



SOPHIA COLLEGE, (AUTONOMOUS)

Affiliated to

UNIVERSITY OF MUMBAI

Programme: Strategic Communication and Journalism

Programme Code: SBMMED

FYBASCJ

2020-21

Bachelor of Arts (Strategic Communication and Journalism)

[Formerly known as Bachelor of Mass Media (B.M.M.)]

Programme Outline : FYBA (SCJ) (SEMESTER I and II)

- This programme is designed to be a three-year single core discipline programme under NEP, in Strategic Communication and Journalism.
- The programme offers specializations in Strategic Communication and Journalism. Students can opt for either one of these.
- These specializations will be offered as Discipline Specific Electives in Semesters V and VI.
- Students who choose to exit the programme in the first two years, will get a certificate /diploma in Strategic Communication and Journalism without a specialization.

Programme Outline : FYBA / FYBSC (SEMESTER II)

Course Code	Unit No	Name of the Unit	Credits
SBMMED201		COMMUNICATION SKILLS IN ENGLISH- II	3
	1	Reading Skills	
	2	Listening Skills	
	3	Writing Skills	
	4	Speaking Skills	
SBMMED202		INDIA SINCE INDEPENDENCE- II	3
	1	Post Nehru India	
	2	Major Developments in the Nation	
SBMMED203		POLITICAL, SOCIAL AND ECONOMIC THOUGHT- II	3
	1	Understanding Behaviour: Relationship between Ends and Scarce Means	
	2	Mercantilism	
	3	Promise of the Wealth of Nations (Adam Smith)	

Course Code	Unit No	Name of the Unit	Credits
SBMMED101		COMMUNICATION SKILLS IN ENGLISH- I	3
	1	Reading Skills	
	2	Listening Skills	
	3	Writing Skills	
	4	Speaking Skills	
SBMMED102		INDIA SINCE INDEPENDENCE- 1	3
	1	The Early Struggles of Independent India	
	2	Political and Socio-Economic Changes	
SBMMED103		POLITICAL, SOCIAL AND ECONOMIC THOUGHT- I	3
	1	Introduction to Political Thought	
	2	Organising Governance	
	3	The Ends of Governance	
	4	Means of Organizing Governance	
	5	Making Sense of the World Around Us	
	6	Industrial Society	
	7	Making Sense of India	
SBMMED104		READING LITERATURE- I	3
	1	Short Stories	
	2	Poetry	
	3	Prose	
SBMMED105		INTRODUCTION TO MASS MEDIA	3
	1	Mass Communication, Culture, and Media Literacy	
	2	The Mass Communication Process	
	3	Media and Audiences	
	4	Supporting Industries	
	5	The Effects of Mass Communication and Mass Media	
	6	Global Media	
SBMMED106		INTRODUCTION TO PHOTOGRAPHY	3
	1	History of Photography	
	2	Film Photography	
	3	Basic Principles	

	4	Concepts of Composition	
	5	Cell phone photography and social media	
	6	Ethics and Photography	

	4	Gloomy Presentiments (Thomas Robert Malthus and David Ricardo)	
	5	Utopian Socialism (Robert Owen and Henri de Saint Simon)	
	6	Critique of Political Economy (Karl Marx)	
	7	The Victorian World and the Underworld of Economics (Henry Sidgwick, Alfred Marshall, J. A. Hobson, Dadabhai Naoroji, and Romesh Chunder Dutt)	
	8	Imperfect Competition (Thorstein Veblen and Joan Robinson)	
	9	John Maynard Keynes and the Principle of Effective Demand	
	10	Capitalism and Creative Destruction	
	11	Welfare Economics	
SBMMED204		READING LITERATURE- II	3
	1	Novel	
	2	Poetry	
	3	Drama	
SBMMED205		UNDERSTANDING MASS MEDIA	3
	1	What is Mass Communication Theory?	
	2	Mass Society and Propaganda Theories	
	3	The Media Effects Trend	
	4	The Critical Cultural Trend in North America	
	5	Audience Theories	
	6	Theories of the Effect of Media on Society	
	7	Media and Cultural Theories	
SBMMED206		RADIO AND TV	3
	1	Introduction	
	2	Introduction to Sound for TV & Radio	
	3	Introduction to Visuals	

	4	Introduction to Radio Formats	
	5	Introduction to Television Programming	
	6	Different Roles	
	7	Production and Channel Management	
	8	Broadcast Production	

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

PO 1	To give learners in the programme a clear introduction to mass media as an all-encompassing ideological and communication experience globally
PO 2	To enable learners in the programme to understand the political, economic, social, cultural and environmental implications of consuming media messages
PO 3	To provide learners of the programme the opportunities to acquire the necessary skills to produce forms of media messages and content from strategic communication (including

	advertising, branding, public relations, media planning, and digital marketing) to journalism across different platforms
PO 4	To train learners in the programme through contemporary theory and practical application, in their role as future creators of media messages in a constantly evolving and demanding industry
PO 5	To teach learners in the programme the need for the ethical application of the ideas taught in the programme to become responsible consumers and producers of media content

PROGRAMME SPECIFIC OUTCOMES

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

SEMESTER 1

NAME OF THE COURSE	COMMUNICATION SKILLS IN ENGLISH – I	
CLASS	FYBASCJ	
COURSE CODE	SBMMED101	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	20	20

COURSE OBJECTIVES

CO 1.	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.
CO 2.	In order to do this, 1. 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
CO 3.	2. the linguistic competence of students will have to be improved, in terms of: (a) 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.	Learners will analyse the structure of written texts
CLO 4.	Learners will identify the purpose and structure of discourse
CLO 5.	Learners will write with focus and clarity
CLO 6.	Learners will use devices that allow for coherence and cohesion in writing
CLO 7.	Learners will speak with fluency, correct pronunciation, and stress

UNIT 1	READING SKILLS (15 LECTURES)
1.1	Reading Technique
1.2	Reading Comprehension
UNIT 2	LISTENING SKILLS (15 LECTURES)
2.1	Getting the main idea, and distinguishing this from the subsidiary ideas in the spoken medium.
2.2	Types of listening material, such as: (a) Radio, television broadcasts (b) Announcements (c) Recorded lectures, relating to their subjects of study (d) Dialogue, speeches
UNIT 3	WRITING SKILLS (15 LECTURES)
3.1	Learning to write with clarity, and to appropriately signal the statement of ideas and their inter-relationships
3.2	Types of rhetorical styles in writing to be developed: (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 (15 LECTURESS)
4.1	Activities to develop both formal and informal speaking skills, such as: (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

- Shaughnessy, 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.

