

University of Mumbai




No. AAMS (UG)/123 of 2021

CIRCULAR:-

Attention of the Principals of the Affiliated Colleges and Directors of the recognized Institutions in Faculty of Humanities.

They are hereby informed that the recommendations made by the Board of Studies in **English** at its meeting held on 30th April, 2021 vide item No. **3(ii)** and subsequently passed by the Board of Deans at its meeting held on 11th June, 2021 vide item No. **5.5** have been accepted by the Academic Council at its meeting held on 29th June, 2021, vide item No. **5.5** and subsequently approved by the Management Council at its meeting held on 29th July, 2021 vide item No. **16** and that in accordance therewith, in exercise of the powers conferred upon the Management Council under Section 74(4) of the Maharashtra Public Universities Act, 2016 (Mah. Act No. VI of 2017) the Ordinance **6637 & 6638** Regulations **9380 & 9381** and the syllabus of **Diploma in Digital Humanities** has been introduced and the same have been brought into force with effect from the academic year **2022-23**, accordingly. (The same is available on the University's website www.mu.ac.in).

MUMBAI-400 032
25th October, 2021


(Sudhir S. Puranik)
REGISTRAR

To,

The Principals of the Affiliated Colleges and Directors of the recognized Institutions in Faculty of Humanities. (Circular No. UG/334 of 2017-18 dated 9th January, 2018.)

A.C/5.5/29/06/2021
M.C/16/29/07/2021


No. AAMS (UG)/123-A of 2021

MUMBAI-400 032

25th October, 2021

Copy forwarded with Compliments for information to:-

- 1) The Chairman, Board of Deans
- 2) The Dean Faculty of Humanities,
- 3) The Chairman, Board of Studies in English,
- 4) The Director, Board of Examinations and Evaluation,
- 5) The Director, Board of Students Development,
- 6) The Co-ordinator, University Computerization Centre,


(Sudhir S. Puranik)
REGISTRAR

Copy to :-

1. The Deputy Registrar, Academic Authorities Meetings and Services (AAMS),
2. The Deputy Registrar, College Affiliations & Development Department (CAD),
3. The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Department (AEM),
4. The Deputy Registrar, Research Administration & Promotion Cell (RAPC),
5. The Deputy Registrar, Executive Authorities Section (EA),
6. The Deputy Registrar, PRO, Fort, (Publication Section),
7. The Deputy Registrar, (Special Cell),
8. The Deputy Registrar, Fort/ Vidyanagari Administration Department (FAD) (VAD), Record Section,
9. The Director, Institute of Distance and Open Learning (IDOL Admin), Vidyanagari,

They are requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to in the above circular and that on separate Action Taken Report will be sent in this connection.

1. P.A to Hon'ble Vice-Chancellor,
2. P.A Pro-Vice-Chancellor,
3. P.A to Registrar,
4. All Deans of all Faculties,
5. P.A to Finance & Account Officers, (F.& A.O),
6. P.A to Director, Board of Examinations and Evaluation,
7. P.A to Director, Innovation, Incubation and Linkages,
8. P.A to Director, Board of Lifelong Learning and Extension (BLLE),
9. The Director, Dept. of Information and Communication Technology (DICT) (CCF & UCC), Vidyanagari,
10. The Director of Board of Student Development,
11. The Director, Department of Students Welfare (DSD),
12. All Deputy Registrar, Examination House,
13. The Deputy Registrars, Finance & Accounts Section,
14. The Assistant Registrar, Administrative sub-Campus Thane,
15. The Assistant Registrar, School of Engg. & Applied Sciences, Kalyan,
16. The Assistant Registrar, Ratnagiri sub-centre, Ratnagiri,
17. The Assistant Registrar, Constituent Colleges Unit,
18. BUCTU,
19. The Receptionist,
20. The Telephone Operator,
21. The Secretary MUASA

for information.

New ordinances 6637 & 6638 relating to the Diploma in Digital Humanities

1. Necessity of Starting this course:

- In this digital age, the Humanities are emerging as a key to understanding relationships between data, people, nature and the universe. They span the ability to construct meaning and develop a humanist insight while inquiring into big data. The intersection of technology and humanities is even more important as the world copes with pandemic wrought lockdowns and isolation. Digital tools can be used to not only study socio-emotional connections and deep philosophies, but also enhance human experiences and thoughts.
- While Digital Humanities often focus on data analysis and computational aspects of humanities, they also involve broader strokes of media studies and textual analysis. This helps in improving Artificial Intelligence systems as well. This scope of Digital Humanities is just beginning to be explored.
- Digital Humanities involve various streams such as curation and archiving of materials, cultural analytics, data mining, visualisation and data design, remixing and repurposing content, gaming. For instance, the Google Books corpus is a part of Digital Humanities. Similarly, recent work in improving readability of content, similarity mapping, reducing gender bias etc. are a result of text mining methods that have emerged in Digital Humanities.
- Moreover, Digital Humanities try to ensure that their work is free to use and reuse and adapt and often license their work as part of Creative Commons or GNU thereby granting access to those who would like to learn from and engage with projects in this sphere. Crowd sourcing as is done as well— the popular resource of Wikipedia falls in the realm of Digital Humanities.
- This field has a far reaching impact on the world, and our era is the cusp of the revolution that is about to unfold. It is thus a requirement to equip students with the tools and skill sets they need to enter a world that is increasing professional and personal opportunities in the field of Digital Humanities. This will prepare them for their future.
- Furthermore, students are already engaging in Digital Humanities in some form or another. They can draw on and enhance their pre-existing knowledge.

