



SOPHIA COLLEGE, (AUTONOMOUS)

Affiliated to

UNIVERSITY OF MUMBAI

**Programme: Mass Media**

**Programme Code: SBMMED**

F.Y.B.M.M.

2018-19

(Choice Based Credit System with effect from the year 2018-19)

**Programme Outline : FYBA (SCJ) (SEMESTER I)**

Course Code	Unit No	Name of the Unit	Credits
SBMMED101		EFFECTIVE COMMUNICATION SKILLS – I	3
	1	Reading Skills	
	2	Listening Skills	
	3	Writing Skills	
	4	Speaking Skills	
SBMMED102		LANDMARKS OF WORLD HISTORY WITH SPECIAL REFERENCE TO INDIA	3
	1	Revolutions that transformed political and economic systems	
	2	Movements that impacted society	
	3	Wars and conflicts that divided the world	
	4	Major developments in the post-World War II era	
	5	The Nationalist Movement of India	
	6	India after independence	

SBMMED103		FUNDAMENTALS OF MASS COMMUNICATION	3
	1	Communication and Mass Communication	
	2	Different forms of Mass Media	
	3	The Media Industry	
	4	New Mass Media	
	5	The Nature and Business of Media	
	6	Impact of Mass Media on Society	
SBMMED104		INTRODUCTION TO SOCIOLOGY	3
	1	Introduction to Sociology	
	2	Understanding Society	
	3	Sociology and Mass Media	
	4	Culture	
	5	Stratification	

	6	Socialisation	
	7	Social Groups	
	8	Social Control and Social Change	
SBMMED105		INTRODUCTION TO ECONOMICS	3
		SECTION I   BASIC CONCEPTS IN MICROECONOMICS	
	1	Nature and Scope of Microeconomics	
	2	Supply and Demand	
	3	How Markets Work	
	4	Cost and Productions	
	5	Market Structure	
		SECTION II   MACROECONOMICS	
	1	Introduction	
	2	Money and Inflation	

	3	Brief understanding of Government	
	4	Overview of the Indian Economy	
	5	Introduction to the External Structure	
SBMMED106		INTRODUCTION TO COMPUTERS	3
		THEORY:	
	1	Basics	
	2	Network Basics	
	3	Introduction to Internet	
	4	Introduction to Designing	
		PRACTICALS:	
	1	Scratch Programming	
	2	Text and Document Editing and Presentation Microsoft Word	
	3	Microsoft Excel	

	4	Power Point	
	5	Introduction to Corel Draw	
	6	Page Layout (Pagemaker, Indesign and Quarkexpress)	
	7	Photoshop	
	8	Introduction to Illustrator: Tools and Panels	

**Programme Outline : FYBMM (SEMESTER II)**

Course Code	Unit No	Name of the Unit	Credits
SBMMED201		EFFECTIVE COMMUNICATION SKILLS – II	3

	1	Reading Skills	
	2	Listening Skills	
	3	Writing Skills	
	4	Speaking Skills	
SBMMED202		PRINCIPLES OF MARKETING	3
	1	What is Marketing?	
	2	Marketing Strategies and Plans	
	3	Marketing Environment and Marketing Research	
	4	Analysing Consumer Markets and Identifying Market Segments	
	5	Brand Positioning and Brand Equity	
	6	Products, Services and Pricing	
	7	Designing and Managing Integrated Marketing Channels and Communications	
SBMMED203		PRINCIPLES OF MANAGEMENT	3
	1	Introduction to Management	
	2	History of Management Thought: Contributions	

	3	Management Function	
	4	Decision Making	
	5	Leadership	
	6	Groups and Teams	
	7	Conflict	
	8	Contemporary Management Trends	
SBMMED204		INTRODUCTION TO MEDIA PSYCHOLOGY	3
	1	Introduction to Psychology	
	2	Introduction to Media Psychology	
	3	Research Methods	
	4	Use of Psychology in Media	
	5	Personality Theories	
	6	Developmental Issues in Media Psychology	
	7	Social Psychology and Media	
	8	Future of Media Psychology	
		INTRODUCTION TO LITERATURE	3



SBMMED205	1	The Novel	
	2	Short Stories	
	3	Poetry	
	4	Drama	
SBMMED206		POLITICAL CONCEPTS AND THE INDIAN POLITICAL SYSTEM	3
	1	Political Concepts	
	2	Indian Constitution	
	3	Political Dynamics (India)	
	4	Contemporary Issues in Indian Politics	
	5	Political Dynamics (Maharashtra)	

## Preamble

Strategic Communication and Journalism are essential disciplines that explore the dynamic realms of media, information dissemination, and societal narratives, emphasizing how communication shapes perceptions, influences decisions, and fosters societal cohesion. By studying these disciplines, individuals gain insights into the power of media, rhetoric, and storytelling, which are fundamental for navigating today's complex global landscape.

Our B.A. in Strategic Communication and Journalism program aims to equip students with comprehensive knowledge and practical skills in media, journalism, and strategic communication. The curriculum covers diverse

subjects, from journalistic ethics and media law to digital storytelling and public relations strategies, catering to students from diverse backgrounds. Through a hands-on learning approach that includes traditional lectures, experiential activities, guest lectures by experts, workshops, and internships, students develop critical thinking, effective communication, and media literacy skills essential for successful careers in journalism, public relations, digital media, and strategic communication. Graduates emerge as adaptable professionals prepared to contribute to the evolving field of media and communication.

## **PROGRAMME OBJECTIVES**

<b>PO1</b>	To give learners in the programme a clear introduction to mass media as an all-encompassing ideological and communication experience globally
<b>PO2</b>	To enable learners in the programme to understand the political, economic, social, cultural and environmental implications of consuming media messages
<b>PO3</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>PO4</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>PO5</b>	To teach learners in the programme the need for the ethical application of the ideas taught in the programme to become responsible consumers and producers of media content

## **PROGRAMME SPECIFIC OUTCOMES**

<b>PSO1</b>	The learners will examine mass media as an all-encompassing ideological and communication experience globally
<b>PSO2</b>	The learners will discuss and investigate the political, economic, social, cultural and environmental implications of consuming media messages

<b>PSO3</b>	The learners will 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>PSO4</b>	The learners will evaluate, through contemporary theory and practical application, their role as future creators of media messages in a constantly evolving and demanding industry

## SEMESTER I

NAME OF THE COURSE	EFFECTIVE COMMUNICATION SKILLS – I	
CLASS	FYBASCJ	
COURSE CODE	SBMMED101	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	45	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### COURSE OBJECTIVES

To enable the student to read articles, books relating to the media, and to general issues written about in the media, to understand lectures, take notes from written or oral discussions to write up as newspaper articles, make outlines for TV or on-line programmes.

In order to do this,

CO1.	a) the following language skills will have to be enhanced, as far as possible, in relation to the media, but also relating to the other subjects of study in this programme: reading, listening, writing, speaking
	b. the use of English for reference work for classroom projects, and later, for use in professional life/ work will need to be facilitated through acquiring appropriate reference skills
CO2.	the linguistic competence of students will have to be improved, in terms of:
	. the use of selected grammatical structures and sentences in text/ discourse, especially in connection with media-related work.

	b. development of vocabulary, in order to use it appropriately, precisely, and with elegant variation.
--	--

**COURSE LEARNING OUTCOMES:**

1.	The learners will analyse texts for literal and inferential meaning
2.	The learners will interpret texts for local and global meaning
3.	The learners will analyse the structure of written texts
4.	The learners will identify the purpose and structure of discourse
5.	The learners will write with focus and clarity
6.	The learners will use devices that allow for coherence and cohesion in writing
7.	The learners will speak with fluency, correct pronunciation, and stress

UNIT 1	READING SKILLS (15 LECTURES)
1.1	Reading Techniques: Effective eye span movement; reading in meaningful units; speed reading; skimming, scanning.
1.2	Reading Comprehension: <ul style="list-style-type: none"> <li>a. Analysing texts for literal and inferential meaning</li> <li>b. Interpretation of statements</li> <li>c. Search for 'local' and 'global' meanings in a text</li> <li>d. Drawing out the strands of the argument, diverse view-points, the general point of view, and the manner of development of ideas</li> <li>e. Establishing the structure of the text.</li> </ul>
1.3	Types of comprehension passages: <ul style="list-style-type: none"> <li>a) Informative/ Factual</li> <li>b) Discursive (requiring argument)</li> </ul>
UNIT 2	LISTENING SKILLS
2.1	To understand the purpose and structure of the discourse
2.2	To become familiar with the type of language (and accent) used in different types of contexts, whether relating to the media or other events/ occasions
2.3	Types of listening comprehension passages, such as: <ul style="list-style-type: none"> <li>a. Radio, television broadcasts</li> <li>b. Announcements</li> <li>c. Recorded material</li> <li>d. Dialogue, speeches</li> </ul>
UNIT 3	WRITING SKILLS
3.1	To write with focus on the important ideas
3.2	To achieve coherence through textual or organisation and the rhetorical development of ideas

