

T.Y.BAF Syllabus Semester V & VI



Hindi Vidya Prachar Samiti's
Ramniranjan Jhunjhunwala College
of Arts, Science & Commerce
(**Empowered Autonomous**)

Affiliated to
UNIVERSITY OF MUMBAI

Syllabus for the T.Y.BAF
Program: B.COM (ACCOUNTING & FINANCE)
Program Code: RJCUBAF

National Education Policy (NEP 2020)

Level 5.5

(CBCS 2025-2026)

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THE PREAMBLE

Why BAF?

A three-year undergraduate program in Accounting and Finance offers a comprehensive package that equips students with essential skills for success in the dynamic world of business. This program provides a solid foundation in financial principles, management accounting, and economic theory, fostering a deep understanding of the financial landscape. Students gain proficiency in financial accounting, financial analysis, data analysis, taxation, financial management, and financial reporting, preparing them for roles in diverse industries.

Moreover, a degree in Accounting and Finance enhances critical thinking, problem-solving, and quantitative skills, which are highly valued in the industry. The program also incorporates real-world applications, ensuring graduates are well-prepared for the demands of the professional environment. Additionally, the qualification opens doors to various career paths, including accountancy, financial management, taxation, and consultancy, offering a versatile and in-demand skill set that contributes to personal and professional success.

Why BAF at R J College?

The Accounting and Finance department at RJ College started in 2019-2020, offering students a well-rounded education. Apart from regular courses, students are encouraged to take extra credit courses related to their subjects. These additional value-added courses are designed to develop students' overall skills. With the aim of providing experiential learning, a minimum 3-month internship during the undergraduate program is encouraged to provide practical exposure and competitive edge among our students. The department organizes a Fest to enhance leadership and management skills. Industry experts are invited to talk about current market scenarios and emphasize on required skills. Students undergo evaluation through project presentations, case studies, writing research papers, and classroom activities, thus promoting critical thinking, presentation skills, and enhanced confidence. Choosing Accounting and Finance at RJ College not only means a solid academic foundation but also practical experience and opportunities for personal and professional development.

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PROGRAMME OUTCOMES (PO): B.Com(Accounting & Finance)

PO 1	To provide fundamental knowledge in the fields of Finance, Accountancy, Audit, Taxation, Law, Technology, and other related disciplines by adopting learner-centric pedagogy.
PO 2	To cultivate soft skills along with technical/hard skills.
PO 3	To enhance critical thinking, problem-solving, qualitative and quantitative skills, required in the industry.
PO 4	To arouse students' interest in research.
PO 5	To motivate students to pursue higher studies in the field of Accounting & Finance.

PROGRAM SPECIFIC OUTCOMES (PSO): B.Com(Accounting & Finance)

PSO 1	The course helps aspirants to acquire knowledge in the fields of Financial Accounting, Taxation, Auditing, Financial Management, International Finance, Cost Accounting, Economics, Business Law, and Business Communication.
PSO 2	Students can pursue careers as financial experts and also develop a better understanding of the markets as this course gives an in-depth understanding of the essential qualities and areas of expertise required for such jobs.
PSO 3	Students will also acquire practical skills to work as tax consultants, audit assistants, and other supporting services in the field of finance.
PSO 4	Students will learn relevant financial & managerial accounting career skills, applying both quantitative and qualitative knowledge to their future careers as businessmen, entrepreneurs, managers, and consultants.
PSO 5	Students will be able to prove proficiency with the ability to engage in competitive exams like CA, CS, ICMA, CFA, CPA, FRM and other courses.
PSO 6	Students will also be able to do higher education and advance research in the field of accounting and finance.
PSO 7	Students will acquire the skills of effective communication, decision-making, and problem-solving, that can be used at personal as well as professional levels.

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DISTRIBUTION OF TOPICS AND CREDITS

T.Y.BAF SEMESTER V

Course Code	Unit	Topic Heading	Credits	Duration
RJFPBAF351	Field based Learning/ Project		02	60 hrs
	I	Field-Based Learning		
	II	Field-Based Project		

Course Code	Unit	Topic Heading	Credits	Duration
RJCEPBAF351	Community and Engagement Service		02	60 hrs
	I	Community and Engagement Service		

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Semester		V		
Title of the Subject / course		Field based Learning/ Project		
Course Code		RJFPBAF351		
Credits		02	Duration	: 60 hours

Learning Objectives	
1	To enhance students' understanding of financial principles and their application in real-world scenarios through a field project in accountancy and finance.

