University of Mumbai

Website – mu.ac.in
Email id - dr.aams@fort.mu.ac.in
aams3@mu.ac.in

Academic Authorities,
Meetings &Services (AAMS)
Room No. 128, M. G. Road, Fort,
Mumbai – 400 032.
Tel. 022-68320033

Re- accredited with A ++ Grade (CGPA 3.65) by NAAC
Category- I University Status awarded by UGC

No.2026/May/AAMS/C-93/43642 Date: 13th May, 2026

CIRCULAR:-

Attention of all the Principals of the Affiliated Colleges & Autonomous Colleges, all Academic Heads of University Departments, the Directors of the Recognized Institutions/Centers, Director, Centre for Distance & Online Education, Director, Dharmaveer Anand Dighe Thane Sub-Campus, Co-ordinator, School of Engineering and Applied Sciences, Kalyan Sub-Campus, Director, Chitrakar Padmabhushan Dr.Dhananjay Keer Ratnagiri Sub-Campus, Director, Sindhudurg Sub-Campus, Principal, Vishwabhushan Bharatratna Dr. B. A. Ambedkar College, Ambadave, Ratnagiri and Principal, V.V. Dalvie College, Talere, Sindhudurg is invited to this office Circular No. AAMS/ICD/2025-26/ 37 of dated 27 May, 2025 relating to the NEP UG & PG Syllabus.

They are hereby informed that the recommendations made by the **Board of Studies in Commerce** at its meeting held on 31st January, 2026 vide item No. 1 and subsequently passed by the Board of Deans at its meeting held on 11th February, 2026 vide item No. 8.13 (N) have been accepted by the Academic Council at its meeting held on 25th March, 2026 **vide** item No. 8.14 (N). In accordance therewith syllabus of **B.Com (Commerce & Management) (Sem V & VI) as per (NEP 2020)** is introduced as per appendix with effect from the academic year 2026-27.

(The said circular is available on the University's website www.mu.ac.in).

(Dr. Prasad Karande)
REGISTRAR

MUMBAI – 400 032
13th May, 2026

To,

All the Principals of the Affiliated Colleges & Autonomous Colleges, all Academic Heads of Departments, the Directors of the Recognized Institutions/Centers, Director, Centre for Distance & Online Education, Director, Dharmaveer Anand Dighe Thane Sub-Campus, Co-ordinator, School of Engineering and Applied Sciences, Kalyan Sub-Campus, Director, Chitrakar Padmabhushan Dr.Dhananjay Keer Ratnagiri Sub-Campus, Director, Sindhudurg Sub-Campus, Principal, Vishwabhushan Bharatratna Dr. B. A. Ambedkar College, Ambadave, Ratnagiri and Principal, V.V. Dalvie College, Talere, Sindhudurg

A.C/8.14(N)/25/03/2026

Copy forwarded with Compliments for information to:-

1) The Chairman, Board of Deans,
2) The Deans, Faculty of Commerce
3) The Chairman, **Board of Studies in Commerce**
4) The Director, Board of Examinations and Evaluation,
5) The Director, Department of Students Development,
6) The Director, Department of Information & Communication Technology,
7) The Director, Centre for Distance and Online Education (CDOE), Vidyanagari,
8) The Deputy Registrar, Admissions, Enrolment, Eligibility & Migration Department (AEM)

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. 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- 25/03/2026
Item No. – 8.14 (N)

As Per NEP 2020

University of Mumbai

Syllabus for Major Vertical – 1 & 4 and 6		
Faulty of Commerce & Management		
Board of Studies in Commerce		
Name of the Programme – B.Com.		
U.G. Third Year Programme	**Exit Degree**	**B.Com.**
Semester		**Sem. V & VI**
From the Academic Year		**2026-27**

University of Mumbai



(As per NEP 2020)

Sr. No.	Heading	Particulars
1	**Title of program** **O:_____**	**B.Com.**
2	**Exit Degree**	**B.Com.**
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-540E R: CU-540F**	**Attached herewith**
6	**Semesters**	**Sem. V &VI**
7	**Program Academic Level**	**5.5**
8	**Pattern**	**Semester**
9	**Status**	**New**
10	**To be implemented from Academic Year**	**2026-27**

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

B.Com.

Credit Structure (Sem. V & VI)

	R: CU-540E									
Vertical		**1**		**2**	**3**	**4**	**5**	**6**		
Level	**Semester**	**Major**		**Minor**	**OE**	**VSC,SEC (VSEC) 2**	**AEC,VEC, IKS**	**OJT, FP,CEP, CC,RP**	**Cum.Cr. / Sem.**	**Degree/Cum.Cr.**
		Mandatory 4+4+2	**Electives 4**							
5.5	V	Commerce V (Marketing Mgt)-2 OR Commerce V (Marketing Mgt)– 4 **2/4 credits to be taken from** Accountancy, Business Economics Or Business Management IKS in Commerce & Management -2	Export Marketing OR Marketing Research OR Purchase & Store-keeping OR E& MSSI OR Business Insurance	4	----	Investment Analysis and Portfolio Management Or Labour Welfare & Practice Or Operations Research Or Psychology of Human Behaviour at Work Or Rural Marketing Or Trade Union & Industrial Relations Or Transport Management Or International Marketing	----	CEP:2	22	**UG Degree132**
	R: CU-540F									
	VI	Commerce VI Human Resource Management-2 Commerce VI Human Resource Management -4	Export Marketing-II Or Marketing Research-II Or Purchase & Store Keeping - II Or E & MSSI –	4	----	----	__	OJT:4	22	

			II Or Business Insurance II							
	Cum Cr.	48	8	18	12	8+6	8+4+2	8+2+2 +2+4	132	
Exitoption; Award of UG Degree in Major and Minor with 132 credits of Continue with 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 – Community Engagement Project, CC – Co-Curricular, RP – Research Project]

[* 2 Credit IKS Major paper (Core Subject Specific) Theory]

Program Structure for Sem. V & VI

(NEP 2020)

Vertical No		Paper Title	Credits
		Sem. V	
1.	Mandatory	1.Commerce V -Marketing Management	4
		2. Commerce V -Marketing Management	2
		3. IKS in Commerce & Management	2
	Electives	1. Export Marketing-I OR	4
		2. Marketing Research-I OR	4
		3. Purchase & Store Keeping – I OR	4
		4. Entrepreneurship and MSSI – I OR	4
		5. Business Insurance I	4
2.		**Minor** (To be selected from other discipline)	4
4.	VSC	1. Investment Analysis and Portfolio Management OR	2
		2. Labour Welfare & Practice OR	2
		3. Operations Research OR	2
		4. Psychology of Human Behaviour at Work OR	2
		5. Rural Marketing OR	2

		6. Trade Union & Industrial Relations **OR**	**2**
		7. Transport Management **OR**	**2**
		8. International Marketing	**2**
5.	**CEP** **(To be selected from CEP topic list)**		**2**
		Credits	**22**
	Sem. VI		
1.	**Mandatory**	**1. Human Resource Management**	**4**
		2. Human Resource Management	**2**
	Electives	1. **Export Marketing-II** **OR**	**4**
		2. **Marketing Research-II** **OR**	**4**
		3. **Purchase & Store Keeping – II** **OR**	**4**
		4. **Entrepreneurship and MSSI – II** **OR**	**4**
		5. **Business Insurance II**	**4**
2.	**Minor** **(To be selected from other discipline)**		**4**
6.	**VI**	**OJT**	**4**
		Credits	**22**
		Total Credits	**44**

Sem. - V

Sem. - V

Vertical – 1

Major Mandatory (4+4+2)

Syllabus
B.Com.
(Sem.-V)

Title of Paper: Commerce V - Marketing Management

Sr. No.	Heading	Particulars
1	**Description the course :** **Including but Not limited to :**	This course introduces students to the fundamental concepts and practices of marketing in today's dynamic business environment. It explores how organizations identify customer needs, create value, and build strong relationships through effective product development, pricing, promotion, and distribution strategies. Topics include market research, consumer behavior, branding, digital and social media marketing, and ethical considerations in marketing decision-making.
2	**Vertical :**	Major
3	**Type :**	Theory / Practical
4	**Credit**:	4 credits
5	**Hours Allotted :**	60 Hours
6	**Marks Allotted**:	100 Marks
7	**Course Objectives**: (List some of the course objectives) 1. To introduce to the learners the concept of Marketing. 2. To develop students' understanding of marketing strategies, and the marketing mix 3. To prepare them with skills to navigate emerging trends and implement sustainable practices 4. To help the learners succeed in modern marketing careers.	

8	**Course Outcomes**: (List some of the course outcomes) CO 1. Explain core marketing concepts, terminology, and frameworks. CO 2 Analyze consumer behavior and target markets using demographic, psychographic, and behavioral data. CO 3 Apply the marketing mix (product, price, place, and promotion) to develop effective marketing strategies. CO 4 Evaluate branding and positioning strategies in competitive markets. CO 5 Identify ethical, legal, and social issues affecting marketing practices.
9	**Modules**:- Per credit One module can be created
	MODULE - I: Introduction to Marketing and Consumer Behaviour (15)
	Unit – I Introduction to Marketing • Marketing, Concept, Features, Importance, Functions, Evolution, Strategic v/s Traditional Marketing, Marketing Research - Concept, Features, Process, • Marketing Information System-Concept, Components, Data Mining- Concept, Importance **Unit – II Consumer Behaviour** • Consumer Behaviour- Concept, Factors influencing Consumer Behaviour, Market Segmentation- Concept, Benefits, Bases of market segmentation • Customer Relationship Management- Concept, Techniques, Market Targeting- Concept, Five patterns of Target market Selection
	MODULE - II: Marketing Mix Decisions- I (15)
	Unit – I Marketing Mix – Product • Marketing Mix- Concept, Product- Product Decision Areas, Product Life Cycle- Concept, Managing stages of PLC • Branding- Concept, Components, Brand Equity- Concept, Factors influencing Brand Equity **Unit – II Marketing Mix – Positioning and Price** • Packaging- Concept, Essentials of a good package, Product Positioning- Concept, Strategies of Product Positioning, Service Positioning- Importance & Challenges • Pricing- Concept of Pricing, Objectives of Pricing, Factors Influencing Pricing, Methods of Pricing, Pricing Strategies

	MODULE - III: Marketing Decisions II (15)
	Unit – I Marketing Mix – Place • Physical Distribution- Concept, Factors influencing Physical Distribution, Marketing Channels (Traditional & Contemporary Channels) • Supply Chain Management-Concept, Components of SCM **Unit – II – Marketing Mix – Promotion** • Promotion- Concept, Importance, Elements of Promotion mix, Integrated Marketing Communication (IMC)- Concept, Scope, Importance, Digital Marketing: Concepts and trends. • Sales Management- Concept, Components, Emerging trends in selling, Personal Selling- Concept, Process of personal selling, Skill Sets required for Effective Selling
	MODULE - IV: Key Marketing Dimensions (15)
	Unit – I Marketing Ethics & Competitive Strategies • Marketing Ethics: Concept, Unethical practices in marketing, General role of consumer organizations • Competitive Strategies for Market Leader, Market Challenger, Market Follower and Market Nicher Marketing Ethics **Unit – II Rural Marketing & Challenges in Marketing** • Rural Marketing- Concept, Features of Indian Rural Market, Strategies for Effective Rural Marketing, Digital Marketing- Concept, trends in Digital Marketing, Green Marketing- concept, importance • Challenges faced by Marketing Managers in 21st Century, Careers in Marketing – Skill sets required for effective marketing, Factors contributing to Success & Reasons for failure of brands in India with suitable examples.
10	**Reference Books:** • **Kotler, Philip & Keller, Kevin Lane.** *Marketing Management.* Pearson Education, Latest Indian Edition. • **Ramaswamy, V. S. & Namakumari, S.** *Marketing Management: Planning, Implementation and Control.* McGraw-Hill Education.

	• **Ramaswamy, V. S. & Namakumari, S.***Marketing Management – Indian Context.* McGraw-Hill Education. • **Stanton, William J., Etzel, Michael J. & Walker, Bruce.***Fundamentals of Marketing.* McGraw-Hill Education. • **Schiffman, Leon G. & Kanuk, Leslie Lazar.***Consumer Behaviour.* Pearson Education. • **Malhotra, Naresh K.***Marketing Research: An Applied Orientation.* Pearson Education. • **Panda, Tapan K. & Choubey, Pradeep K.***Marketing Management – Indian Perspective.* Oxford University Press. • **Gupta, Seema.***Marketing Management.* McGraw-Hill Education. • **Chaffey, Dave.***Digital Marketing.* Pearson Education. • **Stanton, William J., Etzel, Michael J. & Walker, Bruce.***Fundamentals of Marketing.* McGraw-Hill Education. • **Schiffman, Leon G. & Kanuk, Leslie Lazar.***Consumer Behaviour.* Pearson Education. • **Malhotra, Naresh K.***Marketing Research: An Applied Orientation.* Pearson Education. • **Kotler, Philip; Kartajaya, Hermawan & Setiawan, Iwan.***Marketing 4.0 / Marketing 5.0.* Wiley.	
11	**Internal Continuous Assessment: 40%**	**External, Semester End Examination 60%**
	Individual Passing in Internal and External Examination	
12	**Continuous Evaluation through:** Case Studies, Class Tests, presentation, project, role play, creative writing, assignment, etc. (at least 4)	

B.Com.

SEMESTER- V

Title of Paper: Commerce V - Marketing Management

Sr. No.	Heading	Particulars
1	**Description of the course: Including but not limited to:**	This course provides a comprehensive understanding of marketing fundamentals, consumer and market analysis with an integrated focus on AI-enabled decision-making. It explores traditional and extended marketing mix elements, including product, price, place, promotion.
2	**Vertical:**	Major
3	**Type:**	Theory
4	**Credit**:	2 credits
5	**Hours Allotted:**	30 Hours
6	**Marks Allotted**:	50 Marks
7	**Course Objectives**: 1. To introduce to the learners the concept of Marketing. 2. To develop students' understanding of marketing strategies, and the marketing mix	
8	**Course outcomes**	
CO 1	Demonstrate the ability to apply core marketing concepts, consumer behaviour insights, market analysis, and AI tools.	
CO 2	Utilize traditional marketing mix strategies to design effective and informed marketing solutions.	