3.3	In addition, to be concise, avoiding wordiness and flashy language, and also precise in the choice of words
3.4	To acquire elegant variety in vocabulary and sentence patterns, e.g. fronting of words for emphasis, avoidance of clichés and jargon
3.5	To be able to achieve appropriate subordination in clause structure in order to highlight or subordinate ideas
3.6	To use appropriate cohesive devices for achieving clarity
	<p>Types of rhetorical styles in writing to be developed:</p> <ul style="list-style-type: none"> <li>a. Factual, informative writing</li> <li>b. Argumentative writing</li> <li>c. Writing in different registers / styles (such as newspaper headlines, writing a short report)</li> </ul>
UNIT 4	SPEAKING SKILLS
4.1	<p>Learning to speak with fluency, correct pronunciation and stress</p> <ul style="list-style-type: none"> <li>a. To organise one's material in terms of the requirements of the specific spoken mode chosen</li> <li>b. To achieve clarity through the appropriate ordering of ideas, and communicate relevantly with the interlocutor(s)</li> </ul> <p>Activities to develop both formal and informal speaking skills, such as:</p> <ul style="list-style-type: none"> <li>a. Effective reading of a prepared speech</li> <li>b. Expressing ideas and views in informal discussion and in specific situations of various degrees of formality</li> <li>c. Speaking in different capacities at a meeting or gathering (e.g., summing up discussions, formal greeting; introducing people (speaker, acquaintances); proposing a vote of thanks); announcing at entertainment programmes, sports meets)</li> </ul>

## REFERENCES:

### **READING**

- Grellet, Françoise. *Developing Reading Skills*. Cambridge University Press, 1981
- Greenall, Simon, and Michael Swan. *Effective Reading*. Cambridge University Press, 1986.
- Moore, John. *Reading and Thinking in English*. Oxford University Press, 1980.
- Nuttall, Christine E. *Teaching Reading Skills in a Foreign Language*. 3<sup>rd</sup> ed., Macmillan Education, 1982.
- Bellare, Nirmala. *Reading & Study Strategies*, Books 1 & 2. 1997. Oxford University Press, 1998. Harri- Augstein, Sheila, et al. *Reading to Learn*. Methuen, 1982.

### **WRITING**

- Shaughnessy, Mina P. *Errors and Expectations*. Oxford University Press, 1979.
- Hamp-Lyons, Liz, and Ben Heasley. *Study Writing*. Cambridge University Press, 1987.
- Bandler, Robert G. *American English Rhetoric*. Holt, Rinehart & Winston, 1971.

### **LISTENING & SPEAKING**

- Sadanand, Kamlesh. *Teaching Listening & Speaking: A Handbook for English Language Teachers and Teacher Trainers*. Orient BlackSwan, 2012.
- Lynch, Tony. *Study Listening: A Course in Listening to Lectures and Note Taking*, 2nd ed., Cambridge University Press, 2004.
- Maley, Alan, and Alan Duff. *Drama Techniques in Language Learning*. Cambridge University Press, 1982.
- Tannen, Deborah. *That's Not What I Meant: How Conversational Style Makes or Breaks Relationships*. 1986. Ballantine, 1987.

### **ALL SKILLS**



- Harmer, Jeremy. *The Practice of English Language Teaching*. Longman, 1983.

## **GENERAL**

- Truss, Lynne. *Eats, Shoots & Leaves*. Fourth Estate, 2009.
- Swan, Michael. *Practical English Usage*. Oxford University Press, 1980.
- Allen, J.P.B., and H. G. Widdowson. *English in Social Studies*. Oxford University Press, 1978.
- Aitchison, Jean, and Diana M. Lewis, editors. *New Media Language*. Routledge, 2003.

## **ASSESSMENT DETAILS:**

**Internal Assessment (40 marks)**

**Part 1: Project Work (35 Marks)**

**Part 2: Attendance – (05 marks)**

Passing Marks - **(16 marks)**

**Semester End Examination – External Assessment (60 marks)**

**Passing marks - (24 marks)**

- The duration of the paper will be two hours.
- There shall be four compulsory questions
- Q1-3 shall correspond to the three units. Q1-3 shall contain an internal choice (attempt any 2 of 3). Q1-3 shall carry a maximum of 20 marks
- Q4 shall be a short note from Unit 1 to 3. Q4 shall carry a maximum of 15 marks (3x5 marks) (attempt any 3 of 6)

## SEMESTER I

NAME OF THE COURSE	LANDMARKS OF WORLD HISTORY WITH SPECIAL REFERENCE TO INDIA	
CLASS	FYBASCJ	
COURSE CODE	SBMMED102	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	45	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### COURSE OBJECTIVES

CO 1.	To be aware of some of the major events of the world and in India.
CO 2.	To understand its impact on society.
CO 3.	To be able to understand how events in the past have shaped the present.

### COURSE LEARNING OUTCOMES:

1.	The learner will analyse the causes and impact of the major revolutions and movements that transformed political and economic systems in the world
2.	The learner will analyse the wars and conflicts that divided the world
3.	The learner will assess the major developments in the post-World War II era
4.	The learner will analyse the nationalist movement in India
5.	The learner will outline the state of India post-independence

UNIT 1	REVOLUTIONS THAT TRANSFORMED POLITICAL AND ECONOMIC SYSTEMS
1.1	American Revolution
1.2	French Revolution
1.3	Industrial Revolution
1.4	Russian Revolutions
UNIT 2	MOVEMENTS THAT IMPACTED SOCIETY
2.1	Religious Movements: Reformation and Counter Reformation
2.2	Civil Rights Movement in U.S.A. and South Africa
2.3	Women's Movement for political rights.
2.4	Environmental Movements for Sustainable Development
UNIT 3	WARS AND CONFLICTS THAT DIVIDED THE WORLD
3.1	World War I
3.2	World War II
3.3	Arab-Israel Conflict
3.4	Cold War
UNIT 4	MAJOR DEVELOPMENTS IN THE POST-WORLD WAR II ERA
4.1	Rise of China
4.2	Rise of Japan
4.3	Decolonisation of Africa
4.4	Decolonisation of Asia

UNIT 5	THE NATIONALIST MOVEMENT OF INDIA
5.1	The Great Revolt of 1857
5.2	The Freedom Struggle from 1885-1915
5.3	Gandhi Era
5.4	Independence
UNIT 6	INDIA AFTER INDEPENDENCE
6.1	Partition of India and its aftermath
6.2	Integration of States
6.3	Re-organisation of States
6.4	Main features of the Nehru Government's Domestic and Foreign Policies.

#### REFERENCES:

#### **Modules I to IV**

- Brower, Daniel R. *The World Since 1945: A Brief History*. 2nd ed., Pearson, 2004.
- Cornwell, R. D., *World History in the Twentieth Century*. New Edition, Longman 1981.
- Ergang, Robert, *Europe: From the Renaissance to Waterloo*. Literary Licensing, 2011.
- Ergang, Robert, and Donald G. Rohr. *Europe since Waterloo*. 3rd revised ed., Heath, 1967.
- Lowe, Norman. *Mastering World History*, Macmillan Education, 1985.
- Palmer R. R., et al. *A History of the Modern World*, 9th ed., Knopf, 2002.
- Sauvain, Philip. *What Happened in the World, Nineteenth Century, 1815-1919*. A. E. Press, 1986.
- Spellman, W. M. *A Concise History of the World since 1945; States and Peoples*. Palgrave MacMillan, 2006.

- Strayer, Joseph R., et al. *The Mainstream of Civilisation: 1350-1815*. 2nd ed., Harcourt Brace Jovanovich, 1974.
- Wallbank, Thomas Walter, and Alastair MacDonald Taylor. *Civilization Past and Present*. HarperCollins, 1992.

## **Modules V and VI**

- Bandopadhyaya, Sekhar. *From Plassey to Partition: A History of Modern India*. Orient Longman, 2004
- Chandra, Bipan. *History of Modern India*. Orient BlackSwan, 2009.
- Chandra, Bipan, et al. *India after Independence, 1947-2000*. Penguin, 2000.
- Grover, B.L., and S. Grover. *A New Look at Modern History: From 1707 to Modern times*. S. Chand and Company, 2007.
- Mehra, Parshotam. *A Dictionary of Modern Indian History: 1707-1947*. Oxford University Press, 1985.
- Mishra, Girish. *An Economic History of Modern India*. Pragati, 1994. Sarkar, Sumit. *Modern India: 1885-1947*. Macmillan India, 1983.

