Nirmala Memorial Foundation College of Commerce and Science

(Autonomous)

Re-accredited by NAAC with B++, ISO 9001-2015 Certified, Recognised under section 2(f) & 12(B) of the UGC Act 1956

Permanently Affiliated to the University of Mumbai,

Syllabus

Bachelor of Arts in Multimedia and Mass Communication

(B.A. (MULTIMEDIA AND MASS COMMUNICATION))

(Programme Code: UGMMC01)

As Per New Education Policy (NEP) 2020

(To be implemented from the Academic Year 2025-2026)
Approved in the Academic Council Meeting held on 5th July 2025

INTRODUCTION OF THE PROGRAMME

The Bachelor of Arts in Multimedia and Mass Communication is a comprehensive four-year degree program designed to provide students with practical, industry-relevant media education. It aims to nurture the next generation of media professionals equipped to thrive in a rapidly evolving media landscape.

AIMS

To deliver a strong foundation of knowledge while instilling values of integrity, credibility, and social responsibility
To prepare students for dynamic careers across various domains of media and related industries such as communication, advertising, public relations, journalism, and research

OBJECTIVES

- To equip learners with essential professional skills for careers in the entertainment sector, including cinema, television, OTT platforms, and digital media

- To foster self-confidence, professional identity, and a sense of responsibility within the media ecosystem

- To develop a deeper understanding of the relationship between communication/media theories and diverse individual, social, and professional practices

PROGRAM OUTCOME

Upon successful completion of the program, learners will:

1. Learners will be able to understand the basic concepts of mass communication, media, and how communication shapes society

2. Students will develop effective communication skills in reading, writing, speaking, and listening, useful in media-related careers

3. To help learners apply digital tools such as Google Workspace and multimedia software in real-world media tasks

4. To enable students to analyze current events and media trends with critical thinking and awareness

5. Learners will demonstrate social responsibility and ethical behavior in their media and communication practices

SEMESTER I
COURSE STRUCTURE

VERTICAL		COURSE CODE	SUBJECT	CREDIT
Vertical 1	Major	NUMM101	Fundamentals Of Mass Communication	**4**
	Major	NUMM102	Contemporary Affairs	**2**
Vertical 2	Minor	***		
Vertical 3	OE1	NUMM103	IT_Google Workspace	4
Vertical 4	VSC	NUMM104	Visual Communication	2
	SEC	NUMM105	Introduction To Computers – I	2
Vertical 5	AEC	NUEN101	Communication Skills in English I	2
	VEC	NUES101	Environmental Systems and Management I	2
	IKS	NUIK101	Indian Knowledge System	2
Vertical 6	CC	NUCC102	Introduction to Cultural Activities	2
			Total Credits	**22**

Vertical – I

Mandatory Courses

Name of the Course: Fundamentals of Mass Communication

Sr. No.	Heading	Particulars
1	**Description the course :** **Including but Not limited to :**	This course introduces students to the foundational concepts, theories, and practices of mass communication. It explores the role of mass media in society, the evolution of communication technologies, and how various media forms—print, broadcast, and digital—shape public opinion, culture, and democracy. The course encourages critical thinking about media messages and provides a platform for understanding the dynamic nature of communication in the globalized world.
2	**Vertical :**	Major
3	**Type :**	Theory
4	**Credit**:	4 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	**Hours Allotted :**	60 Hours
6	**Marks Allotted**:	100 Marks
7	**Course Objectives**: (List some of the course objectives) a) To enable the learners to understand the meaning and significance of Mass Communication b) To equip the learners with the basic concepts ofMass Media as an important social institution c) To initiate the learners into the emergence of latest ideas, techniques and practices in the field of Mass Communication d) To apprise them of the new dynamics and challenges in Mass Communication e) To equip them with the knowledge and practical solutions needed in the rapidly evolving landscape of Mass Communication	
8	**Course Outcomes**: (List some of the course outcomes) CO1) Understand the meaning, importance and basic concepts of Mass Communication	

	CO2) Appreciate Mass Communication as a social institution to gain an in-depth understanding of the Indian society CO3) Develop critical knowledge of chief forms of Mass Media CO4) Build analytical skills to gauge the social, political and cultural transformation in India CO5) Get acquainted with the significance, challenges and potential of recent trends in New Media and Media Convergence

9	**Modules**:- Per credit One module can be created
	Module 1: Introduction and Overview
	Introduction and Overview 1. MeaningandimportanceofMass Communication 2. Forms of Communication: Intra Personal Communication, Interpersonal Communication, Group Communication, Mass Communication: Electronic, Satellite, Interactive, Digital Communication etc. 3. Role of Mass Media in Social Development 4. **Model of Communication:** · Lasswell's Model (1948) · Shannon and Weaver Model (1949) · Berlo's SMCR Model (1960) · Schramm's Model (1954) · Westley and MacLean Model (1957)
	Module 2: Contemporary Dynamics of Mass Communication
	1. From Electric to Electronic communication,Digital communication, 2. Contemporary scene in Indian communication landscape 3.**Theories of Communication:** · Agenda-Setting Theory · Uses and Gratifications Theory · Cultivation Theory · Spiral of Silence Theory · Two-Step Flow Theory
	Module 3: Major Forms of Mass Media
	1. Traditional and FolkMedia: 2. Print: Books, Newspapers, 3. Magazines 4. Broadcast:Television,Radio Films 5. Internet

