

University of Mumbai

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

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


क.वि.प्रा.स.से./आयसीडी/२०२५-२६/३७

दिनांक : २७ मे, २०२५

परिपत्रक:-

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

मुंबई - ४०० ०३२
२७ मे, २०२५


(डॉ. प्रसाद कारंडे)
कुलसचिव

Copy forwarded for information and necessary action to :-	
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7	The Deputy Registrar, PRO, Fort, (Publication Section), Pro@mu.ac.in
8	The Deputy Registrar, Executive Authorities Section (EA) eau120@fort.mu.ac.in He is requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to the above circular.
9	The Deputy Registrar, Research Administration & Promotion Cell (RAPC), rapc@mu.ac.in
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4	P.A to all Deans of all Faculties
5	P.A to Finance & Account Officers, (F & A.O), camu@accounts.mu.ac.in

To,

1	The Chairman, Board of Deans pvc@fort.mu.ac.in
2	<p>Faculty of Humanities,</p> <p>Offg. Dean</p> <p>1. Prof.Anil Singh Dranilsingh129@gmail.com</p> <p>Offg. Associate Dean</p> <p>2. Prof.Manisha Karne mkarne@economics.mu.ac.in</p> <p>3. Dr.Suchitra Naik Naiksuchitra27@gmail.com</p> <p>Faculty of Commerce & Management,</p> <p>Offg. Dean,</p> <p>1 Prin.Ravindra Bambardekar principal@model-college.edu.in</p> <p>Offg. Associate Dean</p> <p>2. Dr.Kavita Laghate kavitalaghate@jbims.mu.ac.in</p> <p>3. Dr.Ravikant Balkrishna Sangurde Ravikant.s.@somaiya.edu</p> <p>4. Prin.Kishori Bhagat kishoribhagat@rediffmail.com</p>

	<p>Faculty of Science & Technology</p> <p>Offg. Dean</p> <p>1. Prof. Shivram Garje ssgarje@chem.mu.ac.in</p> <p>Offg. Associate Dean</p> <p>2. Dr. Madhav R. Rajwade Madhavr64@gmail.com</p> <p>3. Prin. Deven Shah sir.deven@gmail.com</p>
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As Per NEP 2020

University of Mumbai



Syllabus for Major Vertical – 1 & 4

Name of the Programme – B.A. (MULTIMEDIA AND MASS
COMMUNICATION)

Faulty of Humanities

Board of Studies in MASS MEDIA

U.G. Second Year Programme	Exit Degree	U.G. Diploma in MULTIMEDIA AND MASS COMMUNICATION
Semester		III & IV
From the Academic Year		2025-26

University of Mumbai



(As per NEP 2020)

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

Sd/-

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

Sd/-

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

Sd/-

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

Sd/-

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

Under Graduate Diploma in MULTIMEDIA AND MASS COMMUNICATION

Credit Structure (Sem. III & IV)

R. HMU-510C												
Level	Semester	Major		Minor (Advertising)	Minor (Journalism)	OE	VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC, RP	Cum. Cr. / Sem.	Degree/ Cum. Cr.	
		Mandatory	Electives									
5.0	III	i) Electronic Media (4 CR) ii) IKS in Communication & Media (2 CR) iii) Film communication 1 (2 CR) 8(4+2+2)		i) (2 CR) ii) (2 CR) 4	i) (2 CR) ii) (2 CR)	i) (2 CR) ii) (2 CR)	i) Introduction to Photography VSC:2,	1) AEC:2	i) FP : 2 CC:2	22	UG Diploma 88	
	R. HMU-510D											
	IV	i) Mass Media Research (4 CR) ii) Indian Legal Environment (2 CR) iii) Film Communication II (2 CR) 8(4+2+2)		i) (4 CR) 4	i) (4 CR)	ii) (2 CR) iii) (2 CR) 2	i) Writing and Editing for Media SEC:2	AEC:2	i) CEP: 2 CC:2	22		
Cum Cr.	28		10			12	6+6	8+4+2	8+4	88		
Exit option; Award of UG Diploma in Major and Minor with 80-88 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor												

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

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

Sem. - III

Vertical – 1 Major

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

Title of Paper: ELECTRONIC MEDIA

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	This course offers an in-depth introduction to electronic media, covering radio, television, and emerging digital platforms such as web series, podcasts, and OTT content. It equips students with essential skills in audio-visual production, format development, and content planning, making it highly relevant for careers in broadcasting, digital journalism, content creation, and media production. Closely linked with courses in journalism, advertising, and digital media, it meets the growing industry demand for multi-skilled media professionals.
2	Vertical :	Minor
3	Type :	Theory
4	Credit:	4 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted :	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives:	<ol style="list-style-type: none"> 1. To introduce students to the fundamentals and evolution of radio, television, and digital media platforms. 2. To develop technical and creative skills in audio-visual content creation, including production processes and media formats. 3. To foster an understanding of the role of electronic media in society and its relevance to contemporary communication and industry practices.
8	Course Outcomes: (<ol style="list-style-type: none"> 1. Learners will be able to identify and explain various electronic media formats and their functions across radio, television, and digital platforms. 2. Learners will demonstrate the ability to plan, produce, and edit basic audio-visual content for media applications. 3. Learners will critically analyze the societal impact of electronic media and apply industry-relevant skills to pursue roles in content creation, broadcasting, and digital communication.

9

Module 1: Foundations of Electronic Media (15 Hours)

1. History and Evolution

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

2. Convergence and Modern Trends

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

3. Sound for Media

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

4. Visual Language

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

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

1. Content Formats

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

2. Production Process Overview

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

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

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

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

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

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

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

10	Reference Books: <ol style="list-style-type: none"> 1. Basic Radio and Television: by S Sharma 2. The TV Studio Production Handbook : Lucy Brown 3. Mass Communication in India by Keval J. Kumar 4. Beyond Powerful Radio by Valerie Geller 5. Writing News for TV and Radio : Mervin Block 6. Essential Radio Journalism: How to produce and present radio news (Professional Media Practice) : Peter Stewart, by Paul Chantler 7. Andrew Boyd, ‘Broadcast Journalism, Techniques of Radio and Television News ‘, Focal Press London. 8. Keval J Kumar, ‘Mass Communication in India’, Jaico Publishing House. 9. K.M Shrivasta, ‘Radio and TV Journalism’, Sterling Publishers Pvt. Ltd, New Delhi. 10. Usha Raman, ‘ Writing for the Media’, Oxford University Press, New Delhi 11. Media Production: A Practical Guide to Radio and TV 1st Edition by Amanda Willett 12. Community radio in India : R Sreedher, Puja O Murada 	
11	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
12	Continuous Evaluation through: <ol style="list-style-type: none"> 1. A visit to a Radio or Television station 2. Listening and recording news for TV and Radio 3. Shooting an interview for a Television channel 4. Recording a chat show for a radio channel 	

Syllabus Designed by:

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

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

Title of Paper: IKS IN COMMUNICATION & MEDIA

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	The course of "IKS in Communication and Media" helps media students understand indigenous perspectives, traditional narratives, and culturally rooted communication practices. It is relevant for creating context-sensitive, inclusive content and connects with courses like cultural studies, journalism, and media ethics. With growing demand for culturally resonant media, it enhances job prospects in content creation, heritage communication, and policy advocacy.
2	Vertical :	Major
3	Type :	Theory
4	Credit:	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives:	<ol style="list-style-type: none"> 1. To introduce students to the foundational concepts and principles of Indian Knowledge Systems (IKS) and their role in traditional and contemporary communication. 2. To explore the integration of IKS in various media forms, including oral traditions, folk media, and digital platforms. 3. To encourage critical thinking about the relevance of indigenous knowledge in modern media practices and policy-making.

