

B.Com. (Accountancy) Syllabus S.Y. B.COM (Semester - IV)

Title of Paper: **Accountancy & Financial Management–IV**

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	This course provides essential knowledge and skills for accounting professionals working in corporate finance and financial reporting. The ability to accurately handle complex financial transactions, like share and debenture redemptions, is highly valued by employers. It enables professionals to contribute to sound financial management and decision-making within organizations. As regulations evolve, professionals with strong accounting knowledge are in demand to ensure compliance and maintain financial integrity. Understanding the redemption of preference shares and debentures is crucial for compliance and financial statement preparation. Career prospects include roles in Corporate accounting departments, Audit firms, Financial analysis and Regulatory compliance.
2	Vertical :	Major
3	Type :	Theory
4	Credit:	2 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: - To calculate the minimum fresh issue of shares required to redeem preference shares, demonstrating an understanding of the provisions of Section 55 of the Companies Act, 2013. - To explain the provisions of Section 71 (1) and (4) of the Companies Act, 2013, and apply the Companies Rules to calculate the Debenture Redemption Reserve (DRR) and redemption procedure.	

8	Course Outcomes: • The learner will be able to prepare journal entries and balance sheet to reflect the redemption of preference shares using the appropriate methods and accounting treatment. • The learner will be able to construct journal entries, ledger accounts, and a partial balance sheet to record the redemption of debentures using different methods
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9	Modules:- 02
	Module 1: Redemption of Preference Shares
	• Provision of the Companies Act for redemption of Preference Shares (Sec 55 of the Companies Act, 2013), Companies (Share and Debentures) Rules. • Methods of Redemption of fully paid up Preference Shares as per Companies Act, 2013: a. The proceed of a fresh issue of shares, the capitalisation of undistributed profits and a combination of both b. Calculation of minimum fresh issue to provide the fund for redemption. (Question on entries and/or Balance Sheet) Note: Companies governed by Section 133 of the Companies Act, 2013 and comply with the accounting standards prescribed for them. Hence, the balance in security premium account not to be utilised for premium payable on redemption of preference shares.
10	Module 2: Redemption of Debentures
	• Introduction : Provisions of Section 71 (1) and (4) of the Companies Act, 2013 • Creation and investment of DRR including The Companies (Share Capital and Debentures) Rules, 2014, the methods of writing-off discount/loss on issue of debentures • Terms of issue of debentures. • Methods of redemption of debentures: By payment in lumpsum and by payment in instalments (excluding from by purchase in open market), Conversion. (Question on entries. ledgers and/or Balance Sheet and /or redemption of preference shares)
10	Reference Books: • Jain, S. P., & Narang, K. L. (2018). <i>Advanced accountancy</i> (10th ed.). Kalyani Publishers. • Shukla, M. C., Grewal, T. S., & Gupta, S. C. (2020). <i>Advanced accounts</i> (19th ed.). S. Chand Publishing. • Hanif, M., & Mukherjee, A. (2019). <i>Modern accountancy</i> (Vol. 2). McGraw Hill Education. • Tulsian, P. C. (2022). <i>Financial accounting</i>. S. Chand Publishing. • ICAI. (Current Year). <i>Accounting standards</i>. Institute of Chartered Accountants of India.

	• ICAI. (Current Year). <i>Companies act 2013</i>. Institute of Chartered Accountants of India. • Maheshwari, S. N., & Maheshwari, S. K. (2018). <i>Corporate accounting</i>. Vikas Publishing House. • Gupta, R. L., & Radhaswamy, M. (2017). <i>Advanced accountancy</i>. Sultan Chand & Sons. •																									
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B.Com. (Accountancy) Syllabus
S.Y. B.COM (Semester - IV)

Title of Paper: Accounting & Auditing-II (Management Accounting-II)

