity messages.	4	1, 2, 3
2.3	Definition, scope, nature and role of Corporate Communication. Evolution of Corporate Communication in India	3	5
2.4	Functions of Corporate Communication, Crisis communication, Corporate Social Responsibility.	4	5
3	PR Agency and Campaigns	15	
3.1	Organizational Structure - Basic Functions of a PR agency - Types of P R agencies	4	1, 2, 4

3.2	Role of PR in Crisis Communication	3	1, 2, 4
	Attributes and skill set of a PR Manager -		1, 2, 4
3.3	Structure of In-house PR Department -Limitations of In-house PR Department	4	
	Communication flow-formal, informal - Vertical – Horizontal		
3.4	PR Campaigns- Steps - Fact finding – Research – Planning - Implementing – Evaluation and Feedback.	4	3, 4
	Branding and Brand management		
4	Practicum	30	
	1. Press Release creation and conduction of mock- press conferences.		3,4
4.1	2. PR campaign planning and evaluation	<b>D</b>	
	3. Corporate advertisement creation.	2	
5	Teacher-specific content	.//	
5	(Internal evaluation only)		

Teaching and	Classroom Procedure (Mode of transaction)							
Learning	classi com i roccure (mode of transaction)							
Approach	• Lectures							
Approach	• Discussions and presentations.							
	MOULINED (MONIQUIDE)							
	• Book reviews, Discussions and seminars- Assign readings from academic articles,							
	books, and reports related to the syllabus.							
	Conduct in-class discussions							
	• Guest Lectures -Invite guest speakers with expertise in the field, such as Public							
	Relations Managers, Corporate Communication Professionals, Journalists,							
	Academicians, to share the real experiences and insights.							
Assessment	MODE OF ASSESSMENT							
	NODE OF ASSESSMENT							
Types	A. Continuous Comprehensive Assessment (CCA) – 30 Marks							
	(Practicum components will be evaluated under CCA)							
	Marks Division							
	*Assignments – 10 Marks							
	Class tests/Quiz – 10 Marks							
	**In -class Presentation – 10 Marks							

course. The Practica in a record file whic faculty should devel the basis of their per <b>Suggested list of Pr</b> Students are advised 1. Writing on notices. 2. Event pla	Il work carried of th will be require lop various assign formance. ractical Assign I to undertake as	ssignments from the for releases, press notes, s icity	eeded to be ma essment. The c need to be eval ollowing areas:
<ol> <li>Design c</li> <li>Crisis co</li> </ol>	ommunication r mmunication paign: planning,	nessages for a specific execution and evaluat	
	nester Evaluatio Exam - 70 Mai		
	The state of the s		Marks
Written	Exam - 70 Mai	rks (2 Hours) Number of questions to be	<b>Marks</b> 20 x 1 = 20
Written Descriptive Type	Exam - 70 Mai Word Limit	rks (2 Hours) Number of questions to be answered	
Written Descriptive Type MCQ/one word	Exam - 70 Mai Word Limit NA	rks (2 Hours)          Number of         questions to be         answered         20	$20 \times 1 = 20$

#### REFERENCES



- o Balan, K.R. (2010). Corporate Public Relations. Himalaya Publishing.
- Frank Butterworth, Jefkins. (1990). Public Relation Techniques. Heinmann Ltd.
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#### SUGGESTED READINGS

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# **MGU-UGP (HONOURS)**





# Mahatma Gandhi University

### Kottayam

Programme	B.A. Mass Comm	B.A. Mass Communication and Journalism					
Course Name	UNDERSTANDING CINEMA						
Type of	DSE						
Course			GA	NDA			
Course Code	MG4DSEJMC200						
Course Level	200 - 299						
Course Summary	course. Students w historical foundati acquire the langu	A thorough examination of film as a medium and a phenomenon is offered in this course. Students will analyze film form, narrative structure, and the theoretical and historical foundations that will inform critical cinema analysis. Students will acquire the language and critical thinking abilities required to analyze and comprehend the moving image through close readings of a variety of films.					
Semester	4		071	Credits		4	Total Hours
Course Details	Learning Approach		Lecture	Tutorial	Practicum	Others	
			3	0	1	0	75
Pre-requisites, if any	Interest in films an	alysis	s.JGP	(HON	IOURS	)	

### COURSE OUTCOMES (CO)

U, An U, An	1 3,5
U, An	3,5
U	4,5
С	5
An	1,5,6,7

### **COURSE CONTENT**

Module	Course description	Hrs	CO No.
1	History and Evolution of Cinema as Communication	15	
1.1	Early attempts – Edward Muybridge, George Melies, Lumiere Brothers, D W Griffith, Edwin S. Porter. Silent to talkies, black & white to colour, Hollywood studio system, Reel to Digital, 2D to 3D, cinema to OTT	4	1, 2
1.2	The major cinema movements — German expressionism, Surrealism, Soviet montage, Italian neo-realism, French new wave, Avant Garde.	4	1, 2
1.3	The language of Cinema – Grammar and composition: Shot, Scene, Sequence, Cuts and Transitions, Mise- en-scene and Montage, The framed image, sound.	4	1, 2
1.4	Film Theories – Importance of Film theories, Ways of understanding cinema. Introduction to Feminist Film Theory, Auteur- Film Authorship. Film genres.	3	1, 2
2	Understanding basic techniques of Filmmaking	15	
2.1	Pre-production — Screenplay, Scheduling, Location hunt, Casting, Audition and Rehearsals, Budgeting and Estimation.	4	3
2.2	Production: Shots and takes, Action, Art direction, Costume, Make up, Location sound recording, Log and Data management	4	3
2.3	Post-production: Film editing, Sound editing and design, Dubbing and foley, Colour grading and VFX, Soundtrack and music, Final mixing and mastering.	4	3
2.4	Film Distribution	3	3
3	Film analysis and appreciation	15	
3.1	Film as an art; the nature of art, the ways of looking at art.	4	4,5
3.2	Introduction to film analysis: Semiotic analysis, Narrative structure analysis, Contextual analysis, Mise-en-scene analysis.	4	4,5
3.3	Film criticism and review writing.	4	4,5
3.4	Film society movements, Stardom, Fandom, Film festivals.	3	5
4	Practicum	30	
4.1	<ol> <li>Film analysis and appreciation</li> <li>Film review writing</li> <li>Preparing a research paper on cinema</li> </ol>		4,5
5	<b>Teacher-specific content</b> (Internal evaluation only)		

Teaching	Classroom Procedure (Mode of transaction)							
and Learning		X -	,					
Approach	• Lectures	1						
		d presentations.						
			and seminars- Assign 1	readings from aca	idemic			
		-	ated to the syllabus.					
	Conduct in-cla	ss discussions						
	• Guest Lectures -Invite guest speakers with expertise in the field, such as film							
	makers, script writers, researchers, academicians, to share the real experiences							
	and insights.							
	Movie screening and analysis.							
Assessment	MODE OF ASSESSMENT							
Types	A. Continuous Comprehensive Assessment (CCA) – 30 Marks							
	(Practicum components will be evaluated under CCA)							
	Marks Division							
	*Assignments – 10 Marks							
	Class tests/Quiz – 10 Marks **In -class Presentation – 10 Marks							
	OTTAVAN							
	*Group Project / Individual Project / Case Study **Power Point / Audio-Visual Presentation / Oral Presentation							
	विद्यया असतसउत्त 🛝							
	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.							
	Suggested list of practical assignments 1. Scene analysis 2. Genre study 3. Script writing 4. Movie							
	screening/pre	esentation and c	ritical review					
	B. End Ser	nester Evaluat	ion - hone -					
	Written Exam - 70 Marks (2 Hours)							
	Descriptive Type     Word Limit     Number of     Marks							
	Descriptive Type	WOLD Limit	questions to be					
	answered							
	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	$2 \ge 15 = 30$				
	Total		32 out of 39	70				

#### REFERENCES

- o A Nowell Smith.G. The Oxford History of World Cinema. (1996). Oxford University Press.
- o Boardwell. K. and Thompson, K. (1990). Film Art- An Introduction. Knopff.
- o Cook, David A. (2016). A History of Narrative Film. W.W. Norton & Co.
- o Dick, B. (2000). Anatomy of Film. St Martin's.
- Duggal, Menon & Bhattacharya. (2019). Film Studies: An Introduction. Worldview Publications.
- Mackendrick, A. (2006). On Filmmaking: An Introduction to the Craft of the Director. Faber & Faber.
- o Mamet, David. (1992). On Directing Film. Penguin.
- Monaco, J. (1986). How to Read a Film. Macmillan.
- o Stam, Robert. (2000). Film Theory: An Introduction. Blackwell Publishers.
- o Villarejo, Amy. (2006). Film studies: The Basics. Routledge.

#### SUGGESTED READINGS (SCREENING)

- o Rear Window (1954) Alfred Hitchcock
- Battleship Potemkin (1925) Sergei Eisenstein
- Man with a Movie Camera (1929) DzigaVertov
- o Rome Open City (1945) by Roberto Rosselini
- Metropolis (1927) Fritz Lang
- City Lights (1931) Charles Chaplin
- Citizen Kane (1941) Orson Welles
- Double Indemnity (1944) Billy Wilder
- o Rashomon(1950) Akira Kurosawa
- Breathless (1960) Jean Luc Godard
- Pather Panchali (1954) Satyajit Ray
- Eight and Half (1963) Federico Fellini
- Clips from the hour of the Furnaces (1968) by Fernando Solanas
- Battle of Algiers (1966) Gille Pontecorvo
- o Chinatown (1974) Roman Polanski
- The Shining (1980) Stanley Kubrick
- Nishant (1975) Shyam Benegal
- Pyaasa (1957) Guru Dutt
- o Mother India (1957) Mehboob Khan
- o Taste of Cherry (1997) Abbas Kiarostami

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# Mahatma Gandhi University

### Kottayam

Programme	<b>BA (Hons) JOURNALISM AND MASS COMMUNICATION</b>					
Course Name	METHODS OF SCRIPT WRITING					
Type of	DSE					
Course						
Course Code	MG4DSEJMC201					
Course Level	200 - 299					
Course	Students will learn the	Students will learn the foundations of scriptwriting in this course. Script writing				
Summary &	for print, radio, televis	ion and or	nline media	a forms the	major the	eme. It covers
Justification	fundamentals of character development, dialogue writing, storytelling and					
	structure. The process	of convert	ing journal	istic materia	l into auc	dio and visual
	media is an integral part	t of the cou	irse.			
Semester	4		Credits		4	Total Hours
	(विरा	या म	मतम	3a al		
<b>Course Details</b>				1.6.0	2	
	Learning Approach	Lecture	Tutorial	Practicum	Others	
	MGU	<b>3</b> P	- 0	IOURS	0	75
Pre-requisites,	Creative thinking and g	ood langua	ge skills.		l	
if any	6	ZY	1 ~ I	يد .		
COURSE OU	TCOMES (CO)	2VI	iaui	19		

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No.
1	Explain the elements of script structure, character development, dialogue writing and various script formats.	U, An	1,2, 6
2	Explain the basics of script writing for print, radio, television and online media.	U, An	1.2,3,4
3	Outline the basic techniques of adapting and integrating the content and subsequently generating a script from the content.	U	1,2,9
4	Develop skills to write scripts and familiarize the script production process.	С	5, 9,10

#### **COURSE CONTENT**

Module	dule Course description		CO No.
1	Basics of Scriptwriting	10	
1.1	Introduction to scriptwriting for print media - Elements of narrative and story structure.	3	1
1.2	Character development for audio and visual storytelling.	3	1
1.3	Dialogue writing techniques for naturalism and voice.	2	1
1.4	Script format and standard conventions - Script analysis.	2	1
2	Scripting for Different Media	40	
2.1	Radio: Writing for the ear, sound design, creating sonic landscapes.	5	2
	Television: News scripts, feature packages, documentaries, visual storytelling.		
2.2	Podcasts: Interview scripting, narrative flow, pacing, and tone. Utilizing scripting software and online tools.	5	2
2.3	<b>Practicum</b> – Develop scripts for radio, TV, and online media content. (Minimum duration 5 minutes). Compile the three to make a script document.	30	2
3	Adapting and Integrating Content	10	
3.1	Transforming print and online content into scripts	3	3
3.2	Fact-checking and ethical considerations in scriptwriting.	3	3
3.3	Understanding legal aspects of scripting	2	3
3.4	Maintaining journalistic accuracy and integrity in narrative formats	2	3
4	Script Production and Development	15	

4.1	Defining the goals and assigning responsibilities	3	4
4.2	Collaboration with production teams (sound, video, editing) – communication and use of collaborative tools.	4	4
4.3	Script revisions and feedback incorporation	4	4
4.4	Pitching and developing script ideas for specific projects	4	4
5	Teacher-specific content (Internal evaluation only)		
<u></u>	GANDH	1	

Teaching and						
Learning	Classroom Procedure (Mode of transaction)					
Approach						
Approach	• Lectures					
	• Discussions and presentations.					
	• Book reviews, Discussions and seminars- Assign readings from academic articles,					
	books, and reports related to the syllabus.					
	Conduct in-class discussions					
	• Guest Lectures -Invite guest speakers with expertise in the field, such as film makers, script writers, journalists from print, broadcast and online media,					
	programme producers, researchers, academicians, to share the real experiences and					
	insights					
	MGULUGP (HONOUPS)					
	• Script analysis sessions					
Assessment	MODE OF ASSESSMENT					
Types						
	A. Continuous Comprehensive Assessment (CCA) – 30 Marks					
	(Practicum components will be evaluated under CCA)					
	Marks Division					
	*Assignments – 10 Marks					
	Class tests/Quiz – 10 Marks					
	**In -class Presentation – 10 Marks					
	*Group Project / Individual Project / Case Study					
	<b>**</b> Power Point / Audio-Visual Presentation / Oral Presentation					
	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 the basis of their per		mments and students ne	ed to be evaluated of	on
Suggested list of pr	actical assignm	ients		
<ol> <li>Script writing assignments for print, radi and online media</li> <li>Script analysis</li> <li>Creation of podcast episodes</li> <li>Analytical papers on aesthetic, ethical an aspects of scripting.</li> <li>B. End Semester Evaluation</li> </ol>				
		-		
Written	Exam - 70 Mai	·ks (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	$10 \ge 2 = 20$	
Essay	450 Words	2 out of 4	2 x 15 = 30	
Total		32 out of 39	70	

#### REFERENCES

# ्रावद्यया अस्तसञ्जत

- Berger, Arthur Asa. (1990). Scripts: Writing for Radio and Television. Sage.
- Field, Syd. (2005). Screenplay: The Foundations of Screen Writing. Delta.
- Griffiths, Karol. (2011). The Art of Script Editing. Creative Essentials.
- Hart, Anne. (2019). The Writer's Bible: Digital and Print Media. iUniverse.
- Marsh, Sandy. (2018). Script Writing: Step-by-step 3 Manuscripts in 1 Book Essential Movie Script Writing, TV Script Writing and Screenwriting Tricks Any Writer Can Learn. Createspace Independent Pub.
- Mercurio, Jim. (2019). Craft of Scene Writing: Beat by Beat to a Better Script. Linden Publishing Co Inc.
- Moritz, Charlie. (2008). Scriptwriting for the Screen. Routledge.
- Pemton, Jaiden. (2023). Copy Editing: 3-in-1 Guide to Master Copyediting, Copywriting, Writing Editing, Non-Fiction Writing & Edit Copy. Jaiden Pemton.
- Pemton, Jaiden. (2023). Scriptwriting: 3-in-1 Guide to Master Screenwriting, Movie Scripting, TV Show Script Writing & Write Screenplays. Jaiden Pemton.

 Wolff, Jurgen. (2011). Successful Scriptwriting: How to write and pitch winning scripts for movies, sitcoms, soaps, serials and variety shows. Writer's Digest Books.

#### SUGGESTED READINGS

- Dancyger, Ken. (2018). Alternative Scriptwriting. Focal Press.
- o Drennan, Marie. (2021). Scriptwriting for Web Series. Focal Press.
- o Johnson, Claudia Hunter. (2014). Crafting Short Screenplays That Connect. Focal Press.
- Straczynski, J. Michael. (1996). The Complete Book of Scriptwriting. Writer's Digest Books
- Teddern, Sue. (2020). Writing for TV and Radio: A Writer's and Artist's Companion.
   Bloomsberry.



# **MGU-UGP (HONOURS)**

Syllabus



# Mahatma Gandhi University Kottayam

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION					
Course Name	INTELLECTUAL PROPERTY RIGHTS AND MEDIA					
Type of	DSC C					
Course						
Course Code	MG4DSCJMC202		2010			
<b>Course Level</b>	200-299					
Course	The course introduces st	tudents to	the basic c	oncepts of	intellectual	property rights.
Summary	It equips students to explore core IP concepts like copyright, trademark, patent and other related laws in the Indian context that impact journalistic practices and content creation.					
Semester	4		Credits	S	4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
	/विद्यग	3	तसत्र	a â	-	75
Pre-requisites, if any	Nil.					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No	
1	Differentiate between the major types of intellectual property (copyright, trademark, patent, design) and their relevance to different forms of media content.	U, An	1,2	
2	Analyse the interplay between various forms of intellectual property like patents, trade secrets, designs and media practices, identifying situations where they might be relevant	An	2,3	
3	Identify and address legal concerns surrounding fair use, plagiarism, and unauthorized content use in journalism.	U, K	2,6,8	
4	Explain the fundamental principles of trademark law as outlined in the Trademark Act, 1999, focusing on the importance of trademarks for brand recognition and protection in media organisations	U, An	2,3,6,7	

5	Apply IP principles to real-world scenarios faced by		3,6,7
	journalists.	А	

\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

#### **COURSE CONTENT**

Module	Course description	Hrs	CO No.
1	Introduction to Intellectual Property Rights	15	
1.1	Understanding the concept of intellectual property	3	1
1.2	Types of intellectual property: Copyright, trademark, patent and trade secrets	3	1
1.3	Historical background and evolution of IPR laws in India	4	1
1.4	International treaties and conventions related to intellectual property rights	5	1
2	Patent (Patent Act, 1970), Trade Secret, Design and Media	20	
2.1	Fundamentals of patent law in India	2	2
2.2	Infringement of patent and remedies	2	2
2.3	Application of patent law in media production	3	2
2.4	Trade secret, Design and Geographical indication	3	2
2.5	<b>Practicum-</b> i) Make a presentation based on the important cases in India relating to infringement of patents ii) Draft a mock application to the patent registry for obtaining patent	10	2
3.	Copyright Law (Copyright Act, 1957) and Media	20	
3.1	Overview of copyright law in India	2	3
3.2	Licensing and Permissions in journalism: Dealing with copyrighted material		3
3.3	Copyright protection for journalistic works: News articles, photographs, videos, and broadcasts		3
3.4	Copyright infringement and remedies	2	3
3.5	<b>Practicum</b> – i) Compile a list of landmark cases in India relating to copyright violations. ii) Prepare a mock copyright infringement notice	10	3
4.	Trademark Law (Trademark Act, 1999) and Media	20	4

4.1	Basics of trademark law in India	2	4
4.2	Trademark registration process and requirements	2	4
4.3	Importance of branding and trademarks in journalism	3	4
4.4	Trademark infringement and passing off in media	3	4
4.5	<b>Practicum</b> – i) Analyse the famous cases on trademark infringement in India ii) Prepare a mock application to the trademark registry for registering a trademark.	10	4
5	Teacher- specific content (Internal evaluation only)		

<b>Teaching and</b>	Classroom Procedure (Mode of transaction)						
Learning							
Approach		PR and related of					
		nd presentation		1. 0 1			
				readings from acader	mic		
			elated to the syllabus.				
	<ul> <li>Conduct in-class discussions</li> <li>Guest Lectures -Invite guest speakers with expertise in the field, such as</li> </ul>						
				-			
			perts, media entrepret al experiences and ins				
Assessment	MODE OF ASSES		ar experiences and ms	signis.			
Types	NODE OF ASSES	SIVILIAI					
Types	<b>B.</b> C	ontinuous Con	nprehensive Assessm	ent (CCA) – 30 Marl	KS		
		the second se	be evaluated under C				
	(Tracticality)	omponente vin		011)			
	Marks Divis	ion	TTTTT				
	*Assignment		- 10 Marks				
	Class tests/Q		- 10 Marks				
	**In -class P	resentation	– 10 Marks				
	*0 0 1						
			Project / Case Study	1 Duna aut ation			
	Power Pol	ni / Aualo-Visu	al Presentation / Ora	Presentation			
	С. Е	nd Semester E	valuation				
		Vritten Exam -	70 Marks (2 Hours)				
	<b>Descriptive Type</b>	Word Limit	Number of	Marks			
	Descriptive Type	word Limit	questions to be				
			answered				
			answereu				
	MCQ/one word         NA         20 $20 \ge 1 = 20$ Short Answer         50 Words         10 out of 15 $10 \ge 20$						
	Essay         450 Words         2 out of 4         2 x 15 = 30						
	Total		32 out of 39	70			

- The Patent Act, 1970.
- The Copyright Act, 1957.
- The Trademark Act, 1999
- Intellectual Property Law by P. Narayanan
- Intellectual Property Law by Avtar Singh
- Principles of Intellectual Property by N.S. Gopalakrishnan and T.G. Agitha
- Trademark Law in India by Manish Kumar
- Copyright Law in India by Justice Prabha Sridevan
- Intellectual Property Law in India, G.R. Dureja
- Law Relating to Intellectual Property Rights, B.L. Wadehra

#### SUGGESTED READINGS

- Intellectual Property Rights: Text and Cases, V.K. Ahuja.
- The Journalist's Guide to Intellectual Property by Jeanne M. Keyes
- Managing Intellectual Property in the Book Publishing Industry by WIPO
- Online resources from WIPO and other relevant legal databases
- Journal, articles and case studies related to IPR in the media landscape



दांशा अमतसंडन

Syllabus



# Mahatma Gandhi University Kottayam

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION						
Course Name	MEDIA AND MODERNITY IN KERALA						
Type of Course	DSC C						
Course Code	MG4DSCJMC203		TOP				
<b>Course Level</b>	200 - 299	GA	<b>UH</b>				
Course Summary	The course offers a critical understanding of the complex relation between media forms and Keralam's unique experience of modernity. It explores transformative impact of print media as well as the constitutive impact of photography in the new visual regime. Critical inquiry of Keralam's development modernity from the margins forms an integral part of the course. The present moment marked by Initiatives to rebuild and reimagine Keralam is understood through the prism of digitized media ecology.						
Semester	4	071	Credits	11	4	Total Hours	
Course Details	Learning Approach	Lecture 3	Tutorial 0	Practical 1	Others 0	75	
Pre-requisites, if any	Nil MGU-	UGP	(HON	OURS	;)	1	

### COURSE OUTCOMES (CO)

COURS	SE OUTCOMES (CO)	,	
CO No.	Expected Course Outcome	Learning Domains *	PO No
1	To understand how print modernity catalyzed socio- political transformation in colonial Keralam	U	1,3,6,7
2	To analyse how visual technologies and practices of modernity manifested in photography, cinema and theatre shaped Keralam's modernity	An	1,3,6,7
3	Evaluate the dominant assumptions of Keralam's developmental modernity from the critical vantage points of class, caste and gender	Е	1,3,6,7,8
4	To appreciate the digital turn in the media field of Keralam and its implications for its cultural production	Ap	1,3,6,7,8

	and political practices		
5	To create a constructive agenda for the media to support policy initiatives that intend to transform Keralam into a knowledge society	С	1,2,5,6,7
6	To understand the importance of ethical Journalism as a profession with deeper implications for ecological- political ethos of Keralam	U	1,3,6,7,8
	ember (K), Understand (U), Apply (A), Analyse (An), Evalua aterest (I) and Appreciation (Ap)	nte (E), Creat	te (C), Skill

### **COURSE CONTENT**

### Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	Print modernity and social transformation in Kerala	15	
1.1	Missionary Journals, K Ramakrishna Pillai's invocation of the public, Critique of elite public sphere - Ayyankali movement, Sadhu jana Paripalini.	3	1
1.2	Reform movements in dominant castes and media - Yogakshema sabha, Malayalee memorial.	3	1
1.3	Lower caste mobilization and media -SNDP movement, Kerala Kaumudi.	3	1
1.4	National movement and Media -Mathrubhumi .	3	1
1.5	Communist movement and media.	3	1
2	Aspects of visual modernity	15	
2.1	Colonial modernity and visual practices – Photography.	5	2
2.2	Nationalist consciousness and cinema.	5	2
2.3	Progressive politics and theatre as a visual medium.	5	2
3	Developmental modernity and media in Kerala and the digital turn	15	
3.1	Land reform and media, Gulf migration and media, Consumer modernity and media.	5	3
3.2	Development as freedom and media as a site of public action.	5	3
3.3	Critique of Kerala's developmental paradigm from the margins and media, 24-hour news channels and shifting contours of Kerala politics, Knowledge economy and media.	5	3
4	Practicum (Choose any two from the list)	30	4

4.1	<ol> <li>Students should choose a specific visual element from Kerala's history reflecting modernity (e.g., a film poster, a photograph of a new technology, a magazine cover). Analyze the visual element, considering its style, symbolism, and how it represents the concept of modernity in the Kerala context. Students should research the historical context surrounding the chosen element and its creator's intentions. Submit a report on the basis of findings.</li> </ol>	4
	2. Students should choose an event from the Kerala history. Students research the event's history and media coverage (newspapers, radio broadcasts, documentaries). The research intends a close examination of the relationship between event and the press in shaping public discourse and fostering social reform. Based on their research, students submit a project report exploring the event's impact and the role of media in promoting or critiquing it.	
	<ul> <li>3. Examination of the content, editorial policies, and contributions of digital media in addressing contemporary issues in Kerala.</li> <li>Choose a specific contemporary issue or event in Kerala (e.g., a social movement, a political controversy). Analyze how the issue is represented across different digital media platforms (social media, news websites, citizen journalism).</li> <li>Compare the different representations, considering the use of language, visuals, and potential biases. Discuss the implications of digital media for shaping public discourse and understanding of contemporary Kerala. Submit a report.</li> </ul>	
5	Teacher-specific content (Internal evaluation only)	

# **MGU-UGP (HONOURS)**

	Classroom Procedure (Mode of transaction)
	• Lectures Splitabilis
	• Discussions and presentations.
	• Book reviews, Discussions and seminars- Assign readings from academic
Teaching and Learning	articles, books, and reports related to the syllabus.
Approach	Conduct in-class discussions
	• Guest Lectures -Invite guest speakers with expertise in the field, such as
	historians, political activists, journalists from print, broadcast and online
	media, researchers, academicians, to share the real experiences and insights.
	Case study analysis sessions

	MODE OF ASSES	SMENT				
		-	ensive Assessment (CCA	·		
	(Practicum components will be evaluated under CCA)					
	Marks Division					
	*Assignment		- 10 Marks			
	Class tests/Q		- 10 Marks			
	**In -class P	resentation	– 10 Marks			
	*Group Proj	ect / Individual	Project / Case Study			
	1 0		al Presentation / Oral Pr	resentation		
Assessment	The concerned facul	ty should devel	op various assignments a	and students nee	ed to be	
Types	evaluated on the bas					
	B. End Ser	nester Evaluat	ion			
	Written	Exam - 70 Ma	rks (2 Hours)			
	<b>Descriptive Type</b>	Word Limit	Number of questions	Marks		
			to be answered			
	MCQ/one word	NA	20	20 x 1 = 20		
	Short Answer	50 Words	10 out of 15	$10 \ge 2 = 20$		
	Essay	450 Words	2 out of 4	$2 \ge 15 = 30$		
	Total	PARTY PERMIT	32 out of 39	70		

 Chentarassery, T. H. P. Ayyankali: Jeevacharitram. Thiruvananthapuram: Prabhath Book House, 2016.

