

**Sem. - IV**

# **Vertical – 4 Major**

# Syllabus

## B.Com. (Second Year)

### (Sem.- IV)

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

Sr. No.	Heading	Particulars
1	<b>Description of the course : Including but Not limited to :</b>	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	<b>Vertical :</b>	Major
3	<b>Type :</b>	Theory
4	<b>Credit:</b>	2 credits (1 credit = 15 Hours for Theory in a semester)
5	<b>Hours Allotted :</b>	30 Hours
6	<b>Marks Allotted:</b>	50 Marks
7	<b>Course Objectives:</b> ( List some of the course objectives ) <ol style="list-style-type: none"> <li>1. To provide an overview of Production and Quality Management</li> <li>2. To understand the Indian Financial System and the various trends in the area of finance.</li> <li>3. To make the learners apply some investment avenues</li> </ol>	
8	<b>Course Outcomes:</b> ( List some of the course outcomes ) <p>CO1 The learners will get insights on various aspects relating to Production and Quality. (Aware)</p> <p>CO2 The learners will understand Indian Financial System.(Understand)</p> <p>CO3 The learners will know about various trends in the area of finance and try to apply various investment avenues in practical life.(Apply)</p>	

9	<b>Modules:-</b> Per credit One module created
	<b>Module 1: Production &amp; Quality: (15 lectures)</b>
	<b>Unit I: Production : (7 lec)</b> <ul style="list-style-type: none"> <li>• Production: Concept, Production Management- concept, scope and importance, Steps in Production, Planning and Control, Types of Production System – Intermittent and Continuous</li> <li>• Productivity - Concept, Factors influencing Productivity, Measures to improve productivity, Inventory Management- concept, Objectives and Importance</li> </ul> <b>Unit II: Quality: (8 lec)</b> <ul style="list-style-type: none"> <li>• Quality - concept &amp; Dimensions, Quality Management tools- TQM – Concept &amp; importance, Six Sigma – Concept &amp; process, Kaizen – Concept &amp; Process</li> <li>• Quality Circle &amp; Features, ISO 9000- Procedure to obtain Certification, Service Quality Management- Importance and Measures to improve Service Quality.</li> </ul>
	<b>Module 2 Finance: (15 lectures)</b>
	<b>Unit I: Indian Financial System: (8 lec)</b> <ul style="list-style-type: none"> <li>• Structure of Financial Market, Procedure of IPO, Stock Exchange- functions, SEBI- Functions, Investor Protection Measures of SEBI</li> <li>• Types of Depositories – concept, Dematerialisation &amp; benefits- Credit Rating- concept, Advantages, CRISIL- Concept and role.</li> </ul> <b>Unit II: Trends in Finance: (7 lec)</b> <ul style="list-style-type: none"> <li>• Sources of finance for start-up ventures, Mutual Funds- concept, Advantages, Types, Systematic Investment Plan (SIP)</li> <li>• Derivatives – concept &amp; Types (Forwards, Futures, Options, Swaps), Micro Finance &amp; its importance, Self Help Group &amp; features.</li> </ul>
10	<b>Reference Books:</b> <ol style="list-style-type: none"> <li>1. Production and Operations Management –Prof L.C.J hamb, Event Publishing House.</li> <li>2. Production Planning &amp; Control- Prof L.C. Jhamb, Event Publishing House</li> <li>3. Production &amp; Operation Management (Text &amp; Cases)- K.Ashwathappa G.Sudeshana Reddy, Himalaya Publication.</li> <li>4. Launching New Ventues : An Entrepreneurial Approach-Kathleen R.Allen, Cengage Learning</li> <li>5. Essentials of Inventory Management-MaxMuller, Amacon Publishes</li> <li>6. Indian Financial System—Bharathi Pathiak, Pearson Publication</li> <li>7. Financial Institutions and Markets : Structure Growth&amp; Innovations – L.M.Bhole , Jitendra Mahakad, Tata McGraw Hill.</li> <li>8.The Indian Financial System and Financial Market Operator-Vasant Desai, Himalaya Publishing</li> <li>9. Indian Financial System – M.Y. Khan, Tata McGraw –Hill</li> <li>10.Production and Operations Management –Anandkumar Sharma, Anmol Publication</li> </ol>

11	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
12	<b>Continuous Evaluation through:</b> Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.( at least 4 )	

<b>Exam Pattern (External Examination)</b>	
<b>Total Marks: 30</b>	<b>2 Credits</b>
<b>Time: 1 hour</b>	
<b>Answer any two questions out of three questions</b>	
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

<b>Exam Pattern (Internal Examination)</b> <b>Total 20 Marks</b>	<b>Marks</b>
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
<b>Note:</b> 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. (Second Year)

### (Sem.- IV)

**Title of Paper : Six Sigma and ISO**

Sr. No.	Heading	Particulars
1	<b>Description the course : Including but Not limited to :</b>	This course on Six Sigma and ISO standards equips the students with problem-solving skills, process improvement techniques, and knowledge of quality management systems, enhancing the career prospects in various industries.
2	<b>Vertical :</b>	Major
3	<b>Type :</b>	Theory
4	<b>Credit:</b>	2 credits (1 credit = 15 Hours for Theory in a semester)
5	<b>Hours Allotted :</b>	30Hours
6	<b>Marks Allotted:</b>	50 Marks
7	<b>Course Objectives:</b> ( List some of the course objectives ) <ol style="list-style-type: none"> <li>1. Understand the tools and techniques, advantages, and challenges of the Six Sigma methodology.</li> <li>2. Analyse the role of Six Sigma Green Belts, Black Belts, and Master Black Belts</li> <li>3. Understand the purpose of ISO Standards, the role of internal and external audits, and compliance.</li> <li>4. Evaluate the challenges in achieving and maintaining ISO Certification</li> <li>5. Apply the knowledge to anticipate issues related to the practical implementation of Six Sigma.</li> </ol>	
8	<b>Course Outcomes:</b> ( List some of the course outcomes ) <p>CO 1 : Learners will gain foundational knowledge of Lean methodologies and Six Sigma concepts (Understand)</p> <p>CO 2: Gain a comprehensive understanding of the specific ISO standard, its requirements, and its principles. (Understand)</p> <p>CO 3: Learners become adept at the Define, Measure, Analyze, Improve, and Control (DMAIC) methodology, a structured approach to problem-solving and process improvement. (Apply)</p> <p>CO 4: Learn about the process of becoming ISO certified, including preparing for initial certification, maintaining compliance, and undergoing surveillance audits (Analyse)</p> <p>CO 5 :Evaluate case studies of successful implementation of Six Sigma and ISO in various sectors. (Evaluate)</p>	

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

### **Module 1: Six Sigma**

#### **Unit I Introduction to Six Sigma**

- Overview of Six Sigma methodology
- History and Evolution of Six Sigma
- Key principles of Six Sigma: -
- Challenges of Six Sigma
- Levels of Six Sigma Certification
- Six Sigma improvement process
- Career options in Six Sigma.

Case study

Motorola - <https://pecb.com/article/six-sigma-a-case-study-in-motorola>

Dabbawallas - <https://kadence.com/the-genius-of-mumbais-dabbawalas-a-model-of-six-sigma-excellence>

#### **Unit II : Six Sigma Methodology and Trends**

- Six Sigma methodology/Phases – DMAIC (Define, Measure, Analyse, Improve, Control) – Purpose, Main Activities **and Tools & Techniques**
- Concept of Green Six Sigma, Fit Sigma, Lean Six Sigma
- Techniques & tools used to accomplish Lean Six Sigma goals

Case Study - <https://funding.ryan.com/blog/business-strategy/lean-six-sigma-manufacturing-industry-case-studies/>

- Future trends in Six Sigma (Digital Transformation, Integration with Artificial Intelligence (AI) and Machine Learning (ML), Agile Lean Six Sigma, Focus on Sustainability, Remote Collaboration, and Virtual Teams)
- Role of technology in Six Sigma implementation
- Ethical Considerations in Six Sigma.

