

**S.Y.B.A**

**PSYCHOLOGY**

# Sem. – III

# **Vertical 1:**

## **Major 1**

**Modules:-** Per credit One module

**Module 1: From Birth till Infancy**

**a) Birth:**

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

**b) Physical Development in Infancy: Growth and Stability-**

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

**c) Cognitive Development in Infancy:**

**i) Piaget's Approach to Cognitive Development-**

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

**ii) The Roots of Language**

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

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

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

**a) Physical Development: Keeping Preschoolers Healthy-**

- i) Brain Lateralization
- ii) Motor Development

**b) Cognitive Development: Intellectual Development-**

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

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

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

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

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

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

**ii) Effective Parenting: Teaching Desired Behavior-**

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

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

**a) Physical Development:**

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

**b) Cognitive Development: Intellectual Development-**

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

**c) Personality Development: The Developing Self-**

- i) Psychosocial Development in Middle Childhood
- ii) Understanding One's Self: A New Response to 'Who Am I'?
- iii) Self-Esteem: Developing a Positive or Negative View of the Self

**d) Social Development: Families: The Changing Home Environment-**

- i) Family Life: Still Important After All These Years
- ii) When Both Parents Work Outside the Home: How Do Children Fare?
- iii) Home And Alone: What Do Children Do?
- iv) Divorce
- v) Single-Parent Families
- vi) Children With Gay and Lesbian Parents

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

**a) Physical Development : Physical Maturation-**

- i) Growth During Adolescence: The Rapid Pace of Physical and Sexual Maturation
- ii) Nutrition, Food, and Eating Disorders: Fueling the Growth of Adolescence

**b) Cognitive Development and Schooling**

- i) Piagetian Approaches to Cognitive Development: Using Formal Operations
- ii) Threats to Adolescents' Well-Being- a) Illegal Drugs b) Sexually Transmitted Infections

**c) Personality Development: Identity: Asking 'Who Am I'-**

- i) Self-Concept and Self-Esteem
- ii) Identity Formation: Change or Crisis?
- iii) Marcia's Approach to Identity Development: Updating Erikson

**d) Social Development: Dating, Sexual Behavior, and Teenage Pregnancy-**

- i) Dating, and Sexual Relationships in the Twenty-First Century
- ii) Sexual Orientation: Heterosexuality, Homosexuality, Bisexuality, and Trans-sexualism
- iii) Teenage Pregnancies

**10 Text Books:**

1. Feldman, R. S., & Babu, N. (2018). Development across the life span. (8<sup>th</sup> ed.). Pearson India Education Services Pvt. Ltd.
2. Feldman, R. S. (2013). Psychology and your life. (2<sup>nd</sup> 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. (3<sup>rd</sup> ed.). Wadsworth Thomson Learning.

**12 Internal Continuous Assessment: 40%**

**External, Semester End Examination: 60%**

**Individual Passing in Internal and External Examination: 40%**

# **Vertical 1:**

## **Major 1**

1	<b>Description of the course:</b>	The course contains various components of <b>Introduction to Personality Psychology</b> for the students who are opting the course in <b>Major (M1) for M1-M2-M3 format (Scheme III)</b> . The topics covered in the course include various concepts, theories and measurements related to Psychology of Personality.
2	<b>Vertical:</b>	<del>Major -1 (M1-M2-M3) Major/Minor/Open Elective/Skill Enhancement / Ability Enhancement/Indian Knowledge System</del> (Choose By √)
3	<b>Type:</b>	Theory
4	<b>Credit:</b>	<b>2 credits</b> (1 credit = 15 Hours for Theory)
5	<b>Hours Allotted:</b>	<b>30 Hours</b>
6	<b>Marks Allotted:</b>	<b>50 Marks</b>
7	<b>Course Objectives:</b> (List some of the course objectives) <ol style="list-style-type: none"> <li>1. To learn about the Psychoanalytic Perspective and Behavioral Perspective of Personality Development.</li> <li>2. To enhance understanding about the Humanistic Perspective and Trait Theories of Personality.</li> </ol>	
8	<b>Course Outcomes:</b> (List some of the course outcomes) On completion of the course the student should be able to: <ol style="list-style-type: none"> <li>1. Describe the concepts given by Psychodynamic Perspective (Freud and Neo-Freudians) and Behaviourists (Bandura and Rotter).</li> <li>2. Apprise about the Humanistic Orientation (Maslow, Roger) and describe, and evaluate Trait Theories of personality (Allport, Cattell, PEN; Big Five; and emerging approaches)</li> </ol>	
9	<b>Modules:- Per credit One module</b>	
	<b>Module 1: The Psychodynamic and Behavioral and Social Cognitive View</b>	
	<ol style="list-style-type: none"> <li>a) Freud's Conception of Personality and Carl Jung's Analytic Theory:</li> <li>b) Alfred Adler's Social Psychological Theory and Erik Erikson's Contemporary Psychoanalytic Theory and Other approaches</li> <li>c) Albert Bandura and Social Learning Theory and Dollard and Miller's Stimulus-Response Theory:</li> <li>d) Rotter's Social Learning Theory</li> </ol>	
	<b>Module 2: Trait and Humanistic Approaches to Personality</b>	
	<ol style="list-style-type: none"> <li>a) Motives and Personality -Abraham Maslow's Theory:</li> <li>b) Carl Roger's Propositions:</li> <li>c) Gordon Allport's work and Cattell's Factor-Analytic 16PF Theory; Eysenck's PEN Model.</li> <li>d) Big Five and emerging approaches: FFM, Measurement. Online Measures.</li> </ol>	

# **Vertical 2:**

## **Major 2**



**Name of the Course**  
**DEMOGRAPHY**  
**SYBA**

**SEMESTER-III**

**(Credit 4)**

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

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

## **Major 2**

<b>1</b>	<b>Description the course:</b>	The course " <b>Glimpses of World History (1400–1914)</b> " explores major global transformations from the early modern period to the eve of World War I. It examines the Renaissance, Reformation, Age of Exploration, and the rise of colonial empires. Key themes include the Scientific and Industrial Revolutions, Enlightenment, and the emergence of nation-states. The course also covers revolutions in America, France, and Latin America, alongside imperialism and its impact on Africa and Asia. The rise of capitalism, socialism, and nationalism, along with global conflicts leading up to 1914, are analyzed. Emphasis is placed on interconnected histories and cross-cultural exchanges shaping the modern world.
<b>2</b>	<b>Vertical :</b>	Mandatory Course (Major)
<b>3</b>	<b>Type :</b>	Theory
<b>4</b>	<b>Credit:</b>	4 credits
<b>5</b>	<b>Hours Allotted :</b>	60 Hours
<b>6</b>	<b>Marks Allotted:</b>	100 Marks
<b>7</b>	<b>Course Objectives:</b> 1. To comprehend the forces that helped in the modernization of Europe and explore the forms and impact of Renaissance, Reformation and expansion of European power over Asia and Africa. 2. To discuss and describe the growth of nationalism and study its manifestations. 3. To trace the rise of authoritarian and totalitarian rule in Europe and Asia during the interwar period. 4. To review the events that led to the world wars and understand attempts to establish world peace.	
<b>8</b>	<b>Course Outcomes:</b> 1. Students will be able to describe the Renaissance, explain the various geographical discoveries and argue the split in the Roman Catholic Church. 2. Students will be able to define nationalism, identify the reasons for the manifestations of nationalism in the 19th century and understand its course and impact. 3. Students will be able to evaluate the nature of dictatorships and assess the consequences of such rules in world history. 4. Students will be able to recognize the reasons for political upheavals and alliances during the 20 <sup>th</sup> century and appreciate the need for world peace.	
<b>9</b>	(This Course is also applicable to the students of the Institute of Distance & Open Learning (IDOL) of the University of Mumbai)	

<p style="text-align: center;"><b>Name of the Course</b></p> <p style="text-align: center;"><b>Glimpses of World History (1400-1945)</b></p>	
<p><b>Module 1: Dawn of Modernization of Europe</b></p>	

- a) Renaissance
- b) Reformation
- c) Geographical Discoveries, Imperialism: Form, Causes and Effects

#### **Module 2: Manifestations of Nationalism**

- a) Unification of Italy
- b) Unification of Germany
- c) Zionism and formation of Israel

#### **Module 3: Rise of Dictatorship**

- a) Kemal Pasha, Reza Shah
- b) Fascist Government in Italy
- c) Nazi Government in Germany

#### **Module 4: War and Peace**

- a) World War I; League of Nations
- b) World War II – Causes and Effects
- c) UNO

#### **10 Text Books:**

1. Hayes, C, Moon, T.P and Wayland, J.W, (1950), *World History*, 3rd Revised ed. The Mac Millan Co.
2. Immanuel C.Y. (1975), *The Rise of Modern China*, OUP, New York.
3. Kennedy MA, (1965), *A Short History of Japan*, North American Library Press.
4. Kirk S.E. (1959), *A Short History of the Middle East*, New York.

