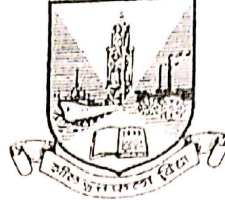


# University of Mumbai



क. वि.प्रा.स.से.(युजी)/आयसीसी/२०२४-२५/४

परिपत्रक :-

सर्व प्राचार्य/संचालक, संलग्नित महाविद्यालये/मंस्था, विद्यापीठ शैक्षणिक विभागांचे संचालक/विभाग प्रमुख यांना कळविण्यात येते की, राष्ट्रीय शैक्षणिक धोरण २०२० च्या अमलबजावणीच्या अनुषंगाने शैक्षणिक वर्ष २०२४-२५ पासून एक्झिट पर्याय सह पदवी व पदव्युत्तर अभ्यासक्रम विद्यापरिषदेच्या दिनांक २७ डिसेंबर, २०२३, ३ फेब्रुवारी, २०२४, २० एप्रिल, २०२४ व २४ मे, २०२४ च्या बैठकीमध्ये मंजूर झालेले सर्व अभ्यासक्रम मुंबई विद्यापीठाच्या [www.mu.ac.in](http://www.mu.ac.in) या संकेत स्थळावर NEP २०२० या टॅब वर उपलब्ध करण्यात आलेले आहेत.

मुंबई - ४०० ०३२

११ जून, २०२४

*Baliramh*

(प्रा. (डॉ.) बळीराम गायकवाड)

प्र. कुलसचिव

<b>Copy forwarded for information and necessary action to :-</b>	
1	The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Dept)(AEM), <a href="mailto:dr@eligi.mu.ac.in">dr@eligi.mu.ac.in</a>
2	The Deputy Registrar, Result unit, Vidyanagari <a href="mailto:drresults@exam.mu.ac.in">drresults@exam.mu.ac.in</a>
3	The Deputy Registrar, Marks and Certificate Unit,. Vidyanagari <a href="mailto:dr.verification@mu.ac.in">dr.verification@mu.ac.in</a>
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6	The Deputy Registrar, College Affiliations & Development Department (CAD), <a href="mailto:deputyregistrar.uni@gmail.com">deputyregistrar.uni@gmail.com</a>
7	The Deputy Registrar, PRO, Fort, (Publication Section), <a href="mailto:Pro@mu.ac.in">Pro@mu.ac.in</a>
8	The Deputy Registrar, Executive Authorities Section (EA) <a href="mailto:eau120@fort.mu.ac.in">eau120@fort.mu.ac.in</a> He is requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to the above circular.
9	The Deputy Registrar, Research Administration & Promotion Cell (RAPC), <a href="mailto:rapc@mu.ac.in">rapc@mu.ac.in</a>
10	The Deputy Registrar, Academic Appointments & Quality Assurance (AAQA) dy.registrar.tau.fort.mu.ac.in <a href="mailto:ar.tau@fort.mu.ac.in">ar.tau@fort.mu.ac.in</a>
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17	The Director, Centre for Distance and Online Education (CDOE), Vidyanagari, <a href="mailto:director@idol.mu.ac.in">director@idol.mu.ac.in</a>
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1	P.A to Hon'ble Vice-Chancellor, <a href="mailto:vice-chancellor@mu.ac.in">vice-chancellor@mu.ac.in</a>
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3	P.A to Registrar, <a href="mailto:registrar@fort.mu.ac.in">registrar@fort.mu.ac.in</a>
4	P.A to all Deans of all Faculties
5	P.A to Finance & Account Officers, (F & A.O), <a href="mailto:camu@accounts.mu.ac.in">camu@accounts.mu.ac.in</a>

**To,**

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

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	<p><b>Faculty of Inter-Disciplinary Studies,</b></p> <p><b>Offg. Dean</b></p> <p>1. Dr. Anil K. Singh  <a href="mailto:aksingh@trcl.org.in">aksingh@trcl.org.in</a></p> <p><b>Offg. Associate Dean</b></p> <p>2. Prin. Chadrashekhhar Ashok Chakradeo  <a href="mailto:cachakradeo@gmail.com">cachakradeo@gmail.com</a></p> <p>3. Dr. Kunal Ingle  <a href="mailto:drkunalingle@gmail.com">drkunalingle@gmail.com</a></p>
3	Chairman, Board of Studies,
4	The Director, Board of Examinations and Evaluation, <a href="mailto:dboee@exam.mu.ac.in">dboee@exam.mu.ac.in</a>
5	The Director, Board of Students Development, <a href="mailto:dsd@mu.ac.in">dsd@mu.ac.in</a> <b>DSW</b> <a href="mailto:directotr@dsw.mu.ac.in">directotr@dsw.mu.ac.in</a>
6	The Director, Department of Information & Communication Technology, <a href="mailto:director.dict@mu.ac.in">director.dict@mu.ac.in</a>

# As Per NEP 2020

## University of Mumbai



### Title of the program

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

### Syllabus for

### Semester – Sem I & II

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

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

# University of Mumbai



(As per NEP 2020)

Sr. No.	Heading	Particulars	
<b>1</b>	<b>Title of program</b> <b>O: CU-515A</b>	<b>A</b>	<b>U.G. Certificate in Commerce</b>
	<b>O: CU-515B</b>	<b>B</b>	<b>U.G. Diploma in Commerce</b>
	<b>O: CU-515C</b>	<b>C</b>	<b>B.Com</b>
	<b>O: CU-515D</b>	<b>D</b>	<b>B.Com. (Hons.)</b>
	<b>O: CU-515E</b>	<b>E</b>	<b>B.Com. (Hons. with Research)</b>
<b>2</b>	<b>Eligibility</b> <b>O: CU-516A</b>	<b>A</b>	12th <b>OR</b> Passed Equivalent Academic Level 4.0
	<b>O: CU-516B</b>	<b>B</b>	Under Graduate Certificate in Commerce <b>OR</b> Passed Equivalent Academic Level 4.5
	<b>O: CU-516C</b>	<b>C</b>	Under Graduate Diploma in Commerce <b>OR</b> Passed Equivalent Academic Level 5.0
	<b>O: CU-516D</b>	<b>D</b>	Bachelors of Commerce with minimum CGPA of 7.5 <b>OR</b> Passed Equivalent Academic Level 5.5
	<b>O: CU-516E</b>	<b>E</b>	Bachelors of Commerce with minimum CGPA of 7.5 <b>OR</b> Passed Equivalent Academic Level 5.5
<b>3</b>	<b>Duration of program</b> <b>R: CU-536</b>	<b>A</b>	One Year
		<b>B</b>	Two Years
		<b>C</b>	Three Years
		<b>D</b>	Four Years
		<b>E</b>	Four Years
<b>4</b>	<b>Intake Capacity</b> <b>R: CU-537</b>	<b>120</b>	

5	<b>Scheme of Examination</b> <b>R: CU-538</b>	NEP 40% Internal 60% External, Semester End Examination Individual Passing in Internal and External Examination	
6	<b>Standards of Passing</b> <b>R: CU-539</b>	40%	
7	<b>Sem. I &amp; II Credit Structure</b> <b>R: CU-540A</b>  <b>R: CU-540B</b>	Attached herewith	
	<b>Sem. III &amp; IV Credit Structure</b> <b>R: CU-540C</b>  <b>R: CU-540D</b>		
	<b>Sem. V &amp; VI Credit Structure</b> <b>R: CU-540E</b>  <b>R: CU-540F</b>		
8	<b>Semesters</b>	A	Sem I & II
		B	Sem III & IV
		C	Sem V & VI
		D	Sem VII & VIII
		E	Sem VII & VIII
9	<b>Program Academic Level</b>	A	4.5
		B	5.0
		C	5.5
		D	6.0
		E	6.0
10	<b>Pattern</b>	Semester	
11	<b>Status</b>	New	
12	<b>To be implemented from Academic Year Progressively</b>	From Academic Year: 2024-25	

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

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

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

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

# Preamble

## 1) Introduction

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

## 2) Aims and Objectives: -

Aim:

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

Objectives:

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

### **3) Learning Outcomes**

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

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

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

**Under Graduate Certificate in Commerce**

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

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

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

**Under Graduate Diploma in Commerce**  
**Credit Structure (Sem. III & IV)**

R: _____ C										
5.0	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	(4+4)		4	2	VSC Six Sigma and ISO (2)  OR Inventory Management (2)  OR Logistic Management (2)	<b>AEC:2</b>	CC 2 FP 2	22	UG Diploma 88
R: _____ D										
	IV	(4+4)		4	2	<b>SEC:</b> Family Business Management (2)  OR Finance for Non Finance Executives (2)  OR Principles of Investment (2)	<b>AEC:2</b>	CC 2 CEP 2	22	
	<b>Cum Cr.</b>	<b>28</b>		<b>10</b>	<b>12</b>	<b>12</b>	<b>14</b>	<b>12</b>	<b>88</b>	

**Exit Option :- Award of UG Diploma in Major with 88 credits and an additional 4 credits core NSQF course/Internship OR Continue with Major and Minor**

