



**SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)**

Affiliated to the University of Mumbai

Programme: Strategic Communication and Journalism (Single Core Discipline Specific Programme)

Programme Code: SBMMED

**Syllabus for the Academic Year 2023-2024**  
**based on the National Education Policy 2020**



**SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)**

**DEPARTMENT OF BASCJ**

<b>Year- I</b>				
<b>Semester- I</b>	<b>Course Type</b>	<b>Course Title</b>	<b>Course Credit</b>	<b>Course Code</b>
	<b>DSC</b>	<b>Introduction to Mass Media</b>	<b>4</b>	<b>MDSC111</b>
	<b>DSC</b>	<b>Introduction to Photography</b>	<b>4</b>	<b>MDSC112</b>
	<b>DSC</b>	<b>Reading Literature- I</b>	<b>4</b>	<b>MDSC113</b>
	<b>OE</b>	<b>Soft Skills- I</b>	<b>2</b>	<b>MOE101</b>
	<b>OE</b>	<b>Media and Conflict- I</b>	<b>2</b>	<b>MOE102</b>
	<b>AEC</b>	<b>Communication Skills for Media</b>	<b>2</b>	<b>MAEC101</b>
	<b>IKS</b>	<b>Environment and Ecology: An Indian Perspective</b>	<b>2</b>	<b>MIKS101</b>
	<b>VSC</b>	<b>Page Design</b>	<b>2</b>	<b>MVSC101</b>
		<b>Total Credits:</b>	<b>22</b>	



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

Year- I				
Semester- II	Course Type	Course Title	Course Credit	Course Code
	DSC	Media, Culture, and Society: Critical Perspectives	4	MDSC121
	DSC	Visual and Sound Studies	4	MDSC122
	DSC	Reading Literature II	4	MDSC123
	OE	Soft Skills II	2	MOE201
	OE	Postcolonial and Postmodern in Media	2	MOE202
	AEC	Contemporary Media	2	MAEC201
	VAC	Fundamentals of Strategic Communication	2	MVAC201
	VSC	Fundamentals of Web Design	2	MVSC201
		Total Credits:	22	



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

### Preamble:

The Bachelor of Arts in Strategic Communication and Journalism programme blends theory with practice to prepare an individual for a dynamic career in the ever-evolving media landscape. Over three years, our curriculum emphasizes hands-on learning, interactive courses, and real-world experiences to hone your skills as a strategic communicator and/or a journalist. From multimedia storytelling to public relations strategies, you'll engage in immersive learning experiences that bridge theory and application. Our faculty, composed of industry experts and experienced academics, will guide you through a journey of exploration and discovery, fostering creativity and critical thinking along the way. We welcome students to embark on this exciting journey together, shaping the future of communication and journalism through collaboration, innovation, and hands-on learning.

### PROGRAMME OBJECTIVES

<b>PO 1</b>	To give learners in the programme a clear introduction to mass media as an all-encompassing ideological and communication experience globally
<b>PO 2</b>	To enable learners in the programme to understand the political, economic, social, cultural and environmental implications of consuming media messages
<b>PO 3</b>	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
<b>PO 4</b>	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



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

<b>PO 5</b>	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
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### PROGRAMME SPECIFIC OUTCOMES

<b>PSO 1</b>	Examine mass media as an all-encompassing ideological and communication experience globally
<b>PSO 2</b>	Discuss and investigate the political, economic, social, cultural and environmental implications of consuming media messages
<b>PSO 3</b>	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
<b>PSO 4</b>	Evaluate, through contemporary theory and practical application, their role as future creators of media messages in a constantly evolving and demanding industry
<b>PSO 5</b>	Prioritize the need for the ethical application of the ideas taught in the programme to become responsible consumers and producers of media content.



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

<b>Programme:</b> STRATEGIC COMMUNICATION AND JOURNALISM SINGLE CORE DISCIPLINE PROGRAMME		<b>Semester – 1</b>	
<b>Course Title:</b> Introduction to Mass Media		<b>Course Code:</b> MDSC111	
<b><u>COURSE OBJECTIVES:</u></b>			
<ol style="list-style-type: none"> <li>1. To introduce the students to the history, evolution and development of mass communication and mass media and the various forms of mass media</li> <li>2. To introduce the students to the concept of new mass media and media convergence</li> <li>3. To study mass media as an important social institution</li> </ol>			
<b><u>COURSE OUTCOMES:</u></b>			
By the end of the course, students will be able to:			
<ol style="list-style-type: none"> <li>1. examine the key concepts in mass media and media literacy</li> <li>2. identify and analyse the steps in the process of mass communication</li> <li>3. compare and contrast different media platforms and their audiences</li> <li>4. discuss advertising and public relations as supporting industries</li> <li>5. examine the impact of media messages on society</li> </ol>			
<b>Lectures per week (1 Lecture is 60 minutes)</b>		<b>4</b>	
<b>Total number of Hours in a Semester</b>		<b>60</b>	
<b>Credits</b>		<b>4</b>	
<b>Evaluation System</b>	<b>Summative Assessment</b>	<b>2 Hours</b>	<b>50 marks</b>
	<b>Cumulative Assessment</b>	--	<b>50 marks</b>

UNIT 1	1.1	What is mass communication?	
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## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

Mass Communication, Culture, and Media Literacy (1 Credit)	1.2	What is culture?	15 hours
	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 (1 Credit)	2.1	The communication process: sender, message, medium, receiver, feedback	15 hours
	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 (1 Credit)	3.1	Media and representation	15 hours
	3.2	Media and consumerism	
	3.3	Media freedom and responsibility	
UNIT 4 Media ethics	4.1	Truth and honesty	15 hours
	4.2	Privacy	
	4.3	Confidentiality	
	4.4	Conflict of interest	
	4.5	Profit and social responsibility	

### ASSESSMENT



## **SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)**

### **I. Cumulative Assessment (CA): 50 marks**

- CA is a separate head of passing.
- A learner should get a minimum of 20 marks out of 50 to be declared PASS in the course.
- The learner gets 4 marks for class participation.
- CA will comprise a mix of projects, assignments, class tests, and presentations.
- The learner is required to appear for all components of the CA.
- If the learner does not get 20 marks out of 50, the learner will have to appear for the CA ATKT.

### **II. Summative Assessment (SA) 50 marks**

- SA is a separate head of passing.
- A learner should get a minimum of 20 marks in SA to be declared PASS in the course.
- All units of the syllabus will be covered in SA.
- An additional SA will be held for those who are absent, owing to valid reasons, for the main/regular SA.
- If the learner does not get 20 marks out of 50, the learner will have to appear for the SA ATKT.

### **READING LIST**

1. McQuail, Denis. *Towards a Sociology of Mass Communications*. Collier Macmillan, 1969.
2. McQuail, Denis. *Mass Communication Theory*. 6<sup>th</sup> 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.





## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

<b>Programme:</b> STRATEGIC COMMUNICATION AND JOURNALISM SINGLE CORE DISCIPLINE PROGRAMME		<b>Semester – 1</b>	
<b>Course Title:</b> Introduction to Photography		<b>Course Code:</b> MDSC112	
<p><b><u>COURSE OBJECTIVES:</u></b></p> <ol style="list-style-type: none"> <li>1. To understand the principles and practice of photography</li> <li>2. To cultivate the aesthetic of image-making</li> <li>3. To practise essential skills required for photography</li> </ol>			
<p><b><u>COURSE OUTCOMES:</u></b></p> <p>By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. map the history of photography over the last century and analyse the impact of photography in recording key events in modern history</li> <li>2. identify and illustrate the principal components of film photography</li> <li>3. investigate the basic principles of still photography and discuss concepts in composition with coherence</li> <li>4. create images using different technologies, and use photography ethically</li> </ol>			
<b>Lectures per week (1 Lecture is 60 minutes)</b>		<b>4</b>	
<b>Total number of Hours in a Semester</b>		<b>60</b>	
<b>Credits</b>		<b>4</b>	
<b>Evaluation System</b>	<b>Summative Assessment</b>	<b>2 Hours</b>	<b>50 marks</b>
	<b>Cumulative Assessment</b>	--	<b>50 marks</b>



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UNIT 1 History of Photography (1 Credit)	1.1	The pioneers of photography and photojournalism	15 hours
	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 (1 Credit)	2.1	Properties of light, reflection, transmission, refraction, types of light sources and their properties, controlling light, types of light, forms of light	15 hours
	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	
UNIT 3 Trends and Ethics in Photography (1 Credit)	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	15 hours



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		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	

### ASSESSMENT

#### I. Cumulative Assessment (CA): 50 marks



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### II. Summative Assessment (SA) 50 marks

- SA is a separate head of passing.
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### READING LIST

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



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

<b>Programme:</b> STRATEGIC COMMUNICATION AND JOURNALISM SINGLE CORE DISCIPLINE PROGRAMME		<b>Semester – 1</b>	
<b>Course Title:</b> Reading Literature – I		<b>Course Code:</b> MDSC113	
<p><b><u>COURSE OBJECTIVES:</u></b></p> <ol style="list-style-type: none"> <li>1. To think about the meaning of life through the psychological, social, and ethical reality presented in the given texts, and other related texts</li> <li>2. To study the various genres of literature and the elements of which they are composed</li> <li>3. To practise using literary insights for a better understanding of their lived reality, particularly social reality, and thereby become better media communicators</li> </ol>			
<p><b><u>COURSE OUTCOMES:</u></b></p> <p>By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. analyse the key components of short stories</li> <li>2. improve their ability to read a literary text closely</li> <li>3. evaluate the role of plot, character, and narrative style in literary texts</li> <li>4. investigate the key formal aspects of poetry in English</li> <li>5. examine and illustrate the themes that pervade non-fiction prose writing</li> </ol>			
<b>Lectures per week (1 Lecture is 60 minutes)</b>		<b>4</b>	
<b>Total number of Hours in a Semester</b>		<b>60</b>	
<b>Credits</b>		<b>4</b>	
<b>Evaluation System</b>	<b>Summative Assessment</b>	<b>2 Hours</b>	<b>50 marks</b>
	<b>Cumulative Assessment</b>	<b>--</b>	<b>50 marks</b>



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<b>UNIT 1</b> Short Stories (1 Credit)	1.1	Allende, Isabel. "And of Clay Are We Created"	15 hours
	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)	
<b>UNIT 2</b> <b>Poetry</b> (1 Credit)	2.1	Tennyson, Alfred. "The Lady of Shalott"	15 hours
	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"	
	2.8	Owen, Wilfred. "Dulce et decorum est" & "Futility"	
	2.9	Seth, Vikram. "Guest", "Soon", "From California", and "Things"	
	2.10	Dhasal, Namdeo. "Kamathipura"	



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	2.11	Pawar, Daya. "Blood Wave"	
UNIT 3 Prose (1 Credit)	3.1	Hersey, John. "Hiroshima" (Selected extracts)	15 hours
	3.2	Talese, Gay. "Frank Sinatra Has a Cold" (selected extracts)	
	3.3	Orwell, George. "Shooting an Elephant"	
	3.4	Lincoln, Abraham. "The Gettysburg Address"	
	3.5	Valmiki, Omprakash. "Joothan" (selected extracts)	
	3.6	Nehru, Jawaharlal. "The Light has Gone Out of Our Lives" (On the Death of Gandhi)	
	3.7	Faulkner, William. Nobel Acceptance Speech	
	3.8	Cardus, Neville. "Ranjitsinhji"	

### ASSESSMENT

#### I. Cumulative Assessment (CA): 50 marks

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## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

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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
5. Kennedy, X. J., Dana Gioia, and Mark Bauerlein. *Handbook of Literary Terms*. Pearson, 2005.
6. Peck, John and Martin Coyle. *Literary Terms and Criticism*. Macmillan Press, 1993.
7. Mehrotra, Arvind Krishna. *A Concise History of Indian Literature in English*. Orient Black Swan, 2010.
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.
10. Rogers, Pat. Editor. *The Oxford Illustrated History of English Literature*. Oxford University Press, 2001.
11. Sanders, Andrew. *The Short Oxford History of English Literature*. 3rd ed., Oxford University Press, 2004.
12. Stauffer, Donald Barlow. *A Short History of American Poetry*. E.P. Dutton & Co, 1974.
13. Walsh, William. *Indian Literature in English*. Longman Literature in English Series, 1990.





## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

<b>Programme:</b> STRATEGIC COMMUNICATION AND JOURNALISM SINGLE CORE DISCIPLINE PROGRAMME		<b>Semester – 1</b>	
<b>Course Title:</b> Soft Skills – I		<b>Course Code:</b> MOE101	
<p><b><u>COURSE OBJECTIVES:</u></b></p> <ol style="list-style-type: none"> <li>1. To become an active listener</li> <li>2. To develop and hone the skills required to be an effective and confident speaker and presenter</li> <li>3. To communicate effectively in different situations and with different audiences</li> </ol>			
<p><b><u>COURSE OUTCOMES:</u></b></p> <p>By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. use devices that allow for coherence and cohesion in speech</li> <li>2. present ideas with clarity and focus</li> <li>3. speak with fluency, correct pronunciation, and stress</li> <li>4. practise communication for various purposes – information, motivation, persuasion, negotiation, support</li> </ol>			
<b>Lectures per week (1 Lecture is 60 minutes)</b>		<b>2</b>	
<b>Total number of Hours in a Semester</b>		<b>30</b>	
<b>Credits</b>		<b>2</b>	
<b>Evaluation System</b>	<b>Summative Assessment</b>	-	-
	<b>Cumulative Assessment</b>	--	<b>50 marks</b>