8	<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Students will be able to identify and explain core concepts of IKS and their historical relevance in Indian communication systems. 2. Students will analyze and apply traditional communication methods within modern media contexts to create culturally rooted content. 3. Students will develop an appreciation for indigenous narratives and demonstrate the ability to integrate IKS into media planning, storytelling, and advocacy. 																									
9	<p>Module 1: Foundations of Indian Knowledge Systems and Communication Traditions (10 Lectures)</p> <table border="1" data-bbox="193 517 1449 846"> <tr> <td data-bbox="193 517 651 591">1. What is IKS</td> <td data-bbox="651 517 1449 591">Definition, scope, and relevance to media studies.</td> </tr> <tr> <td data-bbox="193 591 651 665">2. Traditional systems of knowledge transmission</td> <td data-bbox="651 591 1449 665">Oral, written, symbolic</td> </tr> <tr> <td data-bbox="193 665 651 739">3. Ancient Indian communication models</td> <td data-bbox="651 665 1449 739">Shruti, Smriti, Shastra, Sutra.</td> </tr> <tr> <td data-bbox="193 739 651 846">4. Ancient treatises on communication and statecraft</td> <td data-bbox="651 739 1449 846">Arthashastra, Natyashastra, Manusmriti, and Panini's Ashtadhyayi.</td> </tr> </table> <p>Module 2: Language, Literature and Performing Arts in IKS (10 Lectures)</p> <table border="1" data-bbox="193 936 1449 1265"> <tr> <td data-bbox="193 936 651 1113">1. Classical Languages</td> <td data-bbox="651 936 1449 1113">The role of Sanskrit, Prakrit, Pali, and regional languages in building narrative traditions. Epics like Ramayana and Mahabharata as comprehensive communication texts.</td> </tr> <tr> <td data-bbox="193 1113 651 1187">2. Oral traditions</td> <td data-bbox="651 1113 1449 1187">Puranas, Bhajans, and Jataka tales.</td> </tr> <tr> <td data-bbox="193 1187 651 1265">3. Folk and classical performing arts</td> <td data-bbox="651 1187 1449 1265">Tamasha, Kirtan, Powada, Lavani, Kathakali, Yakshagana as public communicative platforms</td> </tr> </table> <p>Module 3: Philosophy and Aesthetics in Indian Knowledge Systems (5 Lectures)</p> <table border="1" data-bbox="193 1355 1449 1547"> <tr> <td data-bbox="193 1355 651 1467">1. Philosophical foundations of Indian thought systems</td> <td data-bbox="651 1355 1449 1467">Nyaya, Sankhya, Vedanta, Buddhism, Jainism. Concepts of Dharma, Satya, Ahimsa and their relevance to ethical journalism and responsible media.</td> </tr> <tr> <td data-bbox="193 1467 651 1547">2. Aesthetic principles</td> <td data-bbox="651 1467 1449 1547">Rasa, Bhava, Alankara and their application to visual and narrative design</td> </tr> </table> <p>Module 4: IKS in Television, Film, and New Media (5 Lectures)</p> <table border="1" data-bbox="193 1637 1449 2038"> <tr> <td data-bbox="193 1637 651 1787">1. Representation of Indian mythology, history, and folklore in Indian print, cinema and television</td> <td data-bbox="651 1637 1449 1787">Looking at Amar Chitra Katha series, Ramayan, Mahabharat to Baahubali and Tumbbad, TV series like Bharat: Ek Khoj among others</td> </tr> <tr> <td data-bbox="193 1787 651 1899">2. Adaptation of epics and traditional stories into visual media</td> <td data-bbox="651 1787 1449 1899">Techniques, challenges, and cultural responsibilities. IKS in children's programming, animated series, and edutainment platforms</td> </tr> <tr> <td data-bbox="193 1899 651 2038">3. Digital platforms and New Media</td> <td data-bbox="651 1899 1449 2038">Indigenous knowledge in documentary and regional filmmaking. Digital archiving and revival of traditional knowledge systems through YouTube, podcasts, OTT platforms, and social media.</td> </tr> </table>		1. What is IKS	Definition, scope, and relevance to media studies.	2. Traditional systems of knowledge transmission	Oral, written, symbolic	3. Ancient Indian communication models	Shruti, Smriti, Shastra, Sutra.	4. Ancient treatises on communication and statecraft	Arthashastra, Natyashastra, Manusmriti, and Panini's Ashtadhyayi.	1. Classical Languages	The role of Sanskrit, Prakrit, Pali, and regional languages in building narrative traditions. Epics like Ramayana and Mahabharata as comprehensive communication texts.	2. Oral traditions	Puranas, Bhajans, and Jataka tales.	3. Folk and classical performing arts	Tamasha, Kirtan, Powada, Lavani, Kathakali, Yakshagana as public communicative platforms	1. Philosophical foundations of Indian thought systems	Nyaya, Sankhya, Vedanta, Buddhism, Jainism. Concepts of Dharma, Satya, Ahimsa and their relevance to ethical journalism and responsible media.	2. Aesthetic principles	Rasa, Bhava, Alankara and their application to visual and narrative design	1. Representation of Indian mythology, history, and folklore in Indian print, cinema and television	Looking at Amar Chitra Katha series, Ramayan, Mahabharat to Baahubali and Tumbbad, TV series like Bharat: Ek Khoj among others	2. Adaptation of epics and traditional stories into visual media	Techniques, challenges, and cultural responsibilities. IKS in children's programming, animated series, and edutainment platforms	3. Digital platforms and New Media	Indigenous knowledge in documentary and regional filmmaking. Digital archiving and revival of traditional knowledge systems through YouTube, podcasts, OTT platforms, and social media.
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10	Books / References: <ol style="list-style-type: none"> 1. Dhamija, J. (1970). <i>Living traditions of India</i>. New Delhi: National Book Trust. 2. Kumar, K. J. (2014). <i>Mass communication in India</i> (5th ed.). Mumbai: Jaico Publishing House. 3. Mignolo, W. D. (2011). <i>The darker side of western modernity: Global futures, decolonial options</i>. Durham: Duke University Press. 4. Mohanty, C. T. (2003). <i>Feminism without borders: Decolonizing theory, practicing solidarity</i>. Durham: Duke University Press. 5. Sen, A. (2005). <i>The argumentative Indian: Writings on Indian history, culture and identity</i>. London: Penguin Books. 6. Smith, L. T. (1999). <i>Decolonizing methodologies: Research and indigenous peoples</i>. London: Zed Books. 	
11	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
12	Continuous Evaluation through: <ol style="list-style-type: none"> 1. Individual project should be given to develop a comic strip on any folk story Write a story board/ type of copy. 2. A radio drama could be scripted to popularize a regional or national epic. The programming could essentially done for children or adolescents 3. Big Idea (TV Script, Podcast ideas, Short films, Drama, etc.) – Group project 	

Syllabus Designed by:

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

Syllabus

B.A. (MULTIMEDIA AND MASS COMMUNICATION)

(Sem.- III)

Title of Paper: FILM COMMUNICATION - I

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	Film Communication is an important subject for media students as it helps them understand the power of visual storytelling in influencing audiences. It is highly relevant in today's media landscape, offering practical knowledge for analysing and creating film content. The subject connects well with areas like journalism, advertising, and digital media, strengthening both creative and critical skills. It also prepares students for careers in filmmaking, content creation, editing, and roles across film, television, and digital platforms.
2	Vertical:	MAJOR
3	Type :	PRACTICAL
4	Credit:	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted :	60 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives:	<ol style="list-style-type: none"> 1. To introduce learner to cinema as a visual language and tool of communication. 2. To help learner appreciate the artistic, cultural, and technological evolution of cinema. 3. To help learner understand the efforts that go in a film production that one enjoys in few hours. 4. To help learner prepare a base in film making for further studies if he wishes to continue. 5. To get familiar with appreciating the audio-visual as an Art form. 6. To develop a vision towards Cinema beyond just entertainment. 7. To develop a sense of Analysing the audio-visual to pursue a career in Cine-critic.
8	Course Outcomes:	<ol style="list-style-type: none"> 1. Learners will be able to demonstrate an understanding of film as a medium of visual communication and its evolution across genres, styles, and cultures. 2. Learners will be able to analyze the components of film language—such as shot composition, editing, sound, and lighting—to interpret meaning and emotion. 3. Learners will be able to critically evaluate films using established theories and frameworks from media, communication, and cultural studies. 4. Learners will be able to apply cinematic techniques and storytelling methods in the conceptualization and production of short films or media content. 5. Learners will be able to explore the role of film in shaping public opinion, culture, and identity, and its impact on contemporary media and communication practices.

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Module 1: Film as Mode of Communication (15 Lectures)

1. Understanding Film Language:
 - Signs, Codes & Conventions
2. Visual Storytelling:
 - Lighting Technique & Use of Light
 - Sound & Sound Effects
 - Mise-en-scène – Staging to Framing
3. Role of Cinematography & Editing in Meaning-Making

Module 2: History & Evolution of Cinema (15 Lectures)

1. Overview of Silent Era
2. Golden age of Hollywood
3. Italian Neorealism
4. French New wave
5. Indian Cinema – Introduction
 - Dadasaheb Phalke
 - Studio Era
 - Parallel Cinema
6. Transition of Analogue to Digital in Film making

Module 3: Genre & Narrative Structure (15 Lectures)

1. Film Genres:
 - Drama
 - Comedy
 - Thriller
 - Fantasy
 - Horror
2. Classical Hollywood Narratives v/s Non-Linear Storytelling
3. Narrative arcs in Indian Cinema & Global Examples

Module 4: Production Stage (15 Lectures)

1. Pre-Production:
 - Script > Screenplay > Shot Division
 - Budget
 - Casting > Character design > Costume
 - Location scouting > Production design > Set
2. Production – On Floor:
 - Direction – shot > Scene > Sequence
 - Cinematography – Shots, Angles, Movements
 - Sound Recording – OSD, SFX, VO, Foley, Library,
3. Post-Production:
 - Editing
 - VFX
 - Background Score
 - Dubbing
 - Colour Grade
4. Distribution Basics

10	Books / References: <ul style="list-style-type: none"> • Film Craft & Cine Art • Handbook of Video Production • The Film Maker's Handbook – Steven Ascher (The Bible) • Film Directing – Shot by Shot – Steven Katz • Making Documentary Films & Videos – Barry Hampe • Understanding Communication media – Jacob Sraampi • Making Movies – Sidney Lumet 	
11	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
12	Continuous Evaluation through: <ol style="list-style-type: none"> 1. Open discussion on film message, technique & specific appealing scenes analysing the various aspects of the scene. 2. Selective Screen-shots of specific films & analysing for Framing, Colour, Culture from costumes, Background, Body language, Other props. 3. Drawing a story-board from the 20sec/30 sec TVC. 4. Writing script from a small incidence in a story. 5. Visualising & Drawing a storyboard from a given script. 6. Writing a film review on a given movie. 	External Evaluation Methodology: The Subject is entirely Practical/ Project paper & there will be no Written Test. The evaluation is based on the project submitted by the learner & the viva voce based on the project as well as testing the knowledge gained by an individual oral question-answer session. <ul style="list-style-type: none"> • The Project will be a Group project with the members of maximum five clearly holding very specific roles in the film making. The key roles are Script writing, Storyboarding, Cinematography, Direction, Editing. • The on screen participants need not be from same group & may be from another team or outsiders & will have no assessment for acting abilities. Acting is not the part of course. • The project will consist of following subjects: <ul style="list-style-type: none"> ○ Short Film based on Social Cause or a Moral Preaching (Duration: 3min to 10min) ○ Documentary based on a Historical incidence or Current process. (Duration: 10min to 20min) ○ Bulletin/ News reel: Topic based on Citizen Journalism, Reporting with video coverage & well-demonstrated coverage ○ Music Video: Shot & edited by the team with occasional stock shots (not over 25%) for maintaining tempo & rhythm Technical Demonstration: Audio-Visual film on a Technical operation, Working of a Machine or an Artist at Work with progressive shots

Syllabus Designed by:

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

Syllabus

B. A. (MULTIMEDIA AND MASS COMMUNICATION)

(Sem.- III)

Title of Paper INTRODUCTION TO PHOTOGRAPHY

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	Introduction to Photography is a key course for media students as it builds visual literacy and technical skills essential for effective storytelling through images. It is highly relevant in fields like journalism, advertising, digital content, and social media, where visual communication plays a central role. The subject complements areas like film, design, and multimedia, and opens job opportunities in photojournalism, creative direction, content creation, and commercial photography.
2	Vertical :	VSC
3	Type :	Theory
4	Credit:	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: <ol style="list-style-type: none"> 1. To understand the power of pictures in effective communication. 2. To explore how a picture speaks thousand words. 3. To study the technique that professionals use to make pictures outstanding. 4. To develop a photographic vision & improve visual sense of the visible world. 5. To develop visualisation in terms of a definite frame & the objects within. 6. To develop a deeper sense of light beyond just illumination & visibility. 7. To develop a strong ability to communicate in non-verbal ways. 8. To develop a sense of association or contradiction of the objects put together. 9. To explore the applications of Photography as Fine Art as well as Applied Art. 10. To cultivate sense of visual design for further media study. 	

