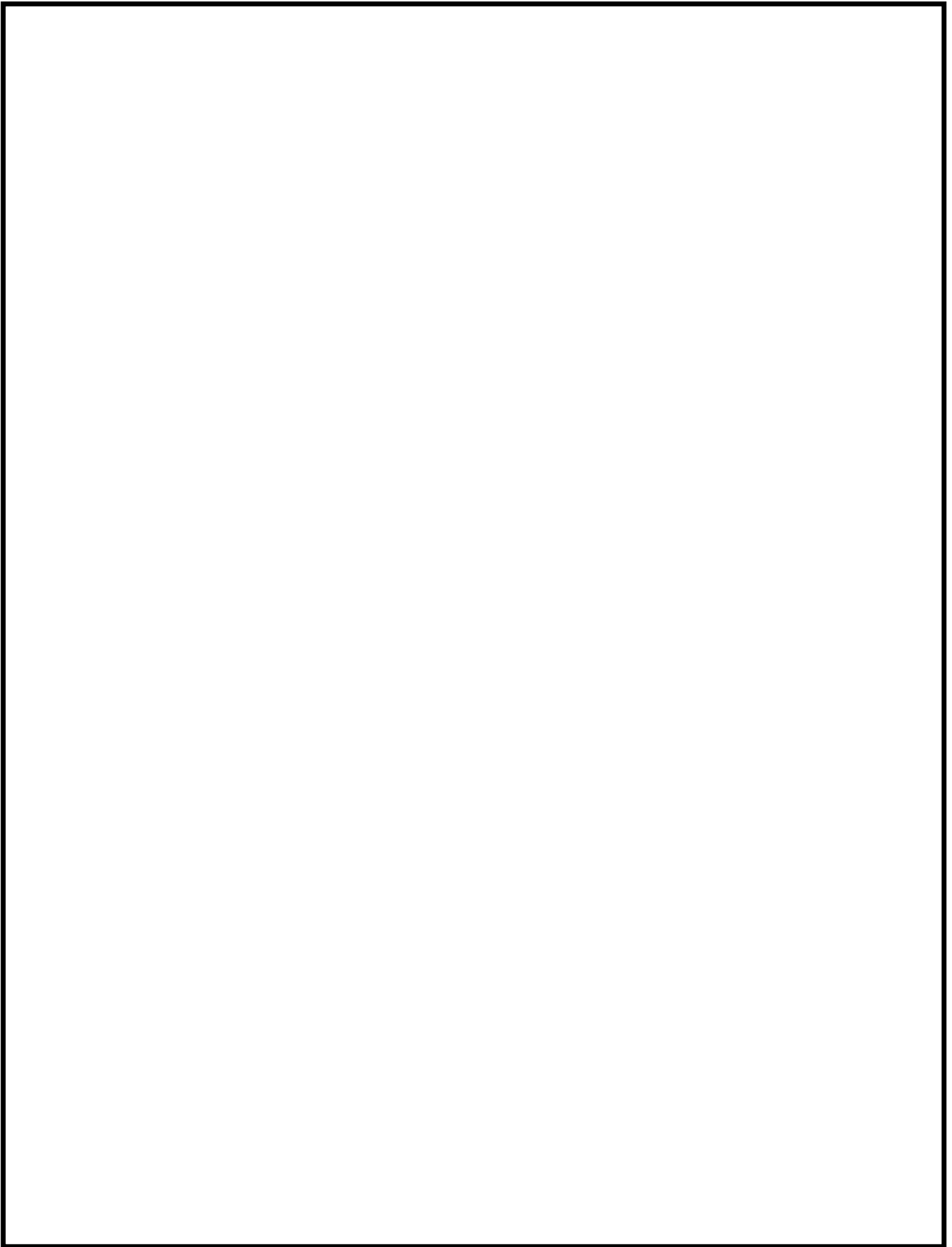


F.Y.B.A. SYLLABUS - SEMESTER II

Sr. No.	Vertical		Course Name	Credit
1	1	Major	Fundamentals of Psychology	4
2	1	Major	Microeconomics-II	4
3	1	Major	Early Medieval Period mid 350 BCE–1200 CE)	4
4	3	Open Elective (OE)	Advanced Excel	2
5	4	Vocational Skills Course (VSC)	Rural Marketing OR Describing and Graphical Presentation of Data	2
6	4	Skill Enhancement Course (SEC)	Caves in Maharashtra OR Fintech	2
7	5	Ability Enhancement Course (AEC)	हिन्दी भाषा : कौशल के आधार भाषिक कौशल ांचे उप्ोजन – १ (भिण व षनवेदन कौशल्ले)	2
8	6	Co-Curricular Course (CC)	National Service Scheme Introduction to Sports, Physical Literacy, Health & Fitness and Yoga Foundation and Exploration of Performing and Fine Arts	2



Semester II

Course Vertical: Major (Mandatory)

Course Title: Fundamentals of Psychology

Course Credit: 04

Fundamentals of Psychology

Learning Objectives:

- 1) To build the foundation necessary to study Psychology.
- 2) To equip the students with basic knowledge of behavioural aspects.
- 3) To impart knowledge of basic concepts and modern trends in Psychology.
- 4) To foster interest in the subject of Psychology and to create a foundation for further studies in Psychology
- 5) To make the students aware of the applications of Psychological concepts in different areas of day to day life.

Course Outcomes:

After completing this course, students will be able to:

1. Students able to explain the history and fields of Psychology.
2. Recognize the areas of specialization and professionals related to psychology.
3. Describe the scientific research methods and ethics in psychological research.
4. Draw the neuron and describe structure and functions of neuron.
5. Students are able to discuss the effects of different types of neurotransmitters and endocrine glands.
6. Students are able to describe the structure of the nervous system.
7. Students are able to discuss the invasive and non-invasive techniques of studying human brain.
8. Evaluate the Gestalt principles of perceptual organization.

Unit 1: The Science of Psychology

15 lectures

- Nature and Scope of Psychology - Definition and Goals
- Modern Perspective-(Psychodynamic, Behavioural, Humanistic, Cognitive, Socio-cultural, Bio-psychological, Evolutionary),School of Psychology-(Psychodynamic, Functionalism, and Behaviourism)
- Applied fields of Psychology - (Clinical, Counselling, School, Industrial and Organizational, Community and Military)
- Psychological Professionals and Areas of Specialization
- Rise of Psychology in India

Unit 2: Biological View of Psychology -

15 Lectures

- Neurons and Nervous System - (Types, Structure, and Function) (Structure and Function)
- Overview of Neurotransmitters –
- The Endocrine System –
- Brain stem - Hindbrain and Midbrain
- Neuro-imaging Techniques: [a] Mapping structure –CT, MRI, [b] Mapping Function: EEG, MEG, PET, fMRI)

Unit - 3- Sensation and Perception -**15 Lectures**

- Sensation - Definition, Attributes and Sensory threshold
- Perception - The ABCs of Perception: How We Organize Our Perceptions
- Depth Perception, Phi-Phenomenon and Gestalt approach
- Illusion - Definition, Types and Theories
- Application: Extra Sensory Perception

Unit- 4- Overview of Personality**15 lectures**

- Nature and Definition of personality, Misconceptions about Personality
- Theories of Personality: Psychoanalytical Theory, Division of Personality and Psychosexual Stages and Learning Theories Bandura & Rotter Principles of observational learning
- The Third Force: Humanism and Personality
- Modern Trait Theories of Personality: The Big Five Model
- Assessment of Personality - Interviews, Behavioural Assessments, and Personality Inventories

Book for Study

- 1) Ciccarelli, S. K., White, J. N., & Mishra, G. (2018). Psychology. 5th Edition; Indian Adaptation. Pearson India Education Services Pvt. Ltd.

