



# **SOPHIA COLLEGE**

(AUTONOMOUS)

Affiliated to the University of Mumbai

**Syllabi for Semester I**

**Program: B. M. M.**

**Program Code:**

**SYLLABUS FOR THE YEAR 2018 – 19**

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

## Programme Outline : FYBMM (SEMESTER I)

<b>Course Code</b>	<b>Unit No</b>	<b>Name of the Unit</b>	<b>Credits</b>
SBMMED101 SBMMED101		<b>EFFECTIVE COMMUNICATION SKILLS – I</b>	<b>3</b>
	<b>1</b>	<b>READING SKILLS</b>	
	<b>2</b>	<b>LISTENING SKILLS</b>	
	<b>3</b>	<b>WRITING SKILLS</b>	
	<b>4</b>	<b>SPEAKING SKILLS</b>	
SBMMED102 SBMMED102		<b>LANDMARKS OF WORLD HISTORY WITH SPECIAL REFERENCE TO INDIA</b>	<b>3</b>
	<b>1</b>	<b>REVOLUTIONS THAT TRANSFORMED POLITICAL AND ECONOMIC SYSTEMS</b>	
	<b>2</b>	<b>MOVEMENTS THAT IMPACTED SOCIETY</b>	
	<b>3</b>	<b>WARS AND CONFLICTS THAT DIVIDED THE WORLD</b>	
	<b>4</b>	<b>MAJOR DEVELOPMENTS IN THE POST-WORLD WAR II ERA</b>	

	<b>5</b>	<b>THE NATIONALIST MOVEMENT OF INDIA</b>	
	<b>6</b>	<b>INDIA AFTER INDEPENDENCE</b>	
SBMMED103 SBMMED103		<b>FUNDAMENTALS OF MASS COMMUNICATION</b>	<b>3</b>
	<b>1</b>	<b>COMMUNICATION AND MASS COMMUNICATION</b>	
	<b>2</b>	<b>DIFFERENT FORMS OF MASS MEDIA</b>	
	<b>3</b>	<b>THE MEDIA INDUSTRY</b>	
	<b>4</b>	<b>NEW MASS MEDIA</b>	
	<b>5</b>	<b>THE NATURE AND BUSINESS OF MEDIA</b>	
	<b>6</b>	<b>IMPACT OF MASS MEDIA ON SOCIETY</b>	
SBMMED104 SBMMED104		<b>INTRODUCTION TO SOCIOLOGY</b>	<b>3</b>
	<b>1</b>	<b>Introduction to Sociology</b>	
	<b>2</b>	<b>Understanding Society</b>	

	<b>3</b>	<b>Sociology and Mass Media</b>	
	<b>4</b>	<b>Culture</b>	
	<b>5</b>	<b>Stratification</b>	
	<b>6</b>	<b>Socialisation</b>	
	<b>7</b>	<b>Social Groups</b>	
	<b>8</b>	<b>Social Control and Social Change</b>	
SBMMED105 SBMMED105		<b>INTRODUCTION TO ECONOMICS</b>	<b>3</b>
		<b>SECTION I   BASIC CONCEPTS IN MICROECONOMICS</b>	
<b>1</b>	<b>NATURE AND SCOPE OF MICROECONOMICS</b>		
<b>2</b>	<b>SUPPLY AND DEMAND</b>		
<b>3</b>	<b>HOW MARKETS WORK</b>		
<b>4</b>	<b>COST AND PRODUCTION</b>		

	<b>5</b>	<b>MARKET STRUCTURE</b>	
		<b>SECTION II   MACROECONOMICS</b>	
	<b>1</b>	<b>INTRODUCTION</b>	
	<b>2</b>	<b>MONEY AND INFLATION</b>	
	<b>3</b>	<b>BRIEF UNDERSTANDING OF GOVERNMENT</b>	
	<b>4</b>	<b>OVERVIEW OF THE INDIAN ECONOMY</b>	
	<b>5</b>	<b>INTRODUCTION TO THE EXTERNAL SECTOR</b>	
SBMMED106 SBMMED106		<b>INTRODUCTION TO COMPUTERS</b>	<b>3</b>
		<b>THEORY:</b>	
	<b>1</b>	<b>BASICS</b>	
	<b>2</b>	<b>NETWORKING BASICS</b>	
	<b>3</b>	<b>INTRODUCTION TO INTERNET</b>	

