

University of Mumbai

वेबसाईट - mu.ac.in
ईमेल - आयडी - dr.aams@fort.mu.ac.in
aams3@mu.ac.in



विद्याविषयक प्राधिकरणे
सभा आणि सेवा विभाग(ए.ए.एम.एस)
रूम नं. १२८ एम.जी.रोड, फोर्ट,
मुंबई - ४०० ०३२
टेलिफोन नं - ०२२ - ६८३२००३३

(नोंक पुनर्मुल्यांकनाद्वारे ३.६५ (सी.जी.पी.ए.) राह अ++ श्रेणी
विद्यापीठ अनुदान आयोगाद्वारे श्रेणी १ विद्यापीठ दर्जा)


क.वि.प्रा.स.से./आयसीडी/२०२५-२६/३७

दिनांक : २७ मे, २०२५

परिपत्रक:-

सर्व प्राचार्य/संचालक, संलग्नित महाविद्यालये/संस्था, विद्यापीठ शैक्षणिक विभागांचे संचालक/ विभाग प्रमुख यांना कळविण्यात येते की, राष्ट्रीय शैक्षणिक धोरण २०२० च्या अमलबजावणीच्या अनुषंगाने शैक्षणिक वर्ष २०२५-२६ पासून पदवी व पदव्युत्तर अभ्यासक्रम विद्यापरिषदेच्या दिनांक २८ मार्च २०२५ व २० मे, २०२५ च्या बैठकीमध्ये मंजूर झालेले सर्व अभ्यासक्रम मुंबई विद्यापीठाच्या www.mu.ac.in या संकेत स्थळावर NEP २०२० या टॅब वर उपलब्ध करण्यात आलेले आहेत.

मुंबई - ४०० ०३२
२७ मे, २०२५


(डॉ. प्रसाद कारडे)
कुलसचिव

क.वि.प्रा.स.से.वि/आयसीडी/२०२५-२६/३७ दिनांक : २७ मे, २०२५
Desktop/ Pritam Loke/Marathi Circular/NEP Tab Circular



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

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

To,

1	The Chairman, Board of Deans pvc@fort.mu.ac.in
2	<p>Faculty of Humanities,</p> <p>Offg. Dean</p> <p>1. Prof.Anil Singh Dranilsingh129@gmail.com</p> <p>Offg. Associate Dean</p> <p>2. Prof.Manisha Karne mkarne@economics.mu.ac.in</p> <p>3. Dr.Suchitra Naik Naiksuchitra27@gmail.com</p> <p>Faculty of Commerce & Management,</p> <p>Offg. Dean,</p> <p>1 Prin.Ravindra Bambardekar principal@model-college.edu.in</p> <p>Offg. Associate Dean</p> <p>2. Dr.Kavita Laghate kavitalaghate@jbims.mu.ac.in</p> <p>3. Dr.Ravikant Balkrishna Sangurde Ravikant.s.@somaiya.edu</p> <p>4. Prin.Kishori Bhagat kishoribhagat@rediffmail.com</p>

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

As Per NEP 2020

University of Mumbai



Syllabus for Major Vertical – 1 & 4

Name of the Programme – B.Com. (Banking & Insurance)		
Faulty of Commerce & Management		
Board of Studies in Banking & Insurance		
U.G. Second Year Programme	Exit Degree	U.G. Diploma in Banking & Insurance
Semester		III & IV
From the Academic Year		2025-26

University of Mumbai



Sr. No.	Heading	Particulars
1	Title of program O: _____	B.Com. (Banking & Insurance)
2	Exit Degree	U.G. Diploma in Banking & Insurance
3	Scheme of Examination R: _____	NEP 40% Internal 60% External, Semester End Examination Individual Passing in Internal and External Examination
4	Standards of Passing R: _____	40%
5	Credit Structure Sem. III – R: CU – 520C Sem. IV – R: CU – 520D	Attached herewith
6	Semesters	Sem. III & IV
7	Program Academic Level	5.00
8	Pattern	Semester
9	Status	New
10	To be implemented from Academic Year	2025-26

(As per NEP 2020)

Sunil Karve

Sign of the BOS
Chairman
Dr. Sunil Karve
Board of Studies
in BBI & BIM

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

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

Sign of the
Offg. Dean
Prin. Ravindra Bambardekar
Faculty of Commerce &
Management

Under Graduate Diploma in Banking & Insurance

Credit Structure (Sem. III & IV)

R: _____ C											
Level	Semester	Major		Minor	OE	VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC, RP	Cum. Cr. / Sem.	Degree/ Cum. Cr.	
		Mandatory	Electives								
5.0	III	8	Financial Decision-Making (4) Direct Taxation: Compliance, And Implications (4)	4	2	VSC:2, Laws Governing Banking & Insurance (2) OR Income Tax(ITR)Filing (2)	AEC: 2	FP: 2 CC:2	22	UG Diploma 88	
	R: _____ D										
	IV	8	Data-Driven Decision Making in Banking And Insurance (4) Cost Accounting For Banking And Insurance: Principles And Practices (4)	4	2	SEC:2 Digital Transformation & Innovations In Banking And Insurance (2) OR KYC in Banking & Insurance (2)	AEC:	CEP: 2 CC:2	22		
	Cum Cr.										
Exit option; Award of UG Diploma in Major and Minor with 80-88 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor											

[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. - IV

Vertical – 1 Major

Syllabus
B.Com. (Banking & insurance)
(Sem.- IV)

Title of Paper : DATA-DRIVEN DECISION MAKING IN BANKING AND INSURANCE

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	Quantitative methods are essential tools for decision-making in banking and insurance. This course provides a solid foundation in statistical and mathematical techniques used to analyze financial data, assess risks, and make data-driven business decisions. By integrating real-world applications, students will develop analytical skills to address challenges in banking, finance, and insurance.
2	Vertical :	Major
3	Type :	Theory (with Practical Illustration)
4	Credit:	4 credits
5	Hours Allotted :	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: <ol style="list-style-type: none">1. To Understand the role and applications of quantitative methods in banking and insurance.2. To Apply statistical tools for analyzing financial data and risk management.3. To Develop skills in probability and hypothesis testing for financial decision-making.4. To Utilize regression and forecasting models for financial planning and risk assessment.5. To Interpret and analyze time series data for making informed financial decisions.	

8	<p>Course Outcomes:</p> <p>Upon successful completion, students will be able to:</p> <ol style="list-style-type: none"> 1. Apply quantitative techniques in financial data analysis and decision-making. 2. Use probability and statistical tools to assess financial risks and uncertainties. 3. Perform hypothesis testing and interpret results for business insights. 4. Construct regression models for predicting financial and insurance trends. 5. Utilize time series analysis for forecasting in banking and insurance sectors.
9	<p>Modules:-</p> <hr/> <p>Module 1: Fundamentals of Quantitative Methods</p> <hr/> <p>Unit 1: Basics of Quantitative Techniques: Role of Quantitative Methods in Banking and Insurance, Types of Data: Primary & Secondary Data, Cross-Sectional & Time Series Data, Data Collection, Classification, and Presentation (Tables, Graphs, and Charts), Measures of Central Tendency: Mean, Median, Mode</p> <p>Unit 2: Measures of Dispersion and Correlation: Range, Variance, Standard Deviation, and Coefficient of Variation, Skewness and Kurtosis, Correlation Analysis: Types and Interpretation (Pearson's & Spearman's), Applications of Correlation in Financial Analysis</p> <hr/> <p>Module 2: Probability and Statistical Distributions</p> <hr/> <p>Unit 3: Probability Concepts and Theorems: Introduction to Probability: Concepts and Rules, Types of Probability Distributions: Discrete & Continuous, Conditional Probability and Bayes' Theorem, Applications of Probability in Risk Assessment and Insurance</p> <p>Unit 4: Statistical Distributions in Finance and Insurance: Binomial, Poisson, and Normal Distributions, Central Limit Theorem and Its Implications, Use of Probability Distributions in Credit Risk and Insurance Claims, Monte Carlo Simulation in Banking and Insurance</p> <hr/> <p>Module 3: Inferential Statistics and Hypothesis Testing</p> <hr/> <p>Unit 5: Sampling Methods and Estimation: Types of Sampling: Random, Stratified, and Systematic Sampling, Sampling Distributions and Standard Error, Point and Interval Estimation, Confidence Intervals and Their Applications in Finance</p> <p>Unit 6: Hypothesis Testing and Decision Making: Null and Alternative Hypothesis, Type I and Type II Errors,</p> <hr/> <p>Module 4: Regression, Forecasting, and Time Series Analysis</p> <hr/> <p>Unit 7: Regression Analysis and Financial Modelling: Simple and Multiple Linear Regression, Regression Assumptions and Interpretation of Results, Application of Regression in Credit Scoring and Risk Analysis</p> <p>Unit 8: Time Series Analysis and Forecasting: Introduction to Time Series Components (Trend, Seasonality, Cyclic, and Irregular), Moving Averages and Exponential Smoothing, Application of Time Series Analysis in Stock Markets and Interest Rate Forecasting</p>

