

# As Per NEP 2020

## University of Mumbai



### **Title of the program**

- A-** U.G. Certificate in Accounting & Finance
- B-** U.G. Diploma in Accounting & Finance
- C-** B.Com. Accounting & Finance
- D-** B.Com. (Hons.) in Accounting & Finance
- E-** B.Com. (Hons. with Research) in Accounting & Finance

### **Syllabus for B.COM (Accounting & Finance)**

#### **Semester – I to VI**

**Ref: GR dated 20<sup>th</sup> April, 2023 for Credit Structure of UG**

**(With effect from the academic year 2024-25  
Progressively)**

# University of Mumbai



(As per NEP 2020)

| Sr. No. | Heading                                | Particulars |   |
|---------|--|-------------|---|
| 1       | <b>Title of program</b><br>O: _____A   | <b>A</b>    | <b>U.G. Certificate in Accounting &amp; Finance</b>   |
|         | O: _____B                              | <b>B</b>    | <b>U.G. Diploma in Accounting &amp; Finance</b>   |
|         | O: _____C                              | <b>C</b>    | <b>B.Com. Accounting &amp; Finance</b>  |
|         | O: _____D                              | <b>D</b>    | <b>B.Com. (Hons.) in Accounting &amp; Finance</b>   |
|         | O: _____E                              | <b>E</b>    | <b>B.Com. (Hons. with Research) in Accounting &amp; Finance</b>   |
| 2       | <b>Eligibility</b><br>O: _____A        | <b>A</b>    | As per University rules and regulations issued from time to time.<br>OR<br>Passed Equivalent Academic Level 4.0 |
|         | O: _____B                              | <b>B</b>    | Undergraduate Certificate in <b>Accounting &amp; Finance</b> Academic Level 4.5                                 |
|         | O: _____C                              | <b>C</b>    | Undergraduate Diploma in <b>Accounting &amp; Finance</b> Academic Level 5.0                                     |
|         | O: _____D                              | <b>D</b>    | Bachelor of <b>Accounting &amp; Finance</b> with minimum CGPA of 7.5 Academic Level 5.5                         |
|         | O: _____E                              | <b>E</b>    | Bachelor of <b>Accounting &amp; Finance</b> with minimum CGPA of 7.5 Academic Level 5.5                         |
| 3       | <b>Duration of program</b><br>R: _____ | <b>A</b>    | One Year  |
|         |  | <b>B</b>    | Two Years   |
|         |  | <b>C</b>    | Three Years   |
|         |  | <b>D</b>    | Four Years  |
|         |  | <b>E</b>    | Four Years  |
| 4       | <b>Intake Capacity</b><br>R: _____     | <b>80</b>   |   |

|    |  |  |                                       |
|----|--|--|---------------------------------------|
| 5  | <b>Scheme of Examination</b><br>R: _____                 | NEP<br>40% Internal<br>60% External, Semester End Examination<br>Individual Passing in Internal and External Examination |                                       |
| 6  | R: _____ Standards of Passing                            | 40%  |                                       |
| 7  | Sem. I & II Credit Structure<br>R: _____A<br>R: _____B   | Attached herewith  |                                       |
|    | Sem. III & IV Credit Structure<br>R: _____C<br>R: _____D |  |                                       |
|    | Sem. V & VI Credit Structure<br>R: _____E<br>R: _____F   |  |                                       |
|    |  |  |                                       |
| 8  | <b>Semesters</b>   | A  | Sem I & II                            |
|    |  | B  | Sem I, II, III& IV                    |
|    |  | C  | Sem I, II, III, IV, V & VI            |
|    |  | D  | Sem I, II, III, IV, V, VI, VII & VIII |
|    |  | E  | Sem I, II, III, IV, V, VI, VII & VIII |
| 9  | <b>Program Academic Level</b>                            | A  | 4.5                                   |
|    |  | B  | 5.0                                   |
|    |  | C  | 5.5                                   |
|    |  | D  | 6.0                                   |
|    |  | E  | 6.0                                   |
| 10 | <b>Pattern</b>   | Semester   |                                       |
| 11 | <b>Status</b>  | New  |                                       |
| 12 | To be implemented from Academic Year Progressively       | From Academic Year: 2024-25  |                                       |

**Sign of the BOS**  
**Dr. Arvindkumar**  
**Shankarlal Luhar**  
**Board of Studies:**  
**B.Com (Accounting & Finance)**

**Sign of the**  
**Offg. Associate Dean**  
**Dr. Ravikant Balkrishna**  
**Sangurde**  
**Faculty of Commerce**

**Sign of the**  
**Offg. Associate Dean**  
**Prin. Kishori Bhagat**  
**Faculty of**  
**Management**

**Sign of the**  
**Offg. Dean**  
**Prof. Kavita Laghate**  
**Faculty of**  
**Commerce & Management**

# Preamble

## 1. Introduction

The complexities of the 21st-century business world demand a new kind of professionalism, and a Bachelor of Commerce (B.Com.) in Accounting and Finance program equips learners with the skills to excel on a global stage. This degree goes beyond basic accounting by focusing on the international landscape. Learners will gain a strong foundation in international accounting standards, financial regulations, and currency fluctuations, making learners an asset in a globalized marketplace. Furthermore, the program sharpens learner's data analysis skills, crucial for interpreting financial information, generating reports, and using accounting software – all essential for informed decision-making on a global scale.

## 2. Aims and Objectives

1. To prepare graduates for successful careers in accounting, finance, and related fields on a global scale.
2. Equip learners with a comprehensive understanding of accounting principles, financial management, cost accounting, taxation, and financial analysis.
3. Foster awareness of ethical and sustainable practices in global business operations.
4. Cultivate critical thinking and decision-making abilities for sound financial judgment in a global context.
5. Prepare students for pursuing professional certifications in accounting and finance (e.g., CA, CPA, CFA).

## 3. Learning and Outcomes

PO1: Learners will possess a comprehensive understanding of international accounting standards, financial regulations, and currency fluctuations, allowing them to analyze and navigate complex financial situations on a global scale.

PO2: Learners will be equipped with strong analytical and data interpretation skills, enabling them to generate insightful financial reports, utilize accounting software effectively, and make informed financial decisions in a global context.

PO3: Communicate financial information effectively with diverse stakeholders in a globalized business environment.

PO4: Learners will apply ethical principles and sustainability considerations within accounting and finance, understanding their impact on global business operations.

PO5: Learners will be well-prepared to pursue professional certifications in accounting and finance (e.g., CA, CPA, CFA) and demonstrate the necessary skills and knowledge to succeed in the globalized accounting and finance professions.

## 4. Any other point (if any)

The future of finance is about more than just numbers. As a BAF learner, when coupled with certificate courses the learner is positioned to be at the forefront of emerging trends like blockchain technology for secure transactions, artificial intelligence for smarter financial modeling, and sustainable finance practices that prioritize environmental and social impact alongside profit. With a B. Com in Accounting and Finance, learner be equipped to not only navigate the traditional landscape but also shape the future of this dynamic field.



# 1) Credit Structure of the Program B. Com (Accounting & Finance) Sem I, II, III, IV, V & VI

Under Graduate Certificate in in Accounting & Finance

Credit Structure (Sem. I & II)

|   | R: _____ A |                                |           |       |     |  |                        |                      |                 |                   |  |
|---|------------|--------------------------------|-----------|-------|-----|--|------------------------|----------------------|-----------------|-------------------|--|
| Level   | Semester   | Major                          |           | Minor | OE  | VSC, SEC (VSEC)  | AEC, VEC, IKS          | OJT, FP, CEP, CC, RP | Cum. Cr. / Sem. | Degree/ Cum. Cr.  |  |
|   |            | Mandatory                      | Electives |       |     |  |                        |                      |                 |                   |  |
| 4.5   | I          | Financial Accounting-I (04)    |           |       | 2+2 | Vocational Skills in Accounting & Finance Paper –I (02)  | AEC :2, VEC :2, IKS: 2 | CC:2                 | 22              | UG Certificate 44 |  |
|   |            | Auditing-I (02)                |           |       |     | Vocational Skills in Accounting & Finance Paper –II (02) |                        |                      |                 |                   |  |
|   | R: _____ B |                                |           |       |     |  |                        |                      |                 |                   |  |
|   | II         | Financial Accounting - II (04) |           | 2     | 2+2 | Vocational Skills in Accounting Paper –III (02)          | AEC :2, VEC :2         | CC:2                 | 22              |                   |  |
|   | Cum Cr.    | 12                             | -         | 2     | 8   | 4+4  | 4+4+2                  | 4                    | 44              |                   |  |
| Exit option: Award of UG Certificate in Major with 40-44 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Majorand Minor |            |                                |           |       |     |  |                        |                      |                 |                   |  |

# Under Graduate Diploma in in Accounting & Finance

## Credit Structure (Sem. III & IV)

### Undergraduate Programs in University

|   | R: _____ C |                               |            |       |     |  |                |                     |                 |                  |  |
|---|------------|-------------------------------|------------|-------|-----|--|----------------|---------------------|-----------------|------------------|--|
| Level   | Sem ester  | Major                         |            | Minor | OE  | VSC, SEC (VSEC)  | AEC , VEC ,IKS | OJT, FP, CEP, CC,RP | Cum. Cr. / Sem. | Degree/ Cum. Cr. |  |
|   |            | Mandatory                     | Electi ves |       |     |  |                |                     |                 |                  |  |
| 5.0   | III        | Financial Accounting-III (04) |            | 4     | 2+2 | Vocational Skills in Accounting & Finance Paper –V (02)  | AEC: 2         | FP: 2<br>CC:2       | 22              | UG Diploma 88    |  |
|   |            | Cost Accounting-I (04)        |            |       |     |  |                |                     |                 |                  |  |
|   | R: _____ D |                               |            |       |     |  |                |                     |                 |                  |  |
|   | IV         | Financial Accounting-IV (04)  |            | 4     | 2+2 | Vocational Skills in Accounting & Finance Paper –VI (02) | AEC: 2         | CEP: 2<br>CC:2      | 22              |                  |  |
|   | Cu m Cr.   | 28                            |            | 10    | 12  | 6+6  | 8+4+2          | 8+4                 | 88              |                  |  |
| Exit option; Award of UG Diploma in Major and Minor with 80-88 credits and an additional 4 credits core NSQF course/ Internship OR Continuewith Major and Minor |            |                               |            |       |     |  |                |                     |                 |                  |  |

**B.Com. (Accounting & Finance)****Credit Structure (Sem. V & VI)****Undergraduate Programs in University**

|   | R: _____ E |   |           |       |     |  |               |                      |                 |                   |
|---|------------|---|-----------|-------|-----|--|---------------|----------------------|-----------------|-------------------|
| Level   | Semester   | Major   |           | Minor | OE  | VSC, SEC (VSEC)  | AEC, VEC, IKS | OJT, FP, CEP, CC, RP | Cum. Cr. / Sem. | Degree / Cum. Cr. |
|   |            | Mandatory                                     | Electives |       |     |  |               |                      |                 |                   |
| 5.5   | V          | Financial Accounting V (04)                   | 4         | 4     | 2+2 | Vocational Skills in Accounting & Finance Paper – VII (02) |               | FP/CEP :2            | 22              | UG Degree 132     |
|   |            | Direct & Indirect Tax- I (Direct Tax) (04)    |           |       |     |  |               |                      |                 |                   |
|   |            | Management Accounting I (02)                  |           |       |     |  |               |                      |                 |                   |
|   | R: _____ F |   |           |       |     |  |               |                      |                 |                   |
|   | VI         | Financial Accounting VI (04)                  | 4         | 4     | 2+2 |  |               | OJT :4               | 22              |                   |
|   |            | Direct & Indirect Tax- II (Indirect Tax) (04) |           |       |     |  |               |                      |                 |                   |
|   |            | Management Accounting II (02)                 |           |       |     |  |               |                      |                 |                   |
|   | Cum Cr.    | 48  | 8         | 18    | 12  | 8+6  | 8+4+2         | 8+6+4                | 132             |                   |
| <b>Exit option: Award of UG Degree in Major with 132 credits OR Continue with Major and Minor</b> |            |   |           |       |     |  |               |                      |                 |                   |

[Abbreviation - OE – Open Electives, VSC – Vocation Skill Course, SEC – Skill Enhancement Course, (VSEC), AEC – Ability Enhancement Course, VEC – Value Education Course, IKS – Indian Knowledge System, OJT – on Job Training, FP – Field Project, CEP – Continuing Education Program, CC – Co-Curricular, RP – Research Project ]

# Sem. – I

|                               |   |                             |           |
|-------------------------------|---|-----------------------------|-----------|
| <b>Course</b>                 | <b>Financial Accounting-I (Semester I; Level 4.5)</b>                                 | <b>Credits</b>              | <b>04</b> |
| <b>Type</b>                   | <b>Major: Mandatory</b>   | <b>No of Teaching hours</b> | <b>60</b> |
| <b>Evaluation/ Assessment</b> | <b>100 marks- 60 marks semester end evaluation and 40 marks continuous evaluation</b> |                             |           |

### Course Objectives

|     |   |
|-----|---|
| CO1 | To recognize the fundamental accounting concepts and conventions in financial reporting and understand its applicability. To articulate the applicability and valuation of selected Accounting Standards. |
| CO2 | To ascertain the process of preparation of final accounts for a proprietary manufacturing firm.   |
| CO3 | To employ the principles of departmental accounting involving expenses and inter-departmental transactions while preparing the final accounts of the departmental store.                                  |
| CO4 | To illustrate the principles of hire purchase accounting through the preparation of journal, ledger, and disclosure in the balance sheet in the books of hirer and vendor.                                |

### Learning Outcomes

|     |  |
|-----|--|
| LO1 | The learner will be able to identify and explain the various accounting concepts and conventions applicable to the accounting system. The learner will be able to identify, summarize, distinguish the purpose of policies and commute the valuation of selected Accounting Standards. |
| LO2 | The learner will be able to calculate the profit/loss of the manufacturing firm and prepare its final accounts.  |
| LO3 | The learner will be able to figure out the impact of inter-departmental transfers and prepare the final accounts of the departmental store.  |
| LO4 | The learner will be able to calculate the interest on the outstanding balance and prepare the journal, and ledger in the books of the hirer and vendor involved in the hire purchase system.   |

### MODULES AT GLANCE

| <b>Module No</b> | <b>Content</b>  | <b>No of Hours</b> |
|------------------|---|--------------------|
| 1                | Introduction to Accounting Concepts and Accounting Standards. | 15                 |
| 2                | Final Accounts of Manufacturing Concern.                      | 15                 |
| 3                | Departmental Accounts.  | 15                 |
| 4                | Accounting for Hire Purchase.                                 | 15                 |
|                  |   | <b>60</b>          |

| Module No | Content   | No of Hours |
|-----------|---|-------------|
| 1         | <p><b><u>Introduction to Accounting Concepts &amp; Accounting Standards.</u></b></p> <ul style="list-style-type: none"> <li>• Brief Overview of Accounting Concepts and Conventions.</li> <li>• Meaning and Classification - Capital, Revenue: Expenditure and Receipts, Profit and Loss.</li> <li>• Accounting Standard (AS) and Ind-AS &amp; IFRS – An Introduction, Concepts and Benefits.</li> <li>• AS – 1 Disclosure of Accounting Policies. (Inclusive of small case studies)</li> <li>• AS – 2 Valuation of Inventories. (Inclusive of small case studies)</li> <li>• AS - 9 Revenue Recognition. (Inclusive of small case studies)</li> <li>• Meaning of Inventories</li> <li>• Cost for Inventory Valuation.</li> <li>• Inventory Systems: Periodic Inventory System and Perpetual Inventory System Valuation: Meaning, Importance and Difference.</li> <li>• Methods of Stock Valuation as per AS – 2: (Practical Illustrations)</li> <li>• FIFO and Weighted Average Method only.</li> <li>• Computation of Valuation of Inventory as on Balance Sheet Date: (If Inventory is taken on a Date After the Balance Sheet or Before the Balance Sheet)</li> </ul> | 15          |
| 2.        | <p><b><u>Final Accounts of Manufacturing Concern</u></b></p> <ul style="list-style-type: none"> <li>• Introduction and meaning.</li> <li>• Components of Final Accounts of Manufacturing Concern (Proprietary Firm).</li> <li>• Closing and Adjustment Entries in Final Accounts of Manufacturing Concern.</li> <li>• Preparation of Trading Account, Manufacturing Account, Profit &amp; Loss Account and Balance Sheet.</li> </ul>  | 15          |
| 3.        | <p><b><u>Departmental Accounts</u></b></p> <ul style="list-style-type: none"> <li>• Introduction and meaning.</li> <li>• Basic Principles of Departmental Accounts.</li> <li>• Allocation of Expenses.</li> <li>• Inter-Departmental Transfers at Cost / Invoice Price.</li> <li>• Preparation of Final Accounts.</li> </ul>  | 15          |
| 4         | <p><b><u>Accounting for Hire Purchase</u></b></p> <ul style="list-style-type: none"> <li>• Introduction and meaning.</li> <li>• Basic Principles of Hire Purchase Accounting.</li> <li>• Methods of accounting for hire purchase.</li> <li>• Calculation of interest.</li> <li>• Accounting for hire purchase transactions by asset purchase method based on full cash price.</li> <li>• Journal entries, ledger accounts and disclosure in balance sheet for hirer and vendor (excluding default, repossession and calculation of cash price).</li> </ul>  | 15          |

**Reference Books:**

1. Introduction to Accountancy by T.S. Grewal, S. Chand and Company (P) Ltd., New Delhi
2. Advance Accounts by Shukla and Grewal, S. Chand and Company (P) Ltd., New Delhi
3. Advanced Accountancy by R.L Gupta and M. Radhaswamy, S. Chand and Company (P) Ltd., New Delhi
4. Modern Accountancy by Mukherjee and Hanif, Tata Mc. Grow Hill and Co. Ltd., Mumbai
5. Financial Accounting by Lesile Chandwichk, Pentice Hall of India Adin Bakley (P) Ltd., New Delhi
6. Financial Accounting for Management by Dr. Dinesh Harsalekar, Multi-Tech. Publishing Co. Ltd., Mumbai
7. Jha, Luhar & Sharma, Financial Accounting -I, Himalayan Publication, Mumbai.
8. Financial Accounting by P.C. Tulsian, Pearson Publications, New Delhi
9. Accounting Principles by R.N. Anthony and J.S. Reece, Richard Irwin, Inc
10. Financial Accounting by Monga, J.R. Ahuja, Girish Ahuja and Ashok Shehgal, Mayur Paper Back, Noida
11. Financial Accounting by Williams, Tata Mc. Grow Hill and Co. Ltd., Mumbai
12. Financial Accounting by V. Rajasekaran, Pearson Publications, New Delhi
13. Introduction to Financial Accounting by Horngren, Pearson Publications, New Delhi
14. Financial Accounting by M. Mukherjee and M. Hanif, Tata McGraw Hill Education Pvt. Ltd., New Delhi

**Format of Question Paper:** for the final examination

**Attempt any 4 out of 6 questions.**

| Question No | Questions         | Marks     |
|-------------|-------------------|-----------|
| Q1          | Practical/ Theory | 15        |
| Q2          | Practical/ Theory | 15        |
| Q3          | Practical/ Theory | 15        |
| Q4          | Practical/ Theory | 15        |
| Q5          | Practical/ Theory | 15        |
| Q6          | Practical/ Theory | 15        |
|             | <b>TOTAL</b>      | <b>60</b> |

**Note**

1. Equal Weightage is to be given to all the modules.
2. 15 marks question may be subdivided into 8 marks + 7 marks, 10 marks + 5 marks and 5 marks + 5 marks + 5 marks. Internal options may be given however it is not mandatory.
3. Use of simple calculator is allowed in the examination.
4. Wherever possible more importance is to be given to the practical problem.

