University of Mumbai

वेबसाईट – mu.ac.in
ईमेल - आयडी - dr.aams@fort.mu.ac.in
aams3@mu.ac.in

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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8	The Deputy Registrar, Executive Authorities Section (EA) eau120@fort.mu.ac.in He is requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to the above circular.
9	The Deputy Registrar, Research Administration & Promotion Cell (RAPC), rapc@mu.ac.in
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18	Director, Innovation, Incubation and Linkages, Dr. Sachin Laddha pinkumanno@gmail.com
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4	P.A to all Deans of all Faculties
5	P.A to Finance & Account Officers, (F & A.O), camu@accounts.mu.ac.in

To,

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

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4	The Director, Board of Examinations and Evaluation, dboee@exam.mu.ac.in
5	The Director, Board of Students Development, dsd@mu.ac.in DSW direcotr@dsw.mu.ac.in
6	The Director, Department of Information & Communication Technology, director.dict@mu.ac.in

AC – 28/03/2025
Item No. – 7.7 (N)

As Per NEP 2020

University of Mumbai



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

University of Mumbai

(As per NEP 2020)

Sr. No.	Heading	Particulars
1	**Title of program** **O:_____**	**B.Com. (Second Year)**
2	**Exit Degree**	**U.G. Diploma in Commerce**
3	**Scheme of Examination** **R: _____**	NEP 40% Internal 60% External, Semester End Examination Individual Passing in Internal and External Examination
4	**Standards of Passing** **R: _____**	**40%**
5	**Credit Structure** **Sem. III – R: CU 540 C** **Sem. IV – R: CU 540 D**	**Attached herewith**
6	**Semesters**	**Sem. III & IV**
7	**Program Academic Level**	**5.00**
8	**Pattern**	**Semester**
9	**Status**	**New**
10	**To be implemented from Academic Year**	**2025-26**

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

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

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

Under Graduate Diploma in Commerce

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	**Commerce-III** Management : Principles and functions (2) Family Business Management (2)				VSC Advertising-I (2) OR CSP-I (2)	AEC:2	FP: 2 CC:2	22	**UG Diploma 88**
	R:_____D									
	IV	**Commerce-IV** Management : Production and finance (2) Six Sigma and ISO (2)				SEC:2 Advertising-II (2) OR CSP-II (2)	AEC:2	CEP: 2 CC:2	22	
	Cum Cr.	28		10	12	6+6	8+4+2	8+4	88	
Exit option; Award of UG Diploma in Major and Minor with 80-88 credits and an additional 4 credits core NSQF course/ Internship OR 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. - III

Vertical – 1
Major

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

Title of Paper : Commerce III Management : Principles and Functions

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

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

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

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

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

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

Title of Paper : Family Business Management

Sr. No.	Heading	Particulars
1	**Description the course : Including but Not limited to :**	This course provides an introduction to Family Business Management, covering fundamental concept and characteristics of family business management, strategic planning, effective succession planning, maintaining family harmony and role of leadership and business ethics to navigate long-term business sustainability and customer satisfaction.
2	**Vertical :**	Major
3	**Type :**	Theory
4	**Credit**:	2 credits (1 credit = 15 Hours for Theory in a semester)
5	**Hours Allotted :**	30 Hours
6	**Marks Allotted**:	50 Marks
7	**Course Objectives**: (List some of the course objectives) 1. Understand the fundamental concepts, characteristics, and historical evolution of family businesses. 2. Analyze the unique challenges and opportunities faced by family businesses in comparison to non-family businesses. 3. Apply strategic planning theories and models (e.g., 3-Circle Model, Systems Theory) to family business management & Develop strategies for effective succession planning 4. Evaluate the role of governance structures, family constitutions, conflict resolution mechanisms in maintaining family business harmony and role of leadership and business ethics. Critically assess real-world case studies of successful and failed family businesses to derive actionable insights.	
8	**Course Outcomes**: (List some of the course outcomes) CO 1 : Demonstrate a comprehensive understanding of the definitions, types, and importance of family businesses in the global economy. (Understand) CO 2 : Critically analyze the distinctions between family and non-family businesses, including their management styles and challenges. (Analyse) CO 3 : Apply theoretical frameworks (e.g., 3-Circle Model, Family Business Life Cycle) to address generational transitions and strategic regeneration in family businesses. (Apply)	

	CO 4 : Design governance structures, including family councils and constitutions, to ensure effective decision-making and conflict resolution. Formulate succession plans and financial strategies tailored to the unique needs of family businesses. (Create) CO 5 : Evaluate case studies of prominent family businesses to identify best practices and lessons learned from both successes and failures. (Evaluate)
9	**Modules**:- Per credit One module created
	Module 1: Family Business Management **Unit I Family Business Management: An Introduction**
	❖ Historical Evolution of Family Business, Characteristics of Family Business Management, Types of Family Business ❖ Family Business: Importance and Challenges, Women in Family Business Case Study Successful family Business Case Study https://medium.com/@vansh.khandelwal06/the-success-story-of-mdh-masala-greatness-born-out-of-persistence-e793bfd557f2 Failed Family Business Case Study https://thesecretariat.in/article/succession-planning-in-corporate-india-why-the-godrej-family-is-an-outlier
	Unit II Strategic Planning & Family Business Theories and Models
	❖ Significance of Strategic Planning in Family Businesses, Family business life cycle and stages ❖ Systems theory in family business management: The 3-circle model (Family, Business, Ownership), Strategic Regeneration Theory, Family Team Model Case Study Generational transitions in Family Business Godrej family amicably splits 127-year-old conglomerate into two groups | Company News - Business Standard - https://www.business-standard.com/companies/news/godrej-family-amicably-splits-127-year-old-conglomerate-into-two-groups-124050100031_1.html Family Enterprise: Balancing Tradition and Innovation - https://www.imd.org/blog/family-business/family-enterprise/
	Module 2 : Governance in Family Business
	Unit I Governance in Family Business & Conflict Resolution ❖ Role of Governance in Family Business, Impact of EQ and SQ on Family Business Management, Business Ethics and CSR ❖ Types of Conflict in Family Businesses, Principles of Conflict Management in Family Businesses, Conflict resolution strategies Case Study Tata Trusts to reform operations, reduces management roles and expenses https://www.business-standard.com/companies/news/tata-trusts-to-reform-operations-reduces-

