

# As Per NEP 2020

## University of Mumbai



### Title of the program

- A- U.G. Certificate in Commerce
- B- U.G. Diploma in Commerce
- C- B.Com.
- D- B.Com. ( Hons.)
- E- B.Com. (Hons. with Research)

### Syllabus for

### Semester – Sem I & II

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	
<b>1</b>	<b>Title of program</b> O: _____A	<b>A</b>	<b>U.G. Bachelor of Commerce</b>
	O: _____B	<b>B</b>	<b>U.G. Diploma in Commerce</b>
	O: _____C	<b>C</b>	<b>B.Com</b>
	O: _____D	<b>D</b>	<b>B.Com. (Hons.)</b>
	O: _____E	<b>E</b>	<b>B.Com. (Hons. with Research)</b>
<b>2</b>	<b>Eligibility</b> O: _____A	<b>A</b>	12th <b>OR</b> Passed Equivalent Academic Level 4.0
	O: _____B	<b>B</b>	Under Graduate Certificate in Commerce <b>OR</b> Passed Equivalent Academic Level 4.5
	O: _____C	<b>C</b>	Under Graduate Diploma in Commerce <b>OR</b> Passed Equivalent Academic Level 5.0
	O: _____D	<b>D</b>	Bachelors of Commerce with minimum CGPA of 7.5 <b>OR</b> Passed Equivalent Academic Level 5.5
	O: _____E	<b>E</b>	Bachelors of Commerce with minimum CGPA of 7.5 <b>OR</b> Passed Equivalent Academic Level 5.5
<b>3</b>	<b>Duration of program</b> 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
<b>4</b>	<b>Intake Capacity</b> R: _____	<b>120</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: _____ <b>Standards of Passing</b>	40%	
7	<b>Sem. I &amp; II Credit Structure</b> R: _____ A	Attached herewith	
	R: _____ B		
	<b>Sem. III &amp; IV Credit Structure</b> R: _____ C		
	R: _____ D		
8	<b>Semesters</b>	A	Sem I & II
		B	Sem III & IV
		C	Sem V & VI
9	<b>Program Academic Level</b>	D	Sem VII & VIII
		E	Sem VII & VIII
		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	<b>To be implemented from Academic Year Progressively</b>	From Academic Year: 2024-25	

**Sign of the BOS  
Chairperson  
Prof. Dr. Kishori  
Bhagat  
BOS in Commerce**

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

**Sign of the  
Offg. Associate Dean  
Prof. Dr. Kishori  
Bhagat  
Faculty of Commerce  
& Management**

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

# Preamble

## 1) Introduction

The Bachelor of Commerce (B.Com) program is designed at the heart of a dynamic and personalized educational journey of the students. The program is meticulously crafted curriculum goes beyond traditional academic boundaries, offering an array of specialized courses designed to empower each student with a diverse skill set and a competitive edge in the modern business landscape. In addition to the fundamentals subject that provide a comprehensive understanding of business, finance, accounting, management, marketing, and entrepreneurship, the program places a strong emphasis on growth and success of the students. Students will have the opportunity to tailor education to their aspirations and interests, with a range of vocational skill courses including Fundamentals of Startups, Business Etiquettes, Corporate Grooming, Negotiation Skills, Mall Management, Tourism Management, Business Leadership Skills, Sensory Marketing, Inventory Management, Quality Management, Social Media Marketing, Family Business Management, Finance for Non finance executives, Principles of investment, Human Resource Associate, Personnel Management and Basics of Healthy Work Environment. The NEP (2020) recognizes that each student is unique, and hence the Program aims to provide students not only with a solid academic foundation but also a plethora of practical, real-world skills to ensure their success in a rapidly evolving business world. The journey through the B.Com program now shall be more than just earning a degree; it shall unlock full potential of the students and prepare them for a rewarding and fulfilling career tailored to their individual passions and aspirations.

## 2) Aims and Objectives: -

Aim:

The program aims to provide students with a personalized and diverse educational experience, encompassing a wide range of specialized fields while aiming to equip them with practical skills and knowledge in commerce to excel in their unique career aspirations, fostering individual growth and success.

Objectives:

- To tailor education to individual needs and fostering a diverse skill set for success.
- To provide students with a well-rounded understanding of commerce, encompassing a wide range of specialized areas.
- To bridge the gap between academic knowledge and real-world applications with practical skills and knowledge.
- To equip students for diverse and rewarding career opportunities with VSC's.
- To Nurture personal and professional growth through a student-centric approach.
- To prepare students for a wide array of career opportunities while fostering their individual growth, ethical awareness, and ability to excel in the ever-evolving world of commerce.

### 3) Learning Outcomes

1. The Graduates will demonstrate a profound understanding of essential commerce subjects, enabling them to apply their knowledge effectively in real-world situations.
2. The Students will acquire practical skills in specialized areas, empowering them to implement strategies and solve complex problems in fields like Startups, Marketing, and Quality Management.
3. The learner will develop strong critical thinking skills and ethical decision-making abilities, essential for navigating the business world with integrity and foresight.
4. The program will instill a global perspective, preparing students to understand and engage in the international business environment.
5. The Program will enhance communication skills, enabling students to convey ideas and concepts clearly and professionally.
6. The Graduates will gain leadership and management skills, positioning them for leadership roles in various business and organizational settings.
7. The program will equip students with the knowledge and skills necessary for diverse career opportunities, fostering their preparedness for roles in entrepreneurship, marketing, finance, and the service sector.
8. The students will develop the ability to adapt to evolving business dynamics and industry trends, ensuring their continued relevance in the competitive job market.
9. The program will cultivate research and analytical skills, enabling graduates to gather and interpret data for informed decision-making.
10. The learners will adopt a customer-centric mindset, critical for success in fields such as Sensory Marketing and Social Media Marketing.
11. Graduates will be proficient in applying Quality Management principles to enhance business processes and product quality, contributing to operational efficiency and customer satisfaction.
12. The program allows students to specialize in specific fields like Mall Management or Tourism Management, positioning them for unique and fulfilling career paths.
13. Students will be well-versed in ethical business practices and corporate social responsibility, aligning with contemporary values in the business world.

#### 4) Any other point (if any)

---

---

5) Credit Structure of the Program (Sem I, II, III, IV, V & VI) Sem. I & II Credit Structure

**Under Graduate Certificate in Commerce**

**Credit Structure (Sem. I & II)**

R: _____ A										
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	(2+2+2) <b>Commerce-I</b> (Introduction To Business) (2)  Balance (02+02) Credits from Accountancy / Business Economics / Business Management			2+2	<b>VSC :</b> Fundamentals of Start Ups (2)  OR Business Etiquettes & Corporate Grooming (2)  <b>SEC :</b> Negotiation Skills (2)	<b>AEC:</b> 2 <b>VEC:</b> 2 <b>IKS:</b> 2	<b>CC</b> :2  CC 1	22	UG Certificate 44
R: _____ B										
	II	(2+2+2) <b>Commerce-II</b> (Introduction to Service Sector) (2)  Balance (02+02) Credits from Accountancy / Business Economics / Business Management		2	2+2	<b>VSC:</b> Mall Management (2)  OR Tourism Management (2)  <b>SEC</b> Business Leadership Skills (2)	<b>AEC:</b> 2 <b>VEC:</b> 2 <b>IKS:</b> 2	<b>CC</b> :2  CC 2	22	
	<b>Cum Cr.</b>	<b>12</b>	<b>-</b>	<b>2</b>	<b>8</b>	<b>8</b>	<b>10</b>	<b>4</b>	<b>44</b>	

**Exit Option :- Award of UG Certificate in Major with 44 credits and an additional 4 credits core NSQF course/Internship OR Continue with Major and Minor**

# SEMESTER-I

## MAJOR MANDATORY INTRODUCTION TO BUSINESS

<b>PROGRAM</b>	<b>B.COM</b>
<b>SEMESTER</b>	<b>I</b>
<b>COURSE TITLE</b>	<b>INTRODUCTION TO BUSINESS</b>
<b>VERTICLE /CATEGORY</b>	<b>A/MAJOR MANDATORY (CORE)</b>
<b>COURSE LEVEL</b>	<b>4.5</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>NA</b>

### COURSE OBJECTIVE

This course provides an overview of the business, understanding and significance of the Business Environment, Project Planning and Business Strategy.

### COURSE OUTCOMES

CO1: Learners will recognize the fundamental components of the business

CO2: Learners will be able to apply theoretical knowledge to real world scenarios within the Business Environment.

CO3: Learners would understand the concept and importance of project planning and would get hands on through case studies

CO4: To create comprehensive understanding among the learners about Business Strategies

### ORGANISATION OF THE COURSE

UNIT NO	COURSE UNITS AT A GLANCE	TOTAL HOURS
1	Business and Business Environment	15
2	Project Planning and Business Strategies	15
TOTAL HOURS		30

## **COURSE DESIGN**

### **COURSE UNIT TITLE 1: BUSINESS and BUSINESS ENVIRONMENT (15)**

a. Business

Introduction - Traditional and Modern Concept of business., Functions, Scope and Significance of business. Objectives of Business: Steps in setting business objectives,

b. Business Environment

Concept and Importance of business environment, Constituents of Business Environment, Educational Environment and its impact, International Environment – Current Trends in the World, Climate change and its impact

PEDAGOGICAL APPROACH: Lecture Method, Case study and Assignments

### **COURSE UNIT TITLE 2 PROJECT PLANNING and BUSINESS STRATEGIES: (15)**

a. Project Planning

Introduction: Business Planning Process; Concept and importance of Project Planning; Project Report; feasibility Study types and its importance Business Unit Promotion: Concept and Stages of Business Unit Promotion, Location – Factors determining location, and Role of Government in Promotion. Statutory Requirements in Promoting Business Unit.

b. Business Strategy

Introduction :- Concept of Business strategy, New Trends in Business strategy: Impact of Liberalization, Privatization and Globalization, Strategy alternatives in the changing scenario, Restructuring and turnaround strategies

PEDAGOGICAL APPROACH: Lecture Method, Assignments and Case Studies

### **REFERENCES:-**

- Business Organisation Management Maheshwari, Rajendra P, Mahajan, J.P. International Book House
- Business Organisation, Maheshwari, Rajendra P, Mahajan, J.P., International Book House
- Introduction to Commerce, Vikram, Amit, Atlantic Pub
- A Course Book on Business Environment, Cherunilam, Francis, Himalaya Pub
- Business Environment, Cherunilam, Francis, Himalaya Pub
- Essentials of Business Environment, Aswathappa K., Himalaya Pub
- Essentials of Business Environment, Aswathappa, Himalaya Pub
- Strategic Management, Kapoor, Veekkas, Taxmann

<b>Course</b>	<b>Accountancy &amp; Financial Management -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>Total 50 Marks = 30 Marks Semester End Evaluation and 20 Marks Continuous Evaluation</b>		

### **Preface**

India is experiencing a surge in entrepreneurial endeavors. For young minds planning to start their businesses or manage family businesses, a deep understanding of accounting principles is vital for financial management, decision-making, and ensuring the growth and sustainability of their enterprises. Accounting serves as the cornerstone of commerce education. It is the language of business and forms the basis for understanding financial transactions, records, and statements. Learning accounting is fundamental for students pursuing careers in commerce. Many commerce learners aspire to become Chartered Accountants (CAs), Cost and Management Accountants (CMAs), or Company Secretaries (CS) in India. A strong foundation in accounting and financial management is a prerequisite for pursuing these prestigious and highly regarded professional qualifications. The present course designed imparts a foundation of knowledge and skills that are not only pertinent to academic success but also invaluable for successful careers in the complex and dynamic business landscape of India. Whether students aim to become accountants, opt for administrative services of government, entrepreneurs, financial analysts, or professionals in any related field, this course provides the necessary tools to excel in their chosen paths while contributing to India's financial stability.