11	Reference Books: <ol style="list-style-type: none"> 1. Statistical Methods - S.G. Gupta (S. Chand & Co.) 2. Statistics - Theory, Method & Applications D.S.Sancheti & V. K. Kapoor. 3. Business Mathematics & Statistics : B Aggarwal, Ane Book Pvt. Limited 4. Business Mathematics : A P Verma, Asian Books Pvt. :Limited. 5. Fundamentals of Applied Statistics: S G Gupta and V K Kapoor, Sultan Chand & Co 	
12	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
13	Refer annexure :A	Refer annexure :B

QUESTION PAPER PATTERN (External and Internal)

The Internal continuous Assessment should be conducted after completing 20% of Syllabus of the course. All Assessment activities to be recorded and spread across semester

ANNEXTURE: A

Individual faculty member shall have the flexibility to design the continuous assessment for each course/s in a manner so as to evaluate students' capabilities across knowledge, skills and attitudes. Internal Assessment may be undertaken through any or combination of the methods stated below after obtaining due permission of Principal and remain same across that particular course and semester. Introduction of multiple activates among groups of students in same class may be encouraged for better exposure:

- **Class Test (Mandatory) with Objective questions** Class Test during the lectures (physical/online mode) MCQs/Match the pairs/Answer in one sentence etc.

Any two of following for each course & may be similar or different for different group of students in a class

- Essays / Tutorials
- Home assignments
- Library notes based on published research papers
- Report writings
- Practical Projects/ Practical activities /Group projects
- Reflective Practical assignments / Industry work / Field work
- Drawing Portfolios
- Oral examination
- Student's Seminar / Workshop / Exhibition
- Reviews / PPT presentation
- Problem solving Exercises
- Laboratory/Library Work
- Book reviews
- Case Study analysis
- Podcast/Blog writing /Video making e.g., Tips to become successful investor/satisfied customer, company profile, successful entrepreneur etc.

ANNEXTURE: B**Question Paper Pattern****Credit: 02 (Total 50 Marks)****External = 30 Marks****Duration: 1 Hr.**

Student has to attempt any two questions out of three.

Q.1	Answer the following(Theory/Practical Questions) A,B	15 Marks
Q.2	Answer the following(Theory/Practical Questions) A,B	15 Marks
Q.3	Answer the following(Theory/Practical Questions) A,B	15 Marks

Credit: 04 (Total 100 Marks)**External =60 Marks****Duration: 2 Hrs.**

Student has to attempt any four questions out of six.

Q.1	Answer the following(Theory/Practical Questions) A,B	15 Marks
Q.2	Answer the following(Theory/Practical Questions) A,B	15 Marks
Q.3	Answer the following(Theory/Practical Questions) A,B	15 Marks
Q.4	Answer the following(Theory/Practical Questions) A,B	15 Marks
Q.5	Answer the following(Theory/Practical Questions) A,B	15 Marks
Q.6	Answer the following(Theory/Practical Questions) A,B	15 Marks

Note

1. The Semester End Assessment should be conducted after completing 100% of syllabus of the course/s
2. The question papers shall be framed so as to ensure that no part of the syllabus is left out of study by a student.
3. The question paper shall be balanced in respect of various topics outlined in the syllabus.
4. Equal Weightage is to be given to all the modules
5. All questions shall carry equal marks with internal choice within the question
6. 15 marks question must be subdivided into 8 marks + 7 marks, 10 marks + 5 marks and 5 marks + 5 marks + 5 marks. Internal options may be given wherever necessary.
7. Use of simple calculator is allowed in the examination.
8. Wherever possible more importance is to be given to the practical problems/case study.

Syllabus
B.Com. (Banking & Insurance)
(Sem.- IV)

**Title of Paper: COST ACCOUNTING FOR BANKING AND INSURANCE:
PRINCIPLES AND PRACTICES**

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	This course introduces students to the principles and applications of cost accounting with a specific focus on the banking and insurance sectors. It covers cost classification, cost control mechanisms, budgeting, and financial decision-making. The syllabus aligns with industry requirements to equip students with practical skills in cost management, enhancing their financial analysis capabilities.
2	Vertical :	Major
3	Type :	Theory (with Practical Illustrations)
4	Credit:	4 credits
5	Hours Allotted :	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: <ol style="list-style-type: none">1. Understand the fundamental concepts of cost accounting and their relevance to banking and insurance.2. Apply costing techniques to evaluate and control costs in financial institutions.3. Develop and analyze cost sheets and budgets for decision-making.4. Utilize costing methods for cost reduction and financial performance improvement.5. Assess the impact of costing strategies on banking and insurance profitability.	

8	<p>Course Outcomes:</p> <p>This course contributes to the following program outcomes:</p> <ol style="list-style-type: none"> 1. Financial Acumen: Develops a strong foundation in cost analysis and financial decision-making. 2. Problem-Solving Skills: Enables students to apply costing techniques to real-world banking and insurance challenges. 3. Industry Readiness: Equips students with skills required in financial institutions for cost optimization. 4. Analytical Thinking: Enhances ability to assess financial statements and budgetary controls effectively. 5. Ethical and Strategic Decision Making: Promotes responsible financial management practices in the banking and insurance sectors.
9	<p>Modules:-</p> <hr/> <p>Module 1: Fundamentals of Cost Accounting</p> <hr/> <p>Unit 1: Introduction to Cost Accounting: Definition, Scope, and Importance of Cost Accounting, Difference between Cost Accounting, Financial Accounting, and Management Accounting, Cost Concepts and Classification, Costing Methods & Techniques</p> <p>Unit 2: Cost Accounting in Banking and Insurance: Role of Cost Accounting in Banking and Insurance, Application of Cost Accounting Principles in Service Sector, Specific Cost Elements in Banking and Insurance</p> <hr/> <p>Module 2: Costing Techniques and Cost Sheet</p> <hr/> <p>Unit 1: Preparation of Cost Sheet: Elements of Cost: Direct and Indirect Costs, Preparation of Cost Sheet and Statement of Cost, Practical Problems on Cost Sheet</p> <p>Unit 2: Costing Techniques: Standard Costing and Variance Analysis, Marginal Costing: Concept and Application, Cost Control and Cost Reduction in Banking and Insurance</p> <hr/> <p>Module 3: Budgeting and Cost Control</p> <hr/> <p>Unit 1: Budgeting Concepts and Techniques: Definition and Objectives of Budgeting, Types of Budgets (Fixed, Flexible, Cash, and Zero-based), Budgetary Control System</p> <p>Unit 2: Cost Control in Banking and Insurance: Cost Reduction Methods in Banks and Insurance Companies, Performance-Based Costing in Financial Institutions, Risk Management and Cost Control Strategies</p> <hr/> <p>Module 4: Decision-Making and Financial Performance</p> <hr/> <p>Unit 1: Cost-Volume-Profit Analysis (CVP): Concept and Importance of CVP Analysis, Break-even Analysis and Profit Planning</p> <p>Unit 2: Financial Performance and Costing in Banking & Insurance: Financial Statements Analysis with Costing Perspective. Activity-Based Costing (ABC) in Banking and Insurance</p>

10	Reference Books: <ol style="list-style-type: none"> 1. Athma, Prashanta: Cost and Management Accounting. Mumbai. Himalaya Publishing House 2. Lal, Jawahar: Cost Accounting; 3rd Ed. (3rd Ed) New Delhi. Tata Mcgraw Hill Publishing Company, 2007 3. M.N Arora, Textbook of Cost and Management Accounting, Vikas Publishing House, 10th Edition 4. M. Hanif, Modern Cost and Management Accounting, Tata Mcgraw Hill Education Pvt. Ltd. 5. S.P. Jain And Narang, Cost Accounting Principles and Practice, Kalyani Publishers, 2016 	
11	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
12	Refer annexure :A	Refer annexure :B

QUESTION PAPER PATTERN (External and Internal)

The Internal continuous Assessment should be conducted after completing 20% of Syllabus of the course. All Assessment activities to be recorded and spread across semester

ANNEXTURE: A

Individual faculty member shall have the flexibility to design the continuous assessment for each course/s in a manner so as to evaluate students' capabilities across knowledge, skills and attitudes. Internal Assessment may be undertaken through any or combination of the methods stated below after obtaining due permission of Principal and remain same across that particular course and semester. Introduction of multiple activities among groups of students in same class may be encouraged for better exposure:

- **Class Test (Mandatory) with Objective questions** Class Test during the lectures (physical/online mode) MCQs/Match the pairs/Answer in one sentence etc.