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 (50 marks)

Part 1: Project Work (40 Marks)

Part 2: Attendance – (10 marks)

Semester End Examination – External Assessment (50 marks)

- The duration of the paper will be two hours.
- Every question will have an internal choice.

SEMESTER 1

NAME OF THE COURSE	INDIA SINCE INDEPENDENCE – I	
CLASS	FYBASCJ	
COURSE CODE	SBMMED102	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS		50
PASSING MARKS	50	20
	20	

COURSE OBJECTIVES

CO 1.	To study the main events and development of independent India
CO 2.	To understand how nation building is a continuous process

COURSE LEARNING OUTCOMES:

CLO 1.	Learners will examine the key features of the Indian Constitution
CLO 2.	Learners will explain the integration and reorganisation of Indian states
CLO 3.	Learners will analyse the socio-economic reforms in newly independent India
CLO 4.	Learners will evaluate the growth of political opposition to the Indian National Congress
CLO 5.	Learners will survey the external conflicts faced by the nation
CLO 6.	Learners will analyse the political transition from Nehru to Indira Gandhi

UNIT 1	THE EARLY STRUGGLES OF INDEPENDENT INDIA (15 LECTURES)
1.1	The Drafting of the Indian Constitution and Its Features: a. Election and Composition of the Constituent Assembly b. Objectives Resolution c. Unique Features of the Indian Constitution
1.2	The Integration of Indian States: a. Sardar Vallabhbhai Patel and V. P. Menon b. Hyderabad, Junagadh and Kashmir
1.3	Linguistic Reorganisation of Indian States: a. Commissions b. Bombay (Maharashtra and Gujarat), Madras (Tamil Nadu and Andhra Pradesh)
1.4	Subsequent Reorganisation of Indian States a) Goa and PEPSU (Punjab, Haryana and Himachal Pradesh)
UNIT 2	POLITICAL AND SOCIO-ECONOMIC CHANGES (15 lectures)
2.1	Socio-Economic Reforms under Jawaharlal Nehru: a) Planning, Priorities, Social Reforms – Socialist Pattern of Society, Hindu Code Bills, Education
2.2	The Emergence of Political Opposition a. Communist Party of India b. Hindu Mahasabha / Jan Sangh c. Justice Party d. Swatantra Party
2.3	Foreign Policy under Nehru a) The Non-Aligned Movement
2.4	India's External Conflicts a. The Kashmir Incursion b. Sino-Indian War, 1962 c. Indo-Pak War, 1965
2.5	Lal Bahadur Shastri and the Rise of Indira Gandhi a. Lal Bahadur Shastri's Term as Prime Minister b. Indira Gandhi and the Indian National Congress

REFERENCES:

- Akbar, M.J. *The Siege Within*. Roli Books, 2018.
- Banerjee-Dube, Ishita. *A History of Modern India*. Cambridge University Press, 2014.
- Brown, Judith M. *Modern India: The Origins of an Asian Democracy*. Oxford University Press, 1994.
- Chandra, Bipin, Mridula Mukherjee, Aditya Mukherjee et al. *India after Independence 1947- 2000*. Penguin Books India (P) Ltd., 2000.
- Chandra, Bipin, Mridula Mukherjee and Aditya Mukherjee. *India's Struggle for Independence 1857-1947*. HarperCollins India, 2000.
- Chandra, Bipin. *History of Modern India*, Orient Blackswan Pvt. Ltd., 2009. Chandra, Bipin. *Rise and Growth of Economic Nationalism in India*. Delhi, 1966.
- Chandra, Bipin. *The Rise and Growth of Economic Nationalism in India: Economic Policies of Indian Leadership 1880-1905*, People's Publishing House, New Delhi, 1977.
- Datta, Kali Kinkar. *A Social History of Modern India*. Macmillan India Limited, New Delhi, 1975.
- Guha, Ramchandra. *India after Gandhi: The History of the World's Largest Democracy*. Picador, 2008.
- Guha, Ramchandra. *Makers of Modern India*. Penguin India, 2012.
- Gupta, M. L. *Glimpses of Indian History: Past and Present*. Anmol Publishers, 2002. Jaffrelot, C. *India since 1950: Society, Politics, Economy and Culture*. Cambridge University Press India Pvt. Ltd., 2012.

ASSESSMENT DETAILS:

Internal Assessment (50 marks)

Part 1: Project Work (40 Marks)

Part 2: Attendance – (10 marks)

Semester End Examination – External Assessment (50 marks)

- The duration of the paper will be two hours.
- Every question will have an internal choice.

SEMESTER 1

NAME OF THE COURSE	POLITICAL, SOCIAL AND ECONOMIC THOUGHT – I	
CLASS	FYBASCJ	
COURSE CODE	SBMMED103	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS		50
PASSING MARKS	50 20	20

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.	Learners will be able to outline the key concepts in political and social thought
CLO 2.	Learners will be able to identify the salient characteristics of different forms of governance
CLO 3.	Learners will be able to analyse the ends of governance
CLO 4.	Learners will be able to compare schools of political thought in the context of organising governance

CLO 5.	Learners will be able to discuss the growth of industrial society
CLO 6.	Learners will be able to evaluate the various interacting forces at work in Indian society

UNIT 1	Introduction to Political Thought (8 LECTURES)
1.1	Normative vs. Descriptive vs. Explanatory
1.2	Universalism
1.3	Relativism
1.4	Objectivism vs. Subjectivism
1.5	What do we mean when we say Political Thought?
UNIT 2	Organising Governance (8 LECTURES)
2.1	Aristocracy
2.2	Monarchy
2.3	Democracy
2.4	Nationalism
2.5	Global World Order
UNIT 3	The Ends of Governance (10 lectures)
3.1	Justice
3.2	Freedom
3.3	Happiness
3.4	Welfare
3.5	Care
3.6	Identity
UNIT 4	Means of Organising Governance (10 lectures)
4.1	Liberalism
4.2	Socialism
4.3	Conservatism
4.4	Utilitarianism
4.5	Communitarianism
4.6	Cosmopolitanism

