

Sem. - III

Major

Vertical 1:

Major 1

	<p style="text-align: center;">Name of the Course</p> <p style="text-align: center;">History of Medieval India 1000 to 1526 CE</p> <p>Module 1: Delhi Sultanate: Foundation, Expansion & Decline</p> <p>a) Introduction to Invasion of Mohammad Gazani & Mohammad Ghori, Socio-Economic & Political Condition on the eve of the Turkish Invasion b) Rise, Expansion & decline of Slave & Khilji Dynasty c) Rise, Expansion & decline of Tughlaq, Sayyad & Lodi Dynasty</p> <p>Module 2: Administrative Structure of Delhi Sultanate</p> <p>a) Central Administration & Iqta system b) Administrative structure and military Reforms of Ala-ud-din khilji c) Reforms of Ferozshah Tughlaq & Mohammed- bin-Tughlaq</p> <p>Module 3: Socio-Economic, Religious & Cultural life of Delhi Sultanate</p> <p>a) Socio-Economic & Religious life b) Education & Literature c) Art & Architecture</p> <p>Module 4: Rise, Growth & Decline of Vijaynagar empire and Bahamani Kingdoms</p> <p>a) Vijaynagar Kingdom b) Bahamani Kingdom c) Socio-Economic & Cultural life of Vijaynagar & Bahamani Kingdoms</p>
10	<p>Text Books:</p> <p>1.Chitanis K. N., (1990), <i>Socio-Economic History of Medieval India</i>, Atlantic Publishers & Distributors, NewDelhi 2.Mahajan V.D., (1992), <i>History of Medieval India</i>, S. Chand & Company, New Delhi, 3.काठरे अनिल, (2013), <i>मध्ययुगीन भारताचा इतिहास(१०००-१७०७)</i>, प्रशांत पब्लिकेशन, जळगाव 4.मोरगा युवराज, (२०१८), <i>मध्ययुगीन भारताचा इतिहास (इ.स.१००० ते इ.स.१५२६)</i>, निराळी प्रकाशन, पुणे 5. चव्हाण डॉ. बळीराम, (२०२२), <i>बहमनीकालीन महाराष्ट्राचा संस्कृतिक इतिहास</i>, वेदिका प्रकाशन, उदगीर जि. लातूर.</p>
11	<p>Reference Books:</p> <p>1. Athar Ali, (2014), <i>Reinterpreting History of the Delhi Sultanate</i>, Publications Division, Aligarh Muslim University. 2. Banerjee A. C. (1990), <i>New History of Medieval India</i>, S. Chand & Company, New Delhi, 3. Bhattacharya N. N., (1990), <i>Medieval Bhakti Movement in India</i>, South Asia Books, Columbai, 4.Burton Stein, (1993), <i>New Cambridge History of India: Vijayanagara</i>, Cambridge</p>

1	Description the course:	This course explores the social, economic, political, and cultural status of women in Medieval India (1000–1707 CE). It examines the changing roles, rights, and challenges faced by women across different dynasties, including the Delhi Sultanate, Vijayanagara Empire, Rajput, Mughal Empire, Maratha Empire and regional kingdoms . The course covers topics such as education, marriage, property rights, and the influence of religion on gender norms. It also highlights the contributions of prominent women in politics, literature, and society. Through primary sources and historical interpretations, students will gain a deeper understanding of the complexities of women's agency and oppression in medieval Indian history.
2	Vertical :	Major for M3 pattern
3	Type :	Theory
4	Credit:	2 credits
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: 1.To analyze the social, economic, and political status of women in Medieval India and understand the factors that influenced their roles and rights. 2.To examine the impact of religious, cultural, and legal traditions on women's lives during the Delhi Sultanate, Vijayanagara, Rajput, Mughal and Maratha periods. 3.To evaluate the contributions of prominent women in medieval Indian history, including rulers, saints, and social reformers. 4.To critically assess historical sources and interpretations related to gender roles, patriarchy, and women's agency in Medieval India.	
8	Course Outcomes: 1.Students will be able to understand the social, economic, and political status of women in Medieval India and their role in various dynasties. 2.Students will be able to analyze the impact of religious, legal, and cultural traditions on women's rights, education, marriage, and property ownership. 3.Students will be able to evaluate the contributions of influential women, including rulers, saints, and reformers, in shaping medieval Indian society. 4.Students will be able to interpret historical sources and scholarly debates on gender roles, patriarchy, and women's agency in Medieval India.	
9	(This Course is also applicable to the students of the Institute of Distance & Open Learning (IDOL) of the University of Mumbai)	

