

S.Y.B.A

HISTORY

Sem. - III

Major

Vertical 1:

Major 1

	Name of the Course History of Medieval India 1000 to 1526 CE Module 1: Delhi Sultanate: Foundation, Expansion & Decline a) Introduction to Invasion of Mohammad Gazani & Mohammad Ghori, Socio-Economic & Political Condition on the eve of the Turkish Invasion b) Rise, Expansion & decline of Slave & Khilji Dynasty c) Rise, Expansion & decline of Tughlaq, Sayyad & Lodi Dynasty Module 2: Administrative Structure of Delhi Sultanate a) Central Administration & Iqta system b) Administrative structure and military Reforms of Ala-ud-din khilji c) Reforms of Ferozshah Tughlaq & Mohammed- bin-Tughlaq Module 3: Socio-Economic, Religious & Cultural life of Delhi Sultanate a) Socio-Economic & Religious life b) Education & Literature c) Art & Architecture Module 4: Rise, Growth & Decline of Vijaynagar empire and Bahamani Kingdoms a) Vijaynagar Kingdom b) Bahamani Kingdom c) Socio-Economic & Cultural life of Vijaynagar & Bahamani Kingdoms
10	Text Books: 1. Chitanis K. N., (1990), <i>Socio-Economic History of Medieval India</i>, Atlantic Publishers & Distributors, New Delhi 2. Mahajan V.D., (1992), <i>History of Medieval India</i>, S. Chand & Company, New Delhi, 3. काठरे अनिल, (2013), मध्ययुगी भारतचा इतहास (१०००-१७०७), प्रशांत पब्लिकेशि, जळगाव 4. मोरगा युवराज, (२०१८), मध्ययुगी भारतचा इतहास (इ.स.१००० ते इ.स.१५२६), निराळी प्रकाशि, पुणे 5. चव्हाण डॉ. बळीराम, (२०२२), बहमीकाली महाराष्ट्राचा संस्कृतक इतहास, वेदिका प्रकाशि, उगीर ब. लातूर.
11	Reference Books: 1. Athar Ali, (2014), <i>Reinterpreting History of the Delhi Sultanate</i>, Publications Division, Aligarh Muslim University. 2. Banerjee A. C. (1990), <i>New History of Medieval India</i>, S. Chand & Company, New Delhi, 3. Bhattacharya N. N., (1990), <i>Medieval Bhakti Movement in India</i>, South Asia Books, Columbai, 4. Burton Stein, (1993), <i>New Cambridge History of India: Vijayanagara</i>, Cambridge

1	Description the course:	This course explores the social, economic, political, and cultural status of women in Medieval India (1000–1707 CE). It examines the changing roles, rights, and challenges faced by women across different dynasties, including the Delhi Sultanate, Vijayanagara Empire, Rajput, Mughal Empire, Maratha Empire and regional kingdoms . The course covers topics such as education, marriage, property rights, and the influence of religion on gender norms. It also highlights the contributions of prominent women in politics, literature, and society. Through primary sources and historical interpretations, students will gain a deeper understanding of the complexities of women's agency and oppression in medieval Indian history.
2	Vertical :	Major for M3 pattern
3	Type :	Theory
4	Credit:	2 credits
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: 1. To analyze the social, economic, and political status of women in Medieval India and understand the factors that influenced their roles and rights. 2. To examine the impact of religious, cultural, and legal traditions on women's lives during the Delhi Sultanate, Vijayanagara, Rajput, Mughal and Maratha periods. 3. To evaluate the contributions of prominent women in medieval Indian history, including rulers, saints, and social reformers. 4. To critically assess historical sources and interpretations related to gender roles, patriarchy, and women's agency in Medieval India.	
8	Course Outcomes: 1. Students will be able to understand the social, economic, and political status of women in Medieval India and their role in various dynasties. 2. Students will be able to analyze the impact of religious, legal, and cultural traditions on women's rights, education, marriage, and property ownership. 3. Students will be able to evaluate the contributions of influential women, including rulers, saints, and reformers, in shaping medieval Indian society. 4. Students will be able to interpret historical sources and scholarly debates on gender roles, patriarchy, and women's agency in Medieval India.	
9	(This Course is also applicable to the students of the Institute of Distance & Open Learning (IDOL) of the University of Mumbai)	

	Name of the Course Status of Women in Medieval India (1000 to 1707 CE)
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	Module 1: Social and Economic Status of Women a) Social Practices and Restrictions – Child marriage, purdah system, sati, and widowhood. b) Role in Economy – Women’s contribution to agriculture, crafts, and household industries. c) Education and Property Rights – Limited access to education and inheritance laws under Hindu and Islamic traditions. Module 2: Women in Religion and Politics a) Influence in Bhakti and Sufi Movements – Contributions of saints like Mirabai (1498–1547), Akkamahadevi (12th century), and Bahinabai (1628–1700). b) Women in Political Power – Razia Sultana (1205–1240), Nur Jahan (1577–1645), Chand Bibi (1550–1599), Tara Bai (1675–1761) and other female rulers. c) Impact of Religious and Social Reforms – Rani Durgavati (1524–1564), Rani Karmavati (16th century) Role of women in social changes during medieval India.
10	Text Books: 1. Altekar, A.S., (1959), <i>The Position of Women in Hindu Civilization</i>, Motilal Banarsidass, Delhi. 2. Desai, Neera, (1980), <i>Women in India: A Historical and Sociological Study</i>, Ajanta Publications, New Delhi. 3. Misra, Rekha, (1967), <i>Women in Mughal India (1526–1748)</i>, Munshiram Manoharlal, New Delhi. 4. Nath, Vijay, (2000), <i>Women in Medieval Indian Society</i>, Orient Longman, Hyderabad.
11	Reference Books: 1. Ayyappapanicker, K., (1999), <i>Medieval Indian Literature: An Anthology</i>, Sahitya Akademi, New Delhi. 2. Bose, Mandakranta, (2018), <i>Women in the Hindu Tradition: Rules, Roles, and Exceptions</i>, Routledge, London. 3. Chakravarti, Uma, (1998), <i>Rewriting History: The Life and Times of Pandita Ramabai</i>, Zubaan, New Delhi. 4. Chitnis, K.N., (2003), <i>Socio-Economic History of Medieval India</i>, Atlantic Publishers, New Delhi. 5. Habib, Irfan, (1999), <i>Medieval India: The Study of a Civilization</i>, National Book Trust, New Delhi. 6. Hasan, Farhat, (2004), <i>State and Locality in Mughal India: Power Relations in Western India (1572–1730)</i>, Cambridge University Press, Cambridge. 7. Jain, Meenakshi, (1996), <i>Women in Ancient and Medieval India</i>, Manohar Publishers, New Delhi. 8. Jaiswal, Suvira, (1998), <i>Caste: Origin, Function, and Dimensions of Change</i>, Manohar Publishers, New Delhi. 9. Kumar, Nita, (1992), <i>The Politics of Gender, Community, and Modernity: Essays on Women in Colonial India</i>, Oxford University Press, New Delhi. 10. Lal, Ruby, (2005), <i>Domesticity and Power in the Early Mughal World</i>, Cambridge University Press, Cambridge. 11. Mukherjee, Soma, (2001), <i>Royal Mughal Ladies and Their Contributions</i>, Gyan Publishing House, New Delhi. 12. Nath, Vijay, (2000), <i>Women in Medieval Indian Society</i>, Orient Longman, Hyderabad.

Vertical 2:

Major 2

Name of the Course
DEMOGRAPHY
SYBA

SEMESTER-III

(Credit 4)

Sr. No.	Heading	Particulars
1	Description of the Course:	The modules are incorporated in this paper to educate the students about the inter-relationship between economic development and population along with an exposition of the established theories of population. Issues related to demographic techniques and basic sources of demographic data in the Indian economy have also been included. Aspects of the population policy and the study of its social characteristics are other important components of the modules of this paper.
2	Vertical:	Mandatory Course -Major- (M2)
3	Type:	Theory
4	Credit:	4 Credits
5	Hours Allotted:	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives:	1. Analyze the theories of population, concept, and the interdisciplinary nature of population study. 2. Calculate and analyze demographic rates, such as CBR, CDR, SBR, and SDR. 3. To analyze migration types and their drivers, along with Indian urbanization and associated challenges regarding environmental degradation. 4. Analyze India's population policy evolution (control to empowerment) and family planning effectiveness (accessibility, culture, fertility).
8	Course Outcomes:	1) Articulate the scope, significance of demography and analyze the applicability to real-world scenarios related with different population theories. 2) Students can apply demographic formulas to compute and interpret vital rates and explain the complex interplay of factors affecting fertility and mortality. 3) Students can analyze migration types and their causes, and evaluate the consequences of Indian urbanization. 4) Students can summarize India's population policy evolution and critically assess family planning program effectiveness and impact on demographic change.
9	Module 1: Introduction	(15 Hours) • Demography – Its definition, nature and scope, and its relation with other disciplines. • Theories of Population - Malthusian Theory, Optimum theory of population, and theory of demographic transition. • Population growth in India. • Features of the Indian population.

	Module 2: Basic Concepts related to fertility and mortality: (15 Hours) • Crude Birth Rate (CBR), Crude Death Rate (CDR), Standardized birth rates (SBR), standardized death Rate (SDR) • Fertility –Factors affecting fertility • Nuptiality –Definition, age at marriage, and factors affecting nuptiality; • Mortality - Definition and factors affecting mortality Module 3: Migration and Urbanization: (15 Hours) • Migration – Definition and types, factors affecting migration, Theory of Migration (Harris - Todaro model), issues related to migration; • Urbanization - Definition, trends, and patterns of urbanization in India, problems of urbanization in India (poverty, food supply, water, sanitation, housing, slum areas, employment, health, education, transport, environment) Module 4: Population Policy in India: (15 Hours) • Salient features of the census – including the 2011 census. • Evolution of India’s population policy; • Shift in policy focus from population control to family welfare to women empowerment; • Family Planning & Family Welfare Programmes: Importance and methods; • Population Projection in India.																					
10	Text Books																					
11	Reference Books: 1) Agarwal S.S. (1985) - ‘India’s Population Problem’, Tata McGraw Hill Publication, Bombay. 2) A.K. P.C. Swain (2008) ‘Population Studies’, Kalyani Publications, Ludhiana. 3) Bhende A.A. & Tara Kanitkar (1982) ‘Principles of Population Studies’– Himalaya Publishing House, Bombay. 4) Hans Raj (1984) – ‘Fundamentals of Demography, Surjeet Publication, Delhi. 5) Hans Raj (2007) Population Studies, Surjeet Publisher. Delhi. 6) Jhingan, Bhat & Desai. (2003) ‘Demography’, Vrinda Publications (P) Ltd.																					
12	Internal Continuous Assessment: 40	60 marks Semester end Examination																				
13	Internal Assessment: 40 marks (Internal Assessment- without Practical Courses) <table><tr><th>Sr. No.</th><th colspan="2">Particular</th><th>Marks</th></tr><tr><td>01</td><td colspan="2">One periodical class test / online examination is to be conducted in the given semester</td><td>20 Marks</td></tr><tr><td rowspan="3">02</td><td colspan="2">One Project with a presentation based on curriculum to be assessed by the teacher concerned</td><td rowspan="3">10 Marks</td></tr><tr><td>Presentation</td><td>05 Marks</td></tr><tr><td>Written Document</td><td>05 Marks</td></tr><tr><td>03</td><td colspan="2">Active participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism and articulation and exhibit</td><td>10 Marks</td></tr></table>		Sr. No.	Particular		Marks	01	One periodical class test / online examination is to be conducted in the given semester		20 Marks	02	One Project with a presentation based on curriculum to be assessed by the teacher concerned		10 Marks	Presentation	05 Marks	Written Document	05 Marks	03	Active participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism and articulation and exhibit		10 Marks
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Vertical 2:

Major 2

Modules:- Per credit One module

Module 1: From Birth till Infancy

a) Birth:

- i) Labor: The Process of Birth Begins
- ii) Alternative Birthing Procedures
- iii) Birth complications

b) Physical Development in Infancy: Growth and Stability-

- i) Physical Growth: Four Principles of growth
- ii) The Nervous System and Brain: The Foundations of Development

c) Cognitive Development in Infancy:

i) Piaget's Approach to Cognitive Development-

- a) The Sensorimotor Period
- b) Appraising Piaget's Theory: Support and Challenges

ii) The Roots of Language

d) Social and Personality Development in Infancy: Developing the Roots of Sociability-

- i) Stranger Anxiety and Separation Anxiety: It's Only Natural
- ii) Attachment: Forming Social Bonds

Module 2: Physical, Cognitive, Personality, and Social Development in the Preschool Years

a) Physical Development: Keeping Preschoolers Healthy-

- i) Brain Lateralization
- ii) Motor Development

b) Cognitive Development: Intellectual Development-

- i) Piaget's Stage of Preoperational Thinking
- ii) Vygotsky's View of Cognitive Development-Taking Culture into Account

c) Personality Development: Forming A Sense of Self: Gender Identity-

- i) Developing Femaleness and Maleness
- ii) Biological Perspectives on Gender
- iii) Psychoanalytic Perspectives
- iv) Social Learning Approaches
- v) Cognitive Approaches

d) Social Development: Friends and Family: Preschoolers' Social Lives:

i) Playing By the Rules: The Work of Play-

- a) Categorizing Play
- b) The Social Aspects of Play

ii) Effective Parenting: Teaching Desired Behavior-

- a) Four Parenting Styles proposed by Baumrind
- b) Cultural Differences in Childrearing Practices

Module 3: Physical, Cognitive, Personality, and Social Development in Middle Childhood

a) Physical Development:

- i) Motor Development
- ii) Physical and Mental Health during Middle Childhood
- iii) Psychological Disorders
- iv) Children With Special Needs

b) Cognitive Development: Intellectual Development-

- i) Piaget's Approaches to Cognitive Development: The rise of Concrete Operational Thought
- ii) Vygotsky's Approach to Cognitive Development and Classroom Instructions
- iii) Below and Above Intelligence Norms: Intellectual Disabilities and the Intellectually Gifted

c) Personality Development: The Developing Self-

- i) Psychosocial Development in Middle Childhood

	ii) Understanding One's Self: A New Response to 'Who Am I'? iii) Self-Esteem: Developing a Positive or Negative View of the Self d) Social Development: Families: The Changing Home Environment- i) Family Life: Still Important After All These Years ii) When Both Parents Work Outside the Home: How Do Children Fare? iii) Home And Alone: What Do Children Do? iv) Divorce v) Single-Parent Families vi) Children With Gay and Lesbian Parents				
	Module 4: Physical, Cognitive, Personality, and Social Development during Adolescence				
	a) Physical Development : Physical Maturation- i) Growth During Adolescence: The Rapid Pace of Physical and Sexual Maturation ii) Nutrition, Food, and Eating Disorders: Fueling the Growth of Adolescence b) Cognitive Development and Schooling i) Piagetian Approaches to Cognitive Development: Using Formal Operations ii) Threats to Adolescents' Well-Being- a) Illegal Drugs b) Sexually Transmitted Infections c) Personality Development: Identity: Asking 'Who Am I'- i) Self-Concept and Self-Esteem ii) Identity Formation: Change or Crisis? iii) Marcia's Approach to Identity Development: Updating Erikson d) Social Development: Dating, Sexual Behavior, and Teenage Pregnancy- i) Dating, and Sexual Relationships in the Twenty-First Century ii) Sexual Orientation: Heterosexuality, Homosexuality, Bisexuality, and Trans-sexualism iii) Teenage Pregnancies				
10	Text Books: 1. Feldman, R. S., & Babu, N. (2018). Development across the life span. (8th ed.). Pearson India Education Services Pvt. Ltd. 2. Feldman, R. S. (2013). Psychology and your life. (2nd ed.). New York: McGraw Hill Publications 3. Feldman, R. S. (2015). Development across the life span. Dorling Kindersley (India) Pvt. Ltd.				
11	Reference Books: 1. Baron, R. A., & Kalsher, M. J. (2008). Psychology: From Science to Practice. (2nd ed.). Pearson Education inc., Allyn and Bacon 2. Ciccarelli, S. K. & Meyer, G. E. (2008). Psychology. (Indian sub-continent adaptation). New Delhi: Dorling Kindersley (India) pvt ltd. 3. Ciccarelli, S. K., White, J. N. & Misra, G. (2015). Psychology. 5th edi. New Jersey: Pearson education. 4. Mash, E.J., & Wolfe, D.A. (2005). Abnormal Child Psychology. (3rd ed.). Wadsworth Thomson Learning.				
12	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Internal Continuous Assessment: 40%</td> <td style="width: 50%;">External, Semester End Examination: 60%</td> </tr> <tr> <td></td> <td>Individual Passing in Internal and External Examination: 40%</td> </tr> </table>	Internal Continuous Assessment: 40%	External, Semester End Examination: 60%		Individual Passing in Internal and External Examination: 40%
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Vertical - 4

SEC 2C

Syllabus

B. A. (History) SEC: 2

(Sem.- III)

Title of Paper: Tourist Managements

Sr. No.	Heading	Particulars
1	Description the course :	The course <i>Tourist Management</i> introduces students to the fundamentals of managing tourism as a dynamic and growing industry. It covers key aspects such as tourism planning, marketing, operations, customer service, and sustainable tourism practices. The course explores the role of tourism in economic development, cultural exchange, and heritage preservation. Students will learn about different types of tourism—domestic, international, eco, and heritage—and gain insights into travel behavior, tourism policy, and destination management. By blending theoretical knowledge with practical skills, the course prepares students for careers in the tourism and hospitality sectors.
2	Vertical :	SEC
3	Type :	Theory
4	Credit:	2 credits
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: 1. To understand the fundamentals of tourism and its management. 2. To develop skills for managing tourism operations efficiently. 3. To analyze the role of tourism in socio-economic development. 4. To understand the policies and planning required for sustainable tourism.	
8	Course Outcomes: 1. Demonstrate knowledge of key tourism concepts and terminologies. 2. Evaluate tourism operations and strategies. 3. Plan and manage tourism activities with a focus on sustainability. 4. Apply theoretical knowledge in real-world tourism industry settings.	

9	Modules:-
	Module 1: Introduction to Tourism Management
	a) Definition, nature and scope of tourism b) Types and forms of tourism (domestic, international, eco-tourism, etc.) c) Components of tourism: attractions, accessibility, accommodation, amenities
	Module 2: Tourism Planning and Development
	a) Tourism policies and planning in India b) Role of government and private sector in tourism development c) Sustainable and responsible tourism practices

Vertical 3:
Open Elective
Cyber & Digital
Safety

	OC 5. Understand the ethical concerns and emerging trends in AI-driven cyber threats.
9	Modules: Module 1: Fundamentals of Digital Safety & Online Behavior Introduction to Digital Safety and Cyber Security: What is Digital Safety?, Everyday importance of staying safe online, Cyber Security vs. Digital Safety, Ethical and responsible use of technology Common Online Threats and How to Avoid Them: Types of online threats: viruses, phishing, scams, Understanding social engineering and digital fraud, Case examples of real-world cyber attacks Safe Internet and Social Media Use: How to browse safely: HTTPS, safe websites, online shopping tips, Social media privacy settings, Digital identity and managing your online presence, Deepfakes and misinformation, Screen time, mental health, and digital well-being Online Safety for Children and Teenagers: Common risks for young users, Using parental controls and safe browsing tools, Identifying and addressing cyberbullying, Teaching children responsible internet use Module 2: Personal Device Security, Privacy & Emerging Trends Securing Devices and Networks: How to keep your phone and laptop safe, Safe use of public Wi-Fi and VPNs, Protecting smart devices (IoT) at home, Backing up your data securely Building Good Digital Habits (Cyber Hygiene): Creating strong passwords and using multi-factor authentication, Keeping software updated and avoiding unsafe downloads, Spotting fake news and online hoaxes Understanding Data Privacy: What is personal data and why it matters, Data protection laws in simple terms (like GDPR), Using privacy-friendly tools (browsers, search engines, messaging apps), What to do if a data breach happens Cyber Safety at Work and Emerging Technologies: Staying safe while working online or remotely, Secure email and workplace communication, How AI is used in cyber security – the good and the bad, Deepfakes, AI-based scams, and how to stay alert, Introduction to how blockchain can help in digital security
10	Text Books 1. Security in the Cyber Age: An Introduction to Policy and Technology, John E. Savage, Derek S. Reveron, Cambridge University Press, 2023 2. Cyber Security and Personal Data Awareness: Leverage Personal Data safety in Cyber Threat environment, Selvaraj G, Notion Pres, 2024 3. Cyber and Digital Safety: Fundamentals and Best Practices, Maurya R K, SYBGEN Learning, 2025
11	Reference Books 1. Cyber Safety for Everyone: A comprehensive guide to online safety,

Vertical 3:
Open Elective
Green Marketing

9	Module 1: Fundamentals of Green Marketing 1. Meaning & Concept of Green Marketing, Evolution of Green Marketing, Types of Green Marketing, Difference in between Marketing & Green Marketing, 2. Benefits of Green Marketing, Adoption of Green Marketing, Green Marketing Mix, Green Product - Green Marketing 3. Green Spinning, Green Selling, Green Harvesting, Enviropreneur Marketing, Green Washing, Strategic Green Marketing 4. Climate Performance Leadership Index-Promotional Channels of Green Marketing, Green Marketing Stakeholders, Ethics and Responsibility for Green Marketing, Module 2: Green Marketing Policies: 1. Development of an integrated Green Marketing Framework - Implementation of Green Marketing Strategies, Feedback and Control, taking corrective action, 2. Green Marketing future trends, Career opportunities in the field, Green Marketing Policy & Process, Benefits of green environment to the society. 3. Green Firms, HCL's Green Management Policy, IBM's Green Solutions – IndusInd Bank's Solar Powered ATMs ITCs Paperkraft – Maruti's Green Supply Chain. 4. E-waste exchange, Guidelines for collection and Storage of E-Waste, Guidelines for Transportation of E-Waste, Guidelines for Environmentally Sound Recycling of E-Waste.
10	Reference Books: 1. Green Marketing Management by Robert Dahlstrom, Cengage Learning India. Latest Edition. 2. Green Marketing - Concepts, Literatures and Examples. M.Meera. Evincepub 3. Publishing. Latest Edition.. Green Marketing and Environmental Responsibility in Modern Corporations, Esakkiand Thangasamy, IGI Global, 2017 4. Green Marketing Management, Robert Dahlstrom, Cengage Learning, 2010 5. Green Marketing: Challenges and Opportunities for the New Marketing Age, Jacquelyn A. 6. The New Rules of Green Marketing, Jacquelyn A. Ottman, Berrett-Koehler Publishers, 2011. 7. The Green Marketing Manifesto, John Grant, John Wiley and Sons, 2007Green Marketing and Environmental Responsibility in Modern Corporations, Esakki 8. and Thangasamy, IGI Global, 2017. Latest Edition. 9. Green Marketing: Challenges and Opportunities for the New Marketing Age, 10. Jacquelyn A. Ottman, NTC Business Books, 1993. Latest Edition. 11. The New Rules of Green Marketing, Jacquelyn A. Ottman, Berrett-Koehler Publishers, 2011.