8	Course Outcomes: <ol style="list-style-type: none"> Learners will be able to demonstrate a fundamental understanding of camera operations, exposure settings, and composition techniques. Learners will be able to apply visual storytelling principles to capture meaningful and aesthetically effective photographs across various genres. Learners will be able to analyze and critique photographic work using technical, artistic, and conceptual frameworks. 	
9	Module 1: Visual Communication & Core Photography Techniques (15 Hours) <ol style="list-style-type: none"> Visual Language & Framing <ul style="list-style-type: none"> How pictures communicate: “A picture speaks a thousand words” Framing and composition techniques Perspective, focus types (selective/differential), color palette Mood, atmosphere, body language, proxemics Positive & negative space in images Technical Foundations of Photography <ul style="list-style-type: none"> Camera anatomy and functions Exposure triangle: Aperture, Shutter, ISO Depth of Field & Bokeh Motion techniques: Blur, Freeze, Light painting, Traffic/Star trails Movement vs Moment Module 2: Media Oriented Photography & Visual Output Design (15 Hours) <ol style="list-style-type: none"> Advanced Lighting & Composition <ul style="list-style-type: none"> Lens understanding: focal length, coverage, subject relevance Light techniques: Checkerboard, Three-point, Portrait, Product, Fashion, Mixed lighting Composition for media: Standard rules and creative deviations Media Photography & Output Design <ul style="list-style-type: none"> Media-specific composition: packaging, magazine cover/layout, ads Designing for visual communication: visualizing layouts and roughs Practical shooting and nominal editing for final output Basics of citizen photojournalism: combining visuals with narrative Final media outputs: image creation and layout integration 	
10	Reference Books: <ol style="list-style-type: none"> Creative Photographic Lighting – Collins: Me & My Camera Series Making the Most of Colour – Collins: Me & My Camera Series Taking Successful Pictures – Colling; Me & My Camera Series The Working Photographer – Marija & Tod Bryant Portrait Photography – Camera Guide series by Minolta Glamour Photography – Camera Guide series by Minolta Photography for Fun & Profit – Volume 1 to 4: Singer Communication Introduction to Photography – Arvind Parulekar (Academic Book for BAMMC) Sheth Pub. Photographing Indoors and Photographing outdoors – Olympus Guide Books 	
12	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination

13

Continuous Evaluation through:

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

Syllabus Designed by:

- Arvind Parulekar
- Ms. Sheetal Gogri

As Per NEP 2020

University of Mumbai



Syllabus for Minor Vertical 2

Faculty of HUMANITIES

Board of Studies in MASS MEDIA

Second Year Programme in Minor (Advertising)

Semester

III & IV

Title of Paper

Sem.

Total Credits 4

1. Introduction to Advertising

III

2

2. Basics of Copywriting

III

2

Title of Paper

Credits

I) Globalisation and Advertising

IV

4

From the Academic Year

2025-26

Sem. - III

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

Title of Paper: INTRODUCTION TO ADVERTISING

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	Introduction to Advertising is crucial for media students as it provides foundational knowledge about persuasive communication, branding, and consumer behavior. It is highly relevant and useful in today's media landscape, where advertising drives content creation and revenue. The subject connects with courses like marketing, public relations, and digital media, and its application spans across industries, enhancing students' creativity and strategic thinking. With the growing demand for advertising professionals, it opens up diverse job prospects in agencies, media houses, and corporate communication roles.
2	Vertical :	Major
3	Type :	Theory
4	Credit:	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives:	<ol style="list-style-type: none"> 1. To introduce students to the fundamentals, evolution, and various forms of advertising. 2. To help learners understand the role of advertising in society, along with its ethical, legal, and cultural implications. 3. To equip learner with knowledge of integrated marketing communication tools and different advertising media. 4. To develop students' ability to create and evaluate effective advertisements using creative strategies and techniques.

8	Course Outcomes: <ol style="list-style-type: none"> Describe the purpose, types, and components of advertising in various contexts. Discuss the ethical, legal, and cultural considerations involved in advertising practices. Identify and explain the tools and techniques used in integrated marketing communication. Create basic advertising content such as ad copy, storyboards, slogans, and campaign ideas. 	
9	Module 1: Introduction to Advertising (10 Hours)	
	1. Introduction to advertising	Evolution, importance, Features, benefits, limitation, effects and 5M's of advertising
	2. Types of advertising	Consumer, Industrial, Retail, Classified, Corporate, Public service, Generic, National, Global, International, Social (CSR) and Advocacy
	3. Ethics in advertising	Puffery, Subliminal, Weasel claim, Surrogate, Shocking ads, Controversial, Comparative, Advertising code of ethics, Regulatory bodies, Laws and regulations
	4.Social, Cultural and Economic impact of Advertising	Women and advertising, Children and, advertising, Senior citizen and advertising, Pop Culture and advertising
	Module 2: Integrated marketing communication and tools (10 Hours)	
	1. Integrated marketing communication	Emergence, Role, Tools, Communication process, The IMC Planning Process
	2. Print Media and Out-of Home Media	Basic concepts, Types of Newspapers advertising, advantages and disadvantage of Newspaper advertising, Magazines, Factors to consider for magazine advertising, Out -of home Advertising, On-premise advertising, Transit advertising, Posters, Directory advertising
	3. Broadcast Media	Radio advertising Advantages and Disadvantages of Radio advertising, Television advertising and its Advantages and Disadvantages, Film advertising and Product placement - Advantages and Disadvantages
	4. Public Relation	Meaning of Public Relations, Types of public relations Difference between public relations and advertising,
	5. Sales Promotion and Direct Marketing	Growth and Types of Sales promotion, Advantages and Disadvantages Growth of Direct marketing and its tools Advantages and disadvantages
	Module 3: Creativity in Advertising (10 Hours)	
	1. Introduction to Creativity	Importance of creative process, Creative strategy development Determining message theme, Big idea, positioning strategies, Types of appeals
	2. Role of different elements in ads	Logo, Jingle, Company signature, Slogan, tagline, illustration, Creating Radio commercial –Words, sounds, clarity, coherence etc.

	3. Elements of copy	Headline, Sub headline, Layout, Body copy, Types of copy and slogan, creating story board
	4. Latest trends	Rural advertising, Ambush advertising, Internet advertising, email advertising, Advertainment, advertorial, mobile advertising
10	Books / References: <ul style="list-style-type: none"> • Advertising Principles and Practices (7th Edition) William D. Wells, John Burnett, Sandra Moriarty • Adland: Global History of advertising by mark Tungate • Copy paste : How advertising recycle ideas by Joe La Pompe • Indian Advertising: Laughter & Tears by Arun Chaudhuri • Adkatha The Story Of Indian Advertising by Halve Anand • Pandeymonium by Piyush Pandey • Introduction to Advertising – Amita Shankar • Contemporary Advertising – Loudon & Britta • Advertising – Pearson Education • www.afaqs.com • www.exchange4media.com • www.adweek.com 	
11	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
12	Continuous Evaluation through: <ol style="list-style-type: none"> 1. Individual/ group project should be given to develop an advertising strategy on any product or service 2. Write a story board/ type of copy. 3. Big Idea – Group project 	

Syllabus

B.A. (MULTIMEDIA AND MASS COMMUNICATION)

(Sem.- III)

Title of Paper: Basics of Copywriting

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	The Basics of Copywriting introduce students to the core principles of writing persuasive and impactful content for advertising and marketing. It covers the purpose of copywriting, the role of a copywriter, and the importance of clear, concise, and compelling messaging. Students learn how copy influences consumer behavior, supports brand identity, and communicates value across different platforms. This foundational knowledge sets the stage for advanced creative writing and campaign development.
2	Vertical :	Minor
3	Type :	Theory
4	Credit:	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: <ul style="list-style-type: none"> • Understand the role and importance of copywriting in advertising, branding, and marketing communication. • Identify the key responsibilities and skills of a copywriter, including creativity, clarity, and persuasion. • Recognize the essential elements of effective copy, such as headlines, slogans, and calls to action. • Develop awareness of audience-centric writing, focusing on tone, message, and purpose. • Build foundational knowledge that supports creative idea development and media-specific copywriting. 	

8

Course Outcomes:

- Identify the role and responsibilities of a copywriter.
- Explain basic concepts and techniques in copywriting and creative thinking.
- Use various methods like brainstorming, imagination, and observation to generate effective advertising ideas.
- Develop a creative mindset and discover the “Big Idea” behind successful ad campaigns.
- Write compelling copy that aligns with different brand voices and tones.
- Use storytelling and emotional appeals to influence target audiences.

