

# As Per NEP 2020

## University of Mumbai



### **Title of the program**

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

### **Syllabus for B.COM (Accounting & Finance)**

#### **Semester – I to VI**

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

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

# University of Mumbai



(As per NEP 2020)

Sr. No.	Heading	Particulars	
1	<b>Title of program</b>		
	O: _____A	A	<b>U.G. Certificate in Accounting &amp; Finance</b>
	O: _____B	B	<b>U.G. Diploma in Accounting &amp; Finance</b>
	O: _____C	C	<b>B.Com. Accounting &amp; Finance</b>
	O: _____D	D	<b>B.Com. (Hons.) in Accounting &amp; Finance</b>
	O: _____E	E	<b>B.Com. (Hons. with Research) in Accounting &amp; Finance</b>
2	<b>Eligibility</b>	A	As per University rules and regulations issued from time to time. OR Passed Equivalent Academic Level 4.0
	O: _____A		
	O: _____B	B	<b>Undergraduate Certificate in Accounting &amp; Finance</b> Academic Level 4.5
	O: _____C	C	<b>Undergraduate Diploma in Accounting &amp; Finance</b> Academic Level 5.0
	O: _____D	D	<b>Bachelor of Accounting &amp; Finance</b> with minimum CGPA of 7.5 Academic Level 5.5
	O: _____E	E	<b>Bachelor of Accounting &amp; Finance</b> with minimum CGPA of 7.5 Academic Level 5.5
3	<b>Duration of program</b>		
	R: _____	A	One Year
		B	Two Years
		C	Three Years
		D	Four Years
		E	Four Years
4	<b>Intake Capacity</b>		
	R: _____	<b>80</b>	

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

**Sign of the BOS**  
**Dr. Arvindkumar**  
**Shankarlal Luhar**  
**Board of Studies:**  
**B.Com (Accounting & Finance)**

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

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

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

# Preamble

## 1. Introduction

The complexities of the 21st-century business world demand a new kind of professionalism, and a Bachelor of Commerce (B.Com.) in Accounting and Finance program equips learners with the skills to excel on a global stage. This degree goes beyond basic accounting by focusing on the international landscape. Learners will gain a strong foundation in international accounting standards, financial regulations, and currency fluctuations, making learners an asset in a globalized marketplace. Furthermore, the program sharpens learner's data analysis skills, crucial for interpreting financial information, generating reports, and using accounting software – all essential for informed decision-making on a global scale.

## 2. Aims and Objectives

1. To prepare graduates for successful careers in accounting, finance, and related fields on a global scale.
2. Equip learners with a comprehensive understanding of accounting principles, financial management, cost accounting, taxation, and financial analysis.
3. Foster awareness of ethical and sustainable practices in global business operations.
4. Cultivate critical thinking and decision-making abilities for sound financial judgment in a global context.
5. Prepare students for pursuing professional certifications in accounting and finance (e.g., CA, CPA, CFA).

## 3. Learning and Outcomes

PO1: Learners will possess a comprehensive understanding of international accounting standards, financial regulations, and currency fluctuations, allowing them to analyze and navigate complex financial situations on a global scale.

PO:2 Learners will be equipped with strong analytical and data interpretation skills, enabling them to generate insightful financial reports, utilize accounting software effectively, and make informed financial decisions in a global context.

PO3: Communicate financial information effectively with diverse stakeholders in a globalized business environment.

PO4: Learners will apply ethical principles and sustainability considerations within accounting and finance, understanding their impact on global business operations.

PO5: Learners will be well-prepared to pursue professional certifications in accounting and finance (e.g., CA, CPA, CFA) and demonstrate the necessary skills and knowledge to succeed in the globalized accounting and finance professions.

## 4. Any other point (if any)

The future of finance is about more than just numbers. As a BAF learner, when coupled with certificate courses the learner is positioned to be at the forefront of emerging trends like blockchain technology for secure transactions, artificial intelligence for smarter financial modeling, and sustainable finance practices that prioritize environmental and social impact alongside profit. With a B. Com in Accounting and Finance, learner be equipped to not only navigate the traditional landscape but also shape the future of this dynamic field.

**1) Credit Structure of the Program B. Com (Accounting & Finance) Sem I, II, III, IV, V & VI**

**Under Graduate Certificate in in Accounting & Finance**

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

R: _____ A										
Level	Semester	Major		Minor	OE	VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC, RP	Cum. Cr. / Sem.	Degree/ Cum. Cr.
		Mandatory	Electives							
4.5	I	Financial Accounting-I (04)			2+2	Vocational Skills in Accounting & Finance Paper –I (02)	AEC :2, VEC :2, IKS: 2	CC:2	22	UG Certificate 44
		Auditing-I (02)				Vocational Skills in Accounting & Finance Paper –II (02)				
R: _____ B										
	II	Financial Accounting - II (04)		2	2+2	Vocational Skills in Accounting Paper –III (02)	AEC :2, VEC :2	CC:2	22	
		Auditing-II (02)				Vocational Skills in Accounting & Finance Paper –IV (02)				
	<b>Cum Cr.</b>	12	-	2	8	4+4	4+4+2	4	44	

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

**Under Graduate Diploma in in Accounting & Finance**

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

Undergraduate Programs in University

R: _____ C										
Level	Sem ester	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 (04)		4	2+2	Vocational Skills in Accounting & Finance Paper –V (02)	AEC: 2	FP: 2 CC:2	22	UG Diploma 88
		Cost Accounting-I (04)								
	R: _____ D									
	IV	Financial Accounting-IV (04)		4	2+2	Vocational Skills in Accounting & Finance Paper –VI (02)	AEC: 2	CEP: 2 CC:2	22	
		Cost Accounting-II (04)								
	<b>Cum Cr.</b>	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**

**B.Com. (Accounting & Finance)**

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

Undergraduate Programs in University

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

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

**Sem. – I**

<b>Course</b>	<b>Financial Accounting-I (Semester I; Level 4.5)</b>	<b>Credits</b>	<b>04</b>
<b>Type</b>	<b>Major: Mandatory</b>	<b>No of Teaching hours</b>	<b>60</b>
<b>Evaluation/ Assessment</b>	<b>100 marks- 60 marks semester end evaluation and 40 marks continuous evaluation</b>		

### Course Objectives

CO1	To recognize the fundamental accounting concepts and conventions in financial reporting and understand its applicability. To articulate the applicability and valuation of selected Accounting Standards.
CO2	To ascertain the process of preparation of final accounts for a proprietary manufacturing firm.
CO3	To employ the principles of departmental accounting involving expenses and inter-departmental transactions while preparing the final accounts of the departmental store.
CO4	To illustrate the principles of hire purchase accounting through the preparation of journal, ledger, and disclosure in the balance sheet in the books of hirer and vendor.

### Learning Outcomes

LO1	The learner will be able to identify and explain the various accounting concepts and conventions applicable to the accounting system. The learner will be able to identify, summarize, distinguish the purpose of policies and commute the valuation of selected Accounting Standards.
LO2	The learner will be able to calculate the profit/loss of the manufacturing firm and prepare its final accounts.
LO3	The learner will be able to figure out the impact of inter-departmental transfers and prepare the final accounts of the departmental store.
LO4	The learner will be able to calculate the interest on the outstanding balance and prepare the journal, and ledger in the books of the hirer and vendor involved in the hire purchase system.

### MODULES AT GLANCE

<b>Module No</b>	<b>Content</b>	<b>No of Hours</b>
1	Introduction to Accounting Concepts and Accounting Standards.	15
2	Final Accounts of Manufacturing Concern.	15
3	Departmental Accounts.	15
4	Accounting for Hire Purchase.	15
		<b>60</b>

Module No	Content	No of Hours
1	<p><b><u>Introduction to Accounting Concepts &amp; Accounting Standards.</u></b></p> <ul style="list-style-type: none"> <li>• Brief Overview of Accounting Concepts and Conventions.</li> <li>• Meaning and Classification - Capital, Revenue: Expenditure and Receipts, Profit and Loss.</li> <li>• Accounting Standard (AS) and Ind-AS &amp; IFRS – An Introduction, Concepts and Benefits.</li> <li>• AS – 1 Disclosure of Accounting Policies. (Inclusive of small case studies)</li> <li>• AS – 2 Valuation of Inventories. (Inclusive of small case studies)</li> <li>• AS - 9 Revenue Recognition. (Inclusive of small case studies)</li> <li>• Meaning of Inventories</li> <li>• Cost for Inventory Valuation.</li> <li>• Inventory Systems: Periodic Inventory System and Perpetual Inventory System Valuation: Meaning, Importance and Difference.</li> <li>• Methods of Stock Valuation as per AS – 2: (Practical Illustrations)</li> <li>• FIFO and Weighted Average Method only.</li> <li>• Computation of Valuation of Inventory as on Balance Sheet Date: (If Inventory is taken on a Date After the Balance Sheet or Before the Balance Sheet)</li> </ul>	15
2.	<p><b><u>Final Accounts of Manufacturing Concern</u></b></p> <ul style="list-style-type: none"> <li>• Introduction and meaning.</li> <li>• Components of Final Accounts of Manufacturing Concern (Proprietary Firm).</li> <li>• Closing and Adjustment Entries in Final Accounts of Manufacturing Concern.</li> <li>• Preparation of Trading Account, Manufacturing Account, Profit &amp; Loss Account and Balance Sheet.</li> </ul>	15
3.	<p><b><u>Departmental Accounts</u></b></p> <ul style="list-style-type: none"> <li>• Introduction and meaning.</li> <li>• Basic Principles of Departmental Accounts.</li> <li>• Allocation of Expenses.</li> <li>• Inter-Departmental Transfers at Cost / Invoice Price.</li> <li>• Preparation of Final Accounts.</li> </ul>	15
4	<p><b><u>Accounting for Hire Purchase</u></b></p> <ul style="list-style-type: none"> <li>• Introduction and meaning.</li> <li>• Basic Principles of Hire Purchase Accounting.</li> <li>• Methods of accounting for hire purchase.</li> <li>• Calculation of interest.</li> <li>• Accounting for hire purchase transactions by asset purchase method based on full cash price.</li> <li>• Journal entries, ledger accounts and disclosure in balance sheet for hirer and vendor (excluding default, repossession and calculation of cash price).</li> </ul>	15

**Reference 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
5. Financial Accounting by Lesile Chandwichk, Pentice Hall of India Adin Bakley (P) Ltd., New Delhi
6. Financial Accounting for Management by Dr. Dinesh Harsalekar, Multi-Tech. Publishing Co. Ltd., Mumbai
7. Jha, Luhar & Sharma, Financial Accounting -I, Himalayan Publication, Mumbai.
8. Financial Accounting by P.C. Tulsian, Pearson Publications, New Delhi
9. Accounting Principles by R.N. Anthony and J.S. Reece, Richard Irwin, Inc
10. Financial Accounting by Monga, J.R. Ahuja, Girish Ahuja and Ashok Shehgal, Mayur Paper Back, Noida
11. Financial Accounting by Williams, Tata Mc. Grow Hill and Co. Ltd., Mumbai
12. Financial Accounting by V. Rajasekaran, Pearson Publications, New Delhi
13. Introduction to Financial Accounting by Horngren, Pearson Publications, New Delhi
14. Financial Accounting by M. Mukherjee and M. Hanif, Tata McGraw Hill Education Pvt. Ltd., New Delhi

**Format of Question Paper:** for the final examination

**Attempt any 4 out of 6 questions.**

Question No	Questions	Marks
Q1	Practical/ Theory	15
Q2	Practical/ Theory	15
Q3	Practical/ Theory	15
Q4	Practical/ Theory	15
Q5	Practical/ Theory	15
Q6	Practical/ Theory	15
	<b>TOTAL</b>	<b>60</b>

**Note**

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

**Continuous Evaluation: Internal (40 marks)**

	Assessment/ Evaluation	Marks
1	Class Test during the lectures. (Physical/ Online mode) (Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/ Puzzles)	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

<b>Course</b>	<b>Auditing- I (Semester I; Level 4.5)</b>	<b>Credits</b>	<b>02</b>
<b>Type</b>	<b>Major: Mandatory</b>	<b>No of Teaching hours</b>	<b>30</b>
<b>Evaluation/ Assessment</b>	<b>50 marks - 30 marks semester end evaluation and 20 marks continuous evaluation</b>		

### Aims and Objectives

CO1	To introduce basics of auditing, principles of auditing, types of audits and types of errors and frauds.
CO2	To enable learners to plan the audit, know the procedures required to conduct an audit and maintenance of required documentation as per SA for audit evidence.

### Learning Outcomes

LO1	Learners will be able understand the meaning, need for, importance, types of auditing and distinguish between errors and frauds.
LO2	Learners will be understanding how an auditor should plan an audit, conduct audit procedures and prepare documentation required as per SA 230.

### MODULES AT GLANCE

<b>Module No</b>	<b>Unit</b>	<b>Content</b>	<b>No of Hours</b>
1	I	Introduction to Auditing	08
	II	Principles of Audit	07
2	III	Audit Planning, Procedures and Documentation: Audit planning & program	08
	IV	Audit Planning, Procedures and Documentation: Audit working papers	07
			<b>30</b>



**Reference Books:**

1. Contemporary Auditing by Kamal Gupta, Tata Mc-Graw Hill, New Delhi
2. A Handbook of Practical Auditing by B.N. Tandon, S. Chand and Company, New Delhi
3. Fundamentals of Auditing by Kamal Gupta and Ashok Arora, Tata McGraw Hill, New Delhi
4. Auditing: Principles and Practice by Ravinder Kumar, Virender Sharma, PHI Learning Pvt. Ltd., New Delhi
5. Auditing and Assurance for CA IPCC by Sanjib Kumar Basu, Pearson Education, New Delhi
6. Contemporary Auditing by Kamal Gupta, McGraw Hill Education Pvt. Ltd., New Delhi
7. Fundamentals of Auditing by Kamal Arora and Ashok Gupta, Tata McGraw Hill, New Delhi
8. Jha & Shah, (2018) Advance Auditing, Himalayan Publication, Mumbai.

