

## As Per NEP 2020

### University of Mumbai



#### **Title of the program**

- A-** U.G. Certificate in Multimedia & Mass Communication
- B-** U.G. Diploma in Multimedia & Mass Communication
- C-** B.A. in Multimedia & Mass Communication
- D-** B.A. ( Hons.) in Multimedia & Mass Communication
- E-** B.A. (Hons. with Research) in Multimedia & Mass Communication with Research

#### **Syllabus for**

#### **Semester – Sem I & II**

**Ref: GR dated 20<sup>th</sup> April, 2023 for Credit Structure of UG**

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

# University of Mumbai



(As per NEP 2020)

Sr. No.	Heading	Particulars	
<b>1</b>	<b>Title of program</b> O: HMU-503A	<b>A</b>	<b>U.G. Certificate in Multimedia &amp; Mass Communication</b>
	O: HMU-503B	<b>B</b>	<b>U.G. Diploma in Multimedia &amp; Mass Communication</b>
	O: HMU-503C	<b>C</b>	<b>B.A. in Multimedia &amp; Mass Communication</b>
	O: HMU-503D	<b>D</b>	<b>B.A. (Hons.) in Multimedia &amp; Mass Communication</b>
	O: HMU-503E	<b>E</b>	<b>B.A. (Hons. with Research) in Multimedia &amp; Mass Communication with Research</b>
<b>2</b>	<b>Eligibility</b> O: HMU-504A	<b>A</b>	12 <sup>th</sup> standard OR Passed Equivalent Academic Level 4.0
	O: HMU-504B	<b>B</b>	Under Graduate Certificate in Multimedia & Mass Communication Academic Level 4.5
	O: HMU-504C	<b>C</b>	Under Graduate Diploma in Multimedia & Mass Communication Academic Level 5.0
	O: HMU-504D	<b>D</b>	Bachelor of Arts in Multimedia & Mass Communication with minimum CGPA of 7.5 Academic Level 5.5
	O: HMU-504E	<b>E</b>	Bachelor of Arts in Multimedia & Mass Communication with minimum CGPA of 7.5 Academic Level 5.5
<b>3</b>	<b>Duration of program</b> R: HMU-506	<b>A</b>	One Year
		<b>B</b>	Two Years
		<b>C</b>	Three Years
		<b>D</b>	Four Years

		<b>E</b>	Four Years
<b>4</b>	<b>Intake Capacity</b> R: HMU-507	<b>60</b>	
<b>5</b>	<b>Scheme of Examination</b> R: HMU-508	NEP 40% Internal 60% External, Semester End Examination Individual Passing in Internal and External Examination	
<b>6</b>	<b>Standards of Passing</b> R: HMU-509	40%	
<b>7</b>	<b>Credit Structure</b> Sem. I - R: HMU-510A Sem. II - R: HMU-510B	Attached herewith	
	<b>Credit Structure</b> Sem. III - R: HMU-510C Sem. IV - R: HMU-510D		
	<b>Credit Structure</b> Sem. V - R: HMU-510E Sem. VI - R: HMU-510F		
<b>8</b>	<b>Semesters</b>	A	Sem I & II
		B	Sem III & IV
		C	Sem V & VI
		D	Sem VII & VIII
		E	Sem VII & VIII
<b>9</b>	<b>Program Academic Level</b>	A	4.5
		B	5.0
		C	5.5
		D	6.0
		E	6.0
<b>10</b>	<b>Pattern</b>	Semester	
<b>11</b>	<b>Status</b>	New	
<b>12</b>	<b>To be implemented from Academic Year Progressively</b>	From Academic Year: 2024-25	

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

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

Sign of the Offg. Dean  
Dr. Anil Singh  
Humanities

# Preamble

## 1) Introduction

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

## 2) Aims

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

### Objectives:

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

### Learning Outcomes

- Learners will acquire the knowledge and skills required to pursue a career in the specialization of their choice.
- Students would demonstrate the ability to apply rhetorical principles in a variety of creative, cinematic, organizational, professional and journalistic venues
- Learners would develop a global awareness of political, social and corporate issues influenced by communication sensitivity and skills
- Learners will understand mass media as a system of interrelated forces, including historical foundations, technological advances, economic dynamics, regulatory constraints, and ethical concerns.
- Learners will be able to create and design emerging media products, including blogs, digital audio, digital video, social media, digital photography, and multimedia.
- Learners will understand the underlying philosophical assumptions of, and be able to apply, communication research methods to address a range of media texts and audiences, production and technological practices, and relevant social issues
- Learners will comprehend the foundations, process, and practices of writing for and about the media, and demonstrate proficiency in writing across platforms.
- Learners will be able to conceptualize, design, and produce one or more works in media based on effective principles and practices of media aesthetics for a target audience.

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

**Under Graduate Certificate in MULTIMEDIA AND MASS COMMUNICATION**

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

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

**Sem. - I**

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

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

# EVOLUTION OF COMMUNICATION

## COURSE OUTCOME :

### Course Objectives:

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

MODULE	TOPICS	DETAILS	Hours
I	<b>INTRODUCTION TO COMMUNICATION</b>	<ol style="list-style-type: none"> <li>1. Understanding communication and its significance</li> <li>2. Introduction to basic theories of communication</li> <li>3. Communication among animals</li> <li>4. Role of communication in formation of societies and sustainability</li> </ol>	10
II	<b>HISTORY OF COMMUNICATION</b>	<ol style="list-style-type: none"> <li>1. Communication during the pre-historic era - Cave paintings, petroglyphs, symbolic interactions</li> <li>2. Stage of Oral communication</li> <li>3. Development of writing systems</li> <li>4. Evolution of Language &amp; its role</li> <li>5. Introduction of printing press</li> <li>6. Introduction of telegraph and telephone</li> </ol>	
III	<b>ROLE OF CULTURE IN COMMUNICATION DYNAMICS</b>	<ol style="list-style-type: none"> <li>1. Understanding culture</li> <li>2. Role of culture on communication</li> <li>3. Impact of culture on communication patterns</li> <li>4. Evolution of language over time and introduction of dialects</li> <li>5. Globalization and its impact on communication</li> <li>6. Impact of cultural convergence and divergence</li> </ol>	10
IV	<b>IMPACT OF SOCIAL DYNAMICS AND TECHNOLOGICAL ADVANCEMENTS ON COMMUNICATION</b>	<ol style="list-style-type: none"> <li>1. Group communication and its dynamics</li> <li>2. Social systems and their impact on communication designs</li> <li>3. Acquisition of language skills and its role in presentation and personal development</li> <li>4. Cognitive perspectives of communication advancement</li> </ol>	5

