DOMBIVLI SHIKSHAN PRASARAK MANDAL’S
K.V. PENDHARKAR COLLEGE OF ARTS, SCIENCE AND COMMERCE,
(AUTONOMOUS) DOMBIVLI (EAST), DIST. THANE
(Affiliated to University of Mumbai)

Faculty of Arts
DEPARTMENT OF MULTIMEDIA AND MASS COMMUNICATION
(Programme: Bachelor of Arts: B.A.)

SYLLABUS FOR
F. Y. B.A. – MULTIMEDIA AND MASS COMMUNICATION (Semester I and II) Choice Based Credit System (CBCS)
(as per NEP - 2020)

(With effect from the Academic Year: 2023-2024)
Bachelor of Arts in Multimedia and Mass Communication

Preamble

The Bachelor of Arts in Multimedia and Mass communication program is started with an aim to make the students employable and impart industry-oriented training.

1. **Course Objective:** The main objectives of the course are:
   - To think analytically, creatively and critically in developing robust, extensible and highly maintainable technological solutions to simple and complex problems related to human, technology and environmental factors.
   - To work effectively as a part of a team to achieve a common stated goal.
   - To adhere to the highest standards of ethics, including relevant industry and organizational codes of conduct.
   - To develop an aptitude to engage in continuing educational and professional development.

The syllabus spanning three years covers the industry endorsed relevant courses. The students will be ready for the jobs available in different fields of media.

2. **Process adopted for curriculum designing:**

The process involved both Academia & Industry professionals & the methods adopted were:

- Brainstorming
- Deliberations
- Personal Interactions
- Studied syllabi of other Universities & colleges in India and custom-made the same to our programs.

3. **Salient features, how it has been made more relevant:**

The mass media course of Bombay university started in the year 2000. It is now two decades since the course came into force and the media course today needs to be made more relevant to suit the current times. The Media landscape has changed a lot in the last two decades. The programs are relevant in today’s academic sphere as:

- Traditional media has changed - in presentation & content
- Internet has become more accessible and has penetrated far and wide making
academia accessible.

- Media convergence has grown paving way for collaborations across geographical boundaries
- Increased viewership of Films & TV content across platforms
- Boom of radio and digital audio platforms
- Growth of Transmedia

4. **Learning Objectives:**

The syllabi for this undergraduate programme are for three/ four years. The learning outcomes involve both understanding the theoretical perspectives and practical applications. The programs enable students to learn:

- Global awareness of political, social, environmental, and corporate issues.
- To deal with issues- sensitively, cognitively & compassionately.
- The foundation, process, and practices of writing & be proficient in the same indifferent media.
- The foundation, process and nuances of filmmaking across platforms & be proficient in the same.
- To conceptualize, design, and produce content aesthetically.
- To acquire the knowledge, skills, and values that prepare them for future careers.

5. **Learning Outcomes:**

- The program considers media industries and their relationship to culture and society, and the understanding of how communication works. The program emphasizes the development of critical thinking, professional writing skills and effective oral communication.
- The Communication and Media Studies major prepares students for a wide variety of careers in business and industry, advertising, public relations and journalism, or advanced study.
- This program will equip the learners with professional skills essential for making career in Entertainment industry, Cinema, Television, OTT Platforms, social media platforms etc.
- Students would demonstrate the ability to apply rhetorical principles in a variety of creative, cinematic, organizational, professional and journalistic venues.
- Knowledge, skills, and values that prepare them for future careers in our interconnected society, whether in mass media or advanced study.
- Learners would develop a global awareness of political, social and corporate issues influenced by communication sensitivity and skills.
- Learners will understand mass media as a system of interrelated forces, including historical foundations, technological advances, economic dynamics, regulatory constraints, and ethical concerns.
- This programme will also give them an improved sense of self-confidence and self-efficacy and an awareness of their responsibilities as professionals in their field.
- Learners will be able to create and design emerging media products, including blogs, digital audio, digital video, social media, digital photography, and multimedia.
- They will be better equipped to grasp the complex relationship between communication/media theories and a diverse set of individual, social, and professional practices.
- Learners will understand the underlying philosophical assumptions of, and be able to apply, communication research methods to address a range of media texts and audiences, production and technological practices, and relevant social issues.
- Learners will comprehend the foundations, process, and practices of writing for and about the media, and demonstrate proficiency in writing across platforms.
- Learners will be able to conceptualize, design, and produce one or more works in media based on effective principles and practices of media aesthetics for a target audience.
- Learners will acquire the knowledge and skills required to pursue a career in the specialization of their choice.
<p>| Subjects |
|------------------|------------------|------------------|
| <strong>Semester – I</strong> | <strong>Credits</strong>      | <strong>Semester – II</strong> |
| 1. Fundamentals of Mass Communications (Major) | 04 | 1. Introduction to Advertising (Major) |
| <strong>Course Code:</strong> MM23101MM | | <strong>Course Code:</strong> MM23201MM |
| 2. Media, Gender &amp; Culture (Major) | 02 | 2. Introduction to Journalism (Major) |
| <strong>Course Code:</strong> MM23102MM | | <strong>Course Code:</strong> MM23202MM |
| 3. History of Media (Minor) | 02 | 3. History of Broadcasting (Minor) |
| <strong>Course Code:</strong> MM23103MN | | <strong>Course Code:</strong> MM23203MN |
| 4. Visual Communication (Open Elective) | 02 | 4. Current Affairs (Open Elective) |
| <strong>Course Code:</strong> MM23104OE | | <strong>Course Code:</strong> MM23204OE |
| 5. Web Designing General Management (Open Elective optional) | 02 | 5. Office Automation Fundamentals of Marketing (Open Elective optional) |
| <strong>Course Code:</strong> IT23106OE | | <strong>Course Code:</strong> IT 23206OE |</p>
<table>
<thead>
<tr>
<th></th>
<th>Course Code: MM23105VS</th>
<th>Course Code: MM23205VS</th>
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<tbody>
<tr>
<td>6.</td>
<td>Effective Communication-I (VSEC)</td>
<td>6. Content Writing (VSEC)</td>
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<td>MM23205VS</td>
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<tr>
<td>7.</td>
<td>Content Writing: Presentation and Web Writing (SEC)</td>
<td>7. Writing Skills (SEC)</td>
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<td>MM23206SE</td>
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<td>8.</td>
<td>Effective Communication – II (AEC)</td>
<td>8. Effective Communication: Writing Skills in Organization (AEC)</td>
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<td></td>
<td>MM23107AE</td>
<td>MM23207AE</td>
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<td></td>
<td>MM23108VE</td>
<td>MM23208VE</td>
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<td>10.</td>
<td>Foundation Course – I (IKS)</td>
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# Modules at a Glance

<table>
<thead>
<tr>
<th>Level</th>
<th>Semester</th>
<th>Faculty – DSC</th>
<th>Any Faculty</th>
<th>Vocational &amp; Skill Enhancement Courses (VSC)</th>
<th>Ability Enhancement Courses (AEC) / Indian Knowledge System (IKS)</th>
<th>Credit</th>
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<tr>
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<td>GE &amp; OE</td>
<td>AEC</td>
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<td>Course – II</td>
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<td>Course – II</td>
<td>Course – I</td>
<td>Course – II</td>
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<tr>
<td>Level 4.5</td>
<td>I</td>
<td>Fundamentals of Mass Communication</td>
<td>Media, Gender &amp; Culture</td>
<td>History of Media</td>
<td>Visual Communication</td>
<td>General Management OR Web Designing</td>
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<td></td>
<td>II</td>
<td>Introduction to Advertising</td>
<td>Introduction to Journalism</td>
<td>History of Broadcasting</td>
<td>Current Affairs</td>
<td>Office Automation OR Fundamentals of Marketing</td>
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<td>Sr. No.</td>
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<td>Category</td>
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<td>Total Marks</td>
<td>Credits</td>
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<td>1.</td>
<td>MM23101MM</td>
<td>Fundamentals of Mass Communication</td>
<td>Major (Course- I) (MM)</td>
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<td>History of Media</td>
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<td>4.</td>
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<td>Visual Communication</td>
<td>Open Electives (OE)</td>
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<td>02</td>
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<td>5.</td>
<td>MM23105VS</td>
<td>Effective Communication - I</td>
<td>Vocational Skill Course (VS)</td>
<td>03</td>
<td>100</td>
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<tr>
<td>6.</td>
<td>MM23106SE</td>
<td>Content Writing: Presentation and Web Writing</td>
<td>Skill Enhancement Course (SE)</td>
<td>03</td>
<td>100</td>
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<td>7.</td>
<td>MM23107AE</td>
<td>Effective Communication - II</td>
<td>Ability Enhancement Course (AE)</td>
<td>03</td>
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<td>8.</td>
<td>MM23108VE</td>
<td>Business Environment</td>
<td>Value Enhancement Course (VE)</td>
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<td>9.</td>
<td>MM23109IK</td>
<td>Foundation Course - I</td>
<td>Indian Knowledge System (IKS)</td>
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<td>MM23201MM</td>
<td>Introduction to Advertising</td>
<td>Major (Course- I) (MM)</td>
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<td>11.</td>
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<td>Introduction to Journalism</td>
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<td>13.</td>
<td>MM23204OE</td>
<td>Current Affairs</td>
<td>Open Electives (OE)</td>
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<td>15.</td>
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<td>Writing Skills</td>
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<td>16.</td>
<td>MM23207AE</td>
<td>Writing Skills in Organization</td>
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<td>Foundation Course - II</td>
<td>Value Enhancement Course (VE)</td>
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</table>
SEMESTER I
FUNDAMENTALS OF MASS COMMUNICATION
Course Code: MM23101MM

COURSE OUTCOME:
CO1. To introduce students to the history, evolution and the development of Mass Communication in the world with special reference to India.
CO2. To study the evolution of Mass Media as an important social institution.
CO3. To understand the development of Mass Communication models.
CO4. To develop a critical understanding of Mass Media.
CO5. To understand the concept of New Media and Media Convergence and its implications.