9	**Modules**:-Per credit One module created
	Commerce V - Marketing Management (2 Credits)
	Module1: Introduction to Marketing and Consumer Behaviour (15)
	Unit I: Marketing • Concept, Features, Importance, Functions, Traditional Marketing v/s Strategic Marketing; Marketing Information System (MIS) – Concept, Uses, • Market Targeting – Concept, Five Patterns of Target Market Selection; Marketing Research - Concept, Process, AI Tools for Market Research
	Unit II: Consumer Behaviour • Consumer Behaviour -Concept, Factors Influencing Consumer Behaviour, Predicting consumer behaviour using AI, Customer Relationship Management (CRM) – Concept, Techniques, AI Tools for Customer Relationship; • Market Segmentation – Concept, Benefits, Bases of Market Segmentation, Data Mining - Concept, Importance
	Module 2: Marketing Mix - Product, Price, Promotion and Place (15)
	Unit I: Product and Price • **Product -** Elements of Marketing Mix; Product Mix– Concept, Product Decision Areas, Stages of PLC and Marketing Mix; Branding- Concept, Essentials of a good Branding, AI in Branding, Role of Packaging in Product Marketing • **Price** - Concept, Factors Influencing Pricing, Methods of Pricing, Pricing Strategies, AI in Pricing
	Unit II: Promotion and Place (7 Lectures) • **Promotion** - Concept, Elements, AI in Promotion; Integrated Marketing Communication (IMC), Types of Marketing Strategies • **Place / Physical Distribution -** Concept, Factors Influencing Physical Distribution, Marketing Channels (Traditional and Contemporary); Supply Chain Management v/s Logistics

10	***Reference Books*** • Kotler, Philip & Keller, Kevin Lane.***Marketing Management.*** *Pearson Education, Latest Indian Edition.* • Ramaswamy, V. S. & Namakumari, S.***Marketing Management: Planning, Implementation and Control.*** *McGraw-Hill Education* • Stanton, William J., Etzel, Michael J. & Walker, Bruce.***Fundamentals of Marketing.*** *McGraw-Hill Education.* • Schiffman, Leon G. & Kanuk, Leslie Lazar.***Consumer Behaviour.*** *Pearson Education.* • Malhotra, Naresh K.***Marketing Research: An Applied Orientation.*** *Pearson Education.* • Panda, Tapan K. & Choubey, Pradeep K.***Marketing Management – Indian Perspective.*** *Oxford University Press* • Gupta, Seema.***Marketing Management.*** *McGraw-Hill Education.* • Chaffey, Dave.***Digital Marketing.*** *Pearson Education.* • Kotler, Philip; Kartajaya, Hermawan & Setiawan, Iwan.***Marketing 4.0 / Marketing 5.0.*** *Wiley.* • Ramaswamy, V. S. & Namakumari, S.***Marketing Management – Indian Context.*** *McGraw-Hill Education.*	
11	**Internal Continuous Assessment: 20%**	**External Semester End Examination,**
	Individual Passing in Internal and External Examination: 30%	
12	**Continuous Evaluation through:**	Case Studies, Class Tests, presentation, project, role play, creative writing, assignment, etc. (at least 4)

IKS
(2)

Syllabus
B.Com.
(Sem.-V)

Title of Paper: IKS in Commerce & Management

Sr. No.	Heading	Particulars
1	**Description the course :** **Including but Not limited to :**	This course introduces the relevance of Indian Knowledge Systems (IKS) to modern commerce and management. It covers Indian perspectives on ethics, leadership, governance, entrepreneurship, sustainability, and business practices, and their application in today's organizations, start-ups, and MSMEs, in line with NEP 2020 and UGC-IKS guidelines.
2	**Vertical :**	Major
3	**Type :**	Theory
4	**Credit**:	2 credits
5	**Hours Allotted :**	30 Hours
6	**Marks Allotted**:	50 Marks
7	**Course Objectives**: (List some of the course objectives) • To introduce learners to Indian Knowledge Systems with relevance to commerce and management • To understand ancient Indian economic, trade, and business practices • To relate Indian ethical, philosophical, and managerial wisdom to modern business practices • To encourage value-based, sustainable, and inclusive management thinking • Relate Indian commercial knowledge to contemporary business challenges and opportunities.	

8	**Course Outcomes**: (List some of the course outcomes) **CO1-**Understand the fundamentals of Indian Knowledge Systems related to trade and management **CO2 –**Understand the ancient Indian business, trade, and economic systems **CO3 –** Analyse the role of ethics, values, and philosophy in Indian commercial practices. **CO4 –**Apply principles of Indian Knowledge Systems to contemporary business areas such as entrepreneurship, sustainability, and corporate governance. **CO5 –** Demonstrate an appreciation of India's commercial heritage and its relevance in a globalised economy.
9	**Modules**:- Per credit One module can be created

Module1: Foundations of IKS in Commerce (15)

Unit I: Commerce in the ancient period

- Meaning and scope of Indian Knowledge Systems (IKS), Trade and commerce in the Indus Valley, Mauryan and Gupta periods, Guild System Types in Ancient India.
- Introduction to Arthashastra: structure, historical significance, Law and justice system: judiciary and punishment models,

Unit II: Ethics, Sustainability and Corporate Responsibility

- Indian concepts of Dharma, Karma, Nishkama Karma, Ethics and values in Indian business traditions.
- Social Responsibility in Indian Philosophy- Concept, Daana (Charity), Seva (Service) and Lokasangraha. Sustainability in Indian Thought (Harmony with Nature)- Concept, Panchamahabhutas and Environmental Balance

Module2: Indian Management, Leadership and Marketing in IKS (15)

Unit I: Indian Management and Leadership Philosophy

- Concepts of Karma Yoga and work culture, Skill development through Guru–Shishya tradition- The Guru-Shishya Model.
- Motivating employees at work: techniques and concepts from the Arthashastra and Vidura Niti, Leadership styles in Indian epics (Ramayana, Mahabharata), Leadership Principles in Chanakya Neeti.

Unit II: Marketing and Consumer Behaviour in IKS

- Traditional marketing practices and barter systems- Role of fairs, haats, and bazaars, Role of Culture, Traditions and Values in Indian Markets
- Role of Geographical Indications (GI) and Indigenous Products, Storytelling, Folk Media and Traditional Communication, Relevance of IKS -Indian economy.

10	**Reference Books:** • Trade and Commerce in Ancient India (1968) - Balram Srivastava – Chowkhamba Publication. • Trade and Commerce in the Ancient World (2011) ISBN-13 978-0778717447 • Law & Order Administration in Ancient India – R.K Gupta, The Quarterly Indian Journal of Political Science Vol. 65, No.1 Jan-March 2004. • The Indian Legal System: An Enquiry – Mahendra Pal Singh, Niraj Kumar, ISBN – 9780199489879, Oxford University Press. • A history of Ancient India- Arjeet Jha, Pearson India Education Services Pvt. Ltd. • Introduction to Indian Knowledge System- Concepts and Applications, B. Mahadevan, Vinayak Rajat Bhat, Nagendra Pavana R. N., PHI Learning Private Limited, Delhi • Radhakrishnan Pillai- Corporate Chanakya, Jaico Books • Radhakrishnan Pillai- Chanakya Neeti, Jaico Books • India's Ancient Past (OIP)- R.S. Sharma, Oxford University Press India • Regional Products and Rural Livelihoods C: A Study on Geographical Indications from India- N. Lalitha, Soumya Vinayan, Oxford University Press; New edition • Vidura Niti- Sharat Kohli, Notion Press; 1st edition.	
11	**Internal Continuous Assessment: 40%**	**External, Semester End Examination 60%**
	Individual Passing in Internal and External Examination	
12	**Continuous Evaluation through:** Case Studies, Class Tests, presentation, project, role play, creative writing, assignment, etc. (at least 4)	

SEM V
Vertical –1
Electives
(4)

Syllabus
B.Com.
(Sem.-V)

Title of Paper: **Export Marketing- I**

Sr. No.	Heading	Particulars
1	**Description the course :** **Including but Not limited to :**	This course introduces Export Marketing, covering key concepts, Recent trends in Global Trade, International Business Environment, Export policies, incentives and institutional support; Export Marketing and Export Procedures, Logistics & Emerging Trends.
2	**Vertical :**	Electives
3	**Type :**	Theory
4	**Credit**:	4 credits
5	**Hours Allotted :**	60 Hours
6	**Marks Allotted**:	100 Marks
7	**Course Objectives**:(List some of the course objectives) 1. To help learners understand the basic concepts, scope and importance of export marketing and the challenges faced by Indian exporters. 2. To enable students to examine global trade trends and analyse the international business environment, including trade agreements and global institutions. 3. To familiarize learners with India's export policies, promotion bodies, incentive schemes and digital platforms that support exporters. 4. To develop the ability to understand export procedures, documentation, logistics and the role of emerging technologies in global trade operations.	

8	**Course Outcomes**: (List some of the course outcomes) **CO1-** Learners will be able to **describe** the fundamental concepts, scope, importance, and emerging trends in export marketing. **CO2 –** Learners will be able to **analyze** the global trade environment, international institutions, trading blocs, and external factors affecting export decisions. **CO3 –** Learners will be able to **interpret** India's Foreign Trade Policy, export incentive schemes, and the role of export-promotion institutions. **CO4 –** Learners will be able to **apply** export procedures, documentation requirements, logistics operations, and digital trade initiatives in real business situations.
9	**Modules**:- Per credit One module can be created
	Module1: Foundations of Export Marketing 15
	Unit I Fundamentals of Export Marketing • Meaning, features and scope of Export Marketing, Importance of Exports for a Nation and a Firm; Differences between domestic and export marketing, • Preliminaries for starting export business. Factors influencing export marketing, Problems faced by Indian exporters, Foreign Exchange Risk. **Unit II Global Trends** • Regional Trade Dynamics, India's emerging export sectors, Global Maritime Trade, Case Studies - (Malacca Strait, Strait of Hormuz) • Digital export promotion platforms, India Post Cross-Border E-commerce Export Platform
	Module2: International Business Environment 15
	Unit I Global Environment & Trade Frameworks • Tariff and Non-Tariff Barriers, Global trade environment (Agreements of WTO, Role of IMF, World Bank) • India's trade agreements & recent developments; Trading blocs: EU, ASEAN, SAARC, NAFTA, BRICS **Unit II Market Research & External Influences on Exports**

- Need for Overseas Market Research; Market Selection Process, Determinants of Foreign Market Selection; Political, socio-cultural and legal environment affecting exports; Quality standards and certifications: ISO, FSSAI, EIC.

Module3: India's Foreign Trade Policy & Benefits **15**

Unit I: India's Foreign Trade Policy

- India's Foreign Trade Policy (FTP 2023–28) – key highlights, Implications; Export Trade Facilitations and ease of doing business as per the new FTP.
- Role of Directorate General of Foreign Trade (DGFT), Negative List of Exports, Deemed Exports.

Unit II Benefits

- Benefits to Status Holders & Towns of Excellence; Common benefits for Electronic Hardware Technological Parks (EHTP), BTP and STP.
- Benefits enjoyed by (IIAs) Integrated Industrial Areas, Special Economic Zone (SEZ), EOU, AEZ.

Module 4: **Export Incentives and Assistance** **15**

Unit I: Export Incentives

- Financial Incentives available to Indian Exporters – Marketing Development Assistance (MDA), Market Access Initiative (MAI), Assistance to States for Infrastructure Development for Exports (ASIDE)
- Industrial Raw Material Assistance Centre (IRMAC), MSME support schemes.

Unit II: Export Assistance

- Institutional Assistance to Indian Exporters – Federation of Indian Export Organizations (FIEO), India Trade Promotion Organization (ITPO), The Federation of Indian Chambers of Commerce and Industry (FICCI)
- Export Promotion Councils (EPCs) and Commodity Boards (CBs), Indian Institute of Foreign Trade (IIFT), Indian Institute of Packaging (IIP)

11	**Reference Books:** 1. Apte, P. G. *International financial management*. McGraw Hill Education India. 2. Arora, O. P. *Foreign trade of India*. Anmol Publications Pvt. Ltd. 3. Balagopal, T. A. S. *Export management*. Himalaya Publishing House. 4. Cherunilam, F. *International business environment*. Himalaya Publishing House. 5. Cherunilam, F., & Varghese, A. *Export marketing*. Himalaya Publishing House. 6. Chopra, S. *Logistics and supply chain management*. Pearson Education India. 7. Jeevanandam, C. *Export-import procedures and documentation*. Sultan Chand & Sons. 8. Kulkarni, V. V., &Bagale, K. S. *Export management and documentation*. Prashant Publications. 9. Paras Ram. *Export—What, where, how*. Anupam Publications. 10. Rathod, B. S. *Export marketing*. Himalaya Publishing House. 11. Rao, P. S. *International business*. Himalaya Publishing House. 12. Varshney, R. L., & Bhattacharya, B. *International marketing*. Sultan Chand & Sons.	
11	**Internal Continuous Assessment: 40%**	**External, Semester End Examination 60%**
	Individual Passing in Internal and External Examination	
12	**Continuous Evaluation through:** Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 4)	

Syllabus
B.Com.
(Sem.-V)

Title of Paper: Marketing Research-I

Sr. No.	Heading	Particulars
1	**Description the course :** **Including but Not limited to :**	This course provides systematic knowledge of marketing research concepts, processes, tools, and applications. It emphasizes experiential learning, data-driven decision-making, ethical research practices, and contemporary trends, in line with the NEP–2020.
2	**Vertical :**	Electives
3	**Type :**	Theory
4	**Credit**:	4 credits
5	**Hours Allotted :**	60Hours
6	**Marks Allotted**:	100Marks
7	**Course Objectives**:(List some of the course objectives) 1. Introduce students to the concept, scope, and importance of marketing research 2. Develop skills in research planning, data collection, and analysis 3. Enable application of marketing research in real-world business decisions 4. Build competence in report writing, ethics, and emerging research trends	
8	**Course Outcomes**: (List some of the course outcomes) **CO1-** Learners will be able to Understand fundamental concepts and processes of marketing research. **CO2 –** Learners will be able to Plan, design, and execute research projects effectively. **CO3 –** Learners will be able to Formulate marketing research problems, prepare effective research proposals, and analyse case situations using appropriate research tools. **CO4 –** Learners will be able to Recognise emerging trends and follow ethical research practices.	

9	**Modules**:- Per credit One module can be created
	Module1: Introduction to Marketing Research 15
	Unit I • Marketing Research- Concept, Nature, Importance, Challenges to Marketing Research • Steps in the Marketing Research process, Role of marketing research in managerial decision-making, Qualities of a good market researcher **Unit II** • Marketing Information System- Concept- Components, Data Mining- Concept - Applications of Data Mining in Marketing, Marketing Research vs Marketing Information System • Marketing Research agencies: Concept, Types, In-house Research Department vs. External Research Agencies, Functions and Services Provided by Research Agencies
	Module2 : Planning and implementation of research 15
	Unit I • Research design: Concept- Types, Sampling: Concept-Sampling terms - Techniques, Hypothesis: Meaning, Importance • Data Collection: Primary Data- Concept- Sources (survey, Observation, Panel), Secondary data – Concept- Sources, Primary Data Vs Secondary Data **Unit II** • Questionnaire design: Concept-Essentials-Types of questions used in questionnaire, Measurement & Scaling: Concept- Types of measurement scales- Attitude measurement techniques ▪ Data Processing: Concept - Stages, Data Analysis- Concept - Steps, Data Interpretation – Concept - Significance, Use of Software in Data Processing.
	Module 3: Applications of Marketing Research 15
	Unit I • Product Research- Concept-Areas, Brand Research-Concept- Importance • Pricing Research -Concept-Methods, Promotion Research- Concept- Significance

Unit II

- Advertising Research- Concept- Scope, E-Commerce research- Concept- areas, Consumer Behaviour Research- Concept, Areas/Scope
- Marketing Research in Start-ups: Concept-Importance, Rural Marketing Research: Concept- Challenges, Innovative techniques in rural marketing research

Module 4: **Report Writing, Ethical Practices and Emerging Trends** **15**

Unit I:

- Report Writing: Significance-Structure of research report, Data Visualisation-Concept-Tools-Techniques
- Ethical aspects of marketing research: Concept- Need-Principles of research ethics-Ethical considerations in digital research

Unit II:

- Plagiarism in Research: Concept- Types- Ways to Avoid Plagiarism, Emerging Trends in Marketing Research.
- Marketing research in the BANI (Brittle, Anxious, Non-linear, incomprehensible) environment- Concept – Need. Artificial Intelligence (AI) and Marketing Research (MR) – Concept-Benefits- Applications, AI market research tools.