**B.Com.**

**Credit Structure (Sem. V & VI)**

R: _____ E									
Semester	Major		Minor	OE	VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC, RP	Cum. Cr. / Sem.	Degree/ Cum Cr.
	Mandatory	Electives							
5.5	V	(4+4+2)	4	4					
		<b>Commerce-VII</b> Introduction to Marketing) (4) <b>Commerce-VIII</b> Marketing Research (4) <b>Commerce-IX</b> (Fundamentals of Event Management) (2)	Export Marketing -I  Marketing Research-I		Integrated Marketing Communication (2)  OR Sensory Marketing (2)  Social Media Marketing (2)		<b>FP 2/ CEP:2</b>	22	UG Degree 132
R: _____ F									
	VI	(4+4+2)	4	4				OJT:4	22
		<b>Commerce-X</b> HRM (4) <b>Commerce-XI</b> Knowledge Management (4) <b>Commerce-XII</b> (Fundamentals of HR Analytics) (2)	Export Marketing -II  Marketing Research-II						
	<b>Cum Cr.</b>	<b>48</b>	<b>8</b>	<b>18</b>	<b>12</b>	<b>14</b>	<b>14</b>	<b>18</b>	<b>132</b>

**Exit Option :- Award of UG Degree in Major with 120-132 credits OR Continue with Major and Minor**

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

# SEMESTER-I

## MAJOR MANDATORY INTRODUCTION TO BUSINESS

<b>PROGRAM</b>	<b>B.COM</b>
<b>SEMESTER</b>	<b>I</b>
<b>COURSE TITLE</b>	<b>INTRODUCTION TO BUSINESS</b>
<b>VERTICLE /CATEGORY</b>	<b>A/MAJOR MANDATORY (CORE)</b>
<b>COURSE LEVEL</b>	<b>4.5</b>
<b>COURSE CODE</b>	
<b>COURSE CREDIT</b>	<b>2</b>
<b>HOURS PER WEEK THEORY</b>	<b>2</b>
<b>HOURS PER WEEK PRACTICAL/TUTORIAL</b>	<b>NA</b>

### COURSE OBJECTIVE

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

### COURSE OUTCOMES

CO1: Learners will recognize the fundamental components of the business

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

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

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

### ORGANISATION OF THE COURSE

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

## **COURSE DESIGN**

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

- a. Business  
Introduction - Traditional and Modern Concept of business., Functions, Scope and Significance of business. Objectives of Business: Steps in setting business objectives,
- b. Business Environment  
Concept and Importance of business environment, Constituents of Business Environment, Educational Environment and its impact, International Environment – Current Trends in theWorld, Climate change and its impact

PEDAGOGICAL APPROACH: Lecture Method, Case study and Assignments

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

- a. Project Planning  
Introduction: Business Planning Process; Concept and importance of Project Planning; ProjectReport; feasibility Study types and its importance Business Unit Promotion: Concept and Stages of Business Unit Promotion, Location – Factors determining location, and Role of Government in Promotion. Statutory Requirements in Promoting Business Unit.
- b. Business Strategy  
Introduction :- Concept of Business strategy, New Trends in Business strategy: Impact of Liberalization, Privatization and Globalization, Strategy alternatives in the changing scenario, Restructuring and turnaround strategies

PEDAGOGICAL APPROACH: Lecture Method, Assignments and Case Studies

### **REFERENCES:-**

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

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

**30 Marks External**

DURATION: 1 Hour

MARKS: 30

**Any 2 out of 3**

Q. 1 Answer the following (15 Marks)

- a.
- b.

Q. 2 Answer the following (15 Marks)

- a.
- b.

Q. 3 Answer the following (15 Marks)

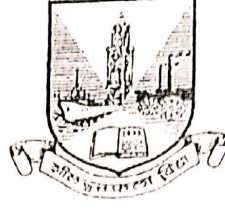
- a.
- b.

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

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

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

# University of Mumbai



क. वि.प्रा.स.से.(युजी)/आयसीसी/२०२४-२५/४

परिपत्रक :-

सर्व प्राचार्य/संचालक, संलग्नित महाविद्यालये/मंस्था, विद्यापीठ शैक्षणिक विभागांचे संचालक/विभाग प्रमुख यांना कळविण्यात येते की, राष्ट्रीय शैक्षणिक धोरण २०२० च्या अमलबजावणीच्या अनुषंगाने शैक्षणिक वर्ष २०२४-२५ पासून एक्झिट पर्याय सह पदवी व पदव्युत्तर अभ्यासक्रम विद्यापरिषदेच्या दिनांक २७ डिसेंबर, २०२३, ३ फेब्रुवारी, २०२४, २० एप्रिल, २०२४ व २४ मे, २०२४ च्या बैठकीमध्ये मंजूर झालेले सर्व अभ्यासक्रम मुंबई विद्यापीठाच्या [www.mu.ac.in](http://www.mu.ac.in) या संकेत स्थळावर NEP २०२० या टॅब वर उपलब्ध करण्यात आलेले आहेत.

मुंबई - ४०० ०३२

११ जून, २०२४

*Baliramh*

(प्रा. (डॉ.) बळीराम गायकवाड)

प्र. कुलसचिव

<b>Copy forwarded for information and necessary action to :-</b>	
1	The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Dept)(AEM), <a href="mailto:dr@eligi.mu.ac.in">dr@eligi.mu.ac.in</a>
2	The Deputy Registrar, Result unit, Vidyanagari <a href="mailto:drresults@exam.mu.ac.in">drresults@exam.mu.ac.in</a>
3	The Deputy Registrar, Marks and Certificate Unit,. Vidyanagari <a href="mailto:dr.verification@mu.ac.in">dr.verification@mu.ac.in</a>
4	The Deputy Registrar, Appointment Unit, Vidyanagari <a href="mailto:dr.appointment@exam.mu.ac.in">dr.appointment@exam.mu.ac.in</a>
5	The Deputy Registrar, CAP Unit, Vidyanagari <a href="mailto:cap.exam@mu.ac.in">cap.exam@mu.ac.in</a>
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7	The Deputy Registrar, PRO, Fort, (Publication Section), <a href="mailto:Pro@mu.ac.in">Pro@mu.ac.in</a>
8	The Deputy Registrar, Executive Authorities Section (EA) <a href="mailto:eau120@fort.mu.ac.in">eau120@fort.mu.ac.in</a> He is requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to the above circular.
9	The Deputy Registrar, Research Administration & Promotion Cell (RAPC), <a href="mailto:rapc@mu.ac.in">rapc@mu.ac.in</a>
10	The Deputy Registrar, Academic Appointments & Quality Assurance (AAQA) dy.registrar.tau.fort.mu.ac.in <a href="mailto:ar.tau@fort.mu.ac.in">ar.tau@fort.mu.ac.in</a>
11	The Deputy Registrar, College Teachers Approval Unit (CTA), <a href="mailto:concolsection@gmail.com">concolsection@gmail.com</a>
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18	Director, Innovation, Incubation and Linkages, Dr. Sachin Laddha <a href="mailto:pinkumanno@gmail.com">pinkumanno@gmail.com</a>
19	Director, Department of Lifelong Learning and Extension (DLLE), <a href="mailto:dlleuniversityofmumbai@gmail.com">dlleuniversityofmumbai@gmail.com</a>

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

**To,**

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

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3	Chairman, Board of Studies,
4	The Director, Board of Examinations and Evaluation, <a href="mailto:dboee@exam.mu.ac.in">dboee@exam.mu.ac.in</a>
5	The Director, Board of Students Development, <a href="mailto:dsd@mu.ac.in">dsd@mu.ac.in</a> <b>DSW</b> <a href="mailto:directotr@dsw.mu.ac.in">directotr@dsw.mu.ac.in</a>
6	The Director, Department of Information & Communication Technology, <a href="mailto:director.dict@mu.ac.in">director.dict@mu.ac.in</a>

# As Per NEP 2020

## University of Mumbai



### **Title of the program**

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

### **Syllabus for**

### **Semester – Sem I to II**

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

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

# University of Mumbai



(As per NEP 2020)

Sr. No.	Heading	Particulars	
<b>1</b>	<b>Title of program</b> <b>O: CU-517A</b>	<b>A</b>	<b>U.G. Certificate in Accountancy</b>
	<b>O: CU-517B</b>	<b>B</b>	<b>U.G. Diploma in Accountancy</b>
	<b>O: CU-517C</b>	<b>C</b>	<b>B.Com. (Accountancy)</b>
	<b>O: CU-517D</b>	<b>D</b>	<b>B.Com. (Hons.) in Accountancy</b>
	<b>O: CU-517E</b>	<b>E</b>	<b>B.Com. (Hons. with Research) in Accountancy</b>
<b>2</b>	<b>Eligibility</b> <b>O: CU-518A</b>	<b>A</b>	XII (H.S.C.) passed from Maharashtra State Board OR equivalent Exam from other state and as per university rules, regulations and ordinance issued from time to time. (As per the ordinance O.2152). OR Passed Equivalent Academic Level 4.0
	<b>O: CU-518B</b>	<b>B</b>	Undergraduate Certificate in Accountancy OR Passed Equivalent Academic Level 4.5
	<b>O: CU-518C</b>	<b>C</b>	Undergraduate Diploma in Accountancy OR Passed Equivalent Academic Level 5.0
	<b>O: CU-518D</b>	<b>D</b>	Bachelor of Accountancy with minimum CGPA of 7.5 OR Passed Equivalent Academic Level 5.5 with Min CGPA 7.5
	<b>O: CU-518E</b>	<b>E</b>	Bachelor of Accountancy with minimum CGPA of 7.5 OR Passed Equivalent Academic Level 5.5 with Min. CGPA 7.5
<b>3</b>	<b>Duration of program</b> <b>R: CU-541</b>	<b>A</b>	One Year
		<b>B</b>	Two Years
		<b>C</b>	Three Years
		<b>D</b>	Four Years
		<b>E</b>	Four Years
<b>4</b>	<b>Intake Capacity</b> <b>R: CU-542</b>	<b>120 per division</b>	

