

**Major 1 - Marketing
Syllabus
B.Com. Management Studies
(Sem.- III)**

Title of Paper: Introduction to Marketing Management

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	This course provides a comprehensive overview of marketing management, emphasizing key concepts, strategies, and trends that shape the dynamic business environment. Students will explore the evolution of marketing, the impact of environmental forces on business practices, and the need for innovative strategies to engage customers. The course covers essential topics such as market segmentation, targeting, positioning, and consumer behavior. Additionally, it delves into pricing, promotion strategies, distribution networks, and emerging trends like AI and data analytics in marketing. Through case studies and practical applications, students will develop a deep understanding of the marketing mix, product life cycles, and the strategic tools necessary for effective marketing management in both urban and rural markets.
2	Vertical :	Major
3	Type :	Theory
4	Credit:	4 credits
5	Hours Allotted :	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: 1. To understand the basics of marketing management and the impact of business environmental forces on marketing practices. 2. To examine the buying behavior of consumers & understand the marketing strategies. 3. To explore the marketing mix elements in generating marketing outcomes for a product or service. 4. To analyze the emerging trends in marketing management & evaluate the impact of technology on marketing decisions.	

8	Course Outcomes: 1. Learner can able to understand & recall the traditional & contemporary marketing concepts. 2. They will demonstrate & understand the factors affecting buying behavior of consumers. 3. They can assess & evaluate the marketing management strategies through real life case. 4. Students will analyze the emerging trends in marketing management & evaluate the impact of technology on marketing decisions
9	Modules: Module 1: Introduction to Market & Marketing Management 1. Market – Introduction – Concept – Evolution (Concepts of Marketing) – Meaning & Definition of Marketing Management – Features – Functions – Scope. 2. Impact of Business Environmental Forces on marketing managerial practices – Internal & External Environment- Case Studies – Need for Innovative Marketing Strategies for Customer Engagement – Innovative Strategies by Global Players – Success Stories 3. Marketing Mix (Product & Service) – Elements – Role of marketing mix elements in marketers’ decisions for a product/service – Evaluating the marketing mix program of successful – Withdrawn - Repositioned products/services. 4. Modern Concepts of Marketing – Forms – Emerging Trends - Community Engagement as a strategic tool to marketing management Module 2: Consumer Behavior & STP Model Strategies 1. Buying Idea – Buyer behavior - Concept – Factors determining buying behavior of consumers – Consumer Buying Decision Process. 2. STP (Segmentation, Targeting & Positioning) Model - Definition –Bases – Need - Merits & Demerits of Market Segmentation – Marketing mix segment of product/service through a case study approach. 3. Target Market – Concept – Target Market Strategies – Positioning – Concept –Qualities of a successful position-Product Position v/s Brand Position - Positioning Strategies – Case study 4. Product – Concept – Product Levels - Product Mix Decisions - Product Life Cycle – Stages - Development of a hypothetical product/service & its prospective implications - Case Study Module 3: Pricing & Promotion Strategies 1. Pricing Strategies – Price – Concept - Factors affecting changes in price – Methods -Price as an indicator of Quality – Case Studies.

	2. Promotion – Concept – Elements in the Communication process – Elements/Tools of promotion – Role of Integrated Marketing Communication – Recent Trends in Promotional Offerings- Integration of modern & recent tools of marketing. 3. Packaging of a Product – Role -Essentials – Sustainable Packaging -Emerging Trends in Packaging Standards- Types of packaging 4. Key Decision Areas in Rural Marketing – Role of Rural market - Marketing Mix for Rural Markets - Media Mix for Rural Markets
	Module 4: Distribution Network & Emerging Trends in Marketing Management
	1.Physical Distribution – Types of marketing channels - Traditional & Contemporary channels of marketing- factors affecting marketing channels 2.Marketing Control – Concept – Need – Control Process – Techniques - Supply Chain Management – Elements – Case Studies 3.New trend in Market Organization- Principles – Types- Marketing Audit -Importance to marketing organizations - Porters Generic Strategy, Blue Ocean Strategy 4.Emerging Trends in developing competitive marketing strategies — Role of AI & Data Analytics in marketing - Impact of technology & innovation in marketing management
10	Reference Books: 1) Pillai, R. S., & Bhagwati, M. (2016). Modern marketing: Principles & practices (2nd ed.). S. Chand Publishing. 2) Baines, P., Fill, C., & Page, K. (2013). Marketing (3rd ed.). Oxford University Press. 3) Ramaswamy, V. S., & Namakumari, S. (2013). Marketing management (5th ed.). Macmillan India Ltd. 4) Kotler, P., & Keller, K. L. (2016). Marketing management (15th ed.). Pearson Education. 5) Perreault, W. D., & McCarthy, E. J. (2017). Basic marketing: A global managerial approach (19th ed.). McGraw-Hill Education. 6) Schiffman, L. G., & Kanuk, L. L. (2010). Consumer Behavior (10th ed.). Pearson Education. 7) Armstrong, G., & Kotler, P. (2017). Marketing: An introduction (13th ed.). Pearson Education. 8) Chernev, A. (2018). Strategic marketing management (9th ed.). Cerebellum Press. 9) Lehmann, D. R., & Winer, R. S. (2008). Analysis for marketing planning (7th ed.). McGraw-Hill Education. 10) Kotler, P., & Armstrong, G. (2018). Principles of marketing (17th ed.). Pearson Education

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

**Major 2 - Marketing
Syllabus
B.Com. Management Studies
(Sem.- III)**

Title of Paper: Marketing Research

Sr. No.	Heading	Particulars
1	Description the course: Including but not limited to:	The study of Marketing Research provides learners with a comprehensive understanding of how research supports marketing decision-making. It begins by introducing the role and importance of marketing research focusing on its contribution to identifying and solving marketing problems. Learners learn the various types of research and explore the complete research process from defining the problem to reporting findings. It covers research design where learners will learn how to develop appropriate research plans, understand qualitative and quantitative methods and apply different sampling techniques. It also delves into data collection methods for data preparation. This comprehensive approach equips students with both the theoretical knowledge and practical skills needed to apply marketing research in real-world business contexts.
2	Vertical:	Major
3	Type:	Theory
4	Credit:	4 credits
5	Hours Allotted:	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: 1. To establish a comprehensive understanding of the conceptual foundations and strategic importance of marketing research 2. To analyze the practical application of marketing research methodologies across diverse marketing domains, including consumer behaviour, advertising effectiveness. 3. To develop proficiency in the application of measurement scales and sampling techniques within the context of marketing research design. 4. To critically evaluate data collection and analysis procedures, and to report writing for actionable business insights.	