10 **Reference Books:**

1. Barry Babin, William Zikmund, "Essentials of Marketing Research", Cengage Learning, 6th edition
2. Parasuraman, Dhruv Grewal, R. Krishnan, "Marketing Research", Biztantra Innovation in Management, 1st Indian Adaptation.
3. Deepak Chawla, Neena Sondhi, "Research Methodology – Concepts & Cases", Vikas Publishing House Pvt. Ltd.
4. David A. Aaker, V. Kumar, George. S. Day, Robert Leone, "Marketing Research", Wiley Publication -10th edition.
5. Donald S. Tull, Dell Hawkins, "Marketing Research-Measurement & Methods-A text with cases, Prentice Hall of India, 6th edition.
6. Dr. S. Shajahan, "Research Methodology for Management (Text & Cases), Jaico Publishing House, 3rd edition (Revised & Enlarged).
7. Dr. P. Narayana Reddy, Dr. G.V.R.K. Acharyalu," Marketing Research, Excel Books, 1st edition.
8. Kothari, C. R (2004), *Research Methodology; Methods and Techniques*, New Age International Publishers. New Delhi.
9. Kumar, R. (2018). Research methodology: A step-by-step guide for beginners.
10. Pandey, P., & Pandey, M. M. (2021). *Research methodology tools and techniques*. Bridge Center.
11. Malhotra, N. K. (1999). An applied orientation. Marketing Research, 7th Edition, Pearson.

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

Syllabus
B.Com.
(Sem.-V)

Title of Paper : Purchase and Store-keeping - I

Sr. No.	Heading	Particulars
1	**Description the course :** **Including but Not limited to :**	This course offers a comprehensive understanding of Purchasing and store keeping also termed as materials management, focusing on the planning, procurement, and budgeting of materials in business organisations. It explains materials research, MRP, ERP, codification, and standardization, highlighting their importance in systematic materials planning, coordination, and control.The course emphasises scientific purchasing practices, supplier and vendor management, sustainable purchasing, and outsourcing decisions to achieve cost efficiency and operational effectiveness. It also familiarises students with national purchase procedures, importing, online purchasing systems, legal aspects, and documentation relevant to modern business environments.
2	**Vertical :**	Electives
3	**Type :**	Theory
4	**Credit**:	4 credits
5	**Hours Allotted :**	60Hours
6	**Marks Allotted**:	100Marks
7	**Course Objectives**: (List some of the course objectives) 1. To develop a comprehensive understanding of materials management with special reference to cost control, interdepartmental coordination, digitalisation, artificial intelligence, and materials budgeting. 2. To enable learners to analyse materials research, materials planning systems, MRP, ERP, and standardisation techniques for effective decision-making in materials management. 3. To familiarise learners with scientific purchasing principles, buying behaviour, ethical practices, supplier management, and contemporary purchasing strategies. 4. To equip learners with practical knowledge of national, international, and online purchase procedures including documentation, payment systems, negotiation, and legal aspects of purchasing	

8	**Course Outcomes**: (List some of the course outcomes) **CO1-** Learners will be able to Explain and apply the fundamental principles and practices of Materials Management, Purchasing, and Budgeting in business organisations. **CO2 –** Learners will be able to Analyse materials planning, procurement, and inventory decisions using MRP, ERP, AI-based systems, and digital procurement tools. **CO3 –** Learners will be able to Evaluate suppliers, vendors, and outsourcing options using systematic criteria, while incorporating sustainability and ethical considerations in purchasing decisions. **CO4 –** Learners will be able to Understand and apply national, importing, and online purchasing procedures along with the related documentation and legal requirements
9	**Modules**:- Per credit One module can be created
	Module1: Fundamentals of Materials Management **15**
	Unit I Materials Management • **Fundamentals of Materials Management:** Objectives of Materials Management, Importance, Functions, Responsibilities of a Materials Manager, Role of Materials Management in Cost Control, Materials Management and Productivity Improvement, Need and Importance of Digital Transformation in Materials Management. • **Interdepartmental Relationships and Contemporary Issues:** Interdepartmental Relationship of Materials Management, Challenges Faced by Materials Management in Modern Organisations, Impact of Automation and AI on Interdepartmental Coordination **Unit II E–Materials** • **E–Materials Management and Artificial Intelligence:** E–Materials Management: meaning, Need, Advantages, Components, Challenges of E–Materials Management, Role of Artificial Intelligence in Materials Management, Applications of AI in Procurement and Inventory Control. • **Materials Budget and Budgetary Control:** Materials Budget: meaning and Purpose, Steps in Preparing Materials Budget, Factors Influencing Preparation of Materials Budget, Importance of Materials Budget in Planning and Control
	Module2 : Materials Research, MRP & ERP **15**

Unit I Materials Research

- **Materials Research**: Concept, Need of Materials Research, Importance, Scope, Functions, Role of Materials Research in Decision-Making.
- **Materials Research Process and Application:**Sources of Data for Materials Research, Steps Involved in Materials Research, Limitation in Materials Research, Importance of Materials Research in Competitive Environment.AI-enabled Data Analysis, Use of Predictive Analytics in Materials Planning.

Unit II MRP & ERP

- **Materials Requirement Planning (MRP) and ERP:** Materials Requirement Planning (MRP): Concept and Objectives of Materials Requirement Planning (MRP), Factors Affecting on MRP, Components of MRP, Benefits and Limitations of MRP, Enterprise Resource Planning (ERP): concept and ERP-Driven Materials Management.
- **Codification and Standardization:** Codification: Nature, Methods of Codification, Digital Codification Systems- advantages, Standardization: Nature, Importance, Techniques of Standardization, AI-based Standard Compliance Monitoring-advantages. International Standards: ISO Concept and Importance.

Module 3:Scientific Purchasing & Purchase Department 15

Unit I Scientific Purchasing

- **Fundamentals of Scientific Purchasing:** Concept and Scope of Purchasing, Objectives and Principles of Scientific Purchasing, Make or Buy or Import Decision, Purchase Planning and Forecasting, Lead Time.
- **Buying Behaviour, Methods and Ethics:** Techniques of Buyer–Seller Relationship, Ethics in Buying, Ethical Issues in Purchasing, Purchase Methods, Centralised vs Decentralised Purchasing, Types of Buyers , Personality Traits of a Purchase Executive / Manager.

Unit II Purchase Department

- **Purchase Department and Supplier Management:** Functions of Purchase Department, Records Maintained by Purchase Department, Sources of Suppliers, Process of Selection of Suppliers, Vendor Rating -concept and Criteria for Vendor Rating, Vendor Development- concept and Process.
- **Contemporary Purchasing Practices:** Sustainable and Green Purchasing-Significance &Techniques, Outsourcing of Purchasing Activities: Factors Influencing Outsourcing of Purchasing Activities, Benefits of Outsourcing Purchasing Activities

Module 4: **Purchase Procedure & Importing**	**15**

Unit I: Purchase Procedure

- **National Purchase Procedure and Documentation:** National Purchase Procedure, Purchase Requisition, Tender System – Meaning and Types, Types of Quotations, Purchase Order – Meaning and Contents, Types of Invoices.
- **Payment, Negotiation and Legal Aspects:** Methods of Payment Settlement, Negotiation in Purchasing, Follow-up and Expediting, Legal Aspects of Contract, Contents of a Contract, Clauses of a Contract.

Unit II: Importing

- **Importing and Indent House System :** Importing: meaning, Steps Involved in Importing, Import Substitution, Documentation in Importing, distinguish between Domestic Purchasing and Importing. Indent House-meaning, Functions of Indent House, Services Offered by Indent House.
- **Online Purchasing:** Online Purchasing-Need for Online Purchasing, Importance of Online Purchasing, Procedure of Online Purchasing, Documentation in Online Purchasing

10	**Reference Books:** 1. Gopalakrishnan, P. & Sundaresan, M. – *Materials Management: An Integrated Approach*, McGraw Hill 2. Datta, A. K. – *Materials Management: Procedures, Text and Cases*, Prentice Hall of India 3. Gopalakrishnan, P. – *Purchasing and Materials Management*, Tata McGraw Hill 4. Ahuja, K. K. – *Materials Management*, CBS Publishers 5. Brady, J. A. & Fellenz, J. F. – *Operations Management*, Pearson Education 6. Monk, E. & Wagner, B. – *Concepts in Enterprise Resource Planning*, Cengage Learning 7. Baily, P., Farmer, D., Crocker, B., Jessop, D. & Jones, D. – *Procurement Principles and Management*, Pearson Education 8. Burt, D. N., Dobler, D. W. & Starling, S. L. – *World Class Supply Management*, McGraw Hill 9. Verma, B. M. – *Purchase Management*, S. Chand & Company 10. Nabhi's Publications – *Purchase Manual / Import–Export Procedures* 11. Chopra, S. & Meindl, P. – *Supply Chain Management: Strategy, Planning and Operation*, Pearson Education 12. Ramasamy, V. S. – *Materials Management: Theory and Practice*, S. Chand 13. Mahajan, M. I. **–***Export–Import Procedures and Documentation* (Snow White 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 4)	

Syllabus
B.Com.
(Sem.-V)

Title of Paper: Entrepreneurship and Management of Small Scale Industry (MSSI)-I

Sr. No.	Heading	Particulars
1	**Description the course :** **Including but Not limited to :**	The course includes the fundamentals of Entrepreneurship, Entrepreneurial Development, Project Development and Focus Areas in Entrepreneurship. It also focuses on the fundamentals of Small Scale Industries (SSI) and Micro, Small and Medium Enterprises (MSMEs) and their role.
2	**Vertical :**	Electives
3	**Type :**	Theory
4	**Credit**:	4 credits
5	**Hours Allotted :**	60 Hours
6	**Marks Allotted**:	100 Marks
7	**Course Objectives**: 1. To introduce the fundamental concepts of entrepreneurship and venture creation processes in small-scale businesses. 2. To enable the learners to identify, plan, and evaluate sustainable entrepreneurial opportunities. 3. To equip the learners with the knowledge and skills needed to understand, manage, and support the growth of micro and small-scale enterprises by applying regulatory, financial, operational, and government-supported frameworks.	
8	**Course Outcomes**: (List some of the course outcomes) **CO1-** Learners will be able to explain the fundamental concept of entrepreneurship and analyse the factors and institutional support systems contributing to entrepreneurial development. **CO2-** Learners will be able to apply the process of new venture creation through project planning and feasibility assessment, and evaluate specialized focus entrepreneurial areas. **CO3-** Learners will be able to demonstrate a conceptual and analytical understanding of Small Scale Industries (SSI) and Micro, Small and Medium Enterprises (MSMEs), including their characteristics, evolution, and socio-economic significance in the Indian economy. **CO4-** Learners will be able to apply knowledge of regulatory frameworks, institutional support systems, and procedural requirements to evaluate the practical steps involved in establishing, managing, and sustaining SSI/MSMEs units in India. **CO5-** Learners will be able to assess the managerial, financial, and marketing challenges of	

	SSI/MSMEs and recommend appropriate strategies for growth, competitiveness, and long-term sustainability in dynamic business environments.
9	**Modules**:- Per credit One module can be created
	Module 1: Introduction to Entrepreneurship and Entrepreneurial Development 15
	Unit I • **Foundations of Entrepreneurship:** Meaning, Features, Need and Significance, Concept of Entrepreneur and Entrepreneurship, Classification of Entrepreneurs, Functions of an Entrepreneur • Qualities and Competencies of a Successful Entrepreneur – Examples of Successful Indian Entrepreneurs, Concept of Intrapreneurship, Differentiating the Role of Entrepreneurs and Managers **Unit II** • **Entrepreneurial Development:** Meaning, Significance and Concept of Entrepreneurial Development, Factors influencing Entrepreneurial Development and Motivation • **Theories of Entrepreneurship** - Contribution of David McClelland and Joseph Schumpeter, Need and Importance of Entrepreneurial Education and Training-Meaning, Concept and Areas of Entrepreneurial Development Programme (EDP), Role of Entrepreneurial Development Programme (EDP) and Training Centers such as MSME-DI-Mumbai, EDI- Ahmedabad, MITCON, MCED and NIESBUD in India
	Module 2: Entrepreneurial New Venture and Focus areas 15
	Unit 1 • **Foundations of New Venture Creation and Feasibility Studies**: Steps in Setting up of an Entrepreneurial Venture, Idea Generation-Sources and Methods, Meaning and Concept of Environment Scanning and SWOC Analysis • **Project Planning**- Meaning, Concept and Importance of Project Planning, Preparation of Project (Business) Plan, Meaning and Contents of Project Report, Meaning, Importance and Types or Areas of Feasibility Study **Unit 2** • **Specialized Focus Areas in Entrepreneurship:** Women Entrepreneurs -Meaning, Challenges faced by Women Entrepreneurs and Measures to overcome them, Agencies supporting and promoting Women Entrepreneurs, Role of SHG in Women Entrepreneurship Development with examples in India • **Rural and Social Entrepreneurs**- Meaning, Problems faced by Rural Entrepreneurs, Measures/Suggestions to overcome the problems, Special Schemes for Rural Entrepreneurs in India, Social Entrepreneurship- Meaning, Role and Importance, Problems faced by Social Entrepreneurs, Suggestions to overcome the challenges faced by Social Entrepreneurs, Examples of Social Entrepreneurship in India
	Module 3: Fundamentals of Small & Medium Enterprises 15

Unit I

- **Introduction to Small Scale Industries (SSI) and Micro, Small and Medium Enterprises (MSMEs):** Meaning and features of SSI and MSMEs, Importance of small-scale industries, Role of SSI/MSMEs in economic development
- Evolution and growth of SSI/MSMEs in India (post-independence and post-liberalisation), Government support for SSI and MSMEs, Contemporary challenges faced by MSMEs

Unit II

- **Industrial Challenges and Regulatory Framework:** Meaning and concept of industrial sickness, Causes of industrial sickness, Consequences of industrial sickness, Remedies to overcome industrial sickness
- Overview of the regulatory environment for MSMEs

Module 4: **Establishment and Management of MSME Units** **15**

Unit I

- **Setting Up an MSME Enterprise:** Steps in setting up an MSME unit, Registration procedures and benefits, Environmental and locational considerations
- Statutory compliances, Insight on laws affecting MSMEs, MSMEs policy in India (Highlighting MSMED Act 2006)

Unit II

- **Management Practices and Growth Strategies:** Organizational structure suitable for MSMEs, Basic principles of management in small enterprises
- Requirement of Fixed and Working capital for SSIs and MSMEs, Factors determining Fixed and Working capital for SSIs and MSMEs, Role of SHGs in development of SSIs and MSMEs.

