

University of Mumbai

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विद्याविषयक प्राधिकरणे
सभा आणि सेवा विभाग (ए.ए.एम.एस)
रूम नं. १२८ एम.जी.रोड, फोर्ट,
मुंबई - ४०० ०३२
टेलिफोन नं - ०२२ - ६८३२००३३

(नॅक पुनर्मूल्यांकनाद्वारे ३.६५ (सी.जी.पी.ए.) सह अ++ श्रेणी
विद्यापीठ अनुदान आयोगाद्वारे श्रेणी १ विद्यापीठ दर्जा)

क्र.वि.प्रा.स.से./आयसीडी/२०२५-२६/३७

दिनांक : २७ मे, २०२५

परिपत्रक:-

सर्व प्राचार्य/संचालक, संलग्नित महाविद्यालये/संस्था, विद्यापीठ शैक्षणिक विभागांचे संचालक/ विभाग प्रमुख यांना कळविण्यात येते की, राष्ट्रीय शैक्षणिक धोरण २०२० च्या अमलबजावणीच्या अनुषंगाने शैक्षणिक वर्ष २०२५-२६ पासून पदवी व पदव्युत्तर अभ्यासक्रम विद्यापरिषदेच्या दिनांक २८ मार्च २०२५ व २० मे, २०२५ च्या बैठकीमध्ये मंजूर झालेले सर्व अभ्यासक्रम मुंबई विद्यापीठाच्या www.mu.ac.in या संकेत स्थळावर NEP २०२० या टॅब वर उपलब्ध करण्यात आलेले आहेत.

मुंबई - ४०० ०३२
२७ मे, २०२५


(डॉ. प्रसाद कारंडे)
कुलसचिव

Copy forwarded for information and necessary action to :-	
1	The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Dept)(AEM), dr@eligi.mu.ac.in
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7	The Deputy Registrar, PRO, Fort, (Publication Section), Pro@mu.ac.in
8	The Deputy Registrar, Executive Authorities Section (EA) eau120@fort.mu.ac.in He is requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to the above circular.
9	The Deputy Registrar, Research Administration & Promotion Cell (RAPC), rapc@mu.ac.in
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19	Director, Department of Lifelong Learning and Extension (DLLE), dlleuniversityofmumbai@gmail.com

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4	P.A to all Deans of all Faculties
5	P.A to Finance & Account Officers, (F & A.O), camu@accounts.mu.ac.in

To,

1	The Chairman, Board of Deans pvc@fort.mu.ac.in
2	Faculty of Humanities, Offg. Dean 1. Prof.Anil Singh Dranilsingh129@gmail.com Offg. Associate Dean 2. Prof.Manisha Karne mkarne@economics.mu.ac.in 3. Dr.Suchitra Naik Naiksuchitra27@gmail.com
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As Per NEP 2020

University of Mumbai



Syllabus for Major Vertical – 1 & 4		
Name of the Programme – B.A. (MULTIMEDIA AND MASS COMMUNICATION)		
Faulty of Humanities		
Board of Studies in MASS MEDIA		
U.G. Second Year Programme	Exit Degree	U.G. Diploma in MULTIMEDIA AND MASS COMMUNICATION
Semester		III & IV
From the Academic Year		2025-26

University of Mumbai



(As per NEP 2020)

Sr. No.	Heading	Particulars
1	Title of program O: _____	B.A. (MULTIMEDIA AND MASS COMMUNICATION)
2	Exit Degree	U.G. Diploma in MULTIMEDIA AND MASS COMMUNICATION
3	Scheme of Examination R: _____	NEP 40% Internal 60% External, Semester End Examination Individual Passing in Internal and External Examination
4	Standards of Passing R: _____	40%
5	Credit Structure Sem. III – R. HMU-510C Sem. IV – R. HMU-510D	Attached herewith
6	Semesters	Sem. III & IV
7	Program Academic Level	5.00
8	Pattern	Semester
9	Status	New
10	To be implemented from Academic Year	2025-26

Sd/-

Sign of the BOS
Chairman
Dr. Navita Kulakrni
Board of Studies in
Mass Media

Sd/-

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

Sd/-

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

Sd/-

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

Under Graduate Diploma in MULTIMEDIA AND MASS COMMUNICATION

Credit Structure (Sem. III & IV)

		R. HMU-510C									
Level	Seme ster	Major		Minor (Advertisi ng)	Minor (Journa lism)	OE	VSC, SEC (VSEC)	AE C, VE C, IKS	OJT, FP, CEP, CC,RP	Cum . Cr. / Sem.	Degree/ Cum. Cr.
		Mandatory	Elect ives								
5.0	III	i) Electronic Media (4 CR) ii) IKS in Communication & Media (2 CR) iii) Film communication 1 (2 CR) 8(4+2+2)		i) (2 CR) ii) (2 CR) 4	i) (2 CR) ii) (2 CR)	i) (2 CR) ii) (2 CR)	i)Introductio n to Photogra phy VSC:2,	1) AEC:2	i) FP : 2 CC:2	22	UG Diploma 88
		R. HMU-510D									
	IV	i) Mass Media Research (4 CR) ii)Indian Legal Environment (2 CR) iii) Film Communication II (2 CR) 8(4+2+2)		i) (4 CR) 4	i) (4 CR)	ii) (2 CR) iii) (2 CR) 2	i) Writing and Editing for Media SEC:2	AEC:2	i) CEP: 2 CC:2	22	
	Cu m Cr.	28		10		12	6+6	8+4+2	8+4	88	
Exit option; Award of UG Diploma in Major and Minor with 80-88 credits and an additional 4 credits core NSQF course/ Internship OR Continuewith 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 – Community Engagement Project, CC – Co-Curricular, RP – Research Project]

Note: All minor subjects (Advertising or Journalism), OE, AEC & FP, CEP all subjects to be selected from the university basket.

Sem. - III

Vertical – 1 Major

Syllabus

B.A. (MULTIMEDIA AND MASS COMMUNICATION)

(Sem.- III)

Title of Paper: ELECTRONIC MEDIA

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	This course offers an in-depth introduction to electronic media, covering radio, television, and emerging digital platforms such as web series, podcasts, and OTT content. It equips students with essential skills in audio-visual production, format development, and content planning, making it highly relevant for careers in broadcasting, digital journalism, content creation, and media production. Closely linked with courses in journalism, advertising, and digital media, it meets the growing industry demand for multi-skilled media professionals.
2	Vertical :	Minor
3	Type :	Theory
4	Credit:	4 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted :	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: 1. To introduce students to the fundamentals and evolution of radio, television, and digital media platforms. 2. To develop technical and creative skills in audio-visual content creation, including production processes and media formats. 3. To foster an understanding of the role of electronic media in society and its relevance to contemporary communication and industry practices.	
8	Course Outcomes: (1. Learners will be able to identify and explain various electronic media formats and their functions across radio, television, and digital platforms. 2. Learners will demonstrate the ability to plan, produce, and edit basic audio-visual content for media applications. 3. Learners will critically analyze the societal impact of electronic media and apply industry-relevant skills to pursue roles in content creation, broadcasting, and digital communication.	

9 **Module 1: Foundations of Electronic Media (15 Hours)**

1. History and Evolution

- A brief history of Radio and Television in India and globally
- Role and structure of **Prasar Bharati**
- FM & Community Radio: Role, Reach, and Relevance

2. Convergence and Modern Trends

- Cross-platform media: radio, TV, web integration
- Rise of OTT platforms, web series, and streaming services
- The shift from traditional to digital-first content consumption

3. Sound for Media

- Types of sound: natural, ambient, recorded
- Studio & outdoor sound setups
- Microphones and recording types: analog vs digital

4. Visual Language

- Types of video shots, framing, and composition
- Lighting for video production
- TV studio setup vs location shoots

Module 2: Formats, Production & Application (15 Hours)

1. Content Formats

- Radio: News, Talk shows, Documentaries, Music shows, Radio drama
- Television & Web: News, Reality shows, Docudramas, Sports, Animation, Web series
- Podcasting & Online Radio (New Addition): Concepts and trends

2. Production Process Overview

- Pre-Production: Scriptwriting, Storyboarding, Camera & lighting plot
- Production: Camera angles, sequences, shot-taking, log keeping
- Post-Production: Editing (linear and non-linear), dubbing, use of stock content

3. Electronic News Gathering (ENG) & Field Production (EFP)

- ENG: Single and two-person crew setups
- EFP: Live shows, single & multi-camera setups

Module 3 : Social Media as Electronic Media (15 Hours)

- Platforms: Facebook, Instagram, X (Twitter), TikTok
- Virality, influencers, algorithms
- Misinformation and ethics

Module 4: Societal Impact and Media Responsibility (15 Hours)

- Role of Community Radio and All India Radio
- Media's role in education, development, and public service
- DTH and Satellite broadcasting challenges.

10	Reference Books: 1. Basic Radio and Television: by S Sharma 2. The TV Studio Production Handbook : Lucy Brown 3. Mass Communication in India by Keval J. Kumar 4. Beyond Powerful Radio by Valerie Geller 5. Writing News for TV and Radio : Mervin Block 6. Essential Radio Journalism: How to produce and present radio news (Professional Media Practice) : Peter Stewart, by Paul Chantler 7. Andrew Boyd, ‘Broadcast Journalism, Techniques of Radio and Television News ‘ , Focal Press London. 8. Keval J Kumar, ‘Mass Communication in India’ , Jaico Publishing House. 9. K.M Shrivasta, ‘Radio and TV Journalism’ , Sterling Publishers Pvt. Ltd, New Delhi. 10. Usha Raman, ‘ Writing for the Media’ , Oxford University Press, New Delhi 11. Media Production: A Practical Guide to Radio and TV 1st Edition by Amanda Willett 12. Community radio in India : R Sreedher, Puja O Murada	
11	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
12	Continuous Evaluation through: 1. A visit to a Radio or Television station 2. Listening and recording news for TV and Radio 3. Shooting an interview for a Television channel 4. Recording a chat show for a radio channel	

Syllabus Designed by:

- Prof. Dr. Navita Kulkarni (**Convener**)
- Prof. Neena Sharma (Subject Expert)
- Ms. Priyanka Khanvilkar (Industry Expert)

Syllabus

B.A. (MULTIMEDIA AND MASS COMMUNICATION)

(Sem.- III)

Title of Paper: IKS IN COMMUNICATION & MEDIA

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	The course of "IKS in Communication and Media" helps media students understand indigenous perspectives, traditional narratives, and culturally rooted communication practices. It is relevant for creating context-sensitive, inclusive content and connects with courses like cultural studies, journalism, and media ethics. With growing demand for culturally resonant media, it enhances job prospects in content creation, heritage communication, and policy advocacy.
2	Vertical :	Major
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 introduce students to the foundational concepts and principles of Indian Knowledge Systems (IKS) and their role in traditional and contemporary communication. 2. To explore the integration of IKS in various media forms, including oral traditions, folk media, and digital platforms. 3. To encourage critical thinking about the relevance of indigenous knowledge in modern media practices and policy-making.	

8	Course Outcomes: 1. Students will be able to identify and explain core concepts of IKS and their historical relevance in Indian communication systems. 2. Students will analyze and apply traditional communication methods within modern media contexts to create culturally rooted content. 3. Students will develop an appreciation for indigenous narratives and demonstrate the ability to integrate IKS into media planning, storytelling, and advocacy.	
9	Module 1: Foundations of Indian Knowledge Systems and Communication Traditions (10 Lectures)	
	1. What is IKS	Definition, scope, and relevance to media studies.
	2. Traditional systems of knowledge transmission	Oral, written, symbolic
	3. Ancient Indian communication models	Shruti, Smriti, Shastra, Sutra.
	4. Ancient treatises on communication and statecraft	Arthashastra, Natyashastra, Manusmriti, and Panini’s Ashtadhyayi.
	Module 2: Language, Literature and Performing Arts in IKS (10 Lectures)	
	1. Classical Languages	The role of Sanskrit, Prakrit, Pali, and regional languages in building narrative traditions. Epics like Ramayana and Mahabharata as comprehensive communication texts.
	2. Oral traditions	Puranas, Bhajans, and Jataka tales.
	3. Folk and classical performing arts	Tamasha, Kirtan, Powada, Lavani, Kathakali, Yakshagana as public communicative platforms
	Module 3: Philosophy and Aesthetics in Indian Knowledge Systems (5 Lectures)	
	1. Philosophical foundations of Indian thought systems	Nyaya, Sankhya, Vedanta, Buddhism, Jainism. Concepts of Dharma, Satya, Ahimsa and their relevance to ethical journalism and responsible media.
	2. Aesthetic principles	Rasa, Bhava, Alankara and their application to visual and narrative design
	Module 4: IKS in Television, Film, and New Media (5 Lectures)	
	1. Representation of Indian mythology, history, and folklore in Indian print, cinema and television	Looking at Amar Chitra Katha series, Ramayan, Mahabharat to Baahubali and Tumbbad, TV series like Bharat: Ek Khoj among others
	2. Adaptation of epics and traditional stories into visual media	Techniques, challenges, and cultural responsibilities. IKS in children’s programming, animated series, and edutainment platforms
	3. Digital platforms and New Media	Indigenous knowledge in documentary and regional filmmaking. Digital archiving and revival of traditional knowledge systems through YouTube, podcasts, OTT platforms, and social media.

10	Books / References: 1. Dhamija, J. (1970). <i>Living traditions of India</i>. New Delhi: National Book Trust. 2. Kumar, K. J. (2014). <i>Mass communication in India</i> (5th ed.). Mumbai: Jaico Publishing House. 3. Mignolo, W. D. (2011). <i>The darker side of western modernity: Global futures, decolonial options</i>. Durham: Duke University Press. 4. Mohanty, C. T. (2003). <i>Feminism without borders: Decolonizing theory, practicing solidarity</i>. Durham: Duke University Press. 5. Sen, A. (2005). <i>The argumentative Indian: Writings on Indian history, culture and identity</i>. London: Penguin Books. 6. Smith, L. T. (1999). <i>Decolonizing methodologies: Research and indigenous peoples</i>. London: Zed Books.	
11	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
12	Continuous Evaluation through: 1. Individual project should be given to develop a comic strip on any folk story Write a story board/ type of copy. 2. A radio drama could be scripted to popularize a regional or national epic. The programming could essentially done for children or adolescents 3. Big Idea (TV Script, Podcast ideas, Short films, Drama, etc.) – Group project	

Syllabus Designed by:

- Dr. Gajendra Deoda (Convenor)
- Dr. Shamali Gupta (Subject Expert)
- Dr. Yatindra Ingle

Syllabus

B.A. (MULTIMEDIA AND MASS COMMUNICATION)

(Sem.- III)

Title of Paper: FILM COMMUNICATION - I

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	Film Communication is an important subject for media students as it helps them understand the power of visual storytelling in influencing audiences. It is highly relevant in today's media landscape, offering practical knowledge for analysing and creating film content. The subject connects well with areas like journalism, advertising, and digital media, strengthening both creative and critical skills. It also prepares students for careers in filmmaking, content creation, editing, and roles across film, television, and digital platforms.
2	Vertical:	MAJOR
3	Type :	PRACTICAL
4	Credit:	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted :	60 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: 1. To introduce learner to cinema as a visual language and tool of communication. 2. To help learner appreciate the artistic, cultural, and technological evolution of cinema. 3. To help learner understand the efforts that go in a film production that one enjoys in few hours. 4. To help learner prepare a base in film making for further studies if he wishes to continue. 5. To get familiar with appreciating the audio-visual as an Art form. 6. To develop a vision towards Cinema beyond just entertainment. 7. To develop a sense of Analysing the audio-visual to pursue a career in Cine-critic.	
8	Course Outcomes: 1. Learners will be able to demonstrate an understanding of film as a medium of visual communication and its evolution across genres, styles, and cultures. 2. Learners will be able to analyze the components of film language—such as shot composition, editing, sound, and lighting—to interpret meaning and emotion. 3. Learners will be able to critically evaluate films using established theories and frameworks from media, communication, and cultural studies. 4. Learners will be able to apply cinematic techniques and storytelling methods in the conceptualization and production of short films or media content. 5. Learners will be able to explore the role of film in shaping public opinion, culture, and identity, and its impact on contemporary media and communication practices.	

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9	Module 1: Film as Mode of Communication (15 Lectures)
	1. Understanding Film Language: • Signs, Codes & Conventions 2. Visual Storytelling: • Lighting Technique & Use of Light • Sound & Sound Effects • Mise-en-scène – Staging to Framing 3. Role of Cinematography & Editing in Meaning-Making
	Module 2: History & Evolution of Cinema (15 Lectures)
	1. Overview of Silent Era 2. Golden age of Hollywood 3. Italian Neorealism 4. French New wave 5. Indian Cinema – Introduction • Dadasaheb Phalke • Studio Era • Parallel Cinema 6. Transition of Analogue to Digital in Film making
	Module 3: Genre & Narrative Structure (15 Lectures)
	1. Film Genres: • Drama • Comedy • Thriller • Fantasy • Horror 2. Classical Hollywood Narratives v/s Non-Linear Storytelling 3. Narrative arcs in Indian Cinema & Global Examples
	Module 4: Production Stage (15 Lectures)
	1. Pre-Production: • Script > Screenplay > Shot Division • Budget • Casting > Character design > Costume • Location scouting > Production design > Set 2. Production – On Floor: • Direction – shot > Scene > Sequence • Cinematography – Shots, Angles, Movements • Sound Recording – OSD, SFX, VO, Foley, Library, 3. Post-Production: • Editing • VFX • Background Score • Dubbing • Colour Grade 4. Distribution Basics

10	Books / References: • Film Craft & Cine Art • Handbook of Video Production • The Film Maker's Handbook – Steven Ascher (The Bible) • Film Directing – Shot by Shot – Steven Katz • Making Documentary Films & Videos – Barry Hampe • Understanding Communication media – Jacob Sraampi • Making Movies – Sidney Lumet	
11	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
12	Continuous Evaluation through: 1. Open discussion on film message, technique & specific appealing scenes analysing the various aspects of the scene. 2. Selective Screen-shots of specific films & analysing for Framing, Colour, Culture from costumes, Background, Body language, Other props. 3. Drawing a story-board from the 20sec/30 sec TVC. 4. Writing script from a small incidence in a story. 5. Visualising & Drawing a storyboard from a given script. 6. Writing a film review on a given movie.	External Evaluation Methodology: The Subject is entirely Practical/ Project paper & there will be no Written Test. The evaluation is based on the project submitted by the learner & the viva voce based on the project as well as testing the knowledge gained by an individual oral question-answer session. • The Project will be a Group project with the members of maximum five clearly holding very specific roles in the film making. The key roles are Script writing, Storyboarding, Cinematography, Direction, Editing. • The on screen participants need not be from same group & may be from another team or outsiders & will have no assessment for acting abilities. Acting is not the part of course. • The project will consist of following subjects: ○ Short Film based on Social Cause or a Moral Preaching (Duration: 3min to 10min) ○ Documentary based on a Historical incidence or Current process. (Duration: 10min to 20min) ○ Bulletin/ News reel: Topic based on Citizen Journalism, Reporting with video coverage & well-demonstrated coverage ○ Music Video: Shot & edited by the team with occasional stock shots (not over 25%) for maintaining tempo & rhythm Technical Demonstration: Audio-Visual film on a Technical operation, Working of a Machine or an Artist at Work with progressive shots

Syllabus Designed by:

- Arvind Parulekar (Convenor)
- Dr. Gajendra Deoda (Subject Expert)

As Per NEP 2020

University of Mumbai



Syllabus for Minor Vertical 2

Faculty of HUMANITIES

Board of Studies in MASS MEDIA

Second Year Programme in Minor (Advertising)

Semester	III & IV	
Title of Paper	Sem.	Total Credits 4
1. Introduction to Advertising	III	2
2. Basics of Copywriting	III	2
Title of Paper		Credits
I) Globalisation and Advertising	IV	4
From the Academic Year		2025-26

Sem. - III

Syllabus

B.A. (MULTIMEDIA AND MASS COMMUNICATION)

(Sem.- III)

Title of Paper: INTRODUCTION TO ADVERTISING

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	Introduction to Advertising is crucial for media students as it provides foundational knowledge about persuasive communication, branding, and consumer behavior. It is highly relevant and useful in today's media landscape, where advertising drives content creation and revenue. The subject connects with courses like marketing, public relations, and digital media, and its application spans across industries, enhancing students' creativity and strategic thinking. With the growing demand for advertising professionals, it opens up diverse job prospects in agencies, media houses, and corporate communication roles.
2	Vertical :	Major
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 introduce students to the fundamentals, evolution, and various forms of advertising. 2. To help learners understand the role of advertising in society, along with its ethical, legal, and cultural implications. 3. To equip learner with knowledge of integrated marketing communication tools and different advertising media. 4. To develop students' ability to create and evaluate effective advertisements using creative strategies and techniques.	

8	Course Outcomes: 1. Describe the purpose, types, and components of advertising in various contexts. 2. Discuss the ethical, legal, and cultural considerations involved in advertising practices. 3. Identify and explain the tools and techniques used in integrated marketing communication. 4. Create basic advertising content such as ad copy, storyboards, slogans, and campaign ideas.	
9	Module 1: Introduction to Advertising (10 Hours)	
	1. Introduction to advertising	Evolution, importance, Features, benefits, limitation, effects and 5M's of advertising
	2. Types of advertising	Consumer, Industrial, Retail, Classified, Corporate, Public service, Generic, National, Global, International, Social (CSR) and Advocacy
	3. Ethics in advertising	Puffery, Subliminal, Weasel claim, Surrogate, Shocking ads, Controversial, Comparative, Advertising code of ethics, Regulatory bodies, Laws and regulations
	4.Social, Cultural and Economic impact of Advertising	Women and advertising, Children and, advertising, Senior citizen and advertising, Pop Culture and advertising
	Module 2: Integrated marketing communication and tools (10 Hours)	
	1. Integrated marketing communication	Emergence, Role, Tools, Communication process, The IMC Planning Process
	2. Print Media and Out-of Home Media	Basic concepts, Types of Newspapers advertising, advantages and disadvantage of Newspaper advertising, Magazines, Factors to consider for magazine advertising, Out -of home Advertising, On-premise advertising, Transit advertising, Posters, Directory advertising
	3. Broadcast Media	Radio advertising Advantages and Disadvantages of Radio advertising, Television advertising and its Advantages and Disadvantages, Film advertising and Product placement - Advantages and Disadvantages
	4. Public Relation	Meaning of Public Relations, Types of public relations Difference between public relations and advertising,
	5. Sales Promotion and Direct Marketing	Growth and Types of Sales promotion, Advantages and Disadvantages Growth of Direct marketing and its tools Advantages and disadvantages
	Module 3: Creativity in Advertising (10 Hours)	
	1. Introduction to Creativity	Importance of creative process, Creative strategy development Determining message theme, Big idea, positioning strategies, Types of appeals
	2. Role of different elements in ads	Logo, Jingle, Company signature, Slogan, tagline, illustration, Creating Radio commercial –Words, sounds, clarity, coherence etc.

