

University of Mumbai

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

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


क.वि.प्रा.स.से./आयसीडी/२०२५-२६/३७

दिनांक : २७ मे, २०२५

परिपत्रक:-

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

मुंबई - ४०० ०३२
२७ मे, २०२५


(डॉ. प्रसाद कारडे)
कुलसचिव

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



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8	The Deputy Registrar, Executive Authorities Section (EA) eau120@fort.mu.ac.in He is requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to the above circular.
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As Per NEP 2020

University of Mumbai



Syllabus for Major Vertical – 1 & 4

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

Faulty of Commerce

Board of Studies in Accountancy and Finance

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

University of Mumbai



(As per NEP 2020)

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

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

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

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

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

Under Graduate Diploma in Accounting and Finance
Credit Structure (Sem. III & IV)

R: _____ C											
Level	Semester	Major		Minor	OE	VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC, RP	Cum. Cr. / Sem.	Degree/ Cum. Cr.	
		Mandatory	Electives								
5.0	III	Financial Accounting – III (4)			2	VSC:2, Mutual Fund Distributor – I (2)	AEC:2	FP: 2 CC:2	22	UG Diploma 88	
	R: _____ D										
	IV	Financial Accounting – IV (4)		4	2	SEC:2, Mutual Fund Distributor – II (2)	AEC:2	CEP: 2 2CC:2	22		
	Cum Cr.	28		10	12	6+6	8+4+2	8+4	88		

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

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

Sem. - III

Vertical – 1 Major

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

Title of Paper: Financial Accounting - III

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

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

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

Module 4: Ascertainment and Treatment of Profit Prior to Incorporation

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

Text Books:

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

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Reference Books:

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

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Internal Continuous Assessment: 40%

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

13

Continuous Evaluation through:

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

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

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

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

Note

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

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

Title of Paper Cost Accounting – I

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

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

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

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

Module 3: Employee Cost

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

Module 4: Overheads – Absorption Costing Method

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

Reference Books:

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

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

11 Internal Continuous Assessment: 40%

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

Continuous Evaluation through:

Semester End External – 60 Marks

Time – 2 Hours

Attempt any 4 out of 6 questions

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

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

Note

- Equal Weightage is to be given to all the modules.
- 15 marks question may be subdivided into 8 marks + 7 marks, 10 marks + 5 marks and 5 marks + 5 marks + 5 marks. Internal options may be given however, it is not mandatory.
- Use of simple calculator is allowed in the examination.

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As Per NEP 2020

University of Mumbai



Syllabus for Minor Vertical 2

Name of the Programme – B.Com. (Business Economics)		
Faulty of Commerce & Management		
Board of Studies in Business Economics		
Second Year Programme in Minor (Business Economics)		
Semester	III & IV	
Title of Paper	Sem.	Total Credits 4
Fundamentals of Money & Banking	III	4
Title of Paper		Credits
Public Finance	IV	4
From the Academic Year		2025-26

Sem. - III

Syllabus
B.Com. (Business Economics)
(Sem.- III)

Title of Paper: Fundamentals of Money & Banking

Sr. No.	Heading	Particulars
1	Description the course: Including but Not limited to:	This introductory course on Indian money and banking covers the functions and types of money, along with classical, neo-classical, and Keynesian motives for demand. It explores the money supply process in India, including monetary aggregates and the banking system, as well as recent reforms. The course also highlights the impact of technology on financial inclusion and reviews government initiatives to promote it.
2	Vertical :	Minor
3	Type :	Theory
4	Credit:	4 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted :	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: By the end of this course, students will be able to: - <ol style="list-style-type: none">1. To make the learner understand the basics of money as an instrument, theoretical understanding of reasons for demand for money.2. To enable students to understand the basics of money supply and the role of monetary authorities in regulating money supply in the economy.3. To introduce the banking system and its evolution in India.4. To make the learner understand the technological changes in the banking industry and efforts for financial inclusion through new banking technology and Government Initiatives.	

- 8 Course Outcomes:** By the end of this course, students will be able to: -
1. The learners will be able to analyze the various functions of money in facilitating trade and economic activities.
 2. The students will critically evaluate a theoretical aspect of demand for money and supply of money and its relevance in modern times.
 3. The learner will be able to understand the basics of monetary policy, its instruments, and its importance to the economy.
 4. The learners will understand the basic concept of banking, its types, and recent banking sector reforms
 5. The students will realize the changing dynamics of the banking industry through technical progress in the operational technology and its significance for financial inclusion.

9 Syllabus

Module 1: Money and Demand for Money (15 hours)

- Money: Definition, Classification, and Functions of Money
- Pre-Keynesian Theories: Classical and Neo-Classical Demand for Money
- Modern Theories: Keynesian Demand for Money and Post Keynesian Developments.

Module 2: Supply of Money and Monetary Policy (15 hours)

- Money Supply: Rationale and Sources of Money Supply
- Measurement of Money Supply: Revised Aggregates and Liquidity Aggregates
- Money Multiplier; Velocity of Circulation of Money; Monetary Policy: Meaning and Objectives; Instruments of Monetary Supply; Monetary Policy Framework Agreement and Monetary Policy Committee.

Module 3: Banking Industry (15 hours)

- Introduction to Banking- Lending Principle and Credit Creation and Balance Sheet of a Banks
- Evolution of Banking System in India, Structure of Banking System in India- Commercial Banking – Function and significance, Retail Banking – Functions and significance & Corporate Banking -Rural Banking
- Applicability of KYC norms in Banking -Issues and Challenges of Banking Industry Banking sector reforms - 4R Framework - Basel Norms.

Module 4: Technological Innovation and Financial Inclusion (15 hours)

- Technology Trends in Banking – Digital Rupee, Fintech, Social Media Banking, Account Aggregators, Open Banking-
- Changes in Operational Technology in the Banking Industry – Core banking Solution -Financial Inclusion by Extension of Banking Services, Use of Mobiles/Tablets in Financial Inclusion Drive, Financial Literacy – Cyber Threats and Awareness Drives in Banking Operations
- Government Initiatives for Financial Inclusion – Priority Sector Advances- Pradhan Mantri Jandhan Yojan, Features and Challenges, Pradhan Mantri Mudra Yojana (PMMY), Stand Up India Scheme- Microfinance Institutions in India, Advantages, Purpose, Limitations and Models of SHG – Bank Linkage Program.

