

# As Per NEP 2020

## University of Mumbai



### Title of the program

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

### Syllabus for

### Semester – Sem I to II

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

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

# University of Mumbai



(As per NEP 2020)

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

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

**Sign of the BOS  
Chairman  
Prof. Dr. Kanchan  
Fulmali  
BOS in BMS**

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

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

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

# Preamble

## 1) Introduction

Management is not only an essence in all fields but it is a prevalent tool in the hands of corporates to governments. From planning to controlling and from budgeting to reporting, all managerial elements are the most essential parts of daily life. So the learners need to know about all aspects from rural development to creating artificial intelligence. They will understand how to develop India, one of the fifth most powerful economies in the world. It is expected that the learners should learn how to develop our economy and management for the future generation from these managerial facets.

## 2) Aims and Objectives

- To expose the learners to fundamentals of concept testing in the field of management studies.
- To orient the students with a learner centric approach in the domains of specialization in management studies.
- To equip the students through a bottom-up approach in understanding the global perspectives of managerial aspects in the economy.
- To provide a fillip to employability of learners through exploring the various dimensions of management studies.

## 3) Learning Outcomes

- Learners will learn the approach of management in the given circumstances.
- They will get acquainted with the corporate management to government management.
- They will understand the various financial concepts and their use in the related areas.
- Learning of marketing aspects will give them an array of opportunities in the marketing areas.
- Human resource management will enable them identify the reality ground of the HR sectors in the organisation.

## 4) Any other point (if any)

- A B.Com. (Management Studies) equips you with a broad range of business and management skills. The main course of action typically involves a curriculum divided into Major subjects, Open electives, and Minor courses spread across semesters. Here's a general breakdown of what you can expect

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

**Under Graduate Certificate in B. Com. (Management Studies)**

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

R: _____ A										
Level	Semester	Major		Minor	OE	VSC, SEC (VSEC)	AE C, VE C, IKS	OJT, FP, CEP, CC, RP	Cum. Cr. / Sem.	Degree/ Cum. Cr.
		Mandatory	Electives							
4.5	I	6 (4+2) Principles of Management I (4)		-	2+2	Information Technology in Business Management (2)	AEC: 2, VEC: 2, IKS: 2	(2)	22	UG Certificate 44
		Bharatiya theory of Management styles (2)				Business Start- up Skills (2)				
	R: _____ B									
	II	Principles of Management II (4)		2	2+2	VSC:2, SEC:2 Foreign exchange market and Derivatives (2)	AEC: 2, VEC: 2	CC:2	22	
		Global management theories and styles (2)				MS Office (2)				
	<b>Cum Cr.</b>	12	-	2	8	4+4	4+4+2	4	44	

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

**Under Graduate Diploma in B. Com. (Management Studies)**

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

R: _____ C										
Level	Semester	Major		Minor	OE	VSC, SEC (VSEC)	AE C, VE C, IKS	OJT, FP, CEP, CC,RP	Cum. Cr. / Sem.	Degree/ Cum. Cr.
		Mandatory	Electives							
5.0	III	8(2*4)		4	2	VSC:2, Marketing Consumer behaviour (2)  Finance  Financial Statement Analysis (2)  HR Recruitment and selection (2)	AEC:2	FP: 2  CC:2  CC:2	22	UG Diploma 88
	Marketing Introduction to Marketing Management (4) Marketing Research (4) Finance Introduction to Financial services (4) Financial Management (4) HR Introduction to HRM (4) Training & Development (4)									
R: _____ D										
	IV	8		4	2	SEC:2 Marketing Ad Making (2)  Finance  Financial Inclusion Skills in Youth (2)  HR Organisational Development	AEC:2	CEP: 2  CC:2  CC:2	22	
	Cum Cr.	28		10	12	6+6	8+4+2	8+4	88	
<p align="center"><b>Exit option; Award of UG Diploma in Major and Minor with 80-88 credits and an additional 4 credits core NSQF course/ Internship OR Continuewith Major and Minor</b></p>										

