PRESIDENCY UNIVERSITY

PROGRAMME— REGULATIONS— & CURRICULUM

2023-26

PRESIDENCY
SCHOOL OF MEDIA STUDIES

PRESIDENCY SCHOOL OF MEDIA STUDIES

Program Regulations and Curriculum

2023-2026

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.: <u>PU/AC-24.20/SOMS19/BAJ06/2024-27</u>

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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PART 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 2023-2026.
    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 2023-2026 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, 2023-2026;*

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 2023-2026 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 2023-2026 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 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.)	**Continuous Assessments**	**50%**
	End Term Examination	**50%**
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.)	**Continuous Assessments [Lab Only]**	**60%**
	End Term Examination [Lab Only]	**40%**

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	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.

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 (2023-2026) 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) 2023-2026: Summary of Mandatory Courses and Minimum Credit Contribution from various Baskets		
Sl. No.	**Baskets**	**Credit Contribution**
1	School Core	46
2	Program Core	33
3	Discipline Elective	32
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					
S.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	Introduction to Radio, Podcast and TV	2	0	2	3
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	Introduction to News Anchoring and News Management	0	0	2	1
15	English for Journalism	2	0	0	2

16	Reasoning and Employment Skills	0	0	2	1
17	Preparedness for Interview	0	0	2	1
18	Introduction to Human rights and Gender issues	2	0	2	3
19	Ethics in Media and the legal framework	2	0	0	2
20	Radio and TV production	2	0	2	3
21	Production Portfolio	1	0	2	2
22	Industry Internship and Mini Project	-	0	-	3
	Total No. of Credits				**46**

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	Digital Advertising and Marketing	2	0	2	3
10	Media Research and Data Analysis	3	0	2	4
11	Film Studies	1	0	2	2

Total No. of Credits	33

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 32 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

		L	T	P	C
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

*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

S. NO.	COURSE CODE	COURSE NAME	L	T	P	C	CONTACT HOURS	BASKET	TYPE OF SKILL	COURSE ADDRESSES TO
							Semester 1			
1.	BAJ1011	Fundamentals of Journalism	3	0	0	3		SC	F	
2.	BAJ1012	Introduction to Communication Model	3	0	0	3		SC	F	
3.	BAJ1022	Introduction to Radio, Podcast and TV	2	0	2	3		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	

S. NO.	COURSE CODE	COURSE NAME	L	T	P	C			BASKET	TYPE OF SKILL	COURSE ADDRESSES TO
9.	CHE1020	Environmental Studies and Sustainable Development	2	0	0	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**					**BASKET**	**TYPE OF SKILL**	**COURSE ADDRESSES TO**
			L	**T**	**P**	**C**	**CONTACT HOURS**			
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	1	0	4	3		PC	S/EM	

S. NO.	COURSE CODE	COURSE NAME	L	T	P	C		BASKET	TYPE OF SKILL	
		and Photography								
7.	PPS1012	Enhancing Personality Through Soft Skills	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	CONTACT HOURS			
1	BAJ3055	Introduction to News Anchoring and News Management	0	0	2	1		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	Discipline Elective –	2	0	4	4		DE	S/F/EM	

S. NO.	COURSE CODE	COURSE NAME	L	T	P	C	CONTACT HOURS	BASKET	TYPE OF SKILL	COURSE ADDRESSES TO
	XXXX	II								
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	CONTACT HOURS			
1	PPS3018	Preparedness for Interview	0	0	2	1		SC	S	
2	BAJ1003	Introduction to Human rights and Gender issues	2	0	2	3		SC	F	
3	BAJ3001	Ethics in Media and the legal framework	2	0	0	2		SC	S /F	
4	BAJ2040	Developmental Journalism	3	0	3	3		PC	S /F	
5	BAJ3040	Digital Advertising and Marketing	2	0	2	3		PC	S/F/EM	
6	BAJ XXXX	Discipline Elective – IV	2	0	0	2		DE-IV	S/F/EM	
7	BAJ	Discipline Elective –	0	0	2	1		DE -IV	S/F/EM	

	XXXX	IV[P]						[P]		
8	BAJ XXXX	Discipline Elective – V	2	0	0	2		DE-V	S/F/EM	
9	BAJ XXXX	Discipline Elective – V[P]	0	0	2	1		DE--V [P]	S/F/EM	
10	BAJ XXXX	Discipline Elective – VI[P]	0	0	4	2		DE- VI [P]	S/F/EM	
11	BAJ XXXX	Discipline Elective – VII	3	0	0	3		DE - VII	S/F/EM	
12	XXXX	Open Elective - I	3	0	0	3		OE- I	S	
		TOTAL				26				

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

S.NO.	COURSE CODE	COURSE NAME	L	T	P	C	CONTACT HOURS	BASKET	TYPE OF SKILL	COURSE ADDRESSES TO
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	L	T	P	C	CONTACT HOURS	BASKET	TYPE OF SKILL	COURSE ADDRESSES TO
1	XXXXXX	Open Elective - III	3	0	0	3	3	OC		
2	BAJ4001	Industry Internship and Mini Project	-	0	-	3	3	SC		
		TOTAL				6	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.

PRESIDENCY UNIVERSITY

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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, PTI, 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

| | 1. Kumar, Keval J. Mass communication in India, Jaico Publishing House. |
| | 2. Mehta. D. S. Mass communication & Journalism in India. |

References

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':

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	3rd August 2024

Itgalpur, Rajankunte, Yelahanka, Bengaluru – 560064

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	On successful completion of the course the students shall be able to: **CO 1.** Understand the need for and importance of communication					

		[Knowledge].			
		CO 2. Explain various theories of communication [Understand]			
		CO 3. Describe the functions of mass communication. [Remember]			
		CO 4. Assess the impact of media on society [Evaluate]			
Course Content:					
Module 1	**Introduction to Communication**	**Lecture Discussion**	**Activities- group discussion, skits, role play**	**10 Hours**	

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,**	**Role play, simulation**	**15 Hours**

		experiential learning		

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 cane 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. Dimbleby, 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	3rd August 2024

Itgalpur, Rajankunte, Yelahanka, Bengaluru – 560064

Course Code: BAJ1022	Course Title: Introduction to Radio, Podcast and TV Type of Course: General Basket & Theory and Practical	**L-T- P- C**			
			2	0	2	3

Version No.	1.0
Course Pre-requisites	
Anti-requisites	NIL
Course Description	• This course introduces students to the history, theory, and practice of radio, podcasting, and television. • Students will learn about the different formats and genres of these media, as well as the technical aspects of production. • They will also have the opportunity to create their own radio or podcast programs.

Course Objectives	The objective of the course is to SKILL DEVELOPMENT of students by using PARTICIPATIVE LEARNING techniques
Course Outcomes	On successful completion of this course the students shall be able to: CO 1. Understand the history and development of radio, podcasting, and television. [**Knowledge**] CO 2. Identify the different formats and genres of these media [**Remember**] CO 3. Analyze the technical aspects of production [**Analyze**] CO 4. Create their own radio or podcast programs [**Creation**]
Course Content:	

Module 1	**History and Evolution of Broadcasting**	**Lecture** **PPT** **Discussion**	Historical development and milestones of radio	**15 Hours**

Topics: Understand the historical development and milestones of radio, podcasting, and television. Explore the impact of broadcasting on society, culture, and information dissemination. Analyze the technological advancements that have shaped the broadcasting industry.

Module 2	**Broadcasting Formats and Genres**	**Lecture** **PPT** **Discussion**	Broadcasting formats	15 Hours

Topics: Identify and compare various broadcasting formats, such as news, talk shows, documentaries, and entertainment programs. Examine the characteristics, target audience, and popular genres within radio, podcasting, and television. Discuss

Module 3	Introduction to Radio Production	Lecture PPT Discussion	Radio Production	15 Hours

the trends and challenges in each broadcasting format and their adaptation to changing audience preferences.

Topics: Familiarize students with the basic components and equipment used in radio production, such as microphones, mixing consoles, and audio editing software. Develop skills in scriptwriting, voice modulation, interviewing techniques, and audio editing for radio programs. Collaborate in small groups to produce and present radio segments, incorporating storytelling, music selection, and sound effects. Learn the fundamentals of radio production, including scripting, voice modulation, sound effects, music selection, and commercial advertisements. Practice recording and editing audio using software like Audacity or Adobe Audition.

Module 4	Podcast Production and Distribution	Lecture PPT Discussion	Podcast Production	15 Hours

Topics: Learn the process of planning, recording, and editing podcast episodes using appropriate software and equipment. Explore different podcast formats, such as interviews, storytelling, and educational content, and develop skills in scriptwriting and hosting. Understand podcast distribution platforms, strategies for building an audience, and utilizing social media for promotion and engagement.

Targeted Applications & Tools that can be used:

After the course,students are introduced to Audio Editing Software:

Audacity: A free, open-source software for recording and editing audio, widely used in radio production and podcasting.

Adobe Audition: Professional audio editing software with advanced features, suitable for more complex editing and post-production tasks.

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. <u>Presidency University Library Link</u>. **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:**   Assignment: Radio Program Analysis Ask students to listen to a radio program of their choice and critically analyze its format, content, and target audience.. **Assignment 2:**   Podcast Production   Have students work individually or in groups to produce a podcast episode on a chosen topic.
Reference(s): **Text Book(s)** 1. Broadcasting, Cable, the Internet, and Beyond: An Introduction to Modern Electronic Media" by Joseph R. Dominick and Barry L. Sherman. 2. "Introduction to Radio Production" by Robert McLeish. 3. "Podcasting For Dummies" by Tee Morris and Chuck Tomasi. 4. "Television Production Handbook" by Herbert Zettl.

5. "The Radio Station: Broadcast, Satellite, and Internet" by Michael C. Keith.

6. "An Introduction to Television Studies" by Jonathan Bignell.

Reference Book(s):

1. The Radio Handbook" by Carole Fleming.

2. "Podcasting: The Do-It-Yourself Guide" by Todd Cochrane.

3. "Television Production: A Classroom Approach" by Steve Rutherford and Jeremy Orlebar.

4. "Sound Reporting: The NPR Guide to Audio Journalism and Production" by Jonathan Kern.

5. "Introduction to Media Production: The Path to Digital Media Production" by Gorham Kindem and Robert B. Musburger.

6. "Media Production: A Practical Guide to Radio, TV and Film" by Amanda Willett.

7. "Introduction to Mass Communication: Media Literacy and Culture" by Stanley Baran.

8. "The Podcast Handbook: The Complete Guide to Podcasting" by Michael W. Geoghegan and Dan Klass.

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

Video Lectures

1. "Introduction to Broadcasting" by Columbia University - YouTube (youtube.com/watch?v=GbHbpxBAbEg)

2. "Podcasting 101: How to Start a Podcast" by Pat Flynn - YouTube (youtube.com/watch?v=iCkYw3cRwLo)

3. "Introduction to Television Production" by Media Training Worldwide - YouTube (youtube.com/playlist?list=PL13D46296B9734190)

4. "Radio Broadcasting Techniques" by Full Sail University - YouTube (youtube.com/playlist?list=PLdNpY59xkW5fB3TRJl3-Um7acWzWvEFXG)

5. "TV Production Basics" by Kelsey Media Productions - YouTube (youtube.com/playlist?list=PLLeDF_lfPyRGJ8llTlAtuZ45xd4WO3pKF)

E-Books

1. "The Radio Handbook" by Carole Fleming (freestudy.co.uk/media/1570749002_The-Radio-Handbook.pdf)

2. "Podcasting for Beginners: Start, Grow and Monetize Your Podcast" by Salvador Briggman (podcastinsights.com/wp-content/uploads/2020/02/podcasting-for-beginners.pdf)

3. "Television Production Manual" by Herbert Zettl (staging-wardle.pearsoncmg.com/static/pdf/television_production_manual.pdf)

4. "Introduction to Media Production: The Path to Digital Media Production" by Gorham Kindem and Robert B. Musburger (ocw.tudelft.nl/wp-content/uploads/Introduction-to-Media-Production.pdf)

5. "Television Production: Disciplines and Techniques" by Frederick H. Greene (open.umn.edu/opentextbooks/textbooks/69)

Web Resources

1. Transom: transom.org (Focuses on storytelling and audio production, providing

tips, techniques, and examples in radio and podcasting.)

2. NPR Training: training.npr.org (Offers resources, guides, and articles on various aspects of radio and audio journalism.)

3. Radio World: radioworld.com (Covers news, industry trends, and technical aspects of radio broadcasting.)

4. The Podcast Host: thepodcasthost.com (Provides tips, tutorials, and resources for podcast production, hosting, and promotion.)

5. The Pro Tools Expert: pro-tools-expert.com (Offers tutorials and resources for audio editing and production, including Pro Tools software.)

Podcasts:

1. HowSound: PRX.org/how-sound (Explores the craft of audio storytelling, sharing insights and behind-the-scenes stories from radio producers.)

2. The Spreaker Live Show: spreaker.com/show/spreaker-live-show (Focuses on podcasting tips, industry trends, and interviews with podcasting experts.)

3. The Feed: thefeed.libsyn.com (Discusses podcasting news, updates, and best practices for podcasters.)

4. Better Podcasting: betterpodcasting.com (Offers practical advice, tips, and discussions on various aspects of podcast production.)

5. The Radio Stuff Podcast: art19.com/shows/the-radio-stuff-podcast (Features interviews and discussions on radio programming, production, and industry insights.)