Additional Books for Reference

- 1) Baron, R. A. and Mishra, G. (2015). Psychology. 5th Edition; Indian Subcontinent Edition. Pearson India Education Services Pvt. Ltd.
- 2) Baron, R. A., & Kalsher, M. J. (2008). Psychology: From Science to Practice. (2nd ed.). Pearson Education inc., Allyn and Bacon
- 3) Ciccarelli, S. K. & Meyer, G. E. (2008). Psychology. (Indian sub-continent adaptation). New Delhi: Dorling Kindersley (India) pvt. Ltd.
- 4) Ciccarelli, S. K., & White, J. N. (2017). Psychology. 4th ed. New Jersey: Pearson education
- 5) Feist, G. J., & Rosenberg, E. L. (2010). Psychology: Making connections. New York: McGraw Hill publications
- 6) Feldman, R. S. (2013). Psychology and your life. 2nd ed. New York: McGraw Hill publications
- 7) Feldman, R. S. (2013). Understanding Psychology. 11th ed. New York: McGraw Hill publications
- 8) King, L. A. (2013). Experience Psychology. 2nd ed. New York: McGraw Hill publication.
- 9) Lahey, B. B. (2012). Psychology: An Introduction. 11th Ed. New York: McGraw-Hill Publications.
- 10) Myers, D. G. (2013). Psychology. 10th edition; International edition. New York: Worth Palgrave Macmillan, Indian reprint 2013.

QUESTION PAPER PATTERN

(External and Internal)

For a Four Credit courses

(A) External / Semester End Examination Marks: 60 Time: 2 Hours

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

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

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

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

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

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

For a Two Credit courses

(B) External / Semester End Examination Marks: 30 Time: 1 Hours

- Q.1 Fill in the blanks (Based on all units). Marks 10
Q.2 Essay Type Questions (Attempt Any One out of two Based on Unit I). Marks 10
Q.4 Short Notes/Problem (Attempt Any Three out of five Based on Unit II). Marks 10

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

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

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

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

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

Name of the Course: Micro Economics-II

Sr. No.	Heading	Particulars
1	Description the Course:	This course is designed to introduce the students to elementary concepts in microeconomics, economic theories and its application. The student should be able to use these concepts to understand the relevance of microeconomics to the real world. The learners should be able to build on these concepts in the future to develop deeper understanding of the Economy and its relevance in decision making.
2	Vertical:	Mandatory Course
3	Type:	Theory
4	Credit:	4 Credits
5	Hours Allotted:	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives:	<ol style="list-style-type: none"> 1. To understand the concept of Microeconomics. 2. To enhance students' knowledge about Production, Cost and Revenue 3. To acquaint the basic knowledge about Different Market Structure.
8	Course Outcomes:	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. Understand the basic concepts of microeconomics 2. Apply Production function and Producer's Equilibrium 3. Analyse different concepts of Cost, Revenue and Factor Pricing. 4. Analysing Markets and Equilibrium in Different Market Structures

(This Course is also applicable to the students of Institute of Distance & Open Learning (IDOL) of University of Mumbai)

Module I: Production Analysis (15 Hours)

1. Production Function: Concept and types: Law of Variable Proportion and Returns to Scale,
2. Concepts of Total, Average and Marginal Product.
3. Isoquant and Producer's Equilibrium

Module II: Cost and Revenue Analysis

1. Concepts of Costs: Money and Real Cost, Social Cost, Private Cost, Explicit and Implicit Cost.
2. Opportunity Cost; Relationship between Average, Marginal and Total Cost;
3. Derivation of Short Run and Long Run Cost Curves;
4. Concepts of Revenue: Types and Interrelationship

Module 3: Factor Pricing (15 Hours)

1. Marginal Productivity Theory of Distribution; Rent: Ricardian Theory of Rent, Modern Theory of Rent.
2. Wages: Modern Theory of Wages; Collective Bargaining; Supply Curve of Labour.
3. Interest: Classical Theory of Interest, Loanable Funds Theory of Interest.
4. Profit: Risk and Uncertainty Theory.

Module 4: Equilibrium in Different Market Structures (15 Hours)

1. Concept of Equilibrium: TR - TC and MR - MC Approach.
2. Markets structures: Perfect and Imperfect competition (Monopoly, Monopolistic Competition and Oligopoly): Features
3. Equilibrium under various market structures.

10 Reference Books:

- 1.A. Koutsoyainnis, (2015), Modern Microeconomics, 2nd edition, Palgrave Macmillan.
- 2.Paul Samuelson and W. Nordhaus, (2019), Economics, 20th edition: Economics, McGrawHill Publications.
- 3.Mankiw M.G (2015), Principles of Micro economics 7th edition - Cengage Learning.
- 4.H.L.Ahuja, (2016) “Advance Economics Theory” S.Chand & Company Ltd.
- 5.Anindya Sen, (2006), Microeconomics, OUP India Publisher.
- 6.M.L.Jhingan, (2006), “Microeconomics Theory”, 5th edition, Vrinda Publication

- 7.Salvator D, (2003) “Microeconomics Theory and Applications” Oxford University press,new Delhi.

QUESTION PAPER PATTERN
(External and Internal)

For 4 Credit Courses

A- External/Semester End Examination Marks:60 Time:2 Hours

Note: 1. Attempt any four out of six
2.Each question carries equal marks.(15 marks each)

- Q.1
- Q.2
- Q.3
- Q.4
- Q.5
- Q.6

(B)Continuous Internal Evaluation.

Marks:40

(Prepare the format of Internal Evaluation according to your subject)

Sr.No.	Particular	Marks
1	Assignments	15
2	Classroom Presentations	05
3	Essay Submission/ Book review	10
4	Participation in Departmental Activities / Field Visit Report	10

Sem II Major- Mandatory- 4C

Early medieval period (mid 350 BCE–1200 CE)

Course Objectives:

1. The study of the Mauryan empire, Sungas, Kushanas and Satavahanas Dynasties of past Administration and public affair.
2. To study North and South Indian dynasties and responsible administration.
3. To understand law and order, taxation systems in ancient India.
4. To providing valuable insight into administration systems in ancient India.

Course Outcomes:

After completion of this course the students will be able to:

1. understand the political history of Ancient India.
2. Comprehend beginning and development of taxation system and various organs of state institution during Ancient Indian History.
3. Become aware about the chronological political evolution in Ancient Indian History.
4. Teach the transitional events from Ancient to Medieval History of India.

Units	Modules	Lectures
1. Mauryan and Post Mauryan Period (322 BCE to 320 CE)	a) Chandragupta Maurya and Ashoka b) Mauryan Administration c) Post Mauryan Dynasties- Shunga, Kushana and Satavahana	15
2. Gupta Age (320 CE to 600 CE)	a) Imperial Expansion: Chandragupta I, Samudragupta and Chandragupta II b) Administration. c) Debate of 'Classical Age'	15
3. Post Gupta Period (600 CE to 1000 CE)	a) The Age of Harshavardhana b) The Rise of Rajputs States c) Arab Invasion of Sindh	15
4. Major Dynasties of Deccan and South India	a) Pallavas and Cholas b) Chalukyas of Vatapi, Rashtrakutas and Chalukyas of Kalyani c) Spread of Indian Culture in South-East Asia	15
	Total No. of Lectures	60

References:

1. Agarwal D.P., *The Archaeology of India*, (Delhi Select Book Services) Syndicate, 1984.
2. Allichin –B-Zidget and F. Raymond, *Origin of a Civilization – The History and early Archaeology of South Asia*, (Delhi Oxford and IBH), 1994.
3. Ayyanger, S.K., *Ancient India and South Indian History Culture*, Oriental Book Agency, Pune, 1941.
4. Basham A.L., *The Wonder that was India*, Rupa& Co., 1998.
5. Bhattacharya N.N., *Ancient Indian Rituals and their Social Contents*, Manohar Publications, Delhi, 1996.
6. Chakravarty Uma, *The Social Dimensions of Early Buddhism*, Munshiram Manoharlal, Delhi, 1996.
7. Chakravarty, K.C., *Ancient Indian Culture and Civilization*, Vora and Company, Bombay, 1952.
8. Jha, D.N., *Ancient India in Historical Outline*, Motilal Banarasidas, New Delhi, 1974
9. Kautilya, *The Arthashastra*, Penguin Books, 1987.
10. Kulkarni, Chidambara, *Ancient Indian History and Culture*, Karnataka Publishing House, Mumbai, 1956.
11. Luniya B.N., *Life and Culture in Ancient India*, Lakshmi Narain Agarwal, Agra, 1994.
12. Majumdar R.C. and Altekar A.S. ed, *The Vakataka- Gupta age*, Motilal Banarsidas, Delhi, 1967.
13. Majumdar, R., *Ancient India*, MotilalBanarasidas Publishers Pvt. Ltd. New Delhi, 1974.
14. Mookerjee, R.K., *Ancient India*, Allahabad, Indian Press, 1956.
15. Mukherjee, B.N., *Rise and Fall of the Kushan Empire*, (Kolkata Firma, KLM), 1988.
16. Nandi R.N., *Social Roots of Religion in Ancient India*, (Kolkata K.B. Bagchi), 1986.
17. Nilkantha Shastri, *A History of South India*, Madras, 1979
18. Pannikar K.M., *Harsha and His Times*, D.B. Taraporewalla Sons and Co. Bombay, 1922.
19. Pargitar, F.E., *Ancient Indian Historical Tradition*, Motilal Banarasidas Publishers Pvt.Ltd. New Delhi, 1962.
20. Pathak, V.S., *Historians of India (Ancient India)*, Asia Publishing, Bombay. 1966.
21. PossellG.L.ed., *Ancient Cities of the Indus*, Vikas, Delhi, 1979.
22. Sen, S.N., *Ancient Indian History and Civilization*, Wiley Eastern Pvt.Ltd, New Delhi, 1988.
23. Sharma, L.P., *Ancient History of India, Pre- Historic Age to 1200 A.D.*, Vikas Publishing House, New Delhi, 1981.
24. Sharma, S.R., *Ancient Indian History and Culture*, Hind Kitab Ltd., Mumbai 1956.
25. ThaparRomila, *Ashoka and decline Mauryas*, Oxford University Press, London, 1961.

