

**Sem. - III**

# **Vertical 1:**

## ***Major 1***

**Name of the Course**  
**MACRO ECONOMICS-I**  
**SYBA**

**SEMESTER-III**

**(Credit 4)**

<b>Sr. No.</b>	<b>Heading</b>	<b>Particulars</b>
1	<b>Description of the Course:</b>	This course aims to introduce the students to the basic concepts of Macroeconomics. This course discusses the key concepts associated with the Macro- economic schools of thoughts, some selected macro-economic indicators. The learners will be able to understand the terms related to saving, investment, consumption, employment, money and so on. The course also focusses on understanding various aspects of banking.
2	<b>Vertical:</b>	Mandatory Course (Major)
3	<b>Type:</b>	Theory
4	<b>Credit:</b>	4 Credits
5	<b>Hours Allotted:</b>	60 Hours
6	<b>Marks Allotted:</b>	100 Marks
7	<b>Course Objectives:</b> <ol style="list-style-type: none"> <li>1. To understand the subject matter of Macroeconomics</li> <li>2. To enhance students' knowledge and understanding of macroeconomics, schools of thought, and some key macro-economic terms</li> <li>3. To enhance the analytical skills of the students to understand various macro-economic issues like inflation, unemployment, etc.</li> </ol>	
8	<b>Course Outcomes</b> <ol style="list-style-type: none"> <li>1. Understand basic concepts of Macro-economics.</li> <li>2. Application of various concepts/theories of macroeconomics to tackle issues before the economy.</li> <li>3. Analyze and evaluate different useful concepts of macroeconomics in real life.</li> <li>4. Adapt skills required for the macro-economic decision-making.</li> </ol>	
9	<b>Module 1 INTRODUCTION TO MACRO ECONOMICS (15 Hours)</b> <b>Macroeconomics:</b> Meaning, Nature, scope and importance and limitations. <b>Macroeconomic Schools of Thought:</b> Classical, New Classical, Keynesian, Monetarist, New Keynesian, Austrian <b>Selected Macroeconomic Indicators:</b> Economic Growth, Gross Domestic Product, Income and Savings indicators, Consumer Spending indicators, Prices and Inflation indicators  <b>Module 2 EMPLOYMENT, CONSUMPTION AND TRADE CYCLE (15 Hours)</b> <b>Say's law:</b> Features, implications, criticism <b>Effective demand:</b> ADF, ASF factors affecting and determination of employment and output	

	<p><b>Consumption:</b> Factors affecting consumption, Average and Marginal Propensity to consume, psychological law of consumption.</p> <p><b>Trade cycle:</b> Features, stages, and limitations.</p> <p><b>Module 3 SAVING, INVESTMENT AND MONEY (15 Hours)</b></p> <p><b>Saving:</b> Savings function, properties of Average Propensity to Save and Marginal Propensity to Save, Role of saving in economic growth. Practical sums on properties.</p> <p><b>Investment:</b> Investment function, types, Factors affecting MEC, Investment multiplier its importance, Working, Leakages, and Limitations</p> <p><b>Demand for money:</b> Classical approach, Keynesian and Monetary approach.</p> <p><b>Supply of money:</b> Constituent, Factors affecting, Velocity of circulation of money</p> <p><b>Module – IV: Banking in India (15 Hours)</b></p> <p><b>Banking in India:</b> Commercial Banking, Functions of Commercial Banks, Credit Creation, Balance Sheet of Commercial Bank, Development in Commercial Banking Sector in postreform period</p> <p><b>Central Bank:</b> Its role and functions.</p>														
<b>10</b>	<b>Text Books</b>														
<b>11</b>	<p><b>Reference Books</b></p> <p><b>REFERENCES:</b></p> <ol style="list-style-type: none"> <li>1) Abel A.B.B.S. Beranake and D. Croushore (2013), Macro Economics, Pearson, New Delhi.</li> <li>2) Ahuja H.L. (2008), Macro Economics theory and policy, S. Chand and Company Ltd. New Delhi.</li> <li>3) Dornbusch Rudiger, Fischer, Stanley and Startz, (2017) (Indian Edition), Macro Economics Delhi; Mcgrow Hill Publication.</li> <li>4) Dwivedi D.N.(2007) Macro Economics theory and policy, Tata Mcgrow- Hill Publication Company Ltd. Delhi.</li> <li>5) Errol D'Souza (2009): Macroeconomics, Pearson Education Asia, New Delhi.</li> <li>6) N. Gregory Mnakiv, (2015), Principle of Macro Economics, 7th Edition, Cengage Learning.</li> <li>7) Richard T. Froyen (2005): Macroeconomics, 2<sup>nd</sup> Edition, Pearson Education Asia, New Delhi.</li> </ol>														
<b>12</b>	<b>Internal Continuous Assessment: 40</b>	<b>60 marks Semester end Examination</b>													
<b>13</b>	<p><b>A) Internal Assessment: 40 marks (Internal Assessment- without Practical Courses)</b></p> <table border="1"> <thead> <tr> <th>Sr. No.</th><th>Particular</th><th>Marks</th></tr> </thead> <tbody> <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="2">02</td><td>One Project with a presentation based on curriculum to be assessed by the teacher concerned</td><td rowspan="2">10 Marks</td></tr> <tr> <td>Presentation</td></tr> <tr> <td></td><td></td><td>05 Marks</td></tr> </tbody> </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
Sr. No.	Particular	Marks													
01	One periodical class test / online examination is to be conducted in the given semester	20 Marks													
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	Presentation														
		05 Marks													

