

Sem. - IV

Vertical – 1 Major

Syllabus

B.A. (MULTIMEDIA AND MASS COMMUNICATION)

(Sem.- IV)

Title of Paper: MASS MEDIA RESEARCH

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	This course introduces students to the principles and practices of mass media research, covering both qualitative and quantitative approaches essential for understanding audience behavior, content trends, and media impact. It is highly relevant in today's data-driven media landscape, where research guides decisions in journalism, advertising, broadcasting, and digital content strategy. By exploring tools such as surveys, content analysis, and semiotics, students gain practical skills for application in TRP analysis, consumer studies, and audience measurement. Closely connected with courses in media studies, advertising, and journalism, this course prepares students for careers in media research, analytics, audience insights, and strategic communication roles within media agencies, research firms, and digital platforms.
2	Vertical :	Minor
3	Type :	Theory
4	Credit:	4 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted :	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: <ol style="list-style-type: none"> 1. To introduce students to the fundamental concepts and scope of mass media research. 2. To familiarize students with the research process including problem identification, hypothesis formulation, and variable classification. 3. To provide knowledge of various research designs and data collection methods relevant to media studies. 4. To develop skills in designing research tools such as questionnaires and attitude measurement scales. 5. To enable students to analyze and interpret data using content analysis and other basic techniques. 6. To explore the real-world application of research in media industries including audience studies, TRP analysis, and advertising research. 	

8	<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Explain the relevance and process of conducting research in mass media contexts. 2. Identify and apply appropriate research designs and methodologies to media research problems. 3. Construct effective research instruments and apply sampling methods for data collection. 4. Conduct content analysis and basic data interpretation for media texts and audience studies. 5. Demonstrate understanding of media research applications such as readership surveys, TRPs, and consumer insights. 6. Analyze and evaluate media messages using semiotic tools and communicate research findings effectively in structured reports.
9	<p>Module 1: Foundations of Mass Media Research (15 Hours)</p> <ol style="list-style-type: none"> 1. Introduction to Mass Media Research 2. Relevance, scope, and role of research in media industries 3. Steps in the research process 4. Qualitative vs. Quantitative research approaches 5. Identifying research problems 6. Variables: Independent & Dependent 7. Hypothesis development and significance <p>Module 2: Research Design and Data Collection Techniques (15 Hours)</p> <ol style="list-style-type: none"> 1. Understanding research design: Concepts, types, and uses <ul style="list-style-type: none"> • Exploratory, Descriptive, and Causal research designs 2. Primary data collection methods: <ul style="list-style-type: none"> • Focus Groups, Depth Interviews, Surveys, Observations, Experiments 3. Secondary data: <ul style="list-style-type: none"> • Literature review and document analysis 4. Designing effective questionnaires <ul style="list-style-type: none"> • Types, measurement techniques, projective techniques 5. Attitude measurement scales 6. Sampling techniques and procedures <p>Module 3: Data Analysis & Interpretation (15 Hours)</p> <ol style="list-style-type: none"> 1. Introduction to content analysis: Definition, uses, limitations 2. Quantitative vs. Qualitative content analysis 3. Steps in conducting content analysis 4. Creating coding categories and quantification systems 5. Data tabulation, interpretation, and visualization basics 6. Structure and format of a research report <p>Module 4: Applications and emerging research perspectives</p> <ol style="list-style-type: none"> 1. Application of research in media contexts: <ul style="list-style-type: none"> • Readership & Circulation surveys • Television Rating Points (TRP), Radio Rating Points (RRP) • Audience and media consumption research • Exit polls and media influence • Advertising and consumer behavior research 2. Introduction to Semiotics in Media Research: <ul style="list-style-type: none"> • What is semiotics? • Importance of semiotics in media studies • Media codes, signs, and symbols • Semiotics as a tool for media interpretation
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10	Reference Books: <ol style="list-style-type: none"> 1. Research Methodology; Kothari: Wiley Eastern Ltd. 2. A Handbook Of Social Science Research: Dixon, Bouma, Atkinson OUP 3. Analysing Media Message: Reffe, Daniel; Lacy, Stephen And Fico, Frederick (1998); Lawrence Erlbaum associates. 4. Media Research Methods: Gunter, Brrie; (2000); Sage 5. Mass Media Research: Wimmer And Dominick 6. Milestones In Mass Communication: Research De Fleur 	
11	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
12	Continuous Evaluation through: Class Tests / presentation, project / role play / assignment etc.	

Syllabus Designed by:

- Dr. Navita Kulkarni (Convener)
- Dr. Hanif Lakdawala (Course Expert)
- Prof. Rani D'Souza (Course Expert)
- Ms. Kavita Makhija

Syllabus

B.A. (MULTIMEDIA AND MASS COMMUNICATION)

(Sem.- IV)

Title of Paper: INDIAN LEGAL ENVIRONMENT & ETHICS

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	The course of Indian Legal Environment & Ethics is essential for media students to understand the legal frameworks and ethical responsibilities that govern media practices and personnel. It is highly relevant for ensuring responsible journalism, protecting freedom of expression, and avoiding legal pitfalls. This subject complements courses like journalism, media law, and public policy, and is crucial for careers in media regulation, legal journalism, compliance, and content moderation.
2	Vertical :	MAJOR
3	Type :	THEORY
4	Credit:	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives:	<ol style="list-style-type: none"> 1. To familiarize students with the key laws, regulations, and legal institutions that govern media and communication in India. 2. To develop an understanding of ethical principles and professional standards essential for responsible media practice and decision-making.
	Course Outcomes:	<ol style="list-style-type: none"> 1. To provide the learners with an understanding of laws those impact the media. 2. To sensitize them towards social and ethical responsibility of media.
9	Module 1: Constitution and Media (5 Lectures)	<ol style="list-style-type: none"> 1. Core values of the Constitution - Refreshing Preamble, unique features of the 01 Indian Constitution 2. Freedom of Expression - Article 19 (1) (a), Article 19(2)

Module 2: Regulatory Bodies (5 Lectures)	
<ol style="list-style-type: none"> 1. Press Council - Brief history: Statutory status; Structure; Powers and limitations 2. TRAI - Role of Telecom Regulatory Authority of India 	
Module 3: Media Laws (10 Lectures)	
<ol style="list-style-type: none"> 1. Defamation – 1. Definition. 2. Civil, Criminal 3. Exceptions 4. Recent case studies 2. Contempt - Contempt of Court; Contempt of Parliament 3. Right to Privacy – Evolution; Right to Privacy a Fundamental Right 4. Morality and Obscenity – 1. Indecent Representation of Women’s Act; 2. 19.2, IPC 292 , 293; 3. Change in perception with time 	
Module 4: Media Ethics & Social Responsibility (10 Lectures)	
<ol style="list-style-type: none"> 1. Why Ethics - What is ethics? And why do we need ethics? 2. Ethical responsibility of journalist - 1. Code of conduct for journalist 2. Conflict of interest; 3. Misrepresentation, 4. Shock Value 3. Ethical responsibility of advertisers - Violation of ethical norms by advertisers; Case Studies 	
10	Books / References: <ol style="list-style-type: none"> 1. Basu, D.D. (2005). Press Laws, Prentice Hall. 2. Iyer, V. (2000), Mass Media Laws and Regulations in India, AMIC Publication. 3. Thakurta, P.G. (2009).Media Ethics, Oxford University Press. 4. Duggal, P. (2002). Cyber law in India, Saakshar Law Publications 5. P. B. Sawant and P.K. Bandhopadhyaya- Advertising Laws and Ethics – Universal Law Publishing Co 6. Media Laws: By Dr S R Myneni, Asian Law
11	Internal Continuous Assessment: 40%
	External, Semester End Examination 60% Individual Passing in Internal and External Examination
12	Continuous Evaluation through: <ol style="list-style-type: none"> 1. Group Projects based on field visits (Eg. Visit to court) 2. Group Discussion on contemporary issues relating to media laws 3. Test

Syllabus Designed by:

- Dr. Hanif Lakdawala
- Prof. Renu Nauriyal
- Prof. Mithun M Pillai
- Prof. Bhushan M Shinde

Syllabus

B.A. (MULTIMEDIA AND MASS COMMUNICATION)

(Sem.- IV)

Title of Paper: FILM COMMUNICATION - II

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	Film Communication is an important subject for media students as it helps them understand the power of visual storytelling in influencing audiences. It is highly relevant in today's media landscape, offering practical knowledge for analysing and creating film content. The subject connects well with areas like journalism, advertising, and digital media, strengthening both creative and critical skills. It also prepares students for careers in filmmaking, content creation, editing, and roles across film, television, and digital platforms.
2	Vertical :	Major
3	Type :	PRACTICAL
4	Credit:	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted :	60 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives:	<ol style="list-style-type: none"> 1. To enable learner to critically evaluate films using classical and contemporary theories. 2. To understand the representation of society in cinema: caste, class, gender, politics. 3. To explore promotional, publicity, and marketing strategies in the film industry. 4. To examine trends and content in New Indian Cinema and OTT-driven filmmaking.
8	Course Outcomes:	<ol style="list-style-type: none"> 1. Learners will be able to demonstrate an understanding of film as a medium of visual communication and its evolution across genres, styles, and cultures. 2. Learners will be able to analyze the components of film language—such as shot composition, editing, sound, and lighting—to interpret meaning and emotion. 3. Learners will be able to critically evaluate films using established theories and frameworks from media, communication, and cultural studies. 4. Learners will be able to apply cinematic techniques and storytelling methods in the conceptualization and production of short films or media content. 5. Learners will be able to explore the role of film in shaping public opinion, culture, and identity, and its impact on contemporary media and communication practices.

9	Module 1: Film Theory & Criticism (15 Lectures)
	<ol style="list-style-type: none"> 1. Overview of Major Film Theories: <ul style="list-style-type: none"> • Auteur Theory • Formalism • Realism 2. Approaches: <ul style="list-style-type: none"> • Feminist • Marxist • Psychoanalytic • Post-colonial 3. Application of Theory to selected Indian & International films
	Module 2: Cinema & Society (15 Lectures)
	<ol style="list-style-type: none"> 1. Role of Cinema in Shaping & Reflecting Culture & Values 2. Representation of Gender, Class, Caste Minorities & Nationalism 3. Films as tool for Social Reform & Resistance
	Module 3: Publicity, Promotion & Marketing (15 Lectures)
<ol style="list-style-type: none"> 1. Theatrical & Digital Film Promotion Tools: <ul style="list-style-type: none"> • Trailers • Teasers • Posters • Press Release • Marketing Mix, • Influencer Campaigns • Festival Circuits 2. Media Planning 3. Understanding the PR ecosystem & Branding of Stars 	
Module 4: New Indian Cinema (15 Lectures)	
<ol style="list-style-type: none"> 1. Defining New Indian Cinema: <ul style="list-style-type: none"> • Post 2000 Realism • Digital Film Making 2. Independent Film Makers, regional Cinema, Censorship Debates 3. Role of OTT Platforms: <ul style="list-style-type: none"> • Content Curation • Accessibility 4. Viewership Shifts 	
10	Books / References: <ul style="list-style-type: none"> • Film Craft & Cine Art • Handbook of Video Production • The Film Maker’s Handbook – Steven Ascher (The Bible) • Film Directing – Shot by Shot – Steven Katz • Making Documentary Films & Videos – Barry Hampe • Understanding Communication media – Jacob Sraampi • Making Movies – Sidney Lumet