5	<b>Scheme of Examination</b> <b>R: CU-543</b>	NEP 40% Internal Evaluation 60% External, Semester End Examination Individual Passing in Internal and External Examination	
6	<b>R: CU-544 Standards of Passing</b>	40%	
7	<b>Credit Structure</b> <b>Sem. I - R: CU-545A</b> <b>Sem. II - R: CU-545B</b>	Attached herewith	
	<b>Credit Structure</b> <b>Sem. III - R: CU-545C</b> <b>Sem. IV - R: CU-545D</b>		
	<b>Credit Structure</b> <b>Sem. V - R: CU-545E</b> <b>Sem. VI - R: CU-545F</b>		
8	<b>Semesters</b>	A	Sem I & II
		B	Sem III & IV
		C	Sem V & VI
		D	Sem VII & VIII
		E	Sem VII & VIII
9	<b>Program Academic Level</b>	A	4.5
		B	5.0
		C	5.5
		D	6.0
		E	6.0
10	<b>Pattern</b>	Semester	
11	<b>Status</b>	New	
12	<b>To be implemented from Academic Year Progressively</b>	From Academic Year: 2024-25	

**Sign of the BOS**  
**Principal Dr.(CA)**  
**Gajanan Wader**  
**Chairman Board of**  
**Studies:**  
**Accountancy**

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

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

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

# Preamble

## 1) Introduction

A bachelor's program in Commerce with a specialization in Accountancy is a vital educational choice for those aspiring to excel in the dynamic world of finance and accounting. In an era of complex financial regulations, businesses, and organizations require professionals with a deep understanding of financial principles and expertise in accountancy. This program not only equips students with the necessary knowledge and skills but also offers a clear path to numerous lucrative and in-demand career opportunities in auditing, taxation, financial analysis, and at the same time encourage entrepreneurship and management of family business.

## 2) Aims and Objectives

1. The program aims to provide learners with a broad and in-depth knowledge of accounting and finance, including financial reporting, auditing, taxation, management, costing and corporate finance.
2. The program emphasizes ethical considerations in accounting and finance, instilling a strong sense of professional responsibility and integrity in students.
3. It encourages critical thinking and problem-solving skills, enabling students to address complex financial challenges in real-world scenarios.
4. The program aims to provide students with a global perspective on financial issues, considering international accounting standards and practices.
5. To foster a culture of continuous learning and professional development, encouraging graduates to pursue advanced degrees or professional certifications in accounting and finance.

## 3) Learning Outcomes

PO1: Learners would be able to demonstrate a comprehensive understanding of core accounting, finance, cost and management concepts, principles, and practices and critically analyze financial statements of various entities.

PO2: Demonstrate a comprehensive understanding of the taxation laws, regulations, and policies in India, including direct and indirect taxes, and international taxation.

PO3: Learners would be able to explain the importance of integrity, transparency, and ethical responsibility in financial reporting.

PO4: Learners would be able to demonstrate the ability to break down complex financial challenges into component parts and prepare its statement/ reports for stakeholders.

PO5: Learners will gain knowledge of international accounting standards and practices, including IFRS and GAAP and analyze its differences.

## 4) Any other point (if any)

The Bachelor of Commerce program with a specialization in Accountancy for undergraduates with competency and vocational skills aims to produce well-rounded professionals who are not only academically proficient but also possess the practical skills, ethics, and adaptability require to thrive in the ever-evolving field of accounting and finance.

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

### Under Graduate Certificate in Accountancy Credit Structure (Sem. I & II)

R: _____ A										
Level	Semester	Major		Minor	OE	VSC, SEC (VSEC)	AE C, VE C, IK S	OJT, FP, CEP, CC,RP	Cum. Cr. / Sem.	Degree/ Cum. Cr.
		Mandatory	Electives							
4.5	I	Accountancy & Financial Management -I (02)		-	2+2	Vocational Skills in Accounting -I (02)	AEC :2, VEC :2, IKS: 2	CC:2	22	UG Certificate 44
		Balance (02+02) Credits from Commerce / Economics / Business Management				Vocational Skills in Accounting -II (02)				
R: _____ B										
	II	Accountancy & Financial Management -II (02)		2	2+2	Vocational Skills in Accounting -III (02)	AEC :2, VEC :2	CC:2	22	
		Balance (02+02) Credits from Commerce / Economics / Business Management				Vocational Skills in Accounting -IV (02)				
	<b>Cum Cr.</b>	12	-	2	8	4+4	4+4+2	4	44	

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

## Under Graduate Diploma in Accountancy

### Credit Structure (Sem. III & IV)

R: _____ C										
Level	Semester	Major		Minor	OE	VSC, SEC (VSEC)	AE C, VE C, IK S	OJT, FP, CEP, CC,RP	Cum. Cr. / Sem.	Degree/ Cum. Cr.
		Mandatory	Electives							
5.0	III	Accountancy & Financial Management - III (04)		4	2	Vocational Skills in Accounting -V (02)	AEC: 2	FP: 2 CC:2	22	UG Diploma 88
		Accounting & Auditing (Management Accounting)-I (4)								
	R: _____ D									
	IV	Accountancy & Financial Management - IV (04)		4	2	Vocational Skills in Accounting -VI (02)	AEC: 2	CEP: 2 CC:2	22	
		Accounting & Auditing (04)-II								
	<b>Cum Cr.</b>	28		10	12	6+6	8+4+2	8+4	88	
<b>Exit option; Award of UG Diploma in Major and Minor with 80-88 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor</b>										

## B.Com. (Accountancy)

### Credit Structure (Sem. V & VI)

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

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

# Semester - I

<b>Course</b>	<b>Accountancy &amp; Financial Management -I (Semester I; Level 4.5)</b>	<b>Credits</b>	<b>02</b>
<b>Type</b>	<b>Major: Mandatory</b>	<b>No of Teaching hours</b>	<b>30</b>
<b>Evaluation/ Assessment</b>	<b>Total 50 Marks = 30 Marks Semester End Evaluation and 20 Marks Continuous Evaluation</b>		

### **Preface**

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

### **Aims and Objectives**

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

### **Learning Outcomes**

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

## MODULES AT GLANCE

Module No	Content	No of Hours
1	Introduction to Accounting Concepts and Accounting Standards.	15
2	Final Accounts of Manufacturing Concern.	15
		<b>30</b>

Module No	Content	No of Hours
1	<p><b><u>Introduction to Accounting Concepts &amp; Accounting Standards.</u></b></p> <ul style="list-style-type: none"> <li>• Accounting Concepts and Conventions.</li> <li>• Meaning and Classification - Capital, Revenue: Expenditure and Receipts, Profit and Loss.</li> <li>• Accounting Standard (AS) and Ind-AS &amp; IFRS – An Introduction, Concepts and Benefits.</li> <li>• AS – 1 Disclosure of Accounting Policies.</li> <li>• AS – 2 Valuation of Inventories.</li> <li>• AS - 9 Revenue Recognition.</li> <li>• Inventory Valuation and Experiential Learning- Physical Stock Taking Activity and Recording.</li> <li>• Practical Problems on preparation of Stock Ledger Account using First in First Out (FIFO Method) and Weighted Average Cost method.</li> <li>• Short practical problems on Valuation of Inventory as per AS 2.</li> </ul>	15
2.	<p><b><u>Final Accounts of Manufacturing Concern</u></b></p> <ul style="list-style-type: none"> <li>• Introduction and meaning.</li> <li>• Final Accounts of Manufacturing Concern (Proprietary Firm).</li> <li>• Closing and Adjustment Entries in Final Accounts of Manufacturing Concern.</li> <li>• Preparation of Trading Account, Manufacturing Account, Profit &amp; Loss Account and Balance Sheet.</li> </ul> <p>(Note: For Semester End Examination not more than 5 adjustments to be asked in one practical problem)</p>	15

### **Reference Books**

1. Introduction to Accountancy by T. S. Grewal, S. Chand and Company (P) Ltd., New Delhi.
2. Advanced Accountancy by R. L Gupta and M Radhaswamy, S. Chand and Company (P) Ltd., New Delhi.
3. Modern Accountancy by Mukherjee and Hanif, Tata Mc. Grow Hill & Co. Ltd., Mumbai  
Financial Accounting by Lesile Chandwick, Pentice Hall of India Adin Bakley (P) Ltd.

