

As Per NEP 2020

University of Mumbai



Title of the program

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

Syllabus for B.COM (Accounting & Finance)

Semester – I & II

Ref: GR dated 20th April, 2023 for Credit Structure of UG

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

University of Mumbai



(As per NEP 2020)

| Sr. No. | Heading | Particulars | |
|---------|---|-------------|---|
| 1 | Title of program O: CU-503A | A | U.G. Certificate in Accounting & Finance |
| | O: CU-503B | B | U.G. Diploma in Accounting & Finance |
| | O: CU-503C | C | B.Com. Accounting & Finance |
| | O: CU-503D | D | B.Com. (Hons.) in Accounting & Finance |
| | O: CU-503E | E | B.Com. (Hons. with Research) in Accounting & Finance |
| 2 | Eligibility O: CU-504A | A | As per University rules and regulations issued from time to time. OR Passed Equivalent Academic Level 4.0 |
| | O: CU-504B | B | Undergraduate Certificate in Accounting & Finance Academic Level 4.5 |
| | O: CU-504C | C | Undergraduate Diploma in Accounting & Finance Academic Level 5.0 |
| | O: CU-504D | D | Bachelor of Accounting & Finance with minimum CGPA of 7.5 Academic Level 5.5 |
| | O: CU-504E | E | Bachelor of Accounting & Finance with minimum CGPA of 7.5 Academic Level 5.5 |
| 3 | Duration of program R: CU-506 | A | One Year |
| | | B | Two Years |
| | | C | Three Years |
| | | D | Four Years |
| | | E | Four Years |
| 4 | Intake Capacity R: CU-507 | 60 | |

| | | | |
|----|---|--|---------------------------------------|
| 5 | Scheme of Examination R: CU-508 | NEP 40% Internal 60% External, Semester End Examination Individual Passing in Internal and External Examination | |
| 6 | Standards of Passing R: CU-509 | 40% | |
| 7 | Credit Structure Sem. I - R: CU-510A Sem. II -R: CU-510B | Attached herewith | |
| | Credit Structure Sem. III - R: CU-510C Sem. IV - R: CU-510D | | |
| | Credit Structure Sem. V - R: CU-510E Sem. VI - R: CU-510F | | |
| 8 | Semesters | A | Sem I & II |
| | | B | Sem I, II, III& IV |
| | | C | Sem I, II, III, IV, V & VI |
| | | D | Sem I, II, III, IV, V, VI, VII & VIII |
| | | E | Sem I, II, III, IV, V, VI, VII & VIII |
| 9 | Program Academic Level | A | 4.5 |
| | | B | 5.0 |
| | | C | 5.5 |
| | | D | 6.0 |
| | | E | 6.0 |
| 10 | Pattern | Semester | |
| 11 | Status | New | |
| 12 | To be implemented from Academic Year Progressively | From Academic Year: 2024-25 | |

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

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

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

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

Preamble

1. Introduction

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

2. Aims and Objectives

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

3. Learning and Outcomes

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

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

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

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

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

4. Any other point (if any)

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

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

Under Graduate Certificate in in Accounting & Finance

Credit Structure (Sem. I & II)

| R: _____ A | | | | | | | | | | |
|------------|------------|--------------------------------|------------------|-------|-----|---|------------------------|------------------------|-----------------|-------------------|
| Level | Sem ester | Major | | Minor | OE | VSC, SEC (VSEC) | AE C, VE C, IK S | OJT , FP, CE P, CC, RP | Cum. Cr. / Sem. | Degree/ Cum. Cr. |
| | | Mandatory | Electi ves | | | | | | | |
| 4.5 | I | Financial Accounting-I (04) | Auditing-I (02) | | 2+2 | Vocational Skills in Accounting & Finance Paper –I (02) Vocational Skills in Accounting & Finance Paper –II (02) | AEC :2, VEC :2, IKS: 2 | CC:2 | 22 | UG Certificate 44 |
| | R: _____ B | | | | | | | | | |
| | II | Financial Accounting - II (04) | Auditing-II (02) | 2 | 2+2 | Vocational Skills in Accounting Paper –III (02) Vocational Skills in Accounting & Finance Paper –IV (02) | AEC :2, VEC :2 | CC:2 | 22 | |
| | Cum Cr. | 12 | - | 2 | 8 | 4+4 | 4+4+2 | 4 | 44 | |

Exit option: Award of UG Certificate in Major with 40-44 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor

Under Graduate Diploma in in Accounting & Finance

Credit Structure (Sem. III & IV)