MODULES AT A GLANCE

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Module/Units</th>
<th>No of lectures</th>
<th>Credit Points</th>
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<tbody>
<tr>
<td>1.</td>
<td>Introduction and Overview</td>
<td>15</td>
<td>04</td>
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<tr>
<td>2.</td>
<td>History of Communication</td>
<td>15</td>
<td></td>
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<tr>
<td>3.</td>
<td>Major Forms of Mass Media</td>
<td>15</td>
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<td>4.</td>
<td>Impact of Mass Media on Society</td>
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<td>MARKS</td>
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<td>FUNDAMENTALS OF MASS COMMUNICATION</td>
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</table>

Lects per week: 04

<table>
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<tr>
<th>Module</th>
<th>Topics</th>
<th>Details</th>
<th>Lectures</th>
</tr>
</thead>
</table>
| I      | Introduction and overview | Meaning and importance of Mass Communication  
Models of Communication: Gerber’s Model, Sociological Model, Gatekeeping Model, Defleur’s Model of the Taste-differentiated Audience Model, Hub Model, Sadharanikaran | 15 |
| II     | History of Communication | 1. Earlier Forms of Oral Communication Through Folk Media (kirtan, Davandi, Powada, Nagara)  
2. From Electric to Electronic communication, From Electric to Digital communication, Contemporary Scene in Indian communication landscape | 15 |
| III    | Major Forms of Mass Media | 1. Traditional & AMPS (Advanced Mobile Phone System) Folk Media  
2. Print: Books, Newspapers, Magazines  
3. Broadcast: Television, Radio  
4. Films  
5. Internet | 15 |
| IV     | Impact of Mass Media on Society | A. I. Social Impact (With social reformers who have successfully used mass communication)  
II. Political Impact (With political leaders who have successfully used mass communication)  
III Economic Impact (With how economic changes were brought about by mass communication) | 15 |
LEARNER’S SPACE:

1. *Mcquail's Mass Communication Theory*, Denis Mcquail, Om Books; Sixth edition (1 September 1900)

INNOVATE PEDAGOGY:

Students will be given the task of making Models of Communication: Gerber’s Model, Sociological Model, Gatekeeping Model, Defleur’s Model of the Taste-differentiated Audience Model, Hub Model, Sadharanikaran and through those models they will taught about mass communication.

RECOMMENDED REFERENCE BOOKS:

12. India’s Communication Revolution: From Bullock Carts to Cyber Marts, Dr. Arvind Singhal, SAGE India; First edition (20 November 2000)

RECOMMENDED ICT BACKUP:
https://sde.uoc.ac.in/sites/default/files/sde_videos/FundamentalsofCommunication.pdf

LIST OF MOOC PROGRAMS:
https://www.udemy.com/course/media-training-starter-series/
https://www.coursera.org/learn/communication-strategies-virtual-age

SYLLABI REFERRED FROM:
1. Mithibai College
2. Kishinchand Chellaram College
3. Savitribai Phule Pune University

<table>
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<th>Projects for Internal Evaluation</th>
<th>40 MARKS</th>
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<tr>
<td>1. Class Test – 20 marks (Compulsory)</td>
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<tr>
<td>2. Assignment – 07 marks</td>
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<tr>
<td>3. Presentation – 08 marks (Debate/Group Discussion, Film (Any type of film, no language barrier)/Magazine/Newspaper/Folk Media/Book (fiction/non-fiction)/TV Show (Fiction/Non-Fiction); Any one to be selected – individual/group evaluation)</td>
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<tr>
<td>4. Active Participation – 5 marks</td>
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</table>
SEMESTER-I
MEDIA, GENDER AND CULTURE
Course Code: MM23102MM

COURSE OUTCOME:
CO1. Learners will become Gender-sensitive Indicators for Media contributing to gender equality
CO2. Learners will understand about women's empowerment in all forms of media
CO3. Learners will learn about Media consumption

MODULE AT A GLANCE

<table>
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<tr>
<th>Sr. No.</th>
<th>Module/Units</th>
<th>No of lectures</th>
<th>Credit Points</th>
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<tr>
<td>1.</td>
<td>Introduction to Cultural Studies</td>
<td>10</td>
<td>02</td>
</tr>
<tr>
<td>2.</td>
<td>Media: Gender and Culture</td>
<td>10</td>
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<tr>
<td>4.</td>
<td>Globalization and Media Culture</td>
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<tr>
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<td>MEDIA, GENDER &amp; CULTURE</td>
<td>02</td>
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<th>Module</th>
<th>Topics</th>
<th>Details</th>
<th>Lectures</th>
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</thead>
<tbody>
<tr>
<td>I</td>
<td>Introduction to Cultural Studies</td>
<td>Features of cultural studies, Need and significance of cultural studies and media</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Evolution, Need, Concepts and Theories</td>
<td>Concepts related to culture- Acculturation, enculturation, ethnocentrism, cultural relativism, cultural shock and its relevance in media</td>
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<tr>
<td>II</td>
<td>Media: Gender and Culture</td>
<td>Culture, industry and media- commodification, memes, representation, articulation, popular culture, power, cyber culture</td>
<td>10</td>
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<tr>
<td></td>
<td></td>
<td>Culture industry and communication - with reference to film, TV, social media, advertisements etc.,</td>
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<td></td>
<td>2. Role and Influence of Media</td>
<td>The influence of media on views of gender (theme, under representation, stereotypes, women and men, stereotype images, roles etc.)</td>
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<td></td>
<td></td>
<td>Gender equality and media</td>
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<td>Gender issues in news media (TV, radio, newspapers &amp; online news)</td>
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<td>III</td>
<td>Globalization and Media Culture</td>
<td>Global, Local, Consumer and The Recent Trends</td>
<td>10</td>
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<tr>
<td></td>
<td>1. Media imperialism</td>
<td>1.</td>
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<td></td>
<td>3. Consumer culture and media in the era of globalization.</td>
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**LEARNER’S SPACE:**

INNOVATE PEDAGOGY:

As this course will be studied under Multimedia and Mass Communication Programme, learners will be asked to present and discuss case studies on What does gender equality in education mean? Why does gender equality in education matter? What affects the achievement of gender equality in education? Why is gender often not adequately addressed? and so on. Learners will be asked to prepare a questionnaire on Impact of media on gender and culture and will be asked to prepare a report based on their research. Will be given activities on Use gender-neutral language, Avoid stereotyping children.

RECOMMENDED REFERENCE BOOKS:

2. Cultural Studies- Theory and Practice, Chris Barker, SAGE Publications Ltd; Fifth edition (11 June 2016)
3. An Introduction to Cultural Studies, Promod K. Nayar, VIVA BOOKS PRIVATE LIMITED (1 January 2016)
4. Culture Change in India- Identity and Globalisation, Yogendra Singh, Rawat Pubns (1 January 2000)

RECOMMENDED ICT BACKUP:

https://ivypanda.com/essays/how-our-culture-is-affected-by-the-media/
https://open.lib.umn.edu/mediaandculture/
https://repository.upenn.edu/cgi/viewcontent.cgi?article=1333&context=asc_papers

LIST OF MOOC PROGRAMS:

https://onlinecourses.swayam2.ac.in/cec21_lg06/preview
https://onlinecourses.nptel.ac.in/noc20_hs32/preview
https://onlinecourses.nptel.ac.in/noc22_hs111/preview

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<td></td>
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<td>3. Presentation – 08 Marks</td>
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<tr>
<td>a. Individual: Enact a character (epic, historical, national or social leader through speech, poetry). Essential a mono act not more than 2 minutes</td>
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<tr>
<td>b. Group: improvise on a current affairs topic and create a street play. Enact it within the college campus or outside the college gate. Not more than 5 minutes per team. Team should essentially be small. 5-6 members.</td>
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</tr>
<tr>
<td>c. Class: Watch a live performance of a play and write a review consisting of its special features.</td>
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<tr>
<td>4. Active Participation – 5 Marks</td>
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</table>
SEMESTER-I
(MINOR) HISTORY OF MEDIA
Course Code: MM23103MN

**COURSE OUTCOME:**

CO1. Learner will be able to understand Media history through key events in the cultural history.
CO2. To enable the learner to understand the major developments in media history.
CO3. To understand the history and role of professionals in shaping communications.
CO4. To understand the values that shaped and continues to influence Indian mass media.

**MODULES AT A GLANCE**

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<tr>
<td>1.</td>
<td>Introduction</td>
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<td>2.</td>
<td>Language Press</td>
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<td>3.</td>
<td>Media Icons</td>
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<td><strong>Total</strong></td>
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<tr>
<td>Modules</td>
<td>Topics</td>
<td>Details</td>
<td>Lectures</td>
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</tr>
</tbody>
</table>
| I       | Evolution of Press in India | a. Newspaper – the rise of the voice of India during British rule  
  b. India’s Freedom Struggle and Role of Media  
  c. Post-Independence and rise of Newspapers, Newspapers – a social aspect for freedom struggle, PRESS ACTS of India. Press during the Emergency Period.                                                                 | 10       |
| II      | History of Indian Language Press in India | a. Rise of Hindi Language Newspapers, Regional Press and its popularity of Indian regional languages in various regions Vernacular Press Act 1876 (detailed report on vernacular press in India referring to newspapers)                                                                 | 10       |
| III     | Role of Media Icons in The History of Indian Media | 1. Raja Rammohan Roy  
  2. Bal Gangadhar Tilak  
  3. M.K. Gandhi  
  4. B.R. Ambedkar  
  5. KP Kesava Menon  
  6. K.C Mammen Mapillai  
  7. Maulana Abdul Kalam Azad  
  Contemporary Media Icons and their role in changing the media landscape.                                                                                                                                                       | 10       |

**LEARNER’S SPACE:**

A Social History of Media: From Gutenberg to the Internet  
Published by Wiley, 2005

**INNOVATE PEDAGOGY:**
Students will be asked to collect paper clips containing information about past Media icons. Scrap-books will be prepared to maintain information about past and present Media icons. A detailed report on vernacular press in India referring to newspapers will be prepared.

