

## As Per NEP 2020

# University of Mumbai



<b>Syllabus for Basket of OE</b>	
<b>Board of Studies in Information Technology</b>	
<b>UG First Year Programme</b>	
<b>Semester</b>	<b>I</b>
<b>Title of Paper</b>	<b>Credits 2/ 4</b>
<b>I. IT_Google Workspace (Open Elective) [OE]</b>	<b>2</b>
<b>From the Academic Year</b>	<b>2024-2025</b>

**Name of the Course: IT\_Google Workspace**

Sr.No.	Heading	Particulars
1	<b>Description the course : Including but Not limited to:</b>	Google Workspace is a collection of cloud-based productivity tools that are designed to help individuals and organizations to work and collaborate efficiently. This course will provide an introduction to applications such as Gmail, Google Drive, Google meet and Google Calendar Google Docs, Google Sheets, Google Slides, Google Forms, Google Classroom.
2	<b>Vertical :</b>	<b>Open Elective</b>
3	<b>Type :</b>	Practical
4	<b>Credits :</b>	2 credits
5	<b>Hours Allotted :</b>	60 Hours
6	<b>Marks Allotted:</b>	50 Marks
7	<b>Course Objectives(CO):</b>	CO 1. Understand Google Workspace and its applications. CO 2. Gain proficiency in key features of Google workspace application. CO 3. Acquire proficiency in Google workspace to collaborate, manage tasks and communicate effectively. CO 4. Leverage possibilities of Google workspace tolls to enhance productivity and streamline workflow.
8	<b>Course Outcomes (OC):</b>	OC 1. Manage email communications with Gmail. OC 2. Schedule and organize meetings and events using Google Calendar. Arrange and attend video meetings with Google Meet, Communicate with others using Google Chat. OC 3. Save , manage, and share files with Google Drive. OC 4. Generate and collaborate documents, spreadsheets and presentations. OC 5. Design Google Forms and collect data for surveys . Generate reports based on the collected data and integrate it with other Google Workspace applications. OC 6. Use Google Classroom to digitally organize, distribute, and gather assignments, course materials, and feedback. OC 7. Navigate confidently and make use of the numerous functionalities of Google Maps. OC 8. Able to design, develop, and maintain informative and visually appealing websites using Google Sites.
9	<b>Modules:- Module 1:</b>	

1. **Google Workspace & Mastering email communication with Gmail:** Overview of Google Workspace, Setting up a Google account and accessing Google Workspace, Set Profile information and Photo, Send and Receive emails, Organize emails using labels, filters, and stars for easy retrieval and management, Utilize Gmail's advanced features like scheduling emails, snoozing emails, and setting reminders.
  - a. Create a Gmail account. Write a brief email to your friends inviting them to a meeting to discuss a possible industrial visit. Attach a document file with the many options for places to visit.
2. **Google Calendar , Meet and Chat :** Create a new calendar, Create an event in Google Calendar, Set reminders and alarms , Share a Calendar with Other People ,Integrate with Gmail and other apps. Scheduling and managing Google Meet events, Features in Google Meet like screen sharing, chat, annotations and recording, Creating public and private Google Chat rooms ,Inviting and managing participants in Google Chat rooms, Utilizing Chat room features like sharing files, links, and multimedia, pinning messages, and polls.
  - a. Create a new event in Google Calendar for an event happening on a specific date and time. Set a reminder to alert you one day prior to the event. Share your Google Calendar with a specific email address and grant them view-only access.
  - b. Set up a meeting with your project partners, choose the suggested security configurations, and send a meeting invite to the participants via email. Begin the meeting by letting everyone into the meeting room. To demonstrate to them the project's progress, share your screen. Use chats to send brief messages and share relevant documents.
3. **Google Drive :**Managing files and folders in Google Drive, Sharing files and folders with collaborators and setting access permissions.
  - a. Create a project folder in Google drive. Add a PowerPoint presentation detailing project milestones and a Word document with project guidelines to the folder. Share the folder and allow the project team members to edit it.
4. **Google Docs:** Document creation with Google Docs, Apply Basic Formatting to Text , Inserting Images, Creating tables, Format a document with styles, Using Find and Replace, Using Regular Expressions for Advanced Searching, Sharing and Collaborating on files.
  - a. Create a one page document which best describes you. Add the document's heading and page numbers. Make a list of your hobbies using bullet points. Employ formats and typefaces to give the document an elegant look. To highlight your skills, use hyperlinks to other documents in the folder. Include a picture of yourself on the page as well. Add a table with your educational background in it. Write about your positive college experiences by voice typing. After that, translate the document's content into a different language of your choice.
5. **Google Sheets :**Insert, delete and manage sheets , Insert a Function, Format Spreadsheets, Cells, and Ranges, Apply Number Formatting

and Conditional Formatting, Insert and View Notes, Choose Spreadsheet Settings, Merge Cells, Wrap and Rotate Cell Contents, Inserting Objects in Google Sheets, Sort and Filter Data, Apply Data Validation to Your Sheets, Protect Ranges in a Sheet, Protect a Sheet, Create and Manage Macros.

- a. Create a Personal budget sheet, list all your expenses and incomes of the month in the sheet. Use sum function to total the income and expenses. Use IF function to find if the budget is in deficit or not.

Module 2:

1. **Google Slides:** Add a Slide to a Presentation, Import Slides from an Existing Presentation, Understanding and Using Views, Work with Text Boxes, Add Audio and Video to a Slide, Insert Shapes and Word Art, Add a Transition and Animations, Edit a Slide Master, Organize the Slides in a Presentation
  - a. Open a new Google Slides presentation titled "Project Presentation". Add slides to provide a summary of your project. Use themes and transitions to make the slide experience better.
2. **Google Forms:** Create a Form, Choose Settings for a Form, Add Questions to a Form, Add Images to a Question, Add a Video to a Question, Import Questions from an Existing Form, Create a Form with Multiple Sections, Control Progression Based on Answers, Add Collaborators to a Form, Preview and Test a Form, Send a Form to Its Respondents, View the Responses to a Form, Analyse form responses and generate reports.
  - a. Create a Google Form to accept participation entries for the various events your department is organizing on the annual day. Mention the details of event in the form description. Include a dropdown menu to select the events they wish to participate in. Insert relevant multimedia to make the Google Form attractive.
  - b. Create an online evaluation quiz using Google Form. Include a variety of question formats, such as ones with pictures, videos, etc. Assign points to the questions. Share the link with your friends and check out the the summary of the responses.
3. **Google Classroom:** Create and set up a Google Classroom, Add Students and Co-Teachers, Using Google Classroom to share resources, Create assignment, Set due dates and points, Use rubrics for grading, Integrate quizzes created using Google Form with Google Classroom.
  - a. Create a Google Classroom for a certain subject that includes a range of topics, resources, and activities. Include resources for each topic, such as Word docs, PowerPoints, and YouTube links. Include elements that encourage participation and interaction, such as assignments and discussions.
4. **Google Maps:** Search on Maps, Different Map Views (Satellite, Terrain, Street View), Customizing Maps, Get to your destination, Sharing Maps with Others.
  - a. Use google maps to explore local landmarks in your area. Find directions from your current location to a nearby restaurant. Use Maps to check the places you have visited on a particular day.

	<p>5. <b>Google Sites:</b> Creating and building simple websites using Google Sites, Adding content, images, and widgets to websites.</p> <p>a. Assume you runs a small business. Create a visually appealing website which includes the following pages: Home page , About the business, Products page, Announcement of discounts.</p>	
10	<p><b>Text Books and Online Resources</b></p> <ol style="list-style-type: none"> <li>1. Hart-Davis, G. (2021). Teach Yourself Visually Google Workspace. Visual.</li> <li>2. <a href="https://support.google.com/a/users#topic=9247638">https://support.google.com/a/users#topic=9247638</a></li> <li>3. <a href="https://support.google.com/edu/classroom#topic=10298088">https://support.google.com/edu/classroom#topic=10298088</a></li> <li>4. <a href="https://support.google.com/maps/?hl=en#topic=9729258">https://support.google.com/maps/?hl=en#topic=9729258</a></li> </ol>	
11	<p><b>Reference Books</b></p> <ol style="list-style-type: none"> <li>1. Team, Z. (2017). The Ultimate Guide to G-Suite. Lean Pub G-Suite.</li> <li>2. Iyer, b. (2022). Google workspace user guide: a practical guide to using google apps efficiently while integrating them with your data.</li> </ol>	
12	<b>Internal Continuous Assessment: 40%</b>	<b>Semester End Examination: 60%</b>
13	<b>Continuous Evaluation through:</b> Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.( at least 3 )	
14	<p><b>Format of Question Paper: Duration 2 hours. Certified copy of Journal is compulsory to appear for the practical examination</b></p> <p>Practical Slip:</p> <p>Q1. From Module 1      13 marks</p> <p>Q2. From Module 2      12marks</p> <p>Q3. Journal and Viva    05 marks</p>	

**Sign of Chairperson**  
**Dr. Mrs. R. Srivaramangai**  
**Ad-hoc BoS (IT)**

**Sign of the**  
**Offg. Associate Dean**  
**Dr. Madhav R. Rajwade**  
**Faculty of Science &**  
**Technology**

**Sign of Offg. Dean,**  
**Prof. Shivram S. Garje**  
**Faculty of Science &**  
**Technology**

## As Per NEP 2020

# University of Mumbai



<b>Syllabus for Basket of OE Life Sciences</b>	
<b>Board of Studies in Life Sciences</b>	
<b>UG First Year Programme</b>	
<b>Semester I</b>	
<b>Title of Paper</b>	<b>Credits 2/ 4</b>
<b>I) IPR and Entrepreneurship</b>	<b>2</b>
<b>From the Academic Year</b>	<b>2024 – 2025</b>

## II. Name of the Course: Life Sciences - IPR and Entrepreneurship

Sr. No.	Heading	Particulars	
1	<b>Description the course :</b>  <b>Including but Not limited to:</b>	This course aims to engage the learner with the potential to convert applications of Life Sciences to a profitable business. The learner would be exposed to the basics of Intellectual Property Rights and its implications in businesses and important aspects that need to be addressed to start such a business.	
2	<b>Vertical :</b>	Open Elective	
3	<b>Type :</b>	Theory	
4	<b>Credits :</b>	2 credits ( 1 credit = 15 Hours)	
5	<b>Hours Allotted :</b>	30 hours	
6	<b>Marks Allotted:</b>	50 Marks	
7	<b>Course Objectives(CO):</b>  The course aims to:	CO1 Outline the various aspects of Intellectual Property and its protection. CO2 Build on the concept of IPR and its application in business with a focus on Life Sciences. CO3 Explain concepts of Entrepreneurship and build an understanding about business situations in which entrepreneurs CO4 To explain classification and types of entrepreneurs and the process of entrepreneurial project development CO5 To discuss the steps in venture development and new trends in entrepreneurship.	

