

**As Per NEP 2020**

**University of Mumbai**



**Title of the Program**

**Introduction to Cultural Activities**

**SEM I**

**Syllabus for Two Credit**

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

### Aims and Objectives

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

### Learning Outcomes

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

### Modules at Glance Semester I

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

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

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

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

### Scheme of Evaluation

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

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

Sr. No.	Particulars	Marks
---------	-------------	-------

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

#### Semester End Examination (30 Marks)

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

#### Reference Books

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

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

## As Per NEP 2020

# University of Mumbai



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

Sr. No.	Heading	Particulars
1	<b>Description the course : Including but Not limited to :</b>	Introduction, relevance, Usefulness, Application, interest, connection with other courses, demand in the industry, job prospects etc.
2	<b>Vertical :</b>	Major/Minor/Open Elective /Skill Enhancement / Ability Enhancement/Indian Knowledge System ( Choose By $\sqrt{\quad}$ )
3	<b>Type :</b>	Theory / Practical
4	<b>Credit:</b>	2 credits ( 1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester )
5	<b>Hours Allotted :</b>	30 Hours
6	<b>Marks Allotted:</b>	50 Marks
7	<b>Course Objectives:</b> ( List some of the course objectives ) <ol style="list-style-type: none"> <li>1. To sensitize the students about context in which they are embedded i.e. Indian culture and civilisation including its Knowledge System and Tradition.</li> <li>2. To help student to understand the knowledge, art and creative practices, skills and values in ancient Indian system.</li> <li>3. To help to study the enriched scientific Indian heritage.</li> <li>4. To introduce the contribution from Ancient Indian system &amp; tradition to modern science &amp; Technology.</li> </ol>	
8	<b>Course Outcomes:</b> ( List some of the course outcomes ) <ol style="list-style-type: none"> <li>1. Learner will understand and appreciate the rich Indian Knowledge Tradition</li> <li>2. Lerner will understand the contribution of Indians in various fields</li> <li>3. Lerner will experience increase subject-awareness and self-esteem</li> <li>4. Lerner will develop a comprehensive understanding of how all knowledge is ultimately intertwined</li> </ol>	
9	<b>Modules:-</b>	
	<b>Module 1: ( 10 Hours )</b>	
	<ol style="list-style-type: none"> <li>1. Introduction to IKS (What is knowledge System, Characteristic Features of Indian Knowledge System)</li> <li>2. Why IKS? (Macaulay's Education Policy and its impact, Need of revisiting Ancient Indian Traditions)</li> <li>3. Scope of IKS (The Universality of IKS (from Micro to Macro), development form Earliest times to 18th Century CE)</li> <li>4. Tradition of IKS (Ancient Indian Education System: Home, Gurukul, Pathashala, Universities and ancient educational centres)</li> <li>5. Relevant sites in the vicinity of the Institute (Water Management System at Kanheri, Temple Management of Ambarnath, etc.)</li> </ol>	