Sr. No.	Heading	Particulars
1.	Introduction to Copywriting (10 Hours)	<ul style="list-style-type: none"> • Basics of Copywriting <ul style="list-style-type: none"> • What copywriting is all about • What a copywriter does • Creative Thinking <ul style="list-style-type: none"> • How to develop a creative mindset • How great ideas are formed • Finding the <i>one big idea</i> behind a campaign • How to make people believe in your brand and take action • Techniques for Coming Up With Ideas <ul style="list-style-type: none"> • Fun and useful ways to spark creativity like: <ul style="list-style-type: none"> ○ Brainstorming ○ Asking questions ○ Looking at pictures ○ Using imagination and observation ○ Referencing other ideas, dreaming, and more • Transcreativity <ul style="list-style-type: none"> • What it is and why it’s important (adapting creative work across cultures or languages)
2.	Writing for Advertising (10 Hours)	<ul style="list-style-type: none"> • Understanding Briefs <ul style="list-style-type: none"> • What a marketing brief is • What a creative brief is • How to Write Persuasive Copy <ul style="list-style-type: none"> • Using the right tone of voice • Giving your writing personality • Writing in a way that grabs attention and changes how people think • Using emotion and storytelling • Learning from the best ad campaigns today

3.	Media and Audiences (10 Hours)	<ul style="list-style-type: none"> • Writing for Different Media Platforms <ul style="list-style-type: none"> • Print ads: headlines, captions, body text, slogans • TV ads: scripts, visual planning, silence, styles • Outdoor ads like posters • Radio scripts • Digital ads for social media (Facebook, Instagram, etc.) • Web content • How to Write Different Kinds of Ads <ul style="list-style-type: none"> • Direct mailers • Classified ads • Press releases • B2B (business-to-business) content • Email marketing • Advertorials (ads in the form of articles) <p>Infomercials</p>
10	Books / References: <ul style="list-style-type: none"> • “The Copywriter’s Handbook: A Step-by-Step Guide to Writing Copy That Sells” <i>Author: Robert W. Bly</i> • Creative Advertising: An Introduction” <i>Author: Miriam Sorrentino</i> • “Advertising Concept and Copy” <i>Author: George Felton</i> 	
11	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
12	Continuous Evaluation through: <ol style="list-style-type: none"> 1. Individual/ group project 2. Write a copy for an AD. 3. Presentation 4. Assignment 	

AC – 28/03/2025
Item No. – 7.8 (N) (3c) Sem. III

As Per NEP 2020

University of Mumbai



**Syllabus for
Basket of OE
Vertical 3**

Faculty of Commerce & Management

Board of Studies in Bachelor of Management Studies

Second Year Programme in B.Com. (Management Studies)

Semester

III

Title of Paper

Credits

Green Marketing

2

From the Academic Year

2025-26

Open Elective- Marketing

Title: Green Marketing

.Sr. No.	Heading	Particulars
1	Description the course: Including but not limited to:	Green marketing, also known as environmental marketing or eco-marketing, focuses on promoting products or services based on their environmental benefits. It involves considering ecological aspects throughout the entire product lifecycle, from design and manufacturing to packaging and disposal. The aim is to appeal to environmentally conscious consumers and differentiate offerings in the marketplace. Effective green marketing requires transparency and genuine commitment to sustainability, avoiding "greenwashing" or misleading claims. It can lead to a positive brand image, increased customer loyalty, and contribute to a more sustainable future.
2	Vertical :	Open Elective
3	Type :	Theory
4	Credit:	2
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: 1. To familiarize participants with concepts and applications of data analytic. 2. To acquaint participants with the challenges of data preparation and implementation. 3. To understand and design data driven models for business decision making 4. To evaluate the Guidelines for Transportation of E-Waste	
8	Course Outcomes: At the end of the course students should be able to; 1. Understand the role of data analytics, data mining and business analytics within an organization. 2. Compute and analyze data using statistical and data mining techniques 3. Design and develop process of improving the decision making (relevance and quality) 4. Compare the E-waste exchange and Extended Producer Responsibility Plan	

<p>9</p>	<p>Module 1: Fundamentals of Green Marketing</p> <ol style="list-style-type: none"> 1. Meaning & Concept of Green Marketing, Evolution of Green Marketing, Types of Green Marketing, Difference in between Marketing & Green Marketing, 2. Benefits of Green Marketing, Adoption of Green Marketing, Green Marketing Mix, Green Product - Green Marketing 3. Green Spinning, Green Selling, Green Harvesting, Enviropreneur Marketing, Green Washing, Strategic Green Marketing 4. Climate Performance Leadership Index-Promotional Channels of Green Marketing, Green Marketing Stakeholders, Ethics and Responsibility for Green Marketing, <hr/> <p>Module 2: Green Marketing Policies:</p> <ol style="list-style-type: none"> 1. Development of an integrated Green Marketing Framework - Implementation of Green Marketing Strategies, Feedback and Control, taking corrective action, 2. Green Marketing future trends, Career opportunities in the field, Green Marketing Policy & Process, Benefits of green environment to the society. 3. Green Firms, HCL’s Green Management Policy, IBM’s Green Solutions – IndusInd Bank’s Solar Powered ATMs ITCs Paperkraft – Maruti’s Green Supply Chain. 4. E-waste exchange, Guidelines for collection and Storage of E-Waste, Guidelines for Transportation of E-Waste, Guidelines for Environmentally Sound Recycling of E-Waste.
<p>10</p>	<p>Reference Books:</p> <ol style="list-style-type: none"> 1. Green Marketing Management by Robert Dahlstrom, Cengage Learning India. Latest Edition. 2. Green Marketing - Concepts, Literatures and Examples. M.Meera. Evincepub 3. Publishing. Latest Edition.. Green Marketing and Environmental Responsibility in Modern Corporations, Esakkiand Thangasamy, IGI Global, 2017 4. Green Marketing Management, Robert Dahlstrom, Cengage Learning, 2010 5. Green Marketing: Challenges and Opportunities for the New Marketing Age, Jacquelyn A. 6. The New Rules of Green Marketing, Jacquelyn A. Ottman, Berrett-Koehler Publishers, 2011. 7. The Green Marketing Manifesto, John Grant, John Wiley and Sons, 2007Green Marketing and Environmental Responsibility in Modern Corporations, Esakki 8. and Thangasamy, IGI Global, 2017. Latest Edition. 9. Green Marketing: Challenges and Opportunities for the New Marketing Age, 10. Jacquelyn A. Ottman, NTC Business Books, 1993. Latest Edition. 11. The New Rules of Green Marketing, Jacquelyn A. Ottman, Berrett-Koehler Publishers, 2011.

11	Internal Continuous Assessment: 40%	External, Semester End Examination Individual Passing in Internal and External Examination : 60%														
12	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)															
13	QUESTION PAPER PATTERN (External and Internal) Paper Pattern 2 Credits (Total 50 Marks) Internal = 20 Marks External = 30 Marks Internal Paper Pattern (20 Marks) <table style="width: 100%; border: none;"> <tr> <td style="width: 60%;">1. Project Presentation OR Case Study writing</td> <td rowspan="2" style="font-size: 2em; vertical-align: middle;">}</td> <td rowspan="2" style="vertical-align: middle;">any one</td> <td style="text-align: right;">10 Marks</td> </tr> <tr> <td>2. Quiz OR Group discussion</td> <td style="text-align: right;">10 Marks</td> </tr> <tr> <td>3. Class Test (Mandatory) with objectives</td> <td></td> <td></td> <td style="text-align: right;">10 Marks</td> </tr> <tr> <td colspan="3" style="text-align: right;">Total</td> <td style="text-align: right;"><hr style="width: 50%; margin: 0 auto;"/>20Marks</td> </tr> </table>		1. Project Presentation OR Case Study writing	}	any one	10 Marks	2. Quiz OR Group discussion	10 Marks	3. Class Test (Mandatory) with objectives			10 Marks	Total			<hr style="width: 50%; margin: 0 auto;"/> 20Marks
1. Project Presentation OR Case Study writing	}	any one	10 Marks													
2. Quiz OR Group discussion			10 Marks													
3. Class Test (Mandatory) with objectives			10 Marks													
Total			<hr style="width: 50%; margin: 0 auto;"/> 20Marks													

External Paper Pattern (30 Marks)

Write any TWO questions from the following

Q1. Answer the following 15 marks

A

B

Q2. Answer the following 15 Marks

A

B

Q3. Answer the following 15 Marks

A

B

Sd/-

**Sign of the BOS
Chairman
Dr. Kanchan Fulmali
Board of Studies in
BMS**

Sd/-

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

Sd/-

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

Sd/-

**Sign of the
Offg. Dean
Prin. Ravindra
Bambardekar
Faculty of
Commerce &
Management**

Semester- I

Subject Name: Introduction to Environment

Syllabus for Basket of OE

Department	Interdisciplinary
Semester	I
Course title	Introduction to Environment
Vertical	Open Elective
Course level	4.5
Course code	
Type	Theory
Credits	2 credits (1- credit = 15 hours for theory in a semester)
Hours allotted theory	30 hours
Hours per week practical/tutorial	NA

Learning objectives

1. To demonstrate and analyse the knowledge of the facts and processes of the environment.
2. To understand the functioning and structure of the ecosystem.
3. To understand the types and importance of natural resources.
4. To create awareness about the existence and importance of biodiversity.

Course Outcomes:

On successful completion of this course, students will be able to:

1. Understand and explain the basic concepts of environment and ecosystem.
2. Understand the types and utility of natural resources.
3. Understand the biodiversity in the environment and help to conservation of biodiversity.