	3. Elements of copy	Headline, Sub headline, Layout, Body copy, Types of copy and slogan, creating story board
	4. Latest trends	Rural advertising, Ambush advertising, Internet advertising, email advertising, Advertainment, advertorial, mobile advertising
10	Books / References: • Advertising Principles and Practices (7th Edition) William D. Wells, John Burnett, Sandra Moriarty • Adland: Global History of advertising by mark Tungate • Copy paste : How advertising recycle ideas by Joe La Pompe • Indian Advertising: Laughter & Tears by Arun Chaudhuri • Adkatha The Story Of Indian Advertising by Halve Anand • Pandeymonium by Piyush Pandey • Introduction to Advertising – Amita Shankar • Contemporary Advertising – Loudon & Britta • Advertising – Pearson Education • www.afaqs.com • www.exchange4media.com • www.adweek.com	
11	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
12	Continuous Evaluation through: 1. Individual/ group project should be given to develop an advertising strategy on any product or service 2. Write a story board/ type of copy. 3. Big Idea – Group project	

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

Title of Paper: Basics of Copywriting

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	The Basics of Copywriting introduce students to the core principles of writing persuasive and impactful content for advertising and marketing. It covers the purpose of copywriting, the role of a copywriter, and the importance of clear, concise, and compelling messaging. Students learn how copy influences consumer behavior, supports brand identity, and communicates value across different platforms. This foundational knowledge sets the stage for advanced creative writing and campaign development.
2	Vertical :	Minor
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: • Understand the role and importance of copywriting in advertising, branding, and marketing communication. • Identify the key responsibilities and skills of a copywriter, including creativity, clarity, and persuasion. • Recognize the essential elements of effective copy, such as headlines, slogans, and calls to action. • Develop awareness of audience-centric writing, focusing on tone, message, and purpose. • Build foundational knowledge that supports creative idea development and media-specific copywriting.	

8	Course Outcomes: - Identify the role and responsibilities of a copywriter. - Explain basic concepts and techniques in copywriting and creative thinking. - Use various methods like brainstorming, imagination, and observation to generate effective advertising ideas. - Develop a creative mindset and discover the “Big Idea” behind successful ad campaigns. - Write compelling copy that aligns with different brand voices and tones. - Use storytelling and emotional appeals to influence target audiences.	
Sr. No.	Heading	Particulars
1.	Introduction to Copywriting (10 Hours)	Basics of Copywriting - What copywriting is all about - What a copywriter does Creative Thinking - How to develop a creative mindset - How great ideas are formed - Finding the <i>one big idea</i> behind a campaign - How to make people believe in your brand and take action Techniques for Coming Up With Ideas - Fun and useful ways to spark creativity like: - Brainstorming - Asking questions - Looking at pictures - Using imagination and observation - Referencing other ideas, dreaming, and more Transcreativity - What it is and why it’s important (adapting creative work across cultures or languages)
2.	Writing for Advertising (10 Hours)	Understanding Briefs - What a marketing brief is - What a creative brief is How to Write Persuasive Copy - Using the right tone of voice - Giving your writing personality - Writing in a way that grabs attention and changes how people think - Using emotion and storytelling - Learning from the best ad campaigns today

3.	Media and Audiences (10 Hours)	• Writing for Different Media Platforms • Print ads: headlines, captions, body text, slogans • TV ads: scripts, visual planning, silence, styles • Outdoor ads like posters • Radio scripts • Digital ads for social media (Facebook, Instagram, etc.) • Web content • How to Write Different Kinds of Ads • Direct mailers • Classified ads • Press releases • B2B (business-to-business) content • Email marketing • Advertorials (ads in the form of articles) Infomercials
10	Books / References: • “The Copywriter’s Handbook: A Step-by-Step Guide to Writing Copy That Sells” <i>Author: Robert W. Bly</i> • Creative Advertising: An Introduction” <i>Author: Miriam Sorrentino</i> • “Advertising Concept and Copy” <i>Author: George Felton</i>	
11	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
12	Continuous Evaluation through: 1. Individual/ group project 2. Write a copy for an AD. 3. Presentation 4. Assignment	

AC – 20/05/2025

Item No. 5.57 (N) (Sem III & IV) (2) (a, b,c)

As Per NEP 2020

University of Mumbai



Syllabus for Minor Vertical 2

Faculty of HUMANITIES

Board of Studies in MASS MEDIA

Second Year Programme in Minor (Journalism)

Semester	III & IV	
Title of Paper	Sem.	Total Credits 4
1. Introduction to Journalism	III	2
2. Feature Writing	III	2
Title of Paper		Credits
I) Reporting and Editing	IV	4
From the Academic Year		2025-26

Sem. - III

Syllabus

B.A. (MULTIMEDIA AND MASS COMMUNICATION)

(Sem.- III)

Title of Paper: INTRODUCTION TO JOURNALISM

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	This course provides a comprehensive overview of journalism, tracing its historical roots and evolution from traditional print to modern digital platforms. Students will explore the core principles of journalism, its societal role, and the structure of news organizations. The course emphasizes practical skills in news reporting and writing, including techniques like the inverted pyramid, beat reporting, and fact-checking. It also examines the influence of emerging technologies, citizen journalism, and the ethical challenges faced in the digital age.
2	Vertical :	Minor
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: - Understand the fundamentals of journalism, including its definition, nature, scope, and evolution from the printing press era to the digital age. - Analyze the historical development of journalism globally and in India, and recognize key milestones such as the nationalist press movement, the Emergency period, and the post-liberalization media boom. - Recognize the critical role of journalism in a democratic society, including its function as the Fourth Estate and its responsibility in promoting awareness and development. - Understand the organizational structure of media houses, including editorial, advertising, marketing, and circulation departments.	
8	Course Outcomes: By the end of this course, students will be able to: - Understand the fundamental principles, history, and evolution of journalism, both globally and within India. - Identify and differentiate between various forms and styles of journalism, including print, broadcast, and digital media. - Analyze the role of journalism in a democratic society and its impact on public opinion and policy.	

- Develop basic reporting and writing skills suitable for different media platforms.
- Critically assess contemporary issues and challenges in journalism, including ethical considerations and the influence of technology.

Module	Topics	Hours
Unit I: Foundations of Journalism		20
1. Definition, nature, and scope of journalism	Changing face of journalism from Guttenberg to new Media, career opportunities in both traditional and emerging media	
2. Historical development of journalism globally and in India	Earliest publications The rise of nationalist press ,Post 1947 The emergency and its impact on Journalism, Post Emergency, Post liberalization of the economy boom in magazines. Growth of niche journalism	
3. Role of journalism in society and democracy	creating awareness and disseminating information for development of society, The concept of the Fourth Estate	
4. Departments in the News organization	Editorial, Ad Sales, Marketing, Circulation, Production, HR, IT	
Unit II: News Reporting and Writing		20
1. Understanding news: elements, values, and types	What makes a good story? Anatomy of a news story	
2. News writing techniques	the inverted pyramid, 5Ws and 1H Sources of news and news gathering methods	
3. Introduction to reporting beats	Hard News / Soft News and blend of the two News Reports, Features, Editorials A study and analysis of Crime, Environmental, Entertainment, Educational, Agricultural, Sports beats etc Basics of interviewing and fact-checking	
Unit III: Media Platforms and Technologies & Challenges in Journalism		10
1. Overview of print, broadcast, and	Objectivity, Accuracy, Length Criteria for news worthiness in each medium as well as growth of each medium	

digital media	Breaking news v/s fact checking and fake news		
2. Emergence and impact of new media technologies	Social media, online video platforms, streaming services, and other web-based communication tools.		
3. Citizen journalism	User-generated content and its significance		
4. Ethical Challenges	Objectivity, bias, and sensationalism		
5. Other major challenges	Fake news, censorship, and media trials		
Unit IV: Contemporary Trends and Future of Journalism			10
1. Data journalism and visualization	Using charts, graphs, and maps to present complex information in a visually accessible way		
2. Artificial intelligence and automation in newsrooms	Use of AI Tools in the newsroom Drawbacks of AI		
3. Mobile journalism (MoJo) and podcasting	Complementary methods of news dissemination in modern newsrooms. Mobile devices to gather, produce, share news content delivering audio-video content via an online format.		
10	Books / References: • Bond Fraser F. An Introduction to Journalism (A Survey of the Fourth Estate in all its forms). • Brucker Herbert. Communication is Power (Unchanging Values in a Changing Journalism). • Chalapati Rau, History of Indian Journalism. • Chalapati Rau, The Press in India • Charnley M. V., - Reporting. • Critchfield Richard, Indian Reporter's Guide. • Crump Spencer, Fundamentals of Journalism.		
11	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination	

12

**Continuous Evaluation
through:**

- 1.** Individual/ group project should be given to develop an advertising strategy on any product or service
- 2.** Write a story board/ type of copy.
- 3.** Big Idea – Group project

Syllabus

B.A. (MULTIMEDIA AND MASS COMMUNICATION)

(Sem.- III)

Title of Paper: Feature and Writing

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	This course offers a comprehensive introduction to feature writing and urban reportage , with a strong emphasis on using journalism as a tool for social justice and advocacy . Rooted in the real-life challenges of urban life in Mumbai, the course trains students to craft compelling human-interest stories, news features, opinion pieces, and blogs that give voice to underrepresented communities.
2	Vertical :	Minor
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: • Differentiate between features, news reports, profiles, human interest stories, and opinion pieces. • Recognize the role of long-form journalism in informing, engaging, and driving social change. • Apply narrative elements such as anecdotes, interviews, and descriptive details to enhance storytelling. • Develop a story pitch, conduct interviews, and gather supporting material for factual and ethical reporting.	
8	Course Outcomes: • To provide students with technique of narration and story telling • To share the art of developing a story idea • To acquaint and sensitize them through assignments to the issues of deprivation • around us and using writing as a tool for social justice	

Sr. No.	Heading	Particulars
1.	About features (10 Hours)	• What makes feature writing different 01 • Deconstructing a feature 02 • News Feature 02 • Human Interest Stories, Profiles 02 • Developmental stories, opinion pieces, in-depth • features as tools of social justice
2.	Becoming the voice of the urban poor (Mumbai): letters to editors, Blogs (10 Hours)	• Finding fresh ideas, developing a story idea • On and off field research • Building observation and listening skills • Structuring the story • Use of anecdotes, Illustrations, Interviewing • Prone to disasters: floods etc • Poor health especially mental health • Lack of facilities and obstacles to education • Night schools • Unemployment and exploitation
3.	Mumbai based features/ letter to the editor/ post/opinion piece on (10 Hours)	• Plight of Rag pickers • Construction workers • The homeless • Slum rehabilitation projects • Condition of Mumbai Jails/ Courts • City issues of hygiene and pollution • Water crisis • Crime and safety • Corruption issues faced by the common man • Challenges faced by senior citizens and the physically/ • mentally challenged
10	Books / References: 1. Feature Writing: Meera Raghvendra Rao, 2012 2. Communication and Development: The Challenges of Twenty First Century- V.S. Gupte, 2000 3. On Writing Well (30th anniversary edition), William Zinsser, Harper Paperbacks, 2006. 4. Poverty and deprivation among the Katkari by Rohit Mutatkar, Economic and Political Weekly Vol 52, Issue no 13.01 April, 2017	

	5. Legal status and deprivation in urban slums over two decades by Laura B Nolan, David E Bloom and Subbaraman. Economic and Political Weekly Vol 53, Issue No 15, 14 April, 2018 6. Delhi's Slum Dwellers, deprivation, Preferences and Political Engagement	
11	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
12	Continuous Evaluation through: 1. Individual/ group project 2. Letters to the Editor 3. Flip class presentation 4. Feature based in Mumbai or vicinity on any one of the issues of social justice	

AC – 20/05/2025
Item No. – 6.18 (N) (2a) Sem. III

As Per NEP 2020

University of Mumbai



Syllabus for Basket of OE	
Faculty of Science	
Board of Studies in Computer Science	
UG Second Year Programme	
Semester	III
Title of Paper	Credits 2
I) Cyber & Digital Safety	2
From the Academic Year	2025 – 2026

Name of the Course: Cyber & Digital Safety

Sr. No.	Heading	Particulars
1	Description the course:	Introduction: With the rapid rise in digital connectivity, individuals are increasingly vulnerable to online threats. This course introduces students to essential concepts of digital safety, privacy, and responsible online behavior. It provides practical knowledge to protect personal data, secure digital devices, and navigate the internet safely. Relevance: In today's digital age, everyone is a digital citizen. Whether you're a student, professional, or homemaker, digital safety is vital for safeguarding identity, finances, and mental well-being. This course addresses the urgent need to educate individuals in navigating online spaces securely. Usefulness: The course empowers learners with practical knowledge on how to stay safe online—be it managing privacy settings on social media, identifying phishing emails, or using strong passwords. These skills are useful in daily digital activities across personal, academic, and professional spaces. Application: Students can immediately apply the concepts learned—from using secure Wi-Fi and avoiding fake news to setting up two-factor authentication and protecting children's online experiences. It also helps in developing a safety-first approach to technology use. Interest: This course connects to the everyday digital life of learners—making it highly relatable. It explores topics like deepfakes, social media responsibility, digital detox, and cyberbullying, which resonate with students from all disciplines and age groups. Connection with Other Courses: While not technical, this course complements subjects in Media Studies, Psychology, Communication, Law, and even Business. It strengthens digital literacy, a valuable

		soft skill, and supports courses related to digital ethics, digital marketing, and online communication. Demand in the Industry: Digital awareness is considered a critical life skill by employers. Companies value employees who understand safe digital practices, especially in remote and hybrid work environments. With increasing data breaches and cybercrime, demand for digitally responsible professionals is rising. Job Prospects: Although not a technical specialization, this course adds weight to any resume by demonstrating digital literacy. It prepares students for roles in education, administration, customer service, journalism, HR, and more—where safe technology use is expected and respected.
2	Vertical:	Open Elective
3	Type:	Theory
4	Credits:	2 credits
5	Hours Allotted:	30 hours
6	Marks Allotted:	50 Marks
7	Course Objectives (CO): CO 1. To introduce the foundational concepts of cyber safety and digital privacy. CO 2. To create awareness of common online threats and best practices for digital hygiene. CO 3. To equip students with skills for safe usage of social media, devices, and the internet. CO 4. To develop a mindset for ethical digital behavior and responsible technology use. CO 5. To explore emerging cyber risks including AI, deepfakes, and the role of legislation.	
8	Course Outcomes (OC): After successful completion of this course, students would be able to - OC 1. Understand key concepts in cyber security and differentiate between threats and risks. OC 2. Apply safe browsing practices and protect their digital identity across platforms. OC 3. Identify and avoid common cyber scams, phishing attacks, and fake news. OC 4. Safeguard personal devices, use secure communication tools, and manage passwords.	

	OC 5. Understand the ethical concerns and emerging trends in AI-driven cyber threats.
9	Modules: Module 1: Fundamentals of Digital Safety & Online Behavior Introduction to Digital Safety and Cyber Security: What is Digital Safety?, Everyday importance of staying safe online, Cyber Security vs. Digital Safety, Ethical and responsible use of technology Common Online Threats and How to Avoid Them: Types of online threats: viruses, phishing, scams, Understanding social engineering and digital fraud, Case examples of real-world cyber attacks Safe Internet and Social Media Use: How to browse safely: HTTPS, safe websites, online shopping tips, Social media privacy settings, Digital identity and managing your online presence, Deepfakes and misinformation, Screen time, mental health, and digital well-being Online Safety for Children and Teenagers: Common risks for young users, Using parental controls and safe browsing tools, Identifying and addressing cyberbullying, Teaching children responsible internet use Module 2: Personal Device Security, Privacy & Emerging Trends Securing Devices and Networks: How to keep your phone and laptop safe, Safe use of public Wi-Fi and VPNs, Protecting smart devices (IoT) at home, Backing up your data securely Building Good Digital Habits (Cyber Hygiene): Creating strong passwords and using multi-factor authentication, Keeping software updated and avoiding unsafe downloads, Spotting fake news and online hoaxes Understanding Data Privacy: What is personal data and why it matters, Data protection laws in simple terms (like GDPR), Using privacy-friendly tools (browsers, search engines, messaging apps), What to do if a data breach happens Cyber Safety at Work and Emerging Technologies: Staying safe while working online or remotely, Secure email and workplace communication, How AI is used in cyber security – the good and the bad, Deepfakes, AI-based scams, and how to stay alert, Introduction to how blockchain can help in digital security
10	Text Books 1. Security in the Cyber Age: An Introduction to Policy and Technology, John E. Savage, Derek S. Reveron, Cambridge University Press, 2023 2. Cyber Security and Personal Data Awareness: Leverage Personal Data safety in Cyber Threat environment, Selvaraj G, Notion Pres, 2024 3. Cyber and Digital Safety: Fundamentals and Best Practices, Maurya R K, SYBGEN Learning, 2025
11	Reference Books 1. Cyber Safety for Everyone: A comprehensive guide to online safety,

	JaagoTeens, BPB Publications, 3rd Edition, 2024		
	2. The Basics of Cyber Safety: Computer and Mobile Device Safety, John Sammons (Author), Michael Cross MD, Syngress, 2016		
	3. Cybersecurity for Everyone, David B. Skillicorn, Routledge, CRC Press, 2022		
	4. Cybersecurity for Dummies, Joseph Steinberg, Wiley, 2020		
12	Internal Continuous Assessment: 40%	Semester End Examination: 60%	
13	Continuous Evaluation through: Class Test on Module 1: 10 marks Class Test on Module 2: 10 marks	Evaluation through: A Semester End Theory Examination of 1 hour duration for 30 marks as per the paper pattern given below.	
	Average of 2 Class Tests: 10 marks Assignment on Module 1: 5 marks Assignment on Module 2: 5 marks	Total: 30 marks	
	Total of 2 Assignments: 10 marks		
	Total: 20 marks		
14	Format of Question Paper:		
	Total Marks: 30		
	Duration: 1 Hour		
	Question	Based On	Options
	Q. 1	Module 1	Any 2 out of 4
Q. 2	Module 2	Any 2 out of 4	
Q. 3	Module 1 & 2	Any 2 out of 4	
			Marks
			10
			10
			10

Name of the Course: Web Designing

Sr. No.	Heading	Particulars
1	Description the course:	Introduction: This course offers a comprehensive exploration of web development, covering essential technologies such as HTML, CSS, JavaScript, and PHP. Students will gain practical skills and knowledge necessary to create dynamic and visually appealing websites. Relevance: In today's digital age, web development skills are in high demand across various industries. Understanding HTML, CSS, JavaScript, and PHP is crucial for anyone interested in pursuing a career in web development or related fields. Usefulness: The skills acquired in this course are highly transferable and applicable in a wide range of professional settings. Whether students aim to become web developers, designers, or entrepreneurs, proficiency in web development technologies is invaluable. Application: Students will learn to apply their knowledge of HTML, CSS, JavaScript, and PHP to develop interactive websites and web applications. Through hands-on projects and exercises, they will gain practical experience in building real-world solutions. Interest: The course content is designed to engage students with a passion for technology and creativity. From creating visually appealing designs to implementing dynamic functionality, students will find ample opportunities to explore and express their interests. Connection with Other Courses: This course serves as a foundation for further studies in web development and related disciplines. It complements other technology courses by providing essential skills and knowledge that can be applied across various domains.

		Demand in the Industry: The demand for skilled web developers continues to grow as businesses and organizations increasingly rely on their online presence. Graduates of this course will be well-equipped to meet this demand and contribute effectively in the industry. Job Prospects: Completion of this course opens up numerous job opportunities in web development, design, digital marketing, e-commerce, and more. With the skills acquired, students can pursue roles such as front-end developer, web designer, full-stack developer, or freelance web developer.
2	Vertical:	Open Elective
3	Type:	Practical
4	Credits:	2 credits (1 credit = 30 Hours of Practical work in a semester)
5	Hours Allotted:	60 hours
6	Marks Allotted:	50 Marks
7	Course Objectives (CO): CO 1. Familiarize students with core web development technologies such as HTML, CSS, JavaScript, and PHP. CO 2. Develop students' skills in creating structured and visually appealing web pages using HTML and CSS. CO 3. Enable students to add interactivity and dynamic behavior to web pages using JavaScript. CO 4. Introduce students to basic web design principles and best practices. CO 5. Provide practical experience through hands-on exercises and projects.	
8	Course Outcomes (OC): After successful completion of this course, students would be able to - OC 1. Demonstrate proficiency in HTML markup and CSS styling to create well-structured and visually appealing web pages. OC 2. Implement interactivity and dynamic behavior on web pages using JavaScript and PHP. OC 3. Apply basic web design principles to create user-friendly and aesthetically pleasing websites. OC 4. Analyze and solve problems related to web development, including troubleshooting code and debugging errors. OC 5. Develop basic web applications and prototypes using HTML, CSS, JavaScript, and PHP. OC 6. Collaborate effectively in a team environment on web development projects.	

