

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

Title of Paper: Retail Marketing.

Sr. No.	Heading	Particulars
1	Description the course: Including but not limited to:	Retail marketing focuses on strategies to attract and retain customers within physical or digital store environments. It encompasses visual merchandising, promotional campaigns, and customer service to drive sales. This field analyses consumer behaviour to optimize product placement and pricing. Effective retail marketing builds brand loyalty and enhances the overall shopping experience. It's crucial for businesses seeking to maximize profitability and market share in competitive retail landscapes.
2	Vertical : 1	Major
3	Type :	Theory
4	Credit:	4
5	Hours Allotted :	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: 1. To analyze the fundamental principles of retail marketing and consumer behaviour, with a specific focus on the integration of CRM 2. To evaluate key retail operational strategies, including location analysis, and store layout design. 3. To critically examine the application of the 4Ps of Rural Marketing within the context of rural retailing, and retail brands. 4. To assess diverse e-retailing business models and analyze the impact of visual merchandising within.	
8	Course Outcomes: Students will - 1. Students will be able to demonstrate a comprehensive understanding of core retail marketing concepts and analyze the behaviour of retail consumers. 2. Students will be able to critically evaluate and formulate strategic decisions regarding retail location selection and merchandise management. 3. Students will be able to apply the 4Ps of marketing to develop effective rural retailing strategies and construct robust retail brand. 4. Students will be able to analyze and compare various e-retailing business models and assess the strategic role of visual merchandising.	
9	Modules: -	

	Module 1: Introduction to Retail marketing
	1. Retail Marketing – Meaning, Definitions – Characteristics and Functions – Social and Economical, Importance of retailing. Types of retail stores, Challenges and opportunities. 2. FDI in Retail Marketing - Meaning, Need for FDI in Indian Retail scenario, Concept of Green Retailing, Concept of Airport retailing, Impact of Globalization on Retail marketing 3. Retail Consumer: Meaning, Retail consumer behaviour, Factors influencing the Retail consumer, Retail Customer Buying Behaviour, Customer decision making process 4. CRM in Retail Marketing – Meaning, Objectives, Customer retention approaches, Special Customer services, Personalization, Community
	Module 2: Decision on Retail Location, Layout and Merchandising
	1. Retail location strategy – Importance of location decision – Types of location decision and its determining factors – Retail location theories – Location assessment procedures 2. Store design and layout - Comprehensive store planning - Exterior design and layout - Interior store design and layout - Interior design elements. 3. Merchandising and Assortment Planning, - Concept, types Evolution, factors Influencing, principles of merchandising 4. Merchandise category - Meaning, importance, Components, Role of Category captain, Merchandise Procurement – Meaning, Process, Sources of Merchandise.
	Module 3: Rural Retailing and Retail Branding
	1. Rural Retailing: Meaning Characteristics, Importance, Scope , Trends , Challenges, Difference between rural and urban retailing. 2. 4 P's of Rural Retailing: Product strategy of rural retail, Price Strategy of Rural Retail, Place Strategy of Rural Retail, Promotion Strategy of Rural Retail. 3. Retail Branding - Concept of Retail Branding and its importance, Scope of retail Branding, Challenges and Opportunities of Retail Branding. 4. Brand Equity – Strategic Brand Management, Retail Branding: Process. Retail Brand v/s Corporate Brand.
	Module 4: E-Retailing and Visual Merchandising
	1. Foundation of E-Retailing: Meaning, features, need of e-retailing, Traditional Marketing to e- Marketing, Challenges of e- Retailing. 2. E Retailing Business Models, E- Retailing Marketing Mix: Supply Chain Management System in e-retailing, Promotional Strategies of e- retail Business. 3. Concept of Online Pricing; Factors affecting; Different Methods/Strategies of Online Pricing; Price Discrimination in e- retailing; Dynamic Pricing for e- retailing; 4. Visual Merchandising – Meaning, Significance, Tools used for visual merchandising, concept of Planogram, Meaning & Methods of display, errors in creating display.

10	Reference Books: 1. Swapna pradhan- Retailing Management- Tata McGraw Hill, New York. 2. Chetan Bajaj, Rahnishtuli And Nidhiv. Srivastava, Retail Management, Oxford University Press, New Delhi. 3. Mrs. Suja R Nair - Retailing Management - Himalaya Publication House, Mumbai. 4. S. L. Gupta, Retail Management, Wisdom Publications, Delhi. 5. Levy, Michel; and Weitz, Barton A. Retailing Management. New Delhi, Tata McGraw-Hill Publishing Company Limited, 2002. 6. Hasty and James Reardon, RETAIL MANAGEMENT. McGraw Hill Publication, International Edition. 7. Pradeep Kashyap, Rural Marketing, Pearson Education, New Delhi, Latest Edition. 8. Krit Dang Longani & Madhuri Shete, Retail Marketing, Nirali Prakashan Publishers, Pune 9. Naresh Kumar Yadav, Awadesh Kumar Singh, Rural Retailing In India, Serial Publications, New Delhi 10. T Srinavasa Rao, Retail Marketing, Global Vision Publishing House, New Delhi 11. Jesko Perrey and Dennis Spillecke, Retail Marketing and Branding, Latest Edition	
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)	