### **Module 2 : ISO Standards, Certification and Auditing**

#### **Unit I Introduction to ISO Standards**

- Concept of Quality, Quality standards-Principles of quality standards.
- ISO and its role in standardization
- Benefits of ISO certification for organizations
- Overview of common ISO standards- (ISO 9001 – Quality Management Systems, ISO 14001 – Environmental Management Systems, ISO 45001 – Occupational Health and Safety Management Systems, ISO 21001 – Educational Organisations). - Features, Benefit
- The importance of continual improvement (Kaizen) in ISO standards

Case study - <https://www.bsigroup.com/en-IN/products-and-services/standards/iso-45001-occupational-health-and-safety/>

	<b>Unit II : ISO Certification and Auditing</b>	
	<ul style="list-style-type: none"> <li>➤ Improving standards -Utilizing tools like PDCA and root cause analysis.</li> <li>➤ Conducting audits- Types of ISO audits</li> <li>➤ Steps for a successful audit</li> <li>➤ Role of technology in simplifying ISO Compliance process</li> <li>➤ Linking ISO standards to sustainability goals.</li> <li>➤ ISO ethics and compliance</li> </ul>	
<b>10</b>	<b>Reference Books:</b> <ol style="list-style-type: none"> <li>1. Alan Larson, Demystifying Six Sigma- A Company -Wide Approach to Continuous Improvement, AMACOM, IBSN – 0-8144-7184-6</li> <li>2. Hubert k Ramprasad &amp; Anwar EI-Homsi (2008), TPS-Lean Six Sigma – Linking Human Capital to Lean Six Sigma, Sara Books Pvt. Ltd.</li> <li>3. Graham Wilson, 1994, On Route to Perfection- A Guide to Achieving Six Sigma, IFS International limited, UK</li> <li>4. William Truscott, 2008, Six Sigma- Continual Improvement for Businesses, Elsevier</li> <li>5. R. Eric Reidenbach and Reginald W. Goeke, 2007, Strategic Six Sigma for Champions- Keys to Sustainable Competitive Advantage, Pearson Advantage</li> <li>6. Jiju Anthony, Ricardo Banuaelas, Ashok Kkumar (Ed) 2008, World Class Applications of Six Sigma, Elsevier India Private Limited.</li> <li>7. <a href="https://innocentrix.com/files/presentationintrosixsigma.pdf">https://innocentrix.com/files/presentationintrosixsigma.pdf</a></li> <li>8. <a href="https://goleansixsigma.com/roles-lean-six-sigma/?srsltid=AfmBOorofQ0Jr52_wPOjo3jP6sFcOekOE_aBS1g8my0nprUvxYmKT6-Z">https://goleansixsigma.com/roles-lean-six-sigma/?srsltid=AfmBOorofQ0Jr52_wPOjo3jP6sFcOekOE_aBS1g8my0nprUvxYmKT6-Z</a></li> <li>9. <a href="https://asq.org/quality-resources/learn-about-standards?srsltid=AfmBOoqeme9hQQeUfB3BHERd4mKyFHNadDJWJVXX6uC4a9fv1N9TBLCp">https://asq.org/quality-resources/learn-about-standards?srsltid=AfmBOoqeme9hQQeUfB3BHERd4mKyFHNadDJWJVXX6uC4a9fv1N9TBLCp</a></li> <li>10. Iliemena, R. O., Amedu, J. M. I., &amp; Goodluck, H. C. (2022). Sustainability in production of goods and services: Addressing ethical issues using the lean six sigma approach. <i>Human resources management in changing times</i>, 416-429</li> <li>11. <a href="https://www.siscertifications.com/iso-certification-for-education-institutes-india/">https://www.siscertifications.com/iso-certification-for-education-institutes-india/</a></li> </ol>	
<b>11</b>	<b>Internal Continuous Assessment: 40%</b>	<b>External, Semester End Examination 60% Individual Passing in Internal and External Examination</b>
<b>12</b>	<b>Continuous Evaluation through:</b> Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.( at least 4 )	

<b>Exam Pattern (External Examination)</b>	
<b>Total Marks: 30</b>	<b>2 Credits</b>
<b>Time: 1 hour</b>	
<b>Answer any two questions out of three questions</b>	
Q.1 Answer the Following Questions. a) b)	7.5 x 2= 15
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<b>Exam Pattern (Internal Examination)</b> <b>Total 20 Marks</b>	<b>Marks</b>
1. Class Test	5 Marks
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3. Presentation	5 Marks
4. Group Discussion	5 Marks
5. Quiz	5 Marks
6. Case Study	5 Marks
<b>Note:</b> 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.	

**SEC**

# Syllabus

## B. Com. (Second year)

### (Sem.- IV)

**Title of Paper : Advertising-II**

Sr. No.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	This course includes the understanding of media and emerging media in advertising. It also includes the planning creativity and execution of advertising campaign. The course will help learners to acquire the skills required in the field of advertising.
2	<b>Vertical :</b>	SEC
3	<b>Type :</b>	Theory
4	<b>Credit:</b>	2 credits (1 credit = 15 Hours for Theory in a semester)
5	<b>Hours Allotted :</b>	30 Hours
6	<b>Marks Allotted:</b>	50 Marks
7	<b>Course Objectives:</b> ( List some of the course objectives ) <ol style="list-style-type: none"> <li>1. The objective of this course is to highlight the role of advertising as an important function in marketing</li> <li>2. To orient learners towards the practical aspects and techniques of advertising.</li> <li>3. It is expected that this course will prepare learners to lay down a foundation for advanced post-graduate courses in advertising.</li> </ol>	
8	<b>Course Outcomes:</b> ( List some of the course outcomes )  <b>CO1-</b> Understand the types of media in advertising, media objectives, media planning strategies ,emerging media and trends in advertising (Understand)  <b>CO2-</b> Conceptualize and execute an effective advertising campaign by using advertising models, creativity and budgeting methods for print and broadcast ads.(Apply)	

9	<p><b>Modules:-</b> Per credit One module created</p> <hr/> <p><b>Module 1: Media and Emerging Trends in Advertising</b></p> <hr/> <p><b>Unit I Media in advertising :</b></p> <ul style="list-style-type: none"> <li>• Traditional media- Print, Television, Radio, Outdoor advertising, Digital media-advantages and limitations, Media Objectives - Reach, Frequency and GRPs</li> <li>• Media Planning- Concept, Factors considered while selecting media, Media Scheduling Strategies</li> </ul> <p><b>Unit II Emerging media and use of AI in advertising:</b></p> <ul style="list-style-type: none"> <li>• Google Ads, YouTube Ads, Social media advertising, Interactive Advertising -Types of Interactive Ad Content</li> <li>• Use of AI in Advertising-Types and Significance, AI in Content Creation, Data science and analytics for Targeting</li> </ul> <hr/> <p><b>Module 2 Planning, Creativity and Execution of Advertising Campaign</b></p> <hr/> <p><b>Unit I Advertising Campaign:</b></p> <ul style="list-style-type: none"> <li>• Concept, Steps in planning Advertising Campaign, DAGMAR model, Advertising Budget- Factors determining advertising budget, methods of setting advertising budget-</li> <li>• Creativity in advertising, Storytelling and visual communication in advertising</li> </ul> <p><b>Unit II Preparing print and broadcast ads:</b></p> <ul style="list-style-type: none"> <li>• Essentials of Copywriting, Copy – Elements, Layout- Principles, Illustration- Importance</li> <li>• Scriptwriting and elements of a good script, Concept of Storyboard, Jingles and Music – Importance, Execution Styles</li> </ul>
10	<p><b>Reference Books:</b></p> <ul style="list-style-type: none"> <li>• Belch &amp; Belch, Advertising and Promotion: An Integrated Marketing Communications Perspective, McGraw-Hill, 2009.</li> <li>• David Ogilvy, Ogilvy on Advertising, Headline Welbeck, 2023.</li> <li>• Contemporary Advertising, 2017, 15th Edition, William Arens, Michael Weigold and Christian Arens, Hill Higher Education</li> <li>• Advertising: Planning and Implementation, 2006 – Raghuvir Singh, Sangeeta Sharma –Prentice Hall 6.</li> <li>• Advertising Management, 5th Edition, 2002 – Batra, Myers and Aaker – Pearson Education</li> <li>• Kotler Philip and Eduardo Roberto, Social Marketing, Strategies for Changing Public Behaviour, 1989, The Free Press, New York.</li> <li>• Confessions of an Advertising Man, David Ogilvy, 2012, Southbank Publishing</li> <li>• Advertising, 10th Edition, 2010 - Sandra Moriarty, Nancy D Mitchell, William D. Wells, Pearson</li> <li>• Social Media: Marketing Strategies for Rapid Growth Using: Facebook, Twitter, Instagram, LinkedIn, Pinterest and YouTube Paperback – March 8, 2016</li> <li>• Advertising Concept Book Paperback – Import, 31 July 2012, by Pete Barry</li> <li>• The Advertising Age Encyclopedia of Advertising (Three Volume Set) by John McDonough and Karen Egolf</li> </ul>