8	Course Outcomes: Students will be able to understand 1. Define and critically analyze the marketing research process, including its ethical implications. 2. Evaluate and compare different consumer research, advertising research, and motivational research methodologies. 3. Demonstrate proficiency in selecting and applying appropriate scales of measurement and sampling techniques, including determining optimal sample sizes. 4. Synthesize and interpret data collected through various marketing research methods, utilize appropriate data analysis tools.
9	Modules: - Module 1: Basics of Marketing Research 1. Marketing Research- Meaning & Definition, features, need and functions of marketing research 2. Process of Marketing Research, Significance of Marketing Research in Marketing decision making, Limitations of marketing research 3. Ethical Issues in Marketing Research, Career options in Marketing Research, Types of marketing research 4. Essentials of a good Marketing Research – Qualities of marketing research professional, International Marketing Research. Module 2: Application of Marketing Research 1. Consumer Research - Meaning & Scope, Need, Functions. Product Research - Meaning & Scope, Importance. 2. Advertising Research – importance and scope - Media Research - Functions of Media Research. Motivational Research – Meaning, Uses, Limitations & Techniques 3. Marketing Research Proposal – Meaning and Elements - Design & Implementation of Marketing Research Proposal 4. Marketing Research Design – Meaning - Importance, Types of Research Design, Criteria of a good Research Design. Module 3: Scales of Measurement & Sampling in Marketing Research: 1. Scales of Measurement – Meaning of Measurement in Marketing Research, criteria of sound Measurement of Marketing Research. Attitude measurement 2. Sampling, Measurement, Scaling Process in Marketing Research– Sampling Design and Procedure 3. Sampling Methods — Probabilistic sampling Techniques - Non-probabilistic sampling Techniques - Sample Size determination - Sampling Errors.

	4. Sources of variation in Measurement - Validity & Reliability of Measurement. Meaning and types of hypothesis	
	Module 4: Data Collection, Data Analysis & Report writing:	
	1. Data Collection- Online data collection - Collection of Secondary Data – Collection of Primary Data Methods - Field Operations - Errors and Difficulties in Data Processing. 2. Coding and Editing, integrating technology in data collection, importance of online surveys, hand held devices, text messages, social networking methods 3. Data Analysis & Report writing- -Hypothesis Testing, Meaning of Marketing Research Report, 4. Marketing Research Report-Concept, types, contents, essentials, use of visual aids in research report, Proforma / Format of a Market Research Report.	
10	Reference Books: 1. Essentials of Marketing Research By S.A.Chunawala – Himalaya Publishing House. 2. Marketing Research By B.S.Goel - Pragati Prakashan, Meerut (UP) 3. Marketing Management by Kotler, Keller, Koshy, Jha, (13th Edition Pearson.) 4. Naresh K Malhotra, Satyabhushan Dash, (2009). Marketing Research- An Applied Orientation, 5/e, Pearson Education, New Delhi. 5. Donald S. Tull, Del I. Hawkins, (2009). Marketing research –Measurement & Method, PHI Private Limited, NewDelhi. 6. Donald R. Cooper, Pamela S Schindler, (2007). Marketing Research-Concepts and Cases. Tata McGraw-Hill Publishing Company Limited, NewDelhi. 7. Hair, Bush, Ortinau, (2006). Marketing Research, 3/e, Tata McGraw-Hill Publishing Company Limited, NewDelhi. 8. Nigel Bradley, (2007). Marketing research –Tools and Techniques. Oxford University Press, New Delhi	
11	Internal Continuous Assessment: 40%	External, Semester End Examination Individual Passing in Internal and External Examination : 60%
12	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	

Syllabus

B.Com. Management Studies

(Sem.- III))

Title of Paper: STRATEGIC FINANCIAL MANAGEMENT

Sr. No.	Heading	Particulars
1	Description the course: Including but not limited to:	This course focuses on planning, implementation & control of financial services. This is a critical discipline that integrates financial decision making with long term business strategies to achieve sustainable growth & maximize shareholders value. The course focuses is on strategic application of financial management principles to help organizations combat with the growing complexities of business world. The course is designed to provide students with comprehensive understanding of how financial decisions can improve corporate performance.
2	Vertical:	Minor
3	Type:	Theory
4	Credit:	4 credits
5	Hours Allotted:	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: 1. To equip the learner with basic understanding of application of various dividend decision models and to throw a light on the concept XBRL. 2. To acquaint management learners in preparation of capital budgeting and role of capital rationing in management decision making process. 3. To provide the learner with basic understanding of strategic financing decision and working capital 4. To create basic understanding on risk management, International financial markets and taxation	
8	Course Outcomes: 1. Learners get depth knowledge on various types and models of dividend policy adopted in firm while declaring dividend to shareholders. 2. Learners will have better awareness and understanding of capital budgeting and role of capital rationing. 3. Learners will have a basic understanding on of strategic financing decision and working capital. 4. The learner will have create a basic understanding on risk management, International financial markets and taxation	

Module 1: Foundations of Strategic Financial Management

1. Introduction to Strategic Financial Management: Meaning, scope, and objectives of SFM, Role of SFM in corporate strategy, Financial goals and strategy.
2. Shareholder value maximization and stakeholder interests, Strategic vs. operational finance, Emerging role of the finance manager.
3. Financial Planning and Strategy Formulation, Strategic planning process and financial implications, Financial modelling and forecasting,
4. Types of financial plans, Linking financial strategy with business strategy, Valuation Principles, Business valuation concepts and methods

Module 2: Capital Budgeting & Capital Rationing

1. Concept – Need & Importance of Capital budgeting, Steps in Capital Investment Decisions
2. Techniques & process of Capital Budgeting, Risk analysis in Capital Budgeting.
3. Concept of Decision Tree Analysis, Decision Tree Applications, Evaluation of lease vs. buy decisions, Types of leases and their financial implications
4. Meaning, Significance-Types – Methods of Capital Rationing, Practical Problems

Module 3: Strategic Financing Decisions

1. Theories of capital structure, Factors determining capital structure, Cost of capital, Leverage analysis, EBIT-EPS analysis
2. Theories of dividend policy, Factors influencing dividend decisions, Types of dividend policies, Share buybacks.
3. Types of shares, Equity financing, types of Debt financing, Hybrid financing instruments, International financing options
4. Strategic importance of working capital, Managing key components, Working capital financing strategies

Module 4: Strategic Financial Risk Management

1. Types of financial risks, Risk identification, measurement, and evaluation, International financial risk management
2. International financial markets and institutions, Foreign direct investment decisions, Management of exchange rate risk, International taxation.
3. Principles of corporate governance, Role of finance in corporate governance, Ethical issues in financial management.
4. Impact of technology on financial strategies, Digital transformation in finance, Emerging financial instruments and markets, Financial and non-financial performance metrics.

10	Text Books: 1) IM Pandey, Financial Management, Vikas Publication. 2) Ravi Kishor, Financial Management, Taxman's	
11	Reference Books: 1. Khan & Jain, Financial Management, MC Graw Hill 2. Van Horne & John Wachowiz, Fundamentals of Financial Management. 3. Dr.S.P.Gupta, Financial Management, Sahitya Bhawan Publication 4. Prasanna Chandra, Strategic Financial Management, MC Graw Hill. 5. Ravi M, Kishore, Strategic Financial Management, Taxman's.	
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)	

Paper Pattern 4 Credits (Total 100 Marks)

Internal = 40 Marks
External = 60 Marks

Internal Paper Pattern (40 Marks)

1. Case Study writing OR Assignment	} any two (10 Marks each)	20 Marks
2. Quiz OR Group discussion OR Role Playing		
3. Project Presentation OR Research Paper		
4. Class Test - (Mandatory) with Objective questions		20 Marks
Total		40 Marks

External Paper Pattern (60 Marks)

External Paper Pattern (60 Marks)

