B.Com. (Accountancy) Syllabus
S.Y. B.COM (Semester - III)

Title of Paper: Accountancy & Financial Management–III

Sr. No.	Heading	Particulars
1	**Description the course:** **Including but Not limited to :**	This course delves into the critical aspects of accounting for businesses undergoing incorporation transitions and the fundamental principles of company accounts. It focuses on the intricacies of pre and post-incorporation accounting, emphasizing the apportionment of profits and losses during this transitional phase. Learners learn to analyze financial transactions, apply apportionment principles, and understand the treatment of profits and losses. It also shifts to the core of company accounts, covering the meaning and types of companies, statutory book maintenance under the Companies Act, 2013, and the preparation of financial statements as per Schedule III. This course is essential for aspiring accountants and finance professionals, providing a strong foundation for advanced studies and career success in the dynamic 21st-century business environment.
2	**Vertical :**	Major
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**: • To analyze the financial transactions of a business during the pre and post-incorporation periods to determine the appropriate apportionment of profits and losses. • 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.
8	**Course Outcomes**: • The learners will be able to compute and prepare profit or loss statement for the pre and post-incorporation periods in a given case study. • 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.

9	**Modules**:- 02
	Module 1: 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
	Module 2: 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 (Sec 129 of the Companies Act, 2013): • 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.
10	**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.	
11	**Internal Continuous Assessment: 40%**	**External, Semester End Examination 60%,** **Individual Passing in Internal and External Examination**
12	**Continuous Evaluation through:**	**Semester End External - 30 marks** **Time: 1:00 hr**

	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	5
3	Participation in Case Study/ Field Visit /Certificate Course. (Physical/Online mode)	5

QUESTION PAPER PATTERN

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

Any 2 Questions out of 3 Questions.

Note

1. 15 marks question may be subdivided into 10 & 5 marks or 8 & 7 marks each.
2. Use of simple calculator is allowed in the examination.

B.Com. (Accountancy) Syllabus
S.Y. B.COM (Semester - III)

Title of Paper: Accounting & Auditing–I (Management Accounting-I)

Sr. No.	Heading	Particulars
1	**Description the course:** **Including but Not limited to :**	This course equips learners with essential tools for navigating the complexities of modern business. It begins by introducing the core concepts of management accounting, distinguishing it from financial accounting, and emphasizing its role in decision-making. Learners then delve into the analysis and interpretation of financial statements using techniques like trend analysis, comparative statements, and common size analysis. The second module focuses on ratio analysis, including the Du Pont Chart, providing a deeper understanding of a company's financial health and operational efficiency. In the globalization era, where businesses operate across diverse markets, these analytical skills are crucial for informed decision-making, strategic planning, and performance evaluation. This course prepares learners to assess financial viability, identify areas for improvement, and contribute effectively to organizational success in a competitive global landscape.
2	**Vertical :**	Major
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**: • To analyze financial statements using various tools to evaluate a company's financial performance and position. • To evaluate the financial health and efficiency of a company by interpreting various financial ratios and Du Pont analysis.
8	**Course Outcomes**: • The learners will apply trend analysis, comparative statements, and common size statements to solve practical problems related to financial statement interpretation. • The learners will be able to create a comprehensive report summarizing the financial performance of a company based on ratio analysis and Du Pont chart findings.
9	**Modules**:- 02
	Module 1: Introduction to Management Accounting
	• Introduction to Management Accounting – Meaning, Nature, Scope, Functions, Decision Making Process, Financial Accounting V/s Management Accounting • Analysis and Interpretation of Financial Statements i. Study of Balance sheet and Income statement / Revenue statements in vertical form suitable for analysis ii. Relationship between items in Balance Sheet and Revenue statement iii. Tools of analysis of Financial Statements (i) Trend analysis (ii) Comparative Statement (iii) Common Size Statement • Note : (i) Problems based on trend analysis (ii) Short Problems on Comparative and Common sized statements
	Module 2: Ratio Analysis and Interpretation
	• Ratio Analysis: Meaning, classification, Du Point Chart, advantages and limitations (Based on Vertical Form of Financial statements) • Balance Sheet Ratios : i) Current Ratio ii) Liquid Ratio iii) Stock Working Capital Ratio iv) Proprietary Ratio v) Debt Equity Ratio vi) Capital Gearing Ratio • Revenue Statement Ratio: i) Gross Profit Ratio ii) Expenses Ratio iii) Operating Ratio iv) Net Profit Ratio v) Net Operating Profit Ratio vi) Stock Turnover Ratio • Combined Ratio : i) Return on capital employed (Including Long Term Borrowings) ii) Return on proprietor's Fund (Shareholders Fund and Preference Capital) iii)