11	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
12	Continuous Evaluation through: <ol style="list-style-type: none"> 1. Open discussion on film message, technique & specific appealing scenes analysing the various aspects of the scene. 2. Selective Screen-shots of specific films & analysing for Framing, Colour, Culture from costumes, Background, Body language, Other props. 3. Drawing a story-board from the 20sec/30 sec TVC. 4. Writing script from a small incidence in a story. 5. Visualising & Drawing a storyboard from a given script. 6. Writing a film review on a given movie. 	External Evaluation Methodology: The Subject is entirely Practical/ Project paper & there will be no Written Test. The evaluation is based on the project submitted by the learner & the viva voce based on the project as well as testing the knowledge gained by an individual oral question-answer session. <ul style="list-style-type: none"> • The Project will be a Group project with the members of maximum five clearly holding very specific roles in the film making. The key roles are Script writing, Storyboarding, Cinematography, Direction, Editing. • The on screen participants need not be from same group & may be from another team or outsiders & will have no assessment for acting abilities. Acting is not the part of course. • The project will consist of following subjects: <ul style="list-style-type: none"> ○ Short Film based on Social Cause or a Moral Preaching (Duration: 3min to 10min) ○ Documentary based on a Historical incidence or Current process. (Duration: 10min to 20min) ○ Bulletin/ News reel: Topic based on Citizen Journalism, Reporting with video coverage & well-demonstrated coverage ○ Music Video: Shot & edited by the team with occasional stock shots (not over 25%) for maintaining tempo & rhythm Technical Demonstration: Audio-Visual film on a Technical operation, Working of a Machine or an Artist at Work with progressive shots

Syllabus Designed by:

- Arvind Parulekar (Convenor)
- Dr. Gajendra Deoda (Subject Expert)

Syllabus

B.A. (MULTIMEDIA AND MASS COMMUNICATION)

(Sem.- IV)

Title of Paper: Globalisation and Advertising

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	The impact of globalisation on advertising strategies, media planning, and brand communication. Students will examine how international markets, cultures, and consumer behaviors influence advertising messages and campaign execution. Topics include cross-cultural advertising, global brand positioning, international media choices, localization vs. standardization, and regulatory challenges. The course prepares students to develop culturally sensitive and globally relevant advertising strategies for diverse markets.
2	Vertical :	Minor
3	Type :	Theory
4	Credit:	4 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted :	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: <ul style="list-style-type: none"> • Understand the concept of globalisation and its influence on the advertising industry and consumer markets worldwide. • Analyze the role of culture in international advertising, and identify the challenges of cross-cultural communication. • Differentiate between global, local, and glocal advertising strategies, and determine when to use each approach. • Evaluate international media choices and the factors affecting global media planning and buying. • Understand regulatory, ethical, and legal considerations in global advertising across different regions. • Develop advertising strategies that are both culturally appropriate and globally consistent for international brands. 	

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Course Outcomes:

- Explain how globalisation influences advertising strategies, consumer behavior, and brand communication across international markets.
- Identify and apply principles of cross-cultural communication to create culturally sensitive and effective advertising messages.
- Compare and contrast global, local, and glocal advertising strategies, and assess their suitability for different markets.
- Evaluate international media options and plan media strategies for global advertising campaigns.

Sr. No.	Heading	Particulars
	AD AGENCIES, ACCOUNT PLANNING, CLIENT SERVICING AND AD CAMPAIGN MANAGEMENT (15 HOURS)	<ul style="list-style-type: none"> • Advertising Agencies a. Agencies role, Functions, Organization and Importance b. Different types of ad agencies • Account Planning - Role of account planning & planner in advertising , Account Planning Process • Client Servicing- <ol style="list-style-type: none"> a) The Client - Agency Relationship and Stages in the client-agency relationship b) 3P's of Service: Physical evidence, Process and People c) The Gaps Model of service quality d) How Agencies Gain Clients ?Why Agencies Lose Clients? e) The roles of advertising Account executives • Advertising campaign Management - Means-End chaining and the Method of Laddering as guides to Creative Advertising Formulation
	ENTREPRENEURSHIP (15 HOURS)	<ul style="list-style-type: none"> • Entrepreneurship- Definitions, Meaning Concept, Functions, Need and Importance. • Entrepreneurship-As Innovation, risk taking and problem solving. . • product planning and development process • Social Entrepreneurship • Sources of capital for startup Company- <ol style="list-style-type: none"> a) Personal investment. b) Family c) Venture capital. d) Angels Finance e) Business incubators. f) Government grants and subsidies. g) Bank loans.
	BUSINESS & MARKETING PLAN (15 HOURS)	<ul style="list-style-type: none"> • Business Plan for Setting up an Agency <ol style="list-style-type: none"> a) Business plan introduction b) Various Stages in setting up a new Agency • Marketing plan of the client- <ol style="list-style-type: none"> a) The Marketing brief b) Marketing Audit and Marketing objectives c) Marketing Problems and Opportunities Review, d) STP e) Executing the plan

	<p>AGENCY RESPONSE PROCESS , COMPENSATION METHODS, PITCHING, SALES PROMOTION MANAGEMENT (15 HOURS)</p>	<ul style="list-style-type: none"> ● The Response Process- <ul style="list-style-type: none"> a) Traditional Response Hierarchy Models: AIDA b) DAGMAR: An Approach to Setting Objectives ● Agency Compensation various methods of Agency Remunerations. ● The Pitch: request for proposal, speculative pitches, Pitch Process ● References, Image and reputation, PR ● Sales Promotion Management- <ul style="list-style-type: none"> a) The Scope and Role of Sales Promotion b) Reasons for the Increase in Sales Promotion c) Objectives and Techniques of Trade-Oriented Sales Promotion & Consumer Oriented Sales Promotion <p>(Study and Analyse current Advertising campaigns of the best advertising agencies for their clients)</p>
10	<p>Books / References:</p> <ul style="list-style-type: none"> ● Advertising & Promotion: An Integrated Marketing Communications Perspective” <i>Authors: George E. Belch & Michael A. Belch</i> ● “Global Marketing and Advertising: Understanding Cultural Paradoxes” <i>Author: Marieke de Mooij</i> ● “Advertising Worldwide: Advertising Conditions in Selected Countries” <i>Editor: Rolf H. Weber</i> ● “Advertising Principles and Practice” <i>Authors: Sandra Moriarty, Nancy Mitchell, and William Wells</i> 	
11	<p>Internal Continuous Assessment: 40%</p>	<p>External, Semester End Examination 60% Individual Passing in Internal and External Examination</p>
12	<p>Continuous Evaluation through:</p> <ol style="list-style-type: none"> 1. Individual/ group project 2. Group discussion/ Debates 3. Presentation 4. Assignment 	

QUESTION PAPER PATTERN (External and Internal)

PAPER PATTERN – 1 (30 MARKS)

Semester End Examination: 30 Marks

Time : 1.00 hr

QUESTION PAPER PATTERN

Question No	Questions	Marks
Q 1	Practical/ Case study / Concept Testing	10
Q 2	Practical/ Theory	10
Q 3	Practical/ Theory	10
	TOTAL	30

Note:

1. Equal Weightage is to be given to all the modules.
2. 10 marks question may be subdivided into 5 and 5 marks each. Internal option shall be given. For direct 10 Marks question option should be given. Attempt any one out of two.
3. Use of simple calculator is allowed in the examination.
4. Wherever possible more importance is to be given to the practical problems.

Continuous Evaluation: Internal (40 marks)

	Assessment/ Evaluation	Marks
1	Practical based projects.	10
2	Participation in Workshop / Conference/ Seminar/ Live Case Study/ Field Visit/ Certificate Course. (Physical/online mode)	10

PAPER PATTERN – 2 (60 MARKS)

Semester End Examination: 60 Marks

Time : 2.00 hr

QUESTION PAPER PATTERN

Question.1. is compulsory

Attempt any 3 from Q2. –Q.5

Each question carries 15 Marks

Question No	Questions	Marks
Q 1	Practical/ Case study	15
Q 2	Practical/ Theory	15
Q 3	Practical/ Theory	15
Q 4	Practical/ Theory	15
Q 5	Practical/ Theory	15
	TOTAL	60

Note:

5. Equal Weightage is to be given to all the modules.
6. 15 marks question may subdivide into 8 and 7 marks each. Internal option shall be given. For direct 15 Marks question option should be given. Attempt any one out of two.
7. Use of simple calculator is allowed in the examination.
8. Wherever possible more importance is to be given to the practical problems.

Continuous Evaluation: Internal (40 marks)

	Assessment/ Evaluation	Marks
1	Practical based projects.	20
2	Participation in Workshop / Conference/ Seminar/ Live Case Study/ Field Visit/ Certificate Course. (Physical/online mode)	20

Sd/-

**Sign of the BOS
Chairperson,
Dr. Navita Kulkarni,
Board of Studies in
Mass Media**

Sd/-

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

Sd/-

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

Sd/-

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

Syllabus

B. A. (MULTIMEDIA AND MASS COMMUNICATION)

(Sem.- IV)

Title of Paper WRITING AND EDITING FOR MEDIA

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	Writing and Editing for Media is an essential course for media students, as it develops their ability to craft clear, accurate, and engaging content across various media platforms. It is highly relevant to fields like journalism, advertising, public relations, and digital media, where strong writing and editing skills are in constant demand. The subject complements courses such as journalism, media law, and communication skills, and offers career opportunities in content creation, copy editing, publishing, and media production.
2	Vertical :	SEC
3	Type :	Theory
4	Credit:	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives:	<ol style="list-style-type: none"> 1. To introduce students to the principles and techniques of writing and editing for various media formats including print, broadcast, and digital. 2. To develop the ability to write clearly, accurately, and ethically for different types of media content and audiences. 3. To train students in editing skills, including grammar, structure, style, and content verification, in line with professional media standards.

8	<p>Course Outcomes: (List some of the course outcomes)</p> <ol style="list-style-type: none"> 1. Demonstrate proficiency in writing news stories, features, and other media content with clarity, accuracy, and adherence to journalistic norms. 2. Apply editing techniques to improve structure, style, grammar, and factual accuracy in media content. 3. Analyze and adapt writing for different platforms and audiences, including print, online, and broadcast media.
9	<p>Module 1: Writing for Media Platforms (15 Hours)</p> <ol style="list-style-type: none"> 1. Understanding Newsworthiness <ul style="list-style-type: none"> • What makes news? (12 determinants) • Differences between news, feature, editorial, article 2. Fundamentals of Media Writing <ul style="list-style-type: none"> • Art and tools of writing • Steps and elements in writing (Editorial, Features, Reviews) 3. Writing for Different Media <ul style="list-style-type: none"> • Print: Newspapers and Magazines • Broadcast: Radio and Television • Digital: Web writing essentials, convergence with video 4. Writing Techniques and Formats <ul style="list-style-type: none"> • Leads, nut shelling, story structure • Writing styles and stylebooks • Script formats for Radio/TV • Storyboarding basics for commercials 5. Writing for Public Communication <ul style="list-style-type: none"> • Public Relations and Corporate writing • Advertisements (brief intro to all formats) <p>Module 2: Editing and Emerging Trends in Media (15 Hours)</p> <ol style="list-style-type: none"> 1. Editing for Accuracy and Impact <ul style="list-style-type: none"> • Checking grammar, spelling, and headlines • Rewriting leads • Fitment for print and digital layouts • Online editing and layout clarity 2. Digital Media Proficiency <ul style="list-style-type: none"> • Differences in print vs web writing • Writing for web: headlines, subheads, hyperlinking • Email/SMS advertising writing 3. Emerging Media Trends <ul style="list-style-type: none"> • Blogging and micro-blogging (LinkedIn, X/Twitter) • Online radio, podcasting, and RJ basics • Handling breaking news and fake news in real time 4. Evaluation of Multimedia Content <ul style="list-style-type: none"> • Use of graphics and illustrations • Editing ad copies and maintaining flow • Website content evaluation: content, clarity, design

