

As Per NEP 2020

University of Mumbai



Title of the program

- A-** U.G. Certificate in B. Com. (Management Studies) 2024-25
- B-** U.G. Diploma in B. Com. (Management Studies) 2025-26
- C-** Degree-Bachelor of Commerce (Management Studies) 2026-27
- D-** Bachelor of Commerce (Management Studies) (Hons.) 2027-28
- E-** Bachelor of Commerce (Management Studies)
(Hons. with Research) 2027-28

Syllabus for

Semester – Sem I to II

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

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

Sem. - I

Mandatory 1

Programme Name: B. Com. (Management Studies)

Course Name: Principles of Management -I

Total Credits: 04

Total Marks :100

University assessment :60

College assessment :40

Learning Objectives:

- a) To enable the learners to understand the basic concepts & functions of management
- b) To acquaint the learners with the theoretical perspective of management & its practical applications.
- c) To explore and understand the changing organization structures.

Course Outcomes:

- CO1) Learners will remember & understand the basic concepts of management.
- CO2) Learners can apply & strategically analyse the domains of managerial practices.
- CO3) Learners will evaluate & create a roadmap to derive concrete managerial solutions.

Module 1:

Unit 1: Introduction to Management & Managerial Thoughts

- a. Concept & Features of Management – 6M's of Management — Need for management in business & non-business organizations
- b. Functions of Management - Levels of Management – Management Competencies & Skills.

Unit 2: Management Thoughts

- a. Peter Drucker's Analysis Thoughts - Scientific Management Theory by F.W Taylor – Administrative Management Theory by Henri Fayol – Human Relations Theory by Elton Mayo & Hawthorne Experiments - Henry Mintzberg Managerial Roles.
- b. Indian Management Thoughts – Contribution of Kautilya & Mahatma Gandhis Principle of Trusteeship.

Module 2:

Unit 3: Functions of Management -I

- a. Planning – Meaning – Significance – Components (Strategic, Single Use & Stranding Plans) Decision Making – Concept – Essentials of sound decision making – Techniques.

- b. Organising – Concept – Importance -Types of Organization Structure -Line & Staff, Matrix Organization Structure – Features – Formal v/s Informal

Unit 4: Functions of Management -II

- a. Virtual Organizational Set Ups – A pre requisite to Gen Z – Challenges -- Span of Management – Factors, Tall & Flat Organization- Features –
- b. Departmentation – Concept – Bases - Staffing – Concept – Process of staffing - Decentralization – Factors – Centralization v/s Decentralization of Authority

References:

- *Principles of Management, Tripathi Reddy, Tata Mc Grew Hill*
- *Management Text & Cases, VSP Rao, Excel Books, Delhi*
- *Management Concepts and OB, P S Rao & N V Shah , AjabPustakalaya*
- *Essentials of Management, Koontz II & W , Mc. Grew Hill , New York*
- *Principles of Management-Text and Cases -Dr..M.SakthivelMurugan, New Age Publications*
- *Management Today Principles& Practice- Gene Burton, ManabThakur, Tata McGrawHill,PublishingCo.Ltd.*
- *Management – JamesA.F.Stoner, Prentice Hall, Inc .U.S.A.*
- *Management: Global Prospective –Heinz Weihrich& Harold Koontz, Tata McGraw- Hill, Publishing Co.Ltd.*
- *Essential of Database Management Systems -AlexisLeon ,MathewsLeon Vijay Nicole, Imprints Pvt Ltd.*
- *Management –Task ,Resp, Practices – PetaDruche “willian Heinemann LTD.*

Mandatory 1

Programme Name: B. Com. (Management Studies)

Course Name: Bhartiya Theory of Management Styles

Total Credits: 02

Total Marks :50

University assessment :30

College assessment :20

Learning Objectives:

- a) To explore the learners with the concepts & terminologies of Bhartiya theories.
- b) To understand the need & implications of management styles of Bhartiya Theory.
- c) To acquaint with the information of Bhartiya theory & it's unique management styles.

Course Outcomes:

CO1) Students will understand Bhartiya theory of management

CO2) Students will apply & adopt the management styles of Bhartiya management.

CO3) It will create learner centric approach through holistic development of the students.

Module 1:

Unit 1 Introduction of Bhartiya theory of Management styles

- a) Definition of Bhartiya Management, evolution of Bhartiya/Indian Management, Management Styles based on Ancient Indian Wisdom,
- b) Concept and features of management styles, need of management styles, types of management style, Difference between Management and Leadership.