Vertical 5:
Ability
Enhancement
Course: Hindi

	2. ववद्यावर्थयो कल हाजभाषा वहंदी के व्याकहण से परहोय कहवाना। 3. ववद्यावर्थयो कल संज्ञा आवद का ज्ञान प्रदान कहना। 4. ववद्यावर्थयो कल काहकों, वाक्य होना एवं भावषक वोहों आवद का ज्ञान प्रदान कहना।	
8	Course Outcomes: 1. ववद्यावर्थयो कल हाजभाषा वहंदी का ज्ञान प्राप्त हलगा, एवं दक्षता प्राप्त हलगी। 2. ववद्यावर्थयो कल हाजभाषा वहंदी के व्याकहणक प्रयलग की जानकाही प्राप्त हलगी। 3. ववद्यावर्थयो कल वहंदी-संज्ञा आवद का ज्ञान प्राप्त हलने के सार् भाषा के िुद्ध, व्यावहारक रूप का ज्ञान हलगा। 4. ववद्यावर्थयो कल काहकों, वाक्य होना एवं भावषक वोहों आवद का ज्ञान प्राप्त हलगा।	
9	Modules (Per credit one module can be created)	
	इकाई-1	व्याख्यान-15
	क्राहट-01	
	1. वहंदी भाषा : सामान्य परहोय	
	2. हाजभाषा वहंदी : संवेधावनक महत्त्व	
	3. वणथमोी : स्वह एवं व्यजन	
	4. िद्ध भेद : सामान्य परहोय (संज्ञा आवद)	
	इकाई-2	व्याख्यान-15
	क्राहट-01	
	1. वाक्य : सामान्य परहोय	
	2. वतथनी : िुद्धता का प्रयलग एवं सावधावनयो	
	3. काहक एवं ववहाम वोह	
	4. पत्र ींीन : (बधाई, वनमंत्रण, सुझाव, विकायत, आभाह, आवेदन, RTI ींीन)	
10	सम्भ ग्रथ- 1. बाबहाम सक्सेना- सामान्य भाषा ववज्ञान, वहंदी सावहत्य सम्मीन, प्रयाग 2. कामताप्रसाद गुरु- वहंदी व्याकहण, ीलकभाहती प्रकािन, झाहाबाद 3. ओायथ देवेन्द्र नार् िमाथ- भाषा ववज्ञान की भवमका, हाधाकृष्ण प्रकािन, वदल्ीी 4. भाषा ववज्ञान एवं भाषािास्त्र- कवपीदेव ववेदी, ववश्वववद्याय प्रकािन, वाहाणसी 5. भलीनार् वतवाही- भाषा ववज्ञान, वकताब मही, झाहाबाद	
11	Internal Continuous Assessment : 40%	External : Semester End Examination : 60%
12	Continuous Evaluation through: - होनात्मक कायथ/प्रकल्प इत्यावद- 10 अंक - प्रस्तुवत/परहसंवाद सहभावगता इत्यावद- 05 अंक - अकादवमक, व्यावसावयक एवं कौिी संवधथन गवतवववधयो- 05 अंक कुल 20 अंक	हलाहत िपाक्षा अंक : 30 समयावहि : 01 घिटा

Vertical 5:
Ability
Enhancement
Course: Marathi

7	अभ्यासक्रम उषिष्टे (Course Objectives) : १. कथाकथन या भाणिक कौशलयाचे स्वरूप समजाविनू सांगि. २. प्रभाषिणी कथाकथन करण्यासाठी आवश्यक असिल्या क्षमता आणि तंत्रांचा पररचय करून देणे. ३. अणभिचन या भाणिक कौशलयाचे स्वरूप समजाविनू सांगि. ४. प्रभाषिणी अणभिचन करण्यासाठी आवश्यक असिल्या क्षमता आणि तंत्रांचा पररचय करून देणे. ५. प्रत्यक्ष कथाकथन व अणभिचन करण्यासाठी आवश्यक असिल्या क्षमता आणि कौशलये णिकणसत करि.
8	अभ्यासक्रम षनष्पत्ती (Course Outcomes) : १. णिद्यार्थ्यांना कथाकथन या भाणिक कौशलयाचे स्वरूप समजेल. २. णिद्यार्थ्यांना प्रभाषिणी कथाकथनासाठी आवश्यक असिल्या क्षमता आणि तंत्रांचा पररचय होईल. ३. णिद्यार्थ्यांना अणभिचन या भाणिक कौशलयाचे स्वरूप समजेल. ४. णिद्यार्थ्यांना प्रभाषिणी अणभिचन करण्यासाठी आवश्यक असिल्या क्षमता आणि तंत्रांचा पररचय होईल. ५. णिद्यार्थ्यांमध्ये प्रत्यक्ष कथाकथन व अणभिचन करण्यासाठी आवश्यक असिल्या क्षमता आणि कौशलये णिकणसत होतील.
9	अभ्यासक्रम घटक (Modules) : घटक - १ : कथाकथन कौशल अ) कथाकथन : ताषववक परिच • गोष्ट, कथा, कथाकाव्य यांमधील िैणिध्य व त्यांचे कथन • कथाकथनामधील मुख्य ेटक : १. गोष्ट / कथािस्तू २. कथाकथनकार ३. गोष्ट / कथािस्तचू प्रत्यक्ष कथन ४. लक्ष्य श्रोता / रणसक • कथाकथनाचे णिशेः १. कथाकथन : एक सांस्कृणतक उपक्रम २. कथाकथन : आनंद व मनोरंजनाचे साधन ३. कथाकथन : आशय संप्रेििंचे प्रभाषिणी माध्यम • कथाकथनाचे प्रकार : १. पारंपररक कथाकथन २. साणभनय कथाकथन ३. सामाणजक प्रसारमाध्यमांसाठी कथाकथन आ) कथाकथनाची पूवणत्ािी व आवश्क कौशल, • लक्ष्य श्रोता / रणसकाणिियीची समज (कथाकथन कोिासाठी?), कथािस्तचू णनिड व सराि • कथाकथनासाठी आवश्यक भाणिक कौशलये : १. भाणिक समज २. बोली व प्रमािभािेतील स्पष्ट उच्चारि ३. कथनातील लय व गती • कथाकथनासाठी आवश्यक संिाद कौशलये : १. आिाज २. ेटना-प्रसंगातील नाट्याची समज ३. कथनातील थांबे (Pauses) • कथाकथनाची शैली व शैलीची लिचीकता (६० णमणनटांच्या १५ ताणसका, श्रेयांकन १) (सचूना : णशक्षकांनी कथासंणहता णनिडून त्याआधारे णिद्यार्थ्यांकडून कथाकथनाचा सराि करून घ्यािा.)

घटक - २ : अषभवाचन कौशल

अ) अषभवाचन : ताषववक परिच

- िाचन, अणभिचन यांमधील साम्य-भेद
- अणभिचनामधील मुख्य ेटक : १. सणहता २. अणभिचक ३. सणहतेचे प्रत्यक्ष अणभिचन ४. लक्ष्य श्रोता / रणसक
- अणभिचनाचे णिशेः : १. अणभिचन : एक सांस्कृणतक उपक्रम २. अणभिचन : आनंद ि मनोरंजनाचे साधन ३. अणभिचन : आशय संप्रेििाचे प्रभािी माध्यम
- अणभिचनाचे प्रकार : १. पारंपररक अणभिचन (लोककथा, धाणमगक ग्रंथ) २. सणहतांचे अणभिचन (काव्य, कथा, कादंबरी, नाट्य ि अन्य लणलत, लणलतेतर सणहता) ३. सामाणजक प्रसारमाध्यमांसाठी अणभिचन

आ) अषभवाचनाची पूवणत्ािी व आवश्क कौशल

- लक्ष्य श्रोता / रणसकाणिियीची समज (अणभिचन कोासाठी?), अणभिचन सणहतेची णनिड ि सराि
- अणभिचनासाठी आश्यक भाणिक कौशलये : १. भाणिक समज २. बोली ि प्रमािभािेतील स्पष्ट उच्चारि ३. अणभिचनातील लय ि गती
- अणभिचनासाठी आश्यक संािाद कौशलये : १. आाज २. ेटना-प्रसंगातील नाट्याची समज ३. अणभिचनातील थांबे (Pauses) ४. सहअणभिचकांशी समन्िय
- अणभिचनाची शैली ि शैलीची लिचीकता
(६० णमणनटांच्या १५ ताणसका, श्रेयांकन १)

(सचूना : णशक्षकांनी णिणिध प्रकारचे उतारे णनिडून त्याआधारे णिद्यार्थ्यांकडून अणभिचनाचा सराि करून घ्यािा.)

10 पाठ् ग्रंथ (Text Books) : N.A.

11 संभगग्रंथ (Reference Books) :

१. कथा आणि कथाकथन, राजा मंगळिढेकर, मंजुल प्रकाशन, पुिे, १९७२.
२. मराठी भाणिक कौशल्य णिकास, (संपा०) पृथिराज तौर, अथिग पणब्लकेशन्स, धुळे, २०१८.
३. व्यािहाररक मराठी, ल० रा० नणसराबादकर, भािा णिकास संशोधन संस्था, कोलहापरू, २०२३.
४. व्यािहाररक मराठी, (संपा०) स्नेहल तािरे, स्नेहिधगन प्रकाशन, पुिे, चौथी आृत्ती - २०११.
५. उपयोगित मराठी, (संपा०) केतकी मोडक आणि इतर, पद्मगंधा प्रकाशन, पुिे, २०१२.
६. व्यािहाररक मराठी, प्रकाश परब, णमथुन प्रकाशन, डोंणबिली, १९८९.
७. िाणिक अणभनय, श्रीराम लागू, राजहंस प्रकाशन, पुिे, १९९८.
८. आाि साधना शास्त्र, बी० आर० देिधर, रागबोध प्रकाशन, पुिे, १९६५.

12 Internal Continuous Assessment : 40%

External, Semester End Examination : 60%

Individual Passing in Internal and External Examination

Semester III As per NEP 2020

Indian Theatre: Classical Roots and Contemporary Expressions

Syllabus for Two Credits Programme

With effect from Academic Year 2025-2026

Module No.	Unit	Content
1	I	Indian Theatre: Historical Roots - History of Indian Drama, Origins: Historical development: From Vedic rituals to Sanskrit drama, medieval folk forms, colonial influences, and post-independence trends. - Major periods: Ancient (Natyashastra era), Medieval (Bhakti and folk traditions), Modern (colonial and post-independence)
	II	Bharata's <i>Natyashastra</i> and Theatrical Principles - In-depth analysis of <i>Natyashastra</i>, the foundational treatise on Indian dramaturgy - Key concepts: - Natyagriha (Ancient theatre architecture) - Rasa Theory – the aesthetic experience and emotional flavors - Bhava, Abhinaya, and their relevance in classical performance - Influence of <i>Natyashastra</i> on later theatrical tradition
2	III	Classical Playwrights and Dramatic Texts - Critical study of major classical dramatists and their works: Kalidasa – <i>Abhijnanasakuntalam</i>, <i>Malavikagnimitram</i> Bhasa, Sudraka, Bhavabhuti – Key themes and innovations. - Analysis of plot structure, character portrayal, and cultural context in classical play.
	IV	Streams and Forms of Modern Indian Theatre Commercial Theatre: Characteristics, audience engagement, and production values Experimental Theatre: Alternative spaces, innovative storytelling, and non-linear narratives Amateur Theatre: Community participation, regional theatre groups, and resourceful staging Children's Theatre: Educational objectives, interactive methods, and imagination-centered content One-Act Plays: Structure, brevity, and intensity of narrative Street Theatre (Nukkad Natak): Origin, purpose, and

		socio-political engagement
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Scheme of Evaluation

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

Semester III (50 Marks - 2 Credits)

Internal Evaluation (20 Marks)

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

Vertical 6:
CC: Study of Indian
Social Reformers

UNIVERSITY OF MUMBAI

Semester III

(w.e.f. June, 2025)

Sub: - NSS- Study of Indian Social Reformers

Credits: 02

Lectures: 30

Marks:50

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

References –

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

Vertical 6:
CC: Introduction to
Sports, Training
and Tests and
Measurement

UNIVERSITY OF MUMBAI

Semester – III

(w.e.f. June, 2025)

