

**(Abstract)**

MA Journalism and Mass Communication Programmes- Scheme , Syllabus and Model Question Paper ( I st & II nd Semester only ) Under Choice Based Credit and Semester System (Outcome Based Education system-OBE) in Affiliated Colleges with effect from 2023 admissions - Implemented- Orders issued.

**ACADEMIC C SECTION**

ACAD/ACAD C4/16955/2023

Dated: 18.08.2023

- Read:-1. U.O No. Acad C2/429/2017 Dated 08.09.2020  
2. U. O No. Acad C1/21246/2019 Dated 07.12.2020  
3. U.O. NO Acad C1/21246/2019 Dated 16.02.2023  
4.U.O. NO Acad C1/21246/2019 Dated 20.04.2023  
5. Minutes of the meeting of the CSMC & Conveners of Ad hoc committee held on 15.06.2023  
6.U.O.No. Acad/C1/21246/2019 DATED 09.08.2023  
7. The Minutes of the meeting of the Ad hoc Committee for MA. Journalism & Mass communication held on 09.08.2023  
8. Syllabus submitted by the Convenor, Ad hoc committee for M.A Journalism and Mass Communication vide e-mail dated 11.08.2023

**ORDER**

1. Curriculum Syllabus Monitoring Committee comprising the members of Syndicate was constituted for the Syllabus revision of UG & PG Programmes in Affiliated Colleges, vide paper read (1) above and as per the recommendation of this Committee in its meeting held on 20.11.2020, constitute a sub Committee to prepare the Regulation for PG programmes in Affiliated Colleges vide paper read (2) above.
2. As the reconstitution of Board of Studies of the University is under consideration of the Hon'ble Chancellor, considering the exigency of the matter, Ad hoc Committees were constituted vide paper read (3) above, & it has been modified vide paper read (4) above to revise the Curriculum and Syllabus of PG Programmes in Affiliated Colleges w.e.f 2023-24 academic year .
3. The combined meeting of the Curriculum Syllabus Monitoring Committee & Conveners of Ad hoc committee held on 15.06.2023 at syndicate room discussed in detail the draft Regulation, prepared by the Curriculum Syllabus Monitoring Committee, for the PG programmes under Choice Based Credit and Semester System to be implemented in Affiliated Colleges w.e.f 2023 admission and proposed the different phases of Syllabus revision process such as subject wise workshop vide the paper read (5) above.
4. The Revised Regulation for PG programmes under Choice Based Credit and Semester System ( in OBE- Out Come Based Education System) was approved by the Vice chancellor on 05.08.2023 and implemented w.e.f 2023 admission vide paper read (6) above.
5. Subsequently, as per the paper read (7) above, the Ad hoc committee for MA Journalism and Mass communication Programme finalized the Scheme, Syllabus and Model question papers of I<sup>st</sup> & II<sup>nd</sup> Semester MA Journalism and Mass communication Programme to be implemented w.e.f 2023 admission
6. A s per the paper read (8) above, the Convener, Ad hoc committee for Journalism and Mass communication, submitted the finalized copy of the Scheme, Syllabus and Model question papers of I<sup>st</sup> and II<sup>nd</sup> Semester MA Journalism and Mass communication Programme for implementation w.e.f 2023 admission in affiliated colleges.
7. The Vice Chancellor after considering the matter in detail and in exercise of the powers of the Academic Council conferred under section 11(1) Chapter III of Kannur University Act, 1996 and all other enabling provisions read together with, ***accorded sanction to implement the Scheme, Syllabus and***

**Model question papers of 1<sup>st</sup> & 11<sup>nd</sup> Semester M.A Journalism and Mass communication Programme under Choice Based Credit and Semester System ( OBE-Outcome Based Education System ) in Affiliated Colleges under the University with effect from 2023 Admission , subject to report to the Academic Council**

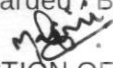
8. The Scheme , Syllabus and Model question papers of 1<sup>st</sup> and 11<sup>nd</sup> Semester M.A Journalism and Mass Communication under Choice Based Credit and Semester System ( OBE -Outcome Based Education System) in Affiliated Colleges under the University w.e.f 2023 admission is uploaded on the University website.

9. Orders are issued accordingly.

Sd/-  
**Narayanadas K**  
**DEPUTY REGISTRAR (ACAD)**  
For REGISTRAR

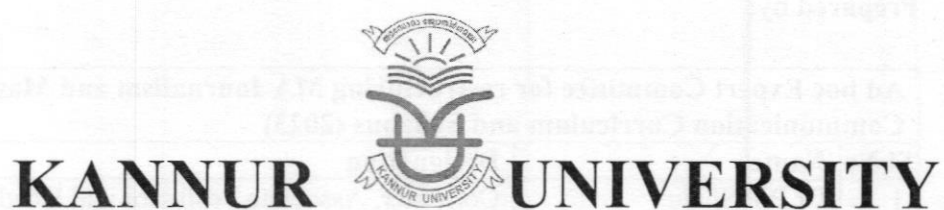
To: 1. The Principles of Colleges offering M. A. Journalism & Mass Communication Programme  
2. Convenor, Curriculum Syllabus Monitoring Committee.  
3. Convenor, Ad hoc committee for MA Journalism and Mass communication Programme

Copy To: 1. The Examination Branch (Through PA to CE)  
2. PS to VC / PA to PVC / PA to R/PA to FO  
3. DR / AR 1 (Acad) /AR II Exam/All sections of Academic Branch/Computer Programmer  
4. SF / DF /FC  
5. IT Centre ( for uploading on the website)

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SECTION OFFICER







**SCHEME AND SYLLABUS FOR**

**PG PROGRAMME IN**

**MA Journalism and Mass  
Communication (MAJMC)**

Under Choice Based Credit and Semester System For Post Graduate Programme  
in Affiliated Colleges -2023 (in Outcome Based Education – system)

**(KUCBCSSPG 2023)**

**From 2023 ADMISSION onwards**

Prepared by:

<b>Ad hoc Expert Committee for restructuring MA Journalism and Mass Communication Curriculum and Syllabus (2023)</b>		
<b>Sl No</b>	<b>Name</b>	<b>Designation</b>
1	Dr P P Shaju	Convener, Associate Professor and Head, Dept of Journalism, Mary Matha College, Mananthavady
2	Dr Smitha E K	Member, Assistant Professor and Head, Dept of Journalism, CHMKM Government Arts & Science College, Thanur
3	Mr V H Nishad	Member, Assistant Professor and Head, Dept of Journalism, Sir Syed College, Thaliparamba
4	Mr Previn P F	Member, Assistant Professor, Dept of Communication and Journalism, S.E.S. College, Sreekandapuram
<b>External Expert</b>		
1	Dr P Lalmohan	Assistant Professor, Dept of Journalism, University of Kerala
<b>Special Invitees</b>		
1.	Dr Biju Jose Nellissery	Head, Dept of Journalism, Don Bosco College, Angadikadavu
2.	Mr Deepu Jose K	Assistant Professor and Head, Dept of Communication and Journalism, S.E.S. College, Sreekandapuram
3.	Mr Sanish M S	Assistant Professor, Dept of Communication and Journalism, S.E.S. College, Sreekandapuram
4.	Mr Abel Babu	Assistant Professor, Dept of Journalism, Don Bosco College, Angadikadavu
5.	Ms Aishwarya Pradeep	Assistant Professor, Dept of Journalism, Don Bosco College, Angadikadavu
6.	Mr Anil Thomas Nalloor	Assistant Professor, Dept of Journalism, Don Bosco College, Angadikadavu



## **Curriculum for Choice Based Credit and Semester System for Postgraduate Programme in Affiliated Colleges -2023**

### **(OBE – Outcome Based Education – system)**

Kannur University introduced Outcome Based Education (OBE) in the curriculum for under graduate students in 2019. Expanding OBE to the Postgraduate curriculum and syllabus from the academic year 2023 onwards demonstrates the university's commitment to further improving the learning experience for its students across different academic levels. This move is to enhance the academic rigour and relevance of the Postgraduate programmes, better preparing the students for their future careers and challenges.

Outcome based education is an educational methodology where each aspect of education is organized around a set of goals (outcomes). Students should achieve their goal by the end of the educational process. Throughout the educational experience, all students should be able to achieve their goals. It focuses on measuring student performance through outcomes. The OBE model aims to maximize student learning outcomes by developing their knowledge & skills.

The key to success in outcome-based education is clarity, for both teachers and students to understand what's expected of them. Outcome-based education aims to create a clear expectation of results that students must achieve. Here, the outcome includes skills, knowledge and attitude. In addition to understanding what's expected, outcome-based education also encourages transparency. The basic principle of outcome-based education is that students must meet a specific standard to graduate. Hence, no curve grading is used in outcome-based education, and instead, teachers are free to experiment with any methodology they feel is best.

#### **Mission statements**

- To produce and disseminate new knowledge and to find novel avenues for application of such knowledge.
- To adopt critical pedagogic practices which uphold scientific temper, the uncompromised spirit of enquiry and the right to dissent.
- To uphold democratic, multicultural, secular, environmental and gender sensitive values as the foundational principles of higher education and to cater to the modern notions of equity, social justice and merit in all educational endeavours.
- To affiliate colleges and other institutions of higher learning and to monitor academic, ethical, administrative and infrastructural standards in such institutions.

- To build stronger community networks based on the values and principles of higher education and to ensure the region's intellectual integration with national vision and international standards.
- To associate with the local self-governing bodies and other statutory as well as non-governmental organizations for continuing education and also for building public awareness on important social, cultural and other policy issues.

### **Establishing the Programme Outcomes (POs)**

**Programme Outcomes (POs):** Programme outcomes can be defined as the objectives achieved at the end of any specialization or discipline. These attributes are mapped while a student is doing graduation and determined when they get a degree.

**PO 1. Advanced Knowledge and Skills:** Postgraduate courses aim to provide students with in-depth knowledge and advanced skills related to their chosen field. The best outcome would be to acquire a comprehensive understanding of the subject matter and develop specialized expertise.

**PO 2. Research and Analytical Abilities:** Postgraduate programmes often emphasize research and analytical thinking. The ability to conduct independent research, analyze complex problems, and propose innovative solutions is highly valued.

**PO 3. Critical Thinking and Problem-Solving Skills:** Developing critical thinking skills is crucial for postgraduate students. Being able to evaluate information critically, identify patterns, and solve problems creatively are important outcomes of these programs.

**PO 4. Effective Communication Skills:** Strong communication skills, both written and verbal, are essential in various professional settings. Postgraduate programs should focus on enhancing communication abilities to effectively convey ideas, present research findings, and engage in academic discussions.

**PO 5. Ethical and Professional Standards:** Graduates should uphold ethical and professional standards relevant to their field. Understanding and adhering to professional ethics and practices are important outcomes of postgraduate education.

**PO 6. Career Readiness:** Postgraduate programs should equip students with the necessary skills and knowledge to succeed in their chosen careers. This includes practical skills, industry-specific knowledge, and an understanding of the job market and its requirements.

**PO 7. Networking and Collaboration:** Building a professional network and collaborating with peers and experts in the field are valuable outcomes. These connections can lead to opportunities for research collaborations, internships, and employment prospects.

**PO 8. Lifelong Learning:** Postgraduate education should instill a passion for lifelong learning. The ability to adapt to new developments in the field, pursue further education, and stay updated with emerging trends is a desirable outcome.

### **Establishing the Course Outcomes**

**Course Outcomes (COs)** are the objectives that are achieved at the end of any semester/year. For instance, if a student is studying a particular course, then, the outcomes would be concluded on the basis of the marks or grades achieved in theory and practical lessons.

Each programme shall define the COs according to the outcome set at the beginning of the study of the course.

### **Automated Question Bank System**

The evaluation process shall be based on the revised Bloom's Taxonomy. Hence the syllabus shall be defined and designed in view of the scheme of the said taxonomy.