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

Title of Paper: **Customer Relationship Management**

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	Customer Relationship Management (CRM) involves the strategies, tools, and techniques that businesses use to track and assess customer interactions and data throughout the entire customer journey. The main objective of CRM is to enhance customer service, boost retention, and increase satisfaction, all of which contribute to business growth. CRM allows companies to gain insights into customer preferences and needs, fostering personalized communication and better customer experiences. By implementing CRM software and systems, businesses can optimize their operations, strengthen relationships, and make informed decisions. In today's competitive landscape, leveraging effective CRM practices is crucial for retaining loyal customers and staying ahead of competitors.
2	Vertical :	Major
3	Type :	Theory
4	Credit:	4 credits
5	Hours Allotted :	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: The students should be able to 1. To understand the concepts and role of CRM in increasing sales of the business organization. 2. To understand the role and changing face of CRM 3. To enable learners to learn the CRM marketing initiatives, customer service and designing CRM strategy for the benefit of business organisation	

8	Course Outcomes: The students will be able to; 1. Learners will be able to analyze the CRM link with the other aspects of marketing 2. Learners will be able to understand the concept of CRM strategy and its implementation 3. Learners will be able to understand different CRM models in service industry 4. Learners will be able to analyze emerging trends and different issues in CRM
9.	Module 1: Introduction to Customer Relationship Management (CRM) 5. Customer Relationship Management (CRM)--- Meaning and Definition--- Evolution of Customer Relationships --- Significance of CRM to Customers and Organisations 6. The value pyramid--- Components of CRM--- Information--- Process of CRM--- CRM Technology and People, Barriers to CRM. 7. Customer Value--- Customer Expectation---Customer Satisfaction--- Customer Acquisition--- Customer Retention--- Customer Loyalty--- Customer Lifetime Value 8. Customer Experience Management--- Customer Profitability--- Customer Satisfaction Measurements---Web based Customer Support.
	Module 2: CRM Strategy: Planning, Implementation and Evaluation 5. Objectives of CRM Strategy--- The CRM Strategy Cycle: Acquisition, Retention and Win Back--- Complexities of CRM Strategy 6. CRM Planning: Sales and CRM: Sales Force Automation, Sales Process Management, Sales Territory Management, Contact and Lead Management, Knowledge Management. 7. CRM Implementation: Steps--- Business Planning, Architecture and Design, Technology Selection, Development, Delivery and Measurement 8. CRM Evaluation: Basic Measures: Service Quality, Customer Satisfaction and Loyalty, Company 3E Measures: Efficiency, Effectiveness and Employee Change.
	Module 3: CRM and Data Management 1. CRM and Customer Service--- Call Center and Customer Care: Call Routing, Contact Center Sales Support--- Web Based Self Service. 2. Customer Satisfaction Measurement--- Call-Scripting--- Cyber Agents and Workforce Management 3. Analytical CRM --- Managing and sharing customer data --- Types of Data: --- Customer information databases --- Ethics and legalities of data use. 4. Data Warehousing and Data Mining concepts --- Data analysis--- Types of Data Analysis: Personalization and Collaborative Filtering--- Data reporting
	Module 4: Recent Trends in CRM 5. Recent trends in CRM---e-CRM: Concept ---Features of e-CRM--- Benefits of e-CRM - -- Social Networking and CRM --- Mobile CRM--- CRM v/s Digital Marketing

	6. Measuring CRM performance--- CRM Metrics--- CRM Challenges and Opportunities-- Ethical Issues in CRM 7. Software App for Customer Service--- Customer Self Service--- Email Response Management--- Outbound Communication Management--- 8. CRM in service industry in India (with case studies): Relevance of CRM for Hospital Services--- CRM in Banking and in Insurance Sector	
10	Reference Books: 1. Jagdish N.Sheth, Atul Parvatiyar & G.Shainesh, “Customer Relationship Management”, Emerging Concepts, Tools and Application”, 2010, TMH. 2. Dilip Soman & Sara N-Marandi,” Managing Customer Value” 1st edition, 2014, Cambridge. 3. Ken Burnett, the Handbook of Key “Customer Relationship Management”, 2010, PearsonEducation. 4. Mukesh Chaturvedi, Abinav Chaturvedi, “Customer Relationship Management- An Indian Perspective”, 2010 Excel Books, 2nd edition 5. Alok Kumar Rai, “Customer Relationship Management: Concepts and Cases”, 2008, PHI.	
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)	

Syllabus

B.Com. Management Studies

(Sem.- IV)