Module	Syllabus	Lectures
1	Introduction to Environmental Studies 1. Environmental Studies: Definition, Nature, and Scope 2. Environment: Components and Types 3. Structure of Environment	7
2	Ecosystem 1. Ecosystem: Concept and Components – Biotic and Abiotic 2. Functioning and Structure of the Ecosystem 3. Types of Ecosystems- Aquatic and Terrestrial	8
3	Natural Resources 1. Natural Resources: Definition and Classification 2. Importance of Natural Resources 3. Environmental Problems Associated with Soil, Water, and Forest Resources	8
4	Biodiversity and its Conservation 1. Biodiversity: Definition, Types and Importance 2. Hotspots of Biodiversity in the World and India	7

List of reference books and reading materials

1. Bharucha Erach, 2004, Textbook for Environmental Studies, University Grants Commission, New Delhi (Available free on the web)
2. Rajagopalan, R. (2011). Environmental Studies: From Crisis to Cure. India: Oxford University Press.
3. Chiras, D. D and Reganold, J. P. (2010). Natural Resource Conservation: Management for a Sustainable Future. 10th edition, Upper Saddle River, N. J. Benjamin/Cummins/Pearson.
4. Miller, G. T., & Spoolman, S. (2015) Environmental Science. Cengage Learning.
5. Mohanta R., Sen A., Singh M.P., 2009, 'Environmental Education - Vol. 1', APH Publishing Corporation New Delhi.
6. Perman, R., Ma, Y., McGilvray, J., and Common, M. (2003) Natural Resource and Environmental Economics. Pearson Education.
7. Perumal M., Veerasekaran R., Suresh M., Asaithambi M., 2008, 'Environmental and Ecological issues in India', Abhijeet Publication, Delhi
8. Prabu P.C., Udayasooriyan C., Balasubramanian G, 2009, 'An introduction to Ecology and Environmental Science', Avinash Paperbacks, New Delhi.
9. Reddy K. P., Reddy D. N., 2003, 'Environmental Education', Neelkanth Publication, Hyderabad.
10. Santra S.C., 2004, 'Environmental Science', New Central Book agency Pvt Ltd, Kolkata.
11. Sinha, N. (2020) Wild and Wilful. Harper Collins, India.
12. Tiwari V., 2009, 'A textbook of Environmental studies', Himalaya Publications House, New Delhi
13. Tomar A., 2007, 'Environmental Education', Kalpaz publication, New Delhi
14. William M., Grossa J., 2002, 'Environmental Geography - Science, Land use and Earth Systems', John Wiley and Sons Inc USA.
15. Wright R., 2008, 'Environmental Science - Towards sustainable future', Eastern Economy Edition, Prentice Hall Inc, New Jersey, U.S.A
16. Barry Field and Martha k Field: Environmental Economics, McGraw Hill International Edition, 2017. This book provides a more advanced approach to environmental economics, suitable for those seeking a deeper understanding of the subject.

External assessment: 30 marks

Internal assessment: 20 marks

Internal Paper Pattern (20 marks)

Continuous Evaluation through

Assignments/projects/presentations/class test/MCQS/ group discussion/ case studies.
(at least 3).

1. One Assignment/Project work/Case study /Presentation /Seminar /Field visit report/Book review etc. to be conducted in the given semester before the Semester end examination.
(Marks – 5)
2. One online/ offline class test
(Marks – 10)
3. Active participation in regular class instructional deliveries and fieldwork. & Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing environment-related activities
(Marks – 5)

External Paper Pattern

(30 marks)

Q. 1. A, B, C, D (Any 3 out of 4)

(15 Marks)

Q. 2. Practical/ theory A, B, C, D (Any 3 out of 4)

(15 Marks)

Semester- III

Subject Name : HINDI BHASHA : VYAVAHARIK PRAYOG

Semester: III

PROGRAM	BA /BSc/ BCom (BCOM/BBI/BMS/BAF/BSC IT/ BAMMC)
Semester	III
Course title	Hindi Bhasha : Vyavaharik prayog
Vertical	Ability Enhancement Skills (AEC)
Course level	
Course code	
Type	Theory
Credits	2 credits (1- credit = 15 hours for theory in a semester)
Hours allotted theory	30 hours
Hours per week practical/tutorial	NA

Learning objectives:

LO1	विद्यार्थियों को राजभाषा हिंदी का विधिवत ज्ञान प्रदान करना ।
LO2	विद्यार्थियों को राजभाषा हिंदी के व्याकरण से परिचय करवाना ।
LO3	विद्यार्थियों को संज्ञा आदि का ज्ञान प्रदान करना ।
LO4	विद्यार्थियों को कारकों, वाक्यरचना एवं भाषिक चिन्हों आदि का ज्ञान प्रदान करना ।

Course Outcomes:

CO1	विद्यार्थियों को राजभाषा हिंदी का ज्ञान प्राप्त होगा एवं दक्षता प्राप्त होगी।
CO2	विद्यार्थियों को हिंदी के व्याकरणिक प्रयोग की जानकारी प्राप्त होगी।।
CO3	विद्यार्थियों को हिंदी संज्ञा आदि का ज्ञान प्राप्त होने के साथ भाषा के शुद्ध व्यवहारिक रूप का ज्ञान होगा ।
CO4	विद्यार्थियों को कारकों, वाक्यरचना एवम भाषिक चिन्ह आदि का ज्ञान प्राप्त होगा ।

Module No	Content	No of Hours
1	Unit 1 : 1.हिंदी भाषा: सामान्य परिचय 2. राजभाषा हिंदी : संवैधानिक महत्त्व 3. वर्णमाला :स्वर एवं व्यंजन 4. शब्द भेद :सामान्य परिचय	15
2	Unit 2 : 1 वाक्य: सामान्य परिचय 2.वर्तनी : शुद्धता का प्रयोग एवं सावधानियां 3. कारक एवं विरामचिन्ह 4. पत्रलेखन	15

List of reference books and reading materials

1. बाबू राम सक्सेना- सामान्य भाषा विज्ञान हिंदी साहित्य संमेलन, प्रयाग
2. कामता प्रसाद गुरु - हिंदी व्याकरण लोकभारती प्रकाशन इलाहाबाद
3. आचार्य देवेंद्रनाथ शर्मा- भाषा विज्ञान की भूमिका राधाकृष्ण प्रकाशन, दिल्ली
4. भाषा विज्ञान व भाषाशास्त्र कपिल द्विवेदी ,विश्वविद्यालय प्रकाशन वाराणसी
- 5.भोलानाथ तिवारी -भाषा विज्ञान किताब महल, इलाहाबाद

Continuous Evaluation :

निरंतर मूल्यांकन (50 marks)

बहुविकल्पीय प्रश्न / कार्यपत्रक/ प्रस्तुतीकरण/ प्रकरण अध्ययन/ समूह चर्चा/ क्षेत्र भ्रमण
/परियोजना/ (असाइनमेंट) गृहकार्य/ कार्यशाला
(इनमें से सिर्फ पांच)

AC – 20/05/2025
Item No. – 5.45 (N) Sem-III 2(a)

As Per NEP 2020

University of Mumbai



Syllabus for Marathi - AEC	
Board of Studies in Marathi	
UG Second Year Programme	
Semester	III
Title of Paper	लेखन कौशल्ये -२ (महाजालावरील लेखन)
Credits	2
From the Academic Year	2025-26

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

Title of Paper : लेखन कौशल्ये - २ (महाजालावरील लेखन)

Sr. No.	Heading	Particulars
1.	अभ्यासक्रमाचे वर्णन : (Description of the Course)	<p>राष्ट्रीय शैक्षणिक धोरण - २०२० विद्यार्थ्यांच्या सर्वांगीण विकासावर (Wholistic Development) भर देते. या धोरणात सर्वांगीण विकासाचा भाग म्हणून क्षमता वर्धन अभ्यासक्रम (Ability Enhancement Course) या स्तंभांतर्गत भाषिक कौशल्य अभ्यासक्रमाचा समावेश करण्यात आला आहे. कला, वाणिज्य व विज्ञान या विद्याशाखांमध्ये अध्ययन करणाऱ्या विद्यार्थ्यांना तिसऱ्या सत्रामध्ये 'आधुनिक भारतीय भाषां'चे अध्ययन अनिवार्य करण्यात आले आहे. सदर क्षमता वर्धन अभ्यासक्रमाचे स्वरूप प्रामुख्याने भाषाकेंद्री असावे, असेही राष्ट्रीय शैक्षणिक धोरणात नमूद करण्यात आले आहे. विद्यार्थ्यांना विविध प्रकारच्या भाषिक कौशल्यांचा तपशीलवार परिचय करून देणे, तसेच ती कौशल्ये आत्मसात करण्याची संधी विद्यार्थ्यांना उपलब्ध करून देणे, ही या अभ्यासक्रमाची महत्त्वाची उद्दिष्टे आहेत. ही उद्दिष्टे लक्षात घेऊन 'लेखन कौशल्ये - २ (महाजालावरील लेखन)' (श्रेयांकने २) या अभ्यासपत्रिकेची आखणी करण्यात आली आहे.</p> <p>आंतरमहाजाल हे एकविसाव्या शतकातील अत्यंत प्रभावी साधन आहे. जगभरातील संगणक एकमेकांशी जोडले जाऊन त्यांचे जाळे तयार झाले आहे. विविध सामाजिक माध्यमस्थळांवर स्वतःचे खाते (अकाउंट) तयार करणे आणि त्यावर मराठी भाषा व देवनागरी लिपीतून लिहिणे, ही समकालीन संपर्क व्यवहारातील आवश्यक बाब झाली आहे. यास अनुसरून आपल्या अभिव्यक्तीला व्यासपीठ मिळवून देणारी अनुदिनी (ब्लॉग) तयार करणे, विकिपीडियावर भोवतालातील भाषा, साहित्य, संस्कृतीशी निगडित माहितीपर व विश्लेषणात्मक नोंदी लिहिणे, सामाजिक माध्यमस्थळांवरील आपल्या खात्यावर सातत्याने अभ्यासपूर्ण लेखन करणे, स्वक्षमतेशी निगडित समाजगट / आभासी कट्टे (कम्युनिटी ग्रुप) तयार करणे, या बाबींसाठी आवश्यक सामाजिक माध्यमस्थळ साक्षरता आणि मराठी भाषा व देवनागरी लिपीतून लिहिण्याची क्षमता 'लेखन कौशल्ये - २ (महाजालावरील लेखन)' (श्रेयांकने २) या अभ्यासपत्रिकेच्या अध्ययनातून विद्यार्थ्यांमध्ये निर्माण होईल.</p>