11 References:

- Annual Report; Master Circular - Prudential Norms on Capital Adequacy - Basel I Framework
 - Digital Banking Indian Institute of Banking and Finance, Taxmann Publication 2024 Edition.
 - Dua, P., "Monetary Policy Framework in India", Indian Economic Review, Vol. 55, Issue 1, June 2020
 - F S Mishkin, The Economics of Money, Banking, and Financial Markets, Prentice Hall, 2007
 - Frei C (2023) Open banking: opportunities and risks. In: The Fintech disruption: how financial innovation is transforming the banking industry, pp 167–189
 - Ghate, C., & Kletzer, K. M. (Eds.). (2016). Monetary policy in India: A modern macroeconomic perspective. Springer.
 - Hajela, T.N., (2009) Money and Banking, Ane Books Pvt Ltd., New Delhi.
 - K.C. Sekhar: Banking – Theory and Practice, Vikas Publishing House, New Delhi (recent edition).
 - L M Bhole and Jitendra Mahakud, Financial Institutions and Markets, TataMcGrawHill, 2009.
 - M.L. Seth, Monetary Economics, Vikas Publications, New Delhi
 - M.R. Baye, D.W. Jansen (1996), Money, Banking and Financial Markets, AITBS (Indian ed.)
 - N Jadhav: Monetary Policy, Financial Stability and Central Banking in India Macmillan
 - R.R. Paul, Money, Banking & International Trade, Kalyani Publications, Ludhiana
 - Report of the Working Group: Money Supply Analytics and Methodology of Compilation, 1998
 - RBI Bulletin; Report of Currency and Finance (latest).
 - S.B. Gupta, Monetary Economics, S. Chand Publications, New Delhi.
 - Shah, M., & Clarke, S. (2009). E-Banking Management: Issues, Solutions, and Strategies. Information ScienceReference (1st ed.). <https://doi.org/10.4018/978-1-60566-252-7>
 - Sundharam KPM, Banking: Theory, Law and Practice, Sultan Chand and Sons, New Delhi (recent edition)
- Y .Carrière-Swallow, V. Haksar and M. Patnam (2021)“India’s Approach to Open Banking:Some Implications for Financial Inclusion “IMF Working Paper WP/21/52

11 Internal Continuous Assessment: 40% (40 Marks)

Continuous Evaluation Pattern		
1.	Class Test based on objectives on-line/offline	20 marks
2.	Assignment / Project / Presentation	20 marks
3.	Book review / Newspaper review (in any language) / Case Study writing	20 marks
Take any Two of the above (from 1, 2 and 3)		40 Marks

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

Format of Question Paper

Semester End Examination Question Paper Pattern

Time: 2 Hour

Max. Marks:60

Note:

- All questions are compulsory
- Each question has internal options
- Figure to the right indicate full marks.

Q1	Answer the following question (Any 2)	15 Marks
A.		
B.		
C.		
Q2	Answer the following question (Any 2)	15 Marks
A.		
B.		
C.		
Q3	Answer the following question (Any 2)	15 Marks
A.		
B.		
C.		
Q4	Answer the following question (Any 2)	15 Marks
A.		
B.		
C.		

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>Course Objectives:</p> <ol style="list-style-type: none"> 1. To create and disseminate knowledge to the students about environmental problems at local, regional and global scale. 2. To introduce about ecosystems, biodiversity and to make aware for the need of conservation. 3. To sensitize students towards environmental concerns, issues, and impacts of 	

	<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>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Use principles of Environmental Science for explaining sustainable development and its related ethical concerns 2. Display scientific perspective for issues confronting our present day environment. 3. Analyze the national and global environmental issues relating air, water, soil, and land use, biodiversity, and pollution. 4. Explain the Role of an individual in relation to human population and environmental pollution.
9	<p>Modules:-</p> <p>Unit I: Ecosystems, Biodiversity and Conservation (8 lectures)</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"> a) Forest ecosystem b) Grassland ecosystem c) Desert ecosystem d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries) <ol style="list-style-type: none"> 1. Levels of biological diversity : genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns 2. India as a mega-biodiversity nation; Endangered and endemic species of India 3. Threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity. 4. Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value. <p>Unit II: Natural Resources and Sustainable Development (7 lectures)</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.
	Unit III: Human Communities and the Environment (8 lectures)
	<ol style="list-style-type: none"> 1. Human population growth: Impacts on environment, human health and welfare. 2. Resettlement and rehabilitation of project affected persons; case studies. 3. Disaster management: floods, earthquake, cyclones and landslides. 4. Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan. 5. Environmental ethics: Role of Indian and other religions and cultures in environmental conservation. 6. Environmental communication and public awareness, case studies (e.g. CNG vehicles in Delhi).
	Unit IV: Environmental Issues; Local, Regional, and Global (7 lectures)
	<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>Text Books</p> <ol style="list-style-type: none"> 1. Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates, 2006. 2. Odum, E.P., Odum, H.T. & Andrews, J. 1971. Fundamentals of Ecology. Philadelphia: Saunders. 3. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi. 4. Chiras, D. D and Reganold, J. P. (2010). Natural Resource Conservation: Management for a Sustainable Future. 10th edition, Upper Saddle River, N. J. Benjamin/Cummins/Pearson. 5. John W. Twidell and Anthony D. (2015). Renewable Energy Sources, 3rd Edition, Weir Publisher (ELBS) 6. Singh, J.S., Singh, S.P. & Gupta, S.R. 2006. Ecology, Environment and Resource Conservation. Anamaya Publications https://sdgs.un.org/goals 7. Down to Earth, Centre of Science and Environment ®. 8. Hawkins R. E., Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay ®. 9. Harper, Charles L. (2017) Environment and Society, Human Perspectives on Environmental Issues 6th Edition. Routledge. 10. Rajagopalan, R. (2011). Environmental Studies: From Crisis to Cure. India: Oxford University Press. 11. Harris, Frances (2012) Global Environmental Issues, 2nd Edition. Wiley-Blackwell.

11	<p>Reference Books</p> <ol style="list-style-type: none"> 1. Carson, R. 2002. Silent Spring. Houghton Mifflin Harcourt. 2. Gadgil, M., & Guha, R. 1993. This Fissured Land: An Ecological History of India. Univ. of California Press. 3. Gleeson, B. and Low, N. (eds.) 1999. Global Ethics and Environment, London, Routledge. 4. Gleick, P. H. 1993. Water in Crisis. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.
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	<p>5. Sodhi, N.S., Gibson, L. & Raven, P.H. (eds). 2013. Conservation Biology: Voices from the Tropics. John Wiley & 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	Internal Continuous Assessment: 40%	Semester End Examination: 60%
13	<p>Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, Visits, assignment etc. (at least 4)</p>	
14	<p>Format of Question Paper: for the final examination For OE: External - 30 Marks (2 Credits) Internal - 20 Marks Question Paper Format for 30 Marks Format of Question Paper: 30 Marks per paper Semester End Theory Examination:</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