Write any **FOUR** questions from the following

- | | |
|--------------------------|----------|
| Q1. Answer the following | 15 marks |
| A | |
| B | |
| Q2. Answer the following | 15 Marks |
| A | |
| B | |
| Q3. Answer the following | 15 Marks |
| A | |
| B | |
| Q4. Answer the following | 15 marks |
| A | |
| B | |
| Q5. Answer the following | 15 Marks |
| A | |
| B | |
| Q6. Answer the following | 15 Marks |
| A | |
| B | |

Name of the Course: Mathematics for Industry and Management- I

Sr. No.	Heading	Particulars
1	Description the course: Including but not limited to:	Management of a business is a laborious task, and often the manager is confronted with severe situations, such as how to maximize the profit or minimize the cost with the same resources and constraints, how to arrange/queue the various projects, what decision to take for the future, considering the volatile market conditions and so on! Operations Research, a branch of Mathematics, deals with such and other problems of the industry and management, and attempts to provide optimal solutions for them.
2	Vertical:	Open Elective
3	Type:	Theory
4	Credits:	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives (CO): CO1: To impart to the learners the applicability of Mathematics in Industry and Management. CO2: To make the learners learn the concepts of optimal solution, no solution, infinitely many solutions to a given problem. CO3: To make the learners aware of the various sub-branches of Operations Research (Transportation, Assignment, Sequencing, Resource Allocation etc). CO4: To enable the learners to develop mathematical models for various industrial problems.	
8	Course Outcomes (OC): After completion of the course, students will be able to OC1: understand and remember the concept/idea of Operations Research. OC2: apply graphical method to solve linear programming problem. OC3: analyse the difference between graphical and simplex method. OC4: assess when graphical methods are inadequate and apply simplex method in such cases. OC5: design mathematical models for problems related to industry.	
9	Modules:- Module 1: Elements of Linear Programming - I Introduction to Operations Research, Aspects of Decision Making, Objective of Operations Research, Definition and Characteristic of Operations Research, Scope of Operations Research. Introduction to Linear Programming Models, Properties of Linear Programming Models, Basic Assumptions, Terminology, General LPP, Maximization and Minimization Models,	

	Graphical Method to solve a maximization/minimization problem.																		
	Module 2: Elements of Linear Programming – II Simplex Method, Comparison between Simplex Method and Graphical Method, Maximization Problem, Minimization Problem, Artificial Variable Method Tie and Degeneracy in an LPP, Unbounded solution, Concept of Duality, Converting a Primal into a Dual, Dual simplex method																		
10	Text Books 1. Operations Research, by P. Rama Murthy, New Age International Publishers 2. Operations Research, by Prem Kumar Gupta, D. S. Hira S. Chand Publishers																		
11	Reference Books 1. Introduction to Operations Research, by <u>Frederick S. Hillier</u> , CBS Publishers 2. Operations Research an Introduction, by P. Mariappan, Pearson India																		
	<u>Scheme of the Examination</u>																		
	The performance of the learners shall be evaluated into two parts. • Internal Continuous Assessment of 20 marks for each paper. • Semester End Examination of 30 marks for each paper. • Separate head of passing is required for internal and semester end examination.																		
12	Internal Continuous Assessment: 40%	External, Semester End Examination 60%																	
		Individual Passing in Internal and External Examination																	
13	Continuous Evaluation through: Quizzes, Class Tests, presentations, projects, role play, creative writing, assignments etc. (at least 3)																		
	<table border="1"> <thead> <tr> <th>Sr. No.</th><th>Particulars</th><th>Marks</th><th></th></tr> </thead> <tbody> <tr> <td>1</td><td>A class test of 10 marks is to be conducted during each semester in an Offline mode.</td><td>10</td><td></td></tr> <tr> <td>2</td><td>Project on any one topic related to the syllabus or a quiz (offline/online) on one of the modules.</td><td>05</td><td></td></tr> <tr> <td>3</td><td>Seminar/ group presentation on any one topic related to the syllabus.</td><td>05</td><td></td></tr> </tbody> </table>	Sr. No.	Particulars	Marks		1	A class test of 10 marks is to be conducted during each semester in an Offline mode.	10		2	Project on any one topic related to the syllabus or a quiz (offline/online) on one of the modules.	05		3	Seminar/ group presentation on any one topic related to the syllabus.	05			
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3	Seminar/ group presentation on any one topic related to the syllabus.	05																	
	Paper pattern of the Test (Offline)																		

	Mode with One hour duration): Q1: Definitions/Fill in the blanks/ True or False with Justification. (04 Marks: 4 x 1). Q2: Attempt any 2 from 3 descriptive questions. (06 marks: 2 × 3)													
14	Format of Question Paper: The semester-end examination will be of 30 marks of one hour duration covering the entire syllabus of the semester.													
	Note: Attempt any TWO questions out of THREE.													
	<table><tr><td>Q.No.1</td><td>Module 1 and 2</td><td>Attempt any THREE out of FOUR. (Each question of 5 marks) (a) Question based on OC1 (b) Question based on OC2 (c) Question based on OC3 (d) Question based on OC4/OC5</td><td>15 Marks</td></tr><tr><td>Q.No.2</td><td>Module 1 and 2</td><td>Attempt any THREE out of FOUR. (Each question of 5 marks) (a) Question based on OC1 (b) Question based on OC2 (c) Question based on OC3 (d) Question based on OC4/OC5</td><td>15 Marks</td></tr><tr><td>Q.No.3</td><td>Module 1 and 2</td><td>Attempt any THREE out of FOUR. (Each question of 5 marks) (a) Question based on OC1 (b) Question based on OC2 (c) Question based on OC3 (d) Question based on OC4/OC5</td><td>15 Marks</td></tr></table>	Q.No.1	Module 1 and 2	Attempt any THREE out of FOUR . (Each question of 5 marks) (a) Question based on OC1 (b) Question based on OC2 (c) Question based on OC3 (d) Question based on OC4/OC5	15 Marks	Q.No.2	Module 1 and 2	Attempt any THREE out of FOUR . (Each question of 5 marks) (a) Question based on OC1 (b) Question based on OC2 (c) Question based on OC3 (d) Question based on OC4/OC5	15 Marks	Q.No.3	Module 1 and 2	Attempt any THREE out of FOUR . (Each question of 5 marks) (a) Question based on OC1 (b) Question based on OC2 (c) Question based on OC3 (d) Question based on OC4/OC5	15 Marks	
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Q.No.3	Module 1 and 2	Attempt any THREE out of FOUR . (Each question of 5 marks) (a) Question based on OC1 (b) Question based on OC2 (c) Question based on OC3 (d) Question based on OC4/OC5	15 Marks											

Sd/-
Sign of the BOS
Chairman
Prof. B.S. Desale
BOS in Mathematics

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

**VSC- Marketing
Syllabus
B. Com. (Management Studies)
(Sem.- III)**

Title of Paper: Consumer Behaviour

Sr. No.	Heading	Particulars
1	Description the course: Including but Not limited to :	Consumer Behavior is the study of how individuals, groups, and organizations make decisions to allocate resources (time, money, and effort) to consumption-related activities. This course examines the factors that influence consumer behavior, such as psychological, social, cultural and personal influences and how businesses can use this knowledge to develop effective marketing strategies. Understanding consumer behavior is essential for marketers as it provides insights into consumer needs, preferences and motivations, which are critical for developing products, services and campaigns that resonate with the target audience.
2	Vertical :	VSC
3	Type :	Theory
4	Credit:	2 credits
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: 1. To understand the concept of consumer behavior and its role in marketing decision-making. 2. To examine the role of social and cultural influences on buying behaviour 3. To understand buying habits and Online buying behaviour of consumer for marketing decisions	
8	Course Outcomes: 1. Students will identify and analyze marketing communication and psychological, social and cultural factors that influence consumer decisions. 2. Students will able to understand effect of online purchasing and consumer segmentation strategies	
9	Modules:	

Module 1: Introduction to Consumer Behaviour

1. Consumer Behaviour- Features, scope, Importance, Types of Consumer, Diversity of consumers and their behaviour- Types of Consumer Behaviour.
2. Consumer involvement - Decision-making processes - Purchase Behaviour and Marketing implications - Consumer Behaviour Models.
3. Environmental influences on Consumer Behaviour - Cultural influences - Hofstede's Cultural Dimensions and Marketing Implications - Social class - Reference groups
4. Consumer perceptions – Learning and attitudes - Motivation and personality – Psychographics - Values and Lifestyles.

