

**(Abstract)**

Modified Scheme and Syllabus for the First and Second Semesters of the B.A. Journalism with Multimedia and Communication Honours Programme (FYUGP) – Approved and Implemented in Affiliated Colleges with effect from 2025 Admission – Orders Issued.

**ADMINISTRATION C SECTION**

ACAD C/ACAD C1/21935/2024 (I)

Dated: 13.08.2025

- Read:-1. U .O of even No. dated.26.10.2024  
2. U .O of even No. dated.13.08.2025  
3. Minutes of the meeting of the Board of Studies in Journalism & Mass Communication(Cd) held on 23.05.2025.  
4. E-mail of the Chairperson, Board of Studies, Journalism & Mass Communication(Cd), on 24.06.2025  
5. E-mail from the Dean, Faculty of Communication, dated 26.06.2025  
6. Orders of the Vice Chancellor dated 14.07.2025

**ORDER**

- 1.The Scheme and Syllabus (all semesters) of the B.A. Journalism with Multimedia and Communication Honours Programme under FYUGP pattern were approved and implemented in affiliated colleges under the University w.e.f. 2024 admission, as per the paper read (1) above and certain modifications were effected in the Scheme and Syllabus of the third and fourth semesters, vide paper read (2).
2. The Board of Studies in Journalism & Mass Communication(Cd), in its meeting held on 23.05.2025, finalized the modified Scheme and Syllabus for the First and Second Semesters of the B.A. Journalism with Multimedia & Communication Honours programme to be implemented in affiliated colleges w.e.f. 2025 admission onwards and the Chairperson, as per paper read (4), submitted the same for approval.
- 3.The modified Scheme and Syllabus, prepared by the Board of Studies in Journalism & Mass Communication(Cd) were forwarded to the Dean, Faculty of Communication, for verification and the Dean recommended the approval of the same vide paper read (5)above.
- 4.The Vice Chancellor, after considering the Dean's recommendation and in exercise of the powers of the Academic Council conferred under the Section 11 (1) chapter III of Kannur University Act 1996, and all other enabling provisions read together with it, approved ***the modified Scheme and Syllabus for the First and Second Semesters of the B.A. Journalism with Multimedia and Communication Honours programme (FYUGP) and accorded sanction to implement the same w.e.f 2025 admission in the Affiliated Colleges under the University, subject to reporting to the Academic Council.***
- 5.The modified Scheme and Syllabus of the B.A. Journalism with Multimedia and Communication Honours Programme(FYUGP) in the affiliated Colleges under the University w.e.f 2025 admission are appended with this U.O and uploaded on the University website. (www.kannuruniversity.ac.in)
- 6.U.O read as per paper(1) above stands modified to this extent.

Orders are issued accordingly

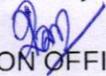
Sd/-

**Bindu K P G**  
**DEPUTY REGISTRAR (ACADEMIC)**  
For REGISTRAR

To: 1.The Controller of Examinations( through the PA )  
2.The Principals of Arts and Science Colleges affiliated to Kannur University  
3.The Chairperson, Board of Studies in Journalism & Mass Communication(Cd).

Copy To: 1. PS to VC / PA to PVC / PA to R/PA to FO/PA to CE (to circulate among the section concerned)  
2. DR / AR (Acad) / AR I, AR II Exam/JR II Exam  
3. Computer Programmer/EXC I/AR VII (Exam)  
4. Web Manager (for uploading in the website)  
5. SF/DF/FC

Forwarded / By Order

  
SECTION OFFICER





**KANNUR UNIVERSITY**  
കണ്ണൂർ സർവകലാശാല

**(Abstract)**

B.A. Journalism with Multimedia and Communication Programme (FYUGP) - Defect-rectified syllabus for the First and Second semesters – Approved and Implemented in Affiliated Colleges with effect from 2025 Admission – Orders Issued.

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**ADMINISTRATION C SECTION**

ACAD C/ACAD C1/21935/2024

Dated: 03.03.2026

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- Read:-1. U .O No. ACAD C/ACAD C1/21935/2024 dated.26.10.2024 and 13.08.2025  
2. U .O No. ACAD C/ACAD C1/21935/2024 (I) dated: 13.08.2025  
3. U.O. Note No. EUG IV/EUG IV-1/3156/2026 dated 05.02.2026  
4. Minutes of the meeting of the Board of Studies in Journalism & Mass Communication(Cd) held on 10.02.2026  
5. E-mail dated 11.02.2026 from the Chairperson, Board of Studies, Journalism & Mass Communication(Cd).  
6. E-mail from the Dean, Faculty of Communication, dated.13.02.2026  
7.Minutes of the Meeting of the Standing Committee of the Academic Council held on21.02.2026  
8. Orders of the Vice Chancellor in the file of even number dated 03.03.2026

**ORDER**

- 1.The Scheme and Syllabus (all semesters) of the B.A. Journalism with Multimedia and Communication Honours Programme under FYUGP pattern were approved and implemented in affiliated colleges under the University w.e.f. 2024 admission, as per the papers read (1) above and certain modifications were effected in the Scheme and Syllabus of the First and Second semesters, vide paper read (2) above.
- 2.Meanwhile, the Examination Branch, vide paper read (3)above, requested rectification of certain discrepancies observed between the credit distribution and lecture hours in the syllabus of the FYUG– BJMC Programme w.e.f 2025 admission.
- 3.Subsequently, an online meeting of the Board of Studies in Journalism & Mass Communication (Cd) was held on 10.02.2026 at 2.30 p.m. to examine the matter. The Board scrutinized the credit distribution and lecture hours in the syllabus and resolved to rectify the discrepancies.
- 4.As per paper read (5) above, the Chairperson of the Board of Studies in Journalism & Mass Communication (Cd) ,submitted the minutes of the meeting along with the defect-rectified syllabus (I & II Semesters) w.e.f. 2025 admission.
- 5.Subsequently,the syllabus was forwarded to the Dean, Faculty of Communication, for approval and the Dean recommended approval of the defect-rectified syllabus,vide paper read (6)above.
- 6.Considering the matter, the Vice-Chancellor ordered to place the defect-rectified syllabus (I&II Semesters) of the FYUGP – BJMC Programme w.e.f 2025 admission ,the minutes of the Board of



Studies meeting, and the remarks of the Dean, before the Standing Committee of the Academic Council for consideration. The Standing Committee of the Academic Council, at its meeting held on **21.02.2026** recommended approval of the same.

7. The Vice-Chancellor, after considering the recommendations of the Standing Committee of the Academic Council and in exercise of the powers of the Academic Council conferred under Section 11(1), Chapter III of the Kannur University Act, 1996, and all other enabling provisions read together with it, approved **the defect-rectified Syllabus for the First and Second Semesters of the B.A. Journalism with Multimedia and Communication Honours programme (FYUGP) w.e.f 2025 admission in the Affiliated Colleges under the University, subject to reporting to the Academic Council.**

8. The approved Syllabus of the B.A. Journalism with Multimedia and Communication Honours Programme (FYUGP) in the affiliated Colleges under the University w.e.f 2025 admission is appended with this U.O and uploaded on the University website. ([www.kannuruniversity.ac.in](http://www.kannuruniversity.ac.in))

Orders are issued accordingly

Sd/-

**Bindu K P G**

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3. The Chairperson, Board of Studies in Journalism & Mass Communication (Cd).

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2. DR / AR (Acad) / AR I, AR II Exam / JR II Exam  
3. Computer Programmer / EXC I / AR VII (Exam)  
4. Web Manager (for uploading in the website)  
5. SF/DF/FC

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SECTION OFFICER





## **KANNUR UNIVERSITY**

**B.A. JOURNALISM WITH MULTIMEDIA & COMMUNICATION HONOURS  
(MAJOR, MINOR AND GENERAL FOUNDATION COURSES)**

**SYLLABUS & MODEL QUESTION PAPERS**

**w.e.f. 2025 admission onwards**

**(KUFYUGP Regulations 2024)**

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**Board of Studies**  
**Journalism & Mass Communication**

1. **Fr. Dr. Francis Karackat (Chairperson)** , Associate Professor and Head, Department of Journalism & Principal, Don Bosco Arts & Science College, Angadikadavu, Kannur
2. **Dr. Shaju P.P.** Former Head (Retired), Department of Journalism, Mary Matha Arts & Science College, Mananthavady, Wayanad
3. **Dr. Smitha E.K.**, Assistant Professor, Department of Journalism, NMSM Government College, Kalpetta, Wayand
4. **Dr. S.R. Sanjeev**, Assistant Professor, Department of Journalism, Mar Ivanios College, Thiruvananthapuram
5. **Dr. P. Lal Mohan**, Assistant Professor, Department of Communication and Journalism, University of Kerala
6. **Dr. Abdul Muneer V**, Professor, Department of Journalism, EMEA College of Arts & Science, Kondotty, Malappuram
7. **Dr. Fr. Biju J Nellissery**, Former Head, Department of Journalism, Don Bosco Arts & Science College, Angadikadavu, Kannur.
8. **V. H. Nishad**, Assistant Professor, Department of Journalism, Sir Syed College, Thaliparamba, Kannur
9. **Narayanan Kavumbai**, Assistant Editor, Desabhimani, Pallikunnu, Kannur.

**Additional Subject Experts in the Syllabus Formulation Committee**

1. **Dr. Jobin Joy**, Assistant Professor & Head, Department of Journalism, Pazhassiraja College, Pulpally, Wayanad
2. **Dr. Seena Johnson**, Assistant Professor, Department of Journalism, Don Bosco Arts & Science College, Angadikadavu, Kannur
3. **Dr. Lijin Joseph**, Assistant Professor, Department of Journalism, Don Bosco Arts & Science College, Angadikadavu, Kannur
4. **Deepu Jose**, Assistant Professor & Head, Department of Journalism, SES College, Sreekandapuram

5. **Previn P.F.**, Assistant Professor, Department of Journalism, SES College, Sreekandapuram
6. **Sanish M.S.**, Assistant Professor, Department of Journalism, SES College, Sreekandapuram
7. **Harishma S.L.**, Assistant Professor, Department of Journalism, Don Bosco Arts & Science College, Angadikadavu, Kannur
8. **Vinaya Lal**, Assistant Professor, Department of Journalism, Brennen College, Thalassery, Kannur
9. **Sruthimol Thomas**, Assistant Professor, Department of Journalism, Don Bosco Arts & Science College, Angadikadavu, Kannur
10. **Manju C. A.**, Assistant Professor, Department of Journalism, Devamatha College, Paisakari
11. **Subinas Ali**, Assistant Professor, Department of Journalism, NAHER Arts and Science College, Kanhirode, Kannur.
12. **Abel Babu**, Former Faculty, Department of Journalism, Don Bosco Arts & Science College, Angadikadavu, Kannur
13. **Anil Thomas**, Former Faculty, Department of Journalism, Don Bosco Arts & Science College, Angadikadavu, Kannur
14. **Aiswarya Pradeep**, Former Faculty, Department of Journalism, Don Bosco Arts & Science College, Angadikadavu, Kannur

## **PROGRAMME OUTCOMES (PO):**

At the end of the graduate programme at Kannur University, a student would:

<b>PO1</b>	<b>Critical Thinking and Problem-Solving:</b> Apply critical thinking skills to analyze information and develop effective problem-solving strategies for tackling complex challenges.
<b>PO2</b>	<b>Effective Communication and Social Interaction:</b> Proficiently express ideas and engage in collaborative practices, fostering effective interpersonal connections
<b>PO3</b>	<b>Holistic Understanding:</b> Demonstrate a multidisciplinary approach by integrating knowledge across various domains for a comprehensive understanding of complex issues.
<b>PO4</b>	<b>Citizenship and Leadership:</b> Exhibit a sense of responsibility, actively contribute to the community, and showcase leadership qualities to shape a just and inclusive society.
<b>PO5</b>	<b>Global Perspective:</b> Develop a broad awareness of global issues and an understanding of diverse perspectives, preparing for active participation in a globalized world.
<b>PO6</b>	<b>Ethics, Integrity and Environmental Sustainability:</b> Uphold high ethical standards in academic and professional endeavors, demonstrating integrity and ethical decision-making. Also acquire an understanding of environmental issues and sustainable practices, promoting responsibility towards ecological well-being.
<b>PO7</b>	<b>Lifelong Learning and Adaptability:</b> Cultivate a commitment to continuous self-directed learning, adapting to evolving challenges, and acquiring knowledge throughout life.

### **PROGRAMME SPECIFIC OUTCOMES (PSO):**

At the end of the Bachelor of Journalism with Multimedia and Communication Honours with Research Programme (BJMC) at Kannur University, a student would possess:

<b>PSO1</b>	In-depth theoretical knowledge and practical skills required for a professional career in the fields of Journalism, multimedia and mass communication, keeping abreast of the times.
<b>PSO2</b>	Capacity to understand and analyse the distinct characteristics, the wide scope and the inherent limitations of print, broadcast and new media, and of films, advertising and public relations.
<b>PSO3</b>	Capability to put into practice the theoretical input, having equipped with employability skills, expertise, exposure, and experiences in multimedia, Journalism and communication productions, and practical assignments.
<b>PSO4</b>	Proficiency to analyse the latest global, national and regional trends in the media and communication arena for emerging as an entrepreneur, researcher, innovator, and specialist.
<b>PSO5</b>	Competence to appraise the quality, standard and professionalism present in print, broadcast and new media, in film industry, and in public relations and advertising domains, and to critically analyse ethical issues and professional challenges posed by the ever-evolving world.
<b>PSO6</b>	Adeptness for crafting script, carrying out production and post-production tasks, designing PR, advertising and marketing campaigns, and mapping out research projects for knowledge creation and innovative entrepreneurship.

### **Eligibility Criteria for Admission:**

Candidates who have passed the Higher Secondary Examination of the state or an Examination accepted by the University as equivalent thereto. Total marks of the qualifying examination + a weightage of 10 marks will be given to those who have studied Journalism as optional subject at the qualifying examination.

# BJMC

## Bachelor of Journalism with Multimedia and Communication Course Distribution

Sl	SEM	Course Code	Credit	Details	Course Title	Level
<b>SEMESTER I</b>						
1.	I	KU1DSCJMC101	4		<b>Major:</b> Fundamentals of Communication	100-199
2.	I	KU1DSCJMC102	4	<b>Any Two Minor Courses</b>	<b>Minor Course 1:</b> News Photography	100-199
3.	I	KU1DSCJMC103	4		<b>Minor Course 2:</b> Film Appreciation	100-199
4.	I	KU1DSCJMC104	4		<b>Minor Course 3:</b> News Media and Democracy	100-199
5.	I	KU1DSCJMC105	4		<b>Minor Course 4:</b> Foundations of Mass Media	100-199
6.	I	KU1DSCJMC106	4		<b>Minor Course 5:</b> Reels Communication and Popular Culture	
7.	I	-----	3		<b>Ability Enhancement Course 1</b>	100-199
8.	I	-----	3		<b>Ability Enhancement Course 2</b>	100-199
9.	I	KU1MDCJMC107	3	<b>Any One MDC Course</b>	<b>Multi-Disciplinary Course 1:</b> Professional Journalism	100-199
10.	I	KU1MDCJMC108	3		<b>Multi-Disciplinary Course 2:</b> PR Management	100-199
11.	I	KU1MDCJMC109	3		<b>Multi-Disciplinary Course 3:</b> Celebrity Journalism	100-199
<b>SEMESTER II</b>						
12	II	KU2DSCJMC110	4		<b>Major:</b> Basics of Journalism	100-199
13	II	KU2DSCJMC111	4	<b>Any Two Minor Courses</b>	<b>Minor Course 1:</b> Television News Scripting and Production	100-199
14	II	KU2DSCJMC112	4		<b>Minor Course 2:</b> Feature Writing for Print Media	100-199

15	II	KU2DSCJMC113	4		<b>Minor Course 3:</b> Online Journalism	100-199
16	II	KU2DSCJMC114	4		<b>Minor Course 4:</b> News Writing for Print Media	100-199
17	II	—————	3		<b>Ability Enhancement Course 3:</b>	100-199
18	II	—————	3		<b>Ability Enhancement Course 4:</b>	100-199
19.	II	KU2MDCJMC115	3	Any One MDC	<b>Multi-Disciplinary Course 4:</b> Cyber Journalism	100-199
20.	II	KU2MDCJMC116	3		<b>Multi-Disciplinary Course 5:</b> Short Film Making	100-199
21.	II	KU2MDCJMC117	3		<b>Multi-Disciplinary Course 6:</b> Media Festival Curation and Anchoring	100-199

### SEMESTER III

22	III	KU3DSCJMC201	4		<b>Major:</b> Introduction to Multimedia	200-299
23	III	KU3DSCJMC202	4		<b>Major:</b> Aesthetics of Photography	200- 299
24	III	KU3DSCJMC203	4	Any Two Minor Courses	<b>Minor Course 1:</b> Documentary Film Production	200-299
25	III	KU3DSCJMC204	4		<b>Minor Course 2:</b> Print and Online Design	200-299
26	III	KU3DSCJMC205	4		<b>Minor Course 3:</b> Corporate Communication	200-299
27	III	KU3DSCJMC206	4		<b>Minor Course 4:</b> Advertising Basics	200-299
28	III	KU3DSCJMC207	4		<b>Minor Course 5:</b> Fundamentals of Investigative Journalism	200-299
29	III	-----	3		<b>Multi-Disciplinary Course 7:</b> Kerala Knowledge System	200-299
30	III	KU3VACJMC208	3	Any One VAC	<b>Value Added Course 1:</b> Environment, Climate Change and Media	200-299
31	III	KU3VACJMC209	3		<b>Value Added Course 2:</b> Ethics in Media	200-299

32.	III	KU3VACJMC210	3		Value Added Course 3: Media and Gender	
<b>SEMESTER IV</b>						
33.	IV	KU4DSCJMC211	4		Major: Script Writing	200-299
34.	IV	KU4DSCJMC212	4		Major: Design and Layout for Media	200-299
35.	IV	KU4DSCJMC213	4		Major: Professional Photography and Cinematography	200-299
36.	IV	KU4VACJMC214	3	AnyTwo VAC	Value Added Course 4: Media and Civic Engagement	200-299
37.	IV	KU4VACJMC215	3		Value Added Course 5: Media for Social Change	200-299
38.	IV	KU4VACJMC216	3		Value Added Course 6: Citizen Journalism	200-299
39.	IV	KU4SECJMC217	3	Any One SEC	Skill Enhancement Course 1: Vlogging	200-299
40.	IV	KU4SECJMC218	3		Skill Enhancement Course 2: Media Content Writing	200-299
41.	IV	KU4SECJMC219	3		Skill Enhancement Course 3: Social Media Content Creation and Digital Marketing	200-299
<b>SEMESTER V</b>						
42.	V	KU5DSCJMC301	4		Major: Reporting for Print Media	300-399
43.	V	KU5DSCJMC302	4		Major: Reporting for Broadcast and New Media	300-399
44.	V	KU5DSCJMC303	4		Major: Editing for Print and Broadcast Media	300-399
45.	V	KU5DSEJMC304	4	Any Two Major Electives	Major Elective 1: Creative Writing	300-399
46.	V	KU5DSEJMC305	4		Major Elective 2: Web Designing	300-399
47.	V	KU5DSEJMC306	4		Major Elective 3: Graphic Designing	300-399
48.	V	KU5DSEJMC307	4		Major Elective 4: Marketing Communication	300-399

49.	V	KU5DSEJMC308	4		<b>Major Elective 5:</b> PR and Corporate Communication	300-399
50.	V	KU5SECJMC309	3	Any One SEC	<b>Skill Enhancement Course 4:</b> Mobile Journalism	300-399
51.	V	KU5SECJMC310	3		<b>Skill Enhancement Course 5:</b> News and Programme Anchoring	300-399

### SEMESTER VI

52.	VI	KU6DSCJMC311	4		<b>Major:</b> Programme Production for Radio and TV	300-399
53.	VI	KU6DSCJMC312	4		<b>Major:</b> Advertising Theory and Practice	300-399
54.	VI	KU6DSCJMC313	4		<b>Major:</b> Video Editing	300-399
55.	VI	KU6DSEJMC314	4	Any Two Major Electives	<b>Major Elective 1:</b> Animation and Motion Graphics	300-399
56.	VI	KU6DSEJMC315	4		<b>Major Elective 2:</b> Digital Content Creation	300-399
57.	VI	KU6DSEJMC316	4		<b>Major Elective 3:</b> Sound Design	300-399
58.	VI	KU6DSEJMC317	4		<b>Major Elective 4:</b> Film Studies	300-399
59.	VI	KU6DSEJMC318	4		<b>Major Elective 5:</b> Short Film and Documentary Production	300-399
60.	VI	KU6SECJMC319	3	Any One SEC	<b>Skill Enhancement Course 6:</b> Social Media Marketing	300-399
61.	VI	KU6SECJMC320	3		<b>Skill Enhancement Course 7:</b> Visual Editing	300-399
62.	VI	KU6INTJMC321	2		<b>Internship</b>	300-399

### SEMESTER VII

63.	VII	KU7DSCJMC401	4		<b>Major:</b> Media and Communication Research	400-499
64.	VII	KU7DSCJMC402	4		<b>Major:</b> Development Communication	400-499
65.	VII	KU7DSCJMC403	4		<b>Major:</b> Entrepreneurial Journalism in India	400-499

66.	VII	KU7DSCJMC404	4		<b>Major:</b> Theories and Models of Communication	400-499
67.	VII	KU7DSCJMC405	4		<b>Major:</b> Media Laws and Ethics	400-499
<b>SEMESTER VIII</b>						
68.	VIII	KU8DSCJMC406	4		<b>Major:</b> Media, Culture and Society	400-499
69.	VIII	KU8DSCJMC407	4		<b>Major:</b> Technical Writing	400-499
70.	VIII	KU8DSCJMC408	4		<b>Major:</b> Indian Constitution, Media and Politics	400-499
71.	VIII	KU8DSEJMC409	4	<b>Any Three Major Electives</b>	<b>Major Elective 1:</b> Theatre and Dramatics	400-499
72.	VIII	KU8DSEJMC410	4		<b>Major Elective 2:</b> Virtual Reality and Artificial Intelligence in Journalism	400-499
73.	VIII	KU8DSEJMC411	4		<b>Major Elective 3:</b> Sports Journalism	400-499
74.	VIII	KU8DSEJMC412	4		<b>Major Elective 4:</b> Business Journalism	400-499
75.	VIII	KU8DSEJMC413	4		<b>Major Elective 5:</b> Film Journalism	400-499
76.	VIII	KU8DSEJMC414	4		<b>Major Elective 6:</b> Data Journalism	400-499
77.	VIII	KU8RPHJMC415	12		<b>Research Project</b>	400-499

### Consolidated List of Semester-wise Major Courses

No	Sem	Course Category	Course Code	Course Title	Credit	Hours	Marks		
							CE	ESE	Total
1	I	Major	KU1DSCJMC101	Fundamentals of Communication	4	60	30	70	100
2	II	Major	KU2DSCJMC110	Basics of Journalism	4	60	30	70	100
3	III	Major	KU3DSCJMC201	Introduction to Multimedia	4	60	30	70	100
4	III	Major	KU3DSCJMC202	Aesthetics of Photography	4	60	30	70	100
5	IV	Major	KU4DSCJMC211	Script Writing	4	60	30	70	100
6	IV	Major	KU4DSCJMC212	Design and Layout for Media	4	60	30	70	100
7	IV	Major	KU4DSCJMC213	Professional Photography and Cinematography	4	60	30	70	100
8	V	Major	KU5DSCJMC301	Reporting for Print Media	4	60	30	70	100
9	V	Major	KU5DSCJMC302	Reporting for Broadcast and New Media	4	60	30	70	100
10	V	Major	KU5DSCJMC303	Editing for Print and Broadcast Media	4	60	30	70	100
11	VI	Major	KU6DSCJMC311	Programme Production for Radio and TV	4	60	30	70	100
12	VI	Major	KU6DSCJMC312	Advertising Theory and Practice	4	60	30	70	100
13	VI	Major	KU6DSCJMC313	Video Editing	4	60	30	70	100
14	VII	Major	KU7DSCJMC401	Media and Communication Research	4	60	30	70	100
15	VII	Major	KU7DSCJMC402	Development Communication	4	60	30	70	100

16	VII	Major	<b>KU7DSCJMC403</b>	Entrepreneurial Journalism in India	4	60	30	70	100
17	VII	Major	<b>KU7DSCJMC404</b>	Theories and Models of Communication	4	60	30	70	100
18	VII	Major	<b>KU7DSCJMC405</b>	Media Laws and Ethics	4	60	30	70	100
19	VIII	Major	<b>KU8DSCJMC406</b>	Media, Culture and Society	4	60	30	70	100
20	VIII	Major	<b>KU8DSCJMC407</b>	Technical Writing	4	60	30	70	100
21	VIII	Major	<b>KU8DSCJMC408</b>	Indian Constitution, Media and Politics	4	60	30	70	100

**Consolidated List of Semester-wise Major Elective Courses offered**

No	Sem	Course Category	Course Code	Course Title	Credit	Hours	Marks		
							CE	ESE	Total
1	V	Major Elective	KU5DSEJMC304	Creative Writing	4	60	30	70	100
2	V	Major Elective	KU5DSEJMC305	Web Designing	4	60	30	70	100
3	V	Major Elective	KU5DSEJMC306	Graphic Designing	4	60	30	70	100
4	V	Major Elective	KU5DSEJMC307	Marketing Communication	4	60	30	70	100
5	V	Major Elective	KU5DSEJMC308	PR and Corporate Communication	4	60	30	70	100
6	VI	Major Elective	KU6DSEJMC314	Animation and Motion Graphics	4	60	30	70	100
7	VI	Major Elective	KU6DSEJMC315	Digital Content Creation	4	60	30	70	100
8	VI	Major Elective	KU6DSEJMC316	Sound Design	4	60	30	70	100
9	VI	Major Elective	KU6DSEJMC317	Film Studies	4	60	30	70	100
10	VI	Major Elective	KU6DSEJMC318	Short Film and Documentary Production	4	60	30	70	100
11	VIII	Major Elective	KU8DSEJMC409	Theatre and Dramatics	4	60	30	70	100
12	VIII	Major Elective	KU8DSEJMC410	Virtual Reality and Artificial Intelligence in Journalism	4	60	30	70	100

<b>13</b>	<b>VIII</b>	Major Elective	<b>KU8DSEJMC411</b>	Sports Journalism	<b>4</b>	<b>60</b>	30	70	100
<b>14</b>	<b>VIII</b>	Major Elective	<b>KU8DSEJMC412</b>	Business Journalism	<b>4</b>	<b>60</b>	30	70	100
<b>15</b>	<b>VIII</b>	Major Elective	<b>KU8DSEJMC413</b>	Film Journalism	<b>4</b>	<b>60</b>	30	70	100
<b>16</b>	<b>VIII</b>	Major Elective	<b>KU8DSEJMC414</b>	Data Journalism	<b>4</b>	<b>60</b>	30	70	100

### Consolidated List of Semester-wise Minor Courses

No	Sem	Course Category	Course Code	Course Title	Credit	Hours	Marks		
							CE	ESE	Total
1	I	Minor	KU1DSCJMC102	News Photography	4	60	30	70	100
2	I	Minor	KU1DSCJMC103	Film Appreciation	4	60	30	70	100
3	I	Minor	KU1DSCJMC104	News Media and Democracy	4	60	30	70	100
4	I	Minor	KU1DSCJMC105	Foundations of Mass Media	4	60	30	70	100
5	I	Minor	KU1DSCJMC106	Reels Communication and Popular Culture	4	60	30	70	100
6	II	Minor	KU2DSCJMC111	Television News Scripting and Production	4	60	30	70	100
7	II	Minor	KU2DSCJMC112	Feature writing for Print Media	4	60	30	70	100
8	II	Minor	KU2DSCJMC113	Online Journalism	4	60	30	70	100
9	II	Minor	KU2DSCJMC114	News Writing for Print Media	4	60	30	70	100
10	III	Minor	KU3DSCJMC203	Documentary Film Production	4	60	30	70	100
11	III	Minor	KU3DSCJMC204	Print and Online Design	4	60	30	70	100
12	III	Minor	KU3DSCJMC205	Corporate Communication	4	60	30	70	100
13	III	Minor	KU3DSCJMC206	Advertising Basics	4	60	30	70	100
14	III	Minor	KU3DSCJMC207	Fundamentals of Investigative Journalism	4	60	30	70	100

### Consolidated List of Semester-wise Multi-Disciplinary Courses (MDC)

No	Sem	Course Category	Course Code	Course Title	Credit	Hours	Marks		
							CE	ESE	Total
1	I	MDC	KU1MDCJMC107	Professional Journalism	3	45	25	50	75
2	I	MDC	KU1MDCJMC108	PR Management	3	45	25	50	75
3	I	MDC	KU1MDCJMC109	Celebrity Journalism	3	45	25	50	75
4	II	MDC	KU2MDCJMC115	Cyber Journalism	3	45	25	50	75
5	II	MDC	KU2MDCJMC116	Short Film Making	3	45	25	50	75
6	II	MDC	KU2MDCJMC117	Media Festival Curation and Anchoring	3	45	25	50	75
7	III	MDC		Kerala Knowledge System	3	45	25	50	75

**Consolidated List of Semester-wise Value-Added Courses (VAC)**

No	Sem	Course Category	Course Code	Course Title	Credit	Hours	Marks		
							CE	ESE	Total
1	III	VAC	KU3VACJMC208	Environment, Climate Change and Media	3	45	25	50	75
2	III	VAC	KU3VACJMC209	Ethics in Media	3	45	25	50	75
3	III	VAC	KU3VACJMC210	Media and Gender	3	45	25	50	75
4	IV	VAC	KU4VACJMC214	Media and Civic Engagement	3	45	25	50	75
5	IV	VAC	KU4VACJMC215	Media for Social Change	3	45	25	50	75
6	IV	VAC	KU4VACJMC216	Citizen Journalism	3	45	25	50	75

**Consolidated List of Semester-wise Skill Enhancement Courses (SEC)**

No	Sem	Course Category	Course Code	Course Title	Credit	Hours	Marks		
							CE	ESE	Total
1	IV	SEC	KU4SECJMC217	Vlogging	3	45	25	50	75
2	IV	SEC	KU4SECJMC218	Media Content Writing	3	45	25	50	75
3	IV	SEC	KU4SECJMC219	Social Media Content Creation and Digital Marketing	3	45	25	50	75
4	V	SEC	KU5SECJMC309	Mobile Journalism	3	45	25	50	75
5	V	SEC	KU5SECJMC310	News and Programme anchoring	3	45	25	50	75
6	VI	SEC	KU6SECJMC319	Social Media Marketing	3	45	25	50	75
7	VI	SEC	KU6SECJMC320	Visual Editing	3	45	25	50	75

## LIST OF COURSES

### Bachelor of Journalism with Multimedia and Communication

#### (BJMC)

(Detailed Syllabus)

### SEMESTER I

Sl	Course Code	Credit	Details	Course Title	Level
1	KU1DSCJMC101	4		<b>Major:</b> Fundamentals of Communication	100-199
2	KU1DSCJMC102	4	<b>Any Two Minor Courses</b>	<b>Minor Course 1:</b> News Photography	100-199
3	KU1DSCJMC103	4		<b>Minor Course 2:</b> Film Appreciation	100-199
4	KU1DSCJMC104	4		<b>Minor Course 3:</b> News Media and Democracy	100-199
5	KU1DSCJMC105	4		<b>Minor Course 5:</b> Foundations of Mass Media	100-199
6	KU1DSCJMC106	4		<b>Minor Course 4:</b> Reels Communication and Popular Culture	
7	-----	3		<b>Ability Enhancement Course 1</b>	100-199
8	-----	3		<b>Ability Enhancement Course 2</b>	100-199
9	KU1MDCJMC107	3	<b>Any One MDC</b>	<b>Multi-Disciplinary Course 1:</b> Professional Journalism	100-199
10	KU1MDCJMC108	3		<b>Multi-Disciplinary Course 2:</b> PR Management	100-199
11	KU1MDCJMC109	3		<b>Multi-Disciplinary Course 3:</b> Celebrity Journalism	100-199

**KU1DSCJMC101**  
**FUNDAMENTALS OF COMMUNICATION**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>1</b>	<b>MAJOR</b>	<b>100-199</b>	<b>KU1DSCJMC101</b>	<b>4</b>	<b>60</b>

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>4</b>	<b>-</b>	<b>-</b>	<b>30</b>	<b>70</b>	<b>100</b>	<b>2</b>

### **Course Description**

The Fundamentals of Communication course provides an in-depth understanding of the essential principles and practices of communication. It covers the theoretical frameworks and practical skills necessary for effective interpersonal, group, and public communication. Students will explore topics such as verbal and non-verbal communication, active listening, public speaking, and intercultural communication. The course aims to enhance students' ability to convey ideas clearly and confidently, fostering better personal and professional relationships. Through lectures, discussions, and practical exercises, students will develop a solid foundation in communication that is applicable across various contexts and disciplines.

### **Course Pre-requisite**

1. While an introductory course will cover the fundamentals, having some familiarity with basic communication concepts can be beneficial.
2. Communication studies involve analyzing various forms of communication critically. Therefore, having strong critical thinking skills is essential.

### **Course Outcomes:**

CO	Expected Outcomes	Learning Domains	Knowledge category #	Evaluation tools used
CO1	Develop critical thinking skills necessary for analyzing and	U, An	C	Instructor created exams Quiz

	evaluating various forms of communication, including verbal, nonverbal etc			Home assignments Practical assignments Seminar presentations
CO2	Enhance their ability to communicate effectively in various contexts, such as interpersonal relationships, small groups, public speaking, and digital communication	A	F	Practical assignments
CO3	Explore the role of culture in communication	An	F	Instructor created exams
CO4	Become more media literate, learning to critically evaluate media messages, understand media effects	U, An	E	Seminar presentations
CO5	Understand its role in organizations, media and culture	U, An	U	Seminar presentations Quiz

\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), # - Factual Knowledge (F), Conceptual Knowledge (C), Procedural Knowledge (P), Metacognitive Knowledge (M)

### Mapping of COs with PSOs and POs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	-	1	-	1	1	2	-		2	3	1
CO2	3	2	2	-	1	-	-	-	3	-	2	-	2
CO3	2	3	-	3	-	1	2	2	-	3	-	-	3
CO4	2	-	2	2	1	-	3	-	1	2	-	1	-
CO5	-	-	-	3	-	-	-	2	-	-	-	-	2
CO6	-	2	-	-	2	-	1	-	-	1	-	-	3

\*Correlation levels

Level	Correlation
-	NIL
1	Slightly/Low
2	Moderate/Medium
3	Substantial/High

## COURSE CONTENT

### Content for Classroom Transaction:

Module	Unit	Description	Hours (60)	Marks (70)
<b>I</b>	<b>Module I: Fundamentals of Communication</b>		<b>10</b>	<b>10</b>
	1	Meaning of communication, definitions, Importance of communication		
	2	Functions of communication, elements of communication		
	3	Types of communication- verbal and nonverbal		
	4	Barriers of communication, 7c's of communication		
<b>II</b>	<b>Module II: Models of Communication</b>		<b>20</b>	<b>20</b>
	5	Basic model of human communication		
	6	Scope and purpose of communication models		
	7	Functions of models		
	8	Types of communication models: Aristotle's Concept of communication, Lasswell model of communication, David Berlo's model of communication, Shannon and Weaver model of communication, Dance's helical model of communication, Wilbur Schramm's model of communication		
<b>III</b>	<b>Module III: Mass Communication</b>		<b>5</b>	<b>10</b>
	9	Characteristics and process of mass communication		
	10	Nature and scope of mass communication		
	11	Mass media-print media, electronic media, new media		
	12	Functions of mass media		
<b>IV</b>	<b>Module IV: Cornerstones of Communication</b>		<b>15</b>	<b>30</b>
	13	Relevance of communication studies		

	14	Mass media audience- feedback- the role of media in society- regional, national and global media- media and globalization		
	15	Two schools of communication studies- Semiotic and Process Schools		
	16	Marshal McLuhan – Global village, medium is the message, Hot and Cool media		
V	<b>Module V: Teacher Specific Module (Practicum)</b>		<b>10</b>	
	17	Individual presentation of topics assigned		
	18	Group discussion on various topics		
	19	Debate, Quiz		

### Assessment Rubrics

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continuous Evaluation</b>	<b>30</b>
<b>A. Theoretical Assessment: 10 marks</b>	
1. Test Papers: 6 marks	
2. Library Assignments: 2 marks	
3. Classroom Engagements: 2 marks	
<b>B. Practicum: 20 marks</b>	
<b>Total</b>	<b>100</b>

### Essential Readings:

1. Keval J Kumar, *Mass Communication in India*, Jaico Publishers
2. Seema Hasan, *Mass Communication: Principles and Concepts*, CBS Publishers
3. Stanley J Baran & Dennis K. Davis, *Introduction to Mass Communication*, Cengage Learning
4. John Vivian, *The Media of Mass Communication*, PHI Learning
5. J V Vilanilam, *Growth and Development of Mass Communication in India*, NBT
6. G S Bhargava, *The Press in India: An Overview*, New Delhi

7. Robin Jeffry, *India's Newspaper Revolution – Capitalism, Politics and the Indian-Language Press*, OUP

### Suggested Readings

1. John Fiske, *Introduction to Mass Communication Studies*, Routledge
2. Dennis McQuail, *Mass Communication Theory: An Introduction*, Sage
3. Stanley J Baran & Dennis K. Davis, *Mass communication Theory*, Thomson Wadsworth, 1994

### Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	3	1
	2	2	1
	3	3	1
	4	5	1
2	5	1	3,2
	6	2	3,2
	7	4	1
	8	3	2
3	9	1	1
	10	4	2
	11	3	3
	12	6	1
4	13	6	3
	14	7	2
	15	5	1
	16	3	1

### Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
<b>CO1</b>	✓			
<b>CO2</b>		✓		
<b>CO3</b>				
<b>CO4</b>				✓
<b>CO5</b>			✓	
<b>CO6</b>			✓	

**Employability of the course:** The "Fundamentals of Communication" course significantly enhances employability across various sectors. Graduates can pursue careers in public relations, marketing, and corporate communication, where strong verbal and written communication skills are essential. They are also well-prepared for roles in customer service, human resources, and management, where effective interpersonal communication and conflict resolution are crucial.

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**First Semester FYUGP Journalism Examination**  
**Model Question Paper**  
**KU1DSCJMC101: FUNDAMENTALS OF COMMUNICATION**

**Maximum Time: 2 hours**

**Maximum Marks: 70**

**Section A**

Answer any **SIX** questions. Each question carries 3 marks

(6 x 3 = 18)

1. Source
2. OTT
3. Encoding
4. Narcotizing dysfunction
5. Decoding
6. Cultural shock
7. Review bombing
8. Proxemics

**Section B**

Answer any **FOUR** questions. Each question carries 6 marks

(4x6 = 24)

9. Explain feedback with examples
10. Describe intrapersonal communication
11. Explain how new media has revolutionized democracy
12. Describe the Play theory of media
13. Evaluate the scope and limitations of folk media
14. Critically analyze the Uses and Gratification theory

**Section C**

Answer any **TWO** questions. The question carries 14 marks

(2x14 = 28)

15. Comment on the effect of mass media on the millennial
16. Explain the normative theories of the media
17. Assess the significance of agenda setting in today's mass media

## KU1DSCJMC102

### NEWS PHOTOGRAPHY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>I</b>	<b>Minor</b>	<b>100-199</b>	<b>KU1DSCJMC102</b>	<b>4</b>	<b>60</b>

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>4</b>	<b>-</b>	<b>-</b>	<b>30</b>	<b>70</b>	<b>100</b>	<b>2</b>

#### Course Description

This course aims to provide students with comprehensive knowledge and practical skills in the field of News photography. By the end of the course, students will be able to understand the characteristics of news photography, composition, and ethical aspects of capturing photos.

#### Course Prerequisite

- 1 General interest in the lives of people
- 2 Interest in photography.

#### Course Outcomes (CO)

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate proficiency in basic photography techniques	C	C	Assignment/ Test
CO2	Evaluate various camera modes and select the best to suit the situation	E	C	Quiz/ Practical Assignments
CO3	Produce accurate and ethical news photographs	C	P	Practical Assignment/Quiz
CO4	Evaluate various angles to approach a photograph	E	P	Assignment/ Quiz
CO5	Adapt to diverse photographic conditions	AN	P	Practical assignments

CO6	Execute ethical photo editing	C	P	Practical Assignment
<p><i>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</i></p> <p><i># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</i></p>				

#### Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	3	2	2	1	2	1	2	1	-	1	1
CO2	2	2	2	1	1	1	2	1	1	1	-	2	1
CO3	2	2	2	1	3	3	2	2	1	1	-	3	2
CO4	3	2	3	2	2	1	3	2	2	1	-	2	2
CO5	2	2	2	1	1	1	2	1	2	1	-	1	2
CO6	2	2	2	1	3	3	2	1	1	1	-	3	1

#### Correlation Levels

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

### Course Content

#### Content for Classroom Transaction:

Module	Unit	Description	Hours (60)	Marks (70)
I	<b>Module I Introduction to Photography</b>		<b>10</b>	<b>15</b>
	1	History of Photography: Camera Obscure, Daguerreotype, Kodak Camera		
	2	Camera and its types: Point and shoot, Polaroid, SLR, DSLR, Mirrorless		
	3	Lenses: Standard lens, wide angle, Telephoto, Prime,		

		Fish eye		
	4	Camera Accessories: Tripod, Filters: UV filter, ND filter, Flash		
<b>II</b>	<b>Module II Basic of Photography</b>		<b>5</b>	<b>20</b>
	5	Camera Modes- Auto Mode, Manual Mode, Aperture Priority and Shutter Priority		
	6	Image formats: RAW, JPEG, TIFF, PNG		
	7	The Exposure Triangle – Aperture, Shutter Speed and ISO, White Balance		
	8	Elements of composition: framing, timing, rule of thirds		
<b>III</b>	<b>Module III News Photography</b>		<b>15</b>	<b>15</b>
	9	News photography: Definition and elements- Accuracy, Objectivity, Respect for subjects, Decisive moments		
	10	Qualities of photojournalist: Technical skills, storytelling ability, Adaptability, Ethical Judgement, Courage, Curiosity and awareness		
	11	Famous Photojournalist: Henri Carter Bresson, Dorothea Lange, Kevin Carter, Danish Siddique		
	12	Single Image and Photo Essay		
	13	Caption and Cutline		
<b>IV</b>	<b>Module IV: Image Processing and Ethics</b>		<b>10</b>	<b>20</b>
	14	Photo editing software for news photography: Adobe Photoshop, Adobe Lightroom		
	15	Basic editing Techniques: cropping, color correction		
	16	Photo Editing V/S Photo manipulation		
	17	NPPA and Code of Ethics		
	<b>Module V: Teacher Specific Module (Practicum)</b>		<b>20</b>	
	18	Directions		

<b>V</b>	19	Prepare a news photo essay on current social scenarios		
	20	Conduct a photography workshop and prepare a report on it  <b>OR</b>  Conduct presentations and discussions on the works of famous award-winning photographers.		

### Assessment Rubrics

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continuous Evaluation</b>	<b>30</b>
<b>A. Theoretical Assessment: 10 marks</b>	
1. Test Papers: 6 marks	
2. Library Assignments: 2 marks	
3. Classroom Engagements: 2 marks	
<b>B. Practicum: 20 marks</b>	
<b>Total</b>	<b>100</b>

### Essential Readings

1. Mark M. Hancock, *News Photography: A Practical Guide*, Focal Press, 2016
2. Jim Richardson, *The Photo Essay: The How to Make Money With Your Camera Guide for Writers and Photographers*, Lark Books, 2001
3. Michael Freeman, *The Photographer's Eye: Composition and Design for Better Digital Photos*, Focal Press, 2007

### Suggested Readings

1. B K Desh Pandey, *Photo Journalism*, Sonali Publications, 2007
2. Greg Lewis, *Photojournalism: Content and Technique*, McGraw-Hill Education, 1995
3. L Langton, *Photojournalism and Today's News - Creating Visual Reality*, Wiley-Blackwell, 2008

### Reference distribution

Module	Unit	Reference No.	Suggested Readings
<b>I</b>	1	2	1
	2	3	1
	3	1	1
	4	1	3

<b>II</b>	5	3	2
	6	1, 3	1
	7	3	3
	8	2	2
<b>III</b>	9	1	1
	10	1	3
	11	3	2
	12	3,1	3
	13	2	1
<b>IV</b>	14	1,3	1
	15	2	1
	16	2	2
	17	1,3	3

#### Mapping of COs with Assessment Rubric

	<b>Internal Exam</b>	<b>Assignment</b>	<b>Portfolio Evaluation</b>	<b>End Semester Examination</b>
<b>CO 1</b>	✓	✓		✓
<b>CO 2</b>		✓		
<b>CO 3</b>	✓	✓		✓
<b>CO 4</b>	✓	✓		✓
<b>CO 5</b>	✓	✓		✓
<b>CO 6</b>		✓		

**Employability for the Course:** Photojournalists can find employment in media organizations. They can also work as freelancers and earn an income.

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**First Semester FYUGP Journalism Examination**  
**Model Question Paper**  
**KU1DSCJMC102: NEWS PHOTOGRAPHY**

**Maximum Time: 2 hours**

**Maximum Marks: 70**

**Part A**

*[Answer any 6 questions. Each question carries 3 marks]*

6X3= 18

1. Composition
2. Cutline
3. Rule of thirds
4. Depth of field
5. Lighting
6. Shutter speed
7. Golden hour
8. DSLR camera

**Part B**

*[Answer any 4 questions Each question carries 6 marks]*

4X6= 24

9. Describe the basic steps involved in photo editing,
10. Photo journalism requires certain qualities and traits. Elaborate
11. Differentiate between DSLR and mirrorless cameras.
12. Explain the exposure triangle and its components.
13. Discuss the ethical considerations in news photography.
14. Discuss the narrative power of news photography with relevant examples.

**Part C**

*[Answer any 2 questions. Each question carries 14 marks]*

2x14=28

15. Evaluate the impact of ethical guidelines on the practice of news photography.
16. Composition makes a picture perfect. Elucidate
17. Analyze the challenges and techniques of news photography in low light conditions.

**KU1DSCJMC103**  
**FILM APPRECIATION**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>I</b>	<b>Minor</b>	<b>100-199</b>	<b>KU1DSCJMC103</b>	<b>4</b>	<b>60</b>

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>4</b>	—	-----	<b>30</b>	<b>70</b>	<b>100</b>	<b>2</b>

**Course Description**

The course focuses on helping the students to appreciate cinema by understanding its distinct language, its narrative complexity and the way films control and stimulate our thoughts and feelings. The overall philosophy of the course is to give students insight into both the technical aspects of film production and the creative and artistic application of those techniques. Film Appreciation course helps to analyse the history of Cinema, the filmmakers and film movements that continue to influence modern films and the medium's enduring importance in the society.

**Course Prerequisite**

1. Basic idea about the medium of cinema.
2. Understanding about the language of cinema.
3. Able to critically analyse the movies

**Course Outcomes (CO)**

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	To gain a deeper understanding of the world of film and be able to review and analyze various film style and genres.	U	F	Instructor-created exams / Quiz
CO2	To observe and reflect upon the articulation of film's content, form and structure.	An	C	Instructor-created exams / Quiz

CO3	To identify the key developments in the evolution of film as an art form.	U	C	Seminar Presentation/Group Tutorial Work
CO4	To understand the elements of film, and to evaluate the success or importance of the film using evaluation tools	E	C	Instructor-created exams / Home Assignments
CO5	To demonstrate a basic knowledge of film vocabulary and techniques of film making	An	P	One Minute Reflection Writing assignments
<p><b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</b>  <b># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</b>  <b>Metacognitive Knowledge (M)</b></p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	2	1	3	3	-	3	2	2	-	2	-	
CO2	2	3	1	2	2	-	1	-	3	-	2	1	1
CO3	1	2	1	1	2	-	2	-	1	-	-	-	
CO4	2	2	1	3	2	-	3	2	2	-	2	1	
CO5	1	1	-	1	3	2	1	3	2	-	2	-	

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

## Course Content

### Content for Classroom Transaction:

Module	Unit	Description	Hours (60)	Marks (70)
<b>I</b>	<b>Module I: Understanding Cinema</b>		<b>13</b>	<b>15</b>
	1	History of Moving Images - Edison, Lumiere brothers, Georges Melies, Griffith	3	
	2	The era of silent and Talkies: Charlie Chaplin– Modern times, Alan Crosland - The Jazz singer	3	
	3	History of Indian Cinema	4	
	4	Commercial cinema and Parallel cinema	3	
<b>II</b>	<b>Module II: Language of Cinema</b>		<b>15</b>	<b>25</b>
	5	Language of Cinema: Shots, Scene, and Sequence, Idea generation, Story, Screen play, Shooting script and story board	3	
	6	Three-Act Structure	2	
	7	Importance of Colour and Lights in cinema	2	
	8	Mise-En-Scene	1	
	9	Camera Angles	1	
	10	Camera Movements	1	
	11	Camera Shots	1	
	12	Film Genres - Drama, thriller, comedy, fantasy, romance, science fiction, adventure, sports, action, western, horror, musical, and mystery	4	
<b>III</b>	<b>Module III: Film Movements</b>		<b>14</b>	<b>20</b>
	13	Soviet Montage	3	
	14	German Expressionism	3	
	15	Italian Neo Realism	3	
	16	French New wave	2	
	17	Indian New wave	3	
<b>IV</b>	<b>Module IV: Film Analysis</b>		<b>9</b>	<b>10</b>
	18	Aspects of film appreciation	3	
	19	Current trends in Cinema - Censorship and Distribution	3	
	20	OTT platforms – challenges and issues	3	

		<b>Module V: Teacher Specific Module (Practicum)</b>	<b>9</b>	
<b>V</b>	21	Directions	1	
	22	Students can choose any movie of their choice and analyze how the camera work, including shot composition, lighting, color schemes, sound, such as the score, sound effects, and dialogue had enhanced the overall movie.  <b>OR</b> Take any Indian movie/s of your choice and see how the cultural backdrop of the film, including social, political, and economic issues depicted in the movie, represents the contemporary society.	4	
	23	Students can write a film review/ film appreciation on any movie they have watched recently	4	

### Assessment Rubrics

Evaluation Type	Marks
<b>End Semester Evaluation</b>	70
<b>Continuous Evaluation</b>	30
<b>A. Theoretical Assessment:10 marks</b>	
1. Test Papers:6 marks	
2. Library Assignments:2 marks	
3. Classroom Engagements:2 marks	
<b>B. Practicum:20 marks</b>	
<b>Total</b>	<b>100</b>

### Essential Readings

1. Monaco, James: *How to Read a Film*, Oxford University Press, 2000
2. Nowell-Smith, Geoffrey, *The Oxford History of World Cinema*, OUP Oxford, 1999
3. Nolen Dean, Ronald, Katz, Ephraim, *The Film Encyclopaedia: The Complete Guide to Film and The Film Industry*, Kindle edition, 2012
4. Bordwell, David, Thompson Kristin, *Film art: An Introduction*, McGraw Hill publication (10<sup>th</sup> edition), 2012

5. Mulvey, Laura, *Visual pleasure and Narrative Cinema*, Afterall books, 2013
6. Bazin, Andre, *What is Cinema (vol. 1)*, University of California Press, 2004
7. Metz, Christian, *Film Language: A semiotics of the Cinema*, University of Chicago Press, 1990
8. Joseph V. Mascelli, *Five C's of Cinematography: Motion Picture Filming Techniques*, Silman-James Press, 1998
9. Blain Brown, *The Basics of Filmmaking: Screenwriting, Producing, Directing, Cinematography, Audio, & Editing*, Routledge, 2020
10. James Clarke, *Movie Movements: Films That Changed the World of Cinema*, Kamera Books, 2011
11. Ashvin Immanuel Devasundaram, *Indian Cinema Beyond Bollywood: The New Independent Cinema Revolution*, Routledge, 2018
12. Keya Ganguly, *Cinema, Emergence, and the Films of Satyajit Ray*, University of California Press, 2010

### Suggested Readings

1. Ruth Doughty & Deborah Shaw, *Film: The Essential Study Guide*, Routledge, 2008
2. Kevin Jackson, *The Language of Cinema*, Routledge, 2018
3. Daniel Arijon, *Grammar of the Film Language*, Silman-James Press, 1991
4. Warren Buckland, *The Cognitive Semiotics of Film*, Cambridge University Press, 2007
5. Raymond Spottiswoode, *A Grammar of the Film - An Analysis of Film Technique*, 2011

### Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	1,3	
	2	1	1,3
	3	1	1,3
	4	3	1,3
2	5	1,3	1
	6	1,4	2
	7	4,1	
	8	4,8	
	9	4,8	
	10	3,4,8	2
	11	4	
	12	4,9	
3	13	10	1
	14	8,9	

	15	1,10	
	16	10	
	17	1,10	
<b>4</b>	18	1,2,4	1, 5
	19	3	1
	20	12	

#### Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
<b>CO 1</b>			✓	
<b>CO 2</b>	✓		✓	✓
<b>CO 3</b>	✓		✓	✓
<b>CO 4</b>	✓	✓	✓	✓
<b>CO 5</b>		✓	✓	

**Employability for the Course:** The job market for film appreciation is specialized but offers diverse opportunities. Graduates can work with film festivals, museums, and cultural institutions, where they can curate film programs and lead educational initiatives. There are also roles in media and entertainment companies as film critics, writers, and analysts, as well as opportunities in academia and education as instructors or researchers in film studies.

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**First Semester FYUGP Journalism Examination**  
**Model Question Paper**  
**KU1DSCJMC103: FILM APPRECIATION**

**Maximum Time: 2 hours**

**Maximum Marks: 70**

**Section A**

*[Answer any **SIX**. Each question carries 3 marks]*

6X3= 18 marks

1. Dutch angle
2. Bird's eye view
3. Mise- en- scene
4. Genres
5. OTT
6. Sequence
7. Box office
8. Extreme Long Shot

**Section B**

*[Answer any **FOUR**. Each question carries 6 marks]*

4X6= 24marks

9. Brief the difference types of Camera shots
10. Why is lighting very important in Film?
11. What is a sound film? Give examples
12. Trace any three types of film Genres
13. What are the elements of Film appreciation?
14. *Films are mirror of a society's culture and values.* Comment

**Section C**

*[Answer any **TWO**. Each question carries 14 marks]*

2x14=28 marks

15. Write an essay on Major Film movements
16. Critically evaluate the technical aspects of any movie of your choice.
17. Write a film review on any movie of your choice.

**KU1DSCJMC104****NEWS MEDIA AND DEMOCRACY**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>1</b>	<b>Minor</b>	<b>100-109</b>	<b>KU1DSCJMC104</b>	<b>4</b>	<b>60</b>

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>4</b>	<b>-</b>	<b>-</b>	<b>30</b>	<b>70</b>	<b>100</b>	<b>2</b>

**Course Description**

This course is designed to provide a comprehensive understanding critically evaluate the influence of various forms of news media. It aims to equip students with the knowledge and practical skills in media practices in ensuring democratic representation and participation. By the end of the course, students will be adept at creating narratives that not only reflect the public issues but also contribute empathetic storytelling to enhancing democratic approaches in society

**Course Prerequisite**

1. Journalism Fundamentals: Completion of introductory journalism courses or equivalent experience
2. Sociological Awareness: Basic knowledge of social, historical and political backgrounds. It also demands awareness of media in en-shaping democracy.

**Course Outcomes (CO)**

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Assess- Evaluate the influence of various forms of news media	U	C	Instructor-created exams/Quiz
CO2	Analyse- Investigate the evolving trends and interpret media texts within their social contexts	An	C	Seminar Presentation/ Home Assignments
CO3	Recognise- Distinguish how media	An	F	Seminar

	globalization processes impact democratic practices worldwide			Presentation/ Group Tutorial Work
CO4	Critique- Reviewing the challenges of media practice in maintaining democracy and representation in various level.	E	C	Instructor-created exams / Home Assignments
CO5	Create: Immerse in to various communities, understand various issues and prepare media products	C	P	Writing assignments
CO6	Gain: Practical insights into producing accurate news stories with active participation and inclusiveness	C	P	Practical Assignment
<p><b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</b>  <b># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</b>  <b>Metacognitive Knowledge (M)</b></p>				

### Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
<b>CO 1</b>	3	2	-	1	-		3	1	2	-	2	3	2
<b>CO 2</b>	2	-	2	1	1	-	2	2	3	-	2	2	2
<b>CO 3</b>	3	1	-	2	-		1	2	2	-	1	-	2
<b>CO 4</b>	2	2	1	1	-	-	-	-	1	2	-	1	2
<b>CO 5</b>	1	1	3	1	2	3	1	2	2	1	-	1	2
<b>CO 6</b>	1	2	3	-	2	3	-	2	1	1	-	2	2

### Correlation Levels

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

## Course Content

### Content for Classroom Transaction:

Module	Unit	Description	Hours (60)	Marks (70)
<b>I</b>	<b>Module I: News Media: Current Scenario</b>		<b>8</b>	<b>15</b>
	1	Democracy – Four pillars of democracy – Fourth Estate		
	2	Freedom of Speech and Expression – Freedom of Press – Reasonable Restrictions		
	3	Role of media in democracy and society		
	4	Duties and responsibilities of journalist		
<b>II</b>	<b>Module II: Theoretical Approach</b>		<b>10</b>	<b>25</b>
	5	Mass Media Effects		
	6	Media Effects Theories - Propaganda Model, Magic Bullet Theory, Agenda-setting Theory, Uses and Gratification Theory, and spiral of silence theory		
	7	Habermas - Public Sphere		
	8	Walter Lippmann – Public Opinion		
<b>III</b>	<b>Module III: Social Activism &amp; Election Practices</b>		<b>15</b>	<b>15</b>
	9	Media Activism – Social Media activism		
	10	Case Studies: Arab Spring, #MeToo movement, #Black Livesmatter		
	11	Election Coverage – Opinion Polls and Exit Polls - Ethics and challenges in Election Coverage		
	12	Citizen Journalism – MoJo Journalism		
<b>IV</b>	<b>Module IV: News Media Regulations</b>		<b>16</b>	<b>15</b>
	13	News Media Ownership – Individual, Partnership, Corporation, Chain media, Cross -media, Conglomerate		
	14	Media Censorship, Restrictions and Self-Regulation		
	15	Regulatory Authorities - PCI, CBFC, BCCC, NBSA		
	16	Media Ethics – Accuracy, Fairness, Independence, Truthfulness, Objectivity, Privacy, Impartiality, Honesty, Integrity.		
<b>V</b>	<b>Module V: Teacher Specific Module (Practicum)</b>		<b>11</b>	
	17	<b>Directions</b>		
	18	Critically analyse the role of 24-hour mainstream news		

		channels in India.		
	19	Analyse any five hashtag movements and submit a detailed report on the outcomes of those movements.		
	20	Maintain a media dairy for one month. Record the type of media you consume and immediate reactions on those contents.		

### Assessment Rubrics

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continuous Evaluation</b>	<b>30</b>
<b>A. Theoretical Assessment:10 marks</b>	
1.Test Papers:6	
2.Library Assignments:2	
3.Classroom Engagements:2	
<b>B. Practicum: 20 marks</b>	
<b>Total</b>	<b>100</b>

### Essential Readings

1. Maya Ranganathan, Usha M Rodrigues, *Indian Media in a Globalized World*, Sage, 2010
2. James Curran, *Media and Democracy*, Taylor & Francis, 2011
3. D. K Gupta ,*Media & Society*, Neha Publishers, 2003
4. Edward.S, & Noam Chomsky, *Manufacturing Consent: The Political Economy of the Mass Media*, Pantheon Books, 2002
5. Edwin Baker, *Media Concentration and Democracy*, Cambridge University Press, 2007
6. Sumanth Kumar, *Democracy Media and Indian Society*, Blue Rose, 2023
7. Shankunthala Rao, *Indian Journalism In A New Era*, Sage,2019
8. Richard Gunther, Anthony Mughan, *Democracy and the Media A Comparative Perspective*, Cambridge University Press, 2010
9. Somnath Batabyal, Matti Pohjonen, *Indian Mass Media and the Politics of Change* Routledge, 2016
10. Vanita Kohli-Khandekar, *The Indian Media Business*, Sage, 2006

### Suggested Readings

1. Sandeep Kumar, *New Media Democracy & Election*, Rudra Publication, 2019
2. Anjaly Pahad, Varsha Parikh, *Media & Democracy* Neha Publishers, 2013
3. John Street, *Mass Media, Politics and Democracy*, Springer, 2001
4. Nalini Mehta, *Television in India: Satellites, Politics and Cultural Change* ,Routledge, 2008

5. Vanita Kohli-Khandekar, *The Indian Media Business: Pandemic and After*, Sage ,2021
6. Adrian Athique, Vibodh Parthasarathi, and SV Srinivas, *The Indian Media Economy*. Oxford University Press,2018

### Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	1,2	1
	2	2,5	1,2
	3	1,6	2
	4	5,7	3
2	5	1,3,5	3,4
	6	2,3	1,3
	7	2	2,3
	8	1,5	2
3	9	4,5	2
	10	2,3	3
	11	2,6	
	12	3,4	3
4	13	3,7	3,5
	14	3	2,6
	15	2	4
	16	1,2	4

### Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
CO 1	✓	✓	✓	✓
CO 2	✓		✓	✓
CO 3	✓	✓	✓	✓
CO 4		✓		
CO 5	✓		✓	

**Employability for the Course:** Despite the rapid changes in media environment, studies on democracy and media is always have a core concern in field. Regarding the academic jobs, media and democracy is always hold a high value in research and higher education field. Entrepreneurial journalism and niche journalism possibilities are also growing regarding media and democracy.

**First Semester FYUGP Journalism**  
**Examination Model Question Paper**  
**KU1DSCJMC104: News Media and Democracy**

**Maximum Time: 2hrs**

**Maximum**

**Marks: 70 Section A**

(Answer any 6 questions. Each question carries 3 marks)

6x3=18

1. Media Globalization
2. Magic bullet Theory
3. Media Literacy
4. Opinion Leader
5. Spiral of Silence
6. News Media
7. Censorship
8. Media Activism

**Section B**

(Answer any 4 questions. Each question carries 6 marks)

4x6=24

9. How does the agenda setting theory impact the design and development of media products and content?
10. What is the role of the media in a democracy, and how can media freedom promote democracy?
11. How does media ownership and control influence democratic practices?
12. Discuss the challenges and opportunities in representing LGBTQ+ in media.
13. Evaluate the effectiveness of media literacy in fostering critical thinking skills among audiences.
14. Explain how democratic and cultural representation differ across various media platforms.

**Section C**

(Answer any 2 questions. Each question carries 14 marks)

2x14=28

15. Using theoretical frameworks from media studies and democratic studies, analyse the role of news media in shaping public opinion and influencing democratic processes.
16. Analyse the Advantages and disadvantages of censorship in shaping democratic principles, considering factors such as freedom of speech, governmental control and the safeguarding of societal values.
17. Analyse the ethical consideration in the global media environment.

**KU1DSCJMC105**  
**FOUNDATIONS OF MASS MEDIA**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	Minor	100-199	KU1DSCJMC105	4	60

Learning Approach (Hours/Week)			Mark Distribution			Duration of ESE (Hours)
Lecture	Practical/Internship	Tutorial	CE	ESE	Total	2
4	-----	-----	30	70	100	

**Course Description:**

The course aims to make the students aware of the basic elements of communication. It also attempts to impart the student fundamental knowledge of the basics of communication including types of communication, functions and dysfunctions, and barriers

**Course Pre-requisite:**

- Proficiency in language and communication skills
- Familiarity with common communication formats, such as written, verbal and non-verbal communication

**Course Outcomes:**

CO	Expected Outcomes	Learning Domains	Knowledge category #	Evaluation tools used
CO1	Define and explain the process of communication	U	C	Instructor created exams Quiz
CO2	List the different types of communication	R	P	Instructor created exams Practical assignments

CO3	Explain the functions and dysfunctions of communication	A	P	Instructor created exams Home assignments
CO4	Distinguish the barriers of communication	U	C	Instructor crested exams Home assignments
CO5	Interpret the communication events in one's own life	A	P	Group discussion
CO6	Identify the non-verbal communications in life	A	P	Viva Voce

\*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C) # - Factual Knowledge (F), Conceptual Knowledge (C), Procedural Knowledge (P), Metacognitive Knowledge (M)

#### Mapping of COs with PSOs and POs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
<b>CO1</b>	2	2	2			3	2	1					1
<b>CO2</b>	3	3	3	3		3	3	3	2	1	3	2	2
<b>CO3</b>	2	2	1	1	1	1	2	1			2	2	1
<b>CO4</b>	3	3	3	1		2	1	2			2	2	
<b>CO5</b>	1		1				1	2	1	2	3	1	3
<b>CO6</b>		1			1	1		1		1	2		3

#### Correlation levels

Level	Correlation
	NIL
1	Slightly/Low
2	Moderate/Medium
3	Substantial/High

## COURSE CONTENT

### Contents for Room Transaction:

Module	Unit	Description	Hours (60)	Marks (70)
<b>I</b>	<b>Module I: Introduction and forms of communication</b>		<b>20</b>	20
	1	Definition and Elements of communication	4	
	2	7C's of communication	1	
	3	Types of communication - Intrapersonal, interpersonal, Group communication, Mass communication, Verbal and non-verbal communication, Formal and informal communication	10	
	4	Functions and dysfunctions of mass communication	5	
<b>II</b>	<b>Module II: Types of media</b>		<b>14</b>	20
	5	Print media: Characteristics, Strength and limitations	3	
	6	Radio: Characteristics, strength and limitations	3	
	7	Television: Characteristics, strength and limitations	3	
	8	Cinema: Characteristics, Strength and limitations	2	
	9	New media: Characteristics, Strength and limitations	3	
<b>III</b>	<b>Module III: Barriers of communication</b>		<b>12</b>	15
	10	Understanding communication barriers	2	
	11	Physical barriers	2	
	12	Emotional and psychological barriers	2	
	13	Physiological barriers	2	

	14	Cultural and linguistic barriers	2	
	15	Cognitive and systematic barriers	2	
IV	<b>Module IV: Future of Mass media</b>		<b>6</b>	15
	16	Role and impact of mass media in society	2	
	17	Future of mass media: recent trends	1	
	18	<b>Glossary:</b> Anchor, Audience, Rating, Podcast, Soap opera, Sitcom, social media, Influencer, click bait, Troll and meme, Gate keeping	3	
V	<b>Module V: Teacher Specific Module (Practicum)</b>		<b>8</b>	
	19	Students will select two different types of media from the syllabus (Example - print media and new media) and compare their characteristics.  <b>OR</b> Students will present their findings in a comparative analysis, highlighting the strengths and limitations of each type of media and discussing their relevance in today's communication landscape.	4	
	20	Students will choose a specific communication scenario or event (Example – a team meeting, a public speech, a television programme) and conduct a detailed analysis of the communication involved  <b>OR</b> Students will analyze the types of communication present in a scenario (Example - interpersonal, group communication) and discuss how these different types influence the overall communication dynamics as well as the barriers involved.	4	

### Assessment Rubrics

Evaluation Type	Marks
<b>End Semester Evaluation</b>	70
<b>Continuous Evaluation</b>	30
<b>A. Theoretical Assessment: 10 marks</b>	
1. Test papers: 6	
2. Library assignments: 2	
3. Classroom engagements: 2	
<b>B. Practicum: 20 marks</b>	
<b>Total</b>	100

### Essential Readings

1. J V Vilanilam *Mass Communication in India: A sociological perspective*, Sage
2. J Watson, Anne Hill *A Dictionary of Communication and Media Studies*, Bloomsbury Academic USA
3. Joseph R Dominick *The Dynamics of Mass Communication*, McGraw-Hill Education
4. John Fiske *Introduction to Communication Studies* Routledge
5. Dennis McQuail *McQuail's Mass Communication Theory* Sage
6. Stanley J Baran *Introduction to Mass Communication Theory : Foundations, Ferment, and Future* Wadsworth

### Suggested Readings:

1. Uma Narula *Mass Communication : Theory and Practice* Haranand Publications
2. Stanley J Baran, Dennis K Davis *Mass Communication and Man : Mass communication theory* Thomson Wadsworth
3. Keval J Kumar *Mass Communication in India* Jaico Publishing House

### Reference distribution

Module	Unit	Reference number	Suggested readings
1	1	1,2	1,2
	2	1,3	1,2,
	3	1,2,3	1,2,3

	4	1,5	1,2
<b>2</b>	1	1,6	1,2
	2	1,2	1,3,
	3	1,2,3,5	1,2,3
	4	1,2,3,5	1,2,3
<b>3</b>	1	1,2,3,5	1,2,3
	2	1,2,3,5	1,2,3
	3	1,2,3,5	1,2,3
	4	1,2,3,5	1,2,3
<b>4</b>	1	1,2,3,5	1,2,3
	2	1,2,3,5	1,2,3
	3	1,2,3,5	1,2,3
	4	1,2,3,5	1,2,3

#### Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examinations
CO1	✓			✓
CO2	✓		✓	✓
CO3	✓	✓	✓	✓
CO4	✓	✓	✓	✓
CO5		✓		✓
CO6		✓		

**Employability for the Course:** This course will equip the students to get the fundamental knowledge about mass media and will equip them to work in various media organizations.

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**First Semester FYUGP Journalism Examination**  
**Model Question Paper**  
**KU1DSCJMC105: FOUNDATIONS OF MASS MEDIA**

**Maximum Time: 2 hours**

**Maximum Marks: 70**

**Part A**

*[Answer any 6 questions. Each question carries 3 marks]*

6X3= 18

1. Discuss channel
2. Associate psychological barrier in a communication
3. Explain public communication
4. Examine stereotyping
5. Recognise physical barrier in a communication
6. Define kinesics
7. Cite formal communication
8. Describe gate keeping

**Part - B**

Answer any 4 questions. Each question carries 6 marks

4X3= 24

9. Compile the stages of interpersonal communication
10. Rearrange communication with one definition
11. Adapt the narcotizing dysfunction in connection with TV
12. Generalize as to how interactivity of the new media help one in one's day-to-day life
13. Write down the 7 C's of communication with examples
14. Integrate the positive and negative effects of radio as a blind media for a communicator

**Part - C**

Answer any 2 questions. The question carries 14 marks

2x14 = 28

15. Demonstrate the functions of communication with real-life examples
16. Illustrate barriers in communication with examples
17. Explain the role of mass media in society.

## KU1DSCJMC106

### REELS COMMUNICATION AND POPULAR CULTURE

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
I	Minor	100-199	KU1DSCJMC106	4	60

Lecture Approach (Hours/Week)			Marks Distribution			Distribution of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	—	-	30	70	100	2

#### Course Description

This course attempts to explore the reels and short-form video content as powerful communication tools, emphasizing their evolution, societal impact, and practical applications. Students will explore the integration of communication theories with the modern reel-making process, examining how reels influence culture, identity, and public opinion. The course focuses on how reels are used across industries such as music, film, advertising, and activism while addressing issues like inclusivity, representation, and ethics. Practical sessions on reel creation will equip students with the skills to storyboard, film, edit, and promote engaging content, culminating in a group project to design a reel campaign for a social cause or brand.

#### Course Prerequisites

1. Foundational understanding of Digital communication or media courses, or equivalent experience.
2. Proficiency in basic multimedia tools and a fundamental understanding of digital content creation, typically developed through courses in communication, media studies, or related fields.

**Course Outcomes (CO):**

<b>CO</b>	<b>Expected Outcome</b>	<b>Learning Domains</b>	<b>Knowledge Category#</b>	<b>Evaluation Tools used</b>
<b>CO1</b>	Demonstrate a comprehensive understanding of the evolution of reels, their role as a communication tool, and their connection to key communication theories and concepts like the attention economy, virality, and meme culture.	U	C	Instructor - created exams / Quiz
<b>CO2</b>	Analyze the influence of reels on popular culture, including their impact on industries such as music, film, and advertising, while exploring their role in promoting inclusivity, diversity, and shaping cultural narratives.	C	P	Practical Assignment / Group Tutorial Work
<b>CO3</b>	Examine the role of reels in self-representation, identity formation, and community building, emphasizing their influence on social norms, user behavior, and issues of cultural appropriation.	U	P	Instructor - created exams / Quiz
<b>CO4</b>	Assess the societal implications of reels, including their capacity to shape public opinion, mobilize action, foster discourse, and drive social and cultural change, while addressing ethical	C	C	Instructor - created exams / Quiz

	considerations.			
<b>CO5</b>	Apply theoretical knowledge and practical skills to create impactful reels, develop and execute reel campaigns, and critically reflect on the outcomes through group collaboration, record maintenance, and viva voce presentations.	A	P	Practical Assignment/ Group Tutorial Work
<p><b>* Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)</b>  <b># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</b>  <b>Metacognitive Knowledge (M)</b></p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	-	2	1	1	3	3	2	-	2	2	-
CO2	2	1	1	2	-	-	3	3	2	1	1	1	2
CO	2	-	-	2	1	-	2	2	1	-	2	-	2
CO4	2	-	-	1	1	-	-	2	1	3	1	1	-
CO5	3	2	-	1	2	2	3	2	1	-	2	1	1
CO6	3	-	1	-	-	-	1	-	1	-	-	-	1

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

## COURSE CONTENT

### Content for Classroom Transaction:

Module	Unit	Description	Hours (60)	Marks (70)
I	<b>Module I: Introduction to Reels and Communication</b>		<b>12</b>	<b>20</b>
	1	Defining reels and their evolution		
	2	History of short-form video content		
	3	<b>Theories of communication and their application to reels:</b> Uses and Gratifications theory, Cultivation theory, Agenda Setting, Social Learning, Systems, Network, New Media & Technology, Virtual Community		
	4	<b>Key concepts:</b> Attention economy, virality, meme culture		
II	<b>Module II: Reels and Popular Culture</b>		<b>11</b>	<b>20</b>
	5	Reels and music industry, Reels and film industry		
	6	<b>Reels and advertising:</b> Video Ads, image Ads, Carousel Ads, Collection Ads, Stories Ads		
	7	<b>Reels and Social Movements:</b> Awareness Reels, Protest Reels, Call-to-Action Reels, Solidarity Reels & Personal Stories		
	8	<b>Representation and diversity in reels:</b> Breaking Stereotypes, Empowering Marginalized Voices; LGBTQ Representation, Disability Representation, Body Positivity, Cultural & Religious Representation.		

	9	<b>Reels Communication &amp; Culture:</b> Influence on Language, Identity, Norms and Culture.		
<b>III</b>	<b>Module III: Reels and Identity</b>		<b>10</b>	<b>15</b>
	10	<b>Reels and self-representation:</b> Personal Stories, Hobbies & Passions, Identity Expression, Body Positivity, Mental Health.		
	11	<b>Reels and Identity Formation:</b> Self, Cultural, Social and Creative identities.		
	12	<b>Reels and community building:</b> Creative and Niche Communities; Interest-Based and Identity Based Communities.		
	13	<b>Reels and Social Norms:</b> User Behavior, Cultural Values.		
	14	<b>Reels and Cultural Appropriation:</b> Language & Slang, Cultural Symbols, Traditional Attire		
<b>IV</b>	<b>Module IV: Reels and Society</b>		<b>12</b>	<b>15</b>
	15	<b>Reels and Public Opinion:</b> Increased Awareness, Influencing Attitudes, Mobilizing Action, Shaping Cultural Narratives, Democratizing Information		
	16	<b>Reels and discourse analysis:</b> Narrative Discourse, Descriptive Discourse, Argumentative Discourse, Instructive Discourse & Promotional Discourse.		
	17	Reels and Politics		
	18	Reels and social change		
	19	Reels and ethics		
	<b>Module V: Teacher Specific Module (Practicum)</b>		<b>15</b>	

<b>V</b>	20	Directions		
	21	<b>Practical Reel Creation:</b> Hands-on training in creating effective reels: Storyboarding and scriptwriting, Filming and editing techniques, Sound design and music selection, Publishing and promoting reels		
	22	<b>Group project:</b> Create a reel campaign for a social cause or brand		

### Assessment Rubrics

Evaluation type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continues Evaluation</b>	<b>30</b>
<b>A. Theoretical Assessment :10 marks</b>	
1. Test Papers: 6 marks	
2. Library Assignments: 2 marks	
3. Classroom Engagements: 2 marks	
<b>B. Practicum: 20 marks</b>	
<b>Total</b>	<b>100</b>

## Essential Readings

1. Friend, C., & Singer, J. (2007). *Online journalism ethics: Traditions and transitions*. Routledge
2. Saxena, S. (2012). *Web Journalism 2.0*. McGraw Hill Education
3. Ahuja, B. N. (1994). *Audio Visual Journalism*. Surjeet Publication
4. Ray, T. (2006). *Online Journalism: A Basic Text*. Cambridge India.
5. Briggs, M. (2015). *Journalism Next. A Practical Guide to Digital Reporting and Publishing*. CQ Press
6. L. Adam. (2020) *Viral Loop: From Facebook to Twitter, How Today's Smartest Businesses Grow Themselves* Penenberg

## Suggested Viewing

1. [https://www.instagram.com/riswan\\_freestyle](https://www.instagram.com/riswan_freestyle) - Free style footballer
2. [https://www.instagram.com/kl\\_bro\\_biju\\_rithvik/?\\_d=1%3Futm\\_source%3Dig\\_embed](https://www.instagram.com/kl_bro_biju_rithvik/?_d=1%3Futm_source%3Dig_embed) - KL Bro Biju Rithik
3. <https://www.instagram.com/trtworld/> - War/ International
4. [https://www.instagram.com/ourcollecti0n/reel/CZeY18aIVNh/?utm\\_source=ig\\_embed&utm\\_campaign=loading](https://www.instagram.com/ourcollecti0n/reel/CZeY18aIVNh/?utm_source=ig_embed&utm_campaign=loading)-Famous Kacha Badam Song
5. <https://www.facebook.com/WLFwayanad/videos/1390206392139380>- Akhila K R / Poetry Adaptation of K Satchidanandan

## Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	1,2,3,4,5,6	5
	2	1,2,3,4,5,6	
	3	1,2,3,4,5,6	
	4	1,2,3,4,5,6	4,5
2	5	1,2,4	5
	6	1,2,4	
	7	1,2,4	
	8	1,2,4	6
	9	1,2,4	6

3	10	1,2,6	
	11	1,2,6	2
	12	1,2,6	2
	13	1,2,6	2
	14	1,2,6	2
4	15	2,6	5
	16	2,6	6
	17	2,6	
	18	2,6	1,6
	19	2,6	3,6

### Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Group Tasks	EndSemester Examination
CO 1	✓	✓		✓
CO 2		✓	✓	
CO 3	✓	✓		✓
CO 4				✓
CO 5	✓	✓	✓	✓
CO 6	✓	✓		✓

**Employability for the Course:** A Reels communication & popular culture course provides opportunities in a variety of industries. Students have a variety of employment opportunities in media organizations, government agencies, NGOs, social welfare programs, the management sector, and social media platforms as social media specialists, communication managers, social media managers, marketing communications specialists, etc.

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**First Semester FYUGP Journalism Examination**  
**Model Question Paper**  
**KU1DSCJMC106: REELS COMMUNICATION AND POPULAR CULTURE**

**Maximum. Time: 2 hours**

**Maximum Marks: 70**

**Part- A**

**[Answer any 6 questions. Each question carries 3 marks]                      6 X 3= 18**

1. Define reels and explain their evolution as a communication tool.
2. What is the "attention economy," and how does it apply to reels?
3. Explain the role of reels in the music and film industries.
4. Discuss the concept of cultural appropriation in the context of reels.
5. Explain the concept of Narrative Discourse
6. What is Niche Communities?
7. Describe meme culture.
8. Discuss the term Body Positivity

**Part- B**

**[Answer any 4 questions. Each question carries 6 marks]                      4X6=24**

9. Analyse how reels have influenced advertising strategies. Provide examples of different advertisement formats used in reels.
10. Explain how representation and diversity in reels can break stereotypes and empower marginalized voices.
11. Describe how reels can shape public opinion and mobilize social change, citing relevant examples.
12. Describe how reels affects the cultural of a particular society.
13. Explain the history of short-form video content
14. How reels contribute to social awareness movements

**Part- C**

**[Answer any 2 questions. Each question carries 14 marks]                      2x14=28**

15. Discuss the application of communication theories such as Uses and Gratifications, Agenda Setting to reels and short-form video content.
16. Examine the impact of reels on identity formation and community building. Provide examples of interest-based and identity-based communities.
17. Discuss how reels represent the LGBTQ communities.