UNIT 5	Making Sense of the World Around Us (2 lectures)
5.1	Sociology and the Growth of Industrial Society
UNIT 6	Industrial Society (12 lectures)
6.1	As Regress
6.2	As Progress
6.3	As Capitalist Society
6.4	As Disenchantment
6.5	As Organic Solidarity
6.6	As Structural Differentiation
6.7	Fragmentation of the Self
UNIT 7	Making Sense of India (10 lectures)
7.1	Colonial Encounter
7.2	Modernity
7.3	Caste
7.4	Religion

REFERENCES:

- Roberts, Peri, and Peter Sutch. *An Introduction to Political Thought: A Conceptual Toolkit*. Edinburgh University Press, 2012.
- Heywood, Andrew. *Political Ideologies: An Introduction*. Palgrave/ Macmillan Education, 2012.
- Miller, David. *Political Philosophy: A Very Short Introduction*. Oxford University Press,

2003.

- Lee, David, and Howard Newby. *The Problem of Sociology*. Routledge, 1983.
- Bauman, Zygmunt, and Tim May. *Thinking Sociologically*. John Wiley & Sons, 2019.
- Bruce, Steve. *Sociology: A Very Short Introduction*. Oxford University Press, 2018.
- Newman, Michael. *Socialism: A Very Short Introduction*. Oxford University Press, 2008.
- Scruton, Roger. *Conservatism: Ideas in Profile*. Profile Books, 2017.
- Freedman, Michael. *Liberalism: A Very Short Introduction*. Oxford University Press, 2015.
- Bell, D. 'What is Liberalism?' *Political Theory*, vol. 42 (2014), pp. 682–715.
- 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.

ASSESSMENT DETAILS:

Internal Assessment (50 marks)

Part 1: Project Work (40 Marks)

Part 2: Attendance – (10 marks)

Semester End Examination – External Assessment (50 marks)

- The duration of the paper will be two hours.
- Every question will have an internal choice.

SEMESTER 1

NAME OF THE COURSE	READING LITERATURE – I	
CLASS	FYBASCJ	
COURSE CODE	SBMMED104	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS		50
PASSING MARKS	50 20	20

COURSE OBJECTIVES

CO 1.	To draw students into thinking about the meaning of life through the psychological, social and ethical reality presented in the given texts, and other related texts
CO 2.	To expose students to samples of good writing, and help them become more effective communicators
CO 3.	To introduce students to the various genres of literature and the elements of which they are composed
CO 4.	To learn to use literary insights for a better understanding of their lived reality, particularly social reality, and thereby become better media communicators

COURSE LEARNING OUTCOMES:

At the end of the semester, the students will:

CLO 1.	The learner will analyse the key components of short stories
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 literary texts
CLO 4.	The learner will investigate the key formal aspects of poetry in English
CLO 5.	The learner will examine and illustrate the themes that pervade non-fiction prose writing

UNIT 1	SHORT STORIES (20 LECTURES)
	<p>Allende, Isabel. "And of Clay Are We Created"</p> <p>Hemingway, Ernest. "Hills Like White Elephants"</p> <p>Atwood, Margaret. "Happy Endings"</p> <p>Gogol, Nikolai. "The Overcoat"</p> <p>Chughtai, Ismat. "Chauthi ka Jaura" (The Wedding Suit)</p> <p>Greene, Graham. "The End of the Party"</p> <p>Manto, Sadat Hasan. "Gurmukh Singh ki Wasiyat" (The Assignment)</p>
UNIT 2	POETRY (20 LECTURES)
	<p>Shakespeare, William. "No longer mourn for me when I am dead"</p> <p>Milton, John. "On his Blindness"</p> <p>Keats, John. "The Human Season"</p> <p>Tennyson, Alfred. "The Lady of Shalott"</p> <p>Frost, Robert. "Mending Wall" & "Acquainted with the Night"</p> <p>Hopkins, Gerard Manley. "Spring and Fall"</p> <p>Thomas, Dylan. "Poem in October"</p> <p>Hughes, Ted. "The Horses"</p> <p>Heaney, Seamus. "Blackberry Picking" & "Casualty"</p> <p>Chitre, Dilip. "Father Returning Home"</p> <p>Owen, Wilfred. "Dulce et decorum est" & "Futility"</p> <p>Seth, Vikram. "Guest", "Soon", "From California", and "Things"</p> <p>Dhasal, Namdeo. "Kamathipura"</p> <p>Pawar, Daya. "Blood Wave"</p>
UNIT 3	PROSE (20 LECTURES)
	<p>Hersey, John. "Hiroshima" (Selected extracts)</p> <p>Talese, Gay. "Frank Sinatra Has a Cold" (selected extracts)</p> <p>Orwell, George. "Shooting an Elephant"</p> <p>Lincoln, Abraham. "The Gettysburg Address"</p> <p>Valmiki, Omprakash. "Joothan" (selected extracts)</p>

	Nehru, Jawaharlal. "The Light has Gone Out of Our Lives" (On the Death of Gandhi) Faulkner, William. Nobel Acceptance Speech Cardus, Neville. "Ranjitsinghji"
--	---

REFERENCES:

- Abrams, M. H., Geoffrey Harpham and Geoffrey Galt. *A Handbook of Literary Terms*. Cengage Learning India, 2009.
- Bate, Jonathan. *English Literature: A Very Short Introduction*. Oxford University Press, 2010. Baldick, Chris. *The Oxford Dictionary of Literary Terms*. Oxford University Press, 2008.
- Drabble, Margaret and Jenny Stringer. Editors. *The Concise Oxford Companion to English Literature*. 3rd ed., Oxford University Press, 2007
- Kennedy, X. J., Dana Gioia, and Mark Bauerlein. *Handbook of Literary Terms*. Pearson, 2005. Peck, John and Martin Coyle. *Literary Terms and Criticism*. Macmillan Press, 1993.
- 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.

ASSESSMENT DETAILS:

Internal Assessment (50 marks)

Part 1: Project Work (40 Marks)

Part 2: Attendance – (10 marks)

Semester End Examination – External Assessment (50 marks)

- The duration of the paper will be two hours.
- Every question will have an internal choice.