	<p style="text-align: center;">Name of the Course</p> <p>Status of Women in Medieval India (1000 to 1707 CE)</p>
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	<p>Module 1: Social and Economic Status of Women</p> <p>a) Social Practices and Restrictions – Child marriage, purdah system, sati, and widowhood. b) Role in Economy – Women’s contribution to agriculture, crafts, and household industries. c) Education and Property Rights – Limited access to education and inheritance laws under Hindu and Islamic traditions.</p> <p>Module 2: Women in Religion and Politics</p> <p>a) Influence in Bhakti and Sufi Movements – Contributions of saints like Mirabai (1498–1547), Akkamahadevi (12th century), and Bahinabai (1628–1700). b) Women in Political Power – Razia Sultana (1205–1240), Nur Jahan (1577–1645), Chand Bibi (1550–1599), Tara Bai (1675–1761) and other female rulers. c) Impact of Religious and Social Reforms – Rani Durgavati (1524–1564), Rani Karmavati (16th century) Role of women in social changes during medieval India.</p>
10	<p>Text Books:</p> <p>1. Altekar, A.S., (1959), <i>The Position of Women in Hindu Civilization</i>, Motilal Banarsidass, Delhi.</p> <p>2. Desai, Neera, (1980), <i>Women in India: A Historical and Sociological Study</i>, Ajanta Publications, New Delhi.</p> <p>3. Misra, Rekha, (1967), <i>Women in Mughal India (1526–1748)</i>, Munshiram Manoharlal, New Delhi.</p> <p>4. Nath, Vijay, (2000), <i>Women in Medieval Indian Society</i>, Orient Longman, Hyderabad.</p>
11	<p>Reference Books:</p> <p>1. Ayyappapanicker, K., (1999), <i>Medieval Indian Literature: An Anthology</i>, Sahitya Akademi, New Delhi.</p> <p>2. Bose, Mandakranta, (2018), <i>Women in the Hindu Tradition: Rules, Roles, and Exceptions</i>, Routledge, London.</p> <p>3. Chakravarti, Uma, (1998), <i>Rewriting History: The Life and Times of Pandita Ramabai</i>, Zubaan, New Delhi.</p> <p>4. Chitnis, K.N., (2003), <i>Socio-Economic History of Medieval India</i>, Atlantic Publishers, New Delhi.</p> <p>5. Habib, Irfan, (1999), <i>Medieval India: The Study of a Civilization</i>, National Book Trust, New Delhi.</p> <p>6. Hasan, Farhat, (2004), <i>State and Locality in Mughal India: Power Relations in Western India (1572–1730)</i>, Cambridge University Press, Cambridge.</p> <p>7. Jain, Meenakshi, (1996), <i>Women in Ancient and Medieval India</i>, Manohar Publishers, New Delhi.</p> <p>8. Jaiswal, Suvira, (1998), <i>Caste: Origin, Function, and Dimensions of Change</i>, Manohar Publishers, New Delhi.</p> <p>9. Kumar, Nita, (1992), <i>The Politics of Gender, Community, and Modernity: Essays on Women in Colonial India</i>, Oxford University Press, New Delhi.</p> <p>10. Lal, Ruby, (2005), <i>Domesticity and Power in the Early Mughal World</i>, Cambridge University Press, Cambridge.</p> <p>11. Mukherjee, Soma, (2001), <i>Royal Mughal Ladies and Their Contributions</i>, Gyan Publishing House, New Delhi.</p> <p>12. Nath, Vijay, (2000), <i>Women in Medieval Indian Society</i>, Orient Longman, Hyderabad.</p>

Vertical 2:

Major 2

Name of the Course
DEMOGRAPHY
SYBA

SEMESTER-III

(Credit 4)

