



**SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)**

Affiliated to the University of Mumbai

Programme: Strategic Communication and Journalism (Single Core Discipline Specific Programme)

Programme Code: SBMMED

**Syllabus for the Academic Year 2023-2024**  
**based on the National Education Policy 2020**



**SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)**

**DEPARTMENT OF BASCJ**

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



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

| Year- I      |             |   |               |             |
|--------------|-------------|---|---------------|-------------|
| Semester- II | Course Type | Course Title  | Course Credit | Course Code |
|              | DSC         | Media, Culture and Society-Development of Critical Perspectives | 4             | MDSC121     |
|              | DSC         | Visual and Sound Studies  | 4             | MDSC122     |
|              | DSC         | Reading Literature II   | 4             | MDSC123     |
|              | OE          | Gender and Media  | 2             | MOE201      |
|              | CC          | Introduction to Documentary Film Making                         | 2             | MCC201      |
|              | AEC         | Soft Skills II  | 2             | MAEC201     |
|              | VAC         | Introduction to AI and Media Literacy                           | 2             | MVAC201     |
|              | VSC         | Fundamentals of Web Design                                      | 2             | MVSC201     |
|              |             | <b>Total Credits:</b>   | <b>22</b>     |             |



## SOPHIA COLLEGE FOR WOMEN (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

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



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

### PROGRAMME SPECIFIC OUTCOMES

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



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

|  |                              |                             |                 |
|--|------------------------------|-----------------------------|-----------------|
| <b>Programme:</b> STRATEGIC COMMUNICATION AND JOURNALISM SINGLE CORE DISCIPLINE PROGRAMME  |                              | <b>Semester – 1</b>         |                 |
| <b>Course Title:</b> Introduction to Mass Media  |                              | <b>Course Code:</b> MDSC111 |                 |
| <b><u>COURSE OBJECTIVES:</u></b><br><br>1. To introduce the students to the history, evolution and development of mass communication and mass media and the various forms of mass media<br>2. To introduce the students to the concept of new mass media and media convergence<br>3. To study mass media as an important social institution  |                              |                             |                 |
| <b><u>COURSE OUTCOMES:</u></b><br>By the end of the course, students will be able to:<br><br>1. examine the key concepts in mass media and media literacy<br>2. identify and analyse the steps in the process of mass communication<br>3. compare and contrast different media platforms and their audiences<br>4. discuss advertising and public relations as supporting industries<br>5. examine the impact of media messages on society |                              |                             |                 |
| <b>Lectures per week (1 Lecture is 60 minutes)</b>   |                              | <b>4</b>                    |                 |
| <b>Total number of Hours in a Semester</b>   |                              | <b>60</b>                   |                 |
| <b>Credits</b>   |                              | <b>4</b>                    |                 |
| <b>Evaluation System</b>   | <b>Summative Assessment</b>  | <b>2 Hours</b>              | <b>50 marks</b> |
|  | <b>Cumulative Assessment</b> | <b>--</b>                   | <b>50 marks</b> |

|   |     |                                |          |
|---|-----|--------------------------------|----------|
| UNIT 1<br>Mass Communication, Culture, and Media Literacy<br>(1 Credit) | 1.1 | What is mass communication?    | 15 hours |
|   | 1.2 | What is culture?               |          |
|   | 1.3 | Mass communication and culture |          |



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

|  |     |  |          |
|--|-----|--|----------|
|  | 1.4 | The nature of mass media   |          |
|  | 1.5 | Media literacy   |          |
| UNIT 2<br>The Mass Communication Process and Audience<br>(1 Credit)      | 2.1 | The communication process: sender, message, medium, receiver, feedback | 15 hours |
|  | 2.2 | Encoding and decoding messages   |          |
|  | 2.3 | Media and Audience   |          |
|  | 2.4 | The impact of media-related messages on social behaviour               |          |
| UNIT 3<br>The Effects of Mass Communication and Mass Media<br>(1 Credit) | 3.1 | Media and representation   | 15 hours |
|  | 3.2 | Media and consumerism  |          |
|  | 3.3 | Media freedom and responsibility                                       |          |
| UNIT 4<br>Media ethics   | 4.1 | Truth and honesty  | 15 hours |
|  | 4.2 | Privacy  |          |
|  | 4.3 | Confidentiality  |          |
|  | 4.4 | Conflict of interest   |          |
|  | 4.5 | Profit and social responsibility                                       |          |

### ASSESSMENT

#### I. Cumulative Assessment (CA): 50 marks

- CA is a separate head of passing.
- A learner should get a minimum of 20 marks out of 50 to be declared PASS in the course.



## **SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)**

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

### **II. Summative Assessment (SA) 50 marks**

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

### **READING LIST**

1. McQuail, Denis. *Towards a Sociology of Mass Communications*. Collier Macmillan, 1969.
2. McQuail, Denis. *Mass Communication Theory*. 6<sup>th</sup> ed. Sage, 2010.
3. Folkerts, Jean and Stephen Lacy. *The Media in Your Life: An Introduction to Mass Communication*. Pearson, 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.





## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

|  |                              |                             |                 |
|--|------------------------------|-----------------------------|-----------------|
| <b>Programme:</b> STRATEGIC COMMUNICATION AND JOURNALISM SINGLE CORE DISCIPLINE PROGRAMME  |                              | <b>Semester – 1</b>         |                 |
| <b>Course Title:</b> Introduction to Photography   |                              | <b>Course Code:</b> MDSC112 |                 |
| <b><u>COURSE OBJECTIVES:</u></b><br><br>1. To understand the principles and practice of photography<br>2. To cultivate the aesthetic of image-making<br>3. To practise essential skills required for photography<br>4. To recognise, understand and appreciate photography   |                              |                             |                 |
| <b><u>COURSE OUTCOMES:</u></b><br>By the end of the course, students will be able to:<br><br>1. map the history of photography over the last century and analyse the impact of photography in recording key events in modern history<br>2. identify and illustrate the principal components of film photography<br>3. investigate the basic principles of still photography and discuss concepts in composition with coherence<br>4. create images using different technologies, and use photography ethically |                              |                             |                 |
| <b>Lectures per week (1 Lecture is 60 minutes)</b>   |                              | <b>4</b>                    |                 |
| <b>Total number of Hours in a Semester</b>   |                              | <b>60</b>                   |                 |
| <b>Credits</b>   |                              | <b>4</b>                    |                 |
| <b>Evaluation System</b>   | <b>Summative Assessment</b>  | <b>2 Hours</b>              | <b>50 marks</b> |
|  | <b>Cumulative Assessment</b> | <b>--</b>                   | <b>50 marks</b> |

|        |     |  |  |
|--------|-----|--|--|
| UNIT 1 | 1.1 | The pioneers of photography and photo journalism |  |
|--------|-----|--|--|



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

|   |     |  |          |
|---|-----|--|----------|
| History of Photography<br>(1 Credit)                        | 1.2 | The role of photography in historic events such as World Wars I and II, the Bhopal Gas Tragedy, and recent crises in India and the world                     | 15 hours |
|   | 1.3 | Photography in India: Colonial Photography, Post-mutiny & adoption by Indian Practitioners, Press<br><br>photography and photojournalism in the 20th Century |          |
|   | 1.4 | Contemporary Indian & South Asian photography  |          |
| UNIT 2<br>Basic Principles<br>(1 Credit)                    | 2.1 | Properties of light, reflection, transmission, refraction, types of light sources and their properties, controlling light, types of light, forms of light    | 15 hours |
|   | 2.2 | Types of cameras, virtual image formation, types and uses of lenses – wide angle, telephoto, normal, zoom)   |          |
|   | 2.3 | Mechanism of aperture, shutter, ISO, correct exposure  |          |
|   | 2.4 | Concepts of composition: photo-books and photo appreciation  |          |
| UNIT 3<br>Trends and Ethics<br>in Photography<br>(1 Credit) | 3.1 | Cell phone photography and social media<br>a. Studying and working on photo essays on Instagram, self-portraits, and creating a portfolio on Instagram       | 15 hours |



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

|  |     |   |  |
|--|-----|---|--|
|  |     | <p>b. The rise of cell phone photography with photographers using iPhones in advertising, journalism, and publishing</p>  |  |
|  | 3.2 | <p>Commercial Aspects of Photography</p> <p>a. Learning the difference between editorial, fashion, commercial, and documentary styles</p>   |  |
|  | 3.3 | <p>The impact of photography as a medium of power</p> <p>a. Being aware that there's a fine line between invading one's space, and documentation</p> <p>b. Examples of The Steve McCurry Photoshop scandal, The World Press Photo 2018 scandal, and The Vulture and the Little Girl as case</p> |  |



