



Department of Mass Media
ST. XAVIER'S COLLEGE
(AUTONOMOUS)
5, Mahapalika Marg, Mumbai - 400 001,
INDIA.
☎ 2262 0661/65



DEPARTMENT OF MASS MEDIA

Syllabus

Third Semester Courses in

BA in Mass Communication and Journalism with Entrepreneurship in Media (June 2025 onwards)

Contents:

- Syllabus for Core Courses, Minor Courses and Vocational Skill course (VSC)

○ Course codes and title

| | Course Code | Course Title under NEP |
|---|--------------|---|
| Major offered to BA MCJ students | UAMCJ5002CR1 | Introduction to Cultural Studies |
| Major offered to BA MCJ students | UAMCJ5005CR1 | Journalism in Practice |
| Minor offered to BMS, BSc IT & BAF students | UAMCJ5001MN1 | Introduction to Strategic Communication |
| Minor offered to BA-MCJ, BMS, BAF, BScIT students by the department | UAMCJ5002MN1 | Introduction to Political Science and Public Administration |
| VSC Vocational Skill Course | UAMCJ5001VS1 | Business of Culture |

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| BA/MCJ Core Course | | |
|--|--|--------------------------------------|
| Course Title: Introduction to Cultural Studies Course Code: UAMC J5002CR1 | | |
| Credits 4: Theory (4 Lectures/week) = 60 Hours | | |
| No. | Course Objectives | |
| 1 | To introduce students to a set of approaches in the study of culture | |
| 2 | To question accepted definitions and normative descriptions of culture | |
| 3 | To analyze those activities that shape the everyday life of people and | |
| 4 | How cultural practices have gained their meanings. | |
| CO | Course Outcomes On completing the course, the learner will be able to | Bloom's Taxonomy Level (BT level) |
| CO1 | Explain key concepts, theories, and thinkers in cultural studies and popular culture | Remembering |
| CO2 | Analyse the impact of ideological and hegemonic structures on cultural representation and identity | Understanding, Evaluation |
| CO3 | Critically evaluate gender roles, sexual identities, and representations in various cultural texts and media forms | Applying, Analyzing, Creation |
| CO4 | Demonstrate understanding of how popular culture, film, and media reflect and shape cultural ideologies and social realities | Applying, Analyzing, Evaluation |
| CO5 | Collaboratively engage in analysis and presentations on themes such as cultural identity, representation, and marginalisation across global and local contexts. | Applying, Analyzing, Understanding |
| CO6 | Apply cultural theories to investigate and critique dominant narratives in media and society, developing a commitment to inclusion, justice, and environmental and social wellbeing. | Applying, Analyzing, Evaluation |

Unit 1 Cultural Studies: An Overview

15 lectures

- Evolution and need to study cultural studies.
- Examining definitions and theories of culture

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Unit 2 Marxism and Culture

15 lectures

- Central ideas of Marxism
- Ideology (John Storey-gives 5 approaches)
- Hegemony- Gramsci
- Culture industry –Theodor Adorno
- Circuit of culture –Stuart Hall
- Popular culture and Mass culture –John Fiske

Unit 3 Orientalism and Culture

15 lectures

- Representation of the East by the West
- Post-colonial perspective on cultural hegemony

Unit 4 Gender and Culture

15 lectures

- Gender vs. Sex - Feminist contribution to the study of gender, Waves of Feminism
- Masculinity – Issues and representation
- Sexuality and Representation
- Popular Consumption and Representation of Culture
- Through sport, body and iconic images, space, films, oral traditions, carnivals, visual culture, new media cultures.

References:

2. Storey, J. (2009). *What is cultural studies?: A Reader*. Bloomsbury Academic.
3. Nayar, P. K. (2008). *An introduction to cultural studies*.
4. Lewis, J. (2008). *Cultural studies: The Basics*. SAGE.
5. Christopher, K. W. (2005). *Rethinking cultural studies: A Study of Raymond Williams and Edward Said*.





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7. Williams, R. (2013). *Keywords: A vocabulary of culture and society*. HarperCollins UK.
8. Du Gay, P., Hall, S., Janes, L., Madsen, A. K., Mackay, H., & Negus, K. (2013). *Doing cultural studies: The Story of the Sony Walkman*. SAGE.
9. Edgar, A., & Sedgwick, P. (2007). *Cultural Theory: the key concepts*. Routledge.
10. Breckenridge, C. A. (1996). *Consuming modernity: Public Culture in Contemporary India*.
11. Page, D., & Crawley, W. (2001). *Satellites over South Asia: Broadcasting, Culture and the Public Interest*. SAGE Publications Pvt. Limited.
12. Milner, A., & Browitt, J. (2002). *Contemporary Cultural Theory: An Introduction*. Psychology Press.
13. Corrigan, P. (1997). *The Sociology of consumption: An Introduction*. SAGE.
14. Featherstone, S. (2005). *Postcolonial cultures*. Univ. Press of Mississippi.
15. McRobbie, A. (2005). *The uses of cultural studies: A Textbook*. SAGE.
16. Easthope, A. (2003). *Literary into Cultural Studies*. Routledge.
17. Kennedy, E., & Hills, L. (2015). *Sport, media and society*. Bloomsbury Publishing.
18. Nayar, P. K. (2009). *Packaging life: Cultures of the Everyday*. SAGE Publications Pvt. Limited.
19. Rajan, N. (2020). *Digital culture unplugged: Probing the Native Cyborg's Multiple Locations*. Taylor & Francis.
20. Dikovitskaya, M. (2005). *Visual culture: The Study of the Visual After the Cultural Turn*. MIT Press.
21. Arun, C. J. (2007). *Constructing Dalit identity*.
22. Wolf, N. (2013). *The beauty Myth: How Images of Beauty are Used Against Women*. Random House.