11	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
12	<b>Continuous Evaluation through:</b> Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc. (at least 4 )	

Exam Pattern (External Examination)	
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Exam Pattern (Internal Examination) Total 20 Marks	Marks
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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	<b>Description the course:</b>  <b>Including but Not limited to:</b>	<p>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.</p> <p>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.</p> <p>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.</p>
2	<b>Vertical :</b>	<b>Ability Enhancement Course</b>
3	<b>Type :</b>	Theory
4	<b>Credit:</b>	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	30 Hours
6	<b>Marks Allotted:</b>	50 Marks

7	<b>Course Objectives:</b> <ol style="list-style-type: none"> <li>1. To enable learners engage effectively with group communication.</li> <li>2. To improve learners' skills in selection processes like interviews and group discussions.</li> <li>3. To increase learners' understanding of the purpose and functions of meetings.</li> <li>4. To equip learners with writing skills for trade-related communication.</li> </ol>
8	<b>Course Outcomes:</b> At the end of the course, learners will be able to: <ol style="list-style-type: none"> <li>1. Understand and engage with group communication processes.</li> <li>2. Perform more effectively during interviews and group discussions.</li> <li>3. Participate more efficiently in meetings.</li> <li>4. Write more impactful trade-related communication.</li> </ol>
9	<b>Modules:-</b> Per credit One module can be created
	<b>Module 1: Group Communication (15 Lectures)</b>
	<b>1. Interviews</b> <ul style="list-style-type: none"> <li>- Definition, format and process of interviews</li> <li>- Selection interviews, assessment interviews, grievance interviews, exit interviews</li> <li>- Preparation and role of interviewers</li> <li>- Preparation and role of interviewees</li> <li>- Online interviews</li> </ul> <b>2. Group Discussion</b> <ul style="list-style-type: none"> <li>- Meaning and types</li> <li>- Skills that are assessed during Group Discussion</li> <li>- Process of Group Discussion</li> <li>- Do's and don'ts of Group Discussion</li> </ul> <b>3. Meetings</b> <ul style="list-style-type: none"> <li>- Meaning and definition</li> <li>- Types of meeting: formal and informal with examples</li> <li>- Conducting a meeting</li> <li>- Role of chairperson</li> <li>- Role of participants</li> <li>- Online meetings: Skype, Zooms, Google Meet, MS Teams</li> </ul>
	<b>Module 2: Written Communication in Business (15 Lectures)</b>

	<ol style="list-style-type: none"> <li>1. Notice, agenda, minutes and resolution for meetings</li> <li>2. Letter of inquiry</li> <li>3. Complaint and claim letter – adjustment letter</li> <li>4. Sales letters and pamphlets</li> <li>5. Consumer Grievance letter</li> </ol>
10	<b>Text Books: N.A.</b>
11	<b>Reference Books:</b> <ol style="list-style-type: none"> <li>1. Ashley, A. <i>A Handbook of Commercial Correspondence</i>. New Delhi: Oxford University Press, 1992.</li> <li>2. Aswalthapa, K. <i>Organisational Behaviour</i>. Mumbai: Himalaya Publications, 1991.</li> <li>3. Bahl, J. C. and Nagamia S. M. <i>Modern Business Correspondence and Minute Writing</i>. New Delhi: N. M. Tripathi Pvt. Ltd, 1974.</li> <li>4. Balan, K.R. and Rayudu, C. S. <i>Effective Communication</i>. New Delhi: Beacon Books, 1996.</li> <li>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.</li> <li>6. Barkar, Alan. <i>Making Meetings Work</i>. New Delhi: Sterling Publications Pvt. Ltd., 1993.</li> <li>8. Benjamin, James <i>Business and Professional Communication: Concepts and Practices</i>. New York: Harper Collins College Publishers, 1993.</li> <li>9. Bhargava and Bhargava. <i>Company Notices, Meetings and Regulations</i>. New Delhi: Taxman, 1971.</li> <li>10. Britt, Deborah. <i>Improving Business Communication Skills</i>. Kendall Hunt Publishing Co, 1992.</li> <li>11. Bovee Courtland, L. and Thrill, John V. <i>Business Communication Today</i>, McGraw Hill. New York: Taxman Publication, 1989.</li> <li>12. Burton, G. and Thakur. <i>Management Today- Principles and Practices</i>. New Delhi: Tata McGraw Hill, 1995.</li> <li>13. Drucher, P.F. <i>Technology, Management and Society</i>. London: Pan Books, 1970.</li> <li>14. Emans, Ben. <i>Interviewing: Theory, techniques, and training</i>. Taylor &amp; Francis, 2019.</li> <li>15. Eyre, E.C. <i>Effective Communication Made Simple</i>. Kolkata: Rupa and Co., 1985.</li> <li>16. Fisher, Dalmar. <i>Communication in Organisation</i>. Mumbai: Jaico Publishing House, 1999.</li> <li>17. Frailley, L.E. <i>Handbook of Business Letters</i>, Revised Edn. New Jersey: Prentice Hall Inc., 1982.</li> <li>18. French, Astrid. <i>Interpersonal Skills</i>. New Delhi: Sterling Publishers, 1993.</li> <li>Ganguly, Anand. <i>Group Discussion</i>. Pustak Mahal, 2012.</li> <li>19. Gartside, L.E. <i>Modern Business Correspondence</i>. Plymouth: McDonald and Evans Ltd., 1980.</li> <li>20. Ghanekar, A. <i>Communication Skills for Effective Management</i>. Pune: Everest Publishing House, 1996.</li> <li>21. Labade, Sachin, Katre Deepa et al. <i>Communication Skills in English</i>. Orient Blackswan, Pvt Ltd, 2021.</li> <li>22. Reed, Karim and Joseph A. Allen. <i>Suddenly Virtual: Making Remote Meetings Work</i>. Wiley, 2021.</li> </ol>

12	<b>Internal Continuous Assessment: 40%</b>	<b>External, Semester End Examination Individual Passing in Internal and External Examination : 60%</b>												
13	<b>Continuous Evaluation through:</b> <ul style="list-style-type: none"> <li>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.</li> <li>Written assignments or projects: 10 marks Learners will have to write and submit written assignments in a timely manner.</li> </ul> <b>Suggested Activities:</b> <ul style="list-style-type: none"> <li>Mock interviews and group discussions</li> <li>Making short presentations on given topics</li> <li>Official notice / agenda / minutes / resolution writing exercises</li> <li>Role play in group communication situations, like meetings</li> </ul>													
14	<b>Format of Question Paper:</b> for the final examination  <table> <tr> <td><b><i>External / Semester End Examination</i></b></td><td><b><i>Marks: 30</i></b></td><td><b><i>Time: 1 Hours</i></b></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>		<b><i>External / Semester End Examination</i></b>	<b><i>Marks: 30</i></b>	<b><i>Time: 1 Hours</i></b>	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
<b><i>External / Semester End Examination</i></b>	<b><i>Marks: 30</i></b>	<b><i>Time: 1 Hours</i></b>												
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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**