#### **11 Reference Books:**

1. Benns F.L., (1950), *European History since 1870*, Appleton Century Gofts, New York.
2. Carrie Albercht R.A., (1958), *Diplomatic History of European since the Congress of Vienna*, Harper, New York.
3. Clyde, P.M., and Beers, B.F., (1966), *The Far East: A History of Western Impacts and Eastern Response, 1830-1975*, Sixth Edition, Prentice- Hall.
4. Cornwell, R.D, (1981), *World History in the Twentieth Century*, Addison-Wesley Longman Ltd.
5. Ergang, Robert, (1966), *From Renaissance to Waterloo*, Third Edition, Heath.
6. Fay S.B., (1999), *Origins of the World War 1930*, New York- Second Ed. New York Free Press.
7. Fergusson, W and Brunn, G, (1958), *A Survey of European Civilization*, 3rd edition, Houghton and Co.
8. Fisher S. N., (1971), *The Middle East: A History*, Rontiedgy & Kegan Paw.
9. Grant and Temperley: *Europe in 19 th & 20 th Centuries* 1940.5<sup>th</sup> Ed. Longman New York
10. Hobsbawm, Eric, (1995), *Age of Extremes: The Short Twentieth Century 1914- 1991*, Viking, Penguin Books.
11. Keylor, William, (2006), *The Twentieth Century World and Beyond: International History Since 1900*, Oxford University Press.
12. Lenczowski G., (1971), *The Middle East in world Affairs*, Cornell University Press.
13. Lipson E. *Europe in the 19 th 20 th Centuries – 1916* A.H.Black, London.
14. Lowe, Norman, (1985), *Mastering World History*, Macmillan Education Ltd.
15. Palmer R. and Colton, Joel, *A History of the Modern World*, 4th edition
16. Rao, B.V., (2013), *History of the Modern World, AD 1500 to 2011*, Sterling Publishers Pvt. Ltd.
17. Rao, B.V., (2002), *History of Modern Europe 1789-1992*, (revised edition), Sterling Publishers Pvt. Ltd.

# **Vertical 4: SEC**

Sr. No.	Heading	Particulars
1	<b>Description the course:</b>	The course contains various components of <b>Introducing Statistics for Psychology</b> , for the students who are opting the <b>SEC course in M1-M2-M3 format (Scheme III)</b> . The topics covered in the course include concepts related to fundamental statistical methods; data organize, analyze, and interpret psychological data in research.
2	<b>Vertical:</b>	<del>Major/Minor/Open Elective</del> / <b>Skill Enhancement</b> / <del>Ability Enhancement/Indian Knowledge System</del> (Choose By √ )
3	<b>Type:</b>	Theory
4	<b>Credit:</b>	<b>2 credits</b> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted:</b>	<b>30 Hours</b>
6	<b>Marks Allotted:</b>	<b>50 Marks</b>
7	<b>Course Objectives:</b> (List some of the course objectives) <ol style="list-style-type: none"> <li>1. To understand Fundamentals of Statistics for Psychology</li> <li>2. To learn about Measures of Central Tendency and Variability</li> </ol>	
8	<b>Course Outcomes:</b> (List some of the course outcomes) <b>After completing this course, students will able to ...</b> <ol style="list-style-type: none"> <li>1) Describe and explain role of statistical methods, graphs, and probability in psychology, and calculate and interpret percentile rank.</li> <li>2) Describe, calculate, interpret, and apply measures of central tendency and variability.</li> </ol>	
9	<b>Modules:-</b> Per credit One module	
	<b>Module 1: Fundamentals of Statistics for Psychology</b>	
	<ol style="list-style-type: none"> <li>a) <b>Introduction to Psychological Statistics</b> – Definition, importance, and applications in psychology.</li> <li>b) <b>Percentiles and Percentile Ranks</b> – Meaning, calculation, and application in psychological assessment.</li> <li>c) <b>Graphical Representation of Data</b> – Frequency distributions, histograms, pie charts, and bar graphs.</li> <li>d) <b>Basic Probability Concepts</b> – Understanding probability, normal distribution, and its relevance in psychology.</li> </ol>	

**Module 2: Measures of Central Tendency and Variability**

- a) **Measures of Central Tendency** – Understanding and calculating mean, median, and mode.
- b) **Measures of Variability** – Range, variance, and standard deviation.
- c) **Normal Distribution and Its Importance** – Characteristics, significance in psychological testing.
- d) **Application of Central Tendency and Variability in Psychology**

**10 Text Books:**

- 1. Howitt, D., & Cramer, D. (2017). *Introduction to Statistics in Psychology* (6th ed.). Pearson.
- 2. King, B. M., Rosopa, P.J., & Minium, E. W. (2018). *Statistical reasoning in the behavioral sciences* (7th ed.). John Wiley & Sons Inc.

**11 Reference Books:**

- 1. Howel, D. (2020). *Statistical methods for psychology*. Cengage.
- 2. Field, A. (2017). *Discovering Statistics Using R*. (5th ed.). Sage Publications.
- 3. Aron, A., Coups, E. J., & Aron, E. N. (2018). *Statistics for the Behavioral and Social Sciences: A Brief Course* (6th ed.). Pearson.

**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**

**14 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**



**Vertical 3:**  
**Open Elective**  
**Cyber & Digital**  
**Safety**

	<b>OC 5.</b> Understand the ethical concerns and emerging trends in AI-driven cyber threats.
<b>9</b>	<p><b>Modules:</b></p> <p><b>Module 1: Fundamentals of Digital Safety &amp; Online Behavior</b></p> <p><b>Introduction to Digital Safety and Cyber Security:</b> What is Digital Safety?, Everyday importance of staying safe online, Cyber Security vs. Digital Safety, Ethical and responsible use of technology</p> <p><b>Common Online Threats and How to Avoid Them:</b> Types of online threats: viruses, phishing, scams, Understanding social engineering and digital fraud, Case examples of real-world cyber attacks</p> <p><b>Safe Internet and Social Media Use:</b> 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><b>Online Safety for Children and Teenagers:</b> Common risks for young users, Using parental controls and safe browsing tools, Identifying and addressing cyberbullying, Teaching children responsible internet use</p> <p><b>Module 2: Personal Device Security, Privacy &amp; Emerging Trends</b></p> <p><b>Securing Devices and Networks:</b> 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><b>Building Good Digital Habits (Cyber Hygiene):</b> Creating strong passwords and using multi-factor authentication, Keeping software updated and avoiding unsafe downloads, Spotting fake news and online hoaxes</p> <p><b>Understanding Data Privacy:</b> 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><b>Cyber Safety at Work and Emerging Technologies:</b> 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>
<b>10</b>	<p><b>Text Books</b></p> <ol style="list-style-type: none"> <li>1. Security in the Cyber Age: An Introduction to Policy and Technology, John E. Savage, Derek S. Reveron, Cambridge University Press, 2023</li> <li>2. Cyber Security and Personal Data Awareness: Leverage Personal Data safety in Cyber Threat environment, Selvaraj G, Notion Pres, 2024</li> <li>3. Cyber and Digital Safety: Fundamentals and Best Practices, Maurya R K, SYBGEN Learning, 2025</li> </ol>
<b>11</b>	<p><b>Reference Books</b></p> <ol style="list-style-type: none"> <li>1. Cyber Safety for Everyone: A comprehensive guide to online safety,</li> </ol>

