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 दर्जा)

क्र.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

Scanned with OKEN Scanner

Copy forwarded for information and necessary action to :-	
1	The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Dept)(AEM), dr@eligi.mu.ac.in
2	The Deputy Registrar, Result unit, Vidyanagari drresults@exam.mu.ac.in
3	The Deputy Registrar, Marks and Certificate Unit,. Vidyanagari dr.verification@mu.ac.in
4	The Deputy Registrar, Appointment Unit, Vidyanagari dr.appointment@exam.mu.ac.in
5	The Deputy Registrar, CAP Unit, Vidyanagari cap.exam@mu.ac.in
6	The Deputy Registrar, College Affiliations & Development Department (CAD), deputyregistrar.uni@gmail.com
7	The Deputy Registrar, PRO, Fort, (Publication Section), Pro@mu.ac.in
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
10	The Deputy Registrar, Academic Appointments & Quality Assurance (AAQA) dy.registrar.tau.fort.mu.ac.in ar.tau@fort.mu.ac.in
11	The Deputy Registrar, College Teachers Approval Unit (CTA), concolsection@gmail.com
12	The Deputy Registrars, Finance & Accounts Section, fort draccounts@fort.mu.ac.in
13	The Deputy Registrar, Election Section, Fort drelection@election.mu.ac.in
14	The Assistant Registrar, Administrative Sub-Campus Thane, thanesubcampus@mu.ac.in
15	The Assistant Registrar, School of Engg. & Applied Sciences, Kalyan, ar.seask@mu.ac.in
16	The Assistant Registrar, Ratnagiri Sub-centre, Ratnagiri, ratnagirisubcentar@gmail.com
17	The Director, Centre for Distance and Online Education (CDOE), Vidyanagari, director@idol.mu.ac.in
18	Director, Innovation, Incubation and Linkages, Dr. Sachin Laddha pinkumanno@gmail.com
19	Director, Department of Lifelong Learning and Extension (DLLE), dlleuniversityofmumbai@gmail.com

Copy for information :-	
1	P.A to Hon'ble Vice-Chancellor, vice-chancellor@mu.ac.in
2	P.A to Pro-Vice-Chancellor pvc@fort.mu.ac.in
3	P.A to Registrar, registrar@fort.mu.ac.in
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

	Faculty of Science & Technology **Offg. Dean** 1. Prof. Shivram Garje ssgarje@chem.mu.ac.in **Offg. Associate Dean** 2. Dr. Madhav R. Rajwade Madhavr64@gmail.com 3. Prin. Deven Shah sir.deven@gmail.com
	Faculty of Inter-Disciplinary Studies, **Offg. Dean** 1.Dr. Anil K. Singh aksingh@trcl.org.in **Offg. Associate Dean** 2.Prin.Chadrashekhar Ashok Chakradeo cachakradeo@gmail.com 3. Dr. Kunal Ingle drkunalingle@gmail.com
3	Chairman, Board of Studies,
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. – 7.4 (N)

As Per NEP 2020

University of Mumbai



Syllabus for Major Vertical – 1 & 4		
Name of the Programme – B.Com. (Management Studies)		
Faulty of B.Com. (Management Studies)		
Board of Studies in B.Com. (Management Studies)		
U.G. Second Year Programme	**Exit Degree**	**U.G. Diploma in B.Com. (Management Studies)**
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. (Management Studies)**
2	**Exit Degree**	**U.G. Diploma in B.Com. (Management Studies)**
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** **R. CU-575C** **R. CU-575D**	**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/-	**Sd/-**	**Sd/-**	**Sd/-**
Sign of the BOS Chairman **Dr. Kanchan Fulmali** **Board of Studies in BMS**	**Sign of the Offg. Associate Dean** **Prin. Kishori Bhagat** **Faculty of Commerce & Management**	**Sign of the Offg. Associate Dean** **Prof. Kavita Laghate** **Faculty of Commerce & Management**	**Sign of the Offg. Dean** **Prin. Ravindra Bambardekar** **Faculty of Commerce & Management**

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

Credit Structure (Sem. III & IV)

	R. CU-575C									
Level	**Semester**	**Major**		**Minor**	**OE**	**VSC, SEC (VSEC)**	**AEC, VEC, IKS**	**OJT, FP, CEP, CC,RP**	**Cum. Cr. / Sem.**	**Degree/ Cum. Cr.**
		Mandatory	**Electives**							
5.0	III	8(2*4) Marketing Introduction to Marketing Management (4) Marketing Research (4) **OR** Finance Introduction to Financial services (4) Financial Management (4) **OR** HR Introduction to HRM (4) Training & Development (4)		4	2	VSC:2, Marketing Consumer behaviour (2) **OR** Finance Financial Statement Analysis (2) **OR** HR Recruitment and selection (2)	AEC: 2	FP: 2 CC:2 **CC:2**	22	**UG Diploma 88**
	R. CU-575D									
	IV	8 Marketing Retail Marketing (4) CRM (4) **OR** Finance Auditing (4) Financial Institutions and Market (4) **OR** HR Change & Conflict Management (4) Legal practices in HRM (4)		4	2	SEC:2 Marketing Ad Making (2) **OR** Finance Financial Inclusion Skills in Youth (2) **OR** HR Organisational Development	AEC: 2	CEP: 2 CC:2 **CC:2**	22	
	Cum Cr.	28		10	12	6+6	8+4+2	8+4	88	
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 -1& 2
Marketing
Or
Finance
Or
HR

–

As Per NEP 2020

University of Mumbai

Syllabus for Basket of Major 1 (Marketing)	
Ad- hoc Board of Studies in B. Com. (Management Studies)	
UG Second Year Programme	
Semester	**III**
Title of Paper	**Introduction to Marketing Management**
Credits	4
From the Academic Year	**2025-26**

Major 1 - Marketing
Syllabus
B.Com. Management Studies
(Sem.- III)

Title of Paper: Introduction to Marketing Management

Sr. No.	Heading	Particulars
1	**Description the course :** **Including but Not limited to :**	This course provides a comprehensive overview of marketing management, emphasizing key concepts, strategies, and trends that shape the dynamic business environment. Students will explore the evolution of marketing, the impact of environmental forces on business practices, and the need for innovative strategies to engage customers. The course covers essential topics such as market segmentation, targeting, positioning, and consumer behavior. Additionally, it delves into pricing, promotion strategies, distribution networks, and emerging trends like AI and data analytics in marketing. Through case studies and practical applications, students will develop a deep understanding of the marketing mix, product life cycles, and the strategic tools necessary for effective marketing management in both urban and rural markets.
2	**Vertical :**	Major
3	**Type :**	Theory
4	**Credit**:	4 credits
5	**Hours Allotted :**	60 Hours
6	**Marks Allotted**:	100 Marks
7	**Course Objectives**: 1. To understand the basics of marketing management and the impact of business environmental forces on marketing practices. 2. To examine the buying behavior of consumers & understand the marketing strategies. 3. To explore the marketing mix elements in generating marketing outcomes for a product or service. 4. To analyze the emerging trends in marketing management & evaluate the impact of technology on marketing decisions.	

8	**Course Outcomes**: 1. Learner can able to understand & recall the traditional & contemporary marketing concepts. 2. They will demonstrate & understand the factors affecting buying behavior of consumers. 3. They can assess & evaluate the marketing management strategies through real life case. 4. Students will analyze the emerging trends in marketing management & evaluate the impact of technology on marketing decisions
9	**Modules**:
	Module 1: Introduction to Market & Marketing Management
	1. **Market** – Introduction – Concept – Evolution (Concepts of Marketing) – Meaning & Definition of Marketing Management – Features – Functions – Scope. 2**. Impact of Business Environmental Forces** on marketing managerial practices – Internal & External Environment- Case Studies – Need for Innovative Marketing Strategies for Customer Engagement – Innovative Strategies by Global Players – Success Stories 3. **Marketing Mix (Product & Service**) – Elements – Role of marketing mix elements in marketers' decisions for a product/service – Evaluating the marketing mix program of successful – Withdrawn - Repositioned products/services. 4. **Modern Concepts of Marketing** – Forms – Emerging Trends - Community Engagement as a strategic tool to marketing management
	Module 2: Consumer Behavior & STP Model Strategies
	1. **Buying Idea** – Buyer behavior - Concept – Factors determining buying behavior of consumers – Consumer Buying Decision Process. 2. **STP (Segmentation, Targeting & Positioning) Model** - Definition –Bases – Need - Merits & Demerits of Market Segmentation – Marketing mix segment of product/service through a case study approach. 3. **Target Market** – Concept – Target Market Strategies – Positioning – Concept –Qualities of a successful position-Product Position v/s Brand Position - Positioning Strategies – Case study 4. **Product** – Concept – Product Levels - Product Mix Decisions - Product Life Cycle – Stages - Development of a hypothetical product/service & its prospective implications - Case Study
	Module 3: **Pricing & Promotion Strategies**
	1. **Pricing Strategies** – Price – Concept - Factors affecting changes in price – Methods -Price as an indicator of Quality – Case Studies.

	2. **Promotion** – Concept – Elements in the Communication process – Elements/Tools of promotion – Role of Integrated Marketing Communication – Recent Trends in Promotional Offerings- Integration of modern & recent tools of marketing. 3. **Packaging of a Product** – Role -Essentials – Sustainable Packaging -Emerging Trends in Packaging Standards- Types of packaging 4. **Key Decision Areas in Rural Marketing** – Role of Rural market - Marketing Mix for Rural Markets - Media Mix for Rural Markets
	Module 4: **Distribution Network & Emerging Trends in Marketing Management**
	1.**Physical Distribution** – Types of marketing channels - Traditional & Contemporary channels of marketing- factors affecting marketing channels 2.**Marketing Control** – Concept – Need – Control Process – Techniques - Supply Chain Management – Elements – Case Studies 3.New trend in **Market Organization**- Principles – Types- Marketing Audit -Importance to marketing organizations - Porters Generic Strategy, Blue Ocean Strategy 4.**Emerging Trends** in developing competitive marketing strategies — Role of AI & Data Analytics in marketing - Impact of technology & innovation in marketing management
10	Reference Books: 1) Pillai, R. S., & Bhagwati, M. (2016). Modern marketing: Principles & practices (2nd ed.). S. Chand Publishing. 2) Baines, P., Fill, C., & Page, K. (2013). Marketing (3rd ed.). Oxford University Press. 3) Ramaswamy, V. S., & Namakumari, S. (2013). Marketing management (5th ed.). Macmillan India Ltd. 4) Kotler, P., & Keller, K. L. (2016). Marketing management (15th ed.). Pearson Education. 5) Perreault, W. D., & McCarthy, E. J. (2017). Basic marketing: A global managerial approach (19th ed.). McGraw-Hill Education. 6) Schiffman, L. G., & Kanuk, L. L. (2010). Consumer Behavior (10th ed.). Pearson Education. 7) Armstrong, G., & Kotler, P. (2017). Marketing: An introduction (13th ed.). Pearson Education. 8) Chernev, A. (2018). Strategic marketing management (9th ed.). Cerebellum Press. 9) Lehmann, D. R., & Winer, R. S. (2008). Analysis for marketing planning (7th ed.). McGraw-Hill Education. 10) Kotler, P., & Armstrong, G. (2018). Principles of marketing (17th ed.). Pearson Education

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 3)	

As Per NEP 2020

University of Mumbai

Syllabus for Basket of Major 2 (Marketing)	
Ad- hoc Board of Studies in B. Com. (Management Studies)	
UG Second Year Programme	
Semester	**III**
Title of Paper	**Marketing Research**
Credits	4
From the Academic Year	**2025-26**

Major 2 - Marketing
Syllabus
B.Com. Management Studies
(Sem.- III)

Title of Paper: Marketing Research

Sr. No.	Heading	Particulars
1	**Description the course:** **Including but not limited to:**	The study of Marketing Research provides learners with a comprehensive understanding of how research supports marketing decision-making. It begins by introducing the role and importance of marketing research focusing on its contribution to identifying and solving marketing problems. Learners learn the various types of research and explore the complete research process from defining the problem to reporting findings. It covers research design where learners will learn how to develop appropriate research plans, understand qualitative and quantitative methods and apply different sampling techniques. It also delves into data collection methods for data preparation. This comprehensive approach equips students with both the theoretical knowledge and practical skills needed to apply marketing research in real-world business contexts.
2	**Vertical:**	Major
3	**Type:**	Theory
4	**Credit**:	4 credits
5	**Hours Allotted:**	60 Hours
6	**Marks Allotted**:	100 Marks
7	**Course Objectives:** 1. To establish a comprehensive understanding of the conceptual foundations and strategic importance of marketing research 2. To analyze the practical application of marketing research methodologies across diverse marketing domains, including consumer behaviour, advertising effectiveness. 3. To develop proficiency in the application of measurement scales and sampling techniques within the context of marketing research design. 4. To critically evaluate data collection and analysis procedures, and to report writing for actionable business insights.	