19

- Kumar, Udaya. "Ambivalences of Publicity: Transparency and Exposure in K. Ramakrishna Pillai's Thought." In *Public Sphere from Outside the West*, edited by Divya Dwivedi and Sanil.V, 79-96, London: Bloomsbury, 2015.
- Kumar, Udaya. Writing the First Person: Literature, History, and Autobiography in Modern Kerala. Ranikhet: Permanent Black, 2016.
- Kunhaman.M."Exclusion Through Development: The Kerala Experience." *Journal of Social Science* 4, no. 1 (March, 2018): 221-228.
- Mannathukkaren, Nissim. Communism, Subaltern Studies and Postcolonial Theory: The Left in South India.London: Routledge,2022.
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- o Mohan, Sanal. *Modernity of Slavery*. New Delhi: Oxford University Press, 2015.

- Parameswaran, Ameet. *Performance and the Political: Power and Pleasure in Contemporary Kerala*. Hyderabad: Orient Black Swan, 2017.
- Sashikumar, Harikrishnan. "Social Spaces and the Public Sphere: A Spacial History of Modernity in Kerala, India." PhD diss. School of Law and Government, Dublin City University, January 2020.
- Joseph, Jenson. "Contemporary Television and the Concept of Transparency." *Studies in South Asian Film & Media* 13, no.1 (November 10, 2020) 3-18.

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# **MGU-UGP (HONOURS)**

Syllabus



# Kottayam

Programme	BA (Hons) JOURNAL	ISM AND	MASS CO	OMMUNICA	ATION	
Course Name	MEDIA AND HUMAN RIGHTS					
Type of Course	VAC	GA	NDH			
<b>Course Code</b>	MG4VACJMC200					
Course Level	200 - 299	K				
Course Summary	This course provides a critical analysis of the major issues, theories, and arguments surrounding the interrelationship of media and human rights. In addition to media coverage of human rights issues, the course looks at media as a human right. It is imperative in these times to acknowledge the importance of the universal ideals of freedom of expression and the right to know, as well as the role that journalism and media play in upholding them.					
Semester	4		Credits		3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
	MGU	3	0		0	45
Pre-requisites, if any	Nil			IOUNS	<i>iy</i>	<u> </u>
COURSE OUTCOMES (CO)						

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No.			
1	Understand historical and intellectual foundations of human rights discourse	U	1, 5			
2	Analyse the prospects and challenges of exercising media as a human right	An	1,2,5			
3	Evaluate media coverage of human rights issues in the digital age	Е	1,2,4,5			
4	Analyse media's role in advancing the human rights of marginalized social groups	An	1,2,4,5			
*Reme	*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.
1	Human rights: Historical and intellectual foundations	15	1
1.1	Notion of Natural rights, Declaration of Rights of man and of the citizen	5	1
1.2	Vindication of the Rights of women	5	1
1.3	Role of UN-Universal declaration of Human rights 1948- Article 19. Globalization of human rights	5	1
2	Media as human right	15	2
2.1	Freedom of expression and communication as a human right, Legal instruments and foundations, Right to information – Aruna Roy RTI Act	5	2
2.2	Language of rights and ideas of dignity and personhood	5	2
2.3	Pathologies of human right-Humiliation and discrimination	5	2
3	Media coverage of human rights issues	15	3
3.1	Visual depiction of suffering, Digital activism, witnessing and human rights. Application of technology to document and monitor campaigns.	5	3
3.2	State surveillance and abuse of human rights, Citizen empowerment and e- governance.	5	3
3.3	Media and human rights of marginalized social groups- Class, Caste, Gender, Queer, Sr. citizens, disabled. Rights claiming movements and legal achievements- PUCL, Mazdoor Kisan Sakti Sangathan.	5	3
4	Teacher-specific content		

Teaching and Learning	Classroom Procedure (Mode of transaction)						
Approach	• Lectures						
	• Discussions and presentations.						
	• Book reviews, Disc	cussions and semi	nars- Assign readings from	n academic articles,			
	books, and reports re	elated to the sylla	bus.				
	• Conduct in-class di	scussions					
	rights activists, polit	ical activists, jour	ers with expertise in the fie malists from print, broadca share the real experiences	ast and online			
	• Case study analysis	s sessions					
Assessment	MODE OF ASSESSM	MENT					
Types			<b>ive Assessment (CCA)</b> – e evaluated under CCA)	25 Marks			
	Marks Division         *Assignments       –       10 Marks         Class tests/Quiz       –       10 Marks         **In -class Presentation       –       5 Marks         *Group Project / Individual Project / Case Study       **Power Point / Audio-Visual Presentation / Oral Presentation						
	evaluated on the basis		o various assignments and nance.	students need to be			
		ester Evaluation					
	Written Exam - 50 Marks (1.5 Hours)						
	Descriptive	Word Limit	Number of questions	Marks			
	Туре	word Linnt	to be answered				
	MCQ/One word	NA	15	15 x 1 = 15			
	Short Answer	100 Words	5 out of 8	3 x 5 = 15			
	Essay	350 Words	2 out of 4	$10 \ge 2 = 20$			
			Total	50			
				1			

- o Beitz, C. (2011). The Idea of Human Rights. New York: Oxford University Press.
- Benhabib, S. (2011). *Dignity in Adversity: Human Rights in Troubled Times*. Cambridge, UK: Polity.
- Bob, C. (2005). *The Marketing of Rebellion: Insurgents, Media and International Activism*. Cambridge: Cambridge University Press.
- Brysk, A. (2013). Speaking Rights to Power; Constructing Political Will. Oxford: Oxford University Press.
- Clapham, A. (2015). *Human Rights: A Very Short Introduction*. New York: Oxford University Press.
- Dembour, M. (2010). 'What Are Human Rights? Four Schools of Thought', *Human Rights Quarterly*, 32(1),pp. 1–20.
- o Hopgood, S. (2013). The End times of Human Rights. Ithaca: Cornell University Press.
- o Hunt, L. (2007). Inventing Human Rights: A History. New York: W. W. Norton.
- Tumber, Howard and Waisbord, Silvio. (ed). (2017). The Routledge Companion to Media and Human Rights. Routledge.
- Ramanjaneyulu, Jonna. (2015). *Role of the Media in Protecting Human Rights in India A socio Legal Dimension*. Kindle Edition.

# विद्यया असूतसञ्चत्रते

#### SUGGESTED READINGS

- Donnelly, J. (1989). Universal Human Rights in Theory and Practice. Ithaca: Cornell University Press.
- Elliott, M. A. (2011). 'The Institutional Expansion of Human Rights, 1863–2003: A Comprehensive Dataset of International Instruments', *Journal of Peace Research*, 48(4), pp. 537–46.
- o Freeman, M. (2011). Human Rights. Cambridge: Polity.
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- Joas, H. (2013). The Sacredness of the Person: A New Genealogy of Human Rights.
   Washington, DC: Georgetown University Press.



# Kottayam

Programme	BA (Hons) JOURNA	ALISM AN	D MASS (	COMMUNI	CATION			
Course Name	SOCIAL MEDIA CO	SOCIAL MEDIA CONTENT DEVELOPMENT						
Type of Course	SEC	SEC						
Course Code	MG4SECJMC200	GA	NDH					
Course Level	200 - 299	S/						
Course Summary	This course offers a thorough exploration of social media, encompassing its historical development, content production, analytical paradigms, ethical issues, and emerging developments. Learners acquire useful skills in content production, analytics, and profile administration, guaranteeing a comprehensive grasp of the social media environment.							
Semester	4	10-	Credits		3	Total Hours		
<b>Course Details</b>			ATP					
	Learning Approach Lecture Tutorial Practicum Others							
		3	0	0	0	45		
Pre-requisites, if any	<ul> <li>Good at expression</li> <li>Know how to</li> </ul>					well.		

### **COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the Social Media Landscape.	U	1,3,10
2	Identify target audiences and emerging trends in the dynamic social media landscape.	K, U	1,3,10
3	Create various types of engaging social media content, including text, images, and videos.	С	1,3,4,10
4	Develop an understanding of social media jargon, key metrics and analytical tools.	С	1,3,10
5	Apply social media etiquette and best practices in content dissemination.	А	1,3,7,8,10

### **COURSE CONTENT**

#### **Content for Classroom transaction (Units)**

Module	Course description	Hrs	CO No.
1	Understanding the Social Media Landscape	15	1, 2, 4
1.1	Introduction to Social Media, Historical Evolution of Social Media Platforms. Overview of Major Social Media Platforms.	5	1,2,4
1.2	Understanding Social Media Jargons: Engagement – Influencer - DM (Direct Message) -Hashtag – Trending – Analytics – Viral – Geotagging – Reach – Carousel – Stories – Filter etc.	5	1,2,4
1.3	Analysing audience behaviour on different platforms, Identifying target audiences and trends.	5	1,2,4
2	Social Media Content Creation	15	3
2.1	Creating and Managing Social Media Profiles: Setting up and Optimizing Social Media Profiles.	25	3
2.2	Types of Content on social media, Introduction to Hashtags and Trends.	5	3
2.3	Tools for text Creation, Video editing tools and techniques, Tools for images & Graphics, Tools for Scheduling, Tools for Surveys & Quizzes.	5	3
3	Social Media Analytics and Insights	15	4
3.1	Definition and Importance of Social Media Analytics, Overview of Key Metrics (Likes, Shares, Comments, Impressions, Reach).	5 RS)	4
3.2	Introduction to Analytics Tools, assessing content performance and audience engagement, Strategies for content optimisation based on analytics.	5	4
3.3	Case studies on successful social media content campaigns, Ethical considerations and Future Trends in Social Media Content.	5	4
4	Teacher-specific content		

	Classroom Procedure (Mode of transaction)
Teaching and	<ul><li>Lectures</li><li>Discussions and presentations.</li></ul>

	Descriptive Type MCQ/One word Short Answer Essay	Word LimitNA100 Words350 Words	Number of questions to be answered 15 5 out of 8 2 out of 4 Total	Marks $15 \times 1 = 15$ $3 \times 5 = 15$ $10 \times 2 = 20$ <b>50</b>			
	Type MCQ/One word Short Answer	NA 100 Words	questions to be answered155 out of 8	15 x 1 = 15      3 x 5 = 15			
	Type MCQ/One word	NA	questions to be answered 15	15 x 1 = 15			
	Туре	~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~	questions to be answered				
	1	Word Limit		Marks			
	Descriptive	Word Limit	Number of	Marks			
	Written	Exam - 50 Marks	(1.5 Hours)				
	B. End Semester Evaluation						
	theme. Use a preferred		-	aroana a single			
	Submit a project portfolio showcasing the students' creativity and proficiency in creating diverse content formats – text, images, and short videos – around a single						
	Suggested list of assignments						
	Personal and a second and a sec						
	The concerned faculty should develop various assignments and students need to be evaluated on the basis of their performance.						
	*Group Project / Individual Project / Case Study **Power Point / Audio-Visual Presentation / Oral Presentation						
	**In -class Presentation – 5 Marks						
	Class tests/Quiz – 10 Marks						
	Marks Divisi *Assignments		10 Marks				
	MaylerDitt						
			evaluated under CCA				
Types	A. Continuo	ous Comprehensi	ve Assessment (CCA)	– 25 Marks			
Assessment	MODE OF ASSESSM	1ENT					
	_	content analysis.					
	the real exper	iences and insight	S.				
	influencers, b	loggers and vlogg	ers, researchers, acade	micians, to share			
	Social media	and online media	content developers, so	cial media			
	Guest Lecture	es -Invite guest spo	eakers with expertise in	n the field, such as			
	Conduct in-class discussions						
	articles, books, and reports related to the syllabus.						
Approach	1						

- o Brown, Michael. (2022). Introduction to Digital Content Creation. Kindle Edition.
- Carter, Chris. (2019). Become a Content Brand. Videofort Inc.
- o Handley, Ann. (2020). Everybody Writes. Wiley.

- Khan, Gohar F. (2018). Creating Value with Social Media Analytics: Managing, Aligning, and Mining Social Media Text, Networks, Actions, Location, Apps, Hyperlinks, Multimedia, & Search Engines Data. Createspace Independent Pub.
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- Mattson, Kristen. (2021). Ethics in a Digital World. International Society for Technology in Education.
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- Sponder, Marshall. (2011). Social Media Analytics: Effective Tools for Building, Interpreting, and Using Metrics. McGraw-Hill Education.
- Waters, Adam. (2022). Confident Digital Content. Kogan Page.
- Weldon, John. (2021). Content Production for Digital Media. Springer.

#### SUGGESTED READINGS

- Dietrich, Gini. (2014). Spin Sucks: Communication and Reputation Management in the Digital Age.
   Que Publishing.
- o Hyatt, Michael. (2012). Platform: Get Noticed in a Noisy World. HarperCollins Leadership.
- K, Sanjeev. (2018). Essentials of Digital Content Management and Preservation. Ess Ess Publication.
- o Mapua, Jeff. (2018). Respecting Digital Content. Rosen Young Adult.
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# Kottayam

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION					
Course Name	UNDERSTANDI	NG PHOT	OGRAPHY	ľ		
Type of Course	SEC					
Course Code	MG4SECJMC2(		NDA			
Course Level	200 - 299	V.				
Course Summary	This course introduces students to the fundamental principles and practices of photography. Designed for those with little to no prior exposure, the course equips students with the technical and creative knowledge to capture compelling images.					
Semester	4		Credits		3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	0	0	0	45
Pre-requisites, if any	Basic computer s willingness to lear				est in phot	tography and a

# COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand typology and settings of camera	U	1,10
2	Apply essential skills to create visually compelling and aesthetically pleasing photographs.	А	2,4
3	Choose different lighting setups for various situations	С	1,2
4	Design and enhance created photos with industry-standard software	С	10
*Rem	ember (K), Understand (U), Apply (A), Analyse (An), Evaluate ( Interest (I) and Appreciation (Ap)	E), Create (C),	Skill (S),

### **COURSE CONTENT**

Content for Classroom transa	ction	(Units)
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Module	Course description	Hrs	CO No.
1	Understanding photograph.	15	
1.1	Overview of camera-types and their components.	3	1
1.2	Familiarizing camera parts - Lens, eyecup, hotshot, lcd display, shutter trigger, shutter, mirror, viewfinder, button interface, mode dial, job dial, communication ports, memory slot, battery compartment, tripod mount - types of lenses: wide, zoom, and normal lens	7	1
1.3	Basic camera setting- aperture, shutter speed, ISO, white balance, focusing.	5	1
2	Composition Techniques.	15	
2.1	Elements of composition - Perspective and leading line	5	2
2.2	Rule of third - Grouping and organization - Space - Depth of Field - Colour - Light - Scale	5	2
2.3	Apply composition techniques in different photos.	5	2
3	Lighting Fundamentals and post processing basics	<b>IR</b> 15)	
3.1	Natural and artificial lighting concepts Lighting techniques - three-point, four-point, butterfly, Rembrandt, loop, flat, split.	4	3
3.2	Technique for controlling light, shaping light, direction of light.	6	3
	Introduction to photo editing software		4
3.3	Basic retouching colour correction and enhancing images.	5	
4	Teacher-specific content (Internal evaluation only)		

Teaching and Learning	Classroom Procedu	re (Mode of trans	action)				
Approach	• Lectures: sessions focusing on introducing the technique of photograp				e of photography.		
	Discussions on photographic equipment, famous photographs, latest trends.						
		, Discussions and	_		-		
		s, and reports relat		0	5		
		discussions to ex	-		s and encourage		
				viewpoliti	is and encourage		
	critical thinki	C					
		es -Invite guest spe			-		
	Photojournali	sts, photographers	, researchers, a	academicia	ans, to share the		
	real experience	es and insights.	$<\!<\!<\!<\!<\!<\!<\!<\!<\!<\!<\!<\!<\!<\!<\!<\!<\!<\!<\!$				
Assessment	MODE OF ASSESSM	IENT					
Types	A. Continu	ous Comprehensi	ve Assessmen	t (CCA) -	- 25 Marks		
		omponents will be					
				5//			
	Marks Division						
	*Assignments – 10 Marks						
	Class tests/Quiz – 10 Marks **In -class Presentation – 5 Marks						
	III -class I resentation - 5 Warks						
	*Group Project / Individual Project / Case Study						
	**Power Point / Audio-Visual Presentation / Oral Presentation						
	Suggested act	Suggested activities to continuously assess the progress of the students.					
		Students have to create a portfolio comprising works from the following					
	concepts.						
	Elements of composition						
	<ul> <li>Lighting techniques</li> <li>Types of Digital Images</li> </ul>						
	<ul><li>Types of Digital Images</li><li>Photography genres</li></ul>						
	· Thotography genes						
	B. End Semester Evaluation						
	Written	Exam - 50 Marks	s (1.5 Hours)				
	Descriptive	Word Limit	Number	of	Marks		
	Туре		questions	to be			
	MCQ/One word	NA	answered 15		15 x 1 = 15		
	Short Answer	100 Words	5 out of 8		$3 \ge 5 = 15$		
	Essay	350 Words	2 out of 4		$10 \ge 2 = 20$		
				Total	50		

- o Berger, John. (2009). Ways of Seeing. Penguin.
- o Coe, J.H. (1993). Basic Photography. Collins & Brown.
- o Curran, James. (2013). The Photography Handbook. Routledge.
- o Dilwali, Ashok (2010). All about Photography. National Book Trust.
- o Good, Linda. (2009). Teaching and Learning with Digital Photography. Sage
- o Grimm, Tom & Grimm, Michele. (2003). The Basic Book of Photography. Plume
- o Longford, Michael. (2005). Basic Photography. Focal Press.
- o Long, Ben. (2010). Complete Digital Photography. Course Technology PTR.
- Sharma, O.P. (2003). *Practical Photography*. HPB/FC.
- o Torrant, Jon. (2002). Digital Camera Techniques. Focal Press.

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- o Bate, David. (2009). Photography: The Key Concepts. Berg Publishers
- o Carroll, Henry. (2014). Read This If You Want to Take Great Photographs. Laurence King Publishing
- Freeman, Michael. (2007). *The Photographer's Eye: Composition and Design for Better Digital Photos.* Focal Press.
- Hunter, Fil, and Biver, Steven. (2007). *Light: Science and Magic: An Introduction to Photographic Lighting*. Focal Press.
- Kelby, Scott. (2020). *The Digital Photography Book: The step-by-step secrets for how to make your photos look like the pros'!* Rocky Nook.

# **MGU-UGP (HONOURS)**

# Syllabus



# Kottayam

Programme	<b>BA (Hons) JOURNALISM AND MASS COMMUNICATION</b>					
Course Name	INTERNSHIP					
Course Code	MG4INTJMC200					
Course Level	200 - 299					
Summary	<ul> <li>The objectives of an internship in BA (Hons) Journalism and Mass</li> <li>Communication includes the followings: <ol> <li>The use of theoretical knowledge in real-world situations.</li> <li>The development of skills</li> <li>Advancement of the profession</li> <li>Learning from experience</li> <li>Career research</li> <li>Networking skills</li> <li>Personality development.</li> </ol> </li> </ul>					
Semester	SUMMER VACCATIONSolutionTotal Hours2					
Course Details	Learning Approach Lecture Tutorial Practicum Others					
Pre-requisites, if any	Nil Syllabus - 2 0					

#### **Potential Areas of Internship Opportunities**

**Media Outlets** (Vernacular, National and International): Opportunities to obtain experience in journalism, media production, reporting, editing, etc. are provided by internships with media organizations. Internes can write articles, conduct interviews, cover events, and create multimedia content. Media outlets include print, broadcast and new media firms.

Advertising and Public Relations: Students may choose to intern at departments or agencies involved in corporate communication, public relations, or advertising. They will have the chance to receive training in the demanding fields of corporate communications, advertising and marketing communications.

**Government Agencies (National, State and local level institutions)-** provide exposure to the Interns about the governmental public relations departments, media wing, publicity bureaus, government media like Doordarshan, AIR etc. Internes may assist with programme research, programme production etc.

**Social Media Marketing:** Interns can work for social media agencies, corporations, or non-profit organizations. They may be responsible for creating and managing social media content, developing social media strategies, and analyzing social media data.

**Content Writing**: Interns can work for content marketing agencies, websites, or businesses. They may be responsible for researching and writing blog posts, articles, website copy, or other types of content.

**Event Management**: Interns can work for event planning companies, corporations, or non-profit organizations. They may be responsible for helping to plan and execute events, such as conferences, trade shows, or product launches.

**Research and Academic Institutions** (State and Central Universities, Autonomous Research Institutions): - Interne with these institutions provide opportunities to support faculty research assist with course development, engaging academic publishing etc. Internes may assist with data collections, survey design, conducting literature review, planning.





# **MGU-UGP (HONOURS)**

Syllabus

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# Kottayam

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION						
Course Name	DOCUMENTARY PRODUCTION						
Type of	DSC						
Course		GL	NDA	3			
Course Code	MG5DSCJMC300	A.					
Course Level	300 - 399	Ϊ.	$\mathbf{T}$				
Course Summary	This course provides a comprehensive introduction to the theory and practice of documentary filmmaking. Students will gain a historical perspective on the documentary genre, exploring its evolution and diverse forms. The course will then delve into the practical aspects of documentary production, equipping students with the knowledge and skills necessary for all stages of the filmmaking process, from pre-production planning and research to post-production editing and distribution.						
Semester	5		Credits	uzata	4	Total Hours	
<b>Course Details</b>				14,21			
	Learning Approach	Lecture	Tutorial	Practicum	Others		
	MGU	- <b>J</b> 3GP		NOUR	<b>S)</b> 0	75	
Pre-requisites,	Basic understanding o	f film mak	ting and a p	bassion for st	orytelling.		
if any		Syl	llab	us			

### **COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Analyse documentary history, genres, and renowned documentaries.	An	1,2,10

2	Plan and execute documentary pre-production through research, script writing, and budgeting.	А	4, 5, 6
3	Apply production skills through shooting techniques	А	5,3
4	Develop a final output using post-production techniques and prepare it for distribution through several media platforms.	С	10

(I) and Appreciation (Ap)

### **COURSE CONTENT**

### Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	Overview of Documentary	10	
1.1	History and Evolution of documentary.	3	1
1.2	Documentary genres.	3	1
1.3	Prominent documentary filmmakers.	2	1
1.4	Famous documentaries.	2	1
2	Pre-Production Spllabus	15	
	Research -Develop a clear conceptual story line.		2
2.1	Script writing -Script for narration and interviews.	5	
	Location visit -Analysing the area.		
2.2	Crew and Equipment - Production team with defined roles, Necessary filming equipment and accessories. Permits -Permits for filming in specific locations.	4	2
	Schedule -Detailed time for production and post production.		2
2.3	Planning for promotion.	3	
2.4	Budgeting -Costs for travel, post production, equipment.	3	2

3	Production and Post production	20	
3.1	Equipment Setup - check and prepare Camera, microphone and lighting.	5	3
3.2	Shooting - Main theme, interview, b roll footage, Continuity checks.	5	3
3.3	Editing & Recording: Video - Cuts Transition, Colour grading.	5	3
3.4	Editing & Recording: Audio - Sound effects, Voice-over, syncing audio and video, Feedback from test audience, Distribution.	5	3
4	Practicum – any two from the list	30	
	<ol> <li>Film screenings and analysis: Select a documentary film. Analyze the film's form, content, and stylistic choices. Analysis should cover the central theme, social context, the narrative structure, camera techniques, sound design, editing etc.</li> <li>Treatment: Develop a treatment for a short documentary film (3-5 minutes). The treatment will include:</li> </ol>		4
4.1	<ul> <li>A concise synopsis of the film's subject matter and central question.</li> <li>An outline of the narrative structure and key scenes.</li> <li>A description of the target audience and the film's intended impact.</li> <li>A basic storyboard visually outlining key shots and sequences.</li> </ul>		
	3. <b>Production and post production</b> – Modules (Interview coverage, B-Roll, Sound Recording, Rough Cut Assembly etc.)		
5	Teacher-specific Content (Internal evaluation only)		

Teaching and	Classroom Procedure (Mode of transaction)						
Learning	• Lectures: sessions focusing on Documentary production.						
Approach	• Discussions on famous documentary films, latest trends.						
	• Book reviews, Discussions and seminars- Assign readings from academi						
	articles, books, and reports related to the syllabus.						
	• Conduct class discussions to explore different viewpoints and encourage critical						
	thinking.						

	• Guest Lectur	res - Invite gue	est speakers with exper	tise in the fiel	ld, such as			
	Documentary	makers, photo	graphers, researchers, a	cademicians, t	o share the			
	real experiences and insights.							
	<ul> <li>Screening of famous documentaries</li> </ul>							
			on training in document	ary production				
Assessmen	MODE OF ASSES			ary production				
t Types			•					
		-	nsive Assessment (CCA be evaluated under CCA					
	(1 facticulii c	Shipohents whi		.)				
	Marks Divis		Up					
	*Assignment Class tests/Q		- 10 Marks - 10 Marks					
	**In -class P		- 10 Marks					
			Project / Case Study al Presentation / Oral Pr	esentation				
	Suggested activities		a resentation / Oral I r	esentation				
	1. Research							
	2. Scripting 3. Budgeting							
	4. Shooting							
	5. Editing							
		include a viva f	or a comprehensive eval	uation and pres	entation of			
	their work.							
	B. End Semester Evaluation							
		Exam - 70 Mar	, <i>,</i>		1			
	Descriptive Type	Word Limit	Number of questions	Marks				
	MG	U-UGP	to be answered					
	MCQ/one word	NA	20	$20 \ge 1 = 20$				
	Short Answer	50 Words	10 out of 15	$10 \ge 2 = 20$				
	Essay	450 Words	2 out of 4	2 x 15 = 30				
	Total	)	32 out of 39	70				

- Artis, Anthony Q. (2014). The Shut Up and Shoot Documentary Guide. Routledge.
- Erik, Barnouw. (1993). Documentary: A History of the Non-Fiction Film. OUP USA
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   Southern Illinois University Press.
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   Palmetto Publishing.

#### SUGGESTED READINGS (Screening)

- Nanook of the North by Robert J Flaherty
- The Man with the Movie Camera by Dziga Vertov
- o Born into Brothels by Ross Kauffman and Zana Briski
- Roger and Me by Michael Moore
- Fahrenheit 9/11 by Michael Moore
- Night Mail by Basil Wright
- The Fog of War by Errol Morris
- o Bombay Our City by Anand Patwardhan
- Ram Ke Naam by Anand Patwardhan
- PAPA2 by Gopal Menon
- o Collective Imaginings: Legacies of the Black Audio Film Collective
- o City of Photos by Nishtha Jain
- Riding Solo to the Top of the World by Gaurav Jani
- Films by Public Service Broadcasting Trust





# Kottayam

Programme	BA (Hons) JO	DURN	NALISM A	AND MAS	S COMMUN	NICATIC	DN
Course Name	DATA JOUR	NALI	SM				
Type of Course	DSC		CI	ND			
Course Code	MG5DSCJM	C301	Non				
Course Level	300-399	3	15				
Course Summary	journalism, fo produce comp comprehend th	This course introduces students to the principles and practices of data-driven journalism, focusing on the acquisition, analysis, and visualization of data to produce compelling journalistic stories. This course will equip the students to comprehend the basic concepts of data visualisation web tools and to master the use of data in journalistic storytelling.					
Semester	5		07	Credits	M	4	Total Hours
Course Details	Learning Approach	বহা	Lecture	Tutorial	Practicum	Others	
	M	GU			NOURS	0	75
Pre-requisites	Basic compute	er and	new medi	a skills and	l analytical m	ind.	