	Module 4: Impact of Mass Media on Society	
	.Social Impact (With social reformers who have successfully used mass communication) **II. Media and Youth: Latest trends, influences and future prospects** **III. Developmental Impact**(With how the government has successfully used mass communication) **B.Impactofmassmediaon**-1Education, 2.Children,3.Women,4.Culture,5.Youth New Media and Media Convergence 1. Elements and features of new media, Technologies used in new media, 2. Future prospects of New Media Challenges posed by fake news and misinformation Comparative case studies of Indian vs international media.	
10	**Reference Books:** 1. Growth and Development of Mass Communication in India: John V. Vilanilam 2. Mass Communication Theory: Denis Mcquail 3. Mass Communication in India: Keval J Kumar 4. Mass Media and Communication: Dr.AvinashChiranjeev 5. The Media in Your Life: An Introduction to Mass Communication: Jean Folkerts and Stephen Lacy (Pearson Education) 6. Mass Communication Effects: Joseph Klapper 7. Beginners' Guide to Journalism & Mass Communication: Barun Roy 8. Mass Communication Journalism in India: D S Mehta 9. Communication, Technology for Development Paperback – 30 March 2012: ParveenPannu and Yuki Azaad Tomar	
11	**Internal Continuous Assessment: 40%**	**External, Semester End Examination 60% Individual Passing in Internal and External Examination**
12	Continuous Evaluation through: 1. Individual/ group project 2. Group discussion/ Debates 3. Presentation 4. Assignment	

SEMESTER END EXAMINATION: 60 MARKS **Time: 2 hrs**

Question Paper Pattern

Each question carries 15 Marks

Question No.	Questions	Marks
Q 1	Explain the Concepts (any five out of eight)	15 marks
Q 2	Practical/ Theory	15 marks
Q 3	Practical/ Theory	15 marks
Q 4	Short Note (any three out of five)	15 marks

Note:

1. Equal Weightage is to be given to all the modules.

2. 15 marks question may subdivide into 8 marks and 7 marks. 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.

INTERNAL EVALUATION METHODOLOGY (40 MARKS):

20 marks Assignment,

10 marks Viva,

10 marks Class Participation and Attendance

Name of the Course: Contemporary Affairs

Sr. No.	Heading	Particulars
1	**Description the course :** **Including but Not limited to :**	Contemporary Affairs provides students with a broad understanding of current events, issues, and trends shaping India and the world. The course focuses on analyzing political developments, socio-economic changes, international relations, policy decisions, environmental concerns, and cultural transformations. Students will critically engage with news and perspectives from diverse media sources to develop informed opinions, strengthen civic awareness, and build analytical skills relevant to media, governance, and global citizenship.
2	**Vertical :**	Major
3	**Type :**	Theory
4	**Credit**:	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	**Hours Allotted :**	30 Hours
6	**Marks Allotted**:	50 Marks
7	**Course Objectives**: (List some of the course objectives) a) To equip the learners with in-depth understanding of current affairs b) To familiarise them with the dynamics of a changing world and their coverage in media c) To enable them to recognise chief institutions, bodies and leaders entrusted with national and global governance d) To apprise them of the new dynamics and challenges in the rapidly changing world e) To enable them to analyse the underlying concerns of causes and values of contemporary issues	
8	**Course Outcomes**: (List some of the course outcomes) CO1)To create awareness about current developments and issues among learners CO2) To provide the learners relevant understanding of the society, politics, economics and environment and their coverage in the media CO3)To kindle interest among the learners about crucial issues across diverse sectors CO4) To equip the learners with key skills like inquisitiveness, analytical ability and critical thinking to gain in-depth understanding of issues	

	CO5)To enable the learners to articulate their views confidently on key issues, both contemporary and longstanding

9	**Modules**:- Per credit One module can be created
	Module 1: Current State-level Polity and National Issues
	1.1 Contemporary Trends in Politics and Development -Political parties reach and challenges, political leaders - An update on the current political dynamics of Maharashtra -The latest news on unemployment, health issues, etc -Update on two ongoing state projects 1.2: Key Political Developments of National Significance Three political stories of national importance. Political leaders: news makers of the season (Brief profile of any three) - Any three storiesof current importance from any genre 1.3 Indian Governmental Ministries, Communal Dynamics and Development Projects 1. Ministries of Government of India 2. Ministry of Home Affairs • Enforcement Organizations Internal • Security • Police -Communal tensions • Review of latest episodes of communal tensions 3. Tensions in J&K • Background, -Update on the current situation in J&K -Military and diplomatic strategies adopted by the Indian government after the Pahalgam terror attack -Changing dynamics of India's relations with neighbouring nations - Review of any three Central Government projects and policies Data visualization tools to represent political and social trends.
	Module 2: International Issues and Technology
	2.1 The United Nations: Key Organs and Current Engagements -Issues that currently engage the SC -Issues that currently engage the UNO -Four conflicts/ issues of international importance