UNIT 1 Developing Effective Listening Skills	1.1	Active listening techniques <ol style="list-style-type: none"> <li>a. Identifying key points/ideas/arguments</li> <li>b. Note taking skills</li> </ol>	15 hours
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(1 Credit)		<ul style="list-style-type: none"> <li>c. Listening powerfully and empathetically</li> <li>d. Cultivating sensitivity in diverse workplace situations</li> </ul>	
	1.2	Listening to a variety of texts <ul style="list-style-type: none"> <li>a. Listening for communication style and non-verbal communication</li> <li>b. Understanding how to start and conclude conversations</li> <li>c. Examining communication in different situations</li> </ul>	
	1.3	Listening for effective communication <ul style="list-style-type: none"> <li>a. Projecting confidence in communication</li> <li>b. Techniques used for clarity, cohesion, and impact in communication</li> </ul>	
<b>UNIT 2</b> Developing Effective Speaking Skills (1 Credit)	2.1	Pronunciation and enunciation in speech <ul style="list-style-type: none"> <li>a. Speaking with fluency</li> <li>b. Speaking with correct pronunciation and stress</li> </ul>	15 hours
	2.2	Speaking for various purposes <ul style="list-style-type: none"> <li>a. Information and education</li> <li>b. Persuasion</li> <li>c. Negotiation</li> <li>d. Arguing a point</li> <li>e. Motivation and support</li> </ul>	
	2.3	Speaking to different audiences <ul style="list-style-type: none"> <li>a. Understanding the audience</li> <li>b. Identifying communication barriers</li> </ul>	



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|  |  | <ul style="list-style-type: none"><li>c. Asking relevant questions, inviting comments and remarks, dealing with disagreement</li><li>d. Adjusting style and tone</li><li>e. Speaking in different situations: Introduction and vote of thanks, speeches, interviews, workplace communication</li></ul> |  |
|--|--|--|--|

### ASSESSMENT

Cumulative Assessment (CA): 50 marks

- CA is a separate head of passing.
- A learner should get a minimum of 20 marks out of 50 to be declared PASS in the course.
- The learner gets 4 marks for class participation.
- CA will comprise a mix of projects, assignments, class tests, and presentations.
- The learner is required to appear for all components of the CA.
- If the learner does not get 20 marks out of 50, the learner will have to appear for the CA ATKT.

### 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.



## **SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)**

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.
9. Aitchison, Jean, and Diana M. Lewis, editors. *New Media Language*. Routledge, 2003.
10. Hanh, Thich Nhat. *The Art of Communicating*. Harper Collins, 2013.
11. Goleman, Daniel. *Emotional Intelligence*. Bloomsbury India, 2021.
12. Lantieri, Michael. *Emotional Intelligence: Techniques to Increase Your Emotional Intelligence and Improve Your Social Skills and Success*. Kevin Dennis, 2020.
13. Tuhovsky, Ian. *Communication Skills Training: A Practical Guide to Improving Your Social Intelligence, Presentation and Social Speaking*. Rupa Publications, 2019.



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

<b>Programme:</b> STRATEGIC COMMUNICATION AND JOURNALISM SINGLE CORE DISCIPLINE PROGRAMME		<b>Semester – 1</b>	
<b>Course Title:</b> Media and Conflict – I		<b>Course Code:</b> MOE102	
<p><b><u>COURSE OBJECTIVES:</u></b></p> <ol style="list-style-type: none"> <li>1. To understand the elements and significance of conflict studies</li> <li>2. To analyse the nature of conflict, and some of the types of conflicts</li> <li>3. To explore with select case studies important social, political, and economic conflicts in India and/or the world</li> <li>4. To analyse the role of the media in covering conflicts and facilitating peace</li> </ol>			
<p><b><u>COURSE OUTCOMES:</u></b></p> <p>By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. identify key elements of conflict studies</li> <li>2. distinguish between various types of conflicts</li> <li>3. explain key issues involved in dealing with particular cases of conflict</li> <li>4. analyse the role of the media in shaping national and international conversations around peace and conflict</li> </ol>			
<b>Lectures per week (1 Lecture is 60 minutes)</b>		<b>2</b>	
<b>Total number of Hours in a Semester</b>		<b>30</b>	
<b>Credits</b>		<b>2</b>	
<b>Evaluation System</b>	<b>Summative Assessment</b>	–	–
	<b>Cumulative Assessment</b>	--	<b>50 marks</b>



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

<b>UNIT 1</b> Introduction to Conflict Studies (1 Credit)	1.1	Elements of conflict studies	15 hours
	1.2	Significance of conflict studies	
	1.3	Types of conflicts <ol style="list-style-type: none"> <li>a. Interpersonal</li> <li>b. Group/community/ethnic</li> <li>c. National</li> <li>d. Global/international</li> </ol>	
<b>UNIT 2</b> Understanding Aspects of Conflict (1 Credit)	2.1	History of conflict <ol style="list-style-type: none"> <li>a. Open conflict</li> <li>b. Latent conflict</li> <li>c. Armed conflict</li> </ol>	15 hours
	2.2	Analysing conflict <ol style="list-style-type: none"> <li>a. Nature</li> <li>b. Origin</li> <li>c. Experiences</li> <li>d. Multiple dimensions of conflict and violence</li> <li>e. Old vs new wars</li> </ol>	
	2.3	Role of the media in covering conflict <ol style="list-style-type: none"> <li>a. Relevant case studies from contemporary Indian and world events</li> </ol>	

### ASSESSMENT

Cumulative Assessment (CA): 50 marks

- CA is a separate head of passing.
- A learner should get a minimum of 20 marks out of 50 to be declared PASS in the course.
- The learner gets 4 marks for class participation.
- CA will comprise a mix of projects, assignments, class tests, and presentations.
- The learner is required to appear for all components of the CA.



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

- If the learner does not get 20 marks out of 50, the learner will have to appear for the CA ATKT.

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## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

<b>Programme:</b> STRATEGIC COMMUNICATION AND JOURNALISM SINGLE CORE DISCIPLINE PROGRAMME		<b>Semester – 1</b>	
<b>Course Title:</b> Communication Skills for the Media – I		<b>Course Code:</b> MAEC101	
<b><u>COURSE OBJECTIVES:</u></b>			
<ol style="list-style-type: none"> <li>1. To analyse different media messages for understanding purpose and audience</li> <li>2. To identify communication skills required for various media</li> <li>3. To practise important reading, writing, speaking, and production skills for the media</li> </ol>			
<b><u>COURSE OUTCOMES:</u></b>			
By the end of the course, students will be able to:			
<ol style="list-style-type: none"> <li>1. analyse different types of media messages and texts</li> <li>2. communicate with clarity of purpose and effect</li> <li>3. design communication appropriate to the media platform</li> </ol>			
<b>Lectures per week (1 Lecture is 60 minutes)</b>		<b>2</b>	
<b>Total number of Hours in a Semester</b>		<b>30</b>	
<b>Credits</b>		<b>2</b>	
<b>Evaluation System</b>	<b>Summative Assessment</b>	–	–
	<b>Cumulative Assessment</b>	--	<b>50 marks</b>

<b>UNIT 1 Reading and Writing Skills for the Media</b>	1.1	Understanding the focus of a media message	<b>15 hours</b>
	1.2	Analysing the structure of different media messages	





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(1 Credit)	1.3	Techniques used in crafting media messages	
	1.4	Interpreting media messages for local and global meaning	
<b>UNIT 2</b> <b>Communicating Effectively for the Media</b>  (1 Credit)	2.1	Development of vocabulary: Using words appropriately and with elegant variation	15 hours
	2.2	Being concise and precise in communication	
	2.3	Writing effectively for different media: print, online, digital	

### ASSESSMENT

Cumulative Assessment (CA): 50 marks

- CA is a separate head of passing.
- A learner should get a minimum of 20 marks out of 50 to be declared PASS in the course.
- The learner gets 4 marks for class participation.
- CA will comprise a mix of projects, assignments, class tests, and presentations.
- The learner is required to appear for all components of the CA.
- If the learner does not get 20 marks out of 50, the learner will have to appear for the CA ATKT.