Undergraduate Programs in University

| R: _____ C | | | | | | | | | | |
|------------|-----------------|-------------------------------|------------|-------|-----|--|----------------|---------------------|-----------------|------------------|
| Level | Sem ester | Major | | Minor | OE | VSC, SEC (VSEC) | AEC , VEC ,IKS | OJT, FP, CEP, CC,RP | Cum. Cr. / Sem. | Degree/ Cum. Cr. |
| | | Mandatory | Electi ves | | | | | | | |
| 5.0 | III | Financial Accounting-III (04) | | 4 | 2+2 | Vocational Skills in Accounting & Finance Paper –V (02) | AEC: 2 | FP: 2 CC:2 | 22 | UG Diploma 88 |
| | | Cost Accounting-I (04) | | | | | | | | |
| | R: _____ D | | | | | | | | | |
| | IV | Financial Accounting-IV (04) | | 4 | 2+2 | Vocational Skills in Accounting & Finance Paper –VI (02) | AEC: 2 | CEP: 2 CC:2 | 22 | |
| | | Cost Accounting-II (04) | | | | | | | | |
| | Cu m Cr. | 28 | | 10 | 12 | 6+6 | 8+4+2 | 8+4 | 88 | |

Exit option; Award of UG Diploma in Major and Minor with 80-88 credits and an additional 4 credits core NSQF course/ Internship OR Continewith Major and Minor

B.Com. (Accounting & Finance)

Credit Structure (Sem. V & VI)

Undergraduate Programs in University

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

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

Sem. – I

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

Course Objectives

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

Learning Outcomes

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

MODULES AT GLANCE

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

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

Reference Books:

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

Format of Question Paper: for the final examination

Attempt any 4 out of 6 questions.

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

Note

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

Continuous Evaluation: Internal (40 marks)

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

| | | | |
|-------------------------------|---|-----------------------------|-----------|
| Course | Auditing- I (Semester I; 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 | | |

Aims and Objectives

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

Learning Outcomes

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

MODULES AT GLANCE

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

Reference Books:

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

Format of Question Paper: for the final examination

Attempt any 2 out of 3 questions.

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

Note

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

Continuous Evaluation through:

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

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

Preface

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

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

Aims and Objectives

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

Learning Outcomes

On successful completion of the course,

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

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

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

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

Reference Books

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

Format of Question Paper: for the final examination

Attempt any 2 out of 3 questions.

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

Note

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

Continuous Evaluation through:

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

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

Preface

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

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

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

Aims and Objectives

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

Learning Outcomes

On successful completion of the course,

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

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

(Note:

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

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

References

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

Format of Question Paper: for the final examination

Attempt any 2 out of 3 questions.

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

Note

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

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

3. Use of simple calculator is allowed in the examination.
4. Wherever possible more importance is to be given to the practical problems.

Continuous Evaluation through:

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

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

As Per NEP 2020

University of Mumbai



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

Name of the Course: Financial Mathematics - I

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

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

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

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

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

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

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

AC – 24/05/2024
Item No. – 6.6 Sem. I (1c)

As Per NEP 2020

University of Mumbai



| Syllabus for Basket of OE | |
|---------------------------------------|------------------|
| Board of Studies in Statistics | |
| UG First Year Programme | |
| Semester - I | |
| Title of Paper | Credits 2 |
| I) Optimization Techniques-I | 2 credit |
| | |
| | |
| From the Academic Year | 2024-25 |

Semester-I
Open Electives-I
Name of the course: Optimization Technique-I

Description the course:

Including but not limited to:

Introduction: Optimization Technique is a field of study that involves using mathematical models, algorithms, and analytical methods to optimize decision-making processes. In business, Optimization Technique is applied to improve supply chain management, production processes, inventory management, risk management, and more. As a sub-field of Applied Operations Research, it has a very interesting position alongside other fields as Data Science and Machine Learning. The program has some unique features like applying analytical methods to help make better management decisions. Operations Research (OR), commonly known as OR, is a scientific study that involves using mathematical and statistical techniques to solve complex business problems. Its scope is vast in the present business landscape, and it plays a crucial role in decision-making and problem-solving across various industries.

Application, and Demand:

Linear Programming Problems (LPP)

LPP can be used in various fields like Production planning, Manufacturing, transportation, sports, share market, engineering, machine learning etc.

Transportation and Logistics

Optimization Techniques can be used to optimize transportation and logistics, which includes determining the best routes for transportation, minimizing travel times, and maximizing the use of transportation resources.

Healthcare

Optimization Techniques can be used to optimize healthcare operations, including scheduling appointments, managing patient flow, and improving hospital capacity planning. O.R. models can also be used to optimize medical treatments and patient care.