SEMESTER 1

NAME OF THE COURSE	INTRODUCTION TO MASS MEDIA	
CLASS	FYBASCJ	
COURSE CODE	SBMMED105	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS		50
PASSING MARKS	50	20
	20	

COURSE OBJECTIVES

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

COURSE LEARNING OUTCOMES:

At the end of the semester, the students will:

CLO 1.	The learner will examine the key concepts in mass media and media literacy
CLO 2.	The learner will identify and analyze the steps in the process of mass communication

CLO 3.	The learner will compare and contrast different media platforms and their audiences
CLO 4.	The learner will discuss advertising and public relations as supporting industries
CLO 5.	The learner will examine the impact of media messages on society

UNIT 1	Mass Communication, Culture, and Media Literacy (11 LECTURES)
1.1	What is mass communication?
1.2	What is culture?
1.3	Mass communication and culture
1.4	The nature of mass media
1.5	Media Literacy
UNIT 2	The Mass Communication Process (4 LECTURES)
2.1	The communication process: sender, message, medium, receiver, feedback
2.2	Encoding and decoding messages
UNIT 3	Media and Audiences (11 Lectures)
3.1	Books
3.2	Newspaper and Magazine
3.3	Film
3.4	Radio
3.5	Television
3.6	Video games
3.7	The Internet

UNIT 4	Supporting Industries (4 Lectures)
4.1	Advertising i. Scope and nature of the advertising industry ii. Trends in advertising
4.2	Public Relations: i. Scope and structure of the PR industry ii. Trends in PR
UNIT 5	The Effects of Mass Communication and Mass Media (11 lectures)
5.1	The impact of media-related messages on social behaviour
5.2	Media and representation
5.3	Media and consumerism
5.4	Media freedom and responsibility
5.5	Media ethics: i. Truth and honesty ii. Privacy iii. Confidentiality iv. Conflict of interest v. Profit and social responsibility
UNIT 6	Global Media (4 lectures)
6.1	Media and globalization
6.2	Media convergence: merging technologies and platforms; media consolidation

REFERENCES:

- McQuail, Denis. *Towards a Sociology of Mass Communications*. Collier Macmillan, 1969. McQuail, Denis. *Mass Communication Theory*. 6th ed. Sage, 2010.
- Folkerts, Jean and Stephen Lacy. *The Media in Your Life: An Introduction to*

Mass Communication. Peatrson, 2008.

- Klapper, Joseph. *Mass Communication Effects*. Free Press, 1960.
- Krijnen, Tonny, and Sofie Van Bauwel. *Gender and Media: Representing, Producing, Consuming*. Routledge, 2015.
- Turow, Joseph. *Media Today: An Introduction to Mass Communication*. 5th ed., Routledge, 2013.
- Kohli-Khandekar, Vanita. *The Indian Media Business*. 4th ed., Sage, 2013.

ASSESSMENT DETAILS:

Internal Assessment (50 marks)

Part 1: Project Work (40 Marks)

Part 2: Attendance – (10 marks)

Semester End Examination – External Assessment (50 marks)

- The duration of the paper will be two hours.
- Every question will have an internal choice.

SEMESTER 1

NAME OF THE COURSE	INTRODUCTION TO PHOTOGRAPHY	
CLASS	FYBASCJ	
COURSE CODE	SBMMED106	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS		50
PASSING MARKS	50 20	20

COURSE OBJECTIVES

CO 1.	To help students understand the principles and practice of photography
CO 2.	To enable students to enjoy photography as an art

COURSE LEARNING OUTCOMES:

At the end of the semester, the students will:

CLO 1.	The learner will map the history of photography over the last century and analyse the impact of photography in recording key events in modern history
CLO 2.	The learner will identify and illustrate the principal components of film photography
CLO 3.	The learner will investigate the basic principles of still photography
CLO 4.	The learner will discuss concepts in composition with coherence

CLO 5.	The learner will examine the impact of cell phone photography and new media
CLO 6.	The learner will create images using different technologies
CLO 7.	The learner will use photography ethically

UNIT 1	History of Photography
1.1	The pioneers of photography and photo journalism
1.2	The role of photography in historic events such as World War I, and II, The Bhopal Gas Tragedy, and more recently with the refugee crisis in Greece
UNIT 2	Film Photography
2.1	Loading film, shooting, developing film
2.2	The difference in form, texture, and mood of film vs. digital photography
2.3	Using 35mm film to decipher mood
UNIT 3	Basic Principles
3.1	Properties of light, reflection, transmission, refraction, types of light sources and their properties, controlling light, types of light, forms of light
3.2	Types of cameras, virtual image formation, types and uses of lenses – wide angle, telephoto, normal, zoom)
3.3	Mechanism of aperture, shutter, ISO
3.4	Correct exposure
UNIT 4	Concepts of Composition
4.1	Looking at photo-books
4,2	Photo appreciation
UNIT 5	Cell Phone Photography and Social Media
5.1	Working with new tools and developing a sensitive eye

5.2	Working on photo essays on Instagram, self-portraits, and creating a portfolio on Instagram
5.3	The rise of cell phone photography with photographers using iPhones to shoot covers, including reputed publications like Time Magazine
5.4	Studying popular photography handles on social media that are doing path-breaking work. (The Nepal Photo Project, Humans of New York, Somewhere Magazine, Burn Diary etc.)
UNIT 6	Ethics and Photography
6.1	The impact of photography as a medium of power
6.2	Using photography consciously
6.3	Use examples of The Steve McCurry Photoshop scandal, The World Press Photo 2018 scandal, and The Vulture and the Little Girl as case studies
6.4	Being aware that there's a fine line between invading one's space, and documentation
6.5	Commercial Aspects of Photography
6.5	Learning the difference between editorial, fashion, commercial, and documentary sty

REFERENCES:

- Collins, Ross and Keith Greenwood. Eds. *Photocommunication across Media: Beginning Photography for Professionals in Mass Media*. Routledge, 2017.
- Galer, Mark. *Introduction to Photography: A Visual Guide to the Essential Skills of Photography and Lightroom*. Routledge, 2015.
- Hirsch, Robert. *Light and Lens: Photography in the Digital Age*. Routledge, 2018. Kobre, Kenneth. *Photojournalism: The Professionals' Approach*. Routledge, 2016.
- Sontag, Susan. *On Photography*. Picador, 2001.
- Cartier-Bresson, Henri. *The Decisive Moment*. Roli Books, 2015. Lubben, Kristen. *Magnum Contact Sheets*. Thames and

Hudson, 2017.

