

University of Mumbai

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

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


क.वि.प्रा.स.से./आयसीडी/२०२५-२६/३७

दिनांक : २७ मे, २०२५

परिपत्रक:-

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

मुंबई - ४०० ०३२
२७ मे, २०२५


(डॉ. प्रसाद कारडे)
कुलसचिव

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



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8	The Deputy Registrar, Executive Authorities Section (EA) eau120@fort.mu.ac.in He is requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to the above circular.
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4	P.A to all Deans of all Faculties
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To,

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

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As Per NEP 2020

University of Mumbai



Syllabus for Major Vertical – 1 & 4

Name of the Programme – B.Com. (Accounting and Finance)

Faulty of Commerce

Board of Studies in Accountancy and Finance

U.G. Second Year Programme	Exit Degree	U.G. Diploma in Accounting and Finance
Semester		III & IV
From the Academic Year		2025-26

University of Mumbai



(As per NEP 2020)

Sr. No	Heading	Particulars
1	Title of program O: _____	B.Com. (Accounting and Finance)
2	Exit Degree	U.G. Diploma in Accounting and Finance
3	Scheme of Examination R: _____	NEP 40% Internal 60% External, Semester End Examination Individual Passing in Internal and External Examination
4	Standards of Passing R: _____	40%
5	Credit Structure Sem. III – R: CU – 510 C Sem. IV– R: CU – 510 D	Attached herewith
6	Semesters	Sem. III & IV
7	Program Academic Level	5.00
8	Pattern	Semester
9	Status	New
10	To be implemented from Academic Year	2025-26

Sd/-
Sign of the BOS
Chairman
Prof. Dr. Arvind Luhar
Board of Studies in
Accountancy and
Finance

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

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

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Prin. Ravindra
Bambardekar
Faculty of
Commerce &
Management

Under Graduate Diploma in Accounting and Finance
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	Financial Accounting – III (4)			2	VSC:2, Mutual Fund Distributor – I (2)	AEC:2	FP: 2 CC:2	22	UG Diploma 88	
	R: _____ D										
	IV	Financial Accounting – IV (4)		4	2	SEC:2 Mutual Fund Distributor – II (2)	AEC:2	CEP: 2 2CC:2	22		
	Cum Cr.	28		10	12	6+6	8+4+2	8+4	88		

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

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

Sem. - III

Vertical – 1 Major

Syllabus
B.Com. (Accounting and Finance)
(Sem.- III)

Title of Paper: Financial Accounting - III

Sr. No.	Heading	Particulars
1	Description of the course: Including but not limited to:	This course delves into the critical aspects of business restructuring and partnership accounting, equipping you with essential skills for today's dynamic financial landscape. It will explore amalgamations, dissecting merger and purchase accounting methods, and master purchase consideration calculations. The learners learn the intricacies of converting partnerships into limited companies using the realization method, and understand the legal and financial frameworks of Limited Liability Partnerships (LLPs), including their formation and financial disclosures. A key focus will be on accurately apportioning profits before and after incorporation, a vital skill for financial reporting. This knowledge opens doors to diverse career paths in corporate finance, auditing, taxation, and consulting. Through case studies and practical exercises, learners gain the confidence to navigate complex restructuring scenarios and contribute meaningfully to financial decision-making.
2	Vertical:	Major
3	Type:	Theory
4	Credit:	4 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted:	60 Hours
6	Marks Allotted:	100 Marks

7	<p>Course Objectives:</p> <ul style="list-style-type: none"> • To understand the concepts and accounting treatments related to the amalgamation of firms, including mergers and purchases. • To analyze the process of converting a partnership firm into a limited company and an LLP, along with the necessary financial adjustments. • To evaluate the legal and financial aspects of Limited Liability Partnerships (LLPs) and their differences from other business structures. • To compute and apportion profits or losses between pre- and post-incorporation periods for newly formed companies.
8	<p>Course Outcomes:</p> <ul style="list-style-type: none"> • The learners will be able to prepare accounting entries and financial statements for amalgamated firms using pooling of interest and purchase methods. • The learners will be able to apply the realisation method to convert a partnership firm into a limited company and prepare the new balance sheet. • The learners will be able to interpret the provisions of the LLP Act, 2008 and prepare final accounts for an LLP. • The learners will be able to calculate pre- and post-incorporation profits/losses and appropriately treat them in financial statements.
9	<p>Modules: - 04</p>
	<p>Module 1: Amalgamation of Firms</p>
	<ul style="list-style-type: none"> • Introduction: Meaning, Concept and Case studies. • Types of amalgamation – merger and purchase. • Accounting for amalgamation – Pooling of interest method and purchase method. • Computation of Purchase consideration. • Journal/Ledger accounts of old firms • Preparing Balance sheet of new firm • Treatment of goodwill arising on amalgamation.
	<p>Module 2: Conversion / Sale of a Partnership Firm into a Ltd. Company</p>
	<ul style="list-style-type: none"> • Provisions related to Conversion/ Sale by use of Realisation method only. • Calculation of New Purchase consideration. • Preparation of Journal / Ledger Accounts of old firms. • Preparing Balance sheet of new company
<p>Module 3: Accounting for Limited Liability Partnership</p>	

- Meaning of Term Limited Liability Partnership, its need, scope and advantages
- Relevant Definitions under Section 2 of the LLP Act, 2008
- Incorporation of LLP, Partners and their relations.
- Financial disclosures related to Limited Liability Partnership.
- Conversion of partnership business into Limited Liability Partnership
- Differences with other forms of organization
- Preparing Final Accounts of Limited Liability Partnership.

Module 4: Ascertainment and Treatment of Profit Prior to Incorporation

- Introduction to Pre and Post Incorporation.
- Basis of Apportionment between Pre and Post Incorporation Period.
- Computation of Pre and Post Incorporation Profit/ Loss
- Treatment of Pre and Post Incorporation Profit/ Loss

Text Books:

1. Introduction to Accountancy by T.S. Grewal, S. Chand and Company (P) Ltd., New Delhi.
2. Advance Accounts by Shukla and Grewal, S. Chand and Company (P) Ltd., New Delhi
3. Advanced Accountancy by R.L Gupta and M. Radhaswamy, S. Chand and Company (P) Ltd., New Delhi
4. Modern Accountancy by Mukherjee and Hanif, Tata Mc. Grow Hill and Co. Ltd., Mumbai

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Reference Books:

1. Financial Accounting for Management by Dr. Dinesh Harsalekar, Multi-Tech. Publishing Co. Ltd., Mumbai
2. Financial Accounting by P.C. Tulsian, Pearson Publications, New Delhi
3. Indian Accounting Standards, Ashish Bhattacharya, Tata Mc. Grow Hill and Co. Ltd., Mumbai
4. Financial Accounting by V. Rajasekaran, Pearson Publications, New Delhi

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Internal Continuous Assessment: 40%

**External, Semester End Examination
60% Individual Passing in Internal
and External Examination**

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Continuous Evaluation through:

	Assessment/Evaluation	Marks
1	Class Test during the lectures.	20

**Semester End External – 60 Marks
Time – 2 Hours
Attempt any 4 out of 6 questions**

	(Physical/ Online mode). (Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/ puzzles)	
2	Participation in Workshop/ Conference/Seminar, Assignment & Viva. (Physical/Online mode)	10
3	Participation in Case Study/ Field Visit /Certificate Course. (Physical/Online mode)	10

Question No.	Questions	Marks
Q.1	Practical/ Theory	15
Q.2	Practical/ Theory	15
Q.3	Practical/ Theory	15
Q.4	Practical/ Theory	15
Q.5	Practical/ Theory	15
Q.6	Practical/ Theory	15

Note

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

Syllabus
B.Com. (Accounting and Finance)
(Sem.- III)

Title of Paper Cost Accounting – I

Sr. No.	Heading	Particulars
1	Description of the course: Including but not limited to:	<p>This course is designed to equip specialized learners of accounting and finance with the essential skills to navigate the intricate world of cost analysis and management decision-making. In today's competitive business landscape, understanding cost structures and implementing effective management accounting practices is crucial for organizational success. This course will delve into the fundamental concepts of cost accounting, including material, labor, and overhead analysis, and explore advanced topics like activity-based costing (ABC). By mastering these principles, learners will be prepared to provide valuable insights for strategic planning, performance evaluation, and profitability enhancement. This course will bridge the gap between theoretical knowledge and practical application, ensuring learners are well-equipped to excel in roles that demand accurate cost information and sound financial judgment.</p>
2	Vertical:	Major
3	Type:	Theory
4	Credit:	4 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted:	60 Hours
6	Marks Allotted:	100 Marks

7	<p>Course Objectives:</p> <ul style="list-style-type: none"> • To explain the fundamental concepts, objectives, and importance of cost and management accounting. • To analyze material storage and record systems, and <i>prepare</i> stock ledger accounts using FIFO and weighted average methods. • <i>To evaluate</i> the methods of employee cost control and <i>apply</i> wage payment and incentive systems. • To assess the impact of overhead allocation on product costing and <i>justify</i> the selection of appropriate absorption methods..
8	<p>Course Outcomes:</p> <ul style="list-style-type: none"> • Learners will be able to compare and contrast cost accounting, financial accounting, and management accounting, and apply activity-based costing (ABC) to solve practical problems. • Learners will be able to calculate the Economic Order Quantity (EOQ) and demonstrate the preparation of stock ledger accounts. • Learners will be able to compute employee costs under various wage systems and calculate labour turnover using replacement and separation methods. • Learners will be able to apply absorption costing methods to allocate overheads in different scenarios.

9	Modules: - 04
	Module 1: Introduction to Cost and Management Accounting
	<ul style="list-style-type: none"> • Meaning, objective and importance of Cost and Management Accounting • Functions and role of Cost Accounting Department in an organization • Installation of Cost Accounting System in an organization • Differentiate between Cost Accounting, Financial Accounting and Management Accounting. • Various elements and classifications of cost and methods of costing. • Need for Activity Based Costing (ABC) • Practical problems of Activity Based Costing (ABC)
	Module 2: Material Cost
	<ul style="list-style-type: none"> • Meaning, need for and importance of material • Material Storage and Records: Bin Cards, Stock Control Cards and Store Ledger

- Preparation of Stock Ledger Account using FIFO and Weighted Average Method.
- Computation of Economic Order Quantity (EOQ).

Module 3: Employee Cost

- Meaning and importance of Employee (Labour) cost in an organisation
- Employee (Labour) cost control: Functions, Factors and Procedures
- Idle Time: Causes, Treatment and computation of Effective hourly cost of employee.
- Over Time: Causes and Treatment
- Systems of Wage Payment and Incentives: Calculation of wages/salary/employee cost based on Time Rate System, Piece Rate System and Premium Bonus Method (Halsey Premium Plan and Rowan Premium Plan)
- Employee (Labour) Turnover: Meaning and Calculation based on Replacement Method and Separation Method.

Module 4: Overheads – Absorption Costing Method

- Meaning of Overheads-Classification: Production, administrative and selling and distribution.
- Classification of overheads into fixed and variable.
- Meaning and methods of allocation of overheads to various departments.
- Apportionment and absorption of overheads.

Reference Books:

- Cost Accounting Theory and Practice by B.K. Bhar, Tata Mc. Grow Hill and Co. Ltd., Mumbai
- Cost Accounting Principles and Practice by M.N. Arora, Vikas Publishing House Pvt. Ltd., New Delhi
- Advanced Cost and Management Accounting: Problems and Solutions by V.K. Saxena and C.D. Vashist, S. Chand and Company (P) Ltd., New Delhi
- Cost Accounting by S.P. Jain and K.L. Narang, Kalyani Publishers, Ludhiana
- Modern Cost and Management Accounting by M. Hanif, Tata McGraw Hill Education Pvt. Ltd., New Delhi Lectures on Costing by Swaminathan: S. Chand and Company (P) Ltd., New Delhi
- Cost Accounting by C.S. Rayudu, Tata Mc. Grow Hill and Co. Ltd., Mumbai
- Cost Accounting by Jawahar Lal and Seema Srivastava, Tata Mc. Grow Hill and Co. Ltd., Mumbai
- Cost Accounting by Ravi M. Kishore, Taxman Ltd., New Delhi

- Principles and Practices of Cost Accounting by N.K. Prasad, Book Syndicate Pvt. Ltd., Calcutta

11 Internal Continuous Assessment: 40%

**External, Semester End Examination
60% Individual Passing in Internal
and External Examination**

Continuous Evaluation through:

Semester End External – 60 Marks

Time – 2 Hours

Attempt any 4 out of 6 questions

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

Question No.	Questions	Marks
Q.1	Practical/ Theory	15
Q.2	Practical/ Theory	15
Q.3	Practical/ Theory	15
Q.4	Practical/ Theory	15
Q.5	Practical/ Theory	15
Q.6	Practical/ Theory	15

Note

- Equal Weightage is to be given to all the modules.
- 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.
- Use of simple calculator is allowed in the examination.

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VSC

Syllabus
B.Com. (Accounting and Finance)
(Sem.- III)

Title of Paper: Mutual Fund Distributor – I

Sr. No.	Heading	Particulars
1	Description of the course: Including but not limited to:	<p>This course provides a foundational understanding of investment principles and the functioning of mutual funds, equipping learners with the knowledge to make informed financial decisions. The first module explores the investment landscape, covering financial goals, asset classes, risk assessment and behavioral biases that influence investment choices. Learners will learn risk profiling techniques and asset allocation strategies to build optimal portfolios.</p> <p>The second module focuses on mutual funds, explaining their concept, types and their role in wealth creation. It examines the growth of India's mutual fund industry, regulatory frameworks and how mutual funds cater to diverse investor needs. Through practical insights and case studies, learners will evaluate fund performance, costs (expense ratios, loads) and alignment with financial objectives.</p> <p>Designed for aspiring investors, finance professionals and wealth advisors, this course bridges theory with real-world applications, preparing participants to navigate financial markets confidently. With India's growing mutual fund industry and increasing retail participation, this knowledge is invaluable for careers in investment advisory, financial planning and asset management.</p>
2	Vertical:	VSC
3	Type:	Theory

4	Credit:	2 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: <ul style="list-style-type: none"> To analyze the investment landscape by evaluating different asset classes, risk-return trade-offs, and behavioral biases affecting investment decisions. To understand the structure, functioning, and role of mutual funds in wealth creation, along with their classification and growth in the Indian market. 	
8	Course Outcomes: <ul style="list-style-type: none"> The learners will be able to assess investment risks, apply risk management strategies, and create suitable asset allocation plans based on individual risk profiles. The learners will be able to evaluate various types of mutual funds and prepare investment plan for an individual. 	
Modules: - 02		
Module 1: Investment Landscape & Concept and Role of a Mutual Fund		
9	A. Investment Landscape <ul style="list-style-type: none"> Investors and their Financial Goals Savings or Investments?: Meaning and Importance. Different Asset Classes: Real Estate; Commodities; Fixed Income; Equity; Hybrid asset classes: Characteristics and Present Indian and Global Scenarios. Different Types of Risks: Investment Risks, Inflation Risk; Liquidity Risk; Credit Risk; Interest Rate Risk; Market Risk and Price Risk Risk Measures and Management Strategies Behavioural Biases in Investment Decision Making Risk Profiling of Individuals: Case Studies Understanding Asset Allocation: Case Studies B. Concept and Role of a Mutual Fund <ol style="list-style-type: none"> Concept of Mutual Fund <ul style="list-style-type: none"> Role of Mutual Funds Investment Objectives of Mutual Funds Investment Policy for Mutual Funds 	

- Important Concepts in Mutual Funds
- Advantages of Mutual Funds for Investors
- Limitations of Mutual Fund

2. Classification of Mutual Funds

- By the structure of the fund
- By the management of the portfolio
- By the investment universe
- Mutual fund scheme categorization and SEBI regulation: Equity Schemes, ii. Debt Schemes, iii. Hybrid Schemes, iv. Solution Oriented Schemes , v. Other Schemes

3. Growth of the mutual fund industry in India

Module 2: Legal Structure of Mutual Funds in India & Net Asset Value, Total Expense Ratio and Pricing of Units

A. Legal Structure of Mutual Funds in India

- Structure of Mutual Funds in India
- Key Constituents of a Mutual Fund: a. Sponsors, b. Board of Trustees, c. Mutual Fund Trust, d. Asset Management Company, e. Custodian
- Organization Structure of Asset Management Company
- Role and Support function of Service Providers
- Role and Function of Association of Mutual Funds in India.

