



**PRESIDENCY  
UNIVERSITY**

# **PROGRAMME REGULATIONS & CURRICULUM**

2025-28

## **PRESIDENCY SCHOOL OF MEDIA STUDIES**

**BACHELOR OF ARTS (B.A.) IN  
JOURNALISM & MASS COMMUNICATION**



**PRESIDENCY  
UNIVERSITY**



**PRESIDENCY SCHOOL OF MEDIA STUDIES**

**Program Regulations and Curriculum**

**2025-2028**

**BACHELOR OF ARTS (B.A.) in**

**JOURNALISM & MASS COMMUNICATION**

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



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# PRESIDENCY UNIVERSITY



## 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

The vision of Presidency School of Media Studies is to cultivate ethical, innovative, and skilled media professionals for a dynamic industry. Through hands-on training, internships, and industry collaborations, we ensure job readiness. Emphasizing critical thinking, responsible journalism, and a global perspective, we empower students to shape society through media. With seminars, workshops, and real-world exposure, graduates are prepared for diverse careers in journalism, digital media, PR, advertising, and other fields of mass communication.

#### 1.4 Mission Statement of Presidency School of Media Studies

The school is committed to excellence in the field of media education. The B.A. (J&MC) program equips students for career and civic success through critical thinking, practical experience, and theoretical



learning. It offers a well-rounded media education with specializations in Journalism, Advertising, PR, Communication, Film Studies and Media Management, enriched by co-curricular, extracurricular, and internship opportunities.

## **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 2025-2028.
- 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 2025-2028 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 2025-2028.

## **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, 2025-2028;*
- 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 2025-2028 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 2025-2028 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, 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 (**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 able to:

- I. **PEO1.** To step into Higher Education and take up research in universities at national and global level.
- II. **PEO2.** To become a team member in Public, Private, Corporate and Government Sector as techno managers, academicians, administrator or entrepreneurs, investigative agencies with efficient Communication and ethics.
- III. **PEO3.** To Set up own enterprise and communicate with customers proficiently and adapt life skills for enhancing Business.

## 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:** Demonstrate the ability to conceptualize projects across various domains, including TV, Radio, Print, Digital media, and films. Employ diverse methods to gather essential information and adeptly design, execute, and manage media projects.
- **PSO2:** Apply a comprehensive understanding of Journalism and Mass Communication to undertake research, analyze data, and proficiently visualize and interpret findings. Utilize this knowledge to craft compelling narratives on a wide range of issues.



- **PSO3:** Exhibit the capacity to generate impactful and creative communication content. Produce articles, features, reports, and other creative pieces tailored for transmedia platforms such as print, digital, and audio-visual mediums. Employ refined reporting, editing, and design skills in the process.

## 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 2<sup>nd</sup> year (3<sup>rd</sup> Semester) of the B. A. Program of the University**

A student who has completed the 1<sup>st</sup> Year (i.e., passed in all the Courses / Subjects prescribed for the 1<sup>st</sup> Year) of the BA (J&MC) / Three -Year Degree Program from another recognized University, may be permitted to transfer to the 2<sup>nd</sup> Year (3<sup>rd</sup> 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 2<sup>nd</sup> Year (3<sup>rd</sup> 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 1<sup>st</sup> 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 2<sup>nd</sup> 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 8.8 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

<b>Table 1: Assessment Components and Weightage for different category of Courses</b>		
<b>Nature of Course and Structure</b>	<b>Evaluation Component</b>	<b>Weightage</b>
<b>Lecture-based Course</b> L component in the L-T-P Structure is predominant (more than 1) <b>(Examples: 3-0-0; 2-1-0; 2-0-0, 0-0-2 etc.)</b>	<b>Continuous Assessments</b>	<b>50%</b>
	<b>End Term Examination</b>	<b>50%</b>
<b>Lab/Practice-based Course</b> P component in the L-T-P Structure is predominant <b>(Examples: 0-0-4; 0-1-2; 1-0-2; etc.)</b>	<b>Continuous Assessments [Lab Only]</b>	<b><u>60%</u></b>
	<b>End Term Examination [Lab Only]</b>	<b><u>40%</u></b>
<b>Skill based Courses</b> 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 Sub Clauses 8.9.1 / 8.9.2 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 8.11 of 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.

**12.5 Mandatory Non-Credit Course Completion Requirements:** All mandatory non-credit courses shall be satisfactorily completed by the student as part of the degree requirements. These courses will be evaluated and awarded letter grades based on the following criteria:

- **S (Satisfactorily Completed):** Awarded when the student successfully completes all prescribed course requirements.
- **NC (Not Completed):** Awarded when the student fails to meet the prescribed course requirements.

A student receiving an NC grade must reappear for and complete the course in accordance with the guidelines prescribed by the University.



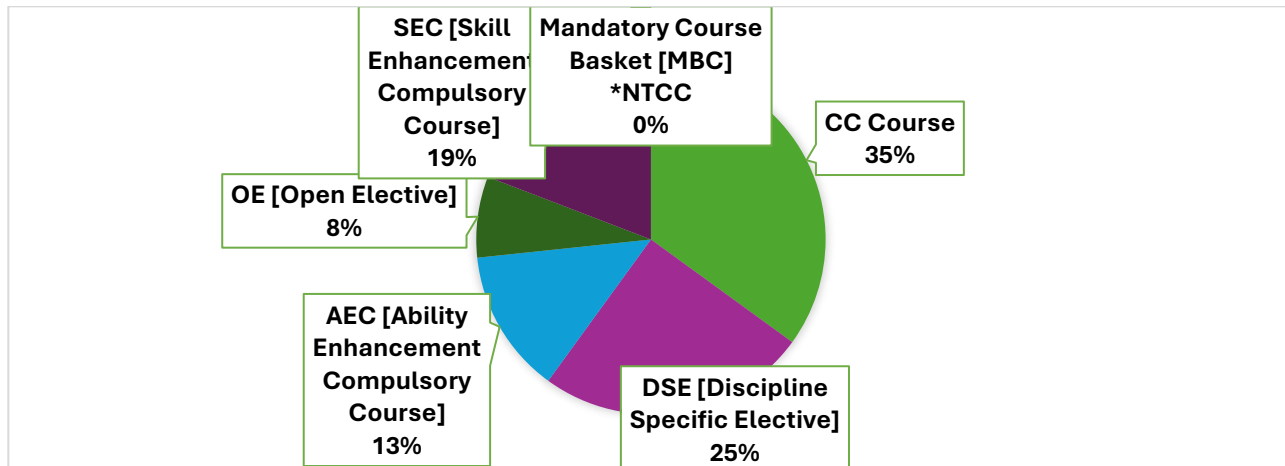


In the case of non-taught and non-credited mandatory courses—where students are advised to undertake learning through MOOC platforms—there shall be a clearly defined **Course Catalogue** and a corresponding **Course Plan**. The Course Plan shall outline the assessment components, which will form the basis for evaluation.

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

The **BA (J&MC)** Program Structure (2025-2028) 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.

<b>Table 3: B. A. (Journalism and Mass Communication) 2025-2028</b>		
<b>Summary of Mandatory Courses and Minimum Credit Contribution from various Baskets</b>		
<b>Sr. No.</b>	<b>Baskets</b>	<b>Credit Contribution</b>
1	<b>Core Course</b>	42
2	<b>Ability Enhancement Compulsory Course [AEC]</b>	16
3	<b>Skill Enhancement Compulsory Course [SEC]</b>	23
4	<b>DSE [Discipline Specific Elective</b>	30
5	<b>Open Elective Course</b>	9
6	<b>Mandatory Basket Courses (MAC)*</b>	<b>0</b>
	<b>Total Credits</b>	<b>120</b>



**Fig:1 Credit Distribution for the BA (J&MC) Program**

#### 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:

- Fulfilled the Minimum Credit Requirements and the Minimum Credits requirements under various baskets.
- 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 19.2.1 of Academic Regulations**.
- No dues to the University, Departments, Hostels, Library, and any other such Centres/ Departments of the University; and
- 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 Core Courses**

Sr No	Course Code	Course Name	L	T	P	C
1	MDS1200	Fundamentals of Journalism	3	0	0	3
2	MDS1201	Introduction to Communication Models	3	0	0	3
3	MDS1202	Theories and Ideologies of Mass Communication	3	0	0	3
4	MDS1203	Introduction to Broadcast Media	2	0	0	2
5	MDS1204	Introduction to Print Media	2	0	0	2
6	MDS1000	Print Media Lab	0	0	2	1
7	MDS1206	Introduction to Advertising, Public Relation & Communication Management	3	0	0	3
8	MDS1208	Indian Polity: Democracy and the State	2	0	0	2
9	MDS1209	Visual Communication: Theory and Aesthetics	2	0	0	2
10	MDS1501	Visual Communication Lab	0	0	2	1
11	MDS2000	Media Culture & Society	2	0	0	2
12	MDS2001	Development Communication	2	0	0	2
13	MDS2002	Media Literacy Education	2	0	0	2
14	MDS1502	Media Literacy Lab	0	0	2	1
15	MDS2003	Political Communication	2	0	0	2

16	MDS2004	TV Journalism and Production	2	0	0	2
17	MDS1503	TV Journalism and Production Lab	0	0	2	1
18	MDS2005	Data Journalism & Data Visualization	2	0	0	2
19	MDS1504	Data Journalism & Data Visualization Lab	0	0	2	1
20	MDS2501	Media laws: Regulation, Governance & Ethics	2	0	0	2
21	MDS3400	Film Appreciation and Aesthetics	2	1	0	3
<b>Total No. of Credits</b>						<b>42</b>

**Table 3.2: List Of Ability Enhancement Compulsory Courses**

Sr. No	Course Code	Course Name	L	T	P	C
1	ENG1905	English for Journalistic Communication	2	0	0	2
2	MDS1500	Computer Skills for Media	0	0	4	2
3	GER1002	Foreign Languages- GERMAN	2	0	0	2
4	PPS1012	Enhancing Personality through Soft Skills	0	0	2	1
5	ENG1904	Language and Communication in Media	2	0	0	2
6	PPS2001	Reasoning and Employment Skills	0	0	2	1
7	PPS3018	Preparedness for Interview	0	0	2	1
8	ENG2007	Writing for Web	2	0	0	2
9	PPS1001	Introduction to Soft skills	0	0	2	1
10	MDS2009	Media Psychology	2	0	0	2
11	ENG1905	English for Journalistic Communication	2	0	0	2



12	MDS1500	Computer Skills for Media	0	0	4	2
<b>Total No. of Credits</b>						<b>16</b>

**Table 3.3: List Of Skill Enhancement Compulsory Courses**

Sr. No	Course Code	Course Name	L	T	P	C
1	MDS7400	Internship	0	0	0	2
2	MDS7500	Research Paper - Project	0	0	0	0
3	MDS7300	Immersion Capstone Project	0	0	0	8
4	MDS2006	Research Methodology	3	0	0	3
5	MDS3401	Social Media Data Analytics	1	0	2	2
6	MDS3402	Multimedia Storytelling: Data, Design and Animation	1	0	2	2
7	MDS1700	Understanding AI, Immersive Media and VR	1	0	2	2
8	MDS1002	Critical Thinking & Writing	2	0	0	2
9	MDS2505	Content Creation for social media and OTT	1	0	2	2
10	MDS7400	Internship	0	0	0	2
<b>Total No. of Credits</b>						<b>23</b>

**Table 3.6: List of Mandatory Basket Courses (MAC)**

Sr. No	Course Code	Course Name	L	T	P	C
1	CHE7601	Environmental Studies	-	-	-	0
<b>Total No. of Credits</b>						<b>0</b>



## **17. Practical / Skill based Courses – Internships / 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 BA (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 **12-14 weeks** in an industry / company or academic / research institution during the 6<sup>th</sup> Semesters, subject to the following conditions:

- 17.1.1** The Internship shall be 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.

## **17.2 Project Work [Not Applicable to Media Studies as per PRC]**

A student may opt to do a Project Work for a period of 4-6 weeks in an Industry / Company or academic / research institution or the University Department(s) as an equivalence of Internship during the 5th semester as applicable, subject to the following conditions:

**17.2.1.1** The Project Work shall be approved by the concerned HOD and be carried out under the guidance of a faculty member.

**17.2.1.2** The student may do the project work in an Industry / Company or academic / research institution of her / his choice subject to the above-mentioned condition (Sub-Clause 2.6.2.1). Provided further, that the Industry / Company or academic / research institution offering such project work confirms to the University that the project work will be conducted in accordance with the Program Regulations and requirements of the University.

## **17.3 Capstone Project**

A student may undergo a Capstone Project for a period of 12-14 weeks in an industry / company or academic / research institution in the 6th Semester as applicable, subject to the following conditions:

**17.3.1.1** The Capstone Project shall be conducted in accordance with the Capstone Project Policy prescribed by the University from time to time.

**17.3.1.2** The selection criteria (minimum CGPA, pass in all Courses as on date, and any other qualifying criteria) as applicable / stipulated by the concerned Industry / Company or academic / research institution for award of the Capstone Project to a student.



**17.3.1.3** The number of Capstone Project available for the concerned Academic Term. Further, the available number of Capstone Project shall be awarded to the students by the University based on merit using the CGPA secured by the student. Provided further, the student fulfils the criteria, as applicable, specified by the Industry / Company or academic / research institution providing the Capstone Project, as stated in Sub-Clause 2.6.3.2 above.

**17.3.1.4** A student may opt for Capstone Project in an Industry / Company or academic / research institution of her / his choice, subject to the condition that the concerned student takes the responsibility to arrange the I Capstone Project on her / his own. Provided further, that the Industry / Company or academic / research institution offering such Capstone Project confirms to the University that the Capstone Project shall be conducted in accordance with the Program Regulations and Internship Policy of the University.

**17.3.1.5** A student selected for a Capstone Project in an industry / company or academic / research institution shall adhere to all the rules and guidelines prescribed in the Capstone Project Policy of the University.

## 18. List of Elective Courses under various Specialization

<b>Table 3.4: List Of Discipline Specific Elective Courses</b>						
<b>Sr. No</b>	<b>Course Code</b>	<b>Course Name</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
1	MDS1001	News Analysis	1	0	2	2
2	MDS2502	Advertising and Brand Management	2	0	0	2
3	MDS2503	Writing and Reporting for Digital Media	1	0	2	2
4	MDS1701	Artificial Intelligence and Automation for Media Professionals	1	0	2	2
5	MDS1505	Alternative Journalism	1	0	2	2

6	MDS2504	Strategic PR and Reputation Management	3	0	0	3
7	MDS1210	Fundamentals of Digital and Online Media	1	0	2	2
8	MDS2007	Media Entrepreneurship & Digital Monetization	2	0	0	2
9	MDS2008	Health, Science and Environmental Communication	3	0	0	3
10	MDS2506	Digital and Social Media Marketing Strategies	2	0	2	3
11	MDS2507	Digital Journalism & AI in Newsroom	2	0	2	3
12	MDS2508	Globalization and International Marketing	2	0	0	2
13	MDS2509	Introduction to Filmmaking	0	0	4	2
<b>Total No. of Credits</b>						<b>30</b>

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

<b>Table 3.5: List of Open Electives</b>					
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
<b>Total Credits</b>					<b>9</b>

\*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

Semester 1								
S. NO.	COURSE CODE	COURSE NAME	CREDIT STRUCTURE				CONTACT HOURS	BASKET
			L	T	P	C		
1.	MDS1200	Fundamentals of Journalism	3	0	0	3	3	CC COURSE
2.	MDS1201	Introduction to Communication Models	3	0	0	3	3	CC COURSE
3.	MDS1203	Introduction to Broadcast Media	2	0	0	2	2	CC COURSE
4.	MDS1204	Introduction to Print Media	2	0	0	2	2	CC COURSE
5.	MDS1000	Print Media Lab	0	0	2	1	2	CC COURSE
6.	MDS1206	Introduction to Advertising, Public Relation & Communication Management	3	0	0	3	3	CC COURSE
7.	PPS1001	Introduction to Soft skills	0	0	2	1	2	AEC
8.	ENG1904	Language and Communication in Media	2	0	0	2	2	AEC
9.	MDS1500	Computer Skills for Media	0	0	4	2	4	AEC
10.	GER1002	Introduction to German Language	2	0	0	2	2	AEC
TOTAL			20	0	8	21	25	

Semester 2								
S. NO.	COURSE CODE	COURSE NAME	CREDIT STRUCTURE					BASKET
			L	T	P	C	CONTACT HOURS	
1.	MDS1002	Critical Thinking & Writing	2	0	0	2	2	SEC
2.	MDS1202	Theories and Ideologies of Mass Communication	3	0	0	3	3	CC COURSE
3.	MDS1700	Understanding AI, Immersive Media and VR	1	0	2	2	3	SEC
4.	MDS1208	Indian Polity: Democracy and the State	2	0	0	2	2	CC COURSE
5.	MDS1001	News Analysis	1	0	2	2	3	DSE
6.	MDS2502	Advertising and Brand Management	2	0	0	2	2	DSE
7.	MDS1209	Visual Communication: Theory and Aesthetics	2	0	0	2	2	CC COURSE
8.	MDS1501	Visual Communication Lab	0	0	2	1	2	CC COURSE
9.	MDS2503	Writing and Reporting for Digital Media	1	0	2	2	3	DSE
10.	PPS1012	Enhancing Personality through Soft Skills	0	0	2	1	2	AEC
11.	ENG2007	Writing for Web	2	0	0	2	2	AEC
		<b>TOTAL</b>	<b>19</b>	<b>0</b>	<b>8</b>	<b>21</b>	<b>26</b>	

Semester 3								
S. NO.	COURSE CODE	COURSE NAME	CREDIT STRUCTURE					BASKET
			L	T	P	C	CONTACT HOURS	
1	MDS2000	Media Culture & Society	2	0	0	2	2	CC COURSE
2	MDS1701	Artificial Intelligence and Automation for Media Professionals	1	0	2	2	3	DSE
3	MDS2001	Development Communication	2	0	0	2	2	CC COURSE
4	MDS1505	Alternative Journalism	1	0	2	2	3	DSE
5	MDS2504	Strategic PR and Reputation Management	3	0	0	3	3	DSE
6	MDS2002	Media Literacy	2	0	0	2	2	CC COURSE

7	MDS1502	Media Literacy Lab	0	0	2	1	2	CC COURSE
8	MDS1210	Fundamentals of Digital and Online Media	1	0	2	2	3	DSE
9	ENG1905	English for Journalistic Communication	2	0	0	2	2	AEC
10	PPS2001	Reasoning and Employment Skills	0	0	2	1	2	AEC
11	MDS2007	Media Entrepreneurship & Digital Monetization	2	0	0	2	2	DSE
12	CHE7601	<i>Environmental Studies and Sustainable Development</i>	0	0	0	0	0	<b>MBC</b>
		TOTAL	17	0	10	21	26	

## Semester 4

S. NO.	COURSE CODE	COURSE NAME	CREDIT STRUCTURE					BASKET
			L	T	P	C	CONTACT HOURS	
1	MDS2003	Political Communication	2	0	0	2	2	CC COURSE
2	PPS3018	Preparedness for Interview	0	0	2	1	2	AEC
3	MDS2008	Health, Science and Environmental Communication	3	0	0	3	3	DSE
4	MDS2004	TV Journalism and Production	2	0	0	2	2	CC COURSE
5	MDS1503	TV Journalism and Production Lab	0	0	2	1	1	CC COURSE
6	MDS2005	Data Journalism & Data Visualization	2	0	0	2	2	CC COURSE
7	MDS1504	Data Journalism & Data Visualization Lab	0	0	2	1	1	CC COURSE
8	MDS2505	Content Creation for social media and OTT	1	0	2	2	3	SEC
9	MDS2506	Digital and Social Media Marketing Strategies	2	0	2	3	4	DSE
10		Open Elective - I	3	0	0	3	3	OE
11		Open Elective – II	3	0	0	3	3	OE
		TOTAL	18	0	10	23	26	

## Semester 5



S. NO.	COURSE CODE	COURSE NAME	CREDIT STRUCTURE					BASKET
			L	T	P	C	CONTACT HOURS	
1	MDS2501	Media Laws: Regulation, Governance & Ethics	2	0	0	2	2	CC COURSE
2	MDS2006	Research Methodology	3	0	0	3	3	SEC
3	MDS2009	Media Psychology	2	0	0	2	2	AEC
4	MDS2507	Digital Journalism & AI in Newsroom	2	0	2	3	4	DSE
5	MDS2508	Globalization and International Marketing	2	0	0	2	2	DSE
6	MDS2509	Introduction to Filmmaking	0	0	4	2	4	DSE
7	MDS3400	Film Appreciation & Aesthetics	2	1	0	3	3	CC COURSE
8	XXXXXX	Open Elective – III	3	0	0	3	3	OE
9	MDS3401	Social Media Data Analytics	1	0	2	2	3	SEC
10	MDS3402	Multimedia Storytelling: Data, Design and Animation	1	0	2	2	3	SEC
11	MDS7500	Research Paper - Project	0	0	0	0	0	SEC
		TOTAL	18	1	10	24	29	

Semester 6								
S. NO.	COURSE CODE	COURSE NAME	CREDIT STRUCTURE					BASKET
			L	T	P	C	CONTACT HOURS	
1	MDS7300	Immersion Capstone Project	0	0	0	8	8	8
2	MDS7400	Internship	0	0	0	2	2	2
3		<b>TOTAL</b>				10	10	

### Abbreviations:

### Courses in the program may be of four kinds:

1. **CC:** Core Courses
2. **EC:** Elective Courses: Discipline Specific Elective / Generic/ Open Elective / Project/ Dissertation
3. **AECC:** Ability Enhancement Compulsory Courses



#### 4. SEC: Skill Enhancement Courses

**1. Core Course:** The course, which is to be **compulsorily studied** by a candidate as a core requirement is termed as a Core course.

