



SOPHIA COLLEGE FOR WOMEN

EMPOWERED AUTONOMOUS

Affiliated to the University of Mumbai

Level: 4.5

Programme: Single Core Discipline Specific Programme

Bachelor of Arts in Strategic Communication and Journalism

FY Credits: 22

Semester 1

Syllabus for the Academic Year 2024-2025 based on National Education Policy 2020 with effect
from the year 2024-2025

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

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

PSO 1	Examine mass media as an all-encompassing ideological and communication experience globally
PSO 2	Discuss and investigate the political, economic, social, cultural and environmental implications of consuming media messages

PSO 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
PSO 4	Evaluate, through contemporary theory and practical application, their role as future creators of media messages in a constantly evolving and demanding industry
PSO 5	Prioritize the need for the ethical application of the ideas taught in the programme to become responsible consumers and producers of media content.

SEMESTER I

Year- I				
	Course Type	Course Title	Course Credit	Course Code
Semester- I	DSC	Introduction to Mass Media	4	MDSC111
	DSC	Introduction to Photography	4	MDSC112
	DSC	Reading Literature- I	4	MDSC113
	OE	Media and Psychology	2	MOE101
	OE	Postcolonial and Postmodern Paradigms in Media	2	MOE102
	AEC	Soft Skills- I	2	MAEC101
	IKS	History of Mass Communications in India	2	MIKS101
	VSC	Page Design	2	MVSC101
		Total Credits:	22	

COURSE STRUCTURE

LEVEL	
YEAR	FIRST
SEMESTER	1
TYPE OF COURSE	Discipline Specific Course
COURSE CODE	MDSC111
COURSE TITLE	Introduction to Mass Media
COURSE CREDITS	4
TOTAL NUMBER OF LECTURES	60
YEAR OF INTRODUCTION	2023-2024
ASSESSMENT PATTERN	50:50

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, students 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 lectures)

- 1.1 What is mass communication?
- 1.2 What is culture?
- 1.3 Mass communication and culture
- 1.4 Media Literacy

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

- 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 lectures)**

3.1 Media and representation

3.2 Media and consumerism

3.3 Media and public opinion

3.4 Media freedom and responsibility

Unit 4. Media ethics

(15 lectures)

4.1 Truth and honesty

4.2 Privacy

4.3 Confidentiality

4.4 Conflict of interest

4.5 Profit and social responsibility

ASSESSMENT

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*. 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.

COURSE STRUCTURE

LEVEL	
YEAR	FIRST
SEMESTER	1
TYPE OF COURSE	Discipline Specific Course
COURSE CODE	MDSC112
COURSE TITLE	Introduction to Photography
COURSE CREDITS	4
TOTAL NUMBER OF LECTURES	60
YEAR OF INTRODUCTION	2023-2024
ASSESSMENT PATTERN	50:50

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
4. To recognise, understand and appreciate photography

Course Outcomes:

By the end of the course, students 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 lectures)

- 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
- 1.3 Photography in India: Colonial Photography, Post-mutiny & adoption by Indian Practitioners, Press photography and photojournalism in the 20th Century,
- 1.4 Contemporary Indian & South Asian photography

Unit 2. Basic Principles

(15 lectures)

- 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

Unit 3. Trends and Ethics in Photography

(15 lectures)

- 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

Unit 4. The Basics of Learning to 'See'

(15 lectures)

- 1.1 Why do we photograph? Understanding the basic need to tell stories
- 1.2 Understand the visual as a medium of communication
- 1.3 Appreciating light, composition and learning how to 'see'
- 1.4 The basics of telling stories with photos through composition and narrative

ASSESSMENT

III. 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.

IV. 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. 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.

COURSE STRUCTURE

LEVEL	
YEAR	FIRST
SEMESTER	1
TYPE OF COURSE	Discipline Specific Course
COURSE CODE	MDSC113
COURSE TITLE	Reading Literature – I
COURSE CREDITS	4
TOTAL NUMBER OF LECTURES	60
YEAR OF INTRODUCTION	2023-2024

ASSESSMENT PATTERN	50:50
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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, students 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 lectures)

- 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 Chughtai, Ismat. "Chauthi ka Jaura" (The Wedding Suit)
- 1.5 Greene, Graham. "The End of the Party"
- 1.6 Manto, Sadat Hasan. "Gurmukh Singh ki Wasiyat" (The Assignment)