4. Financial Accounting for Management by Dr. Dinesh Harsalekar, Multi-Tech. Publishing Co. Ltd., Mumbai.
5. Financial Accounting by P. C. Tulsian, Pearson Publications, New Delhi.
6. Accounting Principles by Anthony, R.N. and Reece J.S., Richard Irwin Inc.
7. Financial Accounting by Monga, J.R. Ahuja, Girish Ahuja and Shehgal Ashok, Mayur Paper Back.
8. Compendium of Statement & Standard of Accounting, ICAI.
9. Guidance Notes on Accounting Standard, ICAI
10. Indian Accounting Standards, Ashish Bhattacharya, Tata Mc. Grow Hill & Co. Ltd., Mumbai
11. Financial Accounting by Williams, Tata Mc. Grow Hill & Co. Ltd., Mumbai
11. Company Accounting Standards: Shrinivasan Anand, Taxman.
12. Financial Accounting by V. Rajasekaran, Pearson Publications, New Delhi.
13. Introduction to Financial Accounting by Horngren, Pearson Publications.
14. Financial Accounting by M. Mukherjee. M. Hanif. Tata McGraw Hill Education Private Ltd; New Delhi.

**Semester End External - 30 Marks**

**Time: 1:00 Hour**

**QUESTION PAPER PATTERN**      **Attempt any 2 out of 3 questions.**

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

**Note**

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

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

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

# Mandatory Course – I

**Programme Name: B. Com. (Business Economics)**

**Course Name: Economics for Professional Careers - I**

**Total Credit:2**

**University Assessment: 50 Marks**

**Pre-Requisite:** This course requires students to have a foundational understanding of basic economics.

## Course Objectives:

- To establish a comprehensive understanding of Business Economics.
- To demonstrate and understand the various concepts in the principles of demand.
- To compare and contrast the theories of consumer behavior.
- To develop expertise in the concept of supply and related concepts.

## Course Outcome:

CO1: Remembering the meaning, scope and importance of concepts used in the economics.

CO2: Understanding the role, problems and types of concepts used in the economics.

CO3: Applying the determinants of demand, supply.

CO4: Analysing the consumer's behaviour.

Modules	Units	Lecture Hours
1. Business Economics and Demand	Meaning, scope and importance of Business Economics, Basic Problems of an Economy and Role of Price Mechanism.	15
	Meaning and Determinants of Demand, Law of Demand, Increase & Decrease in Demand and Expansion & Contraction of Demand.	
2. Consumer's Behaviour and Supply	Theory of Consumer's Behaviour Marshallian approach and Indifference Curve approach.	15
	Meaning and Determinants of Supply, Law of Supply and Elasticity of Supply.	

### **Reference Books:**

- 1) Bradley R. Schiller, The Macro Economics Today, Tata McGraw- Hill, 2011.
- 2) B. Douglas Bernheim and Michael D. Whinston, Microeconomics, Tata McGraw- Hill, 2011.
- 3) Lipsey, R.G. and A.K. Chrystal, Economics, Oxford Univ. Press, 2007
- 4) Mankiw, N.G., Economics: Principles and Applications, Cengage Learning, 2009.
- 5) Pindyck, R.S. and D.L. Rubinfeld, Microeconomics, Pearson Education, 2008.
- 6) Stiglitz, J.E. and C.E. Walsh, Principles of Economics, W.W. Norton, 2002.
- 7) Salvatore, D.L., Microeconomics: Theory and Applications, Oxford Univ. Press, 2008.
- 8) Suma Damodaran, Managerial Economics, Oxford University Press, 2006
- 9) Varian, H.R., Intermediate Microeconomics: A Modern Approach, W.W. Norton, 2002.
- 10) Sen, Anindya, Microeconomic Theory, Oxford Univ. Press, 1999.
- 11) Koutsoyiannis, A., Modern Microeconomics, MacMillan Press, 1979.
- 12) H.L. Ahuja, Business Economics, 1999.
- 13) H.L. Ahuja, Principles of Microeconomics.

**Title of the Course: Entrepreneurship and Innovative Start-ups with Strategic Economics**

**Programme: B. Com in Business Economics**

# As Per NEP 2020

## University of Mumbai



**Title of the Course Indian Constitution**

**Semester – Sem I**

**Syllabus for Two Credit**

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

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

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

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

## COURSE DESIGN

UNIT TITLE	OUTCOME	DESCRIPTION	PEDAGOGICAL APPROACH
INTRODUCTION TO CONSTITUTION	Learners will understand the importance of preamble in the implementation of constitution.	Constitution meaning of the term, Significance of constitution, Preamble, Features of constitution and basic structure of Indian Constitution	Chalk and talk method, Case laws
FUNDAMENTAL RIGHTS, FUNDAMENTAL DUTIES AND DIRECTIVE PRINCIPLES	Learners will understand the fundamental rights and duties towards the nation and people.	Fundamental rights (Art 12 to Art 35), Fundamental Duties and Directive Principles of state policy	Chalk and talk method, Case laws
JUDICIARY	Learners will be able to summarize the process of judicial review and identify criteria used by courts to evaluate the constitutionality of criminal law of India.	Introduction to Supreme Court, Powers, and Functions of the Supreme Court, Introduction to High Court, Powers and Functions of the High Court, Public Interest Litigation and Judicial Activism.	Chalk and talk method, Case laws.

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

\*Any Two for 20 marks

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

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

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

# As Per NEP 2020

## University of Mumbai



### Title of the Course

**Foundation of Behavioural skills – Basic level**

**Semester – Sem I**

**Syllabus for Two Credit**

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

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

<b>COURSE OBJECTIVE</b>
<ol style="list-style-type: none"> <li>1. To develop understating about behavioural Skills.</li> <li>2. To develop communication skills of students through experiential learning.</li> <li>3. Life skill development through work life balance and stress management training.</li> <li>4. To developing effective leadership quality among the learners.</li> </ol>
<b>COURSE OUTCOME</b>
CO1: Learners will be able to Define and Identify different life skills required in personal and professional life
CO2: Learners will develop an awareness of the self and apply well-defined techniques to cope with emotions and stress.
CO3: Learners will be able to explain the basic mechanics of effective communication and demonstrate these through presentations and take part in group discussions
CO4: Learners will be able to use appropriate thinking and problem-solving techniques to solve new problems

## ORGANISATION OF THE COURSE

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

## COURSE DESIGN

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

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

<b>CONTINUOUS ASSESSMENT TESTS (CAT) &amp; SEMESTER END EXAMINATION (SEE)</b>			
<b>NATURE OF ASSESSMENT</b>	<b>MARKS</b>	<b>METHODOLOGY</b>	<b>COURSE OUTCOME</b>
CAT 1 *	10	Online Quiz, Open book test, Presentations, Projects and Viva	CO1
CAT 2 *	05	Presentations, Projects and Viva	CO1, CO2
CAT 3 *	10	Online Quiz, Open book test, Presentations, Project Assignment and Viva	CO3
CAT 4 *	05	Presentations, Projects and Viva	CO4
SEE	30	Five questions of 10 marks each (from each course unit), to be attempted any 3, 10 marks may be subdivided into two sub questions of 5 marks	CO1, CO2, CO3, CO4

\*Any Two for 20 marks

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

Syllabus Drafting Committee

Prof. Dr. Aruna Deshpande

Prof. Dr. Tejashree Deshmukh

Mr. Nitin Vazirani

Signature

Prof. Kavita Laghate

Mr. Bhooshan Maikani  
Dr. Vinita Pimple

Chairman of Board of Studies in Value Education

## As Per NEP 2020

# University of Mumbai



### Syllabus for Basket of AEC

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

Sr. No.	Heading	Particulars
1	<b>Description the course:</b>  <b>Including but Not limited to:</b>	<b>Business Communication Skills I (B.Com.)</b> Business communication is an integral part of the commercial and corporate world. The growth of commercial organizations is directly linked to the effectiveness of their methods of communication with all their stakeholders. The success of an organization is also closely linked to its image building. As a discipline, business communication has changed diametrically and exponentially because of the rapid changes in information technology. In this scenario, it is imperative that all corporate professionals should have command over the various dimensions of business communication including the intentional and unintentional, the verbal and non-verbal, the in-person and the digital. The systematic study of business communication prepares the learners to become capable entrepreneurs, professionals, team-members and managers in today's competitive, networked and digitized business world.
2	<b>Vertical :</b>	<b>Ability Enhancement Course</b>
3	<b>Type :</b>	Theory
4	<b>Credit:</b>	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	30 Hours
6	<b>Marks Allotted:</b>	50 Marks
7	<b>Course Objectives:</b> <ol style="list-style-type: none"> <li>1. To make learners familiar with the basics of business communication theory.</li> <li>2. To make learners aware of digital communication for personal and business use.</li> <li>3. To improve learners' understanding of verbal and non-verbal communication.</li> <li>4. To enable learners with effective business correspondence skills.</li> </ol>	

