



SOPHIA COLLEGE FOR WOMEN EMPOWERED AUTONOMOUS

Affiliated to the University of Mumbai

**Programme: STRATEGIC COMMUNICATION AND
JOURNALISM**

SINGLE CORE DISCIPLINE PROGRAMME

First Year

Syllabus for the Academic Year 2025- 26

based on the National Education Policy 2020



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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



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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.



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SEMESTER I

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



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COURSE STRUCTURE

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



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SYLLABUS FOR INTRODUCTION TO MASS MEDIA

Course Objectives:

1. To introduce the students to the history, evolution and development of mass communication and mass media and the various forms of mass media
2. To introduce the students to the concept of new mass media and media convergence
3. To study mass media as an important social institution

Course Outcomes:

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

1. examine the key concepts in mass media and media literacy
2. identify and analyse the steps in the process of mass communication
3. compare and contrast different media platforms and their audiences
4. discuss advertising and public relations as supporting industries
5. examine the impact of media messages on society

COURSE CONTENT

Unit 1. Mass Communication, Culture, and Media Literacy (15 lectures)

- 1.1 What is mass communication?
- 1.2 What is culture?
- 1.3 Mass communication and culture
- 1.4 The nature of mass media

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

- 2.1 The communication process: sender, message, medium, receiver, feedback
- 2.2 Encoding and decoding messages
- 2.3 Media and Audience
- 2.4 The impact of media-related messages on social behaviour

Unit 3. The Effects of Mass Communication and Mass Media (15 lectures)



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- 3.1 Media and representation
- 3.2 Media and consumerism
- 3.3 Media and public opinion
- 3.4 Media freedom and responsibility

Unit 4. Media ethics

(15 lectures)

- 4.1 Truth and honesty
- 4.2 Privacy
- 4.3 Confidentiality
- 4.4 Conflict of interest
- 4.5 Profit and social responsibility

ASSESSMENT

Cumulative Assessment (CA): 50 marks

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

Summative Assessment (SA): 50 marks

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

READING LIST



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1. McQuail, Denis. *Towards a Sociology of Mass Communications*. Collier Macmillan, 1969.
2. McQuail, Denis. *Mass Communication Theory*. 6th ed. Sage, 2010.
3. Folkerts, Jean and Stephen Lacy. *The Media in Your Life: An Introduction to Mass Communication*. Peatrson, 2008.
4. Klapper, Joseph. *Mass Communication Effects*. Free Press, 1960.
5. Krijnen, Tonny, and Sofie Van Bauwel. *Gender and Media: Representing, Producing, Consuming*. Routledge, 2015.
6. Turow, Joseph. *Media Today: An Introduction to Mass Communication*. 5th ed., Routledge, 2013.
7. Kohli-Khandekar, Vanita. *The Indian Media Business*. 4th ed., Sage, 2013.



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COURSE STRUCTURE

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



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SYLLABUS FOR INTRODUCTION TO PHOTOGRAPHY

Course Objectives:

1. Introduction to photography, mediums and narratives
2. Narrative strategies, and ways in which authors/artists make or break them
3. Visual culture origins, and practical applications in photography
4. Remixing narrative to engage in building our own world view to achieve effective storytelling

Course Outcomes:

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

1. Develop a foundational understanding of photography and its narrative structures
2. Reflect upon historical and contemporary visual culture and communicate its role in shaping our visual landscape.
3. Explore different approaches to visual storytelling.
4. Collaborate and create stories through shared understanding of meaning and authorship.

COURSE CONTENT

Unit 1. Photographic Narrative Structures (15 lectures)

- 1.1 Foundations of Photography: Understanding light, types of cameras and lenses.
- 1.2 Foundations of Visual Culture and Narrative
- 1.3 Narrative Culture in Film, Photography and Social Media
- 1.4 Narrative Application: Case Studies in films, photography, or social media on visual narrative techniques.

Unit 2. Mashing up the Canon (15 lectures)

- 2.1 Situating history and the present
- 2.2 My Canon, Our Canon: Exploring visual narratives at the intersection of history and the present
- 2.3 Remixing the Canon: Experiment with new visual storytelling methods.
- 2.4 Shaping my Canon

Unit 3. Visual Storytelling (15 lectures)



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- 3.1 Visual Storytelling through Photography: Learning to read images from photojournalism, documentary, landscape, portrait and conceptual images.
- 3.2 Fact Vs. Fiction
- 3.3 Understanding camera as a social machine
- 3.4 Seeing and Othering

Unit 4 **Retelling Visually (15 lectures)**

- 4.1 Sequencing and Editing 1
- 4.2 Sequencing and Editing 2
- 4.3 Retold Visual Story Workshop
- 4.4 Retold Visual Story Final Presentation and Reflective Journal Presentation

