



SOPHIA COLLEGE, (AUTONOMOUS)

Affiliated to
UNIVERSITY OF MUMBAI

Programme: Strategic Communication and Journalism
Programme Code: SBMMED

S.Y.B.A. (SCJ)

For the Academic Year 2024-2025 based on the National
Education Policy 2020

DEPARTMENT OF MASS COMMUNICATION

OVERVIEW OF THE MASS COMMUNICATION PROGRAMME

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

PROGRAMME SPECIFIC OBJECTIVES

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

PROGRAMME SPECIFIC OUTCOMES

At the end of the programme, the learner will

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

SEMESTER – III SYLLABI | COURSE TITLES

NO.	COURSE TYPE	COURSE TITLE	COURSE CODE	CREDIT
1	DSC 7	Basics of Strategic Communication		4
2	DSC 8	Basics of Journalism		4
3	DSC 9	Political and Social Thought		4
4	OE 5	Digital Media and Society		2
5	AEC 5	Cinematic Appreciation		2
6	VSC 3	Designing Digital Profiles		2
7	CC 1	Writing for Multimedia		2
8	FP 1	Research Project		2
TOTAL CREDITS				22

COURSE STRUCTURE

YEAR	SECOND
SEMESTER	3
TYPE OF COURSE	Discipline Specific Course
COURSE CODE	
COURSE TITLE	Basics of Strategic Communication
COURSE CREDITS	4
TOTAL NUMBER OF LECTURES	60
YEAR OF INTRODUCTION	2024-25
ASSESSMENT PATTERN	Summative Assessment- 50 marks Cumulative Assessment- 50 marks

SEMESTER III | BASICS OF STRATEGIC COMMUNICATION

Course Objectives:

1. To explore the components and facets of Strategic Communication and their role in Marketing
2. To understand Integrated Marketing Communications as a broad discipline
3. To provide students with a comprehensive understanding of marketing principles, including the marketing mix and integrated marketing communication.
4. To equip students with strategic planning skills, focusing on aligning communication objectives with business goals and consumer insights
5. To lay the foundation to study Strategic Communication as a specialization in the third year of the programme

Course Outcomes:

1. Learners will demonstrate proficiency in understanding marketing fundamentals, including the elements of the marketing mix and consumer behavior factors influencing purchase decisions.
2. Learners will be able to develop strategic communication plans, integrating business objectives with communication strategies and consumer insights.
3. Learners will gain practical knowledge of advertising principles, including types of advertising, creative strategy development, and media planning across different platforms.
4. Learners will develop a deep understanding of branding concepts, including brand identity, brand positioning, and the strategic importance of branding in marketing efforts

COURSE CONTENT

Unit 1. Marketing

(15 hours)

- 1.1 Definition, Characteristics, Key Concepts
- 1.2 Introduction to the Marketing Mix: Product, Price, Place, Promotion
- 1.3 Introduction to Integrated Marketing Communication
- 1.4 IMC: The Promotional Mix
- 1.5 Understanding the Consumer:
 - Factors Influencing Consumer Purchase Behaviour
 - Target Group Segmentation – Demographic, Psychographic, Behavior, Geographic

Unit 2. Strategic Planning & Strategic Communication

(15 hours)

2.1 Definition, Key Concepts

2.2 Key Strategic Decisions: Communication Objectives, Brand Identity Strategy, Brand Positioning

2.3 Marrying Business Objectives with Communication and Consumer Insights

Unit 3. Advertising

(15 hours)

3.1 Definition, Characteristics, Key Concepts

3.2 Types of Advertising

3.3 Advertising Agencies and Their Functioning

3.4 Creative Strategy in Advertising: Planning, Development, Implementation, Evaluation

3.5 Advertising across Platforms: Print, Outdoor, Broadcast, Digital

3.6 Basics of Media Planning & Buying

Unit 4. Branding

(15 hours)

4.1 Definition, Characteristics, Key Concepts

4.2 Introduction to Brand Identity

4.3 Understanding Brand Positioning

ASSESSMENT

Cumulative Assessment (CA): 50 marks

- A learner should get a minimum of 20 marks out of 50 to be declared PASS in the course.
- 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 ATKT.