# **Vertical 1:**

## ***Major 1***

**Name of the Course**  
**BANKING IN INDIA-I**  
**SYBA**

**SEMESTER-III**

**(Credit 2)**

<b>Sr. No.</b>	<b>Heading</b>	<b>Particulars</b>
1	<b>Description of the Course:</b>	The modules are incorporated in this paper to educate the students about the evolution of the banking system in India and its contribution to the economic development of India. The significance of the banking system after the nationalization of banks and the new challenges associated with the changing business environment need to be understood by the students. Urban as well as rural areas have different banking systems in our country which will give students a comprehensive outlook of the central bank and its monetary policy. The growing role of non-banking financial companies in the mobilization of savings from rural and urban areas is contributing to the socio-economic development of India.
2	<b>Vertical:</b>	Mandatory Course (Major)
3	<b>Type:</b>	Theory
4	<b>Credit:</b>	2 Credits
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 remember the background of the Indian banking system, Central bank, Commercial bank and bank with economic development.</li> <li>2. To understand the structure of the Indian banking system, functions of the Central bank and commercial bank along with banking innovation.</li> <li>3. To apply the role of banks, Central bank, and Commercial banks in India.</li> <li>4. To analyze the banking regulations, monetary policy, commercial banks, and role of banks in economic development in India.</li> </ol>	
8	<b>Course Outcomes</b> <ol style="list-style-type: none"> <li>1. Students will gain a comprehensive understanding of the banking system in India, including its evolution, structure, and regulatory framework.</li> <li>2. Students can analyze the role and functions of the Reserve Bank of India (RBI) in regulating banks and implementing monetary policy.</li> <li>3. Students can learn about different types of banks in India, such as commercial banks, cooperative banks, regional rural banks, and non-banking financial companies (NBFCs).</li> <li>4. Students can explore various banking products and services, including loans, deposits, digital banking, and financial inclusion initiatives.</li> <li>5. Students can evaluate initiatives like Jan Dhan Yojana, UPI, and fintech innovations in the Indian banking sector.</li> </ol>	
9	<b>Module 1: Introduction to Indian Banking System ( 15 Hours)</b> <ul style="list-style-type: none"> <li>• Concept of Bank and History of Indian Banking System.</li> <li>• Structure and Types of Banks in India – Commercial banks, foreign banks, public sector banks, Regional rural banks (RRBs), Co-operative banks, Primary co-op credit societies.</li> </ul>	

	<ul style="list-style-type: none"><li>• NABARD: functions and policies. - Banking Regulations in India.</li><li>• Non-banking finance Companies: Meaning, Types, Growth and Regulation</li></ul> <p><b>Module 2: Central Bank</b> <span style="float:right"><b>( 15 Hours)</b></span></p> <ul style="list-style-type: none"><li>• Concept- Functions of Central Bank: Traditional and Modern.</li><li>• Concept and Objectives of Monetary Policy.</li><li>• Instruments of Monetary Policy. Structure of monetary policy.</li><li>• Implementation of monetary policy with special reference to India.</li></ul>		
10	Text Books		
11	<b>Reference Books:</b> <ul style="list-style-type: none"><li>1. Meir Kohn, Financial Institution and Market, Oxford University Press. New Delhi.</li><li>2. Khan, M. Y., Indian Financial System-Theory and Practice, TMH, New Delhi.</li><li>3. Bhole, L. M., Financial Markets and Institutions, Tata McGraw Hill, New Delhi.</li><li>4. Simha, S.L.N. Development Banking in India. Madras: Institute of Financial Management.</li><li>5. Annual Reports of RBI and Major Financial Institutions in India.</li><li>6. Pathak, B., Indian Financial System-Pearson, New Delhi.</li></ul>		
12	Internal Continuous Assessment: 20	30 marks Semester end Examination	
13	A. Internal Assessment: 20 marks (Internal Assessment- without Practical Courses)		
	Sr. No.	Particular	Marks
	01	One periodical class test / online examination is to be conducted in the given semester	10 Marks
	02	One Project with a presentation based on curriculum to be assessed by the teacher concerned	10 Marks
		Presentation	
	Written Document	05 Marks	
14	A. External Assessment 30 Marks		
	Marks: 30	Duration: 1 Hrs.	
	Question No	Particular	Marks
	Q-1	Attempt Any 1 out of 2 A. (Based on Unit I) B. (Based on Unit I)	10 Marks

# **Vertical 2:**

## **Major 2**



<b>1</b>	<b>Description the course:</b>	The course " <b>Glimpses of World History (1400–1914)</b> " explores major global transformations from the early modern period to the eve of World War I. It examines the Renaissance, Reformation, Age of Exploration, and the rise of colonial empires. Key themes include the Scientific and Industrial Revolutions, Enlightenment, and the emergence of nation-states. The course also covers revolutions in America, France, and Latin America, alongside imperialism and its impact on Africa and Asia. The rise of capitalism, socialism, and nationalism, along with global conflicts leading up to 1914, are analyzed. Emphasis is placed on interconnected histories and cross-cultural exchanges shaping the modern world.
<b>2</b>	<b>Vertical :</b>	Mandatory Course (Major)
<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> 1.To comprehend the forces that helped in the modernization of Europe and explore the forms and impact of Renaissance, Reformation and expansion of European power over Asia and Africa. 2.To discuss and describe the growth of nationalism and study its manifestations. 3.To trace the rise of authoritarian and totalitarian rule in Europe and Asia during the interwar period. 4.To review the events that led to the world wars and understand attempts to establish world peace.	
<b>8</b>	<b>Course Outcomes:</b> 1. Students will be able to describe the Renaissance, explain the various geographical discoveries and argue the split in the Roman Catholic Church. 2. Students will be able to define nationalism, identify the reasons for the manifestations of nationalism in the 19th century and understand its course and impact. 3. Students will be able to evaluate the nature of dictatorships and assess the consequences of such rules in world history. 4. Students will be able to recognize the reasons for political upheavals and alliances during the 20 <sup>th</sup> century and appreciate the need for world peace.	
<b>9</b>	(This Course is also applicable to the students of the Institute of Distance & Open Learning (IDOL) of the University of Mumbai)	