Evaluation (Core Theory): Total marks per course - 100.

- I. Formative Assessment 'for' Learning (continuous internal assessment - CIA to improve learning).

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CIA- 40 marks

CIA 1: Written test -20 marks

CIA 2: Assignment -20 marks

- II. Summative Assessment 'of' Learning (focus on outcomes, quantitative data for outcomes of instruction).

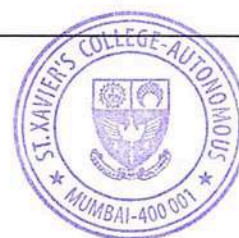
End Semester Examination – 60 marks

One question from each unit for 15 marks, with internal choice. Total marks per question with choice -20 to 22.

Template for the Core course End Semester examination in Semester III

| UNITS | KNOWLEDGE | UNDERSTANDING | APPLICATION | ANALYSES | EVALUATION | CREATION |
|-----------------------------------|-----------|---------------|-------------|----------|------------|----------|
| 1 | 3 | 3 | 2 | 3 | 3 | 1 |
| 2 | 2 | 3 | 3 | 3 | 2 | 2 |
| 3 | 2 | 3 | 3 | 3 | 2 | 2 |
| 4 | 2 | 2 | 3 | 3 | 3 | 2 |
| -TOTAL - Per objective | 9 | 11 | 11 | 12 | 10 | 7 |
| % WEIGHTAGE | 10 | 20 | 20 | 20 | 10 | 10 |

| | |
|---|--------------------------|
| BA/MCJ Core Course | |
| Course Title: Journalism in Practice Course Code: UAMCJ5005CR1 | |
| Credits: 4 | |
| No. | Course Objectives |





| | |
|-----------|---|
| 1 | Examine the evolution of the press in India, from the printing press to digital journalism and its societal impact. |
| 2 | Explore the core principles of journalism, including ethics and responsibility, especially during key moments in Indian history. |
| 3 | Assess the effects of various media ownership models (corporate, state-owned, and crowdsourced) on journalistic content and credibility. |
| 4 | Develop skills in writing and reporting for digital platforms, focusing on effective headlines and social media summaries. |
| 5 | Analyze key journalism case studies, such as Brexit and the Trump election, to understand media's influence on public opinion and political discourse. |
| CO | Course Outcomes On completing the course, the learner will be able to |
| | Bloom's Taxonomy Level (BT level) |
| 1 | Describe the historical evolution of journalism from the printing press to the digital age, highlighting its role in significant events such as India's freedom movement and globalization. |
| 2 | Analyze the transformation of journalism in the digital era, especially the impact of social media ecosystems on traditional media and political outcomes. |
| 3 | Evaluate the implications of different media ownership models—corporate, state-owned, and crowdsourced—on news content and journalistic integrity. |
| 4 | Apply principles of journalistic writing to produce concise, accurate news reports, headlines, and content suited for digital audiences. |
| 5 | Create multimedia journalistic content by synthesizing research, current events, and storytelling strategies for digital platforms. |
| 6 | Collaborate effectively in teams to assess and present case studies on global journalism trends and ethical media practices. |

| | | |
|---------------|--|--------------------|
| Unit 1 | History of Press in India <ul style="list-style-type: none"> • Role of Printing Press—from Guttenberg to the Internet; | 15 Lectures |
|---------------|--|--------------------|