8	**Course Outcomes**: Students will be able to understand 1. Define and critically analyze the marketing research process, including its ethical implications. 2. Evaluate and compare different consumer research, advertising research, and motivational research methodologies. 3. Demonstrate proficiency in selecting and applying appropriate scales of measurement and sampling techniques, including determining optimal sample sizes. 4. Synthesize and interpret data collected through various marketing research methods, utilize appropriate data analysis tools.
9	**Modules**: -
	Module 1: Basics of Marketing Research
	1. Marketing Research- Meaning & Definition, features, need and functions of marketing research 2. Process of Marketing Research, Significance of Marketing Research in Marketing decision making, Limitations of marketing research 3. Ethical Issues in Marketing Research, Career options in Marketing Research, Types of marketing research 4. Essentials of a good Marketing Research – Qualities of marketing research professional, International Marketing Research.
	Module 2: **Application of Marketing Research**
	1. Consumer Research - Meaning & Scope, Need, Functions. Product Research - Meaning & Scope, Importance. 2. Advertising Research – importance and scope - Media Research - Functions of Media Research. Motivational Research – Meaning, Uses, Limitations &Techniques 3. Marketing Research Proposal – Meaning and Elements - Design & Implementation of Marketing Research Proposal 4. Marketing Research Design – Meaning - Importance, Types of Research Design, Criteria of a good Research Design.
	Module 3: **Scales of Measurement & Sampling in Marketing Research:**
	1. Scales of Measurement – Meaning of Measurement in Marketing Research, criteria of sound Measurement of Marketing Research. Attitude measurement 2. Sampling, Measurement, Scaling Process in Marketing Research– Sampling Design and Procedure 3. Sampling Methods — Probabilistic sampling Techniques - Non-probabilistic sampling Techniques - Sample Size determination - Sampling Errors.

	4. Sources of variation in Measurement - Validity & Reliability of Measurement. Meaning and types of hypothesis	
	Module 4: Data Collection, Data Analysis & Report writing:	
	1. Data Collection- Online data collection - Collection of Secondary Data – Collection of Primary Data Methods - Field Operations - Errors and Difficulties in Data Processing. 2. Coding and Editing, integrating technology in data collection, importance of online surveys, hand held devices, text messages, social networking methods 3. Data Analysis & Report writing- -Hypothesis Testing, Meaning of Marketing Research Report, 4. Marketing Research Report-Concept, types, contents, essentials, use of visual aids in research report, Proforma / Format of a Market Research Report.	
10	**Reference Books:** 1. Essentials of Marketing Research By S.A.Chunawala – Himalaya Publishing House. 2. Marketing Research By B.S.Goel - Pragati Prakashan, Meerut (UP) 3. Marketing Management by Kotler, keller, koshy, Jha, (13th Edition Pearson.) 4. Naresh K Malhotra, Satyabhushan Dash, (2009). Marketing Research- An Applied Orientation, 5/e, Pearson Education, New Delhi. 5. Donald S. Tull, Del I. Hawkins, (2009). Marketing research –Measurement & Method, PHI Private Limited, NewDelhi. 6. Donald R. Cooper, Pamela S Schindler, (2007). Marketing Research-Concepts and Cases. Tata McGraw-Hill Publishing Company Limited, NewDelhi. 7. Hair, Bush, Ortinau, (2006). Marketing Research, 3/e, Tata McGraw-Hill Publishing Company Limited, NewDelhi. 8. Nigel Bradley, (2007). Marketing research –Tools and Techniques. Oxford University Press, New Delhi	
11	**Internal Continuous Assessment: 40%**	**External, Semester End Examination** **Individual Passing in Internal and External Examination : 60%**
12	**Continuous Evaluation through:** Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	

As Per NEP 2020

University of Mumbai



Syllabus for Basket of Major 1 (Finance)	
Ad- hoc Board of Studies in B. Com. (Management Studies)	
UG Second Year Programme	
Semester	**III**
Title of Paper	**Introduction to Financial Services**
Credits	**4**
From the Academic Year	**2025-26**

Major 1 - Finance
Syllabus
B.Com. (Management Studies)
(Sem.- III)

Title of Paper - Introduction to Financial Services

Sr. No.	Heading	Particulars
1	**Description the course:** **Including but not limited to:**	This course explores the dynamic world of financial services, encompassing banking, investment, and insurance. Students will analyze market structures, regulatory frameworks, and the diverse products offered. Core concepts include risk management, financial intermediation, and the impact of technology on the industry. Participants will develop a foundational understanding of financial markets and their role in the global economy. This knowledge equips them for careers in finance or informed decision-making in personal finance.
2	**Vertical :**	Major
3	**Type :**	Theory
4	**Credit**:	4 credits
5	**Hours Allotted :**	60 Hours
6	**Marks Allotted**:	50 Marks
7	**Course Objectives:** 1. To provide an overview of financial services and their significance in the economy. 2. To familiarize students with different types of financial institutions and intermediaries. 3. To develop an understanding of key financial products and services. 4. To analyze the regulatory environment governing financial services.	
8	**Course Outcomes**: 1. Students will be able to explain the structure and functioning of financial services and their role in economic development. 2. Students will gain knowledge about different financial institutions, their functions, and regulatory authorities governing financial markets. 3. Students will develop the ability to analyze various financial products such as banking services, insurance, mutual funds, and investment instruments. 4. Students will understand the regulatory framework for financial services and apply risk management principles to safeguard financial transactions and consumer interests.	

9	**Modules**:
	Module 1: Foundations of Financial Services
	1. Introduction to Financial Services: Definition, Scope, and Importance, Evolution of the Financial System. 2. Functions of the Financial System: Mobilization of Savings, Allocation of Funds, Risk Management, Payment Mechanism, Information Provision. 3. Key Participants in the Financial System: Savers, Borrowers, Intermediaries. 4. Types of Financial Intermediaries: Depository Institutions (Banks, Credit Unions), Contractual Savings Institutions
	Module 2 - Financial Markets
	1. Introduction to Financial Markets: Definition, Types, and Functions. 2. Money Market: Instruments (Treasury Bills, Commercial Paper, Certificates of Deposit, Call Money), Participants, and Role. 3. Capital Market: Primary Market (New Issues Market, IPOs, FPOs), Secondary Market and Debt Market: Types of Bonds (Government Bonds, Corporate Bonds), Features, and Significance. 4. Equity Market: Types of Shares (Equity, Preference), Features, and Significance.
	Module 3: **Banking and Non-Banking Financial Institutions**
	1. Commercial Banking: Functions (Accepting Deposits, Lending, Payment Services), Types of Banks (Public Sector, Private Sector, Foreign Banks). 2. Development Banks: Objectives and Role in Economic Development. Cooperative Banks: Structure and Functions, NPA 3. Small Finance Banks and Payment Banks: Objectives and Features, 4. Non-Banking Financial Companies (NBFCs): Definition, Types, Functions, and Significance.
	Module 4 - Regulatory Framework and Emerging Trends in Financial Services
	1. Need for Regulation of Financial Services, Key Regulatory Bodies in India: Reserve Bank of India (RBI), Securities and Exchange Board of India (SEBI), Insurance Regulatory and Development Authority of India (IRDAI), Pension Fund Regulatory and Development Authority (PFRDA). 2. Overview of Key Regulations related to Banking, Capital Markets, and Insurance. 3. Emerging Trends in Financial Services: Financial Technology (FinTech), Digital Banking, Mobile Payments, Peer-to-Peer Lending, Crowdfunding. 4. Financial Inclusion: Concept and Initiatives in India.

10	**Reference Books:** 1. Khan, M. Y. (Latest Edition). *Indian Financial System*. Tata McGraw-Hill. 2. Bhole, L. M., & Mahajan, J. (Latest Edition). *Financial Institutions and Markets*. Tata McGraw-Hill. 3. Pathak, B. (Latest Edition). *Indian Financial System*. Pearson Education. 4. Relevant articles and reports from financial newspapers and websites. 5. Machiraju, H. R. – *Indian Financial System*	
11	**Internal Continuous Assessment: 40%**	**External, Semester End Examination Individual Passing in Internal and External Examination : 60%**
12	**Continuous Evaluation through:** Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc. (at least 3)	

As Per NEP 2020

University of Mumbai



Syllabus for Basket of Major 2 (Finance)	
Ad- hoc Board of Studies in B. Com. (Management Studies)	
UG Second Year Programme	
Semester	III
Title of Paper	Financial Management
Credits	4
From the Academic Year	2025-26

Major 2 (Finance)
Syllabus
B.Com. (Management Studies)
(Sem.- III)

Title of Paper - Financial Management

Sr. No.	Heading	Particulars
1	**Description the course:** **Including but not limited to:**	This course provides a foundational understanding of core financial management principles. Students will learn to analyze financial decisions related to investment, financing, and dividends. Emphasis is placed on the time value of money, capital budgeting, and working capital management. The syllabus covers techniques for evaluating investment projects and managing financial risk. Students will explore the impact of capital structure and dividend policies on firm value. This course aims to equip students with practical skills for effective financial decision-making in business.
2	**Vertical :**	Major
3	**Type :**	Theory
4	**Credit**:	4 credits
5	**Hours Allotted :**	60 Hours
6	**Marks Allotted**:	100 Marks
7	**Course Objectives:** 1. To introduce students to the fundamental principles of financial decision-making, including the analysis of financial statements. 2. To equip students with the ability to evaluate investment projects using various capital budgeting techniques, considering risk and uncertainty, to make sound financial decisions. 3. To enable students to understand and critically evaluate the theories and practices related to corporate financing decisions, including the optimal mix of debt and equity. 4. To provide students with the knowledge and skills necessary to effectively manage a firm's short-term assets and liabilities, optimizing liquidity and profitability.	
8	**Course Outcomes**: 1. Learners will be able to uunderstand the fundamental principles of financial management and grasp the relationship between risk and return. 2. Learners will evaluate investment proposals using capital budgeting techniques with investment decisions and calculate the cost of capital. 3. They can Understand the different sources of finance available to businesses. And analyse the impact of capital structure on firm value. 4. Learners will be able to Manage working capital effectively to optimize liquidity and profitability and cash management strategies.	

9	**Modules**: -
	Module 1: Introduction to Financial Management
	1. Definition, Nature and scope of financial management, Goals of financial management profit maximization vs. wealth maximization, 2. Financial decisions: investment, financing, and dividend decisions. **3.** Time value of money: present value, future value, annuities, perpetuities, **4.** Risk and return concepts.
	Module 2 : Capital Budgeting
	1. Definition and importance of Capital Budgeting, Capital budgeting process, Types of capital investment decision, 2. Time Value of Money: Understanding present value and future value concepts, Discounting and compounding. 3. Techniques of capital budgeting: Payback period, Accounting rate of return (ARR), Net present value (NPV), Internal rate of return (IRR). 4. Profitability Index, Risk analysis in capital budgeting, Cost of Capital.
	Module 3: **Financing Decisions and Capital Structure**
	1. Sources of finance: equity, debt, and hybrid instrument, Cost of capital and its components. 2. Introduction to financial markets and instruments, The role of financial managers in financing decisions. 3. Capital structure theories, Calculating the cost of debt, equity, and preferred stock, Weighted average cost of capital (WACC), Factors affecting the cost of capital 4. Leverage analysis: operating, financial, and combined leverage, EBIT-EPS analysis
	Module 4: Working Capital Management
	1. Definition and importance of working capital, Components of working capital, working capital cycle 2. Cash Management: Cash flow forecasting, Cash budgeting, Techniques for optimizing cash balances, Short-term investment strategies. 3. Inventory Management: Types of inventories, Inventory control techniques - EOQ, ABC analysis, Inventory valuation methods. 4. Receivables management: Credit policy, Collection procedures, Dividend policies and factors affecting dividend decisions, Working Capital Policies and Strategies.