Sub:- Introduction to Sports Training & Tests and Measurement

Credits: 02

Lectures: 30

Marks:50

Module No.	Unit No	Title of the Unit	No. of Lectures	No. of Credits
1	I	<i>Introduction to Sports Training</i> Meaning, Definition, and Components/Elements of Sports Training • Meaning • Definition • Components/Elements	2	1
	II	Principles of Sport Training • FITT Principle (Frequency, Intensity, Time, Type) • Specificity • Progression • Overload • Reversibility • Tedium	5	
	III	Types of Training Methods • Interval Training • Fartlek Training • Continuous Training • Weight Training • Circuit Training • Plyometric Training • Flexibility Training	5	
	IV	Basic Guidelines for Designing Exercise Plans and Training Schedules • Current Health Status • Medical History • Level of Fitness • Training Load • Periodisation • Holistic/Integrated Approach • Person-Centred Approach • Training Intensity	3	
		Total	15	1

Sub:- Introduction to Sports Training & Tests and Measurement

Credits: 02

Lectures: 30

Marks:50

Module No.	Unit No	Title of the Unit	No. of Lectures	No. of Credits
2		<i>Test and Measurement in Sports</i>		
	I	Meaning and Importance of Test and Measurement in Sports • Meaning & Importance	1	1
	II	Criteria of a Good Test • Validity • Reliability • Objectivity • Feasibility	2	
	III	Types of Tests Skill Tests • Wall Volley Test • Basketball Free Throw Test • Badminton Short Serve Test Fitness Tests • Cooper's 12-Minute Run/Walk Test • Sit and Reach Flexibility Test • Push-Up Test Psychological Tests • Sport Motivation Scale (SMS) • Competitive State Anxiety Inventory (CSAI-2) • Mental Toughness Questionnaire (MTQ)	6	
	IV	Methods of Measurement • Anthropometric Measurements • Motor Fitness Measurements • Physiological Measurements	3	
	V	Applications of Test and Measurement in Sports Talent Identification • Performance Analysis • Designing Training Programs • Injury Prevention and Rehabilitation	3	
		Total	15	1

S.Y.B.A.

Sem.:IV

History Syllabus

Major

Index

Course / Category	Credits	Title of Paper/ Subject
Major 1	4 Credits	History of Medieval India (1526–1707 CE)
Major 1	2 Credits	History of Medieval Deccan (1200–1680 CE)
VSC	2 Credits	Applied History
Major 2	4 Credits	Fundamentals of Social Psychology
Major 2	4 Credits	International Banking in India – II
AEC	2 Credits	Business Communication Skills
OE	2 Credits	Digital Marketing
SPORTS	2 Credits	Introduction to Sports, Physical Literacy, Health and Fitness and Yoga
CC	2 Credits	Integrated Theatre Production: Stage Craft, Costume, Music and Technology Integrated Theatre Production: Stage Craft, Costume, Music and Technology
NSS	2 Credits	Youth and Disaster Management

Major 1
4 Credit

Title of Paper:
History of Medieval India 1526 to 1707 CE

1	Description the course : Including but Not limited to :	The course "History of Medieval India (1526–1707 CE)" explores the political, administrative, social, and cultural developments during the Mughal period. It examines the foundation and expansion of the Mughal Empire under Babur, Humayun, Akbar, Jahangir, Shah Jahan, and Aurangzeb. The course analyzes Mughal administration, revenue policies (Mansabdari and Jagirdari systems), military strategies, and relations with Rajputs, Marathas, and foreign powers. It also covers art, architecture, literature, and religious policies, highlighting the influence of Persian and Indian traditions. The decline of the Mughal Empire and the rise of regional powers are discussed, providing insights into medieval India's transformation.
2	Vertical :	Major
3	Type :	Theory
4	Credit:	4 credits
5	Hours Allotted :	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: 1. To provide a comprehensive understanding of the establishment and consolidation of the Mughal Empire. 2. To analyze the socioeconomic and cultural developments during the Mughal period. 3. To study the administrative policies, governance systems, and revenue reforms, such as those introduced by Akbar and other Mughal emperors, and their long-term impact on Indian society. 4. To explore the causes of the decline of the Mughal Empire by evaluating internal conflicts, regional uprisings, and external challenges.	
8	Course Outcomes: (List some of the course outcomes) 1. Students will be able to explain the establishment, expansion, and consolidation of the Mughal Empire. 2. Students will gain insights into the administrative, military, and revenue systems of the Mughal period. 3. Students will critically evaluate the socio-cultural developments of the era, including advancements in art, architecture, literature, and the synthesis of cultural traditions under the Mughals. 4. Students will assess the factors leading to the decline of the Mughal Empire, including internal conflicts, regional uprisings, and external invasions, and understand their significance.	
9	Modules: -	
	Module 1: Sources of Medieval History & Establishment of Mughal Power	
	a) The Mughal Empire - Literary Sources b) India on the eve of Babur's invasion - Babur - conquests c) Humayun, Administration & reforms of Shershaha Sur.	
	Module 2: Consolidation of Mughal Power	
	a) Akbar b) Jahangir, Extension of Power- Nurjahan , c) Shahjahan	

	Module 3: The decline of Mughal power a) Aurangzeb b) Deccan policy of Aurangzeb c) Downfall of Mughals. Module 4: Mughal Administration and its culture a) Mughal Administration - Central and Provincial b) Social, economic and cultural conditions under the Mughal rule. c) Mughal art and architecture.
10	Text Books: 1. Chitanis K. N., (1990), <i>Socio-Economic History of Medieval India</i>, Atlantic Publishers & Distributors, New Delhi 2. Mahajan V.D., (1992), <i>History of Medieval India</i>, S. Chand & Company, New Delhi, 3. काठरे अनिल, (2013), मध्ययुगीन भारताचा नितहास (१०००-१७०७), प्र. निललेकिश, जळगाव 4. मोरगा युवराज, (२०१८), मध्ययुगीन भारताचा नितहास (ि.स.१००० ते ि.स.१५२६), निराली प्रकाश, िणे 5. डॉ. बलीराम चव्हाण, (२०२२), बहिमीकालीन महाराष्ट्राचा इतिहास, वेनिका प्रकाश, निगीर न ज. लातूर.
11	Reference Books: 1. Athar Ali, (2014), <i>Reinterpreting History of the Delhi Sultanate</i>, Publications Division, Aligarh Muslim University. 2. Banerjee A. C. (1990), <i>New History of Medieval India</i>, S. Chand & Company, New Delhi, 3. Bhattacharya N. N., (1990), <i>Medieval Bhakti Movement in India</i>, South Asia Books, Columbai, 4. Burton Stein, (1993), <i>New Cambridge History of India: Vijayanagara</i>, Cambridge University Press, New Delhi 5. Burton, Stein: (1980), <i>Peasant State and Society in Medieval South India</i>, Oxford Paperback, New Delhi 6. Iswari Prasad, (1952), <i>History of Medieval India</i>, The Indian Press Ltd, Allahabad, Lane Pool, Stanley, (1978), <i>Life and Culture in Medieval India</i>, Kamal Prakashan, Indore, 7. Mahalingam T. V., (1975), <i>Administration and Social Life under Vijaynagar</i>, University of Madras, 8. Pande A. B., (1965), <i>Society and Government in Medieval India</i>, Central Book Depot, Allahabad. 9. Pande, Susmita, (1982), <i>Birth of Bhakti in Indian Religion and Art</i>, Books & Books, New Delhi. 10. Qureshi I. H., (1958), <i>The Administration of Sultanate of Delhi</i>, (IIInd ed.), The Hague, Karachi 11. Ranade A. K., (2009), <i>Socio-Economic Life of Maharashtra between 100 and 1600 A.D.</i>, Serials Publication, New Delhi 12. Rizvi S.A.A., (1978), <i>A History of Sufism in India</i>, Vol. L., Munshiram Manoharlal, New Delhi. 13. Siddiqui I.H., <i>Social Mobility in the Delhi Sultanate</i>, Medieval India, Vol. I 14. Sinha, S. K., (1964.), <i>Medieval History of the Deccan</i>; Vol. I, Bahamins, Hyderabad, 15. Shrivastava A.L., <i>The Sultanate of Delhi (711 A.D-1526)</i>, 5th ed, (1966), Shiv Lal Agrawala, Agra.

Major 1
2 Credit

Title of Paper:

History of Medieval Deccan (1200-1680 CE)

Sr. No.	Heading	Particulars
1	Description the course:	This course explores the history of the Deccan region in India from the 13th to the 17th century, covering the major dynasties and kingdoms that ruled the area during this period. Learners will learn about the political, social, economic, and cultural developments that shaped the region's history.
2	Vertical :	Major for M3 pattern

3	Type :	Theory
4	Credit:	2 credits
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: 1) To understand the historical context of the Deccan region from 1200-1680 2) To analyze the rise and fall of major dynasties and kingdoms in the region 3) To examine the cultural, economic, and social developments in the Deccan during the study period 4) To appreciate the significance of the Deccan region in Indian history	
8	Course Outcomes: 1) Students will analyze historical events, developments, and cultural practices in the Deccan region. 2) Students will understand the historical context of the Deccan region and its significance in Indian history. 3) Students will appreciate the cultural, economic, and social developments in the Deccan region during the medieval period. 4) Students will appreciate the significance of the Deccan region in Indian history	
9	(This Course is also applicable to the students of the Institute of Distance & Open Learning (IDOL) of the University of Mumbai)	

	Name of the Course History of Medieval Deccan (1200-1680 CE) Module 1: The Yadavas and Kakatiya Dynasties (1200-1335) a) Rise of the Yadava and Kakatiya Dynasties b) Political and Economic Developments c) Socio-Economic and Cultural Development Module 2: Vijayanagar-Bahamani and Maratha Kingdoms (1336-1680) a) Foundation and Expansion of Vijayanagar and Bahamani Kingdoms b) Socio-Economic and Cultural Development c) Rise of Maratha Kingdom under Chhatrapati Shivaji Maharaj
10	Text Books: 1) Sherwani H.K. and P.M. Joshi, <i>History of Medieval Deccan (1295–1724)</i> , Government of Andhra Pradesh, Hyderabad, 1974. 2) Eaton Richard M., <i>Social History of the Deccan: 1300–1761</i> , Cambridge University Press, Cambridge, 2005.
11	Reference Books: 1) Ballhatchet, Kenneth, <i>Social Policy and Social Change in Western India, 1817 – 1830</i> , Oxford University Press, 1957. 2) Burton Stein, <i>New Cambridge History of India: Vijayanagara</i> , Cambridge University Press, New, Delhi, 1993. 3) Chitnis, K. N., <i>Glimpses of Maratha Socio- Economic History</i> , Atlantic Publishers & Distributors,

New Delhi, 1994.

4) Gordon, Stewart, *The New Cambridge History of India, The Marathas*, Cambridge University Press, New Delhi, 1998.

5) Hardy, A. (2007), *Indian Temple Architecture: Form, Function, and Meaning*, Indira Gandhi National Centre for the Arts.

6) Harle J.C., *The Art and Architecture of the Indian Subcontinent*, Penguin Books, Harmondsworth, 1986.

7) Kanisetti, A. (n.d.), *Lords of the Deccan: Southern India from the Chalukyas to the Cholas*, HarperCollins.

8) Mahalingam T. V., *Administration and Social Life under Vijaynagar*; University of Madras, 1975.

9) Michell, G. (2005), *Indian Temple Architecture: Form and Transformation*, Indira Gandhi National Centre for the Arts.

10) Nilakanta Sastri K.A., *A History of South India: From Prehistoric Times to the Fall of Vijayanagar*, Oxford University Press, Madras, 1955.

11) Pande, Susmita, *Birth of Bhakti in Indian Religion and Art*, Books & Books, New Delhi, 1982.

12) Pillai, M. S. (2018), *Rebel Sultans: The Deccan from the Khilji to Shivaji*, Juggernaut Books.

13) Ranade A. K., *Socio-Economic Life of Maharashtra between 1100-1600 A.D*, Serials Publication, New Delhi, 2009.