Open Elective Courses

Name of the Course: Advanced Excel

Sr. No.	Heading	Particulars
1	Description the course:	<p>Introduction:</p> <p>This course provides comprehensive training in Excel, covering fundamental to advanced techniques. Excel is a powerful tool used extensively in various industries for data analysis, visualization, and automation. Mastering Excel skills is essential for professionals across different fields to effectively manage and analyze data, make informed decisions, and streamline workflows.</p> <p>Relevance:</p> <p>In today's data-driven world, proficiency in Excel is highly relevant across industries such as finance, marketing, operations, human resources, and data analysis. Excel is widely used for tasks ranging from simple data entry to complex financial modeling and business analytics. Therefore, learning Excel is essential for anyone seeking to excel in their career and stay competitive in the job market.</p> <p>Usefulness:</p> <p>Excel proficiency enhances productivity and efficiency in handling data-related tasks. It enables users to organize, analyze, and present data effectively, leading to better decision-making and improved business outcomes. Additionally, Excel skills are transferable and applicable in various job roles, making them valuable assets in any professional setting.</p> <p>Application:</p> <p>Throughout the course, students will apply Excel skills to real-world scenarios, including data analysis, visualization, and automation tasks. They will learn to manipulate data using functions and formulas, create visually compelling charts and graphs, implement data validation and conditional formatting techniques, and automate repetitive tasks using macros.</p> <p>Interest:</p> <p>Excel offers a wide range of functionalities and capabilities that can be both practical and creatively</p>

		<p>satisfying to explore. Students are likely to find the course engaging as they discover new ways to manipulate and visualize data, solve complex problems, and streamline processes using Excel's features and tools.</p> <p>Connection with Other Courses:</p> <p>Excel skills complement various other courses and disciplines, including finance, statistics, business administration, and data science. Proficiency in Excel enhances students' abilities to analyze and interpret data, which is essential in fields such as finance, marketing, research, and project management.</p> <p>Demand in the Industry:</p> <p>Professionals with Excel proficiency are in high demand across industries due to the widespread use of Excel for data analysis, reporting, and decision-making. Employers value candidates who can leverage Excel to extract insights from data, streamline processes, and drive business growth.</p> <p>Job Prospects:</p> <p>Excel skills are highly sought after by employers, making graduates of this course well-positioned for success in various industries and job markets in data analysis.</p>
2	Vertical:	Open Elective
3	Type:	Practical
4	Credits:	2 credits (1 credit = 30 Hours of Practical work in a semester)
5	Hours Allotted:	60 hours
6	Marks Allotted:	50 Marks
7	<p>Course Objectives (CO):</p> <p>CO 1. To teach fundamental Excel functions and data manipulation techniques.</p> <p>CO 2. To introduce charting and visualization methods for data analysis.</p> <p>CO 3. Cover advanced Excel functions and data analysis techniques.</p> <p>CO 4. To explain data validation and conditional formatting for data integrity.</p> <p>CO 5. To teach advanced Excel techniques such as PivotTables, PivotCharts, and What-If analysis and data consolidation.</p> <p>CO 6. To cover advanced charting and visualization methods.</p> <p>CO 7. To introduce macros for task automation and efficiency.</p>	
8	Course Outcomes (OC):	

	<p>After successful completion of this course, students would be able to -</p> <p>OC 1. Use fundamental Excel functions and data manipulation.</p> <p>OC 2. Create and customize charts for effective data visualization.</p> <p>OC 3. Use advanced Excel functions and data analysis methods.</p> <p>OC 4. Understand and apply data validation and conditional formatting.</p> <p>OC 5. Use PivotTables, PivotCharts, and interactive data analysis.</p> <p>OC 6. Apply advanced charting and visualization methods.</p> <p>OC 7. Use macros for task automation and efficiency.</p>
<p>9</p>	<p>Modules:</p> <p>Module 1: Foundations of Excel (30 hours)</p> <hr/> <p>Basic Functions and Data Management:</p> <p>Introduction to Excel functions: SUM, AVERAGE, COUNT.</p> <p>Logical functions: IF, AND, OR for decision-making in formulas.</p> <p>Sorting and filtering: Organizing and analyzing data to identify patterns.</p> <p>Text Functions: Utilizing functions like CONCATENATE, LEFT, RIGHT, MID for text manipulation.</p> <p>Date and Time Functions: Using functions such as TODAY, NOW, DATE, TIME for handling date and time data effectively.</p> <p>Charts and Graphs:</p> <p>Creating basic charts: Column, bar, and pie charts to visualize data.</p> <p>Customizing charts: Formatting elements, axes, titles, and legends for clarity.</p> <p>Adding trendlines: Visualizing trends and forecasting future data points.</p> <p>Advanced Functions and Analysis:</p> <p>Lookup functions: VLOOKUP, HLOOKUP, INDEX, MATCH for advanced data retrieval.</p> <p>Conditional summing and counting: SUMIF, SUMIFS, COUNTIF, COUNTIFS for targeted analysis.</p> <p>Statistical Functions: Using functions such as MIN, MAX, MEDIAN, and MODE for statistical analysis.</p> <p>Data Validation and Conditional Formatting:</p> <p>Setting validation rules: Controlling data entry and ensuring accuracy.</p> <p>Custom validation criteria: Creating complex validation scenarios for data integrity.</p> <p>Applying conditional formatting: Highlighting trends, patterns, and anomalies in data.</p> <hr/> <p>Module 2: Advanced Excel Techniques (30 hours)</p> <hr/> <p>PivotTables and PivotCharts:</p>

	<p>Creating PivotTables: Summarizing and analyzing large datasets for insights.</p> <p>Utilizing filters and slicers: Interactively analyzing data subsets in PivotTables.</p> <p>Visualizing PivotTable data: Creating PivotCharts for enhanced presentation and analysis.</p> <p>Advanced Data Analysis Techniques</p> <p>What-If analysis: Using scenarios and goal seek to simulate different outcomes.</p> <p>Data consolidation: Combining data from multiple sources for comprehensive analysis.</p> <p>Exploring data analysis tools: Solver and Analysis ToolPak for advanced analysis.</p> <p>Advanced Charting and Visualization</p> <p>Combination charts: Visualizing multiple data series in a single chart for comparison.</p> <p>Sparklines: Creating mini-charts within cells to display trends at a glance.</p> <p>Dynamic charting: Building dynamic charts using named ranges and formulas for interactive analysis.</p> <p>Macros and Automation</p> <p>Introduction to macros: Understanding macros and their role in automating tasks.</p> <p>Recording and editing macros: Recording and modifying macros to automate repetitive processes.</p> <p>Macro security and best practices: Implementing security measures and adhering to best practices for safe macro usage.</p>	
10	<p>Text Books</p> <ol style="list-style-type: none"> Advanced Excel Essentials, Jordan Goldmeier, Apress Data Analysis with Excel, Manisha Nigam, BPP publications 	
11	<p>Reference Books</p> <ol style="list-style-type: none"> Advanced Excel Formulas, Murray Alan, Apress Mastering Advanced Excel, Ritu Arora, BPB publications 	
12	Internal Continuous Assessment: 40%	Semester End Examination: 60%
13	<p>The internal evaluation will be determined by the completion of practical tasks and the submission of corresponding write-ups for each session. Each practical exercise holds a maximum value of 10 marks. The total evaluation, out of 100 marks, should be scaled down to a final score of 20 marks.</p> <hr/> <p>Total: 20 marks</p>	<p>A Semester End Practical Examination of 2 hours duration for 30 marks as per the paper pattern given below.</p> <p>Certified Journal is compulsory for appearing at the time of Practical Exam</p> <hr/> <p>Total: 30 Marks</p>