Topics relevant to the development of "RADIO PRODUCTION, PODCASTING":
Topics relevant to the development of " TELEVISION":

Catalogue prepared by	**Dr. Sarath A Pradeep**

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

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Approved by AICTE, New Delhi

GAIN MORE KNOWLEDGE
REACH GREATER HEIGHTS

40 YEARS OF ACADEMIC WISDOM

Itgalpur,Rajankunte, Yelahanka, Bengaluru – 560064

Course Code: BAJ1015	Course Title: Print Media: Theory & Practice Type of Course: Program Core (Theory embedded)	2	0		
		L- T-P-C		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 usingPARTICIPATIVE LEARNING techniques.**				
Course Outcomes	**On successful completion of the course the students shall be able to:** **CO 1.** Understand the history of newspapers in world & India. **[Knowledge]** **CO 2.** Explain the basic Structure of News, News Beats, and				

			qualities of reporters. [**Comprehension**] **CO 3.** Identify the skills required for reporting, feature writing, subbing, interviewing. [**Evaluation**] **CO 4.** Analyze the contemporary elements of editing, Structure of the editorial. [**Analyze**]	
Course Content:				
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**	Lecture PPT 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	**Reportin gBeats**	**Lecture / Group Discussio n**	**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 Structure and Editing Techniques**	**Lecture / Group Discuss ion**	**Understand the Newsroom Structure& Editing Technique through role play.**	**15 Hours**

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 adigital 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-dayhappenings 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 anddialogues 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 forToday'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, Reportingfor 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 TimHarrower

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, SagePublications,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: SurjeetPublication, 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 SystemsJournal. 39. 569-. 10.1147/sj.393.0569.

2. Ghadeer, Al. (2018). The changing nature of News Reporting, Story Development andEditing. 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 reportingon Millennials' emotions and engagement. Journalism, 1464884920944741.

4. Klein, T., Fondren, E., & Apcar, L. News Editing and the Editorial Process. Oxford

5. Research Encyclopedia of Communication. Retrieved 14 Jan. 2022, fromhttps://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=PseOowF4Gl0

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-journalistshould- experiment-with/s2/a565266/

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

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	**On successful completion of the course the students shall be able to:** **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]			
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 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**	**Discussion/ca**	**Ability to think creatively and apply**	**12 Hours**

	Advertising	se studies	in their course work.	
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	**Introducti on 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 Campaignplanning, 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				
Creating an advertisement for social cause Identify and review some of the adverstisements 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 Annuakon 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 Annuakon 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.

Catalogue prepared by	Padmavathi S/ Dr R Ravi Kumar
Recommended by the Board of Studies on	5th June 2024
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Approved by AICTE, New Delhi

40 YEARS OF ACADEMIC WISDOM

Itgalpur, Rajankunte, Yelahanka, Bengaluru – 560064

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 MSExcel, 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)

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
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40 YEARS OF ACADEMIC WISDOM

Course Code: CHE1020	Course Title: Environmental Studies and Sustainable Development	L- T-P-C	2	0
	Type of Course: School Core- Theory	Contact hours	2	0
Course Pre-requisites	NIL			
Anti-requisites	**NIL**			
Course Description	This course is designed to improve the learners' SKILL DEVELOPMENT b PATICIPATIVE LEARNING techniques. This course emphasizes the conserve biodiversity and adopt a more sustainable lifestyle by utilizing reso a responsible way. Topics covered include basic principles of ecosystem fu biodiversity and its conservation; human population growth; water re pollution; climate change; energy resources, and sustainability; Sustaning societies, policies, and education. **This course is designed to cater to Environment and Sustainability**			
Course Objective	The objective of the course is 'SKILL DEVELOPMENT of the student b PARTICIPATIVE LEARNING techniques			
Course Outcomes	On successful completion of this course the students shall be able to: 1) Outline the need for eco-balance 2) Discuss the issues related to ecosystems, biodiversity and natural resourc 3) Identify environmental hazards affecting air, water and soil quality 4) Recognize the importance of healthy environment and finding the sus methods to protect the environment			
Course Content:				
Module 1	**Environment and Ecosystem**	Assignment, Case study	Data Collection	**06**

Topics:
Significance and need for environmental studies, environmental perceptions in various dis
Environmental ethics; Ecosystem, components of the ecosystem; Ecological pyramids, Energy flow
ecosystem; Biogeochemical cycles; Effect of human activities on these cycles.

Module 2	**Biodiversity**	Assignment, Case study	Data Collection	**07**

Topics:
Importance, types, factors affecting biodiversity; Types of species - Extinct, endemic, endangered, a
species, their interaction with each other; mega-biodiversity; Hot-spots; Ecological succession; Thre
Conservation of biodiversity.

Module 3	**Human population and Environmental pollution**	Assignment, Case study	Data analysis	**07**

Topics:
Environmental hazards: Biological, Chemical, Biomedical, noise, Risk and evaluation of hazards
environmental problems; Types of pollution, effects, and mitigation. Solid waste management (
Climate disruption, global warming, and ozone depletion; Environmental policies.

Module 4	**Sustaining Natural resources**	Assignment, Case study	Data analysis	**06 Cla**

Topics:
Health and Hygiene. Food and soil conservation, Water resources and water quality manag
Desalination; Energy resources- Renewable and non-renewable, efficiency and conservation. Sust
strategies for conservation of natural resources.

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:

Project Assignment:

Assessment Type:
- Midterm exam
- Assignment (review of digital/ e-resource from PU link given in references se mandatory to submit screenshot accessing digital resource.)
- Quiz
- Self-learning topic
- End Term Exam

Assignments:
- **Write detailed notes on Major environment policies and legislations in India.**
- **What is air pollution? Explain its integrated impact on forest condition under ch climate.**

Text Book
1. G. Tyler Miller and Scott Spoolman (2020), Living in the Environment, 20th Edition, Cengage

Learning, USA

Reference Books
1. David M. Hassenzahl, Mary Catherine Hager, Linda R. Berg (2017), Visualizing Environ
   Science, 5th Edition, John Wiley & Sons, USA.
2. William P. Cunningham and Mary Ann Cunningham (2020), Principles of Environmental S
   Inquiry & Applications, 9th Edition, McGraw-Hill Education, USA.

E-resources:
1. https://presiuniv.knimbus.com/user#/searchresult?searchId=environmental%20pollution&_t
   60711559321

2. https://presiuniv.knimbus.com/user#/searchresult?searchId=ecosystem&_t=1660711829548

3. https://presiuniv.knimbus.com/user#/searchresult?searchId=air%20pollution&_t=16607116

4. https://presiuniv.knimbus.com/user#/searchresult?searchId=water%20pollution&_t=1660711
   1050

5. https://presiuniv.knimbus.com/user#/searchresult?searchId=soil%20conservation&_t=166071
   39373

6. https://presiuniv.knimbus.com/user#/searchresult?searchId=renewable%20energy&_t=16607
   878844

7. https://www.intechopen.com/chapters/11768

The topics related to Skill development:
1. An attitude of enquiry.
2. Write reports

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

Catalogue prepared by	Dept. Faculties
Recommended by the Board of Studies on	PU/SOE/CHE/BOS-08/2022-23 8th BOS held on 13 FEB 2023
Date of Approval by the Academic Council	19th Academic council, PU/AC-19/MEC/2019-2023/2021 15th February, 2023

Course Code: **KAN1002** **SEMESTER-1**	Course Title: Sarala Kannada –SOC/SOMS **Type of Course: School core**		**L- P- C**	2	0	2
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**

*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

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

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

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, Vidyaranya-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, 22nd block, Rajajinagar, Bangalore – 560010)
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	

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GAIN MORE KNOWLEDGE
REACH GREATER HEIGHTS

Course Code: BAJ1014	Course Title: Theories and Ideologies of Mass Communication Type of Course: Program Core	L- T-P- C		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 processes while also interpreting them via basic theoretical as well communication in its multitudinous forms as an interdisciplinary a would be on intersections between communication and relational co			
Course Outcomes	**On successful completion of the course the students shall be able** **CO1:** To identify and investigate the major theories in the **[Remember]** **CO2:** To extrapolate the connection between the theory and the **[Understand]** **CO3:** To interpret how theory is used in the analysis of issues in **CO4:** To analyse communication as a discipline, in theory, and lives and understand the debates in social, cultural, political and			
Course Content:				
Module 1	Communication	Lecture	PPT	09 Hours

	Theories	Discussion	

Topics: Communication Theories: Mass Society Theory; Media Effects: Hypodermic Needle Theory, Innovation, Spiral of Silence Theory, Gate Keeping.

	Normative Theories of Mass Communication	Lecture PPT Discussion	09 Hours
Module 2			

Topics: Normative Theories of Mass Communication: Authoritarian Theory, Libertarian Theory, Development Media Theory and Democratic Participant Theory.

	Psychological & Behavioural Theories of Communication	Lecture / Group Discussion	12 Hours
Module 3			

Topics: Psychological & Behavioural Theories of Communication: Argumentation Theory, F Communities Theory. Behavioural Theories: Individual Difference Theory: Selective Exposure, Se Theory and Cognitive Dissonance Theory.

	Sociological Communication Theories	Lecture / Group Discussion	15 Hours
Module 4			

Topics: Media Effect Theories: Agenda setting theory, Uses And Gratification Theory, Symbolic Inte Theory, Media Dependence Theory, Cultivation Theory, Knowledge Gap Theory, Modernization Th

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 so communication theories discussed in class. Show how the theory helps understand audience b

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2. **Module 2:** Write an essay on how a normative theory (like Social Responsibility or Libertaria 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 different potential psychological impact on audiences using theories like Framing or Cognitive Dissona

4. **Module 4:** Research and write about how a sociological theory (like Agenda Setting or Culti specific examples, such as how news shapes opinions or TV influences social attitudes. [writte

Text Book

1. Mass Communication Theory – by Denis McQuail (Sage)

2. Vir Bala Aggarwal & V S Gupta, Handbook of Journalism and Mass Communication- Concep

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 Communicatio

5. Williams, K. (2003). Understanding Media Theory. London: Bloomsbury Academic.

6. Werner, Severin J. and Tankard W. James., Communication Theories. Origin, Methods, Uses.

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_Pres

2. Normative media theory in the digital media landscape: from media ethics to ethical (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 Malcol

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 |

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

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 so

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	

Course Code: BAJ1020	Course Title: Reporting and Editing Techniques Type of Course: Program Core Theory	L-T- P- C	2	0	2	3
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	On successful completion of the course the students shall be able to: CO1: Identify the skills required for reporting, feature writing, subbing, interviewing, researching, designing and layout. **[Knowledge**] CO2: Demonstrate the ability to research and evaluate appropriate news sources. [**Application**] CO3: Apply the art and craft of editing skills **[Application]** CO4: Evaluate the qualities required to be a competent and responsible					

	reporter and editor. [**Evaluation**] CO5: Create news stories using various reporting and writing styles. [**Synthesis**]			
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				
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

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., & Apcar, 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/9780190228613.0 01. 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-journalistshould-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.

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	3rd August 2024

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OVER 40 YEARS OF ACADEMIC WISDOM

Itgalpur, Rajankunte, Yelahanka, Bengaluru – 560064

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)				
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				
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
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
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

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	

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40 YEARS OF ACADEMIC WISDOM

Itgalpur, Rajankunte, Yelahanka, Bengaluru – 560064

Course Code: BAJ1019	Course Title: Introduction to Digital Media	L-T-P- C	2	0	2	3
	Type of Course: Program Core					
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	On successful completion of the course the students shall be able to: **CO1.** To describe the evolution and core concepts of digital media. [**Remember**] **CO2.** To describe digital media tools and techniques for					

	basic content creation. [**Understand**] **CO3.** To examine the social, ethical, and communicative impacts of digital media. [**Apply**] **CO4.** To plan, create, and present a basic multimedia digital project. [**Create**]			
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.				
Module 2	**Digital Media Tools and Techniques**	**Discussion**	**15 Hours**	**Level 2**
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**.**				

Module 3	Digital Media and Communication	Discussion	15 Hours	Level 3
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.)				
Module 4	Introduction to Digital Media Production	Lecture	15 Hours	Level 6
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.

Catalogue	Mr. Sarath A Pradeep/ Dr. Pratibha Vinod

prepared by	
Recommended by the Board of Studies on	09/01/2025
Date of Approval by the Academic Council	

Course Code: BAJ1018	Course Title: Introduction to Media Studies Type of Course:	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	**CO1:** Understand the historical overview of Media and its role in various contexts **[Knowledge]**		
	CO2: Interpret the role of language in the development of communication. **[Application]**		
	CO3: Analyse the role of media in persuasion and dissemination of information among individuals and groups. **[Analysis]**		
	CO4: Evaluate the interplay of the media and society media leading to 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**

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**

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**	**Lecture and Discussion**	**Classroom Presentation**	**09 Hours**

	Media			

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

• 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

• 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=-sinJ20TgvM

E-Books

1. Introduction to Media Studies http://bitly.ws/oxiB

2. Intercultural New Media Studies: The Next Frontier in intercultural Communication

http://bitly.ws/nHYB

3. 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

Catalogue	Dr. Prathibha.Vinod

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

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40 YEARS OF ACADEMIC WISDOM

Itgalpur, Rajankunte, Yelahanka, Bengaluru – 560064

Course Code: **BAJ2042**	Course Title: Visual Communication and Photography Type of Course: General Basket & Theory and Practical	**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	On successful completion of this course, the students shall be able				

	to:			
	CO1: Describe Visual Communication and its fundamental principles.			
	CO2: Explain visual elements and the principles of composition.			
	CO3: Understand the functioning and nuances of the camera.			
	CO4: Create various categories of photographs and photo stories.			
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.				
Module 2	**Elements and Principles of Visual Composition**	Assignment/quiz	Lecture, Discussion	**20 Hours**
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				
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.