### REFERENCES

1. Kuhnke, Elizabeth. *Communication Skills for Dummies*. John Wiley & Sons, 2013.
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## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

<b>Programme:</b> STRATEGIC COMMUNICATION AND JOURNALISM SINGLE CORE DISCIPLINE PROGRAMME		<b>Semester – 1</b>	
<b>Course Title:</b> Environment and Ecology: An Indian Perspective – I		<b>Course Code:</b> MIKS101	
<b><u>COURSE OBJECTIVES:</u></b> <ol style="list-style-type: none"><li>1. To understand how Indian philosophy interprets the nature of the relationship between human beings and natural world</li><li>2. To introduce select case studies on ecology and ecological practices and crises in India</li><li>3. To analyse various perspectives on traditional environmental practices in India that have retained their relevance in present times</li><li>4. To develop a conceptual framework for understanding ecological issues</li></ol>			
<b><u>COURSE OUTCOMES:</u></b> By the end of the course, students will be able to: <ol style="list-style-type: none"><li>1. explain the traditional ways in which the relationship between human beings and nature was interpreted</li><li>2. list and explain traditional ecological practices that continue to find place in present discourse</li><li>3. analyse the differences in ecological practices of various communities in India</li><li>4. apply various lenses to study ecological issues and challenges in India</li></ol>			
<b>Lectures per week (1 Lecture is 60 minutes)</b>		<b>2</b>	
<b>Total number of Hours in a Semester</b>		<b>30</b>	
<b>Credits</b>		<b>2</b>	
<b>Evaluation System</b>	<b>Summative Assessment</b>	–	–
	<b>Cumulative Assessment</b>	--	<b>50 marks</b>



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UNIT 1 Introduction to Environment and Ecology in India (1 Credit)	1.1	Basics of ecology and environment	15 hours
	1.2	Introduction to Indian ecological philosophy <ul style="list-style-type: none"><li>● Role of religious traditions and beliefs</li><li>● Conservation of nature</li><li>● Protection of nature</li></ul>	
UNIT 2 Key Ecological Issues and Environmental Ethics (1 Credit)	2.1	Introduction to environmental concerns and issues	15 hours
	2.2	Introduction to environmental ethics	
	2.3	Select case studies of traditional environmental practices	

### ASSESSMENT

Cumulative Assessment (CA): 50 marks

- CA is a separate head of passing.
- A learner should get a minimum of 20 marks out of 50 to be declared PASS in the course.
- The learner gets 4 marks for class participation.
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- The learner is required to appear for all components of the CA.
- If the learner does not get 20 marks out of 50, the learner will have to appear for the CA ATKT.



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

### REFERENCES

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3. Chapple, Christopher Key. *Jainism and Ecology: Nonviolence in the Web of Life*. International Society for Science and Religion, 2007.
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<b>Programme:</b> STRATEGIC COMMUNICATION AND JOURNALISM SINGLE CORE DISCIPLINE PROGRAMME		<b>Semester – 1</b>	
<b>Course Title:</b> Page Design		<b>Course Code:</b> MVSC101	
<p><b><u>COURSE OBJECTIVES:</u></b></p> <ol style="list-style-type: none"> <li>1. To understand the basic principles of design and layout across simple collateral like posters, leaflets, memes, social media posts</li> <li>2. To explore the basics of desktop and mobile software in order to format papers and design layouts</li> <li>3. To practise the skills needed to incorporate design principles in everyday paperwork</li> </ol>			
<p><b><u>COURSE OUTCOMES:</u></b></p> <p>By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. list and explain basic design principles</li> <li>2. compare and contrast design and layout across different formats</li> <li>3. design visual content for simple collateral</li> <li>4. create layouts and designs through regular tasks for posters, memes, papers, leaflets, etc.</li> </ol>			
<b>Lectures per week (1 Lecture is 60 minutes)</b>		<b>2</b>	
<b>Total number of Hours in a Semester</b>		<b>30</b>	
<b>Credits</b>		<b>2</b>	
<b>Evaluation System</b>	<b>Summative Assessment</b>	–	–
	<b>Cumulative Assessment</b>	--	<b>50 marks</b>



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

UNIT 1 Using Images and Type (1 Credit)	1.1	The importance of fonts, layout, and colour in design	15 hours
	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 (1 Credit)	2.1	Poster and leaflet design	15 hours
	2.2	Designing memes for social media	
	2.3	An exploration of web-based design software (example: Canva)	

### ASSESSMENT

Cumulative Assessment (CA): 50 marks

- CA is a separate head of passing.
- A learner should get a minimum of 20 marks out of 50 to be declared PASS in the course.
- The learner gets 4 marks for class participation.
- CA will comprise a mix of projects, assignments, class tests, and presentations.
- The learner is required to appear for all components of the CA.
- If the learner does not get 20 marks out of 50, the learner will have to appear for the CA ATKT.

### REFERENCES

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## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

<b>Programme:</b> STRATEGIC COMMUNICATION AND JOURNALISM SINGLE CORE DISCIPLINE PROGRAMME		<b>Semester – 2</b>	
<b>Course Title:</b> Media, Culture, and Society: Critical Perspectives		<b>Course Code:</b> MDSC121	
<p><b><u>COURSE OBJECTIVES:</u></b></p> <ol style="list-style-type: none"> <li>1. Cultivate an in-depth comprehension of major theoretical frameworks fostering independent critical thinking within the realm of mass media studies.</li> <li>2. Establish a robust theoretical foundation empowering students to pose insightful inquiries about the pivotal role and evolution of culture in the context of mass communication.</li> <li>3. Explore the diverse ideological parameters shaping and sustaining mass communication practices.</li> <li>4. Develop a nuanced understanding of propaganda's role in crafting and influencing narratives within the sphere of mass media.</li> </ol>			
<p><b><u>COURSE OUTCOMES:</u></b></p> <p>By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1) Demonstrate adeptness in critically analyzing various media forms through the application of nuanced perspectives.</li> <li>2) Apply cultural theories and perspectives to dissect and interpret the multifaceted landscape of mass media.</li> <li>3) Evaluate the profound impact of propaganda on the dynamics of mass communication, illustrating its implications for societal discourse.</li> <li>4) Engage in comprehensive discussions on culture industries, delving into the commodification of culture within the context of mass media production and consumption.</li> </ol>			
<b>Lectures per week (1 Lecture is 60 minutes)</b>		<b>4</b>	
<b>Total number of Hours in a Semester</b>		<b>60</b>	
<b>Credits</b>		<b>4</b>	
<b>Evaluation System</b>	<b>Summative Assessment</b>	<b>2 Hours</b>	<b>50 marks</b>