B. Net Asset Value, Total Expense Ratio and Pricing of Units

- Fair Valuation Principles
- Computation of Net Assets of Mutual Fund Scheme and NAV (Practical sums): a. Net Assets of Scheme, b. Net Asset Value, c. Mark to Market, d. Total Expenses in Mutual Fund Scheme
- Dividends & Distributable Reserves
- Concept of Entry and Exit Load and its impact on NAV (Practical sums)
- Key Accounting and Reporting Requirements
- NAV, Total expense ratio and pricing of units for the Segregated Portfolio (Practical sums)

Reference Books:

- Mutual Fund Foundation by National Institute of Securities Markets
- Mutual Fund Distributor by National Institute of Securities Markets
- How to Make a Fortune Through Mutual Funds: Hunt with the Hounds by Ashu Dutt

- Bogle On Mutual Funds: New Perspectives for The Intelligent Investor by John C. Bogle
- Indian Mutual Funds Handbook 5th Edition: A Guide for Industry Professionals and Intelligent Investors by Sundar Sankaran
- Common Sense on Mutual Funds: New Imperatives for the Intelligent Investor by John C. Bogle
- Mutual Funds-Ladder to Wealth Creation by Vivek K Negi
- A Guide to Indian Mutual Fund Investment by Dr. Susanta Kumar Mishra
- Mutual Funds Made Easy! by Gerard W. Perritt
- Mutual Funds for Dummies by Eric Tyson

11 Internal Continuous Assessment: 40%

**External, Semester End Examination
60% Individual Passing in Internal and
External Examination**

Continuous Evaluation through:

	Assessment/Evaluation	Marks
1	Class Test during the lectures. (Physical/ Online mode). (Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/ puzzles)	10
2	Participation in Workshop/ Conference/Seminar, Assignment & Viva. (Physical/Online mode)	5
3	Participation in Case Study/ Field Visit /Certificate Course. (Physical/Online mode)	5

12

Semester End External – 30 Marks

Time – 1 Hour

Attempt any 2 out of 3 questions

Question No.	Questions	Marks
Q.1	Practical/ Theory	15
Q.2	Practical/ Theory	15
Q.3	Practical/ Theory	15

Note

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

Sem - IV

Syllabus B.Com. (Accounting and Finance) (Sem.- IV)

Title of Paper: Financial Accounting - IV

Sr. No.	Heading	Particulars
1	<p>Description of the course:</p> <p>Including but not limited to:</p>	<p>This comprehensive course provides an in-depth understanding of corporate accounting practices and financial operations under the Companies Act, 2013. Designed for accounting and finance students, the program covers essential aspects of company financial statements preparation, redemption of preference shares and debentures, and buy-back of securities. Through practical problem-solving and case studies, students gain hands-on experience in preparing statutory financial documents in compliance with Schedule III requirements.</p> <p>The course holds significant relevance in today's corporate environment, where adherence to statutory financial reporting norms is crucial. Participants will develop specialized skills in handling complex corporate transactions, making them valuable assets for accounting firms, corporate finance departments, and regulatory compliance roles. The curriculum's practical orientation ensures immediate applicability in real-world scenarios, particularly in public accounting practices and corporate financial reporting.</p>
2	Vertical:	Major
3	Type:	Theory

4	Credit:	4 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted:	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: <ul style="list-style-type: none"> • To evaluate and prepare the financial statements of a company prepared according to Schedule III of the Companies Act, 2013, to assess its financial health. • To calculate the minimum fresh issue of shares required to redeem preference shares, demonstrating an understanding of the provisions of Section 55 of the Companies Act, 2013. • To explain the provisions of Section 71 (1) and (4) of the Companies Act, 2013, and apply the Companies Rules to calculate the Debenture Redemption Reserve (DRR) and redemption procedure. • To explain the provisions Section 68 and 70 of the Companies Act, 2013 and comprehend the accounting treatment of buy back of securities. 	
8	Course Outcomes: <ul style="list-style-type: none"> • The learners will be able to prepare a complete set of financial statements, including the Profit and Loss Statement and Balance Sheet, for a given company based on provided data and in compliance with Schedule III of the Companies Act, 2013. • The learner will be able to prepare journal entries and balance sheet to reflect the redemption of preference shares using the appropriate methods and accounting treatment. • The learner will be able to construct journal entries, ledger accounts, and a partial balance sheet to record the redemption of debentures using different methods • The learner will be able to construct journal entries, ledger accounts, and a balance sheet to record the buyback of securities. 	

Note: Use the latest amendments as available pertaining to latest previous year.

Modules: - 04

Module 1: Introduction to Company Accounts

- Meaning of Company, Types of Company, Maintenance of Books of Accounts
- List of Statutory Books to be maintained by Public Company under Companies Act 2013.
- Financial Statements of the Company:
- Schedule III of the Companies Act, 2013
- Preparation of Profit and Loss Statement Part II of Schedule III
- Preparation of Balance Sheet Part I of Schedule III
- Preparation of Final accounts of the Company

Module 2: Redemption of Preference Shares

- Meaning of Redemption and the purpose of issuing redeemable preference shares
- Provisions of the Companies Act, 2013 regarding preference shares and their redemption.
- Methods of redemption of fully paid-up preference shares by i) Fresh issue of shares; ii) Capitalisation of divisible or undistributed profits and iii) Combination of both i) and ii)
- Understanding Creation of Capital Redemption Reserve
- Accounting treatment for redemption of i) fully paid-up preference shares; ii) partly called-up preference shares; and iii) fully called-up but partly paid-up preference shares.
- Problem sums based on Redemption of Preference Shares

Module 3: Redemption of Debentures

- Meaning of Redemption of Debentures
- Requirement of creation of a Debenture Redemption Reserve and creation of Debenture Redemption Fund (making investment for purpose of redemption of debentures)
- Various methods of redemption of debentures.
- Accounting treatment of redemption of debentures
- Problem sums based on redemption of debentures

Module 4: Buy-Back of Securities

- Meaning of Buy-Back of Securities
- Accounting treatment of buy-back of securities
- Provisions of the Companies Act regarding buy-back of securities
- Problem sums based on Buy-Back of Securities

Reference Books:

1. Introduction to Accountancy T.S. Grewal S. Chand and Co. (P) Ltd., New Delhi
2. Advanced Accounts Shukla and Grewal S. Chand and Co. (P) Ltd., New Delhi
3. Advanced accountancy R.L. Gupta and M. Radhaswamy S. Chand and Co. (P) Ltd., New Delhi
4. Modern Accountancy Mukerjee and Hanif Tata Mc. Grow Hill and Co. Ltd., Mumbai
5. Jain, S. P., & Narang, K. L. (2018). Advanced accountancy (10th ed.). Kalyani Publishers.
6. Tulsian, P. C. (2018). *Corporate accounting*. S. Chand Publishing.
7. Ruchi, G., & Chaturvedi, R. (2019). *Accounting for management*. Taxmann Publications.
8. Maheshwari, S. N., & Maheshwari, S. K. (2018). *Corporate accounting*. Vikas Publishing House.

10

11

Internal Continuous Assessment: 40%

**External, Semester End Examination
60% Individual Passing in Internal
and External Examination**

12

Continuous Evaluation through:

	Assessment/Evaluation	Marks
1	Class Test during the lectures. (Physical/ Online mode). (Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/ puzzles)	20
2	Participation in Workshop/ Conference/Seminar, Assignment & Viva. (Physical/Online mode)	10

**Semester End External – 60 Marks
Time – 2 Hours**

Attempt any 4 out of 6 questions

Question No.	Questions	Marks
Q.1	Practical/ Theory	15
Q.2	Practical/ Theory	15
Q.3	Practical/ Theory	15
Q.4	Practical/ Theory	15
Q.5	Practical/ Theory	15
Q.6	Practical/ Theory	15

Note

	<table border="1"> <tr> <td data-bbox="217 98 280 271">3</td> <td data-bbox="280 98 715 271">Participation in Case Study/ Field Visit /Certificate Course. (Physical/Online mode)</td> <td data-bbox="715 98 836 271">10</td> </tr> </table>	3	Participation in Case Study/ Field Visit /Certificate Course. (Physical/Online mode)	10	<ol style="list-style-type: none"> 1. Equal Weightage is to be given to all the modules. 2. 15 marks question may be subdivided into 8 marks + 7 marks, 10 marks + 5 marks and 5 marks + 5 marks + 5 marks. Internal options may be given however, it is not mandatory. 3. Use of simple calculator is allowed in the examination. 4. Wherever possible more importance is to be given to the practical problem.
3	Participation in Case Study/ Field Visit /Certificate Course. (Physical/Online mode)	10			

Note: Use the latest amendments as available pertaining to latest previous year.

Syllabus
B.Com. (Accounting and Finance)
(Sem.- IV)

Title of Paper: Cost Accounting – II

Sr. No.	Heading	Particulars
1	Description of the course: Including but not limited to:	<p>This professional course provides comprehensive training in essential cost accounting methods and their practical applications in business decision-making. The program systematically covers four critical areas of cost management: cost classification and analysis, financial reconciliation, contract costing and process costing. Through a combination of theoretical concepts and practical problem-solving exercises, learners develop specialized skills in cost computation, analysis and reporting that are vital for manufacturing and service organizations.</p> <p>The course holds significant relevance in today's competitive business environment where cost control and optimization are crucial for profitability. Learners will gain hands-on experience in preparing detailed cost sheets, reconciling cost and financial accounts, managing contract costs and implementing process costing systems. These skills are immediately applicable across industries including manufacturing, construction, healthcare and professional services.</p>
2	Vertical:	Major
3	Type:	Theory
4	Credit:	4 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted:	60 Hours

6	Marks Allotted:	100 Marks
7	<p>Course Objectives:</p> <ul style="list-style-type: none"> • To understand various cost classifications and develop expertise in preparing comprehensive cost sheets for different business needs • To analyze the differences between cost and financial accounts and develop reconciliation statements • To apply contract costing principles including progress payments, retention money, and profit recognition on incomplete contracts • To implement process costing systems including treatment of process losses, joint products, and by-products 	
8	<p>Course Outcomes:</p> <ul style="list-style-type: none"> • The learners will be able to classify costs according to functional categories and prepare comprehensive cost sheets tailored to various business scenarios and decision-making requirements. • The learners will be able to identify discrepancies between cost and financial accounts and prepare accurate reconciliation statements to align both accounting systems. • The learners will be able to prepare contract account and other relevant accounting statements. • The learners will be able to execute process costing calculations and prepare the necessary accounts. 	
9	Modules: - 04	
	Module 1: Classification of Costs and Cost Sheets	
	<ul style="list-style-type: none"> • Functional Classification of elements of cost, Cost heads in cost sheet, Cost of Sales, Cost Centre, Cost Unit, Profit Centre and Investment Centre • Cost Sheet, Total Costs and Unit Costs, Different Costs for different purposes • Problems sums based on Preparation of cost sheet & Estimated Cost sheet 	
	Module 2: Reconciliation of Cost and Financial Accounts	
	<ul style="list-style-type: none"> • Meaning, Need and Benefits of Reconciliation of cost and financial accounts • Practical problems based on Reconciliation of cost and financial accounts 	
Module 3: Contract Costing		

- Progress payments, Retention money, Contract accounts, Accounting for material, Accounting for Tax deducted at source by the contractee and Accounting for plant used in a contract
- Accounting treatment of profit on incomplete contracts
- Contract Profit and Balance Sheet preparation, Escalation clause
- Problems sums based on Contract Costing

Module 4: Process Costing

- Meaning of Process Costing, Process loss
- Treatment of Normal, Abnormal Loss and Abnormal Gain in cost accounts
- Joint products and by products
- Problems sums based on Process Costing

Reference Books:

1. Cost Accounting Principles and Practice by M.N. Arora, Vikas Publishing House Pvt. Ltd., New Delhi
2. Advanced Cost and Management Accounting: Problems and Solutions by V.K. Saxena and C.D. Vashist, S. Chand and Company (P) Ltd., New Delhi
3. Cost Accounting by S.P. Jain and K.L. Narang, Kalyani Publishers, Ludhiana
1. Modern Cost and Management Accounting by M. Hanif, Tata McGraw Hill Education Pvt. Ltd., New Delhi
2. Lectures on Costing by Swaminathan: S. Chand and Company (P) Ltd., New Delhi
3. Cost Accounting by C.S. Rayudu, Tata Mc. Grow Hill and Co. Ltd., Mumbai
4. Cost Accounting by Jawahar Lal and Seema Srivastava, Tata Mc. Grow Hill and Co. Ltd., Mumbai
5. Cost Accounting by Ravi M. Kishore, Taxmann Ltd., New Delhi
6. Principles and Practices of Cost Accounting by N.K. Prasad, Book Syndicate Pvt. Ltd., Calcutta
4. Cost Accounting Theory and Practice by B.K. Bhar, Tata Mc. Grow Hill and Co. Ltd., Mumbai

11	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination																																	
12	<p>Continuous Evaluation through:</p> <table border="1" data-bbox="245 324 860 1120"> <thead> <tr> <th data-bbox="245 324 304 383"></th> <th data-bbox="304 324 738 383">Assessment/Evaluation</th> <th data-bbox="738 324 860 383">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="245 383 304 723">1</td> <td data-bbox="304 383 738 723">Class Test during the lectures. (Physical/ Online mode). (Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/ puzzles)</td> <td data-bbox="738 383 860 723">20</td> </tr> <tr> <td data-bbox="245 723 304 947">2</td> <td data-bbox="304 723 738 947">Participation in Workshop/ Conference/Seminar, Assignment & Viva. (Physical/Online mode)</td> <td data-bbox="738 723 860 947">10</td> </tr> <tr> <td data-bbox="245 947 304 1120">3</td> <td data-bbox="304 947 738 1120">Participation in Case Study/ Field Visit /Certificate Course. (Physical/Online mode)</td> <td data-bbox="738 947 860 1120">10</td> </tr> </tbody> </table>		Assessment/Evaluation	Marks	1	Class Test during the lectures. (Physical/ Online mode). (Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/ puzzles)	20	2	Participation in Workshop/ Conference/Seminar, Assignment & Viva. (Physical/Online mode)	10	3	Participation in Case Study/ Field Visit /Certificate Course. (Physical/Online mode)	10	<p>Semester End External – 60 Marks Time – 2 Hours Attempt any 4 out of 6 questions</p> <table border="1" data-bbox="890 432 1474 902"> <thead> <tr> <th data-bbox="890 432 1059 544">Question No.</th> <th data-bbox="1059 432 1350 544">Questions</th> <th data-bbox="1350 432 1474 544">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="890 544 1059 604">Q.1</td> <td data-bbox="1059 544 1350 604">Practical/ Theory</td> <td data-bbox="1350 544 1474 604">15</td> </tr> <tr> <td data-bbox="890 604 1059 665">Q.2</td> <td data-bbox="1059 604 1350 665">Practical/ Theory</td> <td data-bbox="1350 604 1474 665">15</td> </tr> <tr> <td data-bbox="890 665 1059 725">Q.3</td> <td data-bbox="1059 665 1350 725">Practical/ Theory</td> <td data-bbox="1350 665 1474 725">15</td> </tr> <tr> <td data-bbox="890 725 1059 786">Q.4</td> <td data-bbox="1059 725 1350 786">Practical/ Theory</td> <td data-bbox="1350 725 1474 786">15</td> </tr> <tr> <td data-bbox="890 786 1059 846">Q.5</td> <td data-bbox="1059 786 1350 846">Practical/ Theory</td> <td data-bbox="1350 786 1474 846">15</td> </tr> <tr> <td data-bbox="890 846 1059 902">Q.6</td> <td data-bbox="1059 846 1350 902">Practical/ Theory</td> <td data-bbox="1350 846 1474 902">15</td> </tr> </tbody> </table> <p>Note</p> <ol style="list-style-type: none"> 1. Equal Weightage is to be given to all the modules. 2. 15 marks question may be subdivided into 8 marks + 7 marks, 10 marks + 5 marks and 5 marks + 5 marks + 5 marks. Internal options may be given however, it is not mandatory. 3. Use of simple calculator is allowed in the examination. 4. Wherever possible more importance is to be given to the practical problem. 	Question No.	Questions	Marks	Q.1	Practical/ Theory	15	Q.2	Practical/ Theory	15	Q.3	Practical/ Theory	15	Q.4	Practical/ Theory	15	Q.5	Practical/ Theory	15	Q.6	Practical/ Theory	15
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Q.6	Practical/ Theory	15																																	

SEC

Syllabus
B.Com. (Accounting and Finance)
(Sem.- IV)

Title of Paper Mutual Fund Distributor – II

Sr. No.	Heading	Particulars
1	Description of the course: Including but not limited to:	<p>This course provides an in-depth understanding of the legal and operational structure of mutual funds in India along with the regulatory framework that governs them. The first module delves into the organizational setup of mutual funds, covering the roles of sponsors, trustees, AMCs and third-party service providers like custodians and registrars. It also examines the functioning of AMFI (Association of Mutual Funds in India) and its significance in standardizing industry practices.</p> <p>The second module focuses on the legal and compliance aspects, highlighting SEBI's regulatory oversight, due diligence norms for distributors, and mechanisms for investor grievance resolution. Students will learn about AMFI's code of conduct for intermediaries, ensuring ethical sales practices and investor protection.</p> <p>Designed for finance professionals, mutual fund distributors, compliance officers and aspiring investment advisors, this course equips learners with practical insights into regulatory compliance, risk management and investor rights. With India's mutual fund industry expanding rapidly, expertise in legal and regulatory frameworks is essential for careers in asset management, compliance and financial advisory services.</p>

2	Vertical:	SEC
3	Type:	Theory / Practical
4	Credit:	2 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: <ul style="list-style-type: none"> To understand the legal structure of mutual funds in India, including the roles of key constituents like AMCs, trustees, and service providers. To analyze the regulatory framework governing mutual funds, with a focus on SEBI's role, AMFI's code of conduct, and investor protection mechanisms. 	
8	Course Outcomes: <ul style="list-style-type: none"> The learners will be able to explain the organizational hierarchy of mutual funds in India and the functions of various stakeholders, including asset management companies (AMCs) and distributors. The learners will be able to evaluate performance of mutual fund. 	