	<b>Name of the Course</b>	
	<b>Glimpses of World History (1400-1945)</b>	
	<b>Module 1: Dawn of Modernization of Europe</b>	

	<p>a) Renaissance b) Reformation c) Geographical Discoveries, Imperialism: Form, Causes and Effects</p>
	<p><b>Module 2: Manifestations of Nationalism</b></p>
	<p>a) Unification of Italy b) Unification of Germany c) Zionism and formation of Israel</p>
	<p><b>Module 3: Rise of Dictatorship</b></p>
	<p>a) Kemal Pasha, Reza Shah b) Fascist Government in Italy c) Nazi Government in Germany</p>
	<p><b>Module 4: War and Peace</b></p>
	<p>a) World War I; League of Nations b) World War II – Causes and Effects c) UNO</p>
10	<p><b>Text Books:</b></p> <ol style="list-style-type: none"> <li>1. Hayes, C, Moon, T.P and Wayland, J.W, (1950), <i>World History</i>, 3rd Revised ed. The Mac Millan Co.</li> <li>2. Immanuel C.Y. (1975), <i>The Rise of Modern China</i>, OUP, New York.</li> <li>3. Kennedy MA, (1965), <i>A Short History of Japan</i>, North American Library Press.</li> <li>4. Kirk S.E. (1959), <i>A Short History of the Middle East</i>, New York.</li> </ol>
11	<p><b>Reference Books:</b></p> <ol style="list-style-type: none"> <li>1. Bennis F.L., (1950), <i>European History since 1870</i>, Appleton Century Gofts, New York.</li> <li>2. Carrie Albercht R.A., (1958), <i>Diplomatic History of European since the Congress of Vienna</i>, Harper, New York.</li> <li>3. Clyde, P.M., and Beers, B.F., (1966), <i>The Far East: A History of Western Impacts and Eastern Response, 1830-1975</i>, Sixth Edition, Prentice- Hall.</li> <li>4. Cornwell, R.D, (1981), <i>World History in the Twentieth Century</i>, Addison-Wesley Longman Ltd.</li> <li>5. Ergang, Robert, (1966), <i>From Renaissance to Waterloo</i>, Third Edition, Heath.</li> <li>6. Fay S.B., (1999), <i>Origins of the World War 1930</i>, New York- Second Ed. New York Free Press.</li> <li>7. Fergusson, W and Brunn, G, (1958), <i>A Survey of European Civilization</i>, 3rd edition, Houghton and Co.</li> <li>8. Fisher S. N., (1971), <i>The Middle East: A History</i>, Rontiedgy &amp; Kegan Paw.</li> <li>9. Grant and Temperley: <i>Europe in 19 th &amp; 20 th Centuries 1940</i>. 5<sup>th</sup> Ed. Longman New York</li> <li>10. Hobsbawm, Eric, (1995), <i>Age of Extremes: The Short Twentieth Century 1914- 1991</i>, Viking, Penguin Books.</li> <li>11. Keylor, William, (2006), <i>The Twentieth Century World and Beyond: International History Since 1900</i>, Oxford University Press.</li> <li>12. Lenczowski G., (1971), <i>The Middle East in world Affairs</i>, Cornell University Press.</li> <li>13. Lipson E. <i>Europe in the 19 th 20 th Centuries – 1916</i> A.H.Black, London.</li> <li>14. Lowe, Norman, (1985), <i>Mastering World History</i>, Macmillan Education Ltd.</li> <li>15. Palmer R. and Colton, Joel, <i>A History of the Modern World</i>, 4th edition</li> <li>16. Rao, B.V., (2013), <i>History of the Modern World, AD 1500 to 2011</i>, Sterling Publishers Pvt. Ltd.</li> <li>17. Rao, B.V., (2002), <i>History of Modern Europe 1789-1992</i>, (revised edition), Sterling Publishers Pvt. Ltd.</li> </ol>

# **Vertical 2:**

## **Major 2**

**Modules:-** Per credit One module

**Module 1: From Birth till Infancy**

**a) Birth:**

- i) Labor: The Process of Birth Begins
- ii) Alternative Birthing Procedures
- iii) Birth complications

**b) Physical Development in Infancy: Growth and Stability-**

- i) Physical Growth: Four Principles of growth
- ii) The Nervous System and Brain: The Foundations of Development

**c) Cognitive Development in Infancy:**

**i) Piaget's Approach to Cognitive Development-**

- a) The Sensorimotor Period
- b) Appraising Piaget's Theory: Support and Challenges

**ii) The Roots of Language**

**d) Social and Personality Development in Infancy: Developing the Roots of Sociability-**

- i) Stranger Anxiety and Separation Anxiety: It's Only Natural
- ii) Attachment: Forming Social Bonds

**Module 2: Physical, Cognitive, Personality, and Social Development in the Preschool Years**

**a) Physical Development: Keeping Preschoolers Healthy-**

- i) Brain Lateralization
- ii) Motor Development

**b) Cognitive Development: Intellectual Development-**

- i) Piaget's Stage of Preoperational Thinking
- ii) Vygotsky's View of Cognitive Development-Taking Culture into Account