### COURSE OUTCOMES (CO)

CO	Expected Course Outcome	Learning	PO No
No.		<b>Domains</b> *	
1	Explain the role of data in journalism and its importance in storytelling.	U, An	1
2	Identify key data journalism concepts and skills and gain insight into how data journalism is practiced in newsrooms.	K, U	1,2
3	Develop skills in data collection, analysis, and interpretation for journalistic purposes.	С	3
4	Visualize data using charts, graphs, and maps	S	1,4

5	Demonstrate data findings to a general audience and identify the ethical dimensions.	U	2,3			
6	Explain the techniques for sorting, filtering, cleaning and publishing data	U, An	1,2			
*Reme	*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.
1	Introduction to Data Journalism	15	
1.1	Definition, Data journalism in Perspective-Computer Assisted Reporting.	4	1
1.2	Precision Journalism, Info-graphics, Mass Data Literacy.	4	2
1.3	Scope and limitations of Data Journalism.	3	1
1.4	Data Collection and Analysis- Finding and accessing data sources.	4	1
2	Data analysis and Interpretation	15	
2.1	Idea of Data: Volume, velocity and variety, Basics of data analysis using tools. Statistical concepts and techniques for journalists.	4	3
2.2	Organising data, verifying data, summarising and simplifying data insights.	4	3
2.3	Data Privacy.	3	3
2.4	Ethical and legal considerations in data journalism.	4	5
3	Applying Data in story creation	15	
3.1	Principles of effective data visualization- Choosing the right visualization techniques for different data types, visual story creation, collaborative storytelling, integrating data into multimedia formats, presentation of data driven projects, Tools for data visualization.	4	4

3.2	Data Mining, Scraping PDFs, Scraping websites, big data analysis.	4	6
3.3	Understanding the role of data in journalism Investigative Data Journalism - Strategies for investigative reporting using data.	4	6
3.4	Working with large datasets and databases- Finding and accessing data sources. Reporting on social issues using data- driven approaches	3	6
4	Practicum	30	
4.1	<ol> <li>Prepare a detailed report on a recent social or political issue in India, highlighting the role of data in shaping public discussions, and its implications for Indian society.</li> <li>Create a timeline of significant events in a specific industry or sector in India using data visualization tools.</li> <li>Redesign the visual presentation of a news story using innovative visualization techniques.</li> </ol>	30	
5	Teacher-specific content (Internal evaluation only)		
	्रावराया अस्तसञ्जत		

Teaching and Learning Approach	<ul> <li>Classroom Procedure (Mode of transaction)</li> <li>Lectures</li> <li>Discussions and presentations.</li> <li>Book reviews, Discussions, workshops 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 Data journalists, researchers, academicians, to share the real experiences and insights.</li> </ul>
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) – 30 Marks (Practicum components will be evaluated under CCA)

* <i>Group Pro</i> ** <i>Power Po</i> Suggested activitie • Data-driver and storyted	nts Quiz Presentation <i>oject / Individual</i> <i>oint / Audio-Visu</i> s for continuous n journalistic proj lling.	– 10 Marks Project / Case Study al Presentation / Oral	ta collection, analysi
	nester Evaluatio Exam - 70 Mar	UHI	
	Exam - 70 Mar	UHI	Marks
Written	Exam - 70 Mar	ks (2 Hours) Number of questions to be	<b>Marks</b> 20 x 1 = 20
Written Descriptive Type	Exam - 70 Mar e Word Limit	ks (2 Hours) Number of questions to be answered	
Written Descriptive Type MCQ/One word	Exam - 70 Mar Word Limit	ks (2 Hours)          Number of         questions to be         answered         20	20  x  1 = 20

# विद्यया अमूतमञ्जूते

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- Tong, Gingrong. (2022). Journalism in the Data Age. SAGE.
- Warner, Julian. (2020). Copyright, Data and Creativity in the Digital Age: A Journey through Feist. Routledge.

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- o Mair, John. (Ed.). (2017). Data Journalism: Past, Present and Future. Theschoolbook.com
- Miller, Claire. (2022). Getting Started with Data Journalism: Writing data stories in any size newsroom. Words + Numbers.
- Tong, Gingrong. (2022). Data for Journalism: Between Transparency and Accountability. Routledge.
- Wheelan, Charles. (2014). Naked Statistics, Stripping The Dread From The Data. W. W.
   Norton & Company.



# **MGU-UGP (HONOURS)**

Syllabus



# Kottayam

Programme	BA (Hons) JOURNA	LISM AN	D MASS C	COMMUNIC	ATION	
Course Name	FILM APPRECIATIO	DN				
Type of Course	DSE	AGA				
Course Code	MG5DSEJMC300					
Course Level	300 - 399					
Course Summary	This course delves int and cultural phenome works, students will narrative structures, ar	enon. Thro develop a	ough in-dep sophistica	oth examination	ion of div	erse cinematic
Semester	5		Credits		4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
	MGU	-U <sup>4</sup> GP		0	0	60
Pre-requisites, if any	A strong foundation ir	n critical thi	nking and a	analytical wri	ting is pre	ferred

### **COURSE OUTCOMES (CO)**

CO No. **Expected Course Outcome** PO No Learning **Domains** \* Explain the evolution and history of Cinema 1 U, An 1,3 2 Outline the basics of film language U 3,5 Analyse the basic techniques of filmmaking 3 An 4,5 4 Evaluate the film language Е 5 5 Develop skills to read films from a perspective of critical С 1,5,6,7 research

\*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.
1	History and Evolution of Cinema	15	
1.1	Early attempts – precursors of cinema – elements from theatre, camera obscura, early projectors.	4	1,2
	Photographic experiments - Eadweard Muybridge.		
1.2	Silent to talkies, black & white to colour, Hollywood studio system, Reel to Digital, 2D to 3D, cinema to OTT.	4	1,2
1.3	The major cinema movements — German expressionism, Surrealism, Soviet montage, Italian neo-realism, French new wave, Avant Garde.	4	1,2
1.4	History of cinema in India.	3	1,2
2	Film as communication	15	
2.1	The language of film; signs and syntax, physiology of perception, denotative and connotative meaning.	4	2,1
2.2	Grammar and composition: shot, scene, sequence, cuts and transitions, mise- en-scene and montage the framed image, sound.	4	2,1
2.3	Film Theories – Major film theories	4	2,1
2.4	Film genres.	3	2,1
3	Understanding basic techniques of Filmmaking	15	
3.1	Pre-production — screenplay, scheduling, location hunt, casting, audition and rehearsals, budgeting and estimation.	4	3
3.2	Production: Shots and takes, Action, Art direction, Costume, make up, location sound recording, log and Data management.	4	3
3.3	Post-production: Film editing, color grading and VFX, soundtrack and music, Final mixing and mastering.	4	3
3.4	Sound editing and design, dubbing and foley, sound effects, syncing audio and video.	3	3

4	Film analysis and appreciation	15	
4.1	Film as an art; the nature of art, the ways of looking at art.	4	4,5
4.2	Introduction to film analysis: semiotic analysis, narrative structure analysis, contextual analysis, mise-en-scene analysis. Image and sound.	5	4,5
4.3	Economics of Cinema.	3	4,5
4.4	Politics of Cinema.	3	4,5
5	Teacher-specific content (Internal evaluation only)		

Teaching and Learning	Classroom Procedure (Mode of transaction)
Approach	• Lectures
	Discussions and presentations.
	• Book reviews, Discussions and seminars- Assign readings from
	academic articles, books, and reports related to the syllabus.
	Conduct in-class discussions
	• Guest Lectures -Invite guest speakers with expertise in the field,
	such as film makers, script writers, researchers, academicians, to
	share the real experiences and insights.
	Movie screening and analysis.
Assessment	MODE OF ASSESSMENT
Types	A. Continuous Comprehensive Assessment (CCA) – 30 Marks
	(Practicum components will be evaluated under CCA)
	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
	The concerned faculty should develop various assignments and students need to
	be evaluated on the basis of their performance.
	Suggested list of Practical Assignments

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	2. Ge 3. Sc 4. Cr	eene analysis enre study cript writing ritical review ovie screening/prese	ntation.
	ester Evaluation Exam - 70 Marl		
Descriptive Type		Number of questions to be answered	Marks
MCQ/one word	NA	20	20 x 1 = 20
MCQ/one word Short Answer	NA 50 Words	20 10 out of 15	20 x 1 = 20 10 x 2 = 20
	GAN		

- A Nowell, Smith.G. The Oxford History of World Cinema. (1996). Oxford University Press.
- o Boardwell. K. and Thompson, K. (1990). Film Art- An Introduction. Knopff
- o Cook, David A. (2016). A History of Narrative Film, W.W. Norton & Co
- o Dick, B. (2000). Anatomy of Film. St Martin's.
- o Duggal, Menon & Bhattacharya. (2019). Film Studies: An Introduction. Worldview Publications.
- Mackendrick, A. (2006). On Filmmaking: An Introduction to the Craft of the Director, Faber & Faber.
- Mamet, David. (1992). On Directing Film. Penguin.
- Monaco, J. (1986). How to Read a Film. Macmillan.
- Stam, Robert. (2000). Film Theory: An Introduction. Blackwell Publishers.
- Villarejo, Amy. (2006). Film studies: The Basics. Routledge.

#### SUGGESTED READINGS

- Reading Cinema; The work of art in the age of Mechanical Reproduction by Walter Benjamin
- o Visual Pleasure and Narrative Cinema by Laura Mulvey

#### **REFERENCE MOVIES:**

- o Rear Window (1954) Alfred Hitchcock
- Battleship Potemkin (1925) Sergei Eisenstein
- Man with a Movie Camera (1929) DzigaVertov
- Rome Open City (1945) by Roberto Rosselini
- Metropolis (1927) Fritz Lang

- o City Lights (1931) Charles Chaplin
- o Citizen Kane (1941) Orson Welles
- o Double Indemnity (1944) Billy Wilder
- o Rashomon(1950) Akira Kurosawa
- o Breathless (1960) Jean Luc Godard
- o Pather Panchali (1954) Satyajit Ray
- Eight and Half (1963) Federico Fellini
- o Clips from the hour of the Furnaces (1968) by Fernando Solanas
- o Battle of Algiers (1966) Gille Pontecorvo
- o Chinatown (1974) Roman Polanski
- The Shining (1980) Stanley Kubrick
- Nishant (1975) Shyam Benegal
- o Pyaasa (1957) Guru Dutt
- o Mother India (1957) Mehboob Khan
- Taste of Cherry (1997) Abbas Kiarostami



### **MGU-UGP (HONOURS)**

# Syllabus



### Kottayam

Programme	BA (Hons) JOURN	ALISM AN	D MASS C	OMMUNIC	ATION	
Course Name	WRITING FOR CIN	EMA				
Type of	DSE					
Course		GL	NDA	1		
Course Code	MG5DSEJMC301					
Course Level	300 - 399	Y Ke				
Course Summary	This graduate-level course equips students with the theoretical knowledge and practical skills necessary to write compelling scripts for film. Through this course, students will gain a deep understanding of the creative process involved in crafting a screenplay, from initial concept development to crafting a polished final draft.					
Semester	5	107	Credits	M	4	Total Hours
Course						
Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
	2	4	0	0	0	60
Pre- requisites, if any	Strong writing and ve understanding of film				tial. A fou	indational

CO No.	Expected Course Outcome	Learning Domains *	PO No	
1	Explain the evolution and aesthetics of writing for cinema	U, An	1	
2	Outline the fundamentals of Screenplay writing	U,S	2	
3	Analyze the principles of story design	An	1	
4	Develop skills required to write a screenplay	A,S	3	
5	Develop a screenplay for a fiction film	С	1	
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)				

Module	Course description	Hrs	CO No.
1	Introduction to screenplay	15	
1.1	History and evolution of storytelling.	4	1
1.2	Cinema- a composite art form.	4	1
1.3	Aristotle's poetics.	3	1
1.4	Cosmology of screenplays; Classical design, minimalism, anti-plot and everything in between.	4	1
2	Fundamentals of screenplay	15	
2.1	Story- Meaning.	2	2
2.2	The great idea -research and imagination.	3	2
2.3	Developing the idea into step outline, script treatment, synopsis.	4	2
2.4	Elements of story; structure, setting, genre, character, substance and meaning.	6	2
3	Principles of story design UGP (HONOURS)	15	
3.1	Substance of story.	2	3
3.2	Act design, scene design, composition, climax, resolution.	6	3
3.3	Character and dialogue, Universal archetypes, Jungian archetypes.	4	3
3.4	Text, subtext, expositions.	3	3
4	Writing Screenplays	15	
4.1	Synopsis, Logline, Tagline, Outline and Pitch.	5	4,5

4.2	Script Treatment.	4	4,5
4.3	Formatting Screenplay.	3	4,5
4.4	Hollywood Script layout.	3	4,5
5	<b>Teacher – Specific Content</b> (Internal evaluation only)		

Teaching and Learning	Classroom Procedure (Mode of transaction)
Approach	<ul> <li>Lectures: sessions focusing on script writing.</li> <li>In-class discussions.</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 Script writers, Film makers, researchers, academicians, to share the real experiences and insights.</li> </ul>
Assessment	MODE OF ASSESSMENT
Types	A. Continuous Comprehensive Assessment (CCA) – 30 Marks (Practicum components will be evaluated under CCA) Marks Division *Assignments Class tests/Quiz – 10 Marks **In -class Presentation – 10 Marks * <i>Group Project / Individual Project / Case Study</i> ** <i>Power Point / Audio-Visual Presentation / Oral Presentation</i> The concerned faculty should develop various assignments and students need to be evaluated on the basis of their performance. Suggested list of Practical Assignments 1. Scene analysis 2. Script writing 3. Critical review 4. Movie screening/presentation.

	ester Evaluatio Exam - 70 Mar	-	
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
Total	- NNI	32 out of 39	70

#### REFERENCES

- o Berger, Arthur Asa. (1990). Scripts: Writing for Radio and Television. Sage.
- Field, S. (2005). Screenplay: The Foundations of Screenwriting. Delta Trade Paperbacks.
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- o Griffiths, Karol. (2011). The Art of Script Editing. Creative Essentials.
- o Hart, Anne. (2019). The Writer's Bible: Digital and Print Media. iUniverse.
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- Moritz, Charlie. (2008). Scriptwriting for the Screen. Routledge.
- Snyder, B. (2005). Save the cat! The last book on screenwriting you'll ever need. M. Wiese Productions.
- Trottier, D. (2019). The Screenwriter's Bible: A Complete Guide to Writing. Formatting, and Selling Your Script.

#### SUGGESTED READINGS

- o Dancyger, Ken. (2018). Alternative Scriptwriting. Focal Press.
- o Drennan, Marie. (2021). Scriptwriting for Web Series. Focal Press.
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- o Straczynski, J. Michael. (1996). The Complete Book of Scriptwriting. Writer's Digest Books
- Wolff, Jurgen. (2011). Successful Scriptwriting: How to write and pitch winning scripts for movies, sitcoms, soaps, serials and variety shows. Writer's Digest Books.



### Kottayam

Programme	<b>BA (Hons) JOURN</b> A	ALISM AN	D MASS (	COMMUNIC	CATION	
Course Name	BUSINESS JOURNALISM					
Type of	DSE		NID			
Course		K GH	NUL			
Course Code	MG5DSEJMC302	V/				
Course Level	300-399	/ K				
Course	Offers a critical surve	ey of the fie	eld of busin	ess and econ	omic jour	nalism in India.
Summary	Beginning with a brid	ef survey o	f India's po	st-independe	nt econon	nic journey, the
-	course focuses on pu	blic financ	e, taxation,	banking and	company	governance. It
	introduces critical pe	rspective th	nrough a dis	scussion of w	orkings o	f gig economy,
	corporate malfeasance and crony capitalism. A course that addresses practical					
	concerns of media students with regard to coverage of business and economic news					
	is mandated.		TAYP			
Semester	5 विद	त्र आ उ	Credits	। इन्द्र ते	4	Total Hours
<b>Course Details</b>	<u> </u>				HC .	
	Learning Approach	Lecture	Tutorial	Practicum	Others	
	MOU	4	0	0	9/0	60
Pre-requisites,	Interest in business affairs and business news.				l	
if any		Sn	llah	11 C		

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Appreciate media's role in India's post-independence economic journey	Ар	1,2,5
2	Understand key aspects of budget reporting	U	1,2,3,5
3	Create news reports based on developments in financial sector	С	1,2,4
4	Produce reports on the workings of informal sector in Indian economy	С	1,2,4,5

5	Create a news report based on the balance sheet of a company	С	1,2,3,4,5		
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S),					
Interest (I) and Appreciation (Ap)					

Module	Course description	Hrs	CO No.
1	Media and Economic Policy Regime	15	
1.1	Introducing micro and macro-economic concepts.	4	1
1.2	Major sectors of the economy.	4	1
1.3	Growth cycles in market economies.	3	1
1.4	India's post-independence economic journey, New Economic Policy and Indian media.	S <sup>4</sup>	1
2	Budget Reporting and Taxation	15	
2.1	Understanding budget reporting.	3	2
2.2	Media and tax regime- GST.	4	2
2.3	Finance commissions and fiscal federalism.	4 IRS)	2
2.4	Media reportage of credit rating agencies.	4	2
3	Media and Financial sector	15	
3.1	Fundamentals of banking, trade and finance.	3	3
3.2	Regulatory environment- RBI, SEBI.	4	3
3.3	Quantitative methods in business journalism.	4	3
3.4	Media and techniques of data visualization.	4	3

4	Beats in financial journalism	15	
4.1	Reporting stock market.	4	4
4.2	Reporting company affairs.	4	4
4.3	Reporting retail, start-ups and financial technology.	4	4
4.4	Reporting informal economies- gig economy.	3	4
5	Teacher-specific content         (Internal evaluation only)		

Teaching and Learning	Classroom Procedure (Mode of transaction)						
Approach	• Lectures: sessions focusing on business journalism.						
	• In-class discussions.						
	• Book reviews, Discussions and seminars- Assign readings from academic						
	articles, books, and reports related to the syllabus.						
	• Conduct class discussions to explore different viewpoints and encourage						
	critical thinking.						
	• Guest Lectures -Invite guest speakers with expertise in the field, such as						
	Business correspondents, journalists, economists, researchers,						
	academicians, to share the real experiences and insights.						
	Business news analysis sessions						
Assessment	MODE OF ASSESSMENT						
Types	A. Continuous Comprehensive Assessment (CCA) – 30 Marks						
	(Practicum components will be evaluated under CCA)						
	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 activities to continuously assess the progress of the students.						
	<ul> <li>Business news analysis</li> </ul>						
	Budget analysis						
	<ul><li>Balance sheet analysis</li><li>Business document analysis</li></ul>						

#### **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
Essay	450 Words	2 out of 4	2 x 15 = 30
Total	GAN	32 out of 39	70

#### REFERENCES

- o Anderson, Mark. (2007). Teaching the mysteries of Business journalism. Citizen.
- o Balakrishnan, P. (2010). Economic Growth in India: History and Prospect. Oxford University Press.
- Balakrishnan.P. (2022). India's Economy from Nehru to Modi: A Brief History. Permanent Black.
- Brock, George. (2013). Out of Print: Newspapers Journalism and the Business of News in the Digital Age. Koganpage.
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- Hamilton, J. (2016). Democracy's Detectives: The Economics of Investigative Journalism. Harvard University Press.
- o Hayes, Keith. (2014). Business Journalism: How to Report on Business and Economics. Apress.
- Roush, C. (2006). Profits and Losses: Business Journalism and Its Role in Society. Marion Street Press.
- Sambrook, R. (2018). Global Teamwork: The Rise of Collaboration in Investigative Journalism.
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- Weber, Joseph. and Richard. S. Dunham. (2024). The Routledge Companion to Business Journalism. Routledge.

#### SUGGESTED READINGS

Boon Yoon Chiang, Charles M Ormiston, Ispran Kandasamy, Ann Emilson, etc. *How is journalism, and in particular business journalism, changing? What does BT need to do to stay relevant and compelling in the face of these changes?* The Business Times Singapore August 14, 2006.

- Sanford Aranoff, *Was the present financial crisis predicted by anyone?* Available online at <a href="http://www.helium.com/items/1520154-how-to-discuss-economics-so-that-the-public-canunderstand-and-react-properly">http://www.helium.com/items/1520154-how-to-discuss-economics-so-that-the-public-canunderstand-and-react-properly</a>
- Schiffrin, A. (2021). *Media Capture: How Money, Digital Platforms, and Governments Control* the News. Columbia University Press.
- Schuster, Thomas. (2006). The market and the media. Business news and stock market movements. Lexington Books, Oxford.
- Starkman, D. (2014). *The Watchdog that Didn't Bark: The Financial Crisis and the Disappearance of Investigative Journalism*. Columbia University Press.



### **MGU-UGP (HONOURS)**





### Kottayam

Programme	BA (Hons) JOURNA	ALISM AN	D MASS C	OMMUNIC	ATION	
Course Name	TECHNICAL WRIT	ING				
Type of Course	DSE	GA	NDH			
Course Code	MG5DSEJMC303	Y-				
Course Level	300-399					
Course Summary	Technical writing is an emerging area of content creation minimising the gap between technical experts and the end-users of consumer goods and services. The course is designed to familiarise the students with the various stages of the documentation process and to summarise larger texts to make them clear, concise, and unambiguous.					
Semester	5	5	Credits	11.	4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		4	0	0	0	60
Pre-requisites, if any	Strong command ove	r language, I	ICT tools a	nd an affinity	towards	writing.

### COURSE OUTCOMES (CO)

# Syllabus

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain the basic components and development of technical writing.	U, An	1,4,6
2	Practice different types, processes, and guidelines of technical documentation.	А	1,4,5,8
3	Create technical content by following various stages of the documentation process.	С	1,5,6,7 ,8
4	Create content using popular styles and standards.	С	1,8
5	Develop proficiency in different mapping software.	С	1,4,5

Course description	Hrs	CO No.
Evolution and Development	10	
Definitions of technical writing and difference between technical writing and other forms of writing.	3	1
Evolution of technical writing and its career prospects.	2	1
Various aspects of technical writing - Principles of technical writing; styles in technical writing; clarity, precision, coherence and logical sequence in writing.	RS <sup>3</sup>	1
Different types of documentation.	2	1
Introduction to Documentation Process	10	2
Introduction to the process of technical writing.	2	2
Guidelines in writing technical information and 7 Cs of effective writing: Popular styles and ethical standards in the industry.	IRS)	2
Roles and responsibilities of writers, editors/project managers.	2	2
Document formats – hard and soft copy versions designs.	3	2
Stages of Documentation Process	25	3
The writing process-aim of writing, knowing the writing assignment, its clients and end users, gathering of facts/date. Professionals involved - project manager/editor, writers, graphic artists; liaison with product	3	4
	Evolution and Development         Definitions of technical writing and difference between technical writing and other forms of writing.         Evolution of technical writing and its career prospects.         Various aspects of technical writing - Principles of technical writing; styles in technical writing; clarity, precision, coherence and logical sequence in writing.         Different types of documentation.         Introduction to Documentation Process         Introduction to the process of technical writing.         Guidelines in writing technical information and 7         Cs of effective writing: Popular styles and ethical standards in the industry.         Roles and responsibilities of writers, editors/project managers.         Document formats – hard and soft copy versions designs.         Stages of Documentation Process         The writing process-aim of writing, knowing the writing assignment, its clients and end users, gathering of facts/date.         Professionals involved - project manager/editor,	Evolution and Development10Definitions of technical writing and difference between technical writing and other forms of writing.3Evolution of technical writing and its career prospects.2Various aspects of technical writing - Principles of technical writing; styles in technical writing; clarity, precision, coherence and logical sequence in writing.3Different types of documentation.2Introduction to Documentation Process10Introduction to the process of technical writing.2Guidelines in writing technical information and 7 Cs of effective writing: Popular styles and ethical standards in the industry.3Roles and responsibilities of writers, editors/project managers.2Document formats – hard and soft copy versions designs.3Stages of Documentation Process athering of facts/date.25The writing process-aim of writing, knowing the writing assignment, its clients and end users, gathering of facts/date.3Professionals involved - project manager/editor, writers, graphic artists; liaison with product3

3.2	Various stages of documentation process planning research - Organization of writing- indexing – editing – Technical and editorial reviews - Post mortem.	4	3
3.3	<ul> <li>End products of technical writing - Technical reports, project proposals, project abstracts.</li> <li>Project documents and manual writing, Proposal writing, Writing resumes and cover letters.</li> <li>Creating a technical Document.</li> </ul>	12	3
	Translation - Techniques of translation, Manual translation, Translating advertisements, Press releases, Copy and reports.		
3.4	UX/UI writing –Introduction, scope, difference between UX writing and Copywriting, psychology of UX writing, UX principles for good UX writing, write several different typical UX writing text elements, analyse case studies	6	3
4	Editing	15	
4.1	<ul><li>Editing - Types and principles. Challenges and role of editor in technical writing.</li><li>Rewriting different copies, computer editing.</li><li>Headlines and headline writing skills.</li></ul>	3	4
4.2	Language style and usage - Editing tables, graphs/illustrations, copy fitting, documents and style sheet. Online editing process.	3	4
4.3	Content organisation, Proof reading and copyediting. Basics of copyediting - Correcting errors in spelling, grammar, Punctuation and syntax. Technical writing software tools.		4
4.4	Principles and Techniques of page makeup. Picture editing and caption writing. Graphics, layout and designs.	4	4
5	Teacher-Specific Content		
	(Internal evaluation only)		

Teaching and Learning	Classroom Procedure (Mode of transaction)				
Approach	<ul> <li>Lectures: sessions focusing on introducing the technical writing.</li> <li>Book reviews, Discussions and seminars- Assign readings from academ articles, books, and reports related to the syllabus.</li> <li>Conduct class discussions to explore different viewpoints and encourage critical thinking. Discussions on the techniques, styles and approaches technical writing.</li> <li>Guest Lectures -Invite guest speakers with expertise in the field, such as technical writers, content management experts, UX/UI writers, research academicians, to share the real experiences and insights.</li> <li>Case Studies</li> </ul>				
Assessment	MODE OF ASSES	SMENT			
Types	MODE OF ASSESSMENT         A. Continuous Comprehensive Assessment (CCA) – 30 Marks (Practicum components will be evaluated under CCA)         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 works and activities to continuously assess the progress of the students:       •         •       Creation of Project proposals, News reports, Advertisements, Posters, Social media campaigns, Project reports, Project abstracts, Profiles of guest, Manuals, Permission letters for government and institutional authorities.         •       Case studies of one e- commerce, tours and travels and education websites and re-write UX content for home page of the websites         B. End Semester Evaluation       Written Exam - 70 Marks (2 Hours)				
	Descriptive Type	Word Limit	Number of	Marks	
			questions to be answered		
	MCQ/one word	NA	20	20 x 1 = 20	
	Short Answer	50 Words	10 out of 15	$10 \ge 2 = 20$	
	Essay	450 Words	2 out of 4	2 x 15 = 30	
	Total		32 out of 39	70	

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- o Marsen, Sky. (2019). Professional Writing. Bloomsbury Academic
- Prather, Liz. (2017). Project-Based Writing: Teaching Writers to Manage Time and Clarify Purpose. Heinemann.

