

AS PER NEP 2020

University of Mumbai



Title of the program

- A- U.G. Certificate in Financial Markets 2024-25
- B- U.G. Diploma in Financial Markets 2025-26
- C- B.Com. (Financial Markets) 2026-27
- D- B.Com. (Honors) in Financial Markets 2027-28
- E- B.Com.(Honors with Research) in Financial Markets 2028-29

Syllabus for

Semester – I to II

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

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

University of Mumbai



(As per NEP 2020)

Sr. No.	Heading	Particulars	
1	Title of program O: _____A	A	U.G. Certificate in Financial Markets
	O: _____B	B	U.G. Diploma in Financial Markets
	O: _____C	C	B.Com. (Financial Markets)
	O: _____D	D	B.Com. (Honors) in Financial Markets
	O: _____E	E	B.Com. (Honors with Research) in Financial Markets
2	Eligibility O: _____A	A	12 th OR Passed Equivalent Academic Level 4.0
	O: _____B	B	Under Graduate Certificate in Financial Markets OR Passed Equivalent Academic Level 4.5
	O: _____C	C	Under Graduate Diploma in Financial Markets OR Passed Equivalent Academic Level 5.0
	O: _____D	D	B. Com. (Financial Markets) with minimum CGPA of 7.5 OR Passed Equivalent Academic Level 5.5
	O: _____E	E	B. Com. (Financial Markets) with minimum CGPA of 7.5 OR Passed Equivalent Academic Level 5.5
3	Duration of program R: _____	A	One Year
		B	Two Years
		C	Three Years
		D	Four Years
		E	Four Years
4	Intake Capacity R: _____	60	

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

Sign of the BOS
Prin. Dr. Vishnu N. Yadav
Board of Studies in Financial Market

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

B.Com.in Financial Market program is designed to provide students with a comprehensive understanding of essential concepts and practices related to Financial Resources, Financial Systems, and financial Markets effectively. The course encompasses various aspects of market operations, financial analysis, and decision-making, aiming to equip learners with the knowledge and skills required to excel in the corporate world or as entrepreneurs. This program is designed to provide students with a comprehensive understanding of how financial markets operate, the instruments traded within them, and the various factors that influence their behavior.

2) Aims and Objectives

- To develop the Ability to engage in reflective and independent thinking by understanding the concepts in finance.
- To develop the ability to think rationally, analyses situations and solve problems effectively
- To orient the students with a learner centric approach in the domains of finance.
- To provide a fillip to employability of learners through exploring the various dimensions of financial markets.
- To equip the students through a bottom-up approach in understanding the global perspectives of financial aspects in the economy.
- To demonstrate empathy towards social concerns, develop equity centered national development approach and act with an informed awareness of issues and participate in civic life through volunteering.

3) Learning Outcomes

- Learners will learn the approach of finance in the given circumstances.
- They will understand the various financial concepts and their use in the related areas.
- Learning of finance aspects will give them an array of opportunities in the finance areas.
- Learners will develop ability to search for, locate, extract, organize, evaluate and use or present information that is relevant to a particular topic
- They will be technologically updated and independent enough in this world of digitization.

4) Any other point (if any)

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

**Under Graduate Certificate in Financial Markets
Credit Structure (Sem. I & II)**

R: _____ A										
Level	Semester	Major		Minor	OE	VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC, RP	Cum. Cr. / Sem.	Degree/ Cum. Cr.
		Mandatory	Electives							
4.5	I	6 (4+2)		-	2+2	Credit Rating: Principles and Practices (2)	AEC: 2, VEC: 2, IKS:2	CC :2	22	UG Certificate 44
		Introduction of Financial System (4)				OR Stock Market for Beginners (2)				
	Basics of Financial Services (2)									
R: _____ B										
	II			2	2+2	VSC:2, SEC:2 Negotiation Skills for Finance Professionals (2)	AEC: 2, VEC: 2	CC :2	22	
		Principles of Investment (4)				OR Personal Financial Planning (2)				
		Financial Market Environment (2)								
	Cum Cr.	12	-	2	8	4+4	4+4+2	4	44	

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

Under Graduate Diploma in Financial Markets

Credit Structure (Sem. III & IV)

R: _____ C										
Level	Semester	Major		Minor	OE	VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC, RP	Cum. Cr. / Sem.	Degree/ Cum. Cr.
		Mandatory	Electives							
5.0	III	8(2*4)		4	2	VSC:2, Day Trading Techniques & Practices (2)	AEC:2	FP: 2 CC:2 CC:2	22	UG Diploma 88
		Equity Markets (4)				OR				
		Debt Markets (4)				Sector Analysis in Financial Markets (2)				
R: _____ D										
	IV	8		4	2	SEC:2	AEC:2	CEP: 2 CC:2 CC:2	22	
		Commodity Markets (4)								
		Treasury Management (4)								
	Cum Cr.	28		10	12	6+6	8+4+2	8+4	88	
<p>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</p>										

B.Com. (Financial Markets)

Credit Structure (Sem. V & VI)

