As Per NEP 2020

University of Mumbai

Title of the program

A- U.G. Certificate in Multimedia & Mass Communication

B- U.G.Diploma in Multimedia & Mass Communication

C- B.A. in Multimedia & Mass Communication

D- B.A. (Hons.) in Multimedia & Mass Communication

E- B.A. (Hons. with Research) in Multimedia & Mass Communication with Research

Syllabus for

Semester – Sem I & II

Ref: GR dated 20th April, 2023 for Credit Structure of UG

(With effect from the academic year 2024-25 Progressively)

University of Mumbai

(As per NEP 2020)

Sr. No.	Heading		Particulars
1	**Title of program** O: _____A	A	**U.G. Certificate in Multimedia & Mass Communication**
	O: _____B	B	**U.G. Diploma in Multimedia & Mass Communication**
	O: _____C	C	**B.A. in Multimedia & Mass Communication**
	O: _____D	D	**B.A. (Hons.) in Multimedia & Mass Communication**
	O: _____E	E	**B.A. (Hons. with Research) in Multimedia & Mass Communication with Research**
2	**Eligibility** O: _____A	A	12th standard OR Passed Equivalent Academic Level 4.0
	O: _____B	B	Under Graduate Certificate in Multimedia & Mass Communication Academic Level 4.5
	O: _____C	C	Under Graduate Diploma in Multimedia & Mass Communication Academic Level 5.0
	O: _____D	D	Bachelor of Arts in Multimedia & Mass Communication with minimum CGPA of 7.5 Academic Level 5.5
	O: _____E	E	Bachelor of Arts in Multimedia & Mass Communication with minimum CGPA of 7.5 Academic Level 5.5
3	**Duration of program** R: _____	A	One Year
		B	Two Years
		C	Three Years
		D	Four Years

			E	Four Years
4	**Intake Capacity** **R: _____**	**60**		
5	**Scheme of Examination** **R: _____**	NEP 40% Internal 60% External, Semester End Examination Individual Passing in Internal and External Examination		
6	**R: _____ Standards of Passing**	40%		
7	**Credit Structure** **Sem. I - R: _____A** **Sem. II - R: _____B** **Credit Structure** **Sem. III - R: _____C** **Sem. IV - R: _____D** **Credit Structure** **Sem. V - R: _____E** **Sem. VI - R: _____F**	Attached herewith		
8	**Semesters**	A	Sem I & II	
		B	Sem III & IV	
		C	Sem V & VI	
		D	Sem VII & VIII	
		E	Sem VII & VIII	
9	**Program Academic Level**	A	4.5	
		B	5.0	
		C	5.5	
		D	6.0	
		E	6.0	
10	**Pattern**	Semester		
11	**Status**	New		
12	**To be implemented from Academic Year Progressively**	From Academic Year: 2024-25		

Sign of the BOS Chairman
Dr. Navita Kulkarni
BoS in Mass Media

Sign of the
Offg. Associate Dean
Prof. Mala Lalwani
Humanities

Sign of the Offg. Dean
Dr. Anil Singh
Humanities

Preamble

1) Introduction

Bachelor of Arts in Multimedia and Mass Communication is a four year all-encompassing degree program that is focused on imparting application based media education to craft successful media personnel of tomorrow.

2) Aims

- To impart knowledge and inculcate values that promotes integrity, credibility and social responsibility in the learner.
- To prepare learners for a variety of careers in media and allied business including, communication advertising, public relations, journalism, research and more.

Objectives:

- To equip the learners with professional skills essential for making career in Entertainment industry, Cinema, Television, OTT Platforms, social media platforms etc.
- This programme will also give them an improved sense of self-confidence and selfefficacy and an awareness of their responsibilities as professionals in their field
- They will be better equipped to grasp the complex relationship between communication/media theories and a diverse set of individual, social, and professional practices

Learning Outcomes

- Learners will acquire the knowledge and skills required to pursue a career in the specialization of their choice.
- Students would demonstrate the ability to apply rhetorical principles in a variety of creative, cinematic, organizational, professional and journalistic venues
- 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.
- Learners will be able to create and design emerging media products, including blogs, digital audio, digital video, social media, digital photography, and multimedia.
- 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.

3) Credit Structure of the Program (Sem I, II, III & IV) (Table as per Parishisht 2 with sign of HOD and Dean)

Under Graduate Certificate in MULTIMEDIA AND MASS COMMUNICATION

Level	Semester	Major		Minor	OE	VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC, RP	Cum. Cr. / Sem.	Degree/ Cum. Cr.
		Mandatory	Electives							
R:_____A										
4.5	I	1.Evolution of Communication (2 cr) 2. Fundamentals of Mass Communication (2 cr) 3. Contemporary Affairs (2 cr)		-	2+2	Visual Communication VSC:2, Introduction to Computers - I SEC:2	AEC: (2 cr) VEC:2, IKS:2	CC:2	22	UG Certificate 44
R:_____B										
	II	1.Overview of Print production 2. Basics of Radio & Television 3. Introduction to New Media		2	2+2	Translation Skills VSC:2, Introduction to Computers - II SEC:2	AEC: (2 cr), VEC:2	CC:2	22	
	Cum Cr.	12	-	2	8	4+4	4+4+2	4	44	
Exit option: Award of UG Certificate in Major with 40-44 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor										

[Abbreviation - OE – Open Electives, VSC – Vocation Skill Course, SEC – Skill Enhancement Course, (VSEC), AEC – Ability Enhancement Course, VEC – Value Education Course, IKS – Indian Knowledge System, OJT – on Job Training, FP – Field Project, CEP – Continuing Education Program, CC – Co-Curricular, RP – Research Project]

Sem. - I

Syllabus
B.A. in MULTIMEDIA AND MASS COMMUNICATION
(Sem.- I)

SEMESTER I			
PARTICULARS	**COURSES**	**CREDITS**	**TEACHING HOURS**
MAJOR (MANDATORY)	**EVOLUTION OF COMMUNICATION**	2	30
	FUNDAMENTALS OF MASS COMMUNICATION	2	30
	CONTEMPORARY ISSUES	2	30
MAJOR (ELECTIVES)	**NIL**	-	-
MINOR	**NIL**	-	-
OPEN ELECTIVES	**NIL**	2	30
VOCATION SKILL COURSE	**VISUAL COMMUNICATION**	2	30
SKILL ENHANCEMENT COURSE	**INTRODUCTION TO COMPUTERS - I**	2	30

EVOLUTION OF COMMUNICATION

COURSE OUTCOME :

Course Objectives:

- To explore the history of communication from pre-historic styles to modern technologies
- To identify techniques and media used in graphic art.
- To understand the influences of historic media styles in present day communication
- To study the evolution of language and other communicative behaviours in humans and other species.
- To Study the role of culture in shaping communication patterns
- To understand the impact of evolution on communication dynamics
- To identify the social dynamics that drive the evolution of communication
- To examine the impact of technology on the communication systems

MODULE	TOPICS	DETAILS	Hours
I	**INTRODUCTION TO COMMUNICATION**	1. Understanding communication and its significance 2. Introduction to basic theories of communication 3. Communication among animals 4. Role of communication in formation of societies and sustainability	10
II	**HISTORY OF COMMUNICATION**	1. Communication during the pre-historic era - Cave paintings, petroglyphs, symbolic interactions 2. Stage of Oral communication 3. Development of writing systems 4. Evolution of Language & its role 5. Introduction of printing press 6. Introduction of telegraph and telephone	
III	**ROLE OF CULTURE IN COMMUNICATION DYNAMICS**	1. Understanding culture 2. Role of culture on communication 3. Impact of culture on communication patterns 4. Evolution of language over time and introduction of dialects 5. Globalization and its impact on communication 6. Impact of cultural convergence and divergence	10
IV	**IMPACT OF SOCIAL DYNAMICS AND TECHNOLOGICAL ADVANCEMENTS ON COMMUNICATION**	1. Group communication and its dynamics 2. Social systems and their impact on communication designs 3. Acquisition of language skills and its role in presentation and personal development 4. Cognitive perspectives of communication advancement	5

		5. Development of communication technologies and its impact 6. Impact of the internet and digital communication	
V	**TECHNOLOGICAL ADVANCEMENTS AND COMMUNICATION ETHICS**	1. Data protection and privacy 2. Data theft 3. Fake news 4. Digital divide 5. Cyberbullying 6. Hate speech 7. Environmental impact of technology 8. IPR and Copyright 9. Digital Addiction & Well-being	5

It is recommended that 15 minutes of every lecture is devoted to reading/discussing the major news stories of the day.

SYLLABUS DESIGNED BY:

- DR. NAVITA KULKARNI
- MS. KAVITA MAKHIJA

INTERNAL EVALUATION METHODOLOGY:
(any two to be selected- one individual and one group evaluation)

1. ORAL & PRACTICAL PRESENTATIONS
2. PROJECTS / ASSIGNMENTS
3. DEBATES /GROUP DISCUSSION
4. OPEN BOOK TESTS
5. QUIZ

REFERENCE BOOKS/JOURNALS/MANUALS:
1. Birdwhistell, R. L. (1970). Kinesics and Context: Essays on Body Motion Communication. University of Pennsylvania Press.
2. Pinker, S. (1995). The language instinct: How the mind creates language. William Morrow Paperbacks.
3. McLuhan, M. (1964). Understanding Media: The extensions of Man. Routledge.
4. Standage, T. (1998). The Victorian Internet: the remarkable Story of the Telegraph and the Nineteenth Century's On-line pioneers. Walker & Company.
5. Hall, E. T. (1977). Beyond Culture. Anchor.
6. Crystal, D. (1997). English as the global language. Cambridge University Press.
7. Goffman, E. (1959). The Presentation of Self in Everyday Life. Anchor.
8. Chomsky, N. (1959). A review of B.F. Skinner's Verbal Behavior. Language, 35(1), 26-58.
9. Castells, M. (2000). The Rise of the Network Society. Wiley-Blackwell.
10. Turkle, S. (2011). Alone Together: Why we expect more from Technology and Less from Each Other. Basic Books.
11. Floridi, L. (2008). The Ethics of Information. Oxford University Press.
12. Introna, L. D., & Nissenbaum, H. (2000). Shaping the Web: Why the Politics of Search Engines Matters. The Information Society, 16(3), 169-185.