### **Aims and Objectives**

CO1	To recognize the fundamental accounting concepts and conventions in financial reporting and understand its applicability.
CO2	To articulate the applicability and valuation of selected Accounting Standards.
CO3	To ascertain the process of preparation of final accounts for a proprietary manufacturing firm.

### **Learning Outcomes**

LO1	The learner will be able to identify and explain the various accounting concepts and conventions applicable to the accounting system.
LO2	The learner will be able to identify, summarize, distinguish the purpose of policies and compute the valuation of inventory as per Accounting Standards 2
LO3	The learner will be able to calculate the profit/loss of the manufacturing firm and prepare its final accounts.

## MODULES AT GLANCE

Module No	Content	No of Hours
1	Introduction to Accounting Concepts and Accounting Standards.	15
2	Final Accounts of Manufacturing Concern.	15
		<b>30</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>• 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.</li> <li>• AS – 2 Valuation of Inventories.</li> <li>• AS - 9 Revenue Recognition.</li> <li>• Inventory Valuation and Experiential Learning- Physical Stock Taking Activity and Recording.</li> <li>• Practical Problems on preparation of Stock Ledger Account using First in First Out (FIFO Method) and Weighted Average Cost method.</li> <li>• Short practical problems on Valuation of Inventory as per AS 2.</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>• 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> <p>(Note: For Semester End Examination not more than 5 adjustments to be asked in one practical problem)</p>	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. Accounting Principles by Anthony, R.N. and Reece J.S., Richard Irwin Inc.
7. Financial Accounting by Monga, J.R. Ahuja, Girish Ahuja and Shehgal Ashok, Mayur Paper Back.
8. Compendium of Statement & Standard of Accounting, ICAI.
9. Guidance Notes on Accounting Standard, ICAI
10. Indian Accounting Standards, Ashish Bhattacharya, Tata Mc. Grow Hill & Co. Ltd., Mumbai  
Financial Accounting by Williams, Tata Mc. Grow Hill & Co. Ltd., Mumbai
11. Company Accounting Standards: Shrinivasan Anand, Taxman.
12. Financial Accounting by V. Rajasekaran, Pearson Publications, New Delhi.
13. Introduction to Financial Accounting by Horngren, Pearson Publications.
14. Financial Accounting by M. Mukherjee. M. Hanif. Tata McGraw Hill Education Private Ltd; New Delhi.

**Semester End External - 30 Marks**

**Time: 1:00 Hour**

**QUESTION PAPER PATTERN**      **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: Internal (20 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)	10
2	Participation in Workshop/ Conference/Seminar/ Case Study/Field Visit/ Certificate Course/Projects/Assignments etc. (Physical/Online mode)	10

### Major-Credit (2)

Course	Fundamentals of Management -I (Semester 1: Level 4.5)	Credits	02
Type	Major: Mandatory	No of Teaching hours	30
Evaluation/ Assessment	50 marks- 30 marks semester end evaluation and 20 marks continuous evaluation		

<u>Learning objectives</u>	a) To enable the learners to understand the basic concepts & functions of management
	b) To familiarize the students with management theory and its practical applications.
	c) To explore and understand the changing organization structures.

<u>Course Outcomes</u>	
CO1	Learners will summarize the elementary concepts, principles and theories of management.
CO2	Learners can think critically and strategically about management theories and issues, which will enable them to develop their decision-making and analytical skills
CO3	Learners will evaluate & create a roadmap to derive concrete managerial decisions in order to lead to solutions

### Modules At Glance

Module No.	Content	No. of Hours
1	Introduction to Management & Managerial Thoughts	15
3	Functions of Management -I	15
		30

	Content	No. of Hours
	Module No. 1	
Unit 1	<p><b><u>Introduction to Management &amp; Managerial Thoughts</u></b></p> <p>a. Concept &amp; Features of Management – 6M’s of Management — Need for management in business &amp; non-business organizations</p> <p>b. Levels of Management – Management competencies &amp; Skills - Management Ethics (Types, Importance) – Management vs Administration</p> <p>c. Indian Management Thoughts – Contribution of Kautilya &amp; Mahatma Gandhis Principle of Trusteeship</p>	15
	Module No. 2	
Unit 2	<p><b><u>Functions of Management -I</u></b></p> <p>a) Planning – Meaning – Significance – Components (Strategic, Single Use &amp; Stranding Plans)</p> <p>b) Decision Making – Concept – Essentials of sound decision making – Process and techniques of Decision- making in Management</p> <p>c) Organising – Concept Organisational Design (concept &amp; Elements) -Types of Organization Structure -Line &amp; Staff, Matrix Organization Structure – Features – Formal v/s Informal</p>	15

References:

- *Principles of Management, Tripathi Reddy, Tata Mc Grew Hill*
- *Management Text & Cases, VSP Rao, Excel Books, Delhi*
- *Management Concepts and OB, P S Rao & N V Shah , AjabPustakalaya*
- *Essentials of Management, Koontz II & W, Mc. Grew Hill , New York*
- *Principles of Management-Text and Cases -Dr..M.SakthivelMurugan, New Age Publications*
- Management Today Principles& Practice- Gene Burton, ManabThakur, Tata McGraw- Hill PublishingCo.Ltd.*
- Management – JamesA.F. Stoner, Prentice Hall, Inc .U.S.A.*
- Management: Global Prospective –Heinz Weihrich& Harold Koontz, Tata McGraw- Hill, Publishing Co.Ltd.*
- Essential of Database Management Systems -AlexisLeon ,MathewsLeon Vijay Nicole, Imprints Pvt Ltd.*
- Management –Task ,Resp, Practices – PetaDruche “willian Heinemann LTD.*

**Paper Pattern** (Any two out of four questions are expected to be attempted by the students)

**Time: 1 Hr**

Question No	Questions	Total Marks: 30
Q1		15
Q2		15
Q3		15
Q4		15

**Note:**

- a) Equal Weightage to be given to all the modules.
- b) 15 marks questions may be subdivided into 7/8 marks each.
- c) Q1 and Q2 will be from Module 1, Q3 and Q4 will be from Module 2.
- d) Any two out of four questions are expected to be attempted by the students.

**Continuous Evaluation: Internal (20 marks)**

	<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 and paper presentation in Workshop/ Conference/Seminar, Assignment & Viva. (Physical/Online mode)	10

AC – 20.04.2024  
Item No. – 5.4 (N) Sem I (7a)

## As Per NEP 2020

# University of Mumbai



<b>Syllabus for Basket of OE</b>	
<b>Board of Studies in Psychology</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) Stress Management I</b>	<b>2</b>
<b>From the Academic Year</b>	<b>2024-25</b>

## OE1: Stress Management I

Sr. No.	Heading	Particulars
1	<b>Description the course:</b>  <b>Including but Not limited to:</b>	The course is designed to understand stress, response to stress, coping and various coping mechanisms that people in general use in various settings in life. It introduces to a important connection between stress and stress management with physical and mental health. The course provides a guideline for managing stress in work, family and personal life. It also tries to bring upon aspects of Indian life and its association with stress and its management. Various interventions discussed are useful for people in general and psychologist and in particular. The four units include stress and stress psychophysiology and Stress and Illness/Disease and Intervention; Intrapersonal and interpersonal life-situation Interventions and Relaxation techniques; Exercise and strategies for decreasing stressful behaviors and Occupational Stress; Stress: Family and Elderly
2	<b>Vertical :</b>	<del>Major/Minor/ Open Elective /Skill Enhancement / Ability Enhancement/Indian Knowledge System</del>
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> 1) To understand concept of stress 2) To impart knowledge and understanding of the basic concepts and modern trends in Stress Management 3) To foster interest in Stress Management as a field of study and research 4) To make the students aware of the practical applications of the various concepts in Stress Management in daily life, in the Indian context 5) To learn about psychophysiology and Stress and Illness/Disease	

8	<p><b>Course Outcomes:</b></p> <ol style="list-style-type: none"> <li>1) Students are able to find and explain various concepts of stress.</li> <li>2) Students can explain the role of psycho physiology plays in stress, illness and disease. Students can give example and site researches for the same.</li> <li>3) Students can compare different types of stressors and contrast to them to different kind of situations.</li> <li>4) Students can explain Intrapersonal and interpersonal Interventions to manage stress.</li> </ol>
9	<p><b>Modules:-</b></p> <p><b>Module 1: Stress and stress psychophysiology and Stress and Illness/Disease and Intervention (15 Hours)</b></p> <ol style="list-style-type: none"> <li>1. The pioneers, stress theory, the stressor, stress reactivity, definition of stress, stress management goals</li> <li>2. Stress psychophysiology: Brain, Endocrine system, autonomic nervous system, cardiovascular system, gastrointestinal system, muscles and skin, symptoms and stress</li> <li>3. Hot reactors, psychosomatic disease, stress and the immunological system, stress and serum cholesterol, specific conditions, posttraumatic stress disorder, stress and other conditions</li> <li>4. Intervention: a model of stress, setting up roadblocks, comprehensive stress management, eustress and a model, taking control and making a commitment</li> </ol> <p><b>Module 2: Intrapersonal and interpersonal life-situation Interventions and Relaxation techniques (15 Hours)</b></p> <ol style="list-style-type: none"> <li>1. Intrapersonal Interventions: eliminating unnecessary stressors, nutrition and stress, noise and stress, life events and stress, hassles and chronic stress, success analysis</li> <li>2. Interpersonal Interventions: asserting oneself, Conflict resolution, communication, time management, social support networking</li> <li>3. Meditation and autogenic training and Imagery</li> <li>4. Progressive relaxation, biofeedback and other relaxation techniques</li> </ol>
10	<p><b>Text Books:</b></p> <p>Greenberg, J. S. (2008). Comprehensive Stress Management. (10th ed). New York: McGraw Hill publications.</p>
11	<p><b>Reference Books:</b></p> <ol style="list-style-type: none"> <li>1) Olpin, M. &amp; Hesson, M. (2021). Stress Management for Life: A Research-Based Experiential Approach. 5th Edition</li> <li>2) Bam, B. P. (2008). Winning Habits: Techniques for Excellence in Sports. New Delhi: Pearson Power, Dorling Kindersley India pvt ltd.</li> <li>3) Hariharan, M., &amp; Rath, R. (2008). Coping with Life Stress: The Indian Experience. New Delhi: Sage publications India pvt ltd.</li> <li>4) Rice, P.L. (1999). Stress and Health. (3rd ed). Brooks/Cole publishing co.</li> </ol>