	2.2 Emerging Technologies and Innovations: an Overview -Mobile Application for Journalists: Examples of Mobile apps used by journalists worldwide - Artificial Intelligence & Content Automation Tools: Introduction to Content Automation tools Examples of content automation tools in content creation - Augmented Reality& Virtual Reality in Media: Introduction to Augmented Reality Introduction to Virtual Reality Examples of Augmented -Reality games and apps -Digital Gaming Industry: Introduction to Digital Gaming Industry - Digital gaming in India	
10	**Reference Books:** 1. Growth and Development of Mass Communication in India: John V. Vilanilam 2. Mass Communication Theory: Denis Mcquail 3. Mass Communication in India: Keval J Kumar 4. Mass Media and Communication: Dr.AvinashChiranjeev 5. The Media in Your Life: An Introduction to Mass Communication: Jean Folkerts and Stephen Lacy (Pearson Education) 6. Mass Communication Effects: Joseph Klapper 7. Beginners' Guide to Journalism & Mass Communication: Barun Roy 8. Mass Communication Journalism in India: D S Mehta 9. Communication, Technology for Development Paperback – 30 March 2012: ParveenPannu and Yuki Azaad Tomar	
11	**Internal Continuous Assessment: 40%**	**External, Semester End Examination 60% Individual Passing in Internal and External Examination**
12	Continuous Evaluation through: 1. Individual/ group project 2. Group discussion/ Debates 3. Presentation 4. Assignment	

SEMESTER END EXAMINATION: 30 MARKS Time: 1 hr

Question Paper Pattern

Each question carries 15 Marks

Question No.	Questions	Marks
Q 1	Case study/ Theory	15 marks
Q 2	Practical/ Theory	15 marks

Note:

1. Equal Weightage is to be given to all the modules.

2. 15 marks question may subdivide into 8 marks and 7 marks. 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.

INTERNAL EVALUATION METHODOLOGY (20 MARKS):

10 marks Assignment,

05 marks Viva,

05 marks Class Participation (Encourage weekly news brief presentations to foster real-time awareness) and Attendance

Vertical – III

Name of the Course: IT_Google Workspace

Sr. No.	Heading	Particulars
1	**Description the course:**	This course introduces students to the core tools and features of Google Workspace, a cloud-based productivity and collaboration suite. It covers practical use of applications like Gmail, Google Drive, Docs, Sheets, Slides, Forms, Calendar, and Meet. Students will learn how to create, share, and collaborate on documents in real-time, manage files efficiently, and integrate these tools for academic and professional productivity. The course emphasizes hands-on learning and real-world applications in education and business environments.
2	**Vertical:**	**Open Elective (OE)**
3	**Type:**	**Theory / Practical**
4	**Credits:**	**4 credits**
5	**Hours Allotted:**	**60 Hours**
6	**Marks Allotted:**	**100 Marks**
7	**Course Objectives:** 1. Learn how to use Google Workspace tools like Gmail, Calendar, Meet, Drive, Docs, Sheets, Slides, Forms, and Sites for personal and collaborative work. 2. Understand the basics of computer systems including input/output devices, memory, computer types, languages, and problem-solving using algorithms. 3. Get familiar with operating systems and file systems, including DOS and Windows utilities, and how operating systems manage memory and files. 4. Understand computer networking and the Internet, including different types of networks, communication protocols, web technologies, and the structure of the World Wide Web.	
8	**Course Outcomes (CO):** After completion of the course, learners would be able to: **CO1:** Create and manage professional emails, meetings, shared calendars, and group chats using Gmail, Google Calendar, Meet, and Chat. **CO2:** Use Google Drive, Docs, Sheets, Slides, Forms, and Sites to store, organize, create, share, and collaborate on various types of digital content. **CO3:** Identify basic components and features of a computer system, including hardware devices, memory types, and computer generations. **CO4:** Use basic DOS and Windows commands and tools like Notepad, Paint, and	

	WordPad to perform simple tasks on a computer. **CO5:** Understand computer networks, types of connections, topologies, and the working of models like TCP/IP. **CO6:** Describe the working of the Internet and the World Wide Web, including protocols, URLs, browsers, and the difference between internet, intranet, and extranet.
9	**Modules:-** **Module 1 (15 hours): Mastering Google Workspace for Productivity and Collaboration**
	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 remainders 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
	Module 2 (15 hours): Data Handling with Google Tools
	1. 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. **2. 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. **3. 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. **4. Google Sites:** Creating and building simple websites using Google Sites, Adding content, images, and widgets to websites. 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.
	Module 3 (15 hours): Fundamentals of Computers and Programming Concepts
	1. Computer Basics 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 **2. Input/output Units:** 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 **3. Computer Memory: Computer Memory:** Elementary Concepts of Sequential and Random Access, Primary Storage Devices, RAM, ROM, Types of ROMPROM, EPROM, EEPROM. Secondary Storage Devices- Magnetic Disk, Magnetic Drum, Magnetic Tape, Hard Disk, CDROM, DVD, Pen drive. **4. Computer Languages:** Why programming Language? Assembly Language, Higher Level Programming Languages, Compiling High Level Language Program.
	Module 4 (15 hours): Operating Systems, Networking, and Internet Technologies
	1. Basics of operating systems: 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. **2. File system interface:** 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. **3. Computer Network:** 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. **4. Internet and WWW:** 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 & 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.
10	**Text Books** 1. Team, Z. (2017). The Ultimate Guide to G-Suite. Lean Pub G-Suite. 2. Iyer, b. (2022). Google workspace user guide: a practical guide to using google apps efficiently while integrating them with your data.