	management-roles-and-expenses-124102800285_1.html India's top 4 business families anchor for a fifth of CSR contributions https://www.business-standard.com/companies/news/india-s-top-4-business-families-anchor-for-a-fifth-of-csr-contributions-125022600884_1.html
	Unit II Leadership in Family Business
	❖ Types of Succession planning in Family business, Techniques of Cultivating Leadership in a Family Business, Leadership Traits for family business successors, Nature and Impact of Transformational Leadership in a Family Business ❖ Financial decision-making in family businesses, Profit-sharing mechanisms for family businesses, Factors influencing Family Business Succession Case Study Succession at Reliance: A large family fortune starts a risky transition https://www.business-standard.com/companies/news/succession-at-reliance-a-large-family-fortune-starts-a-risky-transition-123082900320_1.html What leadership transition means for Reliance Industries https://www.business-standard.com/podcast/companies/what-leadership-transition-means-for-reliance-industries-121123000095_1.html
10	**Reference Books:** 1. Family Business Management: An Introduction" by Ken Moores 2. Family Business: A Global Perspective" by Pramodita Sharma and Kavil Ramachandran 3. Family Business Governance: Maximizing Family and Business Potential" by John L. Ward 4. Strategic Planning for the Family Business" by Randel S. Carlock and John L. Ward 5. Family Business Models: Practical Solutions for the Family Business" by Alberto Gimeno Sandig and Gemma Baulenas 6. Generation to Generation: Life Cycles of the Family Business" by Kelin E. Gersick et al. 7. Family Business Governance: A Handbook for Families in Business" by John L. Ward 8. The Family Constitution: Agreements to Secure and Perpetuate Your Family and Your Business" by David Gage 9. Family Wars: Stories and Insights from Famous Family Business Feuds" by Grant Gordon and Nigel Nicholso 10. Succession Planning for Family Businesses" by Craig E. Aronoff and John L. Ward 11. Financial Management in Family Businesses" by Peter Leach and Tatiana S. Manolova 12. Perpetuating the Family Business: 50 Lessons Learned from Long Lasting, Successful Families in Business" by John L. Ward 13. Family Business Case Studies Across the World" by Alfredo De Massis and Pramodita Sharma

	14. Indian Family Businesses: Their Survival and Growth" by Kavil Ramachandran 15. Case Studies in Family Business" by Richard Narva and Patricia Angus 16. Case Studies in Family Business" by Roland E. Kidwell 17. Family Business Case Studies Across The World -Succession and Governance in s Disruptive Era by Jeremy Cheng and Et.al.	
11	**Internal Continuous Assessment: 40%**	**External, Semester End Examination 60% Individual Passing in Internal and External Examination**
12	**Continuous Evaluation through:** Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 4)	

Exam Pattern (External Examination)

Total Marks: 30 **2 Credits**

Time: 1 hour

Answer any two questions out of three questions

Q.1 Answer the Following Questions. a) b)	7.5 x 2= 15
Q.2 Answer the Following Questions. a) b)	7.5 x 2= 15
Q.3 Answer the Following Questions. a) b)	7.5 x 2= 15

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

Vertical – 4
VSC

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

Title of Paper : Adveritising-I

Sr. No.	Heading	Particulars
1	**Description of the course :** **Including but Not limited to :**	This Course includes Introduction, relevance, Usefulness and Application of Advertisement. It also deals with connection with other courses, demand in the Advertising industry, role and career in advertising agency.
2	**Vertical :**	VSC
3	**Type :**	Theory
4	**Credit**:	2 credits (1 credit = 15 Hours for Theory in a semester)
5	**Hours Allotted :**	30 Hours
6	**Marks Allotted**:	50 Marks
7	**Course Objectives**: (List some of the course objectives) 1. To introduce the fundamentals of advertising, various aspects and classification of advertising. 2. To understand the role of advertising agency, careers in advertising and brand building.	
8	**Course Outcomes**: (List some of the course outcomes) **CO1-** Students will be able to understand the fundamentals of advertising, various aspects, classification of advertising. (Understand) **CO2-** Students would understand role and careers in advertising agency and brand building and can attempt to apply for the same (Apply)	

9	**Modules**:- Per credit One module can be created
	Module 1: Introduction to Advertising & Key Aspects
	Unit 1 Fundamentals and Types of Advertising: • Definition, Features, Scope of Advertising, Evolution of Advertising, Active Participants, Importance of advertising to consumer, business and nation • Classification of Advertising: Media, Target audience, Rural, Political, Green, Advocacy advertising. **Unit II Economic, Social and Ethical Aspects:** • Impact of advertising on consumer demand and pricing • Ethical and Social issues of advertising, positive and negative influences of advertising on Indian Culture.
	Module 2: Advertising Agency and Brand Building
	Unit 1 Advertising Agency and Careers in Advertising: • Definition, Features, Functions and structure, Classification of advertising agencies, • Careers in Advertising: Skills required for advertising career, Various Career Options, Freelancing Careers. **Unit 1I Brand Building:** • Concepts of Branding, Process of Brand Building, Role of advertising in developing • Brand Image, Brand Equity, Brand Crises Management.
10	**Reference Books:** ● Belch & Belch, *Advertising and Promotion:* An Integrated Marketing Communications Perspective, McGraw-Hill, *2009.* ● David Ogilvy, *Ogilvy on Advertising*, Headline Welbeck, 2023. ● ASCI, The Code for Self-Regulation of Advertising Content in India, 2025. ● Arens, Weigold, *Contemporary Advertising*, McGrow-Hill, 2023. ● Contemporary Advertising, 2017, 15th Edition, William Arens, Michael Weigold and Christian Arens, Hill Higher Education ● Advertising: Planning and Implementation, 2006 – Raghuvir Singh, Sangeeta Sharma – Prentice Hall 6. ● Advertising Management, 5th Edition, 2002 – Batra, Myers and Aaker – Pearson Education ● Kotler Philip and Eduardo Roberto, Social Marketing, Strategies for Changing Public Behaviour, 1989, The Free Press, New York. ● Confessions of an Advertising Man, David Ogilvy, 2012, Southbank Publishing ● Advertising, 10th Edition, 2010 - Sandra Moriarty, Nancy D Mitchell, William D. Wells, Pearson ● Social Media: Marketing Strategies for Rapid Growth Using: Facebook, Twitter, Instagram, LinkedIn, Pinterest and YouTube Paperback – March 8, 2016 ● Advertising Concept Book Paperback – Import, 31 July 2012, by Pete Barry ● The Advertising Age Encyclopedia of Advertising (Three Volume Set) by John McDonough and Karen Egolf.

