# THE UNIVERSITY OF BURDWAN

## SYLLABUS OF TWO-YEAR POSTGRADUATE PROGRAMME

## IN

## Mass Communication

*Under*

**Curriculum and Credit Framework for Postgraduate Programme (CCFPP), as per N.E.P. 2020**

# w.e.f. 2026 – 2027

# The University of Burdwan
# 2- Year PG Programme
# Mass Communication
**Semester wise and Course wise Distribution of Credit & Marks under CCFUP as per NEP, 2020**

## Semester I & II

| SEMESTER | Course Type | Code | Name of the Course | Credit | L – T - P | Marks | Marks Dist. Th. – Pr. - IA |
|---|---|---|---|---|---|---|---|
| I | Major/Core Course | **PG2MCMN1011 (400-499)** | Introduction to Communication Research | 6 | 5-1-0 | 75 | 60 –0 – 15 |
| | Major/Core Course | **PG2MCMN1012 (400-499)** | International Communication & Global Media | 6 | 5-1-0 | 75 | 60–0 – 15 |
| | Major/Core Course | **PG2MCMN1013 (400-499)** | Media, Culture and Society | 6 | 5-1-0 | 75 | 60 –0 – 15 |
| | Major/Core Course | **PG2MCMN1014 (400-499)** | Advocacy Communication | 6 | 5-1-0 | 75 | 60 –0 – 15 |
| | Minor Course | **PG2MCMN1021 (400-499)** | Introduction to Mass Media | 4 | 3-1-0 | 75 | 60 –0 – 15 |
| | **Total** | | | **28** | | **375** | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| II | Major/Core Course | **PG2MCMN2011 (400-499)** | Indian Knowledge System and Communication | 6 | 5-1-0 | 75 | 60 –0 – 15 |
| | Major/Core Course | **PG2MCMN2012 (400-499)** | Advance Media Studies | 4 | 3-1-0 | 75 | 60 –0 – 15 |
| | Major/Core Course | **PG2MCMN2013 (400-499)** | Media and Social Development | 4 | 3-1-0 | 75 | 60 – 0– 15 |
| | Major/Core Course | **PG2MCMN2014 (400-499)** | Media and Gender | 4 | 3-1-0 | 75 | 60 –0 – 15 |
| | Minor Course | **PG2MCMN2021 (300-399)** | CSR | 4 | 3-1-0 | 75 | 60 –0 – 15 |
| | **Total** | | | **22** | | **375** | |
| | **Grand total (Sem. I - VIII)** | | | **178** | | **3075** | |

# 2- year PG Programme

## Semester III-IV

**Semester wise and Course wise Distribution of Credit & Marks under CCFPP as per NEP, 2020**

**OPTION- I: Course-work in the 3rd Semester & Research Thesis/Project in the 4th Semester**

| SEM | Course Type | Code & Level | Name of the Course | Credit | L – T - P | Marks | Marks Dist. Th. – Pr. - IA |
|---|---|---|---|---|---|---|---|
| III | Major/Core Course | **PG2MCMN3011 (500-599)** | Digital Media and Technologies | 4 | 3-1-0 | 50 | 40 – 0 – 10 |
| | Major/Core Course | **PG2 MCMN 3012 (500-599)** | Peace Journalism for Conflict Resolution | 4 | 3-1-0 | 50 | 40 – 0 – 10 |
| | Major/Core Course | **PG2 MCMN 3013 (500-599)** | Newspaper Editing and Designing | 4 | 3-1-0 | 50 | 40 – 0 – 10 |
| | Major/Core Course | **PG2 MCMN 3014 (500-599)** | Reporting and Writing for Print and Digital Media | 4 | 3-1-0 | 50 | 40 – 0 – 10 |
| | Major/Core Course | **PG2 MCMN 3015 (500-599)** | Dissertation | 4 | 0-0-4 | 50 | 0 – 40 – 10 |
| | **Total** | | | **20** | | **250** | |
| IV | Research Thesis/ Project | **PG2 MCMN 4031 (500-599)** | Research Thesis/ Project | 20 | 0- 0- 20 | 250 | 0-250-0 Preparation & Submission of Research Thesis/ Project Report (12 Credits)-150 Marks, Seminar Presentation (50 Marks, 4 credits)& Viva-voce (50 Marks, 4 Credits)-100 Marks, 8 Credits |
| | Two-credit Compulsory Course | **PG2 MCMN 4041 (500-599)** | Community Engagement | (This shall not be taken into consideration in the calculation of SGPA and CGPA) | | | |
| | **Total** | | | **20** | | **250** | |

**OR**

**<u>OPTION- II</u>: Only Course- work in 3rd&4th Semesters**

| SEM | Course Type | Code & Level | Name of the Course | Credit | L – T - P | Marks | Marks Dist. Th. – Pr. - IA |
|---|---|---|---|---|---|---|---|
| III | Major/Core Course | **PG2 MCMN 3011 (500-599)** | Digital Media and Technologies | 4 | 3-1-0 | 50 | 40 – 0 – 10 |
| | Major/Core Course | **PG2 MCMN 3012 (500-599)** | Peace Journalism for Conflict Resolution | 4 | 3-1-0 | 50 | 40 – 0 – 10 |
| | Major/Core Course | **PG2 MCMN 3013 (500-599)** | Newspaper Editing and Designing | 4 | 3-1-0 | 50 | 40 – 0 – 10 |
| | Major/Core Course | **PG2 MCMN 3014 (500-599)** | Reporting and Writing for Print and Digital Media | 4 | 3-1-0 | 50 | 40 – 0 – 10 |
| | Major/Core Course | **PG2 MCMN3015 (500-599)** | Dissertation | 4 | 0-0-4 | 50 | 0 – 40 – 10 |
| | **Total** | | | **20** | | **250** | |
| IV | Major/Core Course | **PG2 MCMN 4011 (500-599)** | Telecast Media and Technologies | 4 | 3-1-0 | 50 | 40 – 0 – 10 |
| | Major/Core Course | **PG2 MCMN 4012 (500-599)** | Film Appreciation | 4 | 3-1-0 | 50 | 40 – 0 – 10 |
| | Major/Core Course | **PG2 MCMN 4013 (500-599)** | Public Health Campaign Design | 4 | 3-1-0 | 50 | 40 – 0 – 10 |
| | Major/Core Course | **PG2 MCMN 4014 (500-599)** | Ethics and Law for Indian Media | 4 | 3-1-0 | 50 | 40 – 0 – 10 |
| | Major/Core Course | **PG2 MCMN 4015 (500-599)** | Audio-Visual Production<br>Group A:<br>Film Production<br>OR<br>Group B:<br>Documentary Production | 4 | 0-0-4 | 50 | 0 – 40 – 10 |
| | Two-credit Compulsory Course | **PG2 MCMN 4041 (500-599)** | Community Engagement | (This shall not be taken into consideration in the calculation of SGPA and CGPA) | | | |
| | **Total** | | | **20** | | **250** | |

**OR**

**<u>OPTION-</u> III: Only Research Thesis/ Project in 3rd&4th Semesters**

| SEM | Course Type | Code & Level | Name of the Course | Credit | L – T - P | Marks | Marks Dist. Th. – Pr. - IA |
|---|---|---|---|---|---|---|---|
| **III** | Research Thesis/ Project | **PG2 MCMN 3031 (500-599)** | Research Thesis/ Project | 20 | 0-0-20 | 250 | 0-250-0 Preparation & Submission of Research Thesis/ Project Report (12 Credits)-150 Marks, Seminar Presentation (4 credits, 50 Marks) & Viva-voce (4 Credits, 50 Marks,)- 8 Credits, 100 Marks |
| **IV** | Research Thesis/ Project | **PG2 MCMN 4031 (500-599)** | Research Thesis/ Project | 20 | 0-0-20 | 250 | 0-250-0 Preparation & Submission of Research Thesis/ Project Report (12 Credits)-150 Marks, Seminar Presentation (4 credits, 50 Marks) & Viva-voce (4 Credits, 50 Marks,)- 8 Credits, 100 Marks |
| | Two-credit Compulsory Course | **PG2 MCMN 4041 (500-599)** | Community Engagement | (This shall not be taken into consideration in the calculation of SGPA and CGPA) | | | |
| | **Total** | | | **40** | | **500** | |
| **Grand Total** | | | | **90** | | **1250** | |

# Detailed Syllabus
## Semester – I

### Major Course (Core)
### Introduction to Communication Research (PG2MCMN1011)
**Full Marks: 75 (Theory: 60, Internal Assessment: 15)**
**Credit: 6 (L:5, T:1, P:0)**
**Lecture Hours: 60**

Course Objectives:

- To learn, analysis and critically think about various topics related to media communication
- To understand the core principles of research design, data collection, analysis etc.
- Will learn to design, write, execute and present research paper

| Unit | Topic | Details | Lecturer Hours |
|---|---|---|---|
| 1 | Introduction | • Nature and scope of communication research<br>• Concepts, Constructs, Variables, Types of variables<br>• Levels of measurement- nominal, ordinal interval and ratio<br>• Research Questions & Hypothesis | 10 |
| 2 | Research Design and Types | • Qualitative and Quantitative research<br>• Pure research and Applied research<br>• Descriptive research, Exploratory research, Correlation research, Explanatory research<br>• Literature Review: Importance & Research Gap | 10 |
| 3 | Sampling and Data Sources | • Types of Data: Primary and Secondary Data Sources<br>• Research Universe, Population and Sample<br>• Sampling - Probability and Non-Probability Sampling<br>• Sampling and Non-Sampling Error | 10 |
| 4 | Data Collection Method and Tools | • Qualitative Tools: IDI and FDG, Observation.<br>• Quantitative Tools: Surveys and Schedules<br>• Triangulation: Types and importance<br>• Questionnaire Design: Open-ended and Closed-ended; Likert scales<br>• Pilot Testing | 10 |
| 6 | Data Analysis and Report Writing | • Basics of Descriptive Statistics: Mean, Median, Mode, Co-relation, Standard Deviation<br>• Textual and Content analysis<br>• Data Visualization: Use of tables, bar graphs, pie charts, and info- graphics<br>• Report Writing: Structure of a research paper<br>• Bibliography and Referencing Styles | 10 |
| | Research Ethics | • Fundamental ethical principles<br>• Informed consent, confidentiality, and anonymity<br>• Plagiarism and Data Fabrication | 10 |
| | | Total | 60 |

**Reference:**

Earl Babbie. (2020). *The practice of social research* (15th ed.). Cengage Learning.

