



SOPHIA COLLEGE (AUTONOMOUS)

Affiliated to the University of Mumbai

Programme:
MASS COMMUNICATION
SINGLE CORE DISCIPLINE PROGRAMME

SYLLABI FOR SEMESTER – I

For the Academic Year 2023-2024
based on the National Education Policy 2020



SOPHIA COLLEGE (AUTONOMOUS)

DEPARTMENT OF MASS COMMUNICATION

OVERVIEW OF THE MASS COMMUNICATION PROGRAMME

- This programme is designed to be a three-year single core discipline programme in Mass Communication.
- The programme offers specialisations in Strategic Communication and Journalism. Students can opt for either one of these.
- These specialisations will be offered as Discipline Specific Electives in Semesters V and VI.
- Students who choose to exit the programme in the first two years, will get a certificate /diploma in Mass Communication without a specialisation.



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PROGRAMME SPECIFIC OBJECTIVES

1. To give learners in the programme a clear introduction to mass media as an all-encompassing ideological and communication experience globally
2. To enable learners in the programme to understand the political, economic, social, cultural and environmental implications of consuming media messages
3. To provide learners of the programme the opportunities to acquire the necessary skills to produce forms of media messages and content from strategic communication (including advertising, branding, public relations, media planning, and digital marketing) to journalism across different platforms
4. To train learners in the programme through contemporary theory and practical application, in their role as future creators of media messages in a constantly evolving and demanding industry
5. To teach learners in the programme the need for the ethical application of the ideas taught in the programme to become responsible consumers and producers of media content

PROGRAMME SPECIFIC OUTCOMES

At the end of four years of the programme, the learner will

1. examine mass media as an all-encompassing ideological and communication experience globally
2. discuss and investigate the political, economic, social, cultural and environmental implications of consuming media messages
3. design and create media messages and content, from strategic communication (including advertising, branding, public relations, media planning, and digital marketing) to journalism across different platforms
4. evaluate, through contemporary theory and practical application, their role as future creators of media messages in a constantly evolving and demanding industry
5. prioritise the need for the ethical application of the ideas taught in the programme to become responsible consumers and producers of media content



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SEMESTER – I SYLLABI | COURSE TITLES

SEMESTER - 1				
NO.	COURSE TYPE	COURSE TITLE	COURSE CODE	CREDIT
1	DSC 1	Introduction to Mass Media		3
2	DSC 2	Introduction to Photography		3
3	DSC 3	India since Independence – I		3
4	DSC 4	Reading Literature – I		3
5	GE 1	Soft Skills – I		2
6	GE 2	Media and Conflict – I		2
7	AEC 1	Communication Skills for Media – I		2
8	AEC 2	Environment and Ecology: An Indian Perspective – I		2
9	VSC 1	Page Design		2
TOTAL CREDITS				22



SOPHIA COLLEGE (AUTONOMOUS)

COURSE STRUCTURE

LEVEL	4.5
YEAR	FIRST
SEMESTER	1
TYPE OF COURSE	Discipline Specific Course
COURSE CODE	
COURSE TITLE	Introduction to Mass Media
COURSE CREDITS	3
TOTAL NUMBER OF LECTURES	45
YEAR OF INTRODUCTION	2023 – 2024
ASSESSMENT PATTERN	Internal Assessment 40 marks Semester End Exam 60 marks



SOPHIA COLLEGE (AUTONOMOUS)

SYLLABUS FOR INTRODUCTION TO MASS MEDIA

COURSE OBJECTIVES

1. To introduce the students to the history, evolution and development of mass communication and mass media and the various forms of mass media
2. To introduce the students to the concept of new mass media and media convergence
3. To study mass media as an important social institution

COURSE OUTCOMES

By the end of the course, the learner will be able to

1. examine the key concepts in mass media and media literacy
2. identify and analyse the steps in the process of mass communication
3. compare and contrast different media platforms and their audiences
4. discuss advertising and public relations as supporting industries
5. examine the impact of media messages on society

COURSE CONTENT

Unit 1. Mass Communication, Culture, and Media Literacy (15 hours)

- 1.1 What is mass communication?
- 1.2 What is culture?
- 1.3 Mass communication and culture
- 1.4 The nature of mass media
- 1.5 Media literacy

Unit 2. The Mass Communication Process and Audience (15 hours)