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

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

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

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

Title of Paper : Company Secretarial Practice-I

Sr. No.	Heading	Particulars
1	**Description of the course :** **Including but Not limited to :**	This course includes understanding of Companies and its legal compliance under Companies Act, 2013. It also covers role and responsibilities of company secretary towards better governance and highlights various secretarial duties towards formation of company. Course mentions secretarial correspondence with different regulatory bodies and stakeholders. Similarly various specimens give more clarity of documents crated and maintained by Company Secretary and need to develop drafting skills. Study covers various secretarial standards by ICSI and secretarial audit in compliance management.
2	**Vertical :**	VSC
3	**Type :**	Theory
4	**Credit**:	2 credits (1 credit = 15 Hours for Theory in a semester)
5	**Hours Allotted :**	30 Hours
6	**Marks Allotted**:	50 Marks
7	**Course Objectives**: (List some of the course objectives) 1. To understand the insight of Company and the roles and responsibilities of Company Secretary 2. To equip learners with the knowledge and skills to function as Company Secretary 3. To make the learners understand the legal compliance towards Company Statutory provisions and rules and regulations 4. To get acquainted with documents and secretarial correspondence	

8	**Course Outcomes**: (List some of the course outcomes) • **CO1:** Learners will understand the functions of Company Secretary (understand) • **CO2:** Learners will get the knowledge of legal compliance under Company's Act • **CO3:** Learners will develop the drafting skills in correspondence. (Apply)
9	**Modules**:- Per credit One module can be created
	Module 1: Company Documentation and Role of Company Secretary
	Unit I **Company Formation Procedure and Documentation** • Company Formation – Definition and features of Company, Secretarial duties in formation of Company and its stages, Procedure of Online Registration of Company • Memorandum of Association (MOA)- Clauses and alteration of MOA Article of Association (AOA) – Contents. Prospectus-Contents, Statement in Lieu of Prospectus, Misleading prospectus Unit II **Role of Company Secretary and Specimens of correspondence** • Company Secretary- Qualification, Appointment procedure, resignation and removal, functions, Rights and Role of Company Secretary, Career options of CS, Knowledge and Skill sets required, Use of digital platform-Benefits and Challenges • Specimen: Certificate of Incorporation, Letter to ROC: Alteration of MOA/AOA, Letter to Stock Exchange: Listing of shares.
	Module 2: Company Secretary Services and Correspondence
	Unit I **Company Secretary Services** • Advisory Services- An advisor to chairman, CS as an liaison officer between the a)company and stock exchange, b)company and depository Participants, c) Company and ROC • Representation Services at Regulatory Body- Company Law Board (CLB), Ministry of Corporate Affairs (MCA), SEBI, Stock Exchange, Consumer Forum, Cyber Law Compliance, Arbitration & Conciliation services Unit II **Company Secretarial Standards and Correspondence** • Secretarial Standards by ICSI (Brief Overview of SS1-10) and Secretarial Audit – Procedure, Importance and Audit Report, Due diligence certificate • Secretary Correspondence- With stakeholders like Shareholders, Directors, Debenture Holders, Financial Institution, During Corporate Restructuring, Valuation, Insolvency. Key correspondence like notices, minutes, Reports, Resolutions and circulars.
11	**Reference Books:** • K.R. Chandratre (2022) "Company Secretarial Practice Manual", Lexis Nexis Publishers, 5th Edition, Vol.1 • M Iqbal Patel FCA (2023) "Guide on Company Secretarial Practices-Company Law, Procedures and Practices" Petiwala Publication, • M.C.Bhandari (2023) "Guide to Company Law Procedure" Bharat Law House, Vol.1

	• Corporate Professional (2024) "Companies Act, 2013" Commercial Law Publishers India Pvt Ltd. 17th Edition • Dr. D. K. Jain (2025) "Company Law Ready Reckoner" Bharat Books, 27th Edition	
12	**Internal Continuous Assessment: 40%**	**External, Semester End Examination 60% Individual Passing in Internal and External Examination**
13	**Continuous Evaluation through:** Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 4)	

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

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

Sem. - IV

Vertical – 4
Major

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

Title of Paper : Commerce IV Management : Production and Finance

Sr. No.	Heading	Particulars
1	**Description of the course : Including but Not limited to :**	This course provides an understanding of Production Management and Finance Management. It includes production management, quality and quality management, Indian Financial system and Trends in Finance
2	**Vertical :**	Major
3	**Type :**	Theory
4	**Credit**:	2 credits (1 credit = 15 Hours for Theory in a semester)
5	**Hours Allotted :**	30 Hours
6	**Marks Allotted**:	50 Marks
7	**Course Objectives**: (List some of the course objectives) 1. To provide an overview of Production and Quality Management 2. To understand the Indian Financial System and the various trends in the area of finance. 3. To make the learners apply some investment avenues	
8	**Course Outcomes**: (List some of the course outcomes) CO1 The learners will get insights on various aspects relating to Production and Quality. (Aware) CO2 The learners will understand Indian Financial System.(Understand) CO3 The learners will know about various trends in the area of finance and try to apply various investment avenues in practical life.(Apply)	