8	<p><b>Course Outcomes (OC):</b></p> <p>The learner would be able to:</p> <p>OC 1. Discuss the various types of IP and its business application.</p> <p>OC 2. Imagine and apply the concepts of IPR in businesses related to Life Sciences.</p> <p>OC 3. Understand about the Foundation of Entrepreneurship Development and its theories.</p> <p>OC 4. Identify the type of entrepreneur and the steps involved in an entrepreneurial venture.</p>	
9	<p style="text-align: center;"><b>Module 1</b></p> <p>Introduction to Intellectual Property Rights (IPR):</p> <p><b>The concept of Intellectual property Rights (IPR).</b></p> <p><b>Different Types of IPR</b> (Trademarks, copyright, Patent, Geographical Indications, Industrial designs, Layouts and Integrated chips, etc.). Relevance of IPR in Life Sciences.</p> <p>The agreements related to IPR: TRIPPs, Madrid agreement; Hague agreement; WIPO treaties; Budapest treaty;</p> <p><b>The Indian Patent office and application for IPR:</b> Indian Patent Act (1970), Introduction to the procedures involved for IPR in India, An introduction to the official website of the Indian Patent Office.</p> <p><b>The concept of Prior art and Novelty</b> – and their importance in claiming IPR, sources of prior art information.</p> <p><b>Licensing:</b> Inward and Outward Licensing, Motivation for licensing, Collaboration, Technology transfer, Royalties.</p>	<p style="text-align: center;"><b>Lectures 15</b></p>
	<p style="text-align: center;"><b>Module 2 : Bio-Entrepreneurship</b></p>	<p style="text-align: center;"><b>Lectures 15</b></p>



	<p><b>1. The Entrepreneurial Perspective</b> -Concept, definition, structure and types of entrepreneurships. <b>2</b></p> <p><b>2. From Idea to The Opportunity-</b> Creativity and the Business Idea, Identifying and Analyzing Domestic and International Opportunities, Protecting the Idea and Other Legal Issues for the Entrepreneur. <b>2</b></p> <p><b>3. From the Opportunity to The Business Plan</b> - The Business Plan: Creating and Starting the Venture, The Marketing Plan, The Organizational Plan, The Financial Plan. <b>2</b></p> <p><b>4. From the Business Plan to Funding The Venture –</b> <b>4</b></p> <p>Sources of Capital, Institutional interface for enterprise, eg. Entrepreneurship Development Institute of India (EDII), Small industries, Service institute, Banks and financial institutions, Informal Risk Capital, Venture Capital, and Going Public</p> <p><b>1. Product planning and development in Life Sciences –</b></p> <p><b>2. Concept of projects,</b> project management, Search for business idea - opportunity identification, project selection and formulation, Design and network analysis - Institutional interface for enterprise eg. Entrepreneurship Development Institute of India (EDII), Small industries, Service institute, Banks and financial institutions <b>3</b></p> <p><b>3. Ethical decision making, ethical dilemmas:</b> <b>2</b></p>		
<p><b>10 and 11.</b></p>	<p><b>Text and Reference Books:</b></p> <ol style="list-style-type: none"> <li>1. S. N. Jogdand (2007): Entrepreneurship And Business Of Biotechnology. Himalaya Publishing House.</li> <li>2. Sibi G. (2020): Intellectual Property Rights, Bioethics, Biosafety and Entrepreneurship in Biotechnology. First Edition. I K International Publishing House Pvt. Ltd.</li> <li>3. The Indian Patent Office website: <a href="https://www.ipindia.gov.in/">https://www.ipindia.gov.in/</a></li> <li>4. Entrepreneurship and Small Business A publication of SBPD Publishing House (Sanjay Sahitya Bhawan) By R. C. Agarwal, Dr. B. K. Mehta, 2020.</li> <li>5. Fundamentals of Entrepreneurship, Dr. O. P. Gupta, Dr. Vijay Gupta, Santosh Gupta, 2021</li> </ol>		
<p><b>12</b></p>	<p><b>Internal Continuous Assessment: 40%</b></p>	<p><b>Semester End Examination: 60%</b></p>	

13	<p><b>Continuous Evaluation through:</b></p> <p>Quizzes, class test, presentation, project, role play, Patent drafting, Case study and analysis of different IPR, assignments, business plan development etc.: 15 marks</p> <p>Attendance and Participation: 05 marks.</p> <p>Total 20 marks.</p>	Theory evaluation: 30 marks.	
14	<b>Format of Question Paper:</b> Details given at the end of the document.		

### Evaluation for Open Elective Course: 50 Marks

The evaluation of these courses would include continuous evaluation (internal assessment) and Semester end examinations (External assessment). The evaluation pattern would be as follows:

**Internal Assessment: 20 marks.**

**Theory Component: 20 marks.**

Quizzes, class test, presentation, project, role play, creative writing, assignment etc: 15 marks

Attendance and Participation: 05 marks.

**External Assessment: 30 marks.**

**Theory Component: 30 marks.**

- Duration: **1 Hour**
- Theory question paper pattern:

Question No.	Unit	Question	Marks
Q1.	I	Any 1 out of 2 (1 or 1a, b)	12
Q2	II	Any 1 out of 2 (2 or 2a, b)	12
Q3.	I and II	Any 2 out of 4 (3: a, b, c, d)	06
		Total	30

**Sign of the  
Offg. Dean  
Prof. Shivram S. Garje  
Faculty of Science &  
Technology**

**Sign of the  
Offg. Associate Dean  
Dr. Madhav R. Rajwade  
Faculty of Science &  
Technology**

**Sign of the  
Offg. Dean  
Prof. Shivram S. Garje  
Faculty of Science &  
Technology**

## As Per NEP 2020

# University of Mumbai



<b>Syllabus for Basket of AEC</b>	
<b>Board of Studies in English</b>	
<b>UG First Year for B.M.S. Programme</b>	
<b>Semester</b>	<b>I</b>
<b>Title of Paper</b>	<b>Credits</b>
<b>Business Communication Skills I for B.M.S.</b>	<b>02</b>
<b>From the Academic Year</b>	<b>2024-2025</b>

Sr. No.	Heading	Particulars
1	<p><b>Description the course:</b></p> <p><b>Including but Not limited to:</b></p>	<p><b>Business Communication Skills I (B.M.S)</b></p> <p>Business communication is an integral part of the commercial and corporate world. The growth of commercial organizations is directly linked to the effectiveness of their methods of communication with all their stakeholders. The success of an organization is also closely linked to its image building. As a discipline, business communication has changed diametrically and exponentially because of the rapid changes in information technology.</p> <p>In this scenario, it is imperative that all corporate professionals should have command over the various dimensions of business communication including the intentional and unintentional, the verbal and non-verbal, the in-person and the digital.</p> <p>The systematic study of business communication prepares the learners to become capable entrepreneurs, professionals, team-members and managers in today's competitive, networked and digitized business world.</p>
2	<b>Vertical :</b>	<b>Ability Enhancement Course</b>
3	<b>Type :</b>	Theory
4	<b>Credit:</b>	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	30 Hours
6	<b>Marks Allotted:</b>	50 Marks

7	<p><b>Course Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To make learners familiar with the basics of business communication theory.</li> <li>2. To make learners aware of digital communication for personal and business use.</li> <li>3. To improve learners' understanding of verbal and non-verbal communication.</li> <li>4. To enable learners with effective business correspondence skills.</li> </ol>
8	<p><b>Course Outcomes:</b></p> <p>At the end of the course, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the basics and significance of business communication theory.</li> <li>2. Adapt to and use digital communication methods for personal and business purposes.</li> <li>3. Grasp and effectively use the nuances of verbal and non-verbal communication.</li> <li>4. Improve their skills in business correspondence.</li> </ol>
9	<p><b>Modules:-</b> Per credit One module can be created</p> <hr/> <p><b>Module 1: Introducing the Theory of Business Communication (15 Lectures)</b></p> <hr/> <ol style="list-style-type: none"> <li><b>1. Concept of Communication</b> <ul style="list-style-type: none"> <li>- Definition and meaning of communication</li> <li>- Process of communication</li> <li>- Need of communication</li> <li>- Feedback</li> </ul> </li> <li><b>2. Communication at the Workplace</b> <ul style="list-style-type: none"> <li>- Channels of communication: Downward, Upward, Horizontal, Grapevine</li> <li>- Methods of communication: Verbal and non-verbal</li> </ul> </li> <li><b>3. Impact of Digital Technology on Communication</b> <ul style="list-style-type: none"> <li>- Internet-enabled communication; Email</li> <li>- Social media: FaceBook, Twitter, Instagram, WhatsApp</li> </ul> </li> </ol>