2. Whether UGC has recommended to start the said Courses?

UGC has given guidelines for introduction of career oriented courses

(<https://www.ugc.ac.in/oldpdf/xiplanpdf/revisedcareerorientedcourses.pdf>). Universities are allowed to run

the diploma / certificate courses and with due approval of its governing councils/ statutory council wherever required (Ref:<https://www.ugc.ac.in/faq.aspx>).

However, u/s 5(16) under Maharashtra Public Universities Act, 2016 (Mah. Act No. VI of 2017),

Universities are empowered to start to prescribe the courses of instruction and studies in choice based credit system for the various examinations leading to specific degrees, diplomas or certificates in a stand-alone format or joint format with other State or national or global universities.

3. Whether all the courses have commenced from academic year 2020-21?

The above certificate course recommended by the BoS in English, and further approved by the statutory bodies is to be introduced from the Academic Year 2021- 2022.

4. The courses started by the University are self-financed, whether adequate number of eligible permanent Faculties are available?

The certificate course is purely self-financed. The department/affiliated colleges interested in its affiliation need to comply with the norms laid down as above.

5. To give details regarding duration of the course and is it possible to compress the course?

The duration of the course is maximum 6 month {6 Months (July-December / January-June)} with total 30 contact hours consist of maximum 2 Credits on completion of total 30 hours.

6. The intake capacity of each course and no. of admissions given in the current academic year (2021-22)

The intake capacity is set to maximum 40 students per batch.

7. Opportunities of employability/employment available after undertaking these courses:

- a) There are many professional offshoots of Digital Humanities. Students of Digital Humanities courses will develop
- a. A deep knowledge and appreciation of technology in culture and society.
 - b. An ability to apply critical, theoretical, and technological approaches to societal challenges.
 - c. An understanding of how to use complex real world data in digital analysis.
 - d. An ability to use appropriate tools and methods to analyse and interpret data and share their findings.
- b) As a result the students will be able to work in the following fields and more:
- a. Digital Archiving/Curation: Wikimedia Projects, Google Books, Women Writers Project, etc.
 - b. Data Mining projects such as Textual Analysis, Tweet Analysis, Video Coding, Historical Research, Ethnographic studies are some other avenues.
 - c. Cultural Liaising in international projects
 - d. Communication and Media: Content Creation, curation and analysis
 - e. Education: Content Creation, Curation and Analysis
 - f. Data Visualization, Product Design,
 - g. Games: Designing, Analysis
 - h. Data Managers and Data Resource Managers, etc.

UNIVERSITY OF MUMBAI



Syllabus for the
Diploma in Digital Humanities

(to be introduced with effect from the academic year 2022-23)

UNIVERSITY OF MUMBAI



Syllabus for Approval

Sr. No.	Heading	Particulars
1	Title of the Programme O. 6637	Diploma in Digital Humanities
2	Eligibility for Admission O. 6638	Candidate who passed 10+2 examination in Arts / Science / Commerce or equivalent examination
3	Passing Marks R - 9380	The candidate must obtain 40 % of the total marks in external and internal examination to pass the course
4	Ordinances / Regulations (if any)	-
5	No. of Years / Semesters R - 9381	One Year-Two Semesters
6	Level	P.G. / U.G. / Diploma / Certificate (Strike out which is not applicable)
7	Pattern	Yearly / Semester (Strike out which is not applicable)
8	Status	New / Revised (Strike out which is not applicable)
9	To be implemented from Academic Year	From Academic Year 2022-2023

Date: 30/04/2021

Signature:

Name of BOS Chairperson / ~~Dean~~:

Dr. Sudhir Nikam



University of Mumbai
Diploma in Digital Humanities

(With effect from the academic year 2022-23)

Board of Studies in English

Dr. Sudhir Nikam (Chairperson)

Dr. Rajesh Karankal (Member)

Dr. Santosh Rathod (Member)

Dr. Bhagyashree Varma (Member)

Dr. Deepa Mishra (Member)

Dr. B. N. Gaikwad (Member)

Dr. Dattaguru Joshi (Member)

Dr. Satyawan Hanegave (Member)

Dr. Deepa Murdeshwar-Katre (Member)

Syllabus Sub-Committee

Dr. Sachin Labade (Convener) Associate Professor, Department of English, University of Mumbai, Mumbai 98. sachin.labade@english.mu.ac.in

Dr. Nirmala Menon (Member) Associate Professor & Head, Department of English, School of Humanities and Social Sciences, IIT Indore, MP. nimmenon@gmail.com

Dr. Sushila Vijaykumar (Member) Associate Professor, Karnataka Sangha's Manjunatha College of Commerce, Thakurli, Dombivli. sushilavijaykumar@gmail.com

Dr. Anusha Ramanathan (Member) Curriculum Consultant, Centre of Excellence in Teacher Education, Tata Institute of Social Sciences, Mumbai - 88. anusha.ramanathan@tiss.edu / anusha.ramanathan@gmail.com

Dr. Runa Shajiv (Member) Assistant Professor & Head, Department of English, Satish Pradhan Dnyanasadhana College, Thane. : runashajeev@gmail.com

Ms. Geeta Sahu (Member) Assistant Professor, Department of English, H.R College of Commerce & Economics, Churchgate, Mumbai. geetasahu2@gmail.com.