### **Modules**

The syllabus shall be prepared in four Modules to reflect the spirit of revised Blooms Taxonomy and the evaluation system based on the six cognitive levels.

### **Evaluation process using Revised Bloom's Taxonomy**

There are six levels of cognitive learning according to the revised version of Bloom's Taxonomy. Each level is conceptually different. The six levels are remembering, understanding, applying, analysing, evaluating, and creating. These levels can be helpful in developing learning outcomes.

**Remember:** Definition: retrieve, recall, or recognize relevant knowledge from long-term memory. Appropriate learning outcome verbs for this level include: *cite, define, describe, identify, label, list, match, name, outline, quote, recall, report, reproduce, retrieve, show, state, tabulate, and tell.*

**Understand:** Definition: demonstrate comprehension through one or more forms of explanation. Appropriate learning outcome verbs for this level include: abstract, arrange, articulate, associate, categorize, clarify, classify, compare, compute, conclude, contrast, defend, diagram, differentiate, discuss, distinguish, estimate, exemplify, explain, extend, extrapolate, generalize, give examples of, illustrate, infer, interpolate, interpret, match, outline, paraphrase, predict, rearrange, reorder, rephrase, represent, restate, summarize, transform, and translate.

**Apply:** Definition: Use information or a skill in a new situation Appropriate learning outcome verb for this level include: apply, calculate, carry out, classify, complete, compute, demonstrate, dramatize, employ, examine, execute, experiment, generalize, illustrate, implement, infer, interpret, manipulate, modify, operate, organize, outline, predict, solve, transfer, translate, and use.

**Analyze:** Definition: break material into its constituent parts and determine how the parts relate to one another and/or to an overall structure or purpose Appropriate learning outcome verbs for this level include: analyse, arrange, break down, categorize, classify, compare, connect, contrast, deconstruct, detect, diagram, differentiate, discriminate, distinguish, divide, explain, identify, integrate, inventory, order, organize, relate, separate, and structure.

**Evaluate:** Definition: make judgments based on criteria and standards Appropriate learning outcome verbs for this level include: appraise, apprise, argue, assess, compare, conclude, consider, contrast, convince, criticize, critique, decide, determine, discriminate, evaluate, grade, judge, justify, measure, rank, rate, recommend, review, score, select, standardize, support, test, and validate.

**Create:** Definition: put elements together to form a new coherent or functional whole; reorganize elements into a new pattern or structure. Appropriate learning outcome verbs for this level include: arrange, assemble, build, collect, combine, compile, compose, constitute, construct, create, design, develop, devise, formulate, generate, hypothesize, integrate, invent, make, manage, modify, organize, perform, plan, prepare, produce, propose, rearrange, reconstruct, reorganize, revise, rewrite, specify, synthesize, and write.



**PROGRAMME REGULATIONS**  
**MASTER OF ARTS IN JOURNALISM AND MASS COMMUNICATION**  
**(MAJMC) FOR AFFILIATED COLLEGES**  
**(KUCBCSSPG 2023)**

**TITLE OF THE PROGRAMME**

Master of Arts in Journalism and Mass Communication (MAJMC)

**DURATION OF THE PROGRAMME**

Four semesters with each semester consisting of a minimum of 90 working days distributed over a minimum of 18 weeks, each of 5 working days.

**ELIGIBILITY FOR ADMISSION**

Candidates who have passed a Bachelor Degree course of Kannur University or any other university recognised by Kannur University as equivalent thereto and have secured a minimum of 45% marks in aggregate are eligible to apply. Candidates from SC/ST and other backward communities will get relaxation in marks as per the university rules.

**ADMISSION PROCEDURE**

Admission to the programme shall be made on the basis of Online Centralized Allotment process of Kannur University.

**ADDITIONAL WEIGHTAGE**

- |   |                 |
|---|-----------------|
| a) Graduates with journalism as complementary   | 3% marks or GPA |
| b) Bachelor degree holders in Journalism/Multimedia<br>Communication/Visual Communication/<br>Film Production/Video Production as main subjects | 6% marks or GPA |

Candidates will be given weightage in only one of the categories whichever is higher. Weightage will be given only on production of authentic certificates.

**TEACHING, LEARNING STRATEGY**

Apart from the classroom interactions/lectures, seminars, workshops, media analysis, film appreciation etc. shall be conducted. Industry visits and study tours shall be arranged during the programme to provide students exposure to the nature and function of various media organisations. The Departmental body shall prepare a panel of external experts/ faculty and facilitate interaction between students and the panellists. Teachers shall organise interactive sessions between the students and the panellists.

**MEDIUM OF INSTRUCTION AND EXAMINATION**

Medium of instruction and examination shall be English considering the global media industry to which the professionals are nurtured and trained through the programme.

## **DISSERTATION AND VIVA**

Students shall submit a dissertation at the final semester after conducting research in the field of mass communication under the supervision of a teacher. They have to follow research methodology suitable to the area of interest with the approval of the supervisor. The dissertation shall be free from plagiarism. Research ethics shall be followed in every stage of the work. The approved style for referencing is APA.

## **INTERNSHIP**

Students have to do internship in recognised newspapers/news agency/TV news channel/radio station/PR dept/advertising agency/web portal or a similar media organisation for not less than one month. The Department Council or equivalent body should prepare a list of media organisations and students should choose one of the organisations from the list for internship. The list shall be revised periodically. If a student fails to fulfil this requirement, his/ her result shall be withheld until the internship requirement is met. An internship diary with activities/achievements completed during internship shall be maintained by the candidate. This diary signed by the internee and the head of organization where the internship was carried out shall be presented to the HoD.

## **INFRASTRUCTURE**

Media education involves hands on training, particularly in this era of media convergence. Hence, adequate infrastructure in the form of computers, internet connections, software, cameras and accessories, edit suits and studios are to be ensured for the use of learners.

## **STUDENT ORIENTATION**

Students shall be oriented to the entire programme regulations, evaluation strategy and all the provisions in the KUCBCSSPG 2023 of Kannur University for their meaningful completion of the programme.

## **KUCBCSSPG 2023**

All matters not mentioned in this document shall be dealt with according to the provisions of the **KUCBCSSPG 2023** and the amendments thereof issued by Kannur University from time to time.

## **EVALUATION STRATEGY**

### **THEORY COURSE**

There shall be internal and external evaluation for theory courses. The distribution of marks between internal and external examinations will be as follows:

#### **a) INTERNAL EVALUATION**

20% marks shall be given to the internal evaluation which is conducted as a continuous assessment. The distribution of marks for internal examination components shall be as follows: Total marks 15

<b>Components</b>	<b>Marks</b>
Examination/test	9
Seminars/Presentation/Assignments	6
<b>Total</b>	<b>15</b>



**b) EXTERNAL EVALUATION**

The remaining 80% marks shall be for the end semester external evaluation. The external examination in theory courses is to be conducted with question papers set by external examiners or from the Question Bank. The evaluation of the answer scripts shall be done based on a well-defined scheme of valuation framed by the examiners.

**INSTRUCTIONS TO QUESTION PAPER SETTERS**

Questions shall be set to assess knowledge/skills acquired, application of knowledge/skills, application of knowledge/skills in new situations, critical evaluation of knowledge and ability to synthesise knowledge. Due weightage shall be given to each module based on content/teaching hours allotted to each module.

It has to be ensured that questions covering the skills expected from the respective course are framed. The setter shall also submit a detailed scheme of evaluation along with the question paper.

A question paper shall be a judicious mix of short answer type, short essay type /problem solving type and long essay type questions. The question shall be prepared in accordance with revised Bloom's Taxonomy stated in the previous pages of this document.

**QUESTION PAPER TEMPLATE – THEORY COURSE**  
**M A Journalism and Mass Communication (KUCBCSSPG 2023)**  
**(2023 Admission onwards)**

Semester: .....Course Code and Title: ..... .....

Time: 3 Hours

Total Marks: 60

- I. Write short notes on any **FIVE** of the following. Each answer carries **three** marks.  
(5 x 3=15 marks)

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....

- II Write short essays on any **Three** of the following. Each answer carries **six** marks.  
(3 x6=18 marks)

7. ....
8. ....
9. ....
10. ....
11. ....

- III Write long essays on any **Three** of the following. Each answer carries **nine** marks.  
(3x 9 =27 marks)

12. ....
13. ....

14. ....
15. ....
16. ....

## **PRACTICAL COURSE**

Examiners shall follow the internal and external evaluation matrices given below and, learners shall be informed of these matrices well in advance.

### **a) INTERNAL EVALUATION**

Throughout the course, the teacher concerned shall monitor the progress of the learner and shall evaluate internally as per the components under internal evaluation given below:

<b>Components</b>	<b>Marks</b>
Lab Skill/ Records	4
Practical/Test	8
<b>Total</b>	<b>12</b>

### **b) EXTERNAL EVALUATION**

End semester evaluation in Practical Courses shall be conducted and evaluated by both internal and external examiners. As part of this, there shall be an assessment of the production by the external examiner/experts from the industry to ascertain whether the learner acquired the expected learning outcomes in the syllabus of the course concerned. The examiners shall evaluate the skills in all modules through a single work or multiple tasks. Each student shall be given different task/ work. The practical test shall follow a viva voce on the practical assignment given for the test to evaluate the conceptual knowledge base of the learner. **Total marks: 48**

<b>Components</b>	<b>Marks</b>
Practical test/Production assessment	36
Viva	12
<b>Total</b>	<b>48</b>

## **DISSERTATION**

The fourth semester will include dissertation and viva voce to be valued/ conducted by an Examination Board appointed by the University with allotment of 60 marks for dissertation. Student shall obtain plagiarism checker certificate from approved agencies and attach it along with the dissertation before submitting the same at the department.

### **Thesis Evaluation**

	<b>Internal</b>	<b>External</b>
a) Relevance of the topic and statement of the problem	3	10
b) Quality of Report	3	10
c) Methodology and Analysis	3	10
d) Viva Voce	3	18
<b>Total</b>	<b>12</b>	<b>48</b>

## COMPREHENSIVE VIVA VOCE

External examiner shall conduct Viva Voce on all courses taught during the four semesters. As part of this, the examiner shall also ask questions to ascertain whether the learner has acquired the expected learning outcomes stated in the syllabus. **Marks: 40**

### PROGRAMME SPECIFIC OUTCOMES (PSOs) FOR MA JMC

*On completion of MA JMC programme, a student shall:*

1. Demonstrate skills in media practices in accordance with ethical and professional standards so that students become employable in media and other allied industries.
2. Demonstrate academic and critical perspectives on regional, national and international media practices and communication principles.
3. Apply research aptitude and critical thinking on mass media and media consumption.
4. Undertake research projects on media practices and allied areas.
5. Produce content for the ever-expanding digital media and to keep abreast with the changing trends in the digital media.
6. Prepare advertisements for different media and to critically assess their impact and influence.
7. Design and execute communication strategies and campaign for organisations in tune with the principles and practices of corporate communication and PR.
8. Script, plan, shoot and edit audio-visual programmes such as radio programmes, films documentaries and news.
9. Apply the technical abilities and theoretical knowledge of students in various social contexts and multiple media environments.
10. Respond to social issues empathically, contribute to develop informed debates and discussions to arrive at meaningful conclusions.
11. Start innovative and entrepreneurial projects and start-ups in media and allied areas.
12. Raise and defend arguments, concepts, theoretical understandings related to media and communication practices.

