



SOPHIA COLLEGE

(AUTONOMOUS)

Affiliated to the University of Mumbai

Syllabi for Semester II

Programme:

Bachelor of Arts (Strategic Communication and
Journalism)

[Formerly known as Bachelor of Mass Media (B.M.M.)]

With effect from June 2020

(Choice Based Credit System with effect from the year 2018-19)

LIST OF COURSE TITLES AND COURSE CODES

F.Y.B.A.(S.C.J.) SEMESTER II:

CLASS	SEM	PAPER NO	PAPER NAME	COURSE CREDITS	SUBJECT CODE
FY	II	1	Communication Skills in English – II	03	SBMMED201
FY	II	2	India since Independence – II	03	SBMMED202
FY	II	3	Political, Social and Economic Thought – II	03	SBMMED203
FY	II	4	Reading Literature – II	03	SBMMED204
FY	II	5	Understanding Mass Media	03	SBMMED205
FY	II	6	Radio and TV	03	SBMMED206

SEMESTER II

EFFECTIVE COMMUNICATION SKILLS – II

Learning Objectives:

To enable the student to read articles, books relating to the media, and to general issues written about in the media, to understand lectures, take notes from written or oral discussions to write up as newspaper articles, make outlines for TV or on-line programmes

In order to do this,

1. a) the following language skills will have to be enhanced, as far as possible, in relation to the media, but also relating to the other subjects of study in this programme: **reading, listening, writing, speaking**

(b) the use of English for reference work for classroom projects, and later, for use in professional life/ work will need to be facilitated through acquiring appropriate **reference skills**

2. the **linguistic competence** of students will have to be improved, in terms of:

- (a) the use of selected **grammatical structures** and sentences in text/ discourse, especially in connection with media-related work
- (b) development of **vocabulary**, in order to use it appropriately, precisely, and with elegant variation

Learning Outcomes:

At the end of the semester, the students will:

- 1. analyse texts for literal and inferential meaning
- 2. interpret texts for local and global meaning
- 3. examine the structure of written texts
- 4. identify the type of language (and accent) used in different types of contexts
- 5. write with focus and clarity
- 6. use devices that allow for coherence and cohesion in writing
- 7. speak with fluency, correct pronunciation, and stress

Lectures per Week: 04

READING SKILLS

- Analysing texts for **literal** and **inferential meaning**
- **Interpretation** of statements
- Search for **local and global meaning**
- Drawing out the **strands of argument**, **diverse view-points**, the **general point of view**, the manner of **development of ideas**
- Establishing **the structure of the text**

Types of reading comprehension passages:

- (a) Narrative/ Descriptive
- (b) Discursive (requiring argument)

LISTENING SKILLS

Getting **the main idea**, and distinguishing this from the **subsidiary ideas** in the spoken medium.

- To understand the **purpose and structure of the discourse**
- To become familiar with the type of **language (and accent) used in different types of contexts**, whether relating to the media or other events/ occasions

Types of listening comprehension passages, such as:

- (a) Radio, television broadcasts
- (b) Announcements
- (c) Recorded material

WRITING SKILLS

Learning to write with **clarity**, and to appropriately signal the statement of ideas and their inter-relationships

- To write with **focus** on the important ideas
- To achieve **coherence** through textual organisation and the rhetorical development of ideas
- In addition, to be **concise**, avoiding wordiness and flashy language, and also precise in the choice of words
- To acquire **elegant variety** in vocabulary and sentence patterns, e.g. fronting of words for emphasis, avoidance of clichés and jargon
- To be able to achieve appropriate **subordination** in clause structure in order to highlight or subordinate ideas
- To use appropriate **cohesive devices** for achieving clarity

Types of writing tasks:

(a) **Persuasive writing. Activities** such as:

- i. Copy writing (for advertising) to market a product; brochures for an organisation/ event
- ii. Drafting a letter asking for a donation for a cause, etc
 - a. Making out a case for a particular reform, or change in a system of functioning

(b) **Discursive writing. Activities**, such as:

- i. Writing an analysis of a particular (current) event from a specific (political or social) point of view
- ii. Analysing an issue/ event/ situation into its component parts

(c) **Dialogue writing**

(d) **Summarisation:**

- i. Statement of **generalisation versus particulars/ facts**
- ii. **Logical statement** of material
- iii. **Focus on relevant** points, separating **central ideas** from **subsidiary ideas** and from **examples**

Activities, such as:

- (a) Taking notes from different reference materials for an assignment
- (b) Writing a summary of each different position on a particular issue in a given text
- (c) Condensing a given text, making it a statement of the major ideas.
- (d) (The focus is on a clear statement of the major ideas; the language of the given text may be used wherever appropriate)

SPEAKING SKILLS

Learning to speak with fluency, correct pronunciation and stress

- To organise one's material in terms of the requirements of the specific spoken mode chosen
- To achieve clarity through the appropriate ordering of ideas, and communicate relevantly with the interlocutor(s)

Activities to develop both formal and informal speaking skills, such as:

- (a) Interviewing people for a newspaper report, news broadcast, market survey and so on
- (b) Speaking on formal occasions, such as, job interviews, group discussions.
- (c) Expressing ideas and views in informal discussion and in specific situations of various degrees of formality

REFERENCES:

READING

- Grellet, Françoise. *Developing Reading Skills*. Cambridge University Press, 1981.
- Greenall, Simon, and Michael Swan. *Effective Reading*. Cambridge University Press, 1986.
- Moore, John. *Reading and Thinking in English*. Oxford University Press, 1980.
- Nuttall, Christine E. *Teaching Reading Skills in a Foreign Language*. 3rd ed., Macmillan Education, 1982.
- Bellare, Nirmala. *Reading & Study Strategies*, Books 1 & 2. 1997. Oxford University Press, 1998.
- Harri-Augstein, Sheila, et al. *Reading to Learn*. Methuen, 1982.

WRITING

- Shaughnessy, Mina P. *Errors and Expectations*. Oxford University Press, 1979.
- Hamp-Lyons, Liz, and Ben Heasley. *Study Writing*. Cambridge University Press, 1987.
- Bander, Robert G. *American English Rhetoric*. Holt, Rinehart & Winston, 1971.

LISTENING & SPEAKING

- Sadanand, Kamlesh. *Teaching Listening & Speaking: A Handbook for English Language Teachers and Teacher Trainers*. Orient BlackSwan, 2012.
- Lynch, Tony. *Study Listening: A Course in Listening to Lectures and Note Taking*. 2nd ed., Cambridge University Press, 2004.
- Maley, Alan, and Alan Duff. *Drama Techniques in Language Learning*. Cambridge University Press, 1982.
- Tannen, Deborah. *That's Not What I Meant: How Conversational Style Makes or Breaks Relationships*. 1986. Ballantine, 1987.

ALL SKILLS

- Harmer, Jeremy. *The Practice of English Language Teaching*. Longman, 1983.

GENERAL

- Truss, Lynne. *Eats, Shoots & Leaves*. Fourth Estate, 2009.
- Swan, Michael. *Practical English Usage*. Oxford University Press, 1980.
- Allen, J.P.B., and H. G. Widdowson. *English in Social Studies*. Oxford University Press, 1978.
- Aitchison, Jean, and Diana M. Lewis, editors. *New Media Language*. Routledge, 2003.

SEMESTER II

INDIA SINCE INDEPENDENCE – II

Learning Objectives:

1. To study the main events and development of independent India after the Nehruvian era
2. To understand how nation building is a continuous process

Learning Outcomes:

At the end of the semester, the students will:

1. examine the key features of Indira Gandhi's domestic policy
2. investigate the factors leading to the Emergency and its impact
3. analyse the separatist movements that have threatened the internal security of the country
4. evaluate the main political developments in India after Indira Gandhi
5. assess the forms of identity politics that have arisen in India over the last fifty years
6. discuss environmental movements in the country
7. describe India's foreign policy since Indira Gandhi's regime

Lectures per Week: 04

I. POST-NEHRU INDIA

A. Indira Gandhi and Domestic Policy:

- a. The Socialist Tilt
- b. Green Revolution – Taking forward Shastri's Legacy
- c. Abolition of Privy Purses and Titles
- d. Nationalisation of Banks and Coal Industry

B. The Emergency and Its Aftermath:

- a. The Events leading to the Emergency
- b. The Emergency Period
- c. End of the Emergency
- d. Consequences and Significance of the Emergency

C. Separatist Movements: Nagaland, Mizoram, Kashmir, Assam, Punjab

II. MAJOR DEVELOPMENTS IN THE NATION

A. Main Political Developments:

- a. Coalition Governments at the Centre and State Level
- b. Economic Liberalisation in 1991