**2. Elective Course:** Generally, a course which can be **chosen from a pool of courses**, and which may be **very specific or specialized or advanced or supportive to the discipline/** subject of study or which provides an extended scope, or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

- **Discipline Specific Elective (DSE) Course:** Elective course offered by *the main discipline/subject* of study is referred to as Discipline Specific Elective.
- **Generic/ Open Elective (GE) Course:** An elective course chosen generally from an *unrelated discipline/subject*, with an intention to seek exposure is called a Generic Elective. A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa, and such electives may also be referred to as Generic Elective.
- **Project/ Dissertation:** An elective course designed to *acquire special/advanced knowledge*, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called project/ dissertation.

**3. Ability Enhancement Compulsory Courses (AECC):** AECC courses are based upon the *content that leads to knowledge enhancement*, for example: English Communication, Environmental Science/ Studies, etc.

**4. Skill Enhancement Courses (SEC):** SEC Courses provide *value based and/or skill-based knowledge* and may content, *both Theory and Lab/Training/Field Work*. The main purpose of these courses is to provide students, *life-skills in hands-on mode to increase their employability*.



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- 5. Mandatory Audit Courses (MAC) (Non-Credit):** Mandatory Audit Courses are self-paced, non-instructional courses typically delivered through MOOC platforms.

## **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.



## Mandatory Courses Basket (MAC)

Environmental Studies\_\_CHE7601

<b>Course Code:</b> <b>CHE7601</b>	<b>Environmental Studies</b> <b>Type of Course:</b> MOOC course	<b>L- T- P- C</b>	-	-	-	-
		<b>Contact hours</b>	-	-	-	-
<b>Course Pre-requisites</b>	NIL					
<b>Anti-requisites</b>	NIL					
<b>Course Description</b>	<p>This course is designed to improve the learners' SKILL DEVELOPMENT by using PARTICIPATIVE LEARNING techniques. This course aims to familiarize students with fundamental environmental concepts and their relevance to business operations, preparing them to address forthcoming sustainability challenges. It is designed to equip students with the knowledge and skills needed to make decisions that account for environmental consequences, fostering environmentally sensitive and responsible future managers.</p> <p><b>This course is designed to cater to Environment and Sustainability</b></p>					
<b>Course Objective</b>	The objective of the course is ‘SKILL DEVELOPMENT’ of the student by using ‘PARTICIPATIVE LEARNING’ techniques					
<b>Course Outcomes</b>	<p>On successful completion of this course the students shall be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the issues related to natural resources, ecosystems and biodiversity</li> <li>2. Identify environmental hazards affecting air, water and soil quality</li> <li>3. Recognize the importance of healthy environment and finding the sustainable methods to protect the environment</li> <li>4. Convert skills to address immediate environmental concerns through changes in environmental processes, policies, and decisions</li> </ol>					
<b>Course Content:</b>						
<b>Module 1</b>	<b>Understanding Environment, Natural Resources, and Sustainability</b>					
<b>Topics:</b> Classification of natural resources, issues related to Population growth and their overutilization, and strategies for their conservation. Water, air, soil, mineral, energy and food source. Effect of human activities on natural resources.						



Concept of sustainability- Sustainable Development Goals (SDGs)- targets and indicators, challenges and strategies for SDGs; Sustainable practices in managing resources, including deforestation, water conservation, Desalination – types, energy security, and food security issues, Life Cycle thinking and Circular Economy

## Module 2

### Ecosystems, Biodiversity, and Sustainable Practices

**Topics: Ecosystems and ecosystem services:** Various natural ecosystems, Major ecosystem types in India and their basic characteristics; forests, wetlands, grasslands, agriculture, coastal and marine; Ecosystem services- classification and their significance.

The importance of biodiversity, Types of biodiversity, Biodiversity and Climate Change, the threats it faces, hotspots, and the methods used for its conservation. Strategies for in situ and ex situ conservation, mega diverse nation.

## Module 3

### Environmental Pollution, Waste Management, and Sustainable Development

**Topics:** Types of pollution- Chemical, - Biological, Biomedical, noise, air, water, soil, thermal, radioactive and marine pollution, and their impacts on society. Urbanization and Urban environmental problems; effects, and mitigation.

Causes of pollution, such as global climate change, ozone layer depletion, the greenhouse effect, and acid rain, with a particular focus on pollution episodes in India. Importance of adopting cleaner technologies; Solid waste management.

**Sustainable Materials and Technologies:** Biodegradable and compostable materials, Recycled and reclaimed materials (E-waste management), Sustainable manufacturing processes.

## Module 4

### Social Issues, Legislation, and Practical Applications

**Topics:** Overview of key environmental legislation and the judiciary's role in environmental protection, including the Water (Prevention and Control of Pollution) Act of 1974, the Environment (Protection) Act of 1986, and the Air (Prevention and Control of Pollution) Act of 1981. Hazardous waste Rule 1989, Biomedical Waste handling 1998, Fly Ash Rule 1999, Municipal Solid Waste Rule 2000, Battery Rules 2001, E- Waste Rules 2011, Plastic waste management Rules 2016, Construction Demolition waste Rules 2016 National Biodiversity Action Plan (NBAP)

**Major International Environmental Agreements:** Convention on Biological Diversity (CBD), The Biological Diversity (Amendment) Act, 2023, United Nations Framework Convention on Climate Change (UNFCCC); Kyoto Protocol; Paris Agreement.

**Major International organisations and initiatives:** United Nations Environment Programme (UNEP), United Nations Educational, Scientific and Cultural Organization (UNESCO), Intergovernmental Panel on Climate Change (IPCC).



## Targeted Application & Tools that can be used:

Application areas are Energy, Environment and sustainability

**Tools:** Online Tools – NPTEL and Swayam.

## Project work/Assignment:

### Assessment Type

- Online exams (MCQs) will be conducted by the department of Chemistry

## Online Link\*:

- 1) Lecture by Dr. Samik Chowdhury, Dr. Sudha Goel, NPTEL course: Environmental Science, <https://nptel.ac.in/courses/109105203>, 2024.
- 2) Lecture by Dr. Padmavati, Dr Narendran Thiruthy, NPTEL Course: Biodiversity Protection, Farmers and Breeders Rights, <https://nptel.ac.in/courses/129105008>, 2024.

\* Other source links are available in below Resources link.

## Text Book

1. G. Tyler Miller and Scott Spoolman (2020), Living in the Environment, 20<sup>th</sup> Edition, Cengage Learning, USA
2. Poonia, M.P. Environmental Studies (3rd ed.), Khanna Book Publishing Co.
3. Bharucha, E. Textbook of Environmental Studies (3rd ed.) Orient Blackswan Private Ltd.
4. Dave, D., & Katewa, S. S. Text Book of Environmental Studies. Cengage Learning India Pvt Ltd.
5. Rajagopalan, R. Environmental studies: from crisis to cure (4th ed.). Oxford University Press.
6. Basu, M., & Xavier Savarimuthu, S. J. Fundamentals of environmental studies. Cambridge University Press.
7. Roy, M. G. Sustainable Development: Environment, Energy and Water Resources. Ane Books.
8. Pritwani, K. Sustainability of business in the context of environmental management. CRC Press.
9. Wright, R.T. & Boorse, D.F. Environmental Science: Toward A Sustainable Future (13th ed.). Pearson.

## Reference Books

1. Varghese, Anita, Oommen, Meera Anna, Paul, Mridula Mary, Nath, Snehlata (Editors) (2022), Conservation through Sustainable Use: Lessons from India. Routledge.
2. William P. Cunningham and Mary Ann Cunningham (2020), Principles of Environmental Science: Inquiry & Applications, 9<sup>th</sup> Edition, McGraw-Hill Education, USA.
3. Richard A. Marcantonio, Marc Lame (2022). Environmental Management: Concepts and Practical Skills. Cambridge University Press.
4. Manahan, S.E. (2022). Environmental Chemistry (11th ed.). CRC Press.  
<https://doi.org/10.1201/9781003096238>



5. Theodore, M. K. and Theodore, Louis (2021) Introduction to Environmental Management, 2<sup>nd</sup> Edition. CRC Press

**Resources:**

1. <https://nptel.ac.in/courses/109105203>
2. <https://archive.nptel.ac.in/courses/120/108/120108004/>
3. <https://nptel.ac.in/courses/127105018>
4. [https://onlinecourses.nptel.ac.in/noc23\\_lw06/preview](https://onlinecourses.nptel.ac.in/noc23_lw06/preview)
5. [https://onlinecourses.swayam2.ac.in/ini25\\_bt02/preview](https://onlinecourses.swayam2.ac.in/ini25_bt02/preview)
6. <https://archive.nptel.ac.in/courses/120/108/120108002/>
7. [https://onlinecourses.swayam2.ac.in/ini25\\_bt02/preview](https://onlinecourses.swayam2.ac.in/ini25_bt02/preview)
8. <https://nptel.ac.in/courses/102104088>
9. <https://nptel.ac.in/courses/124107165>
10. <https://nptel.ac.in/courses/109106200>
11. <https://archive.nptel.ac.in/content/storage2/courses/120108004/module1/lecture1.pdf>
12. [https://onlinecourses.swayam2.ac.in/nou25\\_ge19/preview](https://onlinecourses.swayam2.ac.in/nou25_ge19/preview)
13. [https://onlinecourses.swayam2.ac.in/ini25\\_hs01/preview](https://onlinecourses.swayam2.ac.in/ini25_hs01/preview)
14. <http://kcl.digimat.in/nptel/courses/video/105105184/L32.html>
15. <https://nptel.ac.in/courses/105105169>

**Topics relevant 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.

**Catalog prepared  
by**

Faculty members of the Department of Chemistry

**Recommended by  
the Board of  
Studies on**

**Date of Approval  
by the Academic  
Council**





Course Code: MDS 1200	Course Title: Fundamentals of Journalism Type of Course: Core Course		L-T- P- C	3	0	0	3
Version No.	1.0						
Course Pre-requisites	-Nil-						
Anti-requisites	-Nil-						
Course Description	The purpose of this course is to help students understand the basics of journalism; and to introduce them to the concept of journalism and its significance in democracy. The course aims to develop the basic competencies and skills to work as a professional journalist. It helps us to understand how the journalistic system works in our society.						
Course Outcomes	<b>On successful completion of the course the students shall be able to:</b>  1) Understand the foundational concepts, significance, and ethical framework of journalism as the fourth estate [ <b>Understand</b> ] 2) Analyze the historical development of Indian journalism, key pioneers, and contributions of the Kannada press [ <b>Analyze</b> ] 3) Analyze various forms of journalism and differentiate their purposes and stylistic approaches [ <b>Analyze</b> ] 4) Evaluate contemporary challenges in journalism, including misinformation, media ethics, and emerging trends like AI and citizen journalism [ <b>Evaluate</b> ]						
Course Content:							
Module 1	Understanding Journalism	Lecture, PPT, Discussion	10 Sessions	[Understand]			
<b>Topics:</b> Understanding the meaning and definition of Journalism, Significance of journalism as a fourth estate, Journalist - qualities, duties, and responsibilities. The Fourth Estate concept. Freedom of the press and its limitations. Journalism vs. other communication forms (public relations, advertising, propaganda).							
Module 2	Overview of Indian Journalism	Lecture, PPT, Discussion	12 Sessions	[Analyze]			
<b>Topics:</b> History of Indian Press (Pre & Post-Independence). Pioneers of Journalism in India: J.A. Hickey, Raja Ram Mohan Roy, James Silk Buckingham, Mahatma Gandhi & B. G. Tilak. A brief history of Kannada press and pioneers. Vernacular press and nationalist movements. Role of press during the freedom struggle. Press after independence and emergency period. News Agency and its role.							
Module 3	Forms of Journalism	Lecture, PPT, Discussion	11 Sessions	[Analyze]			



**Topics: Forms** of Journalism: Yellow Journalism, Advocacy Journalism Magazine journalism, Community journalism, Investigative journalism, Development journalism, Business journalism, Environmental journalism, Broadcast and new media journalism. Narrative Journalism, Gonzo Journalism.

## Module 4

### Challenges in Journalism

### Lecture, PPT, Discussion

12 Sessions

[Evaluate]

**Topics:** Paid news, Fake news: Misinformation & Dis information, New Concepts - CNN Effect & Al-Jazeera Effect, Missing white women's syndrome, Doorstep Journalism, Media Trials, Trauma Journalism, Recent trends - AI, Citizen Journalism & Liquid Journalism. Challenges in Journalism with special reference to India.

### Targeted Application and Tools used

Microsoft Word

AI Applications: Groke/ ChatGPT / DeepSeek

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

#### 1. Assignment 1:

##### Article / Essay on Journalism and Democracy [1000-1200 Words]

Explain the importance of press freedom and its limits in India. Use real examples like the Tehelka sting or Emergency censorship.

#### 2. Assignment 2:

##### Group Presentation (10–12 mins)

Select one famous journalist (e.g., Raja Ram Mohan Roy, Gandhi). Present their life, work, and impact on journalism. Add a short part on Kannada press pioneers. Include PPT + video or infographic.

#### 3. Assignment 3:

##### Poster/Infographic (Individual or Pair)

Pick any 4 types of journalism (e.g., Investigative, Gonzo). Show their purpose, features, and real examples in a creative A3-size poster or digital infographic.

#### 4. Assignment 4:

##### Individual Report (1200–1500 words)

Pick 2 current issues (e.g., Fake News & AI). Explain their impact in India with real examples, discuss ethical problems, and suggest one solution.

### Text Book

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.

### References

1. Bruce D. Itule and Douglas A Anderson (2000). News writing and Reporting for Today's Media. Mc Graw Hill Publication.
2. M. L. Stein, Susan Paterno & R. Christopher Burnett (2006). News writer's Handbook: An Introduction to Journalism. Blackwell Publishing.
3. Rudin, R., Ibbotson, T. (2013). Introduction to Journalism: Essential Techniques and Background Knowledge. United Kingdom: Taylor & Francis.
4. Moore, G., Fleming, C., Hemmingway, E. (2006). Introdcution to Journalism. India: SAGE Publications

**E-books:**

1. Journalism: [https://pauladaunt.com/books/Journalism\\_Introduction.pdf](https://pauladaunt.com/books/Journalism_Introduction.pdf)
2. Introduction to Journalism: <http://bitly.ws/oxfM>
3. [The Handbook of Journalism Studies\](#)
4. [journalhbook](#)
5. [FULLTEXT01.pdf](#)

**Web Resources:**

1. List of useful websites of Journalist: <https://research.ewu.edu/journalism/journalistwebsites>
2. [Basic News Writing - Bill Parks - Ohlone College](#)
3. [Journalism, fake news & disinformation: handbook for journalism education and training - UNESCO Digital Library](#)
4. [Digital journalism: 25 years of research. Review article](#)
5. [9 Types of Journalism To Explore-1 | PDF | Journalism | News](#)
6. [5 Different Forms of Journalism - Writer's Digest](#)
7. <https://presiuniv.knimbus.com/user#/home>

**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 hands-on experience relevant to the industry.

<b>Catalogue prepared by</b>	<b>Padmavathi S, Dr. Ashish Sharma</b>
<b>Recommended by the Board of Studies on</b>	<b>8<sup>th</sup> BOS hold on 6<sup>th</sup> June 2025</b>
<b>Date of Approval by the Academic Council</b>	



**PRESIDENCY  
UNIVERSITY**



Yelahanka, Rajankunte, Bengaluru – 560119

<b>Course Code:</b> <b>MDS1201</b>	<b>Course Title: Introduction to Communication Model</b> <b>Type of Course: Core Course</b>		<b>L- T-P- C</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Version No.</b>	<b>2.0</b>						
<b>Course Pre-requisites</b>	<b>-Nil-</b>						
<b>Anti-requisites</b>	<b>-Nil-</b>						
<b>Course Description</b>	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.						
<b>Course Outcomes</b>	<b>On successful completion of the course the students shall be able to:</b> <b>CO 1.</b> Define communication and its classifications [ <b>Remember</b> ] <b>CO 2.</b> Explain various models of communication [ <b>Understand</b> ] <b>CO 3.</b> Make use of various models of communication to explain real-world communication scenarios [ <b>Apply</b> ] <b>CO 4.</b> Analyse the impact of mass media on society [ <b>Analyse</b> ]						
<b>Course Content:</b>	This is a four-module theory course designed to equip students with a foundational understanding of how communication functions across various contexts. Integrating classical theories, contemporary frameworks, and analytical perspectives, the course offers a comprehensive exploration of the structures and processes that define human interaction. Through four focused modules, students will examine the evolution of communication models, the dynamics of sender-receiver relationships, the influence of context and feedback, and the role of media in shaping messages. This approach enables students to critically analyze communication systems, recognize barriers and distortions, and apply theoretical insights to real-world communication scenarios with academic rigor and contextual awareness.						
<b>Module 1</b>	<b>Introduction to Communication</b>	<b>Lecture Discussion</b>	<b>10 Sessions</b>	<b>Remember</b>			
<b>Topics:</b> Communication-Meaning, definition, nature, scope & barriers. Facets of communication – SMCR process, Classification of communication – Intrapersonal, Interpersonal, Group, Public & Mass communication; Importance of verbal, nonverbal communication and the role of kinesics.							