- 2.1 The communication process: sender, message, medium, receiver, feedback
- 2.2 Encoding and decoding messages
- 2.3 Media and Audience
- 2.4 The impact of media-related messages on social behaviour

Unit 3. The Effects of Mass Communication and Mass Media (15 hours)

- 3.1 Media and representation
- 3.2 Media and consumerism
- 3.3 Media freedom and responsibility
- 3.4 Media ethics:
 - a. Truth and honesty



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- b. Privacy
- c. Confidentiality
- d. Conflict of interest
- e. Profit and social responsibility

ASSESSMENT

I. Internal Assessment (IA): 40 marks

- IA is a separate head of passing.
- A learner should get a minimum of 16 marks out of 40 to be declared PASS in the course.
- The learner gets 4 marks for class participation.
- IA will comprise a mix of projects, assignments, class tests, and presentations.
- The learner is required to appear for all components of the IA.
- If the learner does not get 16 marks out of 40, the learner will have to appear for the IA ATKT.

II. Semester End Examination (SEE): 60 marks

- SEE is a separate head of passing.
- A learner should get a minimum of 24 marks in SEE to be declared PASS in the course.
- All units of the syllabus will be covered in SEE.
- An additional SEE will be held for those who are absent, owing to valid reasons, for the main/regular SEE.
- If the learner does not get 24 marks out of 60, the learner will have to appear for the SEE ATKT.



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REFERENCES

1. McQuail, Denis. *Towards a Sociology of Mass Communications*. Collier Macmillan, 1969.
 2. McQuail, Denis. *Mass Communication Theory*. 6th ed. Sage, 2010.
 3. Folkerts, Jean and Stephen Lacy. *The Media in Your Life: An Introduction to Mass Communication*. Peatrson, 2008.
 4. Klapper, Joseph. *Mass Communication Effects*. Free Press, 1960.
 5. Krijnen, Tonny, and Sofie Van Bauwel. *Gender and Media: Representing, Producing, Consuming*. Routledge, 2015.
 6. Turow, Joseph. *Media Today: An Introduction to Mass Communication*. 5th ed., Routledge, 2013.
 7. Kohli-Khandekar, Vanita. *The Indian Media Business*. 4th ed., Sage, 2013.
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COURSE STRUCTURE

LEVEL	4.5
YEAR	FIRST
SEMESTER	1
TYPE OF COURSE	Discipline Specific Course
COURSE CODE	
COURSE TITLE	Introduction to Photography
COURSE CREDITS	3
TOTAL NUMBER OF LECTURES	45
YEAR OF INTRODUCTION	2023 – 2024
ASSESSMENT PATTERN	Internal Assessment 40 marks Semester End Exam 60 marks



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SYLLABUS FOR INTRODUCTION TO PHOTOGRAPHY

COURSE OBJECTIVES

1. To understand the principles and practice of photography
2. To cultivate the aesthetic of image-making
3. To practise essential skills required for photography

COURSE OUTCOMES

By the end of the course, the learner will be able to

1. map the history of photography over the last century and analyse the impact of photography in recording key events in modern history
2. identify and illustrate the principal components of film photography
3. investigate the basic principles of still photography and discuss concepts in composition with coherence
4. create images using different technologies, and use photography ethically

COURSE CONTENT

Unit 1. History of Photography

(15 hours)

- 1.1 The pioneers of photography and photo journalism
- 1.2 The role of photography in historic events such as World Wars I and II, the Bhopal Gas Tragedy, and recent crises in India and the world

Unit 2. Basic Principles

(15 hours)

- 2.1 Properties of light, reflection, transmission, refraction, types of light sources and their properties, controlling light, types of light, forms of light
- 2.2 Types of cameras, virtual image formation, types and uses of lenses – wide angle, telephoto, normal, zoom)
- 2.3 Mechanism of aperture, shutter, ISO, correct exposure
- 2.4 Concepts of composition: photo-books and photo appreciation



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Unit 3. Trends and Ethics in Photography

(15 hours)

3.1 Cell phone photography and social media

- a. Studying and working on photo essays on Instagram, self-portraits, and creating a portfolio on Instagram
- b. The rise of cell phone photography with photographers using iPhones in advertising, journalism, and publishing

3.2 Commercial Aspects of Photography

- a. Learning the difference between editorial, fashion, commercial, and documentary styles