**Format of Question Paper:** for the final examination

**Attempt any 2 out of 3 questions.**

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

**Note**

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

**Continuous Evaluation 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/ Case Study/Field Visit/ Certificate Course. (Physical/Online mode)	10
	<b>TOTAL</b>	<b>20</b>

## As Per NEP 2020

# University of Mumbai



<b>Syllabus for Basket of OE</b>	
<b>Board of Studies in Statistics</b>	
<b>UG First Year Programme</b>	
<b>Semester - I</b>	
<b>Title of Paper</b>	<b>Credits 2</b>
<b>I) Introduction to Basic Statistics-I</b>	<b>2 credit</b>
<b>II)</b>	
<b>III)</b>	
<b>From the Academic Year</b>	<b>2024-25</b>

**Semester-I**  
**Open Electives-I**  
**Name of the course: Introduction to Basic Statistics-I**

<b>Sr. No</b>	<b>Heading</b>	<b>Particulars</b>
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<p>Introduction:</p> <p>Introduction to Basic statistics-I course is focuses on basic statistics such as collection of data and how to measure variables on different scale. Student will equip with to identify the scale of measurement and analyze elementary statistical analysis through graphical presentation. Also student will learn to identify nature of the data through statistical methods. This course mainly emphasizes the method of collecting data, summarizing and presenting data, and drawing inferences from the data.</p> <p>This course will be useful for science, humanity and commerce faculty. This course will be offered other than science faculty students which will be very useful to gain knowledge about basic statistics in their field. This course will be applicable to various field to analyze their basic data structure.</p> <p>This course is focuses practical as well as theoretical aspects of basic statistics along with subjects from psychology, Economics, sociology, commerce, Computers , Mathematics , IT etc.</p> <p>There is growing demand for highly skilled statisticians in the 21st century in many fields including government, banking sector, health sciences, veterinary sciences, agricultural sciences, business, and social sciences etc</p>
2	<b>Vertical :</b>	Open Elective
3	<b>Type :</b>	Theory
4	<b>Credit:</b>	2 credits ( 1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester )

5	<b>Hours Allotted :</b>	30 Hours
6	<b>Marks Allotted:</b>	50 Marks
7	<b>Course Objectives:</b> Students will be able to, <ol style="list-style-type: none"> <li>1. Understand the meaning of Statistics and scope of Statistics.</li> <li>2. Understand techniques of data collection and its presentation.</li> <li>3. Compute various measures of central tendencies to know the entire data by a centralized single value.</li> <li>4. Understand spread and variation of data using various techniques of measure of dispersion.</li> <li>5. Understand the behavior of data using skewness and kurtosis and study the nature of probability curve.</li> </ol>	
8	<b>Course Outcomes:</b> <b>: on successful completion of the course Students Should be able to,</b> <ol style="list-style-type: none"> <li>1. Calculate arithmetic mean and its applicability</li> <li>2. Differentiate between qualitative and quantitative data through scale of measurement.</li> <li>3. Construct graphs and diagrams from data and interpret the result.</li> <li>4. Compute Skewness and Kurtosis of the data to describe nature of data distribution.</li> </ol>	

9	<b>Modules:-</b>	<b>Lectures</b>
	<b>Module 1: Classification, Tabulation and Presentation of data.</b>	
	<ul style="list-style-type: none"> <li>• Definition and scope of Statistics</li> <li>• Types of data: Qualitative and Quantitative data, Geographical data, Time series data and Crosssection data</li> <li>• Measurement of scales: Nominal, Ordinal, Interval and Ratio.</li> <li>• Primary data and Secondary data</li> <li>• Classification and Tabulation (One way and Two way).</li> <li>• Frequency distributions: Uni-variate and Bi-variate</li> <li>• Diagrammatic representation of data</li> </ul>	15

<p>Simple bar diagram, Multiple bar diagram, Subdivided bar diagram and Pie-chart</p> <ul style="list-style-type: none"> <li>Graphical representation of data</li> <li>Histogram, Frequency Polygon, Frequency Curve, Cumulative frequency curve (Less than and more than type).</li> </ul>	
<p><b>Module 2: Measures of central tendency and Measures of Dispersion</b></p>	<p><b>15</b></p>
<p><b>Measures of central tendency</b></p> <ul style="list-style-type: none"> <li>Concept and Requirements of good measures of central tendency.</li> <li>Arithmetic mean (Simple, weighted mean, combined mean)for grouped and un-grouped data, Merits, demerits and its applicability</li> <li>Positional averages: Median, Mode, and Quartiles (for grouped and un-grouped data) Merits, demerits and its applicability</li> <li>Graphical representation of mode, median and Quartiles.</li> <li>Empirical relation between mean, median and mode (Only statement)</li> </ul> <p><b>Measures of Dispersion</b></p> <ul style="list-style-type: none"> <li>Concept and requirements of good measures of dispersion.</li> <li>Absolute and Relative measures of dispersion: Range, Quartile Deviation , Mean absolute deviation, Variance</li> <li>and Standard deviation (for grouped and un-grouped data) Merits, demerits and its applicability</li> <li>Raw moments and central moments , relation between them upto order four (only statement).</li> <li>Measures of Skewness and Kurtosis: Karl Pearson's measure of Skewness ,</li> </ul> <ul style="list-style-type: none"> <li>Measures of skewness and kurtosis based on moments.(Only formulae) and their interpretation</li> </ul>	

### Reference Books

- David S. : Elementary Probability, Cambridge University Press.
- Hoel P.G. : Introduction to Mathematical Statistics, Asia Publishing House.
- Hogg R.V. and Tannis E.P. : Probability and Statistical Inference. McMillan Publishing Co. Inc.
- Pitan Jim : Probability, Narosa Publishing House.
- Goon A.M., Gupta M.K., Dasgupta B. : Fundamentals of Statistics, Volume II :The World Press Private Limited, Calcutta.
- Mukhopadhyay P. An Introduction to the Theory of Probability, World Scientific Publishing Company, 2011.
- Grewal P. S, Methods of Statistical Analysis, Sterling Publishers, 1990
- S.C. Gupta and V.K. Kapoor, Fundamentals of Mathematical Statistics, Sultan Chand and Sons

### Format of Question Paper:

#### Internal Continuous Assessment: (20 marks)

Assignment/viva Quizzes, Class Tests, presentation, project, assignment etc	Class Test	Total
05	15	20

#### Semester End Examination: (30 marks)

Semester End Examination will be of 30 marks of 01 hour duration covering entire syllabus of the semester. All questions are Compulsory.

#### Theory Question Paper Pattern:

Q 1	Attempt any one question out of two questions (Module I and II)	Max. marks: 10
Q 2	Attempt any two questions out of three questions (Module I)	Max. marks: 10
Q 3	Attempt any two questions out of three questions (Module II)	Max. marks: 10

**Sign of the BOS  
Chairman  
Dr. Santosh Gite  
Board of Studies in  
Statistics**

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

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

AC – 20.04.2024  
Item No. – 5.4 (N) Sem I (7b)

## As Per NEP 2020

# University of Mumbai



<b>Syllabus for Basket of OE</b>	
<b>Board of Studies in Psychology</b>	
<b>UG First Year Programme</b>	
<b>Semester</b>	<b>I</b>
<b>Title of Paper</b>	<b>Credits 2/ 4</b>
<b>I) Stress Management II</b>	<b>2</b>
<b>From the Academic Year</b>	<b>2024-25</b>

## OE2: Stress Management II

Sr. No.	Heading	Particulars
1	<b>Description the course:</b>  <b>Including but Not limited to:</b>	The course is designed to understand stress, response to stress, coping and various coping mechanisms that people in general use in various settings in life. It introduces to a important connection between stress and stress management with physical and mental health. The course provides a guideline for managing stress in work, family and personal life. It also tries to bring upon aspects of Indian life and its association with stress and its management. Various interventions discussed are useful for people in general and psychologist and in particular. The four units include stress and stress psychophysiology and Stress and Illness/Disease and Intervention; Intrapersonal and interpersonal life-situation Interventions and Relaxation techniques; Exercise and strategies for decreasing stressful behaviors and Occupational Stress; Stress: Family and Elderly
2	<b>Vertical :</b>	<del>Major/Minor/ Open Elective / Skill Enhancement / Ability Enhancement/Indian Knowledge System</del>
3	<b>Type :</b>	Theory
4	<b>Credit:</b>	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	30 Hours
6	<b>Marks Allotted:</b>	50 Marks
7	<b>Course Objectives:</b> 1) To make the students aware of the practical applications of the various concepts in Stress Management in daily life, in the Indian context 2) Understand role of Exercise and strategies for decreasing stressful 3) To learn about psychophysiology and Stress and Illness/Disease 4) To understand the concept of Exercise and strategies for decreasing stressful behaviors and Occupational Stress 5) To learn about the impact of stress on family and elderly and role of family.	

<b>8</b>	<p><b>Course Outcomes:</b></p> <ol style="list-style-type: none"> <li>1) Students describe various types of occupational stress and its impact.</li> <li>2) Students can demonstrate various techniques to deal with the occupational stress.</li> <li>3) Students can compare different types of stressors and contrast to them to different kind of situations.</li> <li>4) Students can evaluate role of family and elderly with reference to stress.</li> </ol> <p>Students can describe different interventions for family, an interview with reference to stress.</p>
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<b>9</b>	<p><b>Modules:-</b></p>
	<p><b>Module 1: Exercise and strategies for decreasing stressful behaviors and Occupational Stress (15 Hours)</b></p> <ol style="list-style-type: none"> <li>1. Exercise and Health, the Healthy Way to Exercise, Principles of Exercise, Assessing Cardio-respiratory Fitness, Starting an Exercise Program, Choosing an Exercise Program, Exercise and the elderly, Where to get more information, Exercise – keep it going</li> <li>2. Strategies for decreasing stressful behaviors: Health and lifestyle behaviours, health-behaviour assessment, selected lifestyle behaviours, barriers to action, locus of control, various methods for decreasing stressful behaviours, application of behaviour change techniques</li> <li>3. Occupational Stress Cycle, What is occupational stress, Why is occupational stress of concern, Gender and occupational stress, Disease and Occupational Stress, Occupational Stressors</li> <li>4. The Workaholic, Burnout, Women and Work Outside the Home, Sexual Harassment at Work, Working in the Home. Interventions. Managing Occupational Stress</li> </ol>
	<p><b>Module 2: Stress: Family and Elderly (15 Hours)</b></p> <ol style="list-style-type: none"> <li>1. The Family, Marriage, Cohabitation, Divorce, Single-Parent Families, Nuclear and Joint families. Urban and Rural families. Gay and lesbian families. Family Stressors</li> <li>2. A Model of Family Stress, Interventions for family.</li> <li>3. The Elderly: A Description, Test of Knowledge About the Elderly, Adjustment in the Later Years, Exercise and the elderly</li> <li>4. Retirement, Care-giving; Death, Dying and Grief. Interventions for elderly and family.</li> </ol>
<b>10</b>	<p><b>Text Books:</b></p> <p>Greenberg, J. S. (2008). Comprehensive Stress Management. (10th ed). New York: McGraw Hill publications.</p>

11	<b>Reference Books:</b> 1) Olpin, M. & Hesson, M. (2021). Stress Management for Life: A Research-Based Experiential Approach. 5th Edition 2) Bam, B. P. (2008). Winning Habits: Techniques for Excellence in Sports. New Delhi: Pearson Power, Dorling Kindersley India pvt ltd. 3) Hariharan, M., & Rath, R. (2008). Coping with Life Stress: The Indian Experience. New Delhi: Sage publications India pvt ltd. 4) Rice, P.L. (1999). Stress and Health. (3rd ed). Brooks/Cole publishing co.	
12	<b>Internal Continuous Assessment: 40%</b>  <b>20 Marks</b>	<b>External, Semester End Examination 60%</b> <b>Individual Passing in Internal and External Examination</b>  <b>30 Marks</b>
13	<b>Continuous Evaluation through: (20 marks)</b>  <b>a) Question Paper Pattern for Class Test Examination (10 Marks)</b> 1. Fill in the Blanks/ match pairs/ MCQ/True False (All are compulsory): <b>5 Marks</b> 2. Short Notes (Any Three out of Five) <b>5 Marks</b>  <b>b) Completion of following activities as a part of CIE (10 Marks)</b> Classroom Presentations/ Assignments /Movie Review / Essay Submission/ Book review/ Field Visit Report / Educational Activity Report/ Presentation / Role play/ creative writing assignment: <b>10 Marks</b>	
14	<b>(B) External / Semester End Examination                      Marks: 30                      Time: 1 Hours</b> <b>Each question is for 15 marks. Two out of Three questions to be attempted.</b> Q.1     Fill in the blanks (Based on all units).     Marks 15 Q.2     Essay Type Questions (Based on Unit I).                      Marks 15 Q.3     Essay Type Questions (Based on Unit II).                      Marks 15	

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

<b>Course</b>	<b>Vocational Skills in Accounting and Finance Paper – I (Introduction to Financial Functions) (Semester I; Level 4.5)</b>	<b>Credits</b>	<b>02</b>
<b>Type</b>	<b>VSC, SEC: (VSEC)</b>	<b>No of Teaching hours</b>	<b>30</b>
<b>Evaluation/ Assessment</b>	<b>50 marks - 30 marks semester end evaluation and 20 marks continuous evaluation</b>		

## Preface

The complexity of financial data and the increasing demand for data-driven insights make Excel proficiency a vital skill across industries. In today's digital age, proficiency in Microsoft Excel has become an indispensable skill, particularly for individuals pursuing careers in finance and business.

This course aims to fulfill the need for Excel proficiency among new generation learners, preparing them for the challenges of the modern workplace. By the end of the course, learners will emerge with the confidence and proficiency to leverage Excel as a powerful tool for financial analysis and reporting. Whether they are aspiring finance professionals, business analysts, or entrepreneurs, this course will provide them with a competitive edge in today's data-driven economy.