8	<p><b>Course Outcomes:</b></p> <p>At the end of the course, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the basics and significance of business communication theory.</li> <li>2. Adapt to and use digital communication methods for personal and business purposes.</li> <li>3. Grasp and effectively use the nuances of verbal and non-verbal communication.</li> <li>4. Improve their skills in business correspondence.</li> </ol>
9	<p><b>Modules:-</b> Per credit One module can be created</p> <hr/> <p><b>Module 1: Introducing the Theory of Business Communication (15 Lectures)</b></p> <hr/> <ol style="list-style-type: none"> <li><b>1. Concept of Communication</b> <ul style="list-style-type: none"> <li>- Definition and meaning of communication</li> <li>- Process of communication</li> <li>- Need of communication</li> <li>- Feedback</li> </ul> </li> <li><b>2. Communication at the Workplace</b> <ul style="list-style-type: none"> <li>- Channels of communication: Downward, Upward, Horizontal, Grapevine</li> <li>- Methods of communication: Verbal and non-verbal</li> </ul> </li> <li><b>3. Impact of Digital Technology on Communication</b> <ul style="list-style-type: none"> <li>- Internet-enabled communication; Email</li> <li>- Social media: FaceBook, Twitter, Instagram, WhatsApp</li> </ul> </li> </ol> <hr/> <p><b>Module 2: Business Correspondence (15 Lectures)</b></p> <hr/> <ol style="list-style-type: none"> <li>1. <ul style="list-style-type: none"> <li>- Parts of a business letter</li> <li>- Layouts of a business letter</li> </ul> </li> <li>2. <ul style="list-style-type: none"> <li>- Job application with bio-data</li> <li>- letter of appointment</li> <li>- letter of appreciation</li> <li>- letter of resignation</li> </ul> </li> </ol>

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

10

**Text Books: N.A.**

11

**Reference Books:**

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

12	<b>Internal Continuous Assessment: 40%</b>	<b>External, Semester End Examination 60%</b> <b>Individual Passing in Internal and External Examination</b>												
13	<p><b>Continuous Evaluation through:</b></p> <ul style="list-style-type: none"> <li>• Performance in activities: 10 marks (The class may be divided into batches to conduct the oral activities by creating formal schedule for the same before the semester End Examination.)</li> <li>• Written assignments or projects: 10 marks (Learners will have to write and submit written assignments in a timely manner.)</li> </ul> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Use of social media accounts for purpose of business communication</li> <li>• Making short presentations on given topics</li> <li>• Official letter writing/ email writing exercises</li> <li>• Role play focusing on channels and methods of communication</li> </ul>													
14	<p><b>Format of Question Paper:</b> for the final examination</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 60%;"><b><i>External / Semester End Examination</i></b></td> <td style="width: 20%; text-align: center;"><b><i>Marks: 30</i></b></td> <td style="width: 20%; text-align: right;"><b><i>Time: 1 Hours</i></b></td> </tr> <tr> <td>Q.1. Essay Type Questions (Any One out of two on Unit I)</td> <td></td> <td style="text-align: right;">Marks 10</td> </tr> <tr> <td>Q.2. Essay Type Questions (Any One out of two on Unit II)</td> <td></td> <td style="text-align: right;">Marks 10</td> </tr> <tr> <td>Q.3. Short Notes/Problem (Any Three out of five on all Units)</td> <td></td> <td style="text-align: right;">Marks 10</td> </tr> </table>		<b><i>External / Semester End Examination</i></b>	<b><i>Marks: 30</i></b>	<b><i>Time: 1 Hours</i></b>	Q.1. Essay Type Questions (Any One out of two on Unit I)		Marks 10	Q.2. Essay Type Questions (Any One out of two on Unit II)		Marks 10	Q.3. Short Notes/Problem (Any Three out of five on all Units)		Marks 10
<b><i>External / Semester End Examination</i></b>	<b><i>Marks: 30</i></b>	<b><i>Time: 1 Hours</i></b>												
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Q.3. Short Notes/Problem (Any Three out of five on all Units)		Marks 10												

**Sign of BOS Chairman  
Prof. Dr. Shivaji Sargar  
Board of Studies in  
English**

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

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

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

## As Per NEP 2020

# University of Mumbai



<b>Syllabus for Basket of VSC for Commerce Faculty</b>	
<b>Board of Studies in Mathematics</b>	
<b>UG First Year Programme</b>	
<b>Semester</b>	<b>I</b>
<b>Title of Paper</b>	<b>Credits</b>
<b>I) Commercial Mathematics I (VSC)</b>	<b>2</b>
<b>From the Academic Year</b>	<b>2024-25</b>

## Name of the Course: Commercial Mathematics – I

Sr. No	Heading	Particulars
<b>1</b>	<b>Description the course: Including but not limited to:</b>	This course offers a comprehensive exploration of financial concepts essential for practical application, covering commission, brokerage, discounts, and partnership structures. It provides clear insights into calculating commission and brokerage, understanding various types of discounts, and delineating profit and loss sharing mechanisms in partnerships, including scenarios involving mixtures of discount and profit. This course also delves into shares and mutual funds, elucidating concepts like face value, market value, dividend, and different share types, alongside practical examples. This course equips learners with the fundamental financial knowledge and analytical skills necessary for navigating real-world financial scenarios with confidence and proficiency.
<b>2</b>	<b>Vertical:</b>	VSC
<b>3</b>	<b>Type:</b>	Practical
<b>4</b>	<b>Credits:</b>	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
<b>5</b>	<b>Hours Allotted:</b>	60 Hours
<b>6</b>	<b>Marks Allotted:</b>	50 Marks
<b>7</b>	<b>Course Objectives (CO):</b> This course builds on the fundamental mathematical ideas taught in school by presenting students with sophisticated and detailed problems requiring critical thinking and reasoning skills. By handling these problems, students will improve their analytical skills and gain a better comprehension of the subject. The course's goal is to promote intellectual growth and equip students to excel in a range of competitive examinations by improving their reasoning and logical thinking abilities. CO1: To familiarize students with the concepts of commission, brokerage, discount, and partnership, and their applications in real-life scenarios. CO2: To enable students to understand the calculation methods for commission, brokerage, trade discount, cash discount, and profit/loss sharing in	

	<p>partnerships.</p> <p>CO3: To introduce students to the concepts of shares, including face value, market value, dividend, equity shares, preferential shares, and bonus shares.</p> <p>CO4: To provide students with an understanding of mutual funds, including entry load, exit load, dividends, and changes in Net Asset Value (NAV).</p> <p>CO5: To equip students with the knowledge and skills to solve problems related to the calculation of net income in mutual funds and the averaging of prices under Systematic Investment Plans (SIPs).</p>
<p><b>8</b></p>	<p><b>Course Outcomes (OC):</b></p> <p>After completion of the course, students will be able to</p> <p>OC1: differentiate between commission and brokerage and apply appropriate calculation methods in various scenarios.</p> <p>OC2: understand the concepts of trade discount, cash discount, and their implications on profit and loss calculations in business transactions.</p> <p>OC3: apply the principles of profit and loss sharing in partnership agreements.</p> <p>OC4: gain a comprehensive understanding of shares, including their types, valuation methods, and implications for investors.</p> <p>OC5: analyze mutual fund investments, calculate net income considering various factors, and make informed investment decisions.</p> <p>OC6: develop proficiency in averaging prices under SIPs and understand its significance in long-term investment strategies.</p>
<p><b>9</b></p>	<p><b>Modules: -</b></p> <p><b>Module 1: Commission, Brokerage, Discount and Partnership:</b></p> <p>1. Commission and Brokerage: Concept/Idea of Commission and Brokerage, Examples on calculation of commission and brokerage.</p> <ul style="list-style-type: none"> <li>• Practical on Commission</li> <li>• Practical on Brokerage</li> </ul> <p>2. Discounts: Concept/Idea of Discount, Trade Discount, Cash Discount. Profit and Loss. Sharing of profit/loss in Partnership.</p> <ul style="list-style-type: none"> <li>• Practical on Discount</li> <li>• Practical on Trade Discount</li> <li>• Practical on Cash Discount</li> <li>• Practical on Profit and Percentage Profit</li> <li>• Practical on Loss and Percentage Loss</li> <li>• Practical on Sharing of Profit in Partnership</li> <li>• Practical on Sharing of loss in Partnership</li> </ul> <p>3. Mixture of discount and profit.</p> <ul style="list-style-type: none"> <li>• Practical on mixture of discount and profit.</li> </ul> <p><b>Module 2: Shares and Mutual Funds:</b></p> <p>1. Concepts of shares, face value, market value, dividend, equity shares, preferential shares, bonus shares, examples.</p> <ul style="list-style-type: none"> <li>• Practical on shares (face value and market value)</li> <li>• Practical on dividend calculations</li> <li>• Practical on Equity shares</li> </ul>

