

S.Y.B.A

HISTORY

Sem. - III

Major

**Vertical 1:
Major 1**

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| | <p style="text-align: center;">Name of the Course</p> <p style="text-align: center;">History of Medieval India 1000 to 1526 CE</p> |
| | <p>Module 1: Delhi Sultanate: Foundation, Expansion & Decline</p> |
| | <ul style="list-style-type: none"> a) Introduction to Invasion of Mohammad Gazani & Mohammad Ghori, Socio-Economic & Political Condition on the eve of the Turkish Invasion b) Rise, Expansion & decline of Slave & Khilji Dynasty c) Rise, Expansion & decline of Tughlaq, Sayyad & Lodi Dynasty |
| | <p>Module 2: Administrative Structure of Delhi Sultanate</p> |
| | <ul style="list-style-type: none"> a) Central Administration & Iqta system b) Administrative structure and military Reforms of Ala-ud-din khilji c) Reforms of Ferozshah Tughlaq & Mohammed- bin-Tughlaq |
| | <p>Module 3: Socio-Economic, Religious & Cultural life of Delhi Sultanate</p> |
| | <ul style="list-style-type: none"> a) Socio-Economic & Religious life b) Education & Literature c) Art & Architecture |
| | <p>Module 4: Rise, Growth & Decline of Vijaynagar empire and Bahamani Kingdoms</p> |
| | <ul style="list-style-type: none"> a) Vijaynagar Kingdom b) Bahamani Kingdom c) Socio-Economic &Cultural life of Vijaynagar & Bahamani Kingdoms |
| 10 | <p>Text Books:</p> <ol style="list-style-type: none"> 1. Chitanis K. N., (1990), <i>Socio-Economic History of Medieval India</i>, Atlantic Publishers & Distributors, New Delhi 2. Mahajan V.D., (1992), <i>History of Medieval India</i>, S. Chand & Company, New Delhi, 3. काठरे अनिल, (2013), मध्ययुगीनि भारताचा इनतहास (१०००-१७०९), प्रशांत पञ्चलकेशी, जळगाव 4. मोरगा युकराज, (२०१८), मध्ययुगीनि भारताचा इनतहास (इ.स. १००० ते इ.स. १५२६), निराळी प्रकाशि, पुणे 5. चक्राण डॉ. बळीराम, (२०२२), बहामीकालीनि महाराष्ट्राचा सांस्कृतिक इनतहास, वेदिका प्रकाशि, हिंगीर ब्ज. लातूर. |
| 11 | <p>Reference Books:</p> <ol style="list-style-type: none"> 1. Athar Ali, (2014), <i>Reinterpreting History of the Delhi Sultanate</i>, Publications Division, Aligarh Muslim University. 2. Banerjee A. C. (1990), <i>New History of Medieval India</i>, S. Chand & Company, New Delhi, 3. Bhattacharya N. N., (1990), <i>Medieval Bhakti Movement in India</i>, South Asia Books, Columbai, 4. Burton Stein, (1993), <i>New Cambridge History of India: Vijayanagara</i>, Cambridge |

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| 1 | Description the course: | This course explores the social, economic, political, and cultural status of women in Medieval India (1000–1707 CE). It examines the changing roles, rights, and challenges faced by women across different dynasties, including the Delhi Sultanate, Vijayanagara Empire, Rajput, Mughal Empire, Maratha Empire and regional kingdoms . The course covers topics such as education, marriage, property rights, and the influence of religion on gender norms. It also highlights the contributions of prominent women in politics, literature, and society. Through primary sources and historical interpretations, students will gain a deeper understanding of the complexities of women's agency and oppression in medieval Indian history. |
| 2 | Vertical : | Major for M3 pattern |
| 3 | Type : | Theory |
| 4 | Credit: | 2 credits |
| 5 | Hours Allotted : | 30 Hours |
| 6 | Marks Allotted: | 50 Marks |
| 7 | Course Objectives: | <ol style="list-style-type: none"> 1. To analyze the social, economic, and political status of women in Medieval India and understand the factors that influenced their roles and rights. 2. To examine the impact of religious, cultural, and legal traditions on women's lives during the Delhi Sultanate, Vijayanagara, Rajput, Mughal and Maratha periods. 3. To evaluate the contributions of prominent women in medieval Indian history, including rulers, saints, and social reformers. 4. To critically assess historical sources and interpretations related to gender roles, patriarchy, and women's agency in Medieval India. |
| 8 | Course Outcomes: | <ol style="list-style-type: none"> 1. Students will be able to understand the social, economic, and political status of women in Medieval India and their role in various dynasties. 2. Students will be able to analyze the impact of religious, legal, and cultural traditions on women's rights, education, marriage, and property ownership. 3. Students will be able to evaluate the contributions of influential women, including rulers, saints, and reformers, in shaping medieval Indian society. 4. Students will be able to interpret historical sources and scholarly debates on gender roles, patriarchy, and women's agency in Medieval India. |
| 9 | (This Course is also applicable to the students of the Institute of Distance & Open Learning (IDOL) of the University of Mumbai) | |

Name of the Course

Status of Women in Medieval India (1000 to 1707 CE)

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| | <p>Module 1: Social and Economic Status of Women</p> <p>a) Social Practices and Restrictions – Child marriage, purdah system, sati, and widowhood. b) Role in Economy – Women’s contribution to agriculture, crafts, and household industries. c) Education and Property Rights – Limited access to education and inheritance laws under Hindu and Islamic traditions.</p> |
| | <p>Module 2: Women in Religion and Politics</p> <p>a) Influence in Bhakti and Sufi Movements – Contributions of saints like Mirabai (1498–1547), Akkamahadevi (12th century), and Bahinabai (1628–1700). b) Women in Political Power – Razia Sultana (1205–1240), Nur Jahan (1577–1645), Chand Bibi (1550–1599), Tara Bai (1675–1761) and other female rulers. c) Impact of Religious and Social Reforms – Rani Durgavati (1524–1564), Rani Karmavati (16th century) Role of women in social changes during medieval India.</p> |
| 10 | <p>Text Books:</p> <ol style="list-style-type: none"> 1. Altekar, A.S., (1959), <i>The Position of Women in Hindu Civilization</i>, Motilal Banarsi das, Delhi. 2. Desai, Neera, (1980), <i>Women in India: A Historical and Sociological Study</i>, Ajanta Publications, New Delhi. 3. Misra, Rekha, (1967), <i>Women in Mughal India (1526–1748)</i>, Munshiram Manoharlal, New Delhi. 4. Nath, Vijay, (2000), <i>Women in Medieval Indian Society</i>, Orient Longman, Hyderabad. |
| 11 | <p>Reference Books:</p> <ol style="list-style-type: none"> 1. Ayyappanicker, K., (1999), <i>Medieval Indian Literature: An Anthology</i>, Sahitya Akademi, New Delhi. 2. Bose, Mandakranta, (2018), <i>Women in the Hindu Tradition: Rules, Roles, and Exceptions</i>, Routledge, London. 3. Chakravarti, Uma, (1998), <i>Rewriting History: The Life and Times of Pandita Ramabai</i>, Zubaan, New Delhi. 4. Chitnis, K.N., (2003), <i>Socio-Economic History of Medieval India</i>, Atlantic Publishers, New Delhi. 5. Habib, Irfan, (1999), <i>Medieval India: The Study of a Civilization</i>, National Book Trust, New Delhi. 6. Hasan, Farhat, (2004), <i>State and Locality in Mughal India: Power Relations in Western India (1572–1730)</i>, Cambridge University Press, Cambridge. 7. Jain, Meenakshi, (1996), <i>Women in Ancient and Medieval India</i>, Manohar Publishers, New Delhi. 8. Jaiswal, Suvira, (1998), <i>Caste: Origin, Function, and Dimensions of Change</i>, Manohar Publishers, New Delhi. 9. Kumar, Nita, (1992), <i>The Politics of Gender, Community, and Modernity: Essays on Women in Colonial India</i>, Oxford University Press, New Delhi. 10. Lal, Ruby, (2005), <i>Domesticity and Power in the Early Mughal World</i>, Cambridge University Press, Cambridge. 11. Mukherjee, Soma, (2001), <i>Royal Mughal Ladies and Their Contributions</i>, Gyan Publishing House, New Delhi. 12. Nath, Vijay, (2000), <i>Women in Medieval Indian Society</i>, Orient Longman, Hyderabad. |