<b>Module 2</b>	<b>Linear Models of Communication &amp; Interactive Models of Communication</b>	<b>Lecture/ Discussion</b>	<b>10 Sessions</b>	<b>Understand</b>
<b>Topics:</b> Models – Meaning, definition and concepts of models. Developing Communication Models. Linear Models of Communication: Aristotle’s model, David Berlo’s model, Shannon & Weaver model, Harold D Laswell’s model.				
<b>Module 3</b>	<b>Transactional Models of Communication &amp; Specialized Models of Communication</b>	<b>Lecture, discussion</b>	<b>10 Sessions</b>	<b>Apply</b>
<b>Topics:</b> Transactional Models of Communication: Barnlund’s Transactional Model, Dance’s Helix Model. Specialized Models of Communication: Newcomb’s ABX Model, Thayer’s Organizational Communication Model, Gehner’s Model, Leagan’s Model, Foulger’s Ecological Model.				
<b>Module 4</b>	<b>Mass Communication</b>	<b>Samples, case studies, discussions, experiential learning</b>	<b>15 Sessions</b>	<b>Analyze</b>
<b>Topics:</b> 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.				
<b>Targeted Application and Tools used:</b> Samples of different kinds of communication can be shown to the students through different social media platforms. Skits, group discussions.				
<b>Assignment: Mention the Type of Project /Assignment proposed for this course</b>				
<b>Objective 1: To explore the barriers to communication</b>  <b>Assignment 1: Communication Breakdown Analysis</b>  Choose or create a real-life scenario where communication failed or got misunderstood (e.g., a scene from a film, a social media thread, or even a personal experience). Analyse the communication process using the SMCR model and identify the barriers (semantic, psychological, physical, etc.).  <b>Objective 2: Apply the models in real-life scenarios</b>  <b>Assignment 2: Create-a-Skit / Role-Play Activity</b>				

In groups, choose one communication model. Create and perform a short skit (3–5 min) that demonstrates this model in action. Include a short explanation at the end of how your performance reflects the model's components.

### **Objective 3: Use models to analyse real situations**

#### **Assignment 3: Case Study Analysis**

Pick a real-world communication breakdown (e.g., a PR disaster, a viral TikTok, a political debate). Use at least two communication models to analyze what went wrong (or right) and how communication could have been improved.

### **Objective 4: To analyse how different forms of mass media influence public opinion and societal attitudes.**

#### **Assignment 4: Media event analysis**

Choose one current or recent event (e.g., an election, protest, major social movement, or cultural controversy). Analyse how it was covered in at least three different types of mass media (e.g., television, social media, newspapers, folk media, radio, etc.).

#### **Text Book**

1. Peter, S and Paul, C. Theories and Models of Communication, De Gruyter Mouton publisher
2. Kumar, Keval J. Mass communication in India, Jaico Publishing House.
3. Narula, U. (2021) Dynamics of mass communication: theory and practice, Shroff Publishers and Distributors
4. Mehta, D. S. Mass communication & Journalism in India.
5. Journalism and Mass Communication (20220). Arihant Publications India limited.
6. Hasan, S. (2020). Mass Communication: Principles and Concepts. India: CBS Publications & Distribution Pvt Limited.

#### **References**

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



**Topics relevant to development of ‘FOUNDATION SKILLS’:** Encouraging students to create a sample for each of the different types of communication will make them understand the topic well and shall provide them with a hands-on experience relevant to the industry.

<b>Catalogue prepared by</b>	<b>Dr. Neha Bharti / Dr. Ashish Sharma</b>
<b>Recommended by the Board of Studies on</b>	<b>8<sup>th</sup> BOS hold on 6<sup>th</sup> June 2025</b>
<b>Date of Approval by the Academic Council</b>	





<b>Course Code:</b> <b>MDS1203</b>	<b>Course Title: Introduction to Broadcast Media</b> <b>Type of Course: Core Course</b>	L-T- P- C	2	0	0	2
<b>Version No.</b>	<b>1.0</b>					
<b>Course Pre-requisites</b>						
<b>Anti-requisites</b>	<b>NIL</b>					
<b>Course Description</b>	The objective of this course is to equip students with a comprehensive understanding of broadcast media, including radio, television, and digital platforms like podcasts and streaming services.					
<b>Course Objectives</b>	<b>The objective of the course is to SKILL DEVELOPMENT of students by using PARTICIPATIVE LEARNING techniques</b>					
<b>Course Outcomes</b>	<b>On successful completion of this course the students shall be able:</b> <b>CO1:</b> Define the key milestones in the history of broadcasting in the world with special focus to India. <b>[Remember]</b> <b>CO2:</b> Explain the various transmission methods of broadcast media. <b>[Understand]</b> <b>CO3:</b> Apply the knowledge of different formats of broadcasting to adapt the content for specific media platforms and audiences. <b>[Apply]</b> <b>CO4:</b> Examine the effects of the rise of OTT platforms and digital forms of broadcasting. <b>[Analyze]</b>					
<b>Course content:</b>						
<b>Module 1</b>	<b>Overview of Broadcast Media: History, evolution, and growth</b>	<b>Quiz</b>	<b>8 Sessions</b>	<b>[Remember]</b>		
<b>Topics:</b> Definition and scope of broadcast media: Radio, television, and digital platforms (podcast, streaming), Evolution of broadcasting: From radio waves to streaming media, Key milestones in broadcast history (first radio broadcast, advent of television, rise of satellite and digital broadcasting, first podcast and growth). History of Indian broadcasting: All India Radio (AIR), Doordarshan, SITE, and private channels, Types of broadcasting: Public (Prasar Bharati), private (Zee, Star), and community radio.						
<b>Module 2</b>	<b>Broadcast Media Transmission and Broadcast Production Processes</b>	<b>Assignment</b>	<b>7 Sessions</b>	<b>[Understand]</b>		
<b>Topics:</b> Analog vs. digital broadcasting, Ways of Broadcast Media Transmission: AM/FM radio, Digital radio, OTA, Cable Tv, Satellite Tv, DTH, Internet Streaming, Webcasting, OTT streaming.						



Broadcasting Production Processes: Preproduction, Production, and Postproduction, Live vs Recorded broadcasts, Ethical considerations of Broadcasting.

<b>Module 3</b>	<b>Broadcast Media Formats</b>	<b>Lecture PPT Discussion</b>	<b>8 Sessions</b>	<b>[Apply]</b>
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**Topics:** Distinguishing features and functions of Radio; Different Formats in Radio; Radio Audience-Listeners, Television Characteristics and functions, Television Programme Formats, TV Audience-Viewers, Characteristics of Podcasts, Different formats of Podcasts, The Podcast Audience, Audio vs Video Podcasting.

<b>Module 4</b>	<b>Digital Broadcasting and Future Trends</b>	<b>Lecture PPT Discussion</b>	<b>7 Sessions</b>	<b>[Analyze]</b>
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**Topics:** Rise of streaming platforms: Podcasts, OTT services (e.g., Netflix, YouTube), Social media broadcasting: Live streaming on platforms like Instagram, YouTube, Spotify, Convergence of traditional and digital media, Artificial intelligence in broadcasting: Automated editing, personalized content, Challenges and opportunities: Piracy, monetization, and global reach.

**Targeted Applications & Tools that can be used:** Spotify, YouTube, Instagram

**Assignment:**

**Assignment 1**

**Objective:** To assess students' ability to recall and understand the historical development, milestones, and terminology associated with Indian broadcasting.

- Quiz on Indian broadcast history and key terms.

**Assignment 2**

**Objective:** To enable students to explain and compare the characteristics, production processes, and viewer experiences of live and recorded broadcasts, demonstrating an understanding of their distinct roles in media and communication.

- Write an essay on the difference between live and recorded broadcasts. The essay should include definitions, key features, and examples.

**Assignment 3**

**Objective:** To apply knowledge to compare the features, formats, and audience dynamics of radio, television, and podcasts.

- Design a Broadcast Program for Radio or Television or Podcast.

**Assignment 4**

**Objective:** To analyze the rise of streaming platforms, identify key trends and their implications for the media industry.

- Analyze the growth of podcasts and OTT services (Netflix, YouTube), focusing on their impact on content consumption and audience engagement.

**Textbooks**



1. Barrera, J. (2019). *Broadcasting Journalism*. Scientific e-Resources.
2. Dominick, J. R., Messere, F., & Sherman, B. L. (1999). *Broadcasting, cable, the Internet and beyond: An introduction to modern electronic media*. McGraw-Hill Higher Education.
3. Husni, S., Wenger, D. H., & Price, H. (2015). *Managing today's news media: Audience first*. CQ Press.
4. Keith, C. (2018). *Print Media and Broadcast Journalism*. Scientific e-Resources.
5. Wenger, D. H., & Potter, D. (2018). *Advancing the Story: Quality Journalism in a Digital World*. CQ Press.

## Reference Books

1. Geoghegan, M. W., & Klass, D. (2008). *Podcast solutions: The complete guide to audio and video podcasting*. Apress.
2. McHugh, S. (2022). *The power of podcasting: Telling stories through sound*. Columbia University Press.
3. Mehta, N. (2008). *Television in India: Satellites, politics and cultural change*. Routledge.
4. Nanda, V. *Radio Journalism in India*, (2017).
5. Stanley, G. (2006). Podcasting: Audio on the Internet comes of age. *TESL-EJ*, 9(4), 1-7.
6. Stewart, P. (2010). *Essential Radio Skills: How to present a radio show (Vol. 1)*. A&C Black.

## Video Lectures

1. Coming of FM in India & starting of private FM channels:
2. Development of Radio in India: <https://www.youtube.com/watch?v=bSig2x4FywI>
3. History of Television in India: <https://www.youtube.com/watch?v=yt8QU9x1uyw>
4. How Does Live Streaming Platform Work? (YouTube live, Twitch, TikTok Live): <https://www.youtube.com/watch?v=7AMRfNKwuYo&t=219s>
5. How to create a podcast for beginners: <https://www.youtube.com/watch?v=mwFYiFZO6s>
6. How To Live Stream Pre-Recorded Videos On Facebook, YouTube & More With Scheduled Date And Date: <https://www.youtube.com/watch?v=3M9ngaeV0gs>
- <https://www.youtube.com/watch?v=yS7ky2SRZUo>
7. Intro to Broadcasting: <https://www.youtube.com/watch?v=JKQ-tPRnwn4>
8. Master the Art of Podcasting: <https://www.youtube.com/watch?v=tRjXHA28CT4>

## Web Resources

1. Broadcast Media : Meaning, Advantages, Disadvantages, Working and Types: <https://www.geeksforgeeks.org/broadcast-media-meaning-advantages-disadvantages-working-and-types/>
2. Broadcast Media Trends In The Digital Age: <https://camphouse.io/blog/broadcast-media>
3. What Is a Podcast and How Does it Work?: <https://mailchimp.com/resources/what-is-a-podcast/>
4. What is OTT? <https://www.telestream.net/video/solutions/what-is-ott.htm>



**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 hands-on experience relevant to the industry.

<b>Catalogue prepared by</b>	<b>Dr. Garima Ganghariya &amp; Dr Prathibha Vinod</b>
<b>Recommended by the Board of Studies on</b>	<b>8<sup>th</sup> BOS hold on 6<sup>th</sup> June 2025</b>
<b>Date of Approval by the Academic Council</b>	



**PRESIDENCY  
UNIVERSITY**



Yelahanka, Rajankunte, Bengaluru – 560119

<b>Course Code:</b> MDS1204	<b>Course Title: Introduction to Print Media</b> <b>Type of Course: Core Course</b>		<b>L-T- P- C</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
<b>Version No.</b>	<b>1.0</b>						
<b>Course Pre-requisites</b>	Communication concepts, Language proficiency and Interest in media, current affairs and journalism						
<b>Anti-requisites</b>	-Nil-						
<b>Course Description</b>	This course offers an in-depth introduction to the world of print media, exploring its historical development, key functions, and impact on society. Students will gain a comprehensive understanding of various forms of print journalism, including newspapers, magazines, and journals. The course covers fundamental concepts such as news values, reporting techniques, writing structures, and editorial practices. It also examines the ethical responsibilities of journalists and the organizational framework of print media establishments. The also course addresses the current challenges faced by print media in the digital era, encouraging students to critically assess its relevance and transformation in a multimedia landscape.						
<b>Course Outcomes</b>	<b>On successful completion of the course the students shall be able to:</b> CO1: Describe the historical evolution, nature, and types of print media and explain its structure and role in society. <b>[Understand]</b> CO2: Identify different types of news and illustrate the fundamentals of news reporting, sources, and journalistic ethics. <b>[Apply]</b> CO3: Demonstrate the ability to write and edit basic news reports using appropriate structures and professional standards. <b>[Apply]</b> CO4: Analyze the current trends, challenges, and evolving role of print media in the digital era. <b>[Analyse]</b>						
<b>Course Content</b>	To equip students with foundational knowledge and skills in print media, including its brief history, functions, reporting techniques, and relevance in the digital era.						
<b>Module 1</b>	<b>Understanding Print Media</b>	<b>Lecture, PPT &amp; Discussion</b>	<b>7 Sessions</b>	<b>[Understand]</b>			
<b>Topics:</b> Evolution and brief history of print media in India and the world; Nature and characteristics of print media; Types of print media: Newspapers, magazines, journals, tabloids; Structure and hierarchy of a print media							



organization.

<b>Module 2</b>	<b>Basics of News and Reporting</b>	<b>Lecture, PPT &amp; Discussion</b>	<b>8 Sessions</b>	<b>[Apply]</b>
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**Topics:**

Definition of news: Elements and values of news; Types of news: Hard news vs soft news; News sources and credibility; Introduction to reporting: Beat reporting, investigative reporting, development reporting; Duties and responsibilities of a reporter; Ethics in news gathering and reporting.

<b>Module 3</b>	<b>News Writing and Editing</b>	<b>Lecture, PPT &amp; Discussion</b>	<b>8 Sessions</b>	<b>[Apply]</b>
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**Topics:**

Inverted pyramid structure and other formats; Writing leads and headlines; Basic rules of grammar and style in news writing; Difference between news, features, articles, editorials; Introduction to editing: copyediting, proofreading, fact-checking; Role of sub-editor and editor.

<b>Module 4</b>	<b>Print Media Trends and Challenges</b>	<b>Lecture, PPT &amp; Discussion</b>	<b>7 Sessions</b>	<b>[Analyse]</b>
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**Topics:**

Current status of print media in the digital age; Challenges posed by new media and declining circulation; Role of print media in rural and regional communication; Citizen journalism and its implications for traditional media; Press freedom and censorship in print journalism; Future of print media: Hybrid models and digital integration.

**Targeted Application and Tools used:** MS Word, grammar and style checkers (e.g., Grammarly), newspaper archives (e.g., e-paper), and media monitoring platforms (e.g., Google News).

**Assignments:**

**Assignment 1 (Module 1 – Understanding Print Media)**

Prepare a timeline (visual or written) highlighting key milestones in the history of print media in India. Include at least 5 major events, names of prominent publications, and their contribution to society.

**Assignment 2 (Module 2 – Basics of News and Reporting)**

Collect and classify 5 recent newspaper articles into different types of news (e.g., political, crime, sports, human interest). Identify the source for each and briefly evaluate its credibility.

**Assignment 3 (Module 3 – News Writing and Editing)**

Attend a local event (seminar, webinar, or community meeting) and write a 250–300-word news report following the inverted pyramid structure. Submit both the raw draft and the edited version.





## Assignment 4 (Module 4 – Print Media Trends and Challenges)

Write an analytical essay (600–800 words) comparing a traditional print newspaper with its digital version or a digital-only platform. Discuss layout, content presentation, audience engagement, and challenges.

### Text Books:

Parthasarathy, Rangaswami (2009). *Journalism in India*. Sterling Publishers.

Hakemulder, Jan R., & Fay AC de Jonge (2002). *News Reporting and Editing*. Anmol Publications.

Barun Roy (2007). *Beginner's Guide to Journalism*. Pustak Mahal.

### References:

M.V. Kamath (2009). *Professional Journalism*. Vikas Publishing.

Kumar, Keval J. (2010). *Mass Communication in India*. Jaico Publishing House.

Ahuja, B.N. (2011). *Theory and Practice of Journalism*. Surjeet Publications.

### Web references:

[https://indianmediastudies.com/evolution-of-print-media/#google\\_vignette](https://indianmediastudies.com/evolution-of-print-media/#google_vignette)

[https://libguides.csusm.edu/news/different\\_news\\_types](https://libguides.csusm.edu/news/different_news_types)

<https://ohiostate.pressbooks.pub/stratcommwriting/chapter/inverted-pyramid-style/>

<https://www.strikingly.com/blog/posts/print-media-vs-digital-media-which-one-is-better>

**Topics relevant to “Skill Development”:** Identifying and differentiating types of print media; Understanding the structure and hierarchy of a print media organization; Identifying credible news sources and types of news; Applying basic reporting techniques across beats; Writing news reports using the inverted pyramid structure; Editing news content for grammar, style, and factual accuracy; Analyzing the impact of digital media on traditional print; Evaluating citizen journalism and hybrid print-digital models.

<b>Catalogue prepared by</b>	<b>Mr. Darshan B M / Dr. Ashish Sharma</b>
<b>Recommended by the Board of Studies on</b>	<b>8<sup>th</sup> BOS hold on 6<sup>th</sup> June 2025</b>
<b>Date of Approval by the Academic Council</b>	





<b>Course Code:</b> <b>MDS1000</b>	<b>Course Title: Print Media Lab</b> <b>Type of Course: Core Course</b>		<b>L-T- P- C</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>
<b>Version No.</b>	<b>1.0</b>						
<b>Course Pre-requisites</b>	Basic news and journalism knowledge, Grammar and writing proficiency, and Introductory journalism/media course						
<b>Anti-requisites</b>	-Nil-						
<b>Course Description</b>	This course offers hands-on training in the core functions of print journalism, focusing on the practical aspects of news writing, layout design, and content editing. Students will learn to gather news, write and edit reports, design print pages using digital tools, and prepare content for publication. Through real-world assignments and production exercises, the course aims to develop professional skills required in newspaper and magazine publishing.						
<b>Course Outcomes</b>	<b>On successful completion of the course the students shall be able to:</b> CO1: Apply news gathering techniques and write structured news reports using appropriate style and format. <b>[Apply]</b> CO2: Create basic newspaper or magazine page layouts using principles of design and desktop publishing tools. <b>[Create]</b> CO3: Analyze and edit written content for grammar, accuracy, and style to ensure print-readiness. <b>[Analyze]</b>						
<b>Course Content</b>	To equip students with practical skills in news writing, page layout design, and content editing for print media production.						
<b>Module 1</b>	<b>News Writing and Reporting Skills</b>	<b>Practice &amp; Discussion</b>	<b>15 Sessions</b>	<b>[Apply]</b>			
<b>Topics:</b> <b>Field assignment:</b> Campus news coverage (events, interviews, notices); Writing hard news and soft news reports (minimum 3 each); Practice on writing leads – summary, question, quotation, contrast; Simulating beat reporting (education, crime, civic, political beats); Real-time news writing from video clips/press conferences.							
<b>Module 2</b>	<b>Layout, Design, and Page Making</b>	<b>Practice &amp; Discussion</b>	<b>15 Sessions</b>	<b>[Create]</b>			



**Topics:**

**Basics of newspaper/magazine layout:** grid system, columns, and spacing; Hands-on with Adobe InDesign or QuarkXPress; Designing front page, editorial page, and supplement pages; Typography and headline writing exercises; Creating a 4-page mock newspaper with original content.