	<ul style="list-style-type: none"> <li>• Practical on Preferential shares</li> <li>• Practical on Bonus shares</li> </ul> <p>2. Mutual Funds, problems on calculation of Net Income after considering entry load, dividend, change in Net Asset Value (N.A.V) and exit load.</p> <ul style="list-style-type: none"> <li>• Practical on Mutual Fund without considering Entry/Exit Load</li> <li>• Practical on Mutual Fund with only Entry Load</li> <li>• Practical on Mutual Fund with only Exit Load</li> <li>• Practical on Mutual Fund with Entry and Exit Load</li> </ul> <p>3. Averaging of price under the ‘Systematic Investment Plan (S.I.P)’</p> <ul style="list-style-type: none"> <li>• Practical on SIP and averaging price under SIP</li> </ul> <p><b>Students are encouraged to use excel to solve practical problems.</b></p>						
<b>10</b>	<b>Text Books</b> 1. Business Mathematics, M. Wilson, Himalaya Publishing House. 2. A textbook of Business Mathematics, R. Jayaprakash Reddy, Y. Mallikarjuna Reddy,						
<b>11</b>	<b>Reference Books</b> 1. Business Mathematics and Statistics, S.K. Khandelwal, International Book House Pvt. Ltd. 2. Business Mathematics, K.L. Sehgal, Himalaya Publishing House.						
	<b><u>Scheme of the Examination</u></b>						
	<p>The performance of the learners shall be evaluated into two parts.</p> <ul style="list-style-type: none"> <li>• Internal Continuous Assessment of 20 marks for each paper.</li> <li>• Semester End Examination of 30 marks for each paper.</li> <li>• Separate head of passing is required for internal and semester end examination.</li> </ul>						
<b>12</b>	<b>Internal Continuous Assessment: 40%</b> <b>Semester End Examination: 60%</b>						
<b>13</b>	<p><b>Continuous Evaluation through:</b> Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc. (at least 3)</p> <p>Mid semester practical examination of 20 marks will be conducted on <b>covered syllabus (at least 50% of total syllabus)</b> of one hour duration as per the following pattern.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Sr. No.</th> <th style="width: 70%;">Title</th> <th style="width: 20%;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1.</td> <td>Quiz comprising of MCQs (Attempt any 5 out of 8) (Online/Offline)</td> <td style="text-align: center;">05</td> </tr> </tbody> </table>	Sr. No.	Title	Marks	1.	Quiz comprising of MCQs (Attempt any 5 out of 8) (Online/Offline)	05
Sr. No.	Title	Marks					
1.	Quiz comprising of MCQs (Attempt any 5 out of 8) (Online/Offline)	05					

	2.	Class Test comprising of Problems/ Programs (Attempt any 2 out of 4)	10										
	3.	Viva	05										
<b>14</b>	<b>Format of Question Paper:</b>												
	<p>The performance of the learners shall be evaluated into two parts.</p> <ul style="list-style-type: none"> <li>• Internal Continuous Assessment of 20 marks.</li> <li>• Semester End Examination of 30 marks.</li> <li>• Separate head of passing is required for internal, and semester end practical examination.</li> </ul> <p><b>Semester End Practical Examination (30 marks):</b></p> <p>Semester end practical examination of 30 marks <b>on entire syllabus</b> will be conducted of three hours duration as per the following pattern.</p> <table border="1"> <thead> <tr> <th>Sr. No.</th> <th>Title</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Problems/ Programs (Attempt any 5 out of 8)</td> <td>25 Marks</td> </tr> <tr> <td>2.</td> <td>Journal</td> <td>05 Marks</td> </tr> </tbody> </table> <p>The students are required to perform 75% of the Practical for the journal to be duly certified. The students are required to present a duly certified journal for appearing at the practical examination, failing which they will not be allowed to appear for the examination.</p>				Sr. No.	Title	Marks	1.	Problems/ Programs (Attempt any 5 out of 8)	25 Marks	2.	Journal	05 Marks
Sr. No.	Title	Marks											
1.	Problems/ Programs (Attempt any 5 out of 8)	25 Marks											
2.	Journal	05 Marks											

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Chairman  
Dr. Bhausahab S Desale  
The Chairman, Board of  
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Dr. Madhav R. Rajwade  
Faculty of Science &  
Technology**

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

## As Per NEP 2020

# University of Mumbai



<b>Syllabus for Basket of SEC/VSC for Commerce Faculty</b>	
<b>Board of Studies in Mathematics</b>	
<b>UG First Year Programme</b>	
<b>Semester</b>	<b>I</b>
<b>Title of Paper</b>	<b>Credits</b>
<b>I) Practical Statistics for Commerce I (SEC/VSC)</b>	<b>2</b>
<b>From the Academic Year</b>	<b>2024-25</b>

### Name of the Course: Practical Statistics for Commerce – I

Sr. No	Heading	Particulars
1	<b>Description the course: Including but not limited to:</b>	This course provides a comprehensive exploration of fundamental statistical concepts and decision-making techniques essential for data analysis and problem-solving. It delves into Measures of Central Tendency, encompassing discrete and continuous random variables. Additionally, it covers Measures of Dispersion to understand and interpret data variability effectively. It addresses decision-making analysis and Decision Trees. Through theoretical foundations and practical examples, this course equips students with the analytical skills necessary to make informed decisions in various contexts, empowering them to analyze data effectively and navigate decision-making scenarios with confidence.
2	<b>Vertical:</b>	SEC/VSC
3	<b>Type:</b>	Practical
4	<b>Credits:</b>	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted:</b>	60 Hours
6	<b>Marks Allotted:</b>	50 Marks
7	<b>Course Objectives (CO):</b>	<p>This course introduces students to fundamental concepts in data analysis. They will learn about decision-making situations, key components like decision makers, courses of action, and states of nature. By the end of the course, students will possess a solid foundation in data analysis and decision theory, enabling them to make informed decisions and analyze complex data sets effectively.</p> <p>CO1: To familiarize students with different measures of central tendency such as mean, median, and mode, and their calculation methods for both raw and grouped data, and concepts from decision theory.</p> <p>CO2: To provide students with an understanding of measures of dispersion, including range, coefficient of range, variance, and standard deviation, and their significance in analyzing data variability.</p>

	<p>CO3: To introduce decision-making techniques under uncertainty, such as Maximin, Maximax, and Laplace criteria, through simple examples.</p> <p>CO4: To explain decision-making under risk using the Expected Monetary Value (EMV) approach, decision trees, and the concept of Expected Opportunity Loss (EOL).</p>
<b>8</b>	<p><b>Course Outcomes (OC):</b></p> <p>After completion of the course, students will be able to</p> <p>OC1: understand the concept of central tendency, measures of dispersion and be able to calculate mean, median, mode, range, variance, and standard deviation for raw and grouped data.</p> <p>OC2: learn to compute measures of central tendency for both discrete and continuous random variables.</p> <p>OC3: analyze data variability using measures of dispersion.</p> <p>OC4: identify decision-making situations, courses of action, and states of nature.</p> <p>OC5: construct pay-off matrices and use them for decision-making skills under uncertainty using techniques like Maximin, Maximax, Expected Monetary Value (EMV), Expected Opportunity Loss (EOL) and Laplace criteria.</p>
<b>9</b>	<p><b>Modules:-</b></p> <p><b>Module 1: Measures of Central Tendency and Dispersion</b></p> <p>1. Concept of Measures of Central Tendency. The basic measures of central tendency, such as Mean, Median and Mode, for raw data.</p> <ul style="list-style-type: none"> <li>• Practical based on finding Mean of the raw data</li> <li>• Practical based on finding Median of the raw data</li> <li>• Practical based on finding Mode of the raw data</li> </ul> <p>2. Grouped Data and measures of central tendency for grouped data for discrete random variable.</p> <ul style="list-style-type: none"> <li>• Practical based on finding Mean of the grouped data for a discrete variable</li> <li>• Practical based on finding Median of the grouped data for a discrete variable</li> <li>• Practical based on finding Mode of the grouped data for a discrete variable</li> </ul> <p>3. Mean, Median and Mode for Continuous random variable</p> <ul style="list-style-type: none"> <li>• Practical based on finding Mean of the grouped data for a continuous variable</li> <li>• Practical based on finding Median of the grouped data for a continuous variable</li> <li>• Practical based on finding Mode of the grouped data for a continuous variable</li> </ul> <p>4. Measures of dispersion, such as Range, Coefficient of Range, Variance and Standard Deviation.</p> <ul style="list-style-type: none"> <li>• Practical based on finding Range and coefficient of Range of the data</li> <li>• Practical based on finding Variance and Standard Deviation of the data</li> </ul> <p><b>Students are encouraged to use excel to solve practical problems.</b></p> <p><b>Module 2: Decision theory</b></p> <p>1. Decision making situation; Decision maker, Courses of Action, States of Nature Pay-off and Pay-off matrix</p> <ul style="list-style-type: none"> <li>• Practical based on Courses of Action, States of Nature (Case-study type problems may be given, and the learners will be expected to differentiate between Courses-of-Action and States-of-Nature).</li> <li>• Practical based on Pay-off and Pay-off matrix (Case-study type problems may be given, and the learners will be expected to obtain pay-offs and construct pay-off matrix)</li> </ul> <p>2. Decision making under Uncertainty: Maximin, Maximax and Laplace criteria,</p>