## Aims and Objectives

CO1	To familiarize learners with the Excel interface and basic functions.
CO2	To enable learners to use Excel for arithmetic operations, data analysis, and formatting.
CO3	To introduce learners to financial functions manually and in excel.

## Learning Outcomes

On successful completion of the course,

LO1	Learners will proficiently navigate the Excel interface, utilizing tabs and functions effectively.
LO2	Learners will be able to perform arithmetic operations and data analysis tasks using Excel, enhancing their analytical skills.
LO3	Learners will be able to use Excel functions for financial calculations, enhancing their financial analysis and decision-making capabilities.

Module No	Content	No of Hours
1. <b>Excel Basics</b>	<ul style="list-style-type: none"> <li>• Introduction to Excel</li> <li>• Understanding the Excel interface: Tabs and its function.</li> <li>• Basic Excel functions and formulas: Arithmetic Operations, SUM Function, Average Function, MAX/MIN Function, Count Function.</li> <li>• Use of Artificial Intelligence Tool for generating formulas and custom formatting.</li> <li>• Formatting in Excel: Table, Rows and Layout.</li> </ul>	15
2. <b>Financial Functions in Excel</b>	<ul style="list-style-type: none"> <li>• Understanding financial functions: Present Value, Future Value, Net Present Value and Internal Rate of Return and its calculation manual and using excel.</li> <li>• Depreciation functions: Straight Line Depreciation and Reducing Balance method and its calculation manual and using excel.</li> </ul>	15

(Note: The module/s are to be taught with the help of the computer wherever practical exposure is required.)

Information: Model question paper for external exam will be provided during the workshops.

#### Reference Books

1. Quick course in Micro-soft office - Joyce Cox, Polly Orban
2. Office 2019 complete reference - Stephen L.Nelson
3. Rajkamal, Internet and web Technologies, Tata McGraw Hill (2013)
4. Mastering Office 2013 - GimiCouser
5. Excel with Microsoft Excel: Comprehensive & Easy Guide to Learn Advanced MS Excel 2019 by Naveen Mishra
6. Mastering Microsoft Excel Functions and Formulas 2010 by Web Tech Solutions
7. Microsoft Excel: Shortcut keys and Formulas 2021 by Kabir Das

**Format of Question Paper:** for the final examination

**Attempt any 2 out of 3 questions.**

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

**Note**

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

**Continuous Evaluation through:**

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

<b>Course</b>	<b>Vocational Skills in Accounting &amp; Finance Paper – II (Preparation of Financial Budgets) (Semester I; Level 4.5)</b>	<b>Credits</b>	<b>02</b>
<b>Type</b>	<b>VSC, SEC: (VSEC)</b>	<b>No of Teaching hours</b>	<b>30</b>
<b>Evaluation/ Assessment</b>	<b>50 marks - 30 marks semester end evaluation and 20 marks continuous evaluation</b>		

### Preface

In today's fast-paced business environment, organizations rely heavily on accurate financial budgets to make informed decisions and allocate resources effectively. Excel has emerged as the go-to tool for budget preparation due to its versatility and powerful features. This course aims to equip learners with the excel skills needed to excel in financial budgeting and analysis.

Through this course, learners will not only gain a solid understanding of financial budgeting fundamentals but also master the use of Excel for budget preparation. They will learn to set up excel worksheets, import data from various sources, and utilize Excel's functions for efficient data analysis. Additionally, learners will be trained to create Pivot tables and charts to visualize budgetary information effectively.

The need for this course is evident in today's job market, where employers seek candidates with strong excel skills for financial analysis roles. By enhancing their excel proficiency, learners will not only increase their employability but also improve their efficiency and accuracy in financial budgeting tasks.

### Aims and Objectives

CO1	To introduce learners to the fundamentals and preparation of financial budgets.
CO2	To equip learners with the skills to set up excel worksheets and convert data from various sources into excel.
CO3	To train learners in the preparation of financial budgets using Excel, leveraging its functionalities for efficient data analysis.
CO4	To enable learners to analyze data, create Pivot tables, and generate charts to visualize budgetary information effectively.

### Learning Outcomes

On successful completion of the course,

LO1	Learners will be able to summarize, compare and contrast different components of financial budgets.
LO2	Learners will acquire the skills to set up excel worksheets and import data from different sources, ensuring accuracy and efficiency in budget preparation.
LO3	Learners will be proficient in preparing financial budgets using excel, utilizing its features for accurate calculations and data organization.
LO4	Learners will be able to analyze budgetary data, create Pivot tables, and generate charts in excel to effectively visualize and interpret budget information.

Module No	Content	No of Hours
1. <b>Introduction to Financial Budgeting</b>	<ul style="list-style-type: none"> <li>Understanding the concept of financial budgeting</li> <li>Importance and benefits of budgeting</li> <li>Types of budgets.</li> <li>Preparation of Flexible Budget and Sales Budget manually.</li> </ul>	15
2. <b>Preparation of Budgets in Excel</b>	<ul style="list-style-type: none"> <li>Setting up a worksheet or converting data from picture into excel.</li> <li>Preparation of Flexible Budget and Sales Budget in excel.</li> <li>Analyse Data using Excel.</li> <li>Prepare Pivot table and chart.</li> </ul>	15

(Note:

The module/s are to be taught with the help of the computer wherever practical exposure is required)

Information: Model question paper for external exam will be provided during the workshops

### References

1. Introduction to Financial Planning by Indian Institute of Banking & Finance
2. David N. Hyman: Public Finance A Contemporary Application of theory of policy, Krishna Offset, Delhi
3. Hoiughton E.W. (1998) : Public Finance, Penguin, Baltimore
4. Hajela T.N: Public Finance – Anne Books Pvt. Ltd
5. Excel with Microsoft Excel: Comprehensive & Easy Guide to Learn Advanced MS Excel 2019 by Naveen Mishra
6. Mastering Microsoft Excel Functions and Formulas 2010 by Web Tech Solutions
7. Microsoft Excel: Shortcut keys and Formulas 2021 by Kabir Das

**Format of Question Paper:** for the final examination

**Attempt any 2 out of 3 questions.**

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

### Note

1. Equal Weightage is to be given to all the modules.
2. 15 marks question may be subdivided into 8 marks + 7 marks, 10 marks + 5 marks

and 5 marks + 5 marks + 5 marks. Internal options may be given however it is not mandatory.

3. Use of simple calculator is allowed in the examination.
4. Wherever possible more importance is to be given to the practical problems.

**Continuous Evaluation through:**

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

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Item No. –5.6 (N) Sem I (1c)

## As Per NEP 2020

# University of Mumbai



<b>Syllabus for Basket of AEC</b>	
<b>Board of Studies in English</b>	
<b>UG First Year for B.A.F. Programme</b>	
<b>Semester - I</b>	<b>I</b>
<b>Title of Paper</b>	<b>Credits</b>
<b>I) Business Communication Skills I for B.A.F.</b>	<b>02</b>
<b>From the Academic Year</b>	<b>2024-2025</b>

Sr. No.	Heading	Particulars
1	<p><b>Description the course:</b></p> <p><b>Including but Not limited to:</b></p>	<p><b>Business Communication Skills I (B.A.F.)</b></p> <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	<b>Vertical :</b>	<b>Ability Enhancement Course</b>
3	<b>Type :</b>	Theory
4	<b>Credit:</b>	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	30 Hours

6	<b>Marks Allotted:</b>	50 Marks
7	<b>Course Objectives:</b> <ol style="list-style-type: none"> <li>1. To make learners familiar with the basics of business communication theory.</li> <li>2. To make learners aware of digital communication for personal and business use.</li> <li>3. To improve learners' understanding of verbal and non-verbal communication.</li> <li>4. To enable learners with effective business correspondence skills.</li> </ol>	
8	<b>Course Outcomes:</b> At the end of the course, learners will be able to: <ol style="list-style-type: none"> <li>1. Understand the basics and significance of business communication theory.</li> <li>2. Adapt to and use digital communication methods for personal and business purposes.</li> <li>3. Grasp and effectively use the nuances of verbal and non-verbal communication.</li> <li>4. Improve their skills in business correspondence.</li> </ol>	
9	<b>Modules:-</b> Per credit One module can be created  <b>Module 1: Introducing the Theory of Business Communication (15 Lectures)</b>  <b>1. Concept of Communication</b> <ul style="list-style-type: none"> <li>- Definition and meaning of communication</li> <li>- Process of communication</li> <li>- Need of communication</li> <li>- Feedback</li> </ul> <b>2. Communication at the Workplace</b> <ul style="list-style-type: none"> <li>- Channels of communication: Downward, Upward, Horizontal, Grapevine</li> <li>- Methods of communication: Verbal and non-verbal</li> </ul> <b>3. Impact of Digital Technology on Communication</b> <ul style="list-style-type: none"> <li>- Internet-enabled communication; Email</li> <li>- Social media: FaceBook, Twitter, Instagram, WhatsApp</li> </ul>	

	<p><b>Module 2: Business Correspondence (15 Lectures)</b></p>
	<ol style="list-style-type: none"> <li>1. - Parts of a business letter - Layouts of a business letter</li>   <li>2. - Job application with bio-data - letter of appointment - letter of appreciation - letter of resignation</li>   <li>3. - Emails: Job application via email - writing and responding to official emails</li> </ol>
<p><b>10</b></p>	<p><b>Text Books: N.A.</b></p>
<p><b>11</b></p>	<p><b>Reference Books:</b></p> <ol style="list-style-type: none"> <li>1. Ashley, A. <i>A Handbook of Commercial Correspondence</i>. New Delhi: Oxford University Press, 1992.</li> <li>2. Aswalthapa, K. <i>Organisational Behaviour</i>. Mumbai: Himalaya Publications, 1991.</li> <li>3. Balan, K.R. and Rayudu, C. S. <i>Effective Communication</i>. New Delhi: Beacon Books, 1996.</li> <li>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.</li> <li>5. Benjamin, James. <i>Business and Professional Communication Concepts and Practices</i>. New York: Harper Collins College Publishers, 1993.</li> <li>6. Britt, Deborah. <i>Improving Business Communication Skills</i>. Kendall Hunt Publishing Co., 1992.</li> <li>7. Bovee Courtland, L. and Thrill, John V. <i>Business Communication Today</i>. McGraw Hill, New York, Taxman Publication, 1989.</li> <li>8. Drucher, P.F. <i>Technology, Management and Society</i>. London: Pan Books, 1970.</li> <li>9. Eyre, E.C. <i>Effective Communication Made Simple</i>. Kolkata: Rupa and Co., 1985.</li> <li>10. Ecouse, Barry. <i>Competitive Communication: A Rhetoric for Modern Business</i>. New Delhi: OUP, 1999.</li> <li>11. Fisher, Dalmar. <i>Communication in Organisation</i>. Mumbai: Jaico Publishing House, 1999.</li> <li>12. Frailley, L.E. <i>Handbook of Business Letters</i>. Revised Edn. New Jersey: Prentice Hall Inc., 1982.</li> <li>13. Flyn, Nancy. <i>The Social Media Handbook</i>. Wiley, 2012.</li> <li>14. Gartside, L.E. <i>Modern Business Correspondence</i>. Plymouth: McDonald and Evans Ltd, 1980.</li> </ol>

	<p>15. Ghanekar, A. <i>Communication Skills for Effective Management</i>. Pune: Everest Publishing House, 1996.</p> <p>16. Labade, Sachin, Katre Deepa et al. <i>Communication Skills in English</i>. Orient Blackswan, Pvt Ltd, 2021.</p> <p>17. Shainesh, G. and Githa Heggde. <i>Social Media Marketing: Emerging Concepts and Applications</i>. Springer Nature Singapore, 2018.</p>										
12	<b>Internal Continuous Assessment: 40%</b>	<b>External, Semester End Examination 60%</b> <b>Individual Passing in Internal and External Examination</b>									
13	<p><b>Continuous Evaluation through:</b></p> <ul style="list-style-type: none"> <li>• Performance in activities: 10 marks (The class may be divided into batches to conduct the oral activities by creating formal schedule for the same before the semester End Examination.)</li> <li>• Written assignments or projects: 10 marks (Learners will have to write and submit written assignments in a timely manner.)</li> </ul> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Use of social media accounts for purpose of business communication</li> <li>• Making short presentations on given topics</li> <li>• Official letter writing/ email writing exercises</li> <li>• Role play focusing on channels and methods of communication</li> </ul>										
14	<p><b>Format of Question Paper:</b> for the final examination</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 60%;"><b>External / Semester End Examination Hours</b></td> <td style="width: 20%; text-align: center;"><b>Marks: 30</b></td> <td style="width: 20%; text-align: right;"><b>Time: 1</b></td> </tr> </table> <table border="0" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 70%;">Q.1. Essay Type Questions (Any One out of two on Unit I)</td> <td style="width: 30%; text-align: right;">Marks 10</td> </tr> <tr> <td>Q.2. Essay Type Questions (Any One out of two on Unit II)</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 style="text-align: right;">Marks 10</td> </tr> </table>		<b>External / Semester End Examination Hours</b>	<b>Marks: 30</b>	<b>Time: 1</b>	Q.1. Essay Type Questions (Any One out of two on Unit I)	Marks 10	Q.2. Essay Type Questions (Any One out of two on Unit II)	Marks 10	Q.3. Short Notes/Problem (Any Three out of five on all Units)	Marks 10
<b>External / Semester End Examination Hours</b>	<b>Marks: 30</b>	<b>Time: 1</b>									
Q.1. Essay Type Questions (Any One out of two on Unit I)	Marks 10										
Q.2. Essay Type Questions (Any One out of two on Unit II)	Marks 10										
Q.3. Short Notes/Problem (Any Three out of five on all Units)	Marks 10										