	<p><b>Module 2: Business Correspondence (15 Lectures)</b></p> <ol style="list-style-type: none"> <li>1. - Parts of a business letter - Layouts of a business letter</li> <li>2. - Job application with bio-data - letter of appointment - letter of appreciation - letter of resignation</li> <li>3. - Emails: Job application via email - writing and responding to official emails</li> </ol>
<p><b>10</b></p>	<p><b>Text Books: N.A.</b></p>
<p><b>11</b></p>	<p><b>Reference Books:</b></p> <ol style="list-style-type: none"> <li>1. Ashley, A. <i>A Handbook of Commercial Correspondence</i>. New Delhi: Oxford University Press, 1992.</li> <li>2. Aswalthapa, K. <i>Organisational Behaviour</i>. Mumbai: Himalaya Publications, 1991.</li> <li>3. Balan, K.R. and Rayudu, C. S. <i>Effective Communication</i>. New Delhi: Beacon Books, 1996.</li> <li>4. Bangh, L. Sue, Fryar, Maridell and Thomas David A. <i>How to Write First Class Business Correspondence</i>. N.T.C. Publishing Group USA, 1998.</li> <li>5. Benjamin, James. <i>Business and Professional Communication Concepts and Practices</i>. New York: Harper Collins College Publishers, 1993.</li> <li>6. Britt, Deborah. <i>Improving Business Communication Skills</i>. Kendall Hunt Publishing Co., 1992.</li> <li>7. Bovee Courtland, L. and Thrill, John V. <i>Business Communication Today</i>. McGraw Hill, New York, Taxman Publication, 1989.</li> <li>8. Drucher, P.F. <i>Technology, Management and Society</i>. London: Pan Books, 1970.</li> <li>9. Eyre, E.C. <i>Effective Communication Made Simple</i>. Kolkata: Rupa and Co., 1985.</li> <li>10. Ecouse, Barry. <i>Competitive Communication: A Rhetoric for Modern Business</i>. New Delhi: OUP, 1999.</li> <li>11. Fisher, Dalmar. <i>Communication in Organisation</i>. Mumbai: Jaico Publishing House, 1999.</li> <li>12. Frailley, L.E. <i>Handbook of Business Letters</i>. Revised Edn. New Jersey: Prentice Hall Inc., 1982.</li> <li>13. Flyn, Nancy. <i>The Social Media Handbook</i>. Wiley, 2012.</li> <li>14. Gartside, L.E. <i>Modern Business Correspondence</i>. Plymouth: McDonald and Evans Ltd, 1980.</li> <li>15. Ghanekar, A. <i>Communication Skills for Effective Management</i>. Pune: Everest Publishing House, 1996.</li> <li>16. Labade, Sachin, Katre Deepa et al. <i>Communication Skills in English</i>. Orient Blackswan, Pvt Ltd, 2021.</li> <li>17. Shainesh, G. and Githa Heggde. <i>Social Media Marketing: Emerging Concepts and Applications</i>. Springer Nature Singapore, 2018.</li> </ol>

12	<b>Internal Continuous Assessment: 40%</b>	<b>External, Semester End Examination 60%</b> <b>Individual Passing in Internal and External Examination :</b>													
13	<b>Continuous Evaluation through:</b> <ul style="list-style-type: none"> <li>• Performance in activities: 10 marks (The class may be divided into batches to conduct the oral activities by creating formal schedule for the same before the semester End Examination.)</li> <li>• Written assignments or projects: 10 marks (Learners will have to write and submit written assignments in a timely manner.)</li> </ul> <b>Suggested Activities:</b> <ul style="list-style-type: none"> <li>• Use of social media accounts for purpose of business communication</li> <li>• Making short presentations on given topics</li> <li>• Official letter writing/ email writing exercises</li> <li>• Role play focusing on channels and methods of communication</li> </ul>														
14	<b>Format of Question Paper:</b> for the final examination  <table style="width: 100%; border: none;"> <tr> <td style="width: 60%;"><b><i>External / Semester End Examination Hours</i></b></td> <td style="width: 20%; text-align: center;"><b><i>Marks: 30</i></b></td> <td style="width: 20%; text-align: right;"><b><i>Time: 1</i></b></td> </tr> <tr> <td>Q.1. Essay Type Questions (Any One out of two on Unit I)</td> <td></td> <td style="text-align: right;">Marks 10</td> </tr> <tr> <td>Q.2. Essay Type Questions (Any One out of two on Unit II)</td> <td></td> <td style="text-align: right;">Marks 10</td> </tr> <tr> <td>Q.3. Short Notes/Problem (Any Three out of five on all Units)</td> <td></td> <td style="text-align: right;">Marks 10</td> </tr> </table>			<b><i>External / Semester End Examination Hours</i></b>	<b><i>Marks: 30</i></b>	<b><i>Time: 1</i></b>	Q.1. Essay Type Questions (Any One out of two on Unit I)		Marks 10	Q.2. Essay Type Questions (Any One out of two on Unit II)		Marks 10	Q.3. Short Notes/Problem (Any Three out of five on all Units)		Marks 10
<b><i>External / Semester End Examination Hours</i></b>	<b><i>Marks: 30</i></b>	<b><i>Time: 1</i></b>													
Q.1. Essay Type Questions (Any One out of two on Unit I)		Marks 10													
Q.2. Essay Type Questions (Any One out of two on Unit II)		Marks 10													
Q.3. Short Notes/Problem (Any Three out of five on all Units)		Marks 10													

**Sign of BOS Chairman  
Prof. Dr. Shivaji Sargar  
Board of Studies in  
English**

**Sign of the Offg.  
Associate Dean  
Dr. Suchitra Naik  
Faculty of  
Humanities**

**Sign of the Offg.  
Associate Dean  
Dr. Manisha Karne  
Faculty of  
Humanities**

**Sign of the Dean  
Prof. Dr. Anil Singh  
Faculty of  
Humanities**

# As Per NEP 2020

## University of Mumbai



**Title of the Course Fundamentals of People's Skills**

**Semester – Sem I**

**Syllabus for Two Credit**

**(With effect from the academic year 2024-25)**



## Name of the Course: Fundamentals of People's Skills

Sr. No.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	This course deals with the fundamentals of people's skills which are one of the most important aspects of Life Skills required to be developed among students. Acquiring these skills would help them to develop ethical foundation right during their young days. It would foster creativity and innovation among these student while sensitizing them towards respecting social and cultural differences.
2	<b>Vertical :</b>	Skill Enhancement
3	<b>Type :</b>	Theory / Practical
4	<b>Credit:</b>	2 credits
5	<b>Hours Allotted :</b>	30 Hours
6	<b>Marks Allotted:</b>	50 Marks

<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To develop ethical foundation among students.</li> <li>2. To encourage creativity and innovation among young minds.</li> <li>3. To create awareness among students about the importance of being a good listener.</li> <li>4. To sensitize students about recognizing and dealing with different social, cultural backgrounds more effectively</li> <li>5. To enable students to conduct themselves more professionally and put across their views in front of others more effectively.</li> </ol>
<b>Course Outcomes</b>	<p><b>Students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate ethical behavior coupled with integrity.</li> <li>2. Will generate new ideas and create a business plan.</li> <li>3. Will be able to develop good listening skills which are vital for demonstrating good team qualities.</li> <li>4. Will build sensitivity about social and cultural differences and illustrate good etiquettes.</li> <li>5. Will be able to present themselves and their thoughts in front of others more confidence.</li> </ol>
<b>Module 1: Ethics and Integrity (6 Hours)</b>	Importance of ethics. (Story-telling) Ethical decision-making. (Discussing biographies) Personal and professional moral codes of conduct. (Discussing biographies) Creating a harmonious life. (Interactive session)
<b>Module 2: Entrepreneurial Skills (6 Hours)</b>	<ol style="list-style-type: none"> <li>1. Who is an entrepreneur (Story-telling)</li> <li>2. Traits and qualities of a good entrepreneur (Story-telling)</li> <li>3. Types of entrepreneurs (Interactive session with Story-telling)</li> <li>4. Problem identification and idea generation (role play/ simulation)</li> </ol>

	<ol style="list-style-type: none"> <li>5. Idea validation (Interactive session with Story-telling)</li> <li>6. Pitch-deck presentation (video)</li> </ol>
<b>Module 3 Teamwork and Importance of Listening in a Team (6 Hours)</b>	<ol style="list-style-type: none"> <li>1. What is a team? (Conceptual Clarity)</li> <li>2. Advantages of being a good listener in a team (Story telling)</li> <li>3. Listening as a team leader (Case study)</li> <li>4. Listening as a team member(Interactive session)</li> <li>5. Improving listening skills (Interactive session)</li> </ol>
<b>Module 4 Resume Writing and CV Building (6 Hours)</b>	<ol style="list-style-type: none"> <li>1. Difference between a Resume and CV (Conceptual Clarity)</li> <li>2. Essentials of writing a good Resume (Practical Application)</li> <li>3. How to build a good CV (Practical Application)</li> <li>4. Common Mistakes in preparing a good resume/ building a good CV (Conceptual Clarity)</li> </ol>
<b>Module 5 Professional, Social and Cultural Etiquettes (6 Hours)</b>	<ol style="list-style-type: none"> <li>1. Why following etiquettes is important (Interactive session)</li> <li>2. Types of etiquettes (Conceptual Clarity)</li> <li>3. Professional etiquettes (Video + Story-telling)</li> <li>4. Social etiquettes (Video + Story-telling)</li> <li>5. Cultural etiquettes (Video + Story-telling)</li> <li>6. Role of etiquettes in creating a better personal and professional image (Video + Story-telling)</li> </ol>
<b>Suggested Readings and e- resources</b>	<ol style="list-style-type: none"> <li>1. Bentley University. (2022, December 7) 7 ways to promote diversity in the workplace. <a href="https://www.bentley.edu/news/7-ways-promote-diversity-workplace">https://www.bentley.edu/news/7-ways-promote-diversity-workplace</a>.</li> <li>2. Roy, B. D. (2022, August 1). Active listening; its skills and importance in the workplace. Nurture an Engaged and Satisfied Workforce   Vantage Circle HR Blog. <a href="https://blog.vantagecircle.com/active-listening/">https://blog.vantagecircle.com/active-listening/</a>.</li> <li>3. Hisrich, R. D., Peters, M. P., and Shepherd D. A. (2017). Entrepreneurship. 10<sup>th</sup> Ed. McGraw Hill Education</li> <li>5. Ashokan, M. S. (2015). Karmayogi: A Biography of E. Sreedharan. London: Penguin.</li> <li>6. Nellickappilly, S. (n.d). Ethics. [Video]. NPTEL. <a href="https://nptel.ac.in/courses/109/106/109106117/">https://nptel.ac.in/courses/109/106/109106117/</a>.</li> </ol>
<b>Assessment and Evaluation</b>	Continuous assessment throughout the semester of 30 Marks by maintain a logbook and/ or a journal and final project of 20 marks at the end of the semester
<b>Signature of the Team</b>	