	Modules: - 04
	Module 1: Legal and Regulatory Framework & Fund Distribution and Channel Management Practices
9	A. Legal and Regulatory Framework <ul style="list-style-type: none"> Role of Regulators in India Role of Securities and Exchange Board of India: a. Regulatory reforms by SEBI, b. Mutual Funds Regulations, c. Investment restrictions and portfolio diversification norms for mutual fund schemes, d. SEBI Advertisement Code for Mutual Funds, e. Investors' Rights & Obligations Due Diligence Process by AMCs for Distributors of Mutual Funds Investor Grievance Redress Mechanism AMFI Code of Conduct for Intermediaries B. Fund Distribution and Channel Management Practices <ul style="list-style-type: none"> The role and importance of mutual fund distributors

- Different kinds of mutual fund distributors - Individual players & non-individual entities
- Modes of distribution
- Pre-requisites to become Distributor of a Mutual Fund
- Revenue for a mutual fund distributor: a. Concept of Trail Commission, b. Additional commission for promoting mutual funds in small towns, c. Transaction Charges, d. Applicability of GST on distributors commission
- Commission Disclosure mandated by SEBI
- Due Diligence Process by AMCs for Distributors of Mutual Funds
- Difference between distributors and Investment Advisors
- Nomination facilities for Agents/Distributors and Payment of Commission to Nominee
- Change of distributor

Module 2: Scheme Related Information & Risk, Return and Performance Of Funds

A. Scheme Related Information

- Mandatory Documents: a. Scheme Information Document, b. Statement of Additional Information, c. Key Information Memorandum, d. Addendum, e. Updation of Scheme Documents—Regulatory provisions, f. Other Mandatory information/disclosure
- Non-Mandatory Disclosures

B. Risk, Return and Performance of Funds

- General Risk Factors: a. Liquidity Risk, b. Interest Rate Risk, c. Re-investment Risk, d. Political Risk, e. Economic Risk, f. Foreign Currency Risk
- Specific Risk Factors: a. Risk related to equity and equity related securities, b. Risk associated with short selling and Stock Lending, c. Risks associated with mid-cap and small-cap companies, d. Risk associated with Dividend, e. Risk associated with Derivatives, f. Risks related to debt funds, g. Risk associated with floating rate securities, h. Risks associated with investments in Securitized Assets
- Factors that affect mutual fund performance
- Drivers of Returns and Risk in a Scheme
- Measures of Returns (Practical sums): a. Simple Return, b. Annualized Return, c. Compounded Return, d. Compounded Annual Growth Rate
- SEBI Norms regarding Representation of Returns by Mutual Funds in India
- Risks in fund investing with a focus on investors

- Measures of Risk: a. Variance (Practical Sums), b. Standard Deviation (Practical Sums), c. Beta (Practical Sums), d. Modified Duration, e. Weighted Average Maturity, f. Credit Rating, g. Information Ratio
- Net Asset Value of Segregated Portfolio
- Risks Associated with Segregated Portfolio

Reference Books:

- Mutual Fund Foundation by National Institute of Securities Markets
- Mutual Fund Distributor by National Institute of Securities Markets
- How to Make a Fortune Through Mutual Funds: Hunt with the Hounds by Ashu Dutt
- Bogle On Mutual Funds: New Perspectives for The Intelligent Investor by John C. Bogle
- Indian Mutual Funds Handbook 5th Edition: A Guide for Industry Professionals and Intelligent Investors by Sundar Sankaran
- Common Sense on Mutual Funds: New Imperatives for the Intelligent Investor by John C. Bogle
- Mutual Funds-Ladder to Wealth Creation by Vivek K Negi
- A Guide to Indian Mutual Fund Investment by Dr. Susanta Kumar Mishra
- Mutual Funds Made Easy! by Gerard W. Perritt
- Mutual Funds for Dummies by Eric Tyson

11 Internal Continuous Assessment: 40%

**External, Semester End Examination
60% Individual Passing in Internal
and External Examination**

Continuous Evaluation through:

	Assessment/Evaluation	Marks
1	Class Test during the lectures. (Physical/ Online mode). (Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/ puzzles)	10
2	Participation in Workshop/ Conference/Seminar, Assignment & Viva. (Physical/Online mode)	5

Semester End External – 30 Marks

Time – 1 Hour

Attempt any 2 out of 3 questions

Question No.	Questions	Marks
Q.1	Practical/ Theory	15
Q.2	Practical/ Theory	15
Q.3	Practical/ Theory	15

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

	3	Participation in Case Study/ Field Visit /Certificate Course. (Physical/Online mode)	5	<p>marks and 5 marks + 5 marks + 5 marks. Internal options may be given however, it is not mandatory.</p> <p>3. Use of simple calculator is allowed in the examination.</p> <p>4. Wherever possible more importance is to be given to the practical problem.</p>
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Note: Use the latest amendments as available pertaining to latest previous year.

Letter Grades and Grade Points:

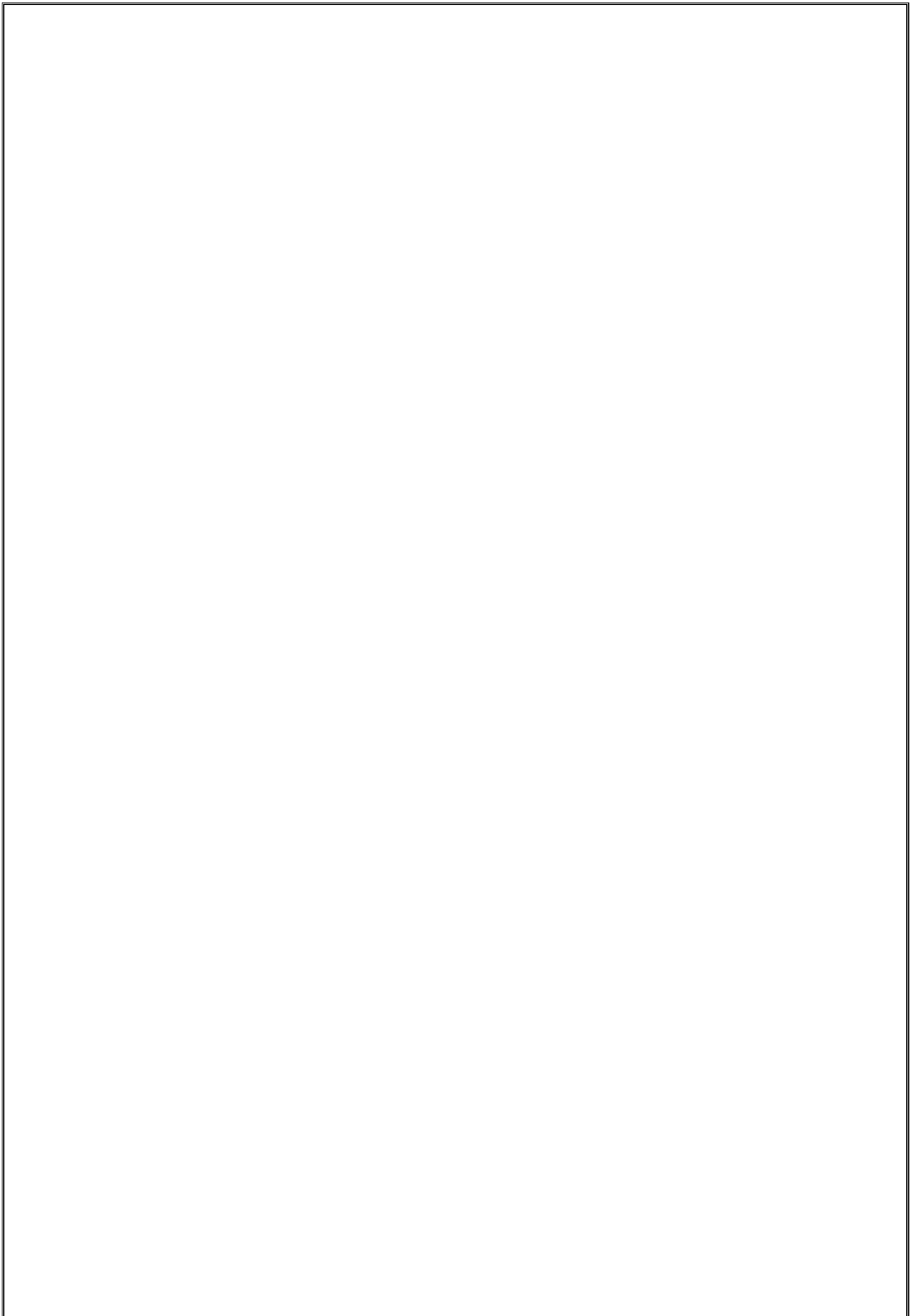
Semester GPA/ Programme CGPA Semester/ Programme	% of Marks	Alpha-Sign/ Letter Grade Result	Grading Point
9.00 - 10.00	90.0 - 100	O (Outstanding)	10
8.00 - < 9.00	80.0 - < 90.0	A+ (Excellent)	9
7.00 - < 8.00	70.0 - < 80.0	A (Very Good)	8
6.00 - < 7.00	60.0 - < 70.0	B+ (Good)	7
5.50 - < 6.00	55.0 - <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

Sd/-
**Sign of the BOS
Chairman
Prof. Dr Arvind Luhar
Board of Studies in
Accounting and
Finance**

Sd/-
**Sign of the
Offg. Associate
Dean
Prin. Kishori
Bhagat
Faculty of
Commerce**

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

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



As Per NEP 2020

University of Mumbai



Syllabus for Minor Vertical 2

Faculty of Commerce & Management

Board of Studies in Bachelor of Management Studies

Second Year Programme in Minor B. Com (Management Studies)

Semester

III & IV

Title of Paper

Sem.

Total Credits 4

I) Industry & Service Management (II)
(Strategic Financial Management)

III

4

Title of Paper

Credits

I) Industry & Service Management (III)
(Project & Customer Relationship
Management)

IV

4

From the Academic Year

2025-26

Sem. - III

Syllabus
B.Com. Management Studies
(Sem.- III)

Title of Paper: STRATEGIC FINANCIAL MANAGEMENT

Sr. No.	Heading	Particulars
1	Description the course: Including but not limited to:	This course focuses on planning, implementation & control of financial services. This is a critical discipline that integrates financial decision making with long term business strategies to achieve sustainable growth & maximize shareholders value. The course focuses is on strategic application of financial management principles to help organizations combat with the growing complexities of business world. The course is designed to provide students with comprehensive understanding of how financial decisions can improve corporate performance.
2	Vertical:	Minor
3	Type:	Theory
4	Credit:	4 credits
5	Hours Allotted:	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives:	
	<ol style="list-style-type: none"> 1. To equip the learner with basic understanding of application of various dividend decision models and to throw a light on the concept XBRL. 2. To acquaint management learners in preparation of capital budgeting and role of capital rationing in management decision making process. 3. To provide the learner with basic understanding of strategic financing decision and working capital 4. To create basic understanding on risk management, International financial markets and taxation 	
8	Course Outcomes:	
	<ol style="list-style-type: none"> 1. Learners get depth knowledge on various types and models of dividend policy adopted in firm while declaring dividend to shareholders. 2. Learners will have better awareness and understanding of capital budgeting and role of capital rationing. 3. Learners will have a basic understanding on of strategic financing decision and working capital. 4. The learner will have create a basic understanding on risk management, International financial markets and taxation 	

9 **Modules: -**

Module 1: Foundations of Strategic Financial Management

1. Introduction to Strategic Financial Management: Meaning, scope, and objectives of SFM, Role of SFM in corporate strategy, Financial goals and strategy.
2. Shareholder value maximization and stakeholder interests, Strategic vs. operational finance, Emerging role of the finance manager.
3. Financial Planning and Strategy Formulation, Strategic planning process and financial implications, Financial modelling and forecasting,
4. Types of financial plans, Linking financial strategy with business strategy, Valuation Principles, Business valuation concepts and methods

Module 2: Capital Budgeting & Capital Rationing

1. Concept – Need & Importance of Capital budgeting, Steps in Capital Investment Decisions
2. Techniques & process of Capital Budgeting, Risk analysis in Capital Budgeting.
3. Concept of Decision Tree Analysis, Decision Tree Applications, Evaluation of lease vs. buy decisions, Types of leases and their financial implications
4. Meaning, Significance-Types – Methods of Capital Rationing, Practical Problems

Module 3: Strategic Financing Decisions

1. Theories of capital structure, Factors determining capital structure, Cost of capital, Leverage analysis, EBIT-EPS analysis
2. Theories of dividend policy, Factors influencing dividend decisions, Types of dividend policies, Share buybacks.
3. Types of shares, Equity financing, types of Debt financing, Hybrid financing instruments, International financing options
4. Strategic importance of working capital, Managing key components, Working capital financing strategies

Module 4: Strategic Financial Risk Management

1. Types of financial risks, Risk identification, measurement, and evaluation, International financial risk management
2. International financial markets and institutions, Foreign direct investment decisions, Management of exchange rate risk, International taxation.
3. Principles of corporate governance, Role of finance in corporate governance, Ethical issues in financial management.
4. Impact of technology on financial strategies, Digital transformation in finance, Emerging financial instruments and markets, Financial and non-financial performance metrics.

10	Text Books: 1) IM Pandey, Financial Management, Vikas Publication. 2) Ravi Kishor, Financial Management, Taxman's	
11	Reference Books: 1. Khan & Jain, Financial Management, MC Graw Hill 2. Van Horne & John Wachowiz, Fundamentals of Financial Management. 3. Dr.S.P.Gupta, Financial Management, Sahitya Bhawan Publication 4. Prasanna Chandra, Strategic Financial Management, MC Graw Hill. 5. Ravi M, Kishore, Strategic Financial Management, Taxman's.	
12	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
13	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	

Paper Pattern 4 Credits (Total 100 Marks)

Internal = 40 Marks
External = 60 Marks

Internal Paper Pattern (40 Marks)

1. Case Study writing OR Assignment	} any two (10 Marks each)	20 Marks
2. Quiz OR Group discussion OR Role Playing		
3. Project Presentation OR Research Paper		
4. Class Test - (Mandatory) with Objective questions		20 Marks
Total		<hr/> 40 Marks

External Paper Pattern (60 Marks)

External Paper Pattern (60 Marks)

Write any **FOUR** questions from the following

- Q1. Answer the following 15 marks
A
B
- Q2. Answer the following 15 Marks
A
B
- Q3. Answer the following 15 Marks
A
B
- Q4. Answer the following 15 marks
A
B
- Q5. Answer the following 15 Marks
A
B
- Q6. Answer the following 15 Marks
A
B

Sem. - IV

Syllabus
B.Com. Management Studies
(Sem.- IV)

Title of Paper: Project & Customer Relationship Management

Sr. No.	Heading	Particulars
1	Description the course: Including but not limited to:	Project & Customer Relationship Management (CRM) integrates strategies for managing project lifecycles with those for nurturing customer interactions. It ensures that projects deliver value while fostering strong, lasting client relationships. This approach emphasizes clear communication, expectation management, and proactive problem-solving throughout the project. Aligning project goals with customer needs enhances satisfaction and promotes future collaboration. Effective Project & CRM utilizes tools and techniques to track progress, manage resources, and maintain consistent customer engagement. Ultimately, it aims to optimize project outcomes and maximize customer lifetime value.
2	Vertical :	Minor
3	Type :	Theory
4	Credit:	4 credits
5	Hours Allotted :	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives:	<ol style="list-style-type: none"> 1. To analyze the interrelationship between project management principles and Customer Relationship Management (CRM) practices. 2. To investigate the role of established CRM strategies in fostering strong customer relationships and contributing to project success. 3. To identify effective project management for successful CRM project implementation. 4. To evaluate advanced e-CRM strategies and establish metrics for measuring CRM project success.
8	Course Outcomes: The students will be able to;	<ol style="list-style-type: none"> 1. Articulate the fundamental relationship between project management and CRM. 2. Comprehend the application of CRM strategies in achieving project success through enhanced customer relationships. 3. Describe the process of CRM project implementation, including associated challenges and the incorporation of customer feedback. 4. Evaluate advanced e-CRM strategies and apply project optimization techniques.

9 **Modules: -**

Module 1: Foundations of Project Management and CRM

1. Concepts of Project Management, Features and Need for project management, Principles of Project Management, Project Life Cycle and Methodologies
2. Concept of Customer Relationship Management, Core principles, importance, and the evolution of CRM, Types of CRM
3. Relation in Project Management and CRM, Role of Project Manager, Role of Consultants in Project Management and CRM
4. Customer-Centric Project Management, effect of project decisions on customer data, The role of projects in implementing CRM strategies.

Module 2: CRM Strategies for Project Success

1. Customer Needs Analysis, Techniques for gathering and understanding customer requirements in projects, Stakeholder Management,
2. Sales force automation, Customer service and support, customer data management
3. Emerging CRM technologies, Effective communication strategies for managing customer expectations and project planning.
4. Building Strong Customer Relationships, Techniques for fostering trust, managing conflict, and enhancing customer loyalty throughout the project.

