



SOPHIA COLLEGE FOR WOMEN EMPOWERED AUTONOMOUS

Affiliated to the University of Mumbai

**Programme: STRATEGIC COMMUNICATION AND
JOURNALISM**

SINGLE CORE DISCIPLINE PROGRAMME

SECOND YEAR

Syllabus for the Academic Year 2025-26

based on the National Education Policy 2020

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 – III SYLLABI COURSE TITLES				
NO.	COURSE TYPE	COURSE TITLE	COURSE CODE	CREDIT
1	DSC	Basics of Strategic Communication	MDSC231	4
2	DSC	Basics of Journalism	MDSC232	4
3	DSC	Basics of Visual Studies	MDSC233	4
4	OE	Political and Social Thought	MOE301	2
5	AEC	Interacting with Ideas	MAEC301	2
6	VSC	Conceptualizing Your Podcast	MVSC301	2
7	CC		CC300	2
8	FP	Research Project	FP300	2
		TOTAL CREDITS		22

COURSE STRUCTURE

YEAR	SECOND
SEMESTER	3
TYPE OF COURSE	Discipline Specific Course
COURSE CODE	MDSC231
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

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.
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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	MDSC232
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:

1. To understand the fundamental concepts and principles of journalism.
2. To familiarize students with the various elements of news publishing, such as newspaper structures, layouts, etc
3. To develop student's skills in generating story ideas, understanding news pegs, pitching stories, and crafting story briefs.
4. To equip the students with the necessary skills to write effective news stories.
5. 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:

1. Learners will be able to analyze and identify the core elements of journalism.
2. 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.
3. 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.
4. Learners will exhibit proficiency in writing news stories, including composing engaging leads.
5. 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.

COURSE CONTENT

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

- 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. 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.
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13. Patel, Sujata. *Media and Communication Research Methods: An Introduction to Qualitative and Quantitative Approaches*. Sage Publications India Pvt Ltd, 2016.*In-Text Citation Example: (Patel 2016)*
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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	MDSC233
COURSE TITLE	Basics of Visual Studies
COURSE CREDITS	4
TOTAL NUMBER OF LECTURES	60
YEAR OF INTRODUCTION	2025-26
ASSESSMENT PATTERN	Summative Assessment 50 marks Cumulative Assessment 50 marks

SEMESTER III | BASICS OF VISUAL STUDIES

COURSE OBJECTIVES:

1. To make students aware of the components of visual communication.
2. To equip students with an eye to analyse and appreciate films while developing their interpretive skills.
3. To enable students to apply creative and technical skills in visual storytelling through hands-on film exercises.
4. To help students to explore diverse film styles and movements to inform their own visual expression

COURSE OUTCOMES:

1. Students will be able to identify and apply the core elements of visual grammar in film and video
2. Students will critically analyze films using concepts of mise-en-scène, montage, sound design, and representation
3. Students will produce original visual content that reflects an understanding of storytelling, style, and editing techniques
4. Students will engage with a variety of film styles and movements to develop a personal visual language

COURSE CONTENT

Unit 1: Foundations of Visual Language

- 1.1 Basics of Visual Grammar: Shot, Scene, Sequence, Camera Movement
- 1.2 Elements of Screenplay and Narrative Structures
- 1.3 Montage Theory and Mise-en-scène
- 1.4 Introduction to Film Movements and Styles (Expressionism, Neo-realism, New Wave, etc.)

Unit 2: Film Analysis and Interpretation

- 2.1 Story Elements: Plot, Conflict, Arcs, Themes, Motifs
- 2.2 Visual Techniques: Framing, Angles, Color, Space
- 2.3 Meaning-Making: Semiotics, Subtext, Representation, Gaze
- 2.4 Sound in Film: Diegetic/Non-diegetic, Music, Voiceover, Silence

Unit 3: Production Fundamentals

- 3.1 Video Essay: Personal Visual Introduction
- 3.2 Scene Recreation: Framing and Blocking Practice
- 3.3 Script to Screen: Visual Variations in Group Work
- 3.4 Mood & Editing Exercises: Tone, Montage, Emotion