9	Modules:
	Module 1: Basics of Web Development (HTML and CSS) (30 hours)
	Understanding the Internet and World Wide Web: Introduction to the Internet and its applications. Overview of email, Telnet, FTP, e-commerce, and e-business. Basics of Internet infrastructure: ISPs, DNS, URLs, and HTTP. HTML5 Fundamentals: Basic Elements of HTML: Introduction to HTML tags for creating the structure of web pages. Formatting Text: Applying basic text formatting using HTML tags. Organizing Content: Using lists and headings to organize content. Creating Links: Making hyperlinks to connect web pages. HTML Tables: Structuring data using HTML tables for better presentation and organization. Working with Multimedia and Forms: Adding Images: Inserting images onto web pages and understanding image formats. Colors and Styling: Applying colors and basic styles to web elements. Forms and User Input: Creating interactive forms for user input and data submission. Styling with CSS Introduction to CSS: Understanding the role of Cascading Style Sheets in styling web pages. Selectors and Properties: Using CSS selectors and properties to style HTML elements. Background and Fonts: Applying background styles and working with fonts. Positioning Elements: Understanding CSS properties for positioning elements on a web page.
	Module 2: JavaScript and Dynamic Web Content (30 hours)
	JavaScript: Integrating JavaScript: Using JavaScript code within HTML documents for interactivity. Programming Basics: Understanding JavaScript variables, operators, and control flow. Functions and Events: Defining functions and handling events for user interaction. Working with Forms: Validating form data and handling user input with JavaScript.

	Dynamic content with PHP Basics of Server-side Scripting: Understanding the role of PHP in server-side scripting. Variables and Data Types: Declaring variables, working with data types, and type coercion in PHP. Control Structures: Implementing conditional statements and loops in PHP scripts. Sessions and Cookies: Introduction to managing user sessions and using cookies for data storage. Working with Databases: Connecting to databases, executing SQL queries, and processing query results.	
10	Text Books 1. HTML 5 Black Book, Covers CSS 3, JavaScript, XML, XHTML, AJAX, PHP and jQuery, 2ed, Dreamtech Press, 2016 2. Web Programming and Interactive Technologies, scriptDemics, StarEdu Solutions India, 2018 3. PHP: A Beginners Guide, Vikram Vaswani, TMH	
11	Reference Books 1. HTML, XHTML, and CSS Bible Fifth Edition, Steven M. Schafer, WILEY, 2011 2. Learning PHP, MySQL, JavaScript, CSS & HTML5, Robin Nixon, O'Reilly, 2018 3. PHP, MySQL, JavaScript & HTML5 All-in-one for Dummies, Steve Suehring, Janet Valade Wiley, 2018	
12	Internal Continuous Assessment: 40%	Semester End Examination: 60%
13	Continuous Evaluation through: Class Test on Module 1: 10 marks Class Test on Module 2: 10 marks Average of 2 Class Tests: 10 marks Assignment on Module 1: 5 marks Assignment on Module 2: 5 marks Total of 2 Assignments: 10 marks Total: 20 marks	Evaluation through: A Semester End Theory Examination of 1 hour duration for 30 marks as per the paper pattern given below. Total: 30 marks

14	Format of Question Paper:		
	Total Marks: 30		Duration: 1 Hour
	Question	Based On	Options
	Q. 1	Module 1	<i>Any 2 out of 4</i>
	Q. 2	Module 2	<i>Any 2 out of 4</i>
	Q. 3	Module 1 & 2	<i>Any 2 out of 4</i>
			Marks
			10
			10
			10

Sd/-

Sign of the BOS Chairman
Dr. Jyotshna Dongardive
 Ad-hoc BOS (Computer
 Science)

Sd/-

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

Sd/-

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

Vertical - 4

VSC

Syllabus

B. A. (MULTIMEDIA AND MASS COMMUNICATION)

(Sem.- III)

Title of Paper INTRODUCTION TO PHOTOGRAPHY

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	Introduction to Photography is a key course for media students as it builds visual literacy and technical skills essential for effective storytelling through images. It is highly relevant in fields like journalism, advertising, digital content, and social media, where visual communication plays a central role. The subject complements areas like film, design, and multimedia, and opens job opportunities in photojournalism, creative direction, content creation, and commercial photography.
2	Vertical :	VSC
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 understand the power of pictures in effective communication. 2. To explore how a picture speaks thousand words. 3. To study the technique that professionals use to make pictures outstanding. 4. To develop a photographic vision & improve visual sense of the visible world. 5. To develop visualisation in terms of a definite frame & the objects within. 6. To develop a deeper sense of light beyond just illumination & visibility. 7. To develop a strong ability to communicate in non-verbal ways. 8. To develop a sense of association or contradiction of the objects put together. 9. To explore the applications of Photography as Fine Art as well as Applied Art. 10. To cultivate sense of visual design for further media study.	

8	Course Outcomes: 1. Learners will be able to demonstrate a fundamental understanding of camera operations, exposure settings, and composition techniques. 2. Learners will be able to apply visual storytelling principles to capture meaningful and aesthetically effective photographs across various genres. 3. Learners will be able to analyze and critique photographic work using technical, artistic, and conceptual frameworks.	
9	Module 1: Visual Communication & Core Photography Techniques (15 Hours) 1. Visual Language & Framing • How pictures communicate: “A picture speaks a thousand words” • Framing and composition techniques • Perspective, focus types (selective/differential), color palette • Mood, atmosphere, body language, proxemics • Positive & negative space in images 2. Technical Foundations of Photography • Camera anatomy and functions • Exposure triangle: Aperture, Shutter, ISO • Depth of Field & Bokeh • Motion techniques: Blur, Freeze, Light painting, Traffic/Star trails • Movement vs Moment Module 2: Media Oriented Photography & Visual Output Design (15 Hours) 1. Advanced Lighting & Composition • Lens understanding: focal length, coverage, subject relevance • Light techniques: Checkerboard, Three-point, Portrait, Product, Fashion, Mixed lighting • Composition for media: Standard rules and creative deviations 2. Media Photography & Output Design • Media-specific composition: packaging, magazine cover/layout, ads • Designing for visual communication: visualizing layouts and roughs • Practical shooting and nominal editing for final output • Basics of citizen photojournalism: combining visuals with narrative • Final media outputs: image creation and layout integration	
10	Reference Books: 1. Creative Photographic Lighting – Collins: Me & My Camera Series 2. Making the Most of Colour – Collins: Me & My Camera Series 3. Taking Successful Pictures – Colling; Me & My Camera Series 4. The Working Photographer – Marija & Tod Bryant 5. Portrait Photography – Camera Guide series by Minolta 6. Glamour Photography – Camera Guide series by Minolta 7. Photography for Fun & Profit – Volume 1 to 4: Singer Communication 8. Introduction to Photography – Arvind Parulekar (Academic Book for BAMMC) Sheth Pub. 9. Photographing Indoors and Photographing outdoors – Olympus Guide Books	
12	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination

13	Continuous Evaluation through: • Assignments based on Techniques learnt – Shoot & Submit – Five Techniques 1. DoF & Bokeh 2. Motion Blur 3. Perspective 4. Checkerboard Lighting 5. Effect Lighting • Scribblings for Visual ideas for Media Output – Roughs for each media – 1. Package Design 2. Magazine Cover Design 3. Magazine Page Layout 4. Product/ Fashion Advertising • Outdoor photography using techniques	
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Syllabus Designed by:

- Arvind Parulekar
- Ms. Sheetal Gogri

As Per NEP 2020

University of Mumbai



Syllabus for Basket of AEC Vertical 5	
Faculty of- HUMANITIES	
Board of Studies in HINDI	
Second Year Programme	
Semester	III
Title of Paper	Credits
I) हिंदी भाषा : व्यावहारिक प्रयोग	2
From the Academic Year	2025-26

Title of Paper- हिंदी भाषा:व्यावहारिक प्रयोग

Sr. No.	Heading	Particulars
1	Description of the course:	भाषा का जीवन में सदैव महत्व रहा है। जीवन और भाषा का चोली-दामन का संबंध है। जब हमारी भाषा मधुर और सार्थक होती है तो श्रोता पर विशिष्ट प्रभाव पड़ता है। भाषा का यदि सही और सार्थक रूप से प्रयोग किया जाए तो मनुष्य जीवन में कहीं भी असफल नहीं हो सकता है। इसी भाषा के माध्यम से हम सभी को अपनी ओर आकर्षित भी करते हैं। वर्तमान युग में रोजगार में बहुत से क्षेत्र भाषा से जुड़े हुए हैं, जिसके माध्यम से विद्यार्थी इनका लाभ ग्रहण कर सकते हैं। भाषाई क्षमता हमारे विचारों की संवाहक होती है। आज डिजिटल युग में अभिव्यक्ति के कई माध्यमों का प्रसार हुआ है, इन माध्यमों में भाषा ही सशक्त तत्व है जो आपकी अभिव्यक्ति को पूरे जगत को अवगत कराती है। भाषा का महत्व हर समय, हर माध्यम में रहा है, परंतु भाषा का सार्थक रूप का प्रयोग आज बहुत आवश्यक है। आज हिंदी अंतरराष्ट्रीय स्तर पर प्रयोग में लाई जा रही है, तकनीक, सूचना प्रौद्योगिकी सोशल मीडिया, राजनीति की भाषा हिंदी बन चुकी है। जीवन में कई क्षेत्रों में व्यावहारिक स्तर पर हमें अपनी भाषा के लिखित स्वरूप के कार्यों को करना होता है और ऐसे में कार्य-दक्षता महत्व रखती है। हिंदी भाषा में व्यावहारिक प्रयोग को केंद्र में रखकर और इन्हीं पहलुओं को ध्यान में रखते हुए इस पाठ्यक्रम का गठन किया गया है। हम हिंदी भाषा को सही और शुद्ध रूप में प्रयोग कर अभिव्यक्ति को सफल बनाएं और बिना व्याकरण के यह संभव नहीं है। इस दृष्टि से पाठ्यक्रम सर्वाधिक लाभकारी सिद्ध होगा।
2	Vertical:	AEC
3	Type:	Theory
4	Credit:	2 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives:	1. विद्यार्थियों को राजभाषा हिंदी का विधिवत ज्ञान प्रदान करना।

	2. विद्यार्थियों को राजभाषा हिंदी के व्याकरण से परिचय करवाना। 3. विद्यार्थियों को संज्ञा आदि का ज्ञान प्रदान करना। 4. विद्यार्थियों को कारकों, वाक्य रचना एवं भाषिक चिह्नों आदि का ज्ञान प्रदान करना।	
8	Course Outcomes: 1. विद्यार्थियों को राजभाषा हिंदी का ज्ञान प्राप्त होगा, एवं दक्षता प्राप्त होगी। 2. विद्यार्थियों को राजभाषा हिंदी के व्याकरणिक प्रयोग की जानकारी प्राप्त होगी। 3. विद्यार्थियों को हिंदी-संज्ञा आदि का ज्ञान प्राप्त होने के साथ भाषा के शुद्ध, व्यावहारिक रूप का ज्ञान होगा। 4. विद्यार्थियों को कारकों, वाक्य रचना एवं भाषिक चिह्नों आदि का ज्ञान प्राप्त होगा।	
9	Modules (Per credit one module can be created)	
	इकाई-1	व्याख्यान-15
	क्रेडिट-01	
	1. हिंदी भाषा : सामान्य परिचय	
	2. राजभाषा हिंदी : संवैधानिक महत्त्व	
	3. वर्णमाला : स्वर एवं व्यंजन	
	4. शब्द भेद : सामान्य परिचय (संज्ञा आदि)	
	इकाई-2	व्याख्यान-15
	क्रेडिट-01	
	1. वाक्य : सामान्य परिचय	
	2. वर्तनी : शुद्धता का प्रयोग एवं सावधानियाँ	
	3. कारक एवं विराम चिह्न	
	4. पत्र लेखन : (बधाई, निमंत्रण, सुझाव, शिकायत, आभार, आवेदन, RTI लेखन)	
10	संदर्भ ग्रंथ- 1. बाबूराम सक्सेना- सामान्य भाषा विज्ञान, हिंदी साहित्य सम्मेलन, प्रयाग 2. कामताप्रसाद गुरु- हिंदी व्याकरण, लोकभारती प्रकाशन, इलाहाबाद 3. आचार्य देवेन्द्र नाथ शर्मा- भाषा विज्ञान की भूमिका, राधाकृष्ण प्रकाशन, दिल्ली 4. भाषा विज्ञान एवं भाषाशास्त्र- कपिलदेव द्विवेदी, विश्वविद्यालय प्रकाशन, वाराणसी 5. भोलानाथ तिवारी- भाषा विज्ञान, किताब महल, इलाहाबाद	
11	Internal Continuous Assessment : 40%	External : Semester End Examination : 60%
12	Continuous Evaluation through: - रचनात्मक कार्य/प्रकल्प इत्यादि- 10 अंक - प्रस्तुति/परिसंवाद सहभागिता इत्यादि- 05 अंक - अकादमिक, व्यावसायिक एवं कौशल संवर्धन गतिविधियाँ- 05 अंक कुल 20 अंक	लिखित परीक्षा अंक : 30 समयावधि : 01 घंटा

13	Format of Question Paper: for the semester end examination अंक : 30 निर्देश- 1. दोनों इकाइयों से प्रश्न पूछे जाएं। 2. तीन प्रश्न पूछे जाएं, किन्हीं दो प्रश्नों के उत्तर अपेक्षित हैं।	लिखित परीक्षा समयावधि : 01 घंटा 15x2 = 30 अंक कुलयोग- 30 अंक
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Sd/- Sign of the BOS Chairman Prof. Dr. Santosh Motwani Board of Studies in Hindi	Sd/- Sign of the Offg. Associate Dean Dr. Suchitra Naik Faculty of Humanities	Sd/- Sign of the Offg. Associate Dean Prof. Manisha Karne Faculty of Humanities	Sd/- Sign of the Offg. Dean Prof. Anil Singh Faculty of Humanities
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AC - 20/05/2025

Item No.- 5.45 (N) Sem-III 2(c)

As Per NEP 2020

University of Mumbai



Syllabus for Basket of Marathi - AEC

Board of Studies in Marathi

Second Year Programme

Semester

III

Title of Paper

Credits

भाषिक कौशल्यांचे उपयोजन - २

2

(कथाकथन कौशल्य आणि अभिवाचन कौशल्य)

From the Academic Year

2025-26

Syllabus
B.A. (Marathi AEC)
(Semester - III)

Title of Paper : भाषिक कौशल्यांचे उपयोजन - २ (कथाकथन कौशल्य आणि अभिवाचन कौशल्य)

Sr. No.	Heading	Particulars
1	अभ्यासक्रमाचे वर्णन (Description of the Course)	राष्ट्रीय शैक्षणिक धोरण - २०२० विद्यार्थ्यांच्या सर्वांगीण विकासावर (Wholistic Development) भर देते. सर्वांगीण विकासाचा भाग म्हणून क्षमता वर्धन अभ्यासक्रम (Ability Enhancement Course) या स्तंभांतर्गत भाषिक कौशल्यांशी संबंधित अभ्यासक्रमाचा समावेश करण्यात आला आहे. कला, वाणिज्य व विज्ञान या विद्याशाखांमध्ये अध्ययन करणाऱ्या विद्यार्थ्यांना तिसऱ्या सत्रामध्ये 'आधुनिक भारतीय भाषा'चे अध्ययन अनिवार्य करण्यात आले आहे. सदर क्षमता वर्धन अभ्यासक्रमाचे स्वरूप प्रामुख्याने भाषाकेंद्री असावे, असेही राष्ट्रीय शैक्षणिक धोरणात नमूद करण्यात आले आहे. त्यामुळे विद्यार्थ्यांना विविध प्रकारच्या भाषिक कौशल्यांचा तपशीलवार परिचय करून देणे, तसेच ती कौशल्ये आत्मसात करण्याची संधी उपलब्ध करून देणे, ही या अभ्यासक्रमाची महत्त्वाची उद्दिष्टे आहेत. विद्यार्थ्यांमध्ये पदवीचे शिक्षण घेत असताना भाषिक कौशल्ये विकसित व्हावीत, भाषिक कौशल्यांच्या आधारे त्यांना संबंधित क्षेत्रांत काम करण्याची संधी प्राप्त व्हावी, हे लक्षात घेऊन 'भाषिक कौशल्यांचे उपयोजन-२ (कथाकथन कौशल्य आणि अभिवाचन कौशल्य)' (श्रेयांकने २) या अभ्यासपत्रिकेची आखणी करण्यात आली आहे. या अभ्यासपत्रिकेच्या अध्ययनातून विद्यार्थ्यांना कथाकथन व अभिवाचन कौशल्यांचे तात्त्विक स्वरूप कळेल, तसेच कथाकथन व अभिवाचनासाठी आवश्यक कौशल्यांचा परिचय होऊन, ती कौशल्ये आत्मसात करण्याची संधी उपलब्ध होईल.
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 (AEC या स्तंभांतर्गत शिकविल्या जाणाऱ्या अभ्यासपत्रिकांच्या कार्यभारासंबंधी मुंबई विद्यापीठाच्या दिनांक २३ जुलै २०२४ च्या NO.AAMS_UGS/ICC/2024-25/19 या परिपत्रकाचा आधार घ्यावा.)
6	Marks Allotted:	50 Marks

7	अभ्यासक्रम उद्दिष्टे (Course Objectives) : - कथाकथन या भाषिक कौशल्याचे स्वरूप समजावून सांगणे. - प्रभावी कथाकथन करण्यासाठी आवश्यक असणाऱ्या क्षमता आणि तंत्रांचा परिचय करून देणे. - अभिवाचन या भाषिक कौशल्याचे स्वरूप समजावून सांगणे. - प्रभावी अभिवाचन करण्यासाठी आवश्यक असणाऱ्या क्षमता आणि तंत्रांचा परिचय करून देणे. - प्रत्यक्ष कथाकथन व अभिवाचन करण्यासाठी आवश्यक असणाऱ्या क्षमता आणि कौशल्ये विकसित करणे.
8	अभ्यासक्रम निष्पत्ती (Course Outcomes) : - विद्यार्थ्यांना कथाकथन या भाषिक कौशल्याचे स्वरूप समजेल. - विद्यार्थ्यांना प्रभावी कथाकथनासाठी आवश्यक असणाऱ्या क्षमता आणि तंत्रांचा परिचय होईल. - विद्यार्थ्यांना अभिवाचन या भाषिक कौशल्याचे स्वरूप समजेल. - विद्यार्थ्यांना प्रभावी अभिवाचन करण्यासाठी आवश्यक असणाऱ्या क्षमता आणि तंत्रांचा परिचय होईल. - विद्यार्थ्यांमध्ये प्रत्यक्ष कथाकथन व अभिवाचन करण्यासाठी आवश्यक असणाऱ्या क्षमता आणि कौशल्ये विकसित होतील.
9	अभ्यासक्रम घटक (Modules) : घटक - १ : कथाकथन कौशल्य अ) कथाकथन : तात्त्विक परिचय - गोष्ट, कथा, कथाकाव्य यांमधील वैविध्य व त्यांचे कथन - कथाकथनामधील मुख्य घटक : १. गोष्ट / कथावस्तू २. कथाकथनकार ३. गोष्ट / कथावस्तूचे प्रत्यक्ष कथन ४. लक्ष्य श्रोता / रसिक - कथाकथनाचे विशेष : १. कथाकथन : एक सांस्कृतिक उपक्रम २. कथाकथन : आनंद व मनोरंजनाचे साधन ३. कथाकथन : आशय संप्रेषणाचे प्रभावी माध्यम - कथाकथनाचे प्रकार : १. पारंपरिक कथाकथन २. साभिनय कथाकथन ३. सामाजिक प्रसारमाध्यमांसाठी कथाकथन आ) कथाकथनाची पूर्वतयारी व आवश्यक कौशल्ये, - लक्ष्य श्रोता / रसिकाविषयीची समज (कथाकथन कोणासाठी?), कथावस्तूची निवड व सराव - कथाकथनासाठी आवश्यक भाषिक कौशल्ये : १. भाषिक समज २. बोली व प्रमाणभाषेतील स्पष्ट उच्चारण ३. कथनातील लय व गती - कथाकथनासाठी आवश्यक संवाद कौशल्ये : १. आवाज २. घटना-प्रसंगातील नाट्याची समज ३. कथनातील थांबे (Pauses) - कथाकथनाची शैली व शैलीची लवचीकता (६० मिनिटांच्या १५ तासिका, श्रेयांकन १) (सूचना : शिक्षकांनी कथासंहिता निवडून त्याआधारे विद्यार्थ्यांकडून कथाकथनाचा सराव करून घ्यावा.)

घटक - २ : अभिवाचन कौशल्य

अ) अभिवाचन : तात्त्विक परिचय

- वाचन, अभिवाचन यांमधील साम्य-भेद
- अभिवाचनामधील मुख्य घटक : १. संहिता २. अभिवाचक ३. संहितेचे प्रत्यक्ष अभिवाचन ४. लक्ष्य श्रोता / रसिक
- अभिवाचनाचे विशेष : १. अभिवाचन : एक सांस्कृतिक उपक्रम २. अभिवाचन : आनंद व मनोरंजनाचे साधन ३. अभिवाचन : आशय संप्रेषणाचे प्रभावी माध्यम
- अभिवाचनाचे प्रकार : १. पारंपरिक अभिवाचन (लोककथा, धार्मिक ग्रंथ) २. संहितांचे अभिवाचन (काव्य, कथा, कादंबरी, नाट्य व अन्य ललित, ललितेतर संहिता) ३. सामाजिक प्रसारमाध्यमांसाठी अभिवाचन

आ) अभिवाचनाची पूर्वतयारी व आवश्यक कौशल्ये

- लक्ष्य श्रोता / रसिकाविषयीची समज (अभिवाचन कोणासाठी?), अभिवाचन संहितेची निवड व सराव
- अभिवाचनासाठी आवश्यक भाषिक कौशल्ये : १. भाषिक समज २. बोली व प्रमाणभाषेतील स्पष्ट उच्चारण ३. अभिवाचनातील लय व गती
- अभिवाचनासाठी आवश्यक संवाद कौशल्ये : १. आवाज २. घटना-प्रसंगातील नाट्याची समज ३. अभिवाचनातील थांबे (Pauses) ४. सहअभिवाचकांशी समन्वय
- अभिवाचनाची शैली व शैलीची लवचीकता
(६० मिनिटांच्या १५ तासिका, श्रेयांकन १)

(सूचना : शिक्षकांनी विविध प्रकारचे उतारे निवडून त्याआधारे विद्यार्थ्यांकडून अभिवाचनाचा सराव करून घ्यावा.)

10 पाठ्य ग्रंथ (Text Books) : N.A.