ASSESSMENT

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

READING LIST

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



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COURSE STRUCTURE

LEVEL	
YEAR	FIRST
SEMESTER	1
TYPE OF COURSE	Discipline Specific Course
COURSE CODE	MDSC113
COURSE TITLE	Reading Literature – I
COURSE CREDITS	4
TOTAL NUMBER OF LECTURES	60
YEAR OF INTRODUCTION	2023-2024
ASSESSMENT PATTERN	50:50



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SYLLABUS FOR READING LITERATURE – I

Course Objectives:

1. To think about the meaning of life through the psychological, social, and ethical reality presented in the given texts, and other related texts
2. To study the various genres of literature and the elements of which they are composed
3. To practise using literary insights for a better understanding of their lived reality, particularly social reality, and thereby become better media communicators

Course Outcomes:

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

1. analyse the key components of short stories
2. improve their ability to read a literary text closely
3. evaluate the role of plot, character, and narrative style in literary texts
4. investigate the key formal aspects of poetry in English
5. examine and illustrate the themes that pervade non-fiction prose writing

COURSE CONTENT

Unit 1. Short Stories

(15 lectures)

- 1.1 Allende, Isabel. "And of Clay Are We Created"
- 1.2 Hemingway, Ernest. "Hills Like White Elephants"
- 1.3 Atwood, Margaret. "Happy Endings"
- 1.4 Chughtai, Ismat. "Chauthi ka Jaura" (The Wedding Suit)
- 1.5 Greene, Graham. "The End of the Party"
- 1.6 Manto, Sadat Hasan. "Gurmukh Singh ki Wasiyat" (The Assignment)

Unit 2. Poetry

(15 lectures)

- 2.1 Shelley, Percy. "Mutability"
- 2.2 Frost, Robert. "Acquainted with the Night"
- 2.3 Hopkins, Gerard Manley. "Spring and Fall"
- 2.4 Owen, Wilfred. "Dulce et decorum est"



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2.5 Angelou, Maya. "I know why the caged bird sings"

2.6 Chitre, Dilip. "Father Returning Home"

2.7 Kandasamy, Meena. "Mascara"

2.8 Dhasal, Namdeo. "Kamathipura"

2.9 Pawar, Daya. "Blood Wave"

Unit 3. Prose

(15 lectures)

2.1 Lincoln, Abraham. "The Gettysburg Address"

2.2 Nehru, Jawaharlal. "The Light has Gone Out of Our Lives" (On the Death of Gandhi)

2.3 Faulkner, William. Nobel Acceptance Speech

2.4 Roy, Arundati. "Approaching Gridlock"

2.5 Lorde, Audre. "The Master's Tools Will Never Dismantle the Master's House"

Unit 4. Novella

(15 lectures)

Achebe, Chinua. *Things Fall Apart*

OR

Winterson, Jeanette. *Sexing the Cherry*

ASSESSMENT

Cumulative Assessment (CA): 50 marks

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Summative Assessment (SA): 50 marks



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REFERENCES

1. Abrams, M. H., Geoffrey Harpham and Geoffrey Galt. *A Handbook of Literary Terms*. Cengage Learning India, 2009.
2. Bate, Jonathan. *English Literature: A Very Short Introduction*. Oxford University Press, 2010.
3. Baldick, Chris. *The Oxford Dictionary of Literary Terms*. Oxford University Press, 2008.
4. Drabble, Margaret and Jenny Stringer. Editors. *The Concise Oxford Companion to English Literature*. 3rd ed., Oxford University Press, 2007
5. Kennedy, X. J., Dana Gioia, and Mark Bauerlein. *Handbook of Literary Terms*. Pearson, 2005.
6. Peck, John and Martin Coyle. *Literary Terms and Criticism*. Macmillan Press, 1993.
7. Mehrotra, Arvind Krishna. *A Concise History of Indian Literature in English*. Orient Black Swan, 2010.
8. Mehrotra, Arvind Krishna. Editor. *An Illustrated History of Indian Literature in English*. Permanent Black, 2003.
9. Naik, M. K. *A History of Indian English Literature*. Sahitya Akademi, 2004.
10. Rogers, Pat. Editor. *The Oxford Illustrated History of English Literature*. Oxford University Press, 2001.
11. Sanders, Andrew. *The Short Oxford History of English Literature*. 3rd ed., Oxford University Press, 2004.S
12. Stauffer, Donald Barlow. *A Short History of American Poetry*. E.P. Dutton & Co, 1974
13. Walsh, William. *Indian Literature in English*. Longman Literature in English Series, 1990.