Vertical 2:

Major 2

**Name of the Course
DEMOGRAPHY
SYBA**

SEMESTER-III

(Credit 4)

| Sr. No. | Heading | Particulars |
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| 1 | Description of the Course: | The modules are incorporated in this paper to educate the students about the inter-relationship between economic development and population along with an exposition of the established theories of population. Issues related to demographic techniques and basic sources of demographic data in the Indian economy have also been included. Aspects of the population policy and the study of its social characteristics are other important components of the modules of this paper. |
| 2 | Vertical: | Mandatory Course -Major- (M2) |
| 3 | Type: | Theory |
| 4 | Credit: | 4 Credits |
| 5 | Hours Allotted: | 60 Hours |
| 6 | Marks Allotted: | 100 Marks |
| 7 | Course Objectives: | <ol style="list-style-type: none"> Analyze the theories of population, concept, and the interdisciplinary nature of population study. Calculate and analyze demographic rates, such as CBR, CDR, SBR, and SDR. To analyze migration types and their drivers, along with Indian urbanization and associated challenges regarding environmental degradation. Analyze India's population policy evolution (control to empowerment) and family planning effectiveness (accessibility, culture, fertility). |
| 8 | Course Outcomes: | <ol style="list-style-type: none"> Articulate the scope, significance of demography and analyze the applicability to real-world scenarios related with different population theories. Students can apply demographic formulas to compute and interpret vital rates and explain the complex interplay of factors affecting fertility and mortality. Students can analyze migration types and their causes, and evaluate the consequences of Indian urbanization. Students can summarize India's population policy evolution and critically assess family planning program effectiveness and impact on demographic change. |
| 9 | Module 1: Introduction | (15 Hours) |
| | <ul style="list-style-type: none"> Demography – Its definition, nature and scope, and its relation with other disciplines. Theories of Population - Malthusian Theory, Optimum theory of population, and theory of demographic transition. Population growth in India. • Features of the Indian population. | |

| | <p>Module 2: Basic Concepts related to fertility and mortality: (15 Hours)</p> <ul style="list-style-type: none"> • Crude Birth Rate (CBR), Crude Death Rate (CDR), Standardized birth rates (SBR), standardized death Rate (SDR) • Fertility –Factors affecting fertility • Nuptiality –Definition, age at marriage, and factors affecting nuptiality; • Mortality - Definition and factors affecting mortality <p>Module 3: Migration and Urbanization: (15 Hours)</p> <ul style="list-style-type: none"> • Migration – Definition and types, factors affecting migration, Theory of Migration (Harris - Todaro model), issues related to migration; • Urbanization - Definition, trends, and patterns of urbanization in India, problems of urbanization in India (poverty, food supply, water, sanitation, housing, slum areas, employment, health, education, transport, environment) <p>Module 4: Population Policy in India: (15 Hours)</p> <ul style="list-style-type: none"> • Salient features of the census – including the 2011 census. • Evolution of India's population policy; • Shift in policy focus from population control to family welfare to women empowerment; • Family Planning & Family Welfare Programmes: Importance and methods; • Population Projection in India. | | | | | | | | | | | | | | | | | |
|-----------|---|----------|------------|-------|----|---|----------|----|---|----------|--|--------------|--|------------------|----------|----|---|----------|
| 10 | Text Books | | | | | | | | | | | | | | | | | |
| 11 | <p>Reference Books:</p> <ol style="list-style-type: none"> 1) Agarwal S.S. (1985) - 'India's Population Problem', Tata McGraw Hill Publication, Bombay. 2) A.K. P.C. Swain (2008) 'Population Studies', Kalyani Publications, Ludhiana. 3) Bhende A.A. & Tara Kanitkar (1982) 'Principles of Population Studies' – Himalaya Publishing House, Bombay. 4) Hans Raj (1984) – 'Fundamentals of Demography, Surjeet Publication, Delhi. 5) Hans Raj (2007) Population Studies, Surjeet Publisher. Delhi. 6) Jhingan, Bhat & Desai. (2003) 'Demography', Vrinda Publications (P) Ltd. | | | | | | | | | | | | | | | | | |
| 12 | Internal Continuous Assessment: 40 60 marks Semester end Examination | | | | | | | | | | | | | | | | | |
| 13 | <p>Internal Assessment: 40 marks (Internal Assessment- without Practical Courses)</p> <table border="1"> <thead> <tr> <th>Sr. No.</th> <th>Particular</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>One periodical class test / online examination is to be conducted in the given semester</td> <td>20 Marks</td> </tr> <tr> <td>02</td> <td>One Project with a presentation based on curriculum to be assessed by the teacher concerned</td> <td rowspan="2">10 Marks</td> </tr> <tr> <td></td> <td>Presentation</td> </tr> <tr> <td></td> <td>Written Document</td> <td>05 Marks</td> </tr> <tr> <td>03</td> <td>Active participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism and articulation and exhibit</td> <td>10 Marks</td> </tr> </tbody> </table> | Sr. No. | Particular | Marks | 01 | One periodical class test / online examination is to be conducted in the given semester | 20 Marks | 02 | One Project with a presentation based on curriculum to be assessed by the teacher concerned | 10 Marks | | Presentation | | Written Document | 05 Marks | 03 | Active participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism and articulation and exhibit | 10 Marks |
| 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 | | | | | | | | | | | | | | | | | |
| | Written Document | 05 Marks | | | | | | | | | | | | | | | | |
| 03 | Active participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism and articulation and exhibit | 10 Marks | | | | | | | | | | | | | | | | |

Vertical 2:

Major 2

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| 9 | <p>Modules:- Per credit One module</p> <p>Module 1: From Birth till Infancy</p> <p>a) Birth:</p> <ul style="list-style-type: none"> i) Labor: The Process of Birth Begins ii) Alternative Birthing Procedures iii) Birth complications <p>b) Physical Development in Infancy: Growth and Stability-</p> <ul style="list-style-type: none"> i) Physical Growth: Four Principles of growth ii) The Nervous System and Brain: The Foundations of Development <p>c) Cognitive Development in Infancy:</p> <ul style="list-style-type: none"> i) Piaget's Approach to Cognitive Development- <ul style="list-style-type: none"> a) The Sensorimotor Period b) Appraising Piaget's Theory: Support and Challenges ii) The Roots of Language <p>d) Social and Personality Development in Infancy: Developing the Roots of Sociability-</p> <ul style="list-style-type: none"> i) Stranger Anxiety and Separation Anxiety: It's Only Natural ii) Attachment: Forming Social Bonds <p>Module 2: Physical, Cognitive, Personality, and Social Development in the Preschool Years</p> <p>a) Physical Development: Keeping Preschoolers Healthy-</p> <ul style="list-style-type: none"> i) Brain Lateralization ii) Motor Development <p>b) Cognitive Development: Intellectual Development-</p> <ul style="list-style-type: none"> i) Piaget's Stage of Preoperational Thinking ii) Vygotsky's View of Cognitive Development-Taking Culture into Account <p>c) Personality Development: Forming A Sense of Self: Gender Identity-</p> <ul style="list-style-type: none"> i) Developing Femaleness and Maleness ii) Biological Perspectives on Gender iii) Psychoanalytic Perspectives iv) Social Learning Approaches v) Cognitive Approaches <p>d) Social Development: Friends and Family: Preschoolers' Social Lives:</p> <ul style="list-style-type: none"> i) Playing By the Rules: The Work of Play- <ul style="list-style-type: none"> a) Categorizing Play b) The Social Aspects of Play ii) Effective Parenting: Teaching Desired Behavior- <ul style="list-style-type: none"> a) Four Parenting Styles proposed by Baumrind b) Cultural Differences in Childrearing Practices <p>Module 3: Physical, Cognitive, Personality, and Social Development in Middle Childhood</p> <p>a) Physical Development:</p> <ul style="list-style-type: none"> i) Motor Development ii) Physical and Mental Health during Middle Childhood iii) Psychological Disorders iv) Children With Special Needs <p>b) Cognitive Development: Intellectual Development-</p> <ul style="list-style-type: none"> 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 <p>c) Personality Development: The Developing Self-</p> <ul style="list-style-type: none"> i) Psychosocial Development in Middle Childhood |
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- ii) Understanding One's Self: A New Response to 'Who Am I'?
- iii) Self-Esteem: Developing a Positive or Negative View of the Self
- d) Social Development: Families: The Changing Home Environment-**
 - i) Family Life: Still Important After All These Years
 - ii) When Both Parents Work Outside the Home: How Do Children Fare?
 - iii) Home And Alone: What Do Children Do?
 - iv) Divorce
 - v) Single-Parent Families
 - vi) Children With Gay and Lesbian Parents

Module 4: Physical, Cognitive, Personality, and Social Development during Adolescence

- a) Physical Development : Physical Maturation-**
 - i) Growth During Adolescence: The Rapid Pace of Physical and Sexual Maturation
 - ii) Nutrition, Food, and Eating Disorders: Fueling the Growth of Adolescence
- b) Cognitive Development and Schooling**
 - i) Piagetian Approaches to Cognitive Development: Using Formal Operations
 - ii) Threats to Adolescents' Well-Being- a) Illegal Drugs b) Sexually Transmitted Infections
- c) Personality Development: Identity: Asking 'Who Am I'**
 - i) Self-Concept and Self-Esteem
 - ii) Identity Formation: Change or Crisis?
 - iii) Marcia's Approach to Identity Development: Updating Erikson
- d) Social Development: Dating, Sexual Behavior, and Teenage Pregnancy-**
 - i) Dating, and Sexual Relationships in the Twenty-First Century
 - ii) Sexual Orientation: Heterosexuality, Homosexuality, Bisexuality, and Trans-sexualism
 - iii) Teenage Pregnancies

10 Text Books:

1. Feldman, R. S., & Babu, N. (2018). Development across the life span. (8th ed.). Pearson India Education Services Pvt. Ltd.
2. Feldman, R. S. (2013). Psychology and your life. (2nd ed.). New York: McGraw Hill Publications
3. Feldman, R. S. (2015). Development across the life span. Dorling Kindersley (India) Pvt. Ltd.

11 Reference Books:

1. Baron, R. A., & Kalsher, M. J. (2008). Psychology: From Science to Practice. (2nd ed.). Pearson Education inc., Allyn and Bacon
2. Ciccarelli, S. K. & Meyer, G. E. (2008). Psychology. (Indian sub-continent adaptation). New Delhi: Dorling Kindersley (India) pvt ltd.
3. Ciccarelli, S. K., White, J. N. & Misra, G. (2015). Psychology. 5th edi. New Jersey: Pearson education.
4. Mash, E.J., & Wolfe, D.A. (2005). Abnormal Child Psychology. (3rd ed.). Wadsworth Thomson Learning.

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

13 Continuous Evaluation through: As per the **QUESTION PAPER PATTERN at the end of the Document**

Vertical - 4

SEC 2C

Syllabus
B. A. (History) SEC: 2
(Sem.- III)

Title of Paper: Tourist Managements

| Sr. No. | Heading | Particulars |
|----------------|---------------------------------|--|
| 1 | Description the course : | The course <i>Tourist Management</i> introduces students to the fundamentals of managing tourism as a dynamic and growing industry. It covers key aspects such as tourism planning, marketing, operations, customer service, and sustainable tourism practices. The course explores the role of tourism in economic development, cultural exchange, and heritage preservation. Students will learn about different types of tourism—domestic, international, eco, and heritage—and gain insights into travel behavior, tourism policy, and destination management. By blending theoretical knowledge with practical skills, the course prepares students for careers in the tourism and hospitality sectors. |
| 2 | Vertical : | SEC |
| 3 | Type : | Theory |
| 4 | Credit: | 2 credits |
| 5 | Hours Allotted : | 30 Hours |
| 6 | Marks Allotted: | 50 Marks |
| 7 | Course Objectives: | <ol style="list-style-type: none"> 1. To understand the fundamentals of tourism and its management. 2. To develop skills for managing tourism operations efficiently. 3. To analyze the role of tourism in socio-economic development. 4. To understand the policies and planning required for sustainable tourism. |
| 8 | Course Outcomes: | <ol style="list-style-type: none"> 1. Demonstrate knowledge of key tourism concepts and terminologies. 2. Evaluate tourism operations and strategies. 3. Plan and manage tourism activities with a focus on sustainability. 4. Apply theoretical knowledge in real-world tourism industry settings. |
| 9 | Modules:- | <p>Module 1: Introduction to Tourism Management</p> <p>a) Definition, nature and scope of tourism b) Types and forms of tourism (domestic, international, eco-tourism, etc.) c) Components of tourism: attractions, accessibility, accommodation, amenities</p> <p>Module 2: Tourism Planning and Development</p> <p>a) Tourism policies and planning in India b) Role of government and private sector in tourism development c) Sustainable and responsible tourism practices</p> |

Vertical 3:

Open Elective

Cyber & Digital

Safety

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| | 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

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| 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. Evincepublishing. Latest Edition.. Green Marketing and Environmental Responsibility in Modern Corporations, Esakkiland Thangasamy, IGI Global, 2017 3. Green Marketing Management, Robert Dahlstrom, Cengage Learning, 2010 4. Green Marketing: Challenges and Opportunities for the New Marketing Age, Jacquelyn A. Ottman, Berrett-Koehler Publishers, 2011. 5. The New Rules of Green Marketing, Jacquelyn A. Ottman, Berrett-Koehler Publishers, 2011. 6. The Green Marketing Manifesto, John Grant, John Wiley and Sons, 2007 7. Green Marketing and Environmental Responsibility in Modern Corporations, Esakkiland Thangasamy, IGI Global, 2017. Latest Edition. 8. Green Marketing: Challenges and Opportunities for the New Marketing Age, Jacquelyn A. Ottman, NTC Business Books, 1993. Latest Edition. 9. The New Rules of Green Marketing, Jacquelyn A. Ottman, Berrett-Koehler Publishers, 2011. |

