

S.Y.B.A

ECONOMICS

Sem. - III

Vertical 1:

Major 1

Name of the Course
MACRO ECONOMICS-I
SYBA

SEMESTER-III

(Credit 4)

Sr. No.	Heading	Particulars
1	Description of the Course:	This course aims to introduce the students to the basic concepts of Macroeconomics. This course discusses the key concepts associated with the Macro- economic schools of thoughts, some selected macro-economic indicators. The learners will be able to understand the terms related to saving, investment, consumption, employment, money and so on. The course also focusses on understanding various aspects of banking.
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: <ol style="list-style-type: none"> 1. To understand the subject matter of Macroeconomics 2. To enhance students' knowledge and understanding of macroeconomics, schools of thought, and some key macro-economic terms 3. To enhance the analytical skills of the students to understand various macro-economic issues like inflation, unemployment, etc. 	
8	Course Outcomes <ol style="list-style-type: none"> 1. Understand basic concepts of Macro-economics. 2. Application of various concepts/theories of macroeconomics to tackle issues before the economy. 3. Analyze and evaluate different useful concepts of macroeconomics in real life. 4. Adapt skills required for the macro-economic decision-making. 	
9	Module 1 INTRODUCTION TO MACRO ECONOMICS (15 Hours) Macroeconomics: Meaning, Nature, scope and importance and limitations. Macroeconomic Schools of Thought: Classical, New Classical, Keynesian, Monetarist, New Keynesian, Austrian Selected Macroeconomic Indicators: Economic Growth, Gross Domestic Product, Income and Savings indicators, Consumer Spending indicators, Prices and Inflation indicators Module 2 EMPLOYMENT, CONSUMPTION AND TRADE CYCLE (15 Hours) Say's law: Features, implications, criticism Effective demand: ADF, ASF factors affecting and determination of employment and output	

	Consumption: Factors affecting consumption, Average and Marginal Propensity to consume, psychological law of consumption. Trade cycle: Features, stages, and limitations.		
	Module 3 SAVING, INVESTMENT AND MONEY (15 Hours) Saving: Savings function, properties of Average Propensity to Save and Marginal Propensity to Save, Role of saving in economic growth. Practical sums on properties. Investment: Investment function, types, Factors affecting MEC, Investment multiplier its importance, Working, Leakages, and Limitations Demand for money: Classical approach, Keynesian and Monetary approach. Supply of money: Constituent, Factors affecting, Velocity of circulation of money		
	Module – IV: Banking in India (15 Hours) Banking in India: Commercial Banking, Functions of Commercial Banks, Credit Creation, Balance Sheet of Commercial Bank, Development in Commercial Banking Sector in postreform period Central Bank: Its role and functions.		
10	Text Books		
11	Reference Books REFERENCES: 1) Abel A.B.B.S. Beranake and D. Croushore (2013), Macro Economics, Pearson, New Delhi. 2) Ahuja H.L. (2008), Macro Economics theory and policy, S. Chand and Company Ltd. New Delhi. 3) Dornbusch Rudiger, Fischer, Stanley and Startz, (2017) (Indian Edition), Macro Economics Delhi; Mcgrow Hill Publication. 4) Dwivedi D.N.(2007) Macro Economics theory and policy, Tata Mcgrow- Hill Publication Company Ltd. Delhi. 5) Errol D’Souza (2009): Macroeconomics, Pearson Education Asia, New Delhi. 6) N. Gregory Mankiv, (2015), Principle of Macro Economics, 7th Edition, Cengage Learning. 7) Richard T. Froyen (2005): Macroeconomics, 2 nd Edition, Pearson Education Asia, New Delhi.		
12	Internal Continuous Assessment: 40	60 marks Semester end Examination	
13	A) 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	

Vertical 1:

Major 1

Name of the Course
BANKING IN INDIA-I
SYBA

SEMESTER-III

(Credit 2)

Sr. No.	Heading	Particulars
1	Description of the Course:	The modules are incorporated in this paper to educate the students about the evolution of the banking system in India and its contribution to the economic development of India. The significance of the banking system after the nationalization of banks and the new challenges associated with the changing business environment need to be understood by the students. Urban as well as rural areas have different banking systems in our country which will give students a comprehensive outlook of the central bank and its monetary policy. The growing role of non-banking financial companies in the mobilization of savings from rural and urban areas is contributing to the socio-economic development of India.
2	Vertical:	Mandatory Course (Major)
3	Type:	Theory
4	Credit:	2 Credits
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: <ol style="list-style-type: none"> 1. To remember the background of the Indian banking system, Central bank, Commercial bank and bank with economic development. 2. To understand the structure of the Indian banking system, functions of the Central bank and commercial bank along with banking innovation. 3. To apply the role of banks, Central bank, and Commercial banks in India. 4. To analyze the banking regulations, monetary policy, commercial banks, and role of banks in economic development in India. 	
8	Course Outcomes <ol style="list-style-type: none"> 1. Students will gain a comprehensive understanding of the banking system in India, including its evolution, structure, and regulatory framework. 2. Students can analyze the role and functions of the Reserve Bank of India (RBI) in regulating banks and implementing monetary policy. 3. Students can learn about different types of banks in India, such as commercial banks, cooperative banks, regional rural banks, and non-banking financial companies (NBFCs). 4. Students can explore various banking products and services, including loans, deposits, digital banking, and financial inclusion initiatives. 5. Students can evaluate initiatives like Jan Dhan Yojana, UPI, and fintech innovations in the Indian banking sector. 	
9	Module 1: Introduction to Indian Banking System <ul style="list-style-type: none"> • Concept of Bank and History of Indian Banking System. • Structure and Types of Banks in India – Commercial banks, foreign banks, public sector banks, Regional rural banks (RRBs), Co-operative banks, Primary co-op credit societies. 	(15 Hours)

	<ul style="list-style-type: none">NABARD: functions and policies. - Banking Regulations in India.Non-banking finance Companies: Meaning, Types, Growth and Regulation <p>Module 2: Central Bank (15 Hours)</p> <ul style="list-style-type: none">Concept- Functions of Central Bank: Traditional and Modern.Concept and Objectives of Monetary Policy.Instruments of Monetary Policy. Structure of monetary policy. <ul style="list-style-type: none">Implementation of monetary policy with special reference to India.															
10	Text Books															
11	Reference Books: <ul style="list-style-type: none">1. Meir Kohn, Financial Institution and Market, Oxford University Press. New Delhi.2. Khan, M. Y., Indian Financial System-Theory and Practice, TMH, New Delhi.3. Bhole, L. M., Financial Markets and Institutions, Tata McGraw Hill, New Delhi.4. Simha, S.L.N. Development Banking in India. Madras: Institute of Financial Management.5. Annual Reports of RBI and Major Financial Institutions in India.6. Pathak, B., Indian Financial System-Pearson, New Delhi.															
12	Internal Continuous Assessment: 20	30 marks Semester end Examination														
13	A. Internal Assessment: 20 marks (Internal Assessment- without Practical Courses)															
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14	A. External Assessment 30 Marks Marks: 30 Duration: 1 Hrs.															
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Vertical 2:

Major 2

1	Description the course:	The course " Glimpses of World History (1400–1914) " explores major global transformations from the early modern period to the eve of World War I. It examines the Renaissance, Reformation, Age of Exploration, and the rise of colonial empires. Key themes include the Scientific and Industrial Revolutions, Enlightenment, and the emergence of nation-states. The course also covers revolutions in America, France, and Latin America, alongside imperialism and its impact on Africa and Asia. The rise of capitalism, socialism, and nationalism, along with global conflicts leading up to 1914, are analyzed. Emphasis is placed on interconnected histories and cross-cultural exchanges shaping the modern world.
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 comprehend the forces that helped in the modernization of Europe and explore the forms and impact of Renaissance, Reformation and expansion of European power over Asia and Africa. 2. To discuss and describe the growth of nationalism and study its manifestations. 3. To trace the rise of authoritarian and totalitarian rule in Europe and Asia during the interwar period. 4. To review the events that led to the world wars and understand attempts to establish world peace.	
8	Course Outcomes: 1. Students will be able to describe the Renaissance, explain the various geographical discoveries and argue the split in the Roman Catholic Church. 2. Students will be able to define nationalism, identify the reasons for the manifestations of nationalism in the 19th century and understand its course and impact. 3. Students will be able to evaluate the nature of dictatorships and assess the consequences of such rules in world history. 4. Students will be able to recognize the reasons for political upheavals and alliances during the 20 th century and appreciate the need for world peace.	
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	
	Glimpses of World History (1400-1945)	
	Module 1: Dawn of Modernization of Europe	

	<p>a) Renaissance b) Reformation c) Geographical Discoveries, Imperialism: Form, Causes and Effects</p>
	Module 2: Manifestations of Nationalism
	<p>a) Unification of Italy b) Unification of Germany c) Zionism and formation of Israel</p>
	Module 3: Rise of Dictatorship
	<p>a) Kemal Pasha, Reza Shah b) Fascist Government in Italy c) Nazi Government in Germany</p>
	Module 4: War and Peace
	<p>a) World War I; League of Nations b) World War II – Causes and Effects c) UNO</p>
10	<p>Text Books:</p> <ol style="list-style-type: none"> Hayes, C, Moon, T.P and Wayland, J.W, (1950), <i>World History</i>, 3rd Revised ed. The Mac Millan Co. Immanuel C.Y. (1975), <i>The Rise of Modern China</i>, OUP, New York. Kennedy MA, (1965), <i>A Short History of Japan</i>, North American Library Press. Kirk S.E. (1959), <i>A Short History of the Middle East</i>, New York.
11	<p>Reference Books:</p> <ol style="list-style-type: none"> Benns F.L., (1950), <i>European History since 1870</i>, Appleton Century Gofts, New York. Carrie Albercht R.A., (1958), <i>Diplomatic History of European since the Congress of Vienna</i>, Harper, New York. Clyde, P.M., and Beers, B.F., (1966), <i>The Far East: A History of Western Impacts and Eastern Response, 1830-1975</i>, Sixth Edition, Prentice- Hall. Cornwell, R.D, (1981), <i>World History in the Twentieth Century</i>, Addison-Wesley Longman Ltd. Ergang, Robert, (1966), <i>From Renaissance to Waterloo</i>, Third Edition, Heath. Fay S.B., (1999), <i>Origins of the World War 1930</i>, New York- Second Ed. New York Free Press. Fergusson, W and Brunn, G, (1958), <i>A Survey of European Civilization</i>, 3rd edition, Houghton and Co. Fisher S. N., (1971), <i>The Middle East: A History</i>, Rontiedgy & Kegan Paw. Grant and Temperley: <i>Europe in 19 th & 20 th Centuries 1940</i>. 5th Ed. Longman New York Hobsbawm, Eric, (1995), <i>Age of Extremes: The Short Twentieth Century 1914- 1991</i>, Viking, Penguin Books. Keylor, William, (2006), <i>The Twentieth Century World and Beyond: International History Since 1900</i>, Oxford University Press. Lenczowski G., (1971), <i>The Middle East in world Affairs</i>, Cornell University Press. Lipson E. <i>Europe in the 19 th 20 th Centuries – 1916</i> A.H.Black,London. Lowe, Norman, (1985), <i>Mastering World History</i>, Macmillan Education Ltd. Palmer R. and Colton, Joel, <i>A History of the Modern World</i>, 4th edition Rao, B.V., (2013), <i>History of the Modern World, AD 1500 to 2011</i>, Sterling Publishers Pvt. Ltd. Rao, B.V., (2002), <i>History of Modern Europe 1789-1992</i>, (revised edition), Sterling Publishers Pvt. Ltd.

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

	<ul style="list-style-type: none"> ii) Understanding One's Self: A New Response to 'Who Am I'? iii) Self-Esteem: Developing a Positive or Negative View of the Self <p>d) Social Development: Families: The Changing Home Environment-</p> <ul style="list-style-type: none"> 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	
	<p>a) Physical Development : Physical Maturation-</p> <ul style="list-style-type: none"> i) Growth During Adolescence: The Rapid Pace of Physical and Sexual Maturation ii) Nutrition, Food, and Eating Disorders: Fueling the Growth of Adolescence <p>b) Cognitive Development and Schooling</p> <ul style="list-style-type: none"> i) Piagetian Approaches to Cognitive Development: Using Formal Operations ii) Threats to Adolescents' Well-Being- a) Illegal Drugs b) Sexually Transmitted Infections <p>c) Personality Development: Identity: Asking 'Who Am I'-</p> <ul style="list-style-type: none"> i) Self-Concept and Self-Esteem ii) Identity Formation: Change or Crisis? iii) Marcia's Approach to Identity Development: Updating Erikson <p>d) Social Development: Dating, Sexual Behavior, and Teenage Pregnancy-</p> <ul style="list-style-type: none"> i) Dating, and Sexual Relationships in the Twenty-First Century ii) Sexual Orientation: Heterosexuality, Homosexuality, Bisexuality, and Trans-sexualism iii) Teenage Pregnancies 	
10	<p>Text Books:</p> <ol style="list-style-type: none"> 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	<p>Reference Books:</p> <ol style="list-style-type: none"> 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	Internal Continuous Assessment: 40%	<p>External, Semester End Examination: 60%</p> <p>Individual Passing in Internal and External Examination: 40%</p>
13	Continuous Evaluation through:	As per the QUESTION PAPER PATTERN at the end of the Document