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

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

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

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

## As Per NEP 2020

# University of Mumbai



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

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

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

### **3. Listening Skills**

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

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

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

### **1. Speaking Skills in English**

#### **i) Public Speaking in English**

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

#### **ii) Conversation skills**

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

### **2. Formal Writing Skills:**

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

**10**

**Text Books: N.A.**

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

	<p>22. Savage, Alice, et al <i>Effective Academic Writing</i>. Oxford: OUP, 2005</p> <p>23. Sethi, J. <i>Standard English and Indian usage: Vocabulary and grammar</i>. PHI Learning Pvt. Ltd., 2011.</p> <p>24. Taylor, Grant. <i>English Conversation Practice</i>. 1967. Tata McGraw-Hill, 2013</p> <p>25. Turton, Nigel D. <i>A B C of Common Grammatical Errors</i>. 1995. Macmillan India Ltd., 1996</p> <p>26. Vas, Gratian. <i>English Grammar for Everyone</i>. Mumbai, Shree Book Centre, 2015</p> <p>27. Watson, T. <i>Reading Comprehension Skills and Strategies: Level 6</i>. Saddleback Educational Publishing, 2002</p> <p><b>Web link Resources:</b></p> <ul style="list-style-type: none"> <li>• A conversation about household appliances: <a href="https://youtu.be/rAPI0fSborU">https://youtu.be/rAPI0fSborU</a> 13.</li> <li>• Video on psychology: Why do we dream? <a href="https://youtu.be/2W85Dwxx218">https://youtu.be/2W85Dwxx218</a></li> <li>• Video on social media: What is a social media influencer? <a href="https://youtu.be/39A3og7enz8">https://youtu.be/39A3og7enz8</a></li> <li>• Tips on communication (TED Talk): The Secrets of Learning a New Language <a href="https://youtu.be/o_XVt5rdpFY">https://youtu.be/o_XVt5rdpFY</a></li> <li>• Expressing opinions: If Cinderella Were a Guy: <a href="https://youtu.be/p4OyCNctKXg">https://youtu.be/p4OyCNctKXg</a></li> <li>• Video on the English language: Where did English come from? <a href="https://youtu.be/YEaSxhcns7Y">https://youtu.be/YEaSxhcns7Y</a></li> </ul>	
12	<b>Internal Continuous Assessment: 40%</b>	<p><b>External, Semester End Examination 60%</b></p> <p><b>Individual Passing in Internal and External Examination</b></p>
13	<p><b>Continuous Evaluation through:</b></p> <ul style="list-style-type: none"> <li>• Performance in activities: 10 marks The class may be divided into batches to conduct the presentations and conversations by creating formal schedule for the same before the semester End Examination.</li> <li>• Participation in classroom during lectures 05 marks Learners' response to teaching and tasks involving Listening skills will be assessed</li> <li>• Overall attendance (lectures) 05 marks Percentage of learners' attendance in class to be considered</li> </ul> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Use of YouTube videos for use of grammar study and practice that may be taken from the list recommended or similar relevant videos.</li> <li>• Listening to audio clips/ books to enhance listening skills</li> <li>• Reading aloud from newspapers, magazines, stories, non-fiction followed by classroom discussion on these to enhance reading and speaking skills</li> <li>• Making short presentations on given topics</li> <li>• Official letter writing/ email writing exercises</li> </ul>	

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

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

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

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

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



# **As Per NEP 2020**

## **University of Mumbai**



**Title of the Course Fundamentals of People's Skills**

**Semester – Sem I**

**Syllabus for Two Credit**

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

## Name of the Course: Fundamentals of People's Skills

Sr. No.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	This course deals with the fundamentals of people's skills which are one of the most important aspects of Life Skills required to be developed among students. Acquiring these skills would help them to develop ethical foundation right during their young days. It would foster creativity and innovation among these student while sensitizing them towards respecting social and cultural differences.
2	<b>Vertical :</b>	Skill Enhancement
3	<b>Type :</b>	Theory / Practical
4	<b>Credit:</b>	2 credits
5	<b>Hours Allotted :</b>	30 Hours
6	<b>Marks Allotted:</b>	50 Marks

<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To develop ethical foundation among students.</li> <li>2. To encourage creativity and innovation among young minds.</li> <li>3. To create awareness among students about the importance of being a good listener.</li> <li>4. To sensitize students about recognizing and dealing with different social, cultural backgrounds more effectively</li> <li>5. To enable students to conduct themselves more professionally and put across their views in front of others more effectively.</li> </ol>
<b>Course Outcomes</b>	<b>Students will be able to:</b> <ol style="list-style-type: none"> <li>1. Demonstrate ethical behavior coupled with integrity.</li> <li>2. Will generate new ideas and create a business plan.</li> <li>3. Will be able to develop good listening skills which are vital for demonstrating good team qualities.</li> <li>4. Will build sensitivity about social and cultural differences and illustrate good etiquettes.</li> <li>5. Will be able to present themselves and their thoughts in front of others more confidence.</li> </ol>
<b>Module 1: Ethics and Integrity (6 Hours)</b>	Importance of ethics. (Story-telling) Ethical decision-making. (Discussing biographies) Personal and professional moral codes of conduct. (Discussing biographies) Creating a harmonious life. (Interactive session)
<b>Module 2: Entrepreneurial Skills (6 Hours)</b>	<ol style="list-style-type: none"> <li>1. Who is an entrepreneur (Story-telling)</li> <li>2. Traits and qualities of a good entrepreneur (Story-telling)</li> <li>3. Types of entrepreneurs (Interactive session with Story-telling)</li> <li>4. Problem identification and idea generation (role play/ simulation)</li> </ol>