**Degree in B. Com. (Management Studies)  
Credit Structure (Sem. V & VI)**

R: _____ E										
Level	Semester	Major		Minor	O E	VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC, RP	Cum. Cr. / Sem.	Degree/ Cum. Cr.
		Mandatory	Electives							
5.5	V	10 <b>Marketing</b> Tourism Marketing Management (4) E-Commerce (4) Digital Marketing (2) <b>Finance</b> Introduction to Cost Accounting (4) Practical aspects in Direct taxation (4) Wealth Management (2) <b>HR</b> Global Practices in HRM (4) Human resource accounting and audit (4) Edupreneurship (2)	4 <b>Marketing</b> Supply Chain Management (4)  <b>Finance</b> Investment analysis and portfolio management (4) <b>HR</b> Strategic human resource management (4)	4		VSC: 2 <b>Marketing</b> Marketing Ethics (2)  <b>Finance</b> Ethics in financial Market (2) <b>HR</b> Power & Politics (2)		FP/ CEP :2	22	UG Degree 132
	R: _____ F									
	VI	10 <b>Marketing</b> International Marketing (4) Rural Marketing (4) IMC (2) <b>Finance</b> Financing Rural Development (4) Practical aspects in Indirect taxation (4) A Practical approach to Financial Project Management (2) <b>HR</b> Contemporary issues in HRM (4) HR issues in Merger & acquisition (2)	<b>Marketing</b> Export Marketing Practices and Procedures (4)  <b>Finance</b> Financial Inclusion a Global Prospective (4) <b>HR</b> Performance Management (4)	4				OJT :4	22	
	Cum Cr.	48	8	18	12	8+6	8+4+2	8+6+4	132	
<b>Exit option: Award of UG Degree in Major with 132 credits OR Continue with Major and Minor</b>										

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

## **Mandatory 1**

**Programme Name: B. Com. (Management Studies)**

**Course Name: Principles of Management -I**

**Total Credits: 04**

**Total Marks :100**

**University assessment :60**

**College assessment :40**

### **Learning Objectives:**

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

### **Course Outcomes:**

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

### **Module 1:**

#### **Unit 1: Introduction to Management & Managerial Thoughts**

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

#### **Unit 2: Management Thoughts**

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

### **Module 2:**

#### **Unit 3: Functions of Management -I**

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



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

#### **Unit 4: Functions of Management -II**

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

#### **References:**

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

## **Mandatory 1**

**Programme Name: B. Com. (Management Studies)**

**Course Name: Bhartiya Theory of Management Styles**

**Total Credits: 02**

**Total Marks :50**

**University assessment :30**

**College assessment :20**

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### **Learning Objectives:**

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

### **Course Outcomes:**

CO1) Students will understand Bhartiya theory of management

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

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

### **Module 1:**

#### **Unit 1 Introduction of Bhartiya theory of Management styles**

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

### **Module 2:**

#### **Unit 2 Six Universal Management Styles of Bhartiya Theory**

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

**References:**

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

## VSC/SEC

**Programme Name: B. Com. (Management Studies)**

**Course Name: Information Technology in Business Management**

**Total Credits: 02**

**Total Marks :50**

**University assessment :30**

**College assessment :20**

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### **Course Objectives:**

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

### **Course Outcomes**

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

CO2) Learners will develop the professional email drafting skills.

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

### **Module 1**

#### **Unit 1 Introduction to IT Support in Management**

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

### **Module 2**

#### **Unit 2 Emergence of E- commerce and M-Commerce**

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

## ***References***

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

**VSC/ SEC**

**Programme Name: B. Com. (Management Studies)**

**Course Name: Business Start-up Skills**

**Total Credits: 02**

**Total Marks :50**

**University assessment :30**

**College assessment :20**

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**Learning Objectives**

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

**Course Outcome**

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

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

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

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

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

**Module 1:**

**Unit 1: Introduction to Business Start-ups**

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

**Module 2:**

**Unit 2: Initiatives to encourage Business Start-ups**

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

**References:**

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

## As Per NEP 2020

# University of Mumbai



<b>Syllabus for Basket of OE</b>	
<b>Board of Studies in Data Science</b>	
<b>UG First Year Programme</b>	
<b>Semester</b>	<b>I</b>
<b>Title of Paper</b>	<b>Credits 2/ 4</b>
<b>I. DS_Database Management System (Open Elective)[OE]</b>	<b>2</b>
<b>II.</b>	
<b>From the Academic Year</b>	<b>2024-2025</b>