Title of Paper: **Project & Customer Relationship Management**

Sr. No.	Heading	Particulars
1	Description the course: Including but not limited to:	Project & Customer Relationship Management (CRM) integrates strategies for managing project lifecycles with those for nurturing customer interactions. It ensures that projects deliver value while fostering strong, lasting client relationships. This approach emphasizes clear communication, expectation management, and proactive problem-solving throughout the project. Aligning project goals with customer needs enhances satisfaction and promotes future collaboration. Effective Project & CRM utilizes tools and techniques to track progress, manage resources, and maintain consistent customer engagement. Ultimately, it aims to optimize project outcomes and maximize customer lifetime value.
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 analyze the interrelationship between project management principles and Customer Relationship Management (CRM) practices. 2. To investigate the role of established CRM strategies in fostering strong customer relationships and contributing to project success. 3. To identify effective project management for successful CRM project implementation. 4. To evaluate advanced e-CRM strategies and establish metrics for measuring CRM project success.	
8	Course Outcomes: The students will be able to; 1. Articulate the fundamental relationship between project management and CRM. 2. Comprehend the application of CRM strategies in achieving project success through enhanced customer relationships. 3. Describe the process of CRM project implementation, including associated challenges and the incorporation of customer feedback. 4. Evaluate advanced e-CRM strategies and apply project optimization techniques.	

Module 1: Foundations of Project Management and CRM

1. Concepts of Project Management, Features and Need for project management, Principles of Project Management, Project Life Cycle and Methodologies
2. Concept of Customer Relationship Management, Core principles, importance, and the evolution of CRM, Types of CRM
3. Relation in Project Management and CRM, Role of Project Manager, Role of Consultants in Project Management and CRM
4. Customer-Centric Project Management, effect of project decisions on customer data, The role of projects in implementing CRM strategies.

Module 2: CRM Strategies for Project Success

1. Customer Needs Analysis, Techniques for gathering and understanding customer requirements in projects, Stakeholder Management,
2. Sales force automation, Customer service and support, customer data management
3. Emerging CRM technologies, Effective communication strategies for managing customer expectations and project planning.
4. Building Strong Customer Relationships, Techniques for fostering trust, managing conflict, and enhancing customer loyalty throughout the project.

Module 3: Project Management for CRM Implementation

1. Defining CRM project goals and objectives, Developing a CRM implementation plan, Resource allocation and budgeting.
2. Managing CRM project timelines and deliverables, tracking project progress and performance, Addressing project challenges and risks.
3. Customer feedback and expectations during project execution, Change management within CRM project implementation,
4. Identifying and mitigating risks associated with CRM implementation, Proper communication with customers during project phases

Module 4: Advanced CRM Strategies and Project Optimization

1. E-CRM: Concept -Features of e-CRM-Benefits of e-CRM - Social Networking and CRM -Mobile CRM- CRM v/s Digital Marketing -CRM in service industry in India
2. Customer segmentation and targeting, Customer lifetime value analysis, Data mining and predictive analytics, Using analytical CRM data to optimize future projects,
3. Enhancing customer satisfaction and loyalty, Personalized customer interactions, Using CRM data to improve Customer experience (CX)

	4. Measuring CRM project success and ROI, Lessons learned and best practices, Measuring CRM project success, Future trends in CRM and project management.	
10	Text Books: 1. Project Management: A Life Cycle Approach by R.K. Khurana - Published by Vikas Publishing House. 2. Jagdish N.Sheth, Atul Parvatiyar & G.Shainesh, "Customer Relationship Management", Emerging Concepts, Tools and Application", 2010, TMH.	
11	Reference Books: 1. Project Management: A Professional Approach by K. Nagarajan - Published by Pearson 2. Fundamentals of Project Management by Joseph Heagney - Published by PMI 3. Project Management: Concepts, Techniques and Tools by Aditi Jaiswal and Alok Gakhar - Published by Prentice-Hall India 4. Project Management: The Indian Context by Prasanna Chandra and K.S. Rajasekaran - Published by McGraw-Hill Education 5. Project Management: A Systems Approach to Planning, Scheduling, and Controlling by Raghavan Srinivasan - Published by McGraw-Hill Education 6. Dilip Soman & Sara N-Marandi," Managing Customer Value" 1st edition, 2014, Cambridge. 7. Alok Kumar Rai, "Customer Relationship Management: Concepts and Cases", 2008, PHI. 8. Ken Burnett, the Handbook of Key "Customer Relationship Management", 2010, Pearson Education. 9. Mukesh Chaturvedi, Abinav Chaturvedi, "Customer Relationship Management- An Indian Perspective", 2010 Excel Books, 2nd edition	
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 4)	

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	

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Dr. Kanchan Fulmali
Board of Studies in
BMS

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Offg. Associate Dean
Prin. Kishori Bhagat
Faculty of Commerce
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Faculty of
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Faculty of
Commerce &
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Name of the Course: Mathematics for Industry and Management- II

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 a transportation problem and the constraints in a transportation problem OC2: apply various methods and obtain a solution to a transportation table OC3: analyze the difference between transportation problem and a general linear programming problem. OC4: evaluate the steps in decision theory approach and use an appropriate method. OC5: create an assignment problem and solve it.	
9	Modules:- Module 1: Transportation Problems Introduction, Transportation Model, Objective Function, Constraints, Comparison Between Transportation Model and General Linear Programming Model (Similarities and Differences), Solution by Transportation Algorithm, North West Corner Method, Solution by Least cost cell (or inspection) Method: (Matrix Minimum method), Solution by Vogel's Approximation Method: (Opportunity cost method), Maximization Case of Transportation Problem, Degeneracy in Transportation Problem.	
	Module 2: Assignment Problems and Decision Theory Introduction To Assignment Problems, Comparison between Transportation Problem and	