**c) Personality Development: Forming A Sense of Self: Gender Identity-**

- i) Developing Femaleness and Maleness
- ii) Biological Perspectives on Gender
  - iii) Psychoanalytic Perspectives
  - iv) Social Learning Approaches
  - v) Cognitive Approaches

**d) Social Development: Friends and Family: Preschoolers' Social Lives:**

**i) Playing By the Rules: The Work of Play-**

- a) Categorizing Play
- b) The Social Aspects of Play

**ii) Effective Parenting: Teaching Desired Behavior-**

- a) Four Parenting Styles proposed by Baumrind
- b) Cultural Differences in Childrearing Practices

**Module 3: Physical, Cognitive, Personality, and Social Development in Middle Childhood**

**a) Physical Development:**

- i) Motor Development
- ii) Physical and Mental Health during Middle Childhood
- iii) Psychological Disorders
- iv) Children With Special Needs

**b) Cognitive Development: Intellectual Development-**

- i) Piaget's Approaches to Cognitive Development: The rise of Concrete Operational Thought
- ii) Vygotsky's Approach to Cognitive Development and Classroom Instructions
- iii) Below and Above Intelligence Norms: Intellectual Disabilities and the Intellectually Gifted

**c) Personality Development: The Developing Self-**

- i) Psychosocial Development in Middle Childhood

- ii) Understanding One's Self: A New Response to 'Who Am I'?
- iii) Self-Esteem: Developing a Positive or Negative View of the Self
- d) Social Development: Families: The Changing Home Environment-**
  - i) Family Life: Still Important After All These Years
  - ii) When Both Parents Work Outside the Home: How Do Children Fare?
  - iii) Home And Alone: What Do Children Do?
  - iv) Divorce
  - v) Single-Parent Families
  - vi) Children With Gay and Lesbian Parents

#### **Module 4: Physical, Cognitive, Personality, and Social Development during Adolescence**

- a) Physical Development : Physical Maturation-**
  - i) Growth During Adolescence: The Rapid Pace of Physical and Sexual Maturation
  - ii) Nutrition, Food, and Eating Disorders: Fueling the Growth of Adolescence
- b) Cognitive Development and Schooling**
  - i) Piagetian Approaches to Cognitive Development: Using Formal Operations
  - ii) Threats to Adolescents' Well-Being- a) Illegal Drugs b) Sexually Transmitted Infections
- c) Personality Development: Identity: Asking 'Who Am I'-**
  - i) Self-Concept and Self-Esteem
  - ii) Identity Formation: Change or Crisis?
  - iii) Marcia's Approach to Identity Development: Updating Erikson
- d) Social Development: Dating, Sexual Behavior, and Teenage Pregnancy-**
  - i) Dating, and Sexual Relationships in the Twenty-First Century
  - ii) Sexual Orientation: Heterosexuality, Homosexuality, Bisexuality, and Trans-sexualism
  - iii) Teenage Pregnancies

#### **10 Text Books:**

1. Feldman, R. S., & Babu, N. (2018). Development across the life span. (8<sup>th</sup> ed.). Pearson India Education Services Pvt. Ltd.
2. Feldman, R. S. (2013). Psychology and your life. (2<sup>nd</sup> ed.). New York: McGraw Hill Publications
3. Feldman, R. S. (2015). Development across the life span. Dorling Kindersley (India) Pvt. Ltd.

#### **11 Reference Books:**

1. Baron, R. A., & Kalsher, M. J. (2008). Psychology: From Science to Practice. (2nd ed.). Pearson Education inc., Allyn and Bacon
2. Ciccarelli, S. K. & Meyer, G. E. (2008). Psychology. (Indian sub-continent adaptation). New Delhi: Dorling Kindersley (India) pvt ltd.
3. Ciccarelli, S. K., White, J. N. & Misra, G. (2015). Psychology. 5th edi. New Jersey: Pearson education.
4. Mash, E.J., & Wolfe, D.A. (2005). Abnormal Child Psychology. (3<sup>rd</sup> ed.). Wadsworth Thomson Learning.

<b>12</b>	<b>Internal Continuous Assessment: 40%</b>	<b>External, Semester End Examination: 60%</b>  <b>Individual Passing in Internal and External Examination: 40%</b>
<b>13</b>	<b>Continuous Evaluation through:</b>	<b>As per the QUESTION PAPER PATTERN at the end of the Document</b>