**Name of the Course: DS Database Management System**

Sr.No.	Heading	Particulars
1	Description the course:	<ul style="list-style-type: none"> <li>• <b>Introduction:</b> A Database Management System (DBMS) is a software that manages databases. It provides an interface for interacting with the database, ensures data integrity, and supports efficient and secure data retrieval and storage.</li> <li>• <b>Relevance and Usefulness:</b> DBMS is widely used in business applications to store and manage large volumes of data related to customers, transactions, products, and more. DBMS allows for efficient data retrieval and manipulation, improving overall system performance.</li> <li>• <b>Applications:</b> The versatility of DBMS makes it a fundamental component in numerous applications, contributing to the efficient management and utilization of data across various industries.</li> <li>• <b>Interest and Connection with Other Courses:</b> Prerequisite: Basic Computer knowledge of computer architecture, storage, operating system. It also good to know about basic programming knowledge. Understanding DBMS principles and practices can enhance the effectiveness of professionals in various fields by providing them with the skills to manage and utilize data efficiently.</li> <li>• <b>Demand in the Industry:</b> Database Management System course aims to gain the knowledge of DBMS concept, principle, and design. Database is a collection of interrelated data, and this data can be managed, access, manipulate and organise data in system with the help of software. It benefits to user by providing data access, reduced redundancy, data integrity, data sharing, data organizing, data consistency, data accuracy, and security</li> <li>• <b>Job Prospects:</b> The job prospects in DBMS are diverse, and professionals with expertise in this field are sought after in nearly every industry where data plays a crucial role in decision-making and operations. As technology continues to evolve, the demand for skilled DBMS professionals is likely to remain strong.</li> </ul>
2	<b>Vertical :</b>	<b>Open Elective</b>
3	<b>Type :</b>	Theory
4	<b>Credits :</b>	2 credits (30 Hours in a semester)
5	<b>Hours Allotted :</b>	30 Hours
6	<b>Marks Allotted:</b>	50 Marks
7	<b>Course Objectives(CO):</b>	

	<p>CO 1. To understand concept of database by organizing, structuring and storing data.</p> <p>CO 2. To understand data models and entity relationship.</p> <p>CO 3. To understand retrieve data and concept of redundancy</p> <p>CO 4. To specify the data requirement in database applications</p> <p>CO 5. To create, manipulate queries in database.</p>	
8	<p><b>Course Outcomes (OC):</b></p> <p>OC 1. Students should be able to use the concept of database and it's important in software development.</p> <p>OC 2. Students should be able to design database and draw logical structure using Entity relationship.</p> <p>OC 3. Students should be able to construct normalized database and functional dependencies.</p> <p>OC 4. Students should be able to design the database schema with the appropriate data types.</p> <p>OC 5. Students should be able to create, manipulate the database management system to evaluate the business information problem.</p>	
9	<p><b>Modules:</b></p> <p><b>Module 1:</b></p> <p>1. <b>Introduction &amp; DBMS Architecture:</b> What is Database? Need of database, Role and Advantages of the DBMS, Types of Databases, Data Processing, Database Systems</p> <p>2. <b>Data Models:</b> Data Modelling and Data Models, The Importance of Data Models, Data Model Basic Building Blocks, Business Rules, Degrees of Data Abstraction</p> <p>3. <b>Entity Relationship Model and Unified Modelling Language:</b> Relationships, Connectivity and Cardinality, Existence Dependence, Relationship Strength, Weak Entities, Relationship Degree, Recursive Relationships, Associative (Composite) Entities, Developing an ER Diagram.</p> <p>4. <b>Advanced Data Modelling:</b> The Extended Entity Relationship Model, Entity Clustering, Entity Integrity: Primary Keys, Design Cases: Learning Flexible Database Design.</p>	15 Hrs
	<p><b>Module 2:</b></p> <p>1. <b>Normalization of Database Tables:</b> Database Tables and Normalization, The Normalization Process, Surrogate Key Considerations, Higher-Level Normal Forms, Normalization and Database Design, Denormalization, Data-modelling Checklist.</p> <p>2. <b>Database Design:</b> The Information System, The Systems Development Life Cycle, The Database Life Cycle, Conceptual Design, DBMS Software Selection, Logical Design, Physical Design, Database Design Strategies, Centralized versus Decentralized Design</p> <p>3. <b>Transaction Management and Concurrency Control:</b> What Is a Transaction? Concurrency Control with Locking Methods,</p>	15 Hrs