	<b>4</b>	<b>INTRODUCTION TO DESIGNING</b>	
		<b>PRACTICALS:</b>	
	<b>1</b>	<b>SCRATCH PROGRAMMING</b>	
	<b>2</b>	<b>TEXT AND DOCUMENTS EDITING AND PRESENTATION MICROSOFT WORD</b>	
	<b>3</b>	<b>MICROSOFT EXCEL</b>	
	<b>4</b>	<b>POWER POINT</b>	
	<b>5</b>	<b>INTRODUCTION TO COREL DRAW</b>	
	<b>6</b>	<b>PAGE LAYOUT (PAGEMAKER, INDESIGN AND QUARKXPRESS)</b>	
	<b>7</b>	<b>PHOTOSHOP</b>	
	<b>8</b>	<b>INTRODUCTION TO ILLUSTRATOR: TOOLS AND PANELS</b>	

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

<b>Course Code</b>	<b>Unit No</b>	<b>Name of the Unit</b>	<b>Credits</b>
SBMMED201		<b>EFFECTIVE COMMUNICATION SKILLS – II</b>	<b>3</b>
SBMMED201	<b>1</b>	<b>READING SKILLS</b>	
	<b>2</b>	<b>LISTENING SKILLS</b>	
	<b>3</b>	<b>WRITING SKILLS</b>	
	<b>4</b>	<b>SPEAKING SKILLS</b>	
SBMMED202		<b>PRINCIPLES OF MARKETING</b>	<b>3</b>
SBMMED202	<b>1</b>	<b>WHAT IS MARKETING?</b>	
	<b>2</b>	<b>MARKETING STRATEGIES AND PLANS</b>	
	<b>3</b>	<b>MARKETING ENVIRONMENT AND MARKETING RESEARCH</b>	
	<b>4</b>	<b>ANALYSING CONSUMER MARKETS AND IDENTIFYING MARKET SEGMENTS</b>	

SBMMED203 SBMMED203	<b>5</b>	<b>BRAND POSITIONING AND BRAND EQUITY</b>	
	<b>6</b>	<b>PRODUCTS, SERVICES AND PRICING</b>	
	<b>7</b>	<b>DESIGNING AND MANAGING INTEGRATED MARKETING CHANNELS AND COMMUNICATIONS</b>	
		<b>PRINCIPLES OF MANAGEMENT</b>	<b>3</b>
	<b>1</b>	<b>INTRODUCTION TO MANAGEMENT</b>	
	<b>2</b>	<b>HISTORY OF MANAGEMENT THOUGHT: CONTRIBUTIONS</b>	
	<b>3</b>	<b>MANAGEMENT FUNCTION</b>	
	<b>4</b>	<b>DECISION MAKING</b>	
	<b>5</b>	<b>LEADERSHIP</b>	
	<b>6</b>	<b>GROUPS AND TEAMS</b>	
	<b>7</b>	<b>CONFLICT</b>	
	<b>8</b>	<b>CONTEMPORARY MANAGEMENT TRENDS</b>	



SBMMED204 SBMMED204		<b>INTRODUCTION TO MEDIA PSYCHOLOGY</b>	<b>3</b>
	<b>1</b>	<b>INTRODUCTION TO PSYCHOLOGY</b>	
	<b>2</b>	<b>INTRODUCTION TO MEDIA PSYCHOLOGY</b>	
	<b>3</b>	<b>RESEARCH METHODS</b>	
	<b>4</b>	<b>USE OF PSYCHOLOGY IN MEDIA</b>	
	<b>5</b>	<b>PERSONALITY THEORIES</b>	
	<b>6</b>	<b>DEVELOPMENTAL ISSUES IN MEDIA PSYCHOLOGY</b>	
	<b>7</b>	<b>SOCIAL PSYCHOLOGY AND MEDIA</b>	
	<b>8</b>	<b>FUTURE OF MEDIA PSYCHOLOGY</b>	
SBMMED205 SBMMED205		<b>INTRODUCTION TO LITERATURE</b>	<b>3</b>
	<b>1</b>	<b>THE NOVEL</b>	
	<b>2</b>	<b>SHORT STORIES</b>	

	<b>3</b>	<b>POETRY</b>	
	<b>4</b>	<b>DRAMA</b>	
SBMMED206 SBMMED206		<b>POLITICAL CONCEPTS AND THE INDIAN POLITICAL SYSTEM</b>	<b>3</b>
	<b>1</b>	<b>POLITICAL CONCEPTS</b>	
	<b>2</b>	<b>INDIAN CONSTITUTION</b>	
	<b>3</b>	<b>POLITICAL DYNAMICS (INDIA)</b>	
	<b>4</b>	<b>CONTEMPORARY ISSUES IN INDIAN POLITICS</b>	
	<b>5</b>	<b>POLITICAL DYNAMICS (MAHARASHTRA)</b>	

## Programme Preamble

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

## PROGRAMME OBJECTIVES

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**

At the end of the programme, the learner will

PSO1	Examine mass media as an all-encompassing ideological and communication experience globally
PSO2	Discuss and investigate the political, economic, social, cultural and environmental implications of consuming media messages
PSO3	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	Evaluate, through contemporary theory and practical application, their role as future creators of media messages in a constantly evolving and demanding industry

Prioritize the need for the ethical application of the ideas taught in the programme to become responsible consumers and producers of media content.