Arthur Asa Berger. (2019). *Media and communication research methods: An introduction to qualitative and quantitative approaches* (5th ed.). SAGE Publications.

John W. Creswell & J. David Creswell. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.

Michael Crotty. (1998). *The foundations of social research: Meaning and perspective in the research process.* SAGE Publications.

Klaus Bruhn Jensen. (Ed.). (2021). *A handbook of media and communication research: Qualitative and quantitative methodologies* (3rd ed.). Routledge.

C. R. Kothari. (2004). *Research methodology: Methods and techniques*. New Age International.

Roger D. Wimmer & Joseph R. Dominick. (2013). *Mass media research: An introduction* (10th ed.). Cengage Learning.

**Course outcome:**

After completing this course, students will be able to:

- Apply basic research methods to collect and analyse qualitative and/or quantitative data.
- Analyse and critically evaluate media texts, practices, and communication processes.
- Present research findings properly and effectively

**Semester - I**
**Major Course (Core)**
**International Communication & Global Media (PG2MCMN1012)**
**Full Marks: 75 (Theory: 60, Internal Assessment: 15)**
**Credit: 6 (L:5, T:1, P:0)**
**Lecture Hours: 60**

**Course Objective:**

1. To understand how political, economic and cultural dimensions are shaping and effecting global communication.
2. To have a proper understanding of global media dynamics in reference to technological, historical growth of international communication.
3. To help them understand how global media companies effecting and dominating indigenous media context and culture.

| Unit | Topic | Details | Lectures Hours |
|---|---|---|---|
| 1 | Basic concept of international communication | i. Political, economic and cultural dimensions of international communication.<br>ii. Problems and prospects of international communication. | 12 |
| 2 | UNESCO & Global Communication | i. UNO's Universal Declaration of Human Right and communication.<br>ii. New International Information and Communication order-Demand for NWICO.<br>iii. Mc Bride Commission and its report and impact | 12 |
| 3 | Media Globalization | i. Globalization and media globalization<br>ii. Effects of globalization on media systems and transnational media ownership<br>iii. Cultural imperialism and Media imperialism. | 12 |
| 4 | Global Media | i. International media conglomerates (such as Newscorp., Disney, Warner Brothers, Viacom, Netflix, Amazon, Alphabet, Meta etc.), issues of dominance, plurality, media freedom and balanced representation.<br>ii. Challenges of digital colonialism. | 12 |
| 5 | Impact of new communication technology | i. Global Village-concept and Reality<br>ii. Impact of Internet on global communication, new communication technologies.<br>iii. Changing pattern of global communication | 12 |
| | Total | | 60 |

**Reference:**

i. Hamelink, Cees : 'Cultural Autonomy in Global Communications', Longman, London,1983.
ii. Macbride, Sean, : 'Many Voices, One World', UNESCO,PARIS, 1980.
iii. Kumar Keval J & Biernatzki We: 'International News Flows: Communication Research Trends', Jaico Publishing House, 1999.
iv. Rogers Everett: Communication Technology The News Media in Society, Coller-Macmillan. London, 1988.
v. Singhal, Arvind& Rogers, Everett: India's Information Revolution, Sage Publications, New Delhi, 1989
vi. Mohammadi Ali( ed) : International Communication Globalisation, Sage Publications, 2003.
vii. McNair : Political Communication, Psychology Press, 2003.
viii. Moulana, Hamid : International information flow, Sage Publications, 1998.
ix. Boyd Barett : International News Agencies, Sage Publications, 1998 .
x. Fred E Jandt -Intercultural Communication, New York : Harper & Row, 1973
xi. Richard Mead- International Management Cross Cultural Dimensions, Wiley, 2005

**Course Outcomes:**

1. The students will be able to understand the role of international organizations in promoting free and balanced flow of communication worldwide.

2. They will have more clarity about challenges posed by digital colonialism and giant media companies.

3. Students will develop a better idea on different layers of global media dynamics.

**Semester - I**
**Major Course (Core)**
**Media, Culture and Society (PG2MCMN1013)**
**Full Marks: 75 (Theory: 60, Internal Assessment: 15)**
**Credit: 6 (L:5, T:1, P:0)**
**Lecture Hours: 60**

Course Objectives:

- Introduce students to the concept of communication to examine the functions and effects of mass media on individuals, society and culture.
- To develop an understanding of audiences and audience behaviour, analysing audiences as active or passive participants, as mass markets, and through key audience theories such as Uses and Gratifications.
- To equip students with tools for interpreting mass media texts, enabling critical analysis through media literacy, Marxist perspectives and psychoanalytic approaches.
- To examine media discourse and popular culture, focusing on media myths, realism, culture and sub-culture, the culture industry, and the role of mass media in shaping mass and popular culture, including issues of representation and discrimination.
- To analyse contemporary popular culture and postmodernism, exploring postmodern media practices, cultural populism, dialogical approaches to popular culture, and the influence of digital media on popular cultural forms.

| **Unit** | **Topic** | **Details** | Lecturer Hours |
|---|---|---|---|
| 1 | Media and society | Communication - Definition, nature and scope. Function of mass media. Effects of mass media on individual, society and culture-basic issues. | 12 |
| 2 | Audience Analysis | Audience: Active/Passive. Audience as a mass market. Theories of audience- Uses and Gratification etc. | 12 |
| 3 | Interpreting Mass Media | Media text and sub-text. Media Literacy. Marxist Approach to media analysis. Psychoanalysis. | 12 |
| 4 | Media discourse and popular culture | Media Myth - Media and realism. Culture and sub-culture. Culture Industry. Mass media and mass culture. Popular culture vs. People's culture. Popular texts - popular discrimination (gender, minorities, children). | 12 |
| 5 | Contemporary popular culture And postmodernism | Postmodernism and media. The ‘dialogical’ approach to popular culture; Cultural populism. Digital media and popular culture | 12 |
| | | Total | 60 |

Reading List:


1. Denis McQuail (1997) Audience Analysis. Sage Publication
2. Denis McQuail (1983) Mass Communication Theory. Sage Publication
3. Andy Ruddock (2001) Understanding Audiences: Theory and Method, 2001
4. Berger, Asa Authur (1998). Media Analysis Technique. Sage Publications
5. Grossberg, Lawrence et al (2006) Media-Making: Mass Media in a popular culture. Sage Publications
6. Jennings Bryant. Mary Beth Oliver (Ed) (2009) Media Effects: Advances in Theory and Research. II Edition. Routledge
7. John B. Thompson (1995) The Media and Modernity: A Social Theory of the Media. Polity Press
8. Potter, James W (1998) Media Literacy. Sage Publications
9. Paul Hodkinson (2017) 2nd ed. Media, Culture and Society. SAGE


Course outcome:

Through this course, students will be able to

- Critically examine communication and mass media by analysing their ideological functions, power structures and social consequences on individuals, culture and society.
- Critique audience theories and audience practices, evaluating the assumptions behind active/passive audience models and examining audiences as consumers within mass market and political-economic frameworks.
- Deconstruct mass media texts, identifying hidden meanings, ideologies, and power relations through media literacy, Marxist analysis and psychoanalytic perspectives.
- Critically analyse media discourse and popular culture, interrogating media myths, realism, the culture industry and forms of representation, marginalization and discrimination related to gender, minorities, and children.
- Evaluate contemporary popular culture through postmodern and cultural populist frameworks, critically assessing the role of digital media, dialogical interpretations, and the tensions between popular culture and people's culture.

**Semester - I**
**Major Course**
**Advocacy Communication (PG2MCMN1014)**
**Full Marks: 75 (Theory: 60, Internal Assessment: 15)**
**Credit: 6 (L:5, T:1, P:0)**
**Lecture Hours: 60**

**Course Objective:**

- **To introduce the concepts, scope, and role of advocacy communication in social change.**
- **To differentiate advocacy, lobbying, and activism.**
- **To develop skills in designing communication strategies for health, education, gender, agriculture, and environmental advocacy.**
- **To understand participatory approaches, accountability, and sustainability in advocacy practice.**

| Unit | Topic | Details | Lecturer Hours |
|---|---|---|---|
| 1 | Introduction to Advocacy Communication | Introduction to Advocacy Communication.<br>Meaning and scope of advocacy.<br>Advocacy vs. lobbying vs. activism.<br>Role of communication in social change.<br>Advocacy in local, national, and global contexts. | 15 |
| 2 | Advocacy and communication strategy | Communication for Literacy & Advocacy - Media advocacy and Media Literacy.<br>Policy Advocacy for Public Health & Hygiene, Agricultural Extension, Gerontological Gender Issues and Environmental Perspectives. Case Studies from Indian Perspective. | 15 |
| 3 | Theorizing Advocacy | Vertical Minds vs. Horizontal Cultures: A Dimension of Participatory Culture. Participatory Dialogue and Dialectics action.<br>Intersectional Politics and Plurality of Political Ideology.<br>Hybridization on Culture and Idea.<br>Local knowledge System and Community base Epistemology. | 15 |
| 4 | Accountability, Culture & Sustainability | Network and Activism: Raised of Digital Media.<br>De-centralized and Horizontal communication – Role of Advocacy.<br>Qualitive approach of Development – Empowerment, Right Based activities, Social Ideation. | 15 |
| | | Total | 60 |

**Reading List:**


- Singhal, A., & Rogers, E. M. (2003). *Communication for Social Change*. Sage Publications.
- Servaes, J. (2008). *Communication for Development and Social Change*. Sage Publications.
- Melkote, S. R., & Steeves, H. L. (2015). *Communication for Development: Theory and Practice for Empowerment and Social Justice*. Sage Publications.
- Freire, P. (1970). *Pedagogy of the Oppressed*. Continuum.
- Desai, M. (2006). *Development Communication: Theory and Practice*. Himalaya Publishing House.
- Habermas, J. (1984). *The Theory of Communicative Action*. Beacon Press.
- Foucault, M. (1980). *Power/Knowledge*. Pantheon Books.
- Castells, M. (2012). *Networks of Outrage and Hope: Social Movements in the Internet Age*. Polity Press.
- Narayan, D. (2005). *Measuring Empowerment: Cross-Disciplinary Perspectives*. World Bank.
- Sharma, K. (2014). *NGOs and Development Communication in India*. Rawat Publications.
- Raghunath, R., & Bhatia, S. (2018). *Development Communication in India*. Oxford University Press.
- Spivak, G. C. (1988). *Can the Subaltern Speak?*
- FAO (2011). *Communication for Development in Practice: Case Studies*. FAO Publications.
- UNICEF (2008). *Advocacy Toolkit: A Guide to Influencing Decisions that Improve Children's Lives*. UNICEF.
- World Health Organization (2017). *Strategic Communications Framework for Public Health*. WHO.
- UNESCO (2018). *Media Development Indicators and Governance*. UNESCO.


