



SOPHIA COLLEGE, (AUTONOMOUS)

Affiliated to

UNIVERSITY OF MUMBAI

Programme: Mass Media

Programme Code: SBMMED

F.Y.B.M.M

2019-20

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

Programme Outline: FYBA (SCJ) (SEMESTER I)

Programme Outline : FYBMM (SEMESTER II)

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	
		FUNDAMENTALS OF MASS COMMUNICATION	3

SBMMED103	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	

Preamble

	6	Socialisation	Strategic
	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	

Communication and Journalism are essential disciplines that explore the dynamic realms of media, information dissemination, and societal narratives, emphasizing how communication shapes perceptions,

	2	Money and Inflation		influences decisions, and fosters societal cohesion. By studying these disciplines, individuals gain insights into the
	3	Brief understanding of Government		
	4	Overview of the Indian Economy		
	5	Introduction to the External Structure		
SBMMED106		POLITICAL, PHILOSOPHICAL AND ECONOMIC THOUGHT	3	power of media, rhetoric, and storytelling, which are fundamental for navigating today's complex global landscape. Our B.A. in Strategic
	1	Introduction		
	2	Colonialism		
	3	Nationalism		
	4	Capitalism		
	5	Liberalism		
	6	Conservatism		
	7	Socialism		

Communication and Journalism program aims to equip students with comprehensive knowledge and practical

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	

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-

	7	Designing and Managing Integrated Marketing Channels and Communications		on learning approach that includes traditional
SBMMED203		PRINCIPLES OF MANAGEMENT	3	lectures,
	1	Introduction to Management		experiential activities,
	2	History of Management Thought: Contributions		guest lectures by experts,
	3	Management Function		workshops, and
	4	Decision Making		internships,
	5	Leadership		students develop
	6	Groups and Teams		critical thinking,
	7	Conflict		effective
	8	Contemporary Management Trends		
SBMMED204		INTRODUCTION TO MEDIA PSYCHOLOGY	3	
	1	Introduction to Psychology		
	2	Introduction to Media Psychology		
	3	Research Methods		

communication, and media literacy skills essential for successful careers in journalism, public relations,

	4	Use of Psychology in Media	digital media, and strategic
	5	Personality Theories	
	6	Developmental Issues in Media Psychology	
	7	Social Psychology and Media	
	8	Future of Media Psychology	
SBMMED205		INTRODUCTION TO LITERATURE	3
	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	

communication. Graduates emerge as adaptable professionals prepared to contribute to the evolving field of

	5	Political Dynamics (Maharashtra)	
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media and

communication.

PROGRAMME OBJECTIVES

PO1	To give learners in the programme a clear introduction to mass media as an all-encompassing ideological and communication experience globally
PO2	To enable learners in the programme to understand the political, economic, social, cultural and environmental implications of consuming media messages
PO3	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
PO4	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
PO5	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

PSO1	The learners will examine mass media as an all-encompassing ideological and communication experience globally
PSO2	The learners will discuss and investigate the political, economic, social, cultural and environmental implications of consuming media messages
PSO3	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
PSO4	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	40	60
PASSING MARKS	16	24

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.

order to	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	In do this,
		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:

CLO 1.	The learners will analyse texts for literal and inferential meaning
CLO 2.	The learners will interpret texts for local and global meaning
CLO 3.	The learners will analyse the structure of written texts
CLO 4.	The learners will identify the purpose and structure of discourse
CLO 5.	The learners will write with focus and clarity
CLO 6.	The learners will use devices that allow for coherence and cohesion in writing
CLO 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"> a. Analysing texts for literal and inferential meaning b. Interpretation of statements c. Search for 'local' and 'global' meanings in a text d. Drawing out the strands of the argument, diverse view-points, the general point of view, and the manner of development of ideas e. Establishing the structure of the text.
1.3	Types of comprehension passages: <ul style="list-style-type: none"> . Informative/ Factual . 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: <ul style="list-style-type: none"> a. Radio, television broadcasts b. Announcements c. Recorded material d. Dialogue, speeches
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
	Types of rhetorical styles in writing to be developed: <ul style="list-style-type: none"> a. Factual, informative writing b. Argumentative writing c. Writing in different registers / styles (such as newspaper headlines, writing a short report)
UNIT 4	SPEAKING SKILLS
4.1	Learning to speak with fluency, correct pronunciation and stress <ul style="list-style-type: none"> a. To organise one's material in terms of the requirements of the specific spoken mode chosen b. To achieve clarity through the appropriate ordering of ideas, and communicate relevantly with the interlocutor(s) <p>Activities to develop both formal and informal speaking skills, such as:</p> <ul style="list-style-type: none"> a. Effective reading of a prepared speech b. Expressing ideas and views in informal discussion and in specific situations of various degrees of formality 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)

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)

Semester End Examination – External Assessment (60 marks)

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	40	60
PASSING MARKS	16	24

SEMESTER I

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:

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

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*.

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.