## **SEMESTER I**

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

## **COURSE OBJECTIVES**

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

In order to do this,

CO1	a) the following language skills will have to be enhanced, as far as possible, in relation to the media, but also relating to the other subjects of study in this programme: <b>reading, listening, writing, speaking</b>
	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 <b>reference skills</b>
CO2	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:

At the end of the semester, the students will:

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

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

	<p>(c) Recorded material (d) Dialogue, speeches</p>
UNIT 3	WRITING SKILLS
3.1	To write with <b>focus</b> on the important ideas
3.2	To achieve <b>coherence</b> through textual or organisation and the rhetorical development of ideas
3.3	In addition, to be <b>concise</b> , avoiding wordiness and flashy language, and also precise in the choice of words
3.4	To acquire <b>elegant variety</b> 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 <b>subordination</b> in clause structure in order to highlight or subordinate ideas
3.6	To use appropriate <b>cohesive devices</b> for achieving clarity
	<p>Types of rhetorical styles in writing to be developed:</p> <ul style="list-style-type: none"> <li>(a) Factual, informative writing</li> <li>(b) Argumentative writing</li> <li>(c) Writing in different registers / styles (such as newspaper headlines, writing a short report)</li> </ul>
UNIT 4	SPEAKING SKILLS
4.1	<p>Learning to speak with fluency, correct pronunciation and stress</p> <ul style="list-style-type: none"> <li>• To organise one’s material in terms of the requirements of the specific spoken mode chosen</li> <li>• To achieve clarity through the appropriate ordering of ideas, and communicate relevantly with the interlocutor(s)</li> </ul> <p><b>Activities</b> to develop both formal and informal speaking skills, such as:</p> <ul style="list-style-type: none"> <li>(a) Effective reading of a prepared speech</li> <li>(b) Expressing ideas and views in informal discussion and in specific situations of various degrees of formality</li> <li>(c) Speaking in different capacities at a meeting or gathering (e.g., summing up discussions, formal greeting; introducing people (speaker, acquaintances); proposing a vote of thanks); announcing at entertainment programmes, sports meets)</li> </ul>

## REFERENCES:

### READING

Grellet, Françoise. *Developing Reading Skills*. Cambridge University Press, 1981

Greenall, Simon, and Michael Swan. *Effective Reading*. Cambridge University Press, 1986.

Moore, John. *Reading and Thinking in English*. Oxford University Press, 1980.

Nuttall, Christine E. *Teaching Reading Skills in a Foreign Language*. 3<sup>rd</sup> ed., Macmillan Education, 1982.

Bellare, Nirmala. *Reading & Study Strategies*, Books 1 & 2. 1997. Oxford University Press, 1998. Harri-

Augstein, Sheila, et al. *Reading to Learn*. Methuen, 1982.

### WRITING

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.



## SEMESTER I

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

### COURSE OBJECTIVES

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

### COURSE LEARNING OUTCOMES:

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

UNIT 1	<b>REVOLUTIONS THAT TRANSFORMED POLITICAL AND ECONOMIC SYSTEMS</b>
1.1	American Revolution
1.2	French Revolution
1.3	Industrial Revolution
1.4	Russian Revolutions
UNIT 2	<b>MOVEMENTS THAT IMPACTED SOCIETY</b>
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	<b>WARS AND CONFLICTS THAT DIVIDED THE WORLD</b>
3.1	World War I
3.2	World War II
3.3	Arab-Israel Conflict
3.4	Cold War
UNIT 4	<b>MAJOR DEVELOPMENTS IN THE POST-WORLD WAR II ERA</b>
4.1	Rise of China
4.2	Rise of Japan
4.3	Decolonisation of Africa
4.4	Decolonisation of Asia
UNIT 5	<b>THE NATIONALIST MOVEMENT OF INDIA</b>
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.

### INTERNAL ASSESSMENT –

Two topics from each module may be given for Project Work and the same may be presented in class by the students.

### 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.
- . *What Happened in the World, Twentieth Century, 1919 Onwards*. A. E. Press, 1986.

Spellman, W. M. *A Concise History of the World since 1945; States and Peoples*. Palgrave MacMillan, 2006.

Strayer, Joseph R., et al. *The Mainstream of Civilisation: 1350-1815*. 2nd ed., Harcourt Brace Jovanovich, 1974.

Wallbank, Thomas Walter, and Alastair MacDonald Taylor. *Civilization Past and Present*. HarperCollins, 1992.