Sr. No.	Heading	Particulars
1	Description of the Course:	The modules are incorporated in this paper to educate the students about the inter-relationship between economic development and population along with an exposition of the established theories of population. Issues related to demographic techniques and basic sources of demographic data in the Indian economy have also been included. Aspects of the population policy and the study of its social characteristics are other important components of the modules of this paper.
2	Vertical:	Mandatory Course -Major- (M2)
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. Analyze the theories of population, concept, and the interdisciplinary nature of population study. 2. Calculate and analyze demographic rates, such as CBR, CDR, SBR, and SDR. 3. To analyze migration types and their drivers, along with Indian urbanization and associated challenges regarding environmental degradation. 4. Analyze India's population policy evolution (control to empowerment) and family planning effectiveness (accessibility, culture, fertility). 	
8	Course Outcomes: <ol style="list-style-type: none"> 1) Articulate the scope, significance of demography and analyze the applicability to real-world scenarios related with different population theories. 2) Students can apply demographic formulas to compute and interpret vital rates and explain the complex interplay of factors affecting fertility and mortality. 3) Students can analyze migration types and their causes, and evaluate the consequences of Indian urbanization. 4) Students can summarize India's population policy evolution and critically assess family planning program effectiveness and impact on demographic change. 	
9	Module 1: Introduction (15 Hours) <ul style="list-style-type: none"> • Demography – Its definition, nature and scope, and its relation with other disciplines. • Theories of Population - Malthusian Theory, Optimum theory of population, and theory of demographic transition. • Population growth in India. • Features of the Indian population. 	

	Module 2: Basic Concepts related to fertility and mortality: (15 Hours) <ul style="list-style-type: none">• Crude Birth Rate (CBR), Crude Death Rate (CDR), Standardized birth rates (SBR), standardized death Rate (SDR)• Fertility –Factors affecting fertility• Nuptiality –Definition, age at marriage, and factors affecting nuptiality;• Mortality - Definition and factors affecting mortality Module 3: Migration and Urbanization: (15 Hours) <ul style="list-style-type: none">• Migration – Definition and types, factors affecting migration, Theory of Migration (Harris - Todaro model), issues related to migration;• Urbanization - Definition, trends, and patterns of urbanization in India, problems of urbanization in India (poverty, food supply, water, sanitation, housing, slum areas, employment, health, education, transport, environment) Module 4: Population Policy in India: (15 Hours) <ul style="list-style-type: none">• Salient features of the census – including the 2011 census.• Evolution of India’s population policy;• Shift in policy focus from population control to family welfare to women empowerment;• Family Planning & Family Welfare Programmes: Importance and methods;• Population Projection in India.																					
10	Text Books																					
11	Reference Books: <ul style="list-style-type: none">1) Agarwal S.S. (1985) - ‘India’s Population Problem’, Tata McGraw Hill Publication, Bombay.2) A.K. P.C. Swain (2008) ‘Population Studies’, Kalyani Publications, Ludhiana.3) Bhende A.A. & Tara Kanitkar (1982) ‘Principles of Population Studies’– Himalaya Publishing House, Bombay.4) Hans Raj (1984) – ‘Fundamentals of Demography, Surjeet Publication, Delhi.5) Hans Raj (2007) Population Studies, Surjeet Publisher. Delhi.6) Jhingan, Bhat & Desai. (2003) ‘Demography’, Vrinda Publications (P) Ltd.																					
12	Internal Continuous Assessment: 40	60 marks Semester end Examination																				
13	Internal Assessment: 40 marks (Internal Assessment- without Practical Courses) <table><tr><th>Sr. No.</th><th colspan="2">Particular</th><th>Marks</th></tr><tr><td>01</td><td colspan="2">One periodical class test / online examination is to be conducted in the given semester</td><td>20 Marks</td></tr><tr><td rowspan="3">02</td><td colspan="2">One Project with a presentation based on curriculum to be assessed by the teacher concerned</td><td rowspan="3">10 Marks</td></tr><tr><td>Presentation</td><td>05 Marks</td></tr><tr><td>Written Document</td><td>05 Marks</td></tr><tr><td>03</td><td colspan="2">Active participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism and articulation and exhibit</td><td>10 Marks</td></tr></table>		Sr. No.	Particular		Marks	01	One periodical class test / online examination is to be conducted in the given semester		20 Marks	02	One Project with a presentation based on curriculum to be assessed by the teacher concerned		10 Marks	Presentation	05 Marks	Written Document	05 Marks	03	Active participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism and articulation and exhibit		10 Marks
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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. (8th ed.). Pearson India Education Services Pvt. Ltd.
2. Feldman, R. S. (2013). Psychology and your life. (2nd 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. (3rd ed.). Wadsworth Thomson Learning.

