

**Sem. – II**

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

<b>SEMESTER II</b>			
<b>PARTICULARS</b>	<b>COURSES</b>	<b>CREDITS</b>	<b>TEACHING HOURS</b>
<b>MAJOR (MANDATORY)</b>	<b>OVERVIEW OF PRINT PRODUCTION</b>	<b>2</b>	<b>30</b>
	<b>BASICS OF RADIO &amp; TV</b>	<b>2</b>	<b>30</b>
	<b>INTRODUCTION TO NEW MEDIA</b>	<b>2</b>	<b>30</b>
<b>MAJOR (ELECTIVES)</b>	<b>NIL</b>	<b>-</b>	<b>-</b>
<b>MINOR</b>	<b>NIL</b>	<b>2</b>	<b>30</b>
<b>OPEN ELECTIVES</b>	<b>NIL</b>	<b>2</b>	<b>30</b>
<b>VOCATION SKILL COURSE</b>	<b>TRANSLATION SKILLS</b>	<b>2</b>	<b>30</b>
<b>SKILL ENHANCEMENT COURSE</b>	<b>INTRODUCTION TO COMPUTERS - II</b>	<b>2</b>	<b>30</b>

## OVERVIEW OF PRINT PRODUCTION

Module	Topics	Description	Hours
01	The Print	<ol style="list-style-type: none"> <li>1. Basics of Print – <ul style="list-style-type: none"> <li>• Hard copy from Hard (Physical)</li> <li>• Hard copy from Soft (Digital)</li> </ul> </li> <li>2. Production = Mass Print – <ul style="list-style-type: none"> <li>• Multiple impressions</li> <li>• Master to inking &amp; Impression</li> <li>• Creating master</li> </ul> </li> <li>3. Early Printing – <ul style="list-style-type: none"> <li>• European (14<sup>th</sup> Century) Gutenberg</li> <li>• Japanese (597AD) Buddhism</li> <li>• Indian (4<sup>th</sup> Century) Clay tablets</li> <li>• China – Print On paper</li> </ul> </li> </ol>	10
02	Technologies	<ol style="list-style-type: none"> <li>4. Criteria – Mass printing <ul style="list-style-type: none"> <li>• Economy – Cost effectiveness</li> <li>• Speed – Number of copies</li> <li>• Quality – How good &amp; clear</li> <li>• Consistency – From first to last</li> </ul> </li> <li>5. Job size – Minimum quantity required</li> <li>6. Printing surface – Suitable to technology</li> </ol>	
03	Technologies in practice	<ol style="list-style-type: none"> <li>7. Mass Printing – <ul style="list-style-type: none"> <li>• Letterpress – Relief</li> <li>• Gravure – Recessed</li> <li>• Lithography (Offset) – plan-o-graphic</li> <li>• Flexography – Modern letterpress</li> <li>• Silk-screen (Screen printing) – Screen making/ Stencil</li> <li>• Digital – Free of all (Lazor, inkjet, Plotter, Flex)</li> </ul> </li> </ol>	10
04	Stages	<ol style="list-style-type: none"> <li>8. Pre-press – <ul style="list-style-type: none"> <li>• Compositing</li> <li>• Colour separation</li> <li>• Halftone</li> </ul> </li> <li>9. Resolution – Quality of Print <ul style="list-style-type: none"> <li>• DPI/ LPI</li> <li>• Publication Resolution</li> <li>• Flex Resolution</li> <li>• DPI-LPI v/s viewing distance</li> </ul> </li> <li>10. Press – Transfer of Impression <ul style="list-style-type: none"> <li>• One side direct/ Indirect</li> </ul> </li> </ol>	

		<ul style="list-style-type: none"> <li>• Back to Back/ Indirect (blanket)</li> <li>• Progressive content (Digital)</li> <li>• Sheet-fed v/s Web-fed</li> </ul> <p>11. Post-press – Finishing</p> <ul style="list-style-type: none"> <li>• Book Binding techniques</li> <li>• Creasing/ Die cutting/</li> <li>• Packaging</li> <li>• Labels, Stickers, Tags</li> <li>• UV Coating, Lamination</li> <li>• Embossing</li> </ul>	
05	Commercial Aspects	<p>12. Costing &amp; Economy</p> <ul style="list-style-type: none"> <li>• Types of paper</li> <li>• Base &amp; Surface</li> <li>• Thickness – GSM</li> <li>• Types of Ink</li> <li>• Job size – Minimum Quantity</li> </ul> <p>13. Colour Printing</p> <ul style="list-style-type: none"> <li>• Four colour CMYK</li> <li>• Seven colour CMYK-RGB</li> <li>• Foil print</li> <li>• Fragrance &amp; Texture Print</li> </ul> <p>14. Future Trends – Brief comment on Evolution in Print time to time as current trends then, e.g.</p> <ul style="list-style-type: none"> <li>• 3D Print etc.</li> </ul>	10

## BASICS OF RADIO & TELEVISION

Module	Topics	Hours
<b>01</b>	<p>Evolution and growth of radio &amp; Television</p> <p>A. Evolution and growth of radio  Satellite radio – The evolution &amp; growth  AIR and Community radio – Developmental &amp; Educational role  Internet radio &amp; Private FM Channels broadcast on Internet</p> <p>B. Evolution and growth of TV  Evolution and growth of Private and Satellite channels  Growth of private International , National, Regional TV Networks and fierce  Competition for ratings  Satellite Television Broadcast – Television channels for niche audiences – entertainment, news, sports, science, health &amp; lifestyle. HDTV telecast  Proliferation of DTH services.</p>	<b>10</b>

<b>02</b>	<p>Regional channels</p> <p>A. Rise of regional channels and Importance of regional channels in India &amp; Globally</p> <p>B. Trends in regional radio and Television channels.</p>	
<b>03</b>	<p>News and other non-fictional formats</p> <p>A. TRP – breaking news on television and the TRP race</p> <p>B. Panel discussions – How panel discussions can make the public opinion</p> <p>C. Interviews – Radio and Television interview technique</p> <p>D. Anchoring – qualities of good anchor, voice modulation</p> <p>E. Radio Jockey – Understanding your audience first, voice modulation, clear diction, accurate pronunciation</p>	<b>10</b>
<b>04</b>	<p>Writing for Broadcast media - ( radio and Television)</p> <p>A. Preparation of audio and video briefs – Idea generation, scripting, storyboard</p> <p>B. Scripting – Scripting for – Interviews/Documentary/Feature/Drama/Skits on Radio and TV</p> <p>C. Ethics – Ethics including Censorship in presentation of News, Code of conduct, Fact Checking.</p>	
<b>05</b>	<p>Emerging Trends – Mobile technology, social media and Web: eg</p> <p>A. Hotstar</p> <p>B. Voot</p> <p>C. Sony Live</p>	<b>10</b>
<b>06</b>	<p>Digital story telling/Features –</p> <p>A. Story idea</p> <p>B. Development and presentation</p> <p>C. Web Series</p>	
<b>07</b>	<p>Current and Emerging trends in electronic media</p> <p>A. 24/7 news broadcast – Features/ Audience effectiveness, advertisements and dumbing down of News</p> <p>B. Convergence and Multimedia – Use of Facebook and twitter handles by Radio and TV channels</p> <p>C. Internet TV/Radio</p> <p>D. Mobile TV/Radio</p>	

## INTRODUCTION TO NEW MEDIA

<b>PROGRAM</b>	<b>BAMMC</b>
<b>YEAR</b>	<b>F.Y.B.A.M.M.C</b>
<b>SEMESTER</b>	<b>II</b>
<b>COURSE:</b>	<b>INTRODUCTION TO NEW MEDIA</b>
	<b>Major Mandatory (2 credits)</b>
<b>COURSE CODE</b>	
<b>PAPER</b>	
<b>TOTAL MARKS</b>	<b>50 (30:20)</b>
<b>NO OF LECTURES</b>	<b>30</b>
<b>SEMESTER II</b>	
<b>COURSE CODE</b>	<b>COURSE NAME &amp; DETAILED SYLLABUS</b>
<b>BAMMCEC-1-101</b>	<b>INTRODUCTION TO NEW MEDIA</b>
<b>COURSE OUTCOME:</b>	
<p>Upon completion of this course, students should be able to:</p> <ul style="list-style-type: none"> <li>• To familiarize students with the concept of new media and its significance in the field of multimedia mass communication.</li> <li>• To explore the historical development and evolution of new media technologies.</li> <li>• To examine the impact of new media on society, culture, and communication.</li> <li>• To analyze the characteristics, functions, and uses of various new media platforms.</li> <li>• To develop practical skills in navigating, creating, and evaluating new media content.</li> <li>• To encourage critical thinking and ethical considerations in the use of new media.</li> </ul>	
<b>1</b>	<b>Introduction to New Media</b>
	<ul style="list-style-type: none"> <li>• Definition and scope of new media</li> <li>• Distinction between traditional and new media</li> <li>• Historical overview of new media technologies</li> <li>• The convergence of media technologies</li> </ul>
<b>2</b>	<b>Cloud technologies and cloud services and its application in media</b>
	<ul style="list-style-type: none"> <li>• Content Storage and Delivery</li> <li>• Video Streaming and Distribution</li> <li>• Content Production and Collaboration</li> <li>• Media Asset Management</li> <li>• Live Broadcasting and Remote Production</li> <li>• Content Monetization and Analytics</li> </ul>
<b>3</b>	<b>IOT and its Application in media</b>
	<ul style="list-style-type: none"> <li>• Smart Devices for Content Consumption,</li> <li>• Audience Measurement and Analytics</li> <li>• Content Distribution and Delivery</li> <li>• Personalized Advertising and Targeting:</li> <li>• Smart Production and Asset Management</li> </ul>

	<ul style="list-style-type: none"> <li>• Interactive and Immersive Experiences.</li> <li>• Smart Advertising Displays.</li> </ul>
<b>4</b>	<b>Augmented reality and virtual reality and its application in Media</b>
	<ul style="list-style-type: none"> <li>• Immersive Storytelling</li> <li>• Virtual Tours and Travel Experiences</li> <li>• Live Events and Broadcasting</li> <li>• Gaming and Entertainment</li> <li>• Advertising and Marketing</li> <li>• News and Journalism</li> </ul>
<b>5.</b>	<b>Machine Learning and Artificial Intelligence (AI) and its application in media industry</b>
	<ul style="list-style-type: none"> <li>• Content Creation and Curation</li> <li>• Audience Insights and Personalization</li> <li>• Automated Transcription and Translation</li> <li>• Video and Image Analysis</li> <li>• Ad Targeting and Optimization</li> <li>• Automated Content Moderation</li> <li>• Voice Assistants and Chatbots</li> <li>• Predictive Analytics and Audience Engagement</li> <li>• Data Analytics and Decision-Making</li> <li>• Virtual Assistants and Automated Newsrooms</li> </ul>
<b>6.</b>	<b>Creative Programming Technologies</b>
	<ul style="list-style-type: none"> <li>• Generative Adversarial Networks (GANs)</li> <li>• Creative Coding Frameworks and Libraries:</li> <li>• Blockchain and Cryptocurrencies</li> <li>• Data Visualization and Infographics</li> </ul>
<b>7.</b>	<b>Big data and application of big data in media</b>
	<ul style="list-style-type: none"> <li>• Audience Analytics and Segmentation</li> <li>• Content Recommendation Systems</li> <li>• Real-time Analytics for Content Performance</li> <li>• Ad Targeting and Personalization</li> <li>• Social Media Analytics and Sentiment Analysis</li> <li>• Content Optimization and A/B Testing</li> <li>• Predictive Analytics and Forecasting</li> </ul>
<b>8.</b>	<b>Online Gaming and its application in Media</b>
	<ul style="list-style-type: none"> <li>• Esports</li> <li>• Game Streaming</li> <li>• Gaming Content Creation</li> <li>• Gaming Journalism and News</li> <li>• Integration of Gaming into Traditional Media</li> <li>• Advertising and Sponsorship.</li> </ul>