### Modules V and VI

Bandopadhyaya, Sekhar. *From Plassey to Partition: A History of Modern India*. Orient Longman, 2004

Chandra, Bipan. *History of Modern India*. Orient BlackSwan, 2009. Chandra, Bipan, et al. *India after Independence, 1947-2000*. Penguin, 2000.

Grover, B.L., and S. Grover. *A New Look at Modern History: From 1707 to Modern times*. S. Chand and Company, 2007.

Mehra, Parshotam. *A Dictionary of Modern Indian History: 1707-1947*. Oxford University Press, 1985.

Mishra, Girish. *An Economic History of Modern India*. Pragati, 1994. Sarkar, Sumit. *Modern India: 1885-1947*. Macmillan India, 1983.

## SEMESTER I

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

## **COURSE OBJECTIVES**

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

## **COURSE LEARNING OUTCOMES:**

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

<b>UNIT 1</b>	<b>COMMUNICATION AND MASS COMMUNICATION</b>
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	<b>THE MEDIA INDUSTRY</b> (Global/India)
3.1	The Internet Industry
3.2	The Book Industry
3.3	The Newspaper Industry
3.4	The Magazine Industry
3.5	The Recording Industry
3.6	The Radio Industry
3.7	The Movie Industry
3.8	The Television Industry
3.9	The Video Game Industry
3.10	Advertising/Outdoor
3.11	Public Relations
UNIT 4	NEW MASS MEDIA
4.1	Media Convergence- concept, technological dimension, economic dimension, socio- cultural dimension
4.2	Introduction to related terms: Information Economy, Information Society, Digital Multimedia Convergence, Information Superhighway, Channel Abundance

UNIT 5	THE NATURE AND BUSINESS OF MEDIA
5.1	Understanding Mass Media, Convergence, and the Importance of Media Literacy
5.2	Making Sense of Research on Media Effects and Media Culture
5.3	The Business of Media
5.4	Financing and Shaping the Media: Advertising, Public Relations, and Marketing Communications
5.5	Understanding Controls on Media Content: Government Regulation, Self-Regulation, and Ethics
UNIT 6	IMPACT OF MASS MEDIA ON SOCIETY
6.1	Education
6.2	Children/Youth
6.3	Women
6.4	Culture
6.5	Development

### REFERENCES:

McQuail, Denis. *Towards a Sociology of Mass Communications*. Collier Macmillan, 1969. Krijnen, Tonny, and Sofie Van Bauwel. *Gender and Media: Representing, Producing, Consuming*. Routledge, 2015.

Kumar, K. *Mass Communication in India. 4 th ed., Jaico, 2012*

### SEMESTER I

NAME OF THE COURSE	<b>INTRODUCTION TO SOCIOLOGY</b>
CLASS	FYBASCJ
COURSE CODE	SBMMED104
NUMBER OF CREDITS	3

NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	45	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

## COURSE OBJECTIVES

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

## COURSE LEARNING OUTCOMES:

CLO 1.	identify and outline the definition of and perspectives in sociology
CLO 2.	explain key concepts with regard to society, social interaction and social institutions
CLO 3.	examine sociological approaches to mass media
CLO 4.	outline the role of mass media in culture and cultural identity
CLO 5.	explain the process of socialisation in the context of media consumption
CLO 6.	outline the role of social control and social change in groups

UNIT 1	<b>Introduction to Sociology</b>
1.1	Significance of Sociology
1.2	Definition of Sociology
1.3	Role of Theory
1.4	Sociological Theory/ Perspectives



	<ol style="list-style-type: none"> <li>1. Functionalism (Auguste Comte, Herbert Spencer, Vilfred Pareto, Emile Durkheim)</li> <li>2. Conflict Theory (Max Weber (more Functionalist than Conflict), Karl Marx, the Frankfurt School)</li> <li>3. Symbolic Interactionism</li> <li>4. The Feminist Perspective</li> </ol>
UNIT 2	<b>Understanding Society</b>
2.1	<p>Society</p> <ol style="list-style-type: none"> <li>1. Definition</li> <li>2. Types</li> </ol>
2.2	<p>Social Interaction</p> <ol style="list-style-type: none"> <li>1. What is Social Interaction</li> <li>2. Forms of Social Interaction- Cooperation, Competition, Conflict, Assimilation, Accommodation and Integration</li> </ol>
2.3	<p>Social Institution</p> <ol style="list-style-type: none"> <li>1. What is a Social Institution?</li> <li>2. Types of Social Institution- Family, Marriage, Education, Religion, Economy, Religion, State etc</li> </ol>
UNIT 3	<b>Sociology and Mass Media</b>
3.1	Sociology's Approaches to the Study of Mass Media
3.2	<p>Sociology of News</p> <ol style="list-style-type: none"> <li>1. Definition of News</li> <li>2. Types of News</li> <li>3. News Values</li> <li>4. Sociological significance of news</li> </ol>
UNIT 4	<b>Culture</b>
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	<b>Stratification</b>
UNIT 6	<b>Socialisation</b>

6.1	Meaning
6.2	Need
6.3	Agencies of Socialisation – with reference to Media
UNIT 7	<b>Social Groups</b>
7.1	Meaning
7.2	Type
UNIT 8	<b>Social Control and Social Change</b>
8.1	Social Control- meaning, factors influencing Social Control, Agencies of Social Control
8.2	Social Change

## REFERENCES:

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- Berger, Peter. *Invitation to Sociology*. Penguin, 1963.
- Ritzer, George. *Classical Sociological Theory*. McGraw Hill, 2000.
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- 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.