12	<b>Internal Continuous Assessment: 40%</b>  <b>20 Marks</b>	<b>External, Semester End Examination 60%</b> <b>Individual Passing in Internal and External Examination :</b>  <b>30 Marks</b>
13	<b>Continuous Evaluation through: (20 marks)</b>  <b>a) Question Paper Pattern for Class Test Examination (10 Marks)</b> <b>1. Fill in the Blanks/ match pairs/ MCQ/True False (All are compulsory): 5 Marks</b> <b>2. Short Notes (Any Three out of Five) 5 Marks</b>  <b>b) Completion of following activities as a part of CIE (10 Marks)</b> Classroom Presentations/ Assignments /Movie Review / Essay Submission/ Book review/ Field Visit Report / Educational Activity Report/ Presentation / Role play/ creative writing assignment: <b>10 Marks</b>	
14	<b>(B) External / Semester End Examination                      Marks: 30      Time: 1 Hours</b> <b>Each question is for 15 marks. Two out of Three questions to be attempted.</b> Q.1      Fill in the blanks (Based on all units).      Marks 15 Q.2      Essay Type Questions (Based on Unit I).      Marks 15 Q.3      Essay Type Questions (Based on Unit II).      Marks 15	

**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



<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**

**VSC Semester 1**  
**Fundamentals of Start Up**

<b>PROGRAM</b>	<b>B.COM</b>
<b>SEMESTER</b>	<b>I</b>
<b>COURSE TITLE</b>	<b>Fundamentals of Start up</b>
<b>VERTICLE /CATEGORY</b>	<b>VSC 1</b>
<b>COURSE LEVEL</b>	<b>4.5</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>NA</b>

**COURSE DESCRIPTION**

The course Fundamentals of Start up introduce the fundamentals of startup in India, funding strategies & motivation to start own business.

**COURSE OBJECTIVE**

To understand new venture creation opportunities, its resources, and requirements for Enterprise Start-up.

**COURSE OUTCOME**

Course Outcomes: On successful completion of this course, the students will be able:

CO1: Develop a start-up Enterprise with Big Idea Generation.

CO2: Analyze start-up capital requirement by analyzing legal factors.

CO3: Interpret feasibility Analysis towards funding issues.

CO4: Access growth stages in new venture and reasons for scaling ventures.

CO5: Evaluate financial stability and decide on expansion possibilities

**ORGANISATION OF THE COURSE**

<b>UNIT NO</b>	<b>COURSE UNITS AT A GLANCE</b>	<b>TOTAL HOURS</b>
1	Start-up Opportunities	15
2	Start-up Capital Requirements and Legal Environment	15
<b>TOTAL HOURS</b>		<b>30</b>

## COURSE DESIGN

### Semester I Title: Fundamentals of Start-ups

#### Module 1: Start-up Opportunities (15)

- The New Industrial Revolution – The Big Idea- Generate Ideas with Brainstorming- Business Start-up - Ideation- Venture Choices - The Rise of the start-up Economy
- The Six Forces of Change- The Start-up Equation, The Entrepreneurial Ecosystem: Entrepreneurship in India, Government Initiatives.

PEDAGOGICAL APPROACH: Lecture Method, Case study and Assignments

#### Module 2: Start-up Capital Requirements and Legal Environment (15)

- Identifying Startup Capital Resource requirements, Constructing a Process Map, Approval for New Ventures
- Funding Strategies with Bootstrapping, Crowd Funding, Preparation of Startup Project Report.

PEDAGOGICAL APPROACH: Lecture Method, Case study and Hands on project report

#### **REFERENCES:-**

- Kathleen R Allen, Launching New Ventures, An Entrepreneurial Approach, Cengage Learning, 2016. Page 6 of 6 Anjan Raichaudhuri,
- Managing New Ventures Concepts and Cases, Prentice Hall International, 2010.
- S. R. Bhowmik, M. Bhowmik, Entrepreneurship, New Age International, 2007.
- Steven Fisher, Ja-nae' Duane, The Startup Equation -A Visual Guidebook for Building Your Startup, Indian Edition, Mc Graw Hill Education India Pvt. Ltd, 2016.
- Donald F Kuratko, Jeffrey S. Hornsby, New Venture Management: The Entrepreneur's Road Map, 2e, Routledge, 2017.
- Vijay Sathe, Corporate Entrepreneurship, 1e, Cambridge, 2009.

**Total 50 Marks: with 2 Credits  
30 Marks External and 20 Marks Internal**

**30 Marks External**

DURATION: 1 Hour

MARKS: 30

**Any 2 out of 3**

Q. 1 Answer the following (15 Marks)

- a.
- b.

Q. 2 Answer the following (15 Marks)

- a.
- b.

Q. 3 Answer the following (15 Marks)

- a.
- b.

**20 Marks Internal  
Any 4 out of 6**

- |                     |            |
|---------------------|------------|
| 3) Class Test       | (05 Marks) |
| 2) Assignment       | (05 Marks) |
| 3) Presentation     | (05 Marks) |
| 4) Group Discussion | (05 Marks) |
| 5) Quiz             | (05 Marks) |
| 6) Case Study       | (05 Marks) |

**Note: 1) Any Four out of the above can be taken for the internal Assessment.  
4) The internal Assessment shall be conducted throughout the Semester.**

**SEC Semester 1  
Negotiation Skills**

<b>PROGRAM</b>	<b>B.COM</b>
<b>SEMESTER</b>	<b>I</b>
<b>COURSE TITLE</b>	<b>Negotiation Skills</b>
<b>VERTICLE /CATEGORY</b>	<b>VSC 1</b>
<b>COURSE LEVEL</b>	<b>4.5</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>NA</b>

**COURSE DESCRIPTION**

The course in negotiation skills will help the learners to have a better understanding of negotiation, negotiation skills, negotiation style & competencies in communication

**COURSE OBJECTIVES**

1. To understand the basics of negotiation skills & perspectives of negotiation
2. To know the ability of bargain
3. To discuss the different types of competencies in communication

**COURSE OUTCOME**

CO 1: Execute proven tactics for negotiation

CO 2: Refine personal negotiation style

CO 3: Improve ability to bargain successfully and ethically in any situation

CO 4: Build positive, productive relationship with all parties

CO 5: Applying appropriate communication skills across settings, purposes, and audiences.

CO 6: Displaying competence in oral, written, and visual communication.

**ORGANISATION OF THE COURSE**

<b>UNIT NO</b>	<b>COURSE UNITS AT A GLANCE</b>	<b>TOTALHOURS</b>
1	Negotiation and Types of Negotiations	15
2	Negotiation Skills	15
<b>TOTAL HOURS</b>		<b>30</b>

## COURSE DESIGN

### Unit 1 Negotiation and Types of Negotiations (15)

- Negotiation – Concept, Key Negotiation Concepts, Perception and Cognition in Negotiation, Negotiation Process, Conflict and Negotiation Strategy
- Types - Distributive Negotiation; Integrative Negotiation; Multiple Phases and Multiple Parties, Preparation for a deal; Table tactics; Frequently asked tactical questions; Barriers to Agreement; Mental Errors in reaching an agreement.

PEDAGOGICAL APPROACH: Lecture Method, Case study and Assignments

### Unit 2: Negotiation Skills (15)

- Negotiation Skills - Negotiating as an organizational capability; skills of an effective negotiator, Negotiation and IT; ethics in negotiation; cultural differences in negotiation styles; gender in negotiations; context of mediation; negotiation as persuasion.
- Developing power, decision trees, psychological tools. Practical practice of negotiation

PEDAGOGICAL APPROACH: Lecture Method, Case study and Role Play

### REFERENCES:-

1. Michael A. Wheeler. (2003). Negotiation. Harvard Business Essential Series
2. David S. Hames. (2012). Negotiation: Closing Deals, Settling Disputes and Making Team Decisions. Sage Publications
3. C.S Rayudu, "Communication" Himalaya Publishing House, 2012
4. Myer & Myer, Communication Mcgraw Hill, 2007
5. Rai & Rai, Business Communication – Himalaya Publishing House , 2011
6. Harvard Business Essentials Guide to Negotiation2 Michael Wheeler. Harvard Business School Press  
Paperback: 208 pages, Harvard Business Press (July 1, 2003). ISBN-10: 1591391113 ISBN-13: 978-1591391111
7. Lewicki, R., Barry, B., Saunders, D.M. (2024). Negotiation (9th Ed.). McGraw Hill Education
8. Carrell, M. R., Heavrin, C. (2008). Negotiating Essentials: Theory, Skills and Practices(1st ed.). Pearson

### Recommended Reading

1. David Campbell. (2015). Guerrilla Business Negotiation Techniques
2. Jack Welch and Suzy Welch. (2009). Winning: The Ultimate Business How-to-Book.Harper Collins
3. P. D. Chaturvedi, Mukesh Chaturvedi , Business Communication- Skills, Concepts and Applications, Pears on Publications, 2013.

### 30 Marks External

DURATION: 1 Hour

MARKS: 30

#### Any 2 out of 3

Q. 1 Answer the following (15 Marks)

- a.
- b.

Q. 2 Answer the following (15 Marks)

- a.
- b.

Q. 3 Answer the following (15 Marks)

- a.
- b.