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	<b>Cumulative Assessment</b>	--	<b>50 marks</b>
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<b>UNIT 1</b> <b>Building the key fundamentals</b> (1 Credit)	1.1	Marxism- hegemony, ideology, alienation, commodity fetishism.	15 hours
	1.2	Michael Foucault- panopticon structure, power and knowledge	
	1.3	Noam Chomsky- basics of propaganda	
	1.4	Cultural Imperialism, Cultural Identity and Cultural Hybridity	
<b>UNIT 2</b> <b>Frankfurt School</b> (1 Credit)	2.1	Introduction to the Frankfurt School	15 hours
	2.2	Adorno and Horkheimer - Culture Industry	
	2.3	Herbert Marcuse- Creation of False Needs	
	2.4	Walter Benjamin- Mass Reproduction	
<b>UNIT 3</b> <b>Gender and Media studies</b>	3.1	Analyzing the gendered ‘gaze’ in visual narratives	15 hours
	3.2	Decoding the gendered language in media	
	3.3	Understanding gender biases in media	
	3.4	Gender Activism	



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

UNIT 4 <b>Media Psychology</b>	4.1	Cognitive Psychology	15 hours
	4.2	Marshall McLuhan- The Medium is the Message	
	4.3	Affective Disposition Theory	
	4.4	Uses and Gratification Theory	

### ASSESSMENT

Cumulative Assessment (CA): 50 marks

- CA is a separate head of passing.
- A learner should get a minimum of 20 marks out of 50 to be declared PASS in the course.
- The learner gets 4 marks for class participation.
- CA will comprise a mix of projects, assignments, class tests, and presentations.
- The learner is required to appear for all components of the CA.
- If the learner does not get 20 marks out of 50, the learner will have to appear for the CA ATKT.

Summative Assessment (SA) 50 marks

- SA is a separate head of passing.
- A learner should get a minimum of 20 marks in SA to be declared PASS in the course.
- All units of the syllabus will be covered in SA.
- An additional SA will be held for those who are absent, owing to valid reasons, for the main/regular SA.
- If the learner does not get 20 marks out of 50, the learner will have to appear for the SA ATKT.



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

### REFERENCES

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21. Chomsky, Noam and Edward S. Herman. *Manufacturing Consent: The Political Economy of Mass Media*. UK: Random House, 1995.
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24. Said, Edward. *Culture and Imperialism*. UK: Random House, 1994.
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## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

<b>Programme:</b> STRATEGIC COMMUNICATION AND JOURNALISM SINGLE CORE DISCIPLINE PROGRAMME	<b>Semester – 2</b>
<b>Course Title:</b> Visual and Sound Studies	<b>Course Code:</b> MDSC122
<b><u>COURSE OBJECTIVES:</u></b> <ol style="list-style-type: none"><li>1. To educate students about the application of audio in film, media, art, communication, advertising, web content, etc.</li><li>2. To educate students about the inner workings of the audio industry and understand the roles and profiles of audio industry professionals.</li><li>3. To educate students on the nature and behavior of sound, and understanding audio in the digital domain.</li><li>4. To enable students to explore and learn hard skills (like audio recording techniques for film and dialogue, mic setups for interviews or podcasts, audio editing, audio mixing, adding background music, etc.) related to their own fields and interests.</li><li>5. Foster students' awareness of the intricate components inherent in visual communication.</li><li>6. Empower students to discover and cultivate their unique visual style.</li><li>7. Instill in students the confidence to project their distinctive visual presence into the global arena</li></ol>	
<b><u>COURSE OUTCOMES:</u></b> <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"><li>● Students will learn technical skills related to sound and audio.</li><li>● Students will understand the behavior of sound in nature and the technical aspects of audio, enabling them to understand and apply audio aesthetics to their projects.</li><li>● Students will have the necessary resources and insight to navigate audio related aspects of a project confidently.</li><li>● Cultivate a profound awareness of technical video terminology among students.</li><li>● Elicit the emergence of individualized and refined visual and aesthetic sensibilities in students.</li><li>● Culminate in the establishment of a distinctive visual identity for each student.</li></ul>	
<b>Lectures per week (1 Lecture is 60 minutes)</b>	<b>4</b>
<b>Total number of Hours in a Semester</b>	<b>60</b>



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<b>Credits</b>	<b>4</b>		
<b>Evaluation System</b>	<b>Summative Assessment</b>	<b>2 Hours</b>	<b>50 marks</b>
	<b>Cumulative Assessment</b>	--	<b>50 marks</b>

<b>UNIT 1</b> <b>Introduction to Sound and the Audio industry</b> (1 Credit)	1.1	Sound: Physics of sound	15 hours
	1.2	What makes up a sound?	
	1.3	Behaviour of sound	
	1.4	Psychoacoustics	
	1.5	Identifying the applications of audio in media	
	1.6	Audio Industry - How it works and what roles exist for audio professionals - Roles of professionals parallel to audio	
	1.7	Critical listening	
	1.8	Visualizing sound and audio	
UNIT 2	2.1	Digital Audio Environment	15 hours



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<b>Digital Audio Technology</b> (1 Credit)	2.2	Analog vs Digital	
	2.3	Digital Audio applications with respect to media	
	2.4	Recording Techniques	
	2.5	Digital Audio Workstations	
	2.6	Audio editing and processing	
	2.7	Audio mixing, mastering	
	2.8	Understanding project deliverables	
<b>UNIT 3</b> <b>Introduction to Film Theory</b>	3.1	Visual Grammar	15 hours
	3.2	Introduction to Film Movements and Styles	
	3.3	Introduction to Screenplay	
	3.4	Pacing and Time	
	3.5	Auteur Theory	
<b>UNIT 4</b> <b>Cinematography and Videography</b>	4.1	Video Essay	15 hours
	4.2	Scene Recreation	
	4.3	Script to Screen	
	4.4	Music Video	



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	4.5	Mockumentary	
	4.6	A Day in the Life of —	
	4.7	Mood of the Week OR Vlog	

### ASSESSMENT

Cumulative Assessment (CA): 50 marks

- CA is a separate head of passing.
- A learner should get a minimum of 20 marks out of 50 to be declared PASS in the course.
- The learner gets 4 marks for class participation.
- CA will comprise a mix of projects, assignments, class tests, and presentations.
- The learner is required to appear for all components of the CA.
- If the learner does not get 20 marks out of 50, the learner will have to appear for the CA ATKT.

Summative Assessment (SA) 50 marks

- SA is a separate head of passing.
- A learner should get a minimum of 20 marks in SA to be declared PASS in the course.
- All units of the syllabus will be covered in SA.
- An additional SA will be held for those who are absent, owing to valid reasons, for the main/regular SA.
- If the learner does not get 20 marks out of 50, the learner will have to appear for the SA ATKT.

