



**PRESIDENCY
UNIVERSITY**

PROGRAMME REGULATIONS & CURRICULUM

2022-25

**PRESIDENCY
SCHOOL OF MEDIA STUDIES**



PRESIDENCY UNIVERSITY

Presidency University Act, 2013 of the Karnataka Act No. 41 of 2013 | Established under Section 2(f) of UGC Act, 1956
Approved by AICTE, New Delhi

PRESIDENCY SCHOOL OF MEDIA STUDIES

Program Regulations and Curriculum

2022-2025

BACHELOR OF ART (B.A.) in JOURNALISM & MASS COMMUNICATION

based on Choice Based Credit System (CBCS) and Outcome Based Education (OBE)

(As amended up to the 24th Meeting of the Academic Council held on 3rd August 2024. This document supersedes all previous guidelines)

Regulations No.: PU/AC-24.20/SOMS19/BAJ06/2024-27

Resolution No.10 of the 24th Meeting of the Academic Council held on 03rd August 2024, and ratified by the Board of Management in its 24th Meeting held on 05th August 2024.

AUGUST-2024

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A - PROGRAM REGULATIONS

1. Vision & Mission of the University and the School / Department

1.1 Vision of the University

To be a Value-driven Global University, excelling beyond peers and creating professionals of integrity and character, having concern and care for society.

1.2 Mission of the University

- Commit to be an innovative and inclusive institution by seeking excellence in teaching, research and knowledge-transfer.
- Pursue Research and Development and its dissemination to the community, at large.
- Create, sustain and apply learning in an interdisciplinary environment with consideration for ethical, ecological and economic aspects of nation building.
- Provide knowledge-based technological support and services to the industry in its growth and development.
- To impart globally applicable skill sets to students through flexible course offerings and support industry's requirement and inculcate a spirit of new-venture creation.

1.3 Vision Statement of Presidency School of Media Studies

To become a value-based, Communication-effective School of Media and Journalism, committed to creating an ethical and positive approach to reporting, for the benefit of society at large.

1.4 Mission Statement of Presidency School of Media Studies

- Encourage students to become sensitive, responsive and responsible social citizens in the realm of media and journalism.
- Empower students with the knowledge and skills to address social, political, and economic challenges.
- Sensitize students to embrace lifelong learning in a technology- enabled environment.

- Foster strategic alliances between the media and academia for research and its practical application.
- Instil entrepreneurial and leadership skills to address social, environmental and community needs.

2. Preamble to the Program Regulations and Curriculum

This is the subset of Academic Regulations, and it is to be followed as a requirement for the award of B.A. degree.

The Curriculum is designed to take into the factors listed in the Choice Based Credit System (CBCS) with focus on Project Based Learning, Industrial Training, and Internship to enable the students to become eligible and fully equipped for employment in industries, choose higher studies or entrepreneurship.

In exercise of the powers conferred by and in discharge of duties assigned under the relevant provision(s) of the Act, Statutes and Academic Regulations of the University, the Academic Council hereby makes the following Regulations.

3. Short Title and Applicability

- a. These Regulations shall be called the Bachelor of Arts Degree Program Regulations and Curriculum 2022-2025.
- b. These Regulations are subject to, and pursuant to the Academic Regulations.
- c. These Regulations shall be applicable to the ongoing Bachelor of Arts (Journalism & Mass Communication) Degree Programs of the 2022-2025 batch, and to all other Bachelor of Arts Degree Programs which may be introduced in future.
- d. These Regulations shall supersede all the earlier Bachelor of Arts (Journalism & Mass Communication) Degree Program Regulations and Curriculum, along with all the amendments thereto.
- e. These Regulations shall come into force from the Academic Year 2024-2025.

4. Definitions

In these Regulations, unless the context otherwise requires:

- a. *“Academic Calendar” means the schedule of academic and miscellaneous events as approved by the Vice Chancellor;*
- b. *“Academic Council” means the Academic Council of the University;*
- c. *“Academic Regulations” means the Academic Regulations, of the University;*
- d. *“Academic Term” means a Semester or Summer Term;*
- e. *“Act” means the Presidency University Act, 2013;*
- f. *“AICTE” means All India Council for Technical Education;*
- g. *“Basket” means a group of courses bundled together based on the nature/type of the course;*
- h. *“BOE” means the Board of Examinations of the University;*
- i. *“BOG” means the Board of Governors of the University;*
- j. *“BOM” means the Board of Management of the University;*
- k. *“BOS” means the Board of Studies of a particular Department/Program of Study of the University;*
- l. *“CGPA” means Cumulative Grade Point Average as defined in the Academic Regulations;*
- m. *“Clause” means the duly numbered Clause, with Sub-Clauses included, if any, of these Regulations;*
- n. *“COE” means the Controller of Examinations of the University;*
- o. *“Course In Charge” means the teacher/faculty member responsible for developing and organising the delivery of the Course;*
- p. *“Course Instructor” means the teacher/faculty member responsible for teaching and evaluation of a Course;*
- q. *“Course” means a specific subject usually identified by its Course-code and Course-title, with specified credits and syllabus/course-description, a set of references, taught by some teacher(s)/course-instructor(s) to a specific class (group of students) during a specific Academic Term;*
- r. *“Curriculum Structure” means the Curriculum governing a specific Degree Program offered by the University, and, includes the set of Baskets of Courses along with minimum credit requirements to be earned under each basket for a degree/degree with*

specialization/minor/honours in addition to the relevant details of the Courses and Course catalogues (which describes the Course content and other important information about the Course). Any specific requirements for a particular program may be brought into the Curriculum structure of the specific program and relevant approvals should be taken from the BOS and Academic Council at that time.

- s. *“DAC” means the Departmental Academic Committee of a concerned Department/Program of Study of the University;*
- t. *“Dean” means the Dean / Director of the concerned School;*
- u. *“Degree Program” includes all Degree Programs;*
- v. *“Department” means the Department offering the degree Program(s) / Course(s) / School offering the concerned Degree Programs / other Administrative Offices;*
- w. *“Discipline” means specialization or branch of B.A. Degree Program;*
- x. *“HOD” means the Head of the concerned Department;*
- y. *“L-T-P-C” means Lecture-Tutorial-Practical-Credit – refers to the teaching – learning periods and the credit associated;*
- z. *“MOOC” means Massive Open Online Courses;*
- aa. *“MOU” means the Memorandum of Understanding;*
- bb. *“NPTEL” means National Program on Technology Enhanced Learning;*
- cc. *“Parent Department” means the department that offers the Degree Program that a student undergoes;*
- dd. *“Program Head” means the administrative head of a particular Degree Program/s;*
- ee. *“Program Regulations” means the Bachelor of Journalism & Mass Communication Degree Program Regulations and Curriculum, 2022-2025;*
- ff. *“Program” means the Bachelor of Journalism & Mass Communication BA (J&MC) Degree Program;*
- gg. *“PSOMS” means the Presidency School of Media Studies;*
- hh. *“Registrar” means the Registrar of the University;*
- ii. *“School” means a constituent institution of the University established for monitoring, supervising and guiding, teaching, training and research activities in broadly related fields of studies;*

- jj. "Section" means the duly numbered Section, with Clauses included in that Section, of these Regulations;*
- kk. "SGPA" means the Semester Grade Point Average as defined in the Academic Regulations;*
- ll. "Statutes" means the Statutes of Presidency University;*
- mm. "Sub-Clause" means the duly numbered Sub-Clause of these Program Regulations;*
- nn. "Summer Term" means an additional Academic Term conducted during the summer break (typically in June-July) for a duration of about eight (08) calendar weeks, with a minimum of thirty (30) University teaching days;*
- oo. "SWAYAM" means Study Webs of Active Learning for Young Aspiring Minds.*
- pp. "UGC" means University Grants Commission;*
- qq. "University" means Presidency University, Bengaluru; and*
- rr. "Vice Chancellor" means the Vice Chancellor of the University.*

5. Program Description

The Bachelor of Arts (Journalism & Mass Communication) Degree Program Regulations and Curriculum 2022-2025 are subject to, and pursuant to the Academic Regulations. These Program Regulations shall be applicable to the ongoing Bachelor of Arts in Journalism & Mass Communication, abbreviated as BA (J&MC) of 2022-2025 offered by the Presidency School of Media Studies (PSOMS):

5.1 These Program Regulations shall be applicable to other similar programs, which may be introduced in future.

5.2 These Regulations may evolve and get amended or modified or changed through appropriate approvals from the Academic Council, from time to time, and shall be binding on all concerned.

5.3 The effect of periodic amendments or changes in the Program Regulations, on the students admitted in earlier years, shall be dealt with appropriately and carefully, so as to ensure that those students are not subjected to any unfair situation whatsoever,

although they are required to conform to these revised Program Regulations, without any undue favour or considerations.

6. Minimum and Maximum Duration

- 6.1 Bachelor of Arts in Journalism & Mass Communication Degree Program is a three-Year, Full-Time Semester based program. The minimum duration of the BA (J&MC) Program is three (03) years, and each year comprises of two academic Semesters (Odd and Even Semesters) and hence the duration of the BA (J&MC) program is six (06) Semesters.
- 6.2 A student who for whatever reason is not able to complete the Program within the normal period or the minimum duration (number of years) prescribed for the Program, may be allowed a period of two years beyond the normal period to complete the mandatory minimum credits requirement as prescribed by the concerned Program Regulations and Curriculum. In general, the permissible maximum duration (number of years) for completion of Program is 'N' + 2 years, where 'N' stands for the normal or minimum duration (number of years) for completion of the concerned Program as prescribed by the concerned Program Regulations and Curriculum.
- 6.3 The time taken by the student to improve Grades/CGPA, and in case of temporary withdrawal/re-joining (**Refer to clause 16.1 of Academic Regulations**), shall be counted in the permissible maximum duration for completion of a Program.
- 6.4 In exceptional circumstances, such as temporary withdrawal for medical exigencies where there is a prolonged hospitalization and/or treatment, as certified through hospital/medical records, women students requiring extended maternity break (certified by registered medical practitioner), and, outstanding sportspersons representing the University/State/India requiring extended time to participate in National/International sports events, a further extension of one (01) year may be granted on the approval of the Academic Council.
- 6.5 The enrolment of the student who fails to complete the mandatory requirements for the award of the concerned Degree (refer Section 19, of Academic Regulations)

in the prescribed maximum duration (Sub-Clauses 18.1 and 18.2 of Academic Regulations), shall stand terminated and no Degree shall be awarded.

7 Programme Educational Objectives (PEO)

After three years of successful completion of the program, the graduates shall be:

PEO1. Understand the nature and basic concepts of communication, journalism, advertising, corporate communication, electronic media, new media and communication research.

PEO2. Analyze the contemporary media scenario in association with the socio-political environment in India and its relationship with other nations.

PEO3. Perform activities in the production of audio-visual programs, use of software in print media and web designing which includes field activities reporting, editing and designing journals.

8 Programme Outcomes (PO) and Programme Specific Outcomes (PSO)

8.1 Programme Outcomes (PO)

On successful completion of the Program, the students shall be able to:

PO1. Disciplinary Knowledge: Acquiring knowledge of different dimensions of communication, and historical perspectives and presenting events or news within the ethical framework to the masses.

PO2. Understanding the Role of the Press: The press in a democratic society, the importance of freedom of the press and its limitations.

PO3. Influential and effective communication: Ability to share thoughts, ideas and applied skills of communication in its various perspectives like written communication, speech communication & language efficiency.

PO4. Critical/ Reflective thinking: Employ critical and reflective thinking along with the ability to create a sense of awareness of self and society.

PO5. Ethical Awareness: As a communication learner, one understands the importance of ethical values and their application in professional life.

PO6. Skilled and Industry-ready Professionals: Strengthening the abilities of a learner by skills, and knowledge of the present scenario of the M & E industry including advertising, public relations, corporate communication, digital communication & media management.

PO7. Technologically Efficient Professional: Capability to use various communication technologies and ability to use various software for content creation, and content editing for various forms of publishing platforms.

PO8. Research-related Skills: A sense of inquiry and investigation for raising relevant and contemporary questions, synthesizing and articulating.

PO9. Cooperation/ Teamwork: Building a team, motivating and inspiring the team members to work with cooperation to their utmost efficiency.

PO10. Leadership readiness/ Qualities: To make learners fluent in multiple facets of leadership. Creating the ability to take ownership in crucial situations. Enhancing the qualities to be an efficient leader. Cultivating key characteristics in learners is to be visionary leaders who can inspire the team to greatness.

PO11. Lifelong Learning: Every learner consistently updates oneself with current knowledge, skills and technologies. Acquiring Knowledge and creating the understanding in learners that learning will continue throughout life.

8.2 Program Specific Outcomes (PSOs):

On successful completion of the Program, the students shall be able to:

PSO1: Exhibit a sound understanding and knowledge of Journalism and Mass Communication.

PSO2: Display the competence to explore career opportunities as per the demands and requirements of the Media Industry.

PSO3: Think critically, creatively, and demonstrate curiosity to discover new horizons in Journalism and Mass Communication.

9 Admission Criteria (as per the concerned Statutory Body)

The University admissions shall be open to all persons irrespective of caste, class, creed, gender or nation. The admission criteria to the BA (J&MC) Program is listed in the following Sub-Clauses:

- 9.1 An applicant who has successfully completed Pre-University course or Senior Secondary School course (+2) or equivalent such as (11+1), 'A' level in Senior School Leaving Certificate Course with a minimum aggregate of 40% marks, from a recognized university of India or outside or from Senior Secondary Board or equivalent, constituted or recognized by the Union or by the State Government of that Country, for the purpose of issue of qualifying certificate, on successful completion of the course, may apply for and be admitted into the Program.
- 9.2 Reservation for the SC / ST and other backward classes shall be made in accordance with the directives issued by the Government of Karnataka from time to time.
- 9.3 Admissions are offered to Foreign Nationals and Indians living abroad in accordance with the rules applicable for such admission, issued from time to time, by the Government of India.
- 9.4 Candidates must fulfil the medical standards required for admission as prescribed by the University.
- 9.5 If, at any time after admission, it is found that a candidate had not in fact fulfilled all the requirements stipulated in the offer of admission, in any form whatsoever, including possible misinformation and any other falsification, the Registrar shall report the matter to the Board of Management (BOM), recommending revoking the admission of the candidate.
- 9.6 The decision of the BOM regarding the admissions is final and binding.

10 Transfer Students requirements

10.1 Transfer of student(s) from another recognized University to the 2nd year (3rd Semester) of the B. A. Program of the University

A student who has completed the 1st Year (i.e., passed in all the Courses / Subjects prescribed for the 1st Year) of the BA (J&MC) / Three -Year Degree Program from

another recognized University, may be permitted to transfer to the 2nd Year (3rd Semester) of the BA (J&MC) Program of the University as per the rules and guidelines prescribed in the following Sub-Clauses:

- 10.1.1 The student shall submit the Application for Transfer along with a non-refundable Application Fee (as prescribed by the University from time to time) to the University no later than July 10 of the concerned year for admission to the 2nd Year (3rd Semester) BA (J&MC) Program commencing on August 1 on the year concerned.
- 10.1.2 The student shall submit copies of the respective Marks Cards / Grade Sheets / Certificates along with the Application for Transfer.
- 10.1.3 The transfer may be provided on the condition that the Courses and Credits completed by the concerned student in the 1st Year of the BA (J&MC)- Three Degree Program from the concerned University, are declared equivalent and acceptable by the Equivalence Committee constituted by the Vice Chancellor for this purpose. Further, the Equivalence Committee may also prescribe the Courses and Credits the concerned students shall have to mandatorily complete, if admitted to the 2nd Year of the BA (J&MC) Program of the University.
- 10.1.4 The Branch / Discipline allotted to the student concerned shall be the decision of the University and binding on the student.

11 Specific Regulations regarding Assessment and Evaluation (including the Assessment Details of NTCC Courses, Weightages of Continuous Assessment and End Term Examination for various Course Categories)

- 11.1 The academic performance evaluation of a student in a Course shall be according to the University Letter Grading System based on the class performance distribution in the Course.

11.2 Academic performance evaluation of every registered student in every Course registered by the student is carried out through various components of Assessments spread across the Semester. The nature of components of Continuous Assessments and the weightage given to each component of Continuous Assessments (**refer Clause 11.5 of Academic Regulations**) shall be clearly defined in the Course Plan for every Course, and approved by the DAC.

11.3 Format of the End-Term examination shall be specified in the Course Plan.

11.4 Grading is the process of rewarding the students for their overall performance in each Course. The University follows the system of Relative Grading with statistical approach to classify the students based on the relative performance of the students registered in the concerned Course except in the following cases:

- Non-Teaching Credit Courses (NTCC)
- Courses with a class strength less than 30

Absolute grading method may be adopted, where necessary with prior approval of concerned DAC.

Grading shall be done at the end of the Academic Term by considering the aggregate performance of the student in all components of Assessments prescribed for the Course. Letter Grades (refer Clause 8.10 of Academic Regulations) shall be awarded to a student based on her/his overall performance relative to the class performance distribution in the concerned Course. These Letter Grades not only indicate a qualitative assessment of the student's performance but also carry a quantitative (numeric) equivalent called the Grade Point.

11.5 Assessment Components and Weightage

| Table 1: Assessment Components and Weightage for different category of Courses | | |
|---|-------------------------------|------------------|
| Nature of Course and Structure | Evaluation Component | Weightage |
| Lecture-based Course | Continuous Assessments | 50% |

| | | |
|---|---|------------|
| L component in the L-T-P Structure is predominant (more than 1) (Examples: 3-0-0; 2-1-0; 2-0-0, 0-0-2 etc.) | End Term Examination | 50% |
| | Continuous Assessments [Lab Only] | 60% |
| Lab/Practice-based Course P component in the L-T-P Structure is predominant (Examples: 0-0-4; 0-1-2; 1-0-2; etc.) | End Term Examination [Lab Only] | 40% |
| | <p>Skill based Courses like Industry Internship, Capstone project, Research Dissertation, Integrative Studio, Interdisciplinary Project, Summer / Short Internship, Social Engagement / Field Projects, Portfolio, and such similar Non-Teaching Credit Courses, where the pedagogy does not lend itself to a typical L-T-P structure</p> <p>Guidelines for the assessment components for the various types of Courses, with recommended weightages, shall be specified in the concerned Program Regulations and Curriculum / Course Plans, as applicable.</p> | |

The exact weightages of Evaluation Components shall be clearly specified in the concerned PRC and respective Course Plan.

Normally, for Practice/Skill based Courses, without a defined credit structure (L-T-P) [NTCC], but with assigned Credits (as defined in Clause 5.2 of the Academic Regulations), the method of evaluation shall be based only on Continuous Assessments. The various components of Continuous Assessments, the distribution of weightage among such components, and the method of evaluation/assessment, shall be as decided and indicated in the Course Plan/PRC. The same shall be approved by the respective DAC.

11.6 Minimum Performance Criteria:

11.6.1 Theory only Course and Lab/Practice Embedded Theory Course

A student shall satisfy the following minimum performance criteria to be eligible to earn the credits towards the concerned Course:

- a. A student must obtain a minimum of 30% of the total marks/weightage assigned to the End Term Examinations in the concerned Course.
- b. The student must obtain a minimum of 40% of the AGGREGATE of the marks/weightage of the components of Continuous Assessments, Mid Term Examinations and End Term Examinations in the concerned Course.

11.6.2 Lab/Practice only Course and Project Based Courses

The student must obtain a minimum of 40% of the AGGREGATE of the marks/weightage of all assessment components in the concerned Course.

- 11.6.3 A student who fails to meet the minimum performance criteria listed above in a Course shall be declared as "Fail" and given "F" Grade in the concerned Course. For theory Courses, the student shall have to re-appear in the "Make-Up Examinations" as scheduled by the University in any subsequent semester or re-appear in the End Term Examinations of the same Course when it is scheduled at the end of the following Semester or Summer Term, if offered. The marks obtained in the Continuous Assessments (other than the End Term Examination) shall be carried forward and be included in computing the final grade, if the student secures the minimum requirements (as per Clause 11.6.1, 11.6.2 of Academic Regulations) in the "Make-Up Examinations" of the concerned Course. Further, the student has an option to re-register for the Course and clear the same in the summer term/ subsequent semester if he/she wishes to do so, provided the Course is offered.

12 Additional clarifications - Rules and Guidelines for Transfer of Credits from MOOC, etc. - Note: These are covered in Academic Regulations

The University allows students to acquire credits from other Indian or foreign institutions and/or Massive Open Online Course (MOOC) platforms, subject to prior approval. These credits may be transferred and counted toward fulfilling the minimum credit requirements for the award of a degree. The process of transfer of credits is governed by the following rules and guidelines:

- 12.1 The transfer of credits shall be examined and recommended by the Equivalence Committee (Refer Annexure B of Academic Regulations) and approved by the Dean - Academics.
- 12.2 Students may earn credits from other Indian or foreign Universities/Institutions with which the University has an MOU, and that MOU shall have specific provisions, rules and guidelines for transfer of credits. These transferred credits shall be counted towards the minimum credit requirements for the award of the degree.
- 12.3 Students may earn credits by registering for Online Courses offered by *Study Web of Active Learning by Young and Aspiring Minds (SWAYAM)* and *National Program on Technology Enhanced Learning (NPTEL)*, or other such recognized Bodies/Universities/Institutions as approved by the concerned BOS and Academic Council from time to time. The concerned School/Parent Department shall publish/include the approved list of Courses and the rules and guidelines governing such transfer of credits of the concerned Program from time to time. The Rules and Guidelines for the transfer of credits specifically from the Online Courses conducted by SWAYAM/ NPTEL/ other approved MOOCs are as stated in the following Sub-Clauses:
 - 12.3.1 A student may complete SWAYAM/NPTEL/other approved MOOCs as mentioned in Clause 12.3 of Academic Regulations and transfer equivalent credits to partially or fully complete the mandatory credit requirements of Discipline Elective Courses and/or the mandatory credit requirements of Open Elective Courses as prescribed in the concerned Curriculum Structure. However, it is the sole responsibility of

the student to complete the mandatory credit requirements of the Discipline Elective Courses and the Open Elective Courses as prescribed by the Curriculum Structure of the concerned Program.

- 12.3.2 SWAYAM/NPTEL/ other approved MOOCs as mentioned in Clause 12.3 of Academic Regulations, shall be approved by the concerned Board of Studies.
- 12.3.3 Parent Departments may release a list of SWAYAM/NPTEL/other approved MOOCs for Pre-Registration as per schedule in the Academic Calendar or through University Notification to this effect.
- 12.3.4 Students may Pre-Register for the SWAYAM/NPTEL/other approved MOOCs in the respective Departments and register for the same Courses as per the schedule announced by respective Online Course Offering body/institute/ university.
- 12.3.5 A student shall request for transfer of credits only from such approved Courses as mentioned in Sub-Clause 12.3.2 above.
- 12.3.6 SWAYAM/NPTEL/other approved MOOCs Courses are considered for transfer of credits only if the concerned student has successfully completed the SWAYAM/NPTEL/other approved MOOCs and obtained a certificate of successful/satisfactory completion.
- 12.3.7 A student who has successfully completed the approved SWAYAM/NPTEL/ other approved MOOCs and wants to avail the provision of transfer of equivalent credits, must submit the original Certificate of Completion, or such similar authorized documents to the HOD concerned, with a written request for the transfer of the equivalent credits. On verification of the Certificates/Documents and approval by the Dean / Director / HOD concerned, the Course(s) and equivalent Credits shall be forwarded to the COE for processing of results of the concerned Academic Term.
- 12.3.8 The credit equivalence of the SWAYAM/NPTEL/other approved MOOCs are based on Course durations and/or as recommended by the Course offering body/institute/university. The Credit Equivalence

mapped to SWAYAM/ NPTEL approved Courses based on Course durations for transfer of credits is summarised in Table shown below. The Grade will be calculated from the marks received by the Absolute Grading Table 8.11of Academic Regulations.

| Table 2: Durations and Credit Equivalence for Transfer of Credits from SWAYAM-NPTEL/ other approved MOOC Courses | | |
|---|------------------------|---------------------------|
| Sl. No. | Course Duration | Credit Equivalence |
| 1 | 4 Weeks | 1 Credit |
| 2 | 8 Weeks | 2 Credits |
| 3 | 12 Weeks | 3 Credits |

12.3.9 The maximum permissible number of credits that a student may request for credit transfer from MOOCs shall not exceed 20% of the mandatory minimum credit requirements specified by the concerned Program Regulations and Curriculum for the award of the concerned Degree.

12.3.10 The University shall not reimburse any fees/expense; a student may incur for the SWAYAM/NPTEL/other approved MOOCs.

12.4 The maximum number of credits that can be transferred by a student shall be limited to forty percent (40%) of the mandatory minimum credit requirements specified by the concerned Program Regulations and Curriculum for the award of the concerned Degree. However, the grades obtained in the Courses transferred from other Institutions/MOOCs, as mentioned in this Section (12.0), shall not be included in the calculation of the CGPA.

13. Structure / Component with Credit Requirements Course Baskets & Minimum Basket wise Credit Requirements

The BA (J&MC) Program Structure (2022-2025) has a total of 120 credits.

Table 3 summarizes the type of baskets, number of courses under each basket and the associated credits that are mandatorily required for the completion of the Degree.

Table 3: B. A. (Journalism and Mass Communication) 2022-2025: Summary of Mandatory Courses and Minimum Credit Contribution from various Baskets

| Sl. No. | Baskets | Credit Contribution |
|---------|----------------------|---------------------|
| 1 | School Core | 44 |
| 2 | Program Core | 34 |
| 3 | Discipline Elective | 33 |
| 4 | Open Elective | 09 |
| | Total Credits | 120 |

14. Minimum Total Credit Requirements of Award of Degree

As per the UGC guidelines, a minimum of 120 credits is required for the award of a **BA (J&MC)** degree.

15. Other Specific Requirements for Award of Degree, if any, as prescribed by the Statutory Bodies,

15.1 The award of the Degree shall be recommended by the Board of Examinations and approved by the Academic Council and Board of Management of the University.

15.2 A student shall be declared to be eligible for the award of the concerned Degree if she/he:

- a. Fulfilled the Minimum Credit Requirements and the Minimum Credits requirements under various baskets.
- b. Secure a minimum CGPA of 4.50 in the concerned Program at the end of the Semester/ Academic Term in which she/he completes all the requirements for the award of the Degree as specified in Sub-Clause a of Academic Regulations;
- c. No dues to the University, Departments, Hostels, Library, and any other such Centres/ Departments of the University; and
- d. No disciplinary action is pending against her/him.

16. Curriculum Structure – Basket Wise Course List (not Semester Wise)

List of Courses Tabled – aligned to the Program Structure

(Course Code, Course Name, Credit Structure (LTPC), Contact Hours, Course Basket, Type of Skills etc., as applicable).

Table 3.1: List of School Core

| Sr. No | Course Name | L | T | P | C |
|--------|---|---|---|---|---|
| 1 | Fundamentals of Journalism | 3 | 0 | 0 | 3 |
| 2 | Introduction to Communication Model | 3 | 0 | 0 | 3 |
| 3 | Indian Polity: State & Democracy | 2 | 0 | 0 | 2 |
| 4 | Introduction to Soft skills | 0 | 0 | 2 | 1 |
| 5 | Communicative English | 2 | 0 | 0 | 2 |
| 6 | Basics of Computer Skills -I | 0 | 0 | 4 | 2 |
| 7 | Environmental Studies and Sustainable Development | 2 | 0 | 0 | 0 |
| 8 | Sarala / Savi Kannada | 2 | 0 | 0 | 2 |
| 9 | Theories and Ideologies of Mass Communication | 3 | 0 | 0 | 3 |
| 10 | Reporting and Editing Techniques | 2 | 0 | 2 | 3 |
| 11 | Current Affairs and Contemporary Issues | 3 | 0 | 0 | 3 |
| 12 | Enhancing Personality through Soft Skills | 0 | 0 | 2 | 1 |
| 13 | Writing for Web | 2 | 0 | 0 | 2 |
| 14 | English for Journalism | 2 | 0 | 0 | 2 |
| 15 | Reasoning and Employment Skills | 0 | 0 | 2 | 1 |
| 16 | Preparedness for Interview | 0 | 0 | 2 | 1 |
| 17 | Introduction to Human rights and Gender issues | 2 | 0 | 2 | 3 |

| | | | | | |
|-----------------------------|---|---|---|---|-----------|
| 18 | Ethics in Media and the legal framework | 2 | 0 | 0 | 2 |
| 19 | Radio and TV production | 2 | 0 | 2 | 3 |
| 20 | Production Portfolio | 1 | 0 | 2 | 2 |
| 21 | Industry Internship and Mini Project | - | 0 | - | 3 |
| Total No. of Credits | | | | | 44 |

Table 3.2: List of Program Core

| Sr. No | Course Name | L | T | P | C |
|-----------------------------|---|---|---|---|-----------|
| 1 | Print Media: Theory and Practice | 2 | 0 | 2 | 3 |
| 2 | Introduction to Advertising and Public Relation | 3 | 0 | 0 | 3 |
| 3 | Introduction to Digital Media | 2 | 0 | 2 | 3 |
| 4 | Introduction to Media Studies | 3 | 0 | 0 | 3 |
| 5 | Visual Communication and Photography | 1 | 0 | 4 | 3 |
| 6 | Cinematography | 2 | 0 | 4 | 4 |
| 7 | Media Management and Entrepreneurship | 2 | 0 | 0 | 2 |
| 8 | Developmental Journalism | 3 | 0 | 3 | 3 |
| 9 | Sports Journalism | 2 | 0 | 0 | 2 |
| 10 | Media Research and Data Analysis | 3 | 0 | 2 | 4 |
| 11 | Film Studies | 1 | 0 | 2 | 2 |
| 12 | News Desk & News Editing | 1 | 0 | 2 | 2 |
| Total No. of Credits | | | | | 34 |

17. Practical / Skill based Courses - Internships /Thesis/Dissertation/Capstone Project Work/Portfolio/Mini project

Practical / Skill based Courses like internship, project work, capstone project, research project / dissertation, and such similar courses, where the pedagogy does not lend itself to a typical L-T-P-C Structure (as defined in Clause 5.1 of the Academic Regulations), are

simply assigned the number of Credits based on the quantum of work / effort required to fulfil the learning objectives and outcomes prescribed for the concerned Courses. Such courses are referred to as Non-Teaching Credit Courses (NTCC). These Courses are designed to provide students with hands-on experience and skills essential for their professional development. These courses aim to equip students with abilities in problem identification, root cause analysis, problem-solving, innovation, and design thinking through industry exposure and project-based learning. The expected outcomes are first level proficiency in problem solving and design thinking skills to better equip B. A.(J&MC) graduates for their professional careers. The method of evaluation and grading for the Practical / Skill based Courses shall be prescribed and approved by the concerned Departmental Academic Committee (refer Annexure A of the Academic Regulations,). The same shall be prescribed in the Course Handout.

17.1 Internship

A student may undergo an internship for a period of 4-6 weeks in an industry / company or academic / research institution during the 6th Semesters, subject to the following conditions:

- 17.1.1** The Internship shall be in conducted in accordance with the Internship Policy prescribed by the school from time to time.
- 17.1.2** A student may opt for Internship in an Industry / Company/ Organization or academic / research institution of her / his choice, subject to the condition that the concerned student takes the responsibility to arrange the Internship on her / his own. Provided further, that the Industry / Company / Organization or academic / research institution offering such Internship confirms to the University that the Internship shall be conducted in accordance with the Program Regulations and Internship Policy of the University.
- 17.1.3** A student selected for an Internship in an industry / company or

academic / research institution shall adhere to all the rules and guidelines prescribed in the Internship Policy of the University.

- 17.1.4** As per the Academic Regulations, 'S' grade is awarded for "satisfactory completion" of the Internship and 'NC' grade is awarded for "non-completion" of the Internship. The student who receives the "NC" grade shall repeat the Internship, until the concerned student secures the "S" grade in the Internship. The "S" and "NC" grades is subject to fulfilling the requirements as stated in the course plan and do not carry grade points. Hence not included in the SGPA, CGPA computations.

18. List of Elective Courses under various Specializations / Stream Basket

| Table 3.3: Discipline Electives Courses/Specialization Tracks - Minimum of 33 credits is to be earned by the student in a particular track | | | | | |
|---|--|----------|----------|----------|----------|
| Track 1 - Mass Communication Basket | | | | | |
| Sr. No | Course Name | L | T | P | C |
| 1 | Advertising and Copywriting | 3 | 0 | 0 | 3 |
| 2 | Web Design Fundamentals | 2 | 0 | 2 | 3 |
| 3 | Public Relations and Corporate Communications | 3 | 0 | 0 | 3 |
| 4 | Digital Media Marketing | 1 | 0 | 4 | 3 |
| 5 | Brand Management | 3 | 0 | 0 | 3 |
| 6 | Communication for Social Impact | 3 | 0 | 0 | 3 |
| 7 | Short Film and Documentary Making | 2 | 0 | 4 | 4 |
| 8 | Social Media and Influencers | 2 | 0 | 2 | 3 |
| 9 | Event Management | 1 | 0 | 2 | 2 |
| 10 | Organizational Behaviour and Media Organizations | 3 | 0 | 0 | 3 |
| Track 2 - Journalism Basket | | | | | |
| Sr. No | Course Name | L | T | P | C |

| | | | | | |
|---------------------------------------|--|----------|----------|----------|----------|
| 1 | Hard News Journalism | 2 | 0 | 2 | 3 |
| 2 | Soft News Journalism | 2 | 0 | 2 | 3 |
| 3 | Print Journalism | 2 | 0 | 2 | 3 |
| 4 | Principles of Translation and Rewriting | 2 | 0 | 2 | 3 |
| 5 | Vernacular Journalism | 2 | 0 | 2 | 3 |
| 6 | MOJO- Mobile Journalism | 2 | 0 | 2 | 3 |
| 7 | Digital Journalism | 2 | 0 | 2 | 3 |
| 8 | Broadcast Journalism | 2 | 0 | 2 | 3 |
| 9 | Political Communication | 3 | 0 | 0 | 3 |
| 10 | Data Journalism | 2 | 0 | 2 | 3 |
| 11 | Citizen Journalism | 2 | 0 | 2 | 3 |
| 12 | Investigative and Crime Journalism | 2 | 0 | 2 | 3 |
| 13 | Fashion and Celebrity Journalism | 2 | 0 | 2 | 3 |
| 14 | Lifestyle and Arts Journalism | 2 | 0 | 2 | 3 |
| 15 | Finance Journalism | 2 | 0 | 2 | 3 |
| 16 | Education Journalism | 2 | 0 | 2 | 3 |
| 17 | Peace Journalism | 2 | 0 | 2 | 3 |
| 18 | Realty and Property Journalism | 2 | 0 | 2 | 3 |
| 19 | Legal Reporting | 2 | 0 | 2 | 3 |
| 20 | Critical Appreciation (Films, Dance/ Drama/ Music/ Performing arts) | 1 | 0 | 4 | 3 |
| 21 | Business Journalism | 3 | 0 | 0 | 3 |
| 22 | Data Journalism & Data Visualization | 2 | 0 | 0 | 2 |
| 23 | Data Journalism & Data Visualization [P] | 0 | 0 | 2 | 1 |
| 24 | Media Literacy Education | 2 | 0 | 0 | 2 |
| 25 | Media Literacy Lab [P] | 0 | 0 | 2 | 1 |
| 26 | Political Communication | 3 | 0 | 0 | 3 |
| Track 3 - Media Studies Basket | | | | | |
| Sr. No | Course Name | L | T | P | C |
| 1 | Introduction to Animation | 1 | 0 | 4 | 3 |

| | | | | | |
|----|--|---|---|---|---|
| 2 | Principles of Visual Design for Media | 1 | 0 | 2 | 2 |
| 3 | Graphic Design | 1 | 0 | 4 | 3 |
| 4 | Media Research | 3 | 0 | 0 | 3 |
| 5 | Radio Programming and Production | 2 | 0 | 4 | 4 |
| 6 | Studio Design, Operations and Management | 2 | 0 | 4 | 4 |
| 7 | Audio Engineering | 2 | 0 | 4 | 4 |
| 8 | Digital Compositing | 2 | 0 | 4 | 4 |
| 9 | Content Creation and editing for Online Media | 2 | 0 | 4 | 4 |
| 10 | Introduction to News Anchoring and News Management | 0 | 0 | 2 | 1 |
| 11 | Smartphone Filmmaking | 2 | 0 | 4 | 4 |
| 12 | Indigenous Media and Storytelling Practices | 2 | 0 | 4 | 4 |
| 13 | Introduction to Animation | 1 | 0 | 4 | 3 |
| 15 | Short Documentary | 0 | 0 | 4 | 2 |
| 16 | Introduction to Animation | 1 | 0 | 4 | 3 |
| 17 | Principles of Visual Design for Media | 1 | 0 | 2 | 2 |
| 18 | Graphic Design | 1 | 0 | 4 | 3 |

19. List of Open Electives to be offered by the School / Department (Separately for ODD and EVEN Semesters.

Table 3.4: Multidisciplinary Open Electives *- Minimum of 9 credits is to be earned by the student.

| Sr. No | Course Name | L | T | P | C |
|--------|---------------------|---|---|---|---|
| 1 | Open Elective - I | 3 | 0 | 0 | 3 |
| 2 | Open Elective - II | 3 | 0 | 0 | 3 |
| 3 | Open Elective - III | 3 | 0 | 0 | 3 |

*Open Electives courses offered by other schools in a semester and as approved by the BOS will be added to the above list and will be made available for the students for Pre-Registration.

20. List of MOOCS (NPTEL) Courses

| Sl. No. | Course ID | Course Name | Duration |
|---------|-----------|-----------------------------------|----------|
| 1 | ----- | English Grammar for Employability | 4 Weeks |

*The MOOC Courses list will be announced by the school at the time of Pre-Registration for the respective Semester post approval from DAC and BOS.