<table>
<tr><td></td><td>Return on Equity Capital iv) Dividend Payout Ratio v) Debt Service Ratio vi) Debtors Turnover vii) Creditors Turnover
(Practical Question on Ratio Analysis and Du Point Analysis)</td></tr>
<tr><td>10</td><td>Text Books:
Pandey, I. M. Financial management (11th ed.). Vikas Publishing House.
Khan, M. Y., & Jain, P. K. (2018). Management accounting: Text, problems and cases (7th ed.). McGraw Hill Education.
Subramanyam, K. R., & Wild, J. J. (2018). Financial statement analysis (11th ed.). McGraw-Hill Education.</td></tr>
<tr><td>11</td><td>Reference Books:
Horngren, C. T., Datar, S. M., & Rajan, M. V. (2015). Cost accounting: A managerial emphasis (15th ed.). Pearson Education.
Drury, C. (2018). Management and cost accounting (10th ed.). Cengage Learning EMEA.
Gibson, C. H. Financial reporting and analysis: Using financial accounting information (13th ed.). South-Western College Publishing.</td></tr>
<tr><td>12</td><td>Internal Continuous Assessment: 40%</td><td>External, Semester End Examination 60%,

Individual Passing in Internal and External Examination</td></tr>
<tr><td>13</td><td>Continuous Evaluation through:
<table>
<tr><th></th><th>Assessment/ Evaluation</th><th>Marks</th></tr>
<tr><td>1</td><td>Class Test during the lectures. (Physical/ Online mode).
(Short notes/ MCQ’s/ Match the Pairs/ Answer in one sentence/ puzzles)</td><td>10</td></tr>
<tr><td>2</td><td>Participation in Workshop/ Conference/Seminar</td><td>5</td></tr>
<tr><td>3</td><td>Participation in Case Study/ Field Visit /Certificate Course. (Physical/Online mode)</td><td>5</td></tr>
</table></td><td>Semester End External - 30 marks
Time: 1:00 hr

QUESTION PAPER PATTERN
<table>
<tr><th>Question No.</th><th>Questions</th><th>Marks</th></tr>
<tr><td>Q.1</td><td>Practical/ Theory</td><td>15</td></tr>
<tr><td>Q.2</td><td>Practical/ Theory</td><td>15</td></tr>
<tr><td>Q.3</td><td>Practical/ Theory</td><td>15</td></tr>
</table>
Any 2 Questions out of 3 Questions.

Note
15 marks question may be subdivided into 10 & 5 marks or 8 & 7 marks each.
Use of simple calculator is allowed in the examination.</td></tr>
</table>

Syllabus
B.Com. (Second Year)
(Sem.- III)

Title of Paper : Commerce III Management : Principles and Functions

Sr. No.	Heading	Particulars
1	**Description of the course : Including but Not limited to :**	This course provides an understanding of the concepts, principles and functions of Management. It deals with management lessons from Bhagwat Gita and touch upon the Indian Ethos. The course includes detailed learning on functions of management namely Planning, Controlling, Organising and Directing
2	**Vertical :**	Major
3	**Type :**	Theory
4	**Credit**:	2 credits (1 credit = 15 Hours for Theory in a semester)
5	**Hours Allotted :**	30 Hours
6	**Marks Allotted**:	50 Marks
7	**Course Objectives**: (List some of the course objectives) 1. To provide an overview of Management in an organization 2. To understand the principles and functions of management. 3. To provide an insight on the application of principles and functions of Management in their lives.	
8	**Course Outcomes**: (List some of the course outcomes) CO1 Learners will understand the concepts and principles of Management.(Understand) CO2 Learners will learn to apply the functions of management in their daily life (Apply)	

9	**Modules**:- Per credit One module created
	Module 1: Introduction to Management (15 lectures)
	Unit – I Introduction to Management: (8 lec) • Management Concept, Nature, Functions of Management, Managerial Skills, Henry Fayol's Principles of Management, Peter Drucker's Dimensions of Management, • Chanakya's Principles of Management, 10 Key management lessons from Bhagavad Gita, Indian Ethos and its significance to Management. **Unit – II** Planning & Controlling: (7 lec) • Planning: Meaning, Steps in planning process, MBO- concept & its advantages, MBE – concept and its Advantages, MIS -concept & its components. • Controlling: Meaning, Steps in Control process, Essentials of good control system, Techniques of Controlling.
	Module 2 Organizing and Directing (15 lectures)
	Unit – I Organizing: (8 lec) • Features of Line, Line and Staff, Matrix and Virtual Organisation, Bases of Departmentation, Span of Management- Concept & factors influencing it, • Delegation of Authority- Concept and its Principles, Centralisation v/s Decentralisation. **Unit II** Directing: (7 lec) • Managerial Communication: Functions, Barriers , Modern Tools used by managers for communication, Motivation- Concept, Factors and its importance, • Leadership- Concept, Styles and Qualities of a leader.
10	**Reference Books:** 1. Management Today Principles& Practice- Gene Burton, Manab Thakur, Tata McGraw Hill, Publishing Co.Ltd. 2. Management – James A.F.Stoner, Prentice Hall, Inc .U.S.A. 3. Management : Global Prospective –Heinz Weihrich& Harold Koontz, Tata McGraw-Hill, Publishing Co.Ltd. 4. Principles of Management- T.Ramasamy. 5. Principles and Practices of Management- L.M. Prasad. 6. Essentials of Management – Koontz And O"Donnel 7. Principles of Management – Sherlekar S. A 8. Principles and Practice of Management by L M Prasad 9. Corporate Chanakya: Successful Management the ancient way by Radhakrishnan Pillai 10. Success Principles of Chanakya by Mahesh Sharma 11. Managing by the Bhagavad Gita: Timeless lessons for today's Managers, by Satinder Dhiman, A.D. Amar Springer publication. 12. Professional Development with Managerial Communication by Jitendra Mhatre. 13. Executive Guide to Business Communication, Moin Qazi, 14. Principles and Practices of Management & Business Communication – Karmakar, Dutta 15. Modern Communication Techniques by Sandip Dey