### 20 Marks Internal

- |                     |            |
|---------------------|------------|
| 1) Class Test       | (05 Marks) |
| 2) Assignment       | (05 Marks) |
| 3) Presentation     | (05 Marks) |
| 4) Group Discussion | (05 Marks) |
| 5) Quiz             | (05 Marks) |
| 6) Case Study       | (05 Marks) |

- Note: 1) Any Four out of the above can be taken for the internal Assessment.**  
**2) The internal Assessment shall be conducted throughout the Semester.**

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

## 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.Com. Programme</b>	
<b>Semester</b>	<b>I</b>
<b>Title of Paper</b>	<b>Credits</b>
<b>Business Communication Skills I for B.Com.</b>	<b>2</b>
<b>From the Academic Year</b>	<b>2024-2025</b>

Sr. No.	Heading	Particulars
1	<b>Description the course:</b>  <b>Including but Not limited to:</b>	<b>Business Communication Skills I (B.Com.)</b> 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. 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. 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 (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	<p><b>Course Outcomes:</b></p> <p>At the end of the course, learners will be able to:</p> <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	<p><b>Modules:-</b> Per credit One module can be created</p>
	<p><b>Module 1: Introducing the Theory of Business Communication (15 Lectures)</b></p>
	<ol style="list-style-type: none"> <li><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> </li> <li><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> </li> <li><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> </li> </ol>
	<p><b>Module 2: Business Correspondence (15 Lectures)</b></p>
	<ol style="list-style-type: none"> <li>1. <ul style="list-style-type: none"> <li>- Parts of a business letter</li> <li>- Layouts of a business letter</li> </ul> </li> <li>2. <ul style="list-style-type: none"> <li>- Job application with bio-data</li> <li>- letter of appointment</li> <li>- letter of appreciation</li> <li>- letter of resignation</li> </ul> </li> </ol>

3. - Emails: Job application via email
  - writing and responding to official emails

10

**Text Books: N.A.**

11

**Reference Books:**

1. Ashley, A. *A Handbook of Commercial Correspondence*. New Delhi: Oxford University Press, 1992.
2. Aswalthapa, K. *Organisational Behaviour*. Mumbai: Himalaya Publications, 1991.
3. Balan, K.R. and Rayudu, C. S. *Effective Communication*. New Delhi: Beacon Books, 1996.
4. Bangh, L. Sue, Fryar, Maridell and Thomas David A. *How to Write First Class Business Correspondence*. N.T.C. Publishing Group USA, 1998.
5. Benjamin, James. *Business and Professional Communication Concepts and Practices*. New York: Harper Collins College Publishers, 1993.
6. Britt, Deborah. *Improving Business Communication Skills*. Kendall Hunt Publishing Co., 1992.
7. Bovee Courtland, L. and Thrill, John V. *Business Communication Today*. McGraw Hill, New York, Taxman Publication, 1989.
8. Drucher, P.F. *Technology, Management and Society*. London: Pan Books, 1970.
9. Eyre, E.C. *Effective Communication Made Simple*. Kolkata: Rupa and Co., 1985.
10. Ecouse, Barry. *Competitive Communication: A Rhetoric for Modern Business*. New Delhi: OUP, 1999.
11. Fisher, Dalmar. *Communication in Organisation*. Mumbai: Jaico Publishing House, 1999.
12. Frailley, L.E. *Handbook of Business Letters*. Revised Edn. New Jersey: Prentice Hall Inc., 1982.
13. Flynn, Nancy. *The Social Media Handbook*. Wiley, 2012.
14. Gartside, L.E. *Modern Business Correspondence*. Plymouth: McDonald and Evans Ltd, 1980.
15. Ghanekar, A. *Communication Skills for Effective Management*. Pune: Everest Publishing House, 1996.
16. Labade, Sachin, Katre Deepa et al. *Communication Skills in English*. Orient Blackswan, Pvt Ltd, 2021.
17. Shainesh, G. and Githa Heggde. *Social Media Marketing: Emerging Concepts and Applications*. Springer Nature Singapore, 2018

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 style="width: 100%; border: none;"> <tr> <td style="width: 60%;"><b><i>External / Semester End Examination</i></b></td> <td style="width: 20%; text-align: center;"><b><i>Marks: 30</i></b></td> <td style="width: 20%; text-align: right;"><b><i>Time: 1 Hours</i></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><i>External / Semester End Examination</i></b>	<b><i>Marks: 30</i></b>	<b><i>Time: 1 Hours</i></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><i>External / Semester End Examination</i></b>	<b><i>Marks: 30</i></b>	<b><i>Time: 1 Hours</i></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**

## 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 Banrasidas, 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**

**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



**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.

# SEMESTER-II

<b>Course</b>	<b>Accountancy &amp; Financial Management -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>Total 50 marks = 30 Marks Semester End Evaluation and 20 Marks Continuous Evaluation</b>		

### Preface

Building on the foundational concepts covered in the previous semester, this course aims to equip learners with a deeper understanding of specialized accounting scenarios. It not only imparts theoretical knowledge but also emphasizes practical application, critical thinking, and decision-making skills essential for success in diverse business environments encouraging entrepreneurship.

The course constitutes of foundational and highly practical curriculum that plays a pivotal role in shaping versatile professionals in the fields of accounting and financial management. This curriculum equips learners with essential skills, ranging from navigating the complexities of incomplete financial records to understanding the intricacies of managing branches and handling insurance claims. The importance of this course lies in its ability to provide a holistic understanding of various accounting scenarios and their real-world applications. Learners emerge not only with a strong theoretical foundation but also with practical problem-solving skills crucial for success in dynamic business environments. The career prospects are equally diverse, spanning roles such as accountants, auditors, financial analysts, risk managers, and consultants, as well as opportunities for entrepreneurship. With its blend of theoretical knowledge and practical application, this course opens doors to a wide array of rewarding career paths in the ever-evolving fields of accounting, finance and business management.

### Aims and Objectives

CO1	To employ the principles of departmental accounting involving expenses and inter-departmental transactions while preparing the final accounts of the departmental store.
CO2	To understand the characteristics of dependent branches and apply specific accounting methods for the preparation of the books of accounts.

### Learning Outcomes

LO1	The learner will be able to figure out the impact of inter-departmental transfers and prepare the final accounts of the departmental store.
LO2	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.

## MODULES AT GLANCE

Module No	Content	No of Hours
1	Departmental Accounts.	15
2	Branch Accounts.	15
		<b>30</b>

Module No	Content	No of Hours
1	<b><u>Departmental Accounts</u></b> <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
2.	<b><u>Branch Accounts</u></b> <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</li><li>• Debtor method and Stock &amp; Debtors method.</li></ul>	15

### Reference Books

1. Introduction to Accountancy by T. S. Grewal, S. Chand and Company (P) Ltd., 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 Chandwickh, 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. Accounting Principles by Anthony, R.N. and Reece J.S., Richard Irwin Inc.
7. Financial Accounting by Monga, J.R. Ahuja, Girish Ahuja and Shehgal Ashok, Mayur Papers. New Delhi.

8. Indian Accounting Standards, Ashish Bhattacharya, Tata Mc. Grow Hill & Co. Ltd., Mumbai  
Financial Accounting by Williams , Tata Mc. Grow Hill & Co. Ltd., Mumbai
9. Company Accounting Standards by Shrinivasan Anand, Taxman.
10. Financial Accounting by V. Rajasekaran, Pearson Publications, New Delhi.
11. Introduction to Financial Accounting by Horngren, Pearson Publications.
12. Financial Accounting by M. Mukherjee. M. Hanif. Tata McGraw Hill Education Private Ltd; New Delhi

**Semester End Evaluation: External 30 Marks**

**Time: 1 Hour**

**Question Paper Pattern: 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: Internal (20 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)	10
2	Participation in Workshop/ Conference/Seminar/ Case Study/Field Visit/ Certificate Course/Projects/Assignments etc. (Physical/Online mode)	10

**Major (2 credit)**

<b>Course</b>	<b>Fundamentals of Management -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>		

<b><u>Learning objectives</u></b>	a) To enable the learners to understand the dimensions of direction & control.
	b) To familiarize and acquaint the learners with changing role of Indian business leaders.
	c) To identify the contemporary issues and challenges in Management

<b><u>Course Outcomes</u></b>	
CO1	Students will remember & understand the domains of delegation and control.
CO2	Students will apply & analyse the strategies adopted by successful business leaders.
CO3	Students will evaluate & apply evolving management opportunities & challenges in the changing business world.

**Modules At Glance**

<b>Module No.</b>	<b>Content</b>	<b>No. of Hours</b>
1	Functions of Management – II	15
2	Functions of Management -III	15
		30

	Content	No. of Hours
	Module No. 1	
Unit 1	<p><b><u>Functions of Management – II</u></b></p> <p>a. Introduction &amp; overview to PODSCORB - Delegation of Authority – Meaning – Need for Delegation – Principles of Effective Delegation-</p> <p>b. Co-ordination – Concept -Importance – Principles - Techniques</p> <p>c. Controlling – Concept – Steps - Techniques</p>	<b>15</b>
	Module No. 2	
Unit 2	<p><b><u>Functions of Management -III</u></b></p> <p>a. Directing and Communication– Concept – Principles of Directing, Barriers of communication</p> <p>b. Motivation – Concept – Factors affecting Motivation –theories of motivation</p> <p>c. Leadership – Concept – Styles – Attributes of a successful leader.</p>	<b>15</b>
	<b>Total</b>	<b>30</b>

**References:**

- *Principles of Management, Tripathi Reddy, Tata Mc Grew Hill*
- *Management Text & Cases, VSP Rao, Excel Books, Delhi*
- *Management Concepts and OB, P S Rao & N V Shah , AjabPustakalaya*
- *Essentials of Management, Koontz II & W , Mc. Grew Hill , New York*
- *Principles of Management-Text and Cases -Dr..M.SakthivelMurugan, New Age Publications*
- Management Today Principles& Practice- Gene Burton, ManabThakur, Tata McGrawHill,PublishingCo.Ltd.*
- Management – JamesA.F.Stoner, Prentice Hall, Inc .U.S.A.*
- Management : Global Prospective –Heinz Weihrich& Harold Koontz, Tata McGraw-Hill, Publishing Co.Ltd.*
- Essential of Database Management Systems -AlexisLeon ,MathewsLeon Vijay Nicole, Imprints Pvt Ltd.*
- Management –Task ,Resp, Practices – PetaDruche “willian Heinemann LTD.*
- K. Ashwathappa, Organisation Behaviour- Text, Cases & Games, Himalaya Publishing House, 2014 Edition.*
- Gerald Greenberg, Behaviour In Organisation, Pearson Edition (Prentice Hall India)*

**Paper Pattern** (Any two out of four questions are expected to be attempted by the students.)

**Time: 1 Hr.**

Question No	Questions	Total Marks: 30
Q1		15
Q2		15
Q3		15
Q4		15

**Note:**

- a) Equal Weightage to be given to all the modules.
- b) 15 marks questions may be subdivided into 7/8 marks each.
- c) Q1 and Q2 will be from Module 1, Q3 and Q4 will be from Module 2.
- d) Any two out of four questions are expected to be attempted by the students.

**Continuous Evaluation: Internal (20 marks)**

	<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 and paper presentation in Workshop/ Conference/Seminar, Assignment & Viva. (Physical/Online mode)	10

**MAJOR MANDATORY  
INTRODUCTION TO SERVICE SECTOR**

<b>PROGRAM</b>	<b>B.COM</b>
<b>SEMESTER</b>	<b>II</b>
<b>COURSE TITLE</b>	<b>INTRODUCTION TO SERVICE SECTOR</b>
<b>VERTICLE /CATEGORY</b>	<b>A/MAJOR MANDATORY (CORE)</b>
<b>COURSE LEVEL</b>	<b>4.5</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>NA</b>

**ORGANISATION OF THE COURSE**

<b>UNIT NO</b>	<b>COURSE UNITS AT A GLANCE</b>	<b>TOTAL HOURS</b>
1	Concept of Services and Recent Trends in Service Sector	15
2	Retailing and E-Commerce	15
<b>TOTAL HOURS</b>		<b>30</b>

## COURSE DESIGN

### Unit 1: Concept of Services and Recent Trends in Service Sector

- **Services**

**Introduction:** Meaning, Characteristics, Scope and Classification of Services –Importance of service sector in the Indian context. Services Mix, - Product, Place, Price, Promotion, Process of Services delivery, Physical evidence and people. Opportunities and challenges in service sector.