**RECOMMENDED REFERENCE BOOKS:**

1. Hands on Media History
2. A History of Communications
3. A Social History of the Media
4. Narrating Media History
5. The Press and America: An Interpretive History of the Mass Media

**RECOMMENDED ICT BACKUP:**

- https://www.sciencedirect.com/topics/social-sciences/media-history
- https://open.lib.umn.edu/mediaandculture/chapter/1-3-the-evolution-of-media/

**LIST OF MOOC PROGRAMS:**

- https://www.udemy.com/course/media-training-starter-series/

**SYLLABI REFERRED FROM:**

1. Mithibai College
2. Kishinchand Chellaram College
3. Savitribai Phule Pune University

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<tr>
<th>Projects for Internal Evaluation</th>
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<th>MARKS</th>
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<td>1. Class test – 20 marks (compulsory)</td>
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</tr>
<tr>
<td>2. Projects/Assignments – 07 mark</td>
<td></td>
<td></td>
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<tr>
<td>3. Quiz competition - 08 marks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Active participation – 5 marks</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Topics are to be suggested by the concerned faculty and choice is to be given to students to choose from the given topics.</em></td>
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</tr>
</tbody>
</table>
SEMESTER-I
(OE) VISUAL COMMUNICATION
Course Code: MM23104OE

COURSE OUTCOME:
CO1. To provide students with tools that would help them visualize and communicate.
CO2. Understanding Visual communication as part of Mass Communication
CO3. To acquire basic knowledge to be able to carry out a project in the field of visual communication
CO4. To acquire basic knowledge in theories and languages of Visual Communication
CO5. The ability to understand and analyse visual communication from a critical perspective

MODULE AT A GLANCE

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Module/Units</th>
<th>No of Lectures</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Development of Visual Communication</td>
<td>10</td>
<td>02</td>
</tr>
<tr>
<td>2.</td>
<td>Impact of Colours, Language and Culture in the age of social media</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Channels of Visual Communication</td>
<td>10</td>
<td></td>
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<td>COURSE CODE</td>
<td>PAPER TITLE</td>
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<td>MARKS</td>
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<tr>
<td>MM23104OE</td>
<td>VISUAL COMMUNICATION</td>
<td>02</td>
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Lectures per week: 03

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Details</th>
<th>Lectures</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Development of Visual Communication</td>
<td>1. History and development of Visuals&lt;br&gt;2. Need and importance of visual communication&lt;br&gt;3. Visual Communication as a process and as an expression, Language and visual communication&lt;br&gt;4. Visible concepts&lt;br&gt; - Plans and organizational charts&lt;br&gt; - Maps&lt;br&gt; - Chronologies</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Colors and Design in Visual Communication</td>
<td>1. Ethics&lt;br&gt;2. Impact of Language and culture, Images and messages, Signs &amp; Symbols (GIF, etc.)&lt;br&gt;3. Audience Behavior&lt;br&gt;Visual stereotyping in social media</td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>Channels of Visual Communication</td>
<td>10</td>
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</tr>
</tbody>
</table>

**LEARNER’S SPACE:**

Theories of Visual Communication:
1) SENSUAL THEORIES: Gestalt, Constructivism, Ecological
2) PERCEPTUAL THEORIES: Semoitics, Cognitive
3) Invisible Concepts: Generalization Theories, Feelings or attitudes
INNOVATE PEDAGOGY:

The learners will be taught to examine the filmic spaces and function to enhance their creative thinking. Learners will be taught Digital Images, Animation & VFX.

RECOMMENDED REFERENCES BOOKS:

1. Handbook of Visual Communication Edited by Ken Smith/Sandra Moriarty/Gretchen Barbatsis & Keith Kenny
2. Visual Communication Theory and Research by Shahira Fahmy, Mary Angela Bock & Wayne Wanta
3. Visual Communication by Ralph E Wileman

RECOMMENDED ICT BACKUP:

https://journals.sagepub.com/home/vcj
https://www.techsmith.com/blog/why-visual-communication-matters/

LIST OF MOOC PROGRAMS:

https://www.udemy.com/course/master-communication-skills/
https://onlinecourses.nptel.ac.in/noc23_ar22/preview

SYLLABI REFERRED FROM:

1. Mithibai College
2. Kishinchand Chellaram College
3. Savitribai Phule Pune University

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<td>2. Project &amp; Assignment – 10 Marks</td>
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<tr>
<td>3. Presentation – 05 Marks (PPT Presentations)</td>
<td></td>
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<tr>
<td>4. Active Participation – 5 Marks</td>
<td></td>
</tr>
</tbody>
</table>
SEMESTER-I
(VSEC) EFFECTIVE COMMUNICATION-I
Course Code: MM23105VS

COURSE OUTCOME:
CO1. Learners will be able to develop critical thinking
CO2. Learners will be able to understand Logical and reasoning thinking
CO3. Learners will become aware of functional and operational use of language in media.
CO4. The course will emphasize professional translating skills and effective presentation.

MODULES AT A GLANCE

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Module/Units</th>
<th>No of lectures</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Thinking</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Presentation</td>
<td>10</td>
<td>02</td>
</tr>
<tr>
<td>3.</td>
<td>Translation</td>
<td>10</td>
<td></td>
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<tr>
<td></td>
<td>Total</td>
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<td></td>
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<td>COURSE CODE</td>
<td>PAPER TITLE</td>
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<td>MARKS</td>
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<tr>
<td>MM23105VS</td>
<td>EFFECTIVE COMMUNICATION - I</td>
<td>02</td>
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</table>

| Lectures per week | 03 |

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Details</th>
<th>Lectures</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Thinking</td>
<td>1. Types of thinking (rational, logical, critical, lateral etc.) Errors in thinking, Partialism, Time scale, Egocentricity, Prejudices, Adversary Thinking</td>
<td>10</td>
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<tr>
<td></td>
<td></td>
<td>2.</td>
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<tr>
<td>II</td>
<td>Presentation</td>
<td>1. Presentation, its importance, Steps in Making a Presentation, Dos and Don’ts, Delivering a Presentation</td>
<td>10</td>
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<td></td>
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<td>2.</td>
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<tr>
<td>III</td>
<td>Translation</td>
<td>1. Concept, importance, need for translation, challenges in translation, problems and importance of Information and Technology in translation</td>
<td>10</td>
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<td></td>
<td></td>
<td>2. Interpretation: Meaning, Difference between interpretation and translation</td>
<td></td>
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<td>3. Translator and his role in media, Qualities, Importance of Translator, Challenges faced by translator</td>
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</tbody>
</table>

**LEARNER’S SPACE:**


**INNOVATE PEDAGOGY:**

Learners will be taught translation through exercises based on Paraphrases for translation. Reading will be done in English, Hindi and Marathi to develop vocabulary. Quiz will be given to solve which will develop their syntax structure.

**RECOMMENDED REFERENCE BOOKS:**

4. A Textbook of Translation, Peter Newmark, Prentice Hall (October 1, 1988)

RECOMMENDED ICT BACKUP:

http://ijrar.com/upload_issue/ijrar_issue_140.pdf
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2793758/

LIST OF MOOC PROGRAMS:

https://www.coursera.org/learn/wharton-communication-skills
https://www.udemy.com/course/mastering-effective-communication/

SYLLABI REFERRED FROM:

1. Mithibai College
2. Kishinchand Chellaram College
3. Savitribai Phule Pune University

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<tr>
<td>3. Presentation – 08 Marks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Active Participation – 05 Marks</td>
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</tbody>
</table>
SEMESTER-I
(SEC) CONTENT WRITING: PRESENTATION AND WEB WRITING
Course Code: MM2306SE

COURSE OUTCOME:
CO1: To investigate very effective resonance and presentation techniques
CO2: To create stunning visuals
CO3: To effectively communicate ideas, they must be clearly articulated.

MODULE AT A GLANCE

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Module/Units</th>
<th>No of Lectures</th>
<th>Credit Points</th>
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<tbody>
<tr>
<td>1.</td>
<td>Presentation Tools</td>
<td>10</td>
<td>02</td>
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<tr>
<td>2.</td>
<td>Presentation Techniques</td>
<td>10</td>
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<tr>
<td>3.</td>
<td>Writing for the web</td>
<td>10</td>
<td></td>
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<td>Total</td>
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<td>MARKS</td>
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<tr>
<td>MM23106SE</td>
<td>CONTENT WRITING: PRESENTATION AND WEB WRITING</td>
<td>02</td>
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Lectures per week: 03

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<tr>
<td>I</td>
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<tr>
<td></td>
<td>Presentation Tools</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>1. Power Point Presentation</td>
<td>Use of Power Point tools</td>
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<tr>
<td></td>
<td>Use of clip art</td>
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<tr>
<td></td>
<td>Use of Power Point smart tools</td>
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<td></td>
<td>Minimalist animation for maximum impact</td>
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<tr>
<td>2. Three-minute presentation</td>
<td>Content for single slide</td>
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<td></td>
<td>Uses of phrases</td>
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<tr>
<td></td>
<td>Effective word selection</td>
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<td></td>
<td>Effective presentation</td>
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<tr>
<td>II</td>
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<td></td>
<td>10</td>
</tr>
<tr>
<td>Presentation Techniques</td>
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<tr>
<td>1. Info graphic</td>
<td>Colour selection</td>
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<tr>
<td></td>
<td>Use of clip art</td>
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<tr>
<td></td>
<td>Use of Power Point smart tools</td>
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<tr>
<td></td>
<td>Minimalist animation for maximum impact</td>
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<tr>
<td>2. Google Advance search</td>
<td>How to select relevant information</td>
<td></td>
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<td></td>
<td>Locating authentic information</td>
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<td></td>
<td>How to gather information for domestic and international websites?</td>
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<tr>
<td>3. Plagiarism</td>
<td>How to do a plagiarism check, Paraphrasing, Citation and referencing style</td>
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<td>III</td>
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<td>10</td>
</tr>
<tr>
<td>Writing for the Web</td>
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</tr>
<tr>
<td>1. Content is King</td>
<td>Importance of content</td>
<td></td>
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<tr>
<td>2. Less is more</td>
<td>Writing for print media/ social media like Twitter, etc</td>
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<tr>
<td>3. Copy writing</td>
<td>Ad campaigns (creative, witty and attractive)</td>
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<tr>
<td>4. Realtime content</td>
<td>Difference in writing for print vs digital</td>
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<tr>
<td>5. Keywords</td>
<td>Designing keywords for Search Engine Optimization</td>
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</table>
LEARNER’S SPACE:

The learners will be able to draw the essence of elaborate reports, research papers and present in three minutes.