Summative Assessment (SA): 50 marks

- 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. Kotler, Philip, et al. *Principles of Marketing: A South Asian Perspective*. 13th ed., Pearson Education India, 2010.
2. Kotler, Philip, et al. *Marketing Management: A South Asian Perspective*. Dorling Kindersley (India), 2013.
3. Belch, George E., et al. *Advertising and Promotion: An Integrated Marketing Communications Perspective*. 9th ed., McGraw-Hill Education India, 2013.
4. Moriarty, Sandra, et al. *Advertising & IMC: Principles & Practice*. 11th ed., Pearson: New York, 2019.
5. Bernays, Edward L. *Public Relations*. Snowball Publishing, 2016.
6. Chakravarti, Mohan. *Consumer Behavior in Indian Perspective*. McGraw Hill Education, 2014.
7. Meenakshi N., et al. *Services Marketing: Text and Cases*. Pearson Education India, 2013.
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9. Desai, R. *Marketing Financial Services: A Customer-Centric Approach*. Pearson Education India, 2012.
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YEAR	SECOND
SEMESTER	3
TYPE OF COURSE	Discipline Specific Course
COURSE CODE	
COURSE TITLE	Basic of Journalism
COURSE CREDITS	4
TOTAL NUMBER OF LECTURES	60
YEAR OF INTRODUCTION	2024-25
ASSESSMENT PATTERN	Summative Assessment 50 marks Cumulative Assessment 50 marks

SEMESTER III | BASICS OF JOURNALISM SYLLABUS

Course Objectives:

- To understand the fundamental concepts and principles of journalism.
- To familiarize students with the various elements of news publishing, such as newspaper structures, layouts, etc
- To develop student's skills in generating story ideas, understanding news pegs, pitching stories, and crafting story briefs.
- To equip the students with the necessary skills to write effective news stories.
- To enhance student's abilities in incorporating visuals into news stories, including choosing appropriate visuals, understanding data visualization, and utilizing lead visuals effectively.

Course Outcomes:

- Learners will be able to analyze and identify the core elements of journalism.
- Learners will demonstrate competence in deconstructing the components of newspapers, understanding layouts both in print and online formats, analyzing page 1 structures, and distinguishing between soft and hard news.
- Learners will be proficient in generating story ideas, recognizing news pegs, pitching stories effectively, crafting concise story briefs, and participating in brainstorming sessions typical of newsroom environments.
- Learners will exhibit proficiency in writing news stories, including composing engaging leads.
- Learners will showcase skills in integrating visuals into news stories, including selecting appropriate visuals to enhance storytelling, understanding principles of data visualization, and utilizing lead visuals to complement written content effectively.

Unit 1. What is Journalism (15 hours)

1.1 Elements of Journalism (News, Reporting, Language, Narrative)

1.2 Purposes of Journalism (Recording, Commenting, Judging, Speaking Truth to Power)

1.3 Objectivity in journalism (finding balance, interpretive method, editorializing)

Unit 2. Elements of news publishing

(15 hours)

- 2.1 Deconstructing the news cycle across media (social media, digital, audio-video and newspapers)
- 2.2 Understanding differences and similarities in different media platforms
- 2.3 Understanding news hierarchy in media (page 1 in newspapers, headlines on tv)
- 2.4 Understanding different approaches to news events (hard news, soft features, hooks)

Unit 3. The Story Idea

(15 hours)

- 3.1 Difference between Idea and a Story Idea
- 3.2 Understanding the News Peg
- 3.3 Pitching the story
- 3.4 Writing the story brief
- 3.5 Brainstorming and ideas meeting in newsrooms

Unit 4. The news story

(15 hours)

- 4.1 The lede
- 4.2 The 5Ws and H
- 4.3 Finding an angle
- 4.4 Checking Facts
- 4.5 News story vs features: lede, nut graf and structure
- 4.6 Necessary skills - observation, attention to detail, curiosity, note-taking, conversation
- 4.7 Visuals - choosing visuals, data visualisation, lead visuals

ASSESSMENT

Cumulative Assessment (CA): 50 marks

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Summative Assessment (SA): 50 marks

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REFERENCES

1. Adam, G. Stuart. *Notes Towards a Definition of Journalism*. Poynter Institute for Media Studies, 1993.
2. Adam, G. Stuart; Clark, Roy Peter. *Journalism: The Democratic Craft*. Oxford University Press, 2006.
3. Batabyal, Somnath. *Making News in India: Star News and Star Ananda*. First Edition. Routledge, 2012.
4. Carlson, Matt. *On the condition of anonymity: unnamed sources and the battle for journalism*. Urbana: University of Illinois Press, 2011.
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9. Hemmingway, Emma. *Into the Newsroom: Exploring the Digital Production of Regional Television News*. First Edition. Routledge, 2008.
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Citation Example: (Krishnan 2013)

15. Bandyopadhyay, Biswajit. *Reporting in India: Newswriting and Ethics*. Oxford University Press, 2008.*In-Text Citation Example:* (Bandyopadhyay 2008)
16. Sengupta, Ratnottama. *Behind the Times: The Bureaucratic Mind in Times of Change*. HarperCollins India, 2016.*In-Text Citation Example:* (Sengupta 2016)