**Continuous Evaluation: Internal (40 marks)**

|   | Assessment/ Evaluation  | Marks |
|---|---|-------|
| 1 | Class Test during the lectures. (Physical/ Online mode)<br>(Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/ Puzzles) | 20    |
| 2 | Participation in Workshop/ Conference/Seminar, Assignment & Viva.<br>(Physical/Online mode)                                       | 10    |
| 3 | Participation in Case Study/ Field Visit /Certificate Course. (Physical/Online mode)  | 10    |



|                               |   |                             |           |
|-------------------------------|---|-----------------------------|-----------|
| <b>Course</b>                 | <b>Auditing- I (Semester I; Level 4.5)</b>  | <b>Credits</b>              | <b>02</b> |
| <b>Type</b>                   | <b>Major: Mandatory</b>   | <b>No of Teaching hours</b> | <b>30</b> |
| <b>Evaluation/ Assessment</b> | <b>50 marks - 30 marks semester end evaluation and 20 marks continuous evaluation</b> |                             |           |

### **Aims and Objectives**

|            |  |
|------------|--|
| <b>CO1</b> | To introduce basics of auditing, principles of auditing, types of audits and types of errors and frauds.   |
| <b>CO2</b> | To enable learners to plan the audit, know the procedures required to conduct an audit and maintenance of required documentation as per SA for audit evidence. |

### **Learning Outcomes**

|            |  |
|------------|--|
| <b>LO1</b> | Learners will be able understand the meaning, need for, importance, types of auditing and distinguish between errors and frauds.               |
| <b>LO2</b> | Learners will be understanding how an auditor should plan an audit, conduct audit procedures and prepare documentation required as per SA 230. |

### **MODULES AT GLANCE**

| <b>Module No</b> | <b>Unit</b> | <b>Content</b>   | <b>No of Hours</b> |
|------------------|-------------|--|--------------------|
| 1                | I           | Introduction to Auditing   | 08                 |
|                  | II          | Principles of Audit  | 07                 |
| 2                | III         | Audit Planning, Procedures and Documentation: Audit planning & program | 08                 |
|                  | IV          | Audit Planning, Procedures and Documentation: Audit working papers     | 07                 |
|                  |             |  | <b>30</b>          |



**Reference Books:**

1. Contemporary Auditing by Kamal Gupta, Tata Mc-Graw Hill, New Delhi
2. A Handbook of Practical Auditing by B.N. Tandon, S. Chand and Company, New Delhi
3. Fundamentals of Auditing by Kamal Gupta and Ashok Arora, Tata McGraw Hill, New Delhi
4. Auditing: Principles and Practice by Ravinder Kumar, Virender Sharma, PHI Learning Pvt. Ltd., New Delhi
5. Auditing and Assurance for CA IPCC by Sanjib Kumar Basu, Pearson Education, New Delhi
6. Contemporary Auditing by Kamal Gupta, McGraw Hill Education Pvt. Ltd., New Delhi
7. Fundamentals of Auditing by Kamal Arora and Ashok Gupta, Tata McGraw Hill, New Delhi
8. Jha & Shah, (2018) Advance Auditing, Himalayan Publication, Mumbai.

**Format of Question Paper:** for the final examination

**Attempt any 2 out of 3 questions.**

| Question No | Questions         | Marks     |
|-------------|-------------------|-----------|
| Q1          | Practical/ Theory | 15        |
| Q2          | Practical/ Theory | 15        |
| Q3          | Practical/ Theory | 15        |
|             | <b>TOTAL</b>      | <b>30</b> |

**Note**

1. Equal Weightage is to be given to all the modules.
2. 15 marks question may be subdivided into 8 marks + 7 marks, 10 marks + 5 marks and 5 marks + 5 marks + 5 marks. Internal options may be given however it is not mandatory.
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 through:**

|    | Assessment/ Evaluation   | Marks     |
|----|--|-----------|
| 1. | Class Test during the lectures. (Physical/ Online mode).<br>(Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/ puzzles) | 10        |
| 2. | Participation in Workshop/ Conference/Seminar/ Case Study/Field Visit/ Certificate Course. (Physical/Online mode)                  | 10        |
|    | <b>TOTAL</b>   | <b>20</b> |

|                               |  |                             |           |
|-------------------------------|--|-----------------------------|-----------|
| <b>Course</b>                 | <b>Vocational Skills in Accounting and Finance Paper – I (Introduction to Financial Functions)<br/>(Semester I; Level 4.5)</b> | <b>Credits</b>              | <b>02</b> |
| <b>Type</b>                   | <b>VSC, SEC: (VSEC)</b>  | <b>No of Teaching hours</b> | <b>30</b> |
| <b>Evaluation/ Assessment</b> | <b>50 marks - 30 marks semester end evaluation and 20 marks continuous evaluation</b>  |                             |           |

## Preface

The complexity of financial data and the increasing demand for data-driven insights make Excel proficiency a vital skill across industries. In today's digital age, proficiency in Microsoft Excel has become an indispensable skill, particularly for individuals pursuing careers in finance and business.

This course aims to fulfill the need for Excel proficiency among new generation learners, preparing them for the challenges of the modern workplace. By the end of the course, learners will emerge with the confidence and proficiency to leverage Excel as a powerful tool for financial analysis and reporting. Whether they are aspiring finance professionals, business analysts, or entrepreneurs, this course will provide them with a competitive edge in today's data-driven economy.

## Aims and Objectives

|     |   |
|-----|---|
| CO1 | To familiarize learners with the Excel interface and basic functions.                     |
| CO2 | To enable learners to use Excel for arithmetic operations, data analysis, and formatting. |
| CO3 | To introduce learners to financial functions manually and in excel.                       |

## Learning Outcomes

On successful completion of the course,

|     |   |
|-----|---|
| LO1 | Learners will proficiently navigate the Excel interface, utilizing tabs and functions effectively.  |
| LO2 | Learners will be able to perform arithmetic operations and data analysis tasks using Excel, enhancing their analytical skills.                |
| LO3 | Learners will be able to use Excel functions for financial calculations, enhancing their financial analysis and decision-making capabilities. |

| Module No                              | Content  | No of Hours |
|--|--|-------------|
| 1. <b>Excel Basics</b>                 | <ul style="list-style-type: none"> <li>• Introduction to Excel</li> <li>• Understanding the Excel interface: Tabs and its function.</li> <li>• Basic Excel functions and formulas: Arithmetic Operations, SUM Function, Average Function, MAX/MIN Function, Count Function.</li> <li>• Use of Artificial Intelligence Tool for generating formulas and custom formatting.</li> <li>• Formatting in Excel: Table, Rows and Layout.</li> </ul> | 15          |
| 2. <b>Financial Functions in Excel</b> | <ul style="list-style-type: none"> <li>• Understanding financial functions: Present Value, Future Value, Net Present Value and Internal Rate of Return and its calculation manual and using excel.</li> <li>• Depreciation functions: Straight Line Depreciation and Reducing Balance method and its calculation manual and using excel.</li> </ul>  | 15          |

(Note: The module/s are to be taught with the help of the computer wherever practical exposure is required.

Information: Model question paper for external exam will be provided during the workshops.

#### Reference Books

1. Quick course in Micro-soft office - Joyce Cox, Polly Orban
2. Office 2019 complete reference - Stephen L.Nelson
3. Rajkamal, Internet and web Technologies, Tata McGraw Hill (2013)
4. Mastering Office 2013 - GimiCouser
5. Excel with Microsoft Excel: Comprehensive & Easy Guide to Learn Advanced MS Excel 2019 by Naveen Mishra
6. Mastering Microsoft Excel Functions and Formulas 2010 by Web Tech Solutions
7. Microsoft Excel: Shortcut keys and Formulas 2021 by Kabir Das

**Format of Question Paper:** for the final examination

**Attempt any 2 out of 3 questions.**

| Question No | Questions         | Marks     |
|-------------|-------------------|-----------|
| Q1          | Practical/ Theory | 15        |
| Q2          | Practical/ Theory | 15        |
| Q3          | Practical/ Theory | 15        |
|             | <b>TOTAL</b>      | <b>30</b> |

**Note**

1. Equal Weightage is to be given to all the modules.
2. 15 marks question may be subdivided into 8 marks + 7 marks, 10 marks + 5 marks and 5 marks + 5 marks + 5 marks. Internal options may be given however it is not mandatory.
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 through:**

|    | <b>Assessment/ Evaluation</b>   | <b>Marks</b> |
|----|---|--------------|
| 1. | Class Test during the lectures. (Physical/ Online mode).<br>(Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/<br>puzzles) | 10           |
| 2. | Participation in Workshop/ Conference/Seminar/ Case Study/Field<br>Visit/ Certificate Course. (Physical/Online mode)                  | 10           |
|    | <b>TOTAL</b>  | <b>20</b>    |

|                                   |  |                                 |           |
|-----------------------------------|--|---------------------------------|-----------|
| <b>Course</b>                     | <b>Vocational Skills in Accounting &amp; Finance Paper – II<br/>(Preparation of Financial Budgets) (Semester I;<br/>Level 4.5)</b> | <b>Credits</b>                  | <b>02</b> |
| <b>Type</b>                       | <b>VSC, SEC: (VSEC)</b>  | <b>No of Teaching<br/>hours</b> | <b>30</b> |
| <b>Evaluation/<br/>Assessment</b> | <b>50 marks - 30 marks semester end evaluation and 20 marks continuous evaluation</b>  |                                 |           |

### Preface

In today's fast-paced business environment, organizations rely heavily on accurate financial budgets to make informed decisions and allocate resources effectively. Excel has emerged as the go-to tool for budget preparation due to its versatility and powerful features. This course aims to equip learners with the excel skills needed to excel in financial budgeting and analysis.

Through this course, learners will not only gain a solid understanding of financial budgeting fundamentals but also master the use of Excel for budget preparation. They will learn to set up excel worksheets, import data from various sources, and utilize Excel's functions for efficient data analysis. Additionally, learners will be trained to create Pivot tables and charts to visualize budgetary information effectively.

The need for this course is evident in today's job market, where employers seek candidates with strong excel skills for financial analysis roles. By enhancing their excel proficiency, learners will not only increase their employability but also improve their efficiency and accuracy in financial budgeting tasks.

### Aims and Objectives

|     |  |
|-----|--|
| CO1 | To introduce learners to the fundamentals and preparation of financial budgets.  |
| CO2 | To equip learners with the skills to set up excel worksheets and convert data from various sources into excel.                     |
| CO3 | To train learners in the preparation of financial budgets using Excel, leveraging its functionalities for efficient data analysis. |
| CO4 | To enable learners to analyze data, create Pivot tables, and generate charts to visualize budgetary information effectively.       |

### Learning Outcomes

On successful completion of the course,

|     |   |
|-----|---|
| LO1 | Learners will be able to summarize, compare and contrast different components of financial budgets.   |
| LO2 | Learners will acquire the skills to set up excel worksheets and import data from different sources, ensuring accuracy and efficiency in budget preparation.   |
| LO3 | Learners will be proficient in preparing financial budgets using excel, utilizing its features for accurate calculations and data organization.               |
| LO4 | Learners will be able to analyze budgetary data, create Pivot tables, and generate charts in excel to effectively visualize and interpret budget information. |

| Module No                              | Content  | No of Hours |
|--|--|-------------|
| 1. Introduction to Financial Budgeting | <ul style="list-style-type: none"> <li>Understanding the concept of financial budgeting</li> <li>Importance and benefits of budgeting</li> <li>Types of budgets.</li> <li>Preparation of Flexible Budget and Sales Budget manually.</li> </ul>                     | 15          |
| 2. Preparation of Budgets in Excel     | <ul style="list-style-type: none"> <li>Setting up a worksheet or converting data from picture into excel.</li> <li>Preparation of Flexible Budget and Sales Budget in excel.</li> <li>Analyse Data using Excel.</li> <li>Prepare Pivot table and chart.</li> </ul> | 15          |

(Note:

The module/s are to be taught with the help of the computer wherever practical exposure is required)

Information: Model question paper for external exam will be provided during the workshops

### References

1. Introduction to Financial Planning by Indian Institute of Banking & Finance
2. David N. Hyman: Public Finance A Contemporary Application of theory of policy, Krishna Offset, Delhi
3. Hoiughton E.W. (1998) : Public Finance, Penguin, Baltimore
4. Hajela T.N: Public Finance – Anne Books Pvt. Ltd
5. Excel with Microsoft Excel: Comprehensive & Easy Guide to Learn Advanced MS Excel 2019 by Naveen Mishra
6. Mastering Microsoft Excel Functions and Formulas 2010 by Web Tech Solutions
7. Microsoft Excel: Shortcut keys and Formulas 2021 by Kabir Das

**Format of Question Paper:** for the final examination

**Attempt any 2 out of 3 questions.**

| Question No | Questions         | Marks     |
|-------------|-------------------|-----------|
| Q1          | Practical/ Theory | 15        |
| Q2          | Practical/ Theory | 15        |
| Q3          | Practical/ Theory | 15        |
|             | <b>TOTAL</b>      | <b>30</b> |

### Note

1. Equal Weightage is to be given to all the modules.
2. 15 marks question may be subdivided into 8 marks + 7 marks, 10 marks + 5 marks



and 5 marks + 5 marks + 5 marks. Internal options may be given however it is not mandatory.

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 through:**

|    | Assessment/ Evaluation  | Marks     |
|----|---|-----------|
| 1. | Class Test during the lectures. (Physical/ Online mode).<br>(Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/<br>puzzles) | 10        |
| 2. | Participation in Workshop/ Conference/Seminar/ Case Study/Field<br>Visit/ Certificate Course. (Physical/Online mode)                  | 10        |
|    | <b>TOTAL</b>  | <b>20</b> |

# SEMESTER II

|                               |  |                             |           |
|-------------------------------|--|-----------------------------|-----------|
| <b>Course</b>                 | <b>Financial Accounting II (Semester II; Level 4.5)</b>                                | <b>Credits</b>              | <b>04</b> |
| <b>Type</b>                   | <b>Major: Mandatory</b>  | <b>No of Teaching hours</b> | <b>60</b> |
| <b>Evaluation/ Assessment</b> | <b>100 marks - 60 marks semester end evaluation and 40 marks continuous evaluation</b> |                             |           |

### **Aims and Objectives**

|     |  |
|-----|--|
| CO1 | To have a comprehensive understanding of accounting from incomplete records, with the ability to apply the conversion method effectively and prepare its final accounts.                                   |
| CO2 | To comprehend the accounting entries from consignor and consignee perspectives and apply the appropriate valuation techniques for the goods under consignment sales.                                       |
| CO3 | To understand the characteristics of dependent branches and apply specific accounting methods for the preparation of the books of accounts.  |
| CO4 | To classify and analyse the theoretical implications of various types of losses covered under fire insurance. For computing the loss of stock caused by a fire incident and ascertainment of claim amount. |

### **Learning Outcomes**

|     |   |
|-----|---|
| LO1 | The learner will be able to recall, and summarize the key concepts related to accounting from incomplete records and solve practical problems related to the preparation of final accounts of Proprietary Trading Concerns.   |
| LO2 | The learner will be able to apply the accounting principles and valuation techniques appropriately while recording journal entries and preparing ledger accounts in the books of consignor and consignee.   |
| LO3 | The learner will be able to define and articulate the characteristics that distinguish a dependent branch within a business structure and solve practical problems related to the preparation of accounts of the dependent branch in the books of the head office, demonstrating proficiency in implementing the Debtor's method and Stock & Debtor's method. |
| LO4 | The learner will be able to summarize the theoretical aspects of different types of losses covered under fire insurance and break down the components of a fire insurance claim. The learner will be able to calculate the loss of stock caused by a fire incident and prepare the statement of claim to be made to the insurance company.                    |

## MODULES AT GLANCE

| Module No | Content                             | No of Hours |
|-----------|-------------------------------------|-------------|
| 1         | Accounting from Incomplete Records. | 15          |
| 2         | Consignment Accounts.               | 15          |
| 3         | Branch Accounts.                    | 15          |
| 4         | Fire Insurance Claim.               | 15          |
|           |                                     | <b>60</b>   |

| Module No | Content  | No of Hours |
|-----------|--|-------------|
| 1         | <u><b>Accounting from Incomplete Records</b></u> <ul style="list-style-type: none"> <li>• Introduction and meaning.</li> <li>• Problems on preparation of final accounts of Proprietary Trading Concern (conversion method).</li> </ul>  | 15          |
| 2.        | <u><b>Consignment Accounts</b></u> <ul style="list-style-type: none"> <li>• Introduction and Meaning.</li> <li>• Accounting for consignment transactions.</li> <li>• Valuation of stock, Invoicing of goods at higher price. (excluding overriding commission, normal loss and abnormal loss).</li> </ul>  | 15          |
| 3.        | <u><b>Branch Accounts</b></u> <ul style="list-style-type: none"> <li>• Introduction and Meaning.</li> <li>• Classification of branch.</li> <li>• Accounting for Dependent Branch not maintaining full books: Debtors method and Stock &amp; Debtors method.</li> </ul>   | 15          |
| 4         | <u><b>Fire Insurance Claim</b></u> <ul style="list-style-type: none"> <li>• Introduction and Meaning.</li> <li>• Types of Losses- Loss of Life, Assets, Stock &amp; Profit. (Theoretical Aspects)</li> <li>• Computation of Loss of Stock by Fire.</li> <li>• Ascertainment of Claim as per the Insurance Policy. (exclude loss of profit and consequential loss)</li> </ul> | 15          |

## Reference Books

1. Introduction to Accountancy by T. S. Grewal, S. Chand and Company (P) Ltd., New Delhi
2. Advanced Accountancy by R. L Gupta and M Radhaswamy, S. Chand and Company (P) Ltd., New Delhi
3. Modern Accountancy by Mukherjee and Hanif, Tata Mc. Grow Hill & Co. Ltd., Mumbai Financial Accounting by Lesile Chandwichk, Pentice Hall of India Adin Bakley (P) Ltd.
4. Financial Accounting for Management by Dr. Dinesh Harsalekar, Multi-Tech. Publishing Co. Ltd., Mumbai.
5. Financial Accounting by P. C. Tulsian, Pearson Publications, New Delhi
6. Financial Accounting by Monga, J.R. Ahuja, Girish Ahuja and Shehgal Ashok, Mayur Paper Back
7. Financial Accounting by V. Rajasekaran, Pearson Publications, New Delhi.
8. Introduction to Financial Accounting by Horngren, Pearson Publications.
9. Financial Accounting by M. Mukherjee. M. Hanif. Tata McGraw Hill Education Private Ltd; New Delhi

**Semester End External - 60 marks**

**Time: 2:00 hrs**

**Format of Question Paper:** for the final examination

**Attempt any 4 out of 6 questions.**

| Question No | Questions         | Marks     |
|-------------|-------------------|-----------|
| Q1          | Practical/ Theory | 15        |
| Q2          | Practical/ Theory | 15        |
| Q3          | Practical/ Theory | 15        |
| Q4          | Practical/ Theory | 15        |
| Q5          | Practical/ Theory | 15        |
| Q6          | Practical/ Theory | 15        |
|             | <b>TOTAL</b>      | <b>60</b> |

## Note

1. Equal Weightage is to be given to all the modules.
2. 15 marks question may be subdivided into 8 marks + 7 marks, 10 marks + 5 marks and 5 marks + 5 marks + 5 marks. Internal options may be given however it is not mandatory.
3. Use of simple calculator is allowed in the examination.
4. Wherever possible more importance is to be given to the practical problem.

## Continuous Evaluation: Internal (40 marks)

|   | Assessment/ Evaluation  | Marks |
|---|---|-------|
| 1 | Class Test during the lectures. (Physical/ Online mode)<br>(Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/ Puzzles) | 20    |
| 2 | Participation in Workshop/ Conference/Seminar, Assignment & Viva.<br>(Physical/Online mode)                                       | 10    |
| 3 | Participation in Case Study/ Field Visit /Certificate Course.<br>(Physical/Online mode)   | 10    |

|                               |   |                             |           |
|-------------------------------|---|-----------------------------|-----------|
| <b>Course</b>                 | <b>Auditing -II (Semester II; Level 4.5)</b>  | <b>Credits</b>              | <b>02</b> |
| <b>Type</b>                   | <b>Major: Mandatory</b>   | <b>No of Teaching hours</b> | <b>30</b> |
| <b>Evaluation/ Assessment</b> | <b>50 marks - 30 marks semester end evaluation and 20 marks continuous evaluation</b> |                             |           |

### Aims and Objectives

|            |   |
|------------|---|
| <b>CO1</b> | To examine the internal controls, internal checks basics of a continual improvement process and determine the audit technique, assess the ledger and interpret the transaction. |
| <b>CO2</b> | To learn how to vouch the transactions (income and expenses) and to use the technique of verification for ascertainment of the value of assets and liabilities.                 |

### Learning Outcomes

|            |  |
|------------|--|
| <b>LO1</b> | Learners will be able to assess internal Control, Internal Check and determine the audit technique. Apply the logic of Journal & Ledger postings for Reading of Ledger accounts. |
| <b>LO2</b> | Learners will be able to find out true and fair financial position of the company by vouching the income and expenses and by verification of the assets and liabilities.         |

### MODULES AT GLANCE

| <b>Module No</b> | <b>Unit</b> | <b>Content</b>            | <b>No of Hours</b> |
|------------------|-------------|---------------------------|--------------------|
| 1                | I           | Auditing Techniques       | 15                 |
|                  | II          | Reading of Ledger Account | 05                 |
| 2                | III         | Vouching                  | 05                 |
|                  | IV          | Verification              | 05                 |
|                  |             |                           | <b>30</b>          |

| Module No | Content  | No of Hours |
|-----------|--|-------------|
| 1         | <b><u>Unit I: Auditing Techniques</u></b> <ul style="list-style-type: none"> <li>• <b>Test Check-</b> Test Checking Vs Routing Checking, Test Check Meaning, Features, Factors to be considered, When Test Checks can be used, Advantages, Disadvantages and Precautions.</li> <li>• <b>Audit Sampling-</b> Audit Sampling, Meaning, Purpose, Factors in Determining Sample Size - Sampling Risk, Tolerable Error and Expected Error, Methods of Selecting Sample Items Evaluation of Sample Results, Auditors Liability in conducting Audit based on Sample.</li> <li>• <b>Internal Control-</b> Meaning and Purpose, Review of Internal Control, Advantages, Auditors Duties, Review of Internal Control, Inherent Limitations of Internal Control, Internal Control Samples for Sales and Debtors, Purchases and Creditors, Wages and Salaries, Internal Checks Vs Internal Control, Internal Checks Vs Test Checks.</li> </ul> | 15          |
|           | <b><u>Unit II: Reading of Ledger Account</u></b> <ul style="list-style-type: none"> <li>• Reading of Ledger like Purchase, Sales, Assets, Liabilities.</li> <li>• B/R, B/P, Cash Book [Practical Questions should be Asked on Reading of Ledger Accounts]</li> </ul>   | 05          |
| 2.        | <b><u>Unit III: Vouching</u></b> <ul style="list-style-type: none"> <li>• <b>Audit of Income-</b> Revenue from Sales and Services, Rental Income, Interest &amp; Dividends Income, Royalties Income, Recovery of Bad debts written off, Commission Received.</li> <li>• <b>Audit of Expenditure-</b> Purchases, Salaries &amp; Wages, Rent, Insurance Premium, Telephone expense, Petty cash payment, Advertisement, Travelling Salesmen's Commission, Freight, Carriage and Custom Duties.</li> </ul>   | 05          |
|           | <b><u>Unit IV: Verification</u></b> <ul style="list-style-type: none"> <li>• <b>Audit of assets:</b> Plant &amp; Machinery, Furniture, and fixtures, Accounts Receivable, Investments, Inventory, Goodwill, Patent Rights.</li> <li>• <b>Audit of Liabilities:</b> Outstanding Expenses, Accounts Payable, Secured loans, Unsecured Loans, Contingent Liabilities, Public Deposits.</li> </ul>   | 05          |

**Reference Books**

1. Contemporary Auditing by Kamal Gupta, Tata Mc-Graw Hill, New Delhi
2. A Handbook of Practical Auditing by B.N. Tandon, S. Chand and Company, New Delhi
3. Fundamentals of Auditing by Kamal Gupta and Ashok Arora, Tata McGraw Hill, New Delhi
4. Auditing: Principles and Practice by Ravinder Kumar, Virender Sharma, PHI Learning Pvt. Ltd., New Delhi
5. Auditing and Assurance for CA IPCC by Sanjib Kumar Basu, Pearson Education, New Delhi
6. Contemporary Auditing by Kamal Gupta, McGraw Hill Education Pvt. Ltd., New Delhi
7. Fundamentals of Auditing by Kamal Arora and Ashok Gupta, Tata McGraw Hill, New Delhi
8. Jha & Shah, (2018) Advance Auditing, Himalayan Publication, Mumbai.