**Vertical 5:
Ability
Enhancement
Course: Hindi**

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| | <ol style="list-style-type: none"> ववद्यावर्थों कल हाजभाषा वहंदी के व्याकहण से परहोय कहवाना। ववद्यावर्थों कल संज्ञा आवद का ज्ञान प्रदान कहना। ववद्यावर्थों कल काहकों, वाक्य होना एवं भावषक वोह्नों आवद का ज्ञान प्रदान कहना। | | | | | | | | | | | | | | | | |
| 8 | Course Outcomes: | | | | | | | | | | | | | | | | |
| | <ol style="list-style-type: none"> ववद्यावर्थों कल हाजभाषा वहंदी का ज्ञान प्राप्त हलगा, एवं दक्षता प्राप्त हलगी। ववद्यावर्थों कल हाजभाषा वहंदी के व्याकहणक प्रयलग की जानकाही प्राप्त हलगी। ववद्यावर्थों कल वहंदी-संज्ञा आवद का ज्ञान प्राप्त हलने के सार भाषा के त्रिंद्व, व्यावहारहक रूप का ज्ञान हलगा। ववद्यावर्थों कल काहकों, वाक्य होना एवं भावषक वोह्नों आवद का ज्ञान प्राप्त हलगा। | | | | | | | | | | | | | | | | |
| 9 | Modules (Per credit one module can be created) | | | | | | | | | | | | | | | | |
| | <table border="0"> <tr> <td style="text-align: center;">इकाई-1</td> <td style="text-align: center;">व्याख्यान-15</td> <td style="text-align: center;">क्राहट-01</td> </tr> <tr> <td>1. वहंदी भाषा : सामान्य परहोय</td> <td></td> <td></td> </tr> <tr> <td>2. हाजभाषा वहंदो : सर्वधावनक महत्व</td> <td></td> <td></td> </tr> <tr> <td>3. वणथमोः : स्वह एवं व्यजन</td> <td></td> <td></td> </tr> <tr> <td>4. त्रिंद्व भेद : सामान्य परहोय (संज्ञा आवद)</td> <td></td> <td></td> </tr> </table> | इकाई-1 | व्याख्यान-15 | क्राहट-01 | 1. वहंदी भाषा : सामान्य परहोय | | | 2. हाजभाषा वहंदो : सर्वधावनक महत्व | | | 3. वणथमोः : स्वह एवं व्यजन | | | 4. त्रिंद्व भेद : सामान्य परहोय (संज्ञा आवद) | | | |
| इकाई-1 | व्याख्यान-15 | क्राहट-01 | | | | | | | | | | | | | | | |
| 1. वहंदी भाषा : सामान्य परहोय | | | | | | | | | | | | | | | | | |
| 2. हाजभाषा वहंदो : सर्वधावनक महत्व | | | | | | | | | | | | | | | | | |
| 3. वणथमोः : स्वह एवं व्यजन | | | | | | | | | | | | | | | | | |
| 4. त्रिंद्व भेद : सामान्य परहोय (संज्ञा आवद) | | | | | | | | | | | | | | | | | |
| | <table border="0"> <tr> <td style="text-align: center;">इकाई-2</td> <td style="text-align: center;">व्याख्यान-15</td> <td style="text-align: center;">क्राहट-01</td> </tr> <tr> <td>1. वाक्य : सामान्य परहोय</td> <td></td> <td></td> </tr> <tr> <td>2. वतथनोः : त्रिंद्वता का प्रयलग एवं सारधावनयां</td> <td></td> <td></td> </tr> <tr> <td>3. काहक एवं ववहाम वोह्न</td> <td></td> <td></td> </tr> <tr> <td>4. पत्र ठोंठोंनेः (बधाइ, वनमन्त्रण, सुझाव, विकायत, आभाह, आवेदन, RTI ठोंठोंने)</td> <td></td> <td></td> </tr> </table> | इकाई-2 | व्याख्यान-15 | क्राहट-01 | 1. वाक्य : सामान्य परहोय | | | 2. वतथनोः : त्रिंद्वता का प्रयलग एवं सारधावनयां | | | 3. काहक एवं ववहाम वोह्न | | | 4. पत्र ठोंठोंनेः (बधाइ, वनमन्त्रण, सुझाव, विकायत, आभाह, आवेदन, RTI ठोंठोंने) | | | |
| इकाई-2 | व्याख्यान-15 | क्राहट-01 | | | | | | | | | | | | | | | |
| 1. वाक्य : सामान्य परहोय | | | | | | | | | | | | | | | | | |
| 2. वतथनोः : त्रिंद्वता का प्रयलग एवं सारधावनयां | | | | | | | | | | | | | | | | | |
| 3. काहक एवं ववहाम वोह्न | | | | | | | | | | | | | | | | | |
| 4. पत्र ठोंठोंनेः (बधाइ, वनमन्त्रण, सुझाव, विकायत, आभाह, आवेदन, RTI ठोंठोंने) | | | | | | | | | | | | | | | | | |
| 10 | स्कूल ग्रथ- | | | | | | | | | | | | | | | | |
| | <ol style="list-style-type: none"> बाबहाम सक्सेना- सामान्य भाषा ववज्ञान, वहंदी सावहत्य सम्मीन, प्रयाग कामताप्रसाद गुरु- वहंदी व्याकहण, ठीलकभाहती प्रकालिन, झीहाबाद ओोयथ देवेद्र नार त्रिमाथ- भाषा ववज्ञान की भवमका, हाधाकण्ण प्रकालिन, वदली भाषा ववज्ञान एवं भाषालास्त्र- कवपीदेव विवेदी, ववश्वववद्यीय प्रकालिन, वाहाणसी भलीनार वतवाही- भाषा ववज्ञान, वक्ताब मही, झीहाबाद | | | | | | | | | | | | | | | | |
| 11 | Internal Continuous Assessment : 40% | External : Semester End Examination : 60% | | | | | | | | | | | | | | | |
| 12 | Continuous Evaluation through: | <p>हुलाहत पाक्षा अंकिक : 30 समयावहि : 01 घिटा</p> <ul style="list-style-type: none"> होनात्मक कायथ/प्रकल्प इत्यावद- 10 अंक प्रस्तुवत/परहसंवाद सहभावगता इत्यावद- 05 अंक अकादवमक, व्यावसावयकु एवं कौली <p>संवधन गवतवववधयां- 05 अंक</p> <p style="text-align: center;">कल 20 अंक</p> | | | | | | | | | | | | | | | |