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### Kottayam

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION					
Course Name	MEDIA, CULTURE AND SOCIETY					
Type of Course	DSE					
Course Code	MG5DSEJMC304	GAN	UH			
Course Level	300 - 399					
Course Summary	This course will examine the intersections of media, culture, and society. It enables students to apply a sociological and cultural perspective to the production, content, and reception of various media forms. Learners preparing themselves to become media professionals should understand how meaning is generated, disseminated, contested and is bound up with systems of power and control within a particular social formation.					
Semester	5	<b>97</b> TI	Credits		4	Total Hours
Course Details	Learning Approach	Lecture 4	Tutorial 0	Practicum 0	Others 0	60
Pre-requisites, if any	Nil MGU-U	UGP (	HON	OURS)	<u> </u>	<u> </u>

COURS	COURSE OUTCOMES (CO)					
CO No.	Expected Course Outcome	Learning Domains *	PO No			
	Examine the relationship between culture and communication	An	1,3,4,8,10			
	Perceive that human identities develop out of adaptation to cultural and social circumstances	Е	1,2,3,6,7,8			
	Analyse media's role as fourth estate in the contexts of cultural diversity and diverse social institutions, systems and mass political movements		3,4,6,7,8,10			
	Appraise the relationship between media, culture and society and the ways in which they influence each other	1	1,2,3,4			

	citing examples				
5	Interpret the media content of television, film, social media, video games, photographs, and audio messages through the critical lens of media literacy		1,2,5,6,8,10		
*Ren	*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)				

Module	Course description	Hrs	CO No.
1	Culture and communication	15	
1.1	Media and perceptions of culture - Cultural elements.	3	1,2
1.2	Characteristics of culture, subcultures, high culture/low culture, popular culture, mass culture, counterculture, multiculturalism.	ERS/	1,2
1.3	Cultural variables, cultural diversity, cultural hegemony, cultural identity, communication and culture, cultural imperialism, cultural pluralism.	4	1,2
1.4	Evolution of cultural studies, Typology of culture, cultural semiotics, major social institutions, culture as a social institution.	4	1,2
2	Media and society	15	
2.1	Concepts of society, community & group, media and social change -development, human rights, environmental awareness, national integration	<b>IRS)</b> 4	2,3,4
2.2	Meanings of modernism, postmodernism, globalisation, capitalism, consumerism, socialism, secularism, fascism, Marxism, Gandhism, social movements.	4	2,3,4
2.3	Idea of mediation. Perceptions of media within social sciences.	3	2,3,4
2.4	Media and democracy - Media and civil society- Media as Fourth Estate.	4	2,3,4
3	Media and culture	15	
3.1	Mass society, culture industry, cultural communication, media and cultural manufacturing.	4	

			4
3.2	Media and popular culture.	3	4
3.3	Media and consumer culture.	4	4
3.4	Medium as the message, technological transitions and communication industries.	4	4
4	Interpreting Mass Media	15	
4.1	Media text and sub-text.	3	5
4.2	Media Literacy: Concepts of media literacy theory – competency, critical thinking, media constructions, media effects, agenda setting, framing, priming.	<b>HERS</b>	5
4.3	Marxist Approach to media analysis. Semiotics, Psychoanalysis, Rhetoric of image. Media myth.	4	5
4.4	Media representations of culture: analytical categories - gender, caste, ethnicity, marginalised, children, youth, aged.	4	5
5	Teacher-specific content         (Internal evaluation only)		

### **MGU-UGP (HONOURS)**

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) • Lectures
	Discussions and presentations.
	Book reviews, Discussions and seminars- Assign readings from academic
	articles, books, and reports related to the syllabus.
	Conduct in-class discussions
	• Guest Lectures -Invite guest speakers with expertise in the field to share the
	real experiences and insights.
	Media content analysis.

Assessment	MODE OF ASSES	SMENT					
Types		A. Continuous Comprehensive Assessment (CCA) – 30 Marks					
	(Practicum co	omponents will	be evaluated under	CCA)			
	Marks Divis	ion					
	*Assignment		- 10 Marks				
	Class tests/Q		- 10 Marks				
			- 10 Marks				
	**Power Poi	int / Audio-Visu	Project / Case Stud al Presentation / Or op various assignme		d to be		
	evaluated on the bas						
		mester Evalua n Exam - 70 M	tion arks (2 Hours)				
	Descriptive Type		Number of	Marks			
	Descriptive Type	Word Linit	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			
	Total	रथा अम्	32 out of 39	70			

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### **MGU-UGP (HONOURS)**



	Mahatma Gandhi University Kottayam					
Programme	BA (Hons) JOURNA	LISM ANI	D MASS CO	OMMUNICA	TION	
Course Name	TRANSLATION AN	D CREATI	VE WRITIN	IG FOR MEE	DIA	
Type of Course	SEC					
Course Code	MG5SECJMC300		NID			
Course Level	300-399	K GP	NUL			
Course Summary	This course is designed to equip students with translation and creative writing skills for a career in the communication industry. Students will explore various translation techniques, and develop their ability to produce engaging and informative media content in both English and in their mother tongue.					
Semester	5		Credits	E.	3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	45
	বি			-0	0	
Pre- requisites, if any	Good communication and writing skills					
COURSE OU	TCOMES (CO)	0-00r		NOOKS	9/	

CO No.	Expected Course Outcome	Learning Domains *	PO No		
1	Understand the basic concepts of translation and creative writing	U, An	1		
2	Analyse the cultural and ethical considerations in translation	An	1,8		
3	Apply the media translation techniques including subtitling	А	1,2,3,4,1 0		
4	Develop the skill sets for creative writing for media	С	1,2,3,4,1 0		
5	Develop content by translating creative works	С	1,2,3,4,1 0		
*Reme	*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)				

Module	Course description	Hrs	CO No.
1	Introduction to Translation and Creative Writing	10	
1.1	The role of translation and creative writing in the media industry, Essential concepts in translation theory.	2	1
1.2	Cultural sensitivity and ethical considerations in media translation.	4	2
1.3	Introduction to creative writing styles in media.	4	1
2	Media Translation Techniques	20	
2.1	Translating news articles, features, press releases, scripts and other media content.	10	3
2.2	Adapting creative content for different cultural contexts. Translation tools and technologies, Subtitling in media.	5	3
2.3	Ethical considerations in translating creative media content.	5	3
3	Creative Writing for Media	15	
3.1	Writing for different media formats, including scripts, articles, and social media posts.	10	4
3.2	Using language effectively to convey messages and evoke emotions among the target audience.	<b>IR2)</b>	4
3.3	AI tools and creative writing.	3	4
4	Teacher-specific content (Internal evaluation only)		

Teaching and Learning	Classroom Procedure (Mode of transaction)
Approach	• Lectures
	• Discussions and presentations.
	• Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus.

	Conduct in-class d	licoussions			
	• Conduct III-class (	liscussions			
	• Guest Lectures -Invite guest speakers with expertise in the field to share the real experiences and insights.				
	• Hand-on-Training				
Assessment	MODE OF ASSES	SMENT			
Types		-	nsive Assessment (CC l be evaluated under CC	,	
	Marks Di				
	*Assignme		– 10 Marks		
	Class tests	/Quiz	– 10 Marks		
	**In -class	Presentation	– 5 Marks		
	*Cuore D	aight / Individua	Ducient / Care Study		
	/	0	l Project / Case Study 1al Presentation / Oral	Duccontation	
	Powerr	-oini / Audio-Visi	ial Presentation / Oral	Presentation	
	The concerned fac	ulty should deve	lon various assignment	s and students	
	The concerned faculty should develop various assignments and students				
	need to be evaluated on the basis of their performance.				
	Suggested list of assignments				
	• Content translation – News stories, features, press releases, scripts etc.				
	Image translation				
	Headlines/slogan writing				
	Translation/adaptation				
	<ul> <li>Collaborati</li> </ul>	ve story building	411.		
	B. End Semester Evaluation				
	Licitation Side indiatosit				
	Written Exam - 50 Marks (1.5 Hours)				
	Descriptive	Word Limit	Number of	f Marks	
	Туре	iU-UGP	questions to be		
			answered		
	MCQ/One word	NA	15	15 x 1 = 15	
	Short Answer	100 Words	5 out of 8	3 x 5 = 15	
	Essay	350 Words	2 out of 4	$10 \ge 2 = 20$	
		- C **	Total	50	

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- Deb, Amiya. (1984). The Idea of Comparative Literature. Papyrus.
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- o Mills, Paul. (2006). The Routledge Creative Writing Coursebook. Routledge.
- o Ray, Mohit K. (2010). Studies in Translation. Atlantic Publishers and Distributers (P) Ltd.

#### SUGGESTED READINGS

- o Media Translation: Concepts, Practices, and Research" by Yves Gambier and Henrik Gottlieb
- Subtitling Norms for Television: An Exploration Focussing on Extralinguistic Cultural References" by Irene Ranzato
- The Anatomy of Story: 22 Steps to Becoming a Master Storyteller" by John Truby
- o The Translation Studies Reader" edited by Lawrence Venuti
- o Writing for Television, Radio, and New Media" by Robert L. Hilliard and Michael C. Keith

### **MGU-UGP (HONOURS)**

# Syllabus



### **MGU-UGP (HONOURS)**

Syllabus

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### Kottayam

Programme	BA (Hons) JOURNA	LISM AND	MASS C	OMMUNICA	TION	
Course Name	INTEGRATED MAR	<b>KETING CO</b>	OMMUNIC	CATION		
Type of Course	DSC					
Course Code	MG6DSCJMC300	GA	NDH			
Course Level	300 - 399	S.				
Course Summary	This course is intended to develop an understanding about the principles and practices of creating cohesive marketing communication strategies. This course also aims to develop practical skills among students to plan, execute, and evaluate integrated marketing campaigns.					
Semester	6	1077	Credits	N.V	4	Total Hours
Course Details	Learning America	Lecture	Tutorial	Practicum	Others	75
	Learning Approach	ion St	Ner Ig	Practicum		75
		3	0		0	
Pre-requisites, if any	Basic understanding of knowledge about digi		A	nd principles	as well as	basic

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the basic principles of marketing communication plans	U	1,2,3
2	Develop the know-how to apply media strategies for marketing communication	С	2,3,4
3	Understand the principles of brand management	U	1,2,3

4	Apply tools to measure the success of integrated	А	2,3,4,5		
	marketing campaigns				
5	Analyse communication strategies for diverse cultural contexts	An	1,3,4,5,7		
*Remei	*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)				

Module	Course description	Hrs	CO No.
1	Introduction to Integrated Marketing Communication	15	
1.1	Definition and principles of IMC.	3	1
1.2	Historical development and evolution – traditional media to online.	4	1
1.3	Role of IMC in marketing strategies.	4	2
1.4	IMC Planning Process.	4	1
2	Communication Channels in IMC	15	
2.1	Advertising in IMC	3	3
2.2	Public Relations and IMC, Crisis communication	4	3
2.3	Media relations and publicity	4	3
2.4	IMC campaigns – planning and execution	4	3
3	Social media in IMC	15	
3.1	Social Media Strategies, paid promotion strategies	5	4
3.2	Basics of SEO and SEM, Tools and analytics for SEO/SEM.	5	4

3.3	Globalization and cross-cultural considerations, Sustainability and ethical dimensions in IMC	3	1,5, 3
3.4	Evaluation and Future Trends in IMC	2	5
4	Practicum	30	
	<ol> <li>Analysing a specific IMC campaign, including media strategy, target market selection, message content and evaluation criteria.</li> <li>Creating marketing strategy for a public relations/social media campaign.</li> <li>Applying IMC concepts in developing a limited promotional campaign that includes message development and media selection for a product or service.</li> </ol>	4	
5	Teacher-specific content (Internal evaluation only)		

Teaching and Learning	Classroom Procedure (Mode of transaction)			
Approach	• Lectures			
	• Discussions and presentations.			
	Book reviews, Discussions and seminars- Assign readings from academic     articles, books, and reports related to the gullebus			
	<ul><li>articles, books, and reports related to the syllabus.</li><li>Conduct in-class discussions</li></ul>			
	Conduct in-class discussions			
	• Guest Lectures -Invite guest speakers with expertise in the field, such as			
	social media and online media content developers, social media			
	influencers, bloggers and vloggers, researchers, academicians, to share			
	the real experiences and insights.			
	• IMC campaign analysis.			
	Hands-on training sessions/workshops			
Assessment Types	MODE OF ASSESSMENT			
	A. Continuous Comprehensive Assessment (CCA) – 30 Marks			
	(Practicum components will be evaluated under CCA)			

The er	Marks Division *Assignments Class tests/Quiz **In -class Presenta *Group Project / In **Power Point / Au	ndividual Proje udio-Visual Pr	esentation / Oral Pre		l to
	luated on the basis o	-	•		110
Sugge	sted list of activities	5			
В		or advertising, lget, and timel	ypothetical client. The public relations, and ne.		
	Written Exam - 7		ours)		
Desc		0 Marks (2 H d Limit Nu que	ours) mber of estions to be wered	Marks	
		0 Marks (2 H d Limit Nu que	mber of estions to be wered	<b>Marks</b> 20 x 1 = 20	
MCQ	vone word NA	0 Marks (2 H d Limit Nu quo ans 20	mber of estions to be wered		
MCQ	riptive Type Wor Vone word NA Answer 50 W	0 Marks (2 H d Limit Nu quo ans 20 7 ords 10	mber of estions to be wered	20 x 1 = 20	

### **MGU-UGP (HONOURS)**

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#### Suggested Readings

- Advertising & Promotion- An Integrated Marketing Communications Perspective, George Belch, Michael Belch & Keyoor Purani, TATA McGraw Hill.
- o Advertising Management, Jaishri Jethwaney & Shruti Jain, Oxford University Press
- Advertising & Promotions: An IMC perspective, Kruti Shah and Alan D'Souza, Tata McGraw Hill.
- Marketing Management-Global Perspective -Indian Context, 4th Edition-2010V.S. Ramaswamy&
   S. Namakumari, Macmillan Publishers India LMT
- Marketing Management,11thth Edition, Philip Kotler, Published by-Prentice Hall of India Private Lmt, New Delhi.



### **MGU-UGP (HONOURS)**

Syllabus



### Mahatma Gandhi University Kottayam

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION				
Course	DIGITAL JOURNALISM				
Name					
Type of	DSC				
Course	A NUDY				
Course Code	MG6DSCJMC301				
Course	300-399				
Level					
Course Summary	This course tries to encompass the important aspects of digital journalism and tries to picturize a journey from traditional media towards the modern tech-driven online media platforms. This course explores the dynamic and ever-evolving landscape of journalism in the digital age. Students will gain a comprehensive understanding of the theoretical and practical aspects of reporting and storytelling in online environments.				
Semester	6 Credits 4 Total Hours				
Course Details	Learning Approach         Lecture         Tutorial         Practicum         Others           75				
Pre-requisite s	Strong command over language and an affinity towards digital media.				

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Recall the historic journey of Digital journalism from traditional media.	K	1,4
2	Illustrate the basic concepts related to digital journalism	U	1,4,6
3	Compare the characteristics of online and offline journalism	U	1,8
4	Explain the whole process of news writing for digital media	U, An	1,4
5	Analyse the ethical imperatives in digital journalism	An	1,5,6,7 ,8

6	Develop skill in online news writing	С	1,4,5
7	Discuss the contemporary trends in digital journalism	U	1,4,5,8
	ember (K), Understand (U), Apply (A), Analyse (An), Evalu (S), Interest (I) and Appreciation (Ap)	uate (E), Cr	eate (C),

Module	Course description	Hrs	CO No.
1	The Evolution of Journalism	8	
1.1	Traditional media to Online media.	2	1
1.2	Emergence of digital media - Brief history of internet.	2	1
1.3	The origin and development of digital journalism.	2	1
1.4	Digital journalism and society.	2	1
2	Basic concepts of Digital Journalism	12	
2.1	Digital journalism: concepts and practices. Digital journalism platforms.	3	2
2.2	Information society - Digital literacy.	<b>S)</b> <sub>3</sub>	2
2.3	Computer Mediated Communication (CMC) - Digital Divide - Network society.	3	2
2.4	Online Communities – digital society - Media Convergence.	3	5
3	Differentiating Online & Offline Journalism	15	
3.1	Audience - proliferation of media - information overload - information saturation – media fatigue.	4	3
3.2	Differences in content formats and their nature, Content flow - Orientation, dissemination and reception.	4	3

3.3	Trends in Digital Journalism - Vlogging as a parallel form of infotainment journalism Online video news portals - hyper-interactive journalism.	4	5,7
3.4	Ethical concerns in digital journalism	3	5
4	Online news content creation	40	
4.1	Structure of online news - Principles of online news writing - addition of images /graphics /audio etc. Digital journalism production methods.	10	4,6
4.2	Practicum         1. Produce a digital news story integrating text, audio, video, and data for cross-platform distribution.         2. Create a social media news story.         3. Creation of a current affairs analysis video/ news podcasts/ news for website	30	4,6
5	Teacher-specific content         (Internal evaluation only)		

Teaching and	Classroom Procedure (Mode of transaction)
Learning Approach	Lectures
	Discussions and presentations.
	Book reviews, Discussions and seminars- Assign readings from
	academic articles, books, and reports related to the syllabus.
	Conduct in-class discussions
	• Guest Lectures -Invite guest speakers with expertise in the
	field to share the real experiences and insights.
	• Online news portal content analysis.
	Practical workshops on online news production
	• Visit to online news channels/studio

Assessment	MODE OF ASSES	SSMENT		
Гуреs		~		~
		-	nsive Assessment (C	,
	(Practicum c	omponents will	be evaluated under C	CA)
	Marks Divis	sion		
	*Assignment	ts -	- 10 Marks	
	Class tests/Q	uiz -	- 10 Marks	
	**In -class P	resentation	– 10 Marks	
	**Power Poi	int / Audio-Visu	Project / Case Study al Presentation / Oral	
	evaluated on the bas <b>B. End Sen</b>		on	ts and students no
	evaluated on the bas <b>B. End Sen</b>	is of their perfo nester Evaluati Exam - 70 Ma	rmance.	ts and students ne
	evaluated on the bas B. End Sen Written	is of their perfo nester Evaluati Exam - 70 Ma	rmance. on rks (2 Hours) Number of questions to be	
	evaluated on the bas B. End Sen Written Descriptive Type	is of their perfo nester Evaluati Exam - 70 Ma Word Limit	rmance. on rks (2 Hours) Number of questions to be answered	Marks
	evaluated on the bas B. End Sen Written Descriptive Type MCQ/one word	is of their perfo nester Evaluati Exam - 70 Ma Word Limit NA	rmance. on rks (2 Hours) Number of questions to be answered 20	<b>Marks</b> 20 x 1 = 20

# MGU-UGP (HONOURS) Syllabus

#### REFERENCES

- o Blaine, M. (2013). The Digital Reporter's Notebook. Routledge.
- Bradshaw, Paul. (2019). The Online Journalism Handbook: Skills to Survive and Thrive in the Digital Age. Routledge.
- o Chawla, Abhay. (2021). New Media and Online Journalism: Handbook for Media Studies. Pearson.
- o Dahiya, Surbhi. (2020). Handbook of Digital Journalism: Perspectives from South Asia. Springer.
- o Hill, S., and P. Lashmar. (2013). Online Journalism The Essential Guide.
- o Jim, H. (2001). Online Journalism: A critical Primer. Pluto Press.
- o Jones, and Lee. (2011). Digital Journalism. Sage.
- o Joshy, Yogesh. (2022). Fundamentals of Digital Journalism. Viswakarma Publications.
- o Miller, Cara. (2015). Writing for Digital Media. Palsave.
- o Ray, T. (2006). Online Journalism: A basic text. Cambridge University Press.

#### SUGGESTED READINGS

- o Adornato, A. (2017). Mobile and Social Media Journalism: A Practical Guide. CQ Press.
- o Bradshaw, P., and L. Rohumaa (2011). Online Journalism Handbook. New York: Pearson.
- o Brigg, M. (2011). Entrepreneurial Journalism- How to build what is next for news. CQ Press.
- o Brigg, M. (2016). Journalism Next. CQ Press.
- Eldridge II, S., and Franklin, B. (2018). The Routledge Handbook of Developments in Digital Journalism Studies. Routledge.

### **MGU-UGP (HONOURS)**





### Kottayam

Programme	BA (Hons) JOURNAL	ISM AND	MASS CO	OMMUNICA	ATION	
Course Name	SPORTS JOURNALIS	М				
Type of Course	DSE		ND			
Course Code	MG6DSEJMC300	6H				
Course Level	300-399			A CE		
Course Summary	This course delves into Students will gain a con necessary to excel as a s explores the historic considerations, and eq writing, and reporting o	nprehensiv ports journ al contex uips stude	ve understan alist across t of spot ents with t	nding of the various medi rts journalis he essential	principles ia platform sm, exan skills for	and practices ns. The course nines ethical r researching,
Semester	6 Credits 4 Total Hours					
Course Details	Learning Approach	Lecture 3	Tutorial	Practicum 1	Others 0	75
Pre-requisites, if any	Strong command over la	anguage ar	nd passion f	or sports	<b>S</b> )	<u> </u>

# Syllabus

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Evaluate the impact of sports Journalism in the society.	Е	1,6,8
2	Interpret writing styles used for sports reports.	U	1,4
3	Understand the fundamental aspects and ethical standards of sports reporting.	U	1,6,8
4	Illustrate analytical skills in relation to reporting sporting events.	An	1,6,8
5	Write sports news reports.	С	10

#### **COURSE CONTENT**

Module	Course description	Hrs	CO No.
1	Basics of Sports Journalism	15	
1.1	Defining Sports Journalism, Concept of sports journalism, Sports Journalist, Characteristics of Sports Journalists.	4	1,4
1.2	Functioning of a sports newsroom including hierarchies.	4	1,4
1.3	International and Indian sports scenario – main sports items, events, bodies. Sports policymaking in India and its reportage.	4	1,3
1.4	Sports regulations.	3	1,3
2	Sports Reporting	15	
2.1	Sports Reporting and writing, Planning and Conducting Interviews. Types of sports reporting.	4	1,2
2.2	Analysis of Sports news - Language of sports reporting.	4	2
2.3	Spot reporting for print, radio, television and online media, Sports feature writing for print, radio, television and online media.	<b>3</b> ) 3	1,2
2.4	Famous sports journalists, sports writers, commentators. Leading sports news agencies & sports broadcasting channels.	4	2
3	Visuals for Sports Reporting	15	
3.1	Importance of visuals in sports.	3	1
3.2	Basics of Sports Photography	3	4
3.3	Selection of Visuals, Use of graphics	4	4

3.4	Ethics in use of Audio-Visual Medium – copy right, image rights.	5	3
4	Practicum	30	
4.1	<ul> <li>Sports News Production - for print, radio, television and online media.</li> <li>1. As part of this practical segment, students have to cover a sporting event and prepare different news stories/feature for print, radio, television and online media.</li> <li>2. Start a sports blog and update the content regularly. Try to include all varieties of sports reports.</li> </ul>		5
5	Teacher-specific content         (Internal evaluation only)		

Teaching and Learning	Classroom Procedure (Mode of transaction)
Approach	• Lectures
	<ul> <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, such as Social media and online media content developers, social media influencers, bloggers and vloggers, researchers, academicians, to share the real experiences and insights.</li> <li>Providing opportunities to students to watch the sporting events</li> <li>Practical workshops</li> </ul>
	Analysis of pre-recorded sports news/features
Assessment	MODE OF ASSESSMENT
Types	A. Continuous Comprehensive Assessment (CCA) – 30 Marks
	(Practicum components will be evaluated under CCA)
	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         The concerned faculty should develop various assignments and students need to be evaluated on the basis of their performance.

Suggested list of assig	gnments:		
proficiency in creati related to sports jour	ng diverse conte rnalism. News story Feature Sports photog Visual news s	story ed social media platforr	es, and short videos
Writton			
Descriptive Type		nrks (2 Hours) Number of questions to be	Marks
		Number of	Marks
		Number of questions to be	<b>Marks</b> 20 x 1 = 20
Descriptive Type	Word Limit	Number of questions to be answered	
Descriptive Type         MCQ/one word	Word Limit	Number of questions to be answered 20	20 x 1 = 20

- o Andrews, Phil. (2013). Sports Journalism: A Practical Introduction. SAGE.
- o Kaur, Dr. Kamaljeet (2021). Sports Journalism. Rudra Publishers.
- o Malik, Arvind. (2018). Sports Journalism and Mass Media. Friends Publications.
- Steen, Novick, & Richards. (2020). Routledge Handbook of Sports Journalism. Taylor
   & Francis.
- Stofer, Schaffer, & Rosenthal. (2019). *Sports Journalism: An Introduction to Reporting and Writing*. Rowman and Littlefield.
- Washburn, Patrick S. (2020). Sports Journalism: A History of Glory, Fame and Technology. University of Nebraska Press.

#### SUGGESTED READINGS

- o Boyle, Raymond. (2006). Sports Journalism Context and Issues. Sage.
- o Craig, S. (2002). Sports Writing: A Beginner's Guide. Discover Writing Press.
- o Schultz, Bradley. (2006). Sports Media Reporting, Producing and Planning. Focal Press.
- Steen, R. (2014). Sports Journalism. Taylor & Francis.
- o Thakur, K. C. (2010). Sports Journalism. Cyber Tech Publications.



### Kottayam

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION							
Course Name	DEVELOPMENT COMMUNICATION							
Type of	DSE							
Course			ND					
Course Code	MG6DSEJMC301	201						
Course Level	300-399	S/-		- 12				
Course					-	nsion of how		
Summary	communication contri							
	equips students with t		0		respond n	neaningfully to		
	the pressing developm	iental issues	s of the pres	sent.				
Semester	6		Credits	//	4	Total Hours		
	Learning Approach	Lecture	Tutorial	Practicum	Others	(0)		
Course Details	Collaborative approach	त्रभी उ	गिर्म वि	नञ्चते	0	60		
Pre-requisites,	Understanding about 1	media and s	ocial chang	ge				
if any			. /	NOUD				
<u> </u>	MGU	<del>J-UGI</del>	<del>? (HO</del>	NOUR	<del>S)</del>			

# Syllabus

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO No
1	Define key concepts related to development communication	K	1, 3
2	Critically evaluate the application of developmental theories in specific cultural and socio-economic contexts.	An	1, 3
3	Analyse developmental communication campaigns in post- independent India	An	1, 2, 3, 5

4	Critically assess the impact of media and ICTs on development communication	An	1, 2, 3, 4
	nber (K), Understand (U), Apply (A), Analyse (An), Evaluate (I (I) and Appreciation (Ap)	E), Create (C),	Skill (S),

### COURSE CONTENT

Module	Course description	Hrs	CO No.
1	Introduction to Development Communication	15	1
1.1	Definition of development communication-Meaning, concept, characteristics. Communication for Development (C4D), Development Support Communication.	4	1
1.2	Development and social change: Historical perspectives, Role and relevance of Development communication	4	1
1.3	Approaches to development communication, development indicators, Problems of underdevelopment, Gap between developed and developing Societies.	4	1
1.4	Role of UN and other international agencies.	3	1
2	Theories and Models of Development Communication	15	2
2.1	Theories of development communications, dominant paradigm- alternative development -modernization approach.	4	2
2.2	Diffusion of innovation, Magic Multiplier, Localized Approach, Social Learning Theory	4	2
2.3	ICT for development, Digital divide and development.	3	2
2.4	Critical and multi-disciplinary approaches – Dependency, Gandhian thought, world-systems theory.	4	2
3	Development communication in action	15	3
3.1	Sustainability and development communication, Sustainable strategies in Development Communication.	3	3

3.2	Critical appraisal of development communication programmes and government schemes: SITE, Krishi Darshan, Kheda, MNREGA, Swatch Bharat Mission.	4	3
3.3	Development support communication in India in the areas of: Agriculture, health & family welfare, poverty, literacy. Case studies.	4	3
3.4	Kerala model of development – People's Planning Campaign, Decentralisation and participatory democracy.	4	3
4	Media and developmental issues	15	4
4.1	Role and Responsibility of Media in Development, Media and Advocacy	4	4
4.2	Coverage of developmental issues concerning health, environment, child development, education, labour, women etc.	4	4
4.3	Development Journalism, Solution Journalism	3	4
4.4	Analysing Communication Plans, Planning and Drafting development campaigns.	4	4
5	Teacher-specific content		
	/ावद्यथा अमूतसञ्चन,त	4	1

Classroom Procedure (Mode of transaction)
Lectures MGU-UGP (HONOURS)
• Discussions and presentations.
• Book reviews, Discussions and seminars- Assign readings from academic articles,
books, and reports related to the syllabus.
Conduct in-class discussions
• Guest Lectures -Invite guest speakers with expertise in the field, such as Social
activists, development communication specialists, public communicators, bloggers
and vloggers, journalists, politicians, govt. officials, researchers, academicians, to
share the real experiences and insights.
• Case study analysis.
Development communication campaign analysis

Assessment	MODE OF ASSESS	MENT						
Types		A. Continuous Comprehensive Assessment (CCA) – 30 Marks (Practicum components will be evaluated under CCA)						
	(1 Idetiedin e	omponents win						
	Marks Divis	ion						
	*Assignment	*Assignments – 10 Marks						
	Class tests/Q		- 10 Marks					
	**In -class P	resentation	– 10 Marks					
	**Power Poi	*Group Project / Individual Project / Case Study **Power Point / Audio-Visual Presentation / Oral Presentation						
	The concerned faculty should develop various assignments and students need to be evaluated on the basis of their performance.							
					u to ot			
	evaluated on the bas		rmance.		u to o			
	evaluated on the bas <b>B. End Sem</b>	is of their perfo	rmance.					
	evaluated on the bas <b>B. End Sem</b>	is of their perfo tester Evaluation Exam - 70 Mar	rmance.	Marks	u to o			
	evaluated on the bas B. End Sem Written	is of their perfo tester Evaluation Exam - 70 Mar	rmance. on ·ks (2 Hours) Number of questions to be					
	evaluated on the bas B. End Sem Written Descriptive Type	is of their perfo ester Evaluatio Exam - 70 Mar Word Limit	rmance. on ·ks (2 Hours) Number of questions to be answered	Marks				
	evaluated on the bas B. End Sem Written Descriptive Type MCQ/one word	is of their perfo ester Evaluatio Exam - 70 Mar Word Limit NA	rmance. on •ks (2 Hours) •Number of questions to be answered 20	<b>Marks</b> 20 x 1 = 20				

- Jain, R. (2003). Communicating rural development: Strategies and alternatives. Jaipur: Rawat Publications.
- K. Mahadavan, Kiran Prasad, Youichi Ito and Vijayan Pillai. (2002). Communication, Modernisation and Social Development: Theory Policy and Strategies (2 volumes), BR Publishing Corporation.
- McPhail, Thomas. (2010). Development Communication: Reframing the Role of the Media. Wiley-Blackwell.
- Mefalopulos, P. (2008). *Development communication sourcebook: Broadening the boundaries of communication*. The World Bank.
- Melkote, Srinivas R., H. Leslie Steeves. (2001). *Communication for Development in the Third World: Theory and Practice for Empowerment*: Sage.
- Servaes, Jan. (2020). Handbook of Communication for Development and Social Change.
   Springer.