Unit 2. Poetry (15 lectures)

- 2.1 Shelley, Percy. "Mutability"

- 2.2 Frost, Robert. "Acquainted with the Night"
- 2.3 Hopkins, Gerard Manley. "Spring and Fall"
- 2.4 Owen, Wilfred. "Dulce et decorum est"
- 2.5 Angelou, Maya. "I know why the caged bird sings"
- 2.6 Chitre, Dilip. "Father Returning Home"
- 2.7 Kandasamy, Meena. "Mascara"
- 2.8 Dhasal, Namdeo. "Kamathipura"
- 2.9 Pawar, Daya. "Blood Wave"

Unit 3. Prose

(15 lectures)

- 3.1 Lincoln, Abraham. "The Gettysburg Address"
- 3.2 Nehru, Jawaharlal. "The Light has Gone Out of Our Lives" (On the Death of Gandhi)
- 3.3 Faulkner, William. Nobel Acceptance Speech
- 3.4 Roy, Arundati. "Approaching Gridlock"
- 3.5 Lorde, Audre. "The Master's Tools Will Never Dismantle the Master's House"

**Unit 4. Novella
lectures)**

(15

Achebe, Chinua. *Things Fall Apart*

OR

Winterson, Jeanette. *Sexing the Cherry*

ASSESSMENT

Cumulative Assessment (CA): 50 marks

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Summative Assessment (SA) 50 marks

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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.

COURSE STRUCTURE

LEVEL	
YEAR	FIRST
SEMESTER	1
TYPE OF COURSE	OPEN ELECTIVE
COURSE CODE	MOE101
COURSE TITLE	Media and Psychology
COURSE CREDITS	2
TOTAL NUMBER OF LECTURES	30
YEAR OF INTRODUCTION	2023-2024
ASSESSMENT PATTERN	50

SYLLABUS FOR Media and Psychology

Course Objectives:

1. To explore how various forms of media impact human behaviour, emotions, and cognition.
2. To introduce and analyze key psychological theories relevant to media consumption and its effects.
3. To encourage critical thinking about the role of media in society and individual lives, including ethical considerations.
4. To apply psychological concepts to real-world media scenarios, including advertising, social media, and mass communication.

Course Outcomes:

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

1. Utilize psychological theories to interpret and critique media content and its societal implications.
2. Critically evaluate media messages, including advertising, news, and social media, considering their potential influence on attitudes and behaviours.
3. Reflect on personal media consumption habits, considering how they align with the psychological principles and theories discussed in the course.

COURSE CONTENT

Unit 1. Media Psychology - Definition, Theoretical Frameworks and Effects of Media (15 lectures)

- 1.1 Media psychology- Definition, scope & objectives.
- 1.2 McLuhan and Postmodernism, Cultivation Theory, Psychoanalytic Theory and Uses and Gratification.
- 1.3 Effects of Media Violence, Fantasy, and Pro-social Media

1.4 Cognitive and Behavioural Effects of Advertising

Unit 2. Developmental and Social Psychology - Issues and Social Influences

(15 lectures)

2.1 Young Children and Media

2.2 Media Influences on Adolescence

2.3 Cognitive dissonance, Persuasion, 6 tools of influence, stereotypes and Prejudices

2.4 Representations and its Impact on Social Groups - Gender, Minorities, Disabilities and Mental Health

2.5 Impact of Gaming and Animation

ASSESSMENT

Cumulative Assessment (CA): 50 marks

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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.

REFERENCES:

1. Giles, D. (2003b). *Media Psychology*. Routledge.
2. Feldman, R. S. (1999). *Understanding Psychology*.
3. Dill, K. E., & Dill-Shackleford, K. (2013). *The Oxford Handbook of Media Psychology*. Oxford University Press, USA.