Sr. No.	Heading	Particulars
1	Description the course: Including but Not limited to :	In today's dynamic business environment, effective management of short-term finances is critical for survival and growth. This course will equip learners with the essential knowledge and skills to navigate the complexities of working capital and treasury operations. One can learn how to analyze, plan, and control current assets and liabilities, optimize cash flow, and make strategic decisions to enhance your organization's financial stability and profitability. Whether you are aspiring to be a financial analyst, a treasury manager, or an entrepreneur, this course will provide learners with a solid foundation in the core principles of financial management. Learning how to manage cash effectively allows learners to fund growth opportunities, whether unexpected expenses, and ultimately, increase chances of long-term success. In essence, this course transforms learners from a visionary with an idea to a financially savvy entrepreneur capable of building a sustainable business.
2	Vertical :	Major
3	Type :	Theory
4	Credit:	2 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks

7	Course Objectives: - To apply the operating cycle concept and estimate the needs of working capital to analyse a company's efficiency in management. - To apply various cash models to determine the optimal cash balance.
8	Course Outcomes: - Learners will be able to calculate the operating cycle and estimate the working capital needs of trading and manufacturing firm. - Learners will be able to solve practical problems related to cash management using various models.

9	Modules:- 02
	Module 1: Working Capital Management
	- Meaning and Concept of Working Capital - Significance of Working Capital - Approaches of Working Capital Investment - Determinants of Working Capital - Operating Cycle: Meaning and Calculation - Estimation / Projection of Working Capital Requirement in case of Trading and Manufacturing Organization.
	Module 2: Treasury and Cash Management - Treasury Management: Meaning and Functions - Cash Management: Need, Plan and Budgeting - Preparation of Cash Budgets for short and long period - Managing Cash Collection and Disbursements: Accelerating Cash Collections and Controlling payments - Cash Model: Calculation of Cash Cycle, Minimum Operating Cash and Cash Turnover. - William Baumol's Economic Order Quantity Model (Practical problems) - Miller- Orr Cash Management Model
10	Reference Books: - Horngren, C. T., Datar, S. M., & Rajan, M. V. (2015). <i>Cost accounting: A managerial emphasis</i> (15th ed.). Pearson Education. - Drury, C. (2018). <i>Management and cost accounting</i> (10th ed.). Cengage Learning EMEA. - Gibson, C. H. <i>Financial reporting and analysis: Using financial accounting information</i> (13th ed.). South-Western College Publishing.

	• Pandey, I. M. <i>Financial management</i> (11th ed.). Vikas Publishing House. • Khan, M. Y., & Jain, P. K. (2018). <i>Management accounting: Text, problems and cases</i> (7th ed.). McGraw Hill Education. • Subramanyam, K. R., & Wild, J. J. (2018). <i>Financial statement analysis</i> (11th ed.). McGraw-Hill Education.																									
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Syllabus

B.Com. (Second Year)

(Sem.- IV)

Title of Paper : **Commerce IV Management : Production and Finance**

Sr. No.	Heading	Particulars
1	Description of the course : Including but Not limited to :	This course provides an understanding of Production Management and Finance Management. It includes production management, quality and quality management, Indian Financial system and Trends in Finance
2	Vertical :	Major
3	Type :	Theory
4	Credit:	2 credits (1 credit = 15 Hours for Theory in a semester)
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: (List some of the course objectives) 1. To provide an overview of Production and Quality Management 2. To understand the Indian Financial System and the various trends in the area of finance. 3. To make the learners apply some investment avenues	
8	Course Outcomes: (List some of the course outcomes) CO1 The learners will get insights on various aspects relating to Production and Quality. (Aware) CO2 The learners will understand Indian Financial System.(Understand) CO3 The learners will know about various trends in the area of finance and try to apply various investment avenues in practical life.(Apply)	