14) Rizvi S.A., *A History of Sufism in India, Vol. I*, Munshiram Manoharlal, New Delhi, 1978.

15) Sen, S. (2018), *Chhatrapati Shivaji Maharaj*, National Book Trust.

16) Sherwani H.K., *Cultural Trends in Medieval India: Architecture, Painting, Literature & Language*, Asia Publication House, Bombay, 1968.

17) Sherwani H.K., *History of Medieval Deccan (1295–1724)*, Government of Andhra Pradesh, Hyderabad, 1973.

18) Sohoni Pushkar, *The Architecture of a Deccan Sultanate: Courtly Practice and Royal Authority in Late Medieval India*, I.B. Tauris, London, 2018.

19) Sreenivasa Murty H.V., Ramkrishna R., *History of Karnataka*, S. Chand & Company, New Delhi, 1992.

Marathi Books:

1) Auturkar Rajaram Vinayak, *Marathyache Samrajya*, Varada Prakashan, Pune, 2020.

2) Hawaldar Asmita, *Vijaynagarche Shilpkavya*, Sahyadri Books, Kolhapur, 2021. Focuses on the sculptural art of the Vijayanagar Empire.

3) Lele Madhav Venkatesh, *Vijaynagarchya Samrajyacha Itihas*, Sahyadri Books, Kolhapur, 2021 (Original publication: 1919).

4) Deshmukh, S, *Shivakalin va Peshwakalin Stree Jeevan*, Tilak Maharashtra Vidyapeeth, Pune, 1973.

12

Internal Continuous Assessment: 40%

**External, Semester End Examination
60% Individual Passing in Internal and
External Examination**

13

Continuous Evaluation through:

Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)

VSC
2 Credits

Title of Paper:
Applied History

Sr. No.	Heading	Particulars
1	Description the course:	The course <i>Applied History</i> focuses on the practical application of historical knowledge in contemporary fields such as policy-making, heritage management, media, museums, archives, and education. It emphasizes how history is used beyond academia to address real-world challenges and inform public understanding. Students will explore case studies where historical analysis has influenced legal decisions, urban planning, cultural preservation, and social justice. The course

		also introduces tools and methods used in public history, including digital history, oral history, and documentary filmmaking. By the end, students gain skills to apply historical thinking in diverse professional and societal contexts.
2	Vertical :	Open Electives
3	Type :	Theory
4	Credit:	2 credits (1 credit = 15 Hours in a semester)
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: 1.To understand the Scope and Practice of Applied History 2.To develop and Execute Applied History Projects 3.To integrate Interdisciplinary Approaches 4.To critically Evaluate Public History Initiatives	
8	Course Outcomes: 1.Students will apply Historical Knowledge to Contemporary Issues 2.Students will develop and Execute Applied History Projects 3.Students will integrate Interdisciplinary Approaches 4.Students will critically Evaluate Public History Initiatives	
9	(This Course is also applicable to the students of the Institute of Distance & Open Learning (IDOL) of the University of Mumbai)	

	Name of the Course	
	Applied History	
	Module 1: Foundations of Applied History	
	a) Understanding Applied History b) Methodologies in Applied History c) Ethical Considerations	
	Module 2: Applied History in Public Domains	
	a) Public History and Community Engagement b) History in Policy and Decision-Making c) Media and Digital History	
10	Text Books: 1.Baxi, Upendra (Ed.), (1986), <i>The Right to Know: The Indian Context</i> , Lancer Press, Delhi, 2.Bhattacharya, Sabyasachi (Ed.), (2011), <i>Approaches to History: Essays in Indian Historiography</i> , Primus Books, Delhi,	
11	Reference Books: 1. Thapar, Romila, (2005), <i>Public Institutions in India: Essays in the History of Ideas</i> , Oxford University Press, Delhi, 2. Guha, Ramachandra, (2011), <i>The Past as Present: Forging Contemporary Identities Through History</i> , Permanent Black, Delhi, 3. Chadha, Ashish, (2019), <i>Heritage Conservation in Postcolonial India: Appropriating and</i>	

Contesting the Past, Routledge India,
 4. Menon, Nivedita, (2004), *Recovering Subversion: Feminist Politics Beyond the Law*, Permanent Black,
 5. Bhattacharya, Neeladri, (2018), *The Great Agrarian Conquest: The Colonial Reshaping of a Rural World*, Permanent Black,
 6. Mukarji, T. B., *A Guide to the Exhibition Galleries of the Indian Museum*, Indian Museum, Kolkata (various editions)
 7. Sengupta, Indra (Ed.), (2021), *Archives and Access in India: Situating Public History*, Routledge India,
 8. Chakrabarty, Dipesh, (2000), *Provincializing Europe: Postcolonial Thought and Historical Difference*, Princeton University Press,

Marathi Books:

शेडे डॉ. निरंजना जत नितहास, अथवा निलालके शि, जळगाव

12	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
13	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	

QUESTION PAPER PATTERN

(External and Internal)

(External and Internal)

The performance of the learners will be evaluated in two Components. One component will be the Internal Assessment component carrying 40 marks and the second component will be the Semester-wise End Examination component carrying 60 marks. The allocation of marks for the Internal Assessment and Semester End Examinations will be as shown below:

Question Paper Pattern

For 4 Credit Courses

A) External Assessment 60 Marks

Marks: 60

Duration: 2 Hrs.

Question No	Particular	Marks
Q-1	Attempt Any 2 out of 3 A. (Based on Unit I) B. (Based on Unit I) C. (Based on Unit I)	15 Marks
Q-2	Attempt Any 2 out of 3 A. (Based on Unit II) B. (Based on Unit II) C. (Based on Unit II)	15 Marks
Q-3	Attempt Any 2 out of 3 A. (Based on Unit III) B. (Based on Unit III) C. (Based on Unit III)	15 Marks
Q-4	Attempt Any 2 out of 3 A. (Based on Unit IV) B. (Based on Unit IV) C. (Based on Unit IV)	15 Marks

B) Internal Assessment: 40 marks (Internal Assessment- without Practical Courses)

Sr.No.	Particular	Marks
01	One periodical class test / online examination is to be conducted in the given semester	20 Marks
02	One Project with a presentation based on curriculum to be assessed by the teacher concerned	10 Marks
	Presentation	05 Marks
	Written Document	05 Marks

03	Active participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	10 Marks
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For 2 Credit Courses

A. External Assessment 30 Marks

Marks: 30

Duration: 1 Hrs.

Question No	Particular	Marks
Q-1	Attempt Any 2 out of 3 A. (Based on Unit I) B. (Based on Unit I)	10 Marks
Q-2	Attempt Any 2 out of 3 A. (Based on Unit II) B. (Based on Unit II)	10 Marks
Q-3	Attempt Any 2 out of 3 A. (Based on Unit III) B. (Based on Unit III)	10 Marks

B. Internal Assessment: 20 marks (Internal Assessment- without Practical Courses)

B) Internal Assessment: 20 Marks (Internal Assessment Without Practical Courses)			
Sr. No.	Particular		Marks
01	One periodical class test / online examination is to be conducted in the given semester		10 Marks
02	One Project with a presentation based on curriculum to be assessed by the teacher concerned		10 Marks
	Presentation	05 Marks	
	Written Document	05 Marks	

Letter Grades and Grade Points:

Semester GPA/ Programme CGPA Semester/ Programme	% of Marks	Alpha-Sign/ Letter Grade Result	Grading Point
9.00 - 10.00	90.0 - 100	O (Outstanding)	10
8.00 - < 9.00	80.0 - < 90.0	A+ (Excellent)	9
7.00 - < 8.00	70.0 - < 80.0	A (Very Good)	8
6.00 - < 7.00	60.0 - < 70.0	B+ (Good)	7
5.50 - < 6.00	55.0 - < 60.0	B (Above Average)	6
5.00 - < 5.50	50.0 - < 55.0	C (Average)	5
4.00 - < 5.00	40.0 - < 50.0	P (Pass)	4
Below 4.00	Below 40.0	F (Fail)	0
Ab (Absent)	-	Ab (Absent)	0

Sd/-

Sd/-

Sd/-

Sd/-

Sign of the BOS Chairman Dr Narayan Bhosale Board of Studies in History	Sign of the Offg. Prof. Manisha Karne Associate Dean Faculty of Humanities	Sign of the Offg. Dr. Suchitra Naik Associate Dean Faculty of Humanities	Sign of the Offg. Dr Anil Singh Dean Faculty of Humanities
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Major 2
4 Credit

Title of Paper:
Fundamentals of Social Psychology

Sr. No.	Heading	Particulars
1	Description of the course:	The course contains various components of Syllabus for Major SEM IV ; Social Psychology for the students who are opting the course in Major M1 for M1-M2-M3 Format (Scheme III) . The topics covered in the course include various concepts cognitive foundations of social behavior , process social information, formation of attitudes, prejudice and discrimination, underlying pro-social behavior and aggression.
2	Vertical:	Major M1 (M1-M2-M3) Major/Minor/Open Elective/Skill Enhancement / Ability Enhancement/Indian Knowledge System (Choose By √)
3	Type:	Theory
4	Credit:	4 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted:	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: (List some of the course objectives) 1) To understand the cognitive foundations of social behavior, that is, how individuals perceive, interpret and process social information. 2) To examine formation of attitudes, their influence along with the psychological mechanisms underlying stereotyping, prejudice and discrimination. 3) To analyze psychological principles underlying prosocial behavior and aggression 4) To evaluate the role of social influence and group processes, that is, how group membership, conformity, compliance, and obedience shape individual and collective behavior, including their effects on decision-making and social interactions.	
8	Course Outcomes: (List some of the course outcomes) After completing the course, students will be able to: 1) Demonstrate an understanding of social cognition by explaining how heuristics, schemas, attribution processes and impression management influence social perception and decision-making. 2) Analyze the development and impact of attitudes, stereotypes, and prejudice by applying psychological theories to real-world scenarios. 3) Evaluate factors influencing pro-social behavior and aggression by examining the role of social, cultural, personal, and situational determinants in shaping human interactions. 4) Critically assess the effects of social influence and group dynamics by illustrating how conformity, compliance, obedience and group decision-making processes affect individual and collective behavior	

9	Modules:- Per credit One module Module 1: Social Psychology and Its Cognitive Foundation a) Social Psychology: What it is and is not? b) Social Cognition i. Heuristics: How we employ simple rules in social Cognition ii. Schemas: Mental framework for organizing social information Potential Sources of Errors in Social Cognition: Why total rationality is rarer than you think c) Social Perception i. Attribution: Understanding the causes of behaviour ii. Impression Formation and Management: Combining information about others Module 2: Attitude, Stereotypes, Prejudice and Discrimination a) Attitude - i. How attitude develops? ii. When and why do attitude influence behaviour? iii. Science of Persuasion: How attitudes are changed? iv. Cognitive Dissonance: What is it? How do we manage it? b) Stereotypes: The Nature and the origins of stereotyping c) Prejudice & Discrimination: i. Feelings towards social groups and techniques for countering the effects of prejudice. ii. Discrimination- Prejudice in action. Module 3: Social Dynamics in Interpersonal Relationships A. Prosocial Behavior- - Why people help? Motives for prosocial behaviour - Responding to an Emergency – will bystander help? B. Aggression- - Perspectives on Aggression: In search of roots of violence - Causes of Human Aggression: Social, cultural, personal and situational C. Prevention and Control of Aggression: Some Useful Techniques Module 4: Group Processes and Social Influence A. Groups and Individuals- - Groups: When we join and when we leave - Effects of Presence of Others from Task Performance to Behaviour in Crowds B. Decision Making by Groups: How it occurs and the pitfalls it faces - C. Social Influence - - Conformity: How groups and norms influence our behaviour - Compliance: To ask – sometimes – is to receive - Obedience to Authority – Would you harm someone if ordered to do so?
10	Text Books: 1. Branscombe, N. R. & Baron, R. A., Adapted by Preeti Kapur (2017). <i>Social Psychology</i>, (14th Ed.). New Delhi: Pearson Education; Indian reprint. 2. Myers, D. G. (2013). <i>Social psychology</i> (11th ed.). NY: McGraw Hill Education.