## **ASSESSMENT DETAILS:**

### **Internal Assessment (40 marks)**

**Part 1: Project Work (35 Marks)**

**Part 2: Attendance – (05 marks)**

Passing Marks - **(16 marks)**

### **Semester End Examination – External Assessment (60 marks)**

**Passing marks - (24 marks)**

- The duration of the paper will be two hours.
- There shall be four compulsory questions
- Q1-3 shall correspond to the three units. Q1-3 shall contain an internal choice (attempt any 2 of 3). Q1-3 shall carry a maximum of 20 marks
- Q4 shall be a short note from Unit 1 to 3. Q4 shall carry a maximum of 15 marks (3x5 marks) (attempt any 3 of 6)

## SEMESTER I

NAME OF THE COURSE	FUNDAMENTALS OF MASS COMMUNICATION	
CLASS	FYBASCJ	
COURSE CODE	SBMMED103	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	45	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### COURSE OBJECTIVES

CO 1.	To introduce students to the history, evolution and the development of mass communication in the world
CO 2.	To study the evolution of mass media as an important social institution
CO 3.	To understand the development of mass communication models
CO 4.	To develop a critical understanding of mass media
CO 5.	To understand the concept of new media and media convergence and its implications

**COURSE LEARNING OUTCOMES:**

1.	The learner will identify and outline the forms and process of communication
2.	The learner will analyse the barriers to communication
3.	The learner will examine the history of each media form
4.	The learner will compare and contrast the different media industries
5.	The learner will explain the importance of convergence in the media industry
6.	The learner will assess the impact of media on society
7.	The learner will synthesise their learnings to analyse media representation

UNIT 1	COMMUNICATION AND MASS COMMUNICATION
1.1	Definition of Communication
1.2	Forms of Communication- Intra-personal, Interpersonal, Group, Public, Mass
1.3	Elements of Communication
1.4	Process of Communication
1.5	Functions of Communication
1.6	Barriers to Communication
1.7	Difference between Mass Communication and Mass Media
1.8	Communication Models- Gate Keeping, Mc Luhan's Model, Gerbner's Model, Laswell's Model
UNIT 2	DIFFERENT FORMS OF MASS MEDIA
2.1	Introduction- History of the development of each media form
UNIT 3	THE MEDIA INDUSTRY (Global/India)
3.1	The Internet Industry
3.2	The Book Industry
3.3	The Newspaper Industry
3.4	The Magazine Industry
3.5	The Recording Industry
3.6	The Radio Industry
3.7	The Movie Industry
3.8	The Television Industry
3.9	The Video Game Industry



3.10	Advertising/Outdoor
3.11	Public Relations
UNIT 4	NEW MASS MEDIA
4.1	Media Convergence- concept, technological dimension, economic dimension, socio- cultural dimension
4.2	Introduction to related terms: Information Economy, Information Society, Digital Multimedia Convergence, Information Superhighway, Channel Abundance
UNIT 5	THE NATURE AND BUSINESS OF MEDIA
5.1	Understanding Mass Media, Convergence, and the Importance of Media Literacy
5.2	Making Sense of Research on Media Effects and Media Culture
5.3	The Business of Media
5.4	Financing and Shaping the Media: Advertising, Public Relations, and Marketing Communications
5.5	Understanding Controls on Media Content: Government Regulation, Self-Regulation, and Ethics
UNIT 6	IMPACT OF MASS MEDIA ON SOCIETY
6.1	Education
6.2	Children/Youth
6.3	Women
6.4	Culture
6.5	Development

REFERENCES:

- McQuail, Denis. *Towards a Sociology of Mass Communications*. Collier Macmillan, 1969.

- Krijnen, Tonny, and Sofie Van Bauwel. *Gender and Media: Representing, Producing, Consuming*. Routledge, 2015.
- Kumar, K. *Mass Communication in India. 4 th ed., Jaico, 2012*

#### **ASSESSMENT DETAILS:**

##### **Internal Assessment (40 marks)**

##### **Part 1: Project Work (35 Marks)**

##### **Part 2: Attendance – (05 marks)**

Passing Marks - (16 marks)

##### **Semester End Examination – External Assessment (60 marks)**

##### **Passing marks - (24 marks)**

- The duration of the paper will be two hours.
- There shall be four compulsory questions
- Q1-3 shall correspond to the three units. Q1-3 shall contain an internal choice (attempt any 2 of 3). Q1-3 shall carry a maximum of 20 marks
- Q4 shall be a short note from Unit 1 to 3. Q4 shall carry a maximum of 15 marks (3x5 marks) (attempt any 3 of 6)

## SEMESTER I

NAME OF THE COURSE	INTRODUCTION TO SOCIOLOGY	
CLASS	FYBASCJ	
COURSE CODE	SBMMED104	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	45	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### COURSE OBJECTIVES

CO 1.	To acquaint the students with the basic foundations of Sociology
CO 2.	To establish the relationship between Sociology and Mass Media
CO 3.	To discuss Mass Media from a sociological perspective

### COURSE LEARNING OUTCOMES:

1.	The learner will identify and outline the definition of and perspectives in sociology
2.	The learner will explain key concepts with regard to society, social interaction and social institutions
3.	The learner will examine sociological approaches to mass media
4.	The learner will outline the role of mass media in culture and cultural identity
5.	The learner will explain the process of socialisation in the context of media consumption

6.

The learner will outline the role of social control and social change in groups

UNIT 1	Introduction to Sociology
1.1	Significance of Sociology
1.2	Definition of Sociology
1.3	Role of Theory
1.4	<p>Sociological Theory/ Perspectives</p> <ol style="list-style-type: none"> <li>1. Functionalism (Auguste Comte, Herbert Spencer, Vilfred Pareto, Emile Durkheim)</li> <li>2. Conflict Theory (Max Weber (more Functionalist than Conflict), Karl Marx, the Frankfurt School)</li> <li>3. Symbolic Interactionism</li> <li>4. The Feminist Perspective</li> </ol>
UNIT 2	Understanding Society
2.1	<p>Society</p> <ol style="list-style-type: none"> <li>1. Definition</li> <li>2. Types</li> </ol>
2.2	<p>Social Interaction</p> <ol style="list-style-type: none"> <li>1. What is Social Interaction</li> <li>2. Forms of Social Interaction- Cooperation, Competition, Conflict, Assimilation, Accommodation and Integration</li> </ol>
2.3	<p>Social Institution</p> <ol style="list-style-type: none"> <li>1. What is a Social Institution?</li> <li>2. Types of Social Institution- Family, Marriage, Education, Religion, Economy, Religion, State etc</li> </ol>
UNIT 3	Sociology and Mass Media
3.1	Sociology's Approaches to the Study of Mass Media

3.2	<p>Sociology of News</p> <ol style="list-style-type: none"> <li>1. Definition of News</li> <li>2. Types of News</li> <li>3. News Values</li> <li>4. Sociological significance of news</li> </ol>
UNIT 4	Culture
4.1	The Meaning of Culture
4.2	Elements , types, features of culture
4.3	Concepts related to Culture- Popular Culture, Sub-Culture, Ethnocentrism, Acculturation, Cultural relativism, Culture Shock, Culture Lag
4.4	Culture and Media
UNIT 5	Stratification
UNIT 6	Socialisation
6.1	Meaning
6.2	Need
6.3	Agencies of Socialisation – with reference to Media
UNIT 7	Social Groups
7.1	Meaning
7.2	Type
UNIT 8	Social Control and Social Change
8..1	Social Control- meaning, factors influencing Social Control, Agencies of Social Control
8.2	Social Change

## REFERENCES:

- Beteille, Andre. *Sociology: Essays in Approach and Method*. Oxford University Press, 2002.
- Berger, Peter. *Invitation to Sociology*. Penguin, 1963.
- Ritzer, George. *Classical Sociological Theory*. McGraw Hill, 2000.
- Giddens, Anthony. *Sociology*. Polity, 2010.
- Radcliffe-Brown, A.R. *Structure & Function in Primitive Society*. Free Press, 1965.
- Merton, R. *Social Theory and Social Structure*. Free Press, 1968.
- Cohen, Percy. *Modern Social Theory*. Heinemann Educational, 1979.
- Bottomore, Tom. *Dictionary of Marxist Thought*, Blackwell, 1991.
- Marx, Karl, and Friedrich Engels. *The Communist Manifesto*. Signet Classic, 1998.
- Mills, C. Wright. *The Sociological Imagination*. 40th ed., Oxford University Press, 2000.
- Wallace, Ruth A., and Alison Wolf. *Contemporary Sociological Theory: Expanding the Classical Tradition*. 6<sup>th</sup> ed., Pearson, 2005.
- Bierstedt, Robert. *Social Order*, McGraw Hill, 1974.
- Ritzer, George. *The McDonaldization of Society*. Pine Forge Press, 2004.
- Beteille, Andre, editor. *Social Inequality: Selected Readings*. Penguin Books, 1969.
- Srinivas, M.N. *Caste in Modern India and Other Essays*. Asia Publishing House, 1962.
- Xaxa, V., "The Transformation of Tribes in India: Terms of Discourse." *Economic and Political Weekly*. 1999. Vol. 34, Issue 24, pp.1519-1524.