9	Modules:- Per credit One module created
	Module 1: Production & Quality: (15 lectures)
	Unit I: Production : (7 lec) • Production: Concept, Production Management- concept, scope and importance, Steps in Production, Planning and Control, Types of Production System – Intermittent and Continuous • Productivity - Concept, Factors influencing Productivity, Measures to improve productivity, Inventory Management- concept, Objectives and Importance Unit II: Quality: (8 lec) • Quality - concept & Dimensions, Quality Management tools- TQM – Concept & importance, Six Sigma – Concept & process, Kaizen – Concept & Process • Quality Circle & Features, ISO 9000- Procedure to obtain Certification, Service Quality Management- Importance and Measures to improve Service Quality.
	Module 2 Finance: (15 lectures)
	Unit I: Indian Financial System: (8 lec) • Structure of Financial Market, Procedure of IPO, Stock Exchange- functions, SEBI- Functions, Investor Protection Measures of SEBI • Types of Depositories – concept, Dematerialisation & benefits- Credit Rating- concept, Advantages, CRISIL- Concept and role. Unit II: Trends in Finance: (7 lec) • Sources of finance for start-up ventures, Mutual Funds- concept, Advantages, Types, Systematic Investment Plan (SIP) • Derivatives – concept & Types (Forwards, Futures, Options, Swaps), Micro Finance & its importance, Self Help Group & features.
10	Reference Books: 1. Production and Operations Management –Prof L.C.J hamb, Event Publishing House. 2. Production Planning & Control- Prof L.C. Jhamb, Event Publishing House 3. Production & Operation Management (Text & Cases)- K.Ashwathappa G.Sudeshana Reddy, Himalaya Publication. 4. Launching New Ventues : An Entrepreneurial Approach-Kathleen R.Allen, Cengage Learning 5. Essentials of Inventory Management-MaxMuller, Amacon Publishes 6. Indian Financial System—Bharathi Pathiak, Pearson Publication 7. Financial Institutions and Markets : Structure Growth& Innovations – L.M.Bhole , Jitendra Mahakad, Tata McGraw Hill. 8.The Indian Financial System and Financial Market Operator-Vasant Desai, Himalaya Publishing 9. Indian Financial System – M.Y. Khan, Tata McGraw –Hill 10.Production and Operations Management –Anandkumar Sharma, Anmol Publication

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 4)	

Exam Pattern (External Examination)	
Total Marks: 30	2 Credits
Time: 1 hour	
Answer any two questions out of three questions	
Q.1 Answer the Following Questions. a) b)	7.5 x 2= 15
Q.2 Answer the Following Questions. a) b)	7.5 x 2= 15
Q.3 Answer the Following Questions. a) b)	7.5 x 2= 15

Exam Pattern (Internal Examination) Total 20 Marks	Marks
1. Class Test	5 Marks
2. Assignment	5 Marks
3. Presentation	5 Marks
4. Group Discussion	5 Marks
5. Quiz	5 Marks
6. Case Study	5 Marks
Note: 1. Any Four out of the above can be taken for the internal Assessment. 2. The internal Assessment shall be conducted throughout the Semester. 3. Field visit can be arranged.	

Syllabus

B. Com. (Business Economics)

(Sem.- IV)

Title of Paper: **Macroeconomics: Analysis of Interaction Between Goods and Money Markets**

Sr. No.	Heading	Particulars
1	Description the course: Including but Not limited to :	This course examines the role of IS-LM analysis in Post-Keynesian economics, highlighting its relevance in understanding macroeconomic equilibrium. It explores the interactions between goods and money markets, the impact of fiscal and monetary policies, investment dynamics, and market adjustments, providing insights into policy effectiveness and economic stability.
2	Vertical :	Major
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. Develop a comprehensive understanding of IS-LM analysis within the Post-Keynesian framework and its role in macroeconomic equilibrium. 2. Examine the effects of fiscal and monetary policies on goods and money markets, assessing their implications for economic stability.	
8	Course Outcomes: By the end of the course, students will be able to: 1. Apply IS-LM analysis to explain macroeconomic equilibrium and policy effectiveness. 2. Evaluate the impact of fiscal and monetary interventions on goods and money market interactions.	