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COURSE STRUCTURE

LEVEL	
YEAR	FIRST
SEMESTER	1
TYPE OF COURSE	OPEN ELECTIVE
COURSE CODE	MOE101
COURSE TITLE	Media and Psychology
COURSE CREDITS	2
TOTAL NUMBER OF LECTURES	30
YEAR OF INTRODUCTION	2025-26
ASSESSMENT PATTERN	50



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SYLLABUS FOR MEDIA AND PSYCHOLOGY

Course Objectives:

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

Course Outcomes:

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

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

COURSE CONTENT

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

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

Unit 2. Developmental and Social Psychology - Issues and Social Influences (15 lectures)

- 2.1 Young Children and Media
- 2.2 Media Influences on Adolescence
- 2.3 Cognitive dissonance, Persuasion, 6 tools of influence, stereotypes and Prejudices
- 2.4 Representations and its Impact on Social Groups - Gender, Minorities, Disabilities and Mental Health
- 2.5 Impact of Gaming and Animation



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ASSESSMENT

Cumulative Assessment (CA): 50 marks

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REFERENCES:

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



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COURSE STRUCTURE

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



SYLLABUS FOR POSTCOLONIAL AND POSTMODERN PARADIGMS IN MEDIA

Course Objectives:

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

Course Outcomes:

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

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

COURSE CONTENT

Unit 1. Post-Colonialism in Media

(15 lectures)

1.1 Foundations of Postcolonial Theory

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

1.2: Media Representations in Postcolonial Contexts

- Stereotyping and Othering in Media
- Decoding colonialism vis-a-vis language



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- Analyzing media coverage of modern colonization

Unit 2. Postmodernism in Media

(15 lectures)

2.1: Understanding Postmodernism

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

2.2: Media Consumption in a Postmodern World

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

ASSESSMENT

Cumulative Assessment (CA): 50 marks

- CA is a separate head of passing.
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- CA will comprise a mix of projects, assignments, class tests, and presentations.
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REFERENCES

1. Bassnett, Susan, and Harish Trivedi, eds. *Postcolonial Translation: Theory and Practice*. Routledge, 2012.
2. Guha, Ramachandra, ed. *Makers of Modern India*. Harvard University Press, 2011.
3. Guha, Ranajit, ed. *Subaltern Studies VI: Writings on South Asian History*. Oxford University Press, 1989.
4. Rushdie, Salman. *Imaginary Homelands: Essays and Criticism 1981-1991*. Random House, 2012.



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5. Schwarz, Henry, and Sangeeta Ray, eds. *A Companion to Postcolonial Studies*. John Wiley & Sons, 2008
6. Viswanathan, Gauri. *Masks of Conquest: Literary Study and British Rule in India*. Columbia University Press, 2014.
7. Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso, 1983.
8. Baldick, Chris. *The Oxford Dictionary of Literary Terms*. Oxford University Press, 2001.
9. Docherty, Thomas, editor. *Postmodernism: A Reader*. Columbia UP, 1993.
10. Harrison, Sylvia. *Pop Art and the Origins of Post-Modernism*. Cambridge UP, 2009.
11. Hutcheon, Linda. *A Poetics of Postmodernism: History, Theory, Fiction*. Routledge, 2004.
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13. Dines, G., & Humez, J. M. *Gender, Race, and Class in Media: A Critical Reader*. SAGE Publications, 2011
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17. Holmes, J., & Meyerhoff, M. (Eds.) *The Handbook of Language and Gender*. Wiley-Blackwell, 2013
18. Fanon, Frantz. *The Wretched of the Earth*. Grove Press, 2004.
19. Bhabha, Homi K. *The Location of Culture*. Routledge, 2004
20. Baudrillard, Jean. *Simulacra and Simulation*. University of Michigan Press, 1994.
21. Jameson, Fredric. *Postmodernism, or, The Cultural Logic of Late Capitalism*. Duke University Press, 1991.
22. Spivak, Gayatri Chakravorty. "Can the Subaltern Speak?" *Marxism and the Interpretation of Culture*, edited by Cary Nelson and Lawrence Grossberg, University of Illinois Press, 1988, pp. 271-313



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



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SYLLABUS FOR SOFT SKILLS – I

Course Objectives:

1. To become an active listener
2. To develop and hone the skills required to be an effective and confident speaker and presenter
3. To communicate effectively in different situations and with different audiences

Course Outcomes:

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

1. use devices that allow for coherence and cohesion in speech
2. present ideas with clarity and focus
3. speak with fluency, correct pronunciation, and stress
4. practise communication for various purposes – information, motivation, persuasion, negotiation, support

COURSE CONTENT

Unit 1. Developing Effective Listening Skills (15 lectures)

- 1.1 Active listening techniques
 - a. Identifying key points/ideas/arguments
 - b. Note taking skills
 - c. Listening powerfully and empathetically
 - d. Cultivating sensitivity in diverse workplace situations
- 1.2 Listening to a variety of texts
 - a. Listening for communication style and non-verbal communication
 - b. Understanding how to start and conclude conversations
 - c. Examining communication in different situations
- 1.3 Listening for effective communication
 - a. Projecting confidence in communication
 - b. Techniques used for clarity, cohesion, and impact in communication

Unit 2. Developing Effective Speaking Skills (15 lectures)



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- 2.1 Pronunciation and enunciation in speech
 - a. Speaking with fluency
 - b. Speaking with correct pronunciation and stress

- 2.2 Speaking for various purposes
 - a. Information and education
 - b. Persuasion
 - c. Negotiation
 - d. Arguing a point
 - e. Motivation and support