9	**Modules**:- Per credit One module created
	Module 1: Production & Quality: (15 lectures)
	Unit I: Production : (7 lec) • Production: Concept, Production Management- concept, scope and importance, Steps in Production, Planning and Control, Types of Production System – Intermittent and Continuous • Productivity - Concept, Factors influencing Productivity, Measures to improve productivity, Inventory Management- concept, Objectives and Importance **Unit II: Quality: (8 lec)** • Quality - concept & Dimensions, Quality Management tools- TQM – Concept & importance, Six Sigma – Concept & process, Kaizen – Concept & Process • Quality Circle & Features, ISO 9000- Procedure to obtain Certification, Service Quality Management- Importance and Measures to improve Service Quality.
	Module 2 Finance: (15 lectures)
	Unit I: Indian Financial System: (8 lec) • Structure of Financial Market, Procedure of IPO, Stock Exchange- functions, SEBI- Functions, Investor Protection Measures of SEBI • Types of Depositories – concept, Dematerialisation & benefits- Credit Rating- concept, Advantages, CRISIL- Concept and role. **Unit II: Trends in Finance: (7 lec)** • Sources of finance for start-up ventures, Mutual Funds- concept, Advantages, Types, Systematic Investment Plan (SIP) • Derivatives – concept & Types (Forwards, Futures, Options, Swaps), Micro Finance & its importance, Self Help Group & features.
10	**Reference Books:** 1. Production and Operations Management –Prof L.C.J hamb, Event Publishing House. 2. Production Planning & Control- Prof L.C. Jhamb, Event Publishing House 3. Production & Operation Management (Text & Cases)- K.Ashwathappa G.Sudeshana Reddy, Himalaya Publication. 4. Launching New Ventues : An Entrepreneurial Approach-Kathleen R.Allen, Cengage Learning 5. Essentials of Inventory Management-MaxMuller, Amacon Publishes 6. Indian Financial System—Bharathi Pathiak, Pearson Publication 7. Financial Institutions and Markets : Structure Growth& Innovations – L.M.Bhole , Jitendra Mahakad, Tata McGraw Hill. 8.The Indian Financial System and Financial Market Operator-Vasant Desai, Himalaya Publishing 9. Indian Financial System – M.Y. Khan, Tata McGraw –Hill 10.Production and Operations Management –Anandkumar Sharma, Anmol Publication

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

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

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

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

Title of Paper : Six Sigma and ISO

Sr. No.	Heading	Particulars
1	**Description the course : Including but Not limited to :**	This course on Six Sigma and ISO standards equips the students with problem-solving skills, process improvement techniques, and knowledge of quality management systems, enhancing the career prospects in various industries.
2	**Vertical :**	Major
3	**Type :**	Theory
4	**Credit**:	2 credits (1 credit = 15 Hours for Theory in a semester)
5	**Hours Allotted :**	30Hours
6	**Marks Allotted**:	50 Marks
7	**Course Objectives**: (List some of the course objectives) 1. Understand the tools and techniques, advantages, and challenges of the Six Sigma methodology. 2. Analyse the role of Six Sigma Green Belts, Black Belts, and Master Black Belts 3. Understand the purpose of ISO Standards, the role of internal and external audits, and compliance. 4. Evaluate the challenges in achieving and maintaining ISO Certification 5. Apply the knowledge to anticipate issues related to the practical implementation of Six Sigma.	
8	**Course Outcomes**: (List some of the course outcomes) CO 1 : Learners will gain foundational knowledge of Lean methodologies and Six Sigma concepts (Understand) CO 2: Gain a comprehensive understanding of the specific ISO standard, its requirements, and its principles. (Understand) CO 3: Learners become adept at the Define, Measure, Analyze, Improve, and Control (DMAIC) methodology, a structured approach to problem-solving and process improvement. (Apply) CO 4: Learn about the process of becoming ISO certified, including preparing for initial certification, maintaining compliance, and undergoing surveillance audits (Analyse) CO 5 :Evaluate case studies of successful implementation of Six Sigma and ISO in various sectors. (Evaluate)	

9	**Modules**:- Per credit One module created
	Module 1: Six Sigma
	Unit I Introduction to Six Sigma ➢ Overview of Six Sigma methodology ➢ History and Evolution of Six Sigma ➢ Key principles of Six Sigma: - ➢ Challenges of Six Sigma ➢ Levels of Six Sigma Certification ➢ Six Sigma improvement process ➢ Career options in Six Sigma. Case study Motorola - https://pecb.com/article/six-sigma-a-case-study-in-motorola Dabbawallas - https://kadence.com/the-genius-of-mumbais-dabbawalas-a-model-of-six-sigma-excellence
	Unit II : Six Sigma Methodology and Trends ➢ Six Sigma methodology/Phases – DMAIC (Define, Measure, Analyse, Improve, Control) – Purpose, Main Activities and Tools & Techniques ➢ Concept of Green Six Sigma, Fit Sigma, Lean Six Sigma ➢ Techniques & tools used to accomplish Lean Six Sigma goals Case Study - https://funding.ryan.com/blog/business-strategy/lean-six-sigma-manufacturing-industry-case-studies/ ➢ Future trends in Six Sigma (Digital Transformation, Integration with Artificial Intelligence (AI) and Machine Learning (ML), Agile Lean Six Sigma, Focus on Sustainability, Remote Collaboration, and Virtual Teams) ➢ Role of technology in Six Sigma implementation ➢ Ethical Considerations in Six Sigma.
	Module 2 : ISO Standards, Certification and Auditing **Unit I Introduction to ISO Standards** ➢ Concept of Quality, Quality standards-Principles of quality standards. ➢ ISO and its role in standardization ➢ Benefits of ISO certification for organizations ➢ Overview of common ISO standards- (ISO 9001 – Quality Management Systems, ISO 14001 – Environmental Management Systems, ISO 45001 – Occupational Health and Safety Management Systems, ISO 21001 – Educational Organisations). - Features, Benefit ➢ The importance of continual improvement (Kaizen) in ISO standards Case study - https://www.bsigroup.com/en-IN/products-and-services/standards/iso-45001-occupational-health-and-safety/