# **Vertical 4: SEC**

Name of the Course  
**RURAL ENTERPRISES**  
 SYBA

**SEMESTER-III**

**(Credit 2)**

Sr. No.	Heading	Particulars
1	<b>Description of the Course:</b>	This course explores the unique dynamics and challenges of entrepreneurship in rural settings, focusing on the creation, development, and sustainability of businesses in rural communities. Students will gain an in-depth understanding of how rural entrepreneurship contributes to local economic development, job creation, and the reduction of poverty and migration. The course covers the distinct factors that influence rural businesses, including social, economic, cultural, and environmental elements, and examines both the opportunities and barriers that entrepreneurs face in these areas. Through case studies, real-world examples, and practical exercises, students will learn how to identify business opportunities in rural areas, assess the needs of local communities, and implement sustainable business models. Key topics include the introduction of rural entrepreneurship, access to finance, market access, technology adoption, and education in fostering entrepreneurship. Students will also explore the significance of rural-urban linkages, and community support systems.
2	<b>Vertical:</b>	SEC (Skill Enhancement Course)
3	<b>Type:</b>	Theory
4	<b>Credit:</b>	2 Credits
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 Understand the Concept of Rural Entrepreneurship</li> <li>2. To Analyze the Factors Influencing Rural Entrepreneurship</li> <li>3. To Explore the Challenges Faced by Rural Entrepreneurs</li> <li>4. To Assessing Opportunities in Rural Entrepreneurship</li> <li>5. To Evaluating Case Studies of Successful Rural Entrepreneurs</li> </ol>
8	<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1) Students get the knowledge of Rural Entrepreneurship.</li> <li>2) Students can understand the Factors Influencing Rural Entrepreneurship</li> <li>3) Evaluation of Challenges Faced by Rural Entrepreneurs</li> <li>4) Identification of Opportunities in Rural Entrepreneurship</li> <li>5) Practical Skills for Rural Entrepreneurship</li> </ol>
9	<b>Module 1: Rural Entrepreneurship, Business Planning:</b>	<b>( 15 Hours)</b>
	<ul style="list-style-type: none"> <li>• Concept and Importance of Entrepreneurship</li> <li>• Theories of Entrepreneurship: Innovations</li> <li>• Risk Bearing - Qualities and Functions of an Entrepreneur</li> </ul>	

	<ul style="list-style-type: none"> <li>• Women Entrepreneurship – Self Help Group, Ecopreneurship.</li> <li>• Factors, Problems, and Challenges of Rural Entrepreneurship</li> <li>• Process of Identification of New Entrepreneurship Opportunities in Rural Areas</li> <li>• Formulation of Business Planning for Rural Entrepreneurship</li> </ul> <p><b>Module 2: New Rural Entrepreneurship Opportunities: ( 15 Hours)</b></p> <ul style="list-style-type: none"> <li>• New Entrepreneurship Opportunities in the Farm Sector: Organic Farm Products, Nutri-Cereals, Horticultural Products, Forest Produce, Medicinal Plant Products</li> <li>• New Entrepreneurship Opportunities in Rural Non-farm sector: Poultry, Aquaculture, Sericulture, Honeybee, Mushrooms Cultivation, Handicrafts, Khadi Gram Udyog.</li> <li>• Rural Entrepreneurial Ecosystem</li> <li>• Agribusiness and Value Addition: Procuring, Processing, Storing, and Marketing.</li> </ul>							
<b>10</b>	<b>Text Books</b>							
<b>11</b>	<b>Reference Books:</b> <ol style="list-style-type: none"> <li>1. Gordona, E and N. Natarajan: Entrepreneurship Development, Himalaya Publishing House Pvt Ltd, Mumbai, 2017.</li> <li>2. Sudhir Sharma, Singh Balraj, Singhal Sandeep, Entrepreneurship Development, WisdomPublications, Delhi, 2005.</li> <li>3. Drucker, P., Innovation and Entrepreneurship: Practice and Principles, Harper &amp; Row, New York, 1985; revised edn., Butterworth-Heinemann, Oxford, 1999.</li> <li>4. National Council of Rural Institute (NCRI): Curriculum for Rural Entrepreneurship, 2019. <a href="http://www.mgncre.org/pdf/Rural%20Entrepreneurship%20Material.pdf">http://www.mgncre.org/pdf/Rural%20Entrepreneurship%20Material.pdf</a></li> <li>5. NITI Aayog: Report of Expert Committee on Innovation and Entrepreneurship, New Delhi, 2015. <a href="https://niti.gov.in/writereaddata/files/new_initiatives/report-of-the-expert-committee.pdf">https://niti.gov.in/writereaddata/files/new_initiatives/report-of-the-expert-committee.pdf</a></li> <li>6. Vardhaman Mahavir Open University, Entrepreneurship Development &amp; Small Scale Business, Kota. <a href="http://assets.vvou.ac.in/BBA12.pdf">http://assets.vvou.ac.in/BBA12.pdf</a></li> <li>7. MANAGE: Agri-Business and Entrepreneurship Development, Course Material AEM-202, 2013. <a href="https://www.manage.gov.in/pgdaem/studymaterial/aem202.pdf">https://www.manage.gov.in/pgdaem/studymaterial/aem202.pdf</a> Jhingan, Bhat &amp; Desai. ( 2003) 'Demography', Vrinda Publications (P) Ltd.</li> </ol>							
<b>12</b>	<b>Internal Continuous Assessment: 20</b>	<b>30 marks Semester end Examination</b>						
<b>13</b>	<b>A. Internal Assessment: 20 marks</b> (Internal Assessment- without Practical Courses) <table border="1"> <thead> <tr> <th>Sr. No.</th><th>Particular</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>01</td><td>One periodical class test / online examination is to be conducted in the given semester</td><td>10 Marks</td></tr> </tbody> </table>		Sr. No.	Particular	Marks	01	One periodical class test / online examination is to be conducted in the given semester	10 Marks
Sr. No.	Particular	Marks						
01	One periodical class test / online examination is to be conducted in the given semester	10 Marks						



