# University of Mumbai

वेबसाईट – mu.ac.in
ईमेल - आयडी - dr.aams@fort.mu.ac.in
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विद्याविषयक प्राधिकरणे
सभा आणि सेवा विभाग(ए.ए.एम.एस)
रूम नं. १२८ एम.जी.रोड, फोर्ट,
मुंबई – ४०० ०३२
टेलिफोन नं – ०२२ – ६८३२००३३


(नॅक पुनर्मूल्यांकनाद्वारे ३.६५ (सी.जी.पी.ए.) सह अ++ श्रेणी
विद्यापीठ अनुदान आयोगाद्वारे श्रेणी १ विद्यापीठ घर्जा)

क.वि.प्रा.स.से./आयसीडी/२०२५-२६/३७ दिनांक : २७ मे, २०२५

परिपत्रक:-

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

(डॉ. प्रसाद कारंडे)
कुलसचिव

मुंबई – ४०० ०३२
२७ मे, २०२५



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| **Copy forwarded for information and necessary action to :-** | |
|---|---|
| 1 | The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Dept)(AEM),<br>dr@eligi.mu.ac.in |
| 2 | The Deputy Registrar, Result unit, Vidyanagari<br>drresults@exam.mu.ac.in |
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| 6 | The Deputy Registrar, College Affiliations & Development Department (CAD),<br>deputyregistrar.uni@gmail.com |
| 7 | The Deputy Registrar, PRO, Fort, (Publication Section),<br>Pro@mu.ac.in |
| 8 | The Deputy Registrar, Executive Authorities Section (EA)<br>eau120@fort.mu.ac.in<br>He is requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to the above circular. |
| 9 | The Deputy Registrar, Research Administration & Promotion Cell (RAPC),<br>rapc@mu.ac.in |
| 10 | The Deputy Registrar, Academic Appointments & Quality Assurance (AAQA)<br>dy.registrar.tau.fort.mu.ac.in<br>ar.tau@fort.mu.ac.in |
| 11 | The Deputy Registrar, College Teachers Approval Unit (CTA),<br>concolsection@gmail.com |
| 12 | The Deputy Registrars, Finance & Accounts Section, fort<br>draccounts@fort.mu.ac.in |
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| 17 | The Director, Centre for Distance and Online Education (CDOE),<br>Vidyanagari,<br>director@idol.mu.ac.in |
| 18 | Director, Innovation, Incubation and Linkages,<br>Dr. Sachin Laddha<br>pinkumanno@gmail.com |
| 19 | Director, Department of Lifelong Learning and Extension (DLLE),<br>dlleuniversityofmumbai@gmail.com |

| **Copy for information :-** | |
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| 3 | P.A to Registrar,<br>registrar@fort.mu.ac.in |
| 4 | P.A to all Deans of all Faculties |
| 5 | P.A to Finance & Account Officers, (F & A.O),<br>camu@accounts.mu.ac.in |

**To,**

| | |
|---|---|
| 1 | The Chairman, Board of Deans<br>pvc@fort.mu.ac.in |
| 2 | **Faculty of Humanities,**<br>**Offg. Dean**<br>1. Prof.Anil Singh<br>Dranilsingh129@gmail.com<br>**Offg. Associate Dean**<br>2. Prof.Manisha Karne<br>mkarne@economics.mu.ac.in<br>3. Dr.Suchitra Naik<br>Naiksuchitra27@gmail.com |
| | **Faculty of Commerce & Management,**<br>**Offg. Dean,**<br>1 Prin.Ravindra Bambardekar<br>principal@model-college.edu.in<br>**Offg. Associate Dean**<br>2. Dr.Kavita Laghate<br>kavitalaghate@jbims.mu.ac.in<br>3. Dr.Ravikant Balkrishna Sangurde<br>Ravikant.s.@somaiya.edu<br>4. Prin.Kishori Bhagat<br>kishoribhagat@rediffmail.com |

| | |
|---|---|
| | **Faculty of Science & Technology**<br>**Offg. Dean**<br>1. Prof. Shivram Garje<br>ssgarje@chem.mu.ac.in<br>**Offg. Associate Dean**<br>2. Dr. Madhav R. Rajwade<br>Madhavr64@gmail.com<br>3. Prin. Deven Shah<br>sir.deven@gmail.com |
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| 3 | Chairman, Board of Studies, |
| 4 | The Director, Board of Examinations and Evaluation,<br>dboee@exam.mu.ac.in |
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AC – 20/05/2025
Item No. – 7.1 (N)

# As Per NEP 2020

# University of Mumbai



| Syllabus for Major<br>Vertical – 1 & 4 | | |
|---|---|---|
| **Name of the Programme – B.Com. (Banking & Insurance)** | | |
| **Faulty of Commerce & Management** | | |
| **Board of Studies in Banking & Insurance** | | |
| **U.G. Second Year Programme** | **Exit Degree** | **U.G. Diploma in Banking & Insurance** |
| **Semester** | | **III & IV** |
| **From the Academic Year** | | **2025-26** |

# University of Mumbai

| Sr. No. | Heading | Particulars |
|---|---|---|
| 1 | **Title of program**<br>**O:_____** | **B.Com. (Banking & Insurance)** |
| 2 | **Exit Degree** | **U.G. Diploma in Banking & Insurance** |
| 3 | **Scheme of Examination**<br>**R: _____** | NEP<br>40% Internal<br>60% External, Semester End Examination<br>Individual Passing in Internal and External Examination |
| 4 | **Standards of Passing**<br>**R: _____** | **40%** |
| 5 | **Credit Structure**<br>**Sem. III – R: CU – 520C**<br>**Sem. IV – R: CU – 520D** | **Attached herewith** |
| 6 | **Semesters** | **Sem. III & IV** |
| 7 | **Program Academic Level** | **5.00** |
| 8 | **Pattern** | **Semester** |
| 9 | **Status** | **New** |
| 10 | **To be implemented from Academic Year** | **2025-26** |

**(As per NEP 2020)**

| | | | |
|---|---|---|---|
| **Sign of the BOS Chairman**<br>**Dr. Sunil Karve**<br>**Board of Studies in BBI & BIM** | **Sign of the Offg. Associate Dean**<br>**Prin. Kishori Bhagat**<br>**Faculty of Commerce & Management** | **Sign of the Offg. Associate Dean**<br>**Prof. Kavita Laghate**<br>**Faculty of Commerce & Management** | **Sign of the Offg. Dean**<br>**Prin. Ravindra Bambardekar**<br>**Faculty of Commerce & Management** |

**Under Graduate Diploma in Banking & Insurance**

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

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | **R:_____C** | | | | | | | | | |
| **Level** | **Semester** | **Major** | | **Minor** | **OE** | **VSC, SEC (VSEC)** | **AEC, VEC, IKS** | **OJT, FP, CEP, CC, RP** | **Cum. Cr. / Sem.** | **Degree/ Cum. Cr.** |
| | | **Mandatory** | **Electives** | | | | | | | |
| **5.0** | III | 8 Financial Decision-Making (4) Direct Taxation: Compliance, And Implications (4) | | 4 | 2 | **VSC:2,** Laws Governing Banking & Insurance (2) **OR** Income Tax**(**ITR)Filing (2) | AEC: 2 | FP: 2 CC:2 | 22 | **UG Diploma 88** |
| | **R:_____D** | | | | | | | | | |
| | IV | 8 Data-Driven Decision Making in Banking And Insurance (4) Cost Accounting For Banking And Insurance: Principles And Practices (4) | | 4 | 2 | **SEC:2** Digital Transformation & Innovations In Banking And Insurance (2) **OR** KYC in Banking & Insurance (2) | AEC: | CEP: 2 CC:2 | 22 | |
| | **Cum Cr.** | | | | | | | | | |
| **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** | | | | | | | | | | |

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

**Sem. V & VI Credit Structure**

**R:_____C**

# Bachelor of Banking & Insurance (BBI) Programme

Under Graduate Programs in University

| Level | Semester | Major | | Minor | OE | VSC, SEC (VSEC) | AEC, VEC, IKS | OJT, FP, CEP, CC,RP | Cum. Cr. / Sem. | Degree/ Cum. Cr. |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Mandatory | Electives | | | | | | | |
| 5.5 | V | 10<br>Indirect Tax (4)<br><br>International Banking & Finance (4)<br><br>Bank Credit (2) | 4<br>Project Management in Banks (4) | 4<br>Risk Management (4) | | **VSC: 2**<br>Investment Alternatives (2)<br>**OR**<br>Anti-Money Laundering (AML) | | FP/CEP: 2 | 22 | **UG Degree 132** |
| | VI | 10<br>Central Banking (4)<br><br>Financial Statement Analysis and Reporting (4)<br><br>Behavioral Finance (2) (2) | 4<br>Rural Insurance and Micro Credit (4) | 4<br>Strategic Management & Innovations in Banking (4) | | | | OJT :4 | 22 | |
| | **Cum Cr.** | 48 | 8 | 18 | 12 | 8+6 | 8+4+2 | 8+6+4 | 132 | |
| **Exit option: Award of UG Degree in Major with 132 credits OR Continue with Major and Minor** | | | | | | | | | | |

# Sem. - III

# Vertical – 1
# Major

# Syllabus
# B.Com. (Banking & insurance)
# (Sem.- III)

**Title of Paper: FINANCIAL DECISION-MAKING**

| Sr. No. | Heading | Particulars |
|---|---|---|
| 1 | **Description the course :**<br><br>**Including but Not limited to :** | This course provides an in-depth understanding of management accounting principles and their application in the banking and insurance sectors. It covers financial analysis, budgeting, cost control, and decision-making techniques, equipping students with the skills needed to assess financial performance, manage risks, and enhance operational efficiency in financial institutions. |
| 2 | **Vertical :** | Major |
| 3 | **Type :** | Theory (with Practical Illustrations) |
| 4 | **Credit**: | 4 credits |
| 5 | **Hours Allotted :** | 60 Hours |
| 6 | **Marks Allotted**: | 100 Marks |
| 7 | **Course Objectives**:<br><br>1. To introduce students to management accounting concepts relevant to banking and insurance.<br>2. To develop analytical skills for financial planning, control, and decision-making.<br>3. To explore the role of cost analysis and performance evaluation in financial institutions.<br>4. To enhance students' ability to interpret financial data for strategic decision-making.<br>5. To apply management accounting techniques to real-world banking and insurance scenarios. | |

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| **8** | **Course Outcomes**:<br>Upon successful completion of this course, students will be able to:<br><br>1. Understand the fundamentals of management accounting and its significance in banking and insurance.<br>2. Analyze financial statements to assess the performance of financial institutions.<br>3. Implement budgeting and cost-control techniques for financial stability.<br>4. Apply risk management strategies in banking and insurance contexts.<br>5. Use management accounting tools for effective decision-making and operational efficiency. |

| | |
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| **9** | **Modules**:- |
| | **Module 1: Introduction to Management Accounting** |
| | **Unit 1: Fundamentals of Management Accounting:** Definition, Scope, and Importance, Role of Management Accounting in Decision-Making, Difference between Financial Accounting and Management Accounting<br><br>**Unit 2: Financial Statements and Analysis:** Understanding Balance Sheets, Income Statements, and Cash Flow Statements, Ratio Analysis: Liquidity, Profitability, and Efficiency Ratios, Interpretation of Financial Reports in Banking & Insurance. |
| | **Module 2: Revenue Management and Budgeting.** |
| | **Revenue Management in Banking and Insurance:** Sources of Revenue in Banking and Insurance, Interest Income, Premium Collections, and Fee-Based Income.<br><br>**Revenue Unit 4: Budgeting and Forecasting:** Importance of Budgeting in Financial Institutions, Types of Budgets: Capital, Operating, Cash Flow Budgets, Variance Analysis and Budgetary Control Techniques |
| | **Module 3**: **Performance Evaluation and Risk Management** |
| | **Unit 5: Performance Measurement Techniques:** Key Performance Indicators (KPIs) for Banking & Insurance, Responsibility Accounting and Performance Appraisal, Balanced Scorecard Approach<br><br>**Unit 6: Risk Management in Banking & Insurance:** Types of Financial Risks: Credit, Market, Operational Risks, Risk Assessment Techniques, Role of Management Accounting in Risk Mitigation |
| | **Module 4**: **Decision-Making Tool** |
| | **Unit 7: Decision-Making Tools in Financial Institutions:** Break-Even Analysis and Profit Planning, Short-Term Decision-Making:<br><br>**Unit 8: Emerging Trends in Management Accounting:** Digital Transformation in Management Accounting, Use of AI and Data Analytics in Financial Decision-Making, Sustainability and introduction to ESG Reporting in Banking & Insurance |

| | | |
|---|---|---|
| **11** | **Reference Books:**<br>1. Management Accounting – M.Y. Khan & P.K. Jain<br>2. Management Accounting: Principles & Practice" – R.K. Sharma & Shashi K. Gupta<br>3. Management Accounting – Dr. S.N. Maheshwari<br>4. Cost and Management Accounting – M.N. Arora<br>5. Financial & Management Accounting – T.S. Grewal & S.C. Gupta | |
| **12** | **Internal Continuous Assessment: 40%** | **External, Semester End Examination 60% Individual Passing in Internal and External Examination** |
| **13** | **Refer annexure :A** | **Refer annexure :B** |

# QUESTION PAPER PATTERN
# (External and Internal)

**The Internal continuous Assessment should be conducted after completing 20% of Syllabus of the course.** All Assessment activities to be recorded and spread across semester

**ANNEXTURE: A**

Individual faculty member shall have the flexibility to design the continuous assessment for each course/s in a manner so as to evaluate students' capabilities across knowledge, skills and attitudes. Internal Assessment may be undertaken through any or combination of the methods stated below after obtaining due permission of Principal and remain same across that particular course and semester. Introduction of multiple activates among groups of students in same class may be encouraged for better exposure:

- **Class Test (Mandatory) with Objective questions** Class Test during the lectures (physical/online mode) MCQs/Match the pairs/Answer in one sentence etc.

**Any two of following for each course & may be similar or different for different group of students in a class**

- Essays / Tutorials
- Home assignments
- Library notes based on published research papers
- Report writings
- Practical Projects/ Practical activities /Group projects
- Reflective Practical assignments / Industry work / Field work
- Drawing Portfolios
- Oral examination
- Student's Seminar / Workshop / Exhibition
- Reviews / PPT presentation
- Problem solving Exercises
- Laboratory/Library Work
- Book reviews
- Case Study analysis
- Podcast/Blog writing /Video making e.g., Tips to become successful investor/satisfied customer, company profile, successful entrepreneur etc.

**ANNEXTURE: B**

# Question Paper Pattern

**Credit: 02 (Total 50 Marks)**
**External = 30 Marks**
**Duration: 1 Hr.**

Student has to attempt any two questions out of three.

| | | |
|---|---|---|
| Q.1 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.2 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.3 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |

**Credit: 04 (Total 100 Marks)**
**External =60 Marks**
**Duration: 2 Hrs.**

Student has to attempt any four questions out of six.

| | | |
|---|---|---|
| Q.1 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.2 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.3 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.4 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.5 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.6 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |

**Note**

1. The Semester End Assessment should be conducted after completing 100% of syllabus of the course/s
2. The question papers shall be framed so as to ensure that no part of the syllabus is left out of study by a student.
3. The question paper shall be balanced in respect of various topics outlined in the syllabus.
4. Equal Weightage is to be given to all the modules
5. All questions shall carry equal marks with internal choice within the question
6. 15 marks question must be subdivided into 8 marks + 7 marks, 10 marks + 5 marks and 5 marks + 5 marks + 5 marks. Internal options may be given wherever necessary.
7. Use of simple calculator is allowed in the examination.
8. Wherever possible more importance is to be given to the practical problems/case study.