Module 2:

Unit 2 Six Universal Management Styles of Bhartiya Theory

- a) Purpose of Management – Contemporary Thought, Management by Self-Transformation, Management by Good Counsel, Management by Time
- b) Management by Luminous Unactivity, Management by Passionate Activity, and Management by Indolent Activity, Benefits and Bhartiya theory,

References:

- ***Puri Vivek. (2020). Bharatiya (Indian) Theory Of Management Styles – Part I. Sage Publication.***
- ***(Indian) Theory of Management Styles AIMA Journal of Management & Research, May 2021, Volume 15 Issue 2/4, ISSN 0974 – 497 Copy right© 2021 AJMR-AIMA***
- ***Subhash Sharma. (2019). Evolution of Indian Management/ Bhartiya Management. Reva university Bangalore.***
- ***<https://swarajyamaq.com/ideas/the-notion-of-bharatiya-management>***
- ***<https://cessedu.org/sites/cessedu.org/files/National%20Workshop%20on%20Bharatiya%20Management.pdf>***
- ***<https://www.linkedin.com/pulse/traditional-management-concept-evolution-indian-ethos-anjum>***

VSC/SEC

Programme Name: B. Com. (Management Studies)

Course Name: Information Technology in Business Management

Total Credits: 02

Total Marks :50

University assessment :30

College assessment :20

Course Objectives:

- a) To learn basic IT concepts and its role in management of business.
- b) To understand the basic concepts of Email, Internet and other domains
- c) To identify security aspects of Information Technology in Business and to mitigate them

Course Outcomes

CO1) Learners will be acquainted to different applications of Information technology in business.

CO2) Learners will develop the professional email drafting skills.

CO3) Develop learners understanding of the recent technologies and business model.

Module 1

Unit 1 Introduction to IT Support in Management

- a) Concept of Data, Information, Knowledge, and Database, Success and Failure Case studies of Information Technology, Major Areas of IT Applications in Management, Concept and Applications of Opens Source software,
- b) Introduction to Writing Professional Mails, Creating Digitally signed documents, emailing merged documents, Introduction to Bulk email software, Use of Microsoft Outlook – Configuring Outlook, Creating and Managing profile in Outlook,

Module 2

Unit 2 Emergence of E- commerce and M-Commerce

- a) Definition and features of E- commerce and Mobile Commerce, Business Models of e-commerce – B2B, B2C, B2G, E Governance.
- b) Internet Technology – Basic concepts of Internet, Intranet, Extranet, Introduction to Artificial Intelligence, Machine Learning and Chat GPT, cyber Security threats and Measures,

References

- ***Information Technology for Management, by Efraim Turban, Doothy Leinder Ephraim Mclean, James Whether be, 6th Edition.***
- ***E- commerce – An Indian Perspective, by Hill Joseph, Tata Mc Grow Hill.***
- ***Information Technology and its Applications in Business By Reema Thareja, Oxford University Press***
- ***Information Technology In Business Management, by Mukesh Dhunna and J.B.Dixit, Laxmi Publications Pvt Limited***
- ***Microsoft Outlook: A Complete Guide from Beginner to Advanced to Learn Outlook's Useful Tips and Tricks for Email Management, Inbox Organization, and More Paperback by Kurt A. Prescott (2023)***
- ***Dixit, M. D. (2015). Information Technology in Business Management . Laxmi Publications Pvt Limited .***
- ***Efraim Turban, L. V. (2013). Information Technology for Management. Wiley.***
- ***Joseph, H. (2019, 6th Edition). E- commerce An Indian Perspective. Tata Mc Graw Hill.***
- ***Kavanagh, P. (2004). Open Source Software . Digital Press .***
- ***Manzoor, D. A. (2012). Information Technology in Business . USA: CreateSpace Independent Publishing Platform.***
- ***Mehrotra, D. D. (2019). Basics of Artificial Intellegence and Machine Learning . Chennai: Notion Press .***
- ***Thareja, R. (2018). Information Technology and Its Appllication in Business . Oxford University Press***

VSC/ SEC
Programme Name: B. Com. (Management Studies)

Course Name: Business Start-up Skills

Total Credits: 02

Total Marks :50

University assessment :30

College assessment :20

Learning Objectives

- a) To make students understand new venture creation opportunities, its resources, and requirements for Business Start-up.
- b) To encourage the students to adopt, adapt and innovate the strategies for new start-ups
- c) To motivate them for the survival of the fittest in the competitive business environment

Course Outcome

CO1) Students will understand the opportunities with regards to Business Start-ups

CO2) The students will learn about the various sources of finance for a new venture

CO3) Learners will inform about the role of central/state government in promoting entrepreneurship

CO4) Students will learn about the survival and growth strategies of start-ups

CO5) Students will be encouraged to come up with innovative ideas for start-up enterprise.

Module 1:

Unit 1: Introduction to Business Start-ups

- a. Introduction of Industry 4.0 and Industry 5.0 - Concept and features of Business Start-ups- Business Start-ups Ecosystem- Factors responsible for the growth of Business Start-ups in the Indian economy
- b. Competencies required for budding entrepreneurs - Essential Traits to become a successful budding entrepreneur - Women entrepreneurs and challenges before women entrepreneurs

Module 2:

Unit 2: Initiatives to encourage Business Start-ups

- a. The six forces of change- Government initiatives to encourage the Business Start-ups in India- Challenges faced by the Business Start-ups- Sources of funds and role of banking sector in development of Business Start-ups
- b. Start-ups Success and Failure stories (Case studies)- Introduction to functioning of Incubation Centre/ Entrepreneurial Development Cell – Ideations and Planning for business start-ups Initiatives taken by the educational institutions to encourage Business Start-ups (Practical /Activities)

References:

- ***Norman M. Scarborough & Jeffery R. Cornwall, Essentials of Entrepreneurship and Small Business Management, 9th Edition, Prentice Hall, 2018.***
- ***Howard Frederick, Allan O'Connor, & Donald F. Kuratko, Entrepreneurship: Theory, Process and Practice, 4th Edition, Cengage Learning, 2016.***
- ***Vasant Desai, Entrepreneurship Management, 1st Edition, Himalaya Publishing House, 2013.***
- ***Madhurima Lal, Entrepreneurship, 1st Edition, Excel Publications, 2012.***
- ***Eric Ries, The Lean Start-up: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses, 1st Edition, Crown Publishing, 2011.***
- ***Madhukar Shukla, Social Entrepreneurship in India, 1st Edition, SAGE Publications India Pvt Ltd., 2020.***
- ***Peter Thiel & Blake Masters, Zero to One: Notes on Start Ups, or How to Build the Future, Random House, 2014***
- ***Anjan Raichaudhuri, Managing New Ventures Concepts and Cases, Prentice Hall International, 2010.***
- ***Donald F Kuratko, Jeffrey S. Hornsby, New Venture Management: The Entrepreneur's Road Map, 2e, Routledge, 2017C***

QUESTION PAPER PATTERN (External and Internal)

Paper Pattern 2 Credits (Total 50 Marks)

Internal = 20 Marks

External = 30 Marks

Internal Paper Pattern (20 Marks)

1. Project Presentation **OR** Case Study writing

2. Quiz **OR** Group discussion

} any one

10 Marks

3. Class Test (Mandatory) with objectives

10 Marks

Total

20Marks

External Paper Pattern (30 Marks)

Write any **TWO** 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

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		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	

Letter Grades and Grade Points:

As Per NEP 2020

University of Mumbai



Syllabus for Basket of OE (Scheme I)	
Board of Studies in Mathematics	
UG First Year Programme	
Semester	I
Title of Paper	Credits
I) Logic and Data Interpretation – I	2
II)	
III)	
From the Academic Year	2024-25

Name of the Course: Logic and Data Interpretation – I (OE – II)

Sr. No.	Heading	Particulars
1	Description the course: Including but Not limited to:	This course deals with the Logical Thinking and Data Interpretation, that forms an essential component of Most of the Competitive and Entrance Examinations, such as Banking, Management Entrance, UPSC/MPSC, SET/NET, GMAT/GRE to quote a few. The nature of the problems and the difficulty level of the questions is quite high and a person appearing for such exams is expected to have a thorough understanding of the concepts, to have ability to think logically, and to be able to interpret the data, presented in different manner.
2	Vertical :	Open Elective
3	Type :	Theory
4	Credits :	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives (CO): This course revises the basic mathematical concepts learned during school career. However, the problems asked in this course would be mostly advanced and indirect, and would demand broader and critical thinking. The course aims to enhance the reasoning power and logical thinking of the learners and nurture their intellect so as to make them competent across all competitive exams. CO1. To reinforce the basic math concepts and ideas within the learners CO2. To enhance the reasoning power of the learners and make them think over and apply concepts/formulae to solve math problems of indirect nature, thereby developing their problem-solving capacity. CO3. To develop logical thinking of the learners CO4. To make learners competent across all competitive and entrance examinations.	
8	Course Outcomes (OC): After completion of the course, the learners will be able to OC1: think logically about the given sequence of numbers/alphabets/symbols OC2: understand the odd/unfit element amongst the set of various elements OC3: develop logical thinking to obtain relations between two people	

	OC4: understand the directions, angles between any two angles OC5: get a general idea about the concept of coding a message and how to decode a coded message OC6: develop logical thinking to check whether or not the given information is sufficient to answer a question.
9	Modules:- Module 1: Fundamentals of Logical thinking - I 1. Number/Letter/Symbol Series: - Given a finite sequence of numbers, the learners are expected to find a simple rule (difference between or the ratio of consecutive numbers, square-quantities, cube-quantities, recursive rules etc) that binds all the numbers and be able to fill in the gap either at the end or at the beginning or in between. - Given a finite sequence of objects, made up of sets of alphabets/symbols, the learners are expected to observe the pattern that is visible in each set of letters/symbols and be able to predict the missing object/s 2. Odd Man Out: - Given a finite sequence of numbers, the learners are expected to find a simple rule that binds all but one and be able to find out the odd one - Given a finite sequence of objects, made up of sets of alphabets/symbols, the learners are expected to observe the pattern that fits each except one and be able to find out the miss-fit object 3. Relations: - Understanding the terms in relations such as mother, father, son, daughter, grand-mother, grand-father, grandson, grand-daughter, brother, sister, siblings, mother-in-law, father-in-law, cousin, nephew, niece, husband, wife, life- partner, spouse, uncle, aunt. - Forming a tree/diagram based on the information given, vertical aligning of different generations, definite symbols to be used for different people viz. square for male, circle for female, triangle for those whose gender is not specified and cannot be determined, double arrow ($\leftrightarrow$) for siblings and equality (=) for married couples [The problems to be asked should be of varied levels of difficulty. A few ones based on directly applying a given formula may be asked at the beginning; however, the latter ones should demand critical analysis of the given information and a thoughtful selection of the method/formula to solve the same.] Module 2: Fundamentals of Logical Thinking - II 1. Directions: - The eight directions and their names - The angles between any two directions - Revision of simple Pythagorean triplets such as (3-4-5), (6-8-10), (5-12-13), (7-24-25), (8-15-17), (9-12-15), (10-24-26), and their use in finding the distance between two points, say A and B when AC and CB are perpendicular, Revision of 45-45-90 triangle.