**Vertical 3:**  
**Open Elective**  
**Cyber & Digital**  
**Safety**

	<b>OC 5.</b> Understand the ethical concerns and emerging trends in AI-driven cyber threats.
<b>9</b>	<p><b>Modules:</b></p> <p><b>Module 1: Fundamentals of Digital Safety &amp; Online Behavior</b></p> <p><b>Introduction to Digital Safety and Cyber Security:</b> What is Digital Safety?, Everyday importance of staying safe online, Cyber Security vs. Digital Safety, Ethical and responsible use of technology</p> <p><b>Common Online Threats and How to Avoid Them:</b> Types of online threats: viruses, phishing, scams, Understanding social engineering and digital fraud, Case examples of real-world cyber attacks</p> <p><b>Safe Internet and Social Media Use:</b> How to browse safely: HTTPS, safe websites, online shopping tips, Social media privacy settings, Digital identity and managing your online presence, Deepfakes and misinformation, Screen time, mental health, and digital well-being</p> <p><b>Online Safety for Children and Teenagers:</b> Common risks for young users, Using parental controls and safe browsing tools, Identifying and addressing cyberbullying, Teaching children responsible internet use</p> <p><b>Module 2: Personal Device Security, Privacy &amp; Emerging Trends</b></p> <p><b>Securing Devices and Networks:</b> How to keep your phone and laptop safe, Safe use of public Wi-Fi and VPNs, Protecting smart devices (IoT) at home, Backing up your data securely</p> <p><b>Building Good Digital Habits (Cyber Hygiene):</b> Creating strong passwords and using multi-factor authentication, Keeping software updated and avoiding unsafe downloads, Spotting fake news and online hoaxes</p> <p><b>Understanding Data Privacy:</b> What is personal data and why it matters, Data protection laws in simple terms (like GDPR), Using privacy-friendly tools (browsers, search engines, messaging apps), What to do if a data breach happens</p> <p><b>Cyber Safety at Work and Emerging Technologies:</b> Staying safe while working online or remotely, Secure email and workplace communication, How AI is used in cyber security – the good and the bad, Deepfakes, AI-based scams, and how to stay alert, Introduction to how blockchain can help in digital security</p>
<b>10</b>	<p><b>Text Books</b></p> <ol style="list-style-type: none"> <li>1. Security in the Cyber Age: An Introduction to Policy and Technology, John E. Savage, Derek S. Reveron, Cambridge University Press, 2023</li> <li>2. Cyber Security and Personal Data Awareness: Leverage Personal Data safety in Cyber Threat environment, Selvaraj G, Notion Pres, 2024</li> <li>3. Cyber and Digital Safety: Fundamentals and Best Practices, Maurya R K, SYBGEN Learning, 2025</li> </ol>
<b>11</b>	<p><b>Reference Books</b></p> <ol style="list-style-type: none"> <li>1. Cyber Safety for Everyone: A comprehensive guide to online safety,</li> </ol>

# **Vertical 3: Open Elective Green Marketing**

9	<p><b>Module 1: Fundamentals of Green Marketing</b></p> <ol style="list-style-type: none"> <li>1. Meaning &amp; Concept of Green Marketing, Evolution of Green Marketing, Types of Green Marketing, Difference in between Marketing &amp; Green Marketing,</li> <li>2. Benefits of Green Marketing, Adoption of Green Marketing, Green Marketing Mix, Green Product - Green Marketing</li> <li>3. Green Spinning, Green Selling, Green Harvesting, Enviropreneur Marketing, Green Washing, Strategic Green Marketing</li> <li>4. Climate Performance Leadership Index-Promotional Channels of Green Marketing, Green Marketing Stakeholders, Ethics and Responsibility for Green Marketing,</li> </ol> <p><b>Module 2: Green Marketing Policies:</b></p> <ol style="list-style-type: none"> <li>1. Development of an integrated Green Marketing Framework - Implementation of Green Marketing Strategies, Feedback and Control, taking corrective action,</li> <li>2. Green Marketing future trends, Career opportunities in the field, Green Marketing Policy &amp; Process, Benefits of green environment to the society.</li> <li>3. Green Firms, HCL's Green Management Policy, IBM's Green Solutions – IndusInd Bank's Solar Powered ATMs ITCs Paperkraft – Maruti's Green Supply Chain.</li> <li>4. E-waste exchange, Guidelines for collection and Storage of E-Waste, Guidelines for Transportation of E-Waste, Guidelines for Environmentally Sound Recycling of E-Waste.</li> </ol>
10	<p><b>Reference Books:</b></p> <ol style="list-style-type: none"> <li>1. Green Marketing Management by Robert Dahlstrom, Cengage Learning India. Latest Edition.</li> <li>2. Green Marketing - Concepts, Literatures and Examples. M.Meera. Evincepub</li> <li>3. Publishing. Latest Edition.. Green Marketing and Environmental Responsibility in Modern Corporations, Esakkiand Thangasamy, IGI Global, 2017</li> <li>4. Green Marketing Management, Robert Dahlstrom, Cengage Learning, 2010</li> <li>5. Green Marketing: Challenges and Opportunities for the New Marketing Age, Jacquelyn A.</li> <li>6. The New Rules of Green Marketing, Jacquelyn A. Ottman, Berrett-Koehler Publishers, 2011.</li> <li>7. The Green Marketing Manifesto, John Grant, John Wiley and Sons, 2007Green Marketing and Environmental Responsibility in Modern Corporations, Esakki</li> <li>8. and Thangasamy, IGI Global, 2017. Latest Edition.</li> <li>9. Green Marketing: Challenges and Opportunities for the New Marketing Age,</li> <li>10. Jacquelyn A. Ottman, NTC Business Books, 1993. Latest Edition.</li> <li>11. The New Rules of Green Marketing, Jacquelyn A. Ottman, Berrett-Koehler Publishers, 2011.</li> </ol>