<table>
<tr><td>11</td><td colspan="2">Reference Books
1. Hart-Davis, G. (2021). Teach Yourself Visually Google Workspace. Visual.
2. https://support.google.com/a/users#topic=9247638
3. https://support.google.com/edu/classroom#topic=10298088
4. https://support.google.com/maps/?hl=en#topic=9729258</td></tr>
<tr><td>12</td><td>Internal Continuous Assessment: 40%</td><td>Semester End Examination: 60%</td></tr>
<tr><td>13</td><td>Continuous Evaluation through:
<table><tr><th>Sr. No</th><th>Particulars</th><th>Marks</th></tr><tr><td>1.</td><td>Practical Exam</td><td>20</td></tr><tr><td>2.</td><td>Practical Journal</td><td>15</td></tr><tr><td>3.</td><td>Class Participation</td><td>05</td></tr><tr><td></td><td>Total</td><td>40</td></tr></table></td><td>Format of Question Paper: External Examination (60 Marks)– 2 hr duration</td></tr>
<tr><td>14</td><td colspan="2">Format of Question Paper: (Semester End Examination : 60 Marks. Duration:2 hour)
Q1: Attempt any two (out of four) from Module 1 (15 marks)
Q2: Attempt any two (out of four) from Module 2 (15 marks)
Q3: Attempt any two (out of four) from Module 3 (15 marks)
Q4: Attempt any two (out of four) from Module 4 (15 marks)</td></tr>
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Vertical – IV

Name of the Course: Visual Communication

Sr. No.	Heading	Particulars
1	**Description the course :** **Including but Not limited to :**	Visual Communication involves the use of visual elements like images, symbols, typography, colors, and design to convey messages effectively. It plays a key role in media, advertising, branding, and digital content, helping audiences understand information quickly and emotionally through visual storytelling and aesthetics across various platforms.
2	**Vertical :**	VSC
3	**Type :**	Theory
4	**Credit**:	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	**Hours Allotted :**	30 Hours
6	**Marks Allotted**:	50 Marks
7	**Course Objectives**: (List some of the course objectives) a) To provide students with tools that would help them visualize and communicate b) To understand Visual communication as part of Mass Communication	
8	**Course Outcomes**: (List some of the course outcomes) CO1: Acquire basic knowledge to be able to carry out a project in the field of visual communication CO2: Enhance the ability to understand and analyze visual communication from a critical perspective	

9	**Modules**:- Per credit One module can be created	
	Module 1: Fundamentals of Visual Communication	

	1.1 What is Visual Communication? 1.2 History and development of visual communication 1.3 Need and importance of visual communication 1.4 Visual Communication as a process and as an expression, Language and visual communication 1.5 Visible concepts • Plans and organisational charts • Maps • Chronologies Invisible Concepts • Generalisation Theories • Feelings or attitudes 1.6 Impact of visual Communication on audience behaviour 1.7 Visual Sterotyping in Social Media	
	Module 2: Tools & mediums of Visual communication	
	2.1 Colours psychology and Design in Visual Communication 2.2 Painting & Photography 2.3 Film & Television, Documentaries, Script writing & visualization 2.4 Comics & Cartoons, Digital Images, Animation & VFX 2.5 News Papers, Advertisements, Photo Journalism	
10	Reference Books: 1. Handbook of visual communication, edited by Ken Smith/Sandra Moriarty/Gretchen Barbatsis& Keith Kenny 2. Visual communication theory and research by ShahiraFahmy, Mary Angela Bock & Wayne Wanta 3. Visual communication by Ralph Wileman	
11	**Internal Continuous Assessment: 40%**	**External, Semester End Examination 60% Individual Passing in Internal and External Examination**
12	Continuous Evaluation through: 1. Individual/ group project 2. Group discussion/ Debates 3. Presentation 4. Assignment	

SEMESTER END EXAMINATION: 30 MARKS Time: 1 hr

Question Paper Pattern

Each question carries 15 Marks

Question No.	Questions	Marks
Q 1	Case study/ Practical	15 marks
Q 2	Practical/ Theory	15 marks

Note:

1. Equal Weightage is to be given to all the modules.

2. 15 marks question may subdivide into 8 marks and 7 marks. 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.

INTERNAL EVALUATION METHODOLOGY (20 MARKS):

10 marks Assignment: Mood Board Creation - Create a digital or physical mood board to representA brand (e.g., Starbucks, Apple) or Or an emotion (e.g., nostalgia, hope),

05 marks: Logo Redesign (Hand-Drawn or Digital) - Choose any existing brand (e.g., Flipkart, Swiggy) and create a new logo design.