## **ASSESSMENT DETAILS:**

**Internal Assessment (40 marks)**

**Part 1: Project Work (35 Marks)**

**Part 2: Attendance – (05 marks)**

**Passing Marks - (16 marks)**

**Semester End Examination – External Assessment (60 marks)**

**Passing marks - (24 marks)**

- The duration of the paper will be two hours.
- There shall be four compulsory questions
- Q1-3 shall correspond to the three units. Q1-3 shall contain an internal choice (attempt any 2 of 3). Q1-3 shall carry a maximum of 20 marks
- Q4 shall be a short note from Unit 1 to 3. Q4 shall carry a maximum of 15 marks (3x5 marks) (attempt any 3 of 6)



## SEMESTER I

NAME OF THE COURSE	INTRODUCTION TO ECONOMICS	
CLASS	FYBASCJ	
COURSE CODE	SBMMED105	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	45	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### COURSE OBJECTIVES:

CO 1.	To introduce the basic concepts of Micro and Macro Economics to first year BMM students
CO 2.	To offer them a basic understanding of the Indian economy, and sensitise them to the economic issues relevant to India

### COURSE LEARNING OUTCOMES:

1.	The learner will identify the meaning and scope of microeconomics and macroeconomics
2.	The learner will explain the role of supply and demand in an economy
3.	The learner will examine how markets work and explain market structure
4.	The learner will outline the role of the RBI in money supply
5.	The learner will analyse key economic concepts in the context of governance
6.	The learner will discuss the salient features of the Indian economy

## SECTION I | BASIC CONCEPTS IN MICROECONOMICS

UNIT 1	NATURE AND SCOPE OF MICROECONOMICS
1.1	Meaning and Scope of Microeconomics
1.2	Scarcity and Trade-Off, Opportunity Cost, Thinking at the Margin, Markets
1.3	Positive vs. Normative Economics
UNIT 2	SUPPLY AND DEMAND
2.1	Competitive Markets and price Taking
2.2	Determinants of an Individual's demand; the Demand Schedule; the Demand Curve; Market Demand; Shifts in the Demand Curve vs. Movement along the Demand Curve; Price Elasticity of Demand
2.3	Determinants of Supply, the Supply Schedule, the Supply Curve, Market Supply, Shifts in the Supply Curve vs. Movement along the Supply Curve
UNIT 3	HOW MARKETS WORK
3.1	Determination of Market Equilibrium
3.2	Analysing Changes in Market Equilibrium
3.3	The Role of Prices in resource allocation
3.4	Price Floors and Price Ceilings
3.5	How Taxes Affect Markets
3.6	Elasticity and Tax Incidence
UNIT 4	COST AND PRODUCTION
4.1	Concepts of Cost -- Total, Fixed, Variable, Marginal, Average Costs; Implicit and Explicit Costs; Short Run and Long Run Costs
4.2	Production Function: Short Run and Long Run Production Function

UNIT 5	MARKET STRUCTURE
5.1	Features of Perfect Competition; Monopoly; Monopolistic Competition and Oligopoly
	SECTION II   MACROECONOMICS
UNIT 6	INTRODUCTION
6.1	Meaning and Scope of Macroeconomics
6.2	Concepts of National Income
6.3	GNP, GDP, NNP, NDP, Per Capita Income
6.4	Limitations of GDP as an Indicator of Welfare
6.5	Concept of Green GDP
6.6	Circular Flow of Income
6.7	Trade Cycles
6.8	Features and Phases
UNIT 7	MONEY AND INFLATION
7.1	Meaning and Function of Money
7.2	Constituents and Determinants of Money Supply
7.3	Velocity of Circulation of Money
7.4	RBI's APPROACH TO Money Supply
7.5	Demand for Money
7.6	Inflation – Meaning, Causes, Effects, Measures to Control Inflation
7.7	Measurement of Inflation: WPI and CPI

7.8	Monetary Policy
7.9	Functions of Commercial Banks and Central Bank
7.10	Capital Market – Components
UNIT 8	BRIEF UNDERSTANDING OF GOVERNMENT
8.1	Fiscal Policy
8.2	Sources of Public Revenue
8.3	Areas of Public Expenditure
8.4	Union Budget
8.5	Budget Deficit; Fiscal Deficit – Concepts
8.6	Social Expenditure
8.7	Millennium Development Goals
8.8	Financial Relations between the Centre, State and Local Government Bodies
UNIT 9	OVERVIEW OF THE INDIAN ECONOMY
9.1	Structure and Macroeconomic Scenario
9.2	Salient Features
9.3	Challenges and Economic Issues – Poverty, Unemployment, Infrastructure (Urban and Rural), Population
9.4	India’s Position in the World Economy – Share in the World GDP, Trade and Capital Flows
UNIT 10	INTRODUCTION TO THE EXTERNAL SECTOR
10.1	Balance of Payments
10.2	Exchange Rates

10.3	Trade Policy
10.4	Free Trade and Protectionism
10.5	FDI
10.6	FII
10.7	World Institutions – IMF, World Bank and WTO
10.8	India in a Globalised World
10.9	Trade Blocs: EU, SAARC etc

#### REFERENCES:

- Samuelson, Paul A. *Economics: An Introductory Analysis*. 1948. McGraw-Hill, 1998. Mankiw, Gregory N. *Principles of Economics*. 6th ed., Cengage Learning, 2012
- Begg, David, et al. *Economics*. McGraw-Hill, 1987.
- Stonier, Alfred W., and Douglas C. Hague. *A Textbook of Economic Theory*. 5th ed., Pearson Education India, 2003.
- Lipsey, Richard G., and Peter O. Steiner. *Economics*. 8th ed., Longman Higher Education, 1987.
- Koutsoyiannis, A. *Modern Microeconomics*. 2nd ed., Macmillan, 2015.
- Ministry of Finance, Government of India. “Economic Survey of India”. *Union Budget*. <https://owl.english.purdue.edu/owl/resource/747/01/>. Accessed 30 December 2016

#### **ASSESSMENT DETAILS:**

**Internal Assessment (40 marks)**

**Part 1: Project Work (35 Marks)**

**Part 2: Attendance – (05 marks)**

Passing Marks - **(16 marks)**

**Semester End Examination – External Assessment (60 marks)**

Passing marks - **(24 marks)**

- The duration of the paper will be two hours.

- There shall be four compulsory questions
- Q1-3 shall correspond to the three units. Q1-3 shall contain an internal choice (attempt any 2 of 3). Q1-3 shall carry a maximum of 20 marks

Q4 shall be a short note from Unit 1 to 3. Q4 shall carry a maximum of 15 marks (3x5 marks) (attempt any 3 of 6)

## SEMESTER I

NAME OF THE COURSE	INTRODUCTION TO COMPUTERS	
CLASS	FYBASCJ	
COURSE CODE	SBMMED106	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	45	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### COURSE OBJECTIVES:

CO 1.	To equip the students with a general understanding of computer basics for everyday use
CO 2.	To train them to use this understanding to supplement their presentation skills
CO 3.	To equip the students with basic knowledge of use of technology in the media industry

### COURSE LEARNING OUTCOMES:

CLO 1.	The learner will identify and outline the basic concepts in computers and computer networks
CLO 2.	The learner will explain the role of the internet in the use of digital communication
CLO 3.	The learner will use basic MS Office software to write and edit and design content
CLO 4.	The learner will use basic desktop software to create rudimentary layouts for design