9	Syllabus																	
	Module I: The Goods Market		(15 hours)															
	• Good market: Meaning and components, Government spending and its impact on economic activity, Graphical derivation of the IS curve. • Equilibrium conditions in goods market, Interaction between private savings, public savings, and investment interact, Factors influencing investment decisions: Interest rates, business confidence, and future expectations. • Demand-side shocks due to change in consumption, investment, or government spending, Supply-side shocks due to technological advancements and resource limitations, Role of government in economic stabilisation and recovery.																	
	Module 2: The Money Market		(15 hours)															
	• Money market: Meaning and components, The transactional, precautionary, and speculative motives behind demand for money, Derivation of the LM curve graphically. • The conditions for simultaneous equilibrium between goods and money markets, Interest rates and level of output determinations using the IS-LM model, Simultaneous equilibrium and macroeconomic stability. • The liquidity trap and monetary policy, The Crowding-out effect: Impact of increased government spending and reduction in private investment, The Crowding-in effect: Impact of government spending and increase in investment.																	
10	References: • Blanchard, Olivier. <i>Macroeconomics</i>. 7th ed., Pearson, 2017. • Borjas, George J. <i>Labour Economics</i>. 7th ed., McGraw-Hill Education, 2016. • D'Souza, Errol. <i>Macroeconomics</i>. Pearson Education, 2008 • Krugman, Paul, and Robin Wells. <i>Macroeconomics</i>. 6th ed., Worth Publishers, 2021. • Mankiw, N. Gregory. <i>Principles of Economics</i>. 9th ed., Cengage Learning, 2020. • Mishkin, Frederic S. <i>The Economics of Money, Banking, and Financial Markets</i>. 12th ed., Pearson, 2019. • Mukherjee, Sampat, Vipul Bhatt, and Lalima Mukherjee. <i>Macroeconomics: A Global Text</i>. Global Net Publication, January 2021.																	
11	Internal Continuous Assessment: 40% (20 Marks)																	
	<table><tr><th colspan="3">Continuous evaluation pattern</th></tr><tr><td>1</td><td>Class Test Two (5 marks each)</td><td>10 Marks</td></tr><tr><td>2</td><td>Assignment/ Project Presentation/ Case Study writing</td><td>10 Marks</td></tr><tr><td>3</td><td>Book review/Newspaper review (in any language)/ Case Studies</td><td>10 Marks</td></tr><tr><td></td><td>Take any two of the above (from 1, 2 and 3)</td><td>20 Marks</td></tr></table>			Continuous evaluation pattern			1	Class Test Two (5 marks each)	10 Marks	2	Assignment/ Project Presentation/ Case Study writing	10 Marks	3	Book review/Newspaper review (in any language)/ Case Studies	10 Marks		Take any two of the above (from 1, 2 and 3)	20 Marks
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External, Semester End Examination 60% (30 Marks)
Individual Passing in Internal and External Examination

Format of Question Paper

Semester End Examination Question Paper Pattern

Time: 1 Hour

Max. Marks:30

Note:

- All questions are compulsory
- Each question has internal options
- Figure to the right indicate full marks.

Q.1.	Answer the following questions (Any 2):	15 Marks
A.		
B.		
C.		
Q.2.	Answer the following questions (Any 2):	15 Marks
A.		
B.		
C.		

Syllabus
B.Com. (Second Year)
(Sem.- IV)

Title of Paper : Business Law-III : The Negotiable Instruments Act 1881 and Amendment 2015

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	The course includes the concept and the terms associated with the Negotiable Instruments Act. It also includes the performance and discharge of liability under the Negotiable Instruments Act 2015
2	Vertical :	Minor
3	Type :	Theory
4	Credit:	4 credits
5	Hours Allotted :	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: (List some of the course objectives) 1. To make the students understand various provisions related to The Negotiable Instrument Act, 1881 with Amendment Act, 2015. 2. To understand the nuances and rules related to Bills of Exchange, Promissory Note and Cheque. Dishonour of Cheque and Penalties 3. To help the students to understand the concepts of various Negotiable instruments and its applications in practical life.	
8	Course Outcomes: (List some of the course outcomes) 1. Learners will gain knowledge of the Negotiable Instruments Act. (Understand) 2. Learners would be able to learn the various types of Negotiable Instruments and its application in business.(Apply) 3. Learners will know the importance of Promissory Notes and Bills of exchange and cheques in Business.	