**Signature:**  
**Prof. Kavita Laghate**  
**Chairman of Board of Studies in Value Education**

## As Per NEP 2020

# University of Mumbai



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

Sr. No.	Heading	Particulars
1	<b>Description the course : Including but Not limited to :</b>	Introduction, relevance, Usefulness, Application, interest, connection with other courses, demand in the industry, job prospects etc.
2	<b>Vertical :</b>	Major/Minor/Open Elective /Skill Enhancement / Ability Enhancement/Indian Knowledge System ( Choose By $\surd$ )
3	<b>Type :</b>	Theory / Practical
4	<b>Credit:</b>	2 credits ( 1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester )
5	<b>Hours Allotted :</b>	30 Hours
6	<b>Marks Allotted:</b>	100 Marks
7	<b>Course Objectives:</b> ( List some of the course objectives ) <ol style="list-style-type: none"> <li>1. To sensitize the students about context in which they are embedded i.e. Indian culture and civilisation including its Knowledge System and Tradition.</li> <li>2. To help student to understand the knowledge, art and creative practices, skills and values in ancient Indian system.</li> <li>3. To help to study the enriched scientific Indian heritage.</li> <li>4. To introduce the contribution from Ancient Indian system &amp; tradition to modern science &amp; Technology.</li> </ol>	
8	<b>Course Outcomes:</b> ( List some of the course outcomes ) <ol style="list-style-type: none"> <li>1. Learner will understand and appreciate the rich Indian Knowledge Tradition</li> <li>2. Lerner will understand the contribution of Indians in various fields</li> <li>3. Lerner will experience increase subject-awareness and self-esteem</li> <li>4. Lerner will develop a comprehensive understanding of how all knowledge is ultimately intertwined</li> </ol>	
9	<b>Modules:-</b>	
	<b>Module 1: ( 10 Hours )</b>	

<ol style="list-style-type: none"> <li>1. Introduction to IKS (What is knowledge System, Characteristic Features of Indian Knowledge System)</li> <li>2. Why IKS? (Macaulay's Education Policy and its impact, Need of revisiting Ancient Indian Traditions)</li> <li>3. Scope of IKS (The Universality of IKS (from Micro to Macro), development form Earliest times to 18th Century CE)</li> <li>4. Tradition of IKS (Ancient Indian Education System: Home, Gurukul, Pathashala, Universities and ancient educational centres)</li> </ol>	
--	--

	<p>5. Relevant sites in the vicinity of the Institute (Water Management System at Kanheri, Temple Management of Ambarnath, etc.)</p>	
	<p><b>Module 2: ( 10 Hours )</b></p>	
	<p>1. Medicine (Ayurveda) 2. Alchemy 3. Mathematics 4. Logic 5. Art of Governance (Arthashastra)</p>	
	<p><b>Module 3: (10 Hours) (Select Any FIVE out of the following)</b></p>	
	<p>1. Aesthetics 2. Town Planning 3. Strategic Studies 4. Krishi Shastra 5. Vyakaran &amp; 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</p>	
<b>10</b>	<p><b>Reference Books</b></p> <p>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 &amp; Medieval India, P.Ray- Indian Chemicals Society, Calcutta 1956 4. Charaka Samhita- a scientific synopsis, P. Ray &amp; 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 &amp; III 7. Dasgupta S.N &amp; De S.K- History of Sanskrit literature Vol. I. 8. Ramkrishna Mission- cultural heritage of India Vol. I, II &amp; III. 9. Majumdar R. C &amp; Pushalkar A.D- History &amp; culture of the Indian people, Vol. I, II &amp; III. 10. Keith A.B- History of Sanskrit literature. 11. Varadachari V- History of Sanskrit literature Chaitanya Krishna- A new History of Sanskrit</p>	
<b>11</b>	<p><b>Continuous Internal Assessment: 40%</b></p>	<p><b>Semester End Examination : 60%</b></p>
<b>12</b>	<p><b>Continuous Evaluation through:</b> Assignment/ Presentations/ Projects (Group/Individual) / Field Visit Report <b>20 Marks,</b> class Test / MCQ Test <b>10 Marks,</b> Overall Conduct and Class Participation <b>10</b></p>	

	<b>Marks</b>	
<b>13</b>	<b>Format of Question Paper:</b> for the final examination Q1. Attempt any TWO Questions out of FIVE. Q2. Attempt any FIVE Questions out of TEN Q3. Attempt any FIVE Questions out of FIFTEEN.	<b>10 Marks</b> <b>25 Marks</b> <b>25 Marks</b>

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

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

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

**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**

<b>Unit Number</b>	<b>SEMESTER 1 Title of the Unit</b>	<b>No. of Lecture</b>
1	<b>Introduction to National Services Scheme</b> 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	<p><b>Leadership &amp; Personality development:</b>  Meaning, definition, qualities, and characteristics of a Leader. Meaning of personality, Dimensions of personality. Personality and Leadership nexus.</p> <p>Universal Human Values and Ethics for youths  Sustainable Development Goals</p>	15	
2	<p><b>Activity Based Programmes</b> (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.</p> <p><b>Shramadhan –</b> Plantation, Cleaning, Watering, Weeding, Any other activities.</p> <p><b>Awareness Programmes –</b> Seminar, Workshops, Celebration of National and International days, Personality Development Programmes, Group Activities, etc.,</p> <p>Rally, Visit to Adopted villages, Swatchatha Programme, 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 awareness Programme, Literacy Programme, Water Conservation Programme, One Day Special Camp in a village (preferably in adopted village/Adopted areas/Slums/MR Schools etc).</p>	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
<b>Total</b>	<b>20</b>

### 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 and Profit. 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-Based Leadership, 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

**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
<b>Total No. of Hours</b>			<b>30</b>

Module No.	Unit	Content	No. of Hours
1	<b>I</b>	<b>1.1 Overview to Cultural Activities</b> <ul style="list-style-type: none"><li>• Definition of culture and its manifestations</li><li>• Understanding cultural diversity and inclusivity</li><li>• The role of cultural activities in preserving heritage</li><li>• Overview of Indian cultural practices</li><li>• Overview of global cultural practices</li></ul>	05
	<b>II</b>	<b>2.1 History of Student Cultural Activities</b> <ul style="list-style-type: none"><li>□ Role of student cultural activities</li><li>□ History of student cultural activities in India</li></ul>	05

		<ul style="list-style-type: none"> <li>• Role of AIU in preserving cultural heritage of India</li> <li>• History of student cultural activities in Maharashtra</li> <li>• Student Cultural activities at University of Mumbai</li> </ul>	
2	III	<p><b>3.1 Forms / Types of Literary and Fine Arts Activities and its Applied Skills</b></p> <p><b>3.1.1 Various Forms of Literary Arts</b></p> <ul style="list-style-type: none"> <li>• <b>Elocution:</b> Reading Skills, Soft Skills, Languages, Communication Skills, etc.</li> <li>• <b>Debate:</b> Reading Skills, Soft Skills, Languages, Communication Skills, etc.</li> <li>• <b>Story Writing:</b> Introduction, Plot, Characterization, Presentation, Relevance, Language Style, etc.</li> <li>• <b>Story Telling:</b> Introduction, Plot, Characterization, Presentation, Relevance, Language Style, etc.</li> <li>• <b>Quiz:</b> General Knowledge skills</li> </ul> <p><b>3.1.2 Various Forms of Fine Arts</b></p> <ul style="list-style-type: none"> <li>• <b>Painting:</b> Visualization, Delivery of the Subject, Composition, Colour Application, Presentation and Overall Impact</li> <li>• <b>Collage:</b> Visualization, Delivery of the Subject, Handling of Medium, Composition, Presentation and Overall Impact</li> <li>• <b>Poster Making:</b> Visualization, Delivery of the Subject, Presentation, Tagline and Overall Impact</li> <li>• <b>Clay Modeling:</b> Visualization, Delivery of the Subject, Handling of Medium, Composition, Presentation and Overall Impact</li> <li>• <b>Cartooning:</b> Visualization, Delivery of the Subject, Characters, Synchronization, Colour Application, Composition, Presentation and Overall Impact</li> <li>• <b>Rangoli:</b> Visualization, Delivery of the Subject, Colour Scheme, Elements, Presentation and Overall Impact</li> <li>• <b>Mehendi Designing:</b> Originality, Creativity, Decorative Art with Aesthetic Sense, Presentation and Overall Impact</li> </ul>	10

		<ul style="list-style-type: none"> <li>• <b>Spot Photography:</b> Impact, Composition, Technical Quality and Suitability for the Specific Theme</li> <li>• <b>Installation:</b> Visualization, Delivery of the Subject, Handling of Medium, Synchronization, Composition, Presentation and Overall Impact</li> </ul>	
	<b>IV</b>	<p><b>4.1 Forms / Types of Performing Arts Activities and its Applied Skills</b></p> <p><b>4.1.1 Various Forms of Dance</b></p> <ul style="list-style-type: none"> <li>• <b>Folk Dance:</b> History and Origin of Folk Dance In India, Types and their Uniqueness, Significance of Folk Dance, Folk Dances in Maharashtra</li> <li>• <b>Classical Dance:</b> History of Classical Dance, Types and their Peculiarities, Significance of Classical Dances in India</li> </ul> <p><b>4.1.2 Various Forms of Theatre</b></p> <ul style="list-style-type: none"> <li>• History of Indian Theatre</li> <li>• Types and their Uniqueness</li> <li>• Significance of Indian Theatre</li> <li>• <b>Various Forms of Theatre:</b> One Act Play, Skit, Mime, Mimicry</li> </ul> <p><b>4.1.3 Various Forms of Music</b></p> <ul style="list-style-type: none"> <li>• History of Indian Music,</li> <li>• Types and their Uniqueness,</li> <li>• Significance of Music in India</li> <li>• <b>Various Forms of Music:</b> Classical Singing, Light Vocal, Percussion, Non-Percussion, Nattiyasangeet, Western Vocal, Western Instrumental</li> </ul>	<b>10</b>

### 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 <b>OR</b> Project <b>OR</b> Assignment	15
2	Participation in Workshop / Conference / Seminar (as decided by the Teacher) <b>OR</b> Participation in Online Workshop / Conference / Seminar (as decided by the Teacher) <b>OR</b> Field Visit <b>OR</b> Attendance	5
<b>Total</b>		<b>20</b>

### Semester End Examination (30 Marks)

Question No.	Particulars	Marks
1	<b>Objective Type Questions (All Units)</b>	6
2	<b>Descriptive Question(s) on Unit I</b> [This question may be divided into sub questions like (a) (b) for 3 Marks + 3 Marks or 4 Marks + 2 Marks pattern]	6
3	<b>Descriptive Question(s) on Unit II</b> [This question may be divided into sub questions like (a) (b) for 3 Marks + 3 Marks or 4 Marks + 2 Marks pattern]	6
4	<b>Descriptive Question(s) on Unit III</b> [This question may be divided into sub questions like (a) (b) for 3 Marks + 3 Marks or 4 Marks + 2 Marks pattern]	6
5	<b>Descriptive Question(s) on Unit IV</b> [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 text- 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 –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](http://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 compels 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.
- Participation 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  
Name of the  
Chairman  
Name of the BOS**

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

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





University of Mumbai

## **University of Mumbai**

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

**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

## 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

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.