**KU1MDCJMC107**  
**PROFESSIONAL JOURNALISM**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
I	Multi-Disciplinary Course	100-199	KU1MDCJMC107	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	-	-	25	50	75	1.5

**Course Description:** The Professional Journalism course provides students with a comprehensive understanding of the principles, practices, and ethical standards of journalism. It is designed to equip aspiring journalists with the skills necessary to research, report, write, and produce news stories across various media platforms, including print, digital, and broadcast.

**Course Prerequisites**

- To get students introduced to the functioning of news media organizations.
- To develop practical skills in reporting and writing for different media.
- To familiarize the students with print and broadcast journalism

**Course Outcomes**

CO	Expected Outcomes	Learning Domains	Knowledge category #	Evaluation Tools used
CO1	To identify the distinct nature of journalism	U	C	Instructor - created exams / Quiz
CO2	To develop an understanding on the ethics in journalism and mass media writing	U, A	C	Instructor - created exams / Quiz
CO3	To upgrade the students with current practices in journalism	E	P	Practical Assignment/ Group Tutorial

				Work
<b>CO4</b>	To develop skills and techniques for writing for various mass media	A, C	P	Practical Assignment/ Group Tutorial Work
<b>CO5</b>	To familiarize and use terms specific to media	U	F	Instructor - created exams / Quiz
<b>CO6</b>	To describe the emerging trends of journalism	A	F, C	Instructor - created exams/ Quiz
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)# - Factual Knowledge (F), Conceptual Knowledge (C), Procedural Knowledge (P), Metacognitive Knowledge (M)				

### Mapping of COs with PSOs and POs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
<b>CO1</b>	2	2	-	1	1	-	-	-	2	-	-	2	3
<b>CO2</b>	2	1	1	1	2	-	-	-	2	1	2	2	2
<b>CO3</b>	-	1	1	2	-	3	-	2	1	-	-	-	-
<b>CO4</b>	-	1	1	2	-	3	-	2	1	-	-	-	2
<b>CO5</b>	-	1	1	-	-	1	-	1	1	-	-	-	1
<b>CO6</b>	2	2	-	1	2	1	2	2	2	-	1	1	3

### Correlation levels

Level	Correlation
-	NIL
1	Slightly/Low
2	Moderate/Medium
3	Substantial/High

## COURSE CONTENT

### Content for Classroom Transaction:

Module	Unit	Description	Hours (45)	Marks (50)
<b>I</b>	<b>Module I: Introduction to Journalism</b>		<b>10</b>	<b>10</b>
	1	Journalism - Definition, concepts, and principles		
	2	News Values: Proximity, Timeliness, Prominence, Conflict, Money		
	3	Qualities, duties, and responsibilities of a journalist		
	4	Values and ethics in journalism		
<b>II</b>	<b>Module II: Branches of Journalism</b>		<b>10</b>	<b>20</b>
	5	Print Journalism: Definition, characteristics, and types of the print media- Newspaper, Magazine, posters and brochures		
	6	Online Journalism: Definition and Characteristics- Interactivity, multimedia, hyper textuality, and immediacy.		
	7	Broadcast Journalism: TV and Radio - characteristics		
	8	Investigative journalism-Definition, scope, and characteristics		
	9	Sports and Business Journalism: Definition, scope, and characteristics		
<b>III</b>	<b>Module III: Current trends in journalism</b>		<b>10</b>	<b>10</b>
	10	AI in journalism- Definition and scope		
	11	Social media and audience engagement		
	12	Multimedia and interactive content: Interactive storytelling, VR and AR		
	13	Data Journalism: Definition, Data Visualization, Tools and types of data visualization - Charts		
<b>IV</b>	<b>Module IV: Journalism and Society</b>		<b>10</b>	<b>10</b>

IV	14	Freedom of Speech and expression - reasonable restrictions		
	15	Tabloid /sensational journalism- Yellow Journalism and Paparazzi Journalism		
	16	Paid Journalism and checkbook journalism		
	17	Defamation- Libel and Slander, Contempt of Court		
V	<b>Module V: Teacher Specific Module (Practicum)</b>		<b>5</b>	
	18	Directions		
	19	Students can create a one page/two-page newspaper, magazine, or brochure either handwritten or design related to any social issues (group activity)		
	20	Student can do a detailed analysis of the front page of any two newspapers <b>OR</b> Student can do a detailed analysis of the content of any two general interest magazines <b>OR</b> Student can do a detailed analysis of the prime-time programmes of any two channels of their choice		

### Assessment Rubrics

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>50</b>
<b>Continuous Evaluation</b>	<b>25</b>
<b>A. Theoretical Assessment:10 marks</b>	
1.Test Papers:6 marks	
2.Library Assignments:2 marks	
3.Classroom Engagements:2 marks	
<b>B. Practicum: 15 marks</b>	
<b>Total</b>	<b>75</b>

### Essential Readings:

1. Kumar, Keval J. *Mass Communication in India*, New Delhi, Jaico Publishers, 2010
2. Hasan, Seema, *Mass Communication: Principles and Concepts*, New Delhi, CBS Publishers, 2010
3. Parthasarathy, Rangaswami - *Basic Journalism*. New Delhi: Macmillan India limited, 1985
4. Mehta, D S - *Mass Communication and Journalism in India*, 1979
5. Hohenberg, John - *Professional Journalist*; Thomson Learning, New York: Holt, Rinehart, and Winston, 1983
6. Kamath M V - *Professional Journalism*; Vikas Publishing, New Delhi
7. Sheridan Burns, Lynette - *Understanding Journalism* Vistaar Publications
8. Harcup, Tony: *Journalism - Principles and Practice*; Sage, 2015
9. Ahuja, B N, *Theory and Practice of Journalism*, 1979
10. Kamath M V, *Professional Journalism*

### Suggested Readings:

1. Fleming, C. et al. (2006). *An introduction to journalism*. London: Sage
2. Franklin, B. (2011). *Key concepts in journalism studies*. London: Sage
3. Vilanilam, J. V. (2003), *Growth and Development of Mass Communication in India*, New Delhi, NBT

### Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	1	1
	2	2	1
	3	5,10	3
	4	9	1,2
2	5	3,4	2
	6	4	3,2
	7	4	1
	8	3,4	3
	9	1,3,5	3
3	10	3	1,2
	11	1,3	2
	12	1	2
	13	3	3
4	14	1,3,5	3
	15	3	1,2
	16	3,8	1
	17	3,10	1

### Mapping of COs with Assessment Rubrics

	Internal exam	Assignment	Portfolio evaluation	EndSemester examination
CO1	✓			
CO2	✓			✓
CO3	✓			✓
CO4		✓		
CO5	✓			✓
CO6			✓	✓

**Employability for the Course:** Graduates of the Professional Journalism course will be well-prepared for a range of career opportunities in the media industry. They can pursue positions as reporters, editors, content writers, and multimedia journalists in traditional newspapers, magazines, and broadcast media, as well as emerging digital news platforms. The skills acquired in this course also open doors to careers in public relations, corporate communications, and media consultancy, where their ability to create and manage accurate and engaging content is highly valued.

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**First Semester FYUGP Journalism Examination  
Model Question Paper**

**KU1MDCJMC107: PROFESSIONAL JOURNALISM**

Maximum Time: 1.5 hours

Maximum Marks: 50

**Section A**

[Answer any 6 questions. Each question carries 2 marks]

6X2=12

1. Niche Journalism
  2. Brevity as a news value
  3. Sources of news
  4. Objective Journalism<sup>5</sup>.
- Article 19(2)
6. Community Journalism
  7. Vlogging
  8. Citizen Journalism

**Section B**

[Answer any Four. Each question carries 6 marks]

4X6= 24

9. Discuss the importance of Articles 19(1) & Article 19(2)
10. Explain the duties and responsibilities of a journalist
11. List any 3 types of Professional Journalism. Explain.
12. Mention the significance of journalism in the 21st century.
13. Analyse the Influence of journalism on society and development.
14. Briefly analyze Journalism as a profession and career opportunity

**Section C**

[Answer any ONE. Each question carries 14 marks]

1x14=14

15. Evaluate the writing trends and current trends of Radio, TV, online etc.
16. Distinguish between Print, Electronic and Online Journalism

## KU1MDCJMC108

### PR MANAGEMENT

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
I	Multidisciplinary Course	100-199	KU1MDCJMC108	3	45

Lecture Approach (Hours/Week)			Marks Distribution			Distribution of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	-	-	25	50	75	1.5

#### Course Description

This course focuses thoroughly on public relations and explains how it may be applied in practice. It emphasizes strategic engagement with varied audiences, the formation of long-term and significant organizational partnerships, and reputation management. Public relations is critical in managing an organization's interactions with key internal and international stakeholders. The course aims to bridge the gap between academics and practitioners in public relations by educating students on global opportunities in government, transnational businesses, non-governmental organizations, and international agencies.

#### Course Prerequisite

1. Completion of introductory journalism courses or equivalent experience
2. Skills for crafting and disseminating messages, often developed through studies in communications, journalism, or English.

#### Course Outcomes (CO):

<b>CO</b>	<b>Expected Outcome</b>	<b>Learning Domains</b>	<b>Knowledge Category#</b>	<b>Evaluation Tools used</b>
<b>CO1</b>	To increase understanding of the major perspectives in public relations practice and management.	U	C	Instructor - created exams / Quiz
<b>CO2</b>	To develop skills in applying public relations management principles to a variety of organizational situations and circumstances	C	P	Practical Assignment/ Group Tutorial Work
<b>CO3</b>	To gain knowledge about the various sorts of private, public, profit, non-profit, and activist groups that employ public relations methods on a global scale.	U	P	Instructor - created exams / Quiz
<b>CO4</b>	To promote a better awareness of multiculturalism and diversity in public relations.	C	C	Instructor - created exams / Quiz
<b>CO5</b>	To experiment various types of research before planning effective PR programmes	A	P	Practical Assignment/ Group Tutorial Work
<b>CO6</b>	To learn about the evolution of public relations and its importance in management across various industries.	E	C	Practical Assignment/ Group Tutorial Work
<p><b>* Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)</b>  <b># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</b>  <b>Metacognitive Knowledge (M)</b></p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	-	2	1	1	3	3	2	-	2	2	-
CO2	2	1	1	2	-	-	3	3	2	1	1	1	2
CO3	2	-	-	2	1	-	2	2	1	-	2	-	2
CO4	2	-	-	1	1	-	-	2	1	3	1	1	-
CO5	3	2	-	1	2	2	3	2	1	-	2	1	1
CO6	3	-	1	-	-	-	1	-	1	-	-	-	1

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

**COURSE CONTENTS**

**Content for Classroom Transaction:**

Module	Unit	Description	Hours (45)	Marks (50)
I	<b>Module I: Introductory Concepts of Public Relations</b>		<b>10</b>	<b>10</b>
	1	Nature, Role and Scope of PR	2	
	2	History of public relations	2	
	3	PR media tools	2	
	4	PR organizations – PRSI, IPRA, CIPR, PRSA	4	

<b>II</b>	<b>Module II: PR Process and Practice</b>		<b>9</b>	<b>20</b>
	5	Organizational set up of PR agency	2	
	6	PR in government and non-government sector	2	
	7	Public Relations Process and Campaigns	2	
	8	Research in Public Relations	3	
<b>III</b>	<b>Module III: PR and Management function</b>		<b>6</b>	<b>10</b>
	9	Types of PR Publics	2	
	10	Corporate Social Responsibilities	2	
	11	Employee Relations	1	
	12	Media Relations	1	
<b>IV</b>	<b>Module IV: Challenges of PR practice</b>		<b>10</b>	<b>10</b>
	13	Professional code and ethics in Public Relations	3	
	14	Public Relations Challenges	3	
	15	Political communication and PR	2	
	16	Public Relations in Digital World	2	
<b>V</b>	<b>Module V: Teacher Specific Module (Practicum)</b>		<b>10</b>	
	17	Directions	1	
	18	<b>Group Activity:</b> Form a group of 2-8 and prepare a PR campaign on any two social awareness issue.	5	
	19	<b>PR media visit (Individual Activity):</b> Visit a PR media organization and critically analyze how the PR department works on a daily basis. Based on your visit and observation, prepare a detailed report of the functioning of each department.	4	

## Assessment Rubrics

Evaluation type	Marks
<b>End Semester Evaluation</b>	<b>50</b>
<b>Continuous Evaluation</b>	<b>25</b>
<b>A. Theoretical Assessment :10 marks</b>	
1. Test Papers: 6 marks	
2. Library Assignment: 2 marks	
3. Class room engagement: 2 marks	
<b>B. Practicum: 15 marks</b>	
<b>Total</b>	<b>75</b>

## Essential Readings

1. Dr. Prathibha V, *Revolutionizing Public Relations: The digital Era in India*, Designing publishers, 2024.
2. Reddi C. V. Narasimha, *Effective Public Relations and Media Strategy*, PHI Learning Pvt Ltd, 2019
3. Iqbal Sachdeva, *Public Relations : Principles and Practice*, Oxford University Press, 2009
4. Tomojit Bhattacharjee, *New Media in Public Relations : The Evolving Scenario in India*, Notion Press, 2020
5. Alison Theaker, *Public Relations Handbook* (6<sup>th</sup> edition), Routledge, 2020
6. Alan Jay Zaremba, *Crisis Communication: Theory and Practice*, Routledge, 2010
7. Sandra Stahl, *The Art and Craft of PR: Creating the right mindset and skills to succeed in Public Relations today*, LID Publishing Inc, 2018
8. Edward L Bernays, *Public Relations*, Snowball publishing, 2014

## Suggested Readings

1. Kathleen Fearn-Banks, *Crisis Communications: A Casebook Approach*, Routledge, 2016
2. Jaishri Jethwaney, *Public Relations Management*, Sterling Publishers, 2015
3. Amy Rosenberg, *A Modern Guide to Public Relations: Including: Content Marketing, SEO, Social Media & PR Best Practices*, Veracity Marketing, 2021

4. Edward Bernays, *Propaganda*, Ig Publishing, 2004
5. Michael Puthenthara, *Public Relations : Principles and Practices*, Notion Press, 2021
6. Mathew Knowles, *Public Relations and Media: PR Strategies for the Digital Age*, Music World Publishing, LLC, 2020

### Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	2,4	5
	2	7, 2	
	3	7,2	
	4	2	4,5
2	5	1,2	5
	6	2,5	
	7	1,2,8	
	8	1,2,8	6
3	9	2,8	
	10	1,4	2
	11	2,4	2
	12	1,2	2
4	13	3,6	5
	14	3,5	6
	15	2,4	
	16	3,6	1,6

### Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment	Group Tasks	End Semester Examination
CO 1	✓	✓		✓
CO 2		✓	✓	
CO 3	✓	✓		✓
CO 4				✓
CO 5	✓	✓	✓	✓
CO 6	✓	✓		✓

**Employability for the Course:** A public relations degree provides opportunities in a variety of industries. Students have a variety of employment opportunities in media organizations, government agencies, NGOs, social welfare programs, the management sector, and social media platforms as public relations specialists, communication managers, social media managers, marketing communications specialists, crisis communication managers, etc.

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**First Semester FYUGP Journalism Examination**

**Model Question Paper**

**KU1MDCJMC108: PR Management**

**Maximum Time: 1.5 hours**

**Maximum Marks: 50**

**Part A [Answer any 6 questions. Each question carries 2 marks]      6x2=12**

1. PR code of ethics
2. Propaganda
3. Media relations
4. Ivy Ledbetter Lee
5. House Journal
6. PRSI
7. CSR
8. Publicity

**Part B [Answer any 4 questions. Each question carries 6 marks]      4x6= 24**

9. Explain the origin and growth of PR as a profession.
10. Describe the role of digital media in PR
11. What are the different steps involved in a PR campaign?
12. State the different responsibilities of a PR professional in the current scenario
13. How are public relations different from marketing, advertising, publicity, propaganda, and lobbying
14. Write a short note on the relevance of code of ethics in the PB profession.

**Part C [Answer any 1 question. Each question carries 14 marks]      1x14=14**

15. ‘*Corporate Social Responsibility is about how companies manage the business processes to produce an overall positive impact on society*’. Do you agree with this observation? Explain your views.
16. Explore the opportunities and challenges put forward by globalization and technology in the field of public relations. Discuss with examples.

**KU1MDCJMC109**  
**CELEBRITY JOURNALISM**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	Multi-Disciplinary Course	100-199	KU1MDCJMC109	3	45

Learning Approach (Hours/Week)			Mark Distribution			Duration of ESE (Hours)
Lecture	Practical/Internship	Tutorial	CA	ESE	Total	1.5
3	-----	-----	25	50	75	

**Course Description:** This course explores the world of media coverage and storytelling surrounding public figures, including actors, musicians, athletes, influencers, and other celebrities. This course examines the role of celebrity in modern media and how journalists create, curate, and report news about high-profile individuals. Through a combination of theoretical learning and practical application, students will gain insight into the history, ethics, and cultural impact of celebrity journalism.

**Course Pre-requisite:** Basic understanding of journalistic writing, ethics, and reporting techniques. An understanding of ethical considerations when reporting on sensitive or controversial topics, particularly in celebrity culture, such as privacy rights and accuracy in storytelling.

**Course Outcomes:**

CO	Expected Outcomes	Learning Domains	Knowledge category #	Evaluation tools used
CO1	To assess a reflective understanding of celebrity journalism	U	C	Instructor created exams Quiz
CO2	To analyse the evolving trends in celebrity reporting and shift in the narratives	An	C	Seminar presentation Home assignments

CO3	To recognize the journalistic skills required for celebrity journalism	A	C	Seminar presentation Group tutorial work
CO4	To critique the challenges and opportunities in celebrity journalism	E	C	Instructor created exams Home assignments
CO5	To create and prepare media products conducive to celebrity journalism	C	P	Oneminute reflection Writing assignments
CO6	To gain practical insights into producing accurate news stories	C	P	Practical assignment

\*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C) # - Factual Knowledge (F), Conceptual Knowledge (C), Procedural Knowledge (P), Meta-cognitive Knowledge (M)

### Mapping of COs with PSOs and POs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	2	1	1	1	2	1	2	3	-	1	1	
CO2	1	2	1	2	3	1	2	2	3	-	-	1	1
CO3	3	2	2	1	1	2	3	1	2	-	-	2	
CO4	2	2	1	1	2	2	1	2	2	-	2	1	2
CO5	1	1	2	1	1	2	1	2		-	2	1	1
CO6	2	1	2	1	1	3	1	3	3	-	1	-	-

### Correlation levels

Level	Correlation
	NIL
1	Slightly/Low
2	Moderate/Medium
3	Substantial/High

## COURSE CONTENTS

### Contents for Room Transaction:

Module	Unit	Description	Hours (45)	Marks (50)
<b>I</b>	<b>Module I: Celebrity journalism in India</b>		<b>10</b>	<b>10</b>
	1	What is celebrity journalism? Role of media in creating and maintaining celebrity culture		
	2	Impact of reality TV stars, sports figures, and social media influencers		
	3	Media's role in shaping celebrity images		
	4	Evolution of celebrity culture in India: From film stars to digital influencers		
<b>II</b>	<b>Module II: Types of celebrities in Indian media</b>		<b>10</b>	<b>10</b>
	5	Bollywood actors and actresses: Their influence on fashion, lifestyle, and social issues		
	6	Cricketers as celebrities in India: How they influence public life		
	7	Television stars and reality TV influencers: Bigg Boss, KBC, etc.		
	8	Social media influencers: Impact of Instagram, YouTube, TikTok, etc., on celebrity status		
<b>III</b>	<b>Module III: Issues</b>		<b>10</b>	<b>10</b>
	9	Relationship between celebrities and popular culture: Fashion, trends, and lifestyle		
	10	Role of fan clubs, publicist, PR and social media in building celebrity status		
	11	Concept of 'idol worship' in India and its impact on media		
	12	Role of Bollywood and celebrity endorsements in advertising and politics		
	<b>Module IV: Legal considerations</b>		<b>10</b>	<b>20</b>
	13	Paparazzi culture in India and its effect on celebrities		

IV	14	Reporting on celebrity scandals: Sensationalism vs. responsible journalism		
	15	Role of social media in shaping celebrity culture: WhatsApp, Instagram, Twitter, YouTube		
	16	Invasion of privacy and public interest on social media		
	17	Ethical challenges in reporting based on social media posts and controversies		
	18	Managing online reputation: Impact of trolls, comments, and fake news		
	19	Understanding legal challenges - defamation laws, privacy laws and copyright laws in celebrity reporting		
V	<b>Module V: Teacher Specific Module (Practicum)</b>		5	
	20	Writing a profile on an Indian celebrity: Researching, interviewing, and presenting their story		
	21	Conducting a mock interview with a local celebrity or public figure  <b>OR</b> Creating content for a celebrity-focused blog or Instagram account		

### Assessment Rubrics

Evaluation Type	Marks
End Semester Evaluation	<b>50</b>
Continuous Evaluation	<b>25</b>
<b>A. Theoretical Assessment: 10 marks</b>	
4. Test papers: 6	
5. Library assignments: 2	
6. Classroom engagements: 2	
<b>B. Practicum: 15 marks</b>	
<b>Total</b>	<b>75</b>

**Essential Readings:**

- 1) Tim Dowd *The media and celebrity culture*
- 2) Robin Jeffrey *The Indian media*
- 3) Stephen O'Brien *Bollywood: The films! the stars! the filmmakers*

**Suggested Readings:**

- 1) G S Rajan *The media and celebrity culture in India*
- 2) Madhavi S, Sanjaya D *Media, celebrity, and social change: A critical perspective*
- 3) Asha Kasbekar *Bollywood and globalization: The global power of popular Hindi cinema*
- 4) Samar Khan *The Bollywood journal*
- 5) M K Raghavendra *The new Indian middle class: A social history of the Bombay cinema*
- 6) Ashish Rajadhyaksha, Paul Willemen *The Bombay cinema: An introduction*
- 7) Shantanu Bhowmick *Paparazzi: The role of the press in celebrity lives*
- 8) Karan Bali *Superstar India: Inside the incredible world of Bollywood, beyond the songs and dances*

**Reference distribution**

Module	Unit	Reference number	Suggested readings
1	1	1,2,3	1,2
	2	1,2,3	1,2
	3	1,2,3	1,2
	4	1,2,3	1,2
2	5	1,2,3	3,4
	6	1,2,3	3,4
	7	1,2,3	3,4
	8	1,2,3	3,4
3	9	1,2,3	5,6
	10	1,2,3	5,6
	11	1,2,3	5,6
	12	1,2,3	5,6
4	13	1,2,3	7,8
	14	1,2,3	7,8
	15	1,2,3	7,8
	16	1,2,3	7,8
	17	1,2,3	7,8
	18	1,2,3	7,8
	19	1,2,3	7,8

### Mapping of COs to Assessment Rubrics

	<b>Internal Exam</b>	<b>Assignment</b>	<b>Portfolio Evaluation</b>	<b>End Semester Examinations</b>
<b>CO1</b>	√	√		√
<b>CO2</b>				√
<b>CO3</b>			√	
<b>CO4</b>		√		√
<b>CO5</b>			√	
<b>CO6</b>	√		√	

**Employability of the course:** The employability of a celebrity journalists includes covering news and events related to celebrities, including film premieres, award shows, and celebrity interviews. They may work for television networks, online media outlets, or print publications.

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## First Semester FYUGP Journalism Examination

### Model Question Paper

#### KU1MDCJMC109: CELEBRITY JOURNALISM

Time: 1.5 Hours

Maximum marks: 50

**Part A** (Answer any 6 questions. Each carry 2marks)

6x2=12

1. Examine why media outlets focus on celebrity scandals?
2. Describe the role of paparazzi in celebrity journalism?
3. Define 'celebrity endorsement' in journalism?
4. Distinguish between celebrity journalism and traditional journalism?
5. What is Invasion of privacy?
6. Explain copyright violation
7. Define the term defamation.
8. What is sensationalism?

**Part B** (Answer any 4 questions. Each question carries 6 marks)

4x6=24

9. Assemble as to how social media changed the way celebrity journalism is practiced?
10. Compile the challenges faced by journalists when reporting on the private lives of celebrities?
11. Construct the relationship between celebrity journalism and the entertainment industry?
12. Explain the paparazzi culture in India and its effect on celebrities.
13. Discuss the concept of 'idol worship' in India and its impact on media.
14. Explain the relationship between celebrities and popular culture.

**Part C** (Answer any 1 question. Each question carries 14 marks)

1x14=14

15. Analyse the concept of "celebrity scandals" in journalism. What role do they play in celebrity journalism, and how do they impact public perception?
16. Appraise the advantages and disadvantages of covering celebrity news as a journalist.

## LIST OF COURSES

### Bachelor of Journalism with Multimedia and Communication (BJMC)

#### SEMESTER II

Sl	Course Code	Credit	Details	Course Title	Level
1.	KU2DSCJMC110	4		<b>Major:</b> Basics of Journalism	100-199
2.	KU2DSCJMC111	4	<b>Any Two Minor Courses</b>	<b>Minor Course 1:</b> Television News Scripting and Production	100-199
3.	KU2DSCJMC112	4		<b>Minor Course 2:</b> Feature Writing for Print Media	100-199
4.	KU2DSCJMC113	4		<b>Minor Course 3:</b> Online Journalism	100-199
5.	KU2DSCJMC114	4		<b>Minor Course 4:</b> News Writing for Print Media	100-199
6.	—————	3			<b>Ability Enhancement Course 3</b>
7.	—————	3		<b>Ability Enhancement Course 4</b>	100-199
8.	KU2MDCJMC115	3	<b>Any One MDC</b>	<b>Multi-Disciplinary Course 4:</b> Cyber Journalism	100-199
9.	KU2MDCJMC116	3		<b>Multi-Disciplinary Course 5:</b> Short Film Making	100-199
10.	KU2MDCJMC117	3		<b>Multi-Disciplinary Course 6:</b> Media Festival Curation & Anchoring	100-199

## KU2DSCJMC110

### BASICS OF JOURNALISM

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>II</b>	<b>Major</b>	<b>100-199</b>	<b>KU2DSCJMC110</b>	<b>4</b>	<b>60</b>

Learning Approach (Hours/Week)			Mark Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>4</b>	<b>—</b>	<b>---</b>	<b>30</b>	<b>70</b>	<b>100</b>	<b>2 hours</b>

#### Course Description:

The basics of journalism course have been designed to provide a comprehensive knowledge of fundamental concepts and understanding of type's media and journalism practices. Through this course, students will explore the scope and importance of media in society. Assignments and press visit, providing valuable insights on journalism and industry. Additionally, it will instruct students on the appropriate way for news reporting, sub-editing, in print media

#### Course Pre-requisite:

1. Having a basic understanding of how media operates, including different forms of media (print, broadcast, digital)
2. Familiarity with basic computer skills, internet usage, and digital media tools is beneficial.
3. Familiarity with grammar, spelling, and sentence structure is important.

#### Course Outcomes (CO)

CO	Expected Outcomes	Learning Domains	Knowledge Category #	Evaluation Tools Used
CO1	Process critical thinking skills and will have the ability to evaluate news	R, A	F	Exams/Seminar/ Home assignments/ Quiz

CO2	Develop proficiency in reporting, editing and managing contents for print media	A	F	Home assignments Practical assignments
CO3	Use their creativity in the capacity to craft engaging headlines and leads	C	P	Practical assignments
CO4	Adherence to ethical and editorial standards in journalism practices	An	C, P	Instructor created exams Seminar presentations
CO5	Valuable insights into journalism and its industry	U, E	F	Quiz
CO6	Explore the scope and importance of media in society	A, E	P	Seminar presentations
<p><b><i>Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), # - Factual Knowledge (F), Conceptual Knowledge (C), Procedural Knowledge (P), - Metacognitive Knowledge (M)</i></b></p>				

### Mapping of COs with PSOs and POs1

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	-	1	1	1	1	2	-	-	2	3	1
CO2	3	2	2	-	1	-	-	-	3	-	2	-	2
CO3	2	3	-	3	-	1	2	2	-	3	-	-	3
CO4	2	-	2	2	1	-	3	-	1	2	-	1	-
CO5	-	-	-	3	-	-	-	2	-	-	-	-	2
CO6	-	2	-	-	2	-	1	-	-	1	-	-	3

### \*Correlation Levels

Level	Correlation
-	NIL
1	Slightly/Low
2	Moderate/Medium
3	Substantial/High

## COURSE CONTENT

### Content for Classroom Transaction:

Module	Unit	Description	Hours (60)	Marks (70)
<b>I</b>	<b>Module I Introduction to Journalism</b>		<b>10</b>	<b>10</b>
	1	Exploring Mass Media: Brief idea of Print, Radio, Broadcast and Electronic platforms		
	2	Fundamentals of Journalism: Definitions, Concepts, and Principles		
	3	The Journalist Persona: Essential Qualities and Attributes of a Journalist		
	4	Upholding Integrity: Ethics in Journalism		
<b>II</b>	<b>Module II Fundamentals of Print Media</b>		<b>15</b>	<b>20</b>
	5	Varieties of Print Media Forms: Newspaper, Magazine & Journal		
	6	Varieties of Print Media Forms: Brochure, Poster & Sticker		
	7	<b>Tracing Brief History of Newspapers:</b> <i>Acta Diurna</i> , Movable Types, Oxford Gazette, Penny Press, Yellow Journalism		
	8	<b>Tracing Brief History of Indian Newspapers:</b> Bengal Gazette, Sambad Kaumudi, The Hindu, Kesari, Harijan, TOI, IE, Rajya Samacharam, Paschima Tharaka, Deepika, Malayalam Manorama, Swadesabhimani, Kaumudi, Mathrubhumi, Desabhimani.		
<b>III</b>	<b>Module III Basics of Reporting</b>		<b>5</b>	<b>20</b>

	9	Unveiling News: Definitions, Types of news and News Values		
	10	Exploring News Sources		
	11	Responsibilities of a Reporter		
	12	Understanding Diverse Reporting Styles: General, Special & Beat		
	<b>Module IV Introduction to Editing</b>		<b>20</b>	<b>20</b>
<b>IV</b>	13	Definition, Basic principles of editing		
	14	Functions and responsibilities of a copy editor		
	15	<b>Crafting Headlines:</b> Types (Factual, Soft, Feature, Investigative, Opinion, and Breaking News) and Functions (Grab Attention, Convey Info, Set Tone)  <b>Lead – Types:</b> Summary, Anecdotal, Descriptive, Staccato, Direct Address, Question & Quotation Leads		
	16	<b>Basics of newspaper design:</b> software: InDesign-Page setup, Lay-out preparation, Placing image & Graphics		
	<b>Module V: Teacher Specific Module (Practicum)</b>		<b>10</b>	
<b>V</b>	17	Directions		
	18	<b>Writing &amp; Editing Assignment:</b> Each student shall write and edit two given topics / reports assigned by the teacher		
	19	<b>Practical Skills: (Group Activity)</b> Form a group of 2-5 students, and each group should prepare one page (A3 size) newspaper. Group members should contribute at least one story / content for the paper.		

	20	<b>Press Visit &amp; Media Diary:</b> Conduct a press visit and based on the observation, write a media diary on different roles and responsibilities of people associated with the Editorial Department. Also prepare an organizational structural chart of the newspaper.		
	20	Record Book		
	21	Viva Voce		

### Assessment Rubrics

Evaluation type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continuous Evaluation</b>	<b>30</b>
<b>A. Theoretical Assessment :10 marks</b>	
1. Test Papers: 6	
2. Library Assignment: 2 marks	
3. Class room engagement: 2 marks	
<b>B. Practicum: 20 marks</b>	
<b>Total</b>	<b>100</b>

### Essential Readings:

1. Fr. Fancis Karackat, *Journalism: A manual for budding reporters*, Don Bosco Books
2. Rangaswami Parthasarathy, *Basic Journalism*, Macmillan India limited
3. Bruce Westley, *News Editing*, Houghton Mifflin Company
4. Shaju, P P , *Writing for the Media*, Calicut University
5. Richard Keeble, *The Newspapers Handbook*, Routledge
6. William Metz, *News Writing*, Prentice Hall
7. Francis Karackat, *Journalism: A manual for budding sub - editors*, Don Bosco Books
8. V H Nishad, *Print Media Journalism*, Kairali Books

### Suggested Readings:

1. Keval J Kumar, *Mass Communication in India*, Jaico
2. Seema Hasan, *Mass Communication: Principles and Practice*, CBS

**Reference distribution**

<b>Module</b>	<b>Unit</b>	<b>Reference number</b>	<b>Suggested readings</b>
<b>1</b>	1	1,6,8	1,2
	2	1, 6	1,2
	3	1,4	
	4	4,6,8	1,2
<b>2</b>	5	6,8	1,2
	6	8	
	7	5,7	1,2
	8	3	1,2
<b>3</b>	9	2	1,2
	10	3,4	
	11	1, 8	
	12	5,6	
<b>4</b>	13	6,8	1,2
	14	7	
	15	8	
	16	3	

### Mapping of COs with Assessment Rubrics

	<b>Internal Exam</b>	<b>Assignment</b>	<b>Portfolio Evaluation</b>	<b>EndSemester Examination</b>
CO1	✓	✓	✓	
CO2				
CO3		✓		
CO4	✓			✓
CO5			✓	✓
CO6				✓

**Employability of the course:** Gain essential skills in news writing, ethical reporting, and media analysis through our Basics of Journalism course. Enhance your employability by mastering the principles of journalistic integrity and effective communication. Whether pursuing a career in traditional print media or digital journalism, this course equips you with the foundational knowledge to excel in today's dynamic media landscape.

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**Second Semester FYUGP Journalism Examination**

**Model Question Paper**

**KU2DSCJMC110: BASICS OF JOURNALISM**

**Maximum Time: 2 hours**

**Maximum Marks: 70**

**Part A**

*[Answer any **six questions**. Each question carries **3 marks**.]*

**6 × 3 = 18**

1. Define journalism and explain its importance.
2. List the different form of mass media.
3. What is Yellow Journalism? Provide an example.
4. Define "news values" and mention two key news values.
5. Explain copy editor.
6. What is penny press?
7. Describe Acta Diurna
8. Explain the term Beat.

**Part B**

*[Answer any **four**. Each question carries **6 marks**.]*

**4 × 6 = 24**

9. Discuss the contributions of **Bengal Gazette** and **Kesari** to Indian journalism.
10. Explain the role of a reporter in gathering news and ensuring its credibility.
11. Write short notes on the types of headlines and their functions.
12. Explain the roles and responsibilities of a reporter.
13. Trace out the history of Mathrubhumi.
14. Distinguish between traditional journalism & yellow journalism.

**PART C**

*[Answer any **two**. Each question carries **14 marks**.]*

**2 × 14 = 28**

15. Analyze the impact of ethics and integrity in journalism, providing examples of how ethical lapses can affect credibility
16. Write a detailed essay on the history of Indian newspapers, focusing on key publications such as Bengal Gazette, The Hindu, Manorama, and Desabhimani.
17. Elaborate on the responsibilities of a copy editor and explain how effective editing shapes the final news product.

**KU2DSCJMC111**  
**TELEVISION NEWS SCRIPTING AND PRODUCTION**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>II</b>	<b>Minor</b>	<b>100-199</b>	<b>KU2DSCJMC111</b>	<b>4</b>	<b>60</b>

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>4</b>	—	—	<b>30</b>	<b>70</b>	<b>100</b>	<b>2</b>

**Course Description**

This course aims to provide students with comprehensive knowledge and practical skills in the field of television journalism. By the end of the course, students will be able to understand the characteristics and organizational structure of television news, adhere to news values and ethical considerations, master news writing techniques, and effectively produce news bulletins.

**Course Prerequisite**

- 1 General interest in happenings around us.
- 2 General interest in political, socio-economic events and issues.

**Course Outcomes (CO)**

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Understand Television News Characteristics	U	F	Instructor-created exams / Quiz
CO2	Apply news value and ethics in scripting and production	A	C	Quiz/ Home Assignments
CO3	Understand the working of a television channel	U	C	Seminar Presentation / Instructor-created exams
CO4	Evaluate various angles to approach a news story	E	P	Instructor-created exams / Quiz

CO5	Create news script individually	C	P	Writing assignments
CO6	Create news stories individually	C	P	Practical Assignment
<p><b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</b>  <b># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</b>  <b>Metacognitive Knowledge (M)</b></p>				

**Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
<b>CO 1</b>	3	3	2	2	2	1	2	1	2	1	1	1	1
<b>CO 2</b>	2	2	3	2	3	3	2	3	2	1	1	3	2
<b>CO 3</b>	3	3	3	2	2	1	2	2	2	1	1	1	2
<b>CO 4</b>	3	3	3	3	3	2	3	2	2	1	1	2	2
<b>CO 5</b>	3	3	3	2	3	3	2	3	2	1	1	2	2
<b>CO 6</b>	3	3	3	2	3	3	2	3	2	1	1	2	2

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

**Course Contents**

**Content for Classroom Transaction:**

Module	Unit	Description	Hours (60)	Marks (70)
<b>I</b>	<b>Module I: Introduction to Television News</b>		<b>10</b>	<b>20</b>
	<b>1</b>	Definition and characteristics of television news		
	<b>2</b>	Differences between television news and other news		
	<b>3</b>	Organizational structure of a television news channel		

	4	Glossary terms in TV news – VO, SOT, Breaking News, ENG, EFP, DSNG and OB vans, PCR and MCR, Ad Lib, Donut, Off-the record, Vox pops		
II	<b>Module II: TV News Scripting</b>		<b>12</b>	<b>20</b>
	5	Definition of News – News values and news sources		
	6	Elements of News Bulletin: Headlines, Package - Lead, Sound bites, Live reporting, Piece-to- camera, Sign-off		
	7	Different TV news scripting formats – Split page format and Master scene script format		
	8	Rundown preparation – segmentation, timing, visual and audio elements, real time updates.		
III	<b>Module III: Ethical considerations in Television News</b>		<b>18</b>	<b>20</b>
	9	Principles and Ethics in TV news - Accuracy, fairness, impartiality, privacy, handling sensitive content, vulgarity and obscenity, Pre-verification of news reports.		
	10	Press Council of India, News Broadcasting and Digital Standards Authority (NBDSA) and Broadcasting Content Complaints Council (BCCC)		
	11	Piece To Camera (PTC) – opening, bridge, closing		
	12	Challenges and ethical considerations in live TV news reporting.		
IV	<b>Module IV: News Production</b>		<b>5</b>	<b>10</b>
	13	Stages of TV news production – Pre production, Production, Post-production		
	14	Pre-production: Planning and Idea generation		

	15	Production: Gathering content and Reporting		
	16	Post- production: Editing TV news		
	<b>Module V: Teacher Specific Module (Practicum)</b>		<b>15</b>	
<b>V</b>	17	Directions		
	18	Each student has to <b>shoot and edit a piece-to-camera</b> segment on any topic of their choice <b>OR</b> Each student must do either a <b>Live reporting of an event</b> or they should do an <b>anchoring activity on any topic of their interest.</b> <b>OR</b>		
	19	Students can prepare a <b>mock news bulletin</b> of 5-10 minutes duration. Students can be divided into groups of 2-10 students for this activity.		
	20	Record Book		
	21	Comprehensive Viva-Voce		

### Assessment Rubrics

Evaluation type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continuous Evaluation</b>	<b>30</b>
<b>A. Theoretical Assessment :10 marks</b>	
1. Test Papers: 6 marks	
2. Library Assignment: 2 marks	
3. Class room engagement: 2 marks	
<b>B. Practicum: 20 marks</b>	
<b>Total</b>	<b>100</b>

### Essential Readings

1. Andrew Boyd, Broadcast Journalism: Techniques of Radio and TV News, Focal Press, 1997
2. Gerald Millerson, Television Production, Focal Press, UK, 1998.
3. Herbert Zettl, Television Production Handbook, Thomson Wadsworth, Belmont, 2007.

### Suggested Readings

1. Eric K. Gormly, Writing and Producing Television News, Wiley-Blackwell, 2005
2. Robert L. Hilliard, Writing for Television, Radio, and New Media, Taxmann Publications, 2014
3. Rick Thompson, Writing for Broadcast Journalists, Routledge, 2010

### Reference distribution

Module	Unit	Reference No.	Suggested Readings
<b>I</b>	1	1	2
	2	3	1
	3	1	1
	4	1	3
<b>II</b>	5	3	2
	6	2	2
	7	1	1
	8	3	1
<b>III</b>	9	3	1
	10	3	2
	11	2,3	2
	12	3	3
<b>IV</b>	13	2,3	1
	14	2,3	1
	15	2,3	2
	16	2,3	1

### Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
<b>CO 1</b>	✓			✓
<b>CO 2</b>	✓	✓		✓
<b>CO 3</b>	✓			✓

<b>CO 4</b>	✓	✓		✓
<b>CO 5</b>	✓	✓		✓
<b>CO 6</b>	✓	✓		

**Employability for the Course:** There is huge demand for skilled journalists in television news industry. Students can seek employment opportunities in television channels as well as online news channels.

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**Second Semester FYUGP Journalism Examination Model**  
**Question Paper**  
**KU2DSCJMC111: Television News Scripting and Production**

Maximum Time: 2 hours

Maximum Marks: 70

**Part A** (Answer any 6 questions. Each carry 3 marks)

6x3=18

1. Producer
2. Impartiality
3. Package
4. Signature Line
5. Bite
6. Bridge PTC
7. Background Research
8. Reporter

**Part B** (Answer any 4 questions. Each question carries 6 marks)

4x6=24

9. Describe the process and importance of preparing a rundown for a news broadcast.
10. Explain the format of writing a voice-over, including its components
11. Discuss the ethical considerations involved in news reporting.
12. What is the inverted pyramid structure in news writing? Provide an example.
13. Differentiate between television news and print news.
14. Analyse the significance of 5 Ws and 1 H in news writing.

**Part C** (Answer any 2 questions. Each question carries 14 marks)

2x14=28

15. Prepare a television news script in split page format on inauguration of a newly constructed highway connecting Thiruvananthapuram and Kasargod.
16. Evaluate the operations of news bureau and desk in a television news channel.
17. Explain the TV news production stages in detail with examples.

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## KU2DSCJMC112

### FEATURE WRITING FOR PRINT MEDIA

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
II	Minor	100-199	KU2DSCJMC112	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	—	-----	30	70	100	2

#### Course Description

This course enables students to understand the various types and structures of newspapers and magazines. Students will learn to create engaging, in-depth feature stories that go beyond the basics of news reporting. They apply journalistic principles and news values in writing. They develop skills in gathering information, managing sources, and conducting interviews. They write various types of journalistic content, including news reports, features, profiles, and opinion pieces. Students demonstrate news literacy by evaluating sources for reliability and accuracy. They describe the roles and responsibilities within a newspaper organization, including editors and reporters. They create practical assignments such as news reports, photo stories and profiles using multimedia tools.

#### Course Prerequisite:

1. **Journalism Fundamentals:** Proficiency in writing, interviewing and news reporting will be beneficial for success in this course.
2. **Research Skills:** Fundamental research skills including gathering and creating information from various sources and critical thinking to assess credibility are essential.

#### Course Outcomes (CO)

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Explain the concept of news and distinguish between news and feature.	U	C	Instructor-created exams / Quiz

CO2	Apply journalistic principles and news values in the practice of news reporting.	A	P	Instructor created reporting assignment
CO3	Describe the roles and responsibilities within a newspaper organization.	U	C	Instructor created mock role play acting
CO4	Develop skills for gathering information and managing journalistic sources.	A	P	Interviewing practice assignment
CO5	Create practical journalistic assignments, such as news reports, features and photo stories.	C	P	Practical Assignment
<p><i>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</i></p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	-	-	-	3	3	-	-	-	-	3	1
CO2	3	3	-	-	-	-	3	1	-	-	-	-	-
CO3	1	3	-	2	-	-	1	1	-	2	-	-	1
CO4	-	3	3	-	-	-	-	1	2	-	-	-	1
CO5	-	-	1	1	-	3	2	-	1	1	-	2	-
CO6	1	1	-	-	-	-	1	1	-	-	-	-	2

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

## Course Content

### Content for Classroom Transaction:

Module	Unit	Description	Hours (60)	Marks (70)
<b>I</b>	<b>Module I: Ingredients of Features</b>		<b>15</b>	<b>15</b>
	1.	Concept, elements and characteristics of news features		
	2.	Differences between News story and feature story		
	3.	Classification of features: News features, Human Interest features, historical and seasonal features, unusual occupation and hobbies features, fashion features, Life style and participatory features		
<b>II</b>	<b>Module II: Recipe and formats for Features</b>		<b>20</b>	<b>25</b>
	4	Feature requisites: Headline, kicker, strapline, Intro, Nut graph, anecdotes, quotes and conclusion		
	5	Narrative format: narrative techniques, descriptive crafting, use of dialogue and flashbacks, plot and subplots, suspense and surprise		
	6	Feature leads: suspended interest lead, descriptive lead, narrative lead, anecdotal lead and quote lead.		
<b>III</b>	<b>Module III: Profiles and Travelogues</b>		<b>10</b>	<b>15</b>
	7	Profiles: writing profiles of celebrities and bigwigs; up- and-comers & unsung heroes		
	8	Travelogues: Narrative, guidebook, ethnographic, historical, cultural, adventure, nature and wildlife, video travelogues		
<b>IV</b>	<b>Module IV: Book Review and Film review</b>		<b>10</b>	<b>15</b>
	9	Book Review: contextualization; comparison with similar works and authors; brief summary; author's writing style; use of anecdotes and quotes in Feature writing		

	10	Film review elements: engaging lead, plot without spoilers, critical arguments, analysis of preproduction, production and postproduction; comparison with similar genres and directors		
<b>V</b>		<b>Module V: Teacher Specific Module (Practicum)</b>	<b>5</b>	
	11	Directions		
	12	Student should conduct two Interviews with a local celebrity  <b>OR</b> Student should prepare at least two human-interest feature story  <b>OR</b> Student should publish a mini magazine including different types of feature stories		
	13	Record book		
	14	Comprehensive Viva voce		

### Assessment Rubrics

Evaluation type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continuous Evaluation</b>	<b>30</b>
<b>A. Theoretical Assessment :10 marks</b>	
1. Test Papers: 6	
2. Library Assignment: 2 marks	
3. Class room engagement: 2 marks	
<b>B. Practicum: 20 marks</b>	
<b>Total</b>	<b>100</b>

## Essential Readings

1. Carole Rich, *Writing and reporting news: A coaching method*, Cengage Learning (2015).
2. Alfred Lawrence Lorenz, John Vivian, *News: Reporting and Writing*, Pearson Education (1996).
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. Francis Karackat, *Journalism: A Manual for Budding Reporters*, Don Bosco Books, 2020
6. Tony Harcup, *Journalism: Principles and practice* (2nd ed.), Sage (2013).
7. Kevel. J Kumar, *Mass communication in India* (5th ed), Jaico Publishing House (2020),
8. Paul Mihailidis, *News Literacy: Global Perspectives for the Newsroom and the Classroom*, Peter Lang Publishing Inc (2011)

## Suggested Readings

1. Fedler, F & Bender, J (2001), *Reporting for the Media*, New York: Oxford University Press.
2. Jenny McKay, *The Magazine's Handbook*, Routledge (2013).
3. Lanson J & Stephens M, *Writing and Reporting the News*, New York: Oxford University Press (2008).
4. Mencher M, *News Reporting and Writing*, New York, Oxford University Press (2007).

## Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	4, 6	1
	2	1,6	3
	3	1.6,7	3
Module	Unit	Reference No.	Suggested Readings
2	4	5	2
	5	3	2,3
	6	2,3,5	2
Module	Unit	Reference No.	Suggested Readings
3	7	1,2	2
	8	1,2,5	2
Module	Unit	Reference No.	Suggested Readings
4	9	1,4	2
	10	1,4,5	2

### Mapping of COs with Assessment Rubrics

	<b>Internal Exam</b>	<b>Practical Assignment</b>	<b>Group discussion</b>	<b>Mock interview</b>	<b>End Semester Examination</b>
<b>CO 1</b>	✓				✓
<b>CO 2</b>		✓	✓		✓
<b>CO 3</b>				✓	✓
<b>CO 4</b>		✓			✓
<b>CO 5</b>		✓			
<b>CO 6</b>	✓	✓			

**Employability for the Course:** Equipping graduates with practical skills like writing, multimedia production, and digital storytelling, making them valuable assets in diverse media organizations.

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**Second Semester FYUGP Journalism Examination**  
**MODEL QUESTION PAPER**  
**KU2DSCJMC112: Feature Writing for Print media**

**Maximum Time: 2 hours**

**Maximum Marks: 70**

**Part A** (Answer any 6 questions. Each question carries 3 marks)

6x3=18

1. Side-bars
2. Strapline
3. Anecdotes
4. Descriptive lead
5. Proof reader
6. Middles
7. Kicker
8. News Features

**Part B** (Answer any 4 questions. Each question carries 6 marks)

4x6=24

9. Explain the components of feature and why are these elements are important?
10. Compare and contrast newspapers and magazines as platforms for feature writing.
11. Discuss the different types of features and provide examples.
12. Describe the different types of leads.
13. Explain in detail the things to be kept in mind while writing a book review.
14. Explain the concept of the inverted pyramid structure in feature writing. How does it differ from narrative structure?

**Part C** (Answer any 2 questions. Each question carries 14 marks)

2x14=28

15. Discuss the role of interviews in feature writing. What are some effective techniques for conducting interviews?
16. Write the role of feature writing in shaping public opinion and fostering social change.
17. Discuss how feature articles can raise awareness about important issues, challenge established narratives and inspire action among readers.

## KU2DSCJMC113

### ONLINE JOURNALISM

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
II	Minor	100-199	KU2DSCJMC113	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	—	—	30	70	100	2

#### Course Description

This course is designed to provide a comprehensive understanding on online journalism practices including reporting, editing and broadcasting. Online journalism courses focus on harnessing the power of multimedia storytelling. Participants learn how to create visually appealing videos, compelling images, and engaging audio content, enabling them to deliver immersive and impactful stories with the support of multimedia tools. It aims to equip students with the knowledge and practical skills needed to effectively report social issues sensitivity and accuracy. By the end of the course, students will be adept at new narratives that not only par with the industry standard but with a global ethical and legal considerations.

#### Course Prerequisite

1. Journalism Fundamentals: Completion of introductory journalism courses or equivalent experience
2. Digital Understandings: Basic knowledge on cyber space, skills on multimedia tools, digital technologies and smartphone apps with a journalistic approach.

#### Course Outcomes (CO)

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Assess- Develop an understanding of online Journalism	U	C	Instructor-created exams / Quiz

CO2	Analyse- Examine the evolving trends and current statuses of new media journalism	An	C	Seminar Presentation/Home Assignments
CO3	Recognise- Identify the journalistic and practical skills required for new media practices	A	C	Seminar Presentation / Group Tutorial Work
CO4	Critique- Reviewing the challenges, and opportunities in new Journalism approaches	E	C	Instructor-created exams / Home Assignments
CO5	Create: Field work Experience and prepare a complete new media product	C	P	One Minute Reflection Writing assignments
CO6	Gain practical insights into producing accurate news stories.	C	P	Practical Assignment
<p><i>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</i>  <i># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</i>  <i>Metacognitive Knowledge (M)</i></p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
<b>CO1</b>	3	2	1	-	-		1	-	2	1	2	2	2
<b>CO2</b>	2	2	-	1	-	-	1	-	-	-	-	-	3
<b>CO3</b>	1	2	1	-	2	2	1	2	3	-	1	-	2
<b>CO4</b>	2	2	3	2	3	-	-	1		2	-	1	3
<b>CO5</b>	-	1		1	2	3	3	1	1	2	-	-	3
<b>CO6</b>	-	2	1	-	2	3	3	2	1	-	2	2	3

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

## Course Content

### Content for Classroom Transaction:

Module	Unit	Description	Hours (60)	Marks (70)
		<b>Module 1: Introduction to Online Journalism</b>	<b>15</b>	<b>25</b>
<b>I</b>	1	Online Journalism: Definition, Concepts and Techniques		
	2	Digital Space: Meaning, Internet, and Brief History of the Internet: ARPANET, WWW, E-Mail, Google & New Media		
	3	Introduction to social media platforms: Instagram, Facebook, LinkedIn, WhatsApp, X and Quora		
	4	Media convergence: Combining technologies, content sharing and changing habits		
		<b>Module 2: Online Journalistic Skills and Techniques</b>	<b>10</b>	<b>15</b>
<b>II</b>	5	Writing for Digital Space: Keep it concise, SEO, Conversational tone, and scannable content		
	6	Usage of Multimedia Components -Text, Graphics, Audio, Video & Animation in content creation		
	7	Basics of AI and Content Creation in Online Journalism		
		<b>Module 3: Online Journalism in Practice</b>	<b>15</b>	<b>20</b>
<b>III</b>	8	Leading online news platforms in India: The Wire, The Hoot, The Quint, Dool news		
	9	Characteristics of Online Journalists: Multimedia story teller, Tech- Savvy and Adaptable		
	10	Online Journalism: possibilities of Citizen and Collaborative Journalism		
	11	Emergence of Mojo: Definition, scope and possibilities		
		<b>Module IV Issues in Online Journalism</b>	<b>10</b>	<b>10</b>

IV	12	Ethical and Legal Concerns of Online Journalism		
	13	Cyber laws: IT Act 2000, Data Protection Bill 2022		
	14	Implications of Digital Divide: Economic disparity, social isolation and inequality in communication distribution		
	15	Impact of New media on traditional media practices		
V	<b>Module V: Teacher Specific Module (Practicum)</b>		<b>10</b>	
	<b>Directions</b>			
	16	Form a group of 2-5 and create a social media page and publish at least 4 news content.		
	17	<b>Group Activity:</b> Online Media Workshop or Media Visit		
	18	Record Book		
	19	Comprehensive Viva Voce		

### Assessment Rubrics

Evaluation type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continuous Evaluation</b>	<b>30</b>
<b>A. Theoretical Assessment :10 marks</b>	
1. Test Papers: 6	
2. Library Assignment: 2 marks	
3. Class room engagement: 2 marks	
<b>B. Practicum: 20 marks</b>	
<b>Total</b>	<b>100</b>

## Essential Readings

1. Abhay Chawla, *New Media and Online Journalism: Handbook for Media Studies* Pearson, 2021
2. Alex Richards, *Foundations of Data and Digital Journalism* Routledge, 2023
3. Anubhuti Yadav, *New Media Journalism: Emerging Median and New Practices in Journalism*, Sterling, 2022
4. John V, *Milestones in Digital Journalism* Taylor & Francis, 2024
5. Brian Winston, *Media, Technology and Society: A History from the Telegraph to Internet*, Routledge, 1998
6. Bradshaw Paul, *The Online Journalism Handbook: Skills to Survive and Thrive in the Digital Age* Routledge, 2017
7. Mark E. Briggs, *Journalism Next: A Practical Guide to Digital Reporting and Publishing*, CQ Press, 2012
8. Vincent F. Filk, *Convergent Journalism-An Introduction: Writing, Producing Across Media*, Focal Press, 2019
9. Stuart Russell, *Artificial Intelligence: A Modern Approach*, Pearson, 2022

## Suggested Reading

1. Steve Hill & Paul Lashmar, *Online Journalism: The Essential Guide*, Sage, 2013
2. Joan Van Tassel, Mary Murphy, Joseph Schmitz *The New News*, Focal Press, 2022
3. Surbhi Dhiya, *Digital First: Entrepreneurial Journalism in India*, Oxford University Press, 2023
4. Dhiman Chattopadhyay, *Indian Journalism and the Impact of Social Media*, Springer, 2022
5. Rahul Das, *Mobile journalism; A Key Mass Communication Tool for Future*, Prabhat Publication, 2022

## Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	1,2	1
	2	2,3	1,2
	3	1,2,4	2,4
	4	1,2	3

Module	Unit	Reference No.	Suggested Readings
2	5	3,5	3
	6	2,6	1,3
	7	5,6,9	2,3
Module	Unit	Reference No.	Suggested Readings
3	8	1, 4,5	2
	9	1,3	1,3
	10	2,3	1
	11	4	3
Module	Unit	Reference No.	Suggested Readings
4	12	5	3
	13	4,6	2,4
	14	2,3	1,2
	15	1,2	1

### Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
CO 1	✓		✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓		✓
CO 4		✓		
CO 5	✓		✓	

**Employability for the Course:** Despite rapid changing in journalism field and dynamic technological advancement, the carrier possibilities on online journalism field is extensive. Possibilities in content creation, photography, editing and podcasting is enormous. Entrepreneurial and start up carrier promises are growing robustly.

**Second Semester FYUGP Journalism Examination**

**MODEL QUESTION PAPER**

**KU2DSCJMC113: Online Journalism**

**Maximum Time: 2 hours**

**Maximum Marks: 70**

**Part A** (Answer any 6 questions. Each carry 3 marks)

6x3=18

1. Digital space
2. Multimedia
3. Web Journalist
4. Information Super Highway
5. E-literacy
6. Media Convergence
7. Blogging
8. Mobile Journalism

**Part B** (Answer any 4 questions. Each question carries 6 marks)

4x6=24

9. Define Citizen Journalism and Collaborative journalism. How do they contribute to online journalism?
10. Identify and briefly explain the leading online news platforms in India
11. Discuss the significance of multimedia components in content creation for Digital journalism.
12. Critically analyze the impact of the Internet and Information Revolution on the field of journalism.
13. What are the skills required for a web journalist in terms of online news gathering?
14. Write the importance of Mobile journalism and discuss its possibilities and advantages.

**Part C** (Answer any 2 questions. Each question carries 14 marks).

2x14=28

15. Explain the concept of digital media. What are the trends of digital media in the present-day context?
16. Write the importance of Mobile journalism and discuss its possibilities and advantages.
17. Discuss the Challenges faced by online journalism in terms of new media policies, cyber law, and ethical considerations in the digital era.

**KU2DSCJMC114**  
**NEWS WRITING FOR PRINT MEDIA**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>II</b>	<b>Minor</b>	<b>100-199</b>	<b>KU2DSCJMC114</b>	<b>4</b>	<b>60</b>

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>4</b>	—	-	<b>30</b>	<b>70</b>	<b>100</b>	<b>2</b>

**Course Description:** This course offers an in-depth understanding of print media, including newspapers and magazines, and the principles of print journalism. Students will explore the history, evolution, and current trends of print media, learn about various journalistic writing styles, and gain practical skills in news reporting and feature writing. The course emphasizes the importance of accuracy, ethics, and effective communication in journalism, preparing students for careers in the dynamic field of print media.

**Course Pre-requisite:**

Having a basic understanding of how media operates, including different forms of media (print, broadcast, digital)

Familiarity with grammar, spelling, and sentence structure is important

**Course Outcomes:**

CO	Expected Outcomes	Learning Domains	Knowledge category #	Evaluation tools used
CO1	To assess identify the distinct nature of journalism	An	F	Seminar presentations, Home assignment
CO2	To analyze and develop an understanding on the	C	C	Home assignment Practical

	journalism and media writing			assignment
CO3	To recognize and develop skills and techniques for writing for mass media	A	C	Home assignment Practical assignment
CO4	To critically evaluate current practices in journalism	E	P	Seminar presentations
CO5	To create an understanding of terms specific to print media	U	P	Home assignment
CO6	To gain information about the emerging trends of journalism	U	P	Seminar presentations Homeassignment Practical assignment

\*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C) # - Factual Knowledge (F), Conceptual Knowledge (C), Procedural Knowledge (P), Metacognitive Knowledge (M)

#### Mapping of COs with PSOs and POs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	3	-	2	1	1	1	1	2	-	2	-	-
CO2	1	2	1	2	1	-	2	2	2	-	2	1	1
CO3	-	1	1	1	1	2	2	1	1	1	2	1	-
CO4	-	-	-	3	-	1	1	-	-	2	2	1	3
CO5	-	-	-	-	1	-	-	2	2	2	1	-	2
CO6	2	1	1	1	-	2	1	3	2	2	1	-	3

#### \*Correlation levels

Level	Correlation
-	NIL
1	Slightly/Low
2	Moderate/Medium
3	Substantial/High

## COURSE CONTENT

### Content for Classroom Transaction:

Module	Unit	Description	Hours (60)	Marks (70)
<b>I</b>		<b>Module I: News Determinants</b>	<b>10</b>	<b>15</b>
	1	Concept, elements and characteristics of news		
	2	<b>News values:</b> Impact, conflict, timeliness, proximity, human interest, novelty, eminence & prominence, money, power elite, celebrity value, development; miscellaneous values		
	3	<b>Types of news:</b> Hard news (politics, crime, disaster, business, sports) & soft news (entertainment, lifestyle, food & drink, art & culture, technology), Predictable news & unpredictable news.		
	4	News Vs Article, News Vs Editorial, News Vs Opinion pieces		
<b>II</b>		<b>Module II: News Gathering and Newsroom Operation</b>	<b>20</b>	<b>20</b>
	5	Press conferences, news releases, handouts		
	6	Scheduled events, confidential sources, whistleblowers, beat reporting sources		
	7	<b>International and Indian news agencies:</b> AP, AFP, Reuters, PTI, UNI, ANI, IANS		
	8	<b>Interviews and interviewing skills:</b> Interviews - Information interview, opinion interview, Personality interview, feature interview. Interviewing Skills-Language skill, subject		

		expertise, researching skill, prior preparation skill.		
	9	Digital Tools for News Gathering		
	10	News Desk Operation & Editorial Hierarchy, News Bureau Operation & Bureau Hierarchy, Reporters and Subeditors, Bureau Chief and News Editor		
	11	Design and layout, subbing requisites		
		<b>Module III: Art of Crafting News</b>	<b>15</b>	<b>25</b>
<b>III</b>	12	Inverted Pyramid Structure: lead-body-tail; 5Ws & 1 H; News Angle		
	13	Hourglass Structure: inverted pyramid top, pivot and narrative		
	14	Headlines: kicker, strapline, skyline and banner; headlining format and headlining principles		
	15	<b>News vocabulary for reporting:</b> byline, credit line, intro/lead, follow-up, news peg, assignment, story, bank, source, assignment, beat, mofussil, spot news, exclusive, off-the-record, package, round-up, freelancer, stringer, nose for news, anonymous source, attribution, brightener, morgue, hoax, journalese, dope, kill, sting operation, curtain raiser, running story, TK, anchor story, cover, wire, vett, recce, under cover		
		<b>Module IV Editing and Ethics in News</b>	<b>5</b>	<b>10</b>
<b>IV</b>	16	Clarity and accuracy; lucidity of language; standardization of style		
	17	Economization of vocabulary; objectivity; adherence to fairness and moral taste; legal propriety		
	18	Risks of defamation and libel; code of ethics		

<b>V</b>		<b>Module V: Teacher Specific Module (Practicum)</b>	<b>10</b>	
	19	Directions		
	20	<p><b>Report and craft two hard news items in the inverted pyramid format, covering two different beats</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>Cover two different events that can be crafted in the hourglass format</b></p>		
	21	<b>Craft an exclusive interview with a local / state / national newsmaker</b>		
	22	<b>Record Book</b>		
	23	<b>Viva Voce</b>		

### Assessment Rubrics

Evaluation type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continuous Evaluation</b>	<b>30</b>
<b>A. Theoretical Assessment :10 marks</b>	
1. Test Papers: 6 marks	
2. Library Assignment: 2 marks	
3. Class room engagement: 2 marks	
<b>B. Practicum: 20 marks</b>	
<b>Total</b>	<b>100</b>

### Essential Readings:

1. Keval J Kumar, *Mass Communication in India*, Jaico Publishers
2. Francis Karackat, *Journalism: A Manual for Budding Subeditors*, Don Bosco Books, 2020

3. Francis Karackat, *Journalism: A Manual for Budding Reporters*, Don Bosco Books, 2020
4. Seema Hasan, *Mass Communication: Principles and Concepts*, CBS Publishers
5. Rangaswami Parthasarathy, - *Basic Journalism*, Macmillan India limited
6. D S Mehta, *Mass Communication and Journalism in India*, Sage
7. Vir Bala Aggarwal & V S Gupta, *Handbook of Journalism and Mass Communication*, Concept
8. M V Kamath, *Professional Journalism* Vikas Publishing
9. J V Vilanilam, *Growth and Development of Mass Communication in India*, NBT
10. Lynette Sheridan Burns, *Understanding Journalism*, Vistaar Publications
11. Tony Harcup, *Journalism Principles and Practice*, Sage
12. B N Ahuja - *Theory and Practice of Journalism*, Sage
13. Ambarish Saxena, *News Reporting and Editing*, Sage
14. Schiffer,L, *Printing technology :A brief history*, Wiley-Blackwell,2013

**Suggested Readings:**

1. Jenny McKay, *The Magazine Handbook*, Routledge
2. B Franklin, *Key Concepts in Journalism Studies*. London Sage
3. Ravi. S, *Printing Press: Transforming power of Technology*, National Books Trust India,2018
4. Das, S, K, *Modern printing Technology and Processes*, PHI Learning Private Limited,2011
5. Marshall McLuhan, *Understanding the Media: The Extension of Man*, Gingko Press Berkeley,2016

**Reference Distribution**

Module	Unit	Reference No.	Suggested Readings
1	1	12	3
	2	12	4,3
	3	1,2,3	1
	4	3,4	1
2	5	1	2,5
	6	4	2

	7	1,2,3	5
	8	2,3	2
	9	9,11	1
	10	3,4	
	11	1,2,3	
3	12	8,9,11	2
	13	2,4	2
	14	1,2,4	4,2
4	15	2,11	4
	16	8,9,10	1
	17	10,11	1
	18	8	1

### Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examinations
CO1	✓	✓	✓	✓
CO2		✓		
CO3			✓	✓
CO4		✓	✓	
CO5				
CO6	✓			✓

### Employability of the Course:

Graduates of this course can pursue careers as reporters, editors, and feature writers for newspapers and magazines. Additionally, they can work as content creators for online news platforms, communication specialists in corporate settings, and media consultants. The skills acquired in this course are also valuable for roles in public relations and media management.

**Second Semester FYUGP Journalism Examination**  
**Model Question Paper**  
**KU2DSCJMC114: NEWS WRITING FOR PRINT MEDIA**

**Maximum Time: 2 hours**

**Maximum Marks: 70**

**Part- A**

*[Answer any 6. Each question carries 3 marks.]*

**6 × 3 = 18**

1. Define news and mention its key characteristics.
2. Explain the concept of "news values" with examples.
3. Differentiate between news and an article.
4. List any four types of news agencies and their significance in journalism.
5. What is article?
6. Explain hour glass format
7. Describe defamation
8. What is strapline?

**Part B**

*[Answer any 4. Each question carries 6 marks.]*

**4 × 6 = 24**

9. Discuss the role of impact, proximity, and human interest as key news values.
10. Analyze the importance of press conferences and handouts as sources of news gathering.
11. Explain the structure and functioning of a news bureau and its hierarchy.
12. Distinguish various types of news.
13. Distinguish between a tabloid and a broadsheet.
14. Compare inverted pyramid and hour glass news structure.

**Part C**

*[Answer any 2. Each question carries 14 marks.]*

**2 × 14 = 28**

15. Elaborate on the differences between hard news and soft news with suitable examples.
16. Explain the inverted pyramid structure and hourglass structure of news writing, highlighting their applications with examples.
17. Analyse the importance of digital tools in modern news gathering and discuss their impact on journalism practices.

**KU2MDCJMC115**  
**CYBER JOURNALISM**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
II	Multi-Disciplinary Course	100-199	KU2MDCJMC115	3	45

Learning Approach (Hours/Week)			Mark Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	—	-----	25	50	75	1.5

**Course Description:** Cyber journalism is an essential course designed to equip students with the skills, knowledge, and ethical understanding needed to navigate the evolving world of digital media and technology.

**Course Pre-requisite:** Basic journalism knowledge, basic computer and internet literacy, familiarity with social media platforms, critical thinking and analytical skills, interesting technology and cyber issues.

**Course Outcomes:**

CO	Expected Outcomes	Learning Domains	Knowledge category #	Evaluation tools used
CO1	Students will be able to define and explain the key concepts and trends in cyber journalism	U	F	Instructor created exams/ Writing assignments
CO2	Students will be able to identify and navigate ethical dilemmas specific to cyber journalism such as privacy concerns and legal	E	C	Instructor created exams/ Seminar presentations/ One minute reflection

	implications.			
CO3	Students will learn how to use social media effectively while understanding challenges of misinformation and fake news.	U	F	Practical assignments
CO4	Students will develop strategies for leveraging social media to engage audience, participate in discussions while managing issues related to misinformation and ethical challenges	A	F, P	Group tutorial work
CO5	Students will adapt their journalistic work for various digital platforms ensuring content is optimized for audience engagements and accessibility across devices.	C	P	Group discussion
CO6	Students will explore and assess new developments and innovations in cyber journalism	U	F	Practical assignments

\*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C) # - Factual Knowledge (F), Conceptual Knowledge (C), Procedural Knowledge (P), Meta-cognitive Knowledge (M)

### Mapping of COs with PSOs and POs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	2	1	1	1	2	1	2	3	-	1	1	3
CO2	1	2	1	2	3	1	2	2	3	-	-	1	2
CO3	3	2	2	1	1	2	3	1	2	-	-	2	-
CO4	2	2	1	1	2	2	1	2	2	-	2	1	2
CO5	1	1	2	1	1	2	1	2	2	-	2	1	1
CO6	2	1	2	1	1	3	1	3	3	-	1	-	3

**\*Correlation levels**

Level	Correlation
-----	NIL
1	Slightly/Low
2	Moderate/Medium
3	Substantial/High

**COURSE CONTENTS**

**Contents for Room Transaction:**

Module	Unit	Description	Hours (45)	Marks (50)
<b>I</b>	<b>Module 1: Introduction to Cyber Journalism</b>		<b>10</b>	<b>20</b>
	1	Cyber space- meaning, Scope of cyber journalism Information Super Highway		
	2	Fundamentals of cyber journalism		
	3	Advantages and disadvantages of cyber journalism		
	4	Traditional journalism Vs cyber journalism		
<b>II</b>	<b>Module II: Ethics, laws, regulations</b>		<b>10</b>	<b>10</b>
	5	Ethical practices		
	6	Fact-checking and combating fake news, misinformation and disinformation		
	7	Cyber-laws - IT Act 2000		
	8	Privacy concerns and cyber-security		
<b>III</b>	<b>Module III: Legal Concerns</b>		<b>15</b>	<b>15</b>
	9	Violation of copyright, libel		
	10	Cyber-crimes – Hacking, data protection and privacy, phishing, plagiarism, Deep Fake, cyber		

		bullying, cyber stalking		
	11	Child pornography and obscenity, trolls		
	12	Cyber terrorism: Defacement of Indian websites		
	<b>Module IV: Case studies</b>		<b>5</b>	<b>5</b>
<b>IV</b>	13	<p>Movie stars/sportsperson/politicians or other known celebrities who are either involved in or been victims of cyber crimes</p> <ul style="list-style-type: none"> <li>➤ Rashmika Mandanna</li> <li>➤ Parvathy Thiruvothu</li> <li>➤ Virat Kohli</li> </ul>		
	<b>Module V: Teacher Specific Module (Practicum)</b>		<b>5</b>	
<b>V</b>	14	Directions		
	15	Student should submit a record book with detailed media reports/newspaper cuttings of cyber-crimes in India with examples		
	16	<p>Choose a news article, tweet, or viral story that contains potential misinformation/false claims/fake news. Students should submit a record of debunking the same misinformation/false claims/fake news in digital media.</p> <p style="text-align: center;"><b>OR</b></p> <p>Students should make a case study on the following cyber related crimes - Film piracy/ Online Harassments/ Hacking/ Deep Fake</p>		

## Assessment Rubrics

Evaluation type	Marks
<b>End Semester Evaluation</b>	<b>50</b>
<b>Continues Evaluation</b>	<b>25</b>
<b>A. Theoretical Assessments: 10 marks</b>	
1. Test Papers: 6	
2. Library/Practical Assignments: 2	
3. Classroom Engagements: 2	
<b>B. Practicum: 15 marks</b>	
<b>Total</b>	<b>75</b>

### Essential Readings:

1. Asim, Muhammed, *News and social media Redefining Journalism*, Harper publication.2023
2. Farkas, Johan & Schou, Jannick, *Post-Truth, Fake News and Democracy, Mapping the politics of Falshood*, Routledge.2024
3. Singh, Vikash & Prathap Singh Davesh, *Social Media*, Oxford publishers & Distributors.2022
4. Yadav, Anubhuti, *New Media Journalism Emerging media and new practices in journalism*, Sterling Publishers Pvt.Ltd.2022
5. Chawla Abhay, *New media and online journalism hand book for media studies*, pearson india education services Pvt Ltd.2022
6. Asim, Muhammed, *E- journalism new media and news media*, Goodwill publication.2023
7. Hill, Steve, *Digital Journalism: A Handbook for Freelancers, Bloggers, and Citizen Journalists*. Pearson education.2010
8. Ray, Tapas, *Online journalism A basic text*, Cambridge university press India Pvt. Ltd. 2009
9. Bradshaw, Paul & Brinded, Lianna, *The Online Journalism Handbook: Skills to Survive and Thrive in the Digital Age*, Routledge. 2016
10. Sweeney, M.S, *Ethics for Digital Journalists: Emerging Best Practice*, CRC Press.2016

11. **Bert-Jaap Koops, B., & Lelieveldt, T,** *Cyber security law and practice* (1st ed.) Oxford University Press.2019

**Suggested Readings:**

1. Christians, C. G., Merrill, J. C., & Youm, K. H. *Journalism ethics at the crossroads: Democracy, fake news, and the news crisis*, Routledge (2<sup>nd</sup> ed). 2020
2. Franklin, B, & Murphy, D, *The future of journalism*. Sage Publications.2013
3. Gray, J, Bounegru, L, & Chambers, L, *Data journalism: A handbook*. Routledge.2012
4. Tiidenberg, K, & Helmond, A, *Twitter and society*. Peter Lang Publishing.2017
5. McKinnon, Sue, *The Journalism Handbook: A Guide to Reporting, Writing, and Editing*, Sage Publications.2010
6. Carr, Nicholas, *The Shallows: What the Internet Is Doing to Our Brain*. W. W. Norton & Company.2010

**Reference distribution**

Module	Unit	Reference number	Suggested readings
1	1	3, 8,9	2, 3, 4
	2	3, 8	2, 3
	3	4, 9	2, 3
	4	1, 3, 8	2, 3
2	5	6, 8, 10	1
	6	2, 8	2
	7	10, 11	2
	8	10, 11	2
3	9	9, 10,11	6
	10	9, 10, 11	6
	11	9, 10, 11	6
	12	9, 10, 11	6
4	13	Case Studies	

## Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examinations
<b>CO1</b>	√	√		√
<b>CO2</b>				√
<b>CO3</b>			√	
<b>CO4</b>		√		√
<b>CO5</b>			√	
<b>CO6</b>	√		√	

**Employability of the course:** The employability of a **Cyber Journalism** course is substantial and continues to grow as digital media increasingly dominates the global media landscape. The course equips students with skills and knowledge necessary for various roles in the digital journalism and media industry

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**Second Semester FYUGP Journalism Examination**

**Model Question Paper**

**KU2MDCJMC115: Cyber Journalism**

**Maximum Time: 1.5 hours**

**Maximum Marks: 50**

**Part A** (Answer any 6 questions. Each carries 2 marks)

6x2=12

1. What is cyber journalism?
2. What are the advantages of cyber journalism?
3. What is the impact of social media on cyber journalism?
4. What are the challenges faced by cyber journalist?
5. Define IT Act 2000
6. What is copyright?
7. Distinguish slander and libel.
8. Describe the term obscenity

**Part B** (Answer any 4 questions. Each question carries 6 marks)

4x6=24

9. What are the advantages and disadvantages of cyber journalism?
10. Analyze the impact of social media on the growth of cyber journalism
11. Explain the challenges faced by cyber journalist in verifying information.
12. Describe the different types of cyber-crimes.
13. Distinguish between traditional journalism Vs cyber journalism
14. Explain the advantages and disadvantages of cyber journalism

**Part C** (Answer any 1 question. Each question carries 14 marks)

1x14=14

15. Analyze the advantages and challenges of cyber journalism in the digital era
16. How has the rise of social media transformed the practice of cyber journalism

**KU2MDCJMC116**  
**SHORT FILM MAKING**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
II	Multidisciplinary Course	100-199	<b>KU2MDCJMC116</b>	3	45

Lecture Approach (Hours/Week)			Marks Distribution			Distribution of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	—	—	25	50	75	1.5

**Course Description**

This course introduces students to the skill set required for making short films. The course focuses on personal short film projects, with practical application of theoretical knowledge. Students will acquire hands-on experience creating short films, fostering their imagination and creativity. This course aims to strengthen students' practical skills and prepare them for an advanced career in Short Film Making.