	<p>Concurrency Control with Time Stamping Methods, Concurrency Control with Optimistic Methods, ANSI Levels of Transaction Isolation, Database Recovery Management Database Performance Tuning and Query Optimization: Database Performance-Tuning Concepts, Query Processing, Indexes and Query Optimization, Optimizer Choices, SQL Performance Tuning, Query Formulation, DBMS Performance Tuning.</p> <p>4. <b>Database Administration and Security:</b> Data as a Corporate Asset, The Need for a Database and Its Role in an Organization, Special Considerations, Security, Database Administration Tools, Data Administration Strategy, The DBA's Role in the Cloud, The DBA at Work: Using Oracle for Database Administration</p>	
<b>10, 11</b>	<p><b>Reference and Text Books</b></p> <ol style="list-style-type: none"> <li>1. Fundamentals of Database Systems, Elmasri Ramez and Navathe Shamkant B, Pearson Education 6th Edition, 2010.</li> <li>2. Database System Concepts Silberschatz, Korth, Sudarshan, McGraw Hill, 5 Edition, 2006.</li> <li>3. Database Management Systems, Ramakrishna, Gehrke, McGraw- Hill, 2007</li> <li>4. Murach's MySQL Joel Murach, Murach, 2012.</li> </ol>	
<b>12</b>	<b>Internal Continuous Assessment: 40%</b>	<b>Semester End Examination: 60%</b>
<b>13</b>	<p><b>Continuous Evaluation through:</b></p> <p>Class test of 1 of 15 marks  Class test of 2 of 15 marks  Average of the two: 15 marks  Quizzes/ Presentations/  Assignments: 5 marks  Total: 20 marks</p>	<b>Format of Question Paper: External Examination (30 Marks)– 1 hr duration</b>
<b>14</b>	<p><b>Format of Question Paper: (Semester End Examination : 30 Marks. Duration:1 hour)</b></p> <p>Q1: Attempt any two (out of four) from Module 1 (15 marks)  Q2: Attempt any two (out of four) from Module 2 (15 marks)</p>	

**Sign of Chairperson**  
**Dr. Mrs. R. Srivaramangai**  
**Ad-hoc BoS (Data Science)**

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

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

## As Per NEP 2020

# University of Mumbai



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

**Name of the Course: IT\_Fundamentals of Computer**

<b>Sr.No.</b>	<b>Heading</b>	<b>Particulars</b>
1	<b>Description the course:</b>	This course is designed to aim at imparting basic level knowledge about computer, input output devices and memory.
2	<b>Vertical:</b>	<b>Open Elective</b>
3	<b>Type:</b>	Theory
4	<b>Credits:</b>	2 credits ( 1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester )
5	<b>Hours Allotted:</b>	30 Hours
6	<b>Marks Allotted:</b>	50 Marks
7	<b>Course Objectives (CO):</b>	<p><b>CO 1.</b> To understand the basic concepts of computer</p> <p><b>CO 2.</b> To understand the fundamentals of hardware, software and programming</p> <p><b>CO 3.</b> To understand the concepts of operating system and internet</p> <p><b>CO 4.</b> To familiarize the student with the basic taxonomy and terminology of computer networks</p>
8	<b>Course Outcomes (OC):</b>	<p><b>OC 1.</b> Learners will be able to explain the needs of hardware and software required for a computation task.</p> <p><b>OC 2.</b> Learners will be able to understand the need of primary and secondary storage</p> <p><b>OC 3.</b> Learners will be able to understand the concepts of operating system, networking and internet</p> <p><b>OC4.</b> Learners will be able to understand basic network topologies</p>
9	<b>Modules: - Module 1:</b>	<p><b>1.Computer Basics</b> Introduction to Computers: Definition of computer, characteristics of a Computer, History of computers, Generation of Computers. Classification of computers-analog, digital and hybrid. Algorithms, Problem solving using computers</p> <p><b>2.Input/output Units:</b> Input Devices-Keyboards, Mouse, Scanner, OMR, OCR, Barcode reader, Joystick, Tracker ball, Touch screen, MICR, Output devices-monitor-different types, Printers-Impact and Non-Impact printers, plotter</p> <p><b>3.Computer Memory:</b> Computer Memory: Elementary Concepts of Sequential and Random Access, Primary Storage Devices, RAM, ROM, Types of ROM-PROM, EPROM, EEPROM. Secondary Storage Devices- Magnetic Disk,</p>