Finance

Optimization Techniques can be used to optimize financial operations, including asset allocation, risk management, and portfolio optimization. O.R. models can also be used to forecast financial markets and predict future trends.

Job Prospects:

Optimization analyst provides accurate, timely and relevant inputs to stakeholders through complex data analysis, using statistical methodologies and tools. They are in high demand across various job roles such as Data Analyst, Business Analyst, Operations Manager, Risk Analyst, Statistician, Management Consultant,

Connection with Other Courses:

Optimization Techniques relates to other courses like Commerce, Applied Economics, Accounting & Finance, Mathematics, Computer Science, Business Management, and Medical Science And Technology.

Additional Areas : Optimization Techniques has a wide range of applications and can be used to solve complex real-world problems. By using mathematical modeling and optimization techniques, organizations can make better decisions and improve their operations.

| | |
|------------------------|--|
| Vertical: | Open Elective |
| Type: | Theory |
| Credits: | 2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester) |
| Hours Allotted: | 30 Hours |
| Marks Allotted: | 50 Marks |

Theory (2 Credit)
Total No of Theory Hours: 30
Total Marks : 50

Course Objectives (CO): (List the course objectives)

1. Introducing students to optimization techniques using Linear and non-linear programming.
2. To learn mathematical formulation and solution of real-life situations using Linear programming problems.
3. To understand and learn assignment and transportation problems in Business Models.
4. To learn the application of Optimization Techniques in Real Life Problems.
5. To develop students' critical thinking and problem-solving abilities through the application of statistical methods in real-world business scenarios.

Course Outcomes (OC): (List the course outcomes)

1. Understanding of fundamental optimization techniques and methods applicable to business / industrial analysis.
2. Learning to maxima/ minima problems into optimization techniques.
3. Learn the efficient computational procedures to solve optimization problems.

| Module 1: | Network Analysis: | 15 hrs |
|------------------|---|---------------|
| 1.1 | Introduction To Operation Research (OR) and Linear Programming Problems (LPP): Operation Research- Definition, Characteristics of OR, Application of OR, Limitation of OR Introduction of LPP, Formulation of LPP (Up to 3 Variables), Sketching of Graphs of Linear Equation and Linear Inequality, Solution of LP Problems using graphical method up to two variables. | 07 |
| 1.2 | Linear Programming Problems: Simplex Method: Concept of a slack variable, a surplus variable, artificial variable, L.P. problem in canonical form and standard form. | 08 |

| | | |
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| | <p>Definition of a solution, a feasible and infeasible solution, basic variable and non-basic variable, a basic feasible solution, a degenerate and a non-degenerate solution, an optimal solution</p> <p>Maximization Type Problems. (Only Max. Z). No Minimization problems. Numerical on Degeneracy in Maximization Simplex Problems.</p> <p>Two or Three Decision Variables and Maximum Three Constraints Problem. (Up to Maximum Two Iterations)</p> <p>All Constraints to be “less than or equal to” Constraints. (“Greater than or Equal to” Constraints are not included.)</p> <p>Big-M method, modified objective function, modifications and applications of simplex method to L.P.P., criterion for no solution.</p> | |
| Module 2: | Assignment and Transportation Problems | 15 hrs |
| 2.1 | <p>Assignment Problem:</p> <p>Statement of an assignment problem</p> <p>Maximization and Minimization Type Problems.</p> <p>Balanced and unbalanced assignment problem</p> <p>Relation with T.P.</p> <p>Optimal solution of an assignment problem using Hungarian method.</p> | 07 |
| 2.2 | <p>Transportation problem:</p> <p>Transportation problem (T. P.), statement of T. P., Maximization and Minimization Type Problems., balanced and unbalance T. P.</p> <p>Methods of obtaining initial basic feasible (IBF) solution of T.P.</p> <p>(i) North West corner rule</p> <p>(ii) Method of matrix minima (least cost method),</p> <p>(iii) Vogel's approximation (VAM).</p> <p>MODI method of obtaining Optimal solution of T. P, uniqueness and non- uniqueness of optimal solutions, degenerate solution.</p> | 08 |

| | |
|----------|--|
| 9 | <p>Reference Books</p> <ol style="list-style-type: none"> 1. Kanti Swarup, Gupta, P.K. and Manmohan (2007): Operations Research, 13th Edition, Sultan Chand and Sons 2. J K Sharma, (1989): Mathematical Models in Operations Research, Tata McGraw Hill Publishing Company Ltd. 3. S.D.Sharma : Operations Research; Theory, Methods and applications,15th Edition ,Reprint, Kedarnath 4. Taha, H. A. (2007): Operations Research: An Introduction, 8th Edition, Prentice Hall of India. 5. J.K.Sharma , (2001), Quantitative Techniques For Managerial Decisions: MacMillan India Ltd. 6. Vohra N. D.(2006) : Quantitative Techniques in Management, Third edition, McGraw Hill Companies. 7. Maurice Sasieni, Arthur Yaspan and Lawrence Friedman, (1959): Operations |
|----------|--|