**Name of the Course**  
**INDIAN ECONOMY**  
**SYBA**

**SEMESTER-IV**

**(Credit 4)**

<b>Sr. No.</b>	<b>Heading</b>	<b>Particulars</b>
<b>1</b>	<b>Description of the Course:</b>	This course gives an overview of the Indian Economy, its structure, and key sectors like agriculture, industry, and services. It covers important government policies, economic planning, and initiatives like NITI Aayog, Make in India, and Digital India. Students will also learn about major challenges such as inflation, unemployment, poverty, and climate change. By the end, students will understand the key areas of the Indian economy and the policies that are driving its growth.
<b>2</b>	<b>Vertical:</b>	Minor
<b>3</b>	<b>Type:</b>	Theory
<b>4</b>	<b>Credit:</b>	4 Credits
<b>5</b>	<b>Hours Allotted:</b>	60 Hours
<b>6</b>	<b>Marks Allotted:</b>	100 Marks
<b>7</b>	<b>Course Objectives:</b> <ol style="list-style-type: none"> <li>To understand the structure and key features of the Indian economy, including its development goals and policies.</li> <li>To learn about the role of agriculture, government policies, and rural development programs.</li> <li>To explore the contribution of industries, infrastructure, and services to economic growth.</li> <li>To understand major economic challenges like inflation, poverty, unemployment, and climate change.</li> </ol>	
<b>8</b>	<b>Course Outcomes</b> <ol style="list-style-type: none"> <li>Understand the key features of the Indian Economy.</li> <li>Understand the importance of agriculture and government initiatives for rural development.</li> <li>Analyze the role of industries, services, and infrastructure in economic growth.</li> <li>Identify major economic issues and government policies to address them.</li> </ol>	
<b>9</b>	<b>Unit 1: Indian Economy – Overview and Development (15 Lectures)</b> <ul style="list-style-type: none"> <li>Meaning and Types of Economy: Capitalist, Socialist, Mixed Economies.</li> <li>Major Features of the Indian Economy: Demographic profile, sectoral composition.</li> <li>Human Development Indicators: Human Development Index (HDI), Global Hunger Index (GHI), and Happiness Index (HI)</li> <li>Sustainable Development Goals (SDGs) and India's Progress.</li> <li>NITI Aayog and economic planning in India: Role and functions of NITI Aayog</li> </ul> <b>Unit 2: Agriculture and Rural Economy (15 Lectures)</b> <ul style="list-style-type: none"> <li>Role of Agriculture in the Indian Economy.</li> <li>Productivity in Agriculture, Green Revolution Achievements and limitations, New Agriculture policy (2000) and its objectives.</li> <li>Government initiatives: Minimum Support Price (MSP) and its significance and challenges, PM-KISAN objectives and its benefits, KCC scheme for farmer financing, e-NAM and its impact on agricultural trade and market access.</li> </ul>	

	<ul style="list-style-type: none"><li>• Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA): Objectives and achievements.</li></ul> <p><b>Unit 3: Industry and Infrastructure (15 Lectures)</b></p> <ul style="list-style-type: none"><li>• Importance of Industries in Economic Development: Industrial growth and employment generation.</li><li>• New Industrial Policy (1991).</li><li>• MSMEs: Role, Challenges and Government initiatives for MSME development.</li><li>• Industrial development strategies: Make in India, Start-up India, Skill India, and Digital India initiatives.</li><li>• Infrastructure: Importance of infrastructure in Economic Growth, Smart Cities Mission: Objectives, Public Private Partnership in infrastructure (PPP).</li></ul> <p><b>Unit 4: Contemporary Economic Challenges and Policies (15 Lectures)</b></p> <ul style="list-style-type: none"><li>• Inflation and its effects on the economy.</li><li>• Poverty and Unemployment: Types, causes, effects, and government schemes for poverty alleviation and employment generation (National Rural Livelihood Mission (NRLM), PM Employment Generation Program).</li><li>• Role of Digital economy in financial inclusion, Development of fintech and digital payment systems (UPI, Aadhaar-enabled payments).</li><li>• Air pollution - Causes, Climate change policies.</li></ul>																
10	<b>Text Books</b>																
11	<b>Reference Books</b> 1. Datt, R., & Nag, B. (2024). <i>Datt &amp; Sundharam’s Indian economy</i> . S. Chand Publishing. 2. Government of India. (n.d.). <i>Economic survey of India</i> . Ministry of Finance. 3. Kapila, U. (2022). <i>Indian economy: Performance and policies</i> . Academic Foundation. 4. Ministry of Rural Development. (n.d.). <i>Kurukshetra magazine</i> . Government of India. 5. Mishra, S. K., & Puri, V. K. (2021). <i>Indian economy</i> . Himalaya Publishing House. 6. National Bank for Agriculture and Rural Development (NABARD). (n.d.). <i>Annual reports on agriculture and rural development</i> . NABARD. 7. NITI Aayog. (2022). <i>India’s booming gig and platform economy</i> . Government of India. <a href="https://www.niti.gov.in">https://www.niti.gov.in</a> 8. NITI Aayog. (n.d.). <i>Reports and SDG India Index</i> . Government of India. 9. Reserve Bank of India (RBI). (n.d.). <i>Reports &amp; monetary policy reviews</i> . RBI Publications. 10. Singh, R. (2023). <i>Indian economy</i> . McGraw Hill Education India.																
12	<b>Internal Continuous Assessment: 40</b> <b>60 marks Semester end Examination</b>																
13	<b>Internal Assessment: 40 marks (Internal Assessment- without Practical Courses)</b> <table><tr><th>Sr. No.</th><th>Particular</th><th>Marks</th></tr><tr><td>01</td><td>One periodical class test / online examination is to be conducted in the given semester</td><td>20 Marks</td></tr><tr><td rowspan="3">02</td><td>One Project with a presentation based on curriculum to be assessed by the teacher concerned</td><td rowspan="3">10 Marks</td></tr><tr><td>Presentation</td><td>05 Marks</td></tr><tr><td>Written Document</td><td>05 Marks</td></tr><tr><td>03</td><td>Active participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities</td><td>10 Marks</td></tr></table>	Sr. No.	Particular	Marks	01	One periodical class test / online examination is to be conducted in the given semester	20 Marks	02	One Project with a presentation based on curriculum to be assessed by the teacher concerned	10 Marks	Presentation	05 Marks	Written Document	05 Marks	03	Active participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	10 Marks
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## Question Paper Pattern

**External Assessment 60 Marks**

**Marks: 60**

**Duration: 2 Hrs.**

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

### 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 BOS  
Chairman  
Prof. Suresh Maind  
Board of Studies in  
Economics**

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

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

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

**Syllabus**  
**B. Com. (Business Economics)**  
**(Sem.- IV)**

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

<b>Sr. No.</b>	<b>Heading</b>	<b>Particulars</b>
<b>1</b>	<b>Description the course:</b>  <b>Including but Not limited to :</b>	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.
<b>2</b>	<b>Vertical :</b>	Major
<b>3</b>	<b>Type :</b>	Theory
<b>4</b>	<b>Credit:</b>	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
<b>5</b>	<b>Hours Allotted :</b>	30 Hours
<b>6</b>	<b>Marks Allotted:</b>	50 Marks
<b>7</b>	<b>Course Objectives:</b> <ol style="list-style-type: none"><li>1. Develop a comprehensive understanding of IS-LM analysis within the Post-Keynesian framework and its role in macroeconomic equilibrium.</li><li>2. Examine the effects of fiscal and monetary policies on goods and money markets, assessing their implications for economic stability.</li></ol>	
<b>8</b>	<b>Course Outcomes:</b> By the end of the course, students will be able to: <ol style="list-style-type: none"><li>1. Apply IS-LM analysis to explain macroeconomic equilibrium and policy effectiveness.</li><li>2. Evaluate the impact of fiscal and monetary interventions on goods and money market interactions.</li></ol>	

9	Syllabus																	
	Module I: The Goods Market		(15 hours)															
	<ul style="list-style-type: none"><li>• Good market: Meaning and components, Government spending and its impact on economic activity, Graphical derivation of the IS curve.</li><li>• 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.</li><li>• 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.</li></ul>																	
	Module 2: The Money Market		(15 hours)															
	<ul style="list-style-type: none"><li>• Money market: Meaning and components, The transactional, precautionary, and speculative motives behind demand for money, Derivation of the LM curve graphically.</li><li>• 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.</li><li>• 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.</li></ul>																	
10	<p>References:</p> <ul style="list-style-type: none"><li>• <b>Blanchard, Olivier.</b> <i>Macroeconomics</i>. 7th ed., Pearson, 2017.</li><li>• <b>Borjas, George J.</b> <i>Labour Economics</i>. 7th ed., McGraw-Hill Education, 2016.</li><li>• <b>D'Souza, Errol.</b> <i>Macroeconomics</i>. Pearson Education, 2008</li><li>• <b>Krugman, Paul, and Robin Wells.</b> <i>Macroeconomics</i>. 6th ed., Worth Publishers, 2021.</li><li>• <b>Mankiw, N. Gregory.</b> <i>Principles of Economics</i>. 9th ed., Cengage Learning, 2020.</li><li>• <b>Mishkin, Frederic S.</b> <i>The Economics of Money, Banking, and Financial Markets</i>. 12th ed., Pearson, 2019.</li><li>• <b>Mukherjee, Sampat, Vipul Bhatt, and Lalima Mukherjee.</b> <i>Macroeconomics: A Global Text</i>. Global Net Publication, January 2021.</li></ul>																	
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 ( <b>Any 2</b> ):	15 Marks
A.		
B.		
C.		
Q.2.	Answer the following questions ( <b>Any 2</b> ):	15 Marks
A.		
B.		
C.		