	Unit II : ISO Certification and Auditing	
	➢ Improving standards -Utilizing tools like PDCA and root cause analysis. ➢ Conducting audits- Types of ISO audits ➢ Steps for a successful audit ➢ Role of technology in simplifying ISO Compliance process ➢ Linking ISO standards to sustainability goals. ➢ ISO ethics and compliance	
10	**Reference Books:** 1. Alan Larson, Demystifing Six Sigma- A Company -Wide Approach to Continuous Improvement, AMACOM, IBSN – 0-8144-7184-6 2. Hubert k Ramprasad & Anwar EI-Homsi (2008), TPS-Lean Six Sigma – Linking Human Capital to Lean Six Sigma, Sara Books Pvt. Ltd. 3. Graham Wilson, 1994, On Route to Perfection- A Guide to Achieving Six Sigma, IFS International limited, UK 4. William Truscott, 2008, Six Sigma- Continual Improvement for Businesses, Elsevier 5. R. Eric Reidenbach and Reginald W. Goeke, 2007, Strategic Six Sigma for Champions- Keys to Sustainable Competitive Advantage, Pearson Advantage 6. Jiju Anthony, Ricardo Banuaelas, Ashok Kkumar (Ed) 2008, World Class Applications of Six Sigma, Elsevier India Private Limited. 7. https://innocentrix.com/files/presentationintrosixsigma.pdf 8. https://goleansixsigma.com/roles-lean-six-sigma/?srsltid=AfmBOorofQ0Jr52_wPOjo3jP6sFcOekOE_aBS1g8my0nprUvxYmKT6-Z 9. https://asq.org/quality-resources/learn-about-standards?srsltid=AfmBOoqeme9hQQeUfB3BHERd4mKyFHNadDJWJVXX6uC4a9fv1N9TBLCp 10. Iliemena, R. O., Amedu, J. M. I., & Goodluck, H. C. (2022). Sustainability in production of goods and services: Addressing ethical issues using the lean six sigma approach. *Human resources management in changing times*, 416-429 11. https://www.siscertifications.com/iso-certification-for-education-institutes-india/	
11	**Internal Continuous Assessment: 40%**	**External, Semester End Examination 60% Individual Passing in Internal and External Examination**
12	**Continuous Evaluation through:** Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 4)	

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

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

SEC

Syllabus
B. Com. (Second year)
(Sem.- IV)

Title of Paper : Advertising-II

Sr. No.	Heading	Particulars
1	**Description the course :** **Including but Not limited to :**	This course includes the understanding of media and emerging media in advertising. It also includes the planning creativity and execution of advertising campaign. The course will help learners to acquire the skills required in the field of advertising.
2	**Vertical :**	SEC
3	**Type :**	Theory
4	**Credit**:	2 credits (1 credit = 15 Hours for Theory in a semester)
5	**Hours Allotted :**	30 Hours
6	**Marks Allotted**:	50 Marks
7	**Course Objectives**: (List some of the course objectives) 1. The objective of this course is to highlight the role of advertising as an important function in marketing 2. To orient learners towards the practical aspects and techniques of advertising. 3. It is expected that this course will prepare learners to lay down a foundation for advanced post-graduate courses in advertising.	
8	**Course Outcomes**: (List some of the course outcomes) **CO1-** Understand the types of media in advertising, media objectives, media planning strategies ,emerging media and trends in advertising (Understand) **CO2-** Conceptualize and execute an effective advertising campaign by using advertising models, creativity and budgeting methods for print and broadcast ads.(Apply)	

9	**Modules**:- Per credit One module created
	Module 1: Media and Emerging Trends in Advertising
	Unit I Media in advertising : • Traditional media- Print, Television, Radio, Outdoor advertising, Digital media-advantages and limitations, Media Objectives - Reach, Frequency and GRPs • Media Planning- Concept, Factors considered while selecting media, Media Scheduling Strategies **Unit II Emerging media and use of AI in advertising:** • Google Ads, YouTube Ads, Social media advertising, Interactive Advertising -Types of Interactive Ad Content • Use of AI in Advertising-Types and Significance, AI in Content Creation, Data science and analytics for Targeting
	Module 2 Planning, Creativity and Execution of Advertising Campaign
	Unit I Advertising Campaign: • Concept, Steps in planning Advertising Campaign, DAGMAR model, Advertising Budget- Factors determining advertising budget, methods of setting advertising budget- • Creativity in advertising, Storytelling and visual communication in advertising **Unit II Preparing print and broadcast ads:** • Essentials of Copywriting,Copy – Elements, Layout- Principles, Illustration- Importance • Scriptwriting and elements of a good script, Concept of Storyboard, Jingles and Music – Importance, Execution Styles
10	**Reference Books:** ● Belch & Belch, Advertising and Promotion: An Integrated Marketing Communications Perspective, McGraw-Hill, 2009. ● David Ogilvy, Ogilvy on Advertising, Headline Welbeck, 2023. ● Contemporary Advertising, 2017, 15th Edition, William Arens, Michael Weigold and Christian Arens, Hill Higher Education ● Advertising: Planning and Implementation, 2006 – Raghuvir Singh, Sangeeta Sharma –Prentice Hall 6. ● Advertising Management, 5th Edition, 2002 – Batra, Myers and Aaker – Pearson Education ● Kotler Philip and Eduardo Roberto, Social Marketing, Strategies for Changing Public Behaviour, 1989, The Free Press, New York. ● Confessions of an Advertising Man, David Ogilvy, 2012, Southbank Publishing ● Advertising, 10th Edition, 2010 - Sandra Moriarty, Nancy D Mitchell, William D. Wells, Pearson ● Social Media: Marketing Strategies for Rapid Growth Using: Facebook, Twitter, Instagram, LinkedIn, Pinterest and YouTube Paperback – March 8, 2016 ● Advertising Concept Book Paperback – Import, 31 July 2012, by Pete Barry ● The Advertising Age Encyclopedia of Advertising (Three Volume Set) by John McDonough and Karen Egolf

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

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

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

Syllabus
B. Com. (Second year)
(Sem.- IV)