	<ul style="list-style-type: none"> <li>• Community Engagement and Social Interaction</li> </ul>
	<p><b>Reference Books:</b></p>
	<ol style="list-style-type: none"> <li>1. "Cloud Computing for Media and Entertainment Industry" by Eshwar Pittampalli</li> <li>2. "The Internet of Things: Key Applications and Protocols" by Olivier Hersent, David Boswarthick, and Omar Elloumi</li> <li>3. "Augmented Human: How Technology Is Shaping the New Reality" by Helen Papagiannis -</li> <li>4. "Artificial Intelligence for Media and Entertainment" by Edward Ross</li> <li>5. "Data Science for Media and Entertainment" by Maya R. Gupta, Ramesh Jain, and Vishal Monga</li> <li>6. "Data Science for Media and Entertainment" by Maya R. Gupta, Ramesh Jain, and Vishal Monga</li> <li>7. "Online Gaming in Context: The Social and Cultural Significance of Online Games" by Garry Crawford and Victoria K. Gosling</li> </ol>
<p><b>SYLLABUS DESIGNED BY:</b></p>	<ol style="list-style-type: none"> <li>1. DR. HANIF LAKDAWALA</li> <li>2. MS. AMRIN MOGER</li> </ol>
<p><b>INTERNAL EVALUATION METHODOLOGY:</b></p>	<p>(any two to be selected- one individual and one group evaluation)</p> <ol style="list-style-type: none"> <li>1. ORAL &amp; PRACTICAL PRESENTATIONS</li> <li>2. PROJECTS / ASSIGNMENTS</li> <li>3. DEBATES /GROUP DISCUSSION</li> <li>4. OPEN BOOK TESTS</li> <li>5. QUIZ</li> </ol>

# TRANSLATION SKILLS

## COURSE OUTCOME:

- to identify and discuss basic concepts and problems in the area of Translation Studies.
- to provide an opportunity for an in-depth and hands-on study of many areas of applied translation and linguistics (e.g. semantics, pragmatics, sociolinguistics, and others) in the context of interlingual and intercultural transfer of meaning.
- To introduce the students to several modes and types of translation, as well as translation strategies and techniques
- To familiarize students with the role and functions of translator/interpreter in the process of intercultural communication.
- To introduce the students to concepts of translation/interpreting for specific purposes (legal translation and court interpreting; health care interpreting; conference interpreting; technical translation; literary translation; translation of advertising, entertainment and journalism material

MODULE	TOPICS	DETAILS	Hours
I	<b>BASICS OF TRANSLATION</b>	A. What is Translation? How is it done in different modes and disciplines and application in media. B. Myths about Translation. Meaning of Faithful Translation (The Task of the Translator, Walter Benjamin's essay). C. Learning how to translate: Communicative translation. Transliteration as the failure of translation	5
II	<b>TYPES OF TRANSLATION</b>	A. Formal translation and Word to Word translation: Verbal, literal and lexical level B. Semantic Translation C. Grammatical level, including symbols, images, literary devices and style in translation. D. Adaptation and Transfer of form or Inter-Media Translation: E. Media Transfer in fiction to film or drama to film and so on. Elements of Style. (practical and INTERNAL marks) F. Use of imagery, non-verbal communication and intonation in translation. G. Free Translation: The Translator's license and question of zero translatability	10
III	<b>TRANSLATION AND ADAPTATION</b>	A. Translating biographies of important personalities in cinematic or dramatic style. B. Film Adaptations: making films out of literary stories, fiction or plays	
IV	<b>CULTURAL KNOWLEDGE AND COMPUTER</b>	A. Translation as Transference of Meaning, as Interpretation and as a Political,	10

	<b>ASSISTED TRANSLATION (CAT)</b>	Social Protest in the different streams of writing (the Feminist, Post-Colonial and Postmodern literature B. Understanding differences between people with different backgrounds. Moral, spiritual values, customs and traditions Idioms and phrases, references and slang, etc C. Translation in Social Media and Literature: A Comparative glance D. Understanding Computer Assisted Computer softwares	
V	<b>JOBS AS TRANSLATORS</b>	A. Roles and responsibilities 2. New possibilities in Literature, National and International education, International Affairs, law, business, finance, science, technology and medicine	5

**SYLLABUS DESIGNED BY:**

1. MS. SHAMALI GUPTA
2. MR. GAJENDRA DEODE

**INTERNAL EVALUATION METHODOLOGY:**

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

1. WRITTEN & PRACTICAL PRESENTATIONS
2. GROUP ASSIGNMENT ON ANY 10 PERSONALITIES AND THEIR BIOGRAPHIES
3. translate a literary text of about 1200 words from any Indian language to be translated into English or the other way by the students and comment on the experiment with the discussion on the original text, problems faced and the solutions found or not found in the process of translation

**REFERENCE BOOKS/JOURNALS/MANUALS:**

1. Baker, Mona and Gabriela Saldanha, eds. Routledge Encyclopaedia of Translation
2. Studies. Routledge, London/New York, 1998.
3. Bassnett, Susan-McGuire. Translation Studies. Methun /Routledge, London, 1980.
4. Bassnett, Susan-McGuire and Andre Lefever (eds). Translation, History and Culture. Pinter Publishers, London, 1990.
6. Lakshmi, H (ed). Problems of Translation. Hyderabad: Books links Corporation, 1993.
7. Mukherjee, Sujit. Translation as Discovery. Orient Longman, 1994.
8. Robinson, Douglas(ed). Western Translation Theory from Herodotus to Nietzsche. St Jerome publishing, Manchester, 1997

## Introduction to Computers II

COURSE CODE		COURSE NAME	
		<b>Introduction to Computers II</b>	
<b>Syllabus</b>			
Modules		Details	Hours
<b>1</b>	<b>Photoshop: Advanced Image Editing</b>		
	<b>1. Working with multiple images</b>	<b>Mixing</b> Selection marquee, Lasso, Magnetic lasso, feather	<i>10</i>

		Slice tool, Erase tool Pen tool and image tracing Clone tool, Stamp tool	
	<b>2. Image Effects</b>	<b>Editing</b> Burning, Dodging Smudge, Sharpen, Blur Eyedropper, Choosing colour Swatches, Colour pick Filters	
	<b>3. Working with Layers</b>	<b>Layer basics</b> Changing background, Gradient Moving linking aligning layers Applying Transformations Masking layers Masks and extractions Layer effects, Adjustment layers	
	<b>4. Wonders of Blend Modes</b>	Blend modes Advanced blending options Layer blends	
	<b>5. Fully Editable Text</b>	Text as art, Glyphs, Creative text Type mask tool, Image in text Text to path and Direct selection Path selection (black arrow) Creating Professional design using all the tools	
<b>2</b>	<b>Adobe Illustrator: Vector based Drawing software</b>		
	<b>1. Introduction to Adobe Illustrator</b>	Illustrator Interface, Tool Box, Panels and Bars Importing files in illustrator, Different file formats	10
	<b>2. Using text</b>	Artistic and paragraph text, Formatting Text, Embedding Objects into text, Wrapping Text around Object, Linking Text to Objects	
	<b>3. Creating Simple designs</b>	Text based logo replication, Shape based logo replica, Creating new symbols, Fill colour, Outline colour, Weight and opacity	
	<b>4. Applying effects</b>	Power of Blends, Distortion and contour Effects, Envelopes, Lens effects, Transparency, Creating Depth Effects and Power Clips	
	<b>5. Exporting in Illustrator</b>	Exporting, Types of export, Exporting for other soft wares	
<b>3</b>	<b>InDesign: Layout Software</b>		
	<b>1. Introduction to Adobe In Design</b>	List the menus, List the tools, Palettes Benefits of using In Design, Application of In Design	
	<b>2. Text Edits in</b>	Format of text,	

	<b>InDesign</b>	Character and Paragraph Bars Purpose of text selection, Aligning text in different design formats, Text alignment with embedded images	
	<b>3. Using palettes</b>	Using palettes for different types of publications made in InDesign, Magazine in InDesign, Paragraph styles Newspaper in InDesign, Paragraphs type palate, Text wrap palate	
	<b>4. Colour correction in InDesign</b>	Embedding images in proper formats, Colour correction on the images, Adjusting according to the color tone of the publication	
	<b>5. Exporting files</b>	Types of files, Exporting for different publications/templates, Newspaper, magazine, etc.	
		<b>Managing quality while exporting,</b>	
		<b>Rendering and maintain file format,</b>	
		<b>Improving quality and time to render techniques</b>	
<b>4</b>	<b>Adobe Dreamweaver: Web designing software</b>		
	<b>1. Introduction to Dreamweaver</b>	Workspace overview Document toolbar, Document window, Panel groups, Files pane, Property inspector, Tag selector Defining website in Dreamweaver	10
	<b>2. Working with DW</b>	Creating Dreamweaver template Page layout in DW CSS layouts: advantages and disadvantages Creating HTML pages, Insert content and form Creating Forms in DW	
	<b>3. Linking pages</b>	Using DW to accomplish basic web page development, Page properties Title, Background image, BG colour, Text colour, Links	
	<b>4. Using Tables</b>	Cell padding, cell spacing, Border Table basics: Colour BG in cell, Invisible tables, Changing span, Making image into clickable link	
	<b>5. Typo in DW</b>	Changing Font typefaces, size, style, colours Text to hyperlink	
	<b>Total</b>		
<b>Syllabus Committee Members</b>			
<ol style="list-style-type: none"> <li>1. Prof. Arvind Parulekar (Convener)</li> <li>2. Pro. Izaz Ansari (Subject Expert)</li> <li>3. Mr. Ashish Gandhre (Industry Expert)</li> </ol>			
<b>Sr. no.</b>	<b>Project/Assignment</b>	<b>Reason/Justification</b>	
01 Print	Preparing a magazine or a series of posters of different size (type of a campaign	Taking example of magazines or daily newspapers, students can come up with a sample. This will help them be industry ready with a fair hands-on-	

	promotion) using either InDesign or PS or Illustrator	experience.
02 Electronic	Making a short clip with the use of premiere	Making a short video clip with premiere to edit out a short clip (short film/ad/news reel, etc.) Embedding video with Dreamweaver