# Syllabus
# B.Com. (Banking & Insurance)
# (Sem.- III)

**Title of Paper: DIRECT TAXATION: COMPLIANCE AND IMPLICATIONS**

| Sr. No. | Heading | Particulars |
|---|---|---|
| 1 | **Description the course :**<br><br>**Including but Not limited to :** | Direct taxation is a key component of financial management and regulatory compliance in banking and insurance. Understanding tax laws, computation methods, deductions, and corporate taxation is crucial for professionals in financial services. This course provides insights into tax regulations, planning strategies, and compliance frameworks to help students navigate the evolving tax landscape |
| 2 | **Vertical :** | Major |
| 3 | **Type :** | Theory (with Practical Illustrations) |
| 4 | **Credit**: | 4 credits |
| 5 | **Hours Allotted :** | 60 Hours |
| 6 | **Marks Allotted**: | 100 Marks |
| 7 | **Course Objectives**:<br><br>1. To Understand the framework and significance of direct taxation in India.<br>2. To Learn to compute taxable income and tax liabilities under various heads of income.<br>3. To Analyze tax deductions, exemptions, and tax-saving strategies.<br>4. To Gain knowledge of corporate taxation, including MAT and tax planning techniques.<br>5. To Stay updated with recent tax reforms, digital taxation, and regulatory changes. | |

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| **8** | **Course Outcomes**:<br><br>Upon successful completion, students will be able to:<br><br>1. Apply direct tax principles in personal and corporate financial planning.<br>2. Compute tax liabilities for individuals and businesses accurately.<br>3. Utilize tax-saving strategies for optimizing financial decisions.<br>4. Understand the impact of digital taxation and e-filing procedures.<br>5. Analyze recent developments and policy changes in the direct tax system. |
| **9** | **Modules**:- |
| | **Module 1: Fundamentals of Direct Taxation** |
| | **Unit 1: Introduction to Direct Taxes:** Meaning and Scope of Direct Taxes & key terms/concepts, Differences Between Direct and Indirect Taxes, Tax Structure in India: Central, State, and Local Taxes, Role of Direct Taxes in Economic Development<br><br>**Unit 2: Income Tax Act, 1961 – Basic Concepts:** Residential Status and Tax Incidence Income Tax Authorities and Their Powers, Heads of Income Under Income Tax Act, Agricultural Income and Its Tax Treatment |
| | **Module 2: Computation of Income and Tax Liability** |
| | **Unit 3: Income from Salary and House Property:** Components of Salary and Taxability, various Deductions, Income From House Property: Self-Occupied vs. Let-Out Property, Computation of Taxable Salary and House Property Income,<br><br>**Unit 4: Income from Business, Profession, Capital Gains, and Other Sources:** Taxable Business and Professional Income, Computation of Capital Gains and Exemptions, Income From Other Sources (Dividends, Interest, Gifts), Tax Planning for Capital Gains and Investments |
| | **Module 3**: **Tax Planning, Deductions, and Rebates** |
| | **Unit 5: Deductions and Exemptions Under Income Tax Act (old and new regime):**Section 80C to 80U: Tax-Saving Investments and Exemptions, Deductions for Medical Insurance, Education Loans, and Donations, Tax Treatment of Retirement Benefits, Tax Planning for Individuals and Small Businesses<br><br>**Unit 6: Computation of Total Income and Tax Liability:** Clubbing of Income and Set-Off & Carry Forward of Losses, Computation of Total Income and Tax Liability, Advance Tax, Self-Assessment Tax, and TDS, Tax Filing Procedures and Documentation |
| | **Module 4**: **Corporate Taxation, Compliance, and Recent Developments**<br><br>**Unit 7: Corporate Taxation and Minimum Alternate Tax (MAT) (Basic):** Taxation of Companies: Types of Companies and Tax Rates, Minimum Alternate Tax (MAT), Dividend Distribution Tax (DDT) and Buyback Tax<br><br>**Unit 8: Digital Taxation, Tax Reforms, and GST Impact (Basic):** E-Filing and Digital Taxation Compliance, Introduction to Faceless Assessment and Scrutiny, Impact of GST on Direct Taxes |
| | |

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|---|---|---|
| **10** | **Reference Books:**<br>1. Direct Taxes Law & Practice by V.K. Singhania - Taxman<br>2. Systematic Approach to Direct Tax by Ahuja & Gupta - Bharat Law House<br>3. Direct Tax Laws by T.N. Manoharan - Snow White<br>4. Hand book to income tax rules by Madhusudhan Agarwal - Bharat Handbook | |
| **11** | **Internal Continuous Assessment: 40%** | **External, Semester End Examination 60% Individual Passing in Internal and External Examination** |
| **12** | **Refer annexure :A** | **Refer annexure :B** |

# QUESTION PAPER PATTERN
# (External and Internal)

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**ANNEXTURE: A**

Individual faculty member shall have the flexibility to design the continuous assessment for each course/s in a manner so as to evaluate students' capabilities across knowledge, skills and attitudes. Internal Assessment may be undertaken through any or combination of the methods stated below after obtaining due permission of Principal and remain same across that particular course and semester. Introduction of multiple activates among groups of students in same class may be encouraged for better exposure:

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- Drawing Portfolios
- Oral examination
- Student's Seminar / Workshop / Exhibition
- Reviews / PPT presentation
- Problem solving Exercises
- Laboratory/Library Work
- Book reviews
- Case Study analysis
- Podcast/Blog writing /Video making e.g., Tips to become successful investor/satisfied customer, company profile, successful entrepreneur etc.

# Question Paper Pattern

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| Q.3 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |

**Credit: 04 (Total 100 Marks)**
**External =60 Marks**
**Duration: 2 Hrs.**

Student has to attempt any four questions out of six.

| | | |
|---|---|---|
| Q.1 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
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4. Equal Weightage is to be given to all the modules
5. All questions shall carry equal marks with internal choice within the question
6. 15 marks question must be subdivided into 8 marks + 7 marks, 10 marks + 5 marks and 5 marks + 5 marks + 5 marks. Internal options may be given wherever necessary.
7. Use of simple calculator is allowed in the examination.
8. Wherever possible more importance is to be given to the practical problems/case study.

# Vertical - 4

# VSC

# Syllabus
# B. Com. (Banking & Insurance)
# (Sem.- III)

**Title of Paper: LAWS GOVERNING BANKING AND INSURANCE**

| Sr. No. | Heading | Particulars |
|---|---|---|
| 1 | **Description the course :**<br><br>**Including but Not limited to :** | The banking and insurance sectors operate within a well-defined legal framework to ensure financial stability, consumer protection, and regulatory compliance. This course provides an in-depth understanding of key laws, regulations, and compliance requirements governing banking and insurance services. Students will explore legal provisions, regulatory authorities, and ethical considerations in financial services. |
| 2 | **Vertical :** | VSC |
| 3 | **Type :** | Theory |
| 4 | **Credit**: | 2 credits |
| 5 | **Hours Allotted :** | 30 Hours |
| 6 | **Marks Allotted**: | 50 Marks |
| 7 | **Course Objectives**:<br><br>1. To Understand the legal and regulatory framework governing banking and insurance.<br>2. To Analyze key banking and insurance laws applicable in India.<br>3. To Identify the role of regulatory authorities such as RBI, SEBI, and IRDAI.<br>4. To Interpret legal provisions related to consumer protection, fraud prevention, and corporate governance.<br>5. To Apply regulatory guidelines to ensure compliance in financial institutions. | |

| | | |
|---|---|---|
| **8** | **Course Outcomes**:<br><br>Upon successful completion of the course, students will be able to:<br><br>1. Interpret and apply legal provisions in banking and insurance operations.<br>2. Ensure regulatory compliance in financial institutions.<br>3. Analyze the role of regulatory authorities in maintaining financial stability.<br>4. Protect consumer rights and prevent financial fraud.<br>5. Navigate legal and ethical challenges in banking and insurance. | |
| **9** | **Modules**:- | |
| | **Module 1: Banking Laws and Regulatory Framework <u>( important sections only)</u>** | |
| | **Unit 1: Banking Regulations and Governing Acts:** Banking Regulation Act, 1949, Reserve Bank of India Act, 1934, Negotiable Instruments Act, 1881, Prevention of Money Laundering Act (PMLA), 2002<br><br>**Unit 2: Role of Regulatory Authorities in Banking:** Role and functions of the Reserve Bank of India (RBI), SEBI's influence on financial regulations, Banking Ombudsman Scheme and consumer protection laws | |
| | **Module 2: Insurance Laws and Compliance in Financial Services <u>( important sections only)</u>**) | |
| | **Unit 1: Key Insurance Laws and Regulations:** Insurance Act, 1938, IRDAI Act, 1999 and its regulatory framework, Motor Vehicles Act, 1988 (for third-party insurance), Consumer Protection Act, 2019 and its relevance to insurance<br><br>**Unit 2: Compliance, Ethics, and Legal Challenges:** Regulatory framework of the Insurance Regulatory and Development Authority of India (IRDAI), Corporate governance in banking and insurance, Legal implications of fraud, cybercrimes, and data protection in financial services | |
| **10** | **Reference Books:**<br><br>1. Banking Law and Practice by M.L. Tannan<br>2. Indian Banking and Insurance Laws by P.K. Sharma<br>3. Principles of Insurance Law by O.P. Agarwal<br>4. Legal Aspects of Banking & Insurance by M.S. Parthasarathy<br>**5.** Handbook on Banking and Insurance Laws by V. R. S. S. Tiwari | |
| **11** | **Internal Continuous Assessment: 40%** | **External, Semester End Examination 60% Individual Passing in Internal and External Examination** |
| **12** | **Refer annexure :A** | **Refer annexure :B** |

# QUESTION PAPER PATTERN
# (External and Internal)

**The Internal continuous Assessment should be conducted after completing 20% of Syllabus of the course.** All Assessment activities to be recorded and spread across semester

**ANNEXTURE: A**

Individual faculty member shall have the flexibility to design the continuous assessment for each course/s in a manner so as to evaluate students' capabilities across knowledge, skills and attitudes. Internal Assessment may be undertaken through any or combination of the methods stated below after obtaining due permission of Principal and remain same across that particular course and semester. Introduction of multiple activates among groups of students in same class may be encouraged for better exposure:

- **Class Test (Mandatory) with Objective questions** Class Test during the lectures (physical/online mode) MCQs/Match the pairs/Answer in one sentence etc.

**Any two of following for each course & may be similar or different for different group of students in a class**

- Essays / Tutorials
- Home assignments
- Library notes based on published research papers
- Report writings
- Practical Projects/ Practical activities /Group projects
- Reflective Practical assignments / Industry work / Field work
- Drawing Portfolios
- Oral examination
- Student's Seminar / Workshop / Exhibition
- Reviews / PPT presentation
- Problem solving Exercises
- Laboratory/Library Work
- Book reviews
- Case Study analysis
- Podcast/Blog writing /Video making e.g., Tips to become successful investor/satisfied customer, company profile, successful entrepreneur etc.

**ANNEXTURE: B**

# Question Paper Pattern

**Credit: 02 (Total 50 Marks)**
**External = 30 Marks**
**Duration: 1 Hr.**

Student has to attempt any two questions out of three.

| | | |
|---|---|---|
| Q.1 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.2 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.3 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |

**Credit: 04 (Total 100 Marks)**
**External =60 Marks**
**Duration: 2 Hrs.**

Student has to attempt any four questions out of six.

| | | |
|---|---|---|
| Q.1 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.2 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.3 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.4 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.5 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.6 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |

**Note**

1. The Semester End Assessment should be conducted after completing 100% of syllabus of the course/s
2. The question papers shall be framed so as to ensure that no part of the syllabus is left out of study by a student.
3. The question paper shall be balanced in respect of various topics outlined in the syllabus.
4. Equal Weightage is to be given to all the modules
5. All questions shall carry equal marks with internal choice within the question
6. 15 marks question must be subdivided into 8 marks + 7 marks, 10 marks + 5 marks and 5 marks + 5 marks + 5 marks. Internal options may be given wherever necessary.
7. Use of simple calculator is allowed in the examination.
8. Wherever possible more importance is to be given to the practical problems/case study.

# Syllabus
# B. Com. (Banking & Insurance)
# (Sem.- III)

**Title of Paper: INCOME TAX RETURN (ITR) FILING**

| Sr. No. | Heading | Particulars |
|---|---|---|
| 1 | **Description the course :**<br><br>**Including but Not limited to :** | Income Tax Return (ITR) filing is a crucial compliance requirement for individuals and businesses. This course introduces students to the fundamental concepts, legal frameworks, and procedures for filing various ITR forms. It emphasizes practical applications, ensuring students develop the skills needed to assist in tax filing processes within the banking and insurance sectors. |
| 2 | **Vertical :** | VSC |
| 3 | **Type :** | Theory with Practical Illustration |
| 4 | **Credit**: | 2 credits |
| 5 | **Hours Allotted :** | 30 Hours |
| 6 | **Marks Allotted**: | 50 Marks |
| 7 | **Course Objectives**:<br><br>1. To Understand the basics of income tax laws and return filing procedures.<br>2. To Identify different types of ITR forms and their applicability.<br>3. To Demonstrate proficiency in e-filing of returns using online portals.<br>4. To Analyze tax-saving provisions and deductions under the Income Tax Act.<br>5. To Apply taxation knowledge in banking and insurance financial planning. | |

| | | |
|---|---|---|
| **8** | **Course Outcomes**:<br><br>Upon successful completion of the course, students will be able to:<br><br>1. Understand tax compliance and return filing procedures.<br>2. Assist individuals and businesses in choosing the right ITR forms.<br>3. Efficiently use online portals for e-filing and compliance tracking.<br>4. Recommend tax-saving strategies for clients in banking and insurance.<br>5. Develop practical expertise in taxation for future career prospects. | |
| **9** | **Modules**:- | |
| | **Module 1: Fundamentals of ITR Filing** | |
| | **Unit 1: Introduction to Income Tax & Taxpayer Categories:** Basics of income tax, Residential status and tax liability, Overview of taxable income sources<br><br>**Unit 2: Types of ITR Forms & Their Applicability**: ITR-1 to ITR-7: Who should file?, Selection of the appropriate ITR form, Common mistakes and consequences of incorrect filing | |
| | **Module 2: E-Filing & Tax Planning in Banking & Insurance** | |
| | **Unit 1: Online ITR Filing Process:** Steps for e-filing on the Income Tax portal, Documents required for filing, Understanding Form 16, 26AS, AIS & TIS<br><br>**Unit 2: Tax Deductions, Exemptions & Compliance in Banking & Insurance:** over view of Section 80C to 80U deductions, Tax implications on insurance policies & banking instruments, Assessment, rectification & refund procedures | |
| **10** | **Reference Books:**<br>1. Income Tax Manual by V.S. Datey<br>2. Income Tax Law & Practice by Dr. Vinod K. Singhania and Dr. Kapil Singhania<br>3. Taxmann's Income Tax Guide by Taxmann Publications<br>4. The Law and Practice of Income Tax by Kanga and Palkhivala<br>5. Filing Income Tax Returns for Dummies by M.S. Parthasarathy. | |
| **11** | **Internal Continuous Assessment: 40%** | **External, Semester End Examination 60% Individual Passing in Internal and External Examination** |
| **12** | **Refer annexure :A** | **Refer annexure :B** |

# QUESTION PAPER PATTERN
# (External and Internal)

**The Internal continuous Assessment should be conducted after completing 20% of Syllabus of the course.** All Assessment activities to be recorded and spread across semester

**ANNEXTURE: A**

Individual faculty member shall have the flexibility to design the continuous assessment for each course/s in a manner so as to evaluate students' capabilities across knowledge, skills and attitudes. Internal Assessment may be undertaken through any or combination of the methods stated below after obtaining due permission of Principal and remain same across that particular course and semester. Introduction of multiple activates among groups of students in same class may be encouraged for better exposure:

- **Class Test (Mandatory) with Objective questions** Class Test during the lectures (physical/online mode) MCQs/Match the pairs/Answer in one sentence etc.

**Any two of following for each course & may be similar or different for different group of students in a class**

- Essays / Tutorials
- Home assignments
- Library notes based on published research papers
- Report writings
- Practical Projects/ Practical activities /Group projects
- Reflective Practical assignments / Industry work / Field work
- Drawing Portfolios
- Oral examination
- Student's Seminar / Workshop / Exhibition
- Reviews / PPT presentation
- Problem solving Exercises
- Laboratory/Library Work
- Book reviews
- Case Study analysis
- Podcast/Blog writing /Video making e.g., Tips to become successful investor/satisfied customer, company profile, successful entrepreneur etc.

**ANNEXTURE: B**

# Question Paper Pattern

**Credit: 02 (Total 50 Marks)**
**External = 30 Marks**
**Duration: 1 Hr.**

Student has to attempt any two questions out of three.

| | | |
|---|---|---|
| Q.1 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.2 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.3 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |

**Credit: 04 (Total 100 Marks)**
**External =60 Marks**
**Duration: 2 Hrs.**

Student has to attempt any four questions out of six.

| | | |
|---|---|---|
| Q.1 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.2 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.3 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.4 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.5 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.6 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |

**Note**

1. The Semester End Assessment should be conducted after completing 100% of syllabus of the course/s
2. The question papers shall be framed so as to ensure that no part of the syllabus is left out of study by a student.
3. The question paper shall be balanced in respect of various topics outlined in the syllabus.
4. Equal Weightage is to be given to all the modules
5. All questions shall carry equal marks with internal choice within the question
6. 15 marks question must be subdivided into 8 marks + 7 marks, 10 marks + 5 marks and 5 marks + 5 marks + 5 marks. Internal options may be given wherever necessary.
7. Use of simple calculator is allowed in the examination.
8. Wherever possible more importance is to be given to the practical problems/case study.

