



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

SY Credits: 22

Semester III

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**

<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
<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

## **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.

**SEMESTER – IV SYLLABI | COURSE TITLES**

<b>NO.</b>	<b>COURSE TYPE</b>	<b>COURSE TITLE</b>	<b>COURSE CODE</b>	<b>CREDIT</b>
1	DSC 10	Navigating Strategic Communication		4
2	DSC 11	Fundamentals of Journalism		4
3	DSC 12	Economic Thought		4
4	OE 6	Interacting with Ideas		2
5	AEC 6	Life Writing		2
6	VSC 4	Conceptualizing Your Podcast		2
7	CC 2			2
8	CEP 1			2
<b>TOTAL CREDITS</b>				<b>22</b>

## COURSE STRUCTURE

<b>YEAR</b>	<b>SECOND</b>
<b>SEMESTER</b>	<b>4</b>
<b>TYPE OF COURSE</b>	Discipline Specific Course
<b>COURSE CODE</b>	
<b>COURSE TITLE</b>	Navigating Strategic Communication
<b>COURSE CREDITS</b>	4
<b>TOTAL NUMBER OF LECTURES</b>	60
<b>YEAR OF INTRODUCTION</b>	2024-25
<b>ASSESSMENT PATTERN</b>	Summative Assessment- 50 marks Cumulative Assessment- 50 marks

## SEMESTER IV | NAVIGATING STRATEGIC COMMUNICATION

### Course Objectives:

1. To continue the exploration the components and facets of Strategic Communication and their role in Marketing that began in Semester III
2. To understand Integrated Marketing Communications as a broad discipline
3. Provide an understanding of fundamental concepts, characteristics, and tools of Public Relations, including its role in shaping public opinion and brand perception.
4. Explore the definitions, key concepts, and strategies of Direct Marketing within the Integrated Marketing Communication (IMC) framework, emphasizing its role in achieving marketing objectives.
5. To lay the foundation to study Strategic Communication as a specialisation in the third year of the programme

### Course Outcomes:

1. Students will demonstrate a comprehensive understanding of Public Relations principles, including the management of public opinion, reputation, and brand perception.
2. Students will be able to analyze and apply Direct Marketing strategies to achieve specific marketing objectives within an IMC program.
3. Students will be able to gain proficiency in identifying and utilizing various types of Digital Marketing channels and techniques, including social media, search engine optimization, and email marketing.
4. Students will be able to understand the role of Media Advocacy and Cause Related Marketing in promoting social, political, and environmental behavior change through marketing communication strategies.

## **COURSE CONTENT**

### **Unit 1. Public Relations (15 hours)**

- 1.1 Definition, Characteristics, Key Concepts
- 1.2 Public Opinion, Reputation: Goodwill, Trust and Integrity
- 1.3 How does PR Work?
- 1.4 Tools of Public Relations
- 1.5 How Public Relations Contributes to Brand Perception

### **Unit 2. Direct Marketing (15 hours)**

- 2.1 Definition, Key Concepts
- 2.2 The Role of Direct Marketing in the IMC Programme
- 2.3 Direct Marketing Objectives
- 2.4 Direct Marketing Strategy

### **Unit 3. Digital Marketing (15 hours)**

- 3.1 Definition, Characteristics, Key Concepts
- 3.2 Types of Digital Marketing: Social Media Marketing (Organic and Paid), Search Engine Optimisation, Search Engine Marketing, Email Marketing, Content Marketing

### **Unit 4. Media Advocacy: Cause Related Marketing (15 hours)**

- 4.1 The Societal Marketing Concept: Using Marketing Communication to Modify Social, Political, Environmental, Cultural Behaviour
- Brief Introduction to Social Marketing



## 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 IA.
- 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 SEE to be declared PASS in the course.
- All units of the syllabus will be covered in SEE.
- An additional SEE will be held for those who are absent, owing to valid reasons, for the main/regular SEE.
- If the learner does not get 20 marks out of 50, the learner will have to appear for the SEE 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*. 11<sup>th</sup> 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.
8. Ramaswamy, V.S., and S. Namakumari. *Marketing Management: Global Perspective Indian Context*. Macmillan Publishers India Ltd., 2013.
9. Desai, R. *Marketing Financial Services: A Customer-Centric Approach*. Pearson Education India, 2012.
10. Saxena, Rajan. *Marketing Management: Text and Cases*. McGraw Hill Education, 2017.