FUNDAMENTALS OF MASS COMMUNICATION

COURSE OUTCOME :

- **To introduce students to the history, evolution and the development of Mass Communication in the world with special reference to India.**
- **To study the evolution of Mass Media as an important social institution.**
- **To understand the development of Mass Communication models.**
- **To develop a critical understanding of Mass Media.**
- **To understand the concept of New Media and Media Convergence and its implications.**

MODULE	TOPICS	DETAILS	Hours
I	**Introduction and overview**	1. Meaning and importance of Mass Communication 2. Forms of Communication: Intra Personal Communication, Interpersonal Communication, Group Communication, Mass Communication: Electronic, Satellite, Interactive, Digital Communication etc. 3. Models of Communication: Gerber's Model, Sociological Model, Gatekeeping Model, Defleur's Model of the Taste- differentiated Audience Model, Hub Model, Sadharanikaran.	10
II	**History of Mass communication**	1. From oral to communication (kirtan, Davandi, Powada, Nagara) 2. From Electric to Electronic communication, From electric to Digital communication, Contemporary scene in Indian communication landscape	
III	**Major forms of mass media**	1. Traditional & Folk Media: 2. Print: Books, Newspapers, 3. Magazines 4. Broadcast: Television, Radio Films 5. Internet	5
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	10

		communication) **IV. Developmental Impact** (With how the government has successfully used mass communication) **B. Impact of mass media on** -1 Education, 2. Children, 3. Women, 4. Culture, 5. Youth, 6. Development.	
V	**The New Media and media convergence**	1. Elements and features of new media, Technologies used in new media, 2. Major challenges to new media Acquisition-personal, social and national, 3. Future prospects.	5

SYLLABUS DESIGNED BY:

1. NAVITA KULKARNI – CONVENER
2. SAURABH DESHPANDE- MEMBER
3. RASIKA SAWANT- MEMBER

INTERNAL EVALUATION METHODOLOGY:
(any two to be selected- one individual and one group evaluation)

6. ORAL & PRACTICAL PRESENTATIONS
7. PROJECTS / ASSIGNMENTS
8. DEBATES /GROUP DISCUSSION
9. OPEN BOOK TESTS
10. QUIZ

REFERENCES:

1. Mass Communication Theory: Denis Mcquail
2. Mass Communication: Rowland Lorimer
3. The Media in Your Life: An Introduction to Mass Communication : Jean Folkerts
4. and Stephen Lacy (Pearson Education)
5. Mass Communication Effects: Joseph Klapper
6. Mass Communication & Development: Dr. Baldev Raj Gupta
7. Mass Communication in India: Keval J Kumar
8. Mass Communication Journalism in India: D S Mehta
9. The Story of Mass Communication: Gurmeet Singh
10. Perspective Human Communication: Aubrey B Fisher.
11. Communication Technology & Development: I P Tiwari
12. The Process of Communication: David K Berlo
13. Cinema; Television: Jacques Hermabon& amp; Kumar Shahan.
14. Mass Media Today: Subir Ghosh
15. Mass Culture, Language & arts in India: Mahadev L Apte

16. Communication Facts & Ideas in Business: L. Brown (Prentice Hall).
17. India's Communication Revolution: ArvindSinghal and Everett Rogers.
18. The Myth of Mass Culture: Alan Swing wood
19. Communication: C.S. Rayadu,(Himalaya Publishing House, Mumbai).
20. Communication-concepts & Process: Joseph A Devito
21. Lectures on Mass Communication: S Ganesh.

CONTEMPORARY AFFAIRS

COURSE OUTCOME :

1. To provide learners with overview on current developments in various fields.
2. To generate interest among the learners about burning issues covered in the media
3. To equip them with basic understanding of politics, economics, environment and technology so that students can grasp the relevance of related news.
4. Twenty minutes of newspaper reading and discussion is mandatory in every lecture

MODULE	TOPICS	DETAILS	Hours
I	**Current National stories**	5. Three political stories of national importance. 6. Political leaders : news makers of the season (Brief profile of any three) 7. One dominating economic /business news 8. One dominating environment news stories 9. One story of current importance from any other *01* genre.	5
II	**Polity and Governance**	1. Ministries of Government of India *01* Autonomous government bodies 2. **Ministry of Home Affairs** • Enforcement Organizations Internal • Security • Police 3. **Communal tensions** • Review of latest episodes of communal tensions 4. **The tensions in J&K** • Background, Political players • Update on the current situation 5. **Review of any three Central Government projects and policies**	10

III	International Affairs	7. **Security Council,** Structure and role 8. Issues that currently engage the SC 9. **Role of United Nations** ,General Assembly, Other main organs of the UNO 10. Issues that currently engage the UNO 11. Four conflicts/ issues of international *4* importance	
IV	**Maharashtra Issues**	7. Political parties reach and challenges, political leaders 8. An update on the current political dynamics of Maharashtra 9. News relating to the marginalized and displaced tribes 10. The latest news on floods and drought, unemployment, health issues, etc 11. Update two ongoing state projects	5
V	**Technology**	1. **Mobile Application for Journalists:** Mobile apps help in content creation Examples of Mobile apps used by journalists worldwide 2. **Artificial Intelligence & Content Automation Tools:** Introduction to AI and data science Introduction to Content Automation tools Examples of content automation tools in content creation 3. **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 4. **Digital Gaming Industry:** Introduction to Digital Gaming Industry 5. **Digital gaming in India:** Overview of Indian digital gaming	10

It is recommended that 15 minutes of every lecture is devoted to reading/discussing the major news stories of the day.

INTERNAL EVALUATION METHODOLOGY:

Sr no	Project/Assignment	Reason/Justification
01	Quiz on current affairs	This is an interesting way of engaging learners with news and personalities making news.
02	Group Discussion on burning issues	Bouncing of ideas and opinions is an effective way of enhancing understanding on a subject
03	Group presentations on any one current issue	This also gives the learners an opportunity to address the issues that come up in a team work and the ability to work through these. It also challenges their ability to collect relevant information and package effectively,

REFERENCE BOOKS/JOURNALS/MANUALS:

1. Manorma Yearbook published by Malayala Manorma
2. Competition Success Review
3. Competition Master
4. Yojana published by Publication Division, Ministry of Information and Broadcasting
5. The Virtual Reality Primer- Casey Casey Larijani
6. The Secret of Viral Content Creation- Priyanka Agarwal
7. https://www.lucidpress.com/blog/top-30-social-media-automation-tools
8. Understanding Augmented Reality: Concepts and Applications- Alan B Craig
   https://www.forbes.com/sites/suparnadutt/2018/03/09/how-online-gaming-in-india-is-growing-fast-into-a-billion-dolla
9. 70 years in Indian politics and policy
10. https://www.livemint.com/Politics/.../70-years-in-Indian-politics-and-policy.htr-market/#7e8eddbd55b6

VISUAL COMMUNICATION

COURSE COUCOME
1. To provide students with tools that would help them visualize and communicate. 2. Understanding Visual communication as part of Mass Communication 3. To acquire basic knowledge to be able to carry out a project in the field of visual communication 4. To acquire basic knowledge in theories and languages of Visual Communication 5. The ability to understand and analyse visual communication from a critical

perspective

MODULE	TOPICS	DESCRIPTION	Hours
01	**INTRODUCTION**	1. Early Visuals as Communication • Historical evidences, Caves, Hieroglyphs, Geoglyphs, Murals, sculptures 2. Visual Communication as Natural means • Body language – Physique, Gestures, Eye contact, Expressions • Technical gestures 3. Process & Expansion of Visual Language • Sensual theories – Gestalt, Constructivism, Ecological • Perception theories – Semiotics, Language of Signs & Symbols • Concept of Code – Metonymic, Analogical code, Displaced code, Condensed code	10
02	**MEDIUM OF COMMUNICATION**	1. Images – • Pictograms, Ideograms, Logograms • Paintings, Illustrations, Cartoons, Memes, • Photographs – (speaks thousand words) 2. Video – • Cinema-the seventh art, Animation, Documentary, Vlog 3. Infographics – • Graphs, Charts, Maps • Instructions signs, Presentations • Classification indicators 4. Models – • Solar system, Body systems, Scientific models, Demo pieces 5. Colour – • Sensation, Instruction, Classification • Symbolic – Religious, Political, • Mood & Atmosphere	10
03	**PUBLIC PLACES**	1. Architecture – • Steps, Ramps, Gates, Entrances • Doors, Windows • Emergency exit, Help seek, Disciplinary, 2. Clothing – • Uniform, Classification, Rank, Unity,	10

		Distinction, Duty, Safety, Identity, Dutifulness, • Dress code, Protocol, Etiquettes • Cultural influences, 3. Interpretation – • Figure reading, Valuation of personality, Presentation of self, Reading from visual cues	
04	**APPLICATION**	1. Commercial – • Graphic Design, Posters, Advertisements, Publication Design,	
05	**ELEMENTS OF ART**	1. Visible components – • Line, Shape, Form, Tone, Colour, Space, • Proximity, hierarchy, Movement, Alignment, Emphasis, • Typography, Calligraphy, Word expression, Logotype, Treatment	

SYLLABUS DESIGNED BY:

1. ARVIND PARULEKAR (CONVENER)
2. GAJENDRA DEVDA
3. RENU NAURIAL

INTERNAL EVALUATION METHODOLOGY:

(any two to be selected- one individual and one group evaluation)

1. Presentations with visual examples to elaborate topic
2. Projects / Assignments (illustrations or/& photographs of observations around)
3. Picture/ Image analysis for Visual Cues & Extracting Meaning
4. Drawing book ideation exercise on Visualisation of Phrases/ Proverbs/ Word Expression

REFERENCES:

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
4. Visual Communication by Arvind Parulekar (Sheth Publication)