	2. Coding and Decoding - Alphabet Coding, Numerical Coding, Symbol based Coding, Values Coding, Substitution Coding - Deciphering a given Coding 3. Data Sufficiency: - The concept/idea of Data Sufficiency, for example, the lengths of all the sides are sufficient to find the area of a triangle but not of a quadrilateral - Problems based on insufficient data and finding the minimal info needed to obtain the answer (In such case, not the final answer, but the minimal additional required information is to be found out) – The problems may be based on elementary mathematics or day-to-day situations.							
10	Text Books 1 A Modern Approach To Verbal & Non-Verbal Reasoning, R. S. Agarwal 2. Quantitative Aptitude for Competitive Examinations, R. S. Agarwal 3. Logical and Analytical Reasoning: Useful for All Competitive Exams, A. K. Gupta							
11	Reference Books 1. How To Crack Test of Reasoning In All Competitive Exams, Jaikishan and Premkishan 2. Maths Book For Competitive Exams, Vikas Bhalla 3. Reasoning For Competitive Examinations, Nishit K Sinha							
	<u>Scheme of the Examination</u>							
	The performance of the learners shall be evaluated into two parts. - Internal Continuous Assessment of 20 marks for each paper. - Semester End Examination of 30 marks for each paper. - Separate head of passing is required for internal and semester end examination.							
12	Internal Continuous Assessment: 40%	Semester End Examination: 60%						
13	Continuous Evaluation through: Quizzes, Class Tests, presentations, projects, role play, creative writing, assignments etc. (at least 3) <table border="1"> <thead> <tr> <th>Sr. No.</th><th>Particulars</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>1</td><td>A class test of 10 marks is to be conducted during each semester in an Offline</td><td>10</td></tr> </tbody> </table>		Sr. No.	Particulars	Marks	1	A class test of 10 marks is to be conducted during each semester in an Offline	10
Sr. No.	Particulars	Marks						
1	A class test of 10 marks is to be conducted during each semester in an Offline	10						

		mode.		
	2	Project on any one topic related to the syllabus or a quiz (offline/online) on one of the modules.	05	
	3	Seminar/ group presentation on any one topic related to the syllabus.	05	
	Paper pattern of the Test (Offline Mode with One hour duration): Q1: Definitions/Fill in the blanks/ True or False with Justification. (04 Marks: 4 x 1). Q2: Attempt any 2 from 3 descriptive questions. (06 marks: 2 x 3)			
14	Format of Question Paper: The semester-end examination will be of 30 marks of one hour duration covering the entire syllabus of the semester.			
Note: Attempt any TWO questions out of THREE.				
Q.No.1	Module 1 and 2	Attempt any THREE out of FOUR . (Each question of 5 marks) (a) Question based on OC1/OC2 (b) Question based on OC3 (c) Question based on OC4 (d) Question based on OC5/OC6	15 Marks	
Q.No.2	Module 1 and 2	Attempt any THREE out of FOUR . (Each question of 5 marks) (a) Question based on OC1/OC2 (b) Question based on OC3 (c) Question based on OC4 (d) Question based on OC5/OC6	15 Marks	
Q.No.3	Module 1 and 2	Attempt any THREE out of FOUR . (Each question of 5 marks) (a) Question based on OC1/OC2 (b) Question based on OC3 (c) Question based on OC4 (d) Question based on OC5/OC6	15 Marks	

As Per NEP 2020

University of Mumbai



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

Name of the Course: IT_Google Workspace

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

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

	and Conditional Formatting, Insert and View Notes, Choose Spreadsheet Settings, Merge Cells, Wrap and Rotate Cell Contents, Inserting Objects in Google Sheets, Sort and Filter Data, Apply Data Validation to Your Sheets, Protect Ranges in a Sheet, Protect a Sheet, Create and Manage Macros. a. Create a Personal budget sheet, list all your expenses and incomes of the month in the sheet. Use sum function to total the income and expenses. Use IF function to find if the budget is in deficit or not.
	Module 2:
	1. Google Slides: Add a Slide to a Presentation, Import Slides from an Existing Presentation, Understanding and Using Views, Work with Text Boxes, Add Audio and Video to a Slide, Insert Shapes and Word Art, Add a Transition and Animations, Edit a Slide Master, Organize the Slides in a Presentation a. Open a new Google Slides presentation titled “Project Presentation”. Add slides to provide a summary of your project. Use themes and transitions to make the slide experience better. 2. Google Forms: Create a Form, Choose Settings for a Form, Add Questions to a Form, Add Images to a Question, Add a Video to a Question, Import Questions from an Existing Form, Create a Form with Multiple Sections, Control Progression Based on Answers, Add Collaborators to a Form, Preview and Test a Form, Send a Form to Its Respondents, View the Responses to a Form, Analyse form responses and generate reports. a. Create a Google Form to accept participation entries for the various events your department is organizing on the annual day. Mention the details of event in the form description. Include a dropdown menu to select the events they wish to participate in. Insert relevant multimedia to make the Google Form attractive. b. Create an online evaluation quiz using Google Form. Include a variety of question formats, such as ones with pictures, videos, etc. Assign points to the questions. Share the link with your friends and check out the the summary of the responses. 3. Google Classroom: Create and set up a Google Classroom, Add Students and Co-Teachers, Using Google Classroom to share resources, Create assignment, Set due dates and points, Use rubrics for grading, Integrate quizzes created using Google Form with Google Classroom. a. Create a Google Classroom for a certain subject that includes a range of topics, resources, and activities. Include resources for each topic, such as Word docs, PowerPoints, and YouTube links. Include elements that encourage participation and interaction, such as assignments and discussions. 4. Google Maps: Search on Maps, Different Map Views (Satellite, Terrain, Street View), Customizing Maps, Get to your destination, Sharing Maps with Others. a. Use google maps to explore local landmarks in your area. Find directions from your current location to a nearby restaurant. Use Maps to check the places you have visited on a particular day.