Module 3: Project Management for CRM Implementation

1. Defining CRM project goals and objectives, Developing a CRM implementation plan, Resource allocation and budgeting.
2. Managing CRM project timelines and deliverables, tracking project progress and performance, Addressing project challenges and risks.
3. Customer feedback and expectations during project execution, Change management within CRM project implementation,
4. Identifying and mitigating risks associated with CRM implementation, Proper communication with customers during project phases

Module 4: Advanced CRM Strategies and Project Optimization

1. E-CRM: Concept -Features of e-CRM-Benefits of e-CRM - Social Networking and CRM -Mobile CRM- CRM v/s Digital Marketing -CRM in service industry in India
2. Customer segmentation and targeting, Customer lifetime value analysis, Data mining and predictive analytics, Using analytical CRM data to optimize future projects,
3. Enhancing customer satisfaction and loyalty, Personalized customer interactions, Using CRM data to improve Customer experience (CX)

	4. Measuring CRM project success and ROI, Lessons learned and best practices, Measuring CRM project success, Future trends in CRM and project management.	
10	Text Books: <ol style="list-style-type: none"> 1. Project Management: A Life Cycle Approach by R.K. Khurana - Published by Vikas Publishing House. 2. Jagdish N.Sheth, Atul Parvatiyar & G.Shainesh, "Customer Relationship Management", Emerging Concepts, Tools and Application", 2010, TMH. 	
11	Reference Books: <ol style="list-style-type: none"> 1. Project Management: A Professional Approach by K. Nagarajan - Published by Pearson 2. Fundamentals of Project Management by Joseph Heagney - Published by PMI 3. Project Management: Concepts, Techniques and Tools by Aditi Jaiswal and Alok Gakhar - Published by Prentice-Hall India 4. Project Management: The Indian Context by Prasanna Chandra and K.S. Rajasekaran - Published by McGraw-Hill Education 5. Project Management: A Systems Approach to Planning, Scheduling, and Controlling by Raghavan Srinivasan - Published by McGraw-Hill Education 6. Dilip Soman & Sara N-Marandi," Managing Customer Value" 1st edition, 2014, Cambridge. 7. Alok Kumar Rai, "Customer Relationship Management: Concepts and Cases", 2008, PHI. 8. Ken Burnett, the Handbook of Key "Customer Relationship Management", 2010, Pearson Education. 9. Mukesh Chaturvedi, Abinav Chaturvedi, "Customer Relationship Management- An Indian Perspective", 2010 Excel Books, 2nd edition 	
12	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
13	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 4)	

Paper Pattern 4 Credits (Total 100 Marks)

Internal = 40 Marks
External = 60 Marks

Internal Paper Pattern (40 Marks)

1. Case Study writing OR Assignment 2. Quiz OR Group discussion OR Role Playing 3. Project Presentation OR Research Paper	}	any two (10 Marks each)	20 Marks
4. Class Test - (Mandatory) with Objective questions			20 Marks
Total			40 Marks

External Paper Pattern (60 Marks)

External Paper Pattern (60 Marks)

Write any **FOUR** questions from the following

Q1. Answer the following	15 marks
A	
B	
Q2. Answer the following	15 Marks
A	
B	
Q3. Answer the following	15 Marks
A	
B	
Q4. Answer the following	15 marks
A	
B	
Q5. Answer the following	15 Marks
A	
B	
Q6. Answer the following	15 Marks
A	
B	

Sd/-

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Chairman
Dr. Kanchan Fulmali
Board of Studies in
BMS**

Sd/-

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

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

AC – 20/05/2025
Item No. – 6.18 (N) (2a) Sem. III

As Per NEP 2020

University of Mumbai



Syllabus for Basket of OE	
Faculty of Science	
Board of Studies in Computer Science	
UG Second Year Programme	
Semester	III
Title of Paper	Credits 2
I) Cyber & Digital Safety	2
From the Academic Year	2025 – 2026

Name of the Course: Cyber & Digital Safety

Sr. No.	Heading	Particulars
1	Description the course:	<p>Introduction:</p> <p>With the rapid rise in digital connectivity, individuals are increasingly vulnerable to online threats. This course introduces students to essential concepts of digital safety, privacy, and responsible online behavior. It provides practical knowledge to protect personal data, secure digital devices, and navigate the internet safely.</p> <p>Relevance:</p> <p>In today's digital age, everyone is a digital citizen. Whether you're a student, professional, or homemaker, digital safety is vital for safeguarding identity, finances, and mental well-being. This course addresses the urgent need to educate individuals in navigating online spaces securely.</p> <p>Usefulness:</p> <p>The course empowers learners with practical knowledge on how to stay safe online—be it managing privacy settings on social media, identifying phishing emails, or using strong passwords. These skills are useful in daily digital activities across personal, academic, and professional spaces.</p> <p>Application:</p> <p>Students can immediately apply the concepts learned—from using secure Wi-Fi and avoiding fake news to setting up two-factor authentication and protecting children's online experiences. It also helps in developing a safety-first approach to technology use.</p> <p>Interest:</p> <p>This course connects to the everyday digital life of learners—making it highly relatable. It explores topics like deepfakes, social media responsibility, digital detox, and cyberbullying, which resonate with students from all disciplines and age groups.</p> <p>Connection with Other Courses:</p> <p>While not technical, this course complements subjects in Media Studies, Psychology, Communication, Law, and even Business. It strengthens digital literacy, a valuable</p>

		<p>soft skill, and supports courses related to digital ethics, digital marketing, and online communication.</p> <p>Demand in the Industry:</p> <p>Digital awareness is considered a critical life skill by employers. Companies value employees who understand safe digital practices, especially in remote and hybrid work environments. With increasing data breaches and cybercrime, demand for digitally responsible professionals is rising.</p> <p>Job Prospects:</p> <p>Although not a technical specialization, this course adds weight to any resume by demonstrating digital literacy. It prepares students for roles in education, administration, customer service, journalism, HR, and more—where safe technology use is expected and respected.</p>
2	Vertical:	Open Elective
3	Type:	Theory
4	Credits:	2 credits
5	Hours Allotted:	30 hours
6	Marks Allotted:	50 Marks
7	<p>Course Objectives (CO):</p> <p>CO 1. To introduce the foundational concepts of cyber safety and digital privacy.</p> <p>CO 2. To create awareness of common online threats and best practices for digital hygiene.</p> <p>CO 3. To equip students with skills for safe usage of social media, devices, and the internet.</p> <p>CO 4. To develop a mindset for ethical digital behavior and responsible technology use.</p> <p>CO 5. To explore emerging cyber risks including AI, deepfakes, and the role of legislation.</p>	
8	<p>Course Outcomes (OC):</p> <p>After successful completion of this course, students would be able to -</p> <p>OC 1. Understand key concepts in cyber security and differentiate between threats and risks.</p> <p>OC 2. Apply safe browsing practices and protect their digital identity across platforms.</p> <p>OC 3. Identify and avoid common cyber scams, phishing attacks, and fake news.</p> <p>OC 4. Safeguard personal devices, use secure communication tools, and manage passwords.</p>	

	OC 5. Understand the ethical concerns and emerging trends in AI-driven cyber threats.
9	<p>Modules:</p> <p>Module 1: Fundamentals of Digital Safety & Online Behavior</p> <p>Introduction to Digital Safety and Cyber Security: What is Digital Safety?, Everyday importance of staying safe online, Cyber Security vs. Digital Safety, Ethical and responsible use of technology</p> <p>Common Online Threats and How to Avoid Them: Types of online threats: viruses, phishing, scams, Understanding social engineering and digital fraud, Case examples of real-world cyber attacks</p> <p>Safe Internet and Social Media Use: How to browse safely: HTTPS, safe websites, online shopping tips, Social media privacy settings, Digital identity and managing your online presence, Deepfakes and misinformation, Screen time, mental health, and digital well-being</p> <p>Online Safety for Children and Teenagers: Common risks for young users, Using parental controls and safe browsing tools, Identifying and addressing cyberbullying, Teaching children responsible internet use</p> <p>Module 2: Personal Device Security, Privacy & Emerging Trends</p> <p>Securing Devices and Networks: How to keep your phone and laptop safe, Safe use of public Wi-Fi and VPNs, Protecting smart devices (IoT) at home, Backing up your data securely</p> <p>Building Good Digital Habits (Cyber Hygiene): Creating strong passwords and using multi-factor authentication, Keeping software updated and avoiding unsafe downloads, Spotting fake news and online hoaxes</p> <p>Understanding Data Privacy: What is personal data and why it matters, Data protection laws in simple terms (like GDPR), Using privacy-friendly tools (browsers, search engines, messaging apps), What to do if a data breach happens</p> <p>Cyber Safety at Work and Emerging Technologies: Staying safe while working online or remotely, Secure email and workplace communication, How AI is used in cyber security – the good and the bad, Deepfakes, AI-based scams, and how to stay alert, Introduction to how blockchain can help in digital security</p>
10	<p>Text Books</p> <ol style="list-style-type: none"> 1. Security in the Cyber Age: An Introduction to Policy and Technology, John E. Savage, Derek S. Reveron, Cambridge University Press, 2023 2. Cyber Security and Personal Data Awareness: Leverage Personal Data safety in Cyber Threat environment, Selvaraj G, Notion Pres, 2024 3. Cyber and Digital Safety: Fundamentals and Best Practices, Maurya R K, SYBGEN Learning, 2025
11	<p>Reference Books</p> <ol style="list-style-type: none"> 1. Cyber Safety for Everyone: A comprehensive guide to online safety,

	JaagoTeens, BPB Publications, 3rd Edition, 2024 2. The Basics of Cyber Safety: Computer and Mobile Device Safety, John Sammons (Author), Michael Cross MD, Syngress, 2016 3. Cybersecurity for Everyone, David B. Skillicorn, Routledge, CRC Press, 2022 4. Cybersecurity for Dummies, Joseph Steinberg, Wiley, 2020																				
12	Internal Continuous Assessment: 40%	Semester End Examination: 60%																			
13	Continuous Evaluation through: Class Test on Module 1: 10 marks Class Test on Module 2: 10 marks <hr/> Average of 2 Class Tests: 10 marks Assignment on Module 1: 5 marks Assignment on Module 2: 5 marks <hr/> Total of 2 Assignments: 10 marks Total: 20 marks	Evaluation through: A Semester End Theory Examination of 1 hour duration for 30 marks as per the paper pattern given below. <hr/> Total: 30 marks																			
14	Format of Question Paper: <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Total Marks: 30</td> <td style="width: 50%; text-align: right;">Duration: 1 Hour</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Question</th> <th style="width: 25%;">Based On</th> <th style="width: 25%;">Options</th> <th style="width: 25%;">Marks</th> </tr> </thead> <tbody> <tr> <td>Q. 1</td> <td>Module 1</td> <td><i>Any 2 out of 4</i></td> <td>10</td> </tr> <tr> <td>Q. 2</td> <td>Module 2</td> <td><i>Any 2 out of 4</i></td> <td>10</td> </tr> <tr> <td>Q. 3</td> <td>Module 1 & 2</td> <td><i>Any 2 out of 4</i></td> <td>10</td> </tr> </tbody> </table>			Total Marks: 30	Duration: 1 Hour	Question	Based On	Options	Marks	Q. 1	Module 1	<i>Any 2 out of 4</i>	10	Q. 2	Module 2	<i>Any 2 out of 4</i>	10	Q. 3	Module 1 & 2	<i>Any 2 out of 4</i>	10
Total Marks: 30	Duration: 1 Hour																				
Question	Based On	Options	Marks																		
Q. 1	Module 1	<i>Any 2 out of 4</i>	10																		
Q. 2	Module 2	<i>Any 2 out of 4</i>	10																		
Q. 3	Module 1 & 2	<i>Any 2 out of 4</i>	10																		

Name of the Course: Web Designing

Sr. No.	Heading	Particulars
1	Description the course:	<p>Introduction:</p> <p>This course offers a comprehensive exploration of web development, covering essential technologies such as HTML, CSS, JavaScript, and PHP. Students will gain practical skills and knowledge necessary to create dynamic and visually appealing websites.</p> <p>Relevance:</p> <p>In today's digital age, web development skills are in high demand across various industries. Understanding HTML, CSS, JavaScript, and PHP is crucial for anyone interested in pursuing a career in web development or related fields.</p> <p>Usefulness:</p> <p>The skills acquired in this course are highly transferable and applicable in a wide range of professional settings. Whether students aim to become web developers, designers, or entrepreneurs, proficiency in web development technologies is invaluable.</p> <p>Application:</p> <p>Students will learn to apply their knowledge of HTML, CSS, JavaScript, and PHP to develop interactive websites and web applications. Through hands-on projects and exercises, they will gain practical experience in building real-world solutions.</p> <p>Interest:</p> <p>The course content is designed to engage students with a passion for technology and creativity. From creating visually appealing designs to implementing dynamic functionality, students will find ample opportunities to explore and express their interests.</p> <p>Connection with Other Courses:</p> <p>This course serves as a foundation for further studies in web development and related disciplines. It complements other technology courses by providing essential skills and knowledge that can be applied across various domains.</p>

		<p>Demand in the Industry:</p> <p>The demand for skilled web developers continues to grow as businesses and organizations increasingly rely on their online presence. Graduates of this course will be well-equipped to meet this demand and contribute effectively in the industry.</p> <p>Job Prospects:</p> <p>Completion of this course opens up numerous job opportunities in web development, design, digital marketing, e-commerce, and more. With the skills acquired, students can pursue roles such as front-end developer, web designer, full-stack developer, or freelance web developer.</p>
2	Vertical:	Open Elective
3	Type:	Practical
4	Credits:	2 credits (1 credit = 30 Hours of Practical work in a semester)
5	Hours Allotted:	60 hours
6	Marks Allotted:	50 Marks
7	<p>Course Objectives (CO):</p> <p>CO 1. Familiarize students with core web development technologies such as HTML, CSS, JavaScript, and PHP.</p> <p>CO 2. Develop students' skills in creating structured and visually appealing web pages using HTML and CSS.</p> <p>CO 3. Enable students to add interactivity and dynamic behavior to web pages using JavaScript.</p> <p>CO 4. Introduce students to basic web design principles and best practices.</p> <p>CO 5. Provide practical experience through hands-on exercises and projects.</p>	
8	<p>Course Outcomes (OC):</p> <p>After successful completion of this course, students would be able to -</p> <p>OC 1. Demonstrate proficiency in HTML markup and CSS styling to create well-structured and visually appealing web pages.</p> <p>OC 2. Implement interactivity and dynamic behavior on web pages using JavaScript and PHP.</p> <p>OC 3. Apply basic web design principles to create user-friendly and aesthetically pleasing websites.</p> <p>OC 4. Analyze and solve problems related to web development, including troubleshooting code and debugging errors.</p> <p>OC 5. Develop basic web applications and prototypes using HTML, CSS, JavaScript, and PHP.</p> <p>OC 6. Collaborate effectively in a team environment on web development projects.</p>	

9

Modules:

Module 1: Basics of Web Development (HTML and CSS) (30 hours)

Understanding the Internet and World Wide Web:

Introduction to the Internet and its applications. Overview of email, Telnet, FTP, e-commerce, and e-business. Basics of Internet infrastructure: ISPs, DNS, URLs, and HTTP.

HTML5 Fundamentals:

Basic Elements of HTML: Introduction to HTML tags for creating the structure of web pages.

Formatting Text: Applying basic text formatting using HTML tags.

Organizing Content: Using lists and headings to organize content.

Creating Links: Making hyperlinks to connect web pages.

HTML Tables: Structuring data using HTML tables for better presentation and organization.

Working with Multimedia and Forms:

Adding Images: Inserting images onto web pages and understanding image formats.

Colors and Styling: Applying colors and basic styles to web elements.

Forms and User Input: Creating interactive forms for user input and data submission.

Styling with CSS

Introduction to CSS: Understanding the role of Cascading Style Sheets in styling web pages.

Selectors and Properties: Using CSS selectors and properties to style HTML elements.

Background and Fonts: Applying background styles and working with fonts.

Positioning Elements: Understanding CSS properties for positioning elements on a web page.

Module 2: JavaScript and Dynamic Web Content (30 hours)

JavaScript:

Integrating JavaScript: Using JavaScript code within HTML documents for interactivity.

Programming Basics: Understanding JavaScript variables, operators, and control flow.

Functions and Events: Defining functions and handling events for user interaction.

Working with Forms: Validating form data and handling user input with JavaScript.

	<p>Dynamic content with PHP</p> <p>Basics of Server-side Scripting: Understanding the role of PHP in server-side scripting.</p> <p>Variables and Data Types: Declaring variables, working with data types, and type coercion in PHP.</p> <p>Control Structures: Implementing conditional statements and loops in PHP scripts.</p> <p>Sessions and Cookies: Introduction to managing user sessions and using cookies for data storage.</p> <p>Working with Databases: Connecting to databases, executing SQL queries, and processing query results.</p>	
10	<p>Text Books</p> <ol style="list-style-type: none"> 1. HTML 5 Black Book, Covers CSS 3, JavaScript, XML, XHTML, AJAX, PHP and jQuery, 2ed, Dreamtech Press, 2016 2. Web Programming and Interactive Technologies, scriptDemics, StarEdu Solutions India, 2018 3. PHP: A Beginners Guide, Vikram Vaswani, TMH 	
11	<p>Reference Books</p> <ol style="list-style-type: none"> 1. HTML, XHTML, and CSS Bible Fifth Edition, Steven M. Schafer, WILEY, 2011 2. Learning PHP, MySQL, JavaScript, CSS & HTML5, Robin Nixon, O'Reilly, 2018 3. PHP, MySQL, JavaScript & HTML5 All-in-one for Dummies, Steve Suehring, Janet Valade Wiley, 2018 	
12	Internal Continuous Assessment: 40%	Semester End Examination: 60%
13	<p>Continuous Evaluation through:</p> <p>Class Test on Module 1: 10 marks</p> <p>Class Test on Module 2: 10 marks</p> <hr/> <p>Average of 2 Class Tests: 10 marks</p> <p>Assignment on Module 1: 5 marks</p> <p>Assignment on Module 2: 5 marks</p> <hr/> <p>Total of 2 Assignments: 10 marks</p> <p>Total: 20 marks</p>	<p>Evaluation through:</p> <p>A Semester End Theory Examination of 1 hour duration for 30 marks as per the paper pattern given below.</p> <hr/> <p>Total: 30 marks</p>

14	Format of Question Paper:			
	Total Marks: 30		Duration: 1 Hour	
	Question	Based On	Options	Marks
	Q. 1	Module 1	<i>Any 2 out of 4</i>	10
	Q. 2	Module 2	<i>Any 2 out of 4</i>	10
Q. 3	Module 1 & 2	<i>Any 2 out of 4</i>	10	

Sd/-

Sign of the BOS Chairman
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 Science)

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

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Prof. Shivram S. Garje
 Faculty of Science &
 Technology

AC – 20/05/2025
Item No. – 6.18 (N) (2b) Sem. IV

As Per NEP 2020

University of Mumbai



Syllabus for Basket of OE	
Faculty of Science	
Board of Studies in Computer Science	
UG Second Year Programme	
Semester	IV
Title of Paper	Credits 2/ 4
I) Data Analytics	2
From the Academic Year	2025 – 2026

Name of the Course: Data Analytics

Sr. No.	Heading	Particulars
1	Description the course:	<p>Introduction:</p> <p>In today’s world, data is everywhere — from customer feedback to sports scores and social media trends. This course introduces students to the art of interpreting data through hands-on lab sessions using familiar tools like Excel, Google Sheets, Python, and Power BI, making data analytics both engaging and practical.</p> <p>Relevance:</p> <p>Data analytics is becoming a fundamental skill in every field — from arts and commerce to social sciences and biology. This course equips students with foundational data literacy, enabling them to understand patterns, trends, and insights from raw data.</p> <p>Usefulness:</p> <p>This course is highly useful for students across disciplines as it imparts foundational skills in handling, analyzing, and interpreting data—skills that are essential in both academic and professional settings. Whether students are preparing reports, research projects, or making informed decisions, the ability to manage data efficiently enhances their overall competence.</p> <p>Application:</p> <p>The practical, lab-based approach ensures immediate application of skills. From cleaning messy datasets to creating interactive dashboards, students gain hands-on experience with tools like Excel, Python (Pandas, Matplotlib), and Power BI. These applications are especially relevant in domains such as business analysis, social research, market surveys, and administrative tasks.</p> <p>Interest:</p> <p>Real-world, relatable datasets like sales figures, weather reports, and public feedback are used to teach concepts, which makes the course interesting and engaging. The visual and interactive nature of tools like Power BI and Excel charts helps maintain student interest while reinforcing learning through visualization and storytelling.</p>