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**Board of Studies in**  
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**Dr. Manisha Karne**  
**Faculty of**  
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**Prof. Dr. Anil Singh**  
**Faculty of**  
**Humanities**

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Item No. –

**As Per NEP 2020**

# University of Mumbai



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

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

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	<p>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.</p> <p>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.</p> <p>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.</p> <p>Prepare for an interactive learning experience through engaging lectures, stimulating group discussions, and insightful case studies examining real-world environmental challenges and solutions.</p>
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	<p><b>Course Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To create and disseminate knowledge to the students about environmental problems at local, regional and global scale.</li> <li>2. To introduce about ecosystems, biodiversity and to make aware for the need of conservation.</li> <li>3. To sensitize students towards environmental concerns, issues, and impacts of</li> </ol>	

	<p>human population.</p> <p>4. To prepare students for successful career in environmental departments, research institutes, industries, consultancy, and NGOs, etc.</p>
8	<p><b>Course Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Use principles of Environmental Science for explaining sustainable development and its related ethical concerns</li> <li>2. Display scientific perspective for issues confronting our present day environment.</li> <li>3. Analyze the national and global environmental issues relating air, water, soil, and land use, biodiversity, and pollution.</li> <li>4. Explain the Role of an individual in relation to human population and environmental pollution.</li> </ol>
9	<p><b>Modules:-</b></p> <p><b>Unit I: Ecosystems, Biodiversity and Conservation (8 lectures)</b></p> <p>Introduction, structure, and function of ecosystems; Energy flow: food chains, food webs and ecological succession. Case studies of the following:</p> <ol style="list-style-type: none"> <li>a) Forest ecosystem</li> <li>b) Grassland ecosystem</li> <li>c) Desert ecosystem</li> <li>d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)</li> </ol> <ol style="list-style-type: none"> <li>1. Levels of biological diversity : genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns</li> <li>2. India as a mega-biodiversity nation; Endangered and endemic species of India</li> <li>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.</li> <li>4. Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.</li> </ol> <p><b>Unit II: Natural Resources and Sustainable Development (7 lectures)</b></p> <p>Overview of natural resources: Definition of resource; Classification of natural resources- biotic and abiotic, renewable and non-renewable.</p> <p>Biotic resources: Major type of biotic resources- forests, grasslands, wetlands, wildlife and aquatic (fresh water and marine); Microbes as a resource; Status and challenges.</p> <p>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.</p> <p>Soil and mineral resources: Important minerals; Mineral exploitation; Environmental problems due to extraction of minerals and use; Soil as a resource and its degradation.</p> <p>Energy resources: Sources of energy and their classification, renewable and non-renewable sources of energy; Conventional energy sources- coal, oil, natural gas, nuclear energy;</p>

	<p>Non-conventional energy sources- solar, wind, tidal, hydro, wave, ocean thermal, geothermal, biomass, hydrogen and fuel cells; Implications of energy use on the environment.</p> <p>Introduction to sustainable development: Sustainable Development Goals (SDGs)-</p>
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	targets and indicators, challenges and strategies for SDGs.
	<b>Unit III: Human Communities and the Environment (8 lectures)</b>
	<ol style="list-style-type: none"> <li>1. Human population growth: Impacts on environment, human health and welfare.</li> <li>2. Resettlement and rehabilitation of project affected persons; case studies.</li> <li>3. Disaster management: floods, earthquake, cyclones and landslides.</li> <li>4. Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan.</li> <li>5. Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.</li> <li>6. Environmental communication and public awareness, case studies (e.g. CNG vehicles in Delhi).</li> </ol>
	<b>Unit IV: Environmental Issues; Local, Regional, and Global (7 lectures)</b>
	<p>Environmental issues and scales: Concepts of micro-, meso-, synoptic and planetary scales; Temporal and spatial extents of local, regional, and global phenomena.</p> <p>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.</p> <p>Land use and Land cover change: land degradation, deforestation, desertification, urbanization.</p> <p>Biodiversity loss: past and current trends, impact.</p> <p>Global change: Ozone layer depletion; Climate change.</p>
10	<p><b>Text Books</b></p> <ol style="list-style-type: none"> <li>1. Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates, 2006.</li> <li>2. Odum, E.P., Odum, H.T. &amp; Andrews, J. 1971. Fundamentals of Ecology. Philadelphia: Saunders.</li> <li>3. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi.</li> <li>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.</li> <li>5. John W. Twidell and Anthony D. (2015). Renewable Energy Sources, 3rd Edition, Weir Publisher (ELBS)</li> <li>6. Singh, J.S., Singh, S.P. &amp; Gupta, S.R. 2006. Ecology, Environment and Resource Conservation. Anamaya Publications <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a></li> <li>7. Down to Earth, Centre of Science and Environment ®.</li> <li>8. Hawkins R. E., Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay ®.</li> <li>9. Harper, Charles L. (2017) Environment and Society, Human Perspectives on Environmental Issues 6th Edition. Routledge.</li> <li>10. Rajagopalan, R. (2011). Environmental Studies: From Crisis to Cure. India: Oxford University Press.</li> <li>11. Harris, Frances (2012) Global Environmental Issues, 2nd Edition. Wiley-Blackwell.</li> </ol>

11	<p><b>Reference Books</b></p> <ol style="list-style-type: none"> <li>1. Carson, R. 2002. Silent Spring. Houghton Mifflin Harcourt.</li> <li>2. Gadgil, M., &amp; Guha, R. 1993. This Fissured Land: An Ecological History of India. Univ. of California Press.</li> <li>3. Gleeson, B. and Low, N. (eds.) 1999. Global Ethics and Environment, London, Routledge.</li> <li>4. Gleick, P. H. 1993. Water in Crisis. Pacific Institute for Studies in Dev., Environment &amp; Security. Stockholm Env. Institute, Oxford Univ. Press.</li> </ol>
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	<p>5. Sodhi, N.S., Gibson, L. &amp; Raven, P.H. (eds). 2013. Conservation Biology: Voices from the Tropics. John Wiley &amp; Sons.</p> <p>6. Thapar, V. 1998. Land of the Tiger: A Natural History of the Indian Subcontinent.</p> <p>7. Warren, C. E. 1971. Biology and Water Pollution Control. WB Saunders.</p> <p>8. Wilson, E. O. 2006. The Creation: An appeal to save life on earth. New York: Norton.</p> <p>9. World Commission on Environment and Development. 1987. Our Common Future. Oxford University Press.</p>	
12	<b>Internal Continuous Assessment: 40%</b>	<b>Semester End Examination: 60%</b>
13	<p><b>Continuous Evaluation through:</b>          Quizzes, Class Tests, presentation, project, role play, creative writing, Visits, assignment etc. (at least 4)</p>	
14	<p><b>Format of Question Paper:</b> 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:</p> <p>1. Duration - These examinations shall be of one hour duration.</p> <p>2. Theory question paper pattern:</p> <p>a. There shall be 04 questions each of 10 marks out of which students will attempt ANY THREE</p>	

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

AC – 28.06.2024  
Item No. – 8.1 (N)

**As Per NEP 2020**

# University of Mumbai



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

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

<b>Module 2: ( 10 Hours )</b>			
<ol style="list-style-type: none"> <li>1. Medicine (Ayurveda)</li> <li>2. Alchemy</li> <li>3. Mathematics</li> <li>4. Logic</li> <li>5. Art of Governance (Arthashastra)</li> </ol>			
<b>Module 3: (10 Hours) (Select Any FIVE out of the following)</b>			
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <ol style="list-style-type: none"> <li>1. Aesthetics</li> <li>2. Town Planning</li> <li>3. Strategic Studies</li> <li>4. Krishi Shastra</li> <li>5. Vyakaran &amp; Lexicography</li> <li>6. Natyashastra</li> <li>7. Ancient Sports</li> <li>8. Astronomy</li> </ol> </td> <td style="width: 50%; border: none;"> <ol style="list-style-type: none"> <li>9. Yoga and Wellbeing</li> <li>10. Linguistics</li> <li>11. Chitrasutra</li> <li>12. Architecture</li> <li>13. Taxation</li> <li>14. Banking</li> <li>15. Trade and Commerce</li> </ol> </td> </tr> </table>		<ol style="list-style-type: none"> <li>1. Aesthetics</li> <li>2. Town Planning</li> <li>3. Strategic Studies</li> <li>4. Krishi Shastra</li> <li>5. Vyakaran &amp; Lexicography</li> <li>6. Natyashastra</li> <li>7. Ancient Sports</li> <li>8. Astronomy</li> </ol>	<ol style="list-style-type: none"> <li>9. Yoga and Wellbeing</li> <li>10. Linguistics</li> <li>11. Chitrasutra</li> <li>12. Architecture</li> <li>13. Taxation</li> <li>14. Banking</li> <li>15. Trade and Commerce</li> </ol>
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<b>10</b>	<b>Reference Books</b> <ol style="list-style-type: none"> <li>1. Concise history of science in India- D.M. Bose, S.N Sen, B.V. Subbarayappa.</li> <li>2. Positive sciences of the Ancient Hindus- Brajendranatha seal, Motilal Banrasidas, Delhi 1958.</li> <li>3. History of Chemistry in Ancient India &amp; Medieval India, P.Ray- Indian Chemicals Society, Calcutta 1956</li> <li>4. Charaka Samhita- a scientific synopsis, P. Ray &amp; H.N Gupta National Institute of Sciences of India, New Delhi 1965.</li> <li>5. MacDonnell A.A- History of Sanskrit literature</li> <li>6. Winternitz M- History of Indian Literature Vol. I, II &amp; III</li> <li>7. Dasgupta S.N &amp; De S.K- History of Sanskrit literature Vol. I.</li> <li>8. Ramkrishna Mission- cultural heritage of India Vol. I, II &amp; III.</li> <li>9. Majumdar R. C &amp; Pushalkar A.D- History &amp; culture of the Indian people, Vol. I, II &amp; III.</li> <li>10. Keith A.B- History of Sanskrit literature.</li> <li>11. Varadachari V- History of Sanskrit literature Chaitanya Krishna- A new History of Sanskrit</li> </ol>		
<b>11</b>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>Continuous Internal Assessment: 20 Marks</b></td> <td style="width: 50%;"><b>Semester End Examination : 30 Marks</b></td> </tr> </table>	<b>Continuous Internal Assessment: 20 Marks</b>	<b>Semester End Examination : 30 Marks</b>
<b>Continuous Internal Assessment: 20 Marks</b>	<b>Semester End Examination : 30 Marks</b>		
<b>12</b>	<b>Continuous Evaluation through:</b> Assignment/ Presentations/ Projects (Group/Individual) / Field Visit Report <b>10 Marks,</b> class Test / MCQ Test <b>5 Marks,</b> Overall Conduct and Class Participation <b>5 Marks</b>		
<b>13</b>	<b>Format of Question Paper: for the final examination</b> Q1. Attempt any TWO Questions out of FIVE. <b>6 Marks</b> Q2. Attempt any THREE Questions out of FIVE <b>12 Marks</b> Q3. Attempt any THREE Questions out of FIFTEEN. <b>12 Marks</b>		



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

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

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

AC –28/06/204

Item No. – 5.6 (N)

# University of Mumbai



## Syllabus for Extension Work in Vertical VI - CC

Board of Studies in Extension Work

UG First Year Program

Semester

I

Title of Paper

Credit

Extension Work

2

From the Academic Year

2024-25

## **Introduction**

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

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

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

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

### Aim of Extension Work under NEP:

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

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

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

*Key objectives of Extension Work under NEP:*

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

**Extension Work Activities:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### **Internal Assessment**

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

#### **External Assessment**

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

#### **Question Paper Pattern**

**Time: 1.00 Hours**

**Total Marks 30**

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

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

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

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

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

**References:**

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

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

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

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

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

# SEMESTER II

<b>Course</b>	<b>Financial Accounting II (Semester II; Level 4.5)</b>	<b>Credits</b>	<b>04</b>
<b>Type</b>	<b>Major: Mandatory</b>	<b>No of Teaching hours</b>	<b>60</b>
<b>Evaluation/ Assessment</b>	<b>100 marks - 60 marks semester end evaluation and 40 marks continuous evaluation</b>		

### **Aims and Objectives**

CO1	To have a comprehensive understanding of accounting from incomplete records, with the ability to apply the conversion method effectively and prepare its final accounts.
CO2	To comprehend the accounting entries from consignor and consignee perspectives and apply the appropriate valuation techniques for the goods under consignment sales.
CO3	To understand the characteristics of dependent branches and apply specific accounting methods for the preparation of the books of accounts.
CO4	To classify and analyse the theoretical implications of various types of losses covered under fire insurance. For computing the loss of stock caused by a fire incident and ascertainment of claim amount.

### **Learning Outcomes**

LO1	The learner will be able to recall, and summarize the key concepts related to accounting from incomplete records and solve practical problems related to the preparation of final accounts of Proprietary Trading Concerns.
LO2	The learner will be able to apply the accounting principles and valuation techniques appropriately while recording journal entries and preparing ledger accounts in the books of consignor and consignee.
LO3	The learner will be able to define and articulate the characteristics that distinguish a dependent branch within a business structure and solve practical problems related to the preparation of accounts of the dependent branch in the books of the head office, demonstrating proficiency in implementing the Debtor's method and Stock & Debtor's method.
LO4	The learner will be able to summarize the theoretical aspects of different types of losses covered under fire insurance and break down the components of a fire insurance claim. The learner will be able to calculate the loss of stock caused by a fire incident and prepare the statement of claim to be made to the insurance company.