<b>YEAR</b>	<b>SECOND</b>
<b>SEMESTER</b>	<b>4</b>
<b>TYPE OF COURSE</b>	Discipline Specific Course
<b>COURSE CODE</b>	
<b>COURSE TITLE</b>	Fundamentals of Journalism
<b>COURSE CREDITS</b>	4
<b>TOTAL NUMBER OF LECTURES</b>	60
<b>YEAR OF INTRODUCTION</b>	2024-25
<b>ASSESSMENT PATTERN</b>	Summative Assessment 50 marks Cumulative Assessment 50 marks

## **SEMESTER IV | FUNDAMENTALS OF JOURNALISM**

### **SYLLABUS**

#### **Course Objectives:**

1. To equip students with the skills necessary for sourcing information and conducting interviews, including effective communication, gathering information from various sources and documents, and note-taking techniques.
2. To develop students' proficiency in editing and proofreading journalistic content, focusing on fact-checking, grammar, style adherence, and the importance of clear, readable writing.
3. To introduce students to the concept of feature writing, exploring different types of features, understanding their structure, and mastering the elements of feature storytelling.
4. To familiarize students with contemporary news media platforms and formats.

#### **Course Outcomes:**

1. Students will demonstrate proficiency in sourcing information and conducting interviews, including effective communication with sources, gathering information from various documents, and employing appropriate note-taking techniques.
2. Students will exhibit competence in editing and proofreading journalistic content.
3. Students will be able to craft various types of features.
4. Students will gain an understanding of contemporary news media platforms and formats. They will also explore the intersection of news and content in the digital age.

## **COURSE CONTENT**

### **Unit 1. Sources and interviews (15 hours)**

- 1.1 Conversations and Storytelling
- 1.2 Sources and documents
- 1.3 Gathering Information
- 1.4 Speaking to lay People those in Authority, Positions of Power, Celebrities
- 1.5 Note-Taking: Recording Observations, Interviews
- 1.6 Asking the Right Questions
- 1.7 How to form and use comments

### **Unit 2. Editing and proofreading (15 hours)**

- 2.1 Checking for Facts, Grammar, Style
- 2.2 Writing to be Read
- 2.3 Style Guides
- 2.4 Spotting and correcting typos
- 2.5 Importance of proofreading
- 2.6 Proofreading vs editing

### **Unit 3. Introduction to Features (15 hours)**

- 3.1 Exploring different kinds of features (profiles, feature stories, news features, interviews, compilations)
- 3.2 Structure, lede, nut graf
- 3.3 The news feature

### **Unit 4. Contemporary news media (15 hours)**

- 4.1 Web
- 4.2 Podcasts
- 4.3 Social media
- 4.4 Internet Radio

4.5 Listicles

4.6 Multimedia

4.7 Broadcast

## 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 IA.
- 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 SEE to be declared PASS in the course.
- All units of the syllabus will be covered in SEE.
- An additional SEE will be held for those who are absent, owing to valid reasons, for the main/regular SEE.
- If the learner does not get 20 marks out of 50, the learner will have to appear for the SEE ATKT.