10	**Reference Books:** • Ross, S. A., Westerfield, R. W., & Jaffe, J. (2019). *Corporate finance (12th ed.).* McGraw-Hill Education. • Pandey., I.M. (2021). Financial Management • Eugene F. Brigham and Joel F. Houston. (2020). Fundamentals of Financial Management. • Khan, M. Y. (2018). Financial management: Text. McGraw Hill Education (India) Private Limited.	
11	**Internal Continuous Assessment: 40%**	**External, Semester End Examination Individual Passing in Internal and External Examination : 60%**
12	**Continuous Evaluation through:** Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc. (at least 3)	

As Per NEP 2020

Credits

University of Mumbai



Syllabus for
Basket of Major 1 (HR)

Ad- hoc Board of Studies in B. Com. (Management Studies)	
UG Second Year Programme	
Semester	**III**
Title of Paper	**Introduction to Human Resource Management**
Credits	**4**
From the Academic Year	**2025-26**

Major – 1 (HR)

Syllabus

B.Com. Management Studies (Sem.- III)

Title of Paper: Introduction to Human Resource Management

Sr. No.	Heading	Particulars
1	**Description the Course:** **Including but not limited to:**	Human Resource Management (HRM) encompasses the strategic and coherent approach to the management of an organization's most valued assets - the people working there who individually and collectively contribute to the achievement of its objectives. It involves a range of activities, including talent acquisition, employee development, performance management, compensation and benefits, and fostering positive employee relations. Effective HRM aims to maximize employee performance, well-being, and engagement, ultimately contributing to organizational success and sustainability. It adapts to evolving workforce dynamics and legal landscapes, ensuring fair and equitable treatment of all employees. Through a combination of theoretical foundations and case studies, students will be equipped to apply HRM principles to improve organizational performance and employee well-being.
2	**Vertical:**	**Major**
3	**Type:**	**Theory**
4	**Credit:**	**4 credits**
5	**Hours Allotted:**	**60 Hours**
6	**Marks Allotted:**	**100 Marks**
7	**Course Objectives:** **The students should be able to** 1. Understand the significance of human resource in the organization and various factors influencing HRM and different approaches of HRM. 2. Apply HR planning and job analysis techniques in organizational settings. 3. Learn about the concept of Human Relations and employee morale for effective HRM. 4. Evaluate HRM strategies for managing challenges like employee diversity and turnover, and create effective solutions	

8	**Course Outcomes:** **The students will be able to;** 1. Acquire a perspective on the emergence and evolution of human resource management function over a period of time and explore the role of HR in any organization. 2. Analyze the effects of leadership styles and employee morale on organizational performance. 3. Understand the issues and challenges of human resource management i.e. employee turnover, employee morale, work life balance. **4.** Assess HRM strategies and develop solutions for managing challenges such as employee diversity and turnover.
9.	**Module 1: Introduction to Human Resource Management (HRM)**
	1. Human Resource Management- Definition-Scope of HRM- Objectives of HRM- Functions of HRM 2. Evolution of HRM- Structure of Human Resource- Strategies of HRM- Context of HRM practices: Environmental influences 3. Human Resource Manager-Role of Human Resource Manager- Qualities of a good Human Resource Manager- Challenges faced by Human Resource Manager 4. Influence of Rational and Social approaches on functions & policies of HRM - Types of Approaches of HRM
	Module 2: Human Resource Planning
	1. Human Resource Planning (HRP)- Meaning of HRP- Definition of HRP- Factors influencing HRP- Steps involved in in process of HRP 2. Job Analysis- Meaning- Process of Job analysis- Components of Job Analysis- Tools and Techniques in Job Analysis 3. Job Design- Meaning- Tools and Techniques of Job Design- Psychological and Behavioral Issues in HRP--- Job Description- Job specification 4. Human Resource Information System: Meaning- Significance of HR Information System- Components of HR Information System - Case Study
	Module 3: Human Relations
	1. Human Relations-Concept -Meaning- Significance of Human Relations- Leadership: Concept and Essentials of a good Leadership - Transactional and Transformational Leadership 2. Employee Morale- Concept-Meaning- Factors Influencing Employee Morale- Measurement of Employee Morale 3. Employee Welfare Measures and Health and Safety Measures-Statutory Provisions for Safety of Workers (Indian and Global Scenario)

	4. Stress Management-Reasons/ of for Stress-Strategies for coping with Stress- Employee Welfare	
	Module 4: Recent Trends in HRM	
	1. Quality of Work Life (QWL): Concept- Significance of QWL to employees, organization, and society 2. Challenges, supportive measures (including time management grid & Flexi work hours for employees). Internal mobility (transfer, promotion). Separation. 3. Perspectives in HRM; Redundant manpower- HR Audit, Emerging job opportunities, Talent Management, Employee Burnout 4. Challenges in HRM: Employee Diversity - Labour Turnover -Absenteeism - Sexual Harassment at Workplace - Millennial Competency Mapping - International HR Practices	
10	**Reference Books:** 1. Aswathappa, K. & Dash, S. (2021). Human Resource Management-Text and cases (9th Ed.), Tata McGraw-Hill. 2. Chhabra, T. N. & Chhabra, M. (2020). Human Resource Management. New Delhi: Sun India Publications. 3. Decenzo, D. A., & Robbins, S. P. (2009). Fundamental of Human Resource Management, New Jersey: Wiley. 4. Dessler G. & Varrkey B. (2020). Human Resource Management, Sixteenth Edition, Pearson Paperback. 5. French, W. L. (2006). Human Resource Management. Boston: Houghton Mifflin. 6. Gupta, C. B. (2018). Human Resource Management. New Delhi: Sultan Chand & Sons. 7. Pattanayak, B. (2019). Human Resource Management (6th ed.). PHI learning 8. Prasad, L. M. (2018). Human Resource Management. New Delhi: Sultan Chand & Sons 9. Rao, V. S. P. (2020). Human Resource Management (2nd Ed.). New Delhi: Taxmann Pvt. Ltd. 10. Sengupta, A. (2018). Human Resource Management, Sage Textbook.	
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 3)**	

As Per NEP 2020

University of Mumbai



Syllabus for Basket of Major 2 (HR)	
Ad- hoc Board of Studies in B. Com. (Management Studies)	
UG Second Year Programme	
Semester	**III**
Title of Paper	**Training and Development**
Credits	**4**
From the Academic Year	**2025-26**

Major 2 (HR)
Syllabus
B.Com. Management Studies (Sem.- III)

Title of Paper : Training and Development

Sr. No.	Heading	Particulars
1	**Description the course:** **Including but not limited to:**	Training and Development equips individuals and organizations with the essential skills and knowledge for growth and success. This field encompasses systematic processes to enhance employee capabilities, improve performance, and foster continuous learning. It involves identifying training needs, designing effective programs, and delivering engaging learning experiences. Development focuses on long-term growth, preparing individuals for future roles and organizational challenges. Key areas include skill enhancement, leadership development, and adapting to evolving industry demands. Ultimately, effective Training and Development initiatives contribute to increased productivity, employee satisfaction, and a competitive advantage for the organization.
2	**Vertical :**	Major
3	**Type :**	Theory
4	**Credit**:	4 credits
5	**Hours Allotted:**	60 Hours
6	**Marks Allotted**:	100 Marks
7	**Course Objectives:** 1. To comprehend the principles and processes of training and development 2. To develop practical skills in designing and delivering training interventions. 3. To understand the strategic role of training and development in organizational success. 4. To evaluate the effectiveness and return on investment of training programs.	
8	**Course Outcomes**: 1. The learner will understand the importance and process of conducting a training needs analysis within organizations. 2. The learner will gain an understanding of the steps involved in designing a training program and evaluating its effectiveness. 3. The learner will ddemonstrate how to assess and identify training needs using person, task, and organizational analyses. 4. The learner will comprehend the tools and techniques used in management development to enhance organizational growth.	

9.	**Module 1: Introduction to Training**
	1. **Overview of Training** – Concept, Scope, Importance, Objectives, Features, Pre-requisites to Corporate Training. 2. **Process of Training**–Steps in Training, identification of Job Competencies, criteria for identifying Training Needs (Person Analysis, Task Analysis, Organisation Analysis), 3. **Major Types of training Methods**: – On the Job & Off the Job Methods, Apprenticeship vs Internship in the education sector. 4. **Levels of Training** - Individual, operational and organizational levels – horizontal, vertical, top, bottom & official training.
	Module 2: Introduction to Development
	1. Overview of development– concept, scope, importance & need and features, Human Performance Improvement **2. Counselling techniques** with reference to development employees, society and organization. **3. Career Development** – Career Development Cycle, Model for planned Self-Development, Succession Planning **4. Role of Training** and development manager, Administrators, consultants, designers and instructors – Determining training needs – Strategic Training & Development
	Module 3: Assessment of Training and MDP
	1. **Assessment of Training Needs:** Methods & Process of Needs Assessment, Criteria & Designing & Implementation of an effective Training Program, Evaluation of training programs 2. **Management Development-** Concept, Meaning, Benefits and challenges of MDP, Need of MDP. 3. **Process of Management** Development- Evaluation of Management Development 4. **Methods-** Programs and Methods of MDP, Principles of Management Development Programme
	Module 4: New Trends in Training and Development
	1. **Performance Measurement**- Meaning- Appraisal- Pitfalls- Ethics of Appraisal 2. **Talent Management**- Meaning, Measuring Talent Management-Integration and Future of Talent Management- Talent Management: Global Scenario 3. **Knowledge Management**- Meaning, Definition, Evolution of Knowledge Management- Life Cycle of Knowledge Management 4. **Artificial intelligence**: Role of AI in Training and Development and Effect of Artificial intelligence on Training and development

10	**Reference Books:** 1. Aswathappa, K. & Dash, S. (2021). Human Resource Management-Text and cases Tata McGraw-Hill. 2. Decenzo, D. A., & Robbins, S. P. (2009). Fundamental of Human Resource Management, New Jersey: Wiley. 3. Dessler G. & Varrkey B. (2020). Human Resource Management, Sixteenth Edition, Pearson Paperback. 4. French, W. L. (2006). Human Resource Management. Boston: Houghton Mifflin. 5. Gupta, C. B. (2018). Human Resource Management. New Delhi: Sultan Chand & Sons. 6. Pattanayak, B. (2019). Human Resource Management (6th ed.). PHI learning 7. Prasad, L. M. (2018). Human Resource Management. New Delhi: Sultan Chand & Sons 8. Rao, V. S. P. (2020). Human Resource Management (2nd Ed.). New Delhi: Taxmann Pvt. Ltd. 9. Sengupta, A. (2018). Human Resource Management, Sage Textbook.
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 3)

Paper Pattern 4 Credits (Total 100 Marks)

Internal = 40 Marks
External = 60 Marks

Internal Paper Pattern (40 Marks)

1. Case Study writing **OR** Assignment
2. Quiz **OR** Group discussion **OR** Role Playing
3. Project Presentation **OR** Research Paper

} any two (10 Marks each) 20 Marks

4. Class Test - (Mandatory) with Objective questions 20 Marks

Total 40 Marks

External Paper Pattern (60 Marks)

External Paper Pattern (60 Marks)

Write any **FOUR** questions from the following

Q1. Answer the following 15 marks
A
B
Q2. Answer the following 15 Marks
A
B
Q3. Answer the following 15 Marks
A
B
Q4. Answer the following 15 marks
A
B
Q5. Answer the following 15 Marks
A
B
Q6. Answer the following 15 Marks
A
B

Vertical - 4

VSC

Marketing

Or

Finance

Or

HR

As Per NEP 2020

University of Mumbai

Syllabus for Basket of VSC (Marketing)	
Ad- hoc Board of Studies in B. Com. (Management Studies)	
UG Second Year Programme	
Semester	**III**
Title of Paper	**Consumer Behaviour**
Credits	2
From the Academic Year	**2025-26**

VSC- Marketing
Syllabus
B. Com. (Management Studies)
(Sem.- III)

Title of Paper: Consumer Behaviour

Sr. No.	Heading	Particulars
1	**Description the course:** **Including but Not limited to :**	Consumer Behavior is the study of how individuals, groups, and organizations make decisions to allocate resources (time, money, and effort) to consumption-related activities. This course examines the factors that influence consumer behavior, such as psychological, social, cultural and personal influences and how businesses can use this knowledge to develop effective marketing strategies. Understanding consumer behavior is essential for marketers as it provides insights into consumer needs, preferences and motivations, which are critical for developing products, services and campaigns that resonate with the target audience.
2	**Vertical :**	VSC
3	**Type :**	Theory
4	**Credit**:	2 credits
5	**Hours Allotted :**	30 Hours
6	**Marks Allotted**:	50 Marks
7	**Course Objectives:** 1. To understand the concept of consumer behavior and its role in marketing decision-making. 2. To examine the role of social and cultural influences on buying behaviour 3. To understand buying habits and Online buying behaviour of consumer for marketing decisions	
8	**Course Outcomes:** 1. Students will identify and analyze marketing communication and psychological, social and cultural factors that influence consumer decisions. 2. Students will able to understand effect of online purchasing and consumer segmentation strategies	
9	**Modules**:	

	Module 1: Introduction to Consumer Behaviour
	1. Consumer Behaviour- Features, scope, Importance, Types of Consumer, Diversity of consumers and their behaviour- Types of Consumer Behaviour. 2. Consumer involvement - Decision-making processes - Purchase Behaviour and Marketing implications - Consumer Behaviour Models. 3. Environmental influences on Consumer Behaviour - Cultural influences - Hofstede's Cultural Dimensions and Marketing Implications - Social class - Reference groups 4. Consumer perceptions – Learning and attitudes - Motivation and personality – Psychographics - Values and Lifestyles.
	Module 2: **Consumer buying habits and Online buying behaviour**
	1. Consumer buying habits and perceptions of emerging non-store choices – Research and applications of consumer responses - Issues of privacy and ethics. 2. Marketing communication - Store choice and shopping behaviour - In-Store stimuli, Consumerism - Consumer rights and Marketers' responsibilities. 3. Effects of online purchasing on consumer behaviour - Psychology of online purchasing: motivations, perceptions, and attitudes. 4. Consumer Segmentation Strategies, Targeting & Positioning in International Markets, Global vs. Local Brands, Emerging Global Consumer Trends
10	**Reference Books:** 1. Vriens, D., & Achterberg, J. (2019). *Organizational Development*. Routledge 2. Aubrey, B. (2015). *The Measure of Man: Leading Human Development*. McGraw-Hill Education. 3. Cummings, T. G., & Worley, C. G. (2014). *Organization Development and Change* (10th ed.). Cengage Learning. 4. Schein, E. H. (2010). *Organizational Culture and Leadership* (4th ed.). Jossey-Bass. 5. Wendell L French, Cecil h Bell. Jr., Veena Vohra, 2006 Organizational Development – Prentice Hall of India Ltd., New Delhi 6. Bradford, D. L., & Burke, W. W. (2005). *Reinventing Organization Development: New Approaches to Change in Organizations*. Pfeiffer. 7. Weisbord, M. R. (2004)**.** *Productive workplaces: Dignity, meaning, and community in the 21st century*. Jossey-Bass. 8. French, W.L., Bell, C.H. and Vohra V, Organization Development: Behavioral Science Interventions for Organization Improvement, Revised 6th Ed., Pearson. 9. Hackman, J.R. and Suttle, J.L., Improving Life at Work: Behavioural science approach to organisational change, Goodyear, California. 10. Harvey, D.F. and Brown, D.R., An experimental approach to Organization

