

## As Per NEP 2020

### University of Mumbai



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

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

#### **Syllabus for**

#### **Semester – Sem I & II**

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

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

# University of Mumbai



(As per NEP 2020)

Sr. No.	Heading	Particulars	
<b>1</b>	<b>Title of program</b>		
	O: _____ <b>A</b>	<b>A</b>	<b>U.G. Certificate in Multimedia &amp; Mass Communication</b>
	O: _____ <b>B</b>	<b>B</b>	<b>U.G. Diploma in Multimedia &amp; Mass Communication</b>
	O: _____ <b>C</b>	<b>C</b>	<b>B.A. in Multimedia &amp; Mass Communication</b>
	O: _____ <b>D</b>	<b>D</b>	<b>B.A. (Hons.) in Multimedia &amp; Mass Communication</b>
	O: _____ <b>E</b>	<b>E</b>	<b>B.A. (Hons. with Research) in Multimedia &amp; Mass Communication with Research</b>
<b>2</b>	<b>Eligibility</b>	<b>A</b>	12 <sup>th</sup> standard OR Passed Equivalent Academic Level 4.0
	O: _____ <b>A</b>		
	O: _____ <b>B</b>	<b>B</b>	Under Graduate Certificate in Multimedia & Mass Communication Academic Level 4.5
	O: _____ <b>C</b>	<b>C</b>	Under Graduate Diploma in Multimedia & Mass Communication Academic Level 5.0
	O: _____ <b>D</b>	<b>D</b>	Bachelor of Arts in Multimedia & Mass Communication with minimum CGPA of 7.5 Academic Level 5.5
	O: _____ <b>E</b>	<b>E</b>	Bachelor of Arts in Multimedia & Mass Communication with minimum CGPA of 7.5 Academic Level 5.5
<b>3</b>	<b>Duration of program</b>		
	R: _____	<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		
	<b>Cum Cr.</b>	12	-	2	8	4+4	4+4+2	4	44		
<p><b>Exit option: Award of UG Certificate in Major with 40-44 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor</b></p>											

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

**Sem. - I**

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

<b>SEMESTER I</b>			
<b>PARTICULARS</b>	<b>COURSES</b>	<b>CREDITS</b>	<b>TEACHING HOURS</b>
<b>MAJOR (MANDATORY)</b>	<b>EVOLUTION OF COMMUNICATION</b>	<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 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>	<ul style="list-style-type: none"> <li>7. <b>Security Council</b>, Structure and role</li> <li>8. Issues that currently engage the SC</li> <li>9. <b>Role of United Nations</b> ,General Assembly, Other main organs of the UNO</li> <li>10. Issues that currently engage the UNO</li> <li>11. Four conflicts/ issues of international 4 importance</li> </ul>	
IV	<b>Maharashtra Issues</b>	<ul style="list-style-type: none"> <li>7. Political parties reach and challenges, political leaders</li> <li>8. An update on the current political dynamics of Maharashtra</li> <li>9. News relating to the marginalized and displaced tribes</li> <li>10. The latest news on floods and drought, unemployment, health issues, etc</li> <li>11. Update two ongoing state projects</li> </ul>	5
V	<b>Technology</b>	<ul style="list-style-type: none"> <li>1. <b>Mobile Application for Journalists:</b> Mobile apps help in content creation Examples of Mobile apps used by journalists worldwide</li> <li>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</li> <li>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</li> <li>4. <b>Digital Gaming Industry:</b> Introduction to Digital Gaming Industry</li> <li>5. <b>Digital gaming in India:</b> Overview of Indian digital gaming</li> </ul>	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

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

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



# INTRODUCTION TO COMPUTERS I

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

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

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

	<b>Total</b>		
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<b>Syllabus Committee Members</b>			
1.	<b>Prof. Arvind Parulekar: Convener</b>		
2.	<b>Prof. Izaz Ansari: (Subject Expert)</b>		
3.	<b>Mr. Ashish Gandhre: (Industry Expert)</b>		
<b>Internal exercise:</b>			
<b>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.</b>			

<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 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.)

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

AC – 28.06.2024  
Item No. – 8.1 (N)