- Berger, John, and Geoff Dyer. *Understanding a Photograph*. UK: Penguin, 2013.
- Lange, Dorothea. *Dorothea Lange: Aperture Masters of Photography, Number Five*. Aperture, 1987.
- Adams, Ansel, and Alice Gray. *Ansel Adams: The National Parks Service Photographs*. Abbeville Press Inc., 2017.
- Rugoff, Ralph, Geoff Dyer and Stephanie Rosenthal. *Dayanita Singh: Go Away Closer*. Hayward Gallery Publishing, 2013.

ASSESSMENT DETAILS:

Internal Assessment (50 marks)

Part 1: Project Work (40 Marks)

Part 2: Attendance – (10 marks)

Semester End Examination – External Assessment (50 marks)

- The duration of the paper will be two hours.
- Every question will have an internal choice.

SEMESTER 2

NAME OF THE COURSE	COMMUNICATION SKILLS IN ENGLISH – II	
CLASS	FYBASCJ	
COURSE CODE	SBMMED201	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS		50
PASSING MARKS	50 20	20

COURSE OBJECTIVES

CO 1.	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.
CO 2.	In order to do this, 1.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
CO 3.	2. the linguistic competence of students will have to be improved, in terms of:

	<p>(a) the use of selected grammatical structures and sentences in text/ discourse, especially in connection with media-related work.</p> <p>(b) development of vocabulary, in order to use it appropriately, precisely, and with elegant variation.</p>
--	--

COURSE LEARNING OUTCOMES:

At the end of the semester, the students will:

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 <ul style="list-style-type: none"> • Interpretation of statements • Search for local and global meaning • Drawing out the strands of argument, diverse view-points, the general point of view, the manner of development of ideas • Establishing the structure of the text
1.2	Types of reading comprehension passages: <p>(a) Narrative/ Descriptive</p> <p>(b) Discursive (requiring argument)</p>
UNIT 2	LISTENING SKILLS (15 LECTURES)
2.1	Getting the main idea, and distinguishing this from the subsidiary ideas in the spoken medium.
2.2	Types of listening material, such as: <p>(a) Radio, television broadcasts</p> <p>(b) Announcements</p> <p>(c) Recorded lectures</p>
UNIT 3	WRITING SKILLS (15 LECTURES)
3.1	Learning to write with clarity, and to appropriately signal the statement of ideas and their inter-relationships
3.2	Types of rhetorical styles in writing to be developed: <p>(a) Persuasive writing. Activities such as:</p> <ul style="list-style-type: none"> i. Copy writing (for advertising) to market a product; brochures for an organisation/ event ii. Drafting a letter asking for a donation for a cause, etc <ul style="list-style-type: none"> a. Making out a case for a particular reform, or change in a system of functioning <p>(b) Discursive writing. Activities, such as:</p> <ul style="list-style-type: none"> i. Writing an analysis of a particular (current) event from a specific (political or social) point of view ii. Analysing an issue/ event/ situation into its component parts

	(c) Dialogue writing (d) Summarisation: i. Statement of generalisation versus particulars/ facts ii. Logical statement of material iii. Focus on relevant points, separating central ideas from subsidiary ideas and from examples
UNIT 4	SPEAKING SKILLS (15 LECTURESS)
4.1	Activities to develop both formal and informal speaking skills, such as: (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

- Shaughnessy, 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.

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 (50 marks)

Part 1: Project Work (40 Marks)

Part 2: Attendance – (10 marks)

Semester End Examination – External Assessment (50 marks)

- The duration of the paper will be two hours.
- Every question will have an internal choice.

SEMESTER 2

NAME OF THE COURSE	INDIA SINCE INDEPENDENCE – II	
CLASS	FYBASCJ	
COURSE CODE	SBMMED202	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS		50
PASSING MARKS	50	20
	20	

COURSE OBJECTIVES

CO 1.	To study the main events and development of independent India
CO 2.	To understand how nation building is a continuous process

COURSE LEARNING OUTCOMES:

At the end of the semester, the students will:

CLO 1.	The learner will examine the key features of Indira Gandhi's domestic policy
CLO 2.	The learner will investigate the factors leading to the Emergency and its impact
CLO 3.	The learner will analyse the separatist movements that have threatened the internal security of the country
CLO 4.	The learner will evaluate the main political developments in India after

	Indira Gandhi
CLO 5.	The learner will assess the forms of identity politics that have arisen in India over the last fifty years
CLO 6.	The learner will discuss environmental movements in the country
CLO 7.	The learner will describe India's foreign policy since Indira Gandhi's regime

UNIT 1	POST-NEHRU INDIA (15 LECTURES)
1.1	Indira Gandhi and Domestic Policy: a. The Socialist Tilt b. Green Revolution – Taking forward Shastri’s Legacy c. Abolition of Privy Purses and Titles d. Nationalisation of Banks and Coal Industry
1.2	B. The Emergency and Its Aftermath: a. The Events leading to the Emergency b. The Emergency Period c. End of the Emergency d. Consequences and Significance of the Emergency
1.3	C. Separatist Movements: Nagaland, Mizoram, Kashmir, Assam, Punjab
UNIT 2	MAJOR DEVELOPMENTS IN THE NATION (15 lectures)
2.1	Main Political Developments: a. Coalition Governments at the Centre and State Level b. Economic Liberalisation in 1991
2.2	The Rise of Identity Politics: a. The Growth of Regional Parties: Trinamool Congress, Shiromani Akali Dal, the National Conference, DMK and AIADMK, Shiv Sena, Telugu Desam Party, Telangana Rashtra Samithi etc. b. The Growth of Caste-Based Politics: Samajwadi Party, Bahujan Samaj Party, Republican Party, Janata Factions; the Role of the Mandal Commission in OBC Reservation c. Religious Nationalism: Rise of the BJP
2.3	Naxalism: Origins, Growth and Impact
2.4	Environmental Movements: a. Chipko b. Silent Valley c. Narmada Bachao Andolan d. Tehri Dam