	Assignment, Solution by (a) Visual Method, (b) Enumeration Method, (c) Transportation Method, (d) Hungarian Method. Introduction to Decision Theory, Steps in Decision Theory Approach, Decision Making under Uncertainty, Pessimistic Approach and Optimistic Approach, Criterion of Regret.			
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 Frederick S. Hillier, 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%	Semester End Examination: 60%		
13	Continuous Evaluation through: Quizzes, Class Tests, presentations, projects, role play, creative writing, assignments etc. (at least 3)			
	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
	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 x 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.			
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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BOS in Mathematics

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Technology

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Prof. Shivram S. Garje
Faculty of Science &
Technology

SEC (Marketing)
Syllabus
B.Com. Management Studies
(Sem.- IV)

Title of Paper: **AD Making**

Sr. No.	Heading	Particulars
1	Description the course: Including but Not limited to :	Advertising as a subject explores persuasive communication, encompassing media ethics, agency operations, and evolving trends. It delves into crafting impactful messages across diverse platforms, while upholding responsible practices. Students analyze agency structures, creative processes, and client management. The curriculum also examines the ethical dilemmas inherent in advertising, including truthfulness and target audience considerations. Finally, it addresses the dynamic landscape of digital advertising, data-driven strategies, and emerging technologies shaping the industry.
2	Vertical:	Mandatory
3	Type:	Theory
4	Credit:	2credits
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: 1. To understand the fundamental concepts, features & the evolution of advertising. 2. To explore the advertising agencies and creative pitch process 3. To examine the role of AI in modern advertising campaigns 4. To find out the economic and social aspects of advertising	
8	Course Outcomes: 1. Students will be able to analyse the historical development evaluate different types of advertising. 2. Students will be able to discuss the impacts of personalized social media advertising. 3. Students will be able to describe the roles and functions of regulatory bodies like DAVP and ASCI and DD 4. Students will be able to differentiate between and apply the AIDA and DAGMAR and analyze the role of advertising in brand building, particularly concerning Gen Z.	

9	Modules: - Module 1: Introduction to Advertising and ad agency 1. Advertising: Concept, Features, Evolution of Advertising, Benefits of advertising to consumers and business 2. Classification of advertising: Geographic, Media, Target audience, Functions and Purpose, Personalized social media ads 3. Ad Agencies: Types of advertising agencies , Agency selection criteria, Creative Pitch process, AI driven campaigns through ad agency 4. career in advertising: Freelancing Career Options, Skills required for a career in advertising. Module 2: Regulatory bodies and New Trends in Advertising 1. Economic and Social Aspects: Effect of advertising on consumer Product Price, Ethical and social issues in advertising 2. Regulatory bodies: Directorate of Advertising and Visual Publicity (DAVP), Role of ASCI (Advertising Standard Council of India), ABC & DD 3. New Trends: Difference between AIDA and DAGMAR Model, Brand building through advertising and Gen Z, and managing Brand Crises, 4. Purposive ads: Features of Rural, political, Advocacy and Green Advertising, leveraging platforms for advertising, Top ten Ad Agencies of the world and India,
10	Reference Books: References 1. David Ogilvy. (2023) Ogilvy on Advertising: paperback publication 2. O'Guinn, Thomas C., Allen, Chris T., and Semenik, Richard J. (2015). Advertising: The Social, Cultural, and Political Dimensions. Routledge. 3. Wells, William, Burnett, John, and Moriarty, Sandra. (2016). Advertising Principles and Practice. Pearson. 4. Belch, George E., and Belch, Michael A. (2018). Advertising and Promotion: An Integrated Marketing Communications Perspective. McGraw-Hill Education. 5. Smith, J. A., & Jones, B. C. (2023). The impact of social media advertising on consumer behavior. Journal of Advertising Research, 45(2), 123-145. 6. Lee, S. (2018). Digital advertising and its impact on consumer engagement. In J. Kim & D. Lee (Eds.), Advances in digital marketing (pp. 120-145). Routledge. 7. Keller, K. L., & Lehmann, D. R. (2006). Brands and branding: Research findings and future priorities. Marketing Science, 25(6), 740-759. 8. World Advertising Research Center. WARC. Retrieved from https://www.warc.com/ 9. American Marketing Association. (2023). About the AMA. https://www.ama.org/

	10. Kazmi, S. H. H., & Batra, S. K. (2016). Advertising and sales promotion. Tata McGraw-Hill Education. 11. Sen, S., & Bhattacharya, S. (2018). The impact of celebrity endorsements on consumer purchase intention in India. Vikalpa, 43(3), 39-52. 12. Sharma, A. (2023, April 5). The rise of influencer marketing in India. The Economic Times. 13. Journal Articles: 1. Journal of Advertising Research 2. Journal of Advertising 3. Journal of Marketing Research 14. Journal of Consumer Research	
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)	

AC – 20/05/2025
Item No. – 5.45 (N) Sem-IV 5(d)