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| | | |
|---------------|---|--------------------|
| | <p>Include print, radio, television, and the internet; changing face of the news at international level and how each new medium has impacted the other and journalism itself.</p> <ul style="list-style-type: none"> ● Principles of Journalism ● Role of the press in the Indian freedom movement <p>The rise of the nationalist Press</p> <ul style="list-style-type: none"> ● Post-Independence - landmark events in the latter half of twentieth century. ● Post- Emergency magazine boom, Post Globalization. <p>Impact of Digital media platform on old media</p> | |
| Unit 2 | <p>Introduction to journalism in the digital era</p> <ul style="list-style-type: none"> ● Creation of ecosystems by social media and navigating traditional media houses ● Case studies: Global Political Movements, Modern international elections and media coverage, Social Media's Role in Shaping Political Outcomes in India | 15 Lectures |
| Unit 3 | <p>Media ownership</p> <ul style="list-style-type: none"> ● Corporatised ● State-owned ● Crowdsourced ● Comparative analysis of the content of such media houses internationally and in India <p>Evolution of Media Houses</p> <ul style="list-style-type: none"> ● Indian media houses and strategies Rise and consequences of Clickbait journalism ● International Journalism: select media platform/media houses case study to understand coverage of news. Stages of representative news media in the US and Europe | 15 Lectures |
| Unit 4 | <p>Journalistic writing</p> <ul style="list-style-type: none"> ● Basics of journalistic writing Writing effective headlines ● How to write for the digital audience Summarizing a | 15 Lectures |





| | | |
|--|--|--|
| | <p>story in a tweet.</p> <ul style="list-style-type: none"> The growth and state of Broadcast journalism today: tracing the history of TV journalism and its transformation into the digital space. | |
|--|--|--|

References:

1. Mencher, Melvin; News Reporting and Writing; 1997 edition; Columbia University Press.
2. Making News: History of Indian Press Edited by Uday Sahay; R.Natrajan
3. Anne Zaidi; The known Truff
4. Ed. Boyce, George; Curron, James; Wingate, Pauline; Newspaper History from the 17th Century to the present day; (1978) ; Sage.
5. Wilson, John. Understanding Journalism; (1966) ; Routledge
6. Mazumdar, Aurobindo; Indian Press and Freedom Struggle; (1993); Orient Longman
7. The People VS Tech: How the Internet is Killing Democracy (and How We Save It), Jamie Bartlett
8. How to Win an Indian Election: What Poli: What Political Parties Don't Want You to Know, Shivam Shankar Singh
9. The Last Heroes: Foot Soldiers of Indian Freedom, P Sainath
10. The TOI Story, Sangita P. Menon Malhan
11. After the Fact?: The Truth about Fake News, Marcus Gilroy-Ware
12. Chaudhry, Lakshmi. (2016, December 12). *Can the digital revolution save Indian journalism?*. Columbia Journalism Review.

Evaluation (Theory, UAMCJ5005CR1: Total marks per course – 100

Formative Assessment 'for' Learning

(continuous internal assessment - CIA to improve learning).

CIA - 40 marks

CIA 1: Written test - 20 marks.

CIA 2: Test / Assignment / Presentations / Infographics / Quiz / as prescribed - 20 marks.

Summative Assessment 'of' Learning

(focus on outcomes, quantitative data for outcomes of instruction)

End Semester Examination - 60 marks

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One question from each unit for 15 marks, with internal choice.

Total marks per question with choice 30 - 40 marks.

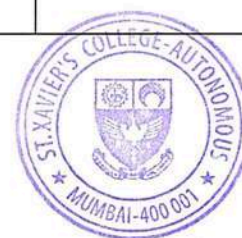
Distribution of Bloom's Taxonomy levels for the course assessment

| Learning Levels | Remember | Understand | Apply | Analyze | Evaluate | Create |
|-----------------|----------|------------|--------|---------|----------|--------|
| Percentage | 0-5% | 15-20% | 20-30% | 20-30% | 10-20% | 5-10% |

BA/MCJ Minor Course (offered to the BMS, BScIT, BAF students)

Course Title: Strategic Communication**Course Code: UAMCJ5001MN1****Credits 4:** Theory (4 Lectures/week) = 60 Hours

| No. | Course Objectives | |
|-----|--|-----------------------------------|
| 1 | This course introduces the theory, framework and practice of creating a strategic plan of action for purposeful storytelling with an emphasis on integrated marketing communications, message design, and advertising. | |
| 2 | This subject is relevant to various fields of mass media including advertising, public relations, health communication, social marketing, digital campaigns, influencer marketing and political campaigns. | |
| 3 | To enable students to have a broad overview of the strategic communication and advertising industries, basic practices, and associated social and ethical issues. | |
| CO | Course Outcomes On completing the course, the learner will be able to | Bloom's Taxonomy Level (BT level) |
| 1 | Demonstrate familiarity with the structure of promotion and advertising industries. | Remembering |
| 2 | Develop basic understanding of the principles and practice of integrated marketing communications and target marketing. | Understanding |
| 3 | Recall understanding of theories of consumer decision-making, communication and social influence, and message design in strategic communication contexts. | Applying |





| | | |
|---|--|------------|
| 4 | Develop understanding of mediated communication channels such as mass media, public relations/publicity, advertising, digital and social media, and corporate advertising and its implementation in strategic communication and promotion. | Analyzing |
| 5 | Equipped to evaluate familiarity of the social and ethical dimensions of strategic communication to vulnerable populations - women, minorities, and children. | Evaluating |
| 6 | Create and demonstrate analytical and writing skills commonly employed in strategic communication industries. | Creating |