R: _____ E										
Level	Semester	Major		Minor	O E	VSC, SEC (VSEC)	AEC , VEC , IKS	OJT, FP, CEP, CC, RP	Cu m. Cr. / Sem.	Degree/ Cum. Cr.
		Mandatory	Electives							
5.5	V	10	4 Mutual Fund Management (4)	4		VSC: 2 Artificial Intelligence in Financial Markets (2) OR Financial Journalism (2)		FP/ CE P: 2	22	UG Degree 132
		Technical Analysis (4) Marketing for Financial Services (4) Foreign Exchange Market (2)								
R: _____ F										
	VI	10	Security Analysis & Portfolio Management (4)	(4)				OJT :4	22	
		Financial Derivatives (4) Risk Management (4) Venture Capital and Private Equity (2)								
	Cu m Cr.	48	8	18	12	8+6	8+4+ 2	8+6 +4	132	
Exit option: Award of UG Degree in Major with 132 credits OR Continue with Major and Minor										

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

B.Com. in Financial Markets

SEMESTER - I

Major Mandatory Introduction of Financial System

PROGRAM	B.COM (FINANCIAL MARKETS)
SEMESTER	I
COURSE TITLE	Introduction of Financial System
VERTICAL/CATEGORY	MAJOR MANDATORY (CORE)
COURSE LEVEL	4.5
COURSE CREDIT	4
HOURS PER WEEK	4

COURSE OBJECTIVE

This course provides an overview of the financial system, comprehensive understanding of the key components of financial markets and the role they play in the economy and financial markets.

Modules at a Glance

UNIT NO	Modules	No. of Lectures
1	Overview of Financial System	15
2	Financial Markets	15
3	Financial Instruments	15
4	Financial Regulators	15
TOTAL HOURS		60

Sr.No	Modules/Units
1	Overview of Financial System
	Meaning – Components – Stages in the development of Indian Financial system – Role of Indian Financial System – Challenges of Indian Financial System – Structure of Indian Financial System: Financial Institutions, Financial Markets, Financial Instruments and Financial regulators.
2	Financial Markets
	Capital markets, Money Markets, Foreign Exchange Market, Commodity Markets, Derivative Markets, Meaning, classification and structure, sub-segments, Role played, participants.
3	Financial instruments
	Meaning and classification of financial instruments, (Multiple ways of classifying financial instruments), Types of financial instruments, Evaluation of financial instruments (risk return trade-off), Characteristics of financial instruments, New financial instruments
4	Financial Regulators
	Regulators of Financial System in India – The role of regulators – The RBI as the regulator of Indian Financial System – SEBI: Functions and powers – PFRDA: Structure, Functions and Powers – National Pension Scheme: Understanding and Benefits – IRDAI: Role and Functions – Banking and Insurance Ombudsman: Role and Functions.
<p>Reference Books:</p> <ul style="list-style-type: none"> ● Principles & Practices of Bank Management by Rao Subba, Khanna P K. ● Management Of Banking And Financial Services by Paul Justin, Suresh Padmalata. ● Financial Services by Dharmaraj E. ● Financial Services by Khan M.Y. ● Financial Services : Text , Cases And Strategies by Rao Mohan P. , Hyderabad R.L. ● Financial Services by Batra G.S. ,Dangwal R.C. ● Financial Services by Khan M.Y. , Jain P.K. 	

**Major Mandatory
Basics of Financial Services**

PROGRAM	B.COM (FINANCIAL MARKETS)
SEMESTER	I
COURSE TITLE	Basics of Financial Services
VERTICAL/CATEGORY	MAJOR MANDATORY
COURSE LEVEL	4.5
COURSE CREDIT	2
HOURS PER WEEK	2

COURSE OBJECTIVE

This course provides the learner with an understanding of financial services and their role in economic development

Modules at a Glance

UNIT NO	Modules	No. of Lectures
1	Financial Services and Capital Market Intermediaries	15
2	Fund and Fee based Financial Services	15
TOTAL HOURS		30

Sr. No	Modules/Units
1	Financial Services and Capital Market Intermediaries
	<p>Introduction: Concept- Objectives- Functions- Characteristics- Classification- Role- Challenges-Factors contributing to the growth-Innovations.</p> <p>Intermediaries in the Financial system: Merchant Bankers, Depositories, Brokers and Sub broker. - Meaning, Definition, Functions and Services provided by Intermediaries.</p>
2	Fund and Fee based Financial Service
	<p>Fund based services: Banking Services, Insurance, Hire purchase, Leasing, Venture capital, Mutual funds, Pension funds, Money Market funds.</p> <p>Fee Based Services: Discounting, Factoring, Forfeiting, Securitization and Advisory Services.</p>
<p>References:</p> <ul style="list-style-type: none"> ● M.Y.Khan: “Financial Services”, TATA McGraw Hill; ● Dr S Guruswamy, Essentials of financial services, Tata McGraw-Hill Publishing Co.Ltd., New Delhi. ● Merchant Banking, NISM, Taxmann. ● Bharti V Pathak, The Indian Financial system – Market, Institutions and Services, Pearson 	