## THEORY

UNIT 1	BASICS
1.1	Type of Computers, Input/ output devices (definition), Use of Printer, Scanner, microphone speaker. Memory, storage, storage devices, RAM, ROM, Processor, Processing speed and RAM, Hard Disk and RAM. What does one mean by the speed of a computer?
1.2	Operating Systems, Windows Operating System, Windows basics, windows commands and keyboard shortcuts
1.3	File Management, importance of organizing work in folders, Disk partitions, physical and logical drives, etc
UNIT 2	NETWORKING BASICS
2.1	Introduction to networks, Types of networks (peer to peer, client server, Importance of networks in a media organization, Networking in editing studios, television networks, knowledge management, access to archives, Networking through satellites, transfer of footage through OB Vans
UNIT 3	INTRODUCTION TO INTERNET
3.1	Domain names, webservers, URL and parts of a URL
3.2	Types of websites - static and dynamic websites, portals (horizontal and vertical portals). services (email, search engines, ftp, etc.)
3.3	Searching on the web, keywords etc., internet security, threats, legal challenges – copyright issues, technology issues, political issues, social issues; economic issues – ethical issues
3.4	Importance of internet in media, effect of internet on journalism, Newsrooms and the internet, internet and research, journalists and the internet. Media and Internet: advantages, limitations
UNIT 4	INTRODUCTION TO DESIGNING
4.1	Types of communication; what is design; types of design; colour theory; hierarchy in a design; typography (fonts & typefaces, type of fonts); observation & visualization; perspective



4.2	Unicode: installing and using Unicode
	PRACTICALS
UNIT 5	SCRATCH PROGRAMMING
5.1	Scratch programming; Introduction to scratch project, sprite and movements, types of statements and sequencing
UNIT 6	TEXT AND DOCUMENTS EDITING AND PRESENTATION MICROSOFT WORD
6.1	Creating, saving documents; editing documents (formatting characters, lines and paragraphs, section & Page Breaks, Headers & Footers, Tool, index)
6.2	Language Tools (spelling, grammar thesaurus Inserting images, cut, copy, paste
6.3	Creating Tables
6.4	Mail merge, use of keyboard shortcuts
UNIT 7	MICROSOFT EXCEL
7.1	Introduction to spreadsheet, rows, columns, cell address, Workbook, worksheet Entering data, formulae, functions, editing sheets, formatting
7.2	Finding, replacing and filling data, database management, sorting, preparing charts, Use of keyboard shortcuts.
UNIT 8	POWER POINT
8.1	Introduction to presentations, create, save; types of presentation layouts, slides, outlines, slide sorter, presentation, formatting, tables, cliparts, pictures, organization charts, charts, etc. Animation (preset, custom) Setting up slide show, timings on clicks, hyperlinks, etc. Inserting images, videos and sounds,
8.2	Power Point presentation, Power Point show, presentation skill, keyboard shortcuts
UNIT 9	INTRODUCTION TO COREL DRAW
9.1	Corel Draw terminology and concepts: drawing ellipses, circles, arcs, and pie shapes. Drawing lines in Corel Draw. Drawing rectangles, squares, polygons and stars; cloning objects, applying colour and tone effects

UNIT 10	PAGE LAYOUT (PAGEMAKER, INDESIGN AND QUARKXPRESS)
10.1	Introduction to different page making software, tools, menus, tools, making pages in Quark Express / Pagemaker. Inserting a photograph / graphics for print, creating blurbs, using drop caps, etc., differences between QuarkXpress and Pagemaker
10.2	Creative page layouts in different media (flyers, brochures, books, newspapers, etc.); basics of newspaper layout, folds, importance of placement of news above and below the fold, preparing a dummy newspaper
UNIT 11	PHOTOSHOP
11.1	Introduction to graphics, difference between vector and bitmap images, CMYK and RGB; image size, canvas size, resolution and DPI; learning tools (all tools of the toolbox), colour separation; different graphic formats (PSD, JPG, GIF, etc.); scanning and colour correction; touching up photographs; importance of highlights; mids and shadows; cloning; duplicating and adjustment; working with Image, giving effects to image; cropping and resizing images; masking; working with layers; preparing images for the web; print medium and films
UNIT 12	INTRODUCTION TO ILLUSTRATOR: TOOLS AND PANELS
12.1	Creating a new document; drawing and painting; working with points – paths – layers – colours; working with graphics; manipulation and effects.
12.2	Exporting the file; proof reading and optimization for printing; creating for artwork design for web and devices

References:

- Balter, Alison. *SAMS Teach Yourself Microsoft Office Access 2003 in 24 Hours*. Sams Publishing, 2004.
- Gupta, Shalini, and Aditi Gupta. *Photoshop CS2 in simple steps*. Dream Tech Press, 2006.
- Falkner, Andrew, and Conrad Chavez. *Adobe Photoshop CC 2015 Release. Classroom in a Book: The Official Training Book from Adobe*. Pearson Education, 2016.
- Johnson, Steve. *Adobe Illustrator CS6 on Demand*. Perspection Inc, 2012.
- Steuer, Sharon. *The Adobe Illustrator WOW! Book for CS6 and CC*. Peachpit, 2012.

## **ASSESSMENT DETAILS:**

### **Internal Assessment (40 marks)**

**Part 1: Project Work (35 Marks)**

**Part 2: Attendance – (05 marks)**

**Passing Marks - (16 marks)**

### **Semester End Examination – External Assessment (60 marks)**

**Passing marks - (24 marks)**

- The duration of the paper will be two hours.
- There shall be four compulsory questions
- Q1-3 shall correspond to the three units. Q1-3 shall contain an internal choice (attempt any 2 of 3). Q1-3 shall carry a maximum of 20 marks

Q4 shall be a short note from Unit 1 to 3. Q4 shall carry a maximum of 15 marks (3x5 marks) (attempt any 3 of 6)

## SEMESTER II

NAME OF THE COURSE	EFFECTIVE COMMUNICATION SKILLS – II	
CLASS	FYBASCJ	
COURSE CODE	SBMMED201	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	45	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### **COURSE OBJECTIVES:**

To enable the student to read articles, books relating to the media, and to general issues written about in the media, to understand lectures, take notes from written or oral discussions to write up as newspaper articles, make outlines for TV or on-line programmes.

In order to do this,

CO1.	c. the following language skills will have to be enhanced, as far as possible, in relation to the media, but also relating to the other subjects of study in this programme: reading, listening, writing, speaking
	d. the use of English for reference work for classroom projects, and later, for use in professional life/ work will need to be facilitated through acquiring appropriate reference skills
CO2.	the linguistic competence of students will have to be improved, in terms of:

	c. the use of selected grammatical structures and sentences in text/ discourse, especially in connection with media-related work.
	d. development of vocabulary, in order to use it appropriately, precisely, and with elegant variation.

**COURSE LEARNING OUTCOMES:**

1.	The learner will analyse texts for literal and inferential meaning
2.	The learner will interpret texts for local and global meaning
3.	The learner will analyse the structure of written texts
4.	The learner will identify the purpose and structure of discourse
5.	The learner will write with focus and clarity
6.	The learner will use devices that allow for coherence and cohesion in writing
7.	The learner will speak with fluency, correct pronunciation, and stress

UNIT 1	READING SKILLS (15 LECTURES)
1.1	Analysing texts for literal and inferential meaning
1.2	Interpretation of statements
1.3	Search for local and global meaning
1.4	Drawing out the strands of argument, diverse view-points, the general point of view, the manner of development of ideas
1.5	Establishing the structure of the text
1.6	Types of reading comprehension passages: A. Narrative/ Descriptive B. Discursive (requiring argument)
UNIT 2	LISTENING SKILLS
2.1	To understand the purpose and structure of the discourse
2.2	To become familiar with the type of language (and accent) used in different types of contexts, whether relating to the media or other events/ occasions
2.3	Types of listening comprehension passages, such as: e. Radio, television broadcasts e. Announcements e. Recorded material
UNIT 3	WRITING SKILLS
3.1	To write with focus on the important ideas
3.2	To achieve coherence through textual or organisation and the rhetorical development of ideas
3.3	In addition, to be concise, avoiding wordiness and flashy language, and also precise in the choice of words

3.4	To acquire elegant variety in vocabulary and sentence patterns, e.g. fronting of words for emphasis, avoidance of clichés and jargon
3.5	To be able to achieve appropriate subordination in clause structure in order to highlight or subordinate ideas
3.6	To use appropriate cohesive devices for achieving clarity
	<p>Types of writing tasks:</p> <p>Persuasive writing. Activities such as:</p> <p>Copy writing (for advertising) to market a product; brochures for an organisation/ event</p> <p style="padding-left: 40px;">Drafting a letter asking for a donation for a cause, etc.</p> <p style="padding-left: 40px;">Making out a case for a particular reform, or change in a system of functioning</p> <p>Discursive writing. Activities, such as:</p> <p style="padding-left: 40px;">Writing an analysis of a particular (current) event from a specific (political or social) point of view</p> <p style="padding-left: 40px;">Analysing an issue/ event/ situation into its component parts</p> <p>Dialogue writing</p> <p>Summarisation:</p> <p style="padding-left: 40px;">Statement of generalisation versus particulars/ facts</p> <p style="padding-left: 40px;">Logical statement of material</p> <p style="padding-left: 40px;">Focus on relevant points, separating central ideas from subsidiary ideas and from examples</p> <p>Activities, such as:</p> <ol style="list-style-type: none"> <li>a. Taking notes from different reference materials for an assignment</li> <li>b. Writing a summary of each different position on a particular issue in a given text</li> <li>c. Condensing a given text, making it a statement of the major ideas.</li> </ol> <p>(The focus is on a clear statement of the major ideas, the language of the given text may be used wherever appropriate)</p>