<p>10</p>	<p>Reference Books:</p> <ol style="list-style-type: none"> 1. James Glen Stovall, Writing for the Mass Media, sixth edition, published by Dorling Kindersley (India) 2. Artwick, Claudette G., Reporting and Producing for Digital Media, Surjeet Publications, 1st Indian Reprint, 2005 3. The Associated Press Stylebook. . Associated Press (current edition) 4. Chicago Guide to Fact-Checking (Chicago Guides to Writing, Editing and Publishing) by Brooke Borel 5. Fundamentals of Writing: How to Write Articles, Media Releases, Case Studies, Blog Posts and Social Media Content by Paul Lima 10 April 2013 6. Itule, B. D. and Anderson, D. A. (1989). News Writing and Reporting for Today's Media. NY: McGraw-Hill 7. An Introduction to Writing for Electronic Media-Scriptwriting Essentials Across the Genres Authors: Robert B. Musburger 8. The Basics of Media Writing-A Strategic Approach by Scott A. Kuehn - Clarion University of Pennsylvania, USA and Andrew Lingwall- Sage Publications 9. Writing for Journalists (Media Skills) by Wynford Hicks 10. Feature Writing for Journalists (Media Skills) by Sharon Wheeler 11. Writing for News Media: The Storyteller's Craft by Ian Pickering 27 November 2017 12. An Introduction to Writing for Electronic Media: Scriptwriting Essentials Across the Genres by Musburger, PhD, Robert B. 	
<p>12</p>	<p>Internal Continuous Assessment: 40%</p>	<p>External, Semester End Examination 60% Individual Passing in Internal and External Examination</p>
<p>13</p>	<p>Continuous Evaluation through:</p> <ol style="list-style-type: none"> 1. Written assignments for print media 2. Digital /online written assignment 3. Writing blogs 4. Open book tests 5. Oral and practical presentations 6. Projects 	

Syllabus Designed by:

- Prof. Rani D'souza (Convener)
- Mr. Adith Charlie (Industry Expert)
- Ms. Shreya Bhandary (Industry Expert)

QUESTION PAPER PATTERN (External and Internal)

PAPER PATTERN – 1 (30 MARKS)

Semester End Examination: 30 Marks

Time : 1.00 hr

QUESTION PAPER PATTERN

Question No	Questions	Marks
Q 1	Practical/ Case study / Concept Testing	10
Q 2	Practical/ Theory	10
Q 3	Practical/ Theory	10
	TOTAL	30

Note:

1. Equal Weightage is to be given to all the modules.
2. 10 marks question may be subdivided into 5 and 5 marks each. Internal option shall be given. For direct 10 Marks question option should be given. Attempt any one out of two.
3. Use of simple calculator is allowed in the examination.
4. Wherever possible more importance is to be given to the practical problems.

Continuous Evaluation: Internal (40 marks)

	Assessment/ Evaluation	Marks
1	Practical based projects.	10
2	Participation in Workshop / Conference/ Seminar/ Live Case Study/ Field Visit/ Certificate Course. (Physical/online mode)	10

PAPER PATTERN – 2 (60 MARKS)

Semester End Examination: 60 Marks

Time : 2.00 hr

QUESTION PAPER PATTERN

Question.1. is compulsory

Attempt any 3 from Q2. –Q.5

Each question carries 15 Marks

Question No	Questions	Marks
Q 1	Practical/ Case study	15
Q 2	Practical/ Theory	15
Q 3	Practical/ Theory	15
Q 4	Practical/ Theory	15
Q 5	Practical/ Theory	15
	TOTAL	60

Note:

5. Equal Weightage is to be given to all the modules.
6. 15 marks question may subdivide into 8 and 7 marks each. Internal option shall be given. For direct 15 Marks question option should be given. Attempt any one out of two.
7. Use of simple calculator is allowed in the examination.
8. Wherever possible more importance is to be given to the practical problems.

Continuous Evaluation: Internal (40 marks)

	Assessment/ Evaluation	Marks
1	Practical based projects.	20
2	Participation in Workshop / Conference/ Seminar/ Live Case Study/ Field Visit/ Certificate Course. (Physical/online mode)	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

Sd/-

**Sign of the BOS
Chairman
Dr. Navita Kulakrni
Board of Studies in
Mass Media**

Sd/-

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

Sd/-

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

Sd/-

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

AC – 20/05/2025
Item No. – 5.45 (N) Sem-IV 5(e)

As Per NEP 2020

University of Mumbai



Syllabus for Basket of AEC	
Board of Studies in English	
UG First Year B.A. Programme	
Semester	IV
Title of Paper	Credits
Communication Skills in English II	02
From the Academic Year	2024-2025

Sr. No.	Heading	Particulars
1	<p>Description the course:</p> <p>Including but Not limited to:</p>	<p>The English language is an important medium of communication through which one can connect to the global community. It is, therefore, vital that all learners acquire adequate skills in this language. Communication Skills in English is a course that guides the first-year learners to acquire the four skills of communication viz., Listening, Speaking, Reading and Writing.</p> <p>The focus of the syllabus is on building confidence in the learners in applying these skills while using English both academically and socially. Keeping this in mind, the units will have a multi-pronged approach. The course is graded from basic to higher levels of learning so as to help learners gradually acquire the skills. The 30:20 pattern will also help in accomplishing this goal. The activities are designed to focus on oral skill development, while the lectures are aimed at honing their cognitive, analytical, linguistic and creative skills.</p> <p>It is hoped that by the end of the academic year, the learners will have developed confidence in using English language both for oral and written communication as well as develop interest in enhancing these skills later on.</p>
2	Vertical :	Ability Enhancement Course
3	Type :	Theory
4	Credit:	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks

7	<p>Course Objectives:</p> <ol style="list-style-type: none"> 1. To enhance English language proficiency of students by familiarizing them with Listening, Speaking, Reading and Writing (LSRW) skills 2. To introduce learners to different perspectives of looking at a text or passage 3. To equip learners in the functional aspects of English so that they use the acquired language skills correctly and confidently 4. To guide learners in the effective use of the digital medium of communication.
8	<p>Course Outcomes:</p> <p>At the end of the course, learners will be able to:</p> <ol style="list-style-type: none"> 1. Understand and interpret any text they are reading from different perspectives. 2. Arouse the interest of learners in listening to and watching good quality audio and visual media. 3. Acquire proficiency in the skills of listening; speaking, reading and writing that will help them meet the challenges of the world. 4. Develop good oral and written skills of communication in the English language.

9	<p>Modules:- Per credit One module can be created</p>
	<p>Module 1: Introduction to Communication Skills, Reading Skills and Listening Skills (15 lectures)</p>
	<p>1. Introduction to Communication Skills</p> <ul style="list-style-type: none"> • Indianism and Indian English • Information and Communication Technology and Use of English • Reading for different purposes • Study skills in English • Elevator Pitch <p>This section provides theoretical base for the following units that are practical in nature.</p> <p>2. Reading Skills:</p> <ul style="list-style-type: none"> • Understanding language structure (such as subject verb agreement, voice, direct and reported speech) • Note making • Summarizing <p>Passages of around 200- 250 words from fables, folk stories, short stories, non-fiction, history, business or environment could be chosen in this section.</p> <p>3. Listening Skills</p> <ul style="list-style-type: none"> • Predicting content and guessing meaning • Making inferences from the audio-visual text • Listening for opinion/argument/counter-arguments etc. • Taking notes

A variety of relevant audio/visual texts as samples may be drawn from various sources. Listening skills in English should be developed through various activities along with the practice done while teaching in the class.

Module 2: Speaking Skills and Writing Skills (15 lectures)

1. Speaking Skills in English

i. Conversation in English

- Building a conversation
- Leaving and closing a conversation
- Conversation in group in various situations

ii. Speaking at an Event

- Anchoring/compering an event
- Introducing guests/ speakers/dignitaries
- Proposing a vote of thanks

2. Formal Writing Skills :

i. Emails:

- Job acceptance and joining
- Resignation
- Requests for references

ii. Report Writing:

- News report
- Activity/Event report

10 Text Books: N.A.

11 Reference Books:

1. Bellare, Nirmala. *Reading & Study Strategies*. Books. 1 and 2. Oxford University Press, 1997, 1998
2. Bellare, Nirmala. *Easy Steps to Summary Writing and Note-Making*. Amazon Kindle Edition, 2020
3. Comfort, Jeremy, et al. *Speaking Effectively: Developing Speaking Skills for Business English*. Cambridge University Press, 1994.
4. Das, Bikram K., et. al. *An Introduction to Professional English and Soft Skills*. Cambridge University Press India Pvt. Ltd., 2010
5. Das, Yajnaseni & R. Saha (eds.) *English for Careers*. Pearson Education India, 2012.
6. Dimond-Bayir, Stephanie. *Unlock Level 2 Listening and Speaking Skills Student's Book and Online Workbook: Listening and Speaking Skills Student's Book+ Online Workbook*. Cambridge University Press, 2014.
7. Doff, Adrian and Christopher Jones. *Language in Use (Intermediate and Upper Intermediate)*. CUP, 2004.

8. Glendinning, Eric H. and Beverley Holmstrom. Second edition. *Study Reading: A Course in Reading Skills for Academic Purposes*. CUP, 2004
9. Goodale, Malcolm. *Professional Presentations Video Pack: A Video Based Course*. Cambridge University Press, 1998.
10. Grellet, F. *Developing Reading Skills*. Cambridge: Cambridge University Press, 1981
11. Grussendorf, Marion. *English for Presentations*. OUP, 2007.
12. Hamp- Lyons, Liz and Ben Heasiey. Second edition. *Study Writing: A Course in Writing Skills for Academic Purposes*. CUP, 2006
13. Labade, Sachin, Katre Deepa et al. *Communication Skills in English*. Orient Blackswan, Pvt Ltd, 2021.
14. Lewis, N. *How to Read Better & Faster*. New Delhi, Goyal Publishers & Distributors Pvt. Ltd, 2006.
15. McCarthy, Michael and Felicity O'Dell. *English Vocabulary in Use*. Cambridge: Cambridge University Press, 2001.
16. Mohan, RC Sharma Krishna. *Business Correspondence and Report Writing*. Third edition. Tata McGraw-Hill Education, 2002.
17. Murphy, Raymond, et al. *Grammar in use: Intermediate*. Cambridge University Press, 2000
18. Raman, Meenakshi, and Singh, Prakash. *Business Communication*. India, Oxford University Press, 2006.
19. Richards, Jack C., and Chuck Sandy. *Passages Level 2 Student's Book*. Cambridge University Press, 2014.
20. Sadanand, Kamlesh & S. Punitha. *Spoken English: A Foundation Course*. (Part 1 & 2). Orient Blackswan. 2009.
21. Sasikumar, V., et al. *A Course in Listening & Speaking I*. 2005. Cambridge University Press India Pvt. Ltd. (under the Foundation Books Imprint), 2010
22. Savage, Alice, et al *Effective Academic Writing*. Oxford: OUP, 2005
23. Sethi, J. *Standard English and Indian usage: Vocabulary and grammar*. PHI Learning Pvt. Ltd., 2011.
24. Taylor, Grant. *English Conversation Practice*. 1967. Tata McGraw-Hill, 2013
25. Turton, Nigel D. *A B C of Common Grammatical Errors*. 1995. Macmillan India Ltd., 1996
26. Vas, Gratian. *English Grammar for Everyone*. Mumbai, Shree Book Centre, 2015
27. Watson, T. *Reading Comprehension Skills and Strategies: Level 6*. Saddleback Educational Publishing, 2002

Web link Resources:

- A rendezvous with Simi Garewal: Ratan Tata:
<https://www.youtube.com/watch?v=ozetTgOHu78&t=510s>Here Ratan Tata

discusses his personal life, his expectations, his experience as a CEO of Tata and sons.