Module 2: Consumer buying habits and Online buying behaviour

1. Consumer buying habits and perceptions of emerging non-store choices – Research and applications of consumer responses - Issues of privacy and ethics.
2. Marketing communication - Store choice and shopping behaviour - In-Store stimuli, Consumerism - Consumer rights and Marketers' responsibilities.
3. Effects of online purchasing on consumer behaviour - Psychology of online purchasing: motivations, perceptions, and attitudes.
4. Consumer Segmentation Strategies, Targeting & Positioning in International Markets, Global vs. Local Brands, Emerging Global Consumer Trends

10**Reference Books:**

1. Vriens, D., & Achterberg, J. (2019). *Organizational Development*. Routledge
2. Aubrey, B. (2015). *The Measure of Man: Leading Human Development*. McGraw-Hill Education.
3. Cummings, T. G., & Worley, C. G. (2014). *Organization Development and Change* (10th ed.). Cengage Learning.
4. Schein, E. H. (2010). *Organizational Culture and Leadership* (4th ed.). Jossey-Bass.
5. Wendell L French, Cecil h Bell. Jr., Veena Vohra, 2006 *Organizational Development – Prentice Hall of India Ltd., New Delhi*
6. Bradford, D. L., & Burke, W. W. (2005). *Reinventing Organization Development: New Approaches to Change in Organizations*. Pfeiffer.
7. Weisbord, M. R. (2004). *Productive workplaces: Dignity, meaning, and community in the 21st century*. Jossey-Bass.
8. French, W.L., Bell, C.H. and Vohra V, *Organization Development: Behavioral Science Interventions for Organization Improvement*, Revised 6th Ed., Pearson.
9. Hackman, J.R. and Suttle, J.L., *Improving Life at Work: Behavioural science approach to organisational change*, Goodyear, California.
10. Harvey, D.F. and Brown, D.R., *An experimental approach to Organization*

Development, 7th Ed. Prentice-Hall, Englewood Cliffs, N.J

11	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
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12	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc. (at least 3)
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AC – 20/05/2025

Item No. – 5.45 (N) Sem-III 2(a)

As Per NEP 2020

University of Mumbai



Syllabus for Marathi - AEC	
Board of Studies in Marathi	
UG Second Year Programme	
Semester	III
Title of Paper	लेखन कौशल्ये -२ (महाजालावरील लेखन)
Credits	2
From the Academic Year	2025-26

Syllabus
B.A. (Marathi AEC)
(Semester - III)

Title of Paper : लेखन कौशल्ये - २ (महाजालावरील लेखन)

Sr. No.	Heading	Particulars
1.	अभ्यासक्रमाचे वर्णन : (Description of the Course)	राष्ट्रीय शैक्षणिक धोरण - २०२० विद्यार्थ्यांच्या सर्वांगीण विकासावर (Wholistic Development) भर देते. या धोरणात सर्वांगीण विकासाचा भाग म्हणून क्षमता वर्धन अभ्यासक्रम (Ability Enhancement Course) या स्तंभांतर्गत भाषिक कौशल्य अभ्यासक्रमाचा समावेश करण्यात आला आहे. कला, वाणिज्य व विज्ञान या विद्याशाखांमध्ये अध्ययन करणाऱ्या विद्यार्थ्यांना तिसऱ्या सत्रामध्ये 'आधुनिक भारतीय भाषा'चे अध्ययन अनिवार्य करण्यात आले आहे. सदर क्षमता वर्धन अभ्यासक्रमाचे स्वरूप प्रामुख्याने भाषाकेंद्री असावे, असेही राष्ट्रीय शैक्षणिक धोरणात नमूद करण्यात आले आहे. विद्यार्थ्यांना विविध प्रकारच्या भाषिक कौशल्यांचा तपशीलवार परिचय करून देणे, तसेच ती कौशल्ये आत्मसात करण्याची संधी विद्यार्थ्यांना उपलब्ध करून देणे, ही या अभ्यासक्रमाची महत्वाची उद्दिष्टे आहेत. ही उद्दिष्टे लक्षात घेऊन 'लेखन कौशल्ये - २ (महाजालावरील लेखन)' (श्रेयांकने २) या अभ्यासपत्रिकेची आखणी करण्यात आली आहे. आंतरमहाजाल हे एकविसाव्या शतकातील अत्यंत प्रभावी साधन आहे. जगभरातील संगणक एकमेकांशी जोडले जाऊन त्यांचे जाळे तयार झाले आहे. विविध सामाजिक माध्यमस्थळांवर स्वतःचे खाते (अकाउंट) तयार करणे आणि त्यावर मराठी भाषा व देवनागरी लिपीतून लिहिणे, ही समकालीन संपर्क व्यवहारातील आवश्यक बाब झाली आहे. यास अनुसरून आपल्या अभिव्यक्तीला व्यासपीठ मिळवून देणारी अनुदिनी (ब्लॉग) तयार करणे, विकिपीडियावर भोवतालातील भाषा, साहित्य, संस्कृतीशी निगडित माहितीपर व विश्लेषणात्मक नोंदी लिहिणे, सामाजिक माध्यमस्थळांवरील आपल्या खात्यावर सातत्याने अभ्यासपूर्ण लेखन करणे, स्वक्षमतेशी निगडित समाजगट / आभासी कट्टे (कम्युनिटी ग्रुप) तयार करणे, या बाबींसाठी आवश्यक सामाजिक माध्यमस्थळ साक्षरता आणि मराठी भाषा व देवनागरी लिपीतून लिहिण्याची क्षमता 'लेखन कौशल्ये - २ (महाजालावरील लेखन)' (श्रेयांकने २) या अभ्यासपत्रिकेच्या अध्ययनातून विद्यार्थ्यांमध्ये निर्माण होईल.