- Sinha, Dipankar. (2013). Development Communication: Contexts for the Twenty-first Century. Orient Black Swan.
- o Srampickal, Jacob. (2008). Understanding Development Communication. Media House.
- Vilanilam, J V (2009). Development Communication in Practice, India and the Millennium Development Goals. Sage.
- o Vokes, Richard. (2017). Media and Development. Routledge.

#### SUGGESTED READINGS

- Mody, Bella. (Ed.). (2006). International and Development Communication, A 21st-Century Perspective.
- Prasad, Kiran. (2009). Communication for Development: Reinvesting Theory and Action (2 volumes,) BRPC.
- Rogers, Everett. M. (1988). Communication Technology: The News Media in Society, Coller-Macmillan.
- Shirley A. White, K. Sadanandan Nair and Joseph Ascroft. (2010). Participatory Communication, Working for change and development.
- o Singhal, Arvind. (2000). Communication for Innovation; Sage.



# MGU-UGP (HONOURS) Syllabus



### Kottayam

Programme	<b>BA (Hons) JOURNALISM AND MASS COMMUNICATION</b>							
Course Name	BASICS OF MEDIA RESEARCH							
Type of Course	DSE		AND					
Course Code	MG6DSEJMC302			~ (A)				
Course Level	300-399	УX						
Course Summary	This course introduced communication reserved quantitative and qual communication procession of the second	earch. It itative me	covers var	ious research	approac	hes, including		
Semester	6		Credits		4	Total Hours		
Course Details	Learning Approach	h Lecture Tutorial Practicum Others 60						
Pre-requisites, if any	Research aptitude.							
	MG	U-UG	P (H(	JNUUR	S)			

#### **COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PO No			
1	Understand the theoretical foundations of media research	U	1,3			
2	Demonstrate various quantitative and qualitative methods of research	А	1,2,3			
3	Discuss various research designs	U	1,2,8,9			
4	Plan writing research papers and reports	С	2,4,8,9			
5	Analyze new media research practices and digital ethics	An	6,7,8			
*Rem	*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)					

### **COURSE CONTENT**

Module	Course description	Hrs	CO No.
1	Foundations of Media Research	15	
1.1	Research: Meaning and concepts—Definition, Sources of knowledge, Characteristics of scientific research	3	1
1.2	Elements of research—Variables, Hypothesis, Induction, deduction, Theoretical frameworks for media research	4	1
1.3	Research types and process, research problem, formulation, hypothesis. Stages of research.	4	1
1.4	Introduction to research Methods and methodology, Quantitative, qualitative and triangulation methods	VER 4	1
2	Quantitative Research Methods	15	
2.1	Introduction to research design and hypothesis formulation	4	2,3
2.2	Survey research and questionnaire design	4	2,3
2.3	Data collection techniques (interviews, observations, official records) Big data and computational methods.	3	2,3
2.4	Basic statistical analysis and data visualization Ethical considerations in quantitative research	4	2,3
3	Qualitative Research Methods	15	
3.1	Interviewing techniques (one-on-one, focus groups)	4	2,3
3.2	Content study	4	2,3
3.3	Narrative research and case studies	4	2,3
3.4	Ethnographic methods and observation Coding qualitative data and thematic analysis	3	2,3
4	Writing research reports	15	

4.1	Types of research reports	3	4
4.2	Structure of research report	4	4
4.3	Citations, in-text, end notes Bibliography, Styles – MLA, APA, IEEE,	4	4
4.4	Ethical considerations	4	5
5	Teacher-specific content         (Internal evaluation only)		

Teaching and Learning	Classroom Procedure (Mode of transaction)
Approach	• Lectures
	• Discussions and presentations.
	• Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus.
	Conduct in-class discussions
	• Guest Lectures -Invite guest speakers with expertise in the field to share the real experiences and insights.
	• In-campus surveys and interviews.
Assessment Types	MODE OF ASSESSMENT         A. Continuous Comprehensive Assessment (CCA) – 30 Marks         (Practicum components will be evaluated under CCA)         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         The concerned faculty should develop various assignments and students need to be evaluated on the basis of their performance.         Suggested list of assignments         1. Short analysis of a chosen media text using a specific theoretical framework.
	<ol> <li>Developing a survey questionnaire on a relevant media topic</li> <li>Conducting a short interview and analysing the obtained data.</li> </ol>

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		
Essay	450 Words	2 out of 4	2 x 15 = 30		
Total		32 out of 39	70		

- Anderson, James. (2020). Media Research Methods. Sage.
- Berger, Arthur Asa. (1998). Media Research Techniques, Sage Publications.
- o Beger, Arthuur Asa. (2015). Media and Communication Research Methods. Sage.
- o Brennen, Boney. (2019). Qualitative Research Methods for Media Studies. Routledge.
- Croteau, David and Hoynes, William. (2002). Media/Society: Industries, Images and Audiences.
   Forge Press.
- o Fiske, John. (1982). Introduction to Communication Studies. Routledge Publications.
- Kothari, C.R. (2004). Research Methodology: Methods and Techniques. New Age International Ltd. Publishers.
- o Williams, Frederick. (2021). Research Methods and the New Media. Simon & Schuster.
- Wimmer, Roger, D and Dominick, Joseph, R. (2006). Mass Media Research, Thomson Wadsworth.
- o Zhou, Shuhua. (2020). Research Methods in Communication. Vision Press.

#### Suggested Readings

 Bertrand, Ina and Hughes, Peter. 2005. Media Research Methods; Audiences, institutions, Texts. New York; Palgrave

pliadus

- o Bertrand, Ina. (2017). Media Research Methods: Audiences, Institutions, Texts. Red Globe Press.
- Hansen Anders, Cottle Simon, Newbold Chris, (1998), Mass Communication Research Methods. NewYork University Press.
- Jensen, Klaus Bruhn. (2002). A Handbook of Media and Communication Research- Qualitative andQuantitative Methodologies. Routledge.
- Tucker, V. (2020). Research Methods in Social Sciences. Pearson India Education services Pvt. Ltd.



### Kottayam

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION							
Course Name	MEDIA FOR SOCIAL CI	HANGE						
Type of Course	VAC	VAC						
Course Code	MG6VACJMC300							
Course Level	300-399							
Course Summary	To equip the students with the knowledge and skills to leverage media as a catalyst for positive societal impact. The course is justified by its potential to empower students with the skills, knowledge and mindset needed to navigate and harness the power of media for the betterment of society.							
Semester	6	277	Credits		3	Total Hours		
Course Details	Learning Approach	Lecture 3	Tutorial 0	Practicum 0	Others 0	45		
Pre-requisites, if any	Proficiency in critical thinking, analytical skills and an understanding of how media influences society could also be beneficial.							

# Syllabus

### **COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the historical evolution of media and its impact on societal changes	U	1,6
2	Build the complex relationship between media, power structures and political processes	А	1,6,7
3	Examine the impact of media narratives and imagery on self- perception and societal perceptions of identity	An	1,6
4	Evaluate the influence of digital platforms on the visibility, reach and sustainability of social movements	Е	1,2,9

\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

#### **COURSE CONTENT**

Module	Course description	Hrs	CO No.
1	Theories of media and social change	15	
1.1	Media and social change: introduction to theoretical frameworks explaining the relationship between media dynamics and societal transformations.	6	1
1.2	Cultivation Theory, Social Learning Theory, Dependency Theory, Diffusion of innovation theory, Symbolic interactionism, media logic theory.	5	1
1.3	Transnational media and globalisation.	4	1
2	Media, Power and politics	15	
2.1	Analysing the intersection of media, political systems and power structures.	5	2
2.2	Political rhetoric and the media	5	3
2.3	New media and the promising power: gender equality-case study.	5	3
3	Media, identity and social movements	15	
3.1	Social Constructionism, media consumption and Identity. Media literacy and identity negotiation.	5	3
3.2	Social movements and digital media.	5	4
3.3	Role of digital platforms and social media in organising, sustaining and amplifying social movements and activism.	5	4
4	Teacher-specific content		

Teaching and	Classroom Procedure	(Mode of transactio	n)						
Learning		(mode of transactio	,						
Approach	• Lectures	tures							
	Discussions and prese	cussions and presentations.							
		k reviews, Discussions and seminars- Assign readings from academic articles, books, eports related to the syllabus.							
	• Conduct in-class discu	duct in-class discussions							
	• Guest Lectures -Invite experiences and insight		expertise in th	e field to sh	nare the real				
	• Media content analysi	s. CAND	III						
Assessment	MODE OF ASSESSM	ENT							
Types	A Continuo	us Comprehensive	Assossment		5 Marks				
		mponents will be ev			5 Iviarks				
	(Tracticulit con	inponents will be ev		I CCAJ					
	Marks Divisi	on							
	*Assignments		10 Marks	ΛI					
	Class tests/Qu		10 Marks						
	**In -class Pre	esentation –	5 Marks						
	*0			1					
		ct / Individual Proje t / Audio-Visual Pr			tation.				
	Power Poin	i / Audio-Visuai Pr	esentation / C	rai Preser	llallon				
	The concerned faculty	v should develop va	rious assignm	nents and s	tudents need to	be			
	evaluated on the basis								
	B End Seme	ester Evaluation							
		LUCD (H	ONOU	RC)					
	Written E	xam - 50 Marks (1	1.5 Hours)	N3)					
	Descriptive	Word Limit	Number	of	Marks				
	Туре		questions	to be					
		Spila	answered						
	MCQ/One	NA C	15		15 x 1 = 15				
	word								
	Short Answer	100 Words	5 out of 8		$3 \times 5 = 15$				
	Essay	350 Words	2 out of 4		$10 \ge 2 = 20$				
				Total	50				

- Berger, Arthur Asa. (2012). Media and Society: A Critical Perspective. Rowman & Littlefield Publishers.
- o Carah, Nicholas. (2021). Media and Society: Power, Platforms, and Participation. Sage.
- o Jenkins, H (2006). Convergence Culture. NYU Press.
- o McQuail, D. (2010). Mass Communication Theory. Sage Publications.
- o Meshram, Pradeep. (2010). Mass media and Social Change. Dattsons publications.

#### SUGGESTED READINGS

- A Shoma, Dr Chatterji. (2021). The Female Gaze: Essays on Gender, Society and Media.
   Vitasta Publishing Pvt Ltd.
- Athique, Adrian. (2013). Digital Media and Society: An Introduction. Polity.
- Obasi, Otuu. (2021). Media and Society: An Introduction to Sociology of Mass Communication. Cremd Publishers.

MGU-UGP (HONOURS)

Syllabus

- Sen, A. (2005). The Argumentative Indian: Writings on Indian History, Culture and Identity. Penguin.
- White, A. (2014). Digital Media and Society: Transforming Economics, Politics and Social Practices. Palgrave Macmillan.



### Kottayam

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION				
Course Name	WEB DESIGN AND ICT SKILLS				
Type of Course	SEC				
Course Code	MG6SECJMC300				
Course Level	300-399				
Course Summary	This course will provide a basic understanding and practical knowledge necessary for both professional development and personal growth in today's tech-driven world. Web design and ICT skills are in high demand in today's job market.				
Semester	6 Credits 3 Total Hours				
Course Details	Learning ApproachLectureTutorialPracticumOthers453000				
Pre-requisites, if any	Basic knowledge in computer and application software.				

## MGU-UGP (HONOURS)

#### **COURSE OUTCOMES (CO)** CO **Expected Course Outcome** Learning PO No **Domains** \* No. Understand the basics of web design U 1 2,3,4 2 Illustrate basic concepts of multimedia А 3,4 3 Develop websites that function well across various devices S 1,2,3 4 Knowledge about cybersecurity threats, protective measures, and Е 3,6,8 basic security practices. Prepare an attracting web article for your newly designed blog 5 С 1.2.4 \*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

#### **COURSE CONTENT**

Module	Course description	Hrs	CO No.
1	Introduction to Web Designing and publishing	15	
1.1	Brief history of Internet- Creating a website - Web Standards. Audience requirement- Basic principles involved in developing a website.	4	1
1.2	Concept of website, its need and purpose -Types of websites: Static and dynamic website. Basics of Page design-Home Page Layout - Design Concept.	6	1
1.3	Introduction to Domain Naming System (DNS)- DNS Server - Domain Space Provider. Domain Name registration process and acquiring domain space - Website Hosting - Website publishing tools.	5	1
2	Introduction to productivity software	15	
2.1	Introduction of Free Blogger websites. Basics of website development.	4	1, 5
2.2	Making free account, making a webpage- Creating a web page in any of the free websites.	5	1, 5
2.3	Adding pages and multimedia files to web site. Basics of cyber security.	6	1, 2, 4
3	Introduction to ICT	15	
3.1	ICT Essentials- Basic computer operations and file management.	JRS)	2
3.2	Multimedia Design- Multimedia Design and web development.	4	2
3.3	Compatible Multimedia file formats for Web Pages- Embedding Audio file- Embedding Video file. Optimizing graphics for web use.	6	2
4	Teacher-specific content		

Teaching and Learning	Classroom Procedure	Classroom Procedure (Mode of transaction)						
Approach	• Lectures	Lectures						
	Discussions and pres	Discussions and presentations.						
		Book reviews, Discussions and seminars- Assign readings from academic articles, oks, and reports related to the syllabus.						
	Conduct in-class disc	cussions						
	• Guest Lectures -Invi experiences and insigh		h expertise in the field to	share the real				
	Practical exercises.	GAND	HI					
Assessment	MODE OF ASSESSM	MENT						
Types	A. Continuo	ous Comprehensive	e Assessment (CCA) -	- 25 Marks				
	(Practicum co	omponents will be e	evaluated under CCA)					
	Marks Divis	ion						
	*Assignment		10 Marks					
	Class tests/Q		10 Marks					
	**In -class P	resentation –	5 Marks					
	*Group Proj	ect / Individual Pro	ject / Case Study					
			resentation / Oral Pres	sentation				
	The concerned front	try should deviate a		l students need to be				
	evaluated on the bas		arious assignments and nce.	i students need to be				
		_						
	B. End Sen	nester Evaluation						
	Written Exam - 50 Marks (1.5 Hours)							
	Descriptive	Descriptive Word Limit Number of Marks						
	Туре	Type questions to be						
	MCQ/One	answered           MCQ/One         NA         15         15 x 1 = 15						
	word							
	Short Answer	100 Words	5 out of 8	$3 \times 5 = 15$				
	Essay	350 Words	2 out of 4	$10 \ge 2 = 20$				
			Total	l <b>50</b>				

 Baker, Gregory. (2024). Ten Minute Website: "Web Design Made Easy: How to Build Your Online Empire in Minutes, Not Months".

- Made Easy Team. (2023). Information and Communication Technologies. MADE EASY Publications Private Limited.
- Powell, Thomas. (2003). Web Design: The Complete Reference. McGraw Hill Education.
- Watson, David. (2021). Cambridge IGCSE Information and Communication Technology. Hodder Education.
- Wilfred, Thankgod. (2024). Web Design Demystified: Everything You Need to Know to Build Stunning Websites.

#### SUGGESTED READINGS

- Felke-Morris. (2020). Web Development & Design Foundations with Html 5, 10th Edition, Addison
   Wesley.
- Jennifer Niederst Robbins. (2019). Learning Web Design: A Beginner's Guide To HTML, CSS, JavaScript, And Web Graphics. O'reilly.
- o Jon Duckett. (2020). HTML And CSS: Design And Build Websites. Wiley.
- Xavier, C. (2018). Web Technology and Design. New Age International.



# **MGU-UGP (HONOURS)**

Syllabus



# **MGU-UGP (HONOURS)**

Syllabus



### Kottayam

Programme	BA (Hons) JOURN	<b>BA (Hons) JOURNALISM AND MASS COMMUNICATION</b>					
Course Name	INTERNATIONAL COMMUNICATION						
Type of	DCC						
Course				ND			
Course Code	MG7DCCJMC400	D	6 G				
Course Level	400 - 499	A	Y-				
Course	This course helps to	o de	velop a cri	tical unders	standing of th	e complex	x dynamics of
Summary	communication in t	oda	y's globaliz	zed world a	nd also enabl	les the stu	dent to analyze
	the diverse theoretic	cal f	framework	s and meth	odologies use	ed to study	v international
	communication.	3				?//	
Semester		7					
	7		107	Credits		4	Total Hours
Course	•			IAV			
Details	Learning Approach Lecture Tutorial Practicum Others						
	3 0 1 0 75						
Pre-requisites	Understanding of the basics of communication studies						
	M	Gl	J-UG	r (H0	NUUK	(3)	

### **COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Enhance critical thinking, analytical, and research skills within the context of international communication	С	1
2	Examine key theories and concepts in international communication, including cultural imperialism, globalization, intercultural dialogue, and transnational media flows.	An	1,2
3.	Outline the influence of cultural values, norms, and practices on communication styles and interpretations.	U	1,3
4	Examine the role of media and technology in shaping global communication flows and political communication	An	1,3
5	Analyze the impact of new technologies on international news production, censorship, and activism.	An	1,4

#### **COURSE CONTENT**

Module	Course description	Hrs	CO No.
1	Foundations of International Communication	15	
1.1	History, evolution and developments	3	1,2
1.2	Key theories – Modernisation theory, Dependency theories, Media imperialism.	3	1,2
1.3	International and intercultural communication theories, 5D model of human communication.	4	1,2
1.4	Global news and international communication - Patterns of news flow.	5	1,2
2	Media Systems and Globalization	20	
2.1	Comparative analysis of global media systems.	2	3
2.2	Examining different media landscapes – region- wise.		3
2.3	Media systems and culture. Cultural imperialism and media flow.	3	3
2.4	International communication as intercultural communication.	JRS)	3
2.5	<ul> <li>Practicum: Select a country. Analyse the following:</li> <li>1. Dominant media systems (public, private, state-controlled) and their influence on information dissemination.</li> <li>2. The impact of globalization on local media consumption habits.</li> <li>Based on the findings, conduct a comparative discussion on international media systems and their variations.</li> </ul>	10	3
3	Impact of technology on international media	20	

3.1	Technology, Communication flow and cultural exchange.	3	4
3.2	Technological drivers in international communication – New media.	3	4
3.3	Impact of technology on international news production, censorship, and activism.	4	5
3.4	<b>Practicum</b> : Analyse and prepare a paper on the role of social media and new technologies in shaping international communication.	10	5
4	International Political Communication	20	
4.1	Media, politics, and diplomacy, Role of media in international relations.	3	4,5
4.2	Political communication strategies.	2	4,5
4.3	Media coverage of international crises and conflicts.	3	4,5
4.4	Critical evaluation of the role of media in shaping global knowledge and public opinion.	2	4,5
4.5	<ul> <li>Practicum: Select the media coverage of a recent international event or public address by a prominent international political figure. Analyze it, focusing on:</li> <li>The cultural and ideological context shaping the message.</li> <li>The potential impact on international relations.</li> <li>Write an analytical paper outlining their findings and its significance in understanding international political communication.</li> </ul>	10 JRS)	4,5
5	<b>Teacher-specific content</b> (Internal evaluation only)		

Teaching and Learning	Classroom Procedure (Mode of transaction)
Approach	• Lectures
	• Discussions and presentations.
	• Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus.

	• Conduct in-class di	scussions			
	• Guest Lectures -Invite guest speakers with expertise in the field to share the real experiences and insights.				
	Analytical exercise	s.			
	• ICT tools				
Assessment	MODE OF ASSES	SMENT			
Types	A. Continu	ous Comprehe	nsive Assessment (CCA	A) – 30 Marks	
	(Practicum c	omponents will	be evaluated under CCA	.)	
	Marks Divis	ion			
	*Assignment		10 Marks		
	Class tests/Q		10 Marks		
	**In -class P		- 10 Marks		
	*Group Proj	ect / Individual .	Project / Case Study		
	**Power Poi	nt / Audio-Visua	al Presentation / Oral Pr	esentation	
			op various assignments a	nd students nee	d to be
	evaluated on the bas	is of their perfor	rmance.		
	B. End Se	mester Evaluat	tion		
		n Exam - 70 Ma			
	Descriptive Type	Word Limit	Number of questions	Marks	
			to be answered		
	MCQ/one word	NA 340	20 4 20 4	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	
	Total		32 out of 39	70	

# Syllabus

#### REFERENCES

- Dahlgren, Peter. (2000). Television and the Public Sphere: Citizenship, Democracy and the Media.
   Sage.
- Gupta, V.S. (2005). International Communication: Contemporary Issues and Trends in Global Information Revolution. Concept Publishing Co.
- o Mc Quail, Dennis. (2011). McQuail's Media & Communication Theory, SAGE

- Servaes, Jean. (2021). The Palgrave Handbook of International Communication and Sustainable Development. Palgrave.
- o Thussu, Daya Krishnan. (2009). International Communication: A Reader. Routledge

#### SUGGESTED READINGS

- Chuan Lee, Chin. (2009). Internalizing International Communication. Michigan Publishing.
- o Haykin, Simon. (2006). Communication Systems. Wiley.
- Mc Nair, Brian. (2012). Studyguide for an Introduction to Political Communication. Cram101.
- Silverblatt, Art. (2004). International Communications: A Media Literacy Approach. Routledge.
- William B. Gudykunst. (2001). Handbook of International and Intercultural Communication.
   SAGE.



# **MGU-UGP (HONOURS)**

Syllabus



### Kottayam

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION					
Course Name	MEDIA ENTREPREI	NEURSHI	Р			
Type of	DCC					
Course		GA	NDH			
Course Code	MG7DCCJMC401					
Course Level	400 - 499	X				
Course	This course equips stu	dents with	the knowle	dge and skills	necessar	y to launch and
Summary	unique challenges and	navigate ventures within the dynamic media industry. The course will explore the unique challenges and opportunities presented by the evolving media landscape, including the rise of digital platforms, convergence, and globalization.				
	including the fise of a	igitai piati	orms, conve	rgenee, and g	JUUAIIZAII	011.
Semester	7	071	Credits		4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	60
	5	4	0	0	0	
Pre-requisites,	Critical thinking, passion for innovation and interest in media business.					
if any	MGU-	UGP	(HON	OURS	)	

### **COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PO No			
1	Describe the factors affecting entrepreneurial development.	U	1			
2	Explain the role of entrepreneurs in society.	U, An	1,3			
3	Explain media management and ownership.	U, An	1			
4	Understand media entrepreneurship in a global context.	U	1,3			
*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.
1	Introduction	10	
1.1	Introduction to entrepreneurship, Concept and principle.	2	1
1.2	Factors that affect entrepreneurial development.	2	1
1.3	Entrepreneurship and management.	3	1
1.4	Role of Entrepreneurs in society.	3	1
2	Media as a tool of Entrepreneurship	15	
2.1	Types of media entrepreneurship.	4	2
2.2	Media entrepreneurship ecosystem.	4	2
2.3	Identifying Media Venture Opportunities.	4	2
2.4	Importance of social media in Entrepreneurship.	3	2
3	Media management and networking strategies	20	
3.1	Management of media institutions – Content, Technology	5	3
5.1	and Human resources.		
3.2	Media buying and selling.	5	3
3.3	Media marketing strategies in the light or globalization,	5	3
5.5	Technology Interventions.		
3.4	Networking strategies – inter media, intra media	5	3
5.4	networks.	5	
4	Introduction to Media Economics	15	
4.1	Basic concepts of Financial Management in media.	4	4
4.2	Personnel management in Media Organizations.	4	4
4.3	Issues in Audience Management, Digital Media	4	4
4.5	Management.	4	
4.4	Introduction to Corporate Social Responsibility,	3	4
4.4	Convergence, Globalizations.	3	
5	Teacher-specific content (Internal evaluation only)		

Teaching and	Classroom Procedu	ure (Mode of tr	ansaction)					
Learning	• Lectures							
Approach	• Book reviews, Discussions and seminars- Assign readings from academic							
	articles, books, and reports related to the syllabus.							
	Conduct in-c	class discussions	s to explore different v	viewpoints and encourage				
	critical think		-	-				
	Guest Lectur	res -Invite guest	speakers with expertis	se in the field to share the				
		real experiences and insights.						
	Seminar pres	Seminar presentations						
	• Case study a	<ul> <li>Case study analysis</li> </ul>						
Assessment	MODE OF ASSESSMENT							
Types	A. Continuous Comprehensive Assessment (CCA) – 30 Marks (Practicum components will be evaluated under CCA)							
	Marks Division							
	*Assignments – 10 Marks							
	Class tests/Q **In -class P		- 10 Marks - 10 Marks					
	<ul> <li>*Group Project / Individual Project / Case Study         <ul> <li>**Power Point / Audio-Visual Presentation / Oral Presentation</li> </ul> </li> <li>Suggested activities to continuously assess the progress of the students.         <ul> <li>Case study analysis</li> </ul> </li> </ul>							
		tion of a busines	•					
		a start-up propo entual plan deve	sal preparation elopment for an innova	ative media business				
		nester Evaluatio	-					
		Exam - 70 Mai	- Year					
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	$10 \ge 20$				
	Essay	450 Words	2 out of 4	2 x 15 = 30				
Total         32 out of 39         70								
		1	1					

- o Aldrich, H.E. (2008). Organizations and Environments. Stanford University Press.
- Altmeppen, K.-D., Hollifield, C. A., & van Loon, J. (2017). Value-oriented media management: Decision making between profit and responsibility (Media Business and Innovation). Springer.
- Barringer B.R. and Ireland R.D. (2006). Entrepreneurship: Successfully Launching New Ventures. Pearson.
- Ferrier, Michelle. (2017). Media Innovation and Entrepreneurship. Rebus Community.
- Friedrichsen, M. (2021). Media business and innovation. Springer.
- Friedrichsen, M., & Kamalipour, Y. (2017). Digital transformation in journalism and news media: Media management, media convergence and globalization (Media Business and Innovation). Springer.
- Gooptu, Nandini. (2017). Enterprise Culture in Neoliberal India: Studies in Youth, Class, Work and Media. Routledge.
- o Hang, Min. (2018). Media Corporate Entrepreneurship: Theories and Cases. Springer.
- o Jhonson, Kevin D. (2020). The Entrepreneur Mind. John Media Inc.
- o Kohli, Vinita and Khandekar. (2013). The Indian Media Business. SAGE.