21. Recommended Semester Wise Course Structure / Flow including the Programme / Discipline Elective Paths / Options

| Semester 1 | | | | | | | | | | |
|------------|-------------|-------------------------------------|------------------|---|---|---|---------------|--------|---------------|---------------------|
| S. NO. | COURSE CODE | COURSE NAME | CREDIT STRUCTURE | | | | CONTACT HOURS | BASKET | TYPE OF SKILL | COURSE ADDRESSES TO |
| | | | L | T | P | C | | | | |
| 1. | BAJ1011 | Fundamentals of Journalism | 3 | 0 | 0 | 3 | | SC | F | |
| 2. | BAJ1012 | Introduction to Communication Model | 3 | 0 | 0 | 3 | | SC | F | |
| 3. | BAJ1013 | Indian Polity: State & Democracy | 2 | 0 | 0 | 2 | | SC | S | |
| 4. | BAJ1015 | Print Media: Theory and Practice | 2 | 0 | 2 | 3 | | PC | F /EM | |

| | | | | | | | | | | |
|-----|---------------------|---|---|---|---|----|--|----|------|---|
| 5. | BAJ1016 | Introduction to Advertising and Public Relation | 3 | 0 | 0 | 3 | | PC | F/EM | |
| 6. | PPS1001 | Introduction to Soft skills | 0 | 0 | 2 | 1 | | SC | S | |
| 7. | ENG1003 | Communicative English | 2 | 0 | 0 | 2 | | SC | S | |
| 8. | BAJ1017 | Basics of Computer Skills -I | 0 | 0 | 4 | 2 | | SC | S/EM | |
| 9. | CHE1018 | Environmental Science | 1 | 0 | 2 | 0 | | SC | F | |
| 10. | KAN1002/ KAN2002 | Sarala / Savi Kannada | 2 | 0 | 0 | 2 | | SC | S/EM | |
| | | TOTAL | | | | 22 | | - | - | - |

Semester 2

| S. NO. | COURSE CODE | COURSE NAME | CREDIT STRUCTURE | | | | CONTACT HOURS | BASKET | TYPE OF SKILL | COURSE ADDRESSES TO |
|--------|-------------|---|------------------|---|---|---|---------------|--------|---------------|---------------------|
| | | | L | T | P | C | | | | |
| | | | | | | | | | | |
| 1. | BAJ1014 | Theories and Ideologies of Mass Communication | 3 | 0 | 0 | 3 | | SC | F | |
| 2. | BAJ1020 | Reporting and Editing Techniques | 2 | 0 | 2 | 3 | | SC | F | |
| 3. | BAJ1004 | Current Affairs and Contemporary Issues | 3 | 0 | 0 | 3 | | SC | F | |
| 4. | BAJ1019 | Introduction to Digital Media | 2 | 0 | 2 | 3 | | PC | S/F/EM | |

| | | | | | | | | | |
|----|---------|--------------------------------------|---|---|---|----|--|----|--------|
| 5. | BAJ1018 | Introduction to Media Studies | 3 | 0 | 0 | 3 | | PC | S/F/EM |
| 6. | BAJ2042 | Visual Communication and Photography | 1 | 0 | 4 | 3 | | PC | S/EM |
| 7. | PPS1007 | Soft Skills for Journalists | 0 | 0 | 2 | 1 | | PC | S/EM |
| 8. | ENG2007 | Writing for Web | 2 | 0 | 0 | 2 | | SC | S /EM |
| | | TOTAL | | | | 21 | | | |

| Semester 3 | | | | | | | | | |
|------------|----------------|--|------------------|---|---|----|--------|---------------|---------------------|
| S. NO. | COURSE CODE | COURSE NAME | CREDIT STRUCTURE | | | | BASKET | TYPE OF SKILL | COURSE ADDRESSES TO |
| | | | L | T | P | C | | | |
| 1 | BAJ1003 | Introduction to Human rights & Gender issues | 2 | 0 | 2 | 3 | | SC | S/EM |
| 2 | ENG2008 | English for Journalism | 2 | 0 | 0 | 2 | | SC | S |
| 3 | PPS2001 | Reasoning and Employment Skills | 0 | 0 | 2 | 1 | | SC | S |
| 4 | BAJ3032 | Cinematography | 2 | 0 | 4 | 4 | | PC | S/EM |
| 5 | BAJ3003 | Media Management and Entrepreneurship | 2 | 0 | 0 | 2 | | PC | S/EM |
| 6 | BAJ XXXX | Discipline Elective - I / | 2 | 0 | 2 | 3 | | DE | S/F/EM |
| 7 | BAJ XXXX | Discipline Elective - II / | 2 | 0 | 4 | 4 | | DE | S/F/EM |
| 8 | BAJ XXXX | Discipline Elective - III / | 2 | 0 | 2 | 3 | | DE | S/F/EM |
| | | TOTAL | | | | 20 | | | |

| Semester 4 | | | | | | | | | |
|------------|-------------|---|------------------|---|---|----|--------|---------------|---------------------|
| S. NO. | COURSE CODE | COURSE NAME | CREDIT STRUCTURE | | | | BASKET | TYPE OF SKILL | COURSE ADDRESSES TO |
| | | | L | T | P | C | | | |
| 1 | PPS3018 | Preparedness for Interview | 0 | 0 | 2 | 1 | | SC | S |
| 2 | BAJ2005 | News Desk and News Editing | 1 | 0 | 2 | 2 | | PC | F |
| 3 | BAJ3001 | Ethics in Media and the legal framework | 2 | 0 | 0 | 2 | | SC | S / F |
| 4 | BAJ2006 | Developmental Journalism | 1 | 0 | 4 | 3 | | PC | S / F |
| 5 | BAJ3020 | Sports Journalism | 2 | 0 | 0 | 2 | | PC | S/F/EM |
| 6 | BAJ XXXX | Discipline Elective - IV | 3 | 0 | 0 | 3 | | DE-IV | S/F/EM |
| 7 | BAJ XXXX | Discipline Elective - V | 3 | 0 | 0 | 3 | | DE-V | S/F/EM |
| 8 | BAJ XXXX | Discipline Elective - VI | 2 | 0 | 2 | 3 | | DE- VI [P] | S/F/EM |
| 9 | BAJ XXXX | Discipline Elective - VII | 3 | 0 | 0 | 3 | | DE - VII | S/F/EM |
| 10 | XXXX | Open Elective - I | 3 | 0 | 0 | 3 | | OE- I | S |
| | | TOTAL | | | | 25 | | | |

| Semester 5 | | | | | | | | | |
|------------|-------------|-------------|------------------|---|---|---|--------|---------------|---------------------|
| S. NO. | COURSE CODE | COURSE NAME | CREDIT STRUCTURE | | | | BASKET | TYPE OF SKILL | COURSE ADDRESSES TO |
| | | | L | T | P | C | | | |

| | | | | | | | | | | |
|---|-------------|----------------------------------|---|---|---|----|--|----|--------|--|
| 1 | BAJ2001 | Radio and TV production | 2 | 0 | 2 | 3 | | SC | S/ EM | |
| 2 | BAJ2002 | Production Portfolio | 1 | 0 | 2 | 2 | | SC | S/EM | |
| 3 | BAJ3002 | Media Research and Data Analysis | 3 | 0 | 2 | 4 | | PC | F | |
| 4 | BAJ2008 | Film Studies | 1 | 0 | 2 | 2 | | PC | S/F | |
| 5 | BAJ XXXX | Discipline Elective -VII | 3 | 0 | 0 | 3 | | DE | S/F/EM | |
| 6 | BAJ XXXX | Discipline Elective - IX | 3 | 0 | 0 | 3 | | DE | S/F/EM | |
| 7 | BAJ XXXX | Discipline Elective - X | 3 | 0 | 0 | 3 | | DE | S/F/EM | |
| 8 | BAJ XXXX | Discipline Elective - XI | 1 | 0 | 2 | 2 | | DE | S/F/EM | |
| 9 | XXXXXX | Open Elective - II | 3 | 0 | 0 | 3 | | OE | S | |
| | | TOTAL | | | | 25 | | | | |

Semester 6

| S. NO. | COURSE CODE | COURSE NAME | CREDIT STRUCTURE | | | | CONTACT HOURS | BASKET | TYPE OF SKILL | COURSE ADDRESSES TO |
|--------|-------------|--------------------------------------|------------------|---|---|---|---------------|--------|---------------|---------------------|
| | | | L | T | P | C | | | | |
| 1 | XXXXXX | Open Elective - III | 3 | 0 | 0 | 3 | 3 | OC | | |
| 2 | BAJ 4001 | Industry Internship and Mini Project | - | 0 | - | 3 | 3 | SC | | |
| | | TOTAL | | | | | 6 | | | |

22. Course Catalogue

Course Catalogue of all Courses Listed including the Courses Offered by other School / Department and Discipline / Programme Electives - Course Code, Course Name, Prerequisite, Anti-requisite, Course Description, Course Outcome, Course Content (with Blooms Level, CO, No. of Contact Hours), Reference Resources.

Course Catalogue [Sem I-VI]



PRESIDENCY UNIVERSITY

Presidency University Act, 2013 of the Karnataka Act No. 41 of 2013 | Established under Section 2(f) of UGC Act, 1956

Approved by AICTE, New Delhi



Itgalpur, Rajankunte, Yelahanka, Bengaluru - 560064

| | | | | | | |
|--------------------------------|--|------------------|----------|----------|----------|----------|
| Course Code: BAJ1011 | Course Title: Fundamentals of Journalism Type of Course: Program Core | L- T-P- C | 3 | 0 | 0 | 3 |
| Version No. | 1.0 | | | | | |
| Course Pre-requisites | Reading, writing and speaking skills and to be proactive. | | | | | |
| Anti-requisites | -Nil- | | | | | |
| Course Description | The purpose of this course is to enable the students to understand the basics of journalism; and to introduce them to the concept of journalism and its significance in democracy. In addition, students will learn about the function and operation of print, electronic and on-line media. | | | | | |
| Course Objective | This course is designed to improve the learners 'Skill development' by using 'participative learning methodologies.' | | | | | |
| Course Outcomes | On successful completion of the course the students shall be able to: CO1. Describe the nature and scope of journalism [Understand] CO2. Demonstrate the ability to think critically and independently [Apply] CO3. Apply the principles of journalism and express oneself clearly both in writing and orally. [Apply] CO4. Analyze the events and carry out background research competently [Analyze] CO5. Define and understand technical jargons of Journalism [Remember]. | | | | | |
| Course Content: | | | | | | |

| | | | | |
|--|--|--|---|-----------------|
| Module 1 | Introduction to Journalism | Lecture Discussion | Ability to break down complex information | 10 Hours |
| Topics: Journalism-Definition, Nature, Scope & Functions (Truth, Objectivity, Loyalty, Verification, Independent Monitor, Forum for criticism and comment); Principles of Journalism; Importance of NEWS. | | | | |
| Module 2 | Journalism as a Profession | Theory, Case studies | Creativity | 12 Hours |
| Topics: Duties and Responsibilities of Journalists; Reader and his interests - Understanding the public mood: Role of Journalism in Society-Journalism and Democracy, press & government- fourth Estate, Press & democracy-Press as watch dog; Press as a tool in social service. | | | | |
| Module 3 | The Press in India | Lecture, discussion | Ability to think critically about how to apply the regulations learnt during the course in the daily work - and in new media | 8 Hours |
| Topics: Development of Indian Press in Post-Independence years; Regulations of Journalism; Indian and International News Agencies-UNI, PTL, PIB, AFP, REUTERS, AP, SPUTNIK, AL JAZEERA; Regulatory Bodies-Press council of India, RNI, ABC. | | | | |
| Module 4 | Kinds of journalism and small newspapers of India | Samples, case studies, discussions, experiential learning | Creativity, communication, time management, story telling | 9 Hours |
| Topics: Print & Electronic- Newspapers, Periodicals and Specialized Magazines-TV & Radio; New Journalism, Citizen journalism; Online (Web Journalism) -Blogs - Vlogs - Social Media Journalism; The problem and prospects of small newspapers in India | | | | |

| | | | | |
|--|--|---|--|----------------|
| Module 5 | The Changing face of Indian Journalism & Glossaries | Discussions, Case Studies, samples | Critical analysis attention to detail | 9 Hours |
| Topics: English Press & Language Press; Professional ethics; The journalist today; Glossaries. | | | | |
| Targeted Application and Tools used | | | | |
| Samples of different kinds of Journalism to be shown to the students. These can be retrieved from both online as well as offline sources. | | | | |
| Assignment: Mention the Type of Project /Assignment proposed for this course | | | | |
| Essays, class presentations and written assignments, Presentation on a recent news coverage. | | | | |
| Text Book | | | | |
| <ol style="list-style-type: none"> 1. Kumar, Keval J. Mass communication in India, Jaico Publishing House. 2. Mehta. D. S. Mass communication & Journalism in India. | | | | |
| References | | | | |
| <ol style="list-style-type: none"> 1. Kumar, Keval J. Mass communication in India, Jaico Publishing House. 2. Mehta. D. S. Mass communication & Journalism in India. 3. Nadig Krishna Murthy. Indian Journalism. 4. Pathasarathy. R. Journalism in India. 5. Chalapathy Rau. M. The Press. 6. Ahuja B. N. The theory and practice of Journalism. | | | | |
| Topics relevant to development of 'FOUNDATION SKILLS': | | | | |
| <ol style="list-style-type: none"> 1. Importance of Journalism in Society 2. Journalism's first obligation is truth | | | | |
| Catalogue prepared by | Padmavathi S | | | |
| Recommended by the Board of Studies on | 5th June 2024 | | | |
| Date of Approval by the Academic Council | 3 rd August 2024 | | | |



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| | | | | | | |
|--------------------------------|---|---------------------------|-------------------------|-----------------|----------|----------|
| Course Code: BAJ1012 | Course Title: Introduction to Communication Model Type of Course: Program Core Theory | L- T-P- C | 3 | 0 | 0 | 3 |
| Version No. | 2.0 | | | | | |
| Course Pre-requisites | Explored different kinds of communication-group discussion, debate, elocution, public speaking. | | | | | |
| Anti-requisites | -Nil- | | | | | |
| Course Description | The course covers the fundamental ideas of communication as well as the skills needed to communicate effectively in a various situation. Communication theories and strategies utilized in interpersonal group, public, intercultural, and mass communication scenarios are also emphasized in this course. The course also highlights the various models of communication. | | | | | |
| Course Outcomes | <p>On successful completion of the course the students shall be able to:</p> <p>CO 1. Understand the need for and importance of communication [Knowledge].</p> <p>CO 2. Explain various theories of communication [Understand]</p> <p>CO 3. Describe the functions of mass communication. [Remember]</p> <p>CO 4. Assess the impact of media on society [Evaluate]</p> | | | | | |
| Course Content: | | | | | | |
| Module 1 | Introduction to Communication | Lecture Discussion | Activities-group | 10 Hours | | |

| | | | | |
|---|-------------------------------|--|---|-----------------|
| | | | discussion, skits, role play | |
| Topics: Communication-Meaning, definition, nature, scope, barriers; Facets of communication - SMCR process, Classification of communication - intrapersonal, interpersonal, Group & Mass communication; Importance of verbal, nonverbal communication and the role of kinesics. | | | | |
| Module 2 | Models of Communication | Lectur e/Discu ssion | Data collection | 10 Hours |
| Topics: Models - Meaning, definition and concepts of models; Aristotle's model, Harold D Laswell's model, David Berlo's model, Shannon & Weaver model, Osgood's model, Wilbur Schramm model, Neuman's spiral of silence model. | | | | |
| Module 3 | Communication Theories | Lecture, discussion | Data collection | 10 Hours |
| Topics: Introduction to communication theories; Multi step theory, selective exposure, selective perception, selective retention; Uses and gratification theory, cultivation theory, Agenda setting theory. | | | | |
| Module 4 | Mass Communication | Samples, case studies, discussions, experiential learning | Role play, simulation | 15 Hours |
| Topics: Mass Communication - Meaning, functions of Mass communication, elements of mass communication; Audio/visual communication - photographs, films, radio, television and new media, folk media, intercultural communication; Public opinion - role of mass media in public opinion formation, influence of mass media on society. | | | | |
| Targeted Application and Tools used | | | | |
| Samples of different kinds of communication can be shown to the students through different social media platforms. Skits, group discussions. | | | | |
| Assignment: Mention the Type of Project /Assignment proposed for this course | | | | |

Practice communication through PPT presentations on current affair topics. Watch movie “Arrival” and discuss how communications play an important part with Aliens.

Text Book

1. Kumar, Keval J. Mass communication in India, Jaico Publishing House.
2. Mehta. D. S. Mass communication & Journalism in India.
3. Journalism and Mass Communication (20220). Arihant Publicatiions India limited.
4. Hasan, S. (2020). Mas Communication: Principles and Concepts. India: CBS Publications & Distribution Pvt Limited.

References

1. West, R., Turner, L. H.(2018). An Introduction to communication. United Kingdom: Cambridge University Press.
2. Dimpleby, R., Burton, G. (2020). More Than Words: An introduction to Communication. United Kingdom: Taylor & Francis.
3. Quinn, A. (2018). Virtue Ethics and Professional Journalism. Germany: Springer International Publishing.

Topics relevant to development of ‘FOUNDATION SKILLS’:

Encouraging students to create a sample for each of the different types of communication will make them understand the topic well and shall provide them with a handson experience relevant to the industry.

| | |
|---|-----------------------------|
| Catalogue prepared by | Padmavathi S |
| Recommended by the Board of Studies on | 5th June 2024 |
| Date of Approval by the Academic Council | 3 rd August 2024 |



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| | | | | | | | |
|---|---|-------------------------------|--|-----------------|----------|----------|----------|
| Course Code: BAJ1013 | Course Title: Indian Polity: State and Democracy Type of Course: School Core | | | L- P- C | 2 | 0 | 2 |
| Version No. | 1.0 | | | | | | |
| Course Pre-requisites | Indian Constitution, Mass Media, Government, Democracy, Polity | | | | | | |
| Anti-requisites | -Nil- | | | | | | |
| Course Description | This course intends to make teach students about the Indian political and governance system. Through this course, the student will learn about the Indian Constitution, understand the electoral system and political party system of India and also develop an understanding of the working of mass media in a democracy. | | | | | | |
| Course Outcomes | On successful completion of the course the students shall be able to: CO1: Restate the philosophy and making of the Indian Constitution. CO2: Understand the idea of democracy along with the future concerns and challenges related to democracy. CO3: Display an understanding of the federal system of governance. CO4: Interpret and critically analyze the electoral system of the country, and party system and know the government. CO5: Evaluate the issues related to media practice in India. | | | | | | |
| Course Content: | | | | | | | |
| Module 1 | Introduction To Indian Constitution | Lecture PPT Discussion | Understand the idea and basis of the Indian Constitution. | 10 Hours | | | |
| Topics: Introduction to the philosophy and making of the Indian Constitution. Formation and working of the Constituent Assembly. Fundamental Rights S Duties. Directive Principles S Constitutional provisions | | | | | | | |
| Module 2 | Democracy and Challenges | Lecture PPT Discussion | Understand the meaning and challenges of democracy. | 10 Hours | | | |

Topics: Introduction to Democracy. Dimensions of Democracy: Social, Economic and Political. Decentralization: Grassroots Level Democracy. Challenges before Democracy: women and marginalized sections of the society.

| | | | | |
|-----------------|---------------------------|---------------------------------------|--|-----------------|
| Module 3 | Legislative Bodies | Lecture PPT Discussion | Understand the Concept of different legislative bodies and how they perform their duties. | 10 Hours |
|-----------------|---------------------------|---------------------------------------|--|-----------------|

Topics: Legislature, executive, the cabinet, the judiciary power and function. President union: Do we need to switch over to the Presidential system. Emergency declaration, separation of power. Parliamentary sessions - Budget and stages of passing budge

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|-----------------|---|---------------------------------------|--|-----------------|
| Module 4 | Forms of Government S Electoral System | Lecture PPT Discussion | Understand the Concept of the electoral / party system in India | 10 Hours |
|-----------------|---|---------------------------------------|--|-----------------|

Topics: Government - Definition, Role and Functions. Autocracy - Totalitarianism vs. Authoritarianism; Democracy - Definition, Types and Principles. Types of Constitutional Government: Plurality vs. Majority-based Elections; Direct vs. Indirect Elections, State Legislature and Central Parliament Elections. Representation S Indian Electoral Systems; Role of Election Commission and Electoral Reforms

| | | | | |
|-----------------|----------------------------|---------------------------------------|---|----------------|
| Module 5 | Mass Media Practice | Lecture PPT Discussion | Understand the Ethical S business perspectives of Media. | 5 Hours |
|-----------------|----------------------------|---------------------------------------|---|----------------|

Topics: Freedom of Expression S Environment for freedom of the media in India. The Role of Media in Elections S Other Government Activities. Private vs. State-Controlled Media. Rules Governing the Media: Definition S Examples, Media's Influence on the Public's Political Attitudes. Media Bias S Criticism: Definition, Types S Examples

Experimental Learning Activities

1. Visit the Local Political Party Office and Understand the Working.
2. In-Class debate competition on "Two-Party or Multi-Party Systems: Good or Bad"
3. Review various social media sites and look out for political comments and make a report as to what are the major political issues trending on social media.
4. Watch Ted Talk "The political future of Indian youth" and discuss how educated youth can participate positively in political life <http://bitly.ws/oxxM>

Case Studies and Seminar Articles

1. Khan, O. H. (2021). Comparative Regionalism: SAARC, ASEAN and EU. In *Strengthening Regional Trade Integration in South Asia* (pp. 83-124). Springer, Singapore.
2. Peters, U., Honeycutt, N., De Block, A., S Jussim, L. (2020). Ideological diversity, hostility, and discrimination in philosophy. *Philosophical Psychology*, 33(4), 511- 548.
3. Huber, J. D., S Suryanarayan, P. (2016). Ethnic inequality and the ethnicization of political parties: Evidence from India. *World Politics*, 68(1), 149-188.
4. Ahuja, A., S Ostermann, S. (2021). The Election Commission of India: Guardian of Democracy. In *Guardians of Public Value* (pp. 37-62). Palgrave Macmillan, Cham.
5. Kerr, N., S Luhrmann, A. (2017). Public trust in elections: The role of media freedom and election management autonomy.
6. Basu, A. (2016). *Role of Media in Electoral Politics in India: A Study of General Elections 2014*

Text Book

1. D. Basu, (2012) 'Introduction to the Constitution of India', New Delhi, Lexis Nexis.
2. B. Shankar and V. Rodrigues, (2011), 'The Indian Parliament: A Democracy at Work', New Delhi: Oxford University Press
3. Singh, M.P S Saxena, R (2008) *Indian Politics: Contemporary Issues and Concerns*. New Delhi: PHI Learning.
4. A.G. Noorani (2000): *Constitution questions in India: The President, Parliament and the States*, New Delhi: Oxford University Press

5. *Political Science is for Everybody: An Introduction to Political Science*. (2021). United Kingdom: University of Toronto Press.
6. Rajeev Bhargava S A. Acharya (2008), *Political Theory*, New Delhi: Pearson Longman
7. Jones, W. S., Medeiros, J. A., Roskin, M. G., Cord, R. L. (2016). *Political Science: An Introduction*, Global Edition. United Kingdom: Pearson Education.
8. *Political Science is for Everybody: An Introduction to Political Science*. (2021). United Kingdom: University of Toronto Press.
9. Arora, *Political Science*. (2017). India: McGraw-Hill Education (India) Pvt Limited.
10. J. C. Johari (1987): *Contemporary Political Theory*, New Delhi: Sterling Publishers Private Ltd
11. Das, P.G (2009), *History of Political Thought*, Kolkota: New Central Book Agency
12. Acharya, Ashok and Bhargava, Rajeev (2016) *Political Theory an Introduction*, Noida: Pearson India.
13. Singh, M.P and Roy, Himanshu (2011) *Indian Political Thought*, Noida: Pearson India.
14. Gauba, O.P (2019) *An Introduction to Political Theory*, New Delhi: Macmillan Publishers.

References:

1. Khosla, M (2020) India's Founding Moment: The Constitution of a Most Surprising Democracy, Harvard University Press.
2. The Constitution of India Bare Act with Schedules (2020) English Edition (Paperback, Government of India).
3. A. Vanaik and R. Bhargava (eds) (2010) Understanding Contemporary India: Critical Perspectives, New Delhi: Orient Black swan
4. N.G Jayal and P.B. Maheta, (eds) (2010) Oxford Companion to Indian Politics, New Delhi: Oxford University Press.
5. L. Rudolph and S. Rudolph, (2008) 'Explaining Indian Institutions: A Fifty-Year Perspective, 1956-2006', Volume 2, New Delhi, Oxford University Press.
6. Mehra and G. Kueck (eds.) 'The Indian Parliament: A Comparative Perspective', New Delhi, Konark.
7. Course material S PPTs are provided by the course instructor.

Video Lectures:

1. Introduction to Political Science:
https://youtube.com/playlist?list=PL-tqdMht_QpUmoR4rbJlloHleaAQ33RRw
2. Comparative Politics (2019) - 4: Electoral Systems: <https://youtu.be/qcmJA3LhtAU>

Web Resources:

1. <https://guides.lib.purdue.edu/c.php?g=352217Sp=2375077>

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|---|--|
| Catalogue prepared by | Dr. Ashish Sharma/Padmavathi S/ Dr. R. Ravikumar |
| Recommended by the Board of Studies on | 29-07-2022 |
| Date of Approval by the Academic Council | 03-08-2022 |



PRESIDENCY UNIVERSITY



Presidency University Act, 2013 of the Karnataka Act No. 41 of 2013 | Established under Section 2(f) of UGC Act, 1956

Approved by AICTE, New Delhi

Itgalpur, Rajankunte, Yelahanka, Bengaluru - 560064

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|--------------------------------|--|-----------|---|---|---|---|
| Course Code: BAJ1015 | Course Title: Print Media: Theory & Practice Type of Course: Program Core | L- T-P- C | 2 | 0 | 2 | 3 |
| Version No. | 1.0 | | | | | |
| Course Pre-requisites | Explored different types of reporting in newspapers, magazines and any other print media. | | | | | |
| Anti-requisites | -Nil- | | | | | |
| Course Description | The course emphasizes basic news reporting and writing skills that are necessary to build skills in journalism. This course dwells upon gathering and evaluating information to craft news stories for the public. It also presents core ideas on reporting, news writing and editing. | | | | | |
| Course Objectives | The objective of the course is SKILL DEVELOPMENT of student by using PARTICIPATIVE LEARNING techniques. | | | | | |
| Course Outcomes | <p>On successful completion of the course the students shall be able to:</p> <p>CO 1. Understand the history of newspapers in world & India. [Knowledge]</p> <p>CO 2. Explain the basic Structure of News, News Beats, and qualities of reporters. [Comprehension]</p> <p>CO 3. Identify the skills required for reporting, feature writing, subbing, interviewing. [Evaluation]</p> <p>CO 4. Analyze the contemporary elements of editing, Structure of the editorial. [Analyze]</p> | | | | | |
| Course Content: | | | | | | |

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|---|-------------------------------------|-----------------------------------|--|-----------------|
| Module 1 | History of Print Media | Lecture PPT Discussion | Understanding of PrintMedia in India along with the pioneer of Indian Journalism through data collection. | 15 Hours |
| Topics: A brief history of the Print Media in the world. History of the press in India- Pre-Independence period. Vernacular Press in India. Contribution of James Augustus Hickey, James Silk Buckingham, Raja Ram Mohan Roy, Mahatma Gandhi. | | | | |
| Module 2 | News Structure & Sources | LecturePPT Discussion | Understand the basic structure of News through data collection. | 15 Hours |
| Topics: News writing: News: Definition, types, news value, techniques of newsgathering, interviewing skills, attribution, the problem of planted stories. Sources of News: Traditional Sources, Media Sources, Cross Media Sources, ethical issues regarding sources, Gate- keeping and validation of news sources. Structure of a news report: Inverted pyramid style, hourglass style and nut graph. News Agencies- History of News agencies in India. Major Business news agencies, major international news agencies | | | | |
| Module 3 | Reporting Beats | Lecture / Group Discussion | Ability to think creatively and apply intheir course work through role play. | 15 Hours |
| Topics: Beat Reporting. Reporting Beats-Crime, Courts, Political, Parliamentary. Civic, Rural, Cultural and business reporting. Health, Science and Technology Reporting. Environmental, War and Development reporting. Interviews: Different types of interviews. Dos and Don'ts in an interview. | | | | |
| Module 4 | Newsroom | Lecture / Group | Understand the Newsroom | 15 Hours |

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| | Structure and Editing Techniques | Discussion | Structure & Editing Technique through role play. | |
|--|---|-------------------|---|--|

Topics: Roles and responsibilities of editors; assistant editors; news editors; chief editor and sub- editors, Newsroom hierarchy; Editor, News Editor, Reporters, Columnists, Freelancers, Photojournalists, Bureau Chief, Sub- editors, Proofreaders, etc. Editing: Need and purpose. Three C's of Editing: check, clarify and condense; Six R's of Subbing: read, remove, rectify, replace, rewrite and revise. Headlines and Captions: Headlines: types & functions. Selection and use of photographs: Dos and don'ts, selection of pictures, cropping of pictures, Writing Captions.

Targeted Applications and Tools used

An application like Soch through which students can learn to produce their news program on a digital platform.

Assignment: Mention the Type of Project /Assignment proposed for this course

1. Create a "Daily campus newspaper" of the length of two broadsheets to report day-to-day happenings on the campus, for the duration of this course
2. Cover a political activity and write a news reportage based on that coverage
3. Write a blog article on the 'changing role of the print newspapers'
4. In class role play, 'depicting the hierarchy of a newspaper organization', create roles and dialogues to simulate the environment

Text Book

1. Mencher, M (2011). News Reporting and Writing. New York, USA: Mac-Graw Hill.
2. Rich C (2012). Writing and Reporting News: A Coaching Method. Thomson Learning Inc.
3. Ambrish Saxena, Fundamentals of Reporting and Editing.
4. K M Shrivastava, News Reporting and Editing (English), 2nd Edition.
5. Aggarwal Vir Bala, Essentials of Practical Journalism, Concept Publishing Company, 2006
6. Scanlan, C., Craig, R. (2014). News Writing and Reporting: The Complete Guide for Today's Journalist. United Kingdom: Oxford University Press.

7. Harris, G., Spark, D. (2010). Practical Newspaper Reporting. United Kingdom: SAGE.
8. John Bender, Lucinda Davenport, Michael Drager, and Fred Fedler, 2011, Reporting for the Media, Oxford University Press, London.
9. Neil Henry, American Carnival, 2013: Journalism Under Siege in an Age of New Media, University of California Press.
10. Usha M. Rodrigues, Maya Ranganathan, (2014) Indian News Media: From Observer to Participant, Sage New Delhi.
11. Natalie Fenton, New Media, Old News: (2014) Journalism and Democracy in the Digital Age, Sage, London.

References

1. Inside Reporting: A Practical Guide to the Craft of Journalism (English) 1st Edition by Tim Harrower
2. Mencher, Melvin, News Reporting and Writing, Mac-Graw Hill, Boston, 2006.
3. Harrington Walt, Intimate Journalism: The Art and Craft of Reporting Everyday Life, Sage Publications, 1997.
4. Carole Rich, Writing and Reporting News: A Coaching Method, Thomson Learning Inc, 2007.
5. Aggarwal Vir Bala, Essentials of Practical Journalism, Concept Publishing Company, 2006.
6. Beyond Those Headlines, New Delhi: The Media Foundation, 1996.
7. Fun F. Smith and Lorain M. O Connell, Editing Today, II ed., New Delhi: Surjeet Publication, 2004.
8. George T.S.J., Editing: A hand Book for journalism, Indian Institute of Mass Communication, New Delhi, 1999.
9. Krishnamoorti, Copy Preparation and Proof Reading, Northern Book Centre, New Delhi, 2000.
10. Any English/Hindi Daily Newspaper reading (Compulsory).

Seminar / Articles

1. Gruhl, Daniel & Bender, Walter. (2000). A new structure for news editing. IBM Systems Journal. 39. 569-. 10.1147/sj.393.0569.
2. Ghadeer, Al. (2018). The changing nature of News Reporting, Story

Development and Editing. Journal of Media and Communication Studies. 10. 143-150. 10.5897/JMCS2018.0631.

3. Hermans, L., & Prins, T. (2020). Interest matters: The effects of constructive news reporting on Millennials' emotions and engagement. Journalism, 1464884920944741.
4. Klein, T., Fondren, E., & Apar, L. News Editing and the Editorial Process. Oxford
5. Research Encyclopedia of Communication. Retrieved 14 Jan. 2022, from <https://oxfordre.com/communication/>

Topics relevant to "SKILL DEVELOPMENT": Introduction to communication for Skill Development through Participative Learning techniques. This is attained through assessment component mentioned in course handout.

Encouraging students to learn the skills of reporting and to cover various beats relevant to society.

Video Lectures

1. Basics Of Reporting & Editing |
https://www.youtube.com/watch?v=_NycYG6z1r8
2. Principles of Editing (Print): <https://www.youtube.com/watch?v=PseOowF4GI0>

E-Books

1. Reporting and Editing: <http://www.nraismc.com/wp-content/uploads/2017/03/104-REPORTING-EDITING.pdf>
2. Reporting and Editing: <https://nios.ac.in/media/documents/srsec335new/ch7.pdf>

Web Resources

1. <https://www.journalism.co.uk/news/20-tools-and-resources-every-journalist-should-experiment-with/s2/a565266/>

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| Catalogue prepared by | Ms. Padmavathi S |
| Recommended by the Board of Studies on | 5 th June 2024 |
| Date of Approval by the Academic Council | 3 rd August 2024 |



PRESIDENCY UNIVERSITY

Presidency University Act, 2013 of the Karnataka Act No. 41 of 2013 | Established under Section 2(f) of UGC Act, 1956
Approved by AICTE, New Delhi



Itgalpur, Rajankunte, Yelahanka, Bengaluru - 560064

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|--------------------------------|--|------------------|----------|----------|----------|----------|
| Course Code: BAJ1016 | Course Title: Introduction to Advertising and Public Relations Type of Course: Program Core | L- T-P- C | 3 | 0 | 0 | 3 |
| Version No. | 1.0 | | | | | |
| Course Pre-requisites | Reading skills, writing skills and creative thinking | | | | | |
| Anti-requisites | -Nil- | | | | | |
| Course Description | This course is offered by the School of Media Studies to the students who wish to pursue a professional career in PR and Advertisement. The aim is delivering knowledge about the principle and practice of Public Relation and Advertisement. The course also deals with providing exposure and to give practical work on the various activities of Public Relation and Advertising. | | | | | |
| Course Outcomes | <p>On successful completion of the course the students shall be able to:</p> <p>CO1. Define and remember basic concepts in Public Relation [Knowledge] CO2. Identify planning, management and tools of PR [Comprehension] CO3. Describe the communication strategies with various publics [Evaluation] CO4. Describe the nature, functions, and theories of advertising. [Synthesis] CO5. Discuss the emergence of advertising. [Application]</p> | | | | | |
| Course Objective | The objective of the course is Skill Development of students by using Participative Learning techniques. | | | | | |
| Course Content: | Topics relevant to "SKILL DEVELOPMENT": Advertising, Public Relations for Skill Development through Participative Learning | | | | | |

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|---|--|-----------------------------------|--|-----------------|
| | techniques. This is attained through assessment component mentioned in course handout. | | | |
| Module 1 | Advertising & Classification | Demonstration Discussion | Ability to break down complex information | 10 Hours |
| Topics: Concept, nature, definition, evolution and theory; Types and classification; Advertising as a social process; Digital advertising. | | | | |
| Module 2 | Laws related to Advertising | Discussion/case studies | Ability to think creatively and apply in their course work. | 12 Hours |
| Topics: CTP Act-2003, Consumer protection Bill-2018, Drugs and Magic Remedies(objectionable Advertisements)Act-1954. Cable Television Networks(Amendment)Rules-2006, ASCI code | | | | |
| Module 3 | Introduction to PR | Lecture / Group Discussion | To ascertain tools of public relations | 11 Hours |
| Topics: PR -Concepts, Definitions and Theory , Brief History of Public Relations -The Evolution of PR- The Pioneers and their Works (Ivy Lee and Edward Burney), Role and Functions of PR Principles and Tools of Public relations. JM Grunig's Model of Symmetrical PR, Organizational Theories, Conflict Theory, Structural-Functional Theory. | | | | |
| Module 4 | PR Process and Practices | Lecture / Group Discussion | Understand the Process and practices | 12 Hours |
| Topics: PR Process, Tools of PR, the public relations environment, political PR, PR vs Spin. PR-Publics and campaigns, Research for PR, Managing promotions and, functions PR Campaign planning, execution, evaluation Role of PR in Crisis management, Ethical issues in PR-Apex bodies in PR- IPRA code - PRSI, and their codes. | | | | |
| Targeted Application and Tools used | | | | |
| Application like Soch through which students can learn to produce their own news program on digital platform. | | | | |
| Assignment: Mention the Type of Project /Assignment proposed for this course | | | | |
| <ol style="list-style-type: none"> 1. Creating an advertisement for social cause 2. Identify and review some of the advertisements for ethical violation | | | | |

Text Book

1. Jethwaney Jaishri Jain Shruti, Advertising Management, 2006, Oxford University Press, New Delhi
2. Stansfied, Richard: Advertising Managers Handbook. UBBSPD Publications. Third Edition
3. Advertising Handbook: A Reference Annuaikon Press TV , Radio and Outdoor Advertising. Different Years ATLANTIS Publications
4. Cutlip, Scott M. and Allen H. Center, Effective Public Relation. Prentice-Hall, New Jersey, 2003.

References

1. David Ogilvy, Ogilvy on Advertising, Pan/Prion Books
2. Frank Jefkins, Advertising Made Simple, Rupa & Co.
3. Chunawalla , Advertising Theory And Practice, Himalaya Publishing House
4. Jethwaney Jaishri, Advertising, Phoenix Publishing House
5. Jefkins Frank Butterworth, Public Relation Techniques, Heinmann Ltd.
6. Stansfied, Richard: Advertising Managers Handbook. UBBSPD Publications. Third Edition
7. 3. Advertising Handbook: A Reference Annuaikon Press TV, Radio and Outdoor Advertising. Different Years ATLANTIS Publications
8. 4. Mohan: Advertising Management: Concepts and Cases. Tata McGraw- Hill Jewler, E (1998): Creative Strategy in Advertising. Thomson Learning

Web Reference:

1. https://archive.mu.ac.in/myweb_test/sybcom-avtg-eng.pdf
2. <https://egyankosh.ac.in/bitstream/123456789/7608/1/Unit-2.pdf>
3. <https://www.youtube.com/watch?v=SeSKjkrDPas>
4. https://www.youtube.com/watch?v=l_pVf59OP6w

Topics relevant to development of 'Digital Media':

1. Crisis Communication: Learning how to avoid a crisis with Case studies.

2. Promotional Material: Creating posters, invitations, flyers, brochures, mailers and other promotional materials.

3. Digital/Social Media: Improving client's through various social media platforms including Twitter, Facebook, Instagram, Pinterest and social bookmarking sites.

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| Catalogue prepared by | Padmavathi S/ Dr R Ravi Kumar |
| Recommended by the Board of Studies on | 5th June 2024 |
| Date of Approval by the Academic Council | 3 rd August 2024 |



Itgalpur, Rajankunte, Yelahanka, Bengaluru – 560064

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|--------------------------------|--|------------------|----------|----------|----------|----------|
| Course Code: BAJ1017 | Course Title: BASICS OF COMPUTERS SKILLS-I Type of Course: School Core (Practical) | L-T- P- C | 0 | 0 | 4 | 2 |
| Version No. | 1.0 | | | | | |
| Course Pre-requisites | Intermediate Level/12 th /II PUC | | | | | |
| Anti-requisites | Nil | | | | | |
| Course Description | The purpose of this course is to enable the students to understand the fundamental aspects of computer technology, acquaint with computer terminology and to introduce them to digital document creation, manipulation and storage. In addition, students will learn about the function and operation of Microsoft Word, Microsoft Excel and Microsoft PowerPoint. | | | | | |
| Course Objective | The objective of the course is Skill Development of students by using Participative Learning techniques. | | | | | |
| Course Out Comes | On successful completion of the course the students shall be able to: CO1. To define a computer. CO2. To classify various computer hardware and software. CO3. To manipulate word document in MS Word, a spreadsheet in MS Excel, a presentation in MS PowerPoint. CO4. To prepare a word document in MS Word, a spreadsheet in MS Excel, a presentation in MS PowerPoint. | | | | | |
| Course Content: | Mention the List of Laboratory tasks proposed to be conducted indicating at least 2 different levels of an experiment for each of the tasks [Wherever possible] | | | | | |

Task 01: Brief introduction to computers, Applications of computers.

Level 1 : Working with computers

Level 2 : Discussing various applications of computers

Task 02: Computer hardware and software, Functions of the input-output device

Level 1 : Types of hardware and software

Level 2 : Types of input/ output devices and their functions

Task 03: Computer languages, Open source software, uses and applications

Level 1 : Types of computer languages

Level 2 : Open sources software's, uses and application

Task 04: MS Word: Features & area of use; Menus, Toolbars & Buttons, Creating a New Document, Different Page Views and layouts.

Level 1 : Working with MS Word, Features, Menu toolbars & buttons

Level 2 : Creating a New Document, Different Page Views and layouts

Task 05: Formatting, Paragraph and Page Formatting; Bullets, Numbering,

Level 1 : Working with formatting Page formatting,

Level 2 : Paragraph formatting, Numbering and bullets

Task 06: Working with Columns. Creation & Working with Tables Mail Merge.

Level 1 : Working with Tables/ columns and rows, creating and editing

Level 2 : Working with Mail merge

Task 07: Concepts of Workbook & Worksheets,

Level 1 : Working with Excel

Level 2 : Working with workbook & Worksheet

Task 08: Using different features with Cell, Data, and Texts Inserting, Removing & Resizing of Columns & Rows,

Level 1 : Using different features of Cell with Data, and Texts

Level 2 : Inserting, Removing & Resizing of Columns & Rows,

Task 09: Working with Data & Ranges, Column Freezing, Labels, Hiding, splitting etc.

Level 1 : Working with Data & Ranges,

Level 2 : Column Freezing, Labels, Hiding, splitting etc

Task 10: Use of Formulas, Calculations & Functions Cell Formatting including Borders & Shading. Working with Different Chart Types.

Level 1 : Use of Formulas, Calculations & Functions

Level 2 : Cell Formatting including Borders & Shading. Working with Different Chart Types.

Task 11: Introduction to MS PowerPoint, creating a New Presentation, Working with Presentation,

Level 1 : Working with MS PowerPoint

Level 2 : Creating a New Presentation, Working with Presentation

Task 12: Using Wizards, Slides & its different views, Inserting, Deleting and Copying of Slides.

Level 1 : Using Wizards, Slides & its different views

Level 2 : Inserting, Deleting and Copying of Slides.

Task 13: Working with Notes, Handouts, Columns & Lists. Adding Graphics, Sounds and Movies to a Slide.

Level 1 : Working with Notes, Handouts, Columns & Lists.

Level 2 : Adding Graphics, Sounds and Movies to a Slide,

Task 14: Working with PowerPoint Objects. Designing & Presentation of a Slide Show,

Level 1 : Working with PowerPoint Objects.