Vocational Skill Course (VSC)
Credit Rating: Principles and Practices

PROGRAM	B.COM (FINANCIAL MARKETS)
SEMESTER	I
COURSE TITLE	Credit Rating: Principles and Practices
VERTICAL/CATEGORY	Vocational Skill Course
COURSE LEVEL	4.5
COURSE CREDIT	2
HOURS PER WEEK	2

COURSE OBJECTIVE

This vocational skills course focuses on hands-on learning through practical exercises, case studies, and simulated projects, enabling participants to apply their knowledge in real-world scenarios. The emphasis on industry trends and future developments ensures that participants are well-prepared for the evolving landscape of credit rating in the financial sector.

Modules at a Glance

UNIT NO	Modules	No. of Lectures
1	Introduction to Credit Rating	15
2	Methodologies, process and Investment Decisions	15
TOTAL HOURS		30

Sr.No	Modules/Units
1	Introduction to Credit Rating
	<p>Definition of credit rating, Historical evolution and importance in financial markets, Role of credit rating agencies</p> <p>Identifying challenges faced by credit rating agencies, Exploring emerging trends in credit rating methodologies, Evaluating the impact of technology on credit rating practices</p> <p>Assessing Financial health for credit rating</p>
2	Methodologies, process and Investment Decisions
	<p>Overview of different credit rating methodologies, Analyzing quantitative and qualitative factors in credit assessment, Case studies on credit rating methodologies</p> <p>Steps involved in credit rating assessment, Due diligence and data collection, Rating committee process and decision-making</p> <p>Understanding the influence of credit ratings on investment decisions, Impact of credit ratings on bond yields and pricing</p> <p>Case studies on the relationship between credit ratings and investment outcomes</p>
<p>Reference Books:</p> <ul style="list-style-type: none"> ● The Essentials of Risk Management"* by Michel Crouhy, Dan Galai, and Robert Mark. ● Financial Statement Analysis and Security Valuation by Stephen H. Penman. ● Corporate Credit Analysis by Blaise Ganguin and John Bilardello. ● Credit Risk Management: Basic Concepts by Tony Van Gestel, Bart Baesens, and Wouter Verbeke. ● Credit Rating Agencies: Self-regulation, Statutory Regulation, and Case Law Regulation by Christian Bartholomew and Mabouba Diagne. 	

**Vocational Skill Course (VSC)
Stock Market for Beginners**

PROGRAM	B.COM (FINANCIAL MARKETS)
SEMESTER	I
COURSE TITLE	Stock Market for Beginners
VERTICAL/CATEGORY	Vocational Skill Course
COURSE LEVEL	4.5
COURSE CREDIT	2
HOURS PER WEEK	2

COURSE OBJECTIVE

This Course will provide an insight towards stock market and its functions. It will help them to know about basics of Stock Markets.

Modules at a Glance

UNIT NO	Modules	No. of Lectures
1	Stock Market and Trading Mechanism	15
2	Understanding Price Fluctuations and Market Indices	15
TOTAL HOURS		30

Sr.No	Modules/Units
1	Stock Market and Trading Mechanism
	Primary and Secondary Market- Types of Securities traded, IPO and related concepts, how to apply for the same, Demat Account, Secondary Market V/s Primary Market, Market Capitalization and its categories, BSE and NSE, Procedure to place orders in secondary market. Online Trading, Types of Orders and Trading Mechanism.
2	Understanding Price Fluctuations and Market Indices
	Macroeconomic Factors, Corporate Actions like Dividend, earning, Bonus and their impact on prices, Investors sentiments and their impact. Index meaning, Types, BSE and NSE Indices, Dow Jones, NASDAQ, S&P 500

Reference Books:

- Financial Services, Dr.S Gurusamy, The MgrawHill companies, 2 edition (26 June 2009).
- Financial Markets and Financial services, Vasant Desai, Himalaya Publishing House, First Edition edition (2010).
- Financial Services, M.Y.Khan, Tata Mc-Graw Hill Publishing Company Ltd, Ninth edition (2017).
- Financial Markets and Services –E.Gordon and K.Natanrajan,Himalaya Publishing House, Tenth Edition edition (2016)