**Course Outcomes:**

After completing the course, students will be able to:

- Explain key concepts and types of advocacies.
- Plan and implement effective advocacy communication strategies.
- Apply participatory and community-based approaches in advocacy.
- Assess the role of digital media and networks in advocacy campaigns.
- Evaluate advocacy initiatives for impact, inclusivity, and sustainability.

**Semester – I**
**Minor Course**
**PG2MCMN1021**
**Introduction to Mass Media (Minor)**
**Full Marks: 75 (Theory - 60, Internal Assessment – 15)**
**Credit: 4(L-3; T-1; P-0)**
**Lecture Hours - 60**

Course Objectives:

- Understand the concept, definition, types, and characteristics of mass media and its significance in modern society.
- Gain knowledge of radio as a mass medium, including its history, functions, broadcasting system, and the role of community radio.
- Develop an understanding of television as a medium, including its history in India, genres, news system, and emerging industry trends.
- Study film as a form of mass media and art, including its types (art film, parallel cinema, and commercial cinema), classification, reviews, and social impact.

| Unit | Topic | Details | Lecture Hours |
|---|---|---|---|
| 1 | Introduction to mass media | • Concept and Definition of Mass Media<br>• Evolution and History of Mass Media<br>• Functions of Mass Media<br>• Types of Mass Media<br>• Characteristics of Mass Media<br>• Role of Mass Media in Society | 15 |
| 2 | Radio | • All India Radio- role and evolution<br>• Script writing for radio including voice modulation and presentation skills<br>• Podcasting and digital radio platforms<br>• Internet radio and streaming services<br>• HAM Radio in Disaster | 15 |
| 3 | Television | • Emergence of television in India: brief history<br>• Role and Functions of Television<br>• Television news and news channel<br>• From Infotainment to soap opera: television genre<br>• Television industry: the recent trends | 15 |
| 4 | Film | • Film as mass media<br>• Film as an art form<br>• Art film, parallel cinema and commercial movie | 15 |

| | | | |
|---|---|---|---|
| | | • Impact of Film on society<br>• Film classifications<br>• Film Reviews | |
| | | Total | 60 |

**References:**


1. Denis McQuail (1983) Mass Communication Theory. Sage.
2. James Monaco (2009) How to read a Film" Movies, Media and Beyond. Oxford University Press. New York.
3. Garth Jowett & James Linton (1980) Movies as Mass Communication. Sage. 2 nd Ed.
4. Mass Communication in India, Keval J. Kumar, Jaico Publishing House
5. Radio and TV Journalism, P. K. Chandra, Kanishka Publisher
6. Singhal Arvind, & Rogers Everett - India's Information Revolution., Sage, 1998
7. Ham Radio For Dummies, H. Ward Silver, Wiley Publication, 2018
8. Emerging Trends of Internet Radio with Special Reference to Education, Priyadarshini Kiran, Draft2digital Publisher, 2024
9. Virbala Aggarwal & V S Gupta (2001) Handbook of Journalism and Mass Communication
10. K.M. Shrivastava (1989) Radio & TV Journalism


**Course Outcomes:**

After successful completion of this course, students will be able to:

- Develop Basic Understanding of Mass Media
- Understanding of Radio as a Medium
- Knowledge of Television as Mass Media
- Understanding of Film as Mass Media

**Semester – II**

**Major Course (Core)**
**Indian Knowledge System and Communication (PG2MCMN2011)**
**Full Marks: 75 (Theory: 60, Internal Assessment: 15)**
**Credit: 6 (L:5, T:1, P:0)**
**Lecture Hours: 60**

**Course Objectives:**

1. Upon successful completion of this course, learners will be able to:
2. Understand and explain key concepts and epistemological bases of Indian Knowledge Systems.
3. Analyze traditional and indigenous communication forms in their socio-cultural contexts.
4. Interpret the role of culture, aesthetics, and philosophy in Indian communication practices.
5. Apply IKS perspectives to media studies, communication research, and real-world practices.
6. Critically evaluate the relevance and challenges of IKS in modern society.

| Unit | Topic | Details | Lecturer Hours |
|---|---|---|---|
| 1 | Foundations of Indian Knowledge System | Concept and Scope of Indian Knowledge System, Epistemology of Knowledge and Perception, Understanding the communication between body & mind, Communication and Culture: Indian worldview - Role of language, symbols, and mythology in communication, Approaches of Indian Psychology in media content. | 10 |
| 2 | Vedic, Buddhist, Jain, Dravidian and Rajput Communication | Oral Traditions- [Vedic Texts, Epics, Jataka Tales, Therighatha, Sangam Literature, Dingal, Vahivanchas etc] Performing Arts [Natya Shastra, songs and dance etc], Buddhist Rock Edicts, Pillar and Stupa inscriptions, Cave Paintings, Jain Agama and non-Agama Sutras, Folk forms, Miniature Paintings, Temple and Palace Relief sculpture, etc. | 10 |
| 3 | Indigenous practice on Media and Cultural Aesthetics | Indigenous media systems, Community media and participatory communication through visual traditions, Communication ecology in rural and tribal India on Agriculture, Health & Hygiene and domestic rituals and customary practices | 10 |
| 4 | Women Communicators down the Ages | Gargi, Maitri, Apala, Ghosha, Visvawara, Aditi, Indrani, Sasvati, Khana, Lopamudra, Dhammadinna, Sangha Mitra, Sati Brahmi, Sati Sundari, Rani Laxmi Bai, Ahilya Bai Holkar, and others | 10 |
| 5 | Relevance of IKS in Modern Society | Sustainable development and environmental ethics: Vasudhaiva Kutumbakam – water conservations - Sacred groves - Organic farming, Holistic health - Yoga, Herbal | 10 |

| | | | |
|---|---|---|---|
| | | medicines -Ayurveda, Scientific innovations inspired by traditional knowledge etc | |
| 6 | Preservation Promotion and Challenges of Indian Knowledge System | Marginalization of IKS during colonial rule: Loss of traditional knowledge systems, Macaulay's Influence - Language Shift, Traditional disciplines neglected in formal education, Post independence colonial legacy: decline in cultural self-esteem –Emergence of Indian knowledge society & integration of spiritual, philosophical and scientific approach of IKS, Digitization and documentation efforts of IKS etc. | 10 |
| | | Total | 60 |

**Reference List:**


1. Bothra, P. (2024). Jaina Theory of Perception.
2. Dharampal. (1993). Bharatiyachittamanas and kala. Rashtrotthana Sahitya.
3. Hallisey, C. (2015). Therigatha: Poems of the first Buddhist women. Murty Classical Library of India.
4. Parmar, S. (1975). Traditional folk media in India. Gekha Books.
5. Rhys Davids, T. W. (2011). Buddhist India.
6. Rangacharya, A. (1998). Introduction to Bharata's Nāṭyaśāstra. MunshiramManoharlal.
7. Krishnamurti, B. The Dravidian Languages (2003). Cambridge University Press.
8. Textbook on IKS by Prof. B Mahadevan, IIM Bengaluru.
9. Kapur K and Singh A.K (Eds) 2005). Indian Knowledge Systems, Vol. 1. IndianInstitute of Advanced Study, Shimla. Tatvabodh of sankaracharya, Centralchinmay mission trust, Bombay, 1995.
10. R N Basu, T K Bose, CS, Cakraborty History of Science in India - Agricultural Science (Volume V), the national academy of science, India & the Ramakrishna Mission Institute of Culture 2014
11. M.C. Bora, Bhartiya Knowledge Systems, Khanna Publishing House, 2024.
12. Dr. R. C. Majumdar, H. C. Raychaudhuri and Kalikinkar Datta: An Advanced History of India (Second Edition) published by Macmillan & Co., Limited, London, 1953.
13. SC Benerjee Fundamentals of Ancient Indian Music and Dance, Asian Book Corporation, 1976
14. Introduction To Indian Knowledge System: Concepts and Applications (2022) Mahadevan, B., Bhat, Vinayak Rajat, Nagendra Pavana R.N. PHI Learning Pvt Ltd. 2022
15. Rediscovering Indian Knowledge System(2016) Satish Kulkarni (ed.) Pradnya Vikas Shikshan Sanstha, Pune, India.


**Course Outcomes:**

Upon successful completion of this course, learners will be able to:

- Understand and explain key concepts and epistemological bases of Indian Knowledge Systems.

- Analyze traditional and indigenous communication forms in their socio-cultural contexts.
- Interpret the role of culture, aesthetics, and philosophy in Indian communication practices.
- Apply IKS perspectives to media studies, communication research, and real-world practices.
- Critically evaluate the relevance and challenges of IKS in modern society.