**Course Prerequisite**

1. Anyone who has an interest in the art of filmmaking with minimum educational qualification prescribed for the course.
2. Skills for script writing and direction will be helpful

**Course Outcomes (CO):**

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Familiar with the fundamentals of short film production	U	C	Instructor - created exams / Quiz
CO2	Understand thoroughly the history of cinema and short films	U	C	Instructor - created exams / Quiz
CO3	Learn to develop their ideas through brainstorming, pre-production, production, and post-production.	A	P	Practical Assignment / Group Tutorial Work
CO4	Equipped to carry out the post-production works for the short filmmaking.	A	P	Practical Assignment / Group Tutorial Work
CO5	Evaluate the technical and aesthetic advancements in short film production across the world.	E	P	Instructor - created exams / Quiz
CO6	Acquire hands-on expertise to demonstrate the organizational and technical abilities required to make a successful short film.	A	P	Practical Assignment / Group Tutorial Work
<p><b>* Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)</b>  <b># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</b>  <b>Metacognitive Knowledge (M)</b></p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	1	-	-	-	1	1	-	1	-	-	-	-
CO 2	3	2	-	-	-	-	1	-	2	-	-	-	-

CO 3	-	-	3	-	-	3	2	-	1	1	1	-	-
CO 4	1	-	3	1	-	3	-	-	1	-	-	-	2
CO 5	-	2	2	1	1	-	-	-	2	-	-	-	-
CO 6	1	-	3	-	-	3	-	1	1	-	-	1	-

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

**COURSE CONTENTS**

**Content for Classroom Transaction:**

Module	Unit	Description	Hours (45)	Marks (50)
<b>I</b>	<b>Module I: History of Cinema</b>		<b>8</b>	<b>10</b>
	1	World Cinema: Silent Movies and Talkies - <i>The Kid</i> by Charlie Chaplin		
	2	Colour Cinema – <i>Life is beautiful</i> by Roberto Benigni		
	3	Major Genres: action, adventure, comedy, drama, fantasy, horror, musicals, mystery, romance, Science fiction, sports, and thriller.		
	<b>Module II: Stages of Production</b>		<b>5</b>	<b>15</b>

<b>II</b>	4	<b>Pre-Production:</b> Management, Administration, Writing, Talent, Location and Production Planning (Production Department, Script Department, Location, Art department, Camera and Sound Department)		
	5	<b>Production:</b> Shooting, Setting, Props, Lighting, Film Set Commands.		
	6	<b>Post- Production:</b> Assemble Edit, Rough Cut, Fine Tune, Director's Cut, Final Cut, Color Grading and Correction, Sound Design and Mixing, Adding titles, Final Review and Approval, Marketing and Distribution		
<b>III</b>	<b>Module III: Short Film Production</b>		<b>9</b>	<b>15</b>
	7	<b>Language of Cinema:</b> Shot, Scene, Sequence, Camera Shots, Camera angles and Camera movements, 180-degree rule, 360- degree rule		
	8	<b>Scripting:</b> Idea generation, Story, Screenplay, Shooting Script, Storyboarding		
	9	<b>Three Act Story Structure:</b> Set-up, Confrontation and Resolution		
<b>IV</b>	<b>Module IV: Short Film Making</b>		<b>11</b>	<b>10</b>
	10	<b>Basics of editing:</b> Types of cuts (Hard cut, jump cut, L-Cut, J-cut, Match cut, Smash cut, Cutaway, Cross cut) and Transitions (Fade, Dissolve, Whip, Wipe, Iris)		
	11	Colour Correction and Sound Editing		
	12	Adding titles and File Exporting		

		<b>Module V: Teacher Specific Module (Practicum)</b>	<b>12</b>	
<b>V</b>	13	Directions		
	14	<p><b>Group Activity:</b> Form a group of 2-10 students. They have to make one short film of 2-5 minutes duration of any theme of their choice. The students are free to make their short films in any language, but the subtitles should be provided in English. The completed original script should be submitted with the project during the final submission.</p> <p style="text-align: center;"><b>OR</b></p> <p><b>Individual Activity:</b> Visit a film location and understand how the different department works in a movie and prepare a detailed report on it.</p> <p style="text-align: center;"><b>OR</b></p> <p><b>Individual Activity:</b> Participate in a seminar / workshop on film/ short film related subjects and prepare a detailed report on it.</p>		
	15	Comprehensive Viva-voce		

### Assessment Rubrics

<b>Evaluation type</b>	<b>Marks</b>
<b>End Semester Evaluation</b>	<b>50</b>
<b>Continuous Evaluation</b>	<b>25</b>
<b>A. Theoretical Assessment :10 marks</b>	
1. Test Papers: 6 marks	
2. Library Assignment: 2 marks	
3. Class room engagement: 2 marks	
<b>B. Practicum: 15 marks</b>	
<b>Total</b>	<b>75</b>

## Essential Readings

1. Ronald Bergan, *The Film Book: A Complete Guide to the World of Cinema*, Dorling Kindersley Limited, 2021
2. Satyajit Ray, *Deep Focus: Reflections on Cinema*, Harper, 2013
3. Renu Saran, *History of Indian Cinema*, Diamond Books, 2012
4. Manoj Srivastava, *Wide Angle : History of Indian Cinema*, Notion Press, 2016
5. Joseph V. Mascelli, *The Five C's of Cinematography: Motion Picture Filming Techniques*, Silman-James Press, 1998
6. Daniel Arijon, *Grammar of the Film Language*, Silman-James Press, 1991
7. Cherry Potter, *Screen Language: From Film Writing to Film-making (Screen and Cinema)*, Bloomsbury Publishing, 2001
8. Max & Clifford Thurlow, *Making Short Films*, Bloomsbury Publishing, 2013
9. Frederick Levy, *Short Films 101*, Tarcher Perigee, 2004
10. Karel Reisz & Gavin Millar, *Technique of Film Editing*, Routledge, 2009
11. James Clarke, *Movie Movements: Films That Changed the World of Cinema*, Kamera Books, 2011
12. Christopher J. Bowen & Roy Thompson, *Grammar of Editing*, Routledge, 2017
13. Lester Friedman, David Desser, Sarah Kozloff, Martha Nochimson, & Stephen Prince *An Introduction to Film Genres*, W. W. Norton & Company, 2013
14. Richard Neupert, *A History of the French New Wave Cinema*, University of Wisconsin Press, 2007
15. N H Zeinal Hukman & V H Nishad, *Film Studies: An Academic Introduction*, Poorna Publications, 2019.
16. Shajan Theruvappuzha, *Short Film Nirmanam*, Mathrubhumi, 2017

## Suggested Readings

1. Marilyn Beker, *Write to Shoot: Writing Short Films for Production*, Routledge, 2017
2. Roberta Marie Munroe, *How Not To Make A Short Film*, Hachette Books, 2009
3. Patricia Cooper and Ken Dancyger, *Writing the Short Film*, Routledge, 2004
4. N Ramaswamy, *History of Indian Cinema*, Notion Press, 2022
5. Ken Dancyger, *The Technique of Film and Video Editing: History, Theory, and Practice*, Routledge, 2010.
6. Vasuki Belavadi, *Video Production*, Oxford University Press, 2013

### Must watch short film list

1. Glass (1958) by Bert Hanstra
2. Zoo (1961) by Bert Hanstra
3. An Occurrence at Old Creek Bridge (1961) by Robert Enrico
4. Big City Blues (1962) by Charles Huguenot Vander Linden
5. Fairy Tale (1952) by Andrzej Munk
6. What is that (2007) by Constantin Pilavious
7. The Neighbors Window (2019) by Marshallcurry
8. Aval (2022) by Prashanth Kanathur
9. KAVI (2020) Gregg Helvey
10. Anurag Engineering Works (2022) by Kiran Josey
11. Veli (2019) by Vineeth Vasudevan
12. The Apple (2024) Mayank Sharma

### Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	1,6,5	6
	2	2,3,4	4
	3	9, 13	
2	4	11	
	5	14	3
	6	11	
3	7	5,7	1,2
	8	8,9,10	3,6
	9	5,15	1,2
4	10	5,8,12	5
	11	8,12	6
	12	12,15	

### Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment	Group Tasks	EndSemester Examination
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3			✓	
CO 4		✓	✓	
CO 5	✓	✓		✓
CO 6		✓	✓	

**Employability for the Course:** The course in short filmmaking can help you develop the skills, ability, and portfolio needed to enter the industry. After completing the short filmmaking course, students will have access to a variety of creative opportunities. Students can pursue careers as directors, cinematographers, screenwriters, production designers, producers, video editors, and many more.

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## Second Semester FYUGP Journalism Examination

### Model Question Paper

#### KU2MDCJMC116: Short Film Making

**Maximum Time: 1.5 hours**

**Maximum Marks: 50**

**Part A** (Answer any 6 questions. Each carry 2 marks)

6x2=12

1. Low Angle
2. Aerial shot
3. Story Board
4. Dissolve
5. Short films
6. Jump cut
7. Scene
8. Confrontation

**Part B** (Answer any 4 questions. Each question carries 6 marks)

4x6=24

9. What are the different camera angles used for short film making?
10. State in detail the different stages of production.
11. Briefly explain the various types of transitions used in editing.
12. Write a short note on the three-act structure used for short film making.
13. Explain in detail the silent era in movies.
14. Write a note on colour correction.

**Part C** (Answer any 1 question. Each question carries 14 marks)

1x14=14

15. Explain in detail the different types of editing and transitions techniques commonly seen in short film making.
16. Describe the challenges faced by the independent short film makers in the production and distribution of short films in India.

## KU2MDCJMC117

### MEDIA FESTIVAL CURATION AND ANCHORING

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
II	MDC	100-199	KU2MDCJMC117	3	45

Lecture Approach (Hours/Week)			Marks Distribution			Distribution of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	—	-	25	50	75	1.5

#### Course Description

This course explores the multifaceted world of media festivals, providing students with a deep understanding of their history, purpose, and management. It examines the principles of curation and programming, emphasizing the importance of audience engagement and collaboration with creative professionals. The course also explores into the art of hosting and anchoring, equipping students with essential presentation and interaction skills. Students will gain practical knowledge of festival production, including event planning, promotion, budgeting, and crisis management. Through hands-on experience in planning and executing a mini-media festival, students will develop critical skills for managing cultural events.

#### Course Prerequisite

1. Basic knowledge of media and cultural studies or equivalent experience.
2. Strong communication skills, including public speaking and writing.
3. Ability to work collaboratively in team settings for project-based activities.

**Course Outcomes (CO):**

<b>CO</b>	<b>Expected Outcome</b>	<b>Learning Domains</b>	<b>Knowledge Category#</b>	<b>Evaluation Tools used</b>
<b>CO1</b>	To get comprehensive understanding of Media Festival dynamics	U	C	Instructor - created exams / Quiz
<b>CO2</b>	Students will enhance their critical analysis skills by examining the cultural, social, and economic implications of media festival curation and anchoring.	C	P	Practical Assignment/Group Tutorial Work
<b>CO3</b>	To learn creative communication and presentation of media festival curation and anchoring through written reports, presentations, and multimedia content.	U	P	Instructor - created exams / Quiz
<b>CO4</b>	To promote a better awareness of Multiculturalism and diversity in public relations.	C	C	Instructor - created exams / Quiz
<b>CO5</b>	To gain practical event planning and management	A	P	Practical Assignment/Group Tutorial Work
<b>CO6</b>	Students will explore the ethical considerations inherent in media festival curation and anchoring.	E	C	Practical Assignment/Group Tutorial Work
<p><b>* Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)</b>  <b># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</b>  <b>Metacognitive Knowledge (M)</b></p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	-	2	1	1	3	3	2	-	2	2	-
CO2	2	1	1	2	-	-	3	3	2	1	1	1	2
CO3	2	-	-	2	1	-	2	2	1	-	2	-	2
CO4	2	-	-	1	1	-	-	2	1	3	1	1	-
CO5	3	2	-	1	2	2	3	2	1	-	2	1	1
CO6	3	-	1	-	-	-	1	-	1	-	-	-	1

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/Medium
3	Substantial/ High

**COURSE CONTENT**

**Content for Classroom Transaction:**

Module	Unit	Description	Hours (45)	Marks (50)
<b>I</b>	<b>Module I: Media Festivals</b>		<b>8</b>	<b>15</b>
	1	Overview of media festivals: history, purpose, and significance	2	
	2	Understanding different types of media festivals: film festivals, music festivals, art festivals, Literature festivals etc.	2	
	3	Researching and selecting content for the festival	2	
	4	Understanding the festival audience and catering to diverse tastes	2	

<b>II</b>	<b>Module II: Festival Curation and Programming</b>		<b>7</b>	<b>15</b>
	6	Role of curation and programming in media festivals	<b>2</b>	
	7	Principles of curation: theme selection, programming considerations, and audience engagement	<b>3</b>	
	8	Collaboration with filmmakers, artists, and performers	<b>2</b>	
<b>III</b>	<b>Module III: Hosting and Anchoring Techniques</b>		<b>10</b>	<b>15</b>
	9	Overview of hosting and anchoring roles in media festivals, Presentation skills: voice modulation, body language, and stage presence	<b>3</b>	
	10	Scriptwriting for hosting and anchoring segments, technical aspects of hosting: using projectors, teleprompters, working with microphones, etc.	<b>3</b>	
	11	Interviewing techniques: preparing questions, active listening, and improvisation	<b>3</b>	
	12	Engaging with festival attendees: audience interaction and Q&A sessions	<b>1</b>	
<b>IV</b>	<b>Module IV: Media Festival Production and Management</b>		<b>8</b>	<b>5</b>
	13	Introduction to festival management and logistics	<b>2</b>	
	14	Event planning and logistics: venue selection, scheduling, and staffing	<b>2</b>	
	15	Promotion and marketing strategies for media festivals- Crisis management and problem-solving during the festival	<b>2</b>	
	16	Budgeting and fundraising for festivals	<b>2</b>	
	<b>Module V: Teacher Specific Module (Practicum)</b>		<b>12</b>	
	17	Directions		

<b>V</b>	18	Plan and execute a mini media / literature/ art / film festival, including curation, programming, hosting, and production aspects (Group activity)		
	19	Review Report of the fest: Case study of any local Media /art/ literature/film/craft/food fest		
	20	Viva Voce		

### Assessment Rubrics

Evaluation type	Marks
<b>End Semester Evaluation</b>	<b>50</b>
<b>Continues Evaluation</b>	<b>25</b>
<b>A. Theoretical Assessment :10 marks</b>	
1. Test Papers: 6 marks	
2. Library Assignments: 2 marks	
3. Classroom Engagements: 2 marks	
<b>B. Practicum:15 marks</b>	
<b>Total</b>	<b>75</b>

### Essential Readings

1. Smith, John. (2020). "The Art of Media Festival Curation." New York: HarperCollins.
2. ML, Johny(2022). " Curatorude Kala ". Trivandrum: Kerala State Institute of Languages.
3. Johnson, Emily. (2018). "Anchoring Techniques in Media Festivals." Los Angeles: University of California Press.
4. Brown, Michael. (2019). "Media Festival Management: A Comprehensive Guide." Chicago: University of Chicago Press
5. Garcia, Maria. (2021). "Cultural Impact: Media Festivals in Contemporary Society." London: Routledge.
6. Patel, Rajesh. (2017). "Curating Diversity: Perspectives in Media Festivals." Boston: Beacon Press.
7. Thompson, Sarah. (2016). "Anchors Away: The Role of Hosts in Media Festival Curation." San Francisco: Jossey-Bass.

## Suggested Readings

1. De Valck, M. (2016). The evolution of film festivals as curated networks. *Film Festival Research Journal*, 8(1), 17-29.
2. Getz, E., & Page, A. (2016). Challenges and innovations in cultural festival management. *Journal of Cultural Economics*, 40(4), 401-420.
3. Vivant, E. (2013). Festivals as creative hubs: A case study on the role of curation. *Urban Studies*, 50(12), 2523-2538.
4. Walmsley, B. (2018). Audience engagement at arts festivals: A marketing perspective. *Arts Marketing: An International Journal*, 8(2), 45-56.
5. Whelan, D. (2021). The impact of social media on event marketing and engagement. *International Journal of Event and Festival Management*, 12(3), 312-329

## Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	2,4	5
	2	7, 2	
	3	7,2	
	4	2	4,5
2	5	1,2	5
	6	2,5	
	7	1,2,	
	8	1,2,	6
	9	2,4	
	10	1,4	2
3	11	2,4	2
	12	1,2	2
4	13	2,4	5
	14	3,5	6
	15	2,4	
	16	3,6	1,6

## Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Group Tasks	End Semester Examination
CO 1	✓	✓		✓
CO 2		✓	✓	
CO 3	✓	✓		✓
CO 4				✓
CO 5	✓	✓	✓	✓
CO 6	✓	✓		✓

**Employability for the Course:** Media Festival Curation and Anchoring course offers diverse career opportunities in the cultural and creative industries. Graduates can pursue roles such as festival curators, event managers, cultural programmers, production coordinators, and marketing specialists. They may also work as hosts, community engagement coordinators, sponsorship managers, or public relations specialists, contributing to the planning, execution, and promotion of media events. These roles span industries like media organizations, cultural departments, event firms, and non-profits, providing dynamic career paths in festival management and cultural programming.

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**Second Semester FYUGP Journalism Examination**

**Model Question Paper**

**MEDIA FESTIVAL CURATION AND ANCHORING**

**Maximum Time: 1.5 hour**

**Maximum Marks: 50**

**Part A**

*[Answer any six. Each question carries 2 marks.]*

**6 × 2 = 12**

1. Define media festivals and explain their purpose and significance.
2. Discuss the role of curation and programming in the success of media festivals.
3. What are the key components of effective hosting and anchoring in media festivals?
4. Outline the importance of collaboration with filmmakers and artists in festival curation.
5. Explain the importance of event planning and logistics in media festivals.
6. Describe the various interviewing techniques.
7. Discuss the aspects of crisis management and problem-solving in media festivals
8. What is Q&A sessions?

**Part B**

*[Answer any four. Each question carries 6 marks.]*

**4 × 6 = 24**

9. Explain the principles of festival curation, focusing on theme selection and audience engagement.
10. Discuss the technical aspects of hosting, including the use of microphones, Teleprompters, and projectors.
11. Analyze the importance of promotion and marketing strategies in the success of media festivals, providing examples.
12. Explain an overview of media festivals.
13. Describe in detail about the process of researching and selection of content for the media festival
14. Discuss the various presentation skills required while hosting a media festival.

**Part C**

*[Answer any one. Each question carries 14 marks.]*

**1 × 14 = 14**

15. Develop a comprehensive plan for hosting and managing a film festival, including aspects of curation, logistics, and audience engagement.
16. Critically analyze the challenges of budgeting and fundraising for a media festival. Suggest strategies to overcome these challenges.

**MAJOR COURSES**  
**JOURNALISM WITH MULTIMEDIA & COMUNICATION**  
(Detailed Syllabus)

**SEMESTER III**

Sl	SEM	Course Code	Credit	Details	Course Title	Level
1.	III	KU3DSCJMC201	4		<b>Major:</b> Introduction to Multimedia	200-299
2.	III	KU3DSCJMC202	4		<b>Major:</b> Aesthetics of Photography	200- 299
3.	III	KU3DSCJMC203	4	<b>Any Two Minor Courses</b>	<b>Minor Course 1:</b> Documentary Film Production	200-299
4.	III	KU3DSCJMC204	4		<b>Minor Course 2:</b> Print and Online Design	200-299
5.	III	KU3DSCJMC205	4		<b>Minor Course 3:</b> Corporate Communication	200-299
6.	III	KU3DSCJMC206	4		<b>Minor Course 4:</b> Advertising Basics	200-299
7.	III	KU3DSCJMC207	4		<b>Minor Course 5:</b> Fundamentals of Investigative Journalism	200-299
8.	III	-----	3		<b>Multi-Disciplinary Course 4:</b> Kerala Knowledge System	200-299
9.	III	KU3VACJMC208	3	<b>AnyOne VAC Course</b>	<b>Value Added Course 1:</b> Environment, Climate Change and Media	200-299
10.	III	KU3VACJMC209	3		<b>Value Added Course 2:</b> Ethics in Media	200-299
11.	III	KU3VACJMC210	3		<b>Value Added Course 3:</b> Media and Gender	200-299

## KU3DSCJMC201

### INTRODUCTION TO MULTIMEDIA

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>III</b>	<b>Major</b>	<b>100-199</b>	<b>KU3DSCJMC201</b>	<b>4</b>	<b>60</b>

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>4</b>	<b>—</b>	<b>—</b>	<b>30</b>	<b>70</b>	<b>100</b>	<b>2</b>

#### Course Description

This course provides an introduction to the fundamental concepts and components of multimedia, including text, images, audio, video, and animation. Students will gain hands-on experience with industry-standard software tools and develop practical skills in creating and integrating multimedia projects for various applications.

#### Course Prerequisite

1. Digital Literacy: Familiarity with basic computer operations, file management, and internet usage.
2. Graphic Design Basics: Understanding of fundamental design principles, such as layout, typography, colour theory, and image editing.
3. Media Communication: Knowledge of communication theories and concepts applicable to various media platforms.
4. Audio visual Production: Experience or coursework in creating and editing audio and video content.
5. Multimedia Tools: Proficiency in using multimedia software and tools for creating interactive media projects.
6. Critical Thinking: Ability to analyze and evaluate multimedia content critically, considering its impact and ethical implications.

#### Course Outcomes (CO)

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
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CO1	Assess- Develop a comprehensive understanding of multimedia elements and their integration.	U	C	Instructor-created exams / Quiz
CO2	Analyse- Investigate the evolving trends in multimedia technology and their applications.	An	C	Seminar Presentation/ Home Assignments
CO3	Recognise- Identify the key tools and software essential for multimedia creation and editing.	A	C	Seminar Presentation / Group Tutorial Work
CO4	Critique-Review the challenges and opportunities in multimedia production across various platforms.	E	C	Instructor-created exams / Home Assignments
CO5	Create: Produce engaging multimedia content, including graphics, audio, and video, using industry-standard tools.	C	P	Practical Assignment
CO6	Gain -Apply multimedia techniques to real-world projects, enhancing technical proficiency and creativity.	A	P	Practical Assignment
<p><b><i>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</i></b>  <b><i># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</i></b>  <b><i>Metacognitive Knowledge (M)</i></b></p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
<b>CO 1</b>	3	-	-	1	-	-	1	-	2	-	1	0	2
<b>CO 2</b>	3	1	-	2	1	-	1	-	3	-	1	-	
<b>CO 3</b>	2	2	2	2	1	3	1	1	3	-	1	-	2
<b>CO 4</b>	1	3	1	2	-	-	2	-	2	-	1	1	2
<b>CO 5</b>	3	2	2	1	1	3	3	2	2	-	1	1	1
<b>CO 6</b>	3	2	2	1	1	3	3	2	2	-	1	1	3

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

**Course Content**

**Content for Classroom Transaction:**

Module	Unit	Description	Hours (60)	Marks (70)
	<b>Module I : Introduction to multimedia</b>		<b>10</b>	<b>15</b>
<b>I</b>	1	Introduction to multimedia, components of multimedia		
	2	Web and internet multimedia applications		
	3	Evolution of multimedia technologies		
	4	Characteristics of multimedia		
	5	Impact of multimedia on conventional media		
	<b>Module II: Digital Media and social media</b>		<b>10</b>	<b>15</b>
<b>II</b>	6	Digital media platforms and their impact		
	7	Social media platforms: features and usage		
	8	Citizen journalism and its role in modern media		
	9	The digital divide: causes and implications		
	10	Strategies for bridging the digital divide		
<b>III</b>	<b>Module III: Design Principles and Industry Tools</b>		<b>15</b>	<b>25</b>
	<b>11</b>	Color theory and its application in multimedia		
	<b>12</b>	Layout and composition principles		

	13	Fundamentals of user interface (UI) and User Experience (UX) Design		
	14	Overview of industry-standard software: Adobe Creative Suite (Photoshop, illustrator, premiere pro, After effects) , Audacity		
	<b>Module IV: Ethics, Legalities, and Future Trends</b>		<b>12</b>	<b>15</b>
<b>IV</b>	15	Ethical considerations in multimedia creation and distribution		
	16	Mobile Multimedia Applications and Development		
	17	Future trends and technologies in multimedia (eg: AR, VR, AI in Multimedia)		
	18	Understanding copyright, trademarks, and intellectual property rights		
	19	Legal case studies in multimedia		
	20	Responsible use and sharing of multimedia content		
	<b>Module V: Teacher Specific Module (Practicum)</b>		<b>13</b>	
<b>V</b>	<b>Directions</b>			
	Plan and execute a multimedia-driven social media campaign for a specific cause, product, or event, utilizing a mix of visual content, videos, info graphics, and engaging copywriting to reach and engage target audiences effectively.			
	Create a Multimedia Presentation on a topic of your choice using presentation software like Microsoft PowerPoint or Google Slides. They should incorporate images, text, and possibly audio or video elements to make their presentation engaging.			

## Assessment Rubrics

Evaluation type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continues Evaluation</b>	<b>30</b>
<b>A. Theoretical Assessment:10 marks</b>	
1. Test Papers: 6 marks	
2. Library Assignments :2 marks	
3. Classroom Engagements: 2 marks	
<b>B. Practicum: 20 Marks</b>	
<b>Total</b>	<b>100</b>

### Essential Readings

1. Gaurav Bhatnagar, Shikha Mehta, and Sugata Mitra, *Introduction to Multimedia Systems*, PHI Learning Pvt. Ltd, 2019
2. Jerry D. Gibson, *Multimedia Communications: Directions and Innovations*, Pearson Education, 2004
3. Nigel Chapman & Jenny, *Chapman, Digital Multimedia*, John Wiley & Sons, 2009
4. David Hillman, *Multimedia Technology and Applications*, CRC Press, 2018
5. V.S. Subrahmanian, *Principles of Multimedia Database Systems*, Morgan Kaufmann, 1998

### Suggested Readings

1. Prabhat K. Andleigh and Kiran Thakrar , *Multimedia Systems Design"* Prentice Hall, Year: 2010
2. Philippe Bootz , *Understanding Multimedia Documents*, Springer, 2008
3. Bharat Bhushan Agarwal, *Multimedia Data Mining and Analytics: Disruptive Innovation* CRC Press, 2018
4. Fred Halsall, *Multimedia Communications: Applications, Networks, Protocols and Standards*, Pearson, 2000
5. Jonathan Richter & Francis T ,*Interactive Multimedia: Learning from Games*: Idea Group Publishing, 2000
6. Tay Vaughan, *Multimedia: Making It Work*, McGraw-Hill Education, 2014
7. Ze-Nian Li & Mark S. Drew, *Fundamentals of Multimedia*, Springer, 2014
8. Ranjan Parekh, *Principles of Multimedia*, Oxford University Press, 2017
9. Ralf Steinmetz& Klara Nahrstedt, *Multimedia: Computing, Communications, and Applications*, Prentice Hall, 2010

## Reference Distribution

Module	Unit	Reference No	Suggested Readings
1	1	1	7
	2	3	6
	3	2,4	4
	4	3	1,4,6
	5	1,4	7
2	6	3,4	6
	7	2,3	4,5,6
	8	2	8
	9	3,4	9
	10	4	9
3	11	2,4	7
	12	5	8
	13	2	3
	14	2,4	9
4	15	5	6
	16	4	2,5
	17	2	9
	18	5	8
	19	5	2,3
	20	1,3	4

## Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
CO 1	✓			✓
CO 2		✓		✓
CO 3				✓

<b>CO 4</b>	✓	✓		✓
<b>CO 5</b>			✓	✓

**Employability for the Course:** Completion of this course will be well-equipped for careers in various creative and technical fields, such as web design, video production, and digital marketing. Their expertise in multimedia software and content creation will make them valuable assets in advertising agencies, media production companies, and corporate communication departments. Additionally, they will have the skills to pursue freelance opportunities or entrepreneurial ventures in the dynamic multimedia landscape.

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**Third Semester FYUGP Journalism Examination**  
**Model Question Paper**  
**KU3DSCJMC201: Introduction to Multimedia**

**Maximum Time: 2 hours**

**Maximum Marks: 70**

**Section A**

*[Answer any **SIX**. Each question carries 3 marks]*

6X3= 18

1. Define "multimedia."
2. Name two components of multimedia.
3. What are web and internet multimedia applications?
4. Describe the evolution of multimedia technologies briefly.
5. Explain digital media and its impact on social media platforms.
6. List two characteristics of multimedia.
7. Provide an example of a multimedia application.
8. How does multimedia impact conventional media?

**Section B**

*[Answer any **FOUR**. Each question carries 6 marks]*

4X6= 24

9. Discuss the role of digital media platforms in modern society.
10. Explain the characteristics and usage of social media platforms
11. Describe the concept of citizen journalism and its significance.
12. Analyze the causes and implications of the digital divide.
13. Outline strategies for bridging the digital divide effectively.
14. Discuss the importance of color theory in multimedia design.

**Section C**

*[Answer any **TWO**. Each question carries 14 marks]*

2x14=28

15. Discuss the ethical considerations in creating and distributing multimedia content.
16. Explore the future trends and technologies in multimedia, such as AR, VR, and AI applications.
17. Provide an overview of user interface (UI) and user experience (UX) design

## KU3DSCJMC202

### AESTHETICS OF PHOTOGRAPHY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>III</b>	<b>Major</b>	<b>200-299</b>	<b>KU3DSCJMC202</b>	<b>4</b>	<b>60</b>

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>4</b>	—	—	<b>30</b>	<b>70</b>	<b>100</b>	<b>2</b>

#### Course Description

This course explores the aesthetics of photography, examining its principles, theories, and practices. Through a blend of theoretical knowledge and practical application, students will develop an understanding of how aesthetic principles influence photographic work and its reception. The course is divided into four modules to progressively build knowledge and skills from basic understanding to higher-order critical thinking and creation.

#### Course Prerequisite:

- Student should have a unique creative vision, style and passion for photography
- Student should have a basic idea about the composition, lighting etc.
- Student must have technical know-how and an artistic vision

#### Course Outcomes (CO)

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Assess- Students will be able to define and explain key aesthetic principles and their historical evolution, identifying major contributors to aesthetic theory in visual arts, particularly photography.	U	C	Instructor-created exams/Quiz

CO2	Analyse- Students will develop skills to critically analyse photographs across various genres and styles. They will apply formal, contextual, and	An	C	Seminar Presentation/ Home Assignments
	comparative analysis techniques, and articulate their critiques effectively through written and oral presentations.			
CO3	Recognise- Students will be equipped to evaluate and critique the aesthetic quality of photographic works using established criteria. They will explore the balance between subjective and objective judgments and consider ethical implications in their critiques. They will also learn to appreciate the role of audience reception and diverse interpretations of photographic works.	E	C	Seminar Presentation/ Group Tutorial Work
CO4	Critique- Students will apply their understanding of aesthetic principles to create photographs that demonstrate a high level of aesthetic quality. This involves developing concepts, planning shoots, employing advanced composition and lighting techniques, and utilizing post-processing tools to enhance the aesthetic appeal of their work.	A	C	Instructor- created exams / Home Assignments
CO5	Create: Students will be able to curate a cohesive series of photographs for exhibition, demonstrating their ability to plan, execute, and present their work professionally.	P	P	Presentation of the plans
CO6	Gain practical insights into producing photographs aesthetically.	C	P	Practical Assignment
<p><b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</b>  <b># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</b>  <b>Metacognitive Knowledge (M)</b></p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	-	-	-	3	-	-	2	-	-	1	-
CO2	3	1	-	-	-	-	-	1	-	-	-	-	-
CO3	2	1	-	2	-	-	1	2	3	-	1	-	-
CO4	3	1	2	-	-	-	-	-	1	-	-	1	-
CO5	2	-	1	1	-	2	-	1	-	-	-	-	-
CO6	-	2	-	-	1	2	3	-	1	-	-	2	3

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

**Course Content**

**Content for Classroom Transaction:**

Module	Unit	Description	Hours (60)	Marks (70)
I	<b>Module I: Understanding Aesthetic Principles in Photography</b>		<b>15</b>	<b>15</b>
	1	<b>Introduction to Aesthetics:</b> Definition and scope of aesthetics in visual arts Historical evolution of aesthetic theory and key philosophers and their contributions (e.g., Immanuel Kant, John Dewey).		
	2	<b>Elements of Composition:</b> Rule of thirds, leading lines, framing, and balance. Contrast, texture, patterns, symmetry and perspective and depth.		

	3	<p><b>Lighting in Photography:</b></p> <p>Natural vs. artificial lighting; Quality of light: soft vs. hard light.</p> <p>Direction of light and its impact on mood and perception.</p>		
	4	<p><b>Colour Theory and Emotion:</b></p> <p>Colour wheel basics: primary, secondary, and tertiary colours.</p> <p>Colour harmony and schemes (complementary, analogous, triadic)</p> <p>Psychological effects of colours in photography.</p>		
II	<b>Module II : Analyzing Photographic Works</b>		<b>10</b>	<b>20</b>
	5	<p><b>Photographic Genres and Styles</b></p> <p>Landscape, portrait, street, documentary, and abstract photography.</p> <p>Analyzing the distinct aesthetic elements in different genres.</p>		
	6	<p><b>Critical Analysis of Photographs</b></p> <p>Formal analysis: examining the visual elements and composition.</p> <p>Contextual analysis: understanding the socio-cultural and historical context.</p> <p>Comparative analysis: comparing works of different photographers.</p>		
	7	<p><b>Iconic Photographers and Their Styles</b></p> <p>Study of works by renowned photographers (e.g., Ansel Adams, Henri Cartier-Bresson, Raghu Rai).</p> <p>Analyzing the aesthetic choices and their impact</p>		
	8	<p><b>Techniques for Critique</b></p> <p>Constructive criticism methodologies.</p> <p>Writing detailed and articulate photographic critiques.</p>		
III	<b>Module III : Evaluating Aesthetic Quality</b>		<b>10</b>	<b>20</b>
	9	<p><b>Aesthetic Judgment and Critique</b></p> <p>Criteria for aesthetic evaluation in photography.</p> <p>Subjectivity vs. objectivity in aesthetic judgment.</p> <p>Ethical considerations in photographic critique</p>		

	10	<b>Audience Reception and Interpretation</b> The role of audience in interpreting photographs. Influence of cultural and personal backgrounds on perception.		
	11	<b>Portfolio Review Techniques</b> Conducting peer reviews. Providing constructive feedback. Reflecting on received critiques to improve one's own work.		
	<b>Module IV : Creating Aesthetically Pleasing Photographs</b>		<b>15</b>	<b>15</b>
IV	12	<b>Concept Development and Planning</b> Developing concepts for photographic projects. Planning shoots with aesthetic considerations. Creating mood boards and storyboards.		
	13	<b>Advanced Composition Techniques</b> Breaking the rules: when and how to break compositional rules effectively. Experimenting with unconventional angles and perspectives. Use of advanced lighting techniques for creative effects.		
	14	<b>Post-Processing for Aesthetic Enhancement</b> Advanced editing techniques using software (e.g., Adobe Lightroom, Photoshop). Colour grading and tonal adjustments. Enhancing textures and details.		
	<b>Module V: Teacher Specific Module (Practicum)</b>		<b>10</b>	
V	15	<b>Directions</b>		
	16	Conduct group discussions and presentations on the works of iconic photographers.		
	17	Organize Exhibition of student works with peer and instructor feedback.		

## Assessment Rubrics

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continuous Evaluation</b>	<b>30</b>
<b>A. Theoretical Assessment :10 marks</b>	
1. Test Papers: 6 marks	
2. Library Assignments:2 marks	
3. Classroom Engagements: 2 marks	
<b>B. Practicum: 20 marks</b>	
<b>Total</b>	<b>100</b>

### Essential Readings

1. Michael Freeman - The Photographer's Eye: Composition and Design for Better Digital Photos, Ilex Press, 2017.
2. Michael Freeman - Light: Science and Magic: An Introduction to Photographic Lighting, 3<sup>rd</sup> Edition, Focal Press, 2007.
3. Bryan Peterson - Understanding Exposure: How to Shoot Great Photographs with Any Camera, 4<sup>th</sup> Edition, Amphoto Books, 2016
4. David Praker, The Fundamentals of Creative Photography, AVA Publishing, 2010.
5. DK – Digital Photography: Complete Course, 2<sup>nd</sup> Edition, Publisher: DK, 2021.
6. Paul Martin Lester - Visual Ethics: A Guide for Photographers, Journalists, and Filmmakers, Routledge, 2018.

### Suggested Readings

1. The Journal of Aesthetics and Art Criticism, Edited By: Robert Stecker and Theodore Gracyk American Society for Aesthetics, Oxford University Press, 2022.
2. Michael Famighetti (Ed), Aperture Magazine-The magazine of Photography and ideas, Aperture Foundation, 2014.
3. Joseph P Huston, Marcos Nadal et al. (Ed), Art, Aesthetics, and the Brain, Oxford University Press, 2015.

### Reference Distribution

Module	Unit	Reference No.	Suggested Readings
	1	6	1

1	2	1	1,2
	3	1	2
	4	5	3
2	5	3	3
	6	3	1,3
	7	2	2,3
	8	1	2
3	9	4	1
	10	3	1
	11	2	1
4	12	3	3
	13	3	2
	14	2	1

#### Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
CO 1	✓		✓	✓
CO 2			✓	✓
CO 3	✓			✓
CO 4		✓		✓
CO 5	✓		✓	

**Employability for the Course:** The job market for someone with expertise in the Aesthetics of Photography is multifaceted, with opportunities in both creative and commercial fields. Success often depends on a combination of technical proficiency, aesthetic judgment, and effective self-promotion.

## **Third Semester FYUGP Journalism Examination**

### **Model Question Paper**

#### **KU3DSCJMC202: AESTHETICS OF PHOTOGRAPHY**

**Maximum Time: 2 Hours**

**Maximum Marks: 70**

#### **Section A**

**[Answer any SIX. Each question carries 3 marks]**

**6x3 = 18**

1. Artificial lighting
2. Complementary colours
3. Immanuel Kant
4. Soft light
5. Texture
6. Ansel Adams
7. Street photography
8. Light Room

#### **Section B**

**[Answer any FOUR. Each question carries 6 marks]**

**4x6 = 24**

9. Explain the basics of colour wheel.
10. What are the contributions of Henri Cartier-Bresson?
11. Explain the advantages of Adobe Lightroom.
12. Diagrammatically explain the Rule of Third.
13. What are the psychological effects of colours in photography?
14. Detail the criteria for aesthetic evaluation in photography.

#### **Section C**

**[Answer any TWO. Each question carries 14 marks]**

**2x14 = 28**

15. Create a storyboard on the concept of Back-to-School photographic project.
16. Analyse the distinct aesthetic elements in different photographic genres and styles.
17. How does colour grading enhance the aesthetics of a photograph?

**KU3DSCJMC203**  
**DOCUMENTARY FILM PRODUCTION**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>III</b>	<b>Minor</b>	<b>200-299</b>	<b>KU3DSCJMC203</b>	<b>4</b>	<b>60</b>

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>4</b>	—	—	<b>30</b>	<b>70</b>	<b>100</b>	<b>2</b>

**Course Description**

This course is designed to provide a comprehensive understanding on documentary film production, covering history, essential elements, importance, production and filming techniques. It aims to equip students with the knowledge and practical skills with regarding the production. By the end of the course students will able to produce a documentary film which is an important informative part of mass communication and journalism.

**Course Prerequisite**

1. Understanding of fundamentals of film
2. Basic story telling skills and interest in visual production

**Course Outcomes (CO)**

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Assess- Develop a reflective understanding of documentary films.	U	C	Instructor-created exams / Quiz
CO2	Analyse- Investigate the importance and importance of documentary film as an important medium of informative communication.	An	C	Seminar Presentation/ Home Assignments

CO3	Recognise- Identify the skills required for documentary production.	A	C	Seminar Presentation Group Tutorial Work
CO4	Critique- evaluate the challenges and opportunities in this field	E	C	Instructor-created exams / Home Assignments
CO5	Create: plan the execution of film making.	C	P	One Minute Reflection Writing assignments
CO6	Gain practical insights into producing good documentary films.	C	P	Practical Assignment
<p><i>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</i>  <i># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</i>  <i>Metacognitive Knowledge (M)</i></p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
<b>CO 1</b>	3	-	-	-	-	3	-	-	2	-	-	1	1
<b>CO 2</b>	3	1	-	-	-	-	-	1	-	-	-	-	-
<b>CO 3</b>	1	1	-	2	-	-	1	2	3	-	1	-	-
<b>CO 4</b>	-	1	2	-	-	-	-	-	1	-	-	1	-
<b>CO 5</b>	2	-	1	1	-	2	-	1	-	-	-	-	-
<b>CO 6</b>	-	2	-	-	1	2	3	-	1	-	-	2	-

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

## Course Content

### Content for Classroom Transaction:

Module	Unit	Description	Hours (60)	Marks (70)
<b>I</b>	<b>Module I: Preface to Documentary Film</b>		<b>10</b>	<b>15</b>
	1	Evolution and definition		
	2	Characteristics. Difference between documentary and short film.		
	3	Importance of documentary films		
	4	Nanook of the North, The Walking Troubles of Organic Paraplegics, Illness of the muscles, An inconvenient Truth, All that Breathes		
<b>II</b>	<b>Module II: Genres</b>		<b>9</b>	<b>15</b>
	5	Poetic documentary		
	6	Expository documentary		
	7	Observational documentary		
	8	Participatory documentary		
	9	Reflexive documentary		
	10	Performative mode		
<b>III</b>	<b>Module III: Pre-production and Production Stages</b>		<b>14</b>	<b>25</b>
	11	Subject-theme-style-objectivity-ethics		
	12	Research, Resources, Permissions-legal and technical issues		
	13	Budget		
	14	Location-Schedules		
	15	Interviews		
	16	Camera and Sound		
	17	Direction		
<b>IV</b>	<b>Module IV: Post Production</b>		<b>12</b>	<b>15</b>
	18	Editing – working with archives		

	19	Sound – narration, music, effects		
	20	Grading and special effects		
<b>V</b>	<b>Module V: Teacher Specific Module (Practicum)</b>		<b>15</b>	
	21	<b>Directions</b>		
	22	Prepare script for a 20 minutes documentary		
	23	Write reviews of any 3 documentaries		

### Assessment Rubrics

<b>Evaluation Type</b>	<b>Marks</b>
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continuous Evaluation</b>	<b>30</b>
<b>A. Theoretical Assessment:10 marks</b>	
1.Test Papers:6	
2.Library Assignments:2	
3.Classroom Engagements:2	
<b>B. Practicum:20 marks</b>	
<b>Total</b>	<b>100</b>

### **Essential Readings**

1. Sheila Curran Bernard, *Documentary Story Telling: Creative Non-fiction on Screen*, Focal Press. 2010
2. Megan Cunningham, *The Art of Documentary: Fifteen Conversation with Leading Directors, Cinematographers, Editors and Producers*, New Riders, 2005
3. Betsy A. McLane, *A New History of the Documentary Film*, Bloomsbury, 2023
4. Alan Roseenthal and Ned Eckhardt, *Writing, Directing and Producing Documentary Films and Videos*, Southern Illinois University Press, 2007
5. Bill Nichols , *Introduction to Documentary*, Indiana University Press,2001

### **Suggested Readings**

1. Peter Lee Wright, *The Documentary Handbook* , Routledge, 2009
2. Thomas W. Benson and Carolyn Anderson, *Reality Fictions: The Films of Frederic Wiseman*, Paperba,1989
3. David Sonnenchein, *Sound Design: The Expressive Power of Music, Voice, and Sound Effects in Cinema*, Michael Wiese Productions, 2001

## Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	3,5	1
	2	3,5	1
	3	3,5	1
	4	3,5	1
2	5	5	1
	6	5	1,
	7	5	1
	8	5	1
	9	5	1
	10	5	1,
3	11	1,2	2
	12	2,4	1
	13	1,2,4	1
	14	2	3
	15	2,4	1
	16	1,2,4	1
	17	2	3
4	18	1,2,5	3
	19	3,4	2
	20	2,34	1

## Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
CO 1	✓		✓	✓
CO 2			✓	✓
CO 3	✓			✓
CO 4		✓		
CO 5	✓		✓	✓

**Employability for the Course:** Documentaries are played a vital role in the informative section of mass communication. The whole production is based on pure documents so that it becomes research materials. It gives so many opportunities in today's world.

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**Third Semester FYUGP Journalism Examination**  
**Model Question Paper**  
**KU3DSCJMC203: Documentary Film Production**

**Maximum Time: 2 hours**

**Maximum Marks: 70**

**Section A**

*[Answer any **SIX**. Each question carries 3 marks]*

6X3= 18

1. Bill Nichols
2. Nanook of the North
3. Budget
4. Poetic Documentary
5. Grading
6. Sound track
7. Documentary
8. Camera movements

**Section B**

*[Answer any **FOUR**. Each question carries 6 marks]*

4X6= 24

9. Which are the characteristics of documentary film?
10. Which are the major differences between observational documentary and reflexive documentary?
11. What are the major steps in the pre- production stage of documentary film making??
12. What are the pre requisites for a good interview?
13. Which are the important responsibilities of a director?
14. Narration playing a vital role in documentary film production. How?

**Section C**

*[Answer any **TWO**. Each question carries 14 marks]*

2x14=28

15. Briefly explain the making stages of documentary film.
16. Critically analyse the rise and evolution of documentary.
17. Budget is considering as the financial bible of a production. How?

## KU3DSCJMC204

### PRINT AND ONLINE DESIGN

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
III	Minor	200-299	KU3DSCJMC204	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	—	—	30	70	100	2

#### Course Description

The Print and Online Design course offers students an in-depth exploration of design principles and practices as applied to both traditional print media and contemporary online platforms. Through a combination of theoretical study and practical exercises, students will learn to assess, analyze, and critique various design elements such as typography, layout, colour, and imagery in the context of print and digital communication. Emphasis will be placed on developing creative skills and technical proficiency using industry-standard software to produce effective and visually engaging designs suitable for diverse audiences and purposes. Additionally, students will gain hands-on experience in applying design concepts across different media formats, with a focus on user experience and accessibility considerations in the digital realm.

#### Course Prerequisite

1. Competence in using digital tools and resources.
2. An introductory understanding of design principles and elements.

#### Course Outcomes (CO)

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Assess- understanding the effectiveness of print and online design elements in achieving communication objectives.	U	C	Instructor-created exams / Quiz

CO2	Analyse- various design principles and techniques employed in both print and online media.	An	C	Seminar Presentation/ Home Assignments
CO3	Recognise- Recognize the impact of typography, colour theory, and layout on audience perception in print and online design.	A	C	Seminar Presentation / Group Tutorial Work
CO4	Critique Critique print and online design projects using established aesthetic and functional criteria.	E	C	Instructor- created exams/ Home Assignments
CO5	Create: Create visually compelling and communicative designs for both print and online platforms using industry-standard software and tools.	C	P	One Minute Reflection Writing assignments
CO6	Gain practical skills in implementing design concepts across a range of print and digital media, considering user experience and accessibility	C	P	Practical Assignment
<p><b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</b>  <b># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</b>  <b>Metacognitive Knowledge (M)</b></p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
<b>CO1</b>	-	3	3	-	1	2	1	3	2	-	3	2	3
<b>CO2</b>	-	-	2	-	-	2	-	-	1	-	1	2	3
<b>CO3</b>	1	-	3	2	3	1	-	2	2	-	-	-	3
<b>CO4</b>	-	2	2	3	3	-	2	2	3	1	3	2	2
<b>CO5</b>	3	3	3	3	3	2	-	1	2	2	-	1	3
<b>CO6</b>	3	1	3	-	3	3	-	2	2	-	1	-	3

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

**Course Content**

**Content for Classroom Transaction:**

Module	Unit	Description	Hours (60)	Marks (70)
<b>I</b>	<b>Module I Introduction to Media Design</b>		<b>10</b>	<b>15</b>
	1	History and Evolution of Print and Online		
	2	Design Principles and Elements		
	3	Principle of Visual Hierarchy		
	4	Layout and Composition		
<b>II</b>	<b>Module II Typography &amp; Color Theory</b>		<b>10</b>	<b>15</b>
	5	Typography in Print V/S Digital Media		
	6	Font Selection and Pairing		
	7	Readability and Legibility		
	8	Color Psychology		
	9	Color Management for Print and Online Media		
<b>III</b>	<b>Module III Print and Digital Media Design</b>		<b>10</b>	<b>25</b>
	10	Types of Print Media Format		
	11	Responsive Design for Digital Media		
	12	Page Layout Techniques for Print Media		
	13	Multimedia Integration in digital media design		
<b>IV</b>	<b>Module IV Design Tools</b>		<b>15</b>	<b>15</b>

	14	Design Software and its tools		
	15	Vector Graphics and Illustrations		
	16	Ethical and legal considerations in design		
<b>V</b>	<b>Module V: Teacher Specific Module (Practicum)</b>		<b>15</b>	
		<b>Directions</b>		
	1	Design and create posters for a campaign on any imaginary brand/product/service. It should be designed using the software taught by the instructor.		
	2	Design a book cover (front, spine, and back), demonstrating skills in layout, typography, and visual storytelling.		

### Assessment Rubrics

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continuous Evaluation</b>	<b>30</b>
<b>A. Theoretical Assessment:10 marks</b>	
1.Test Papers:6	
2.Library Assignments:2	
3.Classroom Engagements:2	
<b>B. Practicum:20 marks</b>	
<b>Total</b>	<b>100</b>

## Essential Readings

1. Joseph Turow, *Media Today: Mass Communication in the Converging World*, Routledge, 2019.
2. Edward Denison and Richard Cawthray, *Print and Production Finishes for Printing*, Laurence King Publishing, 2013
3. Ethan Marcotte, *Responsive Web Design*, A Book Apart, 2011
4. Timothy Samara, *Making and Breaking the Grid: A Graphic Design Layout Workshop*, Rockport Publishers, 2005.
5. Tay Vaughan, *Multimedia: Making It Work*, McGraw-Hill Education, 2010.
6. Aris Sherin, *Graphic Design Ethics: Foreword by Steven Heller*, Allworth Press, 2022
7. Stephen Coles, *The Anatomy of Type: A Graphic Guide to 100 Typefaces*, Harper Design 2012.
8. Alt Cortex, *Color Psychology in Digital Design*, Kindle Edition, 2023
9. Von Glitschka, *Vector Basic Training: A Systematic Creative Process for Building Precision Vector Artwork*, New Riders, 2015

## Suggested Readings

1. Arun Bhardwaj, *Layout Essentials: 100 Design Principles for Using Grids*, Rockport Publishers, 2009.
2. Kavitha Jaganathan, *Basics of Print Production*, BRB publications, 2018
3. Shekhar Sharma, *The Art of Indian Design: A Practical Guide to Print Design and Layout*, HarperCollins India, 2015.
4. Sujata Khandekar and Vikas Dhopat, *Graphic Design: The New Basics for Indian Students*, Pearl Books, 2020
5. Ellen Lupton, *Thinking with Type: A Critical Guide for Designers, Writers, Editors, & Students*, Princeton Architectural Press, 2010

## Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	1	1
	2	4,6,7	3,4,5
	3	4.6.7	3,4,5
	4	4,6,7	3,4,5

2	5	4,7,	2,3
	6	4,7,	2,3
	7	4,7,	2,3
	8	8	
	9	1,2,8	2
3	10	1,2,5	2
	11	3,5	1,5
	12	1,2,5	2
	13	3,5	1,5
4	14	5	
	15	9	
	16	6	4

### Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
CO 1	✓			✓
CO 2			✓	✓
CO 3	✓			✓
CO 4		✓	✓	
CO 5	✓		✓	✓

**Employability for the Course:** A course in Print and Online Design equips students with essential skills in graphic design, layout, typography, and digital media, making them proficient in both traditional and digital design platforms. Graduates can pursue careers as graphic designers, web designers, art directors, and digital media specialists across various industries.

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**Third Semester FYUGP Journalism**  
**Examination Model Question Paper**  
**KU3DSCJMC204: Print and Online Design**

Maximum Time: 2 hours

Maximum Marks: 70

**Section A**

*[Answer any **SIX**. Each question carries 3 marks]*

6X3= 18

1. Balance
2. Legibility
3. illustrations
4. Grid System
5. Responsive Design
6. Alignment
7. Color Management
8. User Experience

**Section B**

*[Answer any **FOUR**. Each question carries 6 marks]*

4X6= 24

9. Describe three mile stones in the history of Print Media Design?
10. Compare and Contrast the main difference between Print and Online Design?
11. What is the importance of Visual Hierarchy in grabbing viewers' attention?
12. Explain the principles of Design?
13. Draw out the importance of Color, in Print and online design?
14. What are the ethical considerations in design?

**Section C**

*[Answer any **TWO**. Each question carries 14 marks]*

2x14=28

15. How multimedia integration in digital media design can complement traditional page layout techniques to create a cohesive and engaging user experience across both print and digital platforms?
16. Font selection and pairing are crucial aspects of design that can greatly influence the readability, aesthetics, and overall impact of a project. Justify.
17. Explain the difference between design patterns followed in Newspaper and Magazines. Justify the answer using composition techniques and elements of design?

**KU3DSCJMC205**  
**CORPORATE COMMUNICATION**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
III	Minor	200-299	<b>KU3DSCJMC205</b>	4	60

Lecture Approach (Hours/Week)			Marks Distribution			Distribution of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	—	—	30	70	100	2

**Course Description**

Corporate communication is an essential component of corporate strategy, which includes management and transmission of information both within and outside the company. This course enables students to become proficient corporate communication practitioners. This course helps them to understand professional communication techniques in the corporate sector. This course trains students who want to work for multinational corporations and are looking for a lucrative career in business communication.

**Course Prerequisite**

1. Completion of courses in English, Journalism, communication, or business can be beneficial.
2. Skills for communication, crafting and creating news items and preparing press release will be an added advantage.

**Course Outcomes (CO):**

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Define and explore the concept and history of Corporate Communication	U	C	Instructor-created exams / Quiz

<b>CO2</b>	Integrate various facets of corporate communication within an organization.	A	P	Practical Assignment/ Group Tutorial Work
<b>CO3</b>	Assess communication values in several contexts, including media, community, employee, government, consumer, and investor relations.	An	P	Instructor-created exams / Quiz
<b>CO4</b>	Explore the role and breadth of corporate communication in managing company brand and image.	E	C	Instructor-created exams / Quiz
<b>CO5</b>	Examine how organizations use ethical communication and corporate social responsibility to maintain and improve their reputation.	E	P	Practical Assignment/ Group Tutorial Work
<b>CO6</b>	Create and present a thorough communication plan that exhibits an understanding of corporate communication concepts.	C	P	Practical Assignment/ Group Tutorial Work
<p><b>* Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)</b>  <b># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</b>  <b>Metacognitive Knowledge (M)</b></p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
<b>CO1</b>	3	3	-	-	-	-	2	-	1	-	2	-	-
<b>CO2</b>	-	-	2	1	-	1	1	-	2	-	1	1	1
<b>CO3</b>	2	1	3	2	2	-	1	2	2	3	-	2	-
<b>CO4</b>	1	-	2	3	2	2	1	2	3	3	2	2	1
<b>CO5</b>	1	2	2	-	3	-	2	2	1	-	-	3	1
<b>CO6</b>	1	-	2	1	-	3	3	1	1	-	-	-	-

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

**COURSE CONTENT**

**Content for Classroom Transaction:**

Module	Unit	Description	Hours (60)	Marks (70)
	<b>Module I: Corporate Communication</b>		<b>10</b>	<b>20</b>
<b>I</b>	1	Concept, scope and functions of Corporate Communication		
	2	Importance of Effective Communication in Organizations		
	3	Types of Corporate Communication		
	4	Corporate Communication Channels		
	5	Types of Publics in Corporate Communication		
	6	Key Stakeholders in Corporate Communication		
	7	Differentiate between Public Relations, Corporate Communication, Public Affairs, and Corporate Affairs		
	<b>Module II: Corporate Communication Strategy</b>		<b>10</b>	<b>20</b>
<b>II</b>	1	Concept of Corporate Communication Strategy		

	2	Strategic Communication		
	3	Employee Relation		
	4	Media Relation		
	5	Corporate Communication and the new media		
	6	Challenges and the future of Corporate Communication		
	<b>Module III: Corporate Reputation</b>		<b>10</b>	<b>15</b>
<b>III</b>	1	Importance of Corporate Reputation		
	2	Factors Affecting Corporate Reputation		
	3	Online reputation management and social media monitoring		
	4	Corporate Identity and Corporate Image		
	5	Brand Management		
	6	Principles of Brand Management		
	7	Corporate Social Responsibility		
	<b>Module IV: Crisis Communication</b>		<b>15</b>	<b>15</b>
<b>IV</b>	1	Concept of Crisis Communication and Crisis Management		
	2	Identifying potential crises in corporate settings		
	3	Theories of Crisis Communication		
	4	Crisis Management Strategies		
	5	Developing a crisis communication plan.		
	6	Managing communication during crises and handling media		
	<b>Module V: Teacher Specific Module (Practicum)</b>		<b>15</b>	
	1	Directions		

<b>V</b>	2	Discuss, using case studies, how an organization manages a crisis. Prepare a detailed report of the crisis management.		
	3	Select a company of your choice and research the company's record in the area of CSR. Write a brief summary of the business you have selected and describe the CSR activities the company has undertaken.		

### Assessment Rubrics

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continuous Evaluation</b>	<b>30</b>
<b>A. Theoretical Assessment:10 marks</b>	
1.Test Papers:6	
2.Library Assignments:2	
3.Classroom Engagements:2	
<b>B. Practicum:20 marks</b>	
<b>Total</b>	<b>100</b>

### **Essential Readings**

1. Joep Cornelissen, *Corporate Communication: A Guide to Theory and Practice*, Los Angeles, Sage Publications Ltd, 2020
2. Sapna.M.S, *Corporate Communication: Trends and Features*, Notion Press, 2020
3. Paul Argenti, *Corporate Communication*. New York, McGraw Hill, 2016
4. David Chandler, *Strategic Corporate Social Responsibility*, Sage Publications, 2017
5. David Cowan, *Strategic Internal Communication: How to Build Employee Engagement and Performance*, Kogan Page, 2017
6. Andrew Griffin, *Crisis, Issues and Reputation Management: A Handbook for PR and Communications Professionals*, Kogan Page, 2014

7. Herta Murphy, Herbert Hildebrandt, and Jane Thomas, *Effective Business Communication*, McGraw Hill Education, 2017 (7<sup>th</sup> edition)
8. Asha Kaul, *Business Communication*, Prentice Hall India Learning Private Limited, 2009
9. Craig E. Carroll, *The Handbook of Communication and Corporate Reputation*, Wiley-Blackwell, 2013

### Suggested Readings

1. Cees B.M. Van Riel, *Essentials of Corporate Communication: Implementing Practices for Effective Reputation Management*, Routledge, 2007
2. Gary Davies, Rosa Chun, Rui Vinhas Da Silva, and Stuart Roper, *Corporate Reputation & Competitiveness*, Routledge, 2002
3. Matthew W Ragas and Ron Culp, *Business Essentials for Strategic Communicators*, Palgrave Macmillan, 2014
4. Asha Kaul and Vidhi Chaudhri, *Corporate Communication through Social Media: Strategies for Managing Reputation*, SAGE Publications Pvt. Ltd, 2017

### Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	1,3	1
	2	1	2
	3	7,8	2
	4	8	
	5	1	
	6	1,2	
2	1	3,5	4
	2	3	
	3	5	
	4	4	
	5	1	5
	6	1	

3	1	6,9	1
	2	9	2
	3	6,9	4
	4	6,9	
	5	6	
	6	6,9	3
	7	4	
4	1	6	1
	2	9	
	3	6,9	
	4	9	2
	5	6	1
	6	6,9	

### Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Group Tasks	End Semester Examination
CO 1	✓	✓		✓
CO 2				
CO 3	✓	✓		
CO 4		✓	✓	✓
CO 5	✓	✓		✓
CO 6	✓	✓	✓	✓

**Employability for the Course:** Successful graduates who know corporate communication will find plenty of job prospects in both private and public institutions around the world. Employment opportunities exist in corporate communication departments, as well as in specialist teams handling media relations, investor relations, public relations, customer engagement, and public affairs, or even branch out to become expert brand communicators, image consultants, and crisis and issue managers, among others.

**Third Semester FYUGP Journalism Examination**

**Model Question Paper**

**KU3DSCJMC205: Corporate Communication**

**Maximum Time: 2 hours**

**Maximum Marks: 70**

**Section A**

**[Answer any SIX. Each question carries 3 marks]**

**6 X 3 = 18**

1. Branding
2. Publics
3. Stakeholders
4. Corporate Identity
5. Employee relations
6. Brand Image
7. Strategic Communication
8. Media Relations

**Section B**

**[Answer any FOUR. Each question carries 6 marks]**

**4X6= 24**

9. Enumerate on the need and relevance of corporate communication in India.
10. Explain corporate communication strategy.
11. Distinguish between Advertising, Public Relations and Corporate Communication.
12. What are the principles of good media relation?
13. Describe the concept of Crisis Communication and Crisis Management
14. Explain how communication is managed during crises

**Section C**

**[Answer any TWO. Each question carries 14 marks]**

**2x14=28**

15. Explain in detail the different challenges corporate communication sector going to face in the future.
16. Describe the role social media plays in building or defaming the reputation of a company. Discuss with examples
17. How Corporate Social Responsibility enhance the reputation of an organization.

**KU3DSCJMC206**  
**ADVERTISING BASICS**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>III</b>	<b>Minor</b>	<b>200-299</b>	<b>KU3DSCJMC206</b>	<b>4</b>	<b>60</b>

Learning Approach (Hours/Week)			Mark Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>4</b>	—	—	<b>30</b>	<b>70</b>	<b>100</b>	<b>2</b>

**Course Description:**

The objective of the course is to familiarize student with the concept of advertising as communication. It will make them understand the process of encoding and decoding of an advertisement. The course draws attention to the consumer culture, various models and the grammar of advertisements. It will also enable student with concepts like segmentation, positioning, targeting and the structure of an advertising agency.

**Course Pre-requisite:**

1. Creative thinking and problem-solving skills
2. Proficiency in Journalism and Communication Skills

**Course Outcomes:**

CO	Expected Outcomes	Learning Domains	Knowledge category #	Evaluation tools used
CO1	To assess and describe the role, functions and scope of advertising	U	C, F	Instructor created exams Seminar presentations Home assignments Practical assignment
CO2	To analyze process of encoding and decoding in advertising	An	C, P	Instructor created exams Seminar presentations

CO3	To recognize the concept of targeting, positioning and segmenting	U	P	Instructor created exams Seminar presentations
CO4	To critically evaluate the social and ethical aspects of advertising	E	F, P	Seminar presentations Practical assignment
CO5	To create a better understanding of the advertising models and the structure of an advertising agency	C	C	Seminar presentations Home assignments
CO6	To gain holistic knowledge about the trends in advertising	U	C, P	Practical assignment
<p><b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</b>  <b># - Factual Knowledge (F), Conceptual Knowledge (C), Procedural Knowledge (P), Metacognitive Knowledge (M)</b></p>				

#### Mapping of COs with PSOs and POs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	1	3	-	-	3	2	-	-	-	1	-
CO2	3	3	2	2	1	1	2	2	1	-	3	3	-
CO3	3	2	1	2	1	1	2	2	2	1	3	2	-
CO4	3	1	1	1	-	-	-	3	-	2	2	1	2
CO5	1	3	-	-	1	1	1	3	-	2	1	-	1
CO6	2	2	-	1	-	1	-	1	-	2	2	-	3

#### \*Correlation levels

Level	Correlation
-----	NIL
1	Slightly/Low
2	Moderate/Medium
3	Substantial/High

## COURSE CONTENT

### Content for Classroom Transaction:

Module	Unit	Description	Hours (60)	Marks (70)
<b>I</b>	<b>Module I Introduction</b>		<b>10</b>	<b>10</b>
	<b>1</b>	Definition & meaning of advertising		
	<b>2</b>	Nature & scope of advertising		
	<b>3</b>	Advertising as mass communication		
	<b>4</b>	Encoding and decoding an ad		
	<b>5</b>	Indian advertisement professionals and agencies		
<b>II</b>	<b>Module II Tools &amp; Processes</b>		<b>10</b>	<b>20</b>
	<b>6</b>	Advertising as communication tool		
	<b>7</b>	Communication process and advertising		
	<b>8</b>	Models of advertising: AIDA Model, DAGMAR Model, Maslow's Hierarchy Model		
	<b>9</b>	Functions and dysfunctions of advertising		
<b>III</b>	<b>Module III Classification &amp; Types</b>		<b>15</b>	<b>20</b>
	<b>10</b>	Classification and types of advertising		
	<b>11</b>	Advertising media and types– print, electronic, online		
	<b>12</b>	Ad strategies - Segmentation, positioning and targeting		
	<b>13</b>	Media selection, planning and scheduling		
	<b>14</b>	Elements of advertising in print, electronic and online Principles of copy writing, visualization, script writing for visual media, radio advertisements		

IV	<b>Module IV Organizational Structure and Practice</b>		<b>20</b>	<b>20</b>
	15	Structure of an advertising agency		
	16	Ad agency functions – client servicing, media planning, media buying, space selling, media profile, media selection, advertisement positioning, and marketing		
	17	Ethical issues in advertising (Code of Ethics)		
	18	Regulatory bodies & Professional organizations - AAI, ASCI		
	19	Economic and social impact of advertising		
	20	Current status and trends of advertising		
V	<b>Module V: Teacher Specific Module (Practicum)</b>		<b>5</b>	
	19	Students will be required to conceptualize and design print advertisements or prepare Public Service Announcements		
	20	Analyse the series of advertising campaign of any famous brand.		

### **Assessment Rubrics**

<b>Evaluation Type</b>	<b>Marks</b>
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continuous Evaluation</b>	<b>30</b>
<b>A. Theoretical Assessment: 10 marks</b>	
1. Test Papers: 6	
2. Library Assignments: 2	
3. Classroom Engagements: 2	
<b>B. Practicum: 20 marks</b>	
<b>Total</b>	<b>100</b>

**Essential Readings:**

1. J V Vilanilam & A K Varghese, *The Basics of Advertising*, Response books
2. Keval J Kumar, *Mass Communication in India*, Jaico Publishers
3. Seema Hasan, *Mass Communication: Principles and Concepts*, CBS Publishers
4. Mahendra Mohan, *Advertising Management*, Tata McGraw-Hill
5. June A Valladares, *The Craft of Copywriting*, Response Books
6. Iain Macruru, *Advertising*, Routledge
7. William Wells, John Burnett & Sandra Moriarty, *Advertising Principles and Practice*. Pearson Education

**Suggested Readings:**

1. F Jenkins, *Advertising Made Simple*, Butterworth – Heinemann
2. JN Jethwaney & S Jain, *Advertising Management*, Oxford University Press
3. S Chunawalla, *Advertising theory and Practice*, Himalaya Publishing House

**Reference distribution**

Module	Unit	Reference number	Suggested readings
<b>1</b>	1	1,2,3	2,3
	2	1,2,3	2,3
	3	1,2,3	2,3
	4	1,2,3	2,3
	5	6,7	1,2,3
<b>2</b>	6	1,2,3	2,3
	7	6,7	1,2,3
	8	6,7	1,2,3
	9	6,7	1,2,3
<b>3</b>	10	4,5	2
	11	4,5	2
	12	4,5	2
	13	4,5	2
	14	4	2,3
	<b>15</b>	4	2,3

<b>4</b>	<b>16</b>	4	2,3
	<b>17</b>	4	2,3
	<b>18</b>	4	2,3
	<b>19</b>	4	2,3
	<b>20</b>	4	2,3

### Mapping of COs with Assessment Rubrics

	<b>Internal exam</b>	<b>Assignment</b>	<b>Portfolio evaluation</b>	<b>End Semester examination</b>
<b>CO1</b>	✓		✓	✓
<b>CO2</b>		✓	✓	✓
<b>CO3</b>	✓			✓
<b>CO4</b>		✓	✓	
<b>CO5</b>		✓		
<b>CO6</b>	✓			

### Employability of the course:

They can select career as advertising executives, copy writers, art directors, media planners, account managers and digital marketers in advertising agencies, corporate marketing departments and media companies. Additionally, they can work in specialized areas such as Social Media Marketing, Brand Management and Market Research.

**Third Semester FYUGP Journalism Examination**  
**Model Question Paper**  
**KU3DSCJMC206: ADVERTISING BASICS**

**Maximum Time: 2 hours.**

**Maximum Marks: 70**

**Section A**

*Answer any **SIX** questions. Each question carries 3 marks*

(6 x 3 = 18)

1. Media mix
2. Advocacy advertising
3. USP
4. Brand
5. Advertorial
6. AAAI
7. Segmentation
8. Infomercial

**Section B**

*Answer any **FOUR** questions. Each question carries 6 marks*

(4x6 = 24)

9. Assess the role of a copywriter in an ad agency
10. Explain the process of media selection for an ad
11. Define an ad agency and delineate its functions
12. Evaluate the impact of product placement in media
13. Explain the potentials and limitations of surrogate advertising
14. Define online advertising with examples

**Section C**

*Answer any **TWO** questions. Each question carries 14 marks*

(2x14 = 28)

15. State the present scenario of advertising in India
16. Evaluate the ethical concerns and considerations of advertising
17. Do you think advertising has dysfunctions? Give reasons

## KU3DSCJMC207

### FUNDAMENTALS OF INVESTIGATIVE JOURNALISM

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
III	Minor	200-299	KU3DSCJMC207	4	60

Learning Approach (Hours/Week)			Mark Distribution			Duration of ESE (Hours)
Lecture	Practical/Internship	Tutorial	CE	ESE	Total	2
4	---	-----	30	70	100	

#### Course Description:

This course is designed to provide a comprehensive knowledge of fundamental concepts and understanding of types of investigative media and journalism practices. Through this course, students will explore the scope and importance of investigative journalism in the society. Additionally, it will instruct students on the appropriate way for investigative news reporting and its editing

#### Course Pre-requisite:

- Having a basic understanding of how investigative journalists operates, including different forms of media (print, broadcast, digital)
- Ability to understand the foundational principles of investigative journalism and adhering to its ethical standards.
- Developing critical thinking skills is vital for accurately interpreting and assessing the principles of reporting and editing investigative reports.
- Proficiency in writing and analysis is paramount for comprehending current issues and establishing a strong foundation for investigative journalism practice.

#### Course Outcomes:

<b>CO</b>	<b>Expected Outcomes</b>	<b>Learning Domains</b>	<b>Knowledge category #</b>	<b>Evaluation tools used</b>
<b>CO1</b>	To assess the role of investigative journalism in a democratic society	U	F	Instructor created exams/ Quiz/ Seminar presentations/ Home assignments
<b>CO2</b>	To analyse and interpret data, identify patterns, and draw meaningful conclusions	An	P	Seminar presentations Home assignments
<b>CO3</b>	To recognize the importance of libel laws, privacy, and confidentiality	A	F	Seminar presentations Home assignments
<b>CO4</b>	To critique and develop a curious and analytical mindset to identify and pursue investigative leads	E	M	Oneminute reflection Practical assignments
<b>CO5</b>	To create compelling investigative stories, engage in well-structured narratives that convey complex information	C	C	Group tutorial work Practical assignments
<b>CO6</b>	To gain investigative skills, identify and pursue leads, conduct interviews and gather evidence	A	P	Group tutorial work Practical assignments

\*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)# - Factual Knowledge (F), Conceptual Knowledge (C), Procedural Knowledge (P), Metacognitive Knowledge (M)

#### Mapping of COs with PSOs and POs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	1	2	1	1	2	2	3	1	1	3	1	1
CO2	1	2	1	2	2	3	1	2	2	2	1	2	
CO3	3	2	2	3	1	1	3	1	3	2	2	3	3
CO4	2	1	2	2	2	1	1	1	2	1	1	2	
CO5	1	1	2	1	3	2	2	2	1	3	2	1	2
CO6	3	2	3	2	2	2	2	2	2	2	1	2	

**\*Correlation levels**

Level	Correlation
	NIL
1	Slightly/Low
2	Moderate/Medium
3	Substantial/High

**COURSE CONTENTS**

**Contents for Room Transaction:**

Module	Unit	Description	Hours (60)	Marks (70)
<b>I</b>	<b>Module I: Introduction</b>		<b>5</b>	<b>20</b>
	1	Overview of investigative journalism		
	2	History and significance of investigative journalism		
	3	Key concepts and principles of Investigative reporting Vs regular news reporting		
	4	Qualities and essentials for becoming an investigative journalist		
<b>II</b>	<b>Module 2: Research methods</b>		<b>15</b>	<b>10</b>
	5	Finding and developing story ideas - Observation, planning techniques, insight knowledge, cultivating sources, asking the right questions		
	6	Conducting interviews and gathering information		
	7	Original research, developing the project, writing and rewriting the report		

	8	Using public records and databases, evidence and the confidentiality of source		
	<b>Module III: Investigative storytelling</b>		<b>20</b>	<b>20</b>
	9	Undercover journalism – History of undercover journalism in India		
<b>III</b>	10	RTI and investigative journalism		
	11	Sting operations and its ethical/unethical use Examples from Tehelka.com, Live India news channel, India TV, Operation ‘Duryodhana’		
	12	Case studies - Panama Papers, Watergate Scandal, Spotlight investigation, Snowden Leaks, Weinstein investigation		
	13	Indian investigative journalists – Arun Shourie, Ashwini Sarin, Chitra Subramaniam, J Gopikrishnan, Anita Pratap, Neeraj Choudhary, P Sainath, B C Jojo, P T Nazar, Rana Ayyub, Ritu Sarin, Poonam Agarwal, Nikita Saxena, Aniruddha Bahal, Madhu Trehan etc		
	<b>Module IV: Ethics and law</b>		<b>15</b>	<b>20</b>
<b>IV</b>	14	Ethical considerations in investigative journalism Libel, privacy and other legal concerns Censorship and investigative journalism		
	15	Legal protection of sources and whistleblowers Press Council of India’s guidelines for investigative journalism		
	16	Safety of journalists; CPJ, RSF, ICIJ, CIJ, ICFJ		
	17	Career opportunities, challenges, criticism and future of investigative journalism		
	<b>Module V: Teacher Specific Module (Practicum)</b>		<b>5</b>	
<b>V</b>	18	Individual analysis and presentation of case studies of investigative journalism stories		

	19	Write a detailed note on how the ethical considerations have been applied in the coverage of investigative stories.		
	20	Debate and discussions on any recent investigative stories appeared in the media		

### Assessment Rubrics

Evaluation Type	Marks
End Semester Evaluation	<b>70</b>
Continuous Evaluation	<b>30</b>
<b>A. Theoretical Assessment: 10 marks</b>	
7. Test papers: 6	
8. Library assignments: 2	
9. Classroom engagements: 2	
<b>B. Practicum: 20 marks</b>	
Total	<b>100</b>

**Essential Readings:**

- 1) Stephen Gillers *Journalism Under Fire : Protecting The Future Of Investigative Reporting* Columbia University Press
- 2) John Pilger *Tell Me No Lies : Investigative Journalism And Its Triumphs* Random House
- 3) David Leigh *Investigative Journalism : A survival guide* Palgrave McMillan
- 4) Shyam Lal Yadav *Journalism Through RTI* Sage
- 5) Tim Harrower *Inside Reporting, A Practical Guide To The Craft Of Journalism*

**Suggested Readings:**

- 1) Hugo de Burgh *Investigative Journalism* Routledge
- 2) Fr (Dr) Francis Karackat *Journalism : A Manual For Budding Reporters* Don Bosco
- 3) Brant Houston, Len Bruzzese *The investigative reporter's handbook*
- 4) B Kroeger *Undercover reporting : The truth about deception* Northwestern University Press
- 5) G Ryle, D Muir *The Pandora papers: How the world's rich and powerful hide their wealth* Harper Collins
- 6) J Posetti *Protecting the practice : The challenges facing investigative journalism worldwide* Oxford University Press

**Reference distribution**

Module	Unit	Reference number	Suggested readings
1	1	1,2,3,4,5	1, 2, 3, 4, 5, 6
	2	1,2,3,4,5	1, 2, 3, 4, 5, 6
	3	1,2,3,4,5	1, 2, 3, 4, 5, 6
	4	1,2,3,4,5	1, 2, 3, 4, 5, 6
2	5	1,2,3,4,5	1, 2, 3, 4, 5, 6
	6	1,2,3,4,5	1, 2, 3, 4, 5, 6
	7	1,2,3,4,5	1, 2, 3, 4, 5, 6
	8	1,2,3,4,5	1, 2, 3, 4, 5, 6
3	9	1,2,3,4,5	1, 2, 3, 4, 5, 6
	10	1,2,3,4,5	1, 2, 3, 4, 5, 6
	11	1,2,3,4,5	1, 2, 3, 4, 5, 6
	12	1,2,3,4,5	1, 2, 3, 4, 5, 6
	13	1,2,3,4,5	1, 2, 3, 4, 5, 6
4	14	1,2,3,4,5	1, 2, 3, 4, 5, 6
	15	1,2,3,4,5	1, 2, 3, 4, 5, 6
	16	1,2,3,4,5	1, 2, 3, 4, 5, 6
	17	1,2,3,4,5	1, 2, 3, 4, 5, 6

### Mapping of COs to Assessment Rubrics

	<b>Internal Exam</b>	<b>Assignment</b>	<b>Portfolio Evaluation</b>	<b>End Semester Examinations</b>
CO1		√	√	√
CO2		√		√
CO3	√	√	√	√
CO4		√		√
CO5		√		√
CO6	√	√	√	√

**Third Semester FYUGP Journalism Examination**  
**Model Question Paper**  
**KU3DSCJMC207-: Fundamentals of Investigative Journalism**

Maximum Time : 2 Hours

Maximum marks : 70

**Part - A**

Answer any **6** questions. Each one carries **3** marks

6x3=18

1. Indicate why confidentiality is important in investigative journalism
2. Define 'whistleblowing' in the context of investigative journalism
3. Express the role of an investigative journalist
4. Distinguish investigative journalism from regular news reporting
5. State how investigative journalism contribute to democracy
6. Identify the ethical principle that is crucial in investigative journalism
7. Relate the term 'source protection' refer to in investigative journalism
8. Demonstrate one example of a major event uncovered through investigative journalism.

**Part - B**

Answer any **4** questions. Each one carries **6** marks

4x6=24

9. Generalise the process involved in investigative journalism, from identifying a story to publishing the findings. What tools and techniques do investigative journalists use to uncover the truth?
10. Anticipate how an investigative journalist ensures credibility and accuracy while dealing with issues like corruption, environmental hazards or human rights abuses
11. Assemble the legal implications that investigative journalists face when reporting on sensitive topics like corruption or criminal activities? How can they protect themselves from legal repercussions?
12. Compile the risks faced by investigative journalists and the importance of press freedom in a democratic society.
13. Arrange the ethical challenges faced by investigative journalists in their work. How do they balance the need for transparency with protecting the privacy and safety of their sources?
14. Adapt the significance of investigative journalism in holding powerful institutions accountable. Provide examples of major investigations that led to social or political changes.

**Part – C**

Answer any **2** questions. Each one carries **14** marks

2x14=28

15. Choose one example and analyze how investigative journalists uncovered the story (political corruption, corporate malpractice, and human rights abuses), the challenges they faced, and the aftermath of their findings.
16. Appraise the global state of press freedom and its impact on investigative journalism. How can societies protect journalists from censorship, threats, and legal actions and ensure they can perform their duties without fear or favour?
17. How social media and digital technology advancements have enhanced or hindered the work of investigative reporters?

## KU3VACJMC208

### ENVIRONMENT, CLIMATE CHANGE AND MEDIA

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
III	VAC	200-299	KU3VACJMC208	3	45

Learning Approach (Hours/Week)			Mark Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	—	—	25	50	75	1.5

#### Course Description:

It enhances awareness among individuals, communities, and societies about the challenges facing the environment and the impacts of climate change. Media plays a crucial role in disseminating this information to the public, educating them about the importance of conservation and sustainable practices.

#### Course Pre-requisites:

1. Strong critical thinking skills are essential for analyzing and evaluating media representations on environmental issues.
2. Effective written and oral communication skills are crucial for conveying scientific information to diverse audiences

#### Course Outcomes (CO)

CO	Expected Outcomes	Learning Domains	Knowledge Category #	Evaluation Tools Used
CO1	To assess and understand the importance of sustainable development by keeping the environmental resources intact for future generations	C, R	F, C	Instructor created exams Quiz Seminar presentations Home assignments
CO2	To analyse the role of media in shaping public understanding and perception of environmental issues.	An	P	Instructor created exams Quiz Seminar presentations Home assignments

CO3	To recognize the ill effects of global warming, climate change and the international debates on such issues, legal framework for environment conservation, social impact of the unsustainable development programme and gain awareness through field trip	U	P	Instructor created exams Quiz Seminar presentations Home assignments
CO4	To critically analyse the effective management of natural resources, conservation of such sources and causes of natural and manmade	C	F, P	Instructor created exams Quiz Seminar presentations Home assignments
CO5	To create scientific temper among the academic community	C,A	P	Instructor created exams Quiz Seminar presentations Home assignments
CO6	To gain scientific knowledge about environment, eco system, energy sources and factors influencing the deterioration nature and environment	C	P	Instructor created exams Quiz Seminar presentations Home assignments
<p><b><i>Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), # - Factual Knowledge (F), Conceptual Knowledge (C), Procedural Knowledge (P), Metacognitive Knowledge (M)</i></b></p>				

#### Mapping of COs with PSOs and POs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	3	1	1	1	1	2	-	-	2	3	1
CO2	3	2	2	-	1	-	-	-	3	-	2	-	2
CO3	1	3	-	3	-	1	3	2	-	3	-	-	3
CO4	2	-	2	2	1	-	3	-	1	2	-	1	-

<b>CO5</b>	-	-	-	3	-	-	-	2	-	-	-	-	2
<b>CO6</b>	-	2	-	-	2	-	1	-	-	1	-	-	3

**\*Correlation Levels**

Level	Correlation
	NIL
1	Slightly/Low
2	Moderate/Medium
3	Substantial/High

**COURSE CONTENT**

**Content for Classroom Transaction:**

<b>Module</b>	<b>Unit</b>	<b>Description</b>	<b>Hours (45)</b>	<b>Marks (50)</b>
<b>I</b>	<b>Module I Environment</b>		8	10
	1	What is environment		
	2	Natural resources - Renewable and non-renewable resources in nature		
	3	Structure and functions of an ecosystem- forest ecosystem, grassland ecosystem, desert ecosystem and aquatic ecosystem		
	4	food chains, food webs and ecological pyramids		
<b>II</b>	<b>Module II Climate Change</b>		10	15
	5	Biodiversity and its conservation - Threats to biodiversity, Conservation of biodiversity, Biodiversity issues in India		
	6	Solid waste management - Disaster management (flood, earth quake, cyclone and landslides)		
	7	Social issues and sustainable development initiatives - Major social issues in India -Air pollution, water pollution, food and water shortage, biodiversity loss, migration		
	8	Climate change: Impacts, adaptation and mitigation		

		Global warming, acid rain and ozone layer depletion - Nuclear accidents and holocaust		
<b>III</b>	<b>Module III Media and Environment</b>		<b>10</b>	<b>15</b>
	9	Environment protection acts and rules in India		
	10	Media and its role on environmental awareness- print and electronic media		
	11	Environmental impact assessment, community engagement and Public Interest Litigation		
	12	Environmental movements in India- Bishnoi Movement, Chipko movement, Save Silent Valley Movement, Narmada Bachao Andolan		
<b>IV</b>	<b>Module IV Environmental Reporting</b>		<b>5</b>	<b>10</b>
	13	Environmental Reporting - Definition and Scope		
	14	Importance of Environmental Reporting		
	15	Roles and Responsibilities of an Environmental Journalist		
	16	Ethics in Environment Reporting		
<b>V</b>	<b>Module V: Teacher Specific Module (Practicum)</b>		<b>12</b>	
	17	<b>Directions</b>		
	18	Analyse any two national and international environment and sustainable development case studies		
	19	Field visits to identify local/regional environmental issues, make observations including data collection and prepare a brief report		

### **Assessment Rubrics**

<b>Evaluation Type</b>	<b>Marks</b>
<b>End Semester Evaluation</b>	<b>50</b>
<b>Continuous Evaluation</b>	<b>25</b>
<b>A. Theoretical Assessment: 10 marks</b>	
1. Test Papers: 6	
2. Library Assignments: 2	
3. Classroom Engagements: 2	
<b>B. Practicum: 15 marks</b>	
<b>Total</b>	<b>75</b>

### **Essential Readings:**

1. K C Agarwal, *Environmental Biology*, Nidhi Publications, 2001
2. E Barucha, *The Biodiversity of India*. Mapin Publishing, 2000
3. R C Brunner, *Hazardous Waste Incinerator*, Hill, 1989
4. R S Clark, *Marine Pollution*, Oxford University, 2000
5. H Jadhav & V M Bhosle, *Environment Protection and Laws*, Himalaya Publishing, 1995
6. MN Rao & A K Datta - *Waste Water Treatment*, Oxford UP & IBH, 1987.
7. SANDERS, *Ethics and Journalism*, Karen Sage
8. Ahluwalia, V K & Malhoti, *Environmental Science*, Ane Books
9. L.Lester, *Media and Environment - Conflict, Politics and the News*, Polity Press, 2010
10. David B, *Routledge Handbook of Environmental Journalism*, Routledge International Handbooks

### **Suggested Readings:**

1. W P Cunningham, Cooper et al, *Environmental Encyclopedia*, Jaico Publishers, 2001
2. V H Heywood & R T Watson, *Global Biodiversity Assessment*, Cambridge University Press, 1995
3. COX, Robert, *Environmental Communication and the Public Sphere*, Sage

### **Reference Distribution**

Module	Unit	Reference No.	Suggested Readings
1	1	1,2	1,3
	2	1,2	1,3
	3	1,2	1,3
	4	1,2	1,3
2	5	3,4,6	2
	6	3,4,6	2
	7	3,4,6	2
	8	3,4,6	2
3	9	8.9	3
	10	8.9	3
	11	8.9	3
	12	8.9	3
4	13	5,9,10	
	14	5,9,10	2
	15	5,9,10	
	16	5,9,10	

#### Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
CO1	✓	✓	✓	✓
CO2	✓	✓		
CO3	✓			✓
CO4	✓	✓		
CO5			✓	
CO6				✓

**Employability of the course:** Environmental journalist can find job in NGO and Government agencies. They can also work in corporate sector and research institutes which is dedicated to environmental activities.

