

# 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>		
	O: _____A	A	<b>U.G. Certificate in Accounting &amp; Finance</b>
	O: _____B	B	<b>U.G. Diploma in Accounting &amp; Finance</b>
	O: _____C	C	<b>B.Com. Accounting &amp; Finance</b>
	O: _____D	D	<b>B.Com. (Hons.) in Accounting &amp; Finance</b>
	O: _____E	E	<b>B.Com. (Hons. with Research) in Accounting &amp; Finance</b>
2	<b>Eligibility</b>	A	As per University rules and regulations issued from time to time. OR Passed Equivalent Academic Level 4.0
	O: _____A		
	O: _____B	B	<b>Undergraduate Certificate in Accounting &amp; Finance</b> Academic Level 4.5
	O: _____C	C	<b>Undergraduate Diploma in Accounting &amp; Finance</b> Academic Level 5.0
	O: _____D	D	<b>Bachelor of Accounting &amp; Finance</b> with minimum CGPA of 7.5 Academic Level 5.5
	O: _____E	E	<b>Bachelor of Accounting &amp; Finance</b> with minimum CGPA of 7.5 Academic Level 5.5
3	<b>Duration of program</b>		
	R: _____	A	One Year
		B	Two Years
		C	Three Years
		D	Four Years
		E	Four Years
4	<b>Intake Capacity</b>		
	R: _____	<b>80</b>	

5	<b>Scheme of Examination</b> R: _____	NEP 40% Internal 60% External, Semester End Examination Individual Passing in Internal and External Examination	
6	R: _____ Standards of Passing	40%	
7	Sem. I & II Credit Structure R: _____ A R: _____ B	Attached herewith	
	Sem. III & IV Credit Structure R: _____ C R: _____ D		
	Sem. V & VI Credit Structure R: _____ E 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.

PO:2 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	
		Auditing-II (02)				Vocational Skills in Accounting & Finance Paper –IV (02)				
	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 Major and 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	Electives							
5.0	III	Financial Accounting-III (04)		4	2+2	Vocational Skills in Accounting & Finance Paper –V (02)	AEC: 2	FP: 2 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 CC:2	22	
		Cost Accounting-II (04)								
	<b>Cum Cr.</b>	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 Continue with 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)								
R: _____ F										
	VI	Financial Accounting VI (04)	4	4	2+2			OJT :4	22	
		Direct & Indirect Tax- II (Indirect Tax) (04) (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 compute 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) (Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/ Puzzles)	20
2	Participation in Workshop/ Conference/Seminar, Assignment & Viva. (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

CO1	To introduce basics of auditing, principles of auditing, types of audits and types of errors and frauds.
CO2	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

LO1	Learners will be able understand the meaning, need for, importance, types of auditing and distinguish between errors and frauds.
LO2	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). (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>

AC – 24/05/2024  
Item No. – 6.3 Sem. I (1a)