B. The Rise of Identity Politics:

- a. The Growth of Regional Parties: Trinamool Congress, Shiromani Akali Dal, the National Conference, DMK and AIADMK, Shiv Sena, Telugu Desam Party, Telangana Rashtra Samithi etc.
- b. The Growth of Caste-Based Politics: Samajwadi Party, Bahujan Samaj Party, Republican Party, Janata Factions; the Role of the Mandal Commission in OBC Reservation
- c. Religious Nationalism: Rise of the BJP

C. Naxalism: Origins, Growth and Impact

D. Environmental Movements:

- a. Chipko
- b. Silent Valley
- c. Narmada Bachao Andolan
- d. Tehri Dam

E. India and the World:

- a. Liberation of Bangladesh
- b. IPKF in Sri Lanka
- c. The Decline of Non-Alignment
- d. Indo-Pak War in Kargil, 1999

REFERENCES:

- Akbar, M.J. *The Siege Within*. Roli Books, 2018.
- Banerjee-Dube, Ishita. *A History of Modern India*. Cambridge University Press, 2014.
- Brown, Judith M. *Modern India: The Origins of an Asian Democracy*. Oxford University Press, 1994.
- Chandra, Bipin, Mridula Mukherjee, Aditya Mukherjee et al. *India after Independence 1947-2000*. Penguin Books India (P) Ltd., 2000.
- Chandra, Bipin, Mridula Mukherjee and Aditya Mukherjee. *India's Struggle for Independence 1857-1947*. HarperCollins India, 2000.
- Chandra, Bipin. *History of Modern India*, Orient Blackswan Pvt. Ltd., 2009.
- Chandra, Bipin. *Rise and Growth of Economic Nationalism in India*. Delhi, 1966.
- Chandra, Bipin, *The Rise and Growth of Economic Nationalism in India: Economic Policies of Indian Leadership 1880-1905*, People's Publishing House, New Delhi, 1977.
- Datta, Kali Kinkar. *A Social History of Modern India*. Macmillan India Limited, New Delhi, 1975.
- Guha, Ramchandra. *India after Gandhi: The History of the World's Largest Democracy*. Picador, 2008.
- Guha, Ramchandra. *Makers of Modern India*. Penguin India, 2012.
- Gupta, M. L. *Glimpses of Indian History: Past and Present*. Anmol Publishers, 2002.

Jaffrelot, C. *India since 1950: Society, Politics, Economy and Culture*. Cambridge University Press India Pvt. Ltd., 2012.

Khanna, D.D. et al. *Democracy, Diversity and Stability – 50 Years of Indian Independence*. Macmillan Publishers India, 1980.

Majumdar, R.C. *Comprehensive History of India*, Vol. 3 (Part III).

Metcalf, Barbara D. & Metcalf, Thomas R. *A Concise History of Modern India*. Cambridge University Press, 2012.

Nanda, B.R. *Essays in Modern Indian History*. Oxford University Press, 1980.

SEMESTER II

POLITICAL, SOCIAL AND ECONOMIC THOUGHT – II

Learning Objectives:

1. To introduce the students to key ideologies that have shaped modern political, social, economic and philosophical thought around the world
2. To explore vital aspects of and perspectives on these ideologies, and also to introduce the students to key thinkers and proponents of these ideologies

Learning Outcomes:

At the end of the semester, the students will:

1. examine relationship between ends and scarce means
2. identify the key ideas associated with mercantilism
3. compare and contrast the economic philosophies of key thinkers
4. list the impact of capitalism and the concomitant creative destruction that occurs as a result

Lectures per Week: 04

I. Understanding Behaviour: Relationship between Ends and Scarce Means

The economic revolution

II. Mercantilism

III. Promise of the Wealth of Nations (Adam Smith)

- a. Wealth
- b. Division of labour
- c. Value theory and the notion of natural price
- d. Distribution and the rate of profit
- e. The accumulation of capital and productive labour
- f. Market and international trade
- g. Exchange value and utility
- h. Income distribution
- i. Productive and unproductive labour