## SEMESTER I

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

### COURSE OBJECTIVES

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

### COURSE LEARNING OUTCOMES:

CLO 1.	identify the meaning and scope of microeconomics and macroeconomics
CLO 2.	explain the role of supply and demand in an economy
CLO 3.	examine how markets work and explain market structure
CLO 4.	outline the role of the RBI in money supply

CLO 5.	analyse key economic concepts in the context of governance
CLO 6.	discuss the salient features of the Indian economy

## **SECTION I | BASIC CONCEPTS IN MICROECONOMICS**

UNIT 1	<b>NATURE AND SCOPE OF MICROECONOMICS</b>
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	<b>SUPPLY AND DEMAND</b>
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	<b>HOW MARKETS WORK</b>
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	<b>COST AND PRODUCTION</b>
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	<b>MARKET STRUCTURE</b>
5.1	Features of Perfect Competition; Monopoly; Monopolistic Competition and Oligopoly
	<b>SECTION II   MACROECONOMICS</b>
UNIT 6	<b>INTRODUCTION</b>
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	<b>MONEY AND INFLATION</b>
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
<b>UNIT 8</b>	<b>BRIEF UNDERSTANDING OF GOVERNMENT</b>
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
<b>UNIT 9</b>	<b>OVERVIEW OF THE INDIAN ECONOMY</b>
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
<b>UNIT 10</b>	<b>INTRODUCTION TO THE EXTERNAL SECTOR</b>
10.1	Balance of Payments
10.2	Exchange Rates

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

### REFERENCES:

Samuelson, Paul A. *Economics: An Introductory Analysis*. 1948. McGraw-Hill, 1998. Mankiw, Gregory N. *Principles of Economics*. 6th ed., Cengage Learning, 2012

Begg, David, et al. *Economics*. McGraw-Hill, 1987.

Stonier, Alfred W., and Douglas C. Hague. *A Textbook of Economic Theory*. 5th ed., Pearson Education India, 2003.

Lipsey, Richard G., and Peter O. Steiner. *Economics*. 8th ed., Longman Higher Education, 1987. Koutsoyiannis, A. *Modern Microeconomics*. 2nd ed., Macmillan, 2015.

Ministry of Finance, Government of India. “Economic Survey of India”. *Union Budget*. <https://owl.english.purdue.edu/owl/resource/747/01/>. Accessed 30 December 2016

## SEMESTER I

NAME OF THE COURSE	<b>INTRODUCTION TO COMPUTERS</b>
CLASS	FYBASCJ
COURSE CODE	SBMMED106
NUMBER OF CREDITS	3
NUMBER OF LECTURES PER WEEK	3
TOTAL NUMBER OF	45

LECTURES PER SEMESTER		
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

## COURSE OBJECTIVES

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

## COURSE LEARNING OUTCOMES:

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

## THEORY

UNIT 1	<b>BASICS</b>
1.1	Type of Computers, Input/ output devices (definition), Use of Printer, Scanner, microphone speaker. Memory, storage, storage devices, RAM, ROM, Processor, Processing speed and RAM, Hard Disk and RAM. What does one mean by the speed of a computer?
1.2	Operating Systems, Windows Operating System, Windows basics, windows commands and keyboard shortcuts
1.3	File Management, importance of organizing work in folders, Disk partitions, physical and logical drives, etc
UNIT 2	<b>NETWORKING BASICS</b>
2.1	Introduction to networks, Types of networks (peer to peer, client server, Importance of networks in a media organization, Networking in editing studios, television networks, knowledge management, access to archives, Networking through satellites, transfer of footage