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

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:

Assignment 1: Identify the elements of Visual Elements in various Photographs in news papers

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

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

OVER 40 YEARS OF ACADEMIC WISDOM

Itgalpur, Rajankunte, Yelahanka, Bengaluru – 560064

Course Code: **PPS1012**	**Course Title: Enhancing Personality through Soft Skills** 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 the desire and enthusiasm to be involved, participate and learn.					
Anti-requisites	NIL					
Course Description	This course is designed to enable students to understand soft skills concepts and improve confidence, communication, and professional skills to give the students a competitive advantage and increase chances of success in the professional world. The course will benefit learners in presenting themselves effectively through various activities and learning methodologies.					
Course Objective	The objective of the course is to familiarize the learners with the concepts of "Enhancing Personality through Soft Skills" and attain SKILL DEVELOPMENT through PARTICIPATIVE LEARNING techniques.					
Course Out Comes	**On successful completion of this course, the students shall be able to:** CO 1 **Identify the stages of** team formation (Remember) CO 2 **Demonstrate** effective presentation skills (Apply) CO3 **Prepare** professional social media profile (Apply)					

Course Content:			
Module 1	Professional Brand Building	Brand Framework Activity	**6 Hours**

Topics: Personal brand definition, Crafting a compelling LinkedIn profile, Networking strategies, Leveraging AI tools for developing content for brand visibility.

Activity: Create a post and enhancing LinkedIn profile

Module 2	Art of Questioning	Role plays	**4 Hours**

Topics: Framing Questions, 5W1H Technique, Open-ended and Close-ended questions, Funnel technique, Probing questions, Leading questions

Module 3	Presentation Skills	Practice and evaluation of individual/group presentation	**12 Hours**

Topics: Content development, Delivery techniques, Audience Analysis, Timing and Pacing, handling questions and challenges.

Activity: Individual presentations or team presentation

Module 4	Team Building	Team building activities	**6 Hours**

Topics: Importance of team, stages of Team Formation, Trust and collaboration.

Activity: Team Building Activity

Module 5	Recap / Revision /Feedback Session	Discussion, Quiz	**2 Hours**

Targeted Applications & Tools that can be used:
1. TED Talks
2. You Tube Links
3. Activities

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

1) Presentation Evaluation 2) LinkedIn assessment	

Targeted Applications & 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 on Presentation
2. Assignment on LinkedIn Post

YouTube Links: https://youtu.be/z   jxoczNWc   (Steve Jobs Introducing the iPhone 4 in June 2010)

References

1. "Talk Like TED - The 9 Public-Speaking Secrets of the World's Top Minds" By Carmine Gallo St. Martin's Press Copyright © 2014 Carmine Gallo All rights reserved. ISBN: 978-1- 250-04112-8
2. "The Presentation Secrets of Steve Jobs: How to Be Insanely Great in Front of Any Audience" MP3 CD – Import, 22 April 2014
3. "The Definitive Book of Body Language: The Hidden Meaning Behind People's Gestures
and Expressions" Hardcover – Illustrated, 25 July 2006
4. "Crucial Conversations: Tools for Talking When Stakes Are High" Paperback – Import, 1 July 2002

Web links:
1. https://www.wordstream.com/blog/ws/2014/11/19/how-to-improve-

presentation-skills   https://www.cbs.de/en/blog/15-effective-presentation-tips-to-

improve-presentation-skills/

2. https://hbr.org/2022/05/the-art-of-asking-great-questions

Topics relevant to the development of "SKILL": Art of Presentation, Team building, Art

of questioning, and Personal Branding for Skill Development through Participative Learning Techniques. This is attained through the assessment component mentioned in the course handout.

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

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Approved by AICTE, New Delhi

GAIN MORE KNOWLEDGE
REACH GREATER HEIGHTS

40 YEARS OF ACADEMIC WISDOM

Course Code: ENG2007	Course Title: Writing for the Web Type of Course: Theory cum practice	L-P-T-C	2	0	0	0
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.					

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**

Topics: Introduction to Multimedia

- 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.**

Topics:
- 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 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

Module IV	Writing for Social Media	Assignment	The Misinformation Mythbuster OR Crafting Compelling Social Media Stories

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/ccc201527641.

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
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	

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pur, Rajankunte, Yelahanka, Bengaluru – 560064

Course Code: BAJ3055	Course Title: Introduction to News Anchoring and News Management	L- T-P- C			
	Type of Course: Skill enhancement course				
			0	0	2	1
Version No.	1.0				
Course Pre-requisites	Basic knowledge of News, Mass Communication basic principles				
Anti-requisites	Intermediate Level/12th /II PUC				
Course Description	This course delves into tv news reporting and newswriting, including interviewing, news judgment and polishing the writing craft. The course provides insights into complete and unbiased accounts of tv 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 TV media organizations, activities of news desk and qualities and responsibilities of a good reporter, Different aspects of News anchoring.				
Course Objectives	The objective of the course is to SKILL DEVELOPMENT of students by using PARTICIPATIVE LEARNING techniques				
Course Outcomes	On successful completion of this course the students shall be able to:				
	CO1. Define the importance, impacts and latest trends of TV journalism [Knowledge]				
	CO2. Discuss how journalists may be collecting and using sources and the implications of these processes [Comprehension]				
	CO3. Illustrate basic skills to find, collect, extract, clean and analyze news, how to anchor news. [Application]				
	CO4. Analyse the emerging trends changing scenario towards news reporting/journalism. [Analyze]				
Course Content:					

Module 1	Module 1: BASICS OF TV Journalism	Lecture PPT Discussion	Concepts of TV Journalism	05 Hours

Topics: Concepts of TV News, Types of News, News Value, News Elements. Importance of Visuals , Introduction of the TV Media House Structure

Module 2	BASICS OF TV Reporting	Lecture PPT Discussion	**Reporting Basics**	10 Hours

Topics: Sources: How to select a news item. Developing a news story. Structure of a TV News Script, Bytes, PTC etc. Awareness about all the, equipment. TV News Studio – Work Flow

Module 3	News Bulletin Anchoring	Lecture PPT Discussion	**Bulletin Anchoring & News shows**	5 Hours

Topics: Elements of a News Anchoring, Qualities of a good anchor. Different types of News Shows and Its anchoring, Scripting the Lead / Anchor of a TV Story

Module 4	News Bulletin & News Management	Lecture PPT Discussion	**News Management & News Gathering**	10 Hours

Topics: Electronic News Gathering (ENG) & Electronic field Production (EFP). Visual Grammar – Camera Movement, Types of Shots, Focus, etc. Elements of a Television News Story. Basics of Editing for TV- Basic Soft-wares and Techniques (for editing a news capsule)

Targeted Applications & Tools that can be used:

After the course, students should be able to do video editing, news production, camera handling.

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/ Production of news story.	
Assignment 2: News Bulletine Production- basics	

Reference(s):

Text Book(s)

1. 1.Helmut Kipphan, Handbook of Print Media: Technologies and Production Methods. (2014). Germany: Springer Berlin Heidelberg.

2. Chip Scanlan and Richard Craig, News Writing and Reporting (2013) The complete Guide for Today's journalist, Oxford University press

3. TV Journalism: Rajesh Sisodia (2022). Evince Pub Publications,India.

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.),

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

Video Lectures

1. Media Reporting: https://youtu.be/7PxTk05hxWY

2. Principles of Editing: https://www.youtube.com/watch?v=PseOowF4gL0

E-Books

1. Reporting Editing: http://bitly.ws/oxiP

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":

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

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40 YEARS OF ACADEMIC WISDOM

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	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.		
Course Objective	The objective of the course is Skill Development of student by using Participative Learning techniques.		
Course Outcomes	At the end of the course, the students will learn to: CO1: Interpret broadly various elements of a script like plot, characters, dialogue, visual elements, and craft a basic script from an image. CO2: Inspect the important features of script writing like plot, characterization and dialogue writing.		

			CO3: Sketch storyboards from scripts developed from story extracts, both on paper as well as using online app

CO4: Develop a text into a script and construct your own script

Course Content:

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

- 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

- Construction of the story

- Sample Script: How to Train Your Dragon
  - Script breakdown: Plot
- Creating characters for the screen

- Dialogue Writing

- Screening of clips from The Dark Knight (2008) movie
  - Class discussion of selected scenes

- Directed Reading:
  - Excerpts from the script of The Dark Knight: Dialogues, character, plot

Activity:

- 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:
  - Create a simple plot (Group activity)
  - Reflect and discuss techniques for improving the plot

Module 3	Visual Storytelling	Assignment	Storyboarding	13 Hours

- Visual Storytelling

- Specific verbs, Objects, Environment, Blocking and Body language

- Screening of short film The Tell Tale Heart
  - 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

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:

   o Reading the short story "The Adventure of the Cheap Flat" by Agatha Christie

Activity

- Collaborative Writing: Adapting the short story into a script:

   o Creating an outline of the story for the script.

   o Group Brainstorming

   o Dialogue writing

   o Script:first draft

   o 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=40LIkLaM2Rw&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

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

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Course Code: PPS2001	**Course Title: Reasoning and Employment Skills** **Type of Course: Practical Only Course**	**L-P-C**	0	2
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
	Resolution	Feedback		

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

Module 3	Think on your Toes Just A Minute (JAM)	Assessment	One minute talk	12 Sessions

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

Module 4	Think Tank Critical Thinking	Practice and feedback	Blooms level - Comprehension	4 Sessions

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.

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

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Itgalpur, Rajankunte, Yelahanka, Bengaluru – 560064

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	On successful completion of the course the students shall be able to: **CO1.** Define key cinematic terms, such as shot composition, camera movement, and lighting techniques. [**Remember**] **CO2.** Explain the impact of different camera settings on the visual aesthetics of a shot. [**Comprehension**] **CO3.** Analyze the visual elements of a film scene to determine how cinematography contributes to the narrative [**Analyze**] **CO4.** Develop a unique lighting setup to evoke a particular atmosphere that aligns with the scene's tone [**Create**] **CO5.** Apply compositional techniques, such as rule of thirds and leading lines, to create visually engaging frames [**Application**]					
Course Content:	The objective of the course is SKILL DEVELOPMENT of student by usingPARTICIPATIVE 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

Module 2	Colour Theory	Lecture, Discussion and Practical	Classroom Presentation and Practice	17 Hours

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.

Module 3	Role Of Light and Lighting Techniques	Lecture, Discussion and Practical	Class Room Presentation And Practice	11 Hours

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

Module 4	Understanding Lenses and Camera Movements	Lecture And Discussion	Class-Room Presentation and Practice	16 Hours

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

Module 5	Video Formats	Discussion And Case Studies	Class Room Presentation And Practice	16 Hours

Topics: Video Cameras: Video Formats. Video Systems. Video Technologies & HD Movie Cameras. Short movie. Short documentary. 10 short movies. Still shots move

Module 6	Digital Visual Arts	Discussion and case studies	Class room presentation and practice	16 Hours

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.

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

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Rajankunte, Yelahanka, Bengaluru – 560064

Course Code: BAJ3004	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.					

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.

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

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 & Shokrkhah, 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 & Omidi, 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/

Catalogue prepared by	Dr.Prathibha.V
Recommended by the Board of Studies on	5th June 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	**On successful completion of the course the students shall be able to:** CO1: Underline the basics of mobile journalism and its evaluation. [**Knowledge**] CO2: Explain the influence of mobile telephony on journalism. [**Comprehension**] CO3: Demonstrate the importance and different types of mobile apps. [**Application**] CO4: Create mobile news for various platforms for sharing as hard & soft news [**Synthesis**] CO5: Identify the ethical concerns and future challenges related to mobile journalism. [**Comprehension**]					
Course Objective:	This course is designed to improve the learners' Employability Skills by using Experiential Learning techniques					
Course Content:	Topics relevant to "EMPLOYABILITY SKILLS": use of mobile phone in journalism for developing Employability Skills through Experiential Learning techniques. This is attained through assessment component mentioned in course handout.					

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 Ethical Concerns	Lecture	Understand the Ethical & Legal Aspects	10 Hours

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 equipements and to cover various beats relevant to society.

Catalogue prepared by	DR. C P Rashmi
Recommended by the Board of Studies on	5th June 2024
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Course Code: BAJ3036	Course Title: Indigenous Media & Storytelling Practices Type of Course: Discipline Elective	L- T- P- C	2	0	4	4
Version No.	1					
Course Pre-requisites	Having knowledge about Indian Knowledge and Culture					
Anti-requisites	NIL					
Course Description	Explore the power of Indigenous media & storytelling! This practical course delves into Indigenous cultures, traditional narratives, and contemporary media forms. Gain hands-on experience crafting stories, analyzing media portrayals, and navigating ethical reporting practices. Through workshops, guest speakers, and projects, you'll develop skills to represent Indigenous communities respectfully and ethically in your journalism & mass communication career.					
Course Objective	The objective of the course is Skill Development of student by using Participative Learning techniques					
Course Outcomes	1) Ethical Storytelling Practices: Students will demonstrate the ability to create media projects (traditional and digital) that adhere to ethical protocols, respect Indigenous cultures, and obtain informed consent for storytelling and interviews. 2) Cross-Cultural Communication Skills: Students will develop critical thinking and communication skills to analyze media portrayals of Indigenous peoples, identify stereotypes, and craft narratives that promote accurate and respectful representation.					

	3) Multicultural Storytelling Expertise: Students will gain practical skills in storytelling across traditional and digital formats, allowing them to effectively communicate Indigenous experiences and perspectives for diverse audiences.			
Course Content:				
Module 1	**Foundations of Indigenous Media & Storytelling**	Assignment		**15 Hours**
Indigenous Worldviews: Explore core values and philosophies that shape Indigenous storytelling and communication. History of Colonial Media: Examine the historical portrayal of Indigenous peoples in mainstream media and its lasting impacts. Rise of Indigenous Media: Analyze the emergence and significance of Indigenous-owned media outlets.				
Module 2	**Traditional Storytelling Practices**	Assignment		**30 Hours**
Oral Traditions: Learn about the significance of storytelling in transmitting knowledge, culture, and history. Storytelling Techniques: Explore the use of symbolism, metaphor, and performance in Indigenous narratives. The Role of Elders: Understand the importance of elders as knowledge keepers and storytellers.				
Module 3	**Contemporary Indigenous Media**	Assignment		**10 Hours**
Indigenous Media Landscape: Explore various forms of Indigenous media (film, radio, television, digital platforms). Digital Storytelling: Learn how Indigenous communities are utilizing new media technologies for self-representation. Social Justice & Advocacy: Examine the role of Indigenous media in addressing contemporary issues and promoting social change.				
Module 4	**Ethical Reporting on Indigenous Issues**	Assignment	**Class participation and discussions** (20%) **Practical assignments** (60%) - Workshops,	**5 Hours**

			storytelling projects, media analysis, social media strategy, reporting plan	
			Final project (20%) Develop a multimedia piece (video, documentary, podcast episode) exploring a chosen Indigenous topic, adhering to ethical and culturally aware practices.	