# Sem. - IV

# Vertical – 1
# Major

# Syllabus
# B.Com. (Banking & insurance)
# (Sem.- IV)

**Title of Paper : DATA-DRIVEN DECISION MAKING IN BANKING AND INSURANCE**

| Sr. No. | Heading | Particulars |
|---|---|---|
| 1 | **Description the course :**<br><br>**Including but Not limited to :** | Quantitative methods are essential tools for decision-making in banking and insurance. This course provides a solid foundation in statistical and mathematical techniques used to analyze financial data, assess risks, and make data-driven business decisions. By integrating real-world applications, students will develop analytical skills to address challenges in banking, finance, and insurance. |
| 2 | **Vertical :** | Major |
| 3 | **Type :** | Theory (with Practical Illustration) |
| 4 | **Credit**: | 4 credits |
| 5 | **Hours Allotted :** | 60 Hours |
| 6 | **Marks Allotted**: | 100 Marks |
| 7 | **Course Objectives**:<br><br>1. To Understand the role and applications of quantitative methods in banking and insurance.<br>2. To Apply statistical tools for analyzing financial data and risk management.<br>3. To Develop skills in probability and hypothesis testing for financial decision-making.<br>4. To Utilize regression and forecasting models for financial planning and risk assessment.<br>5. To Interpret and analyze time series data for making informed financial decisions. | |

| | |
|---|---|
| **8** | **Course Outcomes**:<br><br>Upon successful completion, students will be able to:<br><br>1. Apply quantitative techniques in financial data analysis and decision-making.<br>2. Use probability and statistical tools to assess financial risks and uncertainties.<br>3. Perform hypothesis testing and interpret results for business insights.<br>4. Construct regression models for predicting financial and insurance trends.<br>5. Utilize time series analysis for forecasting in banking and insurance sectors. |
| **9** | **Modules**:- |
| | **Module 1: Fundamentals of Quantitative Methods** |
| | **Unit 1: Basics of Quantitative Techniques:** Role of Quantitative Methods in Banking and Insurance, Types of Data: Primary & Secondary Data, Cross-Sectional & Time Series Data, Data Collection, Classification, and Presentation (Tables, Graphs, and Charts), Measures of Central Tendency: Mean, Median, Mode<br><br>**Unit 2: Measures of Dispersion and Correlation:** Range, Variance, Standard Deviation, and Coefficient of Variation, Skewness and Kurtosis, Correlation Analysis: Types and Interpretation (Pearson's & Spearman's), Applications of Correlation in Financial Analysis |
| | **Module 2: Probability and Statistical Distributions** |
| | **Unit 3: Probability Concepts and Theorems:** Introduction to Probability: Concepts and Rules, Types of Probability Distributions: Discrete & Continuous, Conditional Probability and Bayes' Theorem, Applications of Probability in Risk Assessment and Insurance<br><br>**Unit 4: Statistical Distributions in Finance and Insurance:** Binomial, Poisson, and Normal Distributions, Central Limit Theorem and Its Implications, Use of Probability Distributions in Credit Risk and Insurance Claims, Monte Carlo Simulation in Banking and Insurance |
| | **Module 3**: **Inferential Statistics and Hypothesis Testing** |
| | **Unit 5: Sampling Methods and Estimation:** Types of Sampling: Random, Stratified, and Systematic Sampling, Sampling Distributions and Standard Error, Point and Interval Estimation, Confidence Intervals and Their Applications in Finance<br><br>**Unit 6: Hypothesis Testing and Decision Making:** Null and Alternative Hypothesis, Type I and Type II Errors, |
| | **Module 4: Regression, Forecasting, and Time Series Analysis** |
| | **Unit 7: Regression Analysis and Financial Modelling:** Simple and Multiple Linear Regression, Regression Assumptions and Interpretation of Results, Application of Regression in Credit Scoring and Risk Analysis<br><br>**Unit 8: Time Series Analysis and Forecasting:** Introduction to Time Series Components (Trend, Seasonality, Cyclic, and Irregular), Moving Averages and Exponential Smoothing, Application of Time Series Analysis in Stock Markets and Interest Rate Forecasting |

| | | |
|---|---|---|
| **11** | **Reference Books:**<br>1. Statistical Methods - S.G. Gupta (S. Chand & Co.)<br>2. Statistics - Theory, Method & Applications D.S.Sancheti & V. K. Kapoor.<br>3. Business Mathematics & Statistics : B Aggarwal, Ane Book Pvt. Limited<br>4. Business Mathematics : A P Verma, Asian Books Pvt. :Limited.<br>5. Fundamentals of Applied Statistics: S G Gupta and V K Kapoor, Sultan Chand & Co | |
| **12** | **Internal Continuous Assessment: 40%** | **External, Semester End Examination 60% Individual Passing in Internal and External Examination** |
| **13** | **Refer annexure :A** | **Refer annexure :B** |

# QUESTION PAPER PATTERN
# (External and Internal)

**The Internal continuous Assessment should be conducted after completing 20% of Syllabus of the course.** All Assessment activities to be recorded and spread across semester

**ANNEXTURE: A**

Individual faculty member shall have the flexibility to design the continuous assessment for each course/s in a manner so as to evaluate students' capabilities across knowledge, skills and attitudes. Internal Assessment may be undertaken through any or combination of the methods stated below after obtaining due permission of Principal and remain same across that particular course and semester. Introduction of multiple activates among groups of students in same class may be encouraged for better exposure:

- **Class Test (Mandatory) with Objective questions** Class Test during the lectures (physical/online mode) MCQs/Match the pairs/Answer in one sentence etc.

**Any two of following for each course & may be similar or different for different group of students in a class**

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- Home assignments
- Library notes based on published research papers
- Report writings
- Practical Projects/ Practical activities /Group projects
- Reflective Practical assignments / Industry work / Field work
- Drawing Portfolios
- Oral examination
- Student's Seminar / Workshop / Exhibition
- Reviews / PPT presentation
- Problem solving Exercises
- Laboratory/Library Work
- Book reviews
- Case Study analysis
- Podcast/Blog writing /Video making e.g., Tips to become successful investor/satisfied customer, company profile, successful entrepreneur etc.

**ANNEXTURE: B**

# Question Paper Pattern

**Credit: 02 (Total 50 Marks)**
**External = 30 Marks**
**Duration: 1 Hr.**

Student has to attempt any two questions out of three.

| | | |
|---|---|---|
| Q.1 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.2 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.3 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |

**Credit: 04 (Total 100 Marks)**
**External =60 Marks**
**Duration: 2 Hrs.**

Student has to attempt any four questions out of six.

| | | |
|---|---|---|
| Q.1 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.2 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.3 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.4 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.5 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.6 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |

**Note**

1. The Semester End Assessment should be conducted after completing 100% of syllabus of the course/s
2. The question papers shall be framed so as to ensure that no part of the syllabus is left out of study by a student.
3. The question paper shall be balanced in respect of various topics outlined in the syllabus.
4. Equal Weightage is to be given to all the modules
5. All questions shall carry equal marks with internal choice within the question
6. 15 marks question must be subdivided into 8 marks + 7 marks, 10 marks + 5 marks and 5 marks + 5 marks + 5 marks. Internal options may be given wherever necessary.
7. Use of simple calculator is allowed in the examination.
8. Wherever possible more importance is to be given to the practical problems/case study.

# Syllabus
# B.Com. (Banking & Insurance)
# (Sem.- IV)

**Title of Paper: COST ACCOUNTING FOR BANKING AND INSURANCE: PRINCIPLES AND PRACTICES**

| Sr. No. | Heading | Particulars |
|---|---|---|
| 1 | **Description the course :**<br><br>**Including but Not limited to :** | This course introduces students to the principles and applications of cost accounting with a specific focus on the banking and insurance sectors. It covers cost classification, cost control mechanisms, budgeting, and financial decision-making. The syllabus aligns with industry requirements to equip students with practical skills in cost management, enhancing their financial analysis capabilities. |
| 2 | **Vertical :** | Major |
| 3 | **Type :** | Theory (with Practical Illustrations) |
| 4 | **Credit**: | 4 credits |
| 5 | **Hours Allotted :** | 60 Hours |
| 6 | **Marks Allotted**: | 100 Marks |
| 7 | **Course Objectives**:<br><br>1. Understand the fundamental concepts of cost accounting and their relevance to banking and insurance.<br>2. Apply costing techniques to evaluate and control costs in financial institutions.<br>3. Develop and analyze cost sheets and budgets for decision-making.<br>4. Utilize costing methods for cost reduction and financial performance improvement.<br>5. Assess the impact of costing strategies on banking and insurance profitability.<br><br>. | |

| | |
|---|---|
| **8** | **Course Outcomes**:<br><br>This course contributes to the following program outcomes:<br><br>1. **Financial Acumen**: Develops a strong foundation in cost analysis and financial decision-making.<br>2. **Problem-Solving Skills**: Enables students to apply costing techniques to real-world banking and insurance challenges.<br>3. **Industry Readiness**: Equips students with skills required in financial institutions for cost optimization.<br>4. **Analytical Thinking**: Enhances ability to assess financial statements and budgetary controls effectively.<br>5. **Ethical and Strategic Decision Making**: Promotes responsible financial management practices in the banking and insurance sectors. |
| **9** | **Modules**:- |
| | **Module 1: Fundamentals of Cost Accounting** |
| | **Unit 1: Introduction to Cost Accounting:** Definition, Scope, and Importance of Cost Accounting, Difference between Cost Accounting, Financial Accounting, and Management Accounting, Cost Concepts and Classification, Costing Methods & Techniques<br><br>**Unit 2: Cost Accounting in Banking and Insurance:** Role of Cost Accounting in Banking and Insurance, Application of Cost Accounting Principles in Service Sector, Specific Cost Elements in Banking and Insurance |
| | **Module 2: Costing Techniques and Cost Sheet** |
| | **Unit 1: Preparation of Cost Sheet:** Elements of Cost: Direct and Indirect Costs, Preparation of Cost Sheet and Statement of Cost, Practical Problems on Cost Sheet<br><br>**Unit 2: Costing Techniques:** Standard Costing and Variance Analysis, Marginal Costing: Concept and Application, Cost Control and Cost Reduction in Banking and Insurance |
| | **Module 3**: **Budgeting and Cost Control** |
| | **Unit 1: Budgeting Concepts and Techniques:** Definition and Objectives of Budgeting, Types of Budgets (Fixed, Flexible, Cash, and Zero-based), Budgetary Control System<br><br>**Unit 2: Cost Control in Banking and Insurance:** Cost Reduction Methods in Banks and Insurance Companies, Performance-Based Costing in Financial Institutions, Risk Management and Cost Control Strategies |
| | **Module 4**: **Decision-Making and Financial Performance** |
| | **Unit 1: Cost-Volume-Profit Analysis (CVP):** Concept and Importance of CVP Analysis, Break-even Analysis and Profit Planning<br><br>**Unit 2: Financial Performance and Costing in Banking & Insurance:** Financial Statements Analysis with Costing Perspective. Activity-Based Costing (ABC) in Banking and Insurance |

| | | |
|---|---|---|
| **10** | **Reference Books:**<br>1. Athma, Prashanta: Cost and Management Accounting. Mumbai. Himalaya Publishing House<br>2. Lal,Jawahar: Cost Accounting;3rd Ed. (3rd Ed) New Delhi. Tata Mcgraw Hill Publishing Company,2007<br>3. M.N Arora, Textbook of Cost and Management Accounting, Vikas Publishing House,10th Edition<br>4. M. Hanif ,Modern Cost and Management Accounting , Tata Mcgraw Hill Education Pvt. Ltd.<br>5. S.P. Jain And Narang, Cost Cost Accounting Principles and Practice, Kalyani Publishers, 2016 | |
| **11** | **Internal Continuous Assessment: 40%** | **External, Semester End Examination 60% Individual Passing in Internal and External Examination** |
| **12** | **Refer annexure :A** | **Refer annexure :B** |

# QUESTION PAPER PATTERN
# (External and Internal)

**The Internal continuous Assessment should be conducted after completing 20% of Syllabus of the course.** All Assessment activities to be recorded and spread across semester

**ANNEXTURE: A**

Individual faculty member shall have the flexibility to design the continuous assessment for each course/s in a manner so as to evaluate students' capabilities across knowledge, skills and attitudes. Internal Assessment may be undertaken through any or combination of the methods stated below after obtaining due permission of Principal and remain same across that particular course and semester. Introduction of multiple activates among groups of students in same class may be encouraged for better exposure:

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- Report writings
- Practical Projects/ Practical activities /Group projects
- Reflective Practical assignments / Industry work / Field work
- Drawing Portfolios
- Oral examination
- Student's Seminar / Workshop / Exhibition
- Reviews / PPT presentation
- Problem solving Exercises
- Laboratory/Library Work
- Book reviews
- Case Study analysis
- Podcast/Blog writing /Video making e.g., Tips to become successful investor/satisfied customer, company profile, successful entrepreneur etc.

**ANNEXTURE: B**

# Question Paper Pattern

**Credit: 02 (Total 50 Marks)**
**External = 30 Marks**
**Duration: 1 Hr.**

Student has to attempt any two questions out of three.

| | | |
|---|---|---|
| Q.1 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.2 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.3 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |

**Credit: 04 (Total 100 Marks)**
**External =60 Marks**
**Duration: 2 Hrs.**

Student has to attempt any four questions out of six.

| | | |
|---|---|---|
| Q.1 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.2 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.3 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.4 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.5 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.6 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |

**Note**

1. The Semester End Assessment should be conducted after completing 100% of syllabus of the course/s
2. The question papers shall be framed so as to ensure that no part of the syllabus is left out of study by a student.
3. The question paper shall be balanced in respect of various topics outlined in the syllabus.
4. Equal Weightage is to be given to all the modules
5. All questions shall carry equal marks with internal choice within the question
6. 15 marks question must be subdivided into 8 marks + 7 marks, 10 marks + 5 marks and 5 marks + 5 marks + 5 marks. Internal options may be given wherever necessary.
7. Use of simple calculator is allowed in the examination.
8. Wherever possible more importance is to be given to the practical problems/case study.

# Vertical - 4

# SEC

# Syllabus
# B. Com. (Banking & Insurance)
# (Sem.- IV)

**Title of Paper: DIGITAL TRANSFORMATION & INNOVATIONS IN BANKING AND INSURANCE**

| Sr. No. | Heading | Particulars |
|---|---|---|
| 1 | **Description the course :**<br><br>**Including but Not limited to :** | The role of Information Technology (IT) in banking and insurance has revolutionized financial services by enhancing efficiency, security, and customer experience. This course explores key IT applications, including digital banking, fintech innovations, cybersecurity, and data analytics. Students will gain insights into how technology drives automation, risk management, and customer service in the banking and insurance sectors. |
| 2 | **Vertical :** | VSC |
| 3 | **Type :** | Theory (with Practical Illustrations) |
| 4 | **Credit**: | 2 credits |
| 5 | **Hours Allotted :** | 30 Hours |
| 6 | **Marks Allotted**: | 50 Marks |
| 7 | **Course Objectives**:<br><br>1. To Understand the role of IT in modern banking and insurance operations.<br>2. To Analyze digital payment systems, online banking, and fintech solutions.<br>3. To Explore the impact of AI, blockchain, and big data in financial services.<br>4. To Identify cybersecurity risks and compliance requirements in digital banking and insurance.<br>5. To Apply IT tools for risk assessment, fraud detection, and customer relationship management (CRM). | |

| | | |
|---|---|---|
| **8** | **Course Outcomes**:<br><br>Upon successful completion of the course, students will be able to:<br><br>1. Utilize IT tools to enhance banking and insurance services.<br>2. Analyze the impact of fintech and digital transformation in financial sectors.<br>3. Apply data analytics and AI for risk management and fraud detection.<br>4. Ensure cybersecurity and regulatory compliance in digital financial transactions.<br>5. Adapt to technological advancements in financial services | |
| **9** | **Modules**:- | |
| | **Module 1: Digital Banking and Fintech Innovations** | |
| | **Unit 1: IT Applications in Banking:** Evolution of digital banking, Core banking solutions (CBS) and cloud banking, Online banking, mobile banking, and digital payment systems (UPI, NEFT, RTGS)<br><br>**Unit 2: Fintech and Emerging Technologies in Banking,** Role of artificial intelligence (AI) and machine learning (ML), Blockchain and cryptocurrencies in banking | |
| | **Module 2: I.T. in Financial Services** | |
| | **Module 2: IT in Insurance and Cybersecurity in Financial Services**<br><br>**Unit 1: IT Applications in Insurance:** Automation in policy management, Data analytics and risk assessment in underwriting, Digital claims processing and fraud detection<br><br>**Unit 2: Cybersecurity and Regulatory Compliance**: Cybersecurity risks in banking and insurance, Data privacy regulations (GDPR, IT Act, IRDAI guidelines),Role of IT in fraud prevention and regulatory reporting | |
| **10** | **Reference Books:** | |
| **11** | **Internal Continuous Assessment: 40%** | **External, Semester End Examination 60% Individual Passing in Internal and External Examination** |
| **12** | **Refer annexure :A** | **Refer annexure :B** |

# QUESTION PAPER PATTERN
# (External and Internal)

**The Internal continuous Assessment should be conducted after completing 20% of Syllabus of the course.** All Assessment activities to be recorded and spread across semester

**ANNEXTURE: A**

Individual faculty member shall have the flexibility to design the continuous assessment for each course/s in a manner so as to evaluate students' capabilities across knowledge, skills and attitudes. Internal Assessment may be undertaken through any or combination of the methods stated below after obtaining due permission of Principal and remain same across that particular course and semester. Introduction of multiple activates among groups of students in same class may be encouraged for better exposure:

- **Class Test (Mandatory) with Objective questions** Class Test during the lectures (physical/online mode) MCQs/Match the pairs/Answer in one sentence etc.