Syllabus

1	Title of the Programme	Diploma in Digital Humanities
2	Eligibility for Admission	Candidate who passed 10+2 Examinations in Art Science/Commerce or equivalent Examinations
3	Intake Capacity	40 Students per batch
4	Passing Marks	The candidate must obtain 40 % of the total marks in external and internal Examinations to pass the course.
5	Selection	First Come First Served Basis
6	Credits	16 Credits
7	Duration of the Course	One year
8	Number of Contact Hours	40(lectures) + 20 (tutorial) Per Theory Paper 60 Learning Hours Per Practical Paper
9	Fee Structure	Rs. 5000/- (The fee covers tuition fee, remuneration of teacher, infrastructural expenses, books, stationery, Examination fees etc.)
10	Teaching Faculty Qualifications	As per UGC Guidelines
11	Remuneration of Teacher	As per University / Government Guidelines
12	Centre	Any College/Department/Institution under the purview of the University of Mumbai
13	Level	U.G. / Diploma
14	Pattern	Semester

Diploma in Digital Humanities

Preamble:

In this digital age, Humanities is emerging as a key to understanding relationships between data, people, nature and the universe. It is necessary to possess the ability to construct meaning and develop a humanist insight while inquiring into big data. The intersection of technology and humanities is even more important as the world copes with pandemic-wrought lockdowns and isolation. Digital tools can be used not only to study socio-emotional connections and deep philosophies, but also to enhance human experiences and thoughts. While Digital Humanities often focuses on data analysis and computational aspects of humanities, it also involves broader strokes of media studies and textual analysis. This helps in improving Artificial Intelligence systems as well. We have just begun to explore this scope of Digital Humanities. Digital Humanities involves various streams such as curation and archiving of materials, cultural analytics, data mining, visualisation and data design, remixing and repurposing content and gaming, Google Books corpus is a part of Digital Humanities. Similarly, recent work in improving readability of content, similarity mapping, reducing gender bias, etc are a result of text mining methods that emerged in Digital Humanities. Moreover, proponents of Digital Humanities ensure that their work is free to use, reuse and adapt and often license their work as part of Creative Commons or GNU; thereby granting access to those who would like to learn from and engage with projects in this sphere. Crowdsourcing, as is done in Wikipedia, falls in the realm of Digital Humanities. This field has a far-reaching impact and this is the cusp of the revolution that is about to unfold. It would be good to equip learners with the tools and skill sets they need to enter a world that is throwing open increasing professional and personal opportunities in the field of Digital Humanities.

Objectives of the course

- To familiarise the learners with the evolution and basic concepts of Digital Humanities.
- To explore the scope of Digital Humanities beyond the academic field.
- To equip learners with the use of key tools and applications of digital technologies pertinent to Digital Humanities.
- To prepare learners through practical exposure to projects in sync with the current methods and theoretical approaches.
- To enable learners to identify various resources for Digital Humanities and make positive contributions to digital scholarship.

Learning outcomes

After completion of the course, it is expected that the learners will be able to:

- CO 1: Demonstrate an understanding of the nature and key concepts in Digital Humanities
- CO 2: Appreciate the value of theories and practices of humanities in the digital space in both academic and non-academic contexts.
- CO 3: Display an understanding of how new technologies are transforming historical teaching, research, writing and publishing
- CO 4: Evaluate existing digital platforms based on features that can be used for data creation, curation and analysis within different fields such as literature, history, arts, and music.
- CO 5: Use digital tools and methods to study and promote humanities.
- CO 6: Curate/Create a piece of digital scholarship.



**University of Mumbai
Diploma in Digital Humanities**

Semester I

Course: Theory

Course Title: Introduction to Digital Humanities

Paper: I

(With effect from the academic year 2022-23)

01	Syllabus as per Choice Based Credit System	
i	Title of the Programme	Diploma in Digital Humanities
ii	Course Code	
iii	Course Title	Introduction to Digital Humanities
iv	Course Contents	Enclosed a copy of the syllabus
v	References and Additional References	Enclosed in the Syllabus
vi	Credit Structure (No. of Credits)	04
vii	No. of lectures per Unit	15
viii	No. of lectures per week	04
ix	No. of Tutorials per week	01
x	Total Marks	100
02	Scheme of Examinations	Theory Examinations + Internal Evaluation (60+40)
03	Special notes, if any	No
04	Eligibility, if any	HSC of any stream or Equivalent Certificate
05	Fee Structure	As per University Structure
06	Special Ordinances / Resolutions if any	No

Semester I– Paper I**Title: Introduction to Digital Humanities****Unit 1: The Transdisciplinary Nature of Digital Humanities**

This unit will focus on what constitutes a discipline. It will throw light on the similarities and differences between humanities and social science with respect to their approaches to evidence. The discipline of Humanities involves a critical inquiry into human society and culture and is subjective in nature. Social Sciences too focus on interpreting human society and culture, but are more evidence-based and thus closer to the empirical discipline of science. Digital Humanities bridges these gaps with its focus on computation allowing for new connections between the sciences, social sciences and humanities. The creation, adaptation and use of digital resources and technologies to document and study problems which humanities as a discipline concerns itself with and feeding the information, methods and resources from traditional humanities to enable adaptive technologies form the core of Digital Humanities.