INTRODUCTION TO COMPUTERS I

5.	COURSE CODE	COURSE NAME and DETAILED SYLLABUS	
		INTRODUCTION TO COMPUTERS -01	
		Syllabus	
Modules		**Details**	**Hours**
1	**Photoshop: Pixel based Image editing Software**		
	1. **Introduction to**	Image editing theory	*10*
	Photoshop	Bitmaps v/s Vectors	
		When to use Photoshop and when to use drawing	
		Tools	
	2. **Photoshop**	The tools, Toolbox controls	
	Workspace	Property bar, Options bar,	
		Floating palates	
	3. **Working with**	Image mode, Image size, canvas size	
	images	Image resolution, size and resampling	
		What is perfect resolution?	
		Cropping to size and resolution	
		Resizing v/s resampling	
	4. **Image Editing**	Levels, Curves,	
		Contrast adjustment, Colour adjustment	
		Photo filters	
	5. **Working with**	Text layer, Character palate, Paragraph palate,	
	Text	Text resizing, Text colour, Text attributes	
		Working on simple project/ one page design	
2	**CorelDraw: Vector based Drawing software**		
	1. **Introduction to**	Corel Draw Interface,	
	CorelDraw	Tool Box,	
		Importing files in CorelDraw,	
		Different file formats	
	2. Using text	Artistic and paragraph text, Formatting Text,	
		Embedding Objects into text,	
		Wrapping Text around Object,	
		Linking Text to Objects	
		Text C2C:	
	3. Exploring tools	Basic shapes: Cut, Erase, Combine,	
		Shaping tool: Nodes, Handles, Corners	
		Convert to Curves: Reshaping, Creating figures,	
		Logos	
	4. Applying effects	Power of Blends,	
		Distortion and contour Effects, Envelopes,	
		Lens effects,	
		Transparency, Creating Depth Effects and Power	
		Clips	
	5. Exporting in CorelDraw	Exporting,	
		Types of export,	
		Exporting for other software	
3	**Introduction to Microsoft Excel**		
4	**Premiere Pro: Audio-visual: Video editing software**		

		1. Introduction to editing	Editing importance, Great editing examples, Editing for different formats (film/ad/news/etc.)	10
		2. Introduction to premiere	How premiere helps in editing, Understanding the toolbar, Importing files, Experimenting with video and audio layers, Basics of editing (cut/layers/different windows/etc.)	
		3. Understanding file formats	**Understanding different file formats**	
			(AVI/MPEG/MOV/H264, etc.),	
			Importing raw footage for edits,	
			Performing video checks while editing	
		4. Using colour grading	**What is color grading,**	
			Examples of color grading,	
			Using filters and presents in color mixing,	
			Applying presents on layers for editing	
		5. Exporting and rendering	**Exporting in different formats,**	
			Choosing right formats for exposing,	
			Managing quality while exporting,	
			Rendering and maintain file format,	
			Improving quality and time to render techniques	
5	**Sound Forge/Sound Booth: Sound Editing Software**			
		1. Introduction to **Digital Audio**	Sound basics, Audio band pitch volume Understanding Digital audio Sampling, bit rate	10
		2. Concept of **Dolby Digital**	Mono, Stereo, Quadrophonic Surround sound, 5.1 Channel, Subwoofer Difference in Dolby Digital and DTS, More about DTS Three way sound speaker	
		3. Sound **Recording**	Recording Equipment Microphone and Types of microphones Preamps, Power amps, Sound card Input from audio sources, Extract audio from CD Different audio saving formats Wave, WMA, CDA, MP3 Digital Computer software	
		4. Working with **Sound**	Workspace, Play bar, timeline, Transport tool bar Working with audio file	

		Basic editing, cut/copy/paste, Paste special Using Markers, Regions and Commands Sound processing techniques Channel converter, Bit depth converter	
	5. **Advanced Sound Processing**	Delay, Echo, Reverb, Chorus Mixing sounds Noise gating. Expansion, Changing pitch and Time duration Sound track output Create your audio CD and mark chapters	
	Total		

Syllabus Committee Members

1. **Prof. Arvind Parulekar: Convener**
2. **Prof. Izaz Ansari: (Subject Expert)**
3. **Mr. Ashish Gandhre: (Industry Expert)**

Internal exercise:
The objective of internal exercise is to help them identify image and video editing, and apply it to projects. This will ensure the knowledge of the students are up to the industry standards. Also helping them develop their vision to higher aesthetic level.

Sr. no.	Project/Assignment	Reason/Justification
01 Print	Preparing a magazine or a series of posters of different size (type of a campaign promotion) using either quark of PS or Corel	Taking example of magazines or daily newspapers, students can come up with a sample. This will help them be industry ready with a fair hands-on-experience.
02 Electronic	Making a short clip with the use of premiere and 3D Maya	Making a short video clip with the fusion of 3D Maya (some 3D element) and premiere to edit out a short clip (short film/ad/news reel, etc.)

References:

- Photoshop Bible   McLeland   Willey Publication
- Corel Draw Practical Learning: BPB Publication
- Quark Express-9 : Prepress Know-How   Noble Desktop Teachers
- Desktop Publishing with Quark 10   Kindle version
- Digital Music and Sound Forge Debasis Sen   BPB Publications

SR. NO.	COURSE CREDIT	TEACHING HOURS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL MARKS
1	2	30	20	30	50
2	3	45	30	45	75
3	4	60	40	60	100

PAPER PATTERN – 1 (30 MARKS)

Semester End Examination: 30 Marks   **Time: 1.00 hr**

QUESTION PAPER PATTERN

Attempt any 2 from Q1. –Q.3
Each question carries 15 Marks

Question No	Questions	Marks
Q 1	Practical/ Case study	15
Q 2	Practical/ Theory	15
Q 3	Practical/ Theory	15
	TOTAL	**30**

Note:
1. Equal Weightage is to be given to all the modules.
2. 15 marks question may subdivide into 7.5 marks each. Internal option shall be given, i.e attempt any two out of three. For direct 15 Marks question option should be given. Attempt any one out of two.
3. Use of simple calculator is allowed in the examination.
4. Wherever possible more importance is to be given to the practical problems.

Continuous Evaluation: Internal (20 marks)

	Assessment/ Evaluation	Marks
1	Practical based projects.	10
2	Participation in Workshop / Conference/ Seminar/ Live Case Study/ Field Visit/ Certificate Course. (Physical/online mode)	10

PAPER PATTERN – 2 (60 MARKS)

Semester End Examination: 60 Marks   **Time : 2.00 hr**

QUESTION PAPER PATTERN

Question.1. is compulsory
Attempt any 3 from Q2. –Q.5
Each question carries 15 Marks

Question No	Questions	Marks
Q 1	Practical/ Case study	15
Q 2	Practical/ Theory	15
Q 3	Practical/ Theory	15
Q 4	Practical/ Theory	15
Q 5	Practical/ Theory	15
	TOTAL	**60**

Note:
1. Equal Weightage is to be given to all the modules.
2. 15 marks question may subdivide into 7.5 marks each. Internal option shall be given, i.e attempt any two out of three. For direct 15 Marks question option should be given. Attempt any one out of two.
3. Use of simple calculator is allowed in the examination.
4. Wherever possible more importance is to be given to the practical problems.

Continuous Evaluation: Internal (40 marks)

	Assessment/ Evaluation	Marks
1	Practical based projects.	20
2	Participation in Workshop / Conference/ Seminar/ Live Case Study/ Field Visit/ Certificate Course. (Physical/online mode)	20

Letter Grades and Grade Points:

Semester GPA/ Programme CGPA Semester/ Programme	% of Marks	Alpha-Sign/ Letter Grade Result	Grading Point
9.00 - 10.00	90.0 - 100	O (Outstanding)	10
8.00 - < 9.00	80.0 - < 90.0	A+ (Excellent)	9
7.00 - < 8.00	70.0 - < 80.0	A (Very Good)	8
6.00 - < 7.00	60.0 - < 70.0	B+ (Good)	7
5.50 - < 6.00	55.0 - < 60.0	B (Above Average)	6

5.00 - < 5.50	50.0 - < 55.0	C (Average)	5
4.00 - < 5.00	40.0 - < 50.0	P (Pass)	4
Below 4.00	Below 40.0	F (Fail)	0
Ab (Absent)	-	Ab (Absent)	0

Sign of the BOS Chairman
Dr. Navita Kulkarni
BoS in Mass Media

Sign of the
Offg. Associate Dean
Prof. Mala Lalwani
Humanities

Sign of the Offg. Dean
Dr. Anil Singh
Humanities

Appendix B

Justification for B.A. (Multimedia and Mass Communication)

1.	Necessity for starting the course:	**To meet the contemporary demand of the media and communication industry as well as to train the students to become successful journalists / advertisers / marketeers/ etc.**
2.	Whether the UGC has recommended the course:	**YES**
3.	Whether all the courses have commenced from the academic year 2023-24	**YES**
4.	The courses started by the University are self-financed, whether adequate number of eligible permanent faculties are available:	**YES**
5.	To give details regarding the duration of the Course and is it possible to compress the course:	**NO**
6.	The intake capacity of each course and no. of admissions given in the current academic year:	**60 Per Division per College**
7.	Opportunities of Employability / Employment available after undertaking these courses:	**YES**

Sign of the BOS Chairman
Dr. Navita Kulkarni
BoS in Mass Media

Sign of the
Offg. Associate Dean
Prof. Mala Lalwani
Humanities

Sign of the Offg. Dean
Dr. Anil Singh
Humanities

As Per NEP 2020

University of Mumbai

Syllabus for Basket of <mark>OE</mark>	
Board of Studies in Commerce	
UG First Year Programme	
Semester	I
Title of Paper	Credits 2
I) Entrepreneurship Management	Credits 2
2)	
From the Academic Year	2024-25

OE Sem 1
ENTREPRENEURSHIP MANAGEMENT

PROGRAM	B.COM
SEMESTER	I
COURSE TITLE	ENTREPRENEURSHIP MANAGEMENT
VERTICLE /CATEGORY	OE
COURSE LEVEL	4.5
COURSE CODE	
COURSE CREDIT	2
HOURS PER WEEK THEORY	2
HOURS PER WEEK PRACTICAL/TUTORIAL	NA

COURSE OBJECTIVE
This course provides an overview of the business, understanding and significance of the business in economy.