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

Title of Paper: Mutual Fund Distributor – I

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

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

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

2. Classification of Mutual Funds

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

3. Growth of the mutual fund industry in India

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

A. Legal Structure of Mutual Funds in India

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

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

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

Reference Books:

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

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

11 Internal Continuous Assessment: 40%

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

Continuous Evaluation through:

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

12

Semester End External – 30 Marks

Time – 1 Hour

Attempt any 2 out of 3 questions

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

Note

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

AC – 20/05/2025
Item No. – 5.45 (N) Sem-III 2(a)

As Per NEP 2020

University of Mumbai



Syllabus for Marathi - AEC	
Board of Studies in Marathi	
UG Second Year Programme	
Semester	III
Title of Paper	लेखन कौशल्ये -२ (महाजालावरील लेखन)
Credits	2
From the Academic Year	2025-26

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

Title of Paper : लेखन कौशल्ये - २ (महाजालावरील लेखन)

Sr. No.	Heading	Particulars
1.	अभ्यासक्रमाचे वर्णन : (Description of the Course)	<p>राष्ट्रीय शैक्षणिक धोरण - २०२० विद्यार्थ्यांच्या सर्वांगीण विकासावर (Wholistic Development) भर देते. या धोरणात सर्वांगीण विकासाचा भाग म्हणून क्षमता वर्धन अभ्यासक्रम (Ability Enhancement Course) या स्तंभांतर्गत भाषिक कौशल्य अभ्यासक्रमाचा समावेश करण्यात आला आहे. कला, वाणिज्य व विज्ञान या विद्याशाखांमध्ये अध्ययन करणाऱ्या विद्यार्थ्यांना तिसऱ्या सत्रामध्ये 'आधुनिक भारतीय भाषां'चे अध्ययन अनिवार्य करण्यात आले आहे. सदर क्षमता वर्धन अभ्यासक्रमाचे स्वरूप प्रामुख्याने भाषाकेंद्री असावे, असेही राष्ट्रीय शैक्षणिक धोरणात नमूद करण्यात आले आहे. विद्यार्थ्यांना विविध प्रकारच्या भाषिक कौशल्यांचा तपशीलवार परिचय करून देणे, तसेच ती कौशल्ये आत्मसात करण्याची संधी विद्यार्थ्यांना उपलब्ध करून देणे, ही या अभ्यासक्रमाची महत्त्वाची उद्दिष्टे आहेत. ही उद्दिष्टे लक्षात घेऊन 'लेखन कौशल्ये - २ (महाजालावरील लेखन)' (श्रेयांकने २) या अभ्यासपत्रिकेची आखणी करण्यात आली आहे.</p> <p>आंतरमहाजाल हे एकविसाव्या शतकातील अत्यंत प्रभावी साधन आहे. जगभरातील संगणक एकमेकांशी जोडले जाऊन त्यांचे जाळे तयार झाले आहे. विविध सामाजिक माध्यमस्थळांवर स्वतःचे खाते (अकाउंट) तयार करणे आणि त्यावर मराठी भाषा व देवनागरी लिपीतून लिहिणे, ही समकालीन संपर्क व्यवहारातील आवश्यक बाब झाली आहे. यास अनुसरून आपल्या अभिव्यक्तीला व्यासपीठ मिळवून देणारी अनुदिनी (ब्लॉग) तयार करणे, विकिपीडियावर भोवतालातील भाषा, साहित्य, संस्कृतीशी निगडित माहितीपर व विश्लेषणात्मक नोंदी लिहिणे, सामाजिक माध्यमस्थळांवरील आपल्या खात्यावर सातत्याने अभ्यासपूर्ण लेखन करणे, स्वक्षमतेशी निगडित समाजगट / आभासी कट्टे (कम्युनिटी ग्रुप) तयार करणे, या बाबींसाठी आवश्यक सामाजिक माध्यमस्थळ साक्षरता आणि मराठी भाषा व देवनागरी लिपीतून लिहिण्याची क्षमता 'लेखन कौशल्ये - २ (महाजालावरील लेखन)' (श्रेयांकने २) या अभ्यासपत्रिकेच्या अध्ययनातून विद्यार्थ्यांमध्ये निर्माण होईल.</p>

2.	Vertical	Ability Enhancement Course
3.	Type	Theory
4.	Credit	2 Credits (1 Credit = 15 Hours for Theory or 30 Hours of Practical Work in a Semester)
5.	Hours Allotted	30 Hours (AEC या स्तंभांतर्गत शिकविल्या जाणाऱ्या अभ्यासपत्रिकांच्या कार्यभारासंबंधी मुंबई विद्यापीठाच्या दिनांक २३ जुलै, २०२४ च्या NO.AAMS_UGS/ICC/2024-25/19 या परिपत्रकाचा आधार घ्यावा.)
6.	Marks Allotted	50 Marks
7.	अभ्यासक्रम उद्दिष्टे (Course Objectives) : १. महाजालावरील लेखन कौशल्याचे स्वरूप समजावून सांगणे. २. महाजालावर प्रभावी लेखन करण्यासाठी आवश्यक असणाऱ्या तंत्रांचा परिचय करून देणे. ३. नेहमीच्या पठडीतील लेखन व महाजालावरील लेखन यांमधील साम्य-भेद स्पष्ट करणे. ४. विविध सामाजिक माध्यमस्थळांवर लेखन करण्यासाठी आवश्यक कौशल्ये व क्षमता विकसित करणे.	
8.	अभ्यासक्रम निष्पत्ती (Course Outcomes) : १. विद्यार्थ्यांना महाजालावरील लेखन कौशल्याचे स्वरूप समजेल. २. विद्यार्थ्यांना महाजालावर प्रभावी लेखन करण्यासाठी आवश्यक तंत्रांचा परिचय होईल. ३. विद्यार्थ्यांना नेहमीच्या पठडीतील लेखन व महाजालावरील लेखन यांमधील साम्य-भेद स्पष्ट होईल. ४. विद्यार्थ्यांमध्ये विविध सामाजिक माध्यमस्थळांवर लेखन करण्यासाठी आवश्यक कौशल्ये व क्षमता विकसित होतील.	
9.	अभ्यासघटक (Module) :	
	घटक - १ : सामाजिक माध्यमस्थळांवर मराठी भाषा व देवनागरीतून लेखन (भाग - १)	
	अ) अनुदिनी (ब्लॉग) लेखन आ) विकिपीडियावरील लेखन (६० मिनिटांच्या १५ तासिका, श्रेयांकन १) (सूचना : विद्यार्थ्यांमध्ये उपरोक्त सामाजिक माध्यमस्थळांवर लेखन करण्यासाठी आवश्यक कौशल्ये व क्षमता विकसित होतील या दृष्टीने शिक्षकांनी सराव करून घ्यावा.)	