Unit 1 Traditional & Contemporary Styles of Strategic Communication **15 lectures**

- An Introduction to Communication Theories
- An Introduction to Integrated Marketing Communication (IMC) vs One Voice Communication
- Role of Advertising, Sales Promotion, Publicity, Public Relations, and Event Sponsorship in IMC
- The Role of Persuasion Industries, Advertising, and Marketing Agencies
- Perspective on Consumer Behaviour: Social, Economic Aspects, Ethical Dilemmas such as Neuromarketing

Unit 2 Understanding Communication Process **15 lectures**

- Consumer Decision Making & Response Hierarchy Models
- Quantitative & Qualitative Research Methods
- Audience Behaviour
- Source, Message and Channel factors
- Creative Message Design





- Unit 3** Implementation of Creative Strategies Across Industries **15 lectures**
- Planning and development of Creative Marketing communication
 - Product Placement/ Branded Entertainment
 - PR and Corporate Advertising
 - Digital Marketing & Social Media Marketing
 - Media planning and selection decisions- steps involved and information needed for media planning.
 - Measuring the effectiveness by analysing metrics
- Unit 4** Understanding Roles & Responsibilities in the Industry **15 lectures**
- A research director/account planner
 - An account director/brand manager
 - A creative director/copywriter
 - A media/interactive director
 - A public relations/promotions director

References:

1. Bentahar, A. (2023, July 13). Neuromarketing: the future of marketing strategy. *Forbes*.
<https://www.forbes.com/sites/forbesagencycouncil/2023/07/13/neuromarketing-the-future-of-marketing-strategy/>
2. Chau, L. (2023, April 20). *3 ways to write a press release* - WikiHow. wikiHow.
<http://www.wikihow.com/Write-a-Press-Release>
3. Dooley, R. (2021, May 25). Neuromarketing for the masses. *Forbes*.
<https://www.forbes.com/sites/rogerdooley/2021/05/25/neuromarketing-for-the-masses/>
4. Hall, K. (2019). *Stories that Stick: How Storytelling Can Captivate Customers, Influence Audiences, and Transform Your Business*. HarperCollins Leadership.
5. Van Ruler, B. (2018). *Communication theory: An underrated pillar on which strategic communication rests*. International Journal of Strategic Communication 12, (4), 367-381
6. Belch, G. E., & Belch, M. A. (2018). *Advertising and promotion : an integrated marketing communications perspective, 11th edition*.
<http://dspace.uniten.edu.my/handle/123456789/15733>
7. Macdonald, Hector. (2018) *Truth: How the Many Sides to Every Story Shape Our Reality*, Little, Brown Spark





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8. Jutkowitz, A. (2017). *The strategic storyteller: Content marketing in the age of the educated consumer*. Hoboken, N.J.: John Wiley & Sons.
9. Dahlstrom, M, A story about stories in strategic communication. In A Dudo & L. Kahlor (eds.) *Strategic Communication*. London: Routledge
10. Allagui, I. & Breslow, H. (2016). *Social media for public relations: Lessons from four effective cases*. *Public Relations Review* 42, 20-30.
11. Austin, E.W. & Pinkleton, B.E. (2015). *Elements of the campaign*. In *Strategic Public Relations Management*, 3rd Edition (pp. 29-47).
12. Wilcox, D., Cameron, G., Reber, B., & Shin, J. (2013). *Research and campaign planning*. In *Think: Public Relations* (pp. 89-113). Boston: Pearson
13. Rapp, J. & Hoffjann, O. (2012). *Understanding strategy in communication management*. *Journal of Communication Management* 16 (2), 146-161
14. Pulizzi, J. (2012). *The rise of storytelling as the new marketing*. *Publishing Research Quarterly* 28, 116-123.
15. Ang, L. (2011). Community relationship management and social media. *The Journal of Database Marketing & Customer Strategy Management*, 18(1), 31–38.
<https://doi.org/10.1057/dbm.2011.3>
16. Cornelissen, J. (2011). *Corporate Communication: A Guide to Theory and Practice*. SAGE.
17. Shah. (2009). *Advertising n promotion*. Tata McGraw-Hill Education.
18. Institute for PR. (2007, October 30). *Crisis Management and Communications | Institute for Public Relations*. <http://www.instituteforpr.org/topics/crisis-management-and-communications/>
19. Argenti, P. A. (2005, April 15). *The strategic communication imperative*. MIT Sloan Management Review. <https://sloanreview.mit.edu/article/the-strategic-communication-imperative/>
20. Daugherty, E. (2003). *Strategic planning in public relations: A matrix that ensures tactical soundness*. *Public Relations Quarterly* 48, 21-27.





Relevant Films/Documentaries

1. Persuaders. Directed by Rachel Dretzin and Barak Goodman. Frontline. PBS, <https://www.pbs.org/wgbh/frontline/documentary/showspersuaders/>
2. The Social Dilemma. Directed by Jeff Orlowski. Exposure Labs, Argent Pictures, The Space Program. Netflix, <https://www.netflix.com/in/title/81254224>

Evaluation (Core Theory): Total marks per course - 100.