**Format of Question Paper:** for the final examination

**Attempt any 2 out of 3 questions.**

| Question No | Questions         | Marks     |
|-------------|-------------------|-----------|
| Q1          | Practical/ Theory | 15        |
| Q2          | Practical/ Theory | 15        |
| Q3          | Practical/ Theory | 15        |
|             | <b>TOTAL</b>      | <b>30</b> |

**Note**

1. Equal Weightage is to be given to all the modules.
2. 15 marks question may be subdivided into 8 marks + 7 marks, 10 marks + 5 marks and 5 marks + 5 marks + 5 marks. Internal options may be given however it is not mandatory.
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 through:**

|    | Assessment/ Evaluation   | Marks     |
|----|--|-----------|
| 1. | Class Test during the lectures. (Physical/ Online mode).<br>(Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/ puzzles) | 10        |
| 2. | Participation in Workshop/ Conference/Seminar/ Case Study/Field Visit/ Certificate Course. (Physical/Online mode)                  | 10        |
|    | <b>TOTAL</b>   | <b>20</b> |



|                               |   |                             |           |
|-------------------------------|---|-----------------------------|-----------|
| <b>Course</b>                 | <b>Vocational Skills in Accounting &amp; Finance Paper – III (Introduction to Financial Forecasting) (Semester II; Level 4.5)</b> | <b>Credits</b>              | <b>02</b> |
| <b>Type</b>                   | <b>VSC, SEC: (VSEC)</b>   | <b>No of Teaching hours</b> | <b>30</b> |
| <b>Evaluation/ Assessment</b> | <b>50 marks - 30 marks semester end evaluation and 20 marks continuous evaluation</b>   |                             |           |

### **Preface**

Proficiency in financial forecasting using Excel is a valuable skill sought after by employers in the finance industry. The ability to analyze data, identify trends, and make informed predictions is essential for roles such as financial analyst, budget analyst, and business planner. This course aims to enhance learners' employability by providing them with practical skills that are directly applicable in real-world financial scenarios.

This course introduces them to the significance of financial forecasting in decision-making within organizations. It emphasizes the role of forecasting in strategic planning and highlights the ethical considerations involved. They will explore various forecasting techniques, including straight-line, moving average, and time series analysis, along with their applications in sales forecasting and cash budgeting.

### **Aims and Objectives**

|            |   |
|------------|---|
| <b>CO1</b> | To understand the significance of forecasting in financial decision-making and its role in strategic planning.                                |
| <b>CO2</b> | To develop proficiency in using various forecasting techniques in finance, including straight-line, moving average, and time series analysis. |
| <b>CO3</b> | To learn how to create accurate financial forecasts using excel, including trend analysis and the forecast function.                          |

### **Learning Outcomes**

On successful completion of the course, the learners will be able to

|            |  |
|------------|--|
| <b>LO1</b> | Learners will be able to explain the importance of forecasting in financial management and identify its limitations and risks.                   |
| <b>LO2</b> | Learners will be able to apply different forecasting techniques to real-world financial scenarios, such as sales forecasting and cash budgeting. |
| <b>LO3</b> | Learners will be able to create and evaluate financial forecasts using excel, enhancing their analytical skills and decision-making abilities.   |

| Module No   | Content   | No of Hours |
|---|---|-------------|
| <b>1. Understand the Significance of Forecasting in Finance</b> | <ul style="list-style-type: none"> <li>• Role of forecasting in financial decision-making.</li> <li>• Limitations and risks associated with forecasting.</li> <li>• Ethical considerations involved in financial forecasting.</li> <li>• Types of Forecasting Techniques in Finance: Straight Line, Moving Average, Time series analysis, Sales Forecasting and Cash Budget. (Manual Calculations are expected).</li> </ul> | 15          |
| <b>2. Creating Forecasts using Excel.</b>                       | <ul style="list-style-type: none"> <li>• Trend analysis using excel.</li> <li>• Calculation of moving averages and forecast function in excel.</li> <li>• Forecasting Sales and Cash Budget using excel function.</li> <li>• Evaluation of model using Mean Absolute Percentage Error.</li> </ul>   | 15          |

(Note: The module/s are to be taught with the help of the computer wherever practical exposure is required)

Information: Model question paper for external exam will be provided during the workshops

#### Reference Books

1. Quick course in Micro-soft office - Joyce Cox, Polly Orban
2. Office 2013 complete reference - Stephen L.Nelson
3. Rajkamal, Internet and web Technologies, Tata McGraw Hill (2013)
4. Mastering Office 2013 - GimiCouser
5. Excel with Microsoft Excel: Comprehensive & Easy Guide to Learn Advanced MS Excel 2019 by Naveen Mishra
6. Valuation: Measuring and Managing the value of Companies: Thomas Copeland- Wiley
7. The Handbook of Advance Business Valuation: Rovert F Reilly and Robert Swheish: Mc Graw hill
8. Business Valuation: Pitabas Mohanty- Taxmann
9. Valuation- Measuring and Managing the value of Companies : Tim Koller- Mc Kinsey & Co

**Format of Question Paper:** for the final examination

**Attempt any 2 out of 3 questions.**

| <b>Question No</b> | <b>Questions</b>  | <b>Marks</b> |
|--------------------|-------------------|--------------|
| Q1                 | Practical/ Theory | 15           |
| Q2                 | Practical/ Theory | 15           |
| Q3                 | Practical/ Theory | 15           |
|                    | <b>TOTAL</b>      | <b>30</b>    |

**Note**

1. Equal Weightage is to be given to all the modules.
2. 15 marks question may be subdivided into 8 marks + 7 marks, 10 marks + 5 marks and 5 marks + 5 marks + 5 marks. Internal options may be given however it is not mandatory.
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 through:**

|    | <b>Assessment/ Evaluation</b>  | <b>Marks</b> |
|----|--|--------------|
| 1. | Class Test during the lectures. (Physical/ Online mode).<br>(Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/ puzzles) | 10           |
| 2. | Participation in Workshop/ Conference/Seminar/ Case Study/Field Visit/ Certificate Course. (Physical/Online mode)                  | 10           |
|    | <b>TOTAL</b>   | <b>20</b>    |

|                               |   |                             |           |
|-------------------------------|---|-----------------------------|-----------|
| <b>Course</b>                 | <b>Vocational Skills in Accounting &amp; Finance Paper – IV (Data Visualization) (Semester II; Level 4.5)</b> | <b>Credits</b>              | <b>02</b> |
| <b>Type</b>                   | <b>VSC, SEC: (VSEC)</b>   | <b>No of Teaching hours</b> | <b>30</b> |
| <b>Evaluation/ Assessment</b> | <b>50 marks - 30 marks semester end evaluation and 20 marks continuous evaluation</b>                         |                             |           |

### **Preface**

In the era of big data and information overload, the ability to effectively visualize and communicate financial data is a critical skill for professionals in any industry. This course on data visualization for finance introduces learners to the fundamental principles and techniques of visualizing financial data using tools like Excel.

By mastering data visualization techniques such as line charts, bar charts, and scatter plots, learners will enhance their analytical skills and gain a deeper understanding of financial trends and patterns. These skills are not only valuable in the field of finance but also in a wide range of industries where data-driven decision-making is essential.

Moreover, in today's digital age, employers are increasingly seeking candidates who can not only analyse data but also present it in a clear and compelling manner. This course is designed to equip learners with the skills they need to succeed in the modern workforce, where the ability to visualize data is a key asset.

### **Aims and Objectives**

|     |   |
|-----|---|
| CO1 | To understand the meaning, need, and principles of data visualization, specifically in the context of financial data.                   |
| CO2 | To familiarize learners with various types of financial data visualization techniques and their appropriate use in different scenarios. |
| CO3 | To develop proficiency in creating and reporting financial data using Excel and other visualization tools.                              |

### **Learning Outcomes**

On successful completion of the course, the learners will be able to

|     |  |
|-----|--|
| LO1 | Learners will be able to explain the importance of data visualization in financial analysis and decision-making.   |
| LO2 | Learners will be able to identify and apply the appropriate data visualization techniques for different types of financial data.   |
| LO3 | Learners will gain practical skills in creating and reporting financial data using a variety of charts and graphs, enhancing their ability to communicate complex financial information effectively. |

| Module No                                    | Content   | No of Hours |
|--|---|-------------|
| <b>1. Introduction to Data Visualization</b> | <ul style="list-style-type: none"> <li>Meaning, Need, Importance and Principles of data visualization.</li> <li>Types of Financial Data Visualization: Line charts, Bar charts, Pie charts, histogram, scatter plot, area chart, radar chart and candlestick charts. (Need and when to use them)</li> </ul> | 15          |
| <b>2. Creating charts using excel.</b>       | <ul style="list-style-type: none"> <li>Creating and reporting data using Line charts, Bar charts, Pie charts, histogram, scatter plot, area chart, radar chart and candlestick charts with excel/ other tools.</li> </ul>   | 15          |

(Note: The module/s are to be taught with the help of the computer wherever practical exposure is required)

Information: Model question paper for external exam will be provided during the workshops.

#### Reference books.

1. Quick course in Micro-soft office - Joyce Cox, Polly Orban
2. Office 2013 complete reference - Stephen L.Nelson
3. Rajkamal, Internet and web Technologies, Tata McGraw Hill
4. Mastering Office 2013 - GimiCouser
5. Excel with Microsoft Excel: Comprehensive & Easy Guide to Learn Advanced MS Excel 2019 by Naveen Mishra.

**Format of Question Paper:** for the final examination

**Attempt any 2 out of 3 questions.**

| Question No | Questions         | Marks     |
|-------------|-------------------|-----------|
| Q1          | Practical/ Theory | 15        |
| Q2          | Practical/ Theory | 15        |
| Q3          | Practical/ Theory | 15        |
|             | <b>TOTAL</b>      | <b>30</b> |

#### Note

1. Equal Weightage is to be given to all the modules.
2. 15 marks question may be subdivided into 8 marks + 7 marks, 10 marks + 5 marks and 5 marks + 5 marks + 5 marks. Internal options may be given however it is not mandatory.
3. Use of simple calculator is allowed in the examination.
4. Wherever possible more importance is to be given to the practical problems.

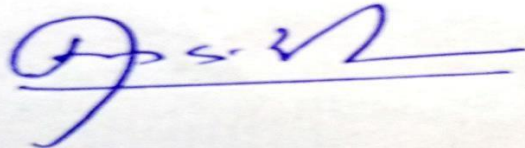
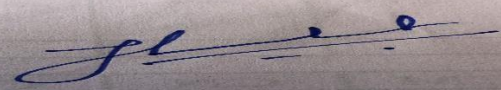



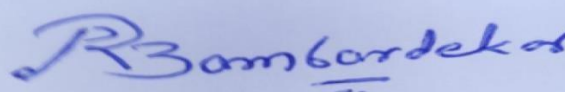

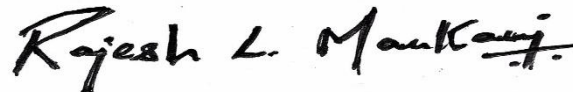


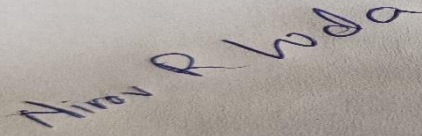
**Continuous Evaluation through:**

|    | <b>Assessment/ Evaluation</b>  | <b>Marks</b> |
|----|--|--------------|
| 1. | Class Test during the lectures. (Physical/ Online mode).<br>(Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/ puzzles) | 10           |
| 2. | Participation in Workshop/ Conference/Seminar/ Case Study/Field Visit/ Certificate Course. (Physical/Online mode)                  | 10           |
|    | <b>TOTAL</b>   | <b>20</b>    |

**Letter Grades and Grade Points:**

| <b>Semester GPA/ Programme CGPA<br/>Semester/ Programme</b> | <b>% of Marks</b> | <b>Alpha-Sign/<br/>Letter Grade Result</b> | <b>Grading<br/>Point</b> |
|---|-------------------|--|--------------------------|
| 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                        |

### Signatures of Team Members

| Name                         | College Name  | Sign  |
|------------------------------|---|---|
| Dr. Arvind Luhar             | Ismail Yusuf College  |   |
| Dr. Nishikant Jha            | Thakur College of Science & Commerce                              |   |
| Dr. CA Mahesh Bhiwandikar    | K.M. Agarwal College  |   |
| Dr. Neetu Kapoor             | Bharat College  |   |
| Dr. Suresh Tukaram Nimbalkar | N.K. Varadkar College   |   |
| Dr. Ravindra Bambardekar     | Keraleeya Samaj Model College                                     |    |
| Dr. Navsin Mistry            | M V Mandali's College of Commerce and Science                     |   |
| Dr. Rajesh Mankani           | Lala Lajpatrai College of Commerce and Economics                  |   |
| CS Dr Lalita Mutreja         | Sahyadri Shikshan Seva Mandal's Arts and Commerce Collège Palghar | <br><small>CS Scanned with CamScanner</small> |
| Mr. Suraj Agarwala           | B.K. Birla College (Empowered Autonomous)                         |   |
| Mr. Nirav Goda               | Thakur College of Science & Commerce (Autonomous)                 |   |

**Justification for B.Com. (Accounting & Finance)**

|    |   |   |
|----|---|---|
| 1. | Necessity for starting the course:  | Mumbai is the financial capital of India, housing numerous financial institutions, banks, and multinational corporations. There is a constant demand for skilled professionals in accounting and finance to support these industries. The financial sector often faces skill gaps, and a dedicated program can help bridge these gaps by churning graduates with a strong foundation in accounting principles, financial analysis, and regulatory compliance. A Bachelor's program in Accounting and Finance can provide learners with the necessary knowledge and skills for a variety of roles such as accountants, financial analysts, auditors, and financial consultants. This can enhance employment opportunities for learners. The program can contribute to enhancing financial literacy among the general population by producing graduates who can educate others on financial matters, promoting responsible financial practices. |
| 2. | Whether the UGC has recommended the course:   | <b>Yes</b>  |
| 3. | Whether all the courses have commenced from the academic year 2024-25 onwards   | <b>Yes</b>  |
| 4. | The courses started by the University are self-financed, whether adequate number of eligible permanent faculties are available? | <b>Yes</b>  |
| 5. | To give details regarding the duration of the Course and is it possible to compress the course?                                 | <b>Course Duration: 4 years (as per NEP structure)</b>  |
| 6. | The intake capacity of each course and no. of admissions given in the current academic year:                                    | <b>80 per division</b>  |
| 7. | Opportunities of Employability / Employment available after undertaking these courses:  | <p>A Bachelor's degree in Accounting and Finance opens the door to a wide array of promising employment opportunities across diverse sectors.</p> <ul style="list-style-type: none"> <li>• Graduates can pursue careers as accountants, where they play a crucial role in preparing</li> </ul>  |



|  |  |   |
|--|--|---|
|  |  | <p>financial records and statements, ensuring compliance with accounting standards, and analyzing financial data to support strategic decision-making.</p> <ul style="list-style-type: none"> <li>• Financial analysts are sought after to evaluate financial performance, conduct industry research, and provide recommendations for investment decisions.</li> <li>• Opportunities also abound in auditing, where professionals examine financial statements for accuracy and compliance.</li> <li>• Tax consultants assist individuals and organizations with tax planning and compliance, offering strategic advice on tax-saving measures.</li> <li>• Other potential career paths include financial planning, risk analysis, treasury management, budget analysis, credit analysis, and roles in corporate finance.</li> </ul> <p>The versatility of this degree equips graduates to explore various sectors, from corporate finance to consultancy, allowing them to contribute meaningfully to the financial success of organizations and individuals alike. Continuing education and pursuing professional certifications further enhance their marketability and potential for career growth.</p> |
|--|--|---|

**Sign of the BOS**  
**Dr. Arvindkumar**  
**Shankarlal Luhar**  
**Board of Studies:**  
**B.Com (Accounting & Finance)**

**Sign of the**  
**Offg. Associate Dean**  
**Dr. Ravikant Balkrishna**  
**Sangurde**  
**Faculty of Commerce**

**Sign of the**  
**Offg. Associate Dean**  
**Prin. Kishori Bhagat**  
**Faculty of**  
**Management**

**Sign of the**  
**Offg. Dean**  
**Prof. Kavita Laghate**  
**Faculty of**  
**Commerce & Management**

## As Per NEP 2020

# University of Mumbai



| Syllabus for<br>Basket of OE                   |              |
|--|--------------|
| Board of Studies in Information Technology     |              |
| UG First Year Programme                        |              |
| Semester                                       | I            |
| Title of Paper                                 | Credits 2/ 4 |
| I. IT_Google Workspace<br>(Open Elective) [OE] | 2            |
|  |              |
| From the Academic Year                         | 2024-2025    |

**Name of the Course: IT\_Google Workspace**

| Sr.No. | Heading   | Particulars  |
|--------|---|--|
| 1      | <b>Description the course : Including but Not limited to:</b>   | Google Workspace is a collection of cloud-based productivity tools that are designed to help individuals and organizations to work and collaborate efficiently. This course will provide an introduction to applications such as Gmail, Google Drive, Google meet and Google Calendar Google Docs, Google Sheets, Google Slides, Google Forms, Google Classroom. |
| 2      | <b>Vertical :</b>   | <b>Open Elective</b>   |
| 3      | <b>Type :</b>   | Practical  |
| 4      | <b>Credits :</b>  | 2 credits  |
| 5      | <b>Hours Allotted :</b>   | 60 Hours   |
| 6      | <b>Marks Allotted:</b>  | 50 Marks   |
| 7      | <b>Course Objectives(CO):</b><br>CO 1. Understand Google Workspace and its applications.<br>CO 2. Gain proficiency in key features of Google workspace application.<br>CO 3. Acquire proficiency in Google workspace to collaborate, manage tasks and communicate effectively.<br>CO 4. Leverage possibilities of Google workspace tolls to enhance productivity and streamline workflow.   |  |
| 8      | <b>Course Outcomes (OC):</b><br>OC 1. Manage email communications with Gmail.<br>OC 2. Schedule and organize meetings and events using Google Calendar. Arrange and attend video meetings with Google Meet, Communicate with others using Google Chat.<br>OC 3. Save , manage, and share files with Google Drive.<br>OC 4. Generate and collaborate documents, spreadsheets and presentations.<br>OC 5. Design Google Forms and collect data for surveys . Generate reports based on the collected data and integrate it with other Google Workspace applications.<br>OC 6. Use Google Classroom to digitally organize, distribute, and gather assignments, course materials, and feedback.<br>OC 7. Navigate confidently and make use of the numerous functionalities of Google Maps.<br>OC 8. Able to design, develop, and maintain informative and visually appealing websites using Google Sites. |  |
| 9      | <b>Modules:-</b><br><b>Module 1:</b>  |  |

1. **Google Workspace & Mastering email communication with Gmail:** Overview of Google Workspace, Setting up a Google account and accessing Google Workspace, Set Profile information and Photo, Send and Receive emails, Organize emails using labels, filters, and stars for easy retrieval and management, Utilize Gmail's advanced features like scheduling emails, snoozing emails, and setting reminders.
  - a. Create a Gmail account. Write a brief email to your friends inviting them to a meeting to discuss a possible industrial visit. Attach a document file with the many options for places to visit.
2. **Google Calendar , Meet and Chat :** Create a new calendar, Create an event in Google Calendar, Set reminders and alarms , Share a Calendar with Other People ,Integrate with Gmail and other apps. Scheduling and managing Google Meet events, Features in Google Meet like screen sharing, chat, annotations and recording, Creating public and private Google Chat rooms ,Inviting and managing participants in Google Chat rooms, Utilizing Chat room features like sharing files, links, and multimedia, pinning messages, and polls.
  - a. Create a new event in Google Calendar for an event happening on a specific date and time. Set a reminder to alert you one day prior to the event. Share your Google Calendar with a specific email address and grant them view-only access.
  - b. Set up a meeting with your project partners, choose the suggested security configurations, and send a meeting invite to the participants via email. Begin the meeting by letting everyone into the meeting room. To demonstrate to them the project's progress, share your screen. Use chats to send brief messages and share relevant documents.
3. **Google Drive :**Managing files and folders in Google Drive, Sharing files and folders with collaborators and setting access permissions.
  - a. Create a project folder in Google drive. Add a PowerPoint presentation detailing project milestones and a Word document with project guidelines to the folder. Share the folder and allow the project team members to edit it.
4. **Google Docs:** Document creation with Google Docs, Apply Basic Formatting to Text , Inserting Images, Creating tables, Format a document with styles, Using Find and Replace, Using Regular Expressions for Advanced Searching, Sharing and Collaborating on files.
  - a. Create a one page document which best describes you. Add the document's heading and page numbers. Make a list of your hobbies using bullet points. Employ formats and typefaces to give the document an elegant look. To highlight your skills, use hyperlinks to other documents in the folder. Include a picture of yourself on the page as well. Add a table with your educational background in it. Write about your positive college experiences by voice typing. After that, translate the document's content into a different language of your choice.
5. **Google Sheets :**Insert, delete and manage sheets , Insert a Function, Format Spreadsheets, Cells, and Ranges, Apply Number Formatting

and Conditional Formatting, Insert and View Notes, Choose Spreadsheet Settings, Merge Cells, Wrap and Rotate Cell Contents, Inserting Objects in Google Sheets, Sort and Filter Data, Apply Data Validation to Your Sheets, Protect Ranges in a Sheet, Protect a Sheet, Create and Manage Macros.