## As Per NEP 2020

# University of Mumbai



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

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

Sr. No	Heading	Particulars
1	<b>Description the course: 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 (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>	<p>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.</p> <p>CO1: To understand the concepts of simple interest, compound interest and Equated Monthly Instalments (EMI) enabling complex financial analysis.</p> <p>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.</p> <p>CO3: To calculate measures of dispersion including median, quartiles, deciles, and percentiles, providing insight into data spread.</p> <p>CO4: To use standard deviation and its relative measures, facilitating a deeper understanding of data variability.</p>
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>												
<b>12</b>	<b>Internal Continuous Assessment: 40%</b> <b>Semester End Examination: 60%</b>												
<b>13</b>	<p><b>Continuous Evaluation through:</b> Quizzes, Class Tests, presentations, projects, role play, creative writing, assignments etc. (at least 3)</p> <table border="1"> <thead> <tr> <th>Sr. No.</th> <th>Particulars</th> <th>Marks</th> </tr> </thead> <tbody> <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> </tbody> </table> <p><b>Paper pattern of the Test (Offline Mode with One hour duration):</b>  Q1: Definitions/Fill in the blanks/ True or False with Justification.  (04 Marks: 4 x 1).  Q2: Attempt any 2 from 3 descriptive questions. (06 marks: 2 x 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											
<b>14</b>	<p><b>Format of Question Paper:</b>  The semester-end examination will be of 30 marks of one hour duration covering the entire syllabus of the semester.</p> <table border="1"> <thead> <tr> <th colspan="4"><b>Note: Attempt any TWO questions out of THREE.</b></th> </tr> </thead> <tbody> <tr> <td>Q.No.1</td> <td>Module 1 and 2</td> <td>Attempt any <b>THREE</b> out of <b>FOUR</b>. (Each question of 5 marks) (a) Question based on OC1/OC2 (b) Question based on OC3 (c) Question based on OC4 (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>. (Each question of 5 marks) (a) Question based on OC1/OC2 (b) Question based on OC3</td> <td>15 Marks</td> </tr> </tbody> </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> . (Each question of 5 marks) (a) Question based on OC1/OC2 (b) Question based on OC3 (c) Question based on OC4 (d) Question based on OC5	15 Marks	Q.No.2	Module 1 and 2	Attempt any <b>THREE</b> out of <b>FOUR</b> . (Each question of 5 marks) (a) Question based on OC1/OC2 (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> . (Each question of 5 marks) (a) Question based on OC1/OC2 (b) Question based on OC3 (c) Question based on OC4 (d) Question based on OC5	15 Marks										
Q.No.2	Module 1 and 2	Attempt any <b>THREE</b> out of <b>FOUR</b> . (Each question of 5 marks) (a) Question based on OC1/OC2 (b) Question based on OC3	15 Marks										

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

**Sign of the BOS  
Chairman  
Dr. Bhusaheb 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



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

**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> CO 1. Understand Google Workspace and its applications. CO 2. Gain proficiency in key features of Google workspace application. CO 3. Acquire proficiency in Google workspace to collaborate, manage tasks and communicate effectively. CO 4. Leverage possibilities of Google workspace tolls to enhance productivity and streamline workflow.	
8	<b>Course Outcomes (OC):</b> OC 1. Manage email communications with Gmail. 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. OC 3. Save , manage, and share files with Google Drive. OC 4. Generate and collaborate documents, spreadsheets and presentations. 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. OC 6. Use Google Classroom to digitally organize, distribute, and gather assignments, course materials, and feedback. OC 7. Navigate confidently and make use of the numerous functionalities of Google Maps. OC 8. Able to design, develop, and maintain informative and visually appealing websites using Google Sites.	
9	<b>Modules:-</b> <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> <ol style="list-style-type: none"> <li>1. Hart-Davis, G. (2021). Teach Yourself Visually Google Workspace. Visual.</li> <li>2. <a href="https://support.google.com/a/users#topic=9247638">https://support.google.com/a/users#topic=9247638</a></li> <li>3. <a href="https://support.google.com/edu/classroom#topic=10298088">https://support.google.com/edu/classroom#topic=10298088</a></li> <li>4. <a href="https://support.google.com/maps/?hl=en#topic=9729258">https://support.google.com/maps/?hl=en#topic=9729258</a></li> </ol>	
11	<p><b>Reference Books</b></p> <ol style="list-style-type: none"> <li>1. Team, Z. (2017). The Ultimate Guide to G-Suite. Lean Pub G-Suite.</li> <li>2. Iyer, b. (2022). Google workspace user guide: a practical guide to using google apps efficiently while integrating them with your data.</li> </ol>	
12	<b>Internal Continuous Assessment: 40%</b>	<b>Semester End Examination: 60%</b>
13	<b>Continuous Evaluation through:</b> 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**