14	Format of Question Paper:	
	Total Marks: 30	Duration: 2 Hours
	Question	Practical Question Based On
	Q. 1	Module 1
	Q. 2	Module 2
Q. 3	Viva	
		Marks
		12
		12
		06

Sign of the BOS Chairman
Dr. Jyotshna Dongardive
 Ad-hoc BOS (Computer Science)

Sign of the Offg. Associate Dean
Dr. Madhav R. Rajwade
 Faculty of Science & Technology

Sign of Offg. Dean
Prof. Shivram S. Garje
 Faculty of Science & Technology

Name of the Course: Rural Marketing

Sr. No.	Heading	Particulars
1	Description the course:	<p>The course on Rural marketing provides comprehensive understanding about nature, scope, policies and strategies of rural marketing. The course equips learner to develop effective marketing strategies for rural area as Rural consumers have distinct requirements and preferences influenced by factors like agricultural practices, livelihood patterns, and cultural traditions.</p> <p>The course also provide overview of supporting institutions for rural and agricultural marketing. The learners both from rural and urban areas can understand the need of an hour and strengthen their qualities to grab the opportunities offered by rural markets.</p>
2	Vertical:	Skill Enhancement
3	Type:	VSC
4	Credit:	Theory: 2 credits
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	<p>Course Objectives:</p> <ol style="list-style-type: none"> 1. To Understand Rural Consumer Behaviour. 2. To Identify Market Opportunities in rural areas. 3. To Develop Effective Marketing Strategies. 4. To Overcome the Challenges in Rural Marketing. 	
8	<p>Course Outcomes: The learner will be able to</p> <ol style="list-style-type: none"> 1. Understand the unique characteristics, consumer behaviour strategies and institutional support for rural marketing. 2. Examine different aspects of rural marketing 3. Explain nature, scope and challenges of rural marketing and behaviour of rural consumer 4. Evaluate problems, policies and marketing strategies for rural markets. 5. Adapt skills set required to overcome the challenges associated with marketing in rural areas 	

9	(This Course is also applicable to the students of Institute of Distance & OpenLearning (IDOL) of University of Mumbai)
	Module I: Introduction To Rural Marketing (15 hours) (1 Credit)
	Concept-characteristics & scope of the rural marketing, significance of rural marketing - Factors of Rural Markets- Problem of Rural Marketing and Remedies. Concept, Nature & types of Agricultural Marketing- market segmentation in rural areas, Consumer behavior in rural market.
	Module II: Rural Marketing Strategies and Institutional Support (15 hours) (1 Credit)
	Product, Price strategies for rural marketing- Commission on Agriculture Costs and Prices (CACP), National Agriculture Co-operative Marketing Federation (NAFED), Agriculture and Processed Food Exports Development Authority (APEDA) - APMC (Agriculture Price & Marketing Council - The National Co-operative Development Corporation (NCDC), Food Corporation of India (FCI), - Future of Rural Marketing.

10	<p>Reference Books:</p> <ol style="list-style-type: none"> 1. Kamat Minouti; Krishanmoorthy R. Rural marketing, Himalaya Publishing House, Girgaon, Mumbai 400004 2. Desai Vasant: Small-scale industries & entrepreneurship, Himalaya Publishing House, 3. Sherlekar S.A ; Marketing Management , Himalaya publishing House 4. Acharya S S: Agarwal N.L ; Agriculture Marketing in India, Oxford & IBH Publishing company private limited, New Delhi ,India. 5. Desai.S.S.M: Fundamental of rural economics, Himalaya publishing House. 6. Badi R.V. Badi N.V;. Rural Marketing . 7. Mishra and Puri : Development Issues of Indian Economy Himalaya Publishing House. 8. Habeeb U.R., Rahman K.S. : Rural Marketing in Indai , Himalaya Publishing House - Mumbai 400 004 9. Gopaldaswamy: Rural Marketing , Vikas Publishing House New Delhi. 10.Kashyp Pradeep, Rant Siddhartha: The Rural Marketing, Biztantra, Mumbai.
-----------	---

For 2 Credit Courses

- *External/ Semester End Examination*
Marks:30
Time:1 Hour

Note: Attempt any TWO Questions. (30 Marks)

Q.1. Essay Type Questions (Based on Unit I). Marks 15

Q.2. Essay Type Questions (Based on Unit II). Marks 15

Q.3. Short Notes/ Problem (Attempt any two out of four Based on all Units). Marks 15

- **Continuous Internal Evaluation.** **Marks:20**

***(Prepare the format of Internal Evaluation according to your subject)**

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

Marks:20-

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

Semester II

Course Vertical: SEC (VSEC)

Course Title: Describing and Graphical Presentation of data

Course Credit: 02

Learning Objectives:

- 1) To learn and acquire basic concept of central tendency and variability.
- 2) To understand concept of normal distribution
- 3) To learn about the characteristics of Normal distribution.
- 4) To understand Importance of Z score and its usefulness
- 5) To learn graphical presentation of data.

Course Outcomes

- 1) Define central tendency and variability
- 2) Describe Importance of normal distribution
- 3) Define and calculate a mean, median, mode, variance, sd, and z-score
- 4) Plot data using graphical presentation

Describing and Graphical Presentation of data

1. Measures of Central Tendency and Variability

15 Hours

- The importance of Measures of Central tendency. Characteristics of Mean.
- Uses and Calculations: Mean, Median, and Mode.
- The importance of Measures of Variability. Uses of Standard Deviation and Variance, Range, Quartile.
- Z score and its usefulness. Calculation of Variance, SD and Z Score

2. Graphical representation and interpretation of data: Normal Curve and other methods

15 Hours

- a) Characteristics of a Normal distribution and normal curve. Plotting Z Score on normal curve.
- b) Skewness and kurtosis of normal distribution. Box plot.
- c) Line graph, Bar graph
- a) Histogram, Pie Chart.

Reference Books

King, B. M., Rosopa, P.J., & Minium, E. W. (2018). Statistical reasoning in the behavioral sciences (7th ed.). John Wiley & Sons Inc.

Ghosh, B.N., (1982). Scientific Methods and Social Research, New Delhi: Sterling Publishers Pvt. Ltd.

QUESTION PAPER PATTERN

(External and Internal)

For a Four Credit courses

(A) External / Semester End Examination Marks: 60 Time: 2 Hours

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

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

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

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

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

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

For a Two Credit courses

(B) External / Semester End Examination Marks: 30 Time: 1 Hours

- Q.1 Fill in the blanks (Based on all units). Marks 10
Q.2 Essay Type Questions (Attempt Any One out of two Based on Unit I). Marks 10
Q.4 Short Notes/Problem (Attempt Any Three out of five Based on Unit II). Marks 10

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

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

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

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

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

Caves in Maharashtra SEC:2**Course Objectives:**

1. Understand the significance of historical caves in Maharashtra
2. Understand the ancient rock-cut architecture.
3. learn technique and processes of cave building in ancient times.
4. Highlight the cultural and religious roles of ancient cultural & religious history through caves.

Course Outcomes:

1. After studying the course students will be able to gain a comprehensive understanding of the historical significance of caves in Maharashtra, including the evolution of rock-cut architecture and its cultural implications.
2. Appreciate the rich cultural diversity represented in the caves, understanding the various religious, artistic, and social aspects embedded in the cave structures.
3. Awareness of the unique ecosystems associated with caves, including the flora and fauna that inhabit these environments, and the importance of conservation.