**Vertical 5:
Ability
Enhancement
Course: Marathi**

| | |
|---|--|
| 7 | <p>अभ्यासक्रम उषिष्ठे (Course Objectives) :</p> <ol style="list-style-type: none"> कथाकथन या भाषिक कौशलयाचे संरूप समजाविनू सांगि. प्रभावी कथाकथन करण्यासाठी आशयक असिच्या क्षमता आणि तंत्रांचा पररचय करून देऊ. अणभाचन या भाषिक कौशलयाचे संरूप समजाविनू सांगि. प्रभावी अणभाचन करण्यासाठी आशयक असिच्या क्षमता आणि तंत्रांचा पररचय करून देऊ. प्रत्यक्ष कथाकथन व अणभाचन करण्यासाठी आशयक असिच्या क्षमता आणि कौशलये णिकणसत करि. |
| 8 | <p>अभ्यासक्रम घनष्टती (Course Outcomes) :</p> <ol style="list-style-type: none"> णिद्यार्थ्यांना कथाकथन या भाषिक कौशलयाचे संरूप समजेल. णिद्यार्थ्यांना प्रभावी कथाकथनासाठी आशयक असिच्या क्षमता आणि तंत्रांचा पररचय होईल. णिद्यार्थ्यांना अणभाचन या भाषिक कौशलयाचे संरूप समजेल. णिद्यार्थ्यांना प्रभावी अणभाचन करण्यासाठी आशयक असिच्या क्षमता आणि तंत्रांचा पररचय होईल. णिद्यार्थ्यांमध्ये प्रत्यक्ष कथाकथन व अणभाचन करण्यासाठी आशयक असिच्या क्षमता आणि कौशलये णिकणसत होतील. |
| 9 | <p>अभ्यासक्रम घटक (Modules) :</p> <p>घटक - १ : कथाकथन कौशल</p> <p>अ) कथाकथन : ताषववक परिचय</p> <ul style="list-style-type: none"> गोष्ट, कथा, कथाकाव्य यांमधील विषयांचे कथन कथाकथनामधील मुख्य टेक : १. गोष्ट / कथाविस्तृत २. कथाकथनकार ३. गोष्ट / कथाविस्तृतचूंत्रे प्रत्यक्ष कथन ४. लक्ष्य श्रोता / रणसक कथाकथनाचे णिशें : १. कथाकथन : एक सांस्कृणतक उपक्रम २. कथाकथन : आनंद व मनोरंजनाचे साधन ३. कथाकथन : आशय संप्रेतिवाचे प्रभावी माध्यम कथाकथनाचे प्रकार : १. पारंपरक कथाकथन २. साणभनय कथाकथन ३. सामाणजक प्रसारमाध्यमांसाठी कथाकथन <p>आ) कथाकथनाची पूर्वानुवादी व आवश्यक कौशले,</p> <ul style="list-style-type: none"> लक्ष्य श्रोता / रणसकाणिपीची समज (कथाकथन कोणासाठी?), कथाविस्तृतची णनिड व सराव कथाकथनासाठी आशयक भाषिक कौशलये : १. भाषिक समज २. बोली व प्रमाणिभावितील स्पष्ट उच्चारी ३. कथनातील लय व गती कथाकथनासाठी आशयक संहाद कौशलये : १. आजज २. टेना-प्रसंगातील नाव्याची समज ३. कथनातील थंबे (Pauses) कथाकथनाची शैली व शैलीची लिंगिकता (६० णमणनटांच्या १५ ताणसका, श्रेयांकन १) <p>(सचूना : णशक्षकांनी कथासंणहता णनिडून त्याआधारे णिद्यार्थ्यांकडून कथाकथनाचा सराव करून घावा.)</p> |

घटक - २ : अषभवाचन कौशल

अ) अषभवाचन : ताषववक परिच

- झांचन, अणभिचन यांमधील साम्य-भेद
- अणभिचनामधील मुख्य टेक : १. संणहता २. अणभिचक ३. संणहतेचे प्रत्यक्ष अणभिचन ४. लक्ष्य श्रोता / रणसक
- अणभिचनाचे णिशें : १. अणभिचन : एक सांस्कृणतक उपक्रम २. अणभिचन : आनंद दि मनोरंजनाचे साधन ३. अणभिचन : आशय संप्रेंटिंगाचे प्रभावी माध्यम
- अणभिचनाचे प्रकार : १. पारंपरक अणभिचन (लोककथा, धाणमगक ग्रंथ) २. संणहतांचे अणभिचन (काव्य, कथा, कादंबरी, नाट्य दि अन्य लणलत, लणलतेतर संणहता) ३. सामाणजक प्रसारमाध्यमांसाठी अणभिचन

आ) अषभवाचनाची पूवणतांडिंगी व आवश्यक कौशले

- लक्ष्य श्रोता / रणसकाणिंगीची समज (अणभिचन कोंसाठी?), अणभिचन संणहतेची णनिड दि सरांगी
- अणभिचनासाठी आशयक भाणिक भाणिक कौशलये : १. भाणिक समज २. बोली दि प्रमाणिभाविंतील स्पष्ट उच्चारि ३. अणभिचनातील लय दि गती
- अणभिचनासाठी आशयक संडाद कौशलये : १. आज २. देटना-प्रसंगातील नाट्याची समज ३. अणभिचनातील थंबे (Pauses) ४. सहअणभिचकांशी समनांगी
- अणभिचनाची शैली दि शैलीची लिचीकता
(६० णमणनटांच्या १५ ताणसका, श्रेयांकन १)

(सचूना : णशक्षकांनी णिणिध प्रकारचे उतारे णनिडून त्याआधारे णिद्यार्थ्यांकडून अणभिचनाचा सरांगी करून घ्यावा.)

| | | |
|----|---|---|
| 10 | पाठ्य ग्रंथ (Text Books) : N.A. | |
| 11 | संदर्भग्रांथ (Reference Books) : | |
| 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 | <p>Indian Theatre: Historical Roots</p> <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 | <p>Bharata's <i>Natyashastra</i> and Theatrical Principles</p> <ul style="list-style-type: none"> In-depth analysis of <i>Natyashastra</i>, the foundational treatise on Indian dramaturgy Key concepts: Natyagriha (Ancient theatre architecture) Rasa Theory – the aesthetic experience and emotional flavors Bhava, Abhinaya, and their relevance in classical performance Influence of <i>Natyashastra</i> on later theatrical tradition |
| 2 | III | <p>Classical Playwrights and Dramatic Texts</p> <ul style="list-style-type: none"> Critical study of major classical dramatists and their works: Kalidasa – <i>Abhijnanasakuntalam</i>, <i>Malavikagnimitram</i> Bhasa, Sudraka, Bhavabhuti – Key themes and innovations. Analysis of plot structure, character portrayal, and cultural context in classical play. |
| | IV | <p>Streams and Forms of Modern Indian Theatre</p> <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 |
|--|--|----------------------------|

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 Lecture | No. of Credits |
|--------|---|-------------------|-------------------|
| Number | Title of the Unit | | |
| 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) ToksalePrajacta -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 | <p><i>Introduction to Sports Training</i></p> <p>Meaning, Definition, and Components/Elements of Sports Training</p> <ul style="list-style-type: none"> • Meaning • Definition • Components/Elements | 2 | |
| | II | <p>Principles of Sport Training</p> <ul style="list-style-type: none"> • FITT Principle (Frequency, Intensity, Time, Type) • Specificity • Progression • Overload • Reversibility • Tedium | 5 | 1 |
| | III | <p>Types of Training Methods</p> <ul style="list-style-type: none"> • Interval Training • Fartlek Training • Continuous Training • Weight Training • Circuit Training • Plyometric Training • Flexibility Training | 5 | |
| | IV | <p>Basic Guidelines for Designing Exercise Plans and Training Schedules</p> <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 | |
|-------------------|----------------|---|------------------------|-----------------------|--|
| | | <i>Test and Measurement in Sports</i> | | | |
| 2 | I | Meaning and Importance of Test and Measurement in Sports <ul style="list-style-type: none"> • Meaning & Importance | 1 | | |
| | II | Criteria of a Good Test <ul style="list-style-type: none"> • Validity • Reliability • Objectivity • Feasibility | 2 | | |
| | III | Types of Tests <p>Skill Tests</p> <ul style="list-style-type: none"> • Wall Volley Test • Basketball Free Throw Test • Badminton Short Serve Test <p>Fitness Tests</p> <ul style="list-style-type: none"> • Cooper's 12-Minute Run/Walk Test • Sit and Reach Flexibility Test • Push-Up Test <p>Psychological Tests</p> <ul style="list-style-type: none"> • Sport Motivation Scale (SMS) • Competitive State Anxiety Inventory (CSAI-2) • Mental Toughness Questionnaire (MTQ) | 6 | 1 | |
| | 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 <p>Talent Identification</p> <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