- **Recent trends in service sector**

**ITES Sector:** Concept and scope of BPO, KPO, LPO and ERP. **Banking and Insurance-FDI** and its impact on Banking and Insurance Sector in India, **Logistics:** Net working – Importance – Challenges

### PEDAGOGICAL APPROACH : Lecture, Case Study and Assignment

### Unit 2: Retailing and E-Commerce

- **Retailing**

**Introduction:** Concept of organized and unorganized retailing , Trends in retailing, **Retail Format:** Store format, Non – Store format, Store Planning, design and layout **Retail Scenario:** Retail Scenario in India and Global context – Prospects and Challenges in India.

- **E-Commerce**

**Introduction:** Meaning, Features, Functions and Scope of E-Commerce-Importance and Limitations of E-Commerce. **Types of E-Commerce:** Basic ideas and Major activities of B2C,B2B, C2C. **Present status of E-Commerce in India:** Transition to E-Commerce in India,E- Transition Challenges for Indian Corporates.

PEDAGOGICAL APPROACH:- Visit, Case Study Lecture

### REFERENCES:-

- Business Organisation Management Maheshwari, Rajendra P ,Mahajan, J.P.,International Book House
- Business Organisation, Maheshwari, Rajendra P, Mahajan, J.P., International Book House
- Introduction To Commerce, Vikram, Amit, Atlantic Pub
- A Course Book On Business Environment, Cherunilam,Francis, Himalaya Pub
- Business Environment, Cherunilam,Francis, Himalaya Pub
- Essentials Of Business Environment, Aswathappa,K., Himalaya Pub
- Essentials Of Business Environment, Aswathappa, Himalaya Pub
- Strategic Management, Kapoor, Veekkas, Taxmann
- Strategic Management, David,Fred R., Phi Leraning
- Strategic Management, Bhutani, Kapil, Mark Pub.
- Strategic Management, Bhutani, Kapil, Mark Pub.
- Entrepreneurship, Hisrich, Robert D, Mc Graw Hill
- Entrepreneurship Development, Sharma, K.C., Reegal Book Depot
- Service Marketing, Temani, V.K., Prism Pub • Service Marketing, Temani, V.K., Prism Pub
- Management Of Service Sector, Bhatia, B S, V P Pub

**Total 50 Marks:30 Marks External and 20 Marks Internal  
For Major Subject: 30 Marks with 2 Credits/ For Minor Subject with 2 Credits**

**30 Marks External**

DURATION: 1 Hour

MARKS: 30

**Any 2 out of 3**

Q. 1 Answer the following (15 Marks)

- a.
- b.

Q. 2 Answer the following (15 Marks)

- a.
- b.

Q. 3 Answer the following (15 Marks)

- a.
- b.

**20 Marks Internal**

- |                     |            |
|---------------------|------------|
| 1) Class Test       | (05 Marks) |
| 2) Assignment       | (05 Marks) |
| 3) Presentation     | (05 Marks) |
| 4) Group Discussion | (05 Marks) |
| 5) Quiz             | (05 Marks) |
| 6) Case Study       | (05 Marks) |

**Note: 1) Any Four out of the above can be taken for the internal Assessment.  
2) The internal Assessment shall be conducted throughout the Semester.**

## As Per NEP 2020

# University of Mumbai



<b>Syllabus for Basket of Minor</b>	
<b>Board of Studies in Economics</b>	
<b>UG First Year Programme</b>	
<b>Semester</b>	<b>II</b>
<b>Title of Paper</b>	<b>Indian Economic Policy- I</b>
<b>Credits</b>	<b>2</b>
<b>From the Academic Year</b>	<b>2024-2025</b>

Sr. No.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<b>Indian Economic Policy- I</b> This course provides an overview of the status of the Indian economy and students will explore the contemporary issues shaping Indian policy-making.
2	<b>Vertical :</b>	<b>Vertical 2 Minor</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 understand the economy of India.</li> <li>2. To analyze the characteristics and challenges faced by India a developing country.</li> <li>3. To evaluate the role of various stakeholders in shaping Indian policy.</li> <li>4. To critically assess current policy debates and perspectives.</li> </ol>	
8	<b>Course Outcomes:</b> Students will be able to: <ol style="list-style-type: none"> <li>1. Understand the important features of Indian Economy.</li> <li>2. Analyze the challenges and major issues of development in India.</li> <li>3. Apply the awareness of programs of poverty alleviation in their general life.</li> <li>4. Evaluate the role of various stakeholders in shaping Indian policy.</li> <li>5. Critically analyze various socioeconomic policies.</li> </ol>	

9	<b>Indian Economic Policy- I</b>	
	<b>Module 1: Module I: Introduction to Indian Economy</b>	<b>(15)</b>
	Economy: Meaning, Classification, Characteristics of developed and developing economies, Challenges and major issues of economic development in India.	
	<b>Module 2: Poverty and Food Security</b>	<b>(15)</b>
Meaning, Concept and Type of Poverty, Causes of Poverty in India, Poverty alleviation programs: Pradhan Mantri Jan Dhan Yojana and National Food Security Mission.		
10	<b>Text Books:</b>	
11	<b>Reference Books:</b> 1. Agrawal A.N., Indian Economy Problems of Development & Planning, New Age International Publishers, New Delhi. 2. Gaurav Datt & Ashwani Mahajan (2022): 'Indian Economy' S. Chand Publishing Company Ltd., New Delhi. 3. V.K. Puri, S.K. Misra, 'Indian Economy', Himalaya Publishing House, Mumbai. (Latest Edition) 4. <a href="https://vikaspedia.in/">https://vikaspedia.in/</a> 5. Uma Kapila (2023), Indian Economy: Performance and Policies.	
12	<b>Internal Continuous Assessment: 40%</b>	<b>External, Semester End Examination 60%</b> <b>Individual Passing in Internal and External Examination</b>
13	<b>Continuous Evaluation through:</b> Quizzes, Class Tests, presentations, projects, role play, creative writing, assignment, etc. ( at least 3 )	
14	<b>Format of Question Paper: for the final examination (30 Marks)</b> 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



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

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

<b>9</b>	<b>Introduction to the Capital Market of India</b>	
	<b>Module 1: Introduction to the Capital Market (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 (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> 1. Gomez Clifford (2008). Financial Markets, Institutions and Financial Services. Prentice Hall of India, 2. Meir Kohn (2013). Financial Institutions and Markets. Oxford University Press. 3. Pathak Bharati (2018). Indian Financial System. Pearson Education; Fifth edition. 4. Rajesh Kothari (2012). Financial Services in n India: Concept and Application. Sage Publications, New Delhi 5. Articles from financial newspapers and journals such as Economic Times, Business Standard, and Mint.	
<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> 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> 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



<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>II</b>
<b>Title of Paper</b>	<b>Credits 2/ 4</b>
I. IT_Data Analysis with Excel (Open Elective)[OE]	<b>2</b>
<b>From the Academic Year</b>	<b>2024-2025</b>

**Name of the Course: IT\_Data Analysis with Excel**

Sr.No.	Heading	Particulars
1	<b>Description the course : Including but Not limited to:</b>	Excel Data Analysis can help, with concise and understandable explanations of the vast array of functions for creating, visualizing, and analyzing data. Tool knowledge enables user to create reports which are insightful.
2	<b>Vertical :</b>	Open Elective
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	<p><b>Course Objectives(CO):</b></p> <p>CO 1. Learn to handle data, clean the data to make meaningful data set without missing value using various excel functions.</p> <p>CO 2. Learn to use excel functions to get statistical and financial results.</p> <p>CO 3. Learn to use intelligent functions in excel like lookups and conditional calculations.</p> <p>CO 4. Learn to visualize data, in to the form of Graphs, Pivots and list with subtotals. Explore various types of graphs and chart styles.</p> <p>CO 5. Equip with skills in managing and preparing data for analysis in Excel.</p> <p>CO 6. Employ advanced data analysis techniques such as what-if analysis and macros.</p> <p>CO 7. Learn how to use Excel's Data Analysis Toolpak to perform complex engineering and statistical analysis on datasets.</p>	
8	<p><b>Course Outcomes (OC):</b></p> <p>OC 1. Collect data from different sources, and organize it to a meaningful tabular format.</p> <p>OC 2. Apply formulas to the data using excel built in functions.</p> <p>OC 3. Utilize Excel's advanced features for data manipulation and analysis.</p> <p>OC 4. Select graph types and chart styles which will suit the kind of data they analyse.</p> <p>OC 5. Explore the immense possibilities of pivot table and make meaningful reports.</p> <p>OC 6. Utilize Excel's advanced features for data manipulation and analysis.</p> <p>OC 7. Utilize the Toolpak's features to extract valuable insights and find solutions to challenging data-driven issues.</p>	
9	<p><b>Modules:-</b></p> <p><b>Module 1:</b></p> <p>1. <b>Introduction to Excel Basics</b></p> <ol style="list-style-type: none"> <li>a. Entering and editing worksheet data.</li> <li>b. Performing basic worksheet operations.</li> <li>c. Illustration of autofill and formatting data in the cells.</li> </ol>	

- d. Use of simple arithmetic operations.
- e. Working with excel ranges and tables.
- f. Use of cell references in formulas (relative, absolute, and mixed references) and referencing cells outside the worksheet
- g. Demonstration of formatting worksheets and applying conditional formatting.
- h. Understanding formula basics.

## **2. Working with Formulas and Functions**

- a. Using formulas for common mathematical operations.
- b. Using text functions to manipulate text.
- c. Using date and time functions.
- d. Using formulas for financial analysis

## **3. Using the Statistical Functions**

- a. Counting items in a data set.
- b. Means, Modes, and Medians
- c. Finding Values, Ranks, and Percentiles
- d. Standard Deviations and Variances
- e. Regression Analysis
- f. Correlation
- g. t-distributions

## **4. Advanced Excel Functions for Data Analysis**

- a. Using formulas for Conditional Analysis
  - i. Use the IF function to evaluate a condition and return values based on the result.
  - ii. Apply the AND and OR functions to evaluate multiple conditions.
  - iii. Perform conditional calculations( SUMIF, COUNTIF, AVERAGEIF)
- b. Using formulas for Matching and Lookups (VLOOKUP, HLOOKUP, INDEX, MATCH).

## **5. Data Visualization with Excel**

- a. Demonstration of creation of a bar chart representing sales data for different months.
- b. Customize the appearance of a chart, including colors, fonts, titles, legends and axis labels.
- c. Use of various types of charts in Excel- column charts, histograms, line charts, pie charts and scatter charts.
- d. Use of sparklines to display trends within a single cell.