11	**Internal Continuous Assessment: 40%**	**External, Semester End Examination 60% Individual Passing in Internal and External Examination**
12	**Continuous Evaluation through:** Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 4)	

Exam Pattern (External Examination)	
Total Marks: 30	**2 Credits**
Time: 1 hour	
Answer any two questions out of three questions	
Q.1 Answer the Following Questions. a) b)	7.5 x 2= 15
Q.2 Answer the Following Questions. a) b)	7.5 x 2= 15
Q.3 Answer the Following Questions. a) b)	7.5 x 2= 15

Exam Pattern (Internal Examination) **Total 20 Marks**	**Marks**
1. Class Test	5 Marks
2. Assignment	5 Marks
3. Presentation	5 Marks
4. Group Discussion	5 Marks
5. Quiz	5 Marks
6. Case Study	5 Marks
Note: 1. Any Four out of the above can be taken for the internal Assessment. 2. The internal Assessment shall be conducted throughout the Semester. 3. Field visit can be arranged.	

Syllabus

B. Com. (Business Economics)

(Sem.- III)

Title of Paper: Micro Economics of Factor Pricing

Sr. No.	Heading	Particulars
1	**Description the course:** **Including but Not limited to :**	This course provides an in-depth understanding of the factor price determination. It includes remuneration for the land, the labour, the capital and the entrepreneurial abilities in the form of rent, wages, interest and profit. It aware students regarding the classical and modern theories of determination of remuneration to various factors of production.
2	**Vertical :**	Major
3	**Type :**	Theory
4	**Credit**:	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	**Hours Allotted :**	30 Hours
6	**Marks Allotted**:	50 Marks
7	**Course Objectives**: (List some of the course objectives) 1. To make the students understand the fundamentals of remuneration of factors of production. 2. To make learners Identify different types of theories of factor remuneration. 3. To develop analytical skills of the learners with reference to the factor pricing in modern context.	
8	**Course Outcomes**: By the end of the course, students will be able to: 1. Understand the fundamentals of rent, wages, interest and profit. 2. Learn different approaches of factor price determination. 3. Analyze and apply factor pricing in modern context.	

9	**Syllabus**
	Module I: Rent and Wages (15 hours)
	• Introduction- Demand and supply of land – Meaning of rent – Determination of Rent for Industrial and office spaces. • Characteristics of labour -- demand for labour – Supply of labour –Equilibrium in labour market – Wage determination. • Wage and productivity – Efficiency Wage Theory --Causes of wage differences – Nominal and real wages – Role of Technology and Skills in wage determination.
	Module 2: Interest and Profit (15 hours)
	• Definition of interest – Gross interest and net interest - Natural interest and market rate of interest. • Liquidity preference theory - Modern theory of interest. • Meaning of profit – Gross profit and net profit - Normal profit and Supernormal profit - - Innovation theory - Risk Bearing Theory of profit.
10	**References:** • Principles of Microeconomics N Gregary Mankiw, Cengage Learning, 6th Edition, Harvard University. • Microeconomic Theory KPM Sundaram and M P Vaish, S. Chand Publications, New Delhi, 21st Edition. • Micro Economics-K C Dash- Himalaya Publishing House • Ahuja, H.L, Micro Economics, S. Chand • Mehta P.K, Singh M.– Micro Economics– Taxmann Publication • Micro Economics-T.R. Jain , B.D. Majhi, V.K. Global • Browining, E.K. and J.M. Browning; Microeconomic Theory and Applications, Kalyani Publishers, New Delhi. • Dwivedi, D.N. Micro Economics, Vikash Publication • Maddala G.S. and E. Miller; Microeconomics: Theory and Applications, 11. McGraw-Hill International
11	**Internal Continuous Assessment: 40%**

	Continuous evaluation pattern	
1	Class Test Two (5 marks each)	10 Marks
2	Assignment/ Project Presentation/ Case Study writing	10 Marks
3	Book review/Newspaper review (in any language)/ Case Studies	10 Marks
	Take any two of the above (from 1, 2 and 3)	**20 Marks**

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

Format of Question Paper

Semester End Examination Question Paper Pattern

Time: 1 Hour Max. Marks:30

Note:

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

Q.1.	Answer the following questions **(Any 2):**	15 Marks
A.		
B.		
C.		
Q.2.	Answer the following questions **(Any 2):**	15 Marks
A.		
B.		
C.		