Open Electives

As Per NEP 2020

University of Mumbai



Syllabus for Basket of OE

Board of Studies in Mathematics

UG First Year Programme

Semester

I

Title of Paper

Credits 2/ 4

I) Financial Mathematics I

2

From the Academic Year

2024-25

Name of the Course: Financial Mathematics - I

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

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

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

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

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

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

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

University of Mumbai



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

Name of the Course: IT_Google Workspace

Sr.No.	Heading	Particulars
1	Description the course : Including but Not limited to:	Google Workspace is a collection of cloud-based productivity tools that are designed to help individuals and organizations to work and collaborate efficiently. This course will provide an introduction to applications such as Gmail, Google Drive, Google meet and Google Calendar Google Docs, Google Sheets, Google Slides, Google Forms, Google Classroom.
2	Vertical :	Open Elective
3	Type :	Practical
4	Credits :	2 credits
5	Hours Allotted :	60 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives(CO): CO 1. Understand Google Workspace and its applications. CO 2. Gain proficiency in key features of Google workspace application. CO 3. Acquire proficiency in Google workspace to collaborate, managetasks and communicate effectively. CO 4. Leverage possibilities of Google workspace tolls to enhanceproductivity and streamline workflow.	
8	Course Outcomes (OC): OC 1. Manage email communications with Gmail. OC 2. Schedule and organize meetings and events using Google Calendar. Arrange and attend video meetings with Google Meet, Communicate with others using Google Chat. OC 3. Save , manage, and share files with Google Drive. OC 4. Generate and collaborate documents, spreadsheets andpresentations. OC 5. Design Google Forms and collect data for surveys . Generate reports based on the collected data and integrate it with other GoogleWorkspace applications. OC 6. Use Google Classroom to digitally organize, distribute, and gatherassignments, course materials, and feedback. OC 7. Navigate confidently and make use of the numerous functionalitiesof Google Maps. OC 8. Able to design, develop, and maintain informative and visuallyappealing websites using Google Sites.	
9	Modules:-Module 1:	

1. **Google Workspace & Mastering email communication with Gmail:**
Overview of Google Workspace, Setting up a Google account and accessing Google Workspace, Set Profile information and Photo, Send and Receive emails, Organize emails using labels, filters, and stars for easy retrieval and management, Utilize Gmail's advanced features like scheduling emails, snoozing emails, and setting reminders.
 - a. Create a Gmail account. Write a brief email to your friends inviting them to a meeting to discuss a possible industrial visit. Attach a document file with the many options for places to visit.
2. **Google Calendar , Meet and Chat :** Create a new calendar, Create an event in Google Calendar, Set reminders and alarms , Share a Calendar with Other People ,Integrate with Gmail and other apps. Scheduling and managing Google Meet events, Features in Google Meet like screen sharing, chat, annotations and recording, Creating public and private Google Chat rooms ,Inviting and managing participants in Google Chat rooms, Utilizing Chat room features like sharing files, links, and multimedia, pinning messages, and polls.
 - a. Create a new event in Google Calendar for an event happening on a specific date and time. Set a reminder to alert you one day prior to the event. Share your Google Calendar with a specific email address and grant them view-only access.
 - b. Set up a meeting with your project partners, choose the suggested security configurations, and send a meeting invite to the participants via email. Begin the meeting by letting everyone into the meeting room. To demonstrate to them the project's progress, share your screen. Use chats to send brief messages and share relevant documents.
3. **Google Drive :**Managing files and folders in Google Drive, Sharing files and folders with collaborators and setting access permissions.
 - a. Create a project folder in Google drive. Add a PowerPoint presentation detailing project milestones and a Word document with project guidelines to the folder. Share the folder and allow the project team members to edit it.
4. **Google Docs:** Document creation with Google Docs, Apply Basic Formatting to Text , Inserting Images, Creating tables, Format a document with styles, Using Find and Replace, Using Regular Expressions for Advanced Searching, Sharing and Collaborating on files.
 - a. Create a one page document which best describes you. Add the document's heading and page numbers. Make a list of your hobbies using bullet points. Employ formats and typefaces to give the document an elegant look. To highlight your skills, use hyperlinks to other documents in the folder. Include a picture of yourself on the page as well. Add a table with your educational background in it. Write about your positive college experiences by voice typing. After that, translate the document's content into a different language of your choice.
5. **Google Sheets :**Insert, delete and manage sheets , Insert a Function, Format Spreadsheets, Cells, and Ranges, Apply Number Formatting

and Conditional Formatting, Insert and View Notes, Choose Spreadsheet Settings, Merge Cells, Wrap and Rotate Cell Contents, Inserting Objects in Google Sheets, Sort and Filter Data, Apply Data Validation to Your Sheets, Protect Ranges in a Sheet, Protect a Sheet, Create and Manage Macros.

- a. Create a Personal budget sheet, list all your expenses and incomes of the month in the sheet. Use sum function to total the income and expenses. Use IF function to find if the budget is in deficit or not.

Module 2:

1. **Google Slides:** Add a Slide to a Presentation, Import Slides from an Existing Presentation, Understanding and Using Views, Work with Text Boxes, Add Audio and Video to a Slide, Insert Shapes and Word Art, Add a Transition and Animations, Edit a Slide Master, Organize the Slides in a Presentation

- a. Open a new Google Slides presentation titled "Project Presentation". Add slides to provide a summary of your project. Use themes and transitions to make the slide experience better.

2. **Google Forms:** Create a Form, Choose Settings for a Form, Add Questions to a Form, Add Images to a Question, Add a Video to a Question, Import Questions from an Existing Form, Create a Form with Multiple Sections, Control Progression Based on Answers, Add Collaborators to a Form, Preview and Test a Form, Send a Form to Its Respondents, View the Responses to a Form, Analyse form responses and generate reports.