**Any two of following for each course & may be similar or different for different group of students in a class**

- Essays / Tutorials
- Home assignments
- Library notes based on published research papers
- Report writings
- Practical Projects/ Practical activities /Group projects
- Reflective Practical assignments / Industry work / Field work
- Drawing Portfolios
- Oral examination
- Student's Seminar / Workshop / Exhibition
- Reviews / PPT presentation
- Problem solving Exercises
- Laboratory/Library Work
- Book reviews
- Case Study analysis
- Podcast/Blog writing /Video making e.g., Tips to become successful investor/satisfied customer, company profile, successful entrepreneur etc.

**ANNEXTURE: B**

# Question Paper Pattern

**Credit: 02 (Total 50 Marks)**
**External = 30 Marks**
**Duration: 1 Hr.**

Student has to attempt any two questions out of three.

| | | |
|---|---|---|
| Q.1 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.2 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.3 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |

**Credit: 04 (Total 100 Marks)**
**External =60 Marks**
**Duration: 2 Hrs.**

Student has to attempt any four questions out of six.

| | | |
|---|---|---|
| Q.1 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.2 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.3 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.4 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.5 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.6 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |

**Note**

1. The Semester End Assessment should be conducted after completing 100% of syllabus of the course/s
2. The question papers shall be framed so as to ensure that no part of the syllabus is left out of study by a student.
3. The question paper shall be balanced in respect of various topics outlined in the syllabus.
4. Equal Weightage is to be given to all the modules
5. All questions shall carry equal marks with internal choice within the question
6. 15 marks question must be subdivided into 8 marks + 7 marks, 10 marks + 5 marks and 5 marks + 5 marks + 5 marks. Internal options may be given wherever necessary.
7. Use of simple calculator is allowed in the examination.
8. Wherever possible more importance is to be given to the practical problems/case study.

# Syllabus
# B. Com. (Banking & Insurance)
# (Sem.- IV)

**Title of Paper: KYC IN BANKING & INSURANCE**

| Sr. No. | Heading | Particulars |
|---|---|---|
| 1 | **Description the course :**<br><br>**Including but Not limited to :** | Know Your Customer (KYC) documentation is a critical regulatory requirement in banking and insurance to prevent financial fraud, money laundering, and identity theft. This course provides a comprehensive understanding of KYC norms, legal frameworks, and compliance procedures, equipping students with essential skills to manage customer verification processes in financial institutions. |
| 2 | **Vertical :** | VSC |
| 3 | **Type :** | Theory (with Practical Illustrations) |
| 4 | **Credit**: | 2 credits |
| 5 | **Hours Allotted :** | 30 Hours |
| 6 | **Marks Allotted**: | 50 Marks |
| 7 | **Course Objectives**:<br><br>1. Understand the concept and importance of KYC in banking and insurance.<br>2. Identify different types of KYC documents required for individuals and businesses.<br>3. Comprehend legal and regulatory requirements, including AML (Anti-Money Laundering) and CFT (Combating the Financing of Terrorism) guidelines.<br>4. Analyze the role of technology in KYC verification and fraud detection.<br>5. Apply KYC principles in customer onboarding and risk assessment processes. | |

| | | |
|---|---|---|
| **8** | **Course Outcomes**:<br><br>Upon successful completion of the course, students will be able to:<br><br>1. To Understand and apply KYC norms in banking and insurance sectors.<br>2. To Identify appropriate KYC documents for different customer categories.<br>3. To Ensure compliance with legal and regulatory requirements.<br>4. To Utilize digital KYC tools for efficient customer verification.<br>5. To Analyze risk factors and contribute to fraud prevention measures. | |
| **9** | **Modules**:- | |
| | **Module 1: Fundamentals of KYC & Regulatory Framework** | |
| | **Unit 1: Introduction to KYC and Customer Due Diligence (CDD):** Definition, objectives, and significance of KYC, Customer identification and verification process, Role of KYC in financial fraud prevention<br><br>**Unit 2: Regulatory Guidelines & Legal Framework:** RBI, SEBI, IRDAI, and FIU-IND guidelines on KYC, AML and CFT regulations, Penalties for non-compliance and regulatory actions | |
| | **Module 2: Practical Applications & Emerging Trends in KYC** | |
| | **Unit 1: Types of KYC & Documentation Requirements:** KYC for individuals vs. businesses (PAN, Aadhaar, Voter ID, GSTIN, etc.),CKYC (Central KYC) and Digital KYC processes, Re-KYC and periodic updates<br><br>**Unit 2: Technology in KYC & Fraud Prevention:** Role of AI, machine learning, and blockchain in KYC, e-KYC and Aadhaar-based authentication, Risk-based KYC approach and fraud detection techniques | |
| **10** | **Reference Books:**<br><br>1. "Anti-Money Laundering & Know Your Customer" – Indian Institute of Banking and Finance<br>2. "Banking Theory and Practice" – K.C. Shekhar & Lekshmy Shekhar<br>3. "Big Data: A Source of KYC in Reference of Indian Banking" – Jitendra Kumar, Kiran Kumar Pattanaik, and Arvind Pandey<br>4. "Analysing India's KYC Framework through the Privacy Lens" – Amber Sinha and Srinivas Kodali<br>5. "Know Your Customer (KYC) Direction, 2016" – Reserve Bank of India | |
| **11** | **Internal Continuous Assessment: 40%** | **External, Semester End Examination 60% Individual Passing in Internal and External Examination** |
| **12** | **Refer annexure :A** | **Refer annexure :B** |

# QUESTION PAPER PATTERN
# (External and Internal)

**The Internal continuous Assessment should be conducted after completing 20% of Syllabus of the course.** All Assessment activities to be recorded and spread across semester

**ANNEXTURE: A**

Individual faculty member shall have the flexibility to design the continuous assessment for each course/s in a manner so as to evaluate students' capabilities across knowledge, skills and attitudes. Internal Assessment may be undertaken through any or combination of the methods stated below after obtaining due permission of Principal and remain same across that particular course and semester. Introduction of multiple activates among groups of students in same class may be encouraged for better exposure:

- **Class Test (Mandatory) with Objective questions** Class Test during the lectures (physical/online mode) MCQs/Match the pairs/Answer in one sentence etc.

**Any two of following for each course & may be similar or different for different group of students in a class**

- Essays / Tutorials
- Home assignments
- Library notes based on published research papers
- Report writings
- Practical Projects/ Practical activities /Group projects
- Reflective Practical assignments / Industry work / Field work
- Drawing Portfolios
- Oral examination
- Student's Seminar / Workshop / Exhibition
- Reviews / PPT presentation
- Problem solving Exercises
- Laboratory/Library Work
- Book reviews
- Case Study analysis
- Podcast/Blog writing /Video making e.g., Tips to become successful investor/satisfied customer, company profile, successful entrepreneur etc.

**ANNEXTURE: B**

# Question Paper Pattern

**Credit: 02 (Total 50 Marks)**
**External = 30 Marks**
**Duration: 1 Hr.**

Student has to attempt any two questions out of three.

| | | |
|---|---|---|
| Q.1 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.2 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.3 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |

**Credit: 04 (Total 100 Marks)**
**External =60 Marks**
**Duration: 2 Hrs.**

Student has to attempt any four questions out of six.

| | | |
|---|---|---|
| Q.1 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.2 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.3 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.4 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.5 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |
| Q.6 | Answer the following(Theory/Practical Questions) A,B | 15 Marks |

**Note**

1. The Semester End Assessment should be conducted after completing 100% of syllabus of the course/s
2. The question papers shall be framed so as to ensure that no part of the syllabus is left out of study by a student.
3. The question paper shall be balanced in respect of various topics outlined in the syllabus.
4. Equal Weightage is to be given to all the modules
5. All questions shall carry equal marks with internal choice within the question
6. 15 marks question must be subdivided into 8 marks + 7 marks, 10 marks + 5 marks and 5 marks + 5 marks + 5 marks. Internal options may be given wherever necessary.
7. Use of simple calculator is allowed in the examination.
8. Wherever possible more importance is to be given to the practical problems/case study.

# Guidelines for Case Study Analysis

1. Use the representation of real situations; avoid presenting situations that do not exist/ are not plausible in real life
2. Make sure that the description of the case is as clear and specific as possible
3. Make sure there is sufficient information on the content and the context of the case ask students interpretative and application questions
4. Questions need to be devised to assess the interpretation and application of knowledge, comprehension skills, and critical thinking skills
5. Devise clear and unambiguous questions to limit student confusion and time spent interpreting the question like suggest suitable title, offers a summary, explaining the scenario in detail, Problem/ issue presented in the scenario, suggest Solution/chosen course of action etc.
6. Maximum words for case study (Approx. 500-700 words) and followed by number of questions will depend on marks (3/4 marks each).

**Passing Standard**

**Credit: 02 (Total 50 Marks)**

The learners to pass a course shall have to obtain a minimum of 40% marks in aggregate for each course where the course consists of Internal Assessment and Semester End Examination. The learners shall obtain minimum of 40% marks (i.e., 08 out of 20) in the Internal Assessment and 40% marks in Semester End Examination (i.e., 12 Out of 30) separately, to pass the course and minimum of Grade E to pass a particular semester A learner will be said to have passed the course if the learner passes separately the Internal Assessment as well as Semester End Examination.

**Credit: 04 (Total 100 Marks)**

The learners to pass a course shall have to obtain a minimum of 40% marks in aggregate for each course where the course consists of Internal Assessment and Semester End Examination. The learners shall obtain minimum of 40% marks (i.e., 16 out of 40) in the Internal Assessment and 40% marks in Semester End Examination (i.e., 24 Out of 60) separately, to pass the course and minimum of Grade E to pass a particular semester A learner will be said to have passed the course if the learner passes separately the Internal Assessment as well as Semester End Examination.

**Letter Grades and Grade Points:**

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

Sign of the BOS Chairman
Dr. Sunil Karve
Board of Studies in BBI & BIM

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

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

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

AC – 24/11/2023
tem No. – 8.4 (N) - 1

# 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 |
| **Total** | **-** | **-** | **60** | **40** | **60** | **100** | **04** |

# 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 Sportsperson 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**

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

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

**References –**


1. Bucher, C. A. (n.d.) Foundation of physical education. St. Louis: The C.V. Mosby Co. Deshpande, S. H. (2014). Physical Education in Ancient India. Amravati: Degree college of Physical education.
2. Mohan, V. M. (1969). Principles of physical education. Delhi: Metropolitan Book Dep. Nixon, E. E. & Cozen, F.W. (1969). An introduction to physical education. Philadelphia: W.B. Saunders Co.
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15. Shekar, K. C. (2003). Yoga for health. Delhi: Khel Sahitya Kendra.
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Publications, Mangalore

# 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 |
| **Total No. of Hours** | | | **30** |

| Module No. | Unit | Content | No. of Hours |
|---|---|---|---|
| 1 | **I** | **1.1 Overview to Cultural Activities**<br>• Definition of culture and its manifestations<br>• Understanding cultural diversity and inclusivity<br>• The role of cultural activities in preserving heritage<br>• Overview of Indian cultural practices<br>• Overview of global cultural practices | 05 |
| | **II** | **2.1 History of Student Cultural Activities**<br>□ Role of student cultural activities<br>□ History of student cultural activities in India | 05 |

| | | | |
|---|---|---|---|
| | | • Role of AIU in preserving cultural heritage of India<br>• History of student cultural activities in Maharashtra<br>• Student Cultural activities at University of Mumbai | |
| **2** | **III** | **3.1 Forms / Types of Literary and Fine Arts Activities and its Applied Skills**<br><br>**3.1.1 Various Forms of Literary Arts**<br>• **Elocution**: Reading Skills, Soft Skills, Languages, Communication Skills, etc.<br>• **Debate**: Reading Skills, Soft Skills, Languages, Communication Skills, etc.<br>• **Story Writing**: Introduction, Plot, Characterization, Presentation, Relevance, Language Style, etc.<br>• **Story Telling**: Introduction, Plot, Characterization, Presentation, Relevance, Language Style, etc.<br>• **Quiz**: General Knowledge skills<br><br>**3.1.2 Various Forms of Fine Arts**<br>• **Painting:** Visualization, Delivery of the Subject, Composition, Colour Application, Presentation and Overall Impact<br>• **Collage:** Visualization, Delivery of the Subject, Handling of Medium, Composition, Presentation and Overall Impact<br>• **Poster Making:** Visualization, Delivery of the Subject, Presentation, Tagline and Overall Impact<br>• **Clay Modeling:** Visualization, Delivery of the Subject, Handling of Medium, Composition, Presentation and Overall Impact<br>• **Cartooning:** Visualization, Delivery of the Subject, Characters, Synchronization, Colour Application, Composition, Presentation and Overall Impact<br>• **Rangoli:** Visualization, Delivery of the Subject, Colour Scheme, Elements, Presentation and Overall Impact<br>• **Mehendi Designing:** Originality, Creativity, Decorative Art with Aesthetic Sense, Presentation and Overall Impact | **10** |

| | | | |
|---|---|---|---|
| | | • **Spot Photography:** Impact, Composition, Technical Quality and Suitability for the Specific Theme<br>• **Installation:** Visualization, Delivery of the Subject, Handling of Medium, Synchronization, Composition, Presentation and Overall Impact | |
| | **IV** | **4.1 Forms / Types of Performing Arts Activities and its Applied Skills**<br><br>**4.1.1 Various Forms of Dance**<br>• **Folk Dance:** History and Origin of Folk Dance In India, Types and their Uniqueness, Significance of Folk Dance, Folk Dances in Maharashtra<br>• **Classical Dance:** History of Classical Dance, Types and their Peculiarities, Significance of Classical Dances in India<br><br>**4.1.2 Various Forms of Theatre**<br>• History of Indian Theatre<br>• Types and their Uniqueness<br>• Significance of Indian Theatre<br>• **Various Forms of Theatre**: One Act Play, Skit, Mime, Mimicry<br><br>**4.1.3 Various Forms of Music**<br>• History of Indian Music,<br>• Types and their Uniqueness,<br>• Significance of Music in India<br>• **Various Forms of Music**: Classical Singing, Light Vocal, Percussion, Non-Percussion, Natyasangeet, Western Vocal, Western Instrumental | **10** |

**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 |
|---|---|---|

| | | |
|---|---|---|
| 1 | Presentation<br>**OR**<br>Project<br>**OR**<br>Assignment | 15 |
| 2 | Participation in Workshop / Conference / Seminar (as decided by the Teacher)<br>**OR**<br>Participation in Online Workshop / Conference / Seminar (as decided by the Teacher)<br>**OR**<br>Field Visit<br>**OR**<br>Attendance | 5 |
| **Total** | | **20** |

**Semester End Examination (30 Marks)**

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


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AC – 24/11/2023
Item No. – 8.4 (N) - 3

# 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**

| Unit Number | SEMESTER 1<br>Title of the Unit | No. of Lecture |
|---|---|---|
| 1 | **Introduction to National Services Scheme**<br>NSS- History,Philosophy & Need of Emergence<br>Aims, Objectives, Motto and Emblem of NSS, NSS Theme Song<br>Organizational Structure of NSS-Hierarchy at different levels (National,State,University,College)<br>Roles and Responsibilities of Program Officer<br>Financial Provisions -Grant in Aid for NSS<br>Advisory committees & their functions | 15 |
| 2 | NSS Programmes and Activities (Regular activities)<br>NSS Programmes and Activities (Special Camp activities)<br>Yearly Action Plan of NSS Unit<br>Volunteerism– Meaning, definition, basic qualities of volunteers, need of volunteerism for National development.<br>Opportunities in NSS for Volunteers (Various Camps)<br>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 | **Leadership & Personality development:** Meaning, definition, qualities, and characteristics of a Leader. Meaning of personality, Dimensions of personality. Personality and Leadership nexus.<br>Universal Human Values and Ethics for youths Sustainable Development Goals | 15 | |
| 2 | **Activity Based Programmes** (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.<br>**Shramadhan – P**lantation, Cleaning, Watering, Weeding, Any other activities.<br>**Awareness Programmes –** Seminar, Workshops, Celebration of National and International days, Personality Development Programmes, Group Activities, etc.,<br>Rally,Visit to Adopted villages, SwatchathaProgramme, 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 awarenessProgramme, Literacy Programme, Water Conservation Programme,One Day Special Camp in a village (preferably in adopted village/Adopted areas/Slums/MR Schools etc). | 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** |
| **Total** | **20** |

**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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AC – 28.06.2024
Item No. – 8.1 (N)