History Syllabus

Major

Index

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

**Major 1
4 Credit**

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

| | | |
|---|---|--|
| 1 | Description the course : Including but Not limited to : | The course "History of Medieval India (1526–1707 CE)" explores the political, administrative, social, and cultural developments during the Mughal period. It examines the foundation and expansion of the Mughal Empire under Babur, Humayun, Akbar, Jahangir, Shah Jahan, and Aurangzeb. The course analyzes Mughal administration, revenue policies (Mansabdari and Jagirdari systems), military strategies, and relations with Rajputs, Marathas, and foreign powers. It also covers art, architecture, literature, and religious policies, highlighting the influence of Persian and Indian traditions. The decline of the Mughal Empire and the rise of regional powers are discussed, providing insights into medieval India's transformation. |
| 2 | Vertical : | Major |
| 3 | Type : | Theory |
| 4 | Credit: | 4 credits |
| 5 | Hours Allotted : | 60 Hours |
| 6 | Marks Allotted: | 100 Marks |
| 7 | Course Objectives: <ol style="list-style-type: none"> 1. To provide a comprehensive understanding of the establishment and consolidation of the Mughal Empire. 2. To analyze the socioeconomic and cultural developments during the Mughal period. 3. To study the administrative policies, governance systems, and revenue reforms, such as those introduced by Akbar and other Mughal emperors, and their long-term impact on Indian society. 4. To explore the causes of the decline of the Mughal Empire by evaluating internal conflicts, regional uprisings, and external challenges. | |
| 8 | Course Outcomes: (List some of the course outcomes) <ol style="list-style-type: none"> 1. Students will be able to explain the establishment, expansion, and consolidation of the Mughal Empire. 2. Students will gain insights into the administrative, military, and revenue systems of the Mughal period. 3. Students will critically evaluate the socio-cultural developments of the era, including advancements in art, architecture, literature, and the synthesis of cultural traditions under the Mughals. 4. Students will assess the factors leading to the decline of the Mughal Empire, including internal conflicts, regional uprisings, and external invasions, and understand their significance. | |

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| 9 | Modules: - |
| | Module 1: Sources of Medieval History & Establishment of Mughal Power |
| | a) The Mughal Empire - Literary Sources b) India on the eve of Babur's invasion - Babur - conquests c) Humayun, Administration & reforms of Shershaha Sur. |
| | Module 2: Consolidation of Mughal Power |
| | a) Akbar b) Jahangir, Extension of Power- Nurjahan , c) Shahjahan |

Module 3: The decline of Mughal power

- a) Aurangzeb
- b) Deccan policy of Aurangzeb
- c) Downfall of Mughals.

Module 4: Mughal Administration and its culture

- a) Mughal Administration - Central and Provincial
- b) Social, economic and cultural conditions under the Mughal rule.
- c) Mughal art and architecture.

10**Text Books:**

1. Chitanis K. N., (1990), *Socio-Economic History of Medieval India*, Atlantic Publishers & Distributors, New Delhi
2. Mahajan V.D., (1992), *History of Medieval India*, S. Chand & Company, New Delhi,
3. काठेरे अनिल, (2013), मध्ययुगीने भारताचा नितहास (१०००-१७००), श्री निललकिंश, जळगाव
4. मोरगा युवराज, (२०१८), मध्ययुगीने भारताचा नितहास (१.स.१००० ते १.स.१५२६), निराळी प्रकाशिणी, दिल्ली
5. डॉ. बलीराम चक्राण, (२०२२), बहिमीकालीन महाराष्ट्राचा भूकृतक नितहास, वेनिका प्रकाशिणी, निगीर न. ज. लातूर.

11**Reference Books:**

1. Athar Ali, (2014), *Reinterpreting History of the Delhi Sultanate*, Publications Division, Aligarh Muslim University.
2. Banerjee A. C. (1990), *New History of Medieval India*, S. Chand & Company, New Delhi,
3. Bhattacharya N. N., (1990), *Medieval Bhakti Movement in India*, South Asia Books, Columbai,
4. Burton Stein, (1993), *New Cambridge History of India: Vijayanagara*, Cambridge University Press, New Delhi
5. Burton, Stein: (1980), *Peasant State and Society in Medieval South India*, Oxford Paperback, New Delhi
6. Iswari Prasad, (1952), *History of Medieval India*, The Indian Press Ltd, Allahabad, Lane Pool, Stanley, (1978), *Life and Culture in Medieval India*, Kamal Prakashan, Indore,
7. Mahalingam T. V., (1975), *Administration and Social Life under Vijaynagar*, University of Madras,
8. Pande A. B., (1965), *Society and Government in Medieval India*, Central Book Depot, Allahabad.
9. Pande, Susmita, (1982), *Birth of Bhakti in Indian Religion and Art*, Books & Books, New Delhi.
10. Qureshi I. H., (1958), *The Administration of Sultanate of Delhi*, (2nd ed.), The Hague, Karachi
11. Ranade A. K., (2009), *Socio-Economic Life of Maharashtra between 100 and 1600 A.D.*, Serials Publication, New Delhi
12. Rizvi S.A.A., (1978), *A History of Sufism in India*, Vol. L., Munshiram Manoharlal, New Delhi.
13. Siddiqui I.H., *Social Mobility in the Delhi Sultanate*, Medieval India, Vol. I
14. Sinha, S. K., (1964.), *Medieval History of the Deccan*; Vol. I, Bahamins, Hyderabad,
15. Shrivastava A.L., *The Sultanate of Delhi (711 A.D-1526)*, 5th ed, (1966), Shiv Lal Agrawala, Agra.

**Major 1
2 Credit**

Title of Paper:

History of Medieval Deccan (1200-1680 CE)

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

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

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

New Delhi, 1994.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Marathi Books:

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

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

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

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

12

Internal Continuous Assessment: 40%

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

13

Continuous Evaluation through:

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

**VSC
2 Credits**

**Title of Paper:
Applied History**

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

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| | | also introduces tools and methods used in public history, including digital history, oral history, and documentary filmmaking. By the end, students gain skills to apply historical thinking in diverse professional and societal contexts. |
| 2 | Vertical : | Open Electives |
| 3 | Type : | Theory |
| 4 | Credit: | 2 credits (1 credit = 15 Hours in a semester) |
| 5 | Hours Allotted : | 30 Hours |
| 6 | Marks Allotted: | 50 Marks |
| 7 | Course Objectives: | <ol style="list-style-type: none"> 1. To understand the Scope and Practice of Applied History 2. To develop and Execute Applied History Projects 3. To integrate Interdisciplinary Approaches 4. To critically Evaluate Public History Initiatives |
| 8 | Course Outcomes: | <ol style="list-style-type: none"> 1. Students will apply Historical Knowledge to Contemporary Issues 2. Students will develop and Execute Applied History Projects 3. Students will integrate Interdisciplinary Approaches 4. Students will critically Evaluate Public History Initiatives |
| 9 | (This Course is also applicable to the students of the Institute of Distance & Open Learning (IDOL) of the University of Mumbai) | |

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| | <p style="text-align: center;">Name of the Course</p> <p style="text-align: center;">Applied History</p> <p>Module 1: Foundations of Applied History</p> <p>a) Understanding Applied History b) Methodologies in Applied History c) Ethical Considerations</p> <p>Module 2: Applied History in Public Domains</p> <p>a) Public History and Community Engagement b) History in Policy and Decision-Making c) Media and Digital History</p> |
| 10 | <p>Text Books:</p> <ol style="list-style-type: none"> 1.Baxi, Upendra (Ed.), (1986), <i>The Right to Know: The Indian Context</i>, Lancer Press, Delhi, 2.Bhattacharya, Sabyasachi (Ed.), (2011), <i>Approaches to History: Essays in Indian Historiography</i>, Primus Books, Delhi, |
| 11 | <p>Reference Books:</p> <ol style="list-style-type: none"> 1.Thapar, Romila, (2005), <i>Public Institutions in India: Essays in the History of Ideas</i>, Oxford University Press, Delhi, 2.Guha, Ramachandra, (2011), <i>The Past as Present: Forging Contemporary Identities Through History</i>, Permanent Black, Delhi, 3.Chadha, Ashish, (2019), <i>Heritage Conservation in Postcolonial India: Appropriating and</i> |