<b>Module 3</b>	<b>Editing and Production for Print</b>	<b>Practice &amp; Discussion</b>	<b>15 Sessions</b>	<b>[Analyze]</b>
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**Topics:**

**Copyediting:** correcting news stories for grammar and clarity; Proofreading practice using hard copies and PDFs; Editing for space, headline fitting, and image-text balance; Fact-checking with assigned content sets; **Final practical:** edit and ready content for a class-compiled print magazine.

**Targeted Application and Tools used:** Adobe InDesign or QuarkXPress or Canva; Microsoft Word; Google Docs; Grammarly.

**Assignments:**

**Assignment 1 - Module 1: News Writing and Reporting**

Submit two original news reports (one hard news and one soft feature) based on campus or local events, including supporting interviews and source details.

**Assignment 2 - Layout and Page Design**

Design a two-page newspaper or magazine spread using QuarkXPress or InDesign or Canva, incorporating headlines, text, images, and proper layout elements.

**Assignment 3 - Module 3: Editing and Proofreading**

Edit and proofread a given news article or page layout for grammar, clarity, style, and factual accuracy. Submit both marked-up and clean final versions.

**Text Books:**

Ahuja, C., & Hiteshi, B. (2016). Print journalism: A complete book of journalism. Partridge Publishing.  
Paul, P. (2013). Handbook of print journalism. Lulu Press.

**References:**

Associated Press. (2022). The Associated Press stylebook and briefing on media law (56th ed.). Basic Books.  
Sterling, C. H. (Ed.). (2009). Encyclopedia of journalism (Vols. 1–6). SAGE Publications.

**Web references:**

<https://research.ewu.edu/journalism/journalistwebsites>  
<https://uri.libguides.com/journalism/onlineresources>

**Topics relevant to “Skill Development”:** Writing hard and soft news reports, Field reporting and interview techniques, Designing print pages using Adobe InDesign or Canva, Typography and image-text integration in layout, Copyediting for grammar, clarity, and style, Proofreading print pages using standard symbols.



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<b>Catalogue prepared by</b>	<b>Darshan B M / Dr. Garima</b>
<b>Recommended by the Board of Studies on</b>	<b>8<sup>th</sup> BOS hold on 6<sup>th</sup> June 2025</b>
<b>Date of Approval by the Academic Council</b>	



<b>Course Code:</b> MDS1206	<b>Course Title:</b> Introduction to Advertising, PR, and Communication Management <b>Type of Course:</b> Core Course	<b>L-T-P-C</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Version No.</b>	<b>1.0</b>					
<b>Course Pre-requisites</b>	<b>Intermediate Level/12th /II PUC</b>					
<b>Anti-requisites</b>	<b>-Nil-</b>					
<b>Course Description</b>	This course introduces the interconnected fields of Advertising, Public Relations, and Communication Management. It explores their historical development, strategic roles in business and society, and the fundamentals of planning persuasive communication. The course emphasizes current industry practices and highlights how digital media reshapes campaigns and brand engagement. Through participative learning—discussions, case studies, and hands-on activities, students will gain practical skills in content creation, digital tools, and campaign analysis. By the end of the semester, learners will be well-prepared for advanced study and careers in communication, with a clear understanding of how advertising and public relations work together in integrated strategies.					
<b>Course Outcomes</b>	<b>On successful completion of the course, the students shall be able to:</b> CO1: Understand the fundamental concepts, terminology, and roles of advertising, public relations, and communication management. <b>[Understand]</b> CO2: Analyse the components of advertising and PR planning, including audience targeting, media planning, and communication theories, using case-based examples. <b>[Analyse]</b> CO3: Evaluate the effectiveness of PR tools, processes, and agency structures in the context of digital communication and ethical practices. <b>[Evaluate]</b> CO4: Create a strategic communication plan that addresses the needs of both internal and external stakeholders, integrates Corporate Social Responsibility (CSR), and promotes effective employee engagement. <b>[Create]</b>					
<b>Course Content:</b>						
<b>Module 1</b>	<b>Foundations of Advertising &amp; Public Relations</b>	<b>Interactive Lectures/Case-Based Learning/ PPT Presentations</b>	<b>12 Sessions</b>	<b>[Understand]</b>		



**Topics:** Concept, Nature, Definitions, and Scope of Advertising, Public Relations, and Communication Management; History and Evolution of PR and Advertising. Marketing Mix and its role in advertising. Types of Advertising: Commercial, Institutional, Social, The 5M's of Advertising (Mission, Money, Message, Media, Measurement, Pioneers of PR: Ivy Lee & Edward Bernays, Advertising vs. PR; Role in marketing and branding; Communication process; Introduction to IMC; Key industry players and ethics.

<b>Module 2</b>	<b>Integrated Ad-PR Strategy &amp; Planning:</b>	<b>Interactive Lectures/Case-Based Learning</b>	<b>12 Sessions</b>	<b>[Analyze]</b>
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**Topics:** Advertising planning; Identifying target audiences; Introduction to Media Planning (Traditional and Digital), Advertising Theories: AIDA, DAGMAR, Hierarchy of Effects, Maslow's Hierarchy of Needs. PR Models: Grunig's Symmetrical & Asymmetrical Communication. Brief Case Examples from Ad and PR Campaigns

<b>Module 3</b>	<b>PR Process, Tools &amp; Governance</b>	<b>PPT, Interactive Lectures/Flipped Classroom</b>	<b>10 Sessions</b>	<b>[Evaluate]</b>
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**Topics:** PR process (RACE model); Key PR Tools: Press Releases, Press Conferences, Media Relations. Internal and External Communication Practices, PR in the Digital Era: Online Tools and Ethics., Overview of Advertising and PR Agencies: Structures and Roles., Introduction to Professional and Regulatory Bodies: PRSI, IPRA, ASCI, AAI

<b>Module 4</b>	<b>Introduction to Strategic Communication Management</b>	<b>Interactive Lectures/ PPT Presentations /Case-Based Learning/</b>	<b>11 Sessions</b>	<b>[Create]</b>
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**Topics:** Definition -importance of communication. Importance of internal communication in organizations: Communication channels and tools for internal communication. Effective employee communication strategies. Employee engagement and its impact on organizational success. Identifying, analysing stakeholders in a corporate environment. Building and maintaining relationships with external stakeholders. Effective communication with customers, investors, media, and other external parties. Public relations and corporate social responsibility

#### **Targeted Application and Tools used**

YouTube videos and TEDx talks, Excel, Google Data Studio, and large language models

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

**1. Objective: Objective:** To build a foundational understanding of the distinctions and synergies between advertising and public relations.

**Assignment (Module 1):** Write a short comparative essay (500 words) explaining what advertising and public relations are, highlighting their differences, and how they complement each other in



communication management. Include one example of an advertisement and one PR initiative for the same product or cause, and discuss how each approach serves the overall communication goal.

**2. Objective:** To develop practical skills in advertising message creation and strategy.

**Assignment (Module 2):** Create a simple advertising plan for a hypothetical product or social cause.

**3. Objective:** To practice public relations writing and analyze PR effectiveness.

**Assignment (Module 3):** Draft a press release announcing a newsworthy event for an organization. Use proper PR format

**4. Objective:** To integrate advertising and PR concepts into a coherent communication strategy and explore industry trends.

**Assignment (Module 4): Group Project:** Develop an integrated communication campaign proposal for a real or fictional brand/organization.

## Text Book

7. Thomas, H., & Bivins, T. (2012). *Public relations writing*. Tata McGraw-Hill
8. Edwards, L. (2018). *Understanding public relations: Theory, culture, and society*. Sage Publications.
9. George E Belch, Michael, Keyoor Purani. Advertising and Promotion. Mc Graw Hill
10. Jefkins, Frank, and Daniel Yadin. *Advertising*. Pearson.
11. Kumar, S. Ramesh, and Anup Krishnamurthy. *Advertising and Branding Basics*. Sage.
12. Public Relations Writing and Media Techniques" by Dennis L. Wilcox and Bryan H. Reber.
13. Cornelissen, J. P. (2020). *Corporate Communication: A Guide to Theory and Practice* (6th ed.). SAGE.

## References

5. Digital Public Relations: E-Marketing's Big Secret" by Shel Holtz.
6. "Positioning: The Battle for Your Mind" by Al Ries and Jack Trout (1981)
7. Measure What Matters: Online Tools for Understanding Customers, Social Media, Engagement ,and Key Relationships by Katie Delhaye Paine
8. How Has the Digital Environment Affected Advertising Creativity?" by Petra Goor, Gayle Kerr, and Hyun Seung Jin (2022)
9. Smith, R. D. (2017). *Strategic Planning for Public Relations* (4th ed.). Routledge."How Has the Digital Environment Affected Advertising Creativity?" by Petra Goor, Gayle Kerr, and Hyun Seung Jin (2022)
10. Stępińska, A., & Lipiński, M. (2024). "Trust in Public Relations in the Age of Mistrusted Media: A European Perspective." *Public Relations Review*, 50(1), 102004.
11. Freeman, R. E., Harrison, J. S., Wicks, A. C., Parmar, B. L., & de Colle, S. (2010). *Stakeholder Theory: The State of the Art*. Cambridge University Press.Tkalac Verčič, A., & Špoljarić, A. (2020). *Managing internal communication: How the choice of channels affects internal communication satisfaction*. *Public Relations Review*, 46(3), 101926.





12. [https://carijournals.org/journals/index.php/JPR/article/view/1695?srsId=AfmBOoo9W18QzsfTMirOVokdHNB\\_8etf42XnL8lNXTerR006vGh-Lw-T&utm](https://carijournals.org/journals/index.php/JPR/article/view/1695?srsId=AfmBOoo9W18QzsfTMirOVokdHNB_8etf42XnL8lNXTerR006vGh-Lw-T&utm)
13. <https://www.nature.com/articles/s41599-025-04849-1?utm>

#### E-books:

14. Kotler, P. & Keller, K. L. (2016). *Marketing Management* (15th ed.). Pearson. "Developing the Advertising Programme" section introduces the 5 M framework with examples across FMCG and services.
15. Moriarty, S., Mitchell, N. & Wells, W. (eds.) — *Advertising & IMC: Principles and Practice* (Pearson)

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

##### Video Lectures

1. <https://www.prsa.org/>
2. <https://instituteforpr.org/>
3. <https://www.prnewsonline.com/>
4. <https://www.ragan.com/>
5. <https://spinsucks.com/>
6. "Introduction to Digital Advertising" – Coursera
7. <https://brandingstrategyinsider.com/>
8. [https://youtu.be/PwXFmqQCK60?si=3fPRAZFbFhSO\\_Le2](https://youtu.be/PwXFmqQCK60?si=3fPRAZFbFhSO_Le2)
9. <https://youtu.be/hFvGBdnTuAE?si=NGGA7vFqJGa05DOm>
10. <https://youtu.be/2Yw6dFQBk1A?si=EQAYw4dz026ufkFZ>

##### Select 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"
1. "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"

##### E-Books

1. [https://books.google.com/books/about/The\\_Public\\_Relations\\_Handbook.html?id=3Zr6DwAAQBAJ](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.ebooks.com/en-us/book/210834631/corporate-communication/joep-p-cornelissen/>
4. <https://www.ebooks.com/en-us/book/210834631/corporate-communication/joep-p-cornelissen/>
5. <https://www.ebooks.com/en-us/book/210834631/corporate-communication/joep-p-cornelissen/>
6. <https://www.ebooks.com/en-us/book/210834631/corporate-communication/joep-p-cornelissen/>
7. <https://www.ebooks.com/en-us/book/210834631/corporate-communication/joep-p-cornelissen/>
8. <https://www.amazon.com/Reputation-Management-Corporate-Communications-Relations-ebook/dp/B07BJZPRSW>
9. <https://www.amazon.com/Reputation-Management-Corporate-Communications-Relations-ebook/dp/B07BJZPRSW>
10. <https://www.amazon.com/Reputation-Management-Corporate-Communications-Relations-ebook/dp/B07BJZPRSW>
11. <https://www.amazon.com/Reputation-Management-Corporate-Communications-Relations-ebook/dp/B07BJZPRSW>
12. <https://www.amazon.com/Reputation-Management-Corporate-Communications-Relations-ebook/dp/B07BJZPRSW>
13. [https://books.google.com/books/about/The\\_Essentials\\_of\\_Corporate\\_Communicatio.html?id=p1AK5TqOM-4C](https://books.google.com/books/about/The_Essentials_of_Corporate_Communicatio.html?id=p1AK5TqOM-4C)
14. <https://www.routledge.com/A-Handbook-of-Corporate-Communication-and-Public-Relations/Oliver/p/book/9780415648271>

### Web Resources:

1. <https://www.campaignindia.in/>
2. <https://www.exchange4media.com/>
3. <https://www.exchange4media.com/>
4. <https://www.exchange4media.com/>
5. <https://adage.com/>
6. <https://www.prweek.com/>
7. <https://www.canva.com/>
8. <https://ascionline.in/>
9. <https://www.prsa.org/>
10. <https://blog.socialchamp.com/blog/facebook-blueprint/#:~:text=What%20Is%20Meta%20>
11. <https://en.wikipedia.org/wiki/Hootsuite#:~:text=Hootsuite%20is%20a%20social%20media,YouTube%20%20and%20%2073>
12. [https://en.wikipedia.org/wiki/Buffer\\_\(application\)#:~:text=Buffer%20is%20a%20software%20application,by%20remote%20company%20Buffer%20Inc](https://en.wikipedia.org/wiki/Buffer_(application)#:~:text=Buffer%20is%20a%20software%20application,by%20remote%20company%20Buffer%20Inc)
13. <https://en.wikipedia.org/wiki/PRWeek#:~:text=PRWeek%20is%20a%20trade%20magazine,1>



14. [https://en.wikipedia.org/wiki/Ad\\_Age#:~:text=Ad%20Age%20,1%20%5D%20print%20magazine](https://en.wikipedia.org/wiki/Ad_Age#:~:text=Ad%20Age%20,1%20%5D%20print%20magazine)

**Topics relevant to the 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 will provide them with a hands-on experience relevant to the industry.

<b>Catalogue prepared by</b>	<b>Dr.Prathibha.Vinod</b>
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<b>Recommended by the Board of Studies on</b>	<b>8<sup>th</sup> BOS hold on 6<sup>th</sup> June 2025</b>
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<b>Date of Approval by the Academic Council</b>	<b>:</b>
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<b>Course Code:</b> <b>MDS1500</b>	<b>Course Title:</b> Computer Skills for Media		<b>L- T-P- C</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>
	<b>Type of Course:</b> Ability Enhancement <b>Compulsory Courses</b>						
<b>Version No.</b>	<b>1.0</b>						
<b>Course Pre-requisites</b>							
<b>Anti-requisites</b>	<b>-Nil-</b>						
<b>Course Description</b>	This course is a practical, hands-on course designed to equip students with foundational technical skills essential for content creation in today’s digital media landscape. Through guided lab sessions, students will gain proficiency in basic computer operations, MS Office applications, and essential design and production tools						
<b>Course Outcomes</b>	<b>On successful completion of the course the students shall be able to:</b>  CO1: Apply basic computer operations and MS Office tools to perform media-related tasks. [Applying] CO2: Create print media content using Adobe Photoshop and InDesign. [Creating] CO3: Edit audio and video content using industry-standard software tools. [Applying]						
<b>Course Content:</b>							
<b>Module 1</b>	<b>Basics of Computer and MS Office</b>	<b>Discussion/ Demonstration/ Hands-o</b>	<b>20 Sessions</b>	<b>[Applying]</b>			
<b>Topics:</b> File/folder management & system navigation, MS Word: Press releases, reports, newsletters MS Excel: Content plans, budgets, simple charts, MS PowerPoint: Presentations							
<b>Module 2</b>	<b>Basics of Print Design</b>	<b>Discussion/ Demonstration/ Hands-on</b>	<b>20 Sessions</b>	<b>[Creating]</b>			
<b>Topics:</b> Photoshop: Image editing, posters, social media creatives InDesign: Layouts for newsletters, brochures							
<b>Module 3</b>	<b>Audio and Video Skills</b>	<b>Lecture/Discussion/Ha nds on/ Demonstration</b>	<b>20 Sessions</b>	<b>[Applying]</b>			



**Topics:** Audacity/Audobe Audition: Cleaning, trimming, VO editing Adobe Premiere Pro/DaVinci Resolve: Cuts, transitions, text overlays

**Targeted Applications and Tools used:** MS Office, Adobe Photoshop, Adobe InDesign, Adobe Premiere Pro / DaVinci Resolve, Adobe Audition/ Audacity

**Lab Manual:**

- File system + OS navigation
- MS Word basics + media document
- Excel – planning & charts
- PowerPoint – structure & storytelling
- Consolidation activity – media kit using Office
- Photoshop tools and basic editing
- Poster design and text integration
- InDesign interface and layout principles
- Newsletter project
- Print project finalization & review
- Audio import, trimming, cleanup
- Voiceover production and layering music
- Video editing – sequencing and transitions
- Final project – news story or social video
- Final project submission + peer review

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

1. Module 1:  
**Objective:** To develop basic document layout and organization skills.  
**Assignment 1-** Word Document Formatting  
**Objective:** Enhance data handling and planning through spreadsheets.  
**Assignment 2-** Excel Planning Sheet  
**Objective:** Communicate ideas visually and effectively.  
**Assignment 3-** PowerPoint Presentation
2. Module 2 :  
**Objective:** Apply basic principles of design and image manipulation.  
**Design Task 1 -** Poster Design (Photoshop)  
**Objective:** Understand principles of layout.  
**Task 2-** Newsletter/Brochure (InDesign)
3. Module 3:  
**Objective:** Develop clarity and quality in sound editing.  
**Audio Task:** Clean & Edited Voiceover (Audacity/Audition)  
**Objective:** Develop visual storytelling through editing.  
**Video Task** Edited 1-min Video Story (Premiere/Resolve),
4. Across Modules:



**Objective:** Promote consistent practice and iterative learning.  
**Lab Manual + Participation, Weekly Work Submission.**

## Text Book

1. Introduction to digital media design : transferable hacks, skills and tricks by Hardy , David Leicester.
2. Graphics and multimedia for the web with adobe creative cloud : navigating the adobe software landscape by Harder, Jennifer.

## References

1. Adobe Photoshop CC 2018 release classroom in a book : the official training workbook from adobe by Faulkner, Andrew | Chavez, Conrad.
2. Adobe InDesign CC 2017 release classroom in a book the official training workbook from Adobe by Anton, Kelly Kordes | DeJarld, Tina.