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

Vertical - 4

SEC 2C

Syllabus

B. A. (History) SEC: 2

(Sem.- III)

Title of Paper: Tourist Managements

Sr. No.	Heading	Particulars
1	Description the course :	The course <i>Tourist Management</i> introduces students to the fundamentals of managing tourism as a dynamic and growing industry. It covers key aspects such as tourism planning, marketing, operations, customer service, and sustainable tourism practices. The course explores the role of tourism in economic development, cultural exchange, and heritage preservation. Students will learn about different types of tourism—domestic, international, eco, and heritage—and gain insights into travel behavior, tourism policy, and destination management. By blending theoretical knowledge with practical skills, the course prepares students for careers in the tourism and hospitality sectors.
2	Vertical :	SEC
3	Type :	Theory
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 the fundamentals of tourism and its management. 2. To develop skills for managing tourism operations efficiently. 3. To analyze the role of tourism in socio-economic development. 4. To understand the policies and planning required for sustainable tourism. 	
8	Course Outcomes: <ol style="list-style-type: none"> 1. Demonstrate knowledge of key tourism concepts and terminologies. 2. Evaluate tourism operations and strategies. 3. Plan and manage tourism activities with a focus on sustainability. 4. Apply theoretical knowledge in real-world tourism industry settings. 	

9	Modules:-
	Module 1: Introduction to Tourism Management
	a) Definition, nature and scope of tourism b) Types and forms of tourism (domestic, international, eco-tourism, etc.) c) Components of tourism: attractions, accessibility, accommodation, amenities
	Module 2: Tourism Planning and Development
	a) Tourism policies and planning in India b) Role of government and private sector in tourism development c) Sustainable and responsible tourism practices

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

	OC 5. Understand the ethical concerns and emerging trends in AI-driven cyber threats.
9	<p>Modules:</p> <p>Module 1: Fundamentals of Digital Safety & Online Behavior</p> <p>Introduction to Digital Safety and Cyber Security: What is Digital Safety?, Everyday importance of staying safe online, Cyber Security vs. Digital Safety, Ethical and responsible use of technology</p> <p>Common Online Threats and How to Avoid Them: Types of online threats: viruses, phishing, scams, Understanding social engineering and digital fraud, Case examples of real-world cyber attacks</p> <p>Safe Internet and Social Media Use: 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>Online Safety for Children and Teenagers: Common risks for young users, Using parental controls and safe browsing tools, Identifying and addressing cyberbullying, Teaching children responsible internet use</p> <p>Module 2: Personal Device Security, Privacy & Emerging Trends</p> <p>Securing Devices and Networks: 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>Building Good Digital Habits (Cyber Hygiene): Creating strong passwords and using multi-factor authentication, Keeping software updated and avoiding unsafe downloads, Spotting fake news and online hoaxes</p> <p>Understanding Data Privacy: 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>Cyber Safety at Work and Emerging Technologies: 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>
10	<p>Text Books</p> <ol style="list-style-type: none"> 1. Security in the Cyber Age: An Introduction to Policy and Technology, John E. Savage, Derek S. Reveron, Cambridge University Press, 2023 2. Cyber Security and Personal Data Awareness: Leverage Personal Data safety in Cyber Threat environment, Selvaraj G, Notion Pres, 2024 3. Cyber and Digital Safety: Fundamentals and Best Practices, Maurya R K, SYBGEN Learning, 2025
11	<p>Reference Books</p> <ol style="list-style-type: none"> 1. Cyber Safety for Everyone: A comprehensive guide to online safety,