Contesting the Past, Routledge India,

4. Menon, Nivedita, (2004), *Recovering Subversion: Feminist Politics Beyond the Law*, Permanent Black,

5. Bhattacharya, Neeladri, (2018), *The Great Agrarian Conquest: The Colonial Reshaping of a Rural World*, Permanent Black,

6. Mukarji, T. B., *A Guide to the Exhibition Galleries of the Indian Museum*, Indian Museum, Kolkata (various editions)

7. Sengupta, Indra (Ed.), (2021), *Archives and Access in India: Situating Public History*, Routledge India,

8. Chakrabarty, Dipesh, (2000), *Provincializing Europe: Postcolonial Thought and Historical Difference*, Princeton University Press,

Marathi Books:

शेंडे डॉ. शिन वियोन जत नितहास, अथवा निललके विश, जळगाव

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

QUESTION PAPER PATTERN

(External and Internal)

(External and Internal)

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

Question Paper Pattern

For 4 Credit Courses

A) External Assessment 60 Marks

Marks: 60

Duration: 2 Hrs.

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

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

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

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| 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 |
|----|---|----------|

For 2 Credit Courses

A. External Assessment 30 Marks

Marks: 30

Duration: 1 Hrs.

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

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

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

Letter Grades and Grade Points:

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

Sd/-

Sd/-

Sd/-

Sd/-

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

**Title of Paper:
Fundamentals of Social Psychology**

| Sr. No. | Heading | Particulars |
|---------|--|---|
| 1 | Description of the course: | The course contains various components of Syllabus for Major SEM IV ; Social Psychology for the students who are opting the course in Major M1 for M1-M2-M3 Format (Scheme III) . The topics covered in the course include various concepts cognitive foundations of social behavior , process social information, formation of attitudes, prejudice and discrimination, underlying pro-social behavior and aggression. |
| 2 | Vertical: | Major M1 (M1-M2-M3) Major/Minor/Open Elective /Skill Enhancement / Ability Enhancement/Indian Knowledge System (Choose By <input checked="" type="checkbox"/>) |
| 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 |

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| 9 | <p>Modules:- Per credit One module</p> <p>Module 1: Social Psychology and Its Cognitive Foundation</p> <p>a) Social Psychology: What it is and is not? b) Social Cognition i. Heuristics: How we employ simple rules in social Cognition ii. Schemas: Mental framework for organizing social information Potential Sources of Errors in Social Cognition: Why total rationality is rarer than you think c) Social Perception i. Attribution: Understanding the causes of behaviour ii. Impression Formation and Management: Combining information about others</p> <p>Module 2: Attitude, Stereotypes, Prejudice and Discrimination</p> <p>a) Attitude - i. How attitude develops? ii. When and why do attitude influence behaviour? iii. Science of Persuasion: How attitudes are changed? iv. Cognitive Dissonance: What is it? How do we manage it?</p> <p>b) Stereotypes: The Nature and the origins of stereotyping</p> <p>c) Prejudice & Discrimination: i. Feelings towards social groups and techniques for countering the effects of prejudice. ii. Discrimination- Prejudice in action.</p> <p>Module 3: Social Dynamics in Interpersonal Relationships</p> <p>A. Prosocial Behavior- Why people help? Motives for prosocial behaviour Responding to an Emergency – will bystander help?</p> <p>B. Aggression- Perspectives on Aggression: In search of roots of violence Causes of Human Aggression: Social, cultural, personal and situational</p> <p>C. Prevention and Control of Aggression: Some Useful Techniques</p> <p>Module 4: Group Processes and Social Influence</p> <p>A. Groups and Individuals- Groups: When we join and when we leave Effects of Presence of Others from Task Performance to Behaviour in Crowds</p> <p>B. Decision Making by Groups: How it occurs and the pitfalls it faces -</p> <p>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?</p> |
| | <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. |
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| 10 | Reference Books: | |
| 11 | Internal Continuous Assessment: 40% | External, Semester End Examination Individual: 60% Passing in Internal and External Examination: 40% |
| 12 | Continuous Evaluation through: | As per the QUESTION PAPER PATTERN at the end of the Document |
| 13 | Format of Question Paper: for the final examination As per the QUESTION PAPER PATTERN at the end of the Document | |

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

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

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

**Major 2
4 credits**

**Title of paper:
International Banking in India-
II**

INTERNATIONAL BANKING AND FINANCE

SYBA

SEMESTER-IV

(Credit 4)

| Sr. No. | Heading | Particulars |
|---------|--|--|
| 1 | Description of the Course: | This paper is designed to educate students about the evolution of the international banking system and its contribution to the economic development of India. The significance of the international banking system after globalization and new challenges associated with the changing business environment need to be understood by the students. This course provides the students insights into different dimensions of international banking, institutions facilitating international business, and understanding risk in international finance. |
| 2 | Vertical: | Mandatory Course (Major) |
| 3 | Type: | Theory |
| 4 | Credit: | 4 Credits |
| 5 | Hours Allotted: | 60 Hours |
| 6 | Marks Allotted: | 100 Marks |
| 7 | Course Objectives: | <ol style="list-style-type: none">1. To provide the students insights about different dimensions of international banking.2. To make learners aware of various institutions facilitating international business.3. To provide an understanding of the risk in international finance.4. Tufani Lal regarding various credit rating agencies and institutions working at the international level. |
| 8 | Course Outcomes | <ol style="list-style-type: none">1. Understanding the basic concepts of international banking and finance.2. An overview of the global capital market3. Understanding the role of foreign institutional investors. |
| 9 | Unit 1: Introduction to International Banking | (15 Hours) Meaning and scope of international banking operations - wholesale banking, retail banking, private banking and interbank businesses - current trends in international banking - offshore banking units profitability of international banking operations - investment banking correspondent banking international financial institutions: IMF, IBRD, BIS, IFC - Asset liability management (ALM) treasury and risk mitigation - foreign exchange management act (FEMA) - Basel norms. |
| | Unit 2: International Corporate Finance | (15 Hours) Meaning and scope of international corporate finance - documentation in international corporate finance - international credit rating agencies S and P, E nY - global capital markets - ADRs and GDRs - raising resources and its deployment -ECBs and FCNRs - international bond market: procedures and significance - syndicated loans. Role of foreign institutional investors FIIs. |

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|---|-------------------|
| Unit 3: International Banking Operations | (15 Hours) |
| Off-shore financial centers – Rationale – Characteristics of offshore financial centers – Types of offshore centers – Benefit and reasons for growth – Factors of success – Tax Havens – Major Offshore Financial Centers – International Banking facilities – Special Economic Zones (SEZs) – Regulatory concerns. | |

| | |
|--|-------------------|
| Unit 4: Foreign Exchange Transactions | (15 Hours) |
| Participants in Forex Market - Purchase and Sale Transactions – Spot and Forward Transactions – Ready Exchange Rates – Principal types of Buying Rates – Principal types of Selling Rates – Ready Rates based on Cross Rates. Hedging in the forex market - Speculation and risk aversion. | |