Building Trust & Relationships: Explore strategies for building trust and rapport with Indigenous communities. Protocols & Consent: Learn about obtaining informed consent for interviews and media projects. Deconstructing Stereotypes: Develop critical skills for identifying and avoiding stereotypical portrayals.

Targeted Application & Tools that can be used:

Traditional Storytelling:

Audio Recording Apps: Simple recording apps on smartphones or tablets can be used to capture oral traditions and stories from elders.

Language Documentation Tools: Software like Shoebox http://www.fb10.uni-bremen.de/khwagner/computerwerkzeuge/pdf/ShTUG.pdf can be used to document and archive endangered Indigenous languages alongside the stories themselves.

Digital Storytelling:

Video Editing Software: Free and user-friendly options like DaVinci Resolve offer basic editing tools for creating video documentaries or short features. Indigenous Media Platforms: Explore platforms specifically designed for sharing Indigenous stories, such as https://thetyee.ca/News/2023/02/14/How-Talk-About-Indigenous-Rights/ (Canada) or https://www.mdpi.com/journal/medicina (Australia).

Social Media & Advocacy:

Social Media Management Tools: Platforms like Hootsuite or Buffer can assist with scheduling and managing content across various social media channels to promote awareness and understanding.

Mapping Tools: Storytelling platforms like ArcGIS StoryMaps https://storymaps.arcgis.com/ allow creators to integrate maps and multimedia elements into their narratives, highlighting traditional territories or environmental issues.

Project work/Assignment:

Module 1: Foundations

Analysis Assignment: Analyze the portrayal of Indigenous people in a chosen mainstream media piece (past or present). Identify stereotypes and discuss the impact of such portrayals.

Workshop Participation: Actively participate in the respectful and culturally aware language workshop, demonstrating understanding of key terms and practices.

Guest Speaker Interview: Prepare a set of questions and conduct a short interview with a guest Indigenous leader or media professional, focusing on their experiences and perspectives.

Module 2: Traditional Storytelling

Storytelling Project: Develop an original story using traditional storytelling techniques (e.g., animal characters, metaphors, symbolism). Consider incorporating elements from your own cultural background if applicable.

Workshop Participation: Actively participate in the storytelling workshop led by an Indigenous elder, demonstrating attentiveness and respect for traditional practices.

Cultural Analysis: Analyze a chosen traditional story for its cultural and social messages. Identify key themes and discuss their significance within the specific Indigenous culture.

Module 3: Contemporary Indigenous Media

Digital Media Project: Create a short digital media piece (video, podcast episode) exploring a chosen Indigenous issue. Ensure the project adheres to ethical protocols and respectfully represents the chosen community.

Media Analysis Assignment: Analyze the representation of Indigenous peoples in a contemporary media format (film, documentary, social media campaign). Identify strengths and weaknesses in portrayal, and suggest improvements for promoting accurate and respectful representation.

Social Media Strategy: Develop a social media strategy to promote awareness and understanding of a specific Indigenous community. Choose a relevant platform and target audience, outlining key messages and engagement tactics.

Module 4: Ethical Reporting

Reporting Plan Development: Develop a reporting plan for an Indigenous story idea, adhering to ethical protocols established in class discussions and readings.

Mock Interview: Participate in a role-playing activity, conducting a mock interview with an Indigenous person. Demonstrate effective communication skills and respect for informed consent.

Critique Assignment: Critically analyze a news article or media piece for its portrayal of Indigenous peoples. Identify any ethical breaches or stereotypical narratives, and suggest alternative approaches for future reporting.

Final Project:

Develop a multimedia piece (video, documentary, podcast episode) exploring a chosen Indigenous topic. This project allows students to synthesize the knowledge and skills gained throughout the course. Emphasis will be placed on ethical storytelling practices, cultural sensitivity, and creating a compelling narrative that effectively communicates the chosen topic.

Textbooks:

1. Indigenous Communication Today: Indigenous Voices in a Globalized Era (Edited by Duane B. Reed-Danahay) - Provides a broad overview of Indigenous media across various forms and regions.

2. Decolonizing Research in Indigenous Education (Edited by Linda Tuhiwai Smith) - Explores critical frameworks for ethical research practices within Indigenous communities, valuable for journalism students.

3. Digital Storytelling: A Native American Technology (by Gregory Cajete) - Examines the intersection of Indigenous storytelling traditions and digital technologies.

4. Natives in the Digital Age: An Anthology of Indigenous Voices (Edited by Susan J. Bryant and Louise Michelle Fry) - A collection of essays and reflections by Indigenous media makers on their experiences and aspirations.

References:

1. National Congress of American Indians (NCAI): https://www.ncai.org/ - Provides resources on Indigenous issues, protocols for working with tribes, and statements on media portrayal.

2. Canadian Association of Journalists (CAJ): https://caj.ca/ - Offers ethical guidelines for reporting on Indigenous communities, specifically relevant for Canadian students.

3. PBS MediaShift: Indigenous Coverage: https://www.pbs.org/show/first-peoples/ - Features articles and resources on best practices for reporting on Indigenous issues.

4. Indian Country Media Network (ICMN): https://www.nativemedianetwork.com/ - A leading Indigenous news source, providing valuable insights into contemporary Indigenous perspectives.

Website:

1. Native American Journalists Association (NAJA): https://najanewsroom.com/ - Offers resources and workshops specifically for journalists covering Indigenous communities.

2. The Center for Native American and Indigenous Studies (CNAIS): https://www.aiis.ucsb.edu/ - Provides an extensive online archive of resources on Indigenous cultures and issues.

3. National Museum of the American Indian: https://americanindian.si.edu/ - Offers online exhibitions and educational resources related to Indigenous cultures and storytelling.

Topics relevant to "Skill Development": Film Analysis and Critical Thinking, 'Skill Development' through Parcipative 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.

Catalogue prepared by	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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Itgalpur, Rajankunte, Yelahanka, Bengaluru – 560064

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	**On successful completion of this course the students shall be able to:** CO1: Underline the importance, impacts and latest trends of data journalism [Knowledge] CO2: Discuss how journalists may be collecting and using data and the implications of these processes for the public. [Comprehension] CO3: Illustrate basic skills to find, collect, extract, clean and analyze data. [Application] CO4: Analyse the emerging trends changing scenario towards data journalism and visualization. [Analysis] CO5: Analyse the ethical concerns related to emerging media and technologies [Analyis]					
Course content:						
Module 1	The Ethics Of Crime And	Lecture	Ethics Of Crime			10

	Justice	PPT Discussion	And Justice	Hours

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 Hours

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 Hours

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 Hours

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 Hours

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' 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.

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/YqiejZ7GPeI
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/

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

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Itgalpur, Rajankunte, Yelahanka, Bengaluru – 560064

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.				
Course Out Comes		**On successful completion of this course the students shall be able to:** CO1: **Develop** professional Resumes CO2: **Illustrate** Resumes effectively				

Course Content:				

CO3: **Apply** skills and knowledge learnt for active and effective Group Discussions and Interview

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 Developmen**t through **Participative Learning** Tech- niques. This is attained through assessment Component mentioned in course handout.

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: BAJ1003	Course Title: Introduction to Human Rights and Gender Issues	L- T-P-C	2	
	Type of Course: School Core			
Version No.	1			
Course Pre-requisites	Basic Understanding of Social Sciences, Basic Understanding of Global Issu Critical Thinking and Analytical Skills, Interest in Social Justice and Advo Skills			
Anti-requisites	Nil			
Course Description	This course provides a comprehensive understanding of human rights focu concepts, legal frameworks, and contemporary issues. Students will explore th rights through international conventions, the role of global institutions and universal standards and cultural relativism.			
Course Objective	To provide students with a foundational understanding of human rights, l advocacy strategies while developing critical thinking through case studies add global challenges and issues.			
Course Outcomes	On successful completion of this course, the students shall be able to: **CO 1.** To explain the evolution of human rights and the role of global inst contemporary challenges. [**Understand**] **CO 2.** To analyse the impact of policies and social interventions, such as Indi on promoting gender equity and social justice. [**Analyze**] **CO 3.** To evaluate legal rights, affirmative action policies, and human rights fr enforcement and effectiveness in real-world scenarios. [**Evaluate**] **CO 4.** To apply strategies for promoting environmental rights, addres displacement, and enhancing the role of NGOs and global agreements i 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**	

Evolution of Human Rights: Philosophical and Historical Development., Overview of Interna
Conventions: UN Declaration of Human Rights, UN Charter ICCPR, ICESCR., Global Institutions fo
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**	

Topics: Representation of Genders in Media, Gender identity built through media, stereoty
stereotypes, Challenging stereotypes,

Module 3	**Legal Frameworks for Human Rights**	Interactive Lectures/Case-Based Learning/Flipped Classroom/Project-Based Learning/Q&A/Simulations and Digital Tools/Debates and Role Play/Flipped Classrooms	**15 Hours**	

Topics: Legal Rights for Individuals with Disabilities: Successes and Gaps in Enforcement. Affirm
Balancing equality and equity. Human Rights Violations: Types, Responses, and Prevention Mechan

| 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 | |

Topics: Environmental Rights as Human Rights: Clean air, water, and sustainable ecosystems.;
Displacement: The impact on vulnerable communities.; Global Environmental Agreements: The Pa
and ecological justice. Role of NGOs and Activists in Environmental Justice: Strategies and success st

Experiential Learning

Case Study Presentation:

1. "Global Human Rights Advocacy in Action": **Activity:** Assign students to research and pr
   global human rights success story (e.g., Malala Yousafzai's advocacy for education or the
   in South Africa). **Objective:** Enhance understanding of advocacy strategies and inspir
   human rights challenges.

2. The Universal Declaration of Human Rights (1948): Its global impact and challenges in imp

3. The Rohingya Refugee Crisis: Analysing the role of international agencies and human   r

4. India's Reservation Policy: Assessing its im
   communities.

5. UN Convention on the Rights of the Child (CF
   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 interv
   from diverse backgrounds (e.g., activists, community leaders, or marginalized groups) to g
   human rights challenges and solutions**. Objective:** Encourage students to engage with real-
   develop a deeper understanding of how human rights issues impact individuals and commur

2. **Campaign Design Challenge:** "Advocating for Change":**Activity:** Students design a social
   (e.g., posters, videos, or social media) on a human rights theme like climate justice, disab

equality. The objective is to foster creativity, teamwork, and strategic thinking while raising a

issues.

3. **Field Visit to NGOs or Community Organizations: Activity:** Organize a visit to a local

working on human rights issues, such as women's shelters, refugee support centers, or en

groups. **Objective:** Provide students with firsthand experience of ground-level human right

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 wo

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

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=DUPy49QdelI&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 Hum
2. Human Rights and Cultural Relativism: The Need for a New Approach" by Jack Donnelly, 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" b Stanford Law Review (1991)
7. Fordham Environmental Law Review (2012)
8. "Environmental Rights as Human Rights: An Assessment" by Dinah Shelton, Human Rights (2010)
9. "Environmental Rights in India: Ensuring Sustainable Development" by S. Muralidhar, J Institute (1999)
10. "Environmental Protection and Human Rights in India: A Critical Analysis" by Shyam D *Environmental Law (2010)*

Video Lectures

1. https://www.youtube.com/watch?v=uFzjRCfAA4Y&utm_

2. https://www.youtube.com/watch?v=DUPy49QdelI&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-dov free/?utm_

2. https://www.ohchr.org/sites/default/files/Documents/Publications/Born_Free_and_Eq

Web Resources

1. https://www.ohchr.org/

2. https://www.unwomen.org/

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

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	

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	**On successful completion of the course the students shall be able to:** **COI:** To describe the constitution of India and Role of Press in a democracy [**Understand**] **CO2:** To distinguish the constitutional provisions related to Freedom of Speech and Expression in India and the corresponding Articles in the Constitution. [**Understand**] **CO3:** To examine the principles and provisions of laws and emphasizing their implications for media professionals. [**Analyze**] **CO4:** To evaluate the self-regulation practices by media organizations to address ethical challenges [**Evaluate**]					

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	Lecture /	07 Hours	Level- 5

	& Ethics	Group Discussion		

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.

Targeted Applications and Tools used: NA

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

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.

Text Book

1. Indian Polity. 7th Edition. M Laxmikanth. © 2023
2. Handbook of Journalism and Mass Communication. By Vir Bala Aggarwal, V. S. Gupta.

eBooks

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

Video Lectures

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

5. The Media Trial of Siddiqui Kappan and the Ethical Implication for Journalism in India: Journal of Media Ethics: Vol 38 , No 4 - Get Access

6. **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.

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: BAJ2040	Course Title: Developmental Journalism Type of Course: Program Core	L-T- P- C	3	0	0	3
Version No.	2.0					
Course Pre-requisites	Basic Communication Skills, Social Sciences Background, Interest in Social Issues					
Anti-requisites	-Nil-					
Course Description	This course introduces students to development journalism, focusing on reporting issues related to social, economic, and environmental development. Students will learn to cover topics such as poverty, health, education, gender equality, and sustainability, emphasizing ethical and responsible reporting. The course equips students with investigative reporting, advocacy journalism, and participatory communication skills. Through case studies and practical assignments, students will develop the ability to produce impactful stories that promote social change and public awareness. By the end, students will be prepared for careers in development journalism, advocating for positive societal impact.					
Course Objective	**The objective of the course is To Develop students' skills by using participative learning techniques.**					
Course Outcomes	On successful completion of the course, the students shall be able to: CO1: To define the key concepts of development journalism and explain its scope and role in societal development. **(Remember)** CO2: To analyze the evolution of development journalism in India, focusing on its historical context and impact on contemporary issues.					