Title of Paper : COMPANY SECRETARIAL PRACTICE-II

Sr. No.	Heading	Particulars
1	**Description the course :** **Including but Not limited to :**	The Company Secretarial Practice course is designed to equip students with a comprehensive understanding of corporate governance, compliance management, and secretarial duties. The syllabus covers key aspects such as Management of Companies, Company Meetings, Dematerialization and Online Trading, and Recent Trends in Company Secretarial Practice. This course aims to develop proficiency in handling regulatory compliance, conducting meetings, and ensuring ethical corporate practices in alignment with Indian corporate laws.
2	**Vertical :**	SEC
3	**Type :**	Theory
4	**Credit**:	2 credits (1 credit = 15 Hours for Theory in a semester)
5	**Hours Allotted :**	30 Hours
6	**Marks Allotted**:	50 Marks
7	**Course Objectives**: (List some of the course objectives) 1. To understand the roles, responsibilities, and legal framework governing directors, auditors, and secretarial professionals. 2. To gain expertise in organizing and managing various company meetings and maintaining accurate records. 3. To comprehend the process of dematerialization, online trading systems, and listing of securities. 4. To stay updated with recent trends in corporate secretarial practice, including digital compliance, cybersecurity, and emerging technologies like blockchain and AI.	

8	**Course Outcomes**: (List some of the course outcomes) **CO1**: Demonstrate knowledge of the legal and regulatory framework related to company management and compliance.(Understand) **CO2:** Effectively manage company meetings and documentation, including notices, resolutions, and minutes. **CO3:** Analyze the impact of digital transformation, cybersecurity, and AI on corporate secretarial practice. (Analyse) **CO4:** Apply the process of dematerialization, online trading mechanisms, and understand the listing requirements.(Apply)

9	**Modules**:- Per credit One module created
	Module 1: COMPANY MANAGEMENT AND COMPANY MEETINGS
	Unit I **Management of Companies**: • Directors – Appointment, Duties, Role, Directors Report, Director Identification Number (DIN), Types of Directors • Role of CEO, Non- Executive Directors, Independent Director Unit II **Company Meetings**: • Types of Company meeting, Secretarial Duties – Before, During and after company meeting – Annual General Meeting, Extra-Ordinary General Meeting, Board Meeting, • Concept of Terms related to Meetings: Notices, Agenda, Chairman, Quorum, Proxy, Motion, Resolution, Minutes, Voting. Drafting of - Notices, Agenda Motion, Resolution and Minutes
	Module 2 : DEMATERIALIZATION AND RECENT TRENDS IN CSP
	Unit I **Dematerialisation and Online Trading**: • Dematerialisation – Need and Importance, Secretarial Duties, Procedures, Participants • Online Trading – Concept, Advantages & Disadvantages, Bombay Stock Exchange Online Trading (BOLT), BOSS; Listing of securities – Procedure, Advantages, Secretarial Duties, Scrips –Types Unit II **Recent Trends in CSP**: • MCA 21 Portal – E-Filing & Online Company Administration, Digital Signatures (DSC), Director Identification Number (DIN) & KYC Compliance, XBRL (Extensible Business Reporting Language) – Financial & Secretarial Reporting, Virtual AGMs & E-Voting – SEBI & MCA Guidelines, • Role of Company Secretary in Startups, MSMEs & Tech-Based Companies, Cross-Border Compliance & International Business Laws Affecting Indian Companies, Role of AI & Blockchain in Secretarial Record-Keeping & Due Diligence

10	**Reference Books:** 1. "An Outline of Company Secretarial Practice" by V. Balachandran and P.K. Ghosh, published by Sultan Chand & Sons, 2022. 2. "Secretarial Practice" by M.C. Kuchhal, published by S Chand Publishing, 18th Edition 3. "Company Law and Secretarial Practice" by Dr. B. Chandrashekara, Dr. K. Ramachandra, and Prof. Alla Bakash S., published by Himalaya Publishing House, First Edition, 2011. 4. "Secretarial Practice" by M.C. Kuchhal, published by Vikas Publishing House, 18th Edition. **5.** "Company Secretarial Practice Manual" by K.R. Chandratre, published by Lexis Nexis Publishers, 5th Edition, 2022.	
11	**Internal Continuous Assessment: 40%**	**External, Semester End Examination 60% Individual Passing in Internal and External Examination**
12	**Continuous Evaluation through:** Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 4)	

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

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

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

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

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

Sd/-
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** 1.1 Meaning and Definition of Sports, Physical Literacy, Health & Fitness and Yoga 1.2 Aim, Objectives & Importance of Sports, Physical Literacy, Health & Fitness and Yoga 1.3 History of Sports, Physical Literacy, Physical Education and Yoga 1.4 Modern trends of Sports, Physical Literacy, Health & Fitness and Yoga	15	1

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

References –

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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** • Definition of culture and its manifestations • Understanding cultural diversity and inclusivity • The role of cultural activities in preserving heritage • Overview of Indian cultural practices • Overview of global cultural practices	05
	II	**2.1 History of Student Cultural Activities** □ Role of student cultural activities □ History of student cultural activities in India	05