Syllabus
B.Com. (Second Year)
(Sem.- III)

Title of Paper: Business Law-II :- The Sale of Goods Act 1930

Sr. No.	Heading	Particulars
1	**Description the course :** **Including but Not limited to :**	The course includes the formation of contract of sale and the terms associated with the Sale of Goods Act. It also includes the performance and suits for breach of contract under the Sale of Goods Act 1930
2	**Vertical :**	Minor
3	**Type :**	Theory
4	**Credit**:	4 credits
5	**Hours Allotted :**	60 Hours
6	**Marks Allotted**:	100 Marks
7	**Course Objectives**: (List some of the course objectives) 1. To help the students understand the basic concepts of Sale of Goods Act 1930. 2. To help the students to understand the nuance of Performance and Breach of Contract. 3. To make the students understand the object and significance of the Sale of Goods Act 1930. 4. To make the students understand various provisions related to Damages, Remedy, Repudiation under the said Act.	
8	**Course Outcomes**: (List some of the course outcomes) 1. Learners will gain knowledge of The Sale of Goods Act 1930. (Understand) 2. Learners would be able to identify the difference between Sale and agreement to sell and Conditions and Warranties(Analyze) 3. Learners will be able to understand the duties of Buyer and Seller towards each other. 4. Learners will know the Duties of Buyer and Seller & Rights of Unpaid Seller. 5. Learners will be able to understand Suits for Breach of Contract and Remedies.(apply)	

9	**Modules**:- Per credit One module created	

Module 1: The Sale of Good Act Formation and Terms (S1- S10)

Unit I **Formation of the Contract and Terms (S1-S6)**

- Concept (S.1), Definitions (S.2), Sale and Agreement to Sell (S.4),
- Distinguish between Sale and Agreement to Sell, Contract of sale how made (S.5), Existing or future goods (S.6)

Unit II **Concepts and Ascertainment (S7-S10)**

- Goods perishing before making of contract (S.7), Goods perishing before sale but after agreement to sell (S.8)
- Ascertainment of price (S.9), Agreement to sell at valuation (S.10).

Module 2 Conditions and Warranties (S11- S20)

Unit I **Conditions and Warranties**

- Stipulations as to time (S.11), Condition and warranty (S.12) Concept of Condition and Warranty, Types of Conditions and Warranties.
- When condition to be treated as warranty (S.13), Implied undertaking as to title, etc. (S.14)

Unit II **Specific Sale**

- Sale by description (S.15), Implied conditions as to quality or fitness (S.16), Sale by sample (S.17)
- Goods must be ascertained.(S 18), Property passes when intended to pass. (S 19) Specific goods in a deliverable state. (S 20)

Module 3 Performance of Contract (S31- S50)

Unit I Performance of Contract

- Duties of seller and buyer (S.31), Delivery (S. 33), Effect of part delivery. (S 34)
- Rules as to delivery (S.36), Instalment deliveries. (S 38), Risk where goods are delivered at distant place (S. 40)

Unit II

- Buyer’s right of examining the goods (S.41), Acceptance (S.42), Liability of buyer for neglecting or refusing delivery of goods (S.44)
- “Unpaid seller” defined (S.45), 46. Unpaid seller’s rights (S.46), Seller’s lien (S.47), Right of stoppage in transit (S.50).

<table>
<tr><td></td><td colspan="2">Module 4 Breach of Contract (S55- S64)</td></tr>
<tr><td></td><td colspan="2">Unit I Suits for Breach of the Contract
• Suit for price (S.55), Damages for non-acceptance (S.56), Damages for non-delivery (S.57)
• Specific performance (S.58), Remedy for breach of warranty (S.59), Repudiation of contract before due date (S.60),

Unit II Special Damages and Auction Sale
• Interest by way of damages and special damages (S.61), Exclusion of implied terms and conditions(S.62)
• Reasonable time a question of fact (S.63), Auction sale (S.64)</td></tr>
<tr><td>10</td><td colspan="2">Reference Books:
1. The Sale of Goods Act 1930 – Bare Act
2. Law of Sale of Goods and Partnership: A Concise Study by Dr. Nilima Chandiramani, Shroff Publishers.
3. The Sale of Goods Act: P. Ramanatha Aiyar, University Book Agency.
4. Avatar Singh's – Law of Sale of Goods.</td></tr>
<tr><td>11</td><td>Internal Continuous Assessment: 40%</td><td>External, Semester End Examination 60% Individual Passing in Internal and External Examination</td></tr>
<tr><td>12</td><td colspan="2">Continuous Evaluation through:
Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 4)</td></tr>
</table>