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COURSE STRUCTURE

LEVEL	
YEAR	FIRST
SEMESTER	1
TYPE OF COURSE	OPEN ELECTIVE
COURSE CODE	MOE102
COURSE TITLE	Postcolonial and Postmodern Paradigms in Media
COURSE CREDITS	2
TOTAL NUMBER OF LECTURES	30
YEAR OF INTRODUCTION	2023-2024
ASSESSMENT PATTERN	50



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SYLLABUS FOR Postcolonial and Postmodern Paradigms in Media

Course Objectives:

- This paper helps students in developing a foundational understanding of postcolonial theory and the key concepts of postmodernist theory
- To provide students with a nuanced understanding of how these theoretical frameworks shape and challenge media representations
- To teach students how to analyze media texts for colonial narratives and representations
- They will learn to analyze media content through a postmodern lens and recognize the influence of postmodern elements in contemporary media forms.
- To assist them in applying postmodern theories to critically assess and interpret diverse media texts.

Course Outcomes:

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

1. Grasp the fundamental tenets and influential theorists within postcolonialism and postmodernism.
2. Examine media content through the nuanced perspectives of postcolonial and postmodern theories.
3. Recognize the impact of colonial histories on contemporary media representations.
4. Critically assess postmodern elements in media narratives, aesthetics, and technologies.
5. Skillfully apply theoretical insights to dissect and interpret a spectrum of media forms.



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COURSE CONTENT

Unit 1. Post-Colonialism in Media

(15 lectures)

1.1 Foundations of Postcolonial Theory

- Understanding Colonial Histories
- Key Theorists: Said, Fanon, Spivak
- Analyzing Colonial Narratives in Media

1.2: Media Representations in Postcolonial Contexts

- Stereotyping and Othering in Media
- Decoding colonialism vis-a-vis language
- Analyzing media coverage of modern colonization

Unit 2. Postmodernism in Media

(15 lectures)

2.1: Understanding Postmodernism

- Overview of Postmodernist Theory
- Characteristics of Postmodern Media
- Deconstruction and Reinterpretation in Postmodern Narratives

2.2: Media Consumption in a Postmodern World

- Hyperreality and Simulation
- Parody and Pastiche in Media
- Media Convergence and Interactivity



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ASSESSMENT

Cumulative Assessment (CA): 50 marks

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- The learner gets 4 marks for class participation.
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- The learner is required to appear for all components of the CA.
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ATKT.

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
6. Viswanathan, Gauri. *Masks of Conquest: Literary Study and British Rule in India*. Columbia University Press, 2014.
7. Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso, 1983.



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8. Baldick, Chris. *The Oxford Dictionary of Literary Terms*. Oxford University Press, 2001.
9. Docherty, Thomas, editor. *Postmodernism: A Reader*. Columbia UP, 1993.
10. Harrison, Sylvia. *Pop Art and the Origins of Post-Modernism*. Cambridge UP, 2009.
11. Hutcheon, Linda. *A Poetics of Postmodernism: History, Theory, Fiction*. Routledge, 2004.
12. Jameson, Fredric. *Postmodernism or, The Cultural Logic of Late Capitalism*. Duke UP, 1991
13. Dines, G., & Humez, J. M. *Gender, Race, and Class in Media: A Critical Reader*. SAGE Publications, 2011
14. Kimmel, M. S., & Aronson, A. (Eds.). *The Gendered Society Reader*. Oxford University Press. 2016.
15. Berger, J. *Ways of Seeing*. Penguin Books, 1972.
16. Rose, G. *Visual Methodologies: An Introduction to Researching with Visual Materials*. SAGE Publications, 2016.
17. Holmes, J., & Meyerhoff, M. (Eds.) *The Handbook of Language and Gender*. Wiley-Blackwell, 2013
18. Fanon, Frantz. *The Wretched of the Earth*. Grove Press, 2004.
19. Bhabha, Homi K. *The Location of Culture*. Routledge, 2004
20. Baudrillard, Jean. *Simulacra and Simulation*. University of Michigan Press, 1994.
21. Jameson, Fredric. *Postmodernism, or, The Cultural Logic of Late Capitalism*. Duke University Press, 1991.
22. Spivak, Gayatri Chakravorty. "Can the Subaltern Speak?" *Marxism and the Interpretation of Culture*, edited by Cary Nelson and Lawrence Grossberg, University of Illinois Press, 1988, pp. 271-313



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COURSE STRUCTURE

LEVEL	
YEAR	FIRST
SEMESTER	1
TYPE OF COURSE	MAEC101
COURSE CODE	ABILITY ENHANCEMENT COURSE
COURSE TITLE	Soft Skills- I
COURSE CREDITS	2
TOTAL NUMBER OF LECTURES	30
YEAR OF INTRODUCTION	2023-2024
ASSESSMENT PATTERN	50