## MODULES AT GLANCE

Module No	Content	No of Hours
1	Accounting from Incomplete Records.	15
2	Consignment Accounts.	15
3	Branch Accounts.	15
4	Fire Insurance Claim.	15
		<b>60</b>

Module No	Content	No of Hours
1	<p><b><u>Accounting from Incomplete Records</u></b></p> <ul style="list-style-type: none"> <li>• Introduction and meaning.</li> <li>• Problems on preparation of final accounts of Proprietary Trading Concern (conversion method).</li> </ul>	15
2.	<p><b><u>Consignment Accounts</u></b></p> <ul style="list-style-type: none"> <li>• Introduction and Meaning.</li> <li>• Accounting for consignment transactions.</li> <li>• Valuation of stock, Invoicing of goods at higher price. (excluding overriding commission, normal loss and abnormal loss).</li> </ul>	15
3.	<p><b><u>Branch Accounts</u></b></p> <ul style="list-style-type: none"> <li>• Introduction and Meaning.</li> <li>• Classification of branch.</li> <li>• Accounting for Dependent Branch not maintaining full books: Debtors method and Stock &amp; Debtors method.</li> </ul>	15
4	<p><b><u>Fire Insurance Claim</u></b></p> <ul style="list-style-type: none"> <li>• Introduction and Meaning.</li> <li>• Types of Losses- Loss of Life, Assets, Stock &amp; Profit. (Theoretical Aspects)</li> <li>• Computation of Loss of Stock by Fire.</li> <li>• Ascertainment of Claim as per the Insurance Policy. (exclude loss of profit and consequential loss)</li> </ul>	15

## Reference Books

1. Introduction to Accountancy by T. S. Grewal, S. Chand and Company (P) Ltd., New Delhi
2. Advanced Accountancy by R. L Gupta and M Radhaswamy, S. Chand and Company (P) Ltd., New Delhi
3. Modern Accountancy by Mukherjee and Hanif, Tata Mc. Grow Hill & Co. Ltd., Mumbai Financial Accounting by Lesile Chandwickh, Pentice Hall of India Adin Bakley (P) Ltd.
4. Financial Accounting for Management by Dr. Dinesh Harsalekar, Multi-Tech. Publishing Co. Ltd., Mumbai.
5. Financial Accounting by P. C. Tulsian, Pearson Publications, New Delhi
6. Financial Accounting by Monga, J.R. Ahuja, Girish Ahuja and Shehgal Ashok, Mayur Paper Back
7. Financial Accounting by V. Rajasekaran, Pearson Publications, New Delhi.
8. Introduction to Financial Accounting by Horngren, Pearson Publications.
9. Financial Accounting by M. Mukherjee. M. Hanif. Tata McGraw Hill Education Private Ltd; New Delhi

**Semester End External - 60 marks**

**Time: 2:00 hrs**

**Format of Question Paper:** for the final examination

**Attempt any 4 out of 6 questions.**

Question No	Questions	Marks
Q1	Practical/ Theory	15
Q2	Practical/ Theory	15
Q3	Practical/ Theory	15
Q4	Practical/ Theory	15
Q5	Practical/ Theory	15
Q6	Practical/ Theory	15
	<b>TOTAL</b>	<b>60</b>

## Note

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

## Continuous Evaluation: Internal (40 marks)

	Assessment/ Evaluation	Marks
1	Class Test during the lectures. (Physical/ Online mode) (Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/ Puzzles)	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

<b>Course</b>	<b>Auditing -II (Semester II; Level 4.5)</b>	<b>Credits</b>	<b>02</b>
<b>Type</b>	<b>Major: Mandatory</b>	<b>No of Teaching hours</b>	<b>30</b>
<b>Evaluation/ Assessment</b>	<b>50 marks - 30 marks semester end evaluation and 20 marks continuous evaluation</b>		

### Aims and Objectives

CO1	To examine the internal controls, internal checks basics of a continual improvement process and determine the audit technique, assess the ledger and interpret the transaction.
CO2	To learn how to vouch the transactions (income and expenses) and to use the technique of verification for ascertainment of the value of assets and liabilities.

### Learning Outcomes

LO1	Learners will be able to assess internal Control, Internal Check and determine the audit technique. Apply the logic of Journal & Ledger postings for Reading of Ledger accounts.
LO2	Learners will be able to find out true and fair financial position of the company by vouching the income and expenses and by verification of the assets and liabilities.

### MODULES AT GLANCE

<b>Module No</b>	<b>Unit</b>	<b>Content</b>	<b>No of Hours</b>
1	I	Auditing Techniques	15
	II	Reading of Ledger Account	05
2	III	Vouching	05
	IV	Verification	05
			<b>30</b>



### Reference Books

1. Contemporary Auditing by Kamal Gupta, Tata Mc-Graw Hill, New Delhi
2. A Handbook of Practical Auditing by B.N. Tandon, S. Chand and Company, New Delhi
3. Fundamentals of Auditing by Kamal Gupta and Ashok Arora, Tata McGraw Hill, New Delhi
4. Auditing: Principles and Practice by Ravinder Kumar, Virender Sharma, PHI Learning Pvt. Ltd., New Delhi
5. Auditing and Assurance for CA IPCC by Sanjib Kumar Basu, Pearson Education, New Delhi
6. Contemporary Auditing by Kamal Gupta, McGraw Hill Education Pvt. Ltd., New Delhi
7. Fundamentals of Auditing by Kamal Arora and Ashok Gupta, Tata McGraw Hill, New Delhi
8. Jha & Shah, (2018) Advance Auditing, Himalayan Publication, Mumbai.

**Format of Question Paper:** for the final examination

**Attempt any 2 out of 3 questions.**

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

### Note

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

### Continuous Evaluation 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/ Case Study/Field Visit/ Certificate Course. (Physical/Online mode)	10
	<b>TOTAL</b>	<b>20</b>

## As Per NEP 2020

# University of Mumbai



<b>Syllabus for Basket of Minor</b>	
<b>Board of Studies in Business Economics</b>	
<b>UG First Year Programme</b>	
<b>Semester = II</b>	<b>A) Semester - II</b>
<b>Title of Paper</b>	<b>Credits 2/ 4</b>
<b>I) Introduction to Business Economics</b>	<b>4</b>
<b>II) -----</b>	<b>-</b>
<b>III) -----</b>	<b>-</b>
<b>From the Academic Year</b>	<b>2024 - 2025</b>

# MINOR - II

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

**Course Name: Introduction to Business Economics**

**Total Credit: 2**

**University Assessment: 50 Marks**

**Pre-Requisite:** This course provides a basic introduction of Business Economics with particular emphasis on basic tool to understand the subject along with theoretical concepts.

## **Course Objectives:**

- To provide students with a comprehensive understanding of the scope and importance of business economics.
- To enable students to analyze demand and elasticity and market equilibrium, along with the forces behind demand and supply curves and the dynamics of different market forms.
- To develop students' skills in calculating and applying price, income, and cross elasticity of demand, addressing major economic issues.
- To equip students with the knowledge and tools to comprehend economic problems and solutions.

## **Course Outcome:**

CO1: Demonstrate a profound understanding of the scope and importance of business economics, including the ability to analyze economic principles and relations, and apply basic tools in economic scenarios.

CO2: Analyze and interpret demand, elasticity, and market dynamics, showcasing proficiency in understanding the forces influencing demand and supply curves, and the equilibrium in different market structures.

CO3: Apply elasticity concepts to major economic issues, illustrating the ability to calculate and interpret price, income, and cross-elasticity of demand, and assess the paradoxes related to economic variables.

CO4: Develop problem-solving skills in economics, demonstrating a clear understanding of opportunity cost, production possibility frontier, and the role of market mechanisms in resolving economic challenges and achieving equilibrium.

<b>Modules</b>	<b>Units</b>	<b>Lecture Hours</b>
1. Scope and Importance of Business Economics	<p>Introduction to Economics, Nature and Scope, Micro and Macro Economics, Positive and Normative Economics, Meaning of Business Economics, Scope and Importance of Business Economics,</p> <p>Scarcity And Efficiency, Different Types of Firms, The Three Problems of Economic Organizations, Society's Technological Possibilities, Opportunity Cost, The Production Possibility Frontier.</p> <p>Basic Tools Principle-Incremental and Marginal Concepts. Basic Economic Relations - Functional Relations: Equations- How to Read Graphs- Curve- Shifting and Movement along the Curve, Slopes and Lines, Total, Average and Marginal relations</p>	15
2. Demand Analysis and Elasticity	Law of Demand - The Demand Schedule The Demand Curve, Market Demand, Forces behind the Demand Curve, Shifts in	15

	Demand – Law of Supply - The Supply Curve Forces behind the Supply Curve - Shifts in Supply - Market Mechanism – Market Equilibrium with Demand and Supply, How the Market Solve the Three Economic Problems.	
	Price Income and Cross Elasticity of Demand - Calculating Elasticities, Applications to Major Economic Issues - The Paradox of the Bumper Harvest.	
	Forms of Markets - Meaning and Characteristics, Nature of Demand Curve Under Different Markets	

### Reference Books:

1. Mehta, P.L.: Managerial Economics – Analysis, Problem and Cases (S. Chand & Sons, N. Delhi, 2000)
2. Hirchey .M., Managerial Economics, Thomson South western (2003)
3. Salvatore, D.: Managerial Economics in a global economy (Thomson South Western Singapore, 2001)
4. Frank R.H, Bernanke. B.S., Principles of Economics (Tata McGraw Hill (ed.3)
5. Gregory Mankiw., Principles of Economics, Thomson South western (2002 )
6. Samuelson & Nordhas.: Economics (Tata McGraw Hills, New Delhi, 2002)

### INTERNAL CONTINUOUS ASSESSMENT: 40% (20 MARKS)

Continuous evaluation pattern		
1	Class Test based on objectives on-line/offline	10 marks
2	Assignment / Project / Presentation	10 marks
3	Book review / Newspaper review (in any language) / Case Study writing	10 marks
	<b>Take best of TWO out of THREE from above</b>	<b>20 Marks</b>

### SEMESTER END EXAMINATION: 30 MARKS

Format of Question Paper		
<b>Time: 1 Hour</b>		<b>Marks: 30</b>
Note: 1. Attempt any <b>Two</b> questions out of Three. 2. Figures to the right indicate full marks.		
<b>Q1</b>	<b>Answer the following question (Any 1)</b>	<b>10 Marks</b>
<b>A.</b>		
<b>B.</b>		
<b>Q2</b>	<b>Answer the following question (Any 1)</b>	<b>10 Marks</b>
<b>A.</b>		
<b>B.</b>		
<b>Q2</b>	<b>Write Short Notes (Any 2 out of 3) (5 Marks Each)</b>	<b>10 Marks</b>
<b>A.</b>		
<b>B.</b>		
<b>C.</b>		

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& Management

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Balkrishna Sangurde  
Faculty of Commerce

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## As Per NEP 2020

# University of Mumbai



<b>Syllabus for Basket of OE</b>	
<b>Board of Studies in Statistics</b>	
<b>UG First Year Programme</b>	
<b>Semester - II</b>	
<b>Title of Paper</b>	<b>Credits 2</b>
<b>I) Introduction to Basic Statistics-II</b>	<b>2 credit</b>
<b>II)</b>	
<b>III)</b>	
<b>From the Academic Year</b>	<b>2024-25</b>

**Open Elective-I**  
**Name of the Course: Introduction to Basic Statistics-II**

<b>Sr. No.</b>	<b>Heading</b>	<b>Particulars</b>
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<p>Introduction:</p> <p>Introduction to Basic Statistics-II course is focuses on to equip students with basic theory of probability and standard discrete distributions. Student will learn basic elementary probability theory, discrete random variables and continuous random variables. Also students will be acquiring knowledge about correlation and predictive analysis.</p> <p>This course will be useful for science, humanity and commerce faculty. This course will be offered other than science faculty students which will be very useful to gain knowledge about basic statistics in their field. This course will be applicable to various field to analyze their basic data structure.</p> <p>This course is focuses practical as well as theoretical aspects of basic statistics along with subjects from psychology, Economics, sociology, commerce, Computers , Mathematics , IT etc.</p> <p>There is growing demand for highly skilled statisticians in the 21st century in many fields including government, banking sector, health sciences, veterinary sciences, agricultural sciences, business, and social sciences etc</p>
2	<b>Vertical :</b>	Minor
3	<b>Type :</b>	Theory
4	<b>Credit:</b>	2 credits ( 1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester )
5	<b>Hours Allotted :</b>	30 Hours
6	<b>Marks Allotted:</b>	50 Marks