## Web Resources

1. <https://edu.gcfglobal.org/en/subjects/office/>
2. [https://www.youtube.com/playlist?list=PLzj7TwUeMQ3iAGb43\\_i5LnZ\\_F98\\_137gI](https://www.youtube.com/playlist?list=PLzj7TwUeMQ3iAGb43_i5LnZ_F98_137gI)
3. [https://www.youtube.com/playlist?list=PLmkaw6oRnRv8UYcRLpxon4rPQm\\_pud8nd](https://www.youtube.com/playlist?list=PLmkaw6oRnRv8UYcRLpxon4rPQm_pud8nd)
4. <https://www.adobe.com/learn>
5. <https://www.youtube.com/playlist?list=PLttcEXjN1UcF0KQITKvaj3-daNKTqT0x1>

**Topics relevant to “SKILL DEVELOPMENT”:** The course Computer Skills for Media will help for Skill Development through Participative Learning techniques. This is attained through assessment component mentioned in course plan.

**Catalogue prepared by**

**Mr. Sarath A Pradeep / Dr. Neha Bharti**

**Recommended by the Board of Studies on**

**8<sup>th</sup> BOS hold on 6<sup>th</sup> June 2025**

**Date of Approval by the Academic Council**



<b>Course Code: GRE1002</b>	<b>Course Title: Introduction to German</b>	<b>L- T- P- C</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
<b>Type of Course: Language Elective</b>						
<b>Version No.</b>	1.0					
<b>Course Pre-requisites</b>	Not Applicable					
<b>Anti-requisites</b>	Not Applicable					
<b>Course Description</b>	This Basic German course is designed for beginners who have little to no prior knowledge of the German language. This Course is framed to develop all the four language skills listening, speaking, reading, and writing in German language. This course also connects students with the German-speaking world, enabling them to explore diverse cultures and broaden their cultural understanding.					
<b>Course Objective</b>	This course aims to enhance learners' employability skills through interactive learning techniques that foster language proficiency and cross-cultural competence, employing active and participatory teaching methods.					
<b>Course Outcomes</b>	<p><b>On successful completion of the course the students shall be able to:</b></p> <p><b>CO.1</b> Identify simple grammatical structures and conventions governing the use of German language</p> <p><b>CO.2</b> Demonstrate basic listening, speaking, reading, and writing skills in German on informal and some formal topics related to personal, professional, and academic activities</p> <p><b>CO.3</b> Interact with fellow learners and native speakers through group activities, discussions, and language exchange programs.</p> <p><b>CO.4</b> Develop a basic awareness of German-speaking cultures and customs and to communicate effectively and respectfully.</p>					
<b>Course Content:</b>	Learning Basic German Skills					
<b>Module 1</b>	<b>Greetings and introducing yourself</b>	<b>Lecture - Assignment</b>	<b>Memory recall based</b>	<b>6</b>	<b>sessions</b>	
<p>Objectives: Greetings, introducing yourself, how to welcome someone,</p> <p>Grammar: Construction of a sentence, the days of a week and the months</p> <p>Objectives: Introduce oneself / ask for someone's personal information.</p> <p>Grammar: Männlich, Feminin, Neutral noun, adjectives, Conjugation of regular verbs</p> <p>Usage of audio-visual files</p>						

<b>Module 2</b>	<b>Expressing likes/dislikes and introducing someone</b>	<b>Lecture - Group discussions</b>	<b>Memory recall based</b>	<b>6 sessions</b>
<p>Objectives: How to express what you like and dislike.</p> <p>Grammar: Negative form, singular and plural.</p> <p>Culture: The polite way to address people in German</p> <p>Objectives: How to describe someone,</p> <p>Grammar: Vocabulary of the family, Possessive articles, Conjugation of Irregular verbs</p>				
<b>Module 3</b>	<b>Inviting someone and asking questions</b>	<b>Group discussions</b>	<b>Practice conversation</b>	<b>9 Sessions</b>
<p>Objectives: How to invite someone, accept or refuse the invitation, Read the time</p> <p>Grammar: Time entries, W questions</p> <p>Culture: The art of accepting and declining an invitation politely in German</p> <p>Objectives: How to ask for information, giving information</p>				
<b>Module 4</b>	<b>Making a reservation and giving directions</b>	<b>Lecture - Group discussions</b>	<b>Practice conversation</b>	<b>9 Sessions</b>
<p>Objectives: Shopping, speak about food, Ordering at a Restaurant</p> <p>Grammar: Cases in German</p> <p>Objectives: How to ask for directions, Imperative sentences</p> <p>Group discussions</p>				
<b>Targeted Application &amp; Tools that can be used</b>				
<p><b>Project work /Assignments</b></p> <ol style="list-style-type: none"> <li>1) Assignment (oral and written submission)</li> <li>2) Internal (oral and written assessments)</li> <li>3) Group work / Group discussions</li> <li>4) Dialogue</li> </ol>				
<p><b><u>Text book :</u></b></p> <p>Evans, Sandra u.a.: Menschen. Deutsch als Fremdsprache. A1.1. Kursbuch. 1 Aufl. Hueber Verlag. Ismaning, Deutschland, 2012.</p> <p>Glas-Peters, Sabine: Menschen. Deutsch als Fremdsprache. A1.1. Arbeitsbuch. 1 Aufl. Hueber Verlag. Ismaning, Deutschland, 2012.</p> <p>Dengler, Stefanie, Rusch, Paul u.a.: Netzwerk Neu A1 in Teilbänden - Kurs- und Arbeitsbuch, Teil 1 mit 2 Audio-CDs und DVD: Deutsch als Fremdsprache. Langenscheidt, 2023.</p>				





## References

Learning materials designed by the instructor

**Topics relevant to the development of the German language with communication and employability Skills through participative learning techniques:**

Foreign language proficiency and cross-cultural competence by active and participatory teaching methods.

<b>Catalogue prepared by</b>	<b>Asha A Menon</b>
<b>Recommended by the Board of Studies on</b>	<b>BoS No: 13<sup>th</sup> BoS held on 06/06/2025</b>
<b>Date of Approval by the Academic Council</b>	



Course Code: PPS 1001	Course Title: Introduction to Soft Skills Type of Course: Practical Only Course	L- P- C	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 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 <b>familiarize the learners with the concepts of “Soft Skills” and attain SKILL DEVELOPMENT through PARTICIPATIVE LEARNING techniques.</b>				
Course Out Comes	<b>On successful completion of this course the students shall be able to:</b>  CO1: <b>Recognize</b> significance of soft skills  CO2: <b>Illustrate</b> effective communication while introducing oneself and others  CO3: <b>List</b> techniques of forming healthy habits  CO4: <b>Apply</b> SMART technique to achieve goals and increase productivity				
Course Content:					
Module 1	INTRODUCTION TO SOFT SKILLS	Classroom activity	04 Hours		
Topics: Setting Expectations, Ice Breaker, Significance of soft skills, Formal grooming, punctuality					
Module 2	EFFECTIVE COMMUNICATION	Individual Assessment	10 Hours		



<b>Topics:</b> Different styles of communication, Difference between hearing and listening, Effective communication for success, Email etiquette, Self-introduction framework, Video introduction, email-writing, Resume Building- Digital, Video, Traditional.			
<b>Module 3</b>	HABIT FORMATION	<b>Worksheets Assignment</b>	<b>&amp; 4 Hours</b>
<b>Topics:</b> Professional and personal ethics for success, Identity based habits, Domino effect, Habit Loop, Unlearning, standing up for what is right			
<b>Module 4</b>	Goal setting & Time Management	<b>Goal sheet</b>	<b>8 Hours</b>
A session where students will be introduced to Time management, setting SMART Goals, Introduction to OKR Techniques, Time Management Matrix, steps to managing time through outbound group activity, making a schedule, Daily Plan and calendars (To Do List), Monitoring/charting daily activity			
<b>Targeted Application &amp; Tools that can be used: LMS</b>			
<b>Project work/Assignment: Mention the Type of Project /Assignment proposed for this course</b>			
1) Individual Assessment 2) LMS MCQ			
<b>The topics related to Skill Development:</b> Communication and professional grooming, Goal setting and presentation for <b>skill development</b> through <b>participative learning techniques</b> . This is attained through assessment component mentioned in course handout.			
<b>Catalogue prepared by</b>	L&D Department Faculty members		
<b>Recommended by the Board of Studies on</b>			
<b>Date of Approval by the Academic Council</b>			



**PRESIDENCY  
UNIVERSITY**



Yelahanka, Rajankunte, Bengaluru – 560119

<b>Course Code:</b> ENG1904	<b>Course Title: LANGUAGE AND COMMUNICATION IN MEDIA</b> <b>Type of Course:</b>	<b>L-T-P-C</b>	2	0	0	2
<b>Version No.</b>	1.0					
<b>Course Pre-requisites</b>	A foundational proficiency in English, including the ability to comprehend and analyse written texts and articulate ideas in written and oral forms.					
<b>Anti-requisites</b>	NIL					
<b>Course Description</b>	This course provides a critical introduction to the foundational concepts of communication and their applications within diverse media contexts. It engages with the nature, functions, and typologies of communication, offering a theoretical grounding in the meaning making processes. Particular emphasis is placed on the relationship between language and media, with attention to the analysis of media discourse and the construction of meaning. The course further examines the characteristics, practices, and conventions of print and audiovisual media, equipping students with the analytical tools necessary to critically interpret and engage with media texts. By encouraging an understanding of how messages are mediated and disseminated across platforms, the course aims to cultivate essential competencies in critical reading, construction of meanings, and discourse analysis.					
<b>Course Objective</b>	<ul style="list-style-type: none"> <li>To provide students with a theoretical foundation in the principles and processes of communication.</li> <li>To develop a critical understanding of the relationship between language, discourse, and media.</li> <li>To familiarise students with the structures, practices, and evolution of print and audiovisual media.</li> <li>To enable students to critically engage with media texts through discourse analysis and media literacy frameworks.</li> <li>To inculcate analytical and interpretive skills necessary for understanding the socio-cultural functions of media communication.</li> </ul>					
<b>Course Outcomes</b>	<p><b>At the end of the course, the students will be able to:</b></p> <p>CO1. <b>Explain</b> fundamental concepts, types, and models of communication, and demonstrate their application in everyday contexts.</p> <p>CO2. <b>Examine</b> the structure and functions of media language, narrative, and discourse in different forms of communication.</p> <p>CO3. <b>Examine</b> the nature and role of print media, including news writing, reporting, and representation of information in print media contexts.</p>					



CO4. <b>Examine</b> and <b>interpret</b> through critically engaging with audiovisual media, understanding visual storytelling, editing, sound, and audience engagement.				
<b>Course Content:</b>				
<b>Module 1</b>	<b>COMMUNICATION AND FUNDAMENTALS OF MEDIA</b>	<b>Assignment</b>	<b>Non-Verbal Communication Analysis</b>	<b>6 Sessions</b>
<b>Topics:</b> <ul style="list-style-type: none"> <li>Importance of communication in media</li> <li>Communication across media platforms</li> <li>Interpersonal, Group, and Mass Communication</li> <li>Non –verbal cues in media Communication</li> <li>Gestures, Expressions, Settings, Proxemics, Paralanguage, Colour combinations, etc.</li> </ul>				
<b>Module 2</b>	<b>MEDIA AND DISCOURSE ANALYSIS</b>	<b>Assignment</b>	<b>Mini Discourse Analysis</b>	<b>9 Sessions</b>
<b>Topics:</b> <ul style="list-style-type: none"> <li>Representation of facts/news through language</li> <li>Introduction to Discourse Analysis</li> <li>Ideology, power, and the role of language</li> <li>Semiotics in media studies: signs, codes, facts and myths</li> </ul>				
<b>Module 3</b>	<b>LANGUAGE OF PRINT MEDIA</b>	<b>Assignment</b>	<b>Newsroom Simulation &amp; Comparative Review</b>	<b>7 Sessions</b>
<b>Topics:</b> <ul style="list-style-type: none"> <li>Characteristics of language in print media and its significance</li> <li>Language of print media in contemporary society</li> <li>Language of newspapers and magazines</li> <li>Writing paragraphs – Structure and Language of News reporting, feature writing, editorial writing</li> <li>The impact of punctuations and emphasis</li> <li>The function of language in investigative journalism</li> </ul>				
<b>Module 4</b>	<b>AUDIOVISUAL MEDIA</b>	<b>Assignment</b>	<b>Audiovisual Media Deconstruction</b>	<b>8 Sessions</b>
<b>Topics:</b> <ul style="list-style-type: none"> <li>Introduction to communication through films, television, and digital videos</li> </ul>				



- Planning and writing for AV media
- Representation and reception in audiovisual media
- Emerging trends: social media journalism, blogs, mobile journalism, streaming platforms and short-form videos – Language, Structure, Flow, Organization ideas and their impact

#### **Targeted Application & Tools that can be used:**

**Canva, Adobe Express, Padlet, Newsela, Hemingway Editor, Audacity, YouTube/ Inshot, Newspaper Apps, Instagram, YouTube, Facebook, etc.**

#### **Assignments:**

##### **1. Headline Analysis**

Give students 5 real news headlines from different newspapers.

In groups, they identify tone, bias, and ideological position.

Discussion on how word choices frame events.

##### **2. Instant News Report**

Show a 2–3-minute news video without the sound.

Students write a *print-style* news report based only on what they observe.

Share and discuss different angles taken.

##### **3. Audiovisual Media Deconstruction**

Watch a 5–7-minute clip from a Prime-Time TV debate.

Take notes on the topic, speaker behaviour (pitch, tone, body language), language, framing and argumentative strategies, and overall communication style.

Present an observational report.

#### **REFERENCE MATERIALS:**

- Althusser, L. (1971). *Ideology and ideological state apparatuses* (B. Brewster, Trans.). In *Lenin and philosophy and other essays* (pp. 127–186). Monthly Review Press. (Original work published 1970)
- Barthes, R. (1957). *Mythologies* (A. Lavers, Trans.). Hill and Wang. (Original work published 1957)
- Bordwell, D., & Thompson, K. (2010). *Film art: An introduction* (10th ed.). McGraw-Hill.
- Fairclough, N. (1995). *Critical discourse analysis: The critical study of language*. Longman.
- Fiske, J. (1990). *Introduction to communication studies* (2nd ed.). Routledge.
- Foucault, M. (1972). *The archaeology of knowledge & the discourse on language* (A. M. Sheridan Smith, Trans.). Pantheon Books.
- Franklin, B. (2019). *Social media and journalism*. In G. Overholser & K. Jamieson (Eds.), *The press* (pp. 201–218). Oxford University Press.
- Gramsci, A. (1971). *Selections from the prison notebooks* (Q. Hoare & G. Nowell Smith, Eds. & Trans.). International Publishers.
- Hall, E. T. (1959). *The silent language*. Doubleday.
- Hall, S. (1997). *Representation: Cultural representations and signifying practices* (S. Hall, Ed.). Sage.
- McQuail, D. (2010). *McQuail's mass communication theory* (6th ed.). Sage.



- Mencher, M. (2010). *News reporting and writing* (11th ed.). McGraw-Hill.
- Rabiger, M. (2014). *Directing the documentary* (5th ed.). Focal Press.
- Saussure, F. de. (1916). *Course in general linguistics* (W. Baskin, Trans.). Philosophical Library. (Original work published 1916)
- Tuchman, G. (1978). *Making news: A study in the construction of reality*. Free Press.

## B) Audiovisual / Print Media Materials

1. Times Now. (n.d.). *Prime Time Debate* [Video]. YouTube. Retrieved from <https://www.youtube.com/c/TimesNow>
2. Ogilvy India. (1993). *Cadbury Dairy Milk ad: Kuch khaas hai* [Video]. YouTube. Retrieved from <https://www.youtube.com/watch?v=5g9Z1MSK24c>
3. The Nerdwriter. (2016). *How editing shapes stories* [Video essay]. YouTube. Retrieved from [https://www.youtube.com/watch?v=6kXU7K1\\_J9g](https://www.youtube.com/watch?v=6kXU7K1_J9g)
4. BBC News. (n.d.). *BBC News reels*. Instagram. Retrieved from <https://www.instagram.com/bbcnews>
5. The Hindu. (n.d.). *The Hindu newspaper archives*. Retrieved from <https://www.thehindu.com/archive/>
6. The Guardian. (n.d.). *The long read*. Retrieved from <https://www.theguardian.com/news/series/the-long-read>
7. The New York Times. (n.d.). *Opinion section*. Retrieved from <https://www.nytimes.com/section/opinion>

**Topics relevant to “SKILL DEVELOPMENT”:** The course Language and Communication in Media equips students with essential language-based skills for engaging with media. Students explore how language functions in different communication models, how word choices shape meaning and ideology in media texts, and how to critically read and write for print formats like news reports and editorials. They also analyse spoken and visual language in audiovisual media, focusing on tone, structure, and audience impact. Across modules, the course builds student’s abilities in critical reading, effective writing, and discourse analysis, emphasising the role of language in shaping media narratives and public perception.

<b>Catalogue prepared by</b>	<b>Dr. Sahana Pradeep</b>
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<b>Recommended by the Board of Studies on</b>	<b>BoS No: 13, held on 06/06/2025</b>
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<b>Date of Approval by the Academic Council</b>	
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<b>Course Code:</b> <b>MDS1002</b>	<b>Course Title:</b> Critical Thinking and Writing <b>Type of Course:</b> Skills Enhancement Courses		<b>L-T- P- C</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
<b>Version No.</b>	<b>2.0</b>						
<b>Course Pre-requisites</b>	<b>-Nil-</b>						
<b>Anti-requisites</b>	<b>-Nil-</b>						
<b>Course Description</b>	This course introduces students to the core principles of critical thinking and analytical writing within the context of Indian society. It focuses on developing an understanding of reasoning, identifying fallacies, and differentiating between arguments and opinions. Through guided lectures and discussions, students will learn to construct clear, well-supported, and ethically grounded analytical writings suited for journalistic practice.						
<b>Course Outcomes</b>	<b>On successful completion of the course the students shall be able to:</b>  <b>CO1</b> Describe critical thinking concepts, processes, and traits relevant to the society [ <b>Understand</b> ] <b>CO2</b> Analyze arguments, reasoning patterns, fallacies, and biases in media contexts. [ <b>Analyze</b> ] <b>CO3</b> Construct critical and analytical journalistic writing using evidence and argumentation [ <b>Apply</b> ]						
<b>Course Content:</b>							
<b>Module 1</b>	<b>Introduction to Critical Thinking</b>	<b>Lecture, PPT Discussion</b>	<b>10 Sessions</b>	<b>[Understand]</b>			
<b>Topics:</b> Meaning and Standards of Critical Thinking Benefits and Barriers of Critical Thinking. Characteristics of Critical Thinker. Importance and process of Critical thinking.							
<b>Module 2</b>	<b>Understanding and Analyzing Arguments in Discourse</b>	<b>Lecture, PPT, Discussion</b>	<b>10 Sessions</b>	<b>[Analyze]</b>			
<b>Topics:</b> Nature of Argument, Recognition of an Argument. Difference between an argument and an opinion. Types of arguments and Valid patterns in arguments. Deductive Argument and its Validity. Inductive Argument and its Strength. Fallacies and Biases: Types of fallacies.							
<b>Module 3</b>	<b>Critical and Analytical Writing</b>	<b>Lecture, PPT, Discussion</b>	<b>10 Sessions</b>	<b>[Analyze]</b>			



**Topics:** Characteristics of critical and analytical writing Constructing an academic argument: The role of world choices in building arguments, Hedging, Using evidence to support claims, integrating evidence with comments, using quotations, paraphrase and summaries, Avoiding plagiarism.