Unit 2: The Evolution of Digital Humanities

This unit explains how Digital Humanities evolved from the intersection of computing and humanities in the works of Robert Busa (1946) who, for the first time, automated word-searches and enabled text-mining that informs much of humanities research. The nascent history of Digital Humanities, that was thus named only in 2004 by John Unsworth, Susan Schreibman and Ray Siemens highlights how much more there is to be explored in this field that is still evolving as a field of study.

Unit 3: Digital Humanities in Use

This unit presents the various ways Digital Humanities contributes to scholarship and practical use in the form of text-mining, documentation, curation, data design, data visualisation and gaming, among others.

Unit 4: Digital Humanities: Tools of Digital Humanities

This unit introduces some of the basic digital tools used to document data (such as PDF creators, video and podcasting tools and social media), in storage systems (shared drive, blogs, dropbox, websites) and use data analysis softwares (simple data analysis such as sentiment analysis using spreadsheets, etc.). The use of at least 3 select tools is to be demonstrated in the course.

Evaluation Pattern:

Internal Assessment (40 Marks):

Sr. No.	Particulars	Marks
1	Classroom Attendance and Participation	10
2.	Oral Presentation (10 Minutes with or without PowerPoint)	10
3	Test/Written Assignment	20

Suggested Topics for Internal Assessment:

Unit 1: Activity: Students could be asked to create a visual display of the various intersections of disciplines that Digital Humanities encompasses. Learners could also create and perform a skit on various disciplines explaining their role in Digital Humanities.

Unit 2: Activity: Learners could be asked to read and present segments of the evolution of Digital Humanities. They could also be asked to create a timeline of the evolution of Digital Humanities.

Unit 3: Activity: Learners could be asked to demonstrate examples of select practices of Digital Humanities. They could identify videos or graphical displays and share the same in class.

Unit 4: Activity: Learners could be asked to identify and share video and/or text tutorials on use of tools to create rudimentary how-to manuals that could be later collated as learning materials. They could be asked to demonstrate select functions of tools in class to enable peer learning.

Other ideas could include

- Identify Digital Humanities projects under any one select theme
- Explore Digital Humanities Projects and identify tools and processes used
- Present Sentiment Analysis of Facebook/Twitter posts on a theme (at least 20 Tweets)
- Identify and Demonstrate the functions and purposes of any one tool
- Perform SWOC Analysis of Digital Humanities in general or any one Digital Humanities project or tool

NB: Learners, in consultation with and due approval of the instructor, may work on similar and relevant topics.

Semester End Examination (60 Marks):

Evaluation: Semester End Examination Pattern 60 Marks Hours: 02
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The Semester End Examination for 60 marks will have 4 questions of 15 marks each (with internal choice):

Question 1	Objectives (15/20)	15 Marks
Question 2	Short Notes (3/5)	15 Marks
Question 3	Short Answer (3/5)	15 Marks
Question 4	Application/Long answer (2/3)	15 Marks



**University of Mumbai
Diploma in Digital Humanities**

Semester I

Course: Practical

Course Title: Elementary Project in Digital Humanities

Paper: II

(With effect from the academic year 2022-23)

01	Syllabus as per Choice Based Credit System	
i	Title of the Programme	Diploma in Digital Humanities
ii	Course Code	
iii	Course Title	Elementary Project in Digital Humanities
iv	Course Contents	Enclosed a copy of the syllabus
v	References and Additional References	Enclosed in the Syllabus
vi	Credit Structure (No. of Credits)	04
vii	No. of Learning Hours	60
viii	No. of Tutorials per week	01
ix	Total Marks	100
02	Scheme of Examination	Internal Evaluation (15+60+25)
03	Special notes, if any	No
04	Eligibility, if any	HSC of any stream or Equivalent Certificate
05	Fee Structure	As per University Structure
06	Special Ordinances / Resolutions if any	No

Semester I– Paper II**Title: Elementary Project in Digital Humanities**

The purpose of this course is to engage learners through the mode of project and reinforce the ideas, concepts and skills that are introduced in the theory paper. Learners will choose a topic for the project in consultation with the project guide. The project may be carried out individually or in collaboration with other learners.

Steps

Step 1: Selection of Project

Learners will explore and select projects in groups, in pairs or as individuals and justify the relevance of the project. The projects could be focused on curation or analysis of existing data.

Step 2: Plan the Project

Learners need to identify the steps and tools to implement their projects.

Step 3: Implementing the Project Plan

Learners will implement the project plan and document the steps taken.

Step 4: Documentation

Learners will finalize the documentation of their implementation and present an analysis of the process involved in their Digital Humanities Project.

Ideas for Project:

The following is only a suggested topic. Similar topics, keeping the learning and local context, may be given to the learners.

1. Use of *Palladio* (or similar tool) to trace the letter exchanges or visits to the universities by any author.
2. Record through videos/ pictures and write up the recipes of a particular community or region. Learners can create a blog about it.
3. A blog about contemporary authors: updating information about their recent work, interviews and where to find the resources
4. Sentiment Analysis of Tweets under a handle / topic (hashtag based)
5. Creating a Database of Resources / Archival Projects that are theme based such as environment resources / India specific / Podcasts on Storytelling / Games for Arts, etc. - This will culminate in a Blog that will have various searchable tags and can be a group task where each member contributes to the curation, writes up about the link/resource and creates tags, etc.