IV. Gloomy Presentiments (Thomas Robert Malthus and David Ricardo)

- a. Population
- b. Unproductive consumption
- c. Rent
- d. Wages

- e. Profit
 - f. Labour - theory of value
 - g. Distribution of income
 - h. Comparative advantage
- V. Utopian Socialism (Robert Owen and Henri de Saint Simon)**
- VI. Critique of Political Economy (Karl Marx)**
- a. Modes of production
 - b. The capitalist mode of production and the labour theory of value
 - c. Surplus value
- VII. The Victorian World and the Underworld of Economics (Henry Sidgwick, Alfred Marshall, J. A. Hobson, Dadabhai Naoroji, and Romesh Chunder Dutt)**
- a. Mathematical turn
 - b. Imperialism
 - c. Poverty
 - d. Equilibrium
- VIII. Imperfect Competition (Thorstein Veblen and Joan Robinson)**
- a. Conspicuous consumption
 - b. Monopoly
 - c. Oligopoly
- IX. John Maynard Keynes and the Principle of Effective Demand**
- X. Capitalism and Creative Destruction**
- XI. Welfare Economics**

REFERENCES

- Heilbroner, Robert L. *The Wordly Philosophers: The Lives, Times and Ideas of the Great Economic Thinkers*. Simon & Schuster, 1999.
- Fulcher, James. *Capitalism: A Very Short Introduction*. Oxford University Press, 2016.
- Backhouse, Roger E. *The Penguin History of Economics*. Penguin, 2002.
- Baddeley, Michelle. *Behavioural Economics: A Very Short Introduction*. Oxford University Press, 2017.
- Dasgupta, Partha. *Economics: A Very Short Introduction*. Oxford University Press, 2007.
- Freedman, Michael. *Liberalism: A Very Short Introduction*. Oxford University Press, 2015.
- Singer, Peter. *Marx: A Very Short Introduction*. Oxford University Press, 2001.

Skidelsky, Robert. *Keynes: A Very Short Introduction*. Oxford University Press, 2010.

Berry, Christopher J. *Adam Smith: A Very Short Introduction*. Oxford University Press, 2018.

Winch, Donald. *Malthus: A Very Short Introduction*. Oxford University Press, 2013.

Allen, Robert C. *Global Economic History: A Very Short Introduction*. Oxford University Press, 2011.

Newman, Michael. *Socialism: A Very Short Introduction*. Oxford University Press, 2008.

Steger, Manfred B. and Ravi K. Roy. *Neoliberalism: A Very Short Introduction*. Oxford University Press, 2010.

SEMESTER II READING LITERATURE – II

Learning Objectives

1. To draw students into thinking about the meaning of life through the psychological, social and ethical reality presented in the given texts, and other related texts
2. To expose students to samples of good writing, and help them become more effective communicators
3. To introduce students to the various genres of literature and the elements of which they are composed
4. To learn to use literary insights for a better understanding of their lived reality, particularly social reality, and thereby become better media communicators

Learning Outcomes:

At the end of the semester, the students will:

1. analyse the key characteristics of the novel as a literary form
2. improve their ability to read a literary text closely
3. evaluate the role of plot, character and narrative style in novel writing
4. investigate the key formal aspects of poetry in English
5. examine the diverse themes and concerns in writing by authors and poets from different parts of the world

Lectures per Week: 04

NOVEL

Orwell, George. *1984*.

OR

Achebe, Chinua. *Things Fall Apart*.

POETRY

Angelou, Maya. “When I Think About Myself” and “And Still I Rise”

Brooks, Gwendolyn. “Primer for Blacks”

St. Vincent Millay, Edna. “Ashes of Life” and “Love is Not All”

Eliot, T. S. “Now is My Way Clear” and “The Love Song of J. Alfred Prufrock”

Yeats, W. B. “Prayer for My Daughter”

Imtiaz Dharker. “Namesake” and “Adam from New Zealand”

Bhaya Nair, Rukmini. “Kali” and “Margins, Ma(I)nstream”

Kolatkar, Arun. Selection of Poems from *Jejuri*

Hughes, Langston. “I, Too” and “Theme for English B”

Plath, Sylvia. "The Applicant" and "Daddy"
De Souza, Eunice. "Sweet Sixteen", "Advice to Women" and "De Souza Prabhu"
Subramaniam, Arundhati. "Where I live" and "Home"

DRAMA

Williams, Tennessee. *The Glass Menagerie*.

OR

Karnad, Girish. *Tughlaq*.

REFERENCES:

Abrams, M. H., Geoffrey Harpham and Geoffrey Galt. *A Handbook of Literary Terms*. Cengage Learning India, 2009.

Bate, Jonathan. *English Literature: A Very Short Introduction*. Oxford University Press, 2010.

Baldick, Chris. *The Oxford Dictionary of Literary Terms*. Oxford University Press, 2008.