COURSE OUTCOME
CO1: Learners will recognize the fundamental components of the business
CO2: Evaluate the impact of traditional and modern business activities
CO3: Learners will be able to apply theoretical knowledge to real world scenarios within the business sector.
CO4: To create comprehensive understanding of the risks and challenges associated with business world

ORGANISATION OF THE COURSE		
UNIT NO	COURSE UNITS AT A GLANCE	TOTAL HOURS
1	Introduction to Entrepreneurship	15
2	Entrepreneurship Management	15
	TOTAL HOURS	30

COURSE DESIGN
Unit 1 : Introduction to Entrepreneurship (15)

- Introduction: Concept and importance of entrepreneurship, factors Contributing to Growth of Entrepreneurship, Entrepreneur and Manager, Entrepreneur and Intrapreneur, Types of Entrepreneurs
- Competencies of an Entrepreneur, Entrepreneurship Training and Development centers in India. Incentives to Entrepreneurs in India. Options available to entrepreneurs- franchising and outsourcing. Cases on takeover, mergers and acquisitions in India and at global level. Women Entrepreneurs: Problems and Promotion. Social Entrepreneurship-Definition, importance

PEDAGOGICAL APPROACH: Lecture Method. Case studies, assignment

Unit 2: ENTREPRENEURSHIP MANAGEMENT (15)

- Idea generation – sources and methods Identification and classification of ideas. Environmental Scanning and SWOT analysis Preparation of project plan – Components of an ideal business plan – market plan, financial plans, operational plan, and HR plan. Project formulation – project report significance and content
- Meaning and definition (evolution) Role and importance, Policies governing SMEs Organizational structure Steps in setting up a small unit,

PEDAGOGICAL APPROACH: Lecture Method, Assignments and Visits

REFERENCES:-

1. Small scale industries and entrepreneurship, Dr. Vasant Desai, Himalayan Publishing House
2. Management of small scale industries, Dr. Vasant Desai, Himalayan Publishing House
3. Management of small scale industries, J.C. Saboo Megha Biyani, Himalayan Publishing House
4. Dynamics of entrepreneurial development and Management, Dr. Vasant Desai, Himalayan Publishing
5. Entrepreneurship development, Moharanas and Dash C.R., RBSA Publishing, Jaipur
6. Beyond entrepreneurship, Collins and Lazier W, Prentice Hall, New Jersey, 1992
7. Entrepreneurship, Hisrich Peters Shephard, Tata McGraw Hill
8. Fundamentals of entrepreneurship, S.K. Mohanty, Prentice Hall of India
9. A Guide to Entrepreneurship, David Oates, Jaico Publishing House, Mumbai, Edn 2009

Total 50 Marks: with 2 Credits
30 Marks External and 20 Marks Internal

30 Marks External

DURATION: 1 Hour   MARKS: 30

Any 2 out of 3

Q. 1 Answer the following   (15 Marks)
a.
b.

Q. 2 Answer the following   (15 Marks)
a.
b.

Q. 3 Answer the following   (15 Marks)
a.
b.

---

20 Marks Internal

1) Class Test   (05 Marks)

2) Assignment   (05 Marks)

3) Presentation   (05 Marks)

4) Group Discussion   (05 Marks)

5) Quiz   (05 Marks)

6) Case Study   (05 Marks)

Note: 1) Any Four out of the above can be taken for the internal Assessment.

2) The internal Assessment shall be conducted throughout the Semester.

Sign of the BOS Chairperson
Prof. Dr. Kishori Bhagat
BOS in Commerce

Sign of the Offg. Associate Dean
Dr. Ravikant Balkrishna Sangurde
Faculty of Commerce & Management

Sign of the Offg. Associate Dean
Prof. Dr. Kishori Bhagat
Faculty of Commerce & Management

Sign of the Offg. Dean
Prof. Kavita Laghate
Faculty of Commerce & Management

As Per NEP 2020

University of Mumbai

Syllabus for	
Basket of Open Electives	
Ad- hoc Board of Studies in B. Com. (Management Studies)	
UG First Year Programme	
Semester	**I**
Title of Paper	**Credits 2/ 4**
Marketing Mix - I	**2**
From the Academic Year	**2024-25**

Sr. No.	Heading	Particulars
1	**Description the course:** **Including but not limited to:**	Management is not only an essence in all fields but it is a prevalent tool in the hands of corporates to governments. From planning to controlling and from budgeting to reporting, all managerial elements are the most essential parts of daily life. So the learners need to know about all aspects from rural development to creating artificial intelligence. They will understand how to develop India, one of the fifth most powerful economies in the world. It is expected that the learners should learn how to develop our economy and management for the future generation from these managerial facets.
2	**Vertical :**	Major/Minor/<mark>Open Elective</mark> /Skill Enhancement / Ability Enhancement/Indian Knowledge System (Choose By √)
3	**Type :**	Theory / Practical
4	**Credit**:	2 credits
5	**Hours Allotted :**	30 Hours
6	**Marks Allotted**:	50 Marks
7	**Course Objectives**: 1. To familiarize with the basic concepts of marketing management. 2. To create awareness of marketing mix elements. 3. To understand the basics of Product and Price mix.	

8	**Course Outcomes**:
	1. The students will learn about the various elements of Marketing Mix
	2. Understand the key concepts and components of product and price mix strategies
	3. Analyze the factors influencing product development, pricing decisions, and brand positioning

9	**Modules**: -
	Module 1: Marketing Mix- Product
	1. Introduction to Marketing and Marketing Management, Marketing Concepts – Elements of Marketing mix- Product Mix.
	2. Product Classification: Consumer goods and Industrial goods classification- Product Life Cycle: Stages, Meaning and significance of Product Positioning: Meaning and need of Branding
	Module 2 Marketing Mix- Price
	1. Meaning and objective of Pricing- Price decisions: Factors affecting pricing decisions- Pricing policies and constraints
	2. Significance of pricing- Methods of pricing - Steps in Pricing- Types of Pricing Strategies
10	**Text Books:** ● *Ramaswamy. V S & Namakumari. S, MARKETING MANAGEMENT-PLANNING IMPLEMENTATION AND CONTROL, Macmillan Business Books, New Delihi, 2002, Hall Of India, New Delhi,*

11	Reference Books:
	1. *Philip Kotler, MARKETING MANAGEMENT- ANALYSIS PLANNING AND CONTROL, Prentice K.S. Chandrasekar, MARKETING MANAGEMENT TEXT AND CASES, Tata Mcgraw-Hill Publication, New Delhi.2010*
	2. *Govindarajan, MARKETING MANAGEMENT CONCEPTS, CASES, CHHALLENGES AND TRENDS, Prentice Hall Of India, New Delhi. 2009*
	3. *Michael Porter – Competitive Advantage*
	4. *Theodore Levitt – Marketing Management*
	5. *Fundamentals Of Marketing – William Stanton*
	6. *Customer Driven Services Management (1999) Response Books*

12	**Internal Continuous Assessment: 40%**	**External, Semester End Examination Individual Passing in Internal and External Examination : 60%**
13	**Continuous Evaluation through:** Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	

14	**Format of Question Paper:** for the final examination
	External Paper Pattern **(30 Marks)**
	Q1. Case Study Analysis 10 Marks
	Q2. Answer the following (Any One) 10 marks
	A
	Or
	B
	Q3. Answer the following (Any One) 10 Marks
	A
	Or
	B

Sign of the BOS Chairman
Prof. Dr. Kanchan Fulmali
BOS in BMS

Sign of the Offg. Associate Dean
Dr. Ravikant Balkrishna Sangurde
Faculty of Commerce

Sign of the Offg. Associate Dean
Prin. Kishori Bhagat
Faculty of Management

Sign of the Offg. Dean
Prof. Kavita Laghate
Faculty of Commerce & Management

As Per NEP 2020

University of Mumbai

Syllabus for Basket of OE	
Board of Studies in Information Technology	
UG First Year Programme	
Semester	**I**
Title of Paper	**Credits 2/ 4**
I. **IT_Google Workspace** (Open Elective) [OE]	2
From the Academic Year	**2024-2025**

Name of the Course: IT_Google Workspace

Sr.No.	Heading	Particulars
1	**Description the course :** **Including but Not limited to:**	Google Workspace is a collection of cloud-based productivity tools that are designed to help individuals and organizations to work and collaborate efficiently. This course will provide an introduction to applications such as Gmail, Google Drive, Google meet and Google Calendar Google Docs, Google Sheets, Google Slides, Google Forms, Google Classroom.
2	**Vertical :**	**Open Elective**
3	**Type :**	Practical
4	**Credits :**	2 credits
5	**Hours Allotted :**	60 Hours
6	**Marks Allotted:**	50 Marks
7	**Course Objectives(CO):** CO 1. Understand Google Workspace and its applications. CO 2. Gain proficiency in key features of Google workspace application. CO 3. Acquire proficiency in Google workspace to collaborate, manage tasks and communicate effectively. CO 4. Leverage possibilities of Google workspace tolls to enhance productivity and streamline workflow.	
8	**Course Outcomes (OC):** OC 1. Manage email communications with Gmail. OC 2. Schedule and organize meetings and events using Google Calendar. Arrange and attend video meetings with Google Meet, Communicate with others using Google Chat. OC 3. Save , manage, and share files with Google Drive. OC 4. Generate and collaborate documents, spreadsheets and presentations. OC 5. Design Google Forms and collect data for surveys . Generate reports based on the collected data and integrate it with other Google Workspace applications. OC 6. Use Google Classroom to digitally organize, distribute, and gather assignments, course materials, and feedback. OC 7. Navigate confidently and make use of the numerous functionalities of Google Maps. OC 8. Able to design, develop, and maintain informative and visually appealing websites using Google Sites.	
9	**Modules:-** **Module 1:**	

1. **Google Workspace & Mastering email communication with Gmail**: Overview of Google Workspace, Setting up a Google account and accessing Google Workspace, Set Profile information and Photo, Send and Receive emails, Organize emails using labels, filters, and stars for easy retrieval and management, Utilize Gmail's advanced features like scheduling emails, snoozing emails, and setting reminders.
   a. Create a Gmail account. Write a brief email to your friends inviting them to a meeting to discuss a possible industrial visit. Attach a document file with the many options for places to visit.
2. **Google Calendar , Meet and Chat** : Create a new calendar, Create an event in Google Calendar, Set remainders and alarms , Share a Calendar with Other People ,Integrate with Gmail and other apps. Scheduling and managing Google Meet events, Features in Google Meet like screen sharing, chat, annotations and recording, Creating public and private Google Chat rooms ,Inviting and managing participants in Google Chat rooms, Utilizing Chat room features like sharing files, links, and multimedia, pinning messages, and polls.
   a. Create a new event in Google Calendar for an event happening on a specific date and time. Set a reminder to alert you one day prior to the event. Share your Google Calendar with a specific email address and grant them view-only access.
   b. Set up a meeting with your project partners, choose the suggested security configurations, and send a meeting invite to the participants via email. Begin the meeting by letting everyone into the meeting room. To demonstrate to them the project's progress, share your screen. Use chats to send brief messages and share relevant documents.
3. **Google Drive** :Managing files and folders in Google Drive, Sharing files and folders with collaborators and setting access permissions.
   a. Create a project folder in Google drive. Add a PowerPoint presentation detailing project milestones and a Word document with project guidelines to the folder. Share the folder and allow the project team members to edit it.
4. **Google Docs**: Document creation with Google Docs, Apply Basic Formatting to Text , Inserting Images, Creating tables, Format a document with styles, Using Find and Replace, Using Regular Expressions for Advanced Searching, Sharing and Collaborating on files.
   a. Create a one page document which best describes you. Add the document's heading and page numbers. Make a list of your hobbies using bullet points. Employ formats and typefaces to give the document an elegant look. To highlight your skills, use hyperlinks to other documents in the folder. Include a picture of yourself on the page as well. Add a table with your educational background in it. Write about your positive college experiences by voice typing. After that, translate the document's content into a different language of your choice.
5. **Google Sheets** :Insert, delete and manage sheets , Insert a Function, Format Spreadsheets, Cells, and Ranges, Apply Number Formatting

	and Conditional Formatting, Insert and View Notes, Choose Spreadsheet Settings, Merge Cells, Wrap and Rotate Cell Contents, Inserting Objects in Google Sheets, Sort and Filter Data, Apply Data Validation to Your Sheets, Protect Ranges in a Sheet, Protect a Sheet, Create and Manage Macros. a. Create a Personal budget sheet, list all your expenses and incomes of the month in the sheet. Use sum function to total the income and expenses. Use IF function to find if the budget is in deficit or not.
	Module 2:

	1. **Google Slides**: Add a Slide to a Presentation, Import Slides from an Existing Presentation, Understanding and Using Views, Work with Text Boxes, Add Audio and Video to a Slide, Insert Shapes and Word Art, Add a Transition and Animations, Edit a Slide Master, Organize the Slides in a Presentation
	
	    a. Open a new Google Slides presentation titled "Project Presentation". Add slides to provide a summary of your project. Use themes and transitions to make the slide experience better.
	
	2. **Google Forms**: Create a Form, Choose Settings for a Form, Add Questions to a Form, Add Images to a Question, Add a Video to a Question, Import Questions from an Existing Form, Create a Form with Multiple Sections, Control Progression Based on Answers, Add Collaborators to a Form, Preview and Test a Form, Send a Form to Its Respondents, View the Responses to a Form, Analyse form responses and generate reports.
	
	    a. Create a Google Form to accept participation entries for the various events your department is organizing on the annual day. Mention the details of event in the form description. Include a dropdown menu to select the events they wish to participate in. Insert relevant multimedia to make the Google Form attractive.
	
	    b. Create an online evaluation quiz using Google Form. Include a variety of question formats, such as ones with pictures, videos, etc. Assign points to the questions. Share the link with your friends and check out the the summary of the responses.
	
	3. **Google Classroom**: Create and set up a Google Classroom, Add Students and Co-Teachers, Using Google Classroom to share resources, Create assignment, Set due dates and points, Use rubrics for grading, Integrate quizzes created using Google Form with Google Classroom.
	
	    a. Create a Google Classroom for a certain subject that includes a range of topics, resources, and activities. Include resources for each topic, such as Word docs, PowerPoints, and YouTube links. Include elements that encourage participation and interaction, such as assignments and discussions.
	
	4. **Google Maps:** Search on Maps, Different Map Views (Satellite, Terrain, Street View), Customizing Maps, Get to your destination, Sharing Maps with Others.
	
	    a. Use google maps to explore local landmarks in your area. Find directions from your current location to a nearby restaurant. Use Maps to check the places you have visited on a particular day.

	5. **Google Sites**: Creating and building simple websites using Google Sites, Adding content, images, and widgets to websites. a. Assume you runs a small business. Create a visually appealing website which includes the following pages: Home page , About the business, Products page, Announcement of discounts.	
10	**Text Books and Online Resources** 1. **Hart-Davis, G. (2021). Teach Yourself Visually Google Workspace. Visual.** 2. **https://support.google.com/a/users#topic=9247638** 3. **https://support.google.com/edu/classroom#topic=10298088** 4. **https://support.google.com/maps/?hl=en#topic=9729258**	
11	**Reference Books** 1. **Team, Z. (2017). The Ultimate Guide to G-Suite. Lean Pub G-Suite.** 2. **Iyer, b. (2022). Google workspace user guide: a practical guide to using google apps efficiently while integrating them with your data.**	
12	**Internal Continuous Assessment: 40%**	**Semester End Examination: 60%**
13	**Continuous Evaluation through:** Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	
14	**Format of Question Paper: Duration 2 hours. Certified copy of Journal is compulsory to appear for the practical examination** Practical Slip: Q1. From Module 1 13 marks Q2. From Module 2 12marks Q3. Journal and Viva 05 marks	

Sign of Chairperson
Dr. Mrs. R. Srivaramangai
Ad-hoc BoS (IT)

Sign of the
Offg. Associate Dean
Dr. Madhav R. Rajwade
Faculty of Science &
Technology

Sign of Offg. Dean,
Prof. Shivram S. Garje
Faculty of Science &
Technology

As Per NEP 2020

University of Mumbai

Syllabus for Basket of AEC	
Board of Studies in English	
UG First Year for B.A Programme	
Semester	**I**
Title of Paper	**Credits**
Communication Skills in English I for B.A	**2**
From the Academic Year	**2024-2025**

Sr. No.	Heading	Particulars
1	**Description the course:** **Including but Not limited to:**	**Communication Skills in English - I** (**B.A)** The English language in important medium of communication through which one can connect to the global community. It is, therefore, vital that all learners acquire adequate skills in this language.Communication Skills in English is a course that guides the first-year learners to acquire the four skills of communication viz., Listening, Speaking, Reading and Writing. The focus of the syllabus is on building confidence in the learners in applying these skills while using English both academically and socially. Keeping this in mind, the units will have a multi-pronged approach. The course is graded from basic to higher levels of learning so as to help learners gradually acquire the skills. The 30:20 pattern will also help in accomplishing this goal. The activities are designed to focus on oral skill development, while the lectures are aimed at honing their cognitive, analytical, linguistic and creative skills. It is hoped that by the end of the academic year, the learners will have developed confidence in using English language both for oral and written communication as well as develop interest in enhancing these skills later on.
2	**Vertical :**	**Ability Enhancement Course**
3	**Type :**	Theory
4	**Credit**:	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	**Hours Allotted :**	30 Hours
6	**Marks Allotted**:	50 Marks

7	**Course Objectives**:
	1. To enhance English language proficiency of students by familiarizing them with Listening, Speaking, Reading and Writing (LSRW) skills
	2. To introduce learners to different perspectives of looking at a text or passage
	3. To equip learners in the functional aspects of English so that they use the acquired language skills correctly and confidently
	4. To guide learners in the effective use of the digital medium of communication.
8	**Course Outcomes**:
	At the end of the course, learners will be able to:
	1. Understand and interpret any text they are reading from different perspectives.
	2. Arouse the interest of learners in listening to and watching good quality audio and visual media.
	3. Acquire proficiency in the skills of listening; speaking, reading and writing that will help them meet the challenges of the world.
	4. Develop good oral and written skills of communication in the English language.
9	**Modules**:- Per credit One module can be created
	Module 1: Introduction to Communication Skills, Reading Skills and Listening Skills (15 lectures)
	1. Introduction to Communication Skills
	• English as an international language and varieties of English
	• Verbal and Non-Verbal Communication
	• Features of Effective Writing Skills
	• Characteristics of an Effective Speech
	• Effective Listening Skills
	This section provides theoretical base for the following units that are practical in nature.
	2. Reading Skills:
	• Scanning a text for information
	• Skimming a passage to look for main ideas, understanding text type
	• Guessing meaning of an expression (word/phrase/clause)
	• Building inference skills
	• Grammar: Tenses, Question Tag, Change the Voice, Framing Interrogative sentence, Synonyms and Antonyms
	Passages of around 200- 250 words from fables, folk stories, short stories, non-fiction, history, business or environment could be chosen in this section.

3. Listening Skills

- Listening for main ideas/Gist
- Listening for details
- Listening for text organization features
- Listening for tone, accent, style and register

A variety of relevant audio/visual texts as samples may be drawn from various sources. Listening skills in English should be developed through various activities along with the practice done while teaching in the class.

Module 2: Speaking Skills and Writing Skills (15 lectures)
1. Speaking Skills in English   **i) Public Speaking in English**   - Introduction   - Characteristics of an effective speech   - Analysis of model speeches   - Drafting and presenting a speech in formal and informal gatherings   **ii) Conversation skills**   - Opening a conversation   - Introducing oneself in various contexts   - Introducing others formally and informally   **2. Formal Writing Skills:**   - Job applications with bio data (solicited and unsolicited)   - RTI applications   - Applications for duplicate documents (I-cards / mark sheet, etc.)

10	**Text Books: N.A.**

11	**Reference Books:**

1. Bellare, Nirmala. *Reading & Study Strategies*. Books. 1 and 2. Oxford University Press, 1997, 1998
2. Bellare, Nirmala. *Easy Steps to Summary Writing and Note-Making.* Amazon Kindle Edition, 2020
3. Comfort, Jeremy, et al. *Speaking Effectively: Developing Speaking Skills for Business English*. Cambridge University Press, 1994.
4. Das, Bikram K., et. al. *An Introduction to Professional English and Soft Skills.* Cambridge University Press India Pvt. Ltd., 2010
5. Das, Yadjnaseni & R. Saha (eds.) *English for Careers*. Pearson Education India, 2012.
6. Dimond-Bayir, Stephanie. *Unlock Level 2 Listening and Speaking Skills* Student's Book and Online Workbook: Listening and Speaking Skills Student's Book+ Online Workbook. Cambridge University Press, 2014.
7. Doff, Adrian and Christopher Jones. *Language in Use* (Intermediate and Upper Intermediate). CUP, 2004.
8. Glendinning, Eric H. and Beverley Holmstrom. Second edition. *Study Reading: A Course in Reading Skills for Academic Purposes*. CUP, 2004
9. Goodale, Malcolm. P*rofessional Presentations Video Pack: A Video Based Course*. Cambridge University Press, 1998.
10. Grellet, F. *Developing Reading Skills.* Cambridge: Cambridge University Press, 1981
11. Grussendorf, Marion. *English for Presentations.* OUP, 2007.
12. Hamp- Lyons, Liz and Ben Heasiey. Second edition. *Study Writing: A Course in Writing Skills for Academic Purposes*. CUP, 2006
13. Labade, Sachin, Katre Deepa et al. *Communication Skills in English*. Orient Blackswan, Pvt Ltd, 2021.
14. Lewis, N. *How to Read Better & Faster*. New Delhi, Goyal Publishers & Distributors Pvt. Ltd, 2006.
15. McCarthy, Michael and Felicity O'Dell. English *Vocabulary in Use*. Cambridge: Cambridge University Press, 2001.
16. Mohan, RC Sharma Krishna. *Business Correspondence and Report Writing*. Third edition. Tata McGraw-Hill Education, 2002.
17. Murphy, Raymond, et al. *Grammar in use: Intermediate*. Cambridge University Press, 2000
18. Raman, Meenakshi, and Singh, Prakash. *Business Communication.* India, Oxford University Press, 2006.
19. Richards, Jack C., and Chuck Sandy. *Passages* Level 2 Student's Book. Cambridge University Press, 2014.
20. Sadanand, Kamlesh & S. Punitha. *Spoken English: A Foundation Course.* (Part 1 & 2). Orient Blackswan. 2009.
21. Sasikumar, V., et al. *A Course in Listening & Speaking I*. 2005. Cambridge University Press India Pvt. Ltd. (under the Foundation Books Imprint), 2010