05 marks Class Participation and Attendance

Name of the Course: Introduction to Computers I

Sr. No.	Heading	Particulars
1	**Description the course :** **Including but Not limited to :**	Introduction to Computers I provides foundational knowledge of computer systems, including hardware, software, operating systems, and basic applications. It covers essential skills like typing, file management, word processing, spreadsheets, and internet usage. This course helps students develop digital literacy and confidence in using computers for academic and professional tasks.
2	**Vertical :**	SEC
3	**Type :**	Theory
4	**Credit**:	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	**Hours Allotted :**	30 Hours
6	**Marks Allotted**:	50 Marks
7	**Course Objectives**: (List some of the course objectives) a) To understand the basic components and functions of a computer system, including hardware and software b) To become familiar with key software applications such as word processing, spreadsheets, and presentations c) To enable them to use the internet effectively for research, communication, and sharing digital content d) To understand how computer skills can be applied in multimedia projects and digital communication tasks	
8	**Course Outcomes**: (List some of the course outcomes) CO1) Learners will gain foundational knowledge of computer hardware, software, and operating systems. CO2) Learners will acquire practical skills in Adobe Photoshop, Corel Draw and Adobe Illustrator. CO3) Learners will understand the role and significance of computers in media, journalism, and mass communication. CO 4) Learners will develop digital literacy skills essential for academic growth and professional success.	

	CO5) Learners will enhance their productivity and creativity by using technology tools relevant to the media industry.

9	**Modules**:- Per credit One module can be created
	Module 1: Vector-based Drawing software: CorelDRAW and Adobe Illustrator
	1. Introduction to CorelDraw Interface, CorelDraw Tool Box, Importing files in CorelDraw, Different file formats 2. Using text Artistic and paragraph text, Formatting Text, Embedding Objects into text, 3. Exploring tools Basic shapes: Cut, Erase, Combine, Shaping tool: Nodes, Handles, Corners Convert to Curves: Reshaping, Creating figures, 5. Exporting in CorelDraw 2. Introduction to AI Tool Canva ●Introduction to Canva and its applications in education, business, and social media ● Creating an account and navigating the dashboard ● Exploring templates, projects, and the design workspace ●Editing text, fonts, and colors to fit your brand or purpose ●Uploading personal content vs. using Canva's built-in library ●Apply the tools and techniques learned during the session Downloading options: PDF, PNG, JPG, or MP4 (for animated content)
	Module 2: 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 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	
10	**Reference Books:** 1. Photoshop Bible, McLeland, Willey Publication 2. Adobe Illustrator Classroom in a book: Adobe House 3. CorelDRAW Practical Learning: BPB Publication 4. Desktop Publishing with Quark 10 Kindle version	
12	**Internal Continuous Assessment: 40%**	**External, Semester End Examination 60% Individual Passing in Internal and External Examination**
13	Continuous Evaluation through: 1. Individual/ group project 2. Group discussion/ Debates 3. Presentation 4. Assignment	

SEMESTER END EXAMINATION: 30 MARKS **Time: 1 hr**

Question Paper Pattern

Each question carries 15 Marks

Question No.	Questions	Marks
Q 1	Case study/ Practical	15 marks
Q 2	Practical/ Theory	15 marks

Note:

1. Equal Weightage is to be given to all the modules.

2. 15 marks question may subdivide into 8 marks and 7 marks. 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.

INTERNAL EVALUATION METHODOLOGY (20 MARKS):

10 marks Assignment: Digital Poster Series on social issues using Corel Draw and Adobe Illustrator

05 marks Magazine Cover Page Design using Adobe Photoshop

05 marks Class Participation and Attendance

Vertical – V

Program: Bachelor of Arts in Multimedia and Mass Communication				Semester: I	
Course: Communication Skills in English I				Course Code: NUEN101	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA)(Marks - 20)	Semester End Examinations (SEE) (Marks-30 in Question Paper)
2	-	-	2	20	30

Learning Objectives:

a) To enhance the English language proficiency of students by familiarizing them with Listening, Speaking, Reading, and Writing (LSRW) skills
b) To introduce learners to different perspectives of looking at a text or passage
c) To equip learners in the functional aspects of English so that they use the acquired language skills correctly and confidently
d) To guide learners in the effective use of the digital medium of communication

Course Outcomes:

After completion of the course, learners would be able to:

CO1) Understand and interpret any text they are reading from different perspectives
CO2) Arouse the interest of learners in listening to and watching good-quality audio and visual media
CO3) Acquire proficiency in the skills of listening, speaking, reading, and writing that will help them meet the challenges of the world
CO4) Develop good oral and written skills of communication in the English language

Outline of Syllabus:

Module	Description	No of Hours
1	Introduction to Communication Skills, Reading Skills, and Listening Skills	15
2	Speaking Skills and Writing Skills	15
Total		**30**

Unit	Topic	No. of Hours/Credits

Module 1 Introduction to Communication Skills, Reading Skills, and Listening Skills	1. Introduction to Communication Skills • English as an international language and varieties of English • Verbal and Non-Verbal Communication • Features of Effective Writing Skills • Characteristics of an Effective Speech • Effective Listening Skills This section provides a theoretical base for the following units that are practical in nature. 2. Reading Skills: • Scanning a text for information • Skimming a passage to look for main ideas, understanding text type	
	•Passages of around 200- 250 words from fables, folk stories, short stories, non-fiction, history, business or environment could be chosen in this section. 3. Listening Skills • Listening for main ideas/Gist • Listening for details • Listening for text organization features • Listening for tone, accent, style and register Listening skills in English should be developed through various activities, along with the practice done while teaching in the class.	15

Module 2: Speaking Skills and Writing Skills	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 biodata (solicited and unsolicited) • RTI applications • Applications for duplicate documents (I-cards / mark sheet, etc.)	15