		• Role of AIU in preserving cultural heritage of India • History of student cultural activities in Maharashtra • Student Cultural activities at University of Mumbai	
2	**III**	**3.1 Forms / Types of Literary and Fine Arts Activities and its Applied Skills** **3.1.1 Various Forms of Literary Arts** • **Elocution**: Reading Skills, Soft Skills, Languages, Communication Skills, etc. • **Debate**: Reading Skills, Soft Skills, Languages, Communication Skills, etc. • **Story Writing**: Introduction, Plot, Characterization, Presentation, Relevance, Language Style, etc. • **Story Telling**: Introduction, Plot, Characterization, Presentation, Relevance, Language Style, etc. • **Quiz**: General Knowledge skills **3.1.2 Various Forms of Fine Arts** • **Painting:** Visualization, Delivery of the Subject, Composition, Colour Application, Presentation and Overall Impact • **Collage:** Visualization, Delivery of the Subject, Handling of Medium, Composition, Presentation and Overall Impact • **Poster Making:** Visualization, Delivery of the Subject, Presentation, Tagline and Overall Impact • **Clay Modeling:** Visualization, Delivery of the Subject, Handling of Medium, Composition, Presentation and Overall Impact • **Cartooning:** Visualization, Delivery of the Subject, Characters, Synchronization, Colour Application, Composition, Presentation and Overall Impact • **Rangoli:** Visualization, Delivery of the Subject, Colour Scheme, Elements, Presentation and Overall Impact • **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 • **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** **4.1.1 Various Forms of Dance** • **Folk Dance:** History and Origin of Folk Dance In India, Types and their Uniqueness, Significance of Folk Dance, Folk Dances in Maharashtra • **Classical Dance:** History of Classical Dance, Types and their Peculiarities, Significance of Classical Dances in India **4.1.2 Various Forms of Theatre** • History of Indian Theatre • Types and their Uniqueness • Significance of Indian Theatre • **Various Forms of Theatre**: One Act Play, Skit, Mime, Mimicry **4.1.3 Various Forms of Music** • History of Indian Music, • Types and their Uniqueness, • Significance of Music in India • **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 **OR** Project **OR** Assignment	15
2	Participation in Workshop / Conference / Seminar (as decided by the Teacher) **OR** Participation in Online Workshop / Conference / Seminar (as decided by the Teacher) **OR** Field Visit **OR** Attendance	5
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** [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** [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** [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** [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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6) Popley Herbert A., The Music of India. Central Archaeological Library, New Delhi, 1921.

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9) M. Keith Booker, A Practical Introduction to Literary theory and Criticism. Routledge.Michigan, 1996.
10) Vatsyayan Kapila, Indian Classical Dance. Publications Division, Ministry of Information and Broadcasting, Govt. of India, 1992.
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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 Title of the Unit	No. of Lecture
1	**Introduction to National Services Scheme** NSS- History,Philosophy & Need of Emergence Aims, Objectives, Motto and Emblem of NSS, NSS Theme Song Organizational Structure of NSS-Hierarchy at different levels (National,State,University,College) Roles and Responsibilities of Program Officer Financial Provisions -Grant in Aid for NSS Advisory committees & their functions	15
2	NSS Programmes and Activities (Regular activities) NSS Programmes and Activities (Special Camp activities) Yearly Action Plan of NSS Unit Volunteerism– Meaning, definition, basic qualities of volunteers, need of volunteerism for National development. Opportunities in NSS for Volunteers (Various Camps) Report Writing	15

UNIVERSITY OF MUMBAI
Semester II
NSS CC
Sub: - Leadership and Community Engagement

Credits: 02 **Marks: 50**

Unit Number	SEMESTER 2 Title of the Unit	No. of Lecture	No. of Credits
1	**Leadership & Personality development:** Meaning, definition, qualities, and characteristics of a Leader. Meaning of personality, Dimensions of personality. Personality and Leadership nexus. 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. **Shramadhan – P**lantation, Cleaning, Watering, Weeding, Any other activities. **Awareness Programmes –** Seminar, Workshops, Celebration of National and International days, Personality Development Programmes, Group Activities, etc., 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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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.
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13. Barret Values Center (2018). Values-based leadership. Available at: https://www.valuescentre.com/mapping-values/leadership/values-based- leadership
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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** • Introduction to Performing Arts • Historical Evolution and Cultural Significance of Performing Arts • Basic Elements of Performing Arts
	II	**1.2 Essential Skill Sets in Performing Arts** • Character Development and Analysis

		• Emotional Exploration and Expression • Fundamentals of Voice Modulation and Projection • Improvisation Skills • Scene Study and Script Interpretation • Career Options in Performing Arts
2	**III**	**2.1 Chronicles of Indian Artistry** • Indus Valley Civilization • Folk and Tribal Art Forms • Impact of Aesthic Art on Sacred Architecture • Revival and Preservation of Ancient Indian Art
	IV	**2.2 Contemporary and Modern Art** • Modern Trends in Indian Art • Eminent Contemporary Artists of India • 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 **OR** Project **OR** Assignment	15
2	Participation in Workshop / Conference / Seminar (as decided by the Teacher) **OR** Participation in Online Workshop / Conference / Seminar (as decided by the Teacher) **OR** Field Visit **OR** Attendance	5

Semester End Examination (30 Marks)

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

Reference Books

- *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.*
- *Dehejia, V. (1997). Indian art. Phaidon Press.*
- *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.*
- *Preece, R. (2011). Careers in art and design. Kogan Page.*
- *Dalmia, Y. (2001).* The making of modern Indian art: The progressives. *Oxford University Press.*

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

Index

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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 Student Signature: 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. Sign of Head of the Department/ Department Coordinator/Mentor 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

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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DRAFT

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** 1.1 Meaning and Definition of Sports, Physical Literacy, Health & Fitness and Yoga 1.2 Aim, Objectives & Importance of Sports, Physical Literacy, Health & Fitness and Yoga 1.3 History of Sports, Physical Literacy, Physical Education and Yoga 1.4 Modern trends of Sports, Physical Literacy, Health & Fitness and Yoga	15	1

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

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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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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** • Definition of culture and its manifestations • Understanding cultural diversity and inclusivity • The role of cultural activities in preserving heritage • Overview of Indian cultural practices • Overview of global cultural practices	05
	II	**2.1 History of Student Cultural Activities** □ Role of student cultural activities □ History of student cultural activities in India	05