### REFERENCES

1. Holman, T. (2010). *Sound for Digital Video*. Focal Press.





## **SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)**

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## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

<b>Programme:</b> STRATEGIC COMMUNICATION AND JOURNALISM SINGLE CORE DISCIPLINE PROGRAMME		<b>Semester – 2</b>	
<b>Course Title:</b> Reading Literature- II		<b>Course Code:</b> MDSC123	
<p><b><u>COURSE OBJECTIVES:</u></b></p> <ol style="list-style-type: none"> <li>1. To cultivate the student’s literary skills and enhance their proficiency in media communication via an introduction to diverse literary texts.</li> <li>2. Fostering an analytical approach towards written works, exploring various genres of literature and dissecting their constituent socio- cultural elements.</li> <li>3. To deepen their understanding of psychological, social, cultural, and ethical dimensions that are portrayed in assigned texts and related materials.</li> <li>4. To enable the ability to identify and understand literary cultural references so as to utilize them effectively within the realm of mass communication.</li> </ol>			
<p><b><u>COURSE OUTCOMES:</u></b></p> <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>● Demonstrate a discerning comprehension of texts, showcasing an awareness of psychological, social, cultural, and ethical dimensions embedded within them.</li> <li>● Enhance their capacity for close reading, allowing for a more intricate understanding of literary texts.</li> <li>● Proficiently identify and analyze various genres, including novels, plays, and poetry.</li> <li>● Engage in critical analysis of texts, responding with unique and individual insights.</li> <li>● Cultivate an appreciation for literary texts and gain insight into the canonization process.</li> <li>● Skillfully incorporate popular literary and cultural references from studied texts into their own creative communication strategies</li> </ul> <p style="padding-left: 20px;">Read texts with an understanding and awareness of psychological, social, cultural and ethical issues presented in them.</p>			
<b>Lectures per week (1 Lecture is 60 minutes)</b>		<b>4</b>	
<b>Total number of Hours in a Semester</b>		<b>60</b>	
<b>Credits</b>		<b>4</b>	
<b>Evaluation System</b>	<b>Summative Assessment</b>	<b>2 Hours</b>	<b>50 marks</b>



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

	<b>Cumulative Assessment</b>	--	<b>50 marks</b>
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<b>UNIT 1 Novel (1 Credit)</b>	1.1	George Orwell's <i>1984</i>  OR  Ray Bradbury's <i>Fahrenheit 451</i>	15 hours
<b>UNIT 2 Play (1 Credit)</b>	2.1	Manjula Padmanabhan's <i>Harvest</i>  OR  Vijay Tendulkar's <i>Silence! The Court is in Session</i>	15 hours
<b>UNIT 3 Poetry</b>	3.1	William Shakespeare "Sonnet 130: My Mistress' eyes are nothing like the sun"	15 hours
	3.2	Emily Dickinson: "Hope is a thing with feathers"	
	3.3	Kamala das: "An Introduction"	
	3.4	Langston Hughes: "I, Too"	
	3.5	Imtiaz Dharker "Living Space"	



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

	3.6	Samuel Taylor Coleridge: “Kubla Khan”	
	3.7	Ezra Pound: “In a Station of the Metro”	
<b>UNIT 4 Non-fiction</b>	4.1	Song(s) by a contemporary artist	15 hours
	4.2	Comic strips [Two artist- one in a newspaper, one from social media]	
	4.3	Important Letters [Two letters]	
	4.4	Diary entry	
	4.5	Blog entry [Two blogs: culinary and travel writing]	

### ASSESSMENT

Cumulative Assessment (CA): 50 marks

- CA is a separate head of passing.
- A learner should get a minimum of 20 marks out of 50 to be declared PASS in the course.
- The learner gets 4 marks for class participation.
- CA will comprise a mix of projects, assignments, class tests, and presentations.
- The learner is required to appear for all components of the CA.
- If the learner does not get 20 marks out of 50, the learner will have to appear for the CA ATKT.

Summative Assessment (SA) 50 marks

- SA is a separate head of passing.
- A learner should get a minimum of 20 marks in SA to be declared PASS in the course.
- All units of the syllabus will be covered in SA.
- An additional SA will be held for those who are absent, owing to valid reasons, for the main/regular SA.
- If the learner does not get 20 marks out of 50, the learner will have to appear for the SA ATKT.



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

### REFERENCES

1. Abrams, M.H. *Glossary of Literary Terms*. India, Macmillan Publishers, 2000.
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13. Walsh, William. *Indian Literature in English*. Longman Literature in English Series, 1990.



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

<b>Programme:</b> STRATEGIC COMMUNICATION AND JOURNALISM SINGLE CORE DISCIPLINE PROGRAMME		<b>Semester – 2</b>	
<b>Course Title:</b> Soft Skills- II		<b>Course Code:</b> MOE201	
<p><b><u>COURSE OBJECTIVES:</u></b></p> <ol style="list-style-type: none"> <li>1. To orient students towards the functional aspects of language.</li> <li>2. To enable students to articulate and communicate their ideas and thoughts effectively.</li> <li>3. To teach students how to analyze the literal and inferred meaning of the texts that they are reading</li> <li>4. To inculcate an ability to skim, scan and arrive at an understanding of the written word.</li> <li>5. To effectively use different types of formal correspondence.</li> <li>6. To be able to write in different registers/styles for different objectives</li> </ol>			
<p><b><u>COURSE OUTCOMES:</u></b></p> <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>● articulate and communicate their thoughts and ideas coherently and persuasively</li> <li>● analyze texts for literal and inferential meaning and structures.</li> <li>● be able to skim, scan and be able to enunciate well while reading different texts</li> <li>● write with focus, clarity, coherence and cohesion</li> <li>● be able to write in different registers/styles for different objectives</li> <li>● write using different types of organizational writing effectively.</li> </ul>			
<b>Lectures per week (1 Lecture is 60 minutes)</b>		<b>2</b>	
<b>Total number of Hours in a Semester</b>		<b>30</b>	
<b>Credits</b>		<b>2</b>	
<b>Evaluation System</b>	<b>Summative Assessment</b>	–	–
	<b>Cumulative Assessment</b>	--	<b>50 marks</b>



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<b>UNIT 1</b>  <b>DEVELOPING EFFECTIVE READING SKILLS</b> (1 Credit)	1.1	Reading Different Texts and Narratives a) Understanding the differences between different types of texts b) Argumentative/ Descriptive / Analytical	15 hours
	1.2	Practicing Reading Techniques a) Skimming, Scanning, Enunciation and Elocution b) Focus on tone, pronunciation and stress c) Body language and way of conduct Understanding the audience	
<b>UNIT 2</b>  <b>DEVELOPING EFFECTIVE WRITING SKILLS</b> (1 Credit)	2.1	Principles of coherence and cohesion in writing a) Punctuation, organization and sentence structure b) Identifying redundant words and replacing them c) Learning to focus on paragraphs d) Developing a flow and continuity in writing	15 hours
	2.2	Formal correspondence a) Email writing b) Circular writing c) Notice writing	
	2.3	Writing for different objectives a) Statement of Purpose b) Job application c) Request for permission/scholarship	
	2.4	Writing in different registers/styles a) Summary	



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

		b) Expansion of ideas i) Short Report	
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### ASSESSMENT

Cumulative Assessment (CA): 50 marks

- CA is a separate head of passing.
- A learner should get a minimum of 20 marks out of 50 to be declared PASS in the course.
- The learner gets 4 marks for class participation.
- CA will comprise a mix of projects, assignments, class tests, and presentations.
- The learner is required to appear for all components of the CA.
- If the learner does not get 20 marks out of 50, the learner will have to appear for the CA ATKT.