	5. Google Sites: Creating and building simple websites using Google Sites, Adding content, images, and widgets to websites. a. Assume you runs a small business. Create a visually appealing website which includes the following pages: Home page , About the business, Products page, Announcement of discounts.	
10	Text Books and Online Resources 1. Hart-Davis, G. (2021). Teach Yourself Visually Google Workspace. Visual. 2. https://support.google.com/a/users#topic=9247638 3. https://support.google.com/edu/classroom#topic=10298088 4. https://support.google.com/maps/?hl=en#topic=9729258	
11	Reference Books 1. Team, Z. (2017). The Ultimate Guide to G-Suite. Lean Pub G-Suite. 2. Iyer, b. (2022). Google workspace user guide: a practical guide to using google apps efficiently while integrating them with your data.	
12	Internal Continuous Assessment: 40%	Semester End Examination: 60%
13	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	
14	Format of Question Paper: Duration 2 hours. Certified copy of Journal is compulsory to appear for the practical examination Practical Slip: Q1. From Module 1 13 marks Q2. From Module 2 12marks Q3. Journal and Viva 05 marks	

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

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

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

As Per NEP 2020

University of Mumbai



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

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

7	Course Objectives: 1. To make learners familiar with the basics of business communication theory. 2. To make learners aware of digital communication for personal and business use. 3. To improve learners' understanding of verbal and non-verbal communication. 4. To enable learners with effective business correspondence skills.
8	Course Outcomes: At the end of the course, learners will be able to: 1. Understand the basics and significance of business communication theory. 2. Adapt to and use digital communication methods for personal and business purposes. 3. Grasp and effectively use the nuances of verbal and non-verbal communication. 4. Improve their skills in business correspondence.
9	Modules:- Per credit One module can be created
	Module 1: Introducing the Theory of Business Communication (15 Lectures)
	1. Concept of Communication - Definition and meaning of communication - Process of communication - Need of communication - Feedback 2. Communication at the Workplace - Channels of communication: Downward, Upward, Horizontal, Grapevine - Methods of communication: Verbal and non-verbal 3. Impact of Digital Technology on Communication - Internet-enabled communication; Email - Social media: FaceBook, Twitter, Instagram, WhatsApp

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

12	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination :												
13	Continuous Evaluation through: • Performance in activities: 10 marks (The class may be divided into batches to conduct the oral activities by creating formal schedule for the same before the semester End Examination.) • Written assignments or projects: 10 marks (Learners will have to write and submit written assignments in a timely manner.) Suggested Activities: • Use of social media accounts for purpose of business communication • Making short presentations on given topics • Official letter writing/ email writing exercises • Role play focusing on channels and methods of communication													
14	Format of Question Paper: for the final examination <table> <tr> <td>External / Semester End Examination Hours</td><td>Marks: 30</td><td>Time: 1</td></tr> <tr> <td>Q.1. Essay Type Questions (Any One out of two on Unit I)</td><td></td><td>Marks 10</td></tr> <tr> <td>Q.2. Essay Type Questions (Any One out of two on Unit II)</td><td></td><td>Marks 10</td></tr> <tr> <td>Q.3. Short Notes/Problem (Any Three out of five on all Units)</td><td></td><td>Marks 10</td></tr> </table>		External / Semester End Examination Hours	Marks: 30	Time: 1	Q.1. Essay Type Questions (Any One out of two on Unit I)		Marks 10	Q.2. Essay Type Questions (Any One out of two on Unit II)		Marks 10	Q.3. Short Notes/Problem (Any Three out of five on all Units)		Marks 10
External / Semester End Examination Hours	Marks: 30	Time: 1												
Q.1. Essay Type Questions (Any One out of two on Unit I)		Marks 10												
Q.2. Essay Type Questions (Any One out of two on Unit II)		Marks 10												
Q.3. Short Notes/Problem (Any Three out of five on all Units)		Marks 10												

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

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

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

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

AC –
Item No. –

As Per NEP 2020

University of Mumbai



Syllabus for Basket of VES	
Board of Studies in Value Education	
UG First Year Programme	
Semester	I
Title of Paper	Credits 2
I) Environmental Management & Sustainable Development -I	
From the Academic Year	2024-25