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

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.

**OJT Coordinator<sup>1</sup>:**

- 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<sup>2</sup>:**

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

**Faculty Mentor<sup>3</sup>:**

- 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<sup>4</sup> 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<sup>5</sup> (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

---

<sup>1</sup> A faculty member from a college/university department who has been appointed to coordinate the OJT Cell activities.

<sup>2</sup> Two students studying in the second semester (PG) appointed by the Head of the department to assist the OJT coordinator.

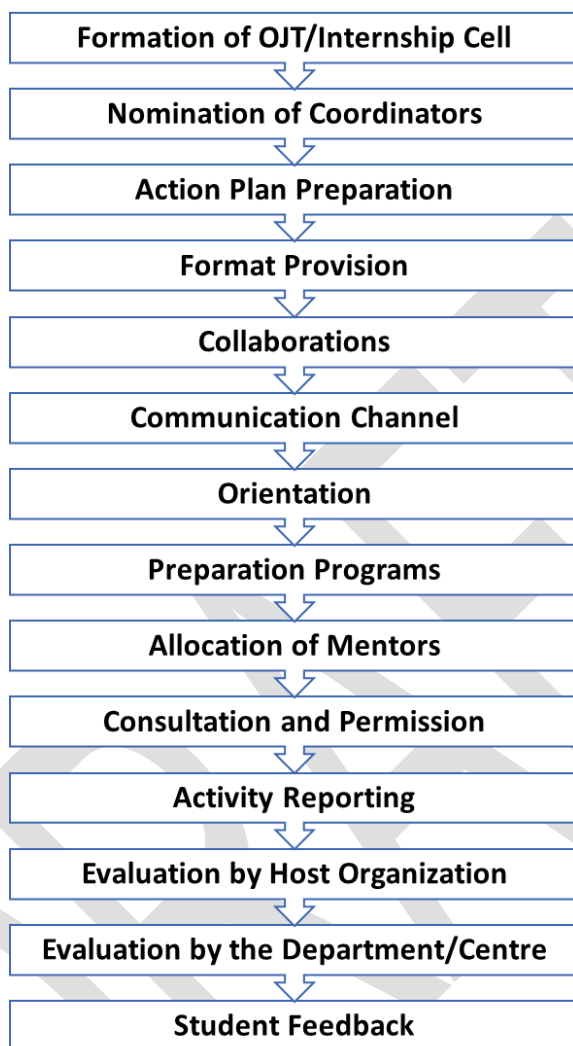
<sup>3</sup> A faculty member from a college/University department who has been assigned to mentor a student/a group of students in their pre- OJT, During OJT and Post OJT phases.

<sup>4</sup> The organization/institute/industry that offers OJT to students

<sup>5</sup> 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<sup>6</sup>.
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.

<sup>6</sup> 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)<sup>7</sup>.
- 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<sup>8</sup>.

### **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.

---

<sup>7</sup> 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.

<sup>8</sup> 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
<b>Total</b>				<b>100</b>

## 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 _____	

## 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)

---

**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<sup>9</sup>.

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>

<sup>9</sup> 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>





## Appendix VI: Attendance Sheet<sup>10</sup>

<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) \_\_\_\_\_

<sup>10</sup> 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<sup>11</sup>

<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	<b>Completing of Hours (out of 20)</b>	
2	<b>Quality/Performance (out of 20)</b>	
3	<b>Punctuality/Regularity (out of 10)</b>	
<b>Total (out of 50)</b>		

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

Additional comments, if any:

Signature of Industry/organization supervisor \_\_\_\_\_

<sup>11</sup> 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	<b>Weekly Reporting (out of 15)</b>	
2	<b>Written Report (out of 20)</b>	
3	<b>Viva-Voce /Presentation (out of 15)</b>	
<b>Total (out of 50)</b>		

Additional Remarks (if any):

Signature of Faculty Mentor

## 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

## 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

**Appendix XI: Student Feedback of OJT<sup>12</sup>**

(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)					

<sup>12</sup> 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					

- 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>



## 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

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

---

**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
<b>Total</b>	-	-	<b>60</b>	<b>40</b>	<b>60</b>	<b>100</b>	<b>04</b>

### 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 Sports person 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**

<b>Unit Number</b>	<b>Title of the Unit</b>	<b>No. of Lecture</b>	<b>No. of Credits</b>
1	<b>Introduction to Sports, Physical Literacy, Health &amp; fitness and Yoga</b> 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	<p><b>Introduction to Structure of Sports associations, Fitness Training &amp; Yogic Asanas</b></p> <p>2.1 Various government schemes, awards and famous sports personalities</p> <p>2.2 Sports Structure of Sports Federations, Khelo India, Sports Tournaments of University of Mumbai and Indian Olympic Association</p> <p>2.3 Fundamental Principles of Fitness training and Yoga</p> <p>2.4 Components of health related and skill related physical fitness</p> <p>2.5 Types of Yogic practices – Asanas, Pranayama and Meditation</p>	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



# As Per NEP 2020

## University of Mumbai



### Title of the program

- A-** U.G. Certificate in B. Com. (Management Studies) 2024-25
- B-** U.G. Diploma in B. Com. (Management Studies) 2025-26
- C-** Degree-Bachelor of Commerce (Management Studies) 2026-27
- D-** Bachelor of Commerce (Management Studies) (Hons.) 2027-28
- E-** Bachelor of Commerce (Management Studies)  
(Hons. with Research) 2027-28

### Syllabus for

### Semester – Sem I to II

Ref: GR dated 20<sup>th</sup> April, 2023 for Credit Structure of UG

**(With effect from the academic year 2024-25  
Progressively)**



# University of Mumbai



(As per NEP 2020)

Sr. No.	Heading	Particulars	
<b>1</b>	<b>Title of program</b>	<b>A</b>	U.G. Certificate in B. Com. (Management Studies)
	<b>O: _____A</b>	<b>B</b>	U.G. Diploma in B. Com. (Management Studies)
	<b>O: _____B</b>	<b>C</b>	Bachelor of Commerce (Management Studies)
	<b>O: _____C</b>	<b>D</b>	Bachelor of Commerce (Management Studies) (Hons.)
	<b>O: _____D</b>	<b>E</b>	Bachelor of Commerce (Management Studies) (Hons. with Research)
<b>2</b>	<b>Eligibility</b>	<b>A</b>	12 <sup>th</sup> Passed <b>OR</b> Passed Equivalent Academic Level 4.0
	<b>O: _____A</b>	<b>B</b>	Under Graduate Certificate in Management Studies <b>OR</b> Passed Equivalent Academic Level 4.5
	<b>O: _____B</b>	<b>C</b>	Under Graduate Diploma in Management Studies <b>OR</b> Passed Equivalent Academic Level 5.0
	<b>O: _____C</b>	<b>D</b>	Bachelor of Commerce (Management Studies) with minimum CGPA of 7.5 <b>OR</b> Passed Equivalent Academic Level 5.5
	<b>O: _____D</b>	<b>E</b>	Bachelor of Commerce (Management Studies) with minimum CGPA of 7.5 <b>OR</b> Passed Equivalent Academic Level 5.5
<b>3</b>	<b>Duration of program</b>	<b>A</b>	One Year
	<b>R: _____</b>	<b>B</b>	Two Years
		<b>C</b>	Three Years
		<b>D</b>	Four Years
		<b>E</b>	Four Years
<b>4</b>	<b>Intake Capacity</b>	<b>60</b>	
	<b>R: _____</b>		

5	<b>Scheme of Examination</b> R: _____	NEP 40% Internal 60% External, Semester End Examination Individual Passing in Internal and External Examination	
6	R: _____ <b>Standards of Passing</b>	40%	
7	<b>Credit Structure</b> Sem. I - R: _____ <b>A</b>	Attached herewith	
	Sem. II - R: _____ <b>B</b>		
	<b>Credit Structure</b> Sem. III - R: _____ <b>C</b>		
	Sem. IV - R: _____ <b>D</b>		
	<b>Credit Structure</b> Sem. V - R: _____ <b>E</b>		
8	<b>Semesters</b>	A	Sem I & II
		B	Sem III & IV
		C	Sem V & VI
		D	Sem VII & VIII
		E	Sem VII & VIII
9	<b>Program Academic Level</b>	A	4.5
		B	5.0
		C	5.5
		D	6.0
		E	6.0
10	<b>Pattern</b>	Semester	
11	<b>Status</b>	New	
12	<b>To be implemented from Academic Year Progressively</b>	From Academic Year: 2024-25	

**Sign of the BOS  
Chairman  
Prof. Dr. Kanchan  
Fulmali  
BOS in BMS**

**Sign of the  
Offg. Associate Dean  
Dr. Ravikant  
Balkrishna Sangurde  
Faculty of Commerce**

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

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

# Preamble

## 1) Introduction

Management is not only an essence in all fields but it is a prevalent tool in the hands of corporates to governments. From planning to controlling and from budgeting to reporting, all managerial elements are the most essential parts of daily life. So the learners need to know about all aspects from rural development to creating artificial intelligence. They will understand how to develop India, one of the fifth most powerful economies in the world. It is expected that the learners should learn how to develop our economy and management for the future generation from these managerial facets.