Vertical 4: SEC

Name of the Course
RURAL ENTERPRISES
 SYBA

SEMESTER-III

(Credit 2)

Sr. No.	Heading	Particulars
1	Description of the Course:	This course explores the unique dynamics and challenges of entrepreneurship in rural settings, focusing on the creation, development, and sustainability of businesses in rural communities. Students will gain an in-depth understanding of how rural entrepreneurship contributes to local economic development, job creation, and the reduction of poverty and migration. The course covers the distinct factors that influence rural businesses, including social, economic, cultural, and environmental elements, and examines both the opportunities and barriers that entrepreneurs face in these areas. Through case studies, real-world examples, and practical exercises, students will learn how to identify business opportunities in rural areas, assess the needs of local communities, and implement sustainable business models. Key topics include the introduction of rural entrepreneurship, access to finance, market access, technology adoption, and education in fostering entrepreneurship. Students will also explore the significance of rural-urban linkages, and community support systems.
2	Vertical:	SEC (Skill Enhancement Course)
3	Type:	Theory
4	Credit:	2 Credits
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives:	<ol style="list-style-type: none"> 1. To Understand the Concept of Rural Entrepreneurship 2. To Analyze the Factors Influencing Rural Entrepreneurship 3. To Explore the Challenges Faced by Rural Entrepreneurs 4. To Assessing Opportunities in Rural Entrepreneurship 5. To Evaluating Case Studies of Successful Rural Entrepreneurs
8	Course Outcomes	<ol style="list-style-type: none"> 1) Students get the knowledge of Rural Entrepreneurship. 2) Students can understand the Factors Influencing Rural Entrepreneurship 3) Evaluation of Challenges Faced by Rural Entrepreneurs 4) Identification of Opportunities in Rural Entrepreneurship 5) Practical Skills for Rural Entrepreneurship
9	Module 1: Rural Entrepreneurship, Business Planning:	(15 Hours)
	<ul style="list-style-type: none"> • Concept and Importance of Entrepreneurship • Theories of Entrepreneurship: Innovations • Risk Bearing - Qualities and Functions of an Entrepreneur 	

	<ul style="list-style-type: none"> • Women Entrepreneurship – Self Help Group, Ecopreneurship. • Factors, Problems, and Challenges of Rural Entrepreneurship • Process of Identification of New Entrepreneurship Opportunities in Rural Areas • Formulation of Business Planning for Rural Entrepreneurship <p>Module 2: New Rural Entrepreneurship Opportunities: (15 Hours)</p> <ul style="list-style-type: none"> • New Entrepreneurship Opportunities in the Farm Sector: Organic Farm Products, Nutri-Cereals, Horticultural Products, Forest Produce, Medicinal Plant Products • New Entrepreneurship Opportunities in Rural Non-farm sector: Poultry, Aquaculture, Sericulture, Honeybee, Mushrooms Cultivation, Handicrafts, Khadi Gram Udyog. • Rural Entrepreneurial Ecosystem • Agribusiness and Value Addition: Procuring, Processing, Storing, and Marketing. 							
10	Text Books							
11	Reference Books: <ol style="list-style-type: none"> 1. Gordona, E and N. Natarajan: Entrepreneurship Development, Himalaya Publishing House Pvt Ltd, Mumbai, 2017. 2. Sudhir Sharma, Singh Balraj, Singhal Sandeep, Entrepreneurship Development, WisdomPublications, Delhi, 2005. 3. Drucker, P., Innovation and Entrepreneurship: Practice and Principles, Harper & Row, New York, 1985; revised edn., Butterworth-Heinemann, Oxford, 1999. 4. National Council of Rural Institute (NCRI): Curriculum for Rural Entrepreneurship, 2019. http://www.mgncre.org/pdf/Rural%20Entrepreneurship%20Material.pdf 5. NITI Aayog: Report of Expert Committee on Innovation and Entrepreneurship, New Delhi, 2015. https://niti.gov.in/writereaddata/files/new_initiatives/report-of-the-expert-committee.pdf 6. Vardhaman Mahavir Open University, Entrepreneurship Development & Small Scale Business, Kota. http://assets.vmu.ac.in/BBA12.pdf 7. MANAGE: Agri-Business and Entrepreneurship Development, Course Material AEM-202, 2013. https://www.manage.gov.in/pgdaem/studymaterial/aem202.pdf Jhingan, Bhat & Desai. (2003) 'Demography', Vrinda Publications (P) Ltd. 							
12	Internal Continuous Assessment: 20	30 marks Semester end Examination						
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Vertical 3:
Open Elective
Cyber & Digital
Safety

	OC 5. Understand the ethical concerns and emerging trends in AI-driven cyber threats.
9	<p>Modules:</p> <p>Module 1: Fundamentals of Digital Safety & Online Behavior</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>Module 2: Personal Device Security, Privacy & Emerging Trends</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p>
10	<p>Text Books</p> <ol style="list-style-type: none"> 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	<p>Reference Books</p> <ol style="list-style-type: none"> 1. Cyber Safety for Everyone: A comprehensive guide to online safety,

Vertical 3:
Open Elective
Green Marketing

9	<p>Module 1: Fundamentals of Green Marketing</p> <ol style="list-style-type: none"> 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, <p>Module 2: Green Marketing Policies:</p> <ol style="list-style-type: none"> 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	<p>Reference Books:</p> <ol style="list-style-type: none"> 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 सावधावनयाँ	
	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: <ul style="list-style-type: none"> होनात्मक कायथ/प्रकल्प इत्यावद- 10 अंक प्रस्तुवत/परहसंवाद सहभावगता इत्यावद- 05 अंक अकादवमक, व्यावसावयक एवं कौिी संवधथन गवतवववधयाँ- 05 अंक कुल 20 अंक	हलाहत िपाक्षा अंक : 30 समयावहि : 01 घिटा