## MA JMC PROGRAMME STRUCTURE

### I Semester -from June to October

No	Core / Elective	CourseCode	Title of the Course	Hours allotted per week	Credits	Marks		
						CA	ESE	Total
1	Core	MAJMC 01C 01	Introduction to Communication	5	04	15	60	75
2	Core	MAJMC 01C 02	Reporting and Editing for Print Media	5	04	15	60	75
3	Core	MAJMC 01C 03	Fundamentals of Visual Production	6	04	15	60	75
4	Core	MAJMC 01C 04	Digital Journalism	5	04	15	60	75
5	Practical	MAJMC01C 05	Newspaper Production	4	04	12	48	60
<b>Total</b>				<b>25</b>	<b>20</b>	<b>72</b>	<b>288</b>	<b>360</b>

### II Semester -from November to March

No	Core / Elective	Course Code	Title of theCourse	Hours allotted per week	Credits	Marks		
						CA	ESE	Total
1	Core	MAJMC02C06	Communication and Media Research	06	04	15	60	75
3	Core	MAJMC02C 07	Communication Theories	05	04	15	60	75
4	Core	MAJMC02C 08	Radio Production	06	04	15	60	75
5	Elective**	MAJMC02E 01	Film Studies	04	04	15	60	75
6	Elective**	MAJMC02E 02	Travel Journalism					
7	Elective**	MAJMC02E 03	Health Communication					
8	Practical-II	MAJMC02C 09	Radio Production	04	04	12	48	60
<b>Total</b>				<b>25</b>	<b>20</b>	<b>72</b>	<b>288</b>	<b>360</b>

*\*\* Select one elective from this group*

### III Semester -from June to October

No	Core / Elective	Course Code	Title of the Course	Hours allotted per week	Credits	Marks		
						CA	ESE	Total
1	Core	MAJMC03C 10	Corporate Communication & Advertising	06	04	15	60	75
3	Core	MAJMC03C 11	Data Journalism and Digital Marketing	05	04	15	60	75
4	Core	MAJMC03C 12	Television Journalism	06	04	15	60	75
5	Open Elective (Multidisciplinary) *	MAJMC03O 01	Indian Politics	04	04	15	60	75
6	Open Elective (Multidisciplinary) *	MAJMC03O 02	Agricultural Journalism					
7	Open Elective (Multidisciplinary) *	MAJMC03O 03	Business Journalism					
8	Open Elective (Multidisciplinary) *	MAJMC03O 04	Development Communication					
9	Practical-III	MAJMC03C 13	TV News Production	04	04	12	48	60
<b>Total</b>				<b>25</b>	<b>20</b>	<b>72</b>	<b>288</b>	<b>360</b>

\* Select one open elective/multidisciplinary course from this group

### IV Semester- from November to March

No	Core/ Elective	CourseCode	Title of theCourse	Hours allotted per week	Credits	Marks		
						CA	ESE	Total
1	Core	MAJMC04C 14	Cinema and Documentary Production	05	04	15	60	75
2	Core	MAJMC04C 15	Media Management and Entrepreneurship	05	03	15	60	75
3	Elective**	MAJMC04E 04	Technical Writing	04	04	15	60	75
	Elective**	MAJMC04E 05	Fashion Communication					
5	Elective**	MAJMC04E 06	Sports Journalism					
6	Practical IV	MAJMC04C 16	Short film/Documentary production	04	04	12	48	60
7	Dissertation	MAJMC04C17	Dissertation	07	04	12	48	60
			Internship*		01	35	-	35
8	Viva Voce	MAJMC04C18	Viva Voce	--			40	40
<b>Total</b>				<b>25</b>	<b>20</b>	<b>104</b>	<b>316</b>	<b>420</b>

\*\* Select one elective from this group

\*Mark for internship shall be allotted by the HoD based on the criteria finalized by the Department Council

1. Total marks for semester I                      360
2. Total marks for semester II                     360
3. Total marks for semester III                    360
4. Total marks for semester IV                    420
- Total marks for semester I to IV 1500**

**Total Credits in Semester I - IV = 20+20+20+20= 80**

## CORE COURSE 1

### INTRODUCTION TO COMMUNICATION

Semester	Course Code	Hours per week	Credit	Exam Hours
1	MAJMC01C 01	5	4	3

#### Course Description:

The course is designed to provide postgraduate students with a comprehensive understanding of the fundamental concepts, theories, and practices related to mass communication. The course aims to explore the role of mass communication in contemporary society, emphasizing its impact on individuals, institutions, and the broader social landscape. Students will develop critical thinking skills, analytical abilities, and a theoretical framework necessary to comprehend the complexities of mass media in a globalized world.

#### Course Outcomes:

*On completion of the course, a student shall:*

- CO1: Identify the concept, types and models of communication
- CO2: Obtain media literacy and critical thinking skills
- CO3: Analyse the effects of mass media on individuals, groups, and communities
- CO4: Assess media representations of marginalized groups and individuals
- CO5: Investigate the ethical considerations and challenges faced by mass media professionals

#### Module I: Introduction to Mass Communication

Definition and scope of mass communication – Elements of mass communication - Functions, dysfunctions of mass communication - Nature and characteristics of mass media – media as a cultural institution – Types of communication: interpersonal, intrapersonal, group, public and mass communication – history and growth of mass media.

#### Module II: Models of communication

Linear Models: Aristotle, Shannon and Weaver, Lasswell, Westley & MacLean - Berlo  
Non-linear /circular models: Osgood and Schramm, Dance's Helical model, Theories, Newcomb, Riley and Riley model -- Gerbner's Model, Barnlund – Gatekeeping, McNelly's Model, Bass's Model, Galtung and Ruge's Model.

#### Module III: Fundamental theories of Mass Communication

Media and Audience: Social Category Theory, Selectivity Theory, Individual difference theory, Social Relations Theory, Cultivation Theory, Uses and Gratification Theory, Media and Public Opinion: Magic Bullet theory, Stimulus response theory, Agenda setting, Priming and Framing, Spiral of Silence, Flow of theories: Hypodermic needle theory, One step, Two step and Multi-step, Propaganda theory of Walter Lippmann



Four-dimensional perspective on media effects – timing of effects- immediate and long term, type of effects: cognitive, attitudinal emotional, physiological and behavioural – micro and macro level of effects.

#### **Module IV: Ethical Concerns of Mass Communication**

Media regulation and freedom of speech – Provisions to restrict media under IPC - Violence in media and its impact on individuals and society - Ethical considerations in media production and consumption - propaganda – Media coverage of poverty, homelessness, and economic inequality. Reporting on racial and ethnic disparities – Coverage of gender, LGBTQ+, minorities, dalits and sexuality in media - Role of media in social change movements - Media activism strategies and case studies: #BlackLivesMatter, Arab Spring, #MeToo, Occupy Wall Street, Kony 2012, Greta Thunberg and the Youth Climate Movement, Greenpeace campaign, #SaveAarey, Save Tiger, Farmer Protests and social media, Save the Narmada Movement - Media and disability representation.

#### **CORE TEXTS:**

1. Baran, Stanley J and Davis, Dennis K. (2018). Mass Communication theory: Foundations, ferment and future (8th ed.). Wadsworth Cengage Learning, New York.
2. Croteau, D., & Hoynes, W. (2019). Media/Society: Industries, Images, and Audiences (6th ed.). SAGE Publications.
3. DeFleur, M. L., & Dennis, E. E. (2017). Understanding Mass Communication: A Liberal Arts Perspective (11th ed.). Wadsworth Publishing.
4. Katz, E., Blumler, J. G., & Gurevitch, M. (1974). Utilization of mass communication by the individual. Public opinion quarterly, 38(2), 293-310.
5. McQuail, D. (2010). McQuail's mass communication theory. SAGE Publications.

#### **SUGGESTED READINGS:**

1. McQuail, D., Deuze, M., & De Burgh, H. (Eds.). (2019). Journalism and Society (3rd ed.). SAGE Publications.
2. McQuail, D. & Windahl, S. (2013). Communication Models for the Study of Mass Communications,. New York: Routledge.
3. O'Sullivan, T., & Yar, M. (2017). Theories of Media and Communication: An Introduction (2nd ed.). SAGE Publications.
4. Wimmer, R. D., & Dominick, J. R. (2019). Mass Media Research: An Introduction (10th ed.). Cengage Learning.

#### **SUGGESTED LINKS**

1. [https://www.youtube.com/watch?v=8dgQd4Lpg\\_o](https://www.youtube.com/watch?v=8dgQd4Lpg_o)
2. <https://www.youtube.com/watch?v=x7tmSdY0OzQ>
3. <https://www.dailypioneer.com/2016/state-editions/marginalised-sections-presence-negligible-in-media-houses.html>
4. [https://depts.washington.edu/nwmedia/sections/nw\\_center/curriculum\\_docs/teach\\_combine.pdf](https://depts.washington.edu/nwmedia/sections/nw_center/curriculum_docs/teach_combine.pdf)

## **CONTINUOUS ASSESSMENT -TOTAL MARKS 15**

### **1. Class Test: (9 marks)**

There shall be two internal examinations within the semester: one, on completion of module 1 and 2, and the second, on completion of module 3 and 4.

### **2. Assignment/seminar/presentation: (6 marks)**

Identify a current media-related issue, such as misinformation or media ownership concentration, and propose viable solutions to address the problem within the framework of mass communication ethics and regulations/ Power point presentation by each student on representation of marginalised.

### **Marks allocation including choice**

Module	Marks (Including Choice)
1	12
2	18
3	27
4	36
<b>Total</b>	<b>93</b>

**MODEL QUESTION PAPER**

**MAJMC01C 01: Introduction to Communication**

**Time: 3 Hours**

**Max. Marks: 60**

**I. Write short notes on any FIVE of the following. Each answer carries three marks.**

1. Propaganda
2. Mass communication
3. George Gerbner
4. Copyright
5. Media activism
6. Gatekeeper

**II. Write short essays on any Three of the following. Each answer carries six marks.**

7. Evaluate the impact of media coverage on the portrayal of marginalized groups in society.
8. Compare and contrast the role of traditional media (e.g., newspapers, television) and digital media (e.g., social media, online news) in shaping public opinion.
9. Explain any five non-linear models of communication.
10. Explain different types of communication.
11. Critically assess the role of mass media in shaping cultural perceptions and values. Provide evidence to support your arguments.

**III. Write long essays on any Three of the following. Each answer carries nine marks.**

12. Evaluate the tension between media regulation and freedom of speech. Analyse the importance of freedom of speech in a democratic society and the need for regulations to protect against misinformation, hate speech, and other potential harms. Assess the challenges in striking a balance between freedom of expression and responsible media regulation.
13. Compare and contrast the strategies employed by different social change movements to leverage media for their cause. Examine how movements like #BlackLivesMatter, #MeToo, or environmental activism have used various media platforms and tactics to amplify their message and gain support. Assess the strengths and weaknesses of these strategies in achieving their objectives.
14. Analyse the strengths and weaknesses of the Diffusion of Innovation Theory by explaining the adoption of new media technologies. Provide real-world examples to support your analysis.
15. Do you think the basic principles of Wilbur Schramm's interpersonal model and David Berlo's communication models are same? Briefly explain. What are the basic differences between these two models?
16. Briefly discuss Cultivation Theory and model. Also explain the long term media effect as discussed in the model with examples.

## CORE COURSE 2

### REPORTING AND EDITING FOR PRINT MEDIA

Semester	Course Code	Hours per week	Credit	Exam Hours
1	MAJMC 01C 02	5	4	3

#### A brief description about the course

Reporting and Editing for Print Media course involves researching, writing, and editing news content for publication in printed newspapers and magazines. The course also discusses the importance of accuracy, credibility and clarity in the information collected and presented. The reporting involves investigating news stories, interviewing and gathering relevant information. Editing for print media carries the headline, content editing and photo/other visual element editing techniques.

#### Course Outcomes:

*On completion of the course, a student shall:*

CO1: Acquire skills for writing news and features.

CO2: Organize and select news from various sources

CO3: Explore the various roles within print media organizations and their respective responsibilities.

CO4: Identify the positive outcomes of ethical issues in reporting and editing.