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|--|--|
| | Research: Methods and Problems, John Wiley & Sons. 8. Schaum Series book in O.R. Richard Broson. Tata Mcgraw Hill Publishing Company Ltd. |
|--|--|

Format of Question Paper:

Internal Continuous Assessment: (20 marks)

| Assignment/viva Quizzes, Class Tests, presentation, project, assignment etc | Class Test | Total |
|--|-------------------|--------------|
| 05 | 15 | 20 |

Semester End Examination: (30 marks)

Semester End Examination will be of 30 marks of 01 hour duration covering entire syllabus of the semester. Examiners should frame sub questions for Q.1, Q2 and Q3. Each question carrying 15 marks. Attempt any two out of three questions.

Theory Question Paper Pattern:

| | | |
|-----|----------------|--|
| Q 1 | Max. marks: 15 | Attempts any two questions out of Three. |
| Q 2 | Max. marks: 15 | |
| Q 3 | Max. marks: 15 | |

**Sign of the BOS
Chairman
Dr. Santosh Gite
Board of Studies in
Statistics**

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Dr. Madhav R. Rajwade
Faculty of Science &
Technology**

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

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

As Per NEP 2020

University of Mumbai



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

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

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

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

| | | | | | | | | | | | |
|---|---|---|--|------------------|----------------|--|----------|---|----------|---|----------|
| | <p>15. Ghanekar, A. <i>Communication Skills for Effective Management</i>. Pune: Everest Publishing House, 1996.</p> <p>16. Labade, Sachin, Katre Deepa et al. <i>Communication Skills in English</i>. Orient Blackswan, Pvt Ltd, 2021.</p> <p>17. Shainesh, G. and Githa Heggde. <i>Social Media Marketing: Emerging Concepts and Applications</i>. Springer Nature Singapore, 2018.</p> | | | | | | | | | | |
| 12 | Internal Continuous Assessment: 40% | External, Semester End Examination 60% Individual Passing in Internal and External Examination | | | | | | | | | |
| 13 | <p>Continuous Evaluation through:</p> <ul style="list-style-type: none"> • Performance in activities: 10 marks (The class may be divided into batches to conduct the oral activities by creating formal schedule for the same before the semester End Examination.) • Written assignments or projects: 10 marks (Learners will have to write and submit written assignments in a timely manner.) <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Use of social media accounts for purpose of business communication • Making short presentations on given topics • Official letter writing/ email writing exercises • Role play focusing on channels and methods of communication | | | | | | | | | | |
| 14 | <p>Format of Question Paper: for the final examination</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 60%;">External / Semester End Examination Hours</td> <td style="width: 20%; text-align: center;">Marks: 30</td> <td style="width: 20%; text-align: right;">Time: 1</td> </tr> </table> <table border="0" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 70%;">Q.1. Essay Type Questions (Any One out of two on Unit I)</td> <td style="width: 30%; text-align: right;">Marks 10</td> </tr> <tr> <td>Q.2. Essay Type Questions (Any One out of two on Unit II)</td> <td style="text-align: right;">Marks 10</td> </tr> <tr> <td>Q.3. Short Notes/Problem (Any Three out of five on all Units)</td> <td style="text-align: right;">Marks 10</td> </tr> </table> | | External / Semester End Examination Hours | Marks: 30 | Time: 1 | 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 |
| External / Semester End Examination Hours | Marks: 30 | Time: 1 | | | | | | | | | |
| 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

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Humanities

As Per NEP 2020

University of Mumbai



Title of the Course

Foundation of Behavioural skills – Basic level

Semester – Sem I

Syllabus for Two Credit

(With effect from the academic year 2024-25)

| | |
|--|---|
| | |
| PROGRAM | BA /BSc/ BCOm |
| SEMESTER | I |
| COURSE TITLE | Foundation of Behavioural skills Basic level |
| VERTICLE /CATEGORY | E (Value Education Course) |
| COURSE LEVEL | 50 |
| COURSE CODE | |
| COURSE CREDIT | 2 |
| HOURS PER WEEK THEORY | 2 |
| HOURS PER WEEK PRACTICAL/TUTORIAL | |

COURSE OBJECTIVE

1. To develop understating about behavioural Skills.
2. To develop communication skills of students through experiential learning.
3. Life skill development through work life balance and stress management training.
4. To developing effective leadership quality among the learners.