**Bibliography:**

- Photoshop Bible, McLeland ,Willey Publication
- Adobe Illustrator Classroom in a book: Adobe House
- InDesign: Classroom in a book Kelly Kordes and Tina DeJarld Adobe
- Adobe Premiere Pro: Practical Video Editing
- Dreamweaver: Web designing made easy: Todd Palamar

### CREDIT STRUCTURE AND WEIGHTAGE OF MARKS

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

### PAPER PATTERN – 1 (30 MARKS)

**Semester End Examination: 30 Marks**

**Time: 1.00 hr**

#### QUESTION PAPER PATTERN

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

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

Note:

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

#### Continuous Evaluation: Internal (20 marks)

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

## PAPER PATTERN – 2 (60 MARKS)

**Semester End Examination: 60 Marks**

**Time : 2.00 hr**

### QUESTION PAPER PATTERN

Question.1. is compulsory

Attempt any 3 from Q2. –Q.5

Each question carries 15 Marks

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

Note:

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

### Continuous Evaluation: Internal (40 marks)

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

### Letter Grades and Grade Points:

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

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

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

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

**Sign of the Offg. Dean  
Dr. Anil Singh  
Humanities**

## Appendix B

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

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

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

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

**Sign of the Offg. Dean**  
**Dr. Anil Singh**  
**Humanities**

## As Per NEP 2020

# University of Mumbai



<b>Syllabus for Basket of Minor</b>	
<b>Board of Studies in Commerce</b>	
<b>UG First Year Programme in Travel &amp; Tourism</b>	
<b>Semester II</b>	
<b>Title of Paper</b>	<b>Credits</b>
<b>I) Foundation of Human skills</b>	<b>02</b>
<b>From the Academic Year</b>	<b>2024-2025</b>

<b>PROGRAM</b>	<b>B. Com (Travel &amp; Tourism)</b>
<b>YEAR</b>	<b>F.Y.B. Com (Travel &amp; Tourism)</b>
<b>SEMESTER</b>	<b>II</b>
<b>COURSE:</b>	<b>Foundation of Human Skills</b>
	<b>Minor (Two credits)</b>
<b>COURSE CODE</b>	
<b>PAPER</b>	
<b>TOTAL MARKS</b>	<b>50 (30:20)</b>
<b>NO OF LECTURES</b>	<b>30</b>
<b>SEMESTER -II</b>	
<b>COURSE CODE</b>	<b>COURSE NAME &amp; DETAILED SYLLABUS</b>
	Foundation of Human Skills
<b>Course Description</b>	
<p>The "Foundation of Human Skills" course is designed to provide students with an understanding of the fundamental skills necessary for personal and professional success in the travel and tourism industry. This course focuses on the development of essential interpersonal skills, effective communication techniques, leadership qualities, and team dynamics. It aims to prepare students to navigate the complexities of human interactions in a diverse and dynamic work environment, fostering a positive and productive atmosphere in travel and tourism settings.</p>	
<b>Course Objectives</b>	
<ul style="list-style-type: none"> <li>• To enhance students' ability to interact effectively with individuals and groups in various travel and tourism contexts.</li> <li>• To understand the importance of empathy, emotional intelligence, and active listening in professional interactions.</li> <li>• To provide students with the tools and techniques for effective verbal and non-verbal communication.</li> <li>• To explore different leadership styles and their applicability in travel and tourism settings.</li> <li>• To understand the principles of team dynamics and how to foster a collaborative team environment.</li> <li>• To foster self-awareness, self-regulation, and continuous personal development.</li> </ul>	
<b>COURSE OUTCOME:</b>	
<p>Upon completion of this course, students should be able to:</p> <ul style="list-style-type: none"> <li>• Develop effective communication skills for various contexts.</li> <li>• Apply critical thinking and problem-solving techniques to analyze and resolve complex issues.</li> <li>• Understand the importance of teamwork and develop skills for effective collaboration.</li> <li>• Explore leadership theories and practices for personal and professional growth.</li> <li>• Cultivate emotional intelligence and self-awareness for improved interpersonal relationships.</li> </ul>	
<b>1</b>	<b>Understanding of Human Nature</b>

	<ul style="list-style-type: none"> <li>• Concept of man, individual differences, factors affecting individual differences, Influence of environment</li> <li>• Determinants of personality, Personality traits theory,</li> <li>• Big five model,</li> <li>• Personality traits important for organizational behavior like authoritarianism, Locus of control, Machiavellianism, introversion-extroversion achievement orientation, self– esteem, risk taking, self-monitoring and type A and B personalities,</li> <li>• Concept of understanding self through JOHARI WINDOWS,</li> <li>• Nature and components of attitude, Functions of attitude,</li> <li>• Ways of changing attitude,</li> <li>• Reading emotions</li> </ul>
<b>2</b>	<b>Introduction to Group Behavior</b>
	<ul style="list-style-type: none"> <li>• <b>Group Dynamics:</b> Nature, types, group behavior model (roles, norms, status, process, structures)</li> <li>• <b>Team effectiveness:</b> nature, types of teams, ways of forming an effective team, Setting goals.</li> </ul>
<b>3.</b>	<b>Organizational processes and system.</b>
	<ul style="list-style-type: none"> <li>• <b>Power and politics:</b> nature, bases of power, politics nature, types, causes of organizational politics, political games.</li> <li>• <b>Organizational conflicts and resolution:</b> Conflict features, types, causes leading to organizational conflicts, levels of conflicts, ways to resolve conflicts through five conflicts resolution strategies with outcomes</li> </ul>
<b>4.</b>	<b>Organizational Culture and Motivation at work place</b>
	<ul style="list-style-type: none"> <li>• <b>Organizational Culture:</b> <ul style="list-style-type: none"> <li>▪ Characteristics of organizational culture.</li> <li>▪ Types, functions and barriers of organizational culture</li> <li>▪ Ways of creating and maintaining effective organization culture</li> </ul> </li> <li>• <b>Motivation at workplace:</b> Concept of motivation theories of motivation in an organizational setup. <ul style="list-style-type: none"> <li>▪ Maslow Need Hierarchy</li> <li>▪ Hertzberg Dual Factor theory</li> <li>▪ McGregor theory X and theory Y.</li> </ul> Ways of motivating through carrot (positive reinforcement) and stick (negative reinforcement) at workplace. </li> </ul>
	<b>Reference Book</b>

	<ol style="list-style-type: none"> <li>1. Organizational Behaviour: Text and Cases" by Kavita Singh, Publisher: Pearson Education India</li> <li>2. "Soft Skills: Enhancing Employability" by M. S. Rao, Publisher: I.K. International Publishing House Pvt. Ltd</li> <li>3. "Interpersonal Skills and Management" by Arun Kumar, Publisher: Himalaya Publishing House</li> </ol>															
	<p><b>Internal Continuous Assessment: 40%</b></p> <ol style="list-style-type: none"> <li>1. PROJECTS/ ASSIGNMENTS</li> <li>2. ORAL &amp; PRACTICAL PRESENTATIONS</li> <li>3. GROUP INTERACTIONS</li> <li>4. DEBATES &amp; DISCUSSIONS</li> <li>5. QUIZ</li> </ol>															
	<p><b>External, Semester End Examination</b>  <b>Format of Question Paper:</b> for the final examination</p> <p>Question.1 is compulsory.  Attempt any 1 from Q2. And Q3.  Each question carries 15 Marks</p> <table border="1" data-bbox="407 913 1487 1171"> <thead> <tr> <th>Question No</th> <th>Questions</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Q 1</td> <td>Practical/ Case study</td> <td>15</td> </tr> <tr> <td>Q 2</td> <td>Practical/ Theory</td> <td>15</td> </tr> <tr> <td>Q 3</td> <td>Practical/ Theory</td> <td>15</td> </tr> <tr> <td></td> <td><b>TOTAL</b></td> <td><b>30</b></td> </tr> </tbody> </table> <p>Note:</p> <ol style="list-style-type: none"> <li>1. Equal Weightage is to be given to all the modules.</li> <li>2. Internal option shall be given in Q1.</li> <li>3. 15 marks question may subdivide into 7.5 marks each. Internal option shall be given, i.e attempt any two out of three. For direct 15 Marks question option should be given. Attempt any one out of two.</li> <li>4. Use of simple calculator is allowed in the examination.</li> <li>5. Wherever possible more importance is to be given to the practical problems.</li> </ol>	Question No	Questions	Marks	Q 1	Practical/ Case study	15	Q 2	Practical/ Theory	15	Q 3	Practical/ Theory	15		<b>TOTAL</b>	<b>30</b>
Question No	Questions	Marks														
Q 1	Practical/ Case study	15														
Q 2	Practical/ Theory	15														
Q 3	Practical/ Theory	15														
	<b>TOTAL</b>	<b>30</b>														

**Semester End Examination: 30 Marks**

**Time : 1.00 hr**

**QUESTION PAPER PATTERN**

**Attempt any 3 out of 5 questions**

<b>Question No</b>	<b>Questions</b>	<b>Marks</b>
Q 1	Practical/ Theory	10
Q 2	Practical/ Theory	10
Q 3	Practical/ Theory	10
Q 4	Practical/ Theory	10
Q 5	Practical/ Theory	10
	<b>TOTAL</b>	<b>30</b>

Note:

1. Equal Weightage is to be given to all the modules.
2. 10 marks question may subdivided into 5 marks each.
3. Use of simple calculator is allowed in the examination.
4. Wherever possible more importance is to be given to the practical problems.

**Continuous Evaluation: Internal (20 marks)**

	<b>Assessment/ Evaluation</b>	<b>Marks</b>
1	Class Test during the lectures. (Physical / Online mode). (Short notes/ MCQ's / Match the Pairs/ Answer in one sentence/ puzzles)	10
2	Participation in Workshop/ Conference/ Seminar/ Case Study/ Field Visit/ Certificate Course. (Physical/online mode)	10

**Letter Grades and Grade Points:**

<b>Semester GPA/ Programme CGPA Semester/ Programme</b>	<b>% of Marks</b>	<b>Alpha-Sign/ Letter Grade Result</b>	<b>Grading Point</b>
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

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Bhagat  
BOS in Commerce**

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& Management**

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Prof. Dr. Kishori  
Bhagat  
Faculty of Commerce  
& Management**

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Offg. Dean  
Prof. Kavita Laghate  
Faculty of  
Commerce &  
Management**

## As Per NEP 2020

# University of Mumbai



<b>Syllabus for Basket of AEC</b>	
<b>Board of Studies in HINDI</b>	
<b>UG First Year Programme</b>	
<b>Semester</b>	<b>II</b>
<b>Title of Paper</b>	<b>Credits</b>
हिन्दी भाषा : कौशल के आधार	2
<b>From the Academic Year</b>	<b>2024-25</b>