CO5: Gain the skills for news story editing, headlining and designing

## COURSE CONTENT

### Module I: News and Newspaper Organization

Evolution of Print Media; Types of Newspapers; Types of Magazines; Definition of News; News Concepts Changed Over Time; News Values (Gatlung and Ruge, Shoemaker et al.); Contemporary News Values; Objectivity and its Limitations; Speed and Accuracy-Role of Technology in Gathering Information and News and Disseminating; Newspaper Organization Structure; Role of an Editor; Qualities for a Reporter; Responsibilities of a Reporter; Workflow; Freelancing; Basics of News Literacy; News Literacy is Important for Journalists and Public; Role and Importance of Journalism in Society; Journalism: Cheese Book, Yellow, Aggressive, Campaign, Tabloid, Paparazzi, Automated; Fake News; News Framing; Post-Truth; Gatekeeping; Meet the Press; Press Conferences; Off-the-Record.

### Module II: Writing for Print Media

Research and Information Gathering Techniques, Elements of News (5Ws and One H); Basics of News Writing and Structures - Inverted Pyramid, Hourglass, Narrative and Focus; Quotes, Attribution; Hard News and Soft News; Understanding Different Beats and News Sources,

Contemporary News Sources, News Agencies - Roles and Context of News Agencies, Government and Non-Government Sources; Developing Story Ideas and Angles; Interviewing Skills and Techniques; Investigative Journalism; Data-Driven Reporting; Citizen Reporting; Crime Reporting; News and Feature Leads; Article Writing; Human Interest Stories, Follow-Up Stories, Columns, Middles, Op-Ed Articles; In-Depth Reporting and Long-Form Journalism; Types of Features; Feature Writing Styles and Storytelling Techniques; Profile Writing and Human-Interest Stories; Understanding Opinion Pieces and Editorials; Adapting to Digital Platforms; Current Trends in Feature Writing.

### **Module III: News Editing**

Basics of Newspaper Editing – Definition, Purpose of Editing; Editing Principles and Techniques; Collaborating with Reporters and Writers; Copy Editing Process - Stylebooks, Checking and Verification of Facts and Figures, Subbing, Rewriting, Condensing; Headline Writing and Presentation; Modern Trends; Proofreading; Photo Editing Principles and Techniques, Captioning; Newspaper Design and Production, Page Makeup and Design - Design Types, Principles, Elements, Front Page Design and Layout Trends, Typography, Design Software; Comparative Study of Newspaper Makeup; Visual Elements in Newspaper and Magazine Design; Photojournalism; Editing in the Electronic Era.

### **Module IV: Laws and Ethics in Print Media Journalism**

Constitutional provisions; Working Journalist Act and Amendments (1955- 2015), Press Council Act 1978, The Printing Presses and Publications Act 1973, Defamation Laws, Privacy Laws, Copyright Act 1957, Contempt of Court, Right to Information Act 2005, Information Technology (Intermediary Guidelines and Digital Media Ethics Code) Rules 2021; Ethics: Accuracy and Verification, Fairness and Impartiality, Independence and Freedom, Conflict of Interest, Sensitivity and Respect, Accountability and Corrections; Ethics in Photojournalism.

#### **Core Books for references:**

1. Carole Rich: Writing and reporting news: A coaching method, Cengage Learning (2015).
2. Durga Das Basu: Law of the Press in India, Prentice-Hall of India (1986).
3. Ron F. Smith & Loraine M. O'Connell: Editing Today (2nd ed.). Wiley (2007)
4. Tim Holmes: Liz Nice 'Magazine Journalism', Sage Publications (2012).
5. Tony Harcup: Journalism: Principles and Practice (2nd ed.), Sage (2013).

#### **Additional reference**

1. Alfred Lawrence Lorenz, John Vivian, News: Reporting and Writing, Pearson Education
2. Bowles D A & Borden D L, Creative Editing for Print Media, (1996).

3. Fedler, F & Bender, J (2001), Reporting for the Media, New York: Oxford University Press.
4. Jenny McKay, 'The Magazine's Handbook', Routledge (2013).
5. Lanson J & Stephens M, Writing and Reporting the News,,: Oxford University Press (2008).
6. Mencher M, News Reporting and Writing, New York, Oxford University Press (2007).
7. Peter Jacobi, 'The Magazine Article: How to Think It, Plan It, Write It
8. Saxena A, Fundamentals of Reporting and Editing, New Delhi: Kanishka Publishers (2007).

#### **Continuous assessment**

##### **1. Class Test: 9 Marks**

There shall be two internal examinations within the semester: one, at the completion of module two and the second, at the completion of module four.

##### **2. Assignment:**

Practical application exercises on Newspaper Production: 6 Marks

The students should publish an A3-size campus newspaper or local newspaper. They will be assigned tasks such as reporting, editing, designing, and conducting photo shoots for newspaper production. To streamline the newspaper production process, the students will be divided into small groups, each handling specific roles and responsibilities.

#### **Marks allocation including choice**

Module	Marks (Including Choice)
1	21
2	27
3	27
4	18
<b>Total</b>	<b>93</b>



**Model question Paper**

**MAJMC 01C02: REPORTING AND EDITING FOR PRINT MEDIA**

**Time : 3 Hours**

**Marks: 60**

**I. Write short notes on any FIVE of the following. Each answer carries three marks.**

**(5 x 3=15 Marks)**

1. Berliner
2. Embedded Journalism
3. Wire Copy
4. Campaign Journalism
5. Freelancer
6. Subbing

**II. Write short essays on any THREE of the following. Each answer carries six marks.**

**(3x6=18 Marks)**

7. Analyse and classify the different forms of news story structures by using news stories that have appeared in various print media sources.
8. Evaluate the impact of photojournalism in shaping public opinion and influencing social change.
9. Write a personality sketch of a person of your choosing, including a headline, the initial four paragraphs, and a conclusion.
10. Discuss the growth and development of print media.
11. Elucidate characteristics of in-depth and long-form journalism compared to Inverted pyramid news.

**III. Write long essays on any THREE of the following. Each answer carries nine marks.**

**(3 x 9 =27 marks)**

12. Write a news report with the help of the information given below:

Who: Government officials, Ministry of Finance.

What: The government introduces a new tax reform bill aimed at simplifying the tax system and stimulating economic growth.

Where: National Parliament.

When: The bill was announced on Friday, July 14th, during a parliamentary session.

Why: The reform is expected to reduce tax burdens for individuals and businesses while promoting investment and job creation.

How: The bill proposes changes to tax brackets, deductions, and incentives, and will undergo a legislative review process.

13. Who is a working journalist? Mention some of the focus areas of the Working Journalist Act Amendments 2015.

14. Write a note on news editing principles. Edit the press release given below:

*PRESS RELEASE*

*Date: July 17, 2023*

*Venue: Press Club, Ernakulam*

*Time: 11.30 a.m.*

*The mayor today announced a new infrastructure plan for the city. The plan aims to address the deteriorating state of roads, bridges, and public transportation. The mayor stated that the current infrastructure is in dire need of repair and that the plan will allocate significant funds for these improvements. The plan includes the construction of new roads and bridges, as well as the expansion of the public transportation system. The mayor hopes that these efforts will alleviate congestion and improve overall transportation in the city.*

15. How do individuals develop their news literacy skills and effectively evaluate the credibility and reliability of news sources?

16. What are the essential skills and qualities that a magazine profile writer should possess in order to effectively capture the essence of a subject and engage readers?

### CORE COURSE 3

#### Fundamentals of Visual Production

Semester	Course Code	Hours per week	Credit	Exam Hours
1	MAJMC 01C 03	6	4	3

#### Course Description:

The course on Fundamentals of Visual Production aims to provide an understanding of photography and videography as essential journalistic tools. Students will learn visual storytelling techniques and acquire practical knowledge of camera operation, composition, lighting, and editing specific to journalism for impactful news communication and other visual productions.

#### Course Outcomes:

On successful completion of the course, a student shall:

- CO1. Demonstrate a comprehensive understanding of the principles and techniques of photography and videography as essential tools for journalism.
- CO2. Effectively utilize visual storytelling techniques to communicate news and information through compelling images and videos.
- CO3. Apply the psychology of colours and their impact on emotions and meaning within the context of visual productions.
- CO4. Obtain practical knowledge of camera operation, composition, lighting, and editing techniques specific to journalistic photography and videography.
- CO5. Apply critical thinking skills and ethical considerations in the selection and use of visual media in journalism and other productions.

#### Module 1: Introduction to Visual Production

Importance of visual storytelling in journalism – enhancing audience engagement, conveying emotion and impact, complementing written content, enhancing storytelling diversity. Introduction to different types of cameras and their features – Point-and-shoot, SLR, DSLR, Mirrorless camera, Medium Format camera, Film camera, Polaroid camera, Smartphone camera and Professional camera. Full-frame and APS-C (Advanced Photo System – Classic) Framing. Types of Lenses and their uses – Standard Lens, Wide-angle Lens, Telephoto Lens, Zoom Lens, Prime Lens, Macro Lens, Fish-eye Lens, Tilt-shift Lens and Superzoom Lens.

#### Module 2: Fundamentals of Photography and Videography

Exposure – aperture, shutter speed and ISO. Focus; Composition – Rule of Thirds, Leading lines, Framing, Symmetry and pattern, Depth and layers, and Visual balance; Light – Natural light and artificial lighting, Direction, Quality, Colour, Contrast and Artificial lighting equipment; Using colour and its impact on emotions and meaning to establish moods, highlight focal point or create visual contrast; Types of shots and their significance – Wide shot/Long shot, Medium-shot, Close-up shot, Extreme Close-up shot and Over-the-shoulder shot; Camera movements and their significance

- Pan, Tilt, Tracking/Dolly shot, Crane shot and Steadicam shot; Camera angles and their significance
- Eye-level shot, Low-Angle, High-Angle, Dutch Angle shot and Bird's-Eye view shot.

### **Module 3: Mode of visual storytelling**

Documentary photography; Portrait photography; Street photography; Scope and significance of Photo Journalism and news photography; Photo editing software, cropping, scaling and toning (Adobe Photoshop Elements, GNU Image Manipulation Programme -GIMP); Steps on Visual storytelling through photo essays – Define the story, Research and plan, establish a theme or style, capture a variety of shots, Sequence and flow, emphasize key moments and details, compose with purpose, capture emotion and atmosphere, Experiment with perspectives and techniques, Edit and refine, add captions or text and share and present.

Interview techniques and on-camera presence; Introduction to video editing software (Adobe Premiere Pro, Final Cut Pro); Basic video editing techniques – importing, trimming, transitions, colour corrections, visual effects, titling, and audio elements – voiceover, soundtracks; Steps on Visual storytelling through video essays – Choose a topic, Research and gather materials, Develop a script or outline, Plan visual elements, Shoot original footage/stock footage, Edit and assemble, Enhance with transitions and effects, incorporate audio, Refine and fine-tune, Finalize the edit and Share and promote.

### **Module 4: Legal and Ethical considerations in Visual journalism**

Legal and copyright issues in photography and videography: – Copyright Ownership, Model releases, Property releases, Privacy Laws, Intellectual Property infringement, Editorial and commercial use, Fair use, Licensing and usage agreements, Protecting own works, Online and social media considerations, Videography- Public performance rights and Music Licensing.

Journalism ethics and responsible use of image/video in the digital age - Accuracy and verification, Context and representation, Respect for privacy and consent, Sensitivity and avoiding harm, stereotyping and bias, Attribution and copyright, Digital manipulation and misinformation, User-generated content, Responsible social media use, Ethical guidelines and codes of news outlets.

### **Core Books for Reference:**

1. Bryan Peterson - Understanding Exposure: How to Shoot Great Photographs with Any Camera, 4<sup>th</sup> Edition, Amphoto Books.
2. DK – Digital Photography: Complete Course, 2<sup>nd</sup> Edition (2021), Publisher: DK
3. Bruce Block - The Visual Story: Creating the Visual Structure of Film, TV, and Digital Media, 2<sup>nd</sup> Edition (2007), Routledge.
4. Michael Freeman - The Photographer's Eye: Composition and Design for Better Digital Photos, 2017, Ilex Press.
5. Michael Freeman - Light: Science and Magic: An Introduction to Photographic Lighting, 3<sup>rd</sup> Edition (2007), Focal Press.