- a. Create a Google Form to accept participation entries for the various events your department is organizing on the annual day. Mention the details of event in the form description. Include a dropdown menu to select the events they wish to participate in. Insert relevant multimedia to make the Google Form attractive.
- b. Create an online evaluation quiz using Google Form. Include a variety of question formats, such as ones with pictures, videos, etc. Assign points to the questions. Share the link with your friends and check out the the summary of the responses.

3. **Google Classroom:** Create and set up a Google Classroom, Add Students and Co-Teachers, Using Google Classroom to share resources, Create assignment, Set due dates and points, Use rubrics for grading, Integrate quizzes created using Google Form with Google Classroom.

- a. Create a Google Classroom for a certain subject that includes a range of topics, resources, and activities. Include resources for each topic, such as Word docs, PowerPoints, and YouTube links. Include elements that encourage participation and interaction, such as assignments and discussions.

4. **Google Maps:** Search on Maps, Different Map Views (Satellite, Terrain, Street View), Customizing Maps, Get to your destination, Sharing Maps with Others.

- a. Use google maps to explore local landmarks in your area. Find directions from your current location to a nearby restaurant. Use Maps to check the places you have visited on a particular day.

	5. Google Sites: Creating and building simple websites using Google Sites, Adding content, images, and widgets to websites. a. Assume you runs a small business. Create a visually appealing website which includes the following pages: Home page , About the business, Products page, Announcement of discounts.
10	Text Books and Online Resources 1. Hart-Davis, G. (2021). Teach Yourself Visually Google Workspace. Visual. 2. https://support.google.com/a/users#topic=9247638 3. https://support.google.com/edu/classroom#topic=10298088 4. https://support.google.com/maps/?hl=en#topic=9729258
11	Reference Books 1. Team, Z. (2017). The Ultimate Guide to G-Suite. Lean Pub G-Suite. 2. Iyer, b. (2022). Google workspace user guide: a practical guide to using google apps efficiently while integrating them with your data.
12	Internal Continuous Assessment: 40%
13	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)
14	Format of Question Paper: Duration 2 hours. Certified copy of Journal is compulsory to appear for the practical examination Practical Slip: Q1. From Module 1 13 marks Q2. From Module 2 12marks Q3. Journal and Viva 05 marks

Sign of Chairperson
Dr. Mrs. R. Srivaramangai
Ad-hoc BoS (IT)

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

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

Ability Enhancement Course
As Per NEP 2020

University of Mumbai



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

Sr. No.	Heading	Particulars
1	Description the course: Including but Not limited to:	Business Communication Skills I (B.Com.) 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	Vertical :	Ability Enhancement Course
3	Type :	Theory
4	Credit:	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: <ol style="list-style-type: none"> 1. To make learners familiar with the basics of business communication theory. 2. To make learners aware of digital communication for personal and business use. 3. To improve learners' understanding of verbal and non-verbal communication. 4. To enable learners with effective business correspondence skills. 	

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

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

10

Text Books: N.A.

11

Reference Books:

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

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

**Sign of BOS Chairman
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**

AC – 24/11/2023
Item No. – 8.2 (N) -4

Value Education Course
As Per NEP 2020

University of Mumbai



Title of the Course Fundamentals of People's Skills
Semester – Sem I
Syllabus for Two Credit

(With effect from the academic year 2024-25)

Name of the Course: Fundamentals of People's Skills

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	This course deals with the fundamentals of people's skills which are one of the most important aspects of Life Skills required to be developed among students. Acquiring these skills would help them to develop ethical foundation right during their young days. It would foster creativity and innovation among these student while sensitizing them towards respecting social and cultural differences.
2	Vertical :	Skill Enhancement
3	Type :	Theory / Practical
4	Credit:	2 credits
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks

Course Objectives	<ol style="list-style-type: none"> 1. To develop ethical foundation among students. 2. To encourage creativity and innovation among young minds. 3. To create awareness among students about the importance of being a good listener. 4. To sensitize students about recognizing and dealing with different social, cultural backgrounds more effectively 5. To enable students to conduct themselves more professionally and put across their views in front of others more effectively.
Course Outcomes	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate ethical behavior coupled with integrity. 2. Will generate new ideas and create a business plan. 3. Will be able to develop good listening skills which are vital for demonstrating good team qualities. 4. Will build sensitivity about social and cultural differences and illustrate good etiquettes. 5. Will be able to present themselves and their thoughts in front of others more confidence.
Module 1: Ethics and Integrity (6 Hours)	Importance of ethics. (Story-telling) Ethical decision-making. (Discussing biographies) Personal and professional moral codes of conduct. (Discussing biographies) Creating a harmonious life. (Interactive session)
Module 2: Entrepreneurial Skills (6 Hours)	<ol style="list-style-type: none"> 1. Who is an entrepreneur (Story-telling) 2. Traits and qualities of a good entrepreneur (Story-telling) 3. Types of entrepreneurs (Interactive session with Story-telling) 4. Problem identification and idea generation (role play/ simulation)