**Vertical 5:**  
**Ability**  
**Enhancement**  
**Course: Hindi**

	2. विद्यार्थियों को राजभाषा हिंदी के व्याकरण से परिचय करवाना। 3. विद्यार्थियों को संज्ञा आदि का ज्ञान प्रदान करना। 4. विद्यार्थियों को कारकों, वाक्य रचना एवं भाषिक चिह्नों आदि का ज्ञान प्रदान करना।	
8	<b>Course Outcomes:</b> 1. विद्यार्थियों को राजभाषा हिंदी का ज्ञान प्राप्त होगा, एवं दक्षता प्राप्त होगी। 2. विद्यार्थियों को राजभाषा हिंदी के व्याकरणिक प्रयोग की जानकारी प्राप्त होगी। 3. विद्यार्थियों को हिंदी-संज्ञा आदि का ज्ञान प्राप्त होने के साथ भाषा के शुद्ध, व्यावहारिक रूप का ज्ञान होगा। 4. विद्यार्थियों को कारकों, वाक्य रचना एवं भाषिक चिह्नों आदि का ज्ञान प्राप्त होगा।	
9	Modules (Per credit one module can be created)	
	<b>इकाई-1</b>	<b>व्याख्यान-15</b>
	<b>क्रेडिट-01</b>	
	1. हिंदी भाषा : सामान्य परिचय	
	2. राजभाषा हिंदी : संवैधानिक महत्त्व	
	3. वर्णमाला : स्वर एवं व्यंजन	
	4. शब्द भेद : सामान्य परिचय (संज्ञा आदि)	
	<b>इकाई-2</b>	<b>व्याख्यान-15</b>
	<b>क्रेडिट-01</b>	
	1. वाक्य : सामान्य परिचय	
	2. वर्तनी : शुद्धता का प्रयोग एवं सावधानियाँ	
	3. कारक एवं विराम चिह्न	
	4. पत्र लेखन : (बधाई, निमंत्रण, सुझाव, शिकायत, आभार, आवेदन, RTI लेखन)	
10	<b>संदर्भ ग्रंथ-</b> 1. बाबूराम सक्सेना- सामान्य भाषा विज्ञान, हिंदी साहित्य सम्मेलन, प्रयाग 2. कामताप्रसाद गुरु- हिंदी व्याकरण, लोकभारती प्रकाशन, इलाहाबाद 3. आचार्य देवेन्द्र नाथ शर्मा- भाषा विज्ञान की भूमिका, राधाकृष्ण प्रकाशन, दिल्ली 4. भाषा विज्ञान एवं भाषाशास्त्र- कपिलदेव द्विवेदी, विश्वविद्यालय प्रकाशन, वाराणसी 5. भोलानाथ तिवारी- भाषा विज्ञान, किताब महल, इलाहाबाद	
11	<b>Internal Continuous Assessment :</b> <b>40%</b>	<b>External : Semester End Examination :</b> <b>60%</b>
12	<b>Continuous Evaluation through:</b> <ul style="list-style-type: none"> <li>रचनात्मक कार्य/प्रकल्प इत्यादि- 10 अंक</li> <li>प्रस्तुति/परिसंवाद सहभागिता इत्यादि- 05 अंक</li> <li>अकादमिक, व्यावसायिक एवं कौशल संवर्धन गतिविधियाँ- 05 अंक</li> </ul> <b>कुल 20 अंक</b>	<b>लिखित परीक्षा</b> <b>अंक : 30</b> <b>समयावधि : 01 घंटा</b>

**Vertical 5:  
Ability  
Enhancement  
Course: Marathi**

7	<p><b>अभ्यासक्रम उद्दिष्टे (Course Objectives) :</b></p> <ol style="list-style-type: none"> <li>कथाकथन या भाषिक कौशल्याचे स्वरूप समजावून सांगणे.</li> <li>प्रभावी कथाकथन करण्यासाठी आवश्यक असणाऱ्या क्षमता आणि तंत्रांचा परिचय करून देणे.</li> <li>अभिवाचन या भाषिक कौशल्याचे स्वरूप समजावून सांगणे.</li> <li>प्रभावी अभिवाचन करण्यासाठी आवश्यक असणाऱ्या क्षमता आणि तंत्रांचा परिचय करून देणे.</li> <li>प्रत्यक्ष कथाकथन व अभिवाचन करण्यासाठी आवश्यक असणाऱ्या क्षमता आणि कौशल्ये विकसित करणे.</li> </ol>
8	<p><b>अभ्यासक्रम निष्पत्ती (Course Outcomes) :</b></p> <ol style="list-style-type: none"> <li>विद्यार्थ्यांना कथाकथन या भाषिक कौशल्याचे स्वरूप समजेल.</li> <li>विद्यार्थ्यांना प्रभावी कथाकथनासाठी आवश्यक असणाऱ्या क्षमता आणि तंत्रांचा परिचय होईल.</li> <li>विद्यार्थ्यांना अभिवाचन या भाषिक कौशल्याचे स्वरूप समजेल.</li> <li>विद्यार्थ्यांना प्रभावी अभिवाचन करण्यासाठी आवश्यक असणाऱ्या क्षमता आणि तंत्रांचा परिचय होईल.</li> <li>विद्यार्थ्यांमध्ये प्रत्यक्ष कथाकथन व अभिवाचन करण्यासाठी आवश्यक असणाऱ्या क्षमता आणि कौशल्ये विकसित होतील.</li> </ol>
9	<p><b>अभ्यासक्रम घटक (Modules) :</b></p> <p><b>घटक - १ : कथाकथन कौशल्य</b></p> <p><b>अ) कथाकथन : तात्त्विक परिचय</b></p> <ul style="list-style-type: none"> <li>गोष्ट, कथा, कथाकाव्य यांमधील वैविध्य व त्यांचे कथन</li> <li>कथाकथनामधील मुख्य घटक : १. गोष्ट / कथावस्तू २. कथाकथनकार ३. गोष्ट / कथावस्तूचे प्रत्यक्ष कथन ४. लक्ष्य श्रोता / रसिक</li> <li>कथाकथनाचे विशेष : १. कथाकथन : एक सांस्कृतिक उपक्रम २. कथाकथन : आनंद व मनोरंजनाचे साधन ३. कथाकथन : आशय संप्रेषणाचे प्रभावी माध्यम</li> <li>कथाकथनाचे प्रकार : १. पारंपरिक कथाकथन २. साभिनय कथाकथन ३. सामाजिक प्रसारमाध्यमांसाठी कथाकथन</li> </ul> <p><b>आ) कथाकथनाची पूर्वतयारी व आवश्यक कौशल्ये,</b></p> <ul style="list-style-type: none"> <li>लक्ष्य श्रोता / रसिकाविषयीची समज (कथाकथन कोणासाठी?), कथावस्तूची निवड व सराव</li> <li>कथाकथनासाठी आवश्यक भाषिक कौशल्ये : १. भाषिक समज २. बोली व प्रमाणभाषेतील स्पष्ट उच्चारण ३. कथनातील लय व गती</li> <li>कथाकथनासाठी आवश्यक संवाद कौशल्ये : १. आवाज २. घटना-प्रसंगातील नाट्याची समज ३. कथनातील थांबे (Pauses)</li> <li>कथाकथनाची शैली व शैलीची लवचीकता (६० मिनिटांच्या १५ तासिका, श्रेयांकन १)</li> </ul> <p>(सूचना : शिक्षकांनी कथासंहिता निवडून त्याआधारे विद्यार्थ्यांकडून कथाकथनाचा सराव करून घ्यावा.)</p>