There must be at least three levels/tags/codes of searches per link/resource.

The learners may be encouraged to use strategies such as interview, field visits, collection of documents such as menu cards, photographs and brochures etc.

Guidelines for the study Centre:

The study centre could encourage the learners to reach out to Digital Humanists and organisations working in Digital Humanities to access the data, people and/or work in collaboration with them. Support may be given in the form of letters ascertaining that they are learners of the college and this programme.

Guidelines for reporting and presenting project

The report may be submitted in Print (type-written) format or in Non-Print (Blog/Vlog /Web-page / PDF) format

Format of the Print Report:

- The full content of the report must be bound together so that the pages cannot be removed or replaced.
- The cover of the report must contain, title, name of the candidate, Name of the Diploma, Semester, Name of the project guide/Co-guide and the year of submission.
- Page numbers must be mentioned at the bottom of each page and Margin should be 1.5” on the left and 1” on the three sides.
- Use separate index sheets for all chapters. Each chapter should start on a new page.
- Report must contain all the necessary documents such as Certificate of the guide, declaration certificate by the learner, acknowledgements, table of contents, bibliography and appendix (if any) etc.
- While the project itself may be carried out in any language, documentation of the project in the form of a report must be in English.
- Learners should use appropriate level of English (CEFR A2 level or higher) while writing the report. Avoid grammatical errors.
- No aspect of the structure of the report should be omitted.

Guidelines for instruction and assessment

- Learners may be allotted project mentors to guide them through the process.
- They may be allotted a co-guide in case of availability and necessity.
- They may be encouraged to take up a project in pairs or groups (depending on the context).
- They may be trained to present their final projects to improve their presentation skills.
- A well-planned rubric and additional guidelines may be prepared by the study centre keeping in view the core content, quality of the project and presentation of work.

Evaluation Pattern:

Internal Assessment (100 Marks):

Sr. No.	Particulars	Marks
1	Project Proposal <ul style="list-style-type: none">● Relevance and Scope of the project● Tools to be used● Project Plan mapped to timelines	15
2	Project Work Report (Up to 2500 words) It may include images, graphs and appendix etc.	60
3	Presentation that demonstrates project (with the use of ICT)	25



**University of Mumbai
Diploma in Digital Humanities**

Semester II

Course: Theory

Course Title: Digital Humanities: Theories and Applications

Paper: III

(With effect from the academic year 2022-23)

01	Syllabus as per Choice Based Credit System	
i	Title of the Programme	Diploma in Digital Humanities
ii	Course Code	
iii	Course Title	Digital Humanities: Theories and Applications
iv	Course Contents	Enclosed a copy of the syllabus
v	References and Additional References	Enclosed in the Syllabus
vi	Credit Structure (No. of Credits)	04
vii	No. of lectures per Unit	15
viii	No. of lectures per week	04
ix	No. Tutorials per week	01
02	Scheme of Examination	Theory Examinations + Internal Evaluation (60+40)
03	Special notes, if any	No
04	Eligibility, if any	HSC of any stream or Equivalent Certificate
05	Fee Structure	As per University Structure
06	Special Ordinances / Resolutions if any	No

Semester II– Paper III

Title: Digital Humanities - Theories and Applications

Unit 1: Approaches and Theories

Digital Humanities emerged as a praxis-based effort combining digitisation and humanities and social sciences. Theories from various branches of humanities such as literature and history and social sciences disciplines such as sociology and economics are applied in Digital Humanities; thereby providing a theoretical base. While Digital Humanities is not restricted to select theoretical approaches, this unit focuses on two select literary theories that inform DH practitioners: New Criticism and Reader-Response Theory.

New Criticism does not discount the importance of author's biography, the context in which the work emerged and so on; however, New Critics emphasised the importance of 'close reading' of the text and the relationship between form and meaning to be found within the text by analysing its individual elements such as the use of irony, metaphor, plot, setting, etc.

Reader-response theory is also applied in Digital Humanities. In contrast to New Criticism that completely ignores reader agency in meaning-making, Reader-response theory focuses on the audience and the audience's experience of the work.

Other theories such as feminism, biographical criticism, new historicism are also applicable to Digital Humanities

Unit 2: Political and Social-Cultural Structures in Data

This unit underscores the importance of social-cultural and political contexts that underlie Digital Humanities initiatives. There is a need to be aware that data is not necessarily objective. Data sets are often selective and based on known or unacknowledged biases of their creators/curators. An obvious bias seen in the Digital Humanities spectrum of efforts is the emphasis on English as the language of data access. This can be countered with conscious efforts at translation and the building of open, automated translator softwares is aiding the cause. Digital Humanists need to be aware of such biases and find solutions to ensure that socio-cultural and political structures of society do not undermine the core principles of Digital Humanities.

Unit 3: The Need for Open Data

This unit builds on Unit 2 to focus on the different sets of licenses and the attendant levels of access to consume, use, reuse, adapt and share data. Digital Humanists argue for open data and open tools and softwares to ensure that data access is as democratic as possible. However, not all data is stored thus and the need to be aware of different licenses under which data is made accessible is important for Digital Humanities Projects. The concept of 'free' access will also be explored in this unit.