7	<p><b>Course Objectives:</b> : Students will be able to,</p> <ol style="list-style-type: none"> <li>1. Understand difference between random and non-random experiment.</li> <li>2. Understand the concept of probability and its applications</li> <li>3. Understand the meaning of continuous and discrete random variable.</li> <li>4. Understand discrete distributions and their properties.</li> <li>5. Solve the examples on probability and probability distributions.</li> </ol>						
8	<p><b>Course Outcomes:</b> On successful completion of this course Students Should be able to,</p> <ol style="list-style-type: none"> <li>1. Identify the types of events</li> <li>2. Calculate probabilities and conditional probabilities.</li> <li>3. Apply the concept of probability in real-life situations.</li> <li>4. Compute the expectation of the uni-variate discrete random variable.</li> <li>5. Write probability mass functions (p.m.f.) of various discrete distribution and their real-life applications.</li> <li>6. Understand the concept and difference between correlation and regression</li> </ol>						
9	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="256 1157 1341 1241" style="text-align: left;"><b>Modules:-</b></th> <th data-bbox="1341 1157 1446 1241" style="text-align: center;"><b>Lect ures</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="256 1241 1341 1318"><b>Module 1: Elementary Probability Theory</b></td> <td data-bbox="1341 1241 1446 1318"></td> </tr> <tr> <td data-bbox="256 1318 1341 1990"> <ul style="list-style-type: none"> <li>• Definitions: Trial, random and non-random experiment, sample point and sample space.</li> <li>• Definition of an event and different types of events: complementary event, equally likely events, certain event, impossible event, independent events, mutually exclusive and exhaustive events.</li> <li>• Different definitions of Probability: Classical (Mathematical), Empirical(Statistical) and Axiomatic definitions of Probability.</li> <li>• Conditional probability.</li> <li>• Theorems (without proof ) and their applications:               <ol style="list-style-type: none"> <li>i. Addition theorem on probability for two and three events</li> <li>ii. Multiplication theorem on probability for two events.</li> <li>iii. Bayes' theorem.</li> </ol> </li> </ul> <p>Simple examples based on all concepts.</p> <ul style="list-style-type: none"> <li>• Random variable: discrete and continuous random variables.</li> </ul> </td> <td data-bbox="1341 1318 1446 1990" style="text-align: center; vertical-align: top;">15</td> </tr> </tbody> </table>	<b>Modules:-</b>	<b>Lect ures</b>	<b>Module 1: Elementary Probability Theory</b>		<ul style="list-style-type: none"> <li>• Definitions: Trial, random and non-random experiment, sample point and sample space.</li> <li>• Definition of an event and different types of events: complementary event, equally likely events, certain event, impossible event, independent events, mutually exclusive and exhaustive events.</li> <li>• Different definitions of Probability: Classical (Mathematical), Empirical(Statistical) and Axiomatic definitions of Probability.</li> <li>• Conditional probability.</li> <li>• Theorems (without proof ) and their applications:               <ol style="list-style-type: none"> <li>i. Addition theorem on probability for two and three events</li> <li>ii. Multiplication theorem on probability for two events.</li> <li>iii. Bayes' theorem.</li> </ol> </li> </ul> <p>Simple examples based on all concepts.</p> <ul style="list-style-type: none"> <li>• Random variable: discrete and continuous random variables.</li> </ul>	15
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<p>Definition and properties of probability mass function . cumulative distribution function.</p> <ul style="list-style-type: none"> <li>• Expectation and variance of a random variable. Theorems and properties on Expectation and variance of random variables without proof.</li> <li>• Raw and Central moments (definition only) and their relationship. (up to order four).</li> <li>• Joint probability mass function of two discrete random variables. Covariance</li> </ul>	
<p><b>Module 2: Correlation and Regression Analysis.</b></p>	<p><b>15</b></p>
<ul style="list-style-type: none"> <li>• Correlation analysis: Meaning, types of correlation</li> <li>• Scatter Diagram, product moment or Karl Pearson's correlation coefficient and its properties.</li> <li>• Spearman's Rank correlation (With and without ties)</li> <li>• Concept of linear regression, Principle of least squares, fitting of regression lines by method of least squares.</li> <li>• Properties of regression equations.</li> <li>• Relation between regression coefficients and correlation coefficient.</li> <li>• Concept and use of coefficient of determination (<math>R^2</math>).</li> <li>• Introduction of discrete distributions- Discrete Uniform distribution, Binomial distribution, Poisson distribution and their characteristics (without proof) formulae) and their interpretation</li> </ul>	
<p><b>Reference Books</b></p> <ul style="list-style-type: none"> <li>• David S. : Elementary Probability, Cambridge University Press.</li> <li>• Hoel P.G. : Introduction to Mathematical Statistics, Asia Publishing House.</li> <li>• Hogg R.V. and Tannis E.P. : Probability and Statistical Inference. McMillan Publishing Co. Co. Inc.</li> <li>• Pitan Jim : Probability, Narosa Publishing House.</li> <li>• Goon A.M., Gupta M.K., Dasgupta B. : Fundamentals of Statistics, Volume II :The World Press Private Limited, Calcutta.</li> </ul>	

- Mukhopadhyay P. An Introduction to the Theory of Probability, World Scientific Publishing Company, 2011.
- Grewal P. S, Methods of Statistical Analysis, Sterling Publishers, 1990
- S.C. Gupta and V.K. Kapoor, Fundamentals of Mathematical Statistics, Sultan Chand and Sons

**Format of Question Paper:**

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

Assignment/viva Quizzes, Class Tests, presentation, project, assignment etc	Class Test	Total
05	15	20

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

Semester End Examination will be of 30 marks of 01 hour duration covering entire syllabus of the semester. All questions are Compulsory.

**Theory Question Paper Pattern:**

Q 1	Attempt any one question out of two questions (Module I and II)	Max. marks: 10
Q 2	Attempt any two questions out of three questions (Module I)	Max. marks: 10
Q 3	Attempt any two questions out of three questions (Module II)	Max. marks: 10

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Prof. Shivram S. Garje  
Faculty of Science &  
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## As Per NEP 2020

# University of Mumbai



<b>Syllabus for Basket of OE -1, SEM II</b>	
<b>Board of Studies in <u>Sociology</u> (OE -1)</b>	
<b>UG First Year Programme</b>	
<b>Semester</b>	<b>II</b>
<b>Title of Paper</b>	<b>Credits 2</b>
<b>Basic Concepts in Research</b>	<b>2 Credits</b>
<b>From the Academic Year</b>	<b>2024-2025</b>

## Semester- II Open Electives (OE)-1

### Basic Concepts in Research

Sr. No.	Heading	Particulars
1	<b>Description of the course :</b>	The course aims to familiarize students with the basic concepts in social research. Students will explore both quantitative and qualitative research and learn various steps in research process and conceptualization of research ideas. The course will equip students with necessary skills to engage in research in future.
2	<b>Vertical :</b>	<b>Open Elective</b>
3	<b>Type :</b>	<b>Theory</b>
4	<b>Credit:</b>	<b>2 credits</b>
5	<b>Hours Allotted :</b>	<b>30 Hours</b>
6	<b>Marks Allotted:</b>	<b>50 Marks</b>
7	<b>Course Objectives:</b> 1. Introduce basic concepts in research methodology in the social sciences. 2. Address issues related to selecting a research problem. 3. Discuss techniques and tools essential for completing a research project.	
8	<b>Course Outcomes:</b> After completion of the course, learners would be able to: 1. Understand and comprehend the basics in research methodology. 2. Apply research methodology concepts to research and project work. 3. Select an appropriate research design based on the research problem.	

9	<p><b>Modules:-</b></p> <p><b>Module 1: Introduction to Research</b></p> <ol style="list-style-type: none"> <li>1. Definition and purpose of research</li> <li>2. Qualitative research</li> <li>3. Quantitative research</li> <li>4. The research process: from idea to publication</li> </ol> <p><b>Module 2: Research Design</b></p> <ol style="list-style-type: none"> <li>1. Experimental research designs</li> <li>2. Exploratory research designs</li> <li>3. Preparing research proposals: Selection of the topic, Review of literature, Identifying Objectives of the Study, preparing Research Questions</li> <li>4. Formulation of Hypothesis</li> </ol>
10	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Booth, W. C. Colomb, G. G. and Williams, J. M. (2016). <i>The Craft of Research</i>. 4th edition, University of Chicago Press.</li> <li>2. Bryman, Alan. (2018). <i>Social Research Methods</i>, London: OUP.</li> <li>3. Creswell, J.W.(2014). <i>Research Methods: A Practical Guide</i>. 9th Edition, Pearson</li> <li>4. Creswell, J.W.(2014). <i>Research Methods: A Practical Guide</i>. 9th Edition, Pearson.</li> <li>5. Creswell, J.W. and Creswell, D. J. (2017). <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> , 5th edition, SAGE Publications.</li> <li>6. Creswell, J.W. and Creswell, D. J. (2017). <i>Research Design</i>, New Delhi: SAGE Publications.</li> <li>7. Ghosh, B.N. (1984). <i>Scientific Method and Social Research</i>, New Delhi: Sterling.</li> <li>8. Goode, W. J. and Hatt, P. K. (1952). <i>Methods in Social Research</i>, New York: Mc Graw-Hill Book Co.</li> <li>9. Gupta, S. P. (2012). <i>Statistical Methods</i>, New Delhi: Sultan Chand &amp; Sons.</li> <li>10. Kothari, C.R. (2004). <i>Research Methodology: Methods and Techniques</i>. New Delhi: New Age International.</li> <li>11. McNaab, D. (2010). <i>Research Methods for political Science</i>, New York. Routledge.</li> <li>12. King, G. &amp; et al. (1994). <i>Designing Social Inquiry; Scientific Interference in Social Research</i>, Princeton: Princeton University Press.</li> <li>13. Mycoff, J. D. (2019). <i>Working with Political Science Research Methods</i>, London: Sage Publications.</li> <li>14. Pierce, R. (2008). <i>Research methods In Politics: A Practical Guide</i>, New Delhi: Sage Publications.</li> <li>15. O’Leary, Z. (2010). <i>The Essential Guide to Doing Your Research Project</i>, New Delhi: Sage Publications.</li> <li>16. Sharma, Prasad and Satyanarayan, P. (1983). (Ed). <i>Research Methods in Social Sciences</i>, New Delhi. Sterling.</li> <li>17. Somek, B. and Lewin, C. (2005). <i>Research Methods in the Social Sciences</i>, New Delhi. Sage Publications</li> </ol>

<p><b>11</b></p>	<p><b>Internal Evaluation : 20 Marks</b>  1-Classroom Presentations/ Assignments - 10 Marks   2-Essay Submission/ Book review/ 10 Marks  Field Visit Report /  Educational Activity Report</p>
<p><b>12</b></p>	<p><b>Format of Question Paper:</b> for the final examination  Time: 1hour Marks: 30  <b>Note</b>Q.1. Essay Type Questions ( Based on Unit I).Marks 15  Q.2. Essay Type Questions (Based on Unit II).Marks 15  Q.3. Short Notes/Problem(Attempt any two out of four Based on all Units).Marks 15</p>

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Dean  
Name of the Associate Dean  
Name of the Faculty**

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

<b>Course</b>	<b>Vocational Skills in Accounting &amp; Finance Paper – III (Introduction to Financial Forecasting) (Semester II; Level 4.5)</b>	<b>Credits</b>	<b>02</b>
<b>Type</b>	<b>VSC, SEC: (VSEC)</b>	<b>No of Teaching hours</b>	<b>30</b>
<b>Evaluation/ Assessment</b>	<b>50 marks - 30 marks semester end evaluation and 20 marks continuous evaluation</b>		

### **Preface**

Proficiency in financial forecasting using Excel is a valuable skill sought after by employers in the finance industry. The ability to analyze data, identify trends, and make informed predictions is essential for roles such as financial analyst, budget analyst, and business planner. This course aims to enhance learners' employability by providing them with practical skills that are directly applicable in real-world financial scenarios.

This course introduces them to the significance of financial forecasting in decision-making within organizations. It emphasizes the role of forecasting in strategic planning and highlights the ethical considerations involved. They will explore various forecasting techniques, including straight-line, moving average, and time series analysis, along with their applications in sales forecasting and cash budgeting.

### **Aims and Objectives**

CO1	To understand the significance of forecasting in financial decision-making and its role in strategic planning.
CO2	To develop proficiency in using various forecasting techniques in finance, including straight-line, moving average, and time series analysis.
CO3	To learn how to create accurate financial forecasts using excel, including trend analysis and the forecast function.

### **Learning Outcomes**

On successful completion of the course, the learners will be able to

LO1	Learners will be able to explain the importance of forecasting in financial management and identify its limitations and risks.
LO2	Learners will be able to apply different forecasting techniques to real-world financial scenarios, such as sales forecasting and cash budgeting.
LO3	Learners will be able to create and evaluate financial forecasts using excel, enhancing their analytical skills and decision-making abilities.

Module No	Content	No of Hours
<b>1. Understand the Significance of Forecasting in Finance</b>	<ul style="list-style-type: none"> <li>• Role of forecasting in financial decision-making.</li> <li>• Limitations and risks associated with forecasting.</li> <li>• Ethical considerations involved in financial forecasting.</li> <li>• Types of Forecasting Techniques in Finance: Straight Line, Moving Average, Time series analysis, Sales Forecasting and Cash Budget. (Manual Calculations are expected).</li> </ul>	15
<b>2. Creating Forecasts using Excel.</b>	<ul style="list-style-type: none"> <li>• Trend analysis using excel.</li> <li>• Calculation of moving averages and forecast function in excel.</li> <li>• Forecasting Sales and Cash Budget using excel function.</li> <li>• Evaluation of model using Mean Absolute Percentage Error.</li> </ul>	15

(Note: The module/s are to be taught with the help of the computer wherever practical exposure is required)

Information: Model question paper for external exam will be provided during the workshops

#### Reference Books

1. Quick course in Micro-soft office - Joyce Cox, Polly Orban
2. Office 2013 complete reference - Stephen L.Nelson
3. Rajkamal, Internet and web Technologies, Tata McGraw Hill (2013)
4. Mastering Office 2013 - GimiCouster
5. Excel with Microsoft Excel: Comprehensive & Easy Guide to Learn Advanced MS Excel 2019 by Naveen Mishra
6. Valuation: Measuring and Managing the value of Companies: Thomas Copeland- Wiley
7. The Handbook of Advance Business Valuation: Rovert F Reilly and Robert Swheish: Mc Graw hill
8. Business Valuation: Pitabas Mohanty- Taxmann
9. Valuation- Measuring and Managing the value of Companies : Tim Koller- Mc Kinsey & Co

**Format of Question Paper:** for the final examination

**Attempt any 2 out of 3 questions.**

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

**Note**

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

**Continuous Evaluation 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/ Case Study/Field Visit/ Certificate Course. (Physical/Online mode)	10
	<b>TOTAL</b>	<b>20</b>

<b>Course</b>	<b>Vocational Skills in Accounting &amp; Finance Paper – IV (Data Visualization) (Semester II; Level 4.5)</b>	<b>Credits</b>	<b>02</b>
<b>Type</b>	<b>VSC, SEC: (VSEC)</b>	<b>No of Teaching hours</b>	<b>30</b>
<b>Evaluation/ Assessment</b>	<b>50 marks - 30 marks semester end evaluation and 20 marks continuous evaluation</b>		

### **Preface**

In the era of big data and information overload, the ability to effectively visualize and communicate financial data is a critical skill for professionals in any industry. This course on data visualization for finance introduces learners to the fundamental principles and techniques of visualizing financial data using tools like Excel.