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

|  |     | studies   |          |
|--|-----|---|----------|
| Unit 4<br>The Basics of<br>Learning to 'See' | 1.1 | Why do we photograph? Understanding the basic need to tell stories          | 15 hours |
|  | 1.2 | Understand the visual as a medium of communication                          |          |
|  | 1.3 | Appreciating light, composition and learning how to 'see'                   |          |
|  | 1.4 | The basics of telling stories with photos through composition and narrative |          |

### ASSESSMENT

#### I. Cumulative Assessment (CA): 50 marks

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

#### II. Summative Assessment (SA) 50 marks

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



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

### READING LIST

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



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

|  |                              |                             |                 |
|--|------------------------------|-----------------------------|-----------------|
| <b>Programme:</b> STRATEGIC COMMUNICATION AND JOURNALISM SINGLE CORE DISCIPLINE PROGRAMME  |                              | <b>Semester – 1</b>         |                 |
| <b>Course Title:</b> Reading Literature – I  |                              | <b>Course Code:</b> MDSC113 |                 |
| <b><u>COURSE OBJECTIVES:</u></b><br><br>1. To think about the meaning of life through the psychological, social, and ethical reality presented in the given texts, and other related texts<br>2. To study the various genres of literature and the elements of which they are composed<br>3. To practise using literary insights for a better understanding of their lived reality, particularly social reality, and thereby become better media communicators |                              |                             |                 |
| <b><u>COURSE OUTCOMES:</u></b><br>By the end of the course, students will be able to:<br><br>1. analyse the key components of short stories<br>2. improve their ability to read a literary text closely<br>3. evaluate the role of plot, character, and narrative style in literary texts<br>4. investigate the key formal aspects of poetry in English<br>5. examine and illustrate the themes that pervade non-fiction prose writing                         |                              |                             |                 |
| <b>Lectures per week (1 Lecture is 60 minutes)</b>   |                              | <b>4</b>                    |                 |
| <b>Total number of Hours in a Semester</b>   |                              | <b>60</b>                   |                 |
| <b>Credits</b>   |                              | <b>4</b>                    |                 |
| <b>Evaluation System</b>   | <b>Summative Assessment</b>  | <b>2 Hours</b>              | <b>50 marks</b> |
|  | <b>Cumulative Assessment</b> | <b>--</b>                   | <b>50 marks</b> |



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

|                                       |      |   |          |
|---------------------------------------|------|---|----------|
| UNIT 1<br>Short Stories<br>(1 Credit) | 1.1  | Allende, Isabel. "And of Clay Are We Created"                   | 15 hours |
|                                       | 1.2  | Hemingway, Ernest. "Hills Like White Elephants"                 |          |
|                                       | 1.3  | Atwood, Margaret. "Happy Endings"                               |          |
|                                       | 1.4  | Gogol, Nikolai. "The Overcoat"                                  |          |
|                                       | 1.5  | Chughtai, Ismat. "Chauthi ka Jaura" (The Wedding Suit)          |          |
|                                       | 1.6  | Greene, Graham. "The End of the Party"                          |          |
|                                       | 1.7  | Manto, Sadat Hasan. "Gurmukh Singh ki Wasiyat" (The Assignment) |          |
| UNIT 2<br>Poetry<br>(1 Credit)        | 2.1  | Tennyson, Alfred. "The Lady of Shalott"                         | 15 hours |
|                                       | 2.2  | Frost, Robert. "Mending Wall" & "Acquainted with the Night"     |          |
|                                       | 2.3  | Hopkins, Gerard Manley. "Spring and Fall"                       |          |
|                                       | 2.4  | Thomas, Dylan. "Poem in October"                                |          |
|                                       | 2.5  | Hughes, Ted. "The Horses"                                       |          |
|                                       | 2.6  | Heaney, Seamus. "Blackberry Picking" & "Casualty"               |          |
|                                       | 2.7  | Chitre, Dilip. "Father Returning Home"                          |          |
|                                       | 2.8  | Owen, Wilfred. "Dulce et decorum est" & "Futility"              |          |
|                                       | 2.9  | Seth, Vikram. "Guest", "Soon", "From California", and "Things"  |          |
|                                       | 2.10 | Dhasal, Namdeo. "Kamathipura"                                   |          |



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

|                                 |      |   |          |
|---------------------------------|------|---|----------|
|                                 | 2.11 | Pawar, Daya. "Blood Wave"   |          |
| UNIT 3<br>Prose<br>(1 Credit)   | 3.1  | Lincoln, Abraham. "The Gettysburg Address"  | 15 hours |
|                                 | 3.2  | Nehru, Jawaharlal. "The Light has Gone Out of Our Lives" (On the Death of Gandhi)                   |          |
|                                 | 3.3  | Faulkner, William. Nobel Acceptance Speech  |          |
|                                 | 3.4  | Roy, Arundati. "Approaching Gridlock"   |          |
|                                 | 3.5  | Lorde, Audre. "The Master's Tools Will Never Dismantle the Master's House"                          |          |
| UNIT 4<br>Novella<br>(1 Credit) | 4.1  | Achebe, Chinua. <i>Things Fall Apart</i><br><br>OR<br>Winterson, Jeanette. <i>Sexing the Cherry</i> | 15 hours |

## ASSESSMENT

### I. Cumulative Assessment (CA): 50 marks

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

### II. Summative Assessment (SA) 50 marks

- SA is a separate head of passing.





### SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

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



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

|  |                              |                            |                 |
|--|------------------------------|----------------------------|-----------------|
| <b>Programme:</b> STRATEGIC COMMUNICATION AND JOURNALISM SINGLE CORE DISCIPLINE PROGRAMME  |                              | <b>Semester – 1</b>        |                 |
| <b>Course Title:</b> Soft Skills – I   |                              | <b>Course Code:</b> MOE101 |                 |
| <b><u>COURSE OBJECTIVES:</u></b><br><br>1. To become an active listener<br>2. To develop and hone the skills required to be an effective and confident speaker and presenter<br>3. To communicate effectively in different situations and with different audiences   |                              |                            |                 |
| <b><u>COURSE OUTCOMES:</u></b><br>By the end of the course, students will be able to:<br><br>1. use devices that allow for coherence and cohesion in speech<br>2. present ideas with clarity and focus<br>3. speak with fluency, correct pronunciation, and stress<br>4. practise communication for various purposes – information, motivation, persuasion, negotiation, support |                              |                            |                 |
| <b>Lectures per week (1 Lecture is 60 minutes)</b>   |                              | <b>2</b>                   |                 |
| <b>Total number of Hours in a Semester</b>   |                              | <b>30</b>                  |                 |
| <b>Credits</b>   |                              | <b>2</b>                   |                 |
| <b>Evaluation System</b>   | <b>Summative Assessment</b>  | <b>–</b>                   | <b>–</b>        |
|  | <b>Cumulative Assessment</b> | <b>--</b>                  | <b>50 marks</b> |



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

|  |     |   |          |
|--|-----|---|----------|
| <b>UNIT 1</b><br>Developing<br>Effective Listening<br>Skills<br>(1 Credit) | 1.1 | Active listening techniques <ul style="list-style-type: none"> <li>a. Identifying key points/ideas/arguments</li> <li>b. Note taking skills</li> <li>c. Listening powerfully and empathetically</li> <li>d. Cultivating sensitivity in diverse workplace situations</li> </ul>    | 15 hours |
|  | 1.2 | Listening to a variety of texts <ul style="list-style-type: none"> <li>a. Listening for communication style and non-verbal communication</li> <li>b. Understanding how to start and conclude conversations</li> <li>c. Examining communication in different situations</li> </ul> |          |
|  | 1.3 | Listening for effective communication <ul style="list-style-type: none"> <li>a. Projecting confidence in communication</li> <li>b. Techniques used for clarity, cohesion, and impact in communication</li> </ul>  |          |
| <b>UNIT 2</b><br>Developing<br>Effective Speaking<br>Skills<br>(1 Credit)  | 2.1 | Pronunciation and enunciation in speech <ul style="list-style-type: none"> <li>a. Speaking with fluency</li> <li>b. Speaking with correct pronunciation and stress</li> </ul>   | 15 hours |
|  | 2.2 | Speaking for various purposes <ul style="list-style-type: none"> <li>a. Information and education</li> <li>b. Persuasion</li> <li>c. Negotiation</li> <li>d. Arguing a point</li> <li>e. Motivation and support</li> </ul>  |          |