2.	Vertical	Ability Enhancement Course
3.	Type	Theory
4.	Credit	2 Credits (1 Credit = 15 Hours for Theory or 30 Hours of Practical Work in a Semester)
5.	Hours Allotted	30 Hours (AEC या स्तंभांतर्गत शिकविल्या जाणाऱ्या अभ्यासपत्रिकांच्या कार्यभारासंबंधी मुंबई विद्यापीठाच्या दिनांक २३ जुलै, २०२४ च्या NO.AAMS_UGS/ICC/2024-25/19 या परिपत्रकाचा आधार घ्यावा.)
6.	Marks Allotted	50 Marks
7.	अभ्यासक्रम उद्दिष्टे (Course Objectives) : १. महाजालावरील लेखन कौशल्याचे स्वरूप समजावून सांगणे. २. महाजालावर प्रभावी लेखन करण्यासाठी आवश्यक असणाऱ्या तंत्रांचा परिचय करून देणे. ३. नेहमीच्या पठडीतील लेखन व महाजालावरील लेखन यांमधील साम्य-भेद स्पष्ट करणे. ४. विविध सामाजिक माध्यमस्थळांवर लेखन करण्यासाठी आवश्यक कौशल्ये व क्षमता विकसित करणे.	
8.	अभ्यासक्रम निष्पत्ती (Course Outcomes) : १. विद्यार्थ्यांना महाजालावरील लेखन कौशल्याचे स्वरूप समजेल. २. विद्यार्थ्यांना महाजालावर प्रभावी लेखन करण्यासाठी आवश्यक तंत्रांचा परिचय होईल. ३. विद्यार्थ्यांना नेहमीच्या पठडीतील लेखन व महाजालावरील लेखन यांमधील साम्य-भेद स्पष्ट होईल. ४. विद्यार्थ्यांमध्ये विविध सामाजिक माध्यमस्थळांवर लेखन करण्यासाठी आवश्यक कौशल्ये व क्षमता विकसित होतील.	
9.	अभ्यासघटक (Module) :	
	घटक - १ : सामाजिक माध्यमस्थळांवर मराठी भाषा व देवनागरीतून लेखन (भाग - १)	
	अ) अनुदिनी (ब्लॉग) लेखन आ) विकिपीडियावरील लेखन (६० मिनिटांच्या १५ तासिका, श्रेयांकन १) (सूचना : विद्यार्थ्यांमध्ये उपरोक्त सामाजिक माध्यमस्थळांवर लेखन करण्यासाठी आवश्यक कौशल्ये व क्षमता विकसित होतील या दृष्टीने शिक्षकांनी सराव करून घ्यावा.)	

घटक -२ : सामाजिक माध्यमस्थळांवर मराठी भाषा व देवनागरीतून लेखन (भाग - २)	
<p>अ) फेसबुक, इन्स्टाग्राम, एक्स यांवरील लेखन आ) समाज गट (कम्युनिटी ग्रुप), आभासी कट्टे यांवरील लेखन (६० मिनिटांच्या १५ तासिका, श्रेयांकन-१)</p> <p>(सूचना : विद्यार्थ्यांमध्ये उपरोक्त सामाजिक माध्यमस्थळांवर लेखन करण्यासाठी आवश्यक कौशल्ये व क्षमता विकसित होतील या दृष्टीने शिक्षकांनी सराव करून घ्यावा.)</p>	
10.	पाठ्य ग्रंथ (Text books) : N. A.
11.	<p>संदर्भ ग्रंथ (Reference Books) :</p> <p>१. मराठी व्याकरण आणि लेखन, विनायक गंधे व मीरा जोशी, निराली प्रकाशन, पुणे, २०१२. २. उपयोजित मराठी, (संपा.) केतकी मोडक व अन्य, पद्मगंधा प्रकाशन, पुणे, २०१२. ३. मराठी भाषिक कौशल्य विकास, (संपा.) पृथ्वीराज तौर, अथर्व पब्लिकेशन्स, धुळे, २०१८. ४. व्यावहारिक मराठी, ल. रा. नसिराबादकर, भाषा विकास संशोधन संस्था, कोल्हापूर, २०२३. ५. <i>Aayushi International Interdisciplinary Research Journal</i> (ISSN 2349-638x) Peer Reviewed Journal www.aiirjournal.com</p>
12.	<p>Internal Continuous Assessment : 40%</p> <p>External, Semester End Examination : 60% Individual Passing in Internal and External Examination</p>
13.	<p>अंतर्गत सातत्यपूर्ण मूल्यांकन (Internal Continuous Assessment) : २० गुण</p> <p>अंतर्गत मूल्यांकनाचे स्वरूप (Format of Internal Assessment) :</p> <p>चाचणी परीक्षा / मौखिक परीक्षा / प्रकल्पलेखन / नियतकार्य (Assignment) / सादरीकरण / प्रश्नमंजूषा यांपैकी कोणत्याही पद्धतींचा अवलंब करून अंतर्गत मूल्यमापन करता येईल. (प्रत्यक्ष उपस्थिती किंवा ऑनलाईन)</p>

14. बहिरगत परीक्षा (External Examination) : ३० गुण (वेळ : एक तास)

बहिरगत परीक्षेच्या प्रश्नपत्रिकेचे स्वरूप (Format of Question Paper) :

१. प्रत्येकी १५ गुणांचे एकूण तीन प्रश्न विचारावेत. त्यांपैकी विद्यार्थ्यांनी कोणतेही दोन प्रश्न सोडवावेत.
२. पहिले दोन प्रश्न दीर्घोत्तरी स्वरूपाचे असावेत. दोन्ही घटकांवर आधारित १५ गुणांचे अंतर्गत पर्याय असलेले दोन प्रश्न विचारावेत.
३. तिसरा प्रश्न हा घटक क्रमांक एक व दोनवर आधारित १५ गुणांचा वस्तुनिष्ठ स्वरूपाचा असावा. प्रत्येक घटकावर दहा याप्रमाणे एकूण वीस प्रश्न विचारावेत. विद्यार्थ्यांनी कोणतेही पंधरा प्रश्न सोडवावेत.

Sd /-

Sign of the BOS
Chairman
Prof. Dr. Satish
Kamat
Board of Studies in
Marathi

Sd/-

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

Sd/-

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

Sd/-

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



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

No. AAMS_UGS/ICC/2024-25/213

Date: 18th January, 2025

CIRCULAR:-

Attention of all the Principals of the Affiliated Colleges, Directors of the Recognized Institutions and the Head, University Departments are hereby informed that the recommendations made by the Board of Deans at its meeting held on 30th November, 2024 subsequently approved by the Academic Council at its meeting held on 04th December, 2024 vide Item No. 6.39 and that in accordance therewith **Guidelines for Field Project for Under Graduate Students** are accepted as per appendix (NEP 2020) with effect from the academic year 2024-25.

(The said circular is available on the University's website www.mu.ac.in).

MUMBAI – 400 032
18th January, 2025


(Dr. Prasad Karande)
REGISTRAR

To,

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

AC/6.39/04/12/2024

Copy forwarded with Compliments for information to:-

- 1) The Chairman, Board of Deans,
- 2) The Deans, Faculties of Science & Technology, Commerce and Management, Humanities and Interdisciplinary Studies,
- 3) The Chairman, All Board of Studies,
- 4) The Director, Board of Examinations and Evaluation,
- 5) The Director, Department of Students Development,
- 6) The Director, Department of Information & Communication Technology,
- 7) The Director, Centre for Distance and Online Education (CDOE), Vidyanagari,
- 8) The Deputy Registrar, Admissions, Enrolment, Eligibility & Migration Department (AEM).

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

Copy for information :-

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

To,

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

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

AC – 04-12-2024

Item No. – 6.39

As Per NEP 2020

University of Mumbai



Guidelines for Field Project (FP)

for Under Graduate Students as per NEP 2020

(With effect from the academic year 2024-25)

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1. Introduction:

One of the main objectives of NEP 2020 is to improve employability of students at the same time to nurture better understanding of socio-economic context. With introduction of NEP 2020, the higher education programs in India are gearing up to combine theoretical learning with practical application. NEP 2020 report emphasizes on giving exposure to students to understand development related issues in urban and rural areas. Field project work will provide students opportunity to visit and observe situation in rural and urban contexts, students are expected to observe and study actual field situations in socio economic contexts while doing their field work. It will improve opportunities to understand interconnect between theoretical knowledge and practical applications. Field project is expected to enhance their sensitivity to socio economic issues and improve their ability of problem solving as well as designing innovative solutions to the existing and emerging problems. Field project component will broaden the possibilities of deeper learning and enhancing research acumen of students. Field project broadens opportunities of social responsibility, environmental sustainability, nation building and peace.

2. Objectives

Field project program in general sets out to achieve objectives such as:

1. Align classroom learnings with awareness about socio-economic conditions.
2. Provide students with exposure to socio economic conditions and align their experiences with contemporary problems.
3. Integrating theoretical and practical modes blended learning under the guidance of their faculty.
4. Enhance research skills including knowledge discovery, analytical tools, methodologies, and ethical conduct.
5. Facilitate problem-solving, decision-making, teamwork, and collaboration.
6. Foster ability to work in team, develop social awareness and nurture human values among students.
7. Encourage collaboration between Higher Education Institutes (HEIs), social organization, Government and non-government institutes for better implementation of Field project.

3. Outcomes:

After the completion of the FP program, the student will be able to;

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

4. Indicative list of areas for FP:

The areas of field work can be decided by the head of the institution in consultation with the faculty in respective subjects.

5. Role and responsibilities

Head of the Department (HOD):

1. Allotment of guides for the students for field project should be done by Head of the Department/Director/Principal of the institute as the case may apply.
2. While allocating the students under more than one guide- the principle of fairness in distribution should be followed.
3. In case the number of in- house guides are not adequate then students can be allotted to competent external experts.
4. To ensure that FP program aligns with departmental and academic objectives.
5. To provide resources and assistance to ensure effective supervision.

FP Coordinator:

1. To oversee the quality and effectiveness of the FP program.
2. To establish mechanisms for evaluating the program and making improvements.
3. To act as a liaison between the department, students, faculty mentors and FP supervisors

(Host institute/ organization).

Student Coordinators:

To help the FP coordinator in pre-, during and post-FP activities.