UNIT 4	SPEAKING SKILLS
4.1	<p>Learning to speak with fluency, correct pronunciation and stress</p> <ol style="list-style-type: none"> <li>a. To organise one's material in terms of the requirements of the specific spoken mode chosen</li> <li>b. To achieve clarity through the appropriate ordering of ideas, and communicate relevantly with the interlocutor(s)</li> </ol> <p>Activities to develop both formal and informal speaking skills, such as:</p> <ol style="list-style-type: none"> <li>a. Interviewing people for a newspaper report, news broadcast, market survey and so on</li> <li>b. Speaking on formal occasions, such as, job interviews, group discussions.</li> <li>c. Expressing ideas and views in informal discussion and in specific situations of various degrees of formality</li> </ol>

REFERENCES:

**READING**

- Grellet, Françoise. *Developing Reading Skills*. Cambridge University Press, 1981.
- Greenall, Simon, and Michael Swan. *Effective Reading*. Cambridge University Press, 1986.
- Moore, John. *Reading and Thinking in English*. Oxford University Press, 1980.
- Nuttall, Christine E. *Teaching Reading Skills in a Foreign Language*. 3rd ed., Macmillan Education, 1982.
- Bellare, Nirmala. *Reading & Study Strategies*, Books 1 & 2. 1997. Oxford University Press, 1998.
- Harri-Augstein, Sheila, et al. *Reading to Learn*. Methuen, 1982.

**WRITING**

- Shaunessy, Mina P. *Errors and Expectations*. Oxford University Press, 1979.
- Hamp-Lyons, Liz, and Ben Heasley. *Study Writing*. Cambridge University Press, 1987.
- Bander, Robert G. *American English Rhetoric*. Holt, Rinehart & Winston, 1971.

**LISTENING & SPEAKING**



- Sadanand, Kamlesh. *Teaching Listening & Speaking: A Handbook for English Language Teachers and Teacher Trainers*. Orient BlackSwan, 2012.
- Lynch, Tony. *Study Listening: A Course in Listening to Lectures and Note Taking*. 2nd ed., Cambridge University Press, 2004.
- Maley, Alan, and Alan Duff. *Drama Techniques in Language Learning*. Cambridge University Press, 1982.
- Tannen, Deborah. *That's Not What I Meant: How Conversational Style Makes or Breaks Relationships*. 1986.
- Ballantine, 1987.

### **ALL SKILLS**

- Harmer, Jeremy. *The Practice of English Language Teaching*. Longman, 1983.

### **GENERAL**

- Truss, Lynne. *Eats, Shoots & Leaves*. Fourth Estate, 2009.
- Swan, Michael. *Practical English Usage*. Oxford University Press, 1980.
- Allen, J.P.B., and H. G. Widdowson. *English in Social Studies*. Oxford University Press, 1978.
- Aitchison, Jean, and Diana M. Lewis, editors. *New Media Language*. Routledge, 2003.

### **ASSESSMENT DETAILS:**

#### **Internal Assessment (40 marks)**

#### **Part 1: Project Work (35 Marks)**

#### **Part 2: Attendance – (05 marks)**

#### **Passing Marks - (16 marks)**

#### **Semester End Examination – External Assessment (60 marks)**

#### **Passing marks - (24 marks)**

- The duration of the paper will be two hours.
- There shall be four compulsory questions
- Q1-3 shall correspond to the three units. Q1-3 shall contain an internal choice (attempt any 2 of 3). Q1-3 shall carry a maximum of 20 marks

Q4 shall be a short note from Unit 1 to 3. Q4 shall carry a maximum of 15 marks (3x5 marks) (attempt any 3 of

6)

## SEMESTER II

NAME OF THE COURSE	PRINCIPLES OF MARKETING	
CLASS	FYBASCJ	
COURSE CODE	SBMMED202	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	45	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### COURSE OBJECTIVES:

CO 1.	To introduce FYBMM students to basic marketing concepts like marketing mix, the marketing environment, market segmentation, and integrated marketing communication
CO 2.	To enable them to understand the importance of strategic and holistic marketing in the global environment

### COURSE LEARNING OUTCOMES:

1.	The learner will outline the meaning, scope and process of marketing
2.	The learner will explain the key components of the marketing mix
3.	The learner will explore the marketing environment
4.	The learner will identify consumer markets and compare market segments
5.	The learner will explain the concepts of products, services and ideas
6.	The learner will create omnichannel marketing communication for products and services

UNIT 1	WHAT IS MARKETING?
1.1	The Scope of Marketing
1.2	Core Marketing Concepts
1.3	Company Orientation towards the Marketplace
1.4	The Four Ps of Marketing
1.5	Marketing Management Tasks
UNIT 2	MARKETING STRATEGIES AND PLANS
2.1	Business Unit Strategic Planning
2.2	Product Planning: The Nature and Contents of a Marketing Plan
UNIT 3	MARKETING ENVIRONMENT AND MARKETING RESEARCH
3.1	Components of a Modern Marketing Information System
3.2	Internal Records
3.3	Marketing Intelligence
3.4	Analysing the Macroenvironment
3.5	The Marketing Research Process
UNIT 4	ANALYSING CONSUMER MARKETS AND IDENTIFYING MARKET SEGMENTS
4.1	Factors Influencing Consumer Behaviour
4.2	Key Psychological Processes
4.3	The Buying Decision Process: The Five Stage Model
4.4	Bases for Segmenting Consumer Markets
UNIT 5	BRAND POSITIONING AND BRAND EQUITY

5.1	Developing and Establishing a Brand Positioning
5.2	What is Brand Equity?
UNIT 6	PRODUCTS, SERVICES AND PRICING
6.1	Product Characteristics and Classifications
6.2	Products and Services Differentiation
6.3	The Nature of Services
6.4	Understanding Pricing
6.5	Setting the Price
UNIT 7	DESIGNING AND MANAGING INTEGRATED MARKETING CHANNELS AND COMMUNICATIONS
7.1	Marketing Channels and Value Networks
7.2	The Role of Marketing Communications Developing Effective Communications Deciding on the Marketing Communications Mix
7.3	Managing the IMC Process

REFERENCES:

- Kotler, Philip, et al. *Principles of Marketing: A South Asian Perspective*. 13th ed., Pearson Education India, 2010.
- Kotler, Philip, et al. *Marketing Management: A South Asian Perspective*. Dorling Kindersley (India), 2013.
- Kazmi, S.H.H. *Marketing Management: Text and Cases*. Excel Books, 2010.
- Groucutt, Jonathan, et al. *Marketing: Essential Principles, New Realities*. Kogan Page India, 2004.
- Ramaswamy, V. S., and S. Namakumari. *Marketing Management: Planning, Implementation and Control*. 3rd ed., Macmillan India, 2002.
- Godin, Seth. *All Marketers Tell Stories: The Underground Classic That Explains How Marketing Really Works -- and Why Authenticity Is the Best Marketing of All*. Penguin, 2012.

- Belch, George E., et al. *Advertising and Promotion: An Integrated Marketing Communications Perspective*. 9th ed., McGraw-Hill Education India, 2013.