11 संदर्भ ग्रंथ (Reference Books) :

१. कथा आणि कथाकथन, राजा मंगळवेढेकर, मंजुल प्रकाशन, पुणे, १९७२.
२. मराठी भाषिक कौशल्य विकास, (संपा०) पृथ्वीराज तौर, अथर्व पब्लिकेशन्स, धुळे, २०१८.
३. व्यावहारिक मराठी, ल० रा० नसिराबादकर, भाषा विकास संशोधन संस्था, कोल्हापूर, २०२३.
४. व्यावहारिक मराठी, (संपा०) स्नेहल तावरे, स्नेहवर्धन प्रकाशन, पुणे, चौथी आवृत्ती - २०११.
५. उपयोजित मराठी, (संपा०) केतकी मोडक आणि इतर, पद्मगंधा प्रकाशन, पुणे, २०१२.
६. व्यावहारिक मराठी, प्रकाश परब, मिथुन प्रकाशन, डोंबिवली, १९८९.
७. वाचिक अभिनय, श्रीराम लागू, राजहंस प्रकाशन, पुणे, १९९८.
८. आवाज साधना शास्त्र, बी० आर० देवधर, रागबोध प्रकाशन, पुणे, १९६५.

12 Internal Continuous Assessment : 40%

External, Semester End Examination : 60%

Individual Passing in Internal and External Examination

13	अंतर्गत सातत्यपूर्ण मूल्यांकन (Internal Continuous Assessment) : २० गुण अंतर्गत मूल्यांकनाचे स्वरूप (Format of Internal Assessment) : चाचणी परीक्षा / मौखिक परीक्षा / प्रकल्पलेखन / नियतकार्य (Assignment) / सादरीकरण / प्रश्नमंजूषा यांपैकी कोणत्याही पद्धतीचा अवलंब करून अंतर्गत मूल्यमापन करता येईल. (प्रत्यक्ष उपस्थिती किंवा ऑनलाईन)
14	बहिर्गत परीक्षा (External Examination) : ३० गुण (वेळ : एक तास) बहिर्गत परीक्षेच्या प्रश्नपत्रिकेचे स्वरूप (Format of Question Paper) : १. प्रत्येकी १५ गुणांचे एकूण तीन प्रश्न विचारावेत. त्यांपैकी विद्यार्थ्यांनी कोणतेही दोन प्रश्न सोडवावेत. २. पहिले दोन प्रश्न दीर्घोत्तरी स्वरूपाचे असावेत. दोन्ही घटकांवर आधारित १५ गुणांचे अंतर्गत पर्याय असलेले दोन प्रश्न विचारावेत. ३. तिसरा प्रश्न हा घटक क्रमांक एक व दोनवर आधारित १५ गुणांचा वस्तुनिष्ठ स्वरूपाचा असावा. प्रत्येक घटकावर दहा याप्रमाणे एकूण वीस वस्तुनिष्ठ प्रश्न विचारावेत. विद्यार्थ्यांनी कोणतेही पंधरा प्रश्न सोडवावेत.

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Syllabus for CC		
Ad- hoc Board of Studies in N.C.C./N.S.S./Sports Co-Curricular		
UG First Year Programme – National Service Course		
Semester	III & IV	
Title of Paper	Sem	Credits
Study of Indian Social Reformers	III	2
Youth and Disaster Management	IV	2
From the Academic Year		2025-26

UNIVERSITY OF MUMBAI

Semester III

(w.e.f. June, 2025)

Sub: - NSS- Study of Indian Social Reformers

Credits: 02

Lectures: 30

Marks:50

Unit	SEMESTER 3	No. of	No. of
Number	Title of the Unit	Lecture	Credits
1	History of Social work in India	15	1
	Social Reformers: Definition, concept and Nature		
	History of Indian Social Reformers		
	Characteristics Indian Social Reformers - Pre-Post Independence		
	Skills for NSS volunteers:		
	Soft Skills for NSS Volunteers – Communication skills, Public speaking skills, Body Language, Content writing, Resume writing.		
	Life Skills – problem solving, Empathy, coping with emotions, self- Awareness and inter personal skills.		
2	Contributions of Social Reformers	15	1
	• Mahatma Gandhi		
	• Swami Vivekanand		
	• Sant Gadge Baba		
	• Mahatma Jyotiba Phule		
	• Rajshri Shahu Maharaj		
	• Baba Amte		
	• RajaRam Mohan Roy		

References –

- 1) Fadake G. D., (Sampadak) – Mahatma FuleSamagraWangmaya.
- 2) Salunkhe P.B., (Sampadak) – Mahatma FuleGouravGranth.
- 3) NarkeHari,(Sampadak) -Mahatma Fule :ShodhachyaNavyaWata.
- 4) Bhosale S. S., (Sampadak) –KrantiSukte: RajarshiChhatrapatiShahu
- 5) PawarJaysingrao, (Sampadak) –RajarshiShahuSmarakGranth
- 6) Dr. BabasahebAmbedkarlekhanaaniBhashanekhand 18, Bhag –1,2,3.
- 7) ToksalePrajecta -VyavysaikSamajkarya

- 8) Dr. V.C. Dande : National Service Scheme Review
- 9) Joshi V.N.-BhartiyTatvdnyanachabruhadItihas, Khand10
- 10) YadiIndumati -BharatratnaShendgeDipak (Anuwad) -MadarTeressa.
- 11) Marathi Vishwakosh, Khanda12.
- 12) Bhagat R.T. - Swami VivekanandTeAcharyaVinoba.
- 13) ShethPurushottam, KhambeteJayashri, Mane ShailajaRashtriyaSevaYojna
- 14) MishrAnupam - AajBhikharehaiTalab(Hindi)
- 15) ThotePurushottam–SamajkaryachiMultatve
- 16) Bhide G.L.,MaharashtratilSamajSudharanechaItihaas

UNIVERSITY OF MUMBAI

Semester IV

(w.e.f. June, 2025)

Sub: - NSS- Youth and Disaster Management

Credits: 02

Lectures: 30

Marks:50

Unit Number	SEMESTER 4 Title of the Unit	No. of Lecture	No. of Credits
1	Youth and Disaster Management-	10	
	Meaning and Types of Disasters – Natural and Man-Made disasters, preparedness, Disaster Risk reduction: Preparedness, Mitigation, Response, Relief, Rehabilitation, Reconstruction.		
2	Project:	20	
	• Project work is mandatory for all the students in IV semester.		
	• They can carry out project work under the supervision of the teacher in-charge of NSS and at the end of the semester a project report shall be presented and viva voce shall be conducted.		
	• The Project work can be carried out independently or in a group.		
	The project work shall be community based and selected preferably from the adopted villages/ slums/ neighborhoods.		
	Project Submission and Presentation VIVA-VOCE		

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.

.....

NSS Project Report Format

(For Projects in Adopted Area / Village)

➤ **Cover Page**

- Name of the Institution
- Title of the Project (e.g., "Cleanliness Drive in XYZ Village")
- Name(s) of Student Volunteer(s)
- Name of Programme Officer
- Duration of the Project
- Date of Submission

➤ **Certificate**

- Issued by the Programme Officer/NSS Coordinator certifying the successful completion of the project.

➤ **Acknowledgment**

- Brief section to thank authorities, community members, NSS coordinators, peers, etc.

➤ **Index**

- A table listing all sections with corresponding page numbers.

1. Introduction
2. Profile of the Adopted Area / Village
3. Objectives of the Project
4. Planning and Preparation
5. Implementation of Activities
6. Outcomes and Impact
7. Challenges Faced
8. Feedback
9. Conclusion and Suggestions

➤ **Annexures**

- Photographs (with captions)
- Survey forms or questionnaires used
- Newspaper clippings (if any)
- Charts, posters, or flyers prepared

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AC – 20/05/2025

Item No. 8.47 (N) Sem III/IV 1(c)

As Per NEP 2020

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Syllabus for CC

Ad- hoc Board of Studies in N.C.C./N.S.S./Sports Co-Curricular

UG First Year Programme - Co-Curricular Course

Semester	III & IV	
Title of Paper	Sem	Credits
Indian Theatre: Classical Roots and Contemporary Expressions	III	2
Integrated Theatre Production: Stage Craft, Costume, Music and Technology	IV	2
From the Academic Year		2025-26

Semester III As per NEP 2020

Indian Theatre: Classical Roots and Contemporary Expressions

Syllabus for Two Credits Programme

With effect from Academic Year 2025-2026

Aims and Objectives

- To understand the historical evolution of Indian theatre from Vedic to modern times.
- To analyze the core principles of Bharata's *Natyashastra* and their relevance in contemporary theatre.
- To examine major classical playwrights and evaluate the narrative and thematic aspects of their works.
- To explore and differentiate various streams of modern Indian theatre including commercial, experimental, and children's theatre.
- To develop a critical perspective on the sociopolitical role of street and one-act plays.
- To appreciate the interdisciplinary nature of performing arts by connecting theory with practical examples.

Learning Outcomes

The course will enable the learner to

- Describe the historical and cultural development of Indian theatre across different time periods.
- Interpret and apply the aesthetic principles from *Natyashastra* (such as Rasa and Abhinaya) in the analysis of theatrical performances.
- Critically evaluate classical Indian plays for their structure, themes, character development, and historical significance.
- Compare and contrast different forms of modern Indian theatre and assess their audience impact and staging methods.
- Demonstrate understanding of street theatre and one-act plays by creating outlines or performing excerpts reflecting real-world issues.
- Reflect on the role of performing arts in cultural preservation, education, and community engagement.

Modules at Glance

Semester III

Module No.	Unit	Content	No. of Hours
1	I	Indian Theatre: Historical Roots	07
	II	Bharata's <i>Natyashastra</i> and Theatrical Principles	08
2	III	Classical Playwrights and Dramatic Texts	07
	IV	Streams and Forms of Modern Indian Theatre	08
Total No. of Hours			30

Module No.	Unit	Content
1	I	Indian Theatre: Historical Roots - History of Indian Drama, Origins: Historical development: From Vedic rituals to Sanskrit drama, medieval folk forms, colonial influences, and post-independence trends. - Major periods: Ancient (Natyashastra era), Medieval (Bhakti and folk traditions), Modern (colonial and post-independence)
	II	Bharata's <i>Natyashastra</i> and Theatrical Principles - In-depth analysis of <i>Natyashastra</i>, the foundational treatise on Indian dramaturgy - Key concepts: - Natyagriha (Ancient theatre architecture) - Rasa Theory – the aesthetic experience and emotional flavors - Bhava, Abhinaya, and their relevance in classical performance - Influence of <i>Natyashastra</i> on later theatrical tradition
2	III	Classical Playwrights and Dramatic Texts - Critical study of major classical dramatists and their works: Kalidasa – <i>Abhijnanasakuntalam</i>, <i>Malavikagnimitram</i> Bhasa, Sudraka, Bhavabhuti – Key themes and innovations. - Analysis of plot structure, character portrayal, and cultural context in classical play.
	IV	Streams and Forms of Modern Indian Theatre Commercial Theatre: Characteristics, audience engagement, and production values Experimental Theatre: Alternative spaces, innovative storytelling, and non-linear narratives Amateur Theatre: Community participation, regional theatre groups, and resourceful staging Children's Theatre: Educational objectives, interactive methods, and imagination-centered content One-Act Plays: Structure, brevity, and intensity of narrative Street Theatre (Nukkad Natak): Origin, purpose, and

		socio-political engagement
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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 III (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

Semester End Examination (30 Marks)

Question No.	Particulars	Marks
1	Objective Type Questions (All Units)	06
2	Descriptive Question(s) on Unit I The Question may be divided into sub questions: Attempt any 2 out of 4 (Each of 3 Marks)	06
3	Descriptive Question(s) on Unit II The Question may be divided into sub questions: Attempt any 2 out of 4 (Each of 3 Marks)	06
4	Descriptive Question(s) on Unit III The Question may be divided into sub questions: Attempt any 2 out of 4 (Each of 3 Marks)	06
5	Descriptive Question(s) on Unit IV The Question may be divided into sub questions: Attempt any 2 out of 4 (Each of 3 Marks)	06
Total		30

Reference Books

- Ankur, D. R. (2021). *Doosare Natyashastra ki Khoj (in Hindi)*. Vani Prakashan. ISBN: 978-9350004302.
- Bhatia, N. (Ed.). (2009). *Modern Indian theatre: A reader*. Oxford University Press.
- Brockett, O. G. (1991). *History of the theatre (7th ed.)*. Allyn and Bacon.
- Brockett, O. G. (1987). *Theatre: An introduction (5th ed.)*. Holt, Rinehart and Winston.
- Coulson, M. (Trans.). (2006). *Plays of Kalidasa: Theatre of memory*. Penguin Books.
- Dinkar, R. S. (1966). *Sanskriti ke chaar adhyay (in Hindi)*. Udayachal. ISBN: 9788185341052.
- Dikshit, S. N. (2009). *Bharat aur Bhartiya Natyakala (in Hindi)*. Rashtriya Sanskrit Sansthan.
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- Gargi, B. (1991). *Indian theatre*. National Book Trust.
- Ghosh, M. (Trans.). (1951). *The Natyashastra of Bharatamuni (Vol. I & II)*. Asiatic Society of Bengal.
- Goswamy, B. N. (2004). *The theory of rasa in Sanskrit drama*. [Publisher not listed].
- Karnad, G. (1995). *Three modern Indian plays: Tughlaq, Hayavadana, Nagamandala*. Oxford University Press.
- Mason, D. (Ed.). (2006). *Performance traditions in India*. Oxford University Press.
- Mathur, J. C. (2006). *Paramparasheel natya (in Hindi)*. National School of Drama. ISBN-13: 9788181970756.
- Macdonell, A. A. (1900). *A history of Sanskrit literature*. D. Appleton and Company.
- Ranganathacharya, A. (1971). *Indian drama*. Sahitya Akademi.
- Shukla, B. (2009). *Natyashastra (in Hindi)*. Chaukhamba Sanskrit Sansthan. ISBN: 978-81-208-2248-1.
- Sircar, B. (2009). *Three plays: Evam Indrajit, Pagla Ghoda, and Bhoma*. Oxford University Press.
- Solomon, R. H. (2004). *New directions in Indian theatre*. Seagull Books.
- Tendulkar, V. (2004). *Collected plays in translation (Vol. 1)*. Oxford University Press.
- Tanvir, H. (2007). *Charandas Chor and other plays*. Seagull Books.
- Vatsyayan, K. (1980). *Traditional Indian theatre: Multiple streams*. National Book Trust.
- Vatsyayan, K. (1996). *Indian poetics and Natyashastra*. [Publisher not listed].
- Varadpande, M. L. (1987). *A history of Indian theatre (Vols. 1–3)*. Abhinav Publications.
- Wales, H. W. (2010). *Bharat ka pracheen natak: Vishwa sahitya aur theatre ke liye mulyon ka adhyayan (in Hindi)*. Motilal Banarsidass Publishing House. ISBN: 978-8120824522.
- Wilson, E., & Alvin, G. (2001). *Theatre: The lively art (6th ed.)*. McGraw-Hill.

Semester IV

As per NEP 2020

Integrated Theatre Production: Stage Craft, Costume, Music and Technology

Syllabus for Two Credits Programme

With effect from Academic Year 2025-2026

Aims and Objectives

- Theorize the semiotic and emotional functions of lighting and costume design within various theatrical traditions.
- Critically examine the historical evolution and theoretical paradigms of lighting and costume design in stagecraft.
- Explore the interplay between visual design elements and narrative dramaturgy in theatrical performance.
- Understand technical terminologies and design documentation processes from a theoretical perspective.
- Discuss the role of modern technologies (e.g., DMX, lighting consoles) and their theoretical implications on visual design aesthetics.
- Evaluate costume design strategies in relation to character psychology, period accuracy, and genre conventions.

Learning Outcomes

The course will enable the learner to

- **Define and describe** key theoretical concepts related to lighting and costume design in theatre.
- **Interpret** the narrative and symbolic meanings conveyed through visual design elements in performance.
- **Analyze** lighting and costume designs using appropriate theoretical and historical frameworks.
- **Discuss** the interrelationship between text, character, and design from a theoretical standpoint.
- **Compare and contrast** design practices across different theatrical genres and periods.
- **Evaluate** how technological advancements have influenced theoretical approaches to stage design.

Modules at Glance Semester IV

Module No.	Unit	Content	No. of Hours
1	I	Stage Lighting Design and Documentation	07
	II	Principles and Practice of Costume Design	08
2	III	Background Music and Sound Design	07
	IV	Technological Tools in Theatre Production	08
Total No. of Hours			30

Module No.	Unit	Content
1	I	Stage Lighting Design and Documentation • Introduction to lighting as a narrative and emotional tool in theatre • Preparation and documentation: ○ Lighting layout plan ○ Ground plan ○ Cue sheet making • Study of light placement, intensity, color, and timing • Introduction to modern lighting technology: ○ Use of computerized and automated lighting systems (DMX, consoles, software) • Integration of lighting with sound and stage movement.
	II	Principles and Practice of Costume Design • Elements and principles of costume design: texture, silhouette, line, color, proportion • Costume construction techniques: fabric selection, stitching, pattern-making • Embellishment and ornamentation: embroidery, painting, appliqué • Costumes for theatrical styles: • Realistic/Representational theatre: historically and culturally accurate costume design • Stylized/Presentational theatre: symbolic, abstract, and thematic design approaches
2	III	Background Music and Sound Design • Objectives and importance of background music in theatre production. • Methods of using sound: • Live performance effects vs. recorded effects • Synchronizing sound with cues, lighting, and performance • Introduction to musical instruments used in theatre:

		• String instruments (e.g., sitar, violin) • Wind instruments (e.g., flute, shehnai) • Percussion instruments (e.g., tabla, drums) • Music cue sheets: structure, timing, and application in live performance.
	IV	Technological Tools in Theatre Production • Overview of sound equipment: microphones, mixers, speakers • Integration of computers and software in sound and music production • Use of digital platforms in cueing, editing, and managing technical aspects of performance • Case studies/examples from contemporary and traditional performances integrating modern technology.

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 IV (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

Semester End Examination (30 Marks)

Question No.	Particulars	Marks
1	Objective Type Questions (All Units)	06
2	Descriptive Question(s) on Unit I The Question may be divided into sub questions: Attempt any 2 out of 4 (Each of 3 Marks)	06
3	Descriptive Question(s) on Unit II The Question may be divided into sub questions: Attempt any 2 out of 4 (Each of 3 Marks)	06
4	Descriptive Question(s) on Unit III The Question may be divided into sub questions: Attempt any 2 out of 4 (Each of 3 Marks)	06
5	Descriptive Question(s) on Unit IV The Question may be divided into sub questions: Attempt any 2 out of 4 (Each of 3 Marks)	06
Total		30

Reference Books

- Angeloglou, M. (1970). *A history of make-up*.
- Malvil, H. (n.d.). *Magic of makeup for stage*.
- Strenkovsky, S. (1937). *The art of make-up*. Frederick Muller.
- Pilbrow, R. (2008). *Stage lighting design: The art, the craft, the life*. Quite Specific Media Group.
- Dasgupta, G. N. (1986). *Guide to stage lighting*. Annapurna Dasgupta.
- Corry, P. (1958). *Lighting the stage*. Pitman.
- Welker, D. (1969). *Theatrical set design: The basic techniques*. Allyn and Bacon

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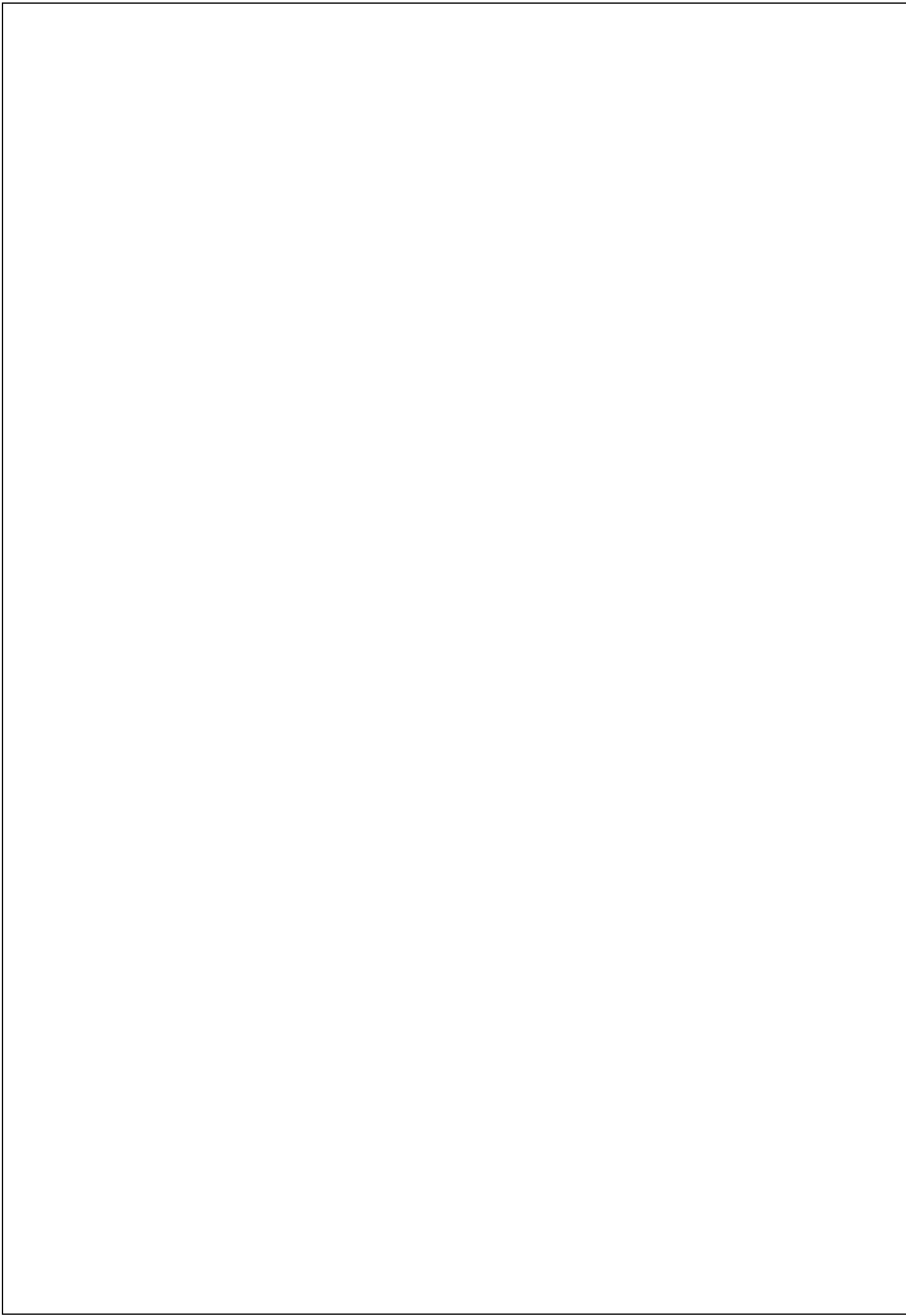
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AC – 20/05/2025

Item No. – 8.47 (N) Sem III& IV 1(b)

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Syllabus for CC

Ad- hoc Board of Studies in N.C.C./N.S.S./Sports Co-Curricular

UG First Year Programme – CC- Sports

Semester	III & IV	
Title of Paper	Sem	Credits
Introduction to Sports Training & Tests and Measurement	III	2
Advanced Sports Training and Performance Evaluation	IV	2
From the Academic Year		2025-26

Course (Optional): Introduction to Sports, Physical Literacy, Health & Fitness and Yog

CBCS (Choice Based Credit System)

Second Year- Semester III

Course Structure

Semester	Paper	Title of Paper	No of lecture (Theory)	Internal Evaluation (IE)	End Semester Evaluation	Total Marks	Credits
Third	CC	Introduction to Sports Training & Tests and Measurement	30	20	30	50	02
Total	-	-	30	20	30	50	02

UNIVERSITY OF MUMBAI

Semester III

(w.e.f. June, 2025)

Sub:- Introduction to Sports Training & Tests and Measurement

Preamble:

Sports play a vital role in fostering physical fitness, mental resilience, and holistic well-being. Understanding the intricacies of sports training and the science of test and measurement is essential for optimizing athletic performance and personal growth. Sports training encompasses systematic methods to enhance physical capabilities, skill development, and strategic planning, while test and measurement provide the tools to evaluate fitness levels, track progress, and refine training protocols. Together, these disciplines empower individuals to achieve their full potential, making them indispensable components of modern sports science and athletic excellence.