	<ol style="list-style-type: none"> <li>Idea validation (Interactive session with Story-telling)</li> <li>Pitch-deck presentation (video)</li> </ol>
<b>Module 3 Teamwork and Importance of Listening in a Team (6 Hours)</b>	<ol style="list-style-type: none"> <li>What is a team? (Conceptual Clarity)</li> <li>Advantages of being a good listener in a team (Story telling)</li> <li>Listening as a team leader (Case study)</li> <li>Listening as a team member(Interactive session)</li> <li>Improving listening skills (Interactive session)</li> </ol>
<b>Module 4 Resume Writing and CV Building (6 Hours)</b>	<ol style="list-style-type: none"> <li>Difference between a Resume and CV (Conceptual Clarity)</li> <li>Essentials of writing a good Resume (Practical Application)</li> <li>How to build a good CV (Practical Application)</li> <li>Common Mistakes in preparing a good resume/ building a good CV (Conceptual Clarity)</li> </ol>
<b>Module 5 Professional, Social and Cultural Etiquettes (6 Hours)</b>	<ol style="list-style-type: none"> <li>Why following etiquettes is important (Interactive session)</li> <li>Types of etiquettes (Conceptual Clarity)</li> <li>Professional etiquettes (Video + Story-telling)</li> <li>Social etiquettes (Video + Story-telling)</li> <li>Cultural etiquettes (Video + Story-telling)</li> <li>Role of etiquettes in creating a better personal and professional image (Video + Story-telling)</li> </ol>
<b>Suggested Readings and e- resources</b>	<ol style="list-style-type: none"> <li>Bentley University. (2022, December 7) 7 ways to promote diversity in the workplace. <a href="https://www.bentley.edu/news/7-ways-promote-diversity-workplace">https://www.bentley.edu/news/7-ways-promote-diversity-workplace</a>.</li> <li>Roy, B. D. (2022, August 1). Active listening; its skills and importance in the workplace. Nurture an Engaged and Satisfied Workforce   Vantage Circle HR Blog. <a href="https://blog.vantagecircle.com/active-listening/">https://blog.vantagecircle.com/active-listening/</a>.</li> <li>Hisrich, R. D., Peters, M. P., and Shepherd D. A. (2017). Entrepreneurship. 10<sup>th</sup> Ed. McGraw Hill Education</li> <li>Ashokan, M. S. (2015). Karmayogi: A Biography of E. Sreedharan. London: Penguin.</li> <li>Nellickappilly, S. (n.d). Ethics. [Video]. NPTEL. <a href="https://nptel.ac.in/courses/109/106/109106117/">https://nptel.ac.in/courses/109/106/109106117/</a>.</li> </ol>
<b>Assessment and Evaluation</b>	Continuous assessment throughout the semester of 30 Marks by maintain a logbook and/ or a journal and final project of 20 marks at the end of the semester
<b>Signature of the Team</b>	

**Signature:**  
**Prof. Kavita Laghate**  
**Chairman of Board of Studies in Value Education**

## As Per NEP 2020

# University of Mumbai



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

**Name of the Course: IT\_Google Workspace**

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

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

and Conditional Formatting, Insert and View Notes, Choose Spreadsheet Settings, Merge Cells, Wrap and Rotate Cell Contents, Inserting Objects in Google Sheets, Sort and Filter Data, Apply Data Validation to Your Sheets, Protect Ranges in a Sheet, Protect a Sheet, Create and Manage Macros.

- a. Create a Personal budget sheet, list all your expenses and incomes of the month in the sheet. Use sum function to total the income and expenses. Use IF function to find if the budget is in deficit or not.