## 2) Aims and Objectives

- To expose the learners to fundamentals of concept testing in the field of management studies.
- To orient the students with a learner centric approach in the domains of specialization in management studies.
- To equip the students through a bottom-up approach in understanding the global perspectives of managerial aspects in the economy.
- To provide a fillip to employability of learners through exploring the various dimensions of management studies.

## 3) Learning Outcomes

- Learners will learn the approach of management in the given circumstances.
- They will get acquainted with the corporate management to government management.
- They will understand the various financial concepts and their use in the related areas.
- Learning of marketing aspects will give them an array of opportunities in the marketing areas.
- Human resource management will enable them identify the reality ground of the HR sectors in the organisation.

## 4) Any other point (if any)

- A B.Com. (Management Studies) equips you with a broad range of business and management skills. The main course of action typically involves a curriculum divided into Major subjects, Open electives, and Minor courses spread across semesters. Here's a general breakdown of what you can expect

**5) Credit Structure of the Program (Sem I, II, III, IV, V & VI)**

**Under Graduate Certificate in B. Com. (Management Studies)**

**Credit Structure (Sem. I & II)**

R: _____ A										
Level	Semester	Major		Minor	OE	VSC, SEC (VSEC)	AE C, VE C, IKS	OJT, FP, CEP, CC, RP	Cum. Cr. / Sem.	Degree/ Cum. Cr.
		Mandatory	Electives							
4.5	I	6 (4+2) Principles of Management I (4)		-	2+2	Information Technology in Business Management (2)	AEC: 2, VEC: 2,IKS: 2	(2)	22	UG Certificate 44
		Bharatiya theory of Management styles (2)				Business Start- up Skills (2)				
	R: _____ B									
	II	Principles of Management II (4)		2	2+2	VSC:2, SEC:2 Foreign exchange market and Derivatives (2)	AEC: 2, VEC: 2	CC:2	22	
		Global management theories and styles (2)				MS Office (2)				
	<b>Cum Cr.</b>	12	-	2	8	4+4	4+4+2	4	44	
<p><b>Exit option: Award of UG Certificate in Major with 40-44 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor</b></p>										

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

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

R: _____ C										
Level	Semester	Major		Minor	OE	VSC, SEC (VSEC)	AE C, VE C, IKS	OJT, FP, CEP, CC,RP	Cum. Cr. / Sem.	Degree/ Cum. Cr.
		Mandatory	Electives							
5.0	III	8(2*4)		4	2	VSC:2, Marketing Consumer behaviour (2)  Finance  Financial Statement Analysis (2)  HR Recruitment and selection (2)	AEC:2	FP: 2  CC:2  CC:2	22	UG Diploma 88
	Marketing Introduction to Marketing Management (4) Marketing Research (4) Finance Introduction to Financial services (4) Financial Management (4) HR Introduction to HRM (4) Training & Development (4)									
R: _____ D										
	IV	8		4	2	SEC:2 Marketing Ad Making (2)  Finance  Financial Inclusion Skills in Youth (2)  HR Organisational Development	AEC:2	CEP: 2  CC:2  CC:2	22	
	Cum Cr.	28		10	12	6+6	8+4+2	8+4	88	
<p align="center"><b>Exit option; Award of UG Diploma in Major and Minor with 80-88 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor</b></p>										

**Degree in B. Com. (Management Studies)  
Credit Structure (Sem. V & VI)**

R: _____ E										
Level	Semester	Major		Minor	O E	VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC, RP	Cum. Cr. / Sem.	Degree/ Cum. Cr.
		Mandatory	Electives							
5.5	V	10 <b>Marketing</b> Tourism Marketing Management (4) E-Commerce (4) Digital Marketing (2) <b>Finance</b> Introduction to Cost Accounting (4) Practical aspects in Direct taxation (4) Wealth Management (2) <b>HR</b> Global Practices in HRM (4) Human resource accounting and audit (4) Edupreneurship (2)	4 <b>Marketing</b> Supply Chain Management (4)  <b>Finance</b> Investment analysis and portfolio management (4) <b>HR</b> Strategic human resource management (4)	4		VSC: 2 <b>Marketing</b> Marketing Ethics (2)  <b>Finance</b> Ethics in financial Market (2) <b>HR</b> Power & Politics (2)		FP/ CEP :2	22	UG Degree 132
	R: _____ F									
	VI	10 <b>Marketing</b> International Marketing (4) Rural Marketing (4) IMC (2) <b>Finance</b> Financing Rural Development (4) Practical aspects in Indirect taxation (4) A Practical approach to Financial Project Management (2) <b>HR</b> Contemporary issues in HRM (4) HR issues in Merger & acquisition (2)	<b>Marketing</b> Export Marketing Practices and Procedures (4)  <b>Finance</b> Financial Inclusion a Global Prospective (4) <b>HR</b> Performance Management (4)	4				OJT :4	22	
	Cum Cr.	48	8	18	12	8+6	8+4+2	8+6+4	132	
<b>Exit option: Award of UG Degree in Major with 132 credits OR Continue with Major and Minor</b>										

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

# Sem. - I

## **Mandatory 1**

**Programme Name: B. Com. (Management Studies)**

**Course Name: Principles of Management -I**

**Total Credits: 04**

**Total Marks :100**

**University assessment :60**

**College assessment :40**

### **Learning Objectives:**

- a) To enable the learners to understand the basic concepts & functions of management
- b) To acquaint the learners with the theoretical perspective of management & its practical applications.
- c) To explore and understand the changing organization structures.

### **Course Outcomes:**

- CO1) Learners will remember & understand the basic concepts of management.
- CO2) Learners can apply & strategically analyse the domains of managerial practices.
- CO3) Learners will evaluate & create a roadmap to derive concrete managerial solutions.

### **Module 1:**

#### **Unit 1: Introduction to Management & Managerial Thoughts**

- a. Concept & Features of Management – 6M's of Management — Need for management in business & non-business organizations
- b. Functions of Management - Levels of Management – Management Competencies & Skills.

#### **Unit 2: Management Thoughts**

- a. Peter Drucker's Analysis Thoughts - Scientific Management Theory by F.W Taylor – Administrative Management Theory by Henri Fayol – Human Relations Theory by Elton Mayo & Hawthorne Experiments - Henry Mintzberg Managerial Roles.
- b. Indian Management Thoughts – Contribution of Kautilya & Mahatma Gandhis Principle of Trusteeship.

### **Module 2:**

#### **Unit 3: Functions of Management -I**

- a. Planning – Meaning – Significance – Components (Strategic, Single Use & Stranding Plans) Decision Making – Concept – Essentials of sound decision making – Techniques.



- b. Organising – Concept – Importance -Types of Organization Structure -Line & Staff, Matrix Organization Structure – Features – Formal v/s Informal

#### **Unit 4: Functions of Management -II**

- a. Virtual Organizational Set Ups – A pre requisite to Gen Z – Challenges -- Span of Management – Factors, Tall & Flat Organization- Features –
- b. Departmentation – Concept – Bases - Staffing – Concept – Process of staffing - Decentralization – Factors – Centralization v/s Decentralization of Authority

#### **References:**

- *Principles of Management, Tripathi Reddy, Tata Mc Grew Hill*
- *Management Text & Cases, VSP Rao, Excel Books, Delhi*
- *Management Concepts and OB, P S Rao & N V Shah , AjabPustakalaya*
- *Essentials of Management, Koontz II & W , Mc. Grew Hill , New York*
- *Principles of Management-Text and Cases -Dr..M.SakthivelMurugan, New Age Publications*
- *Management Today Principles& Practice- Gene Burton, ManabThakur, Tata McGrawHill,PublishingCo.Ltd.*
- *Management – JamesA.F.Stoner, Prentice Hall, Inc .U.S.A.*
- *Management: Global Prospective –Heinz Weihrich& Harold Koontz, Tata McGraw- Hill, Publishing Co.Ltd.*
- *Essential of Database Management Systems -AlexisLeon ,MathewsLeon Vijay Nicole, Imprints Pvt Ltd.*
- *Management –Task ,Resp, Practices – PetaDruche “willian Heinemann LTD.*

## **Mandatory 1**

**Programme Name: B. Com. (Management Studies)**

**Course Name: Bhartiya Theory of Management Styles**

**Total Credits: 02**

**Total Marks :50**

**University assessment :30**

**College assessment :20**

---

### **Learning Objectives:**

- a) To explore the learners with the concepts & terminologies of Bhartiya theories.
- b) To understand the need & implications of management styles of Bhartiya Theory.
- c) To acquaint with the information of Bhartiya theory & it's unique management styles.

### **Course Outcomes:**

CO1) Students will understand Bhartiya theory of management

CO2) Students will apply & adopt the management styles of Bhartiya management.

CO3) It will create learner centric approach through holistic development of the students.

### **Module 1:**

#### **Unit 1 Introduction of Bhartiya theory of Management styles**

- a) Definition of Bhartiya Management, evolution of Bhartiya/Indian Management, Management Styles based on Ancient Indian Wisdom,
- b) Concept and features of management styles, need of management styles, types of management style, Difference between Management and Leadership.

### **Module 2:**

#### **Unit 2 Six Universal Management Styles of Bhartiya Theory**

- a) Purpose of Management – Contemporary Thought, Management by Self-Transformation, Management by Good Counsel, Management by Time
- b) Management by Luminous Unactivity, Management by Passionate Activity, and Management by Indolent Activity, Benefits and Bhartiya theory,

**References:**

- ***Puri Vivek. (2020). Bharatiya (Indian) Theory Of Management Styles – Part I. Sage Publication.***
- ***(Indian) Theory of Management Styles AIMA Journal of Management & Research, May 2021, Volume 15 Issue 2/4, ISSN 0974 – 497 Copy right© 2021 AJMR-AIMA***
- ***Subhash Sharma. (2019). Evolution of Indian Management/ Bhartiya Management. Reva university Bangalore.***
- **<https://swarajyamag.com/ideas/the-notion-of-bharatiya-management>**
- **<https://cessedu.org/sites/cessedu.org/files/National%20Workshop%20on%20Bharatiya%20Management.pdf>**
- **<https://www.linkedin.com/pulse/traditional-management-concept-evolution-indian-ethos-anjum>**

## VSC/SEC

**Programme Name: B. Com. (Management Studies)**

**Course Name: Information Technology in Business Management**

**Total Credits: 02**

**Total Marks :50**

**University assessment :30**

**College assessment :20**

---

### **Course Objectives:**

- a) To learn basic IT concepts and its role in management of business.
- b) To understand the basic concepts of Email, Internet and other domains
- c) To identify security aspects of Information Technology in Business and to mitigate them

### **Course Outcomes**

CO1) Learners will be acquainted to different applications of Information technology in business.