Exam Pattern (External Examination)	
Total Marks: 60	**4 Credits**
Time: 2 Hours	
Answer the Following Question	
Q. 1 Answer the Following Questions. (Any One) a) b)	10 x 1 = 10
Q. 2 Answer the Following Questions. (Any One) a) b)	10 x 1 = 10
Q. 3 Answer the Following Questions. (Any One) a) b)	10 x 1 = 10
Q. 4 Answer the Following Questions. (Any One) a) b)	10 x 1 = 10
Q. 5 Short Notes (Any Four)	5 x 4 = 20
a) b) c) d)	e) f) g) h)

Exam Pattern (Internal Examination) **Total 40 Marks**	**Marks**
1. Class Test	10 Marks
2. Assignment	10 Marks
3. Presentation	10 Marks
4. Group Discussion	10 Marks
5. Quiz	10 Marks
6. Case Study	10 Marks

Note:
1. Any Four out of the above can be taken for the internal Assessment.
2. The internal Assessment shall be conducted throughout the Semester.
3. Field visit can be arranged.

AC- 04/12/2024
Item No. – 6.31 (1b)

As Per NEP 2020

University of Mumbai

Syllabus for Basket of OE	
Board of Studies in Information Technology	
UG First Year Programme	
Semester	III/IV/V
Title of Paper	Ethics and Etiquettes in Digital Technology
Credits	2
From the Academic Year	2024-25

Sr. No.	Heading	Particulars
1	**Description the course :**	The "Ethics and Etiquettes in Digital Technology" course is crucial for students across all disciplines, offering a comprehensive understanding of the ethical challenges and responsibilities in the digital age. As digital technology is increasingly used in all aspects of life, this course equips students with knowledge of responsible online communication, digital ethics, netiquette, and intellectual property rights, providing practical skills applicable in both professional and personal settings. Students will learn to build a positive digital footprint, manage ethical considerations in research, and protect personal and sensitive data, all of which are vital in today's interconnected world. This course connects with various fields such as communication, law, marketing, and technology, making it valuable for interdisciplinary studies. With industries prioritizing ethical practices, the skills gained in this course are in high demand, enhancing job prospects in areas like marketing, content creation, and business roles.
2	**Vertical :**	Open Elective
3	**Type :**	Theory
4	**Credit**:	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	**Hours Allotted :**	30 Hours
6	**Marks Allotted**:	50 Marks
7	**Course Objectives**: 1. To introduce the principles of digital technology ethics and responsible digital citizenship. 2. To impart netiquettes and its practice across various online communication platforms. 3. To understand ethical considerations for responsible social media use. 4. To understand best practices for handling data and ensuring research integrity. 5. To understand intellectual property rights, copyright issues, and open source licensing. 6. To impart knowledge of Cyber Security, ethical practices, and legal considerations.	

8	**Course Outcomes**: 1. Explain the significance of digital ethics, privacy issues, and ethical decision-making in technology. 2. Apply appropriate netiquette across different digital communication settings. 3. Apply ethical practices for responsible social media use and professional online presence. 4. Apply responsible practices in research and information sharing, including maintaining data privacy and ethical use of AI. 5. Explain key concepts of intellectual property, copyright laws, and open source ethics. 6. Explain fundamentals of Cyber Security practices, ethical hacking, responding and reporting incidents.
9	**Modules**:
	Module 1: Introduction to Digital Technology Ethics **Hours:03**
	Understanding digital ethics; Responsible digital citizenship; Unintended consequences of technology; Privacy challenges in digital realm; GDPR and other privacy regulations; Sustainability analysis and ethical decision-making in technology development; Case studies in digital ethics. **Self-learning:** Cross-cultural perspectives on digital ethics.
	Module 2: Netiquettes and Online Communication **Hours: 05**
	Understanding netiquette and its importance in online communication, Netiquette in different online platforms: email etiquette, blog-specific netiquette, online discussion forums netiquette, educational and professional netiquette in online learning environments and virtual classrooms, virtual meetings and video conferencing netiquettes. **Self-learning:** Netiquettes for gaming communities.
	Module 3: Social Media Ethics **Hours: 06**
	Responsible use of social media platforms; Building a positive and professional digital footprint; Addressing misinformation, fake news, and Deepfake; Ethical considerations in social media marketing; Balancing personal and professional online presence. **Self-learning:** Handling Cyberbullying.
	Module 4: **Responsible Research and Information Sharing** **Hours: 06**
	Data privacy and protection: Collection, storage, and sharing of personal and sensitive data for research, informed consent, protecting participant privacy, and data anonymization; Open access; Digital plagiarism; Plagiarism-check tools; Ensuring reliability of digital information; Responsible use of Artificial Intelligence in research.