Units	Modules	Lectures
1.Caves: Introduction & Importance	a) Introduction, Caves as Source of History b) Caves - Origin and Development c) Historical significance of Caves.	15
2. Caves in Maharashtra	a) Some important caves: Buddhist, Jain & Hindu caves – Kanheri, Ajanta & Ellora. b) Painting in Caves c) Caves and tourism in Maharashtra	15
	Total lectures	30

Reference

1. Breuil, H. *Four Hundred Centuries of Cave Art*, London, 1952.
2. Deheja, Vidya, *Early Buddhist Rock-Temples*. London, 1981.
3. Fergusson, James Burgess, James, *Cave temples of India*, London, 1880.
4. Nagaraju S. *Buddhist Architecture of Western India*, Delhi, 1981.
5. Neumayer, Erwin, *Prehistoric Indian Rock-Paintings*, Bombay, 1984.
6. Soundara Rajan, K.V. *Cave Temples of the Deccan*, New Delhi, 1981.

Marathi-

१. गुप्ते, जगदीश, प्रागैतिहासिक भारतीय चित्रकला, प्रयाग, १९६४.
२. माटे म.श्री. मराठवाड्यातील शिल्पवैभव, मुंबई, १९६४.
३. मिराशी, वा. वि. संशोधनमुक्तावलि, सर दुसरा, नागपूर, १९५७.

Name of the Course: FIN TECH

Sr. No.	Heading	Particulars
1	Description the Course:	FIN TECH course provides students with a comprehensive understanding about how technological innovations are reshaping banking and financial sector. Fintech has emerge as a catalyst, blending cutting-edge technology with financial services to redefine traditional practices and introducing ground breaking solutions. This course aims to provide a comprehensive understanding of fintech's multifaceted realm, from its inception to its current and future applications
2	Vertical:	Skill Enhancement
3	Type:	SEC
4	Credit:	2 Credits
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives:	<ol style="list-style-type: none"> 1. To understand basic concepts underlying Fintech 2. To acquaint students with opportunities, importance and challenges of Fintech 3. To equip students with required skill set for applications and uses of fintech.
8	Course Outcomes: The Learner will be able to	<ol style="list-style-type: none"> 1. Understand role and applications of technology in financial sector 2. Apply innovative technology for providing financial services 3. Analyse diverse landscape of Fin Tech 4. Evaluate different Fin Tech, its importance and challenges 5. Adapt skills set for uses and applications of Fin-technology

9	<p align="center">(This Course is also applicable to the students of Institute of Distance & Open Learning (IDOL) of University of Mumbai)</p>
	<p>Module I: Introduction to FinTech (15 hours) (1 Credit)</p> <ol style="list-style-type: none"> Overview of Fin Tech: Meaning, Historical overview, Scope and Trends FinTech, Financial Inclusion and FinTech Importance and impact of technology in Financial Services: Fin Tech and India Fin Tech Ecosystem: Key Players in Fin Tech industry, Fin Tech Business Models <p>Module II: Fin Tech: Payment, Digital Finance and Regulation (15 hours) (1 Credit)</p> <ol style="list-style-type: none"> Emergence of FinTech in Payment Systems: Digital payment, Mobile wallet Payments, Contactless payments, Payment processing and infrastructure Peer-to-Peer Lending and Crowdfunding: Overview of P2P Lending, Crowdfunding Models Fintech Startups and entrepreneurship: Launching Fintech Startups, Funding options and venture capital, Success stories and challenges.
10	<p>Reference Books:</p> <ol style="list-style-type: none"> Kulkarni, Aditya. <i>Auth n Capture: Introduction to India's Digital Payments Ecosystem</i>. Chennai: Notion Press 1st edition , 2021. Maurizio Pompella, Roman Matousek. <i>The Palgrave Handbook of Fin Tech and Blockchain</i>. Palgrave Macmillan Cham, 2021. Mistry, Dr. Komal. <i>Fintech in India</i> . Atlantic Publishers , n.d. Phadke, Mr. Sanjay. <i>Fintech Future: the Digital DNA of Finance</i> . 2020: Sage Publication, n.d. Susanne Chishti, Janos Barberis. <i>The Fintech Book: The Financial Technology Handbook for Investors, Entrepreneurs and Visionaries</i>. Wiley; 1st edition, 2016.

For 2 Credit Courses

- *External/ Semester End Examination*
Marks:30
Time:1 Hour

Note: Attempt any TWO Questions. (30 Marks)

Q.1. Essay Type Questions (Based on Unit I). Marks 15

Q.2. Essay Type Questions (Based on Unit II). Marks 15

Q.3. Short Notes/ Problem (Attempt any two out of four Based on all Units). Marks 15

- **Continuous Internal Evaluation.** **Marks:20**

***(Prepare the format of Internal Evaluation according to your subject)**

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

Marks:20-

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

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	<p style="text-align: center;">हिन्दी भाषा : कौशल के आधार</p> <p>हिंदी राजभाषा होने के साथ-साथ भारत में बोलीजने वाली एक प्रमुख भाषा है। भारत के अधिकांश निवासी और यहां तक कि भारत के बाहर बसनेवाले भारतवंशी भी अपने दैनिक आपसी वार्तालाप, कार्य-व्यवहार में हिंदी भाषा का ही प्रयोग करते हैं। विश्व की प्रमुख पांच भाषाओं के अंतर्गत हिंदी का अस्तित्व है, इस दृष्टि से हिंदी को लेकर विभिन्न प्रकार के कौशल सीखे और सिखाए जा सकते हैं। विद्यार्थियों के लिए हिंदी एक सामान्य भाषा होने के साथ विशेष भाषा तब बन जाती है जब वह हिंदी के माध्यम से अपने कौशल में अभिवृद्धि करें, हिंदी के माध्यम से रोजगार के कई अवसरों को प्राप्त करें। इस दृष्टि से पाठ्यक्रम अत्यंत लाभवर्धक और उपयोगी सिद्ध होगा। हिंदी भाषा में कौशल विकास की असीम संभावनाएं हैं और कौशल के विभिन्न आयाम जुड़े हुए हैं जो अलग-अलग दिशाओं में देखे जा सकते हैं। पाठ्यक्रम विद्यार्थियों में लेखन, वाचन कौशल की अभिवृद्धि करने के साथ रोजगारपरक अवसर प्रदान करता है।</p>
2	Vertical :	Open Elective
3	Type :	Theory
4	Credit:	2 credits (1 credit = 15 Hours for Theory in a semester)
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: (List some of the course objectives) 1. विद्यार्थियों को लेखन, वाचन कौशल का ज्ञान देना एवं रोजगार के अवसरों से जोड़ना। 2. विद्यार्थियों को लेखन, वाचन कौशल से परिचय करते हुए अभिव्यक्ति की शैलियों का विकास करना। 3. विद्यार्थियों को भाषण कला के विविध रूपों को समझाना, मौलिकता में अभिवृद्धि लाना एवं विशेषज्ञता दिलाना। 4. विद्यार्थियों को श्रवण कौशल की विशेषताओं से परिचय कराते हुए श्रवण कौशल के लाभों से अवगत कराना।	