- a. Create a Personal budget sheet, list all your expenses and incomes of the month in the sheet. Use sum function to total the income and expenses. Use IF function to find if the budget is in deficit or not.

Module 2:

1. **Google Slides:** Add a Slide to a Presentation, Import Slides from an Existing Presentation, Understanding and Using Views, Work with Text Boxes, Add Audio and Video to a Slide, Insert Shapes and Word Art, Add a Transition and Animations, Edit a Slide Master, Organize the Slides in a Presentation

- a. Open a new Google Slides presentation titled "Project Presentation". Add slides to provide a summary of your project. Use themes and transitions to make the slide experience better.

2. **Google Forms:** Create a Form, Choose Settings for a Form, Add Questions to a Form, Add Images to a Question, Add a Video to a Question, Import Questions from an Existing Form, Create a Form with Multiple Sections, Control Progression Based on Answers, Add Collaborators to a Form, Preview and Test a Form, Send a Form to Its Respondents, View the Responses to a Form, Analyse form responses and generate reports.

- a. Create a Google Form to accept participation entries for the various events your department is organizing on the annual day. Mention the details of event in the form description. Include a dropdown menu to select the events they wish to participate in. Insert relevant multimedia to make the Google Form attractive.

- b. Create an online evaluation quiz using Google Form. Include a variety of question formats, such as ones with pictures, videos, etc. Assign points to the questions. Share the link with your friends and check out the the summary of the responses.

3. **Google Classroom:** Create and set up a Google Classroom, Add Students and Co-Teachers, Using Google Classroom to share resources, Create assignment, Set due dates and points, Use rubrics for grading, Integrate quizzes created using Google Form with Google Classroom.

- a. Create a Google Classroom for a certain subject that includes a range of topics, resources, and activities. Include resources for each topic, such as Word docs, PowerPoints, and YouTube links. Include elements that encourage participation and interaction, such as assignments and discussions.

4. **Google Maps:** Search on Maps, Different Map Views (Satellite, Terrain, Street View), Customizing Maps, Get to your destination, Sharing Maps with Others.

- a. Use google maps to explore local landmarks in your area. Find directions from your current location to a nearby restaurant. Use Maps to check the places you have visited on a particular day.

|    |  |                                      |
|----|--|--------------------------------------|
|    | <p>5. <b>Google Sites:</b> Creating and building simple websites using Google Sites, Adding content, images, and widgets to websites.</p> <p>a. Assume you runs a small business. Create a visually appealing website which includes the following pages: Home page , About the business, Products page, Announcement of discounts.</p>  |                                      |
| 10 | <p><b>Text Books and Online Resources</b></p> <p>1. Hart-Davis, G. (2021). Teach Yourself Visually Google Workspace. Visual.</p> <p>2. <a href="https://support.google.com/a/users#topic=9247638">https://support.google.com/a/users#topic=9247638</a></p> <p>3. <a href="https://support.google.com/edu/classroom#topic=10298088">https://support.google.com/edu/classroom#topic=10298088</a></p> <p>4. <a href="https://support.google.com/maps/?hl=en#topic=9729258">https://support.google.com/maps/?hl=en#topic=9729258</a></p> |                                      |
| 11 | <p><b>Reference Books</b></p> <p>1. Team, Z. (2017). The Ultimate Guide to G-Suite. Lean Pub G-Suite.</p> <p>2. Iyer, b. (2022). Google workspace user guide: a practical guide to using google apps efficiently while integrating them with your data.</p>  |                                      |
| 12 | <b>Internal Continuous Assessment: 40%</b>   | <b>Semester End Examination: 60%</b> |
| 13 | <b>Continuous Evaluation through:</b><br>Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.( at least 3 )   |                                      |
| 14 | <p><b>Format of Question Paper: Duration 2 hours. Certified copy of Journal is compulsory to appear for the practical examination</b></p> <p>Practical Slip:</p> <p>Q1. From Module 1      13 marks</p> <p>Q2. From Module 2      12marks</p> <p>Q3. Journal and Viva    05 marks</p>  |                                      |

**Sign of Chairperson**  
**Dr. Mrs. R. Srivaramangai**  
**Ad-hoc BoS (IT)**

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

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

## As Per NEP 2020

# University of Mumbai



| Syllabus for<br>Basket of OE    |              |
|---------------------------------|--------------|
| Board of Studies in Mathematics |              |
| UG First Year Programme         |              |
| Semester                        | I            |
| Title of Paper                  | Credits 2/ 4 |
| I) Financial Mathematics I      | 2            |
| From the Academic Year          | 2024-25      |

### Name of the Course: Financial Mathematics - I

| Sr. No | Heading  | Particulars  |
|--------|--|--|
| 1      | <b>Description the course:</b><br><b>Including but not limited to:</b>   | This course offers a comprehensive exploration of key concepts in finance, statistics, and mathematical modeling. Through this course students delve into topics such as interest, annuities, measures of central tendency, and dispersion. It focuses on financial mathematics, covering simple and compound interest, Equated Monthly Installments (EMI), and annuity calculations. It also offers statistical analysis, learning about various measures of central tendency and dispersion. The course aims to equip students with practical analytical skills and mathematical tools applicable to real-world scenarios in finance and statistics. |
| 2      | <b>Vertical:</b>   | OE   |
| 3      | <b>Type:</b>   | Theory   |
| 4      | <b>Credits:</b>  | 2 credits<br>(1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)  |
| 5      | <b>Hours Allotted:</b>   | 30 Hours   |
| 6      | <b>Marks Allotted:</b>   | 50 Marks   |
| 7      | <b>Course Objectives (CO):</b><br>This course provides a thorough examination of finance and statistics fundamentals. Covering interest, annuities, and statistical measures like central tendency and dispersion, it equips students with practical skills for real-world applications in finance and data analysis. By the end, students gain a strong understanding of these concepts for effective decision-making.<br>CO1: To understand the concepts of simple interest, compound interest and Equated Monthly Instalments (EMI) enabling complex financial analysis.<br>CO2: To introduce students to various measures of central tendency such as arithmetic mean, weighted mean, mode, combined mean, and its relevance in statistical analysis.<br>CO3: To calculate measures of dispersion including median, quartiles, deciles, and percentiles, providing insight into data spread.<br>CO4: To use standard deviation and its relative measures, facilitating a deeper understanding of data variability. |  |
| 8      | <b>Course Outcomes (OC):</b>   |  |



|           |  |
|-----------|--|
|           | <p>After completion of the course, students will be able to.</p> <p>OC1: apply simple interest, compound interest, EMIs formulas for various scenarios, including multiple compounding periods for effective loan management.</p> <p>OC2: compute present and future values of annuities, aiding in long-term financial planning.</p> <p>OC3: calculate and interpret different measures of central tendency, providing insight into data distribution.</p> <p>OC4: understand the importance of mode as a measure of central tendency and its application in real-world scenarios.</p> <p>OC5: develop a solid understanding of standard deviation and its relative measures, facilitating advanced statistical analysis and interpretation.</p>  |
| <b>9</b>  | <p><b>Modules: -</b></p> <p><b>Module 1: Interest and Annuity</b></p> <ul style="list-style-type: none"> <li>• Simple Interest and Compound Interest, Compounded more than once a year.</li> <li>• Calculations involving up to 4 time periods.</li> <li>• Annuity, Immediate and due, Present value, Future value of an Annuity</li> <li>• Equated Monthly Instalments (EMI) using reducing &amp; flat interest system.</li> </ul> <p><b>Module 2: Measures of Central Tendency and Dispersion</b></p> <ul style="list-style-type: none"> <li>• Arithmetic mean, Weighted mean, Combined mean</li> <li>• Median, Quartiles, Deciles, Percentiles</li> <li>• Mode</li> <li>• Range, Quartile deviation, Mean deviation from mean, median, mode</li> <li>• Standard deviation and their relative measures.</li> </ul> |
| <b>10</b> | <p><b>Text Books</b></p> <ol style="list-style-type: none"> <li>1. Fundamentals of Mathematical Statistics, 12th Edition, S. C. Gupta and V. K. Kapoor, Sultan Chand &amp; Sons, 2020.</li> <li>2. Statistics for Business and Economics, 11th Edition, David R. Anderson, Dennis J. Sweeney and Thomas A. Williams, Cengage Learning, 2011.</li> <li>3. Introductory Statistics, 8th Edition, Prem S. Mann, John Wiley &amp; Sons Inc., 2013.</li> </ol>  |
| <b>11</b> | <p><b>Reference Books</b></p> <ol style="list-style-type: none"> <li>1. A First Course in Statistics, 12th Edition, James McClave and Terry Sincich, Pearson Education Limited, 2018.</li> <li>2. Introductory Statistics, Barbara Illowsky, Susan Dean and Laurel Chiappetta, OpenStax, 2013.</li> </ol>  |
|           | <p><b><u>Scheme of the Examination</u></b></p>   |
|           | <p>The performance of the learners shall be evaluated into two parts.</p> <ul style="list-style-type: none"> <li>• Internal Continuous Assessment of 20 marks for each paper.</li> </ul>   |

|  | <ul style="list-style-type: none"><li>Semester End Examination of 30 marks for each paper.</li><li>Separate head of passing is required for internal and semester end examination.</li></ul>  |   |             |       |   |  |                |   |  |        |                |   |          |  |
|--|---|---|-------------|-------|---|--|----------------|---|--|--------|----------------|---|----------|--|
| 12   | <b>Internal Continuous Assessment: 40%</b><br><b>Semester End Examination: 60%</b>  |   |             |       |   |  |                |   |  |        |                |   |          |  |
| 13   | <b>Continuous Evaluation through:</b> Quizzes, Class Tests, presentations, projects, role play, creative writing, assignments etc.<br>(at least 3) <table><tr><th>Sr. No.</th><th>Particulars</th><th>Marks</th></tr><tr><td>1</td><td>A class test of 10 marks is to be conducted during each semester in an Offline mode.</td><td>10</td></tr><tr><td>2</td><td>Project on any one topic related to the syllabus or a quiz (offline/online) on one of the modules.</td><td>05</td></tr><tr><td>3</td><td>Seminar/ group presentation on any one topic related to the syllabus.</td><td>05</td></tr></table> <p><b>Paper pattern of the Test (Offline Mode with One hour duration):</b><br/>Q1: Definitions/Fill in the blanks/ True or False with Justification.<br/>(04 Marks: 4 x 1).<br/>Q2: Attempt any 2 from 3 descriptive questions. (06 marks: 2 × 3)</p> | Sr. No.   | Particulars | Marks | 1 | A class test of 10 marks is to be conducted during each semester in an Offline mode. | 10             | 2   | Project on any one topic related to the syllabus or a quiz (offline/online) on one of the modules. | 05     | 3              | Seminar/ group presentation on any one topic related to the syllabus.   | 05       |  |
| Sr. No.  | Particulars   | Marks   |             |       |   |  |                |   |  |        |                |   |          |  |
| 1  | A class test of 10 marks is to be conducted during each semester in an Offline mode.  | 10  |             |       |   |  |                |   |  |        |                |   |          |  |
| 2  | Project on any one topic related to the syllabus or a quiz (offline/online) on one of the modules.  | 05  |             |       |   |  |                |   |  |        |                |   |          |  |
| 3  | Seminar/ group presentation on any one topic related to the syllabus.   | 05  |             |       |   |  |                |   |  |        |                |   |          |  |
| 14   | <b>Format of Question Paper:</b><br>The semester-end examination will be of 30 marks of one hour duration covering the entire syllabus of the semester. <table><tr><th colspan="4"><b>Note: Attempt any TWO questions out of THREE.</b></th></tr><tr><td>Q.No.1</td><td>Module 1 and 2</td><td>Attempt any <b>THREE</b> out of <b>FOUR</b>.<br/>(Each question of 5 marks)<br/>(a) Question based on OC1/OC2<br/>(b) Question based on OC3<br/>(c) Question based on OC4<br/>(d) Question based on OC5</td><td>15 Marks</td></tr><tr><td>Q.No.2</td><td>Module 1 and 2</td><td>Attempt any <b>THREE</b> out of <b>FOUR</b>.<br/>(Each question of 5 marks)<br/>(a) Question based on OC1/OC2<br/>(b) Question based on OC3</td><td>15 Marks</td></tr></table>   | <b>Note: Attempt any TWO questions out of THREE.</b>  |             |       |   | Q.No.1   | Module 1 and 2 | Attempt any <b>THREE</b> out of <b>FOUR</b> .<br>(Each question of 5 marks)<br>(a) Question based on OC1/OC2<br>(b) Question based on OC3<br>(c) Question based on OC4<br>(d) Question based on OC5 | 15 Marks   | Q.No.2 | Module 1 and 2 | Attempt any <b>THREE</b> out of <b>FOUR</b> .<br>(Each question of 5 marks)<br>(a) Question based on OC1/OC2<br>(b) Question based on OC3 | 15 Marks |  |
| <b>Note: Attempt any TWO questions out of THREE.</b> |   |   |             |       |   |  |                |   |  |        |                |   |          |  |
| Q.No.1   | Module 1 and 2  | Attempt any <b>THREE</b> out of <b>FOUR</b> .<br>(Each question of 5 marks)<br>(a) Question based on OC1/OC2<br>(b) Question based on OC3<br>(c) Question based on OC4<br>(d) Question based on OC5 | 15 Marks    |       |   |  |                |   |  |        |                |   |          |  |
| Q.No.2   | Module 1 and 2  | Attempt any <b>THREE</b> out of <b>FOUR</b> .<br>(Each question of 5 marks)<br>(a) Question based on OC1/OC2<br>(b) Question based on OC3   | 15 Marks    |       |   |  |                |   |  |        |                |   |          |  |

|  |        |                   |   |          |
|--|--------|-------------------|---|----------|
|  |        |                   | (c) Question based on OC4<br>(d) Question based on OC5  |          |
|  | Q.No.3 | Module<br>1 and 2 | Attempt any <b>THREE</b> out of <b>FOUR</b> .<br>(Each question of 5 marks)<br>(a) Question based on OC1/OC2<br>(b) Question based on OC3<br>(c) Question based on OC4<br>(d) Question based on OC5 | 15 Marks |
|  |        |                   |   |          |

**Sign of the BOS  
Chairman  
Dr. Bhausaheb S Desale  
The Chairman, Board of  
Studies in Mathematics**

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

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

## As Per NEP 2020

# University of Mumbai



| Syllabus for<br>Basket of AEC                    |           |
|--|-----------|
| Board of Studies in English                      |           |
| UG First Year for B.A.F. Programme               |           |
| Semester - I                                     | I         |
| Title of Paper                                   | Credits   |
| I) Business Communication Skills I<br>for B.A.F. | 02        |
| From the Academic Year                           | 2024-2025 |

| Sr.<br>No. | Heading  | Particulars   |
|------------|--|---|
| 1          | <b>Description the course:</b><br><br><b>Including but Not limited to:</b> | <b>Business Communication Skills I (B.A.F.)</b><br><br>Business communication is an integral part of the commercial and corporate world. The growth of commercial organizations is directly linked to the effectiveness of their methods of communication with all their stakeholders. The success of an organization is also closely linked to its image building. As a discipline, business communication has changed diametrically and exponentially because of the rapid changes in information technology.<br>In this scenario, it is imperative that all corporate professionals should have command over the various dimensions of business communication including the intentional and unintentional, the verbal and non-verbal, the in-person and the digital.<br>The systematic study of business communication prepares the learners to become capable entrepreneurs, professionals, team-members and managers in today's competitive, networked and digitized business world. |
| 2          | <b>Vertical :</b>  | <b>Ability Enhancement Course</b>   |
| 3          | <b>Type :</b>  | Theory  |
| 4          | <b>Credit:</b>   | 2 credits<br>(1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)   |
| 5          | <b>Hours Allotted :</b>  | 30 Hours  |

|   |  |          |
|---|--|----------|
| 6 | Marks Allotted:  | 50 Marks |
| 7 | <b>Course Objectives:</b> <ol style="list-style-type: none"> <li>1. To make learners familiar with the basics of business communication theory.</li> <li>2. To make learners aware of digital communication for personal and business use.</li> <li>3. To improve learners' understanding of verbal and non-verbal communication.</li> <li>4. To enable learners with effective business correspondence skills.</li> </ol>   |          |
| 8 | <b>Course Outcomes:</b><br>At the end of the course, learners will be able to: <ol style="list-style-type: none"> <li>1. Understand the basics and significance of business communication theory.</li> <li>2. Adapt to and use digital communication methods for personal and business purposes.</li> <li>3. Grasp and effectively use the nuances of verbal and non-verbal communication.</li> <li>4. Improve their skills in business correspondence.</li> </ol>   |          |
| 9 | <b>Modules:-</b> Per credit One module can be created  |          |
|   | <b>Module 1: Introducing the Theory of Business Communication (15 Lectures)</b>  |          |
|   | <b>1. Concept of Communication</b> <ul style="list-style-type: none"> <li>- Definition and meaning of communication</li> <li>- Process of communication</li> <li>- Need of communication</li> <li>- Feedback</li> </ul> <b>2. Communication at the Workplace</b> <ul style="list-style-type: none"> <li>- Channels of communication: Downward, Upward, Horizontal, Grapevine</li> <li>- Methods of communication: Verbal and non-verbal</li> </ul> <b>3. Impact of Digital Technology on Communication</b> <ul style="list-style-type: none"> <li>- Internet-enabled communication; Email</li> <li>- Social media: FaceBook, Twitter, Instagram, WhatsApp</li> </ul> |          |