**Third Semester FYUGP Journalism Examination**  
**Model Question Paper**  
**KU3VACJMC208: ENVIRONMENT, CLIMATE CHANGE AND MEDIA**

Maximum Time : 1.5 hours

Maximum Marks : 50

**Section A**

*[Answer any **SIX** questions. Each question carries 2 marks]*

6 x 2 = 12

1. Green Peace
2. Food web
3. Sunderlal Bahuguna
4. El Nino
5. Carbon neutrality
6. Acid rain
7. Non- renewable source
8. 'Room for River'

**Section B**

*[Answer any **FOUR** questions. Each question carries 6 marks]*

4x6 = 24

9. Briefly explain four environmental laws
10. Elaborate the threats to bio-diversity
11. Describe the Narmada Bachao Andolan
12. Explain the nuclear accidents that shook the world
13. Suggest ways of resolving human- animal conflicts
14. Mention any two environmental issues and its impact on the society.

**Section C**

*[Answer any **ONE** question. The question carries 14 marks]*

1x14 = 14

15. Explain the role played by media in creating environmental awareness
16. Describe the sustainable development initiatives launched by the government

**KU3VACJMC209**  
**ETHICS IN MEDIA**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>III</b>	<b>VAC</b>	<b>200-299</b>	<b>KU3VACJMC209</b>	<b>3</b>	<b>45</b>

Lecture Approach (Hours/Week)			Marks Distribution			Distribution of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>3</b>	<b>-</b>	<b>-</b>	<b>25</b>	<b>50</b>	<b>75</b>	<b>1.5</b>

**Course Description**

Media and communication field is growing rapidly around the globe. Despite the dynamic changes and technological advancement, the key concern is ethics and legal constraints. This course enhances awareness among individuals, communities, and societies about media ethics and law, and its effects on society. It also molding upcoming media professional with high ethical and legal standards. Media plays a crucial role in disseminating this information to the public, educating them about the importance of moral values and principles

**Course Pre-requisite:**

1. Strong critical thinking skills are essential for analyzing and evaluating media representations on ethical issues
2. Basic understating on Indian constitution and penal code
3. Journalistic understanding with strong ethical and legal background.

**Course Outcomes:**

CO	Expected Outcomes	Learning Domains	Knowledge category #	Evaluation tools used
CO1	To <b>assess</b> the role of government and their regulations, industry standards, and self-regulatory bodies in shaping media practices and content	U	F, C	Instructor created exams/seminar presentations
CO2	To <b>analyse</b> the foundational legal principles that affect media operations, such as freedom of speech, defamation, copyright law	A	P, C	exams/seminar presentations/Quiz
CO3	To <b>recognise</b> skills in ethical reasoning and decision-making, considering the societal impact and consequences of media content and practices.	A	P, C	Instructor created exams/seminar presentations/home assignments
CO4	To <b>critically</b> appreciate the balance between media freedom and responsibility, including the ethical considerations involved in reporting sensitive issues and handling sources.	E	P, C	Instructor created exams/seminar presentations
CO5	To <b>create</b> a better understanding about the prevalent ethical situations and concerns raised in and by the media	C	P	Instructor created exams/seminar presentations/home assignments/Quiz
CO6	To <b>gain</b> practical knowledge of ethics and ethical concerns in media profession so as to make them a responsible media and communication practitioners	C	P	Practical assignment/seminar presentations

**\*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C) # - Factual Knowledge (F), Conceptual Knowledge (C), Procedural Knowledge (P), Metacognitive Knowledge (M)**

#### Mapping of COs with PSOs and POs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	2	2	-	-	3	2	1	-	-	-	-	1
CO2	3	3	3	3	-	3	3	3	2	1	3	2	2

<b>CO3</b>	2	2	1	1	1	1	2	1	-	-	2	2	1
<b>CO4</b>	3	3	3	1	-	2	1	2	-	-	2	2	2
<b>CO5</b>	1	-	1	-	-	-	1	2	1	2	3	1	3
<b>CO6</b>	-	1	-	-	1	1	-	1	-	1	2	-	3

**\*Correlation levels**

Level	Correlation
	<b>NIL</b>
<b>1</b>	<b>Slightly/Low</b>
<b>2</b>	<b>Moderate/Medium</b>
<b>3</b>	<b>Substantial/High</b>

**COURSE CONTENT**

**Content for Classroom Transaction:**

Module	Unit	Description	Hours (45)	Marks (50)
<b>I</b>	<b>MODULE I INTRODUCTION</b>		<b>10</b>	<b>15</b>
	1	Freedom of Expression & Reasonable Restrictions in Constitution of India	2	
	2	Freedom of the Press	2	
	3	Provisions in regard to sedition, Defamation, Contempt	2	
	4	Official Secrets Act, Copyright Act	2	
	5	Drugs and Magic Remedies (Objectionable Advertisements) Act- 1954	2	
	6	The Indecent Representation of Women (Prohibition) Act, 1986		
	<b>MODULE II MEDIA LAWS</b>		<b>8</b>	<b>10</b>
	7	Right to Information Act, 2005, Cyber laws	2	

<b>II</b>	8	Media and Regulation - Regulatory bodies - TRAI	<b>2</b>	
	9	Codes and ethical guidelines	<b>2</b>	
	10	Self-Regulation	<b>2</b>	
<b>III</b>	<b>MODULE III ETHICAL ISSUES</b>		<b>12</b>	<b>15</b>
	11	Ethical considerations for media	<b>2</b>	
	12	Yellow journalism	<b>1</b>	
	13	Press Council of India - Guidelines	<b>3</b>	
	14	Ethical issues in media - Paid news, embedded journalism, sting operations sensationalism, fake news, plagiarism	<b>3</b>	
	15	New Media- Privacy, Piracy, Obscenity	<b>3</b>	
<b>IV</b>	<b>MODULE IV FUNCTIONARIES</b>		<b>10</b>	<b>10</b>
	16	Press Ombudsman, Readers' Editor - Indian scenario	<b>2</b>	
	17	ASCI	<b>2</b>	
	18	Broadcasting Content Complaint Council (BCCC)	<b>2</b>	
	19	Accountability of media	<b>2</b>	
	20	Film censorship	<b>2</b>	
<b>V</b>	<b>MODULE V : Teacher Specific Module Practicum)</b>		<b>5</b>	
	21	Directions	<b>1</b>	
	22	Case studies on various issues relating freedom of the press	<b>4</b>	

## Assessment Rubrics

Evaluation type	Marks
End Semester Evaluation	50
Continues Evaluation	25
<b>A. Theoretical Assessment:10 marks</b>	
1. Test Papers: 6	
2. Library Assignments :2	
3. Classroom Engagements: 2	
<b>B. Practicum: 15 Marks</b>	
<b>Total</b>	<b>75</b>

### Essential Readings:

1. Akash Kamal Mishra, *Media Laws in India : A Brief Observation*. Notion Press, 2020.
2. Madhavi Goradia Divan, *Facets of Media Law*, Eastern Book Company, 2013.
3. Paranjy Guha Thakurtha, *Media Ethics: Truth, Fairness and Objectivity*, OUP, 2011
4. Keval J Kumar, *Mass Communication in India*, Jaico Publishers , Jaico Publishing House.2020
5. Seema Hasan, *Mass Communication: Principles and Concepts (Third Edition)*, CBS Publishers, 2021
6. Patrick Lee Plaisance, *Media Ethics: Key Principles for Responsible Practice*, Cognella, Inc, 2020.
7. Roy L Moore, Michael D Murray, J Michael Farrell, Kyu Ho Youm, *Media Law and Ethics*, Routledge, 2017

### Suggested Reading

1. Vartika Nanda, *Media Laws and Ethics: An Introduction to Legal and Ethical Issues in Journalism*, Kanishka Publishers Distributors (2018)
2. Dilip Kumar, *Media Laws and Ethics*, Kanishka Publishers (2022)
3. Sebastian Paul, *Law, Ethics and The Media: Law And More Law, Ethics And The Media*, Lexis Nexis, 2015
4. M Neelamalar, *Media Law and Ethics*, PHI Learning Pvt. Ltd, 2009.
5. Vikas Khatkar, *Media Trial & Its Constitutionality*, Notion Press, 2021

## Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	1,2,5	1,2
	2	3,5	1,3
	3	1,4	1,5
	4	1,4	1
	5	5,6	2,3
	6	4,5	2,3
2	7	2,5	3,4
	8	5,6	2,3
	9	4,5	2,3
	10	4	2,3
3	11	3,4,6	4
	12	3,4,5	1,5
	13	3,4	1,3
	14	5,6	2,3
	15	4,5	2,3
4	16	5,6	2,3
	17	3,4	1,3
	18	5,6	2,3
	19	4,5	1,2
	20	4,6	1,2

## Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
CO 1	✓		✓	✓
CO 2		✓	✓	✓
CO 3	✓			✓
CO 4		✓		
CO 5	✓		✓	✓

**Employability of the Course:** A strong foundation in Media Laws and Ethics provides a wide range of careers by combining legal knowledge with ethical considerations, critical thinking, and practical skills. This combination is highly valuable in today's media landscape, where legal and ethical issues are increasingly prominent.

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## **Third Semester FYUGP Journalism Examination**

### **Model Question Paper**

#### **KU3VACJMC209: ETHICS IN MEDIA**

**Maximum Time: 1.5 hours**

**Maximum Marks: 50**

#### **Section A**

(Answer any **SIX** questions. Each question carries 2 marks)

**(6 x 2 =12)**

1. CBFC
2. Readers' Editor
3. TRAI
4. Libel
5. Paid news
6. PCI
7. Contempt of Court
8. ASCI

#### **Section B**

(Answer any **FOUR** questions. Each question carries 6 marks)

**(4x6 = 24)**

9. Narrate on the censorship of media content and its impact on creative content development
10. Elaborate the Right to Information Act
11. Explain the challenges posed by fake news content upon journalism
12. Enlist the reasonable restrictions to Freedom of Speech and Expression and how it is ensured
13. Critically evaluate the Right to Privacy
14. Discuss in detail about Yellow Journalism.

#### **Section C**

(Answer any **ONE** question. Each question carries 14 marks)

**(1x14 = 14)**

15. Explain your viewpoints about the freedom of expression enjoyed by the Indian mass media
16. Do Indian journalists need a Code of Ethics? Which are the principal areas which such a Code should give priority to?

**KU3VACJMC210**  
**MEDIA AND GENDER**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>III</b>	<b>Minor</b>	<b>200-299</b>	<b>KU3VACJMC210</b>	<b>3</b>	<b>45</b>

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>3</b>	<b>-</b>	<b>-</b>	<b>25</b>	<b>50</b>	<b>75</b>	<b>1.5</b>

**Course Description**

This course is designed to provide a comprehensive understanding and critically evaluate the influence of various forms of media. It also equipped with extensive theoretical and pragmatic support for better understanding the representation of various sexualities in media. Field work experience on analyse participation and inclusiveness also concerned. It aims to equip students with the knowledge and practical skills needed to effectively report on gender issues with sensitivity and accuracy. By the end of the course, students will be adept at creating narratives that not only reveal the realities of gender issues but also contribute to enlighten and empathetic storytelling in media practices.

**Course Prerequisite**

1. Journalism Fundamentals: Completion of introductory journalism courses or equivalent experience
2. Sociological Awareness: Basic knowledge of Society, Cutler and Gender. Understanding of various communities and their challenges to narrate the ample and authentic media content on various gender.

**Course Outcomes (CO)**

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Assess- Critically evaluate the influence of various forms of media	U	F	Instructor-created

				exams / Quiz
CO2	Analyse- Examine the Portrayal of various genders in media in current scenario	An	C	Seminar Presentation/ Home Assignments
CO3	Recognise- To evaluate representation of Feminine, masculine and alternate sexualities in Media.	An	C	Seminar Presentation/ Group Tutorial Work
CO4	Critique- To understand gender-based approaches to the media studies with its challenges and possibilities	E	C	Instructor- created exams / Home Assignments
CO5	Create: Hand on experience with various and genders minorities to prepare in-depth media contents	C	P	Group Tutorial Work Writing assignments
CO6	Gain: Practical insights into producing news stories with high ethical and global standers.	C	P	Practical Assignment
<p><b><i>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</i></b>  <b><i># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</i></b>  <b><i>Metacognitive Knowledge (M)</i></b></p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	-	2	-	-	3	1	2	-	2	3	2
CO2	2	2	-	3	-	-	2	3	2	-	2	2	2
CO3	3	2	-	2	-		1	-	2	-	1	-	2
CO4	2	2	-	1	-	-	-	-	1	2	-	1	2
CO5	1	1	3	-	2	3	1	2	-	1	-	2	2
CO6	1	2	3	2	2	3	1	2	1	1	-	2	2

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

**Course Content**

**Content for Classroom Transaction:**

Module	Unit	Description	Hours (45)	Marks (50)
<b>I</b>	<b>Module I Introduction to Media and Gender</b>		<b>10</b>	<b>10</b>
	1	Introduction to Media and Gender		
	2	Sex and Gender, Key Concepts		
	3	Gender practices in the Contemporary media,		
<b>II</b>	<b>Module II Portrayal of Women and Third Gender in media</b>		<b>10</b>	<b>15</b>
	4	Portrayal of Women and Third Gender, Stereotypes		
	5	New media and women issues- Sensationalism, sexualization and violence in online platforms		
	6	Indecent representation of women (prohibition) Act 1986. Its effects		
<b>III</b>	<b>Module III Media Firms and Gender Representation</b>		<b>10</b>	<b>15</b>
	7	Status of women journalists in India		
	8	Participation of Women in Media –Various level		
	9	Sexual minorities and media –Participation and Representation		
	10	Media and Women empowerment		
<b>IV</b>	<b>Module IV Media Consumption and Gender</b>		<b>10</b>	<b>10</b>
	11	Media Literacy		

	12	Individual Difference Theories, Uses and Gratifications Approach		
	13	Advertising and women- depiction and typecasting		
<b>V</b>	<b>Module V Teacher Specific Module (Practicum)</b>		<b>5</b>	
	14	<b>Directions</b>		
	15	Extensive field study on various gender groups especially women and sexual minorities to prepare a complete and sensible media content.		
	16	Prepare news reports (print, audio-visual)/feature stories/photo stories/ documentaries on gender issues.		

### Assessment Rubrics

<b>Evaluation Type</b>	<b>Marks</b>
<b>End Semester Evaluation</b>	<b>50</b>
<b>Continuous Evaluation</b>	<b>25</b>
<b>A. Theoretical Assessment:10 marks</b>	
1.Test Papers:6	
2.Library Assignments:2	
3.Classroom Engagements:2	
<b>B. Practicum:15 marks</b>	
<b>Total</b>	<b>75</b>

### **Essential Readings**

1. Tonny Krijnen, Sofie Van Bauwe, *Gender and Media Representing, Producing, Consuming*, Taylor & Francis,2015
2. Mary Kosut, *Encyclopaedia of Gender in Media*, Sage, 2012
3. Marcia Segal, Vasilikie Demo, *Gender and the Media Women's Places*, Emerald Publishers, 2018
4. Susmita Bala, *Gender Discourse and Youth in Media*, Kanishka Publishers, 2020

5. Baran,S,J. & Davis ,D.K *Introduction to Mass Communication Theory*, Sage,2019
6. Sanjukta Dasguptha, *Media, Gender and Popular Culture in India: Tracking Change and Continuity*, Sage , 2021
7. Vidya Jain., & Rashmi Jain, *Women, Media and Violence*, Rawat Books,2016
8. Lopmudra Sengupta, *Human Rights of the Third Gender in India: Beyond the Binary*, Routledge, 2023
9. Christopher Pullen, Margaret Cooper, *LGBT Identity and Online New Media*, Taylor & Francis, 2010

### Suggested Readings

1. Maya Ranganathan, Usha M Rodrigues, *Indian Media in a Globalized World*, Sage 2010
2. James Curran, *Media and Democracy*, Taylor & Francis, 2011
3. Somnath Batabyal, Matti Pohjonen, *Indian Mass Media and the Politics of Change"* Routledge,2016
4. Vanita Kohli-Khandekar, *The Indian Media Business: Pandemic and After*, Sage,2021
5. Nalini Mehta, *Television in India: Satellites, Politics and Cultural Change* ,Routledge, 2008

### Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	1 ,2	1
	2	1,2	1,2
	3	1.6	3
2	4	1,2	3
	5	2, 4	1,3
	6	2	2,3
3	7	2,4	1,2
	8	1, 3,	1
	9	2	1
	10	4	3
4	11	5,3	3
	12	1, 5	2
	13	2,5	1,6

### Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
CO 1	✓	✓		✓
CO 2	✓		✓	✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5		✓	✓	✓

**Employability for the Course:** Despite the rapid changes in media environment, studies on gender and media is always have a core concern in field. Regarding the academic jobs, media and gender is always hold a high value in research and higher education field. Entrepreneurial journalism and niche journalism possibilities are also growing regarding media and gender.

**Third Semester FYUGP Journalism Examination**

**Model Question Paper**

**KU3VACJMC210: Media and Gender**

**Maximum Time: 1.5 hrs.**

**Maximum Marks:50**

**Section A** (Answer any SIX. Each question carries 2 marks)

6x2=12

1. Define media studies.
2. What is the difference between sex and gender?
3. Explain the term "gender practices" in contemporary media.
4. Discuss the key elements of media literacy?
5. Discuss role media in promoting sensationalism
6. What is the significance of the Indecent Representation of Women (Prohibition) Act, 1986?
7. Discuss the key elements of stereotyping
8. Discuss 'selective perception'?

**Section B** (Answer any FOUR. Each question carries 6 marks)

4x6=24

9. Discuss the role and status of women journalists in India.
10. Explain the Uses and Gratifications Approach in media consumption.
11. Analysis the scope of media studies in understanding gender.
12. Describe the portrayal of the third gender in mainstream media.
13. Evaluate the role of media in women's empowerment.
14. Explain the concept of audience engagement.

**Section C** (Answer Any ONE. Each question carries 14 marks)

1x14=14

15. Discuss the role of media in shaping gender perceptions and behaviours. How can media be used to promote gender equality and social change?
16. Evaluate the representation of feminine, masculine, and alternate sexualities in media using theoretical frameworks from media and gender studies.

## LIST OF COURSES

### JOURNALISM WITH MULTIMEDIA & COMMUNICATION

(Detailed Syllabus)

#### SEMESTER IV

Sl	Course Code	Credit	Details	Course Title	Level
1.	KU4DSCJMC211	4		<b>Major:</b> Script Writing	200-299
2.	KU4DSCJMC212	4		<b>Major:</b> Design and Layout for Media	200-299
3.	KU4DSCJMC213	4		<b>Major:</b> Professional Photography and Cinematography	200-299
4.	KU4VACJMC214	3	Any Two VAC	<b>Value Added Course 4:</b> Media and Civic Engagement	200-299
5.	KU4VACJMC215	3		<b>Value Added Course 5:</b> Media for Social Change	200-299
6.	KU4VACJMC216	3		<b>Value Added Course 6:</b> Citizen Journalism	200-299
7.	KU4SECJMC217	3	Any One SEC	<b>Skill Enhancement Course 1:</b> Vlogging	200-299
8.	KU4SECJMC218	3		<b>Skill Enhancement Course 2:</b> Media Content Writing	200-299
9.	KU4SECJMC219	3		<b>Skill Enhancement Course 3:</b> Social Media Content Creation & Digital Marketing	200-299

**KU4DSCJMC211**  
**SCRIPT WRITING**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>IV</b>	<b>Major</b>	<b>200-299</b>	<b>KU4DSCJMC211</b>	<b>4</b>	<b>60</b>

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>4</b>	—	—	<b>30</b>	<b>70</b>	<b>100</b>	<b>2</b>

**Course Description**

This course provides students with the skills to craft compelling scripts across various media formats, including film, television, and theatre. The course emphasizes the development of narrative techniques, character creation, and industry-standard formatting, preparing students for professional success in the entertainment industry.

**Course Prerequisite**

1. Journalism Fundamentals: Completion of introductory journalism courses or equivalent experience
2. Basic interest in script writing

**Course Outcomes (CO)**

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Assess- The effectiveness of various scriptwriting techniques and structures, evaluating their suitability for different media formats and audiences.	U	C	Instructor-created exams / Quiz
CO2	Analyse- the fundamental elements of script structure to develop a comprehensive understanding.	An	C	Seminar Presentation/ Home Assignments
CO3	Recognize- the importance of communication and networking skills through collaborative exercises, workshops,	A	C	Seminar Presentation / Group Tutorial Work/workshop

	and peer feedback sessions essential for success in the entertainment industry.			
CO4	Critique and refine writing skills through extensive practice and constructive feedback.	E	C	Instructor-created exams / Home Assignments
CO5	Create and develop creative ideas for scripts across different genres through various brainstorming techniques, exercises, and assignments.	C	P	Reflection Writing assignments
CO6	Gain practical insight into the professional landscape of script writing, including industry standards, market trends, and career opportunities.	A	P	Practical Assignment
<p><b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</b>  <b>#- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</b>  <b>Metacognitive Knowledge (M)</b></p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
<b>CO1</b>	3	-	-	1	-	-	1	2	2	-	1	-	1
<b>CO2</b>	3	2	1	1	1	2	1	2	2	-	1	1	2
<b>CO3</b>	1	1	1	1	-	3	1	2	3	1	1	1	2
<b>CO4</b>	2	2	3	1	1	3	-	-	1	-	-	1	2
<b>CO5</b>	3	2	2	2	1	2	2	2	2	-	1	-	2
<b>CO6</b>	2	2	2	1	-	3	1	3	3	-	1	-	2

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

## Course Content

### Content for Classroom Transaction:

Module	Unit	Description	Hours (60)	Marks (70)
<b>I</b>	<b>Module I : Introduction to Script Writing</b>		<b>10</b>	<b>15</b>
	1	Overview of script writing: Principles, and formats		
	2	Elements of a script: structure, character development, dialogue, and plot		
	3	Different types of scripts: screenplays, stage plays, television scripts, and radio scripts		
	4	Overview of the script writing process		
<b>II</b>	<b>Module II: Story Development and Plotting</b>		<b>10</b>	<b>15</b>
	5	Generating ideas for scripts		
	6	Developing compelling characters and character arcs		
	7	Plot development techniques: outlining, story beats, and narrative structure		
	8	Creating conflict and tension in scripts, Adapting source material into script format		
<b>III</b>	<b>Module III : Writing Techniques and Formatting</b>		<b>15</b>	<b>25</b>
	9	Formatting scripts: industry standards and software tools		
	10	Writing effective dialogue: subtext, voice, and authenticity		
	11	Visual storytelling techniques		
	12	Writing for specific genres: comedy, drama, thriller, etc.		
	13	Revising and polishing scripts		
<b>IV</b>	<b>Module IV: Script Writing in Practice</b>		<b>10</b>	<b>15</b>
	14	Writing scripts for different mediums: film, television, theatre, radio, web series, etc.		
	15	Pitching scripts and working with producers		
	16	Collaborative writing: working in writers' rooms or with directors		
	17	Legal and ethical considerations in script writing		
<b>V</b>	<b>Module V: Teacher Specific Module (Practicum)</b>		<b>15</b>	
		<b>Directions</b>		

	1	Students should submit a script for a Radio programme of your choice		
	2	Students should produce a script for a TV programme or Short Film		
	3	Record Book		
	4	Viva Voce		

### Assessment Rubrics

Evaluation type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continues Evaluation</b>	<b>30</b>
<b>A. Theoretical Assessment:10 marks</b>	
1. Test Papers: 6	
2. Library Assignments :2	
3. Classroom Engagements: 2	
<b>B. Practicum: 20 Marks</b>	
<b>Total</b>	<b>100</b>

### Essential Readings

1. Hillard Robert, *Writing for Television, Radio, and New Media*, Taxmann Publications, 2014.
2. Alan Hueth, *Scriptwriting for Film, Television and New Media*, Taylor & Francis, 2019
3. Charlie Moritz, *Scriptwriting for the Screen*, Taylor & Francis, 2013
4. Lajos Egri, *The Art of Dramatic Writing*, Touchstone, 1972.
5. Robert B Musburger, *Introduction to writing for Electronic Media: Scriptwriting Essentials across the Genres*, Routledge, 2007
6. Barry Turner, *The Screenwriter's Handbook*, St. Martin's Griffin, 2008

### Suggested Readings

1. Usha Raman, *Writing for the Media*, Oxford University Press, 2009.
2. Marie Drennan, Yuri Baranovsky, Vlad Baranovsky, *Scriptwriting for Web Series Writing for the Digital Age*, Taylor & Francis, 2018
3. Paul Joseph Gulino, *Screen writing: The Sequence Approach*, Bloomsbury, 2022.
4. Anthony Friedman, *Writing for Visual Media* Anthony Friedman, Taylor & Francis 2014

## Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	1,6	1,2
	2	1,6	1,3
	3	1,3	1
	4	1,4	1
2	5	3, 6	3
	6	6	2,3
	7	4,5	2,3
	8	4	2,3
3	9	3,4,6	4
	10	3,4,6	1
	11	3,4	1,3
	12	3,4,5	2
	13	3,4,6	1
4	14	1,2	1,2
	15	4,6	1,2
	16	4	1,2
	17	4,6	1,2

## Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
CO 1	✓			✓
CO 2	✓	✓	✓	✓
CO 3				
CO 4	✓	✓		✓
CO 5		✓	✓	

**Employability for the Course:** The rapid growing media scenario, script writer job is high demanding. Irrespective of the medium, print, visual and digital the media industry seeking enormous experts in script writers globally. As the film industry is concerned screenwriting job is a celebrated one.

**Fourth Semester FYUGP Journalism Examination**

**Model Question Paper**

**KU4DSCJMC211: Script Writing**

Maximum Time: 2 hours

Maximum Marks: 70

**Section A**

*[Answer any **SIX**. Each question carries 3 marks]*

6X3= 18

1. Define "Screenplay".
2. What is "Subtext" in dialogue?
3. Name one software tool for script formatting.
4. What is a "Beat" in plotting?
5. Identify one principle of script writing.
6. Define "Character Arc".
7. What is "Visual Storytelling"?
8. Name a type of script other than a screenplay.

**Section B**

*[Answer any **FOUR**. Each question carries 6 marks]*

4X6= 24

9. Explain the history and evolution of script writing.
10. Discuss the key elements of a script.
11. How do you generate ideas for scripts?
12. Describe techniques for developing compelling characters.
13. Explain the process of adapting source material into a script format.
14. What are the industry standards for formatting scripts?

**Section C**

*[Answer any **TWO**. Each question carries 14 marks]*

2x14=28

15. Discuss the importance of authenticity in writing dialogue.
16. Discuss the collaborative process of script writing, including the dynamics of working in writers' rooms and with directors, and the impact on the final script.
17. Analyse the different approaches to writing scripts for various mediums, such as film, television, and web series, highlighting the unique challenges and considerations for each.

**KU4DSCJMC212**  
**Design and Layout for Media**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>IV</b>	<b>Major</b>	<b>200-299</b>	<b>KU4DSCJMC212</b>	<b>4</b>	<b>60</b>

Learning Approach (Hours/ Week)89\			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>4</b>	—	—	<b>30</b>	<b>70</b>	<b>100</b>	<b>2</b>

**Course Description**

This course explores the fundamental principles and techniques of design and layout as they apply to various forms of media including print, digital, and interactive platforms. Students will learn to create visually compelling and effective designs that communicate messages clearly and engage audiences. Key topics include typography, color theory, grid systems, composition, branding, the use of design software through a combination of lectures, hands on projects and critiques, students will develop a strong foundation in design aesthetics and design skills. By the end of the course, students will be able to produce professional-quality media designs that meet industry standards and client expectations.

**Course Prerequisite**

1. Interest for Visual Design: A keen interest in visual design for media
2. Basic Computer Skills: Basic knowledge of computer operations and other navigations. No prior experience in using graphic design software is required.

**Course Outcomes (CO)**

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Assess- Build an understanding on the effectiveness of various design elements in media projects.	U	C	Instructor-created exams/ Quiz
CO2	Analyse- The use of Layout, typography, and color in media designs.	An	C	Seminar Presentation/ Home Assignments

CO3	Recognise- Identify the Industry standards and best practices in media designs	A	C	Seminar Presentation/ Group Tutorial Work
CO4	Critique- reviewing the media designs, providing constructive feedback based on design principles	E	C	Design Critiques/ SelfandPeer Critiques
CO5	Create: Preparing professional quality media designs that communicate messages effectively.	C	P	Group Assignments/ Home Assignments
CO6	Gain proficiency in creating designs using industry standards design softwares	A	P	Practical Assignment
<p><b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</b>  <b># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</b>  <b>Metacognitive Knowledge (M)</b></p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	-	3	1	-	-	1	2	-	2	-	3
CO2	3	3	-	-	-	-	1	-	1	-	-	-	2
CO3	3	2-	2	3	3	-	1	-	2	-	3	1	3
CO4	-	2	-	3	2	-	2	2	2	1	2	1	2
CO5	2	1	2	-	3		3	3	2	-	3	-	3
CO6	3	1	1	1	3	2	1	-	2	-	2	-	3

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

## Course Content

### Content for Classroom Transaction:

Module	Unit	Description	Hours (60)	Marks (70)
<b>I</b>	<b>Module I Introduction to Design and Layout</b>		<b>10</b>	<b>15</b>
	1	Definition, Scope, Importance and Stages of Design		
	2	Elements and Principles of Design		
	3	Fundamentals of Layout		
	4	Composition Techniques, Alignment, Proximity and Grid System		
<b>II</b>	<b>Module II Design Theories</b>		<b>15</b>	<b>15</b>
	5	Design Theories- Definition and its importance		
	6	Gestalt Theory- Law of Pragnanz,		
	7	Principles of –Closure, Proximity, Proportion, Similarity		
	8	Visual Hierarchy and Balance Theory		
<b>III</b>	<b>Module III Typography And Colour Theory</b>		<b>15</b>	<b>25</b>
	10	Typography- Definition, Typefaces, Fonts: Classification and Selection		
	11	Typographic Hierarchy, Type-pairing and Layout		
	12	Readability and Legibility		
	13	Basic Colour theory – Colour Wheel, Primary, Secondary and Tertiary Colours		
	14	Psychology of Colour and Creation of Visual Balance		
<b>IV</b>	<b>Module IV Emerging Trends &amp; Case Studies</b>		<b>10</b>	<b>15</b>
	16	Current trends in Design and Layout		
	17	Analysis of Successful designs- Case Studies		
	18	Ethical Considerations in design		
<b>V</b>	<b>Module V Teacher Specific Module (Practicum)</b>		<b>10</b>	
		<b>Directions</b>		
	1	Prepare a 2 fold- brochure for an imaginary product or service, which is new to the market.		

	2	Create a two-page magazine spread that includes a feature article with images, text, and design elements, demonstrating proficiency in layout design and typography.		
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### Assessment Rubrics

Evaluation type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continues Evaluation</b>	<b>30</b>
<b>A. Theoretical Assessment:10 marks</b>	
1. Test Papers: 6	
2. Library Assignments :2	
3. Classroom Engagements: 2	
<b>B. Practicum: 20 Marks</b>	
<b>Total</b>	<b>100</b>

### Essential Readings

1. Don Norman *The Design of Everyday things*, Basic Books, 1988
2. Pradeep Mandav, *Design Fundamentals for New Media*, Wiley India, 2012
3. Timothy Samara, *Making and Breaking the Grid: A Graphic Design Layout Workshop*, Rockport Publishers, 2017.
4. Stephen Coles, *The Anatomy of Type: A Graphic Guide to 100 Typefaces*, Harper Design 2012.
5. David A Lauer and Stephen Pentak: *Design Basics 1979*, Wordsworth Publishing Co Inc, 1979
6. Alt Cortex, *Color Psychology in Digital Design*, Kindle Edition, 2023
7. William Lidwell, Kritina Holden and Jill Butler, *Universal principles of Design*, Rockpont publisher, 2010
8. Jeff Gothelf and Josh Seiden, , *Lean UX*, O Reilly Media Inc, 2016, Richard Poulin, *Designing*
9. *Brand Identity: An Essential Guide Foor the Whole Branding Team*, 2017

### Suggested Readings

1. Robin Williams, *The Non-Designer’s Design Book*, Peachpit Press, 2015
2. SujatA Khandekar and Vikas Dhopat, *Graphic Design: The New Basics for Indian Students*, Pearl Books, 2020
3. Ellen Lupton, *Thinking with Type: A Critical Guide for Designers, Writers, Editors, & Students*, Princeton Architectural Press, 2010

## Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	1	1
	2	1,2	2
	3	1, 2,3	2,4
	4	1, 2,3	2,4
Module	Unit	Reference No.	Suggested Readings
2	5	1,7	2
	6	7	2
	7	7	2
	8	7	2
	9	1,7	2
Module	Unit	Reference No.	Suggested Readings
3	10	1,2,4,5	1,2,4
	11	1,2,4,5	1,2,4
	12	1,2,4,5	1,2,4
	13	6	3
	14	6	
	15	6	
4	16	7,8	-
	17	9	1
	18	1	
	19	9	2

## Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
CO 1	✓		✓	✓
CO 2			✓	✓
CO 3	✓			✓
CO 4		✓		
CO 5	✓		✓	✓

**Employability for the Course:** The job market for this particular course can be pursuing the careers as graphic designers, web designers, layout artists, visual communicators and digital content creators in various positions like in advertising agencies, publishing houses, marketing firms, media production companies and also freelance opportunities.

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**Fourth Semester FYUGP Journalism Examination**  
**Model Question Paper**  
**KU4DSCJMC212: Design and Layout for Media**

Maximum Time: 2 hours

Maximum Marks: 70

**Section A**

*[Answer any **SIX**. Each question carries 3 marks]*

6X3= 18

1. Color Theory
2. Typography
3. Grid System
4. White Space
5. Contrast in Design
6. Readability
7. Type- Pairing
8. Principle of Proportion

**Section B**

*[Answer any **FOUR**. Each question carries 6 marks]*

4X6= 24

9. Discuss the role of color psychology in media layout.
10. How does typography influence design effectiveness?
11. Explain the impact of branding consistency on audience perception?
12. What are design theories?
13. Explain the role of designs with relevant case studies?
14. Discuss the role of Hicks Law and Pareto Principle in Design and Layout for Media?

**Section C**

*[Answer any **TWO**. Each question carries 14 marks]*

2x14=28

15. Describe the elements and Principles of Design.
16. Describe a recent media design project/advertisement posters/ campaign poster, you found compelling. Analyze its use of typography, layout and color to communicate its message effectively.
17. Discuss the current trends in Design and Layout?

## KU4DSCJMC213

### Professional Photography and Cinematography

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IV	Major	200-299	KU4DSCJMC213	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	—	—	30	70	100	2

#### Course Description

This course is designed to provide undergraduate students with comprehensive knowledge and skills in both professional photography and cinematography. The course is divided into four modules for students to build their understanding from basic knowledge to advanced skills and creative application in both fields.

#### Course Prerequisite:

- For pursuing Photography and Cinematography course students' should have a keen eye for framing and storytelling.
- Students should have an idea about the visual detailing of a film, lighting, camera angles, and composition to convey stories.

#### Course Outcomes (CO)

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Assess- Students will be able to describe the key historical developments and evolutionary changes in photography and cinematography, including major technological advancements and influential genres and styles.	U	C	Instructor-created exams/Quiz
CO2	Analyse- Students will be able to identify different types of cameras (DSLR, mirrorless, film, video cameras), lenses, and sensors, and explain their respective functions and settings (aperture, shutter speed, ISO).	U	C	Seminar Presentation/ Home Assignments

CO3	Recognise- Students will be able to apply basic composition rules such as the rule of thirds, leading lines, framing, and balance in their photography. They will also demonstrate an understanding of different shot types and angles (wide, medium, close-up, etc.) in cinematography.	A	C	Seminar Presentation/ Group Tutorial Work
CO4	Critique- Students will be able to distinguish between natural and artificial lighting and effectively utilize three-point lighting techniques (key light, fill light, back light) to enhance their photographic and cinematographic work.	An	C	Instructor- created exams / Home Assignments
CO5	Create: Students will be able to explain the importance of sound in film and demonstrate basic sound recording techniques using appropriate equipment, ensuring clear and effective audio in their projects.	C	P	Practical assignment
CO6	Gain practical insights into producing photos and movies.	C	P	Practical Assignment
<p><b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</b>  <b># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</b>  <b>Metacognitive Knowledge (M)</b></p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	-	-	-	3	-	-	2	-	-	1	-
CO2	3	1	-	-	-	-	-	1	-	-	-	-	-
CO3	1	1	-	2	-	-	1	2	3	-	1	-	-
CO4	-	1	2	-	-	-	-	-	1	-	-	1	-
CO5	2	-	1	1	-	2	-	1	-	-	-	-	-
CO6	-	2	-	-	1	2	3	-	1	-	-	2	3

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

## Course Content

### Content for Classroom Transaction:

Module	Unit	Description	Hours (60)	Marks (70)
<b>I</b>	<b>Module I Fundamentals of Photography and Cinematography</b>		<b>10</b>	<b>15</b>
	1	<b>Introduction to Photography and Cinematography</b> History and evolution of photography and cinematography. Overview of different genres and styles		
	2	<b>Camera Equipment and Functions</b> Types of cameras (DSLR, mirrorless, film, video cameras). Understanding lenses, sensors, and camera settings (aperture, shutter speed, ISO).		
	3	<b>Basic Composition and Framing</b> Rule of thirds, leading lines, framing, and balance. Shot types and angles in cinematography (wide, medium, close-up, etc.).		
	4	<b>Introduction to Lighting</b> Natural and artificial lighting. Three-point lighting in cinematography (key light, fill light, back light).		
	5	<b>Sound Basics for Cinematography</b> Importance of sound in film. Basic sound recording techniques and equipment.		
<b>II</b>	<b>Module II Techniques and Styles</b>		<b>15</b>	<b>15</b>
	6	<b>Advanced Camera Techniques</b> Manual mode shooting and exposure triangle. Focus techniques and depth of field control.		
	7	<b>Lighting Techniques</b> Advanced lighting setups and modifiers. Creative lighting techniques for mood and effect.		

	8	<b>Composition and Storytelling</b> Visual storytelling principles. Continuity and shot sequencing in cinematography.		
	9	<b>Editing Basics</b> Introduction to photo editing software (e.g., Adobe Lightroom, Photoshop). Basic video editing principles and software (e.g., Adobe Premiere, Final Cut Pro).		
	10	<b>Genre-Specific Techniques</b> Techniques for portrait, landscape, street, and documentary photography. Genre-specific cinematography techniques (e.g., narrative, documentary, commercial).		
<b>III</b>	<b>Module III Critical Analysis and Evaluation</b>		<b>10</b>	<b>25</b>
	11	<b>Critical Viewing and Analysis</b> Analysing professional photography and cinematography works. Identifying aesthetic and technical qualities.		
	12	<b>Aesthetic Judgment and Critique</b> Criteria for evaluating photography and cinematography. Writing and presenting critiques.		
	13	<b>Contextual Analysis</b> Understanding the socio-cultural and historical context of works. The influence of context on style and technique.		
	14	<b>Ethical Considerations</b> Ethics in photography and cinematography. Copyright, privacy, and representation issues.		
<b>IV</b>	<b>Module IV Professional Practice and Creative Projects</b>		<b>10</b>	<b>15</b>
	15	<b>Project Planning and Development</b> Concept development and storyboarding. Planning and pre-production for photo shoots and film projects.		

	16	<b>Advanced Editing and Post-Production</b> Advanced photo editing techniques. Colour grading and advanced video editing.		
	17	<b>Project Presentation</b> Creation of a comprehensive photography portfolio		
<b>V</b>	<b>Module V Teacher Specific Module (Practicum)</b>		<b>15</b>	
		<b>Directions</b>		
	1	Practical assignments on basic photography incorporating the basic Composition rules		
	2	Reflective essay on the creative process and professional practice.		
	3	Production of a short film or video project.		

### Assessment Rubrics

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continuous Evaluation</b>	<b>30</b>
<b>A. Theoretical Assessment :10 marks</b>	
1. Test Papers: 6	
2. Library Assignments:2	
3. Classroom Engagements: 2	
<b>B. Practicum: 20 marks</b>	
<b>Total</b>	<b>100</b>

### Essential Readings

1. Bruce Barnbaum, *The art of photography: An approach to personal expression*, Rocky Nook, 2010.
2. Christopher Kenworthy, *Master shots: 100 advanced camera techniques to get an expensive look on your low-budget movie*, Michael Wiese Productions, 2011.
3. Blain Brown, *Cinematography: Theory and practice: Image making for cinematographers and directors* (3rd ed.), Routledge, 2016.
4. Bryan Peterson, *Understanding exposure: How to shoot great photographs with any camera* (4th ed.), Amphoto Books, 2016.
5. Kris Malkiewicz, *Film lighting: Talks with Hollywood's cinematographers and gaffers*, Simon & Schuster, 1986.

## Suggested Readings

1. Fil Hunter, Steven Biver, and Paul Fuqua, *Light science and magic: An introduction to photographic lighting* (5th ed.), Routledge, 2015.
2. *Professional Photographer Magazine*, (n.d.). Professional Photographers of America.
3. *Journal of Film and Video*, (n.d.). University Film and Video Association.
4. *Cinematography World*. (n.d.). Cinematography World Magazine.

## Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	1	1
	2	2	1,2
	3	1	2
	4	5	3
2	1	3	3
	2	3	1,3
	3	2	2,3
	4	1	2
3	1	4	
	2	3	1
	3	2	1
	4	4	3
4	1	3	3
	2	3	2
	3	1	1

## Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
CO 1	✓		✓	✓
CO 2			✓	✓
CO 3	✓			✓
CO 4		✓		✓
CO 5	✓		✓	

**Employability for the Course:** The job market for professional photographers and cinematographers is promising but competitive. Success in this field often requires a combination of technical skill, creativity, networking, and a strong portfolio. Adaptability and continuous learning are key to navigating the evolving landscape and seizing new opportunities.

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**Fourth Semester FYUGP Journalism Examination**

**Model Question Paper**

**KU4DSCJMC213: Professional Photography and Cinematography**

**Maximum Time: 2 Hours**

**Maximum Marks: 70**

**Section A**

**[Answer any SIX. Each question carries 3 marks]**

**6x3 =18**

1. Mirrorless camera
2. Aperture
3. Medium shot
4. Depth of field
5. Final Cut Pro
6. Artificial lighting
7. Narrative cinematography
8. Branding

**Section B**

**[Answer any FOUR. Each question carries 6 marks]**

**4x6 = 24**

9. Explain the role of light in creating mood and effect.
10. What are the ethical considerations in photography and cinematography?
11. Explain the criteria for evaluating cinematography.
12. Enumerate the importance of sound in film.
13. What are the principles of visual storytelling?
14. Explain the three-point lighting in cinematography.

**Section C**

**[Answer any TWO. Each question carries 14 marks]**

**2x14 = 28**

15. Explain the relevance of socio-cultural and historical context in film production.
16. Explain the roles and responsibilities in film production.
17. Explain the pre-production plan for a photo shoot project.

**KU4VACJMC214  
MEDIA AND CIVIC ENGAGEMENT**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IV	<b>Value Added Course</b>	200-299	<b>KU4VACJMC214</b>	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>3</b>	-	-	<b>25</b>	<b>50</b>	<b>75</b>	<b>1.5</b>

**Course Description:**

The course explores the intersection of media, democracy, and citizenship, delving into historical and theoretical foundations, media literacy, and community journalism. Students engage in civic dialogue, ethical considerations, social media activism, and media campaigns, fostering social change and grassroots empowerment

**Course Pre-requisites:**

- Students should have completed introductory courses in media studies or communication
- Familiarity with concepts related to civic engagement, such as community involvement, social activism, and civic responsibility, would be beneficial.
- Students should have basic proficiency in using media tools

**Course Outcomes (CO)**

CO	Expected Outcomes	Learning Domains	Knowledge Category #	Evaluation Tools Used
CO1	To assess and understand the role of media in shaping public discourse and promoting civic engagement	U	F C	Instructor created exams Quiz Seminar presentations Home assignments

CO2	To analyse the impact of media representations on civic awareness, participation, and social movements	An	C	Instructor created exams Quiz Seminar presentations Home assignments
CO3	To recognize various mass media tools in engaging in civic activism	U	C	Seminar presentations Home assignments
CO4	To critically evaluate media content and media literacy skills and engage in informed civic action	An	P	Seminar presentations Home assignments
CO5	To create media strategies and platforms to advocate for social justice, equity, and community empowerment	C	P	Practical assignment
CO6	To gain holistic knowledge through academic and practical discourses	U	F, P	Instructor created exams Quiz Seminar presentations Home assignments

\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), # - Factual Knowledge (F), Conceptual Knowledge (C), Procedural Knowledge (P), Metacognitive Knowledge (M)

#### Mapping of COs with PSOs and POs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	-	3	2	-	-	3							3
CO2	1	2	-	3	3	-	3	2	-	1	-	-	2
CO3	3	-	1	1	-	-	2	1	-	3	1	-	-
CO4	-	2	-	-	2	1	-	1	3	-	1	3	3
CO5	1	-	-	2	1	-	-	2	-	3	-	-	-
CO6	-												2

\*Correlation Levels

Level	Correlation
----	NIL
1	Slightly/Low
2	Moderate/Medium
3	Substantial/High

## COURSE CONTENT

### Content for Classroom Transaction:

Module	Unit	Description	Hours (45)	Marks (50)
<b>I</b>	<b>Module I Media, Democracy, and Citizenship</b>		<b>10</b>	<b>10</b>
	1	Understand the historical and theoretical foundations of media's role in democracy and citizenship.		
	2	Concept of media literacy and informed citizenship (Media literacy, citizenship, constitution)		
	3	Over view of Community Journalism and its significance in civic engagement (homogenies, heterogenies communities, civic sense constitutional morality)		
	4	Different community media platforms		
<b>II</b>	<b>Module II Community Journalism and Civic Dialogue</b>		<b>10</b>	<b>15</b>
	5	Importance of community-based media engagement for civic dialogue		
	6	Identifying relevant community issues and concerns (gender, cast, class, linguistics and geographical issues)		
	7	Ethical consideration in community and civic journalism (media ethics especially on sensitive issues)		
	8	Techniques for conducting interviews with community members and stake holders		
<b>III</b>	<b>Module III Media and Civic Activism</b>		<b>10</b>	<b>15</b>
	9	Different social media platforms for civic engagement and activism		
	10	Social media driven movements and campaigns for social justice (example –Arab spring revolution)		
	11	Social media for grass root level community enhancement (illiteracy, poverty, health issues)		
	12	Citizen journalism and new media		
<b>IV</b>	<b>Module IV Media Campaigns for Civic Engagement</b>		<b>6</b>	<b>10</b>
	13	Elements and strategies of Media campaign		

	14	Analyzing effective Media campaigns		
V	<b>Module V Teacher Specific Module (Practicum)</b>		<b>9</b>	
	15	Create civic influencing projects (Traffic awareness programmes, election commission programmes)		
	16	Collaborate with community partners to plan and implement a civic engagement initiative that promotes dialogue, participation, and collective action within a specific community or social issue. (Visit a nearby school or local government body or a specific community		

### Assessment Rubrics

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>50</b>
<b>Continuous Evaluation</b>	<b>25</b>
<b>A. Theoretical Assessment:10 marks</b>	
1.Test Papers:6	
2.Library Assignments:2	
3.Classroom Engagements:2	
<b>B. Practicum:15 marks</b>	
<b>Total</b>	<b>75</b>

### **Essential Readings:**

1. W L Bennett, *The Personalization of Politics and Civic Engagement: The Role of Newspapers*, Routledge.
2. P Dahlgren, *Media and Political Engagement: Citizens, Communication, and Democracy*, Cambridge University Press
3. T E Cook, *Governing with the News: The News Media as a Political Institution*, University of Chicago Press
4. N Couldry & J Curran (Eds.), *Contesting Media Power: Alternative Media in a Networked World*, Rowman & Littlefield

5. M Castells, M Fernandez-Ardevol, J L Qiu, & A Sey, *Mobile Communication and Society: A Global Perspective*, MIT Press
6. N Couldry & A Fotopoulou, *Digital Citizenship: The Internet, Society, and Participation*. Oxford University Press
7. Foreman, Gene, *The Ethical Journalist: Making Responsible Decisions in the Digital Age*, Wiley-Blackwell, 2015.
8. Howard Philip. N, *New media Campaigns and the managed citizen*, Cambridge University press.

**Suggested reading:**

1. McAllister, *The Civic Culture Transformed: From Allegiant to Assertive Citizens*. Cambridge University Press
2. J J Eipe, *Egypt Revolution 2.0: Tweets and Trends from Egypt*, IOSR *Journals of Humanities and Social Science*
3. Sen, A, *Development as freedom*, Anchor Books, 1999
4. Held, D, *Global Transformation: Politics, Economics and Culture*, 1999
5. Pranoy GuhaThakurta, *Media Ethics: Truth, fairness and Objectivity*, Oxford university press, (2<sup>nd</sup> ed), 2011
6. Earl, Jennifer, and Katrina Kimport, *The New Media Activism: Strengthening Collective Action through Technology and Social Media*. University of Chicago Press, 2011.

**Reference Distribution**

Module	Unit	Reference No.	Suggested Readings
1	1	2	1,3
	2	3	1
	3	1	3
	4	2	1
2	1	1	3
	2	5	1
	3	7	5
	4	6	3
3	1	3	6
	2	5	6
	3	8	1,6
	4	3	6
4	1	8	6
	2	4	1
	3	-	-
	4	-	-

### Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
CO1	✓	✓	✓	✓
CO2		✓		✓
CO3	✓	✓	✓	
CO4				
CO5				
CO6	✓			✓

**Employability of the Course:** The "Media and Civic Engagement" course equips students with valuable skills for careers in media, public relations, community organizing, and non-profit sectors. Graduates can pursue roles such as social media managers, public affairs specialists, civic engagement coordinators, and advocacy campaign strategists.

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**Fourth Semester FYUGP Journalism Examination**  
**Model Question Paper**  
**KU4VACJMC214: Media and Civic Engagement**

**Credit:3**

**Maximum Time: 1.5 hrs**

**Maximum Marks:50**

**Section A** (Answer any **SIX**. Each question carries 2marks)

6x2=12

1. What is informed citizenship?
2. Define community journalism.
3. What is civic engagement?
4. List three key ethical considerations in community journalism.
5. What is citizen journalism, and how does it differ from traditional journalism?
6. What are the key elements of an effective media campaign?
7. What is civic dialogue?
8. What is media ethics?

**Section B** (Answer any **FOUR**. Each question carries 6 marks)

4x6=24

9. Discuss the use of social media for addressing grassroots-level community issues such as illiteracy, poverty, and health.
10. Explain the strategies involved in planning and executing a media campaign for civic engagement.
11. What are the techniques for conducting interviews with community members and stake holders?
12. How different social media platforms helps in civic engagement and activism
13. Analyze the significance of community journalism in heterogeneous communities.
14. Analyze the impact of social media-driven movements on social justice, using the Arab Spring as an example.

**Section C** (Answer Any **ONE**. Each question carries 14 marks)

1x14=14

16. Critically analyze the role of media in fostering democracy. Discuss with relevant examples.
17. Evaluate the effectiveness of citizen journalism and new media in promoting civic activism and engagement.

**KU4VACJMC215**  
**MEDIA FOR SOCIAL CHANGE**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>IV</b>	<b>Value added course</b>	<b>200-299</b>	<b>KU4VACJMC215</b>	<b>3</b>	<b>45</b>

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>3</b>	-	-	<b>25</b>	<b>50</b>	<b>75</b>	<b>1.5</b>

**Course Description**

This course examines the intersection of media and social change, exploring how various media forms influence and are influenced by social movements and public opinion. It aims to equip students with theoretical knowledge and practical skills to use the media as a tool for social advocacy and transformation.

**Course Prerequisite**

1. Journalism Fundamentals: Completion of introductory journalism courses or equivalent experience
2. Sociological Awareness: -Understanding the role of the media in society and its influence on public opinion, and Familiarity with concepts such as mass media, social movements, and advocacy.

**Course Outcomes (CO)**

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Assess- Understand and articulate the role of the media in driving social change	U	C	Instructor-created exams / Quiz
CO2	Analyse- Analyse various media campaigns and their impact on public opinion and policy.	An	C	Seminar Presentation/ Home Assignments
CO3	Recognise- Develop skills to create effective media strategies for social advocacy in the digital era.	A	P	Seminar Presentation / Group Tutorial Work

CO4	Critique- Evaluate ethical considerations in media practices related to social change.	E	C	Instructor-created exams / Home Assignments
CO5	Create: Media strategies that leverage digital platforms for social movements.	C	P	One Minute Reflection Writing assignments
CO6	Gain hands-on experience in creating media content for social change.	P	P	Practical Assignment
<p><b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</b>  <b># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</b>  <b>Metacognitive Knowledge (M)</b></p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	P07
CO1	3	-	2	-	-	-	-	-	-	-	2	-	-
CO2	2	1	2	2	-	3	-	2	-	2	-	-	3
CO3	-	3	-	3	-	2	-	1	-	-	3	-	2
CO4	-	-	-	2	-	-	-	-	1	-	1	3	3
CO5	-	-	-	3	-	-	-	1	-	-	2	-	-
CO6	-	-	1	1	-	3	3	-	-	-	3	2	2

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

**Course Content**

**Content for Classroom Transaction:**

Module	Unit	Description	Hours (45)	Marks (50)
<b>I</b>	<b>Module I Introduction to media and social change</b>		<b>10</b>	<b>15</b>
	1	Mass Media and social change	2	
	2	Historical overview of media's role in social change	3	
	3	Theoretical Frameworks: Agenda setting, Framing, and cultivation Theory	3	
	4	Media pluralism and public opinion	2	

<b>II</b>	<b>Module II Media campaigns and Social Development</b>		<b>10</b>	<b>15</b>
	5	Elements of a Successful Media Campaign	2	
	6	Strategies for Developing Media Campaigns	3	
	7	Role of traditional media in social development: Print, Television, Radio	3	
	8	Privacy and consent in Media Campaigns	2	
<b>III</b>	<b>Module III Digital Media and social change</b>		<b>10</b>	<b>10</b>
	9	Impact of the internet and social media on social movements	3	
	10	Digital storytelling Techniques	2	
	11	Viral campaigns and Hashtag Activities	2	
	12	Emerging Trends and Technologies	3	
<b>IV</b>	<b>Module IV Media ethics and social Responsibility</b>		<b>10</b>	<b>10</b>
	16	Ethical issues in Media	3	
	17	Media responsibility: Balancing objectivity and Advocacy	2	
		Media Representation of Marginalized groups	3	
	18	Sensationalism and Impact on Popular Taste	2	
<b>V</b>	<b>Module V Teacher Specific Module (Practicum)</b>		<b>5</b>	
		<b>Directions</b>		
		Design and Execute a Media campaign for a social issue		

### Assessment Rubrics

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>50</b>
<b>Continuous Evaluation</b>	<b>25</b>
<b>A. Theoretical Assessment:10 marks</b>	
1.Test Papers:6	
2.Library Assignments:2	
3.Classroom Engagements:2	
<b>B. Practicum:15 marks</b>	
<b>Total</b>	<b>75</b>

## Essential Readings

1. Gupta. D. k, *Media and Society*, Neha publishers and distributors, 2003
2. Servaes.J, *Communication for development and social change*, Sage Publications,1999
3. Mc Quail, D, *Mc Quail's Mass Communication Theory*, Thousand Oaks, CA: Sage Publication (7<sup>th</sup> ed.) 2022
4. Howard Philip. N, *New media Campaigns and the managed citizen*, Cambridge University press.
5. Earl, Jennifer, and Katrina Kimport, *The New Media Activism: Strengthening Collective Action through Technology and Social Media*. University of Chicago Press, 2011.
6. Croteau, David, and William Hoynes, *Media/Society: Industries, Images, and Audiences*, SAGE Publications, 2018.
7. Reese, Stephen D., Oscar H. Gandy Jr., and August E. Grant, eds. *Framing Public Life: Perspectives on Media and Our Understanding of the Social World*. Routledge, 2001.
8. Foreman, Gene, *The Ethical Journalist: Making Responsible Decisions in the Digital Age*, Wiley-Blackwell, 2015.
9. Sreekumar, T. T, & Mohan.V, (Eds.). *Media, technology and society: Challenges and opportunities*, Routledge India,2019

## Suggested Readings:

1. Gumucio-Dagron.A, &Tuft, T. (Eds), *Communication for social change source book: Historical perspectives and contemporary reflection*, Rockefeller Foundation
2. Pickard, Victor, and Guobin Yang, eds, *Media Activism in the Digital Age*, Routledge, 2017.
3. Jackson, Sarah J., Moya Bailey, and Brooke Foucault Welles, *Hashtag Activism: Networks of Race and Gender Justice*, MIT Press, 2020.
4. Baran, S.J, &Davis, D.K, *Introduction to Mass Communication Theory*, Thousand oaks, CA: Sage Publication (6<sup>th</sup> ed.), 2019
5. Plaisance, P.L, *Media Ethics: Key Principles for Responsible Practice*, CQ Press, 2013
6. Walter Lippman, *Public Opinion*, 1922
7. Pranoy GuhaThakurta, *Media Ethics: Truth, fairness and Objectivity*, Oxford university press, (2<sup>nd</sup> ed), 2011

## Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	1	1
	2	2	1
	3	3,7	4
	4	6	6,1
Module	Unit	Reference No.	Suggested Readings
2	1	4	2
	2	4	3,2
	3	2	1
	4	8	3
Module	Unit	Reference No.	Suggested Readings
3	1	5	2
	2	5	2
	3	4	3
	4	9	3
Module	Unit	Reference No.	Suggested Readings
4	1	8	7,5
	2	2	7,5
	3	1	1
	4	8	6

## Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
CO 1	✓			✓
CO 2		✓	✓	✓
CO 3	✓			✓
CO 4				✓
CO 5		✓	✓	

**Employability for the Course:** The job market for media roles focused on social change is specialized but growing. Opportunities exist with non-profits, advocacy groups, and media organizations dedicated to social justice and public policy. Graduates can also find roles in digital marketing agencies, government communication departments, and international organizations working on social impact projects.

## Fourth Semester FYUGP Journalism Examination

### Model Question Paper

#### KU4VACJMC215: Media for Social change

**Credit: 3**

**Maximum Time: 1.5 hrs**

**Maximum Marks: 50**

**Section A** (Answer any **SIX**. Each question carries 2marks)

6x2=12

1. Define mass media.
2. Explain the framing theory.
3. What is digital storytelling?
4. Define hashtag activism and give an example.
5. Explain the term "sensationalism" in the media.
6. What are some of the communication strategies and interventions employed in communication for social change?
7. What is public opinion?
8. Explain the term echo chamber in the context of social media

**Section B** (Answer any **FOUR**. Each question carries 6 marks)

4x6=24

9. What are the key elements of a successful media campaign?
10. Analyse the impact of the internet on social movements.
11. Discuss the ethical responsibilities of media professionals.
12. Choose a current event in the media and analyze the role of media audience in shaping public opinion.
13. How has the impact of agenda setting changed with the rise of new forms of media and increased access to information?
14. Write a short note about the viral Hashtag campaigns.

**Section C** (Answer Any **ONE**. Each question carries 14 marks)

1x14=14

15. Design a media campaign aimed at raising awareness about climate change.
16. Critically analyse the impact of social media algorithms on the dissemination of news and information.

**KU4VACJMC216**  
**CITIZEN JOURNALISM**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>IV</b>	<b>Value Added Course</b>	<b>200-299</b>	<b>KU4VACJMC216</b>	<b>3</b>	<b>45</b>

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>3</b>	--	--	<b>25</b>	<b>50</b>	<b>75</b>	<b>1.5</b>

**Course Description**

Students will learn about the basics and history of citizen journalism, its impacts and the roles and ethical responsibilities of citizen journalists. The course also explores how citizen journalism influences civic participation, democracy and social movements both locally and globally. Practical components include training sessions and collaborative reporting to promote active community involvement and ethical news reporting.

**Course Prerequisite: News and feature writing for print media**

1. **Journalism Fundamentals:** Students should have some basic knowledge about news reporting, journalistic ethics and the role of media in society.
2. **Knowledge of Digital media:** Students should have basic proficiency in digital media tools and platforms, including social media, blogging and multimedia content creation.

**Course Outcomes (CO)**

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Understand the evolution and significance of citizen journalism through historical context and contemporary relevance.	U	C	Instructor-created exams / Quiz
CO2	Apply digital tools and platforms effectively for creating and disseminating citizen journalism content, considering their impact on audience engagement.	A	P	Instructor created practical assignment
CO3	Analyze ethical aspects and responsibilities faced by citizen journalists, evaluating their impact on journalistic integrity and credibility.	An	C	Assignments essay writing
CO4	Evaluate the influence of citizen journalism on public discourse, social movements, and	E	C	Debates

	democratic processes, while creating strategies to enhance its positive impact.			
CO5	Apply citizen journalism principles in real-world settings through reporting assignments and community engagement projects, analyzing their effectiveness in addressing local issues and fostering civic engagement.	A	P	Field work
<p><b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</b>  <b># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</b>  <b>Metacognitive Knowledge (M)</b></p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	1	-	-	3	3	3	-	-	-	-	1
CO2		3	2	-	-	-	3	1	-	-	-	-	-
CO3	-	-	2	-	2	-	1	1	-	2	-	-	1
CO4	-	-	-	2	1	-	-	1	2	-	-	-	1
CO5	-	-	-	1	-	-	2	-	1	1	-	2	-

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

**Course Content**

**Content for Classroom Transaction:**

Module	Unit	Description	Hours (45)	Marks (50)
<b>I</b>	<b>Module I: Fundamentals of Citizen Journalism</b>		<b>10</b>	<b>15</b>
	1.	Citizen Journalism definition	1	
	2.	Evolution from letters to the editor to digital platforms	2	
	3.	Relevance of citizen journalism.	2	
	4.	Citizen Journalism vs. Traditional Journalism	3	
	5.	Empowerment through Citizen Journalism	2	
<b>II</b>	<b>Module II: Technological Impact and Empowerment</b>		<b>6</b>	<b>10</b>
	6.	Technological Impact on Citizen Journalism	3	
	7.	Digital Tools and Platforms for Citizen Journalism	3	

<b>III</b>	<b>Module III: Roles, Responsibilities and Challenges</b>		<b>9</b>	<b>15</b>
	8.	Roles of Citizen Journalists	2	
	9.	Ethical considerations for citizen journalists	2	
	10.	Responsibilities towards accuracy and accountability	2	
	11.	Challenges Faced by Citizen Journalists	2	
	12.	Strategies to overcome these challenges.	1	
<b>IV</b>	<b>Module IV: Impact of Citizen Journalism</b>		<b>10</b>	<b>10</b>
	13.	Citizen Journalism as Civic Participation	2	
	14.	Citizen journalism as a form of participatory democracy	2	
	15.	Role of citizen journalism in shaping social movements.	2	
	16.	Analysis of the impact on local and global communities.	2	
	17.	Emerging trends in citizen journalism.	2	
<b>V</b>	<b>Module V Teacher Specific Module (Practicum)</b>		<b>10</b>	
	18.	Conduct interactive training/ awareness sessions to local citizens with essential journalism skills and ethical reporting practices.		
	19.	Facilitate collaborative reporting projects to engage citizens in reporting and addressing local issues collectively and submit the news as an assignment.		
	20.	Establish online platforms where citizens can contribute news content, promoting active participation and community-driven journalism (WhatsApp news platform or any other social media platform)		

### **Assessment Rubrics**

<b>Evaluation Type</b>	<b>Marks</b>
<b>End Semester Evaluation</b>	<b>50</b>
<b>Continuous Evaluation</b>	<b>25</b>
<b>A. Theoretical Assessment: 10marks</b>	
1. Test Papers: 6	
2. Library Assignments: 2	
3. Classroom Engagements: 2	
<b>B. Practicum: 15 marks</b>	
<b>Total</b>	<b>75</b>

### **Essential Readings**

1. Melissa Wall, Citizen Journalism Practices Propaganda Pedagogy, Sage (2019 ).
2. Alfred Lawrence Lorenz, John Vivian, News: Reporting and Writing, Pearson Education (1996).
3. Seungahn Nah, Deborah S. Chung, Understanding Citizen Journalism as Civic Participation, Routledge (2022)
4. Andrew Conte, Death of the Daily News: How Citizen Gatekeepers Can Save Local Journalism. University of Pittsburgh Press (2022)

## Suggested Readings

1. Kevel. J Kumar, Mass communication in India (5th ed) , Jaico Publishing House (2020),
2. Seema Hasan, Mass Communication Principles And Concepts 3Ed, CBS Publishers & Distributors Pvt Ltd. 201 (2022)

## Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	1.3	1
	2	1,3	2
	3	3	2
	4	1,3	2
	5	1,3	1
Module	Unit	Reference No.	Suggested Readings
2	1	1	1
	2	1	1
Module	Unit	Reference No.	Suggested Readings
3	1	1.2	1, 2
	2	1,2	2
	3	1,2	2
	4	1,2	2
	5	1..2	2
Module	Unit	Reference No.	Suggested Readings
4	1	3	1
	2	1,3	1
	3	1,3	1
	4	1,3	1
	5	1..4	1

## Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Practical assignment	Field work	Debate	End Semester Examination
CO 1	✓					✓
CO 2			✓			✓
CO 3		✓				✓
CO 4					✓	✓
CO 5			✓	✓		

**Employability for the Course:** The demand for content creators who can effectively engage and inform audiences continues to grow, making this field a promising career path. Whether pursuing freelance opportunities, working in digital marketing, or contributing to non-profit organizations, the skills developed through a citizen journalism course can open many doors to meaningful employment.

**Fourth Semester FYUGP Journalism Examination**

**Model Question Paper**

**KU4VACJMC216: Citizen Journalism**

Credits: 3

Maximum Time: 2 hours

Maximum Marks: 50

**Section A**

**[Answer any SIX. Each question carries 2 marks]**

**6X2= 12**

1. Define 'Citizen Journalism'
2. Explain the relevance of citizen journalism.
3. How does citizen journalism empower individuals and communities?
4. Summarize the key technological impacts on citizen journalism.
5. Identify and describe digital tools and platforms utilized by citizen journalists for content creation, distribution and audience engagement.
6. Discuss the roles and responsibilities of citizen journalists.
7. What are the primary ethical challenges faced by citizen journalists?
8. Analyze the challenges faced by citizen journalists.

**Section B**

**[Answer any FOUR. Each question carries 6 marks]**

**6X4= 24**

9. Discuss its role in promoting participatory democracy and community engagement.
10. What are the benefits and drawbacks of citizen journalism in a democratic society?
11. Explain the concept of "gatekeeping" in citizen journalism and its implications for information dissemination and public discourse.
12. How can citizen journalism contribute to amplifying marginalized voices and promoting social justice issues within communities?
13. Discuss the role of citizen journalism in documenting and raising awareness about local issues and community events.
14. Explain the concept of "citizen watchdogs" in citizen journalism and discuss their role in promoting transparency and accountability in governance.

**Section C**

**[Answer any ONE. Each question carries 14 marks]**

**1x14=14**

15. Compare and contrast the impact of citizen journalism with traditional journalism in shaping public opinion and influencing societal norms, providing examples from recent media coverage.
16. Evaluate the role of citizen journalism in promoting media literacy and critical thinking skills among audiences, particularly in the digital age where misinformation is prevalent.

**KU4SECJMC217**  
**VLOGGING**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>IV</b>	<b>Skill Enhancement Course</b>	<b>200-299</b>	<b>KU4SECJMC217</b>	<b>3</b>	<b>45</b>

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>3</b>	–	-	<b>25</b>	<b>50</b>	<b>75</b>	<b>1.5</b>

**Course Description**

This course is designed to provide a comprehensive understanding on vlogging, covering history, essential elements, importance, production and technology. It aims to equip students with the knowledge and practical skills with regarding vlog production. By the end of the course students will able to create vlogs which is an important informative part new media.

**Course Prerequisite**

1. Journalism Fundamentals: Completion of introductory journalism courses or equivalent experience
2. Sociological Awareness: Basic knowledge of rural communities, their challenges, and social dynamics to better comprehend and report on rural issues effectively

**Course Outcomes (CO)**

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Assess- Develop a reflective understanding about vlogging	U	C	Instructor-created exams/Quiz
CO2	Analyse- Study the latest trends and importance of vlogging.	An	C	Seminar Presentation/ Home Assignments
CO3	Recognise- Identify the journalistic skills required for vlogging and content creation.	A	C	Seminar Presentation/ Group Tutorial Work

CO4	Critique- reviewing the challenges, and opportunities in vlogging.	E	C	Instructor-created exams / Home Assignments
CO5	Create: execution of content production	C	P	One Minute Reflection Writing assignments
CO6	Gain practical insights into producing contents through vlogs	C	P	Practical Assignment
<p><b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</b>  <b># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</b>  <b>Metacognitive Knowledge (M)</b></p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	-	-	-	-	3	-	-	2	-	-	1
CO2	3	1	-	-	-	-	-	1	-	-	-	-
CO3	1	1	-	2	-	-	1	2	3	-	1	-
CO4	-	1	2	-	-	-	-	-	1	-	-	1
CO5	2	-	1	1	-	2	-	1	-	-	-	-
CO6	-	2	-	-	1	2	3	-	1	-	-	2

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

**Course Content**

**Content for Classroom Transaction:**

Module	Unit	Description	Hours (45)	Marks (50)
<b>I</b>	<b>Module I Evolution</b>		<b>8</b>	<b>10</b>
	1	Define vlog – Content creation – social media	2	
	2	Vlogger or influencer	1	

	3	Rise of vlogging	1	
	4	Influencer impact – social media impact	2	
	5	Professional ethics	1	
	6	Vlogging v/s blogging	1	
<b>II</b>	<b>Module II Types of Vlogs</b>		<b>10</b>	<b>15</b>
	7	Life style vlogs, Travel vlogs	2	
	8	Review, Education	3	
	9	ASMR cooking	1	
	10	Technology, Business	2	
	11	Art and culture, Fashion and beauty	2	
<b>III</b>	<b>Module III Essential Skills</b>		<b>8</b>	<b>10</b>
	12	Creative or unique video ideas	2	
	13	Good communication and storytelling skills	2	
	14	Research skill	2	
	15	Consistency and Enormous self-belief	2	
<b>IV</b>	<b>Module IV Technical skills</b>		<b>9</b>	<b>15</b>
	16	Key words and trending topics	2	
	17	Video production – sound -lights	3	
	18	Video editing Creating thumbnails	2	
	19	Self-promotion	1	
	20	Audience analysis	1	
<b>V</b>	<b>Module V Teacher Specific Module (Practicum)</b>		<b>10</b>	
		<b>Directions</b>		
	1	Write a script for 5minutes lifestyle vlog		
	2	Produce an informative vlog for five minutes		

### Assessment Rubrics

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>50</b>
<b>Continuous Evaluation</b>	<b>25</b>
<b>A. Theoretical Assessment:10 marks</b>	
1.Test Papers:6	
2.Library Assignments:2	
3.Classroom Engagements:2	
<b>B. Practicum:15 marks</b>	
<b>Total</b>	<b>75</b>

### **Essential Readings**

1. Shane Birley – Audrey Malo, *The Vlogger’s Handbook*, The Quarto Group, 2019
2. Teched Publishers, *Video Making for Beginners*, Teched Publishers, 2023
3. Myra E. Loring, *Content Creator*, ASIN, 2020

4. Elliot Shore, *How to Start a YouTube Channel*, independently published, 2021
5. Brittany Hennessy, *Influencers: Building Your Personal Brand in the Age of Social Media*, Citadel, 2018

### Suggested Readings

1. Sean Cannel, *YouTube Secrets*, Lioncrest Publishing, 2018
2. Derral Eves, *The YouTube Formula*, Wiley, 2021
3. Nicholas A. Chrisakis – James H Fowler Little, *Connected*, Brown Spark, 2019

### Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	1,3	1,2,3
	2	1,5	1,2,3
	3	1	1,2,3
	4	5	1,2,3
	5	3	1,2,3
	6	1	1,2,3
Module	Unit	Reference No.	Suggested Readings
2	1	1,3,4	1,2,3
	2	1,3,4	1,2,3
	3	1,3,4	1,2,3
	4	1,3,4	1,2,3
	5	1,3,4	1,2,3
	6	1,3,4	1,2,3
	7	1,3,4	1,2,3
	8	1,3,4	1,2,3
	9	1,3,4	1,2,3
	10	1,3,4	1,2,3
Module	Unit	Reference No.	Suggested Readings
3	1	2,4	1,2,3
	2	2,4	1,2,3
	3	2,4	1,2,3
	4	2,4	1,2,3
	5	2,4	1,2,3
	6	2,4	1,2,3
Module	Unit	Reference No.	Suggested Readings
4	1	2,5	1,2,3
	2	2,5	1,2,3
	3	2,5	1,2,3
	4	2,5	1,2,3
	5	2,5	1,2,3

## Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
CO 1	✓		✓	✓
CO 2			✓	✓
CO 3	✓			✓
CO 4		✓		
CO 5	✓		✓	✓

**Employability for the Course:** vlogging is a freelance profession. Students who have creativity and basic technical knowledge can easily create an account in social media and create their own contents.

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### Fourth Semester FYUGP Journalism Examination

#### Model Question Paper

#### KU4SECJMC217: Vlogging

Credits: 3

Maximum Time: 1.5 hours

Maximum Marks: 50

#### Section A

*[Answer any SIX. Each question carries 2 marks]*

6X2= 12

1. Travel vlogs
2. Influencer
3. What is personal vlog?
4. Ethics
5. Content creation
6. Key words
7. Self- promotion
8. YouTube

#### Section B

*[Answer any FOUR. Each question carries 6 marks]*

4X6= 24

9. Explain the history of vlogging.
10. What are the main differences between vlogging and blogging?
11. Which are the importance stages in vlog production?
12. How audience analysis will help an influencer?
13. Explain the technical skill needed for vlog making?
14. Discuss about the different types of Vlogs.

#### Section C

*[Answer any ONE. Each question carries 14 marks]*

1x14=14

15. What skills are needed to be a successful vlogger?
16. Briefly explain the impact of vlogging in society.

**KU4SECJMC218**  
**MEDIA CONTENT WRITING**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IV	<b>Skill Enhancement Course</b>	200-299	<b>KU4SECJMC218</b>	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>3</b>	—	-	<b>25</b>	<b>50</b>	<b>75</b>	<b>1.5</b>

**Course Description:** The "Media Writing" course provides a comprehensive understanding of writing techniques and styles across various media platforms, including print, radio, television, and digital media. Students will learn the principles of good writing, develop skills in narrative and journalistic writing, and explore the importance of research and effective communication in media writing. The course emphasizes practical writing exercises, enabling students to produce content for newspapers, magazines, radio, TV, and online platforms.