3.3 The impact of photography as a medium of power

- a. Being aware that there's a fine line between invading one's space, and documentation
- b. Examples of The Steve McCurry Photoshop scandal, The World Press Photo 2018 scandal, and The Vulture and the Little Girl as case studies



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REFERENCES

1. Collins, Ross and Keith Greenwood. Eds. *Photocommunication across Media: Beginning Photography for Professionals in Mass Media*. Routledge, 2017.
Galer, Mark. *Introduction to Photography: A Visual Guide to the Essential Skills of Photography and Lightroom*. Routledge, 2015.
Hirsch, Robert. *Light and Lens: Photography in the Digital Age*. Routledge, 2018.
Kobre, Kenneth. *Photojournalism: The Professionals' Approach*. Routledge, 2016.
2. Sontag, Susan. *On Photography*. Picador, 2001.
3. Cartier-Bresson, Henri. *The Decisive Moment*. Roli Books, 2015.
4. Lubben, Kristen. *Magnum Contact Sheets*. Thames and Hudson, 2017.
5. Berger, John, and Geoff Dyer. *Understanding a Photograph*. UK: Penguin, 2013.
6. Lange, Dorothea. *Dorothea Lange: Aperture Masters of Photography, Number Five*. Aperture, 1987.
7. Adams, Ansel, and Alice Gray. *Ansel Adams: The National Parks Service Photographs*. Abbeville Press Inc., 2017.
8. Rugoff, Ralph, Geoff Dyer and Stephanie Rosenthal. *Dayanita Singh: Go Away Closer*. Hayward Gallery Publishing, 2013.
9. Capa, Robert. *Robert Capa*. Thames and Hudson, 2009.





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COURSE STRUCTURE

LEVEL	4.5
YEAR	FIRST
SEMESTER	1
TYPE OF COURSE	Discipline Specific Course
COURSE CODE	
COURSE TITLE	India since Independence – I
COURSE CREDITS	3
TOTAL NUMBER OF LECTURES	45
YEAR OF INTRODUCTION	2023 – 2024
ASSESSMENT PATTERN	Internal Assessment 40 marks Semester End Exam 60 marks



SOPHIA COLLEGE (AUTONOMOUS)

SYLLABUS FOR INDIA SINCE INDEPENDENCE – I

COURSE OBJECTIVES

1. To study the main events and developments in independent India
2. To understand how nation building is a continuous process
3. To connect events in history with present-day social, political, and economic issues
4. To analyse role of the media in covering these important events

COURSE OUTCOMES

By the end of the course, the learner will be able to:

1. examine the key features of the Indian Constitution
2. explain the integration and reorganisation of Indian states
3. analyse the socio-economic reforms in newly independent India
4. analyse the political transition in India from Nehru to Indira Gandhi

COURSE CONTENT

Unit 1. Early Struggles of Independent India

(15 hours)

- 1.1 Drafting of the Indian Constitution
 - a. Election and Composition of the Constituent Assembly
 - b. Objectives Resolution
 - c. Unique Features of the Indian Constitution
- 1.2 Accession and Integration of Indian States
 - a. Sardar Vallabhbhai Patel and V. P. Menon
 - b. Hyderabad, Junagadh and Kashmir
- 1.3 Linguistic Reorganisation of Indian States
 - a. Commissions
 - b. Bombay (Maharashtra and Gujarat), Madras (Tamil Nadu and Andhra Pradesh)
- 1.4 Subsequent reorganisation of states
 - a. Goa and PEPSU (Punjab, Haryana and Himachal Pradesh)

Unit 2. Political and Socio-Economic Changes

(15 hours)

- 2.1 Socio-Economic Reforms under Jawaharlal Nehru
 - a. Planning and Priorities - Socialist Pattern of Society
 - b. Social Reforms – Hindu Code Bills, Education
- 2.2 Emergence of Political Opposition



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- a. Communist Party of India
- b. Hindu Mahasabha / Jan Sangh
- c. Justice Party
- d. Swatantra Party

2.3 Foreign Policy under Nehru

- a. The Non-Alignment Movement

Unit 3. Lal Bahadur Shastri and the rise of Indira Gandhi

(15 hours)

3.1 Shastri's Term as Prime Minister

- a. White Revolution
- b. Green Revolution
- c. Indo-Pak War, 1965

3.2 Indira Gandhi as Prime Minister

- a. Indira Gandhi and the Indian National Congress
- b. Elections of 1967
- c. Important Decisions taken by Indira Gandhi
- d. Split in the Congress