	Development, 7th Ed. Prentice-Hall, Englewood Cliffs, N.J	
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 3)	

As Per NEP 2020

University of Mumbai



Syllabus for
Basket of VSC (Finance)

Ad- hoc Board of Studies in B. Com. (Management Studies)	
UG Second Year Programme	
Semester	**III**
Title of Paper	**Financial Statement Analysis**
Credits	4
From the Academic Year	**2025-26**

VSC- (Finance)
Syllabus
B.Com. Management Studies (Sem.- III)
Title of Paper - Financial Statement Analysis

Sr. No.	Heading	Particulars
1	**Description the course :** **Including but Not limited to :**	Financial Statement Analysis involves the systematic review of a company's financial reports. This process dissects the income statement, balance sheet, and cash flow statement. Analysts use this to evaluate a company's profitability, liquidity, and solvency. Key financial ratios and trends are identified to assess financial health. This analysis aids in making informed investment and credit decisions. Ultimately, it provides a comprehensive understanding of a company's financial performance.
2	**Vertical :**	VSC
3	**Type :**	Theory
4	**Credit**:	2 credits
5	**Hours Allotted :**	30 Hours
6	**Marks Allotted**:	50 Marks
7	**Course Objectives**: 1. To understand about the concept and objectives of Financial Statements. 2. To examine the conventional and vertical formats of presentation of financial statements. 3. To interpret the financial statements with the use of tools of financial statement analysis. 4. To use financial statement analysis for decision-making and forecast future financial performance	
8	**Course Outcomes**: Student will be able to 1. Understand the meaning, nature, objectives of preparation of Financial Statements 2. Understand the components and users of Financial Statements 3. Learn the conventional and vertical formats of preparation of financial statement 4. Use tools of financial statements analysis and interpret the same.	
9.	**Module 1: Introduction to Financial Statement Analysis**	
	1. Financial Statements Analysis: Meaning, Objectives, Components, Features, Nature, Limitations, Users of Financial Statements 2. Overview of key financial statements: balance sheet, income statement, cash flow statement, and statement of retained earnings.	

	3. Types, Conventional or 'T' form, Vertical format of Financial Statements 4. Review of Accounting principles, Accrual accounting vs. cash accounting, Key accounting concepts	
	Module 2: Tools of Financial Statement Analysis and Interpretation	
	1. Analysis of the Income Statement, Analysis of the Statement of Cash Flows, Free cash flow analysis, Financial Ratio Analysis 2. Trend Analysis and Comparative Analysis, Forecasting and Valuation, Financial forecasting techniques. 3. Analysis of specific industries, Analysis of multinational corporations, Detecting financial fraud. 4. Tools of Analysis and Interpretation of Financial Statements- Trend Analysis, Comparative Statement, Common Size Statement (Introduction and Short Practical Question)	
10	**Reference Books:** • Cost and Management Accounting - Colinn Dury 7th Edition • Cost and Management Accounting- Dbarshi Bhattacharyya pearson Publications 2013 edition • Management Accounting - M. Y. Khan • Management Accounting - I. M. Pandey	
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 3)	

As Per NEP 2020

University of Mumbai



Syllabus for Basket of VSC (HR)	
Ad- hoc Board of Studies in B. Com. (Management Studies)	
UG Second Year Programme	
Semester	**III**
Title of Paper	**Recruitment & Selection**
Credits	**2**
From the Academic Year	**2025-26**

VSC- (HR)
Syllabus
B.Com. Management Studies
(Sem.- III)

Title of Paper: Recruitment & Selection

Sr. No.	Heading	Particulars
1	**Description the course:** **Including but not limited to:**	This course explores the comprehensive process of recruitment and selection, providing students with a deep understanding of the strategies, methodologies, and ethical considerations in human resource management. It covers the entire recruitment process, including planning, sourcing, and evaluation techniques, as well as modern trends such as SMAC (Social, Mobile, Analytics, and Cloud) in recruitment. The course further examines the selection process, focusing on effective techniques, selection tests, and interviews, along with the emerging trends and ethical standards in hiring. Through case studies and real-world applications, students will gain the necessary skills to design, evaluate, and improve recruitment and selection strategies to attract and retain the best talent.
2	**Vertical:**	VSC
3	**Type :**	Theory
4	**Credit**:	2 credits
5	**Hours Allotted :**	30 Hours
6	**Marks Allotted**:	50 Marks
7	**Course Objectives**: 1. To define and explain the key concepts, processes, and methods involved in recruitment and selection. 2. To apply recruitment strategies and selection techniques to real-world scenarios and analyze their effectiveness. 3. To evaluate and design innovative recruitment and selection processes, incorporating emerging trends and ethical considerations.	

8	**Course Outcomes**: 1. Students will recall and define key concepts and processes in recruitment and selection. 2. Learners will use recruitment strategies and selection techniques in practical scenarios to assess their effectiveness. 3. Students will critically assess and improve recruitment and selection processes, integrating emerging trends and ethical practices.
9	**Modules**:
	Module 1: Overview of Recruitment: An Evaluation Technique
	1. **Recruitment** – Meaning- Definition – Recruitment Policy & Planning – Need & Essentials -Factors governing Recruitment Policy – Steps in the Recruitment Process 2. **Sources of Recruitment** - Recruits Perspective – Methods of Contacting Sources – Objective Factor Theory – Subjective Factor Theory – Critical Contact Theory. 3. **Evaluation & Control of Recruitment Process –** Philosophies of Recruiting – Approaches – Realistic Job Previews – Job Compatibility Questionnaire- Alternatives to Recruitment. 4. **Recent Trends in Recruitment Practices** – SMAC (Social, Mobile, Analytics and Cloud) as an Approach to Acquisition Function - Ethical Issues in recruitment process
	Module 2: Selection
	1. **Selection** – Concept – Meaning – Talent Acquisition Process – Selection as a source of Competitive Advantage – Effective Techniques of Selection 2. **Evaluation** – Barriers to effective selection – Guidelines for evaluating an Application Form- Evaluation of Selection Process 3. **Interview** - Role of an interviewer & interviewee– Steps in Interview Process - Demerits /Weaknesses of Interview Method- Difference between Recruitment & Selection. 4. **Emerging Trends & Ethics in Selection Process** – Gamification as an emerging technique in hiring – Ethical considerations/prerequisites in the selection process.
10	**Reference Books:** 1. Dessler, G. (2020). *Human resource management* (15th ed.). Pearson Education. 2. Gatewood, R. D., Feild, H. S., & Barrick, M. (2015). *Human resource selection* (8th ed.). Cengage Learning. 3. Heneman, H. G., & Judge, T. A. (2019). *Staffing organizations* (9th ed.). McGraw-Hill Education. 4. Phillips, J. M., & Gully, S. M. (2015). *Strategic staffing* (2nd ed.). Pearson Education.

	5. Mathis, R. L., & Jackson, J. H. (2019). Human resource management (15th ed.). Cengage Learning. 6. Prasad, L. M. (2018). Human resource management (7th ed.). Sultan Chand & Sons. 7. Durai, P. (2021). Human resource management. Pearson India Education Services Pvt. Ltd. *8.* Aswathappa, K., & Dash, S. (2022). Human resource management: Text & cases. McGraw-Hill Education.	
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 3)	

Paper Pattern 2 Credits (Total 50 Marks)

Internal = 20 Marks
External = 30 Marks

Internal Paper Pattern (20 Marks)

1.Project Presentation **OR** Case Study writing	05 Marks
2. Quiz **OR** Group discussion	05 Marks
3. Class Test (Mandatory) with objectives	10 Marks
Total	20Marks

External Paper Pattern (30 Marks)

Write any **TWO** questions from the following

Q1. Answer the following 15 marks
A
B
Q2. Answer the following 15 Marks
A
B
Q3. Answer the following 15 Marks
A
B

Sem IV

Vertical – 1
Major 1 & 2
Marketing
Or
Finance
Or
HR

As Per NEP 2020

University of Mumbai

Syllabus for Basket of Major -1 (Marketing)	
Ad- hoc Board of Studies in B. Com. (Management Studies)	
UG Second Year Programme	
Semester	**IV**
Title of Paper	**Retail Marketing**
Credits	4
From the Academic Year	**2025-26**

Major -1 (Marketing)
Syllabus
B.Com. Management Studies
(Sem.- IV)

Title of Paper: Retail Marketing.

Sr. No.	Heading	Particulars
1	**Description the course:** **Including but not limited to:**	Retail marketing focuses on strategies to attract and retain customers within physical or digital store environments. It encompasses visual merchandising, promotional campaigns, and customer service to drive sales. This field analyses consumer behaviour to optimize product placement and pricing. Effective retail marketing builds brand loyalty and enhances the overall shopping experience. It's crucial for businesses seeking to maximize profitability and market share in competitive retail landscapes.
2	**Vertical : 1**	Major
3	**Type :**	Theory
4	**Credit**:	4
5	**Hours Allotted :**	60 Hours
6	**Marks Allotted**:	100 Marks
7	**Course Objectives:** 1. To analyze the fundamental principles of retail marketing and consumer behaviour, with a specific focus on the integration of CRM 2. To evaluate key retail operational strategies, including location analysis, and store layout design. 3. To critically examine the application of the 4Ps of Rural Marketing within the context of rural retailing, and retail brands. 4. To assess diverse e-retailing business models and analyze the impact of visual merchandising within.	
8	**Course Outcomes**: Students will - 1. Students will be able to demonstrate a comprehensive understanding of core retail marketing concepts and analyze the behaviour of retail consumers. 2. Students will be able to critically evaluate and formulate strategic decisions regarding retail location selection and merchandise management. 3. Students will be able to apply the 4Ps of marketing to develop effective rural retailing strategies and construct robust retail brand. 4. Students will be able to analyze and compare various e-retailing business models and assess the strategic role of visual merchandising.	
9	**Modules**: -	

	Module 1: Introduction to Retail marketing
	1. Retail Marketing – Meaning, Definitions – Characteristics and Functions – Social and Economical, Importance of retailing. Types of retail stores, Challenges and opportunities. 2. FDI in Retail Marketing - Meaning, Need for FDI in Indian Retail scenario, Concept of Green Retailing, Concept of Airport retailing, Impact of Globalization on Retail marketing 3. Retail Consumer: Meaning, Retail consumer behaviour, Factors influencing the Retail consumer, Retail Customer Buying Behaviour, Customer decision making process 4. CRM in Retail Marketing – Meaning, Objectives, Customer retention approaches, Special Customer services, Personalization, Community
	Module 2: Decision on Retail Location, Layout and Merchandising
	1. Retail location strategy – Importance of location decision – Types of location decision and its determining factors – Retail location theories – Location assessment procedures 2. Store design and layout - Comprehensive store planning - Exterior design and layout - Interior store design and layout - Interior design elements. 3. Merchandising and Assortment Planning, - Concept, types Evolution, factors Influencing, principles of merchandising 4. Merchandise category - Meaning, importance, Components, Role of Category captain, Merchandise Procurement – Meaning, Process, Sources of Merchandise.
	Module 3: **Rural Retailing and Retail Branding**
	1. Rural Retailing: Meaning Characteristics, Importance, Scope , Trends , Challenges, Difference between rural and urban retailing. 2. 4 P's of Rural Retailing: Product strategy of rural retail, Price Strategy of Rural Retail, Place Strategy of Rural Retail, Promotion Strategy of Rural Retail. 3. Retail Branding - Concept of Retail Branding and its importance, Scope of retail Branding, Challenges and Opportunities of Retail Branding. 4. Brand Equity – Strategic Brand Management, Retail Branding: Process. Retail Brand v/s Corporate Brand.
	Module 4: E-Retailing and Visual Merchandising
	1. Foundation of E-Retailing: Meaning, features, need of e-retailing, Traditional Marketing to e- Marketing, Challenges of e- Retailing. 2. E Retiling Business Models, E- Retailing Marketing Mix: Supply Chain Management System in e-retailing, Promotional Strategies of e- retail Business. 3. Concept of Online Pricing; Factors affecting; Different Methods/Strategies of Online Pricing; Price Discrimination in e- retailing; Dynamic Pricing for e- retailing; 4. Visual Merchandising – Meaning, Significance, Tools used for visual merchandising, concept of Planogram, Meaning & Methods of display, errors in creating display.