- I. Formative Assessment 'for' Learning (continuous internal assessment - CIA to improve learning).
 CIA- 40 marks
 CIA 1: Written test -20 marks
 CIA 2: Assignment -20 marks
- II. Summative Assessment 'of' Learning (focus on outcomes, quantitative data for outcomes of instruction).
 End Semester Examination – 60 marks
 One question from each unit for 15 marks, with internal choice. Total marks per question with choice -20 to 22.

Template for the Core course End Semester examination in Semester III

| UNITS | KNOWLEDGE | UNDERSTANDING | APPLICATION | ANALYSES | EVALUATION | CREATION |
|-----------------------------------|-----------|---------------|-------------|----------|------------|----------|
| 1 | 3 | 3 | 2 | 3 | 3 | 1 |
| 2 | 2 | 3 | 3 | 3 | 2 | 2 |
| 3 | 2 | 3 | 3 | 3 | 2 | 2 |
| 4 | 2 | 2 | 3 | 3 | 3 | 2 |
| -TOTAL - Per objective | 9 | 11 | 11 | 12 | 10 | 7 |
| % WEIGHTAGE | 10 | 20 | 20 | 20 | 10 | 10 |





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| BA/MCJ Minor Course (offered to BA-MCJ, BMS, BAF, BScIT students) | | |
| Course Title: Introduction to Political Science and Public Administration Course Code: UAMCJ5002MN1 | | |
| Credits 4: Theory (4 Lectures/week) = 60 Hours | | |
| No. | Course Objectives | |
| 1 | To Develop knowledge of theories, concepts, and research methods in humanities and social sciences. | |
| 2 | To Assess how global, national and regional developments affect society. | |
| 3 | To furnish the students with a unique multidisciplinary approach in social sciences and prepares them for further academic study and for careers in the public and the private sector. | |
| CO | Course Outcomes On completing the course, the learner will be able to | Bloom's Taxonomy Level (BT level) |
| CO1 | Explain the fundamental concepts, definitions, and scope of Political Science, including diverse approaches like normative, empirical, and feminist methodologies | Remembering |
| CO2 | Demonstrate critical awareness of how the State, Civil Society, Market, and Media function independently and interdependently in contemporary socio-political contexts | Understanding, Analyzing |
| CO3 | Analyze the theoretical and practical distinctions between State, Government, and Society, along with the evolving roles of each in a dynamic globalized world | Applying, Creating |
| CO4 | Evaluate the evolution, dimensions, and significance of Public Administration as a discipline, including the interface between public and private sectors | Analysing, Evaluating |
| CO5 | Compare and contrast major approaches in Public Administration—such as New Public Administration, Public Management, and Governance—with real-world applications | Applying, Analysing, Evaluating |
| CO6 | Demonstrate informed and ethical perspectives on governance and public service in relation to democratic participation, inclusivity, and administrative accountability | Applying, Understanding, Evaluating |





| | | |
|----------------------|---|--------------------|
| <u>Unit 1</u> | The study of Politics 1.1 Definitions and Nature of Political Science 1.2 Scope of Political Science 1.3 Different approaches to the study of Political Science: <ul style="list-style-type: none"> ● Normative Approach ● Empirical Approach ● Feminist Approach | 15 lectures |
| <u>Unit 2</u> | The changing nature, meaning and inter-relationship of the State, Civil Society, the Market and the Media 2.1 The State: Definition <ul style="list-style-type: none"> ● Constituent Elements of the State ● Distinction between the State and the Government. 2.2 The Civil Society: Definition and Meaning <ul style="list-style-type: none"> ● Distinction between State and Society ● Relationship between the State and Society 2.3 The Market: Meaning <ul style="list-style-type: none"> ● Changing role of the State ● Relationship between the State and the market | 15 lectures |
| <u>Unit 3</u> | Public Administration as a Discipline <ul style="list-style-type: none"> ● Meaning, dimensions and significance ● Evolution of Public & Private Administration | 15 lectures |
| <u>Unit 4</u> | Major Approaches in Public Administration <ul style="list-style-type: none"> ● New Public Administration and Service ● Public Management ● Understanding Governance | 15 lectures |

References:

1. Bird, C. (2007). An introduction to political philosophy. Cambridge University Press
2. Ball, T., & Dagger, R. (2003). Political ideologies and the democratic ideal (4th ed.). Longman.
3. Kaviraj, S., & Khilnani, S. (2001). Civil society: History and possibilities. Cambridge University Press.
4. Gerald, F. (2000). Political concepts and political theories. Westview Press.
5. Goodin, R. E., & Klingemann, H. D. (1998). A new handbook of political science. Oxford University Press.
6. Ball, T. (1995). Ideals and ideologies: A reader. Addison-Wesley.