घटक -२ : सामाजिक माध्यमस्थळांवर मराठी भाषा व देवनागरीतून लेखन (भाग - २)	
<p>अ) फेसबुक, इन्स्टाग्राम, एक्स यांवरील लेखन आ) समाज गट (कम्युनिटी ग्रुप), आभासी कट्टे यांवरील लेखन (६० मिनिटांच्या १५ तासिका, श्रेयांकन-१)</p> <p>(सूचना : विद्यार्थ्यांमध्ये उपरोक्त सामाजिक माध्यमस्थळांवर लेखन करण्यासाठी आवश्यक कौशल्ये व क्षमता विकसित होतील या दृष्टीने शिक्षकांनी सराव करून घ्यावा.)</p>	
10.	पाठ्य ग्रंथ (Text books) : N. A.
11.	<p>संदर्भ ग्रंथ (Reference Books) :</p> <p>१. मराठी व्याकरण आणि लेखन, विनायक गंधे व मीरा जोशी, निराली प्रकाशन, पुणे, २०१२. २. उपयोजित मराठी, (संपा.) केतकी मोडक व अन्य, पद्मगंधा प्रकाशन, पुणे, २०१२. ३. मराठी भाषिक कौशल्य विकास, (संपा.) पृथ्वीराज तौर, अथर्व पब्लिकेशन्स, धुळे, २०१८. ४. व्यावहारिक मराठी, ल. रा. नसिराबादकर, भाषा विकास संशोधन संस्था, कोल्हापूर, २०२३. ५. <i>Aayushi International Interdisciplinary Research Journal</i> (ISSN 2349-638x) Peer Reviewed Journal www.aiirjournal.com</p>
12.	<p>Internal Continuous Assessment : 40%</p> <p>External, Semester End Examination : 60% Individual Passing in Internal and External Examination</p>
13.	<p>अंतर्गत सातत्यपूर्ण मूल्यांकन (Internal Continuous Assessment) : २० गुण</p> <p>अंतर्गत मूल्यांकनाचे स्वरूप (Format of Internal Assessment) :</p> <p>चाचणी परीक्षा / मौखिक परीक्षा / प्रकल्पलेखन / नियतकार्य (Assignment) / सादरीकरण / प्रश्नमंजूषा यांपैकी कोणत्याही पद्धतींचा अवलंब करून अंतर्गत मूल्यमापन करता येईल. (प्रत्यक्ष उपस्थिती किंवा ऑनलाईन)</p>

14. बहिरगत परीक्षा (External Examination) : ३० गुण (वेळ : एक तास)

बहिरगत परीक्षेच्या प्रश्नपत्रिकेचे स्वरूप (Format of Question Paper) :

१. प्रत्येकी १५ गुणांचे एकूण तीन प्रश्न विचारावेत. त्यांपैकी विद्यार्थ्यांनी कोणतेही दोन प्रश्न सोडवावेत.
२. पहिले दोन प्रश्न दीर्घोत्तरी स्वरूपाचे असावेत. दोन्ही घटकांवर आधारित १५ गुणांचे अंतर्गत पर्याय असलेले दोन प्रश्न विचारावेत.
३. तिसरा प्रश्न हा घटक क्रमांक एक व दोनवर आधारित १५ गुणांचा वस्तुनिष्ठ स्वरूपाचा असावा. प्रत्येक घटकावर दहा याप्रमाणे एकूण वीस प्रश्न विचारावेत. विद्यार्थ्यांनी कोणतेही पंधरा प्रश्न सोडवावेत.

Sd /-

Sign of the BOS
Chairman
Prof. Dr. Satish
Kamat
Board of Studies in
Marathi

Sd/-

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

Sd/-

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

Sd/-

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

As Per NEP 2020

University of Mumbai



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

Title of Paper- हिंदी भाषा:व्यावहारिक प्रयोग

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

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

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

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

AC – 04-12-2024

Item No. – 6.39

As Per NEP 2020

University of Mumbai



Guidelines for Field Project (FP)

for Under Graduate Students as per NEP 2020

(With effect from the academic year 2024-25)

Index

1. Introduction
2. Objectives
3. Outcomes
4. Indicative list of areas for FP
5. Roles-and responsibilities
6. The process of Implementation
7. Credits and Duration
8. Project (Dissertation) Report
9. Evaluation Pattern
10. Appendix I: Guide interaction diary Form
11. Appendix II: Main Page Format of Project Report
12. Appendix III: College/Institute/ Department Certificate format
13. Appendix IV: Proforma for student's Declaration
14. Appendix V: Students Feedback on Field project
15. FP Guidelines Draft Committee

1. Introduction:

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

2. Objectives

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

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

3. Outcomes:

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

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

4. Indicative list of areas for FP:

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

5. Role and responsibilities

Head of the Department (HOD):

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

FP Coordinator:

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

(Host institute/ organization).

Student Coordinators:

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

Faculty Mentor:

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

6. Process of FP implementation:

Flow chart

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

Mechanism for the implementation of FP:

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

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

7. Credits and duration:

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

8. Project (Dissertation) Report:

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

suggested format.

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

Report should be arranged in the following manner.

TitlePage

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

Certificate by the Institute

Certificate by Mentor

Student's Declaration

Acknowledgement

Abstract

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

Table of contents

- Include headings and subheadings with page numbers.

List of Figures and Tables

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

Chapter1: Introduction

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

Chapter2: Literature Review

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

Chapter 3: Methodology

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

Chapter 4: Field Work Descriptions, Observations and Analysis

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

Chapter 5: Conclusion and Recommendations

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

References

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

Appendices

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

9. Evaluation Pattern

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

(i) Internal Evaluation by Guide (Marks 20)

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

(ii) External Evaluation (Marks 30)

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

Appendix I
GUIDE INTERACTION DIARY FORM

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

Sr.No.	Date	Signature of the Internal Guide

Signature of the Candidate

Signature of Internal Guide

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

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

Appendix II

Main Page Format of Project Report

Title of the Project

Name of the Student

(Name of Academic Course and Academic Year Details)

Example: Masters in Management Studies

Under the Guidance of

Name of Guide

Name of the Department/College/Institute

Academic Year – 2024-25

Appendix III

Name of the Department/College/Institute

Certificate

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

Internal Guide

Head of the Department

Principal

Annexure IV

Declaration

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

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

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

Signature of the Student with Date

Name of Student

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

Student Name:

Seat No. /Roll No.:

Email:

Department:

Name of the Mentor:

Title/Heading of Field Project:

Brief description of FP carried out:

Dates of FP:

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

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

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

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

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

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

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

- In what areas did you most develop and improve?