10	Reference Books:	
11	Internal Continuous Assessment: 40%	External, Semester End Examination Individual: 60% Passing in Internal and External Examination: 40%
12	Continuous Evaluation through:	As per the QUESTION PAPER PATTERN at the end of the Document
13	Format of Question Paper: for the final examination As per the QUESTION PAPER PATTERN at the end of the Document	

Sign of the BOS
Chairman
Dr. Vivek Belhekar
BOS in Psychology

Sign of the Offg. Associate
Dean
Dr. Manisha Karne
Associate Dean, Humanities

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

Major 2
4 credits

Title of paper:
International Banking in India-
II

INTERNATIONAL BANKING AND FINANCE

SYBA

SEMESTER-IV

(Credit 4)

Sr. No.	Heading	Particulars
1	Description of the Course:	This paper is designed to educate students about the evolution of the international banking system and its contribution to the economic development of India. The significance of the international banking system after globalization and new challenges associated with the changing business environment need to be understood by the students. This course provides the students insights into different dimensions of international banking, institutions facilitating international business, and understanding risk in international finance.
2	Vertical:	Mandatory Course (Major)
3	Type:	Theory
4	Credit:	4 Credits
5	Hours Allotted:	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: 1. To provide the students insights about different dimensions of international banking. 2. To make learners aware of various institutions facilitating international business. 3. To provide an understanding of the risk in international finance. 4. Tufani Lal regarding various credit rating agencies and institutions working at the international level.	
8	Course Outcomes 1. Understanding the basic concepts of international banking and finance. 2. An overview of the global capital market 3. Understanding the role of foreign institutional investors.	
9	Unit 1: Introduction to International Banking (15 Hours) Meaning and scope of international banking operations - wholesale banking, retail banking, private banking and interbank businesses - current trends in international banking - offshore banking units profitability of international banking operations - investment banking correspondent banking international financial institutions: IMF, IBRD, BIS, IFC - Asset liability management (ALM) treasury and risk mitigation - foreign exchange management act (FEMA) - Basel norms. Unit 2: International Corporate Finance (15 Hours) Meaning and scope of international corporate finance - documentation in international corporate finance - international credit rating agencies S and P, E nY - global capital markets - ADRs and GDRs - raising resources and its deployment -ECBs and FCNRs - international bond market: procedures and significance - syndicated loans. Role of foreign institutional investors FIIs.	

Unit 3: International Banking Operations**(15 Hours)**

Off-shore financial centers – Rationale – Characteristics of offshore financial centers – Types of offshore centers – Benefit and reasons for growth – Factors of success – Tax Havens – Major Offshore Financial Centers – International Banking facilities – Special Economic Zones (SEZs) – Regulatory concerns.

Unit 4: Foreign Exchange Transactions**(15 Hours)**

Participants in Forex Market - Purchase and Sale Transactions – Spot and Forward Transactions – Ready Exchange Rates – Principal types of Buying Rates – Principal types of Selling Rates – Ready Rates based on Cross Rates. Hedging in the forex market - Speculation and risk aversion.

10 Text Books**11 References:**

1. International Banking, Indian Institute of Banking & Finance, First Edition 2010, Macmillan Publishers India Limited.
2. International Banking Operations, Indian Institute of Banking & Finance, First Edition 2010, Macmillan Publishers India Limited.
3. Anti money laundering and know your customer, Indian Institute of banking and Finance, Macmillan Publishers India Limited.
4. C. Jeavanandam: Foreign Exchange Practice and Concepts, Sultan Chand & Sons, New Delhi.
5. Apte P.G. International Financial Management Tata McGraw Hill, New Delhi

Internal Continuous Assessment: 40**60 marks Semester end Examination****12****13 Internal Assessment: 40 marks (Internal Assessment- without Practical Courses)**

Sr. No.	Particular		Marks
01	One periodical class test / online examination is to be conducted in the given semester		20 Marks
02	One Project with a presentation based on curriculum to be assessed by the teacher concerned		10 Marks
	Presentation	05 Marks	
	Written Document		05 Marks
03	Active participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities		10 Marks

External Assessment 60 Marks**Marks: 60****Duration: 2 Hrs.**

	Question No	Particular	Marks
	Q-1	Attempt Any 2 out of 3 A. (Based on Unit I) B. (Based on Unit I) C. (Based on Unit I)	15 Marks
	Q-2	Attempt Any 2 out of 3 A. (Based on Unit II) B. (Based on Unit II) C. (Based on Unit II)	15 Marks
	Q-3	Attempt Any 2 out of 3 A. (Based on Unit III) B. (Based on Unit III) C. (Based on Unit III)	15 Marks
	Q-4	Attempt Any 2 out of 3 A. (Based on Unit IV) B. (Based on Unit IV) C. (Based on Unit IV)	15 Marks

AEC
2 credits

Title of paper:
Business Communication Skills

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

7	Course Objectives: 1. To enhance English language proficiency of students by familiarizing them with Listening, Speaking, Reading and Writing (LSRW) skills 2. To introduce learners to different perspectives of looking at a text or passage 3. To equip learners in the functional aspects of English so that they use the acquired language skills correctly and confidently 4. To guide learners in the effective use of the digital medium of communication.
8	Course Outcomes: At the end of the course, learners will be able to: 1. Understand and interpret any text they are reading from different perspectives. 2. Arouse the interest of learners in listening to and watching good quality audio and visual media. 3. Acquire proficiency in the skills of listening; speaking, reading and writing that will help them meet the challenges of the world. 4. Develop good oral and written skills of communication in the English language.

9	Modules:- Per credit One module can be created
	Module 1: Introduction to Communication Skills, Reading Skills and Listening Skills (15 lectures)
	1. Introduction to Communication Skills • Indianism and Indian English • Information and Communication Technology and Use of English • Reading for different purposes • Study skills in English • Elevator Pitch This section provides theoretical base for the following units that are practical in nature. 2. Reading Skills: • Understanding language structure (such as subject verb agreement, voice, direct and reported speech) • Note making • Summarizing 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 • Predicting content and guessing meaning • Making inferences from the audio-visual text • Listening for opinion/argument/counter-arguments etc. • Taking notes

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

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

1. Speaking Skills in English

i. Conversation in English

- Building a conversation
- Leaving and closing a conversation
- Conversation in group in various situations

ii. Speaking at an Event

- Anchoring/compering an event
- Introducing guests/ speakers/dignitaries
- Proposing a vote of thanks

2. Formal Writing Skills :

i. Emails:

- Job acceptance and joining
- Resignation
- Requests for references

ii. Report Writing:

- News report
- Activity/Event report

10 Text Books: N.A.

11 Reference Books:

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

8. Glendinning, Eric H. and Beverley Holmstrom. Second edition. *Study Reading: A Course in Reading Skills for Academic Purposes*. CUP, 2004
9. Goodale, Malcolm. *Professional Presentations Video Pack: A Video Based Course*. Cambridge University Press, 1998.
10. Grellet, F. *Developing Reading Skills*. Cambridge: Cambridge University Press, 1981
11. Grussendorf, Marion. *English for Presentations*. OUP, 2007.
12. Hamp- Lyons, Liz and Ben Heasley. Second edition. *Study Writing: A Course in Writing Skills for Academic Purposes*. CUP, 2006
13. Labade, Sachin, Katre Deepa et al. *Communication Skills in English*. Orient Blackswan, Pvt Ltd, 2021.
14. Lewis, N. *How to Read Better & Faster*. New Delhi, Goyal Publishers & Distributors Pvt. Ltd, 2006.
15. McCarthy, Michael and Felicity O'Dell. *English Vocabulary in Use*. Cambridge: Cambridge University Press, 2001.
16. Mohan, RC Sharma Krishna. *Business Correspondence and Report Writing*. Third edition. Tata McGraw-Hill Education, 2002.
17. Murphy, Raymond, et al. *Grammar in use: Intermediate*. Cambridge University Press, 2000
18. Raman, Meenakshi, and Singh, Prakash. *Business Communication*. India, Oxford University Press, 2006.
19. Richards, Jack C., and Chuck Sandy. *Passages Level 2 Student's Book*. Cambridge University Press, 2014.
20. Sadanand, Kamlesh & S. Punitha. *Spoken English: A Foundation Course*. (Part 1 & 2). Orient Blackswan. 2009.
21. Sasikumar, V., et al. *A Course in Listening & Speaking I*. 2005. Cambridge University Press India Pvt. Ltd. (under the Foundation Books Imprint), 2010
22. Savage, Alice, et al *Effective Academic Writing*. Oxford: OUP, 2005
23. Sethi, J. *Standard English and Indian usage: Vocabulary and grammar*. PHI Learning Pvt. Ltd., 2011.
24. Taylor, Grant. *English Conversation Practice*. 1967. Tata McGraw-Hill, 2013
25. Turton, Nigel D. *A B C of Common Grammatical Errors*. 1995. Macmillan India Ltd., 1996
26. Vas, Gratian. *English Grammar for Everyone*. Mumbai, Shree Book Centre, 2015
27. Watson, T. *Reading Comprehension Skills and Strategies: Level 6*. Saddleback Educational Publishing, 2002

Web link Resources:

- A rendezvous with Simi Garewal: Ratan Tata:
<https://www.youtube.com/watch?v=ozetTgOHu78&t=510s> Here Ratan Tata

discusses his personal life, his expectations, his experience as a CEO of Tata and sons.

- A rendezvous with Simi Garewal: Kiran Bedi: <https://youtu.be/vX2NyKvEAXQ> In this video, Kiran Bedi shares her daring adventures, her field, her passion for career with Simi Garewal.
- In Conversation: Rajiv Mehrotra with J.R.D.Tata: <https://youtu.be/68otfg601HI> J. R. D. Tata discloses his dream of India, his experiences with Pandit Nehru, Mahatma Gandhi, Sardar Patel and his contribution to modern India.
- The Tharoor Guide To Indian English: <https://youtu.be/NsYl9LIXbFM> Shashi Tharoor talks of new words like “defenstrate”, “brinjol”; talks about Indian English, ethnicity and so on.
- Dr.A.P.J Abdul Kalam on Discovery, invention and innovation:<https://youtu.be/9CKCfiX3uO0> Dr. Kalam addresses IIT Delhi students.
- Malala Yousafzai’s speech on the occasion of her Nobel Peace Prize (2014) on education:<https://youtu.be/c2DHzIkUI6s>
- Kailash Satyarthi’s speech on the occasion of Nobel Peace Prize(2014) on the innocence of children; he gives voice to voiceless in his speech:https://youtu.be/wt0LSCEuc_M
- Speech by Mr. Ratan Tata: <https://youtu.be/m7-tKX7aZXM>
- “I Have a Dream” speech by Martin Luther King Jr. HD (subtitled) <https://www.youtube.com/watch?v=vP4iY1TtS3s> “I Have a Dream” is a public speech that was delivered by American civil rights activist Martin Luther King Jr. during the March on Washington for Jobs and Freedom on August 28, 1963, in which he called for civil and economic rights and an end to racism in the United States.
- Speech by Emma Watson on Gender Equality :<https://youtu.be/nlwU-9ZTTJc> 11. Imaginative science video: Could humans live in underwater cities? <https://youtu.be/GUGtU7li1yk>
- A conversation about household appliances: <https://youtu.be/rAPI0fSborU> 13. Video on psychology: Why do we dream? <https://youtu.be/2W85Dwxx218>
- Video on space: Solar system 101: <https://youtu.be/libKVRa01L8>
- Video on evolution: How Apocalypses paved the way for Humans <https://youtu.be/libKVRa01L8> 16. Video on biology: Why Bats Aren't as Scary as You Think https://youtu.be/D6e_qh3YRPs
- Video on social media: What is a social media influencer? <https://youtu.be/39A3og7enz8>
- Tips on communication (TED Talk): The Secrets of Learning a New Languagehttps://youtu.be/o_XVt5rdpFY
- Expressing opinions: If Cinderella Were a Guy:<https://youtu.be/p4OyCNctKXg>
- Telling stories without words: Partly Cloudy <https://youtu.be/ix13P9NqBjo>
- Telling stories without words: Tree of Unity <https://youtu.be/sAo41Gyl6hY> 17