Vertical 3: Open Elective Green Marketing

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

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	Course Outcomes: 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)	
	इकाई-1	व्याख्यान-15
	क्रेडिट-01	
	1. हिंदी भाषा : सामान्य परिचय	
	2. राजभाषा हिंदी : संवैधानिक महत्त्व	
	3. वर्णमाला : स्वर एवं व्यंजन	
	4. शब्द भेद : सामान्य परिचय (संज्ञा आदि)	
	इकाई-2	व्याख्यान-15
	क्रेडिट-01	
	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	संदर्भ ग्रंथ- 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	Internal Continuous Assessment : 40%	External : Semester End Examination : 60%
12	Continuous Evaluation through: <ul style="list-style-type: none"> रचनात्मक कार्य/प्रकल्प इत्यादि- 10 अंक प्रस्तुति/परिसंवाद सहभागिता इत्यादि- 05 अंक अकादमिक, व्यावसायिक एवं कौशल संवर्धन गतिविधियाँ- 05 अंक कुल 20 अंक	लिखित परीक्षा अंक : 30 समयावधि : 01 घंटा

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

7	<p>अभ्यासक्रम उद्दिष्टे (Course Objectives) :</p> <ol style="list-style-type: none"> कथाकथन या भाषिक कौशल्याचे स्वरूप समजावून सांगणे. प्रभावी कथाकथन करण्यासाठी आवश्यक असणाऱ्या क्षमता आणि तंत्रांचा परिचय करून देणे. अभिवाचन या भाषिक कौशल्याचे स्वरूप समजावून सांगणे. प्रभावी अभिवाचन करण्यासाठी आवश्यक असणाऱ्या क्षमता आणि तंत्रांचा परिचय करून देणे. प्रत्यक्ष कथाकथन व अभिवाचन करण्यासाठी आवश्यक असणाऱ्या क्षमता आणि कौशल्ये विकसित करणे.
8	<p>अभ्यासक्रम निष्पत्ती (Course Outcomes) :</p> <ol style="list-style-type: none"> विद्यार्थ्यांना कथाकथन या भाषिक कौशल्याचे स्वरूप समजेल. विद्यार्थ्यांना प्रभावी कथाकथनासाठी आवश्यक असणाऱ्या क्षमता आणि तंत्रांचा परिचय होईल. विद्यार्थ्यांना अभिवाचन या भाषिक कौशल्याचे स्वरूप समजेल. विद्यार्थ्यांना प्रभावी अभिवाचन करण्यासाठी आवश्यक असणाऱ्या क्षमता आणि तंत्रांचा परिचय होईल. विद्यार्थ्यांमध्ये प्रत्यक्ष कथाकथन व अभिवाचन करण्यासाठी आवश्यक असणाऱ्या क्षमता आणि कौशल्ये विकसित होतील.
9	<p>अभ्यासक्रम घटक (Modules) :</p> <p>घटक - १ : कथाकथन कौशल्य</p> <p>अ) कथाकथन : तात्त्विक परिचय</p> <ul style="list-style-type: none"> गोष्ट, कथा, कथाकाव्य यांमधील वैविध्य व त्यांचे कथन कथाकथनामधील मुख्य घटक : १. गोष्ट / कथावस्तू २. कथाकथनकार ३. गोष्ट / कथावस्तूचे प्रत्यक्ष कथन ४. लक्ष्य श्रोता / रसिक कथाकथनाचे विशेष : १. कथाकथन : एक सांस्कृतिक उपक्रम २. कथाकथन : आनंद व मनोरंजनाचे साधन ३. कथाकथन : आशय संप्रेषणाचे प्रभावी माध्यम कथाकथनाचे प्रकार : १. पारंपरिक कथाकथन २. साभिनय कथाकथन ३. सामाजिक प्रसारमाध्यमांसाठी कथाकथन <p>आ) कथाकथनाची पूर्वतयारी व आवश्यक कौशल्ये,</p> <ul style="list-style-type: none"> लक्ष्य श्रोता / रसिकाविषयीची समज (कथाकथन कोणासाठी?), कथावस्तूची निवड व सराव कथाकथनासाठी आवश्यक भाषिक कौशल्ये : १. भाषिक समज २. बोली व प्रमाणभाषेतील स्पष्ट उच्चारण ३. कथनातील लय व गती कथाकथनासाठी आवश्यक संवाद कौशल्ये : १. आवाज २. घटना-प्रसंगातील नाट्याची समज ३. कथनातील थांबे (Pauses) कथाकथनाची शैली व शैलीची लवचीकता (६० मिनिटांच्या १५ तासिका, श्रेयांकन १) <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	Indian Theatre: Historical Roots <ul style="list-style-type: none"> History of Indian Drama, Origins: Historical development: From Vedic rituals to Sanskrit drama, medieval folk forms, colonial influences, and post-independence trends. Major periods: Ancient (Natyashastra era), Medieval (Bhakti and folk traditions), Modern (colonial and post-independence)
	II	Bharata's <i>Natyashastra</i> and Theatrical Principles <ul style="list-style-type: none"> In-depth analysis of <i>Natyashastra</i>, the foundational treatise on Indian dramaturgy Key concepts: <ul style="list-style-type: none"> Natyagriha (Ancient theatre architecture) Rasa Theory – the aesthetic experience and emotional flavors Bhava, Abhinaya, and their relevance in classical performance Influence of <i>Natyashastra</i> on later theatrical tradition
2	III	Classical Playwrights and Dramatic Texts <ul style="list-style-type: none"> Critical study of major classical dramatists and their works: <ul style="list-style-type: none"> Kalidasa – <i>Abhijnanasakuntalam</i>, <i>Malavikagnimitram</i> Bhasa, Sudraka, Bhavabhuti – Key themes and innovations. Analysis of plot structure, character portrayal, and cultural context in classical play.
	IV	Streams and Forms of Modern Indian Theatre <ul style="list-style-type: none"> Commercial Theatre: Characteristics, audience engagement, and production values Experimental Theatre: Alternative spaces, innovative storytelling, and non-linear narratives Amateur Theatre: Community participation, regional theatre groups, and resourceful staging Children's Theatre: Educational objectives, interactive methods, and imagination-centered content One-Act Plays: Structure, brevity, and intensity of narrative Street Theatre (Nukkad Natak): Origin, purpose, and