## 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.

5. Chapman, Jane, and Marie Kinsey, Editors. *Broadcast Journalism: A Critical Introduction*. First Edition. Routledge, 2009.
6. Czarniawska, Barbara. *Cyberfactories: How News Agencies Produce News*. Edward Elgar Pub, 2012.
7. Fleming, Carole, et al. *An Introduction to Journalism*. Sage Publications, 2006.
8. Franklin, Bob, and Matt Carlson, Editors. *Journalists, Sources, and Credibility: New Perspectives*. Routledge, 2013.
9. Frisken, Amanda. *Graphic News: How Sensational Images Transformed Nineteenth-Century Journalism*. Urbana, Chicago; Springfield: University of Illinois Press, 2020.
10. Harcup, Tony. *Journalism: Principles and Practice*. Sage Publication, 2011. Hargeaves, Ian. *Journalism: A Very Short Introduction*. Oxford University Press, 2005.
11. Hemmingway, Emma. *Into the Newsroom: Exploring the Digital Production of Regional Television News*. First Edition. Routledge, 2008.
12. Horton, Brian. *Associated Press Guide to Photojournalism*. Second Edition. McGraw-Hill Education, 2010.
13. Mehta, Nalin. *Behind a Billion Screens: What Television Tells Us about Modern India*. HarperCollins, 2015.
14. Morel, Gaëlle and Thierry Gervais. *The Making of Visual News: A History of Photography in the Press*. Bloomsbury, 2017.
15. Rich, Carole. *Workbook for Writing and Reporting News: A Coaching Method*. Wadsworth Publishing, 2009.
16. Rudin, Richard, and Trevor Ibbotson. *Introduction to Journalism: Essential Techniques and Background Knowledge*. Routledge, 2015.
17. Schmitz, Joseph; Mary Murphy and Joan Van Tassel. *The New News: The Journalist's Guide to Producing Digital*



*Content for Online & Mobile News.* First Edition.  
Routledge, 2020

<b>YEAR</b>	<b>SECOND</b>
<b>SEMESTER</b>	<b>4</b>
<b>TYPE OF COURSE</b>	Discipline Specific Course
<b>COURSE CODE</b>	
<b>COURSE TITLE</b>	Economic Thought
<b>COURSE CREDITS</b>	4
<b>TOTAL NUMBER OF LECTURES</b>	60
<b>YEAR OF INTRODUCTION</b>	<b>2024-25</b>
<b>ASSESSMENT PATTERN</b>	Summative Assessment 50 marks Cumulative Assessment 50 marks

## **SEMESTER IV | ECONOMIC THOUGHT SYLLABUS**

### **Course Objectives:**

1. To introduce 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, while introducing students to key thinkers and proponents of these ideologies.
3. To enable students to apply economic concepts to understand current economic events and debates. This includes analysing economic news articles and policies.
4. To explore diverse perspectives within economics including feminist economics and behavioural economics.

### **Course Outcomes:**

1. Learners will be able to analyse the relationship between ends and scarce means in economic decision-making.
2. Learners will be able to compare and contrast the economic philosophies of key thinkers who have shaped economic thought.
3. Learners will be able to explain the impact of capitalism and the process of creative destruction that occurs within it.
4. Learners will be able to analyse the critique of capitalism from a Marxist perspective, including his concepts of alienation and the exploitation of labor. Explore how contemporary thinkers like Thomas Piketty and Yanis Varoufakis address similar concerns.
5. Learners will be able to apply economic tools and frameworks to understand current economic issues/debates as presented in the print/electronic media.

## **COURSE CONTENT**

### **Unit 1. Evolution of Classical Economic Ideas (15 hours)**

- 1.1 Introduction to Key Principles of Economics
- 1.2 Introduction to Key Ideologies - Mercantilist Theory and its Historical Context, Physiocracy
- 1.3 The Foundations of Classical Economics - Adam Smith and the Rise of Capitalism - The concepts of "Laissez-Faire", Absolute Advantage, Specialization, The Distribution of Wealth and the Labor Theory of Value.
- 1.4 David Ricardo - The concept of Comparative Advantage and why trade is beneficial for all, Ricardian Equivalence, Paradox of Value in Economics
- 1.5 Thomas Malthus - Population Growth and Economics

### **Unit 2. The Industrial Revolution and the Dark Side of Capitalism (15 hours)**

- 2.1 Karl Marx - Circuit of exchanges and the buying of labour-power, crisis of Capitalism and the industrial reserve army, theory of Alienation
- 2.2 Thorstein Veblen- Conspicuous Consumption, Veblen's Analysis of Business, Industry and the Limits of Capital
- 2.3 Tracking the relevance of Marx through contemporary writings  
'Capital in the Twenty-First Century' by Thomas Picketty  
'Talking to My Daughter About the Economy: A Brief History of Capitalism' by Yanis Varoufakis