	<p>Magnetic Drum, Magnetic Tape, Hard Disk, CDROM, DVD, Pen drive.</p> <p><b>4.Computer Languages:</b> Why programming Language? Assembly Language, Higher Level Programming Languages, Compiling High Level Language Program.</p>	
	<b>Module 2:</b>	
	<p><b>1. Basics of operating systems:</b> Generations, Types, Structure, Services, System Calls, System Boot, System Programs, Protection and Security  Memory management: Main Memory, Swapping, Contiguous Memory Allocation, Paging, Structure of Page Table, Segmentation, Virtual Memory, Demand Paging.</p> <p><b>2. File system interface:</b> File Concept, Access Methods, Directory Structure, File System Structure, Allocation Methods, and Free-Space Management.  Basic DOS (Disk operating system) commands: cd, dir, copy, mkdir, clean etc.  Basics of windows operating system, working with utilities of windows operating system like notepad, paint, word pad etc.</p> <p><b>3. Computer Network:</b> Introduction to Data Communication System and Its Components, Networks, types of Connection and Topologies, LAN, MAN, WAN, et al. Network Models- OSI Models, Layers in OSI Models, TCP/IP protocol.</p> <p><b>4. Internet and WWW:</b> Introduction to Internet and its Applications, Connecting to the Internet, Client/Server Technology, Internet as a Client/Server Technology, Email, Video-Conferencing, Internet Service Providers, Domain Name Server, Internet Address, Internet Protocols (IP. TCP, HTTP, FTP, SMTP, POP, Telnet), Introduction to Intranet, Internet vs. Intranet vs. Extranet, Advantages &amp; Disadvantages of Intranet.  World Wide Web and Its Evolution, Architecture of Web. Uniform Resource Locator (URL), Browsers: Internet Explorer, Netscape Navigator, Opera, Firefox, Chrome, Mozilla.</p>	
<b>10</b>	<b>Text Books</b> 1 Rajaraman. V: Fundamentals of Computers, Prentice Hall India,2004 2 Peter Norton's, "Introduction to Computers", 7 <sup>th</sup> Edition, Tata McGraw-Hill, 2010, ISBN: 9780070671201 3. Forouzan, B. A., &Fegan, S. C. New York: "Data communications and networking", McGraw-Hill Higher Education, 2007.	
<b>11</b>	<b>Reference Books</b> 1. Computer Basics Absolute Beginner's Guide By Michael Miller and Mike Miller 2. Operating System Concepts, Silberschatz, Ninth Edition, Willey Publication	
<b>12</b>	<b>Internal Continuous Assessment: 40%</b>	<b>Semester End Examination: 60%</b>
<b>13</b>	<p><b>Continuous Evaluation through:</b>  Class test of 1 of 15 marks  Class test of 2 of 15 marks  Average of the two: 15 marks</p> <p>Quizzes/ Presentations/  Assignments: 5 marks</p>	<b>Semester End Examination (30 Marks)– 1 hr duration</b>

	Total: 20 marks	
14	<b>Format of Question Paper: (Semester End Examination : 30 Marks. Duration:1 hour)</b> Q1: Attempt any two (out of four) from Module 1 (15 marks) Q2: Attempt any two (out of four) from Module 2 (15 marks)	

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

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

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

AC – 28.06.2024  
Item No. – 8.1 (N)