**Vertical 3:**  
**Open Elective**  
**Green Marketing**

9	<p><b>Module 1: Fundamentals of Green Marketing</b></p> <ol style="list-style-type: none"> <li>1. Meaning &amp; Concept of Green Marketing, Evolution of Green Marketing, Types of Green Marketing, Difference in between Marketing &amp; Green Marketing,</li> <li>2. Benefits of Green Marketing, Adoption of Green Marketing, Green Marketing Mix, Green Product - Green Marketing</li> <li>3. Green Spinning, Green Selling, Green Harvesting, Enviropreneur Marketing, Green Washing, Strategic Green Marketing</li> <li>4. Climate Performance Leadership Index-Promotional Channels of Green Marketing, Green Marketing Stakeholders, Ethics and Responsibility for Green Marketing,</li> </ol>
	<p><b>Module 2: Green Marketing Policies:</b></p> <ol style="list-style-type: none"> <li>1. Development of an integrated Green Marketing Framework - Implementation of Green Marketing Strategies, Feedback and Control, taking corrective action,</li> <li>2. Green Marketing future trends, Career opportunities in the field, Green Marketing Policy &amp; Process, Benefits of green environment to the society.</li> <li>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.</li> <li>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.</li> </ol>
10	<p><b>Reference Books:</b></p> <ol style="list-style-type: none"> <li>1. Green Marketing Management by Robert Dahlstrom, Cengage Learning India. Latest Edition.</li> <li>2. Green Marketing - Concepts, Literatures and Examples. M.Meera. Evincepub</li> <li>3. Publishing. Latest Edition.. Green Marketing and Environmental Responsibility in Modern Corporations, Esakkiand Thangasamy, IGI Global, 2017</li> <li>4. Green Marketing Management, Robert Dahlstrom, Cengage Learning, 2010</li> <li>5. Green Marketing: Challenges and Opportunities for the New Marketing Age, Jacquelyn A.</li> <li>6. The New Rules of Green Marketing, Jacquelyn A. Ottman, Berrett-Koehler Publishers, 2011.</li> <li>7. The Green Marketing Manifesto, John Grant, John Wiley and Sons, 2007Green Marketing and Environmental Responsibility in Modern Corporations, Esakki</li> <li>8. and Thangasamy, IGI Global, 2017. Latest Edition.</li> <li>9. Green Marketing: Challenges and Opportunities for the New Marketing Age,</li> <li>10. Jacquelyn A. Ottman, NTC Business Books, 1993. Latest Edition.</li> <li>11. The New Rules of Green Marketing, Jacquelyn A. Ottman, Berrett-Koehler Publishers, 2011.</li> </ol>

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

	2. ववद्यावर्थयो कल हाजभाषा वहंदी के व्याकहण से परहोय कहवाना। 3. ववद्यावर्थयो कल संज्ञा आवद का ज्ञान प्रदान कहना। 4. ववद्यावर्थयो कल काहकों, वाक्य होना एवं भावषक वोहों आवद का ज्ञान प्रदान कहना।	
8	<b>Course Outcomes:</b> 1. ववद्यावर्थयो कल हाजभाषा वहंदी का ज्ञान प्राप्त हलगा, एवं दक्षता प्राप्त हलगी। 2. ववद्यावर्थयो कल हाजभाषा वहंदी के व्याकहणक प्रयलग की जानकाही प्राप्त हलगी। 3. ववद्यावर्थयो कल वहंदी-संज्ञा आवद का ज्ञान प्राप्त हलने के सार् भाषा के िुद्ध, व्यावहारक रूप का ज्ञान हलगा। 4. ववद्यावर्थयो कल काहकों, वाक्य होना एवं भावषक वोहों आवद का ज्ञान प्राप्त हलगा।	
9	Modules (Per credit one module can be created)	
	<b>इकाई-1</b>	<b>व्याख्यान-15</b>
	<b>क्राहट-01</b>	
	1. वहंदी भाषा : सामान्य परहोय	
	2. हाजभाषा वहंदी : संवेधावनक महत्त्व	
	3. वणथमोी : स्वह एवं व्यजन	
	4. िद्ध भेद : सामान्य परहोय (संज्ञा आवद)	
	<b>इकाई-2</b>	<b>व्याख्यान-15</b>
	<b>क्राहट-01</b>	
	1. वाक्य : सामान्य परहोय	
	2. वतथनी : िुद्धता का प्रयलग एवं सावधावनयो	
	3. काहक एवं ववहाम वोह	
	4. पत्र ींीन : (बधाई, वनमंत्रण, सुझाव, विकायत, आभाह, आवेदन, RTI ींीन)	
10	<b>सम्भ ग्रथ-</b> 1. बाबहाम सक्सेना- सामान्य भाषा ववज्ञान, वहंदी सावहत्य सम्मीन, प्रयाग 2. कामताप्रसाद गुरु- वहंदी व्याकहण, ीलकभाहती प्रकािन, झाहाबाद 3. ओायथ देवेन्द्र नार् िमाथ- भाषा ववज्ञान की भवमका, हाधाकृष्ण प्रकािन, वदल्ीी 4. भाषा ववज्ञान एवं भाषािास्त्र- कवपीदेव ववेदी, ववश्वववद्याय प्रकािन, वाहाणसी 5. भलीनार् वतवाही- भाषा ववज्ञान, वकताब मही, झाहाबाद	
11	<b>Internal Continuous Assessment :</b> <b>40%</b>	<b>External : Semester End Examination :</b> <b>60%</b>
12	<b>Continuous Evaluation through:</b> <ul style="list-style-type: none"> <li>होनात्मक कायथ/प्रकल्प इत्यावद- 10 अंक</li> <li>प्रस्तुवत/परहसंवाद सहभावगता इत्यावद- 05 अंक</li> <li>अकादवमक, व्यावसावयक एवं कौिी संवधथन गवतवववधयो- 05 अंक</li> </ul> <b>कुल 20 अंक</b>	<b>हलाहत िपाक्षा</b> <b>अंक : 30</b> <b>समयावहि : 01 घिटा</b>

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

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



## घटक - २ : अषभवाचन कौशल

### अ) अषभवाचन : ताषववक परिच

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

### आ) अषभवाचनाची पूवणत्ािी व आवश्क कौशल

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

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

10 पाठ् ग्रंथ (Text Books) : N.A.

11 संभगग्रंथ (Reference Books) :