### **Targeted Application and Tools used**

Microsoft Word

AI Applications: Groke/ ChatGPT / DeepSeek

**Assignment: Students' performance and progress will be evaluated through classwork sessionals, home- assignments, case studies, practice exercises, group activities, presentations, group discussions and term exams.**

### **Assignment 1 (Module 1)**

**Title: Reflection Essay – The Role of Critical Thinking in Journalism**

Type: Individual Essay

Word Limit: 800–1000 words

Objective: To explain the components and significance of critical thinking in journalistic practice.

### **Assignment 2 (Module 2)**

**Title: Argument Analysis Report**

Type: Group/Individual Assignment

Length: 2–3 pages

Objective: To analyze arguments and identify reasoning patterns and fallacies in media discourse.

#### **Instructions:**

Choose any two media opinion pieces/editorials on the same issue from different outlets.

- Identify the main arguments.
- Classify them as deductive or inductive.
- Identify any logical fallacies or biases.
- Conclude with a comparative analysis.

### **Assignment 3 (Module 3)**

Title: Critical Opinion Article Writing

- **Type:** Individual Written Submission
- **Word Limit:** 900–1200 words
- **Objective:** To construct an analytical and well-argued opinion piece with evidence and ethical writing standards.
- **Instructions:**

Write a critical opinion article on a current social/political issue. Your article must:

- Present a clear thesis statement
- Support arguments with credible evidence
- Integrate quotations or paraphrased content properly
- Use hedging where appropriate
- Maintain academic and ethical writing standards (plagiarism will be checked)

### **Text Book**



14. Anderson, Marilyn. Critical Reasoning, Academic Writing and Presentation Skills. New Delhi: Pearson Education, 2010.
15. Booth, W., G.G. Colomb, J.M. Williams. The Craft of Research. Chicago: University of Chicago Press, 2003.
16. Cottrell, Stella. The Study Skills Handbook. London: Macmillan, 1990.
17. Gardner, Peter S. New Directions: Reading Writing and Critical Thinking. Cambridge Academic Writing Collection, 2005.

## References

16. Rossenwasser, David, Jill Stephen. Writing Analytically. Sixth Edition. Boston: Wadsworth. Cengage Learning, 2012.
17. Strunk, William, E.B. White. The Elements of Style. Fourth Edition. Penguin Press, 2008.
18. Tharp, Twyla. The Creative Habit: Learn it and Use it for Life. New York: Simon & Schuster, 2003.

## E-books:

1. Copi & Cohen: Introduction to Logic. Pearson, New Delhi (Ch. 1 & 10) 12th ed. 2006 2
2. Parker & Moore: Critical Thinking. McGraw Hill, New Delhi (Ch. 1,2,3 & 8) 13th ed. 2023
3. Sen, Madhuchanda: An Introduction to Critical Thinking. Pearson, New Delhi, 2010

## Web Resources:

1. [5 in 1 Benefits with Axis Max Life Term Plan. Watch to Know More!](#)
2. [This tool will help improve your critical thinking - Erick Wilberding](#)
3. [What is Critical Thinking?](#)
4. [Casually Explained: Critical Thinking](#)

## Topics relevant to development of 'FOUNDATION SKILLS':

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

<b>Catalogue prepared by</b>	<b>Dr. Ashish Sharma</b>
<b>Recommended by the Board of Studies on</b>	<b>8<sup>th</sup> BOS hold on 6<sup>th</sup> June 2025</b>
<b>Date of Approval by the Academic Council</b>	



<b>Course Code:</b> <b>MDS1202</b>	<b>Course Title:</b> Theories and Ideologies of Mass Communication <b>Type of Course:</b> Core Course		<b>L- T-P- C</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Version No.</b>	<b>1.0</b>						
<b>Course Pre-requisites</b>	<b>Basic understanding of Mass Communication and Society</b>						
<b>Anti-requisites</b>	<b>-Nil-</b>						
<b>Course Description</b>	This course will deal with a fundamental as well as a detailed understanding of communication concepts and processes while also interpreting them via basic theoretical as well as practical approaches. Focusing on the study of communication in its multitudinous forms as an interdisciplinary and multidisciplinary social science, the emphasis would be on intersections between communication and relational contexts.						
<b>Course Outcomes</b>	<b>On successful completion of the course the students shall be able to:</b>  <b>CO1:</b> To identify and investigate the major theories in the various branches of communication studies. <b>[Remember]</b> <b>CO2:</b> To extrapolate the connection between the theory and the practice of mass communication and mass media. <b>[Understand]</b> <b>CO3:</b> To interpret how theory is used in the analysis of issues in communication studies. <b>[Apply]</b> <b>CO4:</b> To analyse communication as a discipline, in theory, and practice, which directly affects their day-to-day lives and understand the debates in social, cultural, political and economic contexts. <b>[Analyze]</b>						
<b>Course Content:</b>							
<b>Module 1</b>	<b>Communication Theories</b>	<b>Lecture Discussion</b>	<b>PPT</b>	<b>09 Sessions</b>	<b>Remember</b>		
<b>Topics: Communication Theories:</b> Mass Society Theory; Media Effects: Hypodermic Needle Theory, Two Step/Multi Step Flow theory, Diffusion of Innovation, Spiral of Silence Theory, Gate Keeping.							
<b>Module 2</b>	<b>Normative Theories of Mass Communication</b>	<b>Lecture Discussion</b>	<b>PPT</b>	<b>09 Sessions</b>	<b>Understand</b>		
<b>Topics: Normative Theories of Mass Communication:</b> Authoritarian Theory, Libertarian Theory, Social Responsibility Theory, Soviet Media Theory, Development Media Theory and Democratic Participant Theory.							



<b>Module 3</b>	<b>Psychological &amp; Behavioural Theories of Communication</b>	<b>Lecture / Group Discussion</b>	<b>12 Sessions</b>	<b>Apply</b>
<b>Topics: Psychological &amp; Behavioural Theories of Communication:</b> Argumentation Theory, Framing Theory, Direct Effects Theory, Imagined Communities Theory. <b>Behavioural Theories:</b> Individual Difference Theory: Selective Exposure, Selective Perception & Selective Retention, Balance Theory and Cognitive Dissonance Theory.				
<b>Module 4</b>	<b>Sociological Communication Theories</b>	<b>Lecture / Group Discussion</b>	<b>15 Sessions</b>	<b>Analyze</b>
<b>Topics:</b> Media Effect Theories: Agenda setting theory, Uses And Gratification Theory, Symbolic Interactionism, Spiral Of Silence Theory, Media Logic Theory, Media Dependence Theory, Cultivation Theory, Knowledge Gap Theory, Modernization Theory, Muted Group Theory.				
<b>Targeted Applications and Tools used:</b> N/A				
<b>Assignment: Mention the Type of Project /Assignment proposed for this course</b>				
<b>Assignment 1:</b> Write an essay on the description, origin and the historical development of any of the theories in this module. [Written]				
<b>Assignment 2:</b> Write an essay on how a normative theory (like Social Responsibility or Libertarian Theory) can be used to address misinformation on platforms like YouTube or Twitter. Include examples and propose solutions. [Written]				
<b>Assignment 3:</b> Choose a news event covered by two media outlets and analyze the differences in how it is presented (framed). Explain the potential psychological impact on audiences using theories like Framing or Cognitive Dissonance. [Presentation]				
<b>Assignment 4:</b> Research and prepare a presentation about how a sociological theory (like Agenda Setting or Cultivation Theory) can be seen in today's media. Use specific examples, such as how news shapes opinions or TV influences social attitudes. [Presentation]				
<b>Text Book</b> <ol style="list-style-type: none"> <li>1. Mass Communication Theory – by Denis McQuail (Sage)</li> <li>2. Vir Bala Aggarwal &amp; V S Gupta, Handbook of Journalism and Mass Communication- Concept Publishing</li> </ol>				
<b>References</b>				



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

### **Seminar / Articles**

1. [https://www.researchgate.net/publication/346167850\\_The\\_Normative\\_Theories\\_of\\_the\\_Press\\_in\\_the\\_Digital\\_Age\\_A\\_Need\\_for\\_Revision](https://www.researchgate.net/publication/346167850_The_Normative_Theories_of_the_Press_in_the_Digital_Age_A_Need_for_Revision)
2. [Normative media theory in the digital media landscape: from media ethics to ethical communication: Communication: Vol 43, No 2 \(tandfonline.com\)](#)
3. [\(99+\) Normative Theories of Press | Joyce Dungo - Academia.edu](#)
4. [delivery.php \(ssrn.com\)](#)

### **Video Lectures**

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

### **E-Books**

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

### **Web Resources**

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

### **Topics relevant to the development of 'Communication Theories:**

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



# PRESIDENCY UNIVERSITY



<b>Catalogue prepared by</b>	<b>Dr Ashish Sharma / Ms Padmavathi S</b>
<b>Recommended by the Board of Studies on</b>	<b>8<sup>th</sup> BOS hold on 6<sup>th</sup> June 2025</b>
<b>Date of Approval by the Academic Council</b>	





<b>Course Code:</b> <b>MDS1700</b>	<b>Course Title: Understanding AI, Immersive Media and VR</b> <b>Type of Course: Skills Enhancement Courses</b>	<b>L-T- P- C</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>2</b>
<b>Version No.</b>	<b>1.0</b>					
<b>Course Pre-requisites</b>	<b>-Nil-</b>					
<b>Anti-requisites</b>	<b>-Nil-</b>					
<b>Course Description</b>	This course explores emerging technologies shaping digital media, focusing on Artificial Intelligence (AI), Augmented Reality (AR), and Virtual Reality (VR). Students will examine the scope, tools, and real-world applications of AI in media, including its role in automated journalism and ethical concerns. The course also introduces immersive media, highlighting the principles, benefits, and challenges of AR and VR. Through critical analysis and discussions, learners will gain insight into how these technologies transform content creation, distribution, and audience engagement, while addressing their societal and ethical implications.					
<b>Course Outcomes</b>	<b>On successful completion of the course the students shall be able to:</b> CO1 Describe the scope, goals, and applications of Artificial Intelligence (AI) in media, including its impact on bias, automation, and journalism. <b>[Understand]</b> CO2: Analyze the role and implications of Augmented Reality (AR) in digital media experiences and communication environments. <b>[Analyze]</b> CO3: Examine different forms and applications of Virtual Reality (VR) and assess their ethical and societal implications in journalism and media. <b>[Analyze]</b>					
<b>Course Content:</b>						
<b>Module 1</b>	<b>Introduction to Artificial Intelligence</b>	<b>Lecture, PPT, Discussion</b>	<b>10 Sessions</b>	<b>[Understand]</b>		
<b>Topics:</b> Scope of Artificial Intelligence: Definition, goals and applications. Different types of AI-based systems. AI tools. Applications of AI in media and other fields: AI in Controlling Bias; AI in Social Media; AI in Automated Journalism. AI automation/augmentation of production, distribution and consumption of news Journalism AI & Society: Ethical challenges accompanying AI automation/augmentation.						



<b>Module 2</b>	<b>Introduction to Immersive Media</b>	<b>Lecture, PPT, Discussion</b>	<b>10 Sessions</b>	<b>[Analyze]</b>
<b>Topics:</b> Introduction to Immersive Media. Augmented Reality Concepts. Definition and scope of Augmented Reality. Augmented Reality as a Digital Media experience. Applications of AR. Augmented Environments and Digital Media Forms. Disadvantages/Dangers of AR. Benefits of Augmented Reality				
<b>Module 3</b>	<b>Introduction to Virtual Reality</b>	<b>Lecture, PPT, Discussion</b>	<b>10 Sessions</b>	<b>[Analyze]</b>
<b>Topics:</b> Introduction to Virtual Reality: Concepts and Definitions. History of VR and VR Development, Types of Virtual Reality: Immersive, Non-immersive, Collaborative, web based. Applications of Virtual Reality. Social and ethical implications of virtual reality				
<b>Targeted Application and Tools used</b> Microsoft Word AI Applications: Groke/ ChatGPT / DeepSeek				
<b>Assignment:</b> Students' performance and progress will be evaluated through classwork sessionals, home- assignments, case studies, practice exercises, group activities, presentations, group discussions and term exams.				
<b>1. Assignment 1 (Module 1 – AI in Media)</b> <b>Title:</b> AI Tool Review and Case Study Presentation <b>Type:</b> Individual Presentation <b>Objective:</b> To explore and reflect on the real-world application of AI in media. <b>Instructions:</b> <ul style="list-style-type: none"> <li>Choose one AI tool used in journalism (e.g., ChatGPT, Grammarly, Heliograf).</li> <li>Describe its function, benefits, and how it aids or automates journalism.</li> <li>Present a real-world case where it's been used (e.g., BBC, The Washington Post).</li> <li>Conclude with 2–3 ethical implications or challenges associated with it</li> </ul>				
<b>2. Assignment 2 (Module 2 – Augmented Reality)</b> <b>Title:</b> <i>Augmented Reality Experience Analysis Report</i> <b>Type:</b> Individual Report (800–1000 words) <b>Objective:</b> To analyze an AR-based media or marketing campaign. <ul style="list-style-type: none"> <li><b>Instructions:</b> <ul style="list-style-type: none"> <li>Identify an AR experience from media, journalism, or advertising (e.g., Snapchat filters, IKEA Place app).</li> <li>Analyze the user engagement, immersive elements, and digital storytelling.</li> <li>Discuss benefits, limitations, and potential improvements.</li> <li>Reflect on how AR changed the mode of media consumption.</li> </ul> </li> </ul>				



### 3. Assignment 3 (Module 3 – Virtual Reality)

**Title:** VR in Media – Ethics Debate or Research Essay

**Type:** Individual Debate Position Paper or Essay (1000–1200 words)

**Objective:** To assess the social and ethical implications of VR in journalism or media entertainment.

- **Instructions:**

- Choose one topic: “Should VR be used for immersive news reporting?” or “Is VR content ethically problematic in entertainment media?”
- Support your argument with examples, scholarly articles, or ethical frameworks.
- Include 2–3 challenges or policy recommendations for responsible VR use.

#### Text Book

1. Bucher, John (2017). Storytelling for Virtual Reality: Methods and Principles for Crafting Immersive Narratives. Published by Routledge; 1st edition
2. Connock, Alex (2022). Media Management and Artificial Intelligence: Understanding Media Business Models in the Digital Age. Published by Routledge; 1st edition (18 November 2022)
3. Daniela, Linda (2020). New Perspectives on Virtual and Augmented Reality. Published by Routledge; 1st edition
4. Goel, Lavika (2021). Artificial intelligence: concepts and applications. Published by Wiley India Pvt Ltd (1 January 2021)
5. Guha, Suman (2022). Win The Digital Age with Data: How to Use Analytics to Build Products That Customers Love. Published by Notion Press; 1st edition

#### References

1. Rich, Elaine; Knight, Kevin & Nair, B. Shivashankar (2017). Artificial Intelligence. Published by McGraw Hill Education; 3rd edition
2. Russell, Stuart & Norvig, Peter (2015). Artificial Intelligence: A Modern approach. Published by Pearson Education India; 3rd edition (1 January 2015)
3. Schmalstieg, Dieter & Höllerer, Tobias (2016). Augmented Reality: Principles & Practice. Published by Pearson Education India; First edition

#### E-books:

1. [IMDM - Immersive Media Design](#)
2. [vrbook.pdf](#)
3. [Growth of Immersive Media- A Reality Check.pdf](#)
4. [Immersive Media and Child Development](#)
5. [S4Paper1.pdf](#)

#### Web Resources:

1. [5 in 1 Benefits with Axis Max Life Term Plan. Watch to Know More!](#)
2. [This tool will help improve your critical thinking - Erick Wilberding](#)
3. [What is Critical Thinking?](#)



#### 4. Casually Explained: Critical Thinking

##### **Topics relevant to development of 'FOUNDATION SKILLS':**

The topics across the three modules foster **foundation skills** such as digital literacy, ethical reasoning, analytical thinking, and adaptability. Students gain exposure to AI, AR, and VR technologies, enabling them to understand core concepts, evaluate media applications, and critically assess the societal and ethical implications of emerging immersive media tools.

<b>Catalogue prepared by</b>	<b>Dr. Ashish Sharma &amp; Mr Sarath A Pradeep</b>
<b>Recommended by the Board of Studies on</b>	<b>8<sup>th</sup> BOS hold on 6<sup>th</sup> June 2025</b>
<b>Date of Approval by the Academic Council</b>	



<b>Course Code:</b> MDS1208	<b>Course Title: INDIAN POLITY: DEMOCRACY AND THE STATE</b> <b>Type of Course: School Core</b>		<b>L-T-P- C</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
<b>Version No.</b>	<b>2.0</b>						
<b>Course Pre-requisites</b>	Basics Knowledge of India Political System						
<b>Anti-requisites</b>	<b>-Nil-</b>						
<b>Course Description</b>	The course will discuss about the framework of the Indian Constitution, which establishes a sovereign, socialist, secular, and democratic republic. The Constitution enshrines fundamental rights, including freedom of speech and expression, which form the bedrock of press freedom in India. This course explores the intricate relationship between the press and the political system, emphasizing the role of media in shaping public opinion and fostering democratic accountability. It delves into press laws, ethical responsibilities, and regulatory frameworks, providing insights into the challenges and responsibilities faced by the media in a diverse democracy like India.						
<b>Course Outcomes</b>	On successful completion of the course the students shall be able to: <b>CO1.</b> To recite key provisions of the Indian Constitution and the foundational principles of Indian governance [ <b>Remember</b> ] <b>CO2.</b> To explain the core features of Indian democracy and how they contribute to its functioning [ <b>Understand</b> ] <b>CO3.</b> To examine the roles of political parties, electoral system, polity and their collective impact in shaping India's democratic processes [ <b>Analyze</b> ]						
<b>Course Objective:</b>	The objective of the course is SKILL DEVELOPMENT of student by using PARTICIPATIVE LEARNIG techniques.						
<b>Course Content:</b>							
<b>Module 1</b>	<b>Indian Constitution and Governance</b>	<b>Lecture/ PPT / Discussion</b>	<b>15 Sessions</b>	<b>Remember</b>			
<b>Topics:</b> Features of the Constitution and Preamble. Fundamental Rights. Freedom of Speech. Directive Principles of State Policy. Centre-State Relations: Federal v/s Unitary Debates, Federal Issues in Indian Politics, Governor: Power and Functions. Media – Government relationship (Media -Legislature, Media -Judiciary)							
<b>Module 2</b>	<b>Indian Democracy</b>	<b>Lecture/ PPT / Discussion</b>	<b>15 Sessions</b>	<b>Understand</b>			
<b>Topics:</b> Legislature: Lok Sabha and Rajya Sabha: Relative Roles and Functions. Executive: President, Prime Minister and Council of Ministers. Judiciary: High Court and Supreme Court,							



Judicial Review and Judicial Activism, Public Interest Litigation, Controversies and Issues related to Independence of Judiciary. Panchayati Raj Institutions and Grassroots Democracy in India

<b>Module 3</b>	<b>Party System, Electoral Politics and Media in Indian Democracy</b>	<b>Lecture/ PPT / Discussion</b>	<b>15 Sessions</b>	<b>Analyze</b>
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**Topics:** Party System in India and the Rise of Coalitions; Types of Parties – National and State level. Election Commission and Electoral Reforms. Identity Politics: Gender, Caste, Class and Religion in Indian Politics. E-Media and Governance; Covering Campaigns, Elections and Governance; Democracy and Freedom of the Press; Freedom of Expression and responsibility of the Journalists; Role of the media in semi-democratic regimes and authoritarian regimes. Media as promoter of democracy in non-democratic regimes.