Unit 4: Creative Projects

- 4.1 Music Video Remix: Visualising Sound
- 4.2 Filminute: One-Minute Fiction Film
- 4.3 Mockumentary (Optional): Satirical Documentary
- 4.4 Visual Portfolio: Curation and Reflection

ASSESSMENT

Cumulative Assessment (CA): 50 marks

- a. A learner should get a minimum of 20 marks out of 50 to be declared PASS in the course.
- b. IA will comprise a mix of projects, assignments, class tests, and presentations.
- c. The learner is required to appear for all components of the IA.
- d. 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. A learner should get a minimum of 20 marks in SEE to be declared PASS in the course.
- b. All units of the syllabus will be covered in SEE.
- c. An additional SEE will be held for those who are absent, owing to valid reasons, for the main/regular SEE.
- d. If the learner does not get 20 marks out of 50, the learner will have to appear for the SEE ATKT.

REFERENCES

1. Poynton, C. A. (2019). A Technical Introduction to Digital Video. John Wiley & Sons.
2. Watson, S., & Cunningham, S. (2017). Videography: Techniques and Aesthetics. Routledge.

YEAR	SECOND
SEMESTER	3
TYPE OF COURSE	Open Elective
COURSE CODE	MOE301
COURSE TITLE	Political and Social Thought
COURSE CREDITS	2
TOTAL NUMBER OF LECTURES	30
YEAR OF INTRODUCTION	2025-26
ASSESSMENT PATTERN	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

1.4 Types of Governance: Aristocracy, Monarchy, Democracy, Nationalism and Fascism

Unit 2. Introduction to Social Thought (15 hours)

- 2.1 What is Social Thought?
- 2.2 Introduction to Society and Sociology
- 2.2 Engaging Diversity: Gender, Multiculturalism, Rights of Refugees, Ethnicity, Differently-abled
- 2.4 Inclusion and Exclusion, Deprivation and Marginalization

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. Heilbroner, Robert L. *The Wordly Philosophers: The Lives, Times and Ideas of the Great Economic Thinkers*. Simon & Schuster, 1999.
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3. Baddeley, Michelle. *Behavioural Economics: A Very Short Introduction*. Oxford University Press, 2017.
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5. Skidelsky, Robert. *Keynes: A Very Short Introduction*. Oxford University Press, 2010.
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7. Allen, Robert C. *Global Economic History: A Very Short Introduction*. Oxford University Press, 2011.
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10. Sen, Amartya. *Development as Freedom*. Oxford University Press, 1999. *In-Text Citation Example: (Sen 1999)*
11. Nanda, Meera. *The God Market: How Globalization is Making India More Hindu*. Monthly Review Press, 2011. *In-Text Citation Example: (Nanda 2011)*
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YEAR	SECOND
SEMESTER	3
TYPE OF COURSE	Ability Enhancement Course
COURSE CODE	MAEC301
COURSE TITLE	Interacting with Ideas
COURSE CREDITS	2
TOTAL NUMBER OF LECTURES	30
YEAR OF INTRODUCTION	2024-25
ASSESSMENT PATTERN	Cumulative Assessment 50 marks

SEMESTER III | INTERACTING WITH IDEAS 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.
- 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. Descartes, René. *Meditations on First Philosophy*. Translated by John Cottingham, Cambridge University Press, 1996.
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16. Nagarjuna. *The Fundamental Wisdom of the Middle Way: Nagarjuna's*
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YEAR	SECOND
SEMESTER	3
TYPE OF COURSE	Vocational Skills Course
COURSE CODE	MVSC301
COURSE TITLE	Conceptualizing your Podcast
COURSE CREDITS	2
TOTAL NUMBER OF LECTURES	30
YEAR OF INTRODUCTION	2024 – 2025
ASSESSMENT PATTERN	Cumulative Assessment 50 marks