## As Per NEP 2020

# University of Mumbai



<b>Syllabus for Indian Knowledge System</b>	
<b>Board of Studies in Indian Knowledge System</b>	
<b>UG First Year Programme</b>	
<b>Semester</b>	<b>I OR II</b>
<b>Title of Paper</b>	<b>Credits 2 for either I or II Semester</b>
<b>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 $\surd$ )
3	<b>Type :</b>	Theory / Practical
4	<b>Credit:</b>	2 credits ( 1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester )
5	<b>Hours Allotted :</b>	30 Hours
6	<b>Marks Allotted:</b>	50 Marks
7	<b>Course Objectives:</b> ( List some of the course objectives ) <ol style="list-style-type: none"> <li>1. To sensitize the students about context in which they are embedded i.e. Indian culture and civilisation including its Knowledge System and Tradition.</li> <li>2. To help student to understand the knowledge, art and creative practices, skills and values in ancient Indian system.</li> <li>3. To help to study the enriched scientific Indian heritage.</li> <li>4. To introduce the contribution from Ancient Indian system &amp; tradition to modern science &amp; Technology.</li> </ol>	
8	<b>Course Outcomes:</b> ( List some of the course outcomes ) <ol style="list-style-type: none"> <li>1. Learner will understand and appreciate the rich Indian Knowledge Tradition</li> <li>2. Lerner will understand the contribution of Indians in various fields</li> <li>3. Lerner will experience increase subject-awareness and self-esteem</li> <li>4. Lerner will develop a comprehensive understanding of how all knowledge is ultimately intertwined</li> </ol>	
9	<b>Modules:-</b>	
<b>Module 1: ( 10 Hours )</b>		
<ol style="list-style-type: none"> <li>1. Introduction to IKS (What is knowledge System, Characteristic Features of Indian Knowledge System)</li> <li>2. Why IKS? (Macaulay's Education Policy and its impact, Need of revisiting Ancient Indian Traditions)</li> <li>3. Scope of IKS (The Universality of IKS (from Micro to Macro), development form Earliest times to 18th Century CE)</li> <li>4. Tradition of IKS (Ancient Indian Education System: Home, Gurukul, Pathashala, Universities and ancient educational centres)</li> <li>5. Relevant sites in the vicinity of the Institute (Water Management System at Kanheri, Temple Management of Ambarnath, etc.)</li> </ol>		

	<b>Module 2: ( 10 Hours )</b>			
	<ol style="list-style-type: none"> <li>1. Medicine (Ayurveda)</li> <li>2. Alchemy</li> <li>3. Mathematics</li> <li>4. Logic</li> <li>5. Art of Governance (Arthashastra)</li> </ol>			
	<b>Module 3: (10 Hours) (Select Any FIVE out of the following)</b>			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <ol style="list-style-type: none"> <li>1. Aesthetics</li> <li>2. Town Planning</li> <li>3. Strategic Studies</li> <li>4. Krishi Shastra</li> <li>5. Vyakaran &amp; Lexicography</li> <li>6. Natyashastra</li> <li>7. Ancient Sports</li> <li>8. Astronomy</li> </ol> </td> <td style="width: 50%; border: none;"> <ol style="list-style-type: none"> <li>9. Yoga and Wellbeing</li> <li>10. Linguistics</li> <li>11. Chitrasutra</li> <li>12. Architecture</li> <li>13. Taxation</li> <li>14. Banking</li> <li>15. Trade and Commerce</li> </ol> </td> </tr> </table>		<ol style="list-style-type: none"> <li>1. Aesthetics</li> <li>2. Town Planning</li> <li>3. Strategic Studies</li> <li>4. Krishi Shastra</li> <li>5. Vyakaran &amp; Lexicography</li> <li>6. Natyashastra</li> <li>7. Ancient Sports</li> <li>8. Astronomy</li> </ol>	<ol style="list-style-type: none"> <li>9. Yoga and Wellbeing</li> <li>10. Linguistics</li> <li>11. Chitrasutra</li> <li>12. Architecture</li> <li>13. Taxation</li> <li>14. Banking</li> <li>15. Trade and Commerce</li> </ol>
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<b>10</b>	<b>Reference Books</b>			
	<ol style="list-style-type: none"> <li>1. Concise history of science in India- D.M. Bose, S.N Sen, B.V. Subbarayappa.</li> <li>2. Positive sciences of the Ancient Hindus- Brajendranatha seal, Motilal Banrasidas, Delhi 1958.</li> <li>3. History of Chemistry in Ancient India &amp; Medieval India, P.Ray- Indian Chemicals Society, Calcutta 1956</li> <li>4. Charaka Samhita- a scientific synopsis, P. Ray &amp; H.N Gupta National Institute of Sciences of India, New Delhi 1965.</li> <li>5. MacDonnell A.A- History of Sanskrit literature</li> <li>6. Winternitz M- History of Indian Literature Vol. I, II &amp; III</li> <li>7. Dasgupta S.N &amp; De S.K- History of Sanskrit literature Vol. I.</li> <li>8. Ramkrishna Mission- cultural heritage of India Vol. I, II &amp; III.</li> <li>9. Majumdar R. C &amp; Pushalkar A.D- History &amp; culture of the Indian people, Vol. I, II &amp; III.</li> <li>10. Keith A.B- History of Sanskrit literature.</li> <li>11. Varadachari V- History of Sanskrit literature Chaitanya Krishna- A new History of Sanskrit</li> </ol>			
<b>11</b>	<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**  
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**Chairman**  
**Name of the BOS**

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

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

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

## As Per NEP 2020

# University of Mumbai



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

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



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

### 3. Listening Skills

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

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

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

### 1. Speaking Skills in English

#### i) Public Speaking in English

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

#### ii) Conversation skills

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

### 2. Formal Writing Skills:

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

10

Text Books: N.A.