Aims and Objectives

Sports Training

- To understand the foundation and principles of sports training.
- To study various training methods and their applications.
- To explore the process of designing personalized and professional training plans.
- To analyze the role of training in achieving peak performance.

Tests and Measurement in Sports

- To understand the significance of test and measurement in sports.
- To learn about various types of tests and their applications.
- To comprehend the criteria for good testing and measurement methods.
- To explore the use of test and measurement data for performance analysis and improvement.

Learning Outcomes

Sports Training

The course will enable the learner to:

- Understand and apply the principles of sports training.
- Identify and differentiate between various training methods.
- Develop effective exercise plans and training schedules.
- Evaluate the impact of training on performance enhancement.

Tests and Measurement in Sports

The course will enable the learner to:

- Identify and explain the importance of test and measurement in sports.
- Apply various skill, fitness, and psychological tests.
- Evaluate test results to assess fitness and performance levels.
- Utilize test data to design targeted training and rehabilitation programs

UNIVERSITY OF MUMBAI

Semester – III

(w.e.f. June, 2025)

Sub:- Introduction to Sports Training & Tests and Measurement

Credits: 02

Lectures: 30

Marks:50

Module No.	Unit No	Title of the Unit	No. of Lectures	No. of Credits
1	I	<i>Introduction to Sports Training</i> Meaning, Definition, and Components/Elements of Sports Training • Meaning • Definition • Components/Elements	2	1
	II	Principles of Sport Training • FITT Principle (Frequency, Intensity, Time, Type) • Specificity • Progression • Overload • Reversibility • Tedium	5	
	III	Types of Training Methods • Interval Training • Fartlek Training • Continuous Training • Weight Training • Circuit Training • Plyometric Training • Flexibility Training	5	
	IV	Basic Guidelines for Designing Exercise Plans and Training Schedules • Current Health Status • Medical History • Level of Fitness • Training Load • Periodisation • Holistic/Integrated Approach • Person-Centred Approach • Training Intensity	3	
		Total	15	1

Sub:- Introduction to Sports Training & Tests and Measurement

Credits: 02

Lectures: 30

Marks:50

Module No.	Unit No	Title of the Unit	No. of Lectures	No. of Credits
2		<i>Test and Measurement in Sports</i>		
	I	Meaning and Importance of Test and Measurement in Sports • Meaning & Importance	1	1
	II	Criteria of a Good Test • Validity • Reliability • Objectivity • Feasibility	2	
	III	Types of Tests Skill Tests • Wall Volley Test • Basketball Free Throw Test • Badminton Short Serve Test Fitness Tests • Cooper's 12-Minute Run/Walk Test • Sit and Reach Flexibility Test • Push-Up Test Psychological Tests • Sport Motivation Scale (SMS) • Competitive State Anxiety Inventory (CSAI-2) • Mental Toughness Questionnaire (MTQ)	6	
	IV	Methods of Measurement • Anthropometric Measurements • Motor Fitness Measurements • Physiological Measurements	3	
	V	Applications of Test and Measurement in Sports Talent Identification • Performance Analysis • Designing Training Programs • Injury Prevention and Rehabilitation	3	
		Total	15	1

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 III (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 / Fitness or Sports Activity (as decided by the Sports Incharge) OR Participation in Online Workshop / Conference / Seminar / Fitness or Sports related course (as decided by the Sports Incharge) OR Field Visit / Sports Events OR Attendance of Sports Practice Sessions	5

Semester End Examination (30 Marks)

Question No.	Particulars	Marks
1 to 30	Objective Type Questions (All Units) Each question will carry one mark	30
Total		30

References –

1. "Science and Practice of Strength Training" - Vladimir M. Zatsiorsky and William J. Kraemer
2. "Essentials of Strength Training and Conditioning" - National Strength and Conditioning Association (NSCA)
3. "Principles and Practice of Resistance Training" - Michael H. Stone, Meg Stone, and William A. Sands
4. "Periodization Training for Sports" - Tudor O. Bompa and Carlo A. Buzzichelli
5. "High-Performance Training for Sports" - David Joyce and Daniel Lewindon
6. "Tests and Measurements in Sports and Physical Education" - Dr. A.K. Uppal and Dr. G.P. Gautam
7. "Measurement by the Physical Educator: Why and How" - David K. Miller and Harold M. Barrow
8. "Kinanthropometry and Exercise Physiology Laboratory Manual" - Roger Eston and Thomas Reilly
9. "Evaluation of Human Work" - John R. Wilson and NIGEL CORLETT
10. "Advanced Fitness Assessment and Exercise Prescription" - Vivian H. Heyward and Ann L. Gibson

**UNIVERSITY OF MUMBAI
SYLABUS FOR (NEP-2020)**

CO-CURRICULAR COURSE IN SPORTS

Introduction to Sports, Physical Literacy, Health and Fitness and Yog

SEMESTER IV

(Syllabus to be implemented from, June 2025 onwards)

Course (Optional): Introduction to Sports, Physical Literacy, Health & Fitness and Yog

**CBCS (Choice Based Credit System)
Second Year- Semester IV
Course Structure**

Semester	Paper	Title of Paper	No of lecture (Theory)	Internal Evaluation (IE)	End Semester Evaluation	Total Marks	Credits
Fourth	CC	Advanced Sports Training and Performance Evaluation	30	20	30	50	02
Total	-	-	30	20	30	50	02

University of Mumbai

Semester IV

(w.e.f. June, 2025)

Sub:- Advanced Sports Training and Performance Evaluation

Preamble:

In an era where fitness and sports are pivotal to the holistic development of individuals, an understanding of sports training and performance evaluation is essential. This course bridges the gap between theoretical knowledge and its practical application in sports and fitness domains. Students will gain hands-on experience in training methodologies, measurement techniques, and assessment strategies to excel in their chosen field of sports and fitness.

Objectives of the Course:

- To impart practical skills in sports training and evaluation techniques.
- To encourage participation in various sports and fitness activities.
- To develop a scientific approach to training and performance assessment.
- To enhance organizational and leadership skills through event planning and volunteering.
- To foster a deeper understanding of training intensity, recovery, and testing protocols.

Program Outcomes:

By the end of the program, students will:

- Gain practical knowledge of sports training principles and methods.
- Develop the ability to conduct, evaluate, and interpret various fitness and skill-based tests.
- Learn to design and implement personalized and professional training programs.
- Acquire experience in organizing and volunteering in sports and fitness events.
- Understand the role of psychological, fitness, and skill tests in enhancing performance.

UNIVERSITY OF MUMBAI**Semester – IV****(w.e.f. June, 2025)****Sub:- Advanced Sports Training and Performance Evaluation****Credits: 02****Practical Lectures: 60****Marks:50**

Module No.	Unit No	Title of the Unit	No. of Practical hours	No. of Credits
1	I	Advanced Sports Training		
	I	Fundamentals of Sports Training • Warm-ups and cool-downs	10	
	II	• Fitness training (strength, endurance, flexibility) • Group activities and game practice	15	
	III	Training Methods Practical Sessions • Interval and circuit training sessions (Time, Type) • Plyometric and weight training demonstrations • Fartlek & Continuous training sessions • Flexibility training session Basic Guidelines for Designing Exercise Plans and Training Schedules (Practically to be done by the students on peer groups formed by the Sports Incharge) • Current Health Status • Medical History • Level of Fitness • Training Load • Periodisation • Holistic/Integrated Approach • Person-Centred Approach • Training Intensity	5	1
		Total	30	1

UNIVERSITY OF MUMBAI**Semester – IV****(w.e.f. June, 2025)****Sub:- Advanced Sports Training and Performance Evaluation****Credits: 02****Practical Lectures: 60****Marks:50**

Module No.	Unit No	Title of the Unit	No. of Practical hours	No. of Credits
1	I	Performance Evaluation in Sports	10	
		Practical sessions of Fitness & Skill testing (To be conducted by Coach/Fitness Instructor/Sports In charge/Any other P.E. Expert appointed by the College)		
	II	• Practical demonstrations of fitness tests (e.g., Cooper's test, 12-minute run, flexibility tests) • Basic skill tests/modified skills tests for popular sports in the college campus.	15	
	III	Practical sessions of Fitness & Skill testing • Practical Testing Sessions • Skill-based tests: Dribbling, agility, passing (e.g., basketball, football) • Fitness tests: Speed, strength, and endurance measurements • Psychological Tests - Conducting motivation and stress assessments • Conduct of the above mentioned tests by students on the peer groups formed by Sports Incharge/ Sports Director of the college / Students Sport coordinator • Testing of the students must be held under the observation of Coach/ Fitness Instructor/ Sports In charge/Any other P.E. Expert appointed by the College Evaluation of the tests • Date analysis and reporting • Interpretation of test results • Writing of practical reports • Conclusion and recommendation	5	1
		Total	30	1

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 IV (50 Marks - 2 Credits) Internal Evaluation (20 Marks)

Sr. No.	Particulars	Marks
1	Conduct of the practical test and demonstration	15
2	Attendance of all practical sessions conducted for Sports Training and performance evaluation/ Sports practice training session conducted by the college	5

Semester End Examination (30 Marks)

Evaluation type	Particulars	Marks
VIVA	Viva on Advanced Sports training & testing methods and evaluation protocols	20
Submission of report	Submission of psychological or fitness testing reports	10
Total		30*

***Note - OR**

- Participation in Sports Competitions Conducted by University of Mumbai Sports Department
(Students who have represented Mumbai University or College at Intercollegiate / Inter Zonal / West Zone Inter University / All Indi Inter University/ International tournament)
- Students who have represented in the above mentioned competitions should be exempted from VIVA & submission of report and should be evaluated on the basis of his/ her performance in the above mentioned competitions.

References -

1. Singh, Hardayal. *Science of Sports Training*. DVS Publication.
2. Bompa, Tudor. *Periodization: Theory and Methodology of Training*. Human Kinetics.
3. Sharma, J. P. *Principles of Sports Training*. Friends Publications.
4. Matveyev, L. P. *Fundamentals of Sports Training*. Progress Publishers.
5. Cooper, Kenneth H. *The Aerobics Program for Total Well-Being*. Bantam Books.
6. Clarke, Harrison. *Application of Measurement to Health and Physical Education*. Prentice Hall.
7. Fox, Edward L., and Donald K. Mathews. *The Physiological Basis of Physical Education and Athletics*. Saunders College Publishing.
8. Barrow, Harold M., and McGee, Rosemary. *A Practical Approach to Measurement in Physical Education*. Lea & Febiger.
9. Shephard, Roy J. *Fitness and Health*. Human Kinetics.
10. Verma, J. P. *A Textbook on Sports Statistics and Measurement*. Sports Publications.

Sd/-
Sign of the BOS
Chairman
Dr. Sunil Patil
Ad-hoc Board of
Studies in
N.C.C./N.S.S./Sports
Co-Curricular

Sd/-
Sign of the
Offg. Associate Dean
Dr. C.A.Chakradeo
Faculty of
Interdisciplinary
Studies

Sd/-
Sign of the
Offg. Associate Dean
Dr. Kunal Ingle Faculty
of Interdisciplinary
Studies

Sd/-
Sign of the
Offg. Dean
Prof. A. K. Singh
Faculty of
Interdisciplinary
Studies

As Per NEP 2020

University of Mumbai



Syllabus for Field Projects (FP)

Name of the Programme – Bachelor of Arts in Multimedia and Mass communication (BAMMC)

Faulty of Humanities

Board of Studies in Mass Media

Semester

III

Duration

**30 hrs (Field Work+ Survey)
+ 15hrs (Discussion + Report Writing)
: Total - 45 hrs**

From the Academic Year

2025-26

Name of Faculty:- DR. Navita Kulkarni, DR. Amrin Mogar, DR Shamali Gupta

Name of Programme :- Film Television & New Media Production

Duration :- 30 hrs (Field Work+ Survey) + 15hrs (Discussion + Report Writing) : Total - 45 hrs

Sr. No.	Name of the Topic
1	Media consumption habits-survey on how different demographics consume media. Detailed Report
2	Media internship survey- survey of different interns working in different media organisations
3	Survey on news consumption habits among the urban young (Gen X)
4	Impact of OTT platforms on TV viewership patterns
5	Survey on Podcasts and emerging social trends
6	Effectiveness of social Media Campaign for Public Awareness specially in Slums
7	Project on Legal issues in content sharing specially on digital platforms
8	projection of gender issues in media and its impact on Gen Z
9	Community radio in Maharashtra and its impact
10	. Media literacy amongst BMC school children [
11	Survey of Media Literacy in Rural Maharashtra
12	Role of community media in enhancing media literacy
13	. Digital Literacy in Tribal belts/slums/community
14	Understanding Gender Role reversal perspectives of GenZ vs Millenials

The topics are indicative and the faculty members should allot Field Projects that are relevant and important as per core Subject. The Field Project may be taken individual or in a group up to 5 students with proper guidance from Faculty.

Evaluation Chart

(i) Internal Evaluation by Guide (Marks 20)

Criteria	Marks
Field visit completion, Attendance and interaction	10
Overall Report quality	10
Total	20

(ii) External Evaluation (Marks 30)

Criteria	Marks
Objectives, Literature Review , Methodology, Data Analysis, Conclusion and Recommendations	15
Overall Project Report Structure and Style	5
Presentation Skills & Communication	10
Total	30

____DR. Navita Kulkarni
Chairman
BoS

____Sd/-_____
Associate Dean

____Dr. Anil Singh_____
Dean

Sem. - IV

Vertical – 1 Major

Syllabus

B.A. (MULTIMEDIA AND MASS COMMUNICATION)

(Sem.- IV)

Title of Paper: MASS MEDIA RESEARCH

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	This course introduces students to the principles and practices of mass media research, covering both qualitative and quantitative approaches essential for understanding audience behavior, content trends, and media impact. It is highly relevant in today's data-driven media landscape, where research guides decisions in journalism, advertising, broadcasting, and digital content strategy. By exploring tools such as surveys, content analysis, and semiotics, students gain practical skills for application in TRP analysis, consumer studies, and audience measurement. Closely connected with courses in media studies, advertising, and journalism, this course prepares students for careers in media research, analytics, audience insights, and strategic communication roles within media agencies, research firms, and digital platforms.
2	Vertical :	Minor
3	Type :	Theory
4	Credit:	4 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted :	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: 1. To introduce students to the fundamental concepts and scope of mass media research. 2. To familiarize students with the research process including problem identification, hypothesis formulation, and variable classification. 3. To provide knowledge of various research designs and data collection methods relevant to media studies. 4. To develop skills in designing research tools such as questionnaires and attitude measurement scales. 5. To enable students to analyze and interpret data using content analysis and other basic techniques. 6. To explore the real-world application of research in media industries including audience studies, TRP analysis, and advertising research.	

8	Course Outcomes: 1. Explain the relevance and process of conducting research in mass media contexts. 2. Identify and apply appropriate research designs and methodologies to media research problems. 3. Construct effective research instruments and apply sampling methods for data collection. 4. Conduct content analysis and basic data interpretation for media texts and audience studies. 5. Demonstrate understanding of media research applications such as readership surveys, TRPs, and consumer insights. 6. Analyze and evaluate media messages using semiotic tools and communicate research findings effectively in structured reports.
9	Module 1: Foundations of Mass Media Research (15 Hours)
	1. Introduction to Mass Media Research 2. Relevance, scope, and role of research in media industries 3. Steps in the research process 4. Qualitative vs. Quantitative research approaches 5. Identifying research problems 6. Variables: Independent & Dependent 7. Hypothesis development and significance
	Module 2: Research Design and Data Collection Techniques (15 Hours)
	1. Understanding research design: Concepts, types, and uses • Exploratory, Descriptive, and Causal research designs 2. Primary data collection methods: • Focus Groups, Depth Interviews, Surveys, Observations, Experiments 3. Secondary data: • Literature review and document analysis 4. Designing effective questionnaires • Types, measurement techniques, projective techniques 5. Attitude measurement scales 6. Sampling techniques and procedures
	Module 3: Data Analysis & Interpretation (15 Hours)
	1. Introduction to content analysis: Definition, uses, limitations 2. Quantitative vs. Qualitative content analysis 3. Steps in conducting content analysis 4. Creating coding categories and quantification systems 5. Data tabulation, interpretation, and visualization basics 6. Structure and format of a research report
	Module 4: Applications and emerging research perspectives
	1. Application of research in media contexts: • Readership & Circulation surveys • Television Rating Points (TRP), Radio Rating Points (RRP) • Audience and media consumption research • Exit polls and media influence • Advertising and consumer behavior research 2. Introduction to Semiotics in Media Research: • What is semiotics? • Importance of semiotics in media studies • Media codes, signs, and symbols • Semiotics as a tool for media interpretation

10	Reference Books: 1. Research Methodology; Kothari: Wiley Eastern Ltd. 2. A Handbook Of Social Science Research: Dixon, Bouma, Atkinson OUP 3. Analysing Media Message: Reffe, Daniel; Lacy, Stephen And Fico, Frederick (1998); Lawrence Erlbaum associates. 4. Media Research Methods: Gunter, Brrie; (2000); Sage 5. Mass Media Research: Wimmer And Dominick 6. Milestones In Mass Communication: Research De Fleur	
11	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
12	Continuous Evaluation through: Class Tests / presentation, project / role play / assignment etc.	

Syllabus Designed by:

- Dr. Navita Kulkarni (Convener)
- Dr. Hanif Lakdawala (Course Expert)
- Prof. Rani D'Souza (Course Expert)
- Ms. Kavita Makhija

Syllabus

B.A. (MULTIMEDIA AND MASS COMMUNICATION)

(Sem.- IV)

Title of Paper: INDIAN LEGAL ENVIRONMENT & ETHICS

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	The course of Indian Legal Environment & Ethics is essential for media students to understand the legal frameworks and ethical responsibilities that govern media practices and personnel. It is highly relevant for ensuring responsible journalism, protecting freedom of expression, and avoiding legal pitfalls. This subject complements courses like journalism, media law, and public policy, and is crucial for careers in media regulation, legal journalism, compliance, and content moderation.
2	Vertical :	MAJOR
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 familiarize students with the key laws, regulations, and legal institutions that govern media and communication in India. 2. To develop an understanding of ethical principles and professional standards essential for responsible media practice and decision-making.	
	Course Outcomes: 1. To provide the learners with an understanding of laws those impact the media. 2. To sensitize them towards social and ethical responsibility of media.	
9	Module 1: Constitution and Media (5 Lectures) 1. Core values of the Constitution - Refreshing Preamble, unique features of the 01 Indian Constitution 2. Freedom of Expression - Article 19 (1) (a), Article 19(2)	

	Module 2: Regulatory Bodies (5 Lectures)	
	1. Press Council - Brief history: Statutory status; Structure; Powers and limitations 2. TRAI - Role of Telecom Regulatory Authority of India	
	Module 3: Media Laws (10 Lectures)	
	1. Defamation – 1. Definition. 2. Civil, Criminal 3. Exceptions 4. Recent case studies 2. Contempt - Contempt of Court; Contempt of Parliament 3. Right to Privacy – Evolution; Right to Privacy a Fundamental Right 4. Morality and Obscenity – 1. Indecent Representation of Women’s Act; 2. 19.2, IPC 292 , 293; 3. Change in perception with time	
	Module 4: Media Ethics & Social Responsibility (10 Lectures)	
	1. Why Ethics - What is ethics? And why do we need ethics? 2. Ethical responsibility of journalist - 1. Code of conduct for journalist 2. Conflict of interest; 3. Misrepresentation, 4. Shock Value 3. Ethical responsibility of advertisers - Violation of ethical norms by advertisers; Case Studies	
10	Books / References: 1. Basu, D.D. (2005). Press Laws, Prentice Hall. 2. Iyer, V. (2000), Mass Media Laws and Regulations in India, AMIC Publication. 3. Thakurta, P.G. (2009).Media Ethics, Oxford University Press. 4. Duggal, P. (2002). Cyber law in India, Saakshar Law Publications 5. P. B. Sawant and P.K. Bandhopadhyaya- Advertising Laws and Ethics – Universal Law Publishing Co 6. Media Laws: By Dr S R Myneni, Asian Law	
11	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
12	Continuous Evaluation through: 1. Group Projects based on field visits (Eg. Visit to court) 2. Group Discussion on contemporary issues relating to media laws 3. Test	

Syllabus Designed by:

- Dr. Hanif Lakdawala
- Prof. Renu Nauriyal
- Prof. Mithun M Pillai
- Prof. Bhushan M Shinde

Syllabus

B.A. (MULTIMEDIA AND MASS COMMUNICATION)

(Sem.- IV)

Title of Paper: FILM COMMUNICATION - II

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	Film Communication is an important subject for media students as it helps them understand the power of visual storytelling in influencing audiences. It is highly relevant in today's media landscape, offering practical knowledge for analysing and creating film content. The subject connects well with areas like journalism, advertising, and digital media, strengthening both creative and critical skills. It also prepares students for careers in filmmaking, content creation, editing, and roles across film, television, and digital platforms.
2	Vertical :	Major
3	Type :	PRACTICAL
4	Credit:	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted :	60 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives:	1. To enable learner to critically evaluate films using classical and contemporary theories. 2. To understand the representation of society in cinema: caste, class, gender, politics. 3. To explore promotional, publicity, and marketing strategies in the film industry. 4. To examine trends and content in New Indian Cinema and OTT-driven filmmaking.
8	Course Outcomes:	1. Learners will be able to demonstrate an understanding of film as a medium of visual communication and its evolution across genres, styles, and cultures. 2. Learners will be able to analyze the components of film language—such as shot composition, editing, sound, and lighting—to interpret meaning and emotion. 3. Learners will be able to critically evaluate films using established theories and frameworks from media, communication, and cultural studies. 4. Learners will be able to apply cinematic techniques and storytelling methods in the conceptualization and production of short films or media content. 5. Learners will be able to explore the role of film in shaping public opinion, culture, and identity, and its impact on contemporary media and communication practices.