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

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

**SYLLABUS DESIGNED BY:**

- DR. NAVITA KULKARNI
- MS. KAVITA MAKHIJA

**INTERNAL EVALUATION METHODOLOGY:**

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

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

**REFERENCE BOOKS/JOURNALS/MANUALS:**

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

# FUNDAMENTALS OF MASS COMMUNICATION

## COURSE OUTCOME :

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

MODULE	TOPICS	DETAILS	Hours
I	<b>Introduction and overview</b>	<ol style="list-style-type: none"> <li>1. Meaning and importance of Mass Communication</li> <li>2. Forms of Communication: Intra Personal Communication, Interpersonal Communication, Group Communication, Mass Communication: Electronic, Satellite, Interactive, Digital Communication etc.</li> <li>3. Models of Communication: Gerber's Model, Sociological Model, Gatekeeping Model, Defleur's Model of the Taste- differentiated Audience Model, Hub Model, Sadharanikaran.</li> </ol>	10
II	<b>History of Mass communication</b>	<ol style="list-style-type: none"> <li>1. From oral to communication (kirtan, Davandi, Powada, Nagara)</li> <li>2. From Electric to Electronic communication, From electric to Digital communication, Contemporary scene in Indian communication landscape</li> </ol>	
III	<b>Major forms of mass media</b>	<ol style="list-style-type: none"> <li>1. Traditional &amp; Folk Media:</li> <li>2. Print: Books, Newspapers,</li> <li>3. Magazines</li> <li>4. Broadcast: Television, Radio Films</li> <li>5. Internet</li> </ol>	5
IV	<b>Impact of Mass Media on Society</b>	<p><b>A. I. Social Impact</b> (With social reformers who have successfully used mass communication)</p> <p><b>II. Political Impact</b> (With political leaders who have successfully used mass communication)</p> <p><b>III Economic Impact</b> (With how economic changes were brought about by mass</p>	10

		communication)  <b>IV. Developmental Impact</b> (With how the government has successfully used mass communication)  <b>B. Impact of mass media on</b> -1 Education, 2. Children, 3. Women, 4. Culture, 5. Youth, 6. Development.	
V	<b>The New Media and media convergence</b>	<ol style="list-style-type: none"> <li>1. Elements and features of new media, Technologies used in new media,</li> <li>2. Major challenges to new media Acquisition-personal, social and national,</li> <li>3. Future prospects.</li> </ol>	5

**SYLLABUS DESIGNED BY:**

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

**INTERNAL EVALUATION METHODOLOGY:**

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

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

**REFERENCES:**

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

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

## CONTEMPORARY AFFAIRS

### COURSE OUTCOME :

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

MODULE	TOPICS	DETAILS	Hours
I	<b>Current National stories</b>	<ol style="list-style-type: none"> <li>5. Three political stories of national importance.</li> <li>6. Political leaders : news makers of the season (Brief profile of any three)</li> <li>7. One dominating economic /business news</li> <li>8. One dominating environment news stories</li> <li>9. One story of current importance from any other 01 genre.</li> </ol>	5
II	<b>Polity and Governance</b>	<ol style="list-style-type: none"> <li>1. Ministries of Government of India 01 Autonomous government bodies</li> <li>2. <b>Ministry of Home Affairs</b> <ul style="list-style-type: none"> <li>• Enforcement Organizations Internal</li> <li>• Security</li> <li>• Police</li> </ul> </li> <li>3. <b>Communal tensions</b> <ul style="list-style-type: none"> <li>• Review of latest episodes of communal tensions</li> </ul> </li> <li>4. <b>The tensions in J&amp;K</b> <ul style="list-style-type: none"> <li>• Background, Political players</li> <li>• Update on the current situation</li> </ul> </li> <li>5. <b>Review of any three Central Government projects and policies</b></li> </ol>	10

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

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

**SYLLABUS DESIGNED BY:**

1. **RENU NAURIYAL**- CONVENER
2. **SHRIDHAR NAIK**- MEMBER
3. **RAJAT BANDOPADHYAY** - MEMBER

**INTERNAL EVALUATION METHODOLOGY:**

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

**REFERENCE BOOKS/JOURNALS/MANUALS:**

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

## **VISUAL COMMUNICATION**

**COURSE COUCOME**

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

perspective

<b>MODULE</b>	<b>TOPICS</b>	<b>DESCRIPTION</b>	<b>Hours</b>
<b>01</b>	<b>INTRODUCTION</b>	<ol style="list-style-type: none"><li>1. Early Visuals as Communication<ul style="list-style-type: none"><li>• Historical evidences, Caves, Hieroglyphs, Geoglyphs, Murals, sculptures</li></ul></li><li>2. Visual Communication as Natural means<ul style="list-style-type: none"><li>• Body language – Physique, Gestures, Eye contact, Expressions</li><li>• Technical gestures</li></ul></li><li>3. Process &amp; Expansion of Visual Language<ul style="list-style-type: none"><li>• Sensual theories – Gestalt, Constructivism, Ecological</li><li>• Perception theories – Semiotics, Language of Signs &amp; Symbols</li><li>• Concept of Code – Metonymic, Analogical code, Displaced code, Condensed code</li></ul></li></ol>	10
<b>02</b>	<b>MEDIUM OF COMMUNICATION</b>	<ol style="list-style-type: none"><li>1. Images –<ul style="list-style-type: none"><li>• Pictograms, Ideograms, Logograms</li><li>• Paintings, Illustrations, Cartoons, Memes,</li><li>• Photographs – (speaks thousand words)</li></ul></li><li>2. Video –<ul style="list-style-type: none"><li>• Cinema-the seventh art, Animation, Documentary, Vlog</li></ul></li><li>3. Infographics –<ul style="list-style-type: none"><li>• Graphs, Charts, Maps</li><li>• Instructions signs, Presentations</li><li>• Classification indicators</li></ul></li><li>4. Models –<ul style="list-style-type: none"><li>• Solar system, Body systems, Scientific models, Demo pieces</li></ul></li><li>5. Colour –<ul style="list-style-type: none"><li>• Sensation, Instruction, Classification</li><li>• Symbolic – Religious, Political,</li><li>• Mood &amp; Atmosphere</li></ul></li></ol>	10
<b>03</b>	<b>PUBLIC PLACES</b>	<ol style="list-style-type: none"><li>1. Architecture –<ul style="list-style-type: none"><li>• Steps, Ramps, Gates, Entrances</li><li>• Doors, Windows</li><li>• Emergency exit, Help seek, Disciplinary,</li></ul></li><li>2. Clothing –<ul style="list-style-type: none"><li>• Uniform, Classification, Rank, Unity,</li></ul></li></ol>	10