### **Additional Books for Reference:**

1. Nancy Kalow - Visual Storytelling: The Digital Video Documentary, 2011, eBook  
Publisher: Centre for Documentary Studies at Duke University.
2. Paul Martin Lester - Visual Ethics: A Guide for Photographers, Journalists, and Filmmakers, 2018, Routledge.
3. Bryan Peterson – Understanding Portrait Photography, 2020, Watson-Guptill Publications.
4. The Digital Filmmaking Handbook by Sonja Schenk and Ben Long
5. Adobe Creative Team - Adobe Premiere Pro Classroom in a Book
6. Brendan Boykin - Final Cut Pro X: Professional Video Editing
7. Mary Warner Marien - Photography: A Cultural History
8. Tom Ang - Photography: The Definitive Visual History
9. Bert P. Krages II - Legal Handbook for Photographers: The Rights and Liabilities of Making Images
10. Ursula Smartt - Media Law for Journalists: Freedom of Expression and the Law
11. Kenneth Irby and Howard Bossen - Ethics for Visual Journalists: A Practical Guide to Responsible Photojournalism
12. Paul Froehlich - The Visual Journalism Cookbook: Ingredients of the Shot

### **Continuous Assessment: 15 Marks**

1. Class Test: 9 Marks

There shall be two internal examinations within the semester: one, at the completion of module two and the second, at the completion of module four.

2. Assignment:

Practical application exercises on photography and videography: 6 Marks

- a. The student should create a visual narrative by capturing a series of photographs [minimum of five photographs and a maximum of eight photographs] on a specific theme or topic of his/her choice, such as "Life in the city" or "Social issues in the community."

AND

- b. Divide the class into small groups and assign each group a specific topic or theme. Each group must collectively produce a short video [maximum of three minutes] on their assigned subject, promoting teamwork, creativity, and effective communication.

### **Marks allocation including choice**

Module	Marks (Including Choice)
1	18
2	18
3	33
4	24
<b>Total</b>	<b>93</b>



**Model Question Paper**  
**MAJMC 01C 03: Fundamentals of Visual Production**

Time: 3 Hours

Marks: 60

**I. Write short notes on any FIVE of the following. Each answer carries Three marks.  
(5x3=15 marks)**

1. Mirrorless camera
2. Fish-eye lens
3. Steadicam
4. News Photos
5. Voice over
6. FCP

**II. Write short essays on any Three of the following. Each answer carries Six marks.  
(3x6=18 marks)**

7. Discuss how depth and layers can be incorporated into a photograph to add visual interest and dimension.
8. How can video essays effectively convey a message or story through visual elements?
9. Give examples of fair use cases in photography and videography, and discuss the criteria that determine whether a particular use qualifies as fair use.
10. Define street photography and explain the challenges of street photography.
11. Explain the role of colours in creating mood and emotions in photography.

**III. Write long essays on any Three of the following. Each answer carries Nine marks.  
(3x9=27 marks)**

12. How can journalists ensure that the context and representation of images and videos accurately reflect the story they are covering? Discuss the importance of contextualizing visuals in journalism.
13. Compare and contrast the visual impact and storytelling potential of different camera angles. Provide examples of situations where each angle would be most effective.
14. Demonstrate the effect of using a wide-angle lens to capture a scene or subject, highlighting the unique characteristics and visual impact it provides. Explain the considerations and compositional techniques specific to wide-angle photography.
15. How do photographers and videographers navigate the legal and ethical challenges of protecting their works in online and social media environments? Provide best practices and strategies.
16. How can the importance of visual storytelling in journalism be demonstrated through its ability to enhance audience engagement, convey emotion and impact, complement written content, and enhance storytelling diversity?



## CORE COURSE 4

### DIGITAL JOURNALISM

Semester	Course Code	Hours per week	Credit	Exam Hours
1	MAJMC 01C 04	5	4	3

#### Course Description

This course is designed to equip postgraduate students with the knowledge, skills, and tools necessary to Pursue in the rapidly evolving field of digital journalism. Students will explore the impact of digital technologies on the media industry, learn digital storytelling techniques, and develop proficiency in utilizing digital tools and platforms to create compelling journalistic content. The course will delve into ethical considerations, audience engagement strategies, and emerging trends in digital journalism.

#### Course Outcome

On successful completion of the course, a student shall

- CO1: Acquire the skills to write compelling and engaging digital stories using various multimedia tools and platforms.
- CO2: Analyse the ethical challenges and legal frameworks that guide digital journalism practices.
- CO3: Gain the skills of managing a digital newsroom.
- CO4: Obtain the skills to leverage social media platforms and other digital tools to engage with audience.
- CO5: Acquire the knowledge and skills necessary to launch and sustain digital journalism ventures.

#### Course Content

##### Module I: Introduction to Digital Journalism

Basics of Internet & Computer generations, Introduction to WWW, Computer Networking Basics, Internet protocols & FTP, Taxonomy of Online News, Advancements in Cyber World: ICT, Digital Divide, Social Networking Websites: Twitter, Instagram, Facebook, YouTube.

##### Module II: Writing for the Web

Digital Environment, Convergence of traditional and digital media platforms, 90-9-1 Rule, Writing Style for online news, Principles & limitations of Writing for Social media, Digital Storytelling, Online publishing tools & techniques, Web reporting, Placing Multimedia as News Content, Software assistance in Web content, Future of Digital Journalism, MOJO.

##### Module III: Trends in Digital Journalism

Trends in Digital Journalism: Blog, Vlog, Podcast, Reels, AI, Social Media Marketing, Application of Virtual and Augmented Reality, Virtual reality story telling & Immersive experience, Role of AI in Content Creation, Mobile apps and the role in content creation and distribution.

##### Module IV: Ethical Aspects

Cyber Crimes, Security and Ethical Challenges in Online Journalism, Cyber security issues: Copyright, Privacy, Security issues in using Digital technology: Malware, Phishing, Identity

thefts, Cyber Laws: IT Act, Plagiarism, Laws and Ethics related with Print & Digital Media, Online Harassment & Trolls, Clickbait and Sensationalism, Citizen Journalism on the Web.

### **CORE TEXT**

1. Bradshaw, P. (2013). The Online Journalism Handbook.
2. Briggs, M. (2013). Journalism Next: A practical guide to digital reporting and publishing. Los Angeles: Sage.
3. Friend, C. & Singer, J. (2009). Online Journalism Ethics: Traditions and Transitions
4. Fenton, N (2009). New Media, Old News: Journalism and democracy in digital age.
5. Gray, J., Bounegru, L., & Chambers, L. (Eds.). (2019). The Data Journalism Handbook. O'ReillyMedia.

### **SUGGESTED READINGS**

1. Hill, S., & Lashmar, P. (2014): Online Journalism: The essential guide. Los Angeles, Sage
2. Hermida, A. (2013): Journalism in the Age of Digital Technology. UBC Press.
3. Kawamoto, K. (2020): Digital Journalism: Emerging Media and the Changing Horizons of Journalism. Lexington Books.
4. Stuart, A. (2006): Online news journalism and the internet.: Open university press.
5. Mair, J., Radcliffe, D., & Bartlett, R. (Eds.). (2017): Data Journalism: Past, Present, and Future. Abramis Academic Publishing.
6. McBride, K., & Rosenstiel, T. (Eds.). (2013): The New Ethics of Journalism: Principles for the 21st Century. CQ Press.
7. Muller, D. (Ed.). (2019): Digital Journalism Ethics: Traditions and Transitions.

### **SUGGESTED LINKS:**

<https://www.reuters.com/>

<https://www.tandfonline.com/toc/rdij20/current>

<https://www.journalism.co.uk/>

### **CONTINUOUS ASSESSMENT - 15 Marks**

1. Class Test -- 9 Marks

There shall be two internal tests within the semester; First on completion of Module 1 & 2 and the second on completion of module 3 & 4.

2. Assignment- 6 Marks

Each student should do a vlog on any topic of their choice

### **Marks allocation including choice**

Module	Marks (Including Choice)
1	12
2	21
3	33
4	27
<b>Total</b>	<b>93</b>

## **MODEL QUESTION PAPER**

### **MAJMC 01C04: DIGITAL JOURNALISM**

Time : 3 Hours

Max.Marks:60

**I. Write short notes on any five of the following:  
(Marks)**

**(3x5=15)**

1. Twitter
2. Plagiarism
3. WWW
4. Vlogging
5. 90-9-1 Rule
6. Chat GPT

**II. Write short essay on any three of the following  
(Marks)**

**(3x6=18)**

7. Summarize the potential benefits and drawbacks of using Social networking websites.
8. Analyze the use of Multimedia elements in enhancing the storytelling aspect of onlinenews articles.
9. Explain the concept of Citizen journalism and its role in the future of digital journalism.
10. Summarize the implications of clickbait headlines and sensationalism on the ethical standards of Digital journalism.
11. Explain the concept of Phishing attacks and their potential impact on digital journalism security.

**III. Write long essay on any three of the following:  
(marks)**

**(3 x 9 =27)**

12. Critically analyse the concept of Mobile journalism and its implications for news reporting and storytelling.
13. Compare and contrast the potential benefits and challenges of adopting artificial intelligence in digital journalism practices.
14. Do you think technology largely influences media content? Identify the role of mobile apps in content creation and distribution.
15. Explain the purpose and significance of using emojis in social media communication.
16. Analyse with examples the scope and challenges of AI in journalism.

**Practical/Core 1****NEWSPAPER PRODUCTION**

Semester	Course Code	Hours per week	Credit
1	MAJMC 01C 05	4	4

**A brief description of practical**

Newspaper production involves the comprehensive process of gathering, reporting, editing, printing, and distributing printed newspapers. The primary objective of newspaper production is to improve students' news-making abilities. This process aids students in developing the capability to create news stories that are precise, well-balanced, and unbiased.

**Outcomes**

On successful completion of the practical, a student shall

CO1: Acquire proficiency in word processing techniques in both English and Malayalam.

CO2: Develop skills in actively participating decision-making process, news gathering and reporting of the print media content.

CO3: Improve competence in the use of different software for print media production.

CO4: Enable the students to write different types of print media content.

CO5: Obtain skills of page layout and publication of print production.

**Instructions**

The students should be able to type in Malayalam and English at a moderate speed and be familiar with basic operations in word processing and formatting.

It is recommended that students engage in news reporting and various forms of feature writing.

Setting hierarchies of practices & assigning responsibilities as part of print media productions.

Newsgathering, writing and copy-editing process, newspaper design and layout.

**Publishing**

As part of the newspaper production practical examination, every student shall submit a 4 page A3 size multi-colour printed newspaper either in Malayalam or English, or in a bilingual format. The newspaper shall be evaluated by an external examiner.

## SEMESTER 2 CORE COURSE 6

### COMMUNICATION AND MEDIA RESEARCH

Semester	Course Code	Hours per week	Credit	Exam Hours
2	MAJMC 02C 06	6	4	3

#### Course Description:

The course will enable the student to explore the significance of research in communication and media, and develop essential research skills and gain a deep understanding of the field. The student will learn to write research proposals, research articles and publish them in reputed media journals.

#### Course Outcome:

On successful completion of the course, a student shall:

- CO1. Develop an awareness of the significance and role of research methodology in the field of journalism.
- CO2. Acquire practical skills in designing and conducting quantitative research projects.
- CO3. Learn various techniques for collecting analysing and interpreting qualitative data in the context of communication and media research.
- CO4. Apply research findings to address real-world issues and challenges in journalism and media industries.
- CO5. Learn the art of writing research proposals, academic writing and publishing in media related journals.

#### Module 1: Introduction to Communication and Media Research

The significance of research in the field of communication and media – audience behaviour, media influence and effects, media literacy and education, media representation and diversity, media and democracy, media technologies and innovation, ethical considerations, industry trends, global communication and cultural exchange, public opinion and social change; Characteristics of scientific research; Types of research design – Descriptive, Exploratory and Experimental; Organising academic research – choosing a topic, critical analysis and interpretation of research literature, hypothesis formulation, conceptualization and theory building, research design, sampling techniques, data collection, statistical tests, data analysis and interpretation, research reporting, conclusions and recommendations.