	<p>simple examples to find optimum decision.</p> <ul style="list-style-type: none"> <li>• Practical based on Decision making using Maximin Criteria</li> <li>• Practical based on Decision making using Maximax Criteria</li> <li>• Practical based on Decision making using Laplace Criteria</li> <li>• Practical based on Decision making under different criteria.</li> </ul> <p>3. Decision making under Risk Expected Monetary Value (EMV), Decision tree, simple examples based on EMV and EOL</p> <ul style="list-style-type: none"> <li>• Practical based on EMV</li> <li>• Practical based on creation of Opportunity Loss (Regret) Table</li> <li>• Practical based on EOL</li> <li>• Practical based on constructing of Decision Tree</li> </ul>
<b>10</b>	<p><b>Text Books</b></p> <p>1. Fundamentals of Mathematical Statistics, 12th Edition, S. C. Gupta and V. K. Kapoor, Sultan Chand &amp; Sons, 2020.</p> <p>2. Statistics for Business and Economics, 11th Edition, David R. Anderson, Dennis J. Sweeney and Thomas A. Williams, Cengage Learning, 2011.</p> <p>3. Introductory Statistics, 8th Edition, Prem S. Mann, John Wiley &amp; Sons Inc., 2013.</p>
<b>11</b>	<p><b>Reference Books</b></p> <p>1. A First Course in Statistics, 12th Edition, James McClave and Terry Sincich, Pearson Education Limited, 2018.</p> <p>2. Introductory Statistics, Barbara Illowsky, Susan Dean and Laurel Chiappetta, OpenStax, 2013.</p>
	<p><b><u>Scheme of the Examination</u></b></p>
	<p>The performance of the learners shall be evaluated into two parts.</p> <ul style="list-style-type: none"> <li>• Internal Continuous Assessment of 20 marks for each paper.</li> <li>• Semester End Examination of 30 marks for each paper.</li> <li>• Separate head of passing is required for internal and semester end examination.</li> </ul>
<b>12</b>	<p><b>Internal Continuous Assessment: 40%</b>  <b>Semester End Examination: 60%</b></p>
<b>13</b>	<p><b>Continuous Evaluation through:</b> Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.  (at least 3)</p> <p>Mid semester practical examination of 20 marks will be conducted on <b>covered syllabus (at least 50% of total syllabus)</b> of one hour duration as per the following pattern.</p>

Sr. No.	Title	Marks
1.	Quiz comprising of MCQs (Attempt any 5 out of 8) (Online/Offline)	05
2.	Class Test comprising of Problems/ Programs (Attempt any 2 out of 4)	10
3.	Viva	05

**14 Format of Question Paper:**

The performance of the learners shall be evaluated into two parts.

- Internal Continuous Assessment of 20 marks.
- Semester End Examination of 30 marks.
- Separate head of passing is required for internal, and semester end practical examination.

**Semester End Practical Examination (30 marks):**

Semester end practical examination of 30 marks **on entire syllabus** will be conducted of three hours duration as per the following pattern.

Sr. No.	Title	Marks
1.	Problems/ Programs (Attempt any 5 out of 8)	25 Marks
2.	Journal	05 Marks

The students are required to perform 75% of the Practical for the journal to be duly certified. The students are required to present a duly certified journal for appearing at the practical examination, failing which they will not be allowed to appear for the examination.

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AC – 28.06.2024  
Item No. – 8.1 (N)

## As Per NEP 2020

# University of Mumbai



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

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

	<b>Module 2: ( 10 Hours )</b>	
	<ol style="list-style-type: none"> <li>1. Medicine (Ayurveda)</li> <li>2. Alchemy</li> <li>3. Mathematics</li> <li>4. Logic</li> <li>5. Art of Governance (Arthashastra)</li> </ol>	
	<b>Module 3: (10 Hours) (Select Any FIVE out of the following)</b>	
	<ol style="list-style-type: none"> <li>1. Aesthetics</li> <li>2. Town Planning</li> <li>3. Strategic Studies</li> <li>4. Krishi Shastra</li> <li>5. Vyakaran &amp; Lexicography</li> <li>6. Natyashastra</li> <li>7. Ancient Sports</li> <li>8. Astronomy</li> </ol>	<ol style="list-style-type: none"> <li>9. Yoga and Wellbeing</li> <li>10. Linguistics</li> <li>11. Chitrasutra</li> <li>12. Architecture</li> <li>13. Taxation</li> <li>14. Banking</li> <li>15. Trade and Commerce</li> </ol>
<b>10</b>	<b>Reference Books</b> <ol style="list-style-type: none"> <li>1. Concise history of science in India- D.M. Bose, S.N Sen, B.V. Subbarayappa.</li> <li>2. Positive sciences of the Ancient Hindus- Brajendranatha seal, Motilal Banarasidas, Delhi 1958.</li> <li>3. History of Chemistry in Ancient India &amp; Medieval India, P.Ray- Indian Chemicals Society, Calcutta 1956</li> <li>4. Charaka Samhita- a scientific synopsis, P. Ray &amp; H.N Gupta National Institute of Sciences of India, New Delhi 1965.</li> <li>5. MacDonnell A.A- History of Sanskrit literature</li> <li>6. Winternitz M- History of Indian Literature Vol. I, II &amp; III</li> <li>7. Dasgupta S.N &amp; De S.K- History of Sanskrit literature Vol. I.</li> <li>8. Ramkrishna Mission- cultural heritage of India Vol. I, II &amp; III.</li> <li>9. Majumdar R. C &amp; Pushalkar A.D- History &amp; culture of the Indian people, Vol. I, II &amp; III.</li> <li>10. Keith A.B- History of Sanskrit literature.</li> <li>11. Varadachari V- History of Sanskrit literature Chaitanya Krishna- A new History of Sanskrit</li> </ol>	
<b>11</b>	<b>Continuous Internal Assessment: 20 Marks</b>	<b>Semester End Examination : 30 Marks</b>
<b>12</b>	<b>Continuous Evaluation through:</b> Assignment/ Presentations/ Projects (Group/Individual) / Field Visit Report <b>10 Marks,</b> class Test / MCQ Test <b>5 Marks,</b> Overall Conduct and Class Participation <b>5 Marks</b>	
<b>13</b>	<b>Format of Question Paper: for the final examination</b> Q1. Attempt any TWO Questions out of FIVE. <b>6 Marks</b> Q2. Attempt any THREE Questions out of FIVE <b>12 Marks</b> Q3. Attempt any THREE Questions out of FIFTEEN. <b>12 Marks</b>	



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Dean  
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Name of the Faculty**

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Faculty of  
Interdisciplinary Studies  
Name of the Faculty**

AC – 20/04/2024  
Item No. – 8.30 (N)Sem-I 1(c)

## As Per NEP 2020

# University of Mumbai



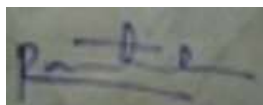
<b>Syllabus for Basket of OE</b>	
<b>Board of Studies in GEOGRAPHY</b>	
<b>UG First Year Programme</b>	
<b>Semester - I</b>	
<b>Title of Paper -</b>	<b>Credits</b>
<b>I) Introduction to Environment</b>	<b>2</b>
<b>From the Academic Year</b>	<b>2024/2025</b>

Sr. No.	Heading	Particulars
1	<p><b>Description of the course :</b></p> <p><b>Including but not limited to :</b></p>	<p><b>Introduction to Environment</b></p> <p>The "Introduction to Environment" curriculum is designed specifically for First Year Students. It aims to explore the dynamics of our natural world, empowering students from diverse academic backgrounds to develop a holistic understanding of environmental issues and their relevance in contemporary society.</p> <p>In an age marked by environmental challenges, climate change, and sustainability concerns, understanding the environment is essential for informed decision-making and responsible citizenship. This curriculum provides students with the foundational knowledge and awareness necessary to navigate complex environmental issues, fostering a sense of environmental stewardship and empowering them to contribute positively to sustainable development initiatives.</p> <p>The knowledge gained from this curriculum has applications across various sectors and professions. Whether pursuing careers in business, government, academia, or non-profit organizations, students will find the principles and concepts explored in this course invaluable. From implementing sustainable business practices to designing conservation strategies, students will develop critical thinking, problem-solving, and communication skills essential for addressing environmental challenges in diverse contexts.</p> <p>Professionals with a strong foundation in environmental studies and sustainability principles are increasingly sought after across various industries and sectors. From environmental consulting firms to corporate enterprises, there is a growing demand for individuals equipped to address environmental challenges, formulate sustainable policies, and drive positive change. Graduates of this program can pursue diverse career paths, including environmental analysts, sustainability coordinators, conservation scientists, environmental educators, and policy advisors, among others, contributing to a more sustainable and resilient future.</p>
2	<p><b>Vertical :</b></p>	<p>Open Elective</p>

3	<b>Type :</b>	Theory
4	<b>Credit:</b>	2 credits ( 1 credit = 15 Hours for Theory)
5	<b>Hours Allotted :</b>	30 Hours
6	<b>Marks Allotted:</b>	50 Marks
7	<b>Course Objectives:</b> ( List some of the course objectives ) 1. To demonstrate and analyse the knowledge of the facts and processes of the environment. 2. To understand the functioning and structure of the ecosystem. 3. To understand the types and importance of natural resources. 4. To create awareness about the existence and importance of biodiversity.	
8	<b>Course Outcomes:</b> ( List some of the course outcomes ) On successful completion of this course, students will be able to: 1. Understand and explain the basic concepts of environment and ecosystem. 2. Understand the types and utility of natural resources. 3. Understand the biodiversity in the environment and help to conservation of biodiversity.	
9	<b>Modules:-</b> Per credit One module can be created	
	<b>Module 1: Introduction to Environmental Studies (7 Hours)</b>	
	1. Environmental Studies: Definition, Nature, and Scope 2. Environment: Components and Types 3. Structure of Environment	
	<b>Module 2: Ecosystem (8 Hours)</b>	
	1. Ecosystem: Concept and Components 2. Functioning and Structure of the Ecosystem 3. Types of Ecosystems	
	<b>Module 3: Natural Resources (8 Hours)</b>	
	1. Natural Resources: Definition, and Classification 2. Importance of Natural Resources 3. Environmental Problems Associated with Forest and Water Resources	
	<b>Module 4: Biodiversity and its Conservation (7 Hours)</b>	
	1. Biodiversity: Definition, Types and Importance 2. Hotspots of Biodiversity in the World and India 3. Threats to Biodiversity and Conservation	