Course Outcome Number	Course Outcome By the end of the course:	PSO Addressed	Blooms Level
CO1	Students will be able to apply theoretical concepts learned in class to real-world financial situations, demonstrating the ability to analyze financial data, identify key trends, addressing specific financial challenges within an organization	6	Level III Application

SEMESTER V		L	Cr
SUBJECT: Field Project	Paper Code: RJFPBAF351	60	02
UNIT 01			
Field-Based Learning			
Placement in organizations Learning domains: Accounting, Auditing, Taxation, Finance, Insurance, Investment, Start-ups Weekly reporting and reflection Mid-term review			
UNIT 02			
Field-Based Project			

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Project proposal development		
Data collection (primary and secondary)		
Data analysis and interpretation		
Report writing and presentation		

Semester		VI
Title of the Subject / course		Community and Engagement Services
Course Code		RJCEPBAF351
Credits	02	Duration : 90 hours

Learning Objectives	
1	Students will gain direct exposure to various socio-economic issues in society, allowing them to understand and analyze these issues through real-life experiences, thereby enhancing their theoretical knowledge with practical insights.

Course Outcome Number	Course Outcome By the end of the course, students will be able to:	PSO Addressed	Blooms Level
CO1	Apply their theoretical knowledge to develop practical and effective solutions to real-life socio-economic problems, demonstrating an understanding of the complexities and dynamics of community engagement and service.	7	Level III Apply

SEMESTER V		L	Cr
SUBJECT: Community and Engagement Services	Paper Code: RJCEPBAF351	90	02
- Explore the significance of community service and its impact on socio-economic development. - Study various socio-economic challenges affecting communities. - Design and manage community service projects. - Build and maintain partnerships with community organizations and stakeholders. - Participate in community service activities and reflect on experiences to enhance learning. - Address ethical issues and maintain cultural sensitivity in community engagement. - Assess the impact of community service projects and evaluate personal growth and learning outcomes.			

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RULES AND REGULATIONS REGARDING ASSESSMENT AND EVALUATION

1. A learner appearing for third year examination under NEP will have a maximum of **22 credits** and examinations will be of **maximum 550 marks**.
2. Courses having **2 credits, 3 credits and 4 credits** will have examinations of **50, 75, 100 marks** respectively.
3. **With regard to Major Course, Minor Course and OEC:**
Continuous evaluation of 40-60 adopted under autonomy (2018) shall continue for all the courses; for the courses with 2 credits and 50 marks, Internal is of 20 marks (only one IA) and External 30 marks (SEE); while the courses with 3 credits and 75 marks, it is 25 marks (only one IA) and 50 marks (SEE). In case of courses of 100 marks, the break up of marks will be 40 marks (IA) and 60 marks (SEE).
4. **With regard to VSEC (VSC and SEC), AEC, VEC:**
These will be of 2 Credits each and of 50 marks. Continuous evaluation of 40-60 wherein Internal is of 20 marks and SEE of 30 marks or Only one SEE of 50 marks or continuous evaluation of more than one test by the respective coordinating department or as directed by the EC.
5. **With regard to CC, FP and CEP:**
Vertical of CC, FP and CEP shall also be more like a **continuous evaluation** where a student will be awarded marks on the basis of **his / her participation in the co-curricular activities of the department / other departments / associations / extension activities / intercollegiate events and Jeevan Kaushal/ Field based learning or project/ Community engagement service**. Students to keep a record of his / her participation and will be duly evaluated and signed by the concerned teachers.
6. **Duration of examinations:**
 - a. An IA exam of 20/25 marks shall be of duration of 30 minutes.
 - b. An SEE exam of 30 marks (offline) shall be of duration of 1 hour.
 - c. An SEE exam of 50 marks (offline) shall be of duration of 1 ½ hour.
 - d. An SEE exam of 50 marks (online MCQ) shall be of 60 minutes.
 - e. An SEE exam of 60 marks (offline) shall be of duration of 2 hours.
7. There shall be **combined passing of Internals and SEE** in a given paper with a **minimum passing percentage of 40**.
8. **Appearing for SEE** for every paper is **compulsory** irrespective of the performance in the Internals examinations. A student absent in SEE will be thus declared failing in a given subject.
9. There shall be provision for supplementary examination for the benefit of students who miss their SEE on grounds of medical emergency or representing college at the national level event or any other equivalent event with a special permission granted by the Head of the institution.
10. There shall be no Additional Examinations for any of the Semesters except for the Semester V wherein one chance of credit improvement in Semester V shall be given before the Learner appears for the final Semester VI Examination.
11. A learner appearing for first year exam under NEP shall have examination of maximum **550 marks** to which effect **ATKT** is allowed for **maximum of 200 marks** corresponding to **failing in 3 / 4 courses** but must have passed in at least one Theory course of Major / Minor.

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Weightage to Evaluation Parameters

Evaluation of FP, CEP (RJFPBAF351, RJCEPBAF351):

Continuous Evaluation of components which require adequate duration for completion of task, observation and interpretation, maintaining records : 50%

Course End Practical evaluation of skills of students in terms of skill, activity, analysis, interpretation and conclusion : 50%

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Teaching and Learning Process:

The teaching learning process in the learning outcomes based curriculum framework in the subject of Accounting and Finance is designed to develop the cognitive skills of every learner. The undergraduate courses offer the requisite skills for a profession and jobs in Accounting and Finance field . All courses have practical's as an integral part which promotes the learner to acquire the requisite skills for employment by experiential learning.