22. Savage, Alice, et al *Effective Academic Writing*. Oxford: OUP, 2005
23. Sethi, J. *Standard English and Indian usage: Vocabulary and grammar*. PHI Learning Pvt. Ltd., 2011.
24. Taylor, Grant. *English Conversation Practice*. 1967. Tata McGraw-Hill, 2013
25. Turton, Nigel D. *A B C of Common Grammatical Errors*. 1995. Macmillan India Ltd., 1996
26. Vas, Gratian. *English Grammar for Everyone*. Mumbai, Shree Book Centre, 2015
27. Watson, T. *Reading Comprehension Skills and Strategies*: Level 6. Saddleback Educational Publishing, 2002

Web link Resources:

- A conversation about household appliances: https://youtu.be/rAPl0fSborU 13. Video on psychology: Why do we dream? https://youtu.be/2W85Dwxx218
- Video on social media: What is a social media influencer? https://youtu.be/39A3og7enz8
- Tips on communication (TED Talk): The Secrets of Learning a New Language https://youtu.be/o_XVt5rdpFY
- Expressing opinions: If Cinderella Were a Guy: HTTPs://youtu.be/p4OyCNctKXg
- Video on the English language: Where did English come from? https://youtu.be/YEaSxhcns7Y

12	**Internal Continuous Assessment: 40%**	**External, Semester End Examination 60%** **Individual Passing in Internal and External Examination**

13	**Continuous Evaluation through:**

- Performance in activities: 10 marks
  The class may be divided into batches to conduct the presentations and conversations by creating formal schedule for the same before the semester End Examination.
- Participation in classroom during lectures   05 marks
  Learners' response to teaching and tasks involving Listening skills will be assessed
- Overall attendance (lectures)   05 marks
  Percentage of learners' attendance in class to be considered

Suggested Activities:
- Use of YouTube videos for use of grammar study and practice that may be taken from the list recommended or similar relevant videos.
- Listening to audio clips/ books to enhance listening skills
- Reading aloud from newspapers, magazines, stories, non-fiction followed by classroom discussion on these to enhance reading and speaking skills
- Making short presentations on given topics
- Official letter writing/ email writing exercises

14	**Format of Question Paper:** for the final examination
	Q.1. Short notes (2 out of 4) – On Module 1.1 10 marks
	Q.2. Unseen Passage (200-250 words) (Module 1.2) 10 marks
	6 marks for the questions on content, 4 marks for the questions on grammar
	Q. 3. Writing Skills (1 out of 2) on Module 2.2 10 Marks

Sign of BOS Chairman
Prof. Dr. Shivaji Sargar
Board of Studies in
English

Sign of the Offg.
Associate Dean
Dr. Suchitra Naik
Faculty of
Humanities

Sign of the Offg.
Associate Dean
Dr. Manisha Karne
Faculty of
Humanities

Sign of the Dean
Prof. Dr. Anil Singh
Faculty of
Humanities

As Per NEP 2020

University of Mumbai

Title of the Course

Foundation of Behavioural skills – Basic level

Semester – Sem I

Syllabus for Two Credit

(With effect from the academic year 2024-25)

PROGRAM	BA /BSc/ BCOm
SEMESTER	I
COURSE TITLE	Foundation of Behavioural skills Basic level
VERTICLE /CATEGORY	E (Value Education Course)
COURSE LEVEL	50
COURSE CODE	
COURSE CREDIT	2
HOURS PER WEEK THEORY	2
HOURS PER WEEK PRACTICAL/TUTORIAL	

COURSE OBJECTIVE

1. To develop understating about behavioural Skills.

2. To develop communication skills of students through experiential learning.

3. Life skill development through work life balance and stress management training.

4. To developing effective leadership quality among the learners.

COURSE OUTCOME

CO1: Learners will be able to Define and Identify different life skills required in personal and professional life

CO2: Learners will develop an awareness of the self and apply well-defined techniques to cope with emotions and stress.

CO3: Learners will be able to explain the basic mechanics of effective communication and demonstrate these through presentations and take part in group discussions

CO4: Learners will be able to use appropriate thinking and problem-solving techniques to solve new problems

ORGANISATION OF THE COURSE		
UNIT NO	COURSE UNITS	HOURS PER WEEK
1	Module 1: Behavioural skills	2*5=10
2	Module 2: Stress Management	2*2=04
3	Module 3: 21st-century skills	2*5=10
4	Module 4: Understanding Value Education	2*3=6
	TOTAL HOURS	30

COURSE DESIGN

UNIT TITLE	OUTCOME	DESCRIPTION	PEDAGOGICAL APPROACH
Behavioural skills	Learners will be able to Define and Identify different life skills required in personal and professional life.	Overview of Life Skills: Meaning and significance of life skills, skills identified by WHO: Self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, problem solving, Effective communication, interpersonal relationship, coping with stress, coping with emotion. Life skills for professionals: positive thinking, right attitude, attention to detail, having the big picture, learning skills, research skills, perseverance, setting goals and achieving them, helping others, leadership, motivation, self-motivation, and motivating others, personality development, IQ, EQ, and SQ2.	Examples, TED Talks, videos.

Stress Management	Learners will develop an awareness of the self and apply well-defined techniques to cope with emotions and stress.	Stress, reasons and effects, identifying stress, stress diaries, the four A's of stress management, techniques, Approaches: action-oriented, emotion-oriented, acceptance-oriented, resilience, Gratitude Training, Coping with emotions: Identifying and managing emotions, harmful ways of dealing with emotions, PATH method and relaxation techniques.	Examples, Role Plays, Behavioral Simulations and Games
21st-century skills	Learners will be able to explain the basic mechanics of effective communication and demonstrate these through presentations and take part in group discussions	Creativity, Critical Thinking, Collaboration, Problem Solving, Decision Making, Need for Creativity in the 21st century, Imagination, Intuition, Experience, Sources of Creativity, Lateral Thinking, Myths of creativity, Critical thinking Vs Creative thinking,	Case Discussions, Games and simulations, Group discussions.
Understanding Value Education	Learners will be able to use appropriate thinking and problem-solving techniques to solve new problems	Introduction – Definition, Importance, Process & Classifications of Value Education: Understanding the need, basic guidelines, content and process for Value Education Understanding the thought-provoking issues; need for Values in our daily life Choices making – Choosing, Cherishing & Acting, Classification of Value Education: understanding Personal Values, Social Values, Moral Values & Spiritual Values.	Case Discussions, Games and simulations, Community Service, Presentations

CONTINUOUS ASSESSMENT TESTS (CAT) & SEMESTER END EXAMINATION (SEE)

NATURE OF ASSESSMENT	MARKS	METHODOLOGY	COURSE OUTCOME
CAT 1 *	10	Online Quiz, Open book test, Presentations, Projects and Viva	CO1
CAT 2 *	05	Presentations, Projects and Viva	CO1, CO2
CAT 3 *	10	Online Quiz, Open book test, Presentations, Project Assignment and Viva	CO3
CAT 4 *	05	Presentations, Projects and Viva	CO4
SEE	30	Five questions of 10 marks each (from each course unit), to be attempted any 3, 10 marks may be subdivided into two sub questions of 5 marks	CO1, CO2, CO3, CO4

*Any Two for 20 marks

ESSENTIAL READINGS	1. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Human Values and Professional Ethics. 2. Shiv Khera, "You Can Win" , Macmillan Books, New York, 2003. 3. Barun K. Mitra, "Personality Development & Soft Skills", Oxford Publishers, Third impression,2017.
ADDITIONAL READINGS	The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change Stephen Covey Free Press (first published August 15th 1989)

Syllabus Drafting Committee
Prof. Dr. Aruna Deshpande
Prof. Dr. Tejashree Deshmukh   Signature
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Mr. Bhooshan Mailkani   Chairman of Board of Studies in Value Education

Dr. Vinita Pimple

As Per NEP 2020

University of Mumbai

Syllabus for	
Indian Knowledge System	
Board of Studies in Indian Knowledge System	
UG First Year Programme	
Semester	**I OR II**
Title of Paper	**Credits 2 for either I or II Semester**
I) Indian Knowledge System	
From the Academic Year	**2024-2025**

Sr. No.	Heading	Particulars
1	**Description the course :** **Including but Not limited to :**	Introduction, relevance, Usefulness, Application, interest, connection with other courses, demand in the industry, job prospects etc.
2	**Vertical :**	Major/Minor/Open Elective /Skill Enhancement / Ability Enhancement/Indian Knowledge System (Choose By √)
3	**Type :**	Theory / Practical
4	**Credit**:	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	**Hours Allotted :**	30 Hours
6	**Marks Allotted**:	50 Marks
7	**Course Objectives**: (List some of the course objectives) 1. To sensitize the students about context in which they are embedded i.e. Indian culture and civilisation including its Knowledge System and Tradition. 2. To help student to understand the knowledge, art and creative practices, skills and values in ancient Indian system. 3. To help to study the enriched scientific Indian heritage. 4. To introduce the contribution from Ancient Indian system & tradition to modern science & Technology.	
8	**Course Outcomes**: (List some of the course outcomes) 1. Learner will understand and appreciate the rich Indian Knowledge Tradition 2. Lerner will understand the contribution of Indians in various fields 3. Lerner will experience increase subject-awareness and self-esteem 4. Lerner will develop a comprehensive understanding of how all knowledge is ultimately intertwined	
9	**Modules**:-	
	Module 1: (10 Hours)	
	1. Introduction to IKS (What is knowledge System, Characteristic Features of Indian Knowledge System) **2.** Why IKS? (Macaulay's Education Policy and its impact, Need of revisiting Ancient Indian Traditions) **3.** Scope of IKS (The Universality of IKS (from Micro to Macro), development form Earliest times to 18th Century CE) **4.** Tradition of IKS (Ancient Indian Education System: Home, Gurukul, Pathashala, Universities and ancient educational centres) **5**. Relevant sites in the vicinity of the Institute (Water Management System at Kanheri, Temple Management of Ambarnath, etc.)	