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ASSESSMENT

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REFERENCES

1. Akbar, M.J. *The Siege Within*. Roli Books, 2018.
2. Banerjee-Dube, Ishita. *A History of Modern India*. Cambridge University Press, 2014.
3. Brown, Judith M. *Modern India: The Origins of an Asian Democracy*. Oxford University Press, 1994.
4. Chandra, Bipin, Mridula Mukherjee, Aditya Mukherjee et al. *India after Independence 1947-2000*. Penguin Books India (P) Ltd., 2000.
5. Chandra, Bipin, Mridula Mukherjee and Aditya Mukherjee. *India's Struggle for Independence 1857-1947*. HarperCollins India, 2000.
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10. Guha, Ramchandra. *India after Gandhi: The History of the World's Largest Democracy*. Picador, 2008.
11. Guha, Ramchandra. *Makers of Modern India*. Penguin India, 2012.
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14. Khanna, D.D. et al. *Democracy, Diversity and Stability – 50 Years of Indian Independence*. Macmillan Publishers India, 1980.
15. Majumdar, R.C. *Comprehensive History of India*, Vol. 3 (Part III).
16. Metcalf, Barbara D. & Metcalf, Thomas R. *A Concise History of Modern India*. Cambridge University Press, 2012.
17. Nanda, B.R. *Essays in Modern Indian History*. Oxford University Press, 1980.



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COURSE STRUCTURE

LEVEL	4.5
YEAR	FIRST
SEMESTER	1
TYPE OF COURSE	Discipline Specific Course
COURSE CODE	
COURSE TITLE	Reading Literature – I
COURSE CREDITS	3
TOTAL NUMBER OF LECTURES	45
YEAR OF INTRODUCTION	2023 – 2024
ASSESSMENT PATTERN	Internal Assessment 40 marks Semester End Exam 60 marks



SOPHIA COLLEGE (AUTONOMOUS)

SYLLABUS FOR READING LITERATURE – I

COURSE OBJECTIVES

1. To think about the meaning of life through the psychological, social, and ethical reality presented in the given texts, and other related texts
2. To study the various genres of literature and the elements of which they are composed
3. To practise using literary insights for a better understanding of their lived reality, particularly social reality, and thereby become better media communicators

COURSE OUTCOMES

By the end of the course, the learner will be able to:

1. analyse the key components of short stories
2. improve their ability to read a literary text closely
3. evaluate the role of plot, character, and narrative style in literary texts
4. investigate the key formal aspects of poetry in English
5. examine and illustrate the themes that pervade non-fiction prose writing

COURSE CONTENT

Unit 1. Short Stories

(15 hours)

- 1.1 Allende, Isabel. "And of Clay Are We Created"
- 1.2 Hemingway, Ernest. "Hills Like White Elephants"
- 1.3 Atwood, Margaret. "Happy Endings"
- 1.4 Gogol, Nikolai. "The Overcoat"
- 1.5 Chughtai, Ismat. "Chauthi ka Jaura" (The Wedding Suit)
- 1.6 Greene, Graham. "The End of the Party"
- 1.7 Manto, Sadat Hasan. "Gurmukh Singh ki Wasiyat" (The Assignment)

Unit 2. Poetry

(15 hours)

- 2.1 Tennyson, Alfred. "The Lady of Shalott"
- 2.2 Frost, Robert. "Mending Wall" & "Acquainted with the Night"
- 2.3 Hopkins, Gerard Manley. "Spring and Fall"
- 2.4 Thomas, Dylan. "Poem in October"
- 2.5 Hughes, Ted. "The Horses"
- 2.6 Heaney, Seamus. "Blackberry Picking" & "Casualty"
- 2.7 Chitre, Dilip. "Father Returning Home"



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- 2.8 Owen, Wilfred. "Dulce et decorum est" & "Futility"
- 2.9 Seth, Vikram. "Guest", "Soon", "From California", and "Things"
- 2.10 Dhasal, Namdeo. "Kamathipura"
- 2.11 Pawar, Daya. "Blood Wave"

Unit 3. Prose

(15 hours)