### REFERENCES

1. Foster, T. C. (2005). *How to Read Literature Like a Professor: A Lively and Entertaining Guide to Reading Between the Lines*. Random House, 2005
2. Serravallo, J. (2017). *The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers*. Heinemann, 2017
3. Grellet, Françoise. *Developing Reading Skills*. Cambridge University Press, 1981.
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5. Moore, John. *Reading and Thinking in English*. Oxford University Press, 1980.
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8. Harri-Augstein, Sheila, et al. *Reading to Learn*. Methuen, 1982.
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12. Doty, M. *The Art of Description: World into Word*. Graywolf Press. 2019
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14. Adler, M. J., & Van Doren, C. *How to Read a Book: The Classic Guide to Intelligent Reading*. Simon & Schuster, 1972
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## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

<b>Programme:</b> STRATEGIC COMMUNICATION AND JOURNALISM SINGLE CORE DISCIPLINE PROGRAMME	<b>Semester – 2</b>						
<b>Course Title:</b> Postcolonial and Postmodern Paradigms in Media	<b>Course Code:</b> MOE202						
<p><b><u>COURSE OBJECTIVES:</u></b></p> <ol style="list-style-type: none"> <li>1. This paper helps students in developing a foundational understanding of postcolonial theory and the key concepts of postmodernist theory</li> <li>2. To provide students with a nuanced understanding of how these theoretical frameworks shape and challenge media representations</li> <li>3. To teach students how to analyze media texts for colonial narratives and representations</li> <li>4. They will learn to analyze media content through a postmodern lens and recognize the influence of postmodern elements in contemporary media forms.</li> <li>5. To assist them in applying postmodern theories to critically assess and interpret diverse media texts.</li> </ol>							
<p><b><u>COURSE OUTCOMES:</u></b></p> <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>● Grasp the fundamental tenets and influential theorists within postcolonialism and postmodernism.</li> <li>● Examine media content through the nuanced perspectives of postcolonial and postmodern theories.</li> <li>● Recognize the impact of colonial histories on contemporary media representations.</li> <li>● Critically assess postmodern elements in media narratives, aesthetics, and technologies.</li> <li>● Skillfully apply theoretical insights to dissect and interpret a spectrum of media forms.</li> </ul>							
<b>Lectures per week (1 Lecture is 60 minutes)</b>	<b>2</b>						
<b>Total number of Hours in a Semester</b>	<b>30</b>						
<b>Credits</b>	<b>2</b>						
<b>Evaluation System</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><b>Summative Assessment</b></td> <td style="text-align: center; padding: 5px;">–</td> <td style="text-align: center; padding: 5px;">–</td> </tr> <tr> <td style="padding: 5px;"><b>Cumulative Assessment</b></td> <td style="text-align: center; padding: 5px;">--</td> <td style="text-align: center; padding: 5px;"><b>50 marks</b></td> </tr> </table>	<b>Summative Assessment</b>	–	–	<b>Cumulative Assessment</b>	--	<b>50 marks</b>
<b>Summative Assessment</b>	–	–					
<b>Cumulative Assessment</b>	--	<b>50 marks</b>					



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

<b>UNIT 1</b> <b>Post-Colonialism in Media</b> (1 Credit)	1.1	Foundations of Postcolonial Theory <ul style="list-style-type: none"> <li>● Understanding Colonial Histories</li> <li>● Key Theorists: Said, Fanon, Spivak</li> <li>● Analyzing Colonial Narratives in Media</li> </ul>	15 hours
	1.2	Media Representations in Postcolonial Contexts <ul style="list-style-type: none"> <li>● Stereotyping and Othering in Media</li> <li>● Decoding colonialism vis-a-vis language</li> </ul> Analyzing media coverage of modern colonization	
<b>UNIT 2</b> <b>Postmodernism in Media</b> (1 Credit)	2.1	Understanding Postmodernism <ul style="list-style-type: none"> <li>● Overview of Postmodernist Theory</li> <li>● Characteristics of Postmodern Media</li> <li>● Deconstruction and Reinterpretation in Postmodern Narratives</li> </ul>	15 hours
	2.2	Media Consumption in a Postmodern World <ul style="list-style-type: none"> <li>● Hyperreality and Simulation</li> <li>● Parody and Pastiche in Media</li> </ul> Media Convergence and Interactivity	

### ASSESSMENT

Cumulative Assessment (CA): 50 marks

- CA is a separate head of passing.
- A learner should get a minimum of 20 marks out of 50 to be declared PASS in the course.
- The learner gets 4 marks for class participation.
- CA will comprise a mix of projects, assignments, class tests, and presentations.
- The learner is required to appear for all components of the CA.
- If the learner does not get 20 marks out of 50, the learner will have to appear for the CA ATKT.



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

### REFERENCES

1. Bassnett, Susan, and Harish Trivedi, eds. *Postcolonial Translation: Theory and Practice*. Routledge, 2012.
2. Guha, Ramachandra, ed. *Makers of Modern India*. Harvard University Press, 2011.
3. Guha, Ranajit, ed. *Subaltern Studies VI: Writings on South Asian History*. Oxford University Press, 1989.
4. Rushdie, Salman. *Imaginary Homelands: Essays and Criticism 1981-1991*. Random House, 2012.
5. Schwarz, Henry, and Sangeeta Ray, eds. *A Companion to Postcolonial Studies*. John Wiley & Sons, 2008
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9. Docherty, Thomas, editor. *Postmodernism: A Reader*. Columbia UP, 1993.
10. Harrison, Sylvia. *Pop Art and the Origins of Post-Modernism*. Cambridge UP, 2009.
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## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

<b>Programme:</b> STRATEGIC COMMUNICATION AND JOURNALISM SINGLE CORE DISCIPLINE PROGRAMME		<b>Semester – 2</b>	
<b>Course Title:</b> Media Literacy		<b>Course Code:</b> MSEC201	
<p><b><u>COURSE OBJECTIVES:</u></b></p> <ol style="list-style-type: none"> <li>1. Introduces students to the contemporary forms of mediated types of communication.</li> <li>2. To understand how different types of media play a different role as per their purposes/objectives</li> <li>3. To see how the media evolves with the evolution of society, consumerism and technology.</li> </ol>			
<p><b><u>COURSE OUTCOMES:</u></b></p> <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>● Analyze key ideas in contemporary forms of media</li> <li>● Understand the ideas that explain contemporary media's role in and interaction with society</li> <li>● Articulate and use key terms in social media and audio- visual media today.</li> </ul>			
<b>Lectures per week (1 Lecture is 60 minutes)</b>		<b>2</b>	
<b>Total number of Hours in a Semester</b>		<b>30</b>	
<b>Credits</b>		<b>2</b>	
<b>Evaluation System</b>	<b>Summative Assessment</b>	–	–
	<b>Cumulative Assessment</b>	--	<b>50 marks</b>