Level 2 : Designing & Presentation of a Slide Show,

Task 15: Printing Presentations, Notes, and Handouts with print options

Level 1 : Printing Presentations

Level 2 : Notes, and Handouts with print options

Targeted Application & Tools that can be used:

1. Microsoft Excel
2. Microsoft Point
3. Microsoft Word

Textbook

1. Computers Today, S.K. Basandra, Galgotia Publications.
2. Fundamentals of Information technology, Alexis Leon & Mathews Leon, Vikas Publishing House, New Delhi, ISBN-10: 8182092450, 2009
3. Computer Ek Parichay, V. K. Jain, and S Publishers, ISBN-10: 9381448426, 2009

4. Fundamentals of computer Peter Norton, McGraw-Hill Inc, ISBN-10: 0028043375, 1997
5. Fundamentals of computers, 4th Edition (Paperback) By V. Rajaraman, PHI, ISBN-10: 8120340116, 2010
6. Office XP: The Complete Reference, Julia Kelly, McGraw Hill Education, ISBN-10: 0070447233, 2001
7. Exploring Microsoft Office XP, I. Breeden, Bpb Publications, ISBN-10: 8176564486, 2005
8. Peter Norton's Complete Guide To MS Office 2000 Publisher: BPB, ISBN-10: 8176353124, 1999

References

1. Rajaram, V.; Fundamentals of Computer; Pearson Education
2. Parthasarathy, G.K.; Computer Aided Communication; Authors Press
3. Chakravorty, J.; Cyber Media; Authors Press
4. Mukherjee, D.P.; Fundamentals of Computer Graphics and Multimedia; PHI Learning
5. Adobe; Adobe PageMaker; Techmedia

Topics relevant to the development of Computer Skills

Video Lectures

1. (950) Microsoft Office Tutorial: Learn Excel, PowerPoint and Word - 9 HOUR MS Office Course - YouTube/
2. (950) Microsoft Word Advanced Tutorial - Microsoft Word Tips and tricks - YouTube
3. (950) The Beginner's Guide to Excel | Excel Basics Tutorial | Excel Basic Knowledge | Simplilearn - YouTube

E-Books

1. Microsoft Word - Introduction to Excel.doc (routledge.com)
2. 18BCS5EL-U5.pdf (gacbe.ac.in)
3. Introduction-to-Word-2016.pdf (montclair.edu)
4. MSword.pdf (ripaesodisha.nic.in)

Web Resources

1. Project-Word-1a (itu.edu.tr)
2. 2009_Word_Basics.pub (bcpls.org)
3. Introduction of MS Office: (davpgcvns.ac.in)

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|--|---|
| 4. 2009_Powerpoint_101.pub (bcpls.org) | |
| 5. Introduction-to-PowerPoint-2016.pdf (montclair.edu) | |
| Topics relevant to Cross cutting issues that the Course Caters to Task 02 : ES | |
| Catalogue prepared by | Sarath A Pradeep/ Ms. Padmavathi S/ Dr. Ashish Sharma |
| Recommended by the Board of Studies on | 5th June 2024 |
| Date of Approval by the Academic Council | 3 rd August 2024 |



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|--|---|----------------------|-----------------|-------------------|---|---|
| Course Code: CHE1018 | Course Title: Environmental Science | L- T- P- C | 1 | 0 | 2 | 0 |
| | Type of Course: School Core- Theory and Lab | Contact hours | 1 | 0 | 2 | 3 |
| Course Pre-requisites | NIL | | | | | |
| Anti-requisites | NIL | | | | | |
| Course Description | <p>This course emphasizes the need to conserve biodiversity and adopt a more sustainable lifestyle by utilizing resources in a responsible way. Topics covered include basic principles of ecosystem functions; biodiversity and its conservation; human population growth; water resources, pollution; climate change; energy resources, and sustainability; Sustaining human societies, policies, and education.</p> <p>This course is designed to cater to Environment and Sustainability</p> | | | | | |
| Course Objective | The objective of the course is to familiarize the learners with the concepts of "Environmental Science" and attain SKILL DEVELOPMENT through EXPERIENTIAL LEARNING techniques. | | | | | |
| Course Outcomes | <p>On successful completion of this course the students shall be able to:</p> <ol style="list-style-type: none"> 1) Appreciate the historical context of human interactions with the environment and the need for eco-balance. 2) Describe basic knowledge about global climate change with particular reference to the Indian context. 3) Understand biodiversity and its conservation 4) Develop an understanding on types of pollution and ways to protect the environment 5) Learn about various strategies on Global environmental management systems | | | | | |
| Course Content: | | | | | | |
| Module 1 | Humans and the Environment | Assignment | Data Collection | 01 class | | |
| <p>Topics: The man-environment interaction: Mastery of fire; Origin of agriculture; Emergence of city-states; Great ancient civilizations and the environment.</p> <p><i>Self-learning topics:</i> Humans as hunter-gatherers; Industrial revolution and its impact on the environment; Environmental Ethics and emergence of environmentalism.</p> | | | | | | |
| Module 2 | Natural Resources and Sustainable Development | Assignment | | 03 Classes | | |
| <p>Topics: Overview of natural resources: Definition of resource; Classification of natural resources- biotic and abiotic, renewable and non-renewable. Water resources: Types of water resources- fresh water and marine resources;</p> | | | | | | |

Soil and mineral resources: Important minerals; Mineral exploitation Soil as a resource and its degradation.

Energy resources: Sources of energy and their classification, renewable and non-renewable sources of energy; Advantages and disadvantages.

Self-learning topics: Availability and use of water resources; Environmental impact of over-exploitation, issues and challenges.; Environmental problems due to extraction of minerals and use; Sustainable Development Goals (SDGs)- targets, indicators, and challenges for SDGs.

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|-----------------|---|------------|--|-------------------|
| Module 3 | Environmental Issues: Local, Regional and Global | Case study | | 02 Classes |
|-----------------|---|------------|--|-------------------|

Topics:

Environmental Pollution: Types of Pollution- air, noise, water, soil, municipal solid waste, hazardous waste; Trans-boundary air pollution; Acid rain; Smog.

Land use and Land cover change: land degradation, deforestation, desertification, urbanization. Global change: Ozone layer depletion; Climate change

Self-learning topics: Environmental issues and scales

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|-----------------|--|------------|--|-------------------|
| Module 4 | Conservation of Biodiversity and Ecosystems | Assignment | | 02 Classes |
|-----------------|--|------------|--|-------------------|

Topics:

Biodiversity-Introduction, types, Species interactions, Extinct, endemic, endangered and rare species, Threats to biodiversity: Natural and anthropogenic activities.

Self-learning topics: Mega-biodiversity, Hot-spots, Major conservation policies. Biodiversity loss: past and current trends, impact.

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|-----------------|---|------------|--|-------------------|
| Module 5 | Environmental Pollution and Health | Case study | | 03 Classes |
|-----------------|---|------------|--|-------------------|

Topics:

Pollution, Definition, point and nonpoint sources of pollution, **Air pollution-** sources, major air pollutants, health impacts of air pollution.

Water pollution- Pollution sources, adverse health impacts on human and aquatic life and mitigation, Water quality parameters and standards.

Soil pollution and solid waste- Soil pollutants and their sources, solid and hazardous waste, Impact on human health.

Self-learning topics: Noise pollution, Thermal and radioactive pollution.

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|-----------------|---|-----------------|--|-------------------|
| Module 6 | Climate Change: Impacts, Adaptation and Mitigation | Assignment/case | | 02 Classes |
|-----------------|---|-----------------|--|-------------------|

Topics:

Understanding climate change: Natural variations in climate; Projections of global climate change with special reference to temperature, rainfall and extreme events; Importance of 1.5 °C and 2.0 °C limits to global warming; Impacts

Vulnerability and adaptation to climate change: Observed impacts of climate change on ocean and land systems; Sea level rise, changes in marine and coastal ecosystems; Impacts on forests and natural ecosystems; Indigenous knowledge for adaptation to climate change.

Self-learning topics: Mitigation of climate change: Synergies between adaptation and mitigation measures; National and international policy instruments for mitigation.

Module 7

Environmental Management

Case study

Data
analysis

02 Classes

Topics:

Environmental management system: ISO 14001; Environmental risk assessment Pollution control and management; Waste Management- Concept of 3R (Reduce, Recycle and Reuse) and sustainability.

Self-learning topics: Environmental audit and impact assessment; Eco labeling /Eco mark scheme

Module 8

Environmental Treaties and Legislation

Case study

Data
analysis

01 Classes

Topics:

Major International Environmental Agreements: Convention on Biological Diversity (CBD), Major Indian Environmental Legislations: Environmental Protection Act, Forest Conservation Act, Public awareness.

Self-learning topics: Paris Agreement, Conference of the Parties (COP), India's status as a party to major conventions: Air (Prevention and Control of Pollution) Act, Water (Prevention and control of Pollution) Act, Wildlife Protection Act.

List of laboratory tasks : Any eight experiments will be conducted

1. Determination of total alkalinity of a water sample (knowledge)
2. Estimation of water hardness by EDTA method and its removal (by zeolite/ ion exchange method) (Comprehensive)
3. Estimation of copper from industrial effluents by colorimetric method (Comprehensive)
4. Estimation of iron from industrial effluents by titrimetric method/potentiometric method (Comprehensive)
5. Estimation of nickel from industrial effluents by titrimetric method (Comprehensive)
6. Estimation of chloride in drinking water by titrimetric method (Comprehensive)
7. Estimation of fluoride in ground water by colorimetric method (Comprehensive)
8. Determination of calcium in aqueous solution (Comprehensive)
9. Determination of Total Dissolved Salts, conductivity and pH of a water samples (Knowledge)
10. Determination of Chemical oxygen demand in the industrial effluent. (Comprehensive)
11. Biological oxygen demand of waste water sample (Comprehensive)
12. Determination of dissolved oxygen of an industrial effluent (Comprehensive)
13. Quality monitoring analysis of a soil sample (knowledge)
14. Flame photometric estimation of Sodium and potassium (Application)
15. Gas Chromatographic analysis of volatile organic compounds (Application)

Targeted Application & Tools that can be used:

Application areas are Energy, Environment and sustainability

Tools: Statistical analysis of environmental pollutants using excel, origin etc.

Project work/Assignment:

Assessment Type

- Midterm exam
- Assignment (review of digital/ e-resource from PU link given in references section - mandatory to submit screenshot accessing the digital resource.)
- Lab evaluation/Assignment
- End Term Exam
- Self-learning

Assignment 1: Write a Statement of Environment report of your town/city/state/country

Assignment 2: Individual students will carry out the analyses of polluted solid, liquid, and gaseous samples and propose suitable mitigation measures. A detailed and in-depth report needs to be submitted for each case. This may include preparation of reagents, sample preparation (extraction), chemical analysis carried out, instruments and tools used, data collected and processed, inferences made and conclusions arrived at. Necessary support is given in the form of lab manual and reference links to e-books.

Text Book

1. G. Tyler Miller and Scott Spoolman (2020), Living in the Environment, 20th Edition, Cengage Learning, USA
2. Krishnamurthy, K.V. (2003) Text book of Biodiversity, Science Publishers, Plymouth, UK.
3. Jackson, A.R. & Jackson, J.M. (2000), Environmental Science: The natural environment and human impact, Pearson Education.

Reference Books

1. Fisher, Michael H. (2018) An Environmental History of India- From Earliest Times to the Twenty-First Century, Cambridge University Press.
2. William P. Cunningham and Mary Ann Cunningham (2017), Principles of Environmental Science: Inquiry & Applications, 8th Edition, McGraw-Hill Education, USA.
3. Sinha N., (2020) Wild and Wilful. Harper Collins, India.
4. www.ipcc.org; <https://www.ipcc.ch/report/sixth-assessment-report-cycle/>
5. Theodore, M. K. and Theodore, Louis (2021) Introduction to Environmental Management, 2nd Edition. CRC Press.
6. Richard A. Marcantonio, Marc Lame (2022). Environmental Management: Concepts and Practical Skills. Cambridge University Press.

E-resources:

1. https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE_BA SED&unique_id=DOAB_1_06082022_18126
2. https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE_BA SED&unique_id=DOAB_1_06082022_8761
3. https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE_BA SED&unique_id=DOAJ_1_02082022_3333
4. https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE_BA SED&unique_id=DOAB_1_06082022_3063
5. https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE_BA SED&unique_id=DOAB_1_06082022_20719
6. https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE_BA SED&unique_id=DOAB_1_06082022_16824
7. https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE_BA SED&unique_id=DOAB_1_06082022_3954
8. https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE_BA SED&unique_id=DOAB_1_06082022_491
9. https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE_BA SED&unique_id=CUSTOM_PACKAGE_16012023_WORLD_BUSINESS_COUNCIL_SU STAINABLE_488
10. https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE_BA SED&unique_id=CUSTOM_PACKAGE_16012023_WORLD_BUSINESS_COUNCIL_SU STAINABLE_583
11. https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE_BA SED&unique_id=SPRINGER_INDEST_1_171
12. <https://presiuniv.knimbus.com/user#/searchresult?searchId=3R%20principle&t=1687427221129>

13. <https://presiuniv.knimbus.com/user#/searchresult?searchId=eco%20labelling&t=1687427279979>
14. https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE_BASED&unique_id=TEXTBOOK_LIBRARY01_06082022_395&xIndex=4
15. <https://www.ugc.gov.in/oldpdf/modelcurriculum/env.pdf>

Topics relevant to Skill Development:

Industrial revolution and its impact on the environment, Environmental impact of over-exploitation of water resources, pollution and ill effects, lab experiments for Skills development through Problem solving Techniques. This is attained through assessment component mentioned in course handout.

All topics in theory component are relevant to Environment and Sustainability.

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|---|---|
| Catalog prepared by | Faculties of Department of Chemistry |
| Recommended by the Board of Studies on | PU/SOE/CHE/BOS-07/2022-23 9 th BOS held on 10/07/23 |
| Date of Approval by the Academic Council | 21 st Academic council dated: 6 th September 2023 |



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|--|---|--|--|-------------------------|---|
| Course Code: KAN1002 SEMESTER-1 | Course Title: Sarala Kannada -SOC/SOMS | | 2 | 0 | 2 |
| | Type of Course: School core | | L- P- C | | |
| Version No. | | | | | |
| Course Pre-requisites | Mother tongue with English knowledge | | | | |
| Anti-requisites | - | | | | |
| Course Description | This course aims to help the Non Kannada speaking students to converse in Kannada for their day- to -day life activities. It supports to develop strong cognitive skills, use of local language, helps to mingle with the local society. At the end of the course, the students will have better skills, to the students of commerce and management for a better communication. Furthermore, this course is offered to all the students, irrespective of their domain. | | | | |
| Course Out Comes | On successful completion of the course the students shall be able to: 1. Identify Alphabets and few words with phonetic sound in Kannada language for social interaction and basic reading capacity. 2. Differentiate the nuances of basic Kannada vocabulary to know about others perspectives. 3. Use simple kannada in the different contexts. 4. Recognize the Regional Language and Culture. Express Kannada language for social interaction and basic reading capacity. | | | | |
| Course Content: | The course contents 5 modules with 2 credit. Those modules are mentioned below. | | | | |
| Module 1 | Alphabet - Varnamale, | Assignment and activities related to the phonetics. | Listening and Pronouncing letters with phonetic | No. of classes 6 | |
| <p>*Alphabet -Varnamale, *vowels-Short vowels, Long vowels, Pronunciation of vowels, writing vowels *Consonants, (vyanjanagalu)-classified consonants, unclassified consonants, pronunciation of consonants, Unseparated (alpa praana), Aspirated (mahaapraana), Nasals(anunaasika), *Origin of sound</p> | | | | | |
| Module 2 | Kannada Alphabets, simple words and sentence Writing | Writing Practice/ Assignment | Recognizing kannada Letters and writing | No. of classes 4 | |
| Kannada Alphabets - Writing | | | | | |

*Simple kannada words.
*Simple kannada sentences

| | | | | |
|-----------------|------------------------|-------------------------------|---|-------------------------|
| Module 3 | Parts of Speech | Pronunciation Practice | Vocabulary Practice to remember the words, Translation and transliteration | No. of classes 8 |
|-----------------|------------------------|-------------------------------|---|-------------------------|

Parts of Speech-

1. Nouns
2. Pronoun
3. Adjective
4. Verbs
5. Adverbs
6. Prepositions
7. Conjunctions
8. Interjections

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|-----------------|----------------------------|-------------------|---|-------------------------|
| Module 4 | TENSES & GENDER | Assignment | Speaking Listening Practice conversation | No. of classes 8 |
|-----------------|----------------------------|-------------------|---|-------------------------|

*Tenses - Types and Examples
*Genders - Types and Examples
* Simple sentences using tense and gender

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|-----------------|-----------------------------------|--|--|-------------------------|
| Module 5 | SAMBHASHANE (CONVERSATION) | Assignment/self-introduction activity/model conversation activity based on different situation. | Listening Kannada words and Speaking Practice | No. of classes 4 |
|-----------------|-----------------------------------|--|--|-------------------------|

* **Conversation** (sambhaashane)
Interrogative Words and Sentences
Introducing each other,
About Children's Education

Assignment: Assignment proposed for this course: students should write Alphabet and simple kannada vocabularies in English Transliteration form, students should record audio or video of kannada vocabularies and simple sentence reading. Practice speaking, self-introduce video with audio or audio, Translation Activities by telling and giving examples of other Languages if those Lecturer know other.

Text Book: SARALA KANNADA - Published by: Presidency University, Bengaluru

REFERENCE BOOKS:

1. Kannada Kali - Lingadevaru Halemane, Publication - Publication Division, Prasaranga Kannada University, Hampi, Vidyananya-583276. 2002
2. Kannada Kirana - Publication - Bangalore Institute of Languages, Bangalore560008.2012
3. Spoken Kannada - Kannada Sahitya Parishattu, Pumpa Mahakavi Road, Chamrajpet, Bangalore-560018. 2018

Web sources

1. <https://kptcl.karnataka.gov.in/storage/pdf-files/KAN-DEP-EXM-STDY-MTLS/Part%2001%20-%20Spoken%20Kannada.pdf>

2. <https://dtek.karnataka.gov.in/storage/pdf-files/CDC/balake%20kannada-1.pdf>

| | |
|---|---|
| Course content development committee members and content developers | Dr. Sheeladevi S Malima (Principal, Basaveshwara Commerce, Arts and Science College, 22 nd block, Rajajinagar, Bangalore - 560010) |
| Recommended by the Board of Studies on | |
| Date of Approval by the Academic Council | |

SEMESTER -II



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|--------------------------------|--|-----------|---|---|---|---|
| Course Code: BAJ1014 | Course Title: Theories and Ideologies of Mass Communication Type of Course: Program Core | L- T-P- C | 3 | 0 | 0 | 3 |
| Version No. | 1.0 | | | | | |
| Course Pre-requisites | Basic understanding of Mass Communication and Society | | | | | |
| Anti-requisites | -Nil- | | | | | |
| Course Description | This course will deal with a fundamental as well as a detailed understanding of communication concepts and processes while also interpreting them via basic theoretical as well as practical approaches. Focusing on the study of communication in its multitudinous forms as an interdisciplinary and multidisciplinary social science, the emphasis would be on intersections between communication and relational contexts. | | | | | |
| Course Outcomes | <p>On successful completion of the course the students shall be able to:</p> <p>CO1: To identify and investigate the major theories in the various branches of communication studies. [Remember]</p> <p>CO2: To extrapolate the connection between the theory and the practice of mass communication and mass media. [Understand]</p> <p>CO3: To interpret how theory is used in the analysis of issues in communication studies. [Apply]</p> <p>CO4: To analyse communication as a discipline, in theory, and practice, which directly affects their day-to-day lives and understand the debates in social, cultural, political and economic contexts. [Analyze]</p> | | | | | |
| Course Content: | | | | | | |

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|--|---|---------------------------------------|------------------------|------------------|
| Module 1 | Communi cation Theories | Lecture PPT Discussion | 09 Hours | Level - 1 |
| Topics: Communication Theories: Mass Society Theory; Media Effects: Hypodermic Needle Theory, Two Step/Multi Step Flow theory, Diffusion of Innovation, Spiral of Silence Theory, Gate Keeping. | | | | |
| Module 2 | Normativ e Theories of Mass Communi cation | Lecture Discussion | PP 09 Hours | Level - 2 |
| Topics: Normative Theories of Mass Communication: Authoritarian Theory, Libertarian Theory, Social Responsibility Theory, Soviet Media Theory, Development Media Theory and Democratic Participant Theory. | | | | |
| Module 3 | Psycholo gical & Behaviou ral Theories of Communi cation | Lecture / Group Discussion | 12 Hours | Level - 3 |
| Topics: Psychological & Behavioural Theories of Communication: Argumentation Theory, Framing Theory, Direct Effects Theory, <u>Imagined Communities</u> Theory. Behavioural Theories: Individual Difference Theory: Selective Exposure, Selective Perception & Selective Retention, Balance Theory and Cognitive Dissonance Theory. | | | | |
| Module 4 | Sociologi cal Communi cation Theories | Lecture / Group Discussion | 15 Hours | Level - 4 |

Topics: Media Effect Theories: Agenda setting theory, Uses And Gratification Theory, Symbolic Interactionism, Spiral Of Silence Theory, Media Logic Theory, Media Dependence Theory, Cultivation Theory, Knowledge Gap Theory, Modernization Theory, Muted Group Theory.

Targeted Applications and Tools used: N/A

Assignment: Mention the Type of Project /Assignment proposed for this course

1. **Module 1:** Pick a historical media event (like the War of the Worlds broadcast or a viral social media trend) and explain it using one of the communication theories discussed in class. Show how the theory helps understand audience behavior. [written]
2. **Module 2:** Write an essay on how a normative theory (like Social Responsibility or Libertarian Theory) can be used to address misinformation on platforms like YouTube or Twitter. Include examples and propose solutions. [written]
3. **Module 3:** Choose a news event covered by two media outlets and analyze the differences in how it is presented (framed). Explain the potential psychological impact on audiences using theories like Framing or Cognitive Dissonance. [written]
4. **Module 4:** Research and write about how a sociological theory (like Agenda Setting or Cultivation Theory) can be seen in today's media. Use specific examples, such as how news shapes opinions or TV influences social attitudes. [written]

Text Book

1. Mass Communication Theory - by Denis McQuail (Sage)
2. Vir Bala Aggarwal & V S Gupta, Handbook of Journalism and Mass Communication- Concept Publishing

References

1. Rogers M. Everett. (1997). A History of Communication Study. New York: Free Press.
2. Vilanilam, J.V (2002). Mass Communication: Theory and Practice. Bhopal, India: MCNUJC.
3. Vivian, J. (2011).The Media of Mass Communication. India: Prentice Hall.
4. Wilbur Schramm and Donald F. Roberts (ed) (1971). The Process and Effects of Communication. Chicago: University of Illinois Press
5. Williams, K. (2003). Understanding Media Theory. London: Bloomsbury Academic.
6. Werner, Severin J. and Tankard W. James., Communication Theories. Origin, Methods, Uses. London: Longman.
7. Schramm, Wilbur (1973). Men, Messages and Media. New York, USA: Harper & Row

Seminar / Articles

1. https://www.researchgate.net/publication/346167850_The_Normative_Theories_of_the_Press_in_the_Digital_Age_A_Need_for_Revision

2. [Normative media theory in the digital media landscape: from media ethics to ethical communication: Communication: Vol 43, No 2 \(tandfonline.com\)](#)
3. [\(99+\) Normative Theories of Press | Joyce Dungo - Academia.edu](#)
4. [delivery.php \(ssrn.com\)](#)

Video Lectures

1. [\(17578\) Roger Scruton Memorial Lectures 2022 - Peter Hitchens, Daniel Hannan and Noel Malcolm - YouTube](#)
2. [Roger Scruton Memorial Lectures 2021 - Tom Holland and Nigel Biggar - YouTube](#)
3. [\(17578\) Evolution of Media Theories- Early Theories of Media Effects | Communication theory | edX Series - YouTube](#)
4. [Communication Theory Introduction - YouTube](#)

E-Books

1. [The Handbook of Media and Mass Communication Theory | Wiley Online Books](#)
2. [www.bou.ac.ir/portal/file/?171392/Mass.Communication.Theory.6th.Edition-\(McQuails\)-.pdf](http://www.bou.ac.ir/portal/file/?171392/Mass.Communication.Theory.6th.Edition-(McQuails)-.pdf)
3. [Understanding Media and Culture - Open Textbook \(umn.edu\)](#)
4. [Understanding-Media-and-Culture-1643322807.pdf](#)

Web Resources

1. Communication Theory: <http://communicationtheory.org>
2. Mass Communication Theory: <https://masscommtheory.com>
3. Global Media and Communication: <https://journals.sagepub.com/home/gmc>

Topics relevant to the development of 'Communication Theories:

Encouraging students to understand the concept of theories and to analyse their relevance within society.

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|---|---|
| Catalogue prepared by | Dr Ashish Sharma / Ms Padmavathi S |
| Recommended by the Board of Studies on | 09/01/2025 |
| Date of Approval by the Academic Council | |



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| | | | | | | | |
|--|--|-------------------|------------------------|-----------------|---|---|---|
| Course Code: BAJ1020 | Course Title: Reporting and Editing Techniques | | L-T-P- | 2 | 0 | 2 | 3 |
| | Type of Course: Program Core | | C | | | | |
| Version No. | 2.0 | | | | | | |
| Course Pre-requisites | Should be able to identify different news items. | | | | | | |
| Anti-requisites | -Nil- | | | | | | |
| Course Description | The course emphasis upon basic news reporting and writing skills that are necessary to build skills in journalism. This course dwells upon gathering and evaluating information to craft news stories for the public. It also presents core ideas on reporting, news writing, editing and feature writing. The course also highlights news judgement, media law and ethics. | | | | | | |
| Course Outcomes | <p>On successful completion of the course the students shall be able to:</p> <p>CO1: Identify the skills required for reporting, feature writing, subbing, interviewing, researching, designing and layout. [Knowledge]</p> <p>CO2: Demonstrate the ability to research and evaluate appropriate news sources. [Application]</p> <p>CO3: Apply the art and craft of editing skills [Application]</p> <p>CO4: Evaluate the qualities required to be a competent and responsible reporter and editor. [Evaluation]</p> <p>CO5: Create news stories using various reporting and writing styles. [Synthesis]</p> | | | | | | |
| Course Content: | | | | | | | |
| Module 1 | News Reporting | Discussion | Data collection | 10 Hours | | | |
| Topics: News, News Value, Sources of News and Basic elements of News. Types of Reporting. Interviewing skills required for reporting. Writing a News Report | | | | | | | |

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|--|---|-------------------|----------------------------------|-----------------|
| Module 2 | Covering News | Discussion | Data collection/Role play | 10 Hours |
| Topics: Reporter- role, functions and qualities. General assignment reporting/ working on a beat. News agency reporting, Covering Speeches, Meetings and Press Conferences, covering beats | | | | |
| Module 3 | Types of News Leads and News Stories | Discussion | Data collection/Role Play | 10 Hours |
| Topics: News Leads/intros, Structure of the News Story–Inverted Pyramid style. Lead: importance, Types of lead, Body of the story: Headlines, importance, functions of headlines and different types of Headlines. Features, Types of features and Human-interest stories,. Difference between articles and features. | | | | |
| Module 4 | Editing Page | Lecture | Data collection | 15Hours |
| Topics: Structure, Purpose, Edits, Middles. Letters to the Editor, Special Articles. Op. Ed Page. Role of Sub/Copyeditor, News Editor and Editor. Chief of Bureau and Correspondents. | | | | |
| Targeted Application and Tools used | | | | |
| Collect samples of different kind of hard and soft news items. Rewrite few stories based on any news items relayed in print or broadcast media within 250 words. | | | | |
| Assignment: Mention the Type of Project/Assignment proposed for this course | | | | |
| Essays, class presentations and written assignments, writing news day to day news items and editing others copy and proof reading it. | | | | |
| Text Book | | | | |
| <ol style="list-style-type: none"> 3. Kidd, R. (2018). Journalism, Reporting, Writing and Editing. United Kingdom: EDTECH. 4. Scanlan, C., Craig, R. (2014). News Writing and Reporting: The Complete Guide for Today’s Journalist. United Kingdom: Oxford University Press. 5. Harris, G., Spark, D. (2010). Practical Newspaper Reporting. United Kingdom: SAGE. 6. John Bender, Lucinda Davenport, Michael Drager, and Fred Fedler, 2011, Reporting for the Media, Oxford University Press, London. 7. Neil Henry, American Carnival, 2013: Journalism Under Siege in an Age of New Media, University of California Press. 8. Usha M. Rodrigues, Maya Ranganathan, (2014) Indian News Media: From Observer to Participant, Sage, New Delhi. | | | | |

9. Natalie Fenton, *New Media, Old News: (2014) Journalism and Democracy in the Digital Age*, Sage, London.

Reference:

1. Gruhl, Daniel & Bender, Walter. (2000). A new structure for news editing. *IBM Systems Journal*. 39. 569-. 10.1147/sj.393.0569.
2. Ghadeer, Al. (2018). The changing nature of News Reporting, Story Development and Editing. *Journal of Media and Communication Studies*. 10. 143-150. 10.5897/JMCS2018.0631.
3. Hermans, L., & Prins, T. (2020). Interest matters: The effects of constructive news reporting on Millennials' emotions and engagement. *Journalism*, 1464884920944741.
4. Klein, T., Fondren, E., & Aparcar, L. *News Editing and the Editorial Process*. Oxford Research Encyclopedia of Communication. Retrieved 14 Jan. 2022, from <https://oxfordre.com/communication/view/10.1093/acrefore/9780190228613.001.0001/acrefore-9780190228613-e-802>

E-Books:

1. Reporting and Editing: <http://www.nraismc.com/wp-content/uploads/2017/03/104-REPORTING-EDITING.pdf>
2. Reporting and Editing: <https://nios.ac.in/media/documents/srsec335new/ch7.pdf>

Web Resources:

1. <https://www.journalism.co.uk/news/20-tools-and-resources-every-journalist-should-experiment-with/s2/a5652>

Topics relevant to development of 'FOUNDATION SKILLS':

Encouraging students to create a sample for each of the different kinds of journalism will provide them with a hands on experience relevant to the industry.

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|------------------------------|-------------------------------|
| Catalogue prepared by | Padmavathi S/Dr. R Ravi Kumar |
|------------------------------|-------------------------------|

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| Recommended by the Board of Studies on | 5 th June 2024 |
|---|---------------------------|

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| Date of Approval by the Academic Council | 3 rd August 2024 |
|---|-----------------------------|



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|--------------------------------|---|-----------------------------|-----------------|---|-----------------|---|
| Course Code: BAJ1004 | Current Affairs and Contemporary Issues Type of Course: School Core | L-T-P- C | 3 | 0 | 0 | 3 |
| Version No. | 1 | | | | | |
| Course Pre-requisites | Everyday understanding of Current Affairs and Contemporary Issues | | | | | |
| Anti-requisites | Basic knowledge in Current Affairs and Contemporary Issues | | | | | |
| Course Description | This course dwells upon various contemporary issues that evolve over the time based on socio-economic, political, global and technology interplay which makes them important in today's world. It is important to understand the implications of these issues in context of journalism and mass communication. The course also focusses on the latest happenings in the national and international arenas. The information on current affairs and contemporary which are high on the global agenda are pertinent to world of journalism | | | | | |
| Course Objective | This course is designed to improve the learners' Employability Skills by using Participative Learning techniques. | | | | | |
| Course Outcomes | On successful completion of this course the students shall be able to: CO1. To identify various organizations and its role in the world [Remember] CO2. To recognise the structure of various national groups. [Understand] CO3. To examine various foreign policies. [Apply] CO4. To relate world events to address global issues [Analyze] | | | | | |
| Course Content: | | | | | | |
| Module 1 | International organizations and groupings | Lecture / case study | 15 Hours | | Level -1 | |

Topic: United Nations and its organizations; Bretton Woods Institutions: IMF, World Bank, International Court of Justice; Interpol; International Red Cross, G8, G20; Commonwealth Nations; OECD; NATO; SAARC; ASEAN; NAFTA

| | | | | |
|-----------------|-------------------------------|-----------------------------|-----------------|----------------|
| Module 2 | National organizations | Lecture / case study | 12 Hours | Level 2 |
|-----------------|-------------------------------|-----------------------------|-----------------|----------------|

Topic: Central Bureau of Investigation (CBI), Election Commission (EC), Central Vigilance Commission (CVC), National Human Rights Commission (NHRC), National Green Tribunal (NGT)

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|-----------------|------------------------------|-----------------------------|-----------------|----------------|
| Module 3 | Indian foreign Policy | Lecture / case study | 12 Hours | Level 3 |
|-----------------|------------------------------|-----------------------------|-----------------|----------------|

Topic: India and SAARC, India and Issue of Permanent Seat in the UN, India's Bilateral Relations with Different Countries, US, UK, Russia, Pakistan, Middle East, China, Other European Countries

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|-----------------|----------------------|-----------------------------|----------------|----------------|
| Module 4 | Global issues | Lecture / case study | 6 Hours | Level 4 |
|-----------------|----------------------|-----------------------------|----------------|----------------|

Topic: Terrorism and Anti-Terror measures, Human Trafficking and Human Right Issues, Drug Trafficking, Money Laundering

Experiential Learning

1. In-class debate competition on "Government stand on Cryptocurrencies"
2. Essay competition on "Human Rights and issues in Afghanistan, Gaza"
3. Watch Documentary and list the issues of drug trafficking: "To Catch a Smuggler: Living with the Cartel (Cocaine Documentary) | Real Stories":
[HTTps://www.youtube.com/watch?v=yOEYOwTt9v4](https://www.youtube.com/watch?v=yOEYOwTt9v4)
4. Watch documentary and list the importance of UN in current times: "CGTN exclusive"
5. documentary: The United Nations 75 years on
["https://www.youtube.com/watch?v=8ZtdnG9rmIY"](https://www.youtube.com/watch?v=8ZtdnG9rmIY)
6. <https://www.jagranjosh.com/current-affairs/article-on-current-issues-1329126116-catlistshow-1>
7. <https://www.thehinducentre.com/the-arena/current-issues/>

Project work/Assignment:

1. Create 30 fundamental articles for an imaginary planet.

Experiential Learning Activities

1. In Class Debate on "Future of India with its neighbours"

2. Watch documentary: "75 years of United Nations"

Textbooks:

1. Lectures on political science; Prof. M.V. Subba Rao & Dr. M. Srinivasa sastry
2. Manorama/Mathrubhumi Yearbook
3. Current Affairs For IAS (PRE) – S A Majid
4. Concise General Knowledge Manual – Barry O'Brien
5. India Yearbook – Publication Division (GOI)
6. Yojana Magazine
7. Kurukshetra Magazine
8. Economic Survey

References:

1. The United Nations: A Very Short Introduction Jussi M. Hanhimäki.
2. Counter Terrorism Issues: Case Studies in the Courtroom; James O Castagnera
3. India's Foreign Policy: Surviving in a Turbulent World. (2020). India: SAGE Publications
4. Indian Foreign Policies: <https://www.youtube.com/watch?v=NKqm9LfI5Qc>
5. Public Health Care in India: <https://www.youtube.com/watch?v=I4bxDXjZI5g>

E-Books

1. Current Affairs: <http://bitly.ws/oxgt>
2. Contemporary issues of Societal Development: <http://bitly.ws/oxgu>
3. Reading and writing about Contemporary Issues:
4. <https://www.pearsonhighered.com/assets/preface/0/1/3/4/0134996305.pdf>

Web Resources

1. For Current Affairs: <https://www.gktoday.in/>
2. For Contemporary issues: <https://guides.lib.campbell.edu/c.php?g=286717&p=190915>

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|---|---|
| Catalogue prepared by | Ms. Padmavathi / Dr. Ashish Sharma |
| Recommended by the Board of Studies on | 09/01/2025 |
| Date of Approval by the Academic Council | |



Itgalpur, Rajankunte, Yelahanka, Bengaluru - 560064

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|--------------------------------|---|-------------------------------|-----------------|----------------|---|---|
| Course Code: BAJ1019 | Course Title: Introduction to Digital Media Type of Course: Program Core | L-T-P- C | 2 | 0 | 2 | 3 |
| Version No. | 2.0 | | | | | |
| Course Pre-requisites | Basic understanding about digital media. | | | | | |
| Anti-requisites | -Nil- | | | | | |
| Course Description | This foundational course introduces students to the fundamental principles, technologies, and tools of digital media. The course covers the evolution of digital media, explores various types of digital content, and examines its role in modern communication. Through a mix of theoretical lessons and practical exercises, students will develop the skills required to create, analyze, and utilize digital media in a rapidly changing media landscape. | | | | | |
| Course Outcomes | <p>On successful completion of the course the students shall be able to:</p> <p>CO1. To describe the evolution and core concepts of digital media. [Remember]</p> <p>CO2. To describe digital media tools and techniques for basic content creation. [Understand]</p> <p>CO3. To examine the social, ethical, and communicative impacts of digital media. [Apply]</p> <p>CO4. To plan, create, and present a basic multimedia digital project. [Create]</p> | | | | | |
| Course Content: | | | | | | |
| Module 1 | Introduction to Digital Media | Lecture/ Practical | 15 Hours | Level 1 | | |

Topics: History and Evolution of Digital Media: From print to digital; key milestones in media technology., Concepts and Types of Digital Media: Text, images, audio, video, and multimedia; characteristics and differences. Key Digital Media Platforms: social media, websites, streaming services, and other digital platforms. Trends in Digital Media: Recent trends, including mobile media, streaming, digital advertising, and virtual reality.

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| Module 2 | Digital Media Tools and Techniques | Discussion | 15 Hours | Level 2 |
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Topics: Introduction to Digital Media Production Software: Overview of industry-standard tools (e.g., Adobe Photoshop, Adobe Premiere, GIMP)., Basic Image Creation and Editing: Understanding raster vs. vector graphics, basic editing techniques (cropping, resizing, color correction). Introduction to Video and Audio Editing: Fundamentals of cutting, trimming, transitions, and basic effects in video; introduction to audio levels, mixing, and effects.

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| Module 3 | Digital Media and Communication | Discussion | 15 Hours | Level 3 |
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Topics: Digital Media's Role in Communication(Examination of how digital media shapes personal and mass communication), Social Media’s Impact (Understanding algorithms, audience segmentation, and how social media influences public opinion), Audience Behaviour and Engagement (How users interact with content; engagement metrics, virality, and user-generated content), Ethical Considerations(Discussion on privacy, copyright, misinformation, and ethical challenges in digital media.)

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| Module 4 | Introduction to Digital Media Production | Lecture | 15 Hours | Level 6 |
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Topics: Digital Storytelling Techniques (Basics of creating engaging digital content and storytelling elements.) Multimedia Content Creation (Integration of text, image, video, and audio for a cohesive digital media project.) Content Distribution Strategies (Exploring digital distribution channels, including social media, video platforms, and websites.)

Targeted Application and Tools used

Canava, Adobe Suite & GIMP

Assignment: Mention the Type of Project/Assignment proposed for this course

1. Activity: Digital Media Exploration - Students will explore different digital platforms, analyzing types of content and audience engagement. (Introduction to media browsers, social media platforms, and streaming services.)
2. Activity: Image Editing Exercise, Audio Editing Exercise, Video Editing Exercise (Basic image adjustments like colour correction, cropping. Audio editing basic sound effects, volume control, Video editing basic cuts and transitions.
3. Activity: Case Study Analysis: Students will review a recent communication event influenced by social media (e.g., a viral campaign or a misinformation incident) and discuss its implications.
4. Activity: Students will create a digital media project using multiple formats. Examples include a short promotional video, an infographic with accompanying audio, or a multimedia presentation.

Textbooks:

1. The Digital Media Handbook by Andrew Dewdney and Peter Ride

Reference:

1. Multimedia Foundations: Core Concepts for Digital Design by Vic Costello

E-Books:

3. The Essentials of Digital Media" by Tim Rogers
- "Interactive Media Design: A People-Centered Approach" by Bob Rehak
4. Digital Marketing Essentials" by Jeff Larson and Stuart Draper
5. Principles of Digital Media" by J.R. Parker
6. Social Media Metrics: How to Measure and Optimize Your Marketing Investment" by Jim Sterne

Web Resources:

2. **Adobe Creative Cloud Tutorials**

[Adobe Help Center](#)

3. **LinkedIn Learning - Digital Media Courses**

[LinkedIn Learning](#)

4. **Canva Design School**

5. **Coursera - Digital Media and Marketing Principles**

[Coursera](#)

6. **HubSpot Blog**

[HubSpot Blog](#)

Topics relevant to development of 'FOUNDATION SKILLS':

Encouraging students to dive into the basics of digital media.