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.
3. Berry, Richard. *Podcasting: The Audio Media Revolution*. Routledge, 2020.
4. Chandrasekaran, Shruti. *The History of Indian Podcasting: From Its Origins to the Present*. Rupa Publications, 2021.
5. Krishnan, Priyanka. *Podcasting in India: Trends, Challenges, and Future Prospects*. Sage Publications India, 2019.
6. Singh, Rajesh. *Indian Podcasts: Emerging Trends and Cultural Impact*. Oxford University Press India, 2020.
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15. Mehta, Neha. *Podcast Production: Tools and Techniques for Indian Podcasters*. HarperCollins India, 2018.
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YEAR	SECOND
SEMESTER	3
TYPE OF COURSE	Co-Curricular
COURSE CODE	CC300
COURSE TITLE	
COURSE CREDITS	2
TOTAL NUMBER OF LECTURES	30
YEAR OF INTRODUCTION	2024 – 2025
NON ACADEMIC COURSE	

YEAR	SECOND
SEMESTER	3
TYPE OF COURSE	Field Project
COURSE CODE	FP300
COURSE TITLE	
COURSE CREDITS	2
TOTAL NUMBER OF LECTURES	
YEAR OF INTRODUCTION	2024 – 2025
NON ACADEMIC COURSE	

SEMESTER – IV SYLLABI | COURSE TITLES

NO.	COURSE TYPE	COURSE TITLE	COURSE CODE	CREDIT
1	DSC	Navigating Strategic Communication	MDSC241	4
2	DSC	Fundamentals of Journalism	MDSC242	4
3	DSC	Discourse on Cinema	MDSC243	4
4	OE	Economic Thought	MOE401	2
5	AEC	Life Writing	MAEC401	2
6	VSC	Designing Digital Profiles	MVSC401	2
7	CC		CC400	2
8	CEP		CEP400	2
		TOTAL CREDITS	22	

COURSE STRUCTURE

YEAR	SECOND
SEMESTER	4
TYPE OF COURSE	Discipline Specific Course
COURSE CODE	MDSC241
COURSE TITLE	Navigating 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 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*. 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.
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.

YEAR	SECOND
SEMESTER	4
TYPE OF COURSE	Discipline Specific Course
COURSE CODE	MDSC242
COURSE TITLE	Fundamentals 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 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 Radio
- 4.5 Listicles
- 4.6 Multimedia
- 4.7 Broadcast
- 4.8 News and content

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 ATK.T.

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.
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6. Chapman, Jane, and Marie Kinsey, Editors. *Broadcast Journalism: A Critical Introduction*. First Edition. Routledge, 2009.
7. Czarniawska, Barbara. *Cyberfactories: How News Agencies Produce News*. Edward Elgar Pub, 2012.
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9. Fleming, Carole, et al. *An Introduction to Journalism*. Sage Publications, 2006.
- 10.
11. Franklin, Bob, and Matt Carlson, Editors. *Journalists, Sources, and Credibility: New Perspectives*. Routledge, 2013.
- 12.
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14. Harcup, Tony. *Journalism: Principles and Practice*. Sage Publication, 2011. Hargeaves, Ian. *Journalism: A Very Short Introduction*. Oxford University Press, 2005.
15. Hemmingway, Emma. *Into the Newsroom: Exploring the Digital Production of Regional Television News*. First Edition. Routledge, 2008.
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17. Mehta, Nalin. *Behind a Billion Screens: What Television Tells Us about Modern India*.
18. HarperCollins, 2015.

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20. Morel, Gaëlle and Thierry Gervais. *The Making of Visual News: A History of Photography in the Press*. Bloomsbury, 2017.
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22. Rudin, Richard, and Trevor Ibbotson. *Introduction to Journalism: Essential Techniques and Background Knowledge*. Routledge, 2015.
23. 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

YEAR	SECOND
SEMESTER	4
TYPE OF COURSE	Discipline Specific Course
COURSE CODE	MDSC243
COURSE TITLE	Discourse on Cinema
COURSE CREDITS	4
TOTAL NUMBER OF LECTURES	60
YEAR OF INTRODUCTION	2025-26
ASSESSMENT PATTERN	Summative Assessment 50 marks Cumulative Assessment 50 marks

SEMESTER IV | COURSE TITLE SYLLABUS - Discourse in Cinema

Course Objectives:

1. To explore cinema as a philosophical and aesthetic inquiry, tracing its Indian roots from performance traditions to contemporary cinematic forms.
2. To examine how cinema acts as both thought experiment and reality check, shaping and reflecting social, political, and cultural narratives.
3. To critically analyze plural cinematic perspectives on universal themes such as war, love, technology, and power, using frameworks like anekantavada.
4. To enable students to articulate and express their own cinematic visions through practical and conceptual exercises.