10 **Reference Books:**

1. Batra G.S. and Dangal R.C., Entrepreneurship and Small Scale Industries, Deep and Deep Publications Pvt. Ltd.
2. Entrepreneurial Development, Colombo Plan, 1998, Tata McGraw Hill, New Delhi. Entrepreneurship Development, Himalaya Publishing House, Mumbai.
3. Gupta C.B., Entrepreneurial Development, 1995, Somaiya Publication, New Delhi.
4. Hisrich R.D., Cases in International Entrepreneurship, 1997, Liven, Chicago.
5. Hisrich Robert D and Peters Michael, Entrepreneurship, 2002, Tata McGraw Hill, New Delhi
6. MSME Policy Document, Government of India. Pooja, Micro, Small and Medium Enterprises (MSMEs) in Indian Economy, New Century Publications New Delhi.
7. Principles of Entrepreneurship, Excel India Publishers, New Delhi.
8. Singh P.N. and Saboo J.C., Entrepreneurial Management, Dr. P. N. Singh

	Centre for HRD. 9. Vasant Desai, Entrepreneurial Development, 3 Volumes Himalaya Publishing House. 10. Vasant Desai, Entrepreneurship and Management of Small and Medium Enterprises, Himalaya Publishing House.	
11	**Internal Continuous Assessment: 40%**	**External, Semester End Examination 60%**
	Individual Passing in Internal and External Examination	
12	**Continuous Evaluation through:** Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 4)	

Syllabus
B.Com.
(Sem.-V)

Title of Paper: Business Insurance - I

Sr. No.	Heading	Particulars
1	**Description the course :** **Including but Not limited to :**	Business Insurance introduces students to the principles, practices, and policies that protect organizations against financial risks. It covers topics including property, liability, employee benefits, and emerging risks in global markets.
2	**Vertical :**	Electives
3	**Type :**	Theory
4	**Credit**:	4 credits
5	**Hours Allotted :**	60 Hours
6	**Marks Allotted**:	100 Marks
7	**Course Objectives**: (List some of the course objectives) 1. To provide in-depth understanding of insurance concepts and principles. 2. To familiarize learners with insurance laws and regulatory framework in India. 3. To develop practical understanding of business-oriented insurance products. 4. To enable learners to analyse risk management and claims settlement processes. 5. To understand contemporary developments in the insurance sector.	
8	Course Outcomes: (List some of the course outcomes) CO1- Learners will be able to describe insurance principles, concepts and classifications. CO2 – Learners will be able to examine the regulatory and legal framework of insurance in India. CO3 – Learners will be able to apply life and general insurance products to business scenarios. CO4 – Learners will be able to analyse insurance claims, risk management and underwriting decisions. CO5 – Learners will be able to evaluate emerging trends and challenges in the insurance industry.	

9	**Modules**:- Per credit One module can be created
	Module 1: Fundamentals of Insurance & Risk Management 15
	• Meaning, nature and importance of insurance. Principles of insurance – Utmost Good Faith, Insurable Interest, Indemnity, Subrogation, Contribution and Proximate Cause. • Types of insurance – Life, General and Business insurance. Risk and uncertainty – Types of risks, risk management process and role of insurance. Practical Problems & Case Studies: • Application of insurable interest. • Risk identification for a manufacturing firm.
	Module 2: Regulatory Framework & Insurance Operations 15
	• Insurance Act, 1938 – key provisions. IRDAI – objectives, functions, licensing, consumer protection. • Insurance documentation – proposal form, policy document, endorsements. Underwriting and premium calculation basics. Claims procedure and settlement. Practical Problems & Case Studies: • Case study on IRDAI consumer grievance mechanism. • Premium calculation illustration.
	Module 3: Business Insurance Products 15
	• Life insurance in business – Keyman insurance, Group insurance. General insurance – Fire, Marine, Motor, Health insurance. • Liability insurance – Product liability, Professional indemnity. Property and credit insurance. Practical Problems & Case Studies: • Fire insurance claim computation. • Marine insurance loss calculation.
	Module 4: **Emerging Issues & Applications 15**
	• Digitalization and InsurTech. Fraud detection and prevention. Insurance and disaster management. • Global insurance trends. Ethical issues and future of insurance. Practical Problems & Case Studies: • Case study on digital claims processing. • Insurance role in disaster recovery.

10	**Reference Books:** 1. Dorfman, M. S., & Cather, D. A. (2013). *Introduction to risk management and insurance* (10th ed.). Pearson. 2. Rejda, G. E., & McNamara, M. J. (2020). *Principles of risk management and insurance* (14th ed.). Pearson. 3. Harrington, S. E., & Niehaus, G. R. (2003). *Risk management and insurance* (2nd ed.). McGraw-Hill/Irwin. 4. Dunham, H. P. (1938). *The business of insurance: A textbook and reference work*. McGraw-Hill. 5. Vaughan, E. J., & Vaughan, T. (2013). *Fundamentals of risk and insurance* (11th ed.). Wiley.	
11	**Internal Continuous Assessment: 40%**	**External, Semester End Examination 60%**
	Individual Passing in Internal and External Examination	
12	**Continuous Evaluation through:** Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 4)	

Vertical - 4

VSC
(2)

Syllabus
B. Com.
(Sem.-V)

Title of Paper : Investment Analysis and Portfolio Management

Sr. No.	Heading	Particulars
1	**Description the course :** **Including but Not limited to :**	The course on Investment Analysis and Portfolio Management is designed to provide students with a systematic understanding of the concepts, tools, and techniques involved in investment decision-making and portfolio construction. The course emphasizes both theoretical foundations and practical applications of investment analysis in financial markets.
2	**Vertical :**	VSC
3	**Type :**	Theory
4	**Credit**:	2 credits
5	**Hours Allotted :**	30 Hours
6	**Marks Allotted**:	50 Marks
7	**Course Objectives**: (List some of the course objectives) 1. To enable students to understand the basics of investment analysis, risk, and return. 2. To develop an understanding of the structure and valuation of fixed-income securities. 3. To apply traditional and modern portfolio theories and models for portfolio construction. 4. To develop the ability to analyze and evaluate portfolio performance using quantitative techniques	
8	**Course Outcomes**: (List some of the course outcomes) CO1: Explain the concepts of investment avenues, risk–return trade-off, and market efficiency. CO2: Analyze and value fixed-income securities using yield measures, duration, and convexity. CO3: Construct an optimal investment portfolio using traditional approaches and modern portfolio theories such as Markowitz and CAPM. CO4: Evaluate portfolio performance using risk-adjusted performance measures	

	Modules:- Per credit One module can be created	
	Module 1:Investment Analysis (15)	
	Unit I: Basics of Risk and Return • Risk & Return: Meaning of Risk & Return, Types of Risk, • Risk & Return of a Single Asset, Risk & Return of Portfolio – Portfolio Selection **Unit II: Fixed Income Securities*:*** • Introduction-Time Value of Money; Simple and Compound Interest Rates; Real and Nominal Interest Rates; • Bond Pricing Fundamentals; Bond Yields; Interest Rates; Macaulay Duration and Modified Duration***)***	
	Module 2: Portfolio Management (15)	
	Unit I: Portfolio Analysis: • The Returns & Risk from Investing, Markowitz Portfolio Theory, Mean Variance Approach • Portfolio Selection – Efficient Portfolio & Single Index Model – CAPM – APT **Unit II: Portfolio Performance:** • Challenges in measuring returns; risk adjusted return measures, • Manipulation proof performance measure, alternative investment	
10	**Reference Books:** • M. Y. Khan, P.K. Jain, Financial Management – Text & Problems, TMH, 6/e, 2012 • Prasanna Chandra, Financial Management Theory & Practice, TMH, 8/e, 2012 • PunithavathiPandian, Security Analysis & Portfolio Management, TMH, 4/e, 2012 • IM Pandey, Cases in Financial Management, TMH, 2/e, 2012 • Shashi K Gupta, R.K. Sharma, Financial Management, Kalyani Publishers, 5/e, 2012 • Fischer, D.E. & Jordan, R.J. Security Analysis & Portfolio Management, (6th edition) Pearson Education. Chapters 1,3,4,5,6,9,10.	
11	**Internal Continuous Assessment: 40%**	**External, Semester End Examination 60%**
	Individual Passing in Internal and External Examination	
12	**Continuous Evaluation through:** Case Studies Class Tests, presentation, project, roleplay, creative writing, assignment etc. (at least 4)	

Syllabus
B. Com.
(Sem.-V)

Title of Paper <u>Labour Welfare and Practice</u>

Sr. No.	Heading	Particulars
1	**Description the course :** **Including but Not limited to :**	The course will help the learners to understand the labour welfare practices in any organisations and also make them familiar with the industrial safety and welfare legislation. The course would also provide with basic understanding on trade union and contemporary practices.
2	**Vertical :**	VSC
3	**Type :**	Theory
4	**Credit**:	2 Credits
5	**Hours Allotted :**	30 Hours
6	**Marks Allotted**:	50 Marks
7	**Course Objectives**: (List some of the course objectives) 1. To introduce students to the concept and scope of labour welfare. 2. To understand statutory and voluntary welfare practices in organizations. 3. To familiarize students with industrial safety, health and welfare legislation. 4. To develop an understanding of Trade Unions and contemporary practices.	
8	**Course Outcomes**: (List some of the course outcomes) On completion of the course, learners will be able to: • Explain the concept and importance of labour welfare. • Identify statutory welfare measures. • Understand safety and health provisions at the workplace. • Analyse the role of trade unions and welfare practices.	
	Modules:-	
	Module 1:Labour Welfare **(15)**	

	Unit I: Concept of Labour Welfare • Concept, Scope, Types, Theories and Principles, • Industrial Health and Hygiene, Industrial Accidents and safety, Occupational Diseases. **Unit II: Statutory Welfare Measures** • Labour Legislation: Objectives, Principles, Classification, International Labour organization. • Statutory Codes on Labour Welfare: Wage Code, Industrial Relation Code, OSH Code, Social Security Code.	
	Module 2: Industrial Relations & Practices (15)	
	Unit III: Industrial Relations • Concept, Scope, Evolution, Approaches. • Grievance Handling and Disciplinary Action, Code of Conduct, Industrial Relations in changing scenario **Unit IV: Trade Unions** • Trade Unions: Meaning, Concept, Scope • Collective Bargaining, Workers' Participation in Management, Bi-partitism, Tri-partitism, Trade unions in India.	
10	**Reference Books:** • ***Aspects of Labour Welfare and Social Security-*** Dr. A.M. Sarma • ***Labour Welfare and Social Security-*** Dr. P. Subba Rao • ***Labour Welfare, Trade Unionism and Industrial Relations-*** S.B. Deodhar, SaraswathiSankaran& S.D. Punekar • **Industrial Relations Code (Central Rules), 2025**	
11	**Internal Continuous Assessment: 40%**	**External, Semester End Examination 60%**
	Individual Passing in Internal and External Examination	
12	**Continuous Evaluation through:** Case Studies Class Tests, presentation, project, roleplay, creative writing, assignment etc. (at least 4)	

Syllabus
B. Com.
(Sem.-V)

Title of Paper : Operations Research

Sr. No.	Heading	Particulars
1	**Description the course :** **Including but Not limited to :**	Operations Research (OR) is a field that focuses on the use of advanced analytical techniques to support effective decision-making. This course offers a detailed understanding of the basic concepts and methods of operations research, with particular emphasis on linear programming, transportation problems, and assignment problems
2	**Vertical :**	VSC
3	**Type :**	Theory
4	**Credit**:	2 Credits
5	**Hours Allotted :**	30 Hours
6	**Marks Allotted**:	50 Marks
7	**Course Objectives**: (List some of the course objectives) 1. Understand the basic concepts and procedures of Linear Programming Problems. 2. Analyze and develop efficient transportation schedules. 3. Determine the optimal allocation or assignment of jobs to machines.	
8	**Course Outcomes**: (List some of the course outcomes) **CO1:** Apply the fundamental concepts and procedures of Linear Programming to solve decision-making problems. **CO2:** Analyze transportation problems and determine efficient transportation schedules. **CO3:** Evaluate assignment problems to achieve optimal allocation of jobs to machines.	
9	**Module 1:Linear Programming Problems (LPP) (15)**	

	Unit I Introduction to OR: (3 lectures) • Definitions and Scopes of OR, Applications of OR in various field, • Characteristics and Limitations of OR. **Unit II Linear Programming Problem:** a) **LPP formulations: (3 lectures)** Maximization & Minimization. Concepts of Solution, Feasible Solution, Basic Feasible Solution, Optimal solution. b) **Graphical method: (3 lectures)** Graphical Solution for problems with two variables. c) **Simplex method: (6 lectures)** Simplex method of solving problems with two or more variables (only Maximization problems). Concepts of Slack, Surplus and artificial variable, Shadow Price of resources, scarce and abundant resources.	
	Module 2: Assignment and Transportation Problems (15)	
	Unit I Assignment Problems (7 lectures): • Concept. Mathematical Formulation as LPP, Solution by: Complete Enumeration Method and Hungarian method. Maximization and Minimization Problems, Balanced and Unbalanced Problems. • Prohibited assignment problem. Alternative solutions in Assignment problem. (Maximum of 5x5 matrix. Up to two iterations after row and column minimization) Unit II **Transportation Problems (8 Lectures):** • Concept, Mathematical Formulation. Concepts of Solution, Feasible Solution. Initial Basic Feasible Solution by North West Corner Rule, Least Cost Method, Vogel's Approximation Method. • Optimal Solution by MODI Method. Optimality test, Improvement procedure. (Degeneracy concept to be covered only at conceptual level. Not to be included in numerical Problems)	
10	**Reference Books:** • Operations Research: S.D. Sharma.11th edition, KedarNath Ram Nath& Company. • Operations Research: H. A. Taha.6th edition, Prentice Hall of India. • Operations Research: Kantiswaroop and Manmohan Gupta. 4th Edition; S Chand & Sons. • Schaum Series book in O.R. Richard Broson. 2nd edition Tata Mcgraw Hill Publishing Company Ltd.	
11	**Internal Continuous Assessment: (20 marks)**	**External, Semester End Examination (30 marks)**
	Individual Passing in Internal and External Examination	

12	**Continuous Evaluation through:** Case Studies, Class Tests, presentation, project, role play, creative writing, assignment etc. (at least 4)	

Syllabus
B. Com.
(Sem.-V)

Title of Paper : Psychology of Human Behavior at Work

Sr. No.	Heading	Particulars
1	**Description the course :** **Including but Not limited to :**	The course in Psychology of Human Behaviour at Work aims to offer understanding of employees' behavior in the workplace. Along with the specialized courses in Commerce, Accountancy and Economics, students are made familiar with the human side of the work enterprise. By learning the causal factors of employees' performance, students are equipped with wider perspective of functioning of an organization.
2	**Vertical :**	VSC
3	**Type :**	Theory
4	**Credit**:	2 credits
5	**Hours Allotted :**	30 Hours
6	**Marks Allotted**:	50 Marks
7	**Course Objectives**: (List some of the course objectives) 1. To impart knowledge and understanding of the basic concepts in Organizational Psychology 2. To create awareness about the role and importance of psychological factors and processes in the work area 3. To understand the behavior at different levels (individual, group, organizations) in the work setup 4. To create a foundation for higher education in Industrial psychology	
8	**Course Outcomes**: (List some of the course outcomes) **Post completion of this course learner will be able to** • CO1 Enumerate the basis of human behavior in the workplace • CO2 Describe and explain the psychological processes influencing human behavior at work place • CO3 Examine theoretical explanations for better understanding of employees' behavior • CO4 Assess and anticipate the implications of workplace dynamics on employees' behavior.	