9 **Modules:-** Per credit One module can be created

Module 1: Negotiable Instruments

Unit I Negotiable Instruments

- Negotiable Instruments - Introduction and Characteristics of Negotiable Instruments, Maturity of Instruments (S.21 to 25)
- Classification of Negotiable Instruments.(Ss. 11, 12, 17-20,42,104, 134, 135)

Unit II Promissory Notes & Bills of Exchange

- Promissory Notes & Bills of Exchange (S.4, 5,108-116) - Essential elements of Promissory Note and Bills of Exchange, Bills in Sets (S.13)
- Kinds of Promissory Note and Bill of Exchange. Distinguish between Promissory note & Bill of Exchange

Module 2:...Cheques and Delivery

Unit I Cheque

- Cheque – Concept, Types & Crossing of cheque (S.6 to 25 and 123 to 132)
- Dishonour of Cheque – Concept & Penalties. Distinguish between Bill of Exchange & Cheque.

Unit II Delivery

- S 46 Delivery. S47. Negotiation by delivery. S48. Negotiation by indorsement..
- S49 Conversion of indorsement in blank into indorsement in full. S50. Effect of indorsement. S51. Who may negotiate.

Module 3 Presentment and Discharge of Liability

Unit I Presentment

- Section 61. Presentment for acceptance. 62. Presentment of promissory note for sight. 63. Drawee's time for deliberation. 64. Presentment for payment.
- 65. Hours for presentment. 66. Presentment for payment of instrument payable after date or sight. 67. Presentment for payment of promissory note payable by instalments.

Unit II Discharge of Liability

- Section 82. Discharge from liability. (a) by cancellation; (b) by release; (c) by payment. 83. Discharge by allowing drawee more than forty-eight hours to accept. 84. When cheque not duly presented and drawer damaged thereby.
- 85. Cheque payable to order. 85A. Drafts drawn by one branch of a bank on another payable to order. 86. Parties not consenting discharged by qualified or limited acceptance

	Module 4:...Miscellaneous Provisions & Protest	
	Unit I Miscellaneous Provisions - Miscellaneous Provisions – Parties to Negotiable Instruments Holder, Drawer, Drawee in case of Need (S.7, 115 and 116), Payee - Holder in due course, Rights & Privileges of Holder in due course, Payment in due course (S.10), Noting (S.99) and Protest (S.100-102). Unit II Protest - Section 101. Contents of protest. 102. Notice of protest. 103. Protest for non-payment after dishonour by non-acceptance. 104. Protest of foreign bills. 104A.When noting equivalent to protest.	
10	Reference Books: The Negotiable Instruments (Amendment) Act, 2015, The Negotiable Instruments Act by Bhashyam & Adiga, Khergamvala on The Negotiable Instruments Act	
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 4)	

Exam Pattern (External Examination)		
Total Marks: 60		4 Credits
Time: 2 Hours		
Answer the Following Question		
Q. 1 Answer the Following Questions. (Any One)		10 x 1 = 10
a)		
b)		
Q. 2 Answer the Following Questions. (Any One)		10 x 1 = 10
a)		
b)		
Q. 3 Answer the Following Questions. (Any One)		10 x 1 = 10
a)		
b)		
Q. 4 Answer the Following Questions. (Any One)		10 x 1 = 10
a)		
b)		
Q. 5 Short Notes (Any Four)		5 x 4 = 20
a)	e)	
b)	f)	
c)	g)	
d)	h)	
Exam Pattern (Internal Examination)		Marks
Total 40 Marks		
1. Class Test		10 Marks
2. Assignment		10 Marks
3. Presentation		10 Marks
4. Group Discussion		10 Marks
5. Quiz		10 Marks
6. Case Study		10 Marks
Note: 1. Any Four out of the above can be taken for the internal Assessment. 2. The internal Assessment shall be conducted throughout the Semester. 3. Field visit can be arranged.		

As Per NEP 2020

University of Mumbai



Syllabus for Basket of OE Vertical 3

Faculty of Humanities

Board of Studies in Economics

Second Year Programme

Semester

IV

Title of Paper

Credits

I) **INTRODUCTION TO TOURISM
ECONOMICS**

2

II) **TOURISM ECONOMICS**

4

From the Academic Year

2025-26

Name of the Course
INTRODUCTION TO TOURISM ECONOMICS
OE (Open Elective)

SEMESTER-IV

(Credit 2)