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|------------------------------|---|
| Catalogue prepared by | Mr. Sarath A Pradeep/ Dr. Pratibha Vinod |
|------------------------------|---|

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| Recommended by the Board of Studies on | 09/01/2025 |
|---|-------------------|

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| Date of Approval by the Academic Council | |
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PRESIDENCY UNIVERSITY

Presidency University Act, 2013 of the Karnataka Act No. 41 of 2013 | Established under Section 2(f) of UGC Act, 1956
Approved by AICTE, New Delhi



Itgalpur, Rajankunte, Yelahanka, Bengaluru – 560064

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|--------------------------------|---|-----------------|----------|----------|----------|----------|
| Course Code: BAJ1018 | Course Title: Introduction to Media Studies Type of Course: Program Core | L-T-P- C | 3 | 0 | 0 | 3 |
| Version No. | 1 | | | | | |
| Course Pre-requisites | Knowing various kinds of media and the role, functions, and importance of media | | | | | |
| Anti-requisites | NIL | | | | | |
| Course Description | Introduction to Media Studies is a course that provides insights into the rapidly changing media environment and its role in contemporary culture. Through an interdisciplinary comparative and historical lens, the course covers the evolution of Media over the years. The course looks into the nature of communication, the functions of media, and the history of transformations of media. The course also explores different theoretical perspectives on the role and power of media in society in influencing our social values, political beliefs, identities, and behaviors. It explains how the dynamics of class, gender, generation, and race influence both the production and reception of media. | | | | | |
| Course Objective | The objective of the course is SKILL DEVELOPMENT of student by using PARTICIPATIVE LEARNING techniques. | | | | | |
| Course Outcomes | <p>CO1: Understand the historical overview of Media and its role in various contexts [Knowledge]</p> <p>CO2: Interpret the role of language in the development of communication. [Application]</p> <p>CO3: Analyse the role of media in persuasion and dissemination of information among individuals and groups. [Analysis]</p> <p>CO4: Evaluate the interplay of the media and society media leading to</p> | | | | | |

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| | developmental activities [Evaluation] | | | |
| | CO5: Enumerate various type of Media and their usage [Evaluation] | | | |
| Course Content: | | | | |
| Module 1 | Introduction to Media Studies | Lecture and Discussion | Classroom Presentation | 09 Hours |
| Topic: Historical Overview of Media and its Context, Overview of Media and its Role, Socio-economic and Political Systems, Post-World War, Post-Cold War, 21st Century Media | | | | |
| Module 2 | Role of language | Lecture and Discussion | Classroom Presentation | 09 Hours |
| Topic: Concepts and Practice of Communication, Types of Communication, Intrapersonal, Interpersonal, Group, and Mass Communication, Role of Language in Mass Communication, Language usage in different Mass Media, Language and Society | | | | |
| Module 3 | Contemporary Indigenous Media | Lecture and Discussion | Classroom Presentation | 09 Hours |
| Topic: Role of Media in Our Life, Media Time Line, Media, and Mass Media, Types of Mass Media, Functions of Mass Media, Surveillance, Interpretation, Linkage, Entertainment, Purveyor of ideologies, Role of Media in a Democracy, How Media affects Individuals, How Media affects Society. | | | | |
| Module 4 | Types of media | Lecture and Discussion | Classroom Presentation | 09 Hours |
| Topic: Oral (Stories, Mythology, Oral history, Song, Ballads), Print (Newspapers, Journals, Magazines, Books) Theatrical (Plays, Operas, Dance, Music), Photographic (Photographs, Painting, Murals), Broadcast (Radio and Television), Cinematic (Films, Documentary, Videos), Digital Formats (Social-Media, OTT Channels, Messaging, Apps | | | | |
| Module 5 | Media, development, and society | Lecture and Discussion | Classroom Presentation | 09 Hours |

Topic: Understanding The Role of Media in Development, Development Communication, Development Communication Initiatives in India , Writing on Development Issues , Media as Public Sphere • Media as Public Service , Media and Civil Society , Citizen Journalism

Targeted Applications and Tools that can be used: Video Editing Software, Social Media Management Tools

REFERENCE MATERIALS:

Text Books:

1. Peyton Paxson (2018), *Mass Communications and Media Studies*, Bloomsbury Publishing India Private Limited
2. Hollows Joanne (2016), *Media Studies: A Complete Introduction: Teach Yourself*
3. Kirsten Ostherr (2017), *Applied Media Studies*, Taylor & Francis
4. Lisa Taylor, Andrew Willis (1999), *Media Studies: Texts, Institutions and Audiences*, Wiley-Blackwell
5. Pieter J. Fourie (2010), *Media Studies: Media History, Media and Society*, Juta and Company Ltd

Recommended Reading:

1. Wyatt, S. (2021). Metaphors in critical Internet and digital media studies. *New Media & Society*, 23(2), 406-416.
2. Peter Lunt, Sonia Livingstone (2013), *Media studies' fascination with the concept of the public sphere: critical reflections and emerging debates - Research Article*
<https://doi.org/10.1177/0163443712464562>
3. Gauntlett, David (2009), *Media Studies 2.0: a response*. *Interactions: Studies in Communication & Culture*,
4. Robert Shuter (2012) *Intercultural New Media Studies: The Next Frontier in Intercultural Communication*, *Journal of Intercultural Communication Research*,
5. David Beard (2009) *A Broader Understanding of the Ethics of Listening: Philosophy, Cultural Studies, Media Studies and the Ethical Listening Subject*, *International Journal of Listening*,
6. Andrejevic, Mark (2009) *Critical Media Studies 2.0: an interactive upgrade*, *Studies in Communication & Culture*, Volume 1, Number 1, 1 September 2009, George T.S.J., *Editing: A hand Book for journalism*, Indian Institute of Mass Communication, New Delhi, 1999.

7. Krishnamoorti, Copy Preparation and Proof Reading, Northern Book Centre, New Delhi, 2000.
8. Any English/Hindi Daily Newspaper reading (Compulsory).
9. Bonnie S. Brennen (2012), Qualitative Research Methods for Media Studies, Routledge

Video Lectures

1. Video on “What is Media Studies? Key concepts explained!”
https://www.youtube.com/watch?v=qE-B_XkoAgQ
2. Video on “Media Studies Webinar” <https://www.youtube.com/watch?v=-sinJ20TgyM>

E-Books

1. Introduction to Media Studies <http://bitly.ws/oxiB>
2. Intercultural New Media Studies: The Next Frontier in intercultural Communication
3. <http://bitly.ws/nHYB>
4. Media Studies: Key Issues and Debates <http://bitly.ws/nHYN>

Web Resources

1. <https://library.tmc.ac.uk/film-media/online>
2. <https://guides.library.georgetown.edu/media/websites>
3. <https://loyalistlibrary.com/mediastudies/oer>

Topics relevant to Skill Development through Participative Learning Techniques

This is attained through the / Presentation/ as mentioned in the assessment component

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|---|-----------------------------|
| Catalogue prepared by | Dr. Prathibha.Vinod |
| Recommended by the Board of Studies on | 5 th June 2024 |
| Date of Approval by the Academic Council | 3 rd August 2024 |



Itgalpur, Rajankunte, Yelahanka, Bengaluru - 560064

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|--------------------------------|--|-----------------|------------------------|-----------------|---|---|
| Course Code: BAJ2042 | Course Title: Visual Communication and Photography Type of Course: Program Core | L- T-P- C | 1 | 0 | 4 | 3 |
| Version No. | 1.0 | | | | | |
| Course Pre-requisites | Basic interest and aptitude in visual communication and photography is desirable | | | | | |
| Anti-requisites | NIL | | | | | |
| Course Description | This course provides a brief introduction to the history, forms, elements, and principles of visual communication. Based on the context of Visual Communication, the course also delves into an introduction to photography. The course looks into the visual and technical skills necessary to pursue and appreciate photography as an art. | | | | | |
| Course Objectives | The objective of the course is to SKILL DEVELOPMENT of students by using PARTICIPATIVE LEARNING techniques. | | | | | |
| Course Outcomes | <p>On successful completion of this course, the students shall be able to:</p> <p>CO1: Describe Visual Communication and its fundamental principles.</p> <p>CO2: Explain visual elements and the principles of composition.</p> <p>CO3: Understand the functioning and nuances of the camera.</p> <p>CO4: Create various categories of photographs and photo stories.</p> | | | | | |
| Course Content: | | | | | | |
| Module 1 | Introduction to Visual Communication | Assignment/quiz | Lecture, Discussion | 20 Hours | | |

Topics: Visual communication and its fundamental principles; history and development of visual arts and communication; visual communication and visual culture. What is visual media? Types of visual media –folk and performing art forms, theatre, drawing, painting, photography, film and television. New media and multimedia products.

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| Module 2 | Elements and Principles of Visual Composition | Assignment/quiz | Lecture, Discussion | 20 Hours |
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Topics: Visual elements – dot, line, shape, form (mass, volume), space, texture, colour. Principles of composition: balance, contrast, movement, emphasis, pattern, proportion, unity (symmetry, order, rhythm and harmony) etc. Spatial relationships, compositions in 2-and 3-dimensional space, the structure of appearance

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|-----------------|-------------------------------|-----------------|----------------------------------|-----------------|
| Module 3 | Introduction to Camera | Assignment/quiz | Lecture, Discussion and Practice | 15 Hours |
|-----------------|-------------------------------|-----------------|----------------------------------|-----------------|

Topics: The human eye, Brief history of cameras. Different types of camera-analogue and digital. types of lenses. Camera operations (aperture, shutter speed, focal length, depth of field). Visual Perception, Experiencing equipment, filters, bellows, converters etc.

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|-----------------|--|-----------------|----------------------------------|-----------------|
| Module 4 | Understanding lighting and Applications of Photography. | Assignment/quiz | Lecture, Discussion and Practice | 20 Hours |
|-----------------|--|-----------------|----------------------------------|-----------------|

Topics: Understanding lighting – indoor and outdoor, Exposing and Focusing, Types of lighting, Natural and Artificial Lights, Controlling lights, Exposure Meters, Differential focus, Filters, and Flashes. Designing with light. Basics of photojournalism, Photo-features, Photo-essays, writing captions, Visual story telling. Planning a shoot, studio, location, set props and casting.

Targeted Application & Tools that can be used:

Application domain:

Tools:

Project work/Assignment:

Book/Article review: At the end of each module a book reference or an article topic will be given to an individual or a group of students. They need to refer the library resources and write a report on their understanding about the assigned article in appropriate format. [Presidency University Library Link](#) .

Presentation: There will be a group presentation, where the students will be given a topic. They will have to explain/demonstrate the working and discuss the applications for the same.

Project Assignment:

1. Assignment 1: Identify the elements of Visual Elements in various Photographs in news papers
2. Assignment 2: Take photographs and submit a photo journal.

Text Book(s)

1. Roberts, L., Baldwin, J. (2019). Visual Communication: From Theory to Practice. United Kingdom: Bloomsbury Publishing.
2. Samara, T. (2020). Design Elements, Third Edition: Understanding the Rules and Knowing when to Break Them - A Visual Communication Manual. United States: Rockport Publishers.
3. Newton, J., Williams, R. (2009). Visual Communication: Integrating Media, Art, and Science. Ukraine: Taylor & Francis.
4. Bruce Barnbaum (2018) Art of Photography, 2nd Edition: A Personal Approach to Artistic Expression, Rocky Nook
5. Davis, H. (2022). Composition & Photography. United States: Rocky Nook.
6. Wevill, L. (2022). Creative Photography. United Kingdom: Troubador Publishing Limited.
7. Nath-Sakura. (n.d.). Product Photography: Lighting, Composition, and Shooting Techniques. United States: Rocky Nook.

Reference(s):

Reference Book(s):

1. Roberts, L., Baldwin, J. (2019). Visual Communication: From Theory to Practice. United Kingdom: Bloomsbury Publishing.
2. Lester, Paul Martin (2006) (4th ed) Visual Communication- Images with Messages, Thomson Wadsworth: Belmont, CA.
3. Mark Edwards (2015) The Visual Communications Book: Using Words, Drawings and Whiteboards to Sell Big Ideas (Concise Advice Lab), LID Publishing
4. Susan B. Barnes (2017) (2nd ed.) An Introduction to Visual Communication: from Cave Art to Second Life, Peter Lang Inc.

5. Bryan Peterson (2015) Understanding Exposure, Fourth Edition: How to Shoot Great Photographs with Any Camera, Amphoto Books
6. Susan Sortag (2001) On Photography, Picador
7. Bruce Barnbaum (2018) Art of Photography, 2nd Edition: A Personal Approach to Artistic Expression, Rocky Nook
8. Sturken, Marita & Cartwright, Lisa (2001) Practices of Looking: An Introduction to Visual Culture, Oxford University Press:
9. Smith, Kenneth Louis (2005) Handbook of Visual Communication- theory methods and media, Routledge: London.
10. Wells, Liz (2015) Wells Photography: A Critical Introduction, London, Routledge
11. Farrell, Ian (2014) Complete Guide to Digital Photography, Quercus Publishing, UK
Gatcum, Chris (2015) The Complete Book of Photography: The Essential Guide to Taking Better Photos, AE Publications, UK
12. Horner, G. (2021). The Photo Student Handbook: Essential Advice on Learning Photography and Launching Your Career Path. United Kingdom: Taylor & Francis.
13. Peterson, B. (2021). Bryan Peterson Photography School: A Master Class in Creating Outstanding Images. United States: Clarkson Potter/Ten Speed.
14. Edwards, M. (2015). The Visual Communications Book: Using Words, Drawings and Whiteboards to Sell Big Ideas. United Kingdom: LID Publishing.
15. Barnes, S. B. (2011). An Introduction to Visual Communication: From Cave Art to Second Life. Austria: Peter Lang.

Online Resources (e-books, notes, ppts, video lectures etc.):

1. Video lecture on "Visual Communication" <https://www.youtube.com/watch?v=jvnTW8bvqmE>
2. Video lecture on "Visual Communication - Meaning, Background, Role and Examples" (<https://www.youtube.com/watch?v=o3VxjDCiUfk>)
3. Video on "Learn Photography" (<https://www.youtube.com/watch?v=LxO-6rlihSg>)
4. Video on "Basics of Photography" (<https://www.youtube.com/watch?v=2cmNt1fHov0>)

E-book:

1. The Power of Visual Communication: <http://bitly.ws/oxjf>
2. Visual Communication & Graphic Design: <http://bitly.ws/oxjg>
3. The Digital Photography: <http://bitly.ws/oxji>

Web Resource:

1. <https://www.cdc.gov/healthliteracy/developmaterials/visual-communication.html>
2. <https://www.canva.com/learn/20-effective-ways-learn-photography-without-going-photography-school/>
3. <https://www.beginnerphotographypodcast.com/photography-tips/how-to-learn-photography-on-your-own-for-beginners>
4. <https://karltayloreducation.com/free-photography-course/>
5. <https://www.cambridgeincolour.com/tutorials.htm>

Topics relevant to development of “FOUNDATION SKILLS”: Science and technology concerned with the behavior of photons and electrons

Topics relevant to development of “ ENVIRONMENT AND SUSTAINABILITY”:
Various detector devices

| | |
|---|--------------------------------------|
| Catalogue prepared by | Mr Sarath A Pradeep/Dr. Archan Mitra |
| Recommended by the Board of Studies on | 5th June 2024 |
| Date of Approval by the Academic Council | 3rd August 2024 |



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|-----------------------------|--|-----------------|----------|----------|----------|----------|
| Course Code: ENG2007 | Course Title: Writing for the Web Type of Course: Theory cum practice | L- P-T C | 2 | 0 | 0 | 2 |
| Version No. | 2 | | | | | |
| Course Prerequisites | The prerequisites of the course include a fair knowledge of essential grammar, vocabulary, sensible reasoning, basic writing skills, reading comprehension ability, creative and critical thinking and a good understanding of various digital platforms | | | | | |
| Anti-requisites | NIL | | | | | |
| Course Description | This course helps students to focus on their writing skills by exploring different online platforms. The course is designed to acquaint students with the nuances of writing in various digital spaces. The activities provide an opportunity for critical thinking, analysis of societal affairs and issues and writing original and effective web content. | | | | | |
| Course Objective | This course helps students to focus on their writing skills by exploring different online platforms. The course is designed to acquaint students with the nuances of writing in various digital spaces. The activities provide an opportunity for critical thinking, analysis of societal affairs and issues and writing original and effective web content. Moreover, participative and experiential learning, through methods like interviews, campus stories, movie/OTT and book reviews, and digital media analysis can deepen student's understanding of society and empower them to engage with socio-political, economic, and cultural realities. | | | | | |

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| Course Outcomes | On successful completion of this course, the students shall be able to: CO1: Explain the basics of web writing and its characteristic features. CO2: Produce effective web content for different digital platforms and social media CO3: Examine SEO best practices to create effective web content for various digital platforms. CO4: Develop effective content strategies to target specific audiences keeping cross-cultural sensitivity and social responsibility in mind. CO5: Analyze web content across digital space. | | | |
| Course Content: | Write effective web content for different digital platforms and social media | | | |
| Module I | Basics of Web Content | Assignment- Practice Worksheet | Analyze SEO Strategies and create web content targeting young adults | 7 Hours |
| Topics: Introduction to Multimedia <ul style="list-style-type: none"> • Characteristics and features of web content • Search Engine Optimized Writing • Target audience-based content | | | | |
| Module II | Web Writing Style | Assignment | Create a web page that is culturally inclusive, considering factors such as language, imagery, and cultural nuances. | 8 Hours |
| Topics: <ul style="list-style-type: none"> • Language of web writing • Styles of web writing - Informative, descriptive, argumentative, persuasive, interviews, storyboards • Techniques of web writing: Inverted Pyramid, Nonlinear, Interactive Stories • Managing Content-based on cross-cultural sensitivity and social responsibility | | | | |
| Module III | Writing for Digital Media | Assignment | Review Film/OTT, book (fiction and non-fiction) TV show review OR | 7 Hours |

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|--|--|--|---|--|
| | | | Identify a story around the University campus and create content for the podcast. (Citizen Journalism) | |
|--|--|--|---|--|

Topics:

- Blogging
- Film/OTT/TV shows/book review
- Campus Story
- Content for Podcast

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|------------------|---------------------------------|-------------------|--|----------------|
| Module IV | Writing for Social Media | Assignment | The Misinformation Mythbuster OR Crafting Compelling Social Media Stories | 8 Hours |
|------------------|---------------------------------|-------------------|--|----------------|

Topics:

1. Social Media Trends – Stories format, online sources/content, managing misinformation, Disinformation
2. Writing for Twitter - tweet- writing guideline, What to Tweet - Twitter tips, tools, and best practices
3. Writing on Facebook – Tips & Tactics for Writing Facebook Posts, Instagram
4. Professional representation on LinkedIn

Targeted Applications & Tools that can be used:

- Write effective content on various online platforms as a media journalist and communicator.
- Grammarly, Mobile Apps
- WordPress/Wix – platforms
- Canva
- StoryMapJS
- TimelineJS
- Hootsuite
- Buffer

Worksheets/Assignment:

1. Analyze SEO Strategies and create web content targeting young adults
2. Create a web page that is culturally inclusive, considering factors such as language, imagery, and cultural nuances.

3. Review Film/OTT, book (fiction and non-fiction) TV show review

OR

Identify a story around the University campus and create content for the podcast.

(Citizen Journalism

4. The Multi-Platform Influencer Challenge

Text Books:

1) Bradshaw, Paul. *The Online Journalism Handbook: Skills to Survive and Thrive in the Digital Age*. Routledge, Taylor & Francis Group, 2024.

2) Chansongklod Gajaseni. *English for Cross-Cultural Communication: 2701-360*. Department of Foundations of Education Chulalongkorn University.

3) Cotton, Gayle, and Soneela Nankani. *Say Anything to Anyone, Anywhere: 5 Keys to Successful Cross Cultural Communication*. Recorded Books, 2014.

4) Dougherty, Jack, and Tennyson Lawrence O'Donnell. *Web Writing: Why and How for Liberal Arts Teaching and Learning*. University of Michigan Press, 2015.

5) Dush, Lisa. "When writing becomes content." *College Composition & Communication*, vol. 67, no. 2, 1 Dec. 2015, pp. 173-196, <https://doi.org/10.58680/cc201527641>.

6) Felder, Lynda. *Writing for the Web: Creating Compelling Web Content Using Words, Pictures, and Sound*. 2018.

7) Garrand, Timothy Paul. *Writing for Multimedia and the Web: A Practical Guide to Content Development for Interactive Media*. Routledge, 2020.

8) Guzzetti, Barbara, and Margaret Gamboa. "Online journaling: The informal writings of two adolescent girls." *Research in the Teaching of English*, vol. 40, no. 2, 1 Nov. 2005, pp. 168-206, <https://doi.org/10.58680/rte20054494>.

9) Hendershot, Angie, et al. *Strategic Writing: Multimedia Writing for Public Relations, Advertising and More*. Routledge, Taylor & Francis Group, 2024.

10) Hill, Steve, and Paul Lashmar. *Online Journalism: The Essential Guide*. SAGE, 2014.

E-Resources:

1) <https://www.umaryland.edu/cpa/website-manual/prepare/web-writing/>

2) <https://www.demandjump.com/blog/types-of-web-writing>

3) <https://digital.gov/resources/plain-language-web-writing-tips/>

- 4) https://www.tru.ca/_shared/assets/Book_Movie_Review_Template30235.pdf
- 5) <https://www.nyfa.edu/student-resources/9-tips-for-writing-a-film-review/>
- 6) <https://www.youtube.com/watch?v=jY0LaRVLEjQ>
- 7) <https://wts.indiana.edu/writing-guides/writing-book-reviews.html>
- 8) <https://lowerstreet.co/how-to/interview-someone-for-podcast#:~:text=Prompt%20your%20guest%20to%20elaborate,they%20were%20trying%20>
- 9) <https://www.adorilabs.com/blog/the-art-of-interviewing-on-podcasts>
- 10) https://huridocs.org/2023/12/the-harmful-effects-of-disinformation-and-how-to-combat-them/?gad_source=1&gclid=EAIaIQobChMI0rXY5L6wigMVEySDAx1y2CSsEAAYASAAEgJiJvD_BwE
- 11) <https://mediahelpingmedia.org/advanced/dealing-with-disinformation-and-misinformation/>

Topics relevant to development of 'EMPLOYABILITY SKILLS':

- Writing Nonlinear, Interactive Stories, Writing for Web Writing – Blogging, Social Media, Writing for Twitter - Writing on Facebook, LinkedIn site, Instagram will help them in proper sentence framing while writing on various online media platforms

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| Catalogue prepared by | Dr. Mahantamma Assistant Professor Department of Languages, Presidency University Bangalore |
| Recommended by the Board of Studies on | |
| Date of Approval by the Academic Council | |



PRESIDENCY UNIVERSITY

Presidency University Act, 2013 of the Karnataka Act No. 41 of 2013 | Established under Section 2(f) of UGC Act, 1956
Approved by AICTE, New Delhi



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|--------------------------------|--|-----------------|----------|----------|----------|----------|
| Course Code: BAJ1003 | Course Title: Introduction to Human Rights and Gender Issues Type of Course: School Core | L- T-P-C | 2 | 0 | 2 | 3 |
| Version No. | 1 | | | | | |
| Course Pre-requisites | Basic Understanding of Social Sciences, Basic Understanding of Global Issues and Development, Critical Thinking and Analytical Skills, Interest in Social Justice and Advocacy, Communication Skills | | | | | |
| Anti-requisites | Nil | | | | | |
| Course Description | This course provides a comprehensive understanding of human rights, focusing on foundational concepts, legal frameworks, and contemporary issues. Students will explore the evolution of human rights through international conventions, the role of global institutions, and the balance between universal standards and cultural relativism. | | | | | |
| Course Objective | To provide students with a foundational understanding of human rights, legal frameworks, and advocacy strategies while developing critical thinking through case studies addressing contemporary global challenges and issues. | | | | | |
| Course Outcomes | <p>On successful completion of this course, the students shall be able to:</p> <p>CO 1. To explain the evolution of human rights and the role of global institutions in addressing contemporary challenges. [Understand]</p> <p>CO 2. To analyse the impact of policies and social interventions, such as India's reservation policy, on promoting gender equity and social justice. [Analyze]</p> <p>CO 3. To evaluate legal rights, affirmative action policies, and human rights frameworks to evaluate enforcement and effectiveness in real-world scenarios. [Evaluate]</p> | | | | | |

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| | CO 4. To apply strategies for promoting environmental rights, addressing climate change displacement, and enhancing the role of NGOs and global agreements in achieving ecological justice. [Apply] | | | |
| Course Content: | | | | |
| Module 1 | Foundations of Human Rights | Interactive Lectures/Case-Based Learning/Flipped Classroom/Project-Based Learning/Q&A/Simulations and Digital Tools/Debates and Role Play/Flipped Class Rooms | 15 Hours | Level 2 |
| Topics: Evolution of Human Rights: Philosophical and Historical Development., Overview of International Human Rights Conventions: UN Declaration of Human Rights, UN Charter ICCPR, ICESCR., Global Institutions for Human Rights: Role of the UN, regional bodies, and NGOs., Basic human rights: Human rights of victims of crime | | | | |
| Module 2 | Gender Issues and Media Representation | Interactive Lectures/Case-Based Learning/Flipped Classroom/Project-Based Learning/Q&A/Simulations and Digital Tools/Debates and Role Play/Flipped Class Rooms | 15 Hours | Level 4 |
| Topics: Representation of Genders in Media, Gender identity built through media, stereotypes, consequences of stereotypes, Challenging stereotypes, | | | | |
| Module 3 | Legal Frameworks for Human Rights | Interactive Lectures/Case-Based Learning/Flipped Classroom/Project-Based | 15 Hours | Level 5 |

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| | | Learning/Q&A/Simulations and Digital Tools/Debates and Role Play/Flipped Classrooms | | |
| <p>Topics: Legal Rights for Individuals with Disabilities: Successes and Gaps in Enforcement. Affirmative Action Policies: Balancing equality and equity. Human Rights Violations: Types, Responses, and Prevention Mechanisms.</p> | | | | |
| Module 4 | Human Rights and Environmental Advocacy | Interactive Lectures/Case-Based Learning/Flipped Classroom/Project-Based Learning/Q&A/Simulations and Digital Tools/Debates and Role Play/Flipped Classrooms | 15 Hours | Level 3 |
| <p>Topics: Environmental Rights as Human Rights: Clean air, water, and sustainable ecosystems.; Climate Change and Displacement: The impact on vulnerable communities.; Global Environmental Agreements: The Paris Agreement, SDGs, and ecological justice. Role of NGOs and Activists in Environmental Justice: Strategies and success stories.</p> | | | | |
| <p>Experiential Learning</p> <p>Case Study Presentation:</p> <ol style="list-style-type: none"> "Global Human Rights Advocacy in Action": Activity: Assign students to research and present a case study on a global human rights success story (e.g., Malala Yousafzai's advocacy for education or the fight against apartheid in South Africa). Objective: Enhance understanding of advocacy strategies and inspire creative solutions to human rights challenges. The Universal Declaration of Human Rights (1948): Its global impact and challenges in implementation. The Rohingya Refugee Crisis: Analysing the role of international agencies and human right laws India's Reservation Policy: Assessing its impact on marginalized communities. UN Convention on the Rights of the Child (CRC): Practical successes and limitations. | | | | |

6. The Bhopal Gas Tragedy (1984): Environmental disaster and human rights accountability.
7. Indigenous Land Rights in the Amazon: Advocacy for protecting indigenous populations.
8. The Flint Water Crisis (USA): Right to clean water and state accountability.

Project work/Assignment:

1. **Community Interviews: Perspectives on Human Rights: Activity:** Students conduct interviews with individuals from diverse backgrounds (e.g., activists, community leaders, or marginalized groups) to gather perspectives on human rights challenges and solutions. **Objective:** Encourage students to engage with real-world experiences and develop a deeper understanding of how human rights issues impact individuals and communities.
2. **Campaign Design Challenge: "Advocating for Change": Activity:** Students design a social awareness campaign (e.g., posters, videos, or social media) on a human rights theme like climate justice, disability rights, or gender equality. The objective is to foster creativity, teamwork, and strategic thinking while raising awareness about critical issues.
3. **Field Visit to NGOs or Community Organizations: Activity:** Organize a visit to a local NGO or organization working on human rights issues, such as women's shelters, refugee support centers, or environmental advocacy groups. **Objective:** Provide students with firsthand experience of ground-level human rights work and encourage empathy and engagement.

Textbooks:

1. "Media and Gender Equality", Mark Bonner , ED-Tech Press.
2. "Human Rights, Dr. A.N.Sen, Sri Sai Law Publications.
3. "Environmental Law Dimensions of Human Rights. Ben Boer, Oxford University Press.

References Book(s):

1. Motilal, S., & Nanda, B. (Year). Human rights: Concepts and issues.
2. Kristof, N. D., & WuDunn, S. (2009). Half the sky: Turning oppression into opportunity for women worldwide. Alfred A. Knopf.
3. Knop, K. (Ed.). (Year). Gender and human rights in a global perspective.
4. González-López, G., & Messner, M. A. (Eds.). (Year). Theories of gender: Intersectionality and beyond.
4. Boyd, D. R. (Year). The right to a healthy environment: Revitalizing human rights in times of crisis.

Online Resources (e-books, notes, ppts, video lectures etc.):

Video Lectures

1. https://www.youtube.com/watch?v=uFzjRCfAA4Y&utm_
2. https://www.youtube.com/watch?v=DUPy49Qdell&utm_
3. https://www.ohchr.org/en/women/right-better-world?utm_
4. https://www.ohchr.org/en/women/right-better-world?utm_
5. https://www.coursera.org/learn/gender-equality?utm_

Select Seminal Articles:

1. "The International Bill of Human Rights" by John P. Humphrey, *International Journal of Human Rights* (1998)
2. "Human Rights and Cultural Relativism: The Need for a New Approach" by Jack Donnelly, *International Human Rights Journal* (1984)
3. "A Vindication of the Rights of Woman" by Mary Wollstonecraft (1792),
4. "The Second Sex" by Simone de Beauvoir (1949)
5. "Gender and Human Rights" by Rebecca Cook, *International Journal of Human Rights* (1994)
6. "Intersectionality and Identity Politics: Learning from Violence Against Women of Color" by Kimberlé Crenshaw, *Stanford Law Review* (1991)
7. *Fordham Environmental Law Review* (2012)
8. "Environmental Rights as Human Rights: An Assessment" by Dinah Shelton, *Human Rights and the Environment* (2010)
9. "Environmental Rights in India: Ensuring Sustainable Development" by S. Muralidhar, *Journal of Indian Law Institute* (1999)
10. "Environmental Protection and Human Rights in India: A Critical Analysis" by Shyam Divan, *Indian Journal of Environmental Law* (2010)

Video Lectures

1. https://www.youtube.com/watch?v=uFzjRCfAA4Y&utm_
2. https://www.youtube.com/watch?v=DUPy49Qdell&utm_
3. https://www.ohchr.org/en/women/right-better-world?utm_
4. https://www.ohchr.org/en/women/right-better-world?utm_
5. https://www.coursera.org/learn/gender-equality?utm_source=

E-Books

1. https://www.humanrightscareers.com/magazine/human-rights-study-books-you-can-download-for-free/?utm_

2. https://www.ohchr.org/sites/default/files/Documents/Publications/Born_Free_and_Equal_WEB.pdf?utm_

Web Resources

1. <https://www.ohchr.org/>
2. <https://www.unwomen.org/>

Topics relevant to “Entrepreneurial Skills”: Introduction to Human Rights and Gender Issues is integrated with the development of **Entrepreneurial Skills** using **Experiential Learning Techniques**. This is achieved through the assessment components outlined in the course handout, fostering practical understanding and skill application.

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| Catalogue prepared by | Dr. Prathibha. V & Mr. Sarath A Pradeep |
| Recommended by the Board of Studies on | 09/01/2025 |
| Date of Approval by the Academic Council | |



Itgalpur, Rajankunte, Yelahanka, Bengaluru - 560064

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|---|---|---------------------|----------------------------|---|-------------------|
| Course Code: PPS2001 | Course Title: Reasoning and Employment Skills Type of Course: Practical Only Course | L-P-C | 0 | 2 | 1 |
| Version No. | 1.1 | | | | |
| Course Pre-requisites | Students are expected to understand Basic English. Students should have desire and enthusiasm to involve, participate and learn. | | | | |
| Anti-requisites | NIL | | | | |
| Course Description | The course is designed to introduce Engineering students to the importance of reasoning and develop their ability to identify problems, assess and arrive at an informed decision in various situations. The course will benefit learners in quick thinking and adapting and working in a team, handle conflict and think critically. This course is both conceptual and experiential in nature that would help the student to communicate effectively. After successful completion of the Course, the students would be able to participate in team activities effectively, reason and think critically, organize thoughts and express themselves confidently. | | | | |
| Course Objective | The objective of the course is to familiarize the learners with the concepts of "Reasoning & Employment Skills" and attain SKILL DEVELOPMENT through PARTICIPATIVE LEARNING techniques. | | | | |
| Course Out Comes | On successful completion of the course the students shall be able to: CO1: To demonstrate quick thinking skills CO2: To recognize the skills to work in a team CO3: To Define Conflicts Resolution | | | | |
| Course Content: | | | | | |
| Module 1 | Activity Based Learning - Let's Team Up | Practice & Feedback | Blooms Level - Application | | 4 Sessions |
| Topics: Significance of a Team, Characteristics of a Team, Stages of Team formation, Skills of an effective team player | | | | | |
| Module 2 | Let's Patch Up Conflict | Practice & | Blooms Level - Application | | 6 Sessions |

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| | Resolution | Feedback | | |
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Topics:
 What is conflict, what is conflict resolution, importance of conflict resolution, causes of conflict, techniques to resolve conflicts

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| Module 3 | Think on your Toes Just A Minute (JAM) | Assessment | One minute talk | 12 Sessions |
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Topics:
 Communication Building - Opening Body Closing Mind-Mapping, Data, Example Facts, Analysis, Ideas, Opinions, Quotes, Questions Technique (DEFAIOQ)

Assignment: Speak for a minute on a given topic

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| Module 4 | Think Tank Critical Thinking | Practice and feedback | Blooms level - Comprehension | 4 Sessions |
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Topics:
 5 skills of Critical Thinking- observation, analysis, inference, communication, problem solving, Nudge Theory

Targeted Application & Tools that can be used:

1. TED Talks
2. YouTube Links
3. Videos by L&D Team shared on Edhitch/YouTube.com
4. LMS

Assignments proposed for this course

1. Evaluation of Decision making
2. Evaluation of Group Discussion

References

- R1. The 17 Indisputable Laws of TeamWork John Maxwell Harper Collins 2013. R2. The 17 Qualities of a Team Player John Maxwell 2006
- R3. Talking to Strangers by Malcolm Gladwell Little - John MaxwellBrown and Company 2019.
- R4. The 7 Effective Communication Skills – How to be a Better Communicator Now – Gabriel Angelo CreateSpace Independent Publisher 2014
- R5. Prakash Iyer, *“The Habit of Winning”*, 2nd Edition, Penguin Books Ltd., 2016
- R6. Jack Canfield, *“The Success Principles”*, 8th Edition, HarperCollins Publishers India, 2015 R7 Critical Thinking Skills Developing Effective Analysis and Argument - Stella Cottrell

Web links:

<https://ideas.ted.com/critical-thinking-is-a-21st-century-essential-heres-how-to-help-kids-learn-it> <https://www.youtube.com/watch?v=Dp5vqxEot1c>
<https://www.youtube.com/watch?v=B24niubF5hA>
<https://presiuniv.knimbus.com/user#/home>

Topics relevant to development of “SKILL”: Team Management, Critical Thinking, Conflict Management, One Minute Presentations for Skill Development through Participative Learning Techniques. This is attained through assessment component mentioned in course handout.

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| Catalogue prepared by | L&D Department Faculty members |
| Recommended by the Board of Studies on | BOS held on |
| Date of Approval by the Academic Council | Academic Council Meeting |



PRESIDENCY UNIVERSITY

Presidency University Act, 2013 of the Karnataka Act No. 41 of 2013 | Established under Section 2(f) of UGC Act, 1956

Approved by AICTE, New Delhi



Itgalpur, Rajankunte, Yelahanka, Bengaluru – 560064

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|--------------------------------|---|-----------------------------|---|-----------------|----------|----------|
| Course Code: BAJ3032 | Course Title: Cinematography Type of Course: School Core | L- T-P- C | 2 | 0 | 4 | 4 |
| Version No. | 1.0 | | | | | |
| Course Pre-requisites | Having a smartphone / Departmental studio and video camera / DSLR camera | | | | | |
| Anti-requisites | -Nil- | | | | | |
| Course Description | This course aims to develop the analytical skills and critical judgment enabling the student for technical and aesthetic innovations in the art of cinematography. The course provides inputs into balancing Visual aesthetics with technical studies. It intends to develop capabilities to function as a professional cinematographer in the modern world. | | | | | |
| Course Outcomes | <p>On successful completion of the course the students shall be able to:</p> <p>CO1. Define key cinematic terms, such as shot composition, camera movement, and lighting techniques. [Remember]</p> <p>CO2. Explain the impact of different camera settings on the visual aesthetics of a shot. [Comprehension]</p> <p>CO3. Analyze the visual elements of a film scene to determine how cinematography contributes to the narrative [Analyze]</p> <p>CO4. Develop a unique lighting setup to evoke a particular atmosphere that aligns with the scene's tone [Create]</p> <p>CO5. Apply compositional techniques, such as rule of thirds and leading lines, to create visually engaging frames [Application]</p> | | | | | |
| Course Content: | The objective of the course is SKILL DEVELOPMENT of student by using PARTICIPATIVE LEARNIN techniques. | | | | | |
| Module 1 | Introduction To Cinematography | Lecture Case studies | Class room presentation and practice | 16 Hours | | |

Topics: The principles of intermittent movement. Persistence of vision - Optical imagination - Flicker rate. Comparison between eye & camera. The concept of photography as painting with light. Power of a Still Picture and its shooting. Understanding and use of color. Black and white photography

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| Module 2 | Colour Theory | Lecture, Discussion and Practical | Classroom Presentation and Practice | 17 Hours |
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Topics: Electromagnetic spectrum - visible spectrum. Characteristics of light - propagation of light - foot candles. Color quality & Temperature - grades. Color temperature of various light sources. Introduction to photo chemistry. Developing - Stabilizing and Drying stages. Introduction to color - Primary and Secondary colors, color wheel.

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| Module 3 | Role Of Light and Lighting Techniques | Lecture, Discussion and Practical | Class Room Presentation And Practice | 11 Hours |
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Topics: Concept of lighting various planes. Types of lighting: Tungsten Lamps, Cool Lights, HMI, Cyclorama/Background Lights. Soft Box Lights. Use of cutter stand black cloth and camera filters. Use of Reflectors. Three-point lighting and Ratio Lighting. High key and Low-Key Lighting. Ratio of Lighting

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| Module 4 | Understanding Lenses and Camera Movements | Lecture And Discussion | Class-Room Presentation and Practice | 16 Hours |
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Topics: Types and power of lenses. Understanding the shot requirement and power of lens. Idea of Perspective -Depth of field, Depth of focus. Fixed lens vs Zoom Lens. Color Temperature Meter. Camera Movement - Pan, Tilt, Zoom Usage of track and trolley, crane, Jimmy Gip. Poll Cam: Single /Multi Camera set up. Moving Images

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| Module 5 | Video Formats | Discussion And Case Studies | Class Room Presentation And Practice | 16 Hours |
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Topics: Video Cameras: Video Formats. Video Systems. Video Technologies & HD Movie Cameras. Short movie. Short documentary. 10 short movies. Still shots move

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| Module 6 | Digital Visual Arts | Discussion and case studies | Class room presentation and practice | 16 Hours |
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Topics: Graphic Communication - Definition, Nature & Scope. Elements of Design, and Design process. Role of Computers in Designing. Fundamentals of Layout- text & visuals. Typography and drawing programs

Targeted Application and Tools used

Film screenings, YouTube Short Films and Interviews of Film Makers on internet.

Assignment: On- field reporting of stories utilizing the garnered expertise

Hands-on Learning, Debates and class room presentation

Experiential Learning Activities:

1. Hands on Learning on using Smartphone, DSLR and DV Camera for filmmaking.
2. Shooting different Shot Types, angles and movement.
3. Watching movies for and critically analyze them technically.
4. Making a shot film based on overall learning.

Books

1. Hoser, T. (2018). Introduction to Cinematography: Learning Through Practice. Routledge.
2. Fossati, G., Jackson, V., Lameris, B., Rongen-Kaynakçi, E., Street, S., & Yumibe, J. (2018). The colour fantastic: chromatic worlds of silent cinema. Amsterdam University Press.
3. Directing: Film Techniques & Aesthetics 5th Edition by Michael Rabiger and Mick Hurbis-Cherrier (Focal Press (2013)
4. Joseph V Mascelli Five C's of Cinematography: Motion Picture Filming Techniques Paperback August 2005
5. Blian Brown: Cinematography: Theory and Practice: Image making for cinematographers and directors, Paperback, September 2016
6. Keating, P. (2019). The Art of cinematography. In The Palgrave handbook of the philosophy of film and motion pictures, Palgrave Macmillan, Cham.
7. Siegel, M. J. (2015). Introduction to Digital Cinematography. Handbook of Digital Imaging

REFERENCE

1. Ballestad, Anders & Boitard, Ronan & Damberg, Gerwin & Stojmenovik, Goran. (2019). Advances in HDR Display Technology for Cinema Applications, Including Light-Steering Projection. Information Display. 35. 16-19. 10.1002/msid.1033.
2. Misek, R. (2010). The 'look' and how to keep it: Cinematography, postproduction and digital colour. Screen, 51(4), 404-409.

3. Maddock, D. (2019). Reframing cinematography. Media Practice and Education, 20(1) 44-66.

4. Mateer, J. (2014). Digital cinematography: evolution of craft or revolution in production? Journal of Film and Video, 66(2), 3-14.

Topics relevant to “Entrepreneurial Skills”: Film Making, Planning and Execution, ‘Entrepreneurship Skills’ through Experiential Learning Techniques. This is attained through assessment component mentioned in course handout.

Topics relevant to “Entrepreneurship”: Filmmaking, Smart Phone Filmmaking production, Film making for social media and OTT platform, Post Production and Pre Production.