**Course Pre-requisite:**

- To instill interest among students for media writing
- To equip the students with recent trends in media writing

**Course Outcomes:**

CO	Expected Outcomes	Learning Domains	Knowledge category #	Evaluation tools used
CO1	To assess different types of media writing	A,U	F, P	Instructor created exams Quiz Seminar Home assignments Practical assignment

CO2	Analyse forms of writing required in a media profession	A	F, P	Seminar presentations Home assignments
CO3	To recognize media writing skills and etiquettes	U	C	Home assignments
CO4	To critique different media writing approaches and style	E	C	Instructor created exams
CO5	To create accurate write-ups for mass media	C	C	Practical assignment
CO6	To gain effective writing skills	A	C, F	Practical assignment

\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)# - Factual Knowledge (F), Conceptual Knowledge (C), Procedural Knowledge (P), Metacognitive Knowledge (M)

### Mapping of COs with PSOs and POs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	2	1	1	-	-	-	1	-	2	1	-	2
CO2	3	2	-	2	-	1	1	3	1	-	3	2	-
CO3	1	3	1	3	1	-	-	2	1	-	1	3	2
CO4	-	-	2	3	2	-	1	2	1	2	-	2	2
CO5	-	2	1	3	-	2	-	-	-	-	2	-	3
CO6	-	1	-	2	-	2	-	2	-	-	3	1	2

\*correlation levels

Level	Correlation
-	NIL
1	Slightly/Low
2	Moderate/Medium
3	Substantial/High

## COURSE CONTENT

### Content for Classroom Transaction:

Module	Unit	Description	Hours (45)	Marks (50)
<b>I</b>	<b>Module I Media Writing</b>		<b>10</b>	10
	<b>1</b>	Principles of good writing, basic tools of writing	2	
	<b>2</b>	Introduction to narrative, descriptive and explanatory writing; Syntax, grammar, diction	2	
	<b>3</b>	Media writing as communication	1	

	4	Characteristics of media writings	1	
	5	Importance of research in media writing	2	
	6	Journalistic writing; Language of journalism	2	
<b>Module II Writing For Print</b>			<b>10</b>	<b>10</b>
<b>II</b>	7	Writing news reports for newspapers Headline writing – Do's and Don'ts Use of quotations in news reports & headlines Caption writing Idea about different Stylebooks	3	
	8	Writing different types of leads Writing lead and body text Inverted pyramid style, hour-glass style, Linked boxes style; Nutgraph	3	
	9	Feature Writing- Techniques and types of features	2	
	10	Editorial and Op-Ed writing Writing for magazines, writing columns, middles reviews (books /films) and criticisms	2	
<b>Module III Writing for Radio and Television</b>			<b>10</b>	<b>15</b>
<b>III</b>	11	Writing for the Ear Conversational writing Writing radio news, features, drama, special programmes, documentaries Use of acronyms	3	
	12	Formatting a radio news script	2	
	13	Writing for television Characteristics and principles of writing TV news scripts	3	
	14	Different formats of writing TV news script TV news script terminologies	2	
<b>Module IV Writing For New Media</b>			<b>10</b>	<b>15</b>
<b>IV</b>	15	Characteristics of web writing	2	
	16	Online journalism and writing	2	
	17	Writing for a website	2	
	18	Writing blogs	2	
	19	Technical writing	2	
<b>V</b>	<b>Module V Teacher Specific Module (Practicum)</b>		<b>5</b>	
	20	Writing exercises and evaluation: News stories, features, headlines, captions, reviews, press releases		

## Assessment Rubrics

Evaluation Type	Marks
End Semester Evaluation	50
Continuous Evaluation	25
<b>A. Theoretical Assessment:10 marks</b>	
1.Test Papers:6	
2.Library Assignments:2	
3.Classroom Engagements:2	
<b>B. Practicum:15 marks</b>	
<b>Total</b>	<b>75</b>

### Essential Readings:

1. R L Hilliard, *Writing for Television, Radio, and New Media (Broadcast and Production)* Cengage Learning
2. George A Hough, *News Writing*, Gaurav Book Centre
3. Ted White, *Broadcast News: Writing, Reporting & Producing*, Oxford University Press
4. Rosemary Horstmann, *Writing for Radio*, A & C Black (Publishers) Limited
5. Rick Thomson, *Writing for Broadcast Journalists*, Routledge
6. Melvin Mencher, *Melvin Mencher's News Reporting and Writing*, McGraw-Hill
7. Wynford Hicks, Sally Adams, Harriett Gilbert, Tim Holmes, *Writing for Journalists*, Routledge
8. Brian Carroll, *Writing and Editing for Digital media*, Routledge

### Suggested Readings

1. John Bender, Lucinda Davenport, Michael Drager and Fred Fedler, *Writing and Reporting for the media*, Oxford University Press
2. Tim K Wulfemeyer, *Beginning Radio-T.V. News writing: A self-instructional learning experience*, Surjeet Publication
3. James G Stovall, *Writing for the mass media*, Pearson
4. Angela Phillips, *Good Writing For Journalists*, Sage
5. Robert M Knight, *The Craft of Clarity : A Journalistic Approach to Good Writing*, Surjeet Publication

### Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	4	1
	2	5	1,3
	3	4,5	3

	4	5	1
	5	4	1,3
<b>Module</b>	<b>Unit</b>	<b>Reference No.</b>	<b>Suggested Readings</b>
<b>2</b>	1	6	1,3
	2	6	3
	3	6	3
	4	6	1,3
<b>Module</b>	<b>Unit</b>	<b>Reference No.</b>	<b>Suggested Readings</b>
<b>3</b>	1	4,5	1,2,3
	2	5	2
	3	4	1,2,3
	4	5,4	2,3
<b>Module</b>	<b>Unit</b>	<b>Reference No.</b>	<b>Suggested Readings</b>
<b>4</b>	1	8	1,3
	2	8	1,3
	3	8	3
	4	8	1,3

### Mapping of Cos with Assessment Rubrics

	Internal exam	Assignment	Portfolio evaluation	End Semester examination
CO1	✓	✓	✓	
CO2		✓		✓
CO3			✓	✓
CO4	✓	✓		✓
CO5				
CO6	✓			

### Employability of the Course

This course equips students with versatile writing skills applicable in journalism, broadcasting, and digital media. Graduates can pursue roles such as reporters, editors, content writers, scriptwriters, and digital media specialists. The course's practical approach and focus on various media formats make students competitive and adaptable in the dynamic job market of media and communication.

**Fourth Semester FYUGP Journalism Examination**

**Model Question Paper**

**KU4SECJMC218: MEDIA CONTENT WRITING**

**Credits:3**

Maximum Time: 1.5 hours

Maximum Marks :50

**Section A**

Answer any **SIX** questions. Each question carries 2 marks

(6x 2 =12)

1. Webzine
2. Profile
3. Caption
4. Press release
5. Nut graph
6. Blog
7. Nutgraph
8. Banner

**Section B**

Answer any **FOUR** questions. Each question carries 6 marks

(4x6 = 24)

9. Describe the principles of news writing which is informative, concise and readable
10. Define visual writing
11. Distinguish review from criticism
12. Examine the key ingredients of writing for radio
13. Explain the difference between content writing and creative writing
14. What do you mean by the phrase *Writing for the Ears*

**Section C**

Answer any **ONE** question. The question carries 14 marks

(1x14 = 14)

15. Explain various types of leads and its writing
16. Briefly evaluate the content of online writing.

## KU4SECJMC219

### SOCIAL MEDIA CONTENT CREATION AND DIGITAL MARKETING

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IV	Skill Enhancement Course	200-299	KU4SECJMC219	3	45

Lecture Approach (Hours/Week)			Marks Distribution			Distribution of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	—	-	25	50	75	1.5

#### Course Description:

This course provides an in-depth understanding of social media marketing, focusing on key concepts such as content creation, advertising, and analytics across various platforms. Students will explore the evolution and functionalities of platforms like Facebook, Instagram (X), LinkedIn, YouTube, and more. The course emphasizes practical skills for planning, executing, and analyzing social media campaigns, including content creation, promotion, and budgeting strategies. By integrating theoretical knowledge with hands-on practice, students will gain the expertise to design impactful campaigns that drive engagement and conversions.

#### Course Prerequisite:

1. Basic understanding of social media or completion of an introductory media course.
2. Familiarity with digital communication tools, often developed through studies in marketing, communications, or business.

#### Course Outcomes (CO):

<b>CO</b>	<b>Expected Outcome</b>	<b>Learning Domains</b>	<b>Knowledge Category#</b>	<b>Evaluation Tools used</b>
<b>CO1</b>	Demonstrate an understanding of key concepts in social media marketing, including organic and paid approaches, influencer strategies, and advertising techniques.	U	C	Instructor - created exams / Quiz
<b>CO2</b>	Analyze the history and evolution of social media platforms to identify trends and their impact on marketing strategies.	C	P	Practical Assignment / Group Tutorial Work
<b>CO3</b>	Evaluate the functionalities and unique features of major social media platforms such as Facebook, Instagram, LinkedIn, YouTube, and others, to determine their suitability for marketing objectives.	U	P	Instructor - created exams / Quiz
<b>CO4</b>	Apply foundational knowledge to define target audiences and measure social media marketing effectiveness through metrics like reach, engagement, and conversion rates.	C	C	Instructor - created exams / Quiz
<b>CO5</b>	Develop a comparative understanding of diverse social media platforms and their roles in shaping modern marketing strategies.	A	P	Practical Assignment / Group Tutorial Work
<b>CO6</b>	Engage with Social media contents and strategies	E	C	Practical Assignment / Group Tutorial Work

\* Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C) # -  
 Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  
 Metacognitive Knowledge (M)

\* Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	-	2	1	1	3	3	2	-	2	2	-
CO2	2	1	1	2	-	-	3	3	2	1	1	1	2
CO3	2	-	-	2	1	-	2	2	1	-	2	-	2
CO4	2	-	-	1	1	-	-	2	1	3	1	1	-
CO5	3	2	-	1	2	2	3	2	1	-	2	1	1
CO6	3	-	1	-	-	-	1	-	1	-	-	-	1

\*Correlation Levels

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

## COURSE CONTENT

### Content for Classroom Transaction:

Module	Unit	Description	Hours (45)	Marks (50)
<b>I</b>	<b>Module I: Foundations of Social Media Marketing</b>		<b>5</b>	<b>10</b>
	1	Introduction to social media marketing: Organic social media, Paid social media, Influencer marketing, social media advertising		
	2	Social media platforms overview: Facebook, Instagram (X), LinkedIn, YouTube, WhatsApp, Snapchat and Pinterest		
	3	Social media marketing strategies and objectives		
<b>II</b>	<b>Module II: Content Creation and Promotion</b>		<b>10</b>	<b>10</b>
	4	Content types: text, image, video, live streaming		
	5	Content creation strategies: storytelling, branding, call-to-action		
	6	Content promotion tactics: hashtags, tagging, sharing, collaborations		
	7	Influencer marketing and user-generated content (UGC)		
	8	Content calendar planning and scheduling		
<b>III</b>	<b>Module III: Social Media Platforms and Advertising</b>		<b>10</b>	<b>15</b>
	9	In-depth analysis of: Facebook, Instagram (X), LinkedIn, YouTube, WhatsApp, Snapchat and Pinterest		
	10	Advertising options: sponsored posts, display Ad and video Ads. Targeting and segmentation: demographics, interests, behaviors		
	11	Budgeting and bidding strategies: CPC, CPM, CPV, Target CPA, Value based bidding		

	12	Social media analytics and metrics: Google Analytics; Engagement metrics, Reach metrics, Conversion metrics, Audience metrics, Sentiment metrics		
IV	<b>Module IV: Social Media Campaigns and Measurement</b>		<b>10</b>	<b>15</b>
	13	Campaign planning and execution		
	14	Setting goals and objectives, Choosing social media platforms and advertising options		
	15	Measuring campaign success: engagement, conversions, ROI		
	16	Optimizing campaigns: A/B testing, ad rotation, budget adjustment		
V	<b>Module V: Teacher Specific Module (Practicum)</b>		<b>10</b>	
	17	Directions		
	18	<b>Group project:</b> Form a group of 2-8 students and create a comprehensive social media marketing campaign for a brand or organization. Develop a content calendar, advertising strategy, and budget plan.		
	19	Design and create social media content (text, image, video). Implement and manage the campaign on selected platforms. Present campaign results and analysis		

### Assessment Rubrics

Evaluation type	Marks
<b>End Semester Evaluation</b>	<b>50</b>
<b>Continues Evaluation</b>	<b>25</b>
<b>A. Theoretical Assessment :10 marks</b>	
1. Test Papers: 6 marks	
2. Library Assignments: 2 marks	
3. Classroom Engagements: 2 marks	

<b>B. Practicum:15 marks</b>	
<b>Total</b>	<b>75</b>

### Essential Readings

1. Ray, T. (2006). *Online Journalism: A Basic Text*. Cambridge India.
2. Briggs, M. (2015). *Journalism Next. A Practical Guide to Digital Reporting and Publishing*. CQ Press
3. L. Adam. (2020) *Viral Loop: From Facebook to Twitter, How Today's Smartest Businesses Grow Themselves* Penenberg
4. Alan Jay Zarembo, *Crisis Communication: Theory and Practice*, Routledge, 2010
5. Friend, C., & Singer, J. (2007). *Online journalism ethics: Traditions and transitions*. Routledge
6. Saxena, S. (2012). *Web Journalism 2.0*. McGraw Hill Education
7. Ahuja, B. N. (1994). *Audio Visual Journalism*. Surjeet Publication

### Suggested Readings

1. Forbes Insights. (2019). The effectiveness of social media marketing. *Forbes*. Retrieved from <https://www.forbes.com>.
2. Journal of Advertising Research. (2018). Social media advertising: Insights from Facebook, Twitter, and LinkedIn. *Journal of Advertising Research*, 58(4), 365–375.
3. International Journal of Advertising. (2020). The role of user-generated content in social media marketing. *International Journal of Advertising*, 39(2), 129–150.
4. Hootsuite. (2021). A comprehensive guide to social media metrics. *Hootsuite Blog*. Retrieved from <https://blog.hootsuite.com>.
5. Harvard Business Review. (2022). The evolution of social media marketing: Trends and strategies. *Harvard Business Review*. Retrieved from <https://hbr.org>.

## Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	2,4	5
	2	7, 2	
	3	7,2	
	4	2	4,5
Module	Unit	Reference No.	Suggested Readings
2	5	1,2	5
	6	2,5	
	7	1,2,7	
	8	1,2,7	6
	9	1,2	6
Module	Unit	Reference No.	Suggested Readings
3	10	2,7	
	11	1,4	2
	12	2,4	2
	13	1,2	2
Module	Unit	Reference No.	Suggested Readings
4	14	2,7	5
	15	2	2
	16	6,7	6
	17	3,6	1,6

## Mapping of COs with Assessment Rubrics

	<b>Internal Exam</b>	<b>Assignment</b>	<b>Group Tasks</b>	<b>End Semester Examination</b>
<b>CO 1</b>	✓	✓		✓
<b>CO 2</b>		✓	✓	
<b>CO 3</b>	✓	✓		✓
<b>CO 4</b>				✓
<b>CO 5</b>	✓	✓	✓	✓
<b>CO 6</b>	✓	✓		✓

**Employability for the Course:** A Social media marketing course provides variety of opportunities such as corporate organizations, government agencies, NGOs, social welfare programs, the social organization including political parties generate employment opportunities for the promotion of social welfare schemes, political projects, influencing public opinion etc. Other sectors such as management sector, and social media platforms, communication managers, social media managers, marketing communications specialists, crisis communication managers, etc. also requires trained and skilled students.

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**Fourth Semester FYUGP Journalism Examination**

**Model Question Paper**

**KU4SECJMC219**

**SOCIAL MEDIA CONTENT CREATION AND DIGITAL MARKETING**

**Maximum Time:** 1.5 hours

**Maximum Marks:** 50

**Part A**

*[Answer any six. Each question carries 2 marks.]*

**6 × 2 = 12**

1. Define social media marketing and explain the differences between organic and paid social media.
2. What are the key metrics for measuring engagement on social media platforms?
3. Discuss the role of hashtags in content promotion and audience engagement.
4. Explain the concept of influencer marketing and its impact on brand promotion.
5. Describe the different types of Content creation strategies.
6. What is user-generated content?
7. Explain /AB testing and ad rotation.
8. Differentiate between LinkedIn and Snapchat.

**Part B**

*[Answer any four. Each question carries 6 marks.]*

**4 × 6 = 24**

9. Analyze the differences between Facebook and LinkedIn as platforms for social media marketing. Provide examples of marketing strategies suitable for each platform.
10. Discuss how user-generated content (UGC) can enhance brand trust and engagement. Include relevant examples.
11. Explain the process of budgeting and bidding strategies like CPC, CPM, and CPV in social media advertising.
12. Trace out the history and evolution of social media.
13. Discuss in details the different advertising options.
14. Distinguish between organic social media and paid social media

**Part C**

*[Answer any one. Each question carries 14 marks.]*

**1 × 14 = 14**

15. Evaluate the role of storytelling and branding in creating effective social media content. Discuss examples of campaigns that successfully implemented these strategies.
16. Develop a comprehensive social media marketing strategy for a new e-commerce brand, including content creation, advertising options, and metrics to measure campaign success.

**LIST OF COURSES**  
**JOURNALISM WITH MULTIMEDIA & COMMUNICATION**  
(Detailed Syllabus)

**SEMESTER V**

Sl	Course Code	Credit	Details	Course Title	Level
1.	KU5DSCJMC301	4		<b>Major:</b> Reporting for Print Media	300-399
2.	KU5DSCJMC302	4		<b>Major:</b> Reporting for Broadcast and New Media	300-399
3.	KU5DSCJMC303	4		<b>Major:</b> Editing for Print and Broadcast Media	300-399
4.	KU5DSEJMC304	4	<b>Any Two Major Electives</b>	<b>Major Elective 1:</b> Creative Writing	300-399
5.	KU5DSEJMC305	4		<b>Major Elective 2:</b> Web Designing	300-399
6.	KU5DSEJMC306	4		<b>Major Elective 3:</b> Graphic Designing	300-399
7.	KU5DSEJMC307	4		<b>Major Elective 4:</b> Marketing Communication	300-399
8.	KU5DSEJMC308	4		<b>Major Elective 5:</b> PR and Corporate Communication	300-399
9.	KU5SECJMC309	3	<b>Any One SEC</b>	<b>Skill Enhancement Course 4:</b> Mobile Journalism	300-399
10.	KU5SECJMC310	3		<b>Skill Enhancement Course 5:</b> News and Programme Anchoring	300-399

**KU5DSCJMC301**  
**Reporting for Print Media**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>V</b>	<b>Major</b>	<b>300-399</b>	<b>KU5DSCJMC301</b>	<b>4</b>	<b>60</b>

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>4</b>	—	-	<b>30</b>	<b>70</b>	<b>100</b>	<b>2</b>

**Course Description**

This course is designed to equip students with the fundamental skills and knowledge necessary to excel in reporting for print media platforms. Through a blend of theoretical exploration, practical exercises, and real-world case studies, students will develop a comprehensive understanding of the principles, techniques, and ethical considerations essential to successful journalism in the print medium.

**Course Prerequisite**

1. Journalism Fundamentals: Completion of introductory journalism courses or equivalent experience
2. Basic knowledge of print media or interest in print media writing

**Course Outcomes (CO)**

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Assess- Student progress through a portfolio showcasing their best work produced throughout the course	U	C	Instructor-created exams / Writing assignments
CO2	Analyse- Print media content, including articles, editorials, and opinion pieces.	An	C	Seminar Presentation/ Home Assignments
CO3	Recognise- Recognize and apply ethical principles in journalistic reporting.	A	C	Seminar Presentation / Group – individual Work

CO4	Critique The changing print media trends	E	C	Instructor-created exams / Home Assignments
CO5	Create: News stories and features from various fields.	C	P	Writing assignments/exam
CO6	Gain: Practical insights into researching topics, gathering information from various sources, and conducting interviews.	A	P	Practical Assignment
<p><b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</b>  <b># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</b>  <b>Metacognitive Knowledge (M)</b></p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	-	-	-	-	3	2	-	2	-	-	3
CO2	-	-	-	2	-	-	-	1	-	-	-	-
CO3	-	1	-	-	1	-	1	1	1	-	1	2
CO4	-	1	2	1	1	-	1	-	1	-	1	1
CO5	3	1	2	1	1	2	2	1	2	1	1	3
CO6	2	1	2	1	1	3	2	2	1	1	1	1

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

## Course Content

### Content for Classroom Transaction:

Module	Unit	Description	Hours (60)	Marks (70)
<b>I</b>	<b>Module I : Introduction to Journalism and Print Media</b>		<b>10</b>	<b>15</b>
	1	Overview of journalism as a profession, Evolution of print media		
	2	Importance of print media in the digital age		
	3	Basic principles of reporting for print media		
	4	Ethical considerations in journalism		
<b>II</b>	<b>Module II : News Writing, Reporting and designing Techniques</b>		<b>10</b>	<b>15</b>
	5	Understanding news values and newsworthiness		
	6	Research skills for journalists and Interviewing techniques		
	7	Structuring news stories for print: inverted, hourglass & nutgraph , Headline, caption writing and copy editing		
	8	Basics of newspaper design and layout		
<b>III</b>	<b>Module III : Specialized Reporting</b>		<b>15</b>	<b>25</b>
	9	Investigative journalism techniques		
	10	Covering politics and government		
	11	Environmental and science reporting		
	12	Sports Reporting		
	13	Business Reporting		
	14	Lifestyle Reporting		
	15	Cultural and arts journalism		
<b>IV</b>	<b>Module IV: Feature Writing and Storytelling</b>		<b>10</b>	<b>15</b>
	16	Differentiating news and feature stories, Techniques for crafting compelling narratives		
	17	Finding unique angles and human interest in stories, Profiling individuals and communities		
	18	Long-form storytelling for print media		
<b>V</b>	<b>Module V : Teacher Specific Module (Practicum)</b>		<b>15</b>	
		<b>Directions</b>		
	1	Field (News) Reporting & writing: <ul style="list-style-type: none"> <li>• Conduct background research on the topic.</li> <li>• Visit the location/event and observe the scene.</li> <li>• Interview at least three relevant sources, including eyewitnesses, experts, and authorities and write 250-500 words news report.</li> </ul>		

	2	Write a specialized feature story / profile story in 250-500 words count		
	3	Record Book		
	4	Viva Voce		

### Assessment Rubrics

Evaluation type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continues Evaluation</b>	<b>30</b>
<b>A. Theoretical Assessment:10 marks</b>	
1. Test Papers: 6	
2. Library Assignments :2	
3. Classroom Engagements: 2	
<b>B. Practicum : 20 Marks</b>	
<b>Total</b>	<b>100</b>

### Essential Readings

1. Carole Rich, *Writing and Reporting News*, Wadsworth, 2015.
2. Fred Fedler et al, *Reporting for the Media*, OUP USA, 2005
3. Wyneford Hicks et al, *Writing for Journalist*, Routledge, 2016
4. Angela Phillips, *Good writing for Journalists: Narrative, Style, Structure*, SAGE, 2007.
5. Bruce Itule & Douglas Anderson, *News Writing and Reporting for Today's Media*, McGraw-Hill Education, 2006
6. Rangaswami Parthasarathy, *Journalism in India*, Sterling Publishers 1995
7. Society for News Design, *The Best of Newspaper Design*, Rockport Publishers Inc, 1999
8. M V Kamath, *Professional Journalism*, Vikas Publishing House,2009

### Suggested Readings

1. Chris Forest, *Reporting for Journalists*, Taylor & Francis LTD, 2001
2. Vir Bala Aggarwal, *Essentials of Practical Journalism*, Concept Publishing Company Pvt. Ltd, 2006.
3. Prem Prekash, *Reporting India: My Seventy-year Journey as a Journalist*, Penguin, 2020
4. Chip Scanlan, Richard Craig, *News Writing and Reporting: The Complete Guide for Today's Journalist*, Oxford University Press, 2013.

### Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	6	1
	2	2,5	2
	3	1,2,3,5	1,2
	4	3,4	2,4
Module	Unit	Reference No.	Suggested Readings

2	1	1,5	1,2
	2	1,5	1,2
	3	4	1,4
	4	7	-
<b>Module</b>	<b>Unit</b>	<b>Reference No.</b>	<b>Suggested Readings</b>
3	1	2,5,8	1
	2	2,5,8	1,2
	3	2,5,8	1
	4	2,5,8	1
<b>Module</b>	<b>Unit</b>	<b>Reference No.</b>	<b>Suggested Readings</b>
4	1	4	1,3
	2	4	1
	3	4	1,4
	4	4	2

#### Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
CO 1	✓	✓	✓	✓
CO 2		✓		✓
CO 3	✓			✓
CO 4		✓		✓
CO 5	✓	✓		✓

**Employability for the Course:** The job market for reporting for print media is promising. Most of the Journalism careers starting from reporting job. The Newspapers, magazine and other publications employ numerous journalists as Editor, Copy Editor, Reporter, Correspondent, and Writer.

### Model Question Paper Reporting for Print Media

Credits: 4

Maximum Time: 2 hours

Maximum Marks: 70

#### Section A

[Answer any **SIX**. Each question carries 3 marks]

6X3= 18

1. Journalism as a profession.
2. Key stages in the evolution of print media.
3. Print media in the digital age.
4. Basic principles of reporting
5. Ethical considerations in journalism
6. Concept of newsworthiness
7. Skills for a professional journalist
8. Inverted pyramid structure

### Section B

*[Answer any **FOUR**. Each question carries 4 marks]*

6X4= 24

9. Discuss the importance of news values in determining what makes news.
10. Explain the hourglass structure in news writing and its advantages.
11. Describe the key techniques used in investigative journalism.
12. Outline the main challenges faced when covering politics and government.
13. Discuss the unique aspects of environmental and science reporting.
14. Explain the importance of sports reporting in journalism.

### Section C

*[Answer any **TWO**. Each question carries 14 marks]*

2x14=28

15. Compare and contrast news and feature stories, highlighting the techniques used in crafting compelling narratives.
16. Discuss the process of profiling individuals and communities, and how it contributes to finding unique angles and human interest in stories.
17. Describe the role and impact of cultural and arts journalism.

**KU5DSCJMC302**  
**Reporting for Broadcast and New Media**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>V</b>	<b>Major</b>	<b>300-399</b>	<b>KU5DSCJMC302</b>	<b>4</b>	<b>60</b>

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>4</b>	—	—	<b>30</b>	<b>70</b>	<b>100</b>	<b>2</b>

**Course Description:**

Reporting for Broadcast and New Media is an in-depth course designed for degree students aspiring to excel in the dynamic field of journalism. This course provides a comprehensive understanding of the principles, techniques, and challenges of reporting across various broadcast platforms and new media channels. Students will learn to craft compelling news stories, conduct effective interviews, and utilize multimedia tools to engage diverse audiences.

**Course Prerequisite:** 1. Creative thinking and storytelling skills  
2. Basic understanding of social issues with journalistic attitude

**Course Outcomes (CO)**

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Develop a solid understanding of the fundamentals of reporting	An	F, C	Instructor-created exams/ Quiz
CO2	Acquire proficiency in audio and video storytelling	C, , An	F, C	Seminar Presentation/ Home Assignments
CO3	Gain knowledge and skills in reporting and presentation	A, An	F, C	Seminar Presentation/ Group Tutorial Work
CO4	Learn to apply storytelling methods for better reporting and learn new narratives for new media practices.	C, A,	F, C	Instructor-created exams /

				Home Assignments
CO5	Explore different technical and mechanical accessories for advanced reporting styles for both broadcast and new media	C, A, An	F, C	Seminar Presentation/ Group Tutorial Work
CO6	Develop collaborative skills by working in teams to produce high-quality video projects with clear narrative arcs, emotional impact, and effective storytelling techniques.	C, A, An	F, C	Practical Assignment
<p><i>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</i>  # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  Metacognitive Knowledge (M)</p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
<b>CO1</b>	2	1	-	1	1	1	1	1	1	1	1	1	1
<b>CO2</b>	2	1	2	1	1	1	1	-	1	1	1	1	-
<b>CO3</b>	2	2	2	2	-	2	1	1	-	-	2	1	1
<b>CO4</b>	2	2	-	2	2	2	1	1	1	1	1	1	1
<b>CO5</b>	2	2	2	-	2	2	1	1	-	1	1	1	2
<b>CO6</b>	2	2	2	2	2	3	1	-	1	1	2	1	3

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

## COURSE CONTENT

### Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	Hours (60)	Marks (70)
1	<b>MODULE I Introduction to Broadcast Journalism</b>		<b>10</b>	<b>15</b>
	1	Overview and History		
	2	Advantages and Challenges		
	3	News Writing for Broadcast, News Formats		
	4	Technology, equipment's, accessories		
II	<b>MODULE II Introduction to Radio Broadcast</b>		<b>15</b>	<b>25</b>
	5	History and Evolution of Radio Broadcasting		
	6	Fundamentals of Radio Broadcasting		
	7	Radio News Reporting		
	8	Production Techniques in Radio Broadcasting		
	9	Radio Programming and Formats		
III	<b>MODULE III Fundamentals of Television Broadcast</b>		<b>10</b>	<b>15</b>
	10	Overview of television industry		
	11	Television Newsroom Structure		
	12	Elements of Television news		
	13	Anchoring & Interviewing skills		
IV	<b>MODULE IV New Media Reporting</b>		<b>10</b>	<b>15</b>
	14	Evolution of new media platforms		

	15	Multimedia Storytelling		
	16	Trends & Innovations in New Media		
	17	The future of Journalism in the digital age		
<b>V</b>	<b>Module V Teacher Specific Module (Practicum)</b>		<b>15</b>	
	Directions			
	Prepare a complete news bulletin for Radio/Television			
	Prepare online new story			

### Assessment Rubrics

Evaluation type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continues Evaluation</b>	<b>30</b>
<b>A. Theoretical Assessment:10 marks</b>	
1. Test Papers: 6	
2. Library Assignments :2	
3. Classroom Engagements: 2	
<b>B. Practicum : 20 Marks</b>	
<b>Total</b>	<b>100</b>

### Essential Readings:

1. Bill Kovach & Tom Rosenstiel, *The Elements of Journalism: What Newspeople Should Know and the Public Should Expect* by, Three Rivers Press, 2014
2. C.A. Tuggle, Forrest Carr, & Suzanne Huffman , *Broadcast News Handbook: Writing, Reporting, and Producing in a Converging Media World* ,McGraw-Hill Education,2016
3. Jennifer George-Palilonis, *The Multimedia Journalist: Storytelling for Today's Media Landscap*, Oxford University Press,2012
4. Robert McLeish, Jeff Link, *Radio Production*, Routledge,2016
5. Abhay Chawla, *New Media and Online Journalism: Handbook for Media Studies* Pearson, 2021

## Suggested Reading

1. Osgood.J. Ronald , *Visual story telling: Videography and post production in the digital age*, (2nd edition) Boston MA: Wadsworth cengage learning, 2014
2. Einsohn, Amy: *The Copy Editor's Handbook*, University of California Press, 2019
3. Keval J Kumar, *Mass Communication in India*, Jaico Publishers , 2021
4. Seema Hasan, *Mass Communication: Principles and Concepts*, CBS Publishers, 2020
5. John Fiske, *Introduction to Mass Communication Studies*, Routledge, 2021

## Reference Distribution:

Module	Unit	Reference No.	Suggested Readings
1	1	2,3	1
	2	2	2
	3	2	2
	4	2	2
2	1	4	1,3
	2	4	
	3	4	1
	4	1	2
	5	2	1
3	1	3	2
	2	2	2
	3	3	-
	4	3	2

	<b>1</b>	<b>5</b>	<b>3</b>
<b>4</b>	<b>2</b>	<b>5</b>	<b>3</b>
	<b>3</b>	<b>3</b>	<b>2</b>
	<b>4</b>	<b>5</b>	<b>3</b>

#### Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
<b>CO 1</b>	✓	✓	✓	✓
<b>CO 2</b>		✓		✓
<b>CO 3</b>	✓			✓
<b>CO 4</b>		✓		✓
<b>CO 5</b>	✓	✓		✓

**Employability for the Course:** The job market for reporting for visual and new media is promising. Most of the Journalism careers starting from reporting job. The booming visual media platforms demanding enormous number of reporters on various fields. Dynamically changing new media platforms are also seeking huge reporters with various interests.

### Model Question Paper Reporting for Broadcast and New Media

Maximum Time: 2 hours

Maximum Marks: 70

#### Section A

*[Answer any SIX. Each question carries 3 marks]*

6X3= 18

1. P2C
2. Podcast
3. FM
4. RJ
5. Jingle
6. NIB
7. Rundown
8. OB van

### Section B

*[Answer any **FOUR**. Each question carries 6 marks]*

4X6= 24

9. Discuss the advantages of broadcast journalism in terms of immediacy.
10. Difference between writing for print media and visual media.
11. Explain the essential qualities of a television news anchor.
12. Briefly trace the evolution of radio broadcasting in India.
13. Discuss the ways in which new media has influenced traditional print and broadcast journalism.
14. Describe the principles of multimedia storytelling. How do journalists integrate different media elements to enhance their stories?

### Section C

*[Answer any **TWO**. Each question carries 14 marks]*

2x14=28

15. Detail the principles of writing for an online media.
16. Explain the role of a program director in a radio station. How do they influence the station's content and audience engagement?
17. What techniques are used in radio reporting to maintain clarity and listener engagement?

## KU5DSCJMC303

### Editing for Print and Broadcast Media

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
V	Major	300-399	KU5DSCJMC303	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	—	-	30	70	100	2

#### Course Description

This course provides students with a comprehensive understanding of editorial practices for print and electronic media. Students will learn how to effectively edit content for various media platforms, including newspapers, magazines, websites, and broadcast media. The course will cover the impact of digital technology on editing processes and techniques, as well as the key principles and ethical considerations in editing for different media formats. Students will also learn best practices and strategies for editing content to engage audiences and enhance readability. Practical experience will be gained through editing news articles, features, videos, and other media formats. By the end of the course, students will be equipped with the skills to produce high-quality content for print and electronic media.

#### Course Prerequisite

1. Basic knowledge of journalism and media communication.
2. Familiarity with different types of media platforms (print, online, broadcast).
3. Proficiency in written and oral communication.
4. Understanding of news gathering and reporting practices.
5. Basic computer skills and knowledge of editing software/tools.
6. Previous coursework in journalism, communication, or a related field is recommended.

#### Course Outcomes (CO)

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Assess- Develop a critical understanding of editorial practices for print and electronic media	U	C	Instructor-created exams/ Quiz
CO2	Analyse- Investigate the impact of digital technology on editing processes and techniques	An	C	Seminar Presentation/ Home Assignments

CO3	Recognise- Identify the key principles and ethical considerations in editing for different media platforms	A	C	Seminar Presentation/ Group Tutorial Work
CO4	Critique- Reviewing the best practices and strategies for editing content to effectively engage audiences	E	C	Instructor- created exams / Home Assignments
CO5	Create- Apply editing skills to produce high-quality print and electronic media content	C	P	OneMinute Reflection Writing assignments
CO6	Gain -Practical experience in editing news articles, features, videos, and other media formats.	C	P	Practical Assignment
<p><i>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</i>  <i># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</i>  <i>Metacognitive Knowledge (M)</i></p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	1	2	1	1	1	2	1	1	1	1	1	1
CO2	2	2	2	2	2	1	2	2	2	1	1	1	1
CO3	1	2	1	1	1	1	1	1	1	1	1	1	1
CO4	2	1	2	1	1	1	2	1	1	1	1	1	1
CO5	3	2	3	2	2	2	3	2	2	2	2	2	2
CO6	3	2	3	2	2	2	3	2	2	2	2	2	2

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

**Course Content**

**Content for Classroom Transaction:**

Module	Unit	Description	Hours (60)	Marks (70)
<b>I</b>	<b>Module I Fundamentals of Editing for Print Media</b>		<b>10</b>	<b>15</b>
	1	Introduction to Editing, Objectives, Sub Editor		
	2	Journalistic Language, Grammar and Style		
	3	Post Truth and Constructive Journalism		
	4	Ethics in Editing, Copy Editing Techniques		

<b>II</b>	<b>Module II Advanced Editing Techniques for Print Media</b>		<b>10</b>	<b>15</b>
	5	Technology and Tools for Editing		
	6	Fact-Checking Processes, Data Verification Tools		
	7	Content Management Systems (CMS)		
	8	Collaborative Editing Platforms		
<b>III</b>	<b>Module III Editing for Electronic Media</b>		<b>15</b>	<b>25</b>
	9	Broadcast language		
	10	Types of Programmes- TV, Radio		
	11	Television Scripting, shooting script		
	12	Basics of Radio Scripting		
	13	Editing for TV & Radio News		
	14	Code of Ethics and Broadcasting Standards		
	15	Writing and editing for New Media		
<b>IV</b>	<b>Module IV Digital Content Management</b>		<b>10</b>	<b>15</b>
	16	SEO- Search Engine Optimisation		
	17	Keyword planners, Content Optimisation tools		
	18	Automated tools		
<b>V</b>	<b>Module V Teacher Specific Module (Practicum)</b>		<b>15</b>	
	1	Offer students a variety of articles or stories from news sources. Have them find and fix grammar, punctuation, spelling, and style errors. Prompt them to use editing principles taught in class, set a time limit, and give feedback for improvement.		
	2	Group students for a multimedia project like a news segment, podcast, or social media video. They will script, shoot, edit, and produce the content using editing software. Stress the significance of storytelling, visuals, and sound quality. Students present their projects to the class for feedback and improvement.		
	3	Students work in groups to create a digital media campaign on a given topic. They develop written content for print and multimedia content for electronic platforms, applying editing skills learned in class. The campaign should be cohesive and engaging, incorporating editing techniques for accuracy and clarity. Groups present their campaigns, showcasing editing choices and impact. Peer feedback and discussion provide insights into creative approach and editing strategies.		

### Assessment Rubrics

Evaluation type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continues Evaluation</b>	<b>30</b>
<b>A. Theoretical Assessment:10 marks</b>	
1. Test Papers: 6	
2. Library Assignments :2	
3. Classroom Engagements: 2	
<b>B. Practicum : 20 Marks</b>	
<b>Total</b>	<b>100</b>

### Essential Readings

1. Bowles, D. A. & Borden, D.L. *Creative Editing for Print Media*. New York: Wadsworth Publishing, 2007
2. Brooks, B.S, Sissors, J.Z. & Baskette, F.K. *The Art of Editing. USA*: MacMillan. 2001
3. Dominick, J. R., Sherman, B. L., & Messere, F. J. *Broadcast, Cable, the Internet and Beyond* (7th ed.). McGraw-Hill Education, 2011
4. Osgood, J. Ronald, *Visual story telling: Videography and post production in the digital age*, (2nd edition) Boston MA: Wadsworth cengage learning, 2014
5. Lundstrom, L. I. *Understanding Digital Television: An Introduction to DVB Systems with Satellite, Cable, Broadband and Terrestrial TV Distribution* (1st ed.). Routledge, 2016
6. Francis Karakkat, *Journalism; A Manual for budding Sub Editors*, Don Bosco Books, 2020

### Suggested Readings

1. Vivek Sehgal, *Editing for Print and Electronic Media: Trends, Ethics and Laws*, CyberTech publisher, 2008
2. Ross F Colins, *Editing Across Media, Content and Process for Print and Online Publication*, Mcfarland & Company, Inc. Publishers, 2013
3. Ross F Colins, *Editing Across Media, Content and Process for Print and Online Publication*, Mcfarland & Company, Inc. Publishers, 2013
4. Einsohn, Amy: *The Copy Editor's Handbook*, University of California Press, 2019

### Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	1, 2	1, 2, 3, 4
	2	1, 3	1, 2, 3, 4
	3	1, 2, 3	1, 2, 3, 4
	4	1, 2	1, 2, 3, 4
	5	1	1, 2, 3, 4
Module	Unit	Reference No.	Suggested Readings
2	1	2, 2	1, 2, 3, 4
	2	2, 3	1, 2, 3, 4
	3	2, 3	1, 2, 3, 4
	4	2, 3	1, 2, 3, 4
	5	2, 3	1, 2, 3, 4
Module	Unit	Reference No.	Suggested Readings
3	1	3, 4	1, 2
	2	4	1, 2
	3	3, 4	1, 2
	4	3, 4	1, 2
	5	3, 4	2
Module	Unit	Reference No.	Suggested Readings
4	1	4, 5	1, 2
	2	3, 4, 5	1, 2
	3	4, 5, 6	1, 2
	4	3, 4, 5, 6	1, 2
	5	3, 4, 5	1, 2

### Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
CO 1	✓	✓	✓	✓
CO 2		✓	✓	✓
CO 3	✓			✓
CO 4		✓	✓	
CO 5	✓	✓	✓	✓

**Employability for the Course:** Graduates with practical editing experience in news and multimedia are highly sought after for editorial roles. They excel by combining traditional print editing with modern electronic media skills, making them valuable across various media platforms. Their expertise in editorial skills, digital technology, and ethics prepares them for success in newspapers, magazines, online platforms, and multimedia outlets. Their ability to create engaging content, reach diverse audiences, and edit various media formats makes them valuable assets in the competitive media industry, ensuring ongoing career growth and success.

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### Model Question Paper Editing for Print and Electronic Media

Credits: 4

Maximum Time: 2 hours

Maximum Marks: 70

#### Section A

*[Answer any SIX. Each question carries 3 marks]*

6X3= 18

1. Define editing and its objectives in print media.
2. Discuss a sub-editor's role and responsibilities.
3. Journalistic language
4. Post-truth
5. Discuss ethical considerations in editing.
6. Explain copy editing techniques.
7. Discuss technology's role in the print editing process.
8. Fact-checking

#### Section B

*[Answer any FOUR. Each question carries 6 marks]*

4X6=24

9. Analyse the need for constructive reporting.
10. Discuss the ethical dilemmas faced by editors and the principles that guide decision-making.
11. Explain the process of copy editing, including proofreading, fact-checking, and style adherence.
12. Evaluate the challenges of maintaining journalistic language, grammar, and style in the digital age.
13. Compare and contrast the features of different content management systems used in print media.
14. Evaluate the effectiveness of data verification tools in ensuring accuracy in reporting.

### Section C

*[Answer any TWO. Each question carries 14 marks]*

2x14=28

15. Develop a style guide for a print publication, outlining the key elements of journalistic language, grammar, and style.
16. Design a workflow for implementing a content management system in a print publication, including the integration of collaborative editing platforms.
17. Compare and contrast the responsibilities of a sub-editor in a newspaper and a magazine.

**KU5DSEJMC304**  
**CREATIVE WRITING**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>V</b>	<b>Major Elective</b>	<b>300-399</b>	<b>KU5DSEJMC304</b>	<b>4</b>	<b>60</b>

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>4</b>	—	-	<b>30</b>	<b>70</b>	<b>100</b>	<b>2</b>

**Course Description**

This course delves into the art and craft of creative writing with a focus on effective communication across various mediums. Through a combination of lectures, workshops, and practical exercises, students will explore the fundamental elements of storytelling, develop their writing skills, and learn to effectively communicate their ideas to diverse audiences.

**Course Prerequisite**

1. Journalism Fundamentals: Completion of introductory journalism courses or equivalent experience
2. Basic interest in literature and desire for creative writing

**Course Outcomes (CO)**

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Assess- contemporary writers and their literary styles.	U	C	Instructor-created exams / Quiz
CO2	Analyse various literary forms	An	C	Seminar Presentation/Home Assignments
CO3	Recognise- basic literary forms and genres.	A	C	Seminar Presentation /Group Tutorial Work
CO4	Critique and appreciate literary works through critical analysis.	E	C	Instructor-created exams / class room Assignments
CO5	Create original works through creative	C	P	Reflection Writing assignments

	writing skills.			
CO6	Gain practical insight into different writing styles and modes of communication through hands-on projects and peer feedback, developing a unique voice and style.	C	P	Practical Assignment/workshop
<p><b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</b>  <b># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</b>  <b>Metacognitive Knowledge (M)</b></p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	1	-	1	-	-	-	-	2	-	1	-	-
CO2	2	2	-	1	-	-	1	1	2	-	1	-	1
CO3	3	2	-	2	-	-	1	-	1	-	1	-	1
CO4	1	1	-	1	-	-	1	-	1	-	1	-	-
CO5	2	-	1	1	-	2	-	1	-	-	-	-	2
CO6	3	1	2	1	1	3	1	2	2	-	1	1	1

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

**Course Content**

**Content for Classroom Transaction:**

Module	Unit	Description	Hours (60)	Marks (70)
	<b>Module I : Short Story and Flash Fiction</b>		<b>10</b>	<b>15</b>
<b>I</b>	1	Short story as a narrative form- definition and scope of short story and flash fiction.		
	2	Short story for detailed reading & discussion: <i>One Of These Days</i> by Gabriel García Márquez		
	3	For detailed reading & discussion: flash fictions of Ernest Hemingway, Franz Kafka and Margaret Atwood		
	4	For detailed reading & discussion: flash fictions of Lydia Davis, Banaphool and P K Parakkadavu.		

<b>II</b>	<b>Module II : Poetry and Haiku</b>		<b>10</b>	<b>15</b>
	5	Definitions and scope of poetry and Haiku		
	6	Poetry for detailed reading & discussion: <i>Stammer</i> by K Satchidanandan		
	7	Reading and discussion: of selected Japanese Haiku poems, Haiku poems by Malayalam writers.		
	8	Reading and discussion: of selected Rumi poems		
<b>III</b>	<b>Module III : Novella and Experimental Literature</b>		<b>15</b>	<b>25</b>
	9	Definitions and scope of Novella		
	10	For detailed study: <i>Animal Farm</i> by George Orwell		
	11	For detailed study: <i>Viswa Vikhyathamaaya Mookku</i> by Vaikom Muhammad Basheer		
	12	Experimental Literature: in Novel/ Novella, short story and poetry		
<b>IV</b>	<b>Module IV: Folktale and Creative Communication</b>		<b>10</b>	<b>15</b>
	13	Proverbs- Riddles- Folktales and folk dance as communication		
	14	Themes and issues in folk communication		
	15	Creativity in Communication: How to write creative literature?		
	16	Role of creativity in journalistic writing		
<b>V</b>	<b>Module V : Teacher Specific Module (Practicum)</b>		<b>15</b>	
		<b>Directions</b>		
	1	Write a poetry / short story / flash fiction collection or Write a novella or Make a mini-dictionary in local dialect / create a proverb collection		
	2	<ul style="list-style-type: none"> <li>• Caption writing</li> <li>• Adaptation of literary works to any other form of art</li> </ul>		
	3	Record Book		
	4	Viva Voce		

### Assessment Rubrics

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continuous Evaluation</b>	<b>30</b>
<b>A. Theoretical Assessment: 10 marks</b>	
1. Test Papers: 6	
2. Library Assignments: 2	
3. Classroom Engagements: 2	
<b>B. Practicum : 20 marks</b>	
Total	<b>100</b>

## Essential Readings

1. David Morley, *The Cambridge Introduction to Creative Writing*, Cambridge University Press, 2007
2. William Packard, *The Art of Poetry Writing: A Guide For Poets, Students, & Readers*, St. Martin's Press, 1992
3. Gabriel Garcia Marquez, *Collected Stories*, Penguin, 2000
4. Banaphool, Somnath Zutshi (Translation), *Wildfire: And Other Stories*, Seagull Books, 2018.
5. Lydia Davis, *The Collected Stories of Lydia Davis*, Penguin, 2014.
6. P K Parakkadavu, *Thiranjedutha Kathakal*, DC Books, 2023.
7. For poetry 'Stammer'-link: [https://www.poetryinternational.com/en/poets-poems/poems/poem/103-2861\\_STAMMER](https://www.poetryinternational.com/en/poets-poems/poems/poem/103-2861_STAMMER)
8. Kenneth Yasuda, *Japanese Haiku: Its Essential Nature, History and Possibilities in English, with Selected Examples*, Tuttle Publishing, 1989
9. Coleman Barks, *The Essential Rumi*, Harperone, 2013
10. George Orwell, *Animal Farm*, Penguin, 2011
11. Vaikom Muhammad Basheer, *Viswa Vikhyaathamaaya Mookku*, DC Books, 2023
12. T P Vinod, *Sathyamayum Lokame*, DC Books, 2023.
13. V M Devadas, *Pannivetta*, DC Books, 2010.
14. Dr. Smiti Padhi, *Traditional Folk Media in India*, University Book House, 2019
15. S. Cody, *Story Writing and Journalism*, The Readers Paradise, 2018

## Suggested Readings

1. Ruskin Bond, *How To Be A Writer*, Harper Children's, 2020
2. Ramkrishna D, *Indian Writers on Writing*, Prestige Books, 2007

## Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	1	1,2
	2	3	-
	3	-	-
	4	4, 5,6	-
Module	Unit	Reference No.	Suggested Readings
2	1	2	1,2
	2	7	-
	3	8	-
	4	9	-
Module	Unit	Reference No.	Suggested Readings
3	1	1	1
	2	10	-
	3	11	-
	4	12,13	-
Module	Unit	Reference No.	Suggested

			Readings
4	1	14	1
	2	14	1
	3	1	1,2
	4	16	1

#### Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
CO 1	✓			✓
CO 2		✓		✓
CO 3				✓
CO 4	✓	✓		✓
CO 5	✓	✓	✓	✓

**Employability for the Course:** There are opportunities in the literary and media fields with specialised publications and organisations. Job profile: Writer, Novelist, Short Story Writer, Poet, Freelance writer, Copy writer, Feature Writer.

#### Model Question Paper Creative Writing

Credits: 4

Maximum Time: 2 hours

Maximum Marks: 70

##### Section A

[Answer any **SIX**. Each question carries 3 marks]

6X3= 18

1. Define the short story as a narrative form.
2. What is flash fiction? Briefly explain its scope.
3. Summarize the main plot of "One of These Days" by Gabriel García Márquez.
4. Discuss the significance of the dentist's character in "One of These Days".
5. Define Haiku and its main characteristics.
6. How does K Satchidanandan's "Stammer" reflect the essence of poetry?
7. Mention two key themes in Rumi's selected poems.
8. What are the primary elements of a novella?

##### Section B

[Answer any **FOUR**. Each question carries 6 marks]

4X6= 24

9. Compare and contrast the styles of Ernest Hemingway and Franz Kafka in their flash fictions.
10. Analyze the themes in any one Haiku poem by a Malayalam writer.
11. Discuss the role of allegory in George Orwell's "Animal Farm".
12. Explain the narrative style used by Vaikom Muhammad Basheer in "Viswa Vikhyathamaaya Mookku".
13. Evaluate the significance of folk dance in folk communication.
14. How can creativity enhance journalistic writing? Provide examples.

### Section C

*[Answer any **TWO**. Each question carries 14 marks]*

2x14=28

15. Critically analyse the use of symbolism in the novella "Animal Farm" by George Orwell. How does Orwell use symbolism to communicate his themes?
16. Discuss the role of creativity in communication with reference to the folktales and their relevance in the modern context.
17. Explore the themes and issues presented in the flash fictions of Lydia Davis.

## KU5DSEJMC305

### WEB DESIGNING

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
V	Major Elective	300-399	KU5DSEJMC305	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	—	-	30	70	100	2

#### Course Description

This course provides a comprehensive introduction to web designing, focusing on the principles, techniques, and tools required to create visually appealing, user-friendly, and effective websites. Students will learn about web design fundamentals, including HTML, CSS, JavaScript, and responsive design. The course will cover both the aesthetic and functional aspects of web design, ensuring that students can create websites that not only look good but also provide an excellent user experience.

#### Course Prerequisite

1. Understanding of web design principles, including layout, color theory, and typography
2. Awareness of user experience design and its importance in creating user-friendly websites
3. Experience with web development tools and platforms like WordPress, Dreamweaver, or other content management systems (CMS)

#### Course Outcomes (CO)

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Assess- Evaluate different web design frameworks and their applicability to various project requirements.	U	C	Instructor-created exams/Quiz
CO2	Analyse- Examine the impact of design choices on user engagement and website performance.	An	C	Seminar Presentation/ Home Assignments
CO3	Recognise- Identify best practices for web design, including SEO, accessibility, and	A	C	Seminar Presentation / Group

	user-centred design.			Tutorial Work
CO4	Critique- Analyze and critique existing websites to understand strengths and areas for improvement.	E	C	Instructor-created exams / Home Assignments
CO5	Create - Develop fully functional websites using HTML, CSS, JavaScript, and content management systems.	C	P	Practical Assignment
CO6	Gain- Utilizing design software, implementing interactive elements, and testing websites for usability and compatibility.	C	P	Practical Assignment
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	1	1	1	-	1	1	2	-	1	-	-
CO2	2	2	1	1	1	-	2	-	2	-	1	-	1
CO3	3	2	1	1	1	1	2	1	2	1	1	1	-
CO4	3	1	1	1	1	-	1	-	2	-	2	-	-
CO5	3	2	2	1	1	3	3	2	2	-	1	1	-
CO6	3	2	2	1	1	3	3	2	2	-	1	1	2

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

**Course Content**

**Content for Classroom Transaction:**

Module	Unit	Description	Hours (60)	Marks (70)
		<b>Module I Introduction to Web Design</b>	<b>10</b>	<b>15</b>
<b>I</b>	1	Overview of web design and development, History and evolution of the web, Understanding the web design process		

	2	Definition and scope of web design, Difference between web design and web development, Roles and responsibilities of a web designer		
	3	World Wide Web, importance of a website, Uniform Resource Locator (URL), IP Address, Web Protocols, web browsers - Domain names, Qualities of a good website, web writing styles – Types of websites		
	4	Key milestones in the development of the web (Web 1.0, Web 2.0, Web 3.0)		
	5	The impact of mobile technology on web design		
<b>II</b>	<b>Module II Introduction to HTML, basic structure of an HTML document</b>		<b>10</b>	<b>15</b>
	6	Creating an HTML document, HTML Tags and their applications		
	7	HTML Elements, HTML Attributes - types of lists in HTML - Working with Text, lists, Tables		
	8	Working with Hyperlinks, Images and audio and video - Working with Forms and controls.		
<b>III</b>	<b>Module III An Introduction to Cascading Style Sheets</b>		<b>15</b>	<b>25</b>
	9	Structure of CSS – Creating Internal and - Using an External Style Sheet		
	10	Applying Styles Locally - Defining Styles for Classes		
	11	Identifying Particular Tags - Defining Styles for Links		
	12	Formatting Text with Styles.CSS Properties, CSS Styling(Background, Text Format, Controlling Fonts), Box Model(Introduction, Border properties, Padding Properties, Margin properties)		
<b>IV</b>	<b>Module IV Bootstrap: Introduction to Bootstrap</b>		<b>15</b>	<b>15</b>
	13	Containers - Grid System - column and row		
	14	Introduction to Dreamweaver, The Dreamweaver Workspace, Creating Websites in Dreamweaver		
	15	Design responsive websites using Bootstrap in Dreamweaver Working in HTML and CSS, Adding Images and Graphics, Importing from Photoshop (Slicing)		

V	<b>Module V Teacher Specific Module (Practicum)</b>		<b>10</b>	
	1	Create a responsive website using HTML and CSS.		

### **Assessment Rubrics**

<b>Evaluation Type</b>	<b>Marks</b>
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continuous Evaluation</b>	<b>30</b>
<b>A. Theoretical Assessment: 10 marks</b>	
1. Test Papers: 6	
2. Library Assignments: 2	
3. Classroom Engagements: 2	
<b>B. Practicum : 20 marks</b>	
Total	<b>100</b>

### **Essential Readings**

1. Jon Duckett, *HTML and CSS: Design and Build Websites*, Wiley, 2011
2. Jon Duckett, *JavaScript and JQuery: Interactive Front-End Web Development*, Wiley, 2014
3. Steve Krug, *Don't Make Me Think, Revisited: A Common Sense Approach to Web Usability*, New Riders, 2014
4. Jennifer Robbins, *Learning Web Design: A Beginner's Guide to HTML, CSS, JavaScript, and Web Graphics*, O'Reilly Media, 2018
5. Jason Beard and James George, *The Principles of Beautiful Web Design*, SitePoint, 2020

### **Suggested Readings**

1. Ethan Marcotte, *Responsive Web Design*, A Book Apart, 2011
2. Jeffrey Zeldman, *Designing with Web Standards*, New Riders, 3rd Edition, 2009
3. Luke Wroblewski, *Mobile First, A Book Apart*, 2011
4. Steve Krug, *Rocket Surgery Made Easy: The Do-It-Yourself Guide to Finding and Fixing Usability Problems*, New Riders, 2009
5. Don Norman, *The Design of Everyday Things*, Basic Books, Revised and Expanded Edition, 2013
6. Brad Frost, *Atomic Design*, Create Space Independent Publishing Platform, 2016
7. Jakob Nielsen and Hoa Loranger, *Prioritizing Web Usability*, New Riders, 2006
8. Alan Cooper, *About Face: The Essentials of Interaction Design*, Wiley, 4th Edition, 2014
9. William Lidwell, Kritina Holden, and Jill Butler, *Universal Principles of Design*, Rockport Publishers, 2010
10. Mark Boulton, *A Practical Guide to Designing for the Web, Five Simple Steps*, 2009

11. Dan Saffer, *Designing for Interaction: Creating Smart Applications and Clever Devices*, New Riders, 2010
12. David Flanagan, *JavaScript: The Definitive Guide*, O'Reilly Media, 6th Edition, 2011
13. <https://www.w3schools.com/css/>
14. <https://www.w3schools.com/html/>

### Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	3	2
	2	3,5	7
	3	3	1,5
	4	2,3	2,5
	5	3	3
Module	Unit	Reference No.	Suggested Readings
2	6	1,4	1,14
	7	1,4	14
	8	4	14
Module	Unit	Reference No.	Suggested Readings
3	9	1,4	10,13
	10	4	13
	11	3,4	13
	12	1,3	10
Module	Unit	Reference No.	Suggested Readings
4	13	2,3,5	8,9,11
	14	4,5	8,10,11
	15	4,5	1,2

### Mapping of Cos with Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
CO 1	✓			✓
CO 2		✓		✓
CO 3				✓
CO 4	✓	✓		✓
CO 5			✓	✓

**Employability for the Course:** Completing a course in web design enhances employability by equipping students with essential skills in HTML, CSS, JavaScript, and UX design, which are highly sought after in the tech industry. Graduates can pursue careers as web designers, front-end developers, UX/UI designers, and digital content creators across various sectors.

**Model Question Paper**  
**Web Designing**

Credits: 4

Maximum Time: 2 hours

Maximum Marks: 70

**Section A**

*[Answer any **SIX**. Each question carries 3 marks]*

6X3= 18

1. Define the internet.
2. Explain the concept of a Uniform Resource Locator (URL).
3. What are web protocols? Give an example.
4. Name two popular web browsers.
5. Define DNS.
6. What are the qualities of a good website?
7. What is the basic structure of an HTML document?
8. Explain the role of HTML attributes.

**Section B**

*[Answer any **FOUR**. Each question carries 6 marks]*

4X6= 24

9. Discuss the history of the internet and its evolution.
10. Explain the importance of HTML in web development.
11. Describe the process of creating a responsive website using Bootstrap in Dreamweaver.
12. What are the different types of websites? Provide examples.
13. Discuss the role of CSS in web design and its advantages.
14. Explain the structure of a CSS document and how it applies styles to HTML elements.

**Section C**

*[Answer any **TWO**. Each question carries 14 marks]*

2x14=28

15. Discuss the key principles involved in developing a user-friendly and visually appealing website, considering aspects such as layout, typography, color scheme, and navigation
16. Explain the concept of mobile-first design and its significance in modern web development, including strategies for optimizing websites for mobile devices.
17. Explain the process of adding images and multimedia content to an HTML document.

## KU5DSEJMC306 Graphic Designing

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>V</b>	<b>Major Elective</b>	<b>300-399</b>	<b>KU5DSEJMC306</b>	<b>4</b>	<b>60</b>

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>4</b>	—	-	<b>30</b>	<b>70</b>	<b>100</b>	<b>2</b>

### Course Description

This course provides an in-depth exploration of graphic design principles, tools, and techniques. Students will gain practical skills in digital imaging, vector graphics, and layout design using industry-standard software. The course covers fundamental concepts, advanced techniques, and hands-on projects to prepare students for professional graphic design work.

### Course Prerequisite

1. Introduction to Design Principles:
  - Completion of an introductory course in design principles or equivalent experience.
  - Understanding of basic elements and principles of design such as color theory, typography, composition, and visual hierarchy.
2. Basic Software Proficiency:
  - Proficiency in basic graphic design software such as Adobe Photoshop, Illustrator, and InDesign.
  - Completion of an introductory course in graphic design software or equivalent experience.
3. Art Fundamentals:
  - Completion of a course in basic art or drawing techniques.
  - Familiarity with concepts such as perspective, shading, and basic sketching.
4. Digital Media Literacy:
  - Basic understanding of digital media formats, resolution, and file management.
  - Completion of a course or workshop in digital media or equivalent experience.

## Course Outcomes (CO)

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Assess-Develop a reflective understanding of design principles and visual communication.	U	C	Instructor-created exams/Quiz
CO2	Analyse- Investigate the evolving trends in graphic design and shifts in visual narratives.	An	C	Seminar Presentation/ Home Assignments
CO3	Recognise-Identify the technical and creative skills required for effective graphic design.	A	C	Seminar Presentation/ Group Tutorial Work
CO4	Critique- Review the challenges and opportunities in contemporary graphic design practices.	E	C	Instructor-created exams/Class Room Assignments
CO5	Create: Engage in hands-on projects to design original visual content for various media.	C	P	Practical Assignment
CO6	Gain -Acquire practical insights and proficiency in using industry-standard design software and tools.	C	P	Practical Assignment
<p><i>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</i>  <i># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</i>  <i>Metacognitive Knowledge (M)</i></p>				

### \* Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	1	-	-	3	-	-	2	-	-	1	1
CO2	3	1	1	3	2	1	1	-	-	-	2	-	1
CO3	2	2	2	1	1	2	2	1	3	-	1	-	1
CO4	2	3	-	2	1	-	1	2	2	-	1	1	-
CO5	3	2	3	2	2	3	3	3	2	1	2	1	-
CO6	3	2	3	2	2	3	3	3	2	1	2	1	2

### \*Correlation Levels

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

## Course Content

### Content for Classroom Transaction:

Module	Unit	Description	Hours (60)	Marks (70)
<b>I</b>	<b>Module I Fundamentals of Digital Imaging</b>		<b>10</b>	<b>15</b>
	1	Digital Image: Understanding pixels, bit depth, DPI, LPI, and resolution		
	2	File Formats: Exploring print and screen formats (GIF, JPEG, TIFF, PNG, SVG, PDF).		
	3	Compression: Differences between lossy and lossless compression.		
	4	Raster and Vector Images: Characteristics and applications.		
	5	Color Theory: Color modes (CMYK, RGB), color models, and color spaces.		
<b>II</b>	<b>Module II Raster Graphic Software</b>		<b>10</b>	<b>15</b>
	6	Interface: Overview of the software's interface, creating and managing documents.		
	7	Tools and Panels: Detailed exploration of the toolbar and panels. <ul style="list-style-type: none"> <li>● Layers: Concept, organization, and advanced layer techniques.</li> <li>● Selection Tools: Marquee, Lasso, Quick Selection, and Magic Wand tools.</li> <li>● Painting Tools: Brush, Pencil, Color Replacement.</li> <li>● Editing Tools: Clone Stamp, Healing Brush, Patch Tool.</li> <li>● Transformation Tools: Scale, Rotate, Skew, Distort, Perspective, Warp.</li> <li>● Other Tools: Dodge, Burn, Sponge, Gradient, Paint Bucket, Eyedropper.</li> </ul>		
	8	Text and Shapes: Using Type tool, Custom Shapes, and shape editing.		
	9	Layer masks and clipping masks.		
	10	Smart Objects and Smart Filters.		
<b>III</b>	<b>Module III Grid and Layout Design</b>		<b>15</b>	<b>25</b>
	11	Grid Systems: Application and types of grids (Manuscript, Column, Modular, Hierarchical).		
	12	Layout Design: Principles of effective layout design.		
	13	Poster Design: Types of posters: Propaganda, Event, Commercial. Elements and principles of poster design		
	14	Typography: Fundamentals of typography. Using typography effectively in design.		
	15	Creating and using templates. Designing for different formats and media.		

Module	Unit	Description	Hours	Marks (70)
IV	<b>Module IV Vector Graphic Software and Image Editing Projects</b>		<b>15</b>	<b>15</b>
	16	Interface and Tools: Overview of the software's interface and essential tools. <ul style="list-style-type: none"> <li>● Selection Tools: Direct Selection, Group Selection, Magic Wand, Lasso.</li> <li>● Drawing Tools: Pen, Pencil, Paintbrush, Blob Brush.</li> <li>● Shape Tools: Rectangle, Ellipse, Polygon, Star, Flare.</li> <li>● Transformation Tools: Scale, Rotate, Reflect, Shear, Reshape.</li> <li>● Type Tools: Point Type, Area Type, Type on a Path.</li> <li>● Path Editing: Modifying paths, using the Pathfinder panel, working with anchors and handles.</li> </ul>		
	17	<ul style="list-style-type: none"> <li>● Photo Restoration: Techniques for restoring old or damaged photos.</li> <li>● Color Correction: Methods for adjusting and correcting colors.</li> <li>● RAW File Processing: Handling and processing RAW files</li> </ul>		
	18	Creative Editing: <ul style="list-style-type: none"> <li>● Applying filters and effects.</li> <li>● Advanced retouching techniques.</li> <li>● Compositing multiple images.</li> </ul>		
V	<b>Module V Teacher Specific Module (Practicum)</b>		<b>10</b>	
		Create branding design: Company name and logo design, visiting card design, boards, heading's, brochure, ID card, Posters, Newsletter etc.		

### Assessment Rubrics

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continuous Evaluation</b>	<b>30</b>
<b>A. Theoretical Assessment: 10 marks</b>	
1. Test Papers: 6	
2. Library Assignments: 2	
3. Classroom Engagements: 2	
<b>B. Practicum: 20 marks</b>	
Total	<b>100</b>

## Essential Readings

1. Andrew Faulkner and Conrad Chavez, *Adobe Photoshop Classroom in a Book*, Adobe Press, 2023.
2. Brian Wood, *Adobe Illustrator Classroom in a Book*, Adobe Press, 2022.
3. Ellen Lupton and Jennifer Cole Phillips, *Graphic Design: The New Basics*, Princeton Architectural Press, 2015.
4. Alex W. White, *The Elements of Graphic Design*, Allworth Press, 2011.
5. Ellen Lupton, *Thinking with Type: A Critical Guide for Designers, Writers, Editors, & Students*, Princeton Architectural Press, 2014.

## Suggested Readings

1. Timothy Samara, *Design Elements: A Graphic Style Manual*, Rockport Publishers, 2014.
2. Steven Heller and Gail Anderson, *The Graphic Design Idea Book: Inspiration from 50 Masters*, Laurence King Publishing, 2016.
3. David Airey, *Logo Design Love: A Guide to Creating Iconic Brand Identities*, Peachpit Press, 2014.
4. Robin Williams, *The Non-Designer's Design Book*, Peachpit Press, 2014.
5. David Airey, *Logo Design Love: A Guide to Creating Iconic Brand Identities*, Peachpit Press, 2014.
6. Alina Wheeler, *Designing Brand Identity: An Essential Guide for the Whole Branding Team*, Wiley, 2017.
7. David Sherwin, *Creative Workshop: 80 Challenges to Sharpen Your Design Skills*, HOW Books, 2010.

## Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	1,5	2
	2	1,3	2
	3	5	4
	4	3	4
	5	4,5	3
Module	Unit	Reference No.	Suggested Readings
2	6	1	3
	7	1, 3	1,2,3
	8	3	2,3
	9	1,3	1,2
	10	1	1
Module	Unit	Reference No.	Suggested Readings
3	11	5	1,4
	12	4	6
	13	1,4	4,6
	14	4,5	3,5,6
	15	5	3
Module	Unit	Reference No.	Suggested Readings
4	16	1	2
	17	2,3,4	2,7
	18	3,5	6,7

### Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
CO 1	✓			✓
CO 2		✓		✓
CO 3				✓
CO 4	✓	✓	✓	✓
CO 5			✓	✓

**Employability for the Course:** Completing a graphic design course enhances employability by equipping students with essential skills in visual communication, proficiency in industry-standard software, and a strong portfolio. These qualifications open up diverse career opportunities in fields such as advertising, web design, branding, UX/UI design, and freelance work.

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## Model Question Paper

### Graphic Designing

Credits: 4

Maximum Time: 2 hours

Maximum Marks: 70

#### Section A

[Answer any **SIX**. Each question carries 3 marks]

6X3= 18

1. DPI
2. Raster
3. Vector
4. Layers
5. Typography
6. Grids
7. Color
8. RAW

#### Section B

[Answer any **FOUR**. Each question carries 6 marks]

4X6= 24

9. Discuss the differences between raster and vector graphics in detail, highlighting their respective strengths and weaknesses.
10. Explain the process of designing a poster using grid systems. Provide examples of different types of grids and their applications.
11. Describe the importance of color theory in graphic design. How can designers use color effectively to convey emotions and messages?
12. Discuss the role of typography in branding and logo design. Provide examples of effective typographic logos.
13. Explore the concept of layout design in magazines or books. How can designers create visually appealing and readable layouts?

14. Explain the steps involved in photo restoration techniques. How can designers preserve and enhance old photographs digitally?

**Section C**

*[Answer any TWO. Each question carries 14 marks]*

2x14=28

15. Discuss the evolution of graphic design tools and software over the years. How have advancements in technology influenced the field of graphic design?
16. Explore the ethical considerations in graphic design, such as copyright issues, plagiarism, and responsible use of imagery. How can designers maintain ethical standards in their work?
17. Describe the process of creating vector illustrations in Adobe Illustrator. Highlight the key tools and techniques used for vector artwork.

**KU5DSEJMC307**  
**Marketing Communication**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>V</b>	<b>Major Elective</b>	<b>300-399</b>	<b>KU5DSEJMC307</b>	<b>4</b>	<b>60</b>

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>4</b>	—	-	<b>30</b>	<b>70</b>	<b>100</b>	<b>2</b>

**Course Description**

This course provides a comprehensive understanding of marketing communication strategies, tools, and techniques. Students will explore how marketing communication achieves business objectives and engages audiences across various media platforms. The course covers key concepts in advertising, public relations, sales promotion, direct marketing, personal selling, digital marketing, and event marketing. Through practical activities, students will develop critical thinking skills to analyse marketing challenges and create effective solutions. By course end, students will be adept at developing strategic marketing plans and applying tools to create engaging content for diverse media channels.

**Course Prerequisite**

1. Foundational knowledge of a market
2. Familiarity with marketing terminology and industry trends.
3. Proficiency in written and oral communication.
4. Understanding of consumer behaviour
5. Basic computer skills and knowledge of marketing software/tools.

**Course Outcomes (CO)**

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Evaluate- the effectiveness of various marketing communication strategies in achieving business objectives.	E	C	Instructor-created exams / Quiz
CO2	Analyse- the impact of different marketing communication tools on consumer behaviour and brand perception.	An	C	Seminar Presentation/Home Assignments
CO3	Identify- the key components and theories that underpin successful marketing communication campaigns.	E	C	Seminar Presentation / Group Tutorial Work

CO4	Critically assess- the ethical considerations and challenges in marketing communication across different media platforms.	E	C	Instructor-created exams / Home Assignments
CO5	Develop- strategic marketing communication plans that align with target audience preferences and market trends.	A	P	One Minute Reflection Writing assignments
CO6	Apply- marketing communication tools and techniques effectively to create engaging and impactful content for diverse media channels.	A	P	Practical Assignment
<p><b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</b>  <b># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</b>  <b>Metacognitive Knowledge (M)</b></p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	1	1	2	1	3	2	2	1	1	1	2	2
CO2	2	2	2	1	2	1	1	2	1	1	1	1	1
CO3	3	2	3	2	3	2	1	2	1	2	2	1	2
CO4	2	1	2	1	1	2	2	2	1	3	1	2	1
CO5	1	1	1	3	1	3	1	2	1	1	1	1	2
CO6	2	2	2	1	2	2	1	2	1	1	1	1	2

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

## Course Content

### Content for Classroom Transaction:

Module	Unit	Description	Hours (60)	Marks (70)
<b>I</b>	<b>Module I Introduction to Marketing Communication</b>		<b>10</b>	<b>15</b>
	1	Definition and scope		
	2	Essentiality of Marketing Communication in business		
	3	Key Concepts of Marketing Communication		
	4	Basic Theories of Marketing Communication		
<b>II</b>	<b>Module II Marketing Communication Strategies</b>		<b>10</b>	<b>15</b>
	5	Overview of strategies		
	6	Types -Advertising, Public relations, Sales promotion, Direct marketing		
	7	Key considerations for selecting a strategy		
	8	Do's and Don'ts in Marketing Communication		
<b>III</b>	<b>Module III Marketing Communication Tools and Techniques</b>		<b>15</b>	<b>25</b>
	9	Advertising		
	10	Sales Promotions		
	11	Direct Marketing		
	12	Public Relations		
	13	Personal Selling		
	14	Digital Marketing Tools		
	15	Event Marketing		
<b>IV</b>	<b>Module IV Planning and Implementation</b>		<b>10</b>	<b>15</b>
	16	Target audience analysis and segmentation		
	17	Budgeting and resource allocation		
	18	Execution and evaluation		
<b>V</b>	<b>Module V Teacher Specific Module (Practicum)</b>		<b>15</b>	
		<b>Directions</b>		
	1	<b>Integrated Marketing Communication Plan:</b> Students develop an IMC plan for a product, including research, objectives, channels, strategies, and presentation.		
	2	<b>Brand Positioning Exercise:</b> Students analyse a brand's positioning, identify unique selling points, assess competitors, and recommend strategies.		
	3	<b>Social Media Campaign:</b> Students create and manage a social media campaign, engaging with followers and analysing performance metrics.		

### Assessment Rubrics

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continuous Evaluation</b>	<b>30</b>
<b>A. Theoretical Assessment: 10 marks</b>	
1. Test Papers: 6	

2. Library Assignments: 2	
3. Classroom Engagements: 2	
<b>B. Practicum : 20 marks</b>	
Total	<b>100</b>

### Essential Readings

1. Belch, G. E., & Belch, M. A., *Advertising and Promotion: An Integrated Marketing Communications Perspective*, McGraw-Hill Education, 2018.
2. Fill, C., *Marketing Communications: Engagement, Strategies and Practice*, Pearson, 2013.
3. Smith, P. R., & Zook, Z., *Marketing Communications: Integrating Offline and Online with Social Media*, Kogan Page, 2016.
4. Kotler, P., & Keller, K. L. *Marketing Management (15th ed.)* Pearson Education, 2016
5. Cialdini, R.B. *Influence: The Psychology of Persuasion*. Collins Business, 2007

### Suggested Readings

1. Ogilvy, D. *Confessions of an Advertising Man*. Atheneum, 1963.
2. Godin, S. *All Marketers Are Liars: The Power of Telling Authentic Stories in a Low-Trust World*. Portfolio, 2005.
3. Duhigg, C. *The Power of Habit: Why We Do What We Do in Life and Business*. Random House, 2012.
4. Heath, C., & Heath, D. *Made to Stick: Why Some Ideas Survive and Others Die*. Random House, 2007.
5. Kahneman, D. *Thinking, Fast and Slow*. Farrar, Straus and Giroux, 2011.

### Reference Distribution

Module	Unit	Reference No.	Suggested Readings
<b>1</b>	1	1, 2	1, 2, 3, 4, 5
	2	1, 3	1, 2, 3, 4, 5
	3	1, 2,	1, 2, 3, 4, 5
	4	1, 2	1, 2, 3, 4, 5
	5	1	1, 2, 3, 4, 5
Module	Unit	Reference No.	Suggested Readings
<b>2</b>	1	2, 2	1, 2, 3, 4, 5
	2	2, 3	1, 2, 3, 4, 5
	3	2, 3	1, 2, 3, 4, 5
	4	2, 3	1, 2, 3, 4, 5
	5	2, 3	1, 2, 3, 4, 5
Module	Unit	Reference No.	Suggested Readings
<b>3</b>	1	3, 4	1, 2, 3, 4, 5
	2	4	1, 2, 3, 4, 5
	3	3, 4	1, 2, 3, 4, 5
	4	3, 4	1, 2, 3, 4, 5
	5	3, 4	1, 2, 3, 4, 5
Module	Unit	Reference No.	Suggested Readings
<b>4</b>	1	4, 5	1, 2, 3, 4, 5
	2	3, 4, 5	1, 2, 3, 4, 5
	3	4, 5, 6	1, 2, 3, 4, 5
	4	3, 4, 5	1, 2, 3, 4, 5
	5	3, 4, 5	1, 2, 3, 4, 5

### Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
CO 1	✓	✓	✓	✓
CO 2		✓	✓	✓
CO 3	✓			✓
CO 4		✓	✓	
CO 5	✓	✓	✓	✓

**Employability for the Course:** Students who study marketing communication can expect strong employability prospects in industries such as advertising, public relations, digital marketing, and brand management. With skills in consumer behaviour, market research, strategic communication, and branding, graduates are well-suited for roles like marketing manager, communication specialist, media planner, and content creator. Their ability to create impactful campaigns and engage audiences makes them valuable assets for companies seeking to enhance their brand presence and drive business growth.

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### Model Question Paper Marketing Communication

Credits: 4

Maximum Time: 2 hours

Maximum Marks: 70

#### Section A

[Answer any **SIX**. Each question carries 3 marks]

6X3= 18

1. Define marketing communication and explain its scope.
2. Why is marketing communication important for businesses?
3. Mention two key concepts related to marketing communication.
4. Provide an example of a basic theory commonly used in marketing communication.
5. What are the key types of marketing communication strategies?
6. Name one key consideration for selecting a marketing communication strategy.
7. Provide a do's and a don'ts in marketing communication.
8. List three marketing communication tools and techniques.

#### Section B

[Answer any **FOUR**. Each question carries 6 marks]

4X6= 24

9. Discuss the significance of advertising as a marketing communication tool.
10. Explain the role of sales promotions in marketing communication.
11. How does direct marketing differ from other marketing communication tools and why is it effective?

12. Describe the importance of public relations in building a company's reputation.
13. Discuss the relationship between personal selling and marketing communication.
14. Analyse the impact of digital marketing tools in modern marketing communication.

### **Section C**

*[Answer any TWO. Each question carries 14 marks]*

2x14=28

15. What is an ideal marketing tool when you have senior citizens as target audience? Why?
16. Compare and contrast the key concepts of target audience analysis and segmentation in marketing communication.
17. Create a comprehensive marketing communication plan for a hypothetical company, including target audience analysis, budgeting, resource allocation, execution, and evaluation.

**KU5DSEJMC308**  
**PR and Corporate Communication**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>V</b>	<b>Major Elective</b>	<b>300-399</b>	<b>KU5DSEJMC308</b>	<b>4</b>	<b>60</b>

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>4</b>	<b>—</b>	<b>-</b>	<b>30</b>	<b>70</b>	<b>100</b>	<b>2</b>

**Course Description**

This course provides an in-depth exploration of public relations (PR) and corporate communication, focusing on the strategic management of communication between organizations and their diverse stakeholders. Students will learn the theories, principles, and practices that underpin effective PR and corporate communication, examining how organizations build and maintain their reputations, manage crises, and engage with the public, media, employees, and other key stakeholders.

**Course Prerequisite**

1. Journalism Fundamentals: Completion of introductory journalism courses or equivalent experience
2. Basic interest in public relations

**Course Outcomes (CO)**

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Assess- Develop conceptual clarity on PR and Corporate Communication	U	C	Instructor-created exams/Quiz
CO2	Analyse- Evaluate the tools of PR and Corporate Communication depending upon different types of media	An	C	Seminar Presentation/ Home Assignments
CO3	Recognise- Identify and handle the key	A	C	Seminar Presentation/

	processes involved in Public Relations in different industries			Group Tutorial Work
CO4	Critique- reviewing the challenges, and opportunities in PR and Corporate Communication	E	C	Instructor-created exams / Home Assignments
CO5	Create: comprehensive public relations and corporate communication strategies	C	P	Writing assignments/ Practical Assignment
CO6	Gain practical insights into the different types PR and Corporate Communication industries and careers.	C	P	Practical Assignment
<p><b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</b>  <b># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</b>  <b>Metacognitive Knowledge (M)</b></p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	-	1	1	-	-	-	2	-	1	-	-
CO2	2	2	1	1	1	1	1	1	1	-	-	-	-
CO3	1	1	-	2	1	-	1	-	2	-	1	-	1
CO4	1	3	-	1	1	-	3	1	2	-	1	1	1
CO5	2	1	3	1	1	3	2	1	2	-	1	1	-
CO6	1	1	-	2	1	-	1	-	2	-	1	-	1

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

## Course Content

### Content for Classroom Transaction:

Module	Unit	Description	Hours (60)	Marks (70)
<b>I</b>	<b>Module I : Concept and Evolution of Public Relations</b>		<b>10</b>	<b>15</b>
	1	<ul style="list-style-type: none"> <li>• Defining PR: Meaning, Importance, Scope, and Trends</li> <li>• Evolution of PR</li> </ul>		
	2	<ul style="list-style-type: none"> <li>• Role of PR in Public and Private Sector- Business, Government, NGO, Politics and Industry</li> </ul>		
	3	<ul style="list-style-type: none"> <li>• PR Process-Image Building, PR, and Various Publics</li> <li>• Scope of PR: Issue Management, Lobbying, Corporate Social Responsibility, Public</li> </ul>		
	4	<ul style="list-style-type: none"> <li>• Opinion, propaganda, agenda setting, advertising, corporate marketing</li> <li>• Qualities of a PR Professional, Ethics in PR, PRSI Code, IPRA</li> </ul>		
<b>II</b>	<b>Module II : PR Tools and Techniques</b>		<b>10</b>	<b>15</b>
	5	<ul style="list-style-type: none"> <li>• PR agency: Concept, Structure, and Functions</li> </ul>		
	6	<ul style="list-style-type: none"> <li>• Media Relations: Multi Media Release (Press, Audio, Video, and social media</li> </ul>		
	7	<ul style="list-style-type: none"> <li>• Tools and Techniques of PR: House journal, Bulletin board, Press Release, Press Conference, Announcements, Web Casts, Meets and Campaigns, Opinion Surveys and Feedback.</li> </ul>		
	8	<ul style="list-style-type: none"> <li>• Public Relations Campaign, Integrated Marketing Communication and Brand Management, PR in Crisis Management</li> </ul>		
<b>III</b>	<b>Module III : Foundation of Corporate Communication</b>		<b>10</b>	<b>15</b>
	9	a) Corporate communication: Scope and Relevance <ul style="list-style-type: none"> <li>• Introduction, Meaning, Scope, Corporate Communication in India.</li> <li>• Need of Corporate Communication in Contemporary Scenario</li> </ul>		
	10	b) Key Concepts in Corporate Communication <ul style="list-style-type: none"> <li>• Corporate Identity: Meaning and Features</li> <li>• Corporate Image: Meaning, Factors Influencing Corporate Image</li> <li>• Corporate Reputation: Meaning, Advantage of Good Corporate Reputation</li> </ul>		
	11	c) Ethics and Law in Corporate Communication		

		<ul style="list-style-type: none"> <li>• Importance of Ethics in Corporate Communication</li> <li>• Corporate Communication and Professional Code of Ethics</li> <li>• Mass Media Laws: Defamation, Invasion of Privacy, Copy Right Act, Digital Piracy, RTI</li> </ul>		
<b>IV</b>	<b>Module IV : Functions of corporate communication and public Relations</b>		<b>20</b>	<b>25</b>
	12	Media Relations: Introduction, Importance of Media Relations, Sources of Media Information, Building Effective Media Relations, Principles of Good Media Relations		
	13	Employee Communication: Introduction, Source of Employee Communication, Importance of Employee satisfaction and Feedback		
	14	Organizing Employee Communication, Benefits of Good Employee Communication, Steps in Implementing an Effective Communication program, Role of Management in Employee Communication		
	15	Financial Communication: Tracing the Growth of Financial Communication in India, Audience for Financial Communication, Financial Advertising		
	16	Role of Corporate Communication in Damage Control & Crisis Management, Corporate Communication in Multi-National Companies		
	17	Stakeholder Perception and Measuring the Effectiveness of Corporate Communication		
	18	Corporate Social Responsibility in India- Companies Act 2013- CSR in Public and Private Sector, Role of Corporate Communication Departmental Initiatives in CSR Activities -Case Studies		
<b>V</b>	<b>Module V : Teacher Specific Module (Practicum)</b>		<b>10</b>	
		<b>Directions</b>		
	1	Create a PR campaign for a local client or organisation		
	2	Create PR plan and campaign for a college event		
	3	Record Book		
	4	Viva Voce		

## Assessment Rubrics

Evaluation Type	Marks
End Semester Evaluation	70
Continuous Evaluation	30
<b>A. Theoretical Assessment: 10 marks</b>	
1. Test Papers: 6	
2. Library Assignments: 2	
3. Classroom Engagements: 2	
<b>B. Practicum : 20 marks</b>	
Total	<b>100</b>

### Essential Readings

1. Carl H. Botan, Vincent Hazleton, *Public Relations Theory*, Routledge, 2006.
2. Donald Treadwell, Jill B. Treadwell, *Public Relations Writing: Principles in Practice*, Sage Publications, 2003.
3. Rajendra Pal and JS Korlahalli, *Essentials of Business Communication*, Sultan Chand & Sons, 2011.
4. K.R. Balan, *Corporate Public Relations*, Sterling, New Delhi, 1992.
5. Janis Forman & Paul A Argenti, *The Power of Corporate Communication*, McGraw Hill, 2002.