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7. Plant, R. (1991). Modern political thought. Blackwell.
8. Barry, N. (1981). An introduction to political theory. Macmillan.
9. Heywood, A. (n.d.). Politics. Palgrave.

Evaluation (Core Theory): Total marks per course - 100.

Formative Assessment 'for' Learning (continuous internal assessment - CIA to improve learning).

CIA - 40 marks

CIA 1: Written test -20 marks

CIA 2: Assignment -20 marks

Summative Assessment 'of' Learning (focus on outcomes, quantitative data for outcomes of instruction).

End Semester Examination – 60 marks

One question from each unit for 15 marks, with internal choice. Total marks per question with choice -20 to 22.

Template for the Core course End Semester examination in Semester III

| UNITS | KNOWLEDGE | UNDERSTANDING | APPLICATION | ANALYSES | EVALUATION | CREATION |
|-----------------------------------|-----------|---------------|-------------|----------|------------|----------|
| 1 | 3 | 3 | 2 | 3 | 3 | 1 |
| 2 | 2 | 3 | 3 | 3 | 2 | 2 |
| 3 | 2 | 3 | 3 | 3 | 2 | 2 |
| 4 | 2 | 2 | 3 | 3 | 3 | 2 |
| -TOTAL - Per objective | 9 | 11 | 11 | 12 | 10 | 7 |
| % WEIGHTAGE | 10 | 20 | 20 | 20 | 10 | 10 |





| BA/MCJ VSC (Vocational Skill Course) | | |
|--|---|---|
| Course Title: Business of Culture Course Code: UAMCJ5001VS1 | | |
| Credits 2: Theory (2 Lectures/week) = 30 Hours | | |
| No. | Course Objectives | |
| 1 | To examine how the cultural economy influences, and is influenced by, social phenomena through case studies of various creative industries, as well as examination of the creative sector as a whole. | |
| 2 | To explore issues such as how value is produced in the field of fashion modelling, how music and other creative industries drive urban economies, how local crafts enter global markets, and how e-commerce influences the publishing industry. | |
| CO | Course Outcomes On completing the course, the learner will be able to | Bloom's Taxonomy Level (BT level) |
| CO1 | Explain foundational principles in the business of culture and critically engage with Pierre Bourdieu's key sociological concepts such as symbolic goods, cultural capital, and habitus | Remembering |
| CO2 | Apply theoretical frameworks to analyze how symbolic goods are marketed, valued, and consumed within the cultural economy | Understanding |
| CO3 | Evaluate the structure, key players, and commercial dynamics of contemporary cultural industries such as the art market, fashion, beauty, and publishing | Applying, Evaluating |
| CO4 | Interpret and critique cultural products (art, fashion, literature) in terms of aesthetics, social significance, market appeal, and cultural meaning | Analyzing, Creating |
| CO5 | Demonstrate research skills and creative thinking in developing business ideas, proposals, or cultural products, with an understanding of intellectual property and monetization strategies | Applying, Evaluating |
| CO6 | Collaborate on case studies or projects that highlight ethical, inclusive, and sustainable approaches to working in the cultural industries | Analyzing, Creating |





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- Unit 1** Introduction to Business of Culture **15 lectures**
- Principles of Business of Culture
 - Pierre Bourdieu's Key Concepts: Symbolic Goods, Field, Taste and distinction, Cultural Capital, Habitus, Cultural Intermediaries
 - Marketing and Selling Symbolic Goods
 - The General Principles of Cultural Economy
- Unit 2** Business of Culture in Action **15 lectures**
- Contemporary Art Market
 - Understanding Art, interpretation and elements
 - Key players in the art market, Art evaluation
 - The Fashion and Beauty Industry
 - Industry overview, Market categories (Haute Couture, Pret-a-Porter, Diffusion Lines, Fast Fashion), Fashion trend life cycle, Seasons
 - Fashion weeks and trade shows, Publications
 - The Publishing Business
 - Building an idea, drafting a proposal, finding literary agents and publishing houses, contracts, royalties and timelines

References:

Elizabeth Currid, The Warhol Economy: How Fashion, Art, and Music Drive New York City, Chapters 1-4

Elizabeth Currid, The Warhol Economy: How Fashion, Art, and Music Drive New York City, Chapters 5-7, Epilogue

Pierre Bourdieu, Distinction: A Social Critique of the Judgement of Taste Mukti Khaire, Culture and Commerce: The Value of Entrepreneurship in Creative Industries Jennifer Smith Maguire and Julian Matthews (Editors), The Cultural Intermediaries Reader

Olav Velthuis, Talking Prices: Symbolic Meanings of Prices on the Market for Contemporary Art, Introduction, Chapters 1-4

Olav Velthuis, Talking Prices: Symbolic Meanings of Prices on the Market for Contemporary Art, Chapters 4-5, Conclusion