YEAR	SECOND
SEMESTER	3
TYPE OF COURSE	Discipline Specific Course
COURSE CODE	
COURSE TITLE	Political and Social Thought
COURSE CREDITS	4
TOTAL NUMBER OF LECTURES	60
YEAR OF INTRODUCTION	2024-25
ASSESSMENT PATTERN	Summative Assessment 50 marks Cumulative Assessment 50 marks

SEMESTER III | POLITICAL AND SOCIAL THOUGHT SYLLABUS

Course Objectives:

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

Course Outcomes:

At the end of the semester, the students will:

1. Learners will outline the key concepts in political and social thought
2. Learners will identify the salient characteristics of different forms of governance
3. Learners will be able to analyse the ends of governance
4. Learners will be able to compare schools of political thought in the context of organising governance
5. Learners will be able to discuss the growth of industrial society
6. Learners will be able to evaluate the various interacting forces at work in Indian society

COURSE CONTENT

Unit 1. Introduction to Political Thought (15 hours)

- 1.1 What is Political Thought?
- 1.2 Formation of the State: Ancient Greek, Social Contract, Modern theories.
- 1.3 Ideologies: Liberalism, Socialism, Conservatism, Utilitarianism, Communitarianism, Cosmopolitanism, Feminism

Unit 2. Organising Governance (15 hours)

- 2.1 Aristocracy
- 2.2 Monarchy
- 2.3 Democracy
- 2.4 Nationalism
- 2.5 Fascism

Unit 3. Introduction to Social Thought (15 hours)

- 3.1 What is social thought?
- 3.2 Introduction to society and sociology
- 3.2 Engaging diversity: Multiculturalism, Rights of refugees, Ethnicity, differently abled
- 3.4 Inclusion and Exclusion, Deprivation and Marginalization

Unit 4. Social Awareness (15 hours)

- 4.1 Caste and related contemporary issues
- 4.2 Gender and related contemporary issues
- 4.3 Race and related contemporary issues
- 4.4 Religion and related contemporary issues
- 4.5 Class and related contemporary issues

ASSESSMENT

Cumulative Assessment (CA): 50 marks

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- 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 ATKT.

Summative Assessment (CA): 50 marks

- 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.
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REFERENCES

1. Heilbroner, Robert L. *The Wordly Philosophers: The Lives, Times and Ideas of the Great Economic Thinkers*. Simon & Schuster, 1999.
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12. Jha, Prem Shankar. *Caste: A Very Short Introduction*. Oxford University Press, 2019.*In-Text Citation Example: (Jha 2019)*
13. Bhagwati, Jagdish. *In Defense of Globalization*. Oxford University Press, 2004.*In-Text Citation Example: (Bhagwati 2004)*
14. Rajagopal, Arvind. *Politics after Television: Hindu Nationalism and the Reshaping of the Public in India*. Cambridge University Press, 2001.*In-Text*

Citation Example: (Rajagopal 2001)

YEAR	SECOND
SEMESTER	3
TYPE OF COURSE	Open Elective
COURSE CODE	
COURSE TITLE	Digital Media and Society
COURSE CREDITS	2
TOTAL NUMBER OF LECTURES	30
YEAR OF INTRODUCTION	2024-25
ASSESSMENT PATTERN	Cumulative Assessment 50 marks

SEMESTER III | DIGITAL MEDIA AND SOCIETY

SYLLABUS

Course Objectives:

1. Investigate the role of digital media in shaping public opinion and political discourse.
2. Discuss ethical considerations in digital media production and consumption, such as privacy and misinformation.
3. Analyze the impact of digital media platforms on society.
4. Explore social media trends, including influencer culture and algorithmic bias.

Course Outcomes:

1. Learners will be able to understand the societal implications of digital media platforms.
2. Learners will be able to identify and analyze emerging trends in social media.
3. Learners will be able to evaluate the influence of digital media on public discourse and political narratives.
4. Learners will be able to demonstrate awareness of ethical issues in digital media and develop strategies for responsible consumption

COURSE CONTENT

Please note that this paper must be studied with contemporary examples of media representation to be brought to class for each of the units and sub-units.