## **ASSESSMENT DETAILS:**

### **Internal Assessment (40 marks)**

**Part 1: Project Work (35 Marks)**

**Part 2: Attendance – (05 marks)**

**Passing Marks - (16 marks)**

### **Semester End Examination – External Assessment (60 marks)**

**Passing marks - (24 marks)**

- The duration of the paper will be two hours.
- There shall be four compulsory questions
- Q1-3 shall correspond to the three units. Q1-3 shall contain an internal choice (attempt any 2 of 3). Q1-3 shall carry a maximum of 20 marks

Q4 shall be a short note from Unit 1 to 3. Q4 shall carry a maximum of 15 marks (3x5 marks) (attempt any 3 of 6)

## SEMESTER II

NAME OF THE COURSE	PRINCIPLES OF MANAGEMENT	
CLASS	FYBASCJ	
COURSE CODE	SBMMED203	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	45	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### COURSE OBJECTIVES:

CO 1.	To introduce students to basic management concepts, and the need for planning, organising and leadership in the global business and media environment
CO 2.	To enable them to understand the theories of management, and importance of current management trends, and the social aspect of management

### COURSE LEARNING OUTCOMES:

1.	The learner will outline the meaning, scope and process of management
2.	The learner will explain the history and evolution of management as a discipline
3.	The learner will explore the process and importance of decision making in an organisation
4.	The learner will identify and resolve potential conflicts in an organisation
5.	The learner will assess contemporary management trends in organisations

UNIT 1	INTRODUCTION TO MANAGEMENT
1.1	Concept
1.2	Contemporary Management
UNIT 2	HISTORY OF MANAGEMENT THOUGHT: CONTRIBUTIONS
2.1	F W Taylor
2.2	Henri Fayol
2.3	Elton Mayo
2.4	Chester Bernard
2.5	Peter Drucker
2.6	Behavioural Science Approach
2.7	Contingency Approach
UNIT 3	MANAGEMENT FUNCTION
3.1	Planning
3.2	Organising
3.3	Staffing
3.4	Directing
3.5	Coordinating
3.6	Reporting
3.7	Budgeting
UNIT 4	DECISION MAKING
UNIT 5	LEADERSHIP
5.1	Approaches: Traditional and Contemporary

UNIT 6	GROUPS AND TEAMS
6.1	Definition
6.2	Kinds of Groups
6.3	Teams
6.4	Working with Teams
UNIT 7	CONFLICT
7.1	Conflict Management
7.2	Stress and Stress Management
UNIT 8	CONTEMPORARY MANAGEMENT TRENDS
8.1	Social Responsibility
8.2	Crisis Management
8.3	Change Management
8.4	Total Quality Management

REFERENCES:

- Koontz, Harold. *Essentials of Management*. McGraw-Hill, 2010.
- Bajaj, P. S., and V. S. P. Rao. *Management Process and Organisation*. Excel Books, 2004.
- Prasad, L. M. *Principles and Practice of Management*. Sultan Chand and Sons, 2004.
- Brevis T., and M. J. Vrba, editors. *Contemporary Management Principles*. Juta Legal and Academic Publishers, 2013
- Sinek, Simon. *Leaders Eat Last: Why Some Teams Pull Together and Others Don't*. Penguin, 2014
- ----- . *Start with Why: How Great Leaders Inspire Everyone to Take Action*. Penguin, 2011.



## **ASSESSMENT DETAILS:**

### **Internal Assessment (40 marks)**

**Part 1:** Project Work (35 Marks)

**Part 2:** Attendance – (05 marks)

Passing Marks - (16 marks)

### **Semester End Examination – External Assessment (60 marks)**

**Passing marks - (24 marks)**

- The duration of the paper will be two hours.
- There shall be four compulsory questions
- Q1-3 shall correspond to the three units. Q1-3 shall contain an internal choice (attempt any 2 of 3). Q1-3 shall carry a maximum of 20 marks
- Q4 shall be a short note from Unit 1 to 3. Q4 shall carry a maximum of 15 marks (3x5 marks) (attempt any 3 of 6)

## SEMESTER II

NAME OF THE COURSE	INTRODUCTION TO MEDIA PSYCHOLOGY	
CLASS	FYBASCJ	
COURSE CODE	SBMMED204	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	45	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### COURSE OBJECTIVES:

CO 1.	To impart knowledge of the basic concepts and modern trends in psychology
CO 2.	To provide an interdisciplinary study of concepts in the field of media, communication and psychology
CO 3.	To expose students to a multicultural understanding, use, influence and impact of the media
CO 4.	To prepare students for a future filled with opportunities in the field of media and communication

### COURSE LEARNING OUTCOMES:

1.	The learner will outline the definition, goals and different perspectives in psychology
2.	The learner will explain the relationship between the media and psychology
3.	The learner will explore research methods in media psychology
4.	The learner will evaluate the use of psychology in the media

5.	The learner will evaluate the impact of media messages on different consumers
6.	The learner will discuss media use and influence on individuals of different age groups

UNIT 1	INTRODUCTION TO PSYCHOLOGY
1.1	Definition and Goals of Psychology
1.2	Different Perspectives/Schools of Thought: Structuralists, Functionalists, Gestalt, Behaviorism, Social Learning, Psychoanalysis, Humanism
1.3	Contemporary Perspectives: Biological Perspective, Socio-cultural Perspective
UNIT 2	INTRODUCTION TO MEDIA PSYCHOLOGY
2.1	Relationship Between Media and Psychology
2.2	Media Research Approaches: McLuhan, Post Modernism, Effects Research Tradition, Uses and Gratification Research
2.3	Media Psychology as a field of study
UNIT 3	RESEARCH METHODS
3.1	Research Methods in Psychology and Media Psychology
UNIT 4	USE OF PSYCHOLOGY IN MEDIA
4.1	Memory
4.2	Thinking
4.3	Perception
4.4	Cognitive and Behavioural Effects of Media
4.5	Effects of Media Violence
4.6	Pro Social Effects of Media

4.7	Advertising
UNIT 5	PERSONALITY THEORIES
5.1	Trait Theory
5.2	Cognitive Theory
5.3	Psychoanalytic Theory
UNIT 6	DEVELOPMENTAL ISSUES IN MEDIA PSYCHOLOGY
6.1	Young Children and Media (TV)- socialization
6.2	Media Use and Influence during Adolescence
UNIT 7	SOCIAL PSYCHOLOGY AND MEDIA
7.1	Attitude Formation
7.2	Persuasion
7.3	Prejudice
7.4	Social Influence: Conformity, Compliance, Obedience, Indoctrination
7.5	Gender Representation in the Media
7.6	Violence and Aggression
UNIT 8	FUTURE OF MEDIA PSYCHOLOGY
8.1	Internet/Media Convergence
8.2	Audience participation and Reality TV
8.3	Representation of minority groups, mental health and disability
8.4	Ethical issues involved

## REFERENCES:

- Giles, David. *Media Psychology*. Lawrence Erlbaum Associates, 2003.
- Lahey, Benjamin B. *Psychology: An Introduction*. 10th ed., McGraw-Hill, 2008.
- Baron, Robert A., and Donn Byrne. *Social Psychology*. Pearson Education, 2008.
- Dill, Karen E. *How Fantasy Becomes Reality: Seeing through Media Influence*. Oxford University Press, 2009.
- Dill, Karen E., editor. *Oxford Handbook of Media Psychology*. Oxford University Press, 2013.
- Winterhoff-Spurk, Peter, and Tom H. A. van der Voort, editors. *New Horizons in Media Psychology*. VS Verlag für Sozialwissenschaften, 1997.
- Baym, Nancy K. *Personal Connections in the Digital Age*. Polity, 2009.
- Joinson, Adam, et al., editors. *The Oxford Handbook of Internet Psychology*. Oxford University Press, 2007.
- Jenkins, Henry. *Convergence Culture: Where Old and New Media Collide*. Revised ed., New York University Press, 2008.
- Cialdini, Robert B. *Influence: The Psychology of Persuasion*. Revised ed. Harper Collins, 2007.
- Dewey, Russell A. *Psychology: An Introduction*. <http://www.intropsych.com/>. Accessed 30 December 2016.
- Suler, John. *The Psychology of Cyberspace*. <http://truecenterpublishing.com/psyber/psyber.html>. Accessed 30 December 2016.