	Module 2: (10 Hours)
	1. Medicine (Ayurveda) **2.** Alchemy **3**. Mathematics **4.** Logic **5.** Art of Governance (Arthashastra)
	Module 3: **(10 Hours) (Select Any FIVE out of the following)**
	1. Aesthetics **9**. Yoga and Wellbeing **2.** Town Planning **10.** Linguistics **3.** Strategic Studies **11.** Chitrasutra **4.** Krishi Shastra **12.** Architecture **5.** Vyakaran & Lexicography **13.** Taxation **6**. Natyashastra **14.** Banking **7.** Ancient Sports **15.** Trade and Commerce **8**. Astronomy
10	**Reference Books** **1.** Concise history of science in India- D.M. Bose, S.N Sen, B.V. Subbarayappa. **2.** Positive sciences of the Ancient Hindus- Brajendranatha seal, Motilal Banrasidas, Delhi 1958. **3.** History of Chemistry in Ancient India & Medieval India, P.Ray- Indian Chemicals Society, Calcutta 1956 **4.** Charaka Samhita- a scientific synopsis, P. Ray & H.N Gupta National Institute of Sciences of India, New Delhi 1965. **5.** MacDonnell A.A- History of Sanskrit literature **6.** Winternitz M- History of Indian Literature Vol. I, II & III **7.** Dasgupta S.N & De S.K- History of Sanskrit literature Vol. I. **8.** Ramkrishna Mission- cultural heritage of India Vol. I, II & III. **9.** Majumdar R. C & Pushalkar A.D- History & culture of the Indian people, Vol. I, II & III. **10.** Keith A.B- History of Sanskrit literature. **11.** Varadachari V- History of Sanskrit literature Chaitanya Krishna- A new History of Sanskrit
11	**Continuous Internal Assessment: 20 Marks** **Semester End Examination : 30 Marks**
12	**Continuous Evaluation through:** Assignment/ Presentations/ Projects (Group/Individual) / Field Visit Report **10 Marks,** class Test / MCQ Test **5 Marks,** Overall Conduct and Class Participation **5 Marks**
13	**Format of Question Paper:** for the final examination Q1. Attempt any TWO Questions out of FIVE. **6 Marks** Q2. Attempt any THREE Questions out of SIX 12 **Marks** Q3. Attempt any THREE Questions out of SIX. 12 **Marks**

Sign of the BOS Chairman
Name of the Chairman
Name of the BOS

Sign of the Offg. Associate Dean
Name of the Associate Dean
Faculty of Interdisciplinary Studies
Name of the Faculty

Sign of the Offg. Dean
Name of the Offg. Dean
Faculty of Interdisciplinary Studies
Name of the Faculty

As Per NEP 2020

University of Mumbai

Title of the Program

Introduction to Cultural Activities

SEM I

Syllabus for Two Credit

(With effect from the academic year 2024-25)

Aims and Objectives
- To study the importance of cultural activities in India.
- To discuss the historical importance of cultural activities.
- To define and describe the overview of cultural practices at Indian and Global level.
- To list the various forms of cultural activities and its applied skills.
- To describe the role of organizations for organizing cultural activities in India.

Learning Outcomes
- Understand the significance of cultural activities
- Sensitize students towards Indian culture and its preservation
- Apply the knowledge and skills of the cultural activities in their practical life
- Participate in the various cultural activities

Modules at Glance Semester I

Module No.	Unit	Content	No. of Hours
1	I	Overview to Cultural Activities	05
	II	History of Student Cultural Activities	05
2	III	Forms / Types of Literary and Fine Arts Activities and its Applied Skills	10
	IV	Forms / Types of Performing Arts Activities and its Applied Skills	10
Total No. of Hours			**30**

Module No.	Unit	Content	No. of Hours
1	I	**1.1 Overview to Cultural Activities** • Definition of culture and its manifestations • Understanding cultural diversity and inclusivity • The role of cultural activities in preserving heritage • Overview of Indian cultural practices • Overview of global cultural practices	05
	II	**2.1 History of Student Cultural Activities** ☐ Role of student cultural activities ☐ History of student cultural activities in India	05

		• Role of AIU in preserving cultural heritage of India • History of student cultural activities in Maharashtra • Student Cultural activities at University of Mumbai	
2	III	**3.1 Forms / Types of Literary and Fine Arts Activities and its Applied Skills** **3.1.1 Various Forms of Literary Arts** • **Elocution**: Reading Skills, Soft Skills, Languages, Communication Skills, etc. • **Debate**: Reading Skills, Soft Skills, Languages, Communication Skills, etc. • **Story Writing**: Introduction, Plot, Characterization, Presentation, Relevance, Language Style, etc. • **Story Telling**: Introduction, Plot, Characterization, Presentation, Relevance, Language Style, etc. • **Quiz**: General Knowledge skills **3.1.2 Various Forms of Fine Arts** • **Painting:** Visualization, Delivery of the Subject, Composition, Colour Application, Presentation and Overall Impact • **Collage:** Visualization, Delivery of the Subject, Handling of Medium, Composition, Presentation and Overall Impact • **Poster Making:** Visualization, Delivery of the Subject, Presentation, Tagline and Overall Impact • **Clay Modeling:** Visualization, Delivery of the Subject, Handling of Medium, Composition, Presentation and Overall Impact • **Cartooning:** Visualization, Delivery of the Subject, Characters, Synchronization, Colour Application, Composition, Presentation and Overall Impact • **Rangoli:** Visualization, Delivery of the Subject, Colour Scheme, Elements, Presentation and Overall Impact • **Mehendi Designing:** Originality, Creativity, Decorative Art with Aesthetic Sense, Presentation and Overall Impact	10

		• **Spot Photography:** Impact, Composition, Technical Quality and Suitability for the Specific Theme • **Installation:** Visualization, Delivery of the Subject, Handling of Medium, Synchronization, Composition, Presentation and Overall Impact	
	IV	**4.1 Forms / Types of Performing Arts Activities and its Applied Skills** **4.1.1 Various Forms of Dance** • **Folk Dance:** History and Origin of Folk Dance In India, Types and their Uniqueness, Significance of Folk Dance, Folk Dances in Maharashtra • **Classical Dance:** History of Classical Dance, Types and their Peculiarities, Significance of Classical Dances in India **4.1.2 Various Forms of Theatre** • History of Indian Theatre • Types and their Uniqueness • Significance of Indian Theatre • **Various Forms of Theatre**: One Act Play, Skit, Mime, Mimicry **4.1.3 Various Forms of Music** • History of Indian Music, • Types and their Uniqueness, • Significance of Music in India • **Various Forms of Music**: Classical Singing, Light Vocal, Percussion, Non-Percussion, Natyasangeet, Western Vocal, Western Instrumental	**10**

Scheme of Evaluation

The Scheme of Examination shall be of 50 marks. It will be divided into Internal Evaluation (20 marks) and Semester End Examination (30 Marks).

Semester I (50 Marks, 2 Credits) Internal Evaluation (20 Marks)

Sr. No.	Particulars	Marks

1	Presentation **OR** Project **OR** Assignment	15
2	Participation in Workshop / Conference / Seminar (as decided by the Teacher) **OR** Participation in Online Workshop / Conference / Seminar (as decided by the Teacher) **OR** Field Visit **OR** Attendance	5
Total		**20**

Semester End Examination (30 Marks)

Question No.	Particulars	Marks
1	**Objective Type Questions (All Units)**	6
2	**Descriptive Question(s) on Unit I** [This question may be divided into sub questions like (a) (b) for 3 Marks + 3 Marks or 4 Marks + 2 Marks pattern]	6
3	**Descriptive Question(s) on Unit II** [This question may be divided into sub questions like (a) (b) for 3 Marks + 3 Marks or 4 Marks + 2 Marks pattern]	6
4	**Descriptive Question(s) on Unit III** [This question may be divided into sub questions like (a) (b) for 3 Marks + 3 Marks or 4 Marks + 2 Marks pattern]	6
5	**Descriptive Question(s) on Unit IV** [This question may be divided into sub questions like (a) (b) for 3 Marks + 3 Marks or 4 Marks + 2 Marks pattern]	6
Total		30

Reference Books
1) Rabindranath Tagore, The Centre of Indian Culture. Rupa and Co, India, 2017.
2) Chopra, J. K. Indian Heritage and Culture. Unique Publisher, India, 2013.
3) Patnaik Devdatta, Indian Culture, Art and Heritage. Pearson, India, 2021.
4) Cassady Marsh, An Introduction to the Art of Theatre: A comprehensive test- Past, Present and Future. Colorado Springs, Colo, 2017.
5) Pingle Bhavanrav A., History of Indian Music: with particular reference to theory and practice, Dev Publishers and Distributors, India, 2021.
6) Popley Herbert A., The Music of India. Central Archaeological Library, New Delhi, 1921.

7) Tomory Edith, History of Fine Arts in India and the West. Orient Longman, Mumbai, 1989. 8) Arthur Schopenhauer, The Art of Literature, S. Sonnenschein and co London. 1981.

9) M. Keith Booker, A Practical Introduction to Literary theory and Criticism. Routledge.Michigan, 1996.

10) Vatsyayan Kapila, Indian Classical Dance. Publications Division, Ministry of Information and Broadcasting, Govt. of India, 1992.

11) Phyllia S. Weikart, Teaching folk dance: successful steps. High/Scope Press, Mchigan, 1997.

12) Gosvami O., The story of Indian Music, its growth and synthesis. Bombay, New York, Asia Pub. House, 1961.

As Per NEP 2020

University of Mumbai

Title of the Program

Co-Curricular Course
NATIONAL SERVICE SCHEME

SEM I & SEM II

Syllabus for Two Credit

(With effect from the academic year 2024-25)

UNIVERSITY OF MUMBAI
National Service Scheme

1.1 Preamble:
Students in the National Service Scheme are better able to comprehend all the most recent ideas. These courses include an Introduction to National Service Scheme that covers the concept of social services, which are a variety of public services meant to offer support and help to targeted specific groups, most often the underprivileged. They could be offered by individuals, autonomous, private entities, or under the management of a government body.