Svetlana Kharchenkova and Olav Velthuis, "How to Become a Judgment Device: Valuation Practices and the Role of Auctions in the Emerging Chinese Art Market"

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APPROVED SYLLABUS





Ashley Mears, Pricing Beauty: The Making of a Fashion Model, Chapters 1-4

Ashley Mears, Pricing Beauty: The Making of a Fashion Model, Chapters 5-7

Kristen Barber, Styling Masculinity: Gender, Class, and Inequality in the Men's Grooming Industry

Diana Crane, Fashion and Its Social Agendas: Class, Gender, and Identity in Clothing

Judith Taylor, Josée Johnston, and Krista Whitehead, "A Corporation in Feminist Clothing? Young Women Discuss the Dove 'Real Beauty' Campaign," Critical Sociology

John B. Thompson, Merchants of Culture: The Publishing Business in the Twenty-First Century, Introduction, Chapters 1-7

John B. Thompson, Merchants of Culture: The Publishing Business in the Twenty-First Century, Chapters 8-10, conclusion

Frederick F. Wherry, Global Markets and Local Crafts: Thailand and Costa Rica Compared, Chapters 1-3

Frederick F. Wherry, Global Markets and Local Crafts: Thailand and Costa Rica Compared, Chapters 4-6

Recommended texts:

1. Kasturi, S. (2023). Childscape mediascape: Children and media in India.
2. Thapar, R. (2018). Indian cultures as heritage. Aleph Book Company.
3. Lal, A. (2017). India social: How social media is leading the charge and changing the country. Hachette UK.
4. Gonsalves, R. (n.d.). The survival of the friendliest: Contemporary Indian publishing in English at the Frankfurt Book Fair. Cultural Sociology.
5. Velthuis, O., & Curioni, S. B. (Eds.). (n.d.). Cosmopolitan canvases: The globalization of markets for contemporary art.
6. Childress, C. (n.d.). Under the cover: The creation, production, and reception of a novel.





7. Verboord, M. (n.d.). Female bestsellers: A cross-national study of gender inequality and the popular–highbrow culture divide in fiction book production, 1960–2009. *European Journal of Communication*.
8. Griswold, W., & Wohl, H. (n.d.). Evangelists of culture: One book programs and the agents who define literature, shape tastes, and reproduce regionalism. *Poetics*.
9. Griswold, W. (n.d.). Bearing witness: Readers, writers, and the novel in Nigeria.
10. Liddle, K. (n.d.). Distribution matters: Feminist bookstores as cultural interaction spaces. *Cultural Sociology*.
11. Lopes, P. (n.d.). Demanding respect: The evolution of the American comic books.
12. Miller, L. J. (n.d.). Reluctant capitalists: Bookselling and the culture of consumption.
13. Ranganathan, A. (n.d.). The artisan and his audience: Identification with work and price setting in a handicraft cluster in southern India. *Administrative Science Quarterly*.
14. Botoeva, A., & Spector, R. A. (n.d.). Sewing to satisfaction: Craft-based entrepreneurs in contemporary Kyrgyzstan.
15. Quemin, A. (n.d.). Globalization and mixing in the visual arts: An empirical survey of 'high culture' and globalization. *International Sociology*.
16. Moulin, R. (n.d.). The French art market: A sociological view.
17. Fine, G. A. (n.d.). Everyday genius: Self-taught art and the culture of authenticity.
18. Dávila, A. (n.d.). Through commerce, for community: Miguel Luciano's Nuyorican interventions. *Culture Works: Space, Value and Mobility Across the Neoliberal Americas*.
19. Crane, D. (n.d.). The transformation of the avant-garde: The New York art world, 1940-1985.
20. Buchholz, L., & Wuggenig, U. (n.d.). Cultural globalization between myth and reality: The case of the contemporary visual arts. *ART-e-FACT*.
21. Becker, H. S. (n.d.). *Art worlds*.





22. Banks, P. A. (forthcoming). The rise of Africa in the contemporary art market: Myth or reality? Poetics.

23. Banks, P. A. (n.d.). Represent: Art and identity among the black upper middle class.

24. Anthony, A. K. (n.d.). Racialized authentication: Constructing representations of the Florida Highwaymen. The Sociological Quarterly.

Evaluation (VSC): Total marks per course – 50

- I. Formative Assessment 'for' Learning (continuous internal assessment - CIA to improve learning).
CIA- 20 marks
- II. Summative Assessment 'of' Learning (focus on outcomes, quantitative data for outcomes of instruction).
End Semester Examination – 30 marks

Template for courses End Semester examination in Semester III for VSC

| UNITS | KNOWLEDGE | UNDERSTANDING | APPLICATION | ANALYSES | EVALUATION | CREATION |
|---------------------------|-----------|---------------|-------------|----------|------------|----------|
| 1 | 3 | 3 | 3 | 2 | 3 | 1 |
| 2 | 1 | 3 | 2 | 5 | 2 | 2 |
| -TOTAL - Per objective | 5 | 7 | 4 | 7 | 4 | 3 |
| % WEIGHTAGE | 15 | 30 | 10 | 30 | 10 | 5 |