10	**Reference Books:** 1. Swapna pradhan- Retailing Management- Tata McGraw Hill, New York. 2. Chetan Bajaj, Rahnishtuli And Nidhiv. Srivastava, Retail Management, Oxford University Press, New Delhi. 3. Mrs. Suja R Nair - Retailing Management - Himalaya Publication House, Mumbai. 4. S. L. Gupta, Retail Management, Wisdom Publications, Delhi. 5. Levy, Michel; and Weitz, Barton A. Retailing Management. New Delhi, Tata McGraw-Hill Publishing Company Limited, 2002. 6. Hasty and James Reardon, RETAIL MANAGEMENT. McGraw Hill Publication, International Edition. 7. Pradeep Kashyap, Rural Marketing, Pearson Education, New Delhi, Latest Edition. 8. Krit Dang Longani & Madhuri Shete, Retail Marketing, Nirali Prakashan Publishers, Pune 9. Naresh Kumar Yadav, Awadesh Kumar Singh, Rural Retailing In India, Serial Publications, New Delhi 10. T Srinavasa Rao, Retail Marketing, Global Vision Publishing House, New Delhi 11. Jesko Perrey and Dennis Spillecke, Retail Marketing and Branding, Latest Edition

11	**Internal Continuous Assessment: 40%**	**External, Semester End Examination Individual Passing in Internal and External Examination : 60%**
12	**Continuous Evaluation through:** Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	

As Per NEP 2020

University of Mumbai

Syllabus for Basket of Major -2 (Marketing)	
Ad- hoc Board of Studies in B. Com. (Management Studies)	
UG Second Year Programme	
Semester	**IV**
Title of Paper	**Customer Relationship Management**
Credits	4
From the Academic Year	**2025-26**

Major 2 (Marketing)
Syllabus
B.Com. Management Studies
(Sem.- IV)

Title of Paper: Customer Relationship Management

Sr. No.	Heading	Particulars
1	**Description the course :** **Including but Not limited to :**	Customer Relationship Management (CRM) involves the strategies, tools, and techniques that businesses use to track and assess customer interactions and data throughout the entire customer journey. The main objective of CRM is to enhance customer service, boost retention, and increase satisfaction, all of which contribute to business growth. CRM allows companies to gain insights into customer preferences and needs, fostering personalized communication and better customer experiences. By implementing CRM software and systems, businesses can optimize their operations, strengthen relationships, and make informed decisions. In today's competitive landscape, leveraging effective CRM practices is crucial for retaining loyal customers and staying ahead of competitors.
2	**Vertical :**	Major
3	**Type :**	Theory
4	**Credit**:	4 credits
5	**Hours Allotted :**	60 Hours
6	**Marks Allotted**:	100 Marks
7	**Course Objectives:** The students should be able to 1. To understand the concepts and role of CRM in increasing sales of the business organization. 2. To understand the role and changing face of CRM 3. To enable learners to learn the CRM marketing initiatives, customer service and designing CRM strategy for the benefit of business organisation	

8	**Course Outcomes**: The students will be able to; 1. Learners will be able to analyze the CRM link with the other aspects of marketing 2. Learners will be able to understand the concept of CRM strategy and its implementation 3. Learners will be able to understand different CRM models in service industry 4. Learners will be able to analyze emerging trends and different issues in CRM
9.	**Module 1: Introduction to Customer Relationship Management (CRM)**
	5. Customer Relationship Management (CRM)--- Meaning and Definition--- Evolution of Customer Relationships --- Significance of CRM to Customers and Organisations 6. The value pyramid--- Components of CRM--- Information--- Process of CRM--- CRM Technology and People, Barriers to CRM. 7. Customer Value--- Customer Expectation---Customer Satisfaction--- Customer Acquisition--- Customer Retention--- Customer Loyalty--- Customer Lifetime Value 8. Customer Experience Management--- Customer Profitability--- Customer Satisfaction Measurements---Web based Customer Support.
	Module 2: CRM Strategy: Planning, Implementation and Evaluation
	5. Objectives of CRM Strategy--- The CRM Strategy Cycle: Acquisition, Retention and Win Back--- Complexities of CRM Strategy 6. CRM Planning: Sales and CRM: Sales Force Automation, Sales Process Management, Sales Territory Management, Contact and Lead Management, Knowledge Management. 7. CRM Implementation: Steps--- Business Planning, Architecture and Design, Technology Selection, Development, Delivery and Measurement 8. CRM Evaluation: Basic Measures: Service Quality, Customer Satisfaction and Loyalty, Company 3E Measures: Efficiency, Effectiveness and Employee Change.
	Module 3: CRM and Data Management
	1. CRM and Customer Service--- Call Center and Customer Care: Call Routing, Contact Center Sales Support--- Web Based Self Service. 2. Customer Satisfaction Measurement--- Call-Scripting--- Cyber Agents and Workforce Management 3. Analytical CRM --- Managing and sharing customer data --- Types of Data: --- Customer information databases --- Ethics and legalities of data use. 4. Data Warehousing and Data Mining concepts --- Data analysis--- Types of Data Analysis: Personalization and Collaborative Filtering--- Data reporting
	Module 4: Recent Trends in CRM
	5. Recent trends in CRM---e-CRM: Concept ---Features of e-CRM--- Benefits of e-CRM --- Social Networking and CRM --- Mobile CRM--- CRM v/s Digital Marketing

	6. Measuring CRM performance--- CRM Metrics--- CRM Challenges and Opportunities--- Ethical Issues in CRM 7. Software App for Customer Service--- Customer Self Service--- Email Response Management--- Outbound Communication Management--- 8. CRM in service industry in India (with case studies): Relevance of CRM for Hospital Services--- CRM in Banking and in Insurance Sector	
10	**Reference Books:** 1. Jagdish N.Sheth, Atul Parvatiyar & G.Shainesh, "Customer Relationship Management", Emerging Concepts, Tools and Application", 2010, TMH. 2. Dilip Soman & Sara N-Marandi," Managing Customer Value" 1st edition, 2014, Cambridge. 3. Ken Burnett, the Handbook of Key "Customer Relationship Management", 2010, PearsonEducation. 4. Mukesh Chaturvedi, Abinav Chaturvedi, "Customer Relationship Management- An Indian Perspective", 2010 Excel Books, 2nd edition 5. Alok Kumar Rai, "Customer Relationship Management: Concepts and Cases", 2008, PHI.	
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 3)	

As Per NEP 2020

University of Mumbai

Syllabus for Basket of Major 1 (Finance)	
Ad- hoc Board of Studies in B. Com. (Management Studies)	
UG Second Year Programme	
Semester	**IV**
Title of Paper	**Auditing**
Credits	**4**
From the Academic Year	**2025-26**

Major 1 (Finance)
Syllabus
B.Com. (Management Studies)
(Sem.- IV)

Title of Paper - Auditing

Sr. No.	Heading	Particulars
1	**Description the course :** **Including but Not limited to :**	This comprehensive auditing curriculum begins with an Introduction to Auditing, establishing the fundamental principles, ethical standards, and legal frameworks that govern the profession. Building upon this foundation, students delve into the practical aspects of Audit Planning, Procedures, and Documentation, learning to develop effective audit strategies, assess risks, and create thorough audit records. The curriculum further explores essential Auditing Techniques and Internal Audit Introduction, equipping students with the skills to evaluate internal controls, identify risks, and understand the crucial role of internal auditors within organizations. Finally, the course culminates in a focused study of Auditing Techniques: Vouching & Verification, where students master the detailed procedures necessary to ensure the accuracy and validity of financial transactions and asset valuations. This integrated approach provides students with a thorough understanding of auditing, from foundational concepts to practical application, preparing them for a successful career in the field.
2	**Vertical :**	Major
3	**Type :**	Theory
4	**Credit**:	4 credits
5	**Hours Allotted :**	60 Hours
6	**Marks Allotted**:	100 Marks
7	**Course Objectives**: 1. To provide students with a foundational understanding of the principles, concepts, and processes involved in auditing, including the auditor's role. 2. To provide students with a comprehensive understanding of the principles and practices involved in planning, executing, and documenting effective audits. 3. To provide students with a foundational understanding of internal auditing principles, techniques, and their role in organizational governance and risk management. 4. To equip students with the knowledge and practical skills necessary to perform effective vouching and verification procedures.	

8	**Course Outcomes**: 1.Describe the purpose and scope of an audit, explain the fundamental principles of auditing, and identify the key stages of the audit process, including risk assessment and evidence gathering. 2. Develop and document a comprehensive audit plan that incorporates risk assessment, materiality considerations, and appropriate audit procedures, adhering to professional auditing standards. 3. Apply fundamental auditing techniques to assess internal controls, identify potential risks, and evaluate the effectiveness of organizational processes. 4. Apply appropriate vouching and verification techniques to examine financial documents and assets, and evaluate their authenticity, accuracy, and proper valuation.
9	**Modules**:-
	Module 1: Introduction to Auditing
	1. Definition and Objectives of Auditing, need and limitations of Audit, Difference between Accounting and Auditing, Investigation and Auditing. 2. Errors & Frauds – Definitions, Reasons and Circumstances, Types of Error and frauds, Risk of fraud and Error in Audit, Auditors Duties and Responsibilities in case of fraud. 3. Principles of Audit, Materiality, True and Fair view 4. Types of Audits – Meaning, Advantages, Disadvantages of Balance sheet Audit, Interim Audit, Continuous Audit, Concurrent Audit and Annual Audit, Statutory Audit
	Module 2: Audit Planning, Procedures and Documentation
	1. Audit Planning – Meaning, Objectives, Factors to be considered, Sources of obtaining information, Discussion with Client, Overall Audit Approach 2. Audit Program – Meaning, Factors, Advantages and Disadvantages, Overcoming Disadvantages, Methods of Work, 3. Audit Working Papers – Meaning, importance, Factors determining Form and Contents, Main Functions / Importance, Features, 4. Temporary Audit File, Ownership, Custody, Access of Other Parties to Audit Working Papers, Auditors Lien on Working Papers, Auditors Lien on Client's Books.
	Module 3: **Auditing Techniques and Internal Audit Introduction**
	1. Test Check – Test Checking Vs Routing Checking, test Check meaning, features, factors to be considered, when Test Checks can be used, precautions. 2. Audit Sampling – Audit Sampling, meaning, purpose, factors in determining sample size – Sampling Risk, Tolerable Error and expected error, methods of selecting Sample 3. Internal Control – Meaning and purpose, review of internal control, advantages, auditor's duties, Inherent Limitations of Internal control, internal control samples 4. Internal Audit: Meaning, basic principles of establishing Internal audit, objectives, evaluation of internal Audit by statutory auditor, Internal Audit Vs External Audit,

	Module 4: **Auditing Techniques: Vouching & Verification**	
	1. Audit of Income: Cash Sales, Sales on Approval, Consignment Sales, Sales Returns Recovery of Bad Debts written off, Rental Receipts 2. Audit of Expenditure: Purchases, Purchase Returns, Salaries and Wages, Rent, Insurance Premium, Telephone expense Postage and Courier, Petty Cash Expenses 3. Audit of Assets Book Debts / Debtors, Stocks – Auditors General Duties; Patterns, Dies and Loose Tools, Spare Parts, Empties and Containers Quoted Investments and Unquoted Investment Trade Marks / Copyrights Patents Know-How 4. Audit of Liabilities: Outstanding Expenses, Bills Payable Secured Loans Unsecured Loans, Contingent Liabilities	
10	**Reference Books:** 1. K. H. Spencer Pickett. (2010). The Internal Auditing Handbook. Wiley publisher 2. Richard E. Cascarino. (2007). Auditor's Guide to Information System Auditing. Wiley publisher 3. George Puttick., Sandy Van., Suresh Kana. (2007). The principles and Practice of Auditing. Juta publisher. 4. David Coderre. (2008). Internal Audit: Efficiency through automation. Wiley publisher 5. Dr. Preeti Mittal and others. (2021). Auditing and Corporate Governance. Sultan Chand & Sons 6. B. N. Tandon. (2006). A handbook of practical auditing. S. Chand limited	
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 3)	

As Per NEP 2020

University of Mumbai

Syllabus for Basket of Major 2 (Finance)	
Ad- hoc Board of Studies in B. Com. (Management Studies)	
UG Second Year Programme	
Semester	**IV**
Title of Paper	**Financial Institutions and Market**
Credits	**4**
From the Academic Year	**2025-26**

Major 2 (Finance)

Syllabus

B.Com. Management Studies (Sem.- IV)

Title of Paper: Financial Institutions and Market

Sr. No.	Heading	Particulars
1	**Description the course:** **Including but not limited to:**	This course examines the role of financial institutions, like banks and investment firms, in facilitating capital flow. It explores the structure and function of various financial markets, including money, capital, and derivatives markets. Students will analyze how these institutions and markets interact to allocate resources and manage risk. It includes the impact of regulation, technological advancements, and globalization on the financial system. Understanding these dynamics is crucial for comprehending economic stability and growth. It provides a foundation for anyone wanting to work within, or understand, the financial sector.
2	**Vertical :**	Major
3	**Type :**	Theory
4	**Credit**:	4 Credits
5	**Hours Allotted :**	60 Hours
6	**Marks Allotted**:	100 Marks
7	**Course Objectives:** 1. To Understand the structure and role of financial institutions and markets. 2. To Analyze the functions of central banks, commercial banks, and non-banking financial institutions. 3. To Evaluate various financial instruments and their impact on investment and economic growth. 4. To Understand the regulatory framework governing financial markets and contemporary issues and trends in global financial markets.	
8	**Course Outcomes**: Learners will able to: 1. Identify and classify different types of financial institutions and markets. 2. Analyze the determinants of interest rates and pricing in various financial markets. 3. Evaluate the impact of regulatory policies and global trends on financial institutions and	