# As Per NEP 2020

# University of Mumbai

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

| Sr. No. | Heading | Particulars |
|---|---|---|
| 1 | **Description the course :**<br>**Including but Not limited to :** | Introduction, relevance, Usefulness, Application, interest, connection with other courses, demand in the industry, job prospects etc. |
| 2 | **Vertical :** | Major/Minor/Open Elective /Skill Enhancement / Ability Enhancement/Indian Knowledge System ( Choose By √ ) |
| 3 | **Type :** | Theory / Practical |
| 4 | **Credit**: | 2 credits ( 1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester ) |
| 5 | **Hours Allotted :** | 30 Hours |
| 6 | **Marks Allotted**: | 50 Marks |
| 7 | **Course Objectives**: ( List some of the course objectives )<br>1. To sensitize the students about context in which they are embedded i.e. Indian culture and civilisation including its Knowledge System and Tradition.<br>2. To help student to understand the knowledge, art and creative practices, skills and values in ancient Indian system.<br>3. To help to study the enriched scientific Indian heritage.<br>4. To introduce the contribution from Ancient Indian system & tradition to modern science & Technology. | |
| 8 | **Course Outcomes**: ( List some of the course outcomes )<br>1. Learner will understand and appreciate the rich Indian Knowledge Tradition<br>2. Lerner will understand the contribution of Indians in various fields<br>3. Lerner will experience increase subject-awareness and self-esteem<br>4. Lerner will develop a comprehensive understanding of how all knowledge is ultimately intertwined | |
| 9 | **Modules**:- | |
| | **Module 1: ( 10 Hours )** | |
| | **1.** Introduction to IKS<br>(What is knowledge System, Characteristic Features of Indian Knowledge System)<br><br>**2.** Why IKS?<br>(Macaulay's Education Policy and its impact, Need of revisiting Ancient Indian Traditions)<br><br>**3.** Scope of IKS<br>(The Universality of IKS (from Micro to Macro), development form Earliest times to 18th Century CE)<br><br>**4.** Tradition of IKS<br>(Ancient Indian Education System: Home, Gurukul, Pathashala, Universities and ancient educational centres)<br><br>**5**. Relevant sites in the vicinity of the Institute<br>(Water Management System at Kanheri, Temple Management of Ambarnath, etc.) | |

| | | |
|---|---|---|
| | **Module 2: ( 10 Hours )** | |
| | **1**. Medicine (Ayurveda)<br>**2.** Alchemy<br>**3**. Mathematics<br>**4.** Logic<br>**5.** Art of Governance (Arthashastra) | |
| | **Module 3**: **(10 Hours) (Select Any FIVE out of the following)** | |
| | **1**. Aesthetics<br>**2.** Town Planning<br>**3**. Strategic Studies<br>**4.** Krishi Shastra<br>**5.** Vyakaran & Lexicography<br>**6**. Natyashastra<br>**7**. Ancient Sports<br>**8**. Astronomy | **9**. Yoga and Wellbeing<br>**10.** Linguistics<br>**11.** Chitrasutra<br>**12.** Architecture<br>**13.** Taxation<br>**14.** Banking<br>**15.** Trade and Commerce |
| **10** | **Reference Books**<br>**1.** Concise history of science in India- D.M. Bose, S.N Sen, B.V. Subbarayappa.<br>**2.** Positive sciences of the Ancient Hindus- Brajendranatha seal, Motilal Banrasidas, Delhi 1958.<br>**3.** History of Chemistry in Ancient India & Medieval India, P.Ray- Indian Chemicals Society, Calcutta 1956<br>**4.** Charaka Samhita- a scientific synopsis, P. Ray & H.N Gupta National Institute of Sciences of India, New Delhi 1965.<br>**5.** MacDonnell A.A- History of Sanskrit literature<br>**6.** Winternitz M- History of Indian Literature Vol. I, II & III<br>**7.** Dasgupta S.N & De S.K- History of Sanskrit literature Vol. I.<br>**8.** Ramkrishna Mission- cultural heritage of India Vol. I, II & III.<br>**9.** Majumdar R. C & Pushalkar A.D- History & culture of the Indian people, Vol. I, II & III.<br>**10.** Keith A.B- History of Sanskrit literature.<br>**11.** Varadachari V- History of Sanskrit literature Chaitanya Krishna- A new History of Sanskrit | |
| **11** | **Continuous Internal Assessment: 20 Marks** | **Semester End Examination : 30 Marks** |
| **12** | **Continuous Evaluation through:**<br>Assignment/ Presentations/ Projects (Group/Individual) / Field Visit Report **10 Marks,**<br>class Test / MCQ Test **5 Marks,**<br>Overall Conduct and Class Participation **5 Marks** | |
| **13** | **Format of Question Paper:** for the final examination<br>Q1. Attempt any TWO Questions out of FIVE. **6 Marks**<br>Q2. Attempt any THREE Questions out of SIX 1**2 Marks**<br>Q3. Attempt any THREE Questions out of SIX. 1**2 Marks** | |

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

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

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

**AC –28.06.2024**

**Item No. – 5.5 (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 Credits** |
| **From the Academic Year** | **2024-25** |

**Introduction**

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

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

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

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

*Aim of Extension Work under NEP:*

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

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

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

*Key objectives of Extension Work under NEP:*

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

**Extension Work Activities:**

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

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

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

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

**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 10 Extension Work Projects as listed above. The learner will select any one extension work project for this academic year and participate in following activities to complete 60 hours of activities during Semester I in this academic year.**

## ACTIVITIES FOR SEMESTER I = TOTAL 60 HOURS – 2 Credits

1. Exhibit your talent (Talent Search Program) **(practice session to presentation-05 hours)**
   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. The following talents / skills are expected from learners to conduct training, extension work and field outreach activities as per the project assigned to the students. (Organization, Crowd control, Storytelling, Stage performance (singing, acting, musical instrument playing), Script writing, Poetry composition, Drawing & painting, Collage, Drafting and writing report, PPT presentation and Video Making.

2. Organizing & Participation in Training Session and Note Making **(05 hours)**
   Every learner should attend the training session organized by their college for orientation of annual extension work program. Attendance is compulsory. In this session the learners will be oriented about all the extension work projects followed by question-and-answer session. The learner must read resource material and guidelines carefully and understand the structure Extension Work under NEP 2020 and accordingly plan for participation in various programs, college level and field outreach activities. Documentation of the activity and report preparation needs to be completed by the learners.

3. Self- Introductory Video / Stage Performance **(practice session to presentation-05 hours)**
   All learners enrolled in Extension Work can make self-introductory video or stage performance (3-4 minutes duration) stating his / her name, college, areas of interest, reason to join DLLE, goals, why did he / she choose the particular project, how will he/she perform & achieve his/ her objectives etc. followed by 2 page report writing.

**4.** Participation in Project /Activity (as per selected extension work project) **(35 hours)**

- Organize and participate in programs related to projects / government policies.
- P*articipation in*
  - Seminar /conferences, discussion sessions, debate, rallies
  - Competitions (essay/creative writing, elocution, poster/ video/ rangoli making etc.
  - Extension Work group activities of other groups in the college.
- Prepare your PPT, design your posters / charts.
- Survey / short term academic courses / innovative programs.

Learners should perform and participate in the activities as stated in the extension work project chosen by him / her and strictly follow the guidelines. All the programs must be related to extension work projects to fulfil the DLLE objectives.

**5.** Report Writing and Final submission of projects / report **(10 hours)**

- Every learner will prepare final report as per format given by DLLE
- Present your report during the college program.
- College will organize a program in the hall / classroom for all learners and give them opportunity to present their report with PPT presentation followed by question answer session / test / interview by the college.

**Monitoring and Evaluation:**

Monitoring and Evaluation will be conducted by College Teacher and Field Coordinators (Senior Teachers in Extension Work) deputed by DLLE on the basis of attendance, punctuality, completion of hours, participation in programs and proficiency in required skill sets, feedback and student's overall performance and additionally on the basis of written report and presentations. Approval of Principal, Field Coordinator and Director, DLLE will be final for granting academic credit to the students.

| | | |
|---|---|---|
| **Sign of the BOS Chairman** | **Sign of the Offg. Associate Dean** | **Sign of the Offg. Dean** |
| **Name of the Chairman** | **Name of the Associate Dean** | **Name of the Offg. Dean** |
| **Name of the BOS** | **Name of the Faculty** | **Name of the Faculty** |

AC – 28.06.2024
Item No. – 8.1 (N)

# As Per NEP 2020

# University of Mumbai

| Syllabus for<br>Indian Knowledge System | |
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| **Board of Studies in Indian Knowledge System** | |
| **UG First Year Programme** | |
| **Semester** | **I OR II** |
| **Title of Paper** | **Credits 2 for either I or II Semester** |
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| Sr. No. | Heading | Particulars |
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| | | |
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**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**




# University of Mumbai

## Guidelines for On-the-Job Training (OJT)
## for Post Graduate Students
## As per NEP 2020

DRAFT

**With effect from 2023-24**

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1. Introduction
2. Objectives
3. Outcomes
4. Indicative list of areas for OJT
5. Roles and responsibilities
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8. The evaluation grid for the assessment
9. Appendix I: OJT Undertaking
10. Appendix II: Draft Resume Template
11. Appendix III: Organization Outreach Letter
12. Appendix IV: Relieving Letter of Student
13. Appendix V: Student Diary (Log) Recording Format
14. Appendix VI: Attendance Sheet
15. Appendix VII: Proforma for External Evaluation
16. Appendix VIII: Proforma for Internal Evaluation
17. Appendix IX: Proforma for OJT Completion Certificate
18. Appendix X – Format of OJT Report
19. Appendix XI: Student Feedback on Internship
20. OJT Guidelines Draft Committee


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## 1. Introduction:

With the introduction of NEP 2020, the higher education programs in India are gearing up to combine theoretical learning with practical application. On-the-job training and internships are tools that provide students with opportunities to apply theoretical knowledge in real-world settings. This hands-on experience helps bridge the gap between classroom learning and practical application.

Internships and on-the-job training programs also offer students the chance to develop essential skills that employers highly value. These include communication skills, problem-solving abilities, teamwork, and adaptability. By working in a professional environment, students gain valuable experience that enhances their employability. They also learn to navigate professional environments, manage responsibilities, and overcome challenges. This experiential learning fosters independence, confidence, and self-awareness, which are essential for success in both career and life.

Furthermore, students get a first-hand look at various industries and career paths. This exposure allows them to explore different fields, understand industry trends, and identify areas of interest. It also helps students make more informed decisions about their career paths after graduation. At the same time, students get valuable networking opportunities. They interact with professionals in their field, build relationships, and expand their professional network. These connections can benefit future job opportunities, mentorship, and career guidance.

Experience gained through internships/ on-the-job training certainly adds value to students' resumes. Employers often look for candidates with practical experience; internships give students a competitive edge in the job market. In addition, a successful internship can sometimes lead to full-time employment opportunities with the same organization.

It is with this backdrop that the University of Mumbai has crafted its OJT policy in light of the NEP 2020 framework as well as the guidelines provided by the Higher and Technical Education Department, Government of Maharashtra (2024) and **UGC** Guidelines for Internship/Research Internship for Undergraduate Students **2023.**

An Internship/OJT programme aims to provide students or recent graduates with practical

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work experience related to their field of study or career interests. Internships may focus on skill development, career exploration, or both.

According to the UGC guidelines, in an internship programme, students are required to participate in work experience or professional activity, or cooperative education activity with an entity external to the education institution, under the supervision of an expert from the given external entity. A prime aspect of the internship is induction into actual work situations. Internships and OJTs include working with government or private organizations, educational institutions, research and development labs/research organizations/non-government organizations, enterprises, centres involved in research, innovativeness and entrepreneurship, business organizations, local industry, artists, craftspeople, farmers-producer organizations and similar other entities for providing opportunities to students for active engagement in on-site experiential learning.

On-the-job training (OJT) is a practical approach to acquiring new competencies and skills needed for a job in a real, or close to real, working environment. It provides the trainees with opportunities to practice skills and apply their knowledge under the most realistic conditions possible, which are the actual job conditions.

## 2. **OJT Objectives**:

An OJT programme in general sets out to achieve objectives such as

1. Align classroom learnings with workplace outcomes.
2. Provide students with real-world work experience and align their expectations with job demands.
3. Combine physical and digital learning modes in industry settings, blended with mentorship.
4. Foster research skills, including knowledge discovery, analytical tools, methodologies, and ethical conduct.
5. Introduce students to emerging technologies and their applications in various fields.
6. Strengthen students' entrepreneurial skills and encourage job creation.

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7. Facilitate problem-solving, decision-making, teamwork, and collaboration.
8. Foster social awareness and philanthropic values among students.
9. Encourage collaboration between Higher Education Institutes (HEIs), industry, and academia for internships and research opportunities.
10. Instill professional principles, ethics, values, and integrity to meet employment market demands and social needs.

## 3. **OJT outcomes**:

After the completion of the OJT programme, the student will be able to;

- apply concepts learned in classrooms to real-world work environments, enhancing their understanding and skills.
- show insights into the challenges, opportunities, and culture of different workplaces, preparing them for future employment.
- navigate through various learning modalities effectively through exposure to hybrid learning models.
- show evidence of research aptitude and skills of critical thinking, analytical skills, and ethical research conduct in the conduct, and communication of their work
- use and appreciate the use of emerging technologies and their applications, enhancing their technological literacy and adaptability.
- display problem-solving abilities in making informed decisions in complex scenarios through practical situations.
- work in teams and collaborate to achieve common goals in diverse work environments through collaborative projects.
- give examples and cite ways of contributing to the field of work in a manner that displays social responsibility and sustainability.
- display integrity in their dealings with their work and the people that they interact

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with by upholding professional; principles and ethical standards.

## 4. An indicative list of areas for OJT:

- Trade and Agriculture
- Economy & Banking Financial Services and Insurance
- Logistics, Automotive & Capital Goods
- Fast Moving Consumer Goods & Retail
- Information Technology/Information Technology Enabled Services & Electronics
- Handcraft, Art, Design & Music
- Healthcare & Life Science
- Sports, Wellness and Physical Education
- Tourism & Hospitality
- Digitization & Emerging Technologies (Internet of Things/Artificial
- Intelligence/Machine Learning/Deep Learning/Augmented Reality/Virtual Reality etc.)
- Humanitarian, Public Policy and Legal Services
- Communication
- Education
- Sustainable Development
- Environment
- Commerce, Medium and Small-Scale Industries

**It may please be noted: This is only an indicative list and not an exhaustive one.**

## 5. Role and responsibilities

Head of the Department (HOD)**:**

- To conduct an orientation session to familiarize students with the OJT purpose and process.
- To establish the code of conduct for the training period and guide students.
- To Assign department faculty members as mentors to OJT students.
- To ensure the OJT program aligns with departmental and institutional academic objectives.
- To Provide resources, training, or assistance to ensure effective supervision.

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**OJT Coordinator**[1]:

- To oversee the quality and effectiveness of the OJT program.
- To establish mechanisms for evaluating the program and making improvements.
- To act as a liaison between the department, students, faculty mentors, and OJT supervisors (Host institute/organization)

**Student Coordinators**[2]**:**

- To assist the OJT coordinator in pre-, during and post-OJT activities**.**

**Faculty Mentor**[3]:

- To assist in identifying OJT opportunities
- To monitor student progress and provide guidance
- To review and approve OJT plans
- To collect and review progress reports
- To evaluate OJT documentation including reports, presentations, or other required deliverables (if applicable)

**Host Industry/organization/Institute**[4] in the OJT process**:**

- To provide a conducive work and Learning Environment
- To Assign a supervisor
- To offer work exposure
- To aid the student in developing a work plan
- To collaborate with Educational Institutions and enhance networking opportunities

**OJT Supervisor**[5] (Host Institution/organization):

- To guide and direct interns/OJT students
- To provide students with hands-on training and skill development
- To provide feedback and performance evaluation
- To enhance networking and exposure

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[1] A faculty member from a college/university department who has been appointed to coordinate the OJT Cell activities.
[2] Two students studying in the second semester (PG) appointed by the Head of the department to assist the OJT coordinator.
[3] A faculty member from a college/University department who has been assigned to mentor a student/a group of students in their pre- OJT, During OJT and Post OJT phases.
[4] The organization/institute/industry that offers OJT to students
[5] Person who is designated by the host organization/industry to supervise a student/group of students during their OJT.

## 6. Process of OJT Implementation:

The Department/Centre/ Institute may consider the following Mechanism for the implementation of OJT:




1. To facilitate effective implementation of the OJT program, Colleges/Departments/Institutes are encouraged to establish an OJT Cell responsible for overseeing its smooth functioning. It will consist of the following: Head of the department, OJT Coordinator, Faculty Mentors and one/two student coordinators[6].
2. One teaching faculty member and one/two students from each postgraduate department will be nominated to serve as coordinators for the OJT program. These coordinators will play a crucial role in coordinating and implementing the program within their respective departments.

[6] The Department, however, may decide if they should have student coordinators, based the strength of the batch undergoing OJT.

3. The teacher coordinator will take the lead in preparing an action plan for the implementation of the OJT program. They will also be responsible for coordinating with the central team of the University/College to ensure alignment with broader institutional goals.
4. To streamline the administrative process, the Department/Centre will provide necessary formats to students for documentation related to the OJT 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 internship opportunities for students.
6. Furthermore, the College/Department/Centre/Institute is encouraged to explore and initiate the process of signing a Memorandum of Understanding (MOU) with local businesses, research organizations, and Higher Educational Institutions (HEIs). Such agreements will facilitate training, research, and potential employment opportunities for students.
7. Effective communication is key to the success of the OJT program. All communication about the program will be channeled through the designated OJT coordinator of the department/centre/Institute. This individual will also be responsible for maintaining relevant documents related to the program.
8. Before the commencement of the OJT 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.
9. In addition to orientation, the OJT Cell may design programs or workshops aimed at preparing students for their OJT/internship experience.
10. 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 internship/OJT mentors and will be responsible for monitoring and evaluating the progress of the allotted students.
11. Once students are shortlisted for OJT/internship opportunities, they will consult with the internship/OJT coordinator and mentor. Upon obtaining due permission from the parent institution, students will join the host organization for their OJT/internship experience.
12. Throughout the OJT/internship period, students will maintain activity reports as per the provided format. These reports will be duly signed by the respective supervisor at

the host institution and submitted to their department mentors regularly.