- 2.1 Hersey, John. "Hiroshima" (Selected extracts)
- 2.2 Talese, Gay. "Frank Sinatra Has a Cold" (selected extracts)
- 2.3 Orwell, George. "Shooting an Elephant"
- 2.4 Lincoln, Abraham. "The Gettysburg Address"
- 2.5 Valmiki, Omprakash. "Joothan" (selected extracts)
- 2.6 Nehru, Jawaharlal. "The Light has Gone Out of Our Lives" (On the Death of Gandhi)
- 2.7 Faulkner, William. Nobel Acceptance Speech
- 2.8 Cardus, Neville. "Ranjitsinhji"

ASSESSMENT

I. Internal Assessment (IA): 40 marks

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- The learner gets 4 marks for class participation.
- IA will comprise a mix of projects, assignments, class tests, and presentations.
- The learner is required to appear for all components of the IA.
- If the learner does not get 16 marks out of 40, the learner will have to appear for the IA ATKT.

II. Semester End Examination (SEE): 60 marks

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- All units of the syllabus will be covered in SEE.
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- If the learner does not get 24 marks out of 60, the learner will have to appear for the SEE ATKT.



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REFERENCES

1. Abrams, M. H., Geoffrey Harpham and Geoffrey Galt. *A Handbook of Literary Terms*. Cengage Learning India, 2009.
2. Bate, Jonathan. *English Literature: A Very Short Introduction*. Oxford University Press, 2010.
3. Baldick, Chris. *The Oxford Dictionary of Literary Terms*. Oxford University Press, 2008.
4. Drabble, Margaret and Jenny Stringer. Editors. *The Concise Oxford Companion to English Literature*. 3rd ed., Oxford University Press, 2007
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8. Mehrotra, Arvind Krishna. Editor. *An Illustrated History of Indian Literature in English*. Permanent Black, 2003.
9. Naik, M. K. *A History of Indian English Literature*. Sahitya Akademi, 2004.
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12. Walsh, William. *Indian Literature in English*. Longman Literature in English Series, 1990.

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COURSE STRUCTURE

LEVEL	4.5
YEAR	FIRST
SEMESTER	1
TYPE OF COURSE	Generic Elective
COURSE CODE	
COURSE TITLE	Soft Skills – I
COURSE CREDITS	2
TOTAL NUMBER OF LECTURES	30
YEAR OF INTRODUCTION	2023 – 2024
ASSESSMENT PATTERN	Internal Assessment 40 marks Semester End Exam 60 marks



SOPHIA COLLEGE (AUTONOMOUS)

SYLLABUS FOR SOFT SKILLS – I

COURSE OBJECTIVES

1. To become an active listener
2. To develop and hone the skills required to be an effective and confident speaker and presenter
3. To communicate effectively in different situations and with different audiences

COURSE OUTCOMES

By the end of the course, the learner will be able to:

1. use devices that allow for coherence and cohesion in speech
2. present ideas with clarity and focus
3. speak with fluency, correct pronunciation, and stress
4. practise communication for various purposes – information, motivation, persuasion, negotiation, support

COURSE CONTENT

Unit 1. Developing Effective Listening Skills

(15 hours)

1.1 Active listening techniques

- a. Identifying key points/ideas/arguments
- b. Note taking skills
- c. Listening powerfully and empathetically
- d. Cultivating sensitivity in diverse workplace situations

1.2 Listening to a variety of texts

- a. Listening for communication style and non-verbal communication
- b. Understanding how to start and conclude conversations
- c. Examining communication in different situations

1.3 Listening for effective communication

- a. Projecting confidence in communication
- b. Techniques used for clarity, cohesion, and impact in communication

Unit 2. Developing Effective Speaking Skills

(15 hours)

2.1 Pronunciation and enunciation in speech

- a. Speaking with fluency
- b. Speaking with correct pronunciation and stress



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2.2 Speaking for various purposes

- a. Information and education
- b. Persuasion
- c. Negotiation
- d. Arguing a point
- e. Motivation and support

2.3 Speaking to different audiences

- a. Understanding the audience
- b. Identifying communication barriers
- c. Asking relevant questions, inviting comments and remarks, dealing with disagreement
- d. Adjusting style and tone
- e. Speaking in different situations: Introduction and vote of thanks, speeches, interviews, workplace communication