		• Role of AIU in preserving cultural heritage of India • History of student cultural activities in Maharashtra • Student Cultural activities at University of Mumbai	
2	**III**	**3.1 Forms / Types of Literary and Fine Arts Activities and its Applied Skills** **3.1.1 Various Forms of Literary Arts** • **Elocution**: Reading Skills, Soft Skills, Languages, Communication Skills, etc. • **Debate**: Reading Skills, Soft Skills, Languages, Communication Skills, etc. • **Story Writing**: Introduction, Plot, Characterization, Presentation, Relevance, Language Style, etc. • **Story Telling**: Introduction, Plot, Characterization, Presentation, Relevance, Language Style, etc. • **Quiz**: General Knowledge skills **3.1.2 Various Forms of Fine Arts** • **Painting:** Visualization, Delivery of the Subject, Composition, Colour Application, Presentation and Overall Impact • **Collage:** Visualization, Delivery of the Subject, Handling of Medium, Composition, Presentation and Overall Impact • **Poster Making:** Visualization, Delivery of the Subject, Presentation, Tagline and Overall Impact • **Clay Modeling:** Visualization, Delivery of the Subject, Handling of Medium, Composition, Presentation and Overall Impact • **Cartooning:** Visualization, Delivery of the Subject, Characters, Synchronization, Colour Application, Composition, Presentation and Overall Impact • **Rangoli:** Visualization, Delivery of the Subject, Colour Scheme, Elements, Presentation and Overall Impact • **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 • **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** **4.1.1 Various Forms of Dance** • **Folk Dance:** History and Origin of Folk Dance In India, Types and their Uniqueness, Significance of Folk Dance, Folk Dances in Maharashtra • **Classical Dance:** History of Classical Dance, Types and their Peculiarities, Significance of Classical Dances in India **4.1.2 Various Forms of Theatre** • History of Indian Theatre • Types and their Uniqueness • Significance of Indian Theatre • **Various Forms of Theatre**: One Act Play, Skit, Mime, Mimicry **4.1.3 Various Forms of Music** • History of Indian Music, • Types and their Uniqueness, • Significance of Music in India • **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 **OR** Project **OR** Assignment	15
2	Participation in Workshop / Conference / Seminar (as decided by the Teacher) **OR** Participation in Online Workshop / Conference / Seminar (as decided by the Teacher) **OR** Field Visit **OR** Attendance	5
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** [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** [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** [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** [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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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 Title of the Unit	No. of Lecture
1	**Introduction to National Services Scheme** NSS- History,Philosophy & Need of Emergence Aims, Objectives, Motto and Emblem of NSS, NSS Theme Song Organizational Structure of NSS-Hierarchy at different levels (National,State,University,College) Roles and Responsibilities of Program Officer Financial Provisions -Grant in Aid for NSS Advisory committees & their functions	15
2	NSS Programmes and Activities (Regular activities) NSS Programmes and Activities (Special Camp activities) Yearly Action Plan of NSS Unit Volunteerism– Meaning, definition, basic qualities of volunteers, need of volunteerism for National development. Opportunities in NSS for Volunteers (Various Camps) Report Writing	15

UNIVERSITY OF MUMBAI
Semester II
NSS CC
Sub: - Leadership and Community Engagement

Credits: 02 **Marks: 50**

Unit Number	SEMESTER 2 Title of the Unit	No. of Lecture	No. of Credits
1	**Leadership & Personality development:** Meaning, definition, qualities, and characteristics of a Leader. Meaning of personality, Dimensions of personality. Personality and Leadership nexus. 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. **Shramadhan – P**lantation, Cleaning, Watering, Weeding, Any other activities. **Awareness Programmes –** Seminar, Workshops, Celebration of National and International days, Personality Development Programmes, Group Activities, etc., 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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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
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AC – 28.06.2024
Item No. – 8.1 (N)

As Per NEP 2020

University of Mumbai

Syllabus for 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 :** **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) 1. To sensitize the students about context in which they are embedded i.e. Indian culture and civilisation including its Knowledge System and Tradition. 2. To help student to understand the knowledge, art and creative practices, skills and values in ancient Indian system. 3. To help to study the enriched scientific Indian heritage. 4. To introduce the contribution from Ancient Indian system & tradition to modern science & Technology.	
8	**Course Outcomes**: (List some of the course outcomes) 1. Learner will understand and appreciate the rich Indian Knowledge Tradition 2. Lerner will understand the contribution of Indians in various fields 3. Lerner will experience increase subject-awareness and self-esteem 4. Lerner will develop a comprehensive understanding of how all knowledge is ultimately intertwined	
9	**Modules**:-	
	Module 1: (10 Hours)	
	1. Introduction to IKS (What is knowledge System, Characteristic Features of Indian Knowledge System) **2.** Why IKS? (Macaulay's Education Policy and its impact, Need of revisiting Ancient Indian Traditions) **3.** Scope of IKS (The Universality of IKS (from Micro to Macro), development form Earliest times to 18th Century CE) **4.** Tradition of IKS (Ancient Indian Education System: Home, Gurukul, Pathashala, Universities and ancient educational centres) **5**. Relevant sites in the vicinity of the Institute (Water Management System at Kanheri, Temple Management of Ambarnath, etc.)	

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

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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 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 :** **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) 1. To sensitize the students about context in which they are embedded i.e. Indian culture and civilisation including its Knowledge System and Tradition. 2. To help student to understand the knowledge, art and creative practices, skills and values in ancient Indian system. 3. To help to study the enriched scientific Indian heritage. 4. To introduce the contribution from Ancient Indian system & tradition to modern science & Technology.	
8	**Course Outcomes**: (List some of the course outcomes) 1. Learner will understand and appreciate the rich Indian Knowledge Tradition 2. Lerner will understand the contribution of Indians in various fields 3. Lerner will experience increase subject-awareness and self-esteem 4. Lerner will develop a comprehensive understanding of how all knowledge is ultimately intertwined	
9	**Modules**:-	
	Module 1: (10 Hours)	
	1. Introduction to IKS (What is knowledge System, Characteristic Features of Indian Knowledge System) **2.** Why IKS? (Macaulay's Education Policy and its impact, Need of revisiting Ancient Indian Traditions) **3.** Scope of IKS (The Universality of IKS (from Micro to Macro), development form Earliest times to 18th Century CE) **4.** Tradition of IKS (Ancient Indian Education System: Home, Gurukul, Pathashala, Universities and ancient educational centres) **5**. Relevant sites in the vicinity of the Institute (Water Management System at Kanheri, Temple Management of Ambarnath, etc.)	

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



University of Mumbai

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

DRAFT

With effect from 2023-24

Index

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2. Objectives
3. Outcomes
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19. Appendix XI: Student Feedback on Internship
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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 Student Signature: 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. Sign of Head of the Department/ Department Coordinator/Mentor 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

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

OJT Guidelines Draft Committee

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