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

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

Sr. No.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<p>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.</p> <p>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.</p>
2	<b>Vertical :</b>	Major
3	<b>Type :</b>	Theory
4	<b>Credit:</b>	2 credits (1 credit = 15 Hours for Theory)
5	<b>Hours Allotted :</b>	30 Hours
6	<b>Marks Allotted:</b>	50 Marks
7	<b>Course Objectives:</b> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	

8	<b>Course Outcomes:</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> </ul>
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9	<b>Modules:- 02</b>
	<b>Module 1: Redemption of Preference Shares</b>
	<ul style="list-style-type: none"> <li>• Provision of the Companies Act for redemption of Preference Shares (Sec 55 of the Companies Act, 2013), Companies (Share and Debentures) Rules.</li> <li>• Methods of Redemption of fully paid up Preference Shares as per Companies Act, 2013: <ul style="list-style-type: none"> <li>a. The proceed of a fresh issue of shares, the capitalisation of undistributed profits and a combination of both</li> <li>b. Calculation of minimum fresh issue to provide the fund for redemption.</li> </ul> </li> </ul> <p>(Question on entries and/or Balance Sheet)</p> <p>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.</p>
	<b>Module 2: Redemption of Debentures</b> <ul style="list-style-type: none"> <li>• Introduction : Provisions of Section 71 (1) and (4) of the Companies Act, 2013</li> <li>• 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</li> <li>• Terms of issue of debentures.</li> <li>• Methods of redemption of debentures: By payment in lumpsum and by payment in instalments (excluding from by purchase in open market), Conversion.</li> </ul> <p>(Question on entries. ledgers and/or Balance Sheet and /or redemption of preference shares)</p>
10	<b>Reference Books:</b> <ul style="list-style-type: none"> <li>• Jain, S. P., &amp; Narang, K. L. (2018). <i>Advanced accountancy</i> (10th ed.). Kalyani Publishers.</li> <li>• Shukla, M. C., Grewal, T. S., &amp; Gupta, S. C. (2020). <i>Advanced accounts</i> (19th ed.). S. Chand Publishing.</li> <li>• Hanif, M., &amp; Mukherjee, A. (2019). <i>Modern accountancy</i> (Vol. 2). McGraw Hill Education.</li> <li>• Tulsian, P. C. (2022). <i>Financial accounting</i>. S. Chand Publishing.</li> <li>• ICAI. (Current Year). <i>Accounting standards</i>. Institute of Chartered Accountants of India.</li> </ul>

	<ul style="list-style-type: none"> <li>• ICAI. (Current Year). <i>Companies act 2013</i>. Institute of Chartered Accountants of India.</li> <li>• Maheshwari, S. N., &amp; Maheshwari, S. K. (2018). <i>Corporate accounting</i>. Vikas Publishing House.</li> <li>• Gupta, R. L., &amp; Radhaswamy, M. (2017). <i>Advanced accountancy</i>. Sultan Chand &amp; Sons.</li> <li>•</li> </ul>																									
11	<b>Internal Continuous Assessment: 40%</b>	<b>External, Semester End Examination 60%, Individual Passing in Internal and External Examination</b>																								
12	<b>Continuous Evaluation through:</b> <table border="1"> <thead> <tr> <th></th><th>Assessment/ Evaluation</th><th>Marks</th></tr> </thead> <tbody> <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> </tbody> </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	<b>Semester End External - 30 marks Time: 1:00 hr</b>  <b>QUESTION PAPER PATTERN</b> <table border="1"> <thead> <tr> <th>Question No.</th><th>Questions</th><th>Marks</th></tr> </thead> <tbody> <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> </tbody> </table> <b>Any 2 Questions out of 3 Questions</b>  <b>Note</b> <ol style="list-style-type: none"> <li>1. 15 marks question may be subdivided into 10 &amp; 5 marks or 8 &amp; 7 marks each.</li> <li>2. Use of simple calculator is allowed in the examination.</li> </ol>	Question No.	Questions	Marks	Q.1	Practical/ Theory	15	Q.2	Practical/ Theory	15	Q.3	Practical/ Theory	15
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AC –  
Item No. –

**As Per NEP 2020**

## **University of Mumbai**



<b>Syllabus for Basket of VES</b>	
<b>Board of Studies in Value Education</b>	
<b>UG First Year Programme</b>	
<b>Semester</b>	<b>II</b>
<b>Title of Paper</b>	<b>Credits 2</b>
<b>I) Environmental Management &amp; Sustainable Development -II</b>	
<b>From the Academic Year</b>	<b>2024-25</b>

**Name of the Course: Environmental Management  
& Sustainable Development -II**

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	<p>This introductory course explores the interconnectedness of our environment and the challenges it faces. Designed for students from all faculties, it equips you with a foundational understanding of:</p> <ul style="list-style-type: none"> <li>Ecosystems and biodiversity: Explore the intricate web of life on Earth and the importance of species diversity.</li> <li>Human impact: Analyse how human activities affect natural resources, climate, and pollution.</li> <li>Sustainability: Discover principles for living in harmony with the environment and meeting our needs without compromising future generations.</li> </ul> <p>Regardless of major, environmental awareness is crucial. This course empowers learner to:</p> <ul style="list-style-type: none"> <li>Become an informed citizen: Make responsible choices and advocate for environmental protection.</li> <li>Understand complex environmental issues: Gain a holistic view of challenges like climate change and pollution.</li> </ul> <p>Explore solutions and career paths: Discover potential careers in environmental management, conservation, or sustainable development.</p>
2	Vertical :	<b>Open Elective</b>
3	Type :	Theory / <del>Practical</del>
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	<b>Course Objectives:</b> 1. To create and disseminate knowledge to the students about environmental problems at local, regional and global scale. 2. To introduce about ecosystems, biodiversity and to make aware for the need of	

	<p>conservation.</p> <p>3. To sensitize students towards environmental concerns, issues, and impacts of human population.</p> <p>4. To prepare students for successful career in environmental departments, research institutes, industries, consultancy, and NGOs, etc.</p>
8	<p><b>Course Outcomes:</b></p> <p>1. Use principles of Environmental Science for explaining sustainable development and its related ethical concerns</p> <p>2. Display scientific perspective for issues confronting our present day environment.</p> <p>3. Analyze the national and global environmental issues relating air, water, soil, and land use, biodiversity, and pollution.</p> <p>4. Explain the Role of an individual in relation to human population and environmental pollution.</p> <p>5. Recognize the importance of collective efforts for environmental sustainability as reflected in various treaties, conventions and laws</p>
9	<p><b>Modules:-</b></p> <p><b>Unit I: Environmental Pollution and Health (8 lectures)</b></p> <p>Understanding pollution: Production processes and generation of wastes; Assimilative capacity of the environment; Definition of pollution; Point sources and non-point sources of pollution.</p> <p>Air pollution: Sources of air pollution; Primary and secondary pollutants; Criteria pollutants- carbon monoxide, lead, nitrogen oxides, ground-level ozone, particulate matter and Sulphur dioxide; Other important air pollutants- Volatile Organic compounds (VOCs), Peroxyacetyl Nitrate (PAN), Polycyclic aromatic hydrocarbons (PAHs) and Persistent organic pollutants (POPs); Indoor air pollution; Adverse health impacts of air pollutants; National Ambient Air Quality Standards.</p> <p>Water pollution: Sources of water pollution; River, lake and marine pollution, groundwater pollution; water quality parameters and standards; adverse health impacts of water pollution on human and aquatic life.</p> <p>Soil pollution and solid waste: Soil pollutants and their sources; Solid and hazardous waste; Impact on human health.</p> <p>Noise pollution: Definition of noise; Unit of measurement of noise pollution; Sources of noise pollution; Noise standards; adverse impacts of noise on human health.</p> <p>Thermal and Radioactive pollution: Sources and impact on human health and ecosystems.</p> <p><b>Unit II: Environmental Management (7 lectures)</b></p> <p>Introduction to environmental laws and regulation: Constitutional provisions- Article 48A, Article 51A (g) and other derived environmental rights; Introduction to environmental legislations on the forest, wildlife and pollution control.</p> <p>Environmental management system: ISO 14001</p> <p>Life cycle analysis; Cost-benefit analysis</p> <p>Pollution control and management; Waste Management- Concept of 3R (Reduce, Recycle and Reuse) and sustainability; Ecolabeling /Ecomark scheme. Introduction to Millennium Development Goals, Sustainable Development Goals, &amp; Mission Life.</p>

