



# PRESIDENCY UNIVERSITY

BENGALURU

Roll No.														
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## Mid - Term Examinations – October 2025

Date: 11-10-2025

Time: 09.30am to 11.00am

School: SOMS	Program: BAJ	
Course Code: ENG1904	Course Name: Language and Communication in Media	
Semester: I	Max Marks:50	Weightage:25%

CO - Levels	C01	C02	C03	C04	C05
Marks	26	24			

### Instructions:

- (i) Read all questions carefully and answer accordingly.
- (ii) Do not write anything on the question paper other than roll number.

### Part A

Answer ALL the Questions. Each question carries 2marks.

5Q x 2M=10M

1	What is the importance of <i>intrapersonal communication</i> ?	2 Marks	L1	C01
2	Give two examples of colours used as non-verbal cues in media communication.	2 Marks	L1	C01
3	What is <i>semiotics</i> in media?	2 Marks	L1	C02
4	What is the difference between public communication and group communication?	2 Marks	L1	C01
5	What is <i>ideology</i> in media?	2 Marks	L1	C02

### Part B

Answer the Questions.

Total Marks 40M

6.	During heavy rainfall in Bengaluru, several areas are flooded. Relief volunteers, residents, and civic officials share updates and appeals through multiple media channels. Imagine you are covering this situation for: a radio news bulletin, a Twitter/X post, a short Instagram reel, and a community WhatsApp group. Write the same message in four versions, adapted to each medium, and explain how	10 Marks	L2	C01
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	tone, style, and audience impact differ.			
<b>Or</b>				
<b>7.</b>	<p>Your university introduces a new mental health awareness campaign. Explain how communication strategies differ when:</p> <ul style="list-style-type: none"> <li>• you are reflecting on your own stress</li> <li>• you are discussing your feelings with a close friend</li> <li>• you are participating in a classroom discussion about the campaign. Illustrate how the same theme requires varied approaches.</li> </ul>	<b>10 Marks</b>	<b>L2</b>	<b>CO 1</b>

<b>8.</b>	Imagine a short scene in a hospital waiting room where family members are anxious about a patient. Without using words, write a script (only stage directions) that conveys tension, hope, and fear through gestures, facial expressions, posture, and setting.	<b>10 Marks</b>	<b>L2</b>	<b>CO 1</b>
<b>Or</b>				
<b>9.</b>	Explain how silence, background music, camera angles, and gestures are used in films or advertisements to shape audience emotions. Give suitable examples.	<b>10 Marks</b>	<b>L2</b>	<b>CO 1</b>

<b>10.</b>	<p>National holidays are not only commemorations but also discourses of identity and unity. Choose one such event and analyse it as a discourse by addressing:</p> <ul style="list-style-type: none"> <li>• What slogans, songs, or hashtags are used?</li> <li>• What rituals or practices are common?</li> <li>• What roles and relationships are highlighted (leaders, citizens, children, soldiers)?</li> <li>• What values are emphasised (patriotism, unity, sacrifice)?</li> <li>• How is the event linked to larger issues (nationalism, commercialisation, media spectacle)?</li> <li>• Whose knowledge or practices dominate (priests, elders, rituals, advertisements, social media captions)?</li> </ul>	<b>10 Marks</b>	<b>L3</b>	<b>CO 2</b>
<b>Or</b>				
<b>11.</b>	The same classroom incident is reported in two ways:	<b>10 Marks</b>	<b>L3</b>	<b>CO</b>

	<ul style="list-style-type: none"> <li>• “Students actively participated in the discussion.”</li> <li>• “The class was noisy and difficult to manage.”</li> </ul> <p>What is meant by representation? Explain how these two sentences represent the same classroom situation differently.</p>			<b>2</b>
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<b>12.</b>	<p><b>In a <i>Glow &amp; Lovely</i> advertisement, a young woman is shown feeling unhappy about her dark skin. After using the cream, she becomes fairer, more confident, and is shown achieving success in her career.</b></p> <p><b>Analyse this ad in terms of power, ideology, and representation. In your answer, consider:</b></p> <ul style="list-style-type: none"> <li>• How gender and beauty standards are represented</li> <li>• What ideology is reinforced</li> <li>• How the representation reflects social attitudes towards women’s identity and success</li> </ul>	<b>10 Marks</b>	<b>L3</b>	<b>CO 2</b>
<b>Or</b>				
<b>13.</b>	<p>Read the following excerpt:</p> <p><i>“As I was walking home from school, I saw an elder carrying food for the landlord, but he held it out without touching it, as if our touch would pollute it. This angered me and made me realise what caste meant in daily life.”</i></p> <p>(Bama, <i>Karukku</i>, Trans. Lakshmi Holmström, Oxford University Press, 2000)</p> <p>Analyse this excerpt in terms of:</p> <ul style="list-style-type: none"> <li>• How caste and untouchability are represented</li> <li>• What ideology is at work in these practices</li> <li>• How power and hierarchy are shown through simple everyday actions</li> <li>• How such representations shape awareness of caste conflict</li> </ul>	<b>10 Marks</b>	<b>L3</b>	<b>CO 2</b>