2.	Vertical	Ability Enhancement Course
3.	Type	Theory
4.	Credit	2 Credits (1 Credit = 15 Hours for Theory or 30 Hours of Practical Work in a Semester)
5.	Hours Allotted	30 Hours (AEC या स्तंभांतर्गत शिकविल्या जाणाऱ्या अभ्यासपत्रिकांच्या कार्यभारासंबंधी मुंबई विद्यापीठाच्या दिनांक २३ जुलै, २०२४ च्या NO.AAMS_UGS/ICC/2024-25/19 या परिपत्रकाचा आधार घ्यावा.)
6.	Marks Allotted	50 Marks
7.	अभ्यासक्रम उद्दिष्टे (Course Objectives) : १. महाजालावरील लेखन कौशल्याचे स्वरूप समजावून सांगणे. २. महाजालावर प्रभावी लेखन करण्यासाठी आवश्यक असणाऱ्या तंत्रांचा परिचय करून देणे. ३. नेहमीच्या पठडीतील लेखन व महाजालावरील लेखन यांमधील साम्य-भेद स्पष्ट करणे. ४. विविध सामाजिक माध्यमस्थळांवर लेखन करण्यासाठी आवश्यक कौशल्ये व क्षमता विकसित करणे.	
8.	अभ्यासक्रम निष्पत्ती (Course Outcomes) : १. विद्यार्थ्यांना महाजालावरील लेखन कौशल्याचे स्वरूप समजेल. २. विद्यार्थ्यांना महाजालावर प्रभावी लेखन करण्यासाठी आवश्यक तंत्रांचा परिचय होईल. ३. विद्यार्थ्यांना नेहमीच्या पठडीतील लेखन व महाजालावरील लेखन यांमधील साम्य-भेद स्पष्ट होईल. ४. विद्यार्थ्यांमध्ये विविध सामाजिक माध्यमस्थळांवर लेखन करण्यासाठी आवश्यक कौशल्ये व क्षमता विकसित होतील.	
9.	अभ्यासघटक (Module) : घटक - १ : सामाजिक माध्यमस्थळांवर मराठी भाषा व देवनागरीतून लेखन (भाग - १) अ) अनुदिनी (ब्लॉग) लेखन आ) विकिपीडियावरील लेखन (६० मिनिटांच्या १५ तासिका, श्रेयांकन १) (सूचना : विद्यार्थ्यांमध्ये उपरोक्त सामाजिक माध्यमस्थळांवर लेखन करण्यासाठी आवश्यक कौशल्ये व क्षमता विकसित होतील या दृष्टीने शिक्षकांनी साराव करून घ्यावा.)	

	घटक -२ : सामाजिक माध्यमस्थळांवर मराठी भाषा व देवनागरीतून लेखन (भाग - २) अ) फेसबुक, इन्स्टाग्राम, एक्स यांवरील लेखन आ) समाज गट (कम्युनिटी ग्रुप), आभासी कट्टे यांवरील लेखन (६० मिनिटांच्या १५ तासिका, श्रेयांकन-१) (सूचना : विद्यार्थ्यांमध्ये उपरोक्त सामाजिक माध्यमस्थळांवर लेखन करण्यासाठी आवश्यक कौशल्ये व क्षमता विकसित होतील या दृष्टीने शिक्षकांनी साराव करून घ्यावा.)		
10.	पाठ्य ग्रंथ (Text books) : N. A.		
11.	संदर्भ ग्रंथ (Reference Books) : १. मराठी व्याकरण आणि लेखन, विनायक गंधे व मीरा जोशी, निराली प्रकाशन, पुणे, २०१२. २. उपयोजित मराठी, (संपा.) केतकी मोडक व अन्य, पद्मगंधा प्रकाशन, पुणे, २०१२. ३. मराठी भाषिक कौशल्य विकास, (संपा.) पृथ्वीराज तौर, अथर्व पब्लिकेशन्स, धुळे, २०१८. ४. व्यावहारिक मराठी, ल. रा. नसिराबादकर, भाषा विकास संशोधन संस्था, कोल्हापूर, २०२३. ५. <i>Aayushi International Interdisciplinary Research Journal</i> (ISSN 2349-638X) Peer Reviewed Journal www.aiirjournal.com		
12.	<table border="1"> <tr> <td data-bbox="318 1150 852 1289">Internal Continuous Assessment : 40%</td> <td data-bbox="852 1150 1443 1289">External, Semester End Examination : 60% Individual Passing in Internal and External Examination</td> </tr> </table>	Internal Continuous Assessment : 40%	External, Semester End Examination : 60% Individual Passing in Internal and External Examination
Internal Continuous Assessment : 40%	External, Semester End Examination : 60% Individual Passing in Internal and External Examination		
13.	अंतर्गत सातत्यपूर्ण मूल्यांकन (Internal Continuous Assessment) : २० गुण अंतर्गत मूल्यांकनाचे स्वरूप (Format of Internal Assessment) : चाचणी परीक्षा / मौखिक परीक्षा / प्रकल्पलेखन / नियतकार्य (Assignment) / सादरीकरण / प्रश्नमंजूषा यांपैकी कोणत्याही पद्धतीचा अवलंब करून अंतर्गत मूल्यमापन करता येईल. (प्रत्यक्ष उपस्थिती किंवा ऑनलाईन)		

14.	बहिर्गत परीक्षा (External Examination) : ३० गुण (वेळ : एक तास) बहिर्गत परीक्षेच्या प्रश्नपत्रिकेचे स्वरूप (Format of Question Paper) : १. प्रत्येकी १५ गुणांचे एकूण तीन प्रश्न विचारावेत. त्यांपैकी विद्यार्थ्यांनी कोणतेही दोन प्रश्न सोडवावेत. २. पहिले दोन प्रश्न दीर्घोत्तरी स्वरूपाचे असावेत. दोन्ही घटकांवर आधारित १५ गुणांचे अंतर्गत पर्याय असलेले दोन प्रश्न विचारावेत. ३. तिसरा प्रश्न हा घटक क्रमांक एक व दोनवर आधारित १५ गुणांचा वस्तुनिष्ठ स्वरूपाचा असावा. प्रत्येक घटकावर दहा याप्रमाणे एकूण वीस प्रश्न विचारावेत. विद्यार्थ्यांनी कोणतेही पंधरा प्रश्न सोडवावेत.
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Sd /-	Sd/-	Sd/-	Sd/-
Sign of the BOS Chairman Prof. Dr. Satish Kamat Board of Studies in Marathi	Sign of the Offg. Associate Dean Dr. Suchitra Naik Faculty of Humanities	Sign of the Offg. Associate Dean Prof. Manisha Karne Faculty of Humanities	Sign of the Offg. Dean Prof. Anil Singh Faculty of Humanities

AC – 04-12-2024

Item No. – 6.39

As Per NEP 2020

University of Mumbai



Guidelines for Field Project (FP)

for Under Graduate Students as per NEP 2020

(With effect from the academic year 2024-25)

Index

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2. Objectives
3. Outcomes
4. Indicative list of areas for FP
5. Roles-and responsibilities
6. The process of Implementation
7. Credits and Duration
8. Project (Dissertation) Report
9. Evaluation Pattern
10. Appendix I: Guide interaction diary Form
11. Appendix II: Main Page Format of Project Report
12. Appendix III: College/Institute/ Department Certificate format
13. Appendix IV: Proforma for student's Declaration
14. Appendix V: Students Feedback on Field project
15. FP Guidelines Draft Committee

1. Introduction:

One of the main objectives of NEP 2020 is to improve employability of students at the same time to nurture better understanding of socio-economic context. With introduction of NEP 2020, the higher education programs in India are gearing up to combine theoretical learning with practical application. NEP 2020 report emphasizes on giving exposure to students to understand development related issues in urban and rural areas. Field project work will provide students opportunity to visit and observe situation in rural and urban contexts, students are expected to observe and study actual field situations in socio economic contexts while doing their field work. It will improve opportunities to understand interconnect between theoretical knowledge and practical applications. Field project is expected to enhance their sensitivity to socio economic issues and improve their ability of problem solving as well as designing innovative solutions to the existing and emerging problems. Field project component will broaden the possibilities of deeper learning and enhancing research acumen of students. Field project broadens opportunities of social responsibility, environmental sustainability, nation building and peace.