An interesting combination of teaching learning processes is adopted in which the teacher and learners are actively involved.

Some of the salient teaching learning process are:

- Class lectures
- Presentations
- Group Discussion and Workshops
- Peer teaching and learning
- Flipped classroom, project-based learning, quiz, seminars, exhibitions, posters
- Practical experimental design planning, analysis, interpretation, application of knowledge gained, field projects, mini projects.
- Technology enabled self-learning.
- Internships, On job training
- Project work, report writing

The effective teaching strategies would address the requirements of learner to learn at their own pace. The teaching pedagogy adopted to ensure inculcate higher order skills in the learner. The entire program is also designed to foster human values, environmental consciousness for an equitable society. The teaching learning processes adopted would aim at participatory pedagogy.

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ASSESSMENT AND EVALUATION METHODS

COMMUNITY ENGAGEMENT PROJECT (CEP)

TYBAF (UNDER NEP)

SEMESTER: V

NAME OF THE STUDENT :

ROLL NUMBER :

CLASS :

MOBILE NO. :

START DATE OF THE PROJECT :

END DATE OF THE PROJECT :

EVALUATION:

Project Work and Report	Marks Out of
Community Engagement Project work 90 hours	30
Presentation and Viva	20
Total Marks	50

Name of the Evaluator

Signature of Evaluator

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Preamble

The National Education Policy 2020 aims at imparting skill-based learning and caters to the multiple entry and exit facility for the students thus empowering them to acquire knowledge at their pace in the three-year UG program, the student has two exit options. Students also have the option for choosing the Honors program of four years study in a given discipline and later converting it to five year integrated PG degree program As undergraduate student, he/she learns the core subject (Major), subject complementing the core subject (Minor), a course from other discipline (OEC or GEC) Vocational and Skill Enhancement course from the Major(VSEC), The remaining verticals under NEP 2020 are IKS (Indian Knowledge System), AEC (Ability Enhancement Course), VEC (Value Enhancement Course) and with progressive three years of UG, student also completes at different levels OJT (On Job Training), FP (Field Projects), CEP (Community Engagement Project) , RP (Research Project) which helps him/her in understanding their roots, application of the knowledge for the benefit of self and the society. Vertical CC (Co-curricular activities and activities related to yoga and human wellbeing) helps in preparing youth with good character and interpersonal relationships.

Community engagement projects in Mass Media courses are invaluable for fostering practical skills, promoting ethical media practices, and encouraging the development of socially responsible media professionals. These projects prepare students to be effective communicators, critical thinkers, and active contributors to society, all while developing a deeper connection with their communities. By working on projects that benefit local communities, students are exposed to the idea of media as a tool for positive change, fostering social responsibility. Through community engagement, students often collaborate with local organizations, government agencies, and community members. This provides an opportunity to build professional networks and make valuable connections that could lead to internships, job opportunities, or future partnerships. Community engagement projects provide students with tangible work that they can include in their professional portfolios. Whether it's producing a public service announcement, creating a documentary, or conducting a media campaign, students gain work samples that demonstrate their skills and commitment to social issues.

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Name of The Activity :

Date :

No. of Hours :

Objective of the activity :

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Description of the activity with Learning Outcome :

Geotagged Photograph (1 for each Activity):

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Mapping of the course to employability/ Entrepreneurship/ Skill development

Class	Course Name	Course Code	Topics focusing on Employability/Entrepreneurship/Skill development	Employability/Entrepreneurship /Skill development	Specific activity
TYBAF	Field Based Learning / Project	RJFPBAF351	Field-based study & project report	Skill development: Research, data collection & presentation	Field visits, survey-based mini project
TYBAF	Community and Engagement Service	RJCEPBAF351	Community service & social engagement	Skill development: Teamwork, social responsibility, communication	Participation in NGO/community programs, reflection reports

**Mapping of curriculum with the relevance in the
Local, Regional, National and Global development needs**

Sr. No	Course Code/ Topic (Paper/ Unit/ Content)	Relevance
1	RJFPBAF351 : Field based Learning/ Project	Local, Regional, National and Global Development needs
2	RJCEPBAF351 : Community and Engagement Service	Local, Regional, National and Global Development needs

Mapping of curriculum with cross cutting issues viz, Professional Ethics, Gender, Human Values, Environmental and Sustainable Development Goals and NEP 2020

Sr. No	Name of the Course	Course Code	Issues Addressed
1	Field based Learning/ Project	RJFPBAF351	SDG 4, SDG 8, Human Values, Gender Sensitization, NEP 2020
2	Community and Engagement Service	RJCEPBAF351	SDG 4, SDG 8, Human Values, Gender Sensitization, NEP 2020