Sr. No.	Heading	Particulars
1	Description of the Course:	Tourism is a rapidly growing and expanding service sector that creates numerous opportunities. With the increasing scope of this field, tourism and related studies help students develop an interest in the industry. This course provides fundamental and in-depth knowledge of tourism industry management, planning, and business opportunities. It helps students understand essential aspects such as the skills required to start a tourism business, investment structures, marketing strategies, and the importance of sustainable tourism. The course plays a crucial role in explaining how tourism development contributes to economic growth at both local and national levels, generates employment opportunities, and leads to social and cultural impacts. Therefore, this course serves as a valuable guide for students aspiring to build a career in the tourism sector and for entrepreneurs looking to enter the industry.
2	Vertical:	OE (Open Elective) Course
3	Type:	Theory
4	Credit:	2 Credits
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: • To understand the conceptual framework of tourism • To analyze various forms of Tourism • To analyze the planning of tourism • To study the role of travel agencies.	
8	Course Outcomes • Students can understand the concept and various aspects of tourism • To enhance students' understanding regarding the need for infrastructure, facilities, services, and the impact of tourism development. • Students can understand the applications of strategies for the development of tourism of various forms. • Students can understand tourism organizations and the assessment of various policies of tourism.	
9	Module 1: Introduction • Introduction- Meaning, Nature, and Scope of tourism, Importance of tourism • Classification of Tourism: international and National tourism, Business tourism, Ecological tourism, Pilgrimage tourism, Historical tourism, Medical tourism,	(15 Hours)

	Wildlife tourism, Agro- tourism, and Ayurveda and yoga tourism.			
	• Economic Factors Influencing tourism • Growth of Tourism in India • Sustainable tourism - Concept, Need & Importance, Current Scenario			
	Module 2: Planning and Management of Tourism		(15 Hours)	
	• Planning of Tourism - Concept, Need and Importance, Process, Approaches • Organizing- Concept, Need and Importance, Allocation of Resources • Marketing- Concept and Elements • Essentials, Need, Importance, and Functions of Travel Agencies and Tour Operators • Procedures and documentation- Need & Importance, Steps, Challenges, Types of documents and Itinerary Making • Customer Relationship Management- Concept, Need and Importance, Process,			
10	Text Books			
11	Reference Books: 1. Anand M.M. (1976) – Tourism and Hotel Industry in India, Prentice Hall of India Pvt. Ltd., New Delhi. 2. Badan and Bhatt- Eco Tourism • Bhatia A. K. (1986) Tourism Development- Principles and Practices, Sterling Publishers Pvt. Ltd., New Delhi. • Batra K. L. (1990) – Problems and prospects of Tourism. Printwell Publisher, Jaipu. 3. Chopra Sunita (1991)- Tourism Development of India, Ashish Publishing House, New Delh. • Gupta S. P., Krishna Lal (1999) – Tourism Museums and Monuments in India, Oriental Publishers, New Delhi. 4. Gunn & Clare A. – Tourism Planning, Taylor and Francis, New York. 5. Gee, Chunk Y., James C & Dexter J.L. Cho – Travel Industry, New York • Matheson, Alistair and Wall Geoffery (1983) –Tourism- Economic, Physical and Social Impact, Orient Longman, London. 6. Robin H. (1976) – Geography of Tourism, Macdonald and Everage Ltd., London. 7. Chromeextension://efaidnbmnnnibpcajpcglefindmkaj/https://tourism.gov.in/sites/default/files/2022 8. 09/Draft%20National%20Tourism%20Policy%202022%20Final%20July%2012.pdf			
12	Internal Continuous Assessment: 20		30 marks Semester end Examination	
13	A. Internal Assessment: 20 marks (Internal Assessment- without Practical Courses)			
	Sr. No.	Particular	Marks	
	01	One periodical class test / online examination is to be conducted in the given semester	10 Marks	
	02	One Project with a presentation based on curriculum to be assessed by the teacher concerned	10 Marks	
		Presentation		05 Marks
		Written Document		05 Marks