- 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)

Semester End Examination – External Assessment (60 marks)

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	40	60
PASSING MARKS	16	24

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 OUTCOME:

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

REFERENCES:

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

- 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)

Semester End Examination – External Assessment (60 marks)

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	40	60
PASSING MARKS	16	24

SEMESTER I

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 OUTCOME:

CLO 1.	The learner will identify and outline the definition of and perspectives in sociology
CLO 2.	The learner will explain key concepts with regard to society, social interaction and social institutions
CLO 3.	The learner will examine sociological approaches to mass media
CLO 4.	The learner will outline the role of mass media in culture and cultural identity
CLO 5.	The learner will explain the process of socialisation in the context of media consumption
CLO 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"> 1. Functionalism (Auguste Comte, Herbert Spencer, Vilfred Pareto, Emile Durkheim) 2. Conflict Theory (Max Weber (more Functionalist than Conflict), Karl Marx, the Frankfurt School) <ol style="list-style-type: none"> a. Symbolic Interactionism b. The Feminist Perspective
UNIT 2	Understanding Society
2.1	<p>Society</p> <ol style="list-style-type: none"> 1. Definition 2. Types
2.2	<p>Social Interaction</p> <ol style="list-style-type: none"> 1. What is Social Interaction 2. Forms of Social Interaction- Cooperation, Competition, Conflict, Assimilation, Accommodation and Integration
2.3	<p>Social Institution</p> <ol style="list-style-type: none"> 1. What is a Social Institution? 2. Types of Social Institution- Family, Marriage, Education, Religion, Economy, Religion, State etc
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"> 1. Definition of News 2. Types of News 3. News Values

	4. Sociological significance of news
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*. 6th 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)

Semester End Examination – External Assessment (60 marks)

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	40	60
PASSING MARKS	16	24

SEMESTER I

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 OUTCOME:

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

SECTION I | BASIC CONCEPTS IN MICROECONOMICS

REFERENCES:

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

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ASSESSMENT DETAILS:

Internal Assessment (40 marks)

Part 1: Project Work (35 Marks)

Part 2: Attendance – (05 marks)

Semester End Examination – External Assessment (60 marks)

SEMESTER I

NAME OF THE COURSE	POLITICAL, PHILOSOPHICAL AND ECONOMIC THOUGHT	
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	40	60
PASSING MARKS	16	24

COURSE OBJECTIVES:

CO 1.	To introduce the students to key ideologies that have shaped modern political, social, economic and philosophical thought around the world
CO 2.	To explore vital aspects of and perspectives on these ideologies, and also to introduce the students to key thinkers and proponents of these ideologies

COURSE LEARNING OUTCOMES:

CLO 1.	The learner will identify and outline key concepts in political and social philosophy
CLO 2.	The learner will assess and examine the role of key thinkers in the context of key concepts in political and social philosophy
CLO 3.	The learner will examine the role and impact of political and social philosophy in the world in the 20 th and 21 st Centuries

UNIT 1	INTRODUCTION
1.1	Importance and implications of political ideologies on the modern world
UNIT 2	COLONIALISM
2.1	Meaning
2.2	Origins and Development
2.3	Neo-imperialism
2.4	Post-colonialism
2.5	Thinks: Ashish Nandy, Frantz Fanon, Partha Chatterjee
UNIT 3	NATIONALISM
3.1	What is a Nation
3.2	Nations as construction
3.3	Nations as perennial
3.4	Ethnic nationalism and civic nationalism
3.5	Thinkers: Ernest Gellner, Eric Hobsbawm, Anthony D. Smith, Mohandas Gandhi, Rabindranath Tagore, Dadabhai Naoroji, Vinayak Damodar Savarkar
UNIT 4	CAPITALISM
4.1	Meaning
4.2	Origins and Development
4.3	Global capitalism
4.4	Thinkers: John Locke, John Stuart Mill, Isaiah Berlin, Gopalkrishna Gokhale
UNIT 5	LIBERALISM
5.1	Origin/s
5.2	Multiple Meanings

5.3	What does it 'really' mean?
5.4	Thinkers: John Locke, John Stuart Mill, Isaiah Berlin, Gopalkrishna Gokhale
UNIT 6	CONSERVATISM
6.1	Thinkers: Edmund Burke, Mohandas Gandhi, Roger Scruton
UNIT 7	SOCIALISM
7.1	Utopian Socialists
7.2	Anarchism
7.3	Marxists
7.4	Social democrats
7.5	Thinkers: Robert Owen, Karl Marx, Mikhail Bakunin, Ram Manohar Lohia and Madhu Limaye

Reference Reading:

Heywood, Andrew. *Political Ideologies: An Introduction*. Palgrave, 2013.

Fanon, Frantz. *Black Skin, White Masks*. Perseus Books, 2001.

Fanon, Frantz. *The Wretched of the Earth*. UK: Penguin, 2007.

Nandy, Ashis. *The Intimate Enemy: Loss and Recovery of Self under Colonialism*. Oxford University Press, 2009.

Howe, Stephen. *Empire: A Very Short Introduction*. Oxford University Press, 2003.