		Distinction, Duty, Safety, Identity, Dutifulness, <ul style="list-style-type: none"> <li>• Dress code, Protocol, Etiquettes</li> <li>• Cultural influences,</li> </ul> 3. Interpretation – <ul style="list-style-type: none"> <li>• Figure reading, Valuation of personality, Presentation of self, Reading from visual cues</li> </ul>	
<b>04</b>	<b>APPLICATION</b>	1. Commercial – <ul style="list-style-type: none"> <li>• Graphic Design, Posters, Advertisements, Publication Design,</li> </ul>	
<b>05</b>	<b>ELEMENTS OF ART</b>	1. Visible components – <ul style="list-style-type: none"> <li>• Line, Shape, Form, Tone, Colour, Space,</li> <li>• Proximity, hierarchy, Movement, Alignment, Emphasis,</li> <li>• Typography, Calligraphy, Word expression, Logotype, Treatment</li> </ul>	
<b>SYLLABUS DESIGNED BY:</b> <ol style="list-style-type: none"> <li>1. ARVIND PARULEKAR (CONVENER)</li> <li>2. GAJENDRA DEVDA</li> <li>3. RENU NAURIAL</li> </ol>			
<b>INTERNAL EVALUATION METHODOLOGY:</b> (any two to be selected- one individual and one group evaluation) <ol style="list-style-type: none"> <li>1. Presentations with visual examples to elaborate topic</li> <li>2. Projects / Assignments (illustrations or/ &amp; photographs of observations around)</li> <li>3. Picture/ Image analysis for Visual Cues &amp; Extracting Meaning</li> <li>4. Drawing book ideation exercise on Visualisation of Phrases/ Proverbs/ Word Expression</li> </ol>			
<b>REFERENCES:</b> <ol style="list-style-type: none"> <li>1. Handbook of Visual Communication Edited by Ken Smith/Sandra Moriarty/Gretchen Barbatsis &amp; Keith Kenny</li> <li>2. Visual Communication Theory and Research by Shahira Fahmy, Mary Angela Bock &amp; Wayne Wanta</li> <li>3. Visual Communication by Ralph E Wileman</li> <li>4. Visual Communication by Arvind Parulekar (Sheth Publication)</li> </ol>			

# INTRODUCTION TO COMPUTERS I

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

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

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

	<b>Total</b>		
--	--------------	--	--

#### Syllabus Committee Members

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

#### Internal exercise:

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

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

#### References:

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

AC –20.04.2024  
Item No. – 5.6 (N) Sem I (1e)

## As Per NEP 2020

# University of Mumbai



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

Sr. No.	Heading	Particulars
1	<p><b>Description the course:</b></p> <p><b>Including but Not limited to:</b></p>	<p><b>Communication Skills in English - I (B.A)</b></p> <p>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.</p> <p>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.</p> <p>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.</p>
2	<b>Vertical :</b>	<b>Ability Enhancement Course</b>
3	<b>Type :</b>	Theory
4	<b>Credit:</b>	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	30 Hours
6	<b>Marks Allotted:</b>	50 Marks

7	<p><b>Course Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To enhance English language proficiency of students by familiarizing them with Listening, Speaking, Reading and Writing (LSRW) skills</li> <li>2. To introduce learners to different perspectives of looking at a text or passage</li> <li>3. To equip learners in the functional aspects of English so that they use the acquired language skills correctly and confidently</li> <li>4. To guide learners in the effective use of the digital medium of communication.</li> </ol>
8	<p><b>Course Outcomes:</b></p> <p>At the end of the course, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand and interpret any text they are reading from different perspectives.</li> <li>2. Arouse the interest of learners in listening to and watching good quality audio and visual media.</li> <li>3. Acquire proficiency in the skills of listening; speaking, reading and writing that will help them meet the challenges of the world.</li> <li>4. Develop good oral and written skills of communication in the English language.</li> </ol>
9	<p><b>Modules:-</b> Per credit One module can be created</p> <hr/> <p><b>Module 1: Introduction to Communication Skills, Reading Skills and Listening Skills (15 lectures)</b></p> <hr/> <p><b>1. Introduction to Communication Skills</b></p> <ul style="list-style-type: none"> <li>• English as an international language and varieties of English</li> <li>• Verbal and Non-Verbal Communication</li> <li>• Features of Effective Writing Skills</li> <li>• Characteristics of an Effective Speech</li> <li>• Effective Listening Skills</li> </ul> <p>This section provides theoretical base for the following units that are practical in nature.</p> <p><b>2. Reading Skills:</b></p> <ul style="list-style-type: none"> <li>• Scanning a text for information</li> <li>• Skimming a passage to look for main ideas, understanding text type</li> <li>• Guessing meaning of an expression (word/phrase/clause)</li> <li>• Building inference skills</li> <li>• Grammar: Tenses, Question Tag, Change the Voice, Framing Interrogative sentence, Synonyms and Antonyms</li> </ul> <p>Passages of around 200- 250 words from fables, folk stories, short stories, non-fiction, history, business or environment could be chosen in this section.</p>

### 3. Listening Skills

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

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

## Module 2: Speaking Skills and Writing Skills (15 lectures)

### 1. Speaking Skills in English

#### i) Public Speaking in English

- Introduction
- Characteristics of an effective speech
- Analysis of model speeches
- Drafting and presenting a speech in formal and informal gatherings

#### ii) Conversation skills

- Opening a conversation
- Introducing oneself in various contexts
- Introducing others formally and informally

### 2. Formal Writing Skills:

- Job applications with bio data (solicited and unsolicited)
- RTI applications
- Applications for duplicate documents (I-cards / mark sheet, etc.)