	<ol style="list-style-type: none"> 5. Idea validation (Interactive session with Story-telling) 6. Pitch-deck presentation (video)
Module 3 Teamwork and Importance of Listening in a Team (6 Hours)	<ol style="list-style-type: none"> 1. What is a team? (Conceptual Clarity) 2. Advantages of being a good listener in a team (Story telling) 3. Listening as a team leader (Case study) 4. Listening as a team member(Interactive session) 5. Improving listening skills (Interactive session)
Module 4 Resume Writing and CV Building (6 Hours)	<ol style="list-style-type: none"> 1. Difference between a Resume and CV (Conceptual Clarity) 2. Essentials of writing a good Resume (Practical Application) 3. How to build a good CV (Practical Application) 4. Common Mistakes in preparing a good resume/ building a good CV (Conceptual Clarity)
Module 5 Professional, Social and Cultural Etiquettes (6 Hours)	<ol style="list-style-type: none"> 1. Why following etiquettes is important (Interactive session) 2. Types of etiquettes (Conceptual Clarity) 3. Professional etiquettes (Video + Story-telling) 4. Social etiquettes (Video + Story-telling) 5. Cultural etiquettes (Video + Story-telling) 6. Role of etiquettes in creating a better personal and professional image (Video + Story-telling)
Suggested Readings and e- resources	<ol style="list-style-type: none"> 1. Bentley University. (2022, December 7) 7 ways to promote diversity in the workplace. https://www.bentley.edu/news/7-ways-promote-diversity-workplace. 2. Roy, B. D. (2022, August 1). Active listening; its skills and importance in the workplace. Nurture an Engaged and Satisfied Workforce Vantage Circle HR Blog. https://blog.vantagecircle.com/active-listening/. 3. Hisrich, R. D., Peters, M. P., and Shepherd D. A. (2017). Entrepreneurship. 10th Ed. McGraw Hill Education 5. Ashokan, M. S. (2015). Karmayogi: A Biography of E. Sreedharan. London: Penguin. 6. Nellickappilly, S. (n.d). Ethics. [Video]. NPTEL. https://nptel.ac.in/courses/109/106/109106117/.
Assessment and Evaluation	Continuous assessment throughout the semester of 30 Marks by maintain a logbook and/ or a journal and final project of 20 marks at the end of the semester
Signature of the Team	

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

Indian Knowledge System

University of Mumbai



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

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	Introduction, relevance, Usefulness, Application, interest, connection with other courses, demand in the industry, job prospects etc.
2	Vertical :	Major/Minor/Open Elective /Skill Enhancement / Ability Enhancement/Indian Knowledge System (Choose By \surd)
3	Type :	Theory / Practical
4	Credit:	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted :	30 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: (List some of the course objectives) <ol style="list-style-type: none"> 1. To sensitize the students about context in which they are embedded i.e. Indian culture and civilisation including its Knowledge System and Tradition. 2. To help student to understand the knowledge, art and creative practices, skills and values in ancient Indian system. 3. To help to study the enriched scientific Indian heritage. 4. To introduce the contribution from Ancient Indian system & tradition to modern science & Technology. 	
8	Course Outcomes: (List some of the course outcomes) <ol style="list-style-type: none"> 1. Learner will understand and appreciate the rich Indian Knowledge Tradition 2. Lerner will understand the contribution of Indians in various fields 3. Lerner will experience increase subject-awareness and self-esteem 4. Lerner will develop a comprehensive understanding of how all knowledge is ultimately intertwined 	
9	Modules:-	
Module 1: (10 Hours)		