Vertical 5:
Ability
Enhancement
Course: Marathi

7	<p>अभ्यासक्रम उषिष्टे (Course Objectives) :</p> <ol style="list-style-type: none"> १. कथाकथन या भाणिक कौशलयाचे स्वरूप समजाविनू सांगि. २. प्रभाषिी कथाकथन करण्यासाठी आवश्यक असिऱ्या क्षमता आणि तंत्रांचा पररचय करून देि. ३. अणभिचन या भाणिक कौशलयाचे स्वरूप समजाविनू सांगि. ४. प्रभाषिी अणभिचन करण्यासाठी आवश्यक असिऱ्या क्षमता आणि तंत्रांचा पररचय करून देि. ५. प्रत्यक्ष कथाकथन ि अणभिचन करण्यासाठी आवश्यक असिऱ्या क्षमता आणि कौशलये णिकणसत करि.
8	<p>अभ्यासक्रम षनष्पत्ती (Course Outcomes) :</p> <ol style="list-style-type: none"> १. णिद्यार्थयांना कथाकथन या भाणिक कौशलयाचे स्वरूप समजेल. २. णिद्यार्थयांना प्रभाषिी कथाकथनासाठी आवश्यक असिऱ्या क्षमता आणि तंत्रांचा पररचय होईल. ३. णिद्यार्थयांना अणभिचन या भाणिक कौशलयाचे स्वरूप समजेल. ४. णिद्यार्थयांना प्रभाषिी अणभिचन करण्यासाठी आवश्यक असिऱ्या क्षमता आणि तंत्रांचा पररचय होईल. ५. णिद्यार्थयांमध्ये प्रत्यक्ष कथाकथन ि अणभिचन करण्यासाठी आवश्यक असिऱ्या क्षमता आणि कौशलये णिकणसत होतील.
9	<p>अभ्यासक्रम घटक (Modules) :</p> <p>घटक - १ : कथाकथन कौशल</p> <p>अ) कथाकथन : ताषववक परिच</p> <ul style="list-style-type: none"> • गोष्ट, कथा, कथाकाव्य यांमधील िैणिध्य ि त्यांचे कथन • कथाकथनामधील मुख्य ेटक : १. गोष्ट / कथािस्तू २. कथाकथनकार ३. गोष्ट / कथािस्तचूे प्रत्यक्ष कथन ४. लक्ष्य श्रोता / रणसक • कथाकथनाचे णिशेि : १. कथाकथन : ँक सांस्कृणतक उपक्रम २. कथाकथन : आनंद ि मनोरंजनाचे साधन ३. कथाकथन : आशय संप्रेिििंचे प्रभाषिी माध्यम • कथाकथनाचे प्रकार : १. पारंपररक कथाकथन २. साणभनय कथाकथन ३. सामाणजक प्रसारमाध्यमांसाठी कथाकथन <p>आ) कथाकथनाची पूवणत्ािी व आवश्क कौशल,</p> <ul style="list-style-type: none"> • लक्ष्य श्रोता / रणसकाणिियीची समज (कथाकथन कोिासाठी?), कथािस्तचूी णनिड ि सराि • कथाकथनासाठी आवश्यक भाणिक कौशलये : १. भाणिक समज २. बोली ि प्रमािभािेतील स्पष्ट उच्चारि ३. कथनातील लय ि गती • कथाकथनासाठी आवश्यक संिाद कौशलये : १. आाज २. ेटना-प्रसंगातील नाट्याची समज ३. कथनातील थांबे (Pauses) • कथाकथनाची शैली ि शैलीची लिचीकता (६० णमणनटांच्या १५ ताणसका, श्रेयांकन १) <p>(सचूना : णशक्षकांनी कथासंणहता णनिडून त्याआधारे णिद्यार्थयांकडून कथाकथनाचा सराि करून घ्यािा.)</p>

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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> In-depth analysis of <i>Natyashastra</i>, the foundational treatise on Indian dramaturgy Key concepts: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Critical study of major classical dramatists and their works: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none">• Meaning• Definition• Components/Elements	2	1
	II	Principles of Sport Training <ul style="list-style-type: none">• FITT Principle (Frequency, Intensity, Time, Type)• Specificity• Progression• Overload• Reversibility• Tedium	5	
	III	Types of Training Methods <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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 <ul style="list-style-type: none"> • Meaning & Importance 	1	1
	II	Criteria of a Good Test <ul style="list-style-type: none"> • Validity • Reliability • Objectivity • Feasibility 	2	
	III	Types of Tests Skill Tests <ul style="list-style-type: none"> • Wall Volley Test • Basketball Free Throw Test • Badminton Short Serve Test Fitness Tests <ul style="list-style-type: none"> • Cooper's 12-Minute Run/Walk Test • Sit and Reach Flexibility Test • Push-Up Test Psychological Tests <ul style="list-style-type: none"> • Sport Motivation Scale (SMS) • Competitive State Anxiety Inventory (CSAI-2) • Mental Toughness Questionnaire (MTQ) 	6	
	IV	Methods of Measurement <ul style="list-style-type: none"> • Anthropometric Measurements • Motor Fitness Measurements • Physiological Measurements 	3	
	V	Applications of Test and Measurement in Sports Talent Identification <ul style="list-style-type: none"> • Performance Analysis • Designing Training Programs • Injury Prevention and Rehabilitation 	3	
		Total	15	1

S.Y.B.A.

Sem.:IV

**Economics
Syllabus**

Major

Index

Course / Category	Credits	Title of Paper/ Subject
Major 1	4 Credits	Macroeconomics- II
Major 1	2 Credits	Banking in India- II
VSC	2 Credits	Entrepreneurship Development- II
Major 2	4 Credits	Fundamentals of Social Psychology
Major 2	4 Credits	Age of Revolutions (1765 CE to 1950 CE)
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:
Macroeconomics- II

Name of the Course
MACRO ECONOMICS-II
SYBA

SEMESTER-IV

(Credit 4)

Sr. No.	Heading	Particulars
1	Description of the Course:	This course aims to introduce the students to understand various concepts and theories of Macroeconomics. This course discusses the key concepts associated with the Keynesian and post-Keynesian approaches. The learners will be able to understand the terms related to the Goods market, Money market, inflation, unemployment, and so on. The course also focuses on understanding various macro-economic indicators and understanding of external sector.
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: <ol style="list-style-type: none"> 1. To understand various advanced terms/theories of Macro-economics. 2. To enhance students' knowledge and understanding of Macro-economics. 3. To enhance the analytical skills of the students to understand various Macro-economic policies, external sector understandings, etc. 	
8	Course Outcomes <ol style="list-style-type: none"> 1. Understand Keynesian and post-Keynesian approaches. 2. Application of various concepts/theories of macroeconomics policies like fiscal and monetary policies. 3. Analyze and evaluate different useful concepts of macroeconomics in real life. 4. Adapt skills required for Macro-economic decision-making like exchange rate, BOP problems, and so on. 	
9	Module 01 POST KEYNESIAN ECONOMICS (15 Hours) Introduction to the Keynesian and post-Keynesian approaches: Difference between Keynesian and post-Keynesian approaches, the relevance of post-Keynesian economics in contemporary policies. Goods market: Derivation of IS curve, slope, and shifts Money market: Derivation of LM curve, slope, and shifts, IS-LM equilibrium. Module 02 UNEMPLOYMENT AND INFLATION (15 Hours) Inflation: Meaning, types, causes of demand pull and cost push inflation, effects. Phillips curve: Trade-off between wages and unemployment rate in the short run and long run.	