|    |   |
|----|---|
|    | <b>Module 2: Business Correspondence (15 Lectures)</b>  |
|    | <ol style="list-style-type: none"> <li>1. - Parts of a business letter<br/>- Layouts of a business letter</li> <li>2. - Job application with bio-data<br/>- letter of appointment<br/>- letter of appreciation<br/>- letter of resignation</li> <li>3. - Emails: Job application via email<br/>- writing and responding to official emails</li> </ol>   |
| 10 | <b>Text Books: N.A.</b>   |
| 11 | <b>Reference Books:</b> <ol style="list-style-type: none"> <li>1. Ashley, A. <i>A Handbook of Commercial Correspondence</i>. New Delhi: Oxford University Press, 1992.</li> <li>2. Aswalthapa, K. <i>Organisational Behaviour</i>. Mumbai: Himalaya Publications, 1991.</li> <li>3. Balan, K.R. and Rayudu, C. S. <i>Effective Communication</i>. New Delhi: Beacon Books, 1996.</li> <li>4. Bangh, L. Sue, Fryar, Maridell and Thomas David A. <i>How to Write First Class Business Correspondence</i>. N.T.C. Publishing Group USA, 1998.</li> <li>5. Benjamin, James. <i>Business and Professional Communication Concepts and Practices</i>. New York: Harper Collins College Publishers, 1993.</li> <li>6. Britt, Deborah. <i>Improving Business Communication Skills</i>. Kendall Hunt Publishing Co., 1992.</li> <li>7. Bovee Courtland, L. and Thrill, John V. <i>Business Communication Today</i>. McGraw Hill, New York, Taxman Publication, 1989.</li> <li>8. Drucher, P.F. <i>Technology, Management and Society</i>. London: Pan Books, 1970.</li> <li>9. Eyre, E.C. <i>Effective Communication Made Simple</i>. Kolkata: Rupa and Co., 1985.</li> <li>10. Ecouse, Barry. <i>Competitive Communication: A Rhetoric for Modern Business</i>. New Delhi: OUP, 1999.</li> <li>11. Fisher, Dalmar. <i>Communication in Organisation</i>. Mumbai: Jaico Publishing House, 1999.</li> <li>12. Frailley, L.E. <i>Handbook of Business Letters</i>. Revised Edn. New Jersey: Prentice Hall Inc., 1982.</li> <li>13. Flyn, Nancy. <i>The Social Media Handbook</i>. Wiley, 2012.</li> <li>14. Gartside, L.E. <i>Modern Business Correspondence</i>. Plymouth: McDonald and Evans Ltd, 1980.</li> </ol> |

|   |  |   |  |                  |                |  |  |              |  |  |          |   |  |          |   |  |          |
|---|--|---|--|------------------|----------------|--|--|--------------|--|--|----------|---|--|----------|---|--|----------|
|   | <p>15. Ghanekar, A. <i>Communication Skills for Effective Management</i>. Pune: Everest Publishing House, 1996.</p> <p>16. Labade, Sachin, Katre Deepa et al. <i>Communication Skills in English</i>. Orient Blackswan, Pvt Ltd, 2021.</p> <p>17. Shainesh, G. and Githa Heggde. <i>Social Media Marketing: Emerging Concepts and Applications</i>. Springer Nature Singapore, 2018.</p>   |   |  |                  |                |  |  |              |  |  |          |   |  |          |   |  |          |
| 12  | <b>Internal Continuous Assessment: 40%</b>   | <b>External, Semester End Examination 60%</b><br><b>Individual Passing in Internal and External Examination</b> |  |                  |                |  |  |              |  |  |          |   |  |          |   |  |          |
| 13  | <p><b>Continuous Evaluation through:</b></p> <ul style="list-style-type: none"> <li>Performance in activities: 10 marks<br/>(The class may be divided into batches to conduct the oral activities by creating formal schedule for the same before the semester End Examination.)</li> <li>Written assignments or projects: 10 marks<br/>(Learners will have to write and submit written assignments in a timely manner.)</li> </ul> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Use of social media accounts for purpose of business communication</li> <li>Making short presentations on given topics</li> <li>Official letter writing/ email writing exercises</li> <li>Role play focusing on channels and methods of communication</li> </ul>  |   |  |                  |                |  |  |              |  |  |          |   |  |          |   |  |          |
| 14  | <p><b>Format of Question Paper:</b> for the final examination</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 60%;"><b>External / Semester End Examination</b></td> <td style="width: 20%; text-align: center;"><b>Marks: 30</b></td> <td style="width: 20%; text-align: center;"><b>Time: 1</b></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;"><b>Hours</b></td> </tr> <tr> <td>Q.1. Essay Type Questions (Any One out of two on Unit I)</td> <td></td> <td style="text-align: right;">Marks 10</td> </tr> <tr> <td>Q.2. Essay Type Questions (Any One out of two on Unit II)</td> <td></td> <td style="text-align: right;">Marks 10</td> </tr> <tr> <td>Q.3. Short Notes/Problem (Any Three out of five on all Units)</td> <td></td> <td style="text-align: right;">Marks 10</td> </tr> </table> |   | <b>External / Semester End Examination</b> | <b>Marks: 30</b> | <b>Time: 1</b> |  |  | <b>Hours</b> | Q.1. Essay Type Questions (Any One out of two on Unit I) |  | Marks 10 | Q.2. Essay Type Questions (Any One out of two on Unit II) |  | Marks 10 | Q.3. Short Notes/Problem (Any Three out of five on all Units) |  | Marks 10 |
| <b>External / Semester End Examination</b>                    | <b>Marks: 30</b>   | <b>Time: 1</b>  |  |                  |                |  |  |              |  |  |          |   |  |          |   |  |          |
|   |  | <b>Hours</b>  |  |                  |                |  |  |              |  |  |          |   |  |          |   |  |          |
| Q.1. Essay Type Questions (Any One out of two on Unit I)      |  | Marks 10  |  |                  |                |  |  |              |  |  |          |   |  |          |   |  |          |
| Q.2. Essay Type Questions (Any One out of two on Unit II)     |  | Marks 10  |  |                  |                |  |  |              |  |  |          |   |  |          |   |  |          |
| Q.3. Short Notes/Problem (Any Three out of five on all Units) |  | Marks 10  |  |                  |                |  |  |              |  |  |          |   |  |          |   |  |          |

Sign of BOS Chairman  
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Board of Studies in  
English

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Associate Dean  
Dr. Suchitra Naik  
Faculty of  
Humanities

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Associate Dean  
Dr. Manisha Karne  
Faculty of  
Humanities

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



# **As Per NEP 2020**

## **University of Mumbai**



**Title of the Course Law related to Intellectual  
Property Rights**

**Semester – Sem I**

**Syllabus for Two Credit**

**(With effect from the academic year 2024-25)**

| <b>Law related to Intellectual Property Rights</b> |  |
|--|--|
| <b>PROGRAM</b>                                     | <b>BA /BSc/ BCom</b>                               |
| <b>SEMESTER</b>                                    | <b>I</b>   |
| <b>COURSE TITLE</b>                                | <b>Law related to Intellectual Property Rights</b> |
| <b>VERTICLE /CATEGORY</b>                          | <b>E (Value Education Course)</b>                  |
| <b>COURSE LEVEL</b>                                | <b>50</b>  |
| <b>COURSE CODE</b>                                 |  |
| <b>COURSE CREDIT</b>                               | <b>2</b>   |
| <b>HOURS PER WEEK THEORY</b>                       | <b>2</b>   |
| <b>HOURS PER WEEK PRACTICAL/TUTORIAL</b>           |  |

| <b>COURSE OBJECTIVE</b>   |
|---|
| <ul style="list-style-type: none"> <li>❑ Learners will be enabled with the knowledge of the branch of the law that rights given to persons over the creation of their minds. They usually give the creator an exclusive right over the use of his/her creation for a certain period.</li> <li>❑ To impart knowledge on identification of diverse types of Intellectual Properties (IPs), the right of ownership, scope of protection as well as the ways to create and to extract value from IP.</li> <li>❑ Learners will be able to recognize the crucial role of IP in organizations of different industrial sectors for the purposes of product and technology development.</li> <li>❑ To facilitate students to identify activities and constitute IP infringements and the remedies available to the IP owner and describe the precautions steps to be taken to prevent infringement of proprietary rights in products and technology development</li> </ul> |
|   |

| <b>COURSE OUTCOME</b>   |
|---|
| CO1: Learners will be able to study development and reform of intellectual propertyright institutions and their impact on creativity and innovation.  |
| CO2: Learners will be able to critically analyze the principles of Tortious liability, develop familiarization of process of Intellectual Property Management (IPM) andvarious approaches for IPM and conducting IP and IPM auditing and explain how IP can be managed as a strategic resource and suggest IPM strategy |
| CO3: Learners will be well equipped with the expensive characteristics of judicialtrend related to IPR and the remedies provided under the mechanism set up by the Government Convention of IPR   |

| <b>ORGANISATION OF THE COURSE</b> |  |                          |
|-----------------------------------|--|--------------------------|
| <b>UNIT<br/>NO</b>                | <b>COURSE<br/>UNITS</b>  | <b>HOURS<br/>PERWEEK</b> |
| 1                                 | Nature, Concept and forms of Intellectual Property and Patents | 10                       |
| 2                                 | Patents and Trade Marks  | 10                       |
| 3                                 | Copy Rights and Geographical Indicators                        | 10                       |
| <b>TOTAL HOURS</b>                |  | <b>30</b>                |

## COURSE DESIGN

| UNIT TITLE   | OUTCOME  | DESCRIPTION   | PEDAGOGICAL APPROACH                  |
|--|--|---|---------------------------------------|
| Intellectual Property: Meaning, Nature and Significance                                | Learners will understand the concept of IPR and analyze the concept of liabilities.  | Nature & Concept of Intellectual Property, General Principles of IP   | Lecture and seminar method, Case laws |
| Various forms of Intellectual Properties:  | Learners will be able to acquire the knowledge of the fundamentals of Intellectual property right and judicial perspective towards persons and properties. | Copyright, Patent, Trademark, Design, Geographical indication, Semi-Conductor and Plant variety                                     | Lecture and seminar method, Case laws |
| Major international instruments relating to the protection of Intellectual Properties: | Learners will be able to evaluate the process of IPR mechanism set by the government.  | The Paris Convention, 1883, the Berne Convention, 1886, The WIPO Convention, 1967, The TRIPS Agreement, 1994 and recent amendments. | Lecture and seminar method, Case laws |

| <b>CONTINUOUS ASSESSMENT TESTS (CAT) &amp; SEMESTER END EXAMINATION (SEE)</b> |              |   |                       |
|---|--------------|---|-----------------------|
| <b>NATURE OF ASSESSMENT</b>   | <b>MARKS</b> | <b>METHODOLOGY</b>  | <b>COURSE OUTCOME</b> |
| CAT 1*  | 10           | Online Quiz, Open booktest, Class test, Assignment and Viva   | CO1                   |
| CAT 2*  | 10           | Online Quiz, Open booktest, Class test, Assignment and Viva   | CO1, CO2              |
| CAT 3*  | 10           | Online Quiz, Open booktest, Class test, Assignment and Viva   | CO3                   |
| SEE   | 30           | Four questions of 10 markseach (from each course unit), to be attempted any 3, 10 marks may be subdivided into two sub questions of 5 marks | CO1, CO2,CO3          |

\*Any two.

|  |   |
|--|---|
| Practical Activities and Aspect ofthe Course | Analysis of landmark cases, Field visit patent office, Visit to Trademark office,Workshop on IPR. |
|--|---|

|                           |  |
|---------------------------|--|
| <b>ESSENTIAL READINGS</b> | W.R.Cornish and D. Llewelyn, Intellectual Property: Patents, Copyrights, Trademarks and Allied Rights, Sweet& Maxwell.<br>P. Narayanan, Intellectual Property Law, Eastern Law House |
|---------------------------|--|

|                            |   |
|----------------------------|---|
| <b>ADDITIONAL READINGS</b> | V.K. Ahuja, Law Relating to Intellectual Property Rights,<br>LexisNexis |
|----------------------------|---|

Syllabus Drafting Committee -

Dr. Rajeshri N.Varhadi, Professor and In-Charge Director

(UMLA)Dr. Gouri Gargate, Professor of IIT Kharagpur.

Dr. Swati Rautela, Professor and Head Department of

Law.Dr. Sanjay Jadhav, Associate Professor

Department of Law.

Prof. Uma Nehare, Assistant Professor, University of Law Academy.

**Signature:**

**Prof. Kavita Laghate**

**Chairman of Board of Studies in Value Education**

## As Per NEP 2020

# University of Mumbai



| <b>Syllabus for<br/>Indian Knowledge System</b>    |   |
|--|---|
| <b>Board of Studies in Indian Knowledge System</b> |   |
| <b>UG First Year Programme</b>                     |   |
| <b>Semester</b>                                    | <b>I OR II</b>                                |
| <b>Title of Paper</b>                              | <b>Credits</b>                                |
| <b>I) Indian Knowledge System</b>                  | <b>2</b><br><b>( either I or II Semester)</b> |
| <b>From the Academic Year</b>                      | <b>2024-2025</b>                              |

| Sr. No. | Heading   | Particulars   |
|---------|---|---|
| 1       | <b>Description the course : Including but Not limited to :</b>  | Introduction, relevance, Usefulness, Application, interest, connection with other courses, demand in the industry, job prospects etc. |
| 2       | <b>Vertical :</b>   | Major/Minor/Open Elective /Skill Enhancement / Ability Enhancement/Indian Knowledge System ( Choose By $\sqrt{\phantom{x}}$ )         |
| 3       | <b>Type :</b>   | Theory / Practical  |
| 4       | <b>Credit:</b>  | 2 credits ( 1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester )  |
| 5       | <b>Hours Allotted :</b>   | 30 Hours  |
| 6       | <b>Marks Allotted:</b>  | 100 Marks   |
| 7       | <b>Course Objectives:</b> ( List some of the course objectives ) <ol style="list-style-type: none"> <li>1. To sensitize the students about context in which they are embedded i.e. Indian culture and civilisation including its Knowledge System and Tradition.</li> <li>2. To help student to understand the knowledge, art and creative practices, skills and values in ancient Indian system.</li> <li>3. To help to study the enriched scientific Indian heritage.</li> <li>4. To introduce the contribution from Ancient Indian system &amp; tradition to modern science &amp; Technology.</li> </ol> |   |
| 8       | <b>Course Outcomes:</b> ( List some of the course outcomes ) <ol style="list-style-type: none"> <li>1. Learner will understand and appreciate the rich Indian Knowledge Tradition</li> <li>2. Lerner will understand the contribution of Indians in various fields</li> <li>3. Lerner will experience increase subject-awareness and self-esteem</li> <li>4. Lerner will develop a comprehensive understanding of how all knowledge is ultimately intertwined</li> </ol>  |   |
| 9       | <b>Modules:-</b>  |   |
|         | <b>Module 1: ( 10 Hours )</b>   |   |

|  |  |
|--|--|
|  | <ol style="list-style-type: none"> <li>1. Introduction to IKS<br/>(What is knowledge System, Characteristic Features of Indian Knowledge System)</li> <li>2. Why IKS?<br/>(Macaulay's Education Policy and its impact, Need of revisiting Ancient Indian Traditions)</li> <li>3. Scope of IKS<br/>(The Universality of IKS (from Micro to Macro), development form Earliest times to 18th Century CE)</li> <li>4. Tradition of IKS<br/>(Ancient Indian Education System: Home, Gurukul, Pathashala, Universities and ancient educational centres)</li> </ol> |
|--|--|



|           |  |                                       |
|-----------|--|---------------------------------------|
|           | <b>5. Relevant sites in the vicinity of the Institute</b><br>(Water Management System at Kanheri, Temple Management of Ambarnath, etc.)  |                                       |
|           | <b>Module 2: ( 10 Hours )</b>  |                                       |
|           | 1. Medicine (Ayurveda)<br>2. Alchemy<br>3. Mathematics<br>4. Logic<br>5. Art of Governance (Arthashastra)  |                                       |
|           | <b>Module 3: (10 Hours) (Select Any FIVE out of the following)</b>   |                                       |
|           | 1. Aesthetics<br>2. Town Planning<br>3. Strategic Studies<br>4. Krishi Shastra<br>5. Vyakaran & Lexicography<br>6. Natyashastra<br>7. Ancient Sports<br>8. Astronomy<br>9. Yoga and Wellbeing<br>10. Linguistics<br>11. Chitrasutra<br>12. Architecture<br>13. Taxation<br>14. Banking<br>15. Trade and Commerce   |                                       |
| <b>10</b> | <b>Reference Books</b><br>1. Concise history of science in India- D.M. Bose, S.N Sen, B.V. Subbarayappa.<br>2. Positive sciences of the Ancient Hindus- Brajendranatha seal, Motilal Banrasidas, Delhi 1958.<br>3. History of Chemistry in Ancient India & Medieval India, P.Ray- Indian Chemicals Society, Calcutta 1956<br>4. Charaka Samhita- a scientific synopsis, P. Ray & H.N Gupta National Institute of Sciences of India, New Delhi 1965.<br>5. MacDonnell A.A- History of Sanskrit literature<br>6. Winternitz M- History of Indian Literature Vol. I, II & III<br>7. Dasgupta S.N & De S.K- History of Sanskrit literature Vol. I.<br>8. Ramkrishna Mission- cultural heritage of India Vol. I, II & III.<br>9. Majumdar R. C & Pushalkar A.D- History & culture of the Indian people, Vol. I, II & III.<br>10. Keith A.B- History of Sanskrit literature.<br>11. Varadachari V- History of Sanskrit literature Chaitanya Krishna- A new History of Sanskrit |                                       |
| <b>11</b> | <b>Continuous Internal Assessment: 40%</b>   | <b>Semester End Examination : 60%</b> |
| <b>12</b> | <b>Continuous Evaluation through:</b><br>Assignment/ Presentations/ Projects<br>(Group/Individual) / Field Visit Report<br><b>20 Marks,</b><br>class Test / MCQ Test <b>10 Marks,</b><br>Overall Conduct and Class Participation <b>10</b>   |                                       |

|           |   |  |
|-----------|---|--|
|           | <b>Marks</b>  |  |
| <b>13</b> | <b>Format of Question Paper:</b> for the final examination<br>Q1. Attempt any TWO Questions out of FIVE. <b>10 Marks</b><br>Q2. Attempt any FIVE Questions out of TEN <b>25 Marks</b><br>Q3. Attempt any FIVE Questions out of FIFTEEN. <b>25 Marks</b> |  |

**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**

**As Per NEP 2020**

**University of Mumbai**



**Title of the Program**

**Introduction to Cultural Activities**

**SEM I**

**Syllabus for Two Credit**

**(With effect from the academic year 2024-25)**

### Aims and Objectives

- To study the importance of cultural activities in India.
- To discuss the historical importance of cultural activities.
- To define and describe the overview of cultural practices at Indian and Global level.
- To list the various forms of cultural activities and its applied skills.
- To describe the role of organizations for organizing cultural activities in India.