Module 2:

1. **Google Slides:** Add a Slide to a Presentation, Import Slides from an Existing Presentation, Understanding and Using Views, Work with Text Boxes, Add Audio and Video to a Slide, Insert Shapes and Word Art, Add a Transition and Animations, Edit a Slide Master, Organize the Slides in a Presentation

- a. Open a new Google Slides presentation titled "Project Presentation". Add slides to provide a summary of your project. Use themes and transitions to make the slide experience better.

2. **Google Forms:** Create a Form, Choose Settings for a Form, Add Questions to a Form, Add Images to a Question, Add a Video to a Question, Import Questions from an Existing Form, Create a Form with Multiple Sections, Control Progression Based on Answers, Add Collaborators to a Form, Preview and Test a Form, Send a Form to Its Respondents, View the Responses to a Form, Analyse form responses and generate reports.

- a. Create a Google Form to accept participation entries for the various events your department is organizing on the annual day. Mention the details of event in the form description. Include a dropdown menu to select the events they wish to participate in. Insert relevant multimedia to make the Google Form attractive.

- b. Create an online evaluation quiz using Google Form. Include a variety of question formats, such as ones with pictures, videos, etc. Assign points to the questions. Share the link with your friends and check out the the summary of the responses.

3. **Google Classroom:** Create and set up a Google Classroom, Add Students and Co-Teachers, Using Google Classroom to share resources, Create assignment, Set due dates and points, Use rubrics for grading, Integrate quizzes created using Google Form with Google Classroom.

- a. Create a Google Classroom for a certain subject that includes a range of topics, resources, and activities. Include resources for each topic, such as Word docs, PowerPoints, and YouTube links. Include elements that encourage participation and interaction, such as assignments and discussions.

4. **Google Maps:** Search on Maps, Different Map Views (Satellite, Terrain, Street View), Customizing Maps, Get to your destination, Sharing Maps with Others.

- a. Use google maps to explore local landmarks in your area. Find directions from your current location to a nearby restaurant. Use Maps to check the places you have visited on a particular day.

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

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

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

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



## As Per NEP 2020

# University of Mumbai



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

**Name of the Course: IT\_Google Workspace**

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

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

and Conditional Formatting, Insert and View Notes, Choose Spreadsheet Settings, Merge Cells, Wrap and Rotate Cell Contents, Inserting Objects in Google Sheets, Sort and Filter Data, Apply Data Validation to Your Sheets, Protect Ranges in a Sheet, Protect a Sheet, Create and Manage Macros.

- a. Create a Personal budget sheet, list all your expenses and incomes of the month in the sheet. Use sum function to total the income and expenses. Use IF function to find if the budget is in deficit or not.

Module 2:

1. **Google Slides:** Add a Slide to a Presentation, Import Slides from an Existing Presentation, Understanding and Using Views, Work with Text Boxes, Add Audio and Video to a Slide, Insert Shapes and Word Art, Add a Transition and Animations, Edit a Slide Master, Organize the Slides in a Presentation

- a. Open a new Google Slides presentation titled "Project Presentation". Add slides to provide a summary of your project. Use themes and transitions to make the slide experience better.

2. **Google Forms:** Create a Form, Choose Settings for a Form, Add Questions to a Form, Add Images to a Question, Add a Video to a Question, Import Questions from an Existing Form, Create a Form with Multiple Sections, Control Progression Based on Answers, Add Collaborators to a Form, Preview and Test a Form, Send a Form to Its Respondents, View the Responses to a Form, Analyse form responses and generate reports.

- a. Create a Google Form to accept participation entries for the various events your department is organizing on the annual day. Mention the details of event in the form description. Include a dropdown menu to select the events they wish to participate in. Insert relevant multimedia to make the Google Form attractive.

- b. Create an online evaluation quiz using Google Form. Include a variety of question formats, such as ones with pictures, videos, etc. Assign points to the questions. Share the link with your friends and check out the the summary of the responses.