Sr. No.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<p style="text-align: center;"><b>हिन्दी भाषा : कौशल के आधार</b></p> <p>हिंदी राजभाषा होने के साथ-साथ भारत में बोलीजने वाली एक प्रमुख भाषा है। भारत के अधिकांश निवासी और यहां तक कि भारत के बाहर बसनेवाले भारतवंशी भी अपने दैनिक आपसी वार्तालाप, कार्य-व्यवहार में हिंदी भाषा का ही प्रयोग करते हैं। विश्व की प्रमुख पांच भाषाओं के अंतर्गत हिंदी का अस्तित्व है, इस दृष्टि से हिंदी को लेकर विभिन्न प्रकार के कौशल सीखे और सिखाए जा सकते हैं। विद्यार्थियों के लिए हिंदी एक सामान्य भाषा होने के साथ विशेष भाषा तब बन जाती है जब वह हिंदी के माध्यम से अपने कौशल में अभिवृद्धि करें, हिंदी के माध्यम से रोजगार के कई अवसरों को प्राप्त करें। इस दृष्टि से पाठ्यक्रम अत्यंत लाभवर्धक और उपयोगी सिद्ध होगा। हिंदी भाषा में कौशल विकास की असीम संभावनाएं हैं और कौशल के विभिन्न आयाम जुड़े हुए हैं जो अलग-अलग दिशाओं में देखे जा सकते हैं। पाठ्यक्रम विद्यार्थियों में लेखन, वाचन कौशल की अभिवृद्धि करने के साथ रोजगारपरक अवसर प्रदान करता है।</p>
2	<b>Vertical :</b>	Open Elective
3	<b>Type :</b>	Theory
4	<b>Credit:</b>	2 credits ( 1 credit = 15 Hours for Theory in a semester )
5	<b>Hours Allotted :</b>	30 Hours
6	<b>Marks Allotted:</b>	50 Marks
7	<b>Course Objectives: ( List some of the course objectives )</b> <ol style="list-style-type: none"> <li>1. विद्यार्थियों को लेखन, वाचन कौशल का ज्ञान देना एवं रोजगार के अवसरों से जोड़ना।</li> <li>2. विद्यार्थियों को लेखन, वाचन कौशल से परिचय करते हुए अभिव्यक्ति की शैलियों का विकास करना।</li> <li>3. विद्यार्थियों को भाषण कला के विविध रूपों को समझाना, मौलिकता में अभिवृद्धि लाना एवं विशेषज्ञता दिलाना।</li> <li>4. विद्यार्थियों को श्रवण कौशल की विशेषताओं से परिचय कराते हुए श्रवण कौशल के लाभों से अवगत कराना।</li> </ol>	

8	<p><b>Course Outcomes:</b> ( List some of the course outcomes )</p> <p>CO-1) विद्यार्थियों को लेखन, वाचन कौशल के ज्ञान प्राप्ति के साथ मौलिक अभिव्यक्ति में बदलाव आएगा।</p> <p>CO-2) विद्यार्थियों का लेखन, वाचन कौशल द्वारा मानसिक विकास होगा, पठन-शक्ति, शैली का विकास होगा।</p> <p>CO-3) विद्यार्थियों को लेखन, भाषण कौशल से भाषिक-शक्ति, शैलियों का संवर्धन होगा विशेषज्ञता आएगी।</p> <p>CO-4) विद्यार्थियों को लेखन, वाचन, श्रवण, भाषण कौशल की विशेषताओं और उपयोगिता का ज्ञान प्राप्त होगा।</p>									
9	<p><b>Modules:-</b></p> <table border="1" data-bbox="248 695 1518 1440"> <thead> <tr> <th data-bbox="248 695 467 751">इकाई</th> <th data-bbox="467 695 1255 751">पाठ</th> <th data-bbox="1255 695 1518 751">व्याख्यान संख्या</th> </tr> </thead> <tbody> <tr> <td data-bbox="248 751 467 1098">इकाई -1</td> <td data-bbox="467 751 1255 1098">           1. लेखन कौशल का अर्थ एवं स्वरूप            2. लेखन कौशल की उपयोगिता एवं महत्व            3. लेखन कौशल की विधियाँ            4. लेखन कौशल के भेद एवं विशेषताएँ            5. वाचन कौशल का अर्थ, स्वरूप एवं विशेषताएँ            6. वाचन कौशल की उपयोगिता            7. वाचन कौशल की विधियाँ एवं विशेषताएँ         </td> <td data-bbox="1255 751 1518 1098">व्याख्यान- 15 क्रेडिट- 01</td> </tr> <tr> <td data-bbox="248 1098 467 1440">इकाई -2</td> <td data-bbox="467 1098 1255 1440">           8. भाषण कौशल का अर्थ एवं स्वरूप            9. भाषण कौशल का महत्व एवं उपयोगिता            10. भाषण कौशल की विशेषताएँ            11. भाषण कौशल की विधियाँ            12. श्रवण कौशल का अर्थ एवं स्वरूप            13. श्रवण कौशल का महत्व एवं उपयोगिता            14. श्रवण कौशल की विशेषताएँ         </td> <td data-bbox="1255 1098 1518 1440">व्याख्यान- 15 क्रेडिट- 01</td> </tr> </tbody> </table>	इकाई	पाठ	व्याख्यान संख्या	इकाई -1	1. लेखन कौशल का अर्थ एवं स्वरूप 2. लेखन कौशल की उपयोगिता एवं महत्व 3. लेखन कौशल की विधियाँ 4. लेखन कौशल के भेद एवं विशेषताएँ 5. वाचन कौशल का अर्थ, स्वरूप एवं विशेषताएँ 6. वाचन कौशल की उपयोगिता 7. वाचन कौशल की विधियाँ एवं विशेषताएँ	व्याख्यान- 15 क्रेडिट- 01	इकाई -2	8. भाषण कौशल का अर्थ एवं स्वरूप 9. भाषण कौशल का महत्व एवं उपयोगिता 10. भाषण कौशल की विशेषताएँ 11. भाषण कौशल की विधियाँ 12. श्रवण कौशल का अर्थ एवं स्वरूप 13. श्रवण कौशल का महत्व एवं उपयोगिता 14. श्रवण कौशल की विशेषताएँ	व्याख्यान- 15 क्रेडिट- 01
इकाई	पाठ	व्याख्यान संख्या								
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10	<p><b>संदर्भ ग्रंथ सूची -</b></p> <ol style="list-style-type: none"> <li>1. हिंदी भाषा शिक्षण के विविध आयाम - प्राध्यापक डॉ. राठौर, किनले एडिशन</li> <li>2. अभिनव पत्र लेखन - डॉ अनिल सिंह</li> <li>3. हिंदी के व्यावहारिक रूप - डॉ संतोष मोटवानी, परिदृश्य प्रकाशन, मुंबई</li> <li>4. हिंदी भाषा लेखन कौशल - गुलीबाबा पब्लिकेशन प्राइवेट लिमिटेड</li> </ol>									

11	<b>Internal Continuous Assessment: 40%</b>	<b>External, Semester End Examination 60%</b> <b>Individual Passing in Internal and External Examination</b>
12	<b>Continuous Evaluation through:</b> <u>मूल्यांकन प्रारूप</u> <b>आंतरिक मूल्यांकन- 20- अंक</b>  रचनात्मक कार्य, प्रकल्प इत्यादि- 10 अंक, कक्ष शिक्षण के दौरान सहभागिता इत्यादि - 05 अंक अकादमिक, व्यावसायिक एवं कौशल संवर्धन गतिविधियाँ- 05 अंक कुलयोग -20 अंक	
13	<b>Format of Question Paper:</b> <u>बाह्य मूल्यांकन- लिखित परीक्षा- 30- अंक</u>  <u>निम्नलिखित तीन में से किन्हीं दो प्रश्नों के उत्तर लिखिए</u>  कुलयोग- 30 अंक	<u>परीक्षा अवधि- 01 घंटा</u>  <u>30 अंक</u>



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

**Sign of the  
Offg. Associate Dean  
Name of the Associate  
Dean  
Name of the Faculty**

**Sign of the  
Offg. Dean  
Name of the Offg. Dean  
Name of the Faculty**

## As Per NEP 2020

# University of Mumbai



<b>Syllabus for Basket of AEC</b>	
<b>Board of Studies in Marathi</b>	
<b>UG First Year Programme</b>	
<b>Semester</b>	<b>II</b>
<b>Title of Paper</b>	<b>Credits</b>
मुद्रित माध्यमांसाठी लेखन कौशल्ये	2
<b>From the Academic Year</b>	<b>2024-2025</b>

Sr. No.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<p style="text-align: center;"><b>मुद्रित माध्यमांसाठी लेखन कौशल्ये</b></p> <p>नवीन शैक्षणिक धोरण २०२०नुसार प्रथम वर्षात अध्ययन करणाऱ्या विविध अभ्यासशाखांमधील विद्यार्थ्यांनी 'क्षमता विकसन अभ्यासक्रम' (Ability Enhancement Course) या शीर्षकांतर्गत समाविष्ट असणाऱ्या अभ्यासपत्रिकेचे अध्ययन करणे अनिवार्य आहे. विद्यार्थ्यांमधील भाषिक क्षमता आणि भाषिक कौशल्ये विकसित करण्याच्या दृष्टीने 'आधुनिक भारतीय भाषा' या अभ्यासपत्रिकेचे स्वरूप निश्चित करावे, असे या धोरणात अपेक्षित आहे. मुद्रित माध्यमांतील विविध लेखन प्रकार आणि भाषिक उपयोजन इत्यादी घटकांचा विद्यार्थ्यांना परिचय करून देत संबंधित कौशल्ये विकसित करणे, या दृष्टीने प्रस्तुत अभ्यासपत्रिकेची आखणी करण्यात आली आहे.</p>
2	<b>Vertical :</b>	Ability Enhancement Course
3	<b>Type :</b>	Theory + Practical
4	<b>Credit:</b>	02 (1 credit = 15 Hours for Theory in a semester)
5	<b>Hours Allotted :</b>	30 Hours
6	<b>Marks Allotted:</b>	50 Marks
7	<b>Course Objectives:</b> (List some of the course objectives )	<ol style="list-style-type: none"> <li>१. मुद्रित माध्यमे आणि त्यातील लेखनाचे स्वरूप या घटकांचा परिचय करून देणे.</li> <li>२. मुद्रित माध्यमांतील विविध लेखनप्रकारांचा परिचय करून देणे.</li> <li>३. मुद्रित माध्यमांमधून प्रभावी लेखन करण्यासाठी आवश्यक असणाऱ्या क्षमता आणि तंत्रांचा परिचय करून देणे.</li> <li>४. मुद्रित माध्यमांतील लेखनप्रकारांनुसार भाषेच्या उपयोजनात होणारे बदल समजावून सांगणे.</li> <li>५. विद्यार्थ्यांना मुद्रित माध्यमांतील विविध लेखनप्रकारांचा सराव करण्याची संधी उपलब्ध करून देणे.</li> </ol>
8	<b>Course Outcomes:</b> (List some of the course outcomes)	<ol style="list-style-type: none"> <li>१. मुद्रित माध्यमे आणि त्यातील लेखनाचे स्वरूप याविषयी माहिती मिळेल.</li> <li>२. मुद्रित माध्यमांतील विविध लेखनप्रकारांचा परिचय होईल.</li> <li>३. मुद्रित माध्यमांमधून प्रभावी लेखन करण्यासाठी आवश्यक असणाऱ्या क्षमता आणि तंत्रांचा परिचय होईल.</li> <li>४. मुद्रित माध्यमांतील लेखनप्रकारांनुसार भाषेच्या वापरात होणारे बदल कळू शकतील.</li> <li>५. विद्यार्थ्यांना मुद्रित माध्यमांतील विविध लेखनप्रकारांचा अधिकाधिक सराव करण्याची संधी उपलब्ध होईल.</li> </ol>
9	<b>Modules:-</b> Per credit One module can be created  <b>Module 1:</b> घटक एक	