Faculty Mentor:

1. To give Guidelines for Students to meet the guide periodically to discuss the field project.
2. To assist in identifying FP opportunities.
3. To monitor student progress and provide guidance.
4. To review and approve FP plans and to take regular feedback on student's engagement.
5. To collect and review progress reports.
6. To evaluate FP documentation including reports, presentations, or other required deliverables (if applicable).

6. Process of FP implementation:

Flow chart

1. Formation of FP Committee
2. Appointment of Coordinators
3. Field project orientation by the FP committee
4. Allotment of students as per guidelines
5. Execution of FP
6. Evaluation
7. Student Feedback

Mechanism for the implementation of FP:

1. To facilitate effective implementation of the FP program, Colleges/Departments/Institutes are encouraged to establish FP committee responsible for overseeing its smooth functioning. It will consist of the following: Head of the department, FP Coordinator, Faculty Mentors and one/two student coordinators.
2. One teaching faculty member and one/two students from each undergraduate department will be nominated to serve as coordinators for the FP program. These coordinators will play

a crucial role in coordinating and implementing the program within their respective departments.

3. The teacher coordinator will take the lead in preparing an action plan for the implementation of the FP program.
4. To streamline the administrative process, the Department/Centre will provide necessary formats to students for documentation related to the program.
5. Each Department/Centre must ensure collaborations with 8-10 relevant organizations, industries, or research institutes. These collaborations will serve as crucial avenues for facilitating FP opportunities for students.
6. Effective communication is key to the success of the FP program. Regular communication with heads and coordinator of the department/centre/Institute and maintaining proper records is essential. This faculty mentor and individual student will also be responsible for maintaining relevant documents related to the program.
7. Before the commencement of the FP program, an orientation session will be conducted by the Head of Department. This session will serve to familiarize students with the purpose, process, and code of conduct associated with the program.
8. To ensure effective mentoring and support, an equal number of students will be allocated to each faculty member of the department. These faculty members will act as FP mentors and will be responsible for monitoring and evaluating the progress of the allotted students.
9. Throughout the FP period, students will maintain activity reports as per the provided format and get it validated by the supervisor.
10. Upon completion of the FP program, students must submit a completion certificate duly signed by the faculty supervisor.

7. Credits and duration:

1. FP will carry weightage of two credits.
2. Each student is required to complete minimum of 2-3 field visits.
3. The FP program is to be completed during Semester II. According to the guidelines outlined in the National Education Policy (NEP), undergraduate students are expected to fulfill this requirement either within the second semester of their UG program or during the semester break following the second semester.

8. Project (Dissertation) Report:

Students are required to submit a report of the field project at the end of the semester in following

suggested format.

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

Report should be arranged in the following manner.

TitlePage

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

Certificate by the Institute

Certificate by Mentor

Student's Declaration

Acknowledgement

Abstract

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

Table of contents

- Include headings and subheadings with page numbers.

List of Figures and Tables

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

Chapter1: Introduction

- Purpose of the visit: Outline the objectives and expected outcome of the field visit.
- Background Information: Provide context about the site(s) visited, including historical and cultural significance.
- Scope of the Report: Define the boundaries of what the report will cover.

Chapter2: Literature Review

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

Chapter 3: Methodology

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

Chapter 4: Field Work Descriptions, Observations and Analysis

- Provide detailed descriptions of each site visited/ Field work carried out.
- Include observations related to fieldwork: work's-relevance to topic selected.
- Use photographs, diagrams, and sketches, etc. to support the descriptions.
- Analyze the data collected in relation to the study objectives.

Chapter 5: Conclusion and Recommendations

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

References

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

Appendices

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

9. Evaluation Pattern

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

(i) Internal Evaluation by Guide (Marks 20)

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

(ii) External Evaluation (Marks 30)

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

Appendix I
GUIDE INTERACTION DIARY FORM

I, the undersigned Ms /Mr. _____ Roll
No. _____ studying in the _____ Year of _____ Full-
time Course is doing my project work under the guidance of Dr./Ms./Mr.
_____, wish to state that I have met my Internal
guide on the following dates mentioned below for Project Guidance:-

Sr.No.	Date	Signature of the Internal Guide

Signature of the Candidate

Signature of Internal Guide

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

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

Appendix II

Main Page Format of Project Report

Title of the Project

Name of the Student

(Name of Academic Course and Academic Year Details)

Example: Masters in Management Studies

Under the Guidance of

Name of Guide

Name of the Department/College/Institute

Academic Year – 2024-25

Appendix III

Name of the Department/College/Institute

Certificate

I hereby certify that Mr./Ms. _____, Student of _____ Institute studying in _____, has completed a project titled _____ in the area of _____ specialization for the academic year 2024-2025. To the best of my knowledge the work of the student is original and the information included in the project is correct.

Internal Guide

Head of the Department

Principal

Annexure IV

Declaration

I, Mr./Ms. _____ Student of
_____ Institute studying in
_____, hereby declare that I have completed the field
project entitled _____ during the academic year
2024-2025.

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

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

Signature of the Student with Date

Name of Student

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

Student Name:

Seat No. /Roll No.:

Email:

Department:

Name of the Mentor:

Title/Heading of Field Project:

Brief description of FP carried out:

Dates of FP:

Was your internship experience related to your major area of study?

- Yes, to a large degree
- Yes, to a slight degree
- No, not related at all

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

This experience has:	Strongly Agree	Agree	No opinion	Disagree	Strongly Disagree
Given me the opportunity to explore a career field					
Allowed me to apply classroom theory to practice					
Helped me develop my decision-making and problem-solving skills					
Expanded my knowledge about the work world before permanent employment					
Helped me develop my written and oral communication skills					
Provided a chance to use leadership skills (influence others, develop ideas with others, stimulate decision-making and action)					
Expanded my sensitivity to the ethical implications of the work involved					

Made it possible for me to be more confident in new situations					
Given me a chance to improve my interpersonal skills					
Helped me learn to handle responsibility and use my time wisely					
Helped me discover new aspects of myself that I didn't know existed before					
Helped me develop new interests and abilities					
Helped me clarify my career goals					
Allowed me to acquire information and/ or use equipment not available at my Institute					
Allowed me to realize socio-economic issues in the society					

- In the Institute FP program, faculty members are expected to be mentors for students. Do you feel that your faculty mentor served such a function? Why or why not?

- How well were you able to accomplish the initial goals, tasks and new skills that were set down in your learning contract? In what ways were you able to take a new direction or expand beyond your contract? Why were some goals not accomplished adequately?

- In what areas did you most develop and improve?

- What has been the most significant accomplishment or satisfying moment of your FP?

- What did you dislike about the FP?

- Considering your overall experience, how would you rate this FP? (Circle one). –
Satisfactory/ Good/ Excellent

- Give suggestions as to how your FP experience could have been improved. (Could you have handled added responsibility? Would you have liked more discussions with your professor concerning your FP? Was closer supervision needed? Was more of an orientation required?)

Signature of Student

Name

Date:

Under the Guidance of

Hon'ble Vice Chancellor
Prof. Dr. Ravindra Kulkarni

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

FP Guidelines Draft Committee

Prof. Shivram S. Garje Convener
Off. Dean (Science and Technology)

Prof. Smita Shukla Member
Director, Alkesh Dinesh Mody Institute of Finance and Management Studies

Prof. Manisha A. Karne Member
Director, Department of Economics

Prof. Priya Vaidya Member
Head, Department of Philosophy

Dr. Suchitra Naik Member
Principal, K.G. Joshi College of Arts & N.G. Bedekar College of Commerce

AC – 20/05/2025

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

As Per NEP 2020

University of Mumbai



Syllabus for CC

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

UG First Year Programme - Co-Curricular Course

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

Semester III As per NEP 2020

Indian Theatre: Classical Roots and Contemporary Expressions

Syllabus for Two Credits Programme

With effect from Academic Year 2025-2026

Aims and Objectives

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

Learning Outcomes

The course will enable the learner to

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

Modules at Glance

Semester III

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

Module No.	Unit	Content
1	I	<p>Indian Theatre: Historical Roots</p> <ul style="list-style-type: none"> History of Indian Drama, Origins: Historical development: From Vedic rituals to Sanskrit drama, medieval folk forms, colonial influences, and post-independence trends. Major periods: Ancient (Natyashastra era), Medieval (Bhakti and folk traditions), Modern (colonial and post-independence)
	II	<p>Bharata's <i>Natyashastra</i> and Theatrical Principles</p> <ul style="list-style-type: none"> In-depth analysis of <i>Natyashastra</i>, the foundational treatise on Indian dramaturgy Key concepts: <ul style="list-style-type: none"> Natyagriha (Ancient theatre architecture) Rasa Theory – the aesthetic experience and emotional flavors Bhava, Abhinaya, and their relevance in classical performance Influence of <i>Natyashastra</i> on later theatrical tradition
2	III	<p>Classical Playwrights and Dramatic Texts</p> <ul style="list-style-type: none"> Critical study of major classical dramatists and their works: <ul style="list-style-type: none"> Kalidasa – <i>Abhijnanasakuntalam</i>, <i>Malavikagnimitram</i> Bhasa, Sudraka, Bhavabhuti – Key themes and innovations. Analysis of plot structure, character portrayal, and cultural context in classical play.
	IV	<p>Streams and Forms of Modern Indian Theatre</p> <ul style="list-style-type: none"> Commercial Theatre: Characteristics, audience engagement, and production values Experimental Theatre: Alternative spaces, innovative storytelling, and non-linear narratives Amateur Theatre: Community participation, regional theatre groups, and resourceful staging Children's Theatre: Educational objectives, interactive methods, and imagination-centered content One-Act Plays: Structure, brevity, and intensity of narrative Street Theatre (Nukkad Natak): Origin, purpose, and

		socio-political engagement
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Scheme of Evaluation

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

Semester III (50 Marks - 2 Credits)

Internal Evaluation (20 Marks)

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

Semester End Examination (30 Marks)