Unit 1. Digital Media Landscape (15 hours)

- 1.1 Overview of digital media platforms and their impact on society.
- 1.2 Analysis of social media trends, including the rise of influencers, algorithmic bias, and filter bubbles.
- 1.3 Discussion on the role of digital media in shaping public opinion, political discourse, polarizing views, etc.
- 1.4 Exploration of ethical considerations in digital media production and consumption, such as privacy concerns and misinformation

Unit 2. Social Justice Movements and Media (15 hours)

- 4.1 Understanding how media shapes public discourse, activism, and policy responses
- 4.2 Analyzing how media coverage can either amplify or diminish the legitimacy of social justice movements through framing, selective reporting, and agenda-setting.
- 4.3 Media representations of social justice movements in a global context such as Black Lives Matter, Me Too, etc.
- 4.4 Media representations of social justice movements in the Indian context such as farmer protests, Indian Wrestlers protest, etc

ASSESSMENT

Cumulative Assessment (CA): 50 marks

- A learner should get a minimum of 20 marks out of 50 to be declared PASS in the course.
- IA 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 ATKT.

REFERENCES

1. Pariser, Eli. *The Filter Bubble: How the New Personalized Web Is Changing What We Read and How We Think*. Penguin Books, 2011.
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12. Banaji, S. *News Behind the News: Voices from Goa's Press*. Other India Press, 2005.*In-Text Citation Example:* (Banaji 2005)

YEAR	SECOND
SEMESTER	3
TYPE OF COURSE	Ability Enhancement Course
COURSE CODE	
COURSE TITLE	Cinematic Appreciation
COURSE CREDITS	2
TOTAL NUMBER OF LECTURES	30
YEAR OF INTRODUCTION	2024-25
ASSESSMENT PATTERN	Cumulative Assessment 50 marks

SEMESTER III | CINEMATIC APPRECIATION SYLLABUS

Course Objectives:

1. To sensitize the students towards Cinema as a medium of mass communication and to help them to become critical viewers of films.
2. To enable students to explore the similarities and differences between various Cinema styles and movements.
3. To have a working knowledge of the basics of film language.
4. To understand the relationship between the intention behind a film and the way this is reflected in the use of the medium : Camera, light, sound, color, screenplay, editing, performance etc.
5. To study seminal works from Indian and global cinema.

Course Outcomes:

1. Learners will be able to assess and evaluate the role and function of cinematic narratives across fiction and non- fiction.
2. Learners will be able to grasp the language and grammar of cinema and be able to use this to communicate about films.
3. Learners will be able to identify the difference in use of cinematic techniques, approaches and styles by different filmmakers from around the world at different points in time.
4. Learners will be able to “read” a film at multiple levels, from the content to the craft.

COURSE CONTENT

Unit 1.

(15 hours)

- 1.1 Introduction to Cinema as a Medium, Language of Cinema, Cinema Narratives
- 1.2 Introduction to films from Various Movements, Time Periods and Countries; Italian Neorealism, the French New Wave, Russian Cinema, Swedish and Polish Masters, Other European Cinema, Hollywood, Independent American Cinema and Indian Parallel Cinema
- 1.3 Introduction to the Cinema of Indian Masters.

Unit 2.

(15 hours)

- 2.1 Introduction to a Few Important Techniques Employed by Different Filmmakers

2.2 Introduction and Basic Discussion to Cover a Broad Range of Films: Documentaries, Short Films etc.

2.3 An Introduction to the Unique and Distinct Characteristics of Black & White Films and Films Made in Colour

ASSESSMENT

Cumulative Assessment (CA): 50 marks

- A learner should get a minimum of 20 marks out of 50 to be declared PASS in the course.
- 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 ATKT.

REFERENCES

1. Alexander-Garrett, Layla. *Andrei Tarkovsky: The Collector of Dreams*. Glagoslav, 2012..
2. Berger, John. *Ways of Seeing*. Penguin UK, 2008.
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11. Levy, Shawn. *Dolce Vita Confidential: Fellini, Loren, Pucci, Paparazzi and the Swinging High Life of 1950s Rome*. Weidenfeld & Nicolson, 2016.
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13. Monaco, James. *How to Read a Film: Movies, Media and Beyond*. Oxford University Press, 2009.
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22. Truffaut, François. *Hitchcock*. Simon & Schuster, 1985

YEAR	SECOND
SEMESTER	3
TYPE OF COURSE	Vocational Skills Course
COURSE CODE	
COURSE TITLE	Designing Digital Profiles
COURSE CREDITS	2
TOTAL NUMBER OF LECTURES	30
YEAR OF INTRODUCTION	2024 – 2025
ASSESSMENT PATTERN	Cumulative Assessment 50 marks

SEMESTER III | SYLLABUS DESIGNING DIGITAL PROFILES

Course Objectives:

1. Understand the principles of personal branding and its importance in the digital age.
2. Develop strategies for creating and maintaining an authentic and compelling online presence across various digital platforms.
3. Learn techniques for engaging with online audiences, building meaningful connections, and managing one's online reputation effectively.