Stagflation and supply-side economics: Causes of stagflation and consequences, prepositions of supply-side economics and Laffer curve.

Module 03 MACRO-ECONOMIC POLICIES (15 Hours)

Monetary policy: Meaning, objectives, instruments, credit controlling techniques and role in developing countries, Limitations.

Fiscal policy: Meaning, objectives, Instruments, and role in developing countries, Limitations.

Policy effectiveness: Impact of Monetary and Fiscal policies.

Module 04 EXTERNAL SECTOR (15 Hours)

Foreign Exchange Market: Importance of foreign exchange and exchange rate, Components of foreign exchange reserves, Different systems of exchange rate determination, Determination of Exchange Rate: Fixed and Flexible Exchange Rate; Spot and Forward Exchange Rate; Exchange Rate Policy of India.

Balance of Payment: Structure, Disequilibrium in Balance of Payment, Types, Causes, and Measures to Correct Balance of Payment Disequilibrium. India's Balance of Payment.

10 Text books

11 REFERENCES:

-) 14 Abel A.B.B.S. Beranake and D. Croushore (2013), Macro Economics, Pearson, New Delhi.
-) Ahuja H.L. (2008), Macro Economics theory and policy, S. Chand and Company Ltd. New Delhi.
-) Dornbusch Rudiger, Fischer, Stanley and Startz, (2017) (Indian Edition), Macro Economics Delhi; Mcgrow Hill Publication.
-) Dwivedi D.N. (2007), Macro Economics theory and policy, Tata Mcgrow- Hill Publication Company Ltd. Delhi.
-) Errol D'Souza (2009): Macroeconomics, Pearson Education Asia, New Delhi.
-) N. Gregory Mankiw, (2015), Principle of Macro Economics, 7th Edition, Cengage Learning.

12 Internal Continuous Assessment: 40

60 marks Semester end Examination

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

14	<div><div>Question Paper Pattern</div><div>External Assessment 60 Marks</div><div>Marks: 60Duration: 2 Hrs.</div><table><thead><tr><th>Question No</th><th>Particular</th><th>Marks</th></tr></thead><tbody><tr><td>Q-1</td><td>Attempt Any 2 out of 3 A. (Based on Unit I) B. (Based on Unit I) C. (Based on Unit I)</td><td>15 Marks</td></tr><tr><td>Q-2</td><td>Attempt Any 2 out of 3 A. (Based on Unit II) B. (Based on Unit II) C. (Based on Unit II)</td><td>15 Marks</td></tr><tr><td>Q-3</td><td>Attempt Any 2 out of 3 A. (Based on Unit III) B. (Based on Unit III) C. (Based on Unit III)</td><td>15 Marks</td></tr><tr><td>Q-4</td><td>Attempt Any 2 out of 3 A. (Based on Unit IV) B. (Based on Unit IV) C. (Based on Unit IV)</td><td>15 Marks</td></tr></tbody></table></div>		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
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															

Major 1
4 Credit

Title of Paper:

Banking in India- II

Name of the Course
BANKING IN INDIA-II
SYBA

SEMESTER-IV

(Credit 2)

Sr. No.	Heading	Particulars
1	Description of the Course:	The modules are incorporated in this paper to educate the students about the evolution of the banking system in India and its contribution to the economic development of India. The significance of the banking system after the nationalization of banks and the new challenges associated with the changing business environment need to be understood by the students. Urban as well as rural areas have different banking systems in our country, which will give students a comprehensive outlook of the central bank and its monetary policy. The growing role of non-banking financial companies in the mobilization of savings from rural and urban areas is contributing to the socio-economic development of India.
2	Vertical:	Mandatory Course (Major)
3	Type:	Theory
4	Credit:	2 Credits
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives:	<ol style="list-style-type: none"> 1. To remember the background of the Indian banking system, Central bank, Commercial bank, and bank with economic development. 2. To understand the structure of the Indian banking system, functions of the Central bank and commercial bank along with banking innovation. 3. To apply the role of banks, Central bank, and Commercial banks in India. 4. To analyze the banking regulations, monetary policy, commercial banks, and role of banks in economic development in India.
8	Course Outcomes	<ol style="list-style-type: none"> 1. Students will gain a comprehensive understanding of the banking system in India, including its evolution, structure, and regulatory framework. 2. Students can analyze the role and functions of the Reserve Bank of India (RBI) in regulating banks and implementing monetary policy. 3. Students can learn about different types of banks in India, such as commercial banks, cooperative banks, regional rural banks, and non-banking financial companies (NBFCs). 4. Students can explore various banking products and services, including loans, deposits, digital banking, and financial inclusion initiatives. 5. Students can evaluate initiatives like Jan Dhan Yojana, UPI, and fintech innovations in the Indian banking sector.

9	Module 1: Contemporary banking sector in India (15 Hours) <ul style="list-style-type: none"> • Types and Functions of Commercial Banks. • Multiple Credit Creation Process. NPA and its management.
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	<ul style="list-style-type: none">• Introduction of BASEL Norms I, II, III• Narsinham Committee Report 1991 & 1998 and Banking reforms in India after 1991. <p>Module 2: Banks and Economic Development (15 Hours)</p> <ul style="list-style-type: none">• Banking sector Innovations: Digital banking, Mobile banking, Net banking, SMS banking.• Co-operative Banks and rural developments• Industrial Banks- IDBI, SIDBI, IFCI, State Finance Corporations, ICICI bank.• Export and Import Bank (EXIM): Function and its role in export-import finance.																		
10	Text Books																		
11	Reference Books: <ul style="list-style-type: none">1. Meir Kohn, Financial Institution and Market, Oxford University Press. New Delhi.2. Khan, M. Y., Indian Financial System-Theory and Practice, TMH, New Delhi.3. Bhole, L. M., Financial Markets and Institutions, Tata McGraw Hill, New Delhi.4. Simha, S.L.N. Development Banking in India. Madras: Institute of Financial Management.5. Annual Reports of RBI and Major Financial Institutions in India.6. Pathak, B., Indian Financial System-Pearson, New Delhi.																		
12	Internal Continuous Assessment: 20	30 marks Semester end Examination																	
13	Internal Assessment: 20 marks (Internal Assessment- without Practical Courses)																		
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	Marks: 30 Duration: 1 Hrs.																		
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Question No	Particular	Marks																	
Q-1	Attempt Any 1 out of 2 A. (Based on Unit I) B. (Based on Unit I)	10 Marks																	