CO2) Learners will develop the professional email drafting skills.

CO3) Develop learners understanding of the recent technologies and business model.

### **Module 1**

#### **Unit 1 Introduction to IT Support in Management**

- a) Concept of Data, Information, Knowledge, and Database, Success and Failure Case studies of Information Technology, Major Areas of IT Applications in Management, Concept and Applications of Opens Source software,
- b) Introduction to Writing Professional Mails, Creating Digitally signed documents, emailing merged documents, Introduction to Bulk email software, Use of Microsoft Outlook – Configuring Outlook, Creating and Managing profile in Outlook,

### **Module 2**

#### **Unit 2 Emergence of E- commerce and M-Commerce**

- a) Definition and features of E- commerce and Mobile Commerce, Business Models of e-commerce – B2B, B2C, B2G, E Governance.
- b) Internet Technology – Basic concepts of Internet, Intranet, Extranet, Introduction to Artificial Intelligence, Machine Learning and Chat GPT, cyber Security threats and Measures,

## ***References***

- ***Information Technology for Management, by Efraim Turban, Doothy Leinder Ephraim Mclean, James Whether be, 6<sup>th</sup> Edition.***
- ***E- commerce – An Indian Perspective, by Hill Joseph, Tata Mc Grow Hill.***
- ***Information Technology and its Applications in Business By Reema Thareja, Oxford University Press***
- ***Information Technology In Business Management, by Mukesh Dhunna and J.B.Dixit, Laxmi Publications Pvt Limited***
- ***Microsoft Outlook: A Complete Guide from Beginner to Advanced to Learn Outlook's Useful Tips and Tricks for Email Management, Inbox Organization, and More Paperback by Kurt A. Prescott (2023)***
- ***Dixit, M. D. (2015). Information Technology in Business Management . Laxmi Publications Pvt Limited .***
- ***Efraim Turban, L. V. (2013). Information Technology for Management. Wiley.***
- ***Joseph, H. (2019, 6th Edition). E- commerce An Indian Perspective. Tata Mc Graw Hill.***
- ***Kavanagh, P. (2004). Open Source Software . Digital Press .***
- ***Manzoor, D. A. (2012 ). Information Technology in Business . USA: CreateSpace Independent Publishing Platform.***
- ***Mehrotra, D. D. (2019). Basics of Artificial Intellegence and Machine Learning . Chennai: Notion Press .***
- ***Thareja, R. (2018). Information Technology and Its Apllication in Business . Oxford University Press***

**VSC/ SEC**

**Programme Name: B. Com. (Management Studies)**

**Course Name: Business Start-up Skills**

**Total Credits: 02**

**Total Marks :50**

**University assessment :30**

**College assessment :20**

---

**Learning Objectives**

- a) To make students understand new venture creation opportunities, its resources, and requirements for Business Start-up.
- b) To encourage the students to adopt, adapt and innovate the strategies for new start-ups
- c) To motivate them for the survival of the fittest in the competitive business environment

**Course Outcome**

CO1) Students will understand the opportunities with regards to Business Start-ups

CO2) The students will learn about the various sources of finance for a new venture

CO3) Learners will inform about the role of central/state government in promoting entrepreneurship

CO4) Students will learn about the survival and growth strategies of start-ups

CO5) Students will be encouraged to come up with innovative ideas for start-up enterprise.

**Module 1:**

**Unit 1: Introduction to Business Start-ups**

- a. Introduction of Industry 4.0 and Industry 5.0 - Concept and features of Business Start-ups- Business Start-ups Ecosystem- Factors responsible for the growth of Business Start-ups in the Indian economy
- b. Competencies required for budding entrepreneurs - Essential Traits to become a successful budding entrepreneur - Women entrepreneurs and challenges before women entrepreneurs

**Module 2:**

**Unit 2: Initiatives to encourage Business Start-ups**

- a. The six forces of change- Government initiatives to encourage the Business Start-ups in India- Challenges faced by the Business Start-ups- Sources of funds and role of banking sector in development of Business Start-ups
- b. Start-ups Success and Failure stories (Case studies)- Introduction to functioning of Incubation Centre/ Entrepreneurial Development Cell – Ideations and Planning for business start-ups Initiatives taken by the educational institutions to encourage Business Start-ups (Practical /Activities)

**References:**

- *Norman M. Scarborough & Jeffery R. Cornwall, Essentials of Entrepreneurship and Small Business Management, 9th Edition, Prentice Hall, 2018.*
- *Howard Frederick, Allan O'Connor, & Donald F. Kuratko, Entrepreneurship: Theory, Process and Practice, 4th Edition, Cengage Learning, 2016.*
- *Vasant Desai, Entrepreneurship Management, 1st Edition, Himalaya Publishing House, 2013.*
- *Madhurima Lal, Entrepreneurship, 1st Edition, Excel Publications, 2012.*
- *Eric Ries, The Lean Start-up: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses, 1st Edition, Crown Publishing, 2011.*
- *Madhukar Shukla, Social Entrepreneurship in India, 1st Edition, SAGE Publications India Pvt Ltd., 2020.*
- *Peter Thiel & Blake Masters, Zero to One: Notes on Start Ups, or How to Build the Future, Random House, 2014*
- *Anjan Raichaudhuri, Managing New Ventures Concepts and Cases, Prentice Hall International, 2010.*
- *Donald F Kuratko, Jeffrey S. Hornsby, New Venture Management: The Entrepreneur's Road Map, 2e, Routledge, 2017C*

# Sem. – II



**Mandatory 1**

**Programme Name: B. Com. (Management Studies)**

**Course Name: Principles of Management -II**

**Total Credits: 04**

**Total Marks :100**

**University assessment :60**

**College assessment :40**

---

**Learning Objectives:**

- a) To enable the learners to understand the dimensions of direction & control.
- b) To familiarize and acquaint the learners with changing role of Indian business leaders.
- c) To explore and understand the emerging trends in management.

**Course Outcomes:**

- CO1) Students will remember & understand the domains of delegation and control.
- CO2) Students will apply & analyse the strategies adopted by successful business leaders.
- CO3) Students will evaluate & apply evolving management opportunities & challenges.

**Module 1:**

**Unit 1: Functions of Management – III**

- a. Introduction & overview to PODSCORB - Delegation of Authority – Meaning – Need for Delegation – Principles of Effective Delegation- Controlling – Concept – Steps - Techniques
- b. Co-ordination – Concept – Devices of co-ordination – Criteria of Successful co-ordination- Methods

**Unit 2: Functions of Management -IV**

- a. Directing – Concept – Principles of Directing - Motivation – Concept – Factors Influencing Motivation – Importance –
- b. Leadership – Concept – Styles – Qualities of a successful leader – Case Studies of successful Indian business leaders & their contributions to the field of management

**Module 2:**

**Unit 3: Managerial Opportunities & Challenges - I**

- a. Concept – Process – Kurt Lewins Change Management Model - Time Management – Need for Time Management – Techniques –

- b. Murphys Law - Case Studies - Conflict Management – Causes of conflicts – Essential skills for conflict management

#### **Unit 4: Managerial Opportunities & Challenges – II**

- a. Management Information System - Concept – Sources - Talent Management – Meaning – Process –
- b. Stress Management in business organizations – Measures – Need for Eustress in business setups – Green Management Practices – Need for Work Life Balance for managers.

#### **References:**

- *Principles of Management, Tripathi Reddy, Tata Mc Grew Hill*
- *Management Text & Cases, VSP Rao, Excel Books, Delhi*
- *Management Concepts and OB, P S Rao & N V Shah , AjabPustakalaya*
- *Essentials of Management, Koontz II & W , Mc. Grew Hill , New York*
- *Principles of Management-Text and Cases -Dr..M.SakthivelMurugan, New Age Publications*
- *Management Today Principles& Practice- Gene Burton, ManabThakur, Tata McGrawHill,PublishingCo.Ltd.*
- *Management – JamesA.F.Stoner, Prentice Hall, Inc .U.S.A.*
- *Management : Global Prospective –Heinz Wehrich& Harold Koontz, Tata McGraw-Hill, Publishing Co.Ltd.*
- *Essential of Database Management Systems -AlexisLeon ,MathewsLeon Vijay Nicole, Imprints Pvt Ltd.*
- *Management –Task ,Resp, Practices – PetaDruche “willian Heinemann LTD.*
- *K. Ashwathappa, Organisation Behaviour- Text, Cases & Games, Himalaya Publishing House, 2014 Edition.*
- *Gerald Greenberg, Behaviour In Organisation, Pearson Edition (Prentice Hall India)*

**Mandatory 1**

**Programme Name: B. Com. (Management Studies)**

**Course Name: Global Management Theories and Styles**

**Total Credits: 02**

**Total Marks :50**

**University assessment :30**

**College assessment :20**

**Learning Objective**

- a) To understand the students about the different global theories with regards to management
- b) To familiarize towards organisational development across the world to face the competition.
- c) To introduce global motivation and leadership theories connection to global change.
- d) To develop the global competencies necessary for 21st Century Management.

**Course Outcome**

CO1) Students will learn about the core values and models of Organisational Development

CO2) Students will have a clear understanding of the global theories of motivation.

CO3) Students will have a clear understanding of the global theories of effective leadership.