	<b>Unit III: Environmental Treaties and Conventions (8 lectures)</b>
	<p>1) Major International Environmental Agreements: Stockholm Conference on Human Environment, 1972, Ramsar Convention on Wetlands, 1971, Montreal Protocol, 1987, Basel Convention (1989), Earth Summit at Rio de Janeiro, 1992, Kyoto Protocol, 1997, Earth Summit at Johannesburg, 2002.</p> <p>2) Major Indian Environmental Legislations: The Wild Life (Protection) Act, 1972; The Water (Prevention and Control of Pollution) Act, 1974; The Forest (Conservation) Act, 1980; The Air (Prevention and Control of Pollution) Act, 1981; The Environment (Protection) Act, 1986; The Biological Diversity Act, 2002</p>
	<b>Unit IV: Case Studies and Field Survey (7 lectures)</b>
	<p>The students are expected to be engaged in some of the following or similar identified activities:</p> <ul style="list-style-type: none"> <li>• Discussion on one national and one international case study related to the environment and sustainable development.</li> <li>• Field visits to identify local/regional environmental issues, make observations including data collection and prepare a brief report.</li> <li>• One student one tree initiative.</li> <li>• Documentation of campus biodiversity.</li> <li>• Campus environmental management activities such as solid waste disposal, water management, and sewage treatment.</li> </ul>
10	<p><b>Text Books</b></p> <ol style="list-style-type: none"> <li>1. Ahluwalia, V. K. (2015). Environmental Pollution, and Health. The Energy and Resources Institute (TERI).</li> <li>2. Central Pollution Control Board Web page for various pollution standards. <a href="https://cpcb.nic.in/standards/">https://cpcb.nic.in/standards/</a></li> <li>3. Masters, G. M., &amp; Ela, W. P. (2008). Introduction to environmental engineering and science (No. 60457). Englewood Cliffs, NJ: Prentice Hall.</li> <li>4. Jørgensen, Sven Marques, Erik João Carlos and Nielsen, Søren Nors (2016) Integrated Environmental Management, A transdisciplinary Approach. CRC Press.</li> <li>5. Barrow, C. J. (1999). Environmental management: Principles and practice. Routledge.</li> <li>6. Theodore, M. K. and Theodore, Louis (2021) Introduction to Environmental Management, 2nd Edition. CRC Press.</li> <li>7. Richard A. Marcantonio, Marc Lame (2022). Environmental Management: Concepts and Practical Skills. Cambridge University Press.</li> <li>8. UNEP (2007) Multilateral Environmental Agreement Negotiator's Handbook, University of Joensuu, ISBN 978-952-458-992-5</li> <li>9. Ministry of Environment, Forest and Climate Change (2019) A Handbook on International Environment Conventions &amp; Programmes. <a href="https://moef.gov.in/wp-content/uploads/2020/02/convention-V-16-CURVE-web.pdf">https://moef.gov.in/wp-content/uploads/2020/02/convention-V-16-CURVE-web.pdf</a></li> <li>10. Ministry of Environment, Forest and Climate Change (2019) A Handbook on International Environment Conventions &amp; Programmes. <a href="https://moef.gov.in/wp-content/uploads/2020/02/convention-V-16-CURVE-web.pdf">https://moef.gov.in/wp-content/uploads/2020/02/convention-V-16-CURVE-web.pdf</a></li> <li>11. India Code – Digital repository of all Central and State Acts: <a href="https://www.indiacode.nic.in/">https://www.indiacode.nic.in/</a></li> <li>12. University Grants Commission, D.O.No.F. 14-5/2015(CPP-II) dated 2<sup>nd</sup> August 2019.</li> </ol>

12	<b>Internal Continuous Assessment: 40%</b>	<b>Semester End Examination : 60%</b>
13	<b>Continuous Evaluation through:</b> Quizzes, Class Tests, presentation, project, role play, creative writing, Field Visits, Case Studies, assignments, One Student one tree initiative etc. (at least 4)	
14	<b>Format of Question Paper:</b> for the final examination For OE: External - 30 Marks (2 Credits) Internal - 20 Marks Question Paper Format for 30 Marks Format of Question Paper: 30 Marks per paper Semester End Theory Examination:  1. Duration - These examinations shall be of one hour and 30 minutes duration. 2. Theory question paper pattern: There shall be 04 questions each of 10 marks out of which students will attempt ANY THREE	

**Signature:**  
**Prof. Kavita Laghate**  
**Chairman of Board of Studies in Value Education**



AC – 20/05/2025

Item No. 8.47 (N) Sem III/IV 1(c)

## As Per NEP 2020

# University of Mumbai



### Syllabus for CC

Ad- hoc Board of Studies in N.C.C./N.S.S./Sports Co-Curricular

UG First Year Programme - Co-Curricular Course

Semester	III & IV	
Title of Paper	Sem	Credits
Indian Theatre: Classical Roots and Contemporary Expressions	III	2
Integrated Theatre Production: Stage Craft, Costume, Music and Technology	IV	2
From the Academic Year		2025-26

**Semester III As per NEP 2020**

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

Syllabus for Two Credits Programme

With effect from Academic Year 2025-2026

## Aims and Objectives

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

## Learning Outcomes

### The course will enable the learner to

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

## Modules at Glance

### Semester III

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

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

		socio-political engagement
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### **Scheme of Evaluation**

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

### **Semester III (50 Marks - 2 Credits)**

#### **Internal Evaluation (20 Marks)**

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

### Semester End Examination (30 Marks)

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

## Reference Books

- Ankur, D. R. (2021). *Doosare Natyashastra ki Khoj (in Hindi)*. Vani Prakashan. ISBN: 978-9350004302.
- Bhatia, N. (Ed.). (2009). *Modern Indian theatre: A reader*. Oxford University Press.
- Brockett, O. G. (1991). *History of the theatre (7th ed.)*. Allyn and Bacon.
- Brockett, O. G. (1987). *Theatre: An introduction (5th ed.)*. Holt, Rinehart and Winston.
- Coulson, M. (Trans.). (2006). *Plays of Kalidasa: Theatre of memory*. Penguin Books.
- Dinkar, R. S. (1966). *Sanskriti ke chaar adhyay (in Hindi)*. Udayachal. ISBN: 9788185341052.
- Dikshit, S. N. (2009). *Bharat aur Bhartiya Natyakala (in Hindi)*. Rashtriya Sanskrit Sansthan.
- Fischer-Lichte, E. (2008). *The transformative power of performance: A new aesthetics*. Routledge.
- Fischer-Lichte, E., & Majumdar, R. (Eds.). (2010). *Theatres of India: A concise companion*. Oxford University Press.
- Gargi, B. (1991). *Indian theatre*. National Book Trust.
- Ghosh, M. (Trans.). (1951). *The Natyashastra of Bharatamuni (Vol. I & II)*. Asiatic Society of Bengal.
- Goswamy, B. N. (2004). *The theory of rasa in Sanskrit drama*. [Publisher not listed].
- Karnad, G. (1995). *Three modern Indian plays: Tughlaq, Hayavadana, Nagamandala*. Oxford University Press.
- Mason, D. (Ed.). (2006). *Performance traditions in India*. Oxford University Press.
- Mathur, J. C. (2006). *Paramparasheel natya (in Hindi)*. National School of Drama. ISBN-13: 9788181970756.
- Macdonell, A. A. (1900). *A history of Sanskrit literature*. D. Appleton and Company.
- Ranganathacharya, A. (1971). *Indian drama*. Sahitya Akademi.
- Shukla, B. (2009). *Natyashastra (in Hindi)*. Chaukhamba Sanskrit Sansthan. ISBN: 978-81-208-2248-1.
- Sircar, B. (2009). *Three plays: Evam Indrajit, Pagla Ghoda, and Bhoma*. Oxford University Press.
- Solomon, R. H. (2004). *New directions in Indian theatre*. Seagull Books.
- Tendulkar, V. (2004). *Collected plays in translation (Vol. 1)*. Oxford University Press.
- Tanvir, H. (2007). *Charandas Chor and other plays*. Seagull Books.
- Vatsyayan, K. (1980). *Traditional Indian theatre: Multiple streams*. National Book Trust.
- Vatsyayan, K. (1996). *Indian poetics and Natyashastra*. [Publisher not listed].
- Varadpande, M. L. (1987). *A history of Indian theatre (Vols. 1–3)*. Abhinav Publications.
- Wales, H. W. (2010). *Bharat ka pracheen natak: Vishwa sahitya aur theatre ke liye mulyon ka adhyayan (in Hindi)*. Motilal Banarsidass Publishing House. ISBN: 978-8120824522.
- Wilson, E., & Alvin, G. (2001). *Theatre: The lively art (6th ed.)*. McGraw-Hill.