2. Objectives

Field project program in general sets out to achieve objectives such as:

1. Align classroom learnings with awareness about socio-economic conditions.
2. Provide students with exposure to socio economic conditions and align their experiences with contemporary problems.
3. Integrating theoretical and practical modes blended learning under the guidance of their faculty.
4. Enhance research skills including knowledge discovery, analytical tools, methodologies, and ethical conduct.
5. Facilitate problem-solving, decision-making, teamwork, and collaboration.
6. Foster ability to work in team, develop social awareness and nurture human values among students.
7. Encourage collaboration between Higher Education Institutes (HEIs), social organization, Government and non-government institutes for better implementation of Field project.

3. Outcomes:

After the completion of the FP program, the student will be able to;

1. Apply concepts learned in classrooms to real-world socioeconomic conditions enhancing their understanding and skills.
2. Show insights into the challenges, opportunities and culture of socioeconomic diversity, preparing them for future role as responsible citizens.
3. Demonstrate evidence of research aptitude and skills of critical thinking, analytical skills, and ethical research conduct in field work.
4. Display problem-solving abilities in making informed decisions in complex scenarios through practical situations.
5. Work in teams and collaborate to achieve common goals in the work field environments through collaborative efforts.
6. Show integrity in their dealings with their work and the people that they interact with by upholding professional; principles and ethical standards.

4. Indicative list of areas for FP:

The areas of field work can be decided by the head of the institution in consultation with the faculty in respective subjects.

5. Role and responsibilities

Head of the Department (HOD):

1. Allotment of guides for the students for field project should be done by Head of the Department/Director/Principal of the institute as the case may apply.
2. While allocating the students under more than one guide- the principle of fairness in distribution should be followed.
3. In case the number of in- house guides are not adequate then students can be allotted to competent external experts.
4. To ensure that FP program aligns with departmental and academic objectives.
5. To provide resources and assistance to ensure effective supervision.

FP Coordinator:

1. To oversee the quality and effectiveness of the FP program.
2. To establish mechanisms for evaluating the program and making improvements.
3. To act as a liaison between the department, students, faculty mentors and FP supervisors—

(Host institute/ organization).

Student Coordinators:

To help the FP coordinator in pre-, during and post-FP activities.

Faculty Mentor:

1. To give Guidelines for Students to meet the guide periodically to discuss the field project.
2. To assist in identifying FP opportunities.
3. To monitor student progress and provide guidance.
4. To review and approve FP plans and to take regular feedback on student's engagement.
5. To collect and review progress reports.
6. To evaluate FP documentation including reports, presentations, or other required deliverables (if applicable).

6. Process of FP implementation:

Flow chart

1. Formation of FP Committee
2. Appointment of Coordinators
3. Field project orientation by the FP committee
4. Allotment of students as per guidelines
5. Execution of FP
6. Evaluation
7. Student Feedback

Mechanism for the implementation of FP:

1. To facilitate effective implementation of the FP program, Colleges/Departments/Institutes are encouraged to establish FP committee responsible for overseeing its smooth functioning. It will consist of the following: Head of the department, FP Coordinator, Faculty Mentors and one/two student coordinators.
2. One teaching faculty member and one/two students from each undergraduate department will be nominated to serve as coordinators for the FP program. These coordinators will play

- a crucial role in coordinating and implementing the program within their respective departments.
3. The teacher coordinator will take the lead in preparing an action plan for the implementation of the FP program.
 4. To streamline the administrative process, the Department/Centre will provide necessary formats to students for documentation related to the program.
 5. Each Department/Centre must ensure collaborations with 8-10 relevant organizations, industries, or research institutes. These collaborations will serve as crucial avenues for facilitating FP opportunities for students.
 6. Effective communication is key to the success of the FP program. Regular communication with heads and coordinator of the department/centre/Institute and maintaining proper records is essential. This faculty mentor and individual student will also be responsible for maintaining relevant documents related to the program.
 7. Before the commencement of the FP program, an orientation session will be conducted by the Head of Department. This session will serve to familiarize students with the purpose, process, and code of conduct associated with the program.
 8. To ensure effective mentoring and support, an equal number of students will be allocated to each faculty member of the department. These faculty members will act as FP mentors and will be responsible for monitoring and evaluating the progress of the allotted students.
 9. Throughout the FP period, students will maintain activity reports as per the provided format and get it validated by the supervisor.
 10. Upon completion of the FP program, students must submit a completion certificate duly signed by the faculty supervisor.

7.Credits and duration:

1. FP will carry weightage of two credits.
2. Each student is required to complete minimum of 2-3 field visits.
3. The FP program is to be completed during Semester II. According to the guidelines outlined in the National Education Policy (NEP), undergraduate students are expected to fulfill this requirement either within the second semester of their UG program or during the semester break following the second semester.

8.Project (Dissertation) Report:

____ Students are required to submit a report of the field project at the end of the semester in following

suggested format.

All projects should be typed on *A4 sheets, Font Size 12, Times New Roman, one and a half spacing on executive bond paper*. The project report shall have appropriate chapter scheme and be presented in minimum of 20 pages.

Report should be arranged in the following manner.

TitlePage

- Title of the Report (Font size 14)
- Name of the Student
- Roll number/Seat number
- Program Title
- Name of the Mentor
- Month of Submission

Certificate by the Institute

Certificate by Mentor

Student's Declaration

Acknowledgement

Abstract

A brief summary of the field visit, key observations, and main conclusions (200-300 words)

Table of contents

- Include headings and subheadings with page numbers.

List of Figures and Tables

- List all figures and tables included in the report with corresponding page numbers.

Chapter1: Introduction

- Purpose of the visit: Outline the objectives and expected outcome of the field visit.
- Background Information: Provide context about the site(s) visited, including historical and cultural significance.
- Scope of the Report: Define the boundaries of what the report will cover.

Chapter2: Literature Review

- Review relevant literature on the site(s) visited, focusing on previous studies, historical accounts, and critical analyses of the literary significance.

Chapter 3: Methodology

- Describe the approach and tools used for data collection during the visit (e.g., observational methods, interviews, archival research).
- Discuss the rationale behind the chosen methods.

Chapter 4: Field Work Descriptions, Observations and Analysis

- Provide detailed descriptions of each site visited/ Field work carried out.
- Include observations related to fieldwork: work's-relevance to topic selected.
- Use photographs, diagrams, and sketches, etc. to support the descriptions.
- Analyze the data collected in relation to the study objectives.

Chapter 5: Conclusion and Recommendations

- Discuss how the findings from the visit contribute to the understanding of subject area.
- Summarize the key findings and their significance.
- Offer recommendations based on the research findings for further study or preservation efforts.

References

- List all sources cited in the report in a consistent format.

Appendices

- Include additional data, interview transcripts, notes, or documents that are relevant to the report but not integral to its main text.

9. Evaluation Pattern

Evaluation during the FP program involves two key components: External Evaluation (40%) and Internal Evaluation (60%).