	Self-learning: Ethical challenges in handling big data	
	Module 5: **Intellectual Property and Copyright** **Hours: 06**	
	Intellectual property rights in the digital age, Copyright infringement and fair use, Open source software and its ethical implications, Creative Commons licenses. **Self-learning:** Digital Rights Management (DRM).	
	Module 6: Cyber Security **Hours: 04**	
	Understanding Cyber Security and its ethical implications; Security for personal devices; Password practices, 2FA, and MFA; Software updates; Ethical hacking; Incident response and reporting; Case studies on cyber-attacks in real-world scenarios. **Self-learning:** Cyber Laws	
10	**Text Books:** 1. M. Strawbridge, Netiquette: *Internet Etiquette in the Age of the Blog*, Software Reference, 2006. 2. V. Turk, *Digital Etiquette: Everything you wanted to know about modern manners but were afraid to ask,* Ebury Press, 2019. 3. K. Martin, *Ethics of Data and Analytics: Concepts and Cases*, Taylor & Francis Ltd., 2022. 4. V. Sople, *Managing Intellectual Property: The Strategic Imperative*, Prentice Hall India, 2010.	
11	**Reference Books:** 1. C. Brooks, C. Grow, P. Craig, and D. Short, Cybersecurity Essentials, Sybex, 2018. 2. C. Tolbert, K. Mossberger, R. McNeal, Digital Citizenship: The Internet, Society, and Participation, MIT Press, 2007. 3. K. Furgang, Netiquette: A Student's Guide to Digital Etiquette, Rosen Central, 2011. 4. E. Thompson, The Digital Citizen: Navigating Online Ethics and Etiquette in a Connected World, IngramSpark, 2023.	
12	**Internal Continuous Assessment: 40%**	**Semester End: 60%**
13	**Continuous Evaluation through:** IAT-1 : 15 marks	**Semester End Examination (30 marks) - Duration 1 hours.**

	IAT-2: 15 marks Average of IAT-1 & IAT-2 = 15 marks. Projects, Presentation and assignments, (5 marks)etc.	
14	**Format of Question Paper: End-semester examination** ● Question Paper will comprise three questions each with 10 marks. All modules must be covered. All three questions need to be answered.	

Sd/- **Dr. Vaishali D. Khairnar** **BoS Chairman** **Information Technology**	**Sd/-** **Dr. Deven Shan** **Offg. Associate Dean** **Faculty of Science & Technology,** **University of Mumbai.**	**Sd/-** **Dr. Shivram Garge** **Offg. Dean** **Faculty of Science & Technology,** **University of Mumbai.**

B.Com. (Accountancy) Syllabus
S.Y. B.COM (Semester - III)

Title of Paper: Vocational Skills in Accounting-V

Sr. No.	Heading	Particulars
1	**Description the course :** **Including but Not limited to :**	This course, equips learners with essential vocational skills for a career in auditing. It provides a strong foundation in auditing basics, including financial statement analysis, error and fraud identification, and the principles of auditing. It also focuses on practical aspects of audit planning, procedures, and documentation, emphasizing the development of skills needed to execute an audit effectively. Learners will gain hands-on knowledge in creating audit programs and working papers, understanding the importance of audit evidence, and mastering the techniques for ensuring compliance and accuracy. This course is designed to prepare learners for roles in auditing firms, corporate finance departments, and regulatory bodies, fostering professional development and contributing to the integrity of financial reporting.
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** • To analyze the differences between accounting, auditing, and investigation to understand the unique role of auditing in financial reporting. • To evaluate the effectiveness of different audit planning approaches and documentation practices in ensuring a comprehensive audit.
8	**Course Outcomes**: • The learners will be able to summarize, interpret and apply the concepts of auditing while its actual performance in the given scenarios • The learners will be able to prepare the plans and list the various documents required for conduct of audit of the company.

9	**Modules**:- 02
	Module 1: Introduction to Auditing
	• Basics – Financial Statements, Users of Information, Definition of Auditing, Objectives of Auditing, Inherent limitations of Audit, Difference between Accounting and Auditing, Investigation and Auditing. • Errors & Frauds – Definitions, Reasons and Circumstances, Types of Error, Types of frauds, Risk of fraud and Error in Audit, Auditors Duties and Responsibilities in case of fraud. • Principles of Audit, Materiality, True and Fair view • Types of Audit – Meaning, Advantages, Disadvantages of Balance sheet Audit, Interim Audit, Continuous Audit, Concurrent Audit and Annual Audit, Statutory Audit and Social Audit.
	Module 2 Audit Planning, Procedures and Documentation
	• Audit Planning – Meaning, Objectives, Factors to be considered, Sources of obtaining information, Discussion with Client, Overall Audit Approach • Audit Program – Meaning, Factors, Advantages and Disadvantages, Overcoming Disadvantages, Methods of Work, Instruction before commencing Work, Overall Audit Approach. • Audit Working Papers – Meaning, importance, Factors determining Form and Contents, Main Functions / Importance, Features, Contents of Permanent Audit File, Temporary Audit File, Ownership, Custody, Access of Other Parties to Audit Working Papers, Auditors Lien on Working Papers, Auditors Lien on Client's Books. Note: Carry Hands-on training by using pedagogy of peer-peer learning, simulations for conduct of audit and visits to an audit firm.