Name of the Course: **Environmental Management & Sustainable Development -I**

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	Environmental awareness transcends academic boundaries. This course transcends academic boundaries, equipping you with a foundational understanding of ecosystems, biodiversity, and the human impact on natural resources and climate. Students will learn about critical issues like pollution and explore solutions for a sustainable future. The knowledge you gain here connects with diverse fields such as biology, economics, and even engineering. It is a foundation for further exploration in environmental science, conservation biology, and environmental policy. This course ignites your interest in environmental issues and opens doors to exciting careers in environmental management, conservation, and sustainable development – fields with growing demand across industries. Prepare for an interactive learning experience through engaging lectures, stimulating group discussions, and insightful case studies examining real-world environmental challenges and solutions.
2	Vertical :	Open Elective
3	Type :	Theory
4	Credit:	2 credits / (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: 1. To create and disseminate knowledge to the students about environmental problems at local, regional and global scale. 2. To introduce about ecosystems, biodiversity and to make aware for the need of conservation. 3. To sensitize students towards environmental concerns, issues, and impacts of	

	human population. 4. To prepare students for successful career in environmental departments, research institutes, industries, consultancy, and NGOs, etc.
8	Course Outcomes: 1. Use principles of Environmental Science for explaining sustainable development and its related ethical concerns 2. Display scientific perspective for issues confronting our present day environment. 3. Analyze the national and global environmental issues relating air, water, soil, and land use, biodiversity, and pollution. 4. Explain the Role of an individual in relation to human population and environmental pollution.
9	Modules:- Unit I: Ecosystems, Biodiversity and Conservation (8 lectures) Introduction, structure, and function of ecosystems; Energy flow: food chains, food webs and ecological succession. Case studies of the following: a) Forest ecosystem b) Grassland ecosystem c) Desert ecosystem d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries) 1. Levels of biological diversity : genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns 2. India as a mega-biodiversity nation; Endangered and endemic species of India 3. Threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity. 4. Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value. Unit II: Natural Resources and Sustainable Development (7 lectures) Overview of natural resources: Definition of resource; Classification of natural resources- biotic and abiotic, renewable and non-renewable. Biotic resources: Major type of biotic resources- forests, grasslands, wetlands, wildlife and aquatic (fresh water and marine); Microbes as a resource; Status and challenges. Water resources: Types of water resources- fresh water and marine resources; Availability and use of water resources; Environmental impact of over-exploitation, issues and challenges; Water scarcity and stress; Conflicts over water. Soil and mineral resources: Important minerals; Mineral exploitation; Environmental problems due to extraction of minerals and use; Soil as a resource and its degradation. Energy resources: Sources of energy and their classification, renewable and non-renewable sources of energy; Conventional energy sources- coal, oil, natural gas, nuclear energy;
	Non-conventional energy sources- solar, wind, tidal, hydro, wave, ocean thermal, geothermal, biomass, hydrogen and fuel cells; Implications of energy use on the environment. Introduction to sustainable development: Sustainable Development Goals (SDGs)-

	targets and indicators, challenges and strategies for SDGs.
	Unit III: Human Communities and the Environment (8 lectures)
	1. Human population growth: Impacts on environment, human health and welfare. 2. Resettlement and rehabilitation of project affected persons; case studies. 3. Disaster management: floods, earthquake, cyclones and landslides. 4. Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan. 5. Environmental ethics: Role of Indian and other religions and cultures in environmental conservation. 6. Environmental communication and public awareness, case studies (e.g. CNG vehicles in Delhi).
	Unit IV: Environmental Issues; Local, Regional, and Global (7 lectures)
	Environmental issues and scales: Concepts of micro-, meso-, synoptic and planetary scales; Temporal and spatial extents of local, regional, and global phenomena. Pollution: Impact of sectoral processes on Environment, Types of Pollution- air, noise, water, soil, municipal solid waste, hazardous waste; Transboundary air pollution; Acid rain; Smog. Land use and Land cover change: land degradation, deforestation, desertification, urbanization. Biodiversity loss: past and current trends, impact. Global change: Ozone layer depletion; Climate change.
10	Text Books 1. Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates, 2006. 2. Odum, E.P., Odum, H.T. & Andrews, J. 1971. Fundamentals of Ecology. Philadelphia: Saunders. 3. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi. 4. Chiras, D. D and Reganold, J. P. (2010). Natural Resource Conservation: Management for a Sustainable Future. 10th edition, Upper Saddle River, N. J. Benjamin/Cummins/Pearson. 5. John W. Twidell and Anthony D. (2015). Renewable Energy Sources, 3rd Edition, Weir Publisher (ELBS) 6. Singh, J.S., Singh, S.P. & Gupta, S.R. 2006. Ecology, Environment and Resource Conservation. Anamaya Publications https://sdgs.un.org/goals 7. Down to Earth, Centre of Science and Environment ®. 8. Hawkins R. E., Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay ®. 9. Harper, Charles L. (2017) Environment and Society, Human Perspectives on Environmental Issues 6th Edition. Routledge. 10. Rajagopalan, R. (2011). Environmental Studies: From Crisis to Cure. India: Oxford University Press. 11. Harris, Frances (2012) Global Environmental Issues, 2nd Edition. Wiley-Blackwell.