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| Catalogue prepared by | Dr. C P Rashmi |
| Recommended by the Board of Studies on | 5th June 2024 |
| Date of Approval by the Academic Council | 3rd August 2024 |



Yelahanka, Bengaluru - 560064

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|--------------------------------|---|------------------|----------|----------|----------|----------|
| Course Code: BAJ3003 | Course Title: Media Management and Entrepreneurship Type of Course: School Core | L-T- P- C | 2 | 0 | 0 | 2 |
| Version No. | 1.0 | | | | | |
| Course Pre-requisites | Strong Communication Skills, Leadership and Management Skills, Analytical Skills, Digital Literacy, Legal and Ethical Understandings, Business Acumen, Adaptability, and the ability to understand the Media Landscape | | | | | |
| Anti-requisites | -Nil- | | | | | |
| Course Description | The course introduces with the functions and principles of Media Management and their significance. It covers the structure and hierarchy of Media organizations, its functions, media scenario, and economics of print and electronic media management. The course dwells upon various types of Media organizations. Entrepreneurship skills required for Media management are also investigated. | | | | | |
| Course Outcomes | On successful completion of the course the students shall be able to: CO1: Understand various aspects of entertainment in media industry (Comprehension) CO2: Gain perspective on the models, forms, and media organizations (Knowledge) CO3: Assess the future needs and trends in Media Management (Application) CO4: Analyze economic drivers of Media economy (Analysis) CO5: Inculcate entrepreneurial skills for handling media business (Creation) | | | | | |
| Course Content: | The objective of the course is SKILL DEVELOPMENT of student by using PARTICIPATIVE LEARNING techniques. | | | | | |

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| Module 1 | Introduction to Media Management | Lecture Case studies | Classroom Presentation | 5 Hours |
| Topics: Principles and significance of Media Management, Media as an industry and a profession, Media as an industry and a profession, Ownership patterns of mass-media in India, Sole proprietorship, Partnership, Private limited companies, Public limited companies, Trusts, co-operatives, religious institutions (societies) and franchisees (chains). | | | | |
| Module 2 | STRUCTURE AND HIERARCHY | Lecture and discussion | Class room presentation | 6 Hours |
| Topics: Hierarchy, functions and organizational structure of different departments. General management and Administration. Engineering and Publication Finance. Commercial (Sales promotion - including pricing and price war aspect). Advertising (Marketing) Editorial Production and reference sections; Apex bodies: DAVP, INS and NRS/ABC, TRP. | | | | |
| Module 3 | MEDIA SCENERIO | Lecture, discussion | Classroom presentation | 5 Hours |
| Topics: Print Media: Local Newspapers, Magazines, Newsletters, Brochures, Pamphlets. Broadcast Media: FM Stations, Community Radio, Radio on Mobile, Radio Online. Television: Satellite, Local Cable Networks, Production Houses, Recording Studios, Film making studios | | | | |
| Module 4 | VARIOUS TYPES OF MEDIA ORGANISATION | Lecture and discussion | Classroom presentation | 5 Hours |
| Topics: Press Commissions and Press Council of India, Press Institute of India. Press Trust of India. United News of India. Audit Bureau of Circulation. Indian Newspapers Society. Editors Guild of India. Press information Bureau. Central Board of Film Certification. Directorate of Audio-visual Publicity (DAVP). Doordarshan and All India Radio. | | | | |
| Module 5 | ECONOMICS OF PRINT AND ELECTRONIC MEDIA MANAGEMENT | Discussion and case studies | Classroom presentation | 5 Hours |

Topics: Business, legal, and financial aspects of media management. Budgeting and finance, capital costs, production costs, commercial polity. Advertising and sales strategy, competition, and survival Evolving a strategy and plan of action. Working Journalist and Non-working Journalist Act and PR for building and sustaining business and audience. Foreign equity in Indian Media (including Print Media). Press Commissions of Indian Newspaper management structure.

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| Module 6 | MEDIA AND ENTREPRENEURSHIP | Discussion and case studies | Classroom presentation | 4 Hours |
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Topics:

Media Business: Innovation and Entrepreneurship, Media Entrepreneurship and its Challenges. Emerging Trends in Entertainment and Media Industry. Media Products

Targeted Application and Tools used

YouTube videos and TEDX talks

Assignment: On- field reporting of stories utilizing the garnered expertise

Hands-on Learning, Debates and class room presentation

Experiential Learning Activities:

1. In Class Debate on “Future of Media”
2. Watch Movie: “The Big Fella: The Extraordinary Life of Kerry Packer” and discuss the issues regarding building a media empire.
3. Business Plan competition on Media Start-ups
4. Develop an integrated marketing plan using a wide variety of media and adopt a comprehensive approach to marketing challenge

Select Case Studies/ Seminal Articles

1. Rohn, U. (2018). Media management research in the twenty-first century. In Handbook of media management and economics (pp. 425-441). Routledge.
2. Fallah, A. & Sadeghi, M. & Saeedi, K. (2012). Understanding entrepreneurship and media management in Iran. *Advances in Environmental Biology*. 6. 1777-1779.
3. Konert, Bertram. (2020). Media Management & Communication. *Medien Wirtschaft*. 17. 75-77. 10.15358/1613-0669-2020-2-3-75.
4. Navaei, Reza & Mohammadkazemi, Reza & Shokrkah, Younes. (2020). MEDIA ENTREPRENEURSHIP FOR THE BUSINESS OF ADVERTISING MEDIA IN IRAN. *Research in Organizational Behavior*. 5. 1-11.
5. Cicek, Berat. (2018). Social Media Entrepreneurship. *İçtimaiyat Sosyal Bilimler Dergisi*.
6. Dal Zotto, Cinzia & Omid, Afshin. (2020). Platformization of Media Entrepreneurship: A Conceptual Development. 1. 209-233. 10.5278/njmm.2597-0445.5234.
7. Hoag, Anne. (2008). Measuring Media Entrepreneurship. *The International Journal on Media Management*. 10. 74-80. 10.1080/14241270802000496.

Resources

Books:

1. Yujie Chen, J., Andrijasevic, R., Steinberg, M., Gregg, M. (2021). Media and Management. United States: University of Minnesota Press.
2. Ulrike Rohn, Tom Evens (2020). Media Management Matters: Challenges and Opportunities for Bridging Theory and Practice, Routledge
3. Min Hang (2018). Media Corporate Entrepreneurship: Theories and Cases (Media Business and Innovation), Springer
4. Dennis F. Herrick (2012) (2nd Ed). Media Management in the Age of Giants: Business Dynamics of Journalism, University of New Mexico Press
5. Doyle, G. (2011). Understanding Media Economics. London: Sage Publication
6. Albarran, A. B., Chan-Olmsted, S. M., & Wirth, M. O. (2006). Handbook of Media Management and Economics. Mahwah, NJ: L. Erlbaum Associates.
7. Alexander, A. (2004). Media Economics: Theory and Practice. Mahwah, NJ: Lawrence Erlbaum.
8. Kotler, P. (2003). Marketing Management. Upper Saddle River, New Jersey's: Prentice

Hall.

9. Aruna Zachariah (2008). Print Media Communication and Management: Elements, Dimensions and Images, Kanishka Publishing Houses
10. Charles Warner, Joseph Buchman (2003). Media Selling: Broadcast, Cable, Print, and Interactive, Wiley-Blackwell
11. Biswajeet Guha (2006). Media Development and Management: New Horizons, Kanishka Publishers and Distributors

Video Lectures

1. Media Management: Introduction
<https://www.youtube.com/watch?v=J3ba1JsATRk>
2. Media Management <https://www.youtube.com/watch?v=mTr20eNZGmI>
3. Course Introduction - Entrepreneurship 101
<https://www.youtube.com/watch?v=UhtOZ9MAc34>

E-Books

1. Understanding Media Management:
https://www.academia.edu/31768302/UNDERSTANDING_MEDIA_MANAGEMENT
2. Media Management:
https://www.researchgate.net/publication/333515970_MEDIA_MANAGEMENT
3. Media Innovation and Entrepreneurship:
<https://press.rebus.community/media-innovation-and-entrepreneurship/>

Web Resources

1. <https://www.resourcesmedia.co.in/>

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|---|-----------------|
| Catalogue prepared by | Dr.Prathibha.V |
| Recommended by the Board of Studies on | 5th June 2024 |
| Date of Approval by the Academic Council | 3rd August 2024 |



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|--------------------------------|--|-----------|---|---|---|---|
| Course Code: BAJ3014 | Course Title: MoJo- Mobile Journalism Type of Course: Program Core | L- T-P- C | 2 | 0 | 2 | 3 |
| Version No. | 1.0 | | | | | |
| Course Pre-requisites | Mobile usage, Video Editing & producing small videos. | | | | | |
| Anti-requisites | -Nil- | | | | | |
| Course Description | This course seeks to introduce students to introduce the basics of mobile journalism and multimedia, its elements and different apps on mobile. The curriculum broadly covers the concept, types, functions, techniques, future and ethical challenges of mobile journalism. | | | | | |
| Course Outcomes | <p>On successful completion of the course the students shall be able to:</p> <p>CO1: Underline the basics of mobile journalism and its evaluation. [Knowledge]</p> <p>CO2: Explain the influence of mobile telephony on journalism. [Comprehension]</p> <p>CO3: Demonstrate the importance and different types of mobile apps. [Application]</p> <p>CO4: Create mobile news for various platforms for sharing as hard & soft news [Synthesis]</p> <p>CO5: Identify the ethical concerns and future challenges related to mobile journalism. [Comprehension]</p> | | | | | |
| Course Objective: | This course is designed to improve the learners' <u>Employability Skills</u> by using <u>Experiential Learning</u> techniques | | | | | |
| Course Content: | Topics relevant to “EMPLOYABILITY SKILLS”: <u>use of mobile phone in journalism</u> for developing Employability Skills through Experiential Learning techniques. This is attained through assessment component mentioned in course handout. | | | | | |

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| Module 1 | Introduction To Mobile Journalism | Demonstration/ Discussion | Ability to break down complex information | 12 Hours |
| Topics: Introduction to Mobile Journalism, Origins and characteristics of mobile journalism, Purpose of Mobile Journalism. Differences and similarities in modes and applications of conventional journalism and mobile journalism. Ethics and Challenges in Mobile Journalism. | | | | |
| Module 2 | Influence Of Mobile Telephony On Journalism | Discussion | Ability to think creatively and apply in their course work. | 10 Hours |
| Topics: How mobile phones have influenced modern journalism, Mobile phone centric reporting and editing, Mobile phone as a 'Newsroom'? Branding of News using social media, Mobile News catering to Niche beats & Consumption of news shorts on mobile phone formats amongst the Youth. | | | | |
| Module 3 | Mojo Tools, Resources & Applications | Demonstration/ Discussion | Ability to think creatively and apply in their work. | 12 Hours |
| Topics: Applications of mobile journalism- creating mobile capsules Podcasts, shorts, vlogs, live streaming, etc. Production Aspects of Mobile Journalism, Sequencing and Storyboarding. Case Studies: Case Studies: Arab Revolution, Anna Hazare Movement, Farmer Protests. | | | | |
| Module 4 | Mobile Storytelling and Editing | Lecture | Understand the Concept of Storytelling and editing | 16 Hours |
| Topics: Mobile Storytelling: meaning, process and importance, use mobile for newsgathering, distribution and audience engagement, conduct interviews with mobile, Present stories for mobile audiences, Write a script and record voice-over narration, Produce piece to camera segments, Podcasting, One to three-minute videos, Shooting for mobile phones, Editing on Mobile Phones, Live Broadcasting and live video streaming via Mobile. | | | | |
| Module 5 | Mojo Future And | Lecture | Understand the Ethical & Legal Aspects | 10 Hours |

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| | Ethical Concerns | | | |
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Topics: Ethical and Legal Aspects of MOJO, Issues of Authenticity. Opportunities and Challenges Future of Mobile Journalism.

Targeted Application and Tools used

Applications like Dropbox / Wevideo / Kinemaster through which students can learn to produce their news program on a digital platform.

Assignment: Mention the Type of Project/Assignment proposed for this course

1. Planning and producing a MOJO news interview
2. Planning and producing a MOJO news talk show
3. Writing leads for five MOJO news stories (for a 5 minutes newscast)
4. Writing five MOJO stories (for a 5 minutes newscast)
5. Rewriting / translating two newspaper stories for MOJO news.

Text Book

1. Burum, I., Quinn, S. (2015). MOJO: The Mobile Journalism Handbook: How to Make Broadcast Videos with an iPhone Or IPad. United Kingdom: Taylor & Francis.
2. Adornato, A. C. (2017). Mobile and Social Media Journalism: A Practical Guide. United States: SAGE Publications.
3. Montgomery, R. (2020). Mobile Journalism: Paperback. : Independently Published.
4. Mobile News: Journalism's Shift from Fixed to Fluid. (2020). United Kingdom: Taylor & Francis.
5. Bradshaw, P., Hill, S. (2018). Mobile-First Journalism: Producing News for Social and Interactive Media. United Kingdom: Taylor & Francis.
6. Burum, I. (2020). The Mojo Handbook: Theory to Praxis. United States: Taylor & Francis.
7. The Live-Streaming Handbook: How to create live video for social media on your phone and desktop, by Peter Stewart (Routledge, 2017)

References

1. López-García, X., Silva-Rodríguez, A., Vizoso-García, Á. A., Westlund, O., & Canavilhas, J. (2019). Mobile journalism: Systematic literature review. Comunicar. Media Education Research Journal, 27(1).

2. Lawa, K. O. (2020). Challenges and Opportunities for News Media and Journalism in an Increasingly Digital Mobile: Challenges and Opportunities for social media. Leveraging Consumer Behavior and Psychology in the Digital Economy, 46-59.
3. Gambarato, R. R. (2018). Transmedia journalism: The potentialities of transmedia dynamics in the news coverage of planned events. The Routledge companion to transmedia studies, 90-98.
4. Dubey, R. (2018). Potential of Mobile Journalism in Indian Media Industry. International Journal on Transformations of Media, Journalism & Mass Communication (Online ISSN: 2581-3439), 3(1).
5. Mobile Storytelling: A journalist's guide to the smartphone galaxy, by Wytse Vellinga and Björn Staschen, Independently published (March 27, 2018) MOJO: The Mobile Journalism
6. Handbook: How to Make Broadcast Videos with an iPhone or iPad, by Ivo Burum and Stephen Quinn (Focal Press, 2015) Democratising Journalism through Mobile Media: The Mojo Revolution, by Ivo Burum, New York, 2016
7. Course material & PPTs provided by the course instructor.

Topics relevant to the development of 'Mobile Journalism:

Encouraging students to learn the skills of handling mojo equipments and to cover various beats relevant to society.

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| Catalogue prepared by | DR. C P Rashmi |
| Recommended by the Board of Studies on | 5th June 2024 |
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|--------------------------------|--|------------------|----------|----------|----------|----------|
| Course Code: BAJ1004 | Course Title: Smartphone Filmmaking Type of Course: School Core | L- T-P- C | 2 | 0 | 4 | 4 |
| Version No. | 1.0 | | | | | |
| Course Pre-requisites | Having a smartphone | | | | | |
| Anti-requisites | -Nil- | | | | | |
| Course Description | <p>will learn the basics of filmmaking, such as storytelling, shot composition, lighting, audio, and editing. You will also learn how to use editing software to cut your videos together and add effects. By the end of this course, you will be able to use your smartphone to make high-quality videos that tell stories, capture attention, and engage viewers. No prior filmmaking experience is required. However, some familiarity with your smartphone's camera and editing software would be helpful. The course will be delivered over 10 weeks. Each week, you will watch video lectures, complete exercises, and participate in discussion forums. Your performance in the course will be assessed based on your participation in discussion forums, completion of exercises, and submission of a final project.</p> | | | | | |
| Course Outcomes | <p>On successful completion of the course the students shall be able to:</p> <p>CO1: Understand smartphone filmmaking and its role in various contexts [Knowledge]</p> | | | | | |

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| | <p>CO2: Interpret the role of smartphone filmmaking in today's media industry [Comprehension]</p> <p>CO3: Describe the role of smartphone filmmaking in persuasion and dissemination of information among individuals and groups [Analysis]</p> <p>CO4: Enumerate various types of smartphone filming techniques and their usage. [Comprehension]</p> <p>CO5: Evaluate the interplay of smartphone filmmaking and Society leading to development activity. [Application]</p> | | | |
| Course Content: | The objective of the course is SKILL DEVELOPMENT of student by using PARTICIPATIVE LEARNING techniques. | | | |
| Module 1 | Introduction to Smartphone Filmmaking | Lecture Case studies | Classroom Presentation | 8 classes |
| Topics: Overview of smartphone filmmaking as a creative medium. Exploring the potential of smartphones for filmmaking. Discussion on the importance of storytelling in filmmaking. | | | | |
| Module 2 | Essential Filmmaking Techniques | Lecture and discussion | Class room presentation | 8classes |
| Topics: Understanding shot types and compositions. Exploring camera angles and movements. Learning about lighting and sound considerations for smartphone filmmaking. | | | | |
| Module 3 | Filming Techniques and Tips: | Lecture, discussion | Class room presentation | 8classes |
| Topics: Exploring advanced filming techniques like time-lapse, slow-motion, and hyperlapse. Discussing framing, focus, and exposure adjustments. Providing tips for achieving professional-looking shots with smartphones. | | | | |
| Module 4 | Introduction to Kinemaster: | Lecture and discussion | Class room presentation | 7 classes |

Topics: Overview of the Kinemaster editing software for smartphones. Exploring the features and capabilities of Kinemaster.

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| Module 5 | Editing Basics: | Discussion and case studies | Class room presentation | classes |
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Topics: Learning how to import and organize video clips in Kinemaster. Understanding the timeline, trimming, and splitting clips. Exploring transitions, text overlays, and audio adjustments.

Targeted Application and Tools used

YouTube videos and TEDX talks

Assignment: On- field reporting of stories utilizing the garnered expertise

Hands-on Learning, Debates and class room presentation

Experiential Learning Activities:

1. Hands on Learning on using Smartphone for filmmaking
2. Shooting different Shot Types, angles and movement
3. Watching movies for understanding of story telling

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| Catalogue prepared by | Mr. Archan Mitra |
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| Recommended by the Board of Studies on | |
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|--------------------------------|--|-----------|---|---|---|---|
| Course Code: BAJ3021 | Course Title: Investigative & Crime journalism Type of Course: Discipline Elective | L- T-P- C | 2 | 0 | 2 | 3 |
| Version No. | 1.0 | | | | | |
| Course Pre-requisites | Basic knowledge of Media Studies | | | | | |
| Anti-requisites | NIL | | | | | |
| Course Description | This course provides insights into making news reports based on analysis, investigation and interpretation of data imparting data management skills. The course dwells upon using data as a source and “interpretation” of datasets using quantitative analysis and data visualization tools. It also delves into the art of using data in basic news stories and beat reporting. The course further provides inputs in building data sets into investigative news stories. | | | | | |
| Course Objectives | The objective of the course is to SKILL DEVELOPMENT of students by using PARTICIPATIVE LEARNING techniques | | | | | |
| Course Outcomes | <p>On successful completion of this course the students shall be able to:</p> <p>CO1: Underline the importance, impacts and latest trends of data journalism [Knowledge]</p> <p>CO2: Discuss how journalists may be collecting and using data and the implications of these processes for the public. [Comprehension]</p> <p>CO3: Illustrate basic skills to find, collect, extract, clean and analyze data. [Application]</p> <p>CO4: Analyse the emerging trends changing scenario towards data journalism and visualization. [Analysis]</p> <p>CO5: Analyse the ethical concerns related to emerging media and technologies [Analysis]</p> | | | | | |
| Course content: | | | | | | |

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|---|---|---------------------------------------|---|--------------------------|
| Module 1 | The Ethics Of Crime And Justice | Lecture PPT Discussion | Ethics Of Crime And Justice | 10 Ho urs |
| Topics Fairness and objectivity, sensationalism, and integrity, conflicts of interest, Interesting versus important, Balancing justice, justice to victim and the accused & No assumption of guilt or innocence. | | | | |
| Module 2 | Understanding Law Enforcement Agencies | Lecture PPT Discussion | Understanding Law Enforcement Agencies | 15 Ho urs |
| Topics: Data: Law enforcement machinery, Structure and hierarchy. Different entities: police, ATS, SBI, CID, SID, SRPF, Paramilitary forces, Rapid Action Force etc, Understanding the Police system: Introduction to IPC, Important sections of IPC, Terminology and jargon, procedures of registering a crime. Prisons and jails, Sensitive law and order situation, Agitations, congregations for various reasons, elections & Deployment of extra forces | | | | |
| Module 3 | Crime Reporting | Lecture PPT Discussion | Reporting | 15 Ho urs |
| Topics: Covering Crime, Types and definitions. Police Investigation techniques, From conventional to Modern techniques. Cognizable and non-cognizable offences, Basic principles of crime reporting, News values, New, unusual, interesting, significant and about people, Sources of Crime Reporting, Collecting and cross-checking information, developing sources, verifying facts. Reporting agitations, riots, Possible risks and precautions. | | | | |
| Module 4 | Covering Courts | Lecture PPT Discussion | Structure of judicial system in India | 10 Ho urs |
| Topics: Structure of judicial system in India, Hierarchy, functions, and jurisdictions of each court, Rules for covering Criminal cases in the court. Accreditation of crime reporters by the courts. Ethics of covering the criminal court proceedings. | | | | |
| Module 5 | Contemporary Crime Journalism | Lecture PPT Discussion | Crime Journalism | 10 Ho urs |

Topics: Types of Contemporary crime journalism, Crime shows on TV, Emphasis on crime reporting in Newspapers and Its impact, Media influencing investigations and/or court proceedings? Trial by media.

Targeted Applications & Tools that can be used:

After the course, Students were able to write news reports, investigative reports.

Project work/Assignment:

1. Book/Article review: At the end of each module a book reference or an article topic will be given to an individual or a group of students. They need to refer to the library resources and write a report on their understanding of the assigned article in the appropriate format. [Presidency University Library Link](#).

2. Presentation: There will be a group presentation, where the students will be given a topic. They will have to explain/demonstrate the work and discuss the applications for the same.

3. Project Assignment:

Assignment 1: Writing Reports on different topics

Assignment 2: Publishing Reports online.

Reference(s): Text Book(s)

1. Investigative Journalism. (2021). United Kingdom: Taylor & Francis.
2. Crime, Media and Criminal Justice: Images, Realities and Policies (5th Edition), Surette, Ray, Cengage Publishing (2015).
3. Spark, D. (2012). Investigative Reporting: A Study in Technique. United Kingdom: Taylor & Francis.
4. Aggarwal. Vir Bala, Essentials of practical journalism. (2006) Concept publishing Company, New Delhi.
5. Brunus, Lynette Sheridan, Understanding Journalism, (2002) Vistaar Publications. New Delhi.
6. Lawrence, Alders Lorenz and Jhon Vivan, News Reporting and Writing (2006) Pearson Education, New Delhi.

Reference Book(s):

1. Bonegru, L., Chambers, L., and Grey, J., The Data Journalism Handbook. USA: O' Reilly Press, 2012.
2. Craig, D., and L. Zion, Ethics for Digital Journalists: Emerging Best Practices, (1St ed.), New York: Routledge, 2015.
3. Mair John, Keeble, L.R., (eds.), Data Journalism, UK: Arima Publishing, 2014.

Video Lectures

1. Crime Reporting – I: <https://youtu.be/KgcKhi6n6y4>
2. Crime Reporting: <https://youtu.be/6z31-7Qw4bw>
3. Investigative Journalism – I: <https://youtu.be/YqiejZ7GPel>
4. Reporting of crime: https://youtu.be/s_aY871sW8Q

E-Books

1. Investigative journalism: <https://bit.ly/3gwIBMW>
2. Crime Reporting Handbook: <https://bit.ly/3gDtVeY>

Web Resources

1. 45 best Crime blogs and Websites: <https://bit.ly/3JfFzsQ>
2. https://www.journaliststoolbox.org/2022/02/08/investigative_backgrounding/

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| Catalogue prepared by | Ms Padmavathi S./ Rajesh Sisodia |
| Recommended by the Board of Studies on | 5th June 2024 |
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|-------------------------|--|------------|---|---|---|---|
| Course Code: PPS3018 | Course Title: Preparedness for Interview Type of Course: Practical Only Course | L- T- P- C | 0 | 0 | 2 | 1 |
| Version No. | 1.0 | | | | | |
| Course Pre-requisites | Students are expected to understand Basic English. Students should have desire and enthusiasm to involve, participate and learn. | | | | | |
| Anti-requisites | NIL | | | | | |
| Course Description | This course is designed to enable students to understand soft skills concepts to be corporate ready. The modules are set to improve self-confidence, communicate effectively and Prepare for the Interview to assist in employability. It helps the students to get a glimpse of the acceptable corporate readiness and equip them with the fundamental necessities of being able to confidently deal with the highly competitive corporate environment and helps in crafting different types of resumes. The pedagogy used will be group discussions, flipped classrooms, continuous feedback, role-play and mentoring. | | | | | |
| Course Objective | The objective of the course is to familiarize the learners with the concepts of “Preparing for Interview” and attain SKILL DEVELOPMENT through PARTICIPATIVE LEARNING techniques. | | | | | |

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| Course Out Comes | | On successful completion of this course the students shall be able to: | | |
| | | CO1: Develop professional Resumes CO2: Illustrate Resumes effectively CO3: Apply skills and knowledge learnt for active and effective Group Discussions and Interview | | |
| Course Content: | | | | |
| Module 1 | Resume Building | Classroom activity | | 10 Hours |
| | Topics: Resume structure, use of templates, Do's and Don'ts, ATS methods, Cover Letter and Video Resume Activity: Real world scenarios | | | |
| Module 2 | Group Discussion | Mock G D | | 9 Hours |
| | Topics: -Group discussion as a placement process, GD techniques like Keyword. SPELT & POV of affected parties. Do & Don't of GD, Case-lets and topics for GD, practice session and evaluation Activity:- Real world scenarios | | | |
| Module 3 | Personal Interview | Grooming checks + Evaluation + Mock Interview+ Role Play | | 9 Hours |
| | Topics: Placement process, Different interview rounds, HR interviews, Interview questions and desired answers, Different types of interviews, Do's and Don'ts. Activity: - Role Play & Real-world scenario | | | |
| Module 4 | Recap/Revision/Feedback Session | Practice sessions | | 2 Hours |
| | Targeted Application & Tools that can be used: 1. TED Talks 2. You Tube Links 3. Role Play activities | | | |
| | Project work/Assignment: Mention the Type of Project/Assignment proposed for this course | | | |
| | Continuous Individual Assessment | | | |
| | The Topics related to Skill Development: Art Of Presentation and Group Discussion for Skill Development through Participative Learning Tech- niques. This is attained through assessment Component mentioned in course handout. | | | |

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| Catalogue prepared by | | Faculty of L&D |
| Recommended by the Board of Studies on | | BOS held on |
| Date of Approval by the Academic Council | | Academic Council Meeting held on |



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|-------------------------|---|--------------|--------|--------------------------|
| Course Code: BAJ2005 | Course Title: News Desk and News Editing | L-T- P- C | 0 1 | 2 2 |
| Version No. | 1.0 | | | |
| Course Pre-requisites | Basic knowledge of Microsoft Excel and Social Media Applications. | | | |
| Anti-requisites | Intermediate Level/12th /II PUC | | | |
| Course Description | <ul style="list-style-type: none"> This course delves into news reporting and newswriting, including interviewing, news judgment and polishing the writing craft. The course provides insights into complete and unbiased accounts of breaking news in a deadline environment. It also dwells upon ideas of objective news coverage, neutral language, professional values and news judgment. The course also highlights the structure of newspaper organizations, activities of news desk and qualities and responsibilities of a good reporter | | | |
| Course Objectives | The objective of the course is to SKILL DEVELOPMENT of students by using PARTICIPATIVE LEARNING techniques | | | |
| Course Outcomes | <p>On successful completion of this course the students shall be able to:</p> <ul style="list-style-type: none"> Define the importance, impacts and latest trends of journalism Discuss how journalists may be collecting and using sources and the implications of these processes. Illustrate basic skills to find, collect, extract, clean and analyze news Analyse the emerging trends changing scenario towards news reporting/journalism and editing | | | |
| Course Content: | | | | |
| Module 1 | PRINCIPLES OF REPORTING | Lecture | PPT | Discussion 05 classes |

Topics: News-concept and definitions • News factors, functions of news, social responsibility of news reporter • Kinds of news - predictable and unpredictable news; soft and hard news; anticipated news.

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| Module 2 | SOURCES AND REPORTING TECHNIQUES | Lecture | PPT | Discussion | 05 classes |
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Topics: Sources: Interviews; speeches; proceedings in courts, parliament, legislatures and councils; press conferences; news beats; press releases from govt. and non-govt. institutions; rallies and agitations; monitoring the media; documentary materials and research. • Reporting techniques: news - elements, sources - types - pitfalls and problems in reporting - attribution - off - the - record - embargo - pool reporting; follow - up

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| Module 3 | QUALITIES AND RESPONSIBILITIES OF A REPORTER | Lecture | PPT | Discussion | 10 classes |
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Topics: • Qualities and qualifications • Duties and responsibilities • Speed vs accuracy • Objectivity and ethics • Qualities and experience required for specialized reporters, News Management • Hierarchy in News Paper Organizations • Functions and responsibilities of Editor, Assistant Editor, News Editor, Chief Editor, Chief Sub Editor, Sub Editor • Structure and functions of newsroom of a daily newspaper and periodicals of different sections and their function

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| Module 4 | NEWS EDITING DESK AND ITS ROLE | Lecture | PPT | Discussion | 10 classes |
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Topics: Sources and copy flow: News Room functions and Principles of editing • Fundamentals of Electronic Editing • Rewriting techniques, Headlining, Running stories, space saving, Style sheet • Readability formulae, Glossary • Headline writing: Modern trends.

Targeted Applications & Tools that can be used:
After the course, Students were able to use Tabula, Flourish and MS Excel in developing stories.

Project work/Assignment:

1. Book/Article review: At the end of each module a book reference or an article topic will be given to an individual or a group of students. They need to refer to the library resources and write a report on their understanding of the assigned article in the appropriate format. [Presidency University Library Link.](#)

2. Presentation: There will be a group presentation, where the students will be given a topic. They will have to explain/demonstrate the work and discuss the applications for the same.

3. Project Assignment:

Assignment 1: Writing a data-driven news story.

Assignment 2: Publishing it online.

Reference(s):

Text Book(s)

1. 1.Helmut Kipphan, Handbook of Print Media: Technologies and Production Methods. (2014). Germany: Springer Berlin Heidelberg.
2. 2. Chip Scanlan and Richard Craig, News Writing and Reporting (2013) The complete Guide for Today’s journalist, Oxford University press
3. 3. David Spark, Geoffrey Harris, (2010), Practical Newspaper Reporting, SAGE, London,
4. 4. John Bender, Lucinda Davenport, Michael Drager, and Fred Fedler, (2011) Reporting for the Media, Oxford University Press, London.

Reference Book(s):

1. Bonegru, L., Chambers, L., and Grey, J., The Data Journalism Handbook. USA: O’ Reily Press, 2012.
3. Craig, D., and L. Zion, Ethics for Digital Journalists: Emerging Best Practices, (1St ed.), New York: Routledge, 2015.
3. Mair John, Keeble, L.R., (eds.), Data Journalism, UK: Arima Publishing, 2014.
5. Lesage, F., and R.A. Hackett, Between Objectivity and Openness the Mediality of

Online Resources (e-books, notes, ppts, video lectures etc.):**Video Lectures**

1. Video Lectures
2. 1. Print Media Reporting: <https://youtu.be/7PxTk05hxWY>
3. 2. Principles of Editing: <https://www.youtube.com/watch?v=PseOowF4gL0>

E-Books

4. 1. Reporting Editing: <http://bitly.ws/oxiP>
5. 2. Reporting and Editing: <https://nios.ac.in/media/documents/srsec335new/ch7.pdf>

Web Resources:

1. <https://www.loc.gov/rr/news/lists.htm>

Topics relevant to the development of “Skill Development”:

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| Catalogue prepared by | Prof Rajesh Sisodia |
| Recommended by the Board of Studies on | |
| Date of Approval by the Academic Council | |



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|--------------------------------|---|------------------|---|---|---|---|
| Course Code: BAJ3001 | Course Title: Ethics in Media and the Legal Framework Type of Course: School Core | L-T- P- C | 2 | 0 | 0 | 2 |
| Version No. | 1.0 | | | | | |
| Course Pre-requisites | The students must possess basic idea about Media Ethics | | | | | |
| Anti-requisites | -Nil- | | | | | |
| Course Description | This course provides a comprehensive understanding of the Indian Constitution, media laws, and ethical practices essential for responsible journalism. Students will explore the foundations of the Constitution, the role of press in democracy, and key articles like Article 19 (Freedom of Speech and Expression). The course also delves into legal frameworks, including press laws, sedition, censorship, and laws related to obscenity, privacy, and intellectual property. | | | | | |
| Course Outcomes | <p>On successful completion of the course the students shall be able to:</p> <p>CO1: To describe the constitution of India and Role of Press in a democracy [Understand]</p> <p>CO2: To distinguish the constitutional provisions related to Freedom of Speech and Expression in India and the corresponding Articles in the Constitution. [Understand]</p> <p>CO3: To examine the principles and provisions of laws and emphasizing their implications for media professionals. [Analyze]</p> <p>CO4: To evaluate the self-regulation practices by media organizations to address ethical challenges [Evaluate]</p> | | | | | |

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| Course Content: | | | | |
| Module 1 | Introduction to Indian Constitution & Role of Press | Lecture PPT Discussion | 05 Hours | Level - 2 |
| Topics: Introduction to Indian Constitution -Preamble, Salient features, Fundamental Rights. Directive Principles of state policy, Freedom of Speech and Expression: Scope and Importance of article 19 A & B - Social Responsibility and Press. Press as the Fourth Estate, Code of Conduct for Journalists. Press Council Guidelines, Confidentiality of Sources. Editorial Content & Integrity, Trends in Commercialization: Paid News, Advertorials, Private Treaties, Case Studies (National and International). | | | | |
| Module 2 | Freedom of Press | Lecture PPT Discussion | 08 Hours | Level - 2 |
| Topics: Constitutional Provisions of Freedom of Speech and Expression, Restrictions on Freedom of Speech and Expression, Law on Sedition, Morality, Obscenity and Censorship. | | | | |
| Module 3 | Media Laws | Lecture / Group Discussion | 10 Hours | Level- 4 |
| Topics: Media laws: history of press laws in India; Contempt of Courts Act 1971; civil and criminal law of defamation; relevant provisions of Indian Penal Code with reference to sedition, crime against women and children; laws dealing with obscenity; Official Secrets Act, 1923. Right to information; Press and Registration of Books Act, 1867. Right to Privacy, Intellectual Property Rights (Copyright). Indecent Representation of Women Act. Working Journalists and Other Newspaper Employees (Conditions of Service & Miscellaneous Provisions) Act, 1955; Cinematograph Act, 1953; Prasar Bharati Act, Cable Television Regulation Act, 1995. | | | | |

| Module 4 | Media Regulation & Ethics | Lecture / Group Discussion | 07 Hours | Level- 5 |
|---|---------------------------|----------------------------|----------|----------|
| <p>Topics: Regulatory Bodies for Print, Broadcast, Films (PCI, NBA, BCCC, Censor Board) Framework of Broadcast Regulation in India. Content Regulation on Television. Media’s Ethical problems including privacy, right to reply, communal writing and sensational or yellow journalism; freebies, bias, coloured reports. Ethical issues related with ownership of media; role of press and/or media councils and press ombudsmen in the world.</p> | | | | |
| <p>Targeted Applications and Tools used: NA</p> | | | | |
| <p>Assignment: Mention the Type of Project /Assignment proposed for this course</p> | | | | |
| <p>1. A continuous assessment would include class assignments such as short written assignments, on-the-spot class tests, presentations on given topics, group discussions, quizzes, etc. Throughout the semester each student will have to complete at least three assignments.</p> | | | | |
| <p>Text Book</p> <ol style="list-style-type: none"> 1. Indian Polity. 7th Edition. M Laxmikanth. © 2023 2. Handbook of Journalism and Mass Communication. By Vir Bala Aggarwal, V. S. Gupta. | | | | |
| <p>eBooks</p> <ol style="list-style-type: none"> 1. MJM-025B2E.xps 2. Lexology Panoramic - Media and Entertainment Law - Edition 5 - India.pdf 3. IJCRT2307538.pdf 4. CHAPTER 1 5. MJM-025B1E.xps 6. Microsoft Word - A Critical Analysis Media Trials and Laws Impacts on Judiciary and Society in India <p>Video Lectures</p> <ol style="list-style-type: none"> 1. Freedom of Speech and Expression Article 19 of Indian Constitution UPSC Prelims & Mains 2022-23 2. Key Issues & Terms: Disqualification of MPs And Defamation 3. Making of the Indian Constitution Republic Day Polity UPSC GS | | | | |

4. Preamble of Indian Constitution | What is Preamble? | Indian Polity for UPSC CSE 2023
5. What is the Official Secrets Act, is it relevant today?
6. What is Yellow Journalism? Why Supreme Court refused to grant bail to journalist Vishawanatha Shetty

Web Resource / Articles

1. The Media Trial of Siddiqui Kappan and the Ethical Implication for Journalism in India: Journal of Media Ethics: Vol 38 , No 4 - Get Access
2. Media Trials and the State of Journalism in India: Ethical and Legal Implications: Journal of Media Ethics: Vol 38 , No 4 - Get Access

Topics relevant to the development of 'Media Laws:

Encouraging students to understand the concept of theories and to analyse their relevance within society.

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|---|---|
| Catalogue prepared by | Dr Ashish Sharma / Ms Padmavathi S |
| Recommended by the Board of Studies on | 09/01/2025 |
| Date of Approval by the Academic Council | |



PRESIDENCY UNIVERSITY

Presidency University Act, 2013 of the Karnataka Act No. 41 of 2013 | Established under Section 2(f) of UGC Act, 1956
Approved by AICTE, New Delhi



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|------------------------------------|---|------------------|----------|----------|----------|----------|
| Course Code: BAJ2006 | Course Title: BAJ2006 Developmental Journalism Type of Course: Program Core | L-T- P- C | 1 | 0 | 4 | 3 |
| Version No. | 1.0 | | | | | |
| Course Pre-requisites | Creative thinking, analytical thinking and observing keenly | | | | | |
| Anti-requisites | -Nil- | | | | | |
| Course Description | This course introduces the concept of development journalism and traces its historical background. It aims to provide insights regarding challenges faced in communicating about development and economic issues. The course also highlights the ways to communicate development issues. The course dwells upon media discourse on development. It uses real life case studies to illustrate how development journalism can be used as a tool for sharing development experiences, writing about issues of development. The course seeks to improve the capabilities and to develop the skills of analysis and reportage of the participants in the field of Development Journalism | | | | | |

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| <p>Course Outcomes</p> <p>Course Objective:</p> | <p>On successful completion of the course the students shall be able to:</p> <p>CO1: Understand the key concepts in development and the different models of development.</p> <p>CO2: Assess the opportunities of using Journalism as an agent of development and change</p> <p>CO3: Understand the concept of development journalism</p> <p>CO4: Describe how media communicates various development issues</p> <p>CO5: Create powerful media narrative aimed at development and social change</p> <p>CO6: Build data oriented journalistic reports and features on development</p> <p>The objective of the course is Skill Development of Students by Participative Learning Techniques</p> | | | |
| <p>Course Content:</p> | <p>Topics relevant to Skill Development like the Ideas of development, development journalism, reporting developmental news, for skill development through participative learning techniques this is attained through the assesment component in the Course Handout</p> | | | |
| <p>Module 1</p> | <p>Concept, theories and contemporary practices</p> | <p>Demonstration/ Discussion</p> | <p>Understand the key concepts in development and the different models of development</p> | <p>2 Classes</p> |
| <p>Topics: Development: Definition, Nature, • Development Vs Growth. Models of Development o Western-Liberal o Welfare o Gandhian o Panchayat o Sustainable development. Theories of development – Everett M. Rogers; Daniel Lerner – Modernization theory.</p> | | | | |
| <p>Module 2</p> | <p>Journalism as an agent of</p> | <p>Discussion/case studies</p> | <p>Assess the opportunities of using Journalism as an</p> | <p>3 Classes</p> |

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| | developme nt | | agent of development and change | |
| <p>Topics : Developmental Journalism –Scope and Objectives • Origin and History of Development Journalism with Specific Reference to Africa (Historical Moments) o Modernization Paradigm 1945-65 o Diffusion Approach Institutionalising Journalism as Watch Dogs /Policy Influencers/Leaders for Change o Emancipatory Journalism • Reporting on developmental Issues - Potential and Challenges • Advocacy Journalism for development • Participatory Journalism: Community Media, Citizen Journalism, • Online space and development: Alternative News Coverage; Online Activism</p> | | | | |
| Module 3 | BACKGROUN D OF DEVELOPME NT JOURNALISM IN INDIA | Discussion/cas e studies | Understand the concept of development journalism | 2 Classes |
| <p>Topics: Indian Press and Development Journalism • Development Reporting by Indian Newspapers • Problems of Development Reporting in India • Writing Developmental News and Stories • Features and Articles</p> | | | | |
| Module 4 | MEDIA AND DEVELOP MENT | Lecture / Group Discussion | Describe how media communicates various development issues | 2 Classes |
| <p>Topics : Indian Press and its role in development – Pre- and Post- independence • Radio – Radio Rural Forums, Community Radio • Television for social change - SITE, Kheda, Public Information Campaigns • Alternative media for development - Folk media and theatre</p> | | | | |
| Module 5 | MEDIA DISCOURS E ON | Lecture / Group Discussion | Create media powerful narrative | 2 Classes |

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| | DEVELOPMENT | | aimed at development and social change | |
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Topics : Discussion on media, agriculture, Food Security and poverty alleviation • Discussion on media coverage of apartheid, gender issues, LGBTQ movements, child trafficking, child labour, human rights issues • Media and Education and Literacy • Media and consumerism • Media and corporate accountability

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|-----------------|---|-----------------------------------|---|------------------|
| Module 6 | DATA BASED DEVELOPMENT REPORTING | Lecture / Group Discussion | Build data oriented journalistic reports and features on development | 4 Classes |
|-----------------|---|-----------------------------------|---|------------------|

Topics : Data of Social and Economic Development of a State. • Data Analysis of Factor of Development • Statistics and Its Importance in Generating Evidence of Development • Role of Data in Planning and Evaluating Development Activities • Statistics and Global Monitoring • Importance of Reliable and up to Date Accessible Database

Targeted Application and Tools used

1. Videos will be used for the class room teaching
2. PPTs will be used for the class room teaching

Assignment: Mention the Type of Project /Assignment proposed for this course

The students will give a write up on any development based case study.