10 Reference Books:

- Arens, A. A., Elder, R. J., Beasley, M. S., & Hogan, C. E. (2017). *Auditing and assurance services* (16th ed.). Pearson.
- Messier, W. F., Glover, S. M., & Prawitt, D. F. (2017). Auditing & assurance services: A systematic approach (10th ed.). McGraw-Hill Education.
- Whittington, R., & Pany, K. (2016). *Principles of auditing & other assurance services* (20th ed.). McGraw-Hill Education.
- Gay, G., & Simnett, R. (2018). *Auditing & assurance services* (7th ed.). McGraw-Hill Education.
- Institute of Chartered Accountants of India (ICAI). (Current Year). *Standards on auditing*. ICAI.
- Louwers, T. J., Ramsay, R. J., Sinason, D. H., Strawser, J. R., & Thibodeau, J. C Auditing & assurance services (7th ed.). McGraw-Hill Education.
- Porter, B., Simon, J., & Hatherly, D.. *Principles of external auditing* (4th ed.). Wiley.

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)	10
2	Participation in Workshop/ Conference/Seminar	5
3	Participation in Case Study/ Field Visit /Certificate Course. (Physical/Online mode)	5

Semester End External - 30 marks

Time: 1:00 hr

QUESTION PAPER PATTERN

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

Any 2 Questions out of 3 Questions.

Note

1. 15 marks question may be subdivided into 10 & 5 marks or 8 & 7 marks each.
2. Use of simple calculator is allowed in the examination.

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)**	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 अभ्यासक्रमा**चे 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. 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.

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)
	अ) फेसबुक, इन्स्टाग्राम, एक्स यांवरील लेखन आ) समाज गट (कम्युनिटी ग्रुप), आभासी कट्टे यांवरील 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.)
10.	**पाठ्य ग्रंथ (Text books) :** N. A.
11.	**संदर्भ ग्रंथ (Reference Books) :** 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. *Aayushi International Interdisciplinary Research Journal* (ISSN 2349-638x) Peer Reviewed Journal www.aiirjournal.com

12.	**Internal Continuous Assessment : 40%**	**External, Semester End Examination : 60% Individual Passing in Internal and External Examination**
13.	**अंतर्गत सातत्यपूर्ण मूल्यांकन (Internal Continuous Assessment) : २० गुण** **अंतर्गत मूल्यांकनाचे स्वरूप (Format of Internal Assessment) :** चाचणी परीक्षा / मौखिक परीक्षा / प्रकल्पलेखन / नियतकार्य (Assignment) / सादरीकरण / प्रश्नमंजूषा यांपैकी कोणत्याही पद्धतींचा अवलंब करून अंतर्गत मूल्यमापन करता येईल. (प्रत्यक्ष उपस्थिती किंवा ऑनलाईन)	

14.	**बहिर्गत परीक्षा** (**External Examination**) **:** ३० **गुण (वेळ : एक तास)** **बहिर्गत 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 /-	Sd/-	Sd/-	Sd/-
Sign of the BOS Chairman **Prof. Dr. Satish Kamat** **Board of Studies in Marathi**	**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:

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. **<u>Outcomes:</u>**

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. **<u>Indicative list of areas for FP:</u>**

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

5. **<u>Role and responsibilities</u>**

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).

StudentCoordinators:

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. <u>Process of FP implementation:</u>

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 andRecommendations	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	Hon'ble Pro-Vice Chancellor
Prof. Dr. Ravindra Kulkarni	**(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

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UNIVERSITY OF MUMBAI

Semester III

(w.e.f. June, 2025)

Sub: - NSS- Study of Indian Social Reformers

Credits: 02 **Lectures: 30** **Marks:50**

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

References –

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

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

UNIVERSITY OF MUMBAI

Semester III

(w.e.f. June, 2025)

Sub:- Introduction to Sports Training & Tests and Measurement

Preamble:

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

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

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

Learning Outcomes
Sports Training
The course will enable the learner to:
- Understand and apply the principles of sports training.
- Identify and differentiate between various training methods.
- Develop effective exercise plans and training schedules.
- Evaluate the impact of training on performance enhancement.