11	Reference Books 1. Carson, R. 2002. Silent Spring. Houghton Mifflin Harcourt. 2. Gadgil, M., & Guha, R. 1993. This Fissured Land: An Ecological History of India. Univ. of California Press. 3. Gleeson, B. and Low, N. (eds.) 1999. Global Ethics and Environment, London, Routledge. 4. Gleick, P. H. 1993. Water in Crisis. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.
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	5. Sodhi, N.S., Gibson, L. & Raven, P.H. (eds). 2013. Conservation Biology: Voices from the Tropics. John Wiley & Sons. 6. Thapar, V. 1998. Land of the Tiger: A Natural History of the Indian Subcontinent. 7. Warren, C. E. 1971. Biology and Water Pollution Control. WB Saunders. 8. Wilson, E. O. 2006. The Creation: An appeal to save life on earth. New York: Norton. 9. World Commission on Environment and Development. 1987. Our Common Future. Oxford University Press.	
12	Internal Continuous Assessment: 40%	Semester End Examination: 60%
13	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, Visits, assignment etc. (at least 4)	
14	Format of Question Paper: for the final examination For OE: External - 30 Marks (2 Credits) Internal - 20 Marks Question Paper Format for 30 Marks Format of Question Paper: 30 Marks per paper Semester End Theory Examination: 1. Duration - These examinations shall be of one hour duration. 2. Theory question paper pattern: a. There shall be 04 questions each of 10 marks out of which students will attempt ANY THREE	

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

As Per NEP 2020

University of Mumbai



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

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	Introduction, relevance, Usefulness, Application, interest, connection with other courses, demand in the industry, job prospects etc.
2	Vertical :	Major/Minor/Open Elective /Skill Enhancement / Ability Enhancement/Indian Knowledge System (Choose By $\sqrt{}$)
3	Type :	Theory / Practical
4	Credit:	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: (List some of the course objectives) 1. To sensitize the students about context in which they are embedded i.e. Indian culture and civilisation including its Knowledge System and Tradition. 2. To help student to understand the knowledge, art and creative practices, skills and values in ancient Indian system. 3. To help to study the enriched scientific Indian heritage. 4. To introduce the contribution from Ancient Indian system & tradition to modern science & Technology.	
8	Course Outcomes: (List some of the course outcomes) 1. Learner will understand and appreciate the rich Indian Knowledge Tradition 2. Lerner will understand the contribution of Indians in various fields 3. Lerner will experience increase subject-awareness and self-esteem 4. Lerner will develop a comprehensive understanding of how all knowledge is ultimately intertwined	
9	Modules:-	
	Module 1: (10 Hours)	
	1. Introduction to IKS (What is knowledge System, Characteristic Features of Indian Knowledge System) 2. Why IKS? (Macaulay's Education Policy and its impact, Need of revisiting Ancient Indian Traditions) 3. Scope of IKS (The Universality of IKS (from Micro to Macro), development form Earliest times to 18th Century CE) 4. Tradition of IKS (Ancient Indian Education System: Home, Gurukul, Pathashala, Universities and ancient educational centres) 5. Relevant sites in the vicinity of the Institute (Water Management System at Kanheri, Temple Management of Ambarnath, etc.)	

	Module 2: (10 Hours)	
	1. Medicine (Ayurveda) 2. Alchemy 3. Mathematics 4. Logic 5. Art of Governance (Arthashastra)	
	Module 3: (10 Hours) (Select Any FIVE out of the following)	
	1. Aesthetics 2. Town Planning 3. Strategic Studies 4. Krishi Shastra 5. Vyakaran & Lexicography 6. Natyashastra 7. Ancient Sports 8. Astronomy	9. Yoga and Wellbeing 10. Linguistics 11. Chitrasutra 12. Architecture 13. Taxation 14. Banking 15. Trade and Commerce
10	Reference Books 1. Concise history of science in India- D.M. Bose, S.N Sen, B.V. Subbarayappa. 2. Positive sciences of the Ancient Hindus- Brajendranatha seal, Motilal Banrasidas, Delhi 1958. 3. History of Chemistry in Ancient India & Medieval India, P.Ray- Indian Chemicals Society, Calcutta 1956 4. Charaka Samhita- a scientific synopsis, P. Ray & H.N Gupta National Institute of Sciences of India, New Delhi 1965. 5. MacDonnell A.A- History of Sanskrit literature 6. Winternitz M- History of Indian Literature Vol. I, II & III 7. Dasgupta S.N & De S.K- History of Sanskrit literature Vol. I. 8. Ramkrishna Mission- cultural heritage of India Vol. I, II & III. 9. Majumdar R. C & Pushalkar A.D- History & culture of the Indian people, Vol. I, II & III. 10. Keith A.B- History of Sanskrit literature. 11. Varadachari V- History of Sanskrit literature Chaitanya Krishna- A new History of Sanskrit	
11	Continuous Internal Assessment: 20 Marks	Semester End Examination : 30 Marks
12	Continuous Evaluation through: Assignment/ Presentations/ Projects (Group/Individual) / Field Visit Report 10 Marks, class Test / MCQ Test 5 Marks, Overall Conduct and Class Participation 5 Marks	
13	Format of Question Paper: for the final examination Q1. Attempt any TWO Questions out of FIVE. 6 Marks Q2. Attempt any THREE Questions out of FIVE 12 Marks Q3. Attempt any THREE Questions out of FIFTEEN. 12 Marks	