14	A. External Assessment 30 Marks		
	Marks: 30		Duration: 1 Hrs.
	Question No	Particular	Marks
	Q-1	Attempt Any 1 out of 2 A. (Based on Unit I) B. (Based on Unit I)	10 Marks
	Q-2	Attempt Any 1 out of 2 A. (Based on Unit II) B. (Based on Unit II)	10 Marks
	Q-3	Attempt Any 2 out of 4 A. (Based on Unit I) B. (Based on Unit I) C. (Based on Unit II) D. (Based on Unit II)	10 Marks

B.Com. (Accountancy) Syllabus S.Y. B.COM (Semester - IV)

Title of Paper: Vocational Skills in Accounting-VI

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	In today's complex business environment, the role of auditors in ensuring financial transparency and accountability is more critical than ever. This course will provide learners with a thorough understanding of the core auditing techniques and internal control system. They will learn how to apply audit sampling methods, evaluate internal controls, and meticulously audit various items within financial statements. They will gain a comprehensive understanding of internal control systems, audit sampling, and the detailed examination of various financial statement items. By the end of this course, learners be equipped with the knowledge and skills necessary to conduct effective audits, ensuring the reliability and integrity of financial information
2	Vertical :	SEC
3	Type :	Theory
4	Credit:	2 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives - To analyze the effectiveness of an internal control system by evaluating its strengths and weaknesses in preventing and detecting errors or fraud in financial transactions. - To apply appropriate audit procedures to verify the accuracy and completeness of various items of financial statements.	
8	Course Outcomes: - The learners will be able to summarize and evaluate the existing financial control system of firm based on various case studies. - The learners will be able to identify potential misstatements and ensure compliance with accounting standards.	

9 Modules:- 02

Module 1: Auditing Techniques and Internal Control System

- Test Check – Test Checking Vs Routing Checking, test Check meaning, features, factors to be considered, when Test Checks can be used, advantages, disadvantages, precautions.
- Audit Sampling – Audit Sampling, meaning, purpose, factors in determining sample size – Sampling Risk, Tolerable Error and expected error, methods of selecting Sample Items Evaluation of Sample Results auditors Liability in conducting audit based on Sample
- Internal Control – Meaning and purpose, review of internal control, advantages, auditors duties, review of internal control, Inherent Limitations of Internal control, internal control samples for sales and debtors, purchases and creditors, wages and salaries. Internal Checks Vs Internal Control, Internal Checks Vs Test Checks.
- Internal Audit : Meaning, basic principles of establishing Internal audit, objectives, evaluation of internal Audit by statutory auditor, usefulness of Internal Audit, Internal Audit Vs External Audit, Internal Checks Vs Internal Audit

Module 2 : Audit of Items of Financial Statements

- Audit of Income : Cash Sales, Sales on Approval, Consignment Sales, Sales Returns Recovery of Bad Debts written off, Rental Receipts, Interest and Dividends Received Royalties Received
- Audit of Expenditure : Purchases, Purchase Returns, Salaries and Wages, Rent, Insurance Premium, Telephone expense Postage and Courier, Petty Cash Expenses, Travelling Commission Advertisement, Interest Expense.
- Audit of Assets Book Debts / Debtors, Stocks – Auditors General Duties; Patterns, Dies and Loose Tools, Spare Parts, Empties and Containers Quoted Investments and Unquoted Investment Trade Marks / Copyrights Patents Know-How Plant and Machinery Land and Buildings Furniture and Fixtures.
- Audit of Liabilities : Outstanding Expenses, Bills Payable Secured loans Unsecured Loans, Contingent Liabilities.