### Learning Outcomes

- Understand the significance of cultural activities
- Sensitize students towards Indian culture and its preservation
- Apply the knowledge and skills of the cultural activities in their practical life
- Participate in the various cultural activities

### Modules at Glance Semester I

| Module No.         | Unit | Content   | No. of Hours |
|--------------------|------|---|--------------|
| 1                  | I    | Overview to Cultural Activities   | 05           |
|                    | II   | History of Student Cultural Activities                                    | 05           |
| 2                  | III  | Forms / Types of Literary and Fine Arts Activities and its Applied Skills | 10           |
|                    | IV   | Forms / Types of Performing Arts Activities and its Applied Skills        | 10           |
| Total No. of Hours |      |   | 30           |

| Module No. | Unit | Content   | No. of Hours |
|------------|------|---|--------------|
| 1          | I    | <b>1.1 Overview to Cultural Activities</b> <ul style="list-style-type: none"><li>• Definition of culture and its manifestations</li><li>• Understanding cultural diversity and inclusivity</li><li>• The role of cultural activities in preserving heritage</li><li>• Overview of Indian cultural practices</li><li>• Overview of global cultural practices</li></ul> | 05           |
|            | II   | <b>2.1 History of Student Cultural Activities</b> <ul style="list-style-type: none"><li>□ Role of student cultural activities</li><li>□ History of student cultural activities in India</li></ul>   | 05           |

|   |     |   |    |
|---|-----|---|----|
|   |     | <ul style="list-style-type: none"> <li>• Role of AIU in preserving cultural heritage of India</li> <li>• History of student cultural activities in Maharashtra</li> <li>• Student Cultural activities at University of Mumbai</li> </ul>  |    |
| 2 | III | <p><b>3.1 Forms / Types of Literary and Fine Arts Activities and its Applied Skills</b></p> <p><b>3.1.1 Various Forms of Literary Arts</b></p> <ul style="list-style-type: none"> <li>• <b>Elocution:</b> Reading Skills, Soft Skills, Languages, Communication Skills, etc.</li> <li>• <b>Debate:</b> Reading Skills, Soft Skills, Languages, Communication Skills, etc.</li> <li>• <b>Story Writing:</b> Introduction, Plot, Characterization, Presentation, Relevance, Language Style, etc.</li> <li>• <b>Story Telling:</b> Introduction, Plot, Characterization, Presentation, Relevance, Language Style, etc.</li> <li>• <b>Quiz:</b> General Knowledge skills</li> </ul> <p><b>3.1.2 Various Forms of Fine Arts</b></p> <ul style="list-style-type: none"> <li>• <b>Painting:</b> Visualization, Delivery of the Subject, Composition, Colour Application, Presentation and Overall Impact</li> <li>• <b>Collage:</b> Visualization, Delivery of the Subject, Handling of Medium, Composition, Presentation and Overall Impact</li> <li>• <b>Poster Making:</b> Visualization, Delivery of the Subject, Presentation, Tagline and Overall Impact</li> <li>• <b>Clay Modeling:</b> Visualization, Delivery of the Subject, Handling of Medium, Composition, Presentation and Overall Impact</li> <li>• <b>Cartooning:</b> Visualization, Delivery of the Subject, Characters, Synchronization, Colour Application, Composition, Presentation and Overall Impact</li> <li>• <b>Rangoli:</b> Visualization, Delivery of the Subject, Colour Scheme, Elements, Presentation and Overall Impact</li> <li>• <b>Mehendi Designing:</b> Originality, Creativity, Decorative Art with Aesthetic Sense, Presentation and Overall Impact</li> </ul> | 10 |

|  |           |  |           |
|--|-----------|--|-----------|
|  |           | <ul style="list-style-type: none"> <li>• <b>Spot Photography:</b> Impact, Composition, Technical Quality and Suitability for the Specific Theme</li> <li>• <b>Installation:</b> Visualization, Delivery of the Subject, Handling of Medium, Synchronization, Composition, Presentation and Overall Impact</li> </ul>   |           |
|  | <b>IV</b> | <p><b>4.1 Forms / Types of Performing Arts Activities and its Applied Skills</b></p> <p><b>4.1.1 Various Forms of Dance</b></p> <ul style="list-style-type: none"> <li>• <b>Folk Dance:</b> History and Origin of Folk Dance In India, Types and their Uniqueness, Significance of Folk Dance, Folk Dances in Maharashtra</li> <li>• <b>Classical Dance:</b> History of Classical Dance, Types and their Peculiarities, Significance of Classical Dances in India</li> </ul> <p><b>4.1.2 Various Forms of Theatre</b></p> <ul style="list-style-type: none"> <li>• History of Indian Theatre</li> <li>• Types and their Uniqueness</li> <li>• Significance of Indian Theatre</li> <li>• <b>Various Forms of Theatre:</b> One Act Play, Skit, Mime, Mimicry</li> </ul> <p><b>4.1.3 Various Forms of Music</b></p> <ul style="list-style-type: none"> <li>• History of Indian Music,</li> <li>• Types and their Uniqueness,</li> <li>• Significance of Music in India</li> <li>• <b>Various Forms of Music:</b> Classical Singing, Light Vocal, Percussion, Non-Percussion, Nattasangeet, Western Vocal, Western Instrumental</li> </ul> | <b>10</b> |

### Scheme of Evaluation

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

### Semester I (50 Marks, 2 Credits) Internal Evaluation (20 Marks)

| Sr. No. | Particulars | Marks |
|---------|-------------|-------|
|---------|-------------|-------|

|              |   |           |
|--------------|---|-----------|
| 1            | Presentation<br><b>OR</b><br>Project<br><b>OR</b><br>Assignment   | 15        |
| 2            | Participation in Workshop / Conference / Seminar (as decided by the Teacher)<br><b>OR</b><br>Participation in Online Workshop / Conference / Seminar (as decided by the Teacher)<br><b>OR</b><br>Field Visit<br><b>OR</b><br>Attendance | 5         |
| <b>Total</b> |   | <b>20</b> |

#### Semester End Examination (30 Marks)

| Question No. | Particulars   | Marks     |
|--------------|---|-----------|
| 1            | <b>Objective Type Questions (All Units)</b>   | 6         |
| 2            | <b>Descriptive Question(s) on Unit I</b><br>[This question may be divided into sub questions like (a) (b) for 3 Marks + 3 Marks or 4 Marks + 2 Marks pattern]   | 6         |
| 3            | <b>Descriptive Question(s) on Unit II</b><br>[This question may be divided into sub questions like (a) (b) for 3 Marks + 3 Marks or 4 Marks + 2 Marks pattern]  | 6         |
| 4            | <b>Descriptive Question(s) on Unit III</b><br>[This question may be divided into sub questions like (a) (b) for 3 Marks + 3 Marks or 4 Marks + 2 Marks pattern] | 6         |
| 5            | <b>Descriptive Question(s) on Unit IV</b><br>[This question may be divided into sub questions like (a) (b) for 3 Marks + 3 Marks or 4 Marks + 2 Marks pattern]  | 6         |
| <b>Total</b> |   | <b>30</b> |

#### Reference Books

- 1) Rabindranath Tagore, The Centre of Indian Culture. Rupa and Co, India, 2017.
- 2) Chopra, J. K. Indian Heritage and Culture. Unique Publisher, India, 2013.
- 3) Patnaik Devdatta, Indian Culture, Art and Heritage. Pearson, India, 2021.
- 4) Cassady Marsh, An Introduction to the Art of Theatre: A comprehensive text- Past, Present and Future. Colorado Springs, Colo, 2017.
- 5) Pingle Bhavanrav A., History of Indian Music: with particular reference to theory and practice, Dev Publishers and Distributors, India, 2021.
- 6) Popley Herbert A., The Music of India. Central Archaeological Library, New Delhi, 1921.

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- 9) M. Keith Booker, A Practical Introduction to Literary theory and Criticism. Routledge.Michigan, 1996.
- 10) Vatsyayan Kapila, Indian Classical Dance. Publications Division, Ministry of Information and Broadcasting, Govt. of India, 1992.
- 11) Phyllia S. Weikart, Teaching folk dance: successful steps. High/Scope Press, Mchigan, 1997.
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**As Per NEP 2020**

## **University of Mumbai**



### **Title of the Program**

**Co-Curricular Course  
Introduction to Sports, Physical Literacy,  
Health and Fitness and Yog**

### **SEM I**

**Syllabus for Two Credit**

**(With effect from the academic year 2024-25)**

## Semester I

### Course Structure

| Semester     | Paper | Title of Paper   | No of lecture (Theory) | Internal Evaluation (IE) | End Semester Evaluation | Total Marks | Credits   |
|--------------|-------|--|------------------------|--------------------------|-------------------------|-------------|-----------|
| First        | CC    | Introduction to Sports, Physical Literacy, Health & Fitness and Yoga | 30                     | 20                       | 30                      | 50          | 02        |
| Second       | CC    | Introduction to Sports, Physical Literacy, Health & Fitness and Yoga | 30                     | 20                       | 30                      | 50          | 02        |
| <b>Total</b> | -     | -  | <b>60</b>              | <b>40</b>                | <b>60</b>               | <b>100</b>  | <b>04</b> |

## Semester I

### 1.1 Preamble:

India is growing rapidly as a global super-power. To face the challenges of the century and to keep up with the pace of the world, maintaining health is of prime importance. Giving thrust to healthy society, Physical Education, Sports, Health & fitness and Yoga are of great significance in today's world. The Government of India insists on Physical Fitness, Mental Health and Overall Development of Personality for every citizen. In these lines, the Government has launched Fit India Movement, Khelo India, TOPS and National Sports Day, International Day of Yoga etc. These initiatives have given impetus and awareness among general public, professional and academicians. However, creating efficient and skilled human resource in the field of Physical Education, Sports and Yoga is identified as the need of the hour. Thus, the Governments of India and Government of Maharashtra have included Physical Education, Sports and Yoga as a key area under the NEP 2020.

### 1.2 Objectives of the Course:

1. To make students familiarize with concepts of Health, Fitness, Yoga, Sports & Physical Literacy.
2. To sensitize the students about background knowledge of Sports structure of Sports Federations, Indian Olympic Association, Khelo India Schemes, FIT India movement, National Sports Day, Intercollegiate Sports structure of University of Mumbai.

3. To familiarize the students with the various physical education concepts and information regarding various Olympic Sports.
4. To make students aware about famous sports personalities and various awards given to Sportsperson and coaches.
5. To educate students regarding various career opportunities in the sports management, sports coaching, sports industry, health and fitness, sports infrastructure, yoga, etc.
6. The course is designed primarily to educate those interested in becoming a Physical Literacy Trainer/Ambassador as well as those who wish to stay lifelong active and want to influence others to be active for life.

### **1.3 Salient features of the course:**

1. The course is designed to enhance the Competency, attitude and skills related knowledge to Physical Literacy, health & fitness, Sports & Yoga.
2. The course is design to implemented as per CBCS pattern .

### **1.4 Utility of the course:**

1. The course may provide opportunity in the field of physical education, sports management, health & fitness, yoga, etc.
2. The course is significant to enhance the abilities of the student to work in the different fields of physical education in the area of coaching, event management, health & fitness, yoga etc.
3. The professional abilities and personality of the students may be enhanced.

### **1.5 Program outcomes:**

By the end of the program the students will be able to:

1. The curriculum would enable the pass out students to be entrepreneur (to start their own fitness center, gym, yoga studio etc.) and device appropriate fitness program for different genders and age groups at all level
2. The curriculum would enable to officiate, supervise various sports events and organize sports events.
3. Students acquire the knowledge of Physical Education, Sports and Yoga and understand the purpose and its development.
4. The student learns to plan, organize and execute sports events.
5. Student will learn theoretical and practical aspects of game of his choice to apply at various levels for teaching, learning and coaching purposes efficiently.
6. Student acquires the knowledge of opted games, sports and yoga and also learns the technical and tactical experience of it.
7. Student will learn to apply knowledge of Physical fitness and exercise management to lead better quality life.
8. Students will understand and learn different dimension of active life style.
9. Student will learn the knowledge of nutrition and diet.
10. Students will be able to assess the physical fitness in a scientific way.
11. The students will be able to continue professional courses and research in Physical Education, sports and yoga.
12. It helps the student to understand theory and practical aspects of physical literacy. These aspects include role of motivation and confidence, how to focus on positive experience, new styles of teaching, inclusive session planning and review the progress in physical activities.

**1.6 Programme Duration:** The structure of Sports & Physical Literacy has two semesters in total covering a period of two years.

**1.7 Duration of the Course:.** First Year comprises two semesters. Each semester will have theory paper 30 marks for End Semester Examination and 20 marks for Internal Evaluation for each paper.

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

**1.9 Medium of Instruction:** English

**1.10 Course Structure**

**Credits: 02**

**Lectures: 30**

**Marks: 50**

| <b>Unit Number</b> | <b>Title of the Unit</b>  | <b>No. of Lecture</b> | <b>No. of Credits</b> |
|--------------------|---|-----------------------|-----------------------|
| 1                  | <b>Introduction to Sports, Physical Literacy, Health &amp; fitness and Yoga</b><br><br>1.1 Meaning and Definition of Sports, Physical Literacy, Health & Fitness and Yoga<br><br>1.2 Aim, Objectives & Importance of Sports, Physical Literacy, Health & Fitness and Yoga<br><br>1.3 History of Sports, Physical Literacy, Physical Education and Yoga<br><br>1.4 Modern trends of Sports, Physical Literacy, Health & Fitness and Yoga | 15                    | 1                     |

|   |   |    |   |
|---|---|----|---|
| 2 | <b>Introduction to Structure of Sports associations, Fitness Training &amp; Yogic Asanas</b><br><br>2.1 Various government schemes, awards and famous sports personalities<br><br>2.2 Sports Structure of Sports Federations, Khelo India, Sports Tournaments of University of Mumbai and Indian Olympic Association<br><br>2.3 Fundamental Principles of Fitness training and Yoga<br><br>2.4 Components of health related and skill related physical fitness<br><br>2.5 Types of Yogic practices – Asanas, Pranayama and Meditation | 15 | 1 |
|---|---|----|---|

### References –

1. Bucher, C. A. (n.d.) Foundation of physical education. St. Louis: The C.V. Mosby Co. Deshpande, S. H. (2014). Physical Education in Ancient India. Amravati: Degree college of Physical education.
2. Mohan, V. M. (1969). Principles of physical education. Delhi: Metropolitan Book Dep. Nixon, E. E. & Cozen, F.W. (1969). An introduction to physical education. Philadelphia: W.B. Saunders Co.
3. William, J. F. (1964). The principles of physical education. Philadelphia: W.B. Saunders Co.
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6. Muller, J. P.(2000). Health, Exercise and Fitness. Delhi : Sports.
7. Russell, R.P.(1994). Health and Fitness Through Physical Education. USA : Human Kinetics.
8. Uppal, A.K. (1992). Physical Fitness. New Delhi : Friends Publication.
9. Nagendra, H. R. & Nagarathna, R. (2002). Samagra Yoga Chikitse. Bengaluru: Swami Vivekananda Yoga Prakasana.
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14. Pinto John and Roshan Kumar Shetty (2021) Introduction to Physical Education, Louis Publications, Mangalore
15. Shekar, K. C. (2003). Yoga for health. Delhi: Khel Sahitya Kendra.
16. Amit Arjun Budhe, (2015) Career aspects and Management in Physical Education, Sports Publication, New Delhi
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**As Per NEP 2020**

**University of Mumbai**



**Title of the Program**

**Co-Curricular Course  
NATIONAL SERVICE SCHEME**

**SEM I & SEM II**

**Syllabus for Two Credit**

**(With effect from the academic year 2024-25)**

## **UNIVERSITY OF MUMBAI**

### **National Service Scheme**

#### **1.1 Preamble:**

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

#### **1.2 Objectives of the Course:**

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

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

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

#### **1.4. Programme Specific Outcomes:**

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

#### **1.5 Programme Outcomes:**

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

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



**UNIVERSITY OF MUMBAI****Semester I****NSS CC****Sub: - Introduction to National Service Scheme****Credits: 02****Marks:50**

| <b>Unit Number</b> | <b>SEMESTER 1<br/>Title of the Unit</b>  | <b>No. of Lecture</b> |
|--------------------|--|-----------------------|
| 1                  | <b>Introduction to National Services Scheme</b><br>NSS- History,Philosophy & Need of Emergence<br>Aims, Objectives, Motto and Emblem of NSS, NSS Theme Song<br>Organizational Structure of NSS-Hierarchy at different levels (National,State,University,College)<br>Roles and Responsibilities of Program Officer<br>Financial Provisions -Grant in Aid for NSS<br>Advisory committees & their functions | 15                    |
| 2                  | NSS Programmes and Activities (Regular activities)<br>NSS Programmes and Activities (Special Camp activities)<br>Yearly Action Plan of NSS Unit<br>Volunteerism– Meaning, definition, basic qualities of volunteers, need of volunteerism for National development.<br>Opportunities in NSS for Volunteers (Various Camps)<br>Report Writing   | 15                    |

**UNIVERSITY OF MUMBAI**

**Semester II**

**NSS CC**

**Sub: - Leadership and Community Engagement**

**Credits: 02**

**Marks: 50**

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

**Note:**

- 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        |
| <b>Total</b>                                 | <b>20</b> |

### External Assessment Question Paper Pattern

**Time: 1:00 Hours**

**Total Marks: 30**

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

---

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

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

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

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

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

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

## References:

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2. Salunkhe P.B. Ed, Chhtrapati Shahu the Pillar of Social Democracy
3. National Service Scheme Manual, Govt. of India
4. Training Programme on National Programme Scheme TISS
5. Orientation Courses for N.S.S. Programme Officers, TISS
6. Hans Gurmeet, Case Material as a Training Aid for Field Workers
7. Tarachand, History of the Freedom Movement in India Vol.II
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AC – 20/04/2024  
Item No. – 7.8 Sem. II (5a)

## As Per NEP 2020

### University of Mumbai



| Syllabus for<br>Basket of Minor                          |              |
|--|--------------|
| Ad- hoc Board of Studies in B. Com. (Management Studies) |              |
| UG First Year Programme                                  |              |
| Semester   | II           |
| Title of Paper   | Credits 2/ 4 |
| Industry and Service Management I<br>(Basics of I & S)   | 2            |
| From the Academic Year                                   | 2024-25      |

| Sr. No. | Heading  | Particulars  |
|---------|--|--|
| 1       | <b>Description the course:</b><br><br><b>Including but not limited to:</b>   | Management is not only an essence in all fields but it is a prevalent tool in the hands of corporates to governments. From planning to controlling and from budgeting to reporting, all managerial elements are the most essential parts of daily life. So the learners need to know about all aspects from rural development to creating artificial intelligence. They will understand how to develop India, one of the fifth most powerful economies in the world. It is expected that the learners should learn how to develop our economy and management for the future generation from these managerial facets. |
| 2       | <b>Vertical :</b>  | Major/ <b>Minor</b> /Open Elective /Skill Enhancement / Ability Enhancement/Indian Knowledge System (Choose By √)  |
| 3       | <b>Type :</b>  | Theory / Practical   |
| 4       | <b>Credit:</b>   | 2 credits  |
| 5       | <b>Hours Allotted :</b>  | 30 Hours   |
| 6       | <b>Marks Allotted:</b>   | 50 Marks   |
| 7       | <b>Course Objectives:</b> <ol style="list-style-type: none"> <li>1. Differentiate between different types of industries and their defining characteristics</li> <li>2. Apply industry analysis frameworks to assess competitive landscapes</li> <li>3. Evaluate the impact of various factors on industry performance and service delivery</li> <li>4. Design and analyze service models for optimal customer experience.</li> </ol> |  |

|   |  |
|---|--|
| 8 | <b>Course Outcomes:</b> <ol style="list-style-type: none"> <li>1. Learners should Differentiate between various industry types and their characteristics</li> <li>2. Identify the key factors influencing industry performance and competition</li> <li>3. Understand the core principles of service management and customer experience</li> <li>4. Analyse the challenges and opportunities unique to service businesses</li> </ol> |
|---|--|

|    |  |
|----|--|
| 9  | <b>Modules: -</b>  |
|    | <b>Module 1:</b> Basics of Industry Management   |
|    | <ol style="list-style-type: none"> <li>a) Concept of Industry Management, Characteristics of IM, Types, Pros and Cons of Industry Management</li> <li>b) Industry Analysis: Framework of Porter's Five Forces, Industry Life Cycle, Technological advancement, Government regulations</li> </ol>                                 |
|    | <b>Module 2:</b> Basics of Service Management  |
|    | <ol style="list-style-type: none"> <li>a) Concept of service and service Management, characteristics of services, importance of service industry</li> <li>b) Scope and Classification of services - Specialized services, Customer services and Industrial services, Reasons for growth of service industry in India.</li> </ol> |
| 10 | <b>Text Books:</b> <ul style="list-style-type: none"> <li>• <i>Service Sector in India - recent policy initiative a New century publication 2008</i></li> <li>• <i>A. Vijaykumar Service Sector management - An Indian perspective - Bhattacharjee, Jaico publishing House 2011.</i></li> </ul>                                  |

|  |  |
|--|--|
|  | <b>Reference Books:</b> <ul style="list-style-type: none"> <li>• Industry Analysis by Michael E. Porter</li> <li>• Operations Management by Roberta F. Shang and Kenneth S. Meizer</li> <li>• Competitive Strategy by Michael E. Porter</li> <li>• Good Strategy Bad Strategy by Richard Rumelt</li> <li>• <i>Service marketing - Temani V. K. Prism Publication</i></li> <li>• <i>Management of Service Sector - Bhatia B. S. VP Publication</i></li> </ul> |
|--|--|

|           |  |   |
|-----------|--|---|
| <b>12</b> | <b>Internal Continuous Assessment: 40%</b>   | <b>External, Semester End Examination<br/>Individual Passing in Internal and<br/>External Examination : 60%</b> |
| <b>13</b> | <b>Continuous Evaluation through:</b><br>Quizzes, Class Tests, presentation,<br>project, role play, creative writing,<br>assignment etc.( at least 3 )   |   |
| <b>14</b> | <b>Format of Question Paper: for the final examination</b><br><b>External Paper Pattern (30 Marks)</b><br>Q1. Case Study Analysis 10 Marks<br>Q2. Answer the following (Any One) 10 marks<br>A<br>Or<br>B<br>Q3. Answer the following (Any One) 10 Marks<br>A<br>Or<br>B |   |

**Sign of the BOS**  
**Chairman**  
**Prof. Dr. Kanchan**  
**Fulmali**  
**BOS in BMS**

**Sign of the**  
**Offg. Associate Dean**  
**Dr. Ravikant Balkrishna**  
**Sangurde**  
**Faculty of Commerce**

**Sign of the**  
**Offg. Associate Dean**  
**Prin. Kishori Bhagat**  
**Faculty of**  
**Management**

**Sign of the**  
**Offg. Dean**  
**Prof. Kavita Laghate**  
**Faculty of Commerce**  
**& Management**



## As Per NEP 2020

# University of Mumbai



| Syllabus for<br>Basket of Open Elective Courses |              |
|---|--------------|
| Board of Studies in Computer Science            |              |
| UG First Year Programme                         |              |
| Semester  | II           |
| Title of Paper                                  | Credits 2/ 4 |
| I) Social Media Marketing                       | 2            |
| I)  |              |
| From the Academic Year                          | 2024 – 2025  |