# **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
<b>Total No. of Hours</b>			<b>30</b>

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

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

### Scheme of Evaluation

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

### Semester IV (50 Marks - 2 Credits)

#### Internal Evaluation (20 Marks)

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

### Semester End Examination (30 Marks)

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

#### Reference Books

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

**Sd/-**

**Sign of the BOS  
Chairman  
Dr. Sunil Patil  
Ad-hoc Board of  
Studies in  
N.C.C./N.S.S./Sports  
Co-Curricular**

**Sd/-**

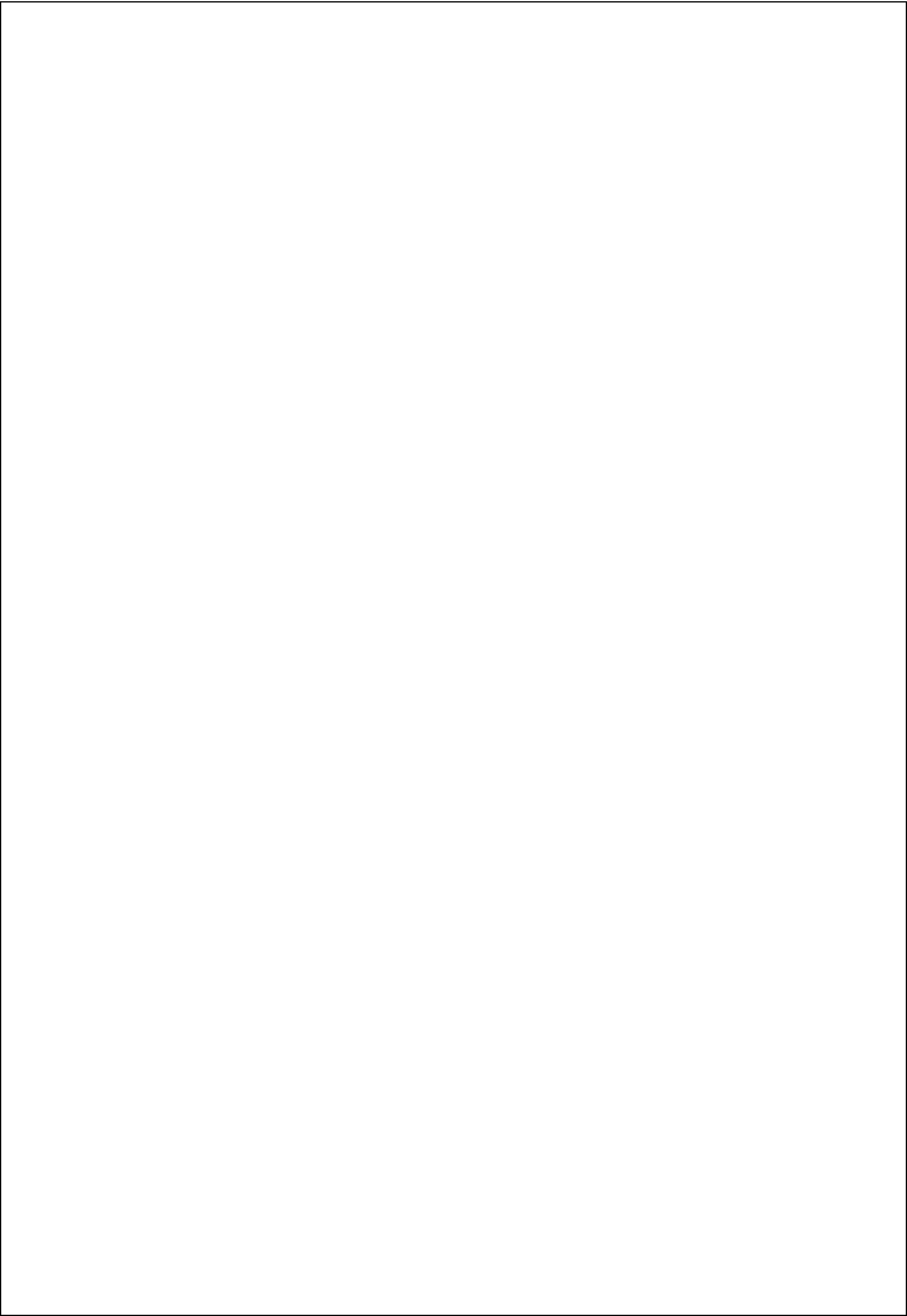
**Sign of the  
Offg. Associate Dean  
Dr. C.A.Chakradeo  
Faculty of  
Interdisciplinary  
Studies**

**Sd/-**

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

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



AC – 20/05/2025

Item No. – 8.47 (N) Sem III& IV 1(b)

## As Per NEP 2020

# University of Mumbai



### Syllabus for CC

Ad- hoc Board of Studies in N.C.C./N.S.S./Sports Co-Curricular

UG First Year Programme – CC- Sports

Semester	III & IV	
Title of Paper	Sem	Credits
Introduction to Sports Training & Tests and Measurement	III	2
Advanced Sports Training and Performance Evaluation	IV	2
From the Academic Year		2025-26

**Course (Optional): Introduction to Sports, Physical Literacy, Health & Fitness and Yog**

**CBCS (Choice Based Credit System)**

**Second Year- Semester III**

**Course Structure**

<b>Semester</b>	<b>Paper</b>	<b>Title of Paper</b>	<b>No of lecture (Theory)</b>	<b>Internal Evaluation (IE)</b>	<b>End Semester Evaluation</b>	<b>Total Marks</b>	<b>Credits</b>
Third	CC	Introduction to Sports Training & Tests and Measurement	30	20	30	50	02
<b>Total</b>	-	-	<b>30</b>	<b>20</b>	<b>30</b>	<b>50</b>	<b>02</b>

# **UNIVERSITY OF MUMBAI**

## **Semester III**

**(w.e.f. June, 2025)**

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

#### **Preamble:**

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

#### **Aims and Objectives**

##### **Sports Training**

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

##### **Tests and Measurement in Sports**

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

#### **Learning Outcomes**

##### **Sports Training**

The course will enable the learner to:

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

##### **Tests and Measurement in Sports**

The course will enable the learner to:

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

# UNIVERSITY OF MUMBAI

## Semester – III

(w.e.f. June, 2025)

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

Credits: 02

Lectures: 30

Marks:50

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

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

**Credits: 02**

**Lectures: 30**

**Marks:50**

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

**Scheme of Evaluation -**

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

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

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

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

**Semester End Examination (30 Marks)**

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

## References –

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

**UNIVERSITY OF MUMBAI  
SYLABUS FOR (NEP-2020)**

**CO-CURRICULAR COURSE IN SPORTS**

**Introduction to Sports, Physical Literacy, Health and Fitness and Yog**

**SEMESTER IV**

**(Syllabus to be implemented from, June 2025 onwards)**

**Course (Optional): Introduction to Sports, Physical Literacy, Health & Fitness and Yog****CBCS (Choice Based Credit System)  
Second Year- Semester IV  
Course Structure**

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

**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**

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

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

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

### **Scheme of Evaluation -**

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

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

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

#### **Semester End Examination (30 Marks)**

<b>Evaluation type</b>	<b>Particulars</b>	<b>Marks</b>
VIVA	Viva on Advanced Sports training & testing methods and evaluation protocols	20
Submission of report	Submission of psychological or fitness testing reports	10
<b>Total</b>		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.
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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.
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10. Verma, J. P. *A Textbook on Sports Statistics and Measurement*. Sports Publications.

