



Mahatma Gandhi University

Kottayam

Programme	Bachelor in Business Administration (Honours)					
Course Name	Media Literacy and Critical Thinking					
Type, of Course	MULTI DISCIPLINARY ELECTIVE					
Course Code	MG2MDEBBA100					
Course Level	NA					
Course Summary	<p>This course equips students with essential media literacy and critical thinking skills to analyze and navigate various media forms. It covers the dynamics of media production and ownership in India, ethical and regulatory considerations, and enhances digital literacy for responsible online engagement. Through comprehensive study and practical exercises, students will learn to critically engage with media content, uncover biases, and make informed decisions in media consumption and production.</p>					
Semester	2	Credits			2	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	30
		30				
Pre-requisites						

COURSE OUTCOMES (CO)

CONo.	Expected Course Outcome	Learning Domains *	Annual PO No	MGU PO
1	Demonstrate proficiency in analysing media texts and identifying implicit messages and ideologies.	U	1	1
2	Apply media literacy principles to make informed decisions about media consumption and production.	A	2	2
3	Understand the complexities of media production, distribution, and audience behaviour.	U	3	3
4	Understand the ethical standards in media content creation and consumption.	U	3	8
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)				

COURSE CONTENT

Content for Classroom transactions (Units)

Module	Course description	Hrs	CO No.
1: Foundations of Media Literacy and Critical Thinking		6 Hrs	
1.1	Core principles of media literacy and critical thinking; Definition and significance of media literacy;	2	CO1
1.2	Historical evolution within the Indian context;	2	CO1
1.3	Understanding media as a powerful communication tool and its role in shaping societal perceptions and behaviors.	2	CO1
2: Deconstructing Media Texts		9 hrs	
2.1	Forms of media texts, including print, broadcast, digital, and social media;	3	CO2
2.2	Textual analysis and the deconstruction of visual media using semiotics	2	CO2

2.3	The impact of media representations on individual perceptions and societal attitudes, from relevant case studies in the Indian context.	4	CO2
3: Media Consumption and Production Dynamics			9 hrs
3.1	Dynamics of media production, distribution, and consumption in India: Influence of ownership and control structures on media content	6	CO3
3.2	Techniques for critically evaluating media content and analysing audience consumption patterns	3	CO3
4: Ethics and Regulations in media			6 hrs
4.1	Ethical and regulatory considerations inherent in media practices	3	CO4
4.2	Ethical principles in media, the regulatory framework governing media content, and the role of self-regulatory bodies in upholding ethical standards	3	CO4

Text Books (Latest Editions):

1. Potter, W. J. Media literacy (8th ed.). SAGE Publications.
2. Hobbs, R. Media literacy in the digital age. Routledge.
3. Halpern, D. F. Thought & knowledge: An introduction to critical thinking (5th ed.). Psychology Press.
4. Kahneman, D. Thinking, fast and slow. Farrar, Straus and Giroux.
5. Baran, S. J., & Davis, D. K. Mass communication theory: Foundations, ferment, and future (8th ed.). Cengage Learning.
6. Kahne, J., & Bowyer, B. Media literacy education in action: Theoretical and pedagogical perspectives. Routledge.
7. Barbour, K., & Marshall, J. The media literacy handbook. ASCD.
8. Bhaskar, N. K. Media laws and ethics in India. Lexis Nexis.
9. West, R., & Turner, L. H. Understanding intercultural communication: Negotiating a grammar of culture (2nd ed.). Routledge.
10. Aufderheide, P., & Jaszi, P. Reclaiming fair use: How to put balance back in copyright (2nd ed.). University of Chicago Press.
12. Hammond, J. S., Keeney, R. L., & Raiffa, H. Smart choices: A practical guide to making better decisions. Harvard Business Review Press.
13. Covey, S. R. The 7 habits of highly effective people: Powerful lessons in personal change (30th anniversary ed.) Simon & Schuster.

Suggestive Assessment Activities:

CO1:

1.1 Concept Mapping:

Create a mind map to represent core principles of media literacy visually.

1.2 Case Study Analysis:

Analyse a case where students assess the role of media literacy in resolving a real-world issue.

1.3 Assignment:

Written assignment on topics related to the evolution of Indian print, radio, television, and digital media.

1.4 Quizzes/Exams:

For testing CO-based learning domains.

CO2:

2.1 Debate

Debate can be organised on media-covered Indian social issues/ case studies.

2.2 Decoding Advertisements Using Semiotics

Select a popular advertisement (images or short video clips). Analyse the advertisement by analysing the media text/video (eg: tagline, storyline, jingle, etc.), form and medium, identifying and analysing semiotic analysis, Cultural and Social Context/ impact analysis, analysis of likely impact of ad on consumer behaviour, critical reflection (strength and limitation)

Report may be submitted or group presentation may be conducted.

2.3 Quizzes/Exams:

For testing CO-based learning domains.

CO3:

3.1 Media Portfolio:

Collect examples of different forms of media on a socially/economically/ environmentally relevant topic (e.g., newspaper articles, TV ads and social media posts on the representation of women in media) and present a comparative analysis based on purpose, tone and message, medium-specific features, societal impact, etc.

A Poster or PowerPoint Presentation may be conducted.

3.2 Film Screening and Discussion

Screen relevant films or documentaries on a socially/economically/ environmentally relevant topic, followed by a group discussion or written review.

3.3 Media Detectives (Group)

Select a type of media (e.g., a TV show, a social media platform, a news website, a music video, YouTube shots, or Instagram reels). Be media detectives and do content analysis, audience consumption pattern and present findings;

Observe and analyse the following:

a) What messages are being conveyed? Are they explicit or implicit? b) Who is the target audience? How do you know? c) What techniques are used to grab attention (e.g., humour, fear, satire, music, colour coding, branding etc.)? d) Are there any biases or stereotypes present? e) Are there any social or political messages being conveyed? f) What emotions or reactions does it evoke in people? g) How does it influence their behaviour or beliefs?

3.3 Quizzes/Exams:

For testing CO-based learning domains.

CO4:

4.1 Case Study Analysis:

A case study analysis to help students analyse ethical issues/considerations inherent in Indian media practices

4.2 Written Assignment/ Report

Written Assignment/ Report on the regulatory framework and the self-regulatory bodies governing media content in India.

4.3 Quizzes/Exams:

For testing CO-based learning domains.

ASSESSMENT

Continuous Comprehensive Assessment (CCA) - Maximum Marks: 15

Sl. No	Component	Activity	Max. Marks
1	Tests/ Quizzes		5
2	Assignments / Case study/ Report/ Decoding Advertisements / Debate/ Media portfolio/ film screening/ Media Detectives	Assessment methods specified in the syllabus	5
3	Assignments/ seminar/ viva voce/ case study analysis/ role play/ presentation/ any other method	Assessments specified by the teacher (Assessment methods defined in the syllabus may also be used)	5
	Total Marks		15

End Semester Evaluation (ESE) - Maximum Marks: 35

Sl. No	Component	Activity	Max. Marks
1	Written Examination 1 hour	35 Multiple Choice Questions	1 Mark Each
Total Marks			35



MGU-BBA (HONOURS)

Syllabus