## As Per NEP 2020

# University of Mumbai



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



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

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

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

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

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

## As Per NEP 2020

# University of Mumbai



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

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

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

	<p><b>Module 2: Business Correspondence (15 Lectures)</b></p> <ol style="list-style-type: none"> <li>1. - Parts of a business letter - Layouts of a business letter</li> <li>2. - Job application with bio-data - letter of appointment - letter of appreciation - letter of resignation</li> <li>3. - Emails: Job application via email - writing and responding to official emails</li> </ol>
<p><b>10</b></p>	<p><b>Text Books: N.A.</b></p>
<p><b>11</b></p>	<p><b>Reference Books:</b></p> <ol style="list-style-type: none"> <li>1. Ashley, A. <i>A Handbook of Commercial Correspondence</i>. New Delhi: Oxford University Press, 1992.</li> <li>2. Aswalthapa, K. <i>Organisational Behaviour</i>. Mumbai: Himalaya Publications, 1991.</li> <li>3. Balan, K.R. and Rayudu, C. S. <i>Effective Communication</i>. New Delhi: Beacon Books, 1996.</li> <li>4. Bangh, L. Sue, Fryar, Maridell and Thomas David A. <i>How to Write First Class Business Correspondence</i>. N.T.C. Publishing Group USA, 1998.</li> <li>5. Benjamin, James. <i>Business and Professional Communication Concepts and Practices</i>. New York: Harper Collins College Publishers, 1993.</li> <li>6. Britt, Deborah. <i>Improving Business Communication Skills</i>. Kendall Hunt Publishing Co., 1992.</li> <li>7. Bovee Courtland, L. and Thrill, John V. <i>Business Communication Today</i>. McGraw Hill, New York, Taxman Publication, 1989.</li> <li>8. Drucher, P.F. <i>Technology, Management and Society</i>. London: Pan Books, 1970.</li> <li>9. Eyre, E.C. <i>Effective Communication Made Simple</i>. Kolkata: Rupa and Co., 1985.</li> <li>10. Ecouse, Barry. <i>Competitive Communication: A Rhetoric for Modern Business</i>. New Delhi: OUP, 1999.</li> <li>11. Fisher, Dalmar. <i>Communication in Organisation</i>. Mumbai: Jaico Publishing House, 1999.</li> <li>12. Frailley, L.E. <i>Handbook of Business Letters</i>. Revised Edn. New Jersey: Prentice Hall Inc., 1982.</li> <li>13. Flyn, Nancy. <i>The Social Media Handbook</i>. Wiley, 2012.</li> <li>14. Gartside, L.E. <i>Modern Business Correspondence</i>. Plymouth: McDonald and Evans Ltd, 1980.</li> <li>15. Ghanekar, A. <i>Communication Skills for Effective Management</i>. Pune: Everest Publishing House, 1996.</li> <li>16. Labade, Sachin, Katre Deepa et al. <i>Communication Skills in English</i>. Orient Blackswan, Pvt Ltd, 2021.</li> <li>17. Shainesh, G. and Githa Heggde. <i>Social Media Marketing: Emerging Concepts and Applications</i>. Springer Nature Singapore, 2018.</li> </ol>

12	<b>Internal Continuous Assessment: 40%</b>	<b>External, Semester End Examination 60%</b> <b>Individual Passing in Internal and External Examination :</b>													
13	<p><b>Continuous Evaluation through:</b></p> <ul style="list-style-type: none"> <li>• Performance in activities: 10 marks (The class may be divided into batches to conduct the oral activities by creating formal schedule for the same before the semester End Examination.)</li> <li>• Written assignments or projects: 10 marks (Learners will have to write and submit written assignments in a timely manner.)</li> </ul> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Use of social media accounts for purpose of business communication</li> <li>• Making short presentations on given topics</li> <li>• Official letter writing/ email writing exercises</li> <li>• Role play focusing on channels and methods of communication</li> </ul>														
14	<p><b>Format of Question Paper:</b> for the final examination</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 60%;"><b><i>External / Semester End Examination Hours</i></b></td> <td style="width: 20%; text-align: center;"><b><i>Marks: 30</i></b></td> <td style="width: 20%; text-align: right;"><b><i>Time: 1</i></b></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>			<b><i>External / Semester End Examination Hours</i></b>	<b><i>Marks: 30</i></b>	<b><i>Time: 1</i></b>	Q.1. Essay Type Questions (Any One out of two on Unit I)		Marks 10	Q.2. Essay Type Questions (Any One out of two on Unit II)		Marks 10	Q.3. Short Notes/Problem (Any Three out of five on all Units)		Marks 10
<b><i>External / Semester End Examination Hours</i></b>	<b><i>Marks: 30</i></b>	<b><i>Time: 1</i></b>													
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**Sign of BOS Chairman  
Prof. Dr. Shivaji Sargar  
Board of Studies in  
English**

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

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

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

## As Per NEP 2020

### University of Mumbai



#### Title of the Course

**Foundation of Behavioural skills – Basic level**

**Semester – Sem I**

**Syllabus for Two Credit**

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



<b>PROGRAM</b>	BA /BSc/ BCOm
<b>SEMESTER</b>	I
<b>COURSE TITLE</b>	Foundation of Behavioural skills Basic level
<b>VERTICLE /CATEGORY</b>	E (Value Education Course)
<b>COURSE LEVEL</b>	50
<b>COURSE CODE</b>	
<b>COURSE CREDIT</b>	2
<b>HOURS PER WEEK THEORY</b>	2
<b>HOURS PER WEEK PRACTICAL/TUTORIAL</b>	

### **COURSE OBJECTIVE**

1. To develop understating about behavioural Skills.
2. To develop communication skills of students through experiential learning.
3. Life skill development through work life balance and stress management training.
4. To developing effective leadership quality among the learners.