2.5	India and the World: <ol style="list-style-type: none"> a. Liberation of Bangladesh b. IPKF in Sri Lanka c. The Decline of Non-Alignment d. Indo-Pak War in Kargil, 1999
-----	--

REFERENCES:

- Akbar, M.J. *The Siege Within*. Roli Books, 2018.
- Banerjee-Dube, Ishita. *A History of Modern India*. Cambridge University Press, 2014.
- Brown, Judith M. *Modern India: The Origins of an Asian Democracy*. Oxford University Press, 1994.
- Chandra, Bipin, Mridula Mukherjee, Aditya Mukherjee et al. *India after Independence 1947- 2000*. Penguin Books India (P) Ltd., 2000.
- Chandra, Bipin, Mridula Mukherjee and Aditya Mukherjee. *India's Struggle for Independence 1857-1947*. HarperCollins India, 2000.
- Chandra, Bipin. *History of Modern India*, Orient Blackswan Pvt. Ltd., 2009. Chandra, Bipin. *Rise and Growth of Economic Nationalism in India*. Delhi, 1966.
- Chandra, Bipin. *The Rise and Growth of Economic Nationalism in India: Economic Policies of Indian Leadership 1880-1905*, People's Publishing House, New Delhi, 1977.
- Datta, Kali Kinkar. *A Social History of Modern India*. Macmillan India Limited, New Delhi, 1975.
- Guha, Ramchandra. *India after Gandhi: The History of the World's Largest Democracy*. Picador, 2008.
- Guha, Ramchandra. *Makers of Modern India*. Penguin India, 2012.
- Gupta, M. L. *Glimpses of Indian History: Past and Present*. Anmol Publishers, 2002. Jaffrelot, C. *India since 1950: Society, Politics, Economy and Culture*. Cambridge University Press India Pvt. Ltd., 2012.

ASSESSMENT DETAILS:

Internal Assessment (50 marks)

Part 1: Project Work (40 Marks)

Part 2: Attendance – (10 marks)

Semester End Examination – External Assessment (50 marks)

- The duration of the paper will be two hours.
- Every question will have an internal choice.

SEMESTER 2

NAME OF THE COURSE	POLITICAL, SOCIAL AND ECONOMIC THOUGHT – II	
CLASS	FYBASCJ	
COURSE CODE	SBMMED203	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS		50
PASSING MARKS	50	20
	20	

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:

At the end of the semester, the students will:

CLO 1.	The learner will examine relationship between ends and scarce means
CLO 2.	The learner will identify the key ideas associated with mercantilism
CLO 3.	The learner will compare and contrast the economic philosophies of key thinkers
CLO 4.	The learner will list the impact of capitalism and the concomitant

	creative destruction that occurs as a result
--	--

UNIT 1	Understanding Behaviour: Relationship between Ends and Scarce Means (1 LECTURE)
1.1	The economic revolution
UNIT 2	Mercantilism (1 LECTURE)
UNIT 3	Promise of the Wealth of Nations (Adam Smith) (15 lectures)
3.1	Wealth
3.2	Division of labour
3.3	Value theory and the notion of natural price
3.4	Distribution and the rate of profit
3.5	The accumulation of capital and productive labour
3.6	Market and international trade
3.7	Exchange value and utility
3.8	Income distribution
3.9	Productive and unproductive labour
UNIT 4	Gloomy Presentiments (Thomas Robert Malthus and David Ricardo)(13 lectures)
4.1	Population
4.2	Unproductive consumption
4.3	Rent
4.4	Wages
4.5	Profit

4.6	Labour- theory of value
4.7	Distribution of income
4.8	Comparative advantage
UNIT 5	Utopian Socialism (Robert Owen and Henri de Saint Simon) (1 lectures)
5.1	Sociology and the Growth of Industrial Society
UNIT 6	Critique of Political Economy (Karl Marx) (3 lectures)
6.1	Modes of production
6.2	The capitalist mode of production and the labour theory of value
6.3	Surplus Value
UNIT 7	The Victorian World and the Underworld of Economics (Henry Sidgwick, Alfred Marshall, J. A. Hobson, Dadabhai Naoroji, and Romesh Chunder Dutt) (4 lectures)
7.1	Mathematical turn
7.2	Imperialism
7.3	Poverty
7.4	Equilibrium
UNIT 8	Imperfect Competition (Thorstein Veblen and Joan Robinson) (3 lectures)
8.1	Conspicuous consumption
8.2	Monopoly
8.3	Oligopoly
UNIT 9	John Maynard Keynes and the Principle of Effective Demand (1 lecture)
UNIT 10	Capitalism and Creative Destruction (I lecture)
UNIT 11	Welfare Economic (1 lecture)

REFERENCES:

- Heilbroner, Robert L. *The Wordly Philosophers: The Lives, Times and Ideas of the Great Economic Thinkers*. Simon & Schuster, 1999.
- Fulcher, James. *Capitalism: A Very Short Introduction*. Oxford University Press, 2016.
- Backhouse, Roger E. *The Penguin History of Economics*. Penguin, 2002.
- Baddeley, Michelle. *Behavioural Economics: A Very Short Introduction*. Oxford University Press, 2017.
- Dasgupta, Partha. *Economics: A Very Short Introduction*. Oxford University Press, 2007.
- Freeden, Michael. *Liberalism: A Very Short Introduction*. Oxford University Press, 2015.
- Singer, Peter. *Marx: A Very Short Introduction*. Oxford University Press, 2001.
- Skidelsky, Robert. *Keynes: A Very Short Introduction*. Oxford University Press, 2010.
- Berry, Christopher J. *Adam Smith: A Very Short Introduction*. Oxford University Press, 2018.
- Winch, Donald. *Malthus: A Very Short Introduction*. Oxford University Press, 2013.
- Allen, Robert C. *Global Economic History: A Very Short Introduction*. Oxford University Press, 2011.
- Newman, Michael. *Socialism: A Very Short Introduction*. Oxford University Press, 2008.
- Steger, Manfred B. and Ravi K. Roy. *Neoliberalism: A Very Short Introduction*. Oxford University Press, 2010

ASSESSMENT DETAILS:

Internal Assessment (50 marks)

Part 1: Project Work (40 Marks)

Part 2: Attendance – (10 marks)

Semester End Examination – External Assessment (50 marks)

- The duration of the paper will be two hours.
- Every question will have an internal choice.