13. Upon completion of the OJT/internship program, students must submit a completion certificate duly signed by the OJT supervisor or a competent authority designated by the host organization. Additionally, they are required to submit a report highlighting their learning and experiences during the internship period to the OJT coordinator.
14. To ensure transparency and accountability, students will also present their work done during the internship to the Department/Centre/Institute committee, which may consist of the OJT Coordinator and Department Mentor.
15. Finally, student feedback will be collected to evaluate the effectiveness of the OJT program and identify areas for improvement in both the program implementation and the broader curriculum.

## 7. Credits and Duration of On-the-Job Training (OJT):

a) On-the-job training (OJT) will carry a weightage of Four Credits.

b) Each student is required to complete one hundred and twenty clock hours of On-the-Job Training (OJT)[7].

c) The OJT program is to be completed during Semester II. According to the guidelines outlined in the National Education Policy (NEP), postgraduate students are expected to fulfil this requirement either within the second semester of their PG program or during the semester break following the second semester[8].

## 8. Evaluation of OJT:

Evaluation during the OJT program involves two key components: External Evaluation (50%) and Internal Evaluation (50%). The following is a suggested two-fold pattern of evaluation.

1. Host Organization Evaluation: The host organization will assess students based on criteria such as punctuality, completion of hours, and proficiency in required skill sets. They will also provide feedback on the student's overall performance.
2. Department Mentor Evaluation: Additionally, students will be evaluated by their department mentor based on their weekly reporting, written report, and viva voce/presentations.

[7] In the event that a student is unable to fulfill their obligation to report to their designated organization on a particular day due to medical or other critical reasons, they are required to promptly notify both their department and the organization.

[8] In case of the non-completion of On-the-Job Training (OJT) during the second semester, student must ensure that the backlog be completed before the conclusion of the third semester.

**The suggested evaluation grid for the assessment**:

| | | | | |
|---|---|---|---|---|
| External (OJT Supervisor, for instance) | Completion of Hours | Quality/Performance | Punctuality/Regularity | Total |
| | 20 | 20 | 10 | 50 |
| Department Mentor | Weekly Reporting | Written Report | Viva-Voce /Presentation | |
| | 15 | 20 | 15 | 50 |
| **Total** | | | | **100** |

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# Appendices

**Appendix I: OJT Undertaking**

| | |
|---|---|
| 1. Student Name: | |
| 2. Current Address | |
| 3. Residence Address | |
| 4. Email ID | |
| 5. Mobile No. | |
| 6. Aadhar | |
| 7. PAN | |
| 8. Overall GPA | |
| 9. Mode of Internship | |
| I confirm that I agree with the terms, conditions, and requirements of the OJT Policy<br>Student<br>Signature:<br><br>Date_____ | |
| I confirm that the student has attended the OJT orientation, and he/she has met all paperwork and process requirements to participate in the OJT programme and has received approval from his/her mentor.<br><br>Sign of Head of the Department/ Department Coordinator/Mentor<br><br>Date_____ | |

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**Appendix II: Draft Resume Template**

Name
Contact Number and Email ID:

Education

HEI Name Year
Degree / Specialization:
CGPA:

HEI Name: <bachelor's degree> Year
Degree / Specialization:
CGPA:

Internship / Work Experience

organization Project: Year
Brief:

Academic Experience

Semester Year
Project:
Brief:

- Emphasize accomplishments that are relevant to the field
- Be specific—omit unnecessary words and sentences
- Start your sentence with an action verb, not a passive one-Use past-tense verb to show what you have accomplished Quantify results as much as possible
- Use keywords that will catch a recruiter's eye

Other Achievements and Personal Interests

- List other achievements also in reverse chronological order
- Leadership positions held outside your formal work environment
- Personal interests and accomplishments that will distinguish you from other applicants
- Volunteer service/Social Work

Languages known (Mention the level of Proficiency)

Computer Proficiency (Mention the skills you possess)

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**Appendix III: organization Outreach Letter**

<College/Department/Centre/Institute Letter Head>

To

The (Designation of the person addressed)

.....

Subject: Request for_____weeks/hours OJT of Students

pursuing_____

Dear Sir/Madam,

The (Name of the College/department/centre/Institute) established in _____, is one of the leading Colleges/departments that reflects the vision of leading industrialists and educationalists. The College/department/centre/Institute has been recognized for its overall academic excellence and infrastructure[9].

In view of the above, I request your good self to allow our following (no. of students) students for practical training in your esteemed organization. Kindly accord your permission and give at least one week for students to join training after confirmation.

| Sr. No. | Name | Roll no. | Year | Department |
|---|---|---|---|---|
| | | | | |
| | | | | |

The resumes of these students are attached to this letter. If vacancies exist, kindly plan for interviews for the students in the above branches.

A line of confirmation will be highly appreciated.

Yours sincerely,

OJT/Internship Coordinator/Head of Department

<Department/Centre Name and Date>

[9] Each College/Department/Centre may customize the content in the main body to suit their specifications.

**Appendix IV: Joining Letter of student**

< College/Department/Centre/Institute >

To

(Designation of Person addressed)

.....

.....

Subject: Joining letter of student

Dear Sir,

Kindly refer to your letter/e-mail dated on the above-cited subject. As permitted by your good self the following students will undergo OJT/ Internship in your esteemed organization under your sole guidance and direction

| Sr. No. | Name | Roll no. | Year | Department |
|---|---|---|---|---|
| | | | | |
| | | | | |

This training is an essential part of the curriculum, and the following guidelines have been prescribed in the curriculum for the training. You are, therefore, requested to please issue the following guidelines to the concerned OJT supervisor.

- Each student is required to prepare an OJT diary and report.
- Kindly check the OJT diary of the student on a timely manner.
- Issue instructions regarding working hours during training and maintenance of the attendance record

You are requested to evaluate the student's performance based on the below-mentioned parameters (we will provide you with the evaluation sheet):

| Completion of Hours | Quality/Performance | Punctuality/Regularity |
|---|---|---|

The performance report may please be forwarded to the undersigned on completion of training in a sealed envelope or in an email.

Your efforts in this regard will positively enhance the knowledge and practical skills of the students, your cooperation will be highly appreciated, and we shall feel obliged.

The students will abide by the rules and regulations of the organization and will maintain proper discipline with keen interest during their OJT. The students will report to you on _____(date) along with a copy of this letter.

Yours sincerely,

Internship Coordinator/HoD

<Department Name and Date>

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**Appendix V: Student Diary (Log) Recording Format**

| Week | Task Assigned | Activities Performed | Key Learnings | Additional Remarks |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
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| | | | | |
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| | | | | |
| | | | | |

Signature of Industry/organization Supervisor

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**Appendix VI: Attendance Sheet**[10]

<Organization Letter Head>

Name & Address of organization

_____
_____
_____
_____

| | |
|---|---|
| Name of the Student | |
| Roll Number | |
| Name of Course | |
| Date of Commencement of Training | |
| Date of Completion of Training | |

Month and Year:

| Week | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |

- The attendance sheet should remain affixed to the Daily Training Diary. Do not remove or tear it off.
- Holidays should be marked in Red Ink in the attendance column. Absent should be marked as 'A' in Red Ink.

Name and Signature of OJT Supervisor (with date)_____

[10] Even in case of hybrid mode, a certificate of attendance duly signed by the OJT Supervisor needs to be submitted.

**Appendix VII: Supervisor Evaluation of OJT Student**[11]

<Organization Letter Head>

Student Name:_____ Date:_____

OJT Supervisor:_____ Title:_____

Organization:_____

OJT Address: _____

Dates of OJT: From_____ To _____

Please evaluate the intern based on the points mentioned in the table below.

| S.no. | Particular | Marks |
|---|---|---|
| 1 | **Completing of Hours (out of 20)** | |
| 2 | **Quality/Performance (out of 20)** | |
| 3 | **Punctuality/Regularity (out of 10)** | |
| | Total **(out of 50)** | |

Overall performance of student intern (circle one): (Needs improvement / Satisfactory / Good / Excellent)

Additional comments, if any:

Signature of Industry/organization supervisor_____

[11] Please note that this is a suggested template. However, the department may modify as per their parameters.

**Appendix VIII: Proforma for Evaluation of OJT by Institute**

<Name of the College/Department/Centre/Institute>

1. Name of Student _____
2. Mob. No._____
3. Roll No. _____
4. Branch/Semester_____
5. Period of Training_____
6. Address of Training Site/organization: _____
7. Type of Work
   Date of Evaluation
   Please rate the following:

| S.no. | Particular | Marks |
|---|---|---|
| 1 | **Weekly Reporting (out of 15)** | |
| 2 | **Written Report (out of 20)** | |
| 3 | **Viva-Voce /Presentation (out of 15)** | |
| | Total **(out of 50)** | |

Additional Remarks (if any):

Signature of Faculty Mentor

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**Appendix IX: Proforma for OJT COMPLETION CERTIFICATE**

The student should attach OJT completion certificate, duly signed by the industry/organization supervisor to his/her report. A representative format for the OJT completion certificate is as given below:

CERTIFICATE

(On Company/Institute Letterhead)

This is to certify that Ms./Mr. _____, has successfully completed the On-Job training in the _____, from _____ to _____ under the supervision of _____

Authorized signature

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**Appendix X – Format of OJT Report**

- Title of the Report: On-the-Job Training Experience Report
- Name of the Student:
- Name of the organization:
- Department/Division Where Training took place
- Duration of Training: [Start Date to End Date of Training]
- Date of Submission: [Date of Submitting the Report]

The following is a suggested outline. However, the students are advised to consult their respective OJT Mentors.

- Introduction
- Company Overview
- Training Objectives
- Training Experience
- Skills Developed
- Achievements & Contributions
- Challenges Faced
- Lessons Learned
- Recommendations
- Conclusion
- Appendices (if any)
- References

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**Appendix XI: Student Feedback of OJT[12]**

(To be filled by Students after OJT completion)

Student Name:_____Date:_____

Industry/Organization Supervisor:_____Title:_____

Supervisor Email:_____OJT is:__Paid_____Unpaid_____

Organization:_____

OJT Address:_____

Faculty Coordinator:_____Department:_____

Dates of OJT: From_____To _____

Give a brief description of your OJT work (title and tasks for which you were responsible): 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) | | | | | |

[12] The College/Department/Centre may generate the form using Google Form.

| | | | | | |
|---|---|---|---|---|---|
| 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 | | | | | |
| Provided me with contacts which may lead to future employment | | | | | |
| Allowed me to acquire information and/ or use equipment not available at my Institute | | | | | |

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- In the Institute OJT program, faculty members are expected to be mentors for students. Do you feel that your faculty coordinator 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 OJT?

- What did you dislike about the OJT?

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

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

<Signature of Student>
<Name, Roll number, Date>

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## Under the Guidance of

**Hon'ble Vice Chancellor**
**Prof. Dr. Ravindra Kulkarni**

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

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## OJT Guidelines Draft Committee

| | |
|---|---|
| Dr. Sachin Labade<br>Hon. Director, Career Training and Placement Cell<br>Nodal Officer, Internship Cell, University of Mumbai | Convener |
| Prof. Dr. Meher Bhoot<br>Department of German | Member |
| Prof. Dr. Sybil Thomas<br>Department of Education | Member |
| Prof. Dr. Rajesh Kamble<br>Department of Chemistry | Member |
| Dr. Manisha Rao<br>Department of Sociology | Member |
| Dr. (Mrs.) R. Srivaramangai<br>Head, Department of Information Technology | Member |
| Dr. Anil Raghav<br>Department of Physics | Member |
| Dr. Anagha Kamble<br>Department of History | Member |
| Dr. Wilbur Gonsalves<br>Department of Psychology | Member |
| Dr. Pravin Walke<br>National Institute of Nano Science<br>and Nano Technology | Member |
| Dr. Alok Dabade<br>Department of Statistics | Member |
| Dr Naina Kurane<br>Alkesh Dinesh Modi Institute of<br>Finance and Management Studies | Member |
| Dr. Pravin Kokane<br>Department of Geography | Member |

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AC – 24/11/2023
tem No. – 8.4 (N) - 1

# 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 |
| **Total** | **-** | **-** | **60** | **40** | **60** | **100** | **04** |

# 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 Sportsperson 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**

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

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

**References –**


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11. D.M Jyoti, Yoga and Physical Activities (2015) lulu.com3101, Hills borough, NC27609, United States
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Publications, Mangalore

# 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 |
| **Total No. of Hours** | | | **30** |

| Module No. | Unit | Content | No. of Hours |
|---|---|---|---|
| 1 | **I** | **1.1 Overview to Cultural Activities**<br>• Definition of culture and its manifestations<br>• Understanding cultural diversity and inclusivity<br>• The role of cultural activities in preserving heritage<br>• Overview of Indian cultural practices<br>• Overview of global cultural practices | 05 |
| | **II** | **2.1 History of Student Cultural Activities**<br>□ Role of student cultural activities<br>□ History of student cultural activities in India | 05 |

| | | | |
|---|---|---|---|
| | | • Role of AIU in preserving cultural heritage of India<br>• History of student cultural activities in Maharashtra<br>• Student Cultural activities at University of Mumbai | |
| **2** | **III** | **3.1 Forms / Types of Literary and Fine Arts Activities and its Applied Skills**<br><br>**3.1.1 Various Forms of Literary Arts**<br>• **Elocution**: Reading Skills, Soft Skills, Languages, Communication Skills, etc.<br>• **Debate**: Reading Skills, Soft Skills, Languages, Communication Skills, etc.<br>• **Story Writing**: Introduction, Plot, Characterization, Presentation, Relevance, Language Style, etc.<br>• **Story Telling**: Introduction, Plot, Characterization, Presentation, Relevance, Language Style, etc.<br>• **Quiz**: General Knowledge skills<br><br>**3.1.2 Various Forms of Fine Arts**<br>• **Painting:** Visualization, Delivery of the Subject, Composition, Colour Application, Presentation and Overall Impact<br>• **Collage:** Visualization, Delivery of the Subject, Handling of Medium, Composition, Presentation and Overall Impact<br>• **Poster Making:** Visualization, Delivery of the Subject, Presentation, Tagline and Overall Impact<br>• **Clay Modeling:** Visualization, Delivery of the Subject, Handling of Medium, Composition, Presentation and Overall Impact<br>• **Cartooning:** Visualization, Delivery of the Subject, Characters, Synchronization, Colour Application, Composition, Presentation and Overall Impact<br>• **Rangoli:** Visualization, Delivery of the Subject, Colour Scheme, Elements, Presentation and Overall Impact<br>• **Mehendi Designing:** Originality, Creativity, Decorative Art with Aesthetic Sense, Presentation and Overall Impact | **10** |

| | | | |
|---|---|---|---|
| | | • **Spot Photography:** Impact, Composition, Technical Quality and Suitability for the Specific Theme<br>• **Installation:** Visualization, Delivery of the Subject, Handling of Medium, Synchronization, Composition, Presentation and Overall Impact | |
| | **IV** | **4.1 Forms / Types of Performing Arts Activities and its Applied Skills**<br><br>**4.1.1 Various Forms of Dance**<br>• **Folk Dance:** History and Origin of Folk Dance In India, Types and their Uniqueness, Significance of Folk Dance, Folk Dances in Maharashtra<br>• **Classical Dance:** History of Classical Dance, Types and their Peculiarities, Significance of Classical Dances in India<br><br>**4.1.2 Various Forms of Theatre**<br>• History of Indian Theatre<br>• Types and their Uniqueness<br>• Significance of Indian Theatre<br>• **Various Forms of Theatre**: One Act Play, Skit, Mime, Mimicry<br><br>**4.1.3 Various Forms of Music**<br>• History of Indian Music,<br>• Types and their Uniqueness,<br>• Significance of Music in India<br>• **Various Forms of Music**: Classical Singing, Light Vocal, Percussion, Non-Percussion, Natyasangeet, Western Vocal, Western Instrumental | **10** |

**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 |
|---|---|---|

| | | |
|---|---|---|
| 1 | Presentation<br>**OR**<br>Project<br>**OR**<br>Assignment | 15 |
| 2 | Participation in Workshop / Conference / Seminar (as decided by the Teacher)<br>**OR**<br>Participation in Online Workshop / Conference / Seminar (as decided by the Teacher)<br>**OR**<br>Field Visit<br>**OR**<br>Attendance | 5 |
| **Total** | | **20** |