	(Analyze)			
	CO3: To evaluate the ethical considerations and journalistic techniques used in reporting on social issues, such as poverty, education, and health. **(Evaluate)**			
	CO4: To Create a multimedia story on a development issue, incorporating digital tools and citizen journalism techniques to engage marginalized communities. **(Create)**			
Course Content:				
Module 1	**Introduction to Development Journalism**	**Lecture Discussion**	**10 Hours**	**Level 1**
Topics: Introduction: Definition and scope, Key concepts: Development, journalism, and their intersection, Role of media in development. Historical Context and Evolution: Development journalism in the global context Evolution in India: From Independence to contemporary issues; Key Principles of Development Journalism: Objectivity, fairness, and impact, Participatory and community-focused journalism				
Module 2	**Reporting on Social Issues**	**Lecture and discussion**	**12 Hours**	**Level 4**
Topics: Social Issues in Development Journalism: Education, poverty, health, gender equality, and human rights, Coverage of marginalized communities: Dalits, tribal populations, and women; Journalistic Techniques for Reporting on Social Issues: Investigative reporting and fact-checking, Ethical considerations in reporting sensitive social issues				
Module 3	**Models and Theories of Development**	**Lecture, discussion**	**12 Hours**	**Level 5**
Topics: Models of Development - Western-Liberal, Welfare, Gandhian, Panchayat, Sustainable development; Theories of development: Modernization theory, Dependency theory, Participatory communication theory.				

Module 4	New Media and Technology in Development Journalism	Samples, case studies, discussions, experiential learning	11 Hours	Level 6

Topics: Digital Transformation in Development Journalism: Social media, blogs, and online news platforms in reporting development issues, The role of technology in amplifying voices from marginalized communities; Citizen Journalism and Participatory Reporting: Empowering communities to report on their development, Ethical and legal challenges in citizen journalism, Multimedia Storytelling for Development: Incorporating video, podcasts, and infographics to enhance storytelling

Targeted Application and Tools used

1. Digital Platforms and Applications such as Mobile Applications and Social Media,
2. Participatory Tools such as Community engagements, Focus Group Discussions

Case Studies:

1. The Role of Media in the Green Revolution in India
2. Coverage of India's Swachh Bharat Abhiyan (Clean India Mission) (How media has portrayed the sanitation campaign and its impact on rural areas.)
3. The Role of Social Media in the 2019 Kerala Floods (How social media platforms were used for relief efforts, raising awareness, and documenting the crisis.)

Project work/Assignment:

1. Surveying to identify communication needs in a rural community.
2. Designing a community radio program script.
3. Planning and executing a small-scale participatory communication activity.

Text Book

1. Media, Communication and Development, Linje Mnyozo, Sage Publications

2. Rural Journalism, Dr. S.K. Mittal, Global Vision Publishing House

3. Social Transformation in "Rural India", Ritesh Chatterjee,

References

7. Chauhan, S. S. (2019). Development Communication in India: Prospect and Trends. International Journal of Research and Analytical Reviews, 6(1), 810-815.McGraw Hill

8. Thussu, D. K. (2010). Development Journalism: A Handbook for Journalists in Developing Countries. Sage Publications

9. Virdi, R. K. K. (2005). Development Journalism: The Indian Experience. Sage Publications.

10. Schramm, W. (2003). The Role of Media in Development. Longman.

11. Paletz, D. L., & Dutton, W. H. (2004). Journalism and Development in Africa. Blackwell Publishing.

12. Suresh, K. M. (2010). Development Communication and Journalism. Kanishka Publishers.

13. S. R., Shantha & Nair, M. R. T. (2008). Development Journalism in India. Gyan Publishing House.

14. Tufte, T., Hemer, O., & Stare, P. (2015). Communication for Development: Theory and Practice for Empowerment and Social Justice. SAGE Publications.

15. Seitz, M. D. (2017). Development Journalism and the Future of the News. CreateSpace Independent Publishing Platform.

Web links

1. Communication for Development (C4D) – UNICEF- https://agora.unicef.org/course/info.php?id=11146

2. The Communication Initiative Network-

   https://sdg-communicator.org/devcom/

3. Communication for Development - Food and Agriculture Organization (FAO)-

   https://www.unicef.org/media/47781/file/UNICEF_2017_Report_on_Communication_for_Development_C4D.pdf

4. C4D   Network-

https://www.unicef.org/media/47781/file/UNICEF_2017_Report_on_Communication_for_Development_C4D.pdf

5. Development   Communication   –   Wikipedia-
https://en.wikipedia.org/wiki/Development_communication

6. **https://communication.iresearchnet.com/development-communication/development-journalism/?utm_https://oxfordre.com/communication/display/10.1093/acrefore/9780190228613.001.0001/acrefore-9780190228613-e-799?utm_**

Video Lectures

1. https://journalism.university/fundamentals-of-development-and-communication/development-communication-definitions-philosophy-key-features/

2. https://www.cccomdev.org/in-the-spotlight/lecture-on-participatory-development-communication-by-guy-bessette/

3. https://agora.unicef.org/course/info.php?id=11146

4. https://www.udemy.com/course/contemporary-development-communication/

5. https://egyankosh.ac.in/bitstream/123456789/57205/3/Unit-6.pdf

6. https://youtu.be/tK1ZFVfw_to

7. https://coveringmigration.com/learning_pages/what-is-development-journalism/?utm_

8. https://coveringmigration.com/learning_pages/what-is-development-journalism/?utm_

9. https://www.youtube.com/watch?v=tK1ZFVfw_to&utm_

E-Books

1. https://books.google.com/books/about/The_Handbook_of_Development_Communicatio.html?id=wzCpAgAAQBAJ

2. https://www.academia.edu/1007359/Development_Journalism?utm_

3. https://coveringmigration.com/learning_pages/what-is-development-journalism/?utm_

4. https://oxfordre.com/communication/display/10.1093/acrefore/9780190228613.0

01.0001/acrefore-9780190228613-e-799?utm_

5. https://jsd-africa.com/Jsda/Vol18No5-Winter2016/PDF/Development%20Journalism%20as%20an%20%20Agent_Mekonnen%20Zikargae%20Galley.pdf?utm_

Select case studies/ seminal articles

1. "Communication for Development: A Glimpse at UNDP's Practice" by United Nations Development Programme (2009)

2. "Development Journalism: A New Approach to Journalism" by S. S. K. Reddy

3. "Communication for Development: Theory and Practice for Empowerment and Social Justice" by Jan Servaes (2008)

4. "The Role of Journalism in Promoting Development" by Robert K. Merton

5. "The Development Journalism Model: A Review" by Wilbur Schramm

6. "The Role of Media in Development: A Case Study of India" by N. S. Ramaswamy

7. "Development Communication Sourcebook: Broadening the Boundaries of Communication" by Paolo Mefalopulos (2008)

8. "Communication for Development and Social Change: Three Development Paradigms" by Jan Servaes (2008)

9. "Participatory Communication for Social Change" by Jan Servaes and Shirley A. White (1996)

Topics relevant to "SKILL DEVELOPMENT": Skill development in the context of development Journalism focuses on empowering individuals with communication, technical, and interpersonal skills to effectively participate in societal development, enhance employability, and contribute to community progress through informed decision-making and advocacy.	
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	

Course Code: BAJ3040	Course Title: Digital Advertising and Marketing Type of Course: Program Core	L- T- P- C	2	0	2	3
Version No.	1					
Course Pre-requisites	Basic Understanding of Marketing Principles, Familiarity with Social Media Platforms, Familiarity with Content Creation and Copywriting, Analytical and Problem-Solving Skills, Creativity and Innovation					
Anti-requisites	Nil					
Course Description	This course aims to give a broad grasp of digital advertising and marketing. Students in this program will investigate the evolution of marketing methods from conventional to digital, emphasizing the creation of successful strategies, creative execution, media planning, and the use of updated technology in digital campaigns. The course aims to provide students with the skills they need to build and analyze successful advertising and marketing strategies across digital platforms.					
Course Objective	To provide a foundational understanding of the evolution, scope, and significance of advertising and marketing, especially in the digital era. Students will learn the essentials of advertising and marketing mix, and how they influence business success.					
Course Outcomes	On successful completion of this course, the students shall be able to: CO1: To analyze the evolution and significance of digital advertising and its impact on modern marketing strategies. [**Analyze**] CO2: To apply the effectiveness of various advertising and support					

media types, including sponsorships, events, and PR, in achieving marketing objectives. [**Apply**]]

CO3: To apply digital marketing and SEO strategies to optimize content, reach target audiences, and drive measurable results. [**Apply**]]

CO4: To create integrated digital marketing campaigns and innovative ad creatives using media planning, design thinking, and content marketing techniques. [**Create**]

Course Content:				
Module 1	**Introduction to Advertising and Marketing**	**Interactive Lectures/Case-Based Learning/Flipped Classroom/Project-Based Learning/Q&A**	**15 Hours**	**Level 4**
History of Advertising and Marketing: Evolution from Traditional to Digital., Scope of Digital Advertising: Role in modern business and mobile/internet marketing., Marketing Mix: The 4 Ps and integration with digital strategies.				
Module 2	**Media and Strategy in Advertising**	**Interactive Lectures/Case-Based Learning/Flipped Classroom/Project-Based Learning/Q&A/Simulations and Digital Tools /Flipped Class Rooms**	**15 Hours**	**Level 3**
Advertising Types: Various advertising types and their functions., Support Media: Role of sponsorships, events, and PR in advertising., Media Planning and Buying: Setting objectives, targeting the audience, selecting media channels, and understanding the buying process., Creative Execution: Strategies for digital advertising, including effective headlines, visuals, copywriting, and calls-to-action.				
Module 3	**Sales and Marketing**	**Interactive Lectures/Case-Based Learning/Flipped**	**15 Hours**	**Level 3**

	Strategies	Classroom/Project-Based Learning/Q&A/Simulations and Digital Tools /Action Learning		

Sales Promotions and Direct Marketing: Types of sales promotions: Discounts, offers, contests, loyalty programs., Direct marketing: Email marketing, SMS campaigns, telemarketing, and personalized offers., Integration of sales promotions in digital campaigns., Personal Selling in the Digital Age: Role Tools and Techniques., Digital Marketing and SEO: Website optimization, paid search, content marketing.

Module 4	Advanced Digital Advertising Techniques and Trends	Interactive Lectures/Case-Based Learning/Flipped Classroom/Project-Based Learning/Q&A/Simulations and Digital Tools /Action Learning / Collaborative Leaning /Flipped Class Rooms	15 Hours	Level 6

Social Media Advertising: Key platforms, ad formats, targeting, and budgeting., Content Marketing: Strategies for content creation and distribution., Measuring Effectiveness: KPIs and tools like Google Analytics and A/B testing., Design Thinking: Empathy, ideation, and prototyping in ads., Emerging Trends: Key trends in digital advertising.

Experiential Learning

Case Study Presentation:

1. Swiggy's "Swiggy Super" Campaign
2. Amul's Social Media Campaign
3. Tata Tea's "Jaago Re" Campaign
4. Zomato's "Foodie" Campaign

Project work/Assignment:

1. Designing a Social Media Marketing Campaign for a Local Business: Apply digital marketing strategies to create a social media campaign for a local business using platforms like Facebook, Instagram, and Twitter.
2. **C**reating a Digital Advertising Strategy for an Upcoming Product Launch: To

develop a digital advertising strategy for the launch of a new product or service using various online platforms.

Reference Materials:

Textbooks:

1. Advertising", Frank Jefkins, Daniel Yadin. Pearson

2. "Marketing: Cases from India" by Rajendra Nargundkar

3. "Digital Marketing: Strategy, Implementation and Practice" by Puneet Singh Bhatia

4. Godin, S. (2003). Purple cow: Transform your business by being remarkable. Penguin Group.

References Book(s):

1. "Digital Advertising: Theory and Research" by Shelly Rodgers and Esther Thorson

2. "Contemporary Advertising" by William F. Arens, Michael F. Weigold, and Christian Arens

3. "Purple Cow: Transform Your Business by Being Remarkable"

4. "This Is Marketing: You Can't Be Seen Until You Learn to See"

5. "Digital Marketing: Strategy, Implementation, and Practice" by Vandana Ahuja

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

Video Lectures

1. https://grow.google/certificates/digital-marketing-ecommerce/?utm_

2. https://pll.harvard.edu/subject/branding?utm_

3. https://www.nexford.edu/certificates/digital-marketing?utm_

4. https://www.coursera.org/courses?query=branding&utm_

Select Seminal Articles:

1. "Positioning: The Battle for Your Mind" by Al Ries and Jack Trout (1981)

2. "Building Strong Brands" by David A. Aaker (1996)

3. "Conceptualizing, Measuring, and Managing Customer-Based Brand Equity" by Kevin Lane Keller (1993)

4. "The Long and Short of It: Balancing Short and Long-Term Marketing

Strategies" by Les Binet and Peter Field (2013)

5. "Does Traditional Advertising Theory Apply to the Digital World?" by Francis J. Mulhern (2015)

6. "How Has the Digital Environment Affected Advertising Creativity?" by Petra Goor, Gayle Kerr, and Hyun Seung Jin (2022)

7. "Artificial Intelligence in Digital Marketing: Insights from a Systematic Review" by Various Authors (2023)

8. https://www.wsj.com/business/media/advertisers-keep-avoiding-news-sites-and-publishers-have-had-enough-of-it-e9e4ab83?utm_

9. https://www.dmnews.com/top-10-digital-marketing-trends-for-2025/?utm_

E-Books

1. https://blog.hubspot.com/marketing/why-digital-marketing-ebook?utm_

2. https://blog.hubspot.com/marketing/why-digital-marketing-ebook?utm_

Web Resources

1. https://grow.google/certificates/digital-marketing-ecommerce/?utm_

2. https://pll.harvard.edu/subject/branding?utm_

3. https://www.nexford.edu/certificates/digital-marketing?utm_

4. https://www.coursera.org/courses?query=branding&utm_

Video Lectures

1. 1."Introduction to Digital Advertising" – Coursera

2. "Digital Marketing & Advertising Masterclass – 87+ Lectures" – Udemy

3. "Branding: The Creative Journey Specialization" – Coursera

4. "Digital Advertising" – Udacity

5. "What Is Digital Marketing? | Introduction To Digital Marketing" – YouTube

6. "The Digital Advertising Masterclass 2025" – Udemy

Recommended Reading

1. The Future of Advertising and How to Adapt" by Harvard Business Review

2. Digital Marketing Transformation in Emerging Markets" by McKinsey

3. How Brands Build Trust Online" by MIT Sloan Management Review

4. AI in Advertising: The New Frontier" by Forbes

5. Global Digital Advertising Trends" by eMarketer

6. State of Social Media Marketing in India" by Social Samosa

7. The Power of Purpose in Branding" by Edelman

8. Consumer Behavior in a Digital Age" by Nielsen

9. Google Consumer Barometer" by Think with Google

Topics relevant to "SKILL DEVELOPMENT": Skill development in digital advertising and digital marketing includes topics like SEO, social media marketing, content creation, digital analytics, email campaigns, influencer marketing, branding, digital strategy, programmatic advertising, and ethical considerations.