## **Module 2:**

### **1. Introduction to PivotTables and Pivot Charts**

- a. Demonstration of creation of PivotTable using a dataset.
- b. Customizing PivotTables.
- c. Demonstration of creation of a PivotChart based on an existing PivotTable.
- d. Analysing Data with PivotTables.

### **2. Managing and Analysing Data**

- a. Importing data into Excel from an external source.
- b. Cleaning Data.
- c. Data sorting and filtering.
- d. Using Data Validation.

	<b>3. Advanced Data Analysis Techniques</b> <ol style="list-style-type: none"> <li>Performing Spreadsheet What-If Analysis.</li> <li>Analysing Data Using Goal Seeking and Solver.</li> </ol> <b>4. Introducing Data Analysis Toolpak Tools</b> <ol style="list-style-type: none"> <li>Using the Descriptive Statistics tool.</li> <li>Creating a histogram.</li> <li>Ranking by percentile.</li> <li>Calculating moving averages.</li> <li>Using the Exponential Smoothing tool.</li> <li>Using Data Analysis t-test tools.</li> <li>Using the Regression and Correlation tools.</li> <li>Implementing the ANOVA data analysis tools.</li> </ol> <b>5. Excel Macros</b> <ol style="list-style-type: none"> <li>Recording and editing macros.</li> <li>Managing recorded macros.</li> </ol>	
<b>10</b>	<b>Text Books</b> <ol style="list-style-type: none"> <li><b>Excel 2019 bible, Alexander, M., Kusleika, R., &amp; Walkenbach, J. (2018), John Wiley &amp; Sons.</b></li> <li><b>Excel data analysis for dummies, Nelson, S. L., &amp; Nelson, E. C. (2014), John Wiley &amp; Sons.</b></li> <li><b>Data Analysis with Microsoft Excel , Berk, K. N., &amp; Carey, P. (1998), Pacific Grove, CA: Duxbury Press.</b></li> </ol>	
<b>11</b>	<b>Reference Books</b> <ol style="list-style-type: none"> <li><b>Excel Data Analysis Modeling and Simulation., Hector, G. (2019), Spinger.</b></li> <li><b>Microsoft Excel data analysis and business modelling, Winston, W. (2016), Microsoft press.</b></li> </ol>	
<b>12</b>	<b>Internal Continuous Assessment: 40%</b>	<b>Semester End Examination: 60%</b>
<b>13</b>	<b>Continuous Evaluation through:</b> Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.( at least 3 )	Practical Exam of 30 marks for 2 hours duration
<b>14</b>	<b>Format of Question Paper: Duration 2 hours. Certified copy of Journal is compulsory to appear for the practical examination</b> <b>Practical Slip:</b> Q1. From Module 1    13 marks Q2. From Module 2    12marks Q3. Journal and Viva    05 marks	

**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**

## VSC Semester II

<b>PROGRAM</b>	<b>B.COM</b>
<b>SEMESTER</b>	<b>II</b>
<b>COURSE TITLE</b>	<b>Tourism Management</b>
<b>VERTICLE /CATEGORY</b>	<b>VSC 2</b>
<b>COURSE LEVEL</b>	<b>4.5</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>NA</b>

<b>COURSE DESCRIPTION</b>
The course focus on making the students understand the concept of tourism management & importance of tourism management
<b>COURSE OBJECTIVE</b>
The course aims at making the students aware about the different basicconcepts of travel and tourism.
<b>COURSE OUTCOME</b>
Imparting basic knowledge about tourism and its types

<b>ORGANISATION OF THE COURSE</b>		
UNIT NO	COURSE UNITS AT A GLANCE	TOTALHOURS
1	Tourism Overview	15
2	Types and Forms of Tourism	15
<b>TOTAL HOURS</b>		<b>30</b>

## COURSE DESIGN

### Module – I: Tourism Overview (15)

- Definition and Historical Development of Tourism, its Structure, Components and Elements. Nature, Characteristics and Significance of Tourism Industry
- Approaches to the Study of Tourism. Definition and Distinction between Travellers, Visitors, Excursionist, Tourist and Transit visitor. Travel Motivators and Deterrents.

PEDAGOGICAL APPROACH:- Visit, Case Study Lecture

### Module–II: Types and Forms of Tourism (15)

- Inter–regional and Intra–regional Tourism, Inbound and Outbound Tourism, Domestic, International Tourism. Forms of Tourism: Religious, Historical, Social, Adventure, Health, Business, Conferences, Conventions, Incentives, Sports and Adventure, Senior Tourism
- Special Interest tourism like Culture or Nature Oriented, Ethnic, Concept of Sustainable Tourism and importance

PEDAGOGICAL APPROACH:- Visit, Case Study Lecture

### REFERENCES:-

- *Mill and Morrison*, The Tourism System: An Introductory Text. Prentice Hall.
- *Mill, R.C.*, Tourism: The International Business. Prentice Hall, New Jersey.
- *Jayapalan. N.*, An Introduction to Tourism. Atlantic Publishers.
- *Mill R.C.*, Tourism, the International Business, Prentice Hall. New Jersey.
- *Swarbrooke, J.* Sustainable Tourism Management. CABI Publishers
- *Bhatia, A K.*, The Business of Tourism – Concepts and Strategies. Sterling Publishers Private Limited
- *Gupta, V. K.*, Tourism in India. Neha Publishers and Distributor *Aggarwal, A.* Travel and Tourism in India. Sublime Publishers

**Total 50 Marks:30 Marks External and 20 Marks Internal  
For Major Subject: 30 Marks with 2 Credits/ For Minor Subject with  
2 Credits**

**30 Marks External**

DURATION: 1 Hour

MARKS: 30

**Any 2 out of 3**

Q. 1 Answer the following (15 Marks)

- a.
- b.

Q. 2 Answer the following (15 Marks)

- a.
- b.

Q. 3 Answer the following (15 Marks)

- a.
- b.

---

**20 Marks Internal**

- 1) Class Test (05 Marks)
- 2) Assignment (05 Marks)
- 3) Presentation (05 Marks)
- 4) Group Discussion (05 Marks)
- 5) Quiz (05 Marks)
- 6) Case Study (05 Marks)

**Note: 1) Any Four out of the above can be taken for the internal Assessment.  
2) The internal Assessment shall be conducted throughout the Semester.**

<b>PROGRAM</b>	<b>B.COM</b>
<b>SEMESTER</b>	<b>II</b>
<b>COURSE TITLE</b>	<b>Business Leadership Skills</b>
<b>VERTICLE /CATEGORY</b>	<b>SEC 2</b>
<b>COURSE LEVEL</b>	<b>4.5</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>NA</b>

### **COURSE DESCRIPTION**

This course focuses on leadership development in the corporate world. The topics include development of leadership skills at personal level and team level, coaching employees to improve performance, organizational leadership, ethics involved, performance management and new recruit management

### **COURSE OBJECTIVES**

Enable the learners to

1. Distinguish between appropriate and inappropriate governance structures within an organization.
2. Distinguish between appropriate and inappropriate internal control systems, including system design, controls over data, transaction flow, wireless technology, and internet transmissions.
3. Improve communication skills
4. Be result oriented and focus on vision Level of Knowledge: Conceptual and Basic

### **COURSE OUTCOME**

CO 1: To Develop interpersonal skills, professionalism, leadership and values

CO 2: To understand accountability, effectively resolve conflicts, teamwork

CO 3: To Develop human resource management skills

CO 4: To Develop External Awareness, be adaptable

CO 5: To Obtain and document information about an organization's strategic planning processes to identify key components of the business strategy and market risks.

### **ORGANISATION OF THE COURSE**

UNIT NO	COURSE UNITS AT A GLANCE	TOTALHOURS
1	Personal Leadership	15
2	Team Leadership	15
<b>TOTAL HOURS</b>		<b>30</b>

## COURSE DESIGN

### Module 1 Personal Leadership (15)

- Personal Leadership - Concept and importance, Interpersonal skills (build trust, credibility and respect); Professionalism (project an image of integrity and maturity); Business professionalism (categories of important business relationships, attitude at business meetings, luncheons, dinners)
- Leadership styles; Focus and Discipline (Organizing and prioritizing skills, multitasking, ); Global travel and culture; Network through community service; Network to build business connections and personal brand, promote organization; Time Management

PEDAGOGICAL APPROACH:- Role Play, Case Study, Lecture

### Module 2 Team Leadership (15)

- Team Leadership – concept and importance, Tangible and intangible costs of employee turnover; Communications to lead (listening effectively, avoiding biases, speaking persuasively); Conflict management (between peers, associates & subordinates); Delegation (Identify candidates for delegation and collaboration); Lead effective meetings (skills essential for building cooperation and positive results in meetings); Leadership Communications;
- Leadership styles and tendencies; Leading strong teams (analyze and capitalize team strengths, working with diverse styles, creation of competitive spirit, motivation); Sharing the glory (focus on team achievements); Visionary Leadership

PEDAGOGICAL APPROACH:- Role Play, Case Study, Lecture

#### REFERENCES:-

1. Andrew J. Du Brin. (2016). Leadership: Research Findings, Practice and Skills. Cengage Learning, 2. Marshall Goldsmith & Mark Reiter. (2007).
2. What got you here, Won't get you there. Hachette Books Recommended Reading 1. Robert J. Anderson and William A. Adams. (2015).
3. Mastering Leadership: An Integrated Framework for Breakthrough Performance and Extraordinary Business Results. Wiley
4. Robert N. Lussier and Christopher F. Achar. (2016). Leadership: Theory, Application and Skill development. Cengage Learning
5. D. Sivanandhan Radhakrishnan Pillai. (2014). Chanakya's 7 Secrets of Leadership. Jaico Publishing House

**Total 50 Marks:30 Marks External and 20 Marks Internal  
For Major Subject: 30 Marks with 2 Credits/ For Minor Subject with 2  
Credits**

**30 Marks External**

DURATION: 1 Hour

MARKS: 30

**Any 2 out of 3**

Q. 1 Answer the following (15 Marks)

- a.
- b.

Q. 2 Answer the following (15 Marks)

- a.
- b.

Q. 3 Answer the following (15 Marks)

- a.
- b.