9	**Modules**:-
	Module 1:Understanding Work Teams and Leadership (15)
	Unit I: **Understanding Work Teams** ● Concept of Work teams, Importance, Differences between Groups and Teams. ● Types of Teams, Creating Effective Team, Turning Individuals into Team Players Unit II **Leadership** ● Leadership– Trait and Behavioral theories, Charismatic Leadership, Challenges to Leadership ● Contingency Theory- The Fiedler Model, Situational leadership theory, Path-goal theory
	Module 2: Organizational Culture, Organizational Change and Stress Management (15)
	Unit I: **Organizational Culture** ● Concept, Scope, Evolution, Approaches. ● Grievance Handling and Disciplinary Action, Code of Conduct, Industrial Relations in changing scenario Unit II: **Organizational Change and Stress Management** ● Trade Unions: Meaning, Concept, Scope ● Collective Bargaining, Workers' Participation in Management, Bi-partitism, Tri-partitism, Trade unions in India.
10	**Reference Books:** ● Aamodt, M.G. (2004). Applied Industrial/Organizational Psychology. (4th Ed.). Wadsworth/Thomson Learning ● Aswathappa, K. (2005). Human Resource Management- Text and Cases. (4th Ed.). New Delhi, Tata McGraw Hill Publishing Co. ltd ● Landy, F.J., & Conte, J.M. (2009). Work in the 21st Century: An Introduction to Industrial and Organizational Psychology, 3rd edition, Wiley- Blackwell ● Matthewman, L., Rose, A., & Hetherington, A. (2009). Work Psychology: An Introduction to Human Behavior in Workplace. Oxford University Press ● Luthans, F. (2005). Organizational Behavior. (10th Ed.) McGraw Hill ● Muchinsky, P.M. (2003). Psychology Applied to Work. (7th Ed.). Wadsworth /Thomson Learning ● Newstrom, J.W., & Davis. K. (2002). Organizational Behavior: Human Behavior at

	Work (11 Ed.). Tata McGraw Hill ● Robins, S.P., Judge, T.A &Vohra, N. (2013). Organizational Behavior (15th Ed). Pearson ● Schultz, D & Schultz, S.E. (2014). Psychology and Work Today. (10th Ed) Indian Reprint 2014 by Dorling Kindersley	
11	**Internal Continuous Assessment: (20 marks)**	**External Semester End Examination (30 marks)**
	Individual Passing in Internal and External Examination	
12	**Continuous Evaluation through:** Case Studies Class Tests, presentation, project, role play, creative writing, assignment etc. (at least 4)	

Syllabus
B. Com.
(Sem.-V)

Title of Paper : Rural Marketing

Sr. No.	Heading	Particulars
1	**Description the course :** **Including but Not limited to :**	This course provides an in-depth understanding of rural marketing with special reference to the Indian context. It focuses on the structure, characteristics, and dynamics of rural markets and highlights their growing importance in the national economy. It aims to develop basic analytical and application-oriented skills required for rural marketing operations.
2	**Vertical :**	VSC
3	**Type :**	Theory
4	**Credit**:	2 credits
5	**Hours Allotted :**	30 Hours
6	**Marks Allotted**:	50 Marks
7	**Course Objectives**: (List some of the course objectives) 1. Provide students with a comprehensive understanding of the concept, scope, and significance of rural marketing in the Indian economy. 2. Develop insights into rural consumer behaviour, lifestyles, values, and socio-cultural factors influencing purchase decisions. 3. Familiarize students with rural market segmentation, targeting, and positioning strategies. 4. Enable students to understand and apply appropriate marketing mix strategies for rural markets. 5. Examine rural distribution systems, logistics challenges, and the role of intermediaries in reaching rural consumers.	
8	**Course Outcomes**: (List some of the course outcomes) On completion of the course, learners will be able to: • CO1: Understand the concept, scope, and importance of rural marketing in the Indian economy. • CO2: Analyse rural consumer behaviour, buying motives, and socio-cultural factors influencing rural markets. • CO3: Identify and evaluate rural market segmentation, targeting, and positioning	

	strategies. • CO4: Apply marketing mix strategies (product, price, place, promotion) suitable for rural markets. • CO5: Examine the role of distribution channels, logistics, and infrastructure in rural marketing
9	**Modules**:- Per credit One module can be created
	Module 1:Overview of Rural Marketing (15)
	Unit I: Introduction to Rural Marketing • Rural Marketing new Discipline, Concept and Scope, Nature of Rural market, Importance of Rural Marketing • Taxonomy of Rural market, Significance of rural market **Unit II: Consumer Behavior** • Challenges, Rural customer characteristics, Brand loyalty of Indian Rural customer • Buying Decision Process, factors affecting consumer behavior.
	Module 2: Rural Marketing – Applications (15)
	Unit I: Product Strategy • Concept and significance, Scope, Product Mix Decision, product life cycle, • Stages of new product development process, developing market mix for rural markets. **Unit IV: Pricing Strategy** • Concept, Pricing Objectives, Pricing Policy, pricing methods, factors affecting pricing decisions, • Distribution and Promotion decisions affecting rural marketing.
10	**Reference Books:** • Dinesh Kumar,Punam Gupta (2019), Rural Marketing: Challenges and Opportunities, FirstEdition Sage. • Krishnamacharyulu (2010), Rural Marketing, Text and Cases,2e. • Marketing Management by Dr.C.B.Gupta and Dr.Rajan Nair Publication Sultan Chand & Sons, New Delhi • Rural Marketing by C S G krishnamacharlyulu and Lalitha Ramkrishnan Publication , Pearson Education Asia • Marketing Management by Shrinivashan and Radhaswami • Publication ,Sultan Chand & Sons, New Delhi. • Rural Marketing by Sukhpal Singh, Vikas Publishing House. • Dogra,Balram&Ghuman,Karminder: Rural Marketing,TataMegraw Hill, Delhi

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

Syllabus
B. Com.
(Sem.-V)

Title of Paper : Trade Unions & Industrial Relations

Sr. No.	Heading	Particulars
1	**Description the course :** **Including but Not limited to :**	The course will help the learner understand the concept of Trade union, its theories, objectives and forms. It will also give an insight on the industrials relations and statutory provisions related to the same.
2	**Vertical :**	VSC
3	**Type :**	Theory
4	**Credit**:	2 credits
5	**Hours Allotted :**	30 Hours
6	**Marks Allotted**:	50 Marks
7	**Course Objectives**: (List some of the course objectives) • The meaning, definition and significance of trade unions in general • Major objectives and functions of trade unions • Theories of trade unionism • Forms, classification of trade unions	
8	**Course Outcomes**: (List some of the course outcomes) On completion of the course, learners will be able to: • Explain the concepts of Industrial relations & Trade union • Identify the concepts of Industrial relations and trade unions • Understand the statutory provisions Industrial relations. • Analyse collective bargaining in Indian context.	
9	**Module 1:Trade Union & Registration (15)**	
	Unit I: Trade Union • Meaning, Objective, role and functions of the Trade Unions in Modern Industrial Society of India, Trade Unionism in India • Grievance - Meaning and forms, sources of grievance, Grievance procedures, model grievance procedure. Disciplinary procedure **Unit II: Registration** • Registration of Trade union, Immunities of Registered trade unions, Standing orders, Arbitration & Adjudication. • Trade Dispute, Rights to strike and New Role of Trade Unions -In the context of globalization, IT, trade and productivity.	

	Module 2: Industrial Relations & Collective Bargaining (15)	
	Unit I: Industrial Relations • Industrial Relations: Scope and Significance, Causes and Consequences of Industrial Disputes, Recent Trends in Industrial Relations. • Promotion of Harmonious Relations, Machinery for Prevention and Settlement of Industrial Disputes, Conciliation, Arbitration and Adjudication, Code of Discipline. **Unit II: Collective Bargaining** • Collective Bargaining, CB Practices in India, Participative Management Forms and Levels, Schemes of Workers' Participation in Management in India. • Labour codes – The Industrial Relation Code 2020,India and International Labour Standards	
10	**Reference Books:** • Mamoria C.B. and Mamoria. Satish 'Dynamics of Industrial Relations', Himalaya Publishing House, New Delhi, 1998. • VenkatRatnam, C.S. – Industrial Relations, Oxford University Press • SC Srivathava, Industrial Relations and Labour Laws, Vikas, ND. • M.Arora: Industrial Relations, Excel Publications. • P.R.N.Sinha, InduBala Sinha and Seema Priyadarshini Shekar, "Industrial Relations, Trade Unions and Labour Legislation", Pearson Education, New Delhi.	
11	**InternalContinuousAssessment: (20 marks)**	**External Semester End Examination (30 marks)**
	Individual Passing in Internal and External Examination	
12	**Continuous Evaluation through:** Quizzes, ClassTests, presentation, project, roleplay, creative writing, assignment etc. (at least 4)	

Syllabus
B. Com.
(Sem.-V)

Title of Paper : Transport Management

Sr. No.	Heading	Particulars
1	**Description the course :** **Including but Not limited to :**	• This course provides a concise introduction to transport management and its role in business, logistics, and economic development. • It familiarizes students with various modes of transport, their operational features, and selection for efficient movement of goods and services. • The course also covers transport costing, pricing, basic documentation, and regulatory framework in India. Emphasis is placed on the integration of transport with logistics, supply chain management, sustainability, and emerging digital trends, enabling students to apply transport concepts to practical business and managerial situations.
2	**Vertical :**	VSC
3	**Type :**	Theory / Practical
4	**Credit**:	2 credits
5	**Hours Allotted :**	30 Hours
6	**Marks Allotted**:	50 Marks
7	**Course Objectives**: (List some of the course objectives) • To introduce students to the concept and significance of transport management in business. • To develop understanding of different modes of transport and their comparative advantages. • To familiarize learners with transport costing, pricing, and documentation. • To create awareness about transport regulation, logistics linkages, and sustainable practices.	

8	**Course Outcomes**: (List some of the course outcomes) **Post completion of this course learner will be able to** • Explain the concept, scope, and importance of transport management • Compare and evaluate various modes of transport • Understand transport costing, pricing, and documentation • Apply transport management concepts in logistics, regulation, and sustainability
9	**Modules**:-
	Module 1:Overview of Transport Management (15)
	Unit I: Introduction to Transport Management • Meaning and definition of transport, Scope and objectives of transport management. • Importance of transport in business and economic development, Role of transport in logistics and supply chain management. **Unit II: Modes of Transport** • Road Transport – features, advantages, limitations & role in Indian economy, Rail Transport – features, advantages, limitations & role in Indian economy, Water Transport – inland and ocean transport, features, advantages, limitations & role in Indian economy. • Air Transport – features, advantages, limitations & role in Indian economy, Pipeline and multimodal transport, Comparative analysis of transport modes.
	Module 2: Transport Management - Applications (15)
	Unit I: **Transport Costing, Pricing and Documentation** • Elements of transport cost, Factors influencing transport rates, Freight rate fixation and pricing policies. • Basic transport documents: Lorry Receipt (LR), Goods Receipt (GR), Consignment Note. **Unit II:** Transport Regulation, Logistics and Sustainability • Need for transport regulation, Motor Vehicles Act – overview, Transport authorities and government initiatives in India. • Role of transport in logistics and supply chain, Transport efficiency, service quality, and sustainability, Green transport and emerging digital trends (GPS, e-transport).

10	**Reference Books:** • Ahuja, K.K. – Transport Management • Coyle, Bardi& Langley – The Management of Business Logistics • Sharma & Gupta – Logistics and Supply Chain Management • Government of India – Transport Policy Reports	
11	**Internal Continuous Assessment: (20 marks)**	**External, Semester End Examination (30 marks)**
	Individual Passing in Internal and External Examination	
12	**Continuous Evaluation through:** Case Studies Class Tests, presentation, project, roleplay, creative writing, assignment etc. (at least 4)	

Syllabus
B. Com.
(Sem.-V)

Title of Paper : <u>International Marketing</u>

Sr. No.	Heading	Particulars
1	**Description the course :** **Including but Not limited to :**	This course familiarizes students to the principles of international marketing with emphasis on global markets, entry strategies, and marketing mix decisions. It aims to develop basic analytical and application-oriented skills required for international business operations.
2	**Vertical :**	VSC
3	**Type :**	Theory
4	**Credit**:	2 credits
5	**Hours Allotted :**	30 Hours
6	**Marks Allotted**:	50 Marks
7	**Course Objectives**: (List some of the course objectives) 1. To introduce students to the fundamental concepts, scope, and significance of international marketing in the global business environment. 2. To enable students to understand and analyse the impact of economic, cultural, political, and legal factors on international marketing decisions. 3. To familiarize learners with basic international market entry strategies and global marketing practices & to develop the ability to apply international marketing mix elements in diverse international market scenarios. 4. To create awareness about contemporary issues such as digital marketing, ethics, and sustainability in international marketing & enhance analytical, communication, and employability skills relevant to global marketing and trade.	
8	**Course Outcomes**: (List some of the course outcomes) **Post completion of this course learner will be able to** • Explain the nature, scope, and importance of international marketing • Analyze global marketing environment and consumer behaviour • Apply international marketing mix decisions in global markets • Evaluate contemporary issues and opportunities in international marketing	