**Targeted Application and Tools used: NA**

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

1. Group project on the success of e-governance and the role of the media
2. Present and analyse on any one aspect Judicial Review / Judicial Activism and contemporary politics in India
3. Discussions on the independence of the judiciary and the recent controversies around judicial activism.
4. Write a paper on the concept of Media as a Watchdog Vs. Government censorship in a democratic setup.

### Text Book

6. Indian Polity. 7th Edition. M Laxmikanth. © 2023
7. Jayal, Niraja Gopal; Mehta Pratap, Bhanu (eds) (2010). Oxford Companion to Politics in India. New Delhi. Oxford University Press.

### Reference:

1. Kohli, A. (2009). "The state and poverty in India: The politics of reform." Cambridge University Press.
2. Subrata, K. M., Reddy, E. S., & Singh, B. P. (2008). "Indian politics since the 1990s: Reforms and reformulations." Pearson Education India.
3. Guha, R. (2007). "India after Gandhi: The history of the world's largest democracy." Harper Perennial.
4. Varshney, A. (2002). "Ethnic conflict and civic life: Hindus and Muslims in India." Yale University Press.
5. Basu, D., & Das, S. (2017). "India's foreign policy: Old problems, new challenges." Oxford University Press.
6. Bhattacharya, S. (2008). "Parliamentary democracy in India: Does it exist?" Routledge.
7. S.Choudhury, M.Khosla & P.B. Mehta, 2016, (Eds.), Oxford Handbook of Indian Constitution, Oxford University Press
8. P. Mahapatra, 2015, An Introduction to Indian Administration: Central, State & Local, Gyanjug Publication

### Video Tutorials





1. <https://www.youtube.com/watch?v=rx-DZpSR0kw>
2. [https://www.youtube.com/watch?v=Qv1sy6wS\\_2s](https://www.youtube.com/watch?v=Qv1sy6wS_2s)
3. [https://www.youtube.com/watch?v=Du5ojmw0DzM&list=PLNsppmbLKJ8L1po1SC74b\\_0mObUwRCQJr](https://www.youtube.com/watch?v=Du5ojmw0DzM&list=PLNsppmbLKJ8L1po1SC74b_0mObUwRCQJr)
4. [https://www.youtube.com/watch?v=DkdTmaiYISA&list=PLNsppmbLKJ8L1po1SC74b\\_0mObUwRCQJr&index=2](https://www.youtube.com/watch?v=DkdTmaiYISA&list=PLNsppmbLKJ8L1po1SC74b_0mObUwRCQJr&index=2)
5. [https://www.youtube.com/watch?v=OMwtRCljwVY&list=PLNsppmbLKJ8L1po1SC74b\\_0mObUwRCQJr&index=17](https://www.youtube.com/watch?v=OMwtRCljwVY&list=PLNsppmbLKJ8L1po1SC74b_0mObUwRCQJr&index=17)
6. [https://www.youtube.com/watch?v=rKIWI-Wu6wE&list=PLNsppmbLKJ8L1po1SC74b\\_0mObUwRCQJr&index=18](https://www.youtube.com/watch?v=rKIWI-Wu6wE&list=PLNsppmbLKJ8L1po1SC74b_0mObUwRCQJr&index=18)

#### Web Resources:

1. <https://timesofindia.indiatimes.com/blogs/blackslate-corner/blog-on-communism-capitalism-and-socialism-its-tenets-its-nature/>
2. <https://www.epw.in/blog>
3. <https://www.epw.in/blogs/vikramepwin/majoritarian-turn-indian-democracy-does-first-past-the-post-electoral-system.html>
4. <https://www.youthinpolitics.in/blog/article-14-the-most-important-part-of-our-indian-constitution/>
5. <https://www.youthinpolitics.in/blog/the-real-issues-of-a-common-man-are-disappearing-from-the-elections/>
6. <https://carnegieendowment.org/2014/06/10/new-era-in-indian-politics-pub-55883>
7. <https://www.orfonline.org/expert-speak/indian-democracy-and-the-changing-political-landscape/>

**Topics relevant to “Entrepreneurial Skills”:** Democracy and Freedom of the Press; Freedom of Expression and responsibility of the Journalists. Power and responsibility of the media ‘Entrepreneurship Skills’ through Experiential Learning Techniques. This is attained through assessment component mentioned in course handout.

<b>Catalogue prepared by</b>	<b>Dr. Ashish Sharma / Ms. Padmavathi S</b>
<b>Recommended by the Board of Studies on</b>	<b>8<sup>th</sup> BOS hold on 6<sup>th</sup> June 2025</b>
<b>Date of Approval by the Academic Council</b>	





<b>Course Code:</b> <b>MDS1001</b>	<b>Course Title: News Analysis</b> <b>Type of Course: DSE</b>			<b>L-T-P- C</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>2</b>
<b>Version No.</b>	<b>1.0</b>							
<b>Course Pre-requisites</b>	NA							
<b>Anti-requisites</b>	-Nil-							
<b>Course Description</b>	To enable students to understand and critically analyze news and current affairs from print, broadcast, and digital platforms, and express their perspectives through review articles and basic multimedia content.							
<b>Course Outcomes</b>	On successful completion of the course the students shall be able to: <b>CO1.</b> To describe basic concepts of news such as values, objectivity, bias, and credibility. [ <b>Understand</b> ] <b>CO2.</b> To analyze the treatment of news stories across print, and broadcast, online platforms. [ <b>Analyze</b> ] <b>CO3.</b> To create short review articles or media content based on critical analysis of news. [ <b>Create</b> ]							
<b>Course Content:</b>								
<b>Module 1</b>	<b>Introduction to News and Current Affairs</b>	<b>Lecture/ Discussion</b>	<b>15 Sessions</b>			<b>Understand</b>		
<b>Topics:</b> What is news and current affairs? Definitions and elements, News values: timeliness, proximity, prominence, etc. Objectivity, subjectivity, and bias in reporting, Understanding sources and credibility.								
<b>Module 2</b>	<b>News Analysis from Print and Broadcast Sources</b>	<b>Interactive Lecture/ Discussion/ Comparative Reading/ Viewing Exercises</b>	<b>15 Sessions</b>			<b>Analyze</b>		
<b>Topics:</b> Comparative analysis of daily news coverage in newspapers (The Hindu, TOI, Decan Herald.) Listening and decoding AIR news bulletins., Identifying framing, tone, and editorial stance. Formats of news delivery on TV and web,								



<b>Module 3</b>	<b>Writing and Producing News Review Content</b>	<b>Interactive Lecture/ Discussion/ Comparative Reading/ Viewing Exercises</b>	<b>15 Sessions</b>	<b>Create</b>
<b>Topics:</b> Understanding visuals, headlines, and voiceovers Bias, sensationalism, and fake news in digital spaces., Writing review articles: tone, structure, and referencing, Introduction to scripting and recording short audio/video reviews,				
<b>Targeted Application and Tools used</b>				
<b>Assignment/ Practical Component: Mention the Type of Project /Assignment proposed for this course</b>				
<ol style="list-style-type: none"> <li>1. Assignment 1: News journal — identifying news values and bias in different reports.</li> <li>2. Assignment 2: Comparative analysis of a news event from two newspapers, AIR and TV News.</li> <li>3. Assignment 3: Submission of 1 review article and 1 short audio/video news review</li> </ol> <b>Practical Component:</b> <ol style="list-style-type: none"> <li>1. News Clipping Exercise: Identify and mark news values in selected stories.</li> <li>2. Bias Identification Worksheet: Compare two articles for bias and objectivity.</li> <li>3. Newspaper Comparison Task: Analyze same story across two newspapers.</li> <li>4. News Treatment Report: Analyze and report differences between radio and print.</li> <li>5. TV News Breakdown Worksheet: Segment-wise analysis of a TV news bulletin</li> <li>6. Online News Site Analysis: Compare news stories across two digital portals</li> <li>7. Fake News Case Study: Identify and analyze misinformation using fact-checking tools</li> <li>8. Write a News Review Article (500 words): Critical review of a news story</li> <li>9. Script &amp; Storyboard Draft: Plan a short news critique segment</li> <li>10. Produce a News Review Segment (audio/video – 1–2 minutes).</li> </ol>				
<b>Text Book</b> <ol style="list-style-type: none"> <li>8. 21st century journalism handbook: essential skills for the modern journalist By: Holmes, Tim</li> <li>9. Writing for the Media by Gouda Fernandis · 2023</li> </ol>				
<b>Reference:</b>				



1. Introduction to research, analysis, and writing: practical skills for social science students by: Newsome, Bruce Oliver
2. Elements of journalism: what news people should know, and the public should expect by: Kovach, Bill
3. Fake news and challenges in the digital era by Sharma, Ashish | Sandeep Kumar.
4. Indian news media: from observer to participant by Rodrigues, Usha M | Maya Ranganathan.

#### **Web Resources:**

1. AltNews – <https://www.altnews.in>
2. Google Fact Check Explorer – <https://toolbox.google.com/factcheck/explorer>
3. The News Manual – <https://www.thenewsmanual.net>
4. Reuters Institute for the Study of Journalism – <https://reutersinstitute.politics.ox.ac.uk>
5. Media Bias/Fact Check – <https://mediabiasfactcheck.com>
6. Scroll.in, The Wire, BBC News, NDTV, India Today

#### **Topics relevant to development of 'FOUNDATION SKILLS:**

Encouraging students to understand basics of News Analysis with relevance to evolving media industry.

<b>Catalogue prepared by</b>	<b>Mr. Sarath A Pradeep / Dr Ashish Sharma</b>
<b>Recommended by the Board of Studies on</b>	<b>8<sup>th</sup> BOS hold on 6<sup>th</sup> June 2025</b>
<b>Date of Approval by the Academic Council</b>	



<b>Course Code:</b> <b>MDS2502</b>	<b>Course Title: Advertising and Brand Management</b> <b>Type of Course: Discipline Skill Elective</b>		<b>L-T- P- C</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
<b>Version No.</b>	<b>1.0</b>						
<b>Course Pre-requisites</b>	<b>MDS1206</b>						
<b>Anti-requisites</b>	<b>-Nil-</b>						
<b>Course Description</b>	In this compact yet intensive course, students dive deep into the creative, strategic, and analytical pillars of modern advertising and brand stewardship. Over 30 hours, learners first understand persuasive advertising ideas, then evaluate brand architectures, and finally analyze multi-channel performance data—moving deliberately from higher-order thinking to diagnostic insight in the exact reverse order of Bloom’s Taxonomy. By the end, they can originate campaign concepts, critique brand strategy, and decode metrics with professional confidence.						
<b>Course Outcomes</b>	<b>On successful completion of the course, the students shall be able to:</b> <b>CO1:</b> Explain how advertising influences consumer perceptions and behavior by describing key models, message appeal types, and the interplay of copy, visuals, and media <b>[Understand]</b> <b>CO2:</b> Critically appraise an existing brand’s architecture and positioning, recommending evidence-based improvements to strengthen its equity. <b>[Evaluate]</b> <b>CO3:</b> Analyze cross-channel campaign data to uncover performance patterns and propose optimizations that maximize both advertising effectiveness and brand impact. <b>[Analyze]</b>						
<b>Course Content:</b>							
<b>Module 1</b>	<b>Creative Advertising Foundations</b>	<b>Interactive Lectures/Ad-Deconstruction Workshops/</b>	<b>10 Sessions</b>	<b>[Understand]</b>			
<b>Topics:</b> Role & purpose of advertising, Consumer decision journey and basic segmentation, Ideation frameworks (USP, Emotional Storytelling, Cultural Codes), Message appeals & creative							

styles (rational, emotional, social, moral), Roles of copy, visuals, and media selection in conveying meaning

<b>Module 2</b>	<b>Brand Architecture &amp; Positioning</b>	<b>Interactive Lectures/Case-Study Analysis/ Guest Talk/Q&amp;A</b>	<b>10 Sessions</b>	<b>[Evaluate]</b>
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**Topics:** Brand identity systems & personality archetypes, Positioning maps & competitor benchmarking, Brand equity models (Aaker, Keller, CBBE), Rebranding, brand stretch, co-branding cases, Managing global vs. local brand portfolios

<b>Module 3</b>	<b>Integrated Campaign Execution &amp; Metrics</b>	<b>Flipped Classroom/Mini-Panel Debate/ Interactive Lectures</b>	<b>10 Sessions</b>	<b>[Analyze]</b>
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**Topics:** IMC planning & channel selection (paid/owned/earned), Media mix modelling & budget allocation basics, Digital analytics: reach, engagement, conversion KPIs, Traditional metrics: GRPs, frequency, recall tests, Dashboards, ROI calculation, optimisation loops

**Targeted Application and Tools used**

YouTube videos and TEDx talks, Excel, Google Data Studio, and large language models

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

**1. Objective:** Deepen students' grasp of how classic advertising models structure persuasive messages.

**Assignment (Module 1) Ad Case-Study Deconstruction (Group):** In teams of 3–4, choose one iconic ad (print/video). Using PPT, annotate where each stage of a chosen model (e.g., AIDA, DAGMAR) appears (e.g., attention, interest, desire, action).

**2. Objective:** To ensure students can interpret brand-equity frameworks and recognize them in practice.

**Assignment (Module 2) Brand Repositioning Case Study:** Analyze a documented brand revitalization. Interpret how the brand moved through identity, positioning, and equity-building, and highlight which framework components appeared.

**3. Objective:** To ensure students can summarize how specific media channels and their key metrics support broader brand objectives.

**Assignment (Module 3):** Create a brief for a hypothetical campaign.

**Text Book**



1. George E Belch, Michael, Keyoor Purani. Advertising and Promotion. McGraw-Hill
2. Jefkins, Frank, and Daniel Yadin. *Advertising*. Pearson.
3. Kumar, S. Ramesh, and Anup Krishnamurthy. *Advertising and Branding Basics*. Sage.
4. Advertising and Branding Basics
5. Aron Levin, Influencer Marketing for Brands, APress

## References

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

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

### Video Lectures

1. <https://blog.hubspot.com/>
2. <https://brandingstrategyinsider.com/>
3. Neil Patel Blog
4. Moz Blog
5. <https://contentmarketinginstitute.com/>
6. <https://adage.com/>
7. <https://www.smartpassiveincome.com/>
8. <https://www.socialmediaexaminer.com/>
9. <https://www.marketingprofs.com/>
10. Kissmetrics Blog

### 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. "How Has the Digital Environment Affected Advertising Creativity?" by Petra Goor, Gayle Kerr, and Hyun Seung Jin (2022)
4. "Branding Strategy for Startups: Building a Strong Foundation" by Rajeev
5. "The New Age of Branding: A Digital Transformation" by Harish Narayanan
6. "Does Traditional Advertising Theory Apply to the Digital World?" by Francis J. Mulhern (2015)
7. "The Art of Branding: How to Stand Out in a Crowded Marketplace" by Debbie Williams
8. "The Power of Personal Branding" by Pradeep Chopra
9. "How to Build a Brand That Will Stand the Test of Time" by Seth Godin
10. "The Power of Storytelling in Branding" by Bernadette Jiwa
11. "The Future of Digital Advertising: Trends to Watch" by Neil Patel



## E-books

1. <https://www.jonloomer.com/blog/facebook-ads/>
2. <https://www.adroll.com/resources/guides/programmatic-advertising>
3. <https://www.smartpassiveincome.com>
4. Contagious eBook
5. The Art of Digital Branding eBook
6. The 22 Immutable Laws of Branding eBook

## Topics relevant to the 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 will provide them with a hands-on experience relevant to the industry.

<b>Catalogue prepared by</b>	<b>Dr. Prathibha. Vinod</b>
<b>Recommended by the Board of Studies on</b>	<b>8<sup>th</sup> BOS hold on 6<sup>th</sup> June 2025</b>
<b>Date of Approval by the Academic Council</b>	





<b>Course Code:</b> <b>MDS1209</b>	<b>Course Title: Visual Communication: Theory and Aesthetics</b> <b>Type of Course: Core Course</b>			<b>L-T-P- C</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
<b>Version No.</b>	<b>2.0</b>							
<b>Course Pre-requisites</b>	NA							
<b>Anti-requisites</b>	<b>-Nil-</b>							
<b>Course Description</b>	This course explores the theoretical foundations of visual communication and aesthetics. Students will examine the history and evolution of visual communication, theories related to perception and semiotics, and principles of design and composition.							
<b>Course Outcomes</b>	On successful completion of the course the students shall be able to: <b>CO1:</b> To explain the historical evolution and cultural impact of visual communication. [ <b>Understand</b> ] <b>CO2:</b> To apply theories of perception and semiotics to analyze visual media. [ <b>Apply</b> ] <b>CO3:</b> To demonstrate an understanding of design principles and their role in visual communication. [ <b>Apply</b> ] <b>CO4:</b> To evaluate the aesthetic and cultural significance of visual communication media. [ <b>Evaluate</b> ]							
<b>Course Content:</b>								
<b>Module 1</b>	<b>Historical Background and Basics of Visual Communication</b>	<b>Lecture/ Discussion</b>	<b>7 Sessions</b>			<b>Understand</b>		
<b>Topics:</b> History of visual communication: From cave art to modern media., Human eye and the visual process. Visual culture and Information Education Communication (IEC).Theories of visual communication: Gestalt, perceptual, semiotics, and cognitive approaches.								
<b>Module 2</b>	<b>Theories of Visual Communication</b>	<b>Lecture/ Discussion</b>	<b>7 Sessions</b>			<b>Apply</b>		
<b>Topics:</b> Fundamentals of design: Definition and centrality of design. Elements of design and principles of visual perception. Colour psychology and theory. Optical/visual illusions and stages of the design process. Semiotics: Signs, signifiers, and their application in visual communication for social messaging.								