**Semester End Examination (30 Marks)**

| Question No. | Particulars | Marks |
|---|---|---|
| 1 | **Objective Type Questions (All Units)** | 6 |
| 2 | **Descriptive Question(s) on Unit I**<br>[This question may be divided into sub questions like (a) (b) for 3 Marks + 3 Marks or 4 Marks + 2 Marks pattern] | 6 |
| 3 | **Descriptive Question(s) on Unit II**<br>[This question may be divided into sub questions like (a) (b) for 3 Marks + 3 Marks or 4 Marks + 2 Marks pattern] | 6 |
| 4 | **Descriptive Question(s) on Unit III**<br>[This question may be divided into sub questions like (a) (b) for 3 Marks + 3 Marks or 4 Marks + 2 Marks pattern] | 6 |
| 5 | **Descriptive Question(s) on Unit IV**<br>[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 test- Past, Present and Future. Colorado Springs, Colo, 2017.
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AC – 24/11/2023
Item No. – 8.4 (N) - 3

# 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**

| Unit Number | SEMESTER 1<br>Title of the Unit | No. of Lecture |
|---|---|---|
| 1 | **Introduction to National Services Scheme**<br>NSS- History,Philosophy & Need of Emergence<br>Aims, Objectives, Motto and Emblem of NSS, NSS Theme Song<br>Organizational Structure of NSS-Hierarchy at different levels (National,State,University,College)<br>Roles and Responsibilities of Program Officer<br>Financial Provisions -Grant in Aid for NSS<br>Advisory committees & their functions | 15 |
| 2 | NSS Programmes and Activities (Regular activities)<br>NSS Programmes and Activities (Special Camp activities)<br>Yearly Action Plan of NSS Unit<br>Volunteerism– Meaning, definition, basic qualities of volunteers, need of volunteerism for National development.<br>Opportunities in NSS for Volunteers (Various Camps)<br>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 | **Leadership & Personality development:** Meaning, definition, qualities, and characteristics of a Leader. Meaning of personality, Dimensions of personality. Personality and Leadership nexus.<br>Universal Human Values and Ethics for youths Sustainable Development Goals | 15 | |
| 2 | **Activity Based Programmes** (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.<br>**Shramadhan – P**lantation, Cleaning, Watering, Weeding, Any other activities.<br>**Awareness Programmes –** Seminar, Workshops, Celebration of National and International days, Personality Development Programmes, Group Activities, etc.,<br>Rally,Visit to Adopted villages, SwatchathaProgramme, 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 awarenessProgramme, Literacy Programme, Water Conservation Programme,One Day Special Camp in a village (preferably in adopted village/Adopted areas/Slums/MR Schools etc). | 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** |
| **Total** | **20** |

**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.*

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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:**


1. National Service Scheme Manual 2006, Government of India
2. Salunkhe P.B. Ed, Chhtrapati Shahu the Pillar of Social Democracy
3. National Service Scheme Manual, Govt. of India
4. Training Programme on National Programme Scheme TISS
5. Orientation Courses for N.S.S. Programme Officers, TISS
6. Hans Gurmeet, Case Material as a Training Aid for Field Workers
7. Tarachand, History of the Freedom Movement in India Vol.II
8. Kapil K. Krishan, Social Service Opportunities in Hospitals (TISS)
9. Ram, Social Problems in India.
10. Arnold, K. (2018). What is R.E.S.P.E.C.T. When it comes to teamwork? Available at: https://www.extraordinaryteam.com/what-is-r-e-s-p-e-c-t-when-it-comes-to-teamwork/
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**Semester II**
**As per NEP 2020**

# Foundation and Exploration of Performing and Fine Arts

Syllabus for Two Credits Programme

With effect from Academic Year 2024-2025

**Aims and Objectives**

- To study the foundation and essentials of performing arts.
- To understand the chronicles of Indian Artistry.
- To comprehend the modern art forms.
- To explore various career opportunities in fine arts.

**Learning Outcomes**

The course will enable the learner to

- Identify and trace the historical evolution of Indian performing and fine arts.
- Analyze the transition from traditional to modern art forms in performing arts.
- Identify and describe a range of career paths in the fine and performing arts.

**Modules at Glance**

**Semester I**

| Module No. | Unit | Content | No. of Hours |
|---|---|---|---|
| 1 | I | Foundation of Performing Arts | 08 |
| | II | Essential Skill Sets in Performing Arts | 07 |
| 2 | III | Chronicles of Indian Artistry | 08 |
| | IV | Contemporary and Modern Art | 07 |
| **Total No. of Hours** | | | **30** |

| Module No. | Unit | Content |
|---|---|---|
| 1 | **I** | **1.1 Foundation of Performing Arts**<br>• Introduction to Performing Arts<br>• Historical Evolution and Cultural Significance of Performing Arts<br>• Basic Elements of Performing Arts |
| | **II** | **1.2 Essential Skill Sets in Performing Arts**<br>• Character Development and Analysis |

| | | |
|---|---|---|
| | | • Emotional Exploration and Expression<br>• Fundamentals of Voice Modulation and Projection<br>• Improvisation Skills<br>• Scene Study and Script Interpretation<br>• Career Options in Performing Arts |
| **2** | **III** | **2.1 Chronicles of Indian Artistry**<br>• Indus Valley Civilization<br>• Folk and Tribal Art Forms<br>• Impact of Aesthic Art on Sacred Architecture<br>• Revival and Preservation of Ancient Indian Art |
| | **IV** | **2.2 Contemporary and Modern Art**<br>• Modern Trends in Indian Art<br>• Eminent Contemporary Artists of India<br>• Career Options in Fine Arts |

**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 |
|---|---|---|
| 1 | Presentation<br>**OR**<br>Project<br>**OR**<br>Assignment | 15 |
| 2 | Participation in Workshop / Conference / Seminar (as decided by the Teacher)<br>**OR**<br>Participation in Online Workshop / Conference / Seminar (as decided by the Teacher)<br>**OR**<br>Field Visit<br>**OR**<br>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**<br>The Question may be divided into sub questions:<br>Attempt any 2 out of 4 (Each of 3 Marks) | 06 |
| 3 | **Descriptive Question(s) on Unit II**<br>The Question may be divided into sub questions:<br>Attempt any 2 out of 4 (Each of 3 Marks) | 06 |
| 4 | **Descriptive Question(s) on Unit III**<br>The Question may be divided into sub questions:<br>Attempt any 2 out of 4 (Each of 3 Marks) | 06 |
| 5 | **Descriptive Question(s) on Unit IV**<br>The Question may be divided into sub questions:<br>Attempt any 2 out of 4 (Each of 3 Marks) | 06 |
| **Total** | | 30 |

**Reference Books**


- *Hennessey, B. (2019). The artist's career handbook: A guide to building your career as a visual artist. Allworth Press.*
- *Kapila, V. (2002). Indian art: A history. Penguin India.*
- *Mitter, P. (2001). Indian art. Oxford University Press.*
- *Chekhov, M. (2002). To the actor: On the technique of acting. Routledge.*
- *Strasberg, L. (1987). A dream of passion: The development of the method. Plume.*
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- *Nath, A. (2013). Preservation of art and architecture in ancient India. Bharatiya Kala Prakashan.*
- *Chawla, K. (2010). Opportunities in fine arts careers. Vikas Publishing House.*
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**AC –26.06.2024**

**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** | **II** |
| **Title of Paper** | **Credit** |
| **Extension Work** | **2 Credits** |
| **From the Academic Year** | **2024-25** |

**Introduction**

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

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

Overall, NEP 2020 recognizes the significant role of higher education institutions in promoting community engagement, social responsibility, and sustainable development through extension work. By integrating extension activities into their mission and operations, institutions can contribute in 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 organise remedial programs to address the learning breaches among the youth and provide unending education opportunities.
- To offer more holistic, multidisciplinary, and flexible curricular activities with an emphasis on conceptual understanding and personality development.
- To offer a wide range of activities & promote critical thinking, creativity and innovation.
- To provide aspirants with multiple pathways for skill development and employment.
- To implement outreach programs to disseminate knowledge, provide services, and support community development.

**Extension Work Activities:**

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

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

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

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

**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 10 Extension Work Projects as listed above. The learner will select any one extension work project for this academic year and participate in following activities to complete 60 hours of activities during Semester II in this academic year.**

## ACTIVITIES FOR SEMESTER II = TOTAL 60 HOURS - 2 Credits

1. Organising & Participation in Training Session **(05 hours)**

   Every learner should attend the training session organised by their college for orientation of annual extension work program. Attendance is compulsory. In this session the learners will be oriented about the activities to be conducted during the semester followed by question-and-answer session. The learner must read resource material and guideline carefully and plan his / her activities for the semester during academic year.

2. Participation in Project /Activity (as per selected extension work project) **(45 hours)**

   - Organise & participate in programs related to projects (government policies).
   - P*articipation in*
     - Seminar /conferences, discussion sessions, debate, rallies
     - Competitions (essay/creative writing, elocution, poster/ video/ rangoli making etc.
     - Extension Work group activities of other groups in the college.
   - Prepare your PPT, design your posters / charts.
   - Survey / short term academic courses / innovative programs.
   - Field visit / field work / case studies / developing innovative engineering models / projects
   - Event / hospitality / human resource management program /assignment
   - Novel formulation development (pharmacy), self-medication survey

Learners should perform and participate in the activities as stated in the extension work project chosen by him / her and strictly follow the guidelines. All the programs must be related to extension work projects to fulfil the DLLE objectives. Learners are required to prepare short videos (duration 3-4 minutes) of the activity to upload on DLLE portal.

**OR**

3. Participation UDAAN Festival (Only 20 students) **(45 hours)**

   - Script writing / Direction for street play.

- Composing / Singing (Songs, Powada)
- Playing Musical Instrument during the event.
- Participation in competitions during festival
- Participate in Cultural Performance / Organising Committee for Udaan.

Learners who are not participating in UDAAN festival can be involved in other activities for minimum 40 hours conducted by the college as listed above in point no. 2 (Participation in Project / Activity) or any other academic task as suggested by DLLE.

4. Participation Video / Stage Performance / Report Writing and submission **(10 hours)**
   - Present your report during the college program.
   - All learners enroll in Extension Work can make activity participation video or stage performance (3-4 minutes duration) stating his / her name, college, the activity performed, location, audience on the actual field stating how he / she performed the activity & achieved his / her objectives etc. followed by report writing as per format. College will organise a program in the hall / classroom for all learners and give them an opportunity to present their report with PPT presentation followed by question answer session / test / interview by the college.

**Monitoring and Evaluation:**

Monitoring and Evaluation will be conducted by College Teacher and Field Coordinators (Senior Teachers in Extension Work) deputed by DLLE on the basis of attendance, punctuality, completion of hours, participation in programs and proficiency in required skill sets, feedback and student's overall performance and additionally on the basis of written report and presentations. Approval of Principal, Field Coordinator and Director, DLLE will be final for granting academic credit to the students.

| | | |
|---|---|---|
| **Sign of the BOS Chairman** | **Sign of the Offg. Associate Dean** | **Sign of the Offg. Dean** |
| **Name of the Chairman** | **Name of the Associate Dean** | **Name of the Offg. Dean** |
| **Name of the BOS** | **Name of the Faculty** | **Name of the Faculty** |

**AC –28.06.2024**

**Item No. – 5.5 (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 Credits** |
| **From the Academic Year** | **2024-25** |

**Introduction**

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

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

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

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

*Aim of Extension Work under NEP:*

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

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

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

*Key objectives of Extension Work under NEP:*

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

**Extension Work Activities:**

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

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

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

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

**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 10 Extension Work Projects as listed above. The learner will select any one extension work project for this academic year and participate in following activities to complete 60 hours of activities during Semester I in this academic year.**

## ACTIVITIES FOR SEMESTER I = TOTAL 60 HOURS – 2 Credits

1. Exhibit your talent (Talent Search Program) **(practice session to presentation-05 hours)**
   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. The following talents / skills are expected from learners to conduct training, extension work and field outreach activities as per the project assigned to the students. (Organization, Crowd control, Storytelling, Stage performance (singing, acting, musical instrument playing), Script writing, Poetry composition, Drawing & painting, Collage, Drafting and writing report, PPT presentation and Video Making.

2. Organizing & Participation in Training Session and Note Making **(05 hours)**
   Every learner should attend the training session organized by their college for orientation of annual extension work program. Attendance is compulsory. In this session the learners will be oriented about all the extension work projects followed by question-and-answer session. The learner must read resource material and guidelines carefully and understand the structure Extension Work under NEP 2020 and accordingly plan for participation in various programs, college level and field outreach activities. Documentation of the activity and report preparation needs to be completed by the learners.

3. Self- Introductory Video / Stage Performance **(practice session to presentation-05 hours)**
   All learners enrolled in Extension Work can make self-introductory video or stage performance (3-4 minutes duration) stating his / her name, college, areas of interest, reason to join DLLE, goals, why did he / she choose the particular project, how will he/she perform & achieve his/ her objectives etc. followed by 2 page report writing.

**4.** Participation in Project /Activity (as per selected extension work project) **(35 hours)**

- Organize and participate in programs related to projects / government policies.
- P*articipation in*
  - Seminar /conferences, discussion sessions, debate, rallies
  - Competitions (essay/creative writing, elocution, poster/ video/ rangoli making etc.
  - Extension Work group activities of other groups in the college.
- Prepare your PPT, design your posters / charts.
- Survey / short term academic courses / innovative programs.

Learners should perform and participate in the activities as stated in the extension work project chosen by him / her and strictly follow the guidelines. All the programs must be related to extension work projects to fulfil the DLLE objectives.

**5.** Report Writing and Final submission of projects / report **(10 hours)**

- Every learner will prepare final report as per format given by DLLE
- Present your report during the college program.
- College will organize a program in the hall / classroom for all learners and give them opportunity to present their report with PPT presentation followed by question answer session / test / interview by the college.

**Monitoring and Evaluation:**

Monitoring and Evaluation will be conducted by College Teacher and Field Coordinators (Senior Teachers in Extension Work) deputed by DLLE on the basis of attendance, punctuality, completion of hours, participation in programs and proficiency in required skill sets, feedback and student's overall performance and additionally on the basis of written report and presentations. Approval of Principal, Field Coordinator and Director, DLLE will be final for granting academic credit to the students.

| | | |
|---|---|---|
| **Sign of the BOS Chairman** | **Sign of the Offg. Associate Dean** | **Sign of the Offg. Dean** |
| **Name of the Chairman** | **Name of the Associate Dean** | **Name of the Offg. Dean** |
| **Name of the BOS** | **Name of the Faculty** | **Name of the Faculty** |




# University of Mumbai

## Guidelines for On-the-Job Training (OJT)
## for Post Graduate Students
## As per NEP 2020

DRAFT

**With effect from 2023-24**

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17. Appendix IX: Proforma for OJT Completion Certificate
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19. Appendix XI: Student Feedback on Internship
20. OJT Guidelines Draft Committee


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## 1. Introduction:

With the introduction of NEP 2020, the higher education programs in India are gearing up to combine theoretical learning with practical application. On-the-job training and internships are tools that provide students with opportunities to apply theoretical knowledge in real-world settings. This hands-on experience helps bridge the gap between classroom learning and practical application.

Internships and on-the-job training programs also offer students the chance to develop essential skills that employers highly value. These include communication skills, problem-solving abilities, teamwork, and adaptability. By working in a professional environment, students gain valuable experience that enhances their employability. They also learn to navigate professional environments, manage responsibilities, and overcome challenges. This experiential learning fosters independence, confidence, and self-awareness, which are essential for success in both career and life.

Furthermore, students get a first-hand look at various industries and career paths. This exposure allows them to explore different fields, understand industry trends, and identify areas of interest. It also helps students make more informed decisions about their career paths after graduation. At the same time, students get valuable networking opportunities. They interact with professionals in their field, build relationships, and expand their professional network. These connections can benefit future job opportunities, mentorship, and career guidance.

Experience gained through internships/ on-the-job training certainly adds value to students' resumes. Employers often look for candidates with practical experience; internships give students a competitive edge in the job market. In addition, a successful internship can sometimes lead to full-time employment opportunities with the same organization.

It is with this backdrop that the University of Mumbai has crafted its OJT policy in light of the NEP 2020 framework as well as the guidelines provided by the Higher and Technical Education Department, Government of Maharashtra (2024) and **UGC** Guidelines for Internship/Research Internship for Undergraduate Students **2023.**

An Internship/OJT programme aims to provide students or recent graduates with practical

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work experience related to their field of study or career interests. Internships may focus on skill development, career exploration, or both.

According to the UGC guidelines, in an internship programme, students are required to participate in work experience or professional activity, or cooperative education activity with an entity external to the education institution, under the supervision of an expert from the given external entity. A prime aspect of the internship is induction into actual work situations. Internships and OJTs include working with government or private organizations, educational institutions, research and development labs/research organizations/non-government organizations, enterprises, centres involved in research, innovativeness and entrepreneurship, business organizations, local industry, artists, craftspeople, farmers-producer organizations and similar other entities for providing opportunities to students for active engagement in on-site experiential learning.

On-the-job training (OJT) is a practical approach to acquiring new competencies and skills needed for a job in a real, or close to real, working environment. It provides the trainees with opportunities to practice skills and apply their knowledge under the most realistic conditions possible, which are the actual job conditions.