	Markets. 4. Learners can able to understand new trends like blockchain, cryptocurrencies and globalization in financial markets.
9	**Modules**: -
	Module 1: Introduction to Financial Institutions
	1. Functions of the financial system, Flow of funds, Types of financial assets, Role of financial intermediaries. 2. Financial Institutions: Commercial banks: functions, operations, and regulations, 3. Investment banks: underwriting, mergers and acquisitions, and trading, Insurance companies: types of insurance, 4. Risk management, Mutual funds and pension funds: investment strategies, Other financial institutions: credit unions, finance companies, etc.
	Module 2: Financial Markets & Financial Regulation
	1. Capital Market: Primary Market (IPO, FPO, Underwriting), Secondary Market (Stock Exchanges, Trading Mechanisms) 2. Money markets: short-term debt instruments, Capital markets: long-term debt and equity instruments, 3. Bond markets: government and corporate bonds, Stock markets: equity trading and market efficiency. 4. Derivatives markets: futures, options, and swaps, foreign exchange markets: currency exchange and risk management.
	Module 3: Financial Regulation and the interaction of Financial Institutions and Markets
	1. Financial Market Instruments: Treasury bills, commercial paper, and certificates of deposit, Stocks, bonds, Futures, options, and derivatives. 2. Financial Regulation: Role of central banks, Regulatory agencies SEC, RBI), Impact of regulation on financial institutions and markets, Basel accords. 3. The interaction of Financial Institutions and Markets: Role of financial institutions in the various financial markets, effect that financial institutions have on market stability, 4. Effect of financial markets on financial institutions, case studies related to financial institutions and Markets
	Module 4: Emerging Trends and Globalization in Financial Institutions and Markets
	1. Financial Innovation and Technology: Digital banking and FinTech developments, Blockchain and cryptocurrencies 2. AI and automation in financial markets, Global capital flows and foreign investment, Exchange rate mechanisms and international monetary policies

	3. Impact of globalization on national financial systems, Contemporary Issues and Case Studies, Analysis of Financial Market Crises and Their Impact 4. Ethical considerations in financial institutions**,** Real-world applications through case studies.	
10	**Reference Books:** 1. N. K. Gupta. (2011). Financial Markets, Institutions and Services. Ane Books Pvt. Ltd. 2. Anthony., Marcia. (2012). Financial Markets and Institutions. McGraw-Hill Publication 3. Frederic S. Mishkin and Stanley G. Eakins. (2006). Financial Markets and Institutions 4. Frederic S. Mishkin. (2003). The Economics of Money, Banking, and Financial Markets. Addison Wesley. 5. Robert E. Wright Modern Financial Markets: Efficiency, Institutions, and Instruments	
11	**Internal Continuous Assessment: 40%**	**External, Semester End Examination** **Individual Passing in Internal and External Examination: 60%**
12	**Continuous Evaluation through:** Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc. (at least 3)	

As Per NEP 2020

University of Mumbai



Syllabus for
Basket of Major 1 (HR)

Ad- hoc Board of Studies in B. Com. (Management Studies)	
UG Second Year Programme	
Semester	**IV**
Title of Paper	**Change & Conflict Management**
Credits	**4**
From the Academic Year	**2025-26**

Major 1 (HR)
Syllabus
B.Com. Management Studies
(Sem.- IV)

Title of Paper: Change & Conflict Management

Sr. No.	Heading	Particulars
1	**Description the course:** **Including but not limited to:**	This course aims to provide students with a deep understanding of managing change and conflict in organizational settings, specifically within Human Resources (HR). It will explore strategies, tools, and frameworks HR professionals use to handle organizational change and workplace conflicts effectively. The course will help learners to learn how to create a conducive work environment, lead organizational transformations and manage conflicts at various levels in an organization.
2	**Vertical :**	Major
3	**Type :**	Theory
4	**Credit**:	4 credits
5	**Hours Allotted :**	60 Hours
6	**Marks Allotted**:	100 Marks
7	**Course Objectives:** 1. To familiarize learners with key concepts, theories, and practices related to conflict and change management. 2. To equip learners with effective conflict management skills and techniques applicable in workplace and community settings. 3. To enhance learners' understanding of various approaches and methodologies in conflict and change management. 4. To develop practical skills and strategies for effectively managing conflict and organizational change.	
8	**Course Outcomes**: 1. To gain a comprehensive understanding of the concepts of change and conflict. 2. To evaluate the role of human resources in effectively managing change and conflict. 3. To examine organizational culture and identify factors contributing to resistance to change. 4. To formulate HR policies for managing change and conflict and develop and execute strategic plans for change and conflict management.	

9	**Modules**:
	Module 1: Basics of Change Management
	1. **Change management:** Definition, Meaning, features & importance of Change. Types of Change, Process of change. Challenges of and strategies to overcome of Change management. 2. **Theories and Models of Change Management:** Lewin's Change Model, Kotter's 8-Step Change Model., McKinsey 7-S Framework, ADKAR Model, Tuckman's Model of Team Change 3. **Leadership & Change management:** Concept of Leadership in change management, Role of a Leader in Change Management, Identify Leadership Issues in Change, Essential Qualities of a Change Leader. 4. **Team Change:** Concept of Team Change, Importance and Limitations of Team Change, Enhancement of Team Effectiveness while managing changes,
	Module 2: Organisational Change and Resistance to Change
	1. **Organisational Change:** Meaning and Process of Organisational Change, Causes for Organisational Change, Eight-step Model for Transforming an Organization, 2. **Resistance to Change:** Meaning, Definition, Sources of Individual and Organisational Resistance. Causes, Managing stress due to change in Role, 3. **Communication in Change management:** Importance of Communication in Change, Developing a Communication Plan for Change, 4. **Strategic Organisational Change:** Strategies to Drive Successful Organizational Change, Organisational culture and dealing with change, Issues in culture change.
	Module 3: **Basics of Conflict Management**
	1. **Conflict Management:** Definition, Types of conflict, Sources, Causes for workplace Conflicts, Organizational and individuals' perspectives of conflict. 2. **Strategies of dealing with conflicts:** Conflict Management, Conflict Resolution and Conflict transformation, Five conflict handling styles, Win – win approach. 3. **Conflict Prevention and Early Intervention:** Early Warning Signs of Conflict, Proactive Conflict Management Strategies, Conflict Prevention in Teams and Organizations, 4. **Ethical Considerations in Conflict Management**: Ethics and Morality in Conflict Resolution, Power Imbalances in Conflict Situations, Confidentiality and Trust in Conflict Resolution.
	Module 4: **Methods of conflict Resolution:**

	1. **Conflict Resolution Techniques:** Problem-Solving Approach to Conflict, The Role of Third-Party Mediators, Integrative vs. Distributive Bargaining. 2. **Negotiation:** Meaning Importance, Process, factors influencing negotiation, Types of negotiation, Outcome of negotiation, 3. **Third party negotiation**: Meaning, Role of mediator, Role of Arbitrator, role of Conciliator, Role of Consultant 4. **Managers in Conflict Management**: Role of manger in conflicts, Skill of managers, strategies develop by manager in conflict Management.	
10	**Reference Books:** 1. Cummings/ Worley, Theory of Organisation Development and Change, Cengage Learning, Indian Edition 2016 2. Adrian Thornhill, Managing Change, Pearson Publications, 2016 3. Lewicki, R. J., Saunders, D. M., & Barry, B. (2015). *Negotiation* (7th ed.). McGraw-Hill. 4. Deutsch, M. (2014). *The Resolution of Conflict: Constructive and Destructive Processes*. Yale University Press. 5. Fisher, R., Ury, W., & Patton, B. (2011). *Getting to Yes: Negotiating Agreement Without Giving In*. Penguin Books. 6. Pruitt, D. G., & Carnevale, P. J. (1993). *Negotiation in Social Conflict*. McGraw-Hill. 7. S.K. Bhatia, Management of Change and Organisational Development: Innovative Strategies and Approaches, Deep & Deep Publications, 2015 8. Kavitha Singh, Organisational Change and Development, Excel Books, 2015	
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 3)	

–

As Per NEP 2020

University of Mumbai



Syllabus for **Basket of Major 2 (HR)**	
Ad- hoc Board of Studies in B. Com. (Management Studies)	
UG Second Year Programme	
Semester	**IV**
Title of Paper	**Legal Practices in HRM**
Credits	**4**
From the Academic Year	**2025-26**

Major 2 (HR)

Syllabus

B.Com. (Management Studies)

(Sem.- IV)

Title of Paper : Legal Practices in HRM

Sr. No.	Heading	Particulars
1	**Description the course :** **Including but Not limited to :**	Legal Practices in HRM equips students with a comprehensive understanding of the Indian legal framework governing employment. This course delves into fundamental labour laws, covering contract formation, wages, benefits, and working conditions. Students will learn about industrial relations, dispute resolution mechanisms, and the legalities of disciplinary actions. A key focus will be on ensuring compliance with regulations like POSH, data privacy, and equal opportunity. The syllabus also addresses emerging legal challenges in the gig economy and the importance of HR audits. Upon completion, students will be adept at navigating the legal landscape of human resource management, minimizing risks and fostering legally sound workplace practices.
2	**Vertical :**	Major
3	**Type :**	Theory
4	**Credit**:	4 credits
5	**Hours Allotted :**	60 Hours
6	**Marks Allotted**:	100 Marks
7	**Course Objectives**: 1. To explain the Foundations of Labour Law and the Employment Relationship 2. To understand various acts of India and legal compliances 3. To equipped with Industrial Relations and Dispute Resolution 4. To enable the students about Emerging Legal Issues in HRM and Compliance	
8	**Course Outcomes**: 1. Students will be able to articulate the sources of labour law in India, differentiate between various types of employment relationships 2. Students will be able to identify and describe the key provisions and compliance requirements of major Indian labour legislations 3. Students will be able to analyze the legal framework governing industrial relations in India **4.** Students will be able to analyze and discuss contemporary legal issues impacting HRM in India	

9	**Modules**: - Per credit One module can be created
	Module 1: Foundations of Labour Law and the Employment Relationship
	1. **Introduction to the Indian Legal System Relevant to HRM:** Sources of Labour Law in India, Hierarchy of Labour Laws, Industrial relations history (IR), Basic Grievance process 2. **The Contract of Employment:** Formation of the Employment Contract, Types of Employment Contracts, Enforceability and Breach of Employment Contracts. 3. **Workers Participation in Management:** Features and examples, , Importance of legal compliance in HRM, Conducting internal and external labour law audits, Penalties for non-compliance. 4. **Structure of Court:** Structure of labour courts and appropriate authorities in India
	Module 2: Legal Compliances
	1. **The Minimum Wages Act, 1948:** Concept of minimum wage, fair wage, and living wage, Fixation, revision and deductions of minimum wages, Record-keeping and compliance requirements. 2. **The Payment of Wages Act, 1936:** Rules for payment of wages, Permissible and impermissible deductions from wages, Authorities under the Act and dispute resolution. 3. **The Factories Act, 1948 for Working Conditions:** Working hours and working conditions, Provisions related to hazardous processes and safety measures, Employment of women and young persons. 4. **Employee Benefits and Social Security Legislations:** The Employees' Provident Funds and Miscellaneous Provisions Act, 1952, The Payment of Gratuity Act, 1972 , Maternity Benefit Act, 1961
	Module 3: **Industrial Relations and Dispute Resolution**
	1. **The Industrial Disputes Act, 1947:** Trade Unions: Registration, rights, and responsibilities under the, **Trade Unions Act, 1926**: Grievance Redressal Mechanisms under the ID Act. 2. **Prevention and Settlement of Industrial Disputes:** Processes and legal implications, Powers and functions of the appropriate government in industrial disputes. 3. **Disciplinary Actions and Domestic Enquiry:** Legal requirements for conducting a domestic enquiry, Misconduct and disciplinary procedures. 4. **Standing Orders:** Applicability and content of Standing Orders under the Industrial Employment (Standing Orders) Act, 1946, Certification and modification of Standing Orders.
	Module 4: **Emerging Legal Issues in HRM and Compliance**

	1. **Prevention of Sexual Harassment at Workplace (POSH) Act, 2013:** Definitions of sexual harassment, Employer's obligations and responsibilities, Complaint mechanisms and redressal process. 2. **Equal Opportunity and Anti-Discrimination Laws:** Constitutional guarantees of equality, Legal provisions related to discrimination based on gender, religion, caste, etc, Rights of Persons with Disabilities Act, 2016 3. **Data Privacy and Protection in HR:** Overview of relevant data protection laws in India, Legal requirements for collecting, processing, and storing employee data, 4. **Contract Labour (Regulation and Abolition) Act, 1970:** Applicability and registration requirements, Rights of contract labourers, Legal challenges in classifying gig workers and platform workers	
10	**Reference Books:** 1. Constitution of India 2. Labour and Industrial Laws" by S.N. Mishra 3. Handbook on Labour Laws" by B.D. Singh 4. Labour Laws in India" by P.L. Malik 5. Industrial and Labour Laws" by V.K. Kharbanda 6. Human Resource Management" by Aswathappa K 7. Human Resource Management: Text and Cases" by V.S.P. Rao: 8. Commentary on the Factories Act, 1948 9. Commentary on the Industrial Disputes Act, 1947 10. Commentary on the Minimum Wages Act, 1948 11. Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 - Law & Practice" by various publishers 12. Aswathappa, K. & Dash, S. (2021). Human Resource Management-Text and cases (9th Ed.), Tata McGraw-Hill. 13. Chhabra, T. N. & Chhabra, M. (2020). Human Resource Management. New Delhi: Sun India Publications.	
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 3)	