Jackson, Ashley. *The British Empire: A Very Short Introduction*. Oxford University Press, 2013.

Osterhammel, Jurgen, Shelley Laura Frisch, et al. *Colonialism: A Theoretical Overview*. Markus Wiener Publishing, 2005.

Young, Robert J. C. *Post Colonialism: A Very Short Introduction*. Oxford University Press, 2003.

Gandhi, Leela. *Postcolonial Theory – A Critical Introduction*. Second Edition. Columbia University Press, 2019

Chatterjee, Partha. *The Partha Chatterjee Omnibus: Comprising Nationalist Thought and the Colonial World, the Nation and its Fragments and a Possible India*. Oxford University Press, 1999.

Tagore, Rabindranath. *Nationalism*. Fingerprint! Publishing, 2015.

Grosby, Steven. *Nationalism: A Very Short Introduction*. Oxford University Press, 2006.

Gandhi, Mohandas. *Hind Swaraj*. Rajpal Publishing, 2015.

Gandhi, Mohandas. *India of My Dreams*. Rajpal Publishing, 2014.

Fulcher, James. *Capitalism: A Very Short Introduction*. Oxford University Press, 2016.

Newman, Michael. *Socialism: A Very Short Introduction*. Oxford University Press, 2008.

Scruton, Roger. *Conservatism: Ideas in Profile*. Profile Books, 2017.

Freeden, Michael. *Liberalism: A Very Short Introduction*. Oxford University Press, 2015.

ASSESSMENT DETAILS:

Internal Assessment (40 marks)

Part 1: Project Work (35 Marks)

Part 2: Attendance – (05 marks)

Semester End Examination – External Assessment (60 marks)

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	40	60
PASSING MARKS	16	24

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.

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:
	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.

in order to do this,

COURSE LEARNING OUTCOMES:

CLO 1.	The learner will analyse texts for literal and inferential meaning
CLO 2.	The learner will interpret texts for local and global meaning
CLO 3.	The learner will analyse the structure of written texts
CLO 4.	The learner will identify the purpose and structure of discourse
CLO 5.	The learner will write with focus and clarity
CLO 6.	The learner will use devices that allow for coherence and cohesion in writing
CLO 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"> a. Taking notes from different reference materials for an assignment b. Writing a summary of each different position on a particular issue in a given text c. Condensing a given text, making it a statement of the major ideas.

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

REFERENCES:

READING

- Grellet, Francoise. *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.
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ASSESSMENT DETAILS:

Internal Assessment (40 marks)

Part 1: Project Work (35 Marks)

Part 2: Attendance – (05 marks)

Semester End Examination – External Assessment (60 marks)

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	40	60
PASSING MARKS	16	24

SEMESTER II

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:

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

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)

Semester End Examination – External Assessment (60 marks)

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

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	40	60
PASSING MARKS	16	24

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:

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

Semester End Examination – External Assessment (60 marks)

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	40	60
PASSING MARKS	16	24

SEMESTER II

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:

CLO 1.	The learner will outline the definition, goals and different perspectives in psychology
CLO 2.	The learner will explain the relationship between the media and psychology
CLO 3.	The learner will explore research methods in media psychology
CLO 4.	The learner will evaluate the use of psychology in the media
CLO 5.	The learner will evaluate the impact of media messages on different consumers
CLO 6.	The learner will discuss media use and influence on individuals of different age groups

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.

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

- 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/psycyber/psycyber.html>. Accessed 30 December 2016.

ASSESSMENT DETAILS:

Internal Assessment (40 marks)

Part 1: Project Work (35 Marks)

Part 2: Attendance – (05 marks)

Semester End Examination – External Assessment (60 marks)

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	40	60
PASSING MARKS	16	24

SEMESTER II

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 OUTCOME:

CLO 1.	The learner will analyse the key characteristics of the novel, short stories, poetry and drama as literary forms
CLO 2.	The learner will improve their ability to read a literary text closely
CLO 3.	The learner will evaluate the role of plot, character and narrative style in novel, short story and drama
CLO 4.	The learner will investigate the key formal aspects of poetry in English
CLO 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, Things Fall Apart
UNIT 2	SHORT STORIES
2.1	Allende, Isabel, And of Clay Are We Created
2.2	Hemingway, Ernest, A Clean Well-Lighted Place
2.3	Faulkner, William, A Rose for Emily
2.4	Pande, Mrinal, Girls
2.5	Mahasveta Devi, Draupadi
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, All My Sons

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)

Semester End Examination – External Assessment (60 marks)

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	40	60
PASSING MARKS	16	24

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:

CLO 1.	The learner will outline and define key political concepts
CLO 2.	The learner will explain the salient features of the Indian Constitution
CLO 3.	The learner will compare fundamental rights and fundamental freedoms
CLO 4.	The learner will explore the agenda and practices of political parties in India
CLO 5.	The learner will examine contemporary issues in Indian politics
CLO 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 rd – 74 th 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)

Semester End Examination – External Assessment (60 marks)