#### SUGGESTED READINGS

- o Beer, S., 1979. The Heart of Enterprise. John Wiley and Sons: Chichester.
- Best, M.H., 2001. The new Competitive Advantage: The renewal of American Industry. Oxford University Press
- o Birkinshaw, J., 2000. Entrepreneurship in the Global Firm. Sage Publications
- o Brandt, S.C., 1986. Entrepreneuring in Established Companies. Nal Penguin Books
- o Collins, J. C. and Porras, J.I., 1995. Building your Company's Vision. Harvard Business Review

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### Kottayam

Programme	BA (Hons) Journal	ism and M	ass Comm	unication		
Course Name	ADVANCED MED	IA RESEA	RCH			
Type of	DCC					
Course						
<b>Course Code</b>	MG7DCCJMC402	SIVIN				
Course Level	400 - 499					
Course Summary	This course introduces the advanced principles and methods of mass communication research. It covers various research approaches, including quantitative and qualitative methods, to explore the dynamics of mass media and communication processes. Key topics include research design, data collection, analysis, and interpretation in the context of mass communication.					
Semester	7	TTA	Cre	edits	4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	60
		4	0	0	0	
Pre -requisites, if any	Research aptitude	GP (H	IONO	)URS)	11	

# COURSE OUTCOMES (CO) Splitburg

CO No.	Expected Course Outcome	Learning Domains	PO No
1	Understand basic approaches in communication research	U	1,3
2	Create a proposal for media research	С	1
3	Analyze tools and methods used in quantitative and qualitative mass communication research	An	3
4	Demonstrate a research report with proper chaptalization and citation	U	1,2

5	Analyze new media research practices and digital ethics	An	1,4
*Rem	ember (K), Understand (U), Apply (A), Analyse (An), Evaluate Interest (I) and Appreciation (Ap)	(E), Create (C)	, Skill (S),

#### **COURSE CONTENT Content for Classroom transaction (Units)**

Module	Course description	Hrs.	CO No.
1	Media Research Methods	20	
1.1	Framework for Media Research Scientific Vs Social Research Empirical-Analytical Vs Hermeneutic - Textual	7	1
1.2	Concepts: Fact, Value, Ontology, epistemology, Positivism and Interpretivism, Inductive and deductive methods.	7	1
1.3	Research: Types of Research – Qualitative and Quantitative and Triangulation	6	1
2	Research design	10	
2.1	Research design - Problem statement, literature Review, Stating Hypothesis and Research Questions/Objectives	6	2
2.2	Writing a research proposal	4	2
3	Research Methods	20	
3.1	Quantitative and Qualitative research – Reliability and validity	4	2
3.2	Methods: Survey research, Content Analysis, Textual Analysis, Focus Groups, Ethnography, Interview, Social text analysis etc. Sampling and its types	6	2
3.3	Methods of data collection, tools for data collection Qualitative and quantitative data analysis, Tools. Mixed methods of research.	4	2

3.4	<ul> <li>Digital Media Research - New Media Research areas – Websites, social media, Online advertising and ePR, Network analysis. Tools and techniques.</li> <li>Big data and computational methods.</li> </ul>	6	2
4	Writing and presenting research work –	10	
4.1	Introduction, Chaptalization, Findings and conclusion, bibliography, styles and formats. Formats and layout.	6	4
4.2	Ethics – Plagiarism, citation practices, authenticity, AI and research ethics.	4	4
5	Teacher-specific content		

	Classroom Procedure (Mode of transaction)		
	• Lectures		
	• Discussions and presentations.		
Teaching and Learning Approach	• Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus.		
Learning Approach	Conduct in-class discussions		
	• Guest Lectures -Invite guest speakers with expertise in the field to share		
	the real experiences and insights.		
	<ul><li>Analytical exercises.</li><li>ICT tools</li></ul>		
	MODE OF ASSESSMENT		
	A. Continuous Comprehensive Assessment (CCA) – 30		
	Marks		
	(Practicum components will be evaluated under CCA)		
Assessment Types	Marks Division		
	*Assignments – 10 Marks Class tests/Ouiz – 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		

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
Essay	450 Words	2 out of 4	$2 \times 15 =$ 30
Total		32 out of 39	70

- Berger, Arthur A. (2018). Media and Communication Research Methods: An Introduction to Qualitative and Quantitative Approaches. SAGE Publications, Inc.
- Kubitschko, Sebastian. (2017). Innovative Methods in Media and Communication Research.
   Springer International Publishing AG.
- Miller, William H. (2006). Advances in Communications & Media Research. Nova Science Publishers Inc.
- Oliver, Mary Beth. (2019). Media Effects: Advances in Theory and Research. Routledge.
- Wimmer, Roger. D. (2015). Mass Media Reseach: An Introduction. Cengage Learning India Private Limited.

#### SUGGESTED READINGS

- o Hansen, Anders. (2018). Media and Communication Research Methods. Bloomsbury Academic.
- Jensen, Bruhn. (2002). A Handbook of Media and Communication Research: Qualitative and Quantitative Methodologies. Routledge.
- Leetaru, Kalev. (2012). Data Mining Methods for the Content Analyst: An Introduction to the Computational Analysis of Content. Routledge.
- o Nightingale, Virginia. (2013). The Handbook of Media Audiences. Wiley Blackwell.
- Kremar, Marina. (2016). *Communication Science Theory and Research: An Advanced Introduction*. Routledge.



### Kottayam

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION			
Course Name	CRITICAL MEDIA THEORIES			
Type of Course	DCE			
Course Code	MG7DCEJMC400			
Course Level	400 - 499			
Course Summary	The course delineates key approaches, themes, concepts and debates in critical media theories. From liberal tradition to cutting edge research in sensory studies through Marxian paradigm and concepts of post-structuralism, media's role as the critical voice in democracy is foregrounded. Exposure to intersections of media studies and critical theory will offer a robust foundation for undertaking interdisciplinary research and scholarship.			
Semester	7 Credits 4 Total Hours			
Course Details	Learning Approach Lecture Tutorial Practicum Others			
	MGU-U GF4 (H 0 0 0 JR 0 ) 0 60			
Pre-requisites, if any	Basic understanding of theoretical frameworks pertaining to media.			

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the media theories in liberal humanist paradigm	U	1,2,5,6
2	Analyse the diversity of critical approaches to media in Marxian intellectual tradition	An	1,2,5,7
3.	Apply the notion of public sphere in the mediatic context of India	А	1,2,4,5, 6,8

แข

4	Apply post-structuralist concepts of governmentality and control society in the post-colonial political context	А	1,2,5,8, 9
5	Analyse transformation of media theories in the digital context	An	1,2,4,5, 6
6	Appreciate new directions in critical media research such as affect studies and sensory studies	Ар	1,2,4,5, 7,8

\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

#### **COURSE CONTENT**

Module	Course description	Hrs	CO No.
1	Media and critical tradition	10	
1.1	Media and Liberalism: John Stuart Mill, John Milton.	3	1
1.2	Approaches and traditions in critical media studies and communication studies.	3	1
1.3	Media as a process and produce- Analytical and descriptive paradigms.	4	1
2	Media and Marxian paradigm	20	
2.1	Frankfurt School, Walter Benjamin, Althusser, Gramsci, Raymond Williams- Culture industry, mechanical reproduction, ideological state apparatus, hegemony and media as technology and cultural form.	7	2,3
2.2	Arendt, Habermas and critics like Frazer and Warner - Banality of evil, public sphere and counter publics.	4	2,3
2.3	Roland Barthes and Stuart Hall- Birmingham school - Myth, decoding -encoding.	4	2,3
2.4	Pierre Bourdieu –Field Theory, symbolic capital, habitus.	5	2,3
3	Media and post-structural thinking	15	
3.1	Foucault-Governmentality, power/knowledge.	5	3

3.2	Deluze and Guttari –rhizome, multiplicity and control society.	5	3
3.3	Baudrillard and Guy Debord- Simulacrum and society of the spectacle.	5	3
4	Media and digital crossroads	15	
4.1	Fuchs, Castells –Digital labour, Network society.	5	4,5
4.2	Affect theories, sensory studies.	5	4,5
4.3	Shoshana Zuboff –Surveillance Capitalism.	5	4,5
5	Teacher-specific content		
		1	

Teaching and Learning	Classroom Procedure (Mode of transaction)						
Approach	• Lectures						
	Discussions and presentations.						
	• Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus.						
	Conduct in-class discussions						
	• Guest Lectures -Invite guest speakers with expertise in the field to share the real experiences and insights.						
	Analytical exercises. <b>SP</b> (HONOURS)						
	• ICT tools						
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) – 30 Marks						
	(Practicum components will be evaluated under CCA)						
	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						

The concerned faculty should develop various assignments and students need to be evaluated on the basis of their performance.

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	$10 \ge 2 = 20$
Essay	450 Words	2 out of 4	$2 \ge 15 = 30$
Total		32 out of 39	70

#### REFERENCES

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- Calhoun, Craig. (1996). ed. Habermas and the Public Sphere. MIT Press.
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- Gramsci, Antonio. (1971). Selections from the Prison Notebooks. Lawrence and Wishart.
- Habermas, Jurgen. (1991). Structural Transformation of the Public Sphere: An inquiry into a Category of Bourgeois Society. MIT Press.
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- Chatterjee, Partha. (2004). The Politics of the Governed: Reflections on Popular Politics in Most of the World Columbia University Press.
- $\circ$  Debord, Guy. (2006). The Society of the Spectacle. Black and Red.
- Rajagopal, Arvind. ed. (2009). The Indian Public Sphere. Oxford University Press.
- o Williams, Raymond. (2003). Television: Technology and Cultural Form. Routledge.



# **MGU-UGP (HONOURS)**



## Kottayam

Programme	BA (Hons) JOU	JRNALISM	I AND MA	SS COMMU	JNICATI	ON		
Course Name	INCLUSIVITY STUDIES AND MEDIA							
Type of Course	DCE							
Course Code	MG7DCEJMC401							
Course Level	400 - 499							
Course Summary & Justification	This course explores the dynamic relationship between media representation and issues of inclusivity in society. Students will gain a comprehensive understanding of the historical context of representation in media, the legal and social justice frameworks promoting inclusivity, and the theoretical foundations for analyzing media content through an intersectional lens.							
Semester	7		Credits		4	Total Hours		
Course Details	Learning Approach	Lecture Tutorial Practicum Others						
		4	0	0	0	60		
Pre-requisites, if any	Social orientation and sensitivity							

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understanding the concept of inclusivity in different contexts and its relevance in social life.	U	1,2,3,6,7
2	Analysing the historical development of inclusivity.	An	1,2,3,4,5
3	Analyse the theoretical frameworks pertaining to inclusivity and the underlying principles of intersectionality.	An	1,2,6,8

5	<ul><li>psychological and sociological perspectives related to inclusivity and the role of mass media.</li><li>Analyse the ethical considerations and the need for advocacy</li></ul>	An	2,6,8,10				
*Remen	related to inclusivity.       related to inclusivity.         *Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)						

## **COURSE CONTENT**

Module	Course description	Hrs	CO No.
1	Definition and historical context	10	
1.1	Definition and Scope: Meaning of inclusivity in different contexts, such as education, workplace, society, and interpersonal relationships.	5	1
1.2	Historical Context: Historical background of inclusivity, past movements, struggles, and advancements in promoting diversity and inclusion.	5	1
2	Framework	20	
2.1	Social Justice Frameworks: Theories and frameworks related to social justice, equity, and human rights forming the underlying principles of inclusivity.	10	2
2.2	Intersectionality: Multiple aspects of identity (such as race, gender, sexuality, disability, socio-economic status) that intersect and influence experiences of inclusion and exclusion.	10	2
3	Perspectives Splitabits	15	
3.1	Legal and Policy Perspectives: laws, regulations, and policies related to inclusivity at local, national, and international levels, and their impact on society.	7	4
3.2	Psychological and Sociological Perspectives: Psychological and sociological theories that explain individual and group behaviours, attitudes, and perceptions related to inclusivity.	8	3
4	Communication and Advocacy	15	

4.2Communication and Advocacy: Effective communication strategies and advocacy efforts that promote inclusivity, raise awareness, and facilitate positive social change.8Teacher-specific content	4	7	4.1
Taachar spacific contant	4	8	4.2
5 (Internal evaluation only)			5

Teaching and	Classroom Procedure (Mode of transaction)
Learning Approach	<ul> <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> </ul>
	• ICT tools
Assessment Types	MODE OF ASSESSMENT         A. Continuous Comprehensive Assessment (CCA) – 30 Marks (Practicum components will be evaluated under CCA)         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         The concerned faculty should develop various assignments and students need to be evaluated on the basis of their performance.
	Suggested activities 1. Analyzing case studies, examples, and real-world scenarios to understand how inclusivity is practiced in various settings and industries.
	2. Self-reflection and journaling to examine personal biases, privileges, and contributions to inclusivity, and campaign identifying ways to actively promote inclusion in everyday life.
	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	$10 \ge 2 = 20$		
Essay	450 Words	2 out of 4	2 x 15 = 30		
Total		32 out of 39	70		

- Choudrie, Jyoti. (Ed.). (2019). Social Inclusion and Usability of ICT-enabled Services. Routledge.
- Bates, Priya and Patel, Advita. (2023). Building a Culture of Inclusivity: Effective Internal Communication For Diversity, Equity and Inclusion. Kogan Page.
- Biswas, Masudul. (2023). Diversity, Equity, and Inclusion Strategies: Learning from Journalism and Mass Communication Programs with Professional Impact. Rowman & Littlefield Publishers.
- o Davis, Shirley. (2022). Diversity, Equity & Inclusion for Dummies. Wiley.
- o Liamputtong, Pranee. (2020). Handbook of Social Inclusion. Springer.

# SUGGESTED READINGS U-UGP (HONOURS)

- o Challouki, Hanan. (2022). Inclusive Communication. Pelckmans.
- o Creedon, Pamela. (2021). Women in Mass Communication. Routledge.
- o Daniel, Jessie. (2016). Digital Sociologies. McMillan.
- Fergusen, Jackei. (2023). The Inclusive Language Handbook: A Guide to Better Communication and Transformational Leadership. Diversity Movement.
- o Lievrouw, Leaha. (2022). Alternative and Activist New Media. Polity.



## Mahatma Gandhi University Kottayam

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION							
Course Name	PRACTICE BASED RESEARCH METHODOLOGY							
Type of Course	DCE							
Course Code	MG7DCEJMC402		HI					
Course Level	400 - 499	400 - 499						
Course Summary	This is a capstone course to enable a fourth-year student in the programme to identify content for media production, mould the research problem from the content, prepare a research proposal and pursue quality research work for creating media content. This project output is expected to initiate media content creation.							
Semester	7 Credits 4 Total Hours							
Course Details	Learning Approach	Lecture 4	Tutorial 0	Practicum 0	Others 0	60		
Pre- requisites, if any	Nil Alagian S	Hoter	मञ्चन			1		

# **MGU-UGP (HONOURS)**

## **COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Define and explain the concept of practice-based research in media.	K	1, 3
2	Develop a research question or theme relevant to their chosen field in the media.	С	1,2
3	Utilize their chosen medium as a tool for exploration and knowledge creation.	S	1,2,3,4
4	Analyse various techniques and materials within their chosen field.	An	1,2,3,4
5	Document their creative process meticulously through sketches, notes, photographs, and other means.	С	2,3,4

6	Critically reflect on their artistic practice and its connection to their research question.	An	1,2,3	
7	Articulate their research findings through a written exegesis that analyzes the artwork and its significance within the chosen field.	С	1,2,3,4	
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)				

## **COURSE CONTENT**

Module	Course description	Hrs	CO No.
1	Introduction to Practice Based Research	15	
1.1	Introduction to key concepts in research: Contemporary understanding of research and the need for a relevant methodology.	5	1
1.2	Major facets of research. Need for research in practice of media Challenges in creating content for media and role of practice-based research.	5	1
1.3	Political, social, and cultural implications of research while creating quality content.	5	1
2	Research Methods: an introduction	15	
2.1	Introduction to research methodology	4	1,2
2.2	Research methodology- Main components, and examples to explain the components	4	1,2
2.3	Design research methodology for media arts. Clarification of requirements: Identifying research topics, carrying out secondary source/ literature search, consolidating the topic into research questions and hypotheses, and developing a research proposal.	7	1,2
3	Research types	15	
3.1	Descriptive and prescriptive study - Types of descriptive study	5	3,4
3.2	Processes for descriptive study; real-time and retrospective research methods for data collection such as protocol analysis, questionnaire surveys, interviews.	5	3,4

3.3	Introduction to quantitative and qualitative data collection and analysis.	5	3,4
4	Print Media and Social Reform	15	
4.1	Descriptive and prescriptive study - Types of prescriptive study	4	4,5
4.2	Processes for prescriptive study, Types of support evaluation	3	4,5
4.3	Processes in evaluating a design support, and associated evaluation study research methods	4	4,5,6
4.4	Types and structures of research documentation	4	5,7
5	Teacher-specific content         (Internal evaluation only)		

	Classroom Procedure (Mode of transaction)			
	• Lectures			
	<ul> <li>Discussions and presentations.</li> </ul>			
	<ul> <li>Book reviews, Discussions and seminars- Assign readings from academic</li> </ul>			
Teaching and	articles, books, and reports related to the syllabus.			
Learning	<ul> <li>Conduct in-class discussions</li> </ul>			
Approach	<ul> <li>Guest Lectures -Invite guest speakers with expertise in the field to share the</li> </ul>			
	real experiences and insights.			
	<ul> <li>Analytical exercises.</li> </ul>			
	<ul> <li>Analytical exercises.</li> <li>ICT tools</li> </ul>			
	Workshops  MODE OF ASSESSMENT			
	MODE OF ASSESSMENT			
	A. Continuous Comprehensive Assessment (CCA) – 30 Marks			
	(Practicum components will be evaluated under CCA)			
	Marks Division			
	*Assignments – 10 Marks			
Assessment	Class tests/Quiz – 10 Marks			
Types	**In -class Presentation – 10 Marks			
	*Curren Duriant / Individual Duriant / Case Study			
	*Group Project / Individual Project / Case Study **Power Point / Audio-Visual Presentation / Oral Presentation			
	1 Ower Foini / Audio-visual Fresentation / Oral Fresentation			
	The concerned faculty should develop various assignments and students need to be			
	evaluated on the basis of their performance.			
	B. End Semester Evaluation – 70 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	$10 \ge 2 = 20$	
Essay	450 Words	2 out of 4	2 x 15 = 30	
Total		32 out of 39	70	

- Barrett, Erin. Practice as Research: An Introduction to Creative Research in the Arts. Intellect Books (2016).
- Blessinger, Peter, and Patrick Parisien. Tabs on Research Methods in Graphic Design. AVA Publishing (2006).
- Denzin, Norman K., and Lincoln, Yvonna S. The Landscape of Qualitative Research.
   Sage Publications Ltd. (2017).
- Meggs, Philip B., and Rob Pill. Meggs' History of Graphic Design. 5th Edition. John Wiley & Sons (2016) (Graphic Design focus).
- Murray, Fiona. Hamlet on the Holodeck: The Future of Narrative Entertainment. MIT Press (1997) (Filmmaking/Multimedia focus).
- Pink, Sarah. Doing Visual Ethnography. 2nd Edition. Sage Publications Ltd. (2007).
- Zimmerman, John, and John Rhea. Participation in Design Research. Springer Science & Business Media (2007).

### SUGGESTED READINGS

- Practice-Based Research in the Creative Arts: Foundations and Futures by Linda Candy and Ernest Edmonds
- "Thinking with Type: A Critical Guide for Designers, Writers, Editors, & Students" by Ellen Lupton
- Design for Critical Democracy: Bridging the Gap between Design and Social Theory by Ann Light
- Design Research: Methods and Perspectives by Brenda Laurel
- Doing Research in Design by Christopher Frayling
- o Reflective Practice: Writing and Professional Development" by Gillie Bolton

- Research Design: Qualitative, Quantitative, and Mixed Methods Approaches" by John
   W. Creswell and J. David Creswell
- The Design of Everyday Things by Don Norman
- o The Reflective Practitioner: How Professionals Think in Action by Donald A. Schön
- The Routledge Companion to Practice-Based Research in the Creative Arts edited by Linda Candy and Ernst Edmonds
- The SAGE Handbook of Qualitative Research edited by Norman K. Denzin and Yvonna S. Lincoln
- Visual Methodologies: An Introduction to Researching with Visual Materials by Gillian Rose



# **MGU-UGP (HONOURS)**



# Kottayam

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION							
Course Name	MEDIA AND P	MEDIA AND POLITICS IN THE CONTEMPORARY						
Type of Course	DCE	AND						
Course Code	MG7DCEJMC4	403	~0					
<b>Course Level</b>	400 - 499							
Course Summary	The course offers critical perspectives regarding expansion of media forms and its political ramifications in India. Majoritarian tendencies and populist turn in democracies across the globe is examined through the lens of the media. New media forms have emerged as critical agents of major dimensions of popular politics such as electioneering, governance and expression of dissent. Institutions of parliamentary democracy and functioning of judiciary are impacted by the paradox of authoritarian populism. Critical awareness of how media forms shape popular politics and citizenship is an imperative for learners across disciplines.							
Semester		अक्ट	Credits		4	Total Hours		
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	60		
	5	1014		0	0			
Pre-requisites, if any	Nil	guu	04.5					

## **COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PO No			
1	Understanding majoritarian tendencies in contemporary democratic politics and the role of media in them	U	1,2,3,6,7			
2	Analyse the expansion of media and its political ramifications in India	An	1,2,3,4,5			
3	Analyse media's role in the populist turn in democracies across the globe	An	1,2,6,8			
4	Critique the phenomenon of centralized authority and its mass appeal in democratic politics	С	1,2,5,6,8			
5	Analyse the role of electioneering and expression of popular will in democracies	An	2,6,8,10			
6	Evaluate the growing role of digital media in popular politics compared to legacy media	Е	3,4,7			
7	Appreciate the role of the media in advancing egalitarian citizenship in democracies.	Ар	1,2,5,8			
*Rem	*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)					

# COURSE CONTENT विद्याया अस्तिसञ्चत्रते

Module	Course description	Hrs	CO No.
	MGU-UGP (HONOURS	()	
1	Mediatisation of politics	15	
1.1	Conceptual foundations: Mediatisation, hegemony.	4	1,2
1.2	Expansion of Media and transition of democracies - Evolution of the public sphere.	4	1,2
1.3	Media, majoritarianism and transformation of democratic politics.	3	1,2
1.4	Major political formations and their media strategies.	4	1,2
2	Media and populist politics	15	

2.1	Politics and performance.	4	3,4
2.2	Media populism and fandom.	4	3,4
2.3	Media and electioneering.	4	3,4,5
2.4	Patterns of political communication.	3	3,4
3	New media and digital politics	15	
3.1	Crowd theory, public participation and informalization of media.	4	5,6
3.2	New media, popular will and political legitimization.	4	5,6
3.3	Fake news and conspiracy theories.	3	5,6
3.4	Data manoeuvring, lobbying and circulation of news.	4	5,6
4	Media, shifting institutional context and contemporary Politics	15	
4.1	Media and aspects of formal politics-Parliament, courts and state agencies.	4	6
4.2	Media and narrative building.	4	6
4.2	Case study: analysis of current SC judgements and their media reporting.	3	6,7
4.3	Case study: analysis of digital media's role in general elections	4	6,7
5	Teacher-specific content		

Teaching and	Classroom Procedure (Mode of transaction)
Learning Approach	• Lectures
Approach	• Discussions and presentations.
	Book reviews, Discussions and seminars- Assign readings from academic

	articles, books, and 1	reports related to	o the syllabus.				
	Conduct in-class di	iscussions					
	• Guest Lectures -Invite guest speakers with expertise in the field to share the real						
	experiences and insights.						
	Analytical exercise	es.					
	• ICT tools						
Assessment	MODE OF ASSESS	MENT					
Types	A. Continuous Comprehensive Assessment (CCA) – 30 Marks (Practicum components will be evaluated under CCA) 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 The concerned faculty should develop various assignments and students need to be evaluated on the basis of their performance. B. End Semester Evaluation Written Exam - 70 Marks (2 Hours)						
	Descriptive Type	Word Limit	Number of	Marks			
	2		questions to be answered				
	MCQ/one word	NA HO	20 URS)	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			
	Total		32 out of 39	70			

- Chatterji, Partha. (2004). Politics of the Governed: Reflections on Popular Politics in Most of the World. Columbia University Press.
- o Deshpande, Satish. (2003). Contemporary India: A Sociological View. Viking.
- o Fisk, John & John Hartley. (1996). Reading Television. Routledge.
- Mehta, Pratap Bhanu. (2003). The Burden of Democracy. Penguin Books.
- Rajagopal, Aravind. (2004). Politics after Television: Religious Nationalism and the Reshaping of the Indian Public. Cambridge University Press .

- o Rose, Gillian. (2012). Visuality/Materiality: Images Objects and Practices. Ashgate.
- Roy Srirupa. (2022). "The Political Outsider." In The People of India: New Indian Politics in the
- Roy, Srirupa. (2011). "Television News and Democratic Change in India." Media, Culture & Society 33. Sage.
- Roy, Srirupa. (2021). "View from India." in Media and the Constitution of the Political: South Asia and Beyond. edited by Ravi Vasudevan. Sage.
- Twenty- First Century, edited by Ravinder Kaur and Nayanika Mathur. Penguin Viking.
- Udupa, Sahana. Stephen D Mc.Dowell (eds). (2017). Media as Politics in South Asia. Routledge.

## SUGGESTED READINGS

- Esser, F and Stromback, J. (2014). Mediatization of Politics: Understanding the Transformation of Western Democracies. Palgrave Macmillan.
- Jayal, Neeraja Gopal & Pratap Bhanu Mehta. (2011). The Oxford Companion to Politics in India. Oxford: Oxford University Press.
- Krotz, F. (2009). "Mediatization: A concept with which to grasp media and societal changes" in E. Lundby (Ed.) Mediatization: Concept, Changes, Consequences (pp. 19–38). Peter Lang.
- o Menon, Nivedita & Aditya Nigam. (2012). Power and Contestation. Sage.
- Sobchack, Vivian. (2010). The Persistence of History: Cinema Television and the Modern Event. Sage.