(i) Internal Evaluation by Guide (Marks 20)

Criteria	Marks
Field visit completion, Attendance and interaction	10
Overall Report quality	10
Total	20

(ii) External Evaluation (Marks 30)

Criteria	Marks
Objectives, Literature Review, Methodology, Data Analysis, Conclusion and Recommendations	15
Overall Project Report Structure and Style	5
Presentation Skills & Communication	10
Total	30

Appendix I
GUIDE INTERACTION DIARY FORM

I, the undersigned Ms /Mr. _____ Roll
No. _____ studying in the _____ Year of _____ Full-
time Course is doing my project work under the guidance of Dr./Ms./Mr.
_____, wish to state that I have met my Internal
guide on the following dates mentioned below for Project Guidance:-

Sr.No.	Date	Signature of the Internal Guide

Signature of the Candidate

Signature of Internal Guide

IMPORTANT: It is expected that student will be meeting their guide at least five times for the project work interaction. The candidate should retain the above stated 'Project Guide Interaction Certificate Form' and submit the same with required signatures of the guide while submitting the Project to the Institute.

THE PROJECT REPORT WILL NOT BE ACCEPTED WITHOUT THE DULY FILLED PROJECT GUIDE INTERACTION CERTIFICATE.

Appendix II

Main Page Format of Project Report

Title of the Project

Name of the Student

(Name of Academic Course and Academic Year Details)

Example: Masters in Management Studies

Under the Guidance of

Name of Guide

Name of the Department/College/Institute

Academic Year – 2024-25

Appendix III

Name of the Department/College/Institute

Certificate

I hereby certify that Mr./Ms. _____, Student of
_____Institute studying in
_____, has completed a project
titled _____ in the area of
_____specialization for the academic year 2024-2025. To
the best of my knowledge the work of the student is original and the information included
in the project is correct.

Internal Guide

Head of the Department

Principal

Annexure IV

Declaration

I, Mr./Ms. _____ Student of
_____ Institute studying in
_____, hereby declare that I have completed the field
project entitled _____ during the academic year
2024-2025.

The report work is original and the information/data included in the report is true emerging from the primary and/ secondary data gathered and analyzed as part of this project.

Due credit is extended on the work of Literature/Secondary Survey by endorsing it in the Bibliography as per prescribed format.

Signature of the Student with Date

Name of Student

Annexure V
Student Feedback on FP
(To be filled by Students after FP completion)

Student Name:

Seat No. /Roll No.:

Email:

Department:

Name of the Mentor:

Title/Heading of Field Project:

Brief description of FP carried out:

Dates of FP:

Was your internship experience related to your major area of study?

- Yes, to a large degree
- Yes, to a slight degree
- No, not related at all

Indicate the degree to which you agree or disagree with the following statements.

This experience has:	Strongly Agree	Agree	No opinion	Disagree	Strongly Disagree
Given me the opportunity to explore a career field					
Allowed me to apply classroom theory to practice					
Helped me develop my decision-making and problem-solving skills					
Expanded my knowledge about the work world before permanent employment					
Helped me develop my written and oral communication skills					
Provided a chance to use leadership skills (influence others, develop ideas with others, stimulate decision-making and action)					
Expanded my sensitivity to the ethical implications of the work involved					

Made it possible for me to be more confident in new situations					
Given me a chance to improve my interpersonal skills					
Helped me learn to handle responsibility and use my time wisely					
Helped me discover new aspects of myself that I didn't know existed before					
Helped me develop new interests and abilities					
Helped me clarify my career goals					
Allowed me to acquire information and/ or use equipment not available at my Institute					
Allowed me to realize socio-economic issues in the society					

● In the Institute FP program, faculty members are expected to be mentors for students. Do you feel that your faculty mentor served such a function? Why or why not?

● How well were you able to accomplish the initial goals, tasks and new skills that were set down in your learning contract? In what ways were you able to take a new direction or expand beyond your contract? Why were some goals not accomplished adequately?

● In what areas did you most develop and improve?

● What has been the most significant accomplishment or satisfying moment of your FP?

● What did you dislike about the FP?

● Considering your overall experience, how would you rate this FP? (Circle one). –
Satisfactory/ Good/ Excellent

- Give suggestions as to how your FP experience could have been improved. (Could you have handled added responsibility? Would you have liked more discussions with your professor concerning your FP? Was closer supervision needed? Was more of an orientation required?)

Signature of Student

Name

Date:

Under the Guidance of

Hon'ble Vice Chancellor
Prof. Dr. Ravindra Kulkarni

Hon'ble Pro-Vice Chancellor
(Prin.) Dr. Ajay Bhamare

FP Guidelines Draft Committee

Prof. Shivram S. Garje Off. Dean (Science and Technology)	Convener
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Prof. Smita Shukla Director, Alkesh Dinesh Mody Institute of Finance and Management Studies	Member
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Prof. Manisha A. Karne Director, Department of Economics	Member
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Prof. Priya Vaidya Head, Department of Philosophy	Member
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Dr. Suchitra Naik Principal, K.G. Joshi College of Arts & N.G. Bedekar College of Commerce	Member
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UNIVERSITY OF MUMBAI

Semester III

(w.e.f. June, 2025)

Sub: - **NSS- Study of Indian Social Reformers**

Credits: 02

Lectures: 30

Marks:50

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

References –

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

- 8) Dr. V.C. Dande : National Service Scheme Review
- 9) Joshi V.N.-BhartiyTatvdnyanachabruhadItihas, Khand10
- 10) YadiIndumati -BharatratnaShendgeDipak (Anuwad) -MadarTeressa.
- 11) Marathi Vishwakosh, Khanda12.
- 12) Bhagat R.T. - Swami VivekanandTeAcharyaVinoba.
- 13) ShethPurushottam, KhambeteJayashri, Mane ShailajaRashtriyaSevaYojna
- 14) MishrAnupam - AajBhikharehaiTalab(Hindi)
- 15) ThotePurushottam–SamajkaryachiMultatve
- 16) Bhide G.L.,MaharashtratilSamajSudharanechaItihaas

UNIVERSITY OF MUMBAI

Semester III

(w.e.f. June, 2025)

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

Preamble:

Sports play a vital role in fostering physical fitness, mental resilience, and holistic well-being. Understanding the intricacies of sports training and the science of test and measurement is essential for optimizing athletic performance and personal growth. Sports training encompasses systematic methods to enhance physical capabilities, skill development, and strategic planning, while test and measurement provide the tools to evaluate fitness levels, track progress, and refine training protocols. Together, these disciplines empower individuals to achieve their full potential, making them indispensable components of modern sports science and athletic excellence.

Aims and Objectives

Sports Training

- To understand the foundation and principles of sports training.
- To study various training methods and their applications.
- To explore the process of designing personalized and professional training plans.
- To analyze the role of training in achieving peak performance.

Tests and Measurement in Sports

- To understand the significance of test and measurement in sports.
- To learn about various types of tests and their applications.
- To comprehend the criteria for good testing and measurement methods.
- To explore the use of test and measurement data for performance analysis and improvement.

Learning Outcomes

Sports Training

The course will enable the learner to:

- Understand and apply the principles of sports training.
- Identify and differentiate between various training methods.
- Develop effective exercise plans and training schedules.
- Evaluate the impact of training on performance enhancement.