Drabble, Margaret and Jenny Stringer. Editors. *The Concise Oxford Companion to English Literature*. 3rd ed., Oxford University Press, 2007

Kennedy, X. J., Dana Gioia, and Mark Bauerlein. *Handbook of Literary Terms*. Pearson, 2005.

Peck, John and Martin Coyle. *Literary Terms and Criticism*. Macmillan Press, 1993.

Mehrotra, Arvind Krishna. *A Concise History of Indian Literature in English*. Orient Black Swan, 2010.

Mehrotra, Arvind Krishna. Editor. *An Illustrated History of Indian Literature in English*. Permanent Black, 2003.

Naik, M. K. *A History of Indian English Literature*. Sahitya Akademi, 2004.

Rogers, Pat. Editor. *The Oxford Illustrated History of English Literature*. Oxford University Press, 2001.

Sanders, Andrew. *The Short Oxford History of English Literature*. 3rd ed., Oxford University Press, 2004. Stauffer, Donald Barlow. *A Short History of American Poetry*. E.P. Dutton & Co, 1974.

Walsh, William. *Indian Literature in English*. Longman Literature in English Series, 1990.

SEMESTER II

UNDERSTANDING MASS MEDIA

Learning Objectives:

1. To introduce students to the various perspectives that can be adopted in critically examining media
2. To enable them to understand major bodies of theory: social/ behavioural and cultural/critical that dominate the field
3. To help them explore the evolution of mass communication theory and its impact on media-related studies today
4. To encourage students to ask questions about the role of the media in society

Learning Outcomes:

At the end of the semester, the students will:

1. analyse the key concepts in mass communication theory
2. illustrate and evaluate the impact of propaganda in mass communication
3. illustrate and evaluate the Media Effects trend in society
4. use critical and cultural theory to evaluate media messages
5. investigate audience theories and their difference from mass society theories
6. examine the impact of media on different audiences
7. discuss culture industries and the commodification of culture

Lectures per Week: 04

I. What is Mass Communication Theory?

- a. Defining and redefining mass communication
- b. Defining theory
- c. Four trends in media theory

II. Mass Society and Propaganda Theories

- a. What is mass society theory?
- b. Propaganda: its origins and implications in the 20th C; a study of Harold Lasswell, Walter Lippmann and Noam Chomsky's contribution to propaganda theory
- c. Behaviourism and Freudianism

III. The Media Effects Trend

- a. The development of the postpositivist effects trend
- b. Carl Hovland and the experimental section

- c. The two-step flow theory of information and influence
- d. Joseph Klapper's phenomenistic theory

IV. The Critical Cultural Trend in North America

- a. Marxist and neo-Marxist theory
- b. The Frankfurt School
- c. Political economy theory
- d. Cultural Studies: transmissional vs. ritual perspectives
- e. Marshall McLuhan: the medium is the message

V. Audience Theories

- a. From source-dominated to active-audience perspectives
- b. Limitations of early audience-centred research
- c. The revival of the uses-and-gratifications approach
- d. Reception studies: decoding and sense-making

VI. Theories of the Effect of Media on Society

- a. Agenda-setting
- b. The spiral of silence
- c. Social marketing theory
- d. Cultivation analysis

VII. Media and Cultural Theories

- a. Symbolic interactionism
- b. Pragmatism and the Chicago School
- c. Social constructionism
- d. Framing and frame analysis
- e. Media as culture industries: the commodification of culture

REFERENCES:

- Baran, Stanley J. and Dennis K. Davis. *Mass Communication Theory: Foundations, Ferment and Future*. Cengage Learning, 2015.
- Baran, J. Stanley. *Introduction to Mass Communication. Media Literacy and Culture*. McGraw Hill Education, 2015.
- McQuail, Denis. *Mass Communication Theory*. 6th Ed. India: Om Books, 2016.
- Fiske, John. *Introduction to Communication Studies*. Taylore and Francis, 2010.
- Mulvey, Laura. *Visual and Other Pleasures*. Palgrave Macmillan, 2009.
- Foucault, Michel. *Power: Essential Works of Michel Foucault 1954-1984*. Vol 3. UK: Penguin, 2002.

Schirato, Tony, Geoff Danahar and Jenn Webb. *Understanding Foucault: A Critical Introduction*. Sage, 2012.

McLuhan, Marshall and Lewis H. Lapham. *Understanding Media: The Extensions of Man*. MIT Press, 1994.