References:

1. Bellare, Nirmala. Reading & Study Strategies. Books. 1 and 2. Oxford
2. University Press, 1997, 1998
3. 2. Bellare, Nirmala. Easy Steps to Summary Writing and Note-Making. Amazon
4. Kindle Edition, 2020
5. 3. Comfort, Jeremy, et al. Speaking Effectively: Developing Speaking Skills for
6. Business English. Cambridge University Press, 1994.
7. 4. Das, Bikram K., et. al. An Introduction to Professional English and Soft Skills.
8. Cambridge University Press India Pvt. Ltd., 2010
9. 5. Das, Yadjnaseni& R. Saha (eds.) English for Careers. Pearson Education
10. India, 2012.
11. 6. Dimond-Bayir, Stephanie. Unlock Level 2 Listening and Speaking Skills
12. Student's Book and Online Workbook: Listening and Speaking Skills
13. Student's Book+ Online Workbook. Cambridge University Press, 2014.
14. 7. Doff, Adrian and Christopher Jones. Language in Use (Intermediate and
15. Upper Intermediate). CUP, 2004.

INTERNAL EVALUATION METHODOLOGY (20 MARKS):

10 marks Assignment

05 marks Viva

05 marks Class Participation and Attendance

SEMESTER END EXAMINATION: 30 MARKS **Time: 1 hr**

Question Paper Pattern

Question No.	Questions	Marks
Q 1	Short Notes (Any 2 out of 4)	10 marks
Q 2	Attempt any one of the following A OR B	10 marks
Q 3	Attempt any one of the following A OR B	10 marks

Mapping

0= no correlation

1= weak correlation

2= moderate correlation

3= strong correlation

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1: Understand and interpret any text they are reading from different perspectives	3	3	1	3	2	1	2	1	1	2
CO2: Arouse the interest of learners in listening to and watching good-quality audio and visual media	2	2	2	2	2	2	2	3	2	2
CO3: Acquire proficiency in the skills of listening, speaking, reading, and writing that will help them meet the challenges of the world	3	3	2	3	3	2	2	2	2	2
CO4: Develop good oral and written skills of communication in the English language	3	3	2	3	3	1	2	2	2	2

Name of the Course : Environmental Systems and Management- I

Sr. No.	Heading	Particulars
1	**Description of the course :**	Environmental awareness transcends academic boundaries. This course transcends academic boundaries, equipping you with a foundational understanding of ecosystems, biodiversity, and the human impact on natural resources and climate. Students will learn about critical issues like pollution and explore solutions for a sustainable future. The knowledge you gain here connects with diverse fields such as biology, economics, and even engineering. It is a foundation for further exploration in environmental science, conservation biology, and environmental policy. This course ignites your interest in environmental issues and opens doors to exciting careers in environmental management, conservation, and sustainable development – fields with growing demand across industries. Prepare for an interactive learning experience through engaging lectures, stimulating group discussions, and insightful case studies examining real-world environmental challenges and solutions.
2	**Vertical :**	**Value Education Course(VEC)**
3	**Type :**	**Theory**
4	**Credit**:	**2 credits**
5	**Hours Allotted :**	**30 Hours**
6	**Marks Allotted**:	**50 Marks**

7	**Course Objectives**: ● To introduce students to fundamental environmental concepts including ecosystems, biodiversity, and the human-nature relationship. ● To sensitize students to the causes and consequences of environmental degradation and pollution. ● To develop awareness about global issues like climate change and the loss of biodiversity and their impact on commerce and society. ● To encourage students to understand the importance of environmental education and conservation in promoting sustainability.
8	**Course Outcomes:** After studying this course students will be in position to : CO1. Students will be able to explain the structure and function of ecosystems, and understand how energy flows through food chains and food webs. CO2. Students will identify various types of environmental pollution and their sources, and suggest prevention and control strategies. CO3. Students will analyze the factors contributing to biodiversity loss and describe the importance of conservation efforts. CO4. Students will demonstrate an understanding of human impact on the environment, emphasizing the need for sustainable resource use and the role of environmental education in promoting sustainability.

9	**Modules**:-
	Unit I: Introduction to Environmental Concepts (15 Lectures) ● Environment: Meaning and Components of Environment ● Ecosystem and Ecology: The Structure and Function of Ecosystem. Food chains and food webs as illustrations of energy flow and ecological balance. Real-life case studies that illustrate the impact of imbalance in the food chain ● Resources: Meaning, Classification (Renewable and Non-Renewable), Conservation of Natural Resources in a Sustainable Manner ● Human-Nature Relationship and Environmental Awareness: The changing role of humans in nature-from coexistence to exploitation. Importance of environmental education and awareness programs in organizations and among youth **Unit II: Threats to the Environment (15 Lectures)** ● Loss of Biodiversity: Understanding biodiversity and its importance. Factors leading to Extinction of Species, Loss of Habitat, and Biodiversity Loss. Conservation efforts at global and local levels ● Degradation of Environment: Meaning, Causes and Effects ● Pollution: Meaning and Types of Pollution (Air, Water, Noise, Land, and Radio-active). Causes and Preventive Techniques ● Climate Change and Global Warming: Causes and its Impacts on ecosystems, agriculture, health, and global weather patterns