- A rendezvous with Simi Garewal: Kiran Bedi: <https://youtu.be/vX2NyKvEAXQ> In this video, Kiran Bedi shares her daring adventures, her field, her passion for career with Simi Garewal.
- In Conversation: Rajiv Mehrotra with J.R.D.Tata: <https://youtu.be/68otfg601HI> J. R. D. Tata discloses his dream of India, his experiences with Pandit Nehru, Mahatma Gandhi, Sardar Patel and his contribution to modern India.
- The Tharoor Guide To Indian English: <https://youtu.be/NsYl9LIXbFM> Shashi Tharoor talks of new words like “defenstrate”, “brinjol”; talks about Indian English, ethnicity and so on.
- Dr.A.P.J Abdul Kalam on Discovery, invention and innovation:<https://youtu.be/9CKCfiX3uO0> Dr. Kalam addresses IIT Delhi students.
- Malala Yousafzai’s speech on the occasion of her Nobel Peace Prize (2014) on education:<https://youtu.be/c2DHZlkUI6s>
- Kailash Satyarthi’s speech on the occasion of Nobel Peace Prize(2014) on the innocence of children; he gives voice to voiceless in his speech:https://youtu.be/wt0LSCEuc_M
- Speech by Mr. Ratan Tata: <https://youtu.be/m7-tKX7aZXM>
- “I Have a Dream” speech by Martin Luther King Jr. HD (subtitled) <https://www.youtube.com/watch?v=vP4iY1TtS3s> “I Have a Dream” is a public speech that was delivered by American civil rights activist Martin Luther King Jr. during the March on Washington for Jobs and Freedom on August 28, 1963, in which he called for civil and economic rights and an end to racism in the United States.
- Speech by Emma Watson on Gender Equality :<https://youtu.be/nlwU-9ZTTJc> 11. Imaginative science video: Could humans live in underwater cities? <https://youtu.be/GUGtU7li1yk>
- A conversation about household appliances: <https://youtu.be/rAPI0fSborU> 13. Video on psychology: Why do we dream? <https://youtu.be/2W85Dwxx218>
- Video on space: Solar system 101: <https://youtu.be/libKVRa01L8>
- Video on evolution: How Apocalypses paved the way for Humans <https://youtu.be/libKVRa01L8> 16. Video on biology: Why Bats Aren't as Scary as You Think https://youtu.be/D6e_qh3YRPs
- Video on social media: What is a social media influencer? <https://youtu.be/39A3og7enz8>
- Tips on communication (TED Talk): The Secrets of Learning a New Languagehttps://youtu.be/o_XVt5rdpFY
- Expressing opinions: If Cinderella Were a Guy:<https://youtu.be/p4OyCNctKXg>
- Telling stories without words: Partly Cloudy <https://youtu.be/ix13P9NqBjo>
- Telling stories without words: Tree of Unity <https://youtu.be/sAo41Gyl6hY> 17

	<ul style="list-style-type: none"> Bonding over the Radio: A special storytelling series by the much loved author Ruskin Bond: akashvaniair https://youtu.be/oxf60BIR2Q4 https://youtu.be/ISX7rUOJOms https://youtu.be/rrC_s0XPXKI https://youtu.be/FUML3q1ncF0 https://youtu.be/3by_ninqRzg Video on the English language: Where did English come from? https://youtu.be/YEaSxhcns7Y Video on biology: The science of skin colour: https://youtu.be/_r4c2NT4naQ Video on advertising: The Science of Persuasion https://youtu.be/cFdCzN7RYbw <p>“The Happy Prince” Oscar Wilde Michael Mills Classic Animated Short 1974</p>						
12	<table border="1"> <tr> <td>Internal Continuous Assessment: 40%</td> <td>External, Semester End Examination Individual Passing in Internal and External Examination : 60%</td> </tr> </table>	Internal Continuous Assessment: 40%	External, Semester End Examination Individual Passing in Internal and External Examination : 60%				
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13	<p>Continuous Evaluation through:</p> <ul style="list-style-type: none"> Performance in activities: (10 marks) The class may be divided into batches to conduct the presentations and conversations by creating formal schedule for the same before the semester End Examination. Participation in classroom during lectures (05 marks) Learners’ response to teaching and tasks involving Listening skills will be assessed Overall attendance (lectures) (05 marks) Percentage of learners’ attendance in class to be considered <p>Suggested Activities:</p> <ul style="list-style-type: none"> Use of YouTube videos for use of grammar study and practice that may be taken from the list recommended or similar relevant videos. Listening to audio clips/ books to enhance listening skills Reading aloud from newspapers, magazines, stories, non-fiction followed by classroom discussion on these to enhance reading and speaking skills <p>Making short presentations on given topics</p>						
14	<p>Format of Question Paper: for the final examination</p> <table border="0"> <tr> <td>Q.1. Short Notes on Module 1. 1 (2 out of 4)</td> <td>10 Marks</td> </tr> <tr> <td>Q.2. Unseen Passage (200-250 words) for Summarization (Module 1.2) (Main ideas-2 marks, Sub-ideas-2 marks, Writing Summary -6 marks)</td> <td>10 Marks</td> </tr> <tr> <td>Q. 3 Writing Skills on Module 2.2</td> <td>10 Marks</td> </tr> </table>	Q.1. Short Notes on Module 1. 1 (2 out of 4)	10 Marks	Q.2. Unseen Passage (200-250 words) for Summarization (Module 1.2) (Main ideas-2 marks, Sub-ideas-2 marks, Writing Summary -6 marks)	10 Marks	Q. 3 Writing Skills on Module 2.2	10 Marks
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Q. 3 Writing Skills on Module 2.2	10 Marks						

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Dr. Sachin Labade
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Prof. Dr. Anil Singh
Faculty of
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AC – 28/03/2025

Item No. – 7.8 (N) (3c) Sem. IV

As Per NEP 2020

University of Mumbai



Syllabus for Basket of OE Vertical 3

Faculty of Commerce & Management

Board of Studies in Bachelor of Management Studies

Second Year Programme in B.Com. (Management Studies)

Semester

IV

Title of Paper

Credits

Neuromarketing

2

From the Academic Year

2025-26

Open Elective- Marketing

Title of Paper: Neuromarketing

Sr. No.	Heading	Particulars
1	Description the course: Including but not limited to:	This course explores the intersection of neuroscience, psychology, and marketing to understand consumer decision-making. By analyzing subconscious influences on brand perception, advertising, and product design, students will gain insights into optimizing marketing strategies. The course is highly relevant in today's data-driven marketing landscape, enhancing skills in consumer behavior analysis, digital marketing, and branding. With rising industry demand, graduates can pursue careers as market researchers, brand strategists, or digital marketing analysts, gaining a competitive edge in consumer-focused industries.
2	Vertical:	Open Elective
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 introduce the principles of neuromarketing and its role in understanding consumer behavior.2. To explore consumer psychology, decision-making processes, and the influence of emotions, perception, and memory on consumer choices.3. To examine the application of neuroscience in marketing strategies, including sensory marketing and advertising effectiveness.4. To analyze decision-making biases and strategies to enhance brand engagement and marketing campaigns.5. To evaluate the impact of neuromarketing techniques through measurable performance indicators.

8	<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Understand the principles and significance of neuromarketing in consumer behavior analysis. 2. Apply neuroscientific tools to evaluate consumer decision-making processes. 3. Utilize sensory and emotional marketing techniques for brand engagement. 4. Develop marketing strategies that counteract cognitive biases and enhance consumer experiences. 5. Assess the effectiveness of neuromarketing strategies through appropriate performance metrics.
9	<p>Modules:</p> <p>Module 1: Introduction to Neuromarketing & Consumer Psychology</p> <ol style="list-style-type: none"> 1. Neuromarketing-Neuro Marketing- Meaning, Role and Scope & Significance of Neuromarketing, Tools of Neuromarketing, Consumer Psychology-Neuroscience to better understand the consumer, Models of Consumer Decision-Making and Choices. 2. Attention: Attentional processes and Consumer Choice, Sensory Marketing and Perception Process, Sensory marketing v/s Digital Sensory marketing. 3. Learning: Behavioral Learning and Cognitive Learning Theories, Memory: How our brains encode information, Nostalgia marketing. 4. Learning Models & Understanding Self: Habit formation and Hooked Model, Defining Habit-Building Products, Hook model, The Self: Self-concept, Real v/s Ideal selves, <p>Module 2: Application of Neuromarketing</p> <ol style="list-style-type: none"> 1. Neuro Insights for Marketing Strategies: Using Neuroscience Findings to Optimize Marketing Campaigns. 2. Sensory Marketing – Concept -Incorporating Sensory Marketing and Multisensory Experiences, Decision-Making Biases - Consumer - Role of Color, Typography and Design in influencing consumer choices. 3. Neuromarketing in Advertising: Neurasthenics and the impact of visuals on ad effectiveness, Neurolinguistics and Psychology of persuasive language in advertising. 4. Measuring ROI in Neuromarketing: Metrics and Key Performance Indicators (KPIs) for effectiveness of neuromarketing strategies, Demonstrating the impact on brand equity and profitability.

10	<p>Textbooks:</p> <ol style="list-style-type: none"> Zurawicki, L. (2010). <i>Neuromarketing: Exploring the brain of the consumer</i>. Springer. Cerf, M., & Garcia-Garcia, M. (2017). <i>Consumer neuroscience</i>. MIT Press. Zaltman, G. (2003). <i>How customers think: Essential insights into the mind of the market</i>. Harvard Business Review Press. 	
11	<p>References:</p> <ol style="list-style-type: none"> Ariely, D. (2008). <i>Predictably irrational: The hidden forces that shape our decisions</i>. HarperCollins. Dooley, R. (2011). <i>Brainfluence: 100 ways to persuade and convince consumers with neuromarketing</i>. Wiley. Kahneman, D. (2011). <i>Thinking, fast and slow</i>. Farrar, Straus and Giroux. Lindstrom, M. (2010). <i>Buyology: Truth and lies about why we buy</i>. Crown Business. Pradeep, A. K. (2010). <i>The buying brain: Secrets for selling to the subconscious mind</i>. Wiley. Venkatraman, V., Clithero, J. A., Fitzsimons, G. J., & Huettel, S. A. (2012). New scanner data for brand marketers: How neuroscience can help better understand differences in brand preferences. <i>Journal of Consumer Psychology</i>, 22(1), 143–153. Yoon, C., Gutchess, A. H., Feinberg, F., & Polk, T. A. (2006). A functional magnetic resonance imaging study of neural dissociations between brand and person judgments. <i>Journal of Consumer Research</i>, 33(1), 31–40. 	
12	<p>Internal Continuous Assessment: 40%</p>	<p>External, Semester End Examination 60% Individual Passing in Internal and External Examination</p>
13	<p>Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc. (at least 3)</p>	

14	QUESTION PAPER PATTERN (External and Internal)		
	Paper Pattern	2 Credits	(Total 50 Marks)
	Internal	=	20 Marks
	External	=	30 Marks
	Internal Paper Pattern (20 Marks)		
	1. Project Presentation OR Case Study writing	} any one	10 Marks
	2. Quiz OR Group discussion		
	3. Class Test (Mandatory) with objectives		10 Marks
	Total		20Marks
	External Paper Pattern (30 Marks)		
	Write any TWO questions from the following		
	Q1. Answer the following		15 marks
	A		
	B		
	Q2. Answer the following		15 Marks
	A		
	B		
	Q3. Answer the following		15 Marks
	A		
	B		