		Q-2	Attempt Any 1 out of 2 A. (Based on Unit II) B. (Based on Unit II)	10 Marks
		Q-3	Attempt Any 2 out of 4 A. (Based on Unit I) B. (Based on Unit I) C. (Based on Unit II) D. (Based on Unit II)	10 Marks

VSC
4 Credit

Title of Paper:
Entrepreneurship
Development- II

Name of the Course
ENTREPRENEURSHIP DEVELOPMENT-II
SYBA

SEMESTER-IV

(Credit 2)

Sr. No.	Heading	Particulars
1	Description of the Course:	The modules are incorporated in this paper to educate the students about Entrepreneurship. It plays a crucial role in economic development by fostering innovation and creating job opportunities. Entrepreneurs, characterized by qualities such as risk-taking, leadership, and creativity, drive business growth. Various factors, including market conditions and government policies, influence entrepreneurship, while women entrepreneurs face unique challenges. Starting a new venture involves identifying, selecting, and formulating a project, followed by registering a small-scale industry. Entrepreneurs must prepare project reports and seek financial support from banks or investors. Understanding export documentation and recognizing constraints in global trade is vital for small enterprises.
2	Vertical:	VSC (Vocational Skill Course)
3	Type:	Theory
4	Credit:	2 Credits
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives:	<ol style="list-style-type: none"> 1. To explain the fundamental concepts of entrepreneurship, the characteristics of successful entrepreneurs, and their role in economic development. 2. To understand the factors influencing entrepreneurship and assess the challenges faced by women entrepreneurs in establishing and managing businesses. 3. To apply the process of project identification, selection, and formulation to develop a feasible business idea, including registration and preparation of a project report. 4. To analyze and evaluate different sources of finance, export procedures, and constraints in international trade to make informed decisions for business expansion.
8	Course Outcomes	<ol style="list-style-type: none"> 1. This course is designed to encourage students to foresee themselves as potential entrepreneurs. 2. It familiarizes students with the scope for case studies, Interviews of Entrepreneurs, Preparation of project report, group discussion, survey etc. 3. The course tries to nurture the qualities of successful entrepreneurship. 4. This course equips students with the knowledge about various processors to register for small scale industries which results in successful maintenance of such industries. <p>These outcomes ensure students develop both theoretical knowledge and practical skills in entrepreneurship and business startup processes.</p>
9	Module 1: Entrepreneurship	(15 Hours)
	<ul style="list-style-type: none"> • Concept of an entrepreneur and entrepreneurship 	

	<ul style="list-style-type: none">Qualities of the successful entrepreneursRole and functions of entrepreneurs in economic developmentFactors influencing entrepreneurshipWomen entrepreneurship: Their achievements and Challenges before them <p>Module 2: Starting a New Venture (15 Hours)</p> <ul style="list-style-type: none">Project identification - selection and formulationRegistration of small-scale industries - project reportSources of finance for a businessExport documents and trends of small enterprisesMajor constraints in export performance.																
10	Text Books																
11	REFERENCES: 1. Barra G.S, Dangwal R.C. Entrepreneurship and Small-Scale Industries New Potentials – Deep & Publications 1999 2. Desai Vasant, Dynamics of Entrepreneurial Development and Management, Himalaya Publication 3. Khanka C.S., Entrepreneurial Development. S. Chand and Company 4. Khushpat S. Jain, House Export Import Procedures and Documentation' Himalaya Publishing House 5. Murthy C.S.V., Small Industries & Entrepreneurship Development, Himalaya Publication 6. Singh P.N. and Saboo J.C., Entrepreneurship Management, P.N. Singh Centre																
12	<table><tr><td>Internal Continuous Assessment: 20</td><td>30 marks Semester end Examination</td></tr></table>	Internal Continuous Assessment: 20	30 marks Semester end Examination														
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Marks: 30	Duration: 1 Hrs.																

Question No	Particular	Marks
Q-1	Attempt Any 1 out of 2 A. (Based on Unit I) B. (Based on Unit I)	10 Marks
Q-2	Attempt Any 1 out of 2 A. (Based on Unit II) B. (Based on Unit II)	10 Marks
Q-3	Attempt Any 2 out of 4 A. (Based on Unit I) B. (Based on Unit I) C. (Based on Unit II) D. (Based on Unit II)	10 Marks

Name of the Course
COMPUTER APPLICATIONS IN ECONOMICS-I
SYBA

SEMESTER-IV

(Credit 2)

Sr. No.	Heading	Particulars
1	Description of the Course:	This course provides a fundamental understanding of essential Microsoft Office tools, focusing on Microsoft Excel for statistical analysis, Microsoft Word for document creation, PowerPoint for presentations and Google tools to enhance basic computer skills
2	Vertical:	VSC (Vocational Skill Course)
3	Type:	Theory
4	Credit:	2 Credits
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: <ol style="list-style-type: none"> 1. To understand the basic Excel formulas 2. To be able to use real data for basic statistical analysis 3. To develop the skill for creating presentations. 	