### Suggested Readings

1. Joep P. Cornelissen, *Corporate Communication: A Guide to Theory and Practice*, SAGE Publications, 2014.
2. S Sengupta, *Management Of Public Relations And Communication*, Vikas Publication House, 2009

### Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	4	2
	2	1,4,5	2
	3	1,4,5	2
	4	1,2,3	2
Module	Unit	Reference No.	Suggested Readings
2	1	4	2
	2	3,4	1
	3	3,4	1
	4	3,4	1
Module	Unit	Reference No.	Suggested Readings
3	1	5	1
	2	5	1
	3	5	1
	4	5	1
Module	Unit	Reference No.	Suggested Readings
4	1	3,4	2
	2	4,5	1
	3	4,5	1
	4	4,5	1

### Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
CO 1	✓			✓
CO 2		✓		✓
CO 3				✓
CO 4	✓	✓		✓
CO 5		✓	✓	✓

**Employability for the Course:** There are opportunities as PRO, Corporate communication manager, media relations manager, PR Specialist, Crisis communication specialist, Content strategist, Public affairs (Govt) officer, PR consultant.

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### Model Question Paper PR and Corporate Communication

Credits: 4

Maximum Time: 2 hours

Maximum Marks: 70

#### Section A

[Answer any **SIX**. Each question carries 3 marks]

6X3=18

1. Definition of Public Relations
2. Outline the evolution of PR.
3. Role of PR in the public sector.
4. Image building.
5. CSR in PR
6. Qualities of a PR professional.
7. Functions of a PR agency
8. House journal and its purpose in PR.
9. Define corporate communication and explain its relevance.
10. Importance of ethics in corporate communication.

#### Section B

[Answer any **FOUR**. Each question carries 6 marks]

4X6= 24

11. Explain the scope of PR in issue management and lobbying.
12. Discuss the role of PR in crisis management.
13. Describe the concept and structure of a PR agency.
14. How do media relations impact corporate communication?
15. Explain the key concepts in corporate communication.
16. What are the benefits of good employee communication?

### Section C

*[Answer any TWO. Each question carries 14 marks]*

2x14=28

17. Discuss the importance of ethics and law in corporate communication, including a brief explanation of relevant mass media laws.
18. Analyse the role of corporate communication in multinational companies, with a focus on stakeholder perception and measuring the effectiveness of corporate communication.
19. Discuss the role of corporate communication in damage control and crisis management.

**KU5SECJMC309**  
**Mobile Journalism**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>V</b>	<b>SEC</b>	<b>300-399</b>	<b>KU5SECJMC309</b>	<b>3</b>	<b>45</b>

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>3</b>	—	-	<b>25</b>	<b>50</b>	<b>75</b>	<b>1.5</b>

**Course Description**

This course is designed to provide a comprehensive understanding on mobile journalism practices including reporting, editing and broadcasting. Mobile journalism courses focus on harnessing the power of multimedia storytelling. Participants learn how to create visually appealing videos, compelling images, and engaging audio content, enabling them to deliver immersive and impactful stories with the support of multimedia tools. It aims to equip students with the knowledge and practical skills needed to effectively report social issues sensitivity and accuracy. By the end of the course, students will be adept at new narratives that not only par with the industry standard but with global ethical and legal considerations.

**Course Prerequisite**

1. Journalism Fundamentals: Completion of introductory journalism courses or equivalent experience
2. Technical Awareness: Basic knowledge of multimedia tools, digital technologies and smartphone apps with a journalistic approach.

**Course Outcomes (CO)**

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Assess- Develop an understanding of Mobile Journalism	U	F	Instructor-created exams/ Quiz
CO2	Analyse- Examine the evolving trends and current statues of Mobile journalism	An	C	Seminar Presentation/ Home Assignments
CO3	Recognise- Recognise the journalistic and technical skills required for new media practices	A	C	Seminar Presentation/ Group Tutorial Work

CO4	Critique- reviewing the challenges, and opportunities in new Journalism approaches	E	C	Instructor-created exams / Home Assignments
CO5	Create: Field work Experience and prepare a complete MOJO product	A	P	Practical Assignment
CO6	Gain: Practical insights into new narratives to produce digital news stories.	A	P	Practical Assignment
<p><b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</b>  <b># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</b>  <b>Metacognitive Knowledge (M)</b></p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	1	-	-		1	-	2	1	2	2	2
CO2	2	2	-	2	-	-	1	-	2	-	-	-	2
CO3	1	2	1	-	2	2	1	2	2	-	1	-	2
CO4	2	2	2	2	2	-	-	-	1	2	-	1	2
CO5	-	-	1	1	2	3	1	-	1	-	-	1	2
CO6	-	2	1	-	2	3	1	-	1	-	2	2	3

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

**Course Content**

**Content for Classroom Transaction:**

Module	Unit	Description	Hours (45)	Marks (50)
<b>I</b>	<b>Module I Introduction to Mobile Journalism</b>		<b>7</b>	<b>10</b>
	1	Mobile Journalism: Meaning and Definition and concepts		
	2	Significance of MOJO in Indian scenario		
	3	Advantages & Limitations MOJO		
<b>II</b>	<b>Module II Techniques of Mobile Reporting</b>		<b>8</b>	<b>15</b>
	4	Industry standard photos and videos using smartphones and apps		

	5	Interviews and audio recordings on mobile devices		
	6	Editing and enhancing mobile content- Techniques and apps		
	7	Live reporting and streaming using mobile platforms and apps		
<b>III</b>	<b>Module III : Mobile Journalism in Practice</b>		<b>8</b>	<b>10</b>
	8	MOJO in India		
	9	Video Blogging		
	10	Social Media Influencers		
<b>IV</b>	<b>Module IV : Approaches in Mobile Journalism</b>		<b>7</b>	<b>15</b>
	11	Smartphone as a 'Newsroom'		
	12	Mobile journalism as tool for citizen journalism		
	13	Emerging trends and technologies in mobile journalism		
<b>V</b>	<b>Module V Teacher Specific Module (Practicum)</b>		<b>15</b>	
		<b>Directions</b>		
	1	Students will produce a complete mobile journalism project, incorporating skills and knowledge gained throughout the course.		
		a) Story Concept and planning		
		b) Editing		
		c) Multimedia Integration		

### Assessment Rubrics

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>50</b>
<b>Continuous Evaluation</b>	<b>25</b>
<b>A. Theoretical Assessment:10 marks</b>	
1.Test Papers:6	
2.Library Assignments:2	
3.Classroom Engagements:2	
<b>B. Practicum:15 marks</b>	
<b>Total</b>	<b>75</b>

### Essential Readings

1. Rahul Das, *Mobile journalism; A Key Mass Communication Tool for Future*, Prabhath Publication, 2022
2. Ivo Burum, Stephen Quinn, *The Mobile Journalism Handbook*, Routledge, 2015
3. Vincent F. Filk, *Convergent Journalism-An Introduction: Writing, Producing Across Media*, Focal Press, 2019
4. Alex Richards, *Foundations of Data and Digital Journalism* Routledge, 2023
5. Anubhuti Yadav, *New Media Journalism: Emerging Median and New Practices in Journalism*, Sterling, 2022
6. Shankuthala Rao, *Indian Journalism in a New Era* OUP India, 2018
7. Ivo Burum, *Democratizing Journalism through Mobile Media*, Taylor & Francis, 2016
8. John V, *Milestones in Digital Journalism* Taylor & Francis, 2024

## Suggested Reading

1. Sylvie E Prasad, *Creative Mobile Media: A Complete Course*, World Scientific Publishing Company, 2017
2. Joan Van, Mary Murphy, Joseph Schmitz, *The New News*, Focal Press, 2020
3. Abhay Chawla, *New Media and Online Journalism: Handbook for Media Studies* Pearson, 2021
4. Mark E. Briggs, *Journalism Next: A Practical Guide to Digital Reporting and Publishing* CQ Press, 2012
5. Debora Wenger, Deborah Potter *Advancing the Story Journalism in a Multimedia World* Sage, 2014

## Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	1,2	1,4
	2	2,3	2,3
	3	2,4	4
	4	5	3,4
Module	Unit	Reference No.	Suggested Readings
2	1	2,7	3
	2	3,7	1,3
	3	2,5	2,3
	4	1,2	2
Module	Unit	Reference No.	Suggested Readings
3	1	4,5	2,4
	2	5,6	1,2
	3	2,3	4,5
	4	4	3
Module	Unit	Reference No.	Suggested Readings
4	1	1,4	3
	2	2,3	2
	3	2, 6	1,2
	4	1,2	1

## Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
CO 1	✓		✓	✓
CO 2		✓	✓	✓
CO 3	✓	✓		✓
CO 4		✓		✓
CO 5		✓	✓	

**Employability for the Course:** The job market for mobile journalism practices, especially in global new media scenario is extensive. Entrepreneurial journalism possibilities are also growing regarding mobile Journalism.

# Model Question Paper

## Mobile Journalism

**Credit: 3**

**Maximum Time: 1.5 hrs**

**Maximum Marks: 50**

**Section A** (Answer any **SIX** Each question carries 2 marks)

(6x2=12 Marks)

1. Define MOJO
2. Video Blogging Possibilities
3. Infotainment
4. Multimedia
5. Live Streaming
6. Citizen journalism
7. Social Media Influencers
8. Crowdsourcing platforms

**Section B** (Answer any **FOUR**. Each question carries 6 marks)

(4X6=24 Marks)

9. How has the rise of mobile apps transformed news consumption habits globally?
10. Explain the importance of live reporting and streaming using mobile platforms in breaking news coverage.
11. Evaluate the advantages and limitations of MOJO in the context of contemporary news reporting.
12. Explain the fundamental skills essential for Mobile journalism practitioners.
13. Discuss the benefits of citizen journalism facilitated by Mobile journalism.
14. Explain the emerging trends and technologies in mobile journalism

**Section C** (Answer Any **ONE**. Each question carries 14 marks)

(1x14=14)

15. Smartphone as a 'News room', Discuss?
16. Explore emerging trends and technologies in shaping the landscape of Mobile journalism.

**KU5SECJMC310**  
**News and Programme Anchoring**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>V</b>	<b>Skill Enhancement Course</b>	<b>300-399</b>	<b>KU5SECJMC310</b>	<b>3</b>	<b>45</b>

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>3</b>	—	-	<b>25</b>	<b>50</b>	<b>75</b>	<b>1.5</b>

**Course Description**

The course is designed to provide a foundation on anchoring skills, key challenges and opportunities in the field of anchoring. It aims to equip students with the knowledge and practical skills needed to present news and entertainment program effectively. By the end of the course students will adapt all requires skills regarding with the topic.

**Course Prerequisite**

1. Interest in stage performances
2. Passion and aptitude for on-camera anchoring

**Course Outcomes (CO)**

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Assess- Develop a reflective understanding of anchoring	U	C	Instructor-created exams/Quiz
CO2	Analyse- Investigate the latest trends and challenges in anchoring	An	C	Seminar Presentation/ Home Assignments
CO3	Recognise- Identify the journalistic skills required in news and program anchoring	A	C	Seminar Presentation/ Group Tutorial Work

CO4	Critique- Reviewing the challenges, and opportunities in anchoring	E	C	Instructor-created exams / Home Assignments
CO5	Create: Anchoring experiments and rehearsals	C	P	OneMinute Reflection Writing assignments
CO6	Gain: Practical insights into anchoring	P	P	Practical Assignment
<p><b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</b>  <b># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</b>  <b>Metacognitive Knowledge (M)</b></p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	-	-	-	3	-	-	2	-	-	1	1
CO2	3	1	-	-	-	-	-	1	-	-	-	-	-
CO3	1	1	-	2	-	-	1	2	3	-	1	-	2
CO4	-	1	2	-	-	-	-	-	1	-	-	1	-
CO5	2	-	1	1	-	2	-	1	-	-	-	-	3
CO6	-	2	-	-	1	2	3	-	1	-	-	2	2

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

## Course Content

### Content for Classroom Transaction:

Module	Unit	Description	Hours (45)	Marks (50)
<b>I</b>	<b>Module I Anchoring</b>		<b>6</b>	<b>10</b>
	1	Definition, Scripts and ad libs	2	
	2	Anchoring in media and Mastering Ceremonies	2	
	3	Specialties of News Anchoring and program anchoring	2	
<b>II</b>	<b>Module II Communication Skill</b>		<b>8</b>	<b>15</b>
	4	Verbal and non-verbal communication	2	
	5	Mastery over languages, Humor and Instantaneity	2	
	6	Knowledge in current affairs and politics	2	
	7	Creativity in communication, script writing	2	
<b>III</b>	<b>Module III Anchoring Techniques</b>		<b>10</b>	<b>15</b>
	8	Voice training; Volume and accent	2	
	9	Voice modulation; tune and pitch	2	
	10	Presence of mind, use of body postures, expressions and movements	2	
	11	Clarity in presentation	2	
	12	Improvisation exercise	2	
<b>IV</b>	<b>Module IV Type of Anchoring</b>		<b>6</b>	<b>10</b>
	13	News anchoring	2	
	14	Anchoring for TV shows	2	
	15	Anchoring for Radio program	2	
<b>V</b>	<b>Module V Teacher Specific Module (Practicum)</b>		<b>15</b>	
		<b>Directions</b>		
	1	Prepare a script for a film review program		
	2	Prepare an anchoring video on a political satire program or for a musical program		

### Assessment Rubrics

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>50</b>
<b>Continuous Evaluation</b>	<b>25</b>
<b>A. Theoretical Assessment:10 marks</b>	
1.Test Papers:6	
2.Library Assignments:2	
3.Classroom Engagements:2	
<b>B. Practicum:15 marks</b>	
<b>Total</b>	<b>75</b>

## Essential Readings

1. Rich Jain Karla, *ABC of News Anchoring*, Pearson Education, 2012
2. Ankush, *How to become a TV Anchor*, Notion Press, 2019
3. Condrill, Jo, Bough, Bennie, *101 Ways to Improve our Communication skills*, Jaico, 2012
4. Anthony Adornato, *Mobile and Social Media Journalism*, CQ Press, 2017
5. Bindiya Dutt, *Anchoring TV and Live Events*, Pustak Mahal, 2013

## Suggested Readings

1. Sanjay Gaur, *Radio Jockey and TV Anchoring*, Book Enclave, 2019
2. Kimberly Meltzer, *TV News Anchors and Journalistic Tradition*, Suffolk Books, 2010
3. Andrea Morris, *The Science of On – Camera Acting*, Becoming Media, 2014

## Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	1,2	1,2,3
	2	1,5	1,2,3
	3	1,3	1,2,3
Module	Unit	Reference No.	Suggested Readings
2	1	1,2,4	1,2,3
	2	1,2	1,2,3
	3	1,3	1,2,3
	4	1,4,5	1,2,3
Module	Unit	Reference No.	Suggested Readings
3	1	1,5	1,2,3
	2	1,3,5	1,2,3
	3	1,3,5	1,2,3
	4	1,3,5	1,2,3
	5	1,3,5	1,2,3
Module	Unit	Reference No.	Suggested Readings
4	1	1,3	1,2,3
	2	1,2	1,2,3
	3	1,3	1,2,3

### Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
CO 1	✓		✓	✓
CO 2			✓	✓
CO 3	✓			✓
CO 4		✓		
CO 5	✓		✓	✓

**Employability for the Course:** There are so many opportunities in the field of anchoring especially in social media and other events. In a world of dynamic media world news and various program anchoring job opportunities are extensive and holding a position of celebrity statues job.

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### Model Question Paper News and Programme Anchoring

Credits: 3

Maximum Time: 1.5 hours

Maximum Marks: 50

#### Section A

[Answer any **SIX**. Each question carries 2 marks]

6X2= 12

1. Ad-lib
2. Accuracy
3. MC
4. Presence of mind
5. Voice training
6. Live show anchoring
7. Koffee with Karan
8. Guest management

#### Section B

[Answer any **FOUR**. Each question carries 6 marks]

4X6= 24

9. What are the pre requisites for anchoring a TV show?
10. How to write a news anchor script?
11. How to handle a breaking news situation?

12. What are the main differences between news anchoring and program anchoring?
13. What are the main tips and tricks in social media anchoring?
14. How audience analysis will help an influencer?

**Section C**

*[Answer any ONE. Each question carries 14 marks]*

1x14=14

15. Explain the essential skills needed for anchoring.
16. Briefly explain the role and importance of anchoring in media.

## LIST OF COURSES

### JOURNALISM WITH MULTIMEDIA & COMMUNICATION

(Detailed Syllabus)

### SEMESTER VI

Sl	Course Code	Credit	Details	Course Title	Level
1.	KU6DSCJMC311	4		<b>Major:</b> Programme Production for Radio and TV	300-399
2.	KU6DSCJMC312	4		<b>Major:</b> Advertising Theory and Practice	300-399
3.	KU6DSCJMC313	4		<b>Major:</b> Video Editing	300-399
4.	KU6DSEJMC314	4	<b>Any Two Major Electives</b>	<b>Major Elective 1:</b> Animation and Motion Graphics	300-399
5.	KU6DSEJMC315	4		<b>Major Elective 2:</b> Digital Content Creation	300-399
6.	KU6DSEJMC316	4		<b>Major Elective 3:</b> Sound Design	300-399
7.	KU6DSEJMC317	4		<b>Major Elective 4:</b> Film Studies	300-399
8.	KU6DSEJMC318	4		<b>Major Elective 5:</b> Short Film and Documentary Production	300-399
9.	KU6SECJMC319	3	<b>Any One SEC</b>	<b>Skill Enhancement Course 6:</b> Social Media Marketing	300-399
10.	KU6SECJMC320	3		<b>Skill Enhancement Course 7:</b> Visual Editing	300-399
11.	KU6INTJMC321	2		<b>Internship</b>	300-399

## KU6DSCJMC311

### PROGRAMME PRODUCTION FOR RADIO AND TV

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	Major	300-399	KU6DSCJMC311	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	—		30	70	100	2

#### Course Description

This course is designed to provide a comprehensive understanding on rural reporting, covering sociological foundations, journalistic skills, key challenges and opportunities, and ethical considerations. It aims to equip students with the knowledge and practical skills needed to effectively report on rural issues with sensitivity and accuracy. By the end of the course, students will be adept at creating narratives that not only reflect the realities of rural life but also contribute to informed and empathetic storytelling in the realm of journalism and mass communication.

#### Course Prerequisite

1. Academic excellence: To Understand foundations of journalism, news gathering, and news story presentation.
2. Skill enhancement: the ability to think critically, creatively and independently. The ability to express oneself clearly, both in writing and orally. The skill to carry out journalistic research and interviews. The ability to prepare content for news media outlets.

#### Course Outcomes (CO)

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Evaluate and critique broadcast and production practices both holistically and in terms of their component parts, namely: audio, video, scripting, production, and editing.	U	F	Instructor-created exams/Quiz
CO2	Students will recognize the structure and history of the radio industry will be able to work in professional atmosphere of radio station.	U	C	Instructor-created exams/Quiz

CO3	Interpret the challenges and solutions of the Radio and Television industry	E	P	Seminar Presentation/ Group Tutorial Work
CO4	Students will be able to identify and write record, produce and edit several formats of radio programmS including news stories, and features.	An	P	Seminar Presentation/ Group Tutorial Work
CO5	Demonstrate knowledge of discipline-specific skills and vocabulary over Broadcast media	A	C	OneMinute Reflection Writing assignments
<p><b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</b>  <b># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</b>  <b>Metacognitive Knowledge (M)</b></p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	2	2	1	1	1	3	2	2	-	-	1	2
CO2	2	1	1	-	-	-	-	1	3	-	2	-	-
CO3	1	1	-	2	2	-	1	-	2	-	1	2	2
CO4	1	2	1	1	1	2	1	1	2	-	-	2	2
CO5	1	-	2	-	2	1	-	2	1	1	-	-	3

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

## Course Content

### Content for Classroom Transaction:

Module	Unit	Description	Hours (60)	Marks (70)
<b>I</b>	<b>Module I Radio Production Process</b>		<b>15</b>	<b>20</b>
	1	Brief History of Radio- Tesla, Marconi, Hertz, Maxwell, Bose, Alexanderson, Fessenden, Armstrong		
	2	Indian Radio Production - Akashvani, Prasar bharti, Vividh bharti - Community Radio		
	3	Elements of Radio Production; Studio, Microphone, Sound effects, Music, Artificial Echo, Filter or Distort, Human Voice		
	4	Current trends in Radio Production - SDR, DAB, Podcating, FM		
<b>II</b>	<b>MODULE II Formats of Radio Production</b>		<b>10</b>	<b>15</b>
	5	Radio Program Production- Pre-production, Production, Post-production		
	6	Writing For Radio- News and other programs		
	7	Types of Radio formats- Spoken word, News, Music - Information technology based Formats; Phone in program, Radio bridge, Radio internet		
<b>III</b>	<b>MODULE III Television Production Process</b>		<b>15</b>	<b>20</b>
	8	Equipment for production; Camera, Lights, Microphone, Audio and Visual editing tools		
	9	Key professionals involved in television production; Producer, Director, Production Assistant, Script writer, Actors, Anchor, Camera-person, Sound recordist etc		
	10	Studio and outdoor recording: Live and recorded Television programs.		
<b>IV</b>	<b>MODULE IV Stages and Elements of Television program</b>		<b>10</b>	<b>15</b>
	11	Television Program Production stages : Pre-production, Production, Post-production		
	12	Television news elements; P to C, Walkthrough, Donut, Infographic- ENG, SNG, DSNG - News production Room - An analysis (Either Television or Radio)		
<b>V</b>	<b>Module V : Teacher Specific Module (Practicum)</b>		<b>10</b>	
	<b>1</b>	<b>Directions</b>		
	<b>2</b>	Design any type of program production		
	<b>3</b>	Write a script for Radio Program		

## Assessment Rubrics

Evaluation type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continues Evaluation</b>	<b>30</b>
<b>A. Theoretical Assessment:10 marks</b>	
1. Test Papers: 6	
2. Library Assignments :2	
3. Classroom Engagements: 2	
<b>B. Practicum: 20 Marks</b>	
<b>Total</b>	<b>100</b>

### Essential Readings:

1. M Neelamalar, *Radio Program Production*, PHI learning pvt.ltd, 2017
2. Mcleish Robert, Link Jeff, *Radio Production*, Routledge,2015
3. Norberg. G. Eric, *Radio programming: tactics and strategy*, (1st edition)Focal press, 1996
4. Osgood.J. Ronald , *Visual story telling: Videography and post production in the digital age*, (2nd edition) Boston MA: Wadsworth cengage learning, 2014
5. Bathgate Gordon, *History of Radio: A history of the airwaves*, Kindle edition, 2019

### Suggested Reading

1. Ross F Colins, *Editing Across Media, Content and Process for Print and Online Publication*, Mcfarland & Company, Inc. Publishers, 2013
2. Hillard Robert, *Writing for Television, Radio, and New Media*, Taxmann Publications, 2014.
3. Anthony Friedman, *Writing for Visual Media* Anthony Friedman, Taylor & Francis,2014
4. Jim Owens , Gerald Millerson, *Television Production*, Focal Press, 2012

### Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	5	1,2
	2	1	1,2
	3	1	1,2
	4	3	1,2,3
Module	Unit	Reference No.	Suggested Readings
2	5	1	2,4
	6	1	1,3
	7	1,2	1,2
Module	Unit	Reference No.	Suggested Readings
3	8	4	1
	9	4	3
	10	4	2,4
Module	Unit	Reference No.	Suggested Readings
4	11	4	2
	12	4	3

### Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
CO 1	✓			✓
CO 2	✓			✓
CO 3		✓	✓	✓
CO 4		✓		✓
CO 5		✓	✓	

**Employability for the Course:** Broadcasting networks are used by brands, businesses, and governments to inform the public about their products and services. A degree in Broadcast Media grooms you for managerial and technical roles relating to all these technologies and mediums. Career options you can explore with a journalism degree: News anchor / news reporter. Feature producer / director. Cameraperson / video journalist etc.

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### Model Question Paper Programme Production for Radio and TV

Credits: 4

Maximum Time: 2 hours

Maximum Marks: 70

#### Section A

*[Answer any SIX. Each question carries 3 marks]*

6X3= 18

1. Radio talks
2. ENG
3. BARC
4. Jingle
5. Sound forge
6. Walk through
7. Rundown
8. TRP

#### Section B

*[Answer any FOUR. Each question carries 6 marks]*

4X6= 24

9. Trace out the evolution of Radio broadcasting in India
10. Write on the significance of Community Radio
11. Explain the elements of Radio Production
12. Elaborate the types of Radio program Formats

13. Critically analyse any TV program

14. Differentiate studio and outdoor recording

**Section C**

*[Answer any TWO. Each question carries 14 marks]*

2x14=28

15. Write down the functional role of Television personnel's

16. Briefly evaluate the history of Radio

17. Briefly discuss the scope of Radio broadcasting in the digital age

**KU6DSCJMC312**  
**ADVERTISING THEORY AND PRACTICE**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>VI</b>	<b>Major</b>	300-399	<b>KU6DSCJMC312</b>	<b>4</b>	<b>60</b>

Learning Approach (Hours/Week)			Mark Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>4</b>	—		<b>30</b>	<b>70</b>	<b>100</b>	<b>2</b>

**Course description:**

This course provides a comprehensive understanding of the principles and practices of advertising, covering foundational concepts, advertising strategy development, creative execution, media planning, and digital advertising techniques such as Search Engine Optimization (SEO) and Search Engine Marketing (SEM).

**Course pre-requisite:**

1. Creative thinking and problem-solving skills.
2. Basic computer literacy

**Course Outcomes:**

CO	Expected Outcomes	Learning Domains	Knowledge category #	Evaluation tools used
CO1	To understand the fundamental principles and concepts of advertising	U	F	Instructor created exams Seminar assignments Home assignments Quiz Practical assignments
CO2	To analyze the role, and impact of advertising in society and culture	U, An, E	F, An	Seminar assignments Practical assignments
CO3	To familiarise students with the ethical principles and values that guide advertising professionals	R, U	C	Practical assignments
CO4	To demonstrate proficiency in creative development, including	A	F,C	Practical assignments

	message creation and visual design			
CO5	To evaluate comprehensively the advertising strategy, creative execution and media planning	E	F, C	Practical assignments
CO6	To gain in-depth knowledge on the state of advertising and its current trends	U	P	Instructor created exams Quiz
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)# - Factual Knowledge (F), Conceptual Knowledge (C), Procedural Knowledge (P), Metacognitive Knowledge (M)				

### Mapping of COs with PSOs and POs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	1	3	-	-	3	2	-	-	-	1	-
CO2	3	3	2	2	1	1	2	2	1	-	3	3	-
CO3	3	2	1	2	1	1	2	2	2	1	3	2	-
CO4	3	1	1	1	-	-	-	3	-	2	2	1	2
CO5	1	3	-	-	1	1	1	3	-	2	1	-	1
CO6	2	2	-	1	-	1	-	1	-	2	2	-	3

### \*correlation levels

Level	Correlation
-	NIL
1	Slightly/Low
2	Moderate/Medium
3	Substantial/High

## COURSE CONTENT

### Content for Classroom Transaction:

Module	Unit	Description	Hours (60)	Marks (70)
<b>I</b>	<b>Module I Introduction to Advertising</b>		<b>15</b>	<b>18</b>
	1	Definition and scope		
	2	Historical overview and evolution		
	3	Theories and models of advertising communication - Hierarchy of Effects Model, AIDA Model		
	4	Different types and forms		
	5	Ethics – Code of ASCI		

<b>II</b>	<b>Module II Advertising Strategy and Planning</b>		<b>10</b>	<b>17</b>
	6	Understanding target audiences and market segmentation		
	7	Setting advertising objectives and goals - DAGMAR		
	8	Media planning and buying		
	9	Brand positioning and differentiation		
<b>III</b>	<b>Module III Creative Development and Execution</b>		<b>10</b>	<b>17</b>
	10	Copywriting techniques and message creation		
	11	Visual design principles		
	12	Layout and production considerations		
	13	Pre-testing and refining creative concepts		
<b>IV</b>	<b>Module IV Digital Advertising: SEO and SEM</b>		<b>15</b>	<b>18</b>
	14	Digital advertising and its importance		
	15	Search Engine Optimization (SEO) principles and techniques		
	16	Implementing SEO strategies to improve website visibility and organic traffic		
	17	Search Engine Marketing (SEM) and pay-per-click (PPC) advertising		
	18	Designing and managing SEM campaigns to drive targeted traffic and achieve advertising objectives		
<b>V</b>	<b>Module V Teacher Specific Module (Practicum)</b>		<b>10</b>	
		<b>Directions</b>		
	19	Create an advertising campaign for a brand for print / electronic media.		
	20	Create an advertising campaign execution plan for a brand to be advertised in print, TV, radio and new media		

### **Assessment Rubrics**

<b>Evaluation Type</b>	<b>Marks</b>
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continuous Evaluation</b>	<b>30</b>
<b>A. Theoretical Assessment: 10 marks</b>	
1. Test Papers: 6	
2. Library Assignments: 2	
3. Classroom Engagements: 2	
<b>B. Practicum: 20 marks</b>	
Total	<b>100</b>

### **Essential Readings**

1. Sandra Moriarty, *Advertising Principles and Practice*, Pearson
2. Winston Fletcher, *Advertising: A Very Short Introduction*, Oxford University Press
3. Jonathan Hardy et al, *The Advertising Handbook*, Routledge

4. "The ASCI Code - Advertising Standards Council of India." ASCI, 18 Jan. 2024, [www.ascionline.in/the-asci-code/](http://www.ascionline.in/the-asci-code/)
5. Kazmi, Satish K & Batra, *Advertising & Sales Promotion*, Excel Books
6. O'Guinn, Thomas C, *49 Advertising and Integrated Brand Promotion*, Thomson
7. Bhatia, Tej K, *50 Advertising and Marketing in Rural India*, MacMillan
8. Rossiter, John R & Percy, Larry Irwin, *Advertising Communications and Promotion Management*, McGraw Hill
9. NIXON, *56 Advertising Cultures*, Sean Sage
10. Varma & Anil, *57 Advertising Industry : Trends and Regulations*, Ed. ICFAI University
11. Kaptan, S S, *Advertising New Concepts*, Sarup & Sons
12. Wells, William, *Advertising Principles and Practice*, Pearson Education

### Suggested Readings:

1. S A Chunawalla, *Advertising : Theory and Practice*, Himalaya
2. J V Vilanilam & Varghese A K, *Advertising Basics*, Response Books
3. George & Michael Belch : *Advertising and Promotion*, Tata McGraw-Hill

### Reference distribution

Module	Unit	Reference number	Suggested readings
1	1	1,2	1,2
	2	1,2,3,11	1,2
	3	1,2,3,11	1,2
	4	1,2,3,11	1,2
Module	Unit	Reference number	Suggested readings
2	1	6,8,11,12	1,2
	2	6,8,11,12	
	3	6,8,11,12	
	4	6,8,11,12	
Module	Unit	Reference number	Suggested readings
3	1	3,4	2,3
	2	9,11	
	3	3,4	
	4	9,11,12	
Module	Unit	Reference number	Suggested readings
4	1	3,4	2,3
	2	10,11	2,3
	3	10,11	2,3
	4	11	

### Mapping of COs with Assessment Rubrics

	Internal exam	Assignment	Portfolio evaluation	End Semester examination
CO1	✓			✓
CO2	✓	✓		
CO3	✓			
CO4				✓
CO5				
CO6			✓	✓

### Employability of the course:

They can select career as advertising executives, copy writers, art directors, media planners, account managers and digital marketers in advertising agencies, corporate marketing departments and media companies. Additionally they can work in specialized areas such as Social Media Marketing, Brand Management and Market Research.

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### Model Question Paper

#### ADVERTISING THEORY AND PRACTICE

**Credits: 4**

Maximum Time: 2 hours

Maximum Marks: 70

#### Section A

Answer any **SIX** questions. Each question carries 3marks

(6 x 3 =18)

1. Live tag
2. Hoarding
3. Flyer
4. Portfolio
5. Slice- of -life
6. Stable
7. Marquee
8. Scatter package

### Section B

Answer any **FOUR** questions. Each question carries 6 marks

(4x6 = 24)

9. Assess the role of a copywriter in an ad agency
10. Explain the process of media selection for an ad
11. Define an ad agency and delineate its functions
12. Distinguish between advertising and publicity
13. Explain any three models of advertising
14. Do you think advertising has dysfunctions? Give reasons

### Section C

Answer any **TWO** questions. The question carries 14 marks

(2x14 = 28)

15. Examine the various stages of advertising design process
16. Draft an advertising campaign plan for a hypothetical product's promotion.
17. Explain the various 'appeals' used in advertising

## KU6DSCJMC313 Video Editing

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>VI</b>	<b>Major</b>	<b>300-399</b>	<b>KU6DSCJMC313</b>	<b>4</b>	<b>60</b>

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>4</b>	—	———	<b>30</b>	<b>70</b>	<b>100</b>	<b>2</b>

### Course Description

The Video Editing course provides comprehensive training in the art and techniques of video editing, covering fundamental skills such as assembling shots, adding transitions, basic colour correction, and audio editing basics. Students will also learn advanced topics including visual effects, motion graphics, and narrative storytelling through hands-on projects like creating short films, music videos, and documentary-style interviews. By the end of the course, students will have the expertise to produce professional-quality videos with creative editing techniques and a strong emphasis on storytelling and visual communication.

### Course Prerequisite

1. Basic computer skills
2. Understanding of film and television production concepts.
3. Knowledge of basic video production techniques, such as camera operation.
4. Creative thinking and storytelling skills.
5. Ability to work collaboratively in a team environment.
6. Strong attention to detail and a passion for visual storytelling.

### Course Outcomes (CO)

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Develop a solid understanding of the fundamentals of video editing including assembling shots, creating timelines, adding transitions and effects, basic colour correction, and grading.	C, A, An	F, C	Instructor-created exams/Quiz
CO2	Acquire proficiency in audio editing basics, including syncing audio with video, mixing and balancing audio tracks, incorporating sound effects and music, and understanding audio compression and expansion.	C, A, An	F, C	Seminar Presentation/ Home Assignments

CO3	Gain knowledge and skills in visual effects and motion graphics, such as creating and animating titles and lower thirds, compositing, green screen techniques, and applying special effects and filters.	C, A, An	F, C	Seminar Presentation/ Group Tutorial Work
CO4	Learn to apply storytelling and continuity editing techniques effectively in narrative short films, music videos, and documentary-style interviews.	C, A, An	F, C	Instructor- created exams / Home Assignments
CO5	Explore different editing styles and rhythms to match the mood and theme of a given project, incorporating creative transitions, effects, and motion graphics.	C, A, An	F, C	Seminar Presentation/ Group Tutorial Work
CO6	Develop collaborative skills by working in teams to produce high-quality video projects with clear narrative arcs, emotional impact, and effective storytelling techniques.	C, A, An	F, C	Practical Assignment
<p><b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</b>  <b># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</b>  <b>Metacognitive Knowledge (M)</b></p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	1	-	1	1	1	1	1	1	1	1	1	1
CO2	2	1	2	1	1	1	1	-	1	1	1	1	1
CO3	2	2	2	2	-	2	1	1	1	-	2	1	1
CO4	2	2	-	2	2	2	1	1	1	1	1	1	1
CO5	2	2	2	-	2	2	1	1	2	1	1	1	1
CO6	2	2	2	2	2	2	1	-	1	1	2	1	1

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

## Course Content

### Content for Classroom Transaction:

Module	Unit	Description	Hours (60)	Marks (70)
<b>I</b>	<b>Module I Introduction to Video Editing</b>		<b>10</b>	<b>15</b>
	1	Definition and importance of video editing		
	2	Role of an editor in film and television production		
	3	Overview of popular Video Editing Software		
	4	Open Source Video Editing Software, Popular video formats		
<b>II</b>	<b>Module II Editing Fundamentals</b>		<b>10</b>	<b>15</b>
	5	Creating a timeline and assembling shots		
	6	Adding transitions and effects		
	7	Basic colour correction and grading		
	8	Understanding the concept of continuity and pacing		
<b>III</b>	<b>Module III Editing and Mixing</b>		<b>15</b>	<b>25</b>
	9	Audio editing basics		
	10	Audio Transitions		
	11	Syncing audio with video		
	12	Mixing and balancing audio tracks		
	13	Incorporating sound effects and music		
	14	Audio Compression and Expansion		
	15	Audio Delay and Reverb		
<b>IV</b>	<b>Module IV Visual Effects and Motion Graphics</b>		<b>10</b>	<b>15</b>
	16	Creating and animating titles and lower thirds		
	17	Compositing and green screen techniques		
	18	Applying special effects and filters, File exporting		
<b>V</b>	<b>Module V Teacher Specific Module (Practicum)</b>		<b>15</b>	
	1	<b>Narrative Short Film</b> <ul style="list-style-type: none"> <li>• Students work in teams to create a short narrative film (3-5 minutes),</li> <li>• Roles include director, cinematographer, editor, sound designer, etc.</li> <li>• Emphasize storytelling, continuity editing, and creative use of editing techniques</li> <li>• Final film should have a clear narrative arc and emotional impact</li> </ul>		
	2	<b>Music Video</b> <ul style="list-style-type: none"> <li>• Students create a music video for a song of their choice (2-4 minutes)</li> <li>• Focus on visual interpretation of the music and lyrics</li> <li>• Experiment with different editing styles and rhythms to match the song</li> <li>• Incorporate creative transitions, effects, and motion graphics</li> </ul>		

	3	<b>Documentary Interview</b> <ul style="list-style-type: none"> <li>• Students conduct and edit a documentary-style interview (5-10 minutes)</li> <li>• Research the subject and prepare thoughtful questions</li> <li>• Use editing to shape the narrative and highlight key points</li> <li>• Incorporate b-roll footage, graphics, and sound design to enhance the interview</li> </ul>		
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### Assessment Rubrics

Evaluation type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continues Evaluation</b>	<b>30</b>
<b>A. Theoretical Assessment:10 marks</b>	
1. Test Papers: 6	
2. Library Assignments :2	
3. Classroom Engagements: 2	
<b>B. Practicum: 20 Marks</b>	
<b>Total</b>	<b>100</b>

### Essential Readings

1. Dancyger, Ken. *The Technique of Film and Video Editing: History, Theory, and Practice*. Focal Press, 2018.
2. Ohanian, Thomas A., and Michael E. Phillips. *Digital Filmmaking: The Changing Art and Craft of Making Motion Pictures*, Routledge, 2013.
3. Gaskell, Steve, *Adobe Premiere Pro CC Classroom in a Book (2019 Release)*, Adobe Press, 2019.
4. Dvorak, John C, *Final Cut Pro X: How It Works*, Create space Independent Publishing Platform, 2012.
5. Adobe. *Adobe Premiere Pro User Guide*. Adobe, 2021.

### Suggested Readings

1. Murch, Walter, *In the Blink of an Eye: A Perspective on Film Editing*, Silman-James Press, 2001
2. Reisz, Karel, and Gavin Millar, *The Technique of Film Editing*, Focal Press, 2010.
3. Osgood.J. Ronald , *Visual story telling: Videography and post production in the digital age*, (2nd edition) , Wadsworth Cengage learning, 2014
4. Einsohn, Amy: *The Copy Editor’s Handbook*, University of California Press, 2019

### Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	1,2,3,4,	1,2
	2	1,2,3,4,5	1,2,3
	3	1,2,3,4	1,2

	4	1,2,3,4,5	1,2
	5	1,2,	2,3
<b>Module</b>	<b>Unit</b>	<b>Reference No.</b>	<b>Suggested Readings</b>
<b>2</b>	1	3,4,5	1,2
	2	3,4,5	1,2
	3	3,4,5,	3,4
	4	3,4,5	1,2
	5	3,4,	1,2
<b>Module</b>	<b>Unit</b>	<b>Reference No.</b>	<b>Suggested Readings</b>
<b>3</b>	1	4,5	1.
	2	4,5	2
	3	4,5	2
	4	4,5	2,3
	5	4,5,6	3,4
<b>Module</b>	<b>Unit</b>	<b>Reference No.</b>	<b>Suggested Readings</b>
<b>4</b>	1	1,3,4,5	3,4
	2	3,4,5	1,2
	3	3,4,5	2
	4	3,4,5	3
	5	3,4,5	3

#### Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
<b>CO 1</b>	✓	✓	✓	✓
<b>CO 2</b>		✓	✓	✓
<b>CO 3</b>	✓			✓
<b>CO 4</b>		✓	✓	
<b>CO 5</b>	✓	✓	✓	✓

**Employability for the Course:** Individuals who complete Video Editing course can explore diverse career opportunities in industries such as film and television production, advertising, digital marketing, and freelance projects. With the growing demand for video content across various platforms, skilled video editors are in high demand. By demonstrating their technical expertise, creativity, and storytelling skills, graduates of a Video Editing course can secure fulfilling roles in corporate video departments, content creation platforms, and e-learning organizations. The employability prospects for video editors are promising, as they can contribute their talents to the dynamic and evolving landscape of the media and entertainment industry.

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**Model Question Paper**  
**Video Editing**

Credits: 4

Maximum Time: 2 hours

Maximum Marks: 70

**Section A**

*[Answer any **SIX**. Each question carries 3 marks]*

6X3= 18

1. What role does the video editor play in film and television production?
2. Name two features of popular video editing software programs.
3. Why is continuity important in video editing?
4. How does basic colour correction enhance video quality?
5. Explain the significance of timelines in video editing.
6. Describe the process of syncing audio with video during editing.
7. What is the purpose of using audio compression in video editing?
8. How do transitions contribute to the flow of a video edit?

**Section B**

*[Answer any **FOUR**. Each question carries 6 marks]*

4X6= 24

9. Compare and contrast open-source video editing software with commercial options.
10. Explain the steps involved in creating and animating titles in a video project.
11. Describe the process of audio mixing and balancing in video editing.
12. How is green screen technology used in compositing during video editing?
13. Discuss the process of adding and adjusting audio effects in a video project.
14. Explain the concept of pacing in video editing and its impact on viewer engagement.

**Section C**

*[Answer any **TWO**. Each question carries 14 marks]*

2x14=28

15. Choose a popular visual effect used in video editing and discuss its storytelling impact.
16. Reflect on the role of the video editor in shaping the narrative and emotional tone of a film or TV show.
17. How can audio transitions enhance the overall audio experience in video editing?

**KU6DSEJMC314**  
**ANIMATION AND MOTION GRAPHICS**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>VI</b>	<b>Major Elective</b>	<b>300-399</b>	<b>KU6DSEJMC314</b>	<b>4</b>	<b>60</b>

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>4</b>	—	-	<b>30</b>	<b>70</b>	<b>100</b>	<b>2</b>

### Course Description

This course offers a dynamic exploration of animation and motion graphics, focusing on the principles, software tools, and creative processes essential for crafting compelling visual stories. Students will learn animation techniques, motion graphics design, and the use of industry-standard software such as Adobe After Effects. The course emphasizes hands-on projects to develop students' skills in creating captivating animations, special effects, and dynamic visual content for various digital media platforms

### Course Prerequisite

1. Digital Design Basics: Proficiency in using design software such as Adobe Photoshop and Illustrator for creating and manipulating visual elements.
2. Understanding of Animation Principles: Knowledge of key animation principles such as timing, spacing, squash and stretch, anticipation, and follow-through.
3. Multimedia Software Skills: Familiarity with multimedia software used in motion graphics or similar animation and compositing tools.
4. Storytelling and Narrative Skills: Understanding of narrative structure and storytelling techniques to effectively convey messages and emotions through animation.
5. Creative Portfolio: A portfolio showcasing previous animation or design work demonstrating creativity, technical skills, and storytelling ability.

### Course Outcomes (CO)

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Assess- Evaluate the fundamental principles of animation and motion graphics, including historical and contemporary techniques.	U	C	Instructor-created exams / Quiz

CO2	Analyse- Investigate the evolving trends in animation and motion graphics and how they influence modern media and entertainment.	An	C	Seminar Presentation/ Home Assignments
CO3	Recognise- Identify the technical skills and software proficiency required to produce high-quality motion graphics and animations.	A	C	Seminar Presentation/ Group Tutorial Work
CO4	Critique- Review and critique various animation and motion graphics projects, focusing on their effectiveness, creativity, and technical execution.	E	C	Instructor- created exams / Home Assignments
CO5	Create: Develop original animations and motion graphics, incorporating key concepts and techniques learned throughout the course.	C	P	Practical Assignment
CO6	Gain: Acquire practical insights into the production pipeline of animation and motion graphics, from conceptualization to final output.	C	P	Practical Assignment
<p><b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</b></p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	-	-	-	-	-	-	1	-	2	-	1	-
CO2	3	1	-	1	-	-	1	-	2	-	1	-	2
CO3	1	1	-	1	1	1	2	1	3	-	1	-	1
CO4	2	2	2	1	1	1	1	-	1	-	1	1	-
CO5	3	1	2	1	1	3	3	2	2	1	1	1	1
CO6	3	1	2	1	1	3	3	2	2	1	1	1	-

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

## Course Content

### Content for Classroom Transaction:

Module	Unit	Description	Hours (60)	Marks (70)
<b>I</b>	<b>Module I Introduction to Motion Graphics</b>		<b>10</b>	<b>15</b>
	1	What is animation and motion graphics-uses		
	2	History of Motion Graphics		
	3	Understanding Footage in Animation		
	4	Animation Principles and Techniques <ul style="list-style-type: none"> <li>● Key Frames</li> <li>● Nodes and Flow Charts</li> </ul>		
	5	Visual Compositing Techniques <ul style="list-style-type: none"> <li>● Keying (Green and Blue Screens)</li> <li>● Alpha Compositing</li> <li>● Matte Painting</li> <li>● Wire Removal</li> </ul>		
	6	Introduction to 3D Cameras and Lighting in Motion Graphics		
<b>II</b>	<b>Module II Adobe After Effects Fundamentals</b>		<b>15</b>	<b>15</b>
	7	Introduction to Adobe After Effects Interface, Layers and Compositions in After Effects, Video Standards and Formats		
	8	Camera Movements and Animation Techniques, Text Animation and Titling in After Effects, Particle Emitters and Effects in After Effects		
	9	Importing Video and PSD Files into After Effects, Masking Techniques, Motion Tracking		
	10	Key frame Assistant and Animation Pre-sets, Using Third-Party Plug-ins for After Effects, Advanced Audio Editing and Sound Effects in After Effects		
<b>III</b>	<b>Module III Advanced Techniques in After Effects</b>		<b>10</b>	<b>25</b>
	11	Advanced Transformation and Distortion Techniques		
	12	Working with 3D Layers and Objects <ul style="list-style-type: none"> <li>● Null Objects</li> <li>● Building and Animating 3D Objects</li> <li>● Using 3D Features in After Effects</li> </ul>		
	13	Distorting Objects with Puppet Tools		
	14	Interpolation Techniques: <ul style="list-style-type: none"> <li>● Linear, Bezier, and Hold Interpolation</li> </ul>		
	15	Advanced Camera Movements and Animation, Utilizing Expressions for Animation Control		
	16	Advanced Color Correction and Grading		

		Techniques Advanced Particle Effects and Simulation in After Effects		
<b>IV</b>	<b>Module IV Advanced Compositing and Special Effects</b>		<b>15</b>	<b>15</b>
	17	Creating Original Animations with Text and Objects, Importing and Manipulating Masks and Layer Masks		
	18	Combining Video and Photoshop Artwork, Blending Modes for Color Correction, Lighting Adjustment, and Sharpness		
	19	Rotoscoping Techniques for Video Compositing, Time Remapping for Speed Effects		
	20	Advanced Motion Graphics and Infographics Design		
	21	Visual Effects for Film and Video Production		
	22	Motion Capture and Integration Techniques		
	23	Rendering and Exporting Projects for Various Platforms		
<b>V</b>	<b>Module V Teacher Specific Module (Practicum)</b>		<b>10</b>	
		<b>Directions</b>		
	24.	Students should apply animation techniques in a three-minute animation short fiction film (Group activity: Form a group of Six students for practical assignment.)		
		1. Story Board		
	2. Animation Techniques			

### Assessment Rubrics

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continuous Evaluation</b>	<b>30</b>
<b>A. Theoretical Assessment: 10 marks</b>	
1. Test Papers: 6	
2. Library Assignments: 2	
3. Classroom Engagements: 2	
<b>B. Practicum: 20 marks</b>	
Total	<b>100</b>

## Essential Readings

1. Ellen Besen, *Animation Unleashed: 100 Principles Every Animator, Comic Book Writer, Filmmaker, Video Artist, and Game Developer Should Know*, Watson-Guptill, 2008.
2. David D. Ebert, F. Kenton Musgrave, Darwyn Peachey, Ken Perlin, Steven Worley, *Texturing and Modeling: A Procedural Approach*, Morgan Kaufmann, 2003.
3. Shamus Culhane, *Animation: From Script to Screen*, St. Martin's Press, 1988.
4. Steve Roberts, *Character Animation Fundamentals: Developing Skills for 2D and 3D Character Animation*, Focal Press, 2011.
5. Frank Thomas, Ollie Johnston, *The Illusion of Life: Disney Animation*, Disney Editions, 1995.
6. Keith Lango, *The Animator's Guide to 2D Computer Animation*, Keith Lango Animation, 2012.

## Suggested Readings

1. Chris Jackson, *The Animator's Workbook: Step-By-Step Techniques of Drawn Animation*, Watson-Guptill, 2007.
2. Joseph Gilland, *Elemental Magic, Volume I: The Art of Special Effects Animation*, Focal Press, 2009.
3. Richard Williams, *The Animator's Survival Kit*, Faber & Faber, 2009.
4. Angie Taylor, *Design Essentials for the Motion Media Artist: A Practical Guide to Principles & Techniques*, Focal Press, 2010.
5. Mark A. Thomas, Poppy Evans, *Exploring the Elements of Design*, Cengage Learning, 2012.
6. Michael Jacobs, *The Art of Composition*, Rocky Nook, 2017.
7. Wolchonok, *The Art of Pictorial Composition*, Dover Publications, 2019.
8. Dr. Kurt Herbers, *Complete Books of Artist Techniques*, Chartwell Books, 2004.
9. Claire Watson Garcia, *Drawing for The Absolute and Utter Beginner*, Watson-Guptill, 2003.
10. Ernest R Norling, *Perspective Made Easy*, Dover Publications, 1999.
11. Joseph D'Amelio, *Perspective Drawing Handbook*, Dover Publications, 2004.

## Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	1	1,3
	2	1,6	3
	3	4	2,4

	4	1	1,8
	5	5	6,7
	6	4,6	2,4,5
<b>Module</b>	<b>Unit</b>	<b>Reference No.</b>	<b>Suggested Readings</b>
<b>2</b>	7	4,6	2
	8	6	7,8
	9	2	5,8
	10	4,6	7,9
<b>Module</b>	<b>Unit</b>	<b>Reference No.</b>	<b>Suggested Readings</b>
<b>3</b>	11	2	10,11
	12	4	4,6,9
	13	2	11
	14	1,5	8
	15	4,5	5
	16	2,5	8,9
<b>Module</b>	<b>Unit</b>	<b>Reference No.</b>	<b>Suggested Readings</b>
<b>4</b>	17	2,4	2,4
	18	1	5
	19	4,6	6,7
	20	3,4,6	4,5
	21	3	8
	22	5	4,5
	23	3	3

#### Mapping of COs with Assessment Rubrics

	<b>Internal Exam</b>	<b>Assignment</b>	<b>Portfolio Evaluation</b>	<b>End Semester Examination</b>
<b>CO 1</b>	✓			✓
<b>CO 2</b>		✓		✓
<b>CO 3</b>				✓
<b>CO 4</b>	✓	✓		✓
<b>CO 5</b>			✓	✓

**Employability for the Course:** Graduates of the Animation and Motion Graphics course will find employment opportunities as motion graphics designers, 3D animators, and visual effects artists in industries like film, television, advertising, and gaming. Their skills in creating engaging animations, designing visual effects, and using industry-standard software make them valuable assets in multimedia content creation and digital media production. Additionally, they can explore freelance opportunities or work as part of creative teams in animation studios and design agencies.

**Model Question Paper**  
**Animation and Motion Graphics**

Credits: 4

Maximum Time: 2 hours

Maximum Marks: 70

**Section A**

*[Answer any **SIX**. Each question carries 3 marks]*

6X3= 18

1. Define animation.
2. Explain the concept of motion graphics.
3. What are key frames in animation?
4. Describe the purpose of nodes in animation.
5. Discuss the use of green and blue screens in visual compositing.
6. What is matte painting used for in motion graphics?
7. Define 3D cameras in the context of motion graphics.
8. Explain the role of After Effects in animation and motion graphics.

**Section B**

*[Answer any **FOUR**. Each question carries 6 marks]*

4X6= 24

9. Discuss the history and evolution of motion graphics.
10. Explain the principles and techniques involved in animation.
11. Describe the visual compositing techniques used in motion graphics.
12. Discuss the fundamentals of Adobe After Effects and its interface.
13. Explain the different camera movements and animation techniques in After Effects.
14. Discuss the use of masking and motion tracking in After Effects.

**Section C**

*[Answer any **TWO**. Each question carries 14 marks]*

2x14=28

15. Write an essay on advanced techniques in After Effects, including transformation, 3D layer manipulation, and advanced compositing methods.
16. Discuss the impact of motion graphics in modern multimedia content creation and its future trends.
17. Discuss the role of third-party plug-ins for After Effects.

**KU6DSEJMC315**  
**DIGITAL CONTENT CREATION**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>VI</b>	<b>Major Elective</b>	<b>300-399</b>	<b>KU6DSEJMC315</b>	<b>4</b>	<b>60</b>

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>4</b>	—	-	<b>30</b>	<b>70</b>	<b>100</b>	<b>2</b>

**Course Description**

Digital content creation course will help to create content for a variety of digital marketing sources such as social media, websites etc. Course is closely connected to real-world contexts in both the social and business arenas, setting students up for success in their content creator jobs. Integrated into the coursework, students will further develop their own digital citizenship through creative, imaginative, and ethical thinking and storytelling that helps address social problems and opportunities.

**Course Prerequisite**

1. Basic Computer Skills
2. Basic Multimedia Skills
3. Writing and Communication Skills

**Course Outcomes (CO)**

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Articulate an overarching vision for the creative design, management and implementation of a variety of online and social media content.	<b>A, E</b>	<b>C, P</b>	Instructor-created exams/ Quiz
CO2	Apply communication and design principles to content creation.	<b>A</b>	<b>P</b>	Seminar Presentation/ Home Assignments
CO3	Write and edit copy for various digital media,	<b>C</b>	<b>C, P</b>	Instructor-created

	based on an understanding of how new media and digital content differ from traditional media and print material.			exams / Quiz
CO4	Use, create or acquire appropriate copyright-free images or other digital assets.	<b>An, C</b>	<b>F</b>	Practical Assignment
CO5	Manage diverse content using content management systems and aggregation tools.	<b>U</b>	<b>C</b>	One Minute Reflection Writing assignments
CO6	Strategically identify when and how to use digital content and measure their impact.	<b>U, An, E</b>	<b>C</b>	Seminar Presentation/ Group Tutorial Work
<p><i>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</i>  <i># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</i>  <i>Metacognitive Knowledge (M)</i></p>				

**Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
<b>CO 1</b>	2	1	1	-	1	1	-	1	1	-	1	2	1
<b>CO 2</b>	3	1	2	1	1	2	-	3	1	1	1	1	1
<b>CO 3</b>	2	2	1	2	1	2	1	2	2	-	1	2	3
<b>CO 4</b>	2	1	-	1	2	1	-	1	2	-	1	1	2
<b>CO 5</b>	-	2	-	1	2	-	-	1	2	-	-	1	1
<b>CO 6</b>	-	3	2	1	1	-	2	1	2	1	2	1	3

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

## Course Content

### Content for Classroom Transaction:

Module	Unit	Description	Hours (60)	Marks (70)
<b>I</b>	<b>Module I Introduction to Multimedia Production</b>		<b>15</b>	<b>20</b>
	1	Overview and significance in modern media. Elements of Multimedia: Text, images, audio, video, and animation.		
	2	Storyboarding and Planning: Techniques for effective project planning-Tools and Software: Introduction to multimedia tools.		
	3	Principles of Media Writing: Key concepts and techniques. Writing for Different Platforms: Differences between print, digital, and broadcast media. News Writing and Reporting: Crafting concise and factual news articles. Feature Writing: Developing in-depth, engaging feature articles. Writing for Social Media: Creating content tailored for social media platforms.		
	4	Ethical Issues: Understanding and applying ethical principles in media writing.		
<b>II</b>	<b>Module II Visual Broadcasting</b>		<b>10</b>	<b>20</b>
	5	Introduction to Visual Broadcasting: Television, web video, and live streaming.		
	6	Basics of Video Production: Pre-production, production, and post-production stages. Camera Techniques and Shot Composition: Understanding framing, angles, and movements.		
	7	Video Editing: Basic editing techniques using software		
	8	Broadcasting Platforms: Overview of YouTube, Vimeo, Twitch, and other platforms.		
<b>III</b>	<b>Module III New Media Workplace and Cyber Culture</b>		<b>10</b>	<b>15</b>
	9	Overview of the New Media Industry: Roles, trends, and skills required.		
	10	Collaboration in Digital Teams: Using tools like Slack, Trello, and Google Workspace.		
	11	Impact of the Internet on Society: Understanding cyber culture and online communities.		
	12	Digital Identity and Ethics: Managing digital identity and navigating ethical issues online.		
<b>IV</b>	<b>Module IV Designing Digital Content and Web Design Basics</b>		<b>15</b>	<b>15</b>
	13	Principles of Digital Content Design: Visual hierarchy,		

		typography, and color theory-Tools for Digital Design: Introduction to design software		
	14	Basics of Web Design: Understanding HTML, CSS, and responsive design principles.		
	15	User Experience (UX) Design: Creating user-friendly and engaging web experiences.		
<b>V</b>	<b>Module V Teacher Specific Module (Practicum)</b>		<b>10</b>	
		<b>Directions</b>		
	1	Analysis of well-designed digital content and websites.		
	2	Exploring significant trends and phenomena in cyber culture.		
	3	Students should design and execute a week long social media campaign about a hypothetical brand, encompassing multimedia elements in it.		

### **Assessment Rubrics**

<b>Evaluation Type</b>	<b>Marks</b>
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continuous Evaluation</b>	<b>30</b>
<b>A. Theoretical Assessment: 10 marks</b>	
1. Test Papers: 6	
2. Library Assignments: 2	
3. Classroom Engagements: 2	
<b>B. Practicum: 20 marks</b>	
<b>Total</b>	<b>100</b>

### **Essential Readings**

1. Ernschaw Rae, Vincent John, *Digital content creation*, Springer London ltd (Kindle), 2012
2. Blokdyk Gerardus, *Digital Content Creation: A complete guide*, 5 starcooks, 2018
3. Daniel Jay Thompson, Weldon John, *Content Production for Digital media: An introduction*, Springer Singapore, 2022
4. Avadh Ram Prajapati, *A Handbook of Media and Journalistic Writing*, Perception publishing, 2024
5. Syed MH, *Principles of Mass media*, Anmol Publications Pvt. Ltd, 2006
6. Barnwell Jane, *Production Design for Screen: Visual Storytelling in Film and Television*, Bloomsbury visual arts, 2017
7. Gupta K Arvind, Srivastav Rahul, *Introduction to Multimedia System*, Severa publishing house, 2019
8. Thakurta Guha Paranjay, *Media Ethics*, Oxford University Press, 2011

### **Suggested Readings**

1. Jonah berger, *Contagious: Why things catch on*, New York Times
2. Melanie Deziel, *The Content Fuel Frame Work*,
3. Smitha P.R & Taylor , *Marketing Communications*, Cogan Page
4. Bharat Anand, *The Content Trap: A Strategist's Guide to Digital Change*, Penguin Random House India, 2016

5. J. Thorn, *Content Marketing with Chat GPT: The Definitive Content Creation Blueprint: Three Story Method for Content Creators and Creative Professionals*, 2023
6. Dewdney Andrew, *The Digital Media Handbook (Media Practice)*, Routledge, 2013

### Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	1, 2, 7, 9	6
	2	1, 2, 7, 9	6
	3	3,4	
	4	1,8,	6
Module	Unit	Reference No.	Suggested Readings
2	5	2, 3, 4, 6,	6
	6	2, 3, 4, 6,	6
	7	2, 3, 4, 6,	6
	8	2, 3, 4, 6	6
Module	Unit	Reference No.	Suggested Readings
3	9	5, 8,	6
	10	2,3,	6
	11	5, 8,	6
	12	5, 8,	6
Module	Unit	Reference No.	Suggested Readings
4	13	1, 2, 3,9	-
	14	1, 2,3,9	4
	15	1, 2, 3,9	4

### Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
CO 1	✓		✓	✓
CO 2		✓		
CO 3	✓		✓	✓
CO 4		✓		
CO 5		✓	✓	
CO 6			✓	

### Employability for the Course:

Digital Content Creation and strategy, students are able to pursue a career in Social Media Manager: Managing social media platforms for brands, including content creation, strategy planning, audience engagement, and analyzing social media performance.

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**Model Question Paper**  
**Digital Content Creation**

Credits: 4

Maximum Time: 2 hours

Maximum Marks: 70

**Section A**

*[Answer any **SIX**. Each question carries 3 marks]*

*6X3=18*

1. Copyright
2. Mobile marketing
3. Podcasting
4. Text
5. Adobe creative suite
6. Web video
7. Vimeo
8. Content writing

**Section B**

*[Answer any **FOUR**. Each question carries 6 marks]*

*(4X6= 24)*

9. Mention some features of good website.
10. Explain a few web analytic tools.
11. Elaborate the steps involved in writing content for mobile.
12. What are the roles and responsibilities of a good content writer?
13. List out the ethical matters and principles while preparing a media content.
14. Briefly explain the elements of multimedia.

**Section C**

*[Answer any **TWO**. Each question carries 14 marks]*

*(2x14=28)*

15. Compare the advantages and disadvantages of traditional media and Digital media.
16. Evaluate the impact of the internet on society on the basis of understanding cyber culture and online communities.
17. Mention any three broadcasting platforms and briefly explain the functions.

## KU6DSEJMC316

### SOUND DESIGN

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	Major Elective	300-399	KU6DSEJMC316	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	—	-	30	70	100	2

#### Course Description

This course offers an in-depth exploration of sound design, focusing on the principles and techniques used in creating and manipulating audio for various media. Students will learn the art and science of sound design, including recording, editing, and mixing sound effects, dialogue, and music. Through practical projects and theoretical studies, they will gain hands-on experience with industry-standard software and equipment. The course also covers the historical and theoretical context of sound design, enabling students to understand its role in enhancing narrative and emotional impact. By the end of the course, students will be able to produce professional-quality audio content and have a comprehensive understanding of the sound design process, preparing them for careers in film, television, video games, and live performance.

#### Course Prerequisite

1. Basic Audio Knowledge: Understanding of fundamental audio concepts, such as sound waves, frequency, and amplitude.
2. Music or Sound Production Basics: Experience or coursework in creating, recording, and editing audio content.
3. Software Proficiency: Proficiency in using audio editing and production software such as Pro-Tools, Logic Pro, or Audacity.
4. Critical Listening Skills: Ability to analyze and evaluate audio content critically, considering its quality and impact.
5. Technical Aptitude: Basic understanding of audio equipment and its usage, including microphones, mixers, and recording devices.

#### Course Outcomes (CO)

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Assess- Develop a reflective understanding of the principles and techniques of sound design.	U	C	Instructor-created exams / Quiz
CO2	Analyse- Investigate the evolving trends in sound design across various media industries	An	C	Seminar Presentation/ Home

	including film, television, and video games.			Assignments
CO3	Recognise- Identify the technical and creative skills required for professional sound design.	A	C	Seminar Presentation / Group Tutorial Work
CO4	Critique- Review the challenges and opportunities in creating and editing sound for different types of media projects.	E	C	Instructor- created exams / Home Assignment s
CO5	Create: Engage in practical sound design projects, producing original soundtracks and effects for multimedia content.	C	P	Practical Assignment
CO6	Gain practical insights: Obtain hands-on experience with industry-standard software and equipment, ensuring accurate and high-quality sound production.	C	P	Practical Assignment
<p><b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</b>  <b># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</b>  <b>Metacognitive Knowledge (M)</b></p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
<b>CO1</b>	3	-	1	1	1	-	1	-	2	-	1	-	1
<b>CO2</b>	3	1	-	2	-	-	1	-	2	-	1	-	2
<b>CO3</b>	1	1	1	1	1	2	2	1	2	-	1	-	2
<b>CO4</b>	1	2	1	1	-	-	1	-	1	-	1	1	2
<b>CO5</b>	3	2	3	2	1	3	2	2	2	1	2	1	3
<b>CO6</b>	3	2	3	2	1	3	2	2	2	1	2	1	3

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

## Course Content

### Content for Classroom Transaction:

Module	Unit	Description	Hours (60)	Marks (70)
<b>I</b>	<b>Module I Basics of Sound and Sound Recording Systems</b>		<b>10</b>	<b>15</b>
	1	Perception of sound - hearing sensitivity - frequency, range - sound wavelength.		
	2	Measuring sound - basic setup of recording system - analogue and digital cables, connectors, analogue to digital conversion.		
	3	Microphones - types: unidirectional, bidirectional, omnidirectional, cardioids; direction, pickup pattern, noise - choosing the right mic, technique.		
	4	Sound reproduction devices - input devices - various sound file extensions.		
<b>II</b>	<b>Module II Audio Studio Fundamentals</b>		<b>10</b>	<b>15</b>
	5	Introduction to Audio Studio Softwares		
	6	Installation, interface, signal flow, gain stages.		
	7	I/O setup, types of tracks, creating a new session, keyboard shortcuts.		
	8	An overview to other Digital Audio Workstations Studio (DAWs)		
<b>III</b>	<b>Module III Recording Techniques</b>		<b>15</b>	<b>25</b>
	9	Setting recording levels, sample rate and bit depth.		
	10	Hard drive space requirements, disk allocation, session parameters, buffer settings, and latency times.		
	11	Sound wave fundamentals, deeper into sampling, sampling and anti-aliasing, quantizing and coding.		
	12	The basics of microphones and microphone techniques.		
	13	Pro Tools preferences, importing audio and session data, keyboard shortcuts.		
<b>IV</b>	<b>Module IV Creative Use of Sound Track</b>		<b>15</b>	<b>15</b>
	14	Recording: buses, playlists, use of dialogue, music, and sound effects.		
	15	Equalization and balancing of levels - panning, mixing.		
	16	The art of producing and recording your own music.		
	17	Memory locations and markers, window configurations and arrangements, using inserts.		
	18	Basics of effects loops, headphones, and headphone mixes.		

	19	Foley Art: Creating and recording sound effects for multimedia.		
	20	Introduction to MIDI: Understanding MIDI and its applications in sound design.		
	21	Sound design in: Theatre, Television, Film & Video Games.		
<b>Module V Teacher Specific Module (Practicum)</b>			<b>10</b>	
<b>V</b>		<b>Directions</b>		
	1	Students should watch a short, muted video clip (such as a scene from a movie or a nature documentary) provided by the instructor. Students should create sound effects that match the actions and events in their video segment. Synchronize them with the video clip. (Individual)		
	2	Create the soundtrack for a 3-minutes film, involving dubbing, foley recording, background music, final mixing (Group Project)		

### Assessment Rubrics

<b>Evaluation Type</b>	<b>Marks</b>
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continuous Evaluation</b>	<b>30</b>
<b>A. Theoretical Assessment: 10 marks</b>	
1. Test Papers: 6	
2. Library Assignments: 2	
3. Classroom Engagements: 2	
<b>B. Practicum: 20 marks</b>	
Total	<b>100</b>

### **Essential Readings**

1. Stanley R. Alten, *Audio in Media*, Wadsworth Publishing, 2010.
2. Floyd Toole, *Sound Reproduction: The Acoustics and Psychoacoustics of Loudspeakers and Rooms*, Focal Press, 2008.
3. Ken C. Pohlmann, *Principles of Digital Audio*, McGraw-Hill Education, 2005.
4. Eargle John, *The Microphone Book*, Focal Press, 2004.
5. Robert E. Runstein, *Modern Recording Techniques*, Focal Press, 2012.
6. Michael Langford, *Basic Photography*, Focal Press, 2010.
7. Tomlinson Holman, *Surround Sound: Up and Running*, Focal Press, 2008.
8. Steve Savage, *The Art of Digital Audio Recording: A Practical Guide for Home and Studio*, Oxford University Press, 2011.

- Bruce Bartlett & Jenny Bartlett, *Practical Recording Techniques: The Step-by-Step Approach to Professional Audio Recording*, Focal Press, 2012.

### Suggested Readings

- Karlheinz Brandenburg, *Introduction to Digital Audio Coding and Standards*, Springer, 2011.
- Al Kuehn, *Basic Audio Course*, McGraw-Hill, 1973.
- Paul White, *Basic Mixing Techniques*, Sanctuary Publishing, 2000.
- Thomas D. Rossing, *The Science of Sound*, Addison-Wesley, 1990.
- John Strutt & Baron Williams, *The Theory of Sound*, Rayleigh, 1996.
- Collins Mike, *ProTools for Music Production: Recording, Editing*, Academic Press, 2009.
- Glen Ballou, *Handbook for Sound Engineers*, Focal Press, 2015.
- Howard Massey, *Behind the Glass: Top Record Producers Tell How They Craft the Hits*, Backbeat Books, 2000.
- Ken Pohlmann, *Principles of Digital Audio*, McGraw-Hill Education, 2010.
- Ric Viers, *The Sound Effects Bible: How to Create and Record Hollywood Style Sound Effects*, Michael Wiese Productions, 2008.
- Michael Talbot-Smith, *Audio Engineer's Reference Book*, Focal Press, 2001.

### Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	1,8	2
	2	3,5	1
	3	8	9,11
	4	3,8	9
Module	Unit	Reference No.	Suggested Readings
2	5	8,9	3,6
	6	8	3
	7	5	2
	8	3	1
Module	Unit	Reference No.	Suggested Readings
3	9	1	2,4
	10	1,7	7
	11	5,7	11
	12	4	1,4,5
	13	8	7
Module	Unit	Reference No.	Suggested Readings
4	14	5,6	2,5
	15	7	1,10
	16	8,9	8,10

	17	1,7	1,2
	18	2	10,11
	19	2,5,8	8,10
	20	1,2,8	1,3,4
	21	3,9	6,11

### Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
CO 1	✓			✓
CO 2		✓		✓
CO 3				✓
CO 4	✓	✓		✓
CO 5			✓	✓

**Employability for the Course:** Completion of the sound design course will be well-equipped for careers in various industries, including film, television, video games, and live entertainment, where students can work as sound designers, audio engineers, and post-production specialists. Their expertise in creating, editing, and mixing sound will also make them valuable assets in advertising, music production, and multimedia content creation.

### Model Question Paper Sound Design

Credits: 4

Maximum Time: 2 hours

Maximum Marks: 70

#### Section A

[Answer any **SIX**. Each question carries 3 marks]

6X3=18

1. Perception
2. Wavelength
3. Setup
4. Conversion
5. Microphones
6. Factors
7. Extensions
8. Purpose

#### Section B

[Answer any **FOUR**. Each question carries 6 marks]

4X6= 24

9. Describe the frequency range of human hearing and its implications for sound design.
10. Explain the role of analogue and digital cables and connectors in a recording system.

11. Discuss the different types of microphones and their pickup patterns.
12. Outline the steps involved in creating a new session in Pro Tools.
13. Compare and contrast Pro Tools with other DAWs such as Logic Pro and Ableton Live.
14. Explain the significance of sample rate and bit depth in digital recording.

### **Section C**

*[Answer any TWO. Each question carries 14 marks]*

2x14=28

15. Explain the role of sound design in enhancing multimedia experiences, with specific examples from theatre, television, film, and video games. Discuss the challenges and creative opportunities that sound designers encounter in these different media formats.
16. Analyze the role of sound design in marketing and branding strategies. Discuss how sound elements contribute to brand identity, consumer engagement, and emotional resonance in advertising and product design.
17. Describe the process of setting recording levels and its importance.

**KU6DSEJMC317**  
**FILM STUDIES**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>VI</b>	<b>Major Elective</b>	<b>300-399</b>	<b>KU6DSEJMC317</b>	<b>4</b>	<b>60</b>

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>4</b>	—	-	<b>30</b>	<b>70</b>	<b>100</b>	<b>2</b>

**Course Description**

Film/ Cinema both represent and integrate with society. It is part of the culture, and it enriches it. It affects society, and vice versa. As a result, media students need to be aware of what's going on in the film industry. The goal of this course is to provide students with the tools necessary to analyze a film's cultural significance while having a thorough understanding of the key movements.

Film studies offer a wide range of frameworks to interpret cinema. The students are provided with the necessary devices for understanding how meaning is created, and how viewers understand the meaning and engage with that meaning.

**Course Prerequisite**

1. An understanding that cinema is a form of mass communication
2. An understanding that cinema is part of the culture industry.

**Course Outcomes (CO)**

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate an understanding in the major milestones in the evolution of cinema	U	C	Instructor-created exams/ Quiz
CO2	Explain major film movements with a historical perspective	An	C	Seminar Presentation/ Home Assignments
CO3	Outline the main theories of film, such as queer theory, feminist theory, auteur theory, and formalism.	R, U	C	Seminar Presentation

CO4	Comprehend mise-en-scene and montage and apply that understanding while interpreting a film	R, U	C	Instructor-created exams/ Home Assignments
CO5	Demonstrate an understanding in selected studies on cinema and apply that in analysing any cinema	C, An	P	One Minute Reflection Writing assignments/ Practical assignments
CO6	Critically analyse a cinema within the socio-political context	A, An	P	Practical Assignment
<p><i>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</i>  <i># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</i>  <i>Metacognitive Knowledge (M)</i></p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	-	1	-	3	1	-	1	-	-	2	3
CO2	3	2	-	-	-	-	1	1	1	-	-	-	1
CO3	2	2	2	1	1	-	-	2	-	-	2	-	1
CO4	2	1	2	2	1	1	-	-	1	1	-	1	-
CO5	1	2	1	1	-	1	-	2	-	-	-	-	1
CO6	-	-	1	2	1	3	-	-	1	-	2	2	2

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

**Course Content**

**Content for Classroom Transaction:**

Module	Unit	Description	Hours (60)	Marks (70)
<b>I</b>	<b>Module I Understanding cinema</b>		<b>10</b>	<b>15</b>
	1	Evolution of cinema – Edward Muybridge, Thomas Alva Edison, Lumiere Brothers, E S Potter, D W Griffith		
	2	History of Indian Cinema		
	3	Parallel and Commercial movies		
	4	Significance of film studies on the contemporary era		

	5	Understanding the difference between Film, Movie and Cinema		
	6	Globalization and cinema		
<b>II</b>	<b>Module II Language of Cinema</b>		<b>10</b>	<b>20</b>
	7	Aesthetics and Semiotics in movies		
	8	Narrative elements of cinema- Plot Structure, Characterisation, Place and Time, Setting		
	9	Shots, Scene, Frame & Composition, Camera Angle, Camera Movements		
	10	Mise-en-Scene, lighting, colour, sound effects		
	11	Montage and its significance		
<b>III</b>	<b>Module III Film theories &amp; Movements</b>		<b>10</b>	<b>25</b>
	12	Film Theories : Formalism, Structuralism, Marxist Film theory, Auteur theory, Feminist theory, Queer theory		
	13	Major film movements - French Impressionism, German Expressionism, Soviet Montage, Italian Neorealism, French New wave, Third Cinema		
<b>IV</b>	<b>Module IV Analysis of Movies</b>		<b>15</b>	<b>10</b>
	14	Analyse any 5 directors of your choice and their internationally acclaimed world classic movies.		
<b>V</b>	<b>Module V Teacher Specific Module (Practicum)</b>		<b>15</b>	
		<b>Directions</b>		
	1	Film Article Review –Review any two famous film articles.		
	2	Select a director of student’s choice (under the supervision of the teacher) and establish that director an auteur.		
	3	Students will choose two films from different genres, directors, or time periods and write a comparative study. <ul style="list-style-type: none"> <li>• Identify and compare the central themes and motifs of both films.</li> <li>• Compare the visual styles, including camera work, lighting, and color schemes.</li> <li>• Contrast the use of soundtracks, sound effects, and dialogue.</li> <li>• Discuss how the films reflect or comment on the cultural and historical contexts in which they were made.</li> </ul>		

### **Assessment Rubrics**

<b>Evaluation Type</b>	<b>Marks</b>
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continuous Evaluation</b>	<b>30</b>
<b>A. Theoretical Assessment: 10 marks</b>	
1. Test Papers: 6	
2. Library Assignments: 2	
3. Classroom Engagements: 2	
<b>B. Practicum: 20 marks</b>	
Total	<b>100</b>

### Essential Readings

1. James Monaco, *How to read a film*, (30<sup>th</sup> edition). Oxford University Press, 2009
2. J Dudley Andrew, *The Major Film Theories*, Oxford University Press, 1976
3. Andrew Dix, *Beginning Film Studies*, 2<sup>nd</sup> Edition, Manchester University Press, 2016
4. Jarek KUPSC, *History of Cinema for beginners*, Orient Black Swan, 2003
5. Virginia Wright Wexman, *A History of film*, Pearson, 2009

### Suggested Readings

1. Siegfried Kracauer, *From Caligari to Hitler: A psychological History of the German Film*, Princeton University Press; Revised, Expanded edition January 2004
2. Raveendran, *Cinemayude Rashtreyam*, Bodhi Publications, 1990
3. Aysha Iqbal Viswamohan. (Ed), *Mira Nair and the Cinema of Postcolonial Spectacle.* Women Filmmakers in Contemporary Hindi Cinema: Looking Through Their Gaze, Palgrave Macmillan, 2023, pp.179-192.
4. Siegfried Kracauer on *Cabinet of Dr. Caligari*. (Article)
5. Dr. Meena T Pillai on *Bollywood female film makers*. (Article)
6. Chintha Ravi on the significance of reviewing popular Malayalam cinema. (Article)
7. Bordwell, *Film Art: An Introduction*, McGraw Hill
8. Buckland and Warren, *Film Studies*, Hodder Education

### Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	4,5,1	2
	2	5,4.3	2
	3	5,4,3	7
Module	Unit	Reference No.	Suggested Readings
2	1	3, 1	1
	2	3,1	7
	3	3.1	7,8
	4	3	7
	5	3	7,8
	6	3	7
Module	Unit	Reference No.	Suggested Readings
3	1	2.3.1	
	2	2.3.1	
	3	2,3	8
	4	2,3	
	5	2,3	
	6	2,3	

### Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
CO 1	✓			✓
CO 2	✓			✓
CO 3		✓		✓
CO 4		✓	✓	✓
CO 5		✓	✓	
CO6		✓	✓	

**Employability for the Course:** The job market for film studies revolves around the academia. The course helps the student to strive for better academician.