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

- What did you dislike about the FP?

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

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

Signature of Student

Name

Date:

Under the Guidance of

Hon'ble Vice Chancellor
Prof. Dr. Ravindra Kulkarni

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

FP Guidelines Draft Committee

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

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

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

Prof. Priya Vaidya Member
Head, Department of Philosophy

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

AC – 15/07/2025

Item No. – 5.3

As Per NEP 2020

University of Mumbai



Syllabus for Co- Curricular (CC)

Vertical - 6

Board of Studies in Extension Work	
UG Second Year Program – Co- Curricular Course	
Semester	III
Title of Paper	Extension Work
Credits	2
From the Academic Year	2025-26

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.

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 III in this academic year.

ACTIVITIES FOR SEMESTER III = 2 Credits

Sr. No.	Unit	No. of Lectures
1.	<p><u>Organising & 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. In this session the learners will be oriented about the activities to be conducted during the semester followed by question-and-answer session. 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>In this session learners will be oriented about any 5 Topics selected by college (preferably which are not taken in Semester 1 and 2) 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.)</p> <ol style="list-style-type: none"> 1. Election Literacy 2. Nasha Mukti 3. My Career. 4. Physical Education and Yoga. 5. Discipline and Civic Sense. 6. Sustainable Health Practices & Precautions. 7. Care for Senior Citizens 8. Palliative Care for patients. 9. Child Care 10. Stress Management 11. Positive Thinking. 	22 Lectures including guidance for practice session, preparations and actual conduct of program.

12. Communal Harmony
13. Book Reading Practices
14. Journalism and Media
15. Sustainable Natural Resources
16. Career Opportunities in NEP 2020
17. Indian Scientists and Their Contributions
18. Women Entrepreneurs & Leadership in India
19. Digital India and Technological Innovations
20. Stop Food Waste

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.

The learners will be oriented about various career development opportunities in University of Mumbai, and schemes of student development by the Government.

Learners will be oriented and given an opportunity for:

- Script writing / Direction for street play.

	<ul style="list-style-type: none"> - Composing / Singing (Songs, Powada) - Playing Musical Instrument during the event. - Participation in various college and university level competitions. - Participate in Cultural Performance / Organising Committee for Festival / Programs / Event Management. 	
3	<p><u>Participation Video / Stage Performance / Assignment / Report Writing and submission</u></p> <ul style="list-style-type: none"> - Present your report / video during the college program. - 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. - College will organise a program in the hall / classroom for all learners and give them an opportunity to present their assignment / report with PPT / video presentation followed by question answer session / test / interview by the college. 	6 Lectures including guidance for practice session, preparations and actual conduct of program.

Evaluation Pattern

Internal Assessment

Sr. No.	Assessment Criteria	Maximum Marks
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:

- Agricultural Extension: Principles and Methods" by "Ray V. Herren (2008)
- Agricultural Extension by G. S. R. Murthy (2010)
- Agricultural Extension in Developing Countries by R. W. Snapp (2012)
- 'Community Development: Theory and Practice' by Margaret Ledwith (2020)
- Extension Communication and Management by B. M. Panda (2016)
- Extension Education: Principles and Practice by Dahama and Bhatnagar (2017)
- Guidelines for Extension Work published by Department of Lifelong Learning and Extension, University of Mumbai.
- Introduction to Agricultural Extension by S. S. Acharya (2015)
- 'Innovation in India: Combining Economic Growth with Inclusive Development' edited by Sunil Mani and Henny Romijn.
- 'Participatory Extension Approaches for Sustainable Development' by Chambers and Guijt (2019)
- 'Rural Development and Extension Education' by Singh and Swanson (2018)
- 'Social Work and Community Development' by Pawar and Cox (2019)

Sd/-	Sd/-	Sd/-	Sd/-
Sign of the BOS Coordinator, Dr. Kunal Jadhav, 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 Offg. Dean, Prof. Dr. Anil Singh Faculty of Humanities

Sem - IV

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

Title of Paper: Financial Accounting - IV

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

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

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

Modules: - 04

Module 1: Introduction to Company Accounts

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

Module 2: Redemption of Preference Shares

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

Module 3: Redemption of Debentures

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

Module 4: Buy-Back of Securities

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

Reference Books:

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

10

11

Internal Continuous Assessment: 40%

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

12

Continuous Evaluation through:

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

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

Attempt any 4 out of 6 questions

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

Note

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3	Participation in Case Study/ Field Visit /Certificate Course. (Physical/Online mode)	10			

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

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

Title of Paper: Cost Accounting – II

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

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

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

Module 4: Process Costing

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

Reference Books:

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

11	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination																																	
12	<p>Continuous Evaluation through:</p> <table border="1" data-bbox="247 324 858 1120"> <thead> <tr> <th data-bbox="247 324 303 380"></th> <th data-bbox="303 324 738 380">Assessment/Evaluation</th> <th data-bbox="738 324 858 380">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="247 380 303 723">1</td> <td data-bbox="303 380 738 723">Class Test during the lectures. (Physical/ Online mode). (Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/ puzzles)</td> <td data-bbox="738 380 858 723">20</td> </tr> <tr> <td data-bbox="247 723 303 947">2</td> <td data-bbox="303 723 738 947">Participation in Workshop/ Conference/Seminar, Assignment & Viva. (Physical/Online mode)</td> <td data-bbox="738 723 858 947">10</td> </tr> <tr> <td data-bbox="247 947 303 1120">3</td> <td data-bbox="303 947 738 1120">Participation in Case Study/ Field Visit /Certificate Course. (Physical/Online mode)</td> <td data-bbox="738 947 858 1120">10</td> </tr> </tbody> </table>		Assessment/Evaluation	Marks	1	Class Test during the lectures. (Physical/ Online mode). (Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/ puzzles)	20	2	Participation in Workshop/ Conference/Seminar, Assignment & Viva. (Physical/Online mode)	10	3	Participation in Case Study/ Field Visit /Certificate Course. (Physical/Online mode)	10	<p>Semester End External – 60 Marks Time – 2 Hours Attempt any 4 out of 6 questions</p> <table border="1" data-bbox="890 432 1474 902"> <thead> <tr> <th data-bbox="890 432 1061 544">Question No.</th> <th data-bbox="1061 432 1350 544">Questions</th> <th data-bbox="1350 432 1474 544">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="890 544 1061 604">Q.1</td> <td data-bbox="1061 544 1350 604">Practical/ Theory</td> <td data-bbox="1350 544 1474 604">15</td> </tr> <tr> <td data-bbox="890 604 1061 665">Q.2</td> <td data-bbox="1061 604 1350 665">Practical/ Theory</td> <td data-bbox="1350 604 1474 665">15</td> </tr> <tr> <td data-bbox="890 665 1061 725">Q.3</td> <td data-bbox="1061 665 1350 725">Practical/ Theory</td> <td data-bbox="1350 665 1474 725">15</td> </tr> <tr> <td data-bbox="890 725 1061 786">Q.4</td> <td data-bbox="1061 725 1350 786">Practical/ Theory</td> <td data-bbox="1350 725 1474 786">15</td> </tr> <tr> <td data-bbox="890 786 1061 846">Q.5</td> <td data-bbox="1061 786 1350 846">Practical/ Theory</td> <td data-bbox="1350 786 1474 846">15</td> </tr> <tr> <td data-bbox="890 846 1061 902">Q.6</td> <td data-bbox="1061 846 1350 902">Practical/ Theory</td> <td data-bbox="1350 846 1474 902">15</td> </tr> </tbody> </table> <p>Note</p> <ol style="list-style-type: none"> 1. Equal Weightage is to be given to all the modules. 2. 15 marks question may be subdivided into 8 marks + 7 marks, 10 marks + 5 marks and 5 marks + 5 marks + 5 marks. Internal options may be given however, it is not mandatory. 3. Use of simple calculator is allowed in the examination. 4. Wherever possible more importance is to be given to the practical problem. 	Question No.	Questions	Marks	Q.1	Practical/ Theory	15	Q.2	Practical/ Theory	15	Q.3	Practical/ Theory	15	Q.4	Practical/ Theory	15	Q.5	Practical/ Theory	15	Q.6	Practical/ Theory	15
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Sem. - IV