- 2.3 Speaking to different audiences
 - a. Understanding the audience
 - b. Identifying communication barriers
 - c. Asking relevant questions, inviting comments and remarks, dealing with disagreement
 - d. Adjusting style and tone
 - e. Speaking in different situations: Introduction and vote of thanks, speeches, interviews, workplace communication

ASSESSMENT

Cumulative Assessment (CA): 50 marks

- CA is a separate head of passing.
- A learner should get a minimum of 20 marks out of 50 to be declared PASS in the course.
- The learner gets 4 marks for class participation.
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- The learner is required to appear for all components of the CA.
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REFERENCES

1. Sadanand, Kamlesh. *Teaching Listening & Speaking: A Handbook for English Language Teachers and Teacher Trainers*. Orient Blackswan, 2012.
2. Lynch, Tony. *Study Listening: A Course in Listening to Lectures and Note Taking*. 2nd ed., Cambridge University Press, 2004.



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3. Maley, Alan, and Alan Duff. *Drama Techniques in Language Learning*. Cambridge University Press, 1982.
4. Tannen, Deborah. *That's Not What I Meant: How Conversational Style Makes or Breaks Relationships*. 1986. Ballantine, 1987.
5. Harmer, Jeremy. *The Practice of English Language Teaching*. Longman, 1983.
6. Truss, Lynne. *Eats, Shoots & Leaves*. Fourth Estate, 2009.
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8. Allen, J.P.B., and H. G. Widdowson. *English in Social Studies*. Oxford University Press, 1978.
9. Aitchison, Jean, and Diana M. Lewis, editors. *New Media Language*. Routledge, 2003.
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11. Goleman, Daniel. *Emotional Intelligence*. Bloomsbury India, 2021.
12. Lantieri, Michael. *Emotional Intelligence: Techniques to Increase Your Emotional Intelligence and Improve Your Social Skills and Success*. Kevin Dennis, 2020.
13. Tuhovsky, Ian. *Communication Skills Training: A Practical Guide to Improving Your Social Intelligence, Presentation and Social Speaking*. Rupa Publications, 2019.

COURSE STRUCTURE

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



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SYLLABUS FOR History of Mass Communications in India

Course Objectives:

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

Course Outcomes:

By the end of the course:

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



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COURSE CONTENT

Unit 1. Mass Media and Print Media in India (15 lectures)

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

Unit 2. Cinema, Radio and TV in India (15 lectures)

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

ASSESSMENT

Cumulative Assessment (CA): 50 marks

- CA is a separate head of passing.



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

REFERENCES

1. Kohli-Khandekar, Vanita. *The Indian Media Business*. Thousand Oaks, California: SAGE Publications, 2019.
2. Reed, Sir Stanley. *The Indian Press: A History of the Growth of Public Opinion in India*. London: Oxford University Press, 1948.
3. Kasbekar, Asha. *Broadcasting in India: A Historical Perspective*. New Delhi: Publications Division, Ministry of Information and Broadcasting, Government of India, 2004.
4. Ninan, Sevanti. *Mass Media in India*. New Delhi: Viking, 2000.
5. Rajadhyaksha, Ashish. *Indian Cinema: A Very Short Introduction*. Oxford: Oxford University Press, 2002.
6. Mehta, Nalin. *Television in India: Satellites, Politics and Cultural Change*. New Delhi: Routledge, 2009.
7. Thomas, Pradip Ninan, and Vibodh Parthasarathi, eds. *Digital India: Understanding Information, Communication and Social Change*. New Delhi: SAGE Publications, 2017.
8. Shrivastava, K. M., and Anubhuti Yadav, eds. *Media and Society in 21st Century India*. New Delhi: Sage Publications, 2014.
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COURSE STRUCTURE

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



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SYLLABUS FOR INTRODUCTION TO GRAPHIC DESIGN

Course Objectives:

1. To understand the basic principles of design and layout across simple collateral like posters, leaflets, memes, social media posts
2. To explore the basics of desktop and mobile software in order to format papers and design layouts
3. To practise the skills needed to incorporate design principles in everyday paperwork

Course Outcomes:

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

1. list and explain basic design principles
2. compare and contrast design and layout across different formats
3. design visual content for simple collateral
4. create layouts and designs through regular tasks for posters, memes, papers, leaflets, etc.