10

Text Books: N.A.

**Reference Books:**

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

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

**Web link Resources:**

- A conversation about household appliances: <https://youtu.be/rAPI0fSborU> 13.
- Video on psychology: Why do we dream? <https://youtu.be/2W85Dwxx218>
- Video on social media: What is a social media influencer? <https://youtu.be/39A3og7enz8>
- Tips on communication (TED Talk): The Secrets of Learning a New Language [https://youtu.be/o\\_XVt5rdpFY](https://youtu.be/o_XVt5rdpFY)
- Expressing opinions: If Cinderella Were a Guy: <https://youtu.be/p4OyCNctKXg>
- Video on the English language: Where did English come from? <https://youtu.be/YEaSxhcns7Y>

12	<b>Internal Continuous Assessment: 40%</b>	<b>External, Semester End Examination 60%</b> <b>Individual Passing in Internal and External Examination</b>
13	<p><b>Continuous Evaluation through:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Participation in classroom during lectures 05 marks Learners' response to teaching and tasks involving Listening skills will be assessed</li> <li>• Overall attendance (lectures) 05 marks Percentage of learners' attendance in class to be considered</li> </ul> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Use of YouTube videos for use of grammar study and practice that may be taken from the list recommended or similar relevant videos.</li> <li>• Listening to audio clips/ books to enhance listening skills</li> <li>• Reading aloud from newspapers, magazines, stories, non-fiction followed by classroom discussion on these to enhance reading and speaking skills</li> <li>• Making short presentations on given topics</li> <li>• Official letter writing/ email writing exercises</li> </ul>	

<b>14</b>	<p><b>Format of Question Paper:</b> for the final examination</p> <p>Q.1. Short notes (2 out of 4) – On Module 1.1 <span style="float: right;">10 marks</span></p> <p>Q.2. Unseen Passage (200-250 words) (Module 1.2) <span style="float: right;">10 marks</span></p> <p>6 marks for the questions on content, 4 marks for the questions on grammar</p> <p>Q. 3. Writing Skills (1 out of 2) on Module 2.2 <span style="float: right;">10 Marks</span></p>
-----------	---

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

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

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

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

## As Per NEP 2020

# University of Mumbai



<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>I</b>
<b>Title of Paper</b>	<b>Credits 2</b>
<b>1) Entrepreneurship Management</b>	<b>Credits 2</b>
<b>2)</b>	
<b>From the Academic Year</b>	<b>2024-25</b>

**OE Sem 1**  
**ENTREPRENEURSHIP MANAGEMENT**

<b>PROGRAM</b>	<b>B.COM</b>
<b>SEMESTER</b>	<b>I</b>
<b>COURSE TITLE</b>	<b>ENTREPRENEURSHIP MANAGEMENT</b>
<b>VERTICLE /CATEGORY</b>	<b>OE</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 OBJECTIVE**

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

**COURSE OUTCOME**

CO1: Learners will recognize the fundamental components of the business

CO2: Evaluate the impact of traditional and modern business activities

CO3: Learners will be able to apply theoretical knowledge to real world scenarios within the business sector.

CO4: To create comprehensive understanding of the risks and challenges associated with business world

**ORGANISATION OF THE COURSE**

<b>UNIT NO</b>	<b>COURSE UNITS AT A GLANCE</b>	<b>TOTAL HOURS</b>
1	Introduction to Entrepreneurship	15
2	Entrepreneurship Management	15
<b>TOTAL HOURS</b>		<b>30</b>

## **COURSE DESIGN**

### **Unit 1 : Introduction to Entrepreneurship (15)**

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

PEDAGOGICAL APPROACH: Lecture Method. Case studies, assignment

### **Unit 2: ENTREPRENEURSHIP MANAGEMENT (15)**

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

PEDAGOGICAL APPROACH: Lecture Method, Assignments and Visits

#### **REFERENCES:-**

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

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

**30 Marks External**

DURATION: 1 Hour

MARKS: 30

**Any 2 out of 3**

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

**20 Marks Internal**

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

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

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

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

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

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

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

## As Per NEP 2020

### University of Mumbai



#### Title of the Course

**Foundation of Behavioural skills – Basic level**

**Semester – Sem I**

**Syllabus for Two Credit**

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

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

### **COURSE OBJECTIVE**

1. To develop understating about behavioural Skills.
2. To develop communication skills of students through experiential learning.
3. Life skill development through work life balance and stress management training.
4. To developing effective leadership quality among the learners.

### **COURSE OUTCOME**

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

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

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

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

## ORGANISATION OF THE COURSE

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

## COURSE DESIGN

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

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

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

\*Any Two for 20 marks

<b>ESSENTIAL READINGS</b>	<ol style="list-style-type: none"> <li>1. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Human Values and Professional Ethics.</li> <li>2. Shiv Khera, "You Can Win", Macmillan Books, New York, 2003.</li> <li>3. Barun K. Mitra, "Personality Development &amp; Soft Skills", Oxford Publishers, Third impression, 2017.</li> </ol>
<b>ADDITIONAL READINGS</b>	The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change Stephen Covey Free Press (first published August 15th 1989)

Syllabus Drafting Committee

Prof. Dr. Aruna Deshpande

Prof. Dr. Tejashree Deshmukh

Mr. Nitin Vazirani

Signature

Prof. Kavita Laghate

Mr. Bhooshan Maikani  
Dr. Vinita Pimple

Chairman of Board of Studies in Value Education

AC – 28.06.2024  
Item No. – 8.1 (N)