	Modules:-	
	Module 1:Overview of International Marketing (15)	
	Unit I: Introduction to International Marketing • Meaning, nature, scope, and importance • Domestic v/s International marketing.International marketing orientations (EPRG), Role of international marketing in Indian economy. **Unit II: Global Marketing Environment & Consumer Behavior** • Economic, political, legal, and cultural environment, Cross-cultural issues in marketing. • International consumer behavior, Global market segmentation and selection.	
	Module 2: International Marketing – Applications (15)	
	Unit I: Market Entry Strategies & Marketing Mix • Market entry strategies: Exporting, licensing, joint ventures, Product adaptation and standardization. • Pricing and distribution basics, International promotion strategies. **Unit II: Contemporary Issues in International Marketing** • Digital and e-marketing in global trade, Ethical issues in international marketing • Sustainability and green marketing, Opportunities and challenges for Indian companies	
10	**Reference Books:** • Cateora, P.R., *International Marketing* • Varshney& Bhattacharya, *International Marketing Management* • Keegan & Green, *Global Marketing* • Rakesh Mohan Joshi, *International Marketing* • EXIM Bank of India & WTO publications	
11	**Internal Continuous Assessment: (20 marks)**	**External Semester End Examination (30 marks)**
	Individual Passing in Internal and External Examination:	
12	**Continuous Evaluation through:** Case Studies Class Tests, presentation, project, roleplay, creative writing, assignment etc. (at least 4)	

Sem. – VI

Sem. - VI

Vertical – 1

Major Mandatory (4+4+2)

Syllabus
B. Com.
(Sem.-VI)

Title of Paper: Commerce VI - Human Resource Management

Sr. No.	Heading	Particulars
1	**Description of the course :** **Including but Not limited to :**	The course on Human Resource Management is designed to provide students with a comprehensive understanding of the principles, practices, and functions involved in managing human resources in organizations. The course focuses on the strategic role of human resources in achieving organizational goals and enhancing employee effectiveness.
2	**Vertical :**	Major
3	**Type :**	Theory
4	**Credit**:	4 credits
5	**Hours Allotted :**	60 Hours
6	**Marks Allotted**:	100 Marks
7	**Course Objectives**: (List some of the course objectives) 1. Understand the nature, scope, and importance of Human Resource Management 2. Develop an understanding of HR planning, recruitment, and selection processes. 3. Analyse training, development, and performance appraisal systems used in organizations. 4. Understand wage and salary administration, incentives, and employee motivation techniques. 5. Gain knowledge of industrial relations, employee welfare, and grievance handling mechanisms.	
8	**Course Outcomes**: (List some of the course outcomes) CO1: Explain the nature, scope, and significance of Human Resource Management in contemporary organizations. CO2: Describe and apply the processes of human resource planning, recruitment, and selection in organizational contexts. CO3: Analyze training and development methods and evaluate performance appraisal systems used by organizations. CO4: Examine wage and salary administration practices, incentive schemes, and employee motivation techniques. CO5: Demonstrate understanding of industrial relations, employee welfare measures, and grievance handling mechanisms in organizations.	

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

Module I: Introduction and Foundations of HRM (15)

Unit 1: Evolution & Role of HRM

- Concept, Definition, Scope, Objectives, and Functions of HRM; Evolution of HRM; Personnel Management vs. Human Resource Management
- Structure, Role, and Responsibilities of HR Manager.

Unit II: HR Planning & Job Analysis

- Human Resource Planning (HRP): Meaning, Process, and Importance
- Job Analysis: Job Description, Job Specification, and Methods of Job Analysis.

Module II: Acquisition and Development of Human Resources (15)

Unit 1: Recruitment & Selection

- Recruitment: Sources and Techniques
- Selection: Selection Process, Types of Tests, Interview Techniques; Induction, Placement, and Socialization.

Unit 2: Training & Development

- Training: Identification of Training Needs, Methods (On-the-job & Off-the-job), Evaluation of Training
- Executive Development Programs; Career Planning and Development.

Module III: Performance Management and Compensation (15)

Unit 1: Performance Appraisal

- Performance Appraisal: Nature, Objectives, and Methods (Traditional and Modern) & Limitations.
- Potential Appraisal; Employee Counseling – Concepts & Need and Importance

Unit 2: Compensation & Benefits

- Wage and Salary Administration; Components of Pay (Fixed & Variable); Job Evaluation
- Incentives; Fringe Benefits and Employee Welfare.

Module IV: Industrial Relations and Emerging Trends (15)

Unit 1: Industrial Relations

- Industrial Relations: Meaning and Importance; Trade Unions; Grievance Redressal Procedures
- Industrial Disputes and Settling Mechanisms.

Unit 2: Contemporary Issues in HRM

- Human Resource Information System (HRIS); e-HRM; HR Audit; Workforce Diversity; Work-Life Balance
- Emerging trends in HRM - Outsourcing, Downsizing, VRS.

10 Reference Books:

1. Dessler, Human Resource Management, Prentice Hall of India.
2. D.A.DeCenzo and S. P. Robbins, S.L Verhulust, Human Resource Management, Wiley.
3. Gray Desler, Biju Varkkey, Human Resource Management, Pearson Education.
4. K. Aswathappa, Human Resource Management Text and Cases, McGraw Hill Education.
5. VSP Rao, Human Resource Management, Excel Books.
6. Human Resource Management by Susan L. Verhulst, David A. DeCenzo & Promila Agarwal — Indian adaptation with up-to-date HR topics and examples.
7. Human Resource Management by C.B. Gupta — clear and student-friendly text often used in Indian colleges.
8. Fundamentals of Human Resource Management by Decenzo & Robbins (latest editions) — widely prescribed in syllabi.
9. Human Resource Management by Mondy & Noe — international perspective and practical cases.

	10. Human Resource Management by Dessler & Varkkey — classic HRM text with comprehensive coverage. 11. Basic Human Resource Management by C.B. Gupta (Sultan Chand & Sons) — good for foundational understanding. 12. Human Resource Management (Dr. Ajai K. Singhal) — compact and exam-oriented guide for Indian students.	
11	**Internal Continuous Assessment: 40%**	**External, Semester End Examination 60%**
	Individual Passing in Internal and External Examination	
12	**Continuous Evaluation through:** Case Studies Class Tests, presentation, project, roleplay, creative writing, assignment etc. (at least 4)	

Syllabus
B. Com.
(Sem.-VI)

Title of Paper: Commerce VI - Human Resource Management

Sr. No.	Heading	Particulars
1	**Description of the course :** **Including but Not limited to :**	The course on Human Resource Management is designed to provide students with a comprehensive understanding of the principles, practices, and functions involved in managing human resources in organizations. The course focuses on the strategic role of human resources in achieving organizational goals and enhancing employee effectiveness.
2	**Vertical :**	Major
3	**Type :**	Theory
4	**Credit**:	2 Credits
5	**Hours Allotted :**	30 Hours
6	**Marks Allotted**:	50 Marks
7	**Course Objectives**: (List some of the course objectives) 1. Understand the nature, scope, and importance of Human Resource Management 2. Develop an understanding of HR planning, recruitment, and selection processes. 3. Analyse training, development, and performance appraisal systems used in organizations	
8	**Course Outcomes**: (List some of the course outcomes) CO1: Explain the nature, scope, and significance of Human Resource Management in contemporary organizations. CO2: Describe and apply the processes of human resource planning, recruitment, and selection in organizational contexts. CO3: Analyze training and development methods and evaluate performance appraisal systems used by organizations.	

9	**Modules**:-
	Module 1: Introduction and Acquisition of HRM 15
	Unit 1: HRM, HR Planning & Job Analysis • Concept, Definition, Scope, Objectives, and Functions of HRM; Evolution of HRM • Human Resource Planning (HRP): Meaning, Process, Job Analysis: Job Description, Job Specification **Unit 2: Recruitment & Selection** • Recruitment: Sources and Techniques; Selection: Selection Process • Types of Tests, Interview Techniques; Induction and Placement
	Module 2: Development of Human Resources & Compensation 15
	Unit 1: Training & Development and Performance Appraisal • Training: Identification of Training Needs, Methods (On-the-job & Off-the-job), Evaluation of Training, Career Planning and Development • Performance Appraisal: Methods (Traditional and Modern), Limitations; Potential Appraisal- concept, importance. **Unit 2: Compensation& Contemporary Issues in HRM** • Wage and Salary Administration; Components of Pay (Fixed & Variable), • Human Resource Information System (HRIS), e-HRM; HR Audit; Workforce Diversity; Work-Life Balance
10	**Reference Books:** 1. Dessler, Human Resource Management, Prentice Hall of India. 2. D.A.DeCenzo and S. P. Robbins, S.L Verhulust, Human Resource Management, Wiley. 3. GrayDesler, BijuVarkkey, Human Resource Management, Pearson Education. 4. K. Aswathappa, Human Resource Management Text and Cases, McGraw Hill Education. **5.** VSP Rao, Human Resource Management, Excel Books. 6. Human Resource Management by Susan L. Verhulst, David A. DeCenzo&Promila Agarwal — Indian adaptation with up-to-date HR topics and

	examples. 7. Human Resource Management by C.B. Gupta — clear and student-friendly text often used in Indian colleges. 8. Fundamentals of Human Resource Management by Decenzo& Robbins (latest editions) — widely prescribed in syllabi. 9. Human Resource Management by Mondy&Noe — international perspective and practical cases. 10. Human Resource Management by Dessler&Varkkey — classic HRM text with comprehensive coverage. 11. Basic Human Resource Management by C.B. Gupta (Sultan Chand & Sons) — good for foundational understanding. 12. Human Resource Management (Dr. Ajai K. Singhal) — compact and exam-oriented guide for Indian students.	
11	**Internal Continuous Assessment: 40%**	**External, Semester End Examination 60%**
	Individual Passing in Internal and External Examination	
12	**Continuous Evaluation through:** Case Studies Class Tests, presentation, project, role play, creative writing, assignment etc. (at least 4)	

SEM VI
Vertical –1
Electives
(4)

Syllabus
B.Com.
(Sem.-VI)

Title of Paper: **Export Marketing - II**

Sr. No.	Heading	Particulars
1	**Description the course :** **Including but Not limited to :**	This course introduces Export Marketing, covering key concepts, Recent trends in Global Trade, International Business Environment, Export policies, incentives and institutional support; Export Marketing and Export Procedures, Logistics & Emerging Trends.
2	**Vertical :**	Electives
3	**Type :**	Theory
4	**Credit**:	4 credits
5	**Hours Allotted :**	60Hours
6	**Marks Allotted**:	100Marks
7	**Course Objectives**:(List some of the course objectives) 1. To familiarize students with advanced export marketing concepts including product and pricing strategies. 2. To highlight distribution methods, sales promotion techniques, payment methods, financial assistance, and risk coverage. 3. To provide knowledge of export procedures, documentation, customs formalities, and understanding INCOTERMS in pricing.	
8	**Course Outcomes**: (List some of the course outcomes) CO1: Learners will be able to plan and develop export products and determine pricing using INCOTERMS CO2: Learners will manage distribution channels and select promotion strategies CO3: Learners will handle export finance procedures, understand institutional roles, execute the export process including documentation CO4: Learners will be able to understand export procedure and the logistics required.	

9	**Modules**:- Per credit One module can be created
	Module I – Product Planning and Pricing strategies (15 Hours)
	Unit I: Product & Branding Decisions in Global Markets ▪ Product adaptation vs. standardization, International branding strategies, ▪ Export packaging and labelling, marking. **Unit II: International Pricing & Trade Terms** ▪ Determinants of export pricing, International pricing strategies ▪ Trade terms: FOB, CIF, C&F, Incoterms 2020: objectives and relevance, Impact of freight, insurance and exchange rate fluctuations
	Module II – Export Distribution and Promotion (15 Hours)
	Unit I Export Distribution • Factors influencing Distribution Channels; Direct and Indirect Exporting Channels; Distinction between Direct and Indirect Exporting Channels • Components of Logistics in Export Marketing; Selection Criteria of Modes of Transport; Need for Insurance in Export Marketing **Unit II Export Promotion** ▪ Sales Promotion Techniques used in Export Marketing; Importance of Trade Fairs and Exhibitions; ▪ Personal Selling Concept and Benefits of Personal Selling; Essentials of Advertising in Export Marketing
	Module III – Export Finance and Documents (15 Hours)
	Unit I Export Payments ▪ Methods of Payment in Export Marketing; Procedure to open Letter of Credit, Types and Benefits of Countertrade Features of Pre-Shipment and Post-Shipment Finance; Procedure to obtain Export Finance; Distinction between Pre-Shipment Finance and Post-Shipment Finance **Unit II Export Documents:** ▪ **Export Documents:** Commercial Invoice, Shipping Bill, Bill of Lading, Certificate of Origin, Consular Invoice ▪ Proformas, examples
	Module IV – Export Procedures, Logistics (15 Hours)

	Unit I: Export Procedures ▪ Registration with Different Authorities; Pre-Shipment Procedure involved in Exports; Procedure of Quality Control and Pre-Shipment Inspection ▪ Shipping and Custom Stage Formalities; Role of Clearing and Forwarding Agent;Post-Shipment Procedure For Realisation of Export Proceeds. **Unit II: Logistics** ▪ Essential Export Logistics Documents, Core Export Logistics Process, Key Logistic infrastructure ▪ Export logistics & supply chain: CHAs, freight forwarders, Inland Container Depots, Container Freight Stations, multimodal transport.	
10	**Reference Books:** 1. Bhattacharyya, B. Export Marketing, Himalaya Publishing House 2. Cateora, P. R., & Graham, J. L. International Marketing, McGraw-Hill 3. Mahajan, M. Export–Import Procedures and Documentation, Snow White Publications 4. Aswathappa, K. International Business, McGraw-Hill 5. Government of India. Foreign Trade Policy 2023, DGFT 6. WTO Publications on International Trade 7. RBI, DGFT and ECGC official reports and websites	
11	**Internal Continuous Assessment: 40%**	**External, Semester End Examination 60%**
	Individual Passing in Internal and External Examination	
12	**Continuous Evaluation through:** Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 4)	

Syllabus
B.Com.
(Sem.-VI)

Title of Paper: Marketing Research - II

Sr. No.	Heading	Particulars
1	**Description the course :** **Including but Not limited to :**	The course will help the learner to under the process of Marketing research, tools and techniques used and enhance the understanding for strategic planning and problem solving. It will also help the learner to apply the research ethically in real life situation.
2	**Vertical :**	Electives
3	**Type :**	Theory
4	**Credit**:	4 credits
5	**Hours Allotted :**	60 Hours
6	**Marks Allotted**:	100 Marks
7	**Course Objectives**: The objectives of this course are to: 1. Provide students with a fundamental understanding of the nature, scope, and role of marketing research in managerial decision-making. 2. Develop students' knowledge of research processes, tools, and techniques used for collecting, analyzing, and interpreting marketing data. 3. Enable students to understand how marketing research supports strategic planning and problem-solving in organizations. 4. Build students' ability to apply marketing research concepts ethically and effectively in real-world business and marketing situations.	
8	**Course Outcomes**: Upon successful completion of this course, students will be able to: 1. Explain core concepts and processes of marketing research and their importance in business decision-making. 2. Apply basic marketing research methods to identify problems and support marketing decisions. 3. Interpret and analyze marketing research data to draw meaningful managerial conclusions. 4. Demonstrate the use of marketing research findings to improve marketing strategies and organizational performance.	