COURSE CONTENT

Unit 1. Using Images and Type (15 lectures)

- 1.1 The importance of fonts, layout, and colour in design
- 1.2 Designing for different formats
- 1.3 Using MS Word to create layouts
- 1.4 Using basic photo editing software to work on images

Unit 2. Designing Collateral lectures)

(15

- 2.1 Poster and leaflet design
- 2.2 Designing memes for social media
- 2.3 An exploration of web-based design software (example: Canva)



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ASSESSMENT

Cumulative Assessment (CA): 50 marks

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

REFERENCES

1. Caplin, Steve. *Art and Design in Photoshop: How to simulate just about anything from great works of art to urban graffiti*. Routledge, 2018.
2. Dabner, David. *Graphic Design School*. 7th Edition. Thames and Hudson, 2020.
3. Dawson, Peter, et al. *Graphic Design Rules: 365 Essential Design Dos and Don'ts*. Frances Lincoln; UK ed. 2017.
4. Ejeke, Patrick. *Canva: Professional Tips and Tricks When You Design with Canva*. (Kindle Edition).
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**SOPHIA COLLEGE FOR WOMEN
EMPOWERED AUTONOMOUS**

Affiliated to the University of Mumbai

Level: 4.5

Programme: MASS COMMUNICATION SINGLE CORE DISCIPLINE PROGRAMME

Credits: 22

Syllabus for the Academic Year 2025-26
based on National Education Policy 2020
with effect from the year 2023-2024



SOPHIA COLLEGE FOR WOMEN EMPOWERED AUTONOMOUS

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

PROGRAMME OBJECTIVES

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.



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SEMESTER II

Year- I				
Semester- II	Course Type	Course Title	Course Credit	Course Code
	DSC	Media, Culture and Society- Development of Critical Perspectives	4	MDSC121
	DSC	Advanced Photography	4	MDSC122
	DSC	Reading Literature II	4	MDSC123
	OE	Gender and Media	2	MOE201
	AEC	Soft Skills- II	2	MAEC201
	SEC	Introduction to AI and its Application	2	MSEC201
	VSC	Fundamentals of Web Design	2	MVSC201
	CC		2	MCC201
		Total Credits:	22	



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COURSE STRUCTURE

LEVEL	
YEAR	FIRST
SEMESTER	2
TYPE OF COURSE	Discipline Specific Course
COURSE CODE	MDSC121
COURSE TITLE	Media, Culture, and Society: Critical Perspectives
COURSE CREDITS	4
TOTAL NUMBER OF LECTURES	60
YEAR OF INTRODUCTION	2023-2024
ASSESSMENT PATTERN	Summative Assessment 50 marks Cumulative Assessment 50 marks



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SYLLABUS FOR Media, Culture, and Society: Critical Perspectives

Course Objectives:

- 1) Cultivate an in-depth comprehension of major theoretical frameworks fostering independent critical thinking within the realm of mass media studies.
- 2) Establish a robust theoretical foundation empowering students to pose insightful inquiries about the pivotal role and evolution of culture in the context of mass communication.
- 3) Explore the diverse ideological parameters shaping and sustaining mass communication practices.
- 4) Develop a nuanced understanding of propaganda's role in crafting and influencing narratives within the sphere of mass media.

Course Outcomes:

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

- 1) Demonstrate adeptness in critically analyzing various media forms through the application of nuanced perspectives.
- 2) Apply cultural theories and perspectives to dissect and interpret the multifaceted landscape of mass media.
- 3) Evaluate the profound impact of propaganda on the dynamics of mass communication, illustrating its implications for societal discourse.
- 4) Engage in comprehensive discussions on culture industries, delving into the commodification of culture within the context of mass media production and consumption.

COURSE CONTENT

Unit 1. Power, Ideology, and Social Conditioning (15 lectures)

- 1.1 Michael Foucault- panopticon structure, power and knowledge
- 1.2 Herbert Marcuse- Creation of False Needs
- 1.3 Mythology, Archetypes and Legends- Barthes, Jung and Frye
- 1.4. New Media Theories- Sherry Turkle and Elizabeth Newman (Spiral of Silence)

Unit 2. Understanding the Evolution of Culture (15 lectures)



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- 2.1 Cultural Imperialism
- 2.2. Cultural Identity
- 2.3 Cultural Hybridity
- 2.4 Digital Culture

Unit 3. Media and the Digital Self

(15 lectures)

- 3.1 Henry Jenkins: Convergence Culture and participatory media
- 3.2 The Rise of the Prosumer (Blurring of producer/consumer roles)
- 3.3 Algorithmic Culture and Visibility
- 3.4 Digital Surveillance and Data mining

Unit 4. Cultural Expressions and Media

(15 lectures)

- 4.1 Oral Traditions and Folklore
- 4.2 Children's Media: Storytelling, Education, and Ideology
- 4.3 Food, Media, and Cultural Identity
- 4.4 Fashion, Media and Cultural Identity

ASSESSMENT

Cumulative Assessment (CA): 50 marks

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



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Summative Assessment (SA) 50 marks

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

REFERENCES

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COURSE STRUCTURE

LEVEL	
YEAR	FIRST
SEMESTER	2
TYPE OF COURSE	Discipline Specific Course
COURSE CODE	MDSC122
COURSE TITLE	Advanced Photography
COURSE CREDITS	4
TOTAL NUMBER OF LECTURES	60
YEAR OF INTRODUCTION	2025- 2026
ASSESSMENT PATTERN	Summative Assessment 50 marks Cumulative Assessment 50 marks



SYLLABUS FOR ADVANCED PHOTOGRAPHY

Course Objectives:

1. Introduce critical frameworks to analyse photographic practices and image circulation.
2. Engage with the politics of representation, spectatorship, and archival construction.
3. Explore the photographic apparatus as a tool of control, memory, resistance, and imagination.
4. Encourage interdisciplinary approaches to making, editing, and presenting advanced photographic work.