10	**Text Books :** 1. Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates, 2006. 2. Odum, E.P., Odum, H.T. & Andrews, J. 1971. Fundamentals of Ecology. Philadelphia: Saunders. 3. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi. 4. Chiras, D. D and Reganold, J. P. (2010). Natural Resource Conservation: Management for a Sustainable Future.10th edition, Upper Saddle River, N. J. Benjamin/Cummins/Pearson. 5. John W. Twidell and Anthony D. (2015). Renewable Energy Sources, 3rd Edition, Weir Publisher (ELBS) 6. Singh, J.S., Singh, S.P. & Gupta, S.R. 2006. Ecology, Environment and Resource Conservation. Anamaya Publications https://sdgs.un.org/goals 7. Down to Earth, Centre of Science and Environment ®. 8. Hawkins R. E., Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay ®. 9. Harper, Charles L. (2017) Environment and Society, Human Perspectives on Environmental Issues 6th Edition. Routledge. 10. Rajagopalan, R. (2011). Environmental Studies: From Crisis to Cure. India: Oxford University Press. 11. Harris, Frances (2012) Global Environmental Issues, 2nd Edition. Wiley- Blackwell.	
10	**Reference Books :** 1. Carson, R. 2002. Silent Spring. Houghton Mifflin Harcourt. 2. Gadgil, M., & Guha, R. 1993. This Fissured Land: An Ecological History of India. Univ. of California Press. 3. Gleeson, B. and Low, N. (eds.) 1999. Global Ethics and Environment, London, Routledge. 4. Gleick, P. H. 1993. Water in Crisis. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.	
	5. Sodhi, N.S., Gibson, L. & Raven, P.H. (eds). 2013. Conservation Biology: Voices from the Tropics. John Wiley & Sons. **6. Thapar, V. 1998. Land of the Tiger: A Natural History of the Indian Subcontinent.** **7. Warren, C. E. 1971. Biology and Water Pollution Control. WB Saunders.** **8. Wilson, E. O. 2006. The Creation: An appeal to save life on earth. New York: Norton.** **9. World Commission on Environment and Development. 1987. Our Common Future. Oxford University Press**	
11	**Internal Continuous Assessment: 40%**	**Semester End Examination: 60%**
12	**Continuous Evaluation through:** Project Work – 15 Marks Attendance and Participation in Seminar, Workshop, and Activity, etc. – 05 Marks Total – 20 Marks	***Report Submission based on Suggested Practical Activities by Faculty Members for 30 Marks***

13	**Suggested Practical Activities:** ● A guest lecture by a disaster management official or NGO working in disaster relief. ● Project work involving conducting a waste audit in their own homes or college vicinity for a week and proposing ways to reduce waste. ● Project to develop a business plan for a fictional "eco-friendly" product or service, incorporating principles of green marketing and sustainable packaging. ● Mangroves Conservation Activity ● Environment Conservation Activity

Name of the Course : Indian Knowledge System

Sr. No.	Heading	Particulars
1	**Description the course :**	This course offers a comprehensive introduction to the Indian Knowledge System (IKS), exploring its core principles, historical context, and contemporary relevance. It examines the impact of colonial education policies and emphasizes the need to revisit ancient Indian traditions. The course highlights traditional Indian entrepreneurship through handloom, khadi, tribal handicrafts, herbal products, and culturally rooted food ventures. It also showcases sustainable practices like the use of clay bottles, banana leaf plates, and the repair-and-reuse culture. Students will further explore key domains of IKS such as Ayurveda, ancient sports, astronomy, yoga, traditional banking, trade, commerce, and governance models from texts like the Arthashastra.
2	**Vertical :**	IKS
3	**Type :**	Theory
4	**Credit**:	2 credits
5	**Hours Allotted :**	30 Hours
6	**Marks Allotted:**	50 Marks
7	**Course Objectives**: The student should be able to : 1. To sensitize the students about context in which they are embedded i.e. Indian culture and civilization including its Knowledge System and Tradition. 2. To help student to understand the knowledge, art and creative practices, skills and values in ancient Indian system. 3. To help to study the enriched scientific Indian heritage. 4. To introduce the contribution from Ancient Indian system & tradition to modern science & Technology.	

8	**Course Outcomes**: CO1. Learner will understand and appreciate the rich Indian Knowledge Tradition CO2. Learner will understand the contribution of Indians in various fields CO3. Learner will experience increase subject-awareness and self-esteem CO4. Learner will develop a comprehensive understanding of how all knowledge is ultimately intertwined
9	**Module :** Module 1: (15 Hours) 1. Introduction to IKS: What is knowledge System, Characteristic Features of Indian Knowledge System 2. Why IKS? Macaulay's Education Policy and its impact, Need of revisiting Ancient Indian Traditions 3. IKS and Entrepreneurship: Handloom, Khadi, Tribal Handicrafts and Herbal Products, Food-based start-ups rooted in tradition
	4. Sustainable Indian Practices: Clay bottles, Banana leaf plates, Cloth Bags- Repair culture (Reuse, Patchwork, Jugaad) **Module 2: Indian Knowledge System – II (15 Hours)** **1. Medicine (Ayurveda)** **2. Ancient Sports** **3. Astronomy** **4. Yoga and Wellbeing** **5. Banking** **6. Trade and Commerce** **7. Art of Governance (Arthashastra)**
10	**Reference Books:** **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, Delhi1958.** **3. History of Chemistry in Ancient India & Medieval India, P.Ray- Indian Chemicals** **4. Society, Calcutta 1956** **5. Charaka Samhita- a scientific synopsis, P. Ray & H.N Gupta National Institute of Sciences of India, New Delhi 1965.** **6. MacDonnell A.A- History of Sanskrit literature** **7. Winternitz M- History of Indian Literature Vol. I, II & III** **8. Dasgupta S.N & De S.K- History of Sanskrit literature Vol. I.** **9. Ramkrishna Mission- cultural heritage of India Vol. I, II & III.** **10. Majumdar R. C & Pushalkar A.D- History & culture of the Indian people, Vol. I, II & III.** **11. Keith A.B- History of Sanskrit literature.** **12. Varadachari V- History of Sanskrit literature Chaitanya Krishna- A new History of Sanskrit**