		<p>Connection with Other Courses:</p> <p>This course complements subjects like Research Methodology, Business Statistics, Economics, Marketing, and Management Information Systems. It reinforces quantitative reasoning and analytical thinking, acting as a bridge between theoretical coursework and real-world problem-solving.</p> <p>Demand in the Industry:</p> <p>There is a rising demand across all sectors—education, healthcare, government, finance, and marketing—for individuals who can understand and analyze data. Data literacy is becoming a required competency, and even non-technical roles increasingly expect professionals to interpret and communicate data insights.</p> <p>Job Prospects:</p> <p>Completing this course enhances employability by equipping students with entry-level data analytics skills applicable in roles such as research assistants, data entry and analysis interns, marketing analysts, administrative associates, and operations coordinators. It also provides a stepping stone for pursuing advanced certifications or specialization in data analytics, business intelligence, or data-driven roles in various industries.</p>
2	Vertical:	Open Elective
3	Type:	Practical
4	Credits:	2 credits (1 credit = 30 Hours of Practical work in a semester)
5	Hours Allotted:	60 hours
6	Marks Allotted:	50 Marks
7	<p>Course Objectives (CO):</p> <p>CO 1. Understand basic concepts and importance of data analytics.</p> <p>CO 2. Collect, clean, and explore real-world datasets using Excel and Python.</p> <p>CO 3. Perform descriptive statistics and visualize trends effectively.</p> <p>CO 4. Use basic tools like Excel, Google Sheets, Power BI, and Python libraries for practical data analysis.</p> <p>CO 5. Apply analytics to simple business and social use cases</p>	
8	<p>Course Outcomes (OC):</p> <p>After successful completion of this course, students would be able to -</p> <p>OC 1. Work with datasets using spreadsheet tools and Python.</p> <p>OC 2. Apply data cleaning and transformation techniques.</p>	

	<p>OC 3. Generate meaningful visualizations and summaries from data.</p> <p>OC 4. Use tools like Power BI for creating dashboards.</p> <p>OC 5. Derive actionable insights from data in real-life scenarios.</p>
9	<p>Modules:</p> <p>Module 1: Data Understanding & Exploration</p> <p>Getting Started with Excel / Google Sheets: Entering, formatting, and sorting data, Using basic functions: AVERAGE, COUNT, IF, VLOOKUP</p> <p>Data Cleaning Techniques: Identifying and handling missing values, removing duplicates, dealing with outliers</p> <p>Descriptive Statistics in Excel: Mean, median, mode, variance, Interpreting statistical summaries</p> <p>Data Visualization: Creating and customizing bar, pie, and line charts, Using pivot tables for summary analytics</p> <p>Introduction to Python for Data Analytics: Google Colab/Jupyter Notebook setup, Using Pandas to read CSVs and explore data, Basic plotting with Matplotlib or Seaborn</p> <p>Module 2: Practical Data Analytics & Applications</p> <p>Trend Analysis using Excel/Python: Drawing trendlines in Excel, Real-life datasets: Sales, Weather, etc., Basic Regression (only conceptually – no crying over math)</p> <p>Customer Grouping / Clustering Concepts: Using filters & conditional formatting to simulate clustering, Finding patterns: segment customers by behavior, geography, etc., Use pivot tables to analyze grouped data</p> <p>Working with Public Datasets: Downloading open datasets (Kaggle, data.gov, etc.), Cleaning using Pandas, Visualization using Seaborn / Matplotlib</p> <p>Power BI for Data Visualization: Introduction to Power BI Interface, Importing Excel or CSV files, Creating Interactive Dashboards, Filters, slicers, and drill-downs (without a degree in rocket science), Publishing & sharing reports (because what’s analysis if no one sees it?)</p> <p>Mini Case Studies – Data-Driven Decisions: Choose a dataset (product sales, customer reviews, etc.) & Clean + visualize + present insights using Excel/Python/Power BI</p>
10	<p>Text Books</p> <ol style="list-style-type: none"> McKinney, W. (2018). Python for data analysis: Data wrangling with Pandas, NumPy, and IPython (2nd ed.). O’Reilly Media. Alexander, M., Kusleika, R., & Walkenbach, J. (2021). <i>Excel 2021 Bible</i>. Wiley. Powell, B. (2018). <i>Mastering Microsoft Power BI: Expert techniques for effective data analytics and business intelligence</i>. Packt Publishing.

11	Reference Books 1. Maheshwari, A. (2017). <i>Data analytics made accessible</i> (3rd ed.). Amazon Digital Services. 2. Golemund, G., & Wickham, H. (2017). <i>R for data science: Import, tidy, transform, visualize, and model data</i> . O'Reilly Media. 3. Provost, F., & Fawcett, T. (2013). <i>Data science for business: What you need to know about data mining and data-analytic thinking</i> . O'Reilly Media.	
12	Internal Continuous Assessment: 40%	Semester End Examination: 60%
13	Practical Assignments / Experiments / Hands-On Tests / Presentations / Demonstrations / Online Class Test / Case Studies: 15 marks Journal: 5 marks <hr/> Total: 20 Marks	A Semester End Practical Examination of 2 hours duration for 30 marks as per the paper pattern given below. Certified Journal is compulsory for appearing at the time of Practical Exam <hr/> Total: 30 Marks
14	Format of Question Paper: Total Marks: 30 Duration: 2 Hours	
	Question	Practical Question Based On
	Q. 1	Module 1
	Q. 2	Module 2
	Q. 3	Viva
		Marks
		12
		12
		06

Sd/-

Sign of the BOS Chairman
Dr. Jyotshna Dongardive
Ad-hoc BOS (Computer
Science)

Sd/-

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

Sd/-

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

As Per NEP 2020

University of Mumbai



Syllabus for Basket of AEC Vertical 5	
Faculty of- HUMANITIES	
Board of Studies in HINDI	
Second Year Programme	
Semester	III
Title of Paper	Credits
I) हिंदी भाषा : व्यावहारिक प्रयोग	2
From the Academic Year	2025-26

Title of Paper- हिंदी भाषा:व्यावहारिक प्रयोग

Sr. No.	Heading	Particulars
1	Description of the course:	भाषा का जीवन में सदैव महत्व रहा है। जीवन और भाषा का चोली-दामन का संबंध है। जब हमारी भाषा मधुर और सार्थक होती है तो श्रोता पर विशिष्ट प्रभाव पड़ता है। भाषा का यदि सही और सार्थक रूप से प्रयोग किया जाए तो मनुष्य जीवन में कहीं भी असफल नहीं हो सकता है। इसी भाषा के माध्यम से हम सभी को अपनी ओर आकर्षित भी करते हैं। वर्तमान युग में रोजगार में बहुत से क्षेत्र भाषा से जुड़े हुए हैं, जिसके माध्यम से विद्यार्थी इनका लाभ ग्रहण कर सकते हैं। भाषाई क्षमता हमारे विचारों की संवाहक होती है। आज डिजिटल युग में अभिव्यक्ति के कई माध्यमों का प्रसार हुआ है, इन माध्यमों में भाषा ही सशक्त तत्व है जो आपकी अभिव्यक्ति को पूरे जगत को अवगत कराती है। भाषा का महत्व हर समय, हर माध्यम में रहा है, परंतु भाषा का सार्थक रूप का प्रयोग आज बहुत आवश्यक है। आज हिंदी अंतरराष्ट्रीय स्तर पर प्रयोग में लाई जा रही है, तकनीक, सूचना प्रौद्योगिकी सोशल मीडिया, राजनीति की भाषा हिंदी बन चुकी है। जीवन में कई क्षेत्रों में व्यावहारिक स्तर पर हमें अपनी भाषा के लिखित स्वरूप के कार्यों को करना होता है और ऐसे में कार्य-दक्षता महत्व रखती है। हिंदी भाषा में व्यावहारिक प्रयोग को केंद्र में रखकर और इन्हीं पहलुओं को ध्यान में रखते हुए इस पाठ्यक्रम का गठन किया गया है। हम हिंदी भाषा को सही और शुद्ध रूप में प्रयोग कर अभिव्यक्ति को सफल बनाएं और बिना व्याकरण के यह संभव नहीं है। इस दृष्टि से पाठ्यक्रम सर्वाधिक लाभकारी सिद्ध होगा।
2	Vertical:	AEC
3	Type:	Theory
4	Credit:	2 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives:	1. विद्यार्थियों को राजभाषा हिंदी का विधिवत ज्ञान प्रदान करना।

	2. विद्यार्थियों को राजभाषा हिंदी के व्याकरण से परिचय करवाना। 3. विद्यार्थियों को संज्ञा आदि का ज्ञान प्रदान करना। 4. विद्यार्थियों को कारकों, वाक्य रचना एवं भाषिक चिह्नों आदि का ज्ञान प्रदान करना।	
8	Course Outcomes: 1. विद्यार्थियों को राजभाषा हिंदी का ज्ञान प्राप्त होगा, एवं दक्षता प्राप्त होगी। 2. विद्यार्थियों को राजभाषा हिंदी के व्याकरणिक प्रयोग की जानकारी प्राप्त होगी। 3. विद्यार्थियों को हिंदी-संज्ञा आदि का ज्ञान प्राप्त होने के साथ भाषा के शुद्ध, व्यावहारिक रूप का ज्ञान होगा। 4. विद्यार्थियों को कारकों, वाक्य रचना एवं भाषिक चिह्नों आदि का ज्ञान प्राप्त होगा।	
9	Modules (Per credit one module can be created)	
	इकाई-1	व्याख्यान-15
	क्रेडिट-01	
	1. हिंदी भाषा : सामान्य परिचय	
	2. राजभाषा हिंदी : संवैधानिक महत्त्व	
	3. वर्णमाला : स्वर एवं व्यंजन	
	4. शब्द भेद : सामान्य परिचय (संज्ञा आदि)	
	इकाई-2	व्याख्यान-15
	क्रेडिट-01	
	1. वाक्य : सामान्य परिचय	
	2. वर्तनी : शुद्धता का प्रयोग एवं सावधानियाँ	
	3. कारक एवं विराम चिह्न	
	4. पत्र लेखन : (बधाई, निमंत्रण, सुझाव, शिकायत, आभार, आवेदन, RTI लेखन)	
10	संदर्भ ग्रंथ- 1. बाबूराम सक्सेना- सामान्य भाषा विज्ञान, हिंदी साहित्य सम्मेलन, प्रयाग 2. कामताप्रसाद गुरु- हिंदी व्याकरण, लोकभारती प्रकाशन, इलाहाबाद 3. आचार्य देवेन्द्र नाथ शर्मा- भाषा विज्ञान की भूमिका, राधाकृष्ण प्रकाशन, दिल्ली 4. भाषा विज्ञान एवं भाषाशास्त्र- कपिलदेव द्विवेदी, विश्वविद्यालय प्रकाशन, वाराणसी 5. भोलानाथ तिवारी- भाषा विज्ञान, किताब महल, इलाहाबाद	
11	Internal Continuous Assessment : 40%	External : Semester End Examination : 60%
12	Continuous Evaluation through: <ul style="list-style-type: none"> ● रचनात्मक कार्य/प्रकल्प इत्यादि- 10 अंक ● प्रस्तुति/परिसंवाद सहभागिता इत्यादि- 05 अंक ● अकादमिक, व्यावसायिक एवं कौशल संवर्धन गतिविधियाँ- 05 अंक कुल 20 अंक	लिखित परीक्षा अंक : 30 समयावधि : 01 घंटा

13	Format of Question Paper: for the semester end examination अंक : 30	लिखित परीक्षा समयावधि : 01 घंटा
	निर्देश- 1. दोनों इकाइयों से प्रश्न पूछे जाएं। 2. तीन प्रश्न पूछे जाएं, किन्हीं दो प्रश्नों के उत्तर अपेक्षित हैं।	15x2 = 30 अंक कुलयोग- 30 अंक

Sd/-	Sd/-	Sd/-	Sd/-
Sign of the BOS Chairman Prof. Dr. Santosh Motwani Board of Studies in Hindi	Sign of the Offg. Associate Dean Dr. Suchitra Naik Faculty of Humanities	Sign of the Offg. Associate Dean Prof. Manisha Karne Faculty of Humanities	Sign of the Offg. Dean Prof. Anil Singh Faculty of Humanities

AC - 20/05/2025

Item No.- 5.45 (N) Sem-III 2(c)

As Per NEP 2020

University of Mumbai



Syllabus for
Basket of Marathi - AEC

Board of Studies in Marathi

Second Year Programme

Semester

III

Title of Paper

Credits

भाषिक कौशल्यांचे उपयोजन - २

2

(कथाकथन कौशल्य आणि अभिवाचन कौशल्य)

From the Academic Year

2025-26

Syllabus
B.A. (Marathi AEC)
(Semester - III)

Title of Paper : भाषिक कौशल्यांचे उपयोजन - २ (कथाकथन कौशल्य आणि अभिवाचन कौशल्य)

Sr. No.	Heading	Particulars
1	अभ्यासक्रमाचे वर्णन (Description of the Course)	<p>राष्ट्रीय शैक्षणिक धोरण - २०२० विद्यार्थ्यांच्या सर्वांगीण विकासावर (Wholistic Development) भर देते. सर्वांगीण विकासाचा भाग म्हणून क्षमता वर्धन अभ्यासक्रम (Ability Enhancement Course) या स्तंभांतर्गत भाषिक कौशल्यांशी संबंधित अभ्यासक्रमाचा समावेश करण्यात आला आहे. कला, वाणिज्य व विज्ञान या विद्याशाखांमध्ये अध्ययन करणाऱ्या विद्यार्थ्यांना तिसऱ्या सत्रामध्ये 'आधुनिक भारतीय भाषां'चे अध्ययन अनिवार्य करण्यात आले आहे. सदर क्षमता वर्धन अभ्यासक्रमाचे स्वरूप प्रामुख्याने भाषाकेंद्री असावे, असेही राष्ट्रीय शैक्षणिक धोरणात नमूद करण्यात आले आहे. त्यामुळे विद्यार्थ्यांना विविध प्रकारच्या भाषिक कौशल्यांचा तपशीलवार परिचय करून देणे, तसेच ती कौशल्ये आत्मसात करण्याची संधी उपलब्ध करून देणे, ही या अभ्यासक्रमाची महत्त्वाची उद्दिष्टे आहेत.</p> <p>विद्यार्थ्यांमध्ये पदवीचे शिक्षण घेत असताना भाषिक कौशल्ये विकसित व्हावीत, भाषिक कौशल्यांच्या आधारे त्यांना संबंधित क्षेत्रांत काम करण्याची संधी प्राप्त व्हावी, हे लक्षात घेऊन 'भाषिक कौशल्यांचे उपयोजन-२ (कथाकथन कौशल्य आणि अभिवाचन कौशल्य)' (श्रेयांकने २) या अभ्यासपत्रिकेची आखणी करण्यात आली आहे. या अभ्यासपत्रिकेच्या अध्ययनातून विद्यार्थ्यांना कथाकथन व अभिवाचन कौशल्यांचे तात्त्विक स्वरूप कळेल, तसेच कथाकथन व अभिवाचनासाठी आवश्यक कौशल्यांचा परिचय होऊन, ती कौशल्ये आत्मसात करण्याची संधी उपलब्ध होईल.</p>
2	Vertical :	Ability Enhancement Course
3	Type :	Theory
4	Credit:	2 Credits (1 Credit = 15 Hours for Theory or 30 Hours of Practical Work in a Semester)
5	Hours Allotted :	30 Hours (AEC या स्तंभांतर्गत शिकविल्या जाणाऱ्या अभ्यासपत्रिकांच्या कार्यभारासंबंधी मुंबई विद्यापीठाच्या दिनांक २३ जुलै २०२४ च्या NO.AAMS_UGS/ICC/2024-25/19 या परिपत्रकाचा आधार घ्यावा.)
6	Marks Allotted:	50 Marks