# **MGU-UGP (HONOURS)**



# **MGU-UGP (HONOURS)**



## Kottayam

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION					
Course Name	INFORMATION DE	SIGN FOR	MEDIA			
Type of Course	DCC	AN	DHI			
Course Code	MG8DCCJMC400			2		
Course Level	400 - 499			Z		
Course Summary	The objective of this course is to equip students with advanced skills and knowledge in the strategic planning, creation, and communication of complex information through visual and interactive means. The course will provide insights into user-centered design, multi-platform design, and methods of storytelling.					
Semester	8 Credits 4 Total Hours				Total Hours	
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
	Participatory	3	0	2	0	75
Pre-requisites, if any	MGU-U	GP (ŀ	IONO	URS)	1	1

# course outcomes (CO) Syllabus

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Critically analyze the evolution of information design and get insights on user experience design principles	An	2,3
2	Analyze the various tools for data visualization, graphic design and interactive design	An	1,2
3.	Craft compelling designs for multi- platform communication.	С	1,3

4	Work effectively for developing storytelling methods employing interactive narrative techniques and tools.	А	1,3		
5	Outline the ethical aspects of information design U 1,4				
*Rem	*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)				

## **COURSE CONTENT**

Module	Course description	Hrs	CO No.
1	Introduction to Information design and User Research and Experience	10	
1.1	Fundamentals of Information Design, Definition and principles of information design, The role of information design in media communication.	3	1
1.2	Understanding user- centered Design: Principles of user- centered design in information design.	4	1
1.3	User research Methods: Usability testing and feedback analysis. User Experience (UX) Design Principles.	3	1
2	Tools and Techniques	15	2
2.1	Graphic Design Software: Overview of industry- standard graphic design tools. Creating basic information graphics.	4	2
2.2	Data Visualization Tools: Introduction to tools for creating impactful data visualizations, Selecting the right tools for different types of data.	4	2
2.3	Interactive Design Tools: Exploring tools for creating interactive and engaging information designs, Integrating animation and user interaction into designs.	4	2
2.4	Prototyping Tools.	3	3

3	Design for multiple platforms and storytelling methods	20	3
3.1	Responsive Design Principles: Adapting information designs for different screen sizes and resolutions.	5	3
3.2	Social media design, Mobile app design: Designing information interfaces for mobile applications, Navigational considerations for mobile platforms, Accessibility in information design.	6	3
3.3	Storytelling methods - Narrative visualization, interactive story telling methods, gamification, personalised storytelling. Emerging Technologies and latest trends in information design.	6	3
3.4	Ethical considerations.	3	3
4	Practicum – Select any two assignments from the list	30	4
	<ol> <li>Analyse the information design and user experience of a popular social media platform. Identify areas for improvement and propose design enhancements through wireframes or mock-ups, justifying your recommendations based on user research.</li> <li>Create a comprehensive information design system for a new product/service, including high-fidelity mock-ups and prototypes across desktop, mobile, and social media platforms. Develop a style guide outlining design principles and guidelines.</li> <li>Develop a gamified information design solution for an educational topic using principles of narrative visualization and personalized storytelling. Provide interactive prototypes and documentation on the design process.</li> </ol>		4
5	Teacher-specific content		

Teaching and Learning	Classroom Procedur	e (Mode of trans	saction)			
Approach	• Lectures					
	<ul><li>Discussions and presentations.</li><li>Book reviews, Discussions and seminars- Assign readings from academic</li></ul>					
	articles, books, and	reports related to	o the syllabus.			
	• Conduct in-class d	iscussions				
	• Guest Lectures -In	nvite guest speal	kers with expertise in th	ne field to share the real		
	experiences and insi	ghts.				
	• Analytical exercise	es.				
	• ICT tools					
	• Workshops					
Assessment	MODE OF ASSESS	MENT				
Types	(Practicum c Marks Divis *Assignment Class tests/Q **In -class P * <i>Group Proj</i> ** <i>Power Por</i> The concerned facul evaluated on the bas <b>B. End Ser</b>	omponents will sion ts vuiz resentation <i>ect / Individual</i> <i>int / Audio-Visu</i> ty should develo is of their perfo	ion	CA)		
	Descriptive Type	Word Limit	Number of questions to be answered	Marks		
	MCQ/one word	NA	20	20 x 1 = 20		
	Short Answer50 Words10 out of 15 $10 \ge 20$					
	Essay	450 Words	2 out of 4	2 x 15 = 30		
	Total		32 out of 39	70		

- o Heller, Steven. Infographic Designer's Sketchbooks. Dexigner.
- o Lipton, Roney. (2015). The Practical Guide to Information Design. Wiley.
- Rendgen, Sandra. (2010). History of Information Graphics. Dexigner.
- o Sevilla, Christine. (2001). Information Design Desk Reference. CRiSP.
- Visocky, Ken. (2012). The Information Design Handbook. How Design Books.

#### SUGGESTED READINGS

- o Black, Alison. (2017). Information Design: Research and Practice. Routledge.
- o Gans, Joshua. (2012). Information Wants to Be Shared. O'Reilly.
- Meirelles, Isabel. (2013). Design for Information: An Introduction to the Histories, Theories, and Best Practices Behind Effective Information Visualizations. Rockport Publishers.
- Pontis, Sheila. (2020). Information Design Unbound. Bloomsbury.
- Ware Colin. (2021). Visual Thinking for Information Design. Morgan Kaufmann.



# **MGU-UGP (HONOURS)**



## Kottayam

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION					
Course Name	CONVERGENT JOURNALISM					
Type of	DCC					
Course		BAN	ZHID			
Course Code	MG8DCCJMC401					
Course Level	400 - 499			Z		
Course Summary	The dynamic field of or introduced to students in across platforms, effect landscape by studying a media.	n this course ctively enga	e. Students w ge audience	vill learn how t e, and adapt t	o generate o the ever	engaging content -evolving digital
Semester	8 Credits 4 Total Hours				Total Hours	
<b>Course Details</b>						
	Learning Approach	Lecture	Tutorial	Practicum	Others	
	MGU-U	<b>GF</b> 3 (†	10010	URS)	0	75
Pre-requisites, if any	The student should have covered all basic courses in journalism.					

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the foundations of convergent journalism and digital platforms	U	1,2,3,6, 7
2	Analyse the various methods of storytelling using multimedia.	An	1,2,3,4, 5
3	Analyse the modes and techniques of multimedia production.	An	1,2,6,8

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4	Understand the platform specific strategies of storytelling.	С	1,2,5,6, 8		
5	Analyse audience engagement and distribution strategies.	An	2,6,8,10		
*Ren	*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)				

### **COURSE CONTENT**

Module	Course description	Hrs	CO No.
1	Foundations of Convergent Journalism	10	
1.1	Introduction to convergence and its impact on journalism.	3	1
1.2	Different media platforms and their strengths/weaknesses.	3	1
1.3	Journalism in the digital age: technology and trends. Convergence and audience engagement: building and connecting with communities.	4	1
2	Multimedia Storytelling	15	
2.1	Integrating text, audio, video, and data for reporting.	3	2,3
2.2	Scriptwriting and storyboarding for multi- platform content.	) 4	2,3
2.3	Multimedia production techniques: audio recording, video editing, data visualization.	4	2,3
2.4	Ethical considerations in using multimedia content.	4	2,3
3	Platform-specific strategies and audience engagement strategies	20	
3.1	Storytelling for online platforms: websites, blogs, social media.	4	4
3.2	Audio journalism: podcasting and storytelling through sound. Video journalism: creating video content for different audiences.	8	4

	Data journalism: using data to enhance story ideas.		
3.3	Audience behavior analysis and preferences across platforms.	3	4
3.4	Social media for content promotion and engagement, Search engine optimization (SEO) and content discoverability, Algorithms and their influence on audience reach.	5	4
4	Practicum – select any two assignments from the list	30	
	<ol> <li>Produce a multimedia news story integrating text, audio, video, and data for cross- platform distribution. Implement audience engagement strategies and analyse metrics in a project report.</li> <li>Create a social media campaign for a local news organization, developing platform- specific content and engagement strategies to build community and drive traffic. Evaluate campaign performance using analytics.</li> <li>Collaborate with a news organization to cover a live event or breaking news story using convergent journalism principles, producing real- time updates across multiple platforms. Reflect on challenges and lessons learned.</li> </ol>	4	5
5	Teacher-specific content	;)	

	~ YY Y .
Teaching and	<b>Classroom Procedure (Mode of transaction)</b>
Learning Approach	• Lectures
	• Discussions and presentations.
	• Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus.
	Conduct in-class discussions
	• Guest Lectures -Invite guest speakers with expertise in the field to share the real experiences and insights.
	Analytical exercises.

	• ICT tools				
	• Workshops				
Assessment	Mode Of Assessn	nent			
Types	A. Conti	nuous Comprel	hensive Assessment	t (CCA) – 30	
	Mark	S			
	(Practicum	n components w	ill be evaluated unde	er CCA)	
	Marks Division				
	*Assignme		– 10 Marks		
	Class tests		– 10 Marks		
	**In -class	Presentation	– 10 Marks		
	*Group Pr	oiect / Individu	al Project / Case Stu	udv	
	-	0	sual Presentation / (		on
			elop various assignr of their performance		ents
		emester Evalua		•	
		Frank (A)			
	Writte	en Exam - 70 N	larks (2 Hours)		_
	Descriptive	Word Limit	Number of	Marks	
	Туре	Nofilar	questions to be		
			answered		
	MCQ/ One	NA	20	20 x 1 = 20	
	word - C	P (HON	OURS)		
	Short Answer	50 Words	10 out of 15	$10 \ge 2 = 20$	
	Essay 51	450 Words	2 out of 4	2 x 15 = 30	
	Total		32 out of 39	70	

- Davier, Lucile. (2019). Journalism and Translation in the Era of Convergence. John Benjamins.
- Filak, Vincent F. (2019). Convergent Journalism: An Introduction: Writing and Producing Across Media. Routledge.

- Kolodzy, Janet. (2013). Practicing Convergence Journalism: An Introduction to Cross-Media Storytelling. Routledge.
- Lugmayr, Artur. (2016). Media Convergence Handbook Vol. 1: Journalism, Broadcasting, and Social Media Aspects of Convergence. Springer.
- Wilkinson, Jeffrey S. (2012). Principles of Convergent Journalism. Oxford University Press.

## SUGGESTED READING

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- Jensen, Klaus Bruhn. (2022). Media Convergence: The Three Degrees of Network, Mass, and Interpersonal Communication. Taylor & Francis.
- Neto, Benedito M. (2022). Digital Convergence in Contemporary Newsrooms: Media Innovation, Content Adaptation, Digital Transformation, and Cyber Journalism. Springer.
- o Peil, Corinna. (2017). Media Convergence Meets Deconvergence. Springer.
- Quinn, Stephen. (2005). Convergent Journalism an Introduction. Taylor & Francis.

**MGU-UGP (HONOURS)** 





## Kottayam

Programme	BA (Hons) JOURNA	BA (Hons) JOURNALISM AND MASS COMMUNICATION				
Course Name	TRANSMEDIA STORYTELLING					
Type of Course	DCE					
Course Code	MG8DCEJMC400	MG8DCEJMC400				
Course Level	400 - 499			Z		
Course Summary	The course presents the evolution of transmedia as a narrative technique, highlighting its relationship to convergence culture, interactive narratives, and audience engagement.					
Semester	8		Credits		4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial 0	Practicum	Others	75
<b>D</b>		5	,	3	0	
Pre-requisites, if any	Flair in communication	Flair in communication technologies				

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Critically analyze the evolution of transmedia as a narrative technique, understanding its relationship to convergence culture, interactive narratives, and audience engagement.	An	2
2	Analyze how transmedia narratives influence audience engagement, community building, and the understanding of complex themes across diverse platforms.	An	1,2

3.	Craft compelling narratives for audio, video, text, interactive elements, and other transmedia components, tailoring content to each platform's strengths and audience expectations.	С	1,3
4	Work effectively in diverse teams of writers, designers, programmers, and other professionals for successful transmedia production.	A	1,3
5	Outline the ethical aspects of transmedia communication	U	1,4
*Re	member (K), Understand (U), Apply (A), Analyse (An), Eva		eate (C),

## Skill (S), Interest (I) and Appreciation (Ap)

## **COURSE CONTENT**

Module	Course description	Hrs	CO No.
1	Introduction to Transmedia Storytelling	10	
1.1	Historical Overview: Evolution of storytelling across multiple media.	5	1
1.2	Key concepts of transmedia, types, engagement.	5	1
2	Transmedia Literacy	15	
2.1	Understanding Transmedia Elements. Defining transmedia elements: narrative extension, world- building, etc. Developing a vocabulary for transmedia storytelling.	5	2
2.2	Analyzing transmedia texts, Case studies of transmedia texts from various genres.	5	2
2.3	Identifying patterns and commonalities in successful transmedia narratives.	5	2
3	Transmedia Narratives - Production Techniques and major avenues	20	
3.1	Developing a Transmedia Strategy. Planning and conceptualizing transmedia projects.	4	3

	Identifying entry points and platforms for narrative extension.		
	World-Building and Story Universes. Techniques for constructing immersive and consistent story worlds, Maintaining coherence across multiple media.		
3.2	Character Development Across Platforms - Adapting characters for different mediums - Coordinated character arcs in a transmedia context.	8	3
	Collaborative Storytelling: Roles and responsibilities in a transmedia production team, Effective communication and collaboration among creators		5
3.3	Interactive and Immersive Transmedia - Exploring interactive elements and immersive experiences, Examples of successful projects. Transmedia in Gaming, Marketing and	5	3
3.4	Distribution Strategies.         Ethics and Representation in Transmedia.	3	3
4	Practicum – select any 2 assignments from the list	30	
4.1	<ol> <li>Analyse the transmedia storytelling elements of a popular video game franchise, identifying narrative extensions, world-building techniques, and character development across different media. Propose enhancements through a case study.</li> <li>Develop a collaborative transmedia project with a team, define roles and responsibilities, and demonstrate effective communication and coordination throughout the production process. Document and present the project outcomes.</li> <li>Adapt an existing literary work into a transmedia narrative by developing a strategy to extend the story across various platforms like film, comics, games, and social media. Present your adaptation plans and examples.</li> </ol>	<b>(</b>	4

5	Teacher-specific content	
5	(Internal evaluation only)	

Teaching and Learning	Classroom Procedu	re (Mode of tra	ansaction)			
Approach	• Lectures					
	• Discussions and pr	esentations.				
	• Book reviews, Disc articles, books, and r		ninars- Assign readings to the syllabus.	from academic		
	• Conduct in-class di	scussions				
	• Guest Lectures -In experiences and insig		cers with expertise in the	field to share the	he real	
	<ul> <li>Analytical exercise</li> </ul>	s.				
	• ICT tools		TISI			
	• Workshops					
Assessment	MODE OF ASSESSMENT					
Types	A. Continuous Comprehensive Assessment (CCA) – 30 Marks					
	(Practicum co	omponents will	be evaluated under CCA	)		
	Marks Divis	अम्तर	। इन्द्र <b>त</b> 🛝			
	*Assignment		- 10 Marks			
	Class tests/Q		- 10 Marks			
	**In -class P	resentation -	- 10 Marks			
	*Group Proj	ect / Individual 1	Project / Case Study			
	1 0		al Presentation / Oral Pr	esentation		
	The concerned facul	ty should develo	op various assignments a	nd students nee	d to be	
	evaluated on the bas	r				
	B. End Seme	ester Evaluation	n			
	Written Exam - 70 Marks (2 Hours)					
	Descriptive Type	Word Limit	Number of questions to be	Marks		
			answered			
	MCQ/ One word	NA	20	20 x 1 = 20		

Short Answer	50 Words	10 out of 15	$10 \ge 2 = 20$	
Essay	450 Words	2 out of 4	$2 \ge 15 = 30$	
Total		32 out of 39	70	

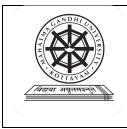
- o Carpenter, Mark. J. (2020). *Master Storytelling*. Book Authority.
- o Gilardi, Philippo. (2021). Transmedia in the Asia and the Pacific. Springer.
- Knaflic, Cole Nussbaumer. (2019). Storytelling with You. Wiley.
- Noel-Thon, Jan. (2020). *Transmedial Narratology and Contemporary Media Culture*. University of Nebraska Press.
- Ryan, Marie Laure. (2021). Narrative Across Media: The Languages of Storytelling. University of Nebraska Press.

#### SUGGESTED READINGS

- Bernardo, Nuno. (2011). The Producer's Guide to Transmedia: How to Develop, Fund, Produce and Distribute Compelling Stories Across Multiple Platforms. beActive Books.
- Jenkins, Henry. (2018). Convergence Culture: Where Old and New Media Collide. NYUP.
- McErlean, Kelly. (2018). Interactive Narratives and Transmedia Storytelling: Creating Immersive Stories Across New Media Platforms. Routledge.

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- o Mittell, Jason. (2013). Studyguide for Television and American Culture. Cram101.
- o Moore, James W. (2021). Storytelling. Abingdon Press.



## Kottayam

Programme	BA (Hons) JOURNA	BA (Hons) JOURNALISM AND MASS COMMUNICATION				
Course Name	FILM THEORIES					
Type of Course	DCE	JAN	DHI			
Course Code	MG8DCEJMC401					
Course Level	400			Z		
Course Summary	This syllabus provides a framework for a capstone-level undergraduate film theories course designed to deepen students' understanding of the critical analysis of cinema. Each module builds upon the previous, culminating in comprehensive projects demonstrating theoretical application.					
Semester	8	777	Credits		4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	75
	Participatory	3	0	1	0	
Pre-requisites, if any	Interest in film studie	s.  GP (I	IONO	URS)	1	

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No			
1	Critically analyse the foundations of film theory	An	1,2			
2	Outline the various frameworks and film movements.	U	1,3			
3.	Evaluate the contemporary film theories and their applications	E	1,2,3			
4	Analyse the various case studies and research methods	An	1,2,3			
5	Undertake projects and studies in film	С	1,2,3,4			
*Ren	*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)					

## COURSE CONTENT

<b>Content</b> for	<b>Classroom</b>	transaction	(Units)
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Module	Course description	Hrs	CO No.
1	Foundations of Film Theory	10	
1.1	Introduction to Film Studies: Defining film as art and medium, history and theory, its place in culture and society.	3	1
1.2	Formalism and Film Analysis: Close reading of film elements like mise-en-scene, editing, cinematography, and sound.	3	1
1.3	Classical Hollywood Cinema: Examining narrative conventions, star system, and genre theory within dominant Hollywood models.	2	1
1.4	Auteur Theory and Authorship: Debating the role of the director and individual artistic vision in film creation.	2	1
2	Critical Frameworks & Movements	15	
2.1	Marxist and Psychoanalytic Approaches: Exploring power dynamics, class struggles, and unconscious desires in film.	4	2
2.2	Feminist Film Theory: Analyzing representations of gender, sexuality, and the female gaze in cinema.	4	2
2.3	Postmodernism and Deconstruction: Examining fragmented narratives, subjectivity, and challenges to grand narratives. Queer theory	4	2
2.4	Genre Studies and Hybridity: Deconstructing and rethinking genre conventions, exploring subgenres and cross-genre influences.	3	2
3	Contemporary Theories & Research Methods	20	
3.1	Postcolonial Film Theory: Analyzing representations of race, ethnicity, and colonialism in film.	4	3
3.2	Global Cinema and Transnationalism: Engaging with diverse film industries and international contemporary film movements.	4	3

3.3	Environmental Film Studies: Examining representations of nature, the Anthropocene, and sustainability in film.	4	3
3.4	Digital Cinema and New Media: Exploring the impact of digital technologies on film form and aesthetics.	3	3
3.5	Primary and Secondary Research: Introduction to critical film scholarship, research methodologies, and academic writing.	5	4
4	Practicum – Select any two from the list	30	
4.1	<ol> <li>Applying Theories to Specific Films: Select a well-known film. Then choose a specific film theory (e.g., Auteur Theory, Psychoanalysis) and analyze the film through that lens.</li> <li>Deconstructing a Scene: Select a specific scene from a film assigned in class. Analyze the scene using two different critical frameworks (e.g., Marxist vs. Feminist Film Theory).</li> <li>Genre: Create a new film genre by combining elements from existing ones (e.g., Sci-Fi Noir Thriller). Then develop a short film synopsis (1-2 pages) that utilizes the newly formed genre.</li> </ol>		4
5	Teacher specific content     (Internal evaluation only)	;)	

Teaching and	Classroom Procedure (Mode of transaction)	
Learning	• Lectures	
Approach	Collaborative Discussions and presentations.	
	• Book reviews, Discussions and seminars- Assign readings from academic	
	articles, books, and reports related to the syllabus.	
	Conduct in-class discussions	
	• Guest Lectures -Invite guest speakers with expertise in the field to share the real	
	experiences and insights.	

	Analytical exercise	es.				
	• Peer feedback on	theoretical interpre-	etations.			
	• ICT tools					
	Workshops					
Assessment	MODE OF ASSESS	MENT				
Types	Continuous Comp	ehensive Assessme	nt (CCA) – 30 Marks			
	*Assign	iments – 10	Marks			
	Class t	ests/Quiz – 10	Marks			
	**Presen	tation – 10	Marks			
	*Group I	Project / Individual P	Project / Case Study			
	**Power	Point / Audio-Visua	al Presentation / Oral Pres	sentation		
	The concerned facul	ty should develop va	arious assignments and st	tudents need to be		
	evaluated on the bas	is of their performar	nce.			
	Suggested activities	S:				
	• Film screeni	ng and discussion.				
		-	dents choose a film/filmn			
		er or multimedia pre	t an in-depth analysis, cu sentation.	ininating in a		
			Public presentation of res			
	findings, eng	gaging in critical dial	ogue with classmates and	d faculty.		
	B. End Semes	ter Evaluation	2			
	Written Exam - 70 Marks (2 Hours)					
	Descriptive Type         Word Limit         Number of questions         Marks					
			to be answered			
	MCQ/one wor	d NA	20	$20 \ge 1 = 20$		
	Short Answer	50 Words	10 out of 15	$10 \ge 2 = 20$		
	Essay	450 Words	2 out of 4	2 x 15 = 30		

Total	32 out of 39	70

### REFERENCE

- Stam, Robert. (1999). Film Theory: An Introduction. Wiley-Blackwell.
- o Branigan, Edward. (2015). The Routledge Encyclopedia of Film Theory. Routledge.
- o Braudy, Leo. (2016). Film Theory and Criticism: Introductory Readings. OUP.
- o Andrew, J. Dudley. (1976). The Major Film Theories: An Introduction. OUP.
- o Furstenau, Marc. (2010). The Film Theory Reader: Debates & Arguments. Routledge.

### SUGGESTED READINGS

- o McDonald, Kevin. (2022). Film Theory: The Basics. Routledge.
- Beaver, Frank Eugene. (1998). Dictionary of Film Terms: The Aesthetic Companion to Film Art. Twayne Pub.
- Pearson, Roberta. (2000). Critical Dictionary of Film and Television Theory. Routledge.

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- o Hayward, Susan. (2022). Cinema Studies: Key Concepts. Routledge.
- o Grant, Barry Keith. (2011). Film Genre: The Basics. Routledge-CRC Press.

**MGU-UGP (HONOURS)** 

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# Kottayam

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION						
Course Name	MEDIA, MARGINALITY AND SITES OF RESISTANCE						
Type of Course	DCE						
Course Code	MG8DCEJMC402		HIN				
Course Level	400						
Course Summary	The course offers a challenges and entrer religious orthodoxy. If caste and gender qua leverage media techn key themes, debates a understanding of h disadvantage play out professional.	nches struc From analy estions to hologies in and issues how conte	ctures of op vsing media throwing li their socio related to m estations au	pression like coverage of e ght on how -political stru- nedia and mai round struct	e class, ca economic oppressed uggles, the rginality i sures of	ste, gender and deprivation and d social groups e course covers n India. A keen privilege and	
Semester	<b>ৰি</b> হায়া হ	अमूत	Credits		4	Total Hours	
Course Details	Learning ApproachLectureTutorialPracticumOthers753010						
Pre-requisites, if any	<u>a.</u>			1	U		

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	To understand media's coverage of deprivation	U	1,2,5, 8,9
2	To analyse media's intersections with structures of oppression such as class, caste, gender and religion	An	1,2,5,7,8
3	To critique media's position with respect to lower caste's struggles for social justice	С	1,2,5,7,9
4	To compare media coverage of implementation of Mandal commission and reservation for economically weaker sections (EWS) in education and employment	U	1,2,4,5,9

5	To analyse the ways in which oppressed social groups leverage media for political fashioning.	An	1,2,4,5,8				
6	To critique how media simultaneously challenge and reproduce already existing social privileges.	С	1,2,4,5,9, 10				
*Remen	*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)						

## **COURSE CONTENT**

Module	Course description	Hrs	CO No.
1	Media and Economic Deprivation	15	
1.1	Media and poverty.	5	1,2
1.2	Media and landlessness.	5	1,2
1.3	Media and institutional access.	5	1,2
2	Media and structures of oppression	15	
2.1	Media and Caste question.	5	2
2.2	Media and intra religious and inter religious domination.	) 4	2
2.3	Media and patriarchy.	3	2
2.4	Media and queerness.	3	2
3	Media and struggles for social justice	15	
3.1	Media and affirmative action, Media and welfare schemes, Media and environmental issues.	5	3,4
3.2	Media and politics of the oppressed: Encounter of marginal social groups with Law, Media coverage of violence against Dalits, Media coverage of socio-political movements of the marginalized.	10	5,6

4	Practicum: Select any two from the list	30	3,4
4.1	<ol> <li>Deconstructing Media Narratives: Select a current media representation of a marginalized group (e.g., news coverage of refugees, portrayal of a social class). Analyze the underlying messages and power dynamics within the representation. Prepare an analysis report (3-4 pages) which discusses the following:</li> <li>The marginalized group and how they are represented.</li> <li>The dominant ideological frames used in the representation.</li> <li>How the representation reinforces or challenges existing structures of oppression.</li> <li>Media Activism Case Study: Research a historical or contemporary case study of media activism. This could involve a social media campaign, an independent film, or a documentary used for social justice purposes. Prepare a multimedia presentation (5-10 minutes) that includes:</li> <li>A background of the social justice issue addressed by the media activism.</li> <li>An analysis of the media form and techniques used in the campaign.</li> <li>An evaluation of the effectiveness of the media activism in promoting social change.</li> <li>Designing a Counter-Media Platform: Design a proposal for a media platform specifically for a marginalized community facing economic deprivation. Prepare a written proposal (4-5 pages) that outlines:</li> <li>The target audience and their specific needs.</li> <li>The target audience and their specific needs.</li> <li>The types of content the platform would offer.</li> </ol>		

• How the platform would address economic inequalities and empower the community.	
Students should consider issues of accessibility and sustainability.	