	<p>१. मुद्रित माध्यमांसाठी लेखन कौशल्ये : संकल्पना व स्वरूप  २. बातमी लेखन  ३. वृत्त लेख (News Feature)  (६० मिनिटांच्या १५ तासिका) श्रेयांकन १.</p>	
	<p><b>Module 2 :</b>  घटक दोन</p>	
	<p>१.स्तंभलेखन/सदरलेखन  २. वृत्तपत्रासाठी पत्रलेखन (वाचकांचा पत्रव्यवहार)  ३. जाहिरात लेखन  (६० मिनिटांच्या १५ तासिका) श्रेयांकन १.</p>	
<b>10</b>	<b>Text Books: N.A.</b>	
<b>11</b>	<p><b>Reference Books:</b></p> <ol style="list-style-type: none"> <li>१. मुद्रित माध्यमांसाठी लेखन कौशल्ये, अरुण खोरे, यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक, २००२</li> <li>२. मराठी भाषिक कौशल्य विकास, (संपा.) पृथ्वीराज तौर, अथर्व पब्लिकेशन्स, धुळे, २०१८</li> <li>३. व्यावहारिक मराठी, ल.रा. नसिराबादकर, भाषाविकास संशोधन संस्था, कोल्हापूर, २०२३</li> <li>४. भाषिक सर्जन आणि उपयोजन, राजन गवस, अरुण शिंदे, गोमटेश्वर पाटील, दर्या प्रकाशन, पुणे, २०१२</li> </ol>	
<b>12</b>	<b>Internal Continuous Assessment: 40%</b>	<b>External, Semester End Examination 60% Individual Passing in Internal and External Examination</b>
<b>13</b>	<p><b>Continuous Evaluation through:</b>  Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc. (at least 3)</p>	<p>अंतर्गत चाचणी परीक्षा : २० गुण  प्रत्यक्ष उपस्थिती / ऑनलाईन पद्धत  प्रश्नमंजुषा/चाचणी परीक्षा/ प्रत्यक्ष सादरीकरण /प्रकल्प/ मौखिक परीक्षा/ नियत कार्य (Assignment) यांपैकी कोणत्याही पद्धतीचा अवलंब करून अंतर्गत परीक्षा घेता येईल.</p>
<b>14</b>	<p>बहिर्गत परीक्षा ३० गुण (वेळ एक तास)</p> <ul style="list-style-type: none"> <li>● एकूण तीन प्रश्न विचारावेत.</li> <li>● प्रत्येक घटकावर अंतर्गत पर्याय असलेले प्रत्येकी १० गुणांचे दोन प्रश्न विचारावेत.</li> <li>● तिसरा प्रश्न हा घटक १ आणि २ वर आधारित दहा गुणांचा वस्तुनिष्ठ स्वरूपाचा असावा.</li> </ul>	

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

**Sign of the**  
**Offg. Associate Dean**  
**Name of the Associate**  
**Dean**  
**Name of the Faculty**

**Sign of the**  
**Offg. Dean**  
**Name of the Offg. Dean**  
**Name of the Faculty**

## As Per NEP 2020

# University of Mumbai



<b>Syllabus for Basket of Open Electives</b>	
<b>Ad- hoc Board of Studies in BMS</b>	
<b>UG First Year Programme</b>	
<b>Semester</b>	<b>II</b>
<b>Title of Paper</b>	<b>Credits 2/4</b>
<b>Marketing Mix - II</b>	<b>2</b>
<b>From the Academic Year</b>	<b>2024-25</b>

Sr. No.	Heading	Particulars
1	<b>Description the course:</b>	Management is not only an essence in all fields but it is a prevalent tool in the hands of corporates to governments. From planning to controlling and from budgeting to reporting, all managerial elements are the most essential parts of daily life. So the learners need to know about all aspects from rural development to creating artificial intelligence. They will understand how to develop India, one of the fifth most powerful economies in the world. It is expected that the learners should learn how to develop our economy and management for the future generation from these managerial facets.
2	<b>Vertical:</b>	Major/Minor/ <b>Open Elective</b> /Skill Enhancement / Ability Enhancement/Indian Knowledge System (Choose By √ )
3	<b>Type:</b>	Theory / Practical
4	<b>Credit:</b>	2 credits
5	<b>Hours Allotted:</b>	30 Hours
6	<b>Marks Allotted:</b>	50 Marks
7	<b><u>Course Objectives:</u></b>	<ul style="list-style-type: none"> <li>a) To facilitate the students to understand the importance and the relevance of place and promotion in today's marketing environment.</li> <li>b) To understand the need &amp; application of place and promotion as the marketing mix variables.</li> <li>c) To understand how to effectively make use of place and promotion to improve sales.</li> </ul>
8.	<b><u>Course Outcomes:</u></b>	<p>CO1) Students will understand thoroughly place and promotion as marketing mix variables to solve marketing problems.</p> <p>CO2) Learner should apply and analyse place and promotion marketing mix skills in marketing manager.</p> <p>CO3) Learners should evaluate and create marketing strategy with place and promotion as an important marketing</p>
9.	<b>Modules:</b>	<p><b><u>Module-1 Place/ Physical Distribution</u></b></p> <ul style="list-style-type: none"> <li>a) Channels of distribution – meaning – factors affecting channel selection-types of marketing channels, Functions of Distribution Channel</li> </ul>



## As Per NEP 2020

# University of Mumbai



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

Sr. No.	Heading	Particulars
1	<b>Description the course :</b> <b>Including but Not limited to :</b>	Introduction, relevance, Usefulness, Application, interest, connection with other courses, demand in the industry, job prospects etc.
2	<b>Vertical :</b>	<b>Open Elective</b>
3	<b>Type :</b>	<b>Theory</b>
4	<b>Credit:</b>	<b>2 credits</b>
5	<b>Hours Allotted :</b>	<b>30 Hours</b>
6	<b>Marks Allotted:</b>	<b>50 Marks</b>

**Semester II**  
**Open Electives**

**PRINCIPLES AND PRACTICES OF MANAGEMENT**

<b>PROGRAM</b>	<b>B.COM</b>
<b>SEMESTER</b>	<b>II</b>
<b>COURSE TITLE</b>	<b>PRINCIPLES AND PRACTICES OF MANAGEMENT</b>
<b>VERTICLE /CATEGORY</b>	<b>Open Electives</b>
<b>COURSE LEVEL</b>	<b>4.5</b>
<b>COURSE CODE</b>	
<b>COURSE CREDIT</b>	<b>2</b>
<b>HOURS PER WEEK THEORY</b>	<b>2</b>
<b>HOURS PER WEEK PRACTICAL/TUTORIAL</b>	<b>NA</b>

**COURSE DESCRIPTION**

The course focus on making the learners understand the principles and practices of management. It also includes the basic functions of management that is planning & decision making.

**COURSE OUTCOME**

CO 1: The learner will understand concept of management

CO 2: The learner will Management functions

**ORGANISATION OF THE COURSE**

<b>UNIT NO</b>	<b>COURSE UNITS AT A GLANCE</b>	<b>TOTAL HOURS</b>
1	Introduction To Management	15
4	Planning & Decision Making	15
<b>TOTAL HOURS</b>		<b>30</b>

## COURSE DESIGN

### Unit 1: Introduction to Management

- **Management** -Concept, Nature, Functions, Managerial Skills & Competencies, Evolution of Management Thoughts- Classical Approach: Scientific Management-F.W. Taylor's Contribution, Classical Organisation Theory: Henri Fayol's Principles, Neo Classical: Human Relations Approach experiments Elton Mayo's Hawthorne experiments
- **Modern Management Approach**-Peter Drucker's Dimensions of Management, Indian Management Thoughts: Origin & Significance of Indian Ethos to Management

PEDAGOGICAL APPROACH: Lecture Method. Case studies, assignment

### Unit 2: Planning & Decision Making

- **Planning**- Concept, Steps, Importance, Components, Coordination, Importance
- **M.B.O** Process Advantages, Management By Exception Advantages, Management Information System- Concept, Components **Decision Making** Techniques, Essentials of a Sound Decision Making, Impact of Technology on Decision Making.

PEDAGOGICAL APPROACH: Lecture Method. Case studies

### REFERENCES:-

1. Management Today Principles & Practice- Gene Burton, Manab Thakur, Tata McGraw Hill, Publishing Co.Ltd.
2. Management – James A.F.Stoner, Prentice Hall, Inc .U.S.A.
3. Management : Global Prospective –Heinz Weihrich & Harold Koontz, Tata McGraw- Hill, Publishing Co.Ltd.
4. Essential of Database Management Systems -Alexis Leon ,Mathews Leon Vijay Nicole, Imprints Pvt Ltd.
5. Principles of Management- T.Ramasamy.
6. Principles and Practices of Management- L.M. Prasad.
7. Essentials of Management – KOONTZ AND O'DONNELL
8. Principles of Management – SHERLEKAR S. A
9. Principles and Practice of Management by L M Prasad

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

**30 Marks External**

30 DURATION: 1 Hour

MARKS:

**Any 2 out of 3**

- |                           |            |
|---------------------------|------------|
| Q. 1 Answer the following | (15 Marks) |
| a.                        |            |
| b.                        |            |
|                           |            |
| Q. 2 Answer the following | (15 Marks) |
| a.                        |            |
| b.                        |            |
|                           |            |
| Q. 3 Answer the following | (15 Marks) |
| a.                        |            |
| b.                        |            |
- 

**20 Marks Internal**

- |                     |            |
|---------------------|------------|
| 1) Class Test       | (05 Marks) |
| 2) Assignment       | (05 Marks) |
| 3) Presentation     | (05 Marks) |
| 4) Group Discussion | (05 Marks) |
| 5) Quiz             | (05 Marks) |
| 6) Case Study       | (05 Marks) |

- Note:** 1) Any Four out of the above can be taken for the internal Assessment.  
2) The internal Assessment shall be conducted throughout the Semester.

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

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

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

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



# University of Mumbai

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Academic Authorities,  
Meetings & Services (AAMS)  
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Mumbai – 400 032.  
Tel. 022-68320033

Re- accredited with A ++ Grade (CGPA 3.65) by NAAC  
Category- I University Status awarded by UGC

No. AAMS\_UGS/ICC/2024-25/ 2\9

Date: 31<sup>st</sup> January, 2025

## CIRCULAR:-

Attention of all the Principals of the Affiliated Colleges, Directors of the Recognized Institutions and the Head University Departments is invited to this office Circular No. AAMS\_UGS/ICC/2024-25/04 dated 11<sup>th</sup> June, 2023 relating to the NEP UG & PG Syllabus.