Any two of following for each course & may be similar or different for different group of students in a class

- Essays / Tutorials
- Home assignments
- Library notes based on published research papers
- Report writings
- Practical Projects/ Practical activities /Group projects
- Reflective Practical assignments / Industry work / Field work
- Drawing Portfolios
- Oral examination
- Student's Seminar / Workshop / Exhibition
- Reviews / PPT presentation
- Problem solving Exercises
- Laboratory/Library Work
- Book reviews
- Case Study analysis
- Podcast/Blog writing /Video making e.g., Tips to become successful investor/satisfied customer, company profile, successful entrepreneur etc.

ANNEXTURE: B**Question Paper Pattern****Credit: 02 (Total 50 Marks)****External = 30 Marks****Duration: 1 Hr.**

Student has to attempt any two questions out of three.

Q.1	Answer the following(Theory/Practical Questions) A,B	15 Marks
Q.2	Answer the following(Theory/Practical Questions) A,B	15 Marks
Q.3	Answer the following(Theory/Practical Questions) A,B	15 Marks

Credit: 04 (Total 100 Marks)**External =60 Marks****Duration: 2 Hrs.**

Student has to attempt any four questions out of six.

Q.1	Answer the following(Theory/Practical Questions) A,B	15 Marks
Q.2	Answer the following(Theory/Practical Questions) A,B	15 Marks
Q.3	Answer the following(Theory/Practical Questions) A,B	15 Marks
Q.4	Answer the following(Theory/Practical Questions) A,B	15 Marks
Q.5	Answer the following(Theory/Practical Questions) A,B	15 Marks
Q.6	Answer the following(Theory/Practical Questions) A,B	15 Marks

Note

1. The Semester End Assessment should be conducted after completing 100% of syllabus of the course/s
2. The question papers shall be framed so as to ensure that no part of the syllabus is left out of study by a student.
3. The question paper shall be balanced in respect of various topics outlined in the syllabus.
4. Equal Weightage is to be given to all the modules
5. All questions shall carry equal marks with internal choice within the question
6. 15 marks question must be subdivided into 8 marks + 7 marks, 10 marks + 5 marks and 5 marks + 5 marks + 5 marks. Internal options may be given wherever necessary.
7. Use of simple calculator is allowed in the examination.
8. Wherever possible more importance is to be given to the practical problems/case study.

Vertical - 4

SEC

Syllabus
B. Com. (Banking & Insurance)
(Sem.- IV)

Title of Paper: KYC IN BANKING & INSURANCE

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	Know Your Customer (KYC) documentation is a critical regulatory requirement in banking and insurance to prevent financial fraud, money laundering, and identity theft. This course provides a comprehensive understanding of KYC norms, legal frameworks, and compliance procedures, equipping students with essential skills to manage customer verification processes in financial institutions.
2	Vertical :	VSC
3	Type :	Theory (with Practical Illustrations)
4	Credit:	2 credits
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: <ol style="list-style-type: none">1. Understand the concept and importance of KYC in banking and insurance.2. Identify different types of KYC documents required for individuals and businesses.3. Comprehend legal and regulatory requirements, including AML (Anti-Money Laundering) and CFT (Combating the Financing of Terrorism) guidelines.4. Analyze the role of technology in KYC verification and fraud detection.5. Apply KYC principles in customer onboarding and risk assessment processes.	

8	<p>Course Outcomes:</p> <p>Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. To Understand and apply KYC norms in banking and insurance sectors. 2. To Identify appropriate KYC documents for different customer categories. 3. To Ensure compliance with legal and regulatory requirements. 4. To Utilize digital KYC tools for efficient customer verification. 5. To Analyze risk factors and contribute to fraud prevention measures. 	
9	<p>Modules:-</p> <p>Module 1: Fundamentals of KYC & Regulatory Framework</p> <p>Unit 1: Introduction to KYC and Customer Due Diligence (CDD): Definition, objectives, and significance of KYC, Customer identification and verification process, Role of KYC in financial fraud prevention</p> <p>Unit 2: Regulatory Guidelines & Legal Framework: RBI, SEBI, IRDAI, and FIU-IND guidelines on KYC, AML and CFT regulations, Penalties for non-compliance and regulatory actions</p> <p>Module 2: Practical Applications & Emerging Trends in KYC</p> <p>Unit 1: Types of KYC & Documentation Requirements: KYC for individuals vs. businesses (PAN, Aadhaar, Voter ID, GSTIN, etc.),CKYC (Central KYC) and Digital KYC processes, Re-KYC and periodic updates</p> <p>Unit 2: Technology in KYC & Fraud Prevention: Role of AI, machine learning, and blockchain in KYC, e-KYC and Aadhaar-based authentication, Risk-based KYC approach and fraud detection techniques</p>	
10	<p>Reference Books:</p> <ol style="list-style-type: none"> 1. "Anti-Money Laundering & Know Your Customer" – Indian Institute of Banking and Finance 2. "Banking Theory and Practice" – K.C. Shekhar & Lekshmy Shekhar 3. "Big Data: A Source of KYC in Reference of Indian Banking" – Jitendra Kumar, Kiran Kumar Pattanaik, and Arvind Pandey 4. "Analysing India's KYC Framework through the Privacy Lens" – Amber Sinha and Srinivas Kodali 5. "Know Your Customer (KYC) Direction, 2016" – Reserve Bank of India 	
11	<p>Internal Continuous Assessment: 40%</p>	<p>External, Semester End Examination 60% Individual Passing in Internal and External Examination</p>
12	<p>Refer annexure :A</p>	<p>Refer annexure :B</p>

QUESTION PAPER PATTERN

(External and Internal)

The Internal continuous Assessment should be conducted after completing 20% of Syllabus of the course. All Assessment activities to be recorded and spread across semester

ANNEXTURE: A

Individual faculty member shall have the flexibility to design the continuous assessment for each course/s in a manner so as to evaluate students' capabilities across knowledge, skills and attitudes. Internal Assessment may be undertaken through any or combination of the methods stated below after obtaining due permission of Principal and remain same across that particular course and semester. Introduction of multiple activities among groups of students in same class may be encouraged for better exposure:

- **Class Test (Mandatory) with Objective questions** Class Test during the lectures (physical/online mode)
MCQs/Match the pairs/Answer in one sentence etc.

Any two of following for each course & may be similar or different for different group of students in a class

- Essays / Tutorials
- Home assignments
- Library notes based on published research papers
- Report writings
- Practical Projects/ Practical activities /Group projects
- Reflective Practical assignments / Industry work / Field work
- Drawing Portfolios
- Oral examination
- Student's Seminar / Workshop / Exhibition
- Reviews / PPT presentation
- Problem solving Exercises
- Laboratory/Library Work
- Book reviews
- Case Study analysis
- Podcast/Blog writing /Video making e.g., Tips to become successful investor/satisfied customer, company profile, successful entrepreneur etc.

ANNEXTURE: B**Question Paper Pattern****Credit: 02 (Total 50 Marks)****External = 30 Marks****Duration: 1 Hr.**

Student has to attempt any two questions out of three.

Q.1	Answer the following(Theory/Practical Questions) A,B	15 Marks
Q.2	Answer the following(Theory/Practical Questions) A,B	15 Marks
Q.3	Answer the following(Theory/Practical Questions) A,B	15 Marks

Credit: 04 (Total 100 Marks)**External =60 Marks****Duration: 2 Hrs.**

Student has to attempt any four questions out of six.

Q.1	Answer the following(Theory/Practical Questions) A,B	15 Marks
Q.2	Answer the following(Theory/Practical Questions) A,B	15 Marks
Q.3	Answer the following(Theory/Practical Questions) A,B	15 Marks
Q.4	Answer the following(Theory/Practical Questions) A,B	15 Marks
Q.5	Answer the following(Theory/Practical Questions) A,B	15 Marks
Q.6	Answer the following(Theory/Practical Questions) A,B	15 Marks

Note

1. The Semester End Assessment should be conducted after completing 100% of syllabus of the course/s
2. The question papers shall be framed so as to ensure that no part of the syllabus is left out of study by a student.
3. The question paper shall be balanced in respect of various topics outlined in the syllabus.
4. Equal Weightage is to be given to all the modules
5. All questions shall carry equal marks with internal choice within the question
6. 15 marks question must be subdivided into 8 marks + 7 marks, 10 marks + 5 marks and 5 marks + 5 marks + 5 marks. Internal options may be given wherever necessary.
7. Use of simple calculator is allowed in the examination.
8. Wherever possible more importance is to be given to the practical problems/case study.