7	<p>अभ्यासक्रम उद्दिष्टे (Course Objectives) :</p> <ol style="list-style-type: none"> १. कथाकथन या भाषिक कौशल्याचे स्वरूप समजावून सांगणे. २. प्रभावी कथाकथन करण्यासाठी आवश्यक असणाऱ्या क्षमता आणि तंत्रांचा परिचय करून देणे. ३. अभिवाचन या भाषिक कौशल्याचे स्वरूप समजावून सांगणे. ४. प्रभावी अभिवाचन करण्यासाठी आवश्यक असणाऱ्या क्षमता आणि तंत्रांचा परिचय करून देणे. ५. प्रत्यक्ष कथाकथन व अभिवाचन करण्यासाठी आवश्यक असणाऱ्या क्षमता आणि कौशल्ये विकसित करणे.
8	<p>अभ्यासक्रम निष्पत्ती (Course Outcomes) :</p> <ol style="list-style-type: none"> १. विद्यार्थ्यांना कथाकथन या भाषिक कौशल्याचे स्वरूप समजेल. २. विद्यार्थ्यांना प्रभावी कथाकथनासाठी आवश्यक असणाऱ्या क्षमता आणि तंत्रांचा परिचय होईल. ३. विद्यार्थ्यांना अभिवाचन या भाषिक कौशल्याचे स्वरूप समजेल. ४. विद्यार्थ्यांना प्रभावी अभिवाचन करण्यासाठी आवश्यक असणाऱ्या क्षमता आणि तंत्रांचा परिचय होईल. ५. विद्यार्थ्यांमध्ये प्रत्यक्ष कथाकथन व अभिवाचन करण्यासाठी आवश्यक असणाऱ्या क्षमता आणि कौशल्ये विकसित होतील.
9	<p>अभ्यासक्रम घटक (Modules) :</p> <p>घटक - १ : कथाकथन कौशल्य</p> <p>अ) कथाकथन : तात्त्विक परिचय</p> <ul style="list-style-type: none"> ● गोष्ट, कथा, कथाकाव्य यांमधील वैविध्य व त्यांचे कथन ● कथाकथनामधील मुख्य घटक : १. गोष्ट / कथावस्तू २. कथाकथनकार ३. गोष्ट / कथावस्तूचे प्रत्यक्ष कथन ४. लक्ष्य श्रोता / रसिक ● कथाकथनाचे विशेष : १. कथाकथन : एक सांस्कृतिक उपक्रम २. कथाकथन : आनंद व मनोरंजनाचे साधन ३. कथाकथन : आशय संप्रेषणाचे प्रभावी माध्यम ● कथाकथनाचे प्रकार : १. पारंपरिक कथाकथन २. साभिनय कथाकथन ३. सामाजिक प्रसारमाध्यमांसाठी कथाकथन <p>आ) कथाकथनाची पूर्वतयारी व आवश्यक कौशल्ये,</p> <ul style="list-style-type: none"> ● लक्ष्य श्रोता / रसिकाविषयीची समज (कथाकथन कोणासाठी?), कथावस्तूची निवड व सराव ● कथाकथनासाठी आवश्यक भाषिक कौशल्ये : १. भाषिक समज २. बोली व प्रमाणभाषेतील स्पष्ट उच्चारण ३. कथनातील लय व गती ● कथाकथनासाठी आवश्यक संवाद कौशल्ये : १. आवाज २. घटना-प्रसंगातील नाट्याची समज ३. कथनातील थांबे (Pauses) ● कथाकथनाची शैली व शैलीची लवचीकता (६० मिनिटांच्या १५ तासिका, श्रेयांकन १) <p>(सूचना : शिक्षकांनी कथासंहिता निवडून त्याआधारे विद्यार्थ्यांकडून कथाकथनाचा सराव करून घ्यावा.)</p>

घटक - २ : अभिवाचन कौशल्य

अ) अभिवाचन : तात्त्विक परिचय

- वाचन, अभिवाचन यांमधील साम्य-भेद
- अभिवाचनामधील मुख्य घटक : १. संहिता २. अभिवाचक ३. संहितेचे प्रत्यक्ष अभिवाचन ४. लक्ष्य श्रोता / रसिक
- अभिवाचनाचे विशेष : १. अभिवाचन : एक सांस्कृतिक उपक्रम २. अभिवाचन : आनंद व मनोरंजनाचे साधन ३. अभिवाचन : आशय संप्रेषणाचे प्रभावी माध्यम
- अभिवाचनाचे प्रकार : १. पारंपरिक अभिवाचन (लोककथा, धार्मिक ग्रंथ) २. संहितांचे अभिवाचन (काव्य, कथा, कादंबरी, नाट्य व अन्य ललित, ललितेतर संहिता) ३. सामाजिक प्रसारमाध्यमांसाठी अभिवाचन

आ) अभिवाचनाची पूर्वतयारी व आवश्यक कौशल्ये

- लक्ष्य श्रोता / रसिकाविषयीची समज (अभिवाचन कोणासाठी?), अभिवाचन संहितेची निवड व सराव
- अभिवाचनासाठी आवश्यक भाषिक कौशल्ये : १. भाषिक समज २. बोली व प्रमाणभाषेतील स्पष्ट उच्चारण ३. अभिवाचनातील लय व गती
- अभिवाचनासाठी आवश्यक संवाद कौशल्ये : १. आवाज २. घटना-प्रसंगातील नाट्याची समज ३. अभिवाचनातील थांबे (Pauses) ४. सहअभिवाचकांशी समन्वय
- अभिवाचनाची शैली व शैलीची लवचीकता
(६० मिनिटांच्या १५ तासिका, श्रेयांकन १)

(सूचना : शिक्षकांनी विविध प्रकारचे उतारे निवडून त्याआधारे विद्यार्थ्यांकडून अभिवाचनाचा सराव करून घ्यावा.)

10 पाठ्य ग्रंथ (Text Books) : N.A.

11 संदर्भ ग्रंथ (Reference Books) :

१. कथा आणि कथाकथन, राजा मंगळवेढेकर, मंजुल प्रकाशन, पुणे, १९७२.
२. मराठी भाषिक कौशल्य विकास, (संपा०) पृथ्वीराज तौर, अथर्व पब्लिकेशन्स, धुळे, २०१८.
३. व्यावहारिक मराठी, ल० रा० नसिराबादकर, भाषा विकास संशोधन संस्था, कोल्हापूर, २०२३.
४. व्यावहारिक मराठी, (संपा०) स्नेहल तावरे, स्नेहवर्धन प्रकाशन, पुणे, चौथी आवृत्ती - २०११.
५. उपयोजित मराठी, (संपा०) केतकी मोडक आणि इतर, पद्मगंधा प्रकाशन, पुणे, २०१२.
६. व्यावहारिक मराठी, प्रकाश परब, मिथुन प्रकाशन, डोंबिवली, १९८९.
७. वाचिक अभिनय, श्रीराम लागू, राजहंस प्रकाशन, पुणे, १९९८.
८. आवाज साधना शास्त्र, बी० आर० देवधर, रागबोध प्रकाशन, पुणे, १९६५.

12 Internal Continuous Assessment : 40%

External, Semester End Examination : 60%

Individual Passing in Internal and External Examination

13	<p>अंतर्गत सातत्यपूर्ण मूल्यांकन (Internal Continuous Assessment) : २० गुण</p> <p>अंतर्गत मूल्यांकनाचे स्वरूप (Format of Internal Assessment) :</p> <p>चाचणी परीक्षा / मौखिक परीक्षा / प्रकल्पलेखन / नियतकार्य (Assignment) / सादरीकरण / प्रश्नमंजूषा यांपैकी कोणत्याही पद्धतीचा अवलंब करून अंतर्गत मूल्यमापन करता येईल. (प्रत्यक्ष उपस्थिती किंवा ऑनलाईन)</p>
14	<p>बहिर्गत परीक्षा (External Examination) : ३० गुण (वेळ : एक तास)</p> <p>बहिर्गत परीक्षेच्या प्रश्नपत्रिकेचे स्वरूप (Format of Question Paper) :</p> <p>१. प्रत्येकी १५ गुणांचे एकूण तीन प्रश्न विचारावेत. त्यांपैकी विद्यार्थ्यांनी कोणतेही दोन प्रश्न सोडवावेत.</p> <p>२. पहिले दोन प्रश्न दीर्घोत्तरी स्वरूपाचे असावेत. दोन्ही घटकांवर आधारित १५ गुणांचे अंतर्गत पर्याय असलेले दोन प्रश्न विचारावेत.</p> <p>३. तिसरा प्रश्न हा घटक क्रमांक एक व दोनवर आधारित १५ गुणांचा वस्तुनिष्ठ स्वरूपाचा असावा. प्रत्येक घटकावर दहा याप्रमाणे एकूण वीस वस्तुनिष्ठ प्रश्न विचारावेत. विद्यार्थ्यांनी कोणतेही पंधरा प्रश्न सोडवावेत.</p>

Sd /-

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Prof. Dr. Satish
Kamat
Board of Studies in
Marathi

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Offg. Associate Dean
Dr. Suchitra Naik
Faculty of
Humanities

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Prof. Manisha
Karne
Faculty of Humanities

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Prof. Anil Singh
Faculty of
Humanities

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

As Per NEP 2020

University of Mumbai



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

Sr. No.	Heading	Particulars
1	Description the course: Including but Not limited to:	<p>Business communication is an integral part of the commercial and corporate world. The growth of commercial organizations is directly linked to the effectiveness of their methods of communication with all their stakeholders. The success of an organization is also closely linked to its image building. As a discipline, business communication has changed diametrically and exponentially because of the rapid changes in information technology.</p> <p>In this scenario, it is imperative that all corporate professionals should have command over the various dimensions of business communication including the intentional and unintentional, the verbal and non-verbal, the in-person and the digital.</p> <p>The systematic study of business communication prepares the learners to become capable entrepreneurs, professionals, team-members and managers in today's competitive, networked and digitized business world.</p>
2	Vertical :	Ability Enhancement Course
3	Type :	Theory
4	Credit:	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks

7	<p>Course Objectives:</p> <ol style="list-style-type: none"> 1. To enable learners engage effectively with group communication. 2. To improve learners' skills in selection processes like interviews and group discussions. 3. To increase learners' understanding of the purpose and functions of meetings. 4. To equip learners with writing skills for trade-related communication.
8	<p>Course Outcomes:</p> <p>At the end of the course, learners will be able to:</p> <ol style="list-style-type: none"> 1. Understand and engage with group communication processes. 2. Perform more effectively during interviews and group discussions. 3. Participate more efficiently in meetings. 4. Write more impactful trade-related communication.
9	<p>Modules:- Per credit One module can be created</p>
	<p>Module 1: Group Communication (15 Lectures)</p> <ol style="list-style-type: none"> 1. Interviews <ul style="list-style-type: none"> - Definition, format and process of interviews - Selection interviews, assessment interviews, grievance interviews, exit interviews - Preparation and role of interviewers - Preparation and role of interviewees - Online interviews 2. Group Discussion <ul style="list-style-type: none"> - Meaning and types - Skills that are assessed during Group Discussion - Process of Group Discussion - Do's and don'ts of Group Discussion 3. Meetings <ul style="list-style-type: none"> - Meaning and definition - Types of meeting: formal and informal with examples - Conducting a meeting - Role of chairperson - Role of participants - Online meetings: Skype, Zooms, Google Meet, MS Teams

Module 2: Written Communication in Business (15 Lectures)

1. Notice, agenda, minutes and resolution for meetings
2. Letter of inquiry
3. Complaint and claim letter – adjustment letter
4. Sales letters and pamphlets
5. Consumer Grievance letter

10 Text Books: N.A.**11 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. Bahl, J. C. and Nagamia S. M. *Modern Business Correspondence and Minute Writing*. New Delhi: N. M. Tripathi Pvt. Ltd, 1974.
4. Balan, K.R. and Rayudu, C. S. *Effective Communication*. New Delhi: Beacon Books, 1996.
5. Bangh, L.Sue, Fryar, Maridell and Thomas David A. *How to Write First Class Business Correspondence*. N.T.C. Publishing Group USA, 1998.
6. Barkar, Alan. *Making Meetings Work*. New Delhi: Sterling Publications Pvt. Ltd., 1993.
8. Benjamin, James *Business and Professional Communication: Concepts and Practices*. New York: Harper Collins College Publishers, 1993.
9. Bhargava and Bhargava. *Company Notices, Meetings and Regulations*. New Delhi: Taxman, 1971.
10. Britt, Deborah. *Improving Business Communication Skills*. Kendall Hunt Publishing Co, 1992.
11. Bovee Courtland, L. and Thrill, John V. *Business Communication Today*, McGraw Hill. New York: Taxman Publication, 1989.
12. Burton, G. and Thakur. *Management Today- Principles and Practices*. New Delhi: Tata McGraw Hill, 1995.
13. Drucher, P.F. *Technology, Management and Society*. London: Pan Books, 1970.
14. Emans, Ben. *Interviewing: Theory, techniques, and training*. Taylor & Francis, 2019.
15. Eyre, E.C. *Effective Communication Made Simple*. Kolkata: Rupa and Co., 1985.
16. Fisher, Dalmar. *Communication in Organisation*. Mumbai: Jaico Publishing House, 1999.
17. Frailley, L.E. *Handbook of Business Letters*, Revised Edn. New Jersey: Prentice Hall Inc., 1982.
18. French, Astrid. *Interpersonal Skills*. New Delhi: Sterling Publishers, 1993.
- Ganguly, Anand. *Group Discussion*. Pustak Mahal, 2012.
19. Gartside, L.E. *Modern Business Correspondence*. Plymouth: McDonald and Evans Ltd., 1980.
20. Ghanekar, A. *Communication Skills for Effective Management*. Pune: Everest

	Publishing House, 1996. 21. Labade, Sachin, Katre Deepa et al. <i>Communication Skills in English</i> . Orient Blackswan, Pvt Ltd, 2021. 22. Reed, Karim and Joseph A. Allen. <i>Suddenly Virtual: Making Remote Meetings Work</i> . Wiley, 2021.													
12	Internal Continuous Assessment: 40%	External, Semester End Examination Individual Passing in Internal and External Examination : 60%												
13	Continuous Evaluation through: <ul style="list-style-type: none"> Performance in oral activities (during lectures): 10 marks The class may be divided into batches to conduct the oral activities by creating formal schedule for the same before the semester End Examination. Written assignments or projects: 10 marks Learners will have to write and submit written assignments in a timely manner. Suggested Activities: <ul style="list-style-type: none"> Mock interviews and group discussions Making short presentations on given topics Official notice / agenda / minutes / resolution writing exercises Role play in group communication situations, like meetings													
14	Format of Question Paper: for the final examination <table border="0" style="width: 100%;"> <tr> <td style="width: 60%;">External / Semester End Examination Hours</td> <td style="width: 20%; text-align: center;">Marks: 30</td> <td style="width: 20%; text-align: right;">Time: 1</td> </tr> <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>		External / Semester End Examination Hours	Marks: 30	Time: 1	Q.1. Essay Type Questions (Any One out of two on Unit I)		Marks 10	Q.2. Essay Type Questions (Any One out of two on Unit II)		Marks 10	Q.3. Short Notes/Problem (Any Three out of five on all Units)		Marks 10
External / Semester End Examination Hours	Marks: 30	Time: 1												
Q.1. Essay Type Questions (Any One out of two on Unit I)		Marks 10												
Q.2. Essay Type Questions (Any One out of two on Unit II)		Marks 10												
Q.3. Short Notes/Problem (Any Three out of five on all Units)		Marks 10												

Sd/-
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Dr. Sachin Labade
Board of Studies in
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Prof. Dr. Anil Singh
Faculty of
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AC – 20/05/2025

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

As Per NEP 2020

University of Mumbai



Syllabus for CC

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

UG First Year Programme - Co-Curricular Course

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

Semester III As per NEP 2020

Indian Theatre: Classical Roots and Contemporary Expressions

Syllabus for Two Credits Programme

With effect from Academic Year 2025-2026

Aims and Objectives

- To understand the historical evolution of Indian theatre from Vedic to modern times.
- To analyze the core principles of Bharata's *Natyashastra* and their relevance in contemporary theatre.
- To examine major classical playwrights and evaluate the narrative and thematic aspects of their works.
- To explore and differentiate various streams of modern Indian theatre including commercial, experimental, and children's theatre.
- To develop a critical perspective on the sociopolitical role of street and one-act plays.
- To appreciate the interdisciplinary nature of performing arts by connecting theory with practical examples.

Learning Outcomes

The course will enable the learner to

- Describe the historical and cultural development of Indian theatre across different time periods.
- Interpret and apply the aesthetic principles from *Natyashastra* (such as Rasa and Abhinaya) in the analysis of theatrical performances.
- Critically evaluate classical Indian plays for their structure, themes, character development, and historical significance.
- Compare and contrast different forms of modern Indian theatre and assess their audience impact and staging methods.
- Demonstrate understanding of street theatre and one-act plays by creating outlines or performing excerpts reflecting real-world issues.
- Reflect on the role of performing arts in cultural preservation, education, and community engagement.