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REFERENCES

1. Sadanand, Kamlesh. *Teaching Listening & Speaking: A Handbook for English Language Teachers and Teacher Trainers*. Orient Blackswan, 2012.
 2. Lynch, Tony. *Study Listening: A Course in Listening to Lectures and Note Taking*. 2nd ed., Cambridge University Press, 2004.
 3. Maley, Alan, and Alan Duff. *Drama Techniques in Language Learning*. Cambridge University Press, 1982.
 4. Tannen, Deborah. *That's Not What I Meant: How Conversational Style Makes or Breaks Relationships*. 1986. Ballantine, 1987.
 5. Harmer, Jeremy. *The Practice of English Language Teaching*. Longman, 1983.
 6. Truss, Lynne. *Eats, Shoots & Leaves*. Fourth Estate, 2009.
 7. Swan, Michael. *Practical English Usage*. Oxford University Press, 1980.
 8. Allen, J.P.B., and H. G. Widdowson. *English in Social Studies*. Oxford University Press, 1978.
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 13. Tuhovsky, Ian. *Communication Skills Training: A Practical Guide to Improving Your Social Intelligence, Presentation and Social Speaking*. Rupa Publications, 2019.
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SOPHIA COLLEGE (AUTONOMOUS)

COURSE STRUCTURE

LEVEL	4.5
YEAR	FIRST
SEMESTER	1
TYPE OF COURSE	Generic Elective
COURSE CODE	
COURSE TITLE	Media and Conflict – I
COURSE CREDITS	2
TOTAL NUMBER OF LECTURES	30
YEAR OF INTRODUCTION	2023 – 2024
ASSESSMENT PATTERN	Internal Assessment 40 marks Semester End Exam 60 marks



SOPHIA COLLEGE (AUTONOMOUS)

SYLLABUS FOR MEDIA AND CONFLICT – I

COURSE OBJECTIVES

1. To understand the elements and significance of conflict studies
2. To analyse the nature of conflict, and some of the types of conflicts
3. To explore with select case studies important social, political, and economic conflicts in India and/or the world
4. To analyse the role of the media in covering conflicts and facilitating peace

COURSE OUTCOMES

By the end of the course, the learner will be able to

1. identify key elements of conflict studies
2. distinguish between various types of conflicts
3. explain key issues involved in dealing with particular cases of conflict
4. analyse the role of the media in shaping national and international conversations around peace and conflict

COURSE CONTENT

Unit 1. Introduction to Conflict Studies

(15 hours)

- 1.1 Elements of conflict studies
- 1.2 Significance of conflict studies
- 1.3 Types of conflicts
 - a. Interpersonal
 - b. Group/community/ethnic
 - c. National
 - d. Global/international

Unit 2. Understanding Aspects of Conflict

(15 hours)

- 2.1 History of conflict
 - a. Open conflict
 - b. Latent conflict
 - c. Armed conflict
- 2.2 Analysing conflict
 - a. Nature
 - b. Origin
 - c. Experiences
 - d. Multiple dimensions of conflict and violence



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e. Old vs new wars

2.3 Role of the media in covering conflict

a. Relevant case studies from contemporary Indian and world events



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ASSESSMENT

I. Internal Assessment (IA): 40 marks

- IA is a separate head of passing.
- A learner should get a minimum of 16 marks out of 40 to be declared PASS in the course.
- The learner gets 4 marks for class participation.
- IA will comprise a mix of projects, assignments, class tests, and presentations.
- The learner is required to appear for all components of the IA.
- If the learner does not get 16 marks out of 40, the learner will have to appear for the IA ATKT.

II. Semester End Examination (SEE): 60 marks

- SEE is a separate head of passing.
- A learner should get a minimum of 24 marks in SEE to be declared PASS in the course.
- All units of the syllabus will be covered in SEE.
- An additional SEE will be held for those who are absent, owing to valid reasons, for the main/regular SEE.
- If the learner does not get 24 marks out of 60, the learner will have to appear for the SEE ATKT.



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SOPHIA COLLEGE (AUTONOMOUS)

COURSE STRUCTURE

LEVEL	4.5
YEAR	FIRST
SEMESTER	1
TYPE OF COURSE	Ability Enhancement Course
COURSE CODE	
COURSE TITLE	Communication Skills for the Media – I
COURSE CREDITS	2
TOTAL NUMBER OF LECTURES	30
YEAR OF INTRODUCTION	2023 – 2024
ASSESSMENT PATTERN	Internal Assessment 40 marks Semester End Exam 60 marks



SOPHIA COLLEGE (AUTONOMOUS)

SYLLABUS FOR COMMUNICATION SKILLS FOR MEDIA – I

COURSE OBJECTIVES

1. To analyse different media messages for understanding purpose and audience
2. To identify communication skills required for various media
3. To practise important reading, writing, speaking, and production skills for the media