They are hereby informed that the recommendations made by the Ad-hoc Board of Studies in N.C.C./N.S.S./Sports Co-Curricular at its meeting held on 23<sup>rd</sup> November, 2024 and subsequently passed by the Board of Deans at its meeting held on 30<sup>th</sup> December, 2024 vide item No. 8.1 (N) have been accepted by the Academic Council at its meeting held on 27<sup>th</sup> January, 2025 vide item No. 8.1 (N) and that in accordance therewith to introduce 2 Credit Programme Co-Curricular Course Foundation and Exploration of Performing Fine Arts Sem II as per appendix (NEP 2020) with effect from the academic year 2024-25.

(The said circular is available on the University's website [www.mu.ac.in](http://www.mu.ac.in)).

MUMBAI – 400 032  
31<sup>st</sup> January, 2025

(Dr. Prasad Karande)  
REGISTRAR

To,

The Principals of the Affiliated Colleges, Directors of the Recognized Institutions and the Head, University Departments.

## AC 8.1 (N) /27/01/2025

Copy forwarded with Compliments for information to:-

- 1) The Chairman, Board of Deans,
- 2) The Dean, Faculty of Interdisciplinary,
- 3) The Chairman, Ad-hoc Board of Studies in N.C.C./N.S.S./Sports Co-Curricular,
- 4) The Director, Board of Examinations and Evaluation,
- 5) The Director, Department of Students Development,
- 6) The Director, Department of Information & Communication Technology,
- 7) The Director, Centre for Distance and Online Education (CDOE), Vidyanagari,
- 8) The Deputy Registrar, Admissions, Enrolment, Eligibility & Migration Department (AEM).



<b>Copy forwarded for information and necessary action to :-</b>	
1	The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Dept)(AEM), <a href="mailto:dr@eligi.mu.ac.in">dr@eligi.mu.ac.in</a>
2	The Deputy Registrar, Result unit, Vidyanagari <a href="mailto:drresults@exam.mu.ac.in">drresults@exam.mu.ac.in</a>
3	The Deputy Registrar, Marks and Certificate Unit,. Vidyanagari <a href="mailto:dr.verification@mu.ac.in">dr.verification@mu.ac.in</a>
4	The Deputy Registrar, Appointment Unit, Vidyanagari <a href="mailto:dr.appointment@exam.mu.ac.in">dr.appointment@exam.mu.ac.in</a>
5	The Deputy Registrar, CAP Unit, Vidyanagari <a href="mailto:cap.exam@mu.ac.in">cap.exam@mu.ac.in</a>
6	The Deputy Registrar, College Affiliations & Development Department (CAD), <a href="mailto:deputyregistrar.uni@gmail.com">deputyregistrar.uni@gmail.com</a>
7	The Deputy Registrar, PRO, Fort, (Publication Section), <a href="mailto:Pro@mu.ac.in">Pro@mu.ac.in</a>
8	The Deputy Registrar, Executive Authorities Section (EA) <a href="mailto:eau120@fort.mu.ac.in">eau120@fort.mu.ac.in</a>  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), <a href="mailto:rapc@mu.ac.in">rapc@mu.ac.in</a>
10	The Deputy Registrar, Academic Appointments & Quality Assurance (AAQA) dy.registrar.tau.fort.mu.ac.in <a href="mailto:ar.tau@fort.mu.ac.in">ar.tau@fort.mu.ac.in</a>
11	The Deputy Registrar, College Teachers Approval Unit (CTA), <a href="mailto:concolsection@gmail.com">concolsection@gmail.com</a>
12	The Deputy Registrars, Finance & Accounts Section, fort <a href="mailto:draccounts@fort.mu.ac.in">draccounts@fort.mu.ac.in</a>
13	The Deputy Registrar, Election Section, Fort <a href="mailto:drelection@election.mu.ac.in">drelection@election.mu.ac.in</a>
14	The Assistant Registrar, Administrative Sub-Campus Thane, <a href="mailto:thanesubcampus@mu.ac.in">thanesubcampus@mu.ac.in</a>
15	The Assistant Registrar, School of Engg. & Applied Sciences, Kalyan, <a href="mailto:ar.seask@mu.ac.in">ar.seask@mu.ac.in</a>
16	The Assistant Registrar, Ratnagiri Sub-centre, Ratnagiri, <a href="mailto:ratnagirisubcentre@gmail.com">ratnagirisubcentre@gmail.com</a>
17	The Director, Centre for Distance and Online Education (CDOE), Vidyanagari, <a href="mailto:director@idol.mu.ac.in">director@idol.mu.ac.in</a>
18	Director, Innovation, Incubation and Linkages, Dr. Sachin Laddha <a href="mailto:pinkumanno@gmail.com">pinkumanno@gmail.com</a>
19	Director, Department of Lifelong Learning and Extension (DLLE), Dlleuniversityofmumbai@gmail.com

**Copy for information :-**

1	P.A to Hon'ble Vice-Chancellor, <a href="mailto:vice-chancellor@mu.ac.in">vice-chancellor@mu.ac.in</a>
2	P.A to Pro-Vice-Chancellor <a href="mailto:pvc@fort.mu.ac.in">pvc@fort.mu.ac.in</a>
3	P.A to Registrar, <a href="mailto:registrar@fort.mu.ac.in">registrar@fort.mu.ac.in</a>
4	P.A to all Deans of all Faculties
5	P.A to Finance & Account Officers, (F & A.O), <a href="mailto:camu@accounts.mu.ac.in">camu@accounts.mu.ac.in</a>

**To,**

1	The Chairman, Board of Deans <a href="mailto:pvc@fort.mu.ac.in">pvc@fort.mu.ac.in</a>
2	<b>Faculty of Humanities,</b> <b>Dean</b> 1. Prof.Anil Singh <a href="mailto:Dranilsingh129@gmail.com">Dranilsingh129@gmail.com</a> <b>Associate Dean</b> 2. Dr.Suchitra Naik <a href="mailto:Naiksuchitra27@gmail.com">Naiksuchitra27@gmail.com</a> 3.Prof.Manisha Karne <a href="mailto:mkarne@economics.mu.ac.in">mkarne@economics.mu.ac.in</a>
	<b>Faculty of Commerce &amp; Management,</b> <b>Dean</b> 1. Dr.Kavita Laghate <a href="mailto:kavitalaghate@jbims.mu.ac.in">kavitalaghate@jbims.mu.ac.in</a> <b>Associate Dean</b> 2. Dr.Ravikant Balkrishna Sangurde <a href="mailto:Ravikant.s.@somaiya.edu">Ravikant.s.@somaiya.edu</a> 3. Prin.Kishori Bhagat <a href="mailto:kishoribhagat@rediffmail.com">kishoribhagat@rediffmail.com</a>

	<p><b>Faculty of Science &amp; Technology</b></p> <p><b>Dean</b></p> <p>1. Prof. Shivram Garje  <a href="mailto:ssgarje@chem.mu.ac.in">ssgarje@chem.mu.ac.in</a></p> <p><b>Associate Dean</b></p> <p>2. Dr. Madhav R. Rajwade  <a href="mailto:Madhavr64@gmail.com">Madhavr64@gmail.com</a></p> <p>3. Prin. Deven Shah  <a href="mailto:sir.deven@gmail.com">sir.deven@gmail.com</a></p>
	<p><b>Faculty of Inter-Disciplinary Studies,</b></p> <p><b>Dean</b></p> <p>1. Dr. Anil K. Singh  <a href="mailto:aksingh@trcl.org.in">aksingh@trcl.org.in</a></p> <p><b>Associate Dean</b></p> <p>2. Prin. Chadrashekhhar Ashok Chakradeo  <a href="mailto:cachakradeo@gmail.com">cachakradeo@gmail.com</a></p>
3	Chairman, Board of Studies,
4	The Director, Board of Examinations and Evaluation, <a href="mailto:dboee@exam.mu.ac.in">dboee@exam.mu.ac.in</a>
5	The Director, Board of Students Development, <a href="mailto:dsd@mu.ac.in@gmail.com">dsd@mu.ac.in@gmail.com</a> DSW <a href="mailto:direcotr@dsw.mu.ac.in">direcotr@dsw.mu.ac.in</a>
6	The Director, Department of Information & Communication Technology, <a href="mailto:director.dict@mu.ac.in">director.dict@mu.ac.in</a>

## As Per NEP 2020

# University of Mumbai



### Syllabus for Basket of OE

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

UG First Year Programme - Co-Curricular Course

Semester

II

Title of Paper

Credits

Foundation and Exploration of  
Performing Fine Arts

2

From the Academic Year

2024-25

**Semester II**  
**As per NEP 2020**

# **Foundation and Exploration of Performing and Fine Arts**

Syllabus for Two Credits Programme

With effect from Academic Year 2024-2025

### Aims and Objectives

- To study the foundation and essentials of performing arts.
- To understand the chronicles of Indian Artistry.
- To comprehend the modern art forms.
- To explore various career opportunities in fine arts.

### Learning Outcomes

The course will enable the learner to

- Identify and trace the historical evolution of Indian performing and fine arts.
- Analyze the transition from traditional to modern art forms in performing arts.
- Identify and describe a range of career paths in the fine and performing arts.

### Modules at Glance

#### Semester I

Module No.	Unit	Content	No. of Hours
1	I	Foundation of Performing Arts	08
	II	Essential Skill Sets in Performing Arts	07
2	III	Chronicles of Indian Artistry	08
	IV	Contemporary and Modern Art	07
<b>Total No. of Hours</b>			<b>30</b>

Module No.	Unit	Content
1	I	<b>1.1 Foundation of Performing Arts</b> <ul style="list-style-type: none"><li>• Introduction to Performing Arts</li><li>• Historical Evolution and Cultural Significance of Performing Arts</li><li>• Basic Elements of Performing Arts</li></ul>
	II	<b>1.2 Essential Skill Sets in Performing Arts</b> <ul style="list-style-type: none"><li>• Character Development and Analysis</li></ul>

		<ul style="list-style-type: none"> <li>• Emotional Exploration and Expression</li> <li>• Fundamentals of Voice Modulation and Projection</li> <li>• Improvisation Skills</li> <li>• Scene Study and Script Interpretation</li> <li>• Career Options in Performing Arts</li> </ul>
2	III	<b>2.1 Chronicles of Indian Artistry</b> <ul style="list-style-type: none"> <li>• Indus Valley Civilization</li> <li>• Folk and Tribal Art Forms</li> <li>• Impact of Aesthetic Art on Sacred Architecture</li> <li>• Revival and Preservation of Ancient Indian Art</li> </ul>
	IV	<b>2.2 Contemporary and Modern Art</b> <ul style="list-style-type: none"> <li>• Modern Trends in Indian Art</li> <li>• Eminent Contemporary Artists of India</li> <li>• Career Options in Fine Arts</li> </ul>

### Scheme of Evaluation

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

### Semester I (50 Marks - 2 Credits)

#### Internal Evaluation (20 Marks)

Sr. No.	Particulars	Marks
1	Presentation <b>OR</b> Project <b>OR</b> Assignment	15
2	Participation in Workshop / Conference / Seminar (as decided by the Teacher) <b>OR</b> Participation in Online Workshop / Conference / Seminar (as decided by the Teacher) <b>OR</b> Field Visit <b>OR</b> Attendance	5

**Semester End Examination (30 Marks)**

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

**Reference Books**

- Hennessey, B. (2019). *The artist's career handbook: A guide to building your career as a visual artist*. Allworth Press.
- Kapila, V. (2002). *Indian art: A history*. Penguin India.
- Mitter, P. (2001). *Indian art*. Oxford University Press.
- Chekhov, M. (2002). *To the actor: On the technique of acting*. Routledge.
- Strasberg, L. (1987). *A dream of passion: The development of the method*. Plume.
- Dehejia, V. (1997). *Indian art*. Phaidon Press.
- Nath, A. (2013). *Preservation of art and architecture in ancient India*. Bharatiya Kala Prakashan.
- Chawla, K. (2010). *Opportunities in fine arts careers*. Vikas Publishing House.
- Preece, R. (2011). *Careers in art and design*. Kogan Page.