	- Bonding over the Radio: A special storytelling series by the much loved author Ruskin Bond: akashvaniair https://youtu.be/oxf60BIR2Q4 https://youtu.be/ISX7rUOJOms https://youtu.be/rrC_s0XPXKI https://youtu.be/FUML3q1ncF0 https://youtu.be/3by_ninqRzg - Video on the English language: Where did English come from? https://youtu.be/YEaSxhcns7Y - Video on biology: The science of skin colour: https://youtu.be/r4c2NT4naQ - Video on advertising: The Science of Persuasion https://youtu.be/cFdCzN7RYbw “The Happy Prince” Oscar Wilde Michael Mills Classic Animated Short 1974							
12	Internal Continuous Assessment: 40%	External, Semester End Examination Individual Passing in Internal and External Examination : 60%						
13	Continuous Evaluation through: - Performance in activities: (10 marks) The class may be divided into batches to conduct the presentations and conversations by creating formal schedule for the same before the semester End Examination. - Participation in classroom during lectures (05 marks) Learners’ response to teaching and tasks involving Listening skills will be assessed - Overall attendance (lectures) (05 marks) Percentage of learners’ attendance in class to be considered Suggested Activities: - Use of YouTube videos for use of grammar study and practice that may be taken from the list recommended or similar relevant videos. - Listening to audio clips/ books to enhance listening skills - Reading aloud from newspapers, magazines, stories, non-fiction followed by classroom discussion on these to enhance reading and speaking skills Making short presentations on given topics							
14	Format of Question Paper: for the final examination <table><tr><td>Q.1. Short Notes on Module 1. 1 (2 out of 4)</td><td>10 Marks</td></tr><tr><td>Q.2. Unseen Passage (200-250 words) for Summarization (Module 1.2) (Main ideas-2 marks, Sub-ideas-2 marks, Writing Summary -6 marks)</td><td>10 Marks</td></tr><tr><td>Q. 3 Writing Skills on Module 2.2</td><td>10 Marks</td></tr></table>		Q.1. Short Notes on Module 1. 1 (2 out of 4)	10 Marks	Q.2. Unseen Passage (200-250 words) for Summarization (Module 1.2) (Main ideas-2 marks, Sub-ideas-2 marks, Writing Summary -6 marks)	10 Marks	Q. 3 Writing Skills on Module 2.2	10 Marks
Q.1. Short Notes on Module 1. 1 (2 out of 4)	10 Marks							
Q.2. Unseen Passage (200-250 words) for Summarization (Module 1.2) (Main ideas-2 marks, Sub-ideas-2 marks, Writing Summary -6 marks)	10 Marks							
Q. 3 Writing Skills on Module 2.2	10 Marks							

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OE

**Title of Paper:
Digital Marketing**

Title of Paper Digital Marketing

Sr.No.	Heading	Particulars
1	Description the course : Including but Not limited to:	A Digital Marketing course focuses on equipping students with the knowledge and skills required to promote products, services, or brands using various digital channels. It covers the fundamentals of online marketing, including search engine optimization (SEO), social media marketing, email marketing, content marketing, and paid advertising. This course is ideal for individuals looking to build careers in marketing, grow their business online, or enhance their digital presence.
2	Vertical :	Open Elective
3	Type :	Theory
4	Credits :	2 credits (1 credit = 15 Hours for Theory in a semester, Total 30 hours)
5	Hours Allotted :	30
6	Marks Allotted:	50
7	Course Objectives(CO): CO 1: Recognize how digital marketing elements such as SEO, e-mail marketing, social media, and mobile marketing contribute to a business's success. CO 2: Gain a thorough understanding of SEO, its importance in improving search rankings, and how it drives online visibility. CO 3: Master E-mail Marketing and Digital Display Advertising. CO 4: Gain Expertise in Social Media Marketing CO 5: Understand the role of mobile marketing, including the differences between mobile apps and widgets, and its application in both B2B and B2C settings CO 6: Evaluate Marketing Success and Optimize Campaigns.	
8	Course Outcomes (CO): CO 1. Identify and describe the key elements of digital marketing, including SEO, e-mail marketing, social media marketing, and mobile marketing. CO 2. Implement SEO best practices for on-page and off-page optimization, including creating backlinks, using internal/external links, and optimizing content. CO 3. Create and deliver structured, effective e-mail marketing campaigns that engage recipients and drive conversions. CO 4. Develop strategies to create engaging content and utilize user-generated content to improve social media marketing effectiveness.	
9	Modules: Module 1:	15 Hrs

	Introduction to Digital Marketing - Basic concepts, benefits and opportunities of digital marketing and its usage in business to business (B2B), business to consumer (B2C), not for profit (NFP) marketing						
	Search Engine Optimization: (SEO), E-mail Marketing and Digital Display Advertising						
	Module 2:- Social Media Marketing : The key impact of social media on search engine optimization based on key metrics like CPC, PPC, CPM, CTR, and CPA , different aspects of social marketing and its behavior. Mobile Marketing and Web Analytics: Presentation of mobile apps, Overview related to B2B and B2C mobile marketing						15 Hrs
10	Books and References:						
	Sr. No.	Title	Author/s	Publisher	Edition	Year	
	1	Digital Marketing Trends and Prospects	Dr. Shakti Kundu	BPB	FIRST EDITION	2021	
	2	Marketing 4.0	Philip Kotler, Hermawan Kartajaya, Iwan Setiawan	ePUB	–	–	
12	Internal Continuous Assessment:40%			Semester End Examination: 60%			
13	Continuous Evaluation through: Mini Project - 15 Marks Quizzes/ Presentations/ Assignments: 5 marks Total: 20 marks			Format of Question Paper: External Examination (30 Marks)– 1 hr duration			

14	Format of Question Paper: (Semester End Examination: 30 Marks. Duration:1 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) Or Q1: Attempt any three (out of five) from Module 1 (15 marks) Q2: Attempt any three (out of five) from Module 2 (15 marks)
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Vertical 3:
Open Elective
Management Skills

Title of Paper - Management Skills

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	1. Introduction Management skills are essential for personal and professional success, covering areas such as self-management, teamwork, time management, and decision-making. These skills help individuals become more confident, responsible, and efficient in handling tasks. Learning management skills improves discipline, emotional control, and problem-solving abilities. They are practical in nature, allowing individuals to apply them immediately in their studies, jobs, and personal lives. 2. Relevance In today's fast-paced world, strong management skills are more important than ever. Employers actively seek individuals who can manage their time, work well in teams, and make sound decisions. The ability to handle emotions, pride, and ego is crucial for maintaining a positive and professional work environment. Developing these skills helps individuals stay focused, reduce stress, and increase their productivity. Whether in education, business, or personal life, management skills are relevant and beneficial for everyone. 3. Usefulness Management skills play a key role in achieving personal and professional goals. Strong self-management helps individuals stay motivated, disciplined, and goal-oriented.. Good decision-making allows individuals to analyze situations, solve problems quickly, and make better choices. Time management ensures that tasks are completed on time, reducing workload stress and improving efficiency. 4. Application Management skills are widely applicable in both personal and professional settings. Leaders and managers use them to build high-performing teams and make strategic decisions. Students apply time management and self-

discipline to complete their studies and meet deadlines efficiently. Entrepreneurs use decision-making and self-management to run their businesses successfully. Professionals across various industries rely on these skills to meet deadlines, collaborate effectively, and solve challenges.

5. Interest

Management skills are engaging because they focus on real-life situations and practical problem-solving. Learning how to manage time, control emotions, and make smart decisions is both interesting and rewarding. The development of these skills includes interactive exercises and case studies, making the learning process more engaging.

6. Connection with Other Courses

Management skills are closely related to business management, psychology, leadership studies, and human resource management. They complement subjects like organizational behavior, project management, and corporate training by providing practical knowledge. . Even in fields like law, medicine, and engineering, these skills are valuable for handling responsibilities and working with others.

7. Demand in the Industry

Companies today highly value employees who have strong management skills, including self-discipline, teamwork, and leadership qualities. Organizations prefer individuals who can manage their time effectively, meet deadlines, and work independently. Management skills are applicable across all sectors, including IT, healthcare, finance, education, and marketing, making them essential for career success.

8. Job Prospects

Mastering management skills opens up numerous career opportunities across different industries. Professionals in management, human resources, team leadership, and project coordination benefit greatly from developing these

		skills. Teamwork and leadership skills help individuals advance to higher positions within their organizations.. Having expertise in management skills gives job seekers a competitive edge, increasing their chances of securing desirable positions.
2	Vertical :	Open Elective
3	Type :	Theory
4	Credit:	2 credits (1 credit = 15 Hours)
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: 1. Identify personal strengths and weaknesses to develop self-discipline, goal-setting, and emotional control strategies. 2. Apply active listening, feedback techniques, and non-verbal communication skills to enhance team collaboration. 3. Use structured decision-making techniques like SWOT analysis and Cost-Benefit Analysis for problem-solving.	
8	Course Outcomes: 1. Implement self-management strategies to improve productivity through better Time planning and emotional regulation. 2. Demonstrate effective team management by fostering clear communication And mentoring within a team. 3. Apply decision-making frameworks to analyse real-world business or personal Challenges efficiently.	

9	Modules
	Module 1: <u>Self-Management & Time Management</u>
	A. Self-Management: Concepts Self-Evaluation- Self Discipline - Self Criticism, Self-Awareness.- Personal Development and Self-Management Identifying one's strengths and weaknesses, Planning & Goal setting. - Managing self – emotions, ego, pride. B. Self-Management Skills Meaning of Self-Management skill, Importance of Self-Management, Key Self-Management Skills C. Time Management: Definition, the process of organizing and planning how to divide your time between tasks effectively, Core principles, Efficiency vs. effectiveness
	Module 2: <u>Team Management and Decision Making</u>
	A. Team management; Meaning and definition of team management, importance of team management, The importance of clear communication in teams, Active listening and feedback techniques, Non-verbal communication and body language. B. Team Development Objectives, Identifying skill gaps and providing training opportunities, Coaching and mentoring for professional growth, Building high-performing teams and improving team dynamics. C. Decision Making: Concept, Definition, Importance of Decision Making, Process of Decision Making, Techniques of Decision Making.
10	Reference Books: • Covey, S. R. (1989). <i>The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change.</i> Free Press. • Tracy, B. (2017). <i>Eat That Frog!: 21 Great Ways to Stop Procrastinating and Get More Done in Less Time.</i> Berrett-Koehler Publishers. • Goleman, D. (1995). <i>Emotional Intelligence: Why It Can Matter More Than IQ.</i> Bantam Books. • Lencioni, P. (2002). <i>The Five Dysfunctions of a Team: A Leadership Fable.</i> Jossey-Bass. • Robbins, S. P., & Judge, T. A. (2019). <i>Organizational Behavior.</i> Pearson. • Bazerman, M. H., & Moore, D. A. (2012). <i>Judgment in Managerial Decision Making.</i> Wiley.

Co-curricular course in Sports

Title of Paper:

**Introduction to Sports, Physical Literacy,
Health and Fitness and Yoga**

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

CBCS (Choice Based Credit System)

Second Year- Semester IV

Course Structure

Semester	Paper	Title of Paper	No of lecture (Theory)	Internal Evaluation (IE)	End Semester Evaluation	Total Marks	Credits
Fourth	CC	Advanced Sports Training and Performance Evaluation	30	20	30	50	02
Total	-	-	30	20	30	50	02

Sub:- Advanced Sports Training and Performance Evaluation

Preamble:

In an era where fitness and sports are pivotal to the holistic development of individuals, an understanding of sports training and performance evaluation is essential. This course bridges the gap between theoretical knowledge and its practical application in sports and fitness domains. Students will gain hands-on experience in training methodologies, measurement techniques, and assessment strategies to excel in their chosen field of sports and fitness.