Syllabus B.Com. (Business Economics) (Sem.- IV)

Title of Paper: Public Finance

Sr. No.	Heading	Particulars
1	Description the course: Including but Not limited to:	Public Finance is a vital discipline in economics that examines the role of government in the economy. This course introduces students to key fiscal functions, including allocation, distribution, and stabilization. It covers taxation, public expenditure, debt management, and fiscal policy, offering insights into government budgeting and intergovernmental financial relations. Relevant to policy-making, banking, and financial services, this course connects with macroeconomics and public policy, preparing students for careers in government, finance, and economic consultancy.
2	Vertical :	Minor
3	Type :	Theory
4	Credit:	4 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted :	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: By the end of this course, students will be able to: - <ol style="list-style-type: none"> 1. To understand the learners with the various concepts related to public finance 2. To make the learners able to understand the sources of public revenue 3. To make the learners understand the tools of fiscal policy. 4. To equip the learners with government budget and Intergovernmental Fiscal Relations 5. To make the learners understand the classification of public debt 	
8	Course Outcomes: By the end of this course, students will be able to: - <ol style="list-style-type: none"> 1. Evaluate the effects of taxation and public expenditure 2. Evaluate the objectives of fiscal policy. 3. Analyze the sources of internal and external debt 4. Differentiate between the balanced and unbalanced budget 	

Syllabus

Module 1: The Role of Government in an Economy (15 hours)

- **Meaning and Scope of Public finance**, Major fiscal functions : allocation function, distribution function & stabilization function
- **Principle of Maximum Social Advantage:** Dalton and Musgrave Views - the Principle in Practice, Limitations.
- **Relation between Efficiency, Markets and Governments**

Module 2: Public Revenue (15 hours)

- **Sources of Public Revenue** : tax and non-tax revenues, Objectives of taxation - Canons of taxation - Types of taxes: direct tax and Goods and Services Tax - Tax Base and Rates of taxation: proportional, progressive and regressive taxation
- **Shifting of tax burden:** Impact and incidence of taxation - Processes- factors influencing incidence of taxation
- **Economic Effects of taxation:** on Income and Wealth, Consumption, Savings, Investments and Production. Redistributive and Anti – Inflationary nature of taxation and their implications

Module 3: Public Expenditure and Public Debt (15 hours)

- **Public Expenditure:** Canons - classification - economic effects of public spending - on production, consumption, distribution, employment and stabilization
- **Theories of Public Expenditure:** Wagner's Hypothesis and Wiseman Peacock Hypothesis - Causes for Public Expenditure Growth - Significance of Public Expenditure: Low Income Support and Social Insurance Programmes.
- **Public Debt:** Classification - Burden of Debt Finance : Internal and External- Public Debt and Fiscal Solvency

Module 4: Fiscal Policy and Management (15 hours)

- **Fiscal Policy:** Meaning, Objectives, constituents and Limitations, Contra cyclical Fiscal Policy and Discretionary Fiscal Policy : Principles of Sound and Functional Finance
- **Budget-** Meaning objectives and types - Structure of Union budget - Deficit concept
- **Intergovernmental Fiscal Relations:** fiscal federalism and fiscal decentralization - central- state financial relations, recommendations of recent finance commission.

11 References:

- Ahuja H.L. : Modern Economics, 19th edition, 2015, S.Chand &co Pvt Ltd, New Delhi
- Bhatia H.L.: Public Finance. Vikas Publishing House Pvt. Ltd.
- David N. Hyman : Public Finance A Contemporary Application of theory of policy, Krishna Offset, Delhi
- Hoiughton E.W.(1998) : Public Finance, Penguin, Baltimore
- Hajela T.N: Public Finance – Ane Books Pvt.Ltd
- Jha, R (1998) : Modern Public Economics, Route Ledge, London
- Musgrave, R.A and P.B. Musgrave (1976) : Public Finance in Theory and Practice, Tata McGraw Hill, Kogakusha, Tokyo
- Mithani, D.M (1998) : Modern Public Finance, Himalaya Publishing House, Mumbai
- Singh.S.K. (2014): Public finance in Theory and Practice, S. Chand &co Pvt Ltd, New Delhi

11 Internal Continuous Assessment: 40% (40 Marks)**Continuous Evaluation Pattern**

1.	Class Test based on objectives on-line/offline	20 marks
2.	Assignment / Project / Presentation	20 marks
3.	Book review / Newspaper review (in any language) / Case Study writing	20 marks
Take any Two of the above (from 1, 2 and 3)		40 Marks

12**External, Semester End Examination 60% (60 Marks)
Individual Passing in Internal and External Examination****Format of Question Paper****Semester End Examination Question Paper Pattern**

Time: 2 Hour

Max. Marks:60

Note:

- All questions are compulsory
- Each question has internal options
- Figure to the right indicate full marks.

Q1	Answer the following question (Any 2)	15 Marks
A.		
B.		
C.		
Q2	Answer the following question (Any 2)	15 Marks
A.		
B.		
C.		
Q3	Answer the following question (Any 2)	15 Marks
A.		
B.		
C.		

Q4	Answer the following question (Any 2)	15 Marks
A.		
B.		
C.		