9	Module 1: Film Theory & Criticism (15 Lectures)
	- Overview of Major Film Theories: - Auteur Theory - Formalism - Realism - Approaches: - Feminist - Marxist - Psychoanalytic - Post-colonial - Application of Theory to selected Indian & International films
	Module 2: Cinema & Society (15 Lectures)
	- Role of Cinema in Shaping & Reflecting Culture & Values - Representation of Gender, Class, Caste Minorities & Nationalism - Films as tool for Social Reform & Resistance
	Module 3: Publicity, Promotion & Marketing (15 Lectures)
	- Theatrical & Digital Film Promotion Tools: - Trailers - Teasers - Posters - Press Release - Marketing Mix, - Influencer Campaigns - Festival Circuits - Media Planning - Understanding the PR ecosystem & Branding of Stars
10	Module 4: New Indian Cinema (15 Lectures)
	- Defining New Indian Cinema: - Post 2000 Realism - Digital Film Making - Independent Film Makers, regional Cinema, Censorship Debates - Role of OTT Platforms: - Content Curation - Accessibility - Viewership Shifts
	Books / References: - Film Craft & Cine Art - Handbook of Video Production - The Film Maker's Handbook – Steven Ascher (The Bible) - Film Directing – Shot by Shot – Steven Katz - Making Documentary Films & Videos – Barry Hampe - Understanding Communication media – Jacob Sraampi - Making Movies – Sidney Lumet

11	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
12	Continuous Evaluation through: 1. Open discussion on film message, technique & specific appealing scenes analysing the various aspects of the scene. 2. Selective Screen-shots of specific films & analysing for Framing, Colour, Culture from costumes, Background, Body language, Other props. 3. Drawing a story-board from the 20sec/30 sec TVC. 4. Writing script from a small incidence in a story. 5. Visualising & Drawing a storyboard from a given script. 6. Writing a film review on a given movie.	External Evaluation Methodology: The Subject is entirely Practical/ Project paper & there will be no Written Test. The evaluation is based on the project submitted by the learner & the viva voce based on the project as well as testing the knowledge gained by an individual oral question-answer session. • The Project will be a Group project with the members of maximum five clearly holding very specific roles in the film making. The key roles are Script writing, Storyboarding, Cinematography, Direction, Editing. • The on screen participants need not be from same group & may be from another team or outsiders & will have no assessment for acting abilities. Acting is not the part of course. • The project will consist of following subjects: ○ Short Film based on Social Cause or a Moral Preaching (Duration: 3min to 10min) ○ Documentary based on a Historical incidence or Current process. (Duration: 10min to 20min) ○ Bulletin/ News reel: Topic based on Citizen Journalism, Reporting with video coverage & well-demonstrated coverage ○ Music Video: Shot & edited by the team with occasional stock shots (not over 25%) for maintaining tempo & rhythm Technical Demonstration: Audio-Visual film on a Technical operation, Working of a Machine or an Artist at Work with progressive shots

Syllabus Designed by:

- Arvind Parulekar (Convenor)
- Dr. Gajendra Deoda (Subject Expert)

Sem. - IV

Syllabus

B.A. (MULTIMEDIA AND MASS COMMUNICATION)

(Sem.- IV)

Title of Paper: Globalisation and Advertising

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	The impact of globalisation on advertising strategies, media planning, and brand communication. Students will examine how international markets, cultures, and consumer behaviors influence advertising messages and campaign execution. Topics include cross-cultural advertising, global brand positioning, international media choices, localization vs. standardization, and regulatory challenges. The course prepares students to develop culturally sensitive and globally relevant advertising strategies for diverse markets.
2	Vertical :	Minor
3	Type :	Theory
4	Credit:	4 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted :	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: - Understand the concept of globalisation and its influence on the advertising industry and consumer markets worldwide. - Analyze the role of culture in international advertising, and identify the challenges of cross-cultural communication. - Differentiate between global, local, and glocal advertising strategies, and determine when to use each approach. - Evaluate international media choices and the factors affecting global media planning and buying. - Understand regulatory, ethical, and legal considerations in global advertising across different regions. - Develop advertising strategies that are both culturally appropriate and globally consistent for international brands.	

8	Course Outcomes: • Explain how globalisation influences advertising strategies, consumer behavior, and brand communication across international markets. • Identify and apply principles of cross-cultural communication to create culturally sensitive and effective advertising messages. • Compare and contrast global, local, and glocal advertising strategies, and assess their suitability for different markets. • Evaluate international media options and plan media strategies for global advertising campaigns.	
Sr. No.	Heading	Particulars
	AD AGENCIES, ACCOUNT PLANNING, CLIENT SERVICING AND AD CAMPAIGN MANAGEMENT (15 HOURS)	• Advertising Agencies a. Agencies role, Functions, Organization and Importance b. Different types of ad agencies • Account Planning - Role of account planning & planner in advertising , Account Planning Process • Client Servicing- a) The Client - Agency Relationship and Stages in the client-agency relationship b) 3P's of Service: Physical evidence, Process and People c) The Gaps Model of service quality d) How Agencies Gain Clients ?Why Agencies Lose Clients? e) The roles of advertising Account executives • Advertising campaign Management - Means-End chaining and the Method of Laddering as guides to Creative Advertising Formulation
	ENTREPRENEURSHIP (15 HOURS)	• Entrepreneurship- Definitions, Meaning Concept, Functions, Need and Importance. • Entrepreneurship-As Innovation, risk taking and problem solving. . • product planning and development process • Social Entrepreneurship • Sources of capital for startup Company- a) Personal investment. b) Family c) Venture capital. d) Angels Finance e) Business incubators. f) Government grants and subsidies. g) Bank loans.
	BUSINESS & MARKETING PLAN (15 HOURS)	• Business Plan for Setting up an Agency a) Business plan introduction b) Various Stages in setting up a new Agency • Marketing plan of the client- a) The Marketing brief b) Marketing Audit and Marketing objectives c) Marketing Problems and Opportunities Review, d) STP e) Executing the plan

	AGENCY RESPONSE PROCESS , COMPENSATION METHODS, PITCHING, SALES PROMOTION MANAGEMENT (15 HOURS)	● The Response Process- a) Traditional Response Hierarchy Models: AIDA b) DAGMAR: An Approach to Setting Objectives ● Agency Compensation various methods of Agency Remunerations. ● The Pitch: request for proposal, speculative pitches, Pitch Process ● References, Image and reputation, PR ● Sales Promotion Management- a) The Scope and Role of Sales Promotion b) Reasons for the Increase in Sales Promotion c) Objectives and Techniques of Trade-Oriented Sales Promotion & Consumer Oriented Sales Promotion (Study and Analyse current Advertising campaigns of the best advertising agencies for their clients)
10	Books / References: ● Advertising & Promotion: An Integrated Marketing Communications Perspective <i>Authors: George E. Belch & Michael A. Belch</i> ● “Global Marketing and Advertising: Understanding Cultural Paradoxes” <i>Author: Marieke de Mooij</i> ● “Advertising Worldwide: Advertising Conditions in Selected Countries” <i>Editor: Rolf H. Weber</i> ● “Advertising Principles and Practice” <i>Authors: Sandra Moriarty, Nancy Mitchell, and William Wells</i>	
11	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
12	Continuous Evaluation through: 1. Individual/ group project 2. Group discussion/ Debates 3. Presentation 4. Assignment	

QUESTION PAPER PATTERN (External and Internal)

PAPER PATTERN – 1 (30 MARKS)

Semester End Examination: 30 Marks

Time : 1.00 hr

QUESTION PAPER PATTERN

Question No	Questions	Marks
Q 1	Practical/ Case study / Concept Testing	10
Q 2	Practical/ Theory	10
Q 3	Practical/ Theory	10
	TOTAL	30

Note:

1. Equal Weightage is to be given to all the modules.
2. 10 marks question may be subdivided into 5 and 5 marks each. Internal option shall be given. For direct 10 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.	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:

5. Equal Weightage is to be given to all the modules.
6. 15 marks question may subdivide into 8 and 7 marks each. Internal option shall be given. For direct 15 Marks question option should be given. Attempt any one out of two.
7. Use of simple calculator is allowed in the examination.
8. 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

Sd/-

**Sign of the BOS
Chairperson,
Dr. Navita Kulkarni,
Board of Studies in
Mass Media**

Sd/-

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

Sd/-

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

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**Sign of the Off
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Anil Singh
Faculty of
Humanities**

Sem. - IV

Syllabus

B.A. (MULTIMEDIA AND MASS COMMUNICATION)

(Sem.- IV)

Title of Paper: Reporting and Editing

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	This course offers a foundational understanding of the principles and practices of news reporting and editing in the context of print and digital journalism. Students will learn how to gather, verify, and present news accurately and ethically, while also developing the skills required for effective newsroom editing.
2	Vertical :	Minor
3	Type :	Theory
4	Credit:	4 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted :	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: - Recognize the key components of a news story, including attribution, verification, balance, fairness, and brevity. - Identify the functions of key editorial staff such as editors, news editors, and sub-editors. - Apply editing techniques including rewriting, proofreading, and following style guides. - value the advantages and limitations of different printing technologies.	
8	Course Outcomes: - Cover and report on a range of subjects including crime, politics, business, sports, science, agriculture, and lifestyle with clarity and journalistic integrity. - Differentiate between primary and secondary sources, and verify facts using professional journalistic standards. - Create headlines that reflect the tone and content of a story while following layout constraints and design principles.	

Sr. No.	Heading	Particulars
	Module I: Understanding News and the Reporting Process (15 Hours)	• The journey of news: from the event to the audience • Understanding news values in the Indian context • Core elements of a news story: attribution, verification, balance, fairness, and brevity • The reporter's role: duties, responsibilities, and essential qualities • Identifying and verifying sources of news • Techniques of fact-gathering • Types of reporting: spot news, live reporting • Coverage of public affairs, official meetings, conferences, cultural programs, civic and social events
	Module II: Specialized Forms of Reporting (15 Hours)	• Reporting across key beats: crime, legislature, judiciary, business, agriculture, science & technology, and sports • Advanced reporting styles: investigative, interpretative, trend-based, in-depth, and advocacy reporting • Writing curtain-raisers and backgrounders • Mastering interview techniques for various contexts • Reporting fashion, lifestyle, and human-interest stories • Developing and using background research effectively
	Module III: The Editorial Department and Newsroom Functions (15 Hours)	• Organizational structure of a newspaper's editorial wing • Roles and responsibilities of editorial team members: editor, news editor, chief sub-editor, and sub-editor • Key qualities and skills required for sub-editing • News processing and the role of various news sources • Understanding different types of news copy: agency, bureau, and district-level copy • News values and criteria for selection • Overview of various editorial desks: general news, sports, features, business, and others
	Module IV: The Editing Process and Printing Technologies (15 Hours)	• Editing different types of copy: rewriting, proofing, and using style guides • Crafting headlines: functions, types, formats, and headline schedules • Understanding unit count and layout planning • Basics of desktop publishing

		• Overview of the printing process: letterpress, offset, and gravure printing • Detailed study of offset printing: its advantages and limitations
10	Books / References: • Mencher, Melvin – <i>News Reporting and Writing</i> (McGraw-Hill Education) • Bruce D. Itule & Douglas A. Anderson – <i>News Writing and Reporting for Today's Media</i> (McGraw-Hill Education) • Jan R. Hakemulder, Fay A.C. de Jonge, P.P. Singh – <i>News Reporting and Editing</i> (Anmol Publications)	
11	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
12	Continuous Evaluation through: 1. Individual/ group project 2. Group discussion/ Debates 3. Presentation 4. Assignment	

QUESTION PAPER PATTERN (External and Internal)

PAPER PATTERN – 1 (30 MARKS)

Semester End Examination: 30 Marks

Time : 1.00 hr

QUESTION PAPER PATTERN

Question No	Questions	Marks
Q 1	Practical/ Case study / Concept Testing	10
Q 2	Practical/ Theory	10
Q 3	Practical/ Theory	10
	TOTAL	30

Note:

1. Equal Weightage is to be given to all the modules.
2. 10 marks question may be subdivided into 5 and 5 marks each. Internal option shall be given. For direct 10 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.	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 8 and 7 marks each. Internal option shall be given. 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

Sd/-

**Sign of the BOS
Chairperson,
Dr. Navita Kulkarni,
Board of Studies in
Mass Media**

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**Sign of the Offg.
Associate Dean,
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Faculty of Humanities**

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Associate Dean,
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Faculty of Humanities**

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Dean, Prof. Dr.
Anil Singh
Faculty of
Humanities**

As Per NEP 2020

University of Mumbai



Syllabus for Basket of OE	
Board of Studies in GEOGRAPHY	
UG Second Year Programme	
Semester	IV
Title of Paper -	Credits
I) Biodiversity and Environmental Conservation	4
From the Academic Year	2025/2026

Title of Paper:- Biodiversity and Environmental Conservation

Sr. No.	Heading	Particulars
1	Description of the course : Including but not limited to :	The “Biodiversity and Environmental Conservation” curriculum is designed for second-year students. It aims to explore the dynamics of our natural world, empowering students from diverse academic backgrounds to develop a holistic understanding of Biodiversity and Environmental Conservation and their relevance in contemporary society. The knowledge you gain here connects with diverse fields such as biology, economics, and even engineering. It is a foundation for further exploration in environmental science, conservation biology, and environmental policy. Ecosystems and biodiversity: Explore the intricate web of life on Earth and the importance of species diversity. Human impact: Analyse how human activities affect natural resources, climate, and pollution. Sustainability: Discover principles for living in harmony with the environment and meeting our needs without compromising future generations. Prepare for an interactive learning experience through engaging lectures, stimulating group discussions, and insightful case studies examining real-world environmental challenges and solutions.
2	Vertical :	Open Elective
3	Type :	Theory
4	Credit:	4 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted :	60 Hours
6	Marks Allotted:	60 Marks
7	Course Objectives: (List some of the course objectives) 1. To create awareness among the students about biodiversity. 2. To create awareness about the existence and importance of biodiversity. 3. To understand biodiversity and environmental conservation. 4. To create awareness about environmental conservation.	

8	Course Outcomes: (List some of the course outcomes.) On successful completion of this course, students will be able to: 1. Understand the concept of biodiversity and its need to save the environment. 2. Understand the biodiversity in the environment and help to conservation of biodiversity. 3. Understand the concept of environmental conservation and its need to save the environment.
9	Modules:- Per credit, one module can be created. Module 1: Introduction to Biodiversity (15 hours) 1.1. Biodiversity: Concept and Definition 1.2. Biodiversity: Types and Importance. 1.3. Biodiversity at National and local levels. 1.4. Hotspots of biodiversity in India Module 2: Biodiversity Conservation (15 hours) 2.1. Values of biodiversity. 2.2. Biodiversity loss: its impact. 2.3. Threats to biodiversity. 2.4. Methods of biodiversity conservation. Module 3: Environmental Issues and Management (15 hours) 3.1. Pollution: Concept and types 3.2. Global warming, depletion of Ozone layers 3.3. Classification of disaster: Natural and manmade 3.4. Environmental Treaties: National Module 4: Environmental Conservation (15 hours) 4.1. Environmental Conservation: concept and need 4.2. Resources: Types and Conservation. 4.3. Environmental laws and regulations. 4.4 Sustainable Development: concept, need and methods
10	Text Books: 1. An Advanced Textbook on Biodiversity, Oxford & IBH, New Delhi 2. Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd., Bikaner. 3. Bharucha Erach, 2004, Textbook for Environmental Studies, University Grants Commission, New Delhi (Available free on the web). 4. Biodiversity, TERI, New Delhi 5. Down to Earth, Centre of Science and Environment ®. 6. Harris, Frances (2012) Global Environmental Issues, 2nd Edition. WileyBlackwell. 7. Hawkins R.E., Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R). 8. Jadhav, H, & Bhosale, V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284 p. 9. Rajagopalan, R. (2011). Environmental Studies: From Crisis to Cure. India: Oxford University Press. 10. Trivedi R.K., Handbook of Environmental Laws, Rules, Guidelines, Compliances and Standards, Vol I and II, Enviro Media (R) 11. घरपर विटल (२०१९) 'प्राकृतिक शास्त्र' वपपळापर अँड पाब्लिशर्, नागपूर. 12. देवरे, परमार, बटाला (२०१३) 'प्राकृतिक भूगोल' हिमालय पब्लिशिंग इंडिया, मुंबई.

	13. परमार, बोरुं ईतर (२०२२) 'पर्यावरण भूगोल' हिमालय पब्लिशिंग हाउस, मुंबई.	
11	Reference Books: - Chiras, D. D and Reganold, J. P. (2010). Natural Resource Conservation: Management for a Sustainable Future, 10th edition, Upper Saddle River, N. J. Benjamin/Cummins/Pearson. - Gleeson, B. and Low, N. (eds.) 1999. Global Ethics and Environment, London, Routledge. - Mohanta R., Sen A., Singh M.P., 2009, 'Environmental Education - Vol. 1', APH Publishing Corporation, New Delhi. - Perumal M., Veerasekaran R., Suresh M., Asaithambi M., 2008, 'Environmental and Ecological issues in India', Abhijeet Publication, Delhi. - Tiwari V., 2009, 'A textbook of Environmental studies', Himalaya Publications House, New Delhi. - William M., Grossa J., 2002, 'Environmental Geography - Science, Land use and Earth Systems', John Wiley and Sons Inc, USA. - World Commission on Environment and Development. 1987. Our Common Future. Oxford University Press	
12	Internal Continuous Assessment: 40%	External, Semester End Examination Individual Passing in Internal and External Examination: 60%
13	Continuous Evaluation through: Quizzes, Class Tests, presentations, projects, role play, creative writing, assignments, etc. (at least 3) Internal Continuous Assessment of 20 Marks - One Assignment/Project work/Case study /Presentation /Seminar /Field visit report/Book review, etc., to be conducted in the given semester before the semester-end examination. (Marks – 20) - One online/ offline class test (Marks – 10) - Active participation in regular class instructional deliveries and fieldwork. & Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing environment-related activities (Marks – 10)	Semester-End Examination of 60 Marks - This examination shall be of a 2-hour duration. Maximum marks 60. - There shall be four questions, each of 15 marks. - All questions shall be compulsory with internal choice within the questions. (Each question will be of 15 marks with options.)
14	Format of Question Paper: for the final examination - Based on Module – 1 (15 Marks) - Based on Module -2 (15 Marks) - Based on Module – 3 (15 Marks) - Based on Module -4 (15 Marks)	

Sd/-

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Chairman
Dr. Rajaram B. Patil
Board of Studies in
Geography**

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Dr. C.A.Chakradeo
Faculty of
Interdisciplinary
Studies**

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**Sign of the
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Dr. Kunal Ingle
Faculty of
Interdisciplinary
Studies**

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**Sign of the
Offg. Dean
Prof. A. K. Singh
Faculty of
Interdisciplinary
Studies**

As Per NEP 2020

University of Mumbai



Syllabus for Basket of OE Vertical 3

Faculty of Science and Technology

Board of Studies in Information Technology

Second Year Programme

Semester

IV

Title of Paper

Credits

Digital Marketing

2

From the Academic Year

2025-26

Title of Paper Digital Marketing

Sr.No.	Heading	Particulars
1	Description the course : Including but Not limited to:	A Digital Marketing course focuses on equipping students with the knowledge and skills required to promote products, services, or brands using various digital channels. It covers the fundamentals of online marketing, including search engine optimization (SEO), social media marketing, email marketing, content marketing, and paid advertising. This course is ideal for individuals looking to build careers in marketing, grow their business online, or enhance their digital presence.
2	Vertical :	Open Elective
3	Type :	Theory
4	Credits :	2 credits (1 credit = 15 Hours for Theory in a semester, Total 30 hours)
5	Hours Allotted :	30
6	Marks Allotted:	50
7	Course Objectives(CO): CO 1: Recognize how digital marketing elements such as SEO, e-mail marketing, social media, and mobile marketing contribute to a business's success. CO 2: Gain a thorough understanding of SEO, its importance in improving search rankings, and how it drives online visibility. CO 3: Master E-mail Marketing and Digital Display Advertising. CO 4: Gain Expertise in Social Media Marketing CO 5: Understand the role of mobile marketing, including the differences between mobile apps and widgets, and its application in both B2B and B2C settings CO 6: Evaluate Marketing Success and Optimize Campaigns.	
8	Course Outcomes (CO): CO 1. Identify and describe the key elements of digital marketing, including SEO, e-mail marketing, social media marketing, and mobile marketing. CO 2. Implement SEO best practices for on-page and off-page optimization, including creating backlinks, using internal/external links, and optimizing content. CO 3. Create and deliver structured, effective e-mail marketing campaigns that engage recipients and drive conversions. CO 4. Develop strategies to create engaging content and utilize user-generated content to improve social media marketing effectiveness.	
9	Modules: Module 1:	15 Hrs

	Introduction to Digital Marketing - Basic concepts, benefits and opportunities of digital marketing and its usage in business to business (B2B), business to consumer (B2C), not for profit (NFP) marketing					
	Search Engine Optimization: (SEO), E-mail Marketing and Digital Display Advertising					
	Module 2:-					15 Hrs
	Social Media Marketing : The key impact of social media on search engine optimization based on key metrics like CPC, PPC, CPM, CTR, and CPA , different aspects of social marketing and its behavior.					
	Mobile Marketing and Web Analytics: Presentation of mobile apps, Overview related to B2B and B2C mobile marketing					
10	Books and References:					
	Sr. No.	Title	Author/s	Publisher	Edition	Year
	1	Digital Marketing Trends and Prospects	Dr. Shakti Kundu	BPB	FIRST EDITION	2021
	2	Marketing 4.0	Philip Kotler, Hermawan Kartajaya, Iwan Setiawan	ePUB	—	—
12	Internal Continuous Assessment:40%			Semester End Examination: 60%		
13	Continuous Evaluation through: Mini Project - 15 Marks Quizzes/ Presentations/ Assignments: 5 marks Total: 20 marks			Format of Question Paper: External Examination (30 Marks)– 1 hr duration		

14	Format of Question Paper: (Semester End Examination: 30 Marks. Duration:1 hour) Q1: Attempt any two (out of four) from Module 1 (15 marks) Q2: Attempt any two (out of four) from Module 2 (15 marks) Or Q1: Attempt any three (out of five) from Module 1 (15 marks) Q2: Attempt any three (out of five) from Module 2 (15 marks)
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Chairman
Dr. Srivaramangai R
BOS in Information
Technology

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Dr. Madhav R. Rajwade
Faculty of Science &
Technology

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

SEC

Syllabus

B. A. (MULTIMEDIA AND MASS COMMUNICATION)

(Sem.- IV)

Title of Paper WRITING AND EDITING FOR MEDIA

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	Writing and Editing for Media is an essential course for media students, as it develops their ability to craft clear, accurate, and engaging content across various media platforms. It is highly relevant to fields like journalism, advertising, public relations, and digital media, where strong writing and editing skills are in constant demand. The subject complements courses such as journalism, media law, and communication skills, and offers career opportunities in content creation, copy editing, publishing, and media production.
2	Vertical :	SEC
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 introduce students to the principles and techniques of writing and editing for various media formats including print, broadcast, and digital. 2. To develop the ability to write clearly, accurately, and ethically for different types of media content and audiences. 3. To train students in editing skills, including grammar, structure, style, and content verification, in line with professional media standards.	