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

12 Internal Continuous Assessment : 40%

External, Semester End Examination : 60%

Individual Passing in Internal and External Examination

**Semester III As per NEP 2020**

# **Indian Theatre: Classical Roots and Contemporary Expressions**

Syllabus for Two Credits Programme

With effect from Academic Year 2025-2026

Module No.	Unit	Content
1	I	<b>Indian Theatre: Historical Roots</b> <ul style="list-style-type: none"> <li>History of Indian Drama, Origins: Historical development: From Vedic rituals to Sanskrit drama, medieval folk forms, colonial influences, and post-independence trends.</li> <li>Major periods: Ancient (Natyashastra era), Medieval (Bhakti and folk traditions), Modern (colonial and post-independence)</li> </ul>
	II	<b>Bharata's <i>Natyashastra</i> and Theatrical Principles</b> <ul style="list-style-type: none"> <li>In-depth analysis of <i>Natyashastra</i>, the foundational treatise on Indian dramaturgy</li> <li>Key concepts: <ul style="list-style-type: none"> <li>Natyagriha (Ancient theatre architecture)</li> <li>Rasa Theory – the aesthetic experience and emotional flavors</li> <li>Bhava, Abhinaya, and their relevance in classical performance</li> </ul> </li> <li>Influence of <i>Natyashastra</i> on later theatrical tradition</li> </ul>
2	III	<b>Classical Playwrights and Dramatic Texts</b> <ul style="list-style-type: none"> <li>Critical study of major classical dramatists and their works: <ul style="list-style-type: none"> <li><b>Kalidasa</b> – <i>Abhijnanasakuntalam</i>, <i>Malavikagnimitram</i></li> <li><b>Bhasa, Sudraka, Bhavabhuti</b> – Key themes and innovations.</li> </ul> </li> <li>Analysis of plot structure, character portrayal, and cultural context in classical play.</li> </ul>
	IV	<b>Streams and Forms of Modern Indian Theatre</b> <ul style="list-style-type: none"> <li><b>Commercial Theatre:</b> Characteristics, audience engagement, and production values</li> <li><b>Experimental Theatre:</b> Alternative spaces, innovative storytelling, and non-linear narratives</li> <li><b>Amateur Theatre:</b> Community participation, regional theatre groups, and resourceful staging</li> <li><b>Children's Theatre:</b> Educational objectives, interactive methods, and imagination-centered content</li> <li><b>One-Act Plays:</b> Structure, brevity, and intensity of narrative</li> <li><b>Street Theatre (Nukkad Natak):</b> Origin, purpose, and</li> </ul>

**Vertical 6:**  
**CC: Study of Indian**  
**Social Reformers**

# UNIVERSITY OF MUMBAI

## Semester III

(w.e.f. June, 2025)

Sub: - NSS- Study of Indian Social Reformers

Credits: 02

Lectures: 30

Marks:50

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

### References –

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

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

# UNIVERSITY OF MUMBAI

## Semester – III

(w.e.f. June, 2025)

### Sub:- Introduction to Sports Training & Tests and Measurement

Credits: 02

Lectures: 30

Marks:50

Module No.	Unit No	Title of the Unit	No. of Lectures	No. of Credits
1	<b>I</b>	<b><i>Introduction to Sports Training</i></b> <b>Meaning, Definition, and Components/Elements of Sports Training</b> <ul style="list-style-type: none"><li>• Meaning</li><li>• Definition</li><li>• Components/Elements</li></ul>	<b>2</b>	<b>1</b>
	<b>II</b>	<b>Principles of Sport Training</b> <ul style="list-style-type: none"><li>• FITT Principle (Frequency, Intensity, Time, Type)</li><li>• Specificity</li><li>• Progression</li><li>• Overload</li><li>• Reversibility</li><li>• Tedium</li></ul>	<b>5</b>	
	<b>III</b>	<b>Types of Training Methods</b> <ul style="list-style-type: none"><li>• Interval Training</li><li>• Fartlek Training</li><li>• Continuous Training</li><li>• Weight Training</li><li>• Circuit Training</li><li>• Plyometric Training</li><li>• Flexibility Training</li></ul>	<b>5</b>	
	<b>IV</b>	<b>Basic Guidelines for Designing Exercise Plans and Training Schedules</b> <ul style="list-style-type: none"><li>• Current Health Status</li><li>• Medical History</li><li>• Level of Fitness</li><li>• Training Load</li><li>• Periodisation</li><li>• Holistic/Integrated Approach</li><li>• Person-Centred Approach</li><li>• Training Intensity</li></ul>	<b>3</b>	
		<b>Total</b>	<b>15</b>	<b>1</b>

**Sub:- Introduction to Sports Training & Tests and Measurement**

**Credits: 02**

**Lectures: 30**

**Marks:50**

Module No.	Unit No	Title of the Unit	No. of Lectures	No. of Credits
2		<b><i>Test and Measurement in Sports</i></b>		
	<b>I</b>	<b>Meaning and Importance of Test and Measurement in Sports</b> <ul style="list-style-type: none"> <li>• Meaning &amp; Importance</li> </ul>	<b>1</b>	<b>1</b>
	<b>II</b>	<b>Criteria of a Good Test</b> <ul style="list-style-type: none"> <li>• Validity</li> <li>• Reliability</li> <li>• Objectivity</li> <li>• Feasibility</li> </ul>	<b>2</b>	
	<b>III</b>	<b>Types of Tests</b> Skill Tests <ul style="list-style-type: none"> <li>• Wall Volley Test</li> <li>• Basketball Free Throw Test</li> <li>• Badminton Short Serve Test</li> </ul> Fitness Tests <ul style="list-style-type: none"> <li>• Cooper's 12-Minute Run/Walk Test</li> <li>• Sit and Reach Flexibility Test</li> <li>• Push-Up Test</li> </ul> Psychological Tests <ul style="list-style-type: none"> <li>• Sport Motivation Scale (SMS)</li> <li>• Competitive State Anxiety Inventory (CSAI-2)</li> <li>• Mental Toughness Questionnaire (MTQ)</li> </ul>	<b>6</b>	
	<b>IV</b>	<b>Methods of Measurement</b> <ul style="list-style-type: none"> <li>• Anthropometric Measurements</li> <li>• Motor Fitness Measurements</li> <li>• Physiological Measurements</li> </ul>	<b>3</b>	
	<b>V</b>	<b>Applications of Test and Measurement in Sports</b> <b>Talent Identification</b> <ul style="list-style-type: none"> <li>• Performance Analysis</li> <li>• Designing Training Programs</li> <li>• Injury Prevention and Rehabilitation</li> </ul>	<b>3</b>	
		<b>Total</b>	<b>15</b>	<b>1</b>



**S.Y.B.A.**

**Sem.:IV**

**Psychology  
Syllabus  
Major**

# Index

<b>Course / Category</b>	<b>Credits</b>	<b>Title of Paper/ Subject</b>
<b>Major 1</b>	<b>4 Credits</b>	<b>Fundamentals of Social Psychology</b>
<b>Major 1</b>	<b>2 Credits</b>	<b>Introduction to Health Psychology</b>
<b>VSC</b>	<b>2 Credits</b>	<b>Basics of Psychological Testing</b>
<b>Major 2</b>	<b>4 Credits</b>	<b>Age of Revolutions (1765 CE to 1950 CE)</b>
<b>Major 2</b>	<b>4 Credits</b>	<b>International banking and India- II</b>
<b>AEC</b>	<b>2 Credits</b>	<b>Business Communication Skills</b>
<b>OE</b>	<b>2 Credits</b>	<b>Digital Marketing</b>
<b>Sports</b>	<b>2 Credits</b>	<b>Introduction to Sports, Physical Literacy, Health and Fitness and Yoga</b>
<b>CC</b>	<b>2 Credits</b>	<b>Integrated Theatre Production: Stage Craft, Costume, Music and Technology Integrated Theatre Production: Stage Craft, Costume, Music and Technology</b>
<b>NSS</b>	<b>2 Credits</b>	<b>Youth and Disaster Management</b>

**Major 1**  
**4 Credits**

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

Sr. No.	Heading	Particulars
1	<b>Description of the course:</b>	The course contains various components of Syllabus for <b>Major SEM IV</b> ; Social Psychology for the students who are opting the course in <b>Major M1 for M1-M2-M3 Format (Scheme III)</b> . The topics covered in the course include various concepts <b>cognitive foundations of social behavior</b> , process social information, formation of attitudes, prejudice and discrimination, underlying pro-social behavior and aggression.
2	<b>Vertical:</b>	<b>Major M1 (M1-M2-M3) Major/Minor/Open Elective/Skill Enhancement / Ability Enhancement/Indian Knowledge System (Choose By √ )</b>
3	<b>Type:</b>	Theory
4	<b>Credit:</b>	<b>4 credits</b> (1 credit = 15 Hours for Theory)
5	<b>Hours Allotted:</b>	<b>60 Hours</b>
6	<b>Marks Allotted:</b>	<b>100 Marks</b>
7	<b>Course Objectives:</b> (List some of the course objectives) <ol style="list-style-type: none"> <li>1) <b>To understand the cognitive foundations of social behavior, that is</b>, how individuals perceive, interpret and process social information.</li> <li>2) <b>To examine</b> formation of attitudes, their influence along with the psychological mechanisms underlying stereotyping, prejudice and discrimination.</li> <li>3) To analyze psychological principles underlying prosocial behavior and aggression</li> <li>4) To <b>evaluate the role of social influence and group processes, that is</b>, how group membership, conformity, compliance, and obedience shape individual and collective behavior, including their effects on decision-making and social interactions.</li> </ol>	
8	<b>Course Outcomes:</b> (List some of the course outcomes) After completing the course, students will be able to: <ol style="list-style-type: none"> <li>1) <b>Demonstrate an understanding of social cognition</b> by explaining how heuristics, schemas, attribution processes and impression management influence social perception and decision-making.</li> <li>2) <b>Analyze the development and impact of attitudes, stereotypes, and prejudice</b> by applying psychological theories to real-world scenarios.</li> <li>3) <b>Evaluate factors influencing pro-social behavior and aggression</b> by examining the role of social, cultural, personal, and situational determinants in shaping human interactions.</li> <li>4) <b>Critically assess the effects of social influence and group dynamics</b> by illustrating how conformity, compliance, obedience and group decision-making processes affect individual and collective behavior</li> </ol>	