INNOVATE PEDAGOGY:

Learners will be taught Designing keywords for Search Engine Optimization. They will be made to prepare creative, witty and attractive Ad campaigns. Info graphic and Google advance search will be taught.

RECOMMENDED REFERENCES BOOKS:

1. The Editor’s Toolbox by Buck Ryan and Michael O’ Donnell, Surjeet Publication
2. Writing for the Mass Media by James Glen Stovall
3. A Handbook of Rhetorical Devices by Robert A Harris

RECOMMENDED ICT BACKUP:

https://www.viget.com/articles/how-to-write-a-web-article/

LIST OF MOOC PROGRAMS:

https://www.udemy.com/course/presentation-skills-secrets/

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<td>4. Active Participation – 5 Marks</td>
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</table>
SEMESTER-I  
(AEC) EFFECTIVE COMMUNICATION-II  
Course Code: MM23107AE

COURSE OUTCOME:
CO1. To introduce key concepts of communications.
CO2. To equip or enhance students with structural and analytical reading, writing and thinking skills.

<table>
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<th>No of lectures</th>
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<tr>
<td>1.</td>
<td>Introduction to Communication</td>
<td>10</td>
<td>02</td>
</tr>
<tr>
<td>2.</td>
<td>Media: Oral Communication and Listening Skills</td>
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<tr>
<td>3.</td>
<td>Reading – English, Hindi or Marathi</td>
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<td>TOTAL</td>
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</tr>
<tr>
<td>I</td>
<td>Introduction to Communication</td>
<td>The concept of communication 1. Meaning of Communication, its concepts, process, Importance of Communication in Media; Differences between Technical and General Communication; Barriers to Communication; Measures to Overcome the Barriers to Communication. 2. Types of Communication- Formal and informal, its characteristics, merits and demerits; Verbal Communication- Characteristics, Importance of verbal communication, Oral communication, its characteristics, advantages, disadvantages, Written communication, its characteristics, advantages, and disadvantages; Non-verbal Communication- Types and Significance</td>
<td>10</td>
</tr>
<tr>
<td>II</td>
<td>Media: Oral Communication and Listening Skills</td>
<td>Oral communication 1. Anchoring, voice modulation, interview, public speaking, skits/plays, panel discussions, voice over, elocution, debates and group discussion 2. Listening Process; Classification of Listening; Purpose of Listening; Common Barriers to the Listening Process; Measures to Improve Listening; Listening as an Important Skill in workplace</td>
<td>10</td>
</tr>
<tr>
<td>III</td>
<td>Reading – English, Hindi or Marathi</td>
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</tbody>
</table>
LEARNER’S SPACE:

Six Hats of thinking by Edward de Bono Communication Skills by Sanjay Kumar

INNOVATE PEDAGOGY:

Communication can be improved by implementing a strategy that describes who you will communicate with, what you will be communicating and how. This will be taught under this course. The learners will learn to Build Connections by meeting Peers, School Leaders, And Potential Partners.

- Will be taught to develop Interpersonal Skills
- Interactive learning
- Providing the right tools of communication
- Conveying important points clearly and concisely.
- Taught to use multiple modes of communication.
- How to be mindful of tone.
- Maintaining awareness of body language and nonverbal cues.
- Exercises will be given to practice to focus on what others say and acknowledge it.
RECOMMENDED REFERENCE BOOKS:

1. Word Power Made Easy by Norman Lewis
2. Wren and martin for English Grammar

RECOMMENDED ICT BACKUP:

https://www.lib.eduhk.hk/permalink/record/alma991010956219703410
https://www.lib.eduhk.hk/permalink/record/alma991005121269703410

LIST OF MOOC PROGRAMS:

https://www.udemy.com/course/communication-masterclass-the-secrets-of-effective-communication/
https://www.udemy.com/course/learn-to-read-faster/

SYLLABI REFERRED FROM:

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<td>4. Active Participation – 05 Marks</td>
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</table>
SEMESTER-I
(VEC) BUSINESS ENVIRONMENT
Course Code: MM23108VE

COURSE OUTCOME:

C01: Learners will understand the term “Business environment” represents the sum of all the individuals, institutions, competing organizations, government, courts, media, investors, and other factors outside the power of the business organizations.

C02: Will understand how business environment affects the business performance.

C03: Will learn changes in government economic policies, rapid changes in technology, changes in consumer tastes and preferences, increasing market competition, etc.

C04: Will develop critical analysis about the business organizations’ power and how it affects the business performance immensely.

C05: This subject helps to gain idea about the factors affecting business world at internal and external level, local and global level.

C06: Students learn the effects of Liberalisation, Privatisation and Globalisation on the scope of business.

C07: Students will understand the environmental issues related to the business practices and would feel more responsible towards protection of Nature while being in Business.

MODULE AT A GLANCE

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<tbody>
<tr>
<td>1</td>
<td>Introduction To Business Environment</td>
<td>06</td>
<td>02</td>
</tr>
<tr>
<td>2</td>
<td>Political And Legal Environment</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Social Cultural Environment, Technological Environment, Competitive Environment and International Environment</td>
<td>12</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>30</strong></td>
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<tr>
<td>COURSE CODE</td>
<td>PAPER TITLE</td>
<td>CREDITS</td>
<td>MARKS</td>
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<tr>
<td>MM23108VE</td>
<td>BUSINESS ENVIRONMENT</td>
<td>02</td>
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</table>

Lectures per week: 03

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Details</th>
<th>Lectures</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Introduction To Business Environment</td>
<td></td>
<td>06</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Business: Meaning, Definition, Nature &amp; Scope</td>
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<tr>
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<td>2. Business Environment: Meaning, Characteristics, Scope and</td>
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<td></td>
<td></td>
<td>Significance, Components of Business Environment</td>
<td></td>
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<td></td>
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<td>3. Internal Environment: Value system, Mission, Objectives, Organizational</td>
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<td></td>
<td></td>
<td>Structure, Organizational Resources, Company Image, Brand Equity</td>
<td></td>
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<td></td>
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<td>4. External Environment: Firm, customers, suppliers, distributors,</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Competitors, Society</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>Political And Legal Environment</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Political Institutions: Role of government in</td>
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<td></td>
<td></td>
<td>2. Business, Legal framework in India</td>
<td></td>
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<td></td>
<td>3. Economic environment: economic system and economic policies. Concept</td>
<td></td>
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<td></td>
<td></td>
<td>of Capitalism, Socialism and Mixed Economy</td>
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<td></td>
<td>5. Waste management measures for disposing industrial Waste, Waste</td>
<td></td>
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<td></td>
<td></td>
<td>water treatment before disposal in water bodies, Adopting pollution</td>
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<td></td>
<td></td>
<td>control measures, Installation of Pollution control devices.</td>
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<td>6. The importance and ways to recycle the wastes (solids and liquid)</td>
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<tr>
<td></td>
<td></td>
<td>in systematic way to achieve ‘Go Green’ concept in the Business world.</td>
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<tr>
<td>III</td>
<td>Social Cultural Environment, Technological</td>
<td></td>
<td>12</td>
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<tr>
<td></td>
<td>Environment, Competitive Environment and</td>
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<td></td>
<td>International Environment</td>
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</table>

**Justification:** Students should know the current trends in the Business world at Domestic and International level. Impact of Climate change and working over Waste Management are crucial issues that young generation must know while entering the Business world.

**Job oriented skill development topics:**

1. SWOT Analysis
2. Technological environment
3. Waste Management
4. Corporate Social Responsibility

**LEARNER’S SPACE:**

Students are given assignment relating to different industries in the Business world and in group activity they are asked to present the details about the industry. This helps to build confidence to present and know about various industries. This helps to work in the corporate world.

**INNOVATE PEDAGOGY:**

Group Discussion giving topic of different industry to different group to discuss the internal and external factors having impact on the industry.

Suggesting websites to see for waste management options applied by different industries Visit to MIDC area and pollution control Board.

Giving assignment to study different states and business based there w.r.t. the social and cultural environment and do presentation.
RECOMMENDED REFERENCES BOOKS:

1. Essentials of Business Environment - K. Aswathappa
2. Two decades of LPG - Dr. Francis Cherunila

RECOMMENDED ICT BACKUP:

https://www.wto.org/

LIST OF MOOC PROGRAMS:

https://onlinecourses.swayam2.ac.in/imb22_mg02/preview
https://www.edx.org/course/understanding-the-business-environment

SYLLABI REFERRED FROM:

1. Mithibai College
2. Kishinchand Chellaram College
3. Savitribai Phule Pune University

<table>
<thead>
<tr>
<th>Projects for Internal Evaluation</th>
<th>40 MARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Class Test – 20 Marks (Compulsory)</td>
<td></td>
</tr>
<tr>
<td>2. Project &amp; Assignment – 07 Marks</td>
<td></td>
</tr>
<tr>
<td>3. Presentation – 08 Marks (PPT Presentations)</td>
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<tr>
<td>4. Active Participation – 5 Marks</td>
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</table>
SEMESTER I
(IKS) FOUNDATION COURSE- I
Course Code: MM23109IK

COURSE OUTCOME:

CO1: The students would have increased awareness and accountability as a citizen.
CO2: It would bring increased competitiveness and empathy among the students.
CO3: To make students aware about the basic knowledge relating to Human rights, environment and several problems associated with Indian society to make students more known regarding stress and conflicts.