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

|  |     |  |  |
|--|-----|--|--|
|  | 2.3 | <p>Speaking to different audiences</p> <ol style="list-style-type: none"> <li>Understanding the audience</li> <li>Identifying communication barriers</li> <li>Asking relevant questions, inviting comments and remarks, dealing with disagreement</li> <li>Adjusting style and tone</li> <li>Speaking in different situations: Introduction and vote of thanks, speeches, interviews, workplace communication</li> </ol> |  |
|--|-----|--|--|

### ASSESSMENT

Cumulative Assessment (CA): 50 marks

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

### REFERENCES

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



### **SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)**

3. Maley, Alan, and Alan Duff. *Drama Techniques in Language Learning*. Cambridge University Press, 1982.
4. Tannen, Deborah. *That's Not What I Meant: How Conversational Style Makes or Breaks Relationships*. 1986. Ballantine, 1987.
5. Harmer, Jeremy. *The Practice of English Language Teaching*. Longman, 1983.
6. Truss, Lynne. *Eats, Shoots & Leaves*. Fourth Estate, 2009.
7. Swan, Michael. *Practical English Usage*. Oxford University Press, 1980.
8. Allen, J.P.B., and H. G. Widdowson. *English in Social Studies*. Oxford University Press, 1978.
9. Aitchison, Jean, and Diana M. Lewis, editors. *New Media Language*. Routledge, 2003.
10. Hanh, Thich Nhat. *The Art of Communicating*. Harper Collins, 2013.
11. Goleman, Daniel. *Emotional Intelligence*. Bloomsbury India, 2021.
12. Lantieri, Michael. *Emotional Intelligence: Techniques to Increase Your Emotional Intelligence and Improve Your Social Skills and Success*. Kevin Dennis, 2020.
13. Tuhovsky, Ian. *Communication Skills Training: A Practical Guide to Improving Your Social Intelligence, Presentation and Social Speaking*. Rupa Publications, 2019.



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

|   |                              |                            |                 |
|---|------------------------------|----------------------------|-----------------|
| <b>Programme:</b> STRATEGIC COMMUNICATION AND JOURNALISM SINGLE CORE DISCIPLINE PROGRAMME   |                              | <b>Semester – 1</b>        |                 |
| <b>Course Title:</b> Postcolonial and Postmodern Paradigms in Media   |                              | <b>Course Code:</b> MOE102 |                 |
| <b><u>COURSE OBJECTIVES:</u></b><br>1. This paper helps students in developing a foundational understanding of postcolonial theory and the key concepts of postmodernist theory<br>2. To provide students with a nuanced understanding of how these theoretical frameworks shape and challenge media representations<br>3. To teach students how to analyze media texts for colonial narratives and representations<br>4. They will learn to analyze media content through a postmodern lens and recognize the influence of postmodern elements in contemporary media forms.<br>5. To assist them in applying postmodern theories to critically assess and interpret diverse media texts. |                              |                            |                 |
| <b><u>COURSE OUTCOMES:</u></b><br>By the end of the course, students will be able to:<br>● Grasp the fundamental tenets and influential theorists within postcolonialism and postmodernism.<br>● Examine media content through the nuanced perspectives of postcolonial and postmodern theories.<br>● Recognize the impact of colonial histories on contemporary media representations.<br>● Critically assess postmodern elements in media narratives, aesthetics, and technologies.<br>● Skillfully apply theoretical insights to dissect and interpret a spectrum of media forms.  |                              |                            |                 |
| <b>Lectures per week (1 Lecture is 60 minutes)</b>  |                              | <b>2</b>                   |                 |
| <b>Total number of Hours in a Semester</b>  |                              | <b>30</b>                  |                 |
| <b>Credits</b>  |                              | <b>2</b>                   |                 |
| <b>Evaluation System</b>  | <b>Summative Assessment</b>  | <b>–</b>                   | <b>–</b>        |
|   | <b>Cumulative Assessment</b> | <b>--</b>                  | <b>50 marks</b> |



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

|   |     |   |          |
|---|-----|---|----------|
| <b>UNIT 1</b><br>Post-Colonialism<br>in Media<br>(1 Credit) | 1.1 | Foundations of Postcolonial Theory <ul style="list-style-type: none"> <li>• Understanding Colonial Histories</li> <li>• Key Theorists: Said, Fanon, Spivak</li> <li>• Analyzing Colonial Narratives in Media</li> </ul>                             | 15 hours |
|   | 1.2 | Media Representations in Postcolonial Contexts <ul style="list-style-type: none"> <li>• Stereotyping and Othering in Media</li> <li>• Decoding colonialism vis-a-vis language</li> <li>• Analyzing media coverage of modern colonization</li> </ul> |          |
| <b>UNIT 2</b><br>Postmodernism in<br>Media<br>(1 Credit)    | 2.1 | Understanding Postmodernism <ul style="list-style-type: none"> <li>• Overview of Postmodernist Theory</li> <li>• Characteristics of Postmodern Media</li> <li>• Deconstruction and Reinterpretation in Postmodern Narratives</li> </ul>             | 15 hours |
|   | 2.2 | Media Consumption in a Postmodern World <ul style="list-style-type: none"> <li>• Hyperreality and Simulation</li> <li>• Parody and Pastiche in Media</li> <li>• Media Convergence and Interactivity</li> </ul>                                      |          |

### 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. Bassnett, Susan, and Harish Trivedi, eds. Postcolonial Translation: Theory and Practice. Routledge, 2012.



## **SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)**

2. Guha, Ramachandra, ed. *Makers of Modern India*. Harvard University Press, 2011.
3. Guha, Ranajit, ed. *Subaltern Studies VI: Writings on South Asian History*. Oxford University Press, 1989.
4. Rushdie, Salman. *Imaginary Homelands: Essays and Criticism 1981-1991*. Random House, 2012.
5. Schwarz, Henry, and Sangeeta Ray, eds. *A Companion to Postcolonial Studies*. John Wiley & Sons, 2008
6. Viswanathan, Gauri. *Masks of Conquest: Literary Study and British Rule in India*. Columbia University Press,
7. 2014.
8. Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso,
9. 1983.
10. Baldick, Chris. *The Oxford Dictionary of Literary Terms*. Oxford University Press, 2001.
11. Docherty, Thomas, editor. *Postmodernism: A Reader*. Columbia UP, 1993.
12. Harrison, Sylvia. *Pop Art and the Origins of Post-Modernism*. Cambridge UP, 2009.
13. Hutcheon, Linda. *A Poetics of Postmodernism: History, Theory, Fiction*. Routledge, 2004.
14. Jameson, Fredric. *Postmodernism or, The Cultural Logic of Late Capitalism*. Duke UP, 1991
15. Dines, G., & Humez, J. M. *Gender, Race, and Class in Media: A Critical Reader*. SAGE Publications, 2011
16. Kimmel, M. S., & Aronson, A. (Eds.). *The Gendered Society Reader*. Oxford University Press. 2016.
17. Berger, J. *Ways of Seeing*. Penguin Books, 1972.
18. Rose, G. *Visual Methodologies: An Introduction to Researching with Visual Materials*. SAGE Publications,
19. 2016.
20. Holmes, J., & Meyerhoff, M. (Eds.) *The Handbook of Language and Gender*. Wiley-Blackwell, 2013
21. Fanon, Frantz. *The Wretched of the Earth*. Grove Press, 2004.
22. Bhabha, Homi K. *The Location of Culture*. Routledge, 2004
23. Baudrillard, Jean. *Simulacra and Simulation*. University of Michigan Press, 1994.
24. Jameson, Fredric. *Postmodernism, or, The Cultural Logic of Late Capitalism*. Duke University Press, 1991.
25. Spivak, Gayatri Chakravorty. "Can the Subaltern Speak?" *Marxism and the Interpretation of Culture*,
26. edited by Cary Nelson and Lawrence Grossberg, University of Illinois Press, 1988, pp. 271-313





## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

|   |                              |                             |                 |
|---|------------------------------|-----------------------------|-----------------|
| <b>Programme:</b> STRATEGIC COMMUNICATION AND JOURNALISM SINGLE CORE DISCIPLINE PROGRAMME   |                              | <b>Semester – 1</b>         |                 |
| <b>Course Title:</b> Communication Skills for the Media – I   |                              | <b>Course Code:</b> MAEC101 |                 |
| <b><u>COURSE OBJECTIVES:</u></b><br><br>1. To analyse different media messages for understanding purpose and audience<br>2. To identify communication skills required for various media<br>3. To practise important reading, writing, speaking, and production skills for the media |                              |                             |                 |
| <b><u>COURSE OUTCOMES:</u></b><br>By the end of the course, students will be able to:<br><br>1. analyse different types of media messages and texts<br>2. communicate with clarity of purpose and effect<br>3. design communication appropriate to the media platform               |                              |                             |                 |
| <b>Lectures per week (1 Lecture is 60 minutes)</b>  |                              | <b>2</b>                    |                 |
| <b>Total number of Hours in a Semester</b>  |                              | <b>30</b>                   |                 |
| <b>Credits</b>  |                              | <b>2</b>                    |                 |
| <b>Evaluation System</b>  | <b>Summative Assessment</b>  | <b>–</b>                    | <b>–</b>        |
|   | <b>Cumulative Assessment</b> | <b>--</b>                   | <b>50 marks</b> |

|   |     |   |          |
|---|-----|---|----------|
| <b>UNIT 1<br/>Reading and Writing Skills for the Media<br/>(1 Credit)</b> | 1.1 | Understanding the focus of a media message          | 15 hours |
|   | 1.2 | Analysing the structure of different media messages |          |
|   | 1.3 | Techniques used in crafting media messages          |          |



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

|   |     |   |          |
|---|-----|---|----------|
|   | 1.4 | Interpreting media messages for local and global meaning                        |          |
| <b>UNIT 2</b><br><b>Communicating Effectively for the Media</b><br><br>(1 Credit) | 2.1 | Development of vocabulary: Using words appropriately and with elegant variation | 15 hours |
|   | 2.2 | Being concise and precise in communication                                      |          |
|   | 2.3 | Writing effectively for different media: print, online, digital                 |          |

### 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. Kuhnke, Elizabeth. *Communication Skills for Dummies*. John Wiley & Sons, 2013.
2. Hanson, Ralph E. *Mass Communication: Living in a Media World*. Sage Publications, 2021.
3. *Media and Communication Skills*. PASSIA, Palestinian Academic Society for the Study of International Affairs, 1999.
4. Meister, Teddy, and Wayne Reid. *Communication Skills*. Frank Schaffer Publications, 1994.
5. Paulos, J. A. (1992). *Beyond Numeracy*. Penguin. London.
6. Zinsser, William. *On Writing Well: The Classic Guide to Writing Nonfiction*. Harper Perennial, 2016.



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

|  |                              |                             |                 |
|--|------------------------------|-----------------------------|-----------------|
| <b>Programme:</b> STRATEGIC COMMUNICATION AND JOURNALISM SINGLE CORE DISCIPLINE PROGRAMME  |                              | <b>Semester – 1</b>         |                 |
| <b>Course Title:</b> History of Mass Communications in India   |                              | <b>Course Code:</b> MIKS101 |                 |
| <b><u>COURSE OBJECTIVES:</u></b><br>1. To understand the historical evolution of mass media and print media in India<br>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<br>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   |                              |                             |                 |
| <b><u>COURSE OUTCOMES:</u></b><br>By the end of the course:<br><br>1. Students will be able to trace the historical trajectory of mass media and print media in India<br>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.<br>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. |                              |                             |                 |
| <b>Lectures per week (1 Lecture is 60 minutes)</b>   |                              | <b>2</b>                    |                 |
| <b>Total number of Hours in a Semester</b>   |                              | <b>30</b>                   |                 |
| <b>Credits</b>   |                              | <b>2</b>                    |                 |
| <b>Evaluation System</b>   | <b>Summative Assessment</b>  | <b>–</b>                    | <b>–</b>        |
|  | <b>Cumulative Assessment</b> | <b>--</b>                   | <b>50 marks</b> |



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

|  |     |   |          |
|--|-----|---|----------|
| <b>UNIT 1</b><br>1.Mass Media and Print Media in India<br>(1 Credit) | 1.1 | Introduction to Mass Communications in India  | 15 hours |
|  | 1.2 | Early Forms of Communication in India<br>- Oral traditions and storytelling<br>- Development of printing press and early newspapers   |          |
|  | 1.3 | Colonial Press and its Impact<br>- Role of British colonialism in shaping Indian media<br>- Growth of newspapers during colonial rule<br>- Press Acts and censorship                                  |          |
|  | 1.4 | Emergence of Indigenous Media<br>- Rise of Indian-owned newspapers and publications<br>- Role of Indian press in nationalist movements<br>- Influence of socio-political factors on media development |          |
| <b>UNIT 2</b><br>Cinema, Radio and TV in India<br>(1 Credit)         | 2.1 | Broadcasting in Pre-Independence India<br>- Introduction of radio broadcasting<br>- Impact of All India Radio (AIR)<br>- Role of radio in nationalist discourse                                       | 15 hours |
|  | 2.2 | Cinema as a Medium of Mass Communication<br>- Evolution of Indian cinema<br>- Influence of cinema on society and politics<br>- Early filmmakers and their contributions                               |          |
|  | 2.3 | Development of Television Broadcasting  |          |



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

|  |  |  |  |
|--|--|--|--|
|  |  | <ul style="list-style-type: none"><li>- Introduction of television in India</li><li>- Growth and impact of Doordarshan</li><li>- Privatization and the emergence of satellite television</li></ul> |  |
|--|--|--|--|

### 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. Kohli-Khandekar, Vanita. The Indian Media Business. Thousand Oaks, California: SAGE Publications,
2. 2019.
3. 2. Reed, Sir Stanley. The Indian Press: A History of the Growth of Public Opinion in India. London: Oxford
4. University Press, 1948.
5. 3. Kasbekar, Asha. Broadcasting in India: A Historical Perspective. New Delhi: Publications Division, Ministry
6. of Information and Broadcasting, Government of India, 2004.
7. 4. Ninan, Sevanti. Mass Media in India. New Delhi: Viking, 2000.
8. 5. Rajadhyaksha, Ashish. Indian Cinema: A Very Short Introduction. Oxford: Oxford University Press, 2002.
9. 6. Mehta, Nalin. Television in India: Satellites, Politics and Cultural Change. New Delhi: Routledge, 2009.
10. 7. Thomas, Pradip Ninan, and Vibodh Parthasarathi, eds. Digital India: Understanding



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

Information,

11. Communication and Social Change. New Delhi: SAGE Publications, 2017.
12. 8. Shrivastava, K. M., and Anubhuti Yadav, eds. Media and Society in 21st Century India. New Delhi: Sage Publications, 2014.
13. Publications, 2014.
14. 9. Pavrala, Vinod. Other Voices. New Delhi: Prabhat Prakashan, 2019.

|  |                              |                             |                 |
|--|------------------------------|-----------------------------|-----------------|
| <b>Programme:</b> STRATEGIC COMMUNICATION AND JOURNALISM SINGLE CORE DISCIPLINE PROGRAMME  |                              | <b>Semester – 1</b>         |                 |
| <b>Course Title:</b> Page Design   |                              | <b>Course Code:</b> MVSC101 |                 |
| <b><u>COURSE OBJECTIVES:</u></b><br><br>1. To understand the basic principles of design and layout across simple collateral like posters, leaflets, memes, social media posts<br>2. To explore the basics of desktop and mobile software in order to format papers and design layouts<br>3. To practise the skills needed to incorporate design principles in everyday paperwork |                              |                             |                 |
| <b><u>COURSE OUTCOMES:</u></b><br>By the end of the course, students will be able to:<br><br>1. list and explain basic design principles<br>2. compare and contrast design and layout across different formats<br>3. design visual content for simple collateral<br>4. create layouts and designs through regular tasks for posters, memes, papers, leaflets, etc.               |                              |                             |                 |
| <b>Lectures per week (1 Lecture is 60 minutes)</b>   |                              | <b>2</b>                    |                 |
| <b>Total number of Hours in a Semester</b>   |                              | <b>30</b>                   |                 |
| <b>Credits</b>   |                              | <b>2</b>                    |                 |
| <b>Evaluation System</b>   | <b>Summative Assessment</b>  | <b>–</b>                    | <b>–</b>        |
|  | <b>Cumulative Assessment</b> | <b>--</b>                   | <b>50 marks</b> |



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

|   |     |  |          |
|---|-----|--|----------|
| UNIT 1<br>Using Images and Type<br>(1 Credit) | 1.1 | The importance of fonts, layout, and colour in design        | 15 hours |
|   | 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<br>Designing Collateral<br>(1 Credit)  | 2.1 | Poster and leaflet design                                    | 15 hours |
|   | 2.2 | Designing memes for social media                             |          |
|   | 2.3 | An exploration of web-based design software (example: Canva) |          |

### 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*. 7<sup>th</sup> Edition. Thames and Hudson, 2020.
3. Dawson, Peter, et al. *Graphic Design Rules: 365 Essential Design Dos and Don'ts*. Frances



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

Lincoln; UK ed. 2017.