- *Dalmia, Y. (2001). The making of modern Indian art: The progressives. Oxford University Press.*

AC –28/06/2024

Item No. – 5.7 (N)

# University of Mumbai



## Syllabus for Extension Work in Vertical VI - CC

Board of Studies in Extension Work

UG First Year Program

Semester

II

Title of Paper

Credit

Extension Work

2

From the Academic Year

2024-25

## **Introduction**

The National Education Policy (NEP) 2020 is a comprehensive framework introduced by the Government of India to revamp the country's education system. It has replaced the previous National Policy on Education, which has aim to ensure universal access to quality education from preschool to higher education, including vocational education. NEP 2020 emphasizes a more holistic, multidisciplinary, and flexible curriculum which lay emphasis on conceptual understanding rather than rote learning allowing students to choose subjects across disciplines without strict boundaries.

The National Education Policy (NEP) 2020 of India addresses the role of higher education institutions in fostering community engagement and extension work. It highlights the social responsibility of higher education institutions towards their communities. It encourages institutions to engage with local communities, address societal challenges, and contribute to sustainable development. The policy promotes the implementation of outreach programs by higher education institutions to disseminate knowledge, provide services, and support community development. These programs may include literacy campaigns, career development programs, social issues awareness programs, health and hygiene initiatives, skill development workshops, and technology-oriented activities. The policy suggests integrating extension work into the curriculum of higher education programs. This allows learners to gain practical experience, develop leadership skills, and contribute to community development while pursuing their studies. It recognizes incentives to encourage active engagement in community service and extension activities.

Overall, NEP 2020 recognizes the significant role of higher education institutions in promoting community engagement, social responsibility, and sustainable development through extension work. By integrating extension activities into their mission and operations, institutions can contribute to building inclusive and resilient societies.

*Extension work in the context of education refers to the activities and programs conducted by educational institutions to engage with communities, address societal needs, and promote social development.*

### *Aim of Extension Work under NEP:*

- Extension work aims to identify and address the specific needs and challenges faced by communities. NEP 2020 encourages higher education institutions to engage with local communities and contribute to their development by offering programs and services that

address social needs, such as literacy programs, health awareness campaigns, and vocational training.

- Extension work aims to empower communities by providing them with the knowledge, skills, and resources they need to address their own requirements and improve their quality of life.

*Key objectives of Extension Work under NEP:*

- To ensure equal access to quality education and educational opportunities to aspirants.
- To support the government initiatives in achieving universal foundational literacy and numeracy as per sustainable development program.
- To organize remedial programs to address the learning breaches among the youth and provide unending education opportunities.
- To offer more holistic, multidisciplinary, and flexible curricular activities with an emphasis on conceptual understanding and personality development.
- To offer a wide range of activities & promote critical thinking, creativity, and innovation.
- To provide aspirants with multiple pathways for skill development and employment.
- To implement outreach programs to disseminate knowledge, provide services, and support community development.

**Extension Work Activities:**

Extension Work activities introduced by DLLE are a crucial aspect of the educational environment, offering multifaceted benefits that extend beyond academic learning. Many extension activities focus on social issues, sustainability, and environmental conservation. These activities educate the communities on sustainable practices which promote inclusivity and social justice. These activities focus especially on training women in various skills, including entrepreneurship and digital literacy through various vocational skill-oriented projects offered by the department. These activities have significantly contributed to skill development among community members, leading to improved employment opportunities and personality development. Learners participate in extension work activities as part of their curriculum, to gain practical experience and to contribute to community development. Thus, engaging in extension work fosters a sense of social responsibility and civic engagement among the learners and facilitators.

## **THE EXTENSION DIMENSION (Reach to Unreached)**

The college students are enrolled for extension work projects and perform various activities for the **social awareness based on various issues / problems in the society such as Save Girl Child, Pollution, Aids, Global Warming, Environment, Tree Plantation, Importance of Education, Illiteracy, Child Labour, Dowry Deaths, Malnutrition, Watershed Management and so many.** The students are creating awareness about these social problems / issues through various activities such as Street Play, Exhibition, Poster Making, Songs, Speech, Survey, Elocution, and participation in Seminar & Conferences. For this purpose, students are going to remote areas and involve the community and make them aware of our role in eradicating social problems faced by the society and trying to convince the people human duties as an ideal citizen.

To facilitate the sensitization of the student to the socio-cultural realities, the Department offers extension work projects encompassing social issues for the student. There are many Extension Work Projects being offered by the department under the two different units for enhancing the employability and IT skills of the student. The projects are given below for which the details are available on DLLE website at [www.mudlle.ac.in](http://www.mudlle.ac.in)

### **I) Vocational Career Oriented Projects**

1. Career Project [CP]
2. Industry Orientation Project [IOP]
3. Anna Poorna Yojana [APY]
4. Skill Development (SD)

### **II) Community Oriented Projects**

1. Population Education Club (PEC)
2. Survey Research
3. Education for All (EFA- NIOS, IDOL)
4. Environment Education
5. Civic Sense (CS)
6. Consumer Guidance

Given below are the activities / programs to be conducted by the colleges as a part of Extension Work as enlisted topics. The learner will focus on enlisted topics and participate in following activities during Semester II in this academic year.

**ACTIVITIES FOR SEMESTER II = 2 Credits**

Sr. No.	Unit	No. of Lectures
1.	<p><u>Organising &amp; Participation in Training Session</u></p> <p>Every learner should attend the orientation / training session organised by their college for orientation of annual extension work program. Attendance is compulsory. <b>In this session the learners will be oriented about the activities to be conducted during the semester followed by question-and-answer session.</b> The learner must read resource material and guideline carefully and plan his / her activities for the semester during academic year.</p>	2 Lectures
2.	<p><u>Participation in Project /Activities</u> (as given below)</p> <p><b>In this session learners will be oriented about any 5 Topics selected by college (preferably which are not taken in Semester 1) for awareness under Extension Work. The college may select more than 5 topics if the enrolment of learners is more than 200. The learners will participate in activities based on these topics selected by college.)</b></p> <ol style="list-style-type: none"> <li>1. Maharashtra Policy for women.</li> <li>2. Status of women in India. / Women achievers of modern India</li> <li>3. Banking procedures.</li> <li>4. Legal procedures.</li> <li>5. Violence against women / Laws protecting women/ Inheritance laws.</li> <li>6. Child Labour.</li> <li>7. Environment- pollution and its effect / Save Trees and Natural Resources</li> <li>8. Water Harvesting.</li> </ol>	22 Lectures including guidance for practice session, preparations and actual conduct of program.

9. Pollution (Noise pollution / industrial pollution etc.)
10. Issues related to LGBT.
11. HIV –AIDS / Covid 19 etc.
12. Consumer Awareness (Act 2019), Need and Importance
13. E-waste management
14. Stress and Harassment.
15. Global warming
16. Importance of Ethics and Values
17. Old Age Homes / Status of Senior Citizens
18. Distance Education Opportunities
19. First Aid Awareness
20. Voting rights / Human Rights

**Learners will be oriented and motivated to participate in minimum four activities given below based on above topics:**

1. Seminar /conferences, discussion sessions, debate, rallies
2. Competitions (essay/creative writing, elocution, poster/ video/ rangoli making etc. – Minimum 2 competitions)
3. Extension Work group activities of other groups in the college.
4. Prepare your PPT, design your posters / charts.
5. Survey / short term academic courses / innovative programs.
6. Field visit / field work / case studies / developing innovative engineering models / projects
7. Participation in Street Plays
8. Event / hospitality / human resource management program /assignment
9. Novel formulation development (pharmacy),
10. Self-medication survey (pharmacy),

**Learners are required to prepare short videos (duration 3-4 minutes) of the activity where the college will organize such competition.**

	<p><b>The learners will be oriented about various career development opportunities in University of Mumbai, and schemes of student development by the Government.</b></p> <p><b><u>Learners will be oriented and given an opportunity for:</u></b></p> <ul style="list-style-type: none"> <li>- Script writing / Direction for street play.</li> <li>- Composing / Singing (Songs, Powada)</li> <li>- Playing Musical Instrument during the event.</li> <li>- Participation in various college and university level competitions.</li> <li>- Participate in Cultural Performance / Organising Committee for Festival / Programs / Event Management.</li> </ul>	
3	<p><b><u>Participation Video / Stage Performance / Assignment / Report Writing and submission</u></b></p> <ul style="list-style-type: none"> <li>- Present your report / video during the college program.</li> <li>- All learners enrolled in Extension Work can make activity video or stage performance (3-4 minutes duration) creating awareness about any social issues / topics enlisted here followed by assignment / report writing as per format.</li> <li>- <b>College will organise a program in the hall / classroom for all learners and give them an opportunity</b> to present their assignment / report with PPT / video presentation followed by question answer session / test / interview by the college.</li> </ul>	6 Lectures including guidance for practice session, preparations and actual conduct of program.

### **Evaluation Pattern**

#### **Internal Assessment**

<b>Sr. No.</b>	<b>Assessment Criteria</b>	<b>Maximum Marks</b>
1	Attendance, punctuality, completion of hours, participation in programs, presentations and feedback.	10
2	Proficiency in required skill sets, overall performance, submission of written report / assignments and expected development.	10
	Total	20 Marks

## **External Assessment**

**(Based on Extension Work guidelines and five enlisted topics chosen by the college.)**

### **Question Paper Pattern**

**Time: 1.00 Hours**

**Total Marks 30**

**Instructions: 1. All questions are compulsory.**

**2. Figures to the right indicate maximum marks.**

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Q.1. Rewrite the following statement by choosing correct alternative given below. - 06 Marks  
(6 statements. One mark each)

Q.2. Write short Notes On (Any Two out of Four) - 06 Marks

Q.3. Answer the following questions. (Any Three out of Five) - 18 Marks

#### **References:**

- Guidelines for Extension Work published by Department of Lifelong Learning and Extension, University of Mumbai.
- Agricultural Extension: Principles and Methods" by "Ray V. Herren (2008)
- Agricultural Extension by G. S. R. Murthy (2010)
- Introduction to Agricultural Extension by S. S. Acharya (2015)
- Agricultural Extension in Developing Countries by R. W. Snapp (2012)
- Extension Communication and Management by B. M. Panda (2016)

**Sign of BOS Chairman  
Prof. Kunal Jadhav  
Ad-hoc Board of  
Studies in Extension  
Work**

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

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

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



**UNIVERSITY OF MUMBAI**

**Semester II**

**NSS CC**

**Sub: - Leadership and Community Engagement**

**Credits: 02**

**Marks: 50**

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

**Note:**

- Above Paper will be exempted if the learner is involved in NSS as Volunteer and Successfully completes 60 hours in each Semester.
- 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
<b>Total</b>	<b>20</b>

### 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.

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

**06 marks.**

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

Q.2) Short Notes . (Any Two out of Four)

**06marks**

- 1.
- 2.
- 3.
- 4.