MODULE AT A GLANCE

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Module/Units</th>
<th>No of Lectures</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Globalization and Indian Society</td>
<td>10</td>
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<tr>
<td>2.</td>
<td>Human Rights</td>
<td>10</td>
<td>02</td>
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<tr>
<td>3.</td>
<td>Ecology</td>
<td>10</td>
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<tr>
<td>Module</td>
<td>Topics</td>
<td>Details</td>
<td>Lectures</td>
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</tbody>
</table>
| I      | Globalization and Indian Society | 1. Understanding the concepts of liberalization, privatization and globalization  
2. Growth of information technology and communication and its impact manifested in everyday life; Changes in employment sector due to globalization | 10 |
| II     | Human Rights | 1. Indian Constitution: Structure of the Constitution-Preamble  
2. Concept of Human Rights-  
3. Characteristics of Human Rights  
4. Fundamental Rights stated in the Constitution  
5. Recent developments in Human rights.  
6. Fundamental Duties of the Indian Citizens | 10 |
| III    | Ecology | 1. Importance of Environment Studies in the current developmental context  
2. Components of Environment,  
3. Types and Structure of Ecology  
4. Environmental Degradation- causes and impact on human life;  
5. Sustainable development - concept and components. | 10 |

**LEARNER’S SPACE:**

Global Business Management Foundations by Leslie Willcocks

**INNOVATE PEDAGOGY:**

The aim of adopting this course as a part of Multimedia and Mass communication is to make learners aware of India’s past, its constitution and how our India has become in the present. Accordingly, modules have been developed for this course. To make these modules interesting learners will be made to give presentation on Globalization topic. Learners will be asked to make
reports related environment. Case studies will be discussed related to Fundamental rights. Also learners will be asked to read several case studies related to Human Rights and will be made to present it in the classroom.

RECOMMENDED REFERENCES BOOKS:

2. F.C. II –Mascarenhas & Mody (Marvel Publication).
5. Foundation Course-II in Contemprory Issues, Pragati Publications.

RECOMMENDED ICT BACKUP:

https://www.jstor.org/journal/ecology

LIST OF MOOC PROGRAMS:

https://www.coursera.org/learn/humanrights
https://nptel.ac.in/courses/109105113
https://www.coursera.org/learn/ecology-conservation

SYLLABI REFERRED FROM:

1. Mithibai College
2. Kishinchand Chellaram College
3. Savitribai Phule Pune University

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<td></td>
</tr>
<tr>
<td>2. Project – 07 marks</td>
<td></td>
</tr>
<tr>
<td>3. Assignment – 08 Marks</td>
<td></td>
</tr>
<tr>
<td>4. Active Participation – 5 Marks</td>
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</table>
SEMESTER I
(0E)GENERAL MANAGEMENT

Course Code:

<table>
<thead>
<tr>
<th>COURSE OUTCOME:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO1. To understand the basics of management.</td>
</tr>
<tr>
<td>CO2. To study functions of management.</td>
</tr>
<tr>
<td>CO3. To apply the management principles in his / her real life</td>
</tr>
<tr>
<td>CO4. To plan and organise different activities and events</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>MODULE AT A GLANCE</th>
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<tbody>
<tr>
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<td>GENERAL MANAGEMENT</td>
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</table>

| Lectures per week | 03 |

<table>
<thead>
<tr>
<th>Modules</th>
<th>Topics</th>
<th>Details</th>
<th>Lectures</th>
</tr>
</thead>
</table>
| I | Introduction to Management | • Management: Concept, Significance, Role & Skills, Levels of Management, Managerial Grid.  
• Evolution of Management thoughts, Contribution of F.W Taylor, Henri Fayol and Contingency Approach  
• Case Study | 10 |
| II | Functions & Principles of Management | Functions of Management  
• MBO & MBE  
• Planning & Organizing  
• Departmentation, Span of Control, Delegation | 10 |
| III | Introduction to Leadership, Motivation & Coordination | • Meaning, Characteristics, Styles and Qualities of Good Leader, Ways to develop leadership skill  
• Directing: Meaning and Process  
• Co-ordination as an Essence of Management  
• Biography of some great leaders’ form India & out of India as well  
• Team Building | 10 |

**Objective:** To make the students aware about Management philosophy towards business, customers and employees.

**LEARNER’S SPACE:**

Case studies can be given to students which will give them insight of topics. Assignment and group projects can be done by students to get real knowledge of projects. Practical calculations in questions will bring clear understanding about funds estimation of projects.

**INNOVATE PEDAGOGY:**

Faculties often use cases, simulations, and projects to achieve learning objectives in the Principles of Management Subject. Many topics such as functions & principles can be taught through role-play method.
Guest lectures can be organized wherein eminent professionals from the industry can share their experiences and enable the aspiring students to broaden their vision.

**RECOMMENDED REFERENCES BOOKS:**

- The Practice of Management by Peter F. Drucker.
- Management: Tasks, Responsibilities and Practices by Peter. F. Drucker.
- People and Performance by Peter F. Drucker.

**RECOMMENDED ICT BACKUP:**

- [https://open.lib.umn.edu/principlesmanagement/chapter/3-6-globalization-and-principles-of-management/](https://open.lib.umn.edu/principlesmanagement/chapter/3-6-globalization-and-principles-of-management/)
- [http://edunepal.info/bbsnotes/bbs-1st-year-pom-notes.html](http://edunepal.info/bbsnotes/bbs-1st-year-pom-notes.html)
- [https://www.youtube.com/watch?v=gHnsLB8MSGA](https://www.youtube.com/watch?v=gHnsLB8MSGA)

**SYLLABI REFERRED FROM:**

- Mumbai University
- Pune University
SEMESTER II
INTRODUCTION TO ADVERTISING
Course Code: MM23201MM

COURSE OUTCOME:
CO1. It will enable the students to make creative ads.
CO2. It will enable the students to know the scope in advertising.
CO3. It will enable the students to understand the opportunities available in ad agencies.

MODULE AT A GLANCE

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Module/Units</th>
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<td>1.</td>
<td>Introduction to Advertising</td>
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<td>Integrated marketing communication and tools</td>
<td>16</td>
<td>04</td>
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<td>3.</td>
<td>Creativity in Advertising</td>
<td>14</td>
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<td>4.</td>
<td>Types of advertising agency, department, careers and latest trends in advertising</td>
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<tr>
<td>MM23201MM</td>
<td>INTRODUCTION TO ADVERTISING</td>
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| Lectures per week | 04 |

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<tr>
<th>Module</th>
<th>Topics</th>
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<th>Lectures</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Introduction to advertising</td>
<td>Evolution, importance, Features, benefits, limitation, effects and 5M’s of advertising</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Types of advertising</td>
<td>Consumer, Industrial, Retail, Classified, Corporate, Public service, Generic, National, Global, International, Social (CSR) and Advocacy</td>
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<td></td>
<td>Ethics and Laws in Advertising</td>
<td>Puffery, Subliminal, Weasel claim, Surrogate, Shocking ads, Controversial, Comparative, Advertising code of ethics, Regulatory bodies, Laws and regulations</td>
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<tr>
<td></td>
<td>Social, Cultural and Economic impact of Advertising</td>
<td>Women and advertising, Children and advertising, Senior citizen and advertising, Pop Culture and advertising</td>
<td></td>
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<tr>
<td></td>
<td>Theories</td>
<td>Stimulus theory, AIDA, Hierarchy, Means- End Theory</td>
<td></td>
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<tr>
<td>II</td>
<td>Integrated marketing communication and tools</td>
<td>Emergence, Role, Tools, Communication process, The IMC Planning Process, Sales Pitch</td>
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<tr>
<td></td>
<td>Print Media and Out-of-Home Media</td>
<td>Basic concepts, Types of Newspapers advertising, advantages and disadvantage of Newspaper advertising, Magazines, Factors to consider for magazine advertising, Out-of-home Advertising, On- premise advertising, Transit advertising, Posters, Directory advertising</td>
<td></td>
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<tr>
<td></td>
<td>Broadcast Media</td>
<td>Radio advertising - Advantages and Disadvantages, Television advertising - Advantages and Disadvantages Film advertising - Advantages and Disadvantages</td>
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<td></td>
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<td>Product Placement – Pros and Cons</td>
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<td></td>
<td>Public Relations</td>
<td>Meaning of Public Relations Types of public relations Difference between public relations and advertising Difference between Publicity and Advertising Advantages and Disadvantages of Public Relations Advantages and Disadvantages of Publicity</td>
<td></td>
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<tr>
<td></td>
<td>Sales Promotion and Direct marketing</td>
<td>Growth of Sales promotion, Methods of Sales Promotion, its Advantages and Disadvantages Growth of Direct marketing, Direct Marketing Channels, its Advantages and disadvantages</td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>Creativity in Advertising</td>
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<td>14</td>
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</tbody>
</table>
Introduction to Creativity
Importance of creative process, Creative strategy development Determining message theme, big idea, positioning strategies, Types of appeals

Role of different elements in ads
Logo, Jingle, Company signature, Slogan, tagline, illustration, Creating Radio commercial –Words, sounds, clarity, coherence etc.

Elements of copy
Headline, Sub headline, Layout, Body copy, Types of copy and slogan, creating story board

IV Types of advertising agency, department, careers and latest trends in advertising 13

Types of advertising agency
Full service, Creative boutique, Media buying agency, In-house agency, Specialized Agencies and others

Various departments in an agency
Account handling, Production, Art, Copy, Media, Public relation, Human resources, Finance and others

Latest trends
Rural advertising, Ambush advertising, Advertainment, Advertorial, Mobile Advertising, Social Media Advertising, Digital Signage, Email and Internet Advertising

A special lecture or guest lecture on any one of the topic covered in this subject 01

LEARNER’S SPACE:

Adland: Global History of Advertising, Mark Tungate, Kogan Page; 2nd edition (3 July 2013)

INNOVATE PEDAGOGY:

Students will be made to write a story board/ types of copy. This will provide the students with basic understanding of advertising. Learners will be made to work on Group Project: Big Idea so as to understand an effective advertisement campaigns, tools, models etc. This will provide the students with basic understanding of International Marketing Cooperation.