<table>
<tr><td>11</td><td>Internal Continuous Assessment: 40%
Continuous Internal Assessment: 20 Marks
❖ Field Visit Report: 10 Marks,
❖ Class Test / MCQ Test :10 Marks,</td></tr>
<tr><td>12</td><td>External Assessment: 60% : (30 Marks)
Format of Question Paper: For the External examination
<table>
<tr><td>Q1</td><td>(A)</td><td>Objectives (MCQs)</td><td>5</td></tr>
<tr><td></td><td>(B)</td><td>Concept/One Sentence</td><td>5</td></tr>
<tr><td>Q2</td><td></td><td>A
OR
B</td><td>10</td></tr>
<tr><td>Q3</td><td></td><td>A
OR
B</td><td>10</td></tr>
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Vertical – VI

Name of the Course: Introduction to Cultural Activities (Semester I)

Sr. No.	Heading	Particulars
1	**Description the course:**	**Introduction:** Cultural activities represent the collective artistic and social expressions of a community. **Relevance:** They play a key role in shaping identity and community bonding in modern society. **Usefulness:** These activities nurture creativity, empathy, and teamwork among individuals. **Application:** Widely applied in schools, community events, tourism, and media. **Interest:** Engages people of all ages through expressive and enjoyable platforms. **Connection with Other Courses:** Linked to sociology, literature, history, and arts education. **Demand in the Industry:** Increasing demand in event management, entertainment, and culture-based content creation. **Job Prospects:** Opens doors to careers in cultural coordination, education, and creative direction.
2	**Vertical:**	**Co-Curricular**
3	**Type:**	**Theory and Activity**
4	**Credits:**	**2 credits**
5	**Hours Allotted:**	**30 Hours**
6	**Marks Allotted:**	**50 Marks**
7	**Course Objectives(CO):** 1. To study the importance of cultural activities in India. 2. To discuss the historical importance of cultural activities. 3. To define and describe the overview of cultural practices at Indian and Global level. 4. To list the various forms of cultural activities and its applied skills.	

8	**Course Outcomes:** **CO 1**: Understand the significance of cultural activities **CO 2:** Sensitize students towards Indian culture and its preservation **CO 3:** Apply the knowledge and skills of the cultural activities in their practical life **CO 4:** Demonstrate the skills by participating in various cultural activities.
9	Syllabus ● **Overview to Cultural Activities**
	● Definition of culture ● The role of cultural activities in preserving heritage ● Overview of Indian and global cultural practices. ● Forms / Types of Fine Arts and Performing Arts ● Various Forms of Fine Arts - Painting, Collage, Poster Making, Rangoli, Mehendi Designing, Spot Photography. ● Various Forms of Performing Arts- Folk Dance, Classical Dance, One Act Play, Skit, Mimicry, Music.
10	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. Pingle Bhavanrav A., History of Indian Music: with particular reference to theory and practice, Dev Publishers and Distributors, India, 2021. 5. Popley Herbert A., The Music of India. Central Archaeological Library, New Delhi, 1921. 6. Tomory Edith, History of Fine Arts in India and the West. Orient Longman, Mumbai, 1989. 7. Arthur Schopenhauer, The Art of Literature, S. Sonnenschein and co London. 1981. 8. Vatsyayan Kapila, Indian Classical Dance. Publications Division, Ministry of Information and Broadcasting, Govt. of India, 1992. 9. Phyllis S. Weikart, Teaching folk dance: successful steps. High/Scope Press, Mchigan, 1997. 10. Gosvami O., The story of Indian Music, its growth and synthesis. Bombay, New York, Asia Pub. House, 1961.
11	Internal Continuous Assessment: 40%

Sr. No.	**Particulars**	**Marks**

1	Class Test	15
2	Attendance	05
	Total	**20**

Semester End Examination: 60%

External Examination (30 Marks) (Any Two)

Sr. No.	**Particulars**	**Marks**
1	Participation in Intra/ Inter collegiate Cultural Event/Competition. (Participation/ Organizing Team) (Minimum 02 certificates to be submitted)	15 marks each for a certificate
2	Certificate of participation or winning in the competition organized by any Club/Local/State/National Level Certificate or winning can also be considered.	
3	Participation in Workshop and other cultural competitions.	
	Total	**30**

Chairperson (Head of the Department)	Department faculty	I/C Principal