**As Per NEP 2020**

# University of Mumbai



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

Sr. No.	Heading	Particulars
1	<b>Description the course : 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>	Major/Minor/Open Elective /Skill Enhancement / Ability Enhancement/Indian Knowledge System ( Choose By $\checkmark$ )
3	<b>Type :</b>	Theory / Practical
4	<b>Credit:</b>	2 credits ( 1 credit = 15 Hours for Theory or 30 Hours of Practical work 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>1. To sensitize the students about context in which they are embedded i.e. Indian culture and civilisation including its Knowledge System and Tradition.</li> <li>2. To help student to understand the knowledge, art and creative practices, skills and values in ancient Indian system.</li> <li>3. To help to study the enriched scientific Indian heritage.</li> <li>4. To introduce the contribution from Ancient Indian system &amp; tradition to modern science &amp; Technology.</li> </ol>
8	<b>Course Outcomes:</b> ( List some of the course outcomes )	<ol style="list-style-type: none"> <li>1. Learner will understand and appreciate the rich Indian Knowledge Tradition</li> <li>2. Lerner will understand the contribution of Indians in various fields</li> <li>3. Lerner will experience increase subject-awareness and self-esteem</li> <li>4. Lerner will develop a comprehensive understanding of how all knowledge is ultimately intertwined</li> </ol>
9	<b>Modules:-</b>	
	<b>Module 1: ( 10 Hours )</b>	
		<ol style="list-style-type: none"> <li>1. Introduction to IKS (What is knowledge System, Characteristic Features of Indian Knowledge System)</li> <li>2. Why IKS? (Macaulay's Education Policy and its impact, Need of revisiting Ancient Indian Traditions)</li> <li>3. Scope of IKS (The Universality of IKS (from Micro to Macro), development form Earliest times to 18th Century CE)</li> <li>4. Tradition of IKS (Ancient Indian Education System: Home, Gurukul, Pathashala, Universities and ancient educational centres)</li> <li>5. Relevant sites in the vicinity of the Institute (Water Management System at Kanheri, Temple Management of Ambarnath, etc.)</li> </ol>

<b>Module 2: ( 10 Hours )</b>			
<ol style="list-style-type: none"> <li>1. Medicine (Ayurveda)</li> <li>2. Alchemy</li> <li>3. Mathematics</li> <li>4. Logic</li> <li>5. Art of Governance (Arthashastra)</li> </ol>			
<b>Module 3: (10 Hours) (Select Any FIVE out of the following)</b>			
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <ol style="list-style-type: none"> <li>1. Aesthetics</li> <li>2. Town Planning</li> <li>3. Strategic Studies</li> <li>4. Krishi Shastra</li> <li>5. Vyakaran &amp; Lexicography</li> <li>6. Natyashastra</li> <li>7. Ancient Sports</li> <li>8. Astronomy</li> </ol> </td> <td style="width: 50%; border: none;"> <ol style="list-style-type: none"> <li>9. Yoga and Wellbeing</li> <li>10. Linguistics</li> <li>11. Chitrasutra</li> <li>12. Architecture</li> <li>13. Taxation</li> <li>14. Banking</li> <li>15. Trade and Commerce</li> </ol> </td> </tr> </table>		<ol style="list-style-type: none"> <li>1. Aesthetics</li> <li>2. Town Planning</li> <li>3. Strategic Studies</li> <li>4. Krishi Shastra</li> <li>5. Vyakaran &amp; Lexicography</li> <li>6. Natyashastra</li> <li>7. Ancient Sports</li> <li>8. Astronomy</li> </ol>	<ol style="list-style-type: none"> <li>9. Yoga and Wellbeing</li> <li>10. Linguistics</li> <li>11. Chitrasutra</li> <li>12. Architecture</li> <li>13. Taxation</li> <li>14. Banking</li> <li>15. Trade and Commerce</li> </ol>
<ol style="list-style-type: none"> <li>1. Aesthetics</li> <li>2. Town Planning</li> <li>3. Strategic Studies</li> <li>4. Krishi Shastra</li> <li>5. Vyakaran &amp; Lexicography</li> <li>6. Natyashastra</li> <li>7. Ancient Sports</li> <li>8. Astronomy</li> </ol>	<ol style="list-style-type: none"> <li>9. Yoga and Wellbeing</li> <li>10. Linguistics</li> <li>11. Chitrasutra</li> <li>12. Architecture</li> <li>13. Taxation</li> <li>14. Banking</li> <li>15. Trade and Commerce</li> </ol>		
<b>10</b>	<b>Reference Books</b> <ol style="list-style-type: none"> <li>1. Concise history of science in India- D.M. Bose, S.N Sen, B.V. Subbarayappa.</li> <li>2. Positive sciences of the Ancient Hindus- Brajendranatha seal, Motilal Banrasidas, Delhi 1958.</li> <li>3. History of Chemistry in Ancient India &amp; Medieval India, P.Ray- Indian Chemicals Society, Calcutta 1956</li> <li>4. Charaka Samhita- a scientific synopsis, P. Ray &amp; H.N Gupta National Institute of Sciences of India, New Delhi 1965.</li> <li>5. MacDonnell A.A- History of Sanskrit literature</li> <li>6. Winternitz M- History of Indian Literature Vol. I, II &amp; III</li> <li>7. Dasgupta S.N &amp; De S.K- History of Sanskrit literature Vol. I.</li> <li>8. Ramkrishna Mission- cultural heritage of India Vol. I, II &amp; III.</li> <li>9. Majumdar R. C &amp; Pushalkar A.D- History &amp; culture of the Indian people, Vol. I, II &amp; III.</li> <li>10. Keith A.B- History of Sanskrit literature.</li> <li>11. Varadachari V- History of Sanskrit literature Chaitanya Krishna- A new History of Sanskrit</li> </ol>		
<b>11</b>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>Continuous Internal Assessment: 20 Marks</b></td> <td style="width: 50%;"><b>Semester End Examination : 30 Marks</b></td> </tr> </table>	<b>Continuous Internal Assessment: 20 Marks</b>	<b>Semester End Examination : 30 Marks</b>
<b>Continuous Internal Assessment: 20 Marks</b>	<b>Semester End Examination : 30 Marks</b>		
<b>12</b>	<b>Continuous Evaluation through:</b> Assignment/ Presentations/ Projects (Group/Individual) / Field Visit Report <b>10 Marks,</b> class Test / MCQ Test <b>5 Marks,</b> Overall Conduct and Class Participation <b>5 Marks</b>		
<b>13</b>	<b>Format of Question Paper: for the final examination</b> Q1. Attempt any TWO Questions out of FIVE. <b>6 Marks</b> Q2. Attempt any THREE Questions out of FIVE <b>12 Marks</b> Q3. Attempt any THREE Questions out of FIFTEEN. <b>12 Marks</b>		