SEMESTER 2

NAME OF THE COURSE	READING LITERATURE – II	
CLASS	FYBASCJ	
COURSE CODE	SBMMED204	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS		50
PASSING MARKS	50	20
	20	

COURSE OBJECTIVES

CO 1.	To draw students into thinking about the meaning of life through the psychological, social and ethical reality presented in the given texts, and other related texts
CO 2.	To expose students to samples of good writing, and help them become more effective communicators
CO 3.	To introduce students to the various genres of literature and the elements of which they are composed
CO 4.	To learn to use literary insights for a better understanding of their lived reality, particularly social reality, and thereby become better media communicators

COURSE LEARNING OUTCOMES:

At the end of the semester, the students will:

CLO 1.	The learner will analyse the key characteristics of the novel as a literary form
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 literary texts
CLO 4.	The learner will investigate the key formal aspects of poetry in English
CLO 5.	The learner will examine and illustrate the themes that pervade non-fiction prose writing

UNIT 1	NOVEL (20 LECTURES)
	Orwell, George. 1984. OR Achebe, Chinua. Things Fall Apart.
UNIT 2	POETRY (20 LECTURES)
	Angelou, Maya. “When I Think About Myself” and “And Still I Rise” Brooks, Gwendolyn. “Primer for Blacks” St. Vincent Millay, Edna. “Ashes of Life” and “Love is Not All” Eliot, T. S. “Now is My Way Clear” and “The Love Song of J. Alfred Prufrock” Yeats, W. B. “Prayer for My Daughter” Imtiaz Dharker. “Namesake” and “Adam from New Zealand” Bhaya Nair, Rukmini. “Kali” and “Margins, Ma(I)nstream” Kolatkar, Arun. Selection of Poems from Jejuri Hughes, Langston. “I, Too” and “Theme for English B” Plath, Sylvia. “The Applicant” and “Daddy” De Souza, Eunice. “Sweet Sixteen”, “Advice to Women” and “De Souza Prabhu” Subramaniam, Arundhati. “Where I live” and “Home”
UNIT 3	DRAMA (20 LECTURES)
	Williams, Tennessee. The Glass Menagerie. OR Karnad, Girish. Tughlaq.

REFERENCES:

- Abrams, M. H., Geoffrey Harpham and Geoffrey Galt. *A Handbook of Literary Terms*. Cengage Learning India, 2009.
- Bate, Jonathan. *English Literature: A Very Short Introduction*. Oxford University Press, 2010.
- Baldick, Chris. *The Oxford Dictionary of Literary Terms*. Oxford University Press,

2008.

- Drabble, Margaret and Jenny Stringer. Editors. *The Concise Oxford Companion to English Literature*. 3rd ed., Oxford University Press, 2007
- Kennedy, X. J., Dana Gioia, and Mark Bauerlein. *Handbook of Literary Terms*. Pearson, 2005. Peck, John and Martin Coyle. *Literary Terms and Criticism*. Macmillan Press, 1993.
- 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.

ASSESSMENT DETAILS:

Internal Assessment (50 marks)

Part 1: Project Work (40 Marks)

Part 2: Attendance – (10 marks)

Semester End Examination – External Assessment (50 marks)

- The duration of the paper will be two hours.
- Every question will have an internal choice.

SEMESTER 2

NAME OF THE COURSE	UNDERSTANDING MASS MEDIA	
CLASS	FYBASCJ	
COURSE CODE	SBMMED205	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS		50
PASSING MARKS	50 20	20

COURSE OBJECTIVES

CO 1.	To introduce students to the various perspectives that can be adopted in critically examining media
CO 2.	To enable them to understand major bodies of theory: social/ behavioural and cultural/critical that dominate the field
CO 3.	To help them explore the evolution of mass communication theory and its impact on media related studies today
CO 4.	To encourage students to ask questions about the role of the media in society

COURSE LEARNING OUTCOMES:

At the end of the semester, the students will:

CLO 1.	The learner will examine the key concepts in mass communication theory
--------	--

CLO 2.	The learner will illustrate and evaluate the impact of propaganda in mass communication
CLO 3.	The learner will illustrate and evaluate the Media Effects trend in society
CLO 4.	The learner will use critical and cultural theory to evaluate media messages
CLO 5.	The learner will investigate audience theories and their difference from mass society theories
CLO 6.	The learner will examine the impact of media on different audiences
CLO 7.	The learner will discuss culture industries and the commodification of culture

UNIT 1	What is Mass Communication Theory?
1.1	Defining and redefining mass communication
1.2	Defining theory
1.3	Four trends in media theory
UNIT 2	Mass Society and Propaganda Theories
2.1	What is mass society theory?
2.2	Propaganda: its origins and implications in the 20th C; a study of Harold Lasswell, Walter Lippmann and Noam Chomsky's contribution to propaganda theory
2.3	Behaviourism and Freudianism
UNIT 3	The Media Effects Trend
3.1	The development of the postpositivist effects trend
3.2	Carl Hovland and the experimental section
3.3	The two-step flow theory of information and influence
3.4	Joseph Klapper's phenomenistic theory
UNIT 4	The Critical Cultural Trend in North America
4.1	Marxist and neo-Marxist theory
4.2	The Frankfurt School
4.3	Political economy theory
4.4	Cultural studies: transmittional vs ritual perspectives
4.5	Marshall McLuhan: the medium is the message
UNIT 5	Audience Theories
5.1	From source-dominated to active-audience perspectives

5.2	Limitations of early audience-centred research
5.3	The revival of the uses-and-gratifications approach
5.4	Reception studies: decoding and sense-making
UNIT 6	Theories of the Effect of Media on Society
6.1	Agenda-setting
6.2	The spiral of silence
6.3	Social marketing theory
6.4	Cultivation analysis
UNIT 7	Media and Cultural Theories
7.1	Symbolic interactionism
7.2	Pragmatism and the Chicago School
7.3	Social constructionism
7.4	Framing and frame analysis
7.5	Media as culture industries: the commodification of culture

REFERENCES:

- Baran, Stanley J. and Dennis K. Davis. *Mass Communication Theory: Foundations, Ferment and Future*. Cengage Learning, 2015.
- Baran, J. Stanley. *Introduction to Mass Communication. Media Literacy and Culture*. McGraw Hill Education, 2015.
- McQuail, Denis. *Mass Communication Theory*. 6th Ed. India: Om Books, 2016. Fiske, John. *Introduction to Communication Studies*. Taylore and Francis, 2010.