Paper Pattern 4 Credits (Total 100 Marks)

Internal = 40 Marks
External = 60 Marks

Internal Paper Pattern (40 Marks)

1. Case Study writing **OR** Assignment
2. Quiz **OR** Group discussion **OR** Role Playing
3. Project Presentation **OR** Research Paper

} any two (10 Marks each) 20 Marks

4. Class Test - (Mandatory) with Objective questions 20 Marks

Total 40 Marks

External Paper Pattern (60 Marks)

External Paper Pattern (60 Marks)

Write any **FOUR** questions from the following

Q1. Answer the following 15 marks
A
B
Q2. Answer the following 15 Marks
A
B
Q3. Answer the following 15 Marks
A
B
Q4. Answer the following 15 marks
A
B
Q5. Answer the following 15 Marks
A
B
Q6. Answer the following 15 Marks
A
B

Vertical – 4
SEC
Marketing
Or
Finance
Or
HR

As Per NEP 2020

University of Mumbai

Syllabus for Basket of SEC (Marketing)	
Ad- hoc Board of Studies in B. Com. (Management Studies)	
UG Second Year Programme	
Semester	IV
Title of Paper	**Ad Making**
Credits	2
From the Academic Year	2025-26

SEC (Marketing)
Syllabus
B.Com. Management Studies
(Sem.- IV)

Title of Paper: AD Making

Sr. No.	Heading	Particulars
1	**Description the course:** **Including but Not limited to :**	Advertising as a subject explores persuasive communication, encompassing media ethics, agency operations, and evolving trends. It delves into crafting impactful messages across diverse platforms, while upholding responsible practices. Students analyze agency structures, creative processes, and client management. The curriculum also examines the ethical dilemmas inherent in advertising, including truthfulness and target audience considerations. Finally, it addresses the dynamic landscape of digital advertising, data-driven strategies, and emerging technologies shaping the industry.
2	**Vertical:**	Mandatory
3	**Type:**	Theory
4	**Credit**:	2credits
5	**Hours Allotted:**	30 Hours
6	**Marks Allotted**:	50 Marks
7	**Course Objectives**: 1. To understand the fundamental concepts, features & the evolution of advertising. 2. To explore the advertising agencies and creative pitch process 3. To examine the role of AI in modern advertising campaigns 4. To find out the economic and social aspects of advertising	
8	**Course Outcomes**: 1. Students will be able to analyse the historical development evaluate different types of advertising. 2. Students will be able to discuss the impacts of personalized social media advertising. 3. Students will be able to describe the roles and functions of regulatory bodies like DAVP and ASCI and DD 4. Students will be able to differentiate between and apply the AIDA and DAGMAR and analyze the role of advertising in brand building, particularly concerning Gen Z.	

9	**Modules: -**
	Module 1: Introduction to Advertising and ad agency
	1. **Advertising:** Concept, Features, Evolution of Advertising, Benefits of advertising to consumers and business 2. **Classification of advertising:** Geographic, Media, Target audience, Functions and Purpose, Personalized social media ads 3. **Ad Agencies:** Types of advertising agencies , Agency selection criteria, Creative Pitch process, AI driven campaigns through ad agency 4. **career in advertising:** Freelancing Career Options, Skills required for a career in advertising.
	Module 2: Regulatory bodies and New Trends in Advertising
	1. **Economic and Social Aspects:** Effect of advertising on consumer Product Price, Ethical and social issues in advertising 2. **Regulatory bodies:** Directorate of Advertising and Visual Publicity (DAVP), Role of ASCI (Advertising Standard Council of India), ABC & DD 3. **New Trends:** Difference between AIDA and DAGMAR Model, Brand building through advertising and Gen Z, and managing Brand Crises, 4. **Purposive ads:** Features of Rural, political, Advocacy and Green Advertising, leveraging platforms for advertising, Top ten Ad Agencies of the world and India,
10	**Reference Books:** **References** **1.** David Ogilvy. (2023) Ogilvy on Advertising: paperback publication 2. O'Guinn, Thomas C., Allen, Chris T., and Semenik, Richard J. (2015). Advertising: The Social, Cultural, and Political Dimensions. Routledge. 3. Wells, William, Burnett, John, and Moriarty, Sandra. (2016). Advertising Principles and Practice. Pearson. 4. Belch, George E., and Belch, Michael A. (2018). Advertising and Promotion: An Integrated Marketing Communications Perspective. McGraw-Hill Education. 5. Smith, J. A., & Jones, B. C. (2023). The impact of social media advertising on consumer behavior. Journal of Advertising Research, 45(2), 123-145. 6. Lee, S. (2018). Digital advertising and its impact on consumer engagement. In J. Kim & D. Lee (Eds.), Advances in digital marketing (pp. 120-145). Routledge. 7. Keller, K. L., & Lehmann, D. R. (2006). Brands and branding: Research findings and future priorities. Marketing Science, 25(6), 740-759. 8. World Advertising Research Center. WARC. Retrieved from https://www.warc.com/ 9. American Marketing Association. (2023). About the AMA. https://www.ama.org/

<table>
<tr><td></td><td colspan="2">10. Kazmi, S. H. H., & Batra, S. K. (2016). Advertising and sales promotion. Tata McGraw-Hill Education.
11. Sen, S., & Bhattacharya, S. (2018). The impact of celebrity endorsements on consumer purchase intention in India. Vikalpa, 43(3), 39-52.
12. Sharma, A. (2023, April 5). The rise of influencer marketing in India. The Economic Times.
13. Journal Articles:
1. Journal of Advertising Research
2. Journal of Advertising
3. Journal of Marketing Research
14. Journal of Consumer Research</td></tr>
<tr><td>11</td><td>Internal Continuous Assessment: 40%</td><td>External, Semester End Examination 60% Individual Passing in Internal and External Examination</td></tr>
<tr><td>12</td><td colspan="2">Continuous Evaluation through:
Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc. (at least 3)</td></tr>
</table>

As Per NEP 2020

University of Mumbai

Syllabus for Basket of SEC (Finance))	
Ad- hoc Board of Studies in B. Com. (Management Studies)	
UG Second Year Programme	
Semester	**IV**
Title of Paper	**Financial Inclusion Skills in Youth**
Credits	**2**
From the Academic Year	**2025-26**

SEC (Finance)
Syllabus
B.Com. Management Studies (Sem.- IV)
Title of Paper: Financial Inclusion Skills in Youth

Sr. No.	Heading	Particulars
1	**Description the course:** **Including but not limited to:**	This course is designed to equip young individuals with essential financial literacy and inclusion skills, enabling them to make informed financial decisions and contribute to economic development. The course begins with an introduction to financial literacy, covering its meaning, importance, and impact on individuals, communities, and the financial system. It highlights the consequences of financial illiteracy and emphasizes the role of financial education in fostering financial inclusion. Key topics include saving, budgeting, and goal setting, helping students manage their income and expenses effectively. It also focuses on financial inclusion Additionally, the course examines various financial inclusion schemes introduced by the Government of India and the Reserve Bank of India (RBI), This course provides a blend of theoretical knowledge and practical skills, ensuring that learners are well-prepared to navigate financial systems, access credit, and plan for financial security.
2	**Vertical :**	SEC
3	**Type :**	Theory
4	**Credit**:	2
5	**Hours Allotted :**	30 Hours
6	**Marks Allotted**:	50 Marks
7	**Course Objectives:** 1. To provide foundational knowledge on financial literacy and its role in economic inclusion, enabling youth to manage personal finances effectively. 2. To familiarize students with financial inclusion policies, priority sector financing, microfinance, and government schemes that support financial accessibility.	
8	**Course Outcomes**: 1. Learners will develop the ability to budget, save, and set financial goals, fostering responsible financial behavior. 2. Learners will gain an understanding of financial inclusion mechanisms, including microfinance and government initiatives, allowing them to make informed financial decisions.	
9	**Modules**:	
	Module 1: **Introduction to Financial Literacy and Financial Inclusion**	

	1. Financial Literacy – Meaning, Need, Benefits of Financial Literacy – Individuals, Community and Financial System, Consequences of Financial Illiteracy, Role of Financial Literacy in promoting financial inclusion. 2. Saving – Meaning and importance of saving, Types of income, Types of expenses, Management of spending and financial discipline, 3. Setting SMART financial goals, Income tracking and expense categorization, creating and managing a personal budget, importance key financial services: banking, savings, credit, insurance 4. Financial inclusion: Definition, Barriers to financial inclusion for youth, Extent of financial exclusion, challenges of financial inclusion, national strategy for financial inclusion.
	Module 2: **Priority Sector Financing and Government Initiatives**
	1. National & international perspectives - Microfinance: concept, formal, semi-formal & informal MFIs - microfinance delivery methodologies - recent developments of microfinance in India. 2. Financial Inclusion Schemes in India: - Pradhan Mantri Jan Dhan Yojana (PMJDY) - Pradhan Mantri Mudra Yojana (PMMY) - Pradhan Mantri Suraksha Bima Yojana - Jeevan Suraksha Bandhan Yojana. 3. Financial inclusion programmes organised by RBI, Modern financial inclusion instruments, Rural Credit: concept, need, characteristics and sources of rural credit - NABARD - 4. Components of priority sector - RBI guidelines, government initiatives: Poverty alleviation programmes/employment programmes/production-oriented programmes - educational loans.
10	**References:** 1. Chakrabarty K.C (2011), "Financial Inclusion and Banks: Issues and Perspectives", RBI Bulletin, November. 2. Das, Manda & Rath (2008), "Micro Finance & Rural Development in India," (Ed) New Century Publication, N Delhi. 3. Dev S.M., (2006), "Financial Inclusion: Issues and Challenges", Economic and Political Weekly, October 14: pp. 4310-13. 4. Microfinance - Perspectives and Operations, Bhaskaran, R., Macmillan Education. 5. Mohan R., (2006), "Economic Growth, Financial Deepening and Financial Inclusion" Reserve Bank of India Bulletin, November, pp. 1305-19. 6. Rangarajan C (2008), "Report of the Committee on Financial Inclusion".
11	**Internal Continuous Assessment: 40%** / **External, Semester End Examination Individual Passing in Internal and External Examination : 60%**
12	**Continuous Evaluation through:** Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc. (at least 3)

As Per NEP 2020

University of Mumbai



Syllabus for
Basket of SEC (HR)

Ad- hoc Board of Studies in B. Com. (Management Studies)	
UG Second Year Programme	
Semester	**IV**
Title of Paper	**Organisational Development**
Credits	**2**
From the Academic Year	**2025-26**

SEC (HR)
Syllabus
B. Com. (Management Studies)
(Sem.- IV)

Title of Paper: Organisational Development

Sr. No.	Heading	Particulars
1	**Description the course :** **Including but Not limited to :**	Organizational Development (OD) is a strategic field that helps organizations manage change, enhance effectiveness, and align strategies with business objectives. In today's rapidly evolving business landscape, OD plays a vital role in corporate restructuring, leadership development, change management, and employee engagement. With growing industry demand for agility and innovation, OD professionals are highly sought after in consulting, HR, and corporate strategy roles. This field also complements disciplines like HR management and business strategy, offering career opportunities as OD consultants, HR specialists, and change management professionals.
2	**Vertical :**	SEC
3	**Type :**	Theory
4	**Credit**:	2 credits
5	**Hours Allotted :**	30 Hours
6	**Marks Allotted**:	50 Marks
7	**Course Objectives:** 1. To describe principles and theories that form the foundation of organizational development. 2. To lead and manage organizational change processes, ensuring the alignment of strategy, structure and culture. 3. To apply the OD techniques to improve organizational effectiveness and employee engagement and design customized OD interventions. 4. To evaluate the results of OD initiatives and recommend adjustments to ensure continuous improvement and create and implement strategies	

8	**Course Outcomes:** 1. Sensitizing the learners about how organizations can be made more effective and dynamic through improving its human resource. 2. Developing basic behavioral science skills of the students as future practitioners of OD. 3. Leaner will be Understand and apply basic concepts and processes that form the core of organization development.
9	**Modules**:-
	Module 1: Introduction to Organizational Development & Organisational Diagnosis
	1. **Organisational Development:** Meaning, Features, Evolution, Components, Objectives, Principles, Process, OD-HRD Interface. 2. **Participation** of Top Management in OD-OD Assumptions, Values of OD, System Theories of OD 3. **Organisational Diagnosis**: Meaning, Need, Phases, Levels of Organisational Diagnosis, Techniques of Organisational Diagnosis, Tools used in Organisational Diagnosis. 4. **Power and Control** Issues in Organisations -Power, The Concept of Organisational Politics, The Political Subsystem, Implication of Power and Politics for the Practice of OD, Ethics in OD
	Module 2: **OD Interventions & Team Building**
	1. **OD Interventions**: Meaning, Features, Factors Affecting Success of Interventions, Steps in OD Interventions. Types of Interventions 2. **Techniques** of OD Intervention: Traditional and Modern, Evaluation of OD Interventions: Process, Types, Methods. 3. **Team Building**, Concept, Team Interventions, concept - Broad Team Building Interventions - Varieties of Team Building Interventions in a Formal Group, A Gestalt Approach to Team Building, Personal Interventions Interpersonal and Group Process 4. **Strategic Management Activities**, Grid Organisation Development - Process of Grid Organisation Development, Evaluation of Grid Organisation Development, Trans-organizational Development.
10	**Reference Books:** 1. Vriens, D., & Achterberg, J. (2019). *Organizational Development*. Routledge 2. Aubrey, B. (2015). *The Measure of Man: Leading Human Development*. McGraw-Hill Education. 3. Cummings, T. G., & Worley, C. G. (2014). *Organization Development and Change* (10th ed.). Cengage Learning. 4. Schein, E. H. (2010). *Organizational Culture and Leadership* (4th ed.). Jossey-Bass.