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

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

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

## As Per NEP 2020

# University of Mumbai



<b>Syllabus for Basket of Open Electives</b>	
<b>Ad- hoc Board of Studies in B. Com. (Management Studies)</b>	
<b>UG First Year Programme</b>	
<b>Semester</b>	<b>1</b>
<b>Title of Paper</b>	<b>Credits 2/ 4</b>
<b>Marketing Mix - I</b>	<b>2</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>	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>Course Objectives:</b> <ol style="list-style-type: none"> <li>1. To familiarize with the basic concepts of marketing management.</li> <li>2. To create awareness of marketing mix elements.</li> <li>3. To understand the basics of Product and Price mix.</li> </ol>	

<b>8</b>	<p><b>Course Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. The students will learn about the various elements of Marketing Mix</li> <li>2. Understand the key concepts and components of product and price mix strategies</li> <li>3. Analyze the factors influencing product development, pricing decisions, and brand positioning</li> </ol>
----------	--

<b>9</b>	<p><b>Modules: -</b></p> <hr/> <p><b>Module 1: Marketing Mix- Product</b></p> <hr/> <ol style="list-style-type: none"> <li>1. Introduction to Marketing and Marketing Management, Marketing Concepts – Elements of Marketing mix- Product Mix.</li> <li>2. Product Classification: Consumer goods and Industrial goods classification- Product Life Cycle: Stages, Meaning and significance of Product Positioning: Meaning and need of Branding</li> </ol> <hr/> <p><b>Module 2 Marketing Mix- Price</b></p> <hr/> <ol style="list-style-type: none"> <li>1. Meaning and objective of Pricing- Price decisions: Factors affecting pricing decisions- Pricing policies and constraints</li> <li>2. Significance of pricing- Methods of pricing - Steps in Pricing- Types of Pricing Strategies</li> </ol>
<b>10</b>	<p><b>Text Books:</b></p> <ul style="list-style-type: none"> <li>● <i>Ramaswamy. V S &amp; Namakumari. S, MARKETING MANAGEMENT-PLANNING IMPLEMENTATION AND CONTROL, Macmillan Business Books, New Delhi, 2002, Hall Of India, New Delhi,</i></li> </ul>

11	<b>Reference Books:</b> <ol style="list-style-type: none"> <li>1. Philip Kotler, <i>MARKETING MANAGEMENT- ANALYSIS PLANNING AND CONTROL</i>, Prentice K.S. Chandrasekar, <i>MARKETING MANAGEMENT TEXT AND CASES</i>, Tata Mcgraw-Hill Publication, New Delhi.2010</li> <li>2. Govindarajan, <i>MARKETING MANAGEMENT CONCEPTS, CASES, CHALLENGES AND TRENDS</i>, Prentice Hall Of India, New Delhi. 2009</li> <li>3. Michael Porter – <i>Competitive Advantage</i></li> <li>4. Theodore Levitt – <i>Marketing Management</i></li> <li>5. <i>Fundamentals Of Marketing</i> – William Stanton</li> <li>6. <i>Customer Driven Services Management (1999) Response Books</i></li> </ol>																			
12	<b>Internal Continuous Assessment: 40%</b>	<b>External, Semester End Examination Individual Passing in Internal and External Examination : 60%</b>																		
13	<b>Continuous Evaluation through:</b> Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.( at least 3 )																			
14	<b>Format of Question Paper:</b> for the final examination <b>External Paper Pattern (30 Marks)</b> <table style="width: 100%; border: none;"> <tr> <td style="width: 80%;">Q1. Case Study Analysis</td> <td style="width: 20%; text-align: right;">10 Marks</td> </tr> <tr> <td>Q2. Answer the following (Any One)</td> <td style="text-align: right;">10 marks</td> </tr> <tr> <td style="padding-left: 20px;">A</td> <td></td> </tr> <tr> <td style="padding-left: 20px;">Or</td> <td></td> </tr> <tr> <td style="padding-left: 20px;">B</td> <td></td> </tr> <tr> <td>Q3. Answer the following (Any One)</td> <td style="text-align: right;">10 Marks</td> </tr> <tr> <td style="padding-left: 20px;">A</td> <td></td> </tr> <tr> <td style="padding-left: 20px;">Or</td> <td></td> </tr> <tr> <td style="padding-left: 20px;">B</td> <td></td> </tr> </table>		Q1. Case Study Analysis	10 Marks	Q2. Answer the following (Any One)	10 marks	A		Or		B		Q3. Answer the following (Any One)	10 Marks	A		Or		B	
Q1. Case Study Analysis	10 Marks																			
Q2. Answer the following (Any One)	10 marks																			
A																				
Or																				
B																				
Q3. Answer the following (Any One)	10 Marks																			
A																				
Or																				
B																				

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

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

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

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

AC –28/06/204

Item No. – 5.6 (N)

# University of Mumbai



## Syllabus for Extension Work in Vertical VI - CC

Board of Studies in Extension Work

UG First Year Program

Semester

I

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 lays 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 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 Syllabus as enlisted. The learner will participate in the following activities during Semester I in this academic year.

**ACTIVITIES FOR SEMESTER I = TOTAL 2 Credits**

Sr. No.	Unit / Activities	No. of Lectures
1	<p><u>Exhibit your talent (Talent Search Program)</u></p> <p><b>Talent Search: Need, Aim and Objectives, Nurturing Talent. Usefulness in Extension Work.</b></p> <p><u>Organizing Talent Search Program.</u></p> <p><b>The Extension Work Teacher will orient the learners and organize such program during lecture hours.</b></p> <p style="padding-left: 40px;">A talent search program is a critical component of modern human resource management that compel sensitization of self-awareness. By systematically identifying, attracting, and nurturing talent, the colleges can build a workforce that is capable, diverse, and aligned with their strategic goals to achieve objectives of extension work.</p> <p style="padding-left: 40px;">The following talents / skills are expected from learners to conduct training, extension work and field outreach activities. (Organization, Crowd control, Storytelling, Stage performance (singing, acting, musical instrument playing), Script writing, Poetry composition, Drawing &amp; painting, Collage, Drafting and writing report, PPT presentation and Video Making.</p>	<p>Total 8 Lectures including guidance for preparations and actual conduct of program.</p>
2	<p><u>Organizing &amp; Participation in Training Session and Note Making</u></p> <p>Every learner should attend the training session organized by their college for orientation of annual extension work program. Attendance is compulsory.</p> <p><b>In this session the learners will be oriented about all the extension work topics / activities as enlisted followed by question-and-answer session.</b></p> <p>The learner must read resource material and guidelines carefully</p>	