8	<p>Course Outcomes: (List some of the course outcomes)</p> <p>CO-1) विद्यार्थियों को लेखन, वाचन कौशल के ज्ञान प्राप्ति के साथ मौलिक अभिव्यक्ति में बदलाव आएगा।</p> <p>CO-2) विद्यार्थियों का लेखन, वाचन कौशल द्वारा मानसिक विकास होगा, पठन-शक्ति, शैली का विकास होगा।</p> <p>CO-3) विद्यार्थियों को लेखन, भाषण कौशल से भाषिक-शक्ति, शैलियों का संवर्धन होगा विशेषज्ञता आएगी।</p> <p>CO-4) विद्यार्थियों को लेखन, वाचन, श्रवण, भाषण कौशल की विशेषताओं और उपयोगिता का ज्ञान प्राप्त होगा।</p>									
9	<p>Modules:-</p> <table border="1" data-bbox="248 688 1518 1440"> <thead> <tr> <th data-bbox="248 688 467 751">इकाई</th> <th data-bbox="467 688 1255 751">पाठ</th> <th data-bbox="1255 688 1518 751">व्याख्यान संख्या</th> </tr> </thead> <tbody> <tr> <td data-bbox="248 751 467 1094">इकाई -1</td> <td data-bbox="467 751 1255 1094"> 1. लेखन कौशल का अर्थ एवं स्वरूप 2. लेखन कौशल की उपयोगिता एवं महत्व 3. लेखन कौशल की विधियाँ 4. लेखन कौशल के भेद एवं विशेषताएँ 5. वाचन कौशल का अर्थ, स्वरूप एवं विशेषताएँ 6. वाचन कौशल की उपयोगिता 7. वाचन कौशल की विधियाँ एवं विशेषताएँ </td> <td data-bbox="1255 751 1518 1094"> व्याख्यान- 15 क्रेडिट- 01 </td> </tr> <tr> <td data-bbox="248 1094 467 1440">इकाई -2</td> <td data-bbox="467 1094 1255 1440"> 8. भाषण कौशल का अर्थ एवं स्वरूप 9. भाषण कौशल का महत्व एवं उपयोगिता 10. भाषण कौशल की विशेषताएँ 11. भाषण कौशल की विधियाँ 12. श्रवण कौशल का अर्थ एवं स्वरूप 13. श्रवण कौशल का महत्व एवं उपयोगिता 14. श्रवण कौशल की विशेषताएँ </td> <td data-bbox="1255 1094 1518 1440"> व्याख्यान- 15 क्रेडिट- 01 </td> </tr> </tbody> </table>	इकाई	पाठ	व्याख्यान संख्या	इकाई -1	1. लेखन कौशल का अर्थ एवं स्वरूप 2. लेखन कौशल की उपयोगिता एवं महत्व 3. लेखन कौशल की विधियाँ 4. लेखन कौशल के भेद एवं विशेषताएँ 5. वाचन कौशल का अर्थ, स्वरूप एवं विशेषताएँ 6. वाचन कौशल की उपयोगिता 7. वाचन कौशल की विधियाँ एवं विशेषताएँ	व्याख्यान- 15 क्रेडिट- 01	इकाई -2	8. भाषण कौशल का अर्थ एवं स्वरूप 9. भाषण कौशल का महत्व एवं उपयोगिता 10. भाषण कौशल की विशेषताएँ 11. भाषण कौशल की विधियाँ 12. श्रवण कौशल का अर्थ एवं स्वरूप 13. श्रवण कौशल का महत्व एवं उपयोगिता 14. श्रवण कौशल की विशेषताएँ	व्याख्यान- 15 क्रेडिट- 01
इकाई	पाठ	व्याख्यान संख्या								
इकाई -1	1. लेखन कौशल का अर्थ एवं स्वरूप 2. लेखन कौशल की उपयोगिता एवं महत्व 3. लेखन कौशल की विधियाँ 4. लेखन कौशल के भेद एवं विशेषताएँ 5. वाचन कौशल का अर्थ, स्वरूप एवं विशेषताएँ 6. वाचन कौशल की उपयोगिता 7. वाचन कौशल की विधियाँ एवं विशेषताएँ	व्याख्यान- 15 क्रेडिट- 01								
इकाई -2	8. भाषण कौशल का अर्थ एवं स्वरूप 9. भाषण कौशल का महत्व एवं उपयोगिता 10. भाषण कौशल की विशेषताएँ 11. भाषण कौशल की विधियाँ 12. श्रवण कौशल का अर्थ एवं स्वरूप 13. श्रवण कौशल का महत्व एवं उपयोगिता 14. श्रवण कौशल की विशेषताएँ	व्याख्यान- 15 क्रेडिट- 01								
10	<p>संदर्भ ग्रंथ सूची -</p> <ol style="list-style-type: none"> 1. हिंदी भाषा शिक्षण के विविध आयाम - प्राध्यापक डॉ. राठौर, किनले एडिशन 2. अभिनव पत्र लेखन - डॉ अनिल सिंह 3. हिंदी के व्यावहारिक रूप - डॉ संतोष मोटवानी, परिदृश्य प्रकाशन, मुंबई 4. हिंदी भाषा लेखन कौशल - गुलीबाबा पब्लिकेशन प्राइवेट लिमिटेड 									

11	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
12	<p>Continuous Evaluation through: <u>मूल्यांकन प्रारूप</u> आंतरिक मूल्यांकन- 20- अंक</p> <p>रचनात्मक कार्य, प्रकल्प इत्यादि- 10 अंक, कक्ष शिक्षण के दौरान सहभागिता इत्यादि - 05 अंक अकादमिक, व्यावसायिक एवं कौशल संवर्धन गतिविधियाँ- 05 अंक कुलयोग -20 अंक</p>	
13	<p>Format of Question Paper: <u>बाह्य मूल्यांकन- लिखित परीक्षा- 30- अंक</u></p> <p><u>निम्नलिखित तीन में से किन्हीं दो प्रश्नों के उत्तर लिखिए</u></p>	<p>परीक्षा अवधि- 01 घंटा</p> <p>30 अंक</p> <p>कुलयोग- 30 अंक</p>



Sign of the BOS
Chairman
Name of the
Chairman
Name of the BOS

Sign of the
Offg. Associate Dean
Name of the Associate
Dean
Name of the Faculty

Sign of the
Offg. Dean
Name of the Offg. Dean
Name of the Faculty

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	<p style="text-align: center;">भाषिक कौशल्यांचे उपयोजन – १ (भाषण व निवेदन कौशल्ये)</p> <p>राष्ट्रीय शैक्षणिक धोरण- २०२० नुसार पदवीच्या प्रथम वर्षातील एका सत्रात क्षमता विकसन अभ्यासक्रम (Ability Enhancement Course) या शीर्षकांतर्गत आधुनिक भारतीय भाषेचे अध्ययन अनिवार्य करण्यात आले आहे. आधुनिक भारतीय भाषेचा प्रस्तुत अभ्यासक्रम व अध्ययन प्रामुख्याने भाषा क्षमता विकसन केंद्री असावे, असेही या धोरणात नमूद करण्यात आले आहे. त्यामुळे या अभ्यासपत्रिकेच्या अध्ययनातून विद्यार्थ्यांना भाषिक कौशल्यांचा तपशीलवार परिचय करून देणे तसेच ती कौशल्ये आत्मसात करण्याची संधी उपलब्ध करून देणे अभिप्रेत आहे.</p> <p>या पार्श्वभूमीवर भाषण व निवेदन कौशल्ये या दोन भाषिक कौशल्यांचा परिचय करून देणारी ही अभ्यासपत्रिका आहे. या अभ्यासपत्रिकेच्या अध्ययनातून भाषण व निवेदनाचे स्वरूप, विविध कार्यक्रम व घटना-प्रसंगीची भाषणे व निवेदन, विविध स्वरूपांच्या भाषण व निवेदनाची पूर्वतयारी, त्यासाठी आवश्यक क्षमता व तंत्रांचा व भाषिक-आंगिक-वाचिक कौशल्यांचा परिचय व्हावा, असे अपेक्षित आहे. या अभ्यासपत्रिकेचे अध्ययन करणाऱ्या विद्यार्थ्यांमध्ये भाषण व निवेदनाची जाण व क्षमता विकसित होईल, हे लक्षात घेऊन प्रस्तुत अभ्यासपत्रिकेची आखणी करण्यात आली आहे.</p>
2	Vertical :	Ability Enhancement Course
3	Type :	Theory + Practical
4	Credit:	02 (1 credit = 15 Hours for Theory in a Semester)
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives : <ol style="list-style-type: none"> १. विविध कार्यक्रम व घटना-प्रसंगीच्या भाषणाचे स्वरूप समजावून सांगणे. २. विविध घटना प्रसंगीच्या निवेदनाचे स्वरूप समजावून सांगणे. ३. प्रभावी भाषण करण्यासाठी आवश्यक असणाऱ्या क्षमता आणि तंत्रांचा परिचय करून देणे. ४. प्रभावी निवेदन करण्यासाठी आवश्यक असणाऱ्या क्षमता आणि तंत्रांचा परिचय करून देणे. ५. प्रत्यक्ष भाषण आणि निवेदन करण्याची संधी उपलब्ध करून देणे. 	
8	Course Outcomes : <ol style="list-style-type: none"> १. विद्यार्थ्यांना विविध कार्यक्रम व घटना-प्रसंगी करावयाच्या भाषणाचे स्वरूप कळेल. २. विद्यार्थ्यांना विविध कार्यक्रम व घटना-प्रसंगी करावयाच्या निवेदनाचे स्वरूप कळेल. ३. विविध कार्यक्रम व घटना-प्रसंगी करावयाच्या भाषणासाठी आवश्यक असणाऱ्या क्षमता आणि तंत्रांचा विद्यार्थ्यांना परिचय होईल. ४. विविध कार्यक्रम व घटना-प्रसंगी करावयाच्या निवेदनासाठी आवश्यक असणाऱ्या क्षमता आणि तंत्रांचा विद्यार्थ्यांना परिचय होईल. ५. विद्यार्थ्यांना प्रत्यक्ष भाषण आणि निवेदन करण्याची संधी उपलब्ध होईल व त्यांच्या क्षमता विकसित होतील. 	