Course Outcomes:

5. Demonstrate an understanding of Indian cinematic traditions and their philosophical, mythological, and aesthetic foundations.
6. Analyze films as layered texts, capable of revealing social realities, anticipating historical events, or functioning as thought experiments.
7. Compare and critique multiple cinematic perspectives on shared themes, developing nuanced critical thinking and cultural literacy.
8. Create original audio-visual responses or short works that reflect philosophical, aesthetic, or socio-political ideas explored in the course.

COURSE CONTENT

Unit 1. Indian Cinema (15 hours)

- 1.1 Journey from *Natyashastra* - *Abhinaya, Sangeet, Nritya* to Item Song
- 1.2 Conflict of Coexistence in Indian Cinema - Satyajit Ray to Karan Johar
- 1.3 Aesthetic Decolonization - Mani Kaul to Amit Dutta
- 1.4 Philosophy, Mythology and Indian Cinema

Unit 2. Cinema as A Thought Experiment (15 hours)

- 2.1 Animation Film
- 2.2 Music Video
- 2.3 Video Art
- 2.4 Practical Project

Unit 3. Cinema as Reality Check (15 hours)

- 3.1 Ethnographic Films
- 3.2 Impact Films - Reveal, Spotlight, Investigate, Humanise
- 3.3 Cinematic Prophecies - When Art Precedes History (Saeed Akhtar Mirza/Deepa Dhanraj)
- 3.4 Mirror to the Self - Self Expression in Documentary Cinema

Unit 4. Anekantavada and Cinema (15 hours)

- 4.1 War in Cinema (Politics of Violence in American War Films)
- 4.2 Love in Cinema (Erotica, Social Drama, Legends)
- 4.3 Technology in Cinema (Friend, Foe or God?)
- 4.4 Authoritarianism in Cinema (Curious case of Dogtooth by Yorgos Lanthimos)

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. Bharata Muni. *The Natyashastra*. Translated by Manomohan Ghosh, Asiatic Society, 1967.
2. Garga, B.D. *So Many Cinemas: The Motion Picture in India*. Eminence Designs, 1996.
3. Dwyer, Rachel. *100 Bollywood Films*. Lotus Collection, 2005.
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6. Prasad, M. Madhava. *Ideology of the Hindi Film: A Historical Construction*. Oxford University Press, 1998.
7. Nichols, Bill. *Introduction to Documentary*. Indiana University Press, 2017.
8. Sobchack, Vivian. *Carnal Thoughts: Embodiment and Moving Image Culture*. University of California Press, 2004.
9. Mulvey, Laura. *Death 24x a Second: Stillness and the Moving Image*. Reaktion Books, 2006

YEAR	SECOND
SEMESTER	4
TYPE OF COURSE	Open Elective
COURSE CODE	MOE401
COURSE TITLE	Economic Thought
COURSE CREDITS	2
TOTAL NUMBER OF LECTURES	30
YEAR OF INTRODUCTION	2024-25
ASSESSMENT PATTERN	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. Mercantilism to Marx

- 1.1 Introduction to Key Ideologies - Mercantilist Theory and its Historical Context, Physiocracy
- 1.2 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
- 1.3 David Ricardo - The concept of Comparative Advantage and why trade is beneficial for all, Ricardian Equivalence, Paradox of Value in Economics
- 1.4 Karl Marx - Circuit of exchanges and the buying of labour-power, crisis of Capitalism and the industrial reserve army, theory of Alienation

Unit 2. Rise of Contemporary Economic Systems

2.1 Alfred Marshall- The emergence of the Neoclassical School of economic thought, Demand, Supply, concept of Equilibrium, Partial v/s General Equilibrium analysis, concept of Marginal utility and the Marginal Revolution in Economics.

2.2 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.

2.3 Joseph Schumpeter- creative destruction, unstable nature of progress and development, role of the entrepreneur, the importance of the banking sector.

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

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

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.