COURSE OUTCOME

CO1: Learners will be able to Define and Identify different life skills required in personal and professional life

CO2: Learners will develop an awareness of the self and apply well-defined techniques to cope with emotions and stress.

CO3: Learners will be able to explain the basic mechanics of effective communication and demonstrate these through presentations and take part in group discussions

CO4: Learners will be able to use appropriate thinking and problem-solving techniques to solve new problems

ORGANISATION OF THE COURSE

| UNIT NO | COURSE UNITS | HOURS PER WEEK |
|-------------|---|----------------|
| 1 | Module 1: Behavioural skills | 2*5=10 |
| 2 | Module 2: Stress Management | 2*2=04 |
| 3 | Module 3: 21st-century skills | 2*5=10 |
| 4 | Module 4: Understanding Value Education | 2*3=6 |
| TOTAL HOURS | | 30 |

COURSE DESIGN

| UNIT TITLE | OUTCOME | DESCRIPTION | PEDAGOGICAL APPROACH |
|--------------------|--|---|------------------------------|
| Behavioural skills | Learners will be able to Define and Identify different life skills required in personal and professional life. | <p>Overview of Life Skills: Meaning and significance of life skills, skills identified by WHO: Self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, problem solving, Effective communication, interpersonal relationship, coping with stress, coping with emotion.</p> <p>Life skills for professionals: positive thinking, right attitude, attention to detail, having the big picture, learning skills, research skills, perseverance, setting goals and achieving them, helping others, leadership, motivation, self-motivation, and motivating others, personality development, IQ, EQ, and SQ2.</p> | Examples, TED Talks, videos. |

| | | | |
|-------------------------------|--|--|---|
| Stress Management | Learners will develop an awareness of the self and apply well-defined techniques to cope with emotions and stress. | Stress, reasons and effects, identifying stress, stress diaries, the four A's of stress management, techniques, Approaches: action-oriented, emotion-oriented, acceptance-oriented, resilience, Gratitude Training, Coping with emotions: Identifying and managing emotions, harmful ways of dealing with emotions, PATH method and relaxation techniques. | Examples, Role Plays, Behavioral Simulations and Games |
| 21st-century skills | Learners will be able to explain the basic mechanics of effective communication and demonstrate these through presentations and take part in group discussions | Creativity, Critical Thinking, Collaboration, Problem Solving, Decision Making, Need for Creativity in the 21st century, Imagination, Intuition, Experience, Sources of Creativity, Lateral Thinking, Myths of creativity, Critical thinking Vs Creative thinking, | Case Discussions, Games and simulations, Group discussions. |
| Understanding Value Education | Learners will be able to use appropriate thinking and problem-solving techniques to solve new problems | Introduction – Definition, Importance, Process & Classifications of Value Education: Understanding the need, basic guidelines, content and process for Value Education Understanding the thought-provoking issues; need for Values in our daily life Choices making – Choosing, Cherishing & Acting, Classification of Value Education: understanding Personal Values, Social Values, Moral Values & Spiritual Values. | Case Discussions, Games and simulations, Community Service, Presentations |

| CONTINUOUS ASSESSMENT TESTS (CAT) & SEMESTER END EXAMINATION (SEE) | | | |
|---|--------------|--|-----------------------|
| NATURE OF ASSESSMENT | MARKS | METHODOLOGY | COURSE OUTCOME |
| CAT 1 * | 10 | Online Quiz, Open book test, Presentations, Projects and Viva | CO1 |
| CAT 2 * | 05 | Presentations, Projects and Viva | CO1, CO2 |
| CAT 3 * | 10 | Online Quiz, Open book test, Presentations, Project Assignment and Viva | CO3 |
| CAT 4 * | 05 | Presentations, Projects and Viva | CO4 |
| SEE | 30 | Five 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, CO4 |

*Any Two for 20 marks

| | |
|----------------------------|--|
| ESSENTIAL READINGS | <ol style="list-style-type: none"> 1. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Human Values and Professional Ethics. 2. Shiv Khera, "You Can Win", Macmillan Books, New York, 2003. 3. Barun K. Mitra, "Personality Development & Soft Skills", Oxford Publishers, Third impression, 2017. |
| ADDITIONAL READINGS | The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change Stephen Covey Free Press (first published August 15th 1989) |

Syllabus Drafting Committee

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Chairman of Board of Studies in Value Education