Guidelines for Case Study Analysis

1. Use the representation of real situations; avoid presenting situations that do not exist/ are not plausible in real life
2. Make sure that the description of the case is as clear and specific as possible
3. Make sure there is sufficient information on the content and the context of the case ask students interpretative and application questions
4. Questions need to be devised to assess the interpretation and application of knowledge, comprehension skills, and critical thinking skills
5. Devise clear and unambiguous questions to limit student confusion and time spent interpreting the question like suggest suitable title, offers a summary, explaining the scenario in detail, Problem/ issue presented in the scenario, suggest Solution/chosen course of action etc.
6. Maximum words for case study (Approx. 500-700 words) and followed by number of questions will depend on marks (3/4 marks each).

Passing Standard

Credit: 02 (Total 50 Marks)

The learners to pass a course shall have to obtain a minimum of 40% marks in aggregate for each course where the course consists of Internal Assessment and Semester End Examination. The learners shall obtain minimum of 40% marks (i.e., 08 out of 20) in the Internal Assessment and 40% marks in Semester End Examination (i.e., 12 Out of 30) separately, to pass the course and minimum of Grade E to pass a particular semester A learner will be said to have passed the course if the learner passes separately the Internal Assessment as well as Semester End Examination.

Credit: 04 (Total 100 Marks)

The learners to pass a course shall have to obtain a minimum of 40% marks in aggregate for each course where the course consists of Internal Assessment and Semester End Examination. The learners shall obtain minimum of 40% marks (i.e., 16 out of 40) in the Internal Assessment and 40% marks in Semester End Examination (i.e., 24 Out of 60) separately, to pass the course and minimum of Grade E to pass a particular semester A learner will be said to have passed the course if the learner passes separately the Internal Assessment as well as Semester End Examination.

Letter Grades and Grade Points:

Semester GPA/ Programme CGPA Semester/ Programme	% of Marks	Alpha-Sign/ Letter Grade Result	Grading Point
9.00 - 10.00	90.0 - 100	O (Outstanding)	10
8.00 - < 9.00	80.0 - < 90.0	A+ (Excellent)	9
7.00 - < 8.00	70.0 - < 80.0	A (Very Good)	8
6.00 - < 7.00	60.0 - < 70.0	B+ (Good)	7
5.50 - < 6.00	55.0 - < 60.0	B (Above Average)	6
5.00 - < 5.50	50.0 - < 55.0	C (Average)	5
4.00 - < 5.00	40.0 - < 50.0	P (Pass)	4
Below 4.00	Below 40.0	F (Fail)	0
Ab (Absent)	-	Ab (Absent)	0

Dr. Sunil Karve

**Sign of the BOS
Chairman
Dr. Sunil Karve
Board of Studies
in BBI & BIM**

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

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

**Sign of the
Offg. Dean
Prin. Ravindra Bambardekar
Faculty of Commerce &
Management**

As Per NEP 2020

University of Mumbai



**Syllabus for Minor
Vertical 2**

Faculty of Commerce & Management

Board of Studies in Financial Markets

Second Year Programme: Financial Markets

Semester	III & IV	
Title of Paper	Sem.	Total Credits 8
1) Basics of Service Sector	III	4
Title of Paper		Credits
I) Principle of Management	IV	4
From the Academic Year		2025-26

Sem. - IV

Syllabus
B.Com. (Financial Markets)
(Sem.- IV)

Title of Paper: Principle of Management.

Sr. No.	Heading	Particulars
1	Description the course: Including but not limited to:	This course introduces key managerial concepts, including planning, organizing, leadership, and control, essential for business success. It is highly relevant as management principles apply to all industries. The course is useful for improving decision-making, leadership, and organizational efficiency. It has practical applications in business operations, team management, and strategic planning. Students find it interesting due to its real-world relevance and case studies. It connects well with finance, marketing, HR, and entrepreneurship. With high demand in the industry, it opens career opportunities in management roles, consulting, administration, and leadership positions across sectors
2	Vertical:	Minor
3	Type:	Theory
4	Credit:	4 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted:	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives <ul style="list-style-type: none">• To develop an understanding of the fundamental concepts, evolution, and various approaches to management, including classical, neo-classical, modern, and Indian management thoughts.• To analyze the significance of planning, decision-making techniques, and strategic management tools such as M.B.O and MIS in enhancing organizational effectiveness.• To examine organizational structures, departmentation, delegation of authority, and the principles of centralization and decentralization for efficient management.• To understand the key elements of motivation, communication, leadership, and control mechanisms, including PERT, CPM, and budgetary control, in ensuring effective decision-making and organizational efficiency.	

8 Course Outcomes:

- Students will be able to explain the fundamental concepts, evolution, and various approaches to management and apply managerial skills in organizational decision-making.
- Students will analyze the significance of planning, decision-making techniques, and management tools such as M.B.O and MIS to enhance business strategies and operational efficiency.
- Students will demonstrate an understanding of organizational structures, delegation of authority, and principles of centralization and decentralization to optimize business processes.
- Students will evaluate motivation, communication, leadership, and control mechanisms, including PERT, CPM, and budgetary control, to improve managerial effectiveness and organizational performance

9 Modules: - Per credit One module can be created

Module 1: Introduction To Management

- **Management:** Concept, Nature, Functions, Managerial Skills, and Competencies.
- **Evolution of Management Thoughts:** Classical Approach – Scientific Management (F.W. Taylor’s Contribution), Classical Organization Theory (Henri Fayol’s Principles), Neo-Classical Approach – Human Relations Approach (Elton Mayo’s Hawthorne Experiments).
- **Modern Management Approach:** Peter Drucker’s Dimensions of Management.
- **Indian Management Thoughts:** Origin and Significance of Indian Ethos in Management.

Module 2: Planning and Decision Making

- **Planning:** Steps, Importance, Components, Coordination – Importance.
- **M.B.O:** Process, Advantages; Management By Exception: Advantages; Management Information System: Concept, Components.
- **Decision Making:** Techniques, Essentials of a Sound Decision-Making Process, Impact of Technology on Decision Making.

Module 3: Organizing

- **Organizing:** Steps, Organization Structures – Features of Line & Staff Organization, Matrix Organization, Virtual Organization, Formal vs. Informal Organization.
- **Departmentation:** Meaning, Bases; Span of Management: Factors Influencing Span of Management, Tall and Flat Organization.
- **Delegation of Authority:** Process, Barriers to Delegation, Principles of Effective Delegation. Decentralization: Factors Influencing Decentralization, Centralization vs. Decentralization.

Module 4: Directing And controlling

- **Motivation:** Concept, Importance, Influencing Factors.
- **Communication:** Importance, Barriers to Effective Communication.
- **Leadership:** Concept, Functions, Styles, Qualities of a Good Leader.
- **Controlling:** Concept, Steps, Essentials of a Good Control System, Techniques of Controlling – PERT, CPM, Budgetary Control, Management Audit.

10	Text Books: <ul style="list-style-type: none"> • "Principles of Management" – P.C. Tripathi & P.N. Reddy • "Management: Theory and Practice" – C.B. Gupta • "Essentials of Management" – Harold Koontz & Heinz Wehrich • "Organizational Behavior" – Stephen P. Robbins & Timothy A. Judge. 	
11	Reference Books: <ul style="list-style-type: none"> • Management Today: Principles & Practice – Gene Burton, Manab Thakur, Tata McGraw-Hill Publishing Co. Ltd. • Management – James A. F. Stoner, Prentice Hall, Inc., U.S.A. • Management: Global Perspective – Heinz Wehrich & Harold Koontz, Tata McGraw-Hill Publishing Co. Ltd. • Essentials of Database Management Systems – Alexis Leon, Mathews Leon, Vijay Nicole Imprints Pvt. Ltd. • Management: Tasks, Responsibilities, Practices – Peter Drucker, William Heinemann Ltd. 	
12	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
13	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc. (at least 4)	Theory Based

QUESTION PAPER PATTERN
(External and Internal)

Total 100 Marks: 60 Marks External and 40 Marks Internal

60 Marks External

Duration : 2 Hour

Marks : 60 Marks

Note: Any 4 out of 6

Q.1 Answer the following (15 Marks)

- a)
- b)

Q.2 Answer the following (15 Marks)

- a)
- b)

Q.3 Answer the following (15 Marks)

- a)
- b)

Q.4 Answer the following (15 Marks)

- a)
- b)

Q.5 Answer the following (15 Marks)

- a)
- b)

Q.6 Answer the following (15 Marks)

- a)
- b)

40 Marks Internal

1. Class Test (5 Marks)
2. Assignment (5 Marks)
3. Presentation (5 Marks)
4. Group Discussion (5 Marks)
5. Quiz (5 Marks)
6. Case Study (5 Marks)
7. Projects (5 Marks)
8. Creative writing (5 Marks)
9. Role play (5 Marks)

Note: 1. Any Four out of the above can be taken for internal Assessment.