	<p>and understand the structure of Extension Work under NEP 2020 and accordingly plan for participation in various programs, college level and field outreach activities as given below. Documentation of the activity and report preparation needs to be completed by the learners.</p>	
3	<p><b><u>Self- Introductory Video / Stage Performance</u></b></p> <p><b>All learners enrolled in Extension Work subject can make self-introductory video or stage performance (3-4 minutes duration) stating his / her name, college, areas of interest, reason to join Extension Work, goals, why did he / she choose the particular topic /activity, how will he/she perform &amp; achieve his/her objectives etc. followed by 2-page report writing to be submitted to college. Report writing proforma to be prepared by college.</b></p> <p><b>In this session the learners will be oriented about making self-introductory video/ stage performance, prior preparations, grooming styles and presentation skills, practice sessions and other requirements.</b></p>	
4	<p><b><u>Participation in Activities /Programs</u></b> as given below.</p> <p>- Organize and participate in activities / programs related to five enlisted social issues / government policies. <b>The Learners will be oriented to following activities and motivated to participate in:</b></p> <ol style="list-style-type: none"> <li>1. Seminar /conferences, discussion sessions, debate, rallies</li> <li>2. Competitions (essay/creative writing, elocution, poster/ video/ rangoli making etc.- Minimum 2 competitions)</li> <li>3. Extension Work group activities of other groups in the college.</li> <li>4. Prepare your PPT, design your posters / charts.</li> <li>5. Survey / short term academic courses / innovative programs.</li> </ol> <p><b>Learners should perform and <u>participate in above activities (Minimum 3)</u> related to enlisted topics and strictly follow the guidelines. All the activities / programs must be related to extension work topics to fulfil the DLLE objectives.</b></p>	<p>20 Lectures including guidance for practice session, preparations and actual conduct of program.</p>

	<p><b>The learners will be oriented about <u>any 5 Topics</u> selected by college 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 above 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> <li>9. Pollution (Noise pollution / industrial pollution etc.)</li> <li>10. Issues related to LGBT.</li> <li>11. HIV –AIDS / Covid 19 etc.</li> <li>12. Consumer Awareness (Act 2019), Need and Importance</li> <li>13. E-waste management</li> <li>14. Stress and Harassment.</li> <li>15. Global warming</li> <li>16. Importance of Ethics and Values</li> <li>17. Old Age Homes / Status of Senior Citizens</li> <li>18. Distance Education Opportunities</li> <li>19. First Aid Awareness</li> <li>20. Election Literacy / Voting rights / Human Rights</li> </ol>	
5	<p><u>Report Writing and Final submission of assignment / report</u></p> <p><b>The learners will be oriented to prepare final assignment / report of the activities to the college.</b> Present report during the college program. Proforma of Report to be prepared by college.</p> <ul style="list-style-type: none"> <li>- College will organize a program in the hall / classroom for all learners and give them opportunity to present their assignment</li> </ul>	2 Lectures

	/ report with PPT presentation followed by question answer session / test / interview by the college.	
--	---	--

### **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.**

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**

**As Per NEP 2020**

**University of Mumbai**



**Title of the Program**

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

**SEM I**

**Syllabus for Two Credit**

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

## Semester I Course Structure

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

### Semester I

#### 1.1 Preamble:

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

#### 1.2 Objectives of the Course:

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

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

### **1.3 Salient features of the course:**

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

### **1.4 Utility of the course:**

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

### **1.5 Program outcomes:**

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

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

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

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

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

**1.9 Medium of Instruction:** English

#### 1.10 Course Structure

**Credits: 02**

**Lectures: 30**

**Marks: 50**

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

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

### References –

1. Bucher, C. A. (n.d.) Foundation of physical education. St. Louis: The C.V. Mosby Co. Deshpande, S. H. (2014). Physical Education in Ancient India. Amravati: Degree college of Physical education.
2. Mohan, V. M. (1969). Principles of physical education. Delhi: Metropolitan Book Dep. Nixon, E. E. & Cozen, F.W. (1969). An introduction to physical education. Philadelphia: W.B. Saunders Co.
3. William, J. F. (1964). The principles of physical education. Philadelphia: W.B. Saunders Co.
4. Coalter, F. (2013) Sport for Development: What game are we playing? .Routledge.
5. Singh Hardayal (1991), Science of Sports Training, DVS Publication, New Delhi
6. Muller, J. P.(2000). Health, Exercise and Fitness. Delhi : Sports.
7. Russell, R.P.(1994). Health and Fitness Through Physical Education. USA : Human Kinetics.
8. Uppal, A.K. (1992). Physical Fitness. New Delhi : Friends Publication.
9. Nagendra, H. R. & Nagarathna, R. (2002). Samagra Yoga Chikitse. Bengaluru: Swami Vivekananda Yoga Prakasana.
10. Kumar, Ajith. (1984) Yoga Pravesha. Bengaluru: Rashtrothanna Prakashana.
11. D.M Jyoti, Yoga and Physical Activities (2015) lulu.com3101, Hills borough, NC27609, United States
12. D.M Jyoti, Athletics (2015) lulu.com3101, Hills borough, NC27609, United States
13. Gharote, M. L. & Ganguly, H. (1988). Teaching methods for yogic practices. Lonawala: Kaivalyadhama.
14. Pinto John and Roshan Kumar Shetty (2021) Introduction to Physical Education, Louis Publications, Mangalore
15. Shekar, K. C. (2003). Yoga for health. Delhi: Khel Sahitya Kendra.
16. Amit Arjun Budhe, (2015) Career aspects and Management in Physical Education, Sports Publication, New Delhi
17. Pinto John and Ramachandra K (2021) Kannada Version, Daihika Shikshanada Parichaya, Louis