Course Outcomes:

1. Learners will be able to articulate their personal brand identity, including their values, interests, and unique qualities, through the development of a clear personal brand statement.
2. Learners will be able to demonstrate proficiency in optimizing their online profiles.
3. Learners will be able to develop practical skills in content creation, engagement, and reputation management, enabling them to navigate the digital landscape with confidence and professionalism.

COURSE CONTENT

Unit 1. Establishing Your Online Presence

(15 hours)

- 1.1 Understanding Your Digital Footprint
- 1.2 Crafting Your Personal Brand
- 1.3 Selecting the Right Platforms
- 1.4 Optimizing your Profile

Unit 2. Engaging and Managing Your Online Persona

(15 hours)

- 2.1 Content Creation Strategies
- 2.2 Building Meaningful Connections
- 2.3 Monitoring and Maintaining the Profile
- 2.4 Ensuring Privacy and Security

ASSESSMENT

Cumulative Assessment (CA): 50 marks

- A learner should get a minimum of 20 marks out of 50 to be declared PASS in the course.
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- The learner is required to appear for all components of the CA.
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REFERENCES

1. Vaynerchuk, Gary. *Crushing It!: How Great Entrepreneurs Build Their Business and Influence—and How You Can, Too*. HarperCollins, 2018.
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11. Subramanian, Anupam. *Lights Out: A Cyberattack, A Nation Unprepared, Surviving the Aftermath*. Penguin Random House India, 2020.*In-Text Citation Example: (Subramanian 2020)*
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YEAR	SECOND
SEMESTER	3
TYPE OF COURSE	Co-Curricular
COURSE CODE	
COURSE TITLE	Writing for Multimedia
COURSE CREDITS	2
TOTAL NUMBER OF LECTURES	30
YEAR OF INTRODUCTION	2024 – 2025

SEMESTER III | WRITING FOR MULTIMEDIA

SYLLABUS

Co-curricular Objectives:

1. Develop skills in uncovering insights and translating them effectively into screenwriting.
2. Understand the fundamental principles of screenwriting and how they differ from other forms of writing.
3. Learn techniques for crafting visually compelling narratives that engage audiences across various platforms.
4. Analyze and apply strategies for creating impactful scenes and routes to convey a single message efficiently.

Co-curricular Outcomes:

1. Learners will be able to gain proficiency in writing ad films tailored for diverse channels and platforms, while accommodating media requirements.
2. Learners will be able to demonstrate comprehension of technical nuances in screenwriting, including scene breakdowns and adaptation for different formats.

Lectures per Week: 04

COURSE CONTENT

Unit 1. Understanding Scriptwriting (15 hours)

1.1 What is an insight? How to crack it?

1.2 The essence of writing for screen

- Comparisons with all other forms of writing (novels, articles, blogs etc)
- How to think in visuals
- What makes an interesting screenplay

1.3 Anatomy of a scene

- Breaking down dialogues
- Character analysis
- Length
- Show more say less

1.4 Creating routes to arrive at a single point

- Turning boring into interesting
- Using different avenues to create impact (sound, scene, dialogues, tone)
- Dialogues, monologues, PTCs and POVs

Unit 2. : Crafting Compelling Narratives for Advertising (15 hours)

2.1 Types of films for marketing

- Long form - corporate storytelling, interviews, descriptives
- Short form - ad films, reels, animated videos

2.2 Scripting for digital spaces

- Platform specific writing: YouTube, Instagram, Moj/Sharechat/Whatsapp
- Creating sticky ads
- Ads without dialogues

2.3 Scriptwriting nuances

- How to write dialogues
- Voiceovers and the balance
- Moodboards and storyboards
- Breaking down a 1-minute ad film into 30 seconds, 15 seconds, 10 seconds
- Radio writing and jingles
- Writing emotions - comedy, sensitive, emotional

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Example: (Kapoor 2015)

11. Kapur, Shekhar. *Bollywood: The Films! The Songs! The Stars!* Penguin Books India, 2007.*In-Text Citation Example: (Kapur 2007)*
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13. Mehta, Sudhir. *The Dialogic Universe of Mani Kaul: Two Decades of Thought on Indian Cinema*. Oxford University Press, 2012.*In-Text Citation Example: (Mehta 2012)*

YEAR	SECOND
SEMESTER	3
TYPE OF COURSE	Field Project
COURSE CODE	
COURSE TITLE	
COURSE CREDITS	2
TOTAL NUMBER OF LECTURES	
YEAR OF INTRODUCTION	2024 – 2025
NON ACADEMIC COURSE	