## Open Elective Courses

**Name of the Course: Social Media Marketing**

| Sr. No. | Heading                 | Particulars   |
|---------|-------------------------|---|
| 1       | Description the course: | <p><b>Introduction:</b></p> <p>This course serves as an introduction to the dynamic world of social media marketing, offering students the foundational knowledge and practical skills needed to thrive in this rapidly evolving field.</p> <p><b>Relevance:</b></p> <p>Social media marketing has become an integral part of modern marketing strategies, as businesses increasingly rely on platforms like Facebook, LinkedIn, and Twitter to connect with their target audience, build brand awareness, and drive sales. Understanding how to leverage these platforms effectively is crucial for success in today's digital landscape.</p> <p><b>Usefulness:</b></p> <p>The skills learned in this course are highly practical and applicable across various industries and sectors. Whether students aspire to work in e-commerce, advertising, public relations, or entrepreneurship, a solid understanding of social media marketing is invaluable.</p> <p><b>Application:</b></p> <p>Through hands-on exercises and practical assignments, students will apply theoretical concepts to real-world scenarios, such as creating Facebook ad campaigns, optimizing LinkedIn profiles, and analyzing YouTube analytics. This approach ensures that students develop tangible skills that they can immediately put into practice.</p> <p><b>Interest:</b></p> <p>Social media marketing is a dynamic and creative field that appeals to students with a passion for digital communication, branding, and analytics. The course's emphasis on practical learning and creativity will engage students and foster their interest in exploring new marketing strategies and techniques.</p> <p><b>Connection with Other Courses:</b></p> |

|   |   |  |
|---|---|--|
|   |   | <p>This course complements other courses in marketing, advertising, communications, and digital media by providing a focused understanding of social media platforms and their role in contemporary marketing strategies. Students can apply the knowledge and skills gained in this course to enhance their understanding of broader marketing principles and practices.</p> <p><b>Demand in the Industry:</b></p> <p>With the increasing importance of digital marketing, there is a growing demand for professionals with expertise in social media marketing. Businesses of all sizes are seeking skilled individuals who can effectively navigate and leverage social media platforms to achieve their marketing goals. By completing this course, students will position themselves as valuable assets in the job market.</p> <p><b>Job Prospects:</b></p> <p>Graduates of this course will be well-equipped to pursue various roles in the field of social media marketing, including social media managers, digital marketing specialists, content creators, and marketing analysts. The practical skills and industry-relevant knowledge gained from this course will enhance students' employability and open up a wide range of career opportunities in the rapidly expanding digital marketing sector.</p> |
| 2 | <b>Vertical:</b>  | Open Elective  |
| 3 | <b>Type:</b>  | Practical  |
| 4 | <b>Credits:</b>   | 2 credits (1 credit = 30 Hours of Practical work in a semester)  |
| 5 | <b>Hours Allotted:</b>  | 60 hours   |
| 6 | <b>Marks Allotted:</b>  | 50 Marks   |
| 7 | <p><b>Course Objectives (CO):</b></p> <p><b>CO 1.</b> To provide students with a comprehensive understanding of social media marketing principles, strategies, and best practices.</p> <p><b>CO 2.</b> To familiarize students with the various social media platforms and their respective features, audiences, and advertising capabilities.</p> <p><b>CO 3.</b> To equip students with the practical skills needed to create, manage, and optimize social media marketing campaigns across different platforms.</p> <p><b>CO 4.</b> To cultivate students' ability to analyze social media metrics and use data-driven insights to refine marketing strategies and enhance campaign performance.</p> |  |

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|   | <p><b>CO 5.</b> To explore emerging trends and technologies in social media marketing and their implications for future marketing practices.</p> <p><b>CO 6.</b> To encourage critical thinking and creativity in developing innovative social media marketing solutions to meet business objectives.</p>  |
| 8 | <p><b>Course Outcomes (OC):</b><br/>After successful completion of this course, students would be able to -</p> <p><b>OC 1.</b> Demonstrate a solid understanding of social media marketing concepts, including audience targeting, content creation, engagement strategies, and campaign measurement.</p> <p><b>OC 2.</b> Identify the strengths and weaknesses of different social media platforms and select the most appropriate channels for achieving specific marketing objectives.</p> <p><b>OC 3.</b> Develop proficiency in using social media management tools and advertising platforms to create and manage effective marketing campaigns.</p> <p><b>OC 4.</b> Analyze social media metrics to assess the performance of marketing campaigns, identify areas for improvement, and make data-driven decisions.</p> <p><b>OC 5.</b> Demonstrate creativity and problem-solving skills by developing original social media marketing concepts and campaigns that resonate with target audiences.</p> <p><b>OC 6.</b> Effectively communicate their ideas, insights, and recommendations through written reports, oral presentations, and collaborative group discussions focused on social media marketing topics.</p> |
| 9 | <p><b>Modules:</b></p> <p><b>Module 1: Introduction to Digital Marketing (30 hours):</b></p> <p><b>Introduction to Social Media Marketing</b><br/>Definition and purpose of Social Media Marketing (SMM)<br/>Importance of SMM in the digital landscape<br/>Overview of different social media platforms and their significance</p> <p><b>Facebook Marketing</b><br/>Creating and managing a Facebook business page<br/>Strategies for engaging with the audience on Facebook<br/>Utilizing Facebook advertising tools and creating effective ad campaigns<br/>Practical: Create a Facebook business page for a fictional business and design a sample ad campaign</p> <p><b>LinkedIn Marketing</b><br/>Leveraging LinkedIn for business marketing and networking<br/>Crafting a LinkedIn marketing strategy to reach the target audience<br/>Lead generation techniques and content strategy on LinkedIn</p>  |

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|  | <p>Practical: Optimize your LinkedIn profiles and develop a sample content strategy for a professional networking scenario</p> <p><b>Influencer Marketing</b></p> <p>Understanding the role of influencers in social media marketing</p> <p>Identifying and collaborating with influencers to amplify brand reach and engagement</p> <p>Practical: Identify potential influencers for a given scenario and create a collaboration plan</p> <p><b>X Marketing (formerly Twitter Marketing)</b></p> <p>Developing content strategies for X (replace X with any emerging platform)</p> <p>Utilizing X advertising tools for promoting businesses</p> <p>Engaging with the audience and building brand presence on X</p> <p>Practical: Create sample tweets and design a mock X ad campaign targeting a specific audience</p>  |
|  | <p><b>Module 2 Advanced Digital Marketing Techniques (30 hours)</b></p> <p><b>YouTube Marketing</b></p> <p>Optimizing video content for YouTube</p> <p>Promoting businesses through YouTube ads and sponsored content</p> <p>Monetization strategies and leveraging YouTube analytics for insights</p> <p>Practical: Create and upload a sample promotional video on YouTube and analyze its performance using YouTube analytics</p> <p><b>Email Marketing</b></p> <p>Understanding different types of emails and email marketing tools</p> <p>Building and managing mailing lists for effective email campaigns</p> <p>Implementing email marketing automation and analyzing email deliverability</p> <p>Practical: Design and send out a sample email campaign using an email marketing platform and analyze the campaign metrics</p> <p><b>Content Marketing and SEO</b></p> <p>Introduction to content marketing and its importance in SMM</p> <p>Creating and optimizing content for social media platforms</p> <p>Overview of SEO techniques for improving website visibility and Google rankings</p> <p>Practical: Create sample social media posts and develop a content calendar for a content marketing campaign, with a focus on SEO optimization</p> |

|             | <p><b>Mobile Marketing</b></p> <p>Exploring the role of mobile devices in marketing strategies</p> <p>Understanding mobile advertising and engagement techniques</p> <p>Developing mobile-specific campaigns and measuring mobile marketing ROI</p> <p>Practical: Design a mobile-friendly ad campaign for a fictional product or service and assess its performance metrics</p> <p><b>Emerging Trends and Web Analytics</b></p> <p>Exploring new and emerging trends in social media marketing</p> <p>Understanding how to leverage trends like live streaming, augmented reality, and chatbots</p> <p>Introduction to web analytics and tools like Google Analytics</p> <p>Practical: Analyze website performance using Google Analytics and identify areas for optimization and improvement</p> |   |          |                             |       |             |          |    |             |          |    |             |      |    |
|-------------|--|---|----------|-----------------------------|-------|-------------|----------|----|-------------|----------|----|-------------|------|----|
| <b>10</b>   | <p><b>Text Books</b></p> <p>1. Digital Marketing, Seema Gupta, McGraw Hill Education, 2nd Edition</p>  |   |          |                             |       |             |          |    |             |          |    |             |      |    |
| <b>11</b>   | <p><b>Reference Books</b></p> <p>1. Fundamentals of Digital Marketing, Punit Singh Bhatia, Pearson, 2nd Edition</p> <p>2. “Understanding Digital Marketing: Marketing Strategies for Engaging the Digital Generation”, Damian Ryan, Calvin Jone. Kogan Page, 4th Edition</p>   |   |          |                             |       |             |          |    |             |          |    |             |      |    |
| <b>12</b>   | <b>Internal Continuous Assessment: 40%</b>   | <b>Semester End Examination: 60%</b>  |          |                             |       |             |          |    |             |          |    |             |      |    |
| <b>13</b>   | <p>The internal evaluation will be determined by the completion of practical tasks and the submission of corresponding write-ups for each session. Each practical exercise holds a maximum value of 10 marks. The total evaluation, out of 100 marks, should be scaled down to a final score of 20 marks.</p> <hr/> <p><b>Total: 20 marks</b></p>  | <p><b>A Semester End Practical Examination of 2 hours duration for 30 marks</b> as per the paper pattern given below.</p> <p><b>Certified Journal is compulsory</b> for appearing at the time of Practical Exam</p> <hr/> <p><b>Total: 30 Marks</b></p> |          |                             |       |             |          |    |             |          |    |             |      |    |
| <b>14</b>   | <p><b>Format of Question Paper:</b></p> <p><b>Total Marks: 30</b> <span style="float: right;"><b>Duration: 2 Hours</b></span></p> <table border="1"> <thead> <tr> <th>Question</th><th>Practical Question Based On</th><th>Marks</th></tr> </thead> <tbody> <tr> <td><b>Q. 1</b></td><td>Module 1</td><td>12</td></tr> <tr> <td><b>Q. 2</b></td><td>Module 2</td><td>12</td></tr> <tr> <td><b>Q. 3</b></td><td>Viva</td><td>06</td></tr> </tbody> </table>   |   | Question | Practical Question Based On | Marks | <b>Q. 1</b> | Module 1 | 12 | <b>Q. 2</b> | Module 2 | 12 | <b>Q. 3</b> | Viva | 06 |
| Question    | Practical Question Based On  | Marks   |          |                             |       |             |          |    |             |          |    |             |      |    |
| <b>Q. 1</b> | Module 1   | 12  |          |                             |       |             |          |    |             |          |    |             |      |    |
| <b>Q. 2</b> | Module 2   | 12  |          |                             |       |             |          |    |             |          |    |             |      |    |
| <b>Q. 3</b> | Viva   | 06  |          |                             |       |             |          |    |             |          |    |             |      |    |

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

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

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

## As Per NEP 2020

# University of Mumbai



| Syllabus for<br>Basket of OE  |  |
|-------------------------------|--|
| Board of Studies in Economics |  |
| UG First Year Programme       |  |
| Semester                      | II   |
| Title of Paper                | Introduction to the Capital<br>Market of India |
| Credits                       | 2  |
| From the Academic Year        | 2024-2025                                      |



| Sr. No. | Heading   | Particulars   |
|---------|---|---|
| 1       | <b>Description of the course:</b><br><br><b>Including but not limited to:</b>   | <b>Introduction to the Capital Market of India</b><br>This course provides an introduction to the functioning, structure, and dynamics of the stock market in India. Students will learn about the various components of the stock market, investment strategies, and the regulatory framework governing the Indian stock market. |
| 2       | <b>Vertical:</b>  | <b>Vertical 3 Open Elective</b>   |
| 3       | <b>Type:</b>  | Theory  |
| 4       | <b>Credit:</b>  | 2 Credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)  |
| 5       | <b>Hours Allotted:</b>  | 30 Hours  |
| 6       | <b>Marks Allotted:</b>  | 50 Marks  |
| 7       | <b>Course Objectives:</b><br>1. To understand the basics of the Indian stock market.<br>2. To familiarize students with different investment instruments.<br>3. To analyze the factors influencing stock market performance.<br>4. To introduce students to the regulatory environment of the Indian stock market.  |   |
| 8       | <b>Course Outcomes:</b><br><b>Students will be able to:</b><br>1. Understand Basic concepts of the stock market.<br>2. Evaluate different investment instruments.<br>3. Analyze the various stakeholders of the stock market.<br>4. Apply the basic knowledge of the capital market while making investment decisions.<br>5. Synthesize the importance of the capital market in Indian economy. |   |

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| <b>9</b>  | <b>Introduction to the Capital Market of India</b>  |  |
|           | <b>Module 1: Introduction to the Capital Market</b>   | <b>(15)</b>  |
|           | Definition and basic concepts: Capital market, investors, traders, brokers, shares, debentures, bonds, derivatives, Systematic Investment Plan (SIP), Systematic Withdrawal Plan (SWP), and mutual funds.   |  |
|           | <b>Module 2: Market Regulations</b>   | <b>(15)</b>  |
|           | Introduction to BSE and NSE: Nifty and Sensex, SEBI: Meaning and Role, Insider trading regulations, Primary Market (IPO) and Secondary Market.  |  |
| <b>10</b> | <b>Text Books:</b>  |  |
| <b>11</b> | <b>Reference Books:</b> <ol style="list-style-type: none"> <li>1. Gomez Clifford (2008). Financial Markets, Institutions and Financial Services. Prentice Hall of India,</li> <li>2. Meir Kohn (2013). Financial Institutions and Markets. Oxford University Press.</li> <li>3. Pathak Bharati (2018). Indian Financial System. Pearson Education; Fifth edition.</li> <li>4. Rajesh Kothari (2012). Financial Services in n India: Concept and Application. Sage Publications, New Delhi</li> <li>5. Articles from financial newspapers and journals such as Economic Times, Business Standard, and Mint.</li> </ol> |  |
| <b>12</b> | <b>Internal Continuous Assessment: 40%</b>  | <b>External, Semester End Examination 60%</b>                  |
|           |   | <b>Individual Passing in Internal and External Examination</b> |
| <b>13</b> | <b>Continuous Evaluation through:</b><br>Quizzes, Class Tests, presentations, projects, role play, creative writing, assignments, etc. (at least 3)   |  |
| <b>14</b> | <b>Format of Question Paper: for the final examination (30 Marks)</b><br>Solve Any 3 questions out of Given 6 Questions   |  |

**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**

# **As Per NEP 2020**

## **University of Mumbai**



**Title of the Course Fundamentals of People's Skills**

**Semester – Sem I**

**Syllabus for Two Credit**

**(With effect from the academic year 2024-25)**

## Name of the Course: Fundamentals of People's Skills

| Sr. No. | Heading  | Particulars   |
|---------|--|---|
| 1       | <b>Description the course :</b><br><br><b>Including but Not limited to :</b> | This course deals with the fundamentals of people's skills which are one of the most important aspects of Life Skills required to be developed among students. Acquiring these skills would help them to develop ethical foundation right during their young days. It would foster creativity and innovation among these student while sensitizing them towards respecting social and cultural differences. |
| 2       | <b>Vertical :</b>  | Skill Enhancement   |
| 3       | <b>Type :</b>  | Theory / Practical  |
| 4       | <b>Credit:</b>   | 2 credits   |
| 5       | <b>Hours Allotted :</b>  | 30 Hours  |
| 6       | <b>Marks Allotted:</b>   | 50 Marks  |

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| <b>Course Objectives</b>                          | <ol style="list-style-type: none"> <li>1. To develop ethical foundation among students.</li> <li>2. To encourage creativity and innovation among young minds.</li> <li>3. To create awareness among students about the importance of being a good listener.</li> <li>4. To sensitize students about recognizing and dealing with different social, cultural backgrounds more effectively</li> <li>5. To enable students to conduct themselves more professionally and put across their views in front of others more effectively.</li> </ol> |
| <b>Course Outcomes</b>                            | <b>Students will be able to:</b> <ol style="list-style-type: none"> <li>1. Demonstrate ethical behavior coupled with integrity.</li> <li>2. Will generate new ideas and create a business plan.</li> <li>3. Will be able to develop good listening skills which are vital for demonstrating good team qualities.</li> <li>4. Will build sensitivity about social and cultural differences and illustrate good etiquettes.</li> <li>5. Will be able to present themselves and their thoughts in front of others more confidence.</li> </ol>   |
| <b>Module 1: Ethics and Integrity (6 Hours)</b>   | Importance of ethics. (Story-telling)<br>Ethical decision-making. (Discussing biographies)<br>Personal and professional moral codes of conduct. (Discussing biographies)<br>Creating a harmonious life. (Interactive session)  |
| <b>Module 2: Entrepreneurial Skills (6 Hours)</b> | <ol style="list-style-type: none"> <li>1. Who is an entrepreneur (Story-telling)</li> <li>2. Traits and qualities of a good entrepreneur (Story-telling)</li> <li>3. Types of entrepreneurs (Interactive session with Story-telling)</li> <li>4. Problem identification and idea generation (role play/ simulation)</li> </ol>   |

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|  | 5. Idea validation (Interactive session with Story-telling)<br>6. Pitch-deck presentation (video)   |
| <b>Module 3<br/>Teamwork and<br/>Importance of<br/>Listening in a<br/>Team (6 Hours)</b> | 1. What is a team? (Conceptual Clarity)<br>2. Advantages of being a good listener in a team (Story telling)<br>3. Listening as a team leader (Case study)<br>4. Listening as a team member(Interactive session)<br>5. Improving listening skills (Interactive session)  |
| <b>Module 4 Resume<br/>Writing and CV<br/>Building (6 Hours)</b>                         | 1. Difference between a Resume and CV (Conceptual Clarity)<br>2. Essentials of writing a good Resume (Practical Application)<br>3. How to build a good CV (Practical Application)<br>4. Common Mistakes in preparing a good resume/ building a good CV (Conceptual Clarity)   |
| <b>Module 5<br/>Professional,<br/>Social and Cultural<br/>Etiquettes (6<br/>Hours)</b>   | 1. Why following etiquettes is important (Interactive session)<br>2. Types of etiquettes (Conceptual Clarity)<br>3. Professional etiquettes (Video + Story-telling)<br>4. Social etiquettes (Video + Story-telling)<br>5. Cultural etiquettes (Video + Story-telling)<br>6. Role of etiquettes in creating a better personal and professional image (Video + Story-telling)   |
| <b>Suggested<br/>Readings and e-<br/>resources</b>                                       | 1. Bentley University. (2022, December 7) 7 ways to promote diversity in the workplace. <a href="https://www.bentley.edu/news/7-ways-promote-diversity-workplace">https://www.bentley.edu/news/7-ways-promote-diversity-workplace</a> .<br>2. Roy, B. D. (2022, August 1). Active listening; its skills and importance in the workplace. Nurture an Engaged and Satisfied Workforce   Vantage Circle HR Blog. <a href="https://blog.vantagecircle.com/active-listening/">https://blog.vantagecircle.com/active-listening/</a> .<br>3. Hisrich, R. D., Peters, M. P., and Shepherd D. A. (2017). Entrepreneurship. 10th Ed. McGraw Hill Education<br>4. Ashokan, M. S. (2015). Karmayogi: A Biography of E. Sreedharan. London: Penguin.<br>5. Nellickappilly, S. (n.d). Ethics. [Video]. NPTEL. <a href="https://nptel.ac.in/courses/109/106/109106117/">https://nptel.ac.in/courses/109/106/109106117/</a> . |
| <b>Assessment and<br/>Evaluation</b>   | Continuous assessment throughout the semester of 30 Marks by maintain a logbook and/ or a journal and final project of 20 marks at the end of the semester  |
| <b>Signature of the<br/>Team</b>   |   |

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

## As Per NEP 2020

### University of Mumbai



| Syllabus for<br>Basket of AEC |         |
|-------------------------------|---------|
| Board of Studies in HINDI     |         |
| UG First Year Programme       |         |
| Semester                      | II      |
| Title of Paper                | Credits |
| हिन्दी भाषा : कौशल के आधार    | 2       |
| From the Academic Year        | 2024-25 |