Course Outcomes:

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

1. Apply theoretical concepts to their photographic practice and critique.
2. Examine the ethical dimensions of visual authorship and spectatorship.
3. Produce photographic projects that respond to archival, social, and political contexts.
4. Articulate how photography functions in constructing, documenting, and challenging dominant narratives.

COURSE CONTENT

Unit 1. Photography, Power and the Gaze (15 lectures)

- 1.1 The Gaze in Photography: The gaze on gender, race, caste
- 1.2 Photography as Surveillance
- 1.3 Looking at Caste and Gender
- 1.4 Ethics of Looking



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Unit 2. The Civil Contract of Photography (15 lectures)

- 2.1 What is a Civil Contract? -Azoulay's *The Civil Contract of Photography*
- 2.2 Undoing the Archive
- 2.3 Co-witnessing and the Right to Look
- 2.4 Civic Image Making Practice

Unit 3. Photography as Material and Performance (15 lectures)

- 3.1 Studio Photography as Theatre
- 3.2 Photography and the Body
- 3.3 The Photobook and the Zine
- 3.4 Memory, Loss and the Image

Unit 4. Speculative and Counter-Visibilities (15 lectures)

- 4.1 Developing Counter-Visual Narratives
- 4.2 Editing, Curating and Sequencing
- 4.3 Exhibition and Peer Review
- 4.4 Reflective Journals and Theory Integration

ASSESSMENT

Cumulative Assessment (CA): 50 marks

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



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Summative Assessment (SA) 50 marks

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

REFERENCES

1. Horacio Fernández, *The Photobook: A History*
2. Roland Barthes, *Camera Lucida* (Chapters: “The Winter Garden Photograph”)
3. Amelia Jones, *The “Eternal Return” of the New York Dada Body* (excerpt)
4. Christopher Pinney, *Camera Indica* (Chapter: “The Studio Photograph”)
5. Nicholas Mirzoeff, *The Right to Look* (selections)
6. *Milisuthando* (dir. Milisuthando Bongela, excerpts)
7. Tina Campt, *Listening to Images* (Introduction)
8. Ariella Azoulay, *The Civil Contract of Photography*, Introduction
9. Susan Sontag, *Regarding the Pain of Others*
10. Allan Sekula, *The Body and the Archive*
11. Laura Mulvey, *Visual Pleasure and Narrative Cinema*



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COURSE STRUCTURE

LEVEL	
YEAR	FIRST
SEMESTER	2
TYPE OF COURSE	Discipline Specific Course
COURSE CODE	MDSC123
COURSE TITLE	Reading Literature- II
COURSE CREDITS	4
TOTAL NUMBER OF LECTURES	60
YEAR OF INTRODUCTION	2023-2024
ASSESSMENT PATTERN	Summative Assessment 50 marks Cumulative Assessment 50 marks



SYLLABUS FOR Reading Literature- II

Course Objectives:

1. To cultivate the student's literary skills and enhance their proficiency in media communication via an introduction to diverse literary texts.
2. Fostering an analytical approach towards written works, exploring various genres of literature and dissecting their constituent socio- cultural elements.
3. To deepen their understanding of psychological, social, cultural, and ethical dimensions that are portrayed in assigned texts and related materials.
4. To enable the ability to identify and understand literary cultural references so as to utilize them effectively within the realm of mass communication.

Course Outcomes:

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

1. Demonstrate a discerning comprehension of texts, showcasing an awareness of psychological, social, cultural, and ethical dimensions embedded within them.
 2. Enhance their capacity for close reading, allowing for a more intricate understanding of literary texts.
 3. Proficiently identify and analyze various genres, including novels, plays, and poetry.
 4. Engage in critical analysis of texts, responding with unique and individual insights.
 5. Cultivate an appreciation for literary texts and gain insight into the canonization process.
 6. Skillfully incorporate popular literary and cultural references from studied texts into their own creative communication strategies
- Read texts with an understanding and awareness of psychological, social, cultural and ethical issues presented in them.