As Per NEP 2020

University of Mumbai



Syllabus for Basket of AEC	
Board of Studies in English	
UG First Year B.Com. Programme	
Semester	IV
Title of Paper	Credits
Business Communication Skills II	2
From the Academic Year	2024-2025

Sr. No.	Heading	Particulars
1	Description the course: Including but Not limited to:	Business communication is an integral part of the commercial and corporate world. The growth of commercial organizations is directly linked to the effectiveness of their methods of communication with all their stakeholders. The success of an organization is also closely linked to its image building. As a discipline, business communication has changed diametrically and exponentially because of the rapid changes in information technology. In this scenario, it is imperative that all corporate professionals should have command over the various dimensions of business communication including the intentional and unintentional, the verbal and non-verbal, the in-person and the digital. The systematic study of business communication prepares the learners to become capable entrepreneurs, professionals, team-members and managers in today's competitive, networked and digitized business world.
2	Vertical :	Ability Enhancement Course
3	Type :	Theory
4	Credit:	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks

7	Course Objectives: 1. To enable learners engage effectively with group communication. 2. To improve learners' skills in selection processes like interviews and group discussions. 3. To increase learners' understanding of the purpose and functions of meetings. 4. To equip learners with writing skills for trade-related communication.
8	Course Outcomes: At the end of the course, learners will be able to: 1. Understand and engage with group communication processes. 2. Perform more effectively during interviews and group discussions. 3. Participate more efficiently in meetings. 4. Write more impactful trade-related communication.
9	Modules:- Per credit One module can be created
	Module 1: Group Communication (15 Lectures)
	1. Interviews - Definition, format and process of interviews - Selection interviews, assessment interviews, grievance interviews, exit interviews - Preparation and role of interviewers - Preparation and role of interviewees - Online interviews 2. Group Discussion - Meaning and types - Skills that are assessed during Group Discussion - Process of Group Discussion - Do's and don'ts of Group Discussion 3. Meetings - Meaning and definition - Types of meeting: formal and informal with examples - Conducting a meeting - Role of chairperson - Role of participants - Online meetings: Skype, Zooms, Google Meet, MS Teams
	Module 2: Written Communication in Business (15 Lectures)

	1. Notice, agenda, minutes and resolution for meetings 2. Letter of inquiry 3. Complaint and claim letter – adjustment letter 4. Sales letters and pamphlets 5. Consumer Grievance letter
10	Text Books: N.A.
11	Reference Books: 1. Ashley, A. <i>A Handbook of Commercial Correspondence</i>. New Delhi: Oxford University Press, 1992. 2. Aswalthapa, K. <i>Organisational Behaviour</i>. Mumbai: Himalaya Publications, 1991. 3. Bahl, J. C. and Nagamia S. M. <i>Modern Business Correspondence and Minute Writing</i>. New Delhi: N. M. Tripathi Pvt. Ltd, 1974. 4. Balan, K.R. and Rayudu, C. S. <i>Effective Communication</i>. New Delhi: Beacon Books, 1996. 5. Bangh, L.Sue, Fryar, Maridell and Thomas David A. <i>How to Write First Class Business Correspondence</i>. N.T.C. Publishing Group USA, 1998. 6. Barkar, Alan. <i>Making Meetings Work</i>. New Delhi: Sterling Publications Pvt. Ltd., 1993. 8. Benjamin, James <i>Business and Professional Communication: Concepts and Practices</i>. New York: Harper Collins College Publishers, 1993. 9. Bhargava and Bhargava. <i>Company Notices, Meetings and Regulations</i>. New Delhi: Taxman, 1971. 10. Britt, Deborah. <i>Improving Business Communication Skills</i>. Kendall Hunt Publishing Co, 1992. 11. Bovee Courtland, L. and Thrill, John V. <i>Business Communication Today</i>, McGraw Hill. New York: Taxman Publication, 1989. 12. Burton, G. and Thakur. <i>Management Today- Principles and Practices</i>. New Delhi: Tata McGraw Hill, 1995. 13. Drucher, P.F. <i>Technology, Management and Society</i>. London: Pan Books, 1970. 14. Emans, Ben. <i>Interviewing: Theory, techniques, and training</i>. Taylor & Francis, 2019. 15. Eyre, E.C. <i>Effective Communication Made Simple</i>. Kolkata: Rupa and Co., 1985. 16. Fisher, Dalmar. <i>Communication in Organisation</i>. Mumbai: Jaico Publishing House, 1999. 17. Frailley, L.E. <i>Handbook of Business Letters</i>, Revised Edn. New Jersey: Prentice Hall Inc., 1982. 18. French, Astrid. <i>Interpersonal Skills</i>. New Delhi: Sterling Publishers, 1993. - Ganguly, Anand. <i>Group Discussion</i>. Pustak Mahal, 2012. 19. Gartside, L.E. <i>Modern Business Correspondence</i>. Plymouth: McDonald and Evans Ltd., 1980. 20. Ghanekar, A. <i>Communication Skills for Effective Management</i>. Pune: Everest Publishing House, 1996. 21. Labade, Sachin, Katre Deepa et al. <i>Communication Skills in English</i>. Orient Blackswan, Pvt Ltd, 2021. 22. Reed, Karim and Joseph A. Allen. <i>Suddenly Virtual: Making Remote Meetings Work</i>. Wiley, 2021.