#### Module 2: Quantitative Research Methods

Introduction to Quantitative research methods; Research design and hypothesis formulation; Sampling techniques: random sampling, stratified sampling and cluster sampling; Sample size and Sample error; Questionnaire design and survey methodology; Scales - Likert scale, Semantic differential scale, Thurston scale, Guttman scale; Levels of measurement – Nominal, Ordinal, Interval, Ratio; Data collection techniques: online survey, telephone survey, and face-to-face interviews; Introduction to Statistical analysis software (SPSS); Descriptive statistics: Measures of central tendency – Mode, Median, Mean; and Dispersion – Range, Variance, Standard Deviation; Inferential statistics: hypothesis testing, t-tests, chi-square tests, Analysis of Variance (ANOVA), Correlation and Regression Analysis; Interpreting quantitative research findings and drawing conclusions; Limitations and challenges of quantitative research methodology.



### **Module 3: Qualitative Research Methods**

Introduction to Qualitative research methods; Theoretical Frameworks in qualitative research – Narrative Theory, Grounded Theory, Phenomenology, Ethnography, Symbolic Interactionism and Feminist Theory; Qualitative research design: case studies, interviews, focus groups, and observations; Sampling technique in qualitative research: Stratified purposive sampling, snowball sampling, Convenience sampling, Volunteer sampling and Triangulated sampling; Sample size; Data collection techniques: conducting interviews and focus groups, participant observation, and content analysis; Ethical considerations in qualitative research; Data coding and analysis: thematic analysis, content analysis, and narrative analysis, interpretative phenomenological analysis (IPA), and Grounded Theory methodology; Use of Nvivo software; Validity and reliability in qualitative research; Writing up qualitative research findings; Challenges and limitations of qualitative research.

### **Module 4: Advanced Research Methods and Ethical Considerations**

Developing research proposals; Experimental research design and quasi-experimental designs; Longitudinal research; Data visualization and interpretation; Academic writing and manuscript preparation; Introduction to media related national and international journals; APA style – Bibliography, indexing, abstracting, reference, citation and appendix; Ethical considerations in publishing research – Integrity and honesty, Plagiarism and intellectual property, Informed consent and Privacy, Potential impact of the work on society and environment.

### **Core Books for Reference:**

1. Roger D. Wimmer & Joseph R. Dominick, Mass Media Research, 10th edition (2015) Cengage Learning India Private Limited.
2. Dr C R Kothari, Research Methodology: Methods and Techniques, Fourth edition (2019), New Age International Publishers
3. S P Gupta, Statistical Methods, 2017, Sultan Chand & Sons
4. Barrie Gunter, Media Research Methods, 1st edition (1999), SAGE Publications Ltd.
5. Arthur Asa Berger, Media and Communication Research Methods: An Introduction to Qualitative and Quantitative Approaches, Third edition (2013), SAGE Publications Inc.;

### **Additional Books for Reference:**

1. Kristi Jackson & Patricia Bazeley, Qualitative Data Analysis with NVivo, Third edition, Sage.
2. Klaus Krippen Dorff, Content Analysis: An Introduction to its Methodology, Sage
3. Susanna Horning Priest, Doing Media Research: An Introduction, Sage
4. David Dooley, Social Research Methods, Prentice Hall

### **I. Continuous Assessment: 15 Marks**

1. Class Tests: 9 Marks

There shall be two internal examinations within the semester: the first, on completion of module 1 and 2, and the second on completion of module 3 and 4.

## 2. Presentations/Assignments: 6Marks

The assignments can be on: Formulating research questions and objectives on a topic  
OR Literature review OR Design methodology etc.

### Marks allocation including choice

Module	Marks (Including Choice)
1	15
2	30
3	30
4	18
<b>Total</b>	<b>93</b>

## MODEL QUESTION PAPER

### MAJMC 02C 06: Communication and Media Research

TIME: 3 Hours

Max. Marks: 60

- I. Write short notes on any **FIVE** of the following. Each answer carries **Three** marks.  
(5x3=15 marks)
1. Hypothesis
  2. Cluster Sampling
  3. ANOVA
  4. APA
  5. Data coding
  6. Grounded Theory
- II. Write short essays on any **Three** of the following. Each answer carries **Six** marks.  
(3x6=18 marks)
7. Write the advantages and disadvantages of the online data collection technique.
  8. Discuss the advantages and challenges of conducting longitudinal research.
  9. Enumerate the ethical considerations in qualitative research method.
  10. Differentiate between descriptive statistics and inferential statistics.
  11. Briefly describe the research process.
- III. Write long essays on any **Three** of the following. Each answer carries **Nine** marks.  
(3x9=27 marks)
12. Outline the key components that should be included in a research proposal on the effects of social media usage on mental health among adolescents. Discuss how you would address ethical considerations in your research proposal.
  13. Design a questionnaire that incorporates appropriate survey methodology techniques to gather relevant data for a quantitative research study to explore the impact of media consumption on body image perception among teenagers. Discuss how you would ensure the reliability and validity of your questionnaire.
  14. Choose one qualitative research design that you think would be most suitable for exploring the topic: the experiences of individuals living in a marginalized community and their interactions with the media. Justify your choice by discussing how the selected design aligns with the nature of the research question and the unique characteristics of qualitative research.
  15. Choose one challenge or limitation commonly associated with qualitative research and describe how it might impact the study you are conducting on the portrayal of gender roles in television advertisements. Propose strategies or approaches to mitigate or address this challenge, ensuring the validity and reliability of your qualitative research findings.
  16. After analysing the data of a quantitative research study investigating the influence of television advertisements on consumer buying behaviour, you obtain a statistically significant positive correlation between exposure to advertisements and purchase intentions. Interpret these findings and explain how they can be practically applied by advertisers to enhance their marketing strategies.

## CORE COURSE 7

### COMMUNICATION THEORIES

Semester	Course Code	Hours per week	Credit	Exam Hours
2	MAJMC 02C 07	5	4	3

#### Course Description

This course is designed to provide a foundation and in-depth understanding of mass communication theories for the postgraduate students. The topics are chosen in such a way as to encourage critical thinking and investigative study of the theories in the subject. The course is designed to enable the students to theoretically analyse the potentials and challenges of information and communication technology systems. The students will be able to monitor the personal and societal impact of the media on the social, cultural and political spheres of local, national and international levels.

#### Course Outcome

On successful completion of the course, a student shall:

- CO1 Acquire an in-depth understanding about the theories of mass communication
- CO2 Formulate and process effective communication strategy based on the theories.
- CO3 Analyse the mass communication effects theories critically.
- CO4 Differentiate the various types media effects such as micro and macro level.
- CO5 Assess personal and societal impact of media on social, cultural and political spheres around society.

#### COURSE CONTENT

##### Module 1

Four approaches to theory: media culturalist, media materialist, social culturalist and social materialist. Four categories of communication theory: post-positivism, cultural theory, critical theory and normative theory. Four trends in media theory: 1. Mass society and propaganda theories, normative theories of mass communication. 2. Development of postpositivist effects, limited effects perspective. 3. Emergence of the critical cultural trend. 4 Active audience to meaning-making theories.

##### Module II

*Psychological and persuasion theories:* voting research (Lazarsfeld), persuasion / attitude change; consistency theories in social psychology- cognitive dissonance theory, balance theory, consistency theory, affective–cognitive consistency. *Active Audience Theories:* Attribution theory (Heider), parasocial interaction theory (Horton & Wohl), Minimal effects (Klapper), affective disposition theory (Zillmann), media system dependency (Ball-Rokeach & De Fleur), elaboration likelihood (Petty & Cacioppo). *Social Context Theories:* Diffusion

of innovations (Rogers), knowledge gap theory (Tichenor, Donohue & Olien), third person theory (Davison).

### **Module III**

*Societal and Media Theories:* media hegemony/ public sphere (Gramsci), channel effects (McLuhan), social construction of reality (Berger & Luckman), differential media exposure (Clarke & Fredin), Frankfurt school (Adorno, Horkheimer & Habermas) Popular Culture (John Fiske), Birmingham School (Richard Hoggart, Stuart Hall, Raymond Henry Williams), Manufacturing Consent / propaganda model (Chomsky).

### **Module IV**

*Indian communication theories:* Sahridaya and Sadharanikaran. Cultural norms, symbolic interactionism. *International communication theories:* NWICO, globalisation, cultural autonomy, cultural imperialism, the bias of communication (Harold Innis), Understanding media (McLuhan), Computer mediated communication (Walther).

### **CORE TEXTS**

1. Stanley J. Baran & Dennis K. Davis, Mass Communication Theory Foundations Ferment and Future, Cengage Learning
2. Denis McQuail, Mc Quail's Mass Communication Theory
3. Marshall McLuhan, Understanding Media: The Extensions of Man, McGraw-Hill
4. Edward S. Herman and Noam Chomsky, Manufacturing Consent: The Political Economy of the Mass Media, Pantheon Books
5. Melvin DeFleur, Theories of Mass Communication, David McKay Company

### **SUGGESTED READINGS**

1. Srinivas R. Melkote & Sandhya Rao, Critical Issues in Mass Communication, Sage Publications
2. W. James Potter, Media Literacy, Sage Publications
3. Denis McQuail & Mark Deuze, McQuail's Media & Mass Communication Theory, Sage/Texts Publications
4. J. V. Vilanilam, Mass Communication Theory and Practice, Makhanlal Chaturvedi Rashtriya Patrakarita Viswavidyalaya, Bhopal
5. Stanley J. Baran & Dennis K. Davis, Introduction to Mass Communication Theory, Cengage Learning
6. Denis Mc Quail, MacQuail's Reader in Mass Communication Theory, Sage Publications

### **SUGGESTED LINKS:**

1. [https://www.academia.edu/6757023/An\\_introduction\\_to\\_sadharanikaran\\_model\\_of\\_communication](https://www.academia.edu/6757023/An_introduction_to_sadharanikaran_model_of_communication)
2. <https://open.lib.umn.edu/mediaandculture/chapter/1-8-media-literacy/>



## **CONTINUOUS ASSESSMENT - 15 Marks**

### **1. Class Test - 9 Marks**

There shall be two internal examinations within the semester; On completion of Module 1 and 2, and the second on the completion of module 3 and 4.

### **2. Seminar/ assignments- 6 Marks**

There shall be seminars or presentations within the semester. Each student should make a presentation on the given topic. Each student should theoretically analyse a case on any topic of their choice.

### **Marks allocation including choice**

Module	Marks (Including Choice)
1	21
2	24
3	24
4	24
<b>Total</b>	<b>93</b>

**Model Question Paper**  
**MAJMC 02C 07: COMMUNICATION THEORIES**

Time: 3 Hours

Max. Marks: 60

- I. Write short notes on any FIVE of the following. Each answer carries three marks.**
1. Post positivist theory
  2. Cultural imperialism
  3. Cultivation theory
  4. Agenda setting
  5. NWICO
  6. Noam Chomsky
- II. Write short essays on any THREE of the following. Each answer carries six marks.**
7. Discuss the power of media in the diffusion of innovations.
  8. Comment on the 'the effects of mass culture and the rise of the consumer society' by Frankfurt School.
  9. Evaluate the scope of 'Knowledge gap' theory
  10. Indicate the dangers in 'Third person effect'
  11. Compare and contrast the ideas of Harold Innis and Marshall McLuhan.
- III. Write long essays on any THREE of the following. Each answer carries nine marks.**
12. Explain 'the four eras in the development' of communication theories
  13. Comment on persuasive communication in light of the consistency theories
  14. What are cultures? Discuss the impact of new media on culture from Indian perspective
  15. Critically evaluate 'the power of mass media today to execute a political propaganda in Kerala'
  16. What are the concerns if you are assigned to conduct a vaccination campaign for college students all over India?