3. **Google Classroom:** Create and set up a Google Classroom, Add Students and Co-Teachers, Using Google Classroom to share resources, Create assignment, Set due dates and points, Use rubrics for grading, Integrate quizzes created using Google Form with Google Classroom.

- a. Create a Google Classroom for a certain subject that includes a range of topics, resources, and activities. Include resources for each topic, such as Word docs, PowerPoints, and YouTube links. Include elements that encourage participation and interaction, such as assignments and discussions.

4. **Google Maps:** Search on Maps, Different Map Views (Satellite, Terrain, Street View), Customizing Maps, Get to your destination, Sharing Maps with Others.

- a. Use google maps to explore local landmarks in your area. Find directions from your current location to a nearby restaurant. Use Maps to check the places you have visited on a particular day.

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

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

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

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

## As Per NEP 2020

# University of Mumbai



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

**Name of the Course: IT\_Fundamentals of Computer**

<b>Sr.No.</b>	<b>Heading</b>	<b>Particulars</b>
<b>1</b>	<b>Description the course:</b>	This course is designed to aim at imparting basic level knowledge about computer, input output devices and memory.
<b>2</b>	<b>Vertical:</b>	<b>Open Elective</b>
<b>3</b>	<b>Type:</b>	Theory
<b>4</b>	<b>Credits:</b>	2 credits ( 1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester )
<b>5</b>	<b>Hours Allotted:</b>	30 Hours
<b>6</b>	<b>Marks Allotted:</b>	50 Marks
<b>7</b>	<b>Course Objectives (CO):</b>  <b>CO 1.</b> To understand the basic concepts of computer  <b>CO 2.</b> To understand the fundamentals of hardware, software and programming  <b>CO 3.</b> To understand the concepts of operating system and internet  <b>CO 4.</b> To familiarize the student with the basic taxonomy and terminology of computer networks	
<b>8</b>	<b>Course Outcomes (OC):</b> <b>OC 1.</b> Learners will be able to explain the needs of hardware and software required for a computation task.  <b>OC 2.</b> Learners will be able to understand the need of primary and secondary storage  <b>OC 3.</b> Learners will be able to understand the concepts of operating system, networking and internet  <b>OC4.</b> Learners will be able to understand basic network topologies	
<b>9</b>	<b>Modules: -</b> <b>Module 1:</b>  <b>1.Computer Basics</b> Introduction to Computers: Definition of computer, characteristics of a Computer, History of computers, Generation of Computers. Classification of computers-analog, digital and hybrid. Algorithms, Problem solving using computers  <b>2.Input/output Units:</b> Input Devices-KeyBoard, Mouse, Scanner, OMR, OCR, Barcode reader, Joystick, Tracker ball, Touch screen, MICR, Output devices-monitor-different types, Printers-Impact and Non-Impact printers, plotter  <b>3.Computer Memory:</b> Computer Memory: Elementary Concepts of Sequential and Random Access, Primary Storage Devices, RAM, ROM, Types of ROM-PROM, EPROM, EEPROM. Secondary Storage Devices- Magnetic Disk,	