### **COURSE OUTCOME**

CO1: Learners will be able to Define and Identify different life skills required in personal and professional life

CO2: Learners will develop an awareness of the self and apply well-defined techniques to cope with emotions and stress.

CO3: Learners will be able to explain the basic mechanics of effective communication and demonstrate these through presentations and take part in group discussions

CO4: Learners will be able to use appropriate thinking and problem-solving techniques to solve new problems

## ORGANISATION OF THE COURSE

UNIT NO	COURSE UNITS	HOURS PER WEEK
1	Module 1: Behavioural skills	2*5=10
2	Module 2: Stress Management	2*2=04
3	Module 3: 21st-century skills	2*5=10
4	Module 4: Understanding Value Education	2*3=6
TOTAL HOURS		30

## COURSE DESIGN

UNIT TITLE	OUTCOME	DESCRIPTION	PEDAGOGICAL APPROACH
Behavioural skills	Learners will be able to Define and Identify different life skills required in personal and professional life.	<p>Overview of Life Skills: Meaning and significance of life skills, skills identified by WHO: Self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, problem solving, Effective communication, interpersonal relationship, coping with stress, coping with emotion.</p> <p>Life skills for professionals: positive thinking, right attitude, attention to detail, having the big picture, learning skills, research skills, perseverance, setting goals and achieving them, helping others, leadership, motivation, self-motivation, and motivating others, personality development, IQ, EQ, and SQ2.</p>	Examples, TED Talks, videos.

Stress Management	Learners will develop an awareness of the self and apply well-defined techniques to cope with emotions and stress.	Stress, reasons and effects, identifying stress, stress diaries, the four A's of stress management, techniques, Approaches: action-oriented, emotion-oriented, acceptance-oriented, resilience, Gratitude Training, Coping with emotions: Identifying and managing emotions, harmful ways of dealing with emotions, PATH method and relaxation techniques.	Examples, Role Plays, Behavioral Simulations and Games
21st-century skills	Learners will be able to explain the basic mechanics of effective communication and demonstrate these through presentations and take part in group discussions	Creativity, Critical Thinking, Collaboration, Problem Solving, Decision Making, Need for Creativity in the 21st century, Imagination, Intuition, Experience, Sources of Creativity, Lateral Thinking, Myths of creativity, Critical thinking Vs Creative thinking,	Case Discussions, Games and simulations, Group discussions.
Understanding Value Education	Learners will be able to use appropriate thinking and problem-solving techniques to solve new problems	Introduction – Definition, Importance, Process & Classifications of Value Education: Understanding the need, basic guidelines, content and process for Value Education Understanding the thought-provoking issues; need for Values in our daily life Choices making – Choosing, Cherishing & Acting, Classification of Value Education: understanding Personal Values, Social Values, Moral Values & Spiritual Values.	Case Discussions, Games and simulations, Community Service, Presentations

<b>CONTINUOUS ASSESSMENT TESTS (CAT) &amp; SEMESTER END EXAMINATION (SEE)</b>			
<b>NATURE OF ASSESSMENT</b>	<b>MARKS</b>	<b>METHODOLOGY</b>	<b>COURSE OUTCOME</b>
CAT 1 *	10	Online Quiz, Open book test, Presentations, Projects and Viva	CO1
CAT 2 *	05	Presentations, Projects and Viva	CO1, CO2
CAT 3 *	10	Online Quiz, Open book test, Presentations, Project Assignment and Viva	CO3
CAT 4 *	05	Presentations, Projects and Viva	CO4
SEE	30	Five questions of 10 marks each (from each course unit), to be attempted any 3, 10 marks may be subdivided into two sub questions of 5 marks	CO1, CO2, CO3, CO4