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Board of Studies in
BMS

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Prin. Kishori Bhagat
Faculty of Commerce
& Management

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Offg. Associate Dean
Prof. Kavita Laghate
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AC – 20/04/2024
Item No. – 8.30(N)Sem-II 2(c)

As Per NEP 2020

University of Mumbai



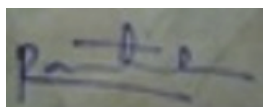
Syllabus for Basket of OE	
Board of Studies in GEOGRAPHY	
UG First Year Programme	
Semester - II	
Title of Paper -	Credits 2/ 4
I) Environmental Issues and Management	2
From the Academic Year	2024/2025

Sr. No.	Heading	Particulars
1	<p>Description of the course :</p> <p>Including but not limited to :</p>	<p>Environmental Issues and Management</p> <p>The “Environmental Issues and Management” curriculum is designed specifically for First Year Students. It aims to explore environmental challenges, equipping students with the knowledge and skills necessary to understand, address, and manage pressing environmental issues facing our planet.</p> <p>In an era marked by environmental degradation, climate change, and resource depletion, addressing environmental issues has become imperative for sustainable development. This curriculum serves as a platform for students to explore the complexities of environmental challenges such as pollution, habitat destruction, and climate change, while also delving into strategies for effective environmental management and sustainable development. By fostering a deeper understanding of environmental issues and management principles, students are empowered to become advocates for positive change in their communities and beyond.</p> <p>The knowledge and skills gained from this curriculum are applicable across a wide range of sectors and professions. Students will develop critical thinking, problem-solving, and decision-making skills essential for identifying environmental issues, implementing mitigation measures, and promoting sustainable practices. Whether pursuing careers in environmental consulting, resource management, urban planning, or policy development, students will find the principles and concepts explored in this course invaluable for addressing contemporary environmental challenges and contributing to a more sustainable future.</p> <p>Professionals with expertise in environmental issues and management are in high demand across various industries and sectors. Companies and organizations are increasingly recognizing the importance of integrating environmental considerations into their operations and decision-making processes, driving the need for individuals capable of navigating complex environmental challenges and implementing sustainable solutions. Graduates of this program can pursue diverse career</p>

		paths, including environmental managers, sustainability consultants, policy analysts, conservation scientists, and environmental educators, among others, contributing to a more sustainable and resilient future for society and the planet.
2	Vertical :	Open Elective
3	Type :	Theory
4	Credit:	2 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: (List some of the course objectives) 1. To create awareness among the students about environmental sustainability. 2. To make awareness about the impact of pollution and climate change. 3. To understand the techniques and practices of environmental impact assessment. 4. To understand the environmental movements and environmental management in India.	
8	Course Outcomes: (List some of the course outcomes) On successful completion of this course, students will be able to: 1. Understand the concept of pollution and climate change and control measures. 2. Understand the concept of environmental management and its need to save the environment. 3. Understand the Concept and Methods for Sustainable Development.	
9	Modules:- Per credit One module can be created	
	Module 1: Environmental Pollution (7 Hours)	
	1. Air Pollution: Causes, Effects, and Measures 2. Water Pollution: Causes, Effects, and Measures 3. Land Pollution: Causes, Effects, and Measures	
	Module 2: Environmental Issues and Movements (8 Hours)	
	1. Climate Change and Global warming 2. Ozone Depletion 3. Environmental Movements in India	
	Module 3: Environmental Management (7 Hours)	
	1. Waste: Sources, Types and Management 2. Environmental Management: Concept and Need 3. Environmental Impact Assessment	
	Module 4: Sustainable Development (8 Hours)	

	<ol style="list-style-type: none"> 1. Sustainable Development: Concept, Need and Factors 2. Sustainable Development Goals 3. Eco-friendly Lifestyles and Practices
10	<p>Text Books:</p> <ol style="list-style-type: none"> 1. Bharucha Erach, 2004, Textbook for Environmental Studies, University Grants Commission, New Delhi (Available free on the web) 2. Rajagopalan, R. (2011). Environmental Studies: From Crisis to Cure. India: Oxford University Press. 3. धारपुरे वलठल (२०१९) 'पर्यावरण शास्त्र' पलंपलापुरे अँड पाब्लीशर्स, नागपूर. 4. देवरे, परमार, बुटाला (२०१३) 'पर्यावरण भूगोल' हलमालया पब्ललशलंग हाउस, मुंबई. 5. परमार, बोरसे व इतर (२०२२) 'पर्यावरण भूगोल' हलमालया पब्ललशलंग हाउस, मुंबई.
11	<p>Reference Books:</p> <ol style="list-style-type: none"> 1. Ahluwalia, V. K. (2015). Environmental Pollution, and Health. The Energy and Resources Institute (TERI). 2. Asolekar S, Gopichandran R. 2005, 'Preventive Environmental Management - an Indian perspective', CEE, Ahmedabad, Foundation Books Pvt Ltd, Daryaganj 3. Chambers N., Simons C., Wackernagel M., 2006, 'Sharing Nature's Interest - Ecological footprints as an indicator of sustainability'. 4. IPCC (2014): Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part A: Global and Sectoral Aspects. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA 5. Kanchi Kohli and Manju Menon (2021) Development of Environment Laws in India, Cambridge University Press. 6. Miller, G. T., & Spoolman, S. (2015) Environmental Science. Cengage Learning. 7. OECD (2008): Climate Change Mitigation: "What do we do?"(Organisation and Economic Co-operation and Development). 8. Pittock, Barrie (2009) Climate Change: The Science, Impacts and Solutions. 2nd Edition. Routledge. 9. Prabu P.C., Udayasooriyan C., Balasubramanian G, 2009, 'An introduction to Ecology and Environmental Science', Avinash Paperbacks, New Delhi. 10. Reddy K. P., Reddy D. N., 2003, 'Environmental Education', Neelkanth Publication, Hyderabad. 11. Santra S.C., 2004, 'Environmental Science', New Central Book agency Pvt Ltd, Kolkata. 12. Saxena H.M., 2000, 'Environmental Management', Rawat Publication, New Delhi, pp. 13. Singh, R.B., Mal, Suraj, and Huggel, Christian (2018): Climate Change, Extreme Events and Disaster Risk Reduction, Springer, Switzerland, pages 309. 14. Swarup R.S., Mishra S.N., Juahari V.P, 1992, 'Encyclopedia of Ecology, environment and pollution control - 20', Mittal publication, New Delhi

	<p>15. Tiefenbacher, J (ed.) (2022), Environmental Management - Pollution, Habitat, Ecology, and Sustainability, Intech Open, London. 10.5772/ 16. Tiwari V., 2009, 'A textbook of Environmental studies', Himalaya Publications House, New Delhi 17. Tomar A., 2007, 'Environmental Education', Kalpaz publication, New Delhi 18. Uberoi N.K., 2007, 'Environmental Management', Excel Books, New Delhi 19. Wright R., 2008, 'Environmental Science - Towards sustainable future', Eastern Economy Edition, Prentice Hall Inc, New Jersey, U.S.A 20. सुभाषचंद्र सारंग (१९९९) पर्यावरण भूगोल, विद्या प्रकाशन, नागपूर. 21. घोलप (२०००) 'पर्यावरण शास्त्र' निशिकांत प्रकाशन, पुणे</p>	
12	Internal Continuous Assessment: 40%	External, Semester End Examination : 60% Individual Passing in Internal and External Examination
13	<p>Continuous Evaluation through: Quizzes, Class Tests, presentations, projects, role play, creative writing, assignments etc. (at least 3)</p> <p>Internal Continuous Assessment of 20 Marks</p> <p>1. One Assignment/Project work/Case study /Presentation /Seminar /Field visit report/Book review etc. to be conducted in the given semester before the Semester end examination. (Marks – 10) 2. One online/ offline class test (Marks – 5) 3. Active participation in regular class instructional deliveries and fieldwork. & Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing environment-related activities (Marks – 5)</p>	<p>Semester-End Examination of 30 Marks</p> <p>1. This examination shall be of 1 Hour duration. Maximum marks 30. 2. There shall be two questions each of 15 marks. 3. All questions shall be compulsory with internal choice within the questions. (Each question will be of 15 marks with options.)</p>
14	<p>Format of Question Paper: for the final examination</p> <p>Q. 1. Based on Module – 1 & 2 (15 Marks) Q. 2. Based on Module – 3 & 4 (15 Marks)</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**



Re-accredited with A ++ Grade (CGPA 3.65) by NAAC
Category- I University Status awarded by UGC

No. AAMS_UGS/ICC/2024-25/213


Date: 18th January, 2025

CIRCULAR:-

Attention of all the Principals of the Affiliated Colleges, Directors of the Recognized Institutions and the Head, University Departments are hereby informed that the recommendations made by the Board of Deans at its meeting held on 30th November, 2024 subsequently approved by the Academic Council at its meeting held on 04th December, 2024 vide Item No. 6.39 and that in accordance therewith **Guidelines for Field Project for Under Graduate Students** are accepted as per appendix (NEP 2020) with effect from the academic year 2024-25.

(The said circular is available on the University's website www.mu.ac.in).

MUMBAI – 400 032
18th January, 2025


(Dr. Prasad Karande)
REGISTRAR

To,

The Principals of the Affiliated Colleges, Directors of the Recognized Institutions and the Head, University Departments.

AC/6.39/04/12/2024

Copy forwarded with Compliments for information to:-

- 1) The Chairman, Board of Deans,
- 2) The Deans, Faculties of Science & Technology, Commerce and Management, Humanities and Interdisciplinary Studies,
- 3) The Chairman, All Board of Studies,
- 4) The Director, Board of Examinations and Evaluation,
- 5) The Director, Department of Students Development,
- 6) The Director, Department of Information & Communication Technology,
- 7) The Director, Centre for Distance and Online Education (CDOE), Vidyanagari,
- 8) The Deputy Registrar, Admissions, Enrolment, Eligibility & Migration Department (AEM).