Catalogue prepared by	**Dr. Prathibha. V / Dr Ashish Sharma**
Recommended by the Board of Studies on	**09/01/2025**
Date of Approval by the Academic Council	

Course Code: BAJ3041	Course Title: Data Journalism & Data Visualization Type of Course: Discipline Elective	L- T-P- C	2	0	0	2
Version No.	1.0					
Course Pre-requisites	Basic knowledge of MS Office and Computer Application					
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	**On successful completion of this course the students shall be able to:** **CO1: To** recognize the importance, impacts, and latest trends in data journalism. [**Understand**] **CO2:** To interpret how journalists collect and use data and the implications of these processes for the public. [**Apply**] **CO3:** To practice basic skills to find, collect, extract, clean, and analyze data. [**Apply**] **CO4:** To identify the emerging trends and ethical concerns related to data journalism or emerging media and technologies. [**Analyze**]					
Course Content:						
Module 1	INTRODUCTION TO DATA JOURNALISM	Lecture Discussion	PPT	06 Hours		**Level 2**
Topics: Data Journalism: Definition & Concepts. The importance of data in journalism.						

Data Literacy: - 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 | 06 Hours | Level 3 |

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. Data Scrapping: Types of Data Scraping, finding data, How to extract data? Scraping data from websites and extracting data. Data integrity: questions to ask your data. Data cleaning: cleaning messy data with Open-Refine. Case Study: Twitter (X)

| Module 3 | INTERPRETING DATA | Lecture   PPT Discussion | 06 Hours | Level 3 |

Topics: Introduction to Excel: Cleaning data, Correcting bad formatting; taking care of misspellings, Invalid values and duplicates. Spreadsheet: Introduction to Spreadsheet, Advantages & Disadvantages, Inputting Numbers and Text, Simple Calculations, Simple Formulae, Ordering and Filtering, Simple Graphics, Tables: Types of Tables, Advanced Tables. Working with Google Data Studio, Creation of Data Stories.

| Module 4 | DATA VISUALIZATION ETHICs & DATA-DRIVEN STORIES | Lecture   PPT Discussion | 12 Hours | Level 4 |

Topics: Introduction to Data Visualization, Purpose of Data Visualization, Matching Data and Graph Types, Design and Colour Basics, Map Theory. Ethics of Data Visualization: Ethical issues in finding and using data, Tips for avoiding publication of Bad data.

Case Studies: India spend, People Archive of Rural India (PRAI), COVID-19 Pandemic, General Elections In India 2024, Operation West End, Panama Paper Scam, Electoral Bond Scam.

Targeted Applications & Tools that can be used:

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

Project work/Assignment:

Module 1: Collect different types of data journalism reports from newspapers and make a report [hard copy]

Module 2: From Data Collection to Cleaning: Building a Reliable Dataset for Analysis [soft copy]

Module 3: Creating a Data Dashboard and Story Using Spreadsheet Tools and Google Data Studio [softcopy]

Module 4: Creating a Data Visualization for a Contemporary Case Study [softcopy]

Text Book(s)

1. Data for Journalists: A Practical Guide for Computer Assisted Reporting- Brant Houstan

2. Paul Cornell - Beginning Excel What-if Data Analysis Tools_ Getting Started With Goal Seek, Data Tables, Scenarios, And Solver

Reference Book(s):

1. Bonegru, L., Chambers, L., and Grey, J., The Data Journalism Handbook. USA: O' Reily
    1. 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. Media Metrics: An introduction to Quantitative Research in Mass Communication
5. [For dummies] Greg Harvey - Microsoft Office Excel 2007 for dummies (2007, Wiley)

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

Video Lectures

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

YouTube

Data Resources

1. National Institute for Computer-Assisted Reporting (NICAR/IRE) <u>About IRE - Investigative Reporters & Editors</u>

2. Stanford Computational Journalism Lab <u>Stanford Computational Journalism Lab</u>

3. Flowing Data <u>Flowing Data | Data Visualization and Statistics</u>

4. Data is Plural. Sign up for http://tinyletter.com/data-is-plural. All datasets can be found in an updated master spreadsheet. <u>Data Is Plural (data-is-plural.com)</u>

5. Northeastern University Library's visualization tip sheets <u>Home - Data Visualization - Subject Guides at Northeastern University (neu.edu)</u>

6. Data Stories podcast <u>Data Stories – A podcast on data visualization with Enrico Bertini and Moritz Stefaner</u>

7. Storybench.org "how-to's" <u>Welcome to Storybench – story bench</u>

8. Data Is Beautiful, a community on Reddit <u>DataIsBeautiful (reddit.com)</u>

E-Books

1. The Data Journalism Handbook: <u>https://bit.ly/3owtFTp</u>

2. Data journalism: <u>https://bit.ly/3JfrI60</u>

3. <u>The Data Journalism Handbook (oapen.org)</u>

4. <u>The Data Journalism Handbook</u>

5. <u>Data Journalism En - Web.pdf (aljazeera.net)</u>

6. <u>The-Data-Journalism-Handbook-1.pdf</u>

7. <u>Diving into Data Journalism: Strategies for your newsroom (americanpressinstitute.org)</u>

8. <u>Microsoft Word - Ethics of data journalism.docx (jyu. fi)</u>

Web Resources

1. <u>https://datajournalism.com/</u>

2. <u>https://kyleheim.com/data-journalism/</u>

3. <u>(26997) What is data journalism at The Guardian? - YouTube</u>

4. <u>(26997) How is data journalism changing the newsroom? | Bahareh Heravi |</u>

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

10. Statista.com

Topics relevant to the development of "DATA VISUALIZATION SKILLS": Topics relevant to the development of "DATA JOURNALISM": Interpreting, Understanding and Analyzing Data.

Catalogue prepared by	**Dr Ashish Sharma**
Recommended by the Board of Studies on	**09/01/2025**
Date of Approval by the Academic Council	

PRESIDENCY UNIVERSITY

40 YEARS OF ACADEMIC WISDOM

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

GAIN MORE KNOWLEDGE
REACH GREATER HEIGHTS

Course Code: BAJ3042	Course Title: Data Journalism & Data Visualization [Lab] Type of Course: Discipline Elective	L- T-P- C	0	0	2	1
Version No.	1.0					
Course Pre-requisites	Basic knowledge of data and Social Media Applications.					
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	**On successful completion of this course the students shall be able to:** **CO1:** To employ searching and scraping data for stories from different data sources **[Apply]** **CO2:**. To identify the story ideas hidden in the complex statistics. **[Analyze]** **CO3:** Create stories with data visualization with the use of spreadsheets and Google data studio. [**Create**]					
Course Content:						
Module 1	SCRAPING AND CLEANING	Practical / Hands on Training Exercise	10 Hours	Level - 3		

Topics: Scraping PDFS, scraping websites, Cleaning in SPSS, Cleaning in Open-Refine.				
Module 2	**EXCEL ANALYSIS**	**Practical / Hands on Training Exercise**	**10 Hours**	**Level 4**

Topics: Basic calculations, Summary Statistics, Percentage change, Working with large datasets, Pivot Tables & Advanced merging and formulas

Module 3	**DATA VISUALIZATION**	**Practical / Hands on Training Exercise**	**10 Hours**	**Level 6**

Topics: : Data Wrapper, Picto-chart, JASP, Mapping CARTO, Gephi, Voyant, Flourish.

Targeted Applications & Tools that can be used:

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

Project work/Assignment:

Module 1: Use of Applications: Individual work based on all the applications will be requested to be submitted in soft copies for specific tools learnt.

Module 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.

Module 3: Project Assignment: Writing a data-driven news story and published as online blog

Textbook(s)

1. Paul Cornell - Beginning Excel What-if Data Analysis Tools_ Getting Started with Goal Seek, Data Tables, Scenarios, And Solver

2. Handbook of Data Visualization Chun-houh Chen, Wolfgang Härdle, Antony Unwin-Springer

Reference Book(s):

1. Effective Data Visualization: The Right Chart for the Right Data by Stephanie D. H. Evergreen

2. The Functional Art: An Introduction to Information Graphics and Visualization by Alberto Cairo

3. Data Visualization for Business Decisions by Arshad Khan

4. Storytelling with Data: A Data Visualization Guide for Business Professionals by Cole

Nussbaumer Knaflic

5. The Truthful Art: Data, Charts, and Maps for Communication by Alberto Cairo

6. Data Visualization: A Practical Introduction by Kieran Healy

7. Big Data Visualization by James D. Miller

8. Beautiful Visualization: Looking at Data through the Eyes of Experts by Julie Steele and Noah Iliinsky (Editors)

9. Communicating Data with Tableau by Ben Jones

10. Designing Data Visualizations: Representing Informational Relationships by Noah Iliinsky and Julie Steele

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/nlI-LR172us

4. (26997) data cleaning nd scrapping - YouTube

5. (27001) FLOURISH TUTORIAL: PART 1 - Introduction to Flourish for Data Visualization - YouTube

6. (27000) Introduction to Microsoft Excel - Excel Basics 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/3JfrI60

3. The Data Journalism Handbook (oapen.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

10. Statista.com

Topics relevant to the development of "DATA VISUALIZATION SKILLS": Hands on training to expertise on scraping and cleaning data along with the extraction of data.

Catalogue prepared	Dr. Ashish Sharma / Mr. Sarath A Pradeep

by	
Recommended by the Board of Studies on	09/01/2025
Date of Approval by the Academic Council	

Itgalpur, Rajankunte, Yelahanka, Bengaluru –

560064

Course Code: BAJ3043	Course Title: Media Literacy Type of Course: Discipline Elective	L- T-P- C	2	0	0	2
Version No.	1.0					
Course Pre-requisites	Basic understanding of digital tools and internet navigation. Interest in media, communication, and storytelling.					
Anti-requisites	-Nil-					
Course Description	The objective of the course is to equip students with critical skills to analyze, evaluate, and navigate the complex landscape of media and information in the digital age. It aims to develop an in-depth understanding of media literacy concepts, the evolution and impact of fake news, and the mechanisms driving misinformation and disinformation.					
Course Outcomes	By the end of this course, students will: **CO1:** To define various types of misinformation, including satire, hoaxes, propaganda, and disinformation. **[Remember]** **CO2:** To classify the effects of filter bubbles, and echo chambers on the amplification of misinformation. **[Understand]** **CO3:** To demonstrate the use of fact-checking tools and media verification methods to assess the credibility of media content. **[Apply]** **CO4:** To examine real-world examples of fake news and its societal impact to propose actionable strategies for promoting media literacy and critical thinking. **[Analyze]**					

Course Content:	The objective of the course is SKILL DEVELOPMENT of student by using PARTICIPATIVE LEARNIN techniques.			
Module 1	Media Literacy & Fake News	Lecture/ PPT / Discussion	8 Hours	Level- 1

Topics: Media Literacy: Introduction and Overview. Cognitive Model of Media Literacy. Importance and need. Analyzing Viral News in Digital Media. Fake News: History, evolution, and impact. Difference between Fact & Opinion. Types of Fake News: Satire, hoaxes, propaganda, and disinformation. The Psychology of Fake News: Why people believe and share false information. Social media algorithms and the amplification of fake news. Prominent examples of fake news.

Module 2	Types of Misinformation	Lecture/ PPT / Discussion	7 Hours	Level- 2

Topics: Types of Misinformation and Disinformation: Misinformation, Disinformation and Mal-information. Satire- The role satire websites and parody handle in spreading misinformation. Misleading Content, Imposter Content, Fabricated Content, False Context, False Connection and Manipulated Content. Misinformation ecosystem in India. Why and How of Information Disorder: Filter Bubble, Echo Chamber, Biases. Social Media Giants and their role.

Module 3	Societal Impacts of Fake News	Lecture/ PPT / Discussion	7 Hours	Level- 3

Topics: Fake News and Politics: Elections, campaigns, and public opinion. Health Misinformation: Vaccine hesitancy, pandemics, and public health crises. Fake News and Social Harmony: Hate speech, communal tensions, and radicalization. Media Literacy in Society: Raising awareness and promoting critical thinking. Prominent Case studies related to Politics, Health and Social Harmony in Indian prospective.