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

Reference Books

- *Ankur, D. R. (2021). Doosare Natyashastra ki Khoj (in Hindi). Vani Prakashan. ISBN: 978-9350004302.*
- *Bhatia, N. (Ed.). (2009). Modern Indian theatre: A reader. Oxford University Press.*
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- *Dinkar, R. S. (1966). Sanskriti ke chaar adhyay (in Hindi). Udayachal. ISBN: 9788185341052.*
- *Dikshit, S. N. (2009). Bharat aur Bhartiya Natyakala (in Hindi). Rashtriya Sanskrit Sansthan.*
- *Fischer-Lichte, E. (2008). The transformative power of performance: A new aesthetics. Routledge.*
- *Fischer-Lichte, E., & Majumdar, R. (Eds.). (2010). Theatres of India: A concise companion. Oxford University Press.*
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- *Karnad, G. (1995). Three modern Indian plays: Tughlaq, Hayavadana, Nagamandala. Oxford University Press.*
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- *Macdonell, A. A. (1900). A history of Sanskrit literature. D. Appleton and Company.*
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- *Solomon, R. H. (2004). New directions in Indian theatre. Seagull Books.*
- *Tendulkar, V. (2004). Collected plays in translation (Vol. 1). Oxford University Press.*
- *Tanvir, H. (2007). Charandas Chor and other plays. Seagull Books.*
- *Vatsyayan, K. (1980). Traditional Indian theatre: Multiple streams. National Book Trust.*
- *Vatsyayan, K. (1996). Indian poetics and Natyashastra. [Publisher not listed].*
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- *Wales, H. W. (2010). Bharat ka pracheen natak: Vishwa sahitya aur theatre ke liye mulyon ka adhyayan (in Hindi). Motilal Banarsidass Publishing House. ISBN: 978-8120824522.*
- *Wilson, E., & Alvin, G. (2001). Theatre: The lively art (6th ed.). McGraw-Hill.*

As Per NEP 2020

University of Mumbai



Syllabus for CC

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

UG First Year Programme – National Service Course

Semester	III & IV	
Title of Paper	Sem	Credits
Study of Indian Social Reformers	III	2
Youth and Disaster Management	IV	2
From the Academic Year		2025-26

UNIVERSITY OF MUMBAI

Semester III

(w.e.f. June, 2025)

Sub: - NSS- Study of Indian Social Reformers

Credits: 02

Lectures: 30

Marks:50

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

References –

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

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

AC – 20/05/2025

Item No. – 8.47 (N) Sem III& IV 1(b)

As Per NEP 2020

University of Mumbai



Syllabus for CC

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

UG First Year Programme – CC- Sports

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

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

CBCS (Choice Based Credit System)

Second Year- Semester III

Course Structure

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

UNIVERSITY OF MUMBAI

Semester III

(w.e.f. June, 2025)

Sub:- Introduction to Sports Training & Tests and Measurement

Preamble:

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

Aims and Objectives

Sports Training

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

Tests and Measurement in Sports

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

Learning Outcomes

Sports Training

The course will enable the learner to:

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

Tests and Measurement in Sports

The course will enable the learner to:

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

UNIVERSITY OF MUMBAI

Semester – III

(w.e.f. June, 2025)

Sub:- Introduction to Sports Training & Tests and Measurement

Credits: 02

Lectures: 30

Marks:50

Module No.	Unit No	Title of the Unit	No. of Lectures	No. of Credits
1	I	<i>Introduction to Sports Training</i> Meaning, Definition, and Components/Elements of Sports Training <ul style="list-style-type: none">• Meaning• Definition• Components/Elements	2	1
	II	Principles of Sport Training <ul style="list-style-type: none">• FITT Principle (Frequency, Intensity, Time, Type)• Specificity• Progression• Overload• Reversibility• Tedium	5	
	III	Types of Training Methods <ul style="list-style-type: none">• Interval Training• Fartlek Training• Continuous Training• Weight Training• Circuit Training• Plyometric Training• Flexibility Training	5	
	IV	Basic Guidelines for Designing Exercise Plans and Training Schedules <ul style="list-style-type: none">• Current Health Status• Medical History• Level of Fitness• Training Load• Periodisation• Holistic/Integrated Approach• Person-Centred Approach• Training Intensity	3	
		Total	15	1

Sub:- Introduction to Sports Training & Tests and Measurement

Credits: 02

Lectures: 30

Marks:50

Module No.	Unit No	Title of the Unit	No. of Lectures	No. of Credits
2		<i>Test and Measurement in Sports</i>		
	I	Meaning and Importance of Test and Measurement in Sports <ul style="list-style-type: none"> • Meaning & Importance 	1	
	II	Criteria of a Good Test <ul style="list-style-type: none"> • Validity • Reliability • Objectivity • Feasibility 	2	
	III	Types of Tests Skill Tests <ul style="list-style-type: none"> • Wall Volley Test • Basketball Free Throw Test • Badminton Short Serve Test Fitness Tests <ul style="list-style-type: none"> • Cooper's 12-Minute Run/Walk Test • Sit and Reach Flexibility Test • Push-Up Test Psychological Tests <ul style="list-style-type: none"> • Sport Motivation Scale (SMS) • Competitive State Anxiety Inventory (CSAI-2) • Mental Toughness Questionnaire (MTQ) 	6	1
	IV	Methods of Measurement <ul style="list-style-type: none"> • Anthropometric Measurements • Motor Fitness Measurements • Physiological Measurements 	3	
	V	Applications of Test and Measurement in Sports Talent Identification <ul style="list-style-type: none"> • Performance Analysis • Designing Training Programs • Injury Prevention and Rehabilitation 	3	
		Total	15	1

Scheme of Evaluation -

The Scheme of Examination shall be of 50 marks. It will be divided into Internal Evaluation

(20 marks) and Semester End Examination (30 Marks).

Semester III (50 Marks - 2 Credits)

Internal Evaluation (20 Marks)

Sr. No.	Particulars	Marks
1	Presentation OR Project OR Assignment	15
2	Participation in Workshop / Conference / Seminar / Fitness or Sports Activity (as decided by the Sports Incharge) OR Participation in Online Workshop / Conference / Seminar / Fitness or Sports related course (as decided by the Sports Incharge) OR Field Visit / Sports Events OR Attendance of Sports Practice Sessions	5

Semester End Examination (30 Marks)

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

References –

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

AC – 15/07/2025

Item No. – 5.3

As Per NEP 2020

University of Mumbai



Syllabus for Co- Curricular (CC)

Vertical - 6

Board of Studies in Extension Work	
UG Second Year Program – Co- Curricular Course	
Semester	III
Title of Paper	Extension Work
Credits	2
From the Academic Year	2025-26

Introduction

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

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

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

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

Aim of Extension Work under NEP:

- Extension work aims to identify and address the specific needs and challenges faced by communities. NEP 2020 encourages higher education institutions to engage with local

communities and contribute to their development by offering programs and services that address social needs, such as literacy programs, health awareness campaigns, and vocational training.

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

Key objectives of Extension Work under NEP:

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

Extension Work Activities:

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

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

ACTIVITIES FOR SEMESTER III = 2 Credits

Sr. No.	Unit	No. of Lectures
1.	<p><u>Organising & Participation in Training Session</u></p> <p>Every learner should attend the orientation / training session organised by their college for orientation of annual extension work program. Attendance is compulsory. In this session the learners will be oriented about the activities to be conducted during the semester followed by question-and-answer session. The learner must read resource material and guideline carefully and plan his / her activities for the semester during academic year.</p>	2 Lectures
2.	<p><u>Participation in Project /Activities</u> (as given below)</p> <p>In this session learners will be oriented about any 5 Topics selected by college (preferably which are not taken in Semester 1 and 2) for awareness under Extension Work. The college may select more than 5 topics if the enrolment of learners is more than 200. The learners will participate in activities based on these topics selected by college.)</p> <ol style="list-style-type: none"> 1. Election Literacy 2. Nasha Mukti 3. My Career. 4. Physical Education and Yoga. 5. Discipline and Civic Sense. 6. Sustainable Health Practices & Precautions. 7. Care for Senior Citizens 8. Palliative Care for patients. 9. Child Care 10. Stress Management 11. Positive Thinking. 	22 Lectures including guidance for practice session, preparations and actual conduct of program.

12. Communal Harmony
13. Book Reading Practices
14. Journalism and Media
15. Sustainable Natural Resources
16. Career Opportunities in NEP 2020
17. Indian Scientists and Their Contributions
18. Women Entrepreneurs & Leadership in India
19. Digital India and Technological Innovations
20. Stop Food Waste

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

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

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

The learners will be oriented about various career development opportunities in University of Mumbai, and schemes of student development by the Government.

Learners will be oriented and given an opportunity for:

- Script writing / Direction for street play.

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

Evaluation Pattern

Internal Assessment

Sr. No.	Assessment Criteria	Maximum Marks
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:

- Agricultural Extension: Principles and Methods" by "Ray V. Herren (2008)
- Agricultural Extension by G. S. R. Murthy (2010)
- Agricultural Extension in Developing Countries by R. W. Snapp (2012)
- 'Community Development: Theory and Practice' by Margaret Ledwith (2020)
- Extension Communication and Management by B. M. Panda (2016)
- Extension Education: Principles and Practice by Dahama and Bhatnagar (2017)
- Guidelines for Extension Work published by Department of Lifelong Learning and Extension, University of Mumbai.
- Introduction to Agricultural Extension by S. S. Acharya (2015)
- 'Innovation in India: Combining Economic Growth with Inclusive Development' edited by Sunil Mani and Henny Romijn.
- 'Participatory Extension Approaches for Sustainable Development' by Chambers and Guijt (2019)
- 'Rural Development and Extension Education' by Singh and Swanson (2018)
- 'Social Work and Community Development' by Pawar and Cox (2019)

Sd/-	Sd/-	Sd/-	Sd/-
Sign of the BOS Coordinator, Dr. Kunal Jadhav, 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 Offg. Dean, Prof. Dr. Anil Singh Faculty of Humanities