**Semester - II**
**Major Course (Core)**
**Advance Media Studies (PG2MCMN2012)**
**Full Marks: 75 (Theory: 60, Internal Assessment: 15)**
**Credit: 4 (L:3, T:1, P:0)**
**Lecture Hours: 60**

**Course Objectives:**

1. Understand the role of mass media in shaping society, democracy, and public opinion.
2. Analyze media's engagement with contemporary social, political, economic, and environmental issues.
3. Examine media content production processes, including gatekeeping, curation, and disinformation.
4. Evaluate the relationship between global media culture and local identity, including popular culture dynamics.

| Unit | Topic | Details | Lecture Hours |
|---|---|---|---|
| 1 | Mass Media, Society and Democracy | Functions of Mass Media, Public Sphere [Online and Offline], Public Opinion and Democracy Manufacturing Consent etc. | 15 |
| 2 | Mass Media and Contemporary Issues | Social issues, Political issues, Economic issues, Environmental issues, Digital Divide etc. | 15 |
| 3 | Media Content | Gatekeepers/Curators and gate-watching, Content production, Disinformation [deep fake] etc. | 15 |
| 4 | Local Tradition and Global Culture | Global culture and local identity, Mass media & Popular culture, Concept & Elements of Popular culture. | 15 |
| | Total | | 60 |

**References**


1. The Structural Transformation of the Public Sphere (1991) Book by Jürgen Habermas. MIT Press.
2. Mass Media and Society, 4th Edition Paperback – 1 January 2005 by Michael Gurevitch, James Curran.
3. Manufacturing Consent: The Political Economy of the Mass Media (1988) Book by Edward S. Herman and Noam Chomsky
4. Media and Society: Challenges and Opportunities (2002) Publisher: Concept Publishing Company Editor: Vir Bala Aggarwal
5. Media and Society: A Critical Perspective By Arthur Asa Berger · (2012). Publisher Lanham, Md. : Rowman & Littlefield Publishers
6. Gatewatching and News Curation: Journalism, Social Media, and the Public Sphere (2018) by Axel Bruns (Author). Peter Lang publication

7. Algorithmic Gatekeeping for Professional Communicators: Power, Trust, and Legitimacy (2023) By Arjen van Dalen. Routledge
8. Storey, J. (2021). Cultural Theory and Popular Culture: An Introduction (9th ed.). Routledge.

**Course Outcomes:**

Upon successful completion of this course, learners will be able to:

- Understand the functions and influence of mass media in democratic societies.
- Analyze the role of media in addressing contemporary global and local issues.
- Evaluate media content creation processes, including gatekeeping and disinformation.
- Interpret the relationship between global media culture and local identities.
- Critically assess media's impact on popular culture and societal transformation

**Semester - II**
**Major Course (Core)**
**Media and Social Development (PG2MCMN2013)**
**Full Marks: 75 (Theory: 60, Internal Assessment: 15)**
**Credit: (L:3, T:1, P:0)**
**Lecture Hours: 60**

**Course Objectives:**

1. Develop a clear understanding of the concepts, dimensions and indicators of development and social development.
2. Familiarize learners with major theories and models of development and their relevance in contemporary societies.
3. Examine the relationship between development and social change, with special focus on inequality, poverty, and social justice.
4. Analyze challenges to social development in developing societies, including issues of gender, caste, class, and regional disparities.
5. Promote awareness of sustainable and inclusive development and the role of institutions, the state, and civil society.

| Unit | Topic | Details | Lecturer Hours |
|---|---|---|---|
| 1 | Concept and Meaning of Development | • Meaning and definitions of development<br>• Economic growth vs. development<br>• Dimensions of development: economic, social, political and cultural<br>• Indicators of development (GDP, HDI, GDI, etc.) | 12 |
| 2 | Social Development – Concept and Scope | • Meaning and nature of social development<br>• Social development vs. economic development<br>• Characteristics of developing societies<br>• Inclusive growth and social justice | 12 |
| 3 | Theories and Models of Development | • Classical and modern theories of development<br>• Modernization theory<br>• Dependency theory<br>• Marxist perspective on development | 12 |
| 4 | Media, Democracy and Development | • Media and democracy<br>• Media influence on culture and values<br>• Media representation of gender, caste and class<br>• Media's role in shaping public opinion | 12 |
| 5 | Challenges and Future of Media in Social Development | • Digital divide and media access<br>• Media commercialization and social impact<br>• Misinformation, propaganda and fake news<br>• Media literacy and critical thinking<br>• Future trends in media and social development | 12 |

Reading List:


1. Srinivas R. Melkote & H. Leslie Steeves (2001) Communication for Development in the Third World: Theory and Practice for Empowerment. Sage.
2. Amartya Sen (1999) Development as Freedom. Oxford
3. Srinivas Raj Melkote & H. Leslie Steeve (2015) Communication for Development: Theory and Practice for Empowerment and Social Justice. Third Edition. SAGE
4. Anne Gregory, Gregoria Arum Yudarwati (2024) Strategic Participatory Communication and Development Engagement and Empowerment. Routledge.
5. Srinivas R. Melkote & H. Leslie Steeves (2001) Communication for Development in the Third World: Theory and Practice for Empowerment. SAGE
6. Uma Narula (2012) Development Communication-Theory and Practice. HarAnand Publications
7. Arvind Singhal & Everett M Rogers (2001) India's Communication Revolution: From Bullock Carts to Cyber Marts. SAGE
8. Jan Servaes (2009) Communication for Development and Social Change, SAGE


**Course outcome:**

Through this course, students will be able to

- Understand key concepts and dimensions of development and social development using appropriate indicators and frameworks.
- Compare and evaluate major theories and models of development and assess their relevance to different societies.
- Analyse social inequalities and development challenges related to poverty, gender, caste, class, and marginalization.
- Examine the role of media in democracy and development, analyse media influence on culture, values, and public opinion and critically assess media representations of gender, caste and class.
- Identify key challenges facing media in social development, such as the digital divide and misinformation and demonstrate awareness of media literacy, ethical communication, and future trends in media-driven social development.

**Semester - II**
**Major Course (Core)**
**Media and Gender**
**(PG2MCMN2014)**
**Full Marks: 75 (Theory: 60, Internal Assessment: 15)**
**Credit: 4 (L:3, T:1, P:0)**
**Lecture Hours: 60**

**Course Objective:**

1. To achieve a proper understanding of gender.
2. To understand the importance and need of gender sensitive media.
3. To make students learn the concepts of gender and gender role differentiation.
4. To understand how media represents the gender issues.

| Unit | Topic | Details | Lectures Hours |
|---|---|---|---|
| 1 | Society & Gender | Basic concepts of gender Social construction and narrative of Gender, Sex, Sexuality, Stereotype, Patriarchy, Queers etc. | 12 |
| 2 | Theories | Feminist Theories, Play Theory, Male Gaze and Female Gaze, Queer Theory | 12 |
| 3 | Media Representation | Media representation of gender (male, female and third gender) in Print (Newspaper and magazine etc.)/ audio-visual (Film, TV and Radio)/ Advertising/ Digital Media etc. | 12 |
| 4 | Media in transition: Changing Pattern | Media's role in promoting gender equality, breaking stereotypes, issues of empowerment etc. Discuss with relevant contemporary case studies. | 12 |
| 5 | Law and Ethics | Young Persons (Harmful Publications) Act 1956, Indecent representation (prohibition) act 1986, Relevant sections of The Cinematograph Act 1952, The Information Technology Act 2000, Cable Television Networks (Regulation) Act 1995 etc. Ethical issues of media representation of gender. | 12 |
| | Total | | 60 |

**Reference:**

Chanter, T. (2006). Gender: Key Concepts in Philosophy. Bloomsbury Publishing.
Gallagher, M. (2003). Feminist Media Perspectives. A Companion to Media Studies. pp 19-39.
Harvey, A. (2019). Feminist Media Studies. John Wiley & Sons.
Mulvey, L. (2013). Visual Pleasure and Narrative Cinema, in Feminism and Film Theory. Routledge. pp 57-68.
Gill, R. (2014) Gender and the Media. Rawat Publications.
Aggarwal VB & Gupta VS, (2012) Handbook of Journalism and Mass Communication Concept Publishing Company, New Delhi.
Sanjukta Dasgupta, S. D., Dipankar Sinha, D. S., & Sudeshna Chakravarti, S. C. (2011). Media, gender, and popular culture in India: tracking change and continuity.
Neelamalar, M. (2025). Media law and ethics. PHI Learning Pvt. Ltd..

**Course Outcomes:**

1. Students will be able to understand how gender affects media production and vice-versa.
2. They will have a balanced understanding of gender representation in personal and professional life
3. Students will be able to recognise how important the role of gender representation is to society.