4. Ejeke, Patrick. *Canva: Professional Tips and Tricks When You Design with Canva*. (Kindle Edition).
5. Holler, James. *Microsoft Word 2023: The Most Updated Crash Course from Beginner to Advanced | Learn All the Functions and Features to Become a Pro in 7 Days or Less*. (Kindle Edition).
6. Lupton, Ellen. *Design is Storytelling*. Cooper-Hewitt Museum, 2017.

|   |                             |
|---|-----------------------------|
| <b>Programme:</b> STRATEGIC COMMUNICATION AND JOURNALISM SINGLE CORE DISCIPLINE PROGRAMME   | <b>Semester – 2</b>         |
| <b>Course Title:</b> Media, Culture, and Society: Critical Perspectives   | <b>Course Code:</b> MDSC121 |
| <b><u>COURSE OBJECTIVES:</u></b> <ol style="list-style-type: none"> <li>1. Cultivate an in-depth comprehension of major theoretical frameworks fostering independent critical thinking within the realm of mass media studies.</li> <li>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.</li> <li>3. Explore the diverse ideological parameters shaping and sustaining mass communication practices.</li> <li>4. Develop a nuanced understanding of propaganda's role in crafting and influencing narratives within the sphere of mass media.</li> </ol>                               |                             |
| <b><u>COURSE OUTCOMES:</u></b><br>By the end of the course, students will be able to: <ol style="list-style-type: none"> <li>1) Demonstrate adeptness in critically analyzing various media forms through the application of nuanced perspectives.</li> <li>2) Apply cultural theories and perspectives to dissect and interpret the multifaceted landscape of mass media.</li> <li>3) Evaluate the profound impact of propaganda on the dynamics of mass communication, illustrating its implications for societal discourse.</li> <li>4) Engage in comprehensive discussions on culture industries, delving into the commodification of culture within the context of mass media production and consumption.</li> </ol> |                             |
| <b>Lectures per week (1 Lecture is 60 minutes)</b>  | <b>4</b>                    |





## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

|  |                              |                |                 |
|--|------------------------------|----------------|-----------------|
| <b>Total number of Hours in a Semester</b> |                              | <b>60</b>      |                 |
| <b>Credits</b>                             |                              | <b>4</b>       |                 |
| <b>Evaluation System</b>                   | <b>Summative Assessment</b>  | <b>2 Hours</b> | <b>50 marks</b> |
|  | <b>Cumulative Assessment</b> | <b>--</b>      | <b>50 marks</b> |

|   |     |  |          |
|---|-----|--|----------|
| <b>UNIT 1</b><br><b>Building the key fundamentals</b><br>(1 Credit)           | 1.1 | Marxism- hegemony, ideology, alienation, commodity fetishism.                                | 15 hours |
|   | 1.2 | Michael Foucault- panopticon structure, power and knowledge                                  |          |
|   | 1.3 | Basics of propaganda- Chomsky, Lasswell and Lippmann-Dewey, Hannah Ardent                    |          |
|   | 1.4 | Mythology, Archetypes and Legends- Barthes, Jung and Frye                                    |          |
|   | 1.5 | New Media Theories- Sherry Turkle and Elizabeth Newman (Spiral of Silence)                   |          |
| <b>UNIT 2</b><br><b>Understanding Culture and its Evolution</b><br>(1 Credit) | 2.1 | Culture as a construct (Local and Global)  | 15 hours |
|   | 2.2 | Popular Culture, Mass Culture, Subculture  |          |
|   | 2.3 | Cultural Imperialism, Cultural Identity and Cultural Hybridity (Baudrillard, Stuart Hall and |          |



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

|  |     |   |          |
|--|-----|---|----------|
|  |     | Fredric Jameson)  |          |
|  | 2.4 | Digital Culture   |          |
| <b>UNIT 3</b><br><b>Frankfurt School</b><br>(1 Credit) | 2.1 | Introduction to the Frankfurt School                    | 15 hours |
|  | 2.2 | Adorno and Horkheimer - Culture Industry                |          |
|  | 2.3 | Herbert Marcuse- Creation of False Needs                |          |
|  | 2.4 | Walter Benjamin- Mass Reproduction                      |          |
| <b>UNIT 4</b><br><b>Cultural Expressions and Media</b> | 4.1 | Oral Traditions and Folklore                            | 15 hours |
|  | 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.

Summative Assessment (SA) 50 marks

- SA is a separate head of passing.



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

- 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. Gramsci, Antonio. Prison Notebooks. Vol. 1, 2 and 3. Columbia University Press. 2011
2. Marx, Karl. Engels, Frederick. Karl Marx, Frederick Engels: Collected Works. International Publishers. 1985
3. Achebe, Chinua. Hopes and Impediments: Selected Essays. Penguin Books. 1990
4. Modelski, Tania. Loving With a Vengeance: Mass Produced Fantasies for Women. Routledge. 1990
5. Rabinow, Paul, editor. The Foucault Reader. Pantheon Books, 1984
6. Barthes, Roland. Mythologies. Translated by Annette Lavers. The Noonday Press, 1972.
7. Baudrillard, Jean. Simulacra and Simulation. Translated by Sheila Faria Glaser. The University of Michigan Press, 1994.
8. Docherty, Thomas, editor. Postmodernism: A Reader. Columbia UP, 1993.
9. Storey, John. Cultural Theory and Popular Culture: An Introduction. Routledge, 2015.
10. Chomsky, Noam, and Edward S. Herman. Manufacturing Consent. Vintage, 1995.
11. Adorno, T. W., & Horkheimer, M. Dialectic of Enlightenment. New York: Social Studies Association, Inc. 1944.
12. Baran, Stanley J. and Dennis K. Davis. Mass Communication Theory: Foundations, Ferment and Future. Cengage Learning, 2015.
13. Baran, J. Stanley. Introduction to Mass Communication. Media Literacy and Culture. McGraw Hill Education, 2015.
14. McQuail, Denis. Mass Communication Theory. 6th Ed. India: Om Books, 2016.
15. Fiske, John. Introduction to Communication Studies. Taylore and Francis, 2010.
16. Mulvey, Laura. Visual and Other Pleasures. Palgrave Macmillan, 2009.
17. Foucault, Michel. Power: Essential Works of Michel Foucault 1954-1984. Vol 3. UK: Penguin, 2002.
18. Schirato, Tony, Geoff Danahar and Jenn Webb. Understanding Foucault: A Critical Introduction. Sage, 2012
19. McLuhan, Marshall and Lewis H. Lapham. Understanding Media: The Extensions of Man. MIT Press, 1994.
20. McLuhan, Marshall. Understanding Media. Routledge, 2001.
21. Chomsky, Noam and Edward S. Herman. Manufacturing Consent: The Political Economy of Mass Media. UK: Random House, 1995.
22. Dewey, John. Democracy and Education. Merchant Books, 2009.
23. Said, Edward. Orientalism: Western Conceptions of the Orient. India: Penguin, 2001.
24. Said, Edward. Culture and Imperialism. UK: Random House, 1994.
25. McCombs, Maxwell. Setting the Agenda: Mass Media and Public Opinion. Polity Press, 2014.