Objectives of the Course:

- To impart practical skills in sports training and evaluation techniques.
- To encourage participation in various sports and fitness activities.
- To develop a scientific approach to training and performance assessment.
- To enhance organizational and leadership skills through event planning and volunteering.
- To foster a deeper understanding of training intensity, recovery, and testing protocols.

Program Outcomes:

By the end of the program, students will:

- Gain practical knowledge of sports training principles and methods.
- Develop the ability to conduct, evaluate, and interpret various fitness and skill-based tests.
- Learn to design and implement personalized and professional training programs.
- Acquire experience in organizing and volunteering in sports and fitness events.
- Understand the role of psychological, fitness, and skill tests in enhancing performance.

Semester – IV (w.e.f. June, 2025)**Sub:- Advanced Sports Training and Performance Evaluation****Credits: 02****Practical Lectures: 60****Marks:50**

Module No.	Unit No	Title of the Unit	No. of Practical hours	No. of Credits
1	I	Advanced Sports Training		
		Fundamentals of Sports Training	10	
	II	• Warm-ups and cool-downs • Fitness training (strength, endurance, flexibility) • Group activities and game practice	15	
	III	Training Methods Practical Sessions • Interval and circuit training sessions (Time, Type) • Plyometric and weight training demonstrations • Fartlek & Continuous training sessions • Flexibility training session Basic Guidelines for Designing Exercise Plans and Training Schedules (Practically to be done by the students on peer groups formed by the Sports Incharge) • Current Health Status • Medical History • Level of Fitness • Training Load • Periodisation • Holistic/Integrated Approach • Person-Centred Approach • Training Intensity	5	1
		Total	30	1

Sub:- Advanced Sports Training and Performance Evaluation

Credits: 02

Practical Lectures: 60

Marks:50

Module No.	Unit No	Title of the Unit	No. of Practical hours	No. of Credits
1	I	Performance Evaluation in Sports		
		Practical sessions of Fitness & Skill testing (To be conducted by Coach/Fitness Instructor/Sports In charge/Any other P.E. Expert appointed by the College)	10	
	II	• Practical demonstrations of fitness tests (e.g., Cooper's test, 12-minute run, flexibility tests) • Basic skill tests/modified skills tests for popular sports in the college campus.	15	
	III	Practical sessions of Fitness & Skill testing • Practical Testing Sessions • Skill-based tests: Dribbling, agility, passing (e.g., basketball, football) • Fitness tests: Speed, strength, and endurance measurements • Psychological Tests - Conducting motivation and stress assessments • Conduct of the above mentioned tests by students on the peer groups formed by Sports Incharge/ Sports Director of the college / Students Sport coordinator • Testing of the students must be held under the observation of Coach/ Fitness Instructor/ Sports In charge/Any other P.E. Expert appointed by the College Evaluation of the tests • Date analysis and reporting • Interpretation of test results • Writing of practical reports • Conclusion and recommendation	5	1
		Total	30	1

Scheme of Evaluation -

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

Semester IV (50 Marks - 2 Credits) Internal Evaluation (20 Marks)

Sr. No.	Particulars	Marks
1	Conduct of the practical test and demonstration	15
2	Attendance of all practical sessions conducted for Sports Training and performance evaluation/ Sports practice training session conducted by the college	5

Semester End Examination (30 Marks)

Evaluation type	Particulars	Marks
VIVA	Viva on Advanced Sports training & testing methods and evaluation protocols	20
Submission of report	Submission of psychological or fitness testing reports	10
Total		30*

***Note - OR**

- Participation in Sports Competitions Conducted by University of Mumbai Sports Department
(Students who have represented Mumbai University or College at Intercollegiate / Inter Zonal / West Zone Inter University / All Indi Inter University/ International tournament)
- Students who have represented in the above mentioned competitions should be exempted from VIVA & submission of report and should be evaluated on the basis of his/ her performance in the above mentioned competitions.

References -

1. Singh, Hardayal. *Science of Sports Training*. DVS Publication.
2. Bompa, Tudor. *Periodization: Theory and Methodology of Training*. Human Kinetics.
3. Sharma, J. P. *Principles of Sports Training*. Friends Publications.
4. Matveyev, L. P. *Fundamentals of Sports Training*. Progress Publishers.
5. Cooper, Kenneth H. *The Aerobics Program for Total Well-Being*. Bantam Books.
6. Clarke, Harrison. *Application of Measurement to Health and Physical Education*. Prentice Hall.
7. Fox, Edward L., and Donald K. Mathews. *The Physiological Basis of Physical Education and Athletics*. Saunders College Publishing.
8. Barrow, Harold M., and McGee, Rosemary. *A Practical Approach to Measurement in Physical Education*. Lea & Febiger.
9. Shephard, Roy J. *Fitness and Health*. Human Kinetics.
10. Verma, J. P. *A Textbook on Sports Statistics and Measurement*. Sports Publications.

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CC

Title of Paper:
**Integrated Theatre Production: Stage Craft,
Costume, Music and Technology**

Aims and Objectives

- Theorize the semiotic and emotional functions of lighting and costume design within various theatrical traditions.
- Critically examine the historical evolution and theoretical paradigms of lighting and costume design in stagecraft.
- Explore the interplay between visual design elements and narrative dramaturgy in theatrical performance.
- Understand technical terminologies and design documentation processes from a theoretical perspective.
- Discuss the role of modern technologies (e.g., DMX, lighting consoles) and their theoretical implications on visual design aesthetics.
- Evaluate costume design strategies in relation to character psychology, period accuracy, and genre conventions.

Learning Outcomes

The course will enable the learner to

- **Define and describe** key theoretical concepts related to lighting and costume design in theatre.
- **Interpret** the narrative and symbolic meanings conveyed through visual design elements in performance.
- **Analyze** lighting and costume designs using appropriate theoretical and historical frameworks.
- **Discuss** the interrelationship between text, character, and design from a theoretical standpoint.
- **Compare and contrast** design practices across different theatrical genres and periods.
- **Evaluate** how technological advancements have influenced theoretical approaches to stage design.

Modules at Glance Semester IV

Module No.	Unit	Content	No. of Hours
1	I	Stage Lighting Design and Documentation	07
	II	Principles and Practice of Costume Design	08
2	III	Background Music and Sound Design	07
	IV	Technological Tools in Theatre Production	08
Total No. of Hours			30

Module No.	Unit	Content
1	I	Stage Lighting Design and Documentation • Introduction to lighting as a narrative and emotional tool in theatre • Preparation and documentation: ○ Lighting layout plan ○ Ground plan ○ Cue sheet making • Study of light placement, intensity, color, and timing • Introduction to modern lighting technology: ○ Use of computerized and automated lighting systems (DMX, consoles, software) • Integration of lighting with sound and stage movement.
	II	Principles and Practice of Costume Design • Elements and principles of costume design: texture, silhouette, line, color, proportion • Costume construction techniques: fabric selection, stitching, pattern-making • Embellishment and ornamentation: embroidery, painting, appliqué • Costumes for theatrical styles: • Realistic/Representational theatre: historically and culturally accurate costume design • Stylized/Presentational theatre: symbolic, abstract, and thematic design approaches
2	III	Background Music and Sound Design • Objectives and importance of background music in theatre production. • Methods of using sound: • Live performance effects vs. recorded effects • Synchronizing sound with cues, lighting, and performance • Introduction to musical instruments used in theatre:

		• String instruments (e.g., sitar, violin) • Wind instruments (e.g., flute, shehnai) • Percussion instruments (e.g., tabla, drums) • Music cue sheets: structure, timing, and application in live performance.
	IV	Technological Tools in Theatre Production • Overview of sound equipment: microphones, mixers, speakers • Integration of computers and software in sound and music production • Use of digital platforms in cueing, editing, and managing technical aspects of performance • Case studies/examples from contemporary and traditional performances integrating modern technology.

Scheme of Evaluation

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

Semester IV (50 Marks - 2 Credits)

Internal Evaluation (20 Marks)

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

Semester End Examination (30 Marks)

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

Reference Books

- Angeloglou, M. (1970). *A history of make-up*.
- Malvil, H. (n.d.). *Magic of makeup for stage*.
- Strenkovsky, S. (1937). *The art of make-up*. Frederick Muller.
- Pilbrow, R. (2008). *Stage lighting design: The art, the craft, the life*. Quite Specific Media Group.
- Dasgupta, G. N. (1986). *Guide to stage lighting*. Annapurna Dasgupta.
- Corry, P. (1958). *Lighting the stage*. Pitman.
- Welker, D. (1969). *Theatrical set design: The basic techniques*. Allyn and Bacon

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NSS

Title of Paper:
Youth and Disaster Management

Sub: - NSS- Youth and Disaster Management**Credits: 02****Lectures: 30****Marks:50**

Unit	SEMESTER 4	No. of	No. of
Number	Title of the Unit	Lecture	Credits
1	Youth and Disaster Management-	10	
	Meaning and Types of Disasters – Natural and Man-Made disasters, preparedness, Disaster Risk reduction: Preparedness, Mitigation, Response, Relief, Rehabilitation, Reconstruction.		
2	Project:	20	
	• Project work is mandatory for all the students in IV semester.		
	• They can carry out project work under the supervision of the teacher in-charge of NSS and at the end of the semester a project report shall be presented and viva voce shall be conducted.		
	• The Project work can be carried out independently or in a group.		
	The project work shall be community based and selected preferably from the adopted villages/ slums/ neighborhoods.		
	Project Submission and Presentation VIVA-VOCE		
Note: 1. Above Paper will be exempted if the learner is involved in NSS as Volunteer and Successfully completes 60 hours in each Semester. 2. If learner as a NSS Volunteer attends any Camps at National/State/University/District/ College Special Camp will be exempted from either Sem II OR Sem IV Paper provided they produce Certificate of Participation or Attendance in Camp certified by the Programme Officer.			

**Evaluation Pattern
Internal Assessment**

Assessment Criteria	Marks
Assignment / Project / Quiz/Presentations	10
Attendance, Class and Activity Participation	10
Total	20

**External Assessment
Question Paper Pattern**

Time: 1:00 Hours

Total Marks: 30

Introduction:-1. All questions are compulsory.
2. Figure to the Right indicates full marks.
3. Draw neat labeled drawings wherever necessary.

Q.1) Rewrite the following by choosing the correct options given below
(with four alternatives) 6 Objectives question of 1 mark each **06 marks.**

- | | | | |
|-------|----|----|----|
| 1. a) | b) | c) | d) |
| 2. a) | b) | c) | d) |

Q.2) Short Notes . (Any Two out of Four) **06marks**

- 1.
- 2.
- 3.
- 4.

Q.3) Answer the following questions (Any Three out of Five) **18 marks**

- 1.
 - 2.
 - 3.
 - 4.
 - 5.
-

NSS Project Report Format

(For Projects in Adopted Area / Village)

➤ **Cover Page**

- Name of the Institution
- Title of the Project (e.g., "Cleanliness Drive in XYZ Village")
- Name(s) of Student Volunteer(s)
- Name of Programme Officer
- Duration of the Project
- Date of Submission

➤ **Certificate**

- Issued by the Programme Officer/NSS Coordinator certifying the successful completion of the project.

➤ **Acknowledgment**

- Brief section to thank authorities, community members, NSS coordinators, peers, etc.

➤ **Index**

- A table listing all sections with corresponding page numbers.

1. Introduction
2. Profile of the Adopted Area / Village
3. Objectives of the Project
4. Planning and Preparation
5. Implementation of Activities
6. Outcomes and Impact
7. Challenges Faced
8. Feedback
9. Conclusion and Suggestions

➤ **Annexures**

- Photographs (with captions)
- Survey forms or questionnaires used
- Newspaper clippings (if any)
- Charts, posters, or flyers prepared

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