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AC – 20/05/2025

Item No. 8.47 (N) Sem III/IV 1(c)

## As Per NEP 2020

# University of Mumbai



### Syllabus for CC

Ad- hoc Board of Studies in N.C.C./N.S.S./Sports Co-Curricular

UG First Year Programme - Co-Curricular Course

Semester	III & IV	
Title of Paper	Sem	Credits
Indian Theatre: Classical Roots and Contemporary Expressions	III	2
Integrated Theatre Production: Stage Craft, Costume, Music and Technology	IV	2
From the Academic Year		2025-26

**Semester III As per NEP 2020**

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

Syllabus for Two Credits Programme

With effect from Academic Year 2025-2026

### Aims and Objectives

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

### Learning Outcomes

#### The course will enable the learner to

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

### Modules at Glance

#### Semester III

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

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

		socio-political engagement
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### **Scheme of Evaluation**

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

### **Semester III (50 Marks - 2 Credits)**

#### **Internal Evaluation (20 Marks)**

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

### Semester End Examination (30 Marks)

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

## Reference Books

- Ankur, D. R. (2021). *Doosare Natyashastra ki Khoj (in Hindi)*. Vani Prakashan. ISBN: 978-9350004302.
- Bhatia, N. (Ed.). (2009). *Modern Indian theatre: A reader*. Oxford University Press.
- Brockett, O. G. (1991). *History of the theatre (7th ed.)*. Allyn and Bacon.
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- Dinkar, R. S. (1966). *Sanskriti ke chaar adhyay (in Hindi)*. Udayachal. ISBN: 9788185341052.
- Dikshit, S. N. (2009). *Bharat aur Bhartiya Natyakala (in Hindi)*. Rashtriya Sanskrit Sansthan.
- Fischer-Lichte, E. (2008). *The transformative power of performance: A new aesthetics*. Routledge.
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- Karnad, G. (1995). *Three modern Indian plays: Tughlaq, Hayavadana, Nagamandala*. Oxford University Press.
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- Sircar, B. (2009). *Three plays: Evam Indrajit, Pagla Ghoda, and Bhoma*. Oxford University Press.
- Solomon, R. H. (2004). *New directions in Indian theatre*. Seagull Books.
- Tendulkar, V. (2004). *Collected plays in translation (Vol. 1)*. Oxford University Press.
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- Vatsyayan, K. (1996). *Indian poetics and Natyashastra*. [Publisher not listed].
- Varadpande, M. L. (1987). *A history of Indian theatre (Vols. 1–3)*. Abhinav Publications.
- Wales, H. W. (2010). *Bharat ka pracheen natak: Vishwa sahitya aur theatre ke liye mulyon ka adhyayan (in Hindi)*. Motilal Banarsidass Publishing House. ISBN: 978-8120824522.
- Wilson, E., & Alvin, G. (2001). *Theatre: The lively art (6th ed.)*. McGraw-Hill.

# **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
<b>Total No. of Hours</b>			<b>30</b>

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

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

### Scheme of Evaluation

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

### Semester IV (50 Marks - 2 Credits)

#### Internal Evaluation (20 Marks)

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

### Semester End Examination (30 Marks)

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

#### Reference Books

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

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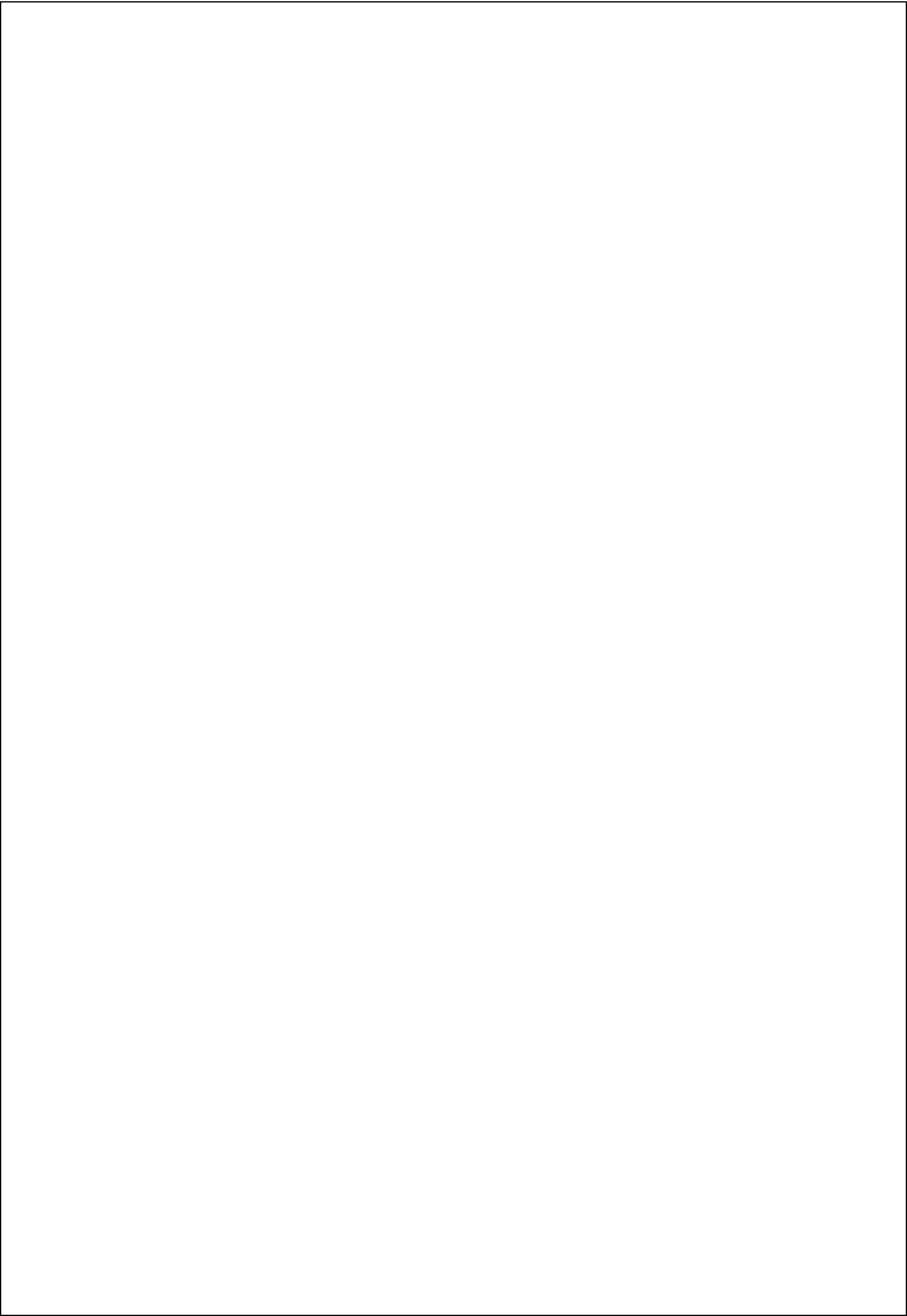
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## 9.1



# 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)

<b>Criteria</b>	<b>Marks</b>
Attendance, Community interactions completion and interaction with supervisor	10
Overall Report quality	10
<b>Total</b>	<b>20</b>

(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
<b>Total</b>	<b>30</b>

**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.

<b>This experience has:</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
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**

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### CEP Guidelines Draft Committee

<b>Prof. Shivram S. Garje</b> Off. Dean (Science and Technology)	Convener
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<b>Prof. Smita Shukla</b> Director, Alkesh Dinesh Mody Institute of Finance and Management Studies	Member
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<b>Prof. Manisha A. Karne</b> Off. Associate Dean (Humanities) and Director, Mumbai School of Economics and Public Policy	Member
---	--------

<b>Prof. Priya Vaidya</b> Head, Department of Philosophy	Member
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<b>Dr. Suchitra Naik</b> Off. Associate Dean (Humanities) and Principal, K.G. Joshi College of Arts & N.G. Bedekar College of Commerce	Member
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<b>Prof. Vishwanath Patil</b> I/c Director, National Centre for Nanoscience and Nanotechnology	Member
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