Tests and Measurement in Sports
The course will enable the learner to:
- Identify and explain the importance of test and measurement in sports.
- Apply various skill, fitness, and psychological tests.
- Evaluate test results to assess fitness and performance levels.
- Utilize test data to design targeted training and rehabilitation programs

UNIVERSITY OF MUMBAI

Semester – III

(w.e.f. June, 2025)

Sub:- Introduction to Sports Training & Tests and Measurement

Credits: 02 **Lectures: 30** **Marks:50**

Module No.	Unit No	Title of the Unit	No. of Lectures	No. of Credits
1		***Introduction to Sports Training***		1
	I	**Meaning, Definition, and Components/Elements of Sports Training** • Meaning • Definition • Components/Elements	2	
	II	**Principles of Sport Training** • FITT Principle (Frequency, Intensity, Time, Type) • Specificity • Progression • Overload • Reversibility • Tedium	5	
	III	**Types of Training Methods** • Interval Training • Fartlek Training • Continuous Training • Weight Training • Circuit Training • Plyometric Training • Flexibility Training	5	
	IV	**Basic Guidelines for Designing Exercise Plans and Training Schedules** • Current Health Status • Medical History • Level of Fitness • Training Load • Periodisation • Holistic/Integrated Approach • Person-Centred Approach • Training Intensity	3	
		Total	**15**	**1**

Sub:- Introduction to Sports Training & Tests and Measurement

Credits: 02 **Lectures: 30** **Marks:50**

Module No.	Unit No	Title of the Unit	No. of Lectures	No. of Credits
2		***Test and Measurement in Sports***		1
	I	**Meaning and Importance of Test and Measurement in Sports** • Meaning & Importance	1	
	II	**Criteria of a Good Test** • Validity • Reliability • Objectivity • Feasibility	2	
	III	**Types of Tests** Skill Tests • Wall Volley Test • Basketball Free Throw Test • Badminton Short Serve Test Fitness Tests • Cooper's 12-Minute Run/Walk Test • Sit and Reach Flexibility Test • Push-Up Test Psychological Tests • Sport Motivation Scale (SMS) • Competitive State Anxiety Inventory (CSAI-2) • Mental Toughness Questionnaire (MTQ)	6	
	IV	**Methods of Measurement** • Anthropometric Measurements • Motor Fitness Measurements • Physiological Measurements	3	
	V	**Applications of Test and Measurement in Sports** **Talent Identification** • Performance Analysis • Designing Training Programs • Injury Prevention and Rehabilitation	3	
		Total	**15**	**1**

Scheme of Evaluation -

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

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

Semester III (50 Marks - 2 Credits)

Internal Evaluation (20 Marks)

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

Semester End Examination (30 Marks)

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

References –

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

Semester III As per NEP 2020

Indian Theatre: Classical Roots and Contemporary Expressions

Syllabus for Two Credits Programme

With effect from Academic Year 2025-2026

Aims and Objectives

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

Learning Outcomes

The course will enable the learner to

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

Modules at Glance

Semester III

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

Module No.	Unit	Content
1	I	**Indian Theatre: Historical Roots** • History of Indian Drama, Origins: Historical development: From Vedic rituals to Sanskrit drama, medieval folk forms, colonial influences, and post-independence trends. • Major periods: Ancient (Natyashastra era), Medieval (Bhakti and folk traditions), Modern (colonial and post-independence)
	II	**Bharata's *Natyashastra* and Theatrical Principles** • In-depth analysis of *Natyashastra*, the foundational treatise on Indian dramaturgy • Key concepts: • Natyagriha (Ancient theatre architecture) • Rasa Theory – the aesthetic experience and emotional flavors • Bhava**,** Abhinaya, and their relevance in classical performance • Influence of *Natyashastra* on later theatrical tradition
2	**III**	**Classical Playwrights and Dramatic Texts** • Critical study of major classical dramatists and their works: • **Kalidasa** – *Abhijnanasakuntalam, Malavikagnimitram* • **Bhasa**, **Sudraka**, **Bhavabhuti –** Key themes and innovations. • Analysis of plot structure, character portrayal, and cultural context in classical play.
	IV	**Streams and Forms of Modern Indian Theatre** • **Commercial Theatre**: Characteristics, audience engagement, and production values • **Experimental Theatre**: Alternative spaces, innovative storytelling, and non-linear narratives • **Amateur Theatre**: Community participation, regional theatre groups, and resourceful staging • **Children's Theatre**: Educational objectives, interactive methods, and imagination-centered content • **One-Act Plays**: Structure, brevity, and intensity of narrative • **Street Theatre (Nukkad Natak)**: Origin, purpose, and

		socio-political engagement

Scheme of Evaluation

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

Semester III (50 Marks - 2 Credits)

Internal Evaluation (20 Marks)

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

Semester End Examination (30 Marks)

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

Reference Books

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