COURSE CONTENT

Unit 1. Novel

(15 lectures)

1.1 George Orwell's *1984*

OR

Ray Bradbury's *Fahrenheit 451*



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Unit 2. Play (15 lectures)

Manjula Padmanabhan's *Harvest*

OR

Vijay Tendulkar's *Silence! The Court is in Session*

Unit 3. Poetry (15 lectures)

3.1 William Shakespeare "Sonnet 130: My Mistress' eyes are nothing like the sun"

3.2 Emily Dickinson: "Hope is a thing with feathers"

3.3 Kamala das: "An Introduction"

3.4 Langston Hughes: "I, Too"

3.5 Imtiaz Dharker "Living Space"

3.6 Samuel Taylor Coleridge: "Kubla Khan"

3.7 Ezra Pound: "In a Station of the Metro"

Unit 4. Non-fiction (15 lectures)

4.1 Song(s) by a contemporary artist

4.2 Comic strips [Two artist- one in a newspaper, one from social media]

4.3 Important Letters [Two letters]

4.4 Blog entry [Two blogs: culinary and travel writing]

ASSESSMENT

Cumulative Assessment (CA): 50 marks

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



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

Summative Assessment (SA) 50 marks

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

REFERENCES

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9. Stauffer, Donald Barlow. *A Short History of American Poetry*. E.P. Dutton & Co, 1974.
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COURSE STRUCTURE

LEVEL	4.5
YEAR	FIRST
SEMESTER	2
TYPE OF COURSE	Open Elective
COURSE CODE	MOE201
COURSE TITLE	Gender and Media
COURSE CREDITS	2
TOTAL NUMBER OF LECTURES	30
YEAR OF INTRODUCTION	2023-2024
ASSESSMENT PATTERN	Cumulative Assessment - 50 marks



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SYLLABUS FOR Gender and Media

Course Objectives:

1. Understand and critique foundational and contemporary gender theories within media contexts.
2. Analyze the portrayal of gender in traditional and digital media, focusing on stereotypes and power structures.
3. Examine the role of media technologies in shaping gender identities and perpetuating biases.
4. Explore global perspectives on gender and media, considering cultural and regional variations.

Course Outcomes:

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

1. Develop a critical understanding of gender theories and their relevance to media studies.
2. Apply theoretical frameworks to analyze gender representation across various media platforms.
3. Identify and critique the impact of media technologies on gender identity and equality.
4. Engage with global media texts to explore diverse representations and critiques of gender.

COURSE CONTENT

Unit 1. Foundational Gender Theories

(15 lectures)

- 1.1 Understanding key concepts: gender, sex, identity
- 1.2 Gender Essentialism vs. Social Constructionism
- 1.3 Hegemonic Masculinity: Raewyn Connell's Concept of Hegemonic Masculinity
- 1.4 Gender and Performance: Judith Butler's Theory of Performativity

Unit 2. Contemporary Discourses on Gender

(15 lectures)

- 2.1 Laura Mulvey's Male Gaze Theory
- 2.2 LGBTQ+ Representation in Media: Historical evolution and current trends in the portrayal of LGBTQ+ identities in media
- 2.3 Gender and Care Economy
- 2.4 Gender and Digital Spaces:
 - a. Exploring the negotiation of gender identities in digital media



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- b. The construct of the female figure in video games
- c. Economization of femalehood

ASSESSMENT

Cumulative Assessment (CA): 50 marks

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

REFERENCES

1. Beauvoir, Simone de. *The Second Sex* (1949).
2. Connell, Raewyn. *Masculinities* (1995).
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COURSE STRUCTURE

LEVEL	4.5
YEAR	FIRST
SEMESTER	2
TYPE OF COURSE	Ability Enhancement Course
COURSE CODE	MAEC201
COURSE TITLE	Soft Skills- II
COURSE CREDITS	2
TOTAL NUMBER OF LECTURES	30
YEAR OF INTRODUCTION	2023-2024
ASSESSMENT PATTERN	Cumulative Assessment - 50 marks



SYLLABUS FOR SOFT SKILLS- II

Course Objectives:

1. To orient students towards the functional aspects of language.
2. To enable students to articulate and communicate their ideas and thoughts effectively.
3. To teach students how to analyze the literal and inferred meaning of the texts that they are reading
4. To inculcate an ability to skim, scan and arrive at an understanding of the written word.
5. To effectively use different types of formal correspondence.
6. To be able to write in different registers/styles for different objectives

Course Outcomes:

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

1. Articulate and communicate their thoughts and ideas coherently and persuasively
2. Analyze texts for literal and inferential meaning and structures.
3. Be able to skim, scan and be able to enunciate well while reading different texts
4. Write with focus, clarity, coherence and cohesion
5. Be able to write in different registers/styles for different objectives
6. Write using different types of organizational writing effectively.

COURSE CONTENT

Unit 1. DEVELOPING EFFECTIVE READING SKILLS

(15 lectures)

1.1 Reading Different Texts and Narratives

- a) Understanding the differences between different types of texts
- b) Argumentative/ Descriptive / Analytical

1.2 Practicing Reading Techniques

- a) Skimming, Scanning, Enunciation and Elocution
- b) Focus on tone, pronunciation and stress
- c) Body language and way of conduct

1.3 Understanding the audience



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Unit 2. DEVELOPING EFFECTIVE WRITING SKILLS

(15 lectures)

2.1 Principles of coherence and cohesion in writing

- a) Punctuation, organization and sentence structure
- b) Identifying redundant words and replacing them
- c) Learning to focus on paragraphs
- d) Developing a flow and continuity in writing