Module 4	Fake News Initiatives & Challenges	Lecture/ PPT / Discussion	8 Hours	Level- 4

Topics: National and International Fact checking Initiatives. Tools for debunking Fake News. Image and Video Verification Tools: Basic image verification, Reverse Image Search. Advanced verification. Social Media Verification: Verification tools, Account Analysis, Exif viewer. Deepfakes, AI, synthetic media, and the evolving landscape of misinformation.

Targeted Application and Tools used

Social media platforms, Google Image search and Free and open source software

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

Analyze a media text for bias and Fake news.

Experiential Learning Activities:

1. Hands-on activity using tools like reverse image search and fact-checking websites to verify viral news.

2. Role-play scenarios to understand the psychology and spread of fake news.

3. Analyze real-world fake news cases and present findings.

4. Explore how social media algorithms create filter bubbles and echo chambers.

Books:

1. "Media Literacy: Keys to Interpreting Media Messages" by Art Silverblatt

2. "The Media Education Manifesto" by David Buckingham

3. "Digital and Media Literacy: Connecting Culture and Classroom" by Renee Hobbs

4. "Deepfakes and the Infocalypse" by Nina Schick

5. "Algorithms of Oppression: How Search Engines Reinforce Racism" by Safiya Noble

REFERENCE

1. Youth Media Literacy Fact-Checking Manual https://internews.org/wp-content/uploads/2024/02/Youth-Media-Litreracy-Program-Fact-Checking-

Manual-final.pdf

2. Introduction to Fact-Checking and Verification- Workshop for the Wayuu People https://www.lacnic.net/innovaportal/file/6973/1/fact-checking-en.pdf

3. Factsheet 4: Types of Misinformation and Disinformation https://www.unhcr.org/innovation/wp-content/uploads/2022/02/Factsheet-4.pdf

4. Types of disinformation and misinformation https://www.die-medienanstalten.de/fileadmin/user_upload/die_medienanstalten/Service/Studien_und_Gutachten/GVK_Summary_EN_final_web.pdf

5. The False Information Ecosystem in India , Spandana Singh https://toda.org/assets/files/resources/policy-briefs/t-pb-55_spandana-singh_the-false-information-ecosystem-in-india.pdf

6. A Community Toolkit for Addressing Health Misinformation https://www.hhs.gov/sites/default/files/health-misinformation-toolkit-english.pdf

7. Managing false information in health emergencies:an operational toolkit 2024 https://iris.who.int/bitstream/handle/10665/375783/WHO-EURO-2024-8271-48043-71198-eng.pdf

8. Media Literacy & Critical Thinking Online https://www.dhs.gov/sites/default/files/publications/digital_media_literacy_1.pdf

9. Media literacy https://all-digital.org/wp-content/uploads/2021/03/Media-Literacy-Booklet-Emedia-Project-Final-ENG-1.pdf

10. PARLIAMENTARY HANDBOOK ON DISINFORMATION, AI AND SYNTHETIC MEDIA https://www.cpahq.org/media/sphl0rft/handbook-on-disinformation-ai-and-synthetic-media.pdf

Video Lectures

1. **Media Literacy - The Power (and Responsibility) of Information | Lisa Cutter | TEDxCherryCreekWomen**

2. **What is Media Literacy?**

3. **Day 1: Media Literacy: Policy Perspectives, Concept, Need and Scope**

4. **Panel Discussion: Media Literacy**

5. **Israel-Gaza War: Fake News, Misinformation, Disinformation & How to Spot It | Explained**

6. **'Fake News' explained: How disinformation spreads**

7. **Identifying misinformation, fake images about the California wildfires**

8. **How false news can spread - Noah Tavlin**

9. **'You're fake news': Propaganda and disinformation in the digital age**

10. **Fake News: Fact & Fiction - Episode 3: Information or disinformation?**

E-Books

1. Media-Literacy-Booklet-Emedia-Project-Final-ENG 1.pdf

2. 3214678.pdf

3. Media Literacy.cdr

Web Resources

1. MediaSmarts: Canada's Centre for Digital and Media Literacy

   https://mediasmarts.ca Comprehensive resources for educators, parents, and students on digital and media literacy.

2. National Association for Media Literacy Education (NAMLE) https://namle.net Promotes media literacy education with tools, frameworks, and advocacy.

3. UNESCO Media and Information Literacy https://en.unesco.org/themes/media-and-information-literacy Resources and policy guidelines on global media and information literacy.

4. The News Literacy Project https://newslit.org Focused on empowering individuals to separate fact from fiction in the digital age.

5. PBS LearningMedia – Media Literacy Collection

https://www.pbslearningmedia.org/collection/media-literacy/ Lessons and activities designed to teach media literacy in the classroom.

6. FactCheck.org: Media Literacy Resources https://www.factcheck.org/media-literacy-resources/ Tools and tips for verifying information and combating misinformation.

7. Edutopia: Media Literacy Resources https://www.edutopia.org/article/media-literacy-resources-educators Practical strategies for integrating media literacy into education.

8. Center for Media Literacy (CML) https://www.medialit.org Resources, frameworks, and best practices for media literacy education.

9. Google Media Literacy Resources https://applieddigitalskills.withgoogle.com/c/middle-and-high-school/en/media-literacy Free lessons on navigating and creating in a digital world.

10. Critical Media Project https://criticalmediaproject.org Engages students in thinking critically about identity and representation in media.

Topics relevant to "Entrepreneurial Skills": To understand Media Literacy and built up a platform to fight against the menace of fake news.

Catalogue prepared by	Dr Ashish Sharma / Mr Sarath A Pradeep
Recommended bythe Board of Studies on	09/01/2025
Date of Approvalby the Academic Council	

Itgalpur, Rajankunte, Yelahanka, Bengaluru –

560064

Course Code: BAJ3044	Course Title: Media Literacy Lab	L- T-P- C	0	0	2	1
	Type of Course: Discipline Elective					
Version No.	1.0					
Course Pre-requisites	Basic knowledge of Fake News and types of misinformation.					
Anti-requisites	-Nil-					
Course Description	This practical course equips students with the skills to critically analyze, create, and disseminate media content. Focusing on media literacy in the digital age, it emphasizes hands-on learning through free and open source software.					
Course Outcomes	By the end of this course, students will be able to: **CO1:** To Identify different types of misinformation, explaining their characteristics and societal implications using real-world examples and case studies. **[Analyze]** **CO2:** To demonstrate the use of verification tools and techniques to analyze, detect, and debunk fake news, manipulated media, and disinformation on digital platforms. **[Apply]** **CO3:** To develop media literacy campaigns to promote critical thinking, ethical awareness, and responsible media consumption.					

	[Create]			
Course Objective:	The objective of the course is SKILL DEVELOPMENT of student by using PARTICIPATIVE LEARNIN techniques.			
Course Content:				
Module 1	**Identifying and Analyzing Misinformation**	Hands on Training / Practice	10 Hours	Level 4

Topics: Identifying different types of fake news (e.g., satire, hoaxes, propaganda). Analyzing viral news and understanding its impact on society. Differentiating between fact and opinion in media content. Case study analysis of prominent fake news examples in Indian and global contexts.

Module 2	**Media Verification Techniques**	Hands on Training / Practice	10 Hours	Level 3

Topics: Hands-on practice with fact-checking tools (e.g., Google Reverse Image Search, InVID). Image and video verification techniques: detecting manipulated and fabricated content. Social media verification: Identifying fake accounts, analyzing metadata, and using Exif viewers. Introduction to identifying deepfakes and synthetic media.

Module 3	**Creating Media Literacy Campaigns**	Hands on Training / Practice	10 Hours	Level 6

Topics: Developing media literacy awareness campaigns to counter fake news and misinformation. Designing infographics, videos, or social media posts for promoting critical thinking and ethical media consumption. Group activity: Presenting campaign ideas to address specific misinformation challenges (e.g., elections, public health).

Targeted Application and Tools used

Application: Google Reverse Image, Google Lens, Free & Open source tools, InVid.

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

Story depth and relevance, Accuracy of the verification process, Presentation and communication skills, Societal impact analysis.

Experiential Learning Activities:

1. Sharpen skills in identifying fake news.

2. Practice image verification skills.

3. Understand and detect manipulated content on social media.

Books:

1. Silverblatt, A. (2014). Media literacy: Keys to interpreting media messages (4th ed.). Praeger.
2. Potter, W. J. (2021). Media literacy (10th ed.). SAGE Publications.
3. Ries, E. (2011). The lean startup: How today's entrepreneurs use continuous innovation to create radically successful businesses. Crown Business.

REFERENCE

1. Youth Media Literacy Fact-Checking Manual https://internews.org/wp-content/uploads/2024/02/Youth-Media-Litreracy-Program-Fact-Checking-Manual-final.pdf
2. Introduction to Fact-Checking and Verification- Workshop for the Wayuu People https://www.lacnic.net/innovaportal/file/6973/1/fact-checking-en.pdf
3. Factsheet 4: Types of Misinformation and Disinformation https://www.unhcr.org/innovation/wp-content/uploads/2022/02/Factsheet-4.pdf
4. Types of disinformation and misinformation https://www.die-medienanstalten.de/fileadmin/user_upload/die_medienanstalten/Service/Studien_und_Gutachten/GVK_Summary_EN_final_web.pdf
5. The False Information Ecosystem in India , Spandana Singh https://toda.org/assets/files/resources/policy-briefs/t-pb-55_spandana-singh_the-false-information-ecosystem-in-india.pdf
6. A Community Toolkit for Addressing Health Misinformation https://www.hhs.gov/sites/default/files/health-misinformation-toolkit-

english.pdf

7. Managing false information in health emergencies:an operational toolkit 2024 https://iris.who.int/bitstream/handle/10665/375783/WHO-EURO-2024-8271-48043-71198-eng.pdf

8. Media Literacy & Critical Thinking Online https://www.dhs.gov/sites/default/files/publications/digital_media_literacy_1.pdf

9. Media literacy https://all-digital.org/wp-content/uploads/2021/03/Media-Literacy-Booklet-Emedia-Project-Final-ENG-1.pdf

10. PARLIAMENTARY HANDBOOK ON DISINFORMATION, AI AND SYNTHETIC MEDIA https://www.cpahq.org/media/sphl0rft/handbook-on-disinformation-ai-and-synthetic-media.pdf

Video Lectures

1. The importance of teaching media literacy skills | Assiata Ayinla | TEDxDixwell, TEDx Talks, https://www.youtube.com/watch?v=g3vbdE9STVk

2. 9 Tips For Content Creation 2024, The Futur, https://www.youtube.com/watch?v=0arou9boK8k

3. How To Find Your Target Audience | Target Market Research, Adam Erhart, https://www.youtube.com/watch?v=FzEkHlYt2uA

4. Media Literacy - The Power (and Responsibility) of Information | Lisa Cutter | TEDxCherryCreekWomen

5. What is Media Literacy?

6. Day 1: Media Literacy: Policy Perspectives, Concept, Need and Scope

7. Panel Discussion: Media Literacy

8. Israel-Gaza War: Fake News, Misinformation, Disinformation & How to Spot It | Explained

9. 'Fake News' explained: How disinformation spreads

10. Identifying misinformation, fake images about the California wildfires

11. How false news can spread - Noah Tavlin

12. 'You're fake news': Propaganda and disinformation in the digital age

13. Fake News: Fact & Fiction - Episode 3: Information or disinformation?

E-Books

1. Media and information literacy, Subtitle: Social Sciences, Author: Anubhuti Yadav, https://ebooks.inflibnet.ac.in/lisp20/

2. Media Literacy for Young Children, Teaching Beyond the Screen Time Debates, by Faith Rogow

Topics relevant to "Entrepreneurial Skills: This will help students to get trained in fighting mis Information by learning various tools related to the fact checking.

Catalogue prepared by	Dr Ashish Sharma / Mr. Sarath A Pradeep
Recommended bythe Board of Studies on	09/01/2025
Date of Approvalby the Academic Council	

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

Course Code: BAJ3045	Course Title: Short Documentary Type of Course: Discipline Elective	L-T- P- C	0	0	4	2
Version No.	1.0					
Course Pre-requisites	Basic knowledge and aptitude in cinematography, script writing and research.					
Anti-requisites	-Nil-					
Course Description	This course provides students with a hands-on introduction to the process of creating short documentaries and short films. Emphasis is placed on all stages of production, including concept development, pre-production, shooting, editing, and post-production. Students will work collaboratively to produce a short documentary or film, gaining technical and creative skills in storytelling, cinematography, sound design, and editing.					
Course Outcomes	On successful completion of the course the students shall be able to: **CO1**: To identify concepts and scripts for short documentaries or short films**. [Remember]** **CO2**: To plan pre-production, storyboarding and shot lists. [**Create**] **CO3:** To operate filmmaking equipment effectively for shooting and sound recording. [**Apply**] **CO4**: To create a documentary / short film. [**Create**]					
Course Content:						

Module 1	Introduction to Documentary/Film Production	Practical/Hands on	15 Hours	Level 1

Topics: Basics of storytelling and documentary filmmaking. Types of documentaries: Expository, observational, participatory, reflexive, and performative. Introduction to short films and narrative structures. Overview of production workflow: Pre-production, production, and post-production.

Module 2	Pre-Production and Planning	Practical/ Hands on	15 Hours	Level 6

Topics: Scriptwriting basics: Developing a script or treatment for a short film/documentary. Storyboarding and shot planning: Visualizing the narrative. Location scouting and permissions. Team roles and scheduling: Director, cinematographer, sound recordist, and editor.

Module 3	Production – Filming and Sound Recording	Demonstration/Practical/Hands on	15 Hours	Level 3

Topics: Camera operations: Framing, composition, and movement. Lighting techniques for documentary and film. Recording high-quality sound: Boom mics, lapel mics, and field recorders. Directing: Working with subjects, actors, and crew.