RECOMMENDED REFERENCES BOOKS:

2) Copy paste: How Advertising Recycle Ideas, Joe La Pompe, Gestalten; Bilingual edition (28 October 2016)
4) Adkatha The Story Of Indian Advertising, Halve Anand, Prolibris Publishing Media Pvt Ltd (1 January 2012)
6) www.afaqs.com
7) www.exchange4media.com
8) www.adweek.com

RECOMMENDED ICT BACKUP:

https://in.indeed.com/career-advice/career-development/advertisement-introduction
https://courses.lumenlearning.com/suny-hccc-marketing/chapter/reading-advertising/
https://www.yourarticlelibrary.com/advertising/importance-of-advertising/99668

LIST OF MOOC PROGRAMS:

https://www.coursera.org/learn/social-media-advertising-fundamentals
https://www.coursera.org/learn/role-of-advertising
https://www.classcentral.com/course/adsoc-2487

SYLLABI REFERRED FROM:

1. Mithibai College
2. Kishinchand Chellaram College
3. Savitribai Phule Pune University

<table>
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<th>Projects for Internal Evaluation</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Class Test (Compulsory) – 20 Marks</td>
<td></td>
</tr>
<tr>
<td>2. Individual/group project should be given to develop an advertising strategy on any product or service – 08 Marks</td>
<td></td>
</tr>
<tr>
<td>3. Write a story board/type of copy/Big Idea – Group project – 07 Marks</td>
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</tr>
<tr>
<td>4. Active participation – 05 Marks</td>
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</tbody>
</table>
SEMESTER II
INTRODUCTION TO JOURNALISM
Course Code: MM23202MM

COURSE OUTCOME:
CO1. Learners will be able to develop an understanding of the history and development of journalism in the global and the Indian context.
CO2. Learners will be able to understand the concepts related to news and journalistic practice.
CO3. Students will gain an insight about the news value.
CO4. Learners will be able to report and cover different types of events.

MODULE AT A GLANCE

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Module/Units</th>
<th>No. of Lectures</th>
<th>Credit Points</th>
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<tbody>
<tr>
<td>1.</td>
<td>History of Journalism in India</td>
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<td>02</td>
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<tr>
<td>2.</td>
<td>News and its process</td>
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<tr>
<td>3.</td>
<td>Principles and format</td>
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<tr>
<td>MM23202MM</td>
<td>INTRODUCTION TO JOURNALISM</td>
<td>02</td>
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</table>

**Lectures per week**: 03

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Details</th>
<th>Lectures</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>History of Journalism in India</td>
<td>1. Changing face of journalism from Guttenberg to new media</td>
<td>10</td>
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<tr>
<td></td>
<td></td>
<td>2. Journalism in India: Earliest publications</td>
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<td>3. The rise of nationalist press, Post 1947</td>
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<td>4. The emergency 1975, Post Emergency</td>
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<td>5. Post liberalization of the economy boom in magazines niche journalism</td>
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<td></td>
<td>6. How technology advancement has helped media?</td>
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<td>7. New media with special reference to rise of the Citizen Journalism</td>
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<tr>
<td>II</td>
<td>News and its process</td>
<td>1. Definition of News</td>
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<tr>
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<td>2. The news process from the event to the reader</td>
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<td></td>
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<td>3. What makes a good story</td>
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<td>4. Anatomy of a news story</td>
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<td>5. Types of Beats: Defense, Science &amp; Technology, Education</td>
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<tr>
<td></td>
<td></td>
<td>6. Art &amp; Culture, Environment, Fashion &amp; Lifestyle, Entertainment, Sports</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. City Reporting</td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>Principles and format</td>
<td>1) What makes a great journalist: Objectivity, Accuracy, Without fear or favour, Balance Proximity</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2) Difference between a PR and a journalist</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3) Criteria for newsworthiness</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4) Hard News / Soft News and blend of the two</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5) News Reports (Print &amp; Digital Medium), Features, Editorials, Interviews</td>
<td></td>
</tr>
</tbody>
</table>

**LEARNER’S SPACE:**

Magazine Reporting
Writing Reviews – Book, Film, Music

**INNOVATE PEDAGOGY:**

Learners will be asked to interview few newspapers journalists regarding Career in journalism: Reporter, Feature Writer, Mojo, Data journalist, Real time journalist, investigative journalist, rural journalist, In-depth journalist, lifestyle journalist.
Learners will be made to Cover an event (flip class), Background research, finding a news angle, Capturing the right pictures for a photo feature, Writing Headline, captions and lead. These are few basic types of writing which students need to learn in their first year.

**RECOMMENDED REFERENCES BOOKS:**

5. *Introduction to Journalism*, Carole Fleming, Sage Publications India Private Limited; First edition (1 January 2018)
6. *Introduction to Journalism*, James Glen Stovall, First Inning Press (12 June 2012)

**RECOMMENDED ICT BACKUP:**

https://owl.purdue.edu/owl/subject_specific_writing/journalism_and_journalistic_writing/index.html
https://gache.ac.in/pdf/ematerial/18MHI43C-U1.pdf
https://www.britannica.com/topic/journalism

**LIST OF MOOC PROGRAMS:**

https://www.coursera.org/learn/international-journalism
https://www.coursera.org/specializations/become-a-journalist

**SYLLABI REFERRED FROM:**

1. Mithibai College
2. Kishinchand Chellaram College
3. Savitribai Phule Pune University

<table>
<thead>
<tr>
<th>Projects for Internal Evaluation</th>
<th>40 MARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quiz (in the form of class test) – 20 marks (compulsory)</td>
<td></td>
</tr>
<tr>
<td>2. Projects/Assignments (articles to be written)– 08 marks</td>
<td></td>
</tr>
<tr>
<td>3. Group interactions &amp; Debates – 07 marks</td>
<td></td>
</tr>
<tr>
<td>4. Active participation – 5 marks</td>
<td></td>
</tr>
<tr>
<td><em>Topics are to be suggested by the concerned faculty and choice is to be given to students to choose from the given topics.</em></td>
<td></td>
</tr>
</tbody>
</table>
SEMESTER II
HISTORY OF BROADCASTING (MINOR)
Course Code: MM23203MN

COURSE OUTCOME:
CO1. Learners will be able to understand Genesis of Documentaries
CO2. Learner will develop the ability to think and analyse about broadcasting
CO3. Learners will be able to sharpen the reading, writing, speaking and listening skills that will help the students to understand the development of Media

MODULES AT A GLANCE

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Module/Units</th>
<th>No of Lectures</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Documentaries</td>
<td>10</td>
<td>02</td>
</tr>
<tr>
<td>2.</td>
<td>Films</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Broadcasting</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>
LEARNER’S SPACE:

History of Broadcasting in India by Kaushalendra Saran Singh

INNOVATE PEDAGOGY:

Screening of Short Films/Documentaries will be done in the classroom with history being discussed.

RECOMMENDED REFERENCES BOOKS:

1. A History of Broadcasting in the United States
2. The Television History Book
3. Only Connect: A Cultural History of Broadcasting

RECOMMENDED ICT BACKUP:

https://www.britannica.com/technology/broadcasting
https://law.jrank.org/pages/4884/Broadcasting.html
http://www.mediaknowall.com/Year9/Broadcast/9broadhist.html

LIST OF MOOC PROGRAMS:

https://www.udemy.com/topic/internet-radio/
https://www.udemy.com/course/sportscasting/

SYLLABI REFERRED FROM:

1. Mithibai College
2. Kishinchand Chellaram College
3. Savitribai Phule Pune University

<table>
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<tr>
<th>Projects for Internal Evaluation</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Quiz (in the form of class test) – 20 marks (compulsory)</td>
<td></td>
</tr>
<tr>
<td>2. Projects/Assignments (critical appreciation on any documentary given by the faculty) – 07 marks</td>
<td></td>
</tr>
<tr>
<td>3. Groups will be asked to prepare model related to radio &amp; television – 08 marks</td>
<td></td>
</tr>
<tr>
<td>4. Active participation – 5 marks</td>
<td></td>
</tr>
<tr>
<td>*Topics are to be suggested by the concerned faculty and choice is to be given to students to choose from the given topics.</td>
<td></td>
</tr>
</tbody>
</table>
COURSE OUTCOME:
CO1. To provide learners with overview on current developments in various fields.
CO2. To generate interest among the learners about burning issues covered in the media
CO3. To equip them with basic understanding of politics, economics, environment and technology so that students can grasp the relevance of related news.
CO4. Twenty minutes of newspaper reading and discussion is mandatory in every lecture

MODULES AT A GLANCE

<table>
<thead>
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<th>Sr. No.</th>
<th>Module/Units</th>
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<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Current National Stories</td>
<td>07</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Polity And Governance</td>
<td>06</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>International Affairs</td>
<td>03</td>
<td>02</td>
</tr>
<tr>
<td>4.</td>
<td>Maharashtra Issues</td>
<td>06</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Technology</td>
<td>08</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Module</td>
<td>Details</td>
<td>Lectures</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td><strong>Current National stories</strong></td>
<td>07</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Two political stories of national importance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Political leaders: news makers of the season (Brief profile of any two)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>One dominating economic/business news</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>One dominating environment news stories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>One story of current importance from any other genre</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td><strong>Polity and governance</strong></td>
<td>06</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Ministries of Government of India Autonomous government bodies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Communal tensions Review of latest episodes of communal tensions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The tensions in J&amp;K Background, Political players Update on the current situation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Review of any three two Central Government projects and policies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III</td>
<td><strong>International Affairs</strong></td>
<td>03</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Security Council Structure and role</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Role of United Nations, General Assembly, Other main organs of the UNO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td><strong>Maharashtra Issues</strong></td>
<td>06</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>An update on the current political dynamics of Maharashtra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>News relating to the marginalized and displaced tribes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The latest news on floods and drought, unemployment, health issues, etc</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V</td>
<td><strong>Technology</strong></td>
<td>08</td>
<td></td>
</tr>
<tr>
<td>Mobile Application for Journalists</td>
<td>Mobile apps help in content creation Examples of Mobile apps used by journalists worldwide</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Artificial Intelligence & Content Automation Tools | Introduction to AI and data science  
| Introduction to Content Automation tools  
| Examples of content automation tools in content creation |
| Augmented Reality & Virtual Reality in Media | Introduction to Augmented Reality  
| Introduction to Virtual Reality  
| Examples of Augmented Reality games and apps  
| Examples of Virtual Reality news websites worldwide |
| Digital Gaming Industry | Introduction to Digital Gaming Industry |
| Digital gaming in India | Overview of Indian digital gaming |

**JUSTIFICATION:**

This is an interesting way of engaging learners with news and personalities making news. Although bouncing of ideas and opinions is an effective way of enhancing understanding on a subject that will let the learners get an opportunity to address the issues that come up in a team work and the ability to work through these.