2.2 Formal correspondence

- a) Email writing
- b) Circular writing
- c) Notice writing

2.3 Writing for different objectives

- a) Statement of Purpose
- b) Job application
- c) Request for permission/scholarship

2.4 Writing in different registers/styles

- a) Summary
- b) Expansion of ideas
 - i) Short Report

ASSESSMENT

Cumulative Assessment (CA): 50 marks

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



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COURSE STRUCTURE

LEVEL	
YEAR	FIRST
SEMESTER	2
TYPE OF COURSE	Skill Enhancement Course
COURSE CODE	MVAC201
COURSE TITLE	Introduction to AI in Media
COURSE CREDITS	2
TOTAL NUMBER OF LECTURES	30
YEAR OF INTRODUCTION	2024- 2025
ASSESSMENT PATTERN	Cumulative Assessment - 50 marks



SYLLABUS FOR SYLLABUS FOR Introduction to AI in Media

Course Objectives:

1. To Gain a foundational understanding of artificial intelligence concepts, principles, and techniques relevant to media and communication.
2. To Analyze various AI applications in fields such as digital marketing, gaming, multimedia production, customer service, news production, and search engines.
3. To Investigate the ethical and societal implications of AI technologies, focusing on challenges like fake news, audience polarisation, privacy issues, and digital divides.
4. To Develop an interdisciplinary approach to critically assess the impact of AI technologies on cultural, social, and political landscapes.
5. To Reflect on AI's global and local ramifications in media and communication, fostering a deeper awareness of its social implications.

Course Outcomes:

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

1. Explain key concepts and foundational theories of artificial intelligence and its relevance to the media and communication sectors.
2. Critically assess various AI applications and their effectiveness in real-world media and communication scenarios.
3. Identify and analyze contemporary ethical issues surrounding AI, including fake news, privacy concerns, and the impact of algorithms on public discourse.
4. Apply interdisciplinary methods to evaluate AI technologies' social, cultural, and political implications in diverse contexts.
5. Discuss and reflect on the implications of AI in both global and local settings, demonstrating an understanding of its transformative effects on society.

COURSE CONTENT

Unit 1. AI, Media and Critical Reflections (15 lectures)

- 1.1. History of AI & Digital Media, Current landscapes and emerging.



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- 1.2. Ethics, privacy protection and professionalism
- 1.3. Fake news, verification and fact-checking
- 1.4. AI and its impact on law

Unit 2. Applications of AI in Media and Communication (15 lectures)

- 2.1. AI for multimedia, publishing and writing
- 2.2. Algorithmic advertising and targeted marketing
- 2.3. Commodification of AI
- 2.4. Case Studies of AI Impact on Different Communities

ASSESSMENT

Cumulative Assessment (CA): 50 marks

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

REFERENCES

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COURSE STRUCTURE

LEVEL	
YEAR	FIRST
SEMESTER	2
TYPE OF COURSE	Vocational Skills Course
COURSE CODE	MVSC201
COURSE TITLE	Fundamentals of Web Design
COURSE CREDITS	2
TOTAL NUMBER OF LECTURES	30
YEAR OF INTRODUCTION	2023-2024
ASSESSMENT PATTERN	Cumulative Assessment - 50 marks



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SYLLABUS FOR Fundamentals of Web Design

Course Objectives:

1. Understand the basic elements of web design – layout, colour, typography and imagery.
2. Understand the principles of UI (User Interface) and UX (User Experience)
3. Learn the process of wireframing websites
4. Learn to design web pages using modern design tooling

Course Outcomes:

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

1. Break down the anatomy of a website and explain its elements
2. Differentiate between good and bad website design, and have clear reasoning for the same.
3. Create simple website designs that adhere to best web design practices

COURSE CONTENT

Unit 1. Aesthetics and Functionality

(15 lectures)

- 1.1 Comparing Web Design with Page Design to understand similarities and differences
- 1.2 Understand the basic elements – Layout, Colour, Typography and Imagery in the context of web
- 1.3 Understand the principles of good UI & UX
- 1.4 Understand responsiveness and mobile-first website design
- 1.5 Learn about the web pages that are most often seen on websites

Unit 2. Website Norms and Design Tools

(15 lectures)

- 2.1 Identify websites “norms” - Company, Portfolio, eCommerce, and more
- 2.2 Learn to wireframe web pages
- 2.3 Learn about contemporary website design trends
- 2.4 Learn to use tools like Canva / Figma to design your own website



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ASSESSMENT

Cumulative Assessment (CA): 50 marks

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

REFERENCES

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COURSE STRUCTURE

LEVEL	4.5
YEAR	FIRST
SEMESTER	2
TYPE OF COURSE	Co-Curricular Courses
COURSE CODE	MCC201
COURSE TITLE	
COURSE CREDITS	2
TOTAL NUMBER OF LECTURES	
YEAR OF INTRODUCTION	2023-2024
ASSESSMENT PATTERN	NON ACADEMIC COURSE