## CORE COURSE 8

### RADIO PRODUCTION

Semester	Course Code	Hours per week	Credit	Exam Hours
2	MAJMC 02C 08	6	4	3

#### Course description

The course introduces students to the dynamic field of radio broadcasting and production. The main objective of this course is to introduce key terms, concepts and approaches in radio production. It gives an understanding on radio production process from conception to delivery. It seeks to equip students to write script as well as do productions individually.

#### Course Outcomes

On successful completion of the course, a student shall:

- CO1 – Gain an understanding about potential of radio
- CO2 - Acquire knowledge and skill for producing radio programme
- CO3 - Write script for radio programmes
- CO4 - Produce radio programme individually
- CO5 - Develop an ethical approach to production

#### COURSE CONTENT

##### Module 1

Evolution of radio as a mass communicator – Maxwell, Hertz, Marconi, Nicolas Tesla, Jagdish Chandra Bose, Lee De Forest, Charles Fesenden and others; History of radio in India – Pre Independence period, Post Independence period, Modern phase; Types of Radio Stations - Government, Private, Community, Online, Satellite, Pirate and Ham; Radio's role in disaster management

##### Module 2

Scripting for radio; Significance of scripting; Scripting for radio news and other programmes; Live presentation; Art of interviewing; Voice modulation techniques; Newscaster, RJ; Radio formats – Drama, musical programme, news, youth programme, radio magazine and others; Audience research

##### Module 3

Prasar Bharati and Akashvani; Akashvani and code of ethics; Role of Akashvani in India; Principles of recording and sound editing; Sound editing basics; Introduction to sound editing softwares – Audition, Pro tools; Different kinds of microphones and their applications; Transmission methods – AM and FM; Podcast; Narrowcast

##### Module 4

Ethical Considerations in Radio Production: Privacy, Accuracy, Fairness, and dealing with sensitive topics; Copyright issues; Autonomy of Akashvani. Future of Radio; Scope and challenges of radio.

## References

### Core Texts

1. Andrew Boyd, **Broadcast Journalism, Techniques of Radio and Television News**, 3rd edition (1994), Focal Press
2. Robert McLeish and Jeff Link, **Radio Production**, 6th edition (2015), Routledge
3. Paul Chantler and Peter Stewart, **Basic Radio Journalism**, 1<sup>st</sup> edition (2016), Focal Press

### Suggested Readings

1. K. Tim Wulfemeyer, **Beginning Radio and TV News Writing**, 5<sup>th</sup> edition (2009), Wiley-Blackwel
2. M.K. Sivasankaran, **Prakshepana Kala Charithram**, 1<sup>st</sup> edition(2004), Cultural Publications Department
3. Vanita Kohli-Khandekar, **The Indian Media Business**, 4<sup>th</sup> edition (2017), Sage Publications
4. U. L. Baruah, **This is All India Radio**, 1<sup>st</sup> edition (1983), Publication Division
5. Esta De Fossard, **Writing and Producing Radio Dramas**, 1<sup>st</sup> edition (2004), Sage Publications

### Website Links

1. <https://www.mediacollege.com>
2. <https://www.scribd.com/document/410936292/Radio-Production>

### Continuous Assessment

- a) Class test: 9 marks

There shall be two internal examinations within the semester; On completion of Module 1 and 2, and the second on the completion of module 3 and 4.

- b) Assignments: 6 marks

Students should produce a radio production/ radio drama. Students can be divided into groups. Duration 5-10 minutes

### Marks allocation including choice

Module	Marks (Including Choice)
1	21
2	27
3	21
4	24
<b>Total</b>	<b>93</b>

## Model Question Paper

### MAJMC 02C 08: Radio Production

**Time : 3 Hours**

**Total Marks: 60**

- I. Write short notes on any FIVE of the following. Each answer carries three marks.

(5 x 3=15 marks)

1. Ham Radio
2. Voicer
3. Jingle
4. Narrowcasting
5. AIR code of ethics
6. Actuality

- II. Write short essays on any Three of the following. Each answer carries six marks

(3 x 6=18 marks)

7. What are the transmission methods available to a radio station?
8. Analyse pros and cons of radio as a mass communicator
9. Every situation demands different types of mic in radio production. Comment
10. A radio drama has no limit for space and time. Explain
11. Radio news writing must follow a distinct set of rules and style for the broadcast to be effective. Elucidate

- III. Write long essays on any Three of the following. Each answer carries nine marks.

(3 x 9 =27

marks)

12. Critically examine the role and relevance of All India Radio as a public broadcaster.
13. Trace the evolution of radio broadcasting in India
14. Prepare script for a youth centred programme of 15 minute duration.
15. Ethical consideration is not a concern for private FM channels. Comment
16. Editing plays a crucial role in the effectiveness of radio programme. Elaborate



## ELECTIVE COURSE 1

### FILM STUDIES

Semester	Course Code	Hours per week	Credit	Exam Hours
2	MAJMC 02E 01	4	4	3

**Course Overview:** This course explores the origins of film, film theory and criticism and its role in journalism. It examines the historical development of cinema, key cinematic movements, influential filmmakers, film representations, and the impact of film on society. Students will learn to critically analyse films, develop an understanding of film theory, and explore the intersection of journalism and cinema.

#### Course Outcomes:

On completion of the course, a student shall:

1. Demonstrate an understanding of film theory, criticism, and history.
2. Undertake comprehensive analysis of films based on various aspects of film language.
3. Interpret the significance and influence of films in cultural contexts.
4. Examine the use of film theories in the analysis of films for journalistic reporting.
5. Critique movies based on the narrative structure, ideology and appeals.

#### Module 1: Film History and Evolution

Early experiments in cinema and the birth of motion pictures, Key milestones in film history: Silent Era, Talkies Era, Hollywood Studio system, Star System, Technological Advancements. Relationship between film and other art forms Literature, music, dance. Development of Indian cinema - Regional cinema – Documentaries. Film Movements - Soviet montage, German expressionism, Italian Neo- Realism, French New Wave and Parallel Cinema in India.

#### Module 2: Film Theory

Introduction to Major Film Theories: Andre Bazin – The Evolution of the Language of Cinema, Laura Mulvey – Visual Pleasure and Narrative Cinema, Christian Metz – Some Points in the Semiotics of Cinema, Mary Ann Doane – Film and the Masquerade: Theorizing the Female Spectator, Michael Allen – The Impact of Digital Technologies on Film Aesthetics, Auteur Theory. Film Appreciation and Criticism.

#### Module 3: International and Indian Cinema

Exploration of world cinema and its cultural significance. Basic aspects of film language; mise-en-scene, Avant Garde, Surrealism, Cubism, Impressionism. Studying influential filmmakers from different countries and regions; Jean-Luc Godard, Alfred Hitchcock, Stanley Kubrick, Sergei Eisenstein, Orson Welles, D. W. Griffith, Abbas Kiarostami, Hana Makhmalbaf, Majid Majidi, Jafar Panahi, Kim Ki-duk, Kathryn Bigelow. Studying influential filmmakers from India; Satyajit Ray, Mira Nair, Adoor Gopalakrishnan, G. Aravindan, P.C. Sreeram, Rituparno Ghosh, Anurag Kashyap, Mani Ratnam, Shekhar Kapur, Imtiaz Ali, Lijo Jose Pellissery. Analysis of International Film Movements and their impact on journalism.

#### Module 4: Representation of Identity and Power of Propaganda in Film

Examining the portrayal of race, gender, sexuality, and other identities in film – case studies. Critiquing stereotypes and promoting inclusivity in film journalism - case studies.

Understanding the role of cinema in shaping public opinion and propaganda with case studies.  
Case studies of films with political and social agendas. Analysing the ethics and responsibilities of reporting on propaganda films with case studies.

### Core Texts

1. Classical Hollywood Cinema: Film Style and Mode of Production to 1960: David Bordwell and Kristin Thompson.
2. A Very Short Introduction to Film: Rachel Dwyer.
3. Film Theory and Criticism: Introductory Readings: Leo Braudy and Marshall Cohen.
4. Film-Philosophy for the Digital Age: Epistemology, Technologies, Aesthetics edited : Regina Horta Duarte and Mariam Diaa Issa.

### Suggested Readings

1. Narration in Fiction Film : David Bordwell.
2. Film Sense :Sergei Eisenstein.
3. Film Form : Sergei Eisenstein.
4. Film Art: An Introduction : David Bordwell and Kristin Thompson.
5. Understanding Movies : Louis Giannetti.
6. Anthropology of the Moving Image: Cinema, Affect, and Embodiment: Kaori Hayashi.
7. Our Films, Their Films by Satyajit Ray.
8. Exploring World Cinemas: An Anthology of Critical Essays: Chon A. Noriega and Sam Ishii-Gonzales.
9. Writing about Movies, A Pocket Guide: Dave Monahan.

### Website Links

1. World Cinema: <http://www.worldcinema.org/>
2. History of Film: <https://www.history.com/topics/inventions/history-of-film>
3. The Guardian – Film and TV History: <https://www.theguardian.com/film/history>
4. Hollywood History – A Crash Course: <https://www.history.com/news/their-finest-hours-hollywood-history-a-crash-course>
5. Jean-Luc Godard and 1960's Avant-Garde Cinema: <https://www.tate.org.uk/kids/explore/who-is/who-jean-luc-godard>
6. Documentary on Sergei Eisenstein: <https://www.youtube.com/watch?v=tclZ0ApLYvY&t=739s>
7. Mary Ann Doane – Film and the Masquerade: Theorizing the Female Spectator: <https://canvas.harvard.edu/courses/21027/files/7739596/download?wrap=1>
8. Michael Allen – The Impact of Digital Technologies on Film Aesthetics: [https://www.academia.edu/33034723/Michael\\_Allen\\_The\\_Impact\\_of\\_Digital\\_Technologies\\_on\\_Film\\_Aesthetics](https://www.academia.edu/33034723/Michael_Allen_The_Impact_of_Digital_Technologies_on_Film_Aesthetics)
9. Indian Cinema Portal – Regional Cinema: <https://www.indiancinemaportal.com/industries/regional-cinema>
10. Human Rights Watch: “The Power of Pop Culture: Art, Identity and Representation” <https://www.hrw.org/report/2008/10/15/power-pop-culture/art-identity-and-representation>
11. The Representation Project: Gender Representation in Films - <http://therepresentationproject.org/campaigns/gender-representation/>

12. Queer Vision: LGBTQ Representation in Film and Television - <https://www.kqed.org/arts/13757898/queer-vision-lgbtq-representation-in-film-and-television>

**Continuous Assessment: 15 Marks**

1. Class Test: 9 Marks - There shall be two internal examinations within the semester: one, on the completion of module 1 & 2 and the second, on completion of module 3 & 4.
2. Practical application – assignment / seminar: 6 Marks

**Assignment Options**

- a. Watch films from different countries and regions, and analyse them using film theories and criticism methodologies.
- b. Learn from industry professionals about the key aspects of film criticism and the ethical practices for reporting on propagandistic films.
- c. Conduct interviews with filmmakers and industry professionals regarding the representation of different identities in media.
- d. Critically evaluate any two movies screened at IFFK.

**Seminar Options**

- e. Investigate and present the crossover between film and journalism by studying particular film texts and their related media reporting.
- f. Write reviews and present from various films, exploring their impact on society and its cultural contexts.

**Marks allocation including choice**

Module	Marks (Including Choice)
1	18
2	21
3	30
4	24
<b>Total</b>	<b>93</b>

**Model Question Paper**  
**MA Journalism and Mass Communication**  
**MAJMC 02E01 – Film Studies**

**Time: 3 Hours**

**Total Marks: 60**

**I. Write short notes on any FIVE of the following. Each answer carries three marks.**

**(5 x 3 = 15  
marks)**

1. French New Wave.
2. Satyajit Ray
3. Avant Garde
4. Mise-en-scene
5. Auteur Theory
6. Scandinavian Revival

**II. Write short essays on any Three of the following. Each answer carries six marks.**

**(3 x 6 = 18  
marks)**

7. Compare and contrast Indian cinema to that of international films, and discuss the importance of regional cinema.
8. Analyse the role of auteur theory in relation to major film movements and their influence on international cinema.
9. Describe the key milestones in the evolution of cinema, and how they changed the landscape of film as an art form.
10. Trace the relationship between film and other art forms such as literature, music, and dance, and debate the ways in which they influence one another.
11. Analyze the ethics and responsibilities of reporting on films that have a political or social agenda.