9	**Modules**:-
	Module 1: Applications of Marketing Research - Product & Price **15**
	Unit I Applications of Marketing Research - Product • Product Research- concept, areas, steps in new product development • Product Testing & Test Marketing- concept, methods **Unit II Applications of Marketing Research - Price** • Brand Research- concept, components of a Brand, importance of brand research Packaging Research- concept, importance • Price Research- concept, factors influencing pricing, importance of price, research, methods of price research
	Module 2: Applications of Marketing Research- Place and Promotion **15**
	Unit I Applications of Marketing Research - Place • Physical Distribution research- concept, types of distribution channels, importance of physical distribution research • Supply Chain Management- concept, components of supply chain management **Unit II** Applications of Marketing Research – Promotion • Promotion Research- concept, elements of promotion, importance of promotion research , Advertising Research- concept, scope, pre & post testing methods of advertising effectiveness • Consumer Research- concept, objectives, methods Motivation Research- concept, importance
	Module 3: Applications of Marketing Research- Sales and Global Research **15**
	Unit I Applications of Marketing Research- Sales • Sales Research- concept, significance, scope/areas • Rural Marketing Research-concept, features of Indian rural market, sources of data, research tools, do's and don'ts in rural Marketing Research **Unit II** Global Research • Global Marketing Research- concept, factors affecting Global Marketing, need and scope of Global Marketing Research • Cases related to marketing research

	Module 4: Managing Marketing Research **15**	
	Unit I Organizing Marketing Research • Organizing Marketing Research activity- factors involved in organizing Marketing Research activity, methods of organizing Marketing Research activity, • In house marketing department,--structure, merits, demerits **Unit II** • Professional Marketing Research agencies- structure, merits, demerits, professional standards, • Prominent Marketing Research agencies- HTA, ORG, IMRB, NCAER, Nielso	
10	**Reference Books:** • Marketing Research (Text with Cases), Suja Nair, Himalaya Publishing House, Maharashtra, 2014 • Marketing Research, John Boyce, Tata McGraw Hill Publishing Co. Ltd., Maharashtra, 2011 • Encyclopaedia of Marketing Research Series, S.D. Singh, Anmol Publications Pvt. Ltd., New Delhi, 2012 • Marketing Research: A Global Outlook, V. Kumar, Sage Publications, New Delhi, 2015 • Marketing Research, G. C. Beri, McGraw Hill, New Delhi, 2007 • Fundamentals of Marketing Research, M.K. Gawande, Chandralok Prakashan, Kanpur, 2012 Marketing Research Text and Cases, • Rajendra Nargundkar, McGraw Hill, 2nd edition • Marketing Research: The impact of internet, Gates, Roger et al, John Wiley & sons, Great Britain, 2002	
11	**Internal Continuous Assessment: 40%**	**External, Semester End Examination 60%**
	Individual Passing in Internal and External Examination	
12	**Continuous Evaluation through:**	Quizzes, Class Tests, presentation, project, role-play, creative writing, assignment etc. (at least 4)

Syllabus
B.Com.
Sem. VI

Title of Course: Purchase & Store-keeping II

Sr. No.	Heading	Particulars
1	**Description the course:** **Including but Not limited to:**	This comprehensive course is designed to provide students with an advanced understanding of modern storekeeping operations and the strategic role of material handling within a business organization. It bridges the gap between traditional practices and digital transformation by exploring automated storage systems (ASRS), green warehousing, and the integration of ERP and AI in inventory management. Students will gain proficiency in various inventory valuation methods and techniques. The curriculum further extends into the critical domains of Logistics and Supply Chain Management (SCM), highlighting the importance of information technology and contemporary trends. Key topics include E-commerce logistics, last-mile delivery optimization, and the application of Blockchain and IoT in smart warehouses. By the end of this course, students will be equipped with the analytical and practical skills necessary to navigate complex supply chains, ensure workplace safety standards (OHSAS), and implement sustainable logistics practices in a globalized economy.
2	**Vertical:**	Electives
3	**Type:**	Theory
4	**Credit**:	4 credits
5	**Hours Allotted:**	60Hours
6	**Marks Allotted**:	100Marks

7	**Course Objectives** 1. To impart knowledge of fundamental storekeeping functions, store layouts, and the principles of automated material handling for efficient store administration. 2. To develop skills in digital store accounting, record-keeping, and diverse inventory valuation techniques to ensure accurate financial reporting and stock auditing. 3. To explain quantitative and modern inventory control techniques, including stock level planning, ABC analysis, and AI-driven forecasting for cost reduction. 4. To provide an understanding of the foundational concepts of Logistics and Supply Chain Management (SCM) and the challenges faced in modern organizational environments. 5. To familiarize students with emerging technologies like Blockchain, IoT, and Industry 4.0, along with sustainable green practices in logistics and warehousing.
8	**Course Outcomes** Upon successful completion of this course, students will be able to: • **CO1:** Evaluate various storekeeping processes and material handling systems to optimize store layout while ensuring compliance with workplace safety (OHSAS) and ethical standards. • **CO2:** Apply digital store accounting methods and computerized record-keeping to perform accurate stock audits and manage inventory valuation using real-time techniques. • **CO3:**Execute quantitative stock management strategies, such as EOQ and JIT, and utilize AI-based forecasting to enhance inventory control and operational efficiency. • **CO4:** Analyze contemporary supply chain challenges and emerging trends, including E-commerce logistics, reverse logistics, and the implementation of Smart Warehouse technologies.

9	**Modules**:-
	Module I – Fundamentals of Storekeeping and Material Handling (15)
	Unit I: Fundamentals of Storekeeping • **Storekeeping:** Concept, Scope of Storekeeping, Objectives and Importance of Storekeeping, Functions of Storekeeping, Types of Stores – Centralized, Decentralized, Stages in Storekeeping Process, Difference between Storekeeping and Warehousing. • **Role of Storekeeper and Store Administration -** Duties and Responsibilities of Storekeeper, Storekeeper as a Custodian of Materials, Workforce Safety Standards (OHSAS)- concept and importance, Compliance and SOP-based Storekeeping- concept and advantages. Ethical Responsibilities and Accountability in Storekeeping **Unit II: Material Handling and Preservation** • **Material Handling**: Objective, Advantages & Principles, Protection and Preservation of materials in store. Advantages and limitation in Material handling system, Automation in Material handling • **Store Location, Layout and Green Storage:-** Importance of Store Location, Factors influencing Store Location, Objectives and Principles of Store Layout, Types of Store Layout, Automated Storage and Retrieval Systems(ASRS)- concept and advantages **,** Sustainable store design (Green warehousing)- concept- importance.
	Module II – Store Accounting, Records, and Digital Transformation (15)
	Unit I: Store Accounting & Record Management • Store Accounting: Objectives, Importance and Need for Store Accounting, Digital Store accounting – Use of ERP in Accounting, Store Accountant: Qualities, Skills and Qualifications • Inventory Valuation methods: FIFO, LIFO, Simple Average, Weighted Average, NIFO, HIFO and its Advantages and Disadvantages., Real-Time Stock valuation Techniques **Unit-II Store Records, Documentations & Stock Audit** • Store Record keeping: Meaning, Need and Objectives of Store Records, Bin Card and Store Ledger – Meaning & Advantages, distinguish between Bin card and Store Ledger, Documents required for store record. • Stock Audit & Digital Audit: Stock Audit – Meaning and Importance, Stock Verification, Lead Time – Concept and Classification, Computerized Store Records, E-Bin cards, barcode scanning, RFID in store tracking, Digital Audit Trails and Compliance Reporting.

	Module III – Inventory Control and Modern Techniques (15)
	Unit-I Quantitative Stock Management Techniques: • Stock Levels and Inventory Planning: Meaning and Importance, Types of Stock Levels: Minimum, Maximum, Re-order level, Danger level, Average Stock Level, Concept of Buffer Stock, Role of Lead Time in stock management, Dynamic Inventory Planning. • Value Analysis and ABC Analysis: Value Analysis – Concept, Essentials and Steps, ABC Analysis – Meaning, Purpose, Steps, Advantages and Limitations. **Unit-II Modern Inventory Control Techniques** • Inventory Control System: Meaning & objectives of Inventory control, Periodic vs. Perpetual Inventory control– Advantages & Disadvantages, Inventory Cost Reduction Strategies. • Inventory Control Techniques & Practices: Inventory control techniques, Economic order Quantity (EOQ) – Concept & Importance, Just in time- advantages and Limitations, Lean Inventory management- principles and importance, AI in Inventory forecasting, Sustainability-oriented Inventory Control.
	Module IV – Logistics, SCM, and Emerging Trends (15)
	Unit-I: Logistics and Supply Chain Management • Logistics Management: Logistics – Concepts, Nature, Elements, Importance & Challenges, Role of Logistics in Time and place Utility, Sustainable Logistics. • Supply Chain Management (SCM): Supply chain management –Concept, Objectives, Benefits & Process of Supply Chain Management, Component of Supply chain, Supply chain ethics and Transparency **Unit-II: Emerging Trends in Logistics and SCM** • Recent Trends in Logistics & SCM: Role of Information Technology in Logistics & SCM, Logistics Outsourcing – Concept and Benefits, Warehouse Management System (WMS) features, advantages and limitations, IoT-enabled warehouses, Cloud-based inventory systems-features and benefits. • Contemporary Developments in Storekeeping and Logistics: E-commerce Logistics and Last-Mile Delivery Optimization& it challenges, Reverse Logistics (Returns Management), Artificial Intelligence in Logistics, Blockchain for inventory traceability, Green Practices in Logistics, Smart warehouses and Industry 4.0 linkages.

10	**Reference Books:** 1. K. Shridhara Bhat, Materials Management: Text and Cases, Himalaya Publishing House. 2.P. Gopalakrishnan, Materials Management: An Integrated Approach, Prentice Hall of India. 3. K. K. Ahuja, Production and Operations Management, S. Chand & Company 4. Raghuram, G. & Rangarajan, N.Logistics and Supply Chain Management McGraw-Hill Education 5. Jay Heizer, Barry Render & Chuck Munson, Operations Management, Pearson Education 6. Richard J. Tersine, Principles of Inventory and Materials Management, Pearson Education 7. John W. Toomey, Inventory Management: Principles, Concepts and Techniques, Springer 8. Tony Wild, Best Practice in Inventory Management Routledge 9. Arnold, J. R. Tony, Chapman & Clive Lloyd, Introduction to Materials Management, Pearson Education	
11	**Internal Continuous Assessment:40%**	**External, Semester End Examination 60%**
	Individual Passing in Internal and External Examination	
12	**Continuous Evaluation through:** (at least 4)	Quizzes,ClassTests,presentation, project,role-play, creative writing, assignment etc.

Syllabus
B.Com. Sem. VI

Title of Paper:Entrepreneurship and Management of Small Scale Industry (MSSI)

Sr. No.	Heading	Particulars
1	**Description the course:** **Including but Not limited to:**	The course includes the foundation, funding, growth and sustainability of Startups and Entrepreneurship in the Digital and Sustainable Era. It also focuses on the financial and marketing, use of technology, sustainability and Government Initiatives w.r.t MSSIs
2	**Vertical :**	Electives
3	**Type :**	Theory
4	**Credit**:	4 Credits
5	**Hours Allotted :**	60 Hours
6	**Marks Allotted**:	100 Marks
7	**Course Objectives**: 1. To introduce the concept of Startups and their funding, growth and sustainability in India. 2. To enable the learners to evaluate Entrepreneurship in the digital and sustainable era for entrepreneurial growth opportunities. 3. To equip the learners with the knowledge and skills needed for Financial and Marketing Management of MSSIs. 4. To help learners gain insights into Technology Adoption and Innovation in MSSIs and their Sustainability and Government initiatives to promote them.	
8	**Course Outcomes**: **CO1-** Learners will be able to explain the differences between startups and traditional enterprises, various startup business models, sources of startup finance, digital business models, and sustainable/green entrepreneurial practices. **CO2-** Learners will be able to design and propose innovative, sustainable, and inclusive Startup ideas or Digital business models by integrating technology, ESG principles, market needs, and future entrepreneurship trends. **CO3-** Learners will be able to analyse the financial management practices of MSSIs, including sources of finance, financial planning, working capital management, credit appraisal, risk assessment, and financial performance evaluation, to understand their role in the growth and sustainability of small enterprises. **CO4-** Learners will be able to apply marketing management concepts such as market analysis, STP strategies, marketing mix, consumer behavior, digital marketing, branding, and distribution strategies to address the marketing challenges faced by MSSIs in a competitive business environment. **CO5** - Learners will be able to evaluate the impact of technology adoption, sustainability practices, and Government initiatives on MSSIs, and assess emerging trends, policy support, and future opportunities for enhancing competitiveness and long-term growth.	

9	**Module 1: Startup- the new model of Entrepreneurship**	**15**
	Unit I **Foundations of Startup Ventures** • Foundations of Startup Ventures**:** Meaning and characteristics of Startups, Distinguish between startups and traditional enterprises, Startup lifecycle: ideation, pre seed stage, seed stage, launch/early stage, growth stage, and exit stage • Startups Business Models: Subscription Model, Freemium Model, Pay-as-you-go business model, Ad-based business model, Direct-to-consumer (D2C or DTC) business model, Franchise business model and Market place model, Six forces of change- the Start-up Equation **Unit II Startup Growth, Funding, and Sustainability** • Startup Growth**,** Funding, and Sustainability**:** Startup ecosystem in India: incubators, accelerators, investors and mentors, Sources of finance for Startups : bootstrapping, angel investors, venture capital, crowd funding, • Startups in India: Government initiatives, assistance towards Startups-Startup India Seed Fund Scheme (SISFS), SIDBI Fund of Funds Scheme (FFS), Women initiatives and other backward groups, Start-up Survival, Growth and Exit strategies, Reasons for Startups failure, Ethics, Governance and Sustainability in Startup ventures, Case Studies of Indian Startups	
	Module 2: Entrepreneurship in the Digital and Sustainable Era	**15**
	Unit I Digital and Technology-Driven Entrepreneurship • Digital entrepreneurship: concept and scope**,** Digital Business Models and Innovation, Platform-based and App-based business models, Creator economy and monetization models, Digital payment systems and Fintechs, • Role of Artificial Intelligence and automation in business ventures, Use of data analytics for entrepreneurial decision-making, Cyber security and data privacy concerns for new ventures **Unit II Sustainable, Inclusive, and Future-Oriented Entrepreneurship** • Concept and importance of sustainable entrepreneurship, Sustainable Development Goals (SDGs) and entrepreneurship, Green entrepreneurship and its importance, Inclusive entrepreneurship and livelihood creation, • Social entrepreneurship and impact-driven business models, Global entrepreneurship and cross-border startups, Future trends in entrepreneurship and emerging opportunities	
	Module 3: Financial and Marketing Management in MSSIs	**15**

Unit I Financial Management for MSSIs

- Financing and Financial Management for MSSIs**:** Sources of finance: Banks, NBFCs, Venture capital and Microfinance, Financial planning, budgeting, and working capital management, Role of financial management in the growth of MSSIs
- Financial performance evaluation and break-even analysis, Credit appraisal, Risk assessment and loan documentation, Financial statement analysis for small enterprises

Unit II Marketing Management in MSSIs

- Marketing for MSSIs**:** Market analysis, Segmentation, Targeting and Positioning strategies, Marketing mix for MSSIs, Consumer behavior in small business markets
- Digital marketing strategies and E-commerce adoption for MSSIs, Branding, Packaging and Distribution networks for small enterprises, Marketing environment and challenges faced by MSSIs.