The students would create a message and communication strategy for any developmental message.

Text Book

1. D.V.R. Murthy, Development Journalism: An Analysis, Kaniska Publication, 2013
2. Dibyanshu Kumar, Development Journalism, R.K. Publishers & Distributors, 2020
3. Muobike, O. (2016). Development Journalism: The Role of Journalists in National Development. Germany: LAP LAMBERT Academic Publishing.

4. Uma Narula, Development Communication -Theory and Practice -Revised Edition January 2019
5. Posetti, J., Ireton, C. (2018). Journalism, 'fake News' & Disinformation: Handbook for Journalism Education and Training. France: United Nations Educational, Science, and Cultural Organization.
6. Karin Gwinn Wilkins, Thomas Tufte Rafael Obregon: 2014 The Handbook of Development Communication and Social Change John Wiley and Sons Inc, ISBN 978111850531
7. Sociology of Mass Communication, 2015 - Dr. Poonam Rani, Random Publications,
8. Media, Communication, Culture: A global approach 2013 - James Lull, 2nd edition, Rawat Publications,
9. Oliver Boyd-Barett, Chris Newbold, 2012 Approaches to Media: A Reader -, Rawat Publications,
10. Denis McQuail (2013), Journalism and Society Sage Publications

References

Video Lectures

1. <https://www.youtube.com/watch?v=qR9nJ9RpiO0>
2. <https://www.youtube.com/watch?v=GAWYGkbnBOc>
3. <https://www.youtube.com/watch?v=xJ6CupKW5QM>
4. <https://www.youtube.com/watch?v=P2L-h6udj1Y>
5. https://www.youtube.com/watch?v=d5R9e7_JfPk
6. <https://www.youtube.com/watch?v=3ZXoo0c0nMU>

E-Books

E-book on introduction to development communication

https://www.blackwellpublishing.com/content/bpl_images/content_store/sample_chapter/9781405187954/9781405187954_McPhail.pdf

E-book on introduction to development communication

https://www.researchgate.net/profile/Alexander-Flor/publication/276928937_Introduction_to_Development_Communication/links/555c364808ae6aea08173491/Introduction-to-Development-Communication.pdf

E-book on Development communication

https://sist.sathyabama.ac.in/sist_coursematerial/uploads/SVCA5202.pdf

Topics relevant to development Communication

What is development, what are the parametres of development; analyzing different development communication messages and campaigns used for various areas. Also observing and understanding media's role in the developmental process. Students should also understand the developmental models of India and the across the world. The students should also read up on the national and world societal problems and issues. All current affairs to be in a position to have a discussion and debate and probably come up with a solution to the problems.

Catalogue prepared by

Dr. Neha Saroj

Recommended by the Board of Studies on

08-12-2021

Date of Approval by the Academic Council

11-12-2021



Itgalpur, Rajankunte, Yelahanka, Bengaluru - 560064

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|-------------------------|--|------------------|----------|----------|----------|----------|
| Course Code: BAJ3020 | Course Title: Sports Journalism Type of Course: Program Core | L- T-P- C | 2 | 0 | 0 | 2 |
| Version No. | 1.0 | | | | | |
| Course Pre-requisites | 1. Intermediate Level/12th /II PUC 2. Basic aptitude and interest towards sports is desirable | | | | | |
| Anti-requisites | NIL | | | | | |
| Course Description | This course provides insights into the analyses of sports professions relative to opportunities, responsibilities and current issues involving sports media professionals. It covers various topics such as among careers in sports media, including sports journalism and sports communications, values and ethics. The course dwells upon the understanding as well as introductory knowledge relevant to the various sports media professions. | | | | | |
| Course Objectives | The objective of the course is SKILL DEVELOPMENT of student by using PARTICIPATIVE LEARNING techniques | | | | | |
| Course Outcomes | On successful completion of this course the students shall be able to: CO1: Define the various concepts of sport journalism and communication [Knowledge]. CO2: Discuss the various skills necessary for sports journalists and sports communications professionals [Comprehension] CO3; Interpret different types of sports stories such as features, interviews, and game stories. [Application] CO4: Analyze the importance of news values and ethical considerations and management in sports reporting. [Analysis] | | | | | |
| Course Content: | | | | | | |

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| Module 1 | Introduction To Sports Journalism | Lecture/ Ppt / Discussion | Sports Journalism | 7 Classes |
| <p>Topics: Defining Sports Journalism, Role and functions of International Sports Organizations, FIFA, ICC, IOC, International Paralympic Committee, Commonwealth Games Federation, Asian Games Federation, National Games, Sports Authority of India (SAI), its importance in the promotion and management of sports, News Sources for Sports Journalism</p> | | | | |
| Module 2 | Sports Reporting And Writing | Lecture/ Ppt / Discussion | News Values And Ethics | 8 Classes |
| <p>Topics: News Values and Ethics for Sports Reporting and Writing, Types and techniques of writing sports stories: Feature, Interviews, Advanced Story, Trend Story, Column, News Story and Game Story, Sports Photography: Equipment, Editing, Publishing and Uploading, Editing and Use of Infographics, Layout of Sports News.</p> | | | | |
| Module 3 | Sports Reporting And Coverage | Lecture/ Ppt / Discussion | Sports Reporting For Radio | 7 Classes |
| <p>Topics: Sports coverage by radio, sports reporting for radio – techniques, radio's contribution to popularization of sports, Sports coverage by TV, preparing television programs on sports, Sports TV channels and their impact, Sports presenter and their specific requirements.</p> | | | | |
| Module 4 | Sports Management And Organisations | Lecture/ Ppt / Discussion | Understanding Sports Management | 8 Classes |
| <p>Topics: Understanding Sports Management: Planning, Organizing, Coordinating and Controlling Pre, During and Post Event Issues, Sports Marketing and Promotion: Sponsors, Sports Management Companies, Spectators, Sports Personalities and Media, Emerging Professional Sporting Leagues: Pro Kabaddi League, Indian Super League (ISL), Indian Premier League (IPL), Indian Hockey League (IHL), The role, significance, functions and need of WADA (World Anti-Doping Agency) and NADA (National Anti-Doping Agencies).</p> | | | | |
| <p>Targeted Application & Tools that can be used:</p> | | | | |

Project work/Assignment:

1. Book/ Article review: At the end of each module a book reference or an article topic will be given to an individual or a group of students. They need to refer the library resources and write a report on their understanding about the assigned article in appropriate format.

Presidency University Library Link .

2. Presentation: There will be a group presentation, where the students will be given a topic. They will have to explain/ demonstrate the working and discuss the applications for the same.

3. Project Assignment:

Assignment 1: 4. Review sport pages of major dailies viz., the Times of India, The Hindu, Hindustan Times and compare the quality of coverage.

Assignment 2:

1. Text Book(s)
2. Craig, S. (2002). Sports Writing: A Beginner's Guide. Shoreham, VT: Discover Writing Press.
3. Huw Richards, Jed Novick, Rob Steen, Routledge Handbook of Sports Journalism. (2020). United Kingdom: Taylor & Francis.
4. Minogue, D., Bradshaw, T. (2019). Sports Journalism: The State of Play. United Kingdom: Taylor & Francis.
5. Lambert, C. M. (2018). Digital Sports Journalism. United Kingdom: Taylor & Francis.
6. Rosenthal, B. A., Stofer, K. T., Schaffer, J. R. (2019). Sports Journalism: An Introduction to Reporting and Writing. United States: Rowman & Littlefield Publishers.

Reference(s):

Reference Book(s):

1. SHANK, M. D. (2009). Sports Marketing: A strategic Perspective. Upper Saddle River, NJ: Pearson Prentice Hall.
2. Sports Journalism: A Practical Introduction. (2013). London: Sage Publications.
3. Steen, R. (2014). Sports Journalism. London: Taylor & Francis.

4. Thakur, K. C. (2010). Sports Journalism. New Delhi, India: Cyber Tech Publications

Online Resources (e-books, notes, ppts, video lectures etc.):

Video Lectures

- i. Sports Journalism - 1: https://youtu.be/tuZNPZ_-bps
- ii. Sport Journalism - 2: <https://youtu.be/zPOc8Ze0mfU>
- iii. Impact of Digital Media on Sports Journalism: <https://youtu.be/WxNq78ahY0Q>

E-Books

1. Sports Journalism:
<https://www.bulspport.bg/uploads/15911.file/sport+journalist.pdf>
2. Reporting Sports: http://osou.ac.in/eresources/osou-djmc-05-reporting_sports.pdf

Web Resources

1. <https://libguides.butler.edu/c.php?g=456469&p=3119644>

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| Catalogue prepared by | Mr Sarath A Pradeep |
| Recommended by the Board of Studies on | 5 th June 2024 |
| Date of Approval by the Academic Council | 3 rd August 2024 |



Itgalpur, Rajankunte, Yelahanka, Bengaluru - 560064

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|--------------------------------|--|-----------|----|---|---|
| Course Code: BAJ2010 | Course Title: Public Relations and Corporate Communications Course: Program Core | L- T-P- C | 30 | 0 | 3 |
| Version No. | 1.0 | | | | |
| Course Pre-requisites | Basic Understanding of Communication Concepts, Strong Writing Skills, Interest in Media and Current Affairs, Analytical and Research Skills | | | | |
| Anti-requisites | -Nil- | | | | |
| Course Description | This course comprehensively introduces Public Relations (PR) and Corporate Communications, covering their origins, evolution, theories, practices, and latest trends. Students will gain a deep understanding of the role PR and corporate communication play in building relationships between organizations and their stakeholders, both in India and globally. The course is designed with a practical approach to provide students with the necessary tools to engage effectively in PR and corporate communications, preparing them to become successful PR and corporate communication executives. | | | | |
| Course Outcomes | <p>CO1: To understand the evolution, significance, and role of PR and corporate communication [Remember]</p> <p>CO2: To gain practical experience in developing PR campaigns, crisis management, and media relations [Apply]</p> <p>CO3: To be able to identify and apply key PR theories and models in real-world contexts. [Apply]</p> <p>CO4: To Create effective public relations strategies by analyzing media</p> | | | | |

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| | landscapes, building media relationships, and leveraging digital tools and emerging technologies. [Create] | | | |
| Course Content: | The objective of the course is the SKILL DEVELOPMENT of students by using PARTICIPATIVE LEARNING techniques. | | | |
| Module 1 | Module1: Introduction to Public Relations | Lecture and PPT Presentation | 12 Hours | Level -1 |
| | Topics: The definition, scope, and importance of PR, the Evolution of PR as a discipline, PR vs. Advertising vs. Marketing, the Roles and responsibilities of PR professionals, and PR tools: media relations, press releases, and public affairs. | | | |
| Module 2 | Module 2: Corporate Communication Essentials | Lecture and discussion | 12 Hours | Level- 3 |
| | Topics: Introduction to Corporate Communication, Internal and external communication, Crisis communication and reputation management, Corporate Social Responsibility (CSR) and sustainability communication, Stakeholder communication | | | |
| Module 3 | Module 3: Strategic PR and Campaign Planning | Lecture, discussion | 10 Hours | Level- 3 |
| | Topics: Research and analysis in PR, Planning and executing PR campaigns, Digital PR and social media strategies, Evaluation, and measurement of PR effectiveness, Ethics in PR | | | |
| Module 4 | Module 4: Emerging Trends and Practical Applications | Lecture and discussion | 11 Hours | Level- 6 |

Topics: Understanding media landscapes, building effective media relationships, Press kits, conferences, and media events, Role of digital communication and influencer marketing in PR, Emerging trends: AI, AR/VR, and analytics in PR

Experiential Learning:

Practical Assignments :

1. Assignment 1: Crisis Communication Plan: Choose a current or past crisis faced by a brand (e.g., product recall, negative press)., Write a short crisis communication plan, including key messages, media outreach, and crisis management steps.
2. Social Media PR Strategy: Select a company (real or hypothetical) and propose a social media PR strategy., Choose one social media platform and outline three posts that would help improve brand image or engage the audience.

Case Studies :

1. Case Studies: Apple's Product Launch Strategies, Tata Motors' PR Campaign for Tata Nano
2. Reliance Industries' Corporate Communication Strategy, Tata Tea's "Jaago Re" Campaign
3. Nestlé's Crisis Management During the Maggi Controversy, Coca-Cola's Global Happiness Campaign
4. Netflix's Social Media Campaigns, Zomato's Innovative Use of Digital Platforms

Targeted Application and Tools Used:

1. Content Creation Platforms, Crisis Simulation
2. Software, Public Relations Management Platforms

Experiential Learning Articles

1. "Experiential Learning in Public Relations Education: Lessons from the Field" by Karen S. Miller.
2. "The Role of Experiential Learning in Developing Public Relations Competencies" by David M. Dozier.
3. "Bridging the Gap: Experiential Learning for Public Relations Students" by

Elizabeth Toth.

4. "Experiential Learning Approaches in Public Relations Education" by Dean Kruckeberg.
5. "Integrating Experiential Learning into Public Relations Curriculum" by Candace White.
6. "The Impact of Experiential Learning on Public Relations Students' Preparedness" by Bruce Berger.
7. "Experiential Learning and Its Role in Public Relations Education" by Glen T. Cameron.
8. "Enhancing Public Relations Education through Experiential Learning" by Judy VanSlyke Turk.
9. "Experiential Learning Strategies in Public Relations Courses" by Maureen Taylor.
10. "The Effectiveness of Experiential Learning in Public Relations Education" by Don W. Stacks.

Seminal Articles:

1. "The Tylenol Crisis: How Effective Public Relations Saved Johnson & Johnson"
2. "BP's Deepwater Horizon Oil Spill: A Case Study in Crisis Management"
3. "Starbucks' Race Together Campaign: A Public Relations Case Study"
4. "The Pepsi Syringe Scare: A Case Study in Crisis Communication"
5. "Domino's Pizza Turnaround: A Public Relations Success Story"
6. "The United Airlines Flight 3411 Incident: A Crisis Communication Case Study"

7. "The Volkswagen Emissions Scandal: A Public Relations Perspective"
8. "Samsung Galaxy Note 7 Recall: A Case Study in Crisis Management"
9. "The Facebook-Cambridge Analytica Data Scandal: A Public Relations Analysis"
10. "Nike's Colin Kaepernick Campaign: A Case Study in Corporate Communication".

Resources :

Books

1. "Crystallizing Public Opinion" by Edward L. Bernays.
2. "Public Relations: Strategies and Tactics" by Dennis L. Wilcox and Glen T. Cameron.
3. "The New Rules of Marketing and PR" by David Meerman Scott.
4. "Effective Public Relations" by Scott M. Cutlip, Allen H. Center, and Glen M. Broom.
5. "Public Relations: The Profession and the Practice" by Dan Lattimore, Otis Baskin, Suzette Heiman, and Elizabeth Toth.
6. "Strategic Planning for Public Relations" by Ronald D. Smith.
7. "The Public Relations Handbook" by Alison Theaker.
8. "Corporate Communication: A Guide to Theory and Practice" by Joep Cornelissen.
9. "Public Relations Writing and Media Techniques" by Dennis L. Wilcox and Bryan H. Reber.
10. "The Global Public Relations Handbook: Theory, Research, and Practice" by Krishnamurthy Sriramesh and Dejan Verčič.

Recommended Reading:

1. "The Fall of Advertising and the Rise of PR" by Al Ries and Laura Ries.
2. "Trust Me, I'm Lying: Confessions of a Media Manipulator" by Ryan Holiday.
3. "Spin Sucks: Communication and Reputation Management in the Digital Age" by Gini Dietrich.

4. "Made to Stick: Why Some Ideas Survive and Others Die" by Chip Heath and Dan Heath.
5. "Contagious: How to Build Word of Mouth in the Digital Age" by Jonah Berger.
6. "Measure What Matters: Online Tools for Understanding Customers, Social Media, Engagement, and Key Relationships" by Katie Delahaye Paine.
7. "The Art of Crisis Leadership: Save Time, Money, Customers and Ultimately, Your Career" by Rob Weinhold and Kevin Cowherd.
8. "Digital Public Relations: E-Marketing's Big Secret" by Shel Holtz.
9. "The PR Masterclass: How to Develop a Public Relations Strategy that Works!" by Alex Singleton.
10. "Public Relations and the Social Web: How to Use Social Media and Web 2.0 in Communications" by Rob Brown.

Video Lectures

1. "Introduction to Public Relations" by Dr. Michael Parkinson.
2. "The Role of Public Relations in Modern Organizations" by Prof. Anne Gregory.
3. "Crisis Communication Strategies" by Dr. Timothy Coombs.
4. "Digital PR and Social Media" by Deirdre Breakenridge.

E-Books

1. https://books.google.com/books/about/The_Public_Relations_Handbook.html?id=3Zr6DwAAQBAI
2. <https://www.ebooks.com/en-us/book/210834631/corporate-communication/joep-p-cornelissen/>
3. <https://www.amazon.com/Reputation-Management-Corporate-Communications-Relations-ebook/dp/B07BJZPRSW>
4. https://books.google.com/books/about/The_Essentials_of_Corporate_Communicatio.html?id=p1AK5TqOM-4C
5. <https://www.routledge.com/A-Handbook-of-Corporate-Communication->

and-Public-Relations/Oliver/p/book/9780415648271

Web Resources

1. <https://www.prsa.org/>
2. <https://instituteforpr.org/>
3. <https://www.prnewsonline.com/>
4. <https://www.ragan.com/>
5. <https://spinsucks.com/>

Topics relevant to “SKILL DEVELOPMENT”: Skill development in PR and corporate communication teaches students strategic messaging, media relations, crisis management, and stakeholder engagement

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| Catalogue prepared by | Dr Prathibha Vinod / Ms Padmavathi S |
| Recommended by the Board of Studies on | 09/01/2025 |
| Date of Approval by the Academic Council | |



PRESIDENCY UNIVERSITY

Presidency University Act, 2013 of the Karnataka Act No. 41 of 2013 | Established under Section 2(f) of UGC Act, 1956

Approved by AICTE, New Delhi



Itgalpur, Rajankunte, Yelahanka, Bengaluru – 560064

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|--------------------------------|--|---------------------------------|----------------|----------|----------------|----------|
| Course Code: BAJ3017 | Course Title: Political Communication Type of Course: Discipline elective | L-T-P- C | 3 | 0 | 0 | 3 |
| Version No. | 1.0 | | | | | |
| Course Pre-requisites | Should have the basic knowledge of political system in Indian context and about different political parties. | | | | | |
| Anti-requisites | -Nil- | | | | | |
| Course Description | This course covers various dimensions of political communication, both national and international. It provides insights into the theory and practice of political communication. The course also examines the intersection of politics and communication; specifically, the interaction of media, politicians, and constituency. | | | | | |
| Course Outcomes | On successful completion of the course the students shall be able to: CO1: To recognize the Indian political system and different democracies. [Remember] CO2: To recognize the various communicative situations occurring in the political sphere. [Understand] CO3: To examine various underlying theories of polity and political language. [Apply] CO4: To analyze various elements of persuasiveness of political campaigns and the tools of political communication. [Analyze] | | | | | |
| Course Content: | The objective of the course is SKILL DEVELOPMENT of student by using PARTICIPATIVE LEARNING techniques. | | | | | |
| Module 1 | Indian parliamentary system | Lecture, PPT, discussion | 11Hours | | Level 1 | |

Topics: Historical background and evolution of the Indian political system, Key features of Indian democracy, Comparative study with other parliamentary systems. Political Parties and Party system in India. Coalition Governments: NDA and UPA. Challenges to Indian Parliamentary System.

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| Module 2 | Introduction to political communication | Lecture, PPT, discussion | 11 Hours | Level 2 |
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Topics: Political communication: Definition, its importance, scope, and characteristics. Mass Media and Political Communication. Political polarization of public, Feedback in Political Communication

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| Module 3 | Theories in political communication & political language | Lecture, PPT, discussion | 11 Hours | Level 3 |
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Topics: Key Theories in Political Communication: Agenda-Setting Theory, Framing Theory, Cultivation theory, narrative paradigm theory, Game theory Strategic use of political language- Political communication and its influence on voting behavior, Bias in news; Satire and politics; Fake news; Political propaganda.

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| Module 4 | Political campaign communication: style and tactics | Lecture, PPT, discussion | 12 Hours | Level 4 |
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Topics: Political Campaigns: Phases of Political Campaigns. Campaign planning, management, strategies, and tactics. Political Propaganda: Tactics & strategies. Social Media & Politics. Social Media and Political Activism. Campaign Analysis. Election Manifestos Creation & Discussions. Characteristics of a good surrogate speaker; Surrogate speakers: selection and benefits; Political rallies; Political surveys, pre-election surveys.

Targeted Application and Tools used

Collect samples of different kinds of political reporting. Rewrite a few stories based on

any political news relayed in print or broadcast media within 250 words.

Assignments

1. To identify certain case studies and discuss.
2. Debates and class room presentation.

Experiential Learning Activities:

1. Cover a political rally in your town and write a political journalist newspaper report.
2. Watch documentary “The Great Indian Election” and discuss various elements of political communication as presented in the documentary. (https://www.imdb.com/title/tt10847974/?ref_=nv_sr_srsrg_0)
3. In class competition for writing a political speech and the delivering it as if you are contesting local municipal election.

Text Books

1. Indian Polity - by M Laxmikanth- McGraw Hille)
2. Prof, M.V. Subba Rao & Dr. M. Srinivasa Sastry, Lectures on Political Science- S. Gogia & Company

REFERENCE

1. Niraja Gopal Jayal (2001). Democracy in India.
2. Niraja Gopal Jayal and Pratap Bhanu Mehta (2010). The oxford companion to Politics in India.
3. Dr. Vidya Dhar Mahajan (1988). Political Theory.
4. The Oxford Handbook of Political Communication. (2017). United Kingdom: Oxford University Press.
5. Neyazi, T. A. (2018). Political Communication and Mobilisation: The Hindi Media in India. India: Cambridge University Press.
6. Savigny, H. (2016). Political Communication: A Critical Introduction. UK: Palgrave Macmillan.
7. Davis, A. (2019). Political Communication: A New Introduction for Crisis Times. United Kingdom: Wiley.

8. Anastasia Veneti, Visual Political Communication. (2019). Germany: Springer International Publishing.

E-Books:

1. An Introduction to Political Communication: <https://bit.ly/3gw6sMT>
2. Political Communication in Action
<https://www.rienner.com/uploads/59ca9e0ef0554.pdf>

Web Resources:

1. <https://guides.zsr.wfu.edu/c.php?g=34331&p=7512707>

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| Catalogue prepared by | Ms. Padmavathi S/Dr. Ashish Sharma |
| Recommended by the Board of Studies on | 09/01/2025 |
| Date of Approval by the Academic Council | |



PRESIDENCY UNIVERSITY

Presidency University Act, 2013 of the Karnataka Act No. 41 of 2013 | Established under Section 2(f) of UGC Act, 1956
Approved by AICTE, New Delhi



Itgalpur, Rajankunte, Yelahanka, Bengaluru – 560064

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|--------------------------------|---|------------------|---|---|---|---|
| Course Code: BAJ3018 | Course Title: Data Journalism Type of Course: Discipline Elective | L- T-P- C | 2 | 0 | 2 | 3 |
| Version No. | 1.0 | | | | | |
| Course Pre-requisites | Basic knowledge of Microsoft Excel and Social Media Applications. | | | | | |
| Anti-requisites | NIL | | | | | |
| Course Description | <p>This course provides insights into making news reports based on analysis, investigation and interpretation of data imparting data management skills.</p> <p>The course dwells upon using data as a source and “interpretation” of datasets using quantitative analysis and data visualization tools. It also delves into the art of using data in basic news stories and beat reporting.</p> <p>The course further provides inputs in building data sets into investigative news stories.</p> | | | | | |
| Course Objectives | The objective of the course is Skill Development of student by using Participative Learning techniques | | | | | |
| Course Outcomes | <p>On successful completion of this course the students shall be able to:</p> <p>CO1: Define the importance, impacts and latest trends of data journalism</p> <p>CO2: Discuss how journalists may be collecting and using data and the implications of these processes for the public.</p> <p>CO3: Illustrate basic skills to find, collect, extract, clean and analyze data.</p> <p>CO4: Analyse the emerging trends changing scenario towards data journalism and visualization.</p> <p>CO5: Analyse the ethical concerns related to emerging media and technologies</p> | | | | | |

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| Course Content: | Topics relevant to “SKILL DEVELOPMENT”: Data, Data Visualization, Ethical Challenges, for Skill Development through Participative Learning techniques. This is attained through assessment component mentioned in course handout. | | | |
| Module 1 | INTRODUCTION TO DATA JOURNALISM | Lecture PPT Discussion | | 06 classes |
| Topics: Data Journalism: Definition & Concepts. The importance of data in journalism. Data Literate:- Why Data Journalism is important for a reporter. Skills required by a data journalist. Impacts of storytelling with data. Data journalism in the newsroom. | | | | |
| Module 2 | FINDING AND UNDERSTANDING DATA | Lecture PPT Discussion | | 10 classes |
| Topics: Data: Concept and meaning, Sources of Data: primary and secondary source, Tools of data collection: questionnaire, schedule, interview, etc. Advanced use of Google Search, international data portals, find data using Twitter. How to extract data? Scraping data from websites, and extracting data from PDF. Data integrity: questions to ask your data. Data cleaning: cleaning messy data with Open-Refine | | | | |
| Module 3 | INTERPRETING DATA | Lecture PPT Discussion | | 12 classes |
| Topics: Introduction to Excel: Cleaning data, Correcting bad formatting; taking care of misspellings, Invalid values and duplicates. Introduction To Spreadsheet, Basics: Inputting Numbers And Text, Simple Calculations, Simple Formulae, Ordering And Filtering, Simple Graphics, Advanced Pivot Tables and Tableau. Working with Google Data Studio, Creation of Data Stories. | | | | |
| Module 4 | DATA VISUALIZATION | Lecture PPT Discussion | | 10 classes |

Topics: Introduction to Data Visualization, Purpose of Data Visualization, Matching Data and Graph Types, Design and Colour Basics, Visualization of Data – Infographics, Bubble plots, interactive visualization, Ethics of Data Visualization, Visual Storytelling.

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| Module 5 | DATA-DRIVEN STORIES & ETHICAL CHALLENGES | Lecture PPT Discussion | 07 classes |
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Topics: Ethical issues in finding and using data, Tips for avoiding publication of Bad data.

Case Studies: Wikileaks (Afghan war logs), Panama papers, COVID-19, TRP, General Elections In India.

Targeted Applications & Tools that can be used:

After the course, Students were able to use Tabula, Flourish and MS Excel in developing stories.

Project work/Assignment:

1. Book/Article review: At the end of each module a book reference or an article topic will be given to an individual or a group of students. They need to refer to the library resources and write a report on their understanding of the assigned article in the appropriate format.
[Presidency University Library Link.](#)

2. Presentation: There will be a group presentation, where the students will be given a topic. They will have to explain/demonstrate the work and discuss the applications for the same.

3. Project Assignment:

Assignment 1: Writing a data-driven news story.

Assignment 2: Publishing it online.

Reference(s):

Text Book(s)

1. Bonegru, L., Chambers, L., and Grey, J., The Data Journalism Handbook. USA: O' Reilly, Press, 2012.

2. Craig, D., and L. Zion, *Ethics for Digital Journalists: Emerging Best Practices*, (1st ed.),
3. New York: Routledge, 2015.3. Mair John, Keeble, L.R., (eds.), *Data Journalism*, UK: Arima Publishing, 2014.
4. Jonathan Stray, *The Curious Journalist's Guide to Data*, 2016.
5. Brant Houston, *Computer-Assisted Reporting: A Practical Guide*, 2014.
6. David Herzog, *Data Literacy: A User's Guide*, 2016.
7. *The Data Journalism Handbook*, eds. Gray, Bonnegru, Chambers, 2012.
8. Alberto Cairo, *The Functional Art: An Introduction to Information Graphics and Visualization*, 2013.

Reference Book(s):

1. Bonegru, L., Chambers, L., and Grey, J., *The Data Journalism Handbook*. USA: O' Reily Press, 2012.
2. Craig, D., and L. Zion, *Ethics for Digital Journalists: Emerging Best Practices*, (1st ed.),
3. New York: Routledge, 2015.3. Mair John, Keeble, L.R., (eds.), *Data Journalism*, UK: Arima Publishing, 2014.
4. Lesage, F., and R.A. Hackett, *Between Objectivity and Openness the Mediality of*
5. *Data for Journalism*, published by www.cogitatiopress.com, 2014.
6. Murray, P., *Interactive Data Visualization for the Web*, USA: O' Reily Press, 2013.
7. Meyer, P., *Precision Journalism: A Reporter's Introduction to Social Science Methods*,
8. Washington DC: Rowman & Littlefield Publishers, 2002.
9. Rajsekar, P., *India's Media: Missing the Data Journalism Revolution*, published by
10. www.americanpressinstitute.org/ in 2014.
11. Susman-Pena, T. "Understanding Data: Can News Media Rise to the Challenge?" *The*

12. Center for International Media Assistance. 2014.

13. Wong, D. The Wall Street Journal Guide to Information Graphics- The Do's and Don'ts of Presenting Data, Facts and Figures. W.W. Norton & Company, 2014.

Online Resources (e-books, notes, ppts, video lectures etc.):

Video Lectures

1. Data Journalism: <https://youtu.be/N3Csz2LvJxI>
2. Data Journalism - Exploring Data with Excel: <https://youtu.be/oUecZxCyUvQ>
3. Data Journalism & Visualization: <https://youtu.be/nII-LR172us>
4. (26997) data cleaning and scrapping - YouTube
5. (27000) Introduction to Microsoft Excel - Excel Basics Tutorial - YouTube
6. (27001) FLOURISH TUTORIAL: PART 1 - Introduction to Flourish for Data Visualization - YouTube
7. (27001) Tableau for Data Science and Data Visualization - Crash Course Tutorial - YouTube

Data Resources

1. National Institute for Computer-Assisted Reporting (NICAR/IRE) [About IRE - Investigative Reporters & Editors](#)
2. Stanford Computational Journalism Lab [Stanford Computational Journalism Lab](#)
3. Flowing Data [FlowingData | Data Visualization and Statistics](#)
4. Data is Plural. Sign up for <http://tinyletter.com/data-is-plural>. All datasets can be found in an updated master spreadsheet. [Data Is Plural \(data-is-plural.com\)](#)
5. Northeastern University Library's visualization tip sheets [Home - Data Visualization - Subject Guides at Northeastern University \(neu.edu\)](#)
6. Data Stories podcast [Data Stories - A podcast on data visualization with Enrico Bertini and Moritz Stefaner](#)
7. Storybench.org "how-to's" [Welcome to Storybench - story bench](#)
8. Data Is Beautiful, a community on Reddit [DataIsBeautiful \(reddit.com\)](#)

E-Books

1. The Data Journalism Handbook: <https://bit.ly/3owtFTp>
2. Data journalism: <https://bit.ly/3lfrI60>
3. [The Data Journalism Handbook \(open.org\)](https://open.org)
4. [The Data Journalism Handbook](#)
5. [Data Journalism En - Web.pdf \(aljazeera.net\)](#)
6. [The-Data-Journalism-Handbook-1.pdf](#)
7. [Diving into Data Journalism: Strategies for your newsroom \(americanpressinstitute.org\)](#)
8. [Microsoft Word - Ethics of data journalism.docx \(jyu. fi\)](#)
9. [4. Case studies from Turkey and from other countries - Data Journalism Course Modules-BAKU \(gitbook.io\)](#)

Web Resources

1. <https://datajournalism.com/>
2. <https://kyleheim.com/data-journalism/>
3. [\(26997\) What is data journalism at The Guardian? - YouTube](#)
4. [\(26997\) How is data journalism changing the newsroom? | Bahareh Heravi | TEDxUCD - YouTube](#)
5. [\(26997\) The Evolution Of Data Visualization | Dustin Cabral | TEDxBryantU - YouTube](#)
6. [\(26997\) How Data-Driven Journalism Illuminates Patterns of Injustice | Alison Killing | TED - YouTube](#)
7. [\(26997\) Data Journalism & Visualization for Rookies: Introduction to Data Journalism - YouTube](#)
8. [\(26997\) Journalism M02- An Introduction to Data Journalism - YouTube](#)
9. [The Age of Insight: Telling Stories with Data - YouTube](#)

Topics relevant to the development of “DATA VISUALIZATION SKILLS”: Topics relevant to the development of “ DATA JOURNALISM”:

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| Catalogue prepared by | Dr Ashish Sharma / Mr Sarath A Pradeep / Ms Padmavathi S. |
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| Recommended by the Board of Studies on | 08-12-2021 |
| Date of Approval by the Academic Council | 11-12-2021 |



PRESIDENCY UNIVERSITY

Presidency University Act, 2013 of the Karnataka Act No. 41 of 2013 | Established under Section 2(f) of UGC Act, 1956
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|--------------------------------|---|------------------|----------|----------|----------|----------|
| Course Code: BAJ3007 | Course Title: Communication for Social Impact Type of Course: DE | L- T-P- C | 3 | 0 | 0 | 3 |
| Version No. | 1.0 | | | | | |
| Course Pre-requisites | Preferably interned with any NGO or active in NSS | | | | | |
| Anti-requisites | -Nil- | | | | | |
| Course Description | The course describes the traditions of employing communication for social change. It discusses the factors that influence theory and practice as well as new and evolving approaches to communicate for social change. This course explains as to how communication for social change is rapidly emerging. It further explains the goal to use communication processes, techniques and media to facilitate social, economic and technological developments. | | | | | |
| Course Objective | The objective of the course is SKILL DEVELOPMENT of student by using PARTICIPATIVE LEARNING techniques. | | | | | |
| Course Outcomes | On successful completion of the course the students shall be able to: CO1: Understand social change theories and their impact on social, cultural, political problems. [Knowledge] CO2: Evaluate media's role and impact as a tool for social change. [Evaluation] CO3: Assess the role and value of different media [Analysis] | | | | | |

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| | C04: Create social change campaigns addressing a specific systemic social/political problem. [Synthesis] | | | |
| Course Content: | | | | |
| Module 1 | Defining Change | Lecture Discussion | Class room presentation | 11 Hours |
| Topics: Definition of Change; How does change happen; Theory of change; How does social change happen; How does social change operate in different contexts: individual, organizational; Strategic and structural elements of social change campaign planning. | | | | |
| Module 2 | Framing the Communication for Social Change | Discussion and case studies | Class room presentation | Hours |
| Topics: Creating Emotional Resonance and Amplification; Articulating the Social Change; Amplification of ideas /perspectives of Social Change; Eliciting emotional responses through Communication; Ethical Considerations while formulating Communication; | | | | |

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| Reporting Social Change; Line between Journalism and Advocacy. | | | | |
| Module 3 | Communication via Media as a social change tool | Lecture and discussion | Demonstration | 11 Hours |
| Topics: Poster Art; Documentary; Street Art; Transmedia; Social media; Story Telling; Counter Narratives | | | | |
| Module 4 | Various types of Communication for social change | Lecture and discussion | Demonstration and role play | 12 Hours |

Topics: Communication, Development, Dependency on Media; • Participatory Communications and Social Change • Health Communication & Social Change- Relationship between health communication and social change; • Digital Humanitarianism and Social Change- Introduction to the affordances of Digital Humanitarianism; • Communication Rights- Relationship between communication rights and Social Change.

Targeted Application and Tools used

Participating in any NGO activities.

Assignment: Mention the Type of Project/Assignment proposed for this course

1. Critically evaluate the recent communication by health ministry and how it has changes social attitude towards covid vaccination.
2. In-class competition on social communications campaigns on various social change topics. The competing student's groups to prepare communication campaign using Posters, Filers and Brochures, News Stories Articles, short videos, Radio jingles and Social Media campaigns.
3. Watch Movie: "Chahapak" and discuss issues pertaining to social change against disfiguring through acid attack.
https://www.imdb.com/title/tt9614460/?ref_=ext_shr_lnk
4. Debate competition of efficacy of "Swatch Bharat Abhiyab" on social campaign against public defecation.

Text Book

1. Dutta, M. (2020). Communication, Culture and Social Change. Springer International Publishing.
2. Servaes, J. (Ed.). (2020). Handbook of communication for development and social change. Springer.
3. Tascón, S. M. (2019). Visual Communication for Social Work Practice. Routledge.
4. Srinivas R. Melkote. (2016). Media and Communication in Social Change: A critical review of development communication theory & practice. University of Mysore, Mysore.
5. Uma Narula. (2019). Development communication-Theory and Practice. Har-Anand Publication Pvt Ltd.

References

1. Bylieva, D.S., Lobatyuk, V.V., & Rubtsova, A.V.(2019, November). Information and communication technologies as an active principle of social change. In IOP Conference Series: Earth and Environmental Science (Vol. 337, No. 1, p. 012054). IOP Publishing.
2. Mihelji, S., & Stanyer, J. (2019). Theorizing media, communication and social change: towards a processual approach. *Media, Culture & Society*, 41(4), 482-501.
3. Suzina, A. C., & Tufte, T. (2020). Freire's vision of development and social change: past experiences, present challenges and perspectives for the future. *International Communication Gazette*, 82(5), 411-424.
4. Dutta, M. J. (2018). Culturally centring social change communication: Subaltern critiques of, resistance to, and re-imagination of development. *Journal of Multicultural Discourses*, 13(2), 87-104.
5. David Peter Stroh. (2019). *Systems thinking for social change: A practical guide to solving complex problems, avoiding unintended consequences, and achieving lasting results*. Chelsea Green Publishing.