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

26. Nandy, Ashis. The Intimate Enemy: Loss and Recovery of Self Under Colonialism. India: Oxford University Press, 2002.
27. Sunstein, Cass R. #Republic: Divided Democracy in the Age of Social Media. Princeton University Press, 2017.
28. Curran James, Natalie Fenton and Des Freedman. Misunderstanding the Internet. Routledge, 2016.
29. Curran, James, and David Hesmondhalgh. Editors. Media and Society. 6th Edition. USA: Bloomsbury Academic, 2018.
30. Hall, Stuart. Representation: Cultural Representations and Signifying Practices. Sage Publications, 1997
31. Foucault, Michael. Discipline and Punish: The Birth of the Prison. Vintage. 1977
32. Eagleton, Terry. The Idea of Culture. Wiley. 2003

|   |                             |
|---|-----------------------------|
| <b>Programme:</b> STRATEGIC COMMUNICATION AND JOURNALISM SINGLE CORE DISCIPLINE PROGRAMME   | <b>Semester – 2</b>         |
| <b>Course Title:</b> Visual and Sound Studies   | <b>Course Code:</b> MDSC122 |
| <p><b><u>COURSE OBJECTIVES:</u></b></p> <ol style="list-style-type: none"> <li>1. To educate students about the application of audio in film, media, art, communication, advertising, web content, etc.</li> <li>2. To educate students about the inner workings of the audio industry and understand the roles and profiles of audio industry professionals.</li> <li>3. To educate students on the nature and behavior of sound, and understanding audio in the digital domain.</li> <li>4. To enable students to explore and learn hard skills (like audio recording techniques for film and dialogue, mic setups for interviews or podcasts, audio editing, audio mixing, adding background music, etc.) related to their own fields and interests.</li> <li>5. Foster students' awareness of the intricate components inherent in visual communication.</li> <li>6. Empower students to discover and cultivate their unique visual style.</li> <li>7. Instill in students the confidence to project their distinctive visual presence into the global arena</li> </ol> |                             |
| <p><b><u>COURSE OUTCOMES:</u></b></p> <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>● Students will learn technical skills related to sound and audio.</li> </ul>   |                             |



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

- Students will understand the behavior of sound in nature and the technical aspects of audio, enabling them to understand and apply audio aesthetics to their projects.
- Students will have the necessary resources and insight to navigate audio related aspects of a project confidently.
- Cultivate a profound awareness of technical video terminology among students.
- Elicit the emergence of individualized and refined visual and aesthetic sensibilities in students.
- Culminate in the establishment of a distinctive visual identity for each student.

|  |                              |                |                 |
|--|------------------------------|----------------|-----------------|
| <b>Lectures per week (1 Lecture is 60 minutes)</b> |                              | <b>4</b>       |                 |
| <b>Total number of Hours in a Semester</b>         |                              | <b>60</b>      |                 |
| <b>Credits</b>                                     |                              | <b>4</b>       |                 |
| <b>Evaluation System</b>                           | <b>Summative Assessment</b>  | <b>2 Hours</b> | <b>50 marks</b> |
|  | <b>Cumulative Assessment</b> | <b>--</b>      | <b>50 marks</b> |

|   |     |  |          |
|---|-----|--|----------|
| <b>UNIT 1</b><br><b>Introduction to Sound and the Audio industry</b><br><b>(1 Credit)</b> | 1.1 | Sound: Physics of sound                        | 15 hours |
|   | 1.2 | What makes up a sound?                         |          |
|   | 1.3 | Behaviour of sound                             |          |
|   | 1.4 | Psychoacoustics                                |          |
|   | 1.5 | Identifying the applications of audio in media |          |
|   | 1.6 | Audio Industry                                 |          |



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

|  |     |   |          |
|--|-----|---|----------|
|  |     | <ul style="list-style-type: none"> <li>- How it works and what roles exist for audio professionals</li> <li>- Roles of professionals parallel to audio</li> </ul> |          |
|  | 1.7 | Critical listening  |          |
|  | 1.8 | Visualizing sound and audio   |          |
| <b>UNIT 2</b><br><b>Digital Audio Technology</b><br>(1 Credit) | 2.1 | Digital Audio Environment   | 15 hours |
|  | 2.2 | Analog vs Digital   |          |
|  | 2.3 | Digital Audio applications with respect to media  |          |
|  | 2.4 | Recording Techniques  |          |
|  | 2.5 | Digital Audio Workstations  |          |
|  | 2.6 | Audio editing and processing  |          |
|  | 2.7 | Audio mixing, mastering   |          |
|  | 2.8 | Understanding project deliverables  |          |
| <b>UNIT 3</b><br><b>Introduction to Film Theory</b>            | 3.1 | Visual Grammar  | 15 hours |
|  | 3.2 | Introduction to Film Movements and Styles   |          |
|  | 3.3 | Introduction to Screenplay  |          |
|  | 3.4 | Pacing and Time   |          |



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

|  |     |  |          |
|--|-----|--|----------|
|  | 3.5 | Auteur Theory                          |          |
| <b>UNIT 4<br/>Cinematography and Videography</b> | 4.1 | Video Essay                            | 15 hours |
|  | 4.2 | Scene Recreation                       |          |
|  | 4.3 | Script to Screen                       |          |
|  | 4.4 | Music Video                            |          |
|  | 4.5 | Mockumentary                           |          |
|  | 4.6 | A Day in the Life of —                 |          |
|  | 4.7 | Mood of the Week<br><br>OR<br><br>Vlog |          |

### 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.



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

- 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. Holman, T. (2010). Sound for Digital Video. Focal Press.
2. Alten, S. R. (2016). Audio in Media. Cengage Learning.
3. Katz, B. (2015). Mastering Audio: The Art and the Science. Focal Press.
4. Huber, D. M., & Runstein, R. E. (2018). Modern Recording Techniques. Routledge.
5. Poynton, C. A. (2019). A Technical Introduction to Digital Video. John Wiley & Sons.
6. Watson, S., & Cunningham, S. (2017). Videography: Techniques and Aesthetics. Routledge.
7. Holman, T. (2015). Surround Sound: Up and Running. Focal Press.
8. Sataloff, R. T., Sataloff, J., & Jankowski, W. R. (2011). Hearing Conservation in Industry, Schools, and the Military. Thieme.
9. Ballou, G. (2015). Handbook for Sound Engineers. Taylor & Francis.
10. Toole, F. E. (2015). Sound Reproduction: The Acoustics and Psychoacoustics of Loudspeakers and Rooms. Routledge

|  |                             |
|--|-----------------------------|
| <b>Programme:</b> STRATEGIC COMMUNICATION AND JOURNALISM SINGLE CORE DISCIPLINE PROGRAMME  | <b>Semester – 2</b>         |
| <b>Course Title:</b> Reading Literature- II  | <b>Course Code:</b> MDSC123 |
| <b><u>COURSE OBJECTIVES:</u></b> <ol style="list-style-type: none"><li>1. To cultivate the student's literary skills and enhance their proficiency in media communication via an introduction to diverse literary texts.</li><li>2. Fostering an analytical approach towards written works, exploring various genres of literature and dissecting their constituent socio- cultural elements.</li><li>3. To deepen their understanding of psychological, social, cultural, and ethical dimensions that are portrayed in assigned texts and related materials.</li><li>4. To enable the ability to identify and understand literary cultural references so as to utilize them effectively within the realm of mass communication.</li></ol> |                             |
| <b><u>COURSE OUTCOMES:</u></b> <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"><li>• Demonstrate a discerning comprehension of texts, showcasing an awareness of psychological, social, cultural, and ethical dimensions embedded within them.</li></ul>  |                             |





## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

- Enhance their capacity for close reading, allowing for a more intricate understanding of literary texts.
  - Proficiently identify and analyze various genres, including novels, plays, and poetry.
  - Engage in critical analysis of texts, responding with unique and individual insights.
  - Cultivate an appreciation for literary texts and gain insight into the canonization process.
  - 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.

|  |                              |                |                 |
|--|------------------------------|----------------|-----------------|
| <b>Lectures per week (1 Lecture is 60 minutes)</b> |                              | <b>4</b>       |                 |
| <b>Total number of Hours in a Semester</b>         |                              | <b>60</b>      |                 |
| <b>Credits</b>                                     |                              | <b>4</b>       |                 |
| <b>Evaluation System</b>                           | <b>Summative Assessment</b>  | <b>2 Hours</b> | <b>50 marks</b> |
|  | <b>Cumulative Assessment</b> | <b>--</b>      | <b>50 marks</b> |

|   |     |   |          |
|---|-----|---|----------|
| <b>UNIT 1</b><br><b>Novel</b><br>(1 Credit) | 1.1 | George Orwell's <i>1984</i><br><br>OR<br><br>Ray Bradbury's <i>Fahrenheit 451</i> | 15 hours |
| <b>UNIT 2</b><br><b>Play</b><br>(1 Credit)  | 2.1 | Manjula Padmanabhan's <i>Harvest</i><br><br>OR                                    | 15 hours |



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

|                              |     |  |          |
|------------------------------|-----|--|----------|
|                              |     | Vijay Tendulkar's <i>Silence! The Court is in Session</i>                    |          |
| UNIT 3<br><b>Poetry</b>      | 3.1 | William Shakespeare "Sonnet 130: My Mistress' eyes are nothing like the sun" | 15 hours |
|                              | 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<br><b>Non-fiction</b> | 4.1 | Song(s) by a contemporary artist   | 15 hours |
|                              | 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.