	through OB Vans
<b>UNIT 3</b>	<b>INTRODUCTION TO INTERNET</b>
3.1	Domain names, web servers, URL and parts of a URL
3.2	Types of websites - static and dynamic websites, portals (horizontal and vertical portals). services (email, search engines, ftp, etc.)
3.3	Searching on the web, keywords etc., internet security, threats, legal challenges – copyright issues, technology issues, political issues, social issues; economic issues – ethical issues
3.4	Importance of internet in media, effect of internet on journalism, Newsrooms and the internet, internet and research, journalists and the internet. Media and Internet: advantages, limitations
<b>UNIT 4</b>	<b>INTRODUCTION TO DESIGNING</b>
4.1	Types of communication; what is design; types of design; colour theory; hierarchy in a design; typography (fonts & typefaces, type of fonts); observation & visualization; perspective
4.2	Unicode: installing and using Unicode
	<b>PRACTICALS</b>
<b>UNIT 5</b>	<b>SCRATCH PROGRAMMING</b>
5.1	Scratch programming; Introduction to scratch project, sprite and movements, types of statements and sequencing
<b>UNIT 6</b>	<b>TEXT AND DOCUMENTS EDITING AND PRESENTATION MICROSOFT WORD</b>
6.1	Creating, saving documents; editing documents (formatting characters, lines and paragraphs, section & Page Breaks, Headers & Footers, Tool, index)
6.2	Language Tools (spelling, grammar thesaurus Inserting images, cut, copy, paste
6.3	Creating Tables
6.4	Mail merge, use of keyboard shortcuts
<b>UNIT 7</b>	<b>MICROSOFT EXCEL</b>
7.1	Introduction to spreadsheet, rows, columns, cell address, Workbook, worksheet Entering data, formulae, functions, editing sheets, formatting
7.2	Finding, replacing and filling data, database management, sorting, preparing charts, Use of keyboard shortcuts.

UNIT 8	<b>POWER POINT</b>
8.1	Introduction to presentations, create, save; types of presentation layouts, slides, outlines, slide sorter, presentation, formatting, tables, cliparts, pictures, organization charts, charts, etc. Animation (preset, custom) Setting up slide show, timings on clicks, hyperlinks, etc. Inserting images, videos and sounds,
8.2	Power Point presentation, Power Point show, presentation skill, keyboard shortcuts
UNIT 9	<b>INTRODUCTION TO COREL DRAW</b>
9.1	Corel Draw terminology and concepts: drawing ellipses, circles, arcs, and pie shapes. Drawing lines in Corel Draw. Drawing rectangles, squares, polygons and stars; cloning objects, applying colour and tone effects
UNIT 10	<b>PAGE LAYOUT (PAGEMAKER, INDESIGN AND QUARKXPRESS)</b>
10.1	Introduction to different page making software, tools, menus, tools, making pages in Quark Express / Pagemaker. Inserting a photograph / graphics for print, creating blurbs, using drop caps, etc., differences between QuarkXpress and Pagemaker
10.2	Creative page layouts in different media (flyers, brochures, books, newspapers, etc.); basics of newspaper layout, folds, importance of placement of news above and below the fold, preparing a dummy newspaper
UNIT 11	<b>PHOTOSHOP</b>
11.1	Introduction to graphics, difference between vector and bitmap images, CMYK and RGB; image size, canvas size, resolution and DPI; learning tools (all tools of the toolbox), colour separation; different graphic formats (PSD, JPG, GIF, etc.); scanning and colour correction; touching up photographs; importance of highlights; mids and shadows; cloning; duplicating and adjustment; working with Image, giving effects to image; cropping and resizing images; masking; working with layers; preparing images for the web; print medium and films
UNIT 12	<b>INTRODUCTION TO ILLUSTRATOR: TOOLS AND PANELS</b>
12.1	Creating a new document; drawing and painting; working with points – paths – layers – colours; working with graphics; manipulation and effects.
12.2	Exporting the file; proof reading and optimization for printing; creating for artwork design for web and devices

**Reference Reading:**

Balter, Alison. *SAMS Teach Yourself Microsoft Office Access 2003 in 24 Hours*. Sams Publishing, 2004.

Gupta, Shalini, and Aditi Gupta. *Photoshop CS2 in simple steps*. Dream Tech Press, 2006. Falkner, Andrew, and Conrad Chavez. *Adobe Photoshop CC 2015 Release. Classroom in a Book: The Official Training Book from Adobe*. Pearson Education, 2016.

Johnson, Steve. *Adobe Illustrator CS6 on Demand*. Perspection Inc, 2012.

Steuer, Sharon. *The Adobe Illustrator WOW! Book for CS6 and CC*. Peachpit, 2012.