9	Modules (अभ्यास घटक) :	
	Module 1 (घटक- ०१) : भाषण कौशल्य	
	१. भाषण : संकल्पना, भाषण : स्वरूप वैविध्य, भाषण प्रकार. २. भाषण कौशल्याचे उपयोजन : भाषणाची पूर्वतयारी, भाषण संहिता (लिखित व मौखिक), भाषिक-आंगिक-वाचिक कौशल्ये (६० मिनिटांच्या १५ तासिका, श्रेयांकन - १)	
	Module 2 (घटक- ०२) : निवेदन कौशल्य	
10	Text Books : N.A.	
	11 Reference Books: १. केळकर अशोक, वैखरी : भाषा आणि भाषाव्यवहार, स्नेहवर्धन प्रकाशन, पुणे, २०००. २. तौर पृथ्वीराज (संपा०), मराठी भाषिक कौशल्य विकास, अथर्व पब्लिकेशन्स, धुळे, २०१८. ३. नसिराबादकर ल० रा० व्यावहारिक मराठी, भाषा संशोधन केंद्र, कोल्हापूर, २०२३. ४. केळकर अशोक, मध्यमा : भाषा आणि भाषाव्यवहार, मराठी भाषा आणि वाचिक अभिनय, मेहता पब्लिशिंग हाऊस, पुणे, १९९६. ५. भाषिक सर्जन आणि उपयोजन, राजन गवस, अरूण शिंदे, गोमटेश्वर पाटील, दर्या प्रकाशन, पुणे, २०१२	
12	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
13	Continuous Evaluation through: अंतर्गत मूल्यमापन : २० गुण चाचणी परीक्षा / मौखिक परीक्षा / प्रकल्पलेखन, नियत कार्य (Assignment) / सादरीकरण/ प्रश्नमंजूषा उपरोक्त कोणत्याही पद्धतीचा अवलंब करून अंतर्गत मूल्यमापन करता येईल. (प्रत्यक्ष उपस्थिती किंवा ऑनलाईन पद्धती)	
14	Format of Question Paper: (बहिर्गत परीक्षेच्या प्रश्नपत्रिकेचे स्वरूप) बहिर्गत परीक्षा ३० गुण (वेळ एक तास) <ul style="list-style-type: none"> ● एकूण तीन प्रश्न विचारावेत. ● प्रत्येक घटकावर अंतर्गत पर्याय असलेले प्रत्येकी १० गुणांचे दोन प्रश्न विचारावेत. ● तिसरा प्रश्न हा घटक १ आणि २ वर आधारित दहा गुणांचा वस्तुनिष्ठ स्वरूपाचा असावा. 	

**Sign of the BOS
Chairman
Name of the
Chairman
Name of the BOS**

**Sign of the
Offg. Associate Dean
Name of the Associate
Dean
Name of the Faculty**

**Sign of the
Offg. Dean
Name of the Offg. Dean
Name of the Faculty**

UNIVERSITY OF MUMBAI
National Service Scheme

1.1 Preamble:

Students in the National Service Scheme are better able to comprehend all the most recent ideas. These courses include an Introduction to National Service Scheme that covers the concept of social services, which are a variety of public services meant to offer support and help to targeted specific groups, most often the underprivileged. They could be offered by individuals, autonomous, private entities, or under the management of a government body.

1.2 Objectives of the Course:

1. To Introduce National Service Scheme to learners and explain how it is used in current social studies.
2. To make the students aware of the need of having a foundation in social science and NSS.
3. To introduce students to social concepts and issues in society, as well as to get involved in resolving social issues.

1.3 Learning Outcomes of the Course: The students will be able to

1. The course will help students comprehend the foundations of the National Service Program.
2. To understand the unique camping program.
3. Students will learn about the regular activities of NSS.

1.4. Programme Specific Outcomes:

1. Students will be familiar with NSS fundamentals and history, particularly as they pertain to social work.
2. Students will recognize NSS and its ongoing operations.

1.5 Programme Outcomes:

1. Students will comprehend fundamental ideas and facts about the National Service Program.
2. Students will learn the essentials of NSS-related procedures.
3. Students will learn social work skills (such as Voter Awareness, Campus Cleanup, Tree Plantation, and Rallies).

1.6 Modes of Internal Evaluation: Assignment, Tutorial, Presentation, MCQs via Google, Field Visits, any other suitable mode along with marks for Attendance of the students.

UNIVERSITY OF MUMBAI
Semester II
NSS CC

Sub: - Leadership and Community Engagement

Credits: 02

Marks: 50

Unit Number	SEMESTER 2 Title of the Unit	No. of Lecture	No. of Credits
1	Leadership & Personality development: Meaning, definition, qualities, and characteristics of a Leader. Meaning of personality, Dimensions of personality. Personality and Leadership nexus.	15	
	Universal Human Values and Ethics for youths Sustainable Development Goals		
2	Activity Based Programmes (Suggestive list given below. Colleges can plan various social activities for learners and make a detailed report) Activities can be conducted throughout the academic year .Evaluation will be based on record keeping of the attendance of the learner.	30	
	Shramadhan – Plantation, Cleaning, Watering, Weeding, Any other activities.		
	Awareness Programmes – Seminar, Workshops, Celebration of National and International days, Personality Development Programmes, Group Activities, etc.,		
	Rally, Visit to Adopted villages, Swatchatha Programme, Visit and Conserving Ancient monuments and heritage site, Socio Economic Survey of village/slum, Nature Camp, Environmental Education, Women Empowerment Programme, Health Camps, Blood grouping awareness and Blood donation, Legal awareness Programme, Literacy Programme, Water Conservation Programme, One Day Special Camp in a village (preferably in adopted village/Adopted areas/Slums/MR Schools etc).		

Note:

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

Evaluation Pattern

Internal Assessment

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

**External Assessment
Question Paper Pattern**

Time: 1:00 Hours

Total Marks: 30

- Introduction:-** 1. All questions are compulsory.
2. Figure to the Right indicates full marks.
3. Draw neat labeled drawings wherever necessary.
-

Q.1) Rewrite the following by choosing the correct options given below
(with four alternatives) 6 Objectives question of 1 mark each **06 marks.**

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

Q.2) Short Notes . (Any Two out of Four) **06marks**

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

Q.3) Answer the following questions (Any Three out of Five) **18 marks**

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

References:

1. National Service Scheme Manual 2006, Government of India
2. Salunkhe P.B. Ed, Chhtrapati Shahu the Pillar of Social Democracy
3. National Service Scheme Manual, Govt. of India
4. Training Programme on National Programme Scheme TISS
5. Orientation Courses for N.S.S. Programme Officers, TISS
6. Hans Gurmeet, Case Material as a Training Aid for Field Workers
7. Tarachand, History of the Freedom Movement in India Vol.II
8. Kapil K. Krishan, Social Service Opportunities in Hospitals (TISS)
9. Ram, Social Problems in India.
10. Arnold, K. (2018). What is R.E.S.P.E.C.T. When it comes to teamwork? Available at: <https://www.extraordinaryteam.com/what-is-r-e-s-p-e-c-t-when-it-comes-to-teamwork/>
11. Barnard, I. C. (1938). Functions of the Executive. Boston: Harvard Press.
12. Barrett, R. (2013). The Values-driven Organisation: Unleashing Human Potential for Performance and Profit. London: Fulfilling Books
13. Barret Values Center (2018). Values-based leadership. Available at: <https://www.valuescentre.com/mapping-values/leadership/values-based-leadership>
14. Bauman, D. C. (2013). Leadership and the three faces of integrity. The Leadership Quarterly, 24(3), 414-426.
15. Bishop, W. H. (2013). Defining the Authenticity in Authentic Leadership. The Journal of Values-Based Leadership, 6(1), Article 7. Available at : <https://scholar.valpo.edu/cgi/viewcontent.cgi?article=1077&context=jvbl>
16. Bourne, P. A. (2016). Leadership as a service: a new model for higher education in a new century – a bookreview. Review of Public Administration and Management, 4, 196. Available at: <https://www.omicsonline.org/open-access/leadership-as-a-service-a-new-model-for-higher-education-in-a-newcentury--a-book-review-2315-7844-1000196.php?aid=83165>
17. Cameron, K. (2008). Positive Leadership. San Francisco: Berret-Koehler.
18. Clarke, S. (2018). Why your values are key to your leadership. Leaderonomic.com Available: <https://leaderonomics.com/leadership/values-key-leadership>
19. Clarke, N. (2011). An integrated conceptual model of respect in leadership

1.4 Programme Duration: The structure of the Credit Course in Sports has two semesters in total covering a period of two years i.e. 2 credits in each semester till the fourth semester as per the guidelines of NEP 2020.