Copy forwarded for information and necessary action to :-	
1	The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Dept)(AEM), dr@eligi.mu.ac.in
2	The Deputy Registrar, Result unit, Vidyanagari drresults@exam.mu.ac.in
3	The Deputy Registrar, Marks and Certificate Unit,. Vidyanagari dr.verification@mu.ac.in
4	The Deputy Registrar, Appointment Unit, Vidyanagari dr.appointment@exam.mu.ac.in
5	The Deputy Registrar, CAP Unit, Vidyanagari cap.exam@mu.ac.in
6	The Deputy Registrar, College Affiliations & Development Department (CAD), deputyregistrar.uni@gmail.com
7	The Deputy Registrar, PRO, Fort, (Publication Section), Pro@mu.ac.in
8	The Deputy Registrar, Executive Authorities Section (EA) eau120@fort.mu.ac.in He is requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to the above circular.
9	The Deputy Registrar, Research Administration & Promotion Cell (RAPC), rapc@mu.ac.in
10	The Deputy Registrar, Academic Appointments & Quality Assurance (AAQA) dy.registrar.tau.fort.mu.ac.in ar.tau@fort.mu.ac.in
11	The Deputy Registrar, College Teachers Approval Unit (CTA), concolsection@gmail.com
12	The Deputy Registrars, Finance & Accounts Section, fort draccounts@fort.mu.ac.in
13	The Deputy Registrar, Election Section, Fort drelection@election.mu.ac.in
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15	The Assistant Registrar, School of Engg. & Applied Sciences, Kalyan, ar.seask@mu.ac.in
16	The Assistant Registrar, Ratnagiri Sub-centre, Ratnagiri, ratnagirisubcentre@gmail.com
17	The Director, Centre for Distance and Online Education (CDOE), Vidyanagari, director@idol.mu.ac.in
18	Director, Innovation, Incubation and Linkages, Dr. Sachin Laddha pinkumanno@gmail.com
19	Director, Department of Lifelong Learning and Extension (DLLE), Dlleuniversityofmumbai@gmail.com

Copy for information :-

1	P.A to Hon'ble Vice-Chancellor, vice-chancellor@mu.ac.in
2	P.A to Pro-Vice-Chancellor pvc@fort.mu.ac.in
3	P.A to Registrar, registrar@fort.mu.ac.in
4	P.A to all Deans of all Faculties
5	P.A to Finance & Account Officers, (F & A.O), camu@accounts.mu.ac.in

To,

1	The Chairman, Board of Deans pvc@fort.mu.ac.in
2	Faculty of Humanities, Dean 1. Prof.Anil Singh Dranilsingh129@gmail.com Associate Dean 2. Dr.Suchitra Naik Naiksuchitra27@gmail.com 3.Prof.Manisha Karne mkarne@economics.mu.ac.in
	Faculty of Commerce & Management, Dean 1. Dr.Kavita Laghate kavitalaghate@jbims.mu.ac.in Associate Dean 2. Dr.Ravikant Balkrishna Sangurde Ravikant.s.@somaiya.edu 3. Prin.Kishori Bhagat kishoribhagat@rediffmail.com

	<p>Faculty of Science & Technology</p> <p>Dean</p> <p>1. Prof. Shivram Garje ssgarje@chem.mu.ac.in</p> <p>Associate Dean</p> <p>2. Dr. Madhav R. Rajwade Madhavr64@gmail.com</p> <p>3. Prin. Deven Shah sir.deven@gmail.com</p>
	<p>Faculty of Inter-Disciplinary Studies,</p> <p>Dean</p> <p>1. Dr. Anil K. Singh aksingh@trcl.org.in</p> <p>Associate Dean</p> <p>2. Prin. Chadrashekhhar Ashok Chakradeo cachakradeo@gmail.com</p>
3	Chairman, Board of Studies,
4	The Director, Board of Examinations and Evaluation, dboee@exam.mu.ac.in
5	The Director, Board of Students Development, dsd@mu.ac.in@gmail.com DSW direcotr@dsw.mu.ac.in
6	The Director, Department of Information & Communication Technology, director.dict@mu.ac.in

AC – 04-12-2024

Item No. – 6.39

As Per NEP 2020

University of Mumbai



Guidelines for Field Project (FP)

for Under Graduate Students as per NEP 2020

(With effect from the academic year 2024-25)

Index

1. Introduction
2. Objectives
3. Outcomes
4. Indicative list of areas for FP
5. Roles-and responsibilities
6. The process of Implementation
7. Credits and Duration
8. Project (Dissertation) Report
9. Evaluation Pattern
10. Appendix I: Guide interaction diary Form
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12. Appendix III: College/Institute/ Department Certificate format
13. Appendix IV: Proforma for student's Declaration
14. Appendix V: Students Feedback on Field project
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1. Introduction:

One of the main objectives of NEP 2020 is to improve employability of students at the same time to nurture better understanding of socio-economic context. With introduction of NEP 2020, the higher education programs in India are gearing up to combine theoretical learning with practical application. NEP 2020 report emphasizes on giving exposure to students to understand development related issues in urban and rural areas. Field project work will provide students opportunity to visit and observe situation in rural and urban contexts, students are expected to observe and study actual field situations in socio economic contexts while doing their field work. It will improve opportunities to understand interconnect between theoretical knowledge and practical applications. Field project is expected to enhance their sensitivity to socio economic issues and improve their ability of problem solving as well as designing innovative solutions to the existing and emerging problems. Field project component will broaden the possibilities of deeper learning and enhancing research acumen of students. Field project broadens opportunities of social responsibility, environmental sustainability, nation building and peace.

2. Objectives

Field project program in general sets out to achieve objectives such as:

1. Align classroom learnings with awareness about socio-economic conditions.
2. Provide students with exposure to socio economic conditions and align their experiences with contemporary problems.
3. Integrating theoretical and practical modes blended learning under the guidance of their faculty.
4. Enhance research skills including knowledge discovery, analytical tools, methodologies, and ethical conduct.
5. Facilitate problem-solving, decision-making, teamwork, and collaboration.
6. Foster ability to work in team, develop social awareness and nurture human values among students.
7. Encourage collaboration between Higher Education Institutes (HEIs), social organization, Government and non-government institutes for better implementation of Field project.

3. Outcomes:

After the completion of the FP program, the student will be able to;

1. Apply concepts learned in classrooms to real-world socioeconomic conditions enhancing their understanding and skills.
2. Show insights into the challenges, opportunities and culture of socioeconomic diversity, preparing them for future role as responsible citizens.
3. Demonstrate evidence of research aptitude and skills of critical thinking, analytical skills, and ethical research conduct in field work.
4. Display problem-solving abilities in making informed decisions in complex scenarios through practical situations.
5. Work in teams and collaborate to achieve common goals in the work field environments through collaborative efforts.
6. Show integrity in their dealings with their work and the people that they interact with by upholding professional; principles and ethical standards.

4. Indicative list of areas for FP:

The areas of field work can be decided by the head of the institution in consultation with the faculty in respective subjects.

5. Role and responsibilities

Head of the Department (HOD):

1. Allotment of guides for the students for field project should be done by Head of the Department/Director/Principal of the institute as the case may apply.
2. While allocating the students under more than one guide- the principle of fairness in distribution should be followed.
3. In case the number of in- house guides are not adequate then students can be allotted to competent external experts.
4. To ensure that FP program aligns with departmental and academic objectives.
5. To provide resources and assistance to ensure effective supervision.

FP Coordinator:

1. To oversee the quality and effectiveness of the FP program.
2. To establish mechanisms for evaluating the program and making improvements.
3. To act as a liaison between the department, students, faculty mentors and FP supervisors

(Host institute/ organization).

Student Coordinators:

To help the FP coordinator in pre-, during and post-FP activities.

Faculty Mentor:

1. To give Guidelines for Students to meet the guide periodically to discuss the field project.
2. To assist in identifying FP opportunities.
3. To monitor student progress and provide guidance.
4. To review and approve FP plans and to take regular feedback on student's engagement.
5. To collect and review progress reports.
6. To evaluate FP documentation including reports, presentations, or other required deliverables (if applicable).

6. Process of FP implementation:

Flow chart

1. Formation of FP Committee
2. Appointment of Coordinators
3. Field project orientation by the FP committee
4. Allotment of students as per guidelines
5. Execution of FP
6. Evaluation
7. Student Feedback

Mechanism for the implementation of FP:

1. To facilitate effective implementation of the FP program, Colleges/Departments/Institutes are encouraged to establish FP committee responsible for overseeing its smooth functioning. It will consist of the following: Head of the department, FP Coordinator, Faculty Mentors and one/two student coordinators.
2. One teaching faculty member and one/two students from each undergraduate department will be nominated to serve as coordinators for the FP program. These coordinators will play

a crucial role in coordinating and implementing the program within their respective departments.

3. The teacher coordinator will take the lead in preparing an action plan for the implementation of the FP program.
4. To streamline the administrative process, the Department/Centre will provide necessary formats to students for documentation related to the program.
5. Each Department/Centre must ensure collaborations with 8-10 relevant organizations, industries, or research institutes. These collaborations will serve as crucial avenues for facilitating FP opportunities for students.
6. Effective communication is key to the success of the FP program. Regular communication with heads and coordinator of the department/centre/Institute and maintaining proper records is essential. This faculty mentor and individual student will also be responsible for maintaining relevant documents related to the program.
7. Before the commencement of the FP program, an orientation session will be conducted by the Head of Department. This session will serve to familiarize students with the purpose, process, and code of conduct associated with the program.
8. To ensure effective mentoring and support, an equal number of students will be allocated to each faculty member of the department. These faculty members will act as FP mentors and will be responsible for monitoring and evaluating the progress of the allotted students.
9. Throughout the FP period, students will maintain activity reports as per the provided format and get it validated by the supervisor.
10. Upon completion of the FP program, students must submit a completion certificate duly signed by the faculty supervisor.

7. Credits and duration:

1. FP will carry weightage of two credits.
2. Each student is required to complete minimum of 2-3 field visits.
3. The FP program is to be completed during Semester II. According to the guidelines outlined in the National Education Policy (NEP), undergraduate students are expected to fulfill this requirement either within the second semester of their UG program or during the semester break following the second semester.

8. Project (Dissertation) Report:

— Students are required to submit a report of the field project at the end of the semester in following

suggested format.

All projects should be typed on *A4 sheets, Font Size 12, Times New Roman, one and a half spacing on executive bond paper*. The project report shall have appropriate chapter scheme and be presented in minimum of 20 pages.

Report should be arranged in the following manner.

TitlePage

- Title of the Report (Font size 14)
- Name of the Student
- Roll number/Seat number
- Program Title
- Name of the Mentor
- Month of Submission

Certificate by the Institute

Certificate by Mentor

Student's Declaration

Acknowledgement

Abstract

A brief summary of the field visit, key observations, and main conclusions (200-300 words)

Table of contents

- Include headings and subheadings with page numbers.

List of Figures and Tables

- List all figures and tables included in the report with corresponding page numbers.

Chapter1: Introduction

- Purpose of the visit: Outline the objectives and expected outcome of the field visit.
- Background Information: Provide context about the site(s) visited, including historical and cultural significance.
- Scope of the Report: Define the boundaries of what the report will cover.

Chapter2: Literature Review

- Review relevant literature on the site(s) visited, focusing on previous studies, historical accounts, and critical analyses of the literary significance.

Chapter 3: Methodology

- Describe the approach and tools used for data collection during the visit (e.g., observational methods, interviews, archival research).
- Discuss the rationale behind the chosen methods.

Chapter 4: Field Work Descriptions, Observations and Analysis

- Provide detailed descriptions of each site visited/ Field work carried out.
- Include observations related to fieldwork: work's-relevance to topic selected.
- Use photographs, diagrams, and sketches, etc. to support the descriptions.
- Analyze the data collected in relation to the study objectives.

Chapter 5: Conclusion and Recommendations

- Discuss how the findings from the visit contribute to the understanding of subject area.
- Summarize the key findings and their significance.
- Offer recommendations based on the research findings for further study or preservation efforts.

References

- List all sources cited in the report in a consistent format.

Appendices

- Include additional data, interview transcripts, notes, or documents that are relevant to the report but not integral to its main text.

9. Evaluation Pattern

Evaluation during the FP program involves two key components: External Evaluation (40%) and Internal Evaluation (60%).

(i) Internal Evaluation by Guide (Marks 20)

Criteria	Marks
Field visit completion, Attendance and interaction	10
Overall Report quality	10
Total	20

(ii) External Evaluation (Marks 30)

Criteria	Marks
Objectives, Literature Review, Methodology, Data Analysis, Conclusion and Recommendations	15
Overall Project Report Structure and Style	5
Presentation Skills & Communication	10
Total	30

Appendix I
GUIDE INTERACTION DIARY FORM

I, the undersigned Ms /Mr. _____ Roll
No. _____ studying in the _____ Year of _____ Full-
time Course is doing my project work under the guidance of Dr./Ms./Mr.
_____, wish to state that I have met my Internal
guide on the following dates mentioned below for Project Guidance:-

Sr.No.	Date	Signature of the Internal Guide

Signature of the Candidate

Signature of Internal Guide

IMPORTANT: It is expected that student will be meeting their guide at least five times for the project work interaction. The candidate should retain the above stated 'Project Guide Interaction Certificate Form' and submit the same with required signatures of the guide while submitting the Project to the Institute.