**20 Marks Internal**

- |                     |            |
|---------------------|------------|
| 3) Class Test       | (05 Marks) |
| 2) Assignment       | (05 Marks) |
| 3) Presentation     | (05 Marks) |
| 4) Group Discussion | (05 Marks) |
| 5) Quiz             | (05 Marks) |
| 6) Case Study       | (05 Marks) |

**Note: 1) Any Four out of the above can be taken for the internal Assessment.  
2) The internal Assessment shall be conducted throughout the  
Semester.**

**Letter Grades and Grade Points:**

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

## Justification for B.Com.

1.	Necessity for starting the course:	<b>The main program of Commerce and management faculty that gives opportunity to many avenues of career</b>
2.	Whether the UGC has recommended the course:	<b>Yes</b>
3.	Whether all the courses have commenced from the academic year 2024-25	<b>Yes</b>
4.	The courses started by the University are self-financed, whether adequate number of eligible permanent faculties are available?:	<b>B.Com program has aided and un-aided divisions both adequate faculties are available</b>
5.	To give details regarding the duration of the Course and is it possible to compress the course?:	<b>No</b>
6.	The intake capacity of each course and no. of admissions given in the current academic year:	<b>As per NEP 2020 hence admissions</b>
7.	Opportunities of Employability / Employment available after undertaking these courses:	<b>Plenty of opportunities in industry and organizations at junior levels are available and forms the qualifying degree for many professional programs</b>

**Sign of the BOS  
Chairperson  
Prof. Dr. Kishori  
Bhagat  
BOS in Commerce**

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

**Sign of the  
Offg. Associate  
Dean  
Prof. Dr. Kishori  
Bhagat  
Faculty of  
Commerce &  
Management**

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

<b>PROGRAM</b>	<b>B.COM</b>
<b>SEMESTER</b>	<b>II</b>
<b>COURSE TITLE</b>	<b>Business Leadership Skills</b>
<b>VERTICLE /CATEGORY</b>	<b>SEC 2</b>
<b>COURSE LEVEL</b>	<b>4.5</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>NA</b>

### **COURSE DESCRIPTION**

This course focuses on leadership development in the corporate world. The topics include development of leadership skills at personal level and team level, coaching employees to improve performance, organizational leadership, ethics involved, performance management and new recruit management

### **COURSE OBJECTIVES**

Enable the learners to

1. Distinguish between appropriate and inappropriate governance structures within an organization.
2. Distinguish between appropriate and inappropriate internal control systems, including system design, controls over data, transaction flow, wireless technology, and internet transmissions.
3. Improve communication skills
4. Be result oriented and focus on vision Level of Knowledge: Conceptual and Basic

### **COURSE OUTCOME**

CO 1: To Develop interpersonal skills, professionalism, leadership and values

CO 2: To understand accountability, effectively resolve conflicts, teamwork

CO 3: To Develop human resource management skills

CO 4: To Develop External Awareness, be adaptable

CO 5: To Obtain and document information about an organization's strategic planning processes to identify key components of the business strategy and market risks.

### **ORGANISATION OF THE COURSE**

UNIT NO	COURSE UNITS AT A GLANCE	TOTALHOURS
1	Personal Leadership	15
2	Team Leadership	15
<b>TOTAL HOURS</b>		<b>30</b>

## COURSE DESIGN

### Module 1 Personal Leadership (15)

- Personal Leadership - Concept and importance, Interpersonal skills (build trust, credibility and respect); Professionalism (project an image of integrity and maturity); Business professionalism (categories of important business relationships, attitude at business meetings, luncheons, dinners)
- Leadership styles; Focus and Discipline (Organizing and prioritizing skills, multitasking, ); Global travel and culture; Network through community service; Network to build business connections and personal brand, promote organization; Time Management

PEDAGOGICAL APPROACH:- Role Play, Case Study, Lecture

### Module 2 Team Leadership (15)

- Team Leadership – concept and importance, Tangible and intangible costs of employee turnover; Communications to lead (listening effectively, avoiding biases, speaking persuasively); Conflict management (between peers, associates & subordinates); Delegation (Identify candidates for delegation and collaboration); Lead effective meetings (skills essential for building cooperation and positive results in meetings); Leadership Communications;
- Leadership styles and tendencies; Leading strong teams (analyze and capitalize team strengths, working with diverse styles, creation of competitive spirit, motivation); Sharing the glory (focus on team achievements); Visionary Leadership

PEDAGOGICAL APPROACH:- Role Play, Case Study, Lecture

#### REFERENCES:-

1. Andrew J. Du Brin. (2016). Leadership: Research Findings, Practice and Skills. Cengage Learning, 2. Marshall Goldsmith & Mark Reiter. (2007).
2. What got you here, Won't get you there. Hachette Books Recommended Reading 1. Robert J. Anderson and William A. Adams. (2015).
3. Mastering Leadership: An Integrated Framework for Breakthrough Performance and Extraordinary Business Results. Wiley
4. Robert N. Lussier and Christopher F. Achar. (2016). Leadership: Theory, Application and Skill development. Cengage Learning
5. D. Sivanandhan Radhakrishnan Pillai. (2014). Chanakya's 7 Secrets of Leadership. Jaico Publishing House

**Total 50 Marks:30 Marks External and 20 Marks Internal  
For Major Subject: 30 Marks with 2 Credits/ For Minor Subject with 2  
Credits**

**30 Marks External**

DURATION: 1 Hour

MARKS: 30

**Any 2 out of 3**

Q. 1 Answer the following (15 Marks)

- a.
- b.

Q. 2 Answer the following (15 Marks)

- a.
- b.

Q. 3 Answer the following (15 Marks)

- a.
- b.

**20 Marks Internal**

- 3) Class Test (05 Marks)
- 2) Assignment (05 Marks)
- 3) Presentation (05 Marks)
- 4) Group Discussion (05 Marks)
- 5) Quiz (05 Marks)
- 6) Case Study (05 Marks)

**Note: 1) Any Four out of the above can be taken for the internal Assessment.  
2) The internal Assessment shall be conducted throughout the  
Semester.**

**Letter Grades and Grade Points:**

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

**Justification for B.Com. (Commerce)**

1.	Necessity for starting the course:	<b>The main program of Commerce and management faculty that gives opportunity to many avenues of career</b>
2.	Whether the UGC has recommended the course:	<b>Yes</b>
3.	Whether all the courses have commenced from the academic year 2024-25	<b>Yes</b>
4.	The courses started by the University are self-financed, whether adequate number of eligible permanent faculties are available?:	<b>B.Com program has aided and un-aided divisions both adequate faculties are available</b>
5.	To give details regarding the duration of the Course and is it possible to compress the course?:	<b>No</b>
6.	The intake capacity of each course and no. of admissions given in the current academic year:	<b>As per NEP 2020 hence admissions</b>
7.	Opportunities of Employability / Employment available after undertaking these courses:	<b>Plenty of opportunities in industry and organizations at junior levels are available and forms the qualifying degree for many professional programs</b>

**Sign of the BOS  
Chairperson  
Prof. Dr. Kishori  
Bhagat  
BOS in Commerce**

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

**Sign of the  
Offg. Associate  
Dean  
Prof. Dr. Kishori  
Bhagat  
Faculty of  
Commerce &  
Management**

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

# As Per NEP 2020

## University of Mumbai



**Title of the Course Indian Constitution**

**Semester – Sem I**

**Syllabus for Two Credit**

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

<b>PROGRAM</b>	BA /BSc/ BCOm
<b>SEMESTER</b>	I
<b>COURSE TITLE</b>	Indian Constitution
<b>VERTICLE /CATEGORY</b>	E (Value Education Course)
<b>COURSE LEVEL</b>	50
<b>COURSE CODE</b>	
<b>COURSE CREDIT</b>	2
<b>HOURS PER WEEK THEORY</b>	2
<b>HOURS PER WEEK PRACTICAL/TUTORIAL</b>	

<b>COURSE OBJECTIVE</b>
<ul style="list-style-type: none"> <li>• Learners will be enabled to understand the basics of Indian Constitution.</li> <li>• Significantly the learners will understand the significance and functionality of Fundamental Rights, Fundamental Duties and Directive Principles.</li> <li>• The learners will be enabled to understand the role of Indian Judiciary in Protecting Fundamental Rights.</li> </ul>
<b>COURSE OUTCOME</b>
CO1: Learners will be empowered to understand the basic structure, nature of Indian Constitution
CO2: Learners will understand their and other citizens fundamental rights and duties towards the nation.
CO3: Learners will be equipped with the role of Indian Judiciary in protecting Fundamental Rights of citizens and will be able to describe areas of criminal justice, law and society through a critical analysis of the subject.
.

## ORGANISATION OF THE COURSE

UNIT NO	COURSE UNITS	HOURS PER WEEK
1	Indian Constitution: Characteristics	10
2	Fundamental Rights, Fundamental Duties and Directive Principles of State Policy	10
3	Judiciary: Introduction to Supreme Court, Powers, and Functions of the Supreme Court Introduction to High Court Powers and Functions of the High Court Public Interest Litigation, Judicial Activism	10
TOTAL HOURS		30

## COURSE DESIGN

UNIT TITLE	OUTCOME	DESCRIPTION	PEDAGOGICAL APPROACH
INTRODUCTION TO CONSTITUTION	Learners will understand the importance of preamble in the implementation of constitution.	Constitution meaning of the term, Significance of constitution, Preamble, Features of constitution and basic structure of Indian Constitution	Chalk and talk method, Case laws
FUNDAMENTAL RIGHTS, FUNDAMENTAL DUTIES AND DIRECTIVE PRINCIPLES	Learners will understand the fundamental rights and duties towards the nation and people.	Fundamental rights (Art 12 to Art 35), Fundamental Duties and Directive Principles of state policy	Chalk and talk method, Case laws
JUDICIARY	Learners will be able to summarize the process of judicial review and identify criteria used by courts to evaluate the constitutionality of criminal law of India.	Introduction to Supreme Court, Powers, and Functions of the Supreme Court, Introduction to High Court, Powers and Functions of the High Court, Public Interest Litigation and Judicial Activism.	Chalk and talk 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 book test, Class test, Assignment and Viva	CO1
CAT 2 *	10	Online Quiz, Open book test, Class test, Assignment and Viva	CO1, CO2
CAT 3 *	10	Online Quiz, Open book test, Class test, Assignment and Viva	CO3
SEE	30	Four questions of 10 marks each (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 for 20 marks

<b>ESSENTIAL READINGS</b>	Durga Das Basu- Introduction to the Constitution of India
<b>ADDITIONAL READINGS</b>	J. N. Pande – Constitution of India

Syllabus Drafting Committee  
 Dr. Swati Rautela Professor and Head Department of Law  
 Dr. Rajeshri Varhadi Professor and In charge Director  
 Dr. Sanjay Jadhav Associate Professor  
 Prof. Uma Nehare Assistant Professor