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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, students 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 lectures)

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



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- 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 lectures)

2.1 Pronunciation and enunciation in speech

- a. Speaking with fluency
- b. Speaking with correct pronunciation and stress
- c. Speaking for various purposes
 - Information and education
 - Persuasion
 - Negotiation
 - Arguing a point
 - Motivation and support
- d. Speaking to different audiences
 - Understanding the audience
 - Identifying communication barriers
 - Asking relevant questions, inviting comments and remarks, dealing with disagreement
 - Adjusting style and tone
 - Speaking in different situations: Introduction and vote of thanks, speeches, interviews, workplace communication



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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. 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,



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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.



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COURSE STRUCTURE

LEVEL	
YEAR	FIRST
SEMESTER	1
TYPE OF COURSE	INDIAN KNOWLEDGE SYSTEM
COURSE CODE	MIKS101
COURSE TITLE	History of Mass Communications in India
COURSE CREDITS	2
TOTAL NUMBER OF LECTURES	30
YEAR OF INTRODUCTION	2023-2024
ASSESSMENT PATTERN	50



SOPHIA COLLEGE (AUTONOMOUS)

SYLLABUS FOR History of Mass Communications in India

Course Objectives:

1. To understand the historical evolution of mass media and print media in India
2. Analyze the role of cinema, radio, and television as significant mediums of mass communication in India, exploring their historical progression, societal influence, and contributions to political discourse
3. Evaluate the socio-political factors that have shaped the growth and transformation of broadcasting in India, from the introduction of radio broadcasting and the establishment of All India Radio (AIR) to the subsequent development and privatization of television broadcasting

Course Outcomes:

By the end of the course:

1. Students will be able to trace the historical trajectory of mass media and print media in India
2. Upon completion of the course, learners will demonstrate an understanding of the societal impact of cinema, radio, and television in India, highlighting their role in reflecting and shaping cultural norms, political ideologies, and national identity.
3. Students will be equipped to critically analyze the evolution of broadcasting technologies in India, including the transition from state-controlled to privatized media platforms, and assess the implications of these changes on media accessibility and content diversity.

COURSE CONTENT

Unit 1. Mass Media and Print Media in India

(15 lectures)

1. Introduction to Mass Communications in India



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2. Early Forms of Communication in India
 - Oral traditions and storytelling
 - Development of printing press and early newspapers
3. Colonial Press and its Impact
 - Role of British colonialism in shaping Indian media
 - Growth of newspapers during colonial rule
 - Press Acts and censorship
4. Emergence of Indigenous Media
 - Rise of Indian-owned newspapers and publications
 - Role of Indian press in nationalist movements
 - Influence of socio-political factors on media development

Unit 2. Cinema, Radio and TV in India

(15 lectures)

- 1) Broadcasting in Pre-Independence India
 - Introduction of radio broadcasting
 - Impact of All India Radio (AIR)
 - Role of radio in nationalist discourse
- 2) Cinema as a Medium of Mass Communication
 - Evolution of Indian cinema
 - Influence of cinema on society and politics
 - Early filmmakers and their contributions
- 3) Development of Television Broadcasting
 - Introduction of television in India
 - Growth and impact of Doordarshan
 - Privatization and the emergence of satellite television



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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.

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5. Rajadhyaksha, Ashish. *Indian Cinema: A Very Short Introduction*. Oxford: Oxford University Press, 2002.
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COURSE STRUCTURE

LEVEL	
YEAR	FIRST
SEMESTER	1
TYPE OF COURSE	VOCATIONAL SKILL COURSE
COURSE CODE	MVSC101
COURSE TITLE	Page Design
COURSE CREDITS	2
TOTAL NUMBER OF LECTURES	30
YEAR OF INTRODUCTION	2023-2024
ASSESSMENT PATTERN	50



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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, students 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. Basics of Design

(15 lectures)

- 1.1 Understanding Design
- 1.2 The importance of fonts, layout, and colour in design
- 1.3 Designing for different formats
- 1.4 An exploration of web-based design software (example: Canva)

Unit 2. Practicing Design

(15 lectures)

- 2.1 Poster, brochure and leaflet design



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2.2 Making social media graphics and infographics

2.3 Designing basic presentations

2.4 Designing memes for social media



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ASSESSMENT

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