9	<p><b>Modules:-</b> Per credit One module</p> <p><b>Module 1: Social Psychology and Its Cognitive Foundation</b></p> <ul style="list-style-type: none"> <li>a) Social Psychology: What it is and is not?</li> <li>b) Social Cognition <ul style="list-style-type: none"> <li>i. Heuristics: How we employ simple rules in social Cognition</li> <li>ii. Schemas: Mental framework for organizing social information Potential Sources of Errors in Social Cognition: Why total rationality is rarer than you think</li> </ul> </li> <li>c) Social Perception <ul style="list-style-type: none"> <li>i. Attribution: Understanding the causes of behaviour</li> <li>ii. Impression Formation and Management: Combining information about others</li> </ul> </li> </ul> <p><b>Module 2: Attitude, Stereotypes, Prejudice and Discrimination</b></p> <ul style="list-style-type: none"> <li>a) Attitude - <ul style="list-style-type: none"> <li>i. How attitude develops?</li> <li>ii. When and why do attitude influence behaviour?</li> <li>iii. Science of Persuasion: How attitudes are changed?</li> <li>iv. Cognitive Dissonance: What is it? How do we manage it?</li> </ul> </li> <li>b) Stereotypes: The Nature and the origins of stereotyping</li> <li>c) Prejudice &amp; Discrimination: <ul style="list-style-type: none"> <li>i. Feelings towards social groups and techniques for countering the effects of prejudice.</li> <li>ii. Discrimination- Prejudice in action.</li> </ul> </li> </ul> <p><b>Module 3: Social Dynamics in Interpersonal Relationships</b></p> <ul style="list-style-type: none"> <li>A. Prosocial Behavior- <ul style="list-style-type: none"> <li>Why people help? Motives for prosocial behaviour</li> <li>Responding to an Emergency – will bystander help?</li> </ul> </li> <li>B. Aggression- <ul style="list-style-type: none"> <li>Perspectives on Aggression: In search of roots of violence</li> <li>Causes of Human Aggression: Social, cultural, personal and situational</li> </ul> </li> <li>C. Prevention and Control of Aggression: Some Useful Techniques</li> </ul> <p><b>Module 4: Group Processes and Social Influence</b></p> <ul style="list-style-type: none"> <li>A. Groups and Individuals- <ul style="list-style-type: none"> <li>Groups: When we join and when we leave</li> <li>Effects of Presence of Others from Task Performance to Behaviour in Crowds</li> </ul> </li> <li>B. Decision Making by Groups: How it occurs and the pitfalls it faces -</li> <li>C. Social Influence - <ul style="list-style-type: none"> <li>Conformity: How groups and norms influence our behaviour</li> <li>Compliance: To ask – sometimes – is to receive</li> <li>Obedience to Authority – Would you harm someone if ordered to do so?</li> </ul> </li> </ul>
10	<p><b>Text Books:</b></p> <ol style="list-style-type: none"> <li>1. Branscombe, N. R. &amp; Baron, R. A., Adapted by Preeti Kapur (2017). <i>Social Psychology</i>, (14th Ed.). New Delhi: Pearson Education; Indian reprint.</li> <li>2. Myers, D. G. (2013). <i>Social psychology</i> (11th ed.). NY: McGraw Hill Education.</li> </ol>

10	Reference Books:	
11	Internal Continuous Assessment: 40%	External, Semester End Examination Individual: 60%
12	Continuous Evaluation through:	Passing in Internal and External Examination: 40%
Vertical – 1		As per the QUESTION PAPER PATTERN at the end of the Document
Major (M1-4C)		
Subject Title :		

### Fundamentals of Social Psychology

- 13 **Format of Question Paper:** for the final examination  
As per the **QUESTION PAPER PATTERN** at the end of the Document

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

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

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

**Major 2**  
**2 Credits**

**Title of Paper:**  
**Introduction to Health Psychology**

Sr. No.	Heading	Particulars
1	<b>Description the course:</b>	The course contains various components of <b>Introduction to Health Psychology</b> , for the students who are opting the course <b>Major (M1) for M1-M2-M3 Format (Scheme III)</b> . The topics covered in the course include health, wellbeing, Patterns of illness, awareness and acceptance of need for health care Importance of exercise & interventions to real life.
2	<b>Vertical:</b>	<b>Major M1 (M1-M2-M3) Major/Minor/<del>Open Elective/Skill Enhancement / Ability Enhancement/Indian Knowledge System</del></b> (Choose By √)
3	<b>Type:</b>	Theory
4	<b>Credit:</b>	<b>2 credits</b> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted:</b>	<b>30 Hours</b>
6	<b>Marks Allotted:</b>	<b>50 Marks</b>
7	<b>Course Objectives:</b> (List some of the course objectives) <ol style="list-style-type: none"> <li>1) To provide understanding of how psychological factors influence health and illness.</li> <li>2) To recognize the health promoting and health compromising behaviours.</li> </ol>	
8	<b>Course Outcomes:</b> (List some of the course outcomes) After completing the course, students will be able to: <ol style="list-style-type: none"> <li>1) Recognize and explain psychological and social influences on health and illness.</li> <li>2) Identify the link between stress and health and able to practice health promoting behaviors.</li> </ol>	

9	<b>Modules:-</b> Per credit One module
	<b>Module 1: Introduction to health psychology</b>
	a) Definition of health psychology- Major concepts -disease, illness, health, wellbeing. b) Importance of health psychology – changing patterns of illness, awareness and acceptance of need for health care. c) Introduction to health behaviour -its role in disease and disorder, Health behaviours and habits, Barriers in modifying poor health behaviours.



**Module 2: Health-Promoting, Health Compromising Behaviours, and Interventions****a) Health-Promoting Behaviors**

- a) Importance of exercise & interventions
- b) Accident prevention
- c) Developing a healthy diet
- d) Sleep
- e) Rest, Renewal and Savoring

**b) Health Compromising Behaviors**

- Alcoholism & Problem Drinking
- Smoking

**c) Interventions to address health compromising behaviors -**

Exercise, Sleep, Dieting self-monitoring, stress management, social skills training, role of social support, family counseling.