Modules at Glance

Semester III

Module No.	Unit	Content	No. of Hours
1	I	Indian Theatre: Historical Roots	07
	II	Bharata's <i>Natyashastra</i> and Theatrical Principles	08
2	III	Classical Playwrights and Dramatic Texts	07
	IV	Streams and Forms of Modern Indian Theatre	08
Total No. of Hours			30

Module No.	Unit	Content
1	I	<p>Indian Theatre: Historical Roots</p> <ul style="list-style-type: none"> History of Indian Drama, Origins: Historical development: From Vedic rituals to Sanskrit drama, medieval folk forms, colonial influences, and post-independence trends. Major periods: Ancient (Natyashastra era), Medieval (Bhakti and folk traditions), Modern (colonial and post-independence)
	II	<p>Bharata's <i>Natyashastra</i> and Theatrical Principles</p> <ul style="list-style-type: none"> In-depth analysis of <i>Natyashastra</i>, the foundational treatise on Indian dramaturgy Key concepts: <ul style="list-style-type: none"> Natyagriha (Ancient theatre architecture) Rasa Theory – the aesthetic experience and emotional flavors Bhava, Abhinaya, and their relevance in classical performance Influence of <i>Natyashastra</i> on later theatrical tradition
2	III	<p>Classical Playwrights and Dramatic Texts</p> <ul style="list-style-type: none"> Critical study of major classical dramatists and their works: <ul style="list-style-type: none"> Kalidasa – <i>Abhijnanasakuntalam</i>, <i>Malavikagnimitram</i> Bhasa, Sudraka, Bhavabhuti – Key themes and innovations. Analysis of plot structure, character portrayal, and cultural context in classical play.
	IV	<p>Streams and Forms of Modern Indian Theatre</p> <ul style="list-style-type: none"> Commercial Theatre: Characteristics, audience engagement, and production values Experimental Theatre: Alternative spaces, innovative storytelling, and non-linear narratives Amateur Theatre: Community participation, regional theatre groups, and resourceful staging Children's Theatre: Educational objectives, interactive methods, and imagination-centered content One-Act Plays: Structure, brevity, and intensity of narrative Street Theatre (Nukkad Natak): Origin, purpose, and

		socio-political engagement
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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 III (50 Marks - 2 Credits)

Internal Evaluation (20 Marks)

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

Semester End Examination (30 Marks)

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

Reference Books

- *Ankur, D. R. (2021). Doosare Natyashastra ki Khoj (in Hindi). Vani Prakashan. ISBN: 978-9350004302.*
- *Bhatia, N. (Ed.). (2009). Modern Indian theatre: A reader. Oxford University Press.*
- *Brockett, O. G. (1991). History of the theatre (7th ed.). Allyn and Bacon.*
- *Brockett, O. G. (1987). Theatre: An introduction (5th ed.). Holt, Rinehart and Winston.*
- *Coulson, M. (Trans.). (2006). Plays of Kalidasa: Theatre of memory. Penguin Books.*
- *Dinkar, R. S. (1966). Sanskriti ke chaar adhyay (in Hindi). Udayachal. ISBN: 9788185341052.*
- *Dikshit, S. N. (2009). Bharat aur Bhartiya Natyakala (in Hindi). Rashtriya Sanskrit Sansthan.*
- *Fischer-Lichte, E. (2008). The transformative power of performance: A new aesthetics. Routledge.*
- *Fischer-Lichte, E., & Majumdar, R. (Eds.). (2010). Theatres of India: A concise companion. Oxford University Press.*
- *Gargi, B. (1991). Indian theatre. National Book Trust.*
- *Ghosh, M. (Trans.). (1951). The Natyashastra of Bharatamuni (Vol. I & II). Asiatic Society of Bengal.*
- *Goswamy, B. N. (2004). The theory of rasa in Sanskrit drama. [Publisher not listed].*
- *Karnad, G. (1995). Three modern Indian plays: Tughlaq, Hayavadana, Nagamandala. Oxford University Press.*
- *Mason, D. (Ed.). (2006). Performance traditions in India. Oxford University Press.*
- *Mathur, J. C. (2006). Paramparasheel natya (in Hindi). National School of Drama. ISBN-13: 9788181970756.*
- *Macdonell, A. A. (1900). A history of Sanskrit literature. D. Appleton and Company.*
- *Ranganathacharya, A. (1971). Indian drama. Sahitya Akademi.*
- *Shukla, B. (2009). Natyashastra (in Hindi). Chaukhamba Sanskrit Sansthan. ISBN: 978-81-208-2248-1.*
- *Sircar, B. (2009). Three plays: Evam Indrajit, Pagla Ghoda, and Bhoma. Oxford University Press.*
- *Solomon, R. H. (2004). New directions in Indian theatre. Seagull Books.*
- *Tendulkar, V. (2004). Collected plays in translation (Vol. 1). Oxford University Press.*
- *Tanvir, H. (2007). Charandas Chor and other plays. Seagull Books.*
- *Vatsyayan, K. (1980). Traditional Indian theatre: Multiple streams. National Book Trust.*
- *Vatsyayan, K. (1996). Indian poetics and Natyashastra. [Publisher not listed].*
- *Varadpande, M. L. (1987). A history of Indian theatre (Vols. 1–3). Abhinav Publications.*
- *Wales, H. W. (2010). Bharat ka pracheen natak: Vishwa sahitya aur theatre ke liye mulyon ka adhyayan (in Hindi). Motilal Banarsidass Publishing House. ISBN: 978-8120824522.*
- *Wilson, E., & Alvin, G. (2001). Theatre: The lively art (6th ed.). McGraw-Hill.*

Semester IV

As per NEP 2020

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

Syllabus for Two Credits Programme

With effect from Academic Year 2025-2026

Aims and Objectives

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

Learning Outcomes

The course will enable the learner to

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

Modules at Glance Semester IV

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

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

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

Scheme of Evaluation

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

Semester IV (50 Marks - 2 Credits)

Internal Evaluation (20 Marks)

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

Semester End Examination (30 Marks)

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

Reference Books

- Angeloglou, M. (1970). *A history of make-up*.
- Malvil, H. (n.d.). *Magic of makeup for stage*.
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Sd/-

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

Sd/-

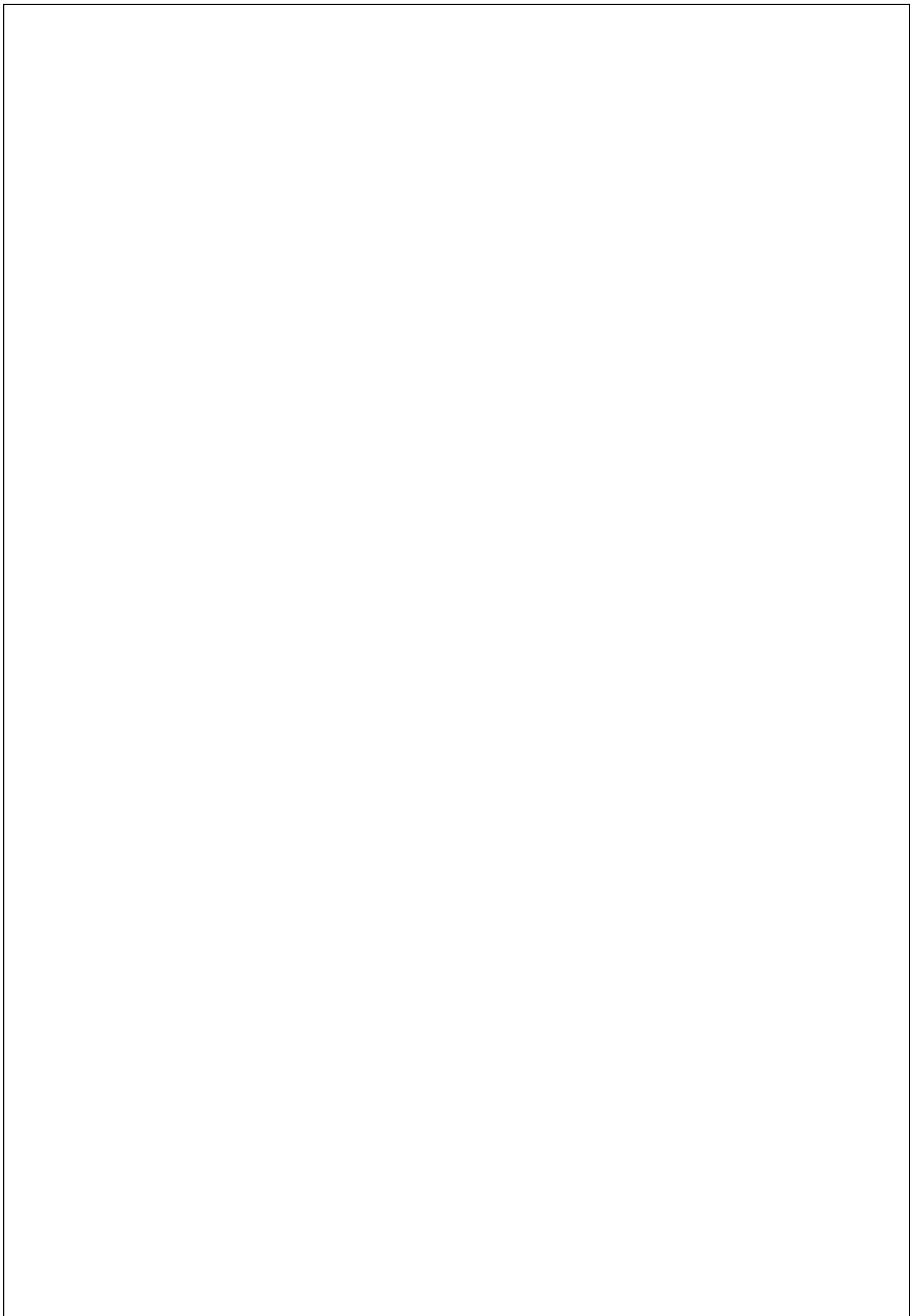
**Sign of the
Offg. Associate Dean
Dr. C.A.Chakradeo
Faculty of
Interdisciplinary
Studies**

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**Sign of the
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Dr. Kunal Ingle Faculty
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**Sign of the
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Prof. A. K. Singh
Faculty of
Interdisciplinary
Studies**



AC – 20/05/2025

Item No. – 8.47 (N) Sem III& IV 1(b)

As Per NEP 2020

University of Mumbai



Syllabus for CC

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

UG First Year Programme – CC- Sports

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

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

CBCS (Choice Based Credit System)

Second Year- Semester III

Course Structure

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

UNIVERSITY OF MUMBAI

Semester III

(w.e.f. June, 2025)

Sub:- Introduction to Sports Training & Tests and Measurement

Preamble:

Sports play a vital role in fostering physical fitness, mental resilience, and holistic well-being. Understanding the intricacies of sports training and the science of test and measurement is essential for optimizing athletic performance and personal growth. Sports training encompasses systematic methods to enhance physical capabilities, skill development, and strategic planning, while test and measurement provide the tools to evaluate fitness levels, track progress, and refine training protocols. Together, these disciplines empower individuals to achieve their full potential, making them indispensable components of modern sports science and athletic excellence.

Aims and Objectives

Sports Training

- To understand the foundation and principles of sports training.
- To study various training methods and their applications.
- To explore the process of designing personalized and professional training plans.
- To analyze the role of training in achieving peak performance.

Tests and Measurement in Sports

- To understand the significance of test and measurement in sports.
- To learn about various types of tests and their applications.
- To comprehend the criteria for good testing and measurement methods.
- To explore the use of test and measurement data for performance analysis and improvement.

Learning Outcomes

Sports Training

The course will enable the learner to:

- Understand and apply the principles of sports training.
- Identify and differentiate between various training methods.
- Develop effective exercise plans and training schedules.
- Evaluate the impact of training on performance enhancement.

Tests and Measurement in Sports

The course will enable the learner to:

- Identify and explain the importance of test and measurement in sports.
- Apply various skill, fitness, and psychological tests.
- Evaluate test results to assess fitness and performance levels.
- Utilize test data to design targeted training and rehabilitation programs

UNIVERSITY OF MUMBAI

Semester – III

(w.e.f. June, 2025)

Sub:- Introduction to Sports Training & Tests and Measurement

Credits: 02

Lectures: 30

Marks:50

Module No.	Unit No	Title of the Unit	No. of Lectures	No. of Credits
1	I	<i>Introduction to Sports Training</i> Meaning, Definition, and Components/Elements of Sports Training <ul style="list-style-type: none">• Meaning• Definition• Components/Elements	2	1
	II	Principles of Sport Training <ul style="list-style-type: none">• FITT Principle (Frequency, Intensity, Time, Type)• Specificity• Progression• Overload• Reversibility• Tedium	5	
	III	Types of Training Methods <ul style="list-style-type: none">• Interval Training• Fartlek Training• Continuous Training• Weight Training• Circuit Training• Plyometric Training• Flexibility Training	5	
	IV	Basic Guidelines for Designing Exercise Plans and Training Schedules <ul style="list-style-type: none">• Current Health Status• Medical History• Level of Fitness• Training Load• Periodisation• Holistic/Integrated Approach• Person-Centred Approach• Training Intensity	3	
		Total	15	1

Sub:- Introduction to Sports Training & Tests and Measurement

Credits: 02

Lectures: 30

Marks:50

Module No.	Unit No	Title of the Unit	No. of Lectures	No. of Credits
2		<i>Test and Measurement in Sports</i>		
	I	Meaning and Importance of Test and Measurement in Sports <ul style="list-style-type: none"> • Meaning & Importance 	1	
	II	Criteria of a Good Test <ul style="list-style-type: none"> • Validity • Reliability • Objectivity • Feasibility 	2	
	III	Types of Tests Skill Tests <ul style="list-style-type: none"> • Wall Volley Test • Basketball Free Throw Test • Badminton Short Serve Test Fitness Tests <ul style="list-style-type: none"> • Cooper's 12-Minute Run/Walk Test • Sit and Reach Flexibility Test • Push-Up Test Psychological Tests <ul style="list-style-type: none"> • Sport Motivation Scale (SMS) • Competitive State Anxiety Inventory (CSAI-2) • Mental Toughness Questionnaire (MTQ) 	6	1
	IV	Methods of Measurement <ul style="list-style-type: none"> • Anthropometric Measurements • Motor Fitness Measurements • Physiological Measurements 	3	
	V	Applications of Test and Measurement in Sports Talent Identification <ul style="list-style-type: none"> • Performance Analysis • Designing Training Programs • Injury Prevention and Rehabilitation 	3	
		Total	15	1

Scheme of Evaluation -

The Scheme of Examination shall be of 50 marks. It will be divided into Internal Evaluation

(20 marks) and Semester End Examination (30 Marks).

Semester III (50 Marks - 2 Credits)

Internal Evaluation (20 Marks)

Sr. No.	Particulars	Marks
1	Presentation OR Project OR Assignment	15
2	Participation in Workshop / Conference / Seminar / Fitness or Sports Activity (as decided by the Sports Incharge) OR Participation in Online Workshop / Conference / Seminar / Fitness or Sports related course (as decided by the Sports Incharge) OR Field Visit / Sports Events OR Attendance of Sports Practice Sessions	5

Semester End Examination (30 Marks)

Question No.	Particulars	Marks
1 to 30	Objective Type Questions (All Units) Each question will carry one mark	30
Total		30

References –

1. "Science and Practice of Strength Training" - Vladimir M. Zatsiorsky and William J. Kraemer
2. "Essentials of Strength Training and Conditioning" - National Strength and Conditioning Association (NSCA)
3. "Principles and Practice of Resistance Training" - Michael H. Stone, Meg Stone, and William A. Sands
4. "Periodization Training for Sports" - Tudor O. Bompa and Carlo A. Buzzichelli
5. "High-Performance Training for Sports" - David Joyce and Daniel Lewindon
6. "Tests and Measurements in Sports and Physical Education" - Dr. A.K. Uppal and Dr. G.P. Gautam
7. "Measurement by the Physical Educator: Why and How" - David K. Miller and Harold M. Barrow
8. "Kinanthropometry and Exercise Physiology Laboratory Manual" - Roger Eston and Thomas Reilly
9. "Evaluation of Human Work" - John R. Wilson and NIGEL CORLETT
10. "Advanced Fitness Assessment and Exercise Prescription" - Vivian H. Heyward and Ann L. Gibson

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

CO-CURRICULAR COURSE IN SPORTS

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

SEMESTER IV

(Syllabus to be implemented from, June 2025 onwards)

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

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

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

Sub:- Advanced Sports Training and Performance Evaluation

Preamble:

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

Objectives of the Course:

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

Program Outcomes:

By the end of the program, students will:

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

UNIVERSITY OF MUMBAI

Semester – IV

(w.e.f. June, 2025)

Sub:- Advanced Sports Training and Performance Evaluation

Credits: 02

Practical Lectures: 60

Marks:50

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

UNIVERSITY OF MUMBAI

Semester – IV

(w.e.f. June, 2025)

Sub:- Advanced Sports Training and Performance Evaluation

Credits: 02

Practical Lectures: 60

Marks:50

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

Scheme of Evaluation -

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

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

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

Semester End Examination (30 Marks)

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

***Note - OR**

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

References -

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

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

As Per NEP 2020

University of Mumbai



Syllabus for CC

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

UG First Year Programme – National Service Course

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

UNIVERSITY OF MUMBAI

Semester III

(w.e.f. June, 2025)

Sub: - NSS- Study of Indian Social Reformers

Credits: 02

Lectures: 30

Marks:50

Unit Number	SEMESTER 3 Title of the Unit	No. of Lecture	No. of Credits
1	History of Social work in India	15	1
	Social Reformers: Definition, concept and Nature		
	History of Indian Social Reformers		
	Characteristics Indian Social Reformers - Pre-Post Independence		
	Skills for NSS volunteers:		
	Soft Skills for NSS Volunteers – Communication skills, Public speaking skills, Body Language, Content writing, Resume writing.		
	Life Skills – problem solving, Empathy, coping with emotions, self- Awareness and inter personal skills.		
2	Contributions of Social Reformers	15	1
	• Mahatma Gandhi		
	• Swami Vivekanand		
	• Sant Gadge Baba		
	• Mahatma Jyotiba Phule		
	• Rajshri Shahu Maharaj		
	• Baba Amte		
• RajaRam Mohan Roy			

References –

- 1) Fadake G. D., (Sampadak) – Mahatma FuleSamagraWangmaya.
- 2) Salunkhe P.B., (Sampadak) – Mahatma FuleGouravGranth.
- 3) NarkeHari,(Sampadak) -Mahatma Fule :ShodhachyaNavyaWata.
- 4) Bhosale S. S., (Sampadak) –KrantiSukte: RajarshiChhatrapatiShahu
- 5) PawarJaysingrao, (Sampadak) –RajarshiShahuSmarakGranth
- 6) Dr. BabasahebAmbedkarlekhanaaniBhashanekhand 18, Bhag –1,2,3.
- 7) ToksalePrajecta -VyavysaikSamajkarya

- 8) Dr. V.C. Dande : National Service Scheme Review
- 9) Joshi V.N.-BhartiyTatvdnyanachabruhadItihas, Khand10
- 10) YadiIndumati -BharatratnaShendgeDipak (Anuwad) -MadarTeressa.
- 11) Marathi Vishwakosh, Khanda12.
- 12) Bhagat R.T. - Swami VivekanandTeAcharyaVinoba.
- 13) ShethPurushottam, KhambeteJayashri, Mane ShailajaRashtriyaSevaYojna
- 14) MishrAnupam - AajBhikharehaiTalab(Hindi)
- 15) ThotePurushottam–SamajkaryachiMultatve
- 16) Bhide G.L.,MaharashtratilSamajSudharanechaItihaas

UNIVERSITY OF MUMBAI

Semester IV

(w.e.f. June, 2025)

Sub: - NSS- Youth and Disaster Management

Credits: 02

Lectures: 30

Marks:50

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

Note:

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

06 marks.

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

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

06marks

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

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

18 marks

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

NSS Project Report Format

(For Projects in Adopted Area / Village)

➤ **Cover Page**

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

➤ **Certificate**

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

➤ **Acknowledgment**

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

➤ **Index**

- A table listing all sections with corresponding page numbers.