THE PROJECT REPORT WILL NOT BE ACCEPTED WITHOUT THE DULY FILLED PROJECT GUIDE INTERACTION CERTIFICATE.

Appendix II

Main Page Format of Project Report

Title of the Project

Name of the Student

(Name of Academic Course and Academic Year Details)

Example: Masters in Management Studies

Under the Guidance of

Name of Guide

Name of the Department/College/Institute

Academic Year – 2024-25

Appendix III

Name of the Department/College/Institute

Certificate

I hereby certify that Mr./Ms. _____, Student of _____ Institute studying in _____, has completed a project titled _____ in the area of _____ specialization for the academic year 2024-2025. To the best of my knowledge the work of the student is original and the information included in the project is correct.

Internal Guide

Head of the Department

Principal

Annexure IV

Declaration

I, Mr./Ms. _____ Student of
_____ Institute studying in
_____, hereby declare that I have completed the field
project entitled _____ during the academic year
2024-2025.

The report work is original and the information/data included in the report is true emerging from the primary and/ secondary data gathered and analyzed as part of this project.

Due credit is extended on the work of Literature/Secondary Survey by endorsing it in the Bibliography as per prescribed format.

Signature of the Student with Date

Name of Student

Annexure V
Student Feedback on FP
(To be filled by Students after FP completion)

Student Name:

Seat No. /Roll No.:

Email:

Department:

Name of the Mentor:

Title/Heading of Field Project:

Brief description of FP carried out:

Dates of FP:

Was your internship experience related to your major area of study?

- Yes, to a large degree
- Yes, to a slight degree
- No, not related at all

Indicate the degree to which you agree or disagree with the following statements.

This experience has:	Strongly Agree	Agree	No opinion	Disagree	Strongly Disagree
Given me the opportunity to explore a career field					
Allowed me to apply classroom theory to practice					
Helped me develop my decision-making and problem-solving skills					
Expanded my knowledge about the work world before permanent employment					
Helped me develop my written and oral communication skills					
Provided a chance to use leadership skills (influence others, develop ideas with others, stimulate decision-making and action)					
Expanded my sensitivity to the ethical implications of the work involved					

Made it possible for me to be more confident in new situations					
Given me a chance to improve my interpersonal skills					
Helped me learn to handle responsibility and use my time wisely					
Helped me discover new aspects of myself that I didn't know existed before					
Helped me develop new interests and abilities					
Helped me clarify my career goals					
Allowed me to acquire information and/ or use equipment not available at my Institute					
Allowed me to realize socio-economic issues in the society					

- In the Institute FP program, faculty members are expected to be mentors for students. Do you feel that your faculty mentor served such a function? Why or why not?

- How well were you able to accomplish the initial goals, tasks and new skills that were set down in your learning contract? In what ways were you able to take a new direction or expand beyond your contract? Why were some goals not accomplished adequately?

- In what areas did you most develop and improve?

- What has been the most significant accomplishment or satisfying moment of your FP?

- What did you dislike about the FP?

- Considering your overall experience, how would you rate this FP? (Circle one). –
Satisfactory/ Good/ Excellent

- Give suggestions as to how your FP experience could have been improved. (Could you have handled added responsibility? Would you have liked more discussions with your professor concerning your FP? Was closer supervision needed? Was more of an orientation required?)

Signature of Student

Name

Date:

Under the Guidance of

Hon'ble Vice Chancellor
Prof. Dr. Ravindra Kulkarni

Hon'ble Pro-Vice Chancellor
(Prin.) Dr. Ajay Bhamare

FP Guidelines Draft Committee

Prof. Shivram S. Garje Convener
Off. Dean (Science and Technology)

Prof. Smita Shukla Member
Director, Alkesh Dinesh Mody Institute of Finance and Management Studies

Prof. Manisha A. Karne Member
Director, Department of Economics

Prof. Priya Vaidya Member
Head, Department of Philosophy

Dr. Suchitra Naik Member
Principal, K.G. Joshi College of Arts & N.G. Bedekar College of Commerce

AC –

Item No. –

University of Mumbai



Syllabus for Extension Work in Vertical VI - CC

Board of Studies in Extension Work

UG Second Year Program

Semester

IV (Two)

Title of Paper

Credit 2/4

Extension Work

2 Credits

From the Academic Year

2025-26

Introduction

The National Education Policy (NEP) 2020 is a comprehensive framework introduced by the Government of India to revamp the country's education system. It has replaced the previous National Policy on Education, which has aim to ensure universal access to quality education from preschool to higher education, including vocational education. NEP 2020 emphasizes a more holistic, multidisciplinary, and flexible curriculum which lay emphasis on conceptual understanding rather than rote learning allowing students to choose subjects across disciplines without strict boundaries.

The National Education Policy (NEP) 2020 of India addresses the role of higher education institutions in fostering community engagement and extension work. It highlights the social responsibility of higher education institutions towards their communities. It encourages institutions to engage with local communities, address societal challenges, and contribute to sustainable development. The policy promotes the implementation of outreach programs by higher education institutions to disseminate knowledge, provide services, and support community development. These programs may include literacy campaigns, career development programs, social issues awareness programs, health and hygiene initiatives, skill development workshops, and technology-oriented activities. The policy suggests integrating extension work into the curriculum of higher education programs. This allows learners to gain practical experience, develop leadership skills, and contribute to community development while pursuing their studies. It recognizes incentives to encourage active engagement in community service and extension activities.

Overall, NEP 2020 recognizes the significant role of higher education institutions in promoting community engagement, social responsibility, and sustainable development through extension work. By integrating extension activities into their mission and operations, institutions can contribute to building inclusive and resilient societies.

Extension work in the context of education refers to the activities and programs conducted by educational institutions to engage with communities, address societal needs, and promote social development.

Aim of Extension Work under NEP:

- Extension work aims to identify and address the specific needs and challenges faced by communities. NEP 2020 encourages higher education institutions to engage with local communities and contribute to their development by offering programs and services that

address social needs, such as literacy programs, health awareness campaigns, and vocational training.

- Extension work aims to empower communities by providing them with the knowledge, skills, and resources they need to address their own requirements and improve their quality of life.

Key objectives of Extension Work under NEP:

- To ensure equal access to quality education and educational opportunities to aspirants.
- To support the government initiatives in achieving universal foundational literacy and numeracy as per sustainable development program.
- To organize remedial programs to address the learning breaches among the youth and provide unending education opportunities.
- To offer more holistic, multidisciplinary, and flexible curricular activities with an emphasis on conceptual understanding and personality development.
- To offer a wide range of activities & promote critical thinking, creativity, and innovation.
- To provide aspirants with multiple pathways for skill development and employment.
- To implement outreach programs to disseminate knowledge, provide services, and support community development.

Extension Work Activities:

Extension Work activities introduced by DLLE are a crucial aspect of the educational environment, offering multifaceted benefits that extend beyond academic learning. Many extension activities focus on social issues, sustainability, and environmental conservation. These activities educate the communities on sustainable practices which promote inclusivity and social justice. These activities focus especially on training women in various skills, including entrepreneurship and digital literacy through various vocational skill-oriented projects offered by the department. These activities have significantly contributed to skill development among community members, leading to improved employment opportunities and personality development. Learners participate in extension work activities as part of their curriculum, to gain practical experience and to contribute to community development. Thus, engaging in extension work fosters a sense of social responsibility and civic engagement among the learners and facilitators.

Given below are the activities / programs to be conducted by the colleges as a part of Extension Work as enlisted topics. The learner will focus on enlisted topics and participate in following activities during Semester IV in this academic year.

ACTIVITIES FOR SEMESTER IV = 2 Credits

Sr. No.	Unit	No. of Lectures
1.	<p><u>Organising & Participation in Training Session</u></p> <p>Every learner should attend the orientation / training session organised by their college for orientation of annual extension work program. Attendance is compulsory. In this session the learners will be oriented about the activities to be conducted during the semester followed by question-and-answer session. The learner must read resource material and guideline carefully and plan his / her activities for the semester during academic year.</p>	2 Lectures
2.	<p><u>Participation in Project /Activities</u> (as given below)</p> <p>In this session learners will be oriented about any 5 Topics selected by college (preferably which are not taken in Semester 1 2, and 3) for awareness under Extension Work. The college may select more than 5 topics if the enrolment of learners is more than 200. The learners will participate in activities based on these topics selected by college.)</p> <ol style="list-style-type: none"> 1. Election Literacy 2. Nasha Mukti 3. My Career. 4. Physical Education and Yoga. 5. Discipline and Civic Sense. 6. Sustainable Health Practices & Precautions. 7. Care for Senior Citizens 8. Palliative Care for patients. 9. Child Care 10. Stress Management 	22 Lectures including guidance for practice session, preparations and actual conduct of program.

11. Positive Thinking.
12. Communal Harmony
13. Book Reading Practices
14. Journalism and Media
15. Sustainable Natural Resources
16. Career Opportunities in NEP 2020
17. Indian Scientists and Their Contributions
18. Women Entrepreneurs & Leadership in India
19. Digital India and Technological Innovations
20. Stop Food Waste

Learners will be oriented and motivated to participate in minimum four activities given below based on above topics:

1. Seminar /conferences, discussion sessions, debate, rallies
2. Competitions (essay/creative writing, elocution, poster/ video/ rangoli making etc. – Minimum 2 competitions)
3. Extension Work group activities of other groups in the college.
4. Prepare your PPT, design your posters / charts.
5. Survey / short term academic courses / innovative programs.
6. Field visit / field work / case studies / developing innovative engineering models / projects
7. Participation in Street Plays
8. Event / hospitality / human resource management program /assignment
9. Novel formulation development (pharmacy),
10. Self-medication survey (pharmacy),

Learners are required to prepare short videos (duration 3-4 minutes) of the activity where the college will organize such competition.

The learners will be oriented about various career development opportunities in University of Mumbai, and schemes of student development by the Government.

	<p><u>Learners will be oriented and given an opportunity for:</u></p> <ul style="list-style-type: none"> - Script writing / Direction for street play. - Composing / Singing (Songs, Powada) - Playing Musical Instrument during the event. - Participation in various college and university level competitions. - Participate in Cultural Performance / Organising Committee for Festival / Programs / Event Management. 	
3	<p><u>Participation Video / Stage Performance / Assignment / Report Writing and submission</u></p> <ul style="list-style-type: none"> - Present your report / video during the college program. - All learners enrolled in Extension Work can make activity video or stage performance (3-4 minutes duration) creating awareness about any social issues / topics enlisted here followed by assignment / report writing as per format. - College will organise a program in the hall / classroom for all learners and give them an opportunity to present their assignment / report with PPT / video presentation followed by question answer session / test / interview by the college. 	6 Lectures including guidance for practice session, preparations and actual conduct of program.

Evaluation Pattern

Internal Assessment

Sr. No.	Assessment Criteria	Maximum Marks
1	Attendance, punctuality, completion of hours, participation in programs, presentations and feedback.	10
2	Proficiency in required skill sets, overall performance, submission of written report / assignments and expected development.	10
	Total	20 Marks

External Assessment

(Based on Extension Work guidelines and five enlisted topics chosen by the college.)