## **SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)**

- 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.

## **REFERENCES**

1. Abrams, M.H. Glossary of Literary Terms. India, Macmillan Publishers, 2000.
2. Daiches, David. A Critical History of English Literature (1960)
3. Abrams, M. H., Geoffrey Harpham and Geoffrey Galt. A Handbook of Literary Terms. Cengage Learning India, 2009.
4. Bate, Jonathan. English Literature: A Very Short Introduction. Oxford University Press, 2010.
5. Baldick, Chris. The Oxford Dictionary of Literary Terms. Oxford University Press, 2008.
6. Drabble, Margaret and Jenny Stringer. Editors. The Concise Oxford Companion to English Literature. 3rd ed., Oxford University Press, 2007
7. Kennedy, X. J., Dana Gioia, and Mark Bauerlein. Handbook of Literary Terms. Pearson, 2005.
8. Peck, John and Martin Coyle. Literary Terms and Criticism. Macmillan Press, 1993.
9. Naik, M. K. A History of Indian English Literature. Sahitya Akademi, 2004.
10. Rogers, Pat. Editor. The Oxford Illustrated History of English Literature. Oxford University Press, 2001.
11. Sanders, Andrew. The Short Oxford History of English Literature. 3rd ed., Oxford University Press, 2004.
12. Stauffer, Donald Barlow. A Short History of American Poetry. E.P. Dutton & Co, 1974.
13. Walsh, William. Indian Literature in English. Longman Literature in English Series, 1990.



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

|  |                              |                            |                 |
|--|------------------------------|----------------------------|-----------------|
| <b>Programme:</b> STRATEGIC COMMUNICATION AND JOURNALISM SINGLE CORE DISCIPLINE PROGRAMME  |                              | <b>Semester – 2</b>        |                 |
| <b>Course Title:</b> Gender and Media  |                              | <b>Course Code:</b> MOE201 |                 |
| <b><u>COURSE OBJECTIVES:</u></b><br>1. Understand and critique foundational and contemporary gender theories within media contexts.<br>2. Analyze the portrayal of gender in traditional and digital media, focusing on stereotypes and power structures.<br>3. Examine the role of media technologies in shaping gender identities and perpetuating biases.<br>4. Explore global perspectives on gender and media, considering cultural and regional variations.                        |                              |                            |                 |
| <b><u>COURSE OUTCOMES:</u></b><br>By the end of the course, students will be able to:<br>1. Develop a critical understanding of gender theories and their relevance to media studies.<br>2. Apply theoretical frameworks to analyze gender representation across various media platforms.<br>3. Identify and critique the impact of media technologies on gender identity and equality.<br>4. Engage with global media texts to explore diverse representations and critiques of gender. |                              |                            |                 |
| <b>Lectures per week (1 Lecture is 60 minutes)</b>   |                              | <b>2</b>                   |                 |
| <b>Total number of Hours in a Semester</b>   |                              | <b>30</b>                  |                 |
| <b>Credits</b>   |                              | <b>2</b>                   |                 |
| <b>Evaluation System</b>   | <b>Summative Assessment</b>  | <b>–</b>                   | <b>–</b>        |
|  | <b>Cumulative Assessment</b> | <b>--</b>                  | <b>50 marks</b> |



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

|   |     |  |          |
|---|-----|--|----------|
| <b>UNIT 1</b><br><b>Foundational</b><br><b>Gender</b><br><b>Theories</b><br>(1 Credit)      | 1.1 | Understanding key concepts: gender, sex, identity  | 15 hours |
|   | 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   |          |
| <b>UNIT 2</b><br><b>Contemporary</b><br><b>Discourses on</b><br><b>Gender</b><br>(1 Credit) | 2.1 | Laura Mulvey's Male Gaze Theory  | 15 hours |
|   | 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:<br>a. Exploring the negotiation of gender identities in digital media<br>b. The construct of the female figure in video games<br>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.



## **SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)**

- 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).
3. Hall, Stuart. Representation: Cultural Representations and Signifying Practices (1997).
4. Modleski, Tania. Loving with a Vengeance: Mass Produced Fantasies for Women (1982).
5. Radway, Janice. Reading the Romance: Women, Patriarchy, and Popular Literature (1984).
6. Kristeva, Julia. Powers of Horror: An Essay on Abjection (1980).
7. Butler, Judith. Bodies That Matter: On the Discursive Limits of "Sex" (1993).
8. Gill, Rosalind. Gender and the Media (2007).
9. Banet-Weiser, Sarah. Empowered: Popular Feminism and Popular Misogyny (2018).
10. Noble, Safiya Umoja. Algorithms of Oppression: How Search Engines Reinforce Racism (2018).



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

|   |                              |                             |                 |
|---|------------------------------|-----------------------------|-----------------|
| <b>Programme:</b> STRATEGIC COMMUNICATION AND JOURNALISM SINGLE CORE DISCIPLINE PROGRAMME   |                              | <b>Semester – 2</b>         |                 |
| <b>Course Title:</b> Soft Skills- II  |                              | <b>Course Code:</b> MAEC201 |                 |
| <b><u>COURSE OBJECTIVES:</u></b><br>1. To orient students towards the functional aspects of language.<br>2. To enable students to articulate and communicate their ideas and thoughts effectively.<br>3. To teach students how to analyze the literal and inferred meaning of the texts that they are reading<br>4. To inculcate an ability to skim, scan and arrive at an understanding of the written word.<br>5. To effectively use different types of formal correspondence.<br>6. To be able to write in different registers/styles for different objectives   |                              |                             |                 |
| <b><u>COURSE OUTCOMES:</u></b><br>By the end of the course, students will be able to:<br><ul style="list-style-type: none"><li>• articulate and communicate their thoughts and ideas coherently and persuasively</li><li>• analyze texts for literal and inferential meaning and structures.</li><li>• be able to skim, scan and be able to enunciate well while reading different texts</li><li>• write with focus, clarity, coherence and cohesion</li><li>• be able to write in different registers/styles for different objectives</li><li>• write using different types of organizational writing effectively.</li></ul> |                              |                             |                 |
| <b>Lectures per week (1 Lecture is 60 minutes)</b>  |                              | <b>2</b>                    |                 |
| <b>Total number of Hours in a Semester</b>  |                              | <b>30</b>                   |                 |
| <b>Credits</b>  |                              | <b>2</b>                    |                 |
| <b>Evaluation System</b>  | <b>Summative Assessment</b>  | <b>–</b>                    | <b>–</b>        |
|   | <b>Cumulative Assessment</b> | <b>--</b>                   | <b>50 marks</b> |



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

|   |     |   |          |
|---|-----|---|----------|
| <b>UNIT 1</b><br><br><b>DEVELOPING EFFECTIVE READING SKILLS</b><br>(1 Credit) | 1.1 | Reading Different Texts and Narratives<br>a) Understanding the differences between different types of texts<br>b) Argumentative/ Descriptive / Analytical   | 15 hours |
|   | 1.2 | Practicing Reading Techniques<br>a) Skimming, Scanning, Enunciation and Elocution<br>b) Focus on tone, pronunciation and stress<br>c) Body language and way of conduct<br>Understanding the audience  |          |
| <b>UNIT 2</b><br><br><b>DEVELOPING EFFECTIVE WRITING SKILLS</b><br>(1 Credit) | 2.1 | Principles of coherence and cohesion in writing<br>a) Punctuation, organization and sentence structure<br>b) Identifying redundant words and replacing them<br>c) Learning to focus on paragraphs<br>d) Developing a flow and continuity in writing | 15 hours |
|   | 2.2 | Formal correspondence<br>a) Email writing<br>b) Circular writing<br>c) Notice writing   |          |
|   | 2.3 | Writing for different objectives<br>a) Statement of Purpose<br>b) Job application<br>c) Request for permission/scholarship  |          |
|   | 2.4 | Writing in different registers/styles<br>a) Summary   |          |





## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

|  |  |  |  |
|--|--|--|--|
|  |  | b) Expansion of ideas<br>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.