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Dean
Faculty of Interdisciplinary Studies
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Faculty of
Interdisciplinary Studies
Name of the Faculty

As Per NEP 2020

University of Mumbai



Title of the Program

Introduction to Cultural Activities

SEM I

Syllabus for Two Credit

(With effect from the academic year 2024-25)

Aims and Objectives

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

Learning Outcomes

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

Modules at Glance Semester I

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

Module No.	Unit	Content	No. of Hours
1	I	1.1 Overview to Cultural Activities • Definition of culture and its manifestations • Understanding cultural diversity and inclusivity • The role of cultural activities in preserving heritage • Overview of Indian cultural practices • Overview of global cultural practices	05
	II	2.1 History of Student Cultural Activities □ Role of student cultural activities □ History of student cultural activities in India	05

		• Role of AIU in preserving cultural heritage of India • History of student cultural activities in Maharashtra • Student Cultural activities at University of Mumbai	
2	III	3.1 Forms / Types of Literary and Fine Arts Activities and its Applied Skills 3.1.1 Various Forms of Literary Arts • Elocution: Reading Skills, Soft Skills, Languages, Communication Skills, etc. • Debate: Reading Skills, Soft Skills, Languages, Communication Skills, etc. • Story Writing: Introduction, Plot, Characterization, Presentation, Relevance, Language Style, etc. • Story Telling: Introduction, Plot, Characterization, Presentation, Relevance, Language Style, etc. • Quiz: General Knowledge skills 3.1.2 Various Forms of Fine Arts • Painting: Visualization, Delivery of the Subject, Composition, Colour Application, Presentation and Overall Impact • Collage: Visualization, Delivery of the Subject, Handling of Medium, Composition, Presentation and Overall Impact • Poster Making: Visualization, Delivery of the Subject, Presentation, Tagline and Overall Impact • Clay Modeling: Visualization, Delivery of the Subject, Handling of Medium, Composition, Presentation and Overall Impact • Cartooning: Visualization, Delivery of the Subject, Characters, Synchronization, Colour Application, Composition, Presentation and Overall Impact • Rangoli: Visualization, Delivery of the Subject, Colour Scheme, Elements, Presentation and Overall Impact • Mehendi Designing: Originality, Creativity, Decorative Art with Aesthetic Sense, Presentation and Overall Impact	10

		• Spot Photography: Impact, Composition, Technical Quality and Suitability for the Specific Theme • Installation: Visualization, Delivery of the Subject, Handling of Medium, Synchronization, Composition, Presentation and Overall Impact	
	IV	4.1 Forms / Types of Performing Arts Activities and its Applied Skills 4.1.1 Various Forms of Dance • Folk Dance: History and Origin of Folk Dance In India, Types and their Uniqueness, Significance of Folk Dance, Folk Dances in Maharashtra • Classical Dance: History of Classical Dance, Types and their Peculiarities, Significance of Classical Dances in India 4.1.2 Various Forms of Theatre • History of Indian Theatre • Types and their Uniqueness • Significance of Indian Theatre • Various Forms of Theatre: One Act Play, Skit, Mime, Mimicry 4.1.3 Various Forms of Music • History of Indian Music, • Types and their Uniqueness, • Significance of Music in India • Various Forms of Music: Classical Singing, Light Vocal, Percussion, Non-Percussion, Nattasangeet, Western Vocal, Western Instrumental	10

Scheme of Evaluation

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

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

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

Semester End Examination (30 Marks)

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

Reference Books

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

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

As Per NEP 2020

University of Mumbai



Title of the Program

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

SEM I

Syllabus for Two Credit

(With effect from the academic year 2024-25)

Semester I

Course Structure

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

Semester I

1.1 Preamble:

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

1.2 Objectives of the Course:

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

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

1.3 Salient features of the course:

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

1.4 Utility of the course:

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

1.5 Program outcomes:

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

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

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

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

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

1.9 Medium of Instruction: English

1.10 Course Structure

Credits: 02

Lectures: 30

Marks: 50

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

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

1. Bucher, C. A. (n.d.) Foundation of physical education. St. Louis: The C.V. Mosby Co. Deshpande, S. H. (2014). Physical Education in Ancient India. Amravati: Degree college of Physical education.
2. Mohan, V. M. (1969). Principles of physical education. Delhi: Metropolitan Book Dep. Nixon, E. E. & Cozen, F.W. (1969). An introduction to physical education. Philadelphia: W.B. Saunders Co.
3. William, J. F. (1964). The principles of physical education. Philadelphia: W.B. Saunders Co.
4. Coalter, F. (2013) Sport for Development: What game are we playing? .Routledge.
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As Per NEP 2020

University of Mumbai



Title of the Program

**Co-Curricular Course
NATIONAL SERVICE SCHEME**

SEM I & SEM II

Syllabus for Two Credit

(With effect from the academic year 2024-25)

UNIVERSITY OF MUMBAI
National Service Scheme

1.1 Preamble:

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

1.2 Objectives of the Course:

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

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

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

1.4. Programme Specific Outcomes:

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

1.5 Programme Outcomes:

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

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

UNIVERSITY OF MUMBAI**Semester I****NSS CC****Sub: - Introduction to National Service Scheme****Credits: 02****Marks:50**

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

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.
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