Question Paper Pattern

Time: 1.00 Hours

Total Marks 30

Instructions: 1. All questions are compulsory.

2. Figures to the right indicate maximum marks.

Q.1. Rewrite the following statement by choosing correct alternative given below. - 06 Marks
(6 statements. One mark each)

Q.2. Write short Notes On (Any Two out of Four) - 06 Marks

Q.3. Answer the following questions. (Any Three out of Five) - 18 Marks

References:

- Agricultural Extension: Principles and Methods" by "Ray V. Herren (2008)
- Agricultural Extension by G. S. R. Murthy (2010)
- Agricultural Extension in Developing Countries by R. W. Snapp (2012)
- 'Community Development: Theory and Practice' by Margaret Ledwith (2020)
- Extension Communication and Management by B. M. Panda (2016)
- Extension Education: Principles and Practice by Dahama and Bhatnagar (2017)
- Guidelines for Extension Work published by Department of Lifelong Learning and Extension, University of Mumbai.
- Introduction to Agricultural Extension by S. S. Acharya (2015)
- 'Innovation in India: Combining Economic Growth with Inclusive Development' edited by Sunil Mani and Henny Romijn.
- 'Participatory Extension Approaches for Sustainable Development' by Chambers and Guijt (2019)
- 'Rural Development and Extension Education' by Singh and Swanson (2018)
- 'Social Work and Community Development' by Pawar and Cox (2019)

Semester IV

As per NEP 2020

Integrated Theatre Production: Stage Craft, Costume, Music and Technology

Syllabus for Two Credits Programme

With effect from Academic Year 2025-2026

Aims and Objectives

- Theorize the semiotic and emotional functions of lighting and costume design within various theatrical traditions.
- Critically examine the historical evolution and theoretical paradigms of lighting and costume design in stagecraft.
- Explore the interplay between visual design elements and narrative dramaturgy in theatrical performance.
- Understand technical terminologies and design documentation processes from a theoretical perspective.
- Discuss the role of modern technologies (e.g., DMX, lighting consoles) and their theoretical implications on visual design aesthetics.
- Evaluate costume design strategies in relation to character psychology, period accuracy, and genre conventions.

Learning Outcomes

The course will enable the learner to

- **Define and describe** key theoretical concepts related to lighting and costume design in theatre.
- **Interpret** the narrative and symbolic meanings conveyed through visual design elements in performance.
- **Analyze** lighting and costume designs using appropriate theoretical and historical frameworks.
- **Discuss** the interrelationship between text, character, and design from a theoretical standpoint.
- **Compare and contrast** design practices across different theatrical genres and periods.
- **Evaluate** how technological advancements have influenced theoretical approaches to stage design.

Modules at Glance Semester IV

Module No.	Unit	Content	No. of Hours
1	I	Stage Lighting Design and Documentation	07
	II	Principles and Practice of Costume Design	08
2	III	Background Music and Sound Design	07
	IV	Technological Tools in Theatre Production	08
Total No. of Hours			30

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

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

Scheme of Evaluation

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

Semester IV (50 Marks - 2 Credits)

Internal Evaluation (20 Marks)

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

Semester End Examination (30 Marks)

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

Reference Books

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

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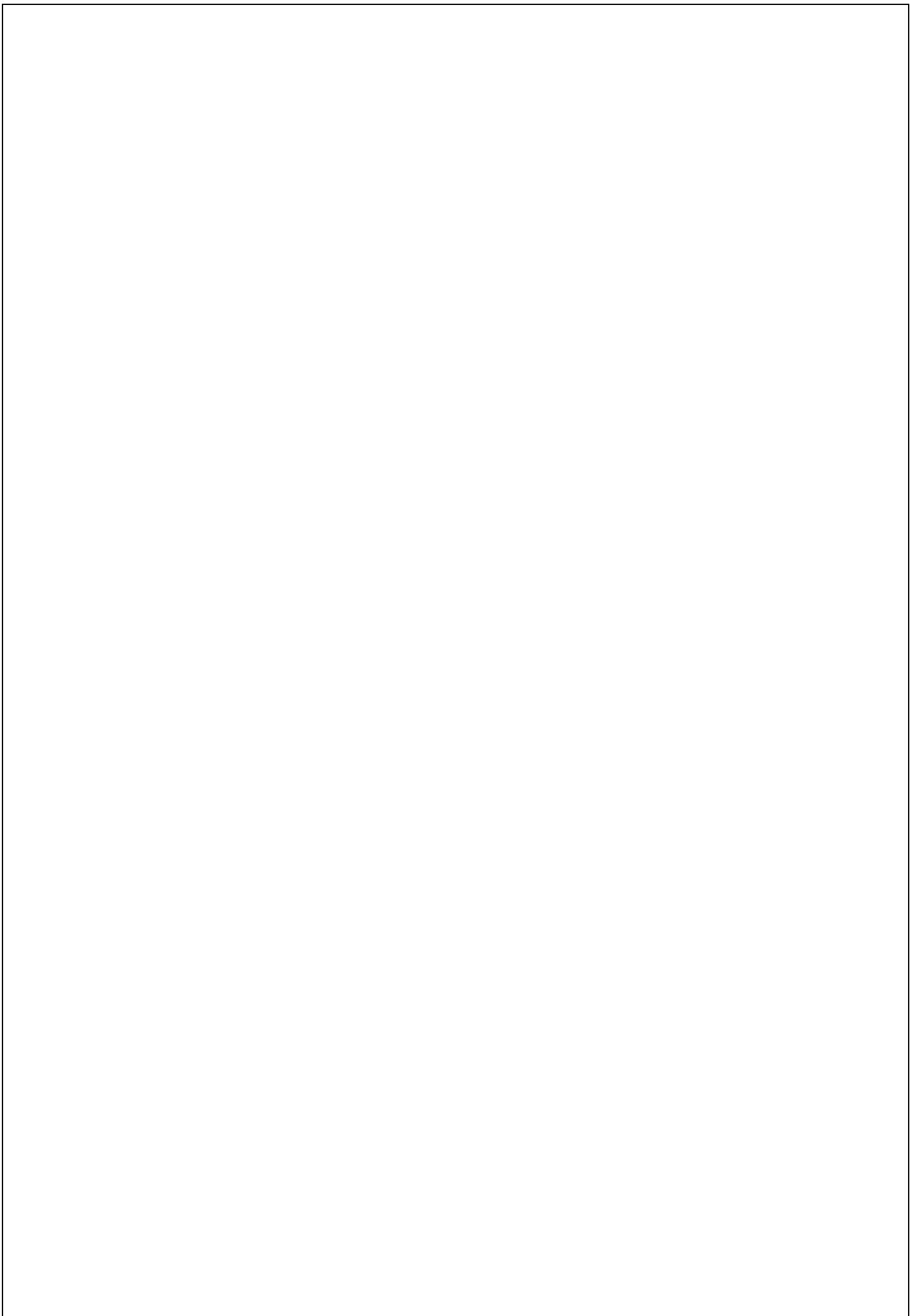
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UNIVERSITY OF MUMBAI

Semester IV

(w.e.f. June, 2025)

Sub: - NSS- Youth and Disaster Management

Credits: 02

Lectures: 30

Marks:50

Unit Number	SEMESTER 4 Title of the Unit	No. of Lecture	No. of Credits
1	Youth and Disaster Management- Meaning and Types of Disasters – Natural and Man-Made disasters, preparedness, Disaster Risk reduction: Preparedness, Mitigation, Response, Relief, Rehabilitation, Reconstruction.	10	
2	Project:	20	
	• Project work is mandatory for all the students in IV semester.		
	• They can carry out project work under the supervision of the teacher in-charge of NSS and at the end of the semester a project report shall be presented and viva voce shall be conducted.		
	• The Project work can be carried out independently or in a group.		
	The project work shall be community based and selected preferably from the adopted villages/ slums/ neighborhoods.		
Project Submission and Presentation VIVA-VOCE			

Note:

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

**Evaluation Pattern
Internal Assessment**

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

**External Assessment
Question Paper Pattern**

Time: 1:00 Hours

Total Marks: 30

Introduction:-1. All questions are compulsory.

2. Figure to the Right indicates full marks.

3. Draw neat labeled drawings wherever necessary.

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

06 marks.

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

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

06marks

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

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

18 marks

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

NSS Project Report Format

(For Projects in Adopted Area / Village)

➤ **Cover Page**

- Name of the Institution
- Title of the Project (e.g., "Cleanliness Drive in XYZ Village")
- Name(s) of Student Volunteer(s)
- Name of Programme Officer
- Duration of the Project
- Date of Submission

➤ **Certificate**

- Issued by the Programme Officer/NSS Coordinator certifying the successful completion of the project.

➤ **Acknowledgment**

- Brief section to thank authorities, community members, NSS coordinators, peers, etc.

➤ **Index**

- A table listing all sections with corresponding page numbers.

1. Introduction
2. Profile of the Adopted Area / Village
3. Objectives of the Project
4. Planning and Preparation
5. Implementation of Activities
6. Outcomes and Impact
7. Challenges Faced
8. Feedback
9. Conclusion and Suggestions

➤ **Annexures**

- Photographs (with captions)
- Survey forms or questionnaires used
- Newspaper clippings (if any)
- Charts, posters, or flyers prepared

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Faculty of
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Studies**

References –

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

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

CO-CURRICULAR COURSE IN SPORTS

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

SEMESTER IV

(Syllabus to be implemented from, June 2025 onwards)

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

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

University of Mumbai
Semester IV
(w.e.f. June, 2025)

Sub:- Advanced Sports Training and Performance Evaluation

Preamble:

In an era where fitness and sports are pivotal to the holistic development of individuals, an understanding of sports training and performance evaluation is essential. This course bridges the gap between theoretical knowledge and its practical application in sports and fitness domains. Students will gain hands-on experience in training methodologies, measurement techniques, and assessment strategies to excel in their chosen field of sports and fitness.

Objectives of the Course:

- To impart practical skills in sports training and evaluation techniques.
- To encourage participation in various sports and fitness activities.
- To develop a scientific approach to training and performance assessment.
- To enhance organizational and leadership skills through event planning and volunteering.
- To foster a deeper understanding of training intensity, recovery, and testing protocols.

Program Outcomes:

By the end of the program, students will:

- Gain practical knowledge of sports training principles and methods.
- Develop the ability to conduct, evaluate, and interpret various fitness and skill-based tests.
- Learn to design and implement personalized and professional training programs.
- Acquire experience in organizing and volunteering in sports and fitness events.
- Understand the role of psychological, fitness, and skill tests in enhancing performance.

UNIVERSITY OF MUMBAI

Semester – IV

(w.e.f. June, 2025)

Sub:- Advanced Sports Training and Performance Evaluation

Credits: 02

Practical Lectures: 60

Marks:50

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

UNIVERSITY OF MUMBAI

Semester – IV

(w.e.f. June, 2025)

Sub:- Advanced Sports Training and Performance Evaluation

Credits: 02

Practical Lectures: 60

Marks:50

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

Scheme of Evaluation -

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

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

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

Semester End Examination (30 Marks)

Evaluation type	Particulars	Marks
VIVA	Viva on Advanced Sports training & testing methods and evaluation protocols	20
Submission of report	Submission of psychological or fitness testing reports	10
Total		30*

***Note - OR**

- Participation in Sports Competitions Conducted by University of Mumbai Sports Department (Students who have represented Mumbai University or College at Intercollegiate / Inter Zonal / West Zone Inter University / All Indi Inter University/ International tournament)
- Students who have represented in the above mentioned competitions should be exempted from VIVA & submission of report and should be evaluated on the basis of his/ her performance in the above mentioned competitions.

References -

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

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