2. The internal Assessment shall be conducted throughout the semester

Sd/-

**Sign of the BOS
Chairman
Dr.V.N.Yadav
Board of Studies in
Financial Markets**

Sd/-

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

Sd/-

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

Sd/-

**Sign of the
Offg. Dean
Prin. Ravindra
Bambardekar
Faculty of
Commerce &
Management**

As Per NEP 2020

University of Mumbai



Syllabus for Basket of OE Vertical 3

Faculty of Science and Technology

Board of Studies in Information Technology

Second Year Programme

Semester

IV

Title of Paper

Credits

Digital Marketing

2

From the Academic Year

2025-26

Title of Paper Digital Marketing

Sr.No.	Heading	Particulars
1	Description the course : Including but Not limited to:	A Digital Marketing course focuses on equipping students with the knowledge and skills required to promote products, services, or brands using various digital channels. It covers the fundamentals of online marketing, including search engine optimization (SEO), social media marketing, email marketing, content marketing, and paid advertising. This course is ideal for individuals looking to build careers in marketing, grow their business online, or enhance their digital presence.
2	Vertical :	Open Elective
3	Type :	Theory
4	Credits :	2 credits (1 credit = 15 Hours for Theory in a semester, Total 30 hours)
5	Hours Allotted :	30
6	Marks Allotted:	50
7	<p>Course Objectives(CO):</p> <p>CO 1: Recognize how digital marketing elements such as SEO, e-mail marketing, social media, and mobile marketing contribute to a business's success.</p> <p>CO 2: Gain a thorough understanding of SEO, its importance in improving search rankings, and how it drives online visibility.</p> <p>CO 3: Master E-mail Marketing and Digital Display Advertising.</p> <p>CO 4: Gain Expertise in Social Media Marketing</p> <p>CO 5: Understand the role of mobile marketing, including the differences between mobile apps and widgets, and its application in both B2B and B2C settings</p> <p>CO 6: Evaluate Marketing Success and Optimize Campaigns.</p>	
8	<p>Course Outcomes (CO):</p> <p>CO 1. Identify and describe the key elements of digital marketing, including SEO, e-mail marketing, social media marketing, and mobile marketing.</p> <p>CO 2. Implement SEO best practices for on-page and off-page optimization, including creating backlinks, using internal/external links, and optimizing content.</p> <p>CO 3. Create and deliver structured, effective e-mail marketing campaigns that engage recipients and drive conversions.</p> <p>CO 4. Develop strategies to create engaging content and utilize user-generated content to improve social media marketing effectiveness.</p>	
9	<p>Modules:</p> <p>Module 1:</p>	15 Hrs

	<p>Introduction to Digital Marketing - Basic concepts, benefits and opportunities of digital marketing and its usage in business to business (B2B), business to consumer (B2C), not for profit (NFP) marketing</p> <p>Search Engine Optimization: (SEO), E-mail Marketing and Digital Display Advertising</p>																						
	<p>Module 2:-</p> <p>Social Media Marketing : The key impact of social media on search engine optimization based on key metrics like CPC, PPC, CPM, CTR, and CPA , different aspects of social marketing and its behavior.</p> <p>Mobile Marketing and Web Analytics: Presentation of mobile apps, Overview related to B2B and B2C mobile marketing</p>	15 Hrs																					
10	<p>Books and References:</p> <table border="1"> <thead> <tr> <th>Sr. No.</th> <th>Title</th> <th>Author/s</th> <th>Publisher</th> <th>Edition</th> <th>Year</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Digital Marketing Trends and Prospects</td> <td>Dr. Shakti Kundu</td> <td>BPB</td> <td>FIRST EDITION</td> <td>2021</td> </tr> <tr> <td>2</td> <td>Marketing 4.0</td> <td>Philip Kotler, Hermawan Kartajaya, Iwan Setiawan</td> <td>ePUB</td> <td>–</td> <td>–</td> </tr> </tbody> </table>					Sr. No.	Title	Author/s	Publisher	Edition	Year	1	Digital Marketing Trends and Prospects	Dr. Shakti Kundu	BPB	FIRST EDITION	2021	2	Marketing 4.0	Philip Kotler, Hermawan Kartajaya, Iwan Setiawan	ePUB	–	–
Sr. No.	Title	Author/s	Publisher	Edition	Year																		
1	Digital Marketing Trends and Prospects	Dr. Shakti Kundu	BPB	FIRST EDITION	2021																		
2	Marketing 4.0	Philip Kotler, Hermawan Kartajaya, Iwan Setiawan	ePUB	–	–																		
12	Internal Continuous Assessment:40%	Semester End Examination: 60%																					
13	<p>Continuous Evaluation through:</p> <p>Mini Project - 15 Marks</p> <p>Quizzes/ Presentations/ Assignments: 5 marks</p> <p>Total: 20 marks</p>	<p>Format of Question Paper: External Examination (30 Marks)– 1 hr duration</p>																					

14	Format of Question Paper: (Semester End Examination: 30 Marks. Duration:1 hour) Q1: Attempt any two (out of four) from Module 1 (15 marks) Q2: Attempt any two (out of four) from Module 2 (15 marks) Or Q1: Attempt any three (out of five) from Module 1 (15 marks) Q2: Attempt any three (out of five) from Module 2 (15 marks)
----	---

Sd/-
Sign of the BOS
Chairman
Dr. Srivaramangai R
BOS in Information
Technology

Sd/-
Sign of the
Offg. Associate Dean
Dr. Madhav R. Rajwade
Faculty of Science &
Technology

Sd/-
Sign of the Offg. Dean
Prof. Shivram S. Garje
Faculty of Science &
Technology

AC – 20/04/2024
Item No. – 8.30(N)Sem-II 2(c)

As Per NEP 2020

University of Mumbai



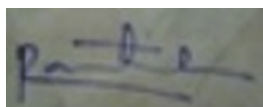
Syllabus for Basket of OE	
Board of Studies in GEOGRAPHY	
UG First Year Programme	
Semester - II	
Title of Paper -	Credits 2/ 4
I) Environmental Issues and Management	2
From the Academic Year	2024/2025

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

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

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

	<p>15. Tiefenbacher, J (ed.) (2022), Environmental Management - Pollution, Habitat, Ecology, and Sustainability, Intech Open, London. 10.5772/ 16. Tiwari V., 2009, 'A textbook of Environmental studies', Himalaya Publications House, New Delhi 17. Tomar A., 2007, 'Environmental Education', Kalpaz publication, New Delhi 18. Uberoi N.K., 2007, 'Environmental Management', Excel Books, New Delhi 19. Wright R., 2008, 'Environmental Science - Towards sustainable future', Eastern Economy Edition, Prentice Hall Inc, New Jersey, U.S.A 20. सुभाषचंद्र सारंग (१९९९) पर्यावरण भूगोल, विद्या प्रकाशन, नागपूर. 21. घोलप (२०००) 'पर्यावरण शास्त्र' निशिकांत प्रकाशन, पुणे</p>	
12	Internal Continuous Assessment: 40%	External, Semester End Examination : 60% Individual Passing in Internal and External Examination
13	<p>Continuous Evaluation through: Quizzes, Class Tests, presentations, projects, role play, creative writing, assignments etc. (at least 3)</p> <p>Internal Continuous Assessment of 20 Marks</p> <ol style="list-style-type: none"> 1. One Assignment/Project work/Case study /Presentation /Seminar /Field visit report/Book review etc. to be conducted in the given semester before the Semester end examination. (Marks – 10) 2. One online/ offline class test (Marks – 5) 3. Active participation in regular class instructional deliveries and fieldwork. & Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing environment-related activities (Marks – 5) 	<p>Semester-End Examination of 30 Marks</p> <ol style="list-style-type: none"> 1. This examination shall be of 1 Hour duration. Maximum marks 30. 2. There shall be two questions each of 15 marks. 3. All questions shall be compulsory with internal choice within the questions. (Each question will be of 15 marks with options.)
14	<p>Format of Question Paper: for the final examination</p> <p>Q. 1. Based on Module – 1 & 2 (15 Marks) Q. 2. Based on Module – 3 & 4 (15 Marks)</p>	