**Semester - II**
**Minor Course**
**Corporate Social Responsibility (PG2MCMN2021)**
**Full Marks: 75 (Theory: 60, Internal Assessment: 15)**
**Credit: 4 (L:3, T:1, P:0)**
**Lecture Hours: 60**

**Course Objective:**
The course aims to:

- To develop conceptual clarity on CSR, sustainability, business ethics and also understand CSR laws, ethics, policies, and reporting frameworks.
- Analyse CSR as a strategic communication and development tool and based on this try to examine the evolution of CSR in India and globally

| Unit | Topic | Details | Lecture Hours |
|---|---|---|---|
| 1 | Conceptual Foundations of CSR | Meaning, nature, and scope of CSR. Evolution of CSR: Philanthropic model, Ethical model, Strategic CSR. CSR vs Corporate Philanthropy vs Sustainability. Business ethics and corporate citizenship. CSR in developing vs developed economies | 12 |
| 2 | Theoretical Perspectives on CSR | Classical and contemporary theories: Shareholder theory (Milton Friedman); Stakeholder theory (R. Edward Freeman); Triple Bottom Line (People, Planet, Profit) ;Carroll's Pyramid of CSR. CSR and Corporate Governance: Critiques | 12 |
| 3 | CSR in India – Legal and Policy Framework | **CSR in India: An Evolutionary perspective: CSR under** Companies Act, 2013 (Section 135); **CSR Rules and amendments; Schedule VII activities. CSR implementation models: Direct implementation; Through NGOs / Trusts / Foundations. Government, PSU, and Public-Private Partnership (PPP) models** | 12 |
| 4 | CSR, Sustainability and Impact Assessment | **CSR and Sustainable Development Goals (SDGs) : Environmental responsibility; CSR in education, health, gender, environment, and livelihoods. CSR impact assessment tools and methods. Monitoring and evaluation of CSR projects** | 12 |
| 5 | CSR Practice, Communication and Reporting | CSR planning and project cycle. Community participation and stakeholder engagement. CSR communication strategies: Internal communication; Media relations; Digital and sustainability communication; CSR branding vs green business; Ethics, transparency, and accountability in CSR | 12 |
| | Total | | 60 |

**Reference:**


I. Carroll, A. B., & Buchholtz, A. K. Business and Society: Ethics, Sustainability, and Stakeholder Management, Cengage Learning,2018.
II. Kotler, P., & Lee, N., Corporate Social Responsibility: Doing the Most Good for Your Company and Your Cause, Wiley, 2005.
III. Chatterji, S., Levine, D., & Toffel, M., How Well Do Social Ratings Actually Measure Corporate Social Responsibility? Journal / Harvard Resources, 2009.
IV. Sundar, P., Business and Community: The Story of Corporate Social Responsibility in India
Sage Publications. 2000.
V. Mishra, S., & Suar, D. , Does Corporate Social Responsibility Influence Firm Performance?
Journal of Business Ethics. 2010.
VI. Baxi, C. V., & Prasad, A., Corporate Social Responsibility: Concepts and Cases – The Indian Perspective, Excel Books, 2009.
VII. Ministry of Corporate Affairs (MCA), Government of India , *Companies Act* – 2013 ; *CSR Rules* – 2014 ;Subsequent amendments – 2019, 2021, 2022
VIII. ISO 26000 Guidance on Social Responsibility, 2010


**Course Outcomes:**

After completing the course, students will be able to:

- Explain key theories and models of CSR and able to evaluate the CSR policies and practices in India.
- Analyse CSR communication, reporting, and ethical issues.
- Conduct CSR case analysis and social impact assessment.

# 2- year PG Programme

## Semester III

**Major Course (Core)**
**Digital Media and Technologies**
**(PG2MCMN 3011)**
**Full Marks: 50 (Theory: 40, Internal Assessment: 10)**
**Credit: 4 (L:3, T:1, P:0)**
**Lecture Hours: 50**

**Course Objectives:**

• To know about the origin of Digital media, its characteristics and understand the socio-cultural impact of digital media technologies in contemporary communication
• To critically analyse the theories related to digital media and examine the relationship between digital media, culture, identity and participatory communication
• To understand the usage of emerging technologies in media and communication
• To observe the changes in the professional approaches in communication vis-à-vis digitalization and develop analytical and practical skills to assess digital media practices
• To develop understanding related to ethics, governance and future communication trends.

| Unit | Topic | Details | | Hours |
|---|---|---|---|---|
| 1 | Foundations of Digital Media and Communication | Definitions, Characteristics, evolution from Web 1.0 to Web 3.0, public sphere to digital sphere, digital communication and network society, Digital transformation of communication, culture and commerce - Citizen Journalism, Data journalism, open-source journalism, automated journalism, streaming services, gate watching, etc | | 10 |
| 2 | Theories related to Digital Media | Network society, Technological Determinism, Media Ecology, Diffusion of Innovation, Uses and Gratification, TAM (Technology acceptance model), Media Convergence, digital capitalism, etc. | | 10 |
| 3 | Social Media, Culture and Society | Online culture and media convergence, social media and networking, participatory culture, prosumerism, user generated content, digital democracy, social media movements, surveillances capitalism, digital activism, influencer culture, online communities etc Media effects and cultural implications of social media | | 10 |

| | | | | |
|---|---|---|---|---|
| 4 | Emerging Media Technologies | Artificial Intelligence in communication and content creation, Immersive media –Augmented Reality, Virtual Reality, Extended Reality, metaverse, blockchain, algorithmic curation, impact of emerging technologies upon journalism, advertising, entertainment etc. | | 10 |
| 5 | Ethics, Governance and Future of Digital Media | Digital ethics, privacy, cybersecurity and data protection, misinformation & disinformation-deepfakes, media literacy, Emerging trends and career opportunities in digital media and communication | | 10 |

**Reference:**

Burgess, J.(2018) Alice Marwick & Thomas Poell, The Sage Handbook Of Social Media, Sage
Castells M, (2011) Rise of Network Society, Wiley & Sons
Cinque.T (2024) Emerging Digital Media Ecologies-The Concept of Medialogy Routledge
Fuchs,C (2021) Social Media – A Critical Introduction Sage
Jan van Dijk(1991) The Network Society Sage
Lievrouw, L.Brian D Loader, (2021), Routledge Handbook of Digital Media and Communication Routledge

**Course outcome**

- Improved understanding of the evolution, theoretical foundations, key concepts of Digital media and their influence on society and culture.
- Critically analyse digital platforms, user-generated content, digital cultures, and algorithmic communication from media and cultural perspectives.
- Evaluate the role, opportunities, challenges, ethical issues and policy implications associated with emerging digital technologies.
- Examining contemporary digital media practices, digital communication campaigns, and technology-driven media ecosystems.

**Semester - III**
**Major Course (Core)**
**Peace Journalism for Conflict Resolution (PG2MCMN3012)**
**Full Marks: 50 (Theory: 40, Internal Assessment: 10)**
**Credit: 4 (L: 3, T:1, P:0)**
**Lecture Hours: 50**

**Course Objective:**

1. Critically examine the historical evolution, concepts, and theoretical foundations of Peace Journalism and Solutions Journalism to analyse the role of journalism in conflict transformation, peacebuilding, democracy, social cohesion, and sustainable development.
2. Respond to growing concerns over conflict-oriented reporting, misinformation, political polarization, algorithm-driven news ecosystems, and declining public trust in the media.
3. Apply Peace Journalism and Solutions Journalism frameworks to reporting on conflicts, disasters, public health, climate change, gender, migration, and humanitarian crises developing the skills in conflict-sensitive reporting, constructive storytelling, evidence-based journalism, and solution-oriented investigative reporting.

| Unit | Topic | Details | Lecture Hours |
|---|---|---|---|
| 1 | Foundations of Peace and Solutions Journalism | **Concepts and Historical Development -** Evolution of Peace Journalism -Emergence of Solutions Journalism -Journalism in Democratic Societies - Conflict-sensitive Reporting -Public Interest Journalism - Humanitarian Journalism -Public Sphere and Journalism -Journalism for Social Change<br>**Philosophical Foundations -** Greek Philosophy: Socrates, Plato, and Aristotle- Kant and the Idea of Perpetual Peace, Gandhian Philosophy of Nonviolence - Liberalism and Democratic Peace Theory- Ubuntu Philosophy -Cosmopolitan Communication<br>**Contemporary Challenges -** Polarized Media - Commercialization of News -News Avoidance -Trust Deficit<br><br>**Case Studies -**Northern Ireland Peace Process -South African Truth and Reconciliation Commission | **12** |
| 2 | Theoretical Perspectives | **Peace Journalism Theories -** Johan Galtung's Peace Journalism Model -Conflict Transformation Theory - Conflict Resolution Theory -Normative Media Theory -Narrative Theory | **10** |

| | | | |
|---|---|---|---|
| | | **Solutions Journalism Framework -** Four Pillars of Solutions Journalism - Evidence-based Reporting - Responses versus Problems -Accountability Journalism -Explanatory Journalism -Philosophical Challenges in Achieving Peace - The Problem of Evil and Human Nature | |
| 3 | Conflict Reporting and Peace building Communication | **Conflict-sensitive Journalism -** Ethnic Conflict - Religious Conflict -Political Violence -Terrorism Reporting -Refugee Communication<br>**Reporting Peace Processes -**Peace Negotiations - Transitional Justice -Human Rights Reporting - Gender-sensitive Conflict Reporting -Indigenous Communities<br>**Case Study -**Kashmir - Northeast India -Border Reporting -Peace Communication through Community Media -Rwanda -Ukraine -Israel–Palestine | **8** |
| 4 | Solutions Journalism in the Digital Era | **Constructive Reporting -**Data Journalism - Explanatory Journalism -Community Journalism - Collaborative Journalism -Hyperlocal Journalism<br>**Digital Technologies -** Generative -AI-assisted Fact Checking and Verification Tools -Open-source Intelligence (OSINT) -Geospatial Storytelling - Immersive Journalism<br>**Information Disorder -**Misinformation & Disinformation -Deepfakes -Hate Speech - Algorithmic Amplification -Platform Governance<br>**Case Study** - BBC Media Action Peacebuilding Projects -Reuters Institute Case Studies -International Centre for Journalists (ICFJ) | **10** |
| 5 | Peace and Solutions Journalism in Contemporary Global Issues | **Public Health Journalism -** Pandemic Communication -Vaccine Communication -Mental Health Reporting<br>**Climate Journalism -**Climate Crisis -Climate Adaptation -Climate Justice<br>**Development Issues -** Food Security - Water Conflicts -Migration -Human Trafficking -Gender Equality<br>**Global Governance -**UNESCO -United Nations - Human Rights -Peacekeeping Communication<br>**Case Study** - People's Archive of Rural India (PARI) -Community Radio for Peace building -COVID-19 Solutions Reporting | **10** |
| | | **Total Hour** | **50** |

**Reading List:**


1. Benesch, S. (2014). *Countering dangerous speech: New ideas for preventing mass violence*. Dangerous Speech Project.
2. Bornstein, D. (2016). *How to change the world: Social entrepreneurs and the power of new ideas* (Updated ed.). Oxford University Press.
3. Galtung, J. (2002). *Peace journalism*. TRANSCEND University Press.
4. Keeble, R., Tulloch, J., & Zollmann, F. (Eds.). (2010). *Peace journalism, war and conflict resolution*. Peter Lang.
5. Killelea, S. (2020). *Peace in the age of chaos*. Hardie Grant Books.
6. Lynch, J. (2025). *Peace journalism in the new millennium: New challenges with the changing face of conflict*. In S. Roy (Ed.). Routledge.
7. McGoldrick, A., Lynch, J., & Youngblood, S. (2017). *The Routledge handbook of peace journalism*. Routledge.
8. Thier, A., & Namkoong, K. (Eds.). (2020). *The Routledge handbook of media, conflict and security*. Routledge.
9. UNESCO. (2023). *Guidelines for the governance of digital platforms*. UNESCO Publishing.
10. UNESCO. (2023). *Journalism, "fake news" and disinformation: A handbook for journalism education and training* (Updated ed.). UNESCO Publishing.
11. Webel, C., & Galtung, J. (Eds.). (2007). *Handbook of peace and conflict studies*. Routledge.
12. Youngblood, S. (2017). *Peace journalism principles and practices: Responsibly reporting conflicts, reconciliation, and solutions*. Routledge.