	<p style="text-align: right;">1. Introduction to IKS (What is knowledge System, Characteristic Features of Indian Knowledge System)</p> <p style="text-align: right;">2. Why IKS? (Macaulay’s Education Policy and its impact, Need of revisiting Ancient Indian Traditions)</p> <p style="text-align: right;">3. Scope of IKS (The Universality of IKS (from Micro to Macro), development form Earliest times to 18th Century CE)</p> <p style="text-align: right;">4. Tradition of IKS (Ancient Indian Education System: Home, Gurukul, Pathashala, Universities and ancient educational</p>
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	<p>5. Relevant sites in the vicinity of the Institute (Water Management System at Kanheri, Temple Management of Ambarnath, etc.)</p>	
	<p>Module 2: (10 Hours)</p>	
	<p>1. Medicine (Ayurveda) 2. Alchemy 3. Mathematics 4. Logic 5. Art of Governance (Arthashastra)</p>	
	<p>Module 3: (10 Hours) (Select Any FIVE out of the following)</p>	
	<p>1. Aesthetics 2. Town Planning 3. Strategic Studies 4. Krishi Shastra 5. Vyakaran & Lexicography 6. Natyashastra 7. Ancient Sports 8. Astronomy 9. Yoga and Wellbeing 10. Linguistics 11. Chitrasutra 12. Architecture 13. Taxation 14. Banking 15. Trade and Commerce</p>	
10	<p>Reference Books</p> <p>1. Concise history of science in India- D.M. Bose, S.N Sen, B.V. Subbarayappa. 2. Positive sciences of the Ancient Hindus- Brajendranatha seal, Motilal Banrasidas, Delhi 1958. 3. History of Chemistry in Ancient India & Medieval India, P.Ray- Indian Chemicals Society, Calcutta 1956 4. Charaka Samhita- a scientific synopsis, P. Ray & H.N Gupta National Institute of Sciences of India, New Delhi 1965. 5. MacDonnell A.A- History of Sanskrit literature 6. Winternitz M- History of Indian Literature Vol. I, II & III 7. Dasgupta S.N & De S.K- History of Sanskrit literature Vol. I. 8. Ramkrishna Mission- cultural heritage of India Vol. I, II & III. 9. Majumdar R. C & Pushalkar A.D- History & culture of the Indian people, Vol. I, II & III. 10. Keith A.B- History of Sanskrit literature. 11. Varadachari V- History of Sanskrit literature Chaitanya Krishna- A new History of Sanskrit</p>	
11	<p>Continuous Internal Assessment: 40%</p>	<p>Semester End Examination : 60%</p>
12	<p>Continuous Evaluation through: Assignment/ Presentations/ Projects (Group/Individual) / Field Visit Report 20 Marks, class Test / MCQ Test 10 Marks, Overall Conduct and Class Participation 10</p>	

	Marks	
13	Format of Question Paper: for the final examination Q1. Attempt any TWO Questions out of FIVE. Q2. Attempt any FIVE Questions out of TEN Q3. Attempt any FIVE Questions out of FIFTEEN.	10 Marks 25 Marks 25 Marks

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

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

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

Co-Curricular
As Per NEP 2020

University of Mumbai



Title of the Program

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

SEM I

Syllabus for Two Credit

(With effect from the academic year 2024-25)

Semester I Course Structure

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

Semester I

1.1 Preamble:

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

1.2 Objectives of the Course:

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

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

1.3 Salient features of the course:

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

1.4 Utility of the course:

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

1.5 Program outcomes:

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

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

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

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

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

1.9 Medium of Instruction: English

1.10 Course Structure

Credits: 02

Lectures: 30

Marks: 50

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

2	<p>Introduction to Structure of Sports associations, Fitness Training & Yogic Asanas</p> <p>2.1 Various government schemes, awards and famous sports personalities</p> <p>2.2 Sports Structure of Sports Federations, Khelo India, Sports Tournaments of University of Mumbai and Indian Olympic Association</p> <p>2.3 Fundamental Principles of Fitness training and Yoga</p> <p>2.4 Components of health related and skill related physical fitness</p> <p>2.5 Types of Yogic practices – Asanas, Pranayama and Meditation</p>	15	1
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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.
2. Mohan, V. M. (1969). Principles of physical education. Delhi: Metropolitan Book Dep. Nixon, E. E. & Cozen, F.W. (1969). An introduction to physical education. Philadelphia: W.B. Saunders Co.
3. William, J. F. (1964). The principles of physical education. Philadelphia: W.B. Saunders Co.
4. Coalter, F. (2013) Sport for Development: What game are we playing? .Routledge.
5. Singh Hardayal (1991), Science of Sports Training, DVS Publication, New Delhi
6. Muller, J. P.(2000). Health, Exercise and Fitness. Delhi : Sports.
7. Russell, R.P.(1994). Health and Fitness Through Physical Education. USA : Human Kinetics.
8. Uppal, A.K. (1992). Physical Fitness. New Delhi : Friends Publication.
9. Nagendra, H. R. & Nagarathna, R. (2002). Samagra Yoga Chikitse. Bengaluru: Swami Vivekananda Yoga Prakasana.
10. Kumar, Ajith. (1984) Yoga Pravesha. Bengaluru: Rashtrothanna Prakashana.
11. D.M Jyoti, Yoga and Physical Activities (2015) lulu.com3101, Hills borough, NC27609, United States
12. D.M Jyoti, Athletics (2015) lulu.com3101, Hills borough, NC27609, United States
13. Gharote, M. L. & Ganguly, H. (1988). Teaching methods for yogic practices. Lonawala: Kaivalyadhama.
14. Pinto John and Roshan Kumar Shetty (2021) Introduction to Physical Education, Louis Publications, Mangalore
15. Shekar, K. C. (2003). Yoga for health. Delhi: Khel Sahitya Kendra.
16. Amit Arjun Budhe, (2015) Career aspects and Management in Physical Education, Sports Publication, New Delhi
17. Pinto John and Ramachandra K (2021) Kannada Version, Daihika Shikshanada Parichaya, Louis Publications, Mangalore.