	Module 4: **Technology, Sustainability, Government Initiatives and Future Trends**
	Unit I Technology Adoption and Innovation in MSSIs • Technology Adoption and Innovation in MSSIs**:** Automation, digitization, and use of ICT in MSSIs, Role of technology and automation in MSSI growth, • Digital transformation (ERP, CRM, Online platforms), Innovation and Research and Development linkages, Challenges and opportunities in technology adoption by MSSIs **Unit II Sustainability and Government initiatives and Future Trends** • Sustainability and Government initiatives Incentives Policy and Future Roadmap**:** Sustainable practices (Green MSSIs and Social responsibility), Export opportunities and Global competitiveness, New Government support mechanisms (e.g., Udyam registration benefits, cluster development) • Study of MSME success stories and emerging future trends, Challenges and prospects of MSSIs in the future business environment.
10	**Reference Books:** 1. Batra G.S. and Dangal R.C., Entrepreneurship and Small Scale Industries, Deep and Deep Publications Pvt. Ltd. 2. Disciplined Entrepreneurship: 24 Steps to a Successful Startup by Bill Aulet (2024) 3. Entrepreneurship & Startup Growth Strategies -Gaurav Kumar (2026) 4. Entrepreneurial Development, Colombo Plan, 1998, Tata McGraw Hill, New Delhi. Entrepreneurship Development, Himalaya Publishing House, Mumbai. 5. Gupta C.B., Entrepreneurial Development, 1995, Somaiya Publication, New Delhi. 6. Hisrich R.D., Cases in International Entrepreneurship, 1997, Liven, Chicago. 7. Hisrich Robert D and Peters Michael, Entrepreneurship, 2002, Tata McGraw Hill, New Delhi 8. Mascarenhas Romeo S., Entrepreneurship and Management of Small and Medium Enterprises, Vipul Prakashan, Mumbai. 9. Mascarenhas Romeo S., Management of Small Scale Industries, Vipul Prakashan, Mumbai. 10. MSME Policy Document, Government of India. Pooja, Micro, Small and Medium Enterprises (MSMEs) in Indian Economy, New Century Publications New Delhi. 11. Principles of Entrepreneurship, Excel India Publishers, New Delhi. 12. Paliwal, R. C. (19--). Small Industries: A Reference Book. Small Business Publications. 13. Startup Ecosystems: Components for an Interpretative Model and International Benchmarks (2023) 14. Strategic Entrepreneurial Ecosystems and Business Model Innovation-Vanessa Ratten 15. Singh P.N. and Saboo J.C., Entrepreneurial Management, Dr. P. N. Singh Centre for HRD. 16. Sikka, T. R., & Kumar, I. (1991). Small Scale Industries in India: Organisation and Management. Radha Publications. 17. Vasant Desai, Entrepreneurial Development, 3 Volumes Himalaya Publishing House. 18. Vasant Desai, Entrepreneurial Development, 3 Volumes Himalaya Publishing House. 19. Vasant Desai, Entrepreneurship and Management of Small and Medium Enterprises, Himalaya Publishing House. 20. Vasant Desai, Small Scale Industries and Entrepreneurship, Himalaya Publishing House. 21. Yerram Raju B. and Pujari Ram R., The Small Entrepreneur Starting and Growing, Excel Publication, New Delhi.

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, Group Discussion, Case Study,Assignment etc.(at least 4)

Syllabus

B.Com. Sem. VI

Title of Paper: Business Insurance - II

Sr. No.	Heading	Particulars
1	**Description the course :** **Including but Not Limited to:**	The course will help the learner to understand various insurance product and services. It will also enhance the knowledge with respect to the legal and regulatory framework. The course will help the learner understand the procedure and practices involved in insurance operations.
2	**Vertical:**	Electives
3	**Type:**	Theory
4	**Credit**:	4 credits
5	**Hours Allotted:**	60Hours
6	**Marks Allotted**:	100Marks
7	**Course Objectives**: The objectives of this course are to: 1. Develop an understanding of the various insurance products and services relevant to individuals and business organizations. 2. Familiarize students with the legal and regulatory framework governing the insurance sector. 3. Provide knowledge of the procedures and practices involved in insurance operations and claims management. 4. Create awareness about the role of insurance in social security, public policy, and socio-economic development.	

8	**Course Outcomes**: **Upon successful completion of this course, students will be able to:** CO1. Explain the basic structure and functioning of different insurance products. CO2. Describe the regulatory and legal environment of the insurance industry. CO3. Demonstrate understanding of insurance procedures, including claim-related processes. CO.4 Recognize the importance of insurance in social protection and economic development initiatives.
9	**Modules**:-Per credit One module created

Module1: Insurance Product – Life & General **15**

Unit I Insurance Product – Life

- Life insurance, purpose, product, procedure to obtain policy, computations of premium rate and bonus, coverage, whole life policy, endowment type, children assurance plan, health and pension plan, procedure of taking policy
- Marine insurance, product, coverage, marine losses, perils.

Unit II Insurance Product – General

- General insurance, product, policy, contents and coverage, fire, theft and burglary, engineering policy, procedure for taking policy
- Accident insurance, nature, coverage, personal accident and sickness insurance, Motor insurance, group insurance, cattle, liability and crop insurance

Module2: Insurance Legislation –History & Act **15**

Unit I Insurance Legislation –History

- History of Insurance legislation of India, Life Insurance Corporation Act, 1956 (Scope and importance), General Insurance Business (Nationalization) Act, 1972 (Scope and importance),
- Marine Insurance Act, 1963 (Scope and importance), Insurance Regulatory and Development Authority (IRDA) Act, 1999

Unit II Insurance Legislation – Act

- Scope and importance (IRDA), Licensing of Insurance Agent – regulation – 2000, IRDA (Protection of Policyholders' Interest) – 2002,
- Consumer Protection Act – with reference to Insurance, Employees State Insurance Act (ESI), 1948 – (Scope and importance)

	Module 3: Claim Management & Settlement	**15**
	Unit I Claim Management • Claim settlement procedure and documentation, Life Insurance, Cases • Fire Insurance, Motor Vehicle Accident Insurance, theft and Burglary Insurance, Cases **Unit II Claim Settlement** • Marine Insurance, Lok Adalat, Arbitration, Ombudsman, Re-insurance – types and methods • Cases related to claim settlement and management	

	Module 4: **Government insurance policy and schemes & Social Responsibility of Business** **15**
	Unit I Government insurance policy and schemes • Government insurance policy and scheme, National Agriculture Insurance Scheme, • Personal accident and social security scheme, Hut Insurance Scheme, Cases **Unit II Social Responsibility of Business** • Social Responsibility of Business, concept, rural and social sector insurance, argument for social responsibility, Social security programme in developed countries, emerging needs in India, • Concept of social responsibility, need of social responsibility, Social responsibility of LIC, GIC and IRDA – rural and social sector insurance

10	**Reference Books:** • **M. N. Mishra & S. B. Mishra** - Insurance: Principles and Practice, S. Chand Publishing (A comprehensive and classic text covering life, marine, fire, accident insurance, and insurance legislation in India.) • **P. K. Gupta** - Insurance and Risk Management, Himalaya Publishing House (Useful for insurance products, claim procedures, reinsurance, and regulatory framework.) • **G. S. Panda & P. K. Rao**- Insurance and Risk Management, Tata McGraw-Hill Education (Good coverage of insurance concepts, products, and claim management.) • **V. A. Avadhani** - Insurance and Risk Management Himalaya Publishing House (Covers insurance legislation, IRDA, and operational aspects of insurance.) • **K. C. Mishra & G. E. N. Rao** - Principles and Practice of Insurance Cengage Learning, (Strong foundation text for insurance products and legal framework.) • **IRDAI Publications and Annual Reports** - Insurance Regulatory and Development Authority of India (IRDAI) (For updated regulations, consumer protection, and current developments.) • **LIC of India & GIC Re Manuals and Publications** (Useful for practical insights into life and general insurance operations and claim settlement.)	
11	**InternalContinuousAssessment:40%**	**External, Semester End Examination 60%**
	Individual Passing in Internal and External Examination	
12	**Continuous Evaluation through:** (at least 4)	Quizzes, Class Tests, presentation, project, role-play, creative writing, assignment etc.

QUESTION PAPER PATTERN
(External and Internal)

Exam Pattern (External Examination) 60 Marks External	
Duration : 2 hours	**Marks : 60**
Q.1 Attempt Any 2 out of the following (Module-I) a) b) c)	15 Marks
Q.2 Attempt Any 2 out of the following (Module-II) a) b) c)	15 Marks
Q.3 Attempt Any 2 out of the following (Module-III) a) b) c)	15 Marks
Q.4 Attempt Any 2 out of the following (Module-IV) a) b) c)	15 Marks

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

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

Exam Pattern (External Examination) 30 Marks External		
Duration : 1 hours	**ANY 2 OUT OF 3**	**Marks : 30**
Q.1 Answer the following (Module I) a) b)		15 Marks
Q.2 Answer the following (Module II) a) b)		15 Marks
Q.3 Answer the following (Module I & II) a) b)		15 Marks
20 Marks Internal		
1) Class Test		(05 Marks)
2) Assignment		(05 Marks)
3) Presentation		(05 Marks)
4) Group Discussion		(05 Marks)
5) Quiz		(05 Marks)
6) Case Study		(05 Marks)
Note: 1. Any Four out of the above can be taken for the internal Assessment. 1. The internal Assessment shall be conducted throughout the Semester.		

Letter Grades and Grade Points:

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

Vertical – 6

As Per NEP 2020

University of Mumbai



Syllabus for Community Engagement Project (CEP) Vertical-6	
Faulty of Commerce & Management	
Board of Studies in Commerce	
Name of the Programme – B.Com	
Semester	**V**
Credit	**2**
Duration	**30 hrs (Field Work+ Survey) + 15hrs (Discussion + Report Writing) : Total - 45 hrs**
From the Academic Year	**2026-27**

Name of Faculty:- Commerce & Management
Name of Programme :-B.Com.
Duration :-30 hrs (Field Work+ Survey) + 15hrs (Discussion + Report Writing) : Total - 45 hrs

Indicative Topics for CEP

Sr. No.	Name of the Topic
1	The Global Gallery: To Develop Digital Portfolios for Rural Artisans to Facilitate Export.
2	Heritage to Hub: To Bridge the Gap Between Traditional Crafts and International Luxury Markets**.**
3	Brand Bharat: To Create Visual Identities for Rural "GI-Tagged" Products for Global Recognition
4	Artisan Advocacy: A Study on the Role of Self-Help Groups (SHGs) in Collective Marketing and Export.
5	Voices of the Village: A Study to use Storytelling and Folk Media to Market Rural Products to Urban Consumers.
6	The Rural Entrepreneur: A Study to Empower Village Youth through Export-Oriented Marketing Training/ start-ups
7	Clicks and Crafts: A Community Engagement Project on Onboarding Rural Artisans to Global E-commerce Platforms.
8	Visualizing Value: A Study to help local artisans by Using Photography and Short-Form Video to Market Rural Tourism and Local Arts Abroad.
9	Mandi to Market: A Study to help local farmers/ artists for Streamlining Supply Chains for Exporting Perishable Rural Arts and Crafts.
10	Storytelling: A Study to help locals by developing narratives about the artisans and their culture to increase product value.
11	Empowering Hands**:** A Study for Enhancing Marketability of Rural Women Artisans/ workers
12	Reimagining the Gallery: A Study Connecting Student Art with Local Cafes and Libraries
13	Waste to Worth**:** A Study to create awareness and establishing an SSI for Eco-friendly Art Products
14	Green Crafts Project: A Study to make aware and help develop Sustainable Packaging for Local Small Vendors.

15	Social Media for Local Art: A Study to help Community/ locals/ brick and morter shops in Creative Content Marketing.
16	Creative Skill Transfer: A Study to Teach Jewellery Making/ Cakes baking/ chocolates etc. to Women in Low-income Households.
17	Holiday Handicrafts: A Project in Designing and Selling Seasonal Decor.
18	Small Biz Basics: A Study on Teaching Financial Literacy to Aspiring Local Artists.
19	A Study on "Analyzing Consumer Buying Behavior Towards Locally Produced Goods vs. Branded Goods"
20	A Study on "Survey on Consumer Awareness Regarding Unfair Trade Practices in Local Markets"
21	A Study on "E-commerce Adoption Potential Analysis for Local Handicraft Artisans"
22	A Study on "Waste to Wealth: A Feasibility Study on Managing Local Small-Scale Recycling Enterprises"
23	A Study on "Streamlining Purchasing Procedures for Small-Scale Enterprises in [Your Area]"
24	A Study on "Educating Consumers on Secure Online Purchasing and Digital Payments"
25	A Study on "Waste Management in Storekeeping: A Case Study of Local Storage Facilities" in your vicinity.

The topics are indicative and the faculty members should allot Community Engagement Projects that are relevant and important as per core Subject. The Community Engagement Project may be taken individual or in a group up to 5 students with proper guidance from Faculty.

Evaluation Pattern:-

Evaluation during CEP Program involves two key components :-

External Evaluation 60%

Internal Evaluation 40%

Evaluation Chart

(i) External Evaluation (Marks 30)

Criteria	Marks
Objectives, Literature Review , Methodology, Data Analysis, Conclusion and Recommendations	15
Overall Project Report Structure and Style	5
Presentation Skills & Communication	10
Total	30

(ii) Internal Evaluation by Guide (Marks 20)

Criteria	Marks
Attendance, Community interactions completion and interaction with Supervisor	10
Overall Report quality	10
Total	20

*** Please see the Guidelines for Community Engagement Project for UG Students, as per NEP 2020**

Sd/-
Sign of the
Offg. Associate Dean
Prof. Kishori Bhagat
Faculty of Commerce

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

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

AC – 24/11/2023
tem No. – 8.4 (N) - 1

As Per NEP 2020

University of Mumbai

Title of the Program

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

SEM I

Syllabus for Two Credit

(With effect from the academic year 2024-25)

Semester I
Course Structure

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

Semester I

1.1 Preamble:

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

1.2 Objectives of the Course:

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

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

1.3 Salient features of the course:

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

1.4 Utility of the course:

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

1.5 Program outcomes:

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

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

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

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

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

1.9 Medium of Instruction: English

1.10 Course Structure

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

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

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

References –

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

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