**LEARNER’S SPACE:**

The learners will be able to keep their integrity of ideas updated with the issues that is moving around the world from current national to international.

**INNOVATE PEDAGOGY:**

PPT Presentations, Quiz, Group Discussion: This is an interesting way of engaging learners with news and personalities making news. Although bouncing of ideas and opinions is an effective way of enhancing understanding on a subject that will let the learners get an opportunity to address the issues that come up in a team work and the ability to work through these.
SEMESTER-II
(VSEC) CONTENT WRITING
Course Code: MM23205VS

COURSE OUTCOME:
CO1. To provide students with tools that would help them communicate effectively.
CO2. Understanding crisp writing as part of Mass Communication
CO3. The ability to draw the essence of situations and develop clarity of thought.

MODULE AT A GLANCE

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Module/Units</th>
<th>No of Lectures</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Basic Grammar</td>
<td>10</td>
<td>02</td>
</tr>
<tr>
<td>2.</td>
<td>Editing Skills</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Writing Tips and Techniques</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td></td>
</tr>
<tr>
<td>COURSE CODE</td>
<td>PAPER TITLE</td>
<td>CREDITS</td>
<td>MARKS</td>
</tr>
<tr>
<td>--------------</td>
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</tr>
<tr>
<td>MM23205VS</td>
<td>CONTENT WRITING</td>
<td>02</td>
<td>100</td>
</tr>
</tbody>
</table>

Lectures per week 03

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Details</th>
<th>Lectures</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Basic Grammar</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>1. Grammar Refresher</td>
<td>With special emphasis on use of punctuations, prepositions, capital letters and lower case</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Vocabulary building</td>
<td>Meaning, usage of words, acronyms</td>
<td></td>
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<tr>
<td></td>
<td>3. Common errors</td>
<td>Homophones and common errors in English usage.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Phrases and idioms</td>
<td>Creative usage of phrases and idioms.</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>Editing Skills</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>1. Redundant words</td>
<td>Identifying redundant words and phrases and eliminating these.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Editing sentences</td>
<td>Editing redundant words/ phases and replacing wrong words/punctuation/grammatical error</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Editing captions</td>
<td>Editing redundant words/ phases and replacing wrong words/punctuation/grammatical error</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Editing headlines</td>
<td>Editing redundant words/ phases and replacing wrong words/punctuation/grammatical error</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Editing copy</td>
<td>Structuring a story, creating a flow, editing redundant words/ phases and replacing wrong words/punctuation/grammatical error</td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>Writing Tips and Techniques</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>1. Writing tickers/ scrolls</td>
<td>For television news</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Writing social media post</td>
<td>Twitter and for other social networks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Writing briefs/snippets</td>
<td>News briefs, Lifestyle and entertainment snippets</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Caption writing</td>
<td>Picture stories etc</td>
<td></td>
</tr>
</tbody>
</table>
5. Writing headlines

**LEARNER’S SPACE:**

The learners will be able to grasp the most essential aspect of a story and present these as headlines and captions along by building the base of their grammar.

**INNOVATE PEDAGOGY:**

Learners will be made to prepare writing tickers, scrolls, News briefs, Lifestyle and entertainment snippets which is very useful in today’s digital world.

**RECOMMENDED REFERENCES BOOKS:**

1. The Editor’s Toolbox by Buck Ryan and Michael O’ Donnell, Surjeet Publication
2. Writing for the Mass Media by James Glen Stovall
3. A Handbook of Rhetorical Devices by Robert A Harris

**RECOMMENDED ICT BACKUP:**

https://contentmarketinginstitute.com/articles/writing-examples-tools-tips/
https://academicguides.waldenu.edu/writingcenter/grammar/articles
https://byjus.com/english/writing-an-article-tips-and-techniques/

**LIST OF MOOC PROGRAMS:**

https://www.udemy.com/course/the-content-writing-course/
https://www.udemy.com/course/alan-sharpes-b2b-content-writing-masterclass-with-coaching/

**SYLLABI REFERRED FROM:**

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<tr>
<td>1. Class Test – 20 Marks (Compulsory)</td>
<td></td>
</tr>
<tr>
<td>2. Project &amp; Assignment – 07 Marks</td>
<td></td>
</tr>
<tr>
<td>3. Television news, snippets – 08 Marks (PPT Presentations)</td>
<td></td>
</tr>
<tr>
<td>4. Active Participation – 5 Marks</td>
<td></td>
</tr>
</tbody>
</table>
COURSE OUTCOME:

CO1. Learners will comprehend the foundations, process, and practices of writing for and about the media, and demonstrate proficiency in writing across platforms.

CO2. Learners will acquire the knowledge and skills required to pursue a career in the specialization of their choice.

MODULES AT A GLANCE

<table>
<thead>
<tr>
<th>Sr. No.</th>
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<th>No of lectures</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Paraphrasing</td>
<td>10</td>
<td>02</td>
</tr>
<tr>
<td>2.</td>
<td>Summarizing</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Editing</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td></td>
</tr>
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<td>Topics</td>
<td>Details</td>
<td>Lectures</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td>I</td>
<td>Paraphrasing</td>
<td>Meaning, how to use paraphrase in communication, Paraphrase in plagiarism, Translation</td>
<td>10</td>
</tr>
<tr>
<td>II</td>
<td>Summarising</td>
<td>Summarizing content, steps and guidelines, the points and sub-points and the logical connection between the points</td>
<td>10</td>
</tr>
<tr>
<td>III</td>
<td>Editing</td>
<td>Editing: (English, Hindi and Marathi) Principles of editing (Punctuation, Substitution of words, Types, restructuring of sentences, Re-organizing sentence sequence in a paragraph, Use of link words, Principles of Coherence and Cohesion), writing synopsis, abstracts, précis writing, news-paper editing and magazine editing</td>
<td>10</td>
</tr>
</tbody>
</table>

LEARNER’S SPACE:

https://www.writerswrite.com/business/proofreading-exercises/

INNOVATE PEDAGOGY:

Exercises will be given to practice on summarizing, précis writing. Booklets will be given for practicing editing. Learners will be made to write small synopsis, abstracts news-paper editing and magazine editing

RECOMMENDED REFERENCE BOOKS:

1. Writing Skills Success in 20 Minutes a Day
2. How to Book of Writing Skills: Words at Work
3. Improve Your Writing Skills: Powerful Techniques Toward Mastering Writing

RECOMMENDED ICT BACKUP:

https://www.researchgate.net/publication/49614905_SOME_THOUGHTS_ON_WRITING_SKILLS
LIST OF MOOC PROGRAMS:

https://www.udemy.com/course/writing-for-business/
https://www.udemy.com/course/writing-with-flair-how-to-become-an-exceptional-writer/

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<tbody>
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<td>1. Class Test – 20 Marks (Compulsory)</td>
<td></td>
</tr>
<tr>
<td>2. Project &amp; Assignment (Paraphrasing/ Summarizing/ Editing) - 07 Marks</td>
<td></td>
</tr>
<tr>
<td>3. Presentation on editing – 08 Marks</td>
<td></td>
</tr>
<tr>
<td>4. Active Participation – 05 Marks</td>
<td></td>
</tr>
</tbody>
</table>
SEMESTER-II
(AEC) WRITING SKILLS IN ORGANIZATION
Course Code: MM23207AE

COURSE OUTCOME:
CO1. Learners will comprehend the foundations, process, and practices of writing for and about the media, and demonstrate proficiency in writing across platforms.
CO2. Learners will acquire the knowledge and skills required to pursue a career in the specialization of their choice.

MODULE AT A GLANCE

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Module/Units</th>
<th>No of lectures</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Report Writing</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Organizational Writing</td>
<td>10</td>
<td>02</td>
</tr>
<tr>
<td>3.</td>
<td>Interpretation Of Technical Data</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td></td>
</tr>
<tr>
<td>COURSE CODE</td>
<td>PAPER TITLE</td>
<td>CREDITS</td>
<td>MARKS</td>
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<tr>
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<tr>
<td>MM23207AE</td>
<td>WRITING SKILLS IN ORGANIZATION</td>
<td>02</td>
<td>100</td>
</tr>
</tbody>
</table>

| Lectures per week | 03 |

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Details</th>
<th>Lectures</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Report Writing</td>
<td>Report Writing (English, Hindi or Marathi) General report and News report writing - Basics and Format (Headline, Sub-headline), various type of report</td>
<td>10</td>
</tr>
<tr>
<td>II</td>
<td>Organizational writing</td>
<td>Organizational writing : (English, Hindi or Marathi) Internal communication , E-mails- E-mail Etiquette; Overcoming Problems in E-mail Communication, Dos and Don’ts. Stake holder communication Circulars- Guidelines for writing a circular- Languages and writing style of a circular- Format of a circular; Notices- Purpose, Format, Important points to remember while writing a notice, Agenda, minutes, resolutions Letters of complaint, claim and adjustment, Consumer grievance letters, Letters under the Right to Information Act, Press Release, Letter to the Editor</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Writing for Publicity materials</td>
<td>Writing for Publicity materials (English, Hindi or Marathi) Headline, sub-headline, Body copy, Slogan, Jingle, Radio spot</td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>Interpretation of technical data</td>
<td>Read graphs, maps, charts, write content based on the data provided aspects of language particularly in media. Importance of spelling</td>
<td>10</td>
</tr>
</tbody>
</table>