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### Model Question Paper

#### Film studies

Credits: 4

Maximum Time: 2 hours

Maximum Marks: 70

#### Section A

[Answer any **SIX**. Each question carries 3 marks]

6X3= 18

1. 'Workers leaving the factory'
2. Low angle camera
3. Dissolve
4. 'Rome Open City'
5. Juxtaposition
6. 'Birth of a Nation'
7. Parallel development
8. Cut

#### Section B

[Answer any **FOUR**. Each question carries 6 marks]

4X6= 24

9. Differentiate between time within cinema and actual time.
10. Explain different shots with examples
11. Who is an auteur? Explain the main characteristics of an auteur.
12. Do you think women are commodified in cinema? Place your arguments with examples.
13. Explain queer theory.
14. Explain the role of Cahiers du cinema in establishing French New Wave.

#### Section C

[Answer any **TWO**. Each question carries 14 marks]

2x14=28

15. Do you think the rise in violence in cinema reflects the society? Analyse this statement associating Malayalam cinema and representation of the current society
16. Compare mise-en-scene and montage.
17. Do you think cinema is an ISA? Validate your point of view.

**KU6DSEJMC318**  
**Short Film and Documentary Production**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>VI</b>	<b>Major Elective</b>	<b>300-399</b>	<b>KU6DSEJMC318</b>	<b>4</b>	<b>60</b>

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>4</b>	—	-	<b>30</b>	<b>70</b>	<b>100</b>	<b>2</b>

**Course Description**

This syllabus aims to provide students with a comprehensive understanding of the production process for short films and documentaries, from concept development to final editing. Through a combination of theoretical knowledge and practical application, students will gain the skills necessary to produce compelling and impactful visual stories.

**Course Prerequisite**

1. Journalism Fundamentals: Completion of introductory journalism courses or equivalent experience
2. Basic awareness about short film and documentary

**Course Outcomes (CO)**

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Assess: Students will be able to assess the effectiveness of various short film and documentary techniques in conveying intended messages and engaging audiences.	U	C	Instructor-created exams / Quiz
CO2	Analyse: Students will develop the ability to analyse the narrative structure, visual aesthetics, and technical elements of short films and documentaries to understand their impact on storytelling.	An	C	Seminar Presentation/ Home Assignments// Quiz
CO3	Recognize: Students will recognize the	A	C	Seminar Presentation/

	historical, cultural, and social significance of short films and documentaries			Group Tutorial Work
CO4	Critique: Students will learn to critically evaluate their own work and the work of others, providing constructive feedback	E	C	Instructor-created exams / Practical Assignments
CO5	Create: Students will demonstrate the ability to conceive, develop, and produce original short films and documentaries	C	P	Practical Assignment
CO6	Students will gain practical insight into the entire production process of short films and documentaries	C	P	Practical Assignment
<p><b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</b>  <b># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</b>  <b>Metacognitive Knowledge (M)</b></p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	-	1	-	3	-	-	2	-	1	-	2
CO2	3	1	-	1	-	-	1	-	1	-	-	-	2
CO3	2	-	-	-	-	-	1	1	2	-	1	-	1
CO4	3	2	-	2	1	-	2	-	2	-	1	-	2
CO5	3	2	3	1	1	3	3	3	2	2	1	1	1
CO6	3	2	3	1	1	3	3	3	2	2	1	1	3

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

## Course Content

### Content for Classroom Transaction:

Module	Unit	Description	Hours (60)	Marks (70)
<b>I</b>	<b>Module I : Introduction to Short Film and Documentary Production</b>		<b>10</b>	<b>15</b>
	1	Understanding Short Films and Documentaries: Definitions and Differences		
	2	History and Evolution of Short Films and Documentaries		
	3	Key Genres and Styles in Short Film and Documentary Production		
	4	The Role and Impact of Short Films and Documentaries in Society		
<b>II</b>	<b>Module II : Pre-Production Process</b>		<b>10</b>	<b>15</b>
	5	Idea Generation and Concept Development		
	6	Research and Scriptwriting for Short Films and Documentaries		
	7	Storyboarding and Planning Visual Narratives		
	8	Budgeting and Scheduling: Essential Considerations		
<b>III</b>	<b>Module III : Production Techniques</b>		<b>10</b>	<b>25</b>
	9	Directing Techniques for Short Films and Documentaries		
	10	Cinematography: Camera Techniques, Lighting, and Composition		
	11	Sound Recording and Design: Techniques and Best Practices		
	12	Working with Actors and Interview Subjects		
	13	Production Design and Location Scouting		
	14	Managing a Production Crew: Roles and Responsibilities		
	15	On-Set Troubleshooting and Problem Solving		
<b>IV</b>	<b>Module IV : Post-Production Process</b>		<b>10</b>	<b>15</b>
	16	Editing Techniques for Short Films and Documentaries		
	17	Sound Editing and Music Scoring		
	18	Color Correction and Visual Effects		
<b>V</b>	<b>Module V : Teacher Specific Module (Practicum)</b>		<b>20</b>	
		<b>Directions:</b> This module focuses on practical application and project work. Students will be required to complete any one of the two major projects:		

1	<b>Option A: Short Film Project</b>		
	<ul style="list-style-type: none"> <li>• Develop a concept, write a script, and create a storyboard</li> <li>• Produce, direct, and edit a 5-10 minute short film</li> <li>• Present the final project and participate in a peer review/ jury session</li> </ul>		
2	OR		
	<b>Option B: Documentary Project</b>		
	<ul style="list-style-type: none"> <li>• Choose a documentary subject, conduct thorough research, and write a script</li> <li>• Produce, direct, and edit a 5-10 minute documentary</li> <li>• Present the final project and participate in a peer review/ jury session</li> </ul>		
3	Record Book		
4	Viva Voce		

### **Assessment Rubrics**

<b>Evaluation Type</b>	<b>Marks</b>
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continuous Evaluation</b>	<b>30</b>
<b>A. Theoretical Assessment : 10 marks</b>	
1. Test Papers : 6	
2. Library Assignments : 2	
3. Classroom Engagements : 2	
<b>B. Practicum: 20 marks</b>	
Total	<b>100</b>

### **Essential Readings**

1. Blain Brown., *Cinematography: Theory and Practice*, Focal Press. Year: 2017
2. John Hewitt and Gustavo Vazquez , *Documentary Filmmaking: A Contemporary Field Guide*, Oxford University Press India, 2019
3. Gustavo Mercado, *The Filmmaker's Eye: Learning (and Breaking) the Rules of Cinematic Composition*, Routledge, 2010.
4. Patrick Nash, *Short Films: Writing the Screenplay*, Creative Essentials, 2012
5. Max & Clifford Thurlow, *Making Shortfilms*, Bloomsbury, 2013

### **Suggested Readings**

1. Michael Rabiger, *Directing the Documentary*, Routledge, 2014
2. Bruce Block, *The Visual Story: Creating the Visual Structure of Film, TV and Digital Media*, Routledge, 2007

## Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	2,4,5	1
	2	2,4,5	1
	3	2,4,5	1
	4	2, 5	1
Module	Unit	Reference No.	Suggested Readings
2	1	2,5	1,2
	2	2,5	1,2
	3	2,5	1,2
	4	2,5	1,2
Module	Unit	Reference No.	Suggested Readings
3	1	1,2	
	2	3	1
	3	1,2	1
	4	1,2,3	
Module	Unit	Reference No.	Suggested Readings
4	1	2,4,5	2
	2	2,4,5	2
	3	2,4,5	2
	4	2,4,5	2

## Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
CO 1	✓			✓
CO 2		✓		✓
CO 3				✓
CO 4		✓	✓	✓
CO 5		✓	✓	✓

**Employability for the Course:** Some potential employability avenues for graduates of this course: Filmmaker, Documentary Filmmaker, Director/ Assistant Director, Cinematographer, Freelance filmmaker

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**Model Question Paper**  
**Short Film and Documentary Production**

Credits: 4

Maximum Time: 2 hours

Maximum Marks: 70

**Section A**

*[Answer any **SIX**. Each question carries 3 marks]*

6X3= 18

1. Short Films and Documentaries
2. Evolution of documentary
3. Name two key genres in short film production.
4. Role of short films and documentaries in society.
5. What is the first step in the pre-production process?
6. Importance of research in scriptwriting.
7. Storyboarding
8. Name one essential consideration in budgeting and scheduling for film production.

**Section B**

*[Answer any **FOUR**. Each question carries 6 marks]*

4X6= 24

9. Discuss the differences between short films and documentaries in terms of storytelling approach and audience engagement.
10. Trace the evolution of short films and documentaries from their early beginnings to contemporary forms.
11. Explain the concept of visual narrative and its importance in pre-production planning.
12. Describe the steps involved in conducting research for scriptwriting in short film and documentary production.
13. Discuss the role of sound recording and design in enhancing the cinematic experience of short films and documentaries.
14. Explain the significance of production design and location scouting in setting the visual tone of a film.

**Section C**

*[Answer any **TWO**. Each question carries 14 marks]*

2x14=28

15. Discuss the impact of editing techniques on the narrative structure and pacing of short films and documentaries.
16. Explain the process of sound editing and music scoring in post-production and their role in enhancing the emotional impact of films.
17. Analyse the importance of problem-solving skills during on-set troubleshooting in film production.

**KU6SECJMC319**  
**Social Media Marketing**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	Skill Enhancement Course	300-399	<b>KU6SECJMC319</b>	3	45

Lecture Approach (Hours/Week)			Marks Distribution			Distribution of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	—	-	25	50	75	1.5 hrs

**Course Description**

The social media marketing course is designed to offer students a thorough understanding of how to create, manage, and execute a successful social media strategy across several online platforms. Students will learn the fundamentals of social media marketing, as well as specialized skill sets for creating, managing, tracking, and monitoring social media marketing campaigns on Facebook, Twitter, LinkedIn, and YouTube. This course helps students establish the conceptual underpinning of social media marketing as well as the skills needed to design, implement, and manage social media marketing campaigns in a globalized context.

**Course Prerequisite**

1. Completion of introductory journalism courses or equivalent
2. Basic Knowledge of internet and internet browsing, Experimental and Analytical mindset. No hardcore technical knowledge required to pursue this course.

**Course Outcomes (CO):**

CO	Expected Outcome	Learning Domains	Kn0000owledge Category#	Evaluation Tools used
CO1	Asses: Understand the important	U	C	Instructor - created

	concepts of social media marketing.			exams / Quiz
<b>CO2</b>	Analyze: Discuss the different ways of Social Media Marketing using social media platforms	U	P	Instructor–created exams / Quiz
<b>CO3</b>	Recognize: Able to set up, design and monitor social media platforms for advertising campaigns.	A	P	Practical Assignment/ Group Tutorial Work
<b>CO4</b>	Critique: Assess the technological importance of SEO.	An	C	Practical Assignment/ Group Tutorial Work
<b>CO5</b>	Create: Measure the impact of a social media strategy on marketing objectives.	E	P	Practical Assignment/ Group Tutorial Work
<b>CO6</b>	Gain: Examine how consumer-generated content and new technologies are shaping the future of social media marketing.	An	P	Practical Assignment/ Group Tutorial Work
<p><b>* Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)</b>  <b># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</b>  <b>Metacognitive Knowledge (M)</b></p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
<b>CO 1</b>	3	1	1	2	-	-	2	1	-	-	-	-	-
<b>CO 2</b>	3	2	1	2	1	3	3	2	1	-	2	1	1
<b>CO 3</b>	-	-	3	2	2	3	2	2	1	1	1	1	2

<b>CO 4</b>	-	-	3	-	1	2	-	-	-	-	1	-	-
<b>CO 5</b>	1	-	2	-	-	3	1	-	-	-	1	-	-
<b>CO 6</b>	-	1	1	-	-	2	1	1	1	1	-	-	-

**\*Correlation Levels**

<b>Level</b>	<b>Correlation</b>
-	<b>Nil</b>
<b>1</b>	<b>Slightly/ Low</b>
<b>2</b>	<b>Moderate/ Medium</b>
<b>3</b>	<b>Substantial/ High</b>

**COURSE CONTENT**

**Content for Classroom Transaction:**

<b>Module</b>	<b>Unit</b>	<b>Description</b>	<b>Hours (45)</b>	<b>Marks (50)</b>
<b>I</b>	<b>Module I: Overview of Social Media Marketing</b>		<b>8</b>	<b>10</b>
	1	Overview of various social media and their significance	<b>1</b>	
	2	Introduction to social media marketing	<b>2</b>	
	3	Significance of Social Media Marketing	<b>1</b>	
	4	Terminology used in Social Media Marketing	<b>1</b>	
	5	Social Media Strategy	<b>2</b>	
	6	Googlebot and Keyword Planner tools	<b>1</b>	
<b>II</b>	<b>Module II: Blogging</b>		<b>10</b>	<b>10</b>
	1	Word press and Webpages	<b>2</b>	
	2	Google Analytics	<b>2</b>	
	3	Social Media Content Planning	<b>2</b>	
	4	Organic Promotions	<b>1</b>	
	5	Monetizing Your Blog	<b>3</b>	

<b>III</b>	<b>Module III: Search Engine Optimization</b>		<b>10</b>	<b>10</b>
	1	Introduction to Search Engine Optimization	2	
	2	Types of SEO	2	
	3	Introduction to Search Engine Marketing	2	
	4	Google Trends and Google Search Algorithm	1	
	5	Keyword Research & Keyword Oriented Content Writing	1	
	6	Social media optimization techniques	2	
<b>IV</b>	<b>Module IV: Advertising and Marketing on Social Media Platforms</b>		<b>12</b>	<b>20</b>
	1	Creating Profiles on Social Media platforms	2	
	2	Facebook Marketing	2	
	3	Instagram Marketing	2	
	4	Advertising on LinkedIn	2	
	5	Advertising on Twitter	2	
	6	YouTube Marketing	2	
<b>V</b>	<b>Module V: Teacher Specific Module (Practicum)</b>		<b>5</b>	
		Directions	1	
	<b>1</b>	Publish 4 Blog Posts and 1 Affiliate Blog Post.	2	
	<b>2</b>	Create 6 Posts and 3 Videos on an advertising campaign and post on any social media platforms of your choice.	2	

### Assessment Rubrics

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>50</b>
<b>Continuous Evaluation</b>	<b>25</b>
<b>A. Theoretical Assessment:10 marks</b>	
1.Test Papers:6	
2.Library Assignments:2	
3.Classroom Engagements:2	
<b>B. Practicum:15 marks</b>	
<b>Total</b>	<b>75</b>

## Essential Readings

1. Kavita Kamath, *Social Media Marketing Essentials You Always Wanted To Know* Vibrant Publishers, 2024
2. Tracy L. Tuten, Michael R. Solomon and Bikramjit Rishi, *Social Media Marketing*, SAGE Publications, 2023
3. Graham Fisher, *Social Media Marketing Mastery*, AC Publishing, 2019
4. Justin Cohen, *Instagram Marketing*, Notion Press, 2020
5. Liana Evans, *Social Media Marketing : Strategies for Engaging in Facebook, Twitter and other Social Media*, Pearson Education, 2010
6. William Robert Smith, *Social Media Marketing*, IRA J. Smith Jr, 2022
7. Ian Dodson, *The Art of Digital Marketing*, Wiley Publishing, 2016
8. Andrew Proctor, *Social Media Marketing*, Andrai Ventures LLC, 2020
9. Dan Zarrella, *The Social Media Marketing Book*, O'Reilly Media, 2010
10. Antony Puthussery, *Digital Marketing: An Overview*, Notion Press, 2020
11. Antonio Cangiano, *Technical Blogging : Amplify Your Influence*, Pragmatic Bookshelf, 2019.

## Suggested Readings

1. Seema Gupta, *Digital Marketing*, McGraw Hill, 2022
2. Eileen Brown, *Working the Crowd: Social Media Marketing for Business*, BCS, The Chartered Institute for IT, 2011
3. Venkata Krishna, *Digital Marketing for Beginners : A Road Map to Successful Career in Digital Marketing*, Notion Press, 2023
4. Mark Leccese and Jerry Lanson, *The Elements of Blogging: Expanding the Conversation of Journalism*, Taylor & Francis, 2015
5. Susannah Gardner and Shane Birley, *Bloggging For Dummies*, Wiley Publishing, 2011
6. *The Fundamentals of Digital Marketing*, Tarini Prasad Ray, Shashwat Publication, 2023

## Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	1,2,5	2
	2	1,6	
	3	6	
	4	6	
	5	1,6	3
	6	10	
Module	Unit	Reference No.	Suggested Readings
2	1	9	5
	2	11	
	3	8	
	4	7	
	5	9,11	4
Module	Unit	Reference No.	Suggested Readings
3	1	7,6	1
	2	7	
	3	10	
	4	10	6
	5	10	
	6	2,10	6
Module	Unit	Reference No.	Suggested Readings
4	1	2	2
	2	1,3,5	
	3	1,3,4	
	4	3	
	5	3,5	
	6	3,8	

## Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Group Tasks	EndSemester Examination
CO 1	✓			✓
CO 2	✓	✓		✓
CO 3		✓	✓	
CO 4	✓			✓
CO 5			✓	✓
CO 6		✓	✓	

**Employability for the Course:** Social media management is becoming increasingly popular among both practitioners and researchers. A social media executive is in charge of managing all social media platforms. Businesses, governments, non-profit organizations, and celebrities require social media managers. A social media professional can play the role of a marketer, a strategist, a copywriter, a designer, an analyst, an influencer, or perhaps all of them.

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**Model Question Paper**  
**Social Media Marketing**

**Credits: 3**

**Maximum Time: 1.5 hours**

**Maximum Marks: 50**

**Section A**

**[Answer any SIX. Each question carries 2 marks]**

**6 X 2 = 12**

1. Blogging
2. SEO
3. Googlebot
4. Organic Promotions
5. Google Analytics
6. PPC
7. User-Generated Content
8. Google Keyword Planner

**Section B**

**[Answer any FOUR. Each question carries 6 marks]**

**4X6= 24**

9. Explain the scope, importance and advantages of Social Media Marketing.
10. Briefly explain the different types of SEO.
11. Write in detail about Facebook Marketing
12. Illustrate the features of Twitter as a social media marketing tool.
13. How to set up a company profile in LinkedIn?
14. Describe in detail about the advantages and disadvantages of monetizing the blogs.

### Section C

[Answer any ONE. Each question carries 14 marks]

1x14=14

15. *“Social Media Marketing has shifted the landscape of traditional marketing”*. Discuss with relevant examples.
16. Write a detailed blog post for marketing your company’s herbal product of by adding headlines, introduction, sub headlines and conclusion.

**KU6SECJMC320**  
**Visual Editing**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>VI</b>	<b>SEC</b>	<b>300-399</b>	<b>KU6SECJMC320</b>	<b>3</b>	<b>45</b>

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>3</b>	—	-	<b>25</b>	<b>50</b>	<b>75</b>	<b>1hr 30min</b>

**Course Description**

This course is designed to explore the fundamentals of visual editing in this dynamic course, designed to equip students with essential skills for manipulating and enhancing visual content. Through hands-on exercises and projects, learn to navigate editing software and unleash your creativity to craft compelling images, videos, and graphic designs.

**Course Prerequisite**

1. Basic Computer Literacy: Students should have a foundational understanding of computer operating systems, file management, and basic software usage.
2. Familiarity with Digital Media: A basic understanding of digital photography, video recording, or graphic design principles will be beneficial.
3. Creative Aptitude: While no prior knowledge of visual editing is required, students should possess a creative mind-set and an eagerness to learn new skills.

**Course Outcomes (CO)**

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Assess- develop the ability to critically evaluate visual content, identifying strengths and weaknesses in composition, colour, and visual communication.	U	C	Instructor-created exams/ Quiz
CO2	Analyse- analysing visual elements, such as images, videos, and graphic designs, to understand their underlying techniques and artistic choices	An	C	Seminar Presentation/ Home Assignments
CO3	Recognise- Cultivate the skill of recognizing effective visual storytelling techniques, including narrative structure, pacing, and emotional impact.	A	C	Seminar Presentation / Group Tutorial Work

CO4	Critique- Learn to provide constructive feedback and critique on visual projects, fostering a supportive and collaborative creative environment.	E	C	Instructor-created exams/ Home Assignments
CO5	Create: Master the art of creating visually engaging content using editing software, incorporating principles of design, layout, and visual hierarchy.	C	P	OneMinute Reflection Writing assignments
CO6	Gaining practical skills and knowledge that are directly applicable to various professional fields, including marketing, media production, graphic design, and digital communication.	C	P	Practical Assignment
<p><b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</b>  <b># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</b>  <b>Metacognitive Knowledge (M)</b></p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	3	1	-	3	3	-	2	-	3	-	2
CO2	-	-	2	1	3	-	3	-	3	-	1	-	3
CO3	2	3	3		2	3	3	1	3	1	2	-	3
CO4	-	2	1	3	-	2	1	-	3	-	3	2	1
CO5	3	-	2	-	3	3	3	-	3	-	-	2	2
CO6	3	-	3	2	-	3	3	-	3	-	3	-	3

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

## Course Content

### Content for Classroom Transaction:

Module	Unit	Description	Hours (45)	Marks (50)
<b>I</b>	<b>Module I Introduction to Visual Editing</b>		<b>10</b>	<b>10</b>
	1	Historical Overview of Visual Editing		
	2	Foundations of Visual Editing- Key Principles		
	3	Mastering Film Editing -The Crucial Role and Impact of Visual Techniques		
	4	Learning the visionaries of the classic cuts- Alfred Hitchcock, Akira Kurosawa, Jean-Lu-Godard, Sergei Eisenstein, D.W. Griffith, Francis Ford Coppola and Martin Scorsese.		
<b>II</b>	<b>Module II Visual Composition</b>		<b>5</b>	<b>5</b>
	6	Composition, Frame and Aspect Ratio		
	8	Principle of Continuity, 180 and 30 degree rules		
	9	Importance of Colour and light in visual composition		
<b>III</b>	<b>Module III Techniques of Video Editing</b>		<b>12</b>	<b>20</b>
	12	Elements of Editing		
	13	Process of editing		
	14	Cutting and trimming		
	15	Transitions and effects in editing		
	16	Role of sound in video editing		
	17	Rendering and Exporting		
<b>IV</b>	<b>Module IV Different Editing Styles</b>		<b>5</b>	<b>15</b>
	18	Differences between the Editing styles of Film, Documentary and News Production		
	19	Different types of Video Formats		
<b>V</b>	<b>Module V Teacher Specific Module (Practicum)</b>		<b>13</b>	
		<b>Directions</b>		
	1	Students should complete a series of basic editing exercises and document their work in a lab record book.		
	2	Create a short video of 30 sec duration, following the principles and process of editing.		
	3	Create a 5 min short film, based on a theme that talks about a social concern/problem.		

### Assessment Rubrics

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>50</b>
<b>Continuous Evaluation</b>	<b>25</b>
<b>A. Theoretical Assessment:10 marks</b>	
1.Test Papers:6	

2.Library Assignments:2	
3.Classroom Engagements:2	
<b>B. Practicals:15 marks</b>	
<b>Total</b>	<b>75</b>

### Essential Readings

1. David Bordwell and Kristin Thompson, *Film History: An Introduction*, McGraw-Hill Education, 2010.
2. Walter Murch, *In the Blink of an Eye: A Perspective on Film Editing*, Silman-James Press, 2001.
3. Karel Reisz and Gavin Millar, *The Technique of Film Editing*, Focal Press, 2009.
4. André Bazin, *Hitchcock*, Cahiers du Cinéma, 1980
5. Sergei Eisenstein, *Film Form: Essays in Film Theory*, Harcourt, 1949
6. Michael Freeman, *The Photographer's Eye: Composition and Design for Better Digital Photos*, Focal Press, 2007.
7. - Ken Dancyger, *The Technique of Film and Video Editing: History, Theory, and Practice*, Focal Press, 2013.
8. Brian F. Peterson, *Understanding Composition: The Complete Photographer's Guide*, Watson-Guptill, 2012
9. - Bruce Block, *The Visual Story: Creating the Visual Structure of Film, TV, and Digital Media*, Focal Press, 2008.
10. - Patrick Morris, *Nonlinear Editing Basics: A Primer on Electronic Editing*, Focal Press, 1998.
11. - John Purcell, *Dialogue Editing for Motion Pictures: A Guide to the Invisible Art*, Focal Press, 2007.

### Suggested Readings

1. James Monaco, *How to Read a Film: Movies, Media, and Beyond*, Oxford University Press, 2009.
2. Ken Dancyger, *The Technique of Film and Video Editing: History, Theory, and Practice*, Focal Press, 2018.
3. Christopher J. Bowen, *Grammar of the Edit*, Routledge, 2012.
4. David Sterritt, *The Films of Jean-Luc Godard: Seeing the Invisible*, Cambridge University Press, 1999.
5. Vsevolod Pudovkin, *Film Technique and Film Acting*, Vision Press Limited, 1958.
6. Eric Renner, *Pinhole Photography: From Historic Technique to Digital Application*, Focal Press, 2009.
7. Walter Murch, *In the Blink of an Eye: A Perspective on Film Editing*, Silman-James Press, 2001.
8. Karel Reisz, *The Technique of Film Editing*, Focal Press, 2010.
9. Gael Chandler, *Cut by Cut: Editing Your Film or Video*, Michael Wiese Productions, 2009

### Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	1,7	1,2
	2	1,7	1,2
	3	2,3,7	1,2
	4	1,2,4,7	4
	5	1,7	7

Module	Unit	Reference No.	Suggested Readings
2	1	6,7,8	6
	2	6,7,8	1,6
	3	2,3,7	1,6
	4	3,6	6
Module	Unit	Reference No.	Suggested Readings
3	1	2,3,7	5,7,8
	2	2,3,7	5,7,8
	3	2,3,7	5,7,8
	4	2,3,7	5,7,8
	5	2,3,7	9
	6	10	
	7	2,3,7	9
Module	Unit	Reference No.	Suggested Readings
4	1	2,3,7	7,8
	2		1
	3	2	1

#### Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
CO 1	✓		✓	✓
CO 2			✓	✓
CO 3	✓			✓
CO 4		✓		
CO 5	✓		✓	✓

**Employability for the Course:** This course enhances students' employability by equipping them with in-demand skills in visual communication and digital media production, preparing them for careers in fields such as advertising, multimedia journalism, content creation, and digital marketing. Graduates will have a competitive edge in today's digital landscape, where visual content plays a crucial role in engaging audiences and conveying messages effectively.

#### Model Question Paper Visual Editing

Credits: 3

Maximum Time: 1.5hr

Maximum Marks: 50

#### Section A

[Answer **any SIX**. Each question carries 2 marks]

6X2= 12

1. Visual Editing
2. Rule of thirds
3. Cut
4. Linear Editing
5. Exporting
6. Space

7. Quick Time Player
8. Documentary editing

### Section B

*[Answer any **FOUR**. Each question carries 6 marks]*

4X6= 24

9. Explain the elements of editing.
10. Describe the techniques of cutting and trimming in video editing and their impact on the pacing and narrative of a film?
11. Examine the principles of Visual Editing in film production?
12. What are the key considerations when rendering and exporting a video project? Discuss the impact of different export settings on the final product.
13. Define the 180-degree rule and the 30-degree rule in filmmaking and explain how they contribute to visual continuity practices?

### Section C

*[Answer any **ONE**. Each question carries 14 marks]*

1x14=14

14. Discuss the role of colour and light in visual composition and how they can be used to convey mood and atmosphere.
15. Compare the editing styles of a film and a documentary.

**KU6INTJMC321**  
**INTERNSHIP**

<b>Semester</b>	<b>Course Type</b>	<b>Course Level</b>	<b>Course Code</b>	<b>Credits</b>	<b>Total Hours</b>
<b>VI</b>	<b>Internship</b>	<b>300-399</b>	<b>KU6INTJMC321</b>	<b>2</b>	<b>60</b>

**INTERNSHIP**

- All students should undergo 2-credit internship by the end of their sixth semester, in a media organization or in a setting that can enhance their employability skills and offer hands-on experience in the media arena.
- Internship is to be carried out under the guidance of a faculty in the department, with the required follow-up with the internship institution supervisor, seeking regular reports, and making timely interventions.
- Internship can be in the domains of print, broadcast and new media or in advertising and public relations and film domains.
- There should be a minimum 60 hours of engagement for internship.
- Summer vacations or other holiday breaks are to be used for completing internship.
- Guided visit as a batch to a mainstream newspaper/ television news channel/production house/media organization is mandatory as part of internship. A brief report of the study tour focusing on the input and insights received and presenting a plan of action for career preparation must be submitted individually, for assessment.
- There should be a logbook for internship for the student to make dated, regular and detailed entries. into. The logbook should carry the record of the progress of internship specifying the tasks performed on a day-to-day basis. The internship supervisor should periodically examine and countersign the logbook. The logbook, with detailed report of must be submitted at the end of the Internship.
- The institution where the internship is to be carried out should be approved by the Department Council of the college where the student has enrolled for the UG programme.

## EVALUATION OF INTERNSHIP

- The evaluation of Internship shall be done internally through continuous assessment mode by a committee internally constituted by the Department Council of the college where the student has enrolled for the UG Honours programme.
- The credits and marks for the Internship will be awarded only at the end of semester 6.
- The scheme of continuous evaluation and the end-semester viva-voce examination based on the submitted report shall be as given below:

Sl. No.	Components of Evaluation of Internship		Marks for Internship 2 Credits	Weightage
1	Continuous evaluation of internship through interim reports and verifications by the committee internally constituted by the Department Council	Skill Acquisition	10	40%
2		Tasks Performed	5	
3		Logbook	5	
4	Report of Study Tour		10	20%
	End-semester viva-voce examination to be conducted by the committee internally constituted by the Department Council	Internship Report Book	10	40%
6		Viva-voce	10	
7				
	<b>Total Marks</b>		<b>50</b>	

**LIST OF COURSES**  
**JOURNALISM WITH MULTIMEDIA & COMMUNICATION**  
(Detailed Syllabus)

**SEMESTER VII**

Sl	Course Code	Credit	Details	Course Title	Level
1.	<b>KU7DSCJMC401</b>	<b>4</b>		<b>Major:</b> Media and Communication Research	400-499
2.	<b>KU7DSCJMC402</b>	<b>4</b>		<b>Major:</b> Development Communication	400-499
3.	<b>KU7DSCJMC403</b>	<b>4</b>		<b>Major:</b> Entrepreneurial Journalism in India	400-499
4.	<b>KU7DSCJMC404</b>	<b>4</b>		<b>Major:</b> Theories and Models of Communication	400-499
5.	<b>KU7DSCJMC405</b>	<b>4</b>		<b>Major:</b> Media Laws and Ethics	400-499

**KU7DSCJMC401**  
**Media and Communication Research**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>VII</b>	<b>Major</b>	<b>400-499</b>	<b>KU7DSCJMC401</b>	<b>4</b>	<b>60</b>

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture Hours	Practical Hours	Tutorial	CE	ESE	Total	
<b>4</b>	<b>—</b>	<b>-</b>	<b>30</b>	<b>70</b>	<b>100</b>	<b>2</b>

**Course Description**

The course will equip students with comprehensive theoretical knowledge on media and communication research process and procedures, tools and tests, inference and interpretation. This course will also provide the required practical exposure and experience to apply research designs in all major domains: print, broadcast and new media, advertising, public relations and film industry.

**Course Prerequisite**

Students should have intermediate level of knowledge on the unique strengths and the inherent limitations of print, broadcast and new media, advertising, public relations and film industry, to delve into the intricacies of communication research.

**Course Outcome:**

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools Used
	On successful completion of the course, a student will possess:			
<b>CO1</b>	In-depth knowledge on the state of media and communication research: its development, present status and future potential	U	C	Tests & Assignments
<b>CO2</b>	Capacity to assess the range and variety of research methodologies and approaches in the professional world with their extensive	An	C	Field Assignments

	practical applications			
<b>CO3</b>	Competence in the appropriate application of major research approaches: qualitative and quantitative researches, content analysis, survey research, longitudinal research and experimental research.	A	P	Field Assignments
<b>CO4</b>	Proficiency in sampling, data collection, data analysis, statistical hypotheses and testing, suited to the research context.	E	P	Tests & Assignments
<b>CO5</b>	Ascendency over research application pathways in print, broadcast and new media, advertising, public relations and film industry.	C	P	Tests & Field Assignments
<b>CO6</b>	Experience and capability to carry out research in any area pertaining to media and communication, applying scientific methods for valid and reliable conclusions, and to publish articles in research journals.	C	M	Mini-research projects
<p><b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</b>  <b># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</b>  <b>Metacognitive Knowledge (M)</b></p>				

**Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
<b>CO1</b>	3	-	-	-	-	3	-	-	2	-	-	2	1
<b>CO2</b>	-	2	-	-	-	-	-	1	-	-	-	-	-
<b>CO3</b>	1	-	2		-	-	1	-	1	-	1	-	2
<b>CO4</b>	-	1	-	2	-	-	-	-	2	-	-	2	1
<b>CO5</b>	-	-	-	-	3	-	-	2	-	-	-	-	1
<b>CO6</b>	-	-	-	-	-	3	3	-	2	-	-	2	-

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

## Course Content

### Content for Classroom Transaction:

Module	Unit	Description	Hours (60)	Marks (70)
<b>I</b>	<b>Module I Research Process</b>		<b>10</b>	<b>15</b>
	1	Historical development of media and communication research		
	2	Scientific methods and research procedures: research question and hypothesis; objectives and methodology; review of literature; sampling; data collection and data analysis; research proposal writing; publishing research papers; style for citing references and bibliography		
	3	Concepts and constructs; independent, dependent, discrete and continuous variables; reliability and validity		
<b>II</b>	<b>Module II: Research Approaches Part A</b>		<b>10</b>	<b>20</b>
	4	Qualitative Research Methods: field observation, focus groups, intensive interviews, case studies and ethnography		
	5	Content Analysis: scope, steps, tools and limitations		
	6	Survey Research: descriptive and analytical surveys, questionnaire design, pretesting and data collection		
<b>III</b>	<b>Module III: Research Approaches Part B</b>		<b>10</b>	<b>20</b>
	7	Longitudinal Research: trend studies, cohort analysis and panel studies		
	8	Experimental Research: scope, steps, experimental designs, factorial designs, field and online experiments		
	9	Research applications in the print and broadcast media, and in advertising, public relations and film domains		
<b>IV</b>	<b>Module IV: Hypothesis and Statistical Tests</b>		<b>15</b>	<b>15</b>
	10	Statistical tools for media metrics: Descriptive statistics and inferential statistics		
	11	Measures of central tendency; mean, media and mode; measures of dispersion: mean deviation, variance and standard deviation		

	12	Measures of asymmetry: NPC, skewness & kurtosis Measures of Relationship: correlation and regression Inferential statistics: parametric and non-parametric Parametric: f-test, t-test, ANOVA etc. Nonparametric: chi-square, u test etc.		
V	<b>Module V: Teacher Specific Module (Practicum)</b>		<b>15</b>	
		<b>Directions</b>		
	1	Design a survey to collect data on a topic of your choice, specifying the purpose, research hypothesis and approach. Develop 15 questions, and conduct a pilot study to test the questionnaire and submit the report.		
	2	Conduct a brief content analysis of treatment of women in a specific regular programme broadcast on an entertainment television channel		
	3	Examine recent journals in mass media research, and identify three articles where case study method was used. Specify the sources of data used in the study, how the data were analysed, and how the study was reported and submit it as a report.		

### Assessment Rubrics

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continuous Evaluation</b>	<b>30</b>
<b>A. Theoretical Assessment :10 marks</b>	
1. Test Papers: 6	
2. Library Assignments:2	
3. Classroom Engagements: 2	
<b>B. Practicum: 20 marks</b>	
<b>Total</b>	<b>100</b>

### Essential Readings

1. Roger D. Wimmer and Joseph R Dominick, *Mass Media Research: An Introduction*, Cengage Learning Publishing Company, 2023
2. Klaus Bruhn, *A Handbook of Media and Communication Research*, Routledge
3. Glenn G. Sparks, *Media Effects Research: A Basic Review*, Wadsworth
4. Barrie Gunter, *Media Research Methods*, Sage
5. Arthur Asa Berger, *Media Research Methods*, Sage

6. Aggarwal, Y. P. *Statistical Methods: Concepts Applications and Computation*, X.Sterling Publishers
7. S. P. Gupta, *Statistical Methods*, Sultan Chand and Sons
8. Kothari, C.R. *Research Methodology: Methods and Techniques*, New Age International Publishers

### **Suggested Readings**

1. Klaus Krippen Dorff, *Content Analysis: An Introduction to its Methodology*, Sage
2. Susanna Horning Priest, *Doing Media Research: An Introduction*, Sage
3. Graham Mytton, *Media Audience Research*, Sage
4. John Adams, *Research Methods for Graduate Business and Social Science Students*, Response
5. Anders Hansen, *Mass Communication Research Methods*, Macmillan
6. Gerianne Merrigan & Carol Logan Huston, *Communication Research Methods*, Thomson

### **Reference Distribution**

Module	Unit	Reference No.	Suggested Readings
1	1-3	1-4	1&2
2	4-6	1-4	2&4
3	7-9	1-5	3-5
4	10-12	1& 6-8	4-6

### **Mapping of COs with Assessment Rubrics**

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓		✓	✓
CO 5	✓	✓	✓	✓
CO 6		✓	✓	

**Employability for the Course:** The students who complete this course successfully with research project, are eligible to join for PhD in journalism and mass communication, and after their PhD, to opt for teaching career in Higher Education Institutions.

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**Model Question Paper**  
**Media and Communication Research**

Credits: 4

Maximum Time: 2 hours

Maximum Marks: 70

**Section A**

*Answer any SIX. Each question carries 3 marks*

**6x3= 18**

1. Extraneous variable
2. Likert scale
3. Ockham's razor
4. Replication
5. Sampling bias
6. Ethnography
7. Intercoder reliability
8. Pop-up survey

**Section B**

*Answer any FOUR. Each question carries 6 marks*

**4x6= 24**

1. Elucidate the historical development of mass media research.
2. Explain probability and non-probability sampling methods.
3. Illuminate research procedures.
4. Explain the application of parametric statistics in mass media research.
5. How are hypotheses tested for statistical significance?
6. Outline the four levels of measurement in research.

**Section C**

*Answer any TWO. Each question carries 14 marks*

**2x14=28**

1. Elaborate on the scope, tools, steps and limitations of content analysis in media and communication research.
2. Delineate the context and applications of longitudinal research.
3. Explain the different types of samples in research?

**KU7DSCJMC402**  
**Development Communication**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>VII</b>	<b>Major</b>	<b>400-499</b>	<b>KU7DSCJMC402</b>	<b>4</b>	<b>60</b>

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>4</b>	—	-	<b>30</b>	<b>70</b>	<b>100</b>	<b>2</b>

**Course Description**

A major course offered with BJMC programme to provide a systematic learning of the scope and significance of ‘Development Communication’ in Journalism, practice of information dissemination using multimedia and technology-based communication for Development. The course designed in the sequential order of tracing social change across the globe from Renaissance to Globalization. By the end of the course, students will be proficient at developing strategies, executing and evaluating Development Communication.

**Course Prerequisite**

1. Fundamentals of Indian Economy, overview of Modern World History
2. Basic understanding of media functions, effects and impacts of media on society

**Course Outcomes (CO)**

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Assess- Systemic understanding of the national and International Society	U	C	Instructor-created exams/ Quiz
CO2	Analyse- Various Bodies and International Organizations and their roles. National Development Policies and Programmes, Regional Systems	An	C	Seminar Presentation/ Home Assignments
CO3	Recognise- Identify needs, relevance and modes of Development Communication	A	C	Seminar Presentation/ Group Tutorial Work

CO4	Critique- Reviewing the challenges, and opportunities in development Communication	E	C	Instructor-created exams / Home Assignments
CO5	Create: Communication strategies and content	C	P	PSA
CO6	Gain practical insights into producing audience centric and task-based media content.	C	P	Practical Assignment
<p><b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</b>  <b># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</b>  <b>Metacognitive Knowledge (M)</b></p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	1	-	3	1	-	-	1	1	-	2	-	-
CO2	2	2	2	2	2	1	-	2	1	-	2	-	-
CO3	1	3	2	3	2	2	2	2	1	2	1	2	2
CO4	2	3	2	2	2	1	1	2	2	2	1	2	1
CO5	2	3	2	2	2	2	2	2	2	2	1	2	-
CO6	3	3	3	3	2	3	2	2	2	2	1	1	1

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

## Course Content

### Content for Classroom Transaction:

Module	Unit	Description	Hours (60)	Marks (70)
<b>I</b>	<b>Module I: Evolution of The Modern World</b>		<b>10</b>	<b>15</b>
	1	Renaissance, Industrial Revolution		
	2	World Wars I & II, Cold War		
	3	Liberalization, Privatization and Globalization		
	4	Development of Electronic Media, Growth of Information and Communication Technology.		
<b>II</b>	<b>Module II: Concept of Development</b>		<b>10</b>	<b>15</b>
	5	Traditional and Modern Society, Information Society		
	6	Concept of Development, Indicators of Development, Gandhian Perspectives on Development.		
	7	Paradigms of development - Dominant Paradigm and Alternate Paradigms		
	8	UN; Economical and Social Affairs, SDGs, WHO, World Bank		
<b>III</b>	<b>Module III: Communication for Development</b>		<b>15</b>	<b>25</b>
	9	Communication for Development, I&CT for Development, NWICO		
	10	Theories and Models of Development Communication; Daniel Lerner, Everett M. Rogers, Wilbur Schramm		
	11	Participatory Media for communication and Journalism.		
	12	Empowerment and Inclusion		
<b>IV</b>	<b>Module IV: Human Development Index</b>		<b>10</b>	<b>15</b>
	13	Indian PQLI and HDI an overview		
	14	Advocacy and Social Mobilization		

	15	Gender based facts in India		
	16	Kerala Model of Development, Kerala Today		
<b>V</b>	<b>Module V: Teacher Specific Module (Practicum)</b>		<b>15</b>	
		<b>Directions</b>		
	1	Collect and evaluate Developmental Stories from Newspapers		
	2	Prepare multimedia productions for Development Communication. (for bodies like Panchayath/ Municipality/ PHC/ Traffic/ Police/ Water Authority/ Transport)		

### Assessment Rubrics

Evaluation type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continues Evaluation</b>	<b>30</b>
A. Theoretical Assessment:10 marks	
1. Test Papers: 6	
2. Library Assignments :2	
3. Classroom Engagements: 2	
<b>B. Practicals : 20 Marks</b>	
<b>Total</b>	<b>100</b>

### Essential Readings

1. Melkote, S. R., & Steeves, H. L. *Communication for Development in the Third World: Theory and Practice for Empowerment*. SAGE Publications India. (2001).
2. Vilanilam, J. V. *Communication, Modernisation and Social Development: Theory, Policy and Strategies*. Gyan Publishing House. (2009).
3. Xavier, M. J. *Communication Technology and Development: New Media in the Indian Rural Development Paradigm*. Gyan Publishing House. (2009).
4. Ranganathan, M., & Rodrigues, U. M. (Eds.). *Indian Media in a Globalised World*. SAGE Publications India. (2010).
5. Servaes, J. (Ed.). *Communication for Development and Social Change*. SAGE Publications India. (2008).
6. Roberts, J. M., & Westad, O. A. *The Penguin history of the world* (6th ed., Illustrated, Reprint). Penguin UK. (2013).

### Suggested Readings

1. Agrawal, B. C., & Maheshwari, A. (Eds.). *Media and Development: Issues and Challenges in the Indian Context*. Concept Publishing Company. (2010).
2. Prasad, K. *Women Empowerment through Information and Communication Technology*. The Women's Press. (2009).
3. Varghese, S. K., & Sosale, S. (Eds.). *Health Communication in India: Contexts, Practices, and Challenges*. Routledge India. (2018).

### Web Links

1. <https://www.un.org/en>
2. <https://www.who.int/>
3. <https://www.worldbank.org/en/home>
4. <https://www.india.gov.in/>
5. <https://kerala.gov.in/>

### Reference Distribution

Module	Unit	Reference No.	Suggested Readings	Web Links
1	1	6		
	2	6		
	3	4		
	4	2,3,4		
Module	Unit	Reference No.	Suggested Readings	
2	1	1		
	2	1		
	3	1		
	4	1		1,2,3,4

Module	Unit	Reference No.	Suggested Readings	
3	1	1,2,3		
	2	1,2,3		
	3	1,2,3	1,2	
	4	1,2,3	1,2,3	
Module	Unit	Reference No.	Suggested Readings	
4	1	1,2		4
	2	2,3,5		2,3,5
	3		1.2	
	4			5

### Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓		✓

**Employability for the Course:** Development Journalism and Communication are specialised areas in mainstream media. The scholar will be acceptable for Govt. departments and organizations as communication experts.

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### Model Question Paper Development Communication

Credits: 4

Maximum Time: 2 hours

Maximum Marks: 70

#### Section A

*[Answer any **SIX**. Each question carries 3 marks]*

6X3= 18

1. Third World
2. GDP
3. Empowerment
4. Diffusion of Innovations
5. NWICO
6. Physical Quality of Life Index
7. Cold War
8. CDS Kerala

### Section B

*[Answer any **FOUR**. Each question carries 6 marks]*

4X6= 24

9. What are the ideal goals of Development Journalism
10. Trace the history of Indian Community Radio
11. What are the challenges of Privatization
12. Compare the characteristics of traditional and modern societies
13. Point out the key principles of Mahatma Gandhi on National Development
14. Examine the women empowerment programmes of Kerala Government

### Section C

*[Answer any **TWO**. Each question carries 14 marks]*

2x14=28

15. Suggest and design a strategy for eradicating life style diseases among middle aged in Kerala
16. Prepare script for a 20 minutes video programme based on UN SDGs.
17. List out the major challenges of National Development faced by India Today

**KU7DSCJMC403**  
**Entrepreneurial Journalism in India**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>VII</b>	<b>Major</b>	<b>400-499</b>	<b>KU7DSCJMC403</b>	<b>4</b>	<b>60</b>

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>4</b>	—	-	<b>30</b>	<b>70</b>	<b>100</b>	<b>2</b>

**Course Description**

This course explores the changing landscape of journalism in India through entrepreneurship. Students will learn how digital disruption, technology, and shifting consumer habits have transformed traditional media. Key topics include developing innovative media products, business models, revenue strategies, and audience engagement. The course combines theory with practical skills, focusing on creating sustainable journalism ventures and understanding ethical and legal considerations in India. By the end, students will be ready to launch and sustain their own journalism start-ups, contributing to India's dynamic media scene.

**Course Prerequisite**

1. Basic Journalism Skills: Students should have foundational knowledge in journalism, including reporting, writing, and editing.
2. Media Literacy: Familiarity with digital media platforms and tools.
3. Introduction to Business Concepts: Understanding of basic business principles and terminology is recommended but not mandatory.

**Course Outcomes (CO)**

CO	Expected Outcome	Learning Domains	Knowledge Category	Evaluation Tools used
CO1	Assess- Develops an understanding on the impact of digital disruption on traditional media models in India.	U	C	Instructor-created exams/ Quiz
CO2	Analyse- Studying the effectiveness of various media business models and revenue streams.	An	C	Seminar Presentation/ Home Assignments
CO3	Recognise- identifying the opportunities for	A	C	Seminar

	innovative media products within the Indian media industry			Presentation/ Group Tutorial Work
CO4	Critique- reviewing the ethical and legal considerations specific to journalism ventures in India	E	C	Instructor-created exams / Home Assignments
CO5	Create: preparing comprehensive business plans for sustainable journalism start-ups.	C	P	One Minute Reflection Writing assignments
CO6	Gain practical skills in audience engagement and market research tailored to the Indian context.	C	P	Practical Assignment
<p><b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</b>  <b># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</b>  <b>Metacognitive Knowledge (M)</b></p>				

#### Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	3	3	3	3	3	-	3	-	3	3	2
CO2	3	3	3	3	3	3	2	1	3	1	3	2	2
CO3	2	2	2	3	3	3	3	1	3	-	3	2	3
CO4	3	3	3	3	3	2	3	1	3	1	3	1	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3
CO6	3	3	3	3	3	3	3	2	3	2	3	3	3

#### \*Correlation Levels

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

### Course Content

#### Content for Classroom Transaction:

Module	Unit	Description	Hours (60)	Marks (70)
I	Module I – Introduction to Entrepreneurial Journalism		10	10
	1	Entrepreneurship- Meaning and Aspects		
	2	Types of Entrepreneurships in India		

	3	Entrepreneurial Journalism – Definition and Its importance		
	4	Evolution of Entrepreneurial Journalism in India		
<b>II</b>	<b>Module II Entrepreneurial Journalism in Digital Media</b>		<b>10</b>	<b>15</b>
	5	Shift of entrepreneurship in traditional Indian Media to Digital Media- Digital Meta		
	6	Understanding the role Media Innovation in Entrepreneurial Journalism		
	7	Content Creation and Distribution Strategies		
<b>III</b>	<b>Module III Media Business Models and Revenue Streams</b>		<b>15</b>	<b>20</b>
	8	Different types of Business models in Media		
	9	Monetization of Digital Contents		
	10	Streams of Revenue for the Media		
	11	Financial Planning for Digital Ventures		
	12	Significance of E- commerce in Digital Age		
<b>IV</b>	<b>Module IV Journopreneuers and Mediapreneuers</b>		<b>10</b>	<b>25</b>
	13	Journopreneuers and Mediapreneuers – Definition and Key Aspects		
	14	Digital Journalism Ventures in India		
	15	People's Archive of Rural India (PARI)		
	16	The WIRE by Siddharth Varadarajan, Sidharth Bhatia, and MK Venu		
	17	The Better India by Dhimant Parekh		
	18	Ethical Considerations in Entrepreneurial Journalism		
<b>V</b>	<b>Module V Teacher Specific Module (Practicum)</b>		<b>15</b>	
		<b>Directions</b>		
	1	Write a detailed profile of an entrepreneur, highlighting their journey, challenges, and successes, and demonstrating skills in interviewing, storytelling, and journalistic writing.		
	2	Create a multimedia feature story on a current trend or issue in entrepreneurship, demonstrating skills in multimedia journalism, content creation, and digital storytelling.		

### Assessment Rubrics

Evaluation type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continues Evaluation</b>	<b>30</b>
<b>A. Theoretical Assessment:10 marks</b>	
1. Test Papers: 6	
2. Library Assignments :2	
3. Classroom Engagements: 2	
<b>B. Practicum: 20 Marks</b>	
<b>Total</b>	<b>100</b>

## Essential Readings

1. Peter F. Drucker, "Innovation and Entrepreneurship," Harper Business, 1985
2. Rashmi Bansal, "Stay Hungry Stay Foolish," Westland Books, 2008
3. Mark Briggs, "Entrepreneurial Journalism: How to Build What's Next for News," CQ Press, 2011.
4. M.P. Shariq, "Digital Media and Journalism in India: Challenges and Opportunities," SAGE Publications India, 2018.
5. Jeff Bullas, "Content Marketing Secrets: How to Create, Promote, and Optimize Your Content for Growth and Revenue," Wiley, 2016.
6. Robert G. Picard, "Media Economics: Concepts and Issues", SAGE Publications, 2014.
7. Tim Whitaker, "Media Business Models: Breaking the Traditional Value Chain", Emerald Publishing Limited, 2020
8. Nirvikar Singh, "The Economics of E-Commerce", MIT Press, 2019.
9. Madanmohan Rao, "The Digital Media Entrepreneur's Guidebook: Strategies for Multimedia and Online Business," SAGE Publications, 2018.
10. Prof. Dr. Surabhi Dahiya, *Digital First: Entrepreneurial Journalism in India*, Oxford University Press, 2023
11. Kelly McBride, Tom Rosenstiel, "The New Ethics of Journalism: Principles for the 21st Century," CQ Press, 2013.
12. Shalini Parekh, "The Better India: How a Platform for Positive News is Changing Lives," Penguin Random House India, 2017

## Suggested Readings

1. Palagummi Sainath, *Everybody Loves a Good Drought*, 1996.
2. MK Venu, "The Big Fix: How India's Lottery Changed the World," Westland Publications, 2012.
3. Paul G. Keat, "Managerial Economics", Pearson Education, 2011
4. Dhimant Parekh, "Creating a Better India: Case Studies in Innovation and Social Impact," HarperCollins India, 2019
5. Media Economics: *Understanding Markets, Industries and Concepts*", Wiley-Blackwell, 2017.
6. Kelly McBride, Tom Rosenstiel, *The New Ethics of Journalism: Principles for the 21st Century*, CQ Press, 2013.

## Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	1,10	2
	2	1,10	
	3	2,3,10	3
	4	2,3,10	
Module	Unit	Reference No.	Suggested Readings
2	1	3,4,9,10	
	2	3,4,9,10	4
	3	5,7,10	
Module	Unit	Reference No.	Suggested Readings
3	1	5,6,7	
	2	4,5,7,9	
	3	4,5,7,9	5

	4	7,9	
	5	8,9	
<b>Module</b>	<b>Unit</b>	<b>Reference No.</b>	<b>Suggested Readings</b>
<b>4</b>	1	9,10	
	2	9	
	3		1
	4		2
	5	12	
	6	11	6

#### Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
<b>CO 1</b>	✓		✓	✓
<b>CO 2</b>			✓	✓
<b>CO 3</b>	✓			✓
<b>CO 4</b>		✓		
<b>CO 5</b>	✓		✓	✓

**Employability for the Course:** Graduates of Entrepreneurial Journalism in India acquire versatile skills in content creation, digital marketing, and business development, making them adept at launching and managing their own media ventures or contributing to innovative projects within established media organizations, thus meeting the evolving demands of the dynamic media industry.

### Model Question Paper Entrepreneurial Journalism

Credits: 4

Maximum Time: 2 hours

Maximum Marks: 70

#### Section A

[Answer any **SIX**. Each question carries 3 marks]

6X3= 18

1. Media Innovation
2. Entrepreneurial Journalism
3. Digital Ventures
4. Siddharth Varadarajan
5. Palagummi Sainath
6. Everybody loves a good drought
7. Traditional Shift
8. Anuradha Parekh

### Section B

[Answer any **FOUR**. Each question carries 6 marks]

4X6= 24

9. How has the evolution of entrepreneurial journalism unfolded in India?
10. Outline the key characteristics of digital journalism ventures in India?
11. Examine the role of "The Better India, in promoting positive news and social impact initiatives in India?
12. Discuss the revenue model and Content Strategies adopted by "The WIRE"?
13. Discuss the significance of ethical considerations in entrepreneurial journalism, particularly in the context of India. How do ethical standards influence the credibility and sustainability of digital journalism ventures?
14. Identify and briefly explain three key challenges media organizations face in effectively monetizing digital content in today's competitive landscape, and suggest potential strategies for overcoming these challenges.

### Section C

[Answer any **TWO**. Each question carries 14 marks]

2x14=28

15. Explain the concept of "Journopreneurs and Mediapreneurs," highlighting their definitions and key aspects. Provide examples of successful ventures in each category.
16. Discuss the role of entrepreneurial journalism in India's media landscape, considering its key aspects, ethical considerations, and notable ventures such as "The WIRE," "The Better India," and the "People's Archive of Rural India (PARI)."
17. Discuss the shift of entrepreneurship in traditional Indian Media to Digital Media?

**KU7DSCJMC404**  
**Theories and Models of Communication**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>VII</b>	<b>Major</b>	<b>400-499</b>	<b>KU7DSCJMC404</b>	<b>4</b>	<b>60</b>

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>4</b>	—	-	<b>30</b>	<b>70</b>	<b>100</b>	<b>2</b>

**Course Description**

A major course offered with BJMC programme to understand the various aspects and modes of communication. The models and theories about the process, elements, functions effects and impact are encompassed in the course. The course design gives more emphasis to mass communication studies. Learning the models and theories from the classical period to the present day will benefit the learner to understand the various kinds and approaches in communication research. The theoretical learning and analysis of trends will arouse and nurture sturdy research aptitude in the scholar. By the end of the course, students will have a strong theoretical foundation for communication research.

**Course Prerequisite**

1. Fundamentals of Communication studies, Definition, types, elements and functions of Communication.
2. Historical overview of the modern world from industrial revolution.

**Course Outcomes (CO)**

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Assess- Develop a reflective understanding of Communication studies	U	C	Instructor-created exams/ Quiz
CO2	Analyse- Investigate the evolving trends in Communication theories	An	C	Seminar Presentation/ Home Assignments
CO3	Recognise- identify the relevance of important theories and the postulates and the period	A	C	Seminar Presentation/ Group Work

CO4	Critique- evaluate the limitations and biases in communication theories and models.	E	C	Instructor-created exams / Home Assignments
CO5	Create: Theoretical analysis inductive and deductive conclusions on communication/ media/audience	C	P	Writing literature review assignment
CO6	Practical ability to develop a communication research hypothesis.	C	P	Practical Assignment
<p><b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</b>  <b># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</b>  <b>Metacognitive Knowledge (M)</b></p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	2	2	3	1	2	2	1	1	1	1	1	1
CO2	1	1	3	3	1	2	1	2	2	-	1	1	-
CO3	-	1	3	-	2	2	1	2	3	-	1	1	2
CO4	-	1	-	3	2	-	2	1	2	1	1	-	1
CO5	2	1	2	3	2	1	2	2	2	1	1	1	2
CO6	2	-	2	3	2	3	2	2	2	3	2	2	3

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

## Course Content

### Content for Classroom Transaction:

Module	Unit	Description	Hours (60)	Marks (70)
<b>I</b>	<b>Module I Classical Models and Theories</b>		<b>10</b>	<b>15</b>
	1	Communication Theories definition, Models of Communication, Kinds of Communication theories		
	2	Rhetoric theories, visual rhetoric, Narrative Paradigm		
	3	Models of Aristotle, Harold Lasswell, Shannon and Weaver.		
	4	Models of David Berlo, Charles Osgood, Wilbur Schramm		
<b>II</b>	<b>Module II Trends and Approaches to Communication Theories</b>		<b>10</b>	<b>15</b>
	5	Mass Society Theory		
	6	Limited Effects theories		
	7	Critical and Cultural trends, Frankfurt School		
	8	Active Audience, Meaning making		
<b>III</b>	<b>Module III Psychological and Persuasion theories</b>		<b>10</b>	<b>15</b>
	9	Balance theory, Congruity theory, Cognitive Dissonance theory, Spiral of Silence theory, Behaviour Change Communication		
	10	Dependency theory, Elaboration of Likelihood Theory		
	11	Selectivity theory, Uses and Gratification Theory		
	12	Persuasive Communication		
<b>IV</b>	<b>Module IV Theories and Models of Gate Keeping</b>		<b>15</b>	<b>25</b>
	13	David Manning White, Bass Double Action Model, Ruge and Galtung Model,		
	14	Priming, Framing and Agenda Setting, Cultivation theory		
	15	Propaganda, Social Construction of Reality		
	16	Feminist Media Theory, Media Representation, Cultural Industries, CFSC model of Communication, Normative theories		
<b>V</b>	<b>Module V Teacher Specific Module (Practicum)</b>		<b>15</b>	
		<b>Directions</b>		
	1	Chose a communication theory and analyse its application in modern digital communication platform		
	2	Prepare 600 words review of literature for a research topic related to communication.		

### Assessment Rubrics

Evaluation type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continues Evaluation</b>	<b>30</b>
<b>A. Theoretical Assessment:10 marks</b>	

1. Test Papers: 6	
2. Library Assignments :2	
3. Classroom Engagements: 2	
<b>B. Practicum : 20 Marks</b>	
<b>Total</b>	<b>100</b>

### Essential Readings

1. Baran, S. J., & Davis, D. K. *Mass communication theory: Foundations, ferment, and future*. Cengage, 2015
2. Burton, G., & Carah, N. *Media and society: Critical perspectives*. Oxford University Press, 2019
3. Mcquail, D. *Mass communication theory (6th ed.)* Sage, 2010
4. McLuhan, M. *Understanding media: The extensions of man*. Routledge. 1964.
5. DeFleur, M. L., & Ball-Rokeach, S. J. *Theories of mass communication*. Longman., 1989
6. Kumar, K. J. *Mass communication in India (5th ed., Revised & Updated)*, Jaico Publishing House, 2020

### Suggested Readings

1. Holmes, D. *Media and communication theories: A critical introduction*. Palgrave Macmillan, 2005
2. Potter, W. J. *Media literacy (9th ed.)*. SAGE Publications, 2019.
3. Herman, E. S., & Chomsky, N. *Manufacturing consent: The political economy of the mass media*. Pantheon Books. 2002

### Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	1,3,5	
	2	1,3,5	1
	3	1,3,5	1,2
	4	1,3,5	
Module	Unit	Reference No.	Suggested Readings
2	1	1,3	
	2	1,3	1
	3	1,3	1
	4	1,3	
Module	Unit	Reference No.	Suggested Readings
3	1	1,2,6	1
	2	1,2,6	1
	3	1,2	
	4	1,2	
Module	Unit	Reference No.	Suggested Readings
4	1	1,6,5	
	2	2,4,6	3
	3	1,2	1,2,3
	4	1,2,5,6	

## Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓	✓	✓
CO 4	✓			✓
CO 5		✓		✓

**Employability for the Course:** Strategic communication planning and execution skills are essential for media persons. This course is a strong base for academic researches.

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### Model Question Paper Theories and Models of Communication

Credits: 4

Maximum Time: 2 hours

Maximum Marks: 70

#### Section A

[Answer any **SIX**. Each question carries 3 marks]

6X3= 18

1. Aristotle's Model
2. Positivism
3. Frankfurt School
4. Dyadic Communication
5. Uses and Gratification Theory
6. Cultivation Theory
7. Magic Bullet Theory
8. Global Village

#### Section B

[Answer any **FOUR**. Each question carries 6 marks]

4X6= 24

9. What are the features of a communication model?
10. Elucidate the major assumptions of mass society theory
11. Examine the role of PCI in light of social responsibility theory
12. Analyse the impact of channel on receiver based on SMCR model
13. What are the theoretical concepts of making an advertisement for a face cream?
14. How can films be used as political propaganda tool?

#### Section C

[Answer any **TWO**. Each question carries 14 marks]

2x14=28

15. Theoretically examine the concept of gatekeeping in journalism practice
16. 'Media Representation of Women' analyse in light of feminist media theories
17. What are the merits and demerits of AI from a communication perspective

**KU7DSCJMC405**  
**Media Laws and Ethics**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VII	Major	400-499	KU7DSCJMC405	4	60

Lecture Approach (Hours/Week)			Marks Distribution			Distribution of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>4</b>	—	-	<b>30</b>	<b>70</b>	<b>100</b>	<b>2</b>

**Course Description**

This course will provide a comprehensive overview of media-related laws and ethics. This course would give multiple thoughts about lawmaking in India, like an overview of the Indian constitution and significant legislation implemented in the field of media and communication to date. It also attempts to transmit knowledge about values and ethics. This course details media roles, responsibilities, ethics, and copyright regulations. This course also helps students improve their knowledge and understanding of the Indian legal system and the ethical requirements of professional media practice.

**Course Prerequisite**

1. Basic knowledge of the structure and function of government and the judicial system
2. Foundational knowledge of how media operates in various contexts.
3. Ability to analyze and critique media content and legal cases

**Course Outcomes (CO):**

<b>CO</b>	<b>Expected Outcome</b>	<b>Learning Domains</b>	<b>Knowledge Category#</b>	<b>Evaluation Tools used</b>
<b>CO1</b>	Understand the framework of media ethics, media laws and Media regulations	U	C	Instructor-created exams / Quiz
<b>CO2</b>	Gain an analytical knowledge into ethical issues related to media	U	C	Instructor-created exams / Quiz
<b>CO3</b>	Apply media laws to case studies and evaluate the relative merits and demerits of laws and ethical questions pertaining to media	A	P	Practical Assignment/ Group Tutorial Work
<b>CO4</b>	Creating an understanding about the importance of responsible journalism which works within the framework of laws and ethics.	C	C	Practical Assignment
<b>CO5</b>	Examine the political and commercial pressure exerted on media freedom.	E	P	Practical Assignment/ Group Tutorial Work
<b>CO6</b>	Analyze the relevance and the need for the control on media contents in Indian society	An	C	Instructor-created exams / Quiz
<p><b>* Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)</b>  <b># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</b>  <b>Metacognitive Knowledge (M)</b></p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	-	2	-	-	-	-	-	1	-	1	3	-
CO 2	3	-	1	-	-	-	1	-	-	2	-	-	1
CO 3	-	-	-	-	2	-	3	-	-	-	-	-	2
CO 4	2	1	-	-	-	-	1	1	-	3	2	2	-
CO 5	-	-	-	-	-	-	-	-	-	-	-	-	-
CO 6	1	-	1	-	2	-	-	2	-	-	-	3	-

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

**COURSE CONTENTS**

**Content for Classroom Transaction:**

Module	Unit	Description	Hours (60)	Marks (70)
<b>I</b>	<b>Module I: Indian Media and the Constitution</b>		<b>10</b>	<b>10</b>
	1	Salient features of Indian constitution		
	2	Elements of Indian Constitution		
	3	Freedom of speech and expression and reasonable restrictions		
	4	Emergency & Indian media		
	5	Media Freedom in a Democracy		
	<b>Module II: Indian Press Laws</b>		<b>15</b>	<b>15</b>

<b>II</b>	1	History of press laws in India		
	2	Press Council and Press Commission		
	3	Press and Registration of Books Act, 1867		
	4	Official Secrets Act (1923)		
	5	Contempt of court act, 1971		
	6	Laws of Defamation and Sedition		
	7	Working Journalist Act, 1955		
<b>III</b>	<b>Module III: Media Laws</b>		<b>10</b>	<b>25</b>
	1	Copy Right & Intellectual Property Right		
	2	Information technology Act, 2000		
	3	Indecent representation of women (prohibition) act, 1986		
	4	Parliamentary Proceedings Act, 1971		
	5	Prasar Bharati Act		
	6	Cable TV Network (Regulation) Act,		
	7	Cinematograph Act and Censor Board		
<b>IV</b>	<b>Module IV: Ethical Issues in Indian Media</b>		<b>10</b>	<b>20</b>
	1	Media's ethical problems		
	2	Code of conduct for media persons		
	3	Right to information		
	4	Public Interest Litigation		
	5	Pressures on Media Freedom		
	6	Trial by Media		
	7	Ethical Issues in Media and Self-Regulation		
	8	Legality and Ethicality of Sting Operations		
<b>V</b>	<b>Module V: Teacher Specific Module (Practicum)</b>		<b>15</b>	
		Directions		

	<b>1</b>	Interview three journalists to learn about their organization's implementation of the Working Journalist Act.  Prepare a detailed report based on the interview and compare how closely that media organization adheres to the Working Journalist Act's guidelines.		
	<b>2</b>	You would have seen countless news reports on channels that infringed the boundaries of ethics and might be called unethical. List three news stories of your preference that you believe have violated ethical boundaries and critically examine their coverage.		

### Assessment Rubrics

Evaluation type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continues Evaluation</b>	<b>30</b>
<b>A. Theoretical Assessment:10 marks</b>	
1. Test Papers: 6	
2. Library Assignments :2	
3. Classroom Engagements: 2	
<b>B. Practicum : 20 Marks</b>	
<b>Total</b>	<b>100</b>

### Essential Readings

1. M Neelamalar, *Media Law and Ethics*, PHI Learning Pvt. Ltd, 2009.
2. Akash Kamal Mishra, *Media Laws in India : A Brief Observation*. Notion Press, 2020.
3. Madhavi Goradia Divan, *Facets of Media Law*, Eastern Book Company, 2013.
4. Patrick Lee Plaisance, *Media Ethics: Key Principles for Responsible Practice*, Cognella, Inc, 2020.
5. Roy L Moore, Michael D Murray, J Michael Farrell, Kyu Ho Youm, *Media Law and Ethics*, Routledge, 2017
6. Ashish Sharma & Rahul Dadhich, *From Darkness to Dawn The Indian Emergency Era*

*and the Role of Media*, IIP Iterative International Publishers, 2023

7. Vikas Khatkar, *Media Trial & Its Constitutionality*, Notion Press, 2021

### Suggested Readings

1. Vartika Nanda, *Media Laws and Ethics: An Introduction to Legal and Ethical Issues in Journalism*, Kanishka Publishers Distributors (2018)
2. Dilip Kumar, *Media Laws and Ethics*, Kanishka Publishers (2022)
3. Sebastian Paul, *Law, Ethics and The Media: Law And More Law, Ethics And The Media*, Lexis Nexis, 2015
4. Tim Crook, *Comparative Media Law and Ethics*, Routledge, 2009
5. Kuldip Nayar, *Emergency Retold*, Konark Publishers Pvt.Ltd, 2013
6. Kush Kalra, *Media Trial: A Conflict Between Fair Trial And Free Speech*, Kanishka Publishers, 2023

### Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	1	1
	2	2	1,3
	3	1	
	4	6	5
	5	7	5
Module	Unit	Reference No.	Suggested Readings
2	1	1	1
	2	1,2	2
	3	1,2	3
	4	3	4
	5	1,2	
	6	1,3	

	7	1,2	3
<b>Module</b>	<b>Unit</b>	<b>Reference No.</b>	<b>Suggested Readings</b>
<b>3</b>	1	1,5	1
	2	1,2	2
	3	3	3
	4	1	3
	5	1	3
	6	2	
	7	2,3	
<b>Module</b>	<b>Unit</b>	<b>Reference No.</b>	<b>Suggested Readings</b>
<b>4</b>	1	1,4	3
	2	1,5	2
	3	3	
	4	5,6	
	5	1,5	
	6	7	6
	7	1,4,5	6
	8	7	6

### Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Group Tasks	End Semester Examination
<b>CO 1</b>	✓			
<b>CO 2</b>	✓	✓	✓	✓
<b>CO 3</b>	✓	✓	✓	✓
<b>CO 4</b>		✓		✓
<b>CO 5</b>	✓	✓		✓
<b>CO 6</b>	✓			✓

**Employability for the Course:** A strong foundation in Media Laws and Ethics provides a wide range of careers by combining legal knowledge with ethical considerations, critical thinking, and practical skills. This combination is highly valuable in today's media landscape, where legal and ethical issues are increasingly prominent.

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**Model Question Paper**  
**Media Laws and Ethics**

**Credits: 4**

**Maximum Time: 2 hours**

**Maximum Marks: 70**

**Section A**

**[Answer any SIX. Each question carries 3 marks]**

**6 X 3 = 18**

1. Official Secrets Act
2. Press Council of India
3. Parliamentary Privileges
4. Contempt of Court
5. Yellow Journalism
6. Press and Registration of Books Act
7. Fundamental rights.
8. Wage Boards

**Section B**

**[Answer any FOUR. Each question carries 6 marks]**

**4X6= 24**

9. Differentiate between libel and Slander.
10. Explain why the Right to Information is needed today?
11. Write a short note on Sting Operation.
12. Mention the restricted grounds of Freedom of Speech & Expression

13. Describe the code of Ethics of Journalism
14. Explain the various laws a journalist must know?

### **Section C**

**[Answer any TWO. Each question carries 14 marks]**

**2x14=28**

15. Define Self-Regulation of media. Should the government make law to control media?  
Comment on your views regarding.
16. Describe about the features that make Indian Constitution unique?
17. “Freedom of Press is not absolute but subject to limitations”. Elaborate

## LIST OF COURSES

### JOURNALISM WITH MULTIMEDIA & COMMUNICATION

(Detailed Syllabus)

### SEMESTER VIII

Sl	Course Code	Credit	Details	Course Title	Level
1.	KU8DSCJMC406	4		<b>Major:</b> Media, Culture and Society	400-499
2.	KU8DSCJMC407	4		<b>Major:</b> Technical Writing	400-499
3.	KU8DSCJMC408	4		<b>Major:</b> Indian Constitution, Media and Politics	400-499
4.	KU8DSEJMC409	4	<b>Any Three Major Electives</b>	<b>Major Elective 1:</b> Theatre and Dramatics	400-499
5.	KU8DSEJMC410	4		<b>Major Elective 2:</b> Virtual Reality and Artificial Intelligence in Journalism	400-499
6.	KU8DSEJMC411	4		<b>Major Elective 3:</b> Sports Journalism	400-499
7.	KU8DSEJMC412	4		<b>Major Elective 4:</b> Business Journalism	400-499
8.	KU8DSEJMC413	4		<b>Major Elective 5:</b> Film Journalism	400-499
9.	KU8DSEJMC414	4		<b>Major Elective 6:</b> Data Journalism	400-499
10.	KU8RPHJMC415	12			<b>Research Project</b>

**KU8DSCJMC406**  
**Media, Culture, and Society**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>VIII</b>	<b>Major</b>	<b>400-499</b>	<b>KU8DSCJMC406</b>	<b>4</b>	<b>60</b>

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>4</b>	—	-	<b>30</b>	<b>70</b>	<b>100</b>	<b>2</b>

**Course Description**

This course explores the intricate relationships between media, culture, and society. It begins with defining culture and examining various cultural forms and their communication methods. The course then delves into the technological aspects of media, new media developments, and the digital divide. Students will also analyze media's role in identity formation, representation of different social groups, and its influence on politics and social movements, while predicting future trends in media technology.

**Course Prerequisite**

1. Basic understanding of sociological and communication theories.
2. Proficiency in critical reading and writing skills.

**Course Outcomes (CO)**

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Define and differentiate between various forms of culture and their significance.	U	C	Instructor-created exams / Quiz
CO2	Analyze the impact of technological advancements on media and society.	An	C	Seminar Presentation/Home Assignments
CO3	Assess media's role in shaping and representing personal and social identities.	An	M	Practical Assignment

CO4	Critically evaluate media representations of gender, race, ethnicity, and sexuality.	E	C	Seminar Presentation/ Home Assignments
CO5	Examine the relationship between media, democracy, and social movements.	E	P	One Minute Reflection Writing assignments/Seminar Presentation
CO6	Predict future trends in media technology and their societal implications.	C	P	Practical Assignment
<p><b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</b>  <b># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</b>  <b>Metacognitive Knowledge (M)</b></p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	-	-	2	-	-	3	2	3	1	2	-	1
CO2	2	2	-	3	2	-	2	1	3	-	2	2	2
CO3	2	-	-	2	2	-	3	1	3	1	2	2	2
CO4	2	-	-	2	2	-	3	2	2	3	3	2	2
CO5	2	-	-	2	2	-	3	2	3	2	3	2	2
CO6	3	2	2	2	-	2	3	1	2	2	2	1	2

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

**Course Content**

**Content for Classroom Transaction:**

Module	Unit	Description	Hours (60)	Marks (70)
I	<b>Module I Understanding Culture</b>		<b>10</b>	<b>15</b>
	1	Defining culture		
	2	Popular culture, mass culture, high culture/low culture, counterculture		

	3	Inter-cultural communication		
	4	Culture as industry and capital		
<b>II</b>	<b>Module II Media and Technology</b>		<b>10</b>	<b>15</b>
	5	Media as technology		
	6	Medium theory, mechanical reproduction, technological determinism		
	7	New Media: Web 2.0 and the evolution of the Internet, cyber culture		
	8	The digital divide and global access to information		
<b>III</b>	<b>Module III Media, Identity, and Representation</b>		<b>15</b>	<b>25</b>
	9	Media and Identity Formation: Media's role in constructing personal and social identities, The concept of the mediated self.		
	10	Gender and Media: Representation of gender in media, Feminist media studies and critiques.		
	11	Race, Ethnicity, and Media: Media portrayals of race and ethnicity, The politics of representation and diversity in media.		
	12	Media and Sexuality: Representation of sexuality in media, Queer theory, and media analysis.		
	13	Class and Media: Media representation of social class and economic status, Class narratives and stereotypes in media.		
<b>IV</b>	<b>Module IV Media, Politics, and Society</b>		<b>10</b>	<b>15</b>
	14	Media and Democracy: The role of media in democratic societies.		
	15	Media freedom, public sphere, and deliberative democracy.		
	16	Media and Social Movements: The role of media in social movements and activism, Case studies of media-facilitated movements.		
	17	Future Trends in Media and Society: Emerging trends in media technology and their societal implications.		
	18	Predictions for the future of media studies.		
<b>V</b>	<b>Module V Teacher Specific Module (Practicum)</b>		<b>15</b>	
		<b>Directions</b>		
	1	Conduct a study among any of these marginalized groups such as Dalit's, tribes, minorities, and transgender individuals, and present a detailed report on the challenges and problem faced by them.		
	2	Classroom debates on media, politics, and society		
	3	Conduct seminar presentations on media technologies		

## Assessment Rubrics

Evaluation Type	Marks
End Semester Evaluation	70
Continuous Evaluation	30
<b>A. Theoretical Assessment :10 marks</b>	
1. Test Papers: 6	
2. Library Assignments:2	
3. Classroom Engagements: 2	
<b>B. Practicum: 20 marks</b>	
<b>Total</b>	<b>100</b>

## Essential Readings

1. Hodkinson, P, *Media, Culture and Society*, Sage, 2010.
2. James W Carey, "A Cultural Approach to Communication", in *Communication as Culture: Essays on Media and Society*, Routledge, London, 1989.
3. McLuhan, M. *Understanding Media: The Extensions of Man*, McGraw-Hill, 1964.
4. Hall, S. *Representation: Cultural Representations and Signifying Practices*, 1997.
5. Turkle, S. *Alone Together*, Basic Books, 2011.
6. Mulvey, L. *Visual Pleasure and Narrative Cinema*. Routledge. London, 1988.
7. Hooks, B. *Black Looks: Race and Representation*. Routledge, London, 2014.
8. Dyer, R. *The Matter of Images: Essays on Representations*. Routledge, London, 2002.
9. Gramsci, A. *Selections from the Prison Notebooks*, International Publishers, New York, 1971.
10. Habermas, J. *The Structural Transformation of the Public Sphere*, Polity Press, 1989.
11. Castells, M. *Networks of Outrage and Hope: Social Movements in the Internet Age*, Polity Press, 2012.
12. Shirky, C. *Here Comes Everybody: The Power of Organizing Without Organizations*. Penguin Publishing Group, 2009.

## Suggested Readings

1. Vir Bala Aggarwal, *Media and Society: Challenges and Opportunities*, Concept Publishing Co, 2002
2. D K Gupta, *Media and Society*, Rajat Publications, 2003
3. Graeme Burton, *Media and Society: Critical Perspectives*, Open University Press, 2010

## Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	1	1
	2	2	
	3	1	
	4	2	
Module	Unit	Reference No.	Suggested Readings
2	5	3	3
	6	3	
	7	12	
	8	12	
Module	Unit	Reference No.	Suggested Readings
3	9	5	2
	10	6	
	11	7	
	12	8	
	13	9	
Module	Unit	Reference No.	Suggested Readings
4	14	10	
	15	10	
	16	11	
	17	12	
	18	12	

## Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Practical Assignment	End Semester Examination
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓		✓	✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓
CO 6	✓		✓	

**Employability for the Course:** The course **Media, Culture, and Society** enhances employability by equipping students with critical analytical skills to understand media influence and cultural dynamics, which are valuable in fields such as journalism, public relations, marketing, and cultural analysis. Graduates can pursue roles as media analysts, content creators, communication specialists, or cultural consultants, benefiting from their ability to navigate and interpret complex media landscapes. Additionally, the interdisciplinary nature of the course prepares students for adaptable careers in a rapidly changing media environment.