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DEPARTMENT OF MASS MEDIA

Syllabus

Third Semester Courses in

BA in Mass Communication and Journalism with Entrepreneurship in Media

2024–2025

Contents:

- Syllabus for Ability Enhancement Course (AEC)
 - o Course code and title

| | Course Code | Course Title under NEP |
|--------------------------------------|--------------|--------------------------|
| AEC Ability Enhancement Course | UAMCJ5001AE1 | Effective English Skills |

- Evaluation and Assessment guidelines

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APPROVED SYLLABUS



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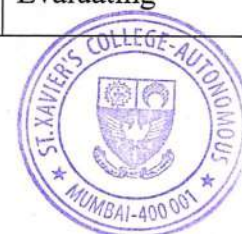
Department of Mass Media ST. XAVIER'S COLLEGE

(AUTONOMOUS)

5, Mahapalika Marg, Mumbai - 400 001,
INDIA.

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| BA/MCJ Ability Enhancement Course (AEC) | | |
|--|--|--|
| Course Title: Advanced English Writing Skills | | |
| Course Code: UAMCJ5001AE1 | | |
| Credits: 2 | | |
| No. | Course Objectives | |
| 1 | To provide valuable practice of essential academic structures, vocabulary, and organizational patterns | |
| 2 | To ensure that students will attain a level of writing expected by an academic audience and understand a variety of academic genres | |
| 3 | To help students develop a formal tone and style (registers) expected in academic writing | |
| CO | Course Outcomes On completing the course, the learner will be able to | Bloom's Taxonomy Level (BT level) |
| CO1 | Demonstrate proficiency in various reading techniques—such as skimming, scanning, intensive, and extensive reading—to interpret and analyze academic texts effectively | Remembering |
| CO2 | Summarize and paraphrase texts accurately while preserving meaning and showcasing an understanding of author intent and tone | Evaluating |
| CO3 | Identify key elements in a text such as topic, purpose, and main ideas to develop coherent and focused academic essays | Applying |
| CO4 | Develop effective note-taking and note-making strategies to support reading comprehension, research, and academic writing | Applying |
| CO5 | Apply the stages of the writing process—from brainstorming to final draft—demonstrating clarity, coherence, and purpose in academic writing | Understanding, Applying |
| CO6 | Construct well-structured academic arguments using standard conventions, including introduction, body (interjection), and | Applying, Evaluating |





| | | |
|--|--|--|
| | conclusion with appropriate logical flow | |
|--|--|--|

Unit 1 Effective Reading 15 lectures

- Ways to read a text: Skimming, Scanning, Intensive, Extensive
- Summary
- Paraphrasing
- Identifying topics, purpose and main ideas to develop essay
- Note taking and note making

Unit 2 Understanding Writing Process 15 lectures

- Introduction to the writing process
- Introduction to the conventions of academic writing
- Structuring an argument: introduction interjection and
- Conclusion

References:

1. Ashley, A (1992) *A Handbook Of Commercial Correspondence*, Oxford University Press.
2. Aswalthapa, K (1991) *Organisational Behaviour*, Himalayan Publication, Mumbai
3. Fisher Dalmar, (1999), *Communication in Organisation*, Jaico Pub House, Mumbai, Delhi.
4. French, Astrid (1993) *Interpersonal Skills*. Sterling Publishers, New delhi.
5. Garlside, L.E. (1980) *Modern Business Correspondence*, McDonald and Evans Ltd. Plymouth.
6. Fowler, R.H., Aaron, J.E. & McArthur, M., 2005. *The Little Brown Handbook*. 4th ed. Toronto: Pearson Longman.
7. Harris, M., 2008. *Prentice Hall Reference Guide*. 7th ed. New Jersey: Pearson Prentice Hall.
8. Heather, A., Lucille, S., Karen, T. & Kathleen, J.-C., 1995. *Thinking It Through: A Practical Guide To Academic Essay Writing*. 2nd ed. Peterborough: Academic Skills Centre Trent University Peterborough.
9. Hurling, S. et al., 2007. *Academic Writing Skills and Strategies II*. Shinjuku-ku: Waseda University International Co., Ltd.
10. Troyka, L.Q. & Hesse, D., 2005. *Simon & Schuster Handbook For Writers*. 4th ed. Toronto: Pearson Prentice Hall.





11. Graff, G., & Birkenstein, C. (2006). *"They Say/I Say"*. New York: W.W. Norton & Company Ltd.

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CIA- 20 marks
- II. Summative Assessment 'of' Learning (focus on outcomes, quantitative data for outcomes of instruction).
End Semester Examination – 30 marks

Template for courses End Semester examination in Semester III for AEC

| UNITS | KNOWLEDGE | UNDERSTANDING | APPLICATION | ANALYSES | EVALUATION | CREATION |
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