**III. Write long essays on any Three of the following. Each answer carries nine marks.**

**(3 x 9 = 27  
marks)**

12. Discuss the impact of the Soviet montage, German expressionism and Italian neo-realism on the development of cinema.
13. Compare and contrast the works of two different contemporary filmmakers from India and other countries.
14. Examine how films have been used in order to manipulate public opinion and shape propaganda.
15. Evaluate the importance of international film movements in promoting diversity.
16. Reflect on the responsibilities of film journalism in objectivity and accuracy.

## ELECTIVE COURSE 2

### TRAVEL JOURNALISM

Semester	Course Code	Hours per week	Credit	Exam Hours
2	MAJMC 02E 02	4	4	3

**Course Overview:** Travel journalism is a form of journalism that focuses on reporting, documenting, and sharing experiences related to travel, tourism, and destinations. The course is a ticket to travel writing success. It explores the writings and production of various media platforms, such as newspapers, magazines, websites, blogs, and vlogs. In addition to highlighting the positive aspects, challenges, and responsibilities of a travel journalist.

#### Course Outcomes

On successful completion of the course, a student shall:

CO1: Acquire essential skills and knowledge required for a travel journalist.

CO2: Practice the writing styles of different types of travel stories.

CO3: Achieve the ability to effectively promote and recognize how to sell and fund your work.

CO4: Adopt the writing styles of famous personalities in travel journalism.

CO5: Evaluate the impact on ethics in travel journalism in the profession and society

#### Module I

Travel Journalism: Significance, relevance and scope, Importance of travel journalism in travel and tourism industry; Challenges of Travel Journalism; Steps for writing a good travel story- Finding your story, understanding travel trends, Researching your story, Shaping your story, Bringing your story to life, Finding your style, Rewriting and self-editing, Writing for Travel magazines, tourism brochures, travel books and travel e-zines; Tourism and hospitality industry and packages; Evolution of Contemporary Travel Journalism; Career opportunities

#### Module II

Qualities of a Travel Journalist, Challenges of a travel journalist; How to explore a tourist place; Making money as a travel writer; Travel writing: Newspaper, Magazine, travel guide book, travel brochures and newsletters; Travel blogs: Why do you want to blog, Setting up a blog, Writing blog, Monetizing blog; Role of photography, Photo essays in travel writing, Travel Photography tips; Difference between travel literature and print media travel writing (Special reference: Yathra, Manorama Traveller, National Geographic Traveller, Outlook Traveller); Comparison of stories and styles in travel writing magazines.

#### Module III

Travel vlog characteristics, Steps to start a travel vlog, Impact on tourists. Fun and Money, Famous travel vloggers; Television channels and programmes (Special reference: TLC, Safari) ; Content and packaging of major tourism magazines and Periodicals in English and Malayalam: review and analysis.

#### Module IV

Ethical Considerations for travel writers, Ethics of hosted and sponsored travel, Ethical challenges in writing sponsored content, Working along with Digital Influencers.

#### Core Books

1. Don George with Janine Eberle: How to be a travel writer Lonely Planet Global Limited (2017)
2. Bryan Pirolli: Travel Journalism: Informing Tourists in the Digital Age, Routledge (2019)
3. Ben Cocking: Travel Journalism and Travel Media, Palgrave Macmillan (2020)



4. John F. Greenman: Introduction to Travel Journalism: On the Road with Serious, Peter Lang Inc., (2012)
5. Tim Leffel: Travel Writing 2.0: Earning Money from your Travels in the New Media Landscape

### **Suggested Reading**

1. Alain de Botton: The Art of Travel, Knopf Doubleday Publishing Group (2004)
2. Lee Mylne: Ethical challenges for travel journalists in the digital world, QUT Thesis, Queensland University of Technology (2021)
3. Michel Nestor: Kerala- A Magical State
4. Samanth Subramanian: Following Fish- Travels Around the Indian Coast
5. Vikram Seth: From Heaven Lake- Travels Through Sinkiang and Tibet
6. Anita Nair: The elephants are coming and other essays
7. S K Pottakad: London Notebook
8. Raveendran: Akalangalile Manushyar
9. Paul Zacharia: African Yathra
10. Santhosh George Kulangara: Baltic Diary
11. Ravindran: Ravindrante Yaathrakal.

### **Website links**

<https://www.pdfdrive.com/how-to-be-a-travel-writer-e158320723.html>

<https://travelwriting2.com/>

[https://eprints.qut.edu.au/225927/1/Robyn\\_Mylne\\_Thesis.pdf](https://eprints.qut.edu.au/225927/1/Robyn_Mylne_Thesis.pdf)

### **Continuous assessment**

- a) Class test: 9 marks  
There shall be two internal examinations within the semester: one, on completion of module 1 and 2, the second, on completion of module 3 & 4.
- b) Assignments/Seminars/presentations: 6 marks

### **Marks allocation including choice**

Module	Marks (Including Choice)
1	24
2	30
3	30
4	09
<b>Total</b>	<b>93</b>

**M A Journalism and Mass Communication (KUCBCSSPG 2023)**

**MAJMC 02E02: TRAVEL JOURNALISM**

**Time : 3 Hours**

**Marks: 60**

**I. Write short notes on any FIVE of the following. Each answer carries three marks.**

(5 x 3=15 Marks)

1. TLC
2. S K Pottakkad
3. Photo essay
4. Vlogger
5. Travel mart
6. Yathra

**II. Write short essays on any THREE of the following. Each answer carries six marks.**

(3x6=18

Marks)

7. How do travel vloggers monetize their content to generate income?
8. Summarize the factors to consider when exploring a tourist place in travel journalism.
9. What are the key ethical considerations that travel writers should be aware of?
10. Discuss the role of photography in travel journalism and how it enhances the overall travel experience for both journalists and readers.
11. Write a note on some key elements to consider when writing travel news articles.

**III Write long essays on any THREE of the following. Each answer carries nine marks.**

(3 x 9 =27

marks)

12. Explain the relevance and scope of travel journalism.
13. Create a brochure for KTDC for their upcoming heritage tourism package in North Malabar.
14. Evaluate the qualities of a travel journalist and discuss their importance in delivering information on the tourism sector.
15. Compare and contrast travel literature and travel magazine writings.
16. Write a travelogue of a recently visited tourist place.

### **ELECTIVE COURSE 3**

#### **HEALTH COMMUNICATION**

Semester	Course Code	Hours per week	Credit	Exam Hours
2	MAJMC 02E 03	4	4	3

#### **Course Description:**

The course on Health Communication aims to provide students with a comprehensive understanding of effective communication strategies and techniques specifically tailored for the healthcare field. Students will explore various aspects of health communication, including its importance in promoting health literacy, health campaigns, and public health advocacy.

#### **Course Outcomes:**

On successful completion of the course, a student shall:

<b>CO1</b>	Understand the fundamental concepts and theories related to health communication
<b>CO2</b>	Develop effective strategies for communicating health information to diverse audiences
<b>CO3</b>	Evaluate the role of media and technology in health communication
<b>CO4</b>	Critically assess health campaigns and public health messages
<b>CO5</b>	Demonstrate knowledge of ethical considerations in health communication practices

#### **MODULE I: Introduction to Health Communication**

Introduction to health Communication- Concept of health and Disease, Role of communication and campaigns in health and population programs -Communication process and principles applied to Health & population; various health policies of Indian governments and its communications via Mass media.

#### **MODULE II:**

Media and Journalist: roles in health coverage; Non-traditional Media; Health Magazines; Print, Radio and Television: Health Information in News, Entertainment programs and advertisements - Health Communication: in Blogs, podcasts and other e-media innovations; Risk and crisis of health communication in the media - Health writing for print media: features, articles and columns

#### **MODULE III:**

Communication Campaign –steps for conducting campaign- content and treatment of message; selection of the media, audience variable –monitoring feedback& evaluation- Preparation of stickers, posters, bill boards.

#### **MODULE IV:**

Health and family welfare programs in community-World Health Organization, UNICEF, Health campaigns in India- National health policy, India's population problem and National family welfare programs; Campaign against Polio, AIDS/HIV, Malaria, Smallpox, Female infanticide, child mortality, mother and baby care vaccinations- analysing communication strategies during pandemic outbreaks- COVID, NIPAH.

## REFERENCES:

1. Danger, fear and insecurity by Seale, Clive. (2002): Chapter 4 in Media and Health, p67-92, Sage.
2. Mass Communication and Public Health: Complexities and Conflict by Charles Atkin, & Larry Wallack (Eds.), Sage.
3. Health Communication: From Theory to Practice by Renata Schiavo (2007), Jossey Bass, San Francisco.
4. Dutta-Bergman, M. J. (2006). Theory and practice in health communication campaigns: A critical interrogation. Health Communication, 20(2), 133-139.
5. Vardeman, K. K., & Alden, D. L. (2013). Health communication and health information technology: A taxonomy for understanding eHealth literacy. Journal of Medical Internet Research, 15(10), e210.
6. Parvanta, C., Nelson, D. E., & Harner, R. N. (Eds.). (2018). Public health communication: Critical tools and strategies. Sage Publications.
7. Backinger, C. L., & Erdem, G. (Eds.). (2017). Advancing health communication research: Developing theories and models. Springer.

## Continuous Assessment -Total marks 15

### 1. Class Test: (9 marks)

There shall be two internal examinations within the semester: The first one, on completion of module 1 and 2, and the second on completion of module 3 & 4.

### 2. Assignment/Seminar/Presentation: (6 marks)

## Marks allocation including choice

Module	Marks (Including Choice)
1	20
2	26
3	27
4	20
<b>Total</b>	<b>93</b>

**Model Question Paper**

**MAJMC 02E 03 Health Communication**

**Time : 3Hours**

**Maximum**

**Marks : 60**

**I. Write short notes on any four of the following.**

**(5 x 3=15**

**Marks)**

1. National population policy
2. UNICEF
3. ASHA
4. Child mortality
5. SITE
- 6 'Arogyam'

**II. Write short essays on any Three of the following. Each answer carries six marks.**

**(3x6=18**

**Marks)**

7. Analyse content of two health magazines.
8. Analyse the role of radio in promoting health campaigns.
9. Explain the crisis faced by the media while reporting health campaigns in India.
10. Prepare a poster for any polio campaign.
11. Detail the role of Television in spreading awareness about family welfare programmes.

**III. Write long essays on any Three of the following. Each answer carries nine marks.**

**(3 x 9 =27**

**marks)**

12. Analyze the impact of "Health Beat" in shaping public perceptions of healthcare policies.
13. Evaluate the role of social media in disseminating misinformation about COVID-19 and its impact on public health.
14. Evaluate the use of traditional media vs. digital platforms in health campaigns and their effectiveness in different regions of India.
15. Evaluate the role of celebrities and influencers in supporting health campaigns and their influence on behavior change.



16. Evaluate the ethical considerations in using fear-based messaging in health campaigns and its potential impact on the target audience.

**Practical/Core**

**RADIO PRODUCTION**

Semester	Course Code	Hours per week	Credit	Exam Hours
2	MAJMC 02 C09	4	4	3

**Course outcome**

On successful completion of the Practical, a student shall

CO1 – Develop skill to conduct background study for writing radio script

CO2 – Acquire skill to write script for radio programme

CO3 - Develop presentation skill

CO4 – Acquire basic audio editing skill

CO5 – Acquire knowledge on various production technique of radio

Each student shall produce a radio drama or radio magazine comprising interview, feature, etc. and submit it for external valuation. Duration 15 minute.