As Per NEP 2020

University of Mumbai



Title of the Program

Introduction to Cultural Activities

SEM I

Syllabus for Two Credit

(With effect from the academic year 2024-25)

Aims and Objectives

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

Learning Outcomes

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

Modules at Glance Semester I

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

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

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

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

Scheme of Evaluation

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

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

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

Semester End Examination (30 Marks)

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

Reference Books

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

- 7) Tomory Edith, History of Fine Arts in India and the West. Orient Longman, Mumbai, 1989.
- 8) Arthur Schopenhauer, The Art of Literature, S. Sonnenschein and co London. 1981.
- 9) M. Keith Booker, A Practical Introduction to Literary theory and Criticism. Routledge.Michigan, 1996.
- 10) Vatsyayan Kapila, Indian Classical Dance. Publications Division, Ministry of Information and Broadcasting, Govt. of India, 1992.
- 11) Phyllia S. Weikart, Teaching folk dance: successful steps. High/Scope Press, Mchigan, 1997.
- 12) Gosvami O., The story of Indian Music, its growth and synthesis. Bombay, New York, Asia Pub. House, 1961.

As Per NEP 2020

University of Mumbai



Title of the Program

**Co-Curricular Course
NATIONAL SERVICE SCHEME**

SEM I & SEM II

Syllabus for Two Credit

(With effect from the academic year 2024-25)

UNIVERSITY OF MUMBAI
National Service Scheme

1.1 Preamble:

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

1.2 Objectives of the Course:

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

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

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

1.4. Programme Specific Outcomes:

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

1.5 Programme Outcomes:

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

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

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Semester I

NSS CC

Sub: - Introduction to National Service Scheme

Credits: 02

Marks:50

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

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Semester II

NSS CC

Sub: - Leadership and Community Engagement

Credits: 02

Marks: 50

Unit Number	SEMESTER 2 Title of the Unit	No. of Lecture	No. of Credits
1	Leadership & Personality development: Meaning, definition, qualities, and characteristics of a Leader. Meaning of personality, Dimensions of personality. Personality and Leadership nexus.	15	
	Universal Human Values and Ethics for youths Sustainable Development Goals		
2	Activity Based Programmes (Suggestive list given below. Colleges can plan various social activities for learners and make a detailed report) Activities can be conducted throughout the academic year .Evaluation will be based on record keeping of the attendance of the learner.	30	
	Shramadhan – Plantation, Cleaning, Watering, Weeding, Any other activities.		
	Awareness Programmes – Seminar, Workshops, Celebration of National and International days, Personality Development Programmes, Group Activities, etc.,		
	Rally, Visit to Adopted villages, Swatchatha Programme, Visit and Conserving Ancient monuments and heritage site, Socio Economic Survey of village/slum, Nature Camp, Environmental Education, Women Empowerment Programme, Health Camps, Blood grouping awareness and Blood donation, Legal awareness Programme, Literacy Programme, Water Conservation Programme, One Day Special Camp in a village (preferably in adopted village/Adopted areas/Slums/MR Schools etc).		

Note:

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

Evaluation Pattern

Internal Assessment

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

External Assessment Question Paper Pattern

Time: 1:00 Hours

Total Marks: 30

- Introduction:-** 1. All questions are compulsory.
2. Figure to the Right indicates full marks.
3. Draw neat labeled drawings wherever necessary.
-

Q.2) Rewrite the following by choosing the correct options given below
(with four alternatives) 6 Objectives question of 1 mark each **06 marks.**

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

Q.3) Short Notes . (Any Two out of Four) **06marks**

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

Q.4) Answer the following questions (Any Three out of Five) **18 marks**

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

References:

1. National Service Scheme Manual 2006, Government of India
2. Salunkhe P.B. Ed, Chhtrapati Shahu the Pillar of Social Democracy
3. National Service Scheme Manual, Govt. of India
4. Training Programme on National Programme Scheme TISS
5. Orientation Courses for N.S.S. Programme Officers, TISS
6. Hans Gurmeet, Case Material as a Training Aid for Field Workers
7. Tarachand, History of the Freedom Movement in India Vol.II
8. Kapil K. Krishan, Social Service Opportunities in Hospitals (TISS)
9. Ram, Social Problems in India.
10. Arnold, K. (2018). What is R.E.S.P.E.C.T. When it comes to teamwork? Available at: <https://www.extraordinaryteam.com/what-is-r-e-s-p-e-c-t-when-it-comes-to-teamwork/>
11. Barnard, I. C. (1938). Functions of the Executive. Boston: Harvard Press.
12. Barrett, R. (2013). The Values-driven Organisation: Unleashing Human Potential for Performance and Profit. London: Fulfilling Books
13. Barret Values Center (2018). Values-based leadership. Available at: <https://www.valuescentre.com/mapping-values/leadership/values-based- leadership>
14. Bauman, D. C. (2013). Leadership and the three faces of integrity. The Leadership Quarterly, 24(3), 414-426.
15. Bishop, W. H. (2013). Defining the Authenticity in Authentic Leadership. The Journal of Values-Based Leadership, 6(1), Article 7. Available at : <https://scholar.valpo.edu/cgi/viewcontent.cgi?article=1077&context=jvbl>
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19. Clarke, N. (2011). An integrated conceptual model of respect in leadership