<b>Course</b>	<b>Vocational Skills in Accounting and Finance Paper – I (Introduction to Financial Functions) (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). (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 – II (Preparation of Financial Budgets) (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

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:**

	<b>Assessment/ Evaluation</b>	<b>Marks</b>
1.	Class Test during the lectures. (Physical/ Online mode). (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>

AC –20.04.2024  
Item No. –5.6 (N) Sem I (1c)

## As Per NEP 2020

# University of Mumbai



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

Sr. No.	Heading	Particulars
1	<p><b>Description the course:</b></p> <p><b>Including but Not limited to:</b></p>	<p><b>Business Communication Skills I (B.A.F.)</b></p> <p>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.</p> <p>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.</p> <p>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.</p>
2	<b>Vertical :</b>	<b>Ability Enhancement Course</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> <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> 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>	

	<p><b>Module 2: Business Correspondence (15 Lectures)</b></p>
	<ol style="list-style-type: none"> <li>1. - Parts of a business letter - Layouts of a business letter</li>   <li>2. - Job application with bio-data - letter of appointment - letter of appreciation - letter of resignation</li>   <li>3. - Emails: Job application via email - writing and responding to official emails</li> </ol>
<p><b>10</b></p>	<p><b>Text Books: N.A.</b></p>
<p><b>11</b></p>	<p><b>Reference Books:</b></p> <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> <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 (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 (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="text-align: left;"><b>External / Semester End Examination Hours</b></td> <td style="text-align: center;"><b>Marks: 30</b></td> <td style="text-align: right;"><b>Time: 1</b></td> </tr> </table> <table border="0" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 70%;">Q.1. Essay Type Questions (Any One out of two on Unit I)</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 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 style="text-align: right;">Marks 10</td> </tr> </table>		<b>External / Semester End Examination Hours</b>	<b>Marks: 30</b>	<b>Time: 1</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 Hours</b>	<b>Marks: 30</b>	<b>Time: 1</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**  
**Prof. Dr. Shivaji Sargar**  
**Board of Studies in**  
**English**

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

**Sign of the Offg.**  
**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>

### **COURSE OUTCOME**

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

### **ORGANISATION OF THE COURSE**

<b>UNIT NO</b>	<b>COURSE UNITS</b>	<b>HOURS 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. P. Narayanan, Intellectual Property Law, Eastern Law House
---------------------------	--

<b>ADDITIONAL READINGS</b>	V.K. Ahuja, Law Relating to Intellectual Property Rights, 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**

AC – 28.06.2024  
Item No. – 8.1 (N)

## As Per NEP 2020

# University of Mumbai



<b>Syllabus for 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 ( 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 $\surd$ )
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 (What is knowledge System, Characteristic Features of Indian Knowledge System)</li> <li>2. Why IKS? (Macaulay's Education Policy and its impact, Need of revisiting Ancient Indian Traditions)</li> <li>3. Scope of IKS (The Universality of IKS (from Micro to Macro), development form Earliest times to 18th Century CE)</li> <li>4. Tradition of IKS (Ancient Indian Education System: Home, Gurukul, Pathashala, Universities and ancient educational centres)</li> </ol>	
--	--	--

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

	<b>Marks</b>	
<b>13</b>	<b>Format of Question Paper:</b> for the final examination Q1. Attempt any TWO Questions out of FIVE. Q2. Attempt any FIVE Questions out of TEN Q3. Attempt any FIVE Questions out of FIFTEEN.	<b>10 Marks</b> <b>25 Marks</b> <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
<b>Total No. of Hours</b>			<b>30</b>

Module No.	Unit	Content	No. of Hours
1	<b>I</b>	<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
	<b>II</b>	<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, Natyasangeet, 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 <b>OR</b> Project <b>OR</b> Assignment	15
2	Participation in Workshop / Conference / Seminar (as decided by the Teacher) <b>OR</b> Participation in Online Workshop / Conference / Seminar (as decided by the Teacher) <b>OR</b> Field Visit <b>OR</b> Attendance	5
<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> [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> [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> [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> [This question may be divided into sub questions like (a) (b) for 3 Marks + 3 Marks or 4 Marks + 2 Marks pattern]	6
Total		30