COURSE OUTCOMES

By the end of the course, the learner will be able to:

1. analyse different types of media messages and texts
2. communicate with clarity of purpose and effect
3. design communication appropriate to the media platform

COURSE CONTENT

Unit 1. Reading and Writing Skills for the Media

(15 hours)

- 1.1 Understanding the focus of a media message
- 1.2 Analysing the structure of different media messages
- 1.3 Techniques used in crafting media messages
- 1.4 Interpreting media messages for local and global meaning

Unit 2. Communicating Effectively for the Media

(15 hours)

- 2.1 Development of vocabulary: Using words appropriately and with elegant variation
- 2.2 Being concise and precise in communication
- 2.3 Writing effectively for different media: print, online, digital



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ASSESSMENT

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II. Semester End Examination (SEE): 60 marks

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REFERENCES

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COURSE STRUCTURE

LEVEL	4.5
YEAR	FIRST
SEMESTER	1
TYPE OF COURSE	Ability Enhancement Course
COURSE CODE	
COURSE TITLE	Environment and Ecology: An Indian Perspective – I
COURSE CREDITS	2
TOTAL NUMBER OF LECTURES	30
YEAR OF INTRODUCTION	2023 – 2024
ASSESSMENT PATTERN	Internal Assessment 40 marks Semester End Exam 60 marks



SOPHIA COLLEGE (AUTONOMOUS)

SYLLABUS FOR ENVIRONMENT AND ECOLOGY: AN INDIAN PERSPECTIVE – I

COURSE OBJECTIVES:

1. To understand how Indian philosophy interprets the nature of the relationship between human beings and natural world
2. To introduce select case studies on ecology and ecological practices and crises in India
3. To analyse various perspectives on traditional environmental practices in India that have retained their relevance in present times
4. To develop a conceptual framework for understanding ecological issues

COURSE OUTCOMES:

By the end of the course, the learner will be able to:

1. explain the traditional ways in which the relationship between human beings and nature was interpreted
2. list and explain traditional ecological practices that continue to find place in present discourse
3. analyse the differences in ecological practices of various communities in India
4. apply various lenses to study ecological issues and challenges in India

COURSE CONTENT

Unit 1. Introduction to Environment and Ecology in India (15 hours)

- 1.1 Basics of ecology and environment
- 1.2 Introduction to Indian ecological philosophy
 - a. Role of religious traditions and beliefs
 - b. Conservation of nature
 - c. Protection of nature

Unit 2. Key Ecological Issues and Environmental Ethics (15 hours)

- 2.1 Introduction to environmental concerns and issues
- 2.2 Introduction to environmental ethics
- 2.3 Select case studies of traditional environmental practices



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REFERENCES

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COURSE STRUCTURE

LEVEL	4.5
YEAR	FIRST
SEMESTER	1
TYPE OF COURSE	Vocational Skills Course
COURSE CODE	
COURSE TITLE	Page Design
COURSE CREDITS	2
TOTAL NUMBER OF LECTURES	30
YEAR OF INTRODUCTION	2023 – 2024
ASSESSMENT PATTERN	Internal Assessment 40 marks Semester End Exam 60 marks



SOPHIA COLLEGE (AUTONOMOUS)

SYLLABUS FOR PAGE DESIGN

COURSE OBJECTIVES

1. To understand the basic principles of design and layout across simple collateral like posters, leaflets, memes, social media posts
2. To explore the basics of desktop and mobile software in order to format papers and design layouts
3. To practise the skills needed to incorporate design principles in everyday paperwork

COURSE OUTCOMES

By the end of the course, the learner will be able to:

1. list and explain basic design principles
2. compare and contrast design and layout across different formats
3. design visual content for simple collateral
4. create layouts and designs through regular tasks for posters, memes, papers, leaflets, etc.

COURSE CONTENT

Unit 1. Using Images and Type

(15 hours)

- 1.1 The importance of fonts, layout, and colour in design
- 1.2 Designing for different formats
- 1.3 Using MS Word to create layouts
- 1.4 Using basic photo editing software to work on images

Unit 2. Designing Collateral

(15 hours)

- 2.1 Poster and leaflet design
- 2.2 Designing memes for social media
- 2.3 An exploration of web-based design software (example: Canva)



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REFERENCES

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