10	<b>Text Books:</b> <ol style="list-style-type: none"> <li>1. Bharucha Erach, 2004, Textbook for Environmental Studies, University Grants Commission, New Delhi (Available free on the web)</li> <li>2. Rajagopalan, R. (2011). Environmental Studies: From Crisis to Cure. India: Oxford University Press.</li> <li>3. धारपुरे विठ्ठल (२०१९) 'पर्यावरण शास्त्र' पिंपळापुरे अँड पाब्लिशर्स, नागपूर.</li> <li>4. देवरे, परमार, बुटाला (२०१३) 'पर्यावरण भूगोल' हिमालया पब्लिशिंग हाउस, मुंबई.</li> <li>5. परमार, बोरसे व इतर (२०२२) 'पर्यावरण भूगोल' हिमालया पब्लिशिंग हाउस, मुंबई.</li> </ol>	
11	<b>Reference Books:</b> <ol style="list-style-type: none"> <li>1. Chiras, D. D and Reganold, J. P. (2010). Natural Resource Conservation: Management for a Sustainable Future.10th edition, Upper Saddle River, N. J. Benjamin/Cummins/Pearson.</li> <li>2. Miller, G. T., &amp; Spoolman, S. (2015) Environmental Science. Cengage Learning.</li> <li>3. Mohanta R., Sen A., Singh M.P., 2009, 'Environmental Education - Vol. 1', APH Publishing Corporation New Delhi.</li> <li>4. Perman, R., Ma, Y., McGilvray, J., and Common, M. (2003) Natural Resource and Environmental Economics. Pearson Education.</li> <li>5. Perumal M., Veerasekaran R., Suresh M., Asaithambi M., 2008, 'Environmental and Ecological issues in India', Abhijeet Publication, Delhi</li> <li>6. Prabu P.C., Udayasooriyan C., Balasubramanian G, 2009, 'An introduction to Ecology and Environmental Science', Avinash Paperbacks, New Delhi.</li> <li>7. Reddy K. P., Reddy D. N., 2003, 'Environmental Education', Neelkanth Publication, Hyderabad.</li> <li>8. Santra S.C., 2004, 'Environmental Science', New Central Book agency Pvt Ltd, Kolkata.</li> <li>9. Sinha, N. (2020) Wild and Wilful. Harper Collins, India.</li> <li>10. Tiwari V., 2009, 'A textbook of Environmental studies', Himalaya Publications House, New Delhi</li> <li>11. Tomar A., 2007, 'Environmental Education', Kalpaz publication, New Delhi</li> <li>12. William M., Grossa J., 2002, 'Environmental Geography - Science, Land use and Earth Systems', John Wiley and Sons Inc USA.</li> <li>13. Wright R., 2008, 'Environmental Science - Towards sustainable future', Eastern Economy Edition, Prentice Hall Inc, New Jersey, U.S.A</li> <li>14. सुभाषचंद्र सारंग (१९९९) पर्यावरण भूगोल, विद्या प्रकाशन, नागपूर.</li> <li>15. घोलप (२०००) 'पर्यावरण शास्त्र' निशिकांत प्रकाशन, पुणे</li> </ol>	
12	<b>Internal Continuous Assessment: 40%</b>	<b>External, Semester End Examination: 60%</b> <b>Individual Passing in Internal and External Examination</b>
13	<b>Continuous Evaluation through:</b> Quizzes, Class Tests, presentations, projects, role play, creative writing, assignments etc.( at least 3)	<b>Semester-End Examination of 30 Marks</b>  1. This examination shall be of 1 Hour duration. Maximum marks 30. 2. There shall be two questions each of 15

	<p><b>Internal Continuous Assessment of 20 Marks</b></p> <p>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)</p> <p>2. One online/ offline class test (Marks – 5)</p> <p>3. Active participation in regular class instructional deliveries and fieldwork. &amp; Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing environment-related activities (Marks – 5)</p>	<p>marks.</p> <p>3. All questions shall be compulsory with internal choice within the questions. (Each question will be of 15 marks with options.)</p>
<p><b>14</b></p>	<p><b>Format of Question Paper: for the final examination</b></p> <p>Q. 1. Based on Module – 1 &amp; 2 (15 Marks)</p> <p>Q. 2. Based on Module – 3 &amp; 4 (15 Marks)</p>	



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**Name of the Chairman**

**Name of the BOS**

**Sign of the  
Offg. Associate Dean**

**Name of the Associate Dean**

**Name of the Faculty**

**Sign of the  
Offg. Dean**

**Name of the Offg. Dean**

**Name of the Faculty**

**As Per NEP 2020**

**University of Mumbai**



**Title of the Program**

**Introduction to Cultural Activities**

**SEM I**

**Syllabus for Two Credit**

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

### Aims and Objectives

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

### Learning Outcomes

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

### Modules at Glance Semester I

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

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

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

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

### Scheme of Evaluation

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

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

Sr. No.	Particulars	Marks
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1	Presentation <b>OR</b> Project <b>OR</b> Assignment	15
2	Participation in Workshop / Conference / Seminar (as decided by the Teacher) <b>OR</b> Participation in Online Workshop / Conference / Seminar (as decided by the Teacher) <b>OR</b> Field Visit <b>OR</b> Attendance	5
<b>Total</b>		<b>20</b>

### Semester End Examination (30 Marks)

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

### Reference Books

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

- 7) Tomory Edith, History of Fine Arts in India and the West. Orient Longman, Mumbai, 1989.
- 8) Arthur Schopenhauer, The Art of Literature, S. Sonnenschein and co London. 1981.
- 9) M. Keith Booker, A Practical Introduction to Literary theory and Criticism. Routledge. Michigan, 1996.
- 10) Vatsyayan Kapila, Indian Classical Dance. Publications Division, Ministry of Information and Broadcasting, Govt. of India, 1992.
- 11) Phyllia S. Weikart, Teaching folk dance: successful steps. High/Scope Press, Michigan, 1997.
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**As Per NEP 2020**

**University of Mumbai**



**Title of the Program**

**Co-Curricular Course  
NATIONAL SERVICE SCHEME**

**SEM I & SEM II**

**Syllabus for Two Credit**

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

**UNIVERSITY OF MUMBAI**  
**National Service Scheme**

**1.1 Preamble:**

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

**1.2 Objectives of the Course:**

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

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

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

**1.4. Programme Specific Outcomes:**

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

**1.5 Programme Outcomes:**

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

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

**UNIVERSITY OF MUMBAI**

**Semester I**

**NSS CC**

**Sub: - Introduction to National Service Scheme**

**Credits: 02**

**Marks:50**

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

AC –28/06/204

Item No. – 5.6 (N)

# University of Mumbai



## Syllabus for Extension Work in Vertical VI - CC

Board of Studies in Extension Work

UG First Year Program

Semester

I

Title of Paper

Credit

Extension Work

2

From the Academic Year

2024-25

## **Introduction**

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

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

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

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

### *Aim of Extension Work under NEP:*

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

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

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

Key objectives of Extension Work under NEP:

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

**Extension Work Activities:**

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

### **THE EXTENSION DIMENSION (Reach to Unreached)**

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

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

#### **I) Vocational Career Oriented Projects**

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

#### **II) Community Oriented Projects**

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

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

**ACTIVITIES FOR SEMESTER I = TOTAL 2 Credits**

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

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

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

	/ report with PPT presentation followed by question answer session / test / interview by the college.	
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### **Evaluation Pattern**

#### **Internal Assessment**

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

#### **External Assessment**

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

#### **Question Paper Pattern**

**Time: 1.00 Hours**

**Total Marks 30**

**Instructions: 1. All questions are compulsory.**

**2. Figures to the right indicate maximum marks.**

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

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

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

**References:**

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

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

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

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

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Prof. Dr. Anil Singh  
Faculty of  
Humanities**

**As Per NEP 2020**

**University of Mumbai**



**Title of the Program**

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

**SEM I**

**Syllabus for Two Credit**

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

## Semester I Course Structure

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

### Semester I

#### 1.1 Preamble:

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

#### 1.2 Objectives of the Course:

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

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

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

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

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

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

### **1.5 Program outcomes:**

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

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

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

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

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

**1.9 Medium of Instruction:** English

#### 1.10 Course Structure

**Credits: 02**

**Lectures: 30**

**Marks: 50**

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

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

1. Bucher, C. A. (n.d.) Foundation of physical education. St. Louis: The C.V. Mosby Co. Deshpande, S. H. (2014). Physical Education in Ancient India. Amravati: Degree college of Physical education.
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3. William, J. F. (1964). The principles of physical education. Philadelphia: W.B. Saunders Co.
4. Coalter, F. (2013) Sport for Development: What game are we playing? .Routledge.
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