CO4) Students will understand the different Management Styles followed across the globe

**Module I:**

**Unit 1 Introduction to Organizational Development and Global Motivation Theories**

- a. Concept and features of Organizational Development - Values of organizational development- Organizational Development Models- Weisbord Six-box Model (Organisational Diagnosis)- McKinsey 7'S' Model (Organisational Design)
- b. Global Motivation Theories- Maslow Need Hierarchy Theory - Douglas McGregor Theory 'X' and 'Y'- William Ouchi Theory 'Z' - Victor Vrooms Expectancy Theory- Alderfer's, ERG Theory- David Mclelland Need Theory

**Module II:**

**Unit 2 Global Leadership Theories and Management Styles**

- a. Global Leadership Theories- Charismatic Leadership Theory- Likert's four system leadership- Blake and Montons, Managerial grid Theory- Fiedler's contingency theory- Tennenbaum and Schmidt's Leadership Theory- Harsey and Blanchard's Situational Leadership Theory
- b. Indian Management Style- Japanese Management Styles- American Management Style- European Management Style

***References:***

- ***Management- James A. F. Stoner, R. Edward Freeman, Daniel R. Gilbert, JR.***
- ***Management: Principles and Applications- Ricky W. Griffin, Cengage Learning India Pvt. Ltd., New Delhi***
- ***Principles of Business Management – T. Ramasamy, Himalaya Publication House Mumbai,***
- ***Management: Challenges in 21st Century – S.H. Goodman & P.M. Fandt, Vintage Publishing House.***
- ***Management: A Global and Entrepreneurial Perspective- Heinz Wehrich, Mark V Cannice and Harold Knootz, The Mc Graw Hill Companies, New Delhi***
- ***Development of Management Thoughts – Pollard, Think Inc (28 June 2019), Amazon Asia-Pacific Holdings Private Limited.***
- ***Organisation and Management – Dr. C.B. Gupta, Shatya Bhavan Publication Agra.***
- ***Principles and Practices of Management- L. M. Prasad, Sultan Chand & Sons New Delhi (2019).***
- ***Essentials of Organisational Development - Dr. Anjali Ghanekar Everest Publication House, Pune***

**VSC/ SEC**

**Programme Name: B. Com. (Management Studies)**

**Course Name: Foreign exchange market and Derivatives**

**Total Credits: 02**

**Total Marks :50**

**University assessment :30**

**College assessment :20**

---

**Course Objectives:**

- a) To enable learners to obtain knowledge of foreign exchange markets across the globe as well as in the Indian context.
- b) To study the strategies of risk management with respect to foreign exchange.
- c) To understand about the derivative market of world and at Indian level

**Course outcome:**

CO1) Learners will analyse alternative currency translation methods for settlement of goods.

CO2) Students will examine the organization of the Foreign Exchange Market,

CO3) Learners will acquire the information about the derivative market and its operation.

CO4) Learners will identify foreign exchange risk and the techniques available to control the same.

**Module 1**

**Unit 1 Foreign Exchange Markets – an Overview**

- a) Concept, Features, Need, Participants, Functions, Structure of Forex Markets, Foreign Currency Accounts – VOSTRO, NOSTRO, LORO, Meaning and types of Foreign Exchange Risk, Role of Foreign Exchange Dealers Association of India.
- b) FERA and FEMA Regulations, Advantages - Limitations of Capital and Current Account Convertibility, Meaning - Advantages -Limitations of Fixed and Flexible Exchange Rate, Distinction between Fixed and Flexible Exchange Rate.

**Module 2**

**Unit 2 Derivatives Market**

- a) Definition of Derivatives, Features, Benefits of Derivatives, Disadvantages of Derivatives, , Introductions and significance of Index, Types of foreign Exchange Quotations, Basic Numerical Problems -Direct and Indirect quotes, Spread, Spread Percentage, Forward Rates, Cross rate
- b) Emerging Structure of Derivatives Markets in India - Types of Derivatives and Practical numerical problems on Spot, Forward, Futures, Options and Swaps,

## ***References***

- ***Donald, R.L. (2013) – Derivatives Markets, Pearson***
- ***H.P. Bhardwaj. (Edition - 2009). Foreign Exchange Management. Wheeler Publishing.***
- ***Jeevanandam-C. (2020). Foreign Exchange & Risk Management. Sultan Chand & Sons.***
- ***P.G.Apte. (2011). International Financial Management. McGraw Hill Education (India) Private Limited***
- ***S. S. S. Kumar (2007) Financial Derivative. PHI Learning Publisher***

VSC/ SEC  
**Programme Name: B. Com. (Management Studies)**

**Course Name: MS-OFFICE**

**Total Credits: 02**

**Total Marks :50**

**University assessment :30**

**College assessment :20**

---

**Learning Objectives:**

- a) To enable learners to obtain hands on experience on word processing,
- b) To understand the preparation of Power Point for presentations.
- c) To acquire information about creating excel spreadsheets and data analysis

**Course Outcomes**

CO1) Enable learners to create, open and edit the document in formats that are compatible with other word processing applications.

CO2) Student can create documents with MS word which can easily be accompanied into MS PowerPoint, Excel or any other MS office application

CO3) Enhancement of skills to prepare presentation for their academic purpose.

CO4) Learners will equipped with MS excel and ready for administration.

**Module 1**

**Unit 1 MS Word and MS Power Point**

- a) **MS Word** - Menu and Tool bars, Creating and Saving Document, Editing of Document, Formatting text, Changing space between paragraphs and lines, Creation and Modification and Formatting of tables, Insertion of Symbols, Special Characters, Smart Art, Watermarks, Page Formatting, Headers and Footers, Mail Merge- Concept and Uses.
- b) **MS Power Point** - Creating power point presentation, Presentation in different views, Inserting images, audios and videos, Creation of animation effects, Insertion of Designs, Slide Transitions, Slide Printing, Inserting Comments.

**Module 2**

**Unit 2 MS Excel – Basic and Advanced**

- a) Basic Excel- Creating, Saving and editing spreadsheets, Freezing panes & splitting windows, Drawing charts, Basic functions- Text, math, trig, Statistical, Date and time, Financial, Logical.
- b) Advanced Excel- Use of VLOOKUP, HLOOKUP, Data Analysis – Sorting, Filtering (Auto and Advanced Filter), Scenarios, Pivot Tables and Charts.

## ***References***

- ***Mastering Excel: Conditional Formatting Kindle Edition by Mark Moore***
- ***Learn to use computer, MS Word, Powerpoint and Excel: First Edition by Inderjeet Singh***
- ***Microsoft Word, Excel, and PowerPoint: Just for Beginners by Dorothy House., Otskirts Press.***
- ***IT Essential skill s for 21<sup>st</sup> Century, TNI Technologies***
- ***Kumar Bittu (2017) Computer Basics. V. S. Publishers***
- ***John Walkenbach. (2015) Microsoft Excel 2016 Bible. Wiley publication***



# QUESTION PAPER PATTERN (External and Internal)

## Paper Pattern 2 Credits (Total 50 Marks)

Internal = 20 Marks  
External = 30 Marks

### Internal Paper Pattern (20 Marks)

1. Project Presentation <b>OR</b> Case Study writing	} any one	10 Marks
2. Quiz <b>OR</b> Group discussion		
3. Class Test (Mandatory) with objectives		10 Marks
Total		<hr style="width: 100px; margin-left: auto; margin-right: 0;"/> 20Marks

### External Paper Pattern (30 Marks)

Write any **TWO** questions from the following

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

## Paper Pattern 4 Credits (Total 100 Marks)

Internal = 40 Marks  
External = 60 Marks

### Internal Paper Pattern (40 Marks)

1. Case Study writing <b>OR</b> Assignment	} any two (10 Marks each)	20 Marks
2. Quiz <b>OR</b> Group discussion <b>OR</b> Role Playing		
3. Project Presentation <b>OR</b> Research Paper		
4. Class Test - (Mandatory) with Objective questions		20 Marks
Total		<hr/> 40 Marks

### External Paper Pattern (60 Marks)

#### External Paper Pattern (60 Marks)




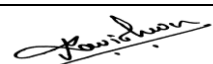



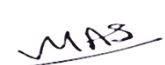
Write any **FOUR** questions from the following

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

**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

### Team for Creation of Syllabus

Name	College Name	Sign
Prof. Dr. Kanchan Fulmali	Chairperson- M. L. Dahanukar College of Commerce, Mumbai	
Dr. Chandrashekhar Salunkhe	Member- ICS College of Arts, Science and Commerce, Khed	
Prof. Dr. Seema Somani	Member- Pillai College of Arts Commerce & Science, Autonomous, New Mumbai	
Dr. Anaya Markandeya	Member- Mahatma Night Degree College of Arts and Commerce, Sion	
Dr. Rahul Shetty	Member- Lala Lajpatrai College of Commerce and Economics	
Dr. Maruti Kumbhar	Member- Anandibai Raorane Arts, Commerce & Science College, Vaibhavwadi	
Dr. Samrat Gangurde	Member- M. L. Dahanukar College of Commerce, Mumbai	
Dr. Mitali Shelenkar	Member- M. L. Dahanukar College of Commerce, Mumbai	

## Justification for B.Com. (Management Studies)

1.	Necessity for starting the course:	<ul style="list-style-type: none"> <li>To expose the learners to fundamentals of concept testing in the field of management studies.</li> <li>To equip the students through a bottom-up approach in understanding the global perspectives of managerial aspects in the economy.</li> <li>To provide a fillip to employability of learners through exploring the various dimensions of management studies.</li> </ul>
2.	Whether the UGC has recommended the course:	<b>Yes</b>
3.	Whether all the courses have commenced from the academic year 2024-25	<b>Yes</b> <b>Under the restructuring of NEP from the A. Y. 2024-25</b>
4.	The courses started by the University are self-financed, whether adequate number of eligible permanent faculties are available?:	<b>Yes</b>
5.	To give details regarding the duration of the Course and is it possible to compress the course?:	<b>First Term</b> <b>Yes</b>
6.	The intake capacity of each course and no. of admissions given in the current academic year:	<b>60/ Yes</b>
7.	Opportunities of Employability / Employment available after undertaking these courses:	<b>Yes</b> <b>In this core area of management studies, various practical and skillful courses are introduced in such a way that the students get job opportunities as per the industrial norms. It will help to generate enough employment opportunities.</b>

**Sign of the BOS  
Chairman  
Prof. Dr. Kanchan  
Fulmali  
BoS in B.Com.  
(Management Studies)**

**Sign of the  
Offg. Associate Dean  
Dr. Ravikant  
Balkrishna Sangurde  
Faculty of Commerce**

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

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