### **Unit 3. The Rise of Modern Economic Systems (15 hours)**

- 3.1 Alfred Marshall- The emergence of the Neoclassical School of economic thought, Deductive and Inductive methodologies, Demand, Supply, concept of Equilibrium, Partial v/s General Equilibrium analysis, concept of Marginal utility and the Marginal Revolution in Economics.
- 3.2 John Maynard Keynes- the Great Depression of the 1930s, role of the government fiscal policy, Mixed market capitalism, importance of public policy and the Keynesian Revolution.
- 3.3 Joseph Schumpeter- creative destruction, unstable nature of progress and development, role of the entrepreneur, the importance of the banking sector.

3.4 Milton Friedman- The rise of Monetarism, Monetary Policy, importance of the Central Banks, inflation, stagflation.

**Unit 4. Contemporary Economic Thought**

**(15 hours)**

4.1 Analysing economic writings featured in the leading newspapers.

4.2 The Rise of Behavioural Economics- Daniel Kahneman, Richard Thaler, Behavioural Insights Unit (BIU) of India by NITI Aayog.

4.3 Analysing economics through a feminist lens – Gender budgeting, Female Labour Force Participation.

## 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 IA.
- 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 SEE to be declared PASS in the course.
- All units of the syllabus will be covered in SEE.
- An additional SEE will be held for those who are absent, owing to valid reasons, for the main/regular SEE.
- If the learner does not get 20 marks out of 50, the learner will have to appear for the SEE ATKT.

## REFERENCES

1. *Capital in the Twenty-First Century* by Thomas Piketty, 1971-.Cambridge Massachusetts :The Belknap Press of Harvard University Press, 2014.
2. *Economics: A Very Short Introduction* by Partha Dasgupta, Oxford University Press, 2007.
3. *Economics: The User's Guide* by Ha-Joon Chang, Penguin, London (May 2014) and Bloomsbury USA (September 2014).
4. *History of Economic Thought chart*, written and illustrated by Heske van Doornen, originally published on [www.theminskys.org](http://www.theminskys.org)

<https://theminskys.org/wp-content/uploads/2017/02/Hist-of-Econ-Formatted-for-blog-copy-1.jpg>  
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5. *History of Economic Thought: A Critical Perspective*, 3rd edition by E.K. Hunt and Mark Lautzenheiser, published April 15, 2011 by Taylor & Francis.
6. *Macroeconomics: An Introduction* by Alex M. Thomas, Cambridge University Press, 2021.
7. *Marx: A Very Short Introduction* by Peter Singer, Oxford University Press, 2001.
8. *Marx's 'Das Kapital' For Beginners* by Michael Wayne, Illustrated by Sungyoon Choi. For Beginners LLC, First Edition 2012. New Hampshire.
9. *Nudge: Improving Decisions About Health, Wealth, and Happiness* by Richard Thaler and Cass R Sunstein. Revised and expanded ed. New York, Penguin Books, 2009.
10. *Policy for Homo Sapiens, Not Homo Economicus: Leveraging the Behavioural Economics of "Nudge"*, Chapter 2, Economic Survey of India 2019.
11. *Principles of Economics* by Gregory Mankiw, 6th edition. South-Western Cengage Learning; 2012.
12. *Talking to My Daughter About the Economy: A Brief History of Capitalism* by Yanis Varoufakis. English Edition, 2017. Random House: London.
13. *The Economics Book: Big Ideas Simply Explained - DK Big Ideas*, Dorling Kindersley Ltd; 2012. ISBN: 9781409376415
14. *The Evolution of Economic Ideas and Systems: A Pluralist Introduction* by Geoffrey Schneider, published December 20, 2018 by Routledge.
15. *The Worldly Philosophers: the Lives, Times, and Ideas of the Great Economic Thinkers* by Robert L. Heilbroner, New York: Simon and Schuster, 1961
16. *Thinking, Fast and Slow* by Daniel Kahneman, New York: Farrar, Straus and Giroux, 2011.
17. *Thorstein Veblen and Monopoly Capitalism* by Ross E. Mitchell in *Organization and Environment*, Vol. 14 No. 4, December 2001 389-408 (2001), Sage Publications.