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

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



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



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Name of the Faculty

## As Per NEP 2020

# University of Mumbai



| Syllabus for<br>Basket of AEC                          |         |
|--|---------|
| Board of Studies in Marathi                            |         |
| UG First Year Programme                                |         |
| Semester   | II      |
| Title of Paper   | Credits |
| भाषिक कौशल्यांचे उपयोजन – १<br>(भाषण व निवेदन कौशल्ये) | 2       |
| From the Academic Year                                 | 2024-25 |

| Sr. No. | Heading   | Particulars  |
|---------|---|--|
| 1       | <b>Description the course :</b><br><br><b>Including but Not limited to :</b>  | <p><b>भाषिक कौशल्यांचे उपयोजन – १</b><br/> <b>(भाषण व निवेदन कौशल्ये)</b></p> <p>राष्ट्रीय शैक्षणिक धोरण- २०२० नुसार पदवीच्या प्रथम वर्षातील एका सत्रात क्षमता विकसन अभ्यासक्रम (Ability Enhancement Course) या शीर्षकांतर्गत आधुनिक भारतीय भाषेचे अध्ययन अनिवार्य करण्यात आले आहे. आधुनिक भारतीय भाषेचा प्रस्तुत अभ्यासक्रम व अध्ययन प्रामुख्याने भाषा क्षमता विकसन केंद्री असावे, असेही या धोरणात नमूद करण्यात आले आहे. त्यामुळे या अभ्यासपत्रिकेच्या अध्ययनातून विद्यार्थ्यांना भाषिक कौशल्यांचा तपशीलवार परिचय करून देणे तसेच ती कौशल्ये आत्मसात करण्याची संधी उपलब्ध करून देणे अभिप्रेत आहे.</p> <p>या पार्श्वभूमीवर भाषण व निवेदन कौशल्ये या दोन भाषिक कौशल्यांचा परिचय करून देणारी ही अभ्यासपत्रिका आहे. या अभ्यासपत्रिकेच्या अध्ययनातून भाषण व निवेदनाचे स्वरूप, विविध कार्यक्रम व घटना-प्रसंगीची भाषणे व निवेदन, विविध स्वरूपांच्या भाषण व निवेदनाची पूर्वतयारी, त्यासाठी आवश्यक क्षमता व तंत्रांचा व भाषिक-आंगिक-वाचिक कौशल्यांचा परिचय व्हावा, असे अपेक्षित आहे. या अभ्यासपत्रिकेचे अध्ययन करणाऱ्या विद्यार्थ्यांमध्ये भाषण व निवेदनाची जाण व क्षमता विकसित होईल, हे लक्षात घेऊन प्रस्तुत अभ्यासपत्रिकेची आखणी करण्यात आली आहे.</p> |
| 2       | <b>Vertical :</b>   | Ability Enhancement Course   |
| 3       | <b>Type :</b>   | Theory + Practical   |
| 4       | <b>Credit:</b>  | 02 (1 credit = 15 Hours for Theory in a Semester)  |
| 5       | <b>Hours Allotted :</b>   | 30 Hours   |
| 6       | <b>Marks Allotted:</b>  | 50 Marks   |
| 7       | <b>Course Objectives :</b><br>१. विविध कार्यक्रम व घटना-प्रसंगीच्या भाषणाचे स्वरूप समजावून सांगणे.<br>२. विविध घटना प्रसंगीच्या निवेदनाचे स्वरूप समजावून सांगणे.<br>३. प्रभावी भाषण करण्यासाठी आवश्यक असणाऱ्या क्षमता आणि तंत्रांचा परिचय करून देणे.<br>४. प्रभावी निवेदन करण्यासाठी आवश्यक असणाऱ्या क्षमता आणि तंत्रांचा परिचय करून देणे.<br>५. प्रत्यक्ष भाषण आणि निवेदन करण्याची संधी उपलब्ध करून देणे.  |  |
| 8       | <b>Course Outcomes :</b><br>१. विद्यार्थ्यांना विविध कार्यक्रम व घटना-प्रसंगी करावयाच्या भाषणाचे स्वरूप कळेल.<br>२. विद्यार्थ्यांना विविध कार्यक्रम व घटना-प्रसंगी करावयाच्या निवेदनाचे स्वरूप कळेल.<br>३. विविध कार्यक्रम व घटना-प्रसंगी करावयाच्या भाषणासाठी आवश्यक असणाऱ्या क्षमता आणि तंत्रांचा विद्यार्थ्यांना परिचय होईल.<br>४. विविध कार्यक्रम व घटना-प्रसंगी करावयाच्या निवेदनासाठी आवश्यक असणाऱ्या क्षमता आणि तंत्रांचा विद्यार्थ्यांना परिचय होईल.<br>५. विद्यार्थ्यांना प्रत्यक्ष भाषण आणि निवेदन करण्याची संधी उपलब्ध होईल व त्यांच्या क्षमता विकसित होतील. |  |

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

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# University of Mumbai

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No. AAMS\_UGS/ICC/2024-25/ 2\9

Date: 31<sup>st</sup> January, 2025

## CIRCULAR:-

Attention of all the Principals of the Affiliated Colleges, Directors of the Recognized Institutions and the Head University Departments is invited to this office Circular No. AAMS\_UGS/ICC/2024-25/04 dated 11<sup>th</sup> June, 2023 relating to the NEP UG & PG Syllabus.

They are hereby informed that the recommendations made by the Ad-hoc Board of Studies in N.C.C./N.S.S./Sports Co-Curricular at its meeting held on 23<sup>rd</sup> November, 2024 and subsequently passed by the Board of Deans at its meeting held on 30<sup>th</sup> December, 2024 vide item No. 8.1 (N) have been accepted by the Academic Council at its meeting held on 27<sup>th</sup> January, 2025 vide item No. 8.1 (N) and that in accordance therewith to introduce 2 Credit Programme Co-Curricular Course Foundation and Exploration of Performing Fine Arts Sem II 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](http://www.mu.ac.in)).

MUMBAI – 400 032  
31<sup>st</sup> January, 2025

(Dr. Prasad Karande)  
REGISTRAR

To,

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

AC 8.1 (N) /27/01/2025

Copy forwarded with Compliments for information to:-

- 1) The Chairman, Board of Deans,
- 2) The Dean, Faculty of Interdisciplinary,
- 3) The Chairman, Ad-hoc Board of Studies in N.C.C./N.S.S./Sports Co-Curricular,
- 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).



| <b>Copy forwarded for information and necessary action to :-</b> |  |
|--|--|
| 1  | The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Dept)(AEM),<br><a href="mailto:dr@eligi.mu.ac.in">dr@eligi.mu.ac.in</a>  |
| 2  | The Deputy Registrar, Result unit, Vidyanagari<br><a href="mailto:drresults@exam.mu.ac.in">drresults@exam.mu.ac.in</a>   |
| 3  | The Deputy Registrar, Marks and Certificate Unit,. Vidyanagari<br><a href="mailto:dr.verification@mu.ac.in">dr.verification@mu.ac.in</a>   |
| 4  | The Deputy Registrar, Appointment Unit, Vidyanagari<br><a href="mailto:dr.appointment@exam.mu.ac.in">dr.appointment@exam.mu.ac.in</a>  |
| 5  | The Deputy Registrar, CAP Unit, Vidyanagari<br><a href="mailto:cap.exam@mu.ac.in">cap.exam@mu.ac.in</a>  |
| 6  | The Deputy Registrar, College Affiliations & Development Department (CAD),<br><a href="mailto:deputyregistrar.uni@gmail.com">deputyregistrar.uni@gmail.com</a>   |
| 7  | The Deputy Registrar, PRO, Fort, (Publication Section),<br><a href="mailto:Pro@mu.ac.in">Pro@mu.ac.in</a>  |
| 8  | The Deputy Registrar, Executive Authorities Section (EA)<br><a href="mailto:eau120@fort.mu.ac.in">eau120@fort.mu.ac.in</a><br><br>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),<br><a href="mailto:rapc@mu.ac.in">rapc@mu.ac.in</a>   |
| 10   | The Deputy Registrar, Academic Appointments & Quality Assurance (AAQA)<br>dy.registrar.tau.fort.mu.ac.in<br><a href="mailto:ar.tau@fort.mu.ac.in">ar.tau@fort.mu.ac.in</a>   |
| 11   | The Deputy Registrar, College Teachers Approval Unit (CTA),<br><a href="mailto:concolsection@gmail.com">concolsection@gmail.com</a>  |
| 12   | The Deputy Registrars, Finance & Accounts Section, fort<br><a href="mailto:draccounts@fort.mu.ac.in">draccounts@fort.mu.ac.in</a>  |
| 13   | The Deputy Registrar, Election Section, Fort<br><a href="mailto:drelection@election.mu.ac.in">drelection@election.mu.ac.in</a>   |
| 14   | The Assistant Registrar, Administrative Sub-Campus Thane,<br><a href="mailto:thanesubcampus@mu.ac.in">thanesubcampus@mu.ac.in</a>  |
| 15   | The Assistant Registrar, School of Engg. & Applied Sciences, Kalyan,<br><a href="mailto:ar.seask@mu.ac.in">ar.seask@mu.ac.in</a>   |
| 16   | The Assistant Registrar, Ratnagiri Sub-centre, Ratnagiri,<br><a href="mailto:ratnagirisubcentre@gmail.com">ratnagirisubcentre@gmail.com</a>  |
| 17   | The Director, Centre for Distance and Online Education (CDOE),<br>Vidyanagari,<br><a href="mailto:director@idol.mu.ac.in">director@idol.mu.ac.in</a>   |
| 18   | Director, Innovation, Incubation and Linkages,<br>Dr. Sachin Laddha<br><a href="mailto:pinkumanno@gmail.com">pinkumanno@gmail.com</a>  |
| 19   | Director, Department of Lifelong Learning and Extension (DLLE),<br>Dlleuniversityofmumbai@gmail.com  |

**Copy for information :-**

|   |   |
|---|---|
| 1 | P.A to Hon'ble Vice-Chancellor,<br><a href="mailto:vice-chancellor@mu.ac.in">vice-chancellor@mu.ac.in</a>           |
| 2 | P.A to Pro-Vice-Chancellor<br><a href="mailto:pvc@fort.mu.ac.in">pvc@fort.mu.ac.in</a>                              |
| 3 | P.A to Registrar,<br><a href="mailto:registrar@fort.mu.ac.in">registrar@fort.mu.ac.in</a>                           |
| 4 | P.A to all Deans of all Faculties   |
| 5 | P.A to Finance & Account Officers, (F & A.O),<br><a href="mailto:camu@accounts.mu.ac.in">camu@accounts.mu.ac.in</a> |

**To,**

|   |  |
|---|--|
| 1 | The Chairman, Board of Deans<br><a href="mailto:pvc@fort.mu.ac.in">pvc@fort.mu.ac.in</a>   |
| 2 | <b>Faculty of Humanities,</b><br><b>Dean</b><br>1. Prof.Anil Singh<br><a href="mailto:Dranilsingh129@gmail.com">Dranilsingh129@gmail.com</a><br><b>Associate Dean</b><br>2. Dr.Suchitra Naik<br><a href="mailto:Naiksuchitra27@gmail.com">Naiksuchitra27@gmail.com</a><br>3.Prof.Manisha Karne<br><a href="mailto:mkarne@economics.mu.ac.in">mkarne@economics.mu.ac.in</a>   |
|   | <b>Faculty of Commerce &amp; Management,</b><br><b>Dean</b><br>1. Dr.Kavita Laghate<br><a href="mailto:kavitalaghate@jbims.mu.ac.in">kavitalaghate@jbims.mu.ac.in</a><br><b>Associate Dean</b><br>2. Dr.Ravikant Balkrishna Sangurde<br><a href="mailto:Ravikant.s.@somaiya.edu">Ravikant.s.@somaiya.edu</a><br>3. Prin.Kishori Bhagat<br><a href="mailto:kishoribhagat@rediffmail.com">kishoribhagat@rediffmail.com</a> |



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

# As Per NEP 2020

## University of Mumbai



### Title of the Paper

**Co-Curricular Course Foundation and  
Exploration of Performing Fine Arts**

**Sem II**

**Syllabus for Two credit**

**From the academic year 2024-25**

**Semester II**  
**As per NEP 2020**

# **Foundation and Exploration of Performing and Fine Arts**

Syllabus for Two Credits Programme

With effect from Academic Year 2024-2025

**Aims and Objectives**

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

**Learning Outcomes**

The course will enable the learner to

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

**Modules at Glance****Semester I**

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

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

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

### **Scheme of Evaluation**

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

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

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

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

**Semester End Examination (30 Marks)**

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

**Reference Books**

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

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



No. AAMS\_UGS/ICC/2024-25/234

Date: 14<sup>th</sup> February, 2025

**CIRCULAR:-**

Attention of all the Principals of the Affiliated Colleges, Directors of the Recognized Institutions and the Head University Departments is invited to this office Circular No. AAMS\_UGS/ICC/2024-25/04 dated 11<sup>th</sup> June, 2023 relating to the NEP UG & PG Syllabus.

They are hereby informed that the recommendations made by the Ad-hoc Board of Studies in N.C.C./N.S.S./Sports Co-Curricular at its meeting held on 06<sup>th</sup> February, 2025 has been accepted by the Hon'ble Vice Chancellor as per the powers confirmed upon him under Section 12 (7) of the Maharashtra Public Universities Act, 2016 and that in accordance therewith syllabus of **Co-Curricular Course Introduction to Sports, Physical Literacy, Health and Fitness & Yog Sem II** 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](http://www.mu.ac.in)).

MUMBAI – 400 032  
14<sup>th</sup> February, 2025

  
(Dr. Prasad Karande)  
REGISTRAR

To,

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

**BOS/06/02/2025**

Copy forwarded with Compliments for information to:-

- 1) The Chairman, Board of Deans,
- 2) The Dean, Faculty of Interdisciplinary,
- 3) The Chairman, Ad-hoc Board of Studies in N.C.C./N.S.S./Sports Co-Curricular,
- 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), Vidyanaagari,
- 8) The Deputy Registrar, Admissions, Enrolment, Eligibility & Migration Department (AEM).



| <b>Copy forwarded for information and necessary action to :-</b> |  |
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| 5  | The Deputy Registrar, CAP Unit, Vidyanagari<br><a href="mailto:cap.exam@mu.ac.in">cap.exam@mu.ac.in</a>  |
| 6  | The Deputy Registrar, College Affiliations & Development Department (CAD),<br><a href="mailto:deputyregistrar.uni@gmail.com">deputyregistrar.uni@gmail.com</a>   |
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| 8  | The Deputy Registrar, Executive Authorities Section (EA)<br><a href="mailto:eau120@fort.mu.ac.in">eau120@fort.mu.ac.in</a><br><br>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),<br><a href="mailto:rapc@mu.ac.in">rapc@mu.ac.in</a>   |
| 10   | The Deputy Registrar, Academic Appointments & Quality Assurance (AAQA)<br>dy.registrar.tau.fort.mu.ac.in<br><a href="mailto:ar.tau@fort.mu.ac.in">ar.tau@fort.mu.ac.in</a>   |
| 11   | The Deputy Registrar, College Teachers Approval Unit (CTA),<br><a href="mailto:concolsection@gmail.com">concolsection@gmail.com</a>  |
| 12   | The Deputy Registrars, Finance & Accounts Section, fort<br><a href="mailto:draccounts@fort.mu.ac.in">draccounts@fort.mu.ac.in</a>  |
| 13   | The Deputy Registrar, Election Section, Fort<br><a href="mailto:drelection@election.mu.ac.in">drelection@election.mu.ac.in</a>   |
| 14   | The Assistant Registrar, Administrative Sub-Campus Thane,<br><a href="mailto:thanesubcampus@mu.ac.in">thanesubcampus@mu.ac.in</a>  |
| 15   | The Assistant Registrar, School of Engg. & Applied Sciences, Kalyan,<br><a href="mailto:ar.seask@mu.ac.in">ar.seask@mu.ac.in</a>   |
| 16   | The Assistant Registrar, Ratnagiri Sub-centre, Ratnagiri,<br><a href="mailto:ratnagirisubcentre@gmail.com">ratnagirisubcentre@gmail.com</a>  |
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| 18   | Director, Innovation, Incubation and Linkages,<br>Dr. Sachin Laddha<br><a href="mailto:pinkumanno@gmail.com">pinkumanno@gmail.com</a>  |
| 19   | Director, Department of Lifelong Learning and Extension (DLLE),<br>Dlleuniversityofmumbai@gmail.com  |

**Copy for information :-**

|   |   |
|---|---|
| 1 | P.A to Hon'ble Vice-Chancellor,<br><a href="mailto:vice-chancellor@mu.ac.in">vice-chancellor@mu.ac.in</a>           |
| 2 | P.A to Pro-Vice-Chancellor<br><a href="mailto:pvc@fort.mu.ac.in">pvc@fort.mu.ac.in</a>                              |
| 3 | P.A to Registrar,<br><a href="mailto:registrar@fort.mu.ac.in">registrar@fort.mu.ac.in</a>                           |
| 4 | P.A to all Deans of all Faculties   |
| 5 | P.A to Finance & Account Officers, (F & A.O),<br><a href="mailto:camu@accounts.mu.ac.in">camu@accounts.mu.ac.in</a> |

**To,**

|   |  |
|---|--|
| 1 | The Chairman, Board of Deans<br><a href="mailto:pvc@fort.mu.ac.in">pvc@fort.mu.ac.in</a>   |
| 2 | <b>Faculty of Humanities,</b><br><b>Dean</b><br>1. Prof.Anil Singh<br><a href="mailto:Dranilsingh129@gmail.com">Dranilsingh129@gmail.com</a><br><b>Associate Dean</b><br>2. Dr.Suchitra Naik<br><a href="mailto:Naiksuchitra27@gmail.com">Naiksuchitra27@gmail.com</a><br>3.Prof.Manisha Karne<br><a href="mailto:mkarne@economics.mu.ac.in">mkarne@economics.mu.ac.in</a>   |
|   | <b>Faculty of Commerce &amp; Management,</b><br><b>Dean</b><br>1. Dr.Kavita Laghate<br><a href="mailto:kavitalaghate@jbims.mu.ac.in">kavitalaghate@jbims.mu.ac.in</a><br><b>Associate Dean</b><br>2. Dr.Ravikant Balkrishna Sangurde<br><a href="mailto:Ravikant.s.@somaiya.edu">Ravikant.s.@somaiya.edu</a><br>3. Prin.Kishori Bhagat<br><a href="mailto:kishoribhagat@rediffmail.com">kishoribhagat@rediffmail.com</a> |

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

## As Per NEP 2020

# University of Mumbai



| <b>Syllabus for<br/>Sports Co-Curricular Vertical - 6</b>         |                |
|---|----------------|
| <b>Board of Studies in NCC/NSS/Sports Co-Curricular</b>           |                |
| <b>UG First Year Programme</b>                                    |                |
| <b>Semester</b>   | <b>II</b>      |
| <b>Title of Paper</b>   | <b>Credits</b> |
| <b>I) Sports, Physical Literacy, Health and Fitness &amp; Yog</b> | <b>2</b>       |
| <b>From the Academic Year</b>                                     | <b>2024-25</b> |

## **Semester II**

### **1.1 Preamble:**

India is growing rapidly as a global super-power. To face the challenges of the century and to keep up with the pace of the world, maintaining health is of prime importance. Giving thrust to healthy society, Physical Education, Sports, Health & fitness and Yoga are of great significance in today's world. The Government of India insists on Physical Fitness, Mental Health and Overall Development of Personality for every citizen. In these lines, the Government has launched Fit India Movement, Khelo India, TOPS and National Sports Day, International Day of Yoga etc. These initiatives have given impetus and awareness among general public, professional and academicians. However, creating efficient and skilled human resource in the field of Physical Education, Sports and Yoga is identified as the need of the hour. Thus, the Governments of India and Government of Maharashtra have included Physical Education, Sports and Yoga as a key area under the NEP 2020.

### **1.2 Objectives of the Course:**

1. To understand the importance of Physical Education, Sports, & Physical Activity
2. To increase participation of students in various games and sports and fitness activities
3. To develop the physical as well as mental health through physical activity
4. To create interest regarding sports , physical fitness to inculcate healthy habits for lifelong

### **1.3 Program outcomes:**

By the end of the program the students will be able to:

1. The student will participate in various games, sports and physical activities and they will also learn the technical and tactical experience of it.
2. Students will understand the importance and benefits of participation in any fitness activity or sports.
3. Own choice based activities will be the stress buster for the students and this will inculcate healthy habits in the students
4. Students will able to organize, plan activities and will develop administrative qualities through these events
5. Students acquire the knowledge of Physical Education, Sports and Yoga and understand the purpose and its development.
6. The student learns to plan, organize and execute sports events.
7. Student will learn theoretical and practical aspects of game of his choice to apply at various levels for teaching, learning and coaching purposes efficiently.
8. Student acquires the knowledge of opted games, sports and yoga and also learns the technical and tactical experience of it.
9. Student will learn to apply knowledge of Physical fitness and exercise management to lead better quality life.
10. Students will understand and learn different dimension of active life style.

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

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

#### 1.6 Modules at Glance – Semester II

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

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

### Scheme of Evaluation

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

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

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

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

#### Internal Evaluation (20 Marks)

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

#### Semester End Examination (30 Marks)

| Question No. | Particulars   | Marks |
|--------------|---|-------|
| 1            | VIVA Conducted by teacher/ Sports In charge/ Sports Director regarding participation in Physical / Sports / Fitness activities / Fitness or Yoga Course completed by students<br><br><b>OR</b><br>Participation in Sports Competitions Conducted by University at State or National Level<br>(Students who have represented Mumbai University or College at Intercollegiate / Inter Zonal / West Zone Inter University / All Indi Inter University/ International tournament)<br><br>Students who have represented in the above mentioned competitions should be exempted from VIVA and should be evaluated on the basis of his/ her performance in the above mentioned competitions. | 30    |
| <b>Total</b> |   | 30    |

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