Unit 4: Digital Humanities - Project Evaluation

In this unit learners will be exposed to various applications of Digital Humanities and will analyse project processes and impact based on frameworks. They will be able to identify the various parameters that need to be taken into account when designing and implementing Digital

Humanities projects. They will be able to situate the projects with respect to the scope and context and map the tools and methods used to the aims of the project.

Guidelines for Instructions:

It is recommended that the instructors use a dual approach in executing the curriculum. The primary focus may be on building critical literacy among the learners. This may be achieved by means of varied pedagogical methods, strategies, approaches and inputs and enhance their experience of Digital Humanities and dealing with relevant technology.

Evaluation Pattern:

Internal Assessment (40 Marks):

Sr. No.	Particulars	Marks
1	Classroom Attendance & Participation	10
2.	Oral Presentation (Use of ICT is recommended)	10
3	Test/Written Assignment	20

Suggested Topics for Internal Assessment:

Unit 1: Activity for New Criticism: Learners could be encouraged to analyse a short story or a poem or a advertisement or newspaper article or social media post in isolation and identify the structure of the text or the literary devices used that contribute to meaning making. Another activity could be to have learners mark the frequency of positive and negative words in the text and link the same to the tone of the text.

Unit 1: Activity for Reader-Response: Learners could be encouraged to visit sites such as TED Talks that encourage viewers to select tags for the talk viewed. Similarly, learners could be asked to interview their peers to identify and tag reactions to a literary work / song / film / event and be able to study similarity and variance in reactions to the same prompt.

Unit 2: Activity: Learners could be encouraged to examine texts and identify gender biases in newspaper articles or advertisements with respect to the use of pronouns or images. They can be asked to identify use of language reiterating stereotypes. Learners could be asked to examine popular perceptions and find data set/s that challenge this perception. For example, Indian economy is thought to be the best in South East Asia, but Sri Lankan GDP is much better. This can then lead to how selection of data can lead to biased interpretations.

Unit 3: Activity: Learners can be asked to visit various sites/applications/works and rank the access levels from most open to least open. They could organise a campaign to promote open sources. They could also select a site/ application / work and write to the concerned leaders on allowing for open access.

Unit 4: Activity: Learners can visit the project pages of initiatives such as Project Madurai, Sarai, Gutenberg and Wikipedia and identify the nature and scope of these projects. They could identify the tools used and the processes and resources involved in creating and maintaining such projects.

Other ideas could include

- Evaluate a Project with respect to its steps and processes
- Identify theories that inform a select Digital Humanities project
- List and explain socio-cultural barriers (such as language) in a select Digital Humanities project
- Interview someone involved in Digital Humanities project to understand project design and implementation (this can be done via phone, emails, online meeting, face-to-face interviews, etc.)
- Do a comparative analysis of two projects

NB: Learners, in consultation with and due approval of the instructor, may work on similar and relevant topics.

Semester End Examination (60 Marks):

Evaluation: Semester End Examination Pattern	60 Marks	Hours: 02
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The Semester End Examinations for 60 marks will have 4 questions of 15 marks each (with internal choice):

Question 1	Objectives (15/20)	15 Marks
Question 2	Short Notes (3/5)	15 Marks
Question 3	Short Answer (3/5)	15 Marks
Question 4	Application/Long answer (2/3)	15 Marks



**University of Mumbai
Diploma in Digital Humanities**

Semester II

Course: Practical

Course Title: Advanced Project in Digital Humanities

Paper: IV

(With effect from the academic year 2022-23)

01	Syllabus as per Choice Based Credit System	
i	Title of the Programme	Diploma in Digital Humanities
ii	Course Code	Advanced Project in Digital Humanities
iii	Course Title	On-the-Job Training/ Internship
iv	Course Contents	Enclosed a copy of the syllabus
v	References and Additional References	Enclosed in the Syllabus
vi	Credit Structure (No. of Credits)	04
vii	No. of learning hours	60
viii	No. of learning hours per week	04
ix	No. Tutorials per week	01
x	Total Marks	100
02	Scheme of Examination	Internal Evaluation (15+60+25)
03	Special notes, if any	No
04	Eligibility, if any	HSC of any stream or Equivalent Certificate
05	Fee Structure	As per University Structure
06	Special Ordinances / Resolutions if any	No

Semester II– Paper IV**Title: Advanced Project in Digital Humanities**

The purpose of this course is to engage learners through the mode of on-job training and reinforce the ideas, concepts and skills that are introduced in the theory course. Learners will choose a topic for the project in consultation with the project guide. The project may be carried out individually or in collaboration with other learners.

Ideas for Project:

The following is only a suggested topic. Similar topics, keeping the learning and local context, may be given to the learners.

1. Creating/Curating repositories of Digital Humanities Tools mapped to functions
2. Contribute to Gapminder - Dollar Street - A crowdsourced project
3. Assess data sets to identify inequities such as race, gender, disability biases and compare differences in accessing, using and reusing data sets across contexts (such as states or countries)
4. Use tools / platforms to disseminate information about a topic identified (such as raising awareness about gender biases / ecological concerns, etc).