**Course Outcomes**

1. Apply and test dialogical and conflict-sensitive communication strategies in intercultural and interdisciplinary team settings.
2. Co-design and justify a feasible, context-responsive response to a real-world challenge, using transformative communication principles.
3. Design evidence-based multimedia stories addressing complex social problems integrating AI tools, verification technologies, and data journalism techniques into constructive reporting.

**Semester – III**
**Major Course (Core)**
**Newspaper Editing and Designing (PG2MCMN3013)**
**Full Marks: 50 (Theory: 40, Internal Assessment: 10)**
**Credit: 4 (L:3, T:1, P:0)**
**Lecture Hours: 50**

**Course Objectives**

- To introduce students to the principles and practices of newspaper editing.
- To develop skills in copy editing, headline writing, proofreading, and page design.
- To familiarize students with newsroom organization and editorial workflow in print and digital environments.
- To provide practical knowledge of typography, photo editing and contemporary newspaper production.

| Unit | Topic | Contents | Teaching Hours |
|---|---|---|---|
| 1 | Fundamentals of News Editing | • Meaning, objectives and principles of editing<br>• The Six Cs of Editing<br>• Four Pillars of Editing<br>• Macro editing and Structure | 5 |
| 2 | News concepts & elements: | • Walter Lippmann (*Public Opinion* 1922);<br>• Galtung and Ruge (*The Structure of Foreign News* 1965)<br>• Harcup and O'Neill Updates (2001/2016) | 5 |
| 3 | News value determinants: Theoretical Framework | • Gate Keeping; Agenda Setting,<br>• Shoemaker and Cohen's Dimensions: *deviance* and *social significance*<br>• Discursive News Values Analysis (DNVA) | 5 |
| 4 | Structure and Functioning of newsroom | • News desk -editor and his team - editorial board<br>• News editor - duties and responsibilities<br>• Chief sub-editor - duties and responsibilities<br>• Sub-editor - duties and responsibilities | 5 |
| 5 | Copy Processing and Editing | • Copy testing<br>• Copy editing marks<br>• Proof reading | 5 |
| 6 | Headline and Intro Writing | • Writing effective intros: types and styles<br>• Headline writing: principles, functions and styles | 6 |
| 7 | Agency Copy Editing | • Editing agency copies: Selection, integration, rewriting, updating and localization of agency content | 4 |
| 8 | Typography | • Principles of typography | 4 |

| | | | |
|---|---|---|---|
| | | • Typeface classification and font families<br>• Readability and legibility<br>• Design hierarchy and visual balance | |
| 9 | Page Design and Layout | • Principles and elements of newspaper design | 6 |
| 10 | Photo Editing and Visual Journalism | • News photography: news values and selection criteria<br>• News photo editing<br>• Caption writing | 5 |
| | | Total | 50 |

**Reference:**


1. Brian S. Brooks, James L. Pinson, The Art of Editing In the Age of Convergence: Taylor & Francis 2022
2. David Wainwright. Journalism made simple. Heinemann, 1982
3. Geoffery Roger. Editing for print. Macdonland & Co., London, 1986
4. John Hohenberg. The Professional Journalist: a guide to modern reporting practice. Holt, 1966
5. Judith Butcher. Copy – Editing, Cambridge University Press, 1992
6. K.M. Shrivastava. News Reporting and Editing. Sterling publishers. 2011
7. M.V. Kamath. Professional Journalism. Vikas Publishers. 1980.
8. N.N. Sarkar . Art & Print Production. Oxford University Press, 2008
9. Ron. F. Smith and Loraine M. O'Connell. Editing Today Wiley. 2003
10. Sourin Banerji. News Editing in Theory and Practice. K.P. Bagchi, 1992
11. T.J.S. George. Editing. IIMC New Delhi. 1989
12. Harcup T. & O'Neill, D. (2001). *What is News? Galtung and Ruge Revisited*. *Journalism Studies*, 2(2)
13. Harcup T. & O'Neill, D. (2016). *What is News? News Values Revisited (Again)*. *Journalism Studies*, 18(12)
14. Walter Lippmann. Public Opinion. Laurus - Lexecon Kft.1922
15. Pamela J. Shoemaker, Timothy Vos. Gatekeeping Theory. Taylor & Francis. 2009
16. David Randall. The Universal Journalist - Second Edition. Pluto Press. 2000


**Course Outcomes:**

- Understand the principles, ethics and processes of newspaper editing in print and digital media.
- Apply copy-editing techniques, proofreading skills and editorial style guidelines to news content.
- Write effective headlines, intros and captions suitable for different media platforms.
- Design newspaper pages using principles of typography, layout, and visual communication.

**Semester III**
**Major Course (Core)**
**Reporting and Writing for Print and Digital Media (PG2MCMN3014)**
**Full Marks: 50 (Theory: 40, Internal Assessment: 10)**
**Credit: 4 (L:3, T:1, P:0)**

**Course Objective:**

1. To develop skills in news gathering, reporting and writing for multiple media platforms
2. To understand the differences in style, ethics and audience for print, social and digital media
3. To train students in fact-checking, data journalism, MoJo and multimedia storytelling to have a better understanding of contemporary media
4. To prepare students for professional roles as reporters, content writers and digital editors considering the need of the hour

| Unit | Topic | Details | Lecture Hours |
|---|---|---|---|
| 1 | Basic Concept and Foundations of Reporting | i. Concept and Principles of News: News Values, News Elements.<br>ii. Types of Reporting: Investigative, Interpretative, Specialised.<br>iii. Sources of News: Official, Unofficial, RTI and Online Sources<br>iv. Qualities, Responsibilities and Challenges of a Reporter | 10 |
| 2 | Reporting and Writing for Print Media | i. Structure of a News Story: Inverted Pyramid, Leads, Headlines.<br>ii. Writing Hard News Story<br>iii. Writing Features<br>iv. Writing Editorials. | 08 |
| 3 | Digital Journalism and Writing | i. Characteristics of Digital Media and Online Audience, SEO and Content Strategy<br>ii. Multimedia Storytelling: Text + Image + Audio + Video + Infographics<br>iii. Writing: Blogging, Content Writing<br>iv. Digital Ethics: Plagiarism, Copyright and Verification | 12 |

| | | | |
|---|---|---|---|
| 4 | Social Media Reporting and Writing | i. Role of Social Media in News Dissemination: Twitter/X, Instagram, Facebook, YouTube<br>ii. Writing for social media: Micro-content, Threads, Captions, Hashtags<br>iii. Live Reporting, Crisis Reporting and Fact-checking on social media | 10 |
| 5 | Mobile Journalism – Mojo | i. Concept and Evolution of Mobile Journalism: Tools and Mindset<br>ii. Smartphone as a Newsroom: Shooting, Scripting and Editing on Mobile<br>iii. Essential MoJo Apps: Filming, Audio Recording, Editing, Graphics - InShot, VN, Canva, Audacity Mobile<br>iv. Live Streaming and Reporting from the Field using Smartphone<br>v. Ethics, Safety and Workflow of a MoJo Reporter in Indian Context | 10 |
| | Total | | 50 |

**Reference:**


- Quinn, S. & Burum, I. (2015). MOJO: The Mobile Journalism Handbook: How to Make Broadcast Videos with an iPhone or iPad. Routledge
- Burum, I. (2020). The Mojo Handbook: Theory to Praxis (1st ed.). Routledge
- Pavlik, J. V. (2019). Journalism in the Age of Virtual Reality: How Experiential Media Are Transforming News. Columbia University Press.
- Bruce D. Itule & Douglas A. Anderson – News Writing and Reporting
- K.M. Srivastava – News Reporting and Editing
- Carole Fleming – Online Journalism
- PCI – Norms of Journalistic Conduct


**Course Outcomes:**

After completing this course, students will be able to:

1. Write and produce news for print, digital, social and mobile platforms

2. Shoot, edit and publish complete news stories using only a smartphone

3. Use digital tools for reporting, verification and data storytelling

4. Apply legal and ethical principles while reporting across platforms

5. Build a professional multi-platform portfolio for media jobs

**Semester III**
**Major Course (Core)**
**Dissertation (PG2MCMN3015)**
**Full Marks: 50 (Practical: 40, Internal Assessment: 10)**
**Credit: 4 (L:0, T:0, P:4)**

**Course Objectives**

1. Develop independent research skills by identifying, defining and investigating a relevant research problem in the field of media and mass communication.
2. Apply appropriate research methodologies to collect, analyse and interpret qualitative and/or quantitative data in a systematic and ethical manner.

Student will prepare a dissertation paper under a Supervisor's guidance**.** The dissertation will follow a structured format and be approximately 4000 words in length. The project is assessed through both the written submission and a viva voce, evaluated by the internal supervisor and an external examiner.

**Course outcome:**
This course enables students to apply theoretical knowledge to practical research and prepares them for academic or professional research roles.