<b>UNIT 1 Contemporary Developments in Social Media</b>	1.1	News and the Internet a. Citizen Journalism (instagram/tiktok) b. Cyber Crime	15 hours
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## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

(1 Credit)		c. Generation and distribution of information, and news	
	1.2	Advertising and the Internet a. Content as advertisements b. Tech-first advertising	
<b>UNIT 2</b> <b>Relevance of Audio-Visual Media Today</b> (1 Credit)	2.1	Role of audio media today a. Streaming b. Podcasts c. Radio and its relevance	15 hours
	2.2	Role of visual media today a. Advertising in broadcast media	
	2.3	Role of documentaries in contemporary society	
	2.4	The role of short form video content and its impact a. Youtube videos b. Reels Influencer content	

### ASSESSMENT

Cumulative Assessment (CA): 50 marks

- CA is a separate head of passing.
- A learner should get a minimum of 20 marks out of 50 to be declared PASS in the course.
- The learner gets 4 marks for class participation.
- CA will comprise a mix of projects, assignments, class tests, and presentations.
- The learner is required to appear for all components of the CA.
- If the learner does not get 20 marks out of 50, the learner will have to appear for the CA ATKT.



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

### REFERENCES

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## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

<b>Programme:</b> STRATEGIC COMMUNICATION AND JOURNALISM SINGLE CORE DISCIPLINE PROGRAMME		<b>Semester – 2</b>	
<b>Course Title: Fundamentals of Strategic Communication</b>		<b>Course Code: MAEC201</b>	
<p><b><u>COURSE OBJECTIVES:</u></b></p> <ol style="list-style-type: none"> <li>1. To equip learners with a foundation in writing skills necessary for effectively functioning in a media-centric profession</li> <li>2. Develop creative thinking skills to generate innovative ideas for media content.</li> <li>3. Apply brainstorming techniques and concept mapping for effective ideation.</li> <li>4. Develop effective verbal and non-verbal communication skills to be equipped to industry standards to pitch, present and sell their ideas while working in collaboration with Creative Directors, Associate Creative Directors, Clients, and more.</li> </ol>			
<p><b><u>COURSE OUTCOMES:</u></b></p> <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>● The learner will have developed a foundational craft of effective ideation and communication for various media platforms, digital and mainline.</li> <li>● The learner will be able to demonstrate and articulate ideas, tailor communication styles and content for specific media platforms and target audiences.</li> <li>● They will understand the nuances of digital media and social media communication</li> </ul>			
<b>Lectures per week (1 Lecture is 60 minutes)</b>		<b>2</b>	
<b>Total number of Hours in a Semester</b>		<b>30</b>	
<b>Credits</b>		<b>2</b>	
<b>Evaluation System</b>	<b>Summative Assessment</b>	–	–
	<b>Cumulative Assessment</b>	--	<b>50 marks</b>



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

<b>UNIT 1</b> <b>Techniques for effective ideation and communication</b>  (1 Credit)	1.1	<b>Ideation &amp; Lateral Thinking</b> a. Utilizing multiple perspectives in creative ideation for a focused media message	15 hours
	1.2	<b>Articulation of a Core Message</b> a. Articulation of concept, conveying the message with clarity, and selling the idea - pitching to a creative audience, or a client b. Articulation of concept, idea, and objective - pitching to media houses, magazines and print	
	1.3	<b>How to Pitch an Idea</b> a. Creating a pitch presentation Selling your idea differently to multiple audiences	
<b>UNIT 2</b> <b>Crafting communication for media collaterals (writing)</b> (1 Credit)	2.1	<b>Discursive writing</b> a. Review writing Or b. Blog writing	15 hours
	2.2	<b>Content generation</b> a. How to create a content calendar - short form b. How to write a script for audio/visual media i. Product video Or	





## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

		ii. Radio script	
	2.3	Crafting persuasive copy for media collaterals a. Creating an EDM Or b. Creating a brochure	
	2.4	Editing media collaterals Proofreading - copy checks, punctuation, hygiene checks.	

### ASSESSMENT

Cumulative Assessment (CA): 50 marks

- CA is a separate head of passing.
- A learner should get a minimum of 20 marks out of 50 to be declared PASS in the course.
- The learner gets 4 marks for class participation.
- CA will comprise a mix of projects, assignments, class tests, and presentations.
- The learner is required to appear for all components of the CA.
- If the learner does not get 20 marks out of 50, the learner will have to appear for the CA ATKT

### REFERENCES

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## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

<b>Programme:</b> STRATEGIC COMMUNICATION AND JOURNALISM SINGLE CORE DISCIPLINE PROGRAMME		<b>Semester – 2</b>	
<b>Course Title:</b> Fundamentals of Web Design		<b>Course Code:</b> MVSC201	
<p><b><u>COURSE OBJECTIVES:</u></b></p> <ol style="list-style-type: none"> <li>1. Understand the basic elements of web design – layout, colour, typography and imagery.</li> <li>2. Understand the principles of UI (User Interface) and UX (User Experience)</li> <li>3. Learn the process of wireframing websites</li> <li>4. Learn to design web pages using modern design tooling</li> </ol>			
<p><b><u>COURSE OUTCOMES:</u></b></p> <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>● Break down the anatomy of a website and explain its elements</li> <li>● Differentiate between good and bad website design, and have clear reasoning for the same.</li> <li>● Create simple website designs that adhere to best web design practices.</li> </ul>			
<b>Lectures per week (1 Lecture is 60 minutes)</b>		<b>2</b>	
<b>Total number of Hours in a Semester</b>		<b>30</b>	
<b>Credits</b>		<b>2</b>	
<b>Evaluation System</b>	<b>Summative Assessment</b>	–	–
	<b>Cumulative Assessment</b>	--	<b>50 marks</b>



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

<b>UNIT 1</b> <b>Aesthetics and Functionality</b> (1 Credit)	1.1	Comparing Web Design with Page Design to understand similarities and differences	15 hours
	1.2	Understand the basic elements – Layout, Colour, Typography and Imagery in the context of web	
	1.3	Understand the principles of good UI & UX	
	1.4	Understand responsiveness and mobile-first website design	
	1.5	Learn about the web pages that are most often seen on websites	
<b>UNIT 2</b> <b>Website Norms and Design Tools</b> (1 Credit)	2.1	Identify websites “norms” - Company, Portfolio, eCommerce, and more	15 hours
	2.2	Learn to wireframe web pages	
	2.3	Learn about contemporary website design trends	
	2.4	Learn to use tools like Canva / Figma to design your own website	

### ASSESSMENT

Cumulative Assessment (CA): 50 marks

- CA is a separate head of passing.
- A learner should get a minimum of 20 marks out of 50 to be declared PASS in the course.
- The learner gets 4 marks for class participation.
- CA will comprise a mix of projects, assignments, class tests, and presentations.



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

- The learner is required to appear for all components of the CA.
- If the learner does not get 20 marks out of 50, the learner will have to appear for the CA ATKT.

### REFERENCES

1. Shroff, R. H. (2014). *Web Design: A Complete Introduction*. John Wiley & Sons.
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