12	Internal Continuous Assessment: 40%	External, Semester End Examination Individual Passing in Internal and External Examination : 60%												
13	Continuous Evaluation through: - Performance in oral activities (during lectures): 10 marks The class may be divided into batches to conduct the oral activities by creating formal schedule for the same before the semester End Examination. - Written assignments or projects: 10 marks Learners will have to write and submit written assignments in a timely manner. Suggested Activities: - Mock interviews and group discussions - Making short presentations on given topics - Official notice / agenda / minutes / resolution writing exercises - Role play in group communication situations, like meetings													
14	Format of Question Paper: for the final examination <table> <tr> <td><i>External / Semester End Examination</i></td><td><i>Marks: 30</i></td><td><i>Time: 1 Hours</i></td></tr> <tr> <td>Q.1. Essay Type Questions (Any One out of two on Unit I)</td><td></td><td>Marks 10</td></tr> <tr> <td>Q.2. Essay Type Questions (Any One out of two on Unit II)</td><td></td><td>Marks 10</td></tr> <tr> <td>Q.3. Short Notes/Problem (Any Three out of five on all Units)</td><td></td><td>Marks 10</td></tr> </table>		<i>External / Semester End Examination</i>	<i>Marks: 30</i>	<i>Time: 1 Hours</i>	Q.1. Essay Type Questions (Any One out of two on Unit I)		Marks 10	Q.2. Essay Type Questions (Any One out of two on Unit II)		Marks 10	Q.3. Short Notes/Problem (Any Three out of five on all Units)		Marks 10
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Q.2. Essay Type Questions (Any One out of two on Unit II)		Marks 10												
Q.3. Short Notes/Problem (Any Three out of five on all Units)		Marks 10												

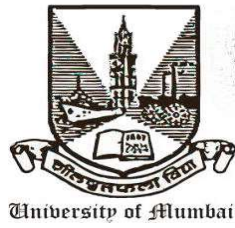
Sign of BOS Chairman
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Humanities

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Faculty of
Humanities

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

9.1



University of Mumbai

**Guidelines for Community Engagement Projects (CEP)
for Undergraduate Students As per NEP 2020**

With effect from Academic Year 2025-2026

Index

1. Introduction
2. Objectives
3. Outcomes
4. Indicative list of areas for CEP
5. Roles and responsibilities
6. The process of Implementation
7. Credits and Duration
8. Community Engagement Project 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 Community Engagement Project
15. CEP Guidelines Draft Committee

1. Introduction:

The curriculum component of ‘community engagement projects’ is specifically incorporated as an integral part of NEP 2020 curriculum to acquaint the students about the socio-economic issues and challenges of the local and extended community so that the theoretical learnings can be supported by actual life experiences. India is a diverse country with heterogeneous communities and in this context the objective of the course is to encourage students to create and implement solutions to the real-life community level issues.

This course intends to assist the students to connect and interact with heterogeneous communities for identifying issues they face and try to provide probable solutions to community level problems. This approach is important in order to broaden opportunities of social responsibility, environmental sustainability, nation building and peace.

Community Engagement Projects work will provide students an opportunity to visit and observe situations in rural and urban contexts. The students are expected to observe and study actual field situations in socio economic contexts while doing their community engagement project. The course will create opportunities for students to understand the interconnection between theoretical knowledge and practical applications. Community Engagement Projects 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. Community Engagement Projects’ component will also broaden the possibilities of deeper learning and enhancing research acumen of students. Community Engagement projects will not only make students aware about various societal issues but will also sensitize them towards various problems and challenges in the society and how these can be dealt with.

2. Objectives

Community Engagement projects in general sets out to achieve objectives such as:

1. Align classroom learnings with awareness about societal issues.
2. Provide students an exposure to societal issues and align their experiences with contemporary problems/ concerns
3. Integrating theoretical and practical aspects to create blended learning experience 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 teams, develop social awareness and nurturing of human values in students.
7. Create collaboration between Higher Education Institutes (HEIs), social organization, Government and non-government institutes for impactful Community Engagement Projects.

3. Outcomes:

After the completion of the CEP course, the student will be able to:

1. Tackle/ Understand the societal issues more efficiently and effectively.
2. Apply concepts learned in classrooms to real-world socio-economic conditions enhancing their understanding and skills.
3. Show insights into the challenges, opportunities and culture of socioeconomic diversity, preparing them for future roles as responsible citizens.
4. Demonstrate evidence of research aptitude and skills of critical thinking, analytical skills, and ethical research conduct in field work.
5. Display problem-solving abilities in making informed decisions in complex scenarios through practical situations.
6. Work in teams and collaborate to achieve common goals in the work field environments through collaborative efforts.
7. 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 CEP:

The areas of field work can be decided by the head of the institution in consultation with CEP committee, CEP Coordinators and the faculty in respective subjects.