<b>Module 3</b>	<b>Photography as Visual Communication</b>	<b>Lecture/ Discussion</b>	<b>8 Sessions</b>	<b>Apply</b>
<b>Topics:</b> Introduction to photography as a tool for visual communication. Camera basics: Structure, functions, and characteristics of cameras. Lighting fundamentals: Natural, artificial, and available light. Techniques: Three-point lighting, exposure, focusing, aperture, shutter speed, depth of field.				
<b>Module 4</b>	<b>Camera Compositions and Accessories</b>	<b>Lecture/ Discussion</b>	<b>8 Sessions</b>	<b>Evaluate</b>
<b>Topics:</b> Camera lenses and accessories. Shot types: Basic shots, angles, and views. Composition: Framing, rule of thirds, leading lines. Basics of photojournalism: Photo-features, essays, and visual storytelling.				
<b>Targeted Application and Tools used</b> Canon 200 D and Adobe Suit				
<b>Assignment: Mention the Type of Project /Assignment proposed for this course</b>				
<ol style="list-style-type: none"> <li>1. Activity: Visual Analysis – Students analyze selected visual media, identifying elements and principles of design.</li> <li>2. Assignment: Case study on the evolution of a specific design style or movement.</li> <li>3. Activity: Hands-on exercise to create compositions demonstrating the elements and principles of design.</li> <li>4. Assignment: Design a series of posters illustrating each design principle.</li> <li>5. Project: Design a flyer or social media graphic incorporating text and images.</li> <li>6. Practical Assignment: Design a flyer or promotional graphic.</li> <li>7. In-Class Critique: Peer review of designs focusing on composition.</li> <li>8. Final Project: Students create a comprehensive design project (e.g., branding materials, infographic).</li> <li>9. Presentation: Students present their projects to the class, explaining design choices and approach.</li> </ol>				
<b>Text Book</b> <ol style="list-style-type: none"> <li>1. Understanding Exposure" by Bryan Peterson</li> <li>2. The Photographer's Eye" by Michael Freeman</li> <li>3. The Digital Photography Book" by Scott Kelby</li> </ol>				
<b>Reference:</b> <ol style="list-style-type: none"> <li>1. The Art of Photography" by Bruce Barnbaum</li> <li>2. On Photography" by Susan Sontag</li> <li>3. Capture Your Style" by Aimee Song</li> <li>4. Light Science and Magic: An Introduction to Photographic Lighting" by Fil Hunter</li> <li>5. Photography: The Whole Story" by Juliet Hacking</li> </ol>				
<b>E-Books:</b>				



1. Understanding Media: The Extensions of Man by Marshall McLuhan
2. The Visual Story by Bruce Block
3. The Design of Everyday Things by Don Norman
4. Graphic Design Thinking by Ellen Lupton
5. Digital Color Management by Edward J. Giorgianni and Thomas E. Madden
6. Type on Screen: A Critical Guide for Designers by Ellen Lupton
7. Visual Language for Designers by Connie Malamed
8. Principles of Graphic Design by Jill Morton

**Web Resources:**

1. Adobe Creative Cloud Tutorials
2. Adobe Help Center
3. Canva Design School
4. LinkedIn Learning - Graphic Design Courses
5. Coursera - Fundamentals of Graphic Design
6. HubSpot Blog - Visual Content Marketing

**Topics relevant to development of 'FOUNDATION SKILLS':**

Encouraging students to understand basics of visual communication with relevance to media industry.

<b>Catalogue prepared by</b>	<b>Mr. Sarath A Pradeep / Dr Ashish Sharma</b>
<b>Recommended by the Board of Studies on</b>	<b>8<sup>th</sup> BOS hold on 6<sup>th</sup> June 2025</b>
<b>Date of Approval by the Academic Council</b>	



<b>Course Code:</b> <b>MDS1501</b>	<b>Course Title: Visual Communication (Lab)</b> <b>Type of Course: Core Course</b>		<b>L-T-P- C</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>
<b>Version No.</b>	<b>2.0</b>						
<b>Course Pre-requisites</b>	NA						
<b>Anti-requisites</b>	<b>-Nil-</b>						
<b>Course Description</b>	This course focuses on the practical application of visual communication theories and aesthetics. Students will gain hands-on experience in photography, camera operations, lighting, and composition. The course emphasizes developing technical skills to produce aesthetically rich visual media.						
<b>Course Outcomes</b>	On successful completion of the course the students shall be able to:  CO1: Explain operating cameras and use lighting techniques to create compelling visuals. [ <b>Understand</b> ] CO2: Apply principles of composition and framing in photography. [ <b>Apply</b> ] CO3: Create photo essays and captions that tell a cohesive story. [ <b>Create</b> ]						
<b>Course Content:</b>							
<b>Module 1</b>	<b>Photography as Visual Communication</b>	<b>Demonstration/Practical/ Hands-on Training Session</b>	<b>10 Sessions</b>	<b>Understand</b>			
<b>Topics:</b> Introduction to photography as a tool for visual communication. Camera basics: Structure, functions, and characteristics of cameras. Lighting fundamentals: Natural, artificial, and available light. Techniques: Three-point lighting, exposure, focusing, aperture, shutter speed, depth of field.							
<b>Module 2</b>	<b>Camera Compositions and Accessories</b>	<b>Demonstration/Practical/ Hands-on Training Session</b>	<b>10 Sessions</b>	<b>Apply</b>			
<b>Topics:</b> Camera lenses and accessories. Shot types: Basic shots, angles, and views. Composition: Framing, rule of thirds, leading lines. Basics of photojournalism: Photo-features, essays, and visual storytelling.							
<b>Module 3</b>	<b>Advanced Photography Projects</b>	<b>Demonstration/Practical/ Hands-on Training Session</b>	<b>10 Sessions</b>	<b>Create</b>			



**Topics:** Integration of lighting and composition for advanced visual effects. Thematic photography projects. Editing and post-processing basics: Cropping, retouching, and enhancing photos.

**Targeted Application and Tools used:**

**Adobe Lightroom**, Adobe Photoshop, GIMP, DSLR Camera Simulator, Camera Connect App, **StoryMapJS**, DSLR(Canon EOS 200D), Tripods, Lighting Kits, Reflectors and Diffusers

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

1. Activity: Explore camera settings for different scenarios.
2. Activity: Capture images using various lighting techniques.
3. Activity: Create a photo series focusing on composition techniques.
4. Activity: Develop a photo essay with captions that convey a story.
5. Activity: Produce a final photo project on a chosen theme.
6. Activity: Edit and curate photographs for a professional presentation.
7. Final Project: Students create coffee table book/ Photography portfolio.
8. Presentation: Students present their projects to the class/ exhibition

**Text Book**

1. "Understanding Exposure" by Bryan Peterson
2. "The Photographer's Eye" by Michael Freeman
3. "The Digital Photography Book" by Scott Kelby

**Reference:**

1. The Art of Photography" by Bruce Barnbaum
2. "On Photography" by Susan Sontag
3. "Capture Your Style" by Aimee Song
4. Light Science and Magic: An Introduction to Photographic Lighting" by Fil Hunter
5. "Photography: The Whole Story" by Juliet Hacking

**E-Books:**

1. "Understanding Media: The Extensions of Man" by Marshall McLuhan
2. "The Visual Story" by Bruce Block
3. "The Design of Everyday Things" by Don Norman
4. "Graphic Design Thinking" by Ellen Lupton
5. "Digital Color Management" by Edward J. Giorgianni and Thomas E. Madden
6. "Type on Screen: A Critical Guide for Designers" by Ellen Lupton
7. "Visual Language for Designers" by Connie Malamed
8. "Principles of Graphic Design" by Jill Morton

**Web Resources:**

1. Adobe Creative Cloud Tutorials
2. Adobe Help Center
3. Canva Design School
4. LinkedIn Learning - Graphic Design Courses



5. Coursera - Fundamentals of Graphic Design

6. HubSpot Blog - Visual Content Marketing

**Topics relevant to development of 'FOUNDATION SKILLS':**

Encouraging students to create visual content for different kinds of media platforms will provide them with a hands-on experience relevant to the industry.

**Catalogue prepared  
by**

**Mr Sarath A Pradeep/ Dr Prathibha Vinod**

**Recommended by the  
Board of Studies on**

**8<sup>th</sup> BOS hold on 6<sup>th</sup> June 2025**

**Date of Approval by  
the Academic Council**



<b>Course Code:</b> <b>MDS2503</b>	<b>Course Title: Writing and Reporting for Digital Media</b> <b>Type of Course: DSE</b>	<b>L-T- P- C</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>2</b>
<b>Version No.</b>	<b>1.0</b>					
<b>Course Pre-requisites</b>						
<b>Anti-requisites</b>	<b>NIL</b>					
<b>Course Description</b>	This course provides a comprehensive foundation in writing and reporting for digital media platforms. Students will begin by understanding the fundamentals of digital writing, focusing on audience engagement, content formats, and readability. The course then introduces key concepts in digital reporting, including beat-specific coverage, multimedia integration, and online interviewing techniques.					
<b>Course Objectives</b>	<b>The objective of the course is SKILL DEVELOPMENT of students by using PARTICIPATIVE LEARNING techniques.</b>					
<b>Course Outcomes</b>	<b>On successful completion of the course the students shall be able:</b> <b>CO1:</b> To recall the basics of writing for Digital Media. <b>[Remember]</b> <b>CO2:</b> To explain the fundamentals of Digital Media Reporting. <b>[Understand]</b> <b>CO3:</b> To apply various tools and applications related to writing and reporting for Digital Media. <b>[Apply]</b>					
<b>Course content:</b>						
<b>Module 1</b>	<b>Basics of Digital Media Writing</b>	<b>Lecture PPT Discussion</b>	<b>15 Sessions</b>	<b>[Remember]</b>		
<b>Topics:</b> Introduction to Digital Media Writing; Understanding the Digital Audiences; Writing for readability and readers engagement; Ideas for writing; Forms of Writing; Writing for Web, social media, Blogs; Editing and Proofreading Digital Content; Ethics and credibility of Digital Media Writing.						
<b>Module 2</b>	<b>Basics of Digital Media Reporting</b>	<b>Lecture PPT Discussion</b>	<b>15 Sessions</b>	<b>[Understand]</b>		
<b>Topics:</b> Introduction to Digital Media Reporting; Beat reporting for Online Media; Interviewing for the Digital Space; Multimedia and Social Media Reporting; Reporting in Crisis and Conflict situations; Ethical Challenges in Digital Reporting.						





<b>Module 3</b>	<b>Digital Media Writing and Reporting Tools and Applications</b>	<b>Lecture Demonstration Hands-on learning</b>	<b>15 Sessions</b>	<b>[Apply]</b>
<b>Topics:</b> Content Creation Tools; Reporting and Multimedia Tools; Editing, Verification and Publishing Tools.				
<b>Targeted Application and Tools that can be used:</b>				
Word Press, Google Docs, Google Reverse Image Search, Social Media Apps.				
<b>Assignment</b>				
<p><b>Assignment 1</b>  Foundations of Digital Media Writing – Quiz  Objective: To test students’ ability to recall key terms, concepts, and definitions related to digital media writing and its practices.</p> <p><b>Assignment 2</b>  Case-based interpretation-Understanding the Core Practices of Digital Media Reporting  Choose a recent digital news story (from any online platform) and answer:  What multimedia elements were used (e.g., video, audio, infographic)?  How was social media used to promote or enhance the story?  Was there any sign of the reporter covering a specific beat (e.g., health, environment)?  Objective: To assess students’ ability to interpret reporting techniques in digital media reporting.</p> <p><b>Assignment 3</b>  Apply Digital Tools to Create and Publish a Multimedia News Story.  Objective: To enable students to use appropriate digital tools to create, edit, verify, and publish a short multimedia-based news story for a digital platform.</p>				
<p><b>References:</b></p> <p><b>Text Books</b></p> <ol style="list-style-type: none"> <li>1. Briggs, M. (2015). <i>Journalism next: A practical guide to digital reporting and publishing</i>. CQ Press.</li> <li>2. Carroll, B. (2010). <i>Writing for digital media</i>. Routledge.</li> <li>3. Dahiya, S., &amp; Sahu, S. (Eds.). (2021). <i>Beat Reporting and Editing: Journalism in the Digital Age</i>.</li> </ol>				

4. Filak, V. F. (2020). *Dynamics of news reporting and writing: Foundational skills for a digital age*. SAGE Publications, Incorporated.
5. Waes, L., Leijten, M., & Neuwirth, C. M. (Eds.). (2006). *Writing and digital media* (Vol. 17). Elsevier.

#### **Suggested Readings:**

1. Batty, C., & Cain, S. (2016). *Media writing: A practical introduction*. Bloomsbury Publishing.
2. Herbert, J. (1999). *Journalism in the digital age: Theory and practice for broadcast, print and online media*. Routledge.
3. Kiefer, M., & Velay, J. L. (2016). Writing in the digital age. *Trends in Neuroscience and Education*, 5(3), 77-81.
4. Sadauskas, J., Byrne, D., & Atkinson, R. K. (2013). Toward social media based writing. In *Design, User Experience, and Usability. Health, Learning, Playing, Cultural, and Cross-Cultural User Experience: Second International Conference, DUXU 2013, Held as Part of HCI International 2013, Las Vegas, NV, USA, July 21-26, 2013, Proceedings, Part II 2* (pp. 276-285). Springer Berlin Heidelberg.
5. Lawrence, D. (2022). *Digital writing: a guide to writing for social media and the web*. Broadview Press.

#### **Video lectures:**

1. Digital Journalism - All You Need To Know: Introduction
2. <https://www.youtube.com/watch?v=9uh-6jkJZsQ>
3. Writing for New Media  
<https://www.youtube.com/watch?v=GAG8qISDID4&t=194s>
4. How to Teach Writing for Digital Media: Brand Voice and Social Media - Elaine Venter <https://www.youtube.com/watch?v=d3M616-wx0Y>
5. Writing for online media <https://www.youtube.com/watch?v=w1ec0daC5U8>

#### **Web Resources:**



1. What is Digital Journalism? The Complete Guide <https://aafonline.com/blog/what-is-digital-journalism/>
2. How do you write for digital media? <https://www.linkedin.com/advice/0/how-do-you-write-digital-media-skills-journalism-xr5wc>
3. How To Write A Social Media Report: Guide For Beginners <https://determ.com/blog/how-to-write-social-media-report-guide-for-beginners/>
4. 4 principles of writing for digital media <https://we-succeed.stvincent.edu/2021/11/01/4-principles-of-writing-for-digital-media/>

Mastering the Art of Writing a Blog Post: A Step-by-Step Guide for 2024  
[https://medium.com/@noureldin\\_z3r0/how-to-write-the-perfect-blog-post-my-10-000-word-journey-7b5b38525848](https://medium.com/@noureldin_z3r0/how-to-write-the-perfect-blog-post-my-10-000-word-journey-7b5b38525848)

<b>Catalogue prepared by</b>	<b>Dr. Garima Ganghariya</b>
<b>Recommended by the Board of Studies on</b>	<b>8<sup>th</sup> BOS hold on 6<sup>th</sup> June 2025</b>
<b>Date of Approval by the Academic Council</b>	



Course Code: PPS1012	Course Title: Enhancing Personality through Soft Skills	L- T - P- C	0	0	2	1
	Type of Course: Practical Only Course					
Version No.	1.0					
Course Pre-requisites	<ul style="list-style-type: none"><li>Students are expected to understand Basic English.</li><li>Students should have the desire and enthusiasm to be involved, participate and learn.</li></ul>					
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	<b>On successful completion of this course, the students shall be able to:</b> <b>CO 1</b> Identify the stages of team formation ( <b>Remember</b> ) <b>CO 2</b> Demonstrate effective presentation skills ( <b>Apply</b> ) <b>CO3</b> Prepare professional social media profile ( <b>Apply</b> )					
Course Content:						
Module 1	Professional Brand Building	6 Sessions			(Remember)	
<b>Topics:</b> Personal brand definition, crafting a compelling LinkedIn profile, Networking strategies, Leveraging AI tools for developing content for brand visibility.						
<b>Activity:</b> Create a post and enhance LinkedIn profile						
Module 2	Art of Questioning	4 Sessions			(Apply)	
<b>Topics:</b> Framing Questions, 5W1H Technique, Open-ended and Close-ended questions, Funnel technique, Probing questions, Leading questions						
Module 3	Presentation Skills	12 Sessions			(Apply)	



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

**Activity:** Individual presentations or team presentations

Module 4	Team Building	6 Sessions	
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**Topics:** Importance of team, stages of Team Formation, Trust and collaboration.

**Activity:** Team Building Activity

Module 5	Recap / Revision /Feedback Session	2 Sessions	
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**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
3. YouTube Links: <https://youtu.be/zjxoczNWc> (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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**Yelahanka, Rajankunte, Bengaluru – 560119**

<b>Course Code:</b> <b>ENG2007</b>	<b>Course Title: Writing for the Web</b> <b>Type of Course: Foundation</b>	<b>L-T-P- C</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
<b>Version No.</b>	2					
<b>Course Prerequisites</b>	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.					
<b>Anti-requisites</b>	NIL					
<b>Course Description</b>	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.					
<b>Course Objective</b>	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.					
<b>Course Outcomes</b>	<b>On successful completion of this course, the students shall be able to:</b> <ol style="list-style-type: none"> <li>1) Explain the basics of web writing and its characteristic features.</li> <li>2) Produce effective web content for different digital platforms and social media</li> <li>3) Examine SEO best practices to create effective web content for various digital platforms.</li> <li>4) Develop effective content strategies to target specific audiences keeping cross-cultural sensitivity and social responsibility in mind.</li> <li>5) Analyze web content across digital space.</li> </ol>					
<b>Course Content:</b>	Write effective web content for different digital platforms and social media					





<b>Module I</b>	<b>Basics of Web Content</b>	<b>Assignment- Practice Worksheet</b>	<b>Analyze SEO Strategies and create web content targeting young adults</b>	<b>7 Sessions</b>
<b>Topics</b> <ul style="list-style-type: none"> <li>• Introduction to Multimedia</li> <li>• Characteristics and features of web content</li> <li>• Search Engine Optimized Writing</li> <li>• Target audience-based content</li> </ul>				
<b>Module II</b>	<b>Web Writing Style</b>	<b>Assignment</b>	<b>Create a web page that is culturally inclusive, considering factors such as language, imagery, and cultural nuances.</b>	<b>8 Sessions</b>
<b>Topics:</b> <ul style="list-style-type: none"> <li>• Language of web writing</li> <li>• Styles of web writing – Informative, descriptive, argumentative, persuasive, interviews, storyboards</li> <li>• Techniques of web writing: Inverted Pyramid, Nonlinear, Interactive Stories <ul style="list-style-type: none"> <li>• Managing Content-based on cross-cultural sensitivity and social responsibility</li> </ul> </li> </ul>				
<b>Module III</b>	<b>Writing for Digital Media</b>	<b>Assignment</b>	<b>Review Film/OTT, book (fiction and non-fiction) TV show review</b>  <b>OR</b> <b>Identify a story around the University campus and create content for the podcast. (Citizen Journalism)</b>	<b>7 Sessions</b>
<b>Topics:</b> <ul style="list-style-type: none"> <li>• Blogging</li> <li>• Film/OTT/TV shows/book review</li> <li>• Campus Story</li> <li>• Content for Podcast</li> </ul>				



<b>Module IV</b>	<b>Writing for social media</b>	<b>Assignment</b>	<b>The Misinformation Mythbuster</b>  <b>OR</b> <b>Crafting Compelling Social Media Stories</b>	<b>8 Sessions</b>
<b>Topics:</b> <ul style="list-style-type: none"> <li>• Social Media Trends – Stories format, online sources/content, managing misinformation, Disinformation</li> <li>• Writing for Twitter - tweet- writing guideline, What to Tweet - Twitter tips, tools, and best practices</li> <li>• Writing on Facebook – Tips &amp; Tactics for Writing Facebook Posts, Instagram</li> <li>• Professional representation on LinkedIn</li> </ul>				
<b>Targeted Applications &amp; Tools that can be used:</b> <ul style="list-style-type: none"> <li>• Write effective content on various online platforms as a media journalist and communicator.</li> <li>• Grammarly, Mobile Apps</li> <li>• WordPress/Wix – platforms</li> <li>• Canva</li> <li>• StoryMapJS</li> <li>• TimelineJS</li> <li>• Hootsuite</li> <li>• Buffer</li> </ul>				
<b>Worksheets/Assignment:</b>				
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				
<b>Text Books:</b>				
1)Bradshaw, Paul. <i>The Online Journalism Handbook: Skills to Survive and Thrive in the Digital Age</i> . Routledge, Taylor & Francis Group, 2024.				



- 2) Chansongkloed Gajaseeni. *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](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](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/>



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**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**

**Recommend  
ed by the  
Board of  
Studies on**

**12<sup>th</sup> BOS held on 25.01.2025**

**Date of  
Approval by  
the Academic  
Council**

Rajanukunte, Yelahanka, Bengaluru 560 119