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

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

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

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

As Per NEP 2020

University of Mumbai



Syllabus for Basket of AEC	
Board of Studies in English	
UG First Year B.Com. Programme	
Semester	IV
Title of Paper	Credits
Business Communication Skills II	2
From the Academic Year	2024-2025

Sr. No.	Heading	Particulars
1	Description the course: Including but Not limited to:	<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	<p>Course Objectives:</p> <ol style="list-style-type: none"> 1. To enable learners engage effectively with group communication. 2. To improve learners' skills in selection processes like interviews and group discussions. 3. To increase learners' understanding of the purpose and functions of meetings. 4. To equip learners with writing skills for trade-related communication.
8	<p>Course Outcomes:</p> <p>At the end of the course, learners will be able to:</p> <ol style="list-style-type: none"> 1. Understand and engage with group communication processes. 2. Perform more effectively during interviews and group discussions. 3. Participate more efficiently in meetings. 4. Write more impactful trade-related communication.
9	<p>Modules:- Per credit One module can be created</p>
	<p>Module 1: Group Communication (15 Lectures)</p>
	<ol style="list-style-type: none"> 1. Interviews <ul style="list-style-type: none"> - Definition, format and process of interviews - Selection interviews, assessment interviews, grievance interviews, exit interviews - Preparation and role of interviewers - Preparation and role of interviewees - Online interviews 2. Group Discussion <ul style="list-style-type: none"> - Meaning and types - Skills that are assessed during Group Discussion - Process of Group Discussion - Do's and don'ts of Group Discussion 3. Meetings <ul style="list-style-type: none"> - Meaning and definition - Types of meeting: formal and informal with examples - Conducting a meeting - Role of chairperson - Role of participants - Online meetings: Skype, Zooms, Google Meet, MS Teams
	<p>Module 2: Written Communication in Business (15 Lectures)</p>

	<ol style="list-style-type: none"> 1. Notice, agenda, minutes and resolution for meetings 2. Letter of inquiry 3. Complaint and claim letter – adjustment letter 4. Sales letters and pamphlets 5. Consumer Grievance letter
10	Text Books: N.A.
11	<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. Bahl, J. C. and Nagamia S. M. <i>Modern Business Correspondence and Minute Writing</i>. New Delhi: N. M. Tripathi Pvt. Ltd, 1974. 4. Balan, K.R. and Rayudu, C. S. <i>Effective Communication</i>. New Delhi: Beacon Books, 1996. 5. 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. 6. Barkar, Alan. <i>Making Meetings Work</i>. New Delhi: Sterling Publications Pvt. Ltd., 1993. 8. Benjamin, James <i>Business and Professional Communication: Concepts and Practices</i>. New York: Harper Collins College Publishers, 1993. 9. Bhargava and Bhargava. <i>Company Notices, Meetings and Regulations</i>. New Delhi: Taxman, 1971. 10. Britt, Deborah. <i>Improving Business Communication Skills</i>. Kendall Hunt Publishing Co, 1992. 11. Bovee Courtland, L. and Thrill, John V. <i>Business Communication Today</i>, McGraw Hill. New York: Taxman Publication, 1989. 12. Burton, G. and Thakur. <i>Management Today- Principles and Practices</i>. New Delhi: Tata McGraw Hill, 1995. 13. Drucher, P.F. <i>Technology, Management and Society</i>. London: Pan Books, 1970. 14. Emans, Ben. <i>Interviewing: Theory, techniques, and training</i>. Taylor & Francis, 2019. 15. Eyre, E.C. <i>Effective Communication Made Simple</i>. Kolkata: Rupa and Co., 1985. 16. Fisher, Dalmar. <i>Communication in Organisation</i>. Mumbai: Jaico Publishing House, 1999. 17. Frailley, L.E. <i>Handbook of Business Letters</i>, Revised Edn. New Jersey: Prentice Hall Inc., 1982. 18. French, Astrid. <i>Interpersonal Skills</i>. New Delhi: Sterling Publishers, 1993. Ganguly, Anand. <i>Group Discussion</i>. Pustak Mahal, 2012. 19. Gartside, L.E. <i>Modern Business Correspondence</i>. Plymouth: McDonald and Evans Ltd., 1980. 20. Ghanekar, A. <i>Communication Skills for Effective Management</i>. Pune: Everest Publishing House, 1996. 21. Labade, Sachin, Katre Deepa et al. <i>Communication Skills in English</i>. Orient Blackswan, Pvt Ltd, 2021. 22. Reed, Karim and Joseph A. Allen. <i>Suddenly Virtual: Making Remote Meetings Work</i>. Wiley, 2021.

12	Internal Continuous Assessment: 40%	External, Semester End Examination Individual Passing in Internal and External Examination : 60%												
13	<p>Continuous Evaluation through:</p> <ul style="list-style-type: none"> • Performance in oral activities (during lectures): 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"> • Mock interviews and group discussions • Making short presentations on given topics • Official notice / agenda / minutes / resolution writing exercises • Role play in group communication situations, like meetings 													
14	<p>Format of Question Paper: for the final examination</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 60%;"><i>External / Semester End Examination</i></td> <td style="width: 20%; text-align: center;"><i>Marks: 30</i></td> <td style="width: 20%; text-align: right;"><i>Time: 1 Hours</i></td> </tr> <tr> <td>Q.1. Essay Type Questions (Any One out of two on Unit I)</td> <td></td> <td style="text-align: right;">Marks 10</td> </tr> <tr> <td>Q.2. Essay Type Questions (Any One out of two on Unit II)</td> <td></td> <td style="text-align: right;">Marks 10</td> </tr> <tr> <td>Q.3. Short Notes/Problem (Any Three out of five on all Units)</td> <td></td> <td style="text-align: right;">Marks 10</td> </tr> </table>		<i>External / Semester End Examination</i>	<i>Marks: 30</i>	<i>Time: 1 Hours</i>	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
<i>External / Semester End Examination</i>	<i>Marks: 30</i>	<i>Time: 1 Hours</i>												
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
Dr. Sachin Labade
Board of Studies in
English**

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

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

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

AC – 20/05/2025

Item No. 8.47 (N) Sem III/IV 1(c)

As Per NEP 2020

University of Mumbai



Syllabus for CC

Ad- hoc Board of Studies in N.C.C./N.S.S./Sports Co-Curricular

UG First Year Programme - Co-Curricular Course

Semester	III & IV	
Title of Paper	Sem	Credits
Indian Theatre: Classical Roots and Contemporary Expressions	III	2
Integrated Theatre Production: Stage Craft, Costume, Music and Technology	IV	2
From the Academic Year		2025-26

Semester IV

As per NEP 2020

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

Syllabus for Two Credits Programme

With effect from Academic Year 2025-2026

Aims and Objectives

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

Learning Outcomes

The course will enable the learner to

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

Modules at Glance Semester IV

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

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

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

Scheme of Evaluation

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

Semester IV (50 Marks - 2 Credits)

Internal Evaluation (20 Marks)

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

Semester End Examination (30 Marks)

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

Reference Books

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

Sd/-

**Sign of the BOS
Chairman
Dr. Sunil Patil
Ad-hoc Board of
Studies in
N.C.C./N.S.S./Sports
Co-Curricular**

Sd/-

**Sign of the
Offg. Associate Dean
Dr. C.A.Chakradeo
Faculty of
Interdisciplinary
Studies**

Sd/-

**Sign of the
Offg. Associate Dean
Dr. Kunal Ingle Faculty
of Interdisciplinary
Studies**

Sd/-

**Sign of the
Offg. Dean
Prof. A. K. Singh
Faculty of
Interdisciplinary
Studies**

As Per NEP 2020

University of Mumbai



Syllabus for CC

Ad- hoc Board of Studies in N.C.C./N.S.S./Sports Co-Curricular

UG First Year Programme – National Service Course

Semester	III & IV	
Title of Paper	Sem	Credits
Study of Indian Social Reformers	III	2
Youth and Disaster Management	IV	2
From the Academic Year		2025-26

UNIVERSITY OF MUMBAI

Semester IV

(w.e.f. June, 2025)

Sub: - NSS- Youth and Disaster Management

Credits: 02

Lectures: 30

Marks:50

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

Note:

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

**Evaluation Pattern
Internal Assessment**

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

**External Assessment
Question Paper Pattern**

Time: 1:00 Hours

Total Marks: 30

Introduction:-1. All questions are compulsory.