	<p>Magnetic Drum, Magnetic Tape, Hard Disk, CDROM, DVD, Pen drive.</p> <p><b>4.Computer Languages:</b> Why programming Language? Assembly Language, Higher Level Programming Languages, Compiling High Level Language Program.</p> <p><b>Module 2:</b></p> <p><b>1. Basics of operating systems:</b> Generations, Types, Structure, Services, System Calls, System Boot, System Programs, Protection and Security Memory management: Main Memory, Swapping, Contiguous Memory Allocation, Paging, Structure of Page Table, Segmentation, Virtual Memory, Demand Paging.</p> <p><b>2. File system interface:</b> File Concept, Access Methods, Directory Structure, File System Structure, Allocation Methods, and Free-Space Management. Basic DOS (Disk operating system) commands: cd, dir, copy, mkdir, clean etc. Basics of windows operating system, working with utilities of windows operating system like notepad, paint, word pad etc.</p> <p><b>3. Computer Network:</b> Introduction to Data Communication System and Its Components, Networks, types of Connection and Topologies, LAN, MAN, WAN, et al. Network Models- OSI Models, Layers in OSI Models, TCP/IP protocol.</p> <p><b>4. Internet and WWW:</b> Introduction to Internet and its Applications, Connecting to the Internet, Client/Server Technology, Internet as a Client/Server Technology, Email, Video-Conferencing, Internet Service Providers, Domain Name Server, Internet Address, Internet Protocols (IP. TCP, HTTP, FTP, SMTP, POP, Telnet), Introduction to Intranet, Internet vs. Intranet vs. Extranet, Advantages &amp; Disadvantages of Intranet. World Wide Web and Its Evolution, Architecture of Web. Uniform Resource Locator (URL), Browsers: Internet Explorer, Netscape Navigator, Opera, Firefox, Chrome, Mozilla.</p>	
<b>10</b>	<p><b>Text Books</b></p> <p>1 Rajaraman. V: Fundamentals of Computers, Prentice Hall India,2004</p> <p>2 Peter Norton's, "<i>Introduction to Computers</i>", 7<sup>th</sup> Edition, Tata McGraw-Hill, 2010, ISBN: 9780070671201</p> <p>3. Forouzan, B. A., &amp;Fegan, S. C. New York: "Data communications and networking", McGraw-Hill Higher Education, 2007.</p>	
<b>11</b>	<p><b>Reference Books</b></p> <p>1. Computer Basics Absolute Beginner's Guide By Michael Miller and Mike Miller</p> <p>2. Operating System Concepts, Silberschatz, Ninth Edition, Willey Publication</p>	
<b>12</b>	<b>Internal Continuous Assessment: 40%</b>	<b>Semester End Examination: 60%</b>
<b>13</b>	<p><b>Continuous Evaluation through:</b></p> <p>Class test of 1 of 15 marks</p> <p>Class test of 2 of 15 marks</p> <p>Average of the two: 15 marks</p> <p>Quizzes/ Presentations/ Assignments: 5 marks</p>	<b>Semester End Examination (30 Marks)– 1 hr duration</b>



	Total: 20 marks	
14	<b>Format of Question Paper: (Semester End Examination : 30 Marks.</b> <b>Duration:1 hour)</b> Q1: Attempt any two (out of four) from Module 1 (15 marks) Q2: Attempt any two (out of four) from Module 2 (15 marks)	

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

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

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

## As Per NEP 2020

### University of Mumbai



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

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

#### **Syllabus for**

#### **Semester – Sem I & II**

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

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

# University of Mumbai



(As per NEP 2020)

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

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

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

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

Sign of the Offg. Dean  
Dr. Anil Singh  
Humanities

# Preamble

## 1) Introduction

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

## 2) Aims

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

### Objectives:

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

### Learning Outcomes

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

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

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

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

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

**Sem. - I**

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

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



# EVOLUTION OF COMMUNICATION

## COURSE OUTCOME :

### Course Objectives:

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

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

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

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

#### **SYLLABUS DESIGNED BY:**

- DR. NAVITA KULKARNI
- MS. KAVITA MAKHIJA

#### **INTERNAL EVALUATION METHODOLOGY:**

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

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

#### **REFERENCE BOOKS/JOURNALS/MANUALS:**

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

# FUNDAMENTALS OF MASS COMMUNICATION

## COURSE OUTCOME :

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

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

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

#### SYLLABUS DESIGNED BY:

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

#### INTERNAL EVALUATION METHODOLOGY:

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

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

#### REFERENCES:

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

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

## CONTEMPORARY AFFAIRS

### COURSE OUTCOME :

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

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

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

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

**SYLLABUS DESIGNED BY:**

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

**INTERNAL EVALUATION METHODOLOGY:**

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

**REFERENCE BOOKS/JOURNALS/MANUALS:**

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

## **VISUAL COMMUNICATION**

<b>COURSE COUCOME</b>
<ol style="list-style-type: none"><li>1. To provide students with tools that would help them visualize and communicate.</li><li>2. Understanding Visual communication as part of Mass Communication</li><li>3. To acquire basic knowledge to be able to carry out a project in the field of visual communication</li><li>4. To acquire basic knowledge in theories and languages of Visual Communication</li><li>5. The ability to understand and analyse visual communication from a critical</li></ol>