- Mulvey, Laura. *Visual and Other Pleasures*. Palgrave Macmillan, 2009.
- Foucault, Michel. *Power: Essential Works of Michel Foucault 1954-1984*. Vol 3. UK: Penguin, 2002.
- McLuhan, Marshall and Lewis H. Lapham. *Understanding Media: The Extensions of Man*. MIT Press, 1994.
- McLuhan, Marshall. *Understanding Media*. Routledge, 2001.
- Chomsky, Noam and Edward S. Herman. *Manufacturing Consent: The Political Economy of Mass Media*. UK: Random House, 1995.
- Dewey, John. *Democracy and Education*. Merchant Books, 2009.
- Said, Edward. *Orientalism: Western Conceptions of the Orient*. India: Penguin, 2001. Said, Edward. *Culture and Imperialism*. UK: Random House, 1994.
- McCombs, Maxwell. *Setting the Agenda: Mass Media and Public Opinion*. Polity Press, 2014.
- Nandy, Ashis. *The Intimate Enemy: Loss and Recovery of Self Under Colonialism*. India: Oxford University Press, 2002.
- Sunstein, Cass R. *#Republic: Divided Democracy in the Age of Social Media*. Princeton University Press, 2017.
- Curran James, Natalie Fenton and Des Freedman. *Misunderstanding the Internet*. Routledge, 2016. Curran, James, and David Hesmondhalgh. Editors. *Media and Society*. 6th Edition. USA: Bloomsbury Academic, 2018.

ASSESSMENT DETAILS:

Internal Assessment (50 marks)

Part 1: Project Work (40 Marks)

Part 2: Attendance – (10 marks)

Semester End Examination – External Assessment (50 marks)

- The duration of the paper will be two hours.
- Every question will have an internal choice.

SEMESTER 2

NAME OF THE COURSE	RADIO AND TV	
CLASS	FYBASCJ	
COURSE CODE	SBMMED206	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS		50
PASSING MARKS	50 20	20

COURSE OBJECTIVES

CO 1.	To acquaint students with the working of two powerful media, i.e., radio and television. The content is useful for both advertising and journalism students in order to further their careers in their respective fields.
-------	---

COURSE LEARNING OUTCOMES:

At the end of the semester, the students will:

CLO 1.	The learner will map the history of radio and television as media platforms in India
CLO 2.	The learner will examine the role of sound recording in radio and television
CLO 3.	The learner will evaluate the impact of visuals in broadcast media
CLO 4.	The learner will identify and compare different radio formats
CLO 5.	The learner will identify and compare different television programme formats

CLO 6.	The learner will explain the role that broadcast media play in society
CLO 7.	The learner will explain with a concrete case study the process of broadcast production

UNIT 1	Introduction
1.1	A Short History of Radio & TV in India
1.2	All India Radio
1.3	Doordarshan
1.4	Prasar Bharti
1.5	Digital and Satellite Radio
1.6	Convergence Trends
UNIT 2	Introduction to Sound for TV & Radio
2.1	Sound: What is Sound and Listening
2.2	Types of Sound: Natural, Ambient, Recorded
2.3	The Sound Equipment: Mixer, Control Panel
2.4	The Studio Setup
2.5	Overview of Tape Recording
2.6	Digital Recording (DAW)
2.7	Overview of Outdoor Recording and Sync Sound
2.8	Types of Microphones (Condenser/Dynamic, Cardioid, Bi-Directional and Omni-Directional)
UNIT 3	Introduction to Visuals
3.1	The Power & Influence of Visuals
3.2	The Video-camera: Types of Shots, Camera Positions, Shot Sequences, Shot Length

3.3	Lighting: The importance of Lighting
3.4	Television Set-Up: The TV studio, Difference between Studio & On-Location Shoots
3.5	Formats of Video Editing: Online, Offline, Linear and Non-Linear.
3.6	The Editing Suite (with FCP or Adobe Premier Pro as a reference)
UNIT 4	Introduction to Radio Formats
4.1	Broad Guidelines and Classifications
4.2	Scripting: Flexible and Rigid, Including Programme Structuring with Reference to: <ul style="list-style-type: none"> i. News ii. Documentary iii. Feature iv. Talk Show v. Music Show vi. Radio Drama vii. Sports Broadcasting
UNIT 5	Introduction to Television Programming <ul style="list-style-type: none"> a. Broad Guidelines and Classification b. News c. Documentary d. Feature e. Talk Show f. TV Serial & Soap Opera g. Sports h. Reality
UNIT 6	Different Roles <ul style="list-style-type: none"> a. Animation b. Story Boarding c. Community Radio: Role and Importance d. Contribution of All India Radio e. Radio and Social Change in India

	f. The Satellite and Direct to Home Challenge g. Educational TV with Reference to Jamia-Milia, etc.; Virtual Classrooms
UNIT 7	Production and Channel Management a. Production Budgeting and Scheduling b. Channel Budgeting and Scheduling c. Programme Proposals
UNIT 8	Broadcast Production a. Pre-Production b. Production c. Post-Production

REFERENCES:

- Messere, Frank, Carl Hausman, Lewis B. O'Donnell and Phillip Benoit. *Modern Radio Production: Production Programming & Performance*. 9th Edition. Cengage Learning, 2012.
- Gilmurray, Bob. *The Media Student's Guide to Radio Production*. Lulu.com, 2013.
- McLeish, Robert, and Jeff Link. *Radio Production*. Routledge, 2015.
- Wurtzel, Alan. *Television Production (The McGraw-Hill Series in Mass Communication)*. McGraw-Hill, 1989.

ASSESSMENT DETAILS:

Internal Assessment (50 marks)

Part 1: Project Work (40 Marks)

Part 2: Attendance – (10 marks)

Semester End Examination – External Assessment (50 marks)

- The duration of the paper will be two hours.
- Every question will have an internal choice.