AC –28/06/204

Item No. – 5.6 (N)

University of Mumbai



Syllabus for Extension Work in Vertical VI - CC

Board of Studies in Extension Work

UG First Year Program

Semester

I

Title of Paper

Credit

Extension Work

2

From the Academic Year

2024-25

Introduction

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

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

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

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

Aim of Extension Work under NEP:

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

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

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

Key objectives of Extension Work under NEP:

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

Extension Work Activities:

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

THE EXTENSION DIMENSION (Reach to Unreached)

The college students are enrolled for extension work and perform various activities for the **social awareness based on various issues / problems in the society such as Save Girl Child, Pollution, Aids, Global Warming, Environment, Tree Plantation, Importance of Education, Illiteracy, Child Labour, Dowry Deaths, Malnutrition, Watershed Management and so many.** The students are creating awareness about these social problems / issues through various activities such as Street Play, Exhibition, Poster Making, Songs, Speech, Survey, Elocution, and participation in Seminar & Conferences. For this purpose, students are going to remote areas and involve the community and make them aware of our role in eradicating social problems faced by the society and trying to convince the people human duties as an ideal citizen.

To facilitate the sensitization of the student to the socio-cultural realities, the Department offers extension work projects encompassing social issues for the student. There are many Extension Work Projects being offered by the department under the two different units for enhancing the employability and IT skills of the student. The projects are given below, for which the details are available on DLLE website at www.mudlle.ac.in.

I) Vocational Career Oriented Projects

1. Career Project [CP]
2. Industry Orientation Project [IOP]
3. Anna Poorna Yojana [APY]
4. Skill Development (SD)

II) Community Oriented Projects

1. Population Education Club (PEC)
2. Survey Research
3. Education for All (EFA- NIOS, IDOL)
4. Environment Education
5. Civic Sense (CS)
6. Consumer Guidance

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

ACTIVITIES FOR SEMESTER I = TOTAL 2 Credits

| Sr. No. | Unit / Activities | No. of Lectures |
|---------|--|--|
| 1 | <p><u>Exhibit your talent (Talent Search Program)</u></p> <p>Talent Search: Need, Aim and Objectives, Nurturing Talent. Usefulness in Extension Work.</p> <p><u>Organizing Talent Search Program.</u></p> <p>The Extension Work Teacher will orient the learners and organize such program during lecture hours.</p> <p style="padding-left: 40px;">A talent search program is a critical component of modern human resource management that compel sensitization of self-awareness. By systematically identifying, attracting, and nurturing talent, the colleges can build a workforce that is capable, diverse, and aligned with their strategic goals to achieve objectives of extension work.</p> <p style="padding-left: 40px;">The following talents / skills are expected from learners to conduct training, extension work and field outreach activities. (Organization, Crowd control, Storytelling, Stage performance (singing, acting, musical instrument playing), Script writing, Poetry composition, Drawing & painting, Collage, Drafting and writing report, PPT presentation and Video Making.</p> | <p>Total 8 Lectures including guidance for preparations and actual conduct of program.</p> |
| 2 | <p><u>Organizing & Participation in Training Session and Note Making</u></p> <p>Every learner should attend the training session organized by their college for orientation of annual extension work program. Attendance is compulsory.</p> <p>In this session the learners will be oriented about all the extension work topics / activities as enlisted followed by question-and-answer session.</p> <p>The learner must read resource material and guidelines carefully</p> | |

| | | |
|---|--|---|
| | <p>and understand the structure of Extension Work under NEP 2020 and accordingly plan for participation in various programs, college level and field outreach activities as given below. Documentation of the activity and report preparation needs to be completed by the learners.</p> | |
| 3 | <p><u>Self- Introductory Video / Stage Performance</u></p> <p>All learners enrolled in Extension Work subject can make self-introductory video or stage performance (3-4 minutes duration) stating his / her name, college, areas of interest, reason to join Extension Work, goals, why did he / she choose the particular topic /activity, how will he/she perform & achieve his/her objectives etc. followed by 2-page report writing to be submitted to college. Report writing proforma to be prepared by college.</p> <p>In this session the learners will be oriented about making self-introductory video/ stage performance, prior preparations, grooming styles and presentation skills, practice sessions and other requirements.</p> | |
| 4 | <p><u>Participation in Activities /Programs</u> as given below.</p> <p>- Organize and participate in activities / programs related to five enlisted social issues / government policies. The Learners will be oriented to following activities and motivated to participate in:</p> <ol style="list-style-type: none"> 1. Seminar /conferences, discussion sessions, debate, rallies 2. Competitions (essay/creative writing, elocution, poster/ video/ rangoli making etc.- Minimum 2 competitions) 3. Extension Work group activities of other groups in the college. 4. Prepare your PPT, design your posters / charts. 5. Survey / short term academic courses / innovative programs. <p>Learners should perform and <u>participate in above activities (Minimum 3)</u> related to enlisted topics and strictly follow the guidelines. All the activities / programs must be related to extension work topics to fulfil the DLLE objectives.</p> | <p>20 Lectures including guidance for practice session, preparations and actual conduct of program.</p> |