Tests and Measurement in Sports

The course will enable the learner to:

- Identify and explain the importance of test and measurement in sports.
- Apply various skill, fitness, and psychological tests.
- Evaluate test results to assess fitness and performance levels.
- Utilize test data to design targeted training and rehabilitation programs

UNIVERSITY OF MUMBAI

Semester – III

(w.e.f. June, 2025)

Sub:- Introduction to Sports Training & Tests and Measurement

Credits: 02

Lectures: 30

Marks:50

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

Sub:- Introduction to Sports Training & Tests and Measurement

Credits: 02

Lectures: 30

Marks:50

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

Scheme of Evaluation -

The Scheme of Examination shall be of 50 marks. It will be divided into Internal Evaluation

(20 marks) and Semester End Examination (30 Marks).

Semester III (50 Marks - 2 Credits)**Internal Evaluation (20 Marks)**

Sr. No.	Particulars	Marks
1	Presentation OR Project OR Assignment	15
2	Participation in Workshop / Conference / Seminar / Fitness or Sports Activity (as decided by the Sports Incharge) OR Participation in Online Workshop / Conference / Seminar / Fitness or Sports related course (as decided by the Sports Incharge) OR Field Visit / Sports Events OR Attendance of Sports Practice Sessions	5

Semester End Examination (30 Marks)

Question No.	Particulars	Marks
1 to 30	Objective Type Questions (All Units) Each question will carry one mark	30
Total		30

References –

1. "Science and Practice of Strength Training" - Vladimir M. Zatsiorsky and William J. Kraemer
2. "Essentials of Strength Training and Conditioning" - National Strength and Conditioning Association (NSCA)
3. "Principles and Practice of Resistance Training" - Michael H. Stone, Meg Stone, and William A. Sands
4. "Periodization Training for Sports" - Tudor O. Bompa and Carlo A. Buzzichelli
5. "High-Performance Training for Sports" - David Joyce and Daniel Lewindon
6. "Tests and Measurements in Sports and Physical Education" - Dr. A.K. Uppal and Dr. G.P. Gautam
7. "Measurement by the Physical Educator: Why and How" - David K. Miller and Harold M. Barrow
8. "Kinanthropometry and Exercise Physiology Laboratory Manual" - Roger Eston and Thomas Reilly
9. "Evaluation of Human Work" - John R. Wilson and NIGEL CORLETT
10. "Advanced Fitness Assessment and Exercise Prescription" - Vivian H. Heyward and Ann L. Gibson

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

Aims and Objectives

- To understand the historical evolution of Indian theatre from Vedic to modern times.
- To analyze the core principles of Bharata's *Natyashastra* and their relevance in contemporary theatre.
- To examine major classical playwrights and evaluate the narrative and thematic aspects of their works.
- To explore and differentiate various streams of modern Indian theatre including commercial, experimental, and children's theatre.
- To develop a critical perspective on the sociopolitical role of street and one-act plays.
- To appreciate the interdisciplinary nature of performing arts by connecting theory with practical examples.

Learning Outcomes

The course will enable the learner to

- Describe the historical and cultural development of Indian theatre across different time periods.
- Interpret and apply the aesthetic principles from *Natyashastra* (such as Rasa and Abhinaya) in the analysis of theatrical performances.
- Critically evaluate classical Indian plays for their structure, themes, character development, and historical significance.
- Compare and contrast different forms of modern Indian theatre and assess their audience impact and staging methods.
- Demonstrate understanding of street theatre and one-act plays by creating outlines or performing excerpts reflecting real-world issues.
- Reflect on the role of performing arts in cultural preservation, education, and community engagement.

Modules at Glance

Semester III

Module No.	Unit	Content	No. of Hours
1	I	Indian Theatre: Historical Roots	07
	II	Bharata's <i>Natyashastra</i> and Theatrical Principles	08
2	III	Classical Playwrights and Dramatic Texts	07
	IV	Streams and Forms of Modern Indian Theatre	08
Total No. of Hours			30

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

		socio-political engagement
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Scheme of Evaluation

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

Semester III (50 Marks - 2 Credits)

Internal Evaluation (20 Marks)

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

Semester End Examination (30 Marks)

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

Reference Books

- Ankur, D. R. (2021). *Doosare Natyashastra ki Khoj (in Hindi)*. Vani Prakashan. ISBN: 978-9350004302.
- Bhatia, N. (Ed.). (2009). *Modern Indian theatre: A reader*. Oxford University Press.
- Brockett, O. G. (1991). *History of the theatre (7th ed.)*. Allyn and Bacon.
- Brockett, O. G. (1987). *Theatre: An introduction (5th ed.)*. Holt, Rinehart and Winston.
- Coulson, M. (Trans.). (2006). *Plays of Kalidasa: Theatre of memory*. Penguin Books.
- Dinkar, R. S. (1966). *Sanskriti ke chaar adhyay (in Hindi)*. Udayachal. ISBN: 9788185341052.
- Dikshit, S. N. (2009). *Bharat aur Bhartiya Natyakala (in Hindi)*. Rashtriya Sanskrit Sansthan.
- Fischer-Lichte, E. (2008). *The transformative power of performance: A new aesthetics*. Routledge.
- Fischer-Lichte, E., & Majumdar, R. (Eds.). (2010). *Theatres of India: A concise companion*. Oxford University Press.
- Gargi, B. (1991). *Indian theatre*. National Book Trust.
- Ghosh, M. (Trans.). (1951). *The Natyashastra of Bharatamuni (Vol. I & II)*. Asiatic Society of Bengal.
- Goswamy, B. N. (2004). *The theory of rasa in Sanskrit drama*. [Publisher not listed].
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- Mason, D. (Ed.). (2006). *Performance traditions in India*. Oxford University Press.
- Mathur, J. C. (2006). *Paramparasheel natya (in Hindi)*. National School of Drama. ISBN-13: 9788181970756.
- Macdonell, A. A. (1900). *A history of Sanskrit literature*. D. Appleton and Company.
- Ranganathacharya, A. (1971). *Indian drama*. Sahitya Akademi.
- Shukla, B. (2009). *Natyashastra (in Hindi)*. Chaukhamba Sanskrit Sansthan. ISBN: 978-81-208-2248-1.
- Sircar, B. (2009). *Three plays: Evam Indrajit, Pagla Ghoda, and Bhoma*. Oxford University Press.
- Solomon, R. H. (2004). *New directions in Indian theatre*. Seagull Books.
- Tendulkar, V. (2004). *Collected plays in translation (Vol. 1)*. Oxford University Press.
- Tanvir, H. (2007). *Charandas Chor and other plays*. Seagull Books.
- Vatsyayan, K. (1980). *Traditional Indian theatre: Multiple streams*. National Book Trust.
- Vatsyayan, K. (1996). *Indian poetics and Natyashastra*. [Publisher not listed].
- Varadpande, M. L. (1987). *A history of Indian theatre (Vols. 1–3)*. Abhinav Publications.
- Wales, H. W. (2010). *Bharat ka pracheen natak: Vishwa sahitya aur theatre ke liye mulyon ka adhyayan (in Hindi)*. Motilal Banarsidass Publishing House. ISBN: 978-8120824522.
- Wilson, E., & Alvin, G. (2001). *Theatre: The lively art (6th ed.)*. McGraw-Hill.