## **ASSESSMENT DETAILS:**

**Internal Assessment (40 marks)**

**Part 1: Project Work (35 Marks)**

**Part 2: Attendance – (05 marks)**

Passing Marks - **(16 marks)**

**Semester End Examination – External Assessment (60 marks)**

Passing marks - **(24 marks)**

- The duration of the paper will be two hours.
- There shall be four compulsory questions
- Q1-3 shall correspond to the three units. Q1-3 shall contain an internal choice (attempt any 2 of 3). Q1-3 shall carry a maximum of 20 marks
- Q4 shall be a short note from Unit 1 to 3. Q4 shall carry a maximum of 15 marks (3x5 marks) (attempt any 3 of 6)

## SEMESTER II

NAME OF THE COURSE	INTRODUCTION TO LITERATURE	
CLASS	FYBASCJ	
COURSE CODE	SBMMED205	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	45	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### COURSE OBJECTIVES:

CO 1.	Through Literature to enable students to evolve into more thinking and sensitive human beings, as well as to deepen and widen their understanding of themselves and of life. These qualities should be the foundation of a good media person.
CO 2.	To expose students to good writing to help them become effective communicators.
CO 3.	To introduce students to the various genres of literature, and to the elements pertaining to each genre

### COURSE LEARNING OUTCOMES:

1.	The learner will analyse the key characteristics of the novel, short stories, poetry and drama as literary forms
2.	The learner will improve their ability to read a literary text closely
3.	The learner will evaluate the role of plot, character and narrative style in novel, short story and drama

4.	The learner will investigate the key formal aspects of poetry in English
5.	The learner will examine the diverse themes and concerns in writing by authors, playwrights and poets from different parts of the world



UNIT 1	THE NOVEL
1.1	Achebe, Chinua, <i>Things Fall Apart</i>
UNIT 2	SHORT STORIES
2.1	Allende, Isabel, <i>And of Clay Are We Created</i>
2.2	Hemingway, Ernest, <i>A Clean Well-Lighted Place</i>
2.3	Faulkner, William, <i>A Rose for Emily</i>
2.4	Pande, Mrinal, <i>Girls</i>
2.5	Mahasveta Devi, <i>Draupadi</i>
UNIT 3	POETRY
3.1	Angelou, Maya, <i>When I Think About Myself</i>
3.2	<i>The Lie</i>
3.3	Frost, Robert, <i>Mending Wall, The Hill Wife</i>
3.4	Eliot, T. S. <i>Journey of the Magi</i>
3.5	Ezekiel, Nissim, <i>Night of the Scorpion</i>
3.6	Dharker, Imtiaz, <i>Namesake</i>
3.7	<i>Adam from New Zealand</i>
3.8	Chitre, Dilip, <i>Father Returning Home</i>
UNIT 4	DRAMA
4.1	Miller, Arthur, <i>All My Sons</i>

REFERENCES:

- Abrams, M. H. and Geoffrey Harpham. *A Handbook of Literary Terms*. Cengage Learning India, 2009.
- Bate, Jonathan. *English Literature: A Very Short Introduction*. Oxford University Press, 2010.
- Drabble, Margaret and Jenny Stringer, editors. *The Concise Oxford Companion to English Literature*. 3rd ed., Oxford University Press, 2007
- Mehrotra, Arvind Krishna. *A Concise History of Indian Literature in English*. Orient Black Swan, 2010.
- Mehrotra, Arvind Krishna, editor. *An Illustrated History of Indian Literature in English*. Permanent Black, 2003.
- Naik, M. K. *A History of Indian English Literature*. Sahitya Akademi, 2004.
- Rogers, Pat, editor. *The Oxford Illustrated History of English Literature*. Oxford University Press, 2001.
- Sanders, Andrew. *The Short Oxford History of English Literature*. 3rd ed., Oxford University Press, 2004.
- Stauffer, Donald Barlow. *A Short History of American Poetry*. E.P. Dutton & Co, 1974.
- Walsh, William. *Indian Literature in English*. Longman Literature in English Series, 1990.

#### **ASSESSMENT DETAILS:**

##### **Internal Assessment (40 marks)**

##### **Part 1: Project Work (35 Marks)**

##### **Part 2: Attendance – (05 marks)**

Passing Marks - **(16 marks)**

##### **Semester End Examination – External Assessment (60 marks)**

##### **Passing marks - (24 marks)**

- The duration of the paper will be two hours.
- There shall be four compulsory questions
- Q1-3 shall correspond to the three units. Q1-3 shall contain an internal choice (attempt any 2 of 3). Q1-3 shall carry a maximum of 20 marks
- Q4 shall be a short note from Unit 1 to 3. Q4 shall carry a maximum of 15 marks (3x5 marks) (attempt any 3 of 6)

## SEMESTER II

NAME OF THE COURSE	POLITICAL CONCEPTS AND THE INDIAN POLITICAL SYSTEM	
CLASS	FYBASCJ	
COURSE CODE	SBMMED206	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	45	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### COURSE OBJECTIVES:

CO 1.	To be aware of fundamental political concepts and of the Indian Constitution.
CO 2.	To understand political dynamics (India and Maharashtra)
CO 3.	To orient students to contemporary issues in Indian politics

### COURSE LEARNING OUTCOMES:

1.	The learner will outline and define key political concepts
2.	The learner will explain the salient features of the Indian Constitution
3.	The learner will compare fundamental rights and fundamental freedoms
4.	The learner will explore the agenda and practices of political parties in India
5.	The learner will examine contemporary issues in Indian politics

6.	The learner will examine contemporary issues in the politics of Maharashtra as a state
----	--

UNIT 1	POLITICAL CONCEPTS
1.1	State: definition and elements; interaction between State and society
1.2	Nation: definition, factors in nation building
1.3	Democracy: definition, types, principles, institutions, evaluation of democracy
1.4	Non-democratic forms of government: characteristics, monarchy, oligarchy, dictatorship
UNIT 2	INDIAN CONSTITUTION
2.1	The Constituent Assembly
2.2	Salient features of the Indian constitution
2.3	Preamble and philosophy of the constitution.
2.4	Fundamental Rights (characteristics, restrictions, Articles-12-35)
2.5	Directive Principles of State Policy (classification of DPSP, Articles 36-51, evaluation of DPSP)
2.6	Comparison of Fundamental Rights and DPSP
2.7	Fundamental Duties- features, significance, criticism, list of fundamental duties (Article 51 A).
2.8	Indian federation
2.9	Federal structure, unitary features of the constitution
2.10	Changing dynamics of centre-state relations
2.11	National Commission to review the working of the Constitution
UNIT 3	POLITICAL DYNAMICS (INDIA)
3.1	Indian party system: evolution, salient features of party system in India

3.2	National parties: INC, BJP, NCP, Communist Parties, BSP
3.3	Regional parties outside Maharashtra: Telugu Desam, DMK, AIADMK, Akali Dal
3.4	Coalition governments since 1977
3.5	Indian electoral system: features, Election Commission, electoral reforms
3.6	Local self-government -- organization of local bodies, Panchayati Raj, 73 <sup>rd</sup> – 74 <sup>th</sup> amendment, Evaluation of Panchayati Raj System
UNIT 4	CONTEMPORARY ISSUES IN INDIAN POLITICS
4.1	Caste: characteristics of caste system in India, role of caste in Indian politics, Reservations based on caste, evaluation of reservations
4.2	Role of religion in Indian politics, communalism; Uniform Civil Code
4.3	Politics and media
4.4	Role of media in a democracy
4.5	Political campaigning using new media
4.6	Internal threats to security in India: Naxalism, insurgency in Jammu and Kashmir, North- East
UNIT 5	POLITICAL DYNAMICS (MAHARASHTRA)
5.1	Evolution of party system in Maharashtra; regional parties of Maharashtra: Shiv Sena, Maharashtra Navnirman Sena (MNS), RPI etc.
5.2	Subregionalism in Maharashtra (Western Maharashtra, Marathwada, Vidharbha)
5.3	Farmers agitations, co-operative sector
5.4	Dalit movement in Maharashtra
5.5	Mumbai's political history

REFERENCES:

- Robertson, David. *The Penguin Dictionary of Politics*. Penguin India, 1993
- Sharma. Urmila, and S. K. Sharma. *Principles and Theory of Political Science*. 2nd ed., Atlantic, 2007.
- Narang, A. S. *Indian Government & Politics*. Gitanjali Publishing House.
- Jain, M. C., and M. C. Kagzi. *The Constitution of India*. State Mutual Book & Periodical Service, 1988.
- Basu, Durga Das. *Introduction to the Indian Constitution*. 22nd ed., Lexis Nexis, 2015.
- Goel, S. L., and Shalini Rajneesh. *Panchayati Raj in India: Theory & Practice*. Deep & Deep Publishers, 2009.
- Lakshmikanth, M. *Indian Polity: for Civil Service Examinations*. 5th ed., McGraw Hill Education, 2016.
- Oates, Sarah. *Introduction to Media & Politics*. Sage, 2008.
- Harris, Peter B. *Foundations of Political Science*. B. I. Publications, 1981. Haywood, Andrew. *Key Concepts in Politics*. Macmillan, 2005.

#### **ASSESSMENT DETAILS:**

##### **Internal Assessment (40 marks)**

##### **Part 1: Project Work (35 Marks)**

##### **Part 2: Attendance – (05 marks)**

Passing Marks - (16 marks)

##### **Semester End Examination – External Assessment (60 marks)**

##### **Passing marks - (24 marks)**

- The duration of the paper will be two hours.
- There shall be four compulsory questions
- Q1-3 shall correspond to the three units. Q1-3 shall contain an internal choice (attempt any 2 of 3). Q1-3 shall carry a maximum of 20 marks

Q4 shall be a short note from Unit 1 to 3. Q4 shall carry a maximum of 15 marks (3x5 marks) (attempt any 3 of

6)