**LEARNER’S SPACE:**

1. **De Bono’s Thinking Course (new edition): Powerful Tools to Transform Your Thinking.**
   Edward De Bono, Pearson Education India; first edition (30 October 2006)

**INNOVATE PEDAGOGY**

Case study will be given in which learners will be asked to send mails to faculty including notice, agenda, minutes of the meeting, resolution. Business units will be created and they will be asked to draft circulars. In the same manner learners will be asked to prepare jingle, slogan for our dept.
RECOMMENDED REFERENCE BOOKS:

2. **Communication Skills in English**, Rhoda A. Doctor and Aspi H. Doctor, Sheth Publishers

RECOMMENDED ICT BACKUP:


LIST OF MOOC PROGRAMS:

https://www.coursera.org/learn/writing-for-business
https://www.udemy.com/course/business-writing-immersion/

SYLLABI REFERRED FROM:

1. Mithibai College
2. Kishinchand Chellaram College
3. Savitribai Phule Pune University

<table>
<thead>
<tr>
<th>Projects for Internal Evaluation</th>
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<tr>
<td>3. Presentation (Advertising material) – 07 Marks</td>
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<td>4. Active Participation – 05 Marks</td>
<td></td>
</tr>
</tbody>
</table>
## COURSE OUTCOME:

CO1. Learners will be able to understand the ancient society of India.
CO2. Learners will learn and enhance their information about competitive exams.
CO3. Learners will become aware of latest development in Science and Technology.

## MODULE AT A GLANCE

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Module/Units</th>
<th>No of lectures</th>
<th>Credit Points</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
<td>Concept of Disparity</td>
<td>10</td>
<td>02</td>
</tr>
<tr>
<td>2.</td>
<td>Introduction to Competitive Exams</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Science &amp; Technology</td>
<td>10</td>
<td></td>
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<td></td>
<td>Total</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>COURSE CODE</td>
<td>PAPER TITLE</td>
<td>CREDITS</td>
<td>MARKS</td>
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<tr>
<td>MM23208VE</td>
<td>FOUNDATION COURSE – II</td>
<td>02</td>
<td>100</td>
</tr>
</tbody>
</table>

| Lectures per week | 03 |

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
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<tbody>
<tr>
<td>I</td>
<td><strong>Concept of Disparity</strong></td>
<td><strong>Lectures</strong></td>
</tr>
<tr>
<td></td>
<td>a) The concept of disparity as arising out of social stratification and inequality</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>b) The issues faced by the Minorities and elderly population</td>
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<td></td>
<td>c) The inequalities faced by persons with disabilities</td>
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<td></td>
<td>d) The inequalities manifested due to the caste system and inter-group conflicts arising thereof</td>
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<tr>
<td></td>
<td>e) The causes and effects of conflicts arising out of regionalism and linguistic differences</td>
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<tr>
<td></td>
<td>f) Inter-group conflicts arising out of communalism</td>
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<tr>
<td></td>
<td>g) Role of youth in promoting tolerance, peace and communal harmony as crucial values in strengthening the social fabric of Indian society</td>
<td></td>
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<tr>
<td>II</td>
<td><strong>Introduction to Competitive Exams</strong></td>
<td><strong>Lectures</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Part A. Basic information on Competitive Examinations - the pattern, eligibility, criteria and local centres</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Examinations conducted for entry into professional courses - Graduate Record Examinations (GRE), Graduate Management Admission Test (GMAT), Common Admission Test (CAT) and Scholastic Aptitude Test (SAT).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Examinations conducted for entry into jobs by Union Public Service Commission, Staff Selection Commission (SSC), State Public Service Commissions, Banking and Insurance sectors, and the National and State Eligibility Tests (NET / SET) for entry into teaching profession.</td>
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<tr>
<td></td>
<td>3. Information on areas tested: Quantitative Ability, Data Interpretation, Verbal Ability and Logical Reasoning, Creativity and Lateral Thinking</td>
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<td>4. Goal-Setting: Types of Goals, SMART Goals, Stephen Covey’s concept of human endowment</td>
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<td></td>
<td>5. Time Management-Effective Strategies for Time Management</td>
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<tr>
<td>III</td>
<td><strong>Science &amp; Technology</strong></td>
<td><strong>Lectures</strong></td>
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<tr>
<td></td>
<td><strong>Part A: Some Significant Modern Technologies, Features and Applications</strong></td>
<td></td>
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ii. Satellite Technology - various uses in satellite navigation systems, GPS, and imprecise climate and weather analyses.
iii. Information and Communication Technology - convergence of various technologies like satellite, computer and digital in the information revolution of today’s society.
iv. Biotechnology and Genetic engineering - applied biology and uses in medicine, pharmaceuticals and agriculture; genetically modified plant, animal and human life.
v. Nanotechnology - definition: the study, control and application of phenomena and materials at length scales below 100 nm; uses in medicine, military intelligence and consumer products.

**Part B: Issues of Control, Access and Misuse of Technology**

**LEARNER’S SPACE:**

- Leading Science and Technology India Next? By Varun Aggarwal
- The Role of Technology in Science: Philosophical Perspectives by Sven Ove Hansson
- Arthashastra and its Contemporary relevance in India by Sriram Balasubramanian

**INNOVATE PEDAGOGY:**

Debates and group discussions will be arranged on topics related to Disparity. Through various PPTs and models based on Nanotechnology, Information and Communication Technology, Biotechnology and Genetic engineering, Satellite Technology, Laser Technology- such concepts will be made easy to comprehend.

**RECOMMENDED REFERENCE BOOKS:**

- Quantitative Aptitude for CPT: Mathematics and Statics By-Tulsian P.C
- A Foundation Course in Human Values and Professional Ethics by R. R. Gaur

**RECOMMENDED ICT BACKUP:**

http://www.doccentre.net/docsweb/Understanding-Caste-System-Dunkin/caste-system-references.php
https://bookwindow.in/competition-reference-books

**LIST OF MOOC PROGRAMS:**
SYLLABI REFERRED FROM:

1. Mithibai College
2. Kishinchand Chellaram College
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SEMESTER II  
(0E) FUNDAMENTALS OF MARKETING  
Course Code:

COURSE OUTCOME:
CO1. To understand the concept of Marketing.
CO2. To study 4P’s which is base of marketing.
CO3. To apply knowledge of marketing strategies in his / her real life.
CO4. To understand segmentation & targeting of market is done.

MODULE AT A GLANCE

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<td>Segmentation, Targeting and Positioning and Trends in Marketing</td>
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<td></td>
</tr>
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<td>TOTAL</td>
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</table>
| I       | Introduction to Marketing | • Introduction to Marketing: Definition, features, advantages and scope of Marketing. The 4P’s and 4C’s of marketing. Marketing v/s Selling. Marketing as an activity and function  
  • Concepts of Marketing: Needs, wants and demands, transactions, transfer and exchanges.  
  • Orientations of a firm: Production concept; Product concept; selling concept and marketing concept, social relationship, Holistic marketing.  
  • Consumer Behaviour: Meaning, feature, importance, factors affecting Consumer Behaviour. |
| II      | Marketing Mix | Marketing mix: Meaning –elements of Marketing Mix  
  • Product-product mix-product line lifecycle-product planning – New product development-failure of new product-levels of product.  
  • Branding –Packing and packaging – role and importance  
  • Pricing –objectives- factors influencing pricing policy and Pricing strategy.  
  • Physical distribution – meaning – factor affecting channel selection-types of marketing channels  
  • Promotion – meaning and significance of promotion. Promotion tools (brief) |
| III     | Segmentation, Targeting and Positioning and Trends in Marketing | • Segmentation – meaning, importance, basis  
  • Targeting – meaning, types  
  • Positioning – meaning – strategies  
  • New trends in marketing – E-marketing. Internet marketing and marketing using social network  
  • Artificial Intelligence in Marketing  
  • Social marketing/ Relationship marketing used to boost up India economy in current pandemic situation.  
  • Digital Marketing  
  • Case Studies |
**LEARNER’S SPACE:**

Encouraging students to actually work in the market and get exposure by working with marketing department of any business unit during vacations and free time of the day.

**INNOVATE PEDAGOGY:**

Unit 1 & 2-

- Taking Presentations to improve their communication skills and to remove their stage fear. Visit the companies of different sectors like Tours and Travels, Food and Beverages, Automobile etc. and telling then to make a survey report on it.

Unit 3:

- News Paper activity: To make an eco-friendly product and do the marketing of the same...by giving unique name...by fixing price and with good features. Telling them to prepare innovative and creative products, services to ideas which will be in future demand for the customers to make them independent entrepreneurs at any circumstances or situation.

**RECOMMENDED REFERENCE BOOKS:**

- Pillai R S, Bagavathi, Modern Marketing

**RECOMMENDED ICT BACKUP:**

https://open.lib.umn.edu/principlesmanagement/chapter/3-6-globalization-and-principles-of-management/
http://edunepal.info/bbsnotes/bbs-1st-year-pom-notes.html
https://www.youtube.com/watch?v=gHnsLB8MSGA
powerpoint presentations

**SYLLABI REFERRED FROM:**

- Mumbai University
- Pune University
**EXTERNAL EVALUATION PATTERN**

<table>
<thead>
<tr>
<th>Q.1</th>
<th>Answer the following questions: (Any 3 out of 4) From Unit I</th>
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<td>Answer the following questions: (Any 3 out of 4) From Unit II</td>
<td>15 marks</td>
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<tr>
<td>Q.3</td>
<td>Answer the following questions: (Any 3 out of 4) From Unit III</td>
<td>15 marks</td>
</tr>
<tr>
<td>Q.4</td>
<td>Write short notes: (Any 3 out of 5) From Unit IV (from unit V also in-case of unit V)</td>
<td>15 marks</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>60 marks</td>
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