**Semester III**
**Major Course (Core)**
**Research Thesis/ Project (PG2MCMN3031)**
**Full Marks: 250 (Theory: 40, Internal Assessment: 10)**
**Credit: 20 (L:0, T:0, P:20)**

- Candidate will prepare a structured descriptive Research Thesis/Project of approximately 6000-8000 words under a Supervisor.
- Student will make a seminar presentation of the research work.
- A viva-voce test will be conducted following the presentation.

**Semester IV**
**Major Course (Core)**
**Telecast Media and Technologies (PG2MCMN 4011)**
**Full Marks: 50 (Theory: 40, Internal Assessment: 10)**
**Credit: 4 (L:3, T:1, P:0)**
**Lecture Hours: 50**

**Course Objectives:**

•To understand the evolution and nature of television broadcasting.
• To learn the principles and stages of television production.
• To develop basic skills in television scripting and production techniques.
• To examine emerging television technologies and their applications.

| Unit | Topic | Details | Hours |
|---|---|---|---|
| 1 | Introduction to telecasting | Telecast techniques, Terrestrial to Satellite [STB,CAS,DTH etc] and Beyond [ Next Gen TV, Smartcasting, AI-driven delivery, and Connected TV] | 10 |
| 2 | Indian Television | Nature and Scope, Public Service Broadcasting- Doordarshan , Private Broadcasters, Types of TV Channels, Genre of TV Programmes, Television News, TV News script format [News Package] | 8 |
| 3 | Stages of documentary production | Pre-production, Production, Post-production, telecast/distribution | 8 |
| 4 | Video production techniques | Different types of shots, movements and angles. Importance of light and sound in production, Types of television lighting [Three Point Lighting etc ] and microphones etc | 10 |
| 5 | Emerging technologies | HDTV, UHDTV, IPTV, Smart TV etc, Video Compression, MPEG, H.264, HEVC, Cloud broadcasting, Live Streaming, etc. Streaming Platforms and Legacy Telecasting Networks, Subscription Models-AVOD, SVOD, TVOD, FAST Channels, On-Demand Content Consumption, Cord-Cutting and Cord-Shaving etc | 14 |

**References**

Belavadi V(2013) Video Production Oxford University Press .
Donald R& Thomas Spann (2004). Fundamentals of Television Production. Surjeet Publications
Kaul.A, Effective Television Production. Oxford University Press.
Kaushik S ( 2000) Script to Screen : An introduction to TV journalism Macmillan
Kellyson C, D. Morrow etal(2021) Producing for TV and Emerging Media Routledge

Kumar Keval J. (2020). Mass Communication in India (5th ed.). Jaico Publishing House.
Mehta,N (2008). Television in India: Satellites, Politics and Cultural Change. Routledge .
Partap & R. Mittal (2022) OTTs and Digital Media Ishan Arts& Production

**Course Outcomes-**

- Have basic idea of telecasting techniques, understanding television as a mass medium, its formats, and scripting approaches for news content.
- Understanding the fundamentals of television production,
- Comprehend the emerging digital technologies used in TV

**Semester IV**
**Major Course (Core)**
**Film Appreciation (PG2MCMN 4012)**
**Full Marks: 50 (Theory: 40, Internal Assessment: 10)**
**Credit: 4 (L:3, T:1, P:0)**
**Lecture Hours: 50**

**Course Objectives**

- Introduce students to the history and evolution of cinema.
- Familiarize students with the language and techniques of filmmaking.
- Develop an understanding of film aesthetics, genres, and major film movements.
- Introduce significant Indian filmmakers and contemporary developments in Indian cinema.
- Enable students to critically analyse films using various theoretical approaches.
- Develop skills in film criticism, journalism, and review writing.

| Unit | Topic | Contents | Teaching Hours |
|---|---|---|---|
| 1 | Birth and Evolution of Cinema | From Magic Lantern to Moving Pictures<br>Basic Technical Principles of Moving Images<br>• Lumière Brothers and Actuality Films<br>• Georges Méliès and Narrative Cinema<br>• Edwin S. Porter and Continuity Editing | 8 |
| 2 | Film Technique | • Cinematography<br>• Lighting<br>• Editing | 10 |
| 3 | Film Language | • Real Time and Film Time<br>• Montage<br>• Mise-en-scène<br>• Deep Focus<br>• Flashback Flash Forward | 6 |
| 4 | Film Movements | • Italian Neorealism – *Bicycle Thieves* (Vittorio De Sica)<br>• French New Wave – *Breathless* (Jean-Luc Godard)<br>• Cinema Novo Third Cinema | 6 |
| 5 | Film Classification | • Film Genres Fiction and Non-fiction Films | 4 |

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| 6 | Contemporary Indian Cinema | • Globalisation and Indian Cinema<br>• Multiplex Culture and New Audiences<br>• Film Censorship | 6 |
| 7 | Indian Masters | • Satyajit Ray<br>• Ritwik Ghatak<br>• Mrinal Sen | 6 |
| 8 | Film Analysis | • Critical analysis of films<br>• Film journalism<br>• Film Review: style and format | 4 |
| | | | 50 |

**Reference:**

1. James Monaco . How to Read a Film: Movies, Media, and Beyond. Oxford University Press. New York. 2009
2. Gordon Gray. Cinema: A Visual Anthropology. Berg. New York. 2010
3. Garth Jowett, James M. Linton. Movies as mass communication. Sage. 1989. 2nd Ed.
4. Gerald Mast, Marshall Cohen, Film Theory and Criticism: Introductory Readings. Oxford University Press. 1985
5. Quick Jon & Tem La Bau . Handbook of Film Production, Macmillan,NY,1972
6. Bordwell, David. Making Meaning: Inference and Rhetoric in the Interpretation of Cinema. Cambridge: Harvard University Press. 1989
7. Bordwell, David . The Cinema of Eisenstein Cambridge: Harvard University Press. 1993
8. David Bordwell, Kristin Thomson Janet Staiger. The Classical Hollywood Cinema: Film Style &Mode of Production to 1960. Routledge. 1985
9. Des Lyver, Graham Swainson, Basics of Video Lighting. Taylor & Francis. 2013
10. Blain Brown. Cinematography: Theory and Practice: Image Making for Cinematographers and Directors. CRC Press, 2016.

## Learning Outcomes

Upon successful completion of the course, students will be able to:

1. Explain the historical development of cinema and its technological evolution.
2. Identify the essential techniques and language of filmmaking.
3. Distinguish between major film genres and forms.
4. Analyze the contributions of leading Indian filmmakers.
5. Examine contemporary issues and trends in Indian cinema.
6. Apply critical approaches to film analysis and review writing.
7. Evaluate the characteristics of major international film movements.
8. Interpret films using important theoretical perspectives.

**Semester - IV**
**Major Course**
**Public Health Campaign Design (PG2MCMN4013)**
**Full Marks: 50 (Theory: 40, Internal Assessment: 10)**
**Credit: 4 (L:3, T:1, P:0)**
**Lecture Hours: 50**

**Course Objectives**

1. This interdisciplinary course introduces students to the theory, planning, design, implementation, monitoring and evaluation of evidence-based public health communication campaigns.
2. Apply behavioural and communication theories to health campaign planning to conduct audience research, segmentation and message framing using qualitative and quantitative methods.
3. Apply culturally appropriate, inclusive and evidence-based multimedia health campaigns, integrating digital communication, AI tools, social media analytics and data visualization
4. Design professional campaign proposals suitable for government, NGOs, WHO, UNICEF and development agencies.

| Unit | Topic | Details | Lecture Hours |
|---|---|---|---|
| 1 | **Foundations of Public Health Campaign Design** | Evolution of Public Health Communication - Health Promotion vs Health Education - Behaviour Change Communication (BCC) - Social Behaviour Change Communication (SBCC) -Communication for Development (C4D) and Communication for Health (C4H) - Public Health Campaign Planning Cycle ; Ottawa Charter ; Astana Declaration ;Universal Health Coverage -Sustainable Development Goals -Indian Public Health System -National Health Mission --Health Literacy -Community Participation<br><br>**Case Studies -**Pulse Polio Campaign -Mission Indradhanush - Swachh Bharat Mission - Ayushman Bharat - Tobacco Control Programme -Ebola Communication Campaign and WHO Infodemic Management Programme | 12 |
| 2 | **Behavioural and Communication Theories** | **Behaviour Change Models -** Health Belief Model , Theory of Planned Behaviour , Theory of Reasoned Action , Social Cognitive Theory , COM-B Model , Behaviour Change Wheel ,PRECEDE-PROCEED , Social Ecological Model , Entertainment-Education , Nudge | 8 |

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| | | Theory , Protection Motivation Theory , Framing Theory , Narrative Persuasion and Elaboration Likelihood Model - Mental Health Campaigns . **Case Studies -**Pulse Polio Campaign -Mission Indradhanush - Swachh Bharat Mission | |
| 3 | **Campaign Planning, Audience Research and Message Design** | **Needs Assessment -** Situation Analysis -SWOT -PESTLE - Community Mapping - Epidemiological Data and Health Surveillance<br>**Audience Research -** Audience Segmentation - Persona Development -Behavioural Insights - Gender-sensitive Communication -Indigenous Communication Systems -Health Equity<br>**Message Design -** Message Framing -Fear Appeals -Gain-Framed Messages -Storytelling - Visual Communication -Infographics -Health Literacy Principles<br>**Media Planning – Conventional Mass media -** Community Media -Mobile Communication - YouTube -Podcasts -Influencer Communication -Social Media Strategy<br>**Case Studies -** - Ayushman Bharat - Tobacco Control Programme | 10 |
| 4 | **Digital Health Communication and Emerging Technologies** | **Digital Communication -** Digital Health Ecosystem -eHealth -mHealth -Telemedicine - Digital Public Health -AI in Health Communication -ChatGPT and Generative AI - Large Language Models -Predictive Analytics - Infodemic Management -Health Misinformation -Fact-checking -Algorithmic Bias<br>**Emerging Technologies -**AR/VR Health Education -Gamification -Wearable Devices - Internet of Medical Things –helath advocacy and Big Data Analytics and Geo-spatial Health Mapping<br>**Case Studies -** Ebola Communication Campaign and WHO Infodemic Management Programme | 10 |
| 5 | **Monitoring, Evaluation and Campaign Analytics** | **Monitoring Framework -** Indicators -SMART Objectives -Logical Framework - Results-Based Management<br>**Evaluation Methods -**Baseline Survey -End-line Survey -Process Evaluation -Outcome Evaluation -Impact Evaluation<br>**Research Methods -**Focus Group Discussion - Key Informant Interview -Digital Analytics - | 10 |