**10 Text Books:**

1. Taylor, S.E. (2018) Health Psychology (10th Ed) Newyork: McGraw Hill

**11 Reference Books:**

1. Dalal, A. K., & Singh, A. K. (1992). Role of causal and recovery beliefs in the psychological adjustment to chronic disease. *Psychology and Health*, 6(3), 193-203
2. Richardson, G. E. (2002). The metatheory of resilience and resiliency. *Journal of clinical psychology*, 58(3), 307-321.
3. Richardson, G. E. (2011). Applications of the metatheory of resilience and resiliency in rehabilitation and medicine. *Human Development, Disability, and Social Change*, 19(1), 35-42. <https://doi.org/10.7202/1087261ar>

**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**

**14 Format of Question Paper: for the final examination**

As per the **QUESTION PAPER PATTERN at the end of the Document**

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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

**VSC**  
**2 Credits**

**Title of Paper:**  
**Basics of Psychological Testing**

Sr. No.	Heading	Particulars
1	<b>Description the course:</b>	The course contains various components of <b>Basics of Psychological Testing</b> for the students who are opting the <b>Syllabus for Vocation Skills Courses (VSC)</b> in for <b>M1-M2-M3 Format scheme (III)</b> at <b>Semester IV</b> . The topics covered in the course include concepts related to reliability, validity, and standardization in test development & evaluate and interpret psychological tests in research.
2	<b>Vertical:</b>	<del>Major/Minor/Open Elective /Skill Enhancement /Ability Enhancement/Indian Knowledge System</del> (Choose By √ )
3	<b>Type:</b>	Theory
4	<b>Credit:</b>	<b>2 credits</b> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted:</b>	<b>30 Hours</b>
6	<b>Marks Allotted:</b>	<b>50 Marks</b>
7	<b>Course Objectives:</b> (List some of the course objectives) <ol style="list-style-type: none"> <li>1. Understand the principles and applications of psychological testing.</li> <li>2. Learn the concepts of reliability, validity, and standardization in test and understand their applications.</li> </ol>	
8	<b>Course Outcomes:</b> (List some of the course outcomes) <b>After completing this course, students will able to ...</b> <ol style="list-style-type: none"> <li>1. Describe and explain principles and applications of psychological testing.</li> <li>2. Describe and explain concepts of reliability, validity, and standardization in test and enumerate their applications.</li> </ol>	

9	<b>Modules:-</b> Per credit One module
	<b>Module 1: Fundamentals of Psychological Testing</b>
	A. <b>Introduction to Psychological Testing</b> – Definition, importance, and applications. B. <b>Characteristics of a Good Test</b> – Standardization, reliability, validity, and norms. C. <b>Types of Psychological Tests</b> – Intelligence, personality, aptitude, and achievement tests. D. <b>Ethical Issues in Psychological Testing</b> – Privacy, bias, and cultural considerations.
	<b>Module 2: Test Construction and Interpretation</b>
	A. <b>Steps in Test Development</b> – Test planning, item writing, and item analysis. Standardization and Norms B. <b>Reliability</b> – Types, significance, and methods of assessment. C. <b>Validity</b> – Types, significance, and methods of assessment. D. <b>Application of Psychological Tests</b> – Use in clinical, educational, and organizational settings.

<b>10</b>	<b>Text Books:</b> 1. Kaplan, R. M., & Saccuzzo, D. P. (2017). <i>Psychological Testing: Principles, Applications, and Issues</i> (9th ed.). Cengage Learning.
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<b>11</b>	<b>Reference Books:</b> 3. Cohen, R. J., & Swerdlik, M. E. (2017). <i>Psychological Testing and Assessment: An Introduction to Tests and Measurement</i> (9th ed.). McGraw-Hill.
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<b>12</b>	<b>Internal Continuous Assessment: 40%</b>	<b>External, Semester End Examination: 60%</b>  <b>Individual Passing in Internal and External Examination: 40%</b>
<b>13</b>	<b>Continuous Evaluation through:</b>	As per the <b>QUESTION PAPER PATTERN at the end of the Document</b>

<b>14</b>	<b>Format of Question Paper: for the final examination</b> As per the <b>QUESTION PAPER PATTERN at the end of the Document</b>	
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Sign of the BOS  
Chairman  
**Dr. Vivek Belhekar**  
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Sign of the Offg. Associate  
Dean  
**Dr. Manisha Karne**  
**Associate Dean, Humanities**

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

# QUESTION PAPER PATTERN

## (External and Internal)

### For a Four Credit Theory Courses

**(A) External / Semester End Examination Marks: 60**

All Questions are compulsory

- Q.1 Fill in the Blanks/ match pairs/ MCQ/True False (based on all units). Marks 12
- Q.2 Essay Type Questions (Attempt Any One out of two Based on Unit I). Marks 12
- Q.3 Essay Type Questions (Attempt Any One out of two on Unit II). Marks 12
- Q.4 Short Notes/Problem (Attempt Any Three out of five Based on Unit III). Marks 12
- Q.5 Short Notes/ Problems (Attempt Any Three out of five Based on Unit IV). Marks 12

**(B) Continuous Internal Evaluation (CIE) Marks: 40**

**a) Question Paper Pattern for Class Test Examination (20 Marks)**

Question No.	Particular	Marks
1	Fill in the Blanks/ match pairs/ MCQ/True False (All are compulsory)	5
2	Short Notes (Any <u>Three</u> out of Five)	15

**b) Completion of following activities as a part of CIE (20 Marks)**

Sr. No.	Particular	Marks
1	Classroom Presentations/ Assignments /Movie Review / Essay Submission/ Book review/ Field Visit Report / Educational Activity Report	15
2	Participation in Departmental Activities	05

### For a Two Credit Theory Courses

**(A) External / Semester End Examination Marks: 30**

- Q.1 Fill in the blanks (Based on all units). Marks 10
- Q.2 Essay Type Questions (Attempt Any One out of two Based on Unit I). Marks 10
- Q.3 Short Notes/Problem (Attempt Any Three out of five Based on Unit II). Marks 10

**(B) Continuous Internal Evaluation (CIE) Marks: 20**

**c) Question Paper Pattern for Class Test Examination (10 Marks)**

Question No.	Particular	Marks
1	Fill in the Blanks/ match pairs/ MCQ/True False (All are compulsory)	5
3	Short Notes (Any <u>one</u> out of three)	5

**d) Completion of following activities as a part of CIE (10 Marks)**

Sr. No.	Particular	Marks
1	Classroom Presentations/ Assignments /Movie Review / Essay Submission/ Book review/ Field Visit Report / Educational Activity Report	10

**Letter Grades and Grade Points:**

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

**Sd /-**

**Sign of the BOS  
Chairman  
Prof. Dr. Vivek  
Belhekar  
Board of Studies in  
Psychology**

**Sd/-**

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

**Sd/-**

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

**Sd/-**

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

**Major 2**  
**4 Credits**

**Title of Paper:**

**Age of Revolutions (1765 CE to 1950 CE)**

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

<b>2</b>	<b>Vertical :</b>	<b>Major</b>
<b>3</b>	<b>Type :</b>	Theory
<b>4</b>	<b>Credit:</b>	4 credits
<b>5</b>	<b>Hours Allotted :</b>	60 Hours
<b>6</b>	<b>Marks Allotted:</b>	100 Marks

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

<b>9</b>	<b>Modules: -</b>
	<b>Module 1: Revolutions Against Monarchies</b>



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

#### **Module 2: Revolutions in Asia**

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

#### **Module 3: Industrial Revolution**

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

#### **Module 4: Russian Revolution**

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

**10**

#### **Text Books:**

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

11

**Reference Books:**

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

12

**Internal Continuous Assessment: 40%**

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

13

**Continuous Evaluation through:**

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

**Major 2**  
**4 credits**

**Title of paper:**  
**International banking and India-**  
**II**

# INTERNATIONAL BANKING AND FINANCE

SYBA

SEMESTER-IV

(Credit 4)

Sr. No.	Heading	Particulars
1	<b>Description of the Course:</b>	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	<b>Vertical:</b>	Mandatory Course (Major)
3	<b>Type:</b>	Theory
4	<b>Credit:</b>	4 Credits
5	<b>Hours Allotted:</b>	60 Hours
6	<b>Marks Allotted:</b>	100 Marks
7	<b>Course Objectives:</b> <ol style="list-style-type: none"><li>1. To provide the students insights about different dimensions of international banking.</li><li>2. To make learners aware of various institutions facilitating international business.</li><li>3. To provide an understanding of the risk in international finance.</li><li>4. Tufani Lal regarding various credit rating agencies and institutions working at the international level.</li></ol>	
8	<b>Course Outcomes</b> <ol style="list-style-type: none"><li>1. Understanding the basic concepts of international banking and finance.</li><li>2. An overview of the global capital market</li><li>3. Understanding the role of foreign institutional investors.</li></ol>	
9	<b>Unit 1: Introduction to International Banking (15 Hours)</b> <p>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.</p> <b>Unit 2: International Corporate Finance (15 Hours)</b> <p>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.</p>	