8	Course Outcomes: (List some of the course outcomes) 1. Demonstrate proficiency in writing news stories, features, and other media content with clarity, accuracy, and adherence to journalistic norms. 2. Apply editing techniques to improve structure, style, grammar, and factual accuracy in media content. 3. Analyze and adapt writing for different platforms and audiences, including print, online, and broadcast media.
9	Module 1: Writing for Media Platforms (15 Hours)
	1. Understanding Newsworthiness • What makes news? (12 determinants) • Differences between news, feature, editorial, article 2. Fundamentals of Media Writing • Art and tools of writing • Steps and elements in writing (Editorial, Features, Reviews) 3. Writing for Different Media • Print: Newspapers and Magazines • Broadcast: Radio and Television • Digital: Web writing essentials, convergence with video 4. Writing Techniques and Formats • Leads, nut shelling, story structure • Writing styles and stylebooks • Script formats for Radio/TV • Storyboarding basics for commercials 5. Writing for Public Communication • Public Relations and Corporate writing • Advertisements (brief intro to all formats)
	Module 2: Editing and Emerging Trends in Media (15 Hours)
	1. Editing for Accuracy and Impact • Checking grammar, spelling, and headlines • Rewriting leads • Fitment for print and digital layouts • Online editing and layout clarity 2. Digital Media Proficiency • Differences in print vs web writing • Writing for web: headlines, subheads, hyperlinking • Email/SMS advertising writing 3. Emerging Media Trends • Blogging and micro-blogging (LinkedIn, X/Twitter) • Online radio, podcasting, and RJ basics • Handling breaking news and fake news in real time 4. Evaluation of Multimedia Content • Use of graphics and illustrations • Editing ad copies and maintaining flow • Website content evaluation: content, clarity, design

10	Reference Books: 1. James Glen Stovall, Writing for the Mass Media, sixth edition, published by Dorling Kindersley (India) 2. Artwick, Claudette G., Reporting And Producing For Digital Media, Surjeet Publications, 1st Indian Reprint, 2005 3. The Associated Press Stylebook. . Associated Press (current edition) 4. Chicago Guide to Fact-Checking (Chicago Guides To Writing, Editing And Publishing) By Brooke Borel 5. Fundamentals Of Writing: How To Write Articles, Media Releases, Case Studies, Blog Posts And Social Media Content By Paul Lima 10 April 2013 6. Itule, B. D. and Anderson, D. A. (1989). News Writing and Reporting For Today's Media. NY:McGraw-Hill 7. An Introduction to Writing for Electronic Media-Scriptwriting Essentials Across The Genres Authors: Robert B. Musburger 8. The Basics of Media Writing-A Strategic Approach by Scott A. Kuehn - Clarion University Of Pennsylvania, USA And Andrew Lingwall- Sage Publications 9. Writing for Journalists (Media Skills) by Wynford Hicks 10. Feature Writing for Journalists (Media Skills) by Sharon Wheeler 11. Writing for News Media: The Storyteller's Craft by Ian Pickering 27 November 2017 12. An Introduction to Writing for Electronic Media: Scriptwriting Essentials Across the Genres by Musburger, PhD, Robert B.		
12	<table border="1"> <tr> <td data-bbox="193 972 844 1137">Internal Continuous Assessment: 40%</td><td data-bbox="844 972 1449 1137">External, Semester End Examination 60% Individual Passing in Internal and External Examination</td></tr> </table>	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination		
13	<table border="1"> <tr> <td data-bbox="193 1137 844 1509"> Continuous Evaluation through: 1. Written assignments for print media 2. Digital /online written assignment 3. Writing blogs 4. Open book tests 5. Oral and practical presentations 6. Projects </td><td data-bbox="844 1137 1449 1509"></td></tr> </table>	Continuous Evaluation through: 1. Written assignments for print media 2. Digital /online written assignment 3. Writing blogs 4. Open book tests 5. Oral and practical presentations 6. Projects	
Continuous Evaluation through: 1. Written assignments for print media 2. Digital /online written assignment 3. Writing blogs 4. Open book tests 5. Oral and practical presentations 6. Projects			

Syllabus Designed by:

- Prof. Rani D'souza (Convener)
- Mr. Adith Charlie (Industry Expert)
- Ms. Shreya Bhandary (Industry Expert)

QUESTION PAPER PATTERN (External and Internal)

PAPER PATTERN – 1 (30 MARKS)

Semester End Examination: 30 Marks

Time : 1.00 hr

QUESTION PAPER PATTERN

Question No	Questions	Marks
Q 1	Practical/ Case study / Concept Testing	10
Q 2	Practical/ Theory	10
Q 3	Practical/ Theory	10
	TOTAL	30

Note:

1. Equal Weightage is to be given to all the modules.
2. 10 marks question may be subdivided into 5 and 5 marks each. Internal option shall be given. For direct 10 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.	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:

5. Equal Weightage is to be given to all the modules.
6. 15 marks question may subdivide into 8 and 7 marks each. Internal option shall be given. For direct 15 Marks question option should be given. Attempt any one out of two.
7. Use of simple calculator is allowed in the examination.
8. 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

Sd/-

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Board of Studies in
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Dr. Suchitra Naik
Faculty of
Humanities**

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Karne
Faculty of Humanities**

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Prof. Anil Singh
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As Per NEP 2020

University of Mumbai



Syllabus for Basket of AEC	
Board of Studies in English	
UG First Year B.A. Programme	
Semester	IV
Title of Paper	Credits
Communication Skills in English II	02
From the Academic Year	2024-2025

Sr. No.	Heading	Particulars
1	Description the course: Including but Not limited to:	The English language is an 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 • Indianism and Indian English • Information and Communication Technology and Use of English • Reading for different purposes • Study skills in English • Elevator Pitch This section provides theoretical base for the following units that are practical in nature. 2. Reading Skills: • Understanding language structure (such as subject verb agreement, voice, direct and reported speech) • Note making • Summarizing 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 • Predicting content and guessing meaning • Making inferences from the audio-visual text • Listening for opinion/argument/counter-arguments etc. • Taking notes

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. Conversation in English

- Building a conversation
- Leaving and closing a conversation
- Conversation in group in various situations

ii. Speaking at an Event

- Anchoring/compering an event
- Introducing guests/ speakers/dignitaries
- Proposing a vote of thanks

2. Formal Writing Skills :

i. Emails:

- Job acceptance and joining
- Resignation
- Requests for references

ii. Report Writing:

- News report
- Activity/Event report

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
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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
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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 rendezvous with Simi Garewal: Ratan Tata:
<https://www.youtube.com/watch?v=ozetTgOHu78&t=510s>Here Ratan Tata

discusses his personal life, his expectations, his experience as a CEO of Tata and sons.

- A rendezvous with Simi Garewal: Kiran Bedi: <https://youtu.be/vX2NyKvEAXQ> In this video, Kiran Bedi shares her daring adventures, her field, her passion for career with Simi Garewal.
- In Conversation: Rajiv Mehrotra with J.R.D.Tata: <https://youtu.be/68otfg601HI> J. R. D. Tata discloses his dream of India, his experiences with Pandit Nehru, Mahatma Gandhi, Sardar Patel and his contribution to modern India.
- The Tharoor Guide To Indian English: <https://youtu.be/NsYl9LIXbFM> Shashi Tharoor talks of new words like “defenstrate”, “brinjol”; talks about Indian English, ethnicity and so on.
- Dr.A.P.J Abdul Kalam on Discovery, invention and innovation:<https://youtu.be/9CKCfiX3uO0> Dr. Kalam addresses IIT Delhi students.
- Malala Yousafzai’s speech on the occasion of her Nobel Peace Prize (2014) on education:<https://youtu.be/c2DHzlkUI6s>
- Kailash Satyarthi’s speech on the occasion of Nobel Peace Prize(2014) on the innocence of children; he gives voice to voiceless in his speech:https://youtu.be/wt0LSCEuc_M
- Speech by Mr. Ratan Tata: <https://youtu.be/m7-tKX7aZXM>
- “I Have a Dream” speech by Martin Luther King Jr. HD (subtitled) <https://www.youtube.com/watch?v=vP4iY1TtS3s> “I Have a Dream” is a public speech that was delivered by American civil rights activist Martin Luther King Jr. during the March on Washington for Jobs and Freedom on August 28, 1963, in which he called for civil and economic rights and an end to racism in the United States.
- Speech by Emma Watson on Gender Equality :<https://youtu.be/nlwU-9ZTTJc> 11. Imaginative science video: Could humans live in underwater cities? <https://youtu.be/GUGtU7li1yk>
- A conversation about household appliances: <https://youtu.be/rAPIOfSborU> 13. Video on psychology: Why do we dream? <https://youtu.be/2W85Dwxx218>
- Video on space: Solar system 101: <https://youtu.be/libKVRa01L8>
- Video on evolution: How Apocalypses paved the way for Humans <https://youtu.be/libKVRa01L8> 16. Video on biology: Why Bats Aren't as Scary as You Think https://youtu.be/D6e_qh3YRPs
- 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 Languagehttps://youtu.be/o_XVt5rdpFY
- Expressing opinions: If Cinderella Were a Guy:<https://youtu.be/p4OyCNctKXg>
- Telling stories without words: Partly Cloudy <https://youtu.be/ix13P9NqBjo>
- Telling stories without words: Tree of Unity <https://youtu.be/sAo41Gyl6hY> 17

	- Bonding over the Radio: A special storytelling series by the much loved author Ruskin Bond: akashvaniair https://youtu.be/oxf60BIR2Q4 https://youtu.be/ISX7rUOJOms https://youtu.be/rrC_s0XPXKI https://youtu.be/FUML3q1ncF0 https://youtu.be/3by_ninqRzg - Video on the English language: Where did English come from? https://youtu.be/YEaSxhcns7Y - Video on biology: The science of skin colour: https://youtu.be/_r4c2NT4naQ - Video on advertising: The Science of Persuasion https://youtu.be/cFdCzN7RYbw “The Happy Prince” Oscar Wilde Michael Mills Classic Animated Short 1974							
12	Internal Continuous Assessment: 40%	External, Semester End Examination Individual Passing in Internal and External Examination : 60%						
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							
14	Format of Question Paper: for the final examination <table><tr><td>Q.1. Short Notes on Module 1. 1 (2 out of 4)</td><td>10 Marks</td></tr><tr><td>Q.2. Unseen Passage (200-250 words) for Summarization (Module 1.2) (Main ideas-2 marks, Sub-ideas-2 marks, Writing Summary -6 marks)</td><td>10 Marks</td></tr><tr><td>Q. 3 Writing Skills on Module 2.2</td><td>10 Marks</td></tr></table>		Q.1. Short Notes on Module 1. 1 (2 out of 4)	10 Marks	Q.2. Unseen Passage (200-250 words) for Summarization (Module 1.2) (Main ideas-2 marks, Sub-ideas-2 marks, Writing Summary -6 marks)	10 Marks	Q. 3 Writing Skills on Module 2.2	10 Marks
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Q. 3 Writing Skills on Module 2.2	10 Marks							

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Semester IV

As per NEP 2020

Integrated Theatre Production: Stage Craft, Costume, Music and Technology

Syllabus for Two Credits Programme

With effect from Academic Year 2025-2026

Aims and Objectives

- Theorize the semiotic and emotional functions of lighting and costume design within various theatrical traditions.
- Critically examine the historical evolution and theoretical paradigms of lighting and costume design in stagecraft.
- Explore the interplay between visual design elements and narrative dramaturgy in theatrical performance.
- Understand technical terminologies and design documentation processes from a theoretical perspective.
- Discuss the role of modern technologies (e.g., DMX, lighting consoles) and their theoretical implications on visual design aesthetics.
- Evaluate costume design strategies in relation to character psychology, period accuracy, and genre conventions.

Learning Outcomes

The course will enable the learner to

- **Define and describe** key theoretical concepts related to lighting and costume design in theatre.
- **Interpret** the narrative and symbolic meanings conveyed through visual design elements in performance.
- **Analyze** lighting and costume designs using appropriate theoretical and historical frameworks.
- **Discuss** the interrelationship between text, character, and design from a theoretical standpoint.
- **Compare and contrast** design practices across different theatrical genres and periods.
- **Evaluate** how technological advancements have influenced theoretical approaches to stage design.

Modules at Glance Semester IV

Module No.	Unit	Content	No. of Hours
1	I	Stage Lighting Design and Documentation	07
	II	Principles and Practice of Costume Design	08
2	III	Background Music and Sound Design	07
	IV	Technological Tools in Theatre Production	08
Total No. of Hours			30

Module No.	Unit	Content
1	I	Stage Lighting Design and Documentation • Introduction to lighting as a narrative and emotional tool in theatre • Preparation and documentation: ○ Lighting layout plan ○ Ground plan ○ Cue sheet making • Study of light placement, intensity, color, and timing • Introduction to modern lighting technology: ○ Use of computerized and automated lighting systems (DMX, consoles, software) • Integration of lighting with sound and stage movement.
	II	Principles and Practice of Costume Design • Elements and principles of costume design: texture, silhouette, line, color, proportion • Costume construction techniques: fabric selection, stitching, pattern-making • Embellishment and ornamentation: embroidery, painting, appliqué • Costumes for theatrical styles: • Realistic/Representational theatre: historically and culturally accurate costume design • Stylized/Presentational theatre: symbolic, abstract, and thematic design approaches
2	III	Background Music and Sound Design • Objectives and importance of background music in theatre production. • Methods of using sound: • Live performance effects vs. recorded effects • Synchronizing sound with cues, lighting, and performance • Introduction to musical instruments used in theatre:

		• String instruments (e.g., sitar, violin) • Wind instruments (e.g., flute, shehnai) • Percussion instruments (e.g., tabla, drums) • Music cue sheets: structure, timing, and application in live performance.
	IV	Technological Tools in Theatre Production • Overview of sound equipment: microphones, mixers, speakers • Integration of computers and software in sound and music production • Use of digital platforms in cueing, editing, and managing technical aspects of performance • Case studies/examples from contemporary and traditional performances integrating modern technology.

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 IV (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

Semester End Examination (30 Marks)

Question No.	Particulars	Marks
1	Objective Type Questions (All Units)	06
2	Descriptive Question(s) on Unit I The Question may be divided into sub questions: Attempt any 2 out of 4 (Each of 3 Marks)	06
3	Descriptive Question(s) on Unit II The Question may be divided into sub questions: Attempt any 2 out of 4 (Each of 3 Marks)	06
4	Descriptive Question(s) on Unit III The Question may be divided into sub questions: Attempt any 2 out of 4 (Each of 3 Marks)	06
5	Descriptive Question(s) on Unit IV The Question may be divided into sub questions: Attempt any 2 out of 4 (Each of 3 Marks)	06
Total		30

Reference Books

- Angeloglou, M. (1970). *A history of make-up*.
- Malvil, H. (n.d.). *Magic of makeup for stage*.
- Strenkovsky, S. (1937). *The art of make-up*. Frederick Muller.
- Pilbrow, R. (2008). *Stage lighting design: The art, the craft, the life*. Quite Specific Media Group.
- Dasgupta, G. N. (1986). *Guide to stage lighting*. Annapurna Dasgupta.
- Corry, P. (1958). *Lighting the stage*. Pitman.
- Welker, D. (1969). *Theatrical set design: The basic techniques*. Allyn and Bacon

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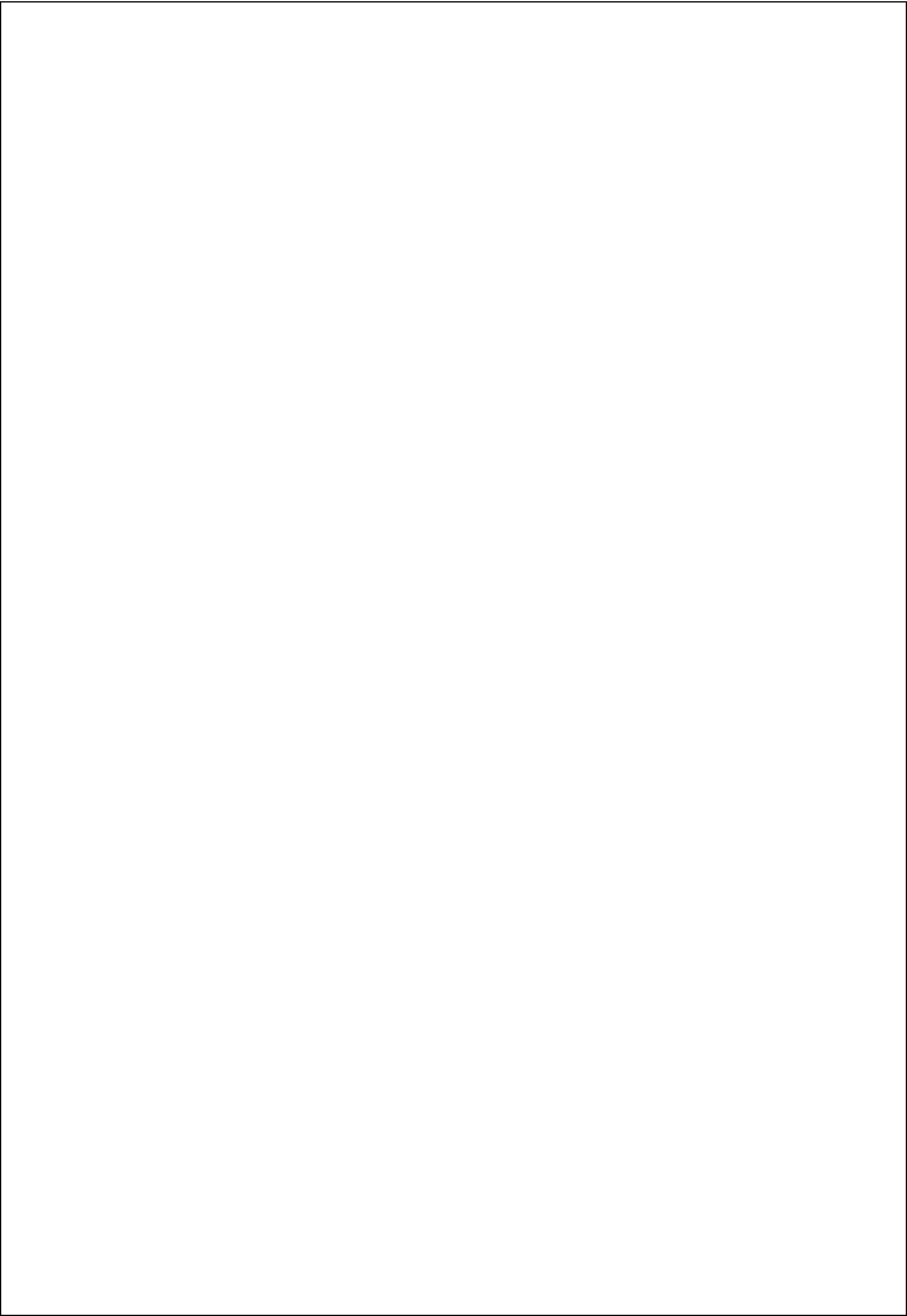
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UNIVERSITY OF MUMBAI

Semester IV

(w.e.f. June, 2025)

Sub: - NSS- Youth and Disaster Management

Credits: 02

Lectures: 30

Marks:50

Unit Number	SEMESTER 4 Title of the Unit	No. of Lecture	No. of Credits
1	Youth and Disaster Management-	10	
	Meaning and Types of Disasters – Natural and Man-Made disasters, preparedness, Disaster Risk reduction: Preparedness, Mitigation, Response, Relief, Rehabilitation, Reconstruction.		
2	Project:	20	
	• Project work is mandatory for all the students in IV semester.		
	• They can carry out project work under the supervision of the teacher in-charge of NSS and at the end of the semester a project report shall be presented and viva voce shall be conducted.		
	• The Project work can be carried out independently or in a group.		
	The project work shall be community based and selected preferably from the adopted villages/ slums/ neighborhoods.		
	Project Submission and Presentation VIVA-VOCE		

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.