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



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

# INTRODUCTION TO COMPUTERS I

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

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

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

#### Syllabus Committee Members

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

#### Internal exercise:

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

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

#### References:

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

**Sem. – II**

# Syllabus

## B.A. MULTIMEDIA AND MASS COMMUNICATION

### (Sem.- II)

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

## OVERVIEW OF PRINT PRODUCTION

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

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

## BASICS OF RADIO & TELEVISION

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



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

## INTRODUCTION TO NEW MEDIA

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

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

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

# TRANSLATION SKILLS

## COURSE OUTCOME:

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

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

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

**SYLLABUS DESIGNED BY:**

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

**INTERNAL EVALUATION METHODOLOGY:**

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

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

**REFERENCE BOOKS/JOURNALS/MANUALS:**

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

## Introduction to Computers II

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

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

	<b>InDesign</b>	Character and Paragraph Bars Purpose of text selection, Aligning text in different design formats, Text alignment with embedded images	
	<b>3. Using palettes</b>	Using palettes for different types of publications made in InDesign, Magazine in InDesign, Paragraph styles Newspaper in InDesign, Paragraphs type palate, Text wrap palate	
	<b>4. Colour correction in InDesign</b>	Embedding images in proper formats, Colour correction on the images, Adjusting according to the color tone of the publication	
	<b>5. Exporting files</b>	Types of files, Exporting for different publications/templates, Newspaper, magazine, etc.	
		<b>Managing quality while exporting,</b>	
		<b>Rendering and maintain file format,</b>	
		<b>Improving quality and time to render techniques</b>	
<b>4</b>	<b>Adobe Dreamweaver: Web designing software</b>		
	<b>1. Introduction to Dreamweaver</b>	Workspace overview Document toolbar, Document window, Panel groups, Files pane, Property inspector, Tag selector Defining website in Dreamweaver	10
	<b>2. Working with DW</b>	Creating Dreamweaver template Page layout in DW CSS layouts: advantages and disadvantages Creating HTML pages, Insert content and form Creating Forms in DW	
	<b>3. Linking pages</b>	Using DW to accomplish basic web page development, Page properties Title, Background image, BG colour, Text colour, Links	
	<b>4. Using Tables</b>	Cell padding, cell spacing, Border Table basics: Colour BG in cell, Invisible tables, Changing span, Making image into clickable link	
	<b>5. Typo in DW</b>	Changing Font typefaces, size, style, colours Text to hyperlink	
	<b>Total</b>		
<b>Syllabus Committee Members</b>			
1. Prof. Arvind Parulekar (Convener) 2. Pro. Izaz Ansari (Subject Expert) 3. Mr. Ashish Gandhre (Industry Expert)			
<b>Sr. no.</b>	<b>Project/Assignment</b>	<b>Reason/Justification</b>	
01 Print	Preparing a magazine or a series of posters of different size (type of a campaign	Taking example of magazines or daily newspapers, students can come up with a sample. This will help them be industry ready with a fair hands-on-	



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

#### **Bibliography:**

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

**CREDIT STRUCTURE AND WEIGHTAGE OF MARKS**

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

**PAPER PATTERN – 1 (30 MARKS)****Semester End Examination: 30 Marks****Time: 1.00 hr****QUESTION PAPER PATTERN**

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

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

Note:

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

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

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

## PAPER PATTERN – 2 (60 MARKS)

**Semester End Examination: 60 Marks**

**Time : 2.00 hr**

### QUESTION PAPER PATTERN

Question.1. is compulsory

Attempt any 3 from Q2. –Q.5

Each question carries 15 Marks

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

Note:

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

### Continuous Evaluation: Internal (40 marks)

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

### Letter Grades and Grade Points:

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

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

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

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

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

## Appendix B

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

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

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

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

Sign of the Offg. Dean  
Dr. Anil Singh  
Humanities