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

➤ **Annexures**

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

Sd/-

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

Sd/-

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

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

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

As Per NEP 2020

University of Mumbai



Syllabus for Field Projects (FP)

Name of the Programme – B.COM (Accounting and Finance)	
Faulty of Commerce & Management	
Board of Studies in Accounting and Finance	
Semester	III
Duration	30 hrs (Field Work+ Survey) + 15hrs (Discussion + Report Writing) : Total - 45 hrs
From the Academic Year	2025-26

Name of Faculty:- Commerce & Management

Name of Programme :- B.COM (Accounting and Finance)

Duration :- 30 hrs (Field Work+ Survey) + 15hrs (Discussion + Report Writing) : Total - 45 hrs

Sr. No.	Name of the Topic
1	Comparative Study of Financial Statements in Local Businesses
2	Evaluating the Impact of Recent Tax Reforms on Small Enterprises
3	Working Capital Management Practices in Retail Outlets
4	Role of Artificial Intelligence in Modern Accounting Systems
5	Analysis of Internal Control Systems in Manufacturing Firms
6	Comparative Analysis of Tax Policies Across States or Regions
7	Risk Management Practices in Local Insurance Companies
8	Fintech Adoption and Its Impact on Traditional Banking Services
9	Sustainability Reporting Practices in Medium-Sized Enterprises
10	Operational Efficiency in Government Departments: A Field Assessment
11	Effectiveness of Direct and Indirect Taxation in Local Businesses
12	Income Tax Planning Strategies for Salaried Individuals
13	Compliance Challenges with International Financial Reporting Standards (IFRS)
14	Corporate Social Responsibility and Its Financial Implications
15	Ethical Practices in Financial Reporting: A Survey of Local Firms
16	Green Accounting and Environmental Costing in Manufacturing
17	Forensic Accounting Techniques for Fraud Detection in SMEs
18	Financial Inclusion Initiatives and Digital Banking Adoption in Rural Areas
19	Portfolio Management Strategies Among Retail Investors
20	Analysis of Non-Performing Assets in Regional Banks
21	AI-Based Fraud Detection Systems in Financial Institutions
22	Automated Invoice Processing Using AI in Service Organizations
23	Predictive Analytics for Cash Flow Forecasting in SMEs
24	AI-Driven Tax Compliance Solutions for Small Businesses
25	Carbon Footprint Calculation and Reporting in Local Organizations

The topics are indicative and the faculty members should allot Field Projects that are relevant and important as per core Subject. The Field Project may be taken individual or in a group up to 5 students with proper guidance from Faculty.

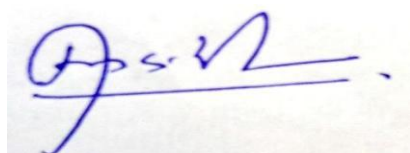
Evaluation Chart

(i) Internal Evaluation by Guide (Marks 20)

Criteria	Marks
Field visit completion, Attendance and interaction	10
Overall Report quality	10
Total	20

(ii) External Evaluation (Marks 30)

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



Chairman
BoS in BAF

Associate Dean

Dean



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

No. AAMS_UGS/ICC/2024-25/213


Date: 18th January, 2025

CIRCULAR:-

Attention of all the Principals of the Affiliated Colleges, Directors of the Recognized Institutions and the Head, University Departments are hereby informed that the recommendations made by the Board of Deans at its meeting held on 30th November, 2024 subsequently approved by the Academic Council at its meeting held on 04th December, 2024 vide Item No. 6.39 and that in accordance therewith **Guidelines for Field Project for Under Graduate Students** are accepted as per appendix (NEP 2020) with effect from the academic year 2024-25.

(The said circular is available on the University's website www.mu.ac.in).

MUMBAI – 400 032
18th January, 2025


(Dr. Prasad Karande)
REGISTRAR

To,

The Principals of the Affiliated Colleges, Directors of the Recognized Institutions and the Head, University Departments.

AC/6.39/04/12/2024

Copy forwarded with Compliments for information to:-

- 1) The Chairman, Board of Deans,
- 2) The Deans, Faculties of Science & Technology, Commerce and Management, Humanities and Interdisciplinary Studies,
- 3) The Chairman, All Board of Studies,
- 4) The Director, Board of Examinations and Evaluation,
- 5) The Director, Department of Students Development,
- 6) The Director, Department of Information & Communication Technology,
- 7) The Director, Centre for Distance and Online Education (CDOE), Vidyanagari,
- 8) The Deputy Registrar, Admissions, Enrolment, Eligibility & Migration Department (AEM).

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

Copy for information :-

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

To,

1	The Chairman, Board of Deans pvc@fort.mu.ac.in
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AC – 04-12-2024

Item No. – 6.39

As Per NEP 2020

University of Mumbai



Guidelines for Field Project (FP)

for Under Graduate Students as per NEP 2020

(With effect from the academic year 2024-25)

Index

1. Introduction
2. Objectives
3. Outcomes
4. Indicative list of areas for FP
5. Roles-and responsibilities
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13. Appendix IV: Proforma for student's Declaration
14. Appendix V: Students Feedback on Field project
15. FP Guidelines Draft Committee

1. Introduction:

One of the main objectives of NEP 2020 is to improve employability of students at the same time to nurture better understanding of socio-economic context. With introduction of NEP 2020, the higher education programs in India are gearing up to combine theoretical learning with practical application. NEP 2020 report emphasizes on giving exposure to students to understand development related issues in urban and rural areas. Field project work will provide students opportunity to visit and observe situation in rural and urban contexts, students are expected to observe and study actual field situations in socio economic contexts while doing their field work. It will improve opportunities to understand interconnect between theoretical knowledge and practical applications. Field project is expected to enhance their sensitivity to socio economic issues and improve their ability of problem solving as well as designing innovative solutions to the existing and emerging problems. Field project component will broaden the possibilities of deeper learning and enhancing research acumen of students. Field project broadens opportunities of social responsibility, environmental sustainability, nation building and peace.

2. Objectives

Field project program in general sets out to achieve objectives such as:

1. Align classroom learnings with awareness about socio-economic conditions.
2. Provide students with exposure to socio economic conditions and align their experiences with contemporary problems.
3. Integrating theoretical and practical modes blended learning under the guidance of their faculty.
4. Enhance research skills including knowledge discovery, analytical tools, methodologies, and ethical conduct.
5. Facilitate problem-solving, decision-making, teamwork, and collaboration.
6. Foster ability to work in team, develop social awareness and nurture human values among students.
7. Encourage collaboration between Higher Education Institutes (HEIs), social organization, Government and non-government institutes for better implementation of Field project.

3. Outcomes:

After the completion of the FP program, the student will be able to;

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

4. Indicative list of areas for FP:

The areas of field work can be decided by the head of the institution in consultation with the faculty in respective subjects.

5. Role and responsibilities

Head of the Department (HOD):

1. Allotment of guides for the students for field project should be done by Head of the Department/Director/Principal of the institute as the case may apply.
2. While allocating the students under more than one guide- the principle of fairness in distribution should be followed.
3. In case the number of in- house guides are not adequate then students can be allotted to competent external experts.
4. To ensure that FP program aligns with departmental and academic objectives.
5. To provide resources and assistance to ensure effective supervision.

FP Coordinator:

1. To oversee the quality and effectiveness of the FP program.
2. To establish mechanisms for evaluating the program and making improvements.
3. To act as a liaison between the department, students, faculty mentors and FP supervisors

(Host institute/ organization).

Student Coordinators:

To help the FP coordinator in pre-, during and post-FP activities.

Faculty Mentor:

1. To give Guidelines for Students to meet the guide periodically to discuss the field project.
2. To assist in identifying FP opportunities.
3. To monitor student progress and provide guidance.
4. To review and approve FP plans and to take regular feedback on student's engagement.
5. To collect and review progress reports.
6. To evaluate FP documentation including reports, presentations, or other required deliverables (if applicable).

6. Process of FP implementation:

Flow chart

1. Formation of FP Committee
2. Appointment of Coordinators
3. Field project orientation by the FP committee
4. Allotment of students as per guidelines
5. Execution of FP
6. Evaluation
7. Student Feedback

Mechanism for the implementation of FP:

1. To facilitate effective implementation of the FP program, Colleges/Departments/Institutes are encouraged to establish FP committee responsible for overseeing its smooth functioning. It will consist of the following: Head of the department, FP Coordinator, Faculty Mentors and one/two student coordinators.
2. One teaching faculty member and one/two students from each undergraduate department will be nominated to serve as coordinators for the FP program. These coordinators will play

a crucial role in coordinating and implementing the program within their respective departments.

3. The teacher coordinator will take the lead in preparing an action plan for the implementation of the FP program.
4. To streamline the administrative process, the Department/Centre will provide necessary formats to students for documentation related to the program.
5. Each Department/Centre must ensure collaborations with 8-10 relevant organizations, industries, or research institutes. These collaborations will serve as crucial avenues for facilitating FP opportunities for students.
6. Effective communication is key to the success of the FP program. Regular communication with heads and coordinator of the department/centre/Institute and maintaining proper records is essential. This faculty mentor and individual student will also be responsible for maintaining relevant documents related to the program.
7. Before the commencement of the FP program, an orientation session will be conducted by the Head of Department. This session will serve to familiarize students with the purpose, process, and code of conduct associated with the program.
8. To ensure effective mentoring and support, an equal number of students will be allocated to each faculty member of the department. These faculty members will act as FP mentors and will be responsible for monitoring and evaluating the progress of the allotted students.
9. Throughout the FP period, students will maintain activity reports as per the provided format and get it validated by the supervisor.
10. Upon completion of the FP program, students must submit a completion certificate duly signed by the faculty supervisor.

7.Credits and duration:

1. FP will carry weightage of two credits.
2. Each student is required to complete minimum of 2-3 field visits.
3. The FP program is to be completed during Semester II. According to the guidelines outlined in the National Education Policy (NEP), undergraduate students are expected to fulfill this requirement either within the second semester of their UG program or during the semester break following the second semester.

8.Project (Dissertation) Report:

— Students are required to submit a report of the field project at the end of the semester in following

suggested format.

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

Report should be arranged in the following manner.

TitlePage

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

Certificate by the Institute

Certificate by Mentor

Student's Declaration

Acknowledgement

Abstract

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

Table of contents

- Include headings and subheadings with page numbers.

List of Figures and Tables

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

Chapter1: Introduction

- Purpose of the visit: Outline the objectives and expected outcome of the field visit.
- Background Information: Provide context about the site(s) visited, including historical and cultural significance.
- Scope of the Report: Define the boundaries of what the report will cover.

Chapter2: Literature Review

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

Chapter 3: Methodology

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

Chapter 4: Field Work Descriptions, Observations and Analysis

- Provide detailed descriptions of each site visited/ Field work carried out.
- Include observations related to fieldwork: work's-relevance to topic selected.
- Use photographs, diagrams, and sketches, etc. to support the descriptions.
- Analyze the data collected in relation to the study objectives.

Chapter 5: Conclusion and Recommendations

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

References

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

Appendices

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

9. Evaluation Pattern

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

(i) Internal Evaluation by Guide (Marks 20)

Criteria	Marks
Field visit completion, Attendance and interaction	10
Overall Report quality	10
Total	20

(ii) External Evaluation (Marks 30)

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

Appendix I
GUIDE INTERACTION DIARY FORM

I, the undersigned Ms /Mr. _____ Roll
No. _____ studying in the _____ Year of _____ Full-
time Course is doing my project work under the guidance of Dr./Ms./Mr.
_____, wish to state that I have met my Internal
guide on the following dates mentioned below for Project Guidance:-

Sr.No.	Date	Signature of the Internal Guide

Signature of the Candidate

Signature of Internal Guide

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

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

Appendix II

Main Page Format of Project Report

Title of the Project

Name of the Student

(Name of Academic Course and Academic Year Details)

Example: Masters in Management Studies

Under the Guidance of

Name of Guide

Name of the Department/College/Institute

Academic Year – 2024-25

Appendix III

Name of the Department/College/Institute

Certificate

I hereby certify that Mr./Ms. _____, Student of _____ Institute studying in _____, has completed a project titled _____ in the area of _____ specialization for the academic year 2024-2025. To the best of my knowledge the work of the student is original and the information included in the project is correct.

Internal Guide

Head of the Department

Principal

Annexure IV

Declaration

I, Mr./Ms. _____ Student of
_____ Institute studying in
_____, hereby declare that I have completed the field
project entitled _____ during the academic year
2024-2025.

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

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

Signature of the Student with Date

Name of Student

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

Student Name:

Seat No. /Roll No.:

Email:

Department:

Name of the Mentor:

Title/Heading of Field Project:

Brief description of FP carried out:

Dates of FP:

Was your internship experience related to your major area of study?

- Yes, to a large degree
- Yes, to a slight degree
- No, not related at all

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

This experience has:	Strongly Agree	Agree	No opinion	Disagree	Strongly Disagree
Given me the opportunity to explore a career field					
Allowed me to apply classroom theory to practice					
Helped me develop my decision-making and problem-solving skills					
Expanded my knowledge about the work world before permanent employment					
Helped me develop my written and oral communication skills					
Provided a chance to use leadership skills (influence others, develop ideas with others, stimulate decision-making and action)					
Expanded my sensitivity to the ethical implications of the work involved					

Made it possible for me to be more confident in new situations					
Given me a chance to improve my interpersonal skills					
Helped me learn to handle responsibility and use my time wisely					
Helped me discover new aspects of myself that I didn't know existed before					
Helped me develop new interests and abilities					
Helped me clarify my career goals					
Allowed me to acquire information and/ or use equipment not available at my Institute					
Allowed me to realize socio-economic issues in the society					

- In the Institute FP program, faculty members are expected to be mentors for students. Do you feel that your faculty mentor served such a function? Why or why not?

- How well were you able to accomplish the initial goals, tasks and new skills that were set down in your learning contract? In what ways were you able to take a new direction or expand beyond your contract? Why were some goals not accomplished adequately?

- In what areas did you most develop and improve?

- What has been the most significant accomplishment or satisfying moment of your FP?

- What did you dislike about the FP?

- Considering your overall experience, how would you rate this FP? (Circle one). –
Satisfactory/ Good/ Excellent

- Give suggestions as to how your FP experience could have been improved. (Could you have handled added responsibility? Would you have liked more discussions with your professor concerning your FP? Was closer supervision needed? Was more of an orientation required?)

Signature of Student

Name

Date:

Under the Guidance of

Hon'ble Vice Chancellor
Prof. Dr. Ravindra Kulkarni

Hon'ble Pro-Vice Chancellor
(Prin.) Dr. Ajay Bhamare

FP Guidelines Draft Committee

Prof. Shivram S. Garje Convener
Off. Dean (Science and Technology)

Prof. Smita Shukla Member
Director, Alkesh Dinesh Mody Institute of Finance and Management Studies

Prof. Manisha A. Karne Member
Director, Department of Economics

Prof. Priya Vaidya Member
Head, Department of Philosophy

Dr. Suchitra Naik Member
Principal, K.G. Joshi College of Arts & N.G. Bedekar College of Commerce

9.1



University of Mumbai

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

With effect from Academic Year 2025-2026

Index

1. Introduction
2. Objectives
3. Outcomes
4. Indicative list of areas for CEP
5. Roles and responsibilities
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13. Appendix IV: Proforma for student's Declaration
14. Appendix V: Students Feedback on Community Engagement Project
15. CEP Guidelines Draft Committee

1. Introduction:

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

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

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

2. Objectives

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

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

and ethical conduct.

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

3. Outcomes:

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

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

4. Indicative list of areas for CEP:

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

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

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

5. Role and responsibilities

Head of the Department/Director/Principal:

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

CEP Committee:

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

CEP Coordinator:

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

Student Coordinators:

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

Faculty Mentor:

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

6. Process of CEP implementation:

Flow chart

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

Mechanism for the implementation of CEP:

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

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

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

7.Credits and duration:

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

8.Community Engagement Project Report:

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

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

Report should be arranged in the following order

Title Page

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

Certificate by the Institute

Certificate by Mentor

Student's Declaration

Acknowledgement

Abstract

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

Table of contents

- Include headings and subheadings with page numbers.

List of Figures and Tables

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

Chapter 1: Introduction

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

Chapter 2: Literature Review

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

Chapter 3: Methodology

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

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

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

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

Chapter 5: Conclusion and Recommendations

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

References

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

Appendices

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

9. Evaluation Pattern

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

(i) Internal Evaluation by Guide (Marks 20)

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

(ii) External Evaluation (Marks 30)

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

Appendix I
GUIDE INTERACTION DIARY FORM

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

Sr. No.	Date	Signature of the Internal Guide

Signature of the Candidate

Signature of Internal Guide

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

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

Appendix II

Main Page Format of Project Report

Title of the Project

Name of the Student

(Name of Academic Course and Academic Year Details)

Example: Masters in Management Studies

Under the Guidance of

Name of Guide

Name of the Department/College/Institute

Academic Year – 2025-26

Appendix III

Name of the Department/College/Institute

Certificate

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

Internal Guide

Head of the Department

Principal

Annexure IV

Declaration

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

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

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

Signature of the Student with date

Name of Student

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

Student Name:

Seat No. /Roll No.:

Email:

Department:

Name of the Mentor:

Title/Heading of Community Engagement Projects:

Brief description of CEP carried out:

Dates of CEP:

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

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

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

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

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

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

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

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

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

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

Poor/ Satisfactory/ Good/ Excellent

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

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

Aspect of CEP Experience

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

Signature of Student

Name

Date:

Under the Guidance of

Hon'ble Vice Chancellor

Prof. Dr. Ravindra Kulkarni

Hon'ble Pro-Vice Chancellor

(Prin.) Dr. Ajay Bhamare

CEP Guidelines Draft Committee

Prof. Shivram S. Garje

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Member