**Reference Books:**

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

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

**Web link Resources:**

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

12	<b>Internal Continuous Assessment: 40%</b>	<b>External, Semester End Examination 60%</b> <b>Individual Passing in Internal and External Examination</b>
13	<p><b>Continuous Evaluation through:</b></p> <ul style="list-style-type: none"> <li>• Performance in activities: 10 marks The class may be divided into batches to conduct the presentations and conversations by creating formal schedule for the same before the semester End Examination.</li> <li>• Participation in classroom during lectures 05 marks Learners' response to teaching and tasks involving Listening skills will be assessed</li> <li>• Overall attendance (lectures) 05 marks Percentage of learners' attendance in class to be considered</li> </ul> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Use of YouTube videos for use of grammar study and practice that may be taken from the list recommended or similar relevant videos.</li> <li>• Listening to audio clips/ books to enhance listening skills</li> <li>• Reading aloud from newspapers, magazines, stories, non-fiction followed by classroom discussion on these to enhance reading and speaking skills</li> <li>• Making short presentations on given topics</li> <li>• Official letter writing/ email writing exercises</li> </ul>	

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

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

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

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

## As Per NEP 2020

# University of Mumbai



<b>Syllabus for Basket of OE</b>	
<b>Board of Studies in <u>POLITICS</u></b>	
<b>UG First Year Programme</b>	
<b>Semester</b>	<b>I</b>
<b>Title of Paper</b>	<b>Credits</b>
<b>Introduction to the Constitution of India</b>	<b>2</b>
<b>From the Academic Year</b>	<b>2024-25</b>

Sr. No.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<b>Introduction to the Constitution of India</b> Introduction, relevance, Usefulness, Application, interest, connection with other courses, demand in the industry, job prospects etc.
2	<b>Vertical :</b>	Major/Minor/ <input type="checkbox"/> Open Elective /Skill Enhancement / Ability Enhancement/Indian Knowledge System ( Choose By <input type="checkbox"/> )
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> 1. To introduce students to the philosophy of the Indian Constitution. 2. To acquaint students with the structure of the Indian Constitution.	
8	<b>Course Outcomes:</b> 1. The students will be able to understand the philosophical underpinnings of the constitutional government in India. 2. The students will be able to understand the basic institutional framework of the democratic governance in India.	
9	<b>Modules:-</b>	
	<b>Module 1:</b> Philosophy of the Indian Constitution	
	1. Making of the Constitution 2. The Preamble 3. Fundamental Rights, Directive Principles of State Policy	

**Module 2: Structure of the Constitution**

1. Organs of the State: Role and working of Legislature, Executive and Judiciary
2. The Federalism: Division of Powers, Center-State Relations
3. Constitutional Bodies: Election Commission; Comptroller and Auditor General of India; National Commission for Scheduled Castes/Scheduled Tribes

10

**Reading List:**

1. G. Austin, (2010), The Indian Constitution: Cornerstone of a Nation, New Delhi: Oxford University Press.
2. D. Basu, (2012) Introduction to the Constitution of India, New Delhi: Lexis Nexis.
3. S. Chaube, (2009) The Making and Working of the Indian Constitution, Delhi: National Book Trust.
4. M. Singh, and R. Saxena (eds.), (2011) Indian Politics: Constitutional Foundations and institutional Functioning, Delhi: PHI Learning Private Ltd.

**वाचन सूची:**

१. भोळे भा.ल., 'भारतीय गणराज्याचे शासन आणि राजकारण', पिंपळापुरे अँड कंपनी पब्लिशर्स, नागपूर, 2003 .
२. वराडकर र.घ., 'भारतीय राज्यघटना मानवी हक्क व माहिती अधिकार कायदा', निराली प्रकाशन, पुणे, 2014 .
३. जाधव तुकाराम, ' भारतीय राजकीय व्यवस्थेचा आकृतीबंध ', खंड एक, युनिक अकॅडमी, पुणे, 2011 .
४. लोखंडे भगवान, ' भारतीय संविधान स्वरूप व तत्वज्ञान 'दुर्वा एजन्सी, पुणे, 2021.
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11

**Internal Continuous Assessment: 40%****External, Semester End Examination 60% Individual Passing in Internal and External Examination :**