### REFERENCES

1. Foster, T. C. (2005). How to Read Literature Like a Professor: A Lively and Entertaining Guide to Reading Between the Lines. Random House, 2005
2. Serravallo, J. (2017). The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers. Heinemann, 2017
3. Grellet, Francoise. Developing Reading Skills. Cambridge University Press, 1981.
4. Greenall, Simon, and Michael Swan. Effective Reading. Cambridge University Press, 1986.
5. Moore, John. Reading and Thinking in English. Oxford University Press, 1980.
6. Nuttall, Christine E. Teaching Reading Skills in a Foreign Language. 3rd ed., Macmillan Education, 1982.
7. Bellare, Nirmala. Reading & Study Strategies, Books 1 & 2. 1997. Oxford University Press, 1998.
8. Harri-Augstein, Sheila, et al. Reading to Learn. Methuen, 1982.
9. Shaughnessy, Mina P. Errors and Expectations. Oxford University Press, 1979.
10. Hamp-Lyons, Liz, and Ben Heasley. Study Writing. Cambridge University Press, 1987.
11. Bander, Robert G. American English Rhetoric. Holt, Rinehart & Winston, 1971.
12. Doty, M. The Art of Description: World into Word. Graywolf Press. 2019
13. Graff, G., & Birkenstein, C. They Say / I Say: The Moves That Matter in Academic Writing. W. W. Norton & Company, 2014.
14. Adler, M. J., & Van Doren, C. How to Read a Book: The Classic Guide to Intelligent Reading. Simon & Schuster, 1972
15. Serravallo, J. The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers. Heinemann, 2015.



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

|  |                             |
|--|-----------------------------|
| <b>Programme:</b> STRATEGIC COMMUNICATION AND JOURNALISM SINGLE CORE DISCIPLINE PROGRAMME  | <b>Semester – 2</b>         |
| <b>Course Title:</b> Introduction to AI in Media   | <b>Course Code:</b> MVAC201 |
| <p><b><u>COURSE OBJECTIVES:</u></b></p> <ol style="list-style-type: none"> <li>1. To Gain a foundational understanding of artificial intelligence concepts, principles, and techniques relevant to media and communication.</li> <li>2. To Analyze various AI applications in fields such as digital marketing, gaming, multimedia production, customer service, news production, and search engines.</li> <li>3. To Investigate the ethical and societal implications of AI technologies, focusing on challenges like fake news, audience polarisation, privacy issues, and digital divides.</li> <li>4. To Develop an interdisciplinary approach to critically assess the impact of AI technologies on cultural, social, and political landscapes.</li> <li>5. To Reflect on AI's global and local ramifications in media and communication, fostering a deeper awareness of its social implications.</li> </ol> |                             |
| <p><b><u>COURSE OUTCOMES:</u></b></p> <p>By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain key concepts and foundational theories of artificial intelligence and its relevance to the media and communication sectors.</li> <li>2. Critically assess various AI applications and their effectiveness in real-world media and communication scenarios.</li> <li>3. Identify and analyze contemporary ethical issues surrounding AI, including fake news, privacy concerns, and the impact of algorithms on public discourse.</li> <li>4. Apply interdisciplinary methods to evaluate AI technologies' social, cultural, and political implications in diverse contexts.</li> <li>5. Discuss and reflect on the implications of AI in both global and local settings, demonstrating an understanding of its transformative effects on society.</li> </ol>    |                             |
| <b>Lectures per week (1 Lecture is 60 minutes)</b>   | <b>2</b>                    |
| <b>Total number of Hours in a Semester</b>   | <b>30</b>                   |
| <b>Credits</b>   | <b>2</b>                    |



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

|                          |                              |    |                 |
|--------------------------|------------------------------|----|-----------------|
| <b>Evaluation System</b> | <b>Summative Assessment</b>  | –  | –               |
|                          | <b>Cumulative Assessment</b> | -- | <b>50 marks</b> |

|   |     |   |          |
|---|-----|---|----------|
| <b>UNIT 1</b><br><b>AI, Media and</b><br><b>Critical</b><br><b>Reflections</b><br>(1 Credit)            | 1.1 | History of AI & Digital Media, Current landscapes and emerging. | 15 hours |
|   | 1.2 | Ethics, privacy protection and professionalism                  |          |
|   | 1.3 | Fake news, verification and fact-checking                       |          |
|   | 1.4 | AI and its impact on law  |          |
| <b>UNIT 2</b><br><b>Applications of</b><br><b>AI in Media and</b><br><b>Communication</b><br>(1 Credit) | 2.1 | AI for multimedia, publishing and writing                       | 15 hours |
|   | 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.



## **SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)**

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

### **REFERENCES**

1. Russell, S. J., Norvig, P., & Davis, E. (2010). Artificial intelligence: A Modern Approach. Prentice Hall.
2. Dubber, M. D., Pasquale, F., & Das, S. (2020). The Oxford Handbook of Ethics of AI. Oxford Handbooks.
3. Graves, L. (2016). Deciding What's True: The Rise of Political Fact-Checking in American Journalism. Columbia University Press.
4. Sterne, J. (2017). Artificial Intelligence for Marketing: Practical Applications. John Wiley & Sons.



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

|   |                              |                             |                 |
|---|------------------------------|-----------------------------|-----------------|
| <b>Programme:</b> STRATEGIC COMMUNICATION AND JOURNALISM SINGLE CORE DISCIPLINE PROGRAMME   |                              | <b>Semester – 2</b>         |                 |
| <b>Course Title:</b> Fundamentals of Web Design   |                              | <b>Course Code:</b> MVSC201 |                 |
| <b><u>COURSE OBJECTIVES:</u></b><br>1. Understand the basic elements of web design – layout, colour, typography and imagery.<br>2. Understand the principles of UI (User Interface) and UX (User Experience)<br>3. Learn the process of wireframing websites<br>4. Learn to design web pages using modern design tooling              |                              |                             |                 |
| <b><u>COURSE OUTCOMES:</u></b><br>By the end of the course, students will be able to:<br>1. Break down the anatomy of a website and explain its elements<br>2. Differentiate between good and bad website design, and have clear reasoning for the same.<br>3. Create simple website designs that adhere to best web design practices |                              |                             |                 |
| <b>Lectures per week (1 Lecture is 60 minutes)</b>  |                              | <b>2</b>                    |                 |
| <b>Total number of Hours in a Semester</b>  |                              | <b>30</b>                   |                 |
| <b>Credits</b>  |                              | <b>2</b>                    |                 |
| <b>Evaluation System</b>  | <b>Summative Assessment</b>  | <b>–</b>                    | <b>–</b>        |
|   | <b>Cumulative Assessment</b> | <b>--</b>                   | <b>50 marks</b> |

|  |     |  |          |
|--|-----|--|----------|
| <b>UNIT 1</b><br><b>Aesthetics and Functionality</b><br>(1 Credit) | 1.1 | Comparing Web Design with Page Design to understand similarities and differences | 15 hours |
|--|-----|--|----------|



## SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

|  |     |  |          |
|--|-----|--|----------|
|  | 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                               |          |
| <b>UNIT 2</b><br><b>Website Norms and Design Tools</b><br>(1 Credit) | 2.1 | Identify websites “norms” - Company, Portfolio, eCommerce, and more                          | 15 hours |
|  | 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                             |          |

## 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



## **SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)**

1. Shroff, R. H. (2014). Web Design: A Complete Introduction. John Wiley & Sons.
2. McFarland, D. (2015). HTML and CSS: Visual QuickStart Guide. Peachpit Press.
3. Tondreau, B. (2016). Layout Essentials: 100 Design Principles for Using Grids. Rockport Publishers.
4. Brown, D. (2017). Don't Make Me Think, Revisited: A Common Sense Approach to Web Usability. New Riders.
5. Goto, S., & Cotler, J. (2019). Responsive Web Design with HTML5 and CSS3. Packt Publishing.
6. Frost, A. (2019). Web Design Playground: HTML & CSS the Interactive Way. Manning Publications.
7. McFarland, D. (2020). JavaScript & jQuery: The Missing Manual. O'Reilly Media.
8. Zeldman, J., & Marcotte, E. (2010). Designing with Web Standards. New Riders.
9. Williams, R. (2018). The Non-Designer's Design Book: Design and Typographic Principles for the Visual Novice. Peachpit Press.