## 2. **OJT Objectives**:

An OJT programme in general sets out to achieve objectives such as

1. Align classroom learnings with workplace outcomes.
2. Provide students with real-world work experience and align their expectations with job demands.
3. Combine physical and digital learning modes in industry settings, blended with mentorship.
4. Foster research skills, including knowledge discovery, analytical tools, methodologies, and ethical conduct.
5. Introduce students to emerging technologies and their applications in various fields.
6. Strengthen students' entrepreneurial skills and encourage job creation.

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7. Facilitate problem-solving, decision-making, teamwork, and collaboration.
8. Foster social awareness and philanthropic values among students.
9. Encourage collaboration between Higher Education Institutes (HEIs), industry, and academia for internships and research opportunities.
10. Instill professional principles, ethics, values, and integrity to meet employment market demands and social needs.

## 3. **OJT outcomes**:

After the completion of the OJT programme, the student will be able to;

- apply concepts learned in classrooms to real-world work environments, enhancing their understanding and skills.
- show insights into the challenges, opportunities, and culture of different workplaces, preparing them for future employment.
- navigate through various learning modalities effectively through exposure to hybrid learning models.
- show evidence of research aptitude and skills of critical thinking, analytical skills, and ethical research conduct in the conduct, and communication of their work
- use and appreciate the use of emerging technologies and their applications, enhancing their technological literacy and adaptability.
- display problem-solving abilities in making informed decisions in complex scenarios through practical situations.
- work in teams and collaborate to achieve common goals in diverse work environments through collaborative projects.
- give examples and cite ways of contributing to the field of work in a manner that displays social responsibility and sustainability.
- display integrity in their dealings with their work and the people that they interact

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with by upholding professional; principles and ethical standards.

## 4. An indicative list of areas for OJT:

- Trade and Agriculture
- Economy & Banking Financial Services and Insurance
- Logistics, Automotive & Capital Goods
- Fast Moving Consumer Goods & Retail
- Information Technology/Information Technology Enabled Services & Electronics
- Handcraft, Art, Design & Music
- Healthcare & Life Science
- Sports, Wellness and Physical Education
- Tourism & Hospitality
- Digitization & Emerging Technologies (Internet of Things/Artificial
- Intelligence/Machine Learning/Deep Learning/Augmented Reality/Virtual Reality etc.)
- Humanitarian, Public Policy and Legal Services
- Communication
- Education
- Sustainable Development
- Environment
- Commerce, Medium and Small-Scale Industries

**It may please be noted: This is only an indicative list and not an exhaustive one.**

## 5. Role and responsibilities

Head of the Department (HOD)**:**

- To conduct an orientation session to familiarize students with the OJT purpose and process.
- To establish the code of conduct for the training period and guide students.
- To Assign department faculty members as mentors to OJT students.
- To ensure the OJT program aligns with departmental and institutional academic objectives.
- To Provide resources, training, or assistance to ensure effective supervision.

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**OJT Coordinator**[1]:

- To oversee the quality and effectiveness of the OJT program.
- To establish mechanisms for evaluating the program and making improvements.
- To act as a liaison between the department, students, faculty mentors, and OJT supervisors (Host institute/organization)

**Student Coordinators**[2]**:**

- To assist the OJT coordinator in pre-, during and post-OJT activities**.**

**Faculty Mentor**[3]:

- To assist in identifying OJT opportunities
- To monitor student progress and provide guidance
- To review and approve OJT plans
- To collect and review progress reports
- To evaluate OJT documentation including reports, presentations, or other required deliverables (if applicable)

**Host Industry/organization/Institute**[4] in the OJT process**:**

- To provide a conducive work and Learning Environment
- To Assign a supervisor
- To offer work exposure
- To aid the student in developing a work plan
- To collaborate with Educational Institutions and enhance networking opportunities

**OJT Supervisor**[5] (Host Institution/organization):

- To guide and direct interns/OJT students
- To provide students with hands-on training and skill development
- To provide feedback and performance evaluation
- To enhance networking and exposure

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[1] A faculty member from a college/university department who has been appointed to coordinate the OJT Cell activities.
[2] Two students studying in the second semester (PG) appointed by the Head of the department to assist the OJT coordinator.
[3] A faculty member from a college/University department who has been assigned to mentor a student/a group of students in their pre- OJT, During OJT and Post OJT phases.
[4] The organization/institute/industry that offers OJT to students
[5] Person who is designated by the host organization/industry to supervise a student/group of students during their OJT.

## 6. Process of OJT Implementation:

The Department/Centre/ Institute may consider the following Mechanism for the implementation of OJT:




1. To facilitate effective implementation of the OJT program, Colleges/Departments/Institutes are encouraged to establish an OJT Cell responsible for overseeing its smooth functioning. It will consist of the following: Head of the department, OJT Coordinator, Faculty Mentors and one/two student coordinators[6].
2. One teaching faculty member and one/two students from each postgraduate department will be nominated to serve as coordinators for the OJT program. These coordinators will play a crucial role in coordinating and implementing the program within their respective departments.

[6] The Department, however, may decide if they should have student coordinators, based the strength of the batch undergoing OJT.

3. The teacher coordinator will take the lead in preparing an action plan for the implementation of the OJT program. They will also be responsible for coordinating with the central team of the University/College to ensure alignment with broader institutional goals.
4. To streamline the administrative process, the Department/Centre will provide necessary formats to students for documentation related to the OJT 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 internship opportunities for students.
6. Furthermore, the College/Department/Centre/Institute is encouraged to explore and initiate the process of signing a Memorandum of Understanding (MOU) with local businesses, research organizations, and Higher Educational Institutions (HEIs). Such agreements will facilitate training, research, and potential employment opportunities for students.
7. Effective communication is key to the success of the OJT program. All communication about the program will be channeled through the designated OJT coordinator of the department/centre/Institute. This individual will also be responsible for maintaining relevant documents related to the program.
8. Before the commencement of the OJT 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.
9. In addition to orientation, the OJT Cell may design programs or workshops aimed at preparing students for their OJT/internship experience.
10. 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 internship/OJT mentors and will be responsible for monitoring and evaluating the progress of the allotted students.
11. Once students are shortlisted for OJT/internship opportunities, they will consult with the internship/OJT coordinator and mentor. Upon obtaining due permission from the parent institution, students will join the host organization for their OJT/internship experience.
12. Throughout the OJT/internship period, students will maintain activity reports as per the provided format. These reports will be duly signed by the respective supervisor at

the host institution and submitted to their department mentors regularly.

13. Upon completion of the OJT/internship program, students must submit a completion certificate duly signed by the OJT supervisor or a competent authority designated by the host organization. Additionally, they are required to submit a report highlighting their learning and experiences during the internship period to the OJT coordinator.
14. To ensure transparency and accountability, students will also present their work done during the internship to the Department/Centre/Institute committee, which may consist of the OJT Coordinator and Department Mentor.
15. Finally, student feedback will be collected to evaluate the effectiveness of the OJT program and identify areas for improvement in both the program implementation and the broader curriculum.

## 7. Credits and Duration of On-the-Job Training (OJT):

a) On-the-job training (OJT) will carry a weightage of Four Credits.

b) Each student is required to complete one hundred and twenty clock hours of On-the-Job Training (OJT)[7].

c) The OJT program is to be completed during Semester II. According to the guidelines outlined in the National Education Policy (NEP), postgraduate students are expected to fulfil this requirement either within the second semester of their PG program or during the semester break following the second semester[8].

## 8. Evaluation of OJT:

Evaluation during the OJT program involves two key components: External Evaluation (50%) and Internal Evaluation (50%). The following is a suggested two-fold pattern of evaluation.

1. Host Organization Evaluation: The host organization will assess students based on criteria such as punctuality, completion of hours, and proficiency in required skill sets. They will also provide feedback on the student's overall performance.
2. Department Mentor Evaluation: Additionally, students will be evaluated by their department mentor based on their weekly reporting, written report, and viva voce/presentations.

[7] In the event that a student is unable to fulfill their obligation to report to their designated organization on a particular day due to medical or other critical reasons, they are required to promptly notify both their department and the organization.

[8] In case of the non-completion of On-the-Job Training (OJT) during the second semester, student must ensure that the backlog be completed before the conclusion of the third semester.

**The suggested evaluation grid for the assessment**:

| | | | | |
|---|---|---|---|---|
| External (OJT Supervisor, for instance) | Completion of Hours | Quality/Performance | Punctuality/Regularity | Total |
| | 20 | 20 | 10 | 50 |
| Department Mentor | Weekly Reporting | Written Report | Viva-Voce /Presentation | |
| | 15 | 20 | 15 | 50 |
| **Total** | | | | **100** |

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# Appendices

**Appendix I: OJT Undertaking**

| | |
|---|---|
| 1. Student Name: | |
| 2. Current Address | |
| 3. Residence Address | |
| 4. Email ID | |
| 5. Mobile No. | |
| 6. Aadhar | |
| 7. PAN | |
| 8. Overall GPA | |
| 9. Mode of Internship | |
| I confirm that I agree with the terms, conditions, and requirements of the OJT Policy<br>Student<br>Signature:<br><br>Date_____ | |
| I confirm that the student has attended the OJT orientation, and he/she has met all paperwork and process requirements to participate in the OJT programme and has received approval from his/her mentor.<br><br>Sign of Head of the Department/ Department Coordinator/Mentor<br><br>Date_____ | |

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**Appendix II: Draft Resume Template**

Name
Contact Number and Email ID:

Education

HEI Name Year
Degree / Specialization:
CGPA:

HEI Name: <bachelor's degree> Year
Degree / Specialization:
CGPA:

Internship / Work Experience

organization Project: Year
Brief:

Academic Experience

Semester Year
Project:
Brief:

- Emphasize accomplishments that are relevant to the field
- Be specific—omit unnecessary words and sentences
- Start your sentence with an action verb, not a passive one-Use past-tense verb to show what you have accomplished Quantify results as much as possible
- Use keywords that will catch a recruiter's eye

Other Achievements and Personal Interests

- List other achievements also in reverse chronological order
- Leadership positions held outside your formal work environment
- Personal interests and accomplishments that will distinguish you from other applicants
- Volunteer service/Social Work

Languages known (Mention the level of Proficiency)

Computer Proficiency (Mention the skills you possess)

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**Appendix III: organization Outreach Letter**

<College/Department/Centre/Institute Letter Head>

To

The (Designation of the person addressed)

.....

Subject: Request for_____weeks/hours OJT of Students

pursuing_____

Dear Sir/Madam,

The (Name of the College/department/centre/Institute) established in _____, is one of the leading Colleges/departments that reflects the vision of leading industrialists and educationalists. The College/department/centre/Institute has been recognized for its overall academic excellence and infrastructure[9].

In view of the above, I request your good self to allow our following (no. of students) students for practical training in your esteemed organization. Kindly accord your permission and give at least one week for students to join training after confirmation.

| Sr. No. | Name | Roll no. | Year | Department |
|---|---|---|---|---|
| | | | | |
| | | | | |

The resumes of these students are attached to this letter. If vacancies exist, kindly plan for interviews for the students in the above branches.

A line of confirmation will be highly appreciated.

Yours sincerely,

OJT/Internship Coordinator/Head of Department

<Department/Centre Name and Date>

[9] Each College/Department/Centre may customize the content in the main body to suit their specifications.

**Appendix IV: Joining Letter of student**

< College/Department/Centre/Institute >

To

(Designation of Person addressed)

.....

.....

Subject: Joining letter of student

Dear Sir,

Kindly refer to your letter/e-mail dated on the above-cited subject. As permitted by your good self the following students will undergo OJT/ Internship in your esteemed organization under your sole guidance and direction

| Sr. No. | Name | Roll no. | Year | Department |
|---|---|---|---|---|
| | | | | |
| | | | | |

This training is an essential part of the curriculum, and the following guidelines have been prescribed in the curriculum for the training. You are, therefore, requested to please issue the following guidelines to the concerned OJT supervisor.

- Each student is required to prepare an OJT diary and report.
- Kindly check the OJT diary of the student on a timely manner.
- Issue instructions regarding working hours during training and maintenance of the attendance record

You are requested to evaluate the student's performance based on the below-mentioned parameters (we will provide you with the evaluation sheet):

| Completion of Hours | Quality/Performance | Punctuality/Regularity |
|---|---|---|

The performance report may please be forwarded to the undersigned on completion of training in a sealed envelope or in an email.

Your efforts in this regard will positively enhance the knowledge and practical skills of the students, your cooperation will be highly appreciated, and we shall feel obliged.

The students will abide by the rules and regulations of the organization and will maintain proper discipline with keen interest during their OJT. The students will report to you on _____(date) along with a copy of this letter.

Yours sincerely,

Internship Coordinator/HoD

<Department Name and Date>

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**Appendix V: Student Diary (Log) Recording Format**

| Week | Task Assigned | Activities Performed | Key Learnings | Additional Remarks |
|---|---|---|---|---|
| | | | | |
| | | | | |
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| | | | | |

Signature of Industry/organization Supervisor

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**Appendix VI: Attendance Sheet**[10]

<Organization Letter Head>

Name & Address of organization

_____
_____
_____
_____

| | |
|---|---|
| Name of the Student | |
| Roll Number | |
| Name of Course | |
| Date of Commencement of Training | |
| Date of Completion of Training | |

Month and Year:

| Week | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |

- The attendance sheet should remain affixed to the Daily Training Diary. Do not remove or tear it off.
- Holidays should be marked in Red Ink in the attendance column. Absent should be marked as 'A' in Red Ink.

Name and Signature of OJT Supervisor (with date)_____

[10] Even in case of hybrid mode, a certificate of attendance duly signed by the OJT Supervisor needs to be submitted.

**Appendix VII: Supervisor Evaluation of OJT Student**[11]

<Organization Letter Head>

Student Name:_____ Date:_____

OJT Supervisor:_____ Title:_____

Organization:_____

OJT Address: _____

Dates of OJT: From_____ To _____

Please evaluate the intern based on the points mentioned in the table below.

| S.no. | Particular | Marks |
|---|---|---|
| 1 | **Completing of Hours (out of 20)** | |
| 2 | **Quality/Performance (out of 20)** | |
| 3 | **Punctuality/Regularity (out of 10)** | |
| | Total **(out of 50)** | |

Overall performance of student intern (circle one): (Needs improvement / Satisfactory / Good / Excellent)

Additional comments, if any:

Signature of Industry/organization supervisor_____

[11] Please note that this is a suggested template. However, the department may modify as per their parameters.

**Appendix VIII: Proforma for Evaluation of OJT by Institute**

<Name of the College/Department/Centre/Institute>

1. Name of Student _____
2. Mob. No._____
3. Roll No. _____
4. Branch/Semester_____
5. Period of Training_____
6. Address of Training Site/organization: _____
7. Type of Work
   Date of Evaluation
   Please rate the following:

| S.no. | Particular | Marks |
|---|---|---|
| 1 | **Weekly Reporting (out of 15)** | |
| 2 | **Written Report (out of 20)** | |
| 3 | **Viva-Voce /Presentation (out of 15)** | |
| | Total **(out of 50)** | |

Additional Remarks (if any):

Signature of Faculty Mentor

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**Appendix IX: Proforma for OJT COMPLETION CERTIFICATE**

The student should attach OJT completion certificate, duly signed by the industry/organization supervisor to his/her report. A representative format for the OJT completion certificate is as given below:

CERTIFICATE

(On Company/Institute Letterhead)

This is to certify that Ms./Mr. _____, has successfully completed the On-Job training in the _____, from _____ to _____ under the supervision of _____

Authorized signature

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**Appendix X – Format of OJT Report**

- Title of the Report: On-the-Job Training Experience Report
- Name of the Student:
- Name of the organization:
- Department/Division Where Training took place
- Duration of Training: [Start Date to End Date of Training]
- Date of Submission: [Date of Submitting the Report]

The following is a suggested outline. However, the students are advised to consult their respective OJT Mentors.

- Introduction
- Company Overview
- Training Objectives
- Training Experience
- Skills Developed
- Achievements & Contributions
- Challenges Faced
- Lessons Learned
- Recommendations
- Conclusion
- Appendices (if any)
- References

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**Appendix XI: Student Feedback of OJT[12]**

(To be filled by Students after OJT completion)

Student Name:_____Date:_____

Industry/Organization Supervisor:_____Title:_____

Supervisor Email:_____OJT is:__Paid_____Unpaid_____

Organization:_____

OJT Address:_____

Faculty Coordinator:_____Department:_____

Dates of OJT: From_____To _____

Give a brief description of your OJT work (title and tasks for which you were responsible): 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) | | | | | |

[12] The College/Department/Centre may generate the form using Google Form.

| | | | | | |
|---|---|---|---|---|---|
| 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 | | | | | |
| Provided me with contacts which may lead to future employment | | | | | |
| Allowed me to acquire information and/ or use equipment not available at my Institute | | | | | |

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- In the Institute OJT program, faculty members are expected to be mentors for students. Do you feel that your faculty coordinator 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 OJT?

- What did you dislike about the OJT?

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

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

<Signature of Student>
<Name, Roll number, Date>

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## Under the Guidance of

**Hon'ble Vice Chancellor**
**Prof. Dr. Ravindra Kulkarni**

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

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## OJT Guidelines Draft Committee

| | |
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