**As Per NEP 2020**

**University of Mumbai**



**Title of the Program**

**Introduction to Cultural Activities**

**SEM I**

**Syllabus for Two Credit**

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

## Aims and Objectives

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

## Learning Outcomes

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

## Modules at Glance Semester I

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

Module No.	Unit	Content	No. of Hours
1	<b>I</b>	<b>1.1 Overview to Cultural Activities</b> <ul style="list-style-type: none"><li>• Definition of culture and its manifestations</li><li>• Understanding cultural diversity and inclusivity</li><li>• The role of cultural activities in preserving heritage</li><li>• Overview of Indian cultural practices</li><li>• Overview of global cultural practices</li></ul>	05
	<b>II</b>	<b>2.1 History of Student Cultural Activities</b> <ul style="list-style-type: none"><li>□ Role of student cultural activities</li><li>□ History of student cultural activities in India</li></ul>	05

		<ul style="list-style-type: none"> <li>• Role of AIU in preserving cultural heritage of India</li> <li>• History of student cultural activities in Maharashtra</li> <li>• Student Cultural activities at University of Mumbai</li> </ul>	
2	III	<p><b>3.1 Forms / Types of Literary and Fine Arts Activities and its Applied Skills</b></p> <p><b>3.1.1 Various Forms of Literary Arts</b></p> <ul style="list-style-type: none"> <li>• <b>Elocution:</b> Reading Skills, Soft Skills, Languages, Communication Skills, etc.</li> <li>• <b>Debate:</b> Reading Skills, Soft Skills, Languages, Communication Skills, etc.</li> <li>• <b>Story Writing:</b> Introduction, Plot, Characterization, Presentation, Relevance, Language Style, etc.</li> <li>• <b>Story Telling:</b> Introduction, Plot, Characterization, Presentation, Relevance, Language Style, etc.</li> <li>• <b>Quiz:</b> General Knowledge skills</li> </ul> <p><b>3.1.2 Various Forms of Fine Arts</b></p> <ul style="list-style-type: none"> <li>• <b>Painting:</b> Visualization, Delivery of the Subject, Composition, Colour Application, Presentation and Overall Impact</li> <li>• <b>Collage:</b> Visualization, Delivery of the Subject, Handling of Medium, Composition, Presentation and Overall Impact</li> <li>• <b>Poster Making:</b> Visualization, Delivery of the Subject, Presentation, Tagline and Overall Impact</li> <li>• <b>Clay Modeling:</b> Visualization, Delivery of the Subject, Handling of Medium, Composition, Presentation and Overall Impact</li> <li>• <b>Cartooning:</b> Visualization, Delivery of the Subject, Characters, Synchronization, Colour Application, Composition, Presentation and Overall Impact</li> <li>• <b>Rangoli:</b> Visualization, Delivery of the Subject, Colour Scheme, Elements, Presentation and Overall Impact</li> <li>• <b>Mehendi Designing:</b> Originality, Creativity, Decorative Art with Aesthetic Sense, Presentation and Overall Impact</li> </ul>	10

		<ul style="list-style-type: none"> <li>• <b>Spot Photography:</b> Impact, Composition, Technical Quality and Suitability for the Specific Theme</li> <li>• <b>Installation:</b> Visualization, Delivery of the Subject, Handling of Medium, Synchronization, Composition, Presentation and Overall Impact</li> </ul>	
	<b>IV</b>	<p><b>4.1 Forms / Types of Performing Arts Activities and its Applied Skills</b></p> <p><b>4.1.1 Various Forms of Dance</b></p> <ul style="list-style-type: none"> <li>• <b>Folk Dance:</b> History and Origin of Folk Dance In India, Types and their Uniqueness, Significance of Folk Dance, Folk Dances in Maharashtra</li> <li>• <b>Classical Dance:</b> History of Classical Dance, Types and their Peculiarities, Significance of Classical Dances in India</li> </ul> <p><b>4.1.2 Various Forms of Theatre</b></p> <ul style="list-style-type: none"> <li>• History of Indian Theatre</li> <li>• Types and their Uniqueness</li> <li>• Significance of Indian Theatre</li> <li>• <b>Various Forms of Theatre:</b> One Act Play, Skit, Mime, Mimicry</li> </ul> <p><b>4.1.3 Various Forms of Music</b></p> <ul style="list-style-type: none"> <li>• History of Indian Music,</li> <li>• Types and their Uniqueness,</li> <li>• Significance of Music in India</li> <li>• <b>Various Forms of Music:</b> Classical Singing, Light Vocal, Percussion, Non-Percussion, Nattiyasangeet, Western Vocal, Western Instrumental</li> </ul>	<b>10</b>

### 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
<b>Total</b>		<b>20</b>

### Semester End Examination (30 Marks)

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

### Reference Books

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

- 7) Tomory Edith, History of Fine Arts in India and the West. Orient Longman, Mumbai, 1989.
- 8) Arthur Schopenhauer, The Art of Literature, S. Sonnenschein and co London. 1981.
- 9) M. Keith Booker, A Practical Introduction to Literary theory and Criticism. Routledge. Michigan, 1996.
- 10) Vatsyayan Kapila, Indian Classical Dance. Publications Division, Ministry of Information and Broadcasting, Govt. of India, 1992.
- 11) Phyllia S. Weikart, Teaching folk dance: successful steps. High/Scope Press, Michigan, 1997.
- 12) Gosvami O., The story of Indian Music, its growth and synthesis. Bombay, New York, Asia Pub. House, 1961.

**As Per NEP 2020**

**University of Mumbai**



**Title of the Program**

**Co-Curricular Course  
NATIONAL SERVICE SCHEME**

**SEM I & SEM II**

**Syllabus for Two Credit**

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

**UNIVERSITY OF MUMBAI**  
**National Service Scheme**

**1.1 Preamble:**

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

**1.2 Objectives of the Course:**

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

**1.3 Learning Outcomes of the Course:** The students will be able to

1. The course will help students comprehend the foundations of the National Service Program.
2. To understand the unique camping program.
3. Students will learn about the regular activities of NSS.

**1.4. Programme Specific Outcomes:**

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

**1.5 Programme Outcomes:**

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

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

**UNIVERSITY OF MUMBAI**

**Semester I**

**NSS CC**

**Sub: - Introduction to National Service Scheme**

**Credits: 02**

**Marks:50**

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