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Chomsky, Noam and Edward S. Herman. *Manufacturing Consent: The Political Economy of Mass Media*. UK: Random House, 1995.

Dewey, John. *Democracy and Education*. Merchant Books, 2009.

Said, Edward. *Orientalism: Western Conceptions of the Orient*. India: Penguin, 2001.

Said, Edward. *Culture and Imperialism*. UK: Random House, 1994.

McCombs, Maxwell. *Setting the Agenda: Mass Media and Public Opinion*. Polity Press, 2014.

Nandy, Ashis. *The Intimate Enemy: Loss and Recovery of Self Under Colonialism*. India: Oxford University Press, 2002.

Sunstein, Cass R. *#Republic: Divided Democracy in the Age of Social Media*. Princeton University Press, 2017.

Curran James, Natalie Fenton and Des Freedman. *Misunderstanding the Internet*. Routledge, 2016.

Curran, James, and David Hesmondhalgh. Editors. *Media and Society*. 6th Edition. USA: Bloomsbury Academic, 2018.

SEMESTER II

RADIO & TV

Learning Objectives:

To acquaint students with the working of two powerful media, i.e., radio and television. The content is useful for both advertising and journalism students in order to further their careers in their respective fields.

Learning Outcomes:

At the end of the semester, the students will:

1. map the history of radio and television as media platforms in India
2. examine the role of sound recording in radio and television
3. evaluate the impact of visuals in broadcast media
4. identify and compare different radio formats
5. identify and compare different television programme formats
6. explain the role that broadcast media play in society
7. explain with a concrete case study the process of broadcast production

Lectures per Week: 04

I. Introduction

- a. A Short History of Radio & TV in India
- b. All India Radio
- c. Doordarshan
- d. Prasar Bharti
- e. Digital and Satellite Radio
- f. Convergence Trends

II. Introduction to Sound for TV & Radio

- a. Sound: What is Sound and Listening
- b. Types of Sound: Natural, Ambient, Recorded
- c. The Sound Equipment: Mixer, Control Panel
- d. The Studio Setup
- e. Overview of Tape Recording
- f. Digital Recording (DAW)
- g. Overview of Outdoor Recording and Sync Sound

- h. Types of Microphones (Condenser/Dynamic, Cardioid, Bi-Directional and Omni-Directional)

III. Introduction to Visuals

- a. The Power & Influence of Visuals
- b. The Video-camera: Types of Shots, Camera Positions, Shot Sequences, Shot Length
- c. Lighting: The importance of Lighting
- d. Television Set-Up: The TV studio, Difference between Studio & On-Location Shoots
- e. Formats of Video Editing: Online, Offline, Linear and Non-Linear.
- f. The Editing Suite (with FCP or Adobe Premier Pro as a reference)

IV. Introduction to Radio Formats

- a. Broad Guidelines and Classifications
- b. Scripting: Flexible and Rigid, Including Programme Structuring with Reference to:
 - i. News
 - ii. Documentary
 - iii. Feature
 - iv. Talk Show
 - v. Music Show
 - vi. Radio Drama
 - vii. Sports Broadcasting

V. Introduction to Television Programming

- a. Broad Guidelines and Classification
- b. News
- c. Documentary
- d. Feature
- e. Talk Show
- f. TV Serial & Soap Opera
- g. Sports
- h. Reality
- a. Animation
- b. Story Boarding

VI. Different Roles

- c. Community Radio: Role and Importance
- d. Contribution of All India Radio
- e. Radio and Social Change in India
- f. The Satellite and Direct to Home Challenge
- g. Educational TV with Reference to Jamia-Milia, etc.; Virtual Classrooms

VII. Production and Channel Management

- a. Production Budgeting and Scheduling
- b. Channel Budgeting and Scheduling
- c. Programme Proposals

VIII. Broadcast Production

- a. Pre-Production
- b. Production
- c. Post-Production

REFERENCES

- Messere, Frank, Carl Hausman, Lewis B. O'Donnell and Phillip Benoit. *Modern Radio Production: Production Programming & Performance*. 9th Edition. Cengage Learning, 2012.
- Gilmurray, Bob. *The Media Student's Guide to Radio Production*. Lulu.com, 2013.
- McLeish, Robert, and Jeff Link. *Radio Production*. Routledge, 2015.
- Wurtzel, Alan. *Television Production (The McGraw-Hill Series in Mass Communication)*. McGraw-Hill, 1989.