## SEMESTER II

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

### COURSE OBJECTIVES

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

In order to do this,

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

**COURSE LEARNING OUTCOMES:**

At the end of the semester, the students will:

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

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

	<ul style="list-style-type: none"> <li>i. Copy writing (for advertising) to market a product; brochures for an organisation/ event</li> <li>ii. Drafting a letter asking for a donation for a cause, etc.</li> <li>iii. Making out a case for a particular reform, or change in a system of functioning</li> </ul> <p><b>Discursive writing. Activities, such as:</b></p> <ul style="list-style-type: none"> <li>i. Writing an analysis of a particular (current) event from a specific (political or social) point of view</li> <li>ii. Analysing an issue/ event/ situation into its component parts</li> </ul> <p><b>Dialogue writing</b></p> <p><b>Summarisation:</b></p> <ul style="list-style-type: none"> <li>i. Statement of <b>generalisation versus particulars</b>/ facts</li> <li>ii. <b>Logical statement</b> of material</li> <li>iii. <b>Focus on relevant</b> points, separating <b>central ideas</b> from <b>subsidiary ideas</b> and from <b>examples</b></li> </ul> <p><b>Activities, such as:</b></p> <ul style="list-style-type: none"> <li>(a) Taking notes from different reference materials for an assignment</li> <li>(b) Writing a summary of each different position on a particular issue in a given text</li> <li>(c) Condensing a given text, making it a statement of the major ideas.</li> <li>(d) (The focus is on a clear statement of the major ideas, the language of the given text may be used wherever appropriate)</li> </ul>
UNIT 4	<b>SPEAKING SKILLS</b>
4.1	<p>Learning to speak with fluency, correct pronunciation and stress</p> <ul style="list-style-type: none"> <li>• To organise one’s material in terms of the requirements of the specific spoken mode chosen</li> <li>• To achieve clarity through the appropriate ordering of ideas, and communicate relevantly with the interlocutor(s)</li> </ul> <p><b>Activities</b> to develop both formal and informal speaking skills, such as:</p> <ul style="list-style-type: none"> <li>(a) Interviewing people for a newspaper report, news broadcast, market survey and so on</li> <li>(b) Speaking on formal occasions, such as, job interviews, group discussions.</li> <li>(c) Expressing ideas and views in informal discussion and in specific situations of various degrees of formality</li> </ul>

## **REFERENCES:**

### **READING**

- Grellet, Françoise. *Developing Reading Skills*. Cambridge University Press, 1981.
- Greenall, Simon, and Michael Swan. *Effective Reading*. Cambridge University Press, 1986.
- Moore, John. *Reading and Thinking in English*. Oxford University Press, 1980.
- Nuttall, Christine E. *Teaching Reading Skills in a Foreign Language*. 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.

## **SEMESTER II**

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

## **COURSE OBJECTIVES**

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

## **COURSE LEARNING OUTCOMES:**

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

UNIT 1	<b>WHAT IS MARKETING?</b>
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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	<b>MARKETING STRATEGIES AND PLANS</b>
2.1	Business Unit Strategic Planning
2.2	Product Planning: The Nature and Contents of a Marketing Plan
UNIT 3	<b>MARKETING ENVIRONMENT AND MARKETING RESEARCH</b>
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	<b>ANALYSING CONSUMER MARKETS AND IDENTIFYING MARKET SEGMENTS</b>
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	<b>BRAND POSITIONING AND BRAND EQUITY</b>
5.1	Developing and Establishing a Brand Positioning
5.2	What is Brand Equity?
UNIT 6	<b>PRODUCTS, SERVICES AND PRICING</b>

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	<b>DESIGNING AND MANAGING INTEGRATED MARKETING CHANNELS AND COMMUNICATIONS</b>
7.1	Marketing Channels and Value Networks
7.2	The Role of Marketing Communications Developing Effective Communications Deciding on the Marketing Communications Mix
7.3	Managing the IMC Process

## REFERENCES:

Kotler, Philip, et al. *Principles of Marketing: A South Asian Perspective*. 13th ed., Pearson Education India, 2010.

Kotler, Philip, et al. *Marketing Management: A South Asian Perspective*. Dorling Kindersley (India), 2013.

Kazmi, S.H.H. *Marketing Management: Text and Cases*. Excel Books, 2010.

Groucutt, Jonathan, et al. *Marketing: Essential Principles, New Realities*. Kogan Page India, 2004.

Ramaswamy, V. S., and S. Namakumari. *Marketing Management: Planning, Implementation and Control*. 3rd ed., Macmillan India, 2002.

Godin, Seth. *All Marketers Tell Stories: The Underground Classic That Explains How Marketing Really Works -- and Why Authenticity Is the Best Marketing of All*. Penguin, 2012. Belch, George E., et al. *Advertising and Promotion: An Integrated Marketing Communications Perspective*. 9th ed., McGraw-Hill Education India, 2013.