10 Text Books

11 References:

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

Internal Continuous Assessment: 40

60 marks Semester end Examination

12

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

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

Question Paper Pattern

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

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

**AEC
2 credits**

**Title of paper:
Business Communication Skills**

| Sr. No. | Heading | Particulars |
|----------------|--|--|
| 1 | Description the course: Including but Not limited to: | <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 | <p>Course Objectives:</p> <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 | <p>Course Outcomes:</p> <p>At the end of the course, learners will be able to:</p> <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 | <p>Modules:- Per credit One module can be created</p> <p>Module 1: Introduction to Communication Skills, Reading Skills and Listening Skills (15 lectures)</p> |
| | <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
11. Grussendorf, Marion. *English for Presentations*. OUP, 2007.
12. Hamp- Lyons, Liz and Ben Heasiey. Second edition. *Study Writing: A Course in Writing Skills for Academic Purposes*. CUP, 2006
13. Labade, Sachin, Katre Deepa et al. *Communication Skills in English*. Orient Blackswan, Pvt Ltd, 2021.
14. Lewis, N. *How to Read Better & Faster*. New Delhi, Goyal Publishers & Distributors Pvt. Ltd, 2006.
15. McCarthy, Michael and Felicity O'Dell. *English Vocabulary in Use*. Cambridge: Cambridge University Press, 2001.
16. Mohan, RC Sharma Krishna. *Business Correspondence and Report Writing*. Third edition. Tata McGraw-Hill Education, 2002.
17. Murphy, Raymond, et al. *Grammar in use: Intermediate*. Cambridge University Press, 2000
18. Raman, Meenakshi, and Singh, Prakash. *Business Communication*. India, Oxford University Press, 2006.
19. Richards, Jack C., and Chuck Sandy. *Passages Level 2 Student's Book*. Cambridge University Press, 2014.
20. Sadanand, Kamlesh & S. Punitha. *Spoken English: A Foundation Course*. (Part 1 & 2). Orient Blackswan. 2009.
21. Sasikumar, V., et al. *A Course in Listening & Speaking I*. 2005. Cambridge University Press India Pvt. Ltd. (under the Foundation Books Imprint), 2010
22. Savage, Alice, et al *Effective Academic Writing*. Oxford: OUP, 2005
23. Sethi, J. *Standard English and Indian usage: Vocabulary and grammar*. PHI Learning Pvt. Ltd., 2011.
24. Taylor, Grant. *English Conversation Practice*. 1967. Tata McGraw-Hill, 2013
25. Turton, Nigel D. *A B C of Common Grammatical Errors*. 1995. Macmillan India Ltd., 1996
26. Vas, Gratian. *English Grammar for Everyone*. Mumbai, Shree Book Centre, 2015
27. Watson, T. *Reading Comprehension Skills and Strategies: Level 6*. Saddleback Educational Publishing, 2002

Web link Resources:

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

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

- A rendezvous with Simi Garewal: Kiran Bedi: <https://youtu.be/vX2NyKvEAXQ> In this video, Kiran Bedi shares her daring adventures, her field, her passion for career with Simi Garewal.
- In Conversation: Rajiv Mehrotra with J.R.D.Tata: <https://youtu.be/68otfg601HI> J. R. D. Tata discloses his dream of India, his experiences with Pandit Nehru, Mahatma Gandhi, Sardar Patel and his contribution to modern India.
- The Tharoor Guide To Indian English: <https://youtu.be/Nsyl9LIXbFM> Shashi Tharoor talks of new words like “defenstrate”, “brinjal”; 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/c2DHzlkUI6s>
- 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/nIwU-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_ninqRzg • Video on the English language: Where did English come from? https://youtu.be/YEaSxhcns7Y • Video on biology: The science of skin colour: https://youtu.be/_r4c2NT4naQ • Video on advertising: The Science of Persuasion https://youtu.be/cFdCzN7RYbw <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 assessed • Overall 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 skills • Reading 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 | | | | | | |

| | | | |
|--|--|--|---|
| Sd/- Sign of BOS Chairman Dr. Sachin Labade Board of Studies in English | Sd/- Sign of the Offg. Associate Dean Dr. Suchitra Naik Faculty of Humanities | Sd/- Sign of the Offg. Associate Dean Dr. Manisha Karne Faculty of Humanities | Sd/- Sign of the Dean 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 |

| | <p>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</p> <p>Search Engine Optimization: (SEO), E-mail Marketing and Digital Display Advertising</p> | | | | | | | | | | | | | | | | | | | |
|---------|---|---|-----------|---------------|----------|-----------|---------|------|---|--|------------------|-----|---------------|------|---|---------------|--|------|---|---|
| | <p>Module 2:-</p> <p>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.</p> <p>Mobile Marketing and Web Analytics: Presentation of mobile apps, Overview related to B2B and B2C mobile marketing</p> | 15 Hrs | | | | | | | | | | | | | | | | | | |
| 10 | | <p>Books and References:</p> <table border="1" data-bbox="349 931 1470 1396"> <thead> <tr> <th data-bbox="349 931 442 1036">Sr. No.</th><th data-bbox="442 931 763 1036">Title</th><th data-bbox="763 931 1013 1036">Author/s</th><th data-bbox="1013 931 1171 1036">Publisher</th><th data-bbox="1171 931 1290 1036">Edition</th><th data-bbox="1290 931 1470 1036">Year</th></tr> </thead> <tbody> <tr> <td data-bbox="349 1036 442 1184">1</td><td data-bbox="442 1036 763 1184">Digital Marketing Trends and Prospects</td><td data-bbox="763 1036 1013 1184">Dr. Shakti Kundu</td><td data-bbox="1013 1036 1171 1184">BPB</td><td data-bbox="1171 1036 1290 1184">FIRST EDITION</td><td data-bbox="1290 1036 1470 1184">2021</td></tr> <tr> <td data-bbox="349 1184 442 1396">2</td><td data-bbox="442 1184 763 1396">Marketing 4.0</td><td data-bbox="763 1184 1013 1396">Philip Kotler, Hermawan Kartajaya, Iwan Setiawan</td><td data-bbox="1013 1184 1171 1396">ePUB</td><td data-bbox="1171 1184 1290 1396">–</td><td data-bbox="1290 1184 1470 1396">–</td></tr> </tbody> </table> | 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 | – | – |
| 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% | | | | | | | | | | | | | | | | | | |
| 13 | | Semester End Examination: 60% | | | | | | | | | | | | | | | | | | |
| 13 | | <p>Continuous Evaluation through:</p> <p>Mini Project - 15 Marks</p> <p>Quizzes/ Presentations/ Assignments: 5 marks</p> <p>Total: 20 marks</p> <p>Format of Question Paper: External Examination (30 Marks)– 1 hr duration</p> | | | | | | | | | | | | | | | | | | |

| | |
|----|--|
| 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> |
|----|--|

Sd/-

Sign of the BOS
Chairman
Dr. Srivaramangai R
BOS in Information
Technology

Sd/-

Sign of the
Offg. Associate Dean
Dr. Madhav R. Rajwade
Faculty of Science &
Technology

Sd/-

Sign of the Offg. Dean
Prof. Shivram S. Garje
Faculty of Science &
Technology

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 | 10 | |
| | II | Fundamentals of Sports Training <ul style="list-style-type: none"> • Warm-ups and cool-downs • Fitness training (strength, endurance, flexibility) • 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) <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. | 10 | |
| | II | | 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.

| Sd/- | Sd/- | Sd/- | Sd/- |
|---|--|--|--|
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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 | <p>Stage Lighting Design and Documentation</p> <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 | <p>Principles and Practice of Costume Design</p> <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 | <p>Background Music and Sound Design</p> <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 | <p>Technological Tools in Theatre Production</p> <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- Meaning and Types of Disasters – Natural and Man-Made disasters, preparedness, Disaster Risk reduction: Preparedness, Mitigation, Response, Relief, Rehabilitation, Reconstruction. | 10 | |
| 2 | Project: <ul style="list-style-type: none"> • 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 | 20 | |

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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