8	Course Outcomes <ol style="list-style-type: none"> Students will be able to use statistical formulas in Excel. Students will be able to use real data for statistical analysis. Students will be able to develop the skill of preparing an effective presentation.
9	<p>Module I: Basic Statistics with Excel (15 hours)</p> <ul style="list-style-type: none"> Measures of Central tendency: mean (arithmetic, geometric, and harmonic), Median (odd and even number of observations), and Mode (only Unimodal) Measure of Dispersion: Range (Maximum and Minimum), Variance, Standard Deviation, and Quartile Deviation. Case Study: Refer to the “Handbook of Statistics on Indian Economy” available from the RBI Website for macroeconomics indicators, employment, price index, money and foreign exchange OR Install RBI DATA App from Google Play Store) -then select “Database on Indian Economy” and choose dataset(s) from the below-mentioned sectors: Real Sector, Financial Sector, Public Finance, External sector <p>Module II: Application through MS Office and Google Drive in Economics (15 Hours)</p> <ul style="list-style-type: none"> Introduction to Microsoft Word: text formatting, insert tab, create table and list, create and manage references Introduction to PowerPoint presentation: creating layouts, inserting objects, shapes, tables, and pictures, inserting charts and graphs from Excel, Google tools: Google Forms, Google Sheets, Google Docs and Google Collaboratory
10	Text Books
11	<p>Reference Books</p> <p>A. Related to 1st Module</p> <ol style="list-style-type: none"> Sharma J.K.: Business Statistics, 5/e Vikas Publishing Ross Sheldon M. : Introductory Statistics. 4th Edition, Academic Press. Levine M David. , Kathryn A. Szabat, David F. Stephan: “Business Statistics: A First Course” 7th edition, Pearson Education. Guerrero Hector: “Excel Data Analysis: Modeling and Simulation” –Springer “<i>Handbook of Statistics on Indian Economy</i>” – Reserve Bank of India (RBI) (Online Resource) <p>B. Related to 2nd Module.</p> <ol style="list-style-type: none"> Kumar Bittu: “Mastering Microsoft Office”, V&S Publisher Kindle edition Alexander Michael, Richard Kusleika: “Microsoft Excel 365 Bible”, Wiley ,(Digital and paperback) Gabet Serge: “Google Apps Script for Beginners”, Packel Publishing Joan Lambert: “Microsoft PowerPoint Step by Step”, MicrosoftPress

	5. “Google Drive & Docs In 30 Minutes” – Ian Lamont			
12	Internal Continuous Assessment: 20	30 marks Semester end Examination		
13	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	
14	External Assessment 30 Marks			
	Marks: 30	Duration: 1 Hrs.		
	Question No	Particular	Marks	
	Q-1	Attempt Any 1 out of 2 A. (Based on Unit I) B. (Based on Unit I)	10	
	Q-2	Attempt Any 1 out of 2 A. (Based on Unit II) B. (Based on Unit II)	10	
		Q-3	Attempt Any 2 out of 4 A. (Based on Unit I) B. (Based on Unit I) C. (Based on Unit II) D. (Based on Unit II)	10

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/-

**Sign of BOS
Chairman
Prof. Suresh Maind
Board of Studies in
Economics**

Sd/-

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

Sd/-

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

Sd/-

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

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) <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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	<p>Modules:- Per credit One module</p> <p>Module 1: Social Psychology and Its Cognitive Foundation</p> <ul style="list-style-type: none"> a) Social Psychology: What it is and is not? b) Social Cognition <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> i. Attribution: Understanding the causes of behaviour ii. Impression Formation and Management: Combining information about others <p>Module 2: Attitude, Stereotypes, Prejudice and Discrimination</p> <ul style="list-style-type: none"> a) Attitude - <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> i. Feelings towards social groups and techniques for countering the effects of prejudice. ii. Discrimination- Prejudice in action. <p>Module 3: Social Dynamics in Interpersonal Relationships</p> <ul style="list-style-type: none"> 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 <p>Module 4: Group Processes and Social Influence</p> <ul style="list-style-type: none"> 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	<p>Text Books:</p> <ol style="list-style-type: none"> 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%
12	Continuous Evaluation through:	Passing in Internal and External Examination: 40%
Vertical – 1		As per the QUESTION PAPER PATTERN at the end of the Document
Major (M1- 4C)		
Subject Title :		

Fundamentals of Social Psychology

- 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 Credit

Title of Paper:

Age of Revolutions (1765 CE to 1950 CE)

Sr. No.	Heading	Particulars
1	Description the course:	The course "Age of Revolutions (1765–1950)" explores transformative political, social, and economic revolutions that shaped the modern world. It examines the American Revolution (1765–1783), French Revolution (1789), Latin American independence movements, Industrial Revolution, and Revolutions of 1848. The course further analyzes the Russian Revolution (1917), Chinese Revolution (1911 & 1949), anti-colonial struggles in Asia and Africa, and movements for decolonization. Key themes include nationalism, democracy, socialism, and the impact of industrial and ideological shifts. By studying these revolutions, students will understand their causes, consequences, and long-term influence on global political and social structures.

2	Vertical :	Major
3	Type :	Theory
4	Credit:	4 credits
5	Hours Allotted :	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: <ol style="list-style-type: none"> 1. To examine the causes, major events and outcomes of significant revolutions like the American War of Independence, French Revolution and the 19th-century European Revolutions. 2. To explore the rise of nationalism, communism and anti – imperialism sentiments in China and Indonesia. 3. To trace the process of industrialization of England and Europe and understand its consequences. 4. To evaluate the manifestations of communist ideologies in Russia and its spread under Stalin. 	
8	Course Outcomes: <ol style="list-style-type: none"> 1. Students will be understanding the influence of constitutional and democratic ideas that emerged from various revolutions. 2. Students will be describing the role of influential leaders in shaping modern China and Indonesia. 3. Students will be assessing the role of scientific and technological developments in shaping industrial development and its social, political and economic impact from a global perspective. 4. Students will be critique ideological foundation of Marxism, Leninism and Stalinism their role in shaping of Communist Russia. 	

9	Modules: -
	Module 1: Revolutions Against Monarchies

- a) American Revolution
- b) French Revolution
- c) 19th century European Revolutions

Module 2: Revolutions in Asia

- a) Chinese Nationalist Revolution (1905 - 1911)
- b) Chinese Communist Revolution (1912-1949)
- c) Indonesian Independence movement

Module 3: Industrial Revolution

- a) Causes
- b) Scientific developments
- c) Effects

Module 4: Russian Revolution

- a) 1905
- b) 1917
- c) Reign of Stalin

10

Text Books:

1. Cornwell, R.D, (1981), *World History in the Twentieth Century*, Addison-Wesley Longman Ltd.,
2. Rao, B.V., (2002), *History of Modern Europe 1789-1992*, (revised edition), Sterling Publishers Pvt. Ltd.
3. Palmer R. and Colton, Joel, (1984), *A History of the Modern World*, 4th edition

11

Reference Books:

1. Benns F.L. (1950), *European History since 1870*, Appleton Century Gofts, New York,
2. Carrie Albercht R.A., (1958), *Diplomatic History of European since the Congress of Vienna*, Harper, New York.
3. Clyde, P.M., and Beers, B.F., (1966), *The Far East: A History of Western Impacts and Eastern Response, 1830-1975*, Sixth Edition, Prentice- Hall.
4. Ergang, Robert, (1966), *From Renaissance to Waterloo*, Third Edition, Heath.
5. Fay S.B. (1999), *Origins of the World War 1930*, New York- Second Ed. New York Free Press
6. Fergusson, W and Brunn, G, (1958), *A Survey of European Civilization*, 3rd edition, Houghton and Co.
7. Fisher S. N., (1971), *The Middle East: A History*, Rontiedgy & Kegan Paw.
8. Grant and Temperley: *Europe in 19th & 20th Centuries 1940*. 5th Ed. Longman New York.
9. Hayes, C, Moon, T.P and Wayland, J.W, (1950), *World History*, 3rd Revised ed. The Mac Millan Co.
10. Hobsbawm, Eric, (1995), *Age of Extremes: The Short Twentieth Century 1914- 1991*, Viking, Penguin Books.
11. Immanuel C.Y. (1975), *The Rise of Modern China*, OUP, New York.
12. Keylor, William, (2006), *The Twentieth Century World and Beyond: International History Since 1900*, Oxford University Press.
13. Kennedy MA, (1965), *A Short History of Japan* North American Library Press.
14. Kirk S.E. (1959), *A Short History of the Middle East*. New York.
15. Lenczowski G., (1971), *The Middle East in world Affairs*, Cornell University Press.
16. Lipson E. *Europe in the 19th 20th Centuries – 1916* A.H.Black,London.
18. Lowe, Norman, (1985), *Mastering World History*, Macmillan Education Ltd.
19. Rao, B.V., (2013), *History of the Modern World, AD 1500 to 2011*, Sterling Publishers Pvt. Ltd.
20. Spence, Jonathan D., (1999), *The Search for Modern China*, Second Edition, W. W. Norton & Co.
21. Taylor Alastair M., Wallbank T. Walter, Bailkey, Nels M. and Jewsbury, George F., (1995), *Civilization Past and Present* 8th Edition, Harpercollins College Div.,
22. Taylor A. J.P. *The struggle for Mastery in Europe (1848-1918)* , Oxford 1954.
23. Thomson David, (1977), *Europe Since Napoleon- 1962*, Longman. (Indian Ed. Jain Pushpak Mandir Jaipur.
24. Vinacke H. M., (1967), *A History of the Far East in Modern Times*, George Allen; Unwin Ltd.

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)

Aec

AEC
2 credits

Title of paper:
Business Communication Skills

Sr. No.	Heading	Particulars
1	Description the course: Including but Not limited to:	<p>The English language is an important medium of communication through which one can connect to the global community. It is, therefore, vital that all learners acquire adequate skills in this language. Communication Skills in English is a course that guides the first-year learners to acquire the four skills of communication viz., Listening, Speaking, Reading and Writing.</p> <p>The focus of the syllabus is on building confidence in the learners in applying these skills while using English both academically and socially. Keeping this in mind, the units will have a multi-pronged approach. The course is graded from basic to higher levels of learning so as to help learners gradually acquire the skills. The 30:20 pattern will also help in accomplishing this goal. The activities are designed to focus on oral skill development, while the lectures are aimed at honing their cognitive, analytical, linguistic and creative skills.</p> <p>It is hoped that by the end of the academic year, the learners will have developed confidence in using English language both for oral and written communication as well as develop interest in enhancing these skills later on.</p>
2	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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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)
	<p>1. Introduction to Communication Skills</p> <ul style="list-style-type: none"> • Indianism and Indian English • Information and Communication Technology and Use of English • Reading for different purposes • Study skills in English • Elevator Pitch <p>This section provides theoretical base for the following units that are practical in nature.</p> <p>2. Reading Skills:</p> <ul style="list-style-type: none"> • Understanding language structure (such as subject verb agreement, voice, direct and reported speech) • Note making • Summarizing <p>Passages of around 200- 250 words from fables, folk stories, short stories, non-fiction, history, business or environment could be chosen in this section.</p> <p>3. Listening Skills</p> <ul style="list-style-type: none"> • 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
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12. Hamp- Lyons, Liz and Ben Heasley. Second edition. *Study Writing: A Course in Writing Skills for Academic Purposes*. CUP, 2006
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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

	<ul style="list-style-type: none">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_ninqRzgVideo on the English language: Where did English come from? https://youtu.be/YEaSxhcns7YVideo on biology: The science of skin colour: https://youtu.be/r4c2NT4naQVideo on advertising: The Science of Persuasion https://youtu.be/cFdCzN7RYbw <p>“The Happy Prince” Oscar Wilde Michael Mills Classic Animated Short 1974</p>							
12	Internal Continuous Assessment: 40%	External, Semester End Examination Individual Passing in Internal and External Examination : 60%						
13	<p>Continuous Evaluation through:</p> <ul style="list-style-type: none">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 assessedOverall attendance (lectures) (05 marks) Percentage of learners’ attendance in class to be considered <p>Suggested Activities:</p> <ul style="list-style-type: none">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 skillsReading aloud from newspapers, magazines, stories, non-fiction followed by classroom discussion on these to enhance reading and speaking skills <p>Making short presentations on given topics</p>							
14	<p>Format of Question Paper: for the final examination</p> <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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Prof. Dr. Anil Singh
Faculty of
Humanities

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	<p>Format of Question Paper: (Semester End Examination: 30 Marks. Duration:1 hour)</p> <p>Q1: Attempt any two (out of four) from Module 1 (15 marks)</p> <p>Q2: Attempt any two (out of four) from Module 2 (15 marks)</p> <p>Or</p> <p>Q1: Attempt any three (out of five) from Module 1 (15 marks)</p> <p>Q2: Attempt any three (out of five) from Module 2 (15 marks)</p>
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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		
	I	Fundamentals of Sports Training <ul style="list-style-type: none">• Warm-ups and cool-downs• Fitness training (strength, endurance, flexibility)	10	
	II	<ul style="list-style-type: none">• Group activities and game practice	15	
	III	Training Methods Practical Sessions <ul style="list-style-type: none">• 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) <ul style="list-style-type: none">• 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	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Introduction to lighting as a narrative and emotional tool in theatre • Preparation and documentation: <ul style="list-style-type: none"> ○ Lighting layout plan ○ Ground plan ○ Cue sheet making • Study of light placement, intensity, color, and timing • Introduction to modern lighting technology: <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Objectives and importance of background music in theatre production. • Methods of using sound: <ul style="list-style-type: none"> • Live performance effects vs. recorded effects • Synchronizing sound with cues, lighting, and performance • Introduction to musical instruments used in theatre:

		<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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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