1.2 Objectives of the Course:
1. To Introduce National Service Scheme to learners and explain how it is used in current social studies.
2. To make the students aware of the need of having a foundation in social science and NSS.
3. To introduce students to social concepts and issues in society, as well as to get involved in resolving social issues.

1.3 Learning Outcomes of the Course: The students will be able to
1. The course will help students comprehend the foundations of the National Service Program.
2. To understand the unique camping program.
3. Students will learn about the regular activities of NSS.

1.4. Programme Specific Outcomes:
1. Students will be familiar with NSS fundamentals and history, particularly as they pertain to social work.
2. Students will recognize NSS and its ongoing operations.

1.5 Programme Outcomes:
1. Students will comprehend fundamental ideas and facts about the National Service Program.
2. Students will learn the essentials of NSS-related procedures.
3. Students will learn social work skills (such as Voter Awareness, Campus Cleanup, Tree Plantation, and Rallies).

1.6 Modes of Internal Evaluation: Assignment, Tutorial, Presentation, MCQs via Google, Field Visits, any other suitable mode along with marks for Attendance of the students.

UNIVERSITY OF MUMBAI
Semester I
NSS CC
Sub: - Introduction to National Service Scheme

Credits: 02   **Marks:50**

Unit Number	SEMESTER 1 Title of the Unit	No. of Lecture
1	**Introduction to National Services Scheme** NSS- History,Philosophy & Need of Emergence Aims, Objectives, Motto and Emblem of NSS, NSS Theme Song Organizational Structure of NSS-Hierarchy at different levels (National,State,University,College) Roles and Responsibilities of Program Officer Financial Provisions -Grant in Aid for NSS Advisory committees & their functions	15
2	NSS Programmes and Activities (Regular activities) NSS Programmes and Activities (Special Camp activities) Yearly Action Plan of NSS Unit Volunteerism– Meaning, definition, basic qualities of volunteers, need of volunteerism for National development. Opportunities in NSS for Volunteers (Various Camps) Report Writing	15

Credits: 02   **Marks: 50**

Unit Number	SEMESTER 2 Title of the Unit	No. of Lecture	No. of Credits
1	**Leadership & Personality development:** Meaning, definition, qualities, and characteristics of a Leader. Meaning of personality, Dimensions of personality. Personality and Leadership nexus. Universal Human Values and Ethics for youths Sustainable Development Goals	15	
2	**Activity Based Programmes** (Suggestive list given below. Colleges can plan various social activities for learners and make a detailed report) Activities can be conducted throughout the academic year .Evaluation will be based on record keeping of the attendance of the learner. **Shramadhan – P**lantation, Cleaning, Watering, Weeding, Any other activities. **Awareness Programmes –** Seminar, Workshops, Celebration of National and International days, Personality Development Programmes, Group Activities, etc., Rally,Visit to Adopted villages, SwatchathaProgramme, Visit and Conserving Ancient monuments and heritage site, Socio Economic Survey of village/slum, Nature Camp, Environmental Education, Women Empowerment Programme, Health Camps, Blood grouping awareness and Blood donation, Legal awarenessProgramme, Literacy Programme, Water Conservation Programme,One Day Special Camp in a village (preferably in adopted village/Adopted areas/Slums/MR Schools etc).	30	

Note:
1. Above Paper will be exempted if the learner is involved in NSS as Volunteer and Successfully completes 60 hours in each Semester.
2. If learner as a NSS Volunteer attends any Camps at National/State/University/District/ College Special Camp will be exempted from either Sem II OR Sem IV Paper provided they produce Certificate of Participation or Attendance in Camp certified by the Programme Officer.

Evaluation Pattern

Internal Assessment

Assessment Criteria	Marks
Assignment / Project / Quiz/Presentations	**10**
Attendance, Class and Activity Participation	**10**
Total	**20**

External Assessment
Question Paper Pattern

Time: 1:00 Hours   **Total Marks: 30**

Introduction:-1. All questions are compulsory.
2. Figure to the Right indicates full marks.
3.Draw neat labeled drawings wherever necessary.

_____

Q.1) Rewrite the following by choosing the correct options given below
(with four alternatives) 6 Objectives question of 1 mark each   **06 marks**.

1. a)   b)   c)   d)
2. a)   b)   c)   d)

Q.2) Short Notes . (Any Two out of Four)   **06marks**
1.
2.
3.
4.

Q.3) Answer the following questions (Any Three out of Five)   **18 marks**
1.
2.
3.
4.
5.

···

References:

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2. Salunkhe P.B. Ed, Chhtrapati Shahu the Pillar of Social Democracy
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4. Training Programme on National Programme Scheme TISS
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6. Hans Gurmeet, Case Material as a Training Aid for Field Workers
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As Per NEP 2020

University of Mumbai

Title of the Program

**Co-Curricular Course
Introduction to Sports, Physical Literacy,
Health and Fitness and Yog**

SEM I

Syllabus for Two Credit

(With effect from the academic year 2024-25)

Semester I
Course Structure

Semester	Paper	Title of Paper	No of lecture (Theory)	Internal Evaluation (IE)	End Semester Evaluation	Total Marks	Credits
First	CC	Introduction to Sports, Physical Literacy, Health & Fitness and Yoga	30	20	30	50	02
Second	CC	Introduction to Sports, Physical Literacy, Health & Fitness and Yoga	30	20	30	50	02
Total	-	-	60	40	60	100	04

Semester I

1.1 Preamble:

India is growing rapidly as a global super-power. To face the challenges of the century and to keep up with the pace of the world, maintaining health is of prime importance. Giving thrust to healthy society, Physical Education, Sports, Health & fitness and Yoga are of great significance in today's world. The Government of India insists on Physical Fitness, Mental Health and Overall Development of Personality for every citizen. In these lines, the Government has launched Fit India Movement, Khelo India, TOPS and National Sports Day, International Day of Yoga etc. These initiatives have given impetus and awareness among general public, professional and academicians. However, creating efficient and skilled human resource in the field of Physical Education, Sports and Yoga is identified as the need of the hour. Thus, the Governments of India and Government of Maharashtra have included Physical Education, Sports and Yoga as a key area under the NEP 2020.

1.2 Objectives of the Course:
1. To make students familiarize with concepts of Health, Fitness, Yoga, Sports & Physical Literacy.
2. To sensitize the students about background knowledge of Sports structure of Sports Federations, Indian Olympic Association, Khelo India Schemes, FIT India movement, National Sports Day, Intercollegiate Sports structure of University of Mumbai.

3. To familiarize the students with the various physical education concepts and information regarding various Olympic Sports.
4. To make students aware about famous sports personalities and various awards given to Sportsperson and coaches.
5. To educate students regarding various career opportunities in the sports management, sports coaching, sports industry, health and fitness, sports infrastructure, yoga, etc.
6. The course is designed primarily to educate those interested in becoming a Physical Literacy Trainer/Ambassador as well as those who wish to stay lifelong active and want to influence others to be active for life.

1.3 Salient features of the course:
1. The course is designed to enhance the Competency, attitude and skills related knowledge to Physical Literacy, health & fitness, Sports & Yoga.
2. The course is design to implemented as per CBCS pattern .

1.4 Utility of the course:
1. The course may provide opportunity in the field of physical education, sports management, health & fitness, yoga, etc.
2. The course is significant to enhance the abilities of the student to work in the different fields of physical education in the area of coaching, event management, health & fitness, yoga etc.
3. The professional abilities and personality of the students may be enhanced.

1.5 Program outcomes:

By the end of the program the students will be able to:
1. The curriculum would enable the pass out students to be entrepreneur (to start their own fitness center, gym, yoga studio etc.) and device appropriate fitness program for different genders and age groups at all level
2. The curriculum would enable to officiate, supervise various sports events and organize sports events.
3. Students acquire the knowledge of Physical Education, Sports and Yoga and understand the purpose and its development.
4. The student learns to plan, organize and execute sports events.
5. Student will learn theoretical and practical aspects of game of his choice to apply at various levels for teaching, learning and coaching purposes efficiently.
6. Student acquires the knowledge of opted games, sports and yoga and also learns the technical and tactical experience of it.
7. Student will learn to apply knowledge of Physical fitness and exercise management to lead better quality life.
8. Students will understand and learn different dimension of active life style.
9. Student will learn the knowledge of nutrition and diet.
10. Students will be able to assess the physical fitness in a scientific way.
11. The students will be able to continue professional courses and research in Physical Education, sports and yoga.
12. It helps the student to understand theory and practical aspects of physical literacy. These aspects include role of motivation and confidence, how to focus on positive experience, new styles of teaching, inclusive session planning and review the progress in physical activities.

1.6 Programme Duration: The structure of Sports & Physical Literacy has two semesters in total covering a period of two years.

1.7 Duration of the Course:. First Year comprises two semesters. Each semester will have theory paper 30 marks for End Semester Examination and 20 marks for Internal Evaluation for each paper.

1.8 Modes of Internal Evaluation: Assignment, Tutorial, Presentation, MCQs via Google, Field Visits, any other suitable mode along with marks for Attendance of the students.

1.9 Medium of Instruction: English

1.10 Course Structure

Credits: 02   **Lectures: 30**   **Marks: 50**

Unit Number	Title of the Unit	No. of Lecture	No. of Credits
1	**Introduction to Sports, Physical Literacy, Health & fitness and Yoga** 1.1 Meaning and Definition of Sports, Physical Literacy, Health & Fitness and Yoga 1.2 Aim, Objectives & Importance of Sports, Physical Literacy, Health & Fitness and Yoga 1.3 History of Sports, Physical Literacy, Physical Education and Yoga 1.4 Modern trends of Sports, Physical Literacy, Health & Fitness and Yoga	15	1

	Introduction to Structure of Sports associations, Fitness Training & Yogic Asanas		
2	2.1 Various government schemes, awards and famous sports personalities	15	1
	2.2 Sports Structure of Sports Federations, Khelo India, Sports Tournaments of University of Mumbai and Indian Olympic Association		
	2.3 Fundamental Principles of Fitness training and Yoga		
	2.4 Components of health related and skill related physical fitness		
	2.5 Types of Yogic practices – Asanas, Pranayama and Meditation		

References –

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