## SEMESTER II

NAME OF THE COURSE	<b>PRINCIPLES OF MANAGEMENT</b>
CLASS	FYBASCJ

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

## COURSE OBJECTIVES

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

## COURSE LEARNING OUTCOMES:

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

UNIT 1	<b>INTRODUCTION TO MANAGEMENT</b>
1.1	Concept
1.2	Contemporary Management
UNIT 2	<b>HISTORY OF MANAGEMENT THOUGHT: CONTRIBUTIONS</b>
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	<b>MANAGEMENT FUNCTION</b>
3.1	Planning
3.2	Organising
3.3	Staffing
3.4	Directing
3.5	Coordinating
3.6	Reporting
3.7	Budgeting
UNIT 4	<b>DECISION MAKING</b>
UNIT 5	<b>LEADERSHIP</b>
5.1	Approaches: Traditional and Contemporary
UNIT 6	<b>GROUPS AND TEAMS</b>
6.1	Definition
6.2	Kinds of Groups
6.3	Teams
6.4	Working with Teams
UNIT 7	<b>CONFLICT</b>

7.1	Conflict Management
7.2	Stress and Stress Management
UNIT 8	<b>CONTEMPORARY MANAGEMENT TRENDS</b>
8.1	Social Responsibility
8.2	Crisis Management
8.3	Change Management
8.4	Total Quality Management

## REFERENCES:

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## SEMESTER II

NAME OF THE COURSE	<b>INTRODUCTION TO MEDIA PSYCHOLOGY</b>
CLASS	FYBASCJ
COURSE CODE	SBMMED204
NUMBER OF CREDITS	3

NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	45	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

## COURSE OBJECTIVES

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

## COURSE LEARNING OUTCOMES:

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

UNIT 1	<b>INTRODUCTION TO PSYCHOLOGY</b>
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	<b>INTRODUCTION TO MEDIA PSYCHOLOGY</b>
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	<b>RESEARCH METHODS</b>
3.1	Research Methods in Psychology and Media Psychology
UNIT 4	<b>USE OF PSYCHOLOGY IN MEDIA</b>
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	<b>PERSONALITY THEORIES</b>
5.1	Trait Theory
5.2	Cognitive Theory
5.3	Psychoanalytic Theory
UNIT 6	<b>DEVELOPMENTAL ISSUES IN MEDIA PSYCHOLOGY</b>
6.1	Young Children and Media (TV)- socialization
6.2	Media Use and Influence during Adolescence
UNIT 7	<b>SOCIAL PSYCHOLOGY AND MEDIA</b>

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	<b>FUTURE OF MEDIA PSYCHOLOGY</b>
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

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## SEMESTER II

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

### COURSE OBJECTIVES

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

### COURSE LEARNING OUTCOMES:

CLO 1.	analyse the key characteristics of the novel, short stories, poetry and drama as literary forms
CLO 2.	improve their ability to read a literary text closely
CLO 3.	evaluate the role of plot, character and narrative style in novel, short story and drama
CLO 4.	investigate the key formal aspects of poetry in English
CLO 5.	examine the diverse themes and concerns in writing by authors, playwrights and poets

	from different parts of the world
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UNIT 1	<b>THE NOVEL</b>
1.1	Achebe, Chinua, <b>Things Fall Apart</b>
UNIT 2	<b>SHORT STORIES</b>
2.1	Allende, Isabel, <b>And of Clay Are We Created</b>
2.2	Hemingway, Ernest, <b>A Clean Well-Lighted Place</b>
2.3	Faulkner, William, <b>A Rose for Emily</b>
2.4	Pande, Mrinal, <b>Girls</b>
2.5	Mahasveta Devi, <b>Draupadi</b>
UNIT 3	<b>POETRY</b>
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	<b>DRAMA</b>
4.1	Miller, Arthur, <b>All My Sons</b>

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## SEMESTER II

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

## COURSE OBJECTIVES

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

## COURSE LEARNING OUTCOMES:

CLO 1.	outline and define key political concepts
CLO 2.	explain the salient features of the Indian Constitution
CLO 3.	compare fundamental rights and fundamental freedoms
CLO 4.	explore the agenda and practices of political parties in India
CLO 5.	examine contemporary issues in Indian politics
CLO 6.	examine contemporary issues in the politics of Maharashtra as a state

UNIT 1	<b>POLITICAL CONCEPTS</b>
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	<b>INDIAN CONSTITUTION</b>
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	<b>POLITICAL DYNAMICS (INDIA)</b>
3.1	Indian party system: evolution, salient features of party system in India
3.2	National parties: INC, BJP, NCP, Communist Parties, BSP
3.3	Regional parties outside Maharashtra: Telugu Desam, DMK, AIADMK, Akali Dal
3.4	Coalition governments since 1977
3.5	Indian electoral system: features, Election Commission, electoral reforms
3.6	Local self-government -- organization of local bodies, Panchayati Raj, 73 <sup>rd</sup> – 74 <sup>th</sup> amendment, Evaluation of Panchayati Raj System
UNIT 4	<b>CONTEMPORARY ISSUES IN INDIAN POLITICS</b>
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	<b>POLITICAL DYNAMICS (MAHARASHTRA)</b>
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

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