Sd/-
Sign of the BOS
Coordinator
Dr. Atul Salunkhe
Board of Studies in
Business Economics

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Offg. Associate Dean
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Faculty of
Commerce &
Management

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Offg. Dean
Prin. Ravindra
Bambardekar
Faculty of
Commerce &
Management

**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"> • Ecosystems and biodiversity: Explore the intricate web of life on Earth and the importance of species diversity. • Human impact: Analyse how human activities affect natural resources, climate, and pollution. • Sustainability: Discover principles for living in harmony with the environment and meeting our needs without compromising future generations. <p>Regardless of major, environmental awareness is crucial. This course empowers learner to:</p> <ul style="list-style-type: none"> • Become an informed citizen: Make responsible choices and advocate for environmental protection. • Understand complex environmental issues: Gain a holistic view of challenges like climate change and pollution. <p>Explore solutions and career paths: Discover potential careers in environmental management, conservation, or sustainable development.</p>
2	Vertical :	Open Elective
3	Type :	Theory / Practical
4	Credit:	2 credits / (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	<p>Course Objectives:</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>Course Outcomes:</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>Modules:-</p> <p>Unit I: Environmental Pollution and Health (8 lectures)</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>Unit II: Environmental Management (7 lectures)</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, & Mission Life.</p>

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

12	Internal Continuous Assessment: 40%	Semester End Examination : 60%
13	Continuous Evaluation through: 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>Format of Question Paper: for the final examination For OE: External - 30 Marks (2 Credits) Internal - 20 Marks Question Paper Format for 30 Marks Format of Question Paper: 30 Marks per paper Semester End Theory Examination:</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

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

Title of Paper Mutual Fund Distributor – II

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

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

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

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

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

A. Scheme Related Information

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

B. Risk, Return and Performance of Funds

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

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

Reference Books:

- 10**
- Mutual Fund Foundation by National Institute of Securities Markets
 - Mutual Fund Distributor by National Institute of Securities Markets
 - How to Make a Fortune Through Mutual Funds: Hunt with the Hounds by Ashu Dutt
 - Bogle On Mutual Funds: New Perspectives for The Intelligent Investor by John C. Bogle
 - Indian Mutual Funds Handbook 5th Edition: A Guide for Industry Professionals and Intelligent Investors by Sundar Sankaran
 - Common Sense on Mutual Funds: New Imperatives for the Intelligent Investor by John C. Bogle
 - Mutual Funds-Ladder to Wealth Creation by Vivek K Negi
 - A Guide to Indian Mutual Fund Investment by Dr. Susanta Kumar Mishra
 - Mutual Funds Made Easy! by Gerard W. Perritt
 - Mutual Funds for Dummies by Eric Tyson

11 Internal Continuous Assessment: 40%

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

Continuous Evaluation through:

	Assessment/Evaluation	Marks
12 1	Class Test during the lectures. (Physical/ Online mode). (Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/ puzzles)	10
2	Participation in Workshop/ Conference/Seminar, Assignment & Viva. (Physical/Online mode)	5

Semester End External – 30 Marks

Time – 1 Hour

Attempt any 2 out of 3 questions

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

Note

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

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

Letter Grades and Grade Points:

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

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Prof. Dr Arvind Luhar
Board of Studies in
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AC – 20/05/2025
Item No. – 5.45 (N) Sem-IV 5(c)

As Per NEP 2020

University of Mumbai



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

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

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

Module 2: Written Communication in Business (15 Lectures)

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

10 Text Books: N.A.**11 Reference Books:**

1. Ashley, A. *A Handbook of Commercial Correspondence*. New Delhi: Oxford University Press, 1992.
2. Aswalthapa, K. *Organisational Behaviour*. Mumbai: Himalaya Publications, 1991.
3. Bahl, J. C. and Nagamia S. M. *Modern Business Correspondence and Minute Writing*. New Delhi: N. M. Tripathi Pvt. Ltd, 1974.
4. Balan, K.R. and Rayudu, C. S. *Effective Communication*. New Delhi: Beacon Books, 1996.
5. Bangh, L.Sue, Fryar, Maridell and Thomas David A. *How to Write First Class Business Correspondence*. N.T.C. Publishing Group USA, 1998.
6. Barkar, Alan. *Making Meetings Work*. New Delhi: Sterling Publications Pvt. Ltd., 1993.
8. Benjamin, James *Business and Professional Communication: Concepts and Practices*. New York: Harper Collins College Publishers, 1993.
9. Bhargava and Bhargava. *Company Notices, Meetings and Regulations*. New Delhi: Taxman, 1971.
10. Britt, Deborah. *Improving Business Communication Skills*. Kendall Hunt Publishing Co, 1992.
11. Bovee Courtland, L. and Thrill, John V. *Business Communication Today*, McGraw Hill. New York: Taxman Publication, 1989.
12. Burton, G. and Thakur. *Management Today- Principles and Practices*. New Delhi: Tata McGraw Hill, 1995.
13. Drucher, P.F. *Technology, Management and Society*. London: Pan Books, 1970.
14. Emans, Ben. *Interviewing: Theory, techniques, and training*. Taylor & Francis, 2019.
15. Eyre, E.C. *Effective Communication Made Simple*. Kolkata: Rupa and Co., 1985.
16. Fisher, Dalmar. *Communication in Organisation*. Mumbai: Jaico Publishing House, 1999.
17. Frailley, L.E. *Handbook of Business Letters*, Revised Edn. New Jersey: Prentice Hall Inc., 1982.
18. French, Astrid. *Interpersonal Skills*. New Delhi: Sterling Publishers, 1993.
- Ganguly, Anand. *Group Discussion*. Pustak Mahal, 2012.
19. Gartside, L.E. *Modern Business Correspondence*. Plymouth: McDonald and Evans Ltd., 1980.
20. Ghanekar, A. *Communication Skills for Effective Management*. Pune: Everest

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

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Dr. Sachin Labade
Board of Studies in
English

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Dr. Suchitra Naik
Faculty of
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Associate Dean
Dr. Manisha Karne
Faculty of
Humanities

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Prof. Dr. Anil Singh
Faculty of
Humanities

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University of Mumbai

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

With effect from Academic Year 2025-2026

Index

1. Introduction
2. Objectives
3. Outcomes
4. Indicative list of areas for CEP
5. Roles and responsibilities
6. The process of Implementation
7. Credits and Duration
8. Community Engagement Project Report
9. Evaluation Pattern
10. Appendix I: Guide interaction diary Form
11. Appendix II: Main Page Format of Project Report
12. Appendix III: College/Institute/ Department Certificate format
13. Appendix IV: Proforma for student's Declaration
14. Appendix V: Students Feedback on Community Engagement Project
15. CEP Guidelines Draft Committee

1. Introduction:

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

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

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

2. Objectives

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

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

and ethical conduct.