The projects can begin on the smaller scale but have the capacity of growing with continuous development. A team/group with working knowledge of computers can keep developing these projects

The learners may be encouraged to use strategies such as interviews, online/offline Surveys, field visits, collection of documents etc.

Guidelines for the study Centre:

The study centre could encourage the learners to reach out to Digital Humanists and organisations working in Digital Humanities to access the data, people and/or work in collaboration with them. Support may be given in the form of letters ascertaining that they are learners of the college and this programme.

Guidelines for reporting and presenting project

The report may be submitted in Print (type-written) format or in Non-Print (Blog/Vlog /Web-page / PDF) format

Format of the Print Report:

- The full content of the report must be bound together so that the pages cannot be removed or replaced.
- The cover of the report must contain, title, name of the candidate, Name of the Diploma, Semester, Name of the project guide/Co-guide and the year of submission.
- Page numbers must be mentioned at the bottom of each page and Margin should be 1.5” on the left and 1” on the three sides.
- Use separate index sheets for all chapters. Each chapter should start on a new page.
- Report must contain all the necessary documents such as Certificate of the guide, declaration certificate by the learner, acknowledgements, table of contents, bibliography and appendix (if any) etc.
- While the project itself may be carried out in any language, documentation of the project in the form of a report must be in English.
- Learners should use appropriate level of English (CEFR A2 level or higher) while writing the report. Avoid grammatical errors.
- No aspect of the structure of the report should be omitted.

Guidelines for instruction and assessment

- Learners may be allotted project mentors to guide them through the process.
- They may be allotted a co-guide in case of availability and necessity.
- They may be encouraged to take up a project in pairs or groups (depending on the context).
- They may be trained to present their final projects to improve their presentation skills.
- A well-planned rubric and additional guidelines may be prepared by the study centre keeping in view the core content, quality of the project and presentation of work.

Evaluation Pattern:

Internal Assessment (100 Marks):

Sr. No.	Particulars	Marks
1	Project Proposal <ul style="list-style-type: none">● Relevance and Scope of the project● Tools to be used● Project Plan mapped to timelines	15
2	Project Work Report (Up to 2500 words) It may include images, graphs and appendix etc.	60
3	Presentation that demonstrates project (with the use of ICT)	25

Reading List/References

Adolphs, Svenja and Dawn Knight, editors. *The Routledge Handbook of English Language and Digital Humanities*. Delhi: Routledge, 2020.

Berry, David M., and Anders Fagerjord. *Digital humanities: Knowledge and critique in a digital age*. John Wiley & Sons, 2017.

Bulkun, Mestrovic Deyrup & Mary. *Transformative Digital Humanities: Challenges and Opportunities*. Delhi: Routledge, 2020.

Crompton, Constance, Richard J. Lane, and Ray Siemens, eds. *Doing digital humanities: Practice, training, research*. Taylor & Francis, 2016.

Dobson, James E. *Critical Digital Humanities: The Search for a Methodology*. Chicago: University Illinois of Press, 2019.

Gairola, Roopika Risam and Rahul K. *South Asian Digital Humanities: Postcolonial Mediations Across Technology's Cultural Canon*. Delhi: Routledge, 2020.

Gold, Matthew, editor. *Debates in the Digital Humanities*. Minneapolis: University of Minnesota Press, 2012.

Karla, Maya Doddd & Nidhi. *Exploring Digital Humanities in India Pedagogies, Practices, and Institutional Possibilities*. Delhi: Routledge India, 2020.

Rosenzweig, Roy and Dan Cohen. *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*. Pennsylvania: University of Pennsylvania Press, 2005.

Sabharwal, Arjun. *Digital curation in the digital humanities: Preserving and promoting archival and special collections*. Chandos Publishing, 2015.

Schnapp, Jeffrey. *Digital Humanities*. Cambridge: MIT Press, 2021.

Schreibman, Susan and Ray Siemens, editors. *A Companion to Digital Literary Studies*. New Jersey: Blackwell Publishing, 2008.

Terras, Melissa, Julianne Nyhan, and Edward Vanhoutte, eds. *Defining digital humanities: a reader*. Routledge, 2016.

Warwick, Claire, Melissa Terras, and Julianne Nyhan, eds. *Digital humanities in practice*. Facet Publishing, 2012.

Webliography/E-Sources

Semester 1 | Paper 1

Unit 1

- <https://dhdebates.gc.cuny.edu/read/untitled-88c11800-9446-469b-a3be-3fdb36bfd1e/section/f5640d43-b8eb-4d49-bc4b-eb31a16f3d06>
- <http://www.digitalhumanities.org/companion/view?docId=blackwell/9781405103213/9781405103213.xml&chunk.id=ss1-1-3>

Unit 3

- http://digitalhumanities.org:3030/companion/view?docId=blackwell/9781405103213/9781405103213.xml&chunk.id=ss1-5-1&toc.depth=1&toc.id=ss1-5-1&brand=9781405103213_brand

Unit 4

- <https://monkeylearn.com/blog/sentiment-analysis-in-excel/#:~:text=Sentiment%20analysis%20is%20a%20natural,in%20next%20to%20no%20time.>