<b>YEAR</b>	<b>SECOND</b>
<b>SEMESTER</b>	<b>4</b>
<b>TYPE OF COURSE</b>	<b>Open Elective</b>
<b>COURSE CODE</b>	
<b>COURSE TITLE</b>	<b>Interacting with Ideas</b>
<b>COURSE CREDITS</b>	<b>2</b>
<b>TOTAL NUMBER OF LECTURES</b>	<b>30</b>
<b>YEAR OF INTRODUCTION</b>	<b>2024-25</b>
<b>ASSESSMENT PATTERN</b>	<b>Cumulative Assessment 50 marks</b>



## SEMESTER IV | INTERACTING WITH IDEA SYLLABUS

### Course Objectives:

1. Understand the foundational concepts of ethics and truth in philosophy and how they relate to media representation and influence.
2. Examine the relationship between faith, reason, and belief systems within the context of media's role in shaping and challenging them.
3. Analyze the impact of individualism and reason on public discourse, and how media both reflects and shapes societal narratives.
4. Explore Indian philosophical traditions and their evolution from ancient texts like the Vedas to contemporary spiritual figures.
5. Critically engage with postcolonial theory through the works of thinkers like Homi K. Bhabha and S. N. Balagangadhara, especially in relation to media narratives.

### Course Outcomes:

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

1. Develop a nuanced understanding of philosophical ethics and truth, and how these ideas are manipulated or upheld in media representations.
2. Critically analyze the interplay between faith, reason, and belief systems in media content, recognizing media's power to shape cultural and religious perceptions.
3. Evaluate the role of media in promoting individualism and reason in public discourse, while understanding the ethical and social implications.
4. Gain insight into Indian philosophical frameworks, connecting ancient and modern traditions to contemporary media representations of spirituality.
5. Articulate key postcolonial concepts, such as hybridity and cultural narratives, and apply them to the analysis of media's role in shaping identity and cultural understanding.

## **COURSE CONTENT**

### **Unit 1: Foundations of Thought: Exploring Ethics, Belief, and Media Influence**

#### **15 Lectures**

- 1.1 Philosophy and the Roots of Ethics and Truth
- 1.2 Faith, Reason, and Media's Role in Shaping Belief Systems
- 1.3 Reason, Individualism, and Media's Role in Public Discourse
- 1.4 Existentialism, Power, and Media Narratives

### **Unit 2: Philosophy, Identity, and Discourse: Indian Tradition and Contemporary Thought**

#### **15 Lectures**

- 2.1 A Journey Through Indian Philosophy: From Vedas to Modern-Day Godmen
- 2.2 Advaita Vedanta and Buddhism: A Philosophical Dialogue
- 2.3 Homi K. Bhabha: Postcolonialism, Identity, and Cultural Hybridity
- 2.4 S. N. Balagangadhara: Rethinking Colonial Narratives and Indian Traditions

## 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) Descartes, René. *Meditations on First Philosophy*. Translated by John Cottingham, Cambridge University Press, 1996.
- 2) Locke, John. *Second Treatise of Government*. Edited by C. B. Macpherson, Hackett Publishing Company, 1980.
- 3) Rousseau, Jean-Jacques. *The Social Contract*. Translated by Maurice Cranston, Penguin Books, 1968.
- 4) Kant, Immanuel. *Groundwork of the Metaphysics of Morals*. Translated by Mary Gregor, Cambridge University Press, 1998.
- 5) Husserl, Edmund. *The Crisis of European Sciences and Transcendental Phenomenology*. Translated by David Carr, Northwestern University Press, 1970.
- 6) Nietzsche, Friedrich. *On the Genealogy of Morals*. Translated by Walter Kaufmann, Vintage Books, 1967.
- 7) Sartre, Jean-Paul. *Being and Nothingness: An Essay on Phenomenological Ontology*. Translated by Hazel E. Barnes, Washington Square Press, 1993.
- 8) Aquinas, Thomas. *On Law, Morality, and Politics*. Edited by William P. Baumgarth and Richard J. Regan, Hackett Publishing Company, 2002.
- 9) Foucault, Michel. *Discipline and Punish: The Birth of the Prison*. Translated by Alan Sheridan, Vintage Books, 1995.