By mastering data visualization techniques such as line charts, bar charts, and scatter plots, learners will enhance their analytical skills and gain a deeper understanding of financial trends and patterns. These skills are not only valuable in the field of finance but also in a wide range of industries where data-driven decision-making is essential.

Moreover, in today's digital age, employers are increasingly seeking candidates who can not only analyse data but also present it in a clear and compelling manner. This course is designed to equip learners with the skills they need to succeed in the modern workforce, where the ability to visualize data is a key asset.

### **Aims and Objectives**

CO1	To understand the meaning, need, and principles of data visualization, specifically in the context of financial data.
CO2	To familiarize learners with various types of financial data visualization techniques and their appropriate use in different scenarios.
CO3	To develop proficiency in creating and reporting financial data using Excel and other visualization tools.

### **Learning Outcomes**

On successful completion of the course, the learners will be able to

LO1	Learners will be able to explain the importance of data visualization in financial analysis and decision-making.
LO2	Learners will be able to identify and apply the appropriate data visualization techniques for different types of financial data.
LO3	Learners will gain practical skills in creating and reporting financial data using a variety of charts and graphs, enhancing their ability to communicate complex financial information effectively.

Module No	Content	No of Hours
<b>1. Introduction to Data Visualization</b>	<ul style="list-style-type: none"> <li>• Meaning, Need, Importance and Principles of data visualization.</li> <li>• Types of Financial Data Visualization: Line charts, Bar charts, Pie charts, histogram, scatter plot, area chart, radar chart and candlestick charts. (Need and when to use them)</li> </ul>	15
<b>2. Creating charts using excel.</b>	<ul style="list-style-type: none"> <li>• Creating and reporting data using Line charts, Bar charts, Pie charts, histogram, scatter plot, area chart, radar chart and candlestick charts with excel/ other tools.</li> </ul>	15

(Note: The module/s are to be taught with the help of the computer wherever practical exposure is required)

Information: Model question paper for external exam will be provided during the workshops.

#### Reference books.

1. Quick course in Micro-soft office - Joyce Cox, Polly Orban
2. Office 2013 complete reference - Stephen L.Nelson
3. Rajkamal, Internet and web Technologies, Tata McGraw Hill
4. Mastering Office 2013 - GimiCouser
5. Excel with Microsoft Excel: Comprehensive & Easy Guide to Learn Advanced MS Excel 2019 by Naveen Mishra.

**Format of Question Paper:** for the final examination

**Attempt any 2 out of 3 questions.**

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

#### Note

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

**Continuous Evaluation through:**

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

**Letter Grades and Grade Points:**

<b>Semester GPA/ Programme CGPA Semester/ Programme</b>	<b>% of Marks</b>	<b>Alpha-Sign/ Letter Grade Result</b>	<b>Grading Point</b>
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

AC – 20.04.2024  
Item No. – 5.6 (N) Sem II (1a)

## As Per NEP 2020

# University of Mumbai



<b>Syllabus for Basket of AEC</b>	
<b>Board of Studies in Marathi</b>	
<b>UG First Year Programme</b>	
<b>Semester</b>	<b>II</b>
<b>Title of Paper</b>	<b>Credits</b>
लेखन कौशल्ये १- (कार्यालयीन लेखनव्यवहार आणि पत्रव्यवहार)	<b>2</b>
<b>From the Academic Year</b>	<b>2024-25</b>

Sr. No.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<p style="text-align: center;"><b>लेखन कौशल्ये १-</b> <b>(कार्यालयीन लेखनव्यवहार आणि पत्रव्यवहार)</b></p> <p>लेखन ओळख ते लेखन कौशल्य हा बराच मोठा प्रवास आहे. वाचन आणि लेखनाच्या सरावाने, लेखन कौशल्य विकसित करता येते. बहुतेक वेळा आपण मिळवलेले ज्ञान हे लिखित स्वरूपात मांडावे लागते. त्यासाठी आपण लेखन कौशल्याचे योग्य उपयोजन करतो. लेखन म्हणजे मजकूर तंतोतंत उतरवणे नव्हे. एखादे निवेदन, वृत्त, निबंध, पुस्तकाची टिपणे, अर्ज यांसाठी लेखन आवश्यक असते. कार्यालयीन पत्रव्यवहार, कार्यवृत्ते, नोंदी, जाहिरात, टिप्पणी ही सर्व उपयोजित लेखन कौशल्ये आहेत. कार्यालयीन पत्रव्यवहार करणे हे एक वेगळ्या प्रकारचे कौशल्य आहे. त्यातील काही उपयोजन कौशल्यांचा विचार या अभ्यासपत्रिकेत अपेक्षित आहे. कार्यालयीन लेखन व्यवहार आणि पत्रव्यवहार या अभ्यासपत्रिकेत शिकविला जाईल.</p>
2	<b>Vertical :</b>	Ability Enhancement Course
3	<b>Type :</b>	Theory + Practical
4	<b>Credit:</b>	02 (1 credit = 15 Hours for Theory in a semester)
5	<b>Hours Allotted :</b>	30
6	<b>Marks Allotted:</b>	50
7	<b>Course Objectives: ( List some of the course objectives )</b>  १. कार्यालयीन लेखन व्यवहार स्वरूप समजावून सांगणे. २. कार्यालयीन पत्रव्यवहाराचे स्वरूप समजावून सांगणे. ३. प्रभावी कार्यालयीन लेखनासाठी आवश्यक असणाऱ्या क्षमता आणि तंत्रांचा परिचय करून देणे.	
8	<b>Course Outcomes: ( List some of the course outcomes )</b> १. विद्यार्थ्यांना कार्यालयीन लेखन व्यवहाराचे स्वरूप समजेल. २. विद्यार्थ्यांना कार्यालयीन पत्रव्यवहाराचे स्वरूप समजेल. ३. प्रभावी कार्यालयीन लेखनासाठी आवश्यक असणाऱ्या तंत्रांचा विद्यार्थ्यांना परिचय होईल.	
9	<b>Modules:- Per credit One module can be created</b>  <b>घटक एक घटक एक : कार्यालयीन लेखनव्यवहार -</b>  १. जाहीर निवेदन आणि माहितीपत्रक २. इतिवृत्त लेखन ३. टिप्पणी लेखन (६० मिनिटांच्या १५ तासिका) श्रेयांकन १.	

<b>घटक दोन : घटक दोन : पत्रव्यवहार -२</b>	
<p>१.कार्यालयीन/प्रशासनिक पत्र</p> <p>२. नोकरीसाठी अर्जलेखन</p> <p>३. पत्रात्मक लेखन : नवी रूपे (शुभेच्छा, निमंत्रण)</p> <p>(६० मिनिटांच्या १५ तासिका) श्रेयांकन १.</p>	
<b>10</b>	<b>Text Books:</b> N.A.
<b>11</b>	<b>Reference Books: संदर्भसूची :</b> <ol style="list-style-type: none"> <li>१. प्रशासनिक लेखन, भाषा संचालनालय, महाराष्ट्र शासन, मुंबई, १९६६</li> <li>२. भाषिक सर्जन आणि उपयोजन, राजन गवस, अरुण शिंदे, गोमटेश्वर पाटील, दर्या प्रकाशन, पुणे, २०१२</li> <li>३. परब प्रकाश, व्यावहारिक मराठी, मिथुन प्रकाशन, डोंबिवली पूर्व, मुंबई, १९८९</li> <li>४. नाईक सदानंद, राजभाषा मराठी, व्यावहारिक मराठी, प्रका-नागरी सेवा प्रबोधिनी, मुंबई, २००२</li> <li>५. तावरे स्नेहल (संपा.), व्यावहारिक मराठी, स्नेहवर्धन प्रकाशन, पुणे, चौथी आवृत्ती, २०११</li> <li>६. केतकी मोडक, संतोष शेणई, सुजाता शेणई (संपा.), उपयोजित मराठी, पद्मगंधा प्रकाशन, २०१२</li> <li>७. नसीराबादकर ल. रा., व्यवहारिक मराठी, भाषा विकास संशोधन संस्था, कोल्हापूर २०२३</li> </ol>
<b>12</b>	<b>Internal Continuous Assessment: 40%</b>
	<b>External, Semester End Examination 60%</b> <b>Individual Passing in Internal and External Examination</b>
<b>13</b>	<b>Continuous Evaluation through:</b> Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc. ( at least 3 )
	<b>अंतर्गत चाचणी परीक्षा : २० गुण</b> चाचणी परीक्षा /लेखी/ ऑनलाईन/ प्रकल्प/ गृहपाठ - २० गुण
<b>14</b>	<b>Format of Question Paper: for the final examination</b> बहिर्गत परीक्षा ३० गुण (वेळ एक तास)
	<ul style="list-style-type: none"> <li>● एकूण तीन प्रश्न विचारावेत.</li> <li>● प्रत्येक घटकावर अंतर्गत पर्याय असलेले प्रत्येकी १० गुणांचे दोन प्रश्न विचारावेत.</li> <li>● तिसरा प्रश्न हा घटक १ आणि २ वर आधारित अंतर्गत पर्यायासह दोन टीपा/लघुप्रश्न स्वरूपाचा असावा.</li> </ul>

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

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

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

## As Per NEP 2020

# University of Mumbai



<b>Syllabus for Basket of AEC</b>	
<b>Board of Studies in HINDI</b>	
<b>UG First Year Programme</b>	
<b>Semester</b>	<b>II</b>
<b>Title of Paper</b>	<b>Credits</b>
हिन्दी भाषा : कौशल के आधार	2
<b>From the Academic Year</b>	<b>2024-25</b>

Sr. No.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<p style="text-align: center;"><b>हिन्दी भाषा : कौशल के आधार</b></p> <p>हिंदी राजभाषा होने के साथ-साथ भारत में बोलीजने वाली एक प्रमुख भाषा है। भारत के अधिकांश निवासी और यहां तक कि भारत के बाहर बसनेवाले भारतवंशी भी अपने दैनिक आपसी वार्तालाप, कार्य-व्यवहार में हिंदी भाषा का ही प्रयोग करते हैं। विश्व की प्रमुख पांच भाषाओं के अंतर्गत हिंदी का अस्तित्व है, इस दृष्टि से हिंदी को लेकर विभिन्न प्रकार के कौशल सीखे और सिखाए जा सकते हैं। विद्यार्थियों के लिए हिंदी एक सामान्य भाषा होने के साथ विशेष भाषा तब बन जाती है जब वह हिंदी के माध्यम से अपने कौशल में अभिवृद्धि करें, हिंदी के माध्यम से रोजगार के कई अवसरों को प्राप्त करें। इस दृष्टि से पाठ्यक्रम अत्यंत लाभवर्धक और उपयोगी सिद्ध होगा। हिंदी भाषा में कौशल विकास की असीम संभावनाएं हैं और कौशल के विभिन्न आयाम जुड़े हुए हैं जो अलग-अलग दिशाओं में देखे जा सकते हैं। पाठ्यक्रम विद्यार्थियों में लेखन, वाचन कौशल की अभिवृद्धि करने के साथ रोजगारपरक अवसर प्रदान करता है।</p>
2	<b>Vertical :</b>	Open Elective
3	<b>Type :</b>	Theory
4	<b>Credit:</b>	2 credits ( 1 credit = 15 Hours for Theory in a semester )
5	<b>Hours Allotted :</b>	30 Hours
6	<b>Marks Allotted:</b>	50 Marks
7	<b>Course Objectives: ( List some of the course objectives )</b> <ol style="list-style-type: none"> <li>1. विद्यार्थियों को लेखन, वाचन कौशल का ज्ञान देना एवं रोजगार के अवसरों से जोड़ना।</li> <li>2. विद्यार्थियों को लेखन, वाचन कौशल से परिचय करते हुए अभिव्यक्ति की शैलियों का विकास करना।</li> <li>3. विद्यार्थियों को भाषण कला के विविध रूपों को समझाना, मौलिकता में अभिवृद्धि लाना एवं विशेषज्ञता दिलाना।</li> <li>4. विद्यार्थियों को श्रवण कौशल की विशेषताओं से परिचय कराते हुए श्रवण कौशल के लाभों से अवगत कराना।</li> </ol>	