2. Figure to the Right indicates full marks.

3. Draw neat labeled drawings wherever necessary.

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

06 marks.

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

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

06marks

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

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

18 marks

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

NSS Project Report Format

(For Projects in Adopted Area / Village)

➤ **Cover Page**

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

➤ **Certificate**

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

➤ **Acknowledgment**

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

➤ **Index**

- A table listing all sections with corresponding page numbers.

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

➤ **Annexures**

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

Sd/-

**Sign of the BOS
Chairman
Dr. Sunil Patil
Ad-hoc Board of
Studies in
N.C.C./N.S.S./Sports
Co-Curricular**

Sd/-

**Sign of the
Offg. Associate Dean
Dr. C.A.Chakradeo
Faculty of
Interdisciplinary
Studies**

Sd/-

**Sign of the
Offg. Associate Dean
Dr. Kunal Ingle Faculty
of Interdisciplinary
Studies**

Sd/-

**Sign of the
Offg. Dean
Prof. A. K. Singh
Faculty of
Interdisciplinary
Studies**

AC – 20/05/2025

Item No. – 8.47 (N) Sem III& IV 1(b)

As Per NEP 2020

University of Mumbai



Syllabus for CC

Ad- hoc Board of Studies in N.C.C./N.S.S./Sports Co-Curricular

UG First Year Programme – CC- Sports

Semester	III & IV	
Title of Paper	Sem	Credits
Introduction to Sports Training & Tests and Measurement	III	2
Advanced Sports Training and Performance Evaluation	IV	2
From the Academic Year		2025-26

Course (Optional): Introduction to Sports, Physical Literacy, Health & Fitness and Yog

CBCS (Choice Based Credit System)

Second Year- Semester III

Course Structure

Semester	Paper	Title of Paper	No of lecture (Theory)	Internal Evaluation (IE)	End Semester Evaluation	Total Marks	Credits
Third	CC	Introduction to Sports Training & Tests and Measurement	30	20	30	50	02
Total	-	-	30	20	30	50	02

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

CO-CURRICULAR COURSE IN SPORTS

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

SEMESTER IV

(Syllabus to be implemented from, June 2025 onwards)

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

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

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

Sub:- Advanced Sports Training and Performance Evaluation

Preamble:

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

Objectives of the Course:

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

Program Outcomes:

By the end of the program, students will:

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

UNIVERSITY OF MUMBAI

Semester – IV

(w.e.f. June, 2025)

Sub:- Advanced Sports Training and Performance Evaluation

Credits: 02

Practical Lectures: 60

Marks:50

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

UNIVERSITY OF MUMBAI

Semester – IV

(w.e.f. June, 2025)

Sub:- Advanced Sports Training and Performance Evaluation

Credits: 02

Practical Lectures: 60

Marks:50

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

Scheme of Evaluation -

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

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

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

Semester End Examination (30 Marks)

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

***Note - OR**

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

References -

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

Sd/-	Sd/-	Sd/-	Sd/-
Sign of the BOS Chairman Dr. Sunil Patil Ad-hoc Board of Studies in N.C.C./N.S.S./Sports Co-Curricular	Sign of the Offg. Associate Dean Dr. C.A.Chakradeo Faculty of Interdisciplinary Studies	Sign of the Offg. Associate Dean Dr. Kunal Ingle Faculty of Interdisciplinary Studies	Sign of the Offg. Dean Prof. A. K. Singh Faculty of Interdisciplinary Studies

References -

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

Sd/-	Sd/-	Sd/-	Sd/-
Sign of the BOS Chairman Dr. Sunil Patil Ad-hoc Board of Studies in N.C.C./N.S.S./Sports Co-Curricular	Sign of the Offg. Associate Dean Dr. C.A.Chakradeo Faculty of Interdisciplinary Studies	Sign of the Offg. Associate Dean Dr. Kunal Ingle Faculty of Interdisciplinary Studies	Sign of the Offg. Dean Prof. A. K. Singh Faculty of Interdisciplinary Studies

AC –

Item No. –

University of Mumbai



Syllabus for Extension Work in Vertical VI - CC

Board of Studies in Extension Work

UG Second Year Program

Semester

IV (Two)

Title of Paper

Credit 2/4

Extension Work

2 Credits

From the Academic Year

2025-26

Introduction

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

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

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

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

Aim of Extension Work under NEP:

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

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

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

Key objectives of Extension Work under NEP:

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

Extension Work Activities:

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

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

ACTIVITIES FOR SEMESTER IV = 2 Credits

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

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

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

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

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

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

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

Evaluation Pattern

Internal Assessment

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

External Assessment

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

Question Paper Pattern

Time: 1.00 Hours

Total Marks 30

Instructions: 1. All questions are compulsory.

2. Figures to the right indicate maximum marks.

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

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

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

References:

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

9.1



University of Mumbai

**Guidelines for Community Engagement Projects (CEP)
for Undergraduate Students As per NEP 2020**

With effect from Academic Year 2025-2026

Index

1. Introduction
2. Objectives
3. Outcomes
4. Indicative list of areas for CEP
5. Roles and responsibilities
6. The process of Implementation
7. Credits and Duration
8. Community Engagement Project Report
9. Evaluation Pattern
10. Appendix I: Guide interaction diary Form
11. Appendix II: Main Page Format of Project Report
12. Appendix III: College/Institute/ Department Certificate format
13. Appendix IV: Proforma for student's Declaration
14. Appendix V: Students Feedback on Community Engagement Project
15. CEP Guidelines Draft Committee

1. Introduction:

The curriculum component of ‘community engagement projects’ is specifically incorporated as an integral part of NEP 2020 curriculum to acquaint the students about the socio-economic issues and challenges of the local and extended community so that the theoretical learnings can be supported by actual life experiences. India is a diverse country with heterogeneous communities and in this context the objective of the course is to encourage students to create and implement solutions to the real-life community level issues.

This course intends to assist the students to connect and interact with heterogeneous communities for identifying issues they face and try to provide probable solutions to community level problems. This approach is important in order to broaden opportunities of social responsibility, environmental sustainability, nation building and peace.

Community Engagement Projects work will provide students an opportunity to visit and observe situations in rural and urban contexts. The students are expected to observe and study actual field situations in socio economic contexts while doing their community engagement project. The course will create opportunities for students to understand the interconnection between theoretical knowledge and practical applications. Community Engagement Projects is expected to enhance their sensitivity to socio economic issues and improve their ability of problem solving as well as designing innovative solutions to the existing and emerging problems. Community Engagement Projects’ component will also broaden the possibilities of deeper learning and enhancing research acumen of students. Community Engagement projects will not only make students aware about various societal issues but will also sensitize them towards various problems and challenges in the society and how these can be dealt with.

2. Objectives

Community Engagement projects in general sets out to achieve objectives such as:

1. Align classroom learnings with awareness about societal issues.
2. Provide students an exposure to societal issues and align their experiences with contemporary problems/ concerns
3. Integrating theoretical and practical aspects to create blended learning experience under the guidance of their faculty.
4. Enhance research skills including knowledge discovery, analytical tools, methodologies,

and ethical conduct.

5. Facilitate problem-solving, decision-making, teamwork, and collaboration.
6. Foster ability to work in teams, develop social awareness and nurturing of human values in students.
7. Create collaboration between Higher Education Institutes (HEIs), social organization, Government and non-government institutes for impactful Community Engagement Projects.

3. Outcomes:

After the completion of the CEP course, the student will be able to:

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

4. Indicative list of areas for CEP:

The areas of field work can be decided by the head of the institution in consultation with CEP committee, CEP Coordinators and the faculty in respective subjects.

Indicative (yet non-restrictive) areas for engagement can be:

1. Community projects on Mangrove conservation, tree plantation, and eco-awareness campaigns.
2. Engagement in guided biodiversity trails and sustainability education campaigns.
3. Assistance in slum-based education and nutrition programs for children.
4. Improve public spaces and civic hygiene through youth-led volunteering
5. Use digital skills to implement socially impactful tech projects

5. Role and responsibilities

Head of the Department/Director/Principal:

1. Allotment of guides for the students for Community Engagement Projects should be done by Head of the Department/Director/Principal of the institute/college, as the case may apply.
2. While allocating the students under more than one guide- the principle of fairness in distribution should be followed.
3. In case, the number of in- house guides are not adequate then students can be allotted to competent external experts.
4. To provide resources and assistance to ensure effective carrying out of CEP.

CEP Committee:

1. To oversee the quality and effectiveness of the implementation of the CEP course.
2. To ensure that the CEP course program aligns with departmental and program academic objectives.
3. To establish continuous evaluation mechanisms for evaluating the course and to make required process improvements from time to time.