12	<p><b>Continuous Evaluation through: 20 marks.</b>          Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.          (at least 3)</p>	
13	<p><b>Format of Question Paper:</b> for the final examination  <b>30 marks, 1 hour.</b>          Three questions of 15 marks each.          Students have to attempt any two questions.          Equitable distribution to each module.          Question number 3, short notes, any three out of four..( 5 marks each).</p>	

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 Name of the Faculty**

AC – 20.04.2024  
Item No. – 5.4 (N) Sem I (5b)

## As Per NEP 2020

# University of Mumbai



<b>Syllabus for Basket of OE 2, SEM I</b>	
<b>Board of Studies in <u>Sociology</u> (OE 2)</b>	
<b>UG First Year Programme</b>	
<b>Semester</b>	<b>I</b>
<b>Title of Paper</b>	<b>Credits 2</b>
<b>Intellectual Property Rights : Rights and Laws</b>	<b>2 Credits</b>
<b>From the Academic Year</b>	<b>2024-2025</b>

**Semester -I -OPEN ELECTIVE-2**  
**Intellectual Property Rights: Rights and Laws**

Sr. No.	Heading	Particulars
1	<b>Description of the course :</b>	The course introduces the students to the need, relevance and safeguards under IPR. It focuses on the ethics in implementing IPR and comprehensive understanding of copyrights laws and patents. The course equips students with specific skills that will make them employable in the area of intellectual property rights and patent filing.
2	<b>Vertical :</b>	<b>Open Elective</b>
3	<b>Type :</b>	<b>Theory</b>
4	<b>Credit:</b>	<b>2 credits</b>
5	<b>Hours Allotted :</b>	<b>30 Hours</b>
6	<b>Marks Allotted:</b>	<b>50 Marks</b>
7	<b>Course Objectives:</b> 1. Define and differentiate between various types of intellectual property (patents, trademarks, copyrights, etc.). 2. Understand how intellectual property contributes to economic growth. 3. Explore international agreements and organizations governing intellectual property.	
8	<b>Course Outcomes:</b> After completion of the course, learners would be able to: 1. Ability to distinguish between different types of intellectual property. 2. Appreciation of the economic significance of IPR. 3. Awareness of the global context and implications of intellectual property.	
9	<b>Modules:-</b> <b>Module 1: Familiarising with IPR and Laws</b> 1. Need, Relevance of IPR and Safeguards under the IPR 2. Ethics of implementing IPR 3. Copyrights Laws	

	<p><b>Module 2: Patents</b></p> <ol style="list-style-type: none"> <li>1. Elements of Patentability: Novelty, Non-Obviousness (Inventive Steps)</li> <li>2. Industrial Application - Non - Patentable Subject Matter - Registration Procedure, Rights and Duties of Patentee, Assignment and license, Restoration of lapsed Patents, Surrender and Revocation of Patents Patent Infringement,</li> <li>3. Remedies &amp; Penalties – Patent Office and Appellate Board.</li> </ol>
10	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Bouchoux, D. (2012). <i>Intellectual property right</i>, Cengage learning.</li> <li>2. Ganguli, Prabuddha. (2017). <i>Intellectual property right - Unleashing the knowledge economy</i>, Tata McGraw Hill Publishing Company Ltd.</li> <li>3. Johnson, M.( 2021).<i>Intellectual Property Law: Basics and Beyond</i>. Coursera.</li> <li>4. Sreenivasulu, N.S. (2013). <i>Law Relating to Intellectual Property</i>. <a href="#">Partridge Publishing India</a></li> <li>5. Vaidhyanathan, Siva. (2017). "<i>Intellectual Property: A Very Short Introduction</i>". Oxford University Press.</li> <li>6. World Intellectual Property Organization (WIPO): <a href="http://www.wipo.int">www.wipo.int</a></li> <li>7. World Intellectual Property Organization. (2022). Introduction to Intellectual Property. <a href="https://www.wipo.int/edocs/pubdocs/en/wipo-pub-944-2022-en-world-intellectual-property-report-2022-the-direction-of-innovation.pdf">https://www.wipo.int/edocs/pubdocs/en/wipo-pub-944-2022-en-world-intellectual-property-report-2022-the-direction-of-innovation.pdf</a></li> </ol>
11.	<p><b>Internal Evaluation : 20 Marks</b></p> <p>1-Classroom Presentations/ Assignments - 10 Marks</p> <p>2-Essay Submission/ Book review/ 10 Marks Field Visit Report / Educational Activity Report</p>
12.	<p><b>Format of Question Paper:</b> for the final examination</p> <p>Time: 1hour Marks: 30</p> <p><b>Note:</b> Q.1. Essay Type Questions ( Based on Unit I).Marks 15 Q.2. Essay Type Questions (Based on Unit II).Marks 15 Q.3. Short Notes/Problem(Attempt any two out of four Based on all Units).Marks 15</p>

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