Indicative (yet non-restrictive) areas for engagement can be:

1. Community projects on Mangrove conservation, tree plantation, and eco-awareness campaigns.
2. Engagement in guided biodiversity trails and sustainability education campaigns.
3. Assistance in slum-based education and nutrition programs for children.
4. Improve public spaces and civic hygiene through youth-led volunteering
5. Use digital skills to implement socially impactful tech projects

5. Role and responsibilities

Head of the Department/Director/Principal:

1. Allotment of guides for the students for Community Engagement Projects should be done by Head of the Department/Director/Principal of the institute/college, 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 provide resources and assistance to ensure effective carrying out of CEP.

CEP Committee:

1. To oversee the quality and effectiveness of the implementation of the CEP course.
2. To ensure that the CEP course program aligns with departmental and program academic objectives.
3. To establish continuous evaluation mechanisms for evaluating the course and to make required process improvements from time to time.

CEP Coordinator:

1. To play crucial role in coordinating and implementing the CEP course within college/ department / institute.
2. To act as a liaison entity between the department, students, faculty mentors and CEP supervisors (Host institute/ organization)

Student Coordinators:

To help the CEP coordinators/ Faculty Mentors in pre-, during and post-CEP activities.

Faculty Mentor:

1. To assist in identifying CEP opportunities and approve CEP plans.
2. To continuously monitor student progress and extend guidance.
3. To receive and provide regular feedback on student's progress in CEP
4. To evaluate CEP documents including CEP reports, presentations, or other expected academic deliverables.

6. Process of CEP implementation:

Flow chart

1. Formation of CEP Committee
2. Appointment of CEP Coordinators and Faculty Mentor
3. Community Engagement Projects orientation by the CEP committee and CEP Coordinator/s
4. Allotment of students under Faculty mentors.
5. Execution of CEP
6. Evaluation
7. Feedback

Mechanism for the implementation of CEP:

1. To facilitate effective implementation of the CEP program, Colleges/Departments/Institutes are encouraged to establish a CEP committee responsible for overseeing its smooth functioning. It will consist of the following: Head of the department, CEP 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 CEP program. These coordinators will play a crucial role in coordinating and implementing the program within their respective departments.
3. The CEP Committee and CEP coordinator will take the lead in preparing an action plan for the implementation of the CEP program.
4. To streamline the administrative process, the CEP Committee / CEP Coordinator will provide necessary formats to students for documentation related to the program.
5. Each Department/Centre should establish collaborations with relevant NGOs, community organizations, research institutes, etc., for CEP. These collaborations will serve as crucial avenues for facilitating CEP opportunities for students.
6. Effective communication is key to the success of the CEP program. Regular communication with heads and coordinators of the department/centre/Institute and maintaining proper records is essential. The faculty mentor and individual student will be responsible for maintaining relevant documents related to the program.
7. Before the commencement of the CEP program, an orientation session will be conducted by

- the members of CEP committee / CEP coordinator/s. 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 CEP mentors and will be responsible for monitoring and evaluating the progress of the allotted students.
 9. Throughout the CEP period, students will maintain activity reports as per the provided format and get it validated by the supervisor.
 10. Upon completion of the CEP program, students must submit a completion certificate duly signed by the faculty supervisor.

7.Credits and duration:

1. CEP will carry weightage of two credits.
2. Each student will be expected to carry out a minimum of 2-3 extensive community interactions.
3. The CEP program should be completed in appropriate Semester as per the program structure. If required CEP can also be carried out during the semester break.

8.Community Engagement Project Report:

The students are required to submit a report of the Community Engagement Projects at the end of the semester in the 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 a minimum of 20 pages (Approximately minimum of 4000 to 5000 words).

Report should be arranged in the following order

Title Page

- 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 community interactions, 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.

Chapter 1: Introduction

- Purpose of the visit: Outline the objectives and expected outcome of the community interactions.
- Background Information: Provide context about the community interactions and its significance.
- Scope of the Report: Define the boundaries of what the report will cover.

Chapter 2: 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: Description of the community interactions, Observations and Analysis

- Provide detailed descriptions of community interactions and engagements 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 visits 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 CEP program involves two key components: External Evaluation (40%) and Internal Evaluation (60%).

(i) Internal Evaluation by Guide (Marks 20)

Criteria	Marks
Attendance, Community interactions completion and interaction with supervisor	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. _____, currently enrolled in the _____ Year of
_____ Full-time Program _____ at _____ institute/
college, am undertaking my Community Engagement Project work under the guidance of
Dr./Ms./Mr. _____, and I hereby confirm 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 students will be meeting their guide at least five times for the CEP 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 – 2025-26

Appendix III

Name of the Department/College/Institute

Certificate

I hereby certify that Mr./Ms. _____, Student of
_____Institute/college studying in
_____ program has completed a C. E. project
titled _____ in the area of
_____specialization for the academic year 2025-2026. 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/college studying in
_____ program, hereby declare that I have completed
the Community Engagement Project titled _____
during the academic year 2025-2026.