CEP Coordinator:

1. To play crucial role in coordinating and implementing the CEP course within college/ department / institute.
2. To act as a liaison entity between the department, students, faculty mentors and CEP supervisors (Host institute/ organization)

Student Coordinators:

To help the CEP coordinators/ Faculty Mentors in pre-, during and post-CEP activities.

Faculty Mentor:

1. To assist in identifying CEP opportunities and approve CEP plans.
2. To continuously monitor student progress and extend guidance.
3. To receive and provide regular feedback on student's progress in CEP
4. To evaluate CEP documents including CEP reports, presentations, or other expected academic deliverables.

6. Process of CEP implementation:

Flow chart

1. Formation of CEP Committee
2. Appointment of CEP Coordinators and Faculty Mentor
3. Community Engagement Projects orientation by the CEP committee and CEP Coordinator/s
4. Allotment of students under Faculty mentors.
5. Execution of CEP
6. Evaluation
7. Feedback

Mechanism for the implementation of CEP:

1. To facilitate effective implementation of the CEP program, Colleges/Departments/Institutes are encouraged to establish a CEP committee responsible for overseeing its smooth functioning. It will consist of the following: Head of the department, CEP Coordinator, Faculty Mentors and one/two student coordinators.
2. One teaching faculty member and one/two students from each undergraduate department will be nominated to serve as coordinators for the CEP program. These coordinators will play a crucial role in coordinating and implementing the program within their respective departments.
3. The CEP Committee and CEP coordinator will take the lead in preparing an action plan for the implementation of the CEP program.
4. To streamline the administrative process, the CEP Committee / CEP Coordinator will provide necessary formats to students for documentation related to the program.
5. Each Department/Centre should establish collaborations with relevant NGOs, community organizations, research institutes, etc., for CEP. These collaborations will serve as crucial avenues for facilitating CEP opportunities for students.
6. Effective communication is key to the success of the CEP program. Regular communication with heads and coordinators of the department/centre/Institute and maintaining proper records is essential. The faculty mentor and individual student will be responsible for maintaining relevant documents related to the program.
7. Before the commencement of the CEP program, an orientation session will be conducted by

the members of CEP committee / CEP coordinator/s. This session will serve to familiarize students with the purpose, process, and code of conduct associated with the program.

8. To ensure effective mentoring and support, an equal number of students will be allocated to each faculty member of the department. These faculty members will act as CEP mentors and will be responsible for monitoring and evaluating the progress of the allotted students.
9. Throughout the CEP period, students will maintain activity reports as per the provided format and get it validated by the supervisor.
10. Upon completion of the CEP program, students must submit a completion certificate duly signed by the faculty supervisor.

7.Credits and duration:

1. CEP will carry weightage of two credits.
2. Each student will be expected to carry out a minimum of 2-3 extensive community interactions.
3. The CEP program should be completed in appropriate Semester as per the program structure. If required CEP can also be carried out during the semester break.

8.Community Engagement Project Report:

The students are required to submit a report of the Community Engagement Projects at the end of the semester in the following suggested format.

All projects should be typed on *A4 sheets, Font Size 12, Times New Roman, one and a half spacing on executive bond paper*. The project report shall have appropriate chapter scheme and be presented in a minimum of 20 pages (Approximately minimum of 4000 to 5000 words).

Report should be arranged in the following order

Title Page

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

Certificate by the Institute

Certificate by Mentor

Student's Declaration

Acknowledgement

Abstract

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

Table of contents

- Include headings and subheadings with page numbers.

List of Figures and Tables

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

Chapter 1: Introduction

- Purpose of the visit: Outline the objectives and expected outcome of the community interactions.
- Background Information: Provide context about the community interactions and its significance.
- Scope of the Report: Define the boundaries of what the report will cover.

Chapter 2: Literature Review

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

Chapter 3: Methodology

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

Chapter 4: Description of the community interactions, Observations and Analysis

- Provide detailed descriptions of community interactions and engagements carried out.
- Include observations related to fieldwork: work's-relevance to topic selected.

- Use photographs, diagrams, and sketches, etc. to support the descriptions.
- Analyze the data collected in relation to the study objectives.

Chapter 5: Conclusion and Recommendations

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

References

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

Appendices

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

9. Evaluation Pattern

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

(i) Internal Evaluation by Guide (Marks 20)

Criteria	Marks
Attendance, Community interactions completion and interaction with supervisor	10
Overall Report quality	10
Total	20

(ii) External Evaluation (Marks 30)

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

Appendix I
GUIDE INTERACTION DIARY FORM

I, the undersigned Ms. /Mr. _____ Roll No. _____, currently enrolled in the _____ Year of _____ Full-time Program _____ at _____ institute/college, am undertaking my Community Engagement Project work under the guidance of Dr./Ms./Mr. _____, and I hereby confirm that I have met my Internal guide on the following dates mentioned below for Project Guidance:-

Sr. No.	Date	Signature of the Internal Guide

Signature of the Candidate

Signature of Internal Guide

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

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

Appendix II

Main Page Format of Project Report

Title of the Project

Name of the Student

(Name of Academic Course and Academic Year Details)

Example: Masters in Management Studies

Under the Guidance of

Name of Guide

Name of the Department/College/Institute

Academic Year – 2025-26

Appendix III

Name of the Department/College/Institute

Certificate

I hereby certify that Mr./Ms. _____, Student of _____ Institute/college studying in _____ program has completed a C. E. project titled _____ in the area of _____ specialization for the academic year 2025-2026. To the best of my knowledge the work of the student is original and the information included in the project is correct.

Internal Guide

Head of the Department

Principal

Annexure IV

Declaration

I, Mr./Ms. _____ Student of
_____Institute/college studying in
_____program, hereby declare that I have completed
the Community Engagement Project titled _____
during the academic year 2025-2026.

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

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

Signature of the Student with date

Name of Student

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

Student Name:

Seat No. /Roll No.:

Email:

Department:

Name of the Mentor:

Title/Heading of Community Engagement Projects:

Brief description of CEP carried out:

Dates of CEP:

My internship experience was related to my major area of study/ academic program

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree

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

This experience has:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Has increased my sensitivity towards societal problems					
Given me the opportunity to explore a career field delete					
Allowed me to apply classroom theory to practice					
Helped me develop my decision-making and problem-solving skills					
Expanded my knowledge about the work world before permanent employment delete					
Helped me develop my written and oral					

communication skills					
Provided a chance to use leadership skills (influence others, develop ideas with others, stimulate decision-making and action)					
Expanded my sensitivity to the ethical implications of the work involved					
Made it possible for me to be more confident in new situations					
Given me a chance to improve my interpersonal skills					
Helped me learn to handle responsibility and use my time wisely					
Helped me discover new aspects of myself that I didn't know existed before					
Helped me develop new interests and abilities					
Helped me clarify my career goals					
Allowed me to acquire information and/ or use equipment not available at my Institute					
Allowed me to realize socio-economic issues in the society repeated					

- The faculty mentor extended guidance and mentoring through-out the CEP process:

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree

- Were you able to accomplish the initial goals, tasks and new skills that were set down in CEP plan?

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree

- Considering your overall experience, how would you rate this CEP? (Circle one):

Poor/ Satisfactory/ Good/ Excellent

- Give suggestions as to how your CEP experience could have been improved."

(Please mark ✓ for areas that were satisfactory and ✗ for areas that need improvement)

Aspect of CEP Experience

- Clear orientation and briefing at the start
- Relevance of project to academic learning
- Availability and support from internal guide
- Adequate field exposure and hands-on engagement
- Clarity in roles and responsibilities
- Time provided for the completion of project

Signature of Student

Name

Date:

Under the Guidance of

Hon'ble Vice Chancellor

Prof. Dr. Ravindra Kulkarni

Hon'ble Pro-Vice Chancellor

(Prin.) Dr. Ajay Bhamare

CEP Guidelines Draft Committee

Prof. Shivram S. Garje

Off. Dean (Science and Technology)

Convener

Prof. Smita Shukla

Director, Alkesh Dinesh Mody Institute of Finance and Management Studies

Member

Prof. Manisha A. Karne

Off. Associate Dean (Humanities) and
Director, Mumbai School of Economics and Public Policy

Member

Prof. Priya Vaidya

Head, Department of Philosophy

Member

Dr. Suchitra Naik

Off. Associate Dean (Humanities) and
Principal, K.G. Joshi College of Arts & N.G. Bedekar College of Commerce

Member

Prof. Vishwanath Patil

I/c Director, National Centre for Nanoscience and Nanotechnology

Member