Teaching and	Class	sroom Procedure (M	ada of transactiv	<b>n</b> )			
Learning			out of transactio	jii j			
Approach		• Lectures					
rippi ouch		scussions and presen			<b>.</b> .		
				rs- Assign readings from	academic		
		les, books, and repor		syllabus.			
		nduct in-class discus					
				with expertise in the field	to share the rea	al	
	-	riences and insights.					
		alytical exercises.					
		Γ tools					
	• Wo	orkshops					
Assessment	MOI	DE OF ASSESSMEN	Т				
Types		D. C.			0 N/I		
				e Assessment (CCA) – 3	U Marks		
		(Practicum comp	onents will be e	valuated under CCA)			
			TAVAN				
		Marks Division	IAN				
		*Assignments		10 Marks			
		Class tests/Quiz	19 तम <sup>3</sup>	10 Marks			
		**In -class Preser	ntation –	10 Marks			
	_	*Curren Duraia at /	In divident Duci	ant / Cana Study			
		*Group Project /		-	4		
	The			resentation / Oral Presen		<b>1</b>	
			-	arious assignments and st	ludents need to	be	
	evalu	uated on the basis of	their performan	ice.			
		B. End Semeste	r Evaluation				
		D. Life Schieste	I L'unuunon	5			
		Written Exam	m - 70 Marks (	2 Hours)			
		<b>Descriptive Type</b>	Word Limit	Number of questions	Marks		
		20001101101101		to be answered			
	to be answered						
	MCQ NA 20 20 x 1 = 20						
	Short Answer50 Words10 out of 15 $10 \ge 20$						
		Essay	450 Words	2 out of 4	$2 \ge 15 = 30$		
		Total		32 out of 39	70		

#### REFERENCES

- For case studies of violence against Dalits- Karamchedu, Kilvenmani, Tsundur, Khairlanji etc see Reference 6
- For case studies of socio-political struggles of the oppressed in Kerala- Muthanga, Chengara struggle etc see References 5,9,10
- o Ambedkar, B. R. (2014). Annihilation of Caste. Navayana.
- Ambedkar, B.R. (2008). What Congress and Gandhi have Done to the Untouchables," In *Dr. Babasaheb Ambedkar Writings and Speeches* edited by Vasant Moon, vol.9. Education Department, Government of Maharashtra.
- Nagaraj. K, Nalini Rajan. (2017). Poverty Matters: Covering Deprivation in India.
   Orient Blackswan.
- o Sainath. P. (2016). Everyone Loves a Good Drought. Penguin.
- Bejoy, C. R. and K Ravi Raman. "Muthanga the Real Story: Adivasi Movement to Recover Land." *Economic and Political Weekly* 38, no. 20, (May 17-23, 2003): 1975-1982
- Berg, Dag-Erik. (2020). *Dynamics of Caste and Law: Dalits, Oppression and Constitutional Democracy in India*. Cambridge University Press.
- Menon, Nivedita and Aditya Nigam. (2007). Power and Contestation: India Since 1989. Zed Books.
- Rajagopal, Arvind. (2004). Politics after Television: Religious Nationalism and the Reshaping of the Indian Public. Cambridge University Press.
- Steur, Luisa. (2017). Indigenist Mobilization: Confronting Electoral Communism and Precarious Livelihoods in Post-Reform Kerala. India: Orient Blackswan Private Ltd.
- o Mohan, Sanal. (2015). *Modernity of Slavery*. Oxford University Press.

#### SUGGESTED READING

 Tharu, Susie and K. Satyanarayana. eds. (2011). No Alphabet in Sight: New Dalit Writing from South India. Penguin.

Sollabus

- Parayil, Sujith Kumar. "Visual Sense and Precarious Life: Madhuraj's Endosulphan Photography and the Sense of Being." *Tapasam* vol.16 Issue: 1-2, (2020): 75-102.
- o Sen, A. (1999). Development as Freedom. Oxford University Press.
- Joseph, Ammu. Kalpana Sharma (eds.). (1994). Who's News: Media and Women's Issues. Sage.

Bhargava, Rajeev. ed. (2008). *Politics and Ethics of the Indian Constitution*. Oxford University Press.



# **MGU-UGP (HONOURS)**

# Syllabus



# Kottayam

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION					
Course Name	MEDIA EFFECTS STUDIES					
Type of Course	DCE	AND	HI			
Course Code	MG8DCEJMC403					
Course Level	400 - 499			2		
Course Summary	This course is intender and to discuss effectiv help the students to ad practical skills in resea	e methodol	ogies for au volving natu	idience analy	sis. This o	course will
Semester	8	TA	Credits		4	Total Hours
Course Details	Learning Approach	Lecture 3	Tutorial 0	Practicum 1	Others 0	75
Pre-requisites, if any	Understanding of med	ia research	and awarer	ness of comm	unication	theories

# Syllabus

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain the influence of media on society and individuals	U	1
2	Develop the know-how for application of communication theories	А	2
3	Outline the audience analysis patterns and techniques	U	1
4	Apply media research techniques and tools	А	2
5	Analyze media content critically	An	1

### \*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

### **COURSE CONTENT**

Module	Course description	Hrs	CO No.
1	Introduction to Media Effects and Audience Analysis	15	
1.1	Definition and types of media effects, Historical perspectives on media effects	3	1
1.2	Media effects theories.	4	1
1.3	Introduction to Audience Analysis.	4	2
1.4	Media consumption patterns and trends.	4	1
2	Effects of Media Technology, Content and Context	15	
2.1	Effects of technology.	3	3
2.2	Effects of modality and agency.	3	3
2.3	Effects of news and political communication.	5	3
2.4	Effects of advertising & marketing communication.	4	3
3	Methodological Perspectives and current trends	15	
3.1	Brief introduction to effects research methods - Quantitative research methods, Qualitative research methods, other evolving methods.	5	4
3.2	Ethical considerations in audience research	2	4
3.3	Current trends - Network analysis and social network studies, big data analytics	3	1,5

	Analysis of user agency and user-generated content,		1,5
3.4	Media Literacy and Critical Analysis	5	
4	Practicum: Select any two from the list	30	
4.1	<ol> <li>Analyzing Audience Response: Select a recent media event (e.g., viral video, social media campaign) and analyze potential audience responses based on different theoretical perspectives (e.g., Uses and Gratifications, Cultivation Theory). Write an analysis (2-3 pages) that includes:</li> <li>A description of the chosen media event.</li> <li>An explanation of two relevant audience theories.</li> <li>An analysis of how different audience segments might interpret and react to the media event based on the chosen theories.</li> <li>The Technological Determinism Debate: The class debates the concept of technological determinism - the idea that media technology inherently shapes human behavior. Students are divided into two groups: for and against.</li> <li>Requirements: Each group prepares arguments (4-5 key points) supported by relevant research and historical examples. During the debate, students should engage with opposing viewpoints and demonstrate their understanding of the complex relationship between media technology and its effects.</li> <li>Media Effects in the Digital Age: Conduct a study on the current trend in media effects related to the digital age (e.g., echo chambers, filter bubbles, misinformation campaigns). Make a multimedia presentation (5-10 minutes) that includes:</li> <li>An explanation of the chosen trend and its potential effects on audiences.</li> </ol>		1,5

•	A discussion of potential s strategies for addressing th		-			
	Students should utilize rele current examples to presen					
Teaching and Learning Approach	<ul> <li>Classroom Procedure (Mode of transaction)         <ul> <li>Lectures.</li> <li>In- class discussions on media effects on audience.</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 encourag critical thinking.</li> <li>Guest Lectures -Invite guest speakers with expertise in the field, such a psychologists, media professionals, researchers, academicians, to share</li> </ul> </li> </ul>					
	the real experiences and insights.					
Assessment Types	MODE OF ASSESSMENT         A. Continuous Comprehensive Assessment (CCA) – 30 Marks (Practicum components will be evaluated under CCA)         Marks Division         *Assignments       –         10 Marks         Class tests/Quiz       –         10 Marks         *'In -class Presentation         *Group Project / Individual Project / Case Study         **Power Point / Audio-Visual Presentation / Oral Presentation         Suggested activities to continuously assess the progress of the students.         • Media content analysis – effects research         • In-campus surveys and interviews         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	$10 \ge 2 = 20$		
	Essay	450 Words	2 out of 4	2 x 15 = 30		

Total	32 out of 39	70

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# SUGGESTED READINGS U-UGP (HONOURS)

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- A Companion to New Media Dynamics. (2015). Germany: Wiley.
- Black, Joel. (2001). The Reality Effect: Film Culture and the Graphic Imperative. Routledge.
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- Potter, W.James. (2019). Major Theories of Media Effects: Analysis and Evaluation. Peter Lang Publishing Inc.



# Kottayam

Type of CourseDCourseMCourse CodeMCourse Level40CourseThSummaryte be	echnologies and big e encouraged to en	oduce the s data are c ngage criti	students to hanging the cally with	the various e field of jou the key deb	rnalism. Th pates in th	he students will he field and its
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Summary te be	echnologies and big e encouraged to en	data are c ngage criti	hanging the cally with	e field of jou the key deb	rnalism. Th pates in th	he students will he field and its
	The course will introduce the students to the various ways in which immersive technologies and big data are changing the field of journalism. The students will be encouraged to engage critically with the key debates in the field and its implication for practicing journalists. Ethical concerns related to emerging media and technologies will be addressed.					
Semester	8 Credits 4 Total Ho					Total Hours
Course Details	earning Approach	Lecture 3	Tutorial 0	Practicum 1	Others 0	75
Pre-requisites, A if any	A strong command over modern media technologies.					

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Outline the evolution of immersive media	U	1,4,6
2	Understand the technology and the emerging trends and possible futures of immersive media	U	1,4,5,8
3	Evaluate the ethical perspectives on immersive media	E	1,5,6,7 ,8

4	Develop skills to use different hardware and software for producing VR experiences	С	1,8			
5	5 Create content using gadgets of VR/AR/MR C 1,4,5					
*Rem	*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)					

### **COURSE CONTENT**

Module	Course description	Hrs	CO No.
1	Basics of immersive media and immersive journalism	10	
1.1	Introduction to immersive media, basic terms, historical overview, types, AR, VR, MR. etc	2	1
1.2	Relationship between communication and technology	2	1
1.3	The use of immersive technologies in journalism, Debates around emerging technologies and new interfaces, application of AR, VR and MR in journalism.	3	1,2
1.4	The emerging landscape of immersive journalists, The future of Narrative journalism, Interactive software, Future technologies, 5G and internet of things.	3	1,2
2	Immersive video content production	10	
2.1	ABC of Panoramic video production, 360-degree films, AR, VR, MR Systems, gadgets and Instruments for 360 TV. Use of panoramic sound and 3D Graphics.	3	2
2.2	Mojo (Mobile Journalism) visual storytelling- Producing news story using portable gadgets, wearable devices and head-mounted displays (HMDs) and other accessories	3	2
2.3	Preparation of digital storyboard, producing an immersive component to augment a written or data story.	2	2

2.4	Understanding VHIL (Virtual Human Interaction Lab), Understanding 3d models and spherical videos, Google cardboard headset and it's usage.	2	2
3	Immersive Journalism, VR/AR/MR detailed	10	
3.1	Immersive worlds, experiential news, future of virtual and augmented reality. Immersive projects: fiction and non-fiction story telling in immersive projects.	2	3
3.2	The different cameras available to produce live- action, 360 video, the different software available to produce experiences. Platforms for 360 casting. Ethical questions - editing/altering reality, Challenges of immersive media- Disinformation, Misinformation, Deep fake	2	3
3.3	VR-gadgets- Computer modelling and types of VR. 3D Graphics. Classification of VR technology, VR software Applications. NYT VR, Within, Cardboard camera, Lumber, Vrscout, Stitching Software.	3	4
3.4	Augmented reality basics, Difference between VR and AR, Mixed Reality, Analysis of existing AR contents, AR Application software. Presenting / Publishing own immersive AR/VR content - Content production outline.	3	4
4.	Practicum – Select any two from the list	30	5
4.1	<ol> <li>Understanding equirectangular visuals, importing 360-degree videos in to professional editing software, rough cut, adding visual effects (optional), Adding titles, Rendering, Exporting, uploading immersive video in to YouTube, Analysing the feedback.</li> <li>Student shall create a 360 Immersive Production through group workshop which will offer hands-on, practical experience of idea generation, conception, pitching, designing and prototyping immersive experiences.</li> </ol>		5

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	Practical workshops will introduce approaches to interaction and experience design, spatialised/ambient sound design and composition, along with virtual and physical scenography, installation, prop and device design. Students shall cover practices of directing, choreographing and performing for VR and immersive	
	design, spatialised/ambient sound design and composition, along with virtual and physical scenography, installation, prop and device design. Students shall cover practices of directing, choreographing and performing for VR and immersive	
	and composition, along with virtual and physical scenography, installation, prop and device design. Students shall cover practices of directing, choreographing and performing for VR and immersive	
	physical scenography, installation, prop and device design. Students shall cover practices of directing, choreographing and performing for VR and immersive	
	and device design. Students shall cover practices of directing, choreographing and performing for VR and immersive	
	practices of directing, choreographing and performing for VR and immersive	
	and performing for VR and immersive	
	media (e.g. performance to camera,	
	including 360°, staging 3D audio	
	recordings, motion and performance	
	capture).	
	(The group-based coursework, with	
	faculty support, facilitated discussion and	
	incremental feedback; students will work	
	towards their immersive group	
	production.)	
	3. Reflective Immersive Case Study:	
	Individual submission as part of	
	Individual Creative Portfolio production.	
	4. Produce a news package in snap chat	
	with the mixed reality feature of snapchat	
	as part of Individual Creative Portfolio	
	production.	
	/विद्यर्था अस्तसउन्.ते	
	Teacher – specific content	
5	(Internal evaluation only)	
	(Internal evaluation only)	
	MGU-UGP (HUNUUKS)	

Teaching and Learning Approach	<ul> <li>Classroom Procedure (Mode of transaction)</li> <li>Lectures.</li> </ul>
	• In- class discussions on media effects on audience.
	• Book reviews, Discussions and seminars- Assign readings from academic
	articles, books, and reports related to the syllabus.
	• Conduct class discussions to explore different viewpoints and encourage
	critical thinking.
	• Guest Lectures -Invite guest speakers with expertise in the field, to share
	the real experiences and insights.

Assessment	MODE OF ASSESSME	ENT						
Types	A. Continuous Comprehensive Assessment (CCA) – 30 Marks							
	(Practicum comp	onents will be e	valuated under CCA)					
	Marks Division							
	*Assignments	_	10 Marks					
	Class tests/Quiz	_	10 Marks					
	**In -class Preser	ntation –	10 Marks					
	*Group Project / **Power Point / .	U	ect / Case Study resentation / Oral Presen	tation				
	Suggested activities to continuously assess the progress of the students.							
	GL	NDL						
			immersive portfolio					
			lual immersive portfolio					
	3. Immersive portfolio presentation							
	B. End Semester Evaluation							
	Written Exam -	70 Marks (2 H	ours)					
	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				
	Total		32 out of 39	70				

# REFERENCES MGU-UGP (HONOURS)

- Turo Uskali. (2021). Immersive Journalism as Storytelling: Ethics, Production, and Design. Routledge.
- o Baxter, Dennis. (2020). Immersive Sound Production: A Practical Guide. Routledge.
- Sánchez Laws, Ana Luisa. (2021). Insights on Immersive Journalism 1st Edition Routledge.
- o Valenzise, Giuseppe. (2022). Immersive Video Technologies. Elsevier.
- Hillmann, Cornel. (2022). UX for XR: User Experience Design and Strategies for Immersive Technologies. Springer.

### SUGGESTED READINGS

o Sánchez Laws, Ana Luisa. (2020). Conceptualising Immersive Journalism. Routledge.

- Dowling, David. (2019). Immersive Longform Storytelling: Media, Technology, Audience. Routledge.
- Heggde, Geetha. S. (2024). Immersive Technology and Experiences: Implications for Business and Society. Springer Verlag.
- Einav, Gali. (2022). Transitioning Media in a Post COVID World: Digital Transformation, Immersive Technologies, and Consumer Behavior (The Economics of Information, Communication, and Entertainment). Springer.
- Li, Qin. (2021). Immersive Communication: The Communication Paradigm of the Third Media Age. Routledge.



# **MGU-UGP (HONOURS)**

# Syllabus



# Kottayam

Programme	BA (Hons) JOUR	<b>BA (Hons) JOURNALISM AND MASS COMMUNICATION</b>					
Course Name	ENVIRONMENTAL JOURNALISM						
Type of Course	DCE GANDA						
Course Code	MG8DCEJMC405						
Course Level	400 - 499						
Course Summary	This course explores into contemporary environmental issues, examining gl national, and regional perspectives to provide students with a det understanding of the dynamic field of environmental journalism. In respon escalating environmental challenges, climate change threats, and the critical for well-informed policies, this course plays a pivotal role. It equips stud with the knowledge and skills necessary to address environmental destru- and contribute to the development of effective policy frameworks ff sustainable future. Beyond academia, the course positions students for succe careers in non-governmental organizations (NGOs) and policymaking w Science and Environment sectors, fostering a generation ready to make impa- contributions to our shared environmental well-being.					with a detailed on. In response to ad the critical need at equips students mental destruction cameworks for a ents for successful icymaking within	
Semester	M83U-U	GP (H	Credits	JURS	4	Total Hours	
Course Details	Learning Approach	Lecture	Tutoria	Practical/ Field visits	Others		
		3	0	1	0	75	
Pre-requisites, if any	Foundational underst writing skills, critical					of language and	

CO No.	Expected Course Outcome	Learning	PO No
		<b>Domains</b> *	

1	Defining the role of journalists in Environment reporting	Ι	1,2,3,4
2	Develop a historical perspective on the development of Environment journalism.	А	2
3	Enhance the ability in field reporting and preparing investigative stories on and about issues of environment.	E	3,4
4	Analysing local environmental challenges and unique issues.	E	3,4
*Ren	*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)		

### **COURSE CONTENT**

Module	Course description	Hrs	CO No.
1	Introduction to Environmental Journalism	10	
1.1	Overview of Environmental Journalism: Definition and scope of environmental journalism, Importance of environmental journalism in the context of media and society.	6	1
1.2	Communication strategies for effective environmental reporting	4	1
2	History and Evolution of environmental journalism	10	2
2.1	Defining the role of journalists in Environmental communication.	3	2
2.2	Media and environmental journalism: Historical back ground	3	2
2.3	Media approaches towards fundamentals of Environmental Science. Ecosystems, biodiversity, and the interdependence of species.	4	2
3	Scientific Concepts and policy frameworks	20	2
3.1	Media interventions in: Climate change science: greenhouse gases, global warming, and climate variability Basics of pollution (Air, Water, Sound, Plastic,E- waste etc,), Conservation and sustainable development, Effective waste management		2

	techniques.		
	Techniques for interviewing scientists, researchers, and policymakers.		
	Utilizing credible sources in Environmental journalism		
	Understanding Climate Change:		
3.2	Causes, effects, and potential solutions to climate change	3	3
	Impact of climate change on vulnerable communities in India and Kerala		
	India's Biodiversity:		
3.3	Exploring the diverse flora and fauna in different regions of India, protected species of plants and animals, National parks and sanctuaries.	3	3
	Identifying biodiversity hotspots and conservation challenges		
	Conservation Initiatives:		
	Reporting on successful conservation projects		
3.4	Challenges in biodiversity conservation specific to Kerala region.	3	3
	Kerala-specific Environmental Issues: unique ecosystems, Western ghats, rivers and marine diversity, Tribal land rights. Land deeds and forest encroachment.		
3.5	Case studies on successful environmental initiatives in Kerala: Silent valley and Chaliyar protection struggles.	3	3
3.6	Policy frame work for Environmental protection: Madhav Gadgill, Kasthuri Rangan and Ommen V Ommen committee reports and aftermath. Laws and regulations related to environmental reporting	4	3
	Regulatory authorities and their role: Pollution control board, Bio diversity board Ministries of Environment and Forests and LSGs.		
4	Practicum:	30	
4.1	1. Analyse local environmental challenges and prepare news article/report/feature on the issue.		4

	<ol> <li>Conduct field trips to key environmental sites and related scientific institutions in Kerala.</li> <li>Developing and presenting a comprehensive environmental report on a Kerala-specific issue.</li> </ol>	
5	<b>Teacher specific content</b> (Internal evaluation only)	

Teaching and	Classroom Procedure (Mode of transaction)		
Learning	• Lectures		
Approach	• Discussions and presentations.		
	• Book reviews, Discussions and seminars- Assign readings from academic articles,		
	books, and reports related to the syllabus.		
	Conduct in-class discussions		
	• Guest Lectures -Invite guest speakers with expertise in the field to share the real		
	experiences and insights.		
	Analytical exercises.		
	• ICT tools		
	• Workshops		
	• Field visits - Field trips to key environmental sites like national parks or sanctuaries in		
	Kerala. Visits to major scientific research institutions related to Environmental science in		
	Kerala.		
Assessment	MODE OF ASSESSMENT		
Types	A. Continuous Comprehensive Assessment (CCA) – 30 Marks		
	(Practicum components will be evaluated under CCA)		
	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		
	The concerned faculty should develop various assignments and students need to be evaluated on the basis of their performance.		

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	$10 \ge 2 = 20$
Essay	450 Words	2 out of 4	$2 \ge 15 = 30$
Total	NDH	32 out of 39	70

### REFERENCES

- o Poornananda, D.S. (2022). Environmental Journalism. Sage.
- Singh, V. (2015). The Human Footprint on Environment: Issues in India. Laxmi Publications.
- Sachsman, David B. and Valenti, Joann Myer. (2022). Routledge Handbook of Environmental Journalism. Routledge.
- Angler, Martin. (2017). Science Journalism. Routledge.
- Gore, A. (2006). *An Inconvenient Truth: The Planetary Emergency of Global Warming and What We Can Do about it.* Rodale.

J-UGP (HONOURS)

### SUGGESTED READINGS

- o Carson, R. (1962). Silent Spring. Houghton Mifflin.
- Kolbert, E. (2014). *The Sixth Extinction: An Unnatural History*. Henry Holt and Company.
- o Diamond, J. (2005). Collapse: How Societies Choose to Fail or Succeed. Viking.
- Mann, M. E. (2012). *The Hockey Stick and the Climate Wars: Dispatches from the Front Lines.* Columbia University Press.
- Wilson, E. O. (1992). *The Diversity of Life*. W. W. Norton & Company.

## Internship Guidelines and Evaluation

- Every student who plans to complete an internship must have their internship approved by the Department. Students will have internal mentors assigned to them to provide the necessary guidance.
- The kind of organization chosen will determine the nature of the work. The areas in which the internship can be conducted include Media establishments (Vernacular, National and International), Advertisement and Public Relations agencies, Corporate Communication firms, Television production studios, Radio stations, Graphic Design companies, Media start-ups, Academic Institutions (State and Central Universities, Autonomous Research Institutions) etc. Any subject that gives students real-world experience and strengthens their employability abilities will be taken into consideration. Depending on the type of work, an online internship may be allowed. The internship will last from 60 to 120 hours following the completion of the fourth semester.
- As assigned by the internal mentor, the student is required to create a Daily Work Record and present it to the department on a regular basis. An internship report with the outcomes and an attendance certificate must be turned in at the conclusion of the internship.
- Evaluation Criteria

The Daily Work Record will serve as the basis for the 15-mark CCA. Both the department head and the internal mentor will be evaluating it.

For the End Semester Evaluation (35 marks),

(a) Internship Report Evaluation (15 marks) and

(b) Presentation and Viva (20 marks)

A Board of Internal Examiners will evaluate the report and presentation/viva, according to decision by the Department Council.

# **MGU-UGP (HONOURS)**

# Syllabus

## **Project Evaluation Guidelines**

- 1. All students should prepare and submit project reports as part of the programme. The project has to be undertaken on an individual basis.
- 2. The general guidelines of the Regulations shall apply for both Internal and External Evaluations of Project Report.
- 3. The Project shall be done under the supervision and guidance of faculty of the department.
- 4. Students shall submit the report in the prescribed format at least three weeks before the commencement of end semester examination of the eighth semester. Internal assessment shall be based on completion of the project, following the norms prescribed in general guidelines.
- 5. The area of the project shall be related to media practices, processes and ideologies.
- 6. The student shall submit copies of the project report, either printed or typed. There shall be a minimum of 40 pages and a maximum of 75 pages. The report may be hard bound or soft bound or spirally bound and the printing can be either double sided or single sided. A softcopy of the report shall also be submitted to the department.
- 7. The report shall contain the following:
  - Title page with topic, details of the student with register number, supervisor details and month and year of submission.
  - Certificate from Supervising teacher and counter signed by the Head of the Department with department seal.
  - Declaration by the student which shall include plagiarism details also. The relevant guidelines issued by the UGC, and the University shall be strictly adhered to.

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- Acknowledgement
- ➢ Contents
- Preferably 5 chapters with Chapter 1 presenting Introduction and Methodology, Chapter 2 Literature Review, Chapter 3 Theoretical review, Chapter 4 Analysis and Interpretation and Chapter 5 Findings, Conclusion, Suggestions etc. Guidelines regarding chapterisation are not absolute and may be altered according to topic/ presentation convenience.
- Appendix (Questionnaire/Schedule, Secondary data used for analysis, Statistical calculation details etc)
- Bibliography (References may be presented in latest APA style)
- 8. The student shall do progress presentation and pre-submission presentations. The first two presentation progress presentation shall be evaluated by the Guide and the Head of the Department. The department shall decide the dates of the progress presentations. The final pre-submission presentation shall be an open presentation with the help of audio-visual aids and shall be evaluated by a Board of Internal Examiners including the Guide and the Head of the Department, Final submission of the project report shall be based on the suggestions of the open presentation. The student must produce a certificate before the Viva Board from the Head of the Department stating that the progress and open presentation was done for the purpose of Internal Evaluation.

- 9. The End Semester Evaluations shall be done by an external examiner and the Head of the Department/the nominee of the HoD. There shall be a vivo voce.
- 10. It is the responsibility of the student to put earnest effort into the completion of the project. The consequences of plagiarism beyond permissible level in project work may result in failure of the course, in addition to other consequences.

### Evaluation Criteria: Total Marks - 200 (CCA- 60 and ESA- 140)

#### CCA- 60 marks

- 1. Progress Presentation 1 10 marks
- 2. Progress Presentation 2-10 marks
- 3. Pre-submission presentation 40 marks

### ESA- 140 marks

### 1. Report- 80 marks

- a. Topic and Relevance-15 marks
- b. Methodology- 30 marks
- c. Review of Literature- 20 marks
- d. Analysis and Recommendations- 40 marks
- e. Style of Presentation- 15 marks

### 2. Viva Voce- 60 marks

- a. Presentation (with audio visual aids) 30 marks
- b. Understanding of the work 20 marks.
- c. Articulation skills- 10 marks





Participants in the 5-day syllabus restructuring residential workshop held from November 20th to 24th, 2023.

Sl.	Name	Designation and Official Address
No		
1	Ajith Paul	Teaching Associate, Christ University, Bangalore.
2	Asha. A.	Assistant Professor, Mar Baselios College, Adimali.
3	Ashwin K.V.	Assistant Professor, St. Paul's College, Kalamassery
	Namboodiri	
4	Bibu V.N.	Assistant Professor, St. Xavier's College, Vaikom
5	Bijith M Bhaskar	Assistant Professor, KMM College of Arts and Science, Thrikkakara.
6	Devika Prasad	Assistant Professor, St. George's College Aruvithura
7	Divya. S. S.	Asst. Professor, Mannam Memorial N. S. S. College, Konni.
8	Dr. Asha Achy	Dean, SH School of Communication, SH College Thevara.
	Joseph	
9	Dr. Shine P.S.	Assistant Professor, B P C College Piravom.
10	Gilbert A. R.	Assistant Professor, Bishop Speechly College for Advanced Studies,
		Pallom, Kottayam.
11	Julie John	Assistant Professor, St. George's College Aruvithura
12	Krishnendu R.	Assistant Professor, St. Albert's College (Autonomous), Ernakulam.
13	Martina A. A.	Assistant Professor, RCMAS, Ernakulam.
14	Parvathi Chandran	Assistant Professor, St. Xavier's College, Vaikom
15	Revathy R.	Assistant Professor, VNS College of Arts and Science, Konni.
16	Sangeetha P. S.	Assistant Professor, SH College Thevara,
17	Seethal George	Assistant Professor, Al Ameen College, Edathala
18	Shanthi Mathai	Assistant Professor, SH College Thevara.
19	Sheena K. Thomas	Assistant Professor, St. George's College Aruvithura
20	Sherin P Shaji	Assistant Professor, Marian College Kuttikkanam
21	Sonia John Markose	Assistant Professor, St.Xavier's College for Women, Aluva.
22	Sujith Narayanan	Assistant Professor, SH College Thevara.
23	Sunaina Yousuf	Assistant Professor, SH College Thevara.
24	Surumi Salim	Assistant Professor, Jai Bharath Arts & Science College, Arakkapady.

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