10	Reference Books: - Arens, A. A., Elder, R. J., Beasley, M. S., & Hogan, C. E. (2017). <i>Auditing and assurance services</i> (16th ed.). Pearson. - Messier, W. F., Glover, S. M., & Prawitt, D. F. (2017). <i>Auditing & assurance services: A systematic approach</i> (10th ed.). McGraw-Hill Education. - Whittington, R., & Pany, K. (2016). <i>Principles of auditing & other assurance services</i> (20th ed.). McGraw-Hill Education. - Gay, G., & Simnett, R. (2018). <i>Auditing & assurance services</i> (7th ed.). McGraw-Hill Education. - Institute of Chartered Accountants of India (ICAI). (Current Year). <i>Standards on auditing</i>. ICAI. - Louwers, T. J., Ramsay, R. J., Sinason, D. H., Strawser, J. R., & Thibodeau, J. C. <i>Auditing & assurance services</i> (7th ed.). McGraw-Hill Education. - Porter, B., Simon, J., & Hatherly, D.. <i>Principles of external auditing</i> (4th ed.). Wiley.																										
11	Internal Continuous Assessment: 40%		External, Semester End Examination 60%, Individual Passing in Internal and External Examination																								
12	Continuous Evaluation through: <table><tr><td></td><td>Assessment/ Evaluation</td><td>Marks</td></tr><tr><td>1</td><td>Class Test during the lectures. (Physical/ Online mode). (Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/ puzzles)</td><td>10</td></tr><tr><td>2</td><td>Participation in Workshop/ Conference/Seminar</td><td>5</td></tr><tr><td>3</td><td>Participation in Case Study/ Field Visit /Certificate Course. (Physical/Online mode)</td><td>5</td></tr></table>			Assessment/ Evaluation	Marks	1	Class Test during the lectures. (Physical/ Online mode). (Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/ puzzles)	10	2	Participation in Workshop/ Conference/Seminar	5	3	Participation in Case Study/ Field Visit /Certificate Course. (Physical/Online mode)	5	Semester End External - 30 marks Time: 1:00 hr QUESTION PAPER PATTERN <table><tr><td>Question No.</td><td>Questions</td><td>Marks</td></tr><tr><td>Q.1</td><td>Practical/ Theory</td><td>15</td></tr><tr><td>Q.2</td><td>Practical/ Theory</td><td>15</td></tr><tr><td>Q.3</td><td>Practical/ Theory</td><td>15</td></tr></table> Any 2 Questions out of 3 Questions Note 15 marks question may be subdivided into 10 & 5 marks or 8 & 7 marks each. - Use of simple calculator is allowed in the examination.	Question No.	Questions	Marks	Q.1	Practical/ Theory	15	Q.2	Practical/ Theory	15	Q.3	Practical/ Theory	15
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Question No.	Questions	Marks																									
Q.1	Practical/ Theory	15																									
Q.2	Practical/ Theory	15																									
Q.3	Practical/ Theory	15																									

QUESTION PAPER PATTERN (Semester End and Internal Evaluation)

I) Semester End Examination:

Attempt any 2 out of 3 questions

Question No.	Questions	Marks
Q.1	Practical/ Theory	15
Q.2	Practical/ Theory	15
Q.3	Practical/ Theory	15

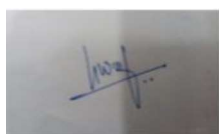
1. 15 marks question may be subdivided into 10 & 5 marks or 8 & 7 marks each.
2. Use of simple calculator is allowed in the examination.

II) Internal Assessment/Evaluation:

	Internal Assessment/ Evaluation	Marks
1	Class Test during the lectures. (Physical/ Online mode). (Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/ puzzles)	10
2	Participation in Workshop/ Conference/Seminar/ Case Study/Field Visit/ Certificate Course. (Physical/Online mode)	10

Letter Grades and Grade Points:

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



**Sign of the BOS
Principal Dr. (CA)
Gajanan Wader
Chairman
Board of Studies
Accountancy**



**Sign of the
Offg. Associate
Dean
Prin. Kishori
Bhagat
Faculty of
Commerce**

**Sign of the
Offg. Associate Dean
Prof. Kavita Laghate
Faculty of
Commerce &
Management**

**Sign of the
Offg. Dean
Prin. Ravindra
Bambardekar
Faculty of
Commerce &
Management**

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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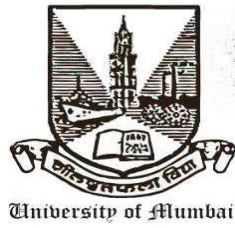
Sign of BOS Chairman
Dr. Sachin Labade
Board of Studies in
English

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

Sign of the Offg.
Associate Dean
Dr. Manisha Karne
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

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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

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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

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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		
		Practical sessions of Fitness & Skill testing (To be conducted by Coach/Fitness Instructor/Sports In charge/Any other P.E. Expert appointed by the College)	10	
	II	• 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 -

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

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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

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