		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)

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

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	History of Social work in India	15	1
	Social Reformers: Definition, concept and Nature		
	History of Indian Social Reformers		
	Characteristics Indian Social Reformers - Pre-Post Independence		
	Skills for NSS volunteers:		
	Soft Skills for NSS Volunteers – Communication skills, Public speaking skills, Body Language, Content writing, Resume writing.		
	Life Skills – problem solving, Empathy, coping with emotions, self- Awareness and inter personal skills.		
2	Contributions of Social Reformers	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	<i>Introduction to Sports Training</i> Meaning, Definition, and Components/Elements of Sports Training <ul style="list-style-type: none">• Meaning• Definition• Components/Elements	2	1
	II	Principles of Sport Training <ul style="list-style-type: none">• FITT Principle (Frequency, Intensity, Time, Type)• Specificity• Progression• Overload• Reversibility• Tedium	5	
	III	Types of Training Methods <ul style="list-style-type: none">• Interval Training• Fartlek Training• Continuous Training• Weight Training• Circuit Training• Plyometric Training• Flexibility Training	5	
	IV	Basic Guidelines for Designing Exercise Plans and Training Schedules <ul style="list-style-type: none">• Current Health Status• Medical History• Level of Fitness• Training Load• Periodisation• Holistic/Integrated Approach• Person-Centred Approach• Training Intensity	3	
		Total	15	1

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		<i>Test and Measurement in Sports</i>		
	I	Meaning and Importance of Test and Measurement in Sports <ul style="list-style-type: none"> • Meaning & Importance 	1	1
	II	Criteria of a Good Test <ul style="list-style-type: none"> • Validity • Reliability • Objectivity • Feasibility 	2	
	III	Types of Tests Skill Tests <ul style="list-style-type: none"> • Wall Volley Test • Basketball Free Throw Test • Badminton Short Serve Test Fitness Tests <ul style="list-style-type: none"> • Cooper's 12-Minute Run/Walk Test • Sit and Reach Flexibility Test • Push-Up Test Psychological Tests <ul style="list-style-type: none"> • Sport Motivation Scale (SMS) • Competitive State Anxiety Inventory (CSAI-2) • Mental Toughness Questionnaire (MTQ) 	6	
	IV	Methods of Measurement <ul style="list-style-type: none"> • Anthropometric Measurements • Motor Fitness Measurements • Physiological Measurements 	3	
	V	Applications of Test and Measurement in Sports Talent Identification <ul style="list-style-type: none"> • Performance Analysis • Designing Training Programs • Injury Prevention and Rehabilitation 	3	
		Total	15	1