Semester I | Paper II

Step 1

For analysis of data sets one could refer to

- <https://www.dataquest.io/blog/free-datasets-for-projects/>

For more project ideas one could refer to

- <https://www.kolabtree.com/blog/digital-humanities/>
 - <http://www.digitalhumanities.org/dhq/vol/14/3/000471/000471.html#:~:text=Though%20the%20term%20DH%20has,Tamil%20classics%20and%20Bichitra%20%5BBichitra>
 - <https://bigdata.duke.edu/research/data-digital-humanities>
- Gapminder - Dollar Street - A crowdsourced project
- <https://www.gapminder.org/dollar-street?countries=World®ions=World&zoom=3&row=0&topic=families&min=26&max=15000&lng=en>

a. For reference on how to use or add to such data see -

b. <https://www.gapminder.org/dollar-street/about>

- Hans Rosling - The best stats that you have seen - TED Talks (2007)
- <https://youtu.be/hVimVzgtD6w>
- Palladio
- <https://digitalhumanities.stanford.edu/palladio>

Step 2

- Sample Project Process Description -
- <https://er.educause.edu/articles/2015/8/the-digital-humanities-are-alive-and-well-and-blooming-now-what>

Step 3

- <https://scholarblogs.emory.edu/pm4dh/>

Step 4

- <https://research.lib.buffalo.edu/dh/document>

Semester II | Paper III

Unit 1

- New Criticism - Analysis Example - <http://www.textetc.com/criticism/the-new-criticism.html>
- Analysis of Focus Group Discussion on Netflix
<https://techedge.techcavass.co/Download/netflix-focus-group-analysis.pdf>
- <http://www.digitalhumanities.org/dhq/vol/7/1/000154/000154.html>
- <https://dhdebates.gc.cuny.edu/read/untitled-f2acf72c-a469-49d8-be35-67f9ac1e3a60/section/4c0e69a0-da4c-4978-8f27-8e6873dd975a>
- http://digitalhumanities.org:3030/companion/view?docId=blackwell/9781405103213/9781405103213.xml&chunk.id=ss1-4-1&toc.depth=1&toc.id=ss1-4-1&brand=9781405103213_brand
- <http://theoryf16.qwriting.qc.cuny.edu/tag/digital-humanities/>

Unit 2

- <https://firstmonday.org/ojs/index.php/fm/article/view/3198/2628>
- <https://link.springer.com/article/10.1007/s40647-018-0216-0>
- Talk: Kimberly Christen-Withey *On Not Looking: Ethics and Access in the Digital Humanities* MITH Digital Dialogues, University of Maryland, MD. 25 March 2014. Accessed at <https://www.kimchristen.com/on-not-looking-ethics-and-access-2014/>

Unit 3

- Film - *The Social Dilemma*
- <https://creativecommons.org/licenses/>

Unit 4

- <http://journalofdigitalhumanities.org/1-4/how-to-evaluate-digital-scholarship-by-todd-presner/>
- <http://journalofdigitalhumanities.org/1-4/evaluating-multimodal-work-revisited-by-shannon-mattern/>
- <https://academic.oup.com/dsh/article-abstract/25/4/405/998338>

Project Ideas References:

Sentiment Analysis: <https://monkeylearn.com/sentiment-analysis/>

Creating a Digital Database:

- <http://www.digitalhumanities.org/dhq/vol/14/3/000471/000471.html>
- <https://sarai.net/digital-histories-of-partition-introduction/>

Curating Repositories: <https://libguides.princeton.edu/c.php?g=929471&p=6708185>

Gapminder - Dollar Street -<https://www.gapminder.org/dollar-street?countries=World®ions=World&zoom=3&row=0&topic=families&min=26&max=15000&lng=en>

- https://onlinecourses.swayam2.ac.in/aic19_de01/preview (designing digital solutions)
- <https://nptel.ac.in/courses/109/102/109102156/> (digital media)
- <https://www.youtube.com/watch?v=Xu6Z1SoEZcc> (what is digital humanities)
- <https://www.youtube.com/watch?v=IBO7kT3D94A> (summer school idea on digital humanities at Oxford University)
- <https://ryancordell.org/teaching/how-not-to-teach-digital-humanities/> (how to teach digital humanities)
- <https://ryancordell.org/teaching/how-not-to-teach-digital-humanities/>
- <https://academic.oup.com/dsh>
- <https://scrapbookedinquiries.wordpress.com/2016/01/15/rafael-alvarado-the-digital-humanities-situation/>
- <https://scrapbookedinquiries.wordpress.com/2016/01/15/matthew-kirschenbaum-what-is-digital-humanities-and-whats-it-doing-in-english-departments/>
- <https://eadh.org/projects>
- <https://digitalhumanities.stanford.edu/projects>
- https://academic.oup.com/dsh/article/32/suppl_2/ii1/4080834
- <https://krmangalam.edu.in/blog/career-prospects-digital-humanities/>
- https://www.researchgate.net/publication/329151225_Five_central_concepts_to_think_of_Digital_Humanities_as_a_new_digital_humanism_project
- <https://scalar.usc.edu/works/digital-humanities-in-the-classroom-a-practical-introduction/introduction?path=index>
- <https://books.openedition.org/obp/1604?lang=en>
- <https://www.openbookpublishers.com/reader/161>
- <https://dhdharti.in/>

N.B:

1. At the end of the course, the Centre (College/Institute/Department) should ensure that the university rules and regulations have been duly followed.
2. On the basis of examination results and credits earned by the student, the Centre will issue the joint certificate with the name of University and College/Institute/Department.