## घटक - २ : अभिवाचन कौशल्य

### अ) अभिवाचन : तात्त्विक परिचय

- वाचन, अभिवाचन यांमधील साम्य-भेद
- अभिवाचनामधील मुख्य घटक : १. संहिता २. अभिवाचक ३. संहितेचे प्रत्यक्ष अभिवाचन ४. लक्ष्य श्रोता / रसिक
- अभिवाचनाचे विशेष : १. अभिवाचन : एक सांस्कृतिक उपक्रम २. अभिवाचन : आनंद व मनोरंजनाचे साधन ३. अभिवाचन : आशय संप्रेषणाचे प्रभावी माध्यम
- अभिवाचनाचे प्रकार : १. पारंपरिक अभिवाचन (लोककथा, धार्मिक ग्रंथ) २. संहितांचे अभिवाचन (काव्य, कथा, कादंबरी, नाट्य व अन्य ललित, ललितेतर संहिता) ३. सामाजिक प्रसारमाध्यमांसाठी अभिवाचन

### आ) अभिवाचनाची पूर्वतयारी व आवश्यक कौशल्ये

- लक्ष्य श्रोता / रसिकाविषयीची समज ( अभिवाचन कोणासाठी?), अभिवाचन संहितेची निवड व सराव
- अभिवाचनासाठी आवश्यक भाषिक कौशल्ये : १. भाषिक समज २. बोली व प्रमाणभाषेतील स्पष्ट उच्चारण ३. अभिवाचनातील लय व गती
- अभिवाचनासाठी आवश्यक संवाद कौशल्ये : १. आवाज २. घटना-प्रसंगातील नाट्याची समज ३. अभिवाचनातील थांबे (Pauses) ४. सहअभिवाचकांशी समन्वय
- अभिवाचनाची शैली व शैलीची लवचीकता  
(६० मिनिटांच्या १५ तासिका, श्रेयांकन १)

(सूचना : शिक्षकांनी विविध प्रकारचे उतारे निवडून त्याआधारे विद्यार्थ्यांकडून अभिवाचनाचा सराव करून घ्यावा.)

## 10 पाठ्य ग्रंथ (Text Books) : N.A.

## 11 संदर्भ ग्रंथ (Reference Books) :

१. कथा आणि कथाकथन, राजा मंगळवेढेकर, मंजुल प्रकाशन, पुणे, १९७२.
२. मराठी भाषिक कौशल्य विकास, (संपा०) पृथ्वीराज तौर, अथर्व पब्लिकेशन्स, धुळे, २०१८.
३. व्यावहारिक मराठी, ल० रा० नसिराबादकर, भाषा विकास संशोधन संस्था, कोल्हापूर, २०२३.
४. व्यावहारिक मराठी, (संपा०) स्नेहल तावरे, स्नेहवर्धन प्रकाशन, पुणे, चौथी आवृत्ती - २०११.
५. उपयोजित मराठी, (संपा०) केतकी मोडक आणि इतर, पद्मगंधा प्रकाशन, पुणे, २०१२.
६. व्यावहारिक मराठी, प्रकाश परब, मिथुन प्रकाशन, डोंबिवली, १९८९.
७. वाचिक अभिनय, श्रीराम लागू, राजहंस प्रकाशन, पुणे, १९९८.
८. आवाज साधना शास्त्र, बी० आर० देवधर, रागबोध प्रकाशन, पुणे, १९६५.

## 12 Internal Continuous Assessment : 40%

## External, Semester End Examination : 60%

## Individual Passing in Internal and External Examination

**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

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

**Vertical 6:**  
**CC: Study of Indian**  
**Social Reformers**

# UNIVERSITY OF MUMBAI

## Semester III

(w.e.f. June, 2025)

Sub: - NSS- Study of Indian Social Reformers

Credits: 02

Lectures: 30

Marks:50

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

### References –

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

**Vertical 6:**  
**CC: Introduction to**  
**Sports, Training**  
**and Tests and**  
**Measurement**

# 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>