Module 4	Post-Production – Editing and Finalizing the Project	Demonstration/Practical/Hands on	15 Hours	Level 6

Topics: Editing basics: Importing, organizing, and assembling footage. Narrative building through editing: Selecting scenes, transitions, and pacing. Adding sound design: Background score, effects, and voiceovers. Finalizing: Colour correction, titles, and exporting.

Targeted Application and Tools used

Studio Binder, **Canva** or **Storyboarder,** Celtx, Cameras and Accessories, Adobe Premiere Pro/DaVinci Resolve, **Adobe Audition**

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

1. Assignment 1: Pitch a concept for a short documentary or film.

2. Activity: Watch and analyze one short documentary and one short film and identify techniques.

3. Assignment 2: Create a detailed treatment, storyboard, and shot list for the project.

4. Activity: Scout locations and document findings.

5. Assignment 3: Shoot selected scenes or interviews using learned techniques.

6. Activity: Test audio equipment and experiment with lighting setups.

7. Assignment 4: Edit a rough cut of the documentary/film.

8. Final Project: Produce the documentary/short film (5-7 minutes) and organize a short film/ documentary festival which will be the part of the final assessment.

Text Book

10. Bernard, S. C. (2007). Documentary storytelling: Making stronger and more dramatic nonfiction films (2nd ed.). Focal Press.(Not available in Uni Library)

11. Rabiger, M., & Hermann, C. (2020). Directing the documentary (7th ed.). Routledge. (Not available in Uni Library)

12. Ascher, S., & Pincus, E. (2013). The filmmaker's handbook: A comprehensive guide for the digital age (4th ed.). Plume.

1. Reference:

2. Brine, K. G. (2020). The art of cinematic storytelling: A visual guide to planning shots, cuts, and transitions. Oxford University Press.

3. Tu, D. L. (2015). Feature and narrative storytelling for multimedia journalists. Focal Press.

4. Cury, I. (2010). Directing and producing for television: A format approach (4th

ed.). Focal Press.

Web Resources:

1. Filmmaking Basics by Studio Binder
   a. https://www.studiobinder.com/blog/
2. Adobe Premiere Pro Tutorials
   a. https://helpx.adobe.com/premiere-pro
3. No Film School
   a. https://nofilmschool.com
4. Film Riot: Practical filmmaking tutorials and tips.
5. Indy Mogul: DIY production techniques for independent filmmakers.

Topics relevant to development of 'FOUNDATION SKILLS':

Encouraging students to create a documentary or short film will provide them with a hands-on experience relevant to the industry.

Catalogue prepared by	**Mr Sarath A Pradeep/ Dr Prathibha**
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

40 YEARS OF ACADEMIC WISDOM

Itgalpur, Rajankunte, Yelahanka, Bengaluru – 560064

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 usingPARTICIPATIVE 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.

Module 2	**Introduction to political communication**	Lecture, PPT, discussion	11 Hours	**Level 2**

Topics: Political communication: Definition, its importance, scope, and characteristics. Mass Media and Political Communication. Political polarization of public, Feedback in Political Communication

Module 3	**Theories in political communication & political language**	Lecture, PPT, discussion	11 Hours	Level 3

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.

Module 4	Political campaign communication: style and tactics	Lecture, PPT, discussion	12 Hours	Level 4

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_srsg_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.
8. Davis, A. (2019). Political Communication: A New Introduction for Crisis Times. United Kingdom: Wiley.
9. 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

Catalogue prepared by	Ms. Padmavathi S/Dr. Ashish Sharma
Recommended bythe Board of Studies on	09/01/2025

Date of Approvalby the Academic Council	

Itgalpur, Rajankunte, Yelahanka, Bengaluru – 560064

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:			
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.			
Module 5	**Post-Production, Broadcasting, and Ethics, future**	Lecture/Discussion	13 Hours
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.

Catalogue prepared by	Sarath A Pradeep
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: BAJ2002	Course Title: Production Portfolio	L- T-P- C	1	0	2	2
	Type of Course: Program Core					
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	**On successful completion of the course the students shall be able to:** CO1: Recall the process of recording Public Service Announcements (PSA) for radio to raise awareness about contemporary issues. CO2: Describe the role and importance of an opening piece to camera in a TV News Feature. CO3: Apply interviewing skills to record an interview with various individuals for radio or TV. CO4: Critically evaluate the content and presentation					

			style of a film review or a piece about a favorite television news anchor.	
			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' **Employability Skills** by using **Experiential Learning** 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:

- 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)

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

Topics:

- Make a coffe table book wth still picture on a particular theme

- Exhibit your photographs (event)

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

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)

Module 5	Final Production	Lecture	Ability to think creatively and apply in their work.	9 Hours

Topics:

- 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

The following procedure should be followed for the credits:

1. Thorough reading of relevant study material and references.
2. Students will choose the current topics for every piece of radio and television production.
3. Students will discuss the topics with the guide and will take the approval.
4. The audio and video pieces would be generally accepted formats and mediums and will not have any content which is derogatory.
5. For writing assignment students will use the formal writing pattern i.e. 12 font size, 1.5 line spacing and Times New Roman.
6. Students will have to make proper portfolio in digital format highlighting various elements of their portfolio and submitted though downloadable cloud links.

Text Book

1. Media Product Portfolios: Issues in Management of Multiple Products and Services. (2014). United Kingdom: Taylor & Francis.

2. 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.

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	L-T- P- C	3	0	2	4
	Type of Course: Program Core					
Version No.	1.0					
Course Pre-requisites	Basic Analytical Skills					
Anti-requisites	-Nil-					
Course Description	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.					
Course Outcomes	On successful completion of the course the students shall be able to: CO1: Understand the media research and its role in various contexts **[Knowledge]** CO2: Interpret the role of data analysis in today's media industry **[Comprehension]** CO3: Describe the role of media research in persuasion and dissemination of information among individuals and groups **[Analysis]**					

	CO4: Enumerate various type of data analysis techniques and their usage. **[Comprehension]**			
	CO5: Evaluate the interplay of media research and data analysis leading to development activity. **[Application]**			
Course Content:	The objective of the course is SKILL DEVELOPMENT of student by usingPARTICIPATIVE LEARNING techniques.			
Module 1	**Introduction to Media Research and Data Journalism**	**Lecture**	**Classroom Presentation**	**15 Hours**

Topics:

- **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

Module 2	**Data Collection and Analysis**	Lecture and discussion	Class room presentation	**15 Hours**

Topics:

- 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.

Module 3	**Writing and Reporting Data**	Lecture, discussion	Class room presentation	**15 Hours**

	Stories			

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.

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

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

Module 5	**Project and Case Studies**	**Discussion an dcase studies**	**Class roo mpresentation**	**15 Hours**

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

Catalogue prepared by	Mr. Archan Mitra
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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**
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:				

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 Parcipative 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.

Catalogue prepared	Dr. Archan Mitra

by	
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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	On successful completion of the course the students shall be able to:
	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)
	CO2: To create awareness about the importance of business and financial news and its role in coverage, reporting and editing (Knowledge)
	CO3: Acquire the skills to write different kinds of Business and Financial leads. (Application)
	CO4: To improve skills in reporting and writing basic and complex 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

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

Module 4	Business reporting and editing	Lecture and discussion	Class room presentation	12 Hours

Topics: basics of budget – budget reporting – Reserve Bank of India and basics of monetary policy – introduction to stock markets – regulatory mechanism

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

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

Catalogue prepared by	Dr. Prathibha.V
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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. CO6: Create: Design comprehensive event plans and execute them successfully.
Course Content:	The objective of the course is SKILL DEVELOPMENT of student by usingPARTICIPATIVE 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	Class room presentation and practice	9 Hours

Topics:

- Event Conceptualization and Theme Development

- Event Proposal Writing

- Site Selection and Venue Management

- Event Design and Decor

- Case Studies of Successful Events

Module 3	Event Marketing and Promotion	Lecture, discussion and Practical	Class room presentation and practice	9 Hours

Topics:

- 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 discussion	Class room presentation and practice	9 Hours

Topics:				
• Creating and Managing Event Budgets				
• Funding and Revenue Streams				
• Cost Control Strategies				
• Financial Risk Management				
• Post-Event Financial Reporting				
Module 5	**Logistics and Operations**	**Discussion an dcase studies**	**Class room presentation and practice**	**9 Hours**

Topics:

- Event Scheduling and Timelines

- Vendor Management and Contract Negotiation

- Event Staffing and Volunteer Management

- On-Site Operations and Management

- Health, Safety, and Legal Considerations

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 0-471-39687-7Imaging

3. Goya!, 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

Catalogue prepared by	Dr. C P Rashmi
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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					

	CO4: Write advertisements for selected media that executes a defined strategy and plan **CO5**: Create ad layouts, Radio scripts, and TV Storyboards and scripts			
Course Content:				
Module 1	INTRODUCTION TO ADVERTISING	**Lecture and discussion**	Meaning and History of Advertising	9 Hours
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				
Module 2	ADVERTISING RESEARCH AND STRATEGY	**Lecture and discussion**	Key Elements in an Advertising	6 Hours
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				
Module 3	REGULATORY ASPECTS OF ADVERTISING	**Lecture and discussion**	Ethics in Advertising	6 Hours
Topic: Ethics in Advertising, Apex Regulatory Bodies -AAAI, ASCI and their Codes				
Module 4	INTRODUCTION TO COPYWRITING	**Lecture and discussion**	Copy Writing	6 Hours
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				
Module 5	WORKING ON THE	**Lecture and discussion**	, Product Brief,	6 Hours

	BRIEF			

Topic: Client Brief, Product Brief, Marketing Brief, Agency Brief, Arriving at the Creative Brief

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

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
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	5th June 2024

of Studies on	
Date of Approval by the Academic Council	3rd August 2024

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	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.					
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 the application of the concept of organizational behaviour in media organizations. **(Knowledge)**
	CO2: Identify the complexities associated with management of individual and group behaviour. **(Comprehension)**
	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

		Samples, case studies, discussions, experiential learning		
Module 4	**Organizational culture in media organizations**		**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/QQlS5ipfxeM

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.
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

Itgalpur, Rajankunte, Yelahanka, Bengaluru – 560064

Course Code: BAJ3007	Course Title: Communication for Social Impact		3	0		
	Type of Course: Program Core Theory	L- T-P-C			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]					

Course Content:					
Module 1	**Definin g Change**	**Lecture Discussion**	**Class room presentation**	11	**Hours**

Topics: Definition of Change; How does how 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 Communic a tion for Social Change**	**Discussion and case studies**	**Class room presentation**	12	**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;

N

Reporting Social Change; Line between Journalism and Advocacy.

Module 3	**Communication via Media as a social change tool**	**Lecture and discussio n**	**Demonstration**	11 Hours

CO3: Assess the role and value of different media [Analysis]

C04: Create social change campaigns addressing a specific systemic social/political problem. [Synthesis]

Topics: Poster Art; Documentary; Street Art; Transmedia; Social media; Story Telling; Counter Narratives

	Various types of Communication for social change	Lecture and discussion	Demonstration and role play	12 Hours
Module 4				

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 actie 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 perspectoves for the future. International Communication Gazette, 82(5), 411=424.

4. Dutta, M. J. (2018). Culturally centring social change communication: Subaltern criiques 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://cscc.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/

Catalogue prepared by	Dr R Ravi Kumar Ms. Padmavathi
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

GAIN MORE KNOWLEDGE
REACH GREATER HEIGHTS

40 YEARS OF ACADEMIC WISDOM

Itgalpur, Rajankunte, Yelahanka, Bengaluru – 560064

Course Code: BAJ2010	Course Title: Public Relations and Corporate Communications Course: Program Core	L- T-P- C	3	0	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	**CO1:** To understand the evolution, significance, and role of PR and corporate communication **[Remember]** **CO2:** To gain practical experience in developing PR campaigns, crisis management, and media relations [**Apply**] **CO3:** To be able to identify and apply key PR theories and models in real-world contexts. [**Apply**] **CO4:** To Create effective public relations strategies by analyzing media					

	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 Communic ation 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=3Zr6DwAAQBAJ

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

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

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	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.		
Course Objective	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.		

Course Outcomes	On successful completion of this course, the student shall be able to:
	CO1: Distinguish the foundational elements of creative writing and narrative techniques to craft engaging and impactful stories across diverse genres.
	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.
	CO3: Demonstrate the ability to create and adapt narratives for digital platforms to meet the demands of contemporary media and connect with digital audiences.
	CO4: Produce expressive and persuasive narratives that communicate ideas effectively and inspire action or emotional engagement.

Course Content: Theory Sessions

Module 1	Introduction to Creative Writing	Assignment	Narrative Techniques	8 Hours

- 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

- 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

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

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.

Module 2	Close Reading and Interpretation of Texts.			3 Hours

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.

Module 3	Writing for the Digital Age			4 Hours

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)

Module 4	Expressive and Persuasive Writing			4 Hours

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

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

Project work/Assignment:

Assignment on Reflective writing: Write a brief piece on a moment of joy or a contrasting emotion

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.

Catalogue prepared by	**Dr. Anusree B**
Recommended by the Board of Studies on	
Date of Approval by the Academic	

Council	

PRESIDENCY UNIVERSITY

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GAIN MORE KNOWLEDGE
REACH GREATER HEIGHTS

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	On successful completion of the course the students shall be able to: CO1: Understand the concept and purpose of Internships. CO2: Analyze various practical research approach to the theoretical knowledge. CO3: Identify, implement and evolve different research perspectives and understanding of the assigned topic. CO4: Enable students to have a pilot study and to carry out a comparative study on different modules of media and communication Internship Instructions					
Internship Instructions						
The Internship procedure spans a duration of 9 weeks and follows specific guidelines to ensure a structured and professional approach.						

The process is outlined as follows:

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:

SI. 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	