1.5 Modes of Internal & External Evaluation: Students will submit a hard copy of the report of total 60 hours spent for semester II in any physical activities/ training sessions/ Sports events/ yoga/ adventure activities/ any sports/ gym or pilates / to the teacher. Students will be evaluated on the basis of activities participated for the semester II.

1.6 Modules at Glance – Semester II

Module No.	Unit	Content	No. of Practical Hours
1	I	Importance of Physical Education and Sports	15
	II	Participation in any physical activities	15
2	III	Volunteering in any sports events or fitness events	15
	IV	Participation in University or any other Sports competitions	15
Total No. of Hours			60

Module No.	Unit	Content
1	I	1.1 Importance of Physical Education and Sports & Yoga <ul style="list-style-type: none"> • Development of physical health as well as mental health through Physical Activities. • Group Sports & Fitness Activities • Fitness activities conducted by any sports/fitness instructor such as Yoga, Zumba, Aerobics etc.
	II	1.2 Participation in any Physical activities <ul style="list-style-type: none"> • Participation in any sports practice sessions conducted by our college/ any club / any institution • Completion of any Yoga/ Pilates/ Gym course/ any fitness related course • Participation in any other physical activities of the interest of student
2	III	2.1 Volunteering in any sports events or fitness events <ul style="list-style-type: none"> • Volunteering done in sports or fitness events organized by the college • Volunteering in any other fitness or sports activities organized by NGO or local clubs
	IV	2.2 Participation in University or any other Sports competitions <ul style="list-style-type: none"> • Participation in University Intercollegiate/ Inter Zonal / West Zone/ All India / National / State tournaments organized by University of Mumbai or State or District Sports Federation • Participation in any other intra college competition organized by college • Participation in any recognized Sports or Fitness competitions

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).

Students will submit a brief report of 60 hours spent for Semester II in any of the physical activities along with geo tagged photo, receipt, sports training session's attendance, course certificates, etc. Report should include the explanation of the following questions. A report can have multiple physical activities done for the completion of 60 hours per semester. For eg. A student can enroll himself/ herself in Yoga/ Gym and any sport simultaneously and can give proof of the attendance for the same in the report. A student must complete 60 hours in any physical activity. Students should also enroll themselves as volunteers for any sports and fitness events held in the college.

1. Why did the student select a physical activity mentioned in the report?
2. What were the benefits and experience after the completion of the 60 hours of physical activity?
3. What were the challenges faced by the student during the activity?
4. Geotagged photos of the activity clicked in the beginning, during and on the last day of the activity.
5. Enrollment receipts, ID card, certificate of the activity.
6. Conclusion remark by the student.

Semester II (50 Marks - 2 Credits)

Internal Evaluation (20 Marks)

Sr. No.	Particulars	Marks
1	Presentation OR Project OR Assignment (Students must include the Geo Tagged photos, Enrolment receipt, Certificate etc. in the report)	10
2	Volunteering in any Sports / Fitness activities conducted by college or local clubs or NGO	10

Semester End Examination (30 Marks)

Question No.	Particulars	Marks
1	VIVA Conducted by teacher/ Sports In charge/ Sports Director regarding participation in Physical / Sports / Fitness activities / Fitness or Yoga Course completed by students OR Participation in Sports Competitions Conducted by University at State or National Level (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 and should be evaluated on the basis of his/ her performance in the above mentioned competitions.	30
Total		30

References –

1. Bucher, C. A. (n.d.) Foundation of physical education. St. Louis: The C.V. Mosby Co. Deshpande, S.H. (2014). Physical Education in Ancient India. Amravati: Degree college of Physical education.
2. Mohan, V. M. (1969). Principles of physical education. Delhi: Metropolitan Book Dep. Nixon, E. E. & Cozen, F.W. (1969). An introduction to physical education. Philadelphia: W.B. Saunders Co.
3. William, J. F. (1964). The principles of physical education. Philadelphia: W.B. Saunders Co.
4. Coalter, F. (2013) Sport for Development: What game are we playing? .Routledge.
5. Singh Hardayal (1991), Science of Sports Training, DVS Publication, New Delhi
6. Muller, J. P.(2000). Health, Exercise and Fitness. Delhi : Sports.
7. Russell, R.P.(1994). Health and Fitness Through Physical Education. USA : Human Kinetics.
8. Uppal, A.K. (1992). Physical Fitness. New Delhi : Friends Publication.
9. Nagendra, H. R. & Nagarathna, R. (2002). Samagra Yoga Chikitse. Bengaluru: Swami Vivekananda Yoga Prakasana.
10. Uppal, A.K.(1992) Physical Fitness. New Delhi: Friend Publication
11. D.M Jyoti, Yoga and Physical Activities (2015) lulu.com3101, Hills borough, NC27609, United States
12. D.M Jyoti, Athletics (2015) lulu.com3101, Hills borough, NC27609, United States

Semester II
As per NEP 2020

Foundation and Exploration of Performing and Fine Arts

Syllabus for Two Credits Programme

With effect from Academic Year 2024-2025

Aims and Objectives

- To study the foundation and essentials of performing arts.
- To understand the chronicles of Indian Artistry.
- To comprehend the modern art forms.
- To explore various career opportunities in fine arts.

Learning Outcomes

The course will enable the learner to

- Identify and trace the historical evolution of Indian performing and fine arts.
- Analyze the transition from traditional to modern art forms in performing arts.
- Identify and describe a range of career paths in the fine and performing arts.

Modules at Glance

Semester I

Module No.	Unit	Content	No. of Hours
1	I	Foundation of Performing Arts	08
	II	Essential Skill Sets in Performing Arts	07
2	III	Chronicles of Indian Artistry	08
	IV	Contemporary and Modern Art	07
Total No. of Hours			30

Module No.	Unit	Content
1	I	1.1 Foundation of Performing Arts <ul style="list-style-type: none">• Introduction to Performing Arts• Historical Evolution and Cultural Significance of Performing Arts• Basic Elements of Performing Arts
	II	1.2 Essential Skill Sets in Performing Arts <ul style="list-style-type: none">• Character Development and Analysis

		<ul style="list-style-type: none"> • Emotional Exploration and Expression • Fundamentals of Voice Modulation and Projection • Improvisation Skills • Scene Study and Script Interpretation • Career Options in Performing Arts
2	III	2.1 Chronicles of Indian Artistry <ul style="list-style-type: none"> • Indus Valley Civilization • Folk and Tribal Art Forms • Impact of Aesthetic Art on Sacred Architecture • Revival and Preservation of Ancient Indian Art
	IV	2.2 Contemporary and Modern Art <ul style="list-style-type: none"> • Modern Trends in Indian Art • Eminent Contemporary Artists of India • Career Options in Fine Arts

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 I (50 Marks - 2 Credits)

Internal Evaluation (20 Marks)

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

Semester End Examination (30 Marks)

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

Reference Books

- Hennessey, B. (2019). *The artist's career handbook: A guide to building your career as a visual artist*. Allworth Press.
- Kapila, V. (2002). *Indian art: A history*. Penguin India.
- Mitter, P. (2001). *Indian art*. Oxford University Press.
- Chekhov, M. (2002). *To the actor: On the technique of acting*. Routledge.
- Strasberg, L. (1987). *A dream of passion: The development of the method*. Plume.
- Dehejia, V. (1997). *Indian art*. Phaidon Press.
- Nath, A. (2013). *Preservation of art and architecture in ancient India*. Bharatiya Kala Prakashan.
- Chawla, K. (2010). *Opportunities in fine arts careers*. Vikas Publishing House.
- Preece, R. (2011). *Careers in art and design*. Kogan Page.

- *Dalmia, Y. (2001). The making of modern Indian art: The progressives. Oxford University Press.*