8	<p><b>Course Outcomes:</b> ( List some of the course outcomes )</p> <p>CO-1) विद्यार्थियों को लेखन, वाचन कौशल के ज्ञान प्राप्ति के साथ मौलिक अभिव्यक्ति में बदलाव आएगा।</p> <p>CO-2) विद्यार्थियों का लेखन, वाचन कौशल द्वारा मानसिक विकास होगा, पठन-शक्ति, शैली का विकास होगा।</p> <p>CO-3) विद्यार्थियों को लेखन, भाषण कौशल से भाषिक-शक्ति, शैलियों का संवर्धन होगा विशेषज्ञता आएगी।</p> <p>CO-4) विद्यार्थियों को लेखन, वाचन, श्रवण, भाषण कौशल की विशेषताओं और उपयोगिता का ज्ञान प्राप्त होगा।</p>									
9	<p><b>Modules:-</b></p> <table border="1" data-bbox="248 688 1518 1438"> <thead> <tr> <th data-bbox="248 688 467 751">इकाई</th> <th data-bbox="467 688 1255 751">पाठ</th> <th data-bbox="1255 688 1518 751">व्याख्यान संख्या</th> </tr> </thead> <tbody> <tr> <td data-bbox="248 751 467 1094">इकाई -1</td> <td data-bbox="467 751 1255 1094">           1. लेखन कौशल का अर्थ एवं स्वरूप            2. लेखन कौशल की उपयोगिता एवं महत्व            3. लेखन कौशल की विधियाँ            4. लेखन कौशल के भेद एवं विशेषताएँ            5. वाचन कौशल का अर्थ, स्वरूप एवं विशेषताएँ            6. वाचन कौशल की उपयोगिता            7. वाचन कौशल की विधियाँ एवं विशेषताएँ         </td> <td data-bbox="1255 751 1518 1094">व्याख्यान- 15 क्रेडिट- 01</td> </tr> <tr> <td data-bbox="248 1094 467 1438">इकाई -2</td> <td data-bbox="467 1094 1255 1438">           8. भाषण कौशल का अर्थ एवं स्वरूप            9. भाषण कौशल का महत्व एवं उपयोगिता            10. भाषण कौशल की विशेषताएँ            11. भाषण कौशल की विधियाँ            12. श्रवण कौशल का अर्थ एवं स्वरूप            13. श्रवण कौशल का महत्व एवं उपयोगिता            14. श्रवण कौशल की विशेषताएँ         </td> <td data-bbox="1255 1094 1518 1438">व्याख्यान- 15 क्रेडिट- 01</td> </tr> </tbody> </table>	इकाई	पाठ	व्याख्यान संख्या	इकाई -1	1. लेखन कौशल का अर्थ एवं स्वरूप 2. लेखन कौशल की उपयोगिता एवं महत्व 3. लेखन कौशल की विधियाँ 4. लेखन कौशल के भेद एवं विशेषताएँ 5. वाचन कौशल का अर्थ, स्वरूप एवं विशेषताएँ 6. वाचन कौशल की उपयोगिता 7. वाचन कौशल की विधियाँ एवं विशेषताएँ	व्याख्यान- 15 क्रेडिट- 01	इकाई -2	8. भाषण कौशल का अर्थ एवं स्वरूप 9. भाषण कौशल का महत्व एवं उपयोगिता 10. भाषण कौशल की विशेषताएँ 11. भाषण कौशल की विधियाँ 12. श्रवण कौशल का अर्थ एवं स्वरूप 13. श्रवण कौशल का महत्व एवं उपयोगिता 14. श्रवण कौशल की विशेषताएँ	व्याख्यान- 15 क्रेडिट- 01
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10	<p><b>संदर्भ ग्रंथ सूची -</b></p> <ol style="list-style-type: none"> <li>1. हिंदी भाषा शिक्षण के विविध आयाम - प्राध्यापक डॉ. राठौर, किनले एडिशन</li> <li>2. अभिनव पत्र लेखन - डॉ अनिल सिंह</li> <li>3. हिंदी के व्यावहारिक रूप - डॉ संतोष मोटवानी, परिदृश्य प्रकाशन, मुंबई</li> <li>4. हिंदी भाषा लेखन कौशल - गुलीबाबा पब्लिकेशन प्राइवेट लिमिटेड</li> </ol>									

11	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
12	<p>Continuous Evaluation through: <u>मूल्यांकन प्रारूप</u> आंतरिक मूल्यांकन- 20- अंक</p> <p>रचनात्मक कार्य, प्रकल्प इत्यादि- 10 अंक, कक्ष शिक्षण के दौरान सहभागिता इत्यादि - 05 अंक अकादमिक, व्यावसायिक एवं कौशल संवर्धन गतिविधियाँ- 05 अंक कुलयोग -20 अंक</p>	
13	<p>Format of Question Paper: <u>बाह्य मूल्यांकन- लिखित परीक्षा- 30- अंक</u></p> <p><u>निम्नलिखित तीन में से किन्हीं दो प्रश्नों के उत्तर लिखिए</u></p>	<p>परीक्षा अवधि- 01 घंटा</p> <p><u>30 अंक</u></p> <p>कुलयोग- 30 अंक</p>



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**As Per NEP 2020**

# University of Mumbai



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

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

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	<p>This introductory course explores the interconnectedness of our environment and the challenges it faces. Designed for students from all faculties, it equips you with a foundational understanding of:</p> <ul style="list-style-type: none"> <li>• Ecosystems and biodiversity: Explore the intricate web of life on Earth and the importance of species diversity.</li> <li>• Human impact: Analyse how human activities affect natural resources, climate, and pollution.</li> <li>• Sustainability: Discover principles for living in harmony with the environment and meeting our needs without compromising future generations.</li> </ul> <p>Regardless of major, environmental awareness is crucial. This course empowers learner to:</p> <ul style="list-style-type: none"> <li>• Become an informed citizen: Make responsible choices and advocate for environmental protection.</li> <li>• Understand complex environmental issues: Gain a holistic view of challenges like climate change and pollution.</li> </ul> <p>Explore solutions and career paths: Discover potential careers in environmental management, conservation, or sustainable development.</p>
2	Vertical :	<b>Open Elective</b>
3	Type :	Theory / <del>Practical</del>
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><b>Course Objectives:</b></p> <p>1. To create and disseminate knowledge to the students about environmental problems at local, regional and global scale.</p> <p>2. To introduce about ecosystems, biodiversity and to make aware for the need of</p>	

	<p>conservation.</p> <p>3. To sensitize students towards environmental concerns, issues, and impacts of human population.</p> <p>4. To prepare students for successful career in environmental departments, research institutes, industries, consultancy, and NGOs, etc.</p>
8	<p><b>Course Outcomes:</b></p> <p>1. Use principles of Environmental Science for explaining sustainable development and its related ethical concerns</p> <p>2. Display scientific perspective for issues confronting our present day environment.</p> <p>3. Analyze the national and global environmental issues relating air, water, soil, and land use, biodiversity, and pollution.</p> <p>4. Explain the Role of an individual in relation to human population and environmental pollution.</p> <p>5. Recognize the importance of collective efforts for environmental sustainability as reflected in various treaties, conventions and laws</p>
9	<p><b>Modules:-</b></p> <p><b>Unit I: Environmental Pollution and Health (8 lectures)</b></p> <p>Understanding pollution: Production processes and generation of wastes; Assimilative capacity of the environment; Definition of pollution; Point sources and non-point sources of pollution.</p> <p>Air pollution: Sources of air pollution; Primary and secondary pollutants; Criteria pollutants- carbon monoxide, lead, nitrogen oxides, ground-level ozone, particulate matter and Sulphur dioxide; Other important air pollutants- Volatile Organic compounds (VOCs), Peroxyacetyl Nitrate (PAN), Polycyclic aromatic hydrocarbons (PAHs) and Persistent organic pollutants (POPs); Indoor air pollution; Adverse health impacts of air pollutants; National Ambient Air Quality Standards.</p> <p>Water pollution: Sources of water pollution; River, lake and marine pollution, groundwater pollution; water quality parameters and standards; adverse health impacts of water pollution on human and aquatic life.</p> <p>Soil pollution and solid waste: Soil pollutants and their sources; Solid and hazardous waste; Impact on human health.</p> <p>Noise pollution: Definition of noise; Unit of measurement of noise pollution; Sources of noise pollution; Noise standards; adverse impacts of noise on human health.</p> <p>Thermal and Radioactive pollution: Sources and impact on human health and ecosystems.</p> <p><b>Unit II: Environmental Management (7 lectures)</b></p> <p>Introduction to environmental laws and regulation: Constitutional provisions- Article 48A, Article 51A (g) and other derived environmental rights; Introduction to environmental legislations on the forest, wildlife and pollution control.</p> <p>Environmental management system: ISO 14001</p> <p>Life cycle analysis; Cost-benefit analysis</p> <p>Pollution control and management; Waste Management- Concept of 3R (Reduce, Recycle and Reuse) and sustainability; Ecolabeling /Ecomark scheme. Introduction to Millennium Development Goals, Sustainable Development Goals, &amp; Mission Life.</p>

	<p><b>Unit III: Environmental Treaties and Conventions (8 lectures)</b></p> <p>1) Major International Environmental Agreements: Stockholm Conference on Human Environment, 1972, Ramsar Convention on Wetlands, 1971, Montreal Protocol, 1987, Basel Convention (1989), Earth Summit at Rio de Janeiro, 1992, Kyoto Protocol, 1997, Earth Summit at Johannesburg, 2002.</p> <p>2) Major Indian Environmental Legislations: The Wild Life (Protection) Act, 1972; The Water (Prevention and Control of Pollution) Act, 1974; The Forest (Conservation) Act, 1980; The Air (Prevention and Control of Pollution) Act, 1981; The Environment (Protection) Act, 1986; The Biological Diversity Act, 2002</p>
	<p><b>Unit IV: Case Studies and Field Survey (7 lectures)</b></p> <p>The students are expected to be engaged in some of the following or similar identified activities:</p> <ul style="list-style-type: none"> <li>• Discussion on one national and one international case study related to the environment and sustainable development.</li> <li>• Field visits to identify local/regional environmental issues, make observations including data collection and prepare a brief report.</li> <li>• One student one tree initiative.</li> <li>• Documentation of campus biodiversity.</li> <li>• Campus environmental management activities such as solid waste disposal, water management, and sewage treatment.</li> </ul>
10	<p><b>Text Books</b></p> <ol style="list-style-type: none"> <li>1. Ahluwalia, V. K. (2015). Environmental Pollution, and Health. The Energy and Resources Institute (TERI).</li> <li>2. Central Pollution Control Board Web page for various pollution standards. <a href="https://cpcb.nic.in/standards/">https://cpcb.nic.in/standards/</a></li> <li>3. Masters, G. M., &amp; Ela, W. P. (2008). Introduction to environmental engineering and science (No. 60457). Englewood Cliffs, NJ: Prentice Hall.</li> <li>4. Jørgensen, Sven Marques, Erik João Carlos and Nielsen, Søren Nors (2016) Integrated Environmental Management, A transdisciplinary Approach. CRC Press.</li> <li>5. Barrow, C. J. (1999). Environmental management: Principles and practice. Routledge.</li> <li>6. Theodore, M. K. and Theodore, Louis (2021) Introduction to Environmental Management, 2nd Edition. CRC Press.</li> <li>7. Richard A. Marcantonio, Marc Lame (2022). Environmental Management: Concepts and Practical Skills. Cambridge University Press.</li> <li>8. UNEP (2007) Multilateral Environmental Agreement Negotiator's Handbook, University of Joensuu, ISBN 978-952-458-992-5</li> <li>9. Ministry of Environment, Forest and Climate Change (2019) A Handbook on International Environment Conventions &amp; Programmes. <a href="https://moef.gov.in/wp-content/uploads/2020/02/convention-V-16-CURVE-web.pdf">https://moef.gov.in/wp-content/uploads/2020/02/convention-V-16-CURVE-web.pdf</a></li> <li>10. Ministry of Environment, Forest and Climate Change (2019) A Handbook on International Environment Conventions &amp; Programmes. <a href="https://moef.gov.in/wp-content/uploads/2020/02/convention-V-16-CURVE-web.pdf">https://moef.gov.in/wp-content/uploads/2020/02/convention-V-16-CURVE-web.pdf</a></li> <li>11. India Code – Digital repository of all Central and State Acts: <a href="https://www.indiacode.nic.in/">https://www.indiacode.nic.in/</a></li> <li>12. University Grants Commission, D.O.No.F. 14-5/2015(CPP-II) dated 2<sup>nd</sup> August 2019.</li> </ol>

12	<b>Internal Continuous Assessment: 40%</b>	<b>Semester End Examination : 60%</b>
13	<b>Continuous Evaluation through:</b> Quizzes, Class Tests, presentation, project, role play, creative writing, Field Visits, Case Studies, assignments, One Student one tree initiative etc. (at least 4)	
14	<p><b>Format of Question Paper:</b> 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:</p> <p>1. Duration - These examinations shall be of one hour and 30 minutes duration.  2. Theory question paper pattern:  There shall be 04 questions each of 10 marks out of which students will attempt ANY THREE</p>	

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

AC -28/06/2024

Item No. - 5.7 (N)

# University of Mumbai



## Syllabus for Extension Work in Vertical VI - CC

Board of Studies in Extension Work

UG First Year Program

Semester

II

Title of Paper

Credit

Extension Work

2

From the Academic Year

2024-25

## **Introduction**

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

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

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

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

### Aim of Extension Work under NEP:

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

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

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

*Key objectives of Extension Work under NEP:*

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

**Extension Work Activities:**

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

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

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

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

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

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

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

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

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

**ACTIVITIES FOR SEMESTER II = 2 Credits**

Sr. No.	Unit	No. of Lectures
1.	<p><u>Organising &amp; Participation in Training Session</u></p> <p>Every learner should attend the orientation / training session organised by their college for orientation of annual extension work program. Attendance is compulsory. <b>In this session the learners will be oriented about the activities to be conducted during the semester followed by question-and-answer session.</b> The learner must read resource material and guideline carefully and plan his / her activities for the semester during academic year.</p>	2 Lectures
2.	<p><u>Participation in Project /Activities</u> (as given below)</p> <p><b>In this session learners will be oriented about any 5 Topics selected by college (preferably which are not taken in Semester 1) for awareness under Extension Work. The college may select more than 5 topics if the enrolment of learners is more than 200. The learners will participate in activities based on these topics selected by college.)</b></p> <ol style="list-style-type: none"> <li>1. Maharashtra Policy for women.</li> <li>2. Status of women in India. / Women achievers of modern India</li> <li>3. Banking procedures.</li> <li>4. Legal procedures.</li> <li>5. Violence against women / Laws protecting women/ Inheritance laws.</li> <li>6. Child Labour.</li> <li>7. Environment- pollution and its effect / Save Trees and Natural Resources</li> <li>8. Water Harvesting.</li> </ol>	22 Lectures including guidance for practice session, preparations and actual conduct of program.

9. Pollution (Noise pollution / industrial pollution etc.)
10. Issues related to LGBT.
11. HIV –AIDS / Covid 19 etc.
12. Consumer Awareness (Act 2019), Need and Importance
13. E-waste management
14. Stress and Harassment.
15. Global warming
16. Importance of Ethics and Values
17. Old Age Homes / Status of Senior Citizens
18. Distance Education Opportunities
19. First Aid Awareness
20. Voting rights / Human Rights

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

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

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

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

### **Evaluation Pattern**

#### **Internal Assessment**

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

## **External Assessment**

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

### **Question Paper Pattern**

**Time: 1.00 Hours**

**Total Marks 30**

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

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

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

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

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

#### **References:**

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

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Ad-hoc Board of  
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