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

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

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

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

**10 Text Books****11 References:**

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

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

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

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

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



**AEC**  
**2 credits**

**Title of paper:**  
**Business Communication Skills**



Sr. No.	Heading	Particulars
1	<b>Description the course:</b>  <b>Including but Not limited to:</b>	<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	<b>Vertical :</b>	<b>Ability Enhancement Course</b>
3	<b>Type :</b>	Theory
4	<b>Credit:</b>	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	30 Hours
6	<b>Marks Allotted:</b>	50 Marks

7	<b>Course Objectives:</b> <ol style="list-style-type: none"> <li>1. To enhance English language proficiency of students by familiarizing them with Listening, Speaking, Reading and Writing (LSRW) skills</li> <li>2. To introduce learners to different perspectives of looking at a text or passage</li> <li>3. To equip learners in the functional aspects of English so that they use the acquired language skills correctly and confidently</li> <li>4. To guide learners in the effective use of the digital medium of communication.</li> </ol>
8	<b>Course Outcomes:</b> At the end of the course, learners will be able to: <ol style="list-style-type: none"> <li>1. Understand and interpret any text they are reading from different perspectives.</li> <li>2. Arouse the interest of learners in listening to and watching good quality audio and visual media.</li> <li>3. Acquire proficiency in the skills of listening; speaking, reading and writing that will help them meet the challenges of the world.</li> <li>4. Develop good oral and written skills of communication in the English language.</li> </ol>

9	<b>Modules:-</b> Per credit One module can be created
	<b>Module 1: Introduction to Communication Skills, Reading Skills and Listening Skills (15 lectures)</b>
	<p><b>1. Introduction to Communication Skills</b></p> <ul style="list-style-type: none"> <li>• Indianism and Indian English</li> <li>• Information and Communication Technology and Use of English</li> <li>• Reading for different purposes</li> <li>• Study skills in English</li> <li>• Elevator Pitch</li> </ul> <p>This section provides theoretical base for the following units that are practical in nature.</p> <p><b>2. Reading Skills:</b></p> <ul style="list-style-type: none"> <li>• Understanding language structure (such as subject verb agreement, voice, direct and reported speech)</li> <li>• Note making</li> <li>• Summarizing</li> </ul> <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><b>3. Listening Skills</b></p> <ul style="list-style-type: none"> <li>• Predicting content and guessing meaning</li> <li>• Making inferences from the audio-visual text</li> <li>• Listening for opinion/argument/counter-arguments etc.</li> <li>• Taking notes</li> </ul>

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

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

### **1. Speaking Skills in English**

#### **i. Conversation in English**

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

#### **ii. Speaking at an Event**

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

### **2. Formal Writing Skills :**

#### **i. Emails:**

- Job acceptance and joining
- Resignation
- Requests for references

#### **ii. Report Writing:**

- News report
- Activity/Event report

**10 Text Books: N.A.**

**11 Reference Books:**

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

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

#### **Web link Resources:**

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

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

- A rendezvous with Simi Garewal: Kiran Bedi: <https://youtu.be/vX2NyKvEAXQ> In this video, Kiran Bedi shares her daring adventures, her field, her passion for career with Simi Garewal.
- In Conversation: Rajiv Mehrotra with J.R.D.Tata: <https://youtu.be/68otfg601HI> J. R. D. Tata discloses his dream of India, his experiences with Pandit Nehru, Mahatma Gandhi, Sardar Patel and his contribution to modern India.
- The Tharoor Guide To Indian English: <https://youtu.be/NsYl9LIXbFM> Shashi Tharoor talks of new words like “defenstrate”, “brinjol”; talks about Indian English, ethnicity and so on.
- Dr.A.P.J Abdul Kalam on Discovery, invention and innovation:<https://youtu.be/9CKCfiX3uO0> Dr. Kalam addresses IIT Delhi students.
- Malala Yousafzai’s speech on the occasion of her Nobel Peace Prize ( 2014) on education:<https://youtu.be/c2DHzIkUI6s>
- Kailash Satyarthi’s speech on the occasion of Nobel Peace Prize( 2014) on the innocence of children; he gives voice to voiceless in his speech:[https://youtu.be/wt0LSCEuc\\_M](https://youtu.be/wt0LSCEuc_M)
- Speech by Mr. Ratan Tata: <https://youtu.be/m7-tKX7aZXM>
- “I Have a Dream” speech by Martin Luther King Jr. HD (subtitled) <https://www.youtube.com/watch?v=vP4iY1TtS3s> “I Have a Dream” is a public speech that was delivered by American civil rights activist Martin Luther King Jr. during the March on Washington for Jobs and Freedom on August 28, 1963, in which he called for civil and economic rights and an end to racism in the United States.
- Speech by Emma Watson on Gender Equality :<https://youtu.be/nlwU-9ZTTJc> 11. Imaginative science video: Could humans live in underwater cities? <https://youtu.be/GUGtU7li1yk>
- A conversation about household appliances: <https://youtu.be/rAPI0fSborU> 13. Video on psychology: Why do we dream? <https://youtu.be/2W85Dwxx218>
- Video on space: Solar system 101: <https://youtu.be/libKVRa01L8>
- Video on evolution: How Apocalypses paved the way for Humans <https://youtu.be/libKVRa01L8> 16. Video on biology: Why Bats Aren't as Scary as You Think [https://youtu.be/D6e\\_qh3YRPs](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 Language[https://youtu.be/o\\_XVt5rdpFY](https://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"><li>Bonding over the Radio: A special storytelling series by the much loved author Ruskin Bond: akashvaniair <a href="https://youtu.be/oxf60BIR2Q4">https://youtu.be/oxf60BIR2Q4</a> <a href="https://youtu.be/ISX7rUOJOms">https://youtu.be/ISX7rUOJOms</a> <a href="https://youtu.be/rrC_s0XPXKI">https://youtu.be/rrC_s0XPXKI</a> <a href="https://youtu.be/FUML3q1ncF0">https://youtu.be/FUML3q1ncF0</a> <a href="https://youtu.be/3by_ninqRzg">https://youtu.be/3by_ninqRzg</a></li><li>Video on the English language: Where did English come from? <a href="https://youtu.be/YEaSxhcns7Y">https://youtu.be/YEaSxhcns7Y</a></li><li>Video on biology: The science of skin colour: <a href="https://youtu.be/r4c2NT4naQ">https://youtu.be/r4c2NT4naQ</a></li><li>Video on advertising: The Science of Persuasion <a href="https://youtu.be/cFdCzN7RYbw">https://youtu.be/cFdCzN7RYbw</a></li></ul> <p>“The Happy Prince” Oscar Wilde Michael Mills Classic Animated Short 1974</p>							
12	<b>Internal Continuous Assessment: 40%</b>	<b>External, Semester End Examination Individual Passing in Internal and External Examination : 60%</b>						
13	<p><b>Continuous Evaluation through:</b></p> <ul style="list-style-type: none"><li>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.</li><li>Participation in classroom during lectures (05 marks) Learners’ response to teaching and tasks involving Listening skills will be assessed</li><li>Overall attendance (lectures) (05 marks) Percentage of learners’ attendance in class to be considered</li></ul> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"><li>Use of YouTube videos for use of grammar study and practice that may be taken from the list recommended or similar relevant videos.</li><li>Listening to audio clips/ books to enhance listening skills</li><li>Reading aloud from newspapers, magazines, stories, non-fiction followed by classroom discussion on these to enhance reading and speaking skills</li></ul> <p>Making short presentations on given topics</p>							
14	<p><b>Format of Question Paper:</b> 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