\*Any Two for 20 marks

<b>ESSENTIAL READINGS</b>	<ol style="list-style-type: none"> <li>1. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Human Values and Professional Ethics.</li> <li>2. Shiv Khera, "You Can Win", Macmillan Books, New York, 2003.</li> <li>3. Barun K. Mitra, "Personality Development &amp; Soft Skills", Oxford Publishers, Third impression, 2017.</li> </ol>
<b>ADDITIONAL READINGS</b>	The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change Stephen Covey Free Press (first published August 15th 1989)

Syllabus Drafting Committee

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Chairman of Board of Studies in Value Education

**As Per NEP 2020**

**University of Mumbai**



**Title of the Program**

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

**SEM I**

**Syllabus for Two Credit**

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

## Semester I Course Structure

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

### Semester I

#### 1.1 Preamble:

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

#### 1.2 Objectives of the Course:

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

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

### **1.3 Salient features of the course:**

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

### **1.4 Utility of the course:**

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

### **1.5 Program outcomes:**

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

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

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



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

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

**1.9 Medium of Instruction:** English

#### 1.10 Course Structure

**Credits: 02**

**Lectures: 30**

**Marks: 50**

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

2	<p><b>Introduction to Structure of Sports associations, Fitness Training &amp; Yogic Asanas</b></p> <p>2.1 Various government schemes, awards and famous sports personalities</p> <p>2.2 Sports Structure of Sports Federations, Khelo India, Sports Tournaments of University of Mumbai and Indian Olympic Association</p> <p>2.3 Fundamental Principles of Fitness training and Yoga</p> <p>2.4 Components of health related and skill related physical fitness</p> <p>2.5 Types of Yogic practices – Asanas, Pranayama and Meditation</p>	15	1
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**As Per NEP 2020**

**University of Mumbai**



**Title of the Program**

**Co-Curricular Course  
NATIONAL SERVICE SCHEME**

**SEM I & SEM II**

**Syllabus for Two Credit**

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

**UNIVERSITY OF MUMBAI**  
**National Service Scheme**

**1.1 Preamble:**

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

**1.2 Objectives of the Course:**

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

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

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

**1.4. Programme Specific Outcomes:**

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

**1.5 Programme Outcomes:**

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

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

**UNIVERSITY OF MUMBAI**  
**Semester I**  
**NSS CC**

**Sub: - Introduction to National Service Scheme**

**Credits: 02**

**Marks:50**

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

**UNIVERSITY OF MUMBAI**  
**Semester II**  
**NSS CC**

**Sub: - Leadership and Community Engagement**

**Credits: 02**

**Marks: 50**

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

**Note:**

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

## Evaluation Pattern

### Internal Assessment

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

### External Assessment Question Paper Pattern

**Time: 1:00 Hours**

**Total Marks: 30**

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

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

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

Q.2) Short Notes . (Any Two out of Four) **06marks**

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

Q.3) Answer the following questions (Any Three out of Five) **18 marks**

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



## References:

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2. Salunkhe P.B. Ed, Chhtrapati Shahu the Pillar of Social Democracy
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6. Hans Gurmeet, Case Material as a Training Aid for Field Workers
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AC –28/06/204

Item No. – 5.6 (N)

# University of Mumbai



## Syllabus for Extension Work in Vertical VI - CC

Board of Studies in Extension Work

UG First Year Program

Semester

I

Title of Paper

Credit

Extension Work

2

From the Academic Year

2024-25

## **Introduction**

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

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

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

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

### Aim of Extension Work under NEP:

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

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

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

*Key objectives of Extension Work under NEP:*

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

**Extension Work Activities:**

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

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

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

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

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

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

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

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

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

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

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

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

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



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

#### **Internal Assessment**

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

#### **External Assessment**

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

#### **Question Paper Pattern**

**Time: 1.00 Hours**

**Total Marks 30**

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

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

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

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

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

**References:**

- Guidelines for Extension Work published by Department of Lifelong Learning and Extension, University of Mumbai.
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**Sign of BOS Chairman  
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Ad-hoc Board of  
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**As Per NEP 2020**

**University of Mumbai**



**Title of the Program**

**Introduction to Cultural Activities**

**SEM I**

**Syllabus for Two Credit**

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

## Aims and Objectives

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

## Learning Outcomes

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

## Modules at Glance Semester I

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

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

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

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

### Scheme of Evaluation

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

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

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

### Semester End Examination (30 Marks)

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

### Reference Books

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

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