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

- 1.
  - 2.
  - 3.
  - 4.
  - 5.
- .....

## References:

1. National Service Scheme Manual 2006, Government of India
2. Salunkhe P.B. Ed, Chhtrapati Shahu the Pillar of Social Democracy
3. National Service Scheme Manual, Govt. of India
4. Training Programme on National Programme Scheme TISS
5. Orientation Courses for N.S.S. Programme Officers, TISS
6. Hans Gurmeet, Case Material as a Training Aid for Field Workers
7. Tarachand, History of the Freedom Movement in India Vol.II
8. Kapil K. Krishan, Social Service Opportunities in Hospitals (TISS)
9. Ram, Social Problems in India.
10. Arnold, K. (2018). What is R.E.S.P.E.C.T. When it comes to teamwork? Available at: <https://www.extraordinaryteam.com/what-is-r-e-s-p-e-c-t-when-it-comes-to-teamwork/>
11. Barnard, I. C. (1938). Functions of the Executive. Boston: Harvard Press.
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15. Bishop, W. H. (2013). Defining the Authenticity in Authentic Leadership. The Journal of Values-Based Leadership, 6(1), Article 7. Available at : <https://scholar.valpo.edu/cgi/viewcontent.cgi?article=1077&context=jvbl>
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Re- accredited with A ++ Grade (CGPA 3.65) by NAAC  
Category- I University Status awarded by UGC

No. AAMS\_UGS/ICC/2024-25/234

Date: 14<sup>th</sup> February, 2025


**CIRCULAR:-**

Attention of all the Principals of the Affiliated Colleges, Directors of the Recognized Institutions and the Head University Departments is invited to this office Circular No. AAMS\_UGS/ICC/2024-25/04 dated 11<sup>th</sup> June, 2023 relating to the NEP UG & PG Syllabus.

They are hereby informed that the recommendations made by the Ad-hoc Board of Studies in N.C.C./N.S.S./Sports Co-Curricular at its meeting held on 06<sup>th</sup> February, 2025 has been accepted by the Hon'ble Vice Chancellor as per the powers confirmed upon him under Section 12 (7) of the Maharashtra Public Universities Act, 2016 and that in accordance therewith syllabus of **Co-Curricular Course Introduction to Sports, Physical Literacy, Health and Fitness & Yog Sem II** as per appendix (NEP 2020) with effect from the academic year 2024-25.

(The said circular is available on the University's website [www.mu.ac.in](http://www.mu.ac.in)).

MUMBAI – 400 032  
14<sup>th</sup> February, 2025

  
(Dr. Prasad Karande)  
REGISTRAR

To,

The Principals of the Affiliated Colleges, Directors of the Recognized Institutions and the Head, University Departments.

**BOS/06/02/2025**

Copy forwarded with Compliments for information to:-

- 1) The Chairman, Board of Deans,
- 2) The Dean, Faculty of Interdisciplinary,
- 3) The Chairman, Ad-hoc Board of Studies in N.C.C./N.S.S./Sports Co-Curricular,
- 4) The Director, Board of Examinations and Evaluation,
- 5) The Director, Department of Students Development,
- 6) The Director, Department of Information & Communication Technology,
- 7) The Director, Centre for Distance and Online Education (CDOE), Vidyanaigari,
- 8) The Deputy Registrar, Admissions, Enrolment, Eligibility & Migration Department (AEM).

<b>Copy forwarded for information and necessary action to :-</b>	
1	The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Dept)(AEM), <a href="mailto:dr@eligi.mu.ac.in">dr@eligi.mu.ac.in</a>
2	The Deputy Registrar, Result unit, Vidyanagari <a href="mailto:drresults@exam.mu.ac.in">drresults@exam.mu.ac.in</a>
3	The Deputy Registrar, Marks and Certificate Unit,. Vidyanagari <a href="mailto:dr.verification@mu.ac.in">dr.verification@mu.ac.in</a>
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5	The Deputy Registrar, CAP Unit, Vidyanagari <a href="mailto:cap.exam@mu.ac.in">cap.exam@mu.ac.in</a>
6	The Deputy Registrar, College Affiliations & Development Department (CAD), <a href="mailto:deputyregistrar.uni@gmail.com">deputyregistrar.uni@gmail.com</a>
7	The Deputy Registrar, PRO, Fort, (Publication Section), <a href="mailto:Pro@mu.ac.in">Pro@mu.ac.in</a>
8	The Deputy Registrar, Executive Authorities Section (EA) <a href="mailto:eau120@fort.mu.ac.in">eau120@fort.mu.ac.in</a>  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), <a href="mailto:rapc@mu.ac.in">rapc@mu.ac.in</a>
10	The Deputy Registrar, Academic Appointments & Quality Assurance (AAQA) dy.registrar.tau.fort.mu.ac.in <a href="mailto:ar.tau@fort.mu.ac.in">ar.tau@fort.mu.ac.in</a>
11	The Deputy Registrar, College Teachers Approval Unit (CTA), <a href="mailto:concolsection@gmail.com">concolsection@gmail.com</a>
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## As Per NEP 2020

# University of Mumbai



<b>Syllabus for Sports Co-Curricular Vertical - 6</b>	
<b>Board of Studies in NCC/NSS/Sports Co-Curricular</b>	
<b>UG First Year Programme</b>	
<b>Semester</b>	<b>II</b>
<b>Title of Paper</b>	<b>Credits</b>
<b>I) Sports, Physical Literacy, Health and Fitness &amp; Yog</b>	<b>2</b>
<b>From the Academic Year</b>	<b>2024-25</b>

## **Semester II**

### **1.1 Preamble:**

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

### **1.2 Objectives of the Course:**

1. To understand the importance of Physical Education, Sports, & Physical Activity
2. To increase participation of students in various games and sports and fitness activities
3. To develop the physical as well as mental health through physical activity
4. To create interest regarding sports , physical fitness to inculcate healthy habits for lifelong

### **1.3 Program outcomes:**

By the end of the program the students will be able to:

1. The student will participate in various games, sports and physical activities and they will also learn the technical and tactical experience of it.
2. Students will understand the importance and benefits of participation in any fitness activity or sports.
3. Own choice based activities will be the stress buster for the students and this will inculcate healthy habits in the students
4. Students will able to organize, plan activities and will develop administrative qualities through these events
5. Students acquire the knowledge of Physical Education, Sports and Yoga and understand the purpose and its development.
6. The student learns to plan, organize and execute sports events.
7. Student will learn theoretical and practical aspects of game of his choice to apply at various levels for teaching, learning and coaching purposes efficiently.
8. Student acquires the knowledge of opted games, sports and yoga and also learns the technical and tactical experience of it.
9. Student will learn to apply knowledge of Physical fitness and exercise management to lead better quality life.
10. Students will understand and learn different dimension of active life style.

**1.4 Programme Duration:** The structure of the Credit Course in Sports has two semesters in total covering a period of two years i.e. 2 credits in each semester till the fourth semester as per the guidelines of NEP 2020.

**1.5 Modes of Internal & External Evaluation:** Students will submit a hard copy of the report of total 60 hours spent for semester II in any physical activities/ training sessions/ Sports events/ yoga/ adventure activities/ any sports/ gym or pilates / to the teacher. Students will be evaluated on the basis of activities participated for the semester II.

#### 1.6 Modules at Glance – Semester II

Module No.	Unit	Content	No. of Practical Hours
1	I	<b>Importance of Physical Education and Sports</b>	15
	II	<b>Participation in any physical activities</b>	15
2	III	<b>Volunteering in any sports events or fitness events</b>	15
	IV	<b>Participation in University or any other Sports competitions</b>	15
<b>Total No. of Hours</b>			<b>60</b>

Module No.	Unit	Content
1	I	<b>1.1 Importance of Physical Education and Sports &amp; Yoga</b> <ul style="list-style-type: none"> <li>• Development of physical health as well as mental health through Physical Activities.</li> <li>• Group Sports &amp; Fitness Activities</li> <li>• Fitness activities conducted by any sports/fitness instructor such as Yoga, Zumba, Aerobics etc.</li> </ul>
	II	<b>1.2 Participation in any Physical activities</b> <ul style="list-style-type: none"> <li>• Participation in any sports practice sessions conducted by our college/ any club / any institution</li> <li>• Completion of any Yoga/ Pilates/ Gym course/ any fitness related course</li> <li>• Participation in any other physical activities of the interest of student</li> </ul>
2	III	<b>2.1 Volunteering in any sports events or fitness events</b> <ul style="list-style-type: none"> <li>• Volunteering done in sports or fitness events organized by the college</li> <li>• Volunteering in any other fitness or sports activities organized by NGO or local clubs</li> </ul>
	IV	<b>2.2 Participation in University or any other Sports competitions</b> <ul style="list-style-type: none"> <li>• Participation in University Intercollegiate/ Inter Zonal / West Zone/ All India / National / State tournaments organized by University of Mumbai or State or District Sports Federation</li> <li>• Participation in any other intra college competition organized by college</li> <li>• Participation in any recognized Sports or Fitness competitions</li> </ul>

### 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).

Students will submit a brief report of 60 hours spent for Semester II in any of the physical activities along with geo tagged photo, receipt, sports training session's attendance, course certificates, etc. Report should include the explanation of the following questions. A report can have multiple physical activities done for the completion of 60 hours per semester. For eg. A student can enroll himself/ herself in Yoga/ Gym and any sport simultaneously and can give proof of the attendance for the same in the report. A student must complete 60 hours in any physical activity. Students should also enroll themselves as volunteers for any sports and fitness events held in the college.

1. Why did the student select a physical activity mentioned in the report?
2. What were the benefits and experience after the completion of the 60 hours of physical activity?
3. What were the challenges faced by the student during the activity?
4. Geotagged photos of the activity clicked in the beginning, during and on the last day of the activity.
5. Enrollment receipts, ID card, certificate of the activity.
6. Conclusion remark by the student.

### Semester II (50 Marks - 2 Credits)

#### Internal Evaluation (20 Marks)

Sr. No.	Particulars	Marks
1	Presentation <b>OR</b> Project <b>OR</b> Assignment <b>(Students must include the Geo Tagged photos, Enrolment receipt, Certificate etc. in the report)</b>	10
2	Volunteering in any Sports / Fitness activities conducted by college or local clubs or NGO	10

#### Semester End Examination (30 Marks)

Question No.	Particulars	Marks
1	VIVA Conducted by teacher/ Sports In charge/ Sports Director regarding participation in Physical / Sports / Fitness activities / Fitness or Yoga Course completed by students <b>OR</b> Participation in Sports Competitions Conducted by University at State or National Level (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 and should be evaluated on the basis of his/ her performance in the above mentioned competitions.	30
<b>Total</b>		30

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