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

14	<p>Format of Question Paper: (Semester End Examination: 30 Marks. Duration:1 hour)</p> <p>Q1: Attempt any two (out of four) from Module 1 (15 marks)</p> <p>Q2: Attempt any two (out of four) from Module 2 (15 marks)</p> <p>Or</p> <p>Q1: Attempt any three (out of five) from Module 1 (15 marks)</p> <p>Q2: Attempt any three (out of five) from Module 2 (15 marks)</p>
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**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**

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

## **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**

<b>Module No.</b>	<b>Unit No</b>	<b>Title of the Unit</b>	<b>No. of Practical hours</b>	<b>No. of Credits</b>
<b>1</b>	<b>I</b>	<b>Advanced Sports Training</b>		
		<b>Fundamentals of Sports Training</b>	<b>10</b>	
	<b>II</b>	<ul style="list-style-type: none"><li>• Warm-ups and cool-downs</li><li>• Fitness training (strength, endurance, flexibility)</li><li>• Group activities and game practice</li></ul>	<b>15</b>	
	<b>III</b>	Training Methods Practical Sessions <ul style="list-style-type: none"><li>• Interval and circuit training sessions (Time, Type)</li><li>• Plyometric and weight training demonstrations</li><li>• Fartlek &amp; Continuous training sessions</li><li>• Flexibility training session</li></ul> 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"><li>• Current Health Status</li><li>• Medical History</li><li>• Level of Fitness</li><li>• Training Load</li><li>• Periodisation</li><li>• Holistic/Integrated Approach</li><li>• Person-Centred Approach</li><li>• Training Intensity</li></ul>	<b>5</b>	<b>1</b>
		<b>Total</b>	<b>30</b>	<b>1</b>

**Sub:- Advanced Sports Training and Performance Evaluation**

**Credits: 02**

**Practical Lectures: 60**

**Marks:50**

<b>Module No.</b>	<b>Unit No</b>	<b>Title of the Unit</b>	<b>No. of Practical hours</b>	<b>No. of Credits</b>
<b>1</b>	<b>I</b>	<b>Performance Evaluation in Sports</b>		
		<b>Practical sessions of Fitness &amp; Skill testing (To be conducted by Coach/Fitness Instructor/Sports In charge/Any other P.E. Expert appointed by the College)</b>	<b>10</b>	
	<b>II</b>	<ul style="list-style-type: none"> <li>Practical demonstrations of fitness tests (e.g., Cooper's test, 12-minute run, flexibility tests)</li> <li>Basic skill tests/modified skills tests for popular sports in the college campus.</li> </ul>	<b>15</b>	
	<b>III</b>	<b>Practical sessions of Fitness &amp; Skill testing</b> <ul style="list-style-type: none"> <li>Practical Testing Sessions</li> <li>Skill-based tests: Dribbling, agility, passing (e.g., basketball, football)</li> <li>Fitness tests: Speed, strength, and endurance measurements</li> <li>Psychological Tests - Conducting motivation and stress assessments</li> <li>Conduct of the above mentioned tests by students on the peer groups formed by Sports Incharge/ Sports Director of the college / Students Sport coordinator</li> <li>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</li> </ul> Evaluation of the tests <ul style="list-style-type: none"> <li>Date analysis and reporting</li> <li>Interpretation of test results</li> <li>Writing of practical reports</li> <li>Conclusion and recommendation</li> </ul>	<b>5</b>	<b>1</b>
		<b>Total</b>	<b>30</b>	<b>1</b>

### **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)**

<b>Sr. No.</b>	<b>Particulars</b>	<b>Marks</b>
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)**

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

#### **\*Note - OR**

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



### References -

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

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**CC**

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

## **Aims and Objectives**

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

## **Learning Outcomes**

### **The course will enable the learner to**

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

## Modules at Glance Semester IV

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

Module No.	Unit	Content
1	I	<b>Stage Lighting Design and Documentation</b> <ul style="list-style-type: none"> <li>• Introduction to lighting as a narrative and emotional tool in theatre</li> <li>• Preparation and documentation: <ul style="list-style-type: none"> <li>○ Lighting layout plan</li> <li>○ Ground plan</li> <li>○ Cue sheet making</li> </ul> </li> <li>• Study of light placement, intensity, color, and timing</li> <li>• Introduction to modern lighting technology: <ul style="list-style-type: none"> <li>○ Use of computerized and automated lighting systems (DMX, consoles, software)</li> </ul> </li> <li>• Integration of lighting with sound and stage movement.</li> </ul>
	II	<b>Principles and Practice of Costume Design</b> <ul style="list-style-type: none"> <li>• Elements and principles of costume design: texture, silhouette, line, color, proportion</li> <li>• Costume construction techniques: fabric selection, stitching, pattern-making</li> <li>• Embellishment and ornamentation: embroidery, painting, appliqué</li> <li>• Costumes for theatrical styles:</li> <li>• Realistic/Representational theatre: historically and culturally accurate costume design</li> <li>• Stylized/Presentational theatre: symbolic, abstract, and thematic design approaches</li> </ul>
2	III	<b>Background Music and Sound Design</b> <ul style="list-style-type: none"> <li>• Objectives and importance of background music in theatre production.</li> <li>• Methods of using sound: <ul style="list-style-type: none"> <li>• Live performance effects vs. recorded effects</li> <li>• Synchronizing sound with cues, lighting, and performance</li> </ul> </li> <li>• Introduction to musical instruments used in theatre:</li> </ul>

		<ul style="list-style-type: none"> <li>• String instruments (e.g., sitar, violin)</li> <li>• Wind instruments (e.g., flute, shehnai)</li> <li>• Percussion instruments (e.g., tabla, drums)</li> <li>• Music cue sheets: structure, timing, and application in live performance.</li> </ul>
	<b>IV</b>	<b>Technological Tools in Theatre Production</b> <ul style="list-style-type: none"> <li>• Overview of sound equipment: microphones, mixers, speakers</li> <li>• Integration of computers and software in sound and music production</li> <li>• Use of digital platforms in cueing, editing, and managing technical aspects of performance</li> <li>• Case studies/examples from contemporary and traditional performances integrating modern technology.</li> </ul>

### 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 <b>OR</b> Project <b>OR</b> Assignment	15
2	Participation in Workshop / Conference / Seminar (as decided by the Teacher) <b>OR</b> Participation in Online Workshop / Conference / Seminar (as decided by the Teacher) <b>OR</b> Field Visit <b>OR</b> Attendance	5

### Semester End Examination (30 Marks)

Question No.	Particulars	Marks
1	<b>Objective Type Questions (All Units)</b>	06
2	<b>Descriptive Question(s) on Unit I</b> The Question may be divided into sub questions: Attempt any 2 out of 4 (Each of 3 Marks)	06
3	<b>Descriptive Question(s) on Unit II</b> The Question may be divided into sub questions: Attempt any 2 out of 4 (Each of 3 Marks)	06
4	<b>Descriptive Question(s) on Unit III</b> The Question may be divided into sub questions: Attempt any 2 out of 4 (Each of 3 Marks)	06
5	<b>Descriptive Question(s) on Unit IV</b> The Question may be divided into sub questions: Attempt any 2 out of 4 (Each of 3 Marks)	06
<b>Total</b>		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	<b>Youth and Disaster Management-</b>	10	
	Meaning and Types of Disasters – Natural and Man-Made disasters, preparedness, Disaster Risk reduction: Preparedness, Mitigation, Response, Relief, Rehabilitation, Reconstruction.		
2	<b>Project:</b>	20	
	• Project work is mandatory for all the students in IV semester.		
	• They can carry out project work under the supervision of the teacher in-charge of NSS and at the end of the semester a project report shall be presented and viva voce shall be conducted.		
	• The Project work can be carried out independently or in a group.		
	The project work shall be community based and selected preferably from the <b>adopted villages/ slums/ neighborhoods.</b>		
	<b>Project Submission and Presentation VIVA-VOCE</b>		
<b>Note:</b> 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 <b>Sem II OR Sem IV</b> 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
<b>Total</b>	<b>20</b>

**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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