| | | |
|---|---|------------|
| | <p>The learners will be oriented about <u>any 5 Topics</u> selected by college for awareness under Extension Work. The college may select more than 5 topics if the enrolment of learners is more than 200. The learners will participate in above activities based on these topics selected by college.)</p> <ol style="list-style-type: none"> 1. Maharashtra Policy for women. 2. Status of women in India. / Women achievers of modern India 3. Banking procedures. 4. Legal procedures. 5. Violence against women / Laws protecting women/ Inheritance laws. 6. Child Labour. 7. Environment- pollution and its effect / Save Trees and Natural Resources 8. Water Harvesting. 9. Pollution (Noise pollution / industrial pollution etc.) 10. Issues related to LGBT. 11. HIV –AIDS / Covid 19 etc. 12. Consumer Awareness (Act 2019), Need and Importance 13. E-waste management 14. Stress and Harassment. 15. Global warming 16. Importance of Ethics and Values 17. Old Age Homes / Status of Senior Citizens 18. Distance Education Opportunities 19. First Aid Awareness 20. Election Literacy / Voting rights / Human Rights | |
| 5 | <p><u>Report Writing and Final submission of assignment / report</u></p> <p>The learners will be oriented to prepare final assignment / report of the activities to the college. Present report during the college program. Proforma of Report to be prepared by college.</p> <ul style="list-style-type: none"> - College will organize a program in the hall / classroom for all learners and give them opportunity to present their assignment | 2 Lectures |

| | | |
|--|---|--|
| | / report with PPT presentation followed by question answer session / test / interview by the college. | |
|--|---|--|

Evaluation Pattern

Internal Assessment

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

External Assessment

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

Question Paper Pattern

Time: 1.00 Hours

Total Marks 30

Instructions: 1. All questions are compulsory.

2. Figures to the right indicate maximum marks.

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

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

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

References:

- Guidelines for Extension Work published by Department of Lifelong Learning and Extension, University of Mumbai.
- Agricultural Extension: Principles and Methods" by "Ray V. Herren (2008)
- Agricultural Extension by G. S. R. Murthy (2010)
- Introduction to Agricultural Extension by S. S. Acharya (2015)
- Agricultural Extension in Developing Countries by R. W. Snapp (2012)
- Extension Communication and Management by B. M. Panda (2016)

**Sign of BOS Chairman
Prof. Kunal Jadhav
Ad-hoc Board of
Studies in Extension
Work**

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

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

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

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 |
| Total | - | - | 60 | 40 | 60 | 100 | 04 |

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

| Unit Number | Title of the Unit | No. of Lecture | No. of Credits |
|--------------------|---|-----------------------|-----------------------|
| 1 | Introduction to Sports, Physical Literacy, Health & fitness and Yoga 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>Introduction to Structure of Sports associations, Fitness Training & Yogic Asanas</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 |
| Total No. of Hours | | | 30 |

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

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

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

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 OR Project OR Assignment | 15 |
| 2 | Participation in Workshop / Conference / Seminar (as decided by the Teacher) OR Participation in Online Workshop / Conference / Seminar (as decided by the Teacher) OR Field Visit OR Attendance | 5 |
| Total | | 20 |

Semester End Examination (30 Marks)

| Question No. | Particulars | Marks |
|--------------|---|-------|
| 1 | Objective Type Questions (All Units) | 6 |
| 2 | Descriptive Question(s) on Unit I [This question may be divided into sub questions like (a) (b) for 3 Marks + 3 Marks or 4 Marks + 2 Marks pattern] | 6 |
| 3 | Descriptive Question(s) on Unit II [This question may be divided into sub questions like (a) (b) for 3 Marks + 3 Marks or 4 Marks + 2 Marks pattern] | 6 |
| 4 | Descriptive Question(s) on Unit III [This question may be divided into sub questions like (a) (b) for 3 Marks + 3 Marks or 4 Marks + 2 Marks pattern] | 6 |
| 5 | Descriptive Question(s) on Unit IV [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.
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- 11) Phyllia S. Weikart, Teaching folk dance: successful steps. High/Scope Press, Michigan, 1997.
- 12) Gosvami O., The story of Indian Music, its growth and synthesis. Bombay, New York, Asia Pub. House, 1961.