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
<https://theminskys.org/wp-content/uploads/2017/02/Hist-of-Econ-Formatted-for-blog-copy-1.jpg>
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.
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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.

YEAR	SECOND
SEMESTER	4
TYPE OF COURSE	Ability Enhancement Course
COURSE CODE	MAEC401
COURSE TITLE	Life Writing
COURSE CREDITS	2
TOTAL NUMBER OF LECTURES	30
YEAR OF INTRODUCTION	2024-25
ASSESSMENT PATTERN	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.
2. Kadar, M. (1992b). *Essays on Life Writing: From Genre to Critical Practice*. University of Toronto Press.
3. Smith, S., & Watson, J. (1998). *Women, Autobiography, Theory: A Reader*. Univ of Wisconsin Press.
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5. Moaveni, A. (2007). *Lipstick Jihad: A Memoir of Growing up Iranian in America and American in Iran*. Hachette UK.
6. Frank, A. (1997). *The Diary of a Young Girl*.
7. Ghosh, A. (2011). In *An Antique Land*. Granta Books.
8. Jacobs, H. A. (1861). *Incidents in the Life of a Slave Girl*.
9. Pratt, M. L. (2003). *Imperial Eyes: Travel Writing and Transculturation*. Routledge.
10. Whitlock, G. (2018). *Postcolonial Life Narratives : Testimonial Transactions*.

YEAR	SECOND
SEMESTER	4
TYPE OF COURSE	Vocational Skill Course
COURSE CODE	MVSC401
COURSE TITLE	Designing Digital Profiles
COURSE CREDITS	2
COURSE HOURS	30
YEAR OF INTRODUCTION	2024 – 2025

SEMESTER IV | 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.
- 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. Vaynerchuk, Gary. *Crushing It!: How Great Entrepreneurs Build Their Business and Influence—and How You Can, Too*. HarperCollins, 2018.
2. Montoya, Peter. *The Brand Called You: The Ultimate Personal Branding Handbook to Transform Anyone into an Indispensable Brand*. Personal Brand Media, 2002.

3. Hyatt, Michael. Platform: Get Noticed in a Noisy World. Thomas Nelson, 2012.
4. Schaefer, Mark W. Known: The Handbook for Building and Unleashing Your Personal Brand in the Digital Age. Mark W. Schaefer, 2017.
5. Diermeier, Daniel. Reputation Rules: Strategies for Building Your Company's Most Valuable Asset. McGraw-Hill, 2011.
6. Kawasaki, Guy, and Peg Fitzpatrick. The Art of Social Media: Power Tips for Power Users. Portfolio/Penguin, 2014.
7. Cialdini, Robert B. Influence: The Psychology of Persuasion. HarperCollins, 2006.
8. Mehta, Rashmi. Leadership by Proxy: The Story of Women in Corporate India. HarperCollins India, 2017. In-Text Citation Example: (Mehta 2017)
9. Bhargava, Rohit. Likeonomics: The Unexpected Truth Behind Earning Trust, Influencing Behavior, and Inspiring Action. Portfolio, 2012. In-Text Citation Example: (Bhargava 2012)
10. Bhogle, Harsha. The Winning Way: Learnings from Sport for Managers. Westland Books, 2011. In-Text Citation Example: (Bhogle 2011)
11. Subramanian, Anupam. Lights Out: A Cyberattack, A Nation Unprepared, Surviving the Aftermath. Penguin Random House India, 2020. In-Text Citation Example: (Subramanian 2020)
12. Krishnamurthy, Gopal. Entrepreneurship Development and Small Business Enterprises. PHI Learning Pvt. Ltd., 2016. In-Text Citation Example: (Krishnamurthy 2016)

YEAR	SECOND
SEMESTER	4
TYPE OF COURSE	Co-Curricular (Non-Academic Course)
COURSE CODE	CC400
COURSE TITLE	
COURSE CREDITS	2
YEAR OF INTRODUCTION	2024 – 2025

YEAR	SECOND
SEMESTER	4
TYPE OF COURSE	Community Engagement Programme (Non-Academic Course)
COURSE CODE	CEP400
COURSE TITLE	
COURSE CREDITS	2
YEAR OF INTRODUCTION	2024 – 2025