	5. Wendell L French, Cecil h Bell. Jr., Veena Vohra, 2006 Organizational Development – Prentice Hall of India Ltd., New Delhi 6. Bradford, D. L., & Burke, W. W. (2005). *Reinventing Organization Development: New Approaches to Change in Organizations*. Pfeiffer. 7. Weisbord, M. R. (2004)**.** *Productive workplaces: Dignity, meaning, and community in the 21st century*. Jossey-Bass. 8. French, W.L., Bell, C.H. and Vohra V, Organization Development: Behavioral Science Interventions for Organization Improvement, Revised 6th Ed., Pearson. 9. Hackman, J.R. and Suttle, J.L., Improving Life at Work: Behavioural science approach to organizational change, Goodyear, California. 10. Harvey, D.F. and Brown, D.R., An experimental approach to Organization Development, 7th Ed. Prentice-Hall, Englewood Cliffs, N.J	
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 3)	

Paper Pattern 2 Credits (Total 50 Marks)

Internal = 20 Marks
External = 30 Marks

Internal Paper Pattern (20 Marks)

1.Project Presentation **OR** Case Study writing	05 Marks
2. Quiz **OR** Group discussion	05 Marks
3. Class Test (Mandatory) with objectives	10 Marks
Total	20Marks

External Paper Pattern (30 Marks)

Write any **TWO** questions from the following

Q1. Answer the following	15 marks
A	
B	
Q2. Answer the following	15 Marks
A	
B	
Q3. Answer the following	15 Marks
A	
B	

Sd/-	**Sd/-**	**Sd/-**	**Sd/-**
Sign of the BOS Chairman Dr. Kanchan Fulmali Board of Studies in BMS	**Sign of the Offg. Associate Dean Prin. Kishori Bhagat Faculty of Commerce & Management**	**Sign of the Offg. Associate Dean Prof. Kavita Laghate Faculty of Commerce & Management**	**Sign of the Offg. Dean Prin. Ravindra Bambardekar Faculty of Commerce & Management**

AC – 24/11/2023
tem No. – 8.4 (N) - 1

As Per NEP 2020

University of Mumbai

Title of the Program

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

SEM I

Syllabus for Two Credit

(With effect from the academic year 2024-25)

Semester I
Course Structure

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

Semester I

1.1 Preamble:

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

1.2 Objectives of the Course:

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

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

1.3 Salient features of the course:

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

1.4 Utility of the course:

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

1.5 Program outcomes:

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

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

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

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

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

1.9 Medium of Instruction: English

1.10 Course Structure

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

Unit Number	Title of the Unit	No. of Lecture	No. of Credits
1	**Introduction to Sports, Physical Literacy, Health & fitness and Yoga** 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 –

1. Bucher, C. A. (n.d.) Foundation of physical education. St. Louis: The C.V. Mosby Co. Deshpande, S. H. (2014). Physical Education in Ancient India. Amravati: Degree college of Physical education.
2. Mohan, V. M. (1969). Principles of physical education. Delhi: Metropolitan Book Dep. Nixon, E. E. & Cozen, F.W. (1969). An introduction to physical education. Philadelphia: W.B. Saunders Co.
3. William, J. F. (1964). The principles of physical education. Philadelphia: W.B. Saunders Co.
4. Coalter, F. (2013) Sport for Development: What game are we playing? .Routledge.
5. Singh Hardayal (1991), Science of Sports Training, DVS Publication, New Delhi
6. Muller, J. P.(2000). Health, Exercise and Fitness. Delhi : Sports.
7. Russell, R.P.(1994). Health and Fitness Through Physical Education. USA : Human Kinetics.
8. Uppal, A.K. (1992). Physical Fitness. New Delhi : Friends Publication.
9. Nagendra, H. R. & Nagarathna, R. (2002). Samagra Yoga Chikitse. Bengaluru: Swami Vivekananda Yoga Prakasana.
10. Kumar, Ajith. (1984) Yoga Pravesha. Bengaluru: Rashtrothanna Prakashana.
11. D.M Jyoti, Yoga and Physical Activities (2015) lulu.com3101, Hills borough, NC27609, United States
12. D.M Jyoti, Athletics (2015) lulu.com3101, Hills borough, NC27609, United States
13. Gharote, M. L. & Ganguly, H. (1988). Teaching methods for yogic practices. Lonawala: Kaivalyadhama.
14. Pinto John and Roshan Kumar Shetty (2021) Introduction to Physical Education, Louis Publications, Mangalore
15. Shekar, K. C. (2003). Yoga for health. Delhi: Khel Sahitya Kendra.
16. Amit Arjun Budhe, (2015) Career aspects and Management in Physical Education, Sports Publication, New Delhi
17. Pinto John and Ramachandra K (2021) Kannada Version, Daihika Shikshanada Parichaya, Louis

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.
5) Pingle Bhavanrav A., History of Indian Music: with particular reference to theory and practice, Dev Publishers and Distributors, India, 2021.
6) Popley Herbert A., The Music of India. Central Archaeological Library, New Delhi, 1921.

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

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:

1. National Service Scheme Manual 2006, Government of India
2. Salunkhe P.B. Ed, Chhtrapati Shahu the Pillar of Social Democracy
3. National Service Scheme Manual, Govt. of India
4. Training Programme on National Programme Scheme TISS
5. Orientation Courses for N.S.S. Programme Officers, TISS
6. Hans Gurmeet, Case Material as a Training Aid for Field Workers
7. Tarachand, History of the Freedom Movement in India Vol.II
8. Kapil K. Krishan, Social Service Opportunities in Hospitals (TISS)
9. Ram, Social Problems in India.
10. Arnold, K. (2018). What is R.E.S.P.E.C.T. When it comes to teamwork? Available at: https://www.extraordinaryteam.com/what-is-r-e-s-p-e-c-t-when-it-comes-to-teamwork/
11. Barnard, I. C. (1938). Functions of the Executive. Boston: Harvard Press.
12. Barrett, R. (2013). The Values-driven Organisation: Unleashing Human Potential for Performance andProfit. London: Fulfilling Books
13. Barret Values Center (2018). Values-based leadership. Available at: https://www.valuescentre.com/mapping-values/leadership/values-based- leadership
14. Bauman, D. C. (2013). Leadership and the three faces of integrity. The Leadership Quarterly, 24(3), 414-426.
15. Bishop, W. H. (2013). Defining the Authenticity in Authentic Leadership. The Journal of Values-BasedLeadership, 6(1), Article 7. Available at : https://scholar.valpo.edu/cgi/viewcontent.cgi?article=1077&context=jvbl
16. Bourne, P. A. (2016). Leadership as a service: a new model for higher education in a new century – a bookreview. Review of Public Administration and Management, 4, 196. Available at:https://www.omicsonline.org/open- access/leadership-as-a-service-a-new-model-for-higher-education-in-a- newcentury--a-book-review-2315-7844-1000196.php?aid=83165
17. Cameron, K. (2008). Positive Leadership. San Francisco: Berret-Koehler.
18. Clarke, S. (2018). Why your values are key to your leadership. Leaderonomic.com Available: https://leaderonomics.com/leadership/values- key-leadership
19. Clarke, N. (2011). An integrated conceptual model of respect in leadership

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

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

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

DRAFT

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

DRAFT

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.

DRAFT

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

DRAFT

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.

DRAFT

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

DRAFT

[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**

DRAFT

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_____	

DRAFT

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)

DRAFT

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>

DRAFT

Appendix V: Student Diary (Log) Recording Format

Week	Task Assigned	Activities Performed	Key Learnings	Additional Remarks

Signature of Industry/organization Supervisor

DRAFT

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

DRAFT

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

DRAFT

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

DRAFT

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					

DRAFT

- 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>

DRAFT

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

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

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

References –

1. Bucher, C. A. (n.d.) Foundation of physical education. St. Louis: The C.V. Mosby Co. Deshpande, S. H. (2014). Physical Education in Ancient India. Amravati: Degree college of Physical education.
2. Mohan, V. M. (1969). Principles of physical education. Delhi: Metropolitan Book Dep. Nixon, E. E. & Cozen, F.W. (1969). An introduction to physical education. Philadelphia: W.B. Saunders Co.
3. William, J. F. (1964). The principles of physical education. Philadelphia: W.B. Saunders Co.
4. Coalter, F. (2013) Sport for Development: What game are we playing? .Routledge.
5. Singh Hardayal (1991), Science of Sports Training, DVS Publication, New Delhi
6. Muller, J. P.(2000). Health, Exercise and Fitness. Delhi : Sports.
7. Russell, R.P.(1994). Health and Fitness Through Physical Education. USA : Human Kinetics.
8. Uppal, A.K. (1992). Physical Fitness. New Delhi : Friends Publication.
9. Nagendra, H. R. & Nagarathna, R. (2002). Samagra Yoga Chikitse. Bengaluru: Swami Vivekananda Yoga Prakasana.
10. Kumar, Ajith. (1984) Yoga Pravesha. Bengaluru: Rashtrothanna Prakashana.
11. D.M Jyoti, Yoga and Physical Activities (2015) lulu.com3101, Hills borough, NC27609, United States
12. D.M Jyoti, Athletics (2015) lulu.com3101, Hills borough, NC27609, United States
13. Gharote, M. L. & Ganguly, H. (1988). Teaching methods for yogic practices. Lonawala: Kaivalyadhama.
14. Pinto John and Roshan Kumar Shetty (2021) Introduction to Physical Education, Louis Publications, Mangalore
15. Shekar, K. C. (2003). Yoga for health. Delhi: Khel Sahitya Kendra.
16. Amit Arjun Budhe, (2015) Career aspects and Management in Physical Education, Sports Publication, New Delhi
17. Pinto John and Ramachandra K (2021) Kannada Version, Daihika Shikshanada Parichaya, Louis

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.
5) Pingle Bhavanrav A., History of Indian Music: with particular reference to theory and practice, Dev Publishers and Distributors, India, 2021.
6) Popley Herbert A., The Music of India. Central Archaeological Library, New Delhi, 1921.

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

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:

1. National Service Scheme Manual 2006, Government of India
2. Salunkhe P.B. Ed, Chhtrapati Shahu the Pillar of Social Democracy
3. National Service Scheme Manual, Govt. of India
4. Training Programme on National Programme Scheme TISS
5. Orientation Courses for N.S.S. Programme Officers, TISS
6. Hans Gurmeet, Case Material as a Training Aid for Field Workers
7. Tarachand, History of the Freedom Movement in India Vol.II
8. Kapil K. Krishan, Social Service Opportunities in Hospitals (TISS)
9. Ram, Social Problems in India.
10. Arnold, K. (2018). What is R.E.S.P.E.C.T. When it comes to teamwork? Available at: https://www.extraordinaryteam.com/what-is-r-e-s-p-e-c-t-when-it-comes-to-teamwork/
11. Barnard, I. C. (1938). Functions of the Executive. Boston: Harvard Press.
12. Barrett, R. (2013). The Values-driven Organisation: Unleashing Human Potential for Performance andProfit. London: Fulfilling Books
13. Barret Values Center (2018). Values-based leadership. Available at: https://www.valuescentre.com/mapping-values/leadership/values-based- leadership
14. Bauman, D. C. (2013). Leadership and the three faces of integrity. The Leadership Quarterly, 24(3), 414-426.
15. Bishop, W. H. (2013). Defining the Authenticity in Authentic Leadership. The Journal of Values-BasedLeadership, 6(1), Article 7. Available at : https://scholar.valpo.edu/cgi/viewcontent.cgi?article=1077&context=jvbl
16. Bourne, P. A. (2016). Leadership as a service: a new model for higher education in a new century – a bookreview. Review of Public Administration and Management, 4, 196. Available at:https://www.omicsonline.org/open- access/leadership-as-a-service-a-new-model-for-higher-education-in-a- newcentury--a-book-review-2315-7844-1000196.php?aid=83165
17. Cameron, K. (2008). Positive Leadership. San Francisco: Berret-Koehler.
18. Clarke, S. (2018). Why your values are key to your leadership. Leaderonomic.com Available: https://leaderonomics.com/leadership/values- key-leadership
19. Clarke, N. (2011). An integrated conceptual model of respect in leadership

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

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

DRAFT

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

DRAFT

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.

DRAFT

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

DRAFT

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.

DRAFT

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

DRAFT

[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**

DRAFT

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_____	

DRAFT

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)

DRAFT

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>

DRAFT

Appendix V: Student Diary (Log) Recording Format

Week	Task Assigned	Activities Performed	Key Learnings	Additional Remarks

Signature of Industry/organization Supervisor

DRAFT

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

DRAFT

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

DRAFT

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

DRAFT

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					

DRAFT

- 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>

DRAFT

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

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

DRAFT