.....

NSS Project Report Format

(For Projects in Adopted Area / Village)

➤ **Cover Page**

- Name of the Institution
- Title of the Project (e.g., "Cleanliness Drive in XYZ Village")
- Name(s) of Student Volunteer(s)
- Name of Programme Officer
- Duration of the Project
- Date of Submission

➤ **Certificate**

- Issued by the Programme Officer/NSS Coordinator certifying the successful completion of the project.

➤ **Acknowledgment**

- Brief section to thank authorities, community members, NSS coordinators, peers, etc.

➤ **Index**

- A table listing all sections with corresponding page numbers.

1. Introduction
2. Profile of the Adopted Area / Village
3. Objectives of the Project
4. Planning and Preparation
5. Implementation of Activities
6. Outcomes and Impact
7. Challenges Faced
8. Feedback
9. Conclusion and Suggestions

➤ **Annexures**

- Photographs (with captions)
- Survey forms or questionnaires used
- Newspaper clippings (if any)
- Charts, posters, or flyers prepared

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**UNIVERSITY OF MUMBAI
SYLABUS FOR (NEP-2020)**

CO-CURRICULAR COURSE IN SPORTS

Introduction to Sports, Physical Literacy, Health and Fitness and Yog

SEMESTER IV

(Syllabus to be implemented from, June 2025 onwards)

Course (Optional): Introduction to Sports, Physical Literacy, Health & Fitness and Yog**CBCS (Choice Based Credit System)
Second Year- Semester IV
Course Structure**

Semester	Paper	Title of Paper	No of lecture (Theory)	Internal Evaluation (IE)	End Semester Evaluation	Total Marks	Credits
Fourth	CC	Advanced Sports Training and Performance Evaluation	30	20	30	50	02
Total	-	-	30	20	30	50	02

University of Mumbai

Semester IV

(w.e.f. June, 2025)

Sub:- Advanced Sports Training and Performance Evaluation

Preamble:

In an era where fitness and sports are pivotal to the holistic development of individuals, an understanding of sports training and performance evaluation is essential. This course bridges the gap between theoretical knowledge and its practical application in sports and fitness domains. Students will gain hands-on experience in training methodologies, measurement techniques, and assessment strategies to excel in their chosen field of sports and fitness.

Objectives of the Course:

- To impart practical skills in sports training and evaluation techniques.
- To encourage participation in various sports and fitness activities.
- To develop a scientific approach to training and performance assessment.
- To enhance organizational and leadership skills through event planning and volunteering.
- To foster a deeper understanding of training intensity, recovery, and testing protocols.

Program Outcomes:

By the end of the program, students will:

- Gain practical knowledge of sports training principles and methods.
- Develop the ability to conduct, evaluate, and interpret various fitness and skill-based tests.
- Learn to design and implement personalized and professional training programs.
- Acquire experience in organizing and volunteering in sports and fitness events.
- Understand the role of psychological, fitness, and skill tests in enhancing performance.

UNIVERSITY OF MUMBAI**Semester – IV****(w.e.f. June, 2025)****Sub:- Advanced Sports Training and Performance Evaluation****Credits: 02****Practical Lectures: 60****Marks:50**

Module No.	Unit No	Title of the Unit	No. of Practical hours	No. of Credits
1	I	Advanced Sports Training		
	I	Fundamentals of Sports Training • Warm-ups and cool-downs	10	
	II	• Fitness training (strength, endurance, flexibility) • Group activities and game practice	15	
	III	Training Methods Practical Sessions • Interval and circuit training sessions (Time, Type) • Plyometric and weight training demonstrations • Fartlek & Continuous training sessions • Flexibility training session Basic Guidelines for Designing Exercise Plans and Training Schedules (Practically to be done by the students on peer groups formed by the Sports Incharge) • Current Health Status • Medical History • Level of Fitness • Training Load • Periodisation • Holistic/Integrated Approach • Person-Centred Approach • Training Intensity	5	1
		Total	30	1

UNIVERSITY OF MUMBAI**Semester – IV****(w.e.f. June, 2025)****Sub:- Advanced Sports Training and Performance Evaluation****Credits: 02****Practical Lectures: 60****Marks:50**

Module No.	Unit No	Title of the Unit	No. of Practical hours	No. of Credits
1	I	Performance Evaluation in Sports	10	
		Practical sessions of Fitness & Skill testing (To be conducted by Coach/Fitness Instructor/Sports In charge/Any other P.E. Expert appointed by the College)		
	II	• Practical demonstrations of fitness tests (e.g., Cooper's test, 12-minute run, flexibility tests) • Basic skill tests/modified skills tests for popular sports in the college campus.	15	
	III	Practical sessions of Fitness & Skill testing • Practical Testing Sessions • Skill-based tests: Dribbling, agility, passing (e.g., basketball, football) • Fitness tests: Speed, strength, and endurance measurements • Psychological Tests - Conducting motivation and stress assessments • Conduct of the above mentioned tests by students on the peer groups formed by Sports Incharge/ Sports Director of the college / Students Sport coordinator • Testing of the students must be held under the observation of Coach/ Fitness Instructor/ Sports In charge/Any other P.E. Expert appointed by the College Evaluation of the tests • Date analysis and reporting • Interpretation of test results • Writing of practical reports • Conclusion and recommendation	5	1
		Total	30	1

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 IV (50 Marks - 2 Credits) Internal Evaluation (20 Marks)

Sr. No.	Particulars	Marks
1	Conduct of the practical test and demonstration	15
2	Attendance of all practical sessions conducted for Sports Training and performance evaluation/ Sports practice training session conducted by the college	5

Semester End Examination (30 Marks)

Evaluation type	Particulars	Marks
VIVA	Viva on Advanced Sports training & testing methods and evaluation protocols	20
Submission of report	Submission of psychological or fitness testing reports	10
Total		30*

***Note - OR**

- Participation in Sports Competitions Conducted by University of Mumbai Sports Department
(Students who have represented Mumbai University or College at Intercollegiate / Inter Zonal / West Zone Inter University / All Indi Inter University/ International tournament)
- Students who have represented in the above mentioned competitions should be exempted from VIVA & submission of report and should be evaluated on the basis of his/ her performance in the above mentioned competitions.

References -

1. Singh, Hardayal. *Science of Sports Training*. DVS Publication.
2. Bompa, Tudor. *Periodization: Theory and Methodology of Training*. Human Kinetics.
3. Sharma, J. P. *Principles of Sports Training*. Friends Publications.
4. Matveyev, L. P. *Fundamentals of Sports Training*. Progress Publishers.
5. Cooper, Kenneth H. *The Aerobics Program for Total Well-Being*. Bantam Books.
6. Clarke, Harrison. *Application of Measurement to Health and Physical Education*. Prentice Hall.
7. Fox, Edward L., and Donald K. Mathews. *The Physiological Basis of Physical Education and Athletics*. Saunders College Publishing.
8. Barrow, Harold M., and McGee, Rosemary. *A Practical Approach to Measurement in Physical Education*. Lea & Febiger.
9. Shephard, Roy J. *Fitness and Health*. Human Kinetics.
10. Verma, J. P. *A Textbook on Sports Statistics and Measurement*. Sports Publications.

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University of Mumbai

Guidelines for Community Engagement Projects (CEP) for Undergraduate Students As per NEP 2020

With effect from Academic Year 2025-2026

Index

1. Introduction
2. Objectives
3. Outcomes
4. Indicative list of areas for CEP
5. Roles and responsibilities
6. The process of Implementation
7. Credits and Duration
8. Community Engagement Project Report
9. Evaluation Pattern
10. Appendix I: Guide interaction diary Form
11. Appendix II: Main Page Format of Project Report
12. Appendix III: College/Institute/ Department Certificate format
13. Appendix IV: Proforma for student's Declaration
14. Appendix V: Students Feedback on Community Engagement Project
15. CEP Guidelines Draft Committee

1. Introduction:

The curriculum component of ‘community engagement projects’ is specifically incorporated as an integral part of NEP 2020 curriculum to acquaint the students about the socio-economic issues and challenges of the local and extended community so that the theoretical learnings can be supported by actual life experiences. India is a diverse country with heterogeneous communities and in this context the objective of the course is to encourage students to create and implement solutions to the real-life community level issues.

This course intends to assist the students to connect and interact with heterogeneous communities for identifying issues they face and try to provide probable solutions to community level problems. This approach is important in order to broaden opportunities of social responsibility, environmental sustainability, nation building and peace.

Community Engagement Projects work will provide students an opportunity to visit and observe situations in rural and urban contexts. The students are expected to observe and study actual field situations in socio economic contexts while doing their community engagement project. The course will create opportunities for students to understand the interconnection between theoretical knowledge and practical applications. Community Engagement Projects is expected to enhance their sensitivity to socio economic issues and improve their ability of problem solving as well as designing innovative solutions to the existing and emerging problems. Community Engagement Projects’ component will also broaden the possibilities of deeper learning and enhancing research acumen of students. Community Engagement projects will not only make students aware about various societal issues but will also sensitize them towards various problems and challenges in the society and how these can be dealt with.

2. Objectives

Community Engagement projects in general sets out to achieve objectives such as:

1. Align classroom learnings with awareness about societal issues.
2. Provide students an exposure to societal issues and align their experiences with contemporary problems/ concerns
3. Integrating theoretical and practical aspects to create blended learning experience under the guidance of their faculty.
4. Enhance research skills including knowledge discovery, analytical tools, methodologies,

and ethical conduct.

5. Facilitate problem-solving, decision-making, teamwork, and collaboration.
6. Foster ability to work in teams, develop social awareness and nurturing of human values in students.
7. Create collaboration between Higher Education Institutes (HEIs), social organization, Government and non-government institutes for impactful Community Engagement Projects.

3. Outcomes:

After the completion of the CEP course, the student will be able to:

1. Tackle/ Understand the societal issues more efficiently and effectively.
2. Apply concepts learned in classrooms to real-world socio-economic conditions enhancing their understanding and skills.
3. Show insights into the challenges, opportunities and culture of socioeconomic diversity, preparing them for future roles as responsible citizens.
4. Demonstrate evidence of research aptitude and skills of critical thinking, analytical skills, and ethical research conduct in field work.
5. Display problem-solving abilities in making informed decisions in complex scenarios through practical situations.
6. Work in teams and collaborate to achieve common goals in the work field environments through collaborative efforts.
7. Show integrity in their dealings with their work and the people that they interact with by upholding professional; principles and ethical standards.

4. Indicative list of areas for CEP:

The areas of field work can be decided by the head of the institution in consultation with CEP committee, CEP Coordinators and the faculty in respective subjects.

Indicative (yet non-restrictive) areas for engagement can be:

1. Community projects on Mangrove conservation, tree plantation, and eco-awareness campaigns.
2. Engagement in guided biodiversity trails and sustainability education campaigns.
3. Assistance in slum-based education and nutrition programs for children.
4. Improve public spaces and civic hygiene through youth-led volunteering
5. Use digital skills to implement socially impactful tech projects

5. Role and responsibilities

Head of the Department/Director/Principal:

1. Allotment of guides for the students for Community Engagement Projects should be done by Head of the Department/Director/Principal of the institute/college, as the case may apply.
2. While allocating the students under more than one guide- the principle of fairness in distribution should be followed.
3. In case, the number of in- house guides are not adequate then students can be allotted to competent external experts.
4. To provide resources and assistance to ensure effective carrying out of CEP.

CEP Committee:

1. To oversee the quality and effectiveness of the implementation of the CEP course.
2. To ensure that the CEP course program aligns with departmental and program academic objectives.
3. To establish continuous evaluation mechanisms for evaluating the course and to make required process improvements from time to time.

CEP Coordinator:

1. To play crucial role in coordinating and implementing the CEP course within college/ department / institute.
2. To act as a liaison entity between the department, students, faculty mentors and CEP supervisors (Host institute/ organization)

Student Coordinators:

To help the CEP coordinators/ Faculty Mentors in pre-, during and post-CEP activities.

Faculty Mentor:

1. To assist in identifying CEP opportunities and approve CEP plans.
2. To continuously monitor student progress and extend guidance.
3. To receive and provide regular feedback on student's progress in CEP
4. To evaluate CEP documents including CEP reports, presentations, or other expected academic deliverables.

6. Process of CEP implementation:

Flow chart

1. Formation of CEP Committee
2. Appointment of CEP Coordinators and Faculty Mentor
3. Community Engagement Projects orientation by the CEP committee and CEP Coordinator/s
4. Allotment of students under Faculty mentors.
5. Execution of CEP
6. Evaluation
7. Feedback

Mechanism for the implementation of CEP:

1. To facilitate effective implementation of the CEP program, Colleges/Departments/Institutes are encouraged to establish a CEP committee responsible for overseeing its smooth functioning. It will consist of the following: Head of the department, CEP Coordinator, Faculty Mentors and one/two student coordinators.
2. One teaching faculty member and one/two students from each undergraduate department will be nominated to serve as coordinators for the CEP program. These coordinators will play a crucial role in coordinating and implementing the program within their respective departments.
3. The CEP Committee and CEP coordinator will take the lead in preparing an action plan for the implementation of the CEP program.
4. To streamline the administrative process, the CEP Committee / CEP Coordinator will provide necessary formats to students for documentation related to the program.
5. Each Department/Centre should establish collaborations with relevant NGOs, community organizations, research institutes, etc., for CEP. These collaborations will serve as crucial avenues for facilitating CEP opportunities for students.
6. Effective communication is key to the success of the CEP program. Regular communication with heads and coordinators of the department/centre/Institute and maintaining proper records is essential. The faculty mentor and individual student will be responsible for maintaining relevant documents related to the program.
7. Before the commencement of the CEP program, an orientation session will be conducted by

the members of CEP committee / CEP coordinator/s. This session will serve to familiarize students with the purpose, process, and code of conduct associated with the program.

8. To ensure effective mentoring and support, an equal number of students will be allocated to each faculty member of the department. These faculty members will act as CEP mentors and will be responsible for monitoring and evaluating the progress of the allotted students.
9. Throughout the CEP period, students will maintain activity reports as per the provided format and get it validated by the supervisor.
10. Upon completion of the CEP program, students must submit a completion certificate duly signed by the faculty supervisor.

7.Credits and duration:

1. CEP will carry weightage of two credits.
2. Each student will be expected to carry out a minimum of 2-3 extensive community interactions.
3. The CEP program should be completed in appropriate Semester as per the program structure. If required CEP can also be carried out during the semester break.

8.Community Engagement Project Report:

The students are required to submit a report of the Community Engagement Projects at the end of the semester in the following suggested format.

All projects should be typed on **A4 sheets, Font Size 12, Times New Roman, one and a half spacing on executive bond paper**. The project report shall have appropriate chapter scheme and be presented in a minimum of 20 pages (Approximately minimum of 4000 to 5000 words).

Report should be arranged in the following order

Title Page

- Title of the Report (Font size 14)
- Name of the Student
- Roll number/Seat number
- Program Title
- Name of the Mentor
- Month of Submission

Certificate by the Institute**Certificate by Mentor****Student's Declaration****Acknowledgement****Abstract**

A brief summary of the community interactions, key observations, and main conclusions (200-300 words)

Table of contents

- Include headings and subheadings with page numbers.

List of Figures and Tables

- List all figures and tables included in the report with corresponding page numbers.

Chapter 1: Introduction

- Purpose of the visit: Outline the objectives and expected outcome of the community interactions.
- Background Information: Provide context about the community interactions and its significance.
- Scope of the Report: Define the boundaries of what the report will cover.

Chapter 2: Literature Review

- Review relevant literature on the site(s) visited, focusing on previous studies, historical accounts, and critical analyses of the literary significance.

Chapter 3: Methodology

- Describe the approach and tools used for data collection during the visit (e.g., observational methods, interviews, archival research).
- Discuss the rationale behind the chosen methods.

Chapter 4: Description of the community interactions, Observations and Analysis

- Provide detailed descriptions of community interactions and engagements carried out.
- Include observations related to fieldwork: work's-relevance to topic selected.

- Use photographs, diagrams, and sketches, etc. to support the descriptions.
- Analyze the data collected in relation to the study objectives.

Chapter 5: Conclusion and Recommendations

- Discuss how the findings from the visits contribute to the understanding of subject area.
- Summarize the key findings and their significance.
- Offer recommendations based on the research findings for further study or preservation efforts.

References

- List all sources cited in the report in a consistent format.

Appendices

- Include additional data, interview transcripts, notes, or documents that are relevant to the report but not integral to its main text.

9. Evaluation Pattern

Evaluation during the CEP program involves two key components: External Evaluation (40%) and Internal Evaluation (60%).

(i) Internal Evaluation by Guide (Marks 20)

Criteria	Marks
Attendance, Community interactions completion and interaction with supervisor	10
Overall Report quality	10
Total	20

(ii) External Evaluation (Marks 30)

Criteria	Marks
Objectives, Literature Review, Methodology, Data Analysis, Conclusion and Recommendations	15
Overall Project Report Structure and Style	5
Presentation Skills & Communication	10
Total	30

Appendix I
GUIDE INTERACTION DIARY FORM

I, the undersigned Ms. /Mr. _____ Roll
No. _____, currently enrolled in the _____ Year of
_____ Full-time Program _____ at _____ institute/
college, am undertaking my Community Engagement Project work under the guidance of
Dr./Ms./Mr. _____, and I hereby confirm that I have
met my Internal guide on the following dates mentioned below for Project Guidance:-

Sr. No.	Date	Signature of the Internal Guide

Signature of the Candidate

Signature of Internal Guide

IMPORTANT: It is expected that students will be meeting their guide at least five times for the CEP work interaction. The candidate should retain the above stated 'Project Guide Interaction Certificate Form' and submit the same with required signatures of the guide while submitting the Project to the Institute.

THE PROJECT REPORT WILL NOT BE ACCEPTED WITHOUT THE DULY FILLED
PROJECT GUIDE INTERACTION CERTIFICATE.

Appendix II

Main Page Format of Project Report

Title of the Project

Name of the Student

(Name of Academic Course and Academic Year Details)

Example: Masters in Management Studies

Under the Guidance of

Name of Guide

Name of the Department/College/Institute

Academic Year – 2025-26

Appendix III

Name of the Department/College/Institute

Certificate

I hereby certify that Mr./Ms. _____, Student of
_____Institute/college studying in
_____ program has completed a C. E. project
titled _____ in the area of
_____specialization for the academic year 2025-2026. To
the best of my knowledge the work of the student is original and the information included in
the project is correct.

Internal Guide

Head of the Department

Principal

Annexure IV

Declaration

I, Mr./Ms. _____ Student of
_____Institute/college studying in
_____program, hereby declare that I have completed
the Community Engagement Project titled _____
during the academic year 2025-2026.

The report is original and the information/data included in the report is true emerging from the primary and/ secondary data gathered and analyzed as part of this Community Engagement project.

Due credit is extended on the work of Literature/Secondary Survey by endorsing it in the Bibliography as per prescribed format.

Signature of the Student with date

Name of Student

Annexure V
Student Feedback on CEP
(To be filled by Students after CEP completion)

Student Name:

Seat No. /Roll No.:

Email:

Department:

Name of the Mentor:

Title/Heading of Community Engagement Projects:

Brief description of CEP carried out:

Dates of CEP:

My internship experience was related to my major area of study/ academic program

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree

Indicate the degree to which you agree or disagree with the following statements.

This experience has:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Has increased my sensitivity towards societal problems					
Given me the opportunity to explore a career field delete					
Allowed me to apply classroom theory to practice					
Helped me develop my decision-making and problem-solving skills					
Expanded my knowledge about the work world before permanent employment delete					
Helped me develop my written and oral					

communication skills					
Provided a chance to use leadership skills (influence others, develop ideas with others, stimulate decision-making and action)					
Expanded my sensitivity to the ethical implications of the work involved					
Made it possible for me to be more confident in new situations					
Given me a chance to improve my interpersonal skills					
Helped me learn to handle responsibility and use my time wisely					
Helped me discover new aspects of myself that I didn't know existed before					
Helped me develop new interests and abilities					
Helped me clarify my career goals					
Allowed me to acquire information and/ or use equipment not available at my Institute					
Allowed me to realize socio-economic issues in the society repeated					

- The faculty mentor extended guidance and mentoring through-out the CEP process:

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree

- Were you able to accomplish the initial goals, tasks and new skills that were set down in CEP plan?

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree

- Considering your overall experience, how would you rate this CEP? (Circle one):

Poor/ Satisfactory/ Good/ Excellent

- Give suggestions as to how your CEP experience could have been improved."

(Please mark ✓ for areas that were satisfactory and ✗ for areas that need improvement)

Aspect of CEP Experience

- Clear orientation and briefing at the start
- Relevance of project to academic learning
- Availability and support from internal guide
- Adequate field exposure and hands-on engagement
- Clarity in roles and responsibilities
- Time provided for the completion of project

Signature of Student

Name

Date:

Under the Guidance of

Hon'ble Vice Chancellor
Prof. Dr. Ravindra Kulkarni

Hon'ble Pro-Vice Chancellor
(Prin.) Dr. Ajay Bhamare

CEP Guidelines Draft Committee

Prof. Shivram S. Garje Off. Dean (Science and Technology)	Convener
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Prof. Smita Shukla Director, Alkesh Dinesh Mody Institute of Finance and Management Studies	Member
---	--------

Prof. Manisha A. Karne Off. Associate Dean (Humanities) and Director, Mumbai School of Economics and Public Policy	Member
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Prof. Priya Vaidya Head, Department of Philosophy	Member
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Dr. Suchitra Naik Off. Associate Dean (Humanities) and Principal, K.G. Joshi College of Arts & N.G. Bedekar College of Commerce	Member
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Prof. Vishwanath Patil I/c Director, National Centre for Nanoscience and Nanotechnology	Member
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