Video Lectures:

1. Communication for Social Change and Transformation: <https://youtu.be/BhpbP49Yomk>
2. Communication for Social Change: Intersections of Theory & Praxis: <https://youtu.be/LzaSulNI10Y>

E-Books:

1. Communication for Development and Social Change: New Millennium http://cscs.scu.edu/trends/v29/CRT_v29_n3_September2010.pdf

2. Web 2.0 for Social Change
<https://www.tigweb.org/images/resources/tool/docs/2103.pdf>

- Web Resources:
1. <https://journals.sagepub.com/home/sch#>
 2. <https://thefrontline.org.uk/resources-for-social-change/>

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| Catalogue prepared by | Dr R Ravi Kumar | Ms. Padmavathi |
| Recommended by the Board of Studies on | | |
| Date of Approval by the Academic Council | | |



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|--------------------------------|--|----------------|----------------|
| Course Code: ENG2008 | Course Title: WRITING FOR THE SCREEN Type of Course: Open Elective | L-T-P-C | 3-0-0-3 |
| Version No. | 1.0 | | |
| Course Pre-requisites | Basic PUC Level English | | |
| Anti-requisites | NIL | | |
| Course Description | <p>Scriptwriting is critically important in the world of storytelling, particularly for visual content like television shows, short films and movies of different genres. The script provides structure, dialogue, and narrative direction for filmmakers, actors, and other creative professionals. This course will provide a comprehensive introduction to the art and craft of script writing. Through lectures, screening movie clips, and analyses of professional scripts, students will learn the essential elements of screenwriting, including plot structure, character development, dialogue, and visual storytelling. Through analysis, discussion and hands-on practice, students will learn to create characters and dialogues, and gradually write short scripts from images, excerpts of literary texts and short stories. Students will also acquire the art of creating storyboards from scripts both on paper and in digital mode. By the end of the course, students will be able to adapt different stories into scripts and write original screenplays for short films.</p> | | |

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| Course Objective | The objective of the course is Skill Development of student by using Participative Learning techniques. |
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| Course Outcomes | <p>At the end of the course, the students will learn to:</p> <p>CO1: Interpret broadly various elements of a script like plot, characters, dialogue, visual elements, and craft a basic script from an image.</p> <p>CO2: Inspect the important features of script writing like plot, characterization and dialogue writing.</p> <p>CO3: Sketch storyboards from scripts developed from story extracts, both on paper as well as using online app</p> <p>CO4: Develop a text into a script and construct your own script</p> |
|------------------------|--|

Course Content:

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|-----------------|---------------------------------------|-------------------|---|----------------|
| Module 1 | Introduction to Script Writing | Assignment | Write a sample script on an image - painting "Nighthawks" by Edward Hopper | 9 Hours |
|-----------------|---------------------------------------|-------------------|---|----------------|

- Introduction to script writing
 - Overview of the course
- Definition of important terms in scriptwriting
- Screenplay genres
- Format of scripts
- Screening of selected clips from movie How to Train Your Dragon (2010)
- Directed Reading:
 - Sample script: How to Train Your Dragon
- Script breakdown:
 - Thematic elements
 - Case Study: Thematic elements

ACTIVITIES

- Create a web diagram of different genres using Canva

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| <ul style="list-style-type: none"> • Write a sample script on an image - painting “Nighthawks” by Edward Hopper | | | | |
| Module 2 | Components of Script Writing | Assignment | Dialogue between two stock characters | 12 Hours |
| <ul style="list-style-type: none"> • Construction of the story • Sample Script: How to Train Your Dragon <ul style="list-style-type: none"> ○ Script breakdown: Plot • Creating characters for the screen • Dialogue Writing • Screening of clips from The Dark Knight (2008) movie <ul style="list-style-type: none"> ○ Class discussion of selected scenes • Directed Reading: <ul style="list-style-type: none"> ○ Excerpts from the script of The Dark Knight: Dialogues, character, plot <p>Activity:</p> <ul style="list-style-type: none"> • Create a Plot Diagram of the movie How to Train Your Dragon using script and online templates • Group Discussion: Topics on Character Development • Dialogue writing on stock characters • Brainstorming session: <ul style="list-style-type: none"> ○ Create a simple plot (Group activity) ○ Reflect and discuss techniques for improving the plot | | | | |
| Module 3 | Visual Storytelling | Assignment | Storyboarding | 13 Hours |
| <ul style="list-style-type: none"> • Visual Storytelling • Specific verbs, Objects, Environment, Blocking and Body language • Screening of short film The Tell Tale Heart <ul style="list-style-type: none"> ○ Discussion on the visual elements | | | | |

- How to create a Storyboard: the format

Activity:

- Worksheets (Body language, Environment)
- Storyboarding
 - Create a script from an excerpt of the short story The Tell Tale Heart by Edgar Allan Poe. Include visual elements.
 - Create a Storyboard on paper, using the script
 - Create a digital Storyboard using Studio Binder app, using the same script
 - Convert clips from TV shows into storyboard using online storyboard

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| Module 4 | Adaptation and Writing an Original Script | Assignment | Writing a script for a short film | 11 Hours |
|-----------------|--|-------------------|--|-----------------|

- Screening clips of Evil Under the Sun (1982) : Class discussion on distinctive elements of a crime thriller
- Directed Reading:
 - Reading the short story “The Adventure of the Cheap Flat” by Agatha Christie

Activity

- Collaborative Writing: Adapting the short story into a script:
 - Creating an outline of the story for the script.
 - Group Brainstorming
 - Dialogue writing
 - Script:first draft
 - Script :Final Draft
- Writing an original script for a short film divided into all 3 Acts

Targeted Application & Tools that can be used:

1. Writing Skills
2. Creative Writing
3. Critical thinking

Tools: Online Storyboarding applications like Studio Binder app, YouTube Videos, Web Diagram using Canva, Online Plot Diagram templates and research papers/article

Project work/Assignment:

Assignment 1: Activity: Write a sample script on an image - painting "Nighthawks" by Edward Hopper.

Assignment 2: Write a dialogue between two characters that incorporates a stock character trope (e.g., the wise mentor, the comedic sidekick, or the rebellious youth). Focus on making the dialogue engaging and unique, ensuring the stock character feels multidimensional rather than clichéd.

Assignment 3: Create a script from an excerpt of the short story The Tell Tale Heart by Edgar Allan Poe. Include visual elements.

 Create a Storyboard on paper.

 Create a Storyboard in StoryBinder App/ Canva

Assignment 4: Writing an original script for a short film divided into all 3 Acts

References

1. Walter, Richard. *The Essentials of Screenwriting: The Art, Craft and Business of Screenwriting*. Plume Press, Penguin, 2010.
2. Raynauld, Isabelle. *Reading and Writing a Screenplay: Fiction, Documentary and New Media*. Routledge, 2019.
3. Batty, Craig, & Waldeback, Zara. *Writing for the Screen: Creative and Critical Approaches*. Bloomsbury Academic, 2019
4. Andrade, Micael & Camargo, Rosangela. (2022). Approaches to the script genre: concept, characterization and pertinences. 10.56238/pacfdnsv1-026.
5. <https://booksite.elsevier.com/samplechapters/9780240807737/9780240807737.pdf> : The Screenplay

6. Finnegan, Denise E., "THEMATIC DEVELOPMENT IN JOHN POWELL'S SCORE FOR HOW TO TRAIN YOUR DRAGON (2010)" (2020). Student Research, Creative Activity, and Performance - School of Music. 138.
7. https://writers.com/wp-content/uploads/2020/04/Character_Development_from_Fundamentals_to_Flesh_and_Bone_Writers.com_.pdf
8. Mckee, Robert. *Story: Substance, Structure, Style and the Principles of Screenwriting*. Regan Books, 1997.

Web Resources

1. <https://imsdb.com/scripts/How-to-Train-Your-Dragon.html>
2. <https://archive.org/details/TheDarkKnightScriptByJonathanNolanAndChristopherNolan>
3. <https://hitrecord.org/records/161291>
4. <https://booksite.elsevier.com/samplechapters/9780240807737/9780240807737.pdf>
5. <https://www.youtube.com/watch?app=desktop&v=YnUAdEj3fe4&t=76s>
6. <https://www.youtube.com/watch?app=desktop&v=40LlkLaM2Rw&t=7s>
7. <https://www.youtube.com/watch?v=68dxrlaKL1I>

Topics Relevant to “employability”: Writing a script for a movie
Topics Relevant to “Human Values and Professional Ethics”: Reading the short story “The Adventure of the Cheap Flat” by Agatha Christie, working on thematic elements of the films

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| Catalogue prepared by | Dr. Sayani Banerjee |
| Recommended by the Board of Studies on | 25 th November 2023 |
| Date of Approval by the Academic Council | |

SEMESTER- V



PRESIDENCY UNIVERSITY

Presidency University Act, 2013 of the Karnataka Act No. 41 of 2013 | Established under Section 2(f) of UGC Act, 1956

Approved by AICTE, New Delhi



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| Course Code: BAJ2001 | Course Title: Radio and TV Production Type of Course: Program Core | L- T-P- C | 2 | 0 | 2 | 3 |
| Version No. | 1.0 | | | | | |
| Course Pre-requisites | Explored different kinds of communication-group discussion, debate, elocution, public speaking. | | | | | |
| Anti-requisites | -Nil- | | | | | |
| Course Description | This course provides an introduction to the principles and practices of radio and television production. Students will learn about the technical and creative aspects of producing content for radio and TV, including scriptwriting, audio and video recording, editing, and broadcasting. Hands-on projects and collaborative work will be integral components of the course. | | | | | |
| Course Objective | The objective of the course is Skill Development of student by using Participative Learning techniques. | | | | | |
| Course Outcomes | On successful completion of the course the students shall be able to: CO1: Define key terms related to radio and TV production. CO2: Describe the steps involved in producing a radio and TV Production. CO3: Demonstrate the use of audio and video recording equipment. CO4: Compare and contrast different scriptwriting techniques for radio and television. CO5: Create a 5-minute radio program and a 10-minute TV segment, incorporating all stages of production. | | | | | |
| Course Content: | | | | | | |

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| Module 1 | Introduction to Radio & TV production. | Lecture Discussion | 10 Hours |
| Topics : History of Radio & Television: Explore the evolution of broadcasting from its early days to the digital age. Understanding the Audience: Analyse demographics and how to tailor content for specific audiences. The Power of Audio & Video: Learn the fundamental storytelling techniques unique to radio and television. | | | |
| Module 2 | Basics of Pre-Production | Lecture/Discussion | 15 Hours |
| Topics: Scriptwriting for Radio: Develop skills in crafting engaging radio scripts with a focus on sound design and audience engagement. Radio Production Techniques: Explore sound recording, editing, and mixing techniques for radio broadcasting. Scriptwriting for Television: Learn the format and structure of television scripts, including storyboarding and visual elements. Pre-Production Planning: Understand the pre-production process for television shows, including budgeting, scheduling, and location scouting. Introduction to Television Production Equipment: Get familiar with essential television production equipment like cameras, lighting, and sound tools | | | |
| Module 3 | Introduction to Video Production & Camera Operation | Lecture, discussion | 10 Hours |
| Topics: Directing Fundamentals: Learn the role of a director in coordinating a television shoot and creating visual storytelling. Multi-Camera Production: Get introduced to filming with multiple cameras and switching techniques for live and recorded productions. On-Location Production: Explore the challenges and considerations of filming outside a studio environment. | | | |
| Module 4 | Video Editing, Audio Editing, and Directing | Lecture/Discussion | 12 Hours |
| Topics: Audio Editing Techniques: Gain practical skills in editing audio recordings for radio and television using industry-standard software. Video Editing Techniques: Learn the fundamentals of video editing software for assembling footage, adding transitions, and | | | |

creating a polished final product. Sound Design & Music: Explore the importance of sound design and music in enhancing the overall production quality.

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| Module 5 | Post-Production, Broadcasting, and Ethics, future | Lecture/Discussion | 13 Hours |
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Topics: Broadcast Careers: Learn about various career paths in the radio and television industry. New Media & Convergence: Explore the convergence of traditional broadcast media with online platforms and streaming services. The Future of Broadcasting: Discuss emerging trends and technologies shaping the future of radio and television.

Text Book

1. Chantler, P., & Stewart, P. (2003). Basic Radio Journalism. Amsterdam: Focal Press.
2. Digital Radio Production: Third Edition. (2017). (n.p.): Waveland Press.
3. VanCour, S. (2018). Making Radio: Early Radio Production and the Rise of Modern Sound Culture. United Kingdom: Oxford University Press.
4. Owens, J. (2019). Television Production. United Kingdom: Taylor & Francis.
5. Willett, A. (2013). Media Production: A Practical Guide to Radio & TV. United Kingdom: Taylor & Francis.
6. Sharma, R. (2012). Breakout nations: In pursuit of the next economic miracles. New York: W.W. Norton &.
7. Belavadi, V. (2013). Video production. New Delhi: Oxford University Press.
8. Hakemulder, J. R., Jonge, F. A., & Singh, P. P. (2005). Broadcast Journalism. New Delhi, India: Anmol Publications.

Video Lectures

1. Radio Production: <https://youtu.be/qM3eMnmjVIE>
2. TV Production Process: <https://www.youtube.com/watch?v=4ivfVt6wyPA>

E-Books

1. Introduction to Radio and Television: <http://bitly.ws/oxha>
2. Production of Television Programmes
<https://egyankosh.ac.in/bitstream/123456789/8815/1/Unit-2.pdf>
3. 3. Radio and TV as Mass Media <https://www.ddegjust.ac.in/studymaterial/mmc-1/mmc-104.pdf>

Web Resources

1. <https://blogs.canterbury.ac.uk/library/subject-guides-menu/resources-for-filmradio-and-television/>

Topics relevant to “SKILL DEVELOPMENT”: Introduction to communication for Skill Development through Participative Learning techniques. This is attained through assessment component mentioned in course handout.

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| Catalogue prepared by | Sarath A Pradeep |
| Recommended by the Board of Studies on | 5th June 2024 |
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|--------------------------------|--|------------------|----------|----------|----------|----------|
| Course Code: BAJ2002 | Course Title: Production Portfolio Type of Course: Program Core | L- T-P- C | 1 | 0 | 2 | 2 |
| Version No. | 1.0 | | | | | |
| Course Pre-requisites | Audio and Video Production | | | | | |
| Anti-requisites | -Nil- | | | | | |
| Course Description | This practical course dwells upon professional critiquing skills and apply skills to develop short format radio and television production. The course provides experience on building the portfolio on various elements of radio and television journalism. | | | | | |
| Course Outcomes | <p>On successful completion of the course the students shall be able to:</p> <p>CO1: Recall the process of recording Public Service Announcements (PSA) for radio to raise awareness about contemporary issues.</p> <p>CO2: Describe the role and importance of an opening piece to camera in a TV News Feature.</p> <p>CO3: Apply interviewing skills to record an interview with various individuals for radio or TV.</p> <p>CO4: Critically evaluate the content and presentation style of a film review or a piece about a favorite television news anchor.</p> | | | | | |

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| | CO5: Evaluate the quality and coherence of a news bulletin for radio in terms of content and sound bites. | | | |
| Course Objective: | This course is designed to improve the learners' <u>Employability Skills</u> by using <u>Experiential Learning</u> techniques | | | |
| Course Content: | Topics relevant to “EMPLOYABILITY SKILLS”: <u>Audio and Video production skills</u> for developing Employability Skills through Experiential Learning techniques. This is attained through assessment component mentioned in course handout. | | | |
| Module 1 | Final Production | Demonstration/ Discussion | Ability to think creatively and apply in their work. | 9 Hours |
| Topics: <ul style="list-style-type: none"> Record Public Service Announcements (PSA) for Radio to aware general audience about any contemporary issue (like the outbreak of Corona virus or any other topical issue. (max. up to 1 minute) Record a radio jingle promoting a product/brand of your choice (max. up to 1 minute) Write the review of film you saw recently or any other Indian classic of your choice. (400 to 600 words) | | | | |
| Module 2 | Final Production | Discussion | Ability to think creatively and apply in their course work. | 9 Hours |
| Topics: | | | | |

- Write a piece about your favorite television news anchor giving reasons for your liking. (300 to 500 words)
- Shoot a mini documentary OR a panel discussion on contemporary issues and edit it (Up to 15 Minutes)
- Record a starting opening piece to camera (through mobile phone) for an informative TV News Feature about any contemporary issue like the importance of water conservation, education of the girl child, public health system etc. Give a lead/ title to the story. (upto 2 minutes)

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| Module 3 | Final Production | Demonstration/ Discussion | Ability to think creatively and apply in their work. | 9 Hours |
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Topics:

- Make a coffee table book with still picture on a particular theme
- Exhibit your photographs (event)

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| Module 4 | Final Production | Lecture | Ability to think creatively and apply in their work. | 9 Hours |
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Topics:

- Prepare a copy of the news bulletin for Radio by using at least three sound bites to support news items. (approx. 600 words/ 5 to 6 minutes).
- Make a reel on Instagram (Ig) using still photographs without any spoken words or commentary. You may use appropriate background music, if required. Also give a suitable title to your story. (2 to 3 minutes)

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| Module 5 | Final Production | Lecture | Ability to think | 9 Hours |
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| | | | creatively and apply in their work. | |
| Topics: | | | | |
| <ul style="list-style-type: none"> Record an interview with any local politician/ sports person/ artist/ social worker/ academician for Radio or TV. (7 to 8 minutes) Prepare a copy of the news bulletin for video by using at least three P2C to support news items. (approx. 600 words/ 5 to 6 minutes). | | | | |
| Targeted Application and Tools used | | | | |
| Audio Video Editing softwares and DSRL/Video cameras (Adobe Primer Pro) | | | | |
| Guidelines for Production Portfolio | | | | |
| <p>The following procedure should be followed for the credits:</p> <ol style="list-style-type: none"> Thorough reading of relevant study material and references. Students will choose the current topics for every piece of radio and television production. Students will discuss the topics with the guide and will take the approval. The audio and video pieces would be generally accepted formats and mediums and will not have any content which is derogatory. For writing assignment students will use the formal writing pattern i.e. 12 font size, 1.5 line spacing and Times New Roman. Students will have to make proper portfolio in digital format highlighting various elements of their portfolio and submitted through downloadable cloud links. | | | | |
| Text Book | | | | |
| <ol style="list-style-type: none"> Media Product Portfolios: Issues in Management of Multiple Products and Services. (2014). United Kingdom: Taylor & Francis. Fletcher, M. (2016). Constructing the Persuasive Portfolio: The Only Primer You'll Ever Need. United States: Taylor & Francis | | | | |
| References | | | | |

1. YouTube Creator Academy: Offers tutorials and resources for aspiring video creators, covering production techniques and platform-specific tips.
2. No Film School: A community-driven platform with articles, tutorials, and discussions about filmmaking and video production.
3. Videomaker: An online resource with articles, reviews, and tutorials on various aspects of video production.
4. Audio Engineering Society (AES): Offers resources and information about audio production, including conferences, journals, and standards.
5. Creative COW: A community and resource site for media professionals, with forums, articles, and tutorials on video and audio production.
6. "The Podcast Engineering Show": Focuses on the technical aspects of podcast and audio production.
7. "The Pro Video Podcast": Discusses video production techniques, gear, and industry insights.
8. "American Cinematographer": A magazine focusing on cinematography and video production.
9. "Sound on Sound": A publication covering all aspects of music production, including audio recording and mixing.
10. Remember to verify the credibility of the sources and tailor your learning to your specific needs and interests in the field of audio and video production.

Topics relevant to the development of 'Production Portfolio':

Encouraging students to learn Listen to different radio broadcast and television news for better understanding.

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| Catalogue prepared by | DR. C P Rashmi |
| Recommended by the Board of Studies on | 5th June 2024 |
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|--------------------------------|--|------------------|----------|----------|----------|----------|
| Course Code: BAJ3002 | Course Title: Media Research and Data Analysis Type of Course: Program Core | L-T- P- C | 3 | 0 | 2 | 4 |
| Version No. | 1.0 | | | | | |
| Course Pre-requisites | Basic Analytical Skills | | | | | |
| Anti-requisites | -Nil- | | | | | |
| Course Description | <p>The course, "Media Research and Data Journalism," is designed to inculcate in the students a robust understanding of contemporary research methodologies within the media landscape, emphasizing the role of data-driven reporting. It aims to empower future journalists and communication professionals with the essential skills required to collect, analyze, interpret, and communicate complex data in an accurate and meaningful way. By integrating theoretical knowledge with hands-on experiences, the course prepares students to critically evaluate information and harness data analytics, thereby contributing to transparent, accountable, and innovative journalistic practices. It caters to the needs of the media industry.</p> | | | | | |
| Course Outcomes | <p>On successful completion of the course the students shall be able to:</p> <p>CO1: Understand the media research and its role in various contexts [Knowledge]</p> <p>CO2: Interpret the role of data analysis in today's media industry [Comprehension]</p> <p>CO3: Describe the role of media research in persuasion and dissemination of information among individuals and groups [Analysis]</p> <p>CO4: Enumerate various type of data analysis techniques and their usage.</p> | | | | | |

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| | [Comprehension] CO5: Evaluate the interplay of media research and data analysis leading to development activity. [Application] |
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| Course Content: | The objective of the course is SKILL DEVELOPMENT of student by using PARTICIPATIVE LEARNING techniques. |
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| Module 1 | Introduction to Media Research and Data Journalism | Lecture | Classroom Presentation | 15 Hours |
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| Topics: | | | | |
| <ul style="list-style-type: none"> • Overview of Media Research: Understanding the history, importance, and evolution of media research, with a focus on both qualitative and quantitative methods. • Fundamentals of Data Journalism: Introduction to data-driven reporting, tools, and techniques. • Ethics in Media Research and Data Journalism: Emphasizing transparency, accuracy, and ethical considerations. • Interdisciplinary Approach: Exploring the connection between media research, data journalism | | | | |

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| Module 2 | Data Collection and Analysis | Lecture and discussion | Class room presentation | 15 Hours |
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| Topics: | | | | |
| <ul style="list-style-type: none"> • Data Sourcing Techniques: Identification and utilization of primary and secondary data sources, including surveys, interviews, and digital datasets. • Data Cleaning and Preparation: Methods for cleaning, structuring, and preparing data for analysis. • Quantitative and Qualitative Analysis: Techniques for analyzing data, including statistical methods and content analysis. • Visualization of Data: Introduction to tools and methods for effective data visualization. | | | | |

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| Module 3 | Writing and Reporting Data Stories | Lecture, discussion | Class room presentation | 15 Hours |
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Topics:

- Narrative Techniques: Crafting compelling stories from data insights, suitable for different audiences.
- Incorporating Visual Elements: Integrating charts, graphs, and other visual aids into journalistic reporting.
- Verification and Fact-checking: Ensuring the accuracy and credibility of data-driven content.
- Writing for Different Platforms: Adapting data stories for various media, including print, online, and broadcast.

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| Module 4 | Emerging Trends and Tools in Data Journalism | Lecture and discussion | Class room presentation | 15 Hours |
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Topics:

- Big Data and Machine Learning: Exploring the role of big data and machine learning algorithms in modern journalism.
- Collaborative Journalism: Understanding collaboration between journalists, data scientists, and researchers.
- Open Source Tools: Examination of open-source tools for data collection, analysis, and visualization.
- Future Perspectives: Discussing the future trends and challenges in media research and data journalism

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| Module 5 | Project and Case Studies | Discussion and case studies | Class room presentation | 15 Hours |
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Topics:

- Individual or Group Project: Execution of a data-driven journalistic project, reflecting acquired skills and understanding.
- Case Studies Analysis: Examination of exemplary instances of data journalism, including successes and failures.

- Peer Review and Feedback: Engaging in peer review processes to critique and learn from others' work.
- Final Presentation and Report Submission: Compiling and presenting findings in a comprehensive report, with proper citations and references.

Targeted Application and Tools used

1. Data Collection and Scrapping:

Google Forms: For surveys and questionnaires.

Web Scraping Tools: Such as BeautifulSoup and Scrapy for gathering data from web pages.

2. Data Cleaning and Preprocessing:

Microsoft Excel: Essential for basic data cleaning and organization.

OpenRefine: A powerful tool for cleaning messy data.

3. Data Analysis:

SPSS: For statistical analysis, particularly useful for quantitative data.

NVivo: For qualitative data analysis, aiding in identifying patterns and themes.

4. Data Visualization:

Tableau: Offers interactive visualization capabilities.

Power BI: Enables data connectivity, preparation, and interactive dashboard creation.

Adobe Illustrator: For creating customized and visually appealing graphics.

5. Writing and Reporting:

Scrivener: A word-processing program and outliner designed for authors.

Google Docs: Facilitates collaborative writing and editing.

6. Project Collaboration and Management:

Slack: For team communication and collaboration.

Trello: Useful for project management and task organization.

7. Ethics and Verification:

Turnitin: To ensure academic integrity and plagiarism checking.

FactCheck Tools: Such as Snopes for verifying the information.

8. Emerging Technologies:

Python and R: Introduction to programming languages for more advanced data handling, analysis, and visualization.

Jupyter Notebooks: For interactive code execution in a web-based environment.

Assignment:

Assignment: Investigative Data Journalism Project

Objective: To provide students with a hands-on experience in the complete process of data journalism, from the inception of an idea to the presentation of a well-researched story. The assignment encourages critical thinking, problem-solving, creativity, and collaborative teamwork, all significant to the specialization of Environmental Communication and the teaching focus of the Ph.D. Researcher.

Instructions:

Part 1: Identifying a Research Topic

Choose a Relevant Topic: Select an environ

mental or social issue that has relevance to the community and can be explored through data.

Justify the Selection: Write a brief proposal outlining the importance, relevance, and feasibility of the chosen topic.

Part 2: Data Collection

Identify Sources: Locate and document relevant primary and secondary data sources.

Collect Data: Utilize tools such as Google Forms for surveys or web scraping tools for online data collection.

Part 3: Data Cleaning and Analysis

Clean the Data: Use OpenRefine or Excel to clean and organize the collected data.

Analyze the Data: Apply statistical methods (SPSS) or content analysis (NVivo) to interpret the data.

Part 4: Story Development and Visualization

Create a Narrative: Develop a compelling story that communicates the findings.

Visualize the Information: Use Tableau or Power BI to create interactive and engaging visualizations.

Part 5: Writing and Reporting

Draft the Report: Using Scrivener or Google Docs, write a comprehensive report, integrating narrative, visuals, and data insights.

Include Citations: Ensure proper citations and references in the report as per the chosen citation

style (e.g., APA, MLA).

Part 6: Presentation and Peer Review

Present the Project: Prepare a PowerPoint or Prezi presentation for class.

Participate in Peer Review: Engage in a constructive critique of fellow students' projects.

Deliverables:

Research proposal.

1. Cleaned data files.
2. Analytical results (charts, graphs, etc.).
3. Written report (3000-4000 words) with proper citations and references.
4. PowerPoint or Prezi presentation.

Assessment Criteria:

1. Relevance and originality of the topic.
2. Thoroughness in data collection and analysis.
3. Effectiveness in storytelling and visualization.
4. Clarity, coherence, and professionalism in writing.
5. Engaging presentation and active participation in peer review.

Participatory Learning Activities:

Workshops and Hands-on Labs:

Purpose: To provide students with practical experience in using various tools for data collection, analysis, and visualization.

Activity: Organizing regular workshops where students can experiment with tools such as SPSS, Tableau, and Python, guided by experts or instructors.

2. Group Research Projects:

Purpose: To foster teamwork and collaboration while working on complex data-driven journalism projects.

Activity: Students are grouped into teams to work on a semester-long project, focusing on different aspects of media research and data journalism.

3. Peer Review Sessions:

Purpose: To develop critical thinking and constructive feedback skills.

Activity: Students present their work to peers for feedback and criticism. These sessions will be guided by established peer-review protocols, enhancing the learning experience.

4. Guest Lectures and Industry Interaction:

Purpose: To provide exposure to industry practices and networking opportunities.

Activity: Inviting industry experts and media professionals for guest lectures or panel discussions, providing students with real-world insights.

5. Data Journalism with Real World Problems:

Purpose: To promote innovation, quick thinking, and problem-solving.

Activity: Organizing hackathons where students work in teams to solve a data journalism problem within a limited timeframe.

6. Online Discussion Forums:

Purpose: To encourage continuous learning, reflection, and participation outside the classroom.

Activity: Creating online forums where students can discuss readings, share ideas, ask questions, and engage in meaningful dialogue with classmates and instructors.

7. Field Trips and Real-world Observations:

Purpose: To provide firsthand experience of media research and data journalism in practice.

Activity: Organizing visits to media houses, research institutions, or observing a live data-driven newsroom operation.

8. Interactive Seminars and Debates:

Purpose: To develop speaking, argumentation, and analytical skills.

Activity: Hosting seminars and debates on controversial topics in media research and data journalism, allowing students to explore different viewpoints.

9. Ethical Dilemma Discussions:

Purpose: To instill ethical considerations in research and journalism practices.

Activity: Conducting classroom discussions on ethical case studies, encouraging students to contemplate and articulate their ethical reasoning.

10. Community Engagement Projects:

Purpose: To apply data journalism skills for community benefits and social change.

Activity: Collaborating with local community organizations for research and reporting projects, focusing on environmental or social issues.

Topics relevant to “Skill Development”: Data Analysis, Research Data Sources, Using Data software ‘Skill Development’ through Participative Learning Techniques. This is attained through assessment component mentioned in course handout.

Topics relevant to “Skill Development”: Data Analysis, Research Data Sources, Using Data Software

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| Catalogue prepared by | Mr. Archan Mitra |
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| Recommended by the Board of Studies on | 5th June 2024 |
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| Date of Approval by the Academic Council | 3rd August 2024 |
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|--------------------------------|---|-------------------|------------------|---|-----------------|---|
| Course Code: BAJ2008 | Course Title: Film Studies Type of Course: | L-T- P- C | 1 | 0 | 2 | 2 |
| Version No. | 1 | | | | | |
| Course Pre-requisites | Watching and engaging yourself in the act of watching films | | | | | |
| Anti-requisites | NIL | | | | | |
| Course Description | This course delves into the world of film beyond the screen. Explore major film theories, unlocking hidden meanings and dissecting cinematic techniques. Through critical analysis, you'll learn to read films like texts, uncovering social commentary, directorial choices, and the power of visual storytelling. Prepare to be a more informed viewer and engage with cinema in a whole new way. | | | | | |
| Course Objective | The objective of the course is Skill Development of student by using Participative Learning techniques | | | | | |
| Course Outcomes | On successful completion of this course the students shall be able to: CO1: Understand film language CO2: Navigate the film genres CO3: Apply critical thinking into reviewing films | | | | | |
| Course Content: | | | | | | |
| Module 1 | Introduction to Film Studies | Assignment | Elements of Film | | 10 Hours | |

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| The Elements of Film: Mise-en-scène, Cinematography, Editing, Sound, Narrative, Film Genres: Action, Adventure, Animation, Comedy, Crime, Disaster, Documentary, Drama, Fantasy, Horror, Musical, Romance, Science Fiction, Thriller, War | | | | |
| Module 2 | Film Theory | Assignment | Theories related to Films | 10 Hours |
| Classical Hollywood Cinema, Auteur Theory, Realism, Psychoanalysis, Feminist Film Theory, Marxist Film Theory, Structuralist Film Theory, Apparatus Theory, Postcolonialism, Genre Theory, Narrative Theory, Indian Film Theory | | | | |
| Module 3 | Film History | Assignment | History related to the World Cinema | 15 Hours |
| Film History: Early Cinema (1890s - 1900s), Silent Era (1910s - 1920s), The Studio System (1920s - 1960s), Classical Hollywood Cinema, The Rise of Sound (1920s - 1930s), European Cinema (1920s - 1950s), Post-War Hollywood (1940s - 1960s), The New Hollywood (1960s - 1970s), Blockbuster Era (1970s - Present), Independent Cinema (Throughout Film History), World Cinema (Throughout Film History) | | | | |
| Module 4 | Indian Cinema | Assignment | History of Indian Cinema | 10 Hours |
| History of Indian Cinema: Dada Saheb Phalke, Alam Ara, Raja Harishchandra Indian Filmmakers: Satyajit Ray, Mrinal Sen, Bollywood Cinema, Tollywood Cinema, Kollywood Cinema. Indian Regional Films | | | | |
| Targeted Application & Tools that can be used: | | | | |
| Film Diary: Students use film Diary to keep a track of the films they have watched | | | | |
| Project work/Assignment: | | | | |
| Assignment 1-Film Analysis: Critically analyze a film based on the film language | | | | |
| Assignment 2- Film Review: Writing a film review | | | | |
| Textbooks: | | | | |
| <ol style="list-style-type: none"> 1. "Our Film Their Film" by James Monaco 2. Film Art: An Introduction by David Bordwell, Kristin Thompson, and Jeff Smith. 3. Film Theory: An Introduction by Robert Stam. 4. The Film Analysis Guide by Yale University. | | | | |

5. Classical Hollywood Cinema: Film Style & Mode of Production to 1960 by David Bordwell, Kristin Thompson, and Janet Staiger.
6. Genre and Hollywood by Steve Neale.
7. Auteur Theory by James Naremore.

References:

1. Thinking about Film by Walter Murch.
2. Narrative Theory by David Bordwell.
3. Psychoanalysis and Cinema by Slavoj Žižek.
4. The Post-Cinema Effect by Walter Benjamin.
5. Women & Film: An International Journal.

Website:

1. Senses of Cinema
2. Film Comment
3. The Criterion Collection
4. Mubi
5. Society for Cinema and Media Studies

Topics relevant to “Skill Development”: Film Analysis and Critical Thinking, ‘Skill Development’ through Participative Learning Techniques. This is attained through assessment component mentioned in course handout.

Topics relevant to “Skill Development”: Film Language, Film grammar, Film Analysis, Critical Thinking.

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| Catalogue prepared by | Dr. Archan Mitra |
| Recommended by the Board of Studies on | 5th June 2024 |
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|--------------------------------|---|-----------|---|---|---|---|
| Course Code: BAJ3035 | Course Title: Business Journalism Course: School Core | L-T- P- C | 2 | 0 | 2 | 3 |
| Version No. | 1.0 | | | | | |
| Course Pre-requisites | Strong Writing Skills, Research Skills, Understanding Business Fundamentals, Curiosity and Critical Thinking and Multi Media Skills | | | | | |
| Anti-requisites | -Nil- | | | | | |
| Course Description | This course provides insights into the financial, economics and investment markets in India as financial journalism is growing. The course aims to develop strength in areas of corporate, financial, and economic reporting. It also develops the ability to understand and manipulate business data and to critically analyse announcements by companies and government departments. The course also dwells upon the growing industrial and agriculture sector in India. | | | | | |
| Course Outcomes | <p>On successful completion of the course the students shall be able to:</p> <p>CO1: The overall objective of this course is to provide students with the background, knowledge, and skills necessary to be business and financial journalists. (Comprehension)</p> <p>CO2: To create awareness about the importance of business and financial news and its role in coverage, reporting and editing (Knowledge)</p> <p>CO3: Acquire the skills to write different kinds of Business and Financial leads. (Application)</p> <p>CO4: To improve skills in reporting and writing basic and complex</p> | | | | | |

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|--|---|-----------------------------|-------------------------------|-----------------|
| | business and financial stories in different beats (Application) CO5: Provide a basic understanding of the world of business and finance by localising financial and economic data effectively. (Evaluation) CO6: Acquire the skill to convert Business news releases into Business and financial reports (Creation) | | | |
| Course Content: | The objective of the course is SKILL DEVELOPMENT of student by using PARTICIPATIVE LEARNING techniques. | | | |
| Module 1 | Introduction to Business Journalism | Lecture Case studies | Classroom Presentation | 13 Hours |
| Topics: Skills for Business Journalism. Role of Business Journalist. Career and opportunities in Business and Financial Journalism. Analysis of major Business and Financial media in India | | | | |

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| Module 2 | Milestones of Indian economy | Lecture and discussion | Class room presentation | 12 Hours |
| Topics: post-independence scenario - five-year plans - overview of Nehruvian model - green revolution - bank nationalisation - control and permit raj - liberalisation in 90's - major institutions in India - Planning Commission - Finance Commission - Ministry of Finance and Commerce - state level Planning Boards. | | | | |
| Module 3 | Major schools of modern economic thinking | Lecture, discussion | Class room presentation | 12 Hours |
| Topics: Classical, neo classical, Marxian, Keynesian, and monetarist schools | | | | |

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|-----------------|---------------------------------------|-------------------------------|--------------------------------|-----------------|
| Module 4 | Business reporting and editing | Lecture and discussion | Class room presentation | 12 Hours |
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Topics: basics of budget – budget reporting – Reserve Bank of India and basics of monetary policy – introduction to stock markets – regulatory mechanism

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|-----------------|--|------------------------------------|--------------------------------|-----------------|
| Module 5 | Emerging areas of Business Journalism | Discussion and case studies | Class room presentation | 12 Hours |
|-----------------|--|------------------------------------|--------------------------------|-----------------|

Topics:

- Business and Economic Reporting
 - o Finance and Financial Markets
 - o Banking and Finance
 - o Global Trade and Finance
- Data based business Journalism
- Reporting on International business environment
 - o Global perspective on role of state in national economic globalization process
 - o Rising power of multi-nationals; economic imperialism

Targeted Application and Tools used

YouTube videos and TEDX talks

Experiential Learning Activities

1. Read some of the financial dailies such as ‘Economic Times’, ‘Mint’, ‘Business Standard’ and review the quality of business reporting in these newspapers.
2. Watch business TV channels such as ‘NDTV Profit’, ‘CNBC TV 18’, ‘Zee Business’ and
Observe the quality of TV based business reporting.
3. Using a mobile phone create a video business report on business of

grape growing in areas nearby to your campus.

4. Study the annual financial report of Reliance Industries Ltd. and, write an analysis of growth of the company based on emergence of their Jio digital platform.
5. Find out the Major Indian financial scams

Select Case Studies/ Seminal Articles

1. Machin, D., & Niblock, S. (2010). The new breed of business journalism for niche global news: The case of Bloomberg News. *Journalism Studies*, 11(6), 783-798.
2. Danford Zirugo, Negative Memory Mobilization: Moments of Journalistic Failure as an Interpretive Lens, *Journalism Practice*, 10.1080/17512786.2021.1929415, (1-16), (2021).
3. Dan Zhang, Paul Dwyer, An Extraordinary Duckling, *The Handbook of Magazine Studies*, 10.1002/9781119168102, (120-135), (2020).
4. Nikki Usher, Making Business News: A Production Analysis of The New York Times, *International Journal of Communication* (2017).
5. de Paiva Jacobini, M. L. (2008). Economic journalism and the conception of market: a content analysis of the economy sections of Folha de S. Paulo and O Estado de S. Paulo. *Brazilian journalism research*, 4(2), 176-194

Resources

Books

1. Hayes, K. (2013). *Business Journalism: How to Report on Business and Economics*. Netherlands: Apress.
2. Shaw, I. S. (2015). *Business Journalism: A Critical Chris Roush (2010), Show Me the Money: Writing Business and Economics Stories for Mass Communication*, Routledge. (second edition)
3. Terri Thompson (Ed.) (2000), *Writing About Business: The New Columbia Knight-Bagehot Guide to Economics and Business Journalism*, Columbia University Press.

4. Conrad Fink (2000), *Bottom Line Writing: Reporting the Sense of Dollars*, Iowa State University Press
5. Robert Reed and Glenn Lewin (2005), *Covering Business: A Guide to Aggressively Reporting on Commerce and Developing a Powerful Business Beat*, Marion Street Press
6. Kenneth Morris and Virginia B. Morris (2004), *The Wall Street Journal Guide to Understanding Money & Investing*, Lightbulb Press Inc
7. Chris Roush (2010), *Profits and Losses: Business Journalism and Its Role in Society*, Marion Street Press (second edition)
8. Chris Roush and Bill Cloud (2010), *The Financial Writer's Stylebook: 1,100 Business Terms Defined and Rated*, Marion Street Press
9. *Political Economy Approach*. United Kingdom: Taylor & Francis.
10. Roush, C. (2012). *Profits and Losses: Business Journalism and Its Role in Society*. United States: Acorn Guild Press, LLC.
11. Roush, C. (2010). *Show Me the Money: Writing Business and Economics Stories for Mass Communication*. (n.p.): Taylor & Francis.
12. Roush, C., Cloud, B. (2019). *The SABEW Stylebook: 2,500 Business and Financial Terms Defined and Rated*. (n.p.): Marion Street Press, LLC.
13. Jay Taparia (2003), *Understanding Financial Statements: A Journalist's Guide*, Marion Street 35 Press

Other References

1. **Contemporary Budget Papers:** Government of India, Government of Karnataka, Zila Parishad, Municipalities and Corporations.
2. **Periodicals:** Business India, Business World, Business Today, The Economist, Dalal Street Journal, Advertising & Marketing (A & M), Far Eastern Economic Review, EPW
3. **Business Newspapers:** Regional and National

Video Lectures

1. Ethics in Business Journalism: <https://youtu.be/Y6d0kMGXK8c>
2. Business Journalism Introduction: <https://youtu.be/rvU7b33BVjc>
3. Agriculture and Industrial Sector <https://youtu.be/VGJ1mB2Yxls>

E-Books

1. Introduction To Business and Economic Journalism: <https://bit.ly/3gzXHl6>
2. Business Journalism for the General Reader: <https://bit.ly/3gyxB1L>

Web Resources

1. <https://www.indiabudget.gov.in/>
2. <https://www.theceo.in/review/best-business-newspapers-in-india-you-must-read>

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|---|-----------------|
| Catalogue prepared by | Dr. Prathibha.V |
| Recommended by the Board of Studies on | 5th June 2024 |
| Date of Approval by the Academic Council | 3rd August 2024 |



PRESIDENCY UNIVERSITY



Presidency University Act, 2013 of the Karnataka Act No. 41 of 2013 | Established under Section 2(f) of UGC Act, 1956

Approved by AICTE, New Delhi

Itgalpur, Rajankunte, Yelahanka, Bengaluru – 560064

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|--------------------------------|---|------------------|----------|----------|----------|----------|
| Course Code: BAJ3010 | Course Title: Event Management Type of Course: School Core | L- T-P- C | 1 | 0 | 2 | 2 |
| Version No. | 1.0 | | | | | |
| Course Pre-requisites | Basic understanding of business and management principles, Proficiency in English communication, Recommended: Introductory course in Marketing or Public Relations | | | | | |
| Anti-requisites | -Nil- | | | | | |
| Course Description | The course provides an understanding of the different kinds of events, their organization and how communication plays a role. This course dwells upon the current elements of event management process. The course propagates that event management has become an effective alternate for brand awareness and promotion with a view of saturation of traditional forms of communications. It also highlights the fundamentals of event management evaluation, assessment, and emerging trends. | | | | | |
| Course Outcomes | On successful completion of the course the students shall be able to: CO1: Remember: Identify key components and terminology used in event management. CO2: Understand: Explain the processes involved in planning and organizing an event. CO3: Apply: Demonstrate the ability to create event proposals and plans. CO4: Analyze: Evaluate the logistical requirements and potential risks associated with events. CO5: Evaluate: Assess the effectiveness of event marketing strategies. | | | | | |

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| | CO6: Create: Design comprehensive event plans and execute them successfully. | | | |
| Course Content: | The objective of the course is SKILL DEVELOPMENT of student by using PARTICIPATIVE LEARNIN techniques. | | | |
| Module 1 | Introduction to Event Management | Lecture Case studies | Class room presentation and practice | 9 Hours |
| Topics: Overview of Event Management. Types of Events. Event Management Industry Trends. Roles and Responsibilities of Event Managers. Key Skills for Event Managers. 5C's of Event Management | | | | |
| Module 2 | Event Planning and Design | Lecture, discussion and Practical | Classroom presentation and practice | 9 Hours |
| Topics: Event Conceptualization and Theme Development. Event Proposal Writing. Site Selection and Venue Management. Event Design and Décor. Case Studies of Successful Events | | | | |
| Module 3 | Event Marketing and Promotion | Lecture, discussion and Practical | Class room presentation and practice | 9 Hours |
| Topics: <ul style="list-style-type: none"> • Understanding Event Audiences • Marketing Strategies and Tactics • Social Media and Digital Marketing • Sponsorship and Partnership Development • Public Relations for Events | | | | |
| Module 4 | Budgeting and Financial Management | Lecture and | Class room presentation | 9 Hours |

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| | | discussion | and practice | |
|--|--|------------|--------------|--|

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|---|--|--|--|--|
| Topics: <ul style="list-style-type: none"> • Creating and Managing Event Budgets • Funding and Revenue Streams • Cost Control Strategies • Financial Risk Management • Post-Event Financial Reporting | | | | |
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|-----------------|---------------------------------|------------------------------------|---|----------------|
| Module 5 | Logistics and Operations | Discussion and case studies | Class room presentation and practice | 9 Hours |
|-----------------|---------------------------------|------------------------------------|---|----------------|

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|---|--|--|--|--|
| Topics: <ul style="list-style-type: none"> • Event Scheduling and Timelines • Vendor Management and Contract Negotiation • Event Staffing and Volunteer Management • On-Site Operations and Management • Health, Safety, and Legal Considerations | | | | |
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Targeted Application and Tools used

Mock-events, visiting various events, videos of various events and documentaries

Assignment: Organizing a Mock Event and organizing department events

Hands-on Learning, Debates and class room presentation

Select Case Studies/ Seminal Articles

1. Muller, M. (2015). The mega-event syndrome: Why so much goes wrong in mega-event planning and what to do about it. *Journal of the American Planning Association*, 81(1), 6-17.
2. Kenneth F. Backman, Event management research: The focus today and in the future, Elsevier, Volume 25, January 2018, Pages 169-171
3. Baranwal A, Anand A, Singh R, et al. Managing the Earth's Biggest Mass Gathering Event and WASH Conditions: Maha Kumbh Mela (India). *PLoS Curr.* 2015
4. Allen, J., & Allen, J. (2011). Festival & special event management.
5. Martin Muller, what makes an event a mega-event? Definitions and sizes, *Leisure Studies*
6. John Horne, The Four 'Knowns' of Sports Mega-Events, *Leisure Studies*.