### 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.

- 7) Tomory Edith, History of Fine Arts in India and the West. Orient Longman, Mumbai, 1989.
- 8) Arthur Schopenhauer, The Art of Literature, S. Sonnenschein and co London. 1981.
- 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.
- 12) Gosvami O., The story of Indian Music, its growth and synthesis. Bombay, New York, Asia Pub. House, 1961.

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

**UNIVERSITY OF MUMBAI**  
**Semester II**  
**NSS CC**

**Sub: - Leadership and Community Engagement**

**Credits: 02**

**Marks: 50**

Unit Number	SEMESTER 2 Title of the Unit	No. of Lecture	No. of Credits
1	<p><b>Leadership &amp; Personality development:</b>  Meaning, definition, qualities, and characteristics of a Leader. Meaning of personality, Dimensions of personality. Personality and Leadership nexus.</p> <p>Universal Human Values and Ethics for youths  Sustainable Development Goals</p>	15	
2	<p><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.</p> <p><b>Shramadhan –</b> Plantation, Cleaning, Watering, Weeding, Any other activities.</p> <p><b>Awareness Programmes –</b> Seminar, Workshops, Celebration of National and International days, Personality Development Programmes, Group Activities, etc.,</p> <p>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).</p>	30	

**Note:**

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

## Evaluation Pattern

### Internal Assessment

Assessment Criteria	Marks
Assignment / Project / Quiz/Presentations	10
Attendance, Class and Activity Participation	10
<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:

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

**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 Sports person 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> 1.1 Meaning and Definition of Sports, Physical Literacy, Health & Fitness and Yoga 1.2 Aim, Objectives & Importance of Sports, Physical Literacy, Health & Fitness and Yoga 1.3 History of Sports, Physical Literacy, Physical Education and Yoga 1.4 Modern trends of Sports, Physical Literacy, Health & Fitness and Yoga	15	1

2	<p><b>Introduction to Structure of Sports associations, Fitness Training &amp; Yogic Asanas</b></p> <p>2.1 Various government schemes, awards and famous sports personalities</p> <p>2.2 Sports Structure of Sports Federations, Khelo India, Sports Tournaments of University of Mumbai and Indian Olympic Association</p> <p>2.3 Fundamental Principles of Fitness training and Yoga</p> <p>2.4 Components of health related and skill related physical fitness</p> <p>2.5 Types of Yogic practices – Asanas, Pranayama and Meditation</p>	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.
4. Coalter, F. (2013) Sport for Development: What game are we playing? .Routledge.
5. Singh Hardayal (1991), Science of Sports Training, DVS Publication, New Delhi
6. Muller, J. P.(2000). Health, Exercise and Fitness. Delhi : Sports.
7. Russell, R.P.(1994). Health and Fitness Through Physical Education. USA : Human Kinetics.
8. Uppal, A.K. (1992). Physical Fitness. New Delhi : Friends Publication.
9. Nagendra, H. R. & Nagarathna, R. (2002). Samagra Yoga Chikitse. Bengaluru: Swami Vivekananda Yoga Prakasana.
10. Kumar, Ajith. (1984) Yoga Pravesha. Bengaluru: Rashtrothanna Prakashana.
11. D.M Jyoti, Yoga and Physical Activities (2015) lulu.com3101, Hills borough, NC27609, United States
12. D.M Jyoti, Athletics (2015) lulu.com3101, Hills borough, NC27609, United States
13. Gharote, M. L. & Ganguly, H. (1988). Teaching methods for yogic practices. Lonawala: Kaivalyadhama.
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
17. Pinto John and Ramachandra K (2021) Kannada Version, Daihika Shikshanada Parichaya, Louis