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| | | Google Analytics -Social Media Analytics - Dashboard Development -Data Visualization | |
| | | **Total Hours** | 50 |

**Reading List:**


1. Abraham, C., & Kools, M. (Eds.). (2020). *Writing health communication: An evidence-based guide*. SAGE Publications.
2. Ahmed, R., & Bates, B. R. (Eds.). (2023). *Health communication and mass media: An integrated approach to policy and practice*. Routledge.
3. Berry, D. (2007). *Health communication: Theory and practice*. Open University Press.
4. Cho, H. (Ed.). (2012). *Health communication message design: Theory and practice*. SAGE Publications.
5. Dalal, A. K. (2016). *Cultural psychology of health in India: Well-being, medicine and traditional health care*. SAGE Publications.
6. Green, L. W., & Kreuter, M. W. (2005). *Health program planning: An educational and ecological approach* (4th ed.). McGraw-Hill.
7. Harrington, N. G. (Ed.). (2015). *Health communication: Theory, method, and application*. Routledge.
8. Hornik, R. C. (Ed.). (2002). *Public health communication: Evidence for behavior change*. Lawrence Erlbaum Associates.
9. Kim, D. K. D., Singhal, A., & Kreps, G. L. (2013). *Health communication: Strategies for developing global health programs*. Peter Lang.
10. Marinescu, V., & Mitu, B. (Eds.). (2016). *The power of the media in health communication*. Routledge.
11. Markov, M. S. (Ed.). (2015). *Mobile communications and public health*. CRC Press.
12. Noar, S. M., & Harrington, N. G. (Eds.). (2012). *eHealth applications: Promising strategies for behavior change*. Routledge.
13. Papa, M. J., Singhal, A., & Papa, W. H. (2006). *Organizing for social change: A dialectic journey of theory and praxis*. SAGE Publications.
14. Schiavo, R. (2007). *Health communication: From theory to practice*. Jossey-Bass.
15. Singhal, A., & Rogers, E. M. (1999). *Entertainment-education: A communication strategy for social change*. Lawrence Erlbaum Associates.
16. Singhal, A., & Rogers, E. M. (2003). *Combating AIDS: Communication strategies in action*. SAGE Publications.
17. Smithies, J., & Webster, G. (1998). *Community involvement in health: From passive recipients to active participants*. Routledge.
18. World Health Organization. (2024). *Global competency and outcomes framework for the essential public health functions*. World Health Organization.
19. World Health Organization. (2026). *Applying communication for health: Planning guide*. WHO Regional Office for the Western Pacific.

**Course Outcomes**

1. After successful completion of the course, students will be able to:
2. Define an integrated Indian public health priorities based on communication theories, behavioural sciences, digital media strategies, artificial intelligence (AI), misinformation management and community engagement
3. Design and create the communication strategies for diverse populations and evidence-based communication materials using multimedia platforms

**Semester IV**
**Major Course (Core)**
**Ethics and Law for Indian Media (PG2MCMN4014)**
**Full Marks: 50 (Theory: 40, Internal Assessment: 10)**
**Credit: 4 (L:3, T:1, P:0)**
**Lecture Hours: 50**

**Course Objective:**
This course will help the students**:**

1. To understand the Constitutional and legal framework governing and guiding Indian media
2. To develop awareness of ethical standards and professional codes for journalists
3. To analyse digital media laws, cyber-crimes and security issues affecting media
4. To prepare students with legal and moral grounds to handle legal challenges and ethical dilemmas in newsrooms

| Unit | Topic | Details | Lecture Hours |
|---|---|---|---|
| 1 | Constitutional Framework for Indian Media | • Freedom exercised by Indian Media- Freedom of Speech and Expression: Article 19(1)(a)<br>• Reasonable Restrictions: Article 19(2)<br>• Right to Information Act, 2005: Scope and Use for Journalists<br>• Fundamental Duties and Media Responsibility in democracy | 08 |
| 2 | Laws Related to Print and Broadcast Media | • Defamation law and Defences for Media<br>• Law of Sedition: Section 152 BNS and Judicial Interpretations<br>• Contempt of Court Act, 1971<br>• Official Secrets Act, 1923 and National Security<br>• Cable Television Networks Regulation Act, 1995<br>• Cinematograph Act, 1952 and Film Certification | 12 |
| 3 | Laws Related to Digital Media and Social Media | • IT Rules 2021: Guidelines for Digital News Publishers and OTT Platforms<br>• Intermediary Liability and Due Diligence: Section 79 IT Act 2000<br>• Regulation of Social Media Platforms: Content Takedown and Grievance Mechanism<br>• Election Commission Guidelines and MCC for Social Media during Elections | 10 |

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| 4 | Cyber Security, Crimes and Laws Related to Media | • Information Technology Act, 2000 and 2008 Amendments<br>• Cyber Crimes and Media: Hacking, Phishing, Data Theft, Website Defacement<br>• Online Harassment: Trolling, Doxxing, Cyber Stalking and Journalists<br>• Fake News, Misinformation, Deepfakes and Section 66E, 66F, 67 IT Act<br>• Digital Personal Data Protection Act, 2023: Data of Sources and Audience | 12 |
| 5 | Media Ethics and Professional Standards | • Concept and Importance of Media Ethics<br>• Press Council of India: Norms of Journalistic Conduct- PCI Guidelines for Reporting on Gender-based Violence- POCSO Act and Reporting on Children<br>• Paid News, Sting Operations, Media Trials and TRP Manipulation | 08 |
| | Total | | 50 |

**Reference:**

DurgadasBasu:' Laws Of The Press In India', Prentice Hall Of India, 1980
Ra Yudu C S : 'Communication Laws', Himalaya Pub. House,1995
M. Neelamalar :'Media Law and Ethics' Phi Learning, 2009
DurgadasBasu : 'Indian Constitution' Lexisnexis,1998.
SomeswaraRaoB.'Journalism:, Codes And The Law', Academy Of Communication &Media1997.
Mankakar, D.R. :'Press and Pressure'.Indian Book Co. 1973.
Media Ethics and Global Justice in the Digital Age – Clifford G. Christians, Cambridge University Press, New York, 2019
Journalism Ethics: Arguments and Cases for the Twenty-First Century – Martin Hirst and Roger Patching, Routledge, 2013
Indian Journalism in a New Era: Changes, Challenges, and Perspectives – Shakuntala Rao, Oxford University Press, New York, 2019
Press in India – Reports of the Press Council of India Media Ethics – Paranjoy Guha Thakurta, Oxford University Press, India, 2011
Media Ethics and Laws – Jan R. Hakemulder, Fay A.C. de Jonge, and P. P. Singh, Anmol Publications, 1998

**Course Outcomes:**

After completing this course, students will be able to:
1. Explain key laws and constitutional provisions affecting Indian media
2. Apply IT Rules 2021 and DPDP Act 2023 while working in digital/social media
3. Identify and respond to cyber-crimes and security threats in journalism
4. Apply ethical principles while reporting on sensitive issues
5. Critically evaluate the role of regulatory bodies and self-regulation

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**Semester IV**
**Major Course (Core)**
**Audio Visual Production (PG2MCMN 4015)**
**Full Marks: 50 (Practical: 40, Internal Assessment: 10)**
**Credit: 4 (L:0, T:0, P:4)**

**Course objectives:**

- Develop conceptual and technical competencies in planning, scripting, shooting, and producing fiction films and documentaries using industry-standard production practices.
- Apply visual storytelling techniques by integrating cinematography, sound, editing and narrative structures to create engaging and socially relevant audiovisual content.

## Students will opt any one group of the following

### Group A

### Film Production

A Film of approximately 5-15 minutes duration is to be made by a group of maximum 3 students. A script is to be submitted along with the Film. The production may be made on any video format such as mobile, DV, SLR camera etc. Technical support may be borrowed from outside if necessary. However, students are encouraged to do of their own as far as possible. The Film will be assessed after screening with a viva voce, evaluated by the internal supervisor and an external examiner.

## OR

### Group B

### Documentary Production

Students will produce one documentary project (either in individual or in a group with maximum three members). to develop skills in conceptualizing, directing and editing. Time duration would be approximately 15 minutes. The Documentary will be assessed after screening with a viva voce, evaluated by the internal supervisor and an external examiner.

**Course outcome:**

- Conceptualize a documentary/ film idea by identifying relevant themes, narratives, and research sources.
- Plan and structure a film/documentary using appropriate scripting, storyboarding and production planning methods.
- Apply technical skills in directing live or recorded film/documentary shoots, including camera handling and audio capture.
- Demonstrate editing proficiency using video editing software to craft a coherent and engaging visual narrative.

**Semester IV**
**Major Course (Core)**
**Research Thesis/ Project (PG2MCMN4031)**
**Full Marks: 250**
**Credit: 20 (L:0, T:0, P:20)**

- Candidate will prepare a structured descriptive Research Thesis/Project of approximately 6000-8000 words under a Supervisor.
- Student will make a seminar presentation of the research work.
- A viva-voce test will be conducted following the presentation.

**Semester IV**
**Major Course (Core)**
**Community Engagement (PG2MCMN 4041)**
**Credit: 2 (L:0, T:0, P:2)**

The Social Outreach Programme is designed to develop students' understanding of community dynamics and the role of communication in addressing social issues. It emphasizes experiential learning through fieldwork and engagement with diverse communities. The course cultivates social responsibility, communication skills and the ability to plan and implement grassroots development communication initiatives. Activities include community studies, documentation, data analysis and execution of communication-based intervention strategies.