Experiential Learning Activities:

1. Carry out an event management activity for the annual cultural fest of your institution. Post event groups of students should present their learning of managing various activities such as: Operations. Marketing and Public Relations, Food Beverage and Hospitality, Transportation and Logistics Decor and Entertainment Sponsorship and Budget.
2. Watch the movie "Band Baaja Baaraat" to discuss the critical nuances of managing the event of fat Indian weddings.
<https://www.imdb.com/title/tt1610452/>
3. Watch this Ted Talk and discuss various precepts: 7 Precepts of successful event organisation. I Andrew Jose: <https://youtu.be/1r40YwapPOO>.

Books

1. Bowdin, Glenn; Johnny Allen, William O'Toole, Rob Harris, Ian McDonnell. *Events Management (Events Management S.)* ISBN 0-7506-6533-5
2. Goldblatt, Joe. *Twenty-First Century Global Event Management (The Wiley Event Management Series)* ISBN 0-471-39687-7 Imaging
3. Goyal, S. K. (2010). *Event Management*. New Delhi: Adhyayan & Distributors.
4. Kotler, P. (2003). *Marketing Management*. Upper Saddle River, New Jersey's: Prentice Hall.

5. Kishore, D., & Singh, G. S. (2011). *Event management: A Booming Industry and an Eventful Career*. New Delhi: Har-Anand Publications.
6. K. Niraj. (2009). *Integrated Marketing Communications: Himalaya Publishing House*
7. K. Purnima. (2011). *Event Management: Anmol Publications Pvt Ltd.*

REFERENCE

1. Ramsborg, G.C.; B Miller, D Breiter, BJ Reed & A Rushing (eds), *Professional meeting management: Comprehensive strategies for meetings, conventions and events*, 2008, 5th ed, Kendall/Hunt Publishing, Dubuque, Iowa. ISBN 0-7575-5212-9
2. "The 10 most and least stressful jobs in America". www.cbsnews.com. 7 March 2019. Retrieved 2019-11-27.
3. Schivinski, Bruno; Langaro, Daniela; Shaw, Christina (2019). "The Influence of Social Media Communication on Consumer's Attitudes and Behavioral Intentions Concerning Brandsponsored Events". *Event Management*. 23 (6): 835–853. doi:10.3727/152599518x15403853721268. hdl:10071/19989. S2CID 150200949.
4. "When and Why You Need Event Insurance". *BizBash*. 2007-12-06. Retrieved 2019-11-27.
5. Bonner, Marianne. "Should You Buy Special Event Coverage?". *The Balance Small Business*. Retrieved 2019-11-27.
6. "ISO 20121 - Sustainable events", ISO (www.iso.org), retrieved 2014-30-05
7. "Organizing a Green Event". *WWF*.
8. Tao, Yanqiu; Steckel, Debbie; Klemeš, Jiří Jaromír; You, Fengqi (2021-12-16). "Trend towards virtual and hybrid conferences may be an effective climate change mitigation strategy". *Nature Communications*. 12 (1): 7324. Bibcode:2021NatCo..12.7324T. doi:10.1038/s41467-021-27251-2. ISSN 2041-1723. PMC 8677730. PMID 34916499.

9. Cobanoglu, Cihan; Dogan, Seden; Berezina, Katerina; Collins, Galen (2021). Hospitality and Tourism Information Technology. Vol. 17. p. 7. doi:10.5038/9781732127593. ISBN 9781732127593. S2CID 238010417. Retrieved 8 March 2023.

Topics relevant to “Entrepreneurial Skills”: Event Planning and Design students can start their own event management company. This is attained through assessment component mentioned in course handout.

Topics relevant to “Entrepreneurship”: Creating and Managing Event Budgets, Funding and Revenue Streams, Cost Control Strategies, Financial Risk Management, Post-Event Financial Reporting

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|---|-----------------|
| Catalogue prepared by | Dr. C P Rashmi |
| Recommended by the Board of Studies on | 5th June 2024 |
| Date of Approval by the Academic Council | 3rd August 2024 |



PRESIDENCY UNIVERSITY



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Approved by AICTE, New Delhi

Itgalpur, Rajankunte, Yelahanka, Bengaluru - 560064

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|--------------------------------|--|-----------|---|---|---|---|
| Course Code: BAJ2009 | Course Title: Advertising and copywriting Skill Enhancement Courses Type of Course: Discipline Elective | L-T- P- C | 3 | 0 | 0 | 3 |
| Version No. | 1 | | | | | |
| Course Pre-requisites | Understanding of Process of Advertising and copywriting in business environment | | | | | |
| Anti-requisites | Basic writing skills and understanding advertising concepts | | | | | |
| Course Description | The course dwells upon the concepts regarding designing of marketing communications. It also covers the area of strategic planning of advertising. This course delves deep into the relationship between advertising strategies and consumer behaviors. It further highlights the principles of Copy writing and principles of layout and design. The course provides several insights into advertising on web platforms or web media. | | | | | |
| Course Objective | This course is designed to improve the learners' Employability Skills by using Participative Learning techniques . | | | | | |
| Course Outcomes | On successful completion of this course the students shall be able to: CO1: Understand the functions and structure of advertising and marketing strategy CO2: Develop an advertising strategy and evaluate their effectiveness CO3: Apply copyediting and copy fitting tasks | | | | | |

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| | <p>CO4: Write advertisements for selected media that executes a defined strategy and plan</p> <p>CO5: Create ad layouts, Radio scripts, and TV Storyboards and scripts</p> | | | |
| Course Content: | | | | |
| Module 1 | INTRODUCTION TO ADVERTISING | Lecture and discussion | Meaning and History of Advertising | 9 Hours |
| <p>Topic: Meaning and History of Advertising, Importance and Function of Advertising, Advertising Theory and Models, AIDA Model, DAGMAR Model, Maslow's Hierarchy Model, Communication Theories Applied to Advertising, Types of Advertising and New Trends, Economic, Cultural, Psychological and Social Aspects of Advertising</p> | | | | |
| Module 2 | ADVERTISING RESEARCH AND STRATEGY | Lecture and discussion | Key Elements in an Advertising | 6 Hours |
| <p>Topic: Key elements in an Advertising Plan- budget, programming, Tools of Advertising Research, Consumer behaviours- Relationship between Advertising Strategy and Consumer behaviours, Role of Advertising in Marketing Mix, Media Selection, Planning and Scheduling, Campaign Planning, Creation and Production</p> | | | | |
| Module 3 | REGULATORY ASPECTS OF ADVERTISING | Lecture and discussion | Ethics in Advertising | 6 Hours |
| <p>Topic: Ethics in Advertising, Apex Regulatory Bodies -AAAI, ASCI and their Codes</p> | | | | |
| Module 4 | INTRODUCTION TO COPYWRITING | Lecture and discussion | Copy Writing | 6 Hours |
| <p>Topic: Copy Writing -Concepts and Facets, Principles of Copywriting - AIDA, focus on reader, highlight the benefits of product /Service, Attributes of a copywriter -Combination of Creativity and Skill, Copy that attracts Attention, Importance of Grammar and Punctuation and Copywriting for different platforms: Print /Broadcast /Web</p> | | | | |

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| Module 5 | WORKING ON THE BRIEF | Lecture and discussion | , Product Brief, | 6 Hours |
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Topic: Client Brief, Product Brief, Marketing Brief, Agency Brief, Arriving at the Creative Brief

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|-----------------|----------------------|-------------------------------|-------------------------------|---------|
| Module 6 | COPY EDITING PROCESS | Lecture and discussion | Guiding principles of editing | 6 Hours |
|-----------------|----------------------|-------------------------------|-------------------------------|---------|

Topic: Guiding principles of editing, creating print ad and screen ad, Importance of Positioning Statement Production process in different media, Creative Strategy, Combining Creativity and Strategy

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|-----------------|-----------------------|-------------------------------|-----------------------|---------|
| Module 7 | WRITING FOR WEB MEDIA | Lecture and discussion | WRITING FOR WEB MEDIA | 6 Hours |
|-----------------|-----------------------|-------------------------------|-----------------------|---------|

Topic: Guidelines, Planning, Structure and Style- Headlines, Blurbs, Lead, Technical Writing - Copywriting, Web Copy preparation- Profile Writing, Editing, Caption Writing and Online Interviewing, Blogs -Types of blogs -Personal blogs, Collaborative or Group blogs, Corporate or Organizational blogs, Aggregated blogs, Reverse blogs, Vlog, Photo blog- Micro blogging

Experiential Learning

1. In groups of 5 review the following Award-Winning Advertisements and comment what did you like most in these advertisement
 - a. Dove // Stop the Beauty Test
 - b. Bhima Jewellery -Pure as Love
 - c. Horlicks -Tum Kab Itne Bade Ho Gaye
 - d. Savlon -No Hand Unwashed
 - e. Cadbury Slik -How Far Will You Go For love
2. Write a Social Media Post as a click bait for a website.
3. Write 3 Headlines for a Social Cause
4. Prepare an Advertisement Campaign for a FMCG Product of your Choice

Project work/Assignment:

1. **Product Advertisement Campaign:** Task: Develop a comprehensive advertising campaign for a new product of your choice. Create a series of advertisements, including a TV commercial script, print ad, social media posts, and a radio jingle. Ensure consistency in messaging, tone, and branding across all platforms.
2. **Rebranding Strategy:** Task: Choose an established company or brand that you believe could benefit from a rebranding. Develop a rebranding strategy that includes a new logo, slogan, and messaging. Write a detailed rationale for the changes you propose and design various assets that reflect the new branding.
3. **Copywriting for Nonprofit Campaign:** Task: Partner with a nonprofit organization and create a copywriting campaign to raise awareness and donations for a specific cause. Develop compelling copy for their website, social media, fundraising emails, and brochures. Focus on evoking emotions and telling a persuasive story.
4. **E-Commerce Product Descriptions:** Task: Choose a niche product category (e.g., eco-friendly home goods, tech gadgets, fashion accessories) and write engaging and persuasive product descriptions for an e-commerce website. Highlight the unique features and benefits of each product while maintaining a consistent brand voice.
5. **Digital Ad A/B Testing:** Task: Create a set of digital advertisements (such as Facebook ads or Google display ads) for a fictional or real product. Develop two different versions of the ad with distinct headlines, visuals, and copy. Set up an A/B test to determine which version performs better in terms of click-through rates or conversions. Analyze the results and provide insights on why one version outperformed the other

Textbooks:

1. "Hey, Whipple, Squeeze This: The Classic Guide to Creating Great Ads"
2. "The Copywriter's Handbook: A Step-By-Step Guide to Writing Copy That Sells"
3. "Made to Stick: Why Some Ideas Survive and Others Die"
4. "Ogilvy on Advertising"
5. "The Adweek Copywriting Handbook: The Ultimate Guide to Writing Powerful Advertising and Marketing Copy from One of America's Top Copywriters"

References:

1. American Advertising Federation (AAF)
2. Copyblogger
3. Neil Patel
4. David Ogilvy
5. Seth Godin

Website:

1. Copyblogger: <https://www.copyblogger.com/>
2. HubSpot Academy: <https://academy.hubspot.com/>
3. American Marketing Association (AMA): <https://www.ama.org/>
4. Kopywriting Kourse: <https://kopywritingkourse.com/>
5. AdAge: <https://adage.com/>

Select Seminal Articles:

1. Percy, L., & Rossiter, J. R. (1992). A model of brand awareness and brand attitude advertising strategies. *Psychology & Marketing*, 9(4), 263-274.
2. Chernii, L. V. (2021). Innovative Trends in The Effectiveness of Social Advertising. Publishing House "Baltija Publishing".
3. Kumar, V. (2019). Advertising Trends–Indian Perspective. *Nolegein-Journal of Advertising and Brand Management*, 19-23.
4. Maslen, A. (2019). Persuasive copywriting: Cut through the noise and communicate with impact. Kogan Page Publishers.
5. Allen, G. (2021). Writing for the web. In *Writing for Journalists* (pp. 51-71). Routledge.

*Resources:**Books*

1. Jethwaney, J. N., and Jain, S. (2012). Advertising management. Oxford: Oxford University Press
2. University Press
3. Ogilvy, D. (2011). Ogilvy on advertising. London: Prion.

4. Chunawalla. (2000). Advertising theory and practice. Mumbai: Himalaya Publishing House.
5. Goldman, R. (2011). Reading ads socially. London: Routledge.
6. Garrand, T. (2020). Writing for multimedia and the Web: a practical guide to content development for interactive media. CRC Press.
7. N., Iezzi, T. (2016). The Idea Writers: Copywriting in a New Media and Marketing Era. United Kingdom: Palgrave Macmillan US.

Video Lectures

1. <https://youtu.be/qHfJan6GOcM> 2. Copywriting for Advertising:

<https://www.youtube.com/watch?v=qy1DWub19rk>

3. Advertising

<https://www.youtube.com/watch?v=TWgXBEMt3-A>

E-Books

1. Copy Blogger-Copy Writing: <http://bitly.ws/oxk7>
2. <https://egyankosh.ac.in/bitstream/123456789/72038/1/Unit-7.pdf>
3. <https://nou.edu.ng/sites/default/files/2017-03/MAC%20332.pdf>

Web Resources

1. Free Resources for advertising: <https://www.hubspot.com/resources/advertising>
Free Resources for advertising: <https://www.pinterest.com/usainbusiness/freeonline-advertising-resources/>

Topics relevant to “Entrepreneurial Skills”: Film Making, Planning and Execution, ‘Entrepreneurship Skills’ through Experiential Learning Techniques. This is attained through assessment component mentioned in course handout.

Topics relevant to “Entrepreneurship”: Corporate Film Production Life Cycle, Budgeting Financing, Pre-Production, Production and Post Production

**Catalogue
prepared by**

Dr R Ravi Kumar

| | |
|---|-----------------|
| Recommended by the Board of Studies on | 5th June 2024 |
| Date of Approval by the Academic Council | 3rd August 2024 |



PRESIDENCY UNIVERSITY

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Itgalpur, Rajankunte, Yelahanka, Bengaluru – 560064

| | | | | | | |
|--------------------------------|---|------------------|----------|----------|----------|----------|
| Course Code: BAJ3011 | Course Title: Organizational Behaviour and Media organizations Type of Course: Discipline Core | L-T- P- C | 3 | 0 | 0 | 3 |
| Version No. | 2.0 | | | | | |
| Course Pre-requisites | Understanding of Newsroom organizations | | | | | |
| Anti-requisites | -Nil- | | | | | |
| Course Description | <p>This course covers the explanations about the human behaviour in the organizational context. It details the impact of individuals and groups as part of the social and cultural system in the media organization. It highlights the significance of communication, conflict management, leadership styles, motivation techniques and coordination in the work environment and apply these concepts to the development of human resources in an organization. The course further provides insights into the organizational behaviour specifically in media organizations.</p> | | | | | |
| Course Objective | The objective of the course is Skill Development of student by using Participative Learning techniques. | | | | | |
| Course Outcomes | <p>On successful completion of the course the students shall be able to:</p> <p>CO1: Understand the application of the concept of organizational behaviour in media organizations. (Knowledge)</p> <p>CO2: Identify the complexities associated with management of individual and group behaviour. (Comprehension)</p> | | | | | |

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| | CO3: Demonstrate how various traits such as personality, learnability, leadership and motivation impact the behaviour of people in the organization. (Evaluation) CO4: Analyse factors affecting media organizations: Sociological, Economic and Political (Analyse) | | | |
| Course Content: | | | | |
| Module 1 | Introduction to organizational Behavior | Lecture Discussion | Activities-group discussion, skits, role play | 11 Hours |
| Topics: Meaning, Fundamental concepts, Definition; Approaches to OB; Characteristics and limitations of OB; Challenges and Opportunities of OB; Models of OB. | | | | |
| Module 2 | Personality and Values | Lecture/Discussion | Data collection | 11 Hours |
| Topics: Definition and Features; Big five model, MBTI, Johari Window; Managerial Implications of Personality; Perceptions and Attributions: Definition, Features, Factors affecting perception, Process Attribution, Perceptual and attribution errors, Managerial Implications of Perception | | | | |
| Module 3 | Groups and Teams | Lecture, discussion | Data collection | 11 Hours |
| Topics: Definition, Features; Group development stages; Group vs. Teams; Managing and; developing effective teams; Conflict Management: Definition, Features, Types of Conflict, Conflict Resolution; Strategies, Relationship between Conflict and Performance. | | | | |
| Module 4 | Organizational culture in media organizations | Samples, case studies, discussions, experiential learning | Role play, simulation | 12 Hours |

Topics: OB Concepts as applied to the dynamic nature of media organization; OB with specific reference to media: conducting job analysis, selecting the right;people for the job, orientation and training, benefits and incentives, resolving disputes, Group dynamics and conflict resolution; Understanding the psyche of creative minds; Managing the external factors affecting media organizations: Sociological, Economic and Political

Targeted Application and Tools used

Samples of different kinds of different organizational and hierarchical structure can be discussed. Skits, group discussions.

Project work/Assignment:

1. Read about 'Alyque Padamsee' and discuss his leadership traits which lead to Lintas being one of the best advertising agencies of its time.

2. Watch Movie "Mission Impossible" to understand how important it is for a leader to have members with different skill set to form a winning team

Source: <http://www.imdb.com/title/tt2802144/>

3. Watch Ted Talk : "3 ways to create a work culture that brings out the best in employees" and elaborate upon the three ways described in the talk.

https://www.ted.com/talks/chris_white_3_ways_to_create_a_work_culture_that_b_rings_out_the_best_in_employees

4. In groups of 5, study the life of some great media house leaders and prepare a list of their attributes to make their organization a great place to work.

Text Book

1. Organization Behaviour by Dr. F. C. Sharma - (English) SBPD Publications. (2020)
2. SBPD Publications.
3. Creed, A., Gribble, L., Phillips, J. M., Gully, S. M., Watson, M., Griffin, R. W. (2020). Organisational Behaviour: Engaging People and Organisations. Australia: Cengage Learning Australia.

4. Robbins, S. P., & Judge, T. (2013). Organizational behavior (15th ed.). Boston: Pearson.
5. Newstrom J. W., & Davis, K. (2011). Human behavior at work (12th ed.). Tata McGraw Hill
6. Nelson, D , Quick, J.C., & Khandelwal, P., (2011). ORGB. Cengage Learning.

References

1. Robbins, S. P., & Judge, T. (2013). Organizational behavior (15th ed.). Boston: Pearson.
2. Newstrom J. W., & Davis, K. (2011). Human behavior at work (12th ed.). Tata McGraw Hill

Web links

1. <https://libguides.tru.ca/organizationalbehaviour/websites>

Video Lectures

1. Introduction to Organizational Behaviour: <https://youtu.be/OOmAqWRDUDY>
2. Introduction to Organizational Behaviour: <https://youtu.be/QQIS5ipfxeM>

E-Books

1. Organization and Organizational Behaviour <http://bitly.ws/oxnm>
2. Organizational Behavior <http://bitly.ws/oxno>

Select case studies / Seminal articles

1. Fischer, R., Ferreira, M. C., Assmar, E. M. L., Redford, P., & Harb, C. (2005).
2. Organizational behaviour across cultures: Theoretical and methodological issues for
3. developing multi-level frameworks involving culture. International Journal of Cross-Cultural Management, 5(1), 27-48.
4. Nuckcheddy, A. (2018). The effect of personality on motivation and organizational behaviour. Psychology and Behavioral Science International Journal, 9(2), 1-5.
5. Satish Thalladi, Organizational Behaviour in Media Organizations: <https://bit.ly/3Hiy6Zt>
6. Fulk, J., Steinfield, C. W., Schmitz, J., & Power, J. G. (1987). A social information processing model of media use in organizations. Communication research, 14(5), 529-552.

7. Spicer, A. (2020). Organizational culture and COVID-19. *Journal of Management Studies*, 57(8), 1737-1740.
8. Aranki, D. H., Suifan, T. S., & Sweis, R. J. (2019). The relationship between organizational culture and organizational commitment. *Modern Applied Science*, 13(4), 137-154.

Topics relevant to “SKILL DEVELOPMENT”: Organization Behavior & Media organizations for Skill Development through Participative Learning techniques. This is attained through assessment component mentioned in course handout.

Encouraging students to identify their own personalities with the help of Jowhari window techniques and create a sample of media organization structure for their class will make them understand the topic well and shall provide them with a hands on experience relevant to the industry.

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|---|-----------------|
| Catalogue prepared by | Padmavathi S |
| Recommended by the Board of Studies on | 5th June 2024 |
| Date of Approval by the Academic Council | 3rd August 2024 |



PRESIDENCY UNIVERSITY

Presidency University Act, 2013 of the Karnataka Act No. 41 of 2013 | Established under Section 2(f) of UGC Act, 1956
Approved by AICTE, New Delhi



Itgalpur, Rajankunte, Yelahanka, Bengaluru – 560064

| | | | | | | |
|---|---|---|--|-----------------|-----|---|
| Course Code: DES2001 | Course Title: Design Thinking | | L-T-P- | 3 | 0 0 | 3 |
| | Type of Course: OE | | C | | | |
| Version No. | 1.0 | | | | | |
| Course Pre-requisites | NIL | | | | | |
| Anti-requisites | NIL | | | | | |
| Course Description | The course aims to introduce concepts of Design thinking and orient the students towards importance of design thinking, its definition and applications which re-orient the students/practitioners where focus which is otherwise directed inward toward the profession would incline it outwards toward the rest of society and the world. | | | | | |
| Course Objective | The objective of the course is promoting Entrepreneurship for students by using PARTICIPATIVE LEARNING Techniques. | | | | | |
| Course Outcomes | On successful completion of the course the students shall be able to: 1. Understand the concept and importance of Design Thinking. 2. Differentiate between traditional problem-solving and Design Thinking. 3. Identify the core stages of the Design Thinking process. | | | | | |
| Course Content: | All assignments and projects must be developed using the reference materials available from the PU e-resource database – JSTOR, EBSCO, Library OPAC, NPTEL Videos, etc. | | | | | |
| Module 1 | Introduction to Design Thinking | Visual journal, book of essays, context-specific assignment/project | Visual output generation, by Visual Journal and narrative development. | 15 hours | | |
| Topic | | | | | | |
| <ol style="list-style-type: none"> 1. Define key terms and concepts related to design thinking. 2. Explain the core principles of human-centered design and their application. 3. Identify problems using design thinking framework. | | | | | | |
| Module 2 | Ideation and Prototyping | Visual journal, book of essays, context-specific assignment/project | Visual output generation, by visual journal and narrative development. | 18 hours | | |
| Topics: | | | | | | |

1. Analyse and break down complex problems into smaller, manageable components for design consideration.
2. Create tangible prototypes to test and refine design ideas.
3. Develop innovative design concepts that address identified user needs.

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| Module 3 | Implementation and reflection | Visual journal, book of essays, context-specific assignment/project | Visual output generation, by visual journal and narrative development. | 12 hours |
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Topics:

1. Understand the effectiveness and impact of design solutions based on specific criteria.
2. Analyze the design process and suggest improvements for future projects.

Targeted Application & Tools that can be used:

1. Design ideation tools like Miro , SCAMPER etc.
2. Research Tools for Human Centric Design using forecasting tools like WGSN
3. Feedback tools like Google Forms , etc.
4. Expert Lectures

Text Book

Thinking Design by S Balaram. New Delhi [India]: Sage Publications Pvt. Ltd. 2010. eBook., Database: eBook Collection (EBSCOhost)

<https://puniversity.informaticsglobal.com:2284/ehost/detail/detail?vid=6&sid=18ab1f43-1f92-4d02-ae2e-a9c06dc06d8c%40redis&bdata=JnNpdGU9ZWwhvc3QtbGl2ZQ%3d%3d#AN=354920&db=nlebk>

References

Design Thinking by Clarke, Rachel Ivy. Series: Library Futures, Vol. 4. Chicago: ALA Neal-Schuman. 2020. eBook., Database: eBook Collection (EBSCOhost)

<https://puniversity.informaticsglobal.com:2282/ehost/detail/detail?vid=4&sid=c80a7d79-eda4-4b7e-a0d6-afafe437962b%40redis&bdata=JnNpdGU9ZWwhvc3QtbGl2ZQ%3d%3d#AN=2433506&db=nlebk>

The Pocket Universal Methods of Design: 100 Ways to Research Complex Problems, Develop Innovative Ideas, and Design Effective Solutions by Bruce Hanington; Bella Martin. Minneapolis: Rockport Publishers. 2017. eBook., Database: eBook Collection (EBSCOhost)

<https://puniversity.informaticsglobal.com:2282/ehost/detail/detail?vid=11&sid=f086b8c2-260e-4caa-8c48-d732c21a7724%40redis&bdata=JnNpdGU9ZWwhvc3QtbGl2ZQ%3d%3d#AN=1638693&db=nlebk>

What Is Design Thinking and Why Is It Important? By Rim Razzouk and Valerie Shute - Review of Educational Research, Vol. 82, No. 3 (September 2012), pp. 330-348 (19 pages), Published by: American Educational Research Association

<https://puniversity.informaticsglobal.com:2054/stable/23260048?Search=yes&resultItemClick=true&searchText=design+thinking&searchUri=%2Faction%2FdoBasicSearch%3F>

https://puniversity.informaticsglobal.com:2054/stable/20627839?Search=yes&resultItemClick=true&searchText=design+thinking&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3Ddesign%2Bthinking%26so%3Drel&ab_segments=0%2FSYC-6168%2Ftest&refreqid=fastly-default%3Acb1be24976e25734cb5fc13a8af6fdfb&seq=1#metadata_info_tab_contents
 Abductive Thinking and Sensemaking: The Drivers of Design Synthesis by John Kolko, Design Issues, Vol. 26, No. 1 (Winter, 2010), pp. 15-28 (14 pages), Published by: The MIT Press

https://puniversity.informaticsglobal.com:2054/stable/1511801?Search=yes&resultItemClick=true&searchText=design+thinking&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3Ddesign%2Bthinking%26so%3Drel&ab_segments=0%2FSYC-6168%2Ftest&refreqid=fastly-default%3A0b89336ea274d63c010536b01316d7bb&seq=1#metadata_info_tab_contents
 Designerly Ways of Knowing: Design Discipline versus Design Science by Nigel Cross, Design Issues, Vol. 17, No. 3 (Summer, 2001), pp. 49-55 (7 pages), Published by: The MIT Press

https://puniversity.informaticsglobal.com:2054/stable/1511801?Search=yes&resultItemClick=true&searchText=design+thinking&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3Ddesign%2Bthinking%26so%3Drel&ab_segments=0%2FSYC-6168%2Ftest&refreqid=fastly-default%3A0d5b607b163f60876ca973ed90e22b1c&seq=1#metadata_info_tab_contents

| | |
|---|--|
| Catalogue prepared by | Dr. Ashok A Itagi / Mr. Abhinav Srivastava |
| Recommended by the Board of Studies on | |
| Date of Approval by the Academic Council | |

Topics relevant to “Entrepreneurship”: Introduction, Process of enhancement, Benefits of creative thinking process for developing Entrepreneurship through Participative Learning techniques. This is attained through assessment component mentioned in course handout.



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|--------------------------------|---|----------------|----------------|
| Course Code: ENG2011 | Course Title: CREATIVE WRITING Type of Course: Open Elective | L-T-P-C | 2-1-0-3 |
| Version No. | 1.0 | | |
| Course Pre-requisites | Effective Writing Skills | | |
| Anti-requisites | NIL | | |
| Course Description | <p>This course will offer an extensive introduction to concepts associated with creative writing including the art, craft and the fundamental skills essential for aspiring creative writers. Students will explore literary devices, narrative techniques, and themes of identity and belonging by analyzing contemporary texts. The course will provide students with hands-on writing exercises, including close readings, creating blackout poetry, and writing memoirs or persuasive stories for social change. Students will also engage with digital tools like Twine and social media to create interactive and multimedia narratives. By experimenting with different genres and forms, students will refine their writing skills and develop a personal creative voice. Collaborative feedback and peer reviews are integral to the learning process. Assignments and group activities will assess students' proficiency in understanding the techniques of creative writing and producing a substantial original creative text in the genre of their choice.</p> | | |
| Course Objective | <p>The objective of this course is to provide students with a comprehensive understanding of the principles and techniques of creative writing and enable them to develop their own distinctive writing voice.</p> | | |

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| Course Outcomes | <p>On successful completion of this course, the student shall be able to:</p> <p>CO1: Distinguish the foundational elements of creative writing and narrative techniques to craft engaging and impactful stories across diverse genres.</p> <p>CO2: Interpret a text by focusing on formal structures and theme to enhance critical thinking and the ability to evaluate and emulate effective writing styles.</p> <p>CO3: Demonstrate the ability to create and adapt narratives for digital platforms to meet the demands of contemporary media and connect with digital audiences.</p> <p>CO4: Produce expressive and persuasive narratives that communicate ideas effectively and inspire action or emotional engagement.</p> |
|------------------------|---|

Course Content: Theory Sessions

| Module 1 | Introduction to Creative Writing | Assignment | Narrative Techniques | 8 Hours |
|--|---|-------------------|-----------------------------|----------------|
| <ul style="list-style-type: none"> • Introduction to Creative Writing – Understanding Creativity and Storytelling • Poiesis: Poetic Devices and Sound Devices • Exploring Forms: Poetry, Fiction, Nonfiction, Drama, Memoir, Narrative Essay and Hybrid Forms • Introduction to Points of View • Elements of Narration : Character, Dialogue, Setting, Narration, Voice, Tense, Mood and Atmosphere | | | | |
| Module 2 | Close Reading and Interpretation of Texts. | Assignment | Interpretation | 6 Hours |
| <ul style="list-style-type: none"> • Introduction to Close Reading • Close Readings of “Home” by Warsan Shire, “Identity Card” by S Joseph and “An Introduction” by Kamala Das. | | | | |

- Reading the Novel *Karukku* by Bama

Activity

Compare themes of identity, belonging, and social critique across the three poems (“Home”, “Identity Card” and “An Introduction”)

Create a Blackout Poetry from the aforementioned poems

| | | | | |
|-----------------|------------------------------------|----------------------|-----------------------------|----------------|
| Module 3 | Writing for the Digital Age | Group Project | Digital Storytelling | 8 Hours |
|-----------------|------------------------------------|----------------------|-----------------------------|----------------|

- Digital storytelling: Social media narratives and trends
- Flash fiction, Free writing and Sensory Writing
- Writing interactive/branching narratives
- Fanfiction and remix culture as creative tools

Activity:

Create a choose-your-own-adventure story (using Twine)

Write a microfiction based on a popular meme

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| Module 4 | Expressive and Persuasive Writing | Presentation | Creative Writing | 8 Hours |
|-----------------|--|---------------------|-------------------------|----------------|

- Persuasive storytelling for social change: Choose a social issue you feel passionate about (e.g., climate change, mental health awareness, equality) and write a persuasive short story around the issue.
- Write a memoir or a personal essay from a lived experience
- Create Multimodal Writing or Text for Social Media Platforms
- Reading “Girl” by Jamaica Kincaid

Course Content: Tutorial Sessions

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| Module 1 | Introduction to Creative Writing | | | 4 Hours |
|-----------------|---|--|--|----------------|

Icebreaker: Use Metaphor Dice to create a poem.

Textual Analysis: Read and discuss Zadie Smith's “Joy”, focusing on personal voice and narrative style.

Reflective Writing: Write a brief piece on a moment of "joy" or a contrasting emotion.

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| Module 2 | Close Reading and Interpretation of Texts. | | | 3 Hours |
| <p>Activity: Compose a poem based on a photograph and do peer review on it Use Padlet or Google Jamboard to post the reviews for a collaborative feedback session.</p> | | | | |
| Module 3 | Writing for the Digital Age | | | 4 Hours |
| <p>Create a Social Media Narrative Writing a fanfiction: 1. Select a character, setting or plotline from a list of classic or contemporary works 2. Write a short piece that reimagines the chosen story or character in a new context (e.g., Hamlet in a corporate world, a superhero grappling with social media fame). 3. Using tools like Canva or Instagram story templates, create a visual or multimedia representation of the piece)</p> | | | | |
| Module 4 | Expressive and Persuasive Writing | | | 4 Hours |
| <p>Meet the Author: An interactive session with a contemporary author Group Activity: Scriptwriting and Enactment – Students will collaborate in small groups to write an original script for a short play, focusing on character development, dialogue, and plot progression, and will perform their script in class as a culminating creative exercise</p> | | | | |
| <p>Targeted Application & Tools that can be used: 1. Writing Skills 2. Creative Writing 3. Critical thinking Tools: Social media, Twine, Padlet, Books, and Research Papers/ Articles</p> | | | | |
| <p>Project work/Assignment: Assignment on Reflective writing: Write a brief piece on a moment of joy or a contrasting emotion</p> | | | | |

Compose a poem based on a photograph and do a peer review on it

Group Project on writing a fan fiction

Group Activity: Scriptwriting and Enactment

References

Books:

R1: Smith, Zadie. "Joy". *The New York Review of Books*, 21 Dec. 2013

R2: Le Guin, Ursula K. *The Ones Who Walk Away from Omelas*. In *The Wind's Twelve Quarters*. Harper & Row, 1973.

R3: Elbow, Peter. *Writing with Power: Techniques for Mastering the Writing Process*. Oxford University Press, 1981

R4: Atwood, Margaret. *On Writers and Writing*. Virago, 2002.

R5: Berger, Joh. *Ways of Seeing*. Penguin Classics, 2008.

R6: Morley, David and Philip Neilsen. *The Cambridge Companion to Creative Writing*. Cambridge University Press, 2012

Web resources:

1. <https://granta.com/>
2. <https://writers.com/course/poetry-playhouse>
3. <https://www.writersdigest.com/>
4. <https://www.thecreativepenn.com/>

Topics Relevant to "employability": Writing an original creative content

Topics Relevant to "Human Values and Professional Ethics": Persuasive storytelling for social change: writing a persuasive short story around the issue.

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| Catalogue prepared by | Dr. Anusree B |
| Recommended by the Board of Studies on | |
| Date of Approval by the Academic Council | |



| | | | | | | |
|--|---|----------------|----------|----------|----------|----------|
| Course Code: BAJ4001 | Course Title: Industry Internship and Mini Project Type of Course: Program Core | L-T-P-C | 0 | 0 | 0 | 3 |
| Version No. | 2.0 | | | | | |
| Course Pre-requisites | Over all understanding of the course. | | | | | |
| Anti-requisites | -Nil- | | | | | |
| Course Description | This course aims at imparting practical approach to the theoretical knowledge which they have gained in previous semesters. | | | | | |
| Course Outcomes | <p>On successful completion of the course the students shall be able to:</p> <p>CO1: Understand the concept and purpose of Internships.</p> <p>CO2: Analyze various practical research approach to the theoretical knowledge.</p> <p>CO3: Identify, implement and evolve different research perspectives and understanding of the assigned topic.</p> <p>CO4: Enable students to have a pilot study and to carry out a comparative study on different modules of media and communication</p> <p>Internship Instructions</p> | | | | | |
| Internship Instructions | | | | | | |
| <p>The Internship procedure spans a duration of 9 weeks and follows specific guidelines to ensure a structured and professional approach.</p> <p>The process is outlined as follows:</p> | | | | | | |

Choosing a Subject/Topic: The subject for the Internship should be focused, avoiding overly broad topics. It must be industry-oriented to allow for the availability of sufficient material and relevance to professional practice.

Finalization and Approval of the Topic: Once a topic is selected, students are required to fill out a synopsis in the University's prescribed format. This synopsis must then be approved by the assigned faculty guide, after which work on the Internship project can commence.

Online Registration: After topic approval, students must complete an online registration form, which will then be approved by the institution.

Allocation of Faculty Guides: Faculty guides are assigned to each student. It is important to ensure that the synopsis submitted to the faculty guide aligns with the form submitted online, as any discrepancies will result in the form not being approved.

Submission of Weekly Progress Reports (WPR): Students are required to submit a Weekly Progress Report to their respective faculty guide. This report is mandatory and serves as a key component of the internal evaluation process. The WPR must follow the prescribed format of the University.

Daily Diary Maintenance: Students must maintain a daily diary documenting the work done during the course of the Internship. Regular communication with the faculty guide and professional supervisor is encouraged for guidance or clarification.

Drafting and Approving First and Second Drafts: The Internship project should be structured as follows:

1. A statement of purpose, limitations, and parameters.
2. The main body, which includes references, ideas, and points of agreement or

disagreement.

3. A summary or conclusion, providing insights, further questions, and a concise recap. Drafts should be coherent, avoiding fragmented or overly long sentences, and only relevant information should be included.

Editing and Finalizing the Paper: Final editing should ensure that all quotations serve specific purposes, such as providing evidence or avoiding misrepresentation. The language should be polished, and proper formatting for citations, footnotes, and tables must be adhered to.

Submission of the Final Report: The final report must be prepared in accordance with the guidelines, incorporating any feedback from the faculty guide on earlier drafts. Along with the report, students must submit their WPR and internship diary.

Eligibility for Submission and Final Assessment: Students must meet the following conditions

to be eligible for submission:

1. **Online registration for the Internship**
2. Approval of the topic, synopsis, and project plan.
3. Submission of at least 90% of the WPRs.
4. At least 80% of the WPRs must be deemed satisfactory.

The Internship report must follow the prescribed layout and include the following sections:

- **Title Page:** The title page must contain the University logo, project title, student's name, roll number, course, year, and supervisor's name. The university and department should be mentioned at the bottom.
- **Preface:** The abstract should succinctly summarize the project's scope and results without being overly descriptive.

- Acknowledgement: Any advisory or financial assistance received during the Internship should be acknowledged.
- Certificate from the Project Guide: A certificate from the faculty guide must be included.
- Table of Contents: The table of contents should correspond exactly to the titles and subtitles in the report.
- Introduction: The introduction should briefly explain the problem central to the Internship, with a clear project objective and, if necessary, a hypothesis.
- Literature Review: A detailed list of reviewed literature should be included.
- Research Design: This section should explain the design and methodology used during the Internship, including any modifications.
- Results and Discussion: This section should present and discuss the results of the Internship, drawing comparisons with previous work. All figures and tables should be placed near the associated text, properly numbered, and given titles or captions.
- Summary of Findings, Conclusion, and Recommendations: The conclusion should summarize the work, and any recommendations should be supported by the findings.
- Future Prospects: This section should highlight potential future research or professional areas based on the Internship project
- Appendices: Any supplementary material, such as additional data or documents, should be placed in the appendix.
- References/Bibliography: All cited works must be listed alphabetically by the author's surname and should follow proper formatting.

Project work/Assignment:

| Sl. No. | Parameter |
|---------|---|
| 1. | Introduction and Statement of the Problem |
| 2. | Review of Literature |

| | | |
|---|---|--|
| 3. | Methodology/ methods/ Approach | |
| 4. | Data Collection, Analysis, Results findings/ Outcomes and conclusions | |
| 5. | Future scope and Limitations outlined | |
| 6. | Quality of work and written expression | |
| 7. | Presentation and Communication | |
| Catalogue prepared by | | |
| | | Dr. Ashish Sharma / Mr Sarath A Pradeep |
| Recommended by the Board of Studies on | | |
| | | 09/01/2025 |
| Date of Approval by the Academic Council | | |
| | | |

Ittagalpura, Rajanukunte, Yelahanka, Bengaluru 560 119