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**Model Question Paper**  
**Media, Culture and Society**

Credits: 4

Maximum Time: 2 hours

Maximum Marks: 70

**Section A**

*[Answer any **SIX**. Each question carries 3 marks]*

6x3 =18

1. Popular Culture
2. Intercultural Communication
3. Web 2.0
4. Digital divide
5. Marshal McLuhan
6. Multiculturalism
7. Cultural Sensitivity
8. Meta narratives

**Section B**

*[Answer any **FOUR**. Each question carries 6 marks]*

4X6= 24

9. Discuss the differences between popular culture and high culture. How do these concepts influence societal values and tastes?
10. Analyze the concept of culture as both an industry and a form of capital. How does this dual perspective impact cultural production?
11. Explain the theory of technological determinism. How does it apply to the development and use of media?
12. Discuss the impact of Web 2.0 on the evolution of the internet and the emergence of cyber culture.
13. How does media contribute to the construction of personal and social identities? Provide examples.
14. Analyze how gender is represented in media. What are some feminist critiques of these representations?

**Section C**

*[Answer any **TWO**. Each question carries 14 marks]*

2x14=28

15. Predict emerging trends in media technology and their societal implications. What might the future of media studies look like, considering these trends?
16. Explore how race and ethnicity are portrayed in media. Discuss the politics of representation and the importance of diversity in media.
17. Describe the key challenges and benefits of inter-cultural communication in a globalized world.

**KU8DSCJMC407**  
**Technical Writing**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>VIII</b>	<b>Major</b>	<b>400-499</b>	<b>KU8DSCJMC407</b>	<b>4</b>	<b>60</b>

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>4</b>	—	-	<b>30</b>	<b>70</b>	<b>100</b>	<b>2</b>

**Course Description**

This course in technical writing provides students with essential skills and strategies for effectively communicating complex technical information. Through practical exercises and theoretical insights, students learn to produce clear, concise, and audience-focused documents for various professional contexts, including reports, manuals, proposals, and presentations. It also enhances students skills in advanced writing methods with journalistic approach.

**Course Prerequisite**

1. Proficiency in written communication, including grammar, punctuation, and sentence structure.
2. Familiarity with basic computer skills and word processing software

**Course Outcomes (CO)**

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Assess- Develop and understand the needs and expectations of diverse audiences when creating technical documents, ensuring clarity, relevance, and usability	U	C	Instructor-created exams/ Quiz
CO2	Analyse- Ability to analyze complex technical information and synthesize it into clear and coherent written communication tailored to their intended audience	An	C	Seminar Presentation/ Home Assignments
CO3	Recognise- Recognize and apply appropriate	A	C	Seminar Presentation/

	document design principles, including layout, formatting, and visual elements, to enhance readability and user experience.			Group Tutorial Work
CO4	Critique- Develop critical thinking skills to evaluate the effectiveness and quality of technical documents, identifying strengths, weaknesses, and areas for improvement	E	C	Instructor-created exams / Home Assignments
CO5	Create: Demonstrate proficiency in creating a variety of technical documents, such as manuals, reports, proposals, and instructions, tailored to specific audiences and purposes	C	P	One Minute Reflection Writing assignments
CO6	Gain: Practical experience and confidence in their technical writing abilities, preparing them for careers in fields such as engineering, IT, healthcare, and business.	C	P	Practical Assignment
<p><b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</b>  <b># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</b>  <b>Metacognitive Knowledge (M)</b></p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	3	2	-	2	-	2	1	3	-	3	1	2
CO2	2	2	-	2	2	2	3	2	1	2	3	1	3
CO3	3	1	3	1	3	3	3	2	-	-	3	-	1
CO4	3	3	-	3	3	1	3	2	2	-	3	-	1
CO5	-	2	3	3	-	3	3	3	3	2	3	2	3
CO6	2	2	3	2	2	3	3	3	3	2	3	2	2

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

## Course Content

### Content for Classroom Transaction:

Module	Unit	Description	Hours (60)	Marks (70)
<b>I</b>	<b>Module I Introduction to Technical writing</b>		<b>10</b>	<b>15</b>
	1	Technical writing and other forms of writing		
	2	Scope and Significance of Technical Writing		
	3	Nature and Characteristics of Technical Writing,		
	4	Traits and Qualities of a Technical Writer;		
<b>II</b>	<b>Module II Process of Technical Writing and Editing</b>		<b>15</b>	<b>15</b>
	5	Steps Involved in technical writing		
	6	Style of technical writing,		
	7	Copyfitting		
	8	Grammar and formatting documents.		
	9	Principles of technical writing and editing		
	10	SME interviews.		
<b>III</b>	<b>Module III End Products of Technical Writing</b>		<b>15</b>	<b>25</b>
	12	End Products of Technical Writing;		
	13	Project Document and Project Proposals		
	14	Project Abstract and its types		
	15	User Manuals and its types, Creating and Editing user manuals		
	16	Document Development Life Cycle.		
	17	Illustrations and graphics in technical writing		
	18	Formats of technical writing		
<b>IV</b>	<b>Module IV Ethics and Challenges</b>		<b>10</b>	<b>15</b>
	19	Ethical Considerations in Technical Documentation		
	20	Caution, Hazards and Dangers		
	21	Race and Gender Roles, Political Correctness,		
	22	Generalizations, Cultural Awareness, Religious Symbols		
	23	Challenges in Technical Writing Trends in technical writing,		
<b>V</b>	<b>Module V Teacher Specific Module (Practicum)</b>		<b>10</b>	
		<b>Directions</b>		

1	Create and design any type of user manual for any product or service.		
2	Prepare a technical report according to the format taught by the instructor.		

### Assessment Rubrics

Evaluation type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continues Evaluation</b>	<b>30</b>
<b>A. Theoretical Assessment:10 marks</b>	
1. Test Papers: 6	
2. Library Assignments :2	
3. Classroom Engagements: 2	
<b>B. Practicum: 20 Marks</b>	
<b>Total</b>	<b>100</b>

### Essential Readings

1. Markel, M. H., *Technical Communication: Strategies for Today*, Bedford/St. Martin's, 2015.
2. Alred, G. J., Brusaw, C. T., & Oliu, W. E., *Handbook of Technical Writing*, Bedford/St. Martin's, 2016.
3. Gerson, S. J., & Gerson, S. M., *Technical Writing: Process and Product*, Pearson, 2014.
4. Johnson-Sheehan, R., & Paine, C., *Writing Today*, Pearson, 2016.
5. Phillip A. Laplante, *Technical Writing*, , CRS Taylor& Francis,2018

### Suggested Readings

1. Tebeaux, E., & Dragga, S., *The Essentials of Technical Communication*, Oxford University Press, 2016.
2. Kolin, P. C., *Successful Writing at Work*, Cengage Learning, 2016.
3. Anderson, P. V., *Technical Communication: A Reader-Centered Approach*, Cengage Learning, 2014.
4. Markel, M. H., & Selber, S. A., *Technical Communication*, Bedford/St. Martin's, 2018.
5. Pfeiffer, W. S., & Adkins, J. A., *Technical Communication Fundamentals*, Pearson, 2016

### Reference Distribution

Module	Unit	Reference No.	Suggested Readings
<b>1</b>	1	1,5	1
	2	2	1,2
	3	1	2
	4	5	3
Module	Unit	Reference No.	Suggested Readings
<b>2</b>	1	3	3
	2	3,5	1,3
	3	2	2,3
	4	1	2
Module	Unit	Reference No.	Suggested Readings
<b>3</b>	1	4	3

	2	3	1
	3	2,5	1
	4	4	3
<b>Module</b>	<b>Unit</b>	<b>Reference No.</b>	<b>Suggested Readings</b>
<b>4</b>	1	3	3
	2	3,4	2
	3	2	1
	4	1	1

#### Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
<b>CO 1</b>	✓		✓	✓
<b>CO 2</b>			✓	✓
<b>CO 3</b>	✓			✓
<b>CO 4</b>		✓		
<b>CO 5</b>	✓		✓	✓

**Employability for the Course:** Completion of this technical writing course enhances students' employability by equipping them with essential communication skills sought after by employers across industries. Graduates will be well-prepared to pursue careers as technical writers, editors, content creators, and communication specialists, contributing effectively to diverse organizational needs and objectives.

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**Model Question Paper**  
**Technical Writing**

Credits: 4

Maximum Time: 2 hours

Maximum Marks: 70

**Section A**

*[Answer any **SIX**. Each question carries 3 marks]*

6X3= 18

1. Copy fitting
2. Project Proposal
3. Project Document
4. End User Manual
5. Technical Writing
6. User Documentation
7. Illustrations
8. Tables and figures

**Section B**

*[Answer any **FOUR**. Each question carries 6 marks]*

4X6= 24

9. Elucidate the team dynamics in technical writing and elaborate their roles?
10. Analyse the different between new writing and technical writing?
11. Explain the Ethical considerations in technical writing
12. Explain the different forms of writing
13. Explain the process of technical writing?
14. Explain the concept of internal and external communication?
15. What are the various tools of technical writing?

**Section C**

*[Answer any **TWO**. Each question carries 14 marks]*

2x14=28

16. What is User Manual? Explain its types.
17. Discuss how adhering to various principles enhances communication and comprehension for diverse audiences in technical writing.
18. Discuss about the creation and inclusion of visual elements in technical documents.

## KU8DSCJMC408

### Indian Constitution, Media, and Politics

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VIII	Major	400-499	KU8DSCJMC408	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	—	-	30	70	100	2

#### Course Description

This course offers an in-depth exploration of the foundational principles of the Indian Constitution and the pivotal role of media in a democracy. It examines the interplay between media and political processes, focusing on elections, public opinion, and social movements, while also addressing contemporary issues such as fake news and media manipulation. Through case studies, workshops, and debates, students will engage with the dynamic relationships between media, politics, and governance in India.

#### Course Prerequisite

1. Understanding basic political concepts and governmental structures.
2. Fundamentals of journalism, media ethics, and media's societal role.

#### Course Outcomes (CO)

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Understand the historical context and foundational principles of the Indian Constitution.	U	F	Instructor-created exams / Quiz
CO2	Describe the structure and functions of Executive, Legislature, and Judiciary.	U	C	Instructor-created exams / Quiz
CO3	Analyze the dynamics of political parties and electoral politics in India.	An	C	Seminar Presentation/ Home Assignments
CO4	Evaluate the media's influence on elections, public opinion, and political processes.	E	M	Seminar Presentation Group Tutorial Work

CO5	Critically assess contemporary media issues and their impact on Indian politics.	An	C	Instructor-created exams / Home Assignments
CO6	Engage in practical learning through case studies, workshops, and debates.	C	P	Practical Assignment
<p><b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</b>  <b># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</b>  <b>Metacognitive Knowledge (M)</b></p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	2	-	-	1	-	2	2	3	3	2	-	2
CO2	2	2	1	-	2	-	2	2	3	3	2	-	2
CO3	2	2	2	-	2	-	2	2	3	3	2	-	2
CO4	2	2	2	2	2	1	2	2	3	3	2	1	2
CO5	2	2	2	2	1	2	2	2	3	3	2	3	2
CO6	2	2	2	2	-	3	2	3	3	3	2	2	2

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

**Course Content**

**Content for Classroom Transaction:**

Module	Unit	Description	Hours (60)	Marks (70)
<b>I</b>	<b>Module I Foundations of the Indian Constitution</b>		<b>15</b>	<b>15</b>
	1	Historical context and making of the Constitution: Constitutional developments with special reference to Govt. of India Acts: 1909; 1919; 1935 and Indian Independence Act 1947		
	2	Fundamental rights and duties		
	3	Directive principles of state policy		
	4	Structure and functions of the Government: Executive, Legislature, and Judiciary		

	5	Amendments and basic structure doctrine		
<b>II</b>	<b>Module II Political Parties and Electoral Politics</b>		<b>10</b>	<b>15</b>
	6	Major national and regional political parties		
	7	Social and ideological base of political parties: BJP, INC, and Left Parties: CPI and CPI (M)		
	8	Regional parties an overview		
	9	Fragmentation/crisis of the party system.		
<b>III</b>	<b>Module III Media and Political Processes in India</b>		<b>10</b>	<b>25</b>
	10	Media and elections: Role of media in elections and political campaigns, Election Commission guidelines and media conduct		
	11	Political communication and public opinion: Influence of media on public opinion and voting behaviour		
	12	Media coverage of social movements and protests: Media's role in shaping narratives and outcomes		
	13	Social media and digital politics: Case studies of digital campaigns and online activism		
<b>IV</b>	<b>Module IV Contemporary Issues and Case Studies</b>		<b>10</b>	<b>15</b>
	14	Fake news and media manipulation: Case studies of media manipulation in Indian politics		
	15	Media and policy making: Influence of media on policy decisions		
	16	Judicial and media relations: Interaction between judiciary and media		
	17	Media and human rights: Case studies of media coverage on human rights		
	18	Future of media and politics in India: Prospects of media in shaping Indian politics		
<b>V</b>	<b>Module V Teacher Specific Module</b>		<b>15</b>	
		<b>Directions</b>		
	1	Conduct a case study on the media's role in elections.		
	2	Examine any two news channels of your choice and critically analyse how news channels present political stories.		
	3	Debates on contemporary political issues		

## Assessment Rubrics

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continuous Evaluation</b>	<b>30</b>
<b>A. Theoretical Assessment :10 marks</b>	
1. Test Papers: 6	
2. Library Assignments:2	
3. Classroom Engagements: 2	
<b>B. Practicum: 20 marks</b>	
<b>Total</b>	<b>100</b>

### Essential Readings:

1. Durga Das Basu, *Introduction to the Constitution of India*, LexisNexis, 2022
2. Pylee M.V., *India's Constitution, 16th Edition*, S. Chand Publishing, 2018.
3. Granville Austin, *The Indian Constitution Cornerstone of a Nation*, Oxford University Press, 1999
4. J. C. Johari, *Indian political system: A critical study of the constitutional structure and the emerging trends of Indian politics*, Anmol Publications, 2008.
5. James Curran, *Media and Democracy*, Routledge, 2011.
6. Raj Padhiyar, *Social Media and Politics in India*, Educreation Publishing, 2019.
7. Sarah Oates, *Introduction to Media and Politics*, Sage, 2008.
8. Donald A. Barclay, *Fake News, Propaganda, and Plain Old Lies*, Rowman & Littlefield, 2018.
9. Herman, Ed, McChesney, Robert Waterman, Herman, Edward S. *The Global Media: The Missionaries of Global Capitalism (Media Studies)* Cassell, 1998.

### Suggested Readings

1. Arvind Narrain, *India's Undeclared Emergency: Constitutionalism and the Politics of Resistance*, Context Publishers, 2022
2. Debasish Roy Chowdhury and John Keane, *To Kill a Democracy: India's Passage to Despotism*, Macmillan, 2021
3. Fali S. Nariman, *You Must Know Your Constitution*, Hay House Publishers, 2023
4. Peter Ronald DeSouza, *India's Political Parties*, Sage India, 2006
5. Justin P. McBrayer, *Beyond Fake News: Finding the Truth in a World of Misinformation*, Routledge, 2020

## Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	1	
	2	2	3
	3	1	1
	4	2	
	5	1	
Module	Unit	Reference No.	Suggested Readings
2	6	4	
	7	4	2
	8	4	4
	9	4	
Module	Unit	Reference No.	Suggested Readings
3	10	5	
	11	6	4
	12	7	
	13	6	
Module	Unit	Reference No.	Suggested Readings
4	14	8	
	15	6	5
	16	5	
	17	7	
	18	9	

## Mapping of Cos with Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓		✓
CO 6	✓		✓	

**Employability for the Course:** This course provides a comprehensive understanding of the Indian Constitution, political parties, media's role in politics, and contemporary issues through both theoretical and practical approaches. Graduates will have strong employability prospects in various fields such as public administration, political consultancy, journalism, and social activism. Additionally, the skills gained from analysing case studies and participating in workshops and debates make students well-suited for roles in policy analysis, legislative assistance, and media management.

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**Model Question Paper**  
**Indian Constitution, Media, and Politics**

Credits: 4

Maximum Time: 2 hours

Maximum Marks: 70

**Section A**

*[Answer any **SIX**. Each question carries 3 marks]*

6x3= 18

1. Fundamental rights
2. Preamble
3. Directive principles
4. Image engineering
5. Spin-doctor
6. Election run-up
7. Blue- Green conflict
8. Judicial activism

**Section B**

*[Answer any **FOUR**. Each question carries 6 marks]*

4x6= 24

9. Discuss the impact of the Government of India Act 1935 on the making of the Indian Constitution.
10. Evaluate the social and ideological bases of the BJP and INC.
11. Outline the structure and functions of the Executive in India.
12. Analyze the influence of media on public opinion and voting behaviour in India.
13. Briefly discuss the crisis and fragmentation of the party system in India.
14. Describe the role of Directive Principles of State Policy in Indian governance.

**Section C**

*[Answer any **TWO**. Each question carries 14 marks]*

2x14=28

15. Analyze the Basic Structure Doctrine and its importance in constitutional amendments.
16. Discuss the role of social media in politics with reference to specific case studies of digital campaigns and online activism.
17. Examine the historical context and constitutional developments leading to the Indian Independence Act 1947.

**KU8DSEJMC409**  
**Theatre and Dramatics**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>VIII</b>	<b>Major Elective</b>	<b>400-499</b>	<b>KU8DSEJMC409</b>	<b>4</b>	<b>60</b>

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>4</b>	—	-	<b>30</b>	<b>70</b>	<b>100</b>	<b>2</b>

**Course Description**

Theatre and Dramatics is an immersive course designed to introduce students to the rich and diverse world of theatre, encompassing its history, theory, and practice. This course will explore the fundamental elements of dramatic art, including acting, directing, playwriting, and stagecraft. Students will engage in both theoretical studies and practical workshops to develop a comprehensive understanding of theatrical production and performance.

**Course Prerequisite**

1. Journalism Fundamentals: Completion of introductory journalism courses or equivalent experience
2. Interest in theatre studies

**Course Outcomes (CO)**

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Assess- the overall knowledge of the history of theatre.	U	C	Instructor-created exams/ Quiz
CO2	Analyse- the different kinds of theatre language developed at various points in history.	An	C	Seminar Presentation/ Home Assignments
CO3	Recognize and understand post-dramatic theatre languages and their practical implications.	A	C	Seminar Presentation / Group Tutorial Work

CO4	Critique new methodologies of making theatre, such as devising and scenography.	E	C	Instructor-created exams/ Home Assignments
CO5	Create various theatrical productions as a tool for social change.	C	P	Practical Assignment
CO6	Gain practical insights in different types and forms of theatres	C	P	Practical Assignment
<p><b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</b>  <b># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</b>  <b>Metacognitive Knowledge (M)</b></p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	-	-	-	-	-	1	-	2	-	1	-	2
CO2	2	-	-	-	-	-	-	-	2	-	2	-	1
CO3	2	-	-	2	-	-	1	-	3	-	2	-	-
CO4	2	2	2	1	1	3	1	3	2	-	1	1	1
CO5	2	-	3	1	1	3	2	3	2	1	1	1	1
CO6	2	-	1	1	1	2	1	2	2	-	1	-	-

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

**Course Content**

**Content for Classroom Transaction:**

Module	Unit	Description	Hours (60)	Marks (70)
<b>I</b>	<b>Module I : History of Theatre</b>		<b>10</b>	<b>15</b>
	1	Short history of World, Indian & Kerala theatres- A) World: Greek, Roman, Elizabethan, Asian, Kabuki, Noh theatres		
	2	B) Indian: Sanskrit theatre, Koodiyattom, Natya Sastra & Modern theatre		
	3	C) Kerala: KPAC, G Sankara Pillai, School of Drama, Kavalam school,		
	4	Experimental theatre		

<b>II</b>	<b>Module II : Writing for Drama &amp; Production Technique in Theatre</b>		<b>10</b>	<b>15</b>
	5	Understanding theatre by examining plays: For reading & evaluation: (1) <i>A Streetcar Named Desire</i> by Tennessee Williams		
	6	For reading & evaluation: (2) <i>Tughlaq</i> by Girish Karnad.		
	7	Direction-Scenography - devising theatre		
	8	Case study: <i>Khasankinte Ithihaasam</i> directed by Deepan Sivaraman).		
<b>III</b>	<b>Module III : Theatre for social change</b>		<b>10</b>	<b>25</b>
	9	Role of folk theatre		
	10	Contributions of IPTA & Jana Natya Manch		
	11	Contributions of K T Muhammed		
	12	Contributions of K J Baby		
<b>IV</b>	<b>Module IV: Different forms of theatre</b>		<b>10</b>	<b>15</b>
	13	Indian methods		
	14	Stanislavsky-Michael Chekhov		
	15	Meyerhold - Bertolt Brecht		
	16	Jerzy Grotowski.		
<b>V</b>	<b>Module V : Teacher Specific Module (Practicum)</b>		<b>20</b>	
		<b>Directions</b>		
	1	Conduct a workshop for dramatic writing		
	2	Conduct a workshop for acting methods		
	3	Record Book		
	4	Viva Voce		

### Assessment Rubrics

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continuous Evaluation</b>	<b>30</b>
<b>A. Theoretical Assessment : 10 marks</b>	
1. Test Papers : 6	
2. Library Assignments : 2	
3. Classroom Engagements : 2	
<b>B. Practicum: 20 marks</b>	
Total	<b>100</b>

### **Essential Readings / watching:**

1. Rustom Bharucha , *Theatre and the World- Performance and the Politics of Culture*, Routledge,1993.
2. Vayala Vaudevan Pillai , *Malayala Nataka Sahitya Charitram*, Kerala Sahitya Academi,2005.
3. Tennessee Williams, *A Streetcar Named Desire*, Penguin,2009.
4. Girish Karnad, *Tughlaq*, Oxford India,2012

5. Theatres of India (documentary)-by Jabbar Patel.
6. Michel Chekov Technique Samples : <https://www.acting-school-stop.com/michael-chekhov/>
7. Stanislavski in Practice: Work on the Actor <https://www.youtube.com/watch?v=b0whzQfMN2g>
8. An introduction to Brechtian theatre <https://www.youtube.com/watch?v=1-828KqtTkA>
9. Grotowski: A Pratical Guide <https://www.youtube.com/watch?v=rlUMyPLzkDg>
10. H. S. Shivaprakash, *Ins and Outs of Indian Theatre*, Sahiya Academi Delhi, 2021.
11. K T Muhammed , *Oru Puthiya Veedu*, P K Brothers Kozhikkode, 1959.

### Suggested Readings / watching

1. K J Baby, Nadygadhika :  
[https://www.youtube.com/watch?app=desktop&v=7Q9HnH\\_4C94](https://www.youtube.com/watch?app=desktop&v=7Q9HnH_4C94)
2. Deepan Sivaraman's Khasak Play: <https://homegrown.co.in/homegrown-creators/the-legends-of-kazhak-a-malayalam-play-that-captures-the-essence-of-magic-realism>

### Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	1	-
	2	1	-
	3	2	-
	4	-	1
Module	Unit	Reference No.	Suggested Readings
2	1	3	-
	2	4	-
	3	1,2	2
	4	-	3
Module	Unit	Reference No.	Suggested Readings
3	1	10	1
	2	10	-
	3	11	-
	4	-	1
Module	Unit	Reference No.	Suggested Readings
4	1	1,2,10	1
	2	6,7	-
	3	8	-
	4	9	-

### Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
CO 1	✓			✓
CO 2		✓		✓
CO 3				✓

<b>CO 4</b>	✓	✓		✓
<b>CO 5</b>		✓	✓	✓
<b>CO 6</b>	✓	✓		

**Employability for the Course:** There are job opportunities as: theatre director, actor/ performer, playwright, script writer, stage manager & theatre educator.

**Model Question Paper  
Theatre and Dramatics**

Credits: 4

Maximum Time: 2 hours

Maximum Marks: 70

**Section A**

*[Answer any **SIX**. Each question carries 3 marks]*

6X3= 18

1. Describe the significance of Greek theatre in world history.
2. What are the main characteristics of Roman theatre?
3. Briefly explain the role of Natya Sastra in Indian theatre.
4. Who was G Sankara Pillai and what was his contribution to Kerala theatre?
5. What is Koodiyattom and why is it important in Indian theatre?
6. Summarize the influence of Elizabethan theatre on modern drama.
7. What are the key elements of Kabuki theatre?
8. Outline the contributions of the KPAC to Kerala theatre.

**Section B**

*[Answer any **FOUR**. Each question carries 6 marks]*

4X6= 24

9. Discuss the evolution of experimental theatre in Kerala.
10. Compare and contrast the themes of "A Streetcar Named Desire" and "Tughlaq".
11. Explain the role of direction in theatre production with examples.
12. Analyse the contributions of IPTA to Indian theatre.
13. Describe the influence of folk theatre on social change.
14. How did K T Muhammed contribute to the development of theatre in Kerala?

**Section C**

*[Answer any **TWO**. Each question carries 14 marks]*

2x14=28

15. Discuss the historical development and key characteristics of the Kavalam School of theatre.
16. Evaluate the impact of Meyerhold's and Grotowski's techniques on contemporary theatre practice.
17. What were Bertolt Brecht's key contributions to theatre?

**KU8DSEJMC410**  
**Virtual Reality and Artificial Intelligence in Journalism**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>VIII</b>	<b>Major Elective</b>	<b>400-499</b>	<b>KU8DSEJMC410</b>	<b>4</b>	<b>60</b>

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>4</b>	—	—	<b>30</b>	<b>70</b>	<b>100</b>	<b>2</b>

**Course Description**

This course explores the intersection of virtual reality (VR) and artificial intelligence (AI) in journalism, focusing on how these technologies are transforming news reporting, storytelling, and audience engagement. The syllabus is divided into four modules enabling the students to progress from foundational knowledge to advanced application and critical synthesis.

**Course Prerequisite**

- Basic knowledge of computer fundamentals
- Fundamental knowledge of mathematics and computer science will be advantageous.

**Course Outcomes (CO)**

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Assess- Develop a comprehensive understanding of the definitions, histories, and fundamental concepts of virtual reality (VR) and artificial intelligence (AI) as they apply to journalism.	U	C	Instructor-created exams/Quiz
CO2	Analyse- Gain familiarity with the key VR hardware (e.g., Oculus Rift, HTC Vive) and software (e.g., Unity, Unreal Engine), as well as essential AI concepts like machine learning, natural language processing, and computer vision.	R	C	Seminar Presentation/ Home Assignments
CO3	Recognise- Analyse the evolution and current trends of VR and AI in journalism, exploring how these technologies are being utilized for automated news writing, data analysis, content personalization, and immersive storytelling.	An	C	Seminar Presentation/ Group Tutorial Work
CO4	Critique- Master key VR concepts (immersion, interactivity, presence) and AI concepts (algorithms, training data, neural networks) while understanding the ethical	A	C	Instructor-created exams / Home Assignments

	considerations and challenges associated with their use in journalism.			
CO5	Create: Examine and critically assess current applications and case studies of VR and AI in journalism, such as Regional TV channels' VR stories and The Washington Post's AI-driven news generation, to understand their impact on audience engagement and the journalism industry.	E	P	Case study presentations
CO6	Gain practical insights into producing stories using VR and AI.	C	P	Practical Assignment
<p><b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</b>  <b># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</b>  <b>Metacognitive Knowledge (M)</b></p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	-	-	-	3	-	-	2	-	-	1	-
CO2	3	1	-	-	-	-	-	1	-	-	-	-	-
CO3	1	1	-	2	-	-	1	2	3	-	1	-	-
CO4	-	1	2	-	-	-	-	-	1	-	-	1	-
CO5	2	-	1	1	-	2	-	1	-	-	-	-	-
CO6	-	2	-	-	1	2	3	-	1	-	-	2	3

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

**Course Content**

**Content for Classroom Transaction:**

Module	Unit	Description	Hours (60)	Marks (70)
I	<b>Module I Introduction to VR and AI in Journalism</b>		<b>10</b>	<b>15</b>
	1	<b>Introduction to VR in Journalism</b> Definition and history of virtual reality. Evolution and current trends of VR in journalism. Overview of VR hardware and software (e.g., Oculus Rift, HTC Vive, Unity, Unreal Engine).		
	2	<b>Introduction to AI in Journalism</b> Definition and history of artificial intelligence. Key concepts: machine learning, natural language processing, computer vision. Overview of AI applications in journalism (e.g., automated news writing, data analysis, content personalization).		

	3	<b>Basic Concepts and Terminology</b> Key VR concepts: immersion, interactivity, presence. Key AI concepts: algorithms, training data, neural networks.		
	4	<b>Current Applications and Case Studies</b> Examples of VR journalism projects (e.g., Regional TV Channels' VR stories, BBC's VR documentaries). Examples of AI in journalism (e.g., The Washington Post's Heliograf, Reuters' Lynx Insight). Analysis of impact and audience reception.		
<b>II</b>	<b>Module II Tools and Techniques</b>		<b>15</b>	<b>15</b>
	5	<b>VR Content Creation Tools</b> Introduction to VR content creation software (e.g., Unity, Unreal Engine, A-Frame). Basics of 360-degree video production and editing. Introduction to 3D modelling and animation for VR.		
	6	<b>AI Tools and Techniques</b> Introduction to AI tools for journalism (e.g., IBM Watson, Google Cloud AI, OpenAI). Principles of content personalization and recommendation systems. Using AI to personalize news content for different audiences.		
	7	<b>Storytelling with VR</b> Principles of immersive storytelling. Designing VR experiences: narrative structure, user interaction, and engagement. Case studies of successful VR journalism projects.		
	8	<b>Ethical and Legal Considerations</b> Ethical issues in using VR and AI in journalism (e.g., bias, privacy, accuracy). Legal considerations: copyright, data protection, and user consent. Best practices for ethical journalism with emerging technologies.		
<b>III</b>	<b>Module III Critical Analysis and Evaluation</b>		<b>10</b>	<b>25</b>
	9	<b>Evaluating VR Journalism</b> Criteria for evaluating VR journalism projects: immersion, interactivity, narrative quality. Analysing audience engagement and impact.		
	10	<b>Evaluating AI Journalism</b> Criteria for evaluating AI-generated content: accuracy, relevance, creativity. Analysing the impact of AI on journalistic practices and audience trust.		
	11	<b>Comparative Analysis</b> Comparing traditional journalism with VR and AI-enhanced journalism. Strengths and weaknesses of VR and AI in journalism. Future trends and potential developments.		
	12	<b>Ethical and Social Implications</b> Ethical implications of AI and VR in journalism: misinformation, deep fakes, and manipulation.		

		Social implications: accessibility, digital divide, and public trust. Strategies for responsible journalism in the age of AI and VR.		
<b>IV</b>	<b>Module IV Advanced Projects and Professional Practice</b>		<b>15</b>	<b>15</b>
	16	<b>Project Planning and Development</b> Concept development and project planning for VR and AI journalism. Creating storyboards, scripts, and project proposals. Pre-production considerations: research, resource allocation, and timelines.		
	17	<b>Advanced VR Content Creation</b> Advanced techniques in VR content creation: interactive elements, multi-user experiences. Integration of 3D models, animations, and special effects. Post-production: editing, sound design, and publishing VR content.		
	18	<b>Advanced AI Applications</b> Using AI for investigative reporting: pattern recognition, anomaly detection. Tools and techniques for large-scale data analysis. Integrating AI with other technologies (e.g., AR, IoT) for enhanced journalism.		
<b>V</b>	<b>Module V Teacher Specific Module (Practicum)</b>		<b>10</b>	
		<b>Directions</b>		
	1	Creation of a comprehensive VR or AI journalism project.		
	2	Development of a professional portfolio showcasing VR and AI projects.		

## Assessment Rubrics

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continuous Evaluation</b>	<b>30</b>
<b>A. Theoretical Assessment :10 marks</b>	
1. Test Papers: 6	
2. Library Assignments:2	
3. Classroom Engagements: 2	
<b>B. Practicum: 20 marks</b>	
<b>Total</b>	<b>100</b>

## Essential Readings

1. Timothy Jung and M. Claudia Tom Dieck (eds), *Augmented reality and virtual reality: Empowering human, place, and business*. Springer, 2017.
2. Melanie Mitchell, *Artificial intelligence: A guide for thinking humans*. Farrar, Straus and Giroux, 2019.
3. Mark Briggs, *Journalism next: A practical guide to digital reporting and publishing* (4th ed.). CQ Press, 2016.
4. John Pavlik, *Virtual reality journalism: From theory to practice*. Routledge, 2021.
5. Klaus Schwab, *The fourth industrial revolution*. Crown Business, 2017.

### Suggested Readings

1. *The Journal of Media Innovations*, University of Oslo, Department of Media and Communication.
2. Nonny de la Peña, *Immersive journalism: Immersive virtual reality for the first-person experience of news*, 2015.
3. Nicholas Diakopoulos, *Automating the news: How algorithms are rewriting the media*. Harvard University Press, 2019.
4. *Digital Journalism* (Journal), Taylor & Francis.

### Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	1	1
	2	2	1,2
	3	1	2
	4	5	3
Module	Unit	Reference No.	Suggested Readings
2	1	3	3
	2	3	1,3
	3	2	2,3
	4	1	2
Module	Unit	Reference No.	Suggested Readings
3	1	4	
	2	3	1
	3	2	1
	4	4	3
Module	Unit	Reference No.	Suggested Readings
4	1	3	3
	2	3	2
	3	2	1
	4	1	1

### Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
CO 1	✓		✓	✓
CO 2			✓	✓
CO 3	✓			✓
CO 4		✓		✓
CO 5	✓		✓	
CO 6		✓	✓	

**Employability for the Course:** The job market for professionals skilled in VR and AI in journalism is promising, with numerous opportunities across media, technology, and entertainment industries. By combining technical expertise with journalistic skills, individuals can position themselves at the forefront of innovative storytelling and media production. Continuous learning and staying updated with technological advancements will be key to success in this evolving field.

**Model Question Paper**  
**Virtual Reality and Artificial Intelligence in Journalism**

**Credits: 4**

**Maximum Time: 2 Hours**

**Maximum Marks: 70**

**Section A**

**[Answer any SIX. Each question carries 3 marks]**

**6x3 = 18**

1. Machine learning
2. Interactivity
3. Digital divide
4. Multi-user experience
5. Data analysis
6. Sound design
7. VR
8. Audience engagement

**Section B**

**[Answer any FOUR. Each question carries 6 marks]**

**4x6 = 24**

9. What are the principles of immersive storytelling?
10. Explain the principles of content personalization.
11. Give an overview of VR hardware and software.
12. Define AI and give a short history of AI.
13. How is AI applied in journalism?
14. Give the basics of 360-degree video production and editing.

**Section C**

**[Answer any TWO. Each question carries 14 marks]**

**2x14 = 28**

15. Explain the social and ethical implications of AI and VR in journalism.
16. AI-enhanced journalism has an edge over traditional journalism. Comment.
17. Give a critique of the use of AI in journalism

**KU8DSEJMC411**  
**Sports Journalism**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>VIII</b>	<b>Major Elective</b>	<b>400-499</b>	<b>KU8DSEJMC411</b>	<b>4</b>	<b>60</b>

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>4</b>	--	--	<b>30</b>	<b>70</b>	<b>100</b>	<b>2</b>

**Course Description**

This course covers the essentials of sports journalism, starting with beat reporting and its role in covering sports. It examines the history and impact of sports journalism in India. Students learn about the structure of a sports desk, the qualities of good sports editors and reporters, and editorial meeting dynamics. Practical skills include reporting, source development, interviewing, and pre-game, game and post-game reporting. Writing skills are developed for various media, including features, columns and profiles. Students complete practical assignments. This will equip them for a career in sports journalism

**Course Prerequisite: Sports Journalism**

1. **Journalism Fundamentals:** Proficiency in writing, interviewing and news reporting will be beneficial for success in this course.
2. **Sociological Awareness:** A basic knowledge of sports culture, its significance and its social impact is essential for comprehending the broader context of sports journalism.

**Course Outcomes (CO)**

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate an understanding of the foundational principles of sports journalism, including beat reporting and its significance in media coverage.	U	C	Instructor-created exams/ Quiz
CO2	Analyze the role of sports within the broader context of journalism and society, highlighting its cultural, social, and political impacts.	An	C	Group discussion

CO3	Critically assess the organizational structure of sports desks within media organizations, understanding the roles and responsibilities of various personnel.	E	C	Instructor created exam
CO4	Master interviewing skills and techniques necessary for conducting interviews with sports persons, coaches and other relevant figures	A	P	Instructor created mock interview
CO5	Create well-structured sports stories and produce multimedia content for various media formats.	C	P	Practical Assignment-students submit a variety of sports stories and multimedia content
<p><i>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</i>  <i>#- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</i>  <i>Metacognitive Knowledge (M)</i></p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	-	-	-	-	3	3	3	-	-	-	-
CO2	3	1	1	1	1	1	1	1	1	1	1	1	1
CO3	3	1	1	-	-	-	-	-	-	1	1	1	1
CO4	-	1	1	2	2	-	-	-	-	2	2	2	3
CO5	-	-	1	2	2	2	-	-	-	2	2	2	3

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

**Course Content**

**Content for Classroom Transaction:**

Module	Unit	Description	Hours (60)	Marks (70)
<b>I</b>	<b>Module I Fundamentals of Sports Journalism</b>		<b>12</b>	<b>10</b>
	1.	Beat reporting	2	
	2.	Sports as a beat	2	
	3.	Sports Journalism as a Career	2	
	4.	Historical Milestones in Indian Sports Journalism	3	
	5.	Impact of Sports on Society	3	

<b>II</b>	<b>Module II Sports Desk Operations</b>		<b>9</b>	<b>15</b>
	6.	Organizational structure of the sports desk	3	
	7.	Qualities of a Sports Editor	2	
	8.	Qualities of a Sports Beat Reporter	2	
	9.	Editorial Meetings	2	
<b>III</b>	<b>Module III Sports Reporting</b>		<b>11</b>	<b>20</b>
	10.	Responsibilities of a Sports Beat Reporter	2	
	11.	Developing and Managing Sources	2	
	12.	Interviewing Skills and Techniques	3	
	13.	Pre-game, Game and Post-game Reporting	4	
<b>IV</b>	<b>Module IV Sports Writing</b>		<b>18</b>	<b>25</b>
	14.	Structure of Sports Stories	3	
	15.	Types of Leads in Sports	3	
	16.	Differences in writing for Print, Broadcast and Online Media	4	
	17.	Feature Writing	3	
	18.	Column Writing	2	
	19.	Profile Writing	3	
<b>V</b>	<b>Module V Teacher Specific Module (Practicum)</b>		<b>10</b>	
	20.	Writing Match Report/ Feature/ Profile	2	
	21.	Creating Multimedia Content (Audio-Visual/ Photo Stories/ Documentary)	4	
	22.	Conducting Interviews and Producing Broadcast Pieces	4	

### Assessment Rubrics

<b>Evaluation type</b>	<b>Marks</b>
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continues Evaluation</b>	<b>30</b>
<b>A. Theoretical Assessment:10 marks</b>	
1. Test Papers: 6	
2. Library Assignments :2	
3. Classroom Engagements: 2	
<b>B. Practicum: 20 Marks</b>	
<b>Total</b>	<b>100</b>

### **Essential Readings**

1. Kathryn T. Stofer, James R. Schaffer & Brian A. Rosenthal, An Introduction to Reporting and Writing, The Rowman & Littlefield Publishing Group, Inc. [www.rowmanlittlefield.com](http://www.rowmanlittlefield.com).
2. Rob Steen, Jed Novick & Huw Richards, Routledge Handbook of Sports Journalism, First published, Routledge (2021)
3. Raymond Boyle, Sports Journalism: Context and Issues, SAGE Publications India Pvt Ltd.
4. Phil Andrews, Sports Journalism: A Practical Introduction, 2nd Edition, SAGE Publications Ltd (2013).

5. Patrick S. Washburn, Chris Lamb, Sports Journalism: A History of Glory, Fame and Technology, Board of Regents of the University of Nebraska, 2020.
6. William P. Cassidy, Sports Journalism and Women Athletes: Coverage of Coming Out, <https://doi.org/10.1007/978-3-030-30526-0>.
7. Kevel. J Kumar, Mass communication in India, JAICO, Jaico Publishing House, 5th edition (2020).
8. Ramón Spaaij, The Social Impact of Sport, 1st Edition, Kindle Edition.

### Suggested Readings

1. Boria Majumdar, Indian Cricket Through the Ages
2. Conrad Fink, Sports Writing
3. R.G. Goel, Encyclopedia of Sports and Games
4. Goodwill, Great Sports Personalities of the World

### Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	7	1
	2	4	2
	3	2,3,4	2
	4	5	4
	5	3, 8	4
Module	Unit	Reference No.	Suggested Readings
2	1	2,4	2
	2	3	2,3
	3	2,3	2
	4	2	2
Module	Unit	Reference No.	Suggested Readings
3	1	1,2	2
	2	1,2	2
	3	1	2
	4	1	2
Module	Unit	Reference No.	Suggested Readings
4	1	1,4	2
	2	1,4	2
	3	1,4	2
	4	1,4	2
	5	1,4	2
	6	1,4	2

## Mapping of Cos with Assessment Rubrics

	Internal Exam	Assignment	Group discussion	Mock interview	End Semester Examination
CO 1	✓				✓
CO 2			✓		✓
CO 3	✓				✓
CO 4				✓	✓
CO 5		✓			

**Employability for the Course:** The job market for sports journalism is so wide and the career opportunities include roles like sports writer, sports commentator, sports reporter, or sports editor. These positions allow you to work for various media outlets, including newspapers, magazines, websites, and broadcast networks.

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### Model Question Paper Sports Journalism

Credits: 4

Maximum Time: 2 hours

Maximum Marks: 70

#### Section A

[Answer any SIX. Each question carries 3 marks]

6X3= 18

1. Define the term "Beat reporting" in the context of sports journalism.
2. Explain the concept of "Sports as a beat" and its significance for sports reporters.
3. Discuss the career prospects and opportunities in sports journalism.
4. Highlight one historical milestone in Indian sports journalism and its impact.
5. How does sports journalism contribute to the societal impact of sports?
6. Briefly summarize the key points for Game reporting.
7. Why is economic impact important in sports journalism?
8. Discuss the importance of technical knowledge in sports journalism.

#### Section B

[Answer any FOUR. Each question carries 6 marks]

4X6= 24

9. Discuss the responsibilities of a sports reporter.
10. How do cultural specifications shape journalistic practices in sports reporting?
11. Trace the historical evolution of sports journalism in India.

12. Analyze the organizational structure of a sports desk.
13. Discuss the best practices for storytelling in sports journalism, particularly in rural settings.
14. How can types of lead enhance the writing of sports events?

### **Section C**

[Answer any TWO. Each question carries 14 marks]

2x14=28

1. Analyze and differentiate the structures of sports stories from those of general story writing, providing examples to illustrate your points.
2. Evaluate the distinct approaches in writing for Print, Broadcast, and Online Media, and explain how each medium influences the style and presentation of information.
3. Explain how improving the source-journalist relationship can enhance sports reporting practices.

**KU8DSEJMC412****BUSINESS JOURNALISM**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>VIII</b>	<b>Major Elective</b>	<b>400-499</b>	<b>KU8DSEJMC412</b>	<b>4</b>	<b>60</b>

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>4</b>	<b>—</b>	<b>-</b>	<b>30</b>	<b>70</b>	<b>100</b>	<b>2</b>

**Course Description**

This course introduces students to the principles and practices of business journalism, focusing on reporting, writing, and analysing business and economic news. Students will explore the role of the media in covering financial markets, corporate activities, economic trends, and their impact on society.

**Course Prerequisite**

1. Basic understanding about business and concepts
2. Proficiency in writing and communication skills

**Course Outcomes (CO)**

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Assess- Evaluating the credibility and relevance of sources and information in business news reporting.	U	C	Instructor-created exams/ Quiz
CO2	Analyse- understanding the financial statements, economic indicators, and market trends to interpret and report on business events accurately.	An	C	Seminar Presentation/ Home Assignments
CO3	Recognise- identifying the key business concepts, terminology, and industry practices essential for effective business journalism.	A	C	Seminar Presentation / Group Tutorial Work

CO4	Critique - Critique business news articles and reports for accuracy, bias, and depth of coverage.	E	C	Instructor-created exams/ Home Assignments
CO5	Create: preparing compelling and well-researched business news stories, features, and investigative reports across various media platforms	C	P	OneMinute Reflection Writing assignments
CO6	Gain proficiency in the use of digital tools and data analysis techniques essential for modern business journalism.	C	P	Practical Assignment
<p><b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</b>  <b># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</b>  <b>Metacognitive Knowledge (M)</b></p>				

### Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	1	3	-	3	3	-	-	-	3	3	2
CO2	-	3	3	3	3	3	2	1	3	1	2	2	2
CO3	2	2	2	-	-	3	3	1	3	-	2	2	1
CO4	3	3	3	-	3	2	3	1	1	1	3	1	3
CO5	-	3	-	3	1	3	3	3	3	3	-	3	2
CO6	3	-	3	3	3	3	1	2	2	2	3	1	-

### \*Correlation Levels

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

## Course Content

### Content for Classroom Transaction:

Module	Unit	Description	Hours (60)	Marks (70)
<b>I</b>	<b>Module I Introduction to Business Journalism</b>		<b>10</b>	<b>15</b>
	1	Overview of business journalism		
	2	Importance of business journalism in society		
	3	Distinction between business news and general news		
	4	Role of a business journalist		

	5	Role of business journalism in informing and educating the public		
	6	Basics of financial markets- Stock exchanges, commodities, and currency markets		
	7	Reading financial statements		
	8	Financial institutions - Central bank (RBI), finance ministry, Ministry of Corporate Affairs		
<b>II</b>	<b>Module II Economic Indicators and Branches of Business Journalism</b>		<b>15</b>	<b>15</b>
	9	Economic indicators, such as GDP, inflation, and unemployment rates		
	10	Major Economic Indicators: Leading indicators, Coincident indicators, Lagging indicators		
	11	Government Statistics and Reports, International Economic Issues,		
	12	Data Analysis and Visualization		
	13	Branches of Business Journalism: Financial Journalism, Market Analysis and Reporting, Entrepreneurship Journalism, Consumer Affairs Journalism, Business and Technology		
	14	Economic indicators, such as GDP, inflation, and unemployment rates		
<b>III</b>	<b>Module III Understanding Emerging Technologies</b>		<b>10</b>	<b>25</b>
	15	AI, Web3, crypto currency		
	16	Cyber security, Space, Consumer electronics, Telecom		
	17	ESG (environment, sustainability and governance) an emerging theme in the context of climate change		
	18	The Metaverse and its Implications for Business		
	19	Cybersecurity Threats and the Importance of Data Protection		
	20	The Creator Economy and the Business of Influencers		
<b>IV</b>	<b>Module IV Interviewing, Reporting and Writing Skills in Business Journalism</b>		<b>15</b>	<b>15</b>
	21	Characteristics of Business Journal Editing and Designing of Business Journals		
	22	Qualities of Effective Business Articles		
	23	Preparing for an interview, Research techniques and Developing effective questions		
	24	Analysing successful and unsuccessful business interviews		
	25	Interview of Business Personalities		
	26	Preparing Business Letters, Features, Annual Reports, Business Columnists, Panel Discussion, Budget, Stock Markets		
27	Ethics and Social Responsibilities of in Business Journalism			
<b>V</b>	<b>Module V Teacher Specific Module (Practicum)</b>		<b>10</b>	
		<b>Directions</b>		
	1	Conduct an interview with an expert in the field of business journalism, synthesize your research, and write		

		compelling business news story.		
	2	Students will complete writing assignments that require them to analyze business data, write news articles in a clear and concise style, and develop engaging features.		

### **Assessment Rubrics**

<b>Evaluation Type</b>	<b>Marks</b>
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continuous Evaluation</b>	<b>30</b>
<b>A. Theoretical Assessment: 10 marks</b>	
1. Test Papers: 6	
2. Library Assignments: 2	
3. Classroom Engagements: 2	
<b>B. Practicum: 20 marks</b>	
Total	<b>100</b>

### **Essential Readings**

1. Keith Hayes, *Business journalism: How to Report on Business and Economics*, Springer, 2014
2. Chris Roush, *The Future of Business Journalism: Why it Matters for Wall Street and Main Street*, Georgetown University Press, 2022
3. Robert Reed and Glenn Lewin, *Covering Business: A Guide to Aggressively Reporting on Commerce and Developing a Powerful Business Beat*, Marion Street Press, 2005
4. Jay Taparua , *Understanding Financial Statements: A Journalist's Guide*, Marion Street Press, 2004
5. Paul Addison, Jennifer Sondag, Cherian Thomas, Carolina Wilson, *The Bloomberg Guide to Business Journalism*, Columbia University Press, 2024
6. Alan Pearce, "*Digital Media and Reporting Conflict: Blogging and the BBC's Coverage of War and Terrorism*", Palgrave Macmillan, 2017.
7. Ramesh Saxena, "*Emerging Trends in Business Communication*", Himalaya Publishing House, 2019.
8. Robert W. Picard, "*Digital Media and Innovation: Management and Design Strategies in Communication*", SAGE Publications, 2019.
9. Erik Brynjolfsson and Andrew McAfee, "*The Second Machine Age: Work, Progress, and Prosperity in a Time of Brilliant Technologies*," W. W. Norton & Company, 2014.

### **Suggested Readings**

1. Chris Roush , *Show Me the Money: Writing Business and Economics Stories for Mass Communication*,. Routledge, 2010 (second edition).
2. Terri Thompson, *Writing about Business: The New Columbia Knight-Bagehot Guide to Economics and Business Journalism*, Columbia University Press, 2001

3. Don Tapscott and Alex Tapscott, "*Blockchain Revolution: How the Technology Behind Bitcoin Is Changing Money, Business, and the World*," Portfolio, 2016.
4. Paul Mason, "*Postcapitalism: A Guide to Our Future*," Farrar, Straus and Giroux, 2015.
5. Jeffrey Sachs, "*The Age of Sustainable Development*," Columbia University Press, 2015.

### Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	3,4,5	2
	2	3,4,5	
	3	3,4,5	
	4	3,4,5	
	5	3,4,5	
	6	3,4,5	
	7	3,4,5	
	8	3,4,5	
Module	Unit	Reference No.	Suggested Readings
2	9	8,9	4,5
	10	8,9	
	11	6	
	12	8,9	4,5
	13	8,9	
	14	8,9	
Module	Unit	Reference No.	Suggested Readings
3	15	6,7,8	
	16	6,7,8	
	17	6,7,8	4
	18	6,7,8	
	19	6,7,8	5
	20	6,7,8	4,5
Module	Unit	Reference No.	Suggested Readings
4	21	1,2	1
	22	1,2	2
	23	1,2	2
	24	1,2	1
	25	1,2	2
	26	1,2	2
	27	1,2	2

### Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
CO 1	✓			✓
CO 2				✓
CO 3	✓			✓

<b>CO 4</b>		✓		
<b>CO 5</b>	✓		✓	✓

**Employability for the Course:** The Business Journalism course equips students with the essential skills to analyze and report on complex financial and economic issues, making them highly valuable in the media industry. Graduates will be proficient in creating compelling business content for various platforms, enhancing their employability in news organizations, financial publications, and digital media outlets. Additionally, the course's focus on data analysis and digital tools prepares students for roles in corporate communications, public relations, and content creation for business-centric audiences.

### Model Question Paper

#### BUSINESS JOURNALISM

Credits: 4

Maximum Time: 2 hours

Maximum Marks: 70

#### Section A

[Answer any **SIX**. Each question carries 3 marks]

6X3= 18

1. Cyber security
2. AI
3. RBI
4. Metaverse
5. NCLAT
6. GDP
7. Web3
8. Economic Indicators

#### Section B

[Answer any **FOUR**. Each question carries 6 marks]

4X6= 24

9. Why is it important for consumers to be informed about business news?
10. Evaluate the functions of the Finance Ministry and the Ministry of Corporate Affairs in shaping economic policy.
11. Discuss the role of small businesses and consumers in driving economic growth.
12. Evaluate the functions of the Finance Ministry and the Ministry of Corporate Affairs in shaping economic policy.
13. How do social media influencers and financial news outlets influence investor sentiment in the stock market?
14. Analyse the importance of business journalism in shaping public opinion and economic policies.

### Section C

[Answer any **TWO**. Each question carries 14 marks] 2x14=28

15. Discuss the challenges business journalists face in making complex financial information accessible to a broad audience.
16. The rise of AI, Web3, and the Metaverse presents both opportunities and challenges for businesses. Discuss the potential impact of these emerging technologies on different sectors.
17. Examine the ethical responsibilities of business journalists in reporting accurate and unbiased news.

**KU8DSEJMC413**  
**Film Journalism**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>VIII</b>	<b>Major Elective</b>	<b>400-499</b>	<b>KU8DSEJMC413</b>	<b>4</b>	<b>60</b>

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>4</b>	—	-	<b>30</b>	<b>70</b>	<b>100</b>	<b>2</b>

**Course Description**

In the field of feature writing, specialised reporting is vital. One type of such specialised reporting is Film Journalism. The course offers the students the opportunity to learn various journalistic techniques associated with cinema. The course equips the students with the ability to prepare reports and features for different media outlet.

**Course Prerequisite**

1. An understanding of cinema and film studies
2. An ability to write news reports and features and conduct interviews for different media

**Course Outcomes (CO)**

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate an understanding of the important film industries and apply that knowledge while cultivating the sources	U	C	Instructor-created exams / Quiz
CO2	Enlist major film festivals and film awards, organised both by the governments and private organisations and utilise the list as documented sources	R, U, An	C	Seminar Presentation/ Home Assignments/ Instructor-created exams
CO3	Exhibit a thorough objectivity by gaining perceptive on star system	U, C	C	Seminar Presentation
CO4	Prepare news stories and features with objectivity for different media platforms	A	C	Practical Assignment/ Home

	based on promotional materials and information from alternative sources.			Assignments
CO5	Conduct interview programme for different media platforms including independent online platforms	A	P	Writing assignments/ Practical assignments
CO6	Prepare film review for different media platforms including independent online platforms.	A	P	Practical Assignment
<p><i>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</i>  <i># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</i>  <i>Metacognitive Knowledge (M)</i></p>				

**\* Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	-	2	-	3	-	-	2	-	-	1	2
CO2	3	-	-	2	-	-	-	1	-	-	-	-	1
CO3	2	-	1	1	-	-	-	2	2	-	2	-	-
CO4	-	2	2	2	2	3	-	-	1	-	-	1	-
CO5	-	2	2	1	2	3	-	3	-	-	-	-	-
CO6	-	2	2	1	2	3	1	-	1	-	-	2	1

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

**Course Content**

**Content for Classroom Transaction:**

Module	Unit	Description	Hours (60)	Marks (70)
I	<b>Module I Understanding film</b>		<b>15</b>	<b>15</b>
	1	Film journalism as a part of cultural journalism, film magazines		
	2	Understanding the contemporary cinema industry		
	3	Understanding Indian cinema industry- Bollywood, South Indian Industries, Alternatives to industries		
	4	Recent trends in film distribution – OTT, social media		

		promotions		
	5	Film festivals – Cannes, Berlin, IFFI, IFFK, JIFF, VIBGYOR		
	6	Awards- Central and state film awards		
	7	Popular awards- OSCAR Academy award, Film fare award		
	8	Film societies- past and present – Film Society of India, FIPRESCI, regional film societies		
	9	Star system		
<b>II</b>	<b>Module II News story and feature writing on Cinema</b>		<b>10</b>	<b>15</b>
	10	News report (print, TV report and online report) on cinema- based on promotional materials, based on controversy, Finding sources from alternative cinema		
	11	Preparing news report on film festivals- print, TV report and online report- curtain raisers and closing ceremonies of film festivals, day to day events of film festivals		
	12	Preparing a feature on cinema- Print, TV and online- idea, research, data collection, execution <ul style="list-style-type: none"> <li>• TV features- production/shooting, post production- editing, effects</li> <li>• Online- incorporating multimedia</li> <li>• Preparing podcast- recording, editing, selection of the platform</li> </ul>		
<b>III</b>	<b>Module III Conducting Interviews</b>		<b>10</b>	<b>20</b>
	13	Conducting interview programme for print media, radio, TV- research, questions, interview techniques, writing the script Scope and limitations of radio and TV while conducting the interview		
	14	Conducting an online interview Utilising online platforms for independent interview Podcast interview		
<b>IV</b>	<b>Module IV Reviewing films.</b>		<b>15</b>	<b>20</b>
	15	Quick recall of film language- plot, character, camera placement/angle, colour, sound and effects, Additional meaning		
	16	Film reviewing- summary, analysis of plot elements, identifying the additional meaning on the basis of visual language		
	17	Writing review- introduce your point- pros and cons of the film, substantiate the point and conclude		
	18	Utilising online platforms for sharing independent reviews- social media and YouTube		

V	Module V Teacher Specific Module (Practicum)		10
	Directions		
	1	Prepare a news feature for an online media on any of the film event	
2	Prepare a review of a film		

### **Assessment Rubrics**

Evaluation Type	Marks
End Semester Evaluation	70
Continuous Evaluation	30
<b>A. Theoretical Assessment: 10 marks</b>	
1. Test Papers: 6	
2. Library Assignments: 2	
3. Classroom Engagements: 2	
<b>B. Practicum: 20 marks</b>	
Total	<b>100</b>

### **Essential Readings**

1. <https://medium.com/afterthought/cinema-journalisms-universal-language-is-a-future-of-journalism-38f521ce67c6>
2. [https://www.culturopedia.com/film-journalism/#google\\_vignette](https://www.culturopedia.com/film-journalism/#google_vignette)
3. <https://www.yellowbrick.co/blog/journalism/the-art-of-film-journalism-unveiling-the-secrets-of-reporting>
4. <https://cultureincrisis.org/projects/preserving-the-history-of-indian-cinema-through-digitising-early-urdu-film-magazines>
5. <https://www.thehindu.com/features/metroplus/the-people-who-brought-stars-to-the-earth/article6489090.ece>
6. Andrew Dix, *Beginning Film Studies*, 2<sup>nd</sup> Edition, Manchester University Press, 2016
7. Ranjani Mazumdar, *Bombay Cinema: An archive of the city*, Permanent Black, 2007
8. S. Theodore Bhasker, *History through the lens: Perspectives on South Indian cinema*, Orient Blackswan, 2009
9. Marijke de Valck (Editor), Brendan Kredell (Editor), Skadi Loist (Editor), *Film Festivals- History, theory, Method , Practice*, Routledge, 2016
10. Dr, Tarun Chauhan et al, *OTT platforms and Digital media (Second chapter)* Ishaan Arts and production, 2022
11. Jolly, A, *Broadcasting in 21<sup>st</sup> Century*, Routledge, 2009
12. Smith, A, M, *Electronic Media: An introduction*, Routledge, 2009

### **Suggested Readings**

1. James Monaco, *How to read a film*, (30<sup>th</sup> edition). Oxford University Press, 2009
2. Aysha Iqbal Viswamohan. (Ed), *Mira Nair and the Cinema of Postcolonial Spectacle.* Women Filmmakers in Contemporary Hindi Cinema: Looking Through Their Gaze, Palgrave Macmillan, 2023, pp.179-192.
3. Raveendran, *Cinemayude Rashtreyam*, Bodhi Publications, 1990
4. Cheriyan V.K, *Indian Film Society Movement*, Sage Publications, 2016
5. Jhunjhunwala, S, *Introduction to Broadcasting*, Pearson Educational India, 2013

## Reference Distribution

<b>1</b>	<b>Module</b>	<b>Unit</b>	<b>Reference No.</b>	<b>Suggested Readings</b>
		1	1,2,3,4,5	4
		2	6	3
		3	7,8	2
		4	10	1
		5	9	3
		6	8	4
		7	8	1
		8	1,3	4
	9	6	2	
<b>2</b>	<b>Module</b>	<b>Unit</b>	<b>Reference No.</b>	<b>Suggested Readings</b>
		1	11	1
		2	12	3
		3	11,12,2	2
		4	12,3	2,3
		5	4	1,3
<b>3</b>	<b>Module</b>	<b>Unit</b>	<b>Reference No.</b>	<b>Suggested Readings</b>
		1	12	5
		2	12	5
		3	11	4,5
		4	3	1
		5	12,4	4
<b>4</b>	<b>Module</b>	<b>Unit</b>	<b>Reference No.</b>	<b>Suggested Readings</b>
		1	6	1,2,3
		2	4,5	1,2,3
	3	4	1,2,3	

## Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
<b>CO 1</b>	✓			✓
<b>CO 2</b>	✓	✓		✓
<b>CO 3</b>	✓	✓		✓
<b>CO 4</b>		✓	✓	✓
<b>CO 5</b>		✓	✓	
<b>CO6</b>		✓	✓	

**Employability for the Course:** Cinema is one of the most important cultural events in our society. At the same time, film journalism limits to unreasonable promotion. The course equips the film journalists with neutral perspective. The online media platform offers a plethora of contents centred on films. It will be possible for the new, impartial film journalists to carve out a place in this industry.

**Model Question Paper**  
**Film Journalism**

Credits: 4

Maximum Time: 2 hours

Maximum Marks: 70

**Section A**

*[Answer any **SIX**. Each question carries 3 marks]*

6X3= 18

1. Bollywood
2. 'Chithrabhoomi'
3. C Space
4. Chalachithra Academy
5. Devil's Advocate method
6. Partial script
7. Monsoon Media
8. Chithralekha

**Section B**

*[Answer any **FOUR**. Each question carries 6 marks]*

4X6= 24

9. How does a film journalist utilise promotional materials of a cinema as a source?
10. Prepare 12 questions for a print media interview to interview a director of your choice.
11. Does colour communicate? Explain the communication element of colour with an example.
12. Prepare a curtain raiser for the current IFFK
13. You are preparing a news feature for an online media platform. Explain the methods to enrich the feature.
14. Explain the role of camera angle in creating additional meaning.

**Section C**

*[Answer any **TWO**. Each question carries 14 marks]*

2x14=28

15. Explain the scope of Film journalism in the current scenario.
16. Prepare a review of a film you have watched recently.
17. What are the important things to be noted while writing a review?

## KU8DSEJMC414

### DATA JOURNALISM

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VIII	Major	400-499	KU8DSEJMC414	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	—	-	30	70	100	2

#### Course Description

This course introduces students to the fundamental concepts, tools, and techniques of data journalism. It emphasizes practical skills in collecting, analysing, and visualizing data to tell compelling stories. Students will also learn about the ethical considerations and best practices in data journalism.

#### Course Prerequisite

1. Basic knowledge of journalism principles.
2. Familiarity with digital tools and basic data handling.
3. Introductory course in statistics or equivalent.

#### Course Outcomes (CO)

CO	Expected Outcome	Learning Domains	Knowledge Category#	Evaluation Tools used
CO1	Identify key concepts and terminology in data journalism.	R	F	Instructor-created exams / Quiz
CO2	Explain the role and significance of data in journalistic practices.	U	C	Instructor-created exams / Home Assignments/ One Minute Reflection Writing
CO3	Utilize basic data collection and analysis tools for journalism.	A	P	Practical Assignment Group Tutorial Work Home Assignments
CO4	Critically assess the reliability and validity of data sources.	An	M	Portfolio Evaluation / Seminar Presentation / Instructor-created exams
CO5	Evaluate the ethical considerations in data journalism practices.	E	M	Home Assignments / Group Tutorial Work /

				Instructor-created exams
CO6	Create compelling data-driven stories using appropriate visualization techniques.	C	C, P	Portfolio Evaluation Practical Assignment Seminar Presentation
<p><b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</b>  <b># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</b>  <b>Metacognitive Knowledge (M)</b></p>				

**\* Mapping of COs with PSOs and POs:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	1	1	1	-	-	-	2	1	-	1	-	1	1
CO2	2	3	2	1	2	1	2	2	3	2	2	2	2
CO3	2	2	2	1	1	1	2	3	2	3	2	2	-
CO4	3	2	2	1	-	2	2	2	2	-	3	2	2
CO5	3	2	2	2	2	3	2	2	2	2	2	3	2
CO6	2	3	2	-	1	-	2	2	2	3	2	2	-

**\*Correlation Levels**

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial/ High

**Course Content**

**Content for Classroom Transaction:**

Module	Unit	Description	Hours (60)	Marks (70)
<b>I</b>	<b>Module I Introduction to Data Journalism</b>		<b>10</b>	<b>15</b>
	1	Definition and importance of data journalism		
	2	History and evolution of data journalism		
	3	Key players and examples of impactful data journalism		
<b>II</b>	<b>Module II Data Collection and Sources</b>		<b>10</b>	<b>15</b>
	4	Types of data sources: primary and secondary		
	5	Techniques for data collection: surveys, interviews, public records		
	6	Ensuring data accuracy and reliability		
<b>III</b>	<b>Module III Data Analysis and Visualization</b>		<b>15</b>	<b>15</b>
	7	Basics of data analysis: statistical tools and software		

	8	Introduction to data visualization tools: charts, graphs, infographics		
	9	Best practices for presenting data visually		
<b>IV</b>	<b>Module IV Data Journalism in Practice</b>		<b>10</b>	<b>25</b>
	10	Integrating data into news stories		
	11	Writing compelling narratives based on data		
	12	Case studies of successful data journalism projects		
	13	Ethical issues in data collection and reporting		
	14	Ensuring privacy and data protection		
<b>V</b>	<b>Module V Teacher Specific Module (Practicum)</b>		<b>15</b>	
		<b>Directions</b>		
	1	Apply data collection and analysis techniques to uncover and report on a significant issue within the local community.		
	2	Create a compelling news article based on data analysis and visualization, demonstrating the integration of data into journalistic storytelling.		

### Assessment Rubrics

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
<b>Continuous Evaluation</b>	<b>30</b>
<b>A. Theoretical Assessment :10 marks</b>	
1. Test Papers: 6	
2. Library Assignments:2	
3. Classroom Engagements: 2	
<b>B. Practicum: 20 marks</b>	
<b>Total</b>	<b>100</b>

### Essential Readings

1. Philip Meyer, *Precision Journalism: A Reporter's Introduction to Social Science Methods*, Rowman & Littlefield Publishers, 2002.
2. Steve Doig, *Data Journalism: Inside the Global Future*, Routledge, 2015.
3. Paul Bradshaw, *The Data Journalism Handbook*, O'Reilly Media, 2012.
4. Alberto Cairo, *The Functional Art: An Introduction to Information Graphics and Visualization*, New Riders, 2012.
5. Jonathan Gray, Liliana Bounegru, and Lucy Chambers, *The Data Journalism Handbook 2: Towards a Critical Data Practice*, O'Reilly Media, 2019.

### Suggested Readings

1. Sarah Cohen, *Numbers in the Newsroom: Using Math and Statistics in News*, Investigative Reporters and Editors, 2001.
2. Nathan Yau, *Data Points: Visualization That Means Something*, Wiley, 2013.
3. David Herzog, *Data Literacy: A User's Guide*, SAGE Publications, 2015.

## Reference Distribution

Module	Unit	Reference No.	Suggested Readings
1	1	1	1
	2	1	1
	3	1	1
Module	Unit	Reference No.	Suggested Readings
2	1	3	
	2	3	
	3	3	
Module	Unit	Reference No.	Suggested Readings
3	1	4	2
	2	4	2
	3	4	2
Module	Unit	Reference No.	Suggested Readings
4	1	5	
	2	5	
	3	5,2	
	4	2	3
	5		3

## Mapping of COs with Assessment Rubrics

	Internal Exam	Assignment	Portfolio Evaluation	End Semester Examination
CO 1	✓			✓
CO 2	✓			✓
CO 3		✓		
CO 4			✓	✓
CO 5		✓		✓
CO 6			✓	

**Employability for the Course:** Graduates of a data journalism course will find diverse career opportunities in traditional and digital media, public relations, government, NGOs, and beyond. The skills gained from this course will not only prepare them for roles directly related to data journalism but also equip them for various positions that require strong analytical, storytelling, and digital literacy skills.

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**Model Question Paper**  
**Data Journalism**

Credits: 4

Maximum Time: 2 hours

Maximum Marks: 70

**Section A**

*[Answer any **SIX**. Each question carries 3 marks]*

6X3=18

1. Data Driven Story Telling
2. Reliability
3. FOIA Requests
4. Newsroom Data Journalist
5. Data Journalism
6. Data Mining
7. CAR
8. Critical Thinking

**Section B**

*[Answer any **FOUR**. Each question carries 6 marks]*

4X6= 24

9. Describe the evolution of data journalism and its impact on modern media.
10. Explain the process of data collection and analysis in journalism.
11. Discuss the ethical challenges faced by data journalists and how they can be addressed.
12. Describe the importance of data visualization techniques in presenting complex data.
13. Explain the role of technology in shaping the field of data journalism.
14. Discuss the skills and competencies required for a successful career in data journalism.

**Section C**

*[Answer any **TWO**. Each question carries 14 marks]*

2x14=28

15. Elaborate on the role of data journalism in addressing contemporary societal issues. Discuss how data-driven reporting can contribute to informed decision-making and social change.
16. Write a detailed analysis of the ethical considerations in data journalism, focusing on issues such as data privacy, accuracy, transparency, and bias. Provide examples and discuss strategies for maintaining ethical standards in data-driven reporting.
17. Discuss the significance of data-driven storytelling in engaging audiences.

**KU8RPHJMC415  
RESEARCHPROJECT**

<b>Semester</b>	<b>Course Type</b>	<b>Course Level</b>	<b>Course Code</b>	<b>Credits</b>	<b>Total Hours</b>
VIII	Research Project in Major Discipline	400-499	KU8RPHJMC415	12	360

**PROJECT IN HONOURS PROGRAMME**

- In BJMC Honours programme, the student has the option to do a Project of 12-credits instead of three Core Courses in Major in semester 8.
- The Project can be done in the same institution or in any other Higher Education Institution (HEI)/ Research Centre.
- A faculty member of the institution where the student is doing the Project should be the supervisor of the Project.
- In BJMC Honours Programme, the project can be done in any domains of print, broadcast or new media, or in any of advertising, public relations and film domains, planned, executed and documented systematically.

**PROJECT IN HONOURS WITH RESEARCH PROGRAMME**

- Students who secure 75% marks and above (equivalently, CGPA 7.5 and above) cumulatively in the first six semesters are eligible to get selected to Honours with Research stream in the fourth year.
- A relaxation of 5% in marks (equivalently, a relaxation of 0.5 grade in CGPA) is allowed for those belonging to SC/ ST/ OBC (non-creamy layer)/ Differently Abled/ Economically Weaker Section (EWS)/ other categories of candidates as per the decision of the UGC from time to time.
- In Honours with Research programme, the student has to do a mandatory Research Project of 12-credits instead of three Core Courses in Major in semester 8.

- A faculty member with a Ph.D. degree can supervise the research project of the students who have enrolled for Honours with Research. One such faculty member can supervise a maximum of five students in Honours with Research programme.

## **GUIDELINES**

1. Project can be in journalism and multimedia or in allied disciplines.
2. Project should be done individually.
3. There should be a minimum 240 hours of engagement from the student in the Project work in Honours programme.
4. There should be minimum 13 hrs./week of engagement (the hours corresponding to the three core courses in Major in semester 8) from the teacher in the guidance of the Project in Honours programme and Honours with Research programme.
5. The project proposal, institution at which the project is being carried out, and the project supervisor should be prior approved by the Department Council of the college where the student has enrolled for the UG Honours programme.
6. During the Project the students should make regular and detailed entries into a personal logbook through the period of investigation. The logbook will be a record of the progress of the Project and the time spent on the work. The Project supervisor should periodically examine and countersign the logbook.
7. All entries should be dated. The logbook and the typed report must be submitted at the end of the Project. A copy of the report should be kept for reference at the department. A soft copy of the report too should be submitted, to be sent to the external examiner in advance.
8. The project report shall have an undertaking from the student and a certificate from the research supervisor for originality of the work, stating that there is no plagiarism, and that the work has not been submitted for the award of any other degree/ diploma in the same institution or any other institution.
9. It is desirable, but not mandatory, to publish the results of the Project in a peer reviewed journal.

## STEPS IN RESEARCH PROJECT

The steps to be followed in research projects are:

- Identifying the research problem, getting formal approval, completing procedural requirements and formalities
- Literature review; identification of research gap, discussions, participation in seminars and conference, field visits etc.
- Designing a time-bound action plan for the research work and its approval from the faculty supervisor
- Finalizing the research problem, variables, concepts, title, objectives, population, samples, hypothesis or research questions, theoretical framework, methodology, source of data, data collection methods, data processing and analysis plan, chapterization and time line.
- Presentation of synopsis before the research approval committee of the department; modifications and finalization
- Developing the tool for data collection, pre-test and modifications
- Selection of sample
- Collection of data and information- quantitative, qualitative or mixed method
- Data processing and data analysis, testing hypothesis, interpretation, findings, suggestions
- Preparation of project report with references and all supporting documents like tools, photographs, newspaper cuttings, videos, etc.
- Submission of the draft to the organization supervisor/Department Supervisor
- Finalizing the draft research project report with suggestions/modifications/observations as proposed by the Supervisor
- Printing and hard binding of the research project report; certification should be authenticated by the Research Supervisors and the Head of the Department.
- Submission of the final research project report to the department
- Prepare a research paper based on your study and get it published in a UGC-CARE journal or do a national or international seminar/conference presentation. Submit the certificate copy or journal article copy to the department.
- Public presentation of the Research Project followed by the viva voce conducted by the university

## EVALUATION OF PROJECT

- The evaluation of Project will be conducted at the end of the eighth semester through both internal and external modes.
- The Project in Honours programme as well as that in Honours with Research programme will be evaluated for 300 marks. Out of this, 90 marks are from internal evaluation and 210 marks, from external evaluation.
- The internal evaluation of the Project work shall be done through continuous assessment mode by a committee internally constituted by the Department Council of the college where the student has enrolled for the UG Honours programme. 30% of the weightage shall be given through this mode. 70% of the weightage shall be awarded by the external examiner appointed by the University.

The **scheme of continuous evaluation** and the **end-semester viva-voce** of the Research Project shall be as given below:

Components of Evaluation of Project	Marks for the Research Project (Honours/Honours with Research)	Weightage
	12 Credits	
Continuous evaluation of project work through interim presentations and reports by the committee internally constituted by the Department Council	90	30%
End-semester viva-voce examination to be conducted by the external examiner appointed by the university	150	50%
Evaluation of the day-to-day records and project report submitted for the end-semester viva-voce examination conducted by the external examiner	60	20%
<b>Total Marks</b>	<b>300</b>	

## INTERNAL EVALUATION OF PROJECT

Sl. No	Components of Evaluation of Project	Marks for the Research Project (Honours with Research programme) 12 credits
1	Skill in Project Work Processing	30
2	Interim Presentations and Viva-Voce	20
3	Rigour, Punctuality and Logbook	20
4	Scheme/ Organization of Project Report	20
<b>Total Marks</b>		<b>90</b>

## EXTERNAL EVALUATION OF PROJECT

Sl. No	Components of Evaluation of Project	Marks for the Research Project Honours/Honours with Research programme 12 credits
1	Content and Relevance of the Project, Methodology, Quality of Analysis, Innovations, Validity and Reliability	50
2	Project Presentation	50
3	Project Report, Logbook and References	60
4	Viva-Voce	50
<b>Total Marks</b>		<b>210</b>

## Pathways for Journalism, Mass Communication and Multimedia

### Single/Double Minor Courses

#### Pool A: Journalism Minor Courses

SI	SEM	Course Code	Course Title
1	II	KU2DSCJMC111	Television News Scripting and Production
2	II	KU2DSCJMC112	Feature Writing for Print Media
3	II	KU2DSCJMC113	Online Journalism
4	II	KU2DSCJMC114	News Writing for Print Media

#### Pool B: Mass Communication Minor Courses

SI	SEM	Course Code	Course Title
1	I	KU1DSCJMC103	Film Appreciation
2	I	KU1DSCJMC104	News Media and Democracy
3	I	KU1DSCJMC105	Foundations of Mass Media
4	III	KU3DSCJMC205	Corporate Communication
5	III	KU3DSCJMC206	Advertising Basics

#### Pool C: Multimedia Minor Courses

SI	SEM	Course Code	Course Title
1	I	KU1DSCJMC102	News Photography
2	I	KU1DSCJMC106	Reels Communication & Popular Culture
3	III	KU3DSCJMC203	Documentary Film Production
4	III	KU3DSCJMC204	Print and Online Design

## BJMC

### Bachelor of Journalism with Multimedia and Communication

#### Subject Distribution Pool

Subject Pool	Semester	Course Code	Course Title
Journalism	I	KU1DSCJMC101	Fundamentals of Communication
	I	KU1DSCJMC104	News Media and Democracy
	I	KU1DSCJMC105	Foundations of Mass Media
	I	KU1MDCJMC107	Professional Journalism
	I	KU1MDCJMC109	Celebrity Journalism
	II	KU2DSCJMC110	Basics of Journalism
	II	KU2DSCJMC112	Feature Writing for Print Media
	II	KU2DSCJMC113	Online Journalism
	II	KU2DSCJMC114	News Writing for Print Media
	II	KU2MDCJMC115	Cyber Journalism
	III	KU3DSCJMC207	Fundamentals of Investigative Journalism
	III	KU3VACJMC208	Environment, Climate Change and Media
	III	KU3VACJMC209	Ethics in Media
	III	KU3VACJMC210	Media and Gender
	IV	KU4DSCJMC211	Script Writing
	IV	KU4VACJMC214	Media and Civic Engagement
	IV	KU4VACJMC215	Media for Social Change
	IV	KU4VACJMC216	Citizen Journalism
	IV	KU4SECJMC218	Media Content Writing
	V	KU5DSCJMC301	Reporting for Print Media
	V	KU5DSCJMC302	Reporting for Broadcast and New Media
	V	KU5DSEJMC304	Creative Writing
	VII	KU7DSCJMC403	Entrepreneurial Journalism in India
VII	KU7DSCJMC404	Theories and Models of Communication	

<b>Journalism</b>	VII	KU7DSCJMC405	Media Laws and Ethics
	VIII	KU8DSCJMC406	Media, Culture and Society
	VIII	KU8DSCJMC407	Technical Writing
	VIII	KU8DSCJMC408	Indian Constitution, Media and Politics
	VIII	KU8DSEJMC411	Sports Journalism
	VIII	KU8DSEJMC412	Business Journalism
	VIII	KU8DSEJMC413	Film Journalism
	VIII	KU8DSEJMC414	Data Journalism
	VIII	KU8RPHJMC415	Sports Journalism
<b>Mass Communication</b>	I	KU1DSCJMC103	Film Appreciation
	I	KU1MDCJMC108	PR Management
	II	KU2DSCJMC111	Television News Scripting and Production
	II	KU2MDCJMC117	Media Festival Curation & Anchoring
	III	KU3DSCJMC205	Corporate Communication
	III	KU3DSCJMC206	Advertising Basics
	IV	KU4SECJMC217	Vlogging
	V	KU5DSCJMC303	Editing for Print and Broadcast Media
	V	KU5DSEJMC307	Marketing Communication
	V	KU5DSEJMC308	PR and Corporate Communication
	V	KU5SECJMC309	Mobile Journalism
	V	KU5SECJMC310	News and Programme Anchoring
	VI	KU6DSCJMC311	Programme Production for Radio and TV
	VI	KU6DSCJMC312	Advertising Theory and Practice
	VI	KU6DSEJMC317	Film Studies

	VI	KU6DSEJMC318	Short Film and Documentary Production
<b>Mass Communication</b>	VI	KU6SECJMC319	Social Media Marketing
	VII	KU7DSCJMC401	Media and Communication Research
	VII	KU7DSCJMC402	Development Communication
	VIII	KU8DSEJMC409	Theatre and Dramatics
	VIII	KU8DSEJMC410	Virtual Reality and Artificial Intelligence in Journalism
<b>Multimedia</b>	I	KU1DSCJMC102	News Photography
	I	KU1DSCJMC106	Reels Communication and Popular Culture
	II	KU2MDCJMC116	Short Film Making
	III	KU3DSCJMC201	Introduction to Multimedia
	III	KU3DSCJMC202	Aesthetics of Photography
	III	KU3DSCJMC203	Documentary Film Production
	III	KU3DSCJMC204	Print and Online Design
	IV	KU4DSCJMC211	Design and Layout for Media
	IV	KU4DSCJMC213	Professional Photography and Cinematography
	IV	KU4SECJMC219	Social Media Content Creation and Digital Marketing
	V	KU5DSEJMC305	Web Designing
	V	KU5DSEJMC306	Graphic Designing
	VI	KU6DSCJMC313	Video Editing
	VI	KU6DSEJMC314	Animation and Motion Graphics
	VI	KU6DSEJMC315	Digital Content Creation
	VI	KU6DSEJMC316	Sound Design
VI	KU6SECJMC320	Visual Editing	