The report 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 Community Engagement 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 CEP
(To be filled by Students after CEP completion)

Student Name:

Seat No. /Roll No.:

Email:

Department:

Name of the Mentor:

Title/Heading of Community Engagement Projects:

Brief description of CEP carried out:

Dates of CEP:

My internship experience was related to my major area of study/ academic program

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree

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

This experience has:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Has increased my sensitivity towards societal problems					
Given me the opportunity to explore a career field delete					
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 delete					
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 repeated					

- The faculty mentor extended guidance and mentoring through-out the CEP process:

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree

- Were you able to accomplish the initial goals, tasks and new skills that were set down in CEP plan?

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree

- Considering your overall experience, how would you rate this CEP? (Circle one):

Poor/ Satisfactory/ Good/ Excellent

- Give suggestions as to how your CEP experience could have been improved."

(Please mark ✓ for areas that were satisfactory and ✗ for areas that need improvement)

Aspect of CEP Experience

- Clear orientation and briefing at the start
- Relevance of project to academic learning
- Availability and support from internal guide
- Adequate field exposure and hands-on engagement
- Clarity in roles and responsibilities
- Time provided for the completion of project

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

CEP Guidelines Draft Committee

Prof. Shivram S. Garje

Off. Dean (Science and Technology)

Convener

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Director, Alkesh Dinesh Mody Institute of Finance and Management Studies

Member

Prof. Manisha A. Karne

Off. Associate Dean (Humanities) and
Director, Mumbai School of Economics and Public Policy

Member

Prof. Priya Vaidya

Head, Department of Philosophy

Member

Dr. Suchitra Naik

Off. Associate Dean (Humanities) and
Principal, K.G. Joshi College of Arts & N.G. Bedekar College of Commerce

Member

Prof. Vishwanath Patil

I/c Director, National Centre for Nanoscience and Nanotechnology

Member

UNIVERSITY OF MUMBAI

Semester IV

(w.e.f. June, 2025)

Sub: - **NSS- Youth and Disaster Management**

Credits: 02

Lectures: 30

Marks:50

Unit Number	SEMESTER 4 Title of the Unit	No. of Lecture	No. of Credits
1	Youth and Disaster Management-	10	
	Meaning and Types of Disasters – Natural and Man-Made disasters, preparedness, Disaster Risk reduction: Preparedness, Mitigation, Response, Relief, Rehabilitation, Reconstruction.		
2	Project:	20	
	• Project work is mandatory for all the students in IV semester.		
	• They can carry out project work under the supervision of the teacher in-charge of NSS and at the end of the semester a project report shall be presented and viva voce shall be conducted.		
	• The Project work can be carried out independently or in a group.		
	The project work shall be community based and selected preferably from the adopted villages/ slums/ neighborhoods.		
	Project Submission and Presentation VIVA-VOCE		

Note:

1. Above Paper will be exempted if the learner is involved in NSS as Volunteer and Successfully completes 60 hours in each Semester.
2. If learner as a NSS Volunteer attends any Camps at National/State/University/District/ College Special Camp will be exempted from either **Sem II OR Sem IV** Paper provided they produce Certificate of Participation or Attendance in Camp certified by the Programme Officer.

**Evaluation Pattern
Internal Assessment**

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

**External Assessment
Question Paper Pattern**

Time: 1:00 Hours

Total Marks: 30

Introduction:-1. All questions are compulsory.

2. Figure to the Right indicates full marks.

3. Draw neat labeled drawings wherever necessary.

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

06 marks.

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

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

06marks

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

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

18 marks

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

.....

NSS Project Report Format

(For Projects in Adopted Area / Village)

➤ **Cover Page**

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

➤ **Certificate**

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

➤ **Acknowledgment**

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

➤ **Index**

- A table listing all sections with corresponding page numbers.

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

➤ **Annexures**

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

Sd/-

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Chairman
Dr. Sunil Patil
Ad-hoc Board of
Studies in
N.C.C./N.S.S./Sports
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Dr. C.A.Chakradeo
Faculty of
Interdisciplinary
Studies**

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**Sign of the
Offg. Associate Dean
Dr. Kunal Ingle Faculty
of Interdisciplinary
Studies**

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Offg. Dean
Prof. A. K. Singh
Faculty of
Interdisciplinary
Studies**

University of Mumbai
Semester IV
(w.e.f. June, 2025)

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.

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

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

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

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

Scheme of Evaluation -

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

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

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

Semester End Examination (30 Marks)

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

***Note - OR**

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

References -

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Dr. Kunal Ingle Faculty
of Interdisciplinary
Studies

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Offg. Dean
Prof. A. K. Singh
Faculty of
Interdisciplinary
Studies

Semester IV

As per NEP 2020

Integrated Theatre Production: Stage Craft, Costume, Music and Technology

Syllabus for Two Credits Programme

With effect from Academic Year 2025-2026

Aims and Objectives

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

Learning Outcomes

The course will enable the learner to

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

Modules at Glance Semester IV

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

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

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

Scheme of Evaluation

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

Semester IV (50 Marks - 2 Credits)

Internal Evaluation (20 Marks)

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

Semester End Examination (30 Marks)

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

Reference Books

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

Sd/-

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