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

## As Per NEP 2020

# University of Mumbai



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

Sr. No.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<p style="text-align: center;"><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: ( List some of the course objectives )</b> 1. विद्यार्थियों को लेखन, वाचन कौशल का ज्ञान देना एवं रोजगार के अवसरों से जोड़ना। 2. विद्यार्थियों को लेखन, वाचन कौशल से परिचय करते हुए अभिव्यक्ति की शैलियों का विकास करना। 3. विद्यार्थियों को भाषण कला के विविध रूपों को समझाना, मौलिकता में अभिवृद्धि लाना एवं विशेषज्ञता दिलाना। 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 border="1" data-bbox="248 688 1520 1440"> <thead> <tr> <th data-bbox="248 688 467 751">इकाई</th> <th data-bbox="467 688 1255 751">पाठ</th> <th data-bbox="1255 688 1520 751">व्याख्यान संख्या</th> </tr> </thead> <tbody> <tr> <td data-bbox="248 751 467 1094">इकाई -1</td> <td data-bbox="467 751 1255 1094">           1. लेखन कौशल का अर्थ एवं स्वरूप            2. लेखन कौशल की उपयोगिता एवं महत्व            3. लेखन कौशल की विधियाँ            4. लेखन कौशल के भेद एवं विशेषताएँ            5. वाचन कौशल का अर्थ, स्वरूप एवं विशेषताएँ            6. वाचन कौशल की उपयोगिता            7. वाचन कौशल की विधियाँ एवं विशेषताएँ         </td> <td data-bbox="1255 751 1520 1094">व्याख्यान- 15 क्रेडिट- 01</td> </tr> <tr> <td data-bbox="248 1094 467 1440">इकाई -2</td> <td data-bbox="467 1094 1255 1440">           8. भाषण कौशल का अर्थ एवं स्वरूप            9. भाषण कौशल का महत्व एवं उपयोगिता            10. भाषण कौशल की विशेषताएँ            11. भाषण कौशल की विधियाँ            12. श्रवण कौशल का अर्थ एवं स्वरूप            13. श्रवण कौशल का महत्व एवं उपयोगिता            14. श्रवण कौशल की विशेषताएँ         </td> <td data-bbox="1255 1094 1520 1440">व्याख्यान- 15 क्रेडिट- 01</td> </tr> </tbody> </table>	इकाई	पाठ	व्याख्यान संख्या	इकाई -1	1. लेखन कौशल का अर्थ एवं स्वरूप 2. लेखन कौशल की उपयोगिता एवं महत्व 3. लेखन कौशल की विधियाँ 4. लेखन कौशल के भेद एवं विशेषताएँ 5. वाचन कौशल का अर्थ, स्वरूप एवं विशेषताएँ 6. वाचन कौशल की उपयोगिता 7. वाचन कौशल की विधियाँ एवं विशेषताएँ	व्याख्यान- 15 क्रेडिट- 01	इकाई -2	8. भाषण कौशल का अर्थ एवं स्वरूप 9. भाषण कौशल का महत्व एवं उपयोगिता 10. भाषण कौशल की विशेषताएँ 11. भाषण कौशल की विधियाँ 12. श्रवण कौशल का अर्थ एवं स्वरूप 13. श्रवण कौशल का महत्व एवं उपयोगिता 14. श्रवण कौशल की विशेषताएँ	व्याख्यान- 15 क्रेडिट- 01
इकाई	पाठ	व्याख्यान संख्या								
इकाई -1	1. लेखन कौशल का अर्थ एवं स्वरूप 2. लेखन कौशल की उपयोगिता एवं महत्व 3. लेखन कौशल की विधियाँ 4. लेखन कौशल के भेद एवं विशेषताएँ 5. वाचन कौशल का अर्थ, स्वरूप एवं विशेषताएँ 6. वाचन कौशल की उपयोगिता 7. वाचन कौशल की विधियाँ एवं विशेषताएँ	व्याख्यान- 15 क्रेडिट- 01								
इकाई -2	8. भाषण कौशल का अर्थ एवं स्वरूप 9. भाषण कौशल का महत्व एवं उपयोगिता 10. भाषण कौशल की विशेषताएँ 11. भाषण कौशल की विधियाँ 12. श्रवण कौशल का अर्थ एवं स्वरूप 13. श्रवण कौशल का महत्व एवं उपयोगिता 14. श्रवण कौशल की विशेषताएँ	व्याख्यान- 15 क्रेडिट- 01								
10	<p><b>संदर्भ ग्रंथ सूची -</b></p> <ol style="list-style-type: none"> <li>1. हिंदी भाषा शिक्षण के विविध आयाम - प्राध्यापक डॉ. राठौर, किनले एडिशन</li> <li>2. अभिनव पत्र लेखन - डॉ अनिल सिंह</li> <li>3. हिंदी के व्यावहारिक रूप - डॉ संतोष मोटवानी, परिदृश्य प्रकाशन, मुंबई</li> <li>4. हिंदी भाषा लेखन कौशल - गुलीबाबा पब्लिकेशन प्राइवेट लिमिटेड</li> </ol>									

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



Sign of the BOS  
Chairman  
Name of the  
Chairman  
Name of the BOS

Sign of the  
Offg. Associate Dean  
Name of the Associate  
Dean  
Name of the Faculty

Sign of the  
Offg. Dean  
Name of the Offg. Dean  
Name of the Faculty

## As Per NEP 2020

# University of Mumbai



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

Sr. No.	Heading	Particulars
1	<p><b>Description the course :</b></p> <p><b>Including but Not limited to :</b></p>	<p><b>भाषिक कौशल्यांचे उपयोजन – १</b> <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	<p><b>Course Objectives :</b></p> <ol style="list-style-type: none"> <li>१. विविध कार्यक्रम व घटना-प्रसंगीच्या भाषणाचे स्वरूप समजावून सांगणे.</li> <li>२. विविध घटना प्रसंगीच्या निवेदनाचे स्वरूप समजावून सांगणे.</li> <li>३. प्रभावी भाषण करण्यासाठी आवश्यक असणाऱ्या क्षमता आणि तंत्रांचा परिचय करून देणे.</li> <li>४. प्रभावी निवेदन करण्यासाठी आवश्यक असणाऱ्या क्षमता आणि तंत्रांचा परिचय करून देणे.</li> <li>५. प्रत्यक्ष भाषण आणि निवेदन करण्याची संधी उपलब्ध करून देणे.</li> </ol>	
8	<p><b>Course Outcomes :</b></p> <ol style="list-style-type: none"> <li>१. विद्यार्थ्यांना विविध कार्यक्रम व घटना-प्रसंगी करावयाच्या भाषणाचे स्वरूप कळेल.</li> <li>२. विद्यार्थ्यांना विविध कार्यक्रम व घटना-प्रसंगी करावयाच्या निवेदनाचे स्वरूप कळेल.</li> <li>३. विविध कार्यक्रम व घटना-प्रसंगी करावयाच्या भाषणासाठी आवश्यक असणाऱ्या क्षमता आणि तंत्रांचा विद्यार्थ्यांना परिचय होईल.</li> <li>४. विविध कार्यक्रम व घटना-प्रसंगी करावयाच्या निवेदनासाठी आवश्यक असणाऱ्या क्षमता आणि तंत्रांचा विद्यार्थ्यांना परिचय होईल.</li> <li>५. विद्यार्थ्यांना प्रत्यक्ष भाषण आणि निवेदन करण्याची संधी उपलब्ध होईल व त्यांच्या क्षमता विकसित होतील.</li> </ol>	

9	<b>Modules (अभ्यास घटक) :</b>	
	<b>Module 1 (घटक- ०१) : भाषण कौशल्य</b>	
	१. भाषण : संकल्पना, भाषण : स्वरूप वैविध्य, भाषण प्रकार. २. भाषण कौशल्याचे उपयोजन : भाषणाची पूर्वतयारी, भाषण संहिता (लिखित व मौखिक), भाषिक-आंगिक-वाचिक कौशल्ये (६० मिनिटांच्या १५ तासिका, श्रेयांकन - १)	
	<b>Module 2 (घटक- ०२) : निवेदन कौशल्य</b>	
10	<b>Text Books : N.A.</b>	
	<b>11 Reference Books:</b> १. केळकर अशोक, वैखरी : भाषा आणि भाषाव्यवहार, स्नेहवर्धन प्रकाशन, पुणे, २०००. २. तौर पृथ्वीराज (संपा०), मराठी भाषिक कौशल्य विकास, अथर्व पब्लिकेशन्स, धुळे, २०१८. ३. नसिराबादकर ल० रा० व्यावहारिक मराठी, भाषा संशोधन केंद्र, कोल्हापूर, २०२३. ४. केळकर अशोक, मध्यमा : भाषा आणि भाषाव्यवहार, मराठी भाषा आणि वाचिक अभिनय, मेहता पब्लिशिंग हाऊस, पुणे, १९९६. 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% Individual Passing in Internal and External Examination</b>
13	<b>Continuous Evaluation through:</b> अंतर्गत मूल्यमापन : २० गुण चाचणी परीक्षा / मौखिक परीक्षा / प्रकल्पलेखन, नियत कार्य (Assignment) / सादरीकरण/ प्रश्नमंजूषा उपरोक्त कोणत्याही पद्धतीचा अवलंब करून अंतर्गत मूल्यमापन करता येईल. (प्रत्यक्ष उपस्थिती किंवा ऑनलाईन पद्धती)	
14	<b>Format of Question Paper: (बहिर्गत परीक्षेच्या प्रश्नपत्रिकेचे स्वरूप)</b> बहिर्गत परीक्षा ३० गुण (वेळ एक तास) <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>	

**Sign of the BOS  
Chairman  
Name of the  
Chairman  
Name of the BOS**

**Sign of the  
Offg. Associate Dean  
Name of the Associate  
Dean  
Name of the Faculty**

**Sign of the  
Offg. Dean  
Name of the Offg. Dean  
Name of the Faculty**





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

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

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

**Copy for information :-**

1	P.A to Hon'ble Vice-Chancellor, <a href="mailto:vice-chancellor@mu.ac.in">vice-chancellor@mu.ac.in</a>
2	P.A to Pro-Vice-Chancellor <a href="mailto:pvc@fort.mu.ac.in">pvc@fort.mu.ac.in</a>
3	P.A to Registrar, <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), <a href="mailto:camu@accounts.mu.ac.in">camu@accounts.mu.ac.in</a>

**To,**

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

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

## As Per NEP 2020

# University of Mumbai



<b>Syllabus for 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 <b>OR</b> Project <b>OR</b> Assignment <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 <b>OR</b> Participation in Sports Competitions Conducted by University at State or National Level (Students who have represented Mumbai University or College at Intercollegiate / Inter Zonal / West Zone Inter University / All Indi Inter University/ International tournament)  Students who have represented in the above mentioned competitions should be exempted from VIVA and should be evaluated on the basis of his/ her performance in the above mentioned competitions.	30
<b>Total</b>		30

## 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. Uppal, A.K.(1992) Physical Fitness. New Delhi: Friend Publication
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

**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

**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

Module No.	Unit	Content	No. of Hours
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>

Module No.	Unit	Content
1	I	<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>
	II	<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>
2	III	<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>
	IV	<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)

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

**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>  The Question may be divided into sub questions:  Attempt any 2 out of 4 (Each of 3 Marks)	06
3	<b>Descriptive Question(s) on Unit II</b>  The Question may be divided into sub questions:  Attempt any 2 out of 4 (Each of 3 Marks)	06
4	<b>Descriptive Question(s) on Unit III</b>  The Question may be divided into sub questions:  Attempt any 2 out of 4 (Each of 3 Marks)	06
5	<b>Descriptive Question(s) on Unit IV</b>  The Question may be divided into sub questions:  Attempt any 2 out of 4 (Each of 3 Marks)	06
<b>Total</b>		30

**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.