- 10) Arendt, Hannah. *The Human Condition*. 2nd ed., University of Chicago Press, 1998.
- 11) Habermas, Jürgen. *The Structural Transformation of the Public Sphere: An Inquiry into a Category of Bourgeois Society*. Translated by Thomas Burger, MIT Press, 1991.
- 12) Bhabha, Homi K. *The Location of Culture*. Routledge, 1994.
- 13) Balagangadhara, S. N. *The Heathen in His Blindness...: Asia, the West and the Dynamic of Religion*. E. J. Brill, 1994.
- 14) Shankaracharya. *The Crest-Jewel of Discrimination (Vivekachudamani)*. Translated by Swami Prabhavananda and Christopher Isherwood, Vedanta Press, 1947.
- 15) Nagarjuna. *The Fundamental Wisdom of the Middle Way: Nagarjuna's Mūlamadhyamakakārikā*. Translated by Jay L. Garfield, Oxford UP, 1995.
- 16) Sartre, Jean-Paul. *Existentialism Is a Humanism*. Yale UP, 2007.
- 17) Foucault, Michel. *The Archaeology of Knowledge and the Discourse on Language*. Pantheon Books, 1972.
- 18) Chakrabarty, Dipesh. *Provincializing Europe: Postcolonial Thought and Historical Difference*. Princeton UP, 2000.
- 19) Ramachandra, Guha. *India after Gandhi: The History of the World's Largest Democracy*. HarperCollins, 2007.
- 20) Roy, Arundhati. *The God of Small Things*. Random House, 1997.
- 21) Radhakrishnan, S. *Indian Philosophy*. Vol. 1, Oxford UP, 1923.
- 22) Nietzsche, Friedrich. *Beyond Good and Evil*. Translated by Walter Kaufmann, Vintage Books, 1966.
- 23) Adorno, Theodor W., and Max Horkheimer. *Dialectic of Enlightenment*. Verso, 1997.

<b>YEAR</b>	<b>SECOND</b>
<b>SEMESTER</b>	<b>4</b>
<b>TYPE OF COURSE</b>	Ability Enhancement Course
<b>COURSE CODE</b>	
<b>COURSE TITLE</b>	<b>Life Writing</b>
<b>COURSE CREDITS</b>	2
<b>TOTAL NUMBER OF LECTURES</b>	30
<b>YEAR OF INTRODUCTION</b>	2024-25
<b>ASSESSMENT PATTERN</b>	Cumulative Assessment 50 marks



## SEMESTER IV | Life Writing Syllabus

### Course Objectives:

1. To understand the tradition and characteristics of Life Writing.
2. To encourage students to connect life writing and its contribution to the broader themes of Gender, Race, Class, sexuality and ethnicity.
3. To explore various techniques and approaches to life writing, including memoir, autobiography, and personal essay.
4. To develop students' critical thinking skills in analyzing different forms of life writing.
5. To provide students with the skills and knowledge necessary to write compelling life stories.

### Course Outcomes:

1. Students will incorporate a deeper understanding of the traditions and characteristics of Life Writing.
2. Students will be able to demonstrate a nuanced understanding of life Writing and its significance in the study of Gender, Race, sexuality and ethnicity.
3. Students will be able to critically analyse published examples of life writing from various authors.
4. Students will be able to demonstrate an understanding of the key elements of effective life writing, including character development, setting, and narrative structure.
5. Students will be able to employ different literary techniques such as dialogue, description, and reflection in their own life writing pieces.