AC – 28.06.2024
Item No. – 8.1 (N)

As Per NEP 2020

University of Mumbai



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

| Sr. No. | Heading | Particulars |
|---------|--|---|
| 1 | Description the course : Including but Not limited to : | Introduction, relevance, Usefulness, Application, interest, connection with other courses, demand in the industry, job prospects etc. |
| 2 | Vertical : | Major/Minor/Open Elective /Skill Enhancement / Ability Enhancement/Indian Knowledge System (Choose By \checkmark) |
| 3 | Type : | Theory / Practical |
| 4 | Credit: | 2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester) |
| 5 | Hours Allotted : | 30 Hours |
| 6 | Marks Allotted: | 50 Marks |
| 7 | Course Objectives: (List some of the course objectives) | <ol style="list-style-type: none"> 1. To sensitize the students about context in which they are embedded i.e. Indian culture and civilisation including its Knowledge System and Tradition. 2. To help student to understand the knowledge, art and creative practices, skills and values in ancient Indian system. 3. To help to study the enriched scientific Indian heritage. 4. To introduce the contribution from Ancient Indian system & tradition to modern science & Technology. |
| 8 | Course Outcomes: (List some of the course outcomes) | <ol style="list-style-type: none"> 1. Learner will understand and appreciate the rich Indian Knowledge Tradition 2. Lerner will understand the contribution of Indians in various fields 3. Lerner will experience increase subject-awareness and self-esteem 4. Lerner will develop a comprehensive understanding of how all knowledge is ultimately intertwined |
| 9 | Modules:- | |
| | Module 1: (10 Hours) | |
| | | <ol style="list-style-type: none"> 1. Introduction to IKS (What is knowledge System, Characteristic Features of Indian Knowledge System) 2. Why IKS? (Macaulay's Education Policy and its impact, Need of revisiting Ancient Indian Traditions) 3. Scope of IKS (The Universality of IKS (from Micro to Macro), development form Earliest times to 18th Century CE) 4. Tradition of IKS (Ancient Indian Education System: Home, Gurukul, Pathashala, Universities and ancient educational centres) 5. Relevant sites in the vicinity of the Institute (Water Management System at Kanheri, Temple Management of Ambarnath, etc.) |

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| | Module 2: (10 Hours) | |
| | <ol style="list-style-type: none"> 1. Medicine (Ayurveda) 2. Alchemy 3. Mathematics 4. Logic 5. Art of Governance (Arthashastra) | |
| | Module 3: (10 Hours) (Select Any FIVE out of the following) | |
| | <ol style="list-style-type: none"> 1. Aesthetics 2. Town Planning 3. Strategic Studies 4. Krishi Shastra 5. Vyakaran & Lexicography 6. Natyashastra 7. Ancient Sports 8. Astronomy | <ol style="list-style-type: none"> 9. Yoga and Wellbeing 10. Linguistics 11. Chitrasutra 12. Architecture 13. Taxation 14. Banking 15. Trade and Commerce |
| 10 | Reference Books <ol style="list-style-type: none"> 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 & Medieval India, P.Ray- Indian Chemicals Society, Calcutta 1956 4. Charaka Samhita- a scientific synopsis, P. Ray & 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 & III 7. Dasgupta S.N & De S.K- History of Sanskrit literature Vol. I. 8. Ramkrishna Mission- cultural heritage of India Vol. I, II & III. 9. Majumdar R. C & Pushalkar A.D- History & culture of the Indian people, Vol. I, II & III. 10. Keith A.B- History of Sanskrit literature. 11. Varadachari V- History of Sanskrit literature Chaitanya Krishna- A new History of Sanskrit | |
| 11 | Continuous Internal Assessment: 20 Marks | Semester End Examination : 30 Marks |
| 12 | Continuous Evaluation through: Assignment/ Presentations/ Projects (Group/Individual) / Field Visit Report 10 Marks, class Test / MCQ Test 5 Marks, Overall Conduct and Class Participation 5 Marks | |
| 13 | Format of Question Paper: for the final examination Q1. Attempt any TWO Questions out of FIVE. 6 Marks Q2. Attempt any THREE Questions out of FIVE 12 Marks Q3. Attempt any THREE Questions out of FIFTEEN. 12 Marks | |



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

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

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

| Unit Number | SEMESTER 1 Title of the Unit | No. of Lecture |
|--------------------|--|-----------------------|
| 1 | Introduction to National Services Scheme 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 |