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

3. Outcomes:

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

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

4. Indicative list of areas for CEP:

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

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

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

5. Role and responsibilities

Head of the Department/Director/Principal:

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

CEP Committee:

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

CEP Coordinator:

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

Student Coordinators:

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

Faculty Mentor:

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

6. Process of CEP implementation:

Flow chart

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

Mechanism for the implementation of CEP:

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

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

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

7.Credits and duration:

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

8.Community Engagement Project Report:

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

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

Report should be arranged in the following order

Title Page

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

Certificate by the Institute

Certificate by Mentor

Student's Declaration

Acknowledgement

Abstract

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

Table of contents

- Include headings and subheadings with page numbers.

List of Figures and Tables

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

Chapter 1: Introduction

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

Chapter 2: Literature Review

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

Chapter 3: Methodology

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

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

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

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

Chapter 5: Conclusion and Recommendations

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

References

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

Appendices

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

9. Evaluation Pattern

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

(i) Internal Evaluation by Guide (Marks 20)

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

(ii) External Evaluation (Marks 30)

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

Appendix I
GUIDE INTERACTION DIARY FORM

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

Sr. No.	Date	Signature of the Internal Guide

Signature of the Candidate

Signature of Internal Guide

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

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

Appendix II

Main Page Format of Project Report

Title of the Project

Name of the Student

(Name of Academic Course and Academic Year Details)

Example: Masters in Management Studies

Under the Guidance of

Name of Guide

Name of the Department/College/Institute

Academic Year – 2025-26

Appendix III

Name of the Department/College/Institute

Certificate

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

Internal Guide

Head of the Department

Principal

Annexure IV

Declaration

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

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

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

Signature of the Student with date

Name of Student

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

Student Name:

Seat No. /Roll No.:

Email:

Department:

Name of the Mentor:

Title/Heading of Community Engagement Projects:

Brief description of CEP carried out:

Dates of CEP:

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

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

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

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

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

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

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

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

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

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

Poor/ Satisfactory/ Good/ Excellent

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

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

Aspect of CEP Experience

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

Signature of Student

Name

Date:

Under the Guidance of

Hon'ble Vice Chancellor

Prof. Dr. Ravindra Kulkarni

Hon'ble Pro-Vice Chancellor

(Prin.) Dr. Ajay Bhamare

CEP Guidelines Draft Committee

Prof. Shivram S. Garje

Off. Dean (Science and Technology)

Convener

Prof. Smita Shukla

Director, Alkesh Dinesh Mody Institute of Finance and Management Studies

Member

Prof. Manisha A. Karne

Off. Associate Dean (Humanities) and
Director, Mumbai School of Economics and Public Policy

Member

Prof. Priya Vaidya

Head, Department of Philosophy

Member

Dr. Suchitra Naik

Off. Associate Dean (Humanities) and
Principal, K.G. Joshi College of Arts & N.G. Bedekar College of Commerce

Member

Prof. Vishwanath Patil

I/c Director, National Centre for Nanoscience and Nanotechnology

Member

AC – 15/07/2025

Item No. – 5.3

As Per NEP 2020

University of Mumbai



Syllabus for Co- Curricular (CC)

Vertical - 6

Board of Studies in Extension Work	
UG Second Year Program – Co- Curricular Course	
Semester	III
Title of Paper	Extension Work
Credits	2
From the Academic Year	2025-26

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.

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 III in this academic year.

ACTIVITIES FOR SEMESTER III = 2 Credits

Sr. No.	Unit	No. of Lectures
1.	<p><u>Organising & 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. In this session the learners will be oriented about the activities to be conducted during the semester followed by question-and-answer session. 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>In this session learners will be oriented about any 5 Topics selected by college (preferably which are not taken in Semester 1 and 2) 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.)</p> <ol style="list-style-type: none"> 1. Election Literacy 2. Nasha Mukti 3. My Career. 4. Physical Education and Yoga. 5. Discipline and Civic Sense. 6. Sustainable Health Practices & Precautions. 7. Care for Senior Citizens 8. Palliative Care for patients. 9. Child Care 10. Stress Management 11. Positive Thinking. 	22 Lectures including guidance for practice session, preparations and actual conduct of program.

12. Communal Harmony
13. Book Reading Practices
14. Journalism and Media
15. Sustainable Natural Resources
16. Career Opportunities in NEP 2020
17. Indian Scientists and Their Contributions
18. Women Entrepreneurs & Leadership in India
19. Digital India and Technological Innovations
20. Stop Food Waste

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.

The learners will be oriented about various career development opportunities in University of Mumbai, and schemes of student development by the Government.

Learners will be oriented and given an opportunity for:

- Script writing / Direction for street play.

	<ul style="list-style-type: none"> - Composing / Singing (Songs, Powada) - Playing Musical Instrument during the event. - Participation in various college and university level competitions. - Participate in Cultural Performance / Organising Committee for Festival / Programs / Event Management. 	
3	<p><u>Participation Video / Stage Performance / Assignment / Report Writing and submission</u></p> <ul style="list-style-type: none"> - Present your report / video during the college program. - 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. - College will organise a program in the hall / classroom for all learners and give them an opportunity to present their assignment / report with PPT / video presentation followed by question answer session / test / interview by the college. 	6 Lectures including guidance for practice session, preparations and actual conduct of program.

Evaluation Pattern

Internal Assessment

Sr. No.	Assessment Criteria	Maximum Marks
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:

- Agricultural Extension: Principles and Methods" by "Ray V. Herren (2008)
- Agricultural Extension by G. S. R. Murthy (2010)
- Agricultural Extension in Developing Countries by R. W. Snapp (2012)
- 'Community Development: Theory and Practice' by Margaret Ledwith (2020)
- Extension Communication and Management by B. M. Panda (2016)
- Extension Education: Principles and Practice by Dahama and Bhatnagar (2017)
- Guidelines for Extension Work published by Department of Lifelong Learning and Extension, University of Mumbai.
- Introduction to Agricultural Extension by S. S. Acharya (2015)
- 'Innovation in India: Combining Economic Growth with Inclusive Development' edited by Sunil Mani and Henny Romijn.
- 'Participatory Extension Approaches for Sustainable Development' by Chambers and Guijt (2019)
- 'Rural Development and Extension Education' by Singh and Swanson (2018)
- 'Social Work and Community Development' by Pawar and Cox (2019)

Sd/-	Sd/-	Sd/-	Sd/-
Sign of the BOS Coordinator, Dr. Kunal Jadhav, 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 Offg. Dean, Prof. Dr. Anil Singh Faculty of Humanities