## **COURSE CONTENT**

### **Unit 1: Understanding the Development of Life Writing. (15 hours)**

- 1.1. Life Writing and Autobiography - From Genre to Critical Practice; Situating Subjectivity and Presentation of the Self
- 1.2. Issues of the working of memory and the tension between invention and disclosure.
- 1.3. Autoethnography and Transculturation.
- 1.4. Life writing as resistance and rewriting of history.

### **Unit 2: Types of Life Writing (15 hours)**

- 2.1. Confessional Narratives- Diary, Vlogging and Blogging
- 2.2. Memoir, Biography and Autobiography
- 2.3. Travel Narrative
- 2.4. Slave Narrative and Diaspora Narrative

*(Note: Unit 2 must be taught using selected texts for each type of Life Writing. Suggestions for texts are given in the reading references list.)*



## 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. Buss, H. M. (2006). *Repossessing the World: Reading Memoirs by Contemporary Women*. Wilfrid Laurier Univ. Press.
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<b>YEAR</b>	<b>SECOND</b>
<b>SEMESTER</b>	<b>4</b>
<b>TYPE OF COURSE</b>	<b>Vocational Skill Course</b>
<b>COURSE CODE</b>	
<b>COURSE TITLE</b>	Conceptualizing your Podcast
<b>COURSE CREDITS</b>	2
<b>COURSE HOURS</b>	<b>30</b>
<b>YEAR OF INTRODUCTION</b>	2024 – 2025

## **SEMESTER IV | CONCEPTUALIZING YOUR PODCAST SYLLABUS**

### **Course Objectives:**

- 1.) Develop an understanding of podcasting fundamentals, including podcast definition, genre exploration, and historical context.
- 2.) Define and plan a podcast concept, identify target audiences, and structure podcast episodes effectively.
- 3.) Gain practical knowledge of podcast production tools, hosting platforms, and promotional strategies.

### **Course Outcomes:**

- 1.) Students will be able to describe the elements that define a podcast and identify various podcast genres, demonstrating knowledge of podcasting's evolution.
- 2.) Students will create a well-defined podcast concept, outline episode structures, and identify appropriate equipment and software for podcast production.
- 3.) Students will successfully launch and promote their podcasts using social media, SEO techniques, and guest appearances, showcasing effective distribution and audience engagement strategies.

## **COURSE CONTENT**

### **Unit 1. Understanding a Podcast**

**(15 hours)**

- 1.1 What is a podcast?
- 1.2 Looking at related popular genres?
- 1.3. History and evolution of podcasts
- 1.4. Types of Podcasts (interview, storytelling, educational, etc)
- 1.5 Is podcast the new radio?

**Unit 2. Planning your podcast**

**(15 hours)**

- 2.1 Defining your podcast concept and target audience
- 2.2 Podcast planning essentials (content, format, episode, structure)
- 2.3 Equipment and software overview
- 2.4 Podcast host platforms and distribution
- 2.5 Promoting your podcast (social media, SEO, guest appearances)

## 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. Geoghegan, Michael, and Dan Klass. *Podcast Academy: The Business Podcasting Book*. Focal Press, 2007.
2. Abel, Jessica. *Out on the Wire: The Storytelling Secrets of the New Masters of Radio*. Broadway Books, 2015.
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  12. Smith, Jordan. *Podcasting: How to Start a Podcast and Create a Profitable Podcasting Business*. Independently published, 2022.
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<b>YEAR</b>	<b>SECOND</b>
<b>SEMESTER</b>	<b>4</b>
<b>TYPE OF COURSE</b>	Co-Curricular ( <b>Non Academic Course</b> )
<b>COURSE CODE</b>	
<b>COURSE TITLE</b>	
<b>COURSE CREDITS</b>	2
<b>YEAR OF INTRODUCTION</b>	2024 – 2025



<b>YEAR</b>	<b>SECOND</b>
<b>SEMESTER</b>	<b>4</b>
<b>TYPE OF COURSE</b>	<b>Community Engagement Programme (Non Academic Course)</b>
<b>COURSE CODE</b>	
<b>COURSE TITLE</b>	
